REGULAR MEETING
GRISWOLD BOARD OF EDUCATION
Griswold Middle School Cafeteria, First Floor
211 Slater Avenue
Griswold, Connecticut 06351

THURSDAY,
January 22, 2026
6:00 PM

This meeting will be live-streamed on our District Facebook Page

1. Call to Order

2. Pledge of Allegiance

3. Approval of the Minutes
   A. Special Meeting - January 8th, 2026

4. Communications

5. Awards/Recognitions
   A. Honoring GES Library Media Specialist/Retiree - Judith Beahan
   B. Honoring GES Paraeducator/Retiree - Christine Atkins

6. Consent Agenda
   A. Review, Discussion, and Possible Action to Approve Revised Policy 6159—Instruction—Individualized Education Program, Second Reading
   B. Review, Discussion, and Possible Action to Approve Revised Regulation 6159 - Instruction - Individualized Education Program, Second Reading
   C. Review, Discussion, and Possible Action to Approve Revised Policy 6146—Instruction—Graduation Requirements, Second Reading

7. Public Comment

8. New Business
   A. Review and Discussion on New England School Development Council (NESDEC) 2025/2026 Enrollment Projections Report
   B. Review, Discussion and Possible Action to Appoint a Griswold Board of Education Member to Serve on the Cable TV Advisory Council of Eastern Connecticut
   C. Review and Discussion on Initial Budget Presentation for 2026/2027
   D. Gifts/Donations
      1. CHESLA Counselor Connect Event - $500 Gift Card Awarded to Elaine Taylor, GHS Counselor, to Use for a FAFSA Completion Event to be Hosted on or before June 30, 2026

9. Old Business
   A. Review, Discussion, and Possible Action to Update the Board of Education Capital Committee Proposed Projects for the 2026-2027 School Year

10. Administrators' Reports
    A. Financial Forecast Update for 2025/2026 School Year - Erik Christensen

B. Review of Student Activity Accounts for GES, GMS and GHS

11. Superintendent's Report
    A. Vacancies/Appointments/Resignations/Retirements
    B. *Superintendent Goals Mid-Year 2025/2026
    C. Timely Updates:
        1. Mid-Year Reviews
        2. Upcoming Meetings

12. Committee/Board Reports

13. Other Business that May Properly Come Before This Board

14. Adjournment

*The Board may go into executive session on these items per Connecticut State Statute § 1-200 (6).

GRISWOLD PUBLIC SCHOOLS
Home of the Wolverines

BOE Meeting Norms

Norm	By . . .
We adhere to clear meeting guidelines	• Focusing on students • Having high expectations • Previewing topics and ensuring the essential items are included on the agenda • Staying on topic • Participating in an orderly way • Appreciating community members' participation • Notifying the chair or superintendent if we will be absent
We are actively involved	• Participating and sharing our thoughts • Asking questions and seeking clarity • Using all available information to make informed decisions
We celebrate successes	• Sharing celebrations at each meeting • Highlighting student successes
We respect each other	• Hearing all voices • Sharing different views • Maintaining positive relationships despite differing opinions • Being courteous

Board of Education Meeting Notes

REGULAR MEETING
LIVE: GRISWOLD MIDDLE SCHOOL Cafeteria
Thursday, January 22nd, 2026
6:00 PM Start Time
GOALS FOR THE 2025-2026 SCHOOL YEAR

1. *Griswold Public Schools will commit to the advancement of social and emotional competencies in inclusive and equitable learning environments so that all of our students can grow and thrive.*

2. *Griswold Public Schools will focus on promoting the implementation and expansion of Blended and Personalized Learning in all PreK (Early Childhood Program) - 12 learning environments.*

3. *Griswold Public Schools will explore and implement research-based instruction to improve outcomes for all Griswold students.*

ENCLOSED ARE THE MEETING NORMS

NOTE: The purpose of the notes is to provide more context to each agenda item, so that our meeting times are productive and offer Board members the background information to ask for clarification, to ask for additional information, and to discuss matters they deem necessary. If there are any questions or information not included in the notes or packet and you have questions ahead of time, please let us know.

1. Call to Order

2. Pledge of Allegiance

3. Approval of the Minutes
   A. Special Meeting - January 8, 2026 - The meeting minutes are included. In the event that minutes warrant changes, please motion to approve the minutes as amended/discussed.

4. Communications

5. Awards/Recognition
   Board members have been provided with letters to all individuals who will be recognized for this meeting. The letters are also enclosed in the packet.
   A. Honoring GES Library Media Specialist/Retiree - Judith Beahan
   B. Honoring GES Paraeducator/Retiree - Christine Atkins

6. Consent Agenda
   A. Review, Discussion, and Possible Action to Approve Revised Policy 6159—Instruction—Individualized Education Program, Second Reading
   B. Review, Discussion, and Possible Action to Approve Revised Regulation 6159 - Instruction - Individualized Education Program, Second Reading
   C. Review, Discussion, and Possible Action to Approve Revised Policy 6146—Instruction—Graduation Requirements, Second Reading
   This is a second reading for the policies and regulation listed above and they are ready for the Board to take action and approve.

7. Public Comment

8. New Business

A. Review and Discussion on New England School Development Council (NESDEC) 2025/2026 Enrollment Projections Report - Each year, the New England School Development Council provides the Griswold School district with enrollment projections and I will be happy to review the details with the Board.

B. Review, Discussion and Possible Action to Appoint a Griswold Board of Education Member to Serve on the Cable TV Advisory Council of Eastern Connecticut - The TV Advisory Council of Eastern Connecticut is requesting that the Griswold Board of Education appoint one member to represent the Board of Education to serve on their committee. A letter is enclosed to provide more information about this advisory council.

C. Review and Discussion on Initial Budget Presentation for 2026/2027 - Enclosed in your packets is the initial budget presentation of the Griswold Public Schools, which will be reviewed to start the budget development process for the 20226/2027 school year.

D. Gifts/Donations

1. CHESLA Counselor Connect Event - $500 Gift Card Awarded to Elaine Taylor, GHS Counselor, to Use for a FAFSA Completion Event to be Hosted on or before June 30, 2026 - I respectfully request that the Board accept a generous donation in the amount of $500 in the form of a gift card awarded to Elaine Taylor, School Counselor at Griswold High School. Ms. Taylor was the raffle winner at CHESLA's Counselor Connect Event held on Monday, January 12, 2026. The $500 donation will be used to support a FAFSA completion event to be held on or before June 30, 2026.

9. Old Business

A. Review, Discussion, and Possible Action to Update the Board of Education Capital Committee Proposed Projects for the 2026-2027 School Year - An emerging capital item has surfaced: The score boards at the high school gym. In late December, lights began failing on one of the panels, thereby making it difficult for spectators to view the scores. The scoreboards are originals from when the building was constructed in 1992. We have pursued if this could be repaired; unfortunately, the parts cannot be ordered as they are obsolete.

10. Administrators' Reports-Reports are enclosed/attached.

A. Financial Forecast Update for 2025/2026 School Year - Erik Christensen - Erik will be prepared to update the Board on the current financial status of the 2025/2026 school budget.

B. Review of Student Activity Accounts for GES, GMS and GHS - Erik Christensen - The Board will receive an update from Erik Christensen on the student activity accounts for GES, GMS and GHS.

11. Superintendent's Report-Reports are enclosed/attached.

A. Vacancies/Appointments/Resignations/Retirements

B. *Superintendent's Goals Mid-Year/2025-2026 - The Superintendent mid-year goals will be reviewed in executive session following the regular business portion of this meeting.

C. Timely Updates:
    1. Mid-Year Reviews
    2. Upcoming Meetings

12. Committee/Board Reports - Committee Chairs will provide updates of subcommittee work.

13. Other Business that May Properly Come Before the Board

14. Adjournment

*The Board may go into executive session on these items per Connecticut State Statute § 1-200 (6).

SPECIAL MEETING
GRISWOLD BOARD OF EDUCATION

THURSDAY,
JANUARY 8, 2026

DRAFT

1. Call to Order - A special meeting of the Griswold Board of Education was held on Thursday, January 8th, 2026, in the Griswold Middle Library Media Center/Learning Commons, located on the second floor of Griswold Middle School, 211 Slater Avenue, Griswold, CT. The meeting was called to order at 6:00 PM by Stuart Norman, Jr., Griswold Board of Education Chair.

PRESENT Stuart Norman, Jr., BOE Chair; Terry Cholewa, BOE Vice Chair; Kimberly Neilson, BOE Secretary; Yvonne Palasky, Jaimee O'Neill-Eaton, Cathy Waselik and Eileen Ego, Griswold BOE Members.

ALSO PRESENT Sean McKenna, Griswold Superintendent of Schools; Glenn LaBossiere, GPS Assistant Superintendent of Schools; and Nick Caruso, CABE (Connecticut Association of Boards of Education) Associate Executive Director.

2. Pledge of Allegiance – The Board and administration performed the Pledge of Allegiance.

3. Approval of the Minutes
   A. Regular Meeting-December 11th, 2025

MOTION By Cathy Waselik
Seconded by Yvonne Palasky
To approve the regular meeting minutes of December 11th, 2025, as presented.
Motion unanimously carried.

MOTION By Yvonne Palasky
Seconded by Jaimee O'Neill-Eaton
To move into executive session at 6:05 PM for the purpose of discussing items A-D under new business.
Motion unanimously carried.

4. New Business
   A. *Review, Discussion, and Possible Action to Approve Recommended Tuition Rates, Program Costs, and Related Services for the 2026/2027 School Year – This item was discussed in executive session.

   B. *Review, Discussion, and Possible Action to Approve the Tuition Rates for Children of Staff Members for the 2026/2027 School Year – This item was discussed in executive session.

   C. Review, Discussion, and Possible Action to Approve the Griswold Board of Education Subcommittees for Term 2025-2027 – This item was discussed in executive session.

The Board came out of executive session at 6:11 PM and took the following action:

MOTION

By Eileen Ego
Seconded by Kimberly Neilson
To approve the recommended tuition rates, program costs, and related services for the 2026/2027 school year, as presented.
Motion unanimously carried.

MOTION

By Yvonne Palasky
Seconded by Terry Cholewa
To approve the tuition rates for children of staff members for the 2026/2027 school year, as presented.
Motion unanimously carried.

MOTION

By Yvonne Palasky
Seconded by Terry Cholewa
To approve the Griswold Board of Education subcommittees for Term 2025-2027, as presented.
Motion unanimously carried.

MOTION

By Yvonne Palasky
Seconded by Cathy Waselik
To move back into executive session at 6:13 PM for the purpose of a Board Retreat concerning the performance, professional development, and evaluation of the Griswold Board of Education.
Motion unanimously carried.

D. *Retreat Concerning the Performance, Professional Development, & Evaluation of the Griswold Board of Education and Nick Caruso, a Representative from CABE – This item was discussed in executive session.

Jaimee O'Neill-Eaton, BOE Member, left the meeting at 8:15 PM.

The Board came out of executive session at: 8:19 PM. BOE Chair, Stuart Norman, Jr., thanked Nick Caruso for attending this evening's Board of Education retreat.

4. Adjournment

MOTION

By Eileen Ego
Seconded by Cathy Waselik
To adjourn the meeting at 8:20 PM.
Motion unanimously carried.

GRISWOLD PUBLIC SCHOOLS
211 Slater Avenue, Griswold, CT 06351
Tel: (860) 376-7600 Fax: (860) 376-7607
griswoldpublicschools.org

Sean P. McKenna, Superintendent of Schools
Erik Christensen, Director of Fiscal & Personnel Services

Glenn LaBossiere, Assistant Superintendent of Schools
Christopher Champlin, Director of Student Services

REVISED: December 18, 2025
December 10, 2025

Ms. Judith Beahan
19P Lakeside Drive
Ledyard, CT 06339

Dear Judy,

On behalf of the Griswold Board of Education and the entire Griswold Public Schools community, I extend our congratulations and best wishes for a happy and healthy retirement. I received your letter of retirement and will consider January 1, 2026, as your official final day of employment with the Griswold Public Schools.

I would like take this opportunity to inform you that we will be extending an invitation for you to be honored as one of Griswold's distinguished retirees at an upcoming Griswold Board of Education meeting, which will be held on Thursday, January 8th **22nd**, 2026, beginning at 6 PM in the Griswold Middle School Cafeteria. At the Board of Education meeting, we will take a moment to honor you and one other retiree for your many years of service in Griswold. We hope you will be able to join us that evening. Please reach out to my executive assistant, Robin Drobiak, to confirm your attendance.

Congratulations on your plans to retire from teaching. We wish you nothing but the best!

Sincerely yours,

Sean P. McKenna,
Superintendent of Schools

cc: GES Administration
Office of Fiscal & Personnel Services
Personnel File

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Erik Christensen, Director of Fiscal & Personnel Services
Glenn LaBossiere, Assistant Superintendent of Schools
Christopher Champlin, Director of Student Services

REVISED: December 18, 2025
December 10, 2025

Mrs. Christine Atkins
114 Cook Hill Road
Griswold, CT 06351

Dear Christine,

On behalf of the Griswold Board of Education and the entire Griswold Public Schools community, I extend our congratulations and best wishes for a happy and healthy retirement. I received your letter of retirement and will consider February 12th, 2026, as your official final day of employment with the Griswold Public Schools.

I would like take this opportunity to inform you that we will be extending an invitation for you to be honored as one of Griswold's retirees at an upcoming Griswold Board of Education meeting, which will be held on Thursday, January ~~8th~~ 22nd, 2026, beginning at 6 PM in the Griswold Middle School Cafeteria. At the Board of Education meeting, we will take a moment to honor you and one other retiree for your years of service in Griswold. We hope you will be able to join us that evening. Please reach out to my executive assistant, Robin Drobiak, to confirm your attendance.

Congratulations on your plans to retire. We wish you nothing but the best!

Sincerely yours,

Sean P. McKenna,
Superintendent of Schools

cc: GES Administration
C. Champlin, GPS Director of Student Services
Office of Fiscal & Personnel Services
Personnel File

CURRENT POLICY

P6159(a)

Instruction

Individualized Education Program/Special Education Program

The school district shall comply with all state and federal laws concerning the provision of a free appropriate public education to students with disabilities.

Referral

The school district is responsible for identifying children with disabilities and for determining whether such children are eligible for special education services.

In accordance with the regulations of the State Board of Education, each local and regional board of education shall: (1) Provide special education for school-age children requiring special education; (2) The obligation of the school district under this subsection shall terminate when such child is graduated from high school or at the end of the school year during which such child reaches age twenty-two, whichever occurs first.

Effective July 1, 2023, all students remain eligible for special education services under the Individuals with Disabilities Education Act (IDEA) through the end of the school year during which the students turns age 22, or until the student graduates from high school with a regular high school diploma, whichever occurs first. Pursuant to the Connecticut General Statutes §10-259, school year is defined as July 1 through June 30.

A parent, physician, social worker, or other outside agency may refer a student directly for special education services. During these situations the alternative strategies process may be bypassed.

Planning and Placement Team or Individualized Education Program Team

The Planning and Placement Team (PPT) for any identified student shall consist of at least the following:

1. A representative of the District other than the individual's teacher, who is qualified to provide, or supervise, the provision of special education and who is knowledgeable about the general education curriculum and about the availability of resources of the District;

2. Not less than one special education teacher of the child, or if appropriate, not less than one special education provider of the child;

3. Not less than one regular education teacher (if the child is, or may be, participating in the regular education environment);

4. One or both of the student's parents, a surrogate parent, and/or a representative chosen by the parent;

5. The student, where appropriate;

6. For a student who is being evaluated for the first time, a member of the assessment team shall be present, and at least one of the persons present shall be knowledgeable about the assessment procedures;

7. The school paraprofessional, if any, assigned to the student, and

Instruction

Individualized Education Program/Special Education Program continued...

8. At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

Any member of the PPT employed by the Board of Education who discusses or makes recommendations concerning the provisions of special education and related services during a PPT meeting shall not be disciplined, suspended, or otherwise punished for such recommendations.

A PPT team member is not required to attend all or part of a PPT meeting if the parents and District agree the team member's participation is not necessary because the member's area of curriculum or related services is not being modified or discussed at the meeting.

If the PPT meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents/guardians and the District may agree to excuse the member from attending all or part of the meeting if the member submits written input to the PPT and parent prior to the meeting. Parental consent, in writing is required in either case.

If the purpose of a PPT meeting is the consideration of transition services for a student, the District shall invite the student and a representative of any other agency that is likely to be responsible for providing or paying for transition services. In the event of a meeting to review or revise the individualized education program of a child in an out-of-district or a private placement, a representative of the out-of-district or private facility shall also be invited. In addition, a representative of the outside facility shall contribute to the development of the individual educational program.

Parental Participation

The parent/guardian or surrogate parent shall be given at least five (5) school days prior notice of any PPT meeting and shall have the right to be present and participate in all portions of such meetings at which an educational program for their child is developed, reviewed or revised. In addition, parents/guardians or surrogate parents have the right to be present at and participate in all portions of the PPT meeting at which an educational program for their child is developed, reviewed or revised. In addition, the parent/guardian/surrogate shall have advisors and the child's assigned paraprofessional, if any, be present at and participate in all portions of the PPT meeting in which the child's educational program is developed, reviewed or revised.

Instruction

Individualized Education Program/Special Education Program continued...

Upon parental/guardian request, a member of the PPT designated by the District will meet with the parent/guardian after their child has been assessed for possible placement in special education and before the PPT meets. The sole purpose of this meeting will be to discuss the PPT process and any concerns the parent/guardian has about the students. In addition, if requested, by the parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

The Board of Education shall take steps to ensure that one or both of the child's parents are afforded the opportunity to participate in each meeting to develop, review or revise the individualized education program for that child. Every effort shall be made to schedule meetings at a mutually agreed-upon time and place. Parents/Guardians and the District may agree to conduct IEP meetings and other meetings through alternative means, such as, including but not limited to, video conferences or conference calls. Steps to ensure parental participation shall be taken in accordance with the following:

1. The District will provide parents/guardians a procedural safeguards notice, at least annually, except that a copy also shall be given, upon initial referral or parental request for evaluation, upon the first filing of a due process complaint or upon parental request advising them in writing, in their dominant language, of their rights with respect to the provision of a free appropriate education for children with disabilities.

2. The District will place a current copy of the Procedural Safeguards notice on the District Website.

3. Written prior notice to the parents/guardian of a child for which the District is proposing or refusing to initiate or change the identification, evaluation or educational placement of the child, shall also specify the purpose, time and location of the meeting and who has been invited.

4. If neither parent can attend, reasonable efforts shall be made to secure parental participation by other means such as conference calls or home visits.

5. A meeting may be conducted without a parent in attendance if the Board of Education is unable to secure parental attendance. In this event, the Board of Education shall have a detailed record of its attempts to arrange parent participation.

6. The Board of Education shall take any and all actions necessary to ensure that the parents understand the proceedings at the meeting. This shall include, but not be limited to, providing an interpreter for the parents who are in need of such services.

7. A full written explanation of all due process procedures available to parents shall be provided upon parental request unless as specified in #1 above.

8. The parent/guardian of a child with a disability may elect to receive notices under IDEA by electronic mail, if the District makes such an option available.

Instruction

Individualized Education Program/Special Education Program continued...

Planning and Placement Team Description

The Planning and Placement Team is required to convene in the following situations:

1. to develop an evaluation plan for a student referred for eligibility determination, as well as for students already identified but requiring further evaluation;

2. to review the results of the evaluations and to identify the student as disabled, if indicated;

3. to develop an individualized educational program (IEP), based upon evaluation results and to determine the proper placement;

4. to review the special education program for a child periodically, but not less frequently than annually or more frequently if deemed necessary and to make the necessary IEP modifications, adjustments or program changes. Parent/guardians and the District may agree not to convene a PPT meeting for the purpose of making such changes and instead may develop a written document to modify the child's current I.E.P.

5. to exit a student from special education and/or related services, if evaluation results warrant.

Evaluations

Each child who has been referred and who may require special education and related services shall be evaluated in order to determine whether special education is required. Each child receiving special education and related services shall be re-evaluated in accordance with IDEA procedures if the District determines that the education or related service needs including improved academic achievement and functional performance of the child warrant a reevaluation. In addition, a re-evaluation shall be conducted upon the request of the parent or personnel working with the child. A reevaluation shall occur not more frequently than once a year unless the parent and district agrees otherwise, and at least once every three years, unless parent/guardian and District agree that a reevaluation is unnecessary.

A complete evaluation study shall be conducted for each child referred who may require special education and related services. The evaluation study shall include reports concerning the child's educational progress, structured observation, and such psychological, medical, developmental and social evaluations as may be appropriate in determining the nature and scope of the child's exceptionality. Such reports may include information concerning the child's physical condition, socio-cultural background and adaptive behavior in home and in school. All sources of information shall be documented. If the child is dominant in a language other than English, the evaluation study shall also include systematic teacher observation of the specific areas of concern. Detailed information about the child's performance at home and in the community and any prescriptive or diagnostic teaching which has taken place shall be included.

The evaluation procedures, instruments and techniques shall be non-discriminatory and be validated for the specific purpose for which they have been designed. All such evaluation procedures, instruments, and techniques shall be administered by appropriately certified and/or licensed personnel in accordance with procedures recommended by the test publisher.

Instruction

Individualized Education Program/Special Education Program continued...

1. All evaluation procedures, instruments and techniques shall be administered in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally and functionally, unless it is not feasible to so provide or administer.

2. More than one evaluation measure or assessment shall be used as the basis for placement. The results of standardized or local tests of ability, aptitude, affect, achievement and aspiration shall not be exclusively used as the basis for placement.

3. Tests shall be selected and administered so as best to ensure that when a test is administered to a child with impaired sensory, manual, or speaking skills the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (except where those skills are the factors which the test purports to measure.)

4. Evaluation procedures, instruments and techniques shall include those designed to assess specific areas of educational need and, where appropriate, language dominance, and shall not be limited to those which are designed to provide a general intelligence quotient.

5. In making a determination of eligibility, a child shall not be determined to be a child with a disability if the dominant factor for such determination is the lack of appropriate instruction in reading, including the essential components of reading instruction and/or math and/or limited English proficiency or a student's disciplinary actions or record. Further, the District is not required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skill, reading comprehension, mathematical calculation or mathematical reasoning.

6. In determining whether a child has a specific learning disability, the District may use a process that determines if the child responds to scientific research based intervention, as part of the evaluation procedures.

Independent Evaluation

Parents have the right to obtain an independent evaluation, conducted by an appropriately certified and/or licensed examiner who is not employed by the responsible Board of Education, of their child. The PPT shall provide to parents, on request, information about where an independent evaluation may be obtained.

Parents have the right to an independent evaluation at public expense if the parents disagree with an evaluation obtained by the Board of Education. However, the Board of Education may initiate a due process hearing, to be conducted by the State Department of Education, to show that its evaluation is appropriate. If there is a determination by the State Department of Education Hearing Officer that the evaluation of the school district was appropriate, the parents still have the right to an independent evaluation, but not at public expense. For purposes of this policy, "at public expense" means that the evaluation is provided at no cost to the parents.

Instruction

Individualized Education Program/Special Education Program continued...

If the parents obtain an independent evaluation at private expense, the results of the evaluation must be considered by the PPT in any decision concerning the provision of a free appropriate public education to the child and may be presented as evidence at a due process hearing conducted pursuant to the State Department of Education.

Whenever an independent evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, shall be the same as the criteria, which the school district uses when it initiates an evaluation.

Individualized Education Program (IEP)

The individualized education program shall be based upon the diagnostic findings of the evaluation study. The Planning and Placement Team shall base recommendations for any changes in a child's individualized education program upon the child's current individualized education program and any information relating to the child's current educational performance.

Each Planning and Placement Team shall develop, or revise, whichever is appropriate, the individualized education program for each child requiring special education and related services prior to the beginning of each school year. In the case of a student enrolled after the last day of the previous school year, this process shall be completed by October first of the school year.

The individualized education program shall be a written statement developed by the PPT which shall include the following:

1. A statement of the child's present levels of academic achievement and functional performance, including, where appropriate, academic achievement, social adaptation, prevocational and vocational skills, psychomotor skills and self-help skills;

2. A statement of annual educational goals for the school year "reasonably calculated to enable the child to make progress appropriate in light of the child's circumstances," under the child's individualized educational program;

3. A statement of how the child's progress toward meeting the annual goals will be measured and when periodic reports will be available on the progress the child is making toward meeting the annual goals. (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) The

child's educational program must be appropriately ambitious in light of his/her circumstances and provide the opportunity to meet challenging objectives.

4. A statement of short-term instructional objectives for students with disabilities who take alternative assessments aligned to alternative achievement standards; (Benchmarks or short term objectives in addition to annual goals are not required for all other students with disabilities.)

Instruction

Individualized Education Program/Special Education Program continued...

5. A statement of specific educational services needed by the child, including a description of special education, related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, which are needed to meet the needs of the child. Such description shall include the type of transportation necessary and a statement of the recommended instructional settings;

6. The date when those services will begin and length of time the services will be given with the length of the school day and school year needed to meet the child's special education needs, including criteria to determine when services will no longer be needed; and

7. For each student, who is at least fourteen years of age, and diagnosed with autism spectrum disorder, beginning not later than the date on which the first IEP takes effect, a statement of transition service needs which shall include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and where appropriate, independent living skills. In addition, the statement of transition needs shall include the transition services, including courses of study, needed to assist a child in reaching those goals. Such IEP shall be updated annually.

8. A description of the extent to which the child will be involved in and make progress in the general education curriculum defined as the same curricula for nondisabled children. This shall include a description of how the regular education program will be modified to meet the child's needs;

9. A list of the individuals who shall implement the individualized program; and

10. In the case of a residential placement, whether such placement is being recommended because of the need for services other than educational services.

11. If it is determined that the child will take an alternate assessment on a State or District assessment of student achievement, the IEP must contain in a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child.

12. Beginning not later than the first IEP to be in effect when the child is sixteen (16) and updated annually thereafter, a statement of appropriate, measurable post-secondary goals based upon age appropriate transition assessments related to training, education, employment and where appropriate, independent living skills and the transition services needed to assist the child in reaching those goals.

13. Beginning not later than one year before the student reaches the age of majority (18), a statement informing the student of his/her rights under IDEA.

14. For a child identified as deaf or hearing impaired, the IEP which includes a language and communications plan shall address:

(i) the child's primary language or mode of communication;

(ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;

(iii) educational options available to the child;

Instruction

Individualized Education Program/Special Education Program continued...

(iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;

(v) the accessibility of academic instruction, school services and extracurricular activities to the child;

(vi) Assistive devices and services for the child; and

(vii) Communication and physical environment accommodations for the child.

and

(viii) An emergency communications plan that includes procedures for alerting the child of an emergency situation and ensuring that the specific needs of the child are met during the emergency situation. Such plan is to be developed for a student identified as deaf, hard of hearing, or both blind or visually impaired and deaf.

The school district shall use a standardized individualized education program form that shall be subject to the approval of the State Board of Education.

Timelines

Special education and related services shall be provided as soon as possible after the planning and placement team meeting held to review, revise or develop the child's individualized education program, but in any event not later than the following timelines.

In the case of a referral made during the academic year, the timelines shall be as follows:

1. The individualized education program shall be implemented within forty-five school days of referral or notice, exclusive of the time required to obtain parental consent.

2. In the case of a child whose individualized education program calls for out-of-district or private placement, the individualized education program shall be implemented within sixty school days of referral or notice, exclusive of the time required to obtain parental consent. If difficulty of placement is such as to occasion a delay beyond this period, the Board of Education shall submit to the State Board of Education written documentation of its efforts to obtain placement in a timely manner.

3. Where necessary, parental consent shall be given within ten school days of the date of notice, or, where appropriate, of the date of the Planning and Placement Team meeting in which the parents participated.

4. A full copy of the individualized education program shall be sent to the parents within five school days after the Planning and Placement Team meeting to develop, review or revise the individualized education program.

In the case of a referral made in between school years, the effective date of the referral may be deemed to be the first school day of the next school year.

Instruction

Individualized Education Program/Special Education Program continued...

Placement

Educational placements are made in accordance with the requirements set forth in the IEP of each child requiring special education and related services. The least restrictive environment is considered for each student based on the IEP. In selecting the least restrictive environment, consideration is given to any potentially harmful effect on the child or on the quality of services the child needs. To the maximum extent appropriate, students with disabilities, including children in public or private instructions or other care facilities, are educated with their peers in regular education environments.

Special classes, separate schooling, or other removal of disabled children from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Each child with disabilities shall participate to the maximum extent appropriate with non-disabled age appropriate peers in non-academic and extra-curricular services and activities, including meals and recess periods.

Interpreting evaluation date and in making placement decision, the PPT shall:

1. Draw upon information from a variety of sources, including attitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior;

2. Ensure information obtained from all of these sources is documented and carefully considered;

3. Ensure that the placement decision is made by a group of persons including person's knowledge about the child, the meaning of the evaluation data, and the placement options; and

4. Make the placement decision in conformity with the least restrictive environment considerations.

When the PPT meeting makes the determination of which placement is most appropriate to deliver education in the least restrictive environment, a continuum of services shall be used to guide the placement selection. This is done at no cost to the parents of the child. This continuum shall consider programs ranging from regular education programs with students who are not disabled to special education programs with students who are the most severely disabled. The PPT shall also consider homebound placements, hospitalized instruction, diagnostic placements and private school placements where such placements are considered necessary by the PPT in order for a student to receive a free appropriate public education.

Instruction

Individualized Education Program/Special Education Program continued...

Notice

The PPT shall notify parents of students requiring special education and related services five days before proposing to, or refusing to, initiate or change the child's identification, evaluation or placement. Written notice shall be sent to the parents no later than five days after date of referral. In addition, written parental consent shall be obtained prior to pre-placement evaluation, initial placement or private placement of a child who requires or may require special education and related services. If the student is considered an emancipated minor or eighteen years of age or older, such notification shall be to the student.

The notice shall include the following information:

1. The reason of the notice. In the event of a referral, the notice shall include the source and date of the referral;

2. A description of the general evaluation procedure to be used;

3. A statement of parental rights to review and obtain copies of all records used as a basis for the referral, to be fully informed of all evaluation results, and to obtain an independent educational evaluation as part of the evaluation process; and

4. A full explanation of all due process procedures available to parents, upon initial referral or parental request for evaluation, upon the first filing of a due process complaint or upon parental request.

Where parental consent is required, notice shall include the above requirements and the following information:

1. A statement of parental rights to refuse consent and that, if consent is given, it may be revoked at any time;

2. A statement that parental failure to respond, within ten school days from the date of the notice, shall be construed as refusal of consent; and

3. A statement that, if contested, the child's current educational placement will not change until due process procedures have been completed.

The District will provide parents/guardians with State Department of Education information and resources relating to IEPs as soon as a child identified as requiring special education.

Legal Reference: Connecticut General Statutes

A.R. v. Connecticut State Board of Education, 3:16-CV-01197 (CSH D. Conn. June 10, 2020)

10-76a Definitions (as amended by PA 06-18)

10-76b State supervision of special education programs and services. Regulations. (as amended by PA 12-173)

10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by June Special Session PA 15-5, Section 277, PA 19-49, PA 21-46, PA 21-144 and PA 23-137))

10-76g State aid for special education.

Instruction

Individualized Education Program/Special Education Program continued...

10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)

10-76h Special education hearing and review procedure.\

10-76jj Language and communication plan as part of individualized education program for child identified as deaf or hard of hearing (as amended by PA 19-184)

PA 06-18 An Act Concerning Special Education

State Board of Education Regulations

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

PA 12-173 An Act Concerning Individualized Education Programs and Other Issues Relating to Special Education

Rowley v. Board of Education, 485 U.S.-176 (1982)

Endrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)

A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)

Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)

PA 23-137 An Act Concerning Resources and Support for Persons with an Intellectual or Developmental Disability.

Policy adopted: January 27, 2020
Policy revised: April 5, 2021
Policy revised: October 26, 2023

GRISWOLD PUBLIC SCHOOLS
Griswold, Connecticut

CABE POLICY SERVICES

PROPOSED NEW POLICY & REGULATION

P6159(a)

A mandated policy to consider.

Instruction

Individualized Education Program

Individualized Education Programs (IEPs) are essential foundations for providing effective, high-quality special education services. The Board requires that all procedures for implementing an individualized education program be designed to guard the privacy of the student and family.

A parent of a child, the State Department of Education, or other state agencies available to the District may initiate a request for an initial evaluation to determine if the child is a child with a disability. Once the district receives a written referral for special education evaluation, it has 45 school days to complete an initial evaluation. The 45-school-day timeline encompasses the entire eligibility determination process, including reviewing the referral, obtaining written parental consent for evaluation, conducting a comprehensive evaluation, determining eligibility, obtaining written parental consent for the provision of special education services, and implementing an IEP if the student is found eligible. The district will conduct a full and individual evaluation that consists of procedures to determine if the child is a child with a disability under 34 C.F.R. §300.301. Further, the evaluation must be sufficiently comprehensive to identify all of the child's special education and related services needed, whether or not commonly linked to the disability category in which the child has been classified. Assessments for disabled children who are transfer students shall be coordinated expeditiously between the sending or receiving district.

The adult student or his/her parent/guardian will be asked by the District if the student wishes to receive the special education and related services outlined in their individualized education program (IEP) through the end of the school year during which they turn 22 years of age or they graduate with a regular high school diploma, whichever comes first.

In situations in which a student's IEP requires an out-of-district or private placement, the timeline for implementing an IEP must occur within 60 school days of the PPT referral (not including the time it takes to obtain written parental consent).

Instruction

Individualized Education Program (IEP) (continued)

Any individualized education program (IEP) developed for a student with disabilities shall specify whether the student shall achieve the District's adopted content standards or whether the student shall achieve individualized standards that would indicate the student has met the requirements of his or her IEP. When a child is identified as requiring special education, the district will provide parents/guardians with information and resources from the State Department of Education relating to IEPs.

Information Provided to Parents Regarding Special Education

At the first PPT, when a child receiving special education services reaches 14, the district shall provide information to the child and parent/guardian regarding the full range of decision-making supports, including alternatives to guardianship and conservatorship and the plain-language online resources developed by CSDE regarding decision-making options available when the student reaches 18.

In addition, information that must be provided to parents/guardians at each PPT meeting shall include plain-language resources developed by CSDE regarding the hearing and appeals process, information regarding free and low-cost legal assistance, and The Parent's Guide to Special Education in Connecticut by CSDE. The district shall annually provide the Guide and rights and resources available to children receiving special education services at the beginning of the school year.

At the beginning of each school year, the district shall provide an informational handout developed by CSDE that explains what it means to have an IEP or Section 504 plan.

Upon request from a parent/guardian, or when there is an apparent need, the district shall provide interpreters and translated documents for students and parents, including translated copies of a child's IEP and any related documents.

The interpreter may be present in person, available by phone, or through an online platform, an Internet website, or other electronic application approved by the State Board of Education.

A parent/guardian of the Board may request mediation through the Mediation Services Coordinator at any time for any matter related to the provision of special education for a child, including, but not limited to, the identification, evaluation, educational placement, or implementation of an IEP. Upon receipt of a request for mediation, the Mediation Services Coordinator shall provide notification to the parties and invite them to participate in voluntary mediation.

Instruction

Individualized Education Program (IEP) (continued)

Planning and Placement Team or Individualized Education Program Team

The term "Planning and Placement Team" means a group of individuals composed of -

(i) the parents of a child with a disability
(ii) not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
(iii) not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
(iv) a representative of the local educational agency who -
  (I) is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities;
  (II) is knowledgeable about the general education curriculum; and
  (III) is knowledgeable about the availability of resources of the local educational agency;
(v) an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (ii) through (vi);
(vi) at the discretion of the parent of the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;
(vii) the school paraprofessional, if any, assigned to such child, and
(viii) whenever appropriate, the child with a disability.

NOTE: A Planning and Placement Team (PPT) member is not required to attend all or part of an IEP meeting if the parents and District agree that the team member's participation is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents and the District can agree to excuse the member from attending all or part of the meeting if the member submits written input to the parent and the Planning and Placement Team (PPT) prior to the meeting. Parental consent in writing is required in either case.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language, knowledgeable about the process of second-language acquisition, and competent in the assessment of limited English and non-English speaking individuals should be included.

Any member of the PPT employed by the Board of Education who discusses or makes recommendations concerning the provisions of special education and related services during a PPT meeting shall not be disciplined, suspended, or otherwise punished for such recommendations.

Instruction

Individualized Education Program (IEP) (continued)

No birth-to-three coordinator or qualified personnel, as defined by C.G.S. 17a-248, who discusses or makes recommendations concerning the provision of special education and/or related services during a PPT meeting or in a transition plan shall be subject to discipline, suspension, termination or other punishment based on such recommendations.

The parent/guardian or surrogate parent shall be given at least five (5) school days' prior notice of any PPT meeting and shall have the right to be present and participate in all portions of such meetings at which an educational program for their child is developed, reviewed, or revised. In addition, parents/guardians or surrogate parents have the right to be present at and participate in all portions of the PPT meeting at which an educational program for their child is developed, reviewed, or revised. In addition, the parent/guardian/surrogate shall have advisors and the child's assigned paraprofessional, if any, and such child's birth-to-three service coordinator, if any, be present at and participate in all portions of the PPT meeting in which the child's educational program is developed, reviewed or revised and have the right to have such recommendation made in such child's birth-to-three individualized transition plan, if any, addressed by the PPT at which an educational program for such child is developed.

The District shall offer to meet with the student's parents/guardians, upon the request of the parents/guardians, after the student has been assessed for possible placement in special education and before the Planning and Placement Team (PPT) meets.

The sole purpose of such meeting is to discuss the PPT process and any concerns the parent/guardian has about the student. The meeting will involve a member of the PPT designated by the District before the referral PPT meeting at which the student's assessments and evaluations will be discussed for the first time. This applies to students under evaluation for possible placement in special education.

Upon request of a parent/guardian, the District will provide the results of the assessments and evaluations used in determining a student's eligibility for special education at least three (3) school days before the referral PPT meeting, at which such results will be discussed for the first time.

Parents/Guardians and the District may agree to conduct IEP meetings, and other meetings, through alternative means, such as including but not limited to, videoconferences or conference calls.

(a) ***General.*** The IEP for each child must include -

(1) An accurate statement of the child's present levels of academic achievement and functional performance based upon parental provider information, current classroom-based, local, and state assessments and classroom-based observations, including -

(i) How the child's disability affects the child's involvement and progress in the general education curriculum; or

Instruction

Individualized Education Program (IEP) (continued)

(ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

(2) A statement of measurable annual academic and functional goals that aim to improve educational results and functional performance for each child with a disability, related to –

(i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum;
(ii) Meeting each of the child's other educational needs that result from the child's disability; and
(iii) Providing a meaningful opportunity for the child to meet challenging objectives.

Alternate Assessments

(iv) A statement of "benchmarks or short-term objectives" is required only with respect to students with disabilities who take alternate assessments aligned with alternate achievement standards.

If a child will participate in alternate assessments based on either general or alternate achievement standards, the IEP must explain why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child.

The Planning and Placement Team (PPT) may only recommend appropriate accommodation or use of alternate assessment but may not exempt students with disabilities from the state assessment.

(3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child -

(i) To advance appropriately toward attaining the annual goals;
(ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
(iii) To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph.

(4) A school must offer an IEP that is "reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances." The child's educational program must be appropriately ambitious considering his/her circumstances, and every child should have the chance to meet challenging objectives. The Planning and Placement Team, in determining whether an IEP is reasonably calculated to enable a child to make progress, should consider the child's:

Instruction

Individualized Education Program (continued)

Alternate Assessments (continued)

- Previous rate or academic growth,
- Progress towards achieving or exceeding grade-level proficiency,
- Behaviors, if any, interfering with the child's progress, and
- Parent's input and any additional information provided by such parents.

The U.S. Supreme Court, in the *Endrew F* decision stated, "Any review of an IEP must consider whether the IEP is reasonably calculated to ensure such progress, not whether it would be considered ideal. (137S.CT. at 99)

(5) An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a) (3) of this section;

(6) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed for the child to participate in the assessment; and

(7) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and

(8) A statement of

(i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and

(ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of

(A) Their child's progress toward the annual goals; and

(B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year

(9) Reevaluation of a student's progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.

Instruction

Individualized Education Program(IEP) (continued)

(b) ***Transition services.***

The district shall designate a transition coordinator who is responsible for the following:

- Complete a prescribed training program within three years of when the training program commences or within one year of being appointed transition coordinator if appointed after the training program commences;
- Ensure parents receive information about transition resources, services, or public transition programs and know the eligibility requirements and application details; and
- The transition coordinator may be the director of student personnel or another school district employee.

(1) Beginning in the 2024-25 School year, the Board of Education shall distribute a notice of a link to an online listing of transitional resources, transitional services, and public transition programs provided by the Statewide Transition Services Coordinator. This shall be distributed to parents/guardians of children receiving special education services in grades six through 12 at a PPT meeting.

(2) At the first PPT meeting after the student turns 14, the Team will provide a listing to the parent/guardian of each public transition and adult education program for which the student may be eligible after graduation. Upon parent/guardian approval, an identified certified professional member of the PPT will notify the state agency that provides such a program about potential eligibility.

(3) By the PPT meeting, which occurs approximately two years prior to the student's anticipated exit from the district, upon parent/guardian approval, a certified professional member of the PPT shall notify any state agency that provides an adult program for which the student may be eligible about the potential eligibility, invite an agency representative to attend the PPT, and permit and facilitate contract and coordination between the agency and parent. An identified certified professional member of the PPT will assist the parent/guardian in completing an application to any such program.

(4) The IEP must include

(i) For each student beginning not later than the first IEP to be in effect when the child is fourteen, and younger if the PPT determines it appropriate, and updated annually, thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services, including courses of study, needed to assist the student in reaching those goals.

Instruction

Individualized Education Program~~/Special Education Program~~ (IEP) (continued)

(b) ***Transition services.*** (continued)

(ii) For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals.

(5) If the Planning and Placement Team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.

(c) ***Transfer of rights.*** Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under this title, if any, that will transfer to the student on reaching the age of majority, consistent with §615(m)

(d) ***Students with disabilities convicted as adults and incarcerated in adult prisons.*** Special rules concerning the content of IEPs for students with disabilities convicted as adults and incarcerated in adult prisons are contained in §612(a)(5)A.

(e) ***Students with disabilities identified as deaf or hearing impaired.*** For a child identified as deaf or hearing impaired, the PPT shall develop an IEP which includes a language and communication plan that shall address;

(i) the child's primary language or mode of communication;

(ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;

(iii) educational options available to the child;

(iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;

(v) the accessibility of academic instruction, school services and extracurricular activities to the child;

(vi) Assistive devices and services for the child;

(vii) Communication and physical environment accommodations for the child; and

(viii) An emergency communications plan that includes procedures for alerting the child of an emergency situation and ensuring that the specific needs of the child are met during the emergency situation. Such plan is to be developed for a student identified as deaf, hard of hearing, or both blind or visually impaired and deaf.

Instruction

Individualized Education Program (continued)

(f) ***Students who are children of a member of the armed forces***

If, after the start of a school year, a child of a member of the armed forces:

1. enrolls in a school under the jurisdiction of a local or regional Board of Education, as a result of such member having received military orders directing such member to the state or any other documents from the armed forces indicating the transfer of such member to the state, and
2. such child enrolls with an individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 from such child's prior school.

The Board shall take necessary steps, including, but not limited to, the transfer of any records and prior evaluations, the performance of any reevaluations and, not later than thirty school days after such child's enrollment, the holding of any planning and placement team meeting or meeting to establish a plan pursuant to Section 504 of the Rehabilitation Act of 1973 for such child, to ensure a minimally disruptive transition to the provision of comparable services.

Transfers

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one.

If the transfer involves districts within Connecticut, the District will provide services "comparable to those described in the previously held IEP," until the District adopts the previously held IEP or develops, adopts, and implements a new IEP. If the student has transferred from another state, the District will provide services "comparable to those described in the previously held IEP," until the District conducts an evaluation, if deemed necessary, and if appropriate, develops a new IEP. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

Districts receiving out-of-district students requiring special education shall:

a) hold the planning and placement team meeting for each out-of-district student who requires special education and related services and invite representatives from the sending district to participate in such meeting, and

b) ensure that such students receive the services mandated by the student's individualized education program whether such services are provided by the sending district or the receiving district.

Instruction

Individualized Education Program (IEP) (continued)

Transfers (continued)

Furthermore, in the case of a student with a plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, the receiving district shall:

a) ensure that such student receives the services mandated by the student's plan, and
b) pay for the costs of providing such services to such student.

If the Board of Education receives an out-of-district placement of a student who receives special education services, through an agreement or contract with a sending local or regional board of education pursuant to subsection (d) of section 10-76d of the general statutes or section 10-91j, as amended by PA 25-67, the Board shall not transfer such student to any other school or facility unless:

1. upon initiation of the sending local or regional Board of Education or upon the request of a parent or guardian of such student, or such student if such student is eighteen years of age or older or an emancipated minor, such sending local or regional Board of Education holds a planning and placement team meeting for the purpose of determining the appropriateness of such transfer, and
2. the planning and placement team determines that such transfer is more appropriate for the educational needs of such student than the current out-of-district placement.

A representative of the Board of Education shall be invited to attend and participate in such planning and placement team meeting but may not request that such planning and placement team meeting be held.

Prior to the enrollment of a District student in a technical education and career school, the District will convene a PPT in order to address such student's transition to the technical education and career school and ensure that such student's IEP reflects the current supports and services the student requires in order to access a Free and Appropriate Public Education (FAPE) in the least restrictive environment. A representative from the technical education and career school shall be invited to the PPT meeting.

Independent Educational Assessment

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this District.

Instruction

Individualized Education Program (IEP) (continued)

Legal Reference: Connecticut General Statutes

10-76a Definitions (as amended by PA 06-18)

10-76b State supervision of special education programs and services. Regulations. (as amended by PA 12-173)

10-76d Duties and powers of Boards of Education to provide special education programs and services. (as amended by June Special Session PA 15-5, Sec. 277 and PA 19-49 and PA 21-46 and PA 21-144 and PA 23-137)

10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)

10-76g State aid for special education.

10-76h Special education hearing and review procedure.

10-76jj Language and communication plan as part of individualized education program for child identified as deaf or hard of hearing (as amended by PA 19-184)

10-76q Special education at technical education and career schools (as amended by PA 21-144)

SDE Guidance Addressing Timeline for Initial Evaluations, Dec. 21, 2018

State Board of Education Regulations

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

Rowley v. Board of Education, 485 U.S.-176 (1982)

Endrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)

A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)

Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)
A.R. v. Connecticut State Board of Education, 3:16-CV-01197 (CSH D. Conn. June 10, 2020)

Instruction

Individualized Education Program (continued)

Legal References: (continued)

Public Act 23-137 An Act Concerning Resources and Support Services for Persons With an Intellectual or Developmental Disability Sections 26-27, 30-31, 32-37, 39, 45, 47, 51, 52

P.A 25-67 An Act Concerning the Quality and Delivery of Special Education Services in Connecticut (Section 10)

P.A 25-143 An Act Implementing the Recommendations of the Office of Early Childhood, Department of Education and the Technical Education and Career System and Concerning the Administration of Epinephrine and Glucagon. (Section 10)

Public Act No. 25-15 An Act Concerning Various Measures Recognizing and Honoring the Military Service of Veterans and Members of the Armed Forces in Connecticut (Section 7)

Policy adopted:
rev 9/23
rev 2/24
rev 7/25

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

Regulation to consider.

Instruction

Individualized Education Program

The school district shall comply with all state and federal laws concerning the provision of a free appropriate public education to students with disabilities.

Referral

In accordance with the regulations of the State Board of Education, each local and regional board of education shall: (1) Provide special education for school-age children requiring special education; (2) The obligation of the school district under this subsection shall terminate when such child is graduated from high school or at the end of the school year during which such child reaches age twenty-two, whichever occurs first.

All students remain eligible for special education services under the Individuals with Disabilities Education Act (IDEA) through the end of the school year during which the student turns age 22, or until the student graduates from high school with a regular high school diploma, whichever occurs first. Pursuant to the Connecticut General Statutes §10-259, the school year is defined as July 1 through June 30.

Prior to referring a student for special education, the pre-referral process should be completed. This process ensures that strategies in the regular education classroom have been developed, implemented, and evaluated. If it is determined that the alternative strategies have been attempted and that significant progress towards meeting the student's identified needs has not been made, then the student shall be referred to the Planning and Placement Team to determine whether special education services are necessary.

Each child who has been suspended repeatedly or whose behavior, attendance, or progress in school is considered unsatisfactory or at a marginal level of acceptance and has reviewed academic and/or behavioral support shall be referred to the Planning and Placement Team for consideration of eligibility for special education services.

A parent, physician, social worker, or other outside agency may refer a student directly for special education services. During these situations, the alternative strategies process may be bypassed.

Planning and Placement Team or Individualized Education Program Team

The Planning and Placement Team (PPT) for any identified student shall consist of at least the following:

1. A representative of the District other than the individual's teacher, who is qualified to provide, or supervise, the provision of special education and who is knowledgeable about the general education curriculum and about the availability of resources of the District;

2. Not less than one special education teacher of the child, or if appropriate, not less than one special education provider of the child;

Instruction

Individualized Education Program

Planning and Placement Team or Individualized Education Program Team (continued)

3. Not less than one regular education teacher (if the child is, or may be, participating in the regular education environment);

4. One or both student's parents, a surrogate parent, and/or a representative chosen by the parent;

5. The student, where appropriate;

6. For a student who is being evaluated for the first time, a member of the assessment team shall be present, and at least one of the persons present shall be knowledgeable about the assessment procedures;

7. The school paraprofessional, if any, assigned to the student, and

8. At the discretion of the parent or the agency, other individuals with knowledge or special expertise regarding the child, including related services personnel as appropriate.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement.

Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

A Planning and Placement Team member is not required to attend all or part of a PPT meeting if the parents and District agree the team member's participation is not necessary because the member's area of curriculum or related services is not being modified or discussed at the meeting.

If the PPT meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents/guardians and the District may agree to excuse the member from attending all or part of the meeting if the member submits written input to the PPT and parent prior to the meeting. Parental consent, in writing, is required in either case.

Instruction

Individualized Education Program

Planning and Placement Team (continued)

Transition Services

The district shall designate a transition coordinator who is responsible for the following:

- Complete a prescribed training program within three years of when the training program commences or within one year of being appointed transition coordinator if appointed after the training program commences.
- Ensure parents receive information about transition resources, services, or public transition programs and know the eligibility requirements and application details.
- The transition coordinator may be the director of student personnel or another school district employee.
- Beginning in the 2024-25 School year, the district will distribute a notice of a link to an online listing of transitional resources, services, and public transitional programs provided by the Statewide Transition Services Coordinator. At a PPT meeting, this shall be distributed to parents/guardians of children receiving special education services in grades six through 12.
- At the first PPT meeting after the student turns 14, the Team will provide a listing to the parents/guardians of each public transition and adult education program for which the student may be eligible after graduation. Upon parent/guardian approval, an identified certified professional member of the PPT will notify the state agency that provides such a program about the potential eligibility.
- By the PPT meeting, which occurs approximately two years prior to the student's anticipated exit from the district, upon parent/guardian approval, a certified professional member of the PPT will notify any state agency that provides an adult program for which the student may be eligible about the potential eligibility, invite an agency representative to attend the PPT, and permit and facilitate contact and coordination between the agency and parent. An identified certified professional member of the PPT will assist the parent/guardian in completing an application to any such program.

(Certified professional refers to "certified teacher," which includes a teacher, school psychologist, social worker, or other members of the support staff holding CSDE certification.)

In the event of a meeting to review or revise the individualized education program of a child in an out-of-district or private placement, a representative of the out-of-district or private facility shall also be invited. In addition, a representative of the outside facility shall contribute to the development of the individual educational program.

Instruction

Individualized Education Program

Planning and Placement Team or Individualized Education Program Team (continued)

Parental Participation

The parent/guardian or surrogate parent shall be given at least five (5) school days prior notice of any PPT meeting and shall have the right to be present and participate in all portions of such meetings at which an educational program for their child is developed, reviewed or revised. In addition, parents/guardians or surrogate parents have the right to be present at and participate in all portions of the PPT meeting at which an educational program for their child is developed, reviewed or revised. In addition, the parent/guardian/surrogate shall have advisors and the child's assigned paraprofessional, if any, be present at and participate in all portions of the PPT meeting in which the child's educational program is developed, reviewed or revised.

Upon parental/guardian request, a member of the PPT designated by the District will meet with the parent/guardian after their child has been assessed for possible placement in special education and before the PPT meets. The sole purpose of this meeting will be to discuss the PPT process and any concerns the parent/guardian has about the students. In addition, if requested, by the parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

The Board of Education shall take steps to ensure that one or both of the child's parents are afforded the opportunity to participate in each meeting to develop, review or revise the individualized education program for that child. Every effort shall be made to schedule meetings at a mutually agreed-upon time and place. Parents/Guardians and the District may agree to conduct IEP meetings and other meetings through alternative means, such as, including but not limited to, video conferences or conference calls. Steps to ensure parental participation shall be taken in accordance with the following:

1. At the first PPT meeting after a child receiving services reaches age 14, the District will provide information to the child and parent about the full range of decision-making supports, including alternatives to guardianship and conservatorship and the plain-language online resources developed by CSDE regarding decision-making options once the student is 18 years of age.
2. The District will provide interpreters and translated documents for students and parents when necessary or upon request. This includes translated copies of a child's IEP and any related documents. The interpreter may be present in person or available by telephone or through an online technology platform, an Internet website, or other electronic application approved by the State Board of Education.

Instruction

Individualized Education Program

Parental Participation (continued)

3. The District will provide parents/guardians with plain-language resources developed by CSDE regarding the hearing and appeals process, information regarding free and low-cost legal assistance, and the Parent's Guide to Special Education in Connecticut developed by CSDE.
4. At the beginning of each year, the District will provide the student with a handout developed by CSDE explaining what it means to have an IEP or Section 504.
5. The District will provide annually, at the beginning of the school year, the Parent's Guide to Special Education and the rights and resources available to children receiving special education services.
6. The District will inform parents/guardians that the Board or the parent may request mediation through the State's Mediation Services Coordinator at any time for any matter related to the provision of special education for a child, including, but not limited to, the identification, evaluation, educational placement, or implementation of an IEP.
7. The District will provide parents/guardians a procedural safeguards notice, at least annually, except that a copy also shall be given, upon initial referral or parental request for evaluation, upon the first filing of a due process complaint or upon parental request advising them in writing, in their dominant language, of their rights with respect to the provision of a free appropriate education for children with disabilities.
8. The District will place a current copy of the Procedural Safeguards notice on the District Website.
9. Written prior notice to the parents/guardian of a child for which the District is proposing or refusing to initiate or change the identification, evaluation or educational placement of the child, shall also specify the purpose, time and location of the meeting and who has been invited.
10. If neither parent can attend, reasonable efforts shall be made to secure parental participation by other means such as conference calls or home visits.
11. A meeting may be conducted without a parent in attendance if the Board of Education is unable to secure parental attendance. In this event, the Board of Education shall have a detailed record of its attempts to arrange parent participation.
12. The parent/guardian of a child with a disability may elect to receive notices under IDEA by electronic mail, if the District makes such an option available.

Instruction

Individualized Education Program (continued)

Planning and Placement Team Description

The Planning and Placement Team is required to convene in the following situations:

1. to develop an evaluation plan for a student referred for eligibility determination, as well as for students already identified but requiring further evaluation;
2. to review the results of the evaluations and to identify the student as disabled, if indicated;
3. to develop an individualized educational program (IEP), based upon evaluation results and to determine the proper placement;
4. to review the special education program for a child periodically, but not less frequently than annually or more frequently if deemed necessary and to make the necessary IEP modifications, adjustments, or program changes. Parents/guardians and the District may agree not to convene a PPT meeting for the purpose of making such changes and instead may develop a written document to modify the child's current I.E.P.
5. to exit a student from special education and/or related services, if evaluation results warrant.

Evaluations

Each child who has been referred and who may require special education, and related services shall be evaluated in order to determine whether special education is required. Each child receiving special education and related services shall be re-evaluated in accordance with IDEA procedures if the District determines that the education or related service needs including improved academic achievement and functional performance of the child warrant a reevaluation. In addition, a re-evaluation shall be conducted upon the request of the parent or personnel working with the child. A reevaluation shall occur not more frequently than once a year unless the parent and district agrees otherwise, and at least once every three years, unless parent/guardian and District agree that a reevaluation is unnecessary.

A complete evaluation study shall be conducted for each child referred who may require special education and related services. The evaluation study shall include reports concerning the child's educational progress, structured observation, and such psychological, medical, developmental and social evaluations as may be appropriate in determining the nature and scope of the child's exceptionality. Such reports may include information concerning the child's physical condition, socio-cultural background and adaptive behavior in home and in school. All sources of information shall be documented. If the child is dominant in a language other than English, the evaluation study shall also include systematic teacher observation of the specific areas of concern. Detailed information about the child's performance at home and in the community and any prescriptive or diagnostic teaching which has taken place shall be included.

Instruction

Individualized Education Program (continued)

Evaluations (continued)

The evaluation procedures, instruments, and techniques shall be non-discriminatory and be validated for the specific purpose for which they have been designed. All such evaluation procedures, instruments, and techniques shall be administered by appropriately certified and/or licensed personnel in accordance with procedures recommended by the test publisher.

1. All evaluation procedures, instruments, and techniques shall be administered in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is not feasible to provide or administer.
2. More than one evaluation measure or assessment shall be used as the basis for placement. The results of standardized or local tests of ability, aptitude, affect, achievement, and aspiration shall not be exclusively used as the basis for placement.
3. Tests shall be selected and administered so as best to ensure that when a test is administered to a child with impaired sensory, manual, or speaking skills the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (except where those skills are the factors which the test purports to measure.)
4. Evaluation procedures, instruments and techniques shall include those designed to assess specific areas of educational need and, where appropriate, language dominance, and shall not be limited to those which are designed to provide a general intelligence quotient.
5. In making a determination of eligibility, a child shall not be determined to be a child with a disability if the dominant factor for such determination is the lack of appropriate instruction in reading, including the essential components of reading instruction and/or math and/or limited English proficiency or a student's disciplinary actions or record. Further, the District is not required to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skills, reading comprehension, mathematical calculation, or mathematical reasoning.
6. In determining whether a child has a specific learning disability, the District may use a process that determines if the child responds to scientific research-based intervention, as part of the evaluation procedures.

Instruction

Individualized Education Program (continued)

Independent Evaluation

Parents have the right to obtain an independent evaluation, conducted by an appropriately certified and/or licensed examiner who is not employed by the responsible Board of Education, of their child. The PPT shall provide to parents, on request, information about where an independent evaluation may be obtained.

Parents have the right to an independent evaluation at public expense if the parents disagree with an evaluation obtained by the Board of Education. However, the Board of Education may initiate a due process hearing, to be conducted by the State Department of Education, to show that its evaluation is appropriate. If there is a determination by the State Department of Education Hearing Officer that the evaluation of the school district was appropriate, the parents still have the right to an independent evaluation, but not at public expense. For purposes of this policy, "at public expense" means that the evaluation is provided at no cost to the parents.

If the parents obtain an independent evaluation at private expense, the results of the evaluation must be considered by the PPT in any decision concerning the provision of a free appropriate public education to the child and may be presented as evidence at a due process hearing conducted pursuant to the State Department of Education.

Whenever an independent evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, shall be the same as the criteria which the school district uses when it initiates an evaluation.

Individualized Education Program (IEP)

The individualized education program shall be based upon the diagnostic findings of the evaluation study. The Planning and Placement Team shall base recommendations for any changes in a child's individualized education program upon the child's current individualized education program and any information relating to the child's current educational performance.

Each Planning and Placement Team shall develop, or revise, whichever is appropriate, the individualized education program for each child requiring special education and related services prior to the beginning of each school year. In the case of a student enrolled after the last day of the previous school year, this process shall be completed by October first of the school year.

Instruction

Individualized Education Program (continued)

Individualized Education Program (IEP) (continued)

The individualized education program shall be a written statement developed by the PPT which shall include the following:

1. A statement of the child's present levels of academic achievement and functional performance, including, where appropriate, academic achievement, social adaptation, prevocational and vocational skills, psychomotor skills, and self-help skills;
2. A statement of annual educational goals for the school year "reasonably calculated to enable the child to make progress appropriate in light of the child's circumstances," under the child's individualized educational program;
3. A statement of how the child's progress toward meeting the annual goals will be measured and when periodic reports will be available on the progress the child is making toward meeting the annual goals. (such as using quarterly or other periodic reports, concurrent with the issuance of report cards) The child's educational program must be appropriately ambitious, considering his/her circumstances, and provide the opportunity to meet challenging objectives.
4. A statement of short-term instructional objectives for students with disabilities who take alternative assessments aligned to alternative achievement standards; (Benchmarks or short-term objectives in addition to annual goals are not required for all other students with disabilities.)
5. A statement of specific educational services needed by the child, including a description of special education, related services, and supplementary aids and services, based on peer-reviewed research to the extent practicable, which are needed to meet the needs of the child. Such description shall include the type of transportation necessary and a statement of the recommended instructional settings;
6. The date when those services will begin and length of time the services will be given, with the length of the school day and school year needed to meet the child's special education needs, including criteria to determine when services will no longer be needed;
7. A description of the extent to which the child will be involved in and make progress in the general education curriculum, defined as the same curricula for nondisabled children. This shall include a description of how the regular education program will be modified to meet the child's needs;
8. A list of the individuals who shall implement the individualized program; and
9. In the case of a residential placement, whether such placement is being recommended because of the need for services other than educational services.

Instruction

Individualized Education Program (IEP)

Individualized Education Program (IEP) (continued)

10. If it is determined that the child will take an alternate assessment on a State or District assessment of student achievement, the IEP must contain a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child.

11. Beginning not later than one year before the student reaches the age of majority (18), a statement informing the student of his/her rights under IDEA.

12. For a child identified as hearing impaired, the IEP, which includes a language and communications plan, shall address:

    (i) the child's primary language or mode of communication;

    (ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;

    (iii) educational options available to the child;

    (iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;

    (v) the accessibility of academic instruction, school services and extracurricular activities to the child;

    (vi) Assistive devices and services for the child; and

    (vii) Communication and physical environment accommodations for the child.

The school district shall use a standardized individualized education program form that shall be subject to the approval of the State Board of Education.

Timelines

Special education and related services shall be provided as soon as possible after the planning and placement team meeting held to review, revise or develop the child's individualized education program, but in any event not later than the following timelines.

In the case of a referral made during the academic year, the timelines shall be as follows:

1. The individualized education program shall be implemented within forty-five school days of referral or notice, exclusive of the time required to obtain parental consent.

Instruction

Individualized Education Program

Timelines (continued)

2. In the case of a child whose individualized education program calls for out-of-district or private placement, the individualized education program shall be implemented within sixty school days of referral or notice, exclusive of the time required to obtain parental consent. If difficulty of placement is such as to occasion a delay beyond this period, the Board of Education shall submit to the State Board of Education written documentation of its efforts to obtain placement in a timely manner.

3. Where necessary, parental consent shall be given within ten school days of the date of notice, or, where appropriate, of the date of the Planning and Placement Team meeting in which the parents participated.

4. A full copy of the individualized education program shall be sent to the parents within five school days after the Planning and Placement Team meeting to develop, review or revise the individualized education program.

In the case of a referral made between school years, the effective date of the referral may be deemed to be the first school day of the next school year.

Placement

Educational placements are made in accordance with the requirements set forth in the IEP of each child requiring special education and related services. The least restrictive environment is considered for each student based on the IEP. In selecting the least restrictive environment, consideration is given to any potentially harmful effect on the child or on the quality of services the child needs. To the maximum extent appropriate, students with disabilities, including children in public or private instructions or other care facilities, are educated with their peers in regular education environments.

Special classes, separate schooling, or other removal of disabled children from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Each child with disabilities shall participate to the maximum extent appropriate with non-disabled age-appropriate peers in non-academic and extra-curricular services and activities, including meals and recess periods.

Interpreting evaluation date and in making placement decisions, the PPT shall:

1. Draw upon information from a variety of sources, including attitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior;

Instruction

Individualized Education Program

Placement (continued)

2. Ensure information obtained from all these sources is documented and carefully considered;

3. Ensure that the placement decision is made by a group of persons, including the person's knowledge about the child, the meaning of the evaluation data, and the placement options; and

4. Make the placement decision conforming to the least restrictive environment considerations.

When the PPT meeting determines which placement is most appropriate to deliver education in the least restrictive environment, a continuum of services shall be used to guide the placement selection. This is done at no cost to the child's parents. This continuum shall consider programs ranging from regular education programs with students who are not disabled to special education programs with students who are the most severely disabled. The PPT shall also consider homebound placements, hospitalized instruction, diagnostic placements, and private school placements where such placements are considered necessary by the PPT for a student to receive a free appropriate public education.

Notice

The PPT shall notify parents of students requiring special education and related services five days before proposing to, or refusing to, initiate or change the child's identification, evaluation, or placement. Written notice shall be sent to the parents no later than five days after the date of referral. In addition, written parental consent shall be obtained prior to pre-placement evaluation, initial placement, or private placement of a child who requires or may require special education and related services. If the student is considered an emancipated minor or eighteen years of age or older, such notification shall be to the student.

The notice shall include the following information:

1. The reason of the notice. In the event of a referral, the notice shall include the source and date of the referral;
2. A description of the general evaluation procedure to be used;
3. A statement of parental rights to review and obtain copies of all records used as a basis for the referral, to be fully informed of all evaluation results, and to obtain an independent educational evaluation as part of the evaluation process; and
4. A full explanation of all due process procedures available to parents, upon initial referral or parental request for evaluation, upon the first filing of a due process complaint or upon parental request.

Instruction

Individualized Education Program

Notice (continued)

Where parental consent is required, notice shall include the above requirements and the following information:

1. A statement of parental rights to refuse consent and that, if consent is given, it may be revoked at any time;
2. A statement that parental failure to respond, within ten school days from the date of the notice, shall be construed as refusal of consent; and
3. A statement that, if contested, the child's current educational placement will not change until due process procedures have been completed.

The District will provide parents/guardians with State Department of Education information and resources relating to IEPs as soon as a child is identified as requiring special education.

Legal Reference: Connecticut General Statutes

10-76a Definitions (as amended by PA 06-18)

10-76b State supervision of special education programs and services. Regulations. (as amended by PA 12-173)

10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by June Special Session PA 15-5, Section 277, PA 19-184, PA 21-46, PA 21-144 and PA 23-137)

10-76g State aid for special education.

10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)

10-76h Special education hearing and review procedure.

10-76jj Language and communication plan as part of individualized education program for child identified as deaf or hard of hearing (as amended by PA 19-184)

10-76q Special education at technical education and career schools (as amended by PA 21-144)

State Board of Education Regulations

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

Instruction

Individualized Education Program

Legal Reference: Connecticut General Statutes (continued)

300.533 Placement procedures.

300.550-556 Least restrictive environment.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

SDE Guidance Addressing Timeline for Initial Evaluations, Dec. 21, 2018

Rowley v. Board of Education, 485 U.S.-176 (1982)

Endrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)

A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)

Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)

A.R. v. Connecticut State Board of Education, 3:16-CV-01197 (CSH D. Conn. June 10, 2020)

Public Act 23-137 An Act Concerning Resources and Support Services for Persons With an Intellectual or Developmental Disability Sections 26-27, 30-31, 32-37, 39, 45, 47, 51, 52

Instruction

Graduation Requirements

Definition and Broad Guidelines

Graduation from Griswold Public Schools implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and satisfactorily demonstrated the district's performance standards, assessed in part by the statewide mastery examinations, established by the faculty and approved by the Griswold Board of Education, and (3) that they have fulfilled the legally mandated number and distribution of credits. ~~Graduation shall not be held until 180 days and 900 hours of actual school work are completed. The adopted school calendar shall indicate a graduation date which is no earlier than the 185th day. This may be modified after April 1 in any school year in conformity with applicable statute.~~

The Principal shall submit to the Board of Education through the Superintendent his/her detailed requirements and standards to agree with the goals of our district as adopted by the Griswold Board of Education. It is expected that faculty will apply measures of achievement to provide evidence that each student has progressed far enough toward program goals and requirements to warrant graduation according to the terms of paragraph #1 above.

The Griswold Board of Education, in recognition of its responsibility for the education of all students in the district, including those who do not successfully complete the assessment criteria listed above, and those who drop out of school, shall make available to all the school district's students a course of study or alternative programming for meeting standards that will enable them to acquire a high school or vocational school diploma.

The Griswold Board of Education shall award a high school diploma to any World War II veteran or veteran of the Korean Hostilities or Vietnam Era veteran requesting such diploma who left high school for military service as defined in the statutes and did not receive a diploma as a consequence of such service.

The Griswold Board of Education may grant students high school credit for successful completion of coursework earned from an accredited institution of higher learning taken either during the school year or summer months.

Graduation Criteria

The Griswold Board of Education adheres to the State requirement permitting any high school student to be granted a diploma upon satisfactorily completing a minimum of twenty-five credits, including no fewer than:

9.0 Humanities Credits	4.0 credits of English
	3.0 credits of History including 0.5 credit of Civics
	2.0 credits of Humanities courses of choice
9.0 Science, Technology, Engineering, & Mathematics (STEM) Credits	3.0 credits of Science
	3.0 credits of Mathematics
	0.5 credit of Personal Finance
	0.5 credit of Vision of the Graduate
	2.0 credits of STEM courses of choice
1.0 World Language Credit	1.0 credit of World Language
1.0 Physical Education and Wellness Credit	0.5 credit of Physical Education 9
	0.5 credit of Physical Education 10
1.0 Health and Safety Education Credit	0.5 credit of Health
	0.5 credit of Safety & Wellness
1.0 Community Service	40 hours (10 hours/year)
3.0 Electives	Courses of choice
Total Credits	**25.0 Credits**

A student shall be excused from the physical education requirement upon presentation of a certificate from a physician or advanced practice registered nurse indicating that participation in physical education is medically contraindicated because of the student's physical condition. An elective may fulfill the credit for physical education.

All students must take a minimum of 7 credits per year with the exception of junior and senior year whereby a student in good academic standing may opt to take 6 credits.

Grade Assignment and Promotion

Students are promoted to the next higher grade according to the following accumulation of credits:

Grade 9 to Grade 10 6 credits
Grade 10 to Grade 11 11 credits
Grade 11 to Grade 12 17 credits

A student's grade classification is determined by credits earned and years in high school.

Student Support and Remedial Services

Beginning with the graduating class of 2023, the Board of Education will provide adequate student support and remedial services for students beginning in grade seven. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements previously listed if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an approved online credit recovery course; or (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, and (3) allowing those students whose individualized education plans state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessment.

The Griswold Public School's graduation requirements apply to all students, including students requiring Special Education Services except when the Planning and Placement Team exercises the right to adjust the standards of performance on an individual basis. ~~Performance standards for students participating in a functional, life skills curriculum will be based on the student's IEP goals and objectives.~~

The fulfillment of the mandated one-credit foreign language requirement can include the successful completion of a world language course in grades six, seven, or eight, an online course successfully completed, or the successful completion of a course offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed by the Commissioner and such credits do not exceed four.

All credits earned toward meeting any of the graduation requirements through the successful completion of online courses must fulfill the requirements established in policy #6172.6, "Virtual/On-line Courses."

Student Success Plans

The Griswold Board of Education shall create a student success plan for each enrolled student, beginning in grade six. Such plan shall include a student's career and academic choices in grades six through twelve. Beginning in grade six, such student success plan shall provide evidence of career exploration in each grade. The Griswold Board of Education shall utilize the Department of Education's issued and revised guidance regarding changes to such student success plans.

Student success plans shall be created, if possible, in collaboration with each student and the student's parent/guardian and shall, to the extent it does not conflict with the career choices of the student or his/her parent/guardian, include an academic plan that is in compliance with the Board's Challenging Curriculum Policy.

Eligible Credits

Per statute (C.G.S. 221a(f)) the determination of eligible credits is at the discretion of the Board of Education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The Board may permit a student to graduate during a period of expulsion if the Board determines the student has satisfactorily completed the necessary credits. The graduation requirements shall apply to any

student requiring special education except when the Planning and Placement Team (PPT) determines the requirement not to be appropriate.

At Griswold High School, a credit is defined as a class of block time, per year, equivalent to 200 minutes per week. One-half credit is given for courses that complete work in one semester. In addition, credit toward high school graduation can be earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited, (2) through on-line course work or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

Only courses taken in grades nine through twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education shall satisfy this graduation requirement except that a student may be granted credit toward meeting the high school graduation requirements upon (1) the successful demonstration of mastery of the subject matter content described in this and the Mastery-Based Learning sections, achieved through education experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, high school courses taken during middle school (taught at the high school campus only), service learning, dual enrollment and early college courses, internships and student designed independent studies or (2) for the successful completion of coursework at an institution accredited by the Department of Higher Education or regionally accredited. One three-credit semester course, or its equivalent shall equal one-half high school credit.

Connecticut Seal of Biliteracy

Commencing with the graduating class of 2019, and for each graduating class thereafter, the Board of Education, utilizing criteria established by the State Board of Education, may affix the "Connecticut State Seal of Biliteracy" to a diploma awarded to a student who has achieved a high level of proficiency in English and one or more foreign languages. "Foreign language" means a world language other than English and includes American Sign Language and any other language spoken by a federally recognized Native American tribe. The Board of Education shall include on such student's transcript a designation that the student received the "Connecticut Seal of Biliteracy."

Awards of High School Diplomas

Students who complete all graduation requirements shall receive a diploma at the June commencement. Individuals also may satisfy graduation requirements by the satisfactory completion of the following:

1. Successful completion of a summer course or summer courses comparable (as determined by the Principal) to the subject(s) in which the student was deficient.

2. Honorable discharge from the United States Armed Forces after a minimum of ninety days of active service during World War II for individuals who withdrew from school to join the Armed Forces and for veterans of the Korean Hostilities and for veterans of the Vietnam Era.

3. Honorable discharge from the United States Armed Forces for individuals who left high school prior to graduation and did not receive a diploma as a consequence of such service.

4. Withdrawal from high school prior to graduation to work on a job that assisted the war effort during World War II, December 7, 1941 through December 31, 1946, not receiving a diploma as a consequence of such work and has been a resident of Connecticut for at least fifty (50) consecutive years.

LEGAL REFERENCE

Connecticut General Statutes

10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247)

Legal Reference: Connecticut General Statutes (continued0

10-14n State-wide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by Section 115 of PA 14-217)

10-16(l) Graduation exercises. (as amended by P.A. 96-26 An Act Concerning Graduation Requirements and Readmission and Placement of Older Students)

10-221a High school graduation requirements. (as amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses Other Subject Areas), P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 135, An Act Concerning Implementation Dates for Secondary School Reform, P.A.13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes, P.A. 13-247, Budget Implementer Bill, P.A.

15-237 An Act Concerning High School Graduation.) and PA 17-42

10-233(a) Promotion and graduation policies.

P.A. 13-108 An Act Unleashing Innovation in Connecticut Schools

P.A. 13-247 An Act Implementing Provisions of the State Budget

P.A. 15-237 An Act Concerning High School Graduation.

P.A. 16-44(SS) (Section 310)

Policy Revised: June 24, 2019

GRISWOLD PUBLIC SCHOOLS

Griswold, Connecticut

GRISWOLD PUBLIC SCHOOLS

211 Slater Avenue, Griswold, CT 06351
Tel: (860) 376-7600 Fax: (860) 376-7607
griswoldpublicschools.org

Sean P. McKenna, Superintendent of Schools
Erick Christensen, Director of Fiscal & Personnel Services
Glenn LaBossiere, Assistant Superintendent of Schools
Christopher Champlin, Director of Student Services

MEMO

To: **Griswold Board of Education**

From: **Sean P. McKenna/Superintendent**

Subject: **NESDEC Enrollment Study**

Date: **January 12th, 2026**

++

Enclosed/attached is the NESDEC enrollment study for Griswold Public Schools. This study, based on current enrollment data, building permits, birthrates and other data points, is conducted annually for Griswold Public Schools. The enrollment data tracks historic data and our most recent, October 1st, 2024 enrollment numbers. Some considerations, as you review the report:

- **The Enrollment Projection Report:** The report is not a perfect study. However, the study provides us with research-based trends and patterns to consider and the projections land in the "ballpark." Last year, the study projected that we would have 1830, PK-12 students; the **October 1st actual enrollment was 1804, PK -12 students. There have been additional enrollments since the 10/1 numbers and those additional numbers have been reported to NESDEC, for a total of 1803.**
- **Variables:** Keep in mind that Grisowld has one major variable that's important to note--tuition students who enroll at Griswold High School on a rolling basis. The other variable that does not have as significant an impact as the tuition students is PK enrollment. Given that we have other programs in town, namely TVCCA and Little Log Learners, it's hard to pinpoint PK enrollment, especially in light of the recent kindergarten waiver initiated by the state of Connecticut.
- **Different Groupings:** As you review the study, be mindful that the NESDEC study provides analyses in different groupings, the most obvious being PK -12 and K - 12.
- **Overall enrollment outlook:** The overall outlook for Griswold is very encouraging in that the enrollment continues to show a "stabilizing" pattern. Given the New England & national enrollment trends (page 11), where CT shows an overall decline at -.2%, Griswold shows an actual .2% increase for this report--page 2. In other words, we are not anticipating an experience where there is a precipitous enrollment drop.

- **Captured Projected Trends:**
  District Projections

SCHOOL YEAR	PROJECTED DISTRICT ENROLLMENT
'26-'27	1792
'27-'28	1784
'28-'29	1761
'29-'30	1763
'30-'31	1738

Grade Groupings

SCHOOL YEAR	PK-4	5-8	9-12
'26-'27	611	525	656
'27-'28	612	498	674
'28-'29	599	480	682
'29-'30	603	477	683
'30-'31	587	475	676

NESDEC

New England School Development Council

Griswold Public Schools
Griswold, CT

School Year 2025-26 Enrollment Projection Report

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Table of Contents

Section	Page
Enrollment Summary	1
Historical Enrollment Table	2
Historical Enrollment Graph	3
Projected Enrollment Table	4
Projected Enrollment Graph	5
Historical & Projected Enrollment Graph	6
Historical & Projected Enrollment in Grade Combinations Line Graph	7
Historical & Projected Enrollment in Grade Combinations Stacked Column Graph	8
Birth to Kindergarten Relationship Graph	9
Additional Information	10
New England PK-12 Enrollment Trends	11
Projection Methodology and Reliability	12

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Enrollment Summary

NESDEC is pleased to send you this report displaying the past, present, and projected enrollments for your District. It is important to update enrollment projections every year to identify changes in enrollment patterns. Ten-year projections are designed to provide your District with yearly, up-to-date enrollment information that can be used by boards and administrators for effective planning and allocation of resources. We received the enrollment data from the District, and we assume that the method of collecting this data has been consistent from year to year.

Birth data informs Kindergarten enrollment. Each year, NESDEC secures birth data from State sources, providing a snapshot in time as to actual and provisional births as reported by the State, and then uses this birth data to predict Kindergarten enrollments. We only use annual birth data to assure consistency in reporting from year to year. Estimated births, which are an average of the previous five years of birth data, are based on this same snapshot. NESDEC acknowledges the variability of the provisional and the estimated birth data, and notes that the projected Kindergarten enrollments may serve as a guide to future planning.

Enrollment projections are more reliable in Years #1-3 in the future. Projections four to ten years out may serve as a guide to future enrollments and are useful for planning purposes. For more information, please refer to the Projection Methodology and Reliability section of this document.

The NESDEC enrollment projection fell within 18 students of the K-12 total, 1,757 students projected vs. 1,739 enrolled. A variance of 14 students occurred at Kindergarten, 132 projected vs. 118 enrolled. Another variance of 16 students occurred at Grade 9, 151 projected vs. 167 enrolled. Ratios have been adjusted.

Births decreased by 6 from a previous ten-year average of 111 to a projected average of 105. In most districts, Grades 1-8 are very stable in enrollments. However, there have been increases in 6 of the 8 most recent years, leading to a net increase averaging 9 students per year.

Over the next three years, Grades K-4 enrollments are projected to decrease by 48 students, Grades 5-8 enrollments are projected to decrease by 53 students, and Grades 9-12 enrollments are projected to increase by 58 students, as students move through the grades.

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Historical Enrollment

School District: Griswold, CT

12/18/2025

Historical Enrollment By Grade

Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2010	118	2015-16	91	102	128	146	142	148	124	136	147	141	143	158	135	140		1790	1881
2011	118	2016-17	87	118	108	121	146	139	146	120	129	143	149	141	157	134		1751	1838
2012	111	2017-18	88	119	110	113	123	144	134	134	119	132	145	125	135	147		1680	1768
2013	117	2018-19	87	136	116	109	118	129	152	127	140	117	149	126	129	131		1679	1766
2014	103	2019-20	71	124	137	114	108	116	133	148	140	139	143	131	132	130		1695	1766
2015	101	2020-21	49	105	113	132	113	107	114	125	144	143	135	126	129	129		1615	1664
2016	112	2021-22	73	126	106	130	134	127	111	116	126	138	159	112	119	135		1639	1712
2017	104	2022-23	66	115	131	118	126	135	121	115	117	120	158	154	110	129		1649	1715
2018	104	2023-24	64	106	118	132	121	124	142	132	112	120	185	141	145	118		1696	1760
2019	118	2024-25	73	103	106	124	128	121	131	145	139	115	173	159	143	149		1736	1809
2020	127	2025-26	65	118	111	112	115	126	117	129	147	140	167	147	162	148		1739	1804

*Birth data provided by Public Health Vital Records Departments in each state.

** < 10 Not reported, to protect subgroups with fewer than 10 students.

Historical Enrollment in Grade Combinations

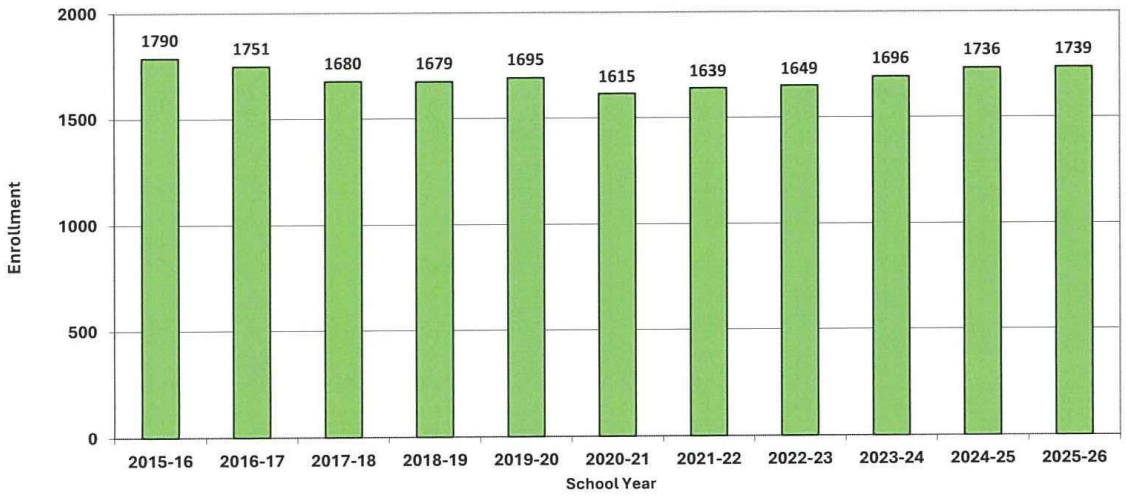
School Year	PK-4	K-4	K-2	3-4	5-8	K-8	PK-8	7-8	5-12	9-12
2015-16	757	666	376	290	548	1214	1305	288	1124	576
2016-17	719	632	347	285	538	1170	1257	272	1119	581
2017-18	697	609	342	267	519	1128	1216	251	1071	552
2018-19	695	608	361	247	536	1144	1231	257	1071	535
2019-20	670	599	375	224	560	1159	1230	279	1096	536
2020-21	619	570	350	220	526	1096	1145	287	1045	519
2021-22	696	623	362	261	491	1114	1187	264	1016	525
2022-23	691	625	364	261	473	1098	1164	237	1024	551
2023-24	665	601	356	245	506	1107	1171	232	1095	589
2024-25	655	582	333	249	530	1112	1185	254	1154	624
2025-26	647	582	341	241	533	1115	1180	287	1157	624

Historical Percentage Changes

School Year	K-12	Diff.	%
2015-16	1790		
2016-17	1751	-39	-2.2%
2017-18	1680	-71	-4.1%
2018-19	1679	-1	-0.1%
2019-20	1695	16	1.0%
2020-21	1615	-80	-4.7%
2021-22	1639	24	1.5%
2022-23	1649	10	0.6%
2023-24	1696	47	2.9%
2024-25	1736	40	2.4%
2025-26	1739	3	0.2%
Change		-51	-2.8%

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Grades K-12 Historical Enrollment



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Projected Enrollment

School District: Griswold, CT

12/18/2025

Enrollment Projections By Grade*

Birth Year	Births*		School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2020	127		2025-26	65	118	111	112	115	126	117	129	147	140	167	147	162	148		1739	1804
2021	86		2026-27	65	84	122	117	109	114	128	119	131	147	196	145	146	169		1727	1792
2022	111	(prov.)	2027-28	65	109	87	129	114	108	115	131	121	131	206	171	144	153		1719	1784
2023	92	(prov.)	2028-29	65	90	113	92	126	113	109	117	133	121	183	179	170	150		1696	1761
2024	112	(prov.)	2029-30	66	110	93	119	90	125	114	111	119	133	169	159	177	178		1697	1763
2025	106	(est.)	2030-31	66	104	114	98	116	89	127	116	113	119	186	147	158	185		1672	1738
2026	101	(est.)	2031-32	66	99	108	121	95	115	90	130	118	113	167	162	146	165		1629	1695
2027	104	(est.)	2032-33	67	102	102	114	118	94	116	92	132	118	158	145	161	153		1605	1672
2028	103	(est.)	2033-34	67	101	106	108	111	117	95	118	93	132	165	137	144	168		1595	1662
2029	105	(est.)	2034-35	67	103	104	112	105	110	118	97	120	93	185	144	136	150		1577	1644
2030	104	(est.)	2035-36	68	102	107	110	109	104	111	120	98	120	130	161	143	142		1557	1625

Note: Ungraded students (UNGR) often are high school students whose anticipated years of graduation are unknown, or students with special needs - UNGR not included in Grade Combinations for 7-12, 9-12, etc.

Based on an estimate of births | Based on children already born | Based on students already enrolled

*Birth data provided by Public Health Vital Records Departments in each state.

** < 10 Not reported, to protect subgroups with fewer than 10 students.

Projected Enrollment in Grade Combinations*

School Year	PK-4	K-4	K-2	3-4	5-8	K-8	PK-8	7-8	5-12	9-12
2025-26	647	582	341	241	533	1115	1180	287	1157	624
2026-27	611	546	323	223	525	1071	1136	278	1181	656
2027-28	612	547	325	222	498	1045	1110	252	1172	674
2028-29	599	534	295	239	480	1014	1079	254	1162	682
2029-30	603	537	322	215	477	1014	1080	252	1160	683
2030-31	587	521	316	205	475	996	1062	232	1151	676
2031-32	604	538	328	210	451	989	1055	231	1091	640
2032-33	597	530	318	212	458	988	1055	250	1075	617
2033-34	610	543	315	228	438	981	1048	225	1052	614
2034-35	601	534	319	215	428	962	1029	213	1043	615
2035-36	600	532	319	213	449	981	1049	210	1025	576

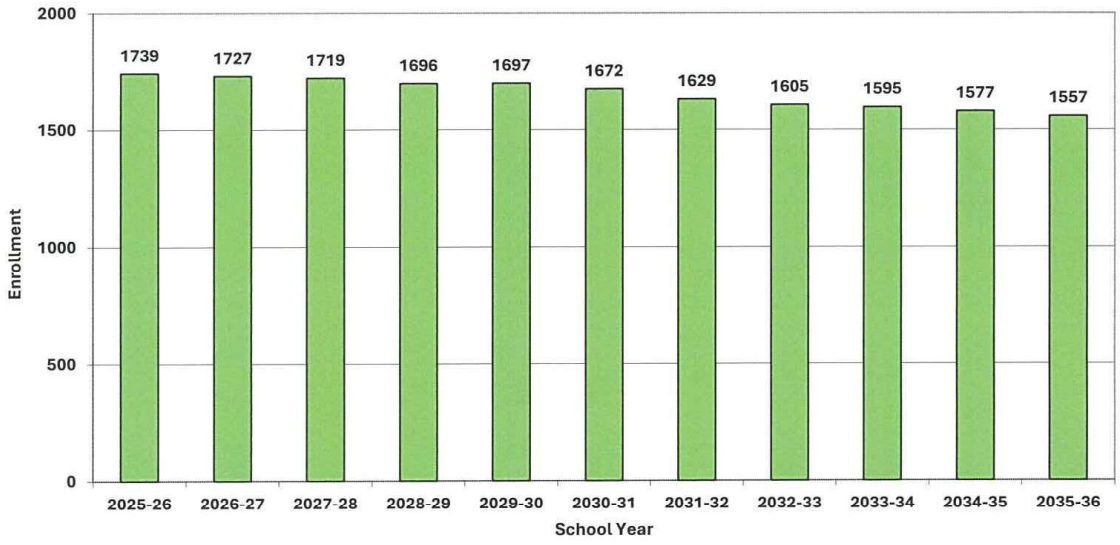
Projected Percentage Changes

School Year	K-12	Diff.	%
2025-26	1739		
2026-27	1727	-12	-0.7%
2027-28	1719	-8	-0.5%
2028-29	1696	-23	-1.3%
2029-30	1697	1	0.1%
2030-31	1672	-25	-1.5%
2031-32	1629	-43	-2.6%
2032-33	1605	-24	-1.5%
2033-34	1595	-10	-0.6%
2034-35	1577	-18	-1.1%
2035-36	1557	-20	-1.3%
Change		-182	-10.5%

*Projections should be updated annually to reflect changes in in/out-migration of families, births, and similar factors.

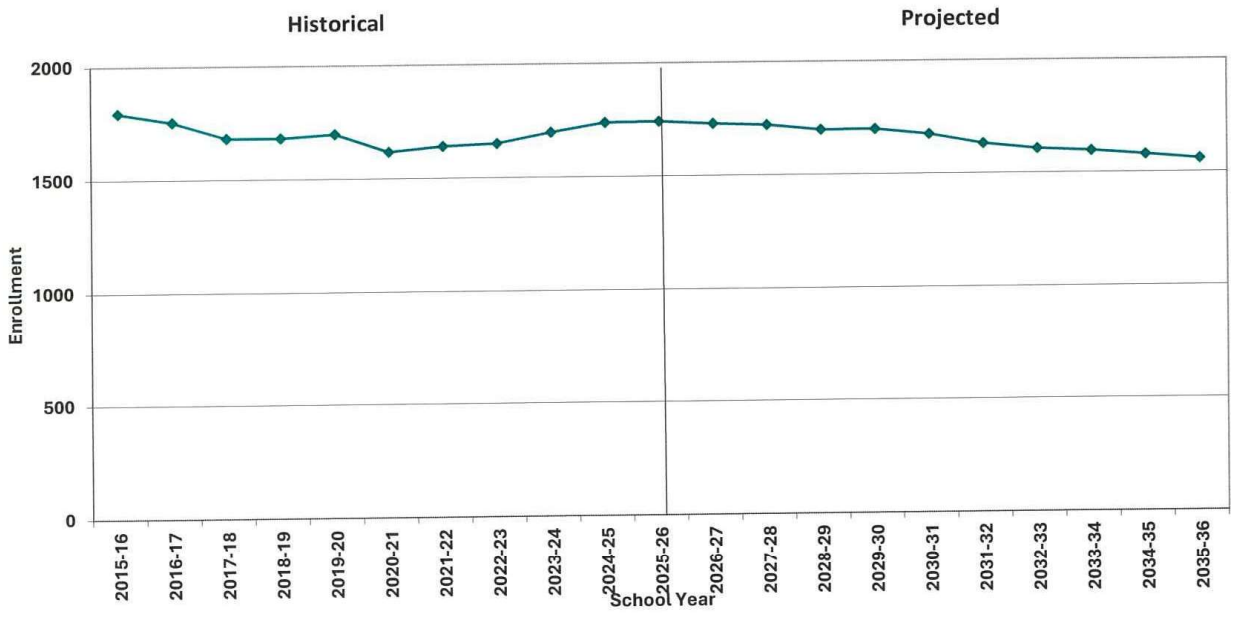
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Grades K-12 Projected Enrollment



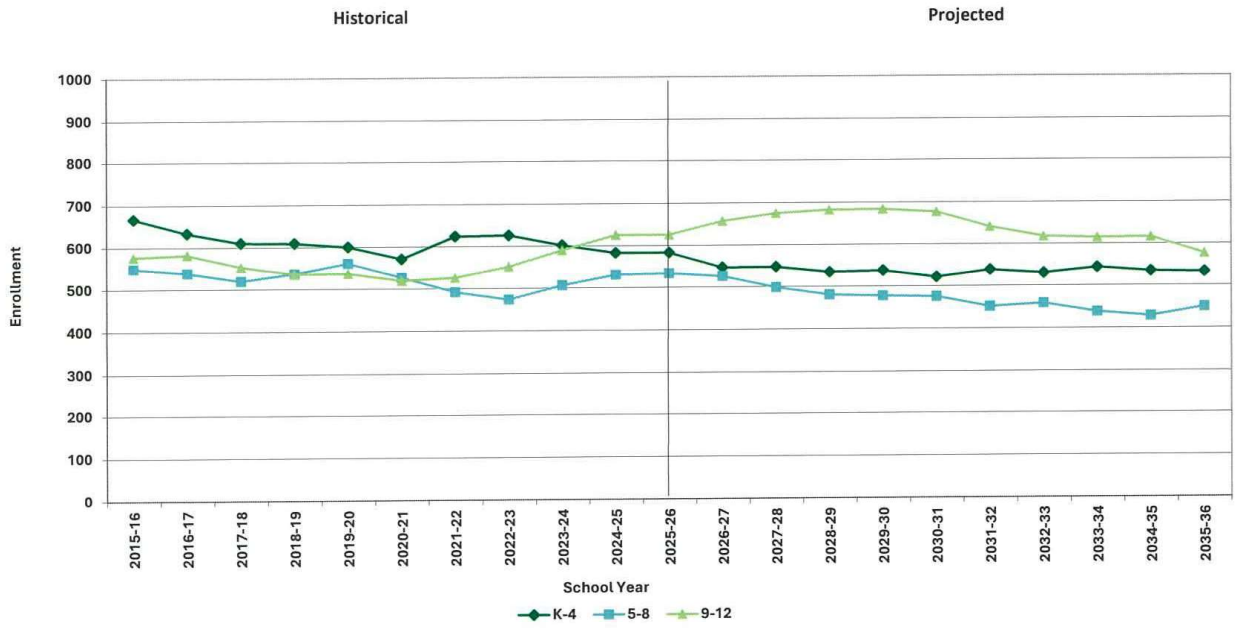
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Grades K-12 Historical & Projected Enrollment



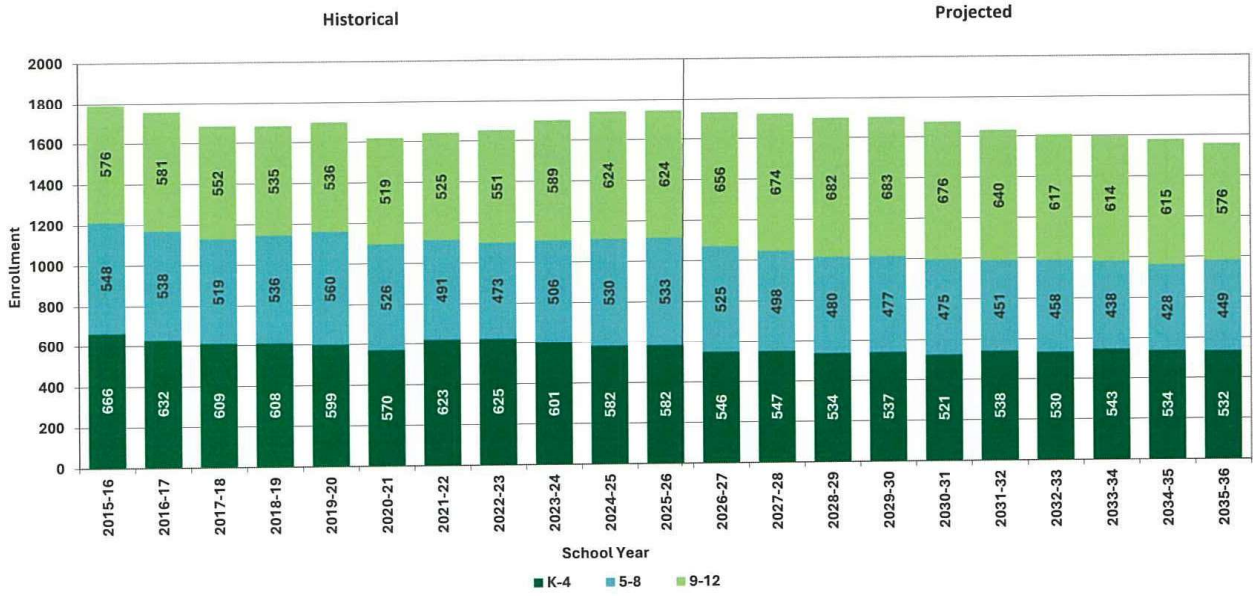
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Historical & Projected Enrollment in Grade Combinations



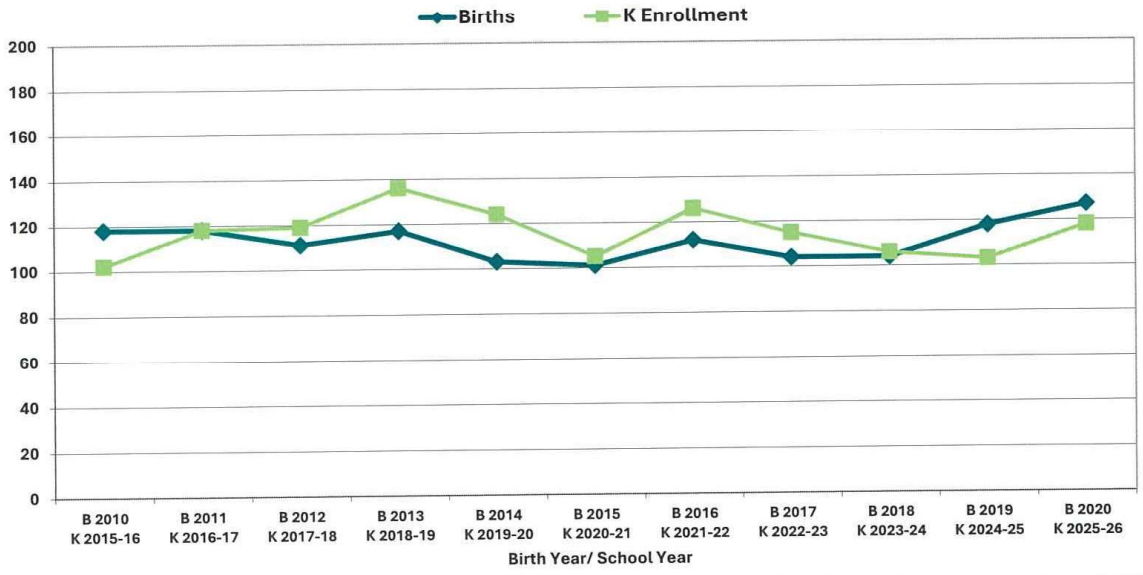
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Historical & Projected Enrollment in Grade Combinations



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Birth to Kindergarten Relationship



	B 2010 K 2015-16	B 2011 K 2016-17	B 2012 K 2017-18	B 2013 K 2018-19	B 2014 K 2019-20	B 2015 K 2020-21	B 2016 K 2021-22	B 2017 K 2022-23	B 2018 K 2023-24	B 2019 K 2024-25	B 2020 K 2025-26
Births	118	118	111	117	103	101	112	104	104	118	127
Kindergarten	102	118	119	136	124	105	126	115	106	103	118

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Additional Information

School Year	9-12 CTE	K-12 Non-Public	K-12 Choice-In	K-12 Choice-Out	K-12 Out District SPED	K-12 Homeschool
2021-22	104	29	128	21	17	40
2022-23	114	25	141	29	10	70
2023-24	106	39	172	38	12	74
2024-25	90	48	209	37	23	24
2025-26	75	43	232	46	25	92

* Data provided by District.

"n/a" signifies that information was not provided by District.

** < 10 Not reported, to protect subgroups with fewer than 10 students.

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NESDEC New England's PK-12 Enrollments Trends

State	Fall 2013 PK - 12	Fall 2019 PK - 12	Fall 2022 PK - 12	Fall 2023 PK - 12	% Change 2013 - 23	% Change 2019-23	% Change 2022-23
USA	50,044,522	50,796,445	49,618,464	49,516,361	-1.1%	-2.5%	-0.2%
CT	546,200	523,690	513,513	512,652	-6.1%	-2.1%	-0.2%
ME	183,995	180,291	173,853	172,545	-6.2%	-4.3%	-0.8%
MA	955,739	959,394	923,349	914,958	-4.3%	-4.6%	-0.9%
NH	186,310	177,351	168,909	166,594	-10.6%	-6.1%	-1.4%
RI	142,008	143,557	137,449	136,154	-4.1%	-5.2%	-0.9%
VT	88,690	86,759	83,654	82,455	-7.0%	-5.0%	-1.4%

Source: U.S. Department of Education, National Center for Education Statistics, Enrollment in public elementary and secondary schools, by region, state, and jurisdiction: Selected years, fall 1990 through fall 2023, Table 203.20, Report Generated Oct. 2024, NESDEC 5.28.25

Although most New England Districts are seeing a decline in the number of births, NESDEC's experience indicates that the impact on enrollment varies from District to District. Almost half of New England Districts have been growing in PK-12 enrollment, and a similar number are declining (often in rural areas), with the other Districts remaining stable.

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Projection Methodology and Reliability

PROJECTION METHODOLOGY

Cohort component (survival) technique is a frequently used method of preparing enrollment projections. NESDEC uses this method, but modifies it in order to move away from projections that are wholly computer- or formula-driven. Such modification permits the incorporation of important, current district-specific demographic information into the generation of enrollment projections (such as in/out-migration of students, resident births, etc.). Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2024-25 increased to 104 students in Grade 2 in 2025-26, the percentage of survival would be 104%, or a ratio of 1.04. Ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. Enrollment projections are more reliable in Years #1-3 in the future and less reliable in the "out-years." Projections four to ten years out may serve as a guide to future enrollments and are useful for planning purposes, but they should be viewed as subject to change given the likelihood of potential shifts in underlying assumptions/trends, such as student migration, births as they relate to Kindergarten enrollment, and other factors.

Projections that are based upon **the children who already are in the district** (the current K-12 population only) will be the most reliable. The second level of reliability will be for those children already **born into the community but not yet old enough to be in school.** The least reliable category is the group for which an estimate must be made **to predict the number of births**, thereby adding additional uncertainty. See these three multi-colored groupings on the "Projected Enrollment" tab.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (higher or lower) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. **In light of this possibility, NESDEC urges all school districts to have updated enrollment projections developed by NESDEC each October.** This service is available at no cost to affiliated school districts.

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Cable TV Advisory Council of Eastern Connecticut
PO Box 50
Waterford, CT 06385

January 5, 2026

Ms. Tina Falck
Town of Griswold
28 Main Street
Griswold, CT 06351

Dear First Selectman Bennett,

As one of nine municipalities within the Breezeline cable TV franchise, I want to remind you about the Cable TV Advisory Council. Connecticut State Statute 16-331 establishes cable television advisory councils. PURA Regulation Section 16-333-25 specifies that each municipality within the franchise region shall appoint members to the advisory council. Appointed members may be residents, employees or elected officials. Some municipalities have appointed their I.T. Manager. The advisory council members are active partners supporting the designated Community Access Provider programming and operations and an advisory agent for community interests in communications with the Cable Television company about policies, products, and services.

The senior elected official may appoint two members for two-year terms to represent Griswold. Your municipality's Board of Education may appoint one member to represent the Board of Education. If the Board of Education does not appoint a member, the senior elected official may appoint a member to represent the Board of Education. Open advisory council positions are shown at the bottom of this page. Additional information can be found at **eltownhall.com/cac.** Applicable PURA Regulations are reproduced on the back of this letter.

Additionally, we ask that your municipality's website include a link to the Cable TV Advisory Council pages (**https://eltownhall.com/government/boards-commissions/cable-tv-advisory-council/**) in the section that lists your boards and commissions and a link to the page explaining Community Access Television (**https://eltownhall.com/community/community-access-tv/**) in the section that lists information about community services available to all residents.

Sincerely,

Michael J. Meinz

Michael Meinz, Chair
Cable TV Advisory Council of Eastern Connecticut
MikeMeinz@yahoo.com

Members from Griswold:

OPEN	Municipality
OPEN	Municipality
OPEN	Board of Education

Cable TV Advisory Council of Eastern Connecticut
PO Box 50
Waterford, CT 06385

PURA Regulation Section 16-333-25. Appointment of advisory council members

The members of each advisory council shall be appointed as follows:

(a) The chief elected official of each town in the franchise area shall appoint one or more members who are residents of said town in accordance with the population of said town as determined by the most recent United States census in the following manner:

(1) In towns having a population of less than 5,000 – one member.

(2) In towns having a population of at least 5,000 but less than 20,000 – two members.

(3) In towns having a population of at least 20,000 but less than 50,000 – three members.

(4) In towns having a population of 50,000 or more – four members.

Insofar as is possible said appointments should reflect and be representative of the cultural, educational, ethnic and economic makeup of the population inhabiting said towns.

(b) The board of education in each town in the franchise area shall appoint one member of the advisory council. Such member shall reside in said town or be a member of said board of education, or be employed by said board of education.

(c) One member shall be appointed to the advisory council in each franchise area to represent all of the libraries of general public use located in the towns within that franchise. In the town in the franchise area having the largest population therein, as determined by the most recent United States census, the public library board charged with oversight and management of the town's public library as defined by Section 11-24a(b) of the General Statutes shall appoint the advisory council member. In the event there is no public library board in charge of the public library in that town, or if the library of general public use in that town, is a private eleemosynary library, or if no library in either category is located in that town, then said advisory council member shall be appointed by the chief elected official of said town. The advisory council member appointed hereunder shall be either a library board member of a professional library staff employee of a public library or a private eleemosynary library of general public use in a town within the franchise area.

(d) The franchisee shall appoint one member, who shall possess some expertise in the field of cable television and who shall serve without vote on the advisory council.

(e) Appointment of advisory council members pursuant to subsections (a) through (d), of this section, shall be subject to the following limitations:

(1) No paid employee of a nonprofit organization providing community access operations may serve on an advisory council.

(2) No employee of a CATV company, its subsidiaries or affiliates may serve on an advisory council ~~except in the position of franchise representative serving without vote.~~

(3) At least one seat, but no more than 25 percent of the total seats to which appointments may be made to an advisory council may be filled by persons who also are members of a board of directors of a nonprofit organization providing community access operations.

(4) Advisory council members who also serve as a member of a board of directors of a nonprofit organization providing community access operations shall recuse themselves from voting on any financial matters related to their access organization.

PURA Regulation Section 16-333-26. Term of advisory council members

Each member of the advisory council shall serve for a term of two (2) years from the first day of July in the year in which such member is appointed. If an advisory council member has three consecutive unexcused absences or does not attend 50 percent of meetings duly noticed and held within a 12-month period, then the member will be deemed to have resigned from the council.

GRISWOLD PUBLIC SCHOOLS

211 Slater Avenue, Griswold, CT 06351
Tel: (860) 376-7600 Fax: (860) 376-7607
griswoldpublicschools.org

Sean P. McKenna, Superintendentof Schools
Erik Christensen, Director of Fiscal & Personnel Services

Glenn LaBossiere, Assistant Superintendent of Schools
Christopher Champlin, Director of Student Services

MEMO

TO: **GPS**

FROM: **Sean P. McKenna, Superintendent of Schools**

SUBJECT: **Grant/Gift: $500 Gift Card for FAFSA Completion Event**

DATE: **January 22, 2026**

I respectfully request that the Board accept a generous donation in the amount of $500 in the form of a gift card awarded to Elaine Taylor, School Counselor at Griswold High School. Ms. Taylor was the raffle winner at CHESLA's Counselor Connect Event held on Monday, January 12, 2026. The $500 donation will be used to support a FAFSA completion event to be held on or before June 30, 2026.

Griswold Public Schools

Capital Requests

2026-27 School Year

District Mission

Griswold Public Schools educate for excellence by ensuring our students are connected, by nurturing individual student talents, and by fostering a future-focused mindset.

District Vision

Graduates of Griswold Public Schools journey into the future as engaged citizens, effective communicators, critical thinkers, and resilient problem solvers.

Version 1.0
Presented to Griswold Board of Education, Facilities Committee:
October 9, 2025

GUIDING CONSIDERATIONS AND TRACKING DOCUMENT

As we start the process of collecting information for the capital committee requests for the 2026-2027 school year, there are some guiding thoughts to keep in mind. Additionally, we have included a tracking table (on the next page) to document the different developments, revisions, additions, and/or changes that happen along the way.

CONSIDERATIONS

- This document is a "work in progress," which means that the final, adopted version may look very different from what was originally presented.
- As has been the case in previous years, in the event that the administration can remove a capital committee submission due to another feasible funding pathway, that could very well happen. There are some items we were able to address with unexpended funds from last year's operating budget.
- Our initial submissions may very well be incomplete, as we are trying to obtain cost estimates, work with different vendors, and make informed decisions at the earliest stages in the process. In some cases, we are still waiting for cost estimates and additional information; once that information is finalized, we will include it in the next iteration and present a revised version to the Board.
- It is completely expected and understood that the BOE will weigh-in, ask for additional information, and/or may re-prioritize submissions before adopting a finalized plan.
- In some cases, for requests that were on last year's list and we don't have an updated cost estimate, we have added 5% or 10% increase if the cost estimate was from a previous cycle. In some cases, cost estimates originated a few years back--those estimates were increased by 15%. In short, we are aiming to provide the best estimate possible for work that would be scheduled to start after July 1st, 2026

Tracking Table	
October 9th, 2025	• Presentation to the Griswold Board of Education, Facilities Committee
November 13th, 2025	• Board of Education approved the plan as presented
January 22nd, 2026	• Added a new capital item: scoreboards at Griswold High School

Priority/Urgency #1
Generator for Griswold Public Schools Pump House

This proposal aims to provide "back up" power to the main fire-pump in the event of an extended power outage. While we currently do not have a generator to support "back up" power in the event of an extended power outage, we believe that it would be proactive to address this need, especially in light of the possibility of extreme weather and/or an extended outage.

ESTIMATED COST: $12,480.00
(APPENDIX A--see cost proposal)

Priority/Urgency #1A
Scoreboards for Griswold High School

In late December, lights began failing on one of the panels, thereby making it difficult for spectators to view the scores. The scoreboards are originals from when the building was constructed in 1992. We have pursued if this could be repaired; unfortunately, the parts cannot be ordered as they are obsolete.

ESTIMATED COST: $22,746.00
(APPENDIX 1A-ee cost proposal)

Priority/Urgency # 2
Life Skills AC Replacement at Griswold High School

The AC system in the Life Skills at Griswold High School is currently in failing condition. This has been confirmed by our preventative maintenance schedule, which occurs twice a year. This replacement would make the air conditioning fully functional, and the needed upgrade would track with all other HVAC upgrades/investments that have been completed over the past 5 years.

ESTIMATED COST: $17,900.00
(APPENDIX B--see cost proposal)

Priority/Urgency # 3
New HVAC System for Griswold High School Gymnasium

This is a new request to install an air-conditioning unit for the GHS gymnasium, a space that is used consistently throughout the academic year, including evenings and weekends by our own teams and also by the Town of Griswold, parks and recreation programs. Additionally, there are a number of programs scheduled during the summer months by the Town of Griswold, parks and recreation programs, and also by other groups. This cost estimate, provided by our partners at NESC, is a preliminary "best estimate" at this point and time, based on current market conditions; in short, this estimate could very well change in the course of the next several months. Note: This estimate is also coupled with the proposal for the new HVAC system for the Griswold High School Cafeteria.

ESTIMATED COST: $389,000
(APPENDIX C--see cost proposal with proposal for cafeteria)

Priority/Urgency # 4
New HVAC System for Griswold High School Cafeteria

This is a new request to install an air-conditioning unit for the GHS cafeteria, a space that is used consistently throughout the academic year, including evenings and weekends for select events. Additionally, there are a number of programs scheduled during the summer months by the Town of Griswold, parks and recreation programs, and also by other groups. This cost estimate, provided by our partners at NESC, is a preliminary "best estimate" at this point and time, based on current market conditions; in short, this estimate could very well change in the course of the next several months. Note: This estimate is also coupled with the proposal for the new HVAC system for the Griswold High School Gymnasium.

ESTIMATED COST: $309,000
(APPENDIX C--see cost proposal with proposal for gymnasium)

Priority/Urgency # 5
New HVAC System for Griswold High School Band Room

This is a new request to install an air-conditioning unit for the GHS band room, a space that is used consistently throughout the academic year, including evenings and weekends for select practices. Additionally, there are a number of newly purchased instruments that are typically stored in the bandroom, an area that currently does not have air-conditioning or ventilation. In the summer months, to avoid problems associated with humidity, the instruments are stored in another location.

ESTIMATED COST: $29,100, includes electrical work
(APPENDIX D--see cost proposal)

Priority/Urgency # 6
New HVAC System for Griswold High School Chorus Room

This is a new request to install an air-conditioning unit for the GHS Chorus Room, a space that is used consistently throughout the academic year, including evenings and weekends for select practices. Additionally, there are a number of newly purchased instruments that are typically stored in the chorus room, an area that currently does not have air-conditioning or ventilation. In the summer months, to avoid problems associated with humidity, the instruments are stored in another location.

ESTIMATED COST: $22,000, includes electrical work
(APPENDIX E--see cost proposal)

Priority/Urgency #7--*repeat project proposal from previous years*
Outside Concrete Barriers for Protecting Buildings

This proposal addresses the need to protect our buildings. In many ways, this request is a reconsideration of the bollards, which were forward before. The barriers, 4,500 lbs each, will provide an additional protective measure for grounds, in particular, for our buildings. The barriers are concrete and pinned to the ground, so that they are anchored.

ESTIMATED COST: $8,250.00 * .05% ($413) = $8,663
(APPENDIX F--see cost proposal)

Priority/Urgency #8--*repeat project proposal from previous years*
Flooring Repair for GMS Middle School Ramp

This request would address the floor replacement to the GMS ramp area in the 5th grade wing, near the Central Office internal entryway The pricing includes all materials and labor. Flooring materials include tile and associated materials.

ESTIMATED COST $10,557.00
(APPENDIX G—see cost proposal)

Priority/Urgency # 9--*repeat project proposal from previous years*
Community Multi-Purpose Field Internet Access and Security Cameras

There has been a request to extend internet access to the Community Multi-Purpose Field, namely the announcer's booth and the concession stand. This extension of Internet service would come with a cost, but it would also allow the district to install security cameras that are web-based, which could provide around-the-clock security for the field complex area.

ESTIMATED COST $35,515.90 * 05% = $37,291.90
Press Box Connection = $16,890.78
Concession Stand = $18,625.12
(APPENDIX H--see cost proposals)

Priority/Urgency # 10--*repeat project proposal from previous years*
Community Multi-Purpose Field Future Planning

Because of the Griswold community investment in the Community Multi-Purpose Field project that was finalized last year, there are a number of individuals interested in the eventual replacement cost of the field itself after 10 years or so of use. This matter was discussed last year that if, hypothetically, the Capital Committee could plan for an incremental investment each year, for the next several years, then the replacement cost would not be a shock to the system in the future.

ESTIMATED COST $100,000.00
(no cost proposal included)

Priority/Urgency # 11
Internal Signage for Griswold High School

This is a new request to address the internal signage in Griswold High School. This request stems from a year ago, given that rooms have changed and some of the signage dates back to when the building was first constructed. The new signage would align to all the new rooms and spaces. Originally, we thought that this item could be covered by unexpended funds, in the event that such funds were available at the end of a fiscal year.

ESTIMATED COST $18,000 * .10% = $19,800
(APPENDIX I-see cost proposals)

Priority/Urgency # 12--*repeat project proposal from previous years*
Gymnasium Divider

The gymnasium divider, which was installed in 1992 with the GHS construction project, warrants replacement. This cost estimate covers a complete replacement. Given the recent revitalization of GHS athletics and gym use, this proposal comes forward with obvious importance. The cost estimate comes from 2023.

ESTIMATED COST $17,799.00 * .10% = $19,579
(APPENDIX J---see cost proposal)

Priority/Urgency #13--*repeat project proposal from previous years*
Repair and Seat Replacement at the Griswold High School Gymnasium

Because there are a number of damaged seats in the GHS gym, for spectator viewing, this project proposal warrants serious consideration. The cost proposal details the different color seats to be replaced in the gymnasium. Cost estimates come from last year. The cost estimate comes 2023.

ESTIMATED COST $25,130.00 * .10% = $27,643
(APPENDIX K---see cost proposal)

Priority/Urgency #14--*repeat project proposal from previous years*
New carpet for GHS Auditorium

This estimate covers the removal and installation of a new carpet in the GHS Auditorium. The estimate does not include furniture moves. Because we are still waiting for an updated quote, we have added an additional 15% to the cost estimate we received in 2022. The cost estimate comes from three years ago.

ESTIMATED COST $25,554.00 * .15% = $29,387
(APPENDIX L--see cost proposal)

Priority/Urgency #15--*repeat project proposal from previous years*
New carpet for GHS Main Office

This estimate covers the removal and installation of a new carpet in the GHS Main Office.. The estimate does not include furniture moves. Because we are still waiting for an updated quote, we have added an additional 15% to the cost estimate we received in 2022.

ESTIMATED COST $37,422.40 * .15% = $43,035.40
(APPENDIX M--see cost proposal)

Priority/Urgency #16--*repeat project proposal from previous years*
Tennis Court Area

This project proposal prepared by Field Turf presents different options, with different cost ranges. Long and short, the project would fall within the range of $615,000.00 - $675,00.00

ESTIMATED COST $615,000.00 -$675,000.00
(APPENDIX N--see cost proposal)

BASKETBALL

MODEL SSC-7

APPENDIX 1A

Shot Clock Size: 20"L x 20"H x 2"D
Approximate hanging weight: 30lbs (includes Indoor Accessory Driver (IAD) box and horns)
Digit Color: Super Bright Red or White **Digit Size:** 13"





MODEL ABOVE SHOWN WITH ALL WHITE DIGITS UPGRADE.

DESIGN FLEXIBILITY

SINGLE SIDED



Can be mounted to backboard and flush with walls

DOUBLE SIDED



Ideal for fans and coaching staff

3-SIDED



Optimal viewing angles for players, coaches, and officials

Advanced timing features ideal for Basketball.

- Integrates with Nevco End of Period Lights through the IAD box (included with shot clock).
- Bright, long lasting, energy-efficient LEDs reduce power consumption and operating expense.
- Horn is encased in an external box that can be attached above or below the clock, ensuring sound clarity.
- Durable Lexan, yet lightweight, cabinet design can withstand heavy impact from basketball.
- Shot clock connects through cat5 cable to the IAD box, which is easy to conceal and protected from game elements.
- Integrates with Nevco accessories, such as End of Period lights and Locker Room Clocks.
- Daisy chaining capability allows for single or double sided mounting.

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INTEGRATED DISPLAY AND SCORING SOLUTIONS

Model SSC-7 (Indoor) Basketball Shot Clock



SSC-7 Shot Clock Details	
AGENCY APPROVAL	FCC, CE, INDUSTRY CANADA, Power Supply is UL/CUL listed
SHOT CLOCKS	Size: 20"L x 20"H x 2"D Hanging Weight: 30lbs each (including IAD box & horns) Constructed of aluminum
LED UNITS	Seven-bar segmented digits with protective aluminum
POWER	12vDC low voltage power input from included 120 VAC 0.5A Power Supply
BUILT-IN LIGHTNING PROTECTION	All models feature optical isolation circuitry providing additional protection against lightning strikes.

SHOT CLOCK / CONTROL OPERATING FEATURES

MODEL SSC-7 (SHOT CLOCK)	MPC WIRED (CONTROL)	MPCW WIRELESS (CONTROL)	$MPCX_2$ WIRELESS (CONTROL)
TIMING 13" Super Bright Red LED Digits Or all White Digits Upgrade	• Any shot time can be set between 0-69 seconds. • Handheld switch provides instant reset to programmed shot time, out of bounds time and prevents timer from counting.	• Any shot time can be set between 0-69 seconds. • Handheld switch provides instant reset to programmed shot time, out of bounds time and holds prevents from counting.	• Any shot time can be set between 0-69 seconds. • Handheld switch provides instant reset to programmed shot time, out of bounds time and prevents timer from counting.
HORN	• Encased in external box that can be attached above or below the clock. • Sounds automatically at 00. • Shot clock violation has unique sound. • End of game time syncs with scoreboard sound.	• Encased in external box that can be attached above or below the clock. • Sounds automatically at 00. • Shot clock violation has unique sound. • End of game time syncs with scoreboard sound.	• Encased in external box that can be attached above or below the clock. • Sounds automatically at 00. • Shot clock violation has unique sound. • End of game time syncs with scoreboard sound.
SYSTEM OPERATION	• Control can operate scoreboard and shot clocks at the same time. • When using shot clocks and scoreboard horns as a system, they sound at the same time.	• Control can operate scoreboard and shot clocks at the same time. • When using shot clocks and scoreboard horns as a system, they sound at the same time.	• Control can operate scoreboard and shot clocks at the same time. • When using shot clocks and scoreboard horns as a system, they sound at the same time.
INDEPENDENT OPERATION	Control operates shot clocks as an independent system.	Control operates shot clocks as an independent system.	Control operates shot clocks as an independent system.
CONTROL CABLE	• Two (2) lengths of 2-WIRE (coaxial type) ¼" diameter required. • Order the lengths required.	N/A	N/A
SEGMENT TIMING	Supported	Supported	Requires $MPCX_2$ segment timer control.

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WIRELESS-WIRED SCORING CONSOLE ACCESSORIES

MODEL MPCW-7

Size: 11" x 9.5" x 4.125" (.28 x .24 x .10 m)
Approximate weight: 3.35 lbs. (1.5 kg)
Display: Bright LED **Keypad:** Split and raised 40 key keyboard



Advanced universal wireless control featuring:

- One control can be used for up to 40 wireless scoreboards
- High Impact Black Plastic.
- Improved UV resistance.
- Sealed Keypad prevents liquids being spilled into the control.
- Durable rubber replaces the plastic push buttons.
- Backward compatible with most older scoreboards.
- Custom designed overlay featuring sport specific graphics.
- ETN entry can be done on any overlay through the option menu. (Many competitors require a separate PC for ETN entry)
- Rechargeable Battery option.
- Handheld switches included as required.
- Internal Antenna.
- High Brightness, illuminated LED display.

Easy to Read, sport specific Overlays



Advanced Software features:

New Game, Horn Tone / Volume, Time Out time, Time of Day, Segment Timer & more.

Combine your scoreboard with a Nevco monochrome or full-color message center to create a complete scoring and display system. Team/Sponsor signs also available.

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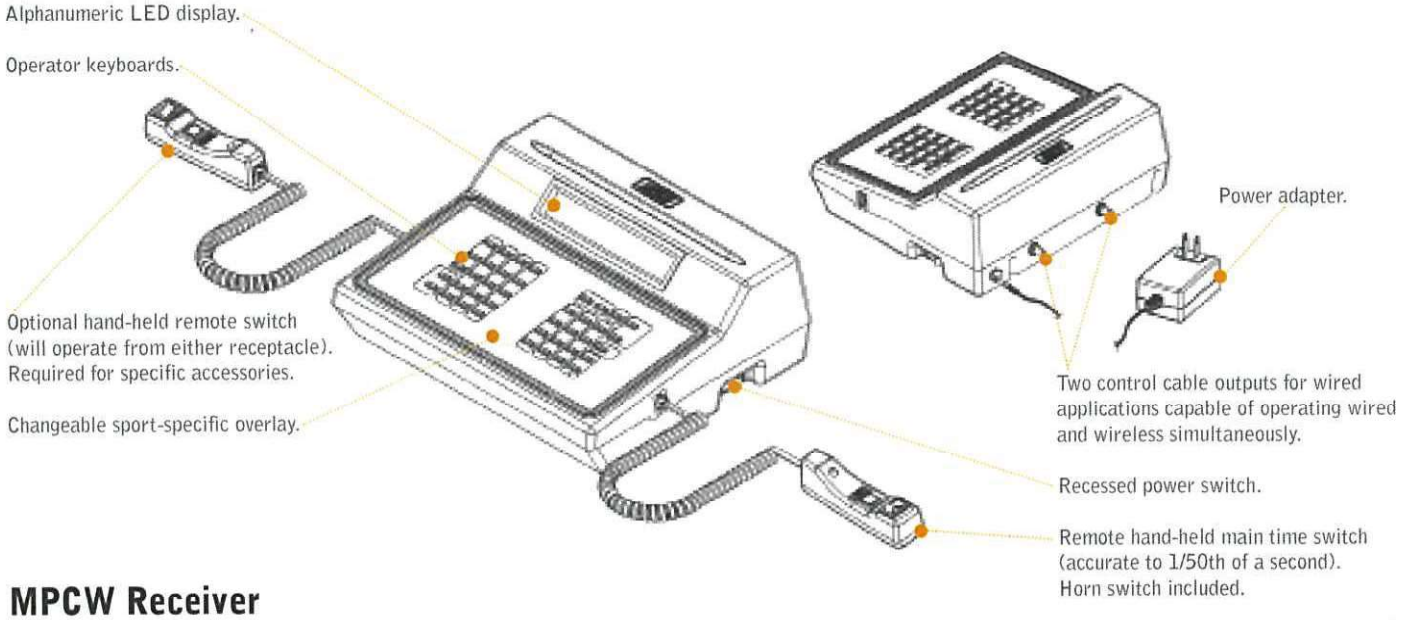
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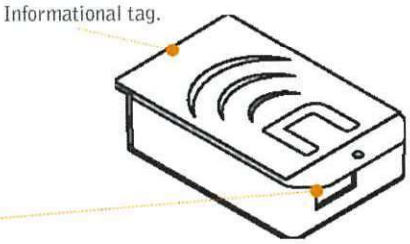
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INTEGRATED DISPLAY AND SCORING SOLUTIONS

Model MPCW-7 Operating Features



MPCW Receiver



OPTIONAL CARRYING CASE AVAILABLE: The CC-3 double wall carrying case is lightweight and durable, made of high density polyethylene. Size 18 1/2" x 14 1/2" x 6". Black textured finish resists dents and scuffs. Case features trouble-free mechanical latches and hinges. Padded case interior is large enough for Nevco MPCW control, hand-held switch, and 25' of scoreboard control cable.



CERTIFICATIONS: FCC, CE, INDUSTRY CANADA.
MPCW-7 CONTROL: Microprocessor-based operator's control. Construction of black high impact break-resistant plastic, size 11" x 9 1/2" x 4 1/8" (.28 x .24 x .10 m). Includes: remote hand-held time switch accurate to 1/50th of a second, horn button included on time switch and keyboard overlay. Control features: bright LED display, lithium cell battery backup to maintain scoreboard memory and time of day, self test mode, power on-off switch, alternate time control, internal beeper acknowledging each entry, profile capabilities and multiple scoreboard operation. Capable of operating wireless or wired scoreboard systems.

TIMERS: For scoreboards with timers, additional features: time of day display, multiple time out timers with warning, interval horn, up-count auto stop with horn. 1/10th seconds are displayed during the last minute.
RANGE: Maximum range of 1,000 feet from control to receiver. (Clear Line of Sight)
DIMMER: Activated from control for scoreboard.
POWER: WALL OUTLET POWER ADAPTER: One required for each control and each receiver. Input: 100-240 Volts, .4 Amps, 50/60 Hz. Output: 9 volts, 2 Amps. Maximum 9 Volt output power 18 Watts.
OPERATES MODELS: All Nevco scoreboards except UltraScore, UltraWrestling, SEG-14, SEG-18, 9650, 9651 and 9652.

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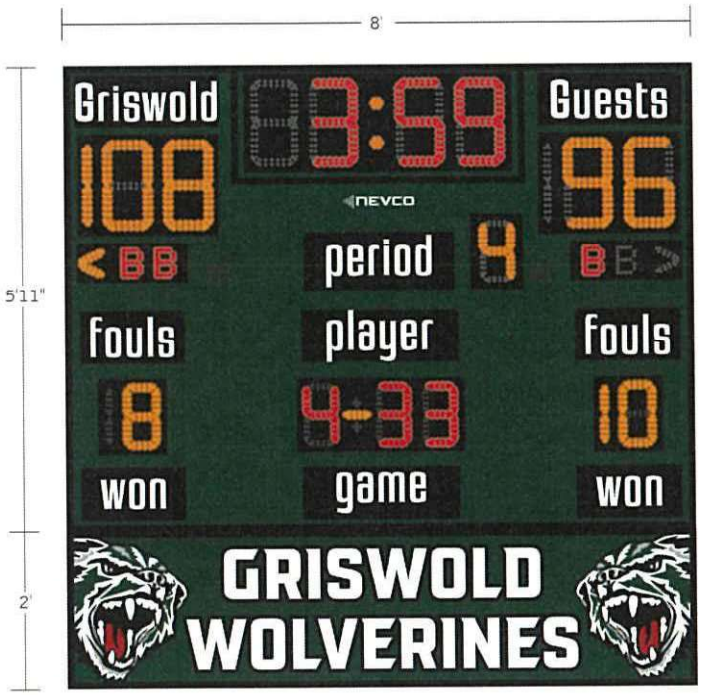
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GRISWOLD HIGH SCHOOL, GRISWOLD, CT

PROOF #67479A-PR



PROOF INCLUDES:

- **Model 2750 Basketball/ Volleyball/Wrestling LED Scoreboard**
  (2) 8'W x 5'11"H x 8"D
  Scoreboard Color: 187 Forest Green
  Custom Team Name: Griswold
  Custom Striping: 183 Jet Black
- **Non-illuminated Sign**
  (2) 8'W x 2'H
- **SSC-7-SS Set Slim Shot Clock LED Display (Set of 2) -**
  20"W x 20"H x 2"D



SIGNATURE OF APPROVAL _____ **DATE** _____

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QUOTATION

Account Name	Griswold High School	Created Date	12/24/2025
Quote Number	00194469	Expiration Date	1/31/2026
Contact Name	Steve Cravinho	Prepared By	Dan Schneider
Title	Athletic Director	Title	Display and Scoring Consultant
Email Address	scravinho@griswoldpublicschools.org	Phone	(860) 859-7744
		Fax	(618) 664-0398
		Email Address	dschneider@nevco.com

Quantity	Model/Part #	Product Description	Dimensions L x H x W/D	Total Price
2.00	2750-NL	Basketball/Volleyball/Wrestling LED Scoreboard with Amber/Red Digits	8'x5'11"x8"	USD 9,526.00
2.00	ADI 8-2	Non-illuminated Indoor Sign	8'x2'	USD 1,066.00
1.00	SSC-7-SS Set	Slim Shot Clock LED Display (Set of 2) - Black with Red Digits	20" x20"'x 2"	USD 2,596.00
2.00	235-5030	Striping 1" - Indoor Models (perimeter/timer)		USD 352.00
2.00	235-5000 Non-Std Caption-Indoor	Caption In Place of Standard - Indoor		USD 106.00
4.00	MPCW-7 Indoor Rec	Receiver MPCW-7 (Wireless) for indoor scoreboards		USD 2,472.00
1.00	MPCW-7	Controller MPCW-7 (Wired or Wireless)	0.9'x0.8'x4"	USD 1,333.00
1.00	MPCW Case	MPC/ MPCW Control Carrying Case	1.7'x1.1'x8"	USD 97.00

Ttl Shipping Wt (lbs)	560	Subtotal	USD 17,548.00
County	New London	Freight	USD 798.00
		Installation	USD 4,400.00
		Total	USD 22,746.00

Billing/Shipping Information

Bill To Name	Griswold High School	Ship To Name	Griswold High School
Bill To	267 Slater Ave Griswold, CT 06351 USA	Ship To	267 Slater Ave Griswold, CT 06351 USA

Quote Terms and Conditions

The above pricing is for equipment only and does not include installation (unless specified) or taxes (if applicable). Unless shown specifically in the quote, shipping is an additional cost and is not included. Due to the custom nature of our products, our preferred payment terms are 50% down and remaining balance net 30. Additional payment terms available upon credit review. Shipping terms are F.O.B. Greenville, IL USA.

All Scoreboards and Message Centers are UL Listed and most come with our free 5-year guarantee (Exception: Special promotion/packages may have shorter warranty and are noted in product descriptions). Portable Production Kits carry a 3-year guarantee. Wireless components and Solar Power Kit carry a 2-year guarantee. Hand-held controls, switches and

printed scrims carry a 1-year guarantee. Performance and Payment Bonds, if required, will include a one-year warranty after substantial completion.

STATE TAX EXEMPT FORM MUST BE SUBMITTED WITH ORDER OR TAXES WILL BE INVOICED.

Scoreboards are available in 15 standard colors at no extra charge. Please contact your consultant for production/shipping lead times.

Purchase Order Address	Nevco Sports, LLC 301 East Harris Ave Greenville, IL 62246-2151	Remit To Address	Nevco Sports, LLC P.O. Box 74758 Chicago, IL 60694-4758 800.851.4040 / 618.664.0360

Leasing Program

If your purchase exceeds $10,000, you may qualify for our leasing program allowing you more flexibility to spread out the cost of your NEVCO scoring and display solution over of a period up to five (5) years. Benefits of our leasing program include fixed rate financing, non-appropriation clause, no prepayment penalty, and customizable payment schedules. Plus, at the end of the lease, the equipment is yours to keep with no additional balloon payments.

Sample payment options as follows:

$10,000 in total equipment cost = $2,400 per year
$25,000 in total equipment cost = $6,000 per year
$50,000 in total equipment cost = $12,000per year
$100,000 in total equipment cost = $24,000 per year
$250,000 in total equipment cost = $60,000 per year

**Payments based on 5 year/annual payment in advance structure. Leasing is subject to credit approval and agreed upon documentation with Nevco's lending partner. Contact your Nevco scoring and display consultant for additional options and details.

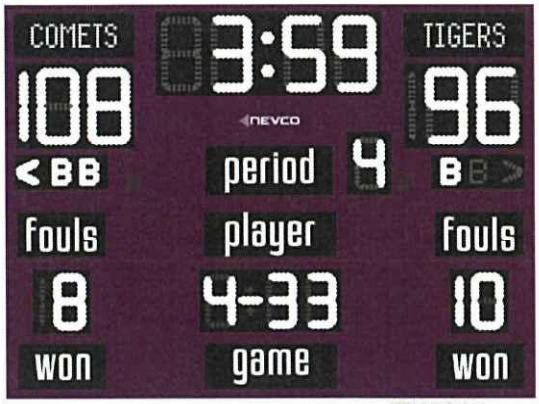
BASKETBALL

SCOREBOARDS

MODEL 2750

Size: 8′ x 6′ x 8″ (2.44 x 1.83 x .20 meters)
Approximate hanging weight: 107 lbs. (49 kg)
Digit Size: 13″/ 9″ **Digit Color:** High Intensity Red & Amber or White





CUSTOMIZE "HOME" AND "GUESTS" BY UPGRADING TO ELECTRONIC TEAM NAMES.
MODEL ABOVE SHOWN WITH ALL WHITE DIGITS UPGRADE.

Advanced timing features ideal for Basketball/Volleyball/Wrestling Facilities.

- Energy-efficient LEDs reduce power consumption and operating expense.
- Ability to retrofit team name caption plates.
- Bright, long lasting LED lamp banks when ordered with rear-lit team names.
- Large, 4″ Bonus, Double Bonus and Possession Indicator digits included.
- Durable and lightweight cabinet design.
- Universal—syncs with Nevco accessories.
- Extended advertising opportunities.
- Lighted time colon and decimal; automatically adjusts to 1/10th of a second.
- Built-in Power Factor Correction.
- Includes basketball, volleyball and wrestling caption plates.
- Soccer available with MPCX$_2$ and MPC7 series controls.
- Advantage Timer feature included with wrestling captions.

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INTEGRATED DISPLAY AND SCORING SOLUTIONS

Model 2750 (Indoor) Basketball/Volleyball/Wrestling Scoreboard

SCOREBOARD/CONTROL OPERATING FEATURES

MODEL 2750	MPC WIRED	MPCW WIRELESS	MPCX$_2$ WIRELESS	NEVCO ONE
TIMING 13" High Intensity Red LED Digits Or all White Digits Upgrade	Bi-directional UP or DOWN count. Any number can be set between 0:00-99:59. 1/10th seconds display during final minute.	Bi-directional UP or DOWN count. Any number can be set between 0:00-99:59. 1/10th seconds display during final minute.	Bi-directional UP or DOWN count. Any number can be set between 0:00-99:59. 1/10th seconds display during final minute.	Bi-directional UP or DOWN count. Any number can be set between 0:00-99:59. 1/10th seconds display during final minute.
TEAM SCORES 13" High Intensity Amber LED Digits Or all White Digits Upgrade	Displays 0-199	Displays 0-199	Displays 0-199	Displays 0-199
PERIOD 9" High Intensity Amber LED Digits Or all White Digits Upgrade	Displays 0-9	Displays 0-9	Displays 0-9	Displays 0-9
NEXT POSSESSION (BASKETBALL) **SERVE (VOLLEYBALL)** **ADVANTAGE (WRESTLING)** High Intensity Amber LED Digits Or all White Digits Upgrade	Displays arrow for each team.	Displays arrow for each team.	Displays arrow for each team.	Displays arrow for each team.
BONUS/DOUBLE BONUS High Intensity Red LED Digits Or all White Digits Upgrade	Displays the letter "B" for each team (BASKETBALL)	Displays the letter "B" for each team (BASKETBALL)	Displays the letter "B" for each team (BASKETBALL)	Displays the letter "B" for each team (BASKETBALL)
PLAYER/FOUL (BASKETBALL) **GAME (VOLLEYBALL)** **WEIGHT (WRESTLING)** 9" High Intensity Red LED Digits Or all White Digits Upgrade	BASKETBALL displays 0-99 for player number and 0-9 for personal fouls. VOLLEYBALL displays game number. WRESTLING can be used as advantage timer or display weight.	BASKETBALL displays 0-99 for player number and 0-9 for personal fouls. VOLLEYBALL displays game number. WRESTLING can be used as advantage timer or display weight.	BASKETBALL displays 0-99 for player number and 0-9 for personal fouls. VOLLEYBALL displays game number. WRESTLING can be used to display weight.	BASKETBALL displays 0-99 for player number and 0-9 for personal fouls. VOLLEYBALL displays game number. WRESTLING can be used as advantage timer or display weight.
TEAM/FOULS (BASKETBALL) **WON (VOLLEYBALL)** **MATCH (WRESTLING)** 9" High Intensity Amber LED Digits Or all White Digits Upgrade	Displays 0-19 for each team.	Displays 0-19 for each team.	Displays 0-19 for each team.	Displays 0-19 for each team.
TIME OF DAY	In place of displaying game time on the scoreboard, the "time out" time may be displayed or the "time of day". "Time of day" can still display after control turned off.	In place of displaying game time on the scoreboard, the "time out" time may be displayed or the "time of day". "Time of day" can still display after control turned off.	"Time of day" can display after control turned off.	Supported functionality available in 2023
HORN Two located in scoreboard	Sounds automatically at 0:00 for a minimum of two (2) seconds. May omit automatic horn. Can sound manually at any time.	Sounds automatically at 0:00 for a minimum of two (2) seconds. May omit automatic horn. Can sound manually at any time.	Sounds automatically at 0:00 for a minimum of two (2) seconds. May omit automatic horn. Can sound manually at any time.	Sounds automatically at 0:00 for a minimum of two (2) seconds. May omit automatic horn. Can sound manually at any time.
JUNCTION BOXES	Two (2) 4"x2 1/8" with covers, furnished per scoreboard for installation.	N/A	N/A	N/A
CONTROL CABLE	One (1) length required of 2-WIRE (coaxial type) ¼" diameter. Order length required.	N/A	N/A	Ethernet (Optional)
SEGMENT TIMING	Supported.	Supported.	Requires MPCX$_2$ segment timer control.	Supported functionality available in 2023

In addition to the standard 15 colors, Nevco can match any PMS color. Please contact your local Display and Scoring Consultant for pricing information.



AGENCY APPROVAL: UL/CUL listed, FCC, CE, INDUSTRY CANADA.
SCOREBOARD: Size 8'L x 6'H x 8"D (2.44 x 1.83 x .20 meters), constructed of aluminum. Hanging weight approximately 107 lbs. (49 kg).
CAPTIONS: HOME, GUESTS, FOULS, PLAYER, WON, GAME, MATCH, WEIGHT and PERIOD, white 6" high. (HOME and GUESTS are omitted when ordered with ETNs.)
LED UNITS: Seven-bar segmented digits with protective aluminum cover.

POWER WITHOUT ETNS: 120 VAC, .80 Amps, 50/60 Hz. / 240 VAC, .40 Amps, 50/60 Hz. Requires earth ground.
POWER WITH ETNS: 120 VAC, .90 Amps, 50/60 Hz / 240 VAC, .45 Amps, 50/60 Hz. Requires earth ground.
BUILT-IN LIGHTNING PROTECTION: All models feature optical isolation circuitry providing additional protection against lightning strikes.

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Griswold Board of Education Monthly Financial Report

Fiscal Year 2025-2026

Figures Current as of January 15, 2026

- This projection assumes all monies will be fully spent down. There will likely be many adjustments over the next couple of months as we get a clearer picture of the true expenditures.
-We have been working to mitigate the deficit and should be able to get within budget barring any more unforseen expenditures.
-We are currently in a spending freeze to help close the gap.

Budget

Account	Object #s	Budget 2025-2026	Transfers 2025-2026	Adjusted Budget 2025-2026
Salaries	100	$18,948,994.41	$0.00	$18,948,994.41
Benefits	200	$6,708,050.27	$0.00	$6,708,050.27
Purchased Services	300	$862,363.24	$0.00	$862,363.24
Property Services	400	$1,423,261.81	$0.00	$1,423,261.81
Trans,Ins,Commun,Tuition	500	$4,029,376.57	$0.00	$4,029,376.57
Supplies	600	$747,076.63	$0.00	$747,076.63
Equipment	700	$138,870.00	$0.00	$138,870.00
Dues & Fees	810	$62,866.00	$0.00	$62,866.00
Grand Totals		**$32,920,858.93**	**$0.00**	**$32,920,858.93**

Expense & Revenue

Account	Object #s	Expended 2025-2026	Encumbered 2025-2026	Total Exp/Encumb (includes pre-enc) 2025-2026	Revenue 2025-2026	Balance 2025-2026	% Exp 2025-2026
Salaries	100	$9,541,388.16	$10,358,098.69	$19,899,486.85	($1,065,566.24)	$115,073.80	105.02%
Benefits	200	$3,247,984.57	$2,910,257.50	$6,158,242.07	($41,569.09)	$591,377.29	91.80%
Purchased Services	300	$444,587.34	$181,525.89	$626,113.23	($28,274.43)	$264,524.44	72.60%
Property Services	400	$814,337.79	$468,607.62	$1,282,945.41	($16,489.00)	$156,805.40	90.14%
Trans,Ins,Commun,Tuition	500	$3,393,702.96	$3,024,968.17	$6,418,671.13	($10,434.78)	($2,378,859.78)	159.30%
Supplies	600	$379,721.83	$94,594.68	$474,316.51	($3,449.86)	$276,209.98	63.49%
Equipment	700	$23,630.72	$199.99	$23,830.71	($18,358.00)	$133,397.29	17.16%
Dues & Fees	810	$52,777.74	$2,500.00	$55,277.74	$0.00	$7,588.26	87.93%
Grand Totals		**$17,898,131.11**	**$17,040,752.54**	**$34,938,883.65**	**($1,184,141.40)**	**($833,883.32)**	**106.13%**

Projections

Account	Object #s	Estimated Adj 2025-2026	Estimated Balance 2025-2026
Salaries	100	$4,483.95	$119,557.75
Benefits	200	($25,212.00)	$566,165.29
Purchased Services	300	($162,491.70)	$102,032.74
Property Services	400	($156,805.40)	$0.00
Trans,Ins,Commun,Tuition	500	$1,255,199.90	($1,123,659.88)
Supplies	600	($276,209.98)	$0.00
Equipment	700	($133,397.29)	$0.00
Dues & Fees	810	($7,588.26)	$0.00
Grand Totals		**$497,979.22**	**($335,904.10)**

FY 2025-2026 Financial Overview

Figures Current as of January 15, 2026

Account	Object #s	Budget 2025-2026	Transfers 2025-2026	Adjusted Budget 2025-2026	Expended 2025-2026	Encumbered 2025-2026	Total Exp/Encumb 2025-2026	Revenue 2025-2026	Balance 2025-2026	% Exp 2025-2026	Projections Estimated Adj 2025-2026	Projections Estimated Balance 2025-2026
Administrators	120-122	$ 1,946,883.76	$0.00	$1,946,883.76	$1,101,203.40	$863,872.84	$1,965,076.24	$0.00	($18,192.48)	100.93%	$25,000.00	$6,807.52
Teachers	101-103,118,123,124	$ 12,451,577.25	$0.00	$12,451,577.25	$5,638,831.66	$6,963,359.39	$12,602,191.05	($294,052.36)	$143,438.56	101.21%	$48,662.11	$192,100.67
Non-Certified Instructional	04,105,109,111, 112, 119,12	$ 1,550,726.50	$0.00	$1,550,726.50	$1,231,334.95	$1,222,711.14	$2,454,046.09	($675,498.88)	($227,820.71)	158.25%	$83,528.75	($144,291.96)
Substitutes	163, 165, 170-173	$ 278,502.74	$0.00	$278,502.74	$125,643.98	$28,034.00	$153,677.98	$0.00	$124,824.76	55.18%	($124,824.76)	$0.00
Clerical, Custodial/Maint	130, 131, 141, 142	$ 1,975,433.48	$0.00	$1,975,433.48	$1,041,059.99	$930,506.76	$1,975,166.75	($12,970.00)	$13,234.73	99.99%	$0.00	$13,234.73
Overtime	143	$ 117,522.40	$0.00	$117,522.40	$45,850.25	$0.00	$45,850.25	$0.00	$71,672.15	39.01%	($38,422.15)	$33,250.00
Support Services	106, 150, 160, 162, 166	$ 473,612.00	$0.00	$473,612.00	$273,630.75	$277,611.04	$551,250.79	($92,775.00)	$5,136.21	116.39%	$10,540.00	$15,676.21
Security/X-Guard	177, 178	$ 154,736.28	$0.00	$154,736.28	$83,224.18	$69,001.52	$152,225.70	($270.00)	$2,780.58	98.38%	$0.00	$2,780.58
Salarics	**100**	**$18,948,994.41**	**$0.00**	**$18,948,994.41**	**$9,541,388.16**	**$10,358,098.69**	**$19,899,486.85**	**($1,065,566.24)**	**$115,073.80**	**105.02%**	**$4,483.95**	**$119,557.75**
Health Insurance	205, 206, 209	$ 4,859,292.92	$0.00	$4,859,292.92	$2,207,181.75	$2,098,531.36	$4,305,713.11	($32,579.63)	$586,159.44	88.61%	$0.00	$586,159.44
Other (required)	202, 203, 207, 208, 211, 240	$ 1,848,757.35	$0.00	$1,848,757.35	$1,040,802.82	$811,726.14	$1,852,528.96	($8,989.46)	$5,217.85	100.20%	($25,212.00)	($19,994.15)
Benefits	**200**	**$6,708,050.27**	**$0.00**	**$6,708,050.27**	**$3,247,984.57**	**$2,910,257.50**	**$6,158,242.07**	**($41,569.09)**	**$591,377.29**	**91.80%**	**($25,212.00)**	**$566,165.29**
Instructional Improv	320, 321, 324, 327	$ 464,878.51	$0.00	$464,878.51	$196,877.60	$166,049.95	$362,927.55	($4,000.00)	$105,950.96	78.07%	$0.00	$105,950.96
Management Services	323	$ 4,962.00	$0.00	$4,962.00	$4,725.00	$0.00	$4,725.00	$0.00	$237.00	95.22%	$0.00	$237.00
Other Prof/Tech Services	329, 330	$ 392,522.73	$0.00	$392,522.73	$242,984.74	$15,475.94	$258,460.68	($24,274.43)	$158,336.48	65.85%	($162,491.70)	($4,155.22)
Purchased Services	**300**	**$862,363.24**	**$0.00**	**$862,363.24**	**$444,587.34**	**$181,525.89**	**$626,113.23**	**($28,274.43)**	**$264,524.44**	**72.60%**	**($162,491.70)**	**$102,032.74**
Utilities	410	$ 589,830.64	$0.00	$589,830.64	$295,594.49	$288,431.18	$584,025.67	($2,546.00)	$8,350.97	99.02%	($8,350.97)	$0.00
Repair/Maintenance	430, 432	$ 206,549.00	$0.00	$206,549.00	$121,262.20	$16,663.21	$137,925.41	($13,943.00)	$82,566.59	66.78%	($82,566.59)	$0.00
Maintenance Agreements	431	$ 625,532.17	$0.00	$625,532.17	$396,409.10	$162,977.23	$559,386.33	$0.00	$66,145.84	89.43%	($66,145.84)	$0.00
Rentals	440, 441	$ 1,350.00	$0.00	$1,350.00	$1,072.00	$536.00	$1,608.00	$0.00	($258.00)	119.11%	$258.00	$0.00
Property Services	**400**	**$1,423,261.81**	**$0.00**	**$1,423,261.81**	**$814,337.79**	**$468,607.62**	**$1,282,945.41**	**($16,489.00)**	**$156,805.40**	**90.14%**	**($156,805.40)**	**$0.00**
Transportation: Schools	510, 511	$ 1,797,760.65	$0.00	$1,797,760.65	$868,510.49	$2,125,522.35	$2,994,032.84	($911.71)	($1,195,360.48)	166.54%	$1,319,455.00	$124,094.52
Property & Liablity Ins	520, 521	$ 221,119.65	$0.00	$221,119.65	$218,862.50	$0.00	$218,862.50	$0.00	$2,257.15	98.98%	$0.00	$2,257.15
Communicaitons	530, 540, 550	$ 91,343.90	$0.00	$91,343.90	$41,889.52	$27,406.65	$69,296.17	($8,266.06)	$30,313.79	75.86%	($30,313.79)	$0.00
Tuition	560, 561	$ 1,672,455.00	$0.00	$1,672,455.00	$2,113,594.03	$810,391.26	$2,923,985.29	($1,257.01)	($1,250,273.28)	174.83%	$0.00	($1,250,273.28)
Other Travel	580, 582	$ 108,851.84	$0.00	$108,851.84	$42,516.41	$36,253.85	$78,770.26	$0.00	$30,081.58	72.36%	($30,081.58)	$0.00
Other Purchased Services	590	$ 137,845.53	$0.00	$137,845.53	$108,330.01	$25,394.06	$133,724.07	$0.00	$4,121.46	97.01%	($3,659.73)	$261.73
Trans,Ins,Commun,Tuition	**500**	**$4,029,376.57**	**$0.00**	**$4,029,376.57**	**$3,393,702.96**	**$3,024,968.17**	**$6,418,671.13**	**($10,434.78)**	**($2,378,659.78)**	**159.30%**	**$1,255,199.90**	**($1,123,650.88)**
Instructional Supplies	611	$ 85,378.00	$0.00	$85,378.00	$50,434.52	$3,303.21	$53,737.73	$0.00	$31,640.27	62.94%	($31,640.27)	$0.00
Maintenance Supplies	610	$ 90,000.00	$0.00	$90,000.00	$66,310.37	$23,616.69	$89,936.06	($3,449.86)	$3,513.80	99.93%	($3,513.80)	$0.00
Heating Oil	620	$ 205,000.00	$0.00	$205,000.00	$112,747.52	$2,002.27	$114,749.79	$0.00	$90,250.21	55.98%	($90,250.21)	$0.00
Textbooks	641	$ 7,035.00	$0.00	$7,035.00	$1,381.66	$0.00	$1,381.66	$0.00	$5,653.34	19.64%	($5,653.34)	$0.00
Library Books/Periodicals	642, 643	$ 28,801.00	$0.00	$28,801.00	$19,109.07	$0.00	$19,109.07	$0.00	$9,691.93	66.35%	($9,691.93)	$0.00
Other Supplies/Materials	690, 691	$ 330,862.63	$0.00	$330,862.63	$129,729.69	$65,672.51	$195,402.20	$0.00	$135,460.43	59.06%	($135,460.43)	$0.00
Supplies	**600**	**$747,076.63**	**$0.00**	**$747,076.63**	**$379,721.83**	**$94,594.68**	**$474,316.51**	**($3,449.86)**	**$276,209.98**	**63.49%**	**($276,209.98)**	**$0.00**

FY 2025-2026 Financial Overview

Figures Current as of January 15, 2026

											Projections	
		Budget	Transfers	Adjusted Budget	Expended	Encumbered	Total Exp/Encumb	Revenue	Balance	% Exp	Estimated Adj	Estimated Balance
Account	Object #s	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026	2025-2026
Instructional Equipment	730	$ 93,620.00	$0.00	$93,620.00	$21,684.05	$199.99	$21,884.04	($18,358.00)	$90,093.96	23.38%	($90,093.96)	$0.00
Non-Instructional Equipment	738, 739	$ 45,250.00	$0.00	$45,250.00	$1,946.67	$0.00	$1,946.67	$0.00	$43,303.33	4.30%	($43,303.33)	$0.00
Equipment	**700**	**$138,870.00**	**$0.00**	**$138,870.00**	**$23,630.72**	**$199.99**	**$23,830.71**	**($18,358.00)**	**$133,397.29**	**17.16%**	**($133,397.29)**	**$0.00**
Dues & Fees	**810**	**$ 62,866.00**	**$0.00**	**$62,866.00**	**$52,777.74**	**$2,500.00**	**$55,277.74**	**$0.00**	**$7,588.26**	**87.93%**	**($7,588.26)**	**$0.00**
Grand Totals		**$ 32,954,466.93**	**$ -**	**$32,954,466.93**	**$17,698,131.11**	**$17,040,752.54**	**$34,938,883.65**	**($1,164,141.40)**	**($600,253.32)**	**106.02%**	**$497,979.22**	**$ (335,904.10)**

FY 2025-26 Financial Detail

Figures Current as of January 15, 2026

Account	Account	Budget 2025-2026	Transfer 2025-2026	Adjusted Budget 2025-2026	Expended 2025-2026	Encumbered 2025-2026	Pre-Enc 2025-2026	Total Exp/Enc 2025-2026	Revenue 2025-2026	Balance 2025-2026	Adjustments	Projected Ending Balance	Notes
Administrators	**120-122**	**$ 1,946,883.76**	**$ -**	**$ 1,946,883.76**	**$1,101,203.40**	**$863,872.84**	**$0.00**	**$1,965,076.24**	**$0.00**	**$ (18,192.48)**	**$25,000.00**	**$6,807.52**	
Central Office Admin	1010.5.00.2300.99.120	$ 743,550.76	$ -	$ 743,550.76	$423,262.69	$338,480.30	$0.00	$761,742.99		($18,192.23)	$25,000.00	$6,807.77	
GES Principal Salary	1010.5.03.2400.99.121	$ 305,429.00	$ -	$ 305,429.00	$176,209.05	$129,219.95	$0.00	$305,429.00		$0.00	$0.00	$0.00	
GMS Principal Salary	1010.5.51.2400.99.121	$ 305,429.00	$ -	$ 305,429.00	$176,209.05	$129,219.95	$0.00	$305,429.00		$0.00	$0.00	$0.00	
GHS Principal Salary	1010.5.62.2400.00.121	$ 319,156.00	$ -	$ 319,156.00	$184,128.45	$135,027.55	$0.00	$319,156.00		$0.00	$0.00	$0.00	
Special Ed Admin Salary	1010.5.30.2400.99.122	$ 273,319.00	$ -	$ 273,319.00	$141,394.16	$131,925.09	$0.00	$273,319.25		($0.25)	$0.00	($0.25)	
Teachers	**101-103,118,123,124**	**$ 12,451,577.25**	**$ -**	**$ 12,451,577.25**	**$5,638,831.66**	**$6,963,359.39**	**$0.00**	**$12,602,191.05**	**($294,052.36)**	**$ 143,438.56**	**$48,662.11**	**$192,100.67**	
GES Regular Salary	1010.5.03.1000.99.101	$ 2,878,626.49	$ -	$ 2,878,626.49	$1,097,779.17	$1,406,303.77	$0.00	$2,504,082.94		$374,543.55	$0.00	$374,543.55	
GMS Regular Salary	1010.5.51.1000.99.101	$ 2,622,678.53	$ -	$ 2,622,678.53	$1,191,114.53	$1,523,471.51	$0.00	$2,714,586.04		($91,907.51)	$0.00	($91,907.51)	
GHS Regular Salary	1010.5.62.1000.99.101	$ 3,630,362.39	$ -	$ 3,630,362.39	$1,749,511.68	$2,064,010.71	$0.00	$3,813,522.39	($480.36)	($182,679.64)	$0.00	($182,679.64)	
Spec Ed Teacher Salary	1010.5.30.1210.99.102	$ 2,129,408.78	$ -	$ 2,129,408.78	$1,049,578.16	$1,308,749.06	$0.00	$2,358,320.22	($89,612.00)	($139,299.44)	$12,000.00	($127,299.44)	Charges for Services
Special Ed Instruction- Tutors	1010.5.30.1212.99.102	$ 20,000.00	$ -	$ 20,000.00	$12,389.15	$32,252.70	$0.00	$44,641.85		($24,641.85)	$0.00	($24,641.85)	
Spec Ed Summer Salary	1010.5.30.1213.99.102	$ 46,000.00	$ -	$ 46,000.00	$44,080.00	$0.00	$0.00	$44,080.00	($45,605.00)	$47,525.00	$0.00	$47,525.00	Charges for Services
Psy Service Salaries	1010.5.30.2140.99.103	$ 367,818.00	$ -	$ 367,818.00	$162,918.91	$199,905.09	$0.00	$362,824.00	($158,355.00)	$163,349.00	$31,758.00	$195,107.00	Charges for Services
Support Programs - Salary	1010.5.00.1015.99.118	$ 7,725.00	$ -	$ 7,725.00	$0.00	$8,000.00	$0.00	$8,000.00		($275.00)	$0.00	($275.00)	
GES Librarian	1010.5.03.2220.99.123	$ 91,007.00	$ -	$ 91,007.00	$43,407.08	$52,504.03	$0.00	$95,911.11		($4,904.11)	$4,904.11	$0.00	
GMS Librarian	1010.5.51.2220.99.123	$ 91,007.00	$ -	$ 91,007.00	$38,502.97	$52,504.03	$0.00	$91,007.00		$0.00	$0.00	$0.00	
GHS Librarian	1010.5.62.2220.99.123	$ 91,007.00	$ -	$ 91,007.00	$38,502.97	$52,504.03	$0.00	$91,007.00		$0.00	$0.00	$0.00	
GES Guidance	1010.5.03.2120.99.124	$ 62,096.28	$ -	$ 62,096.28	$31,647.55	$28,770.45	$0.00	$60,418.00		$1,678.28	$0.00	$1,678.28	
GMS Guidance	1010.5.51.2120.99.124	$ 157,990.01	$ -	$ 157,990.01	$65,110.32	$88,786.68	$0.00	$153,897.00		$4,093.01	$0.00	$4,093.01	
GHS Guidance	1010.5.62.2120.99.124	$ 255,850.77	$ -	$ 255,850.77	$114,289.17	$145,604.33	$0.00	$259,893.50		($4,042.73)	$0.00	($4,042.73)	Charges for Services
Non-Certified Instructional		**$ 1,550,726.50**	**$ -**	**$ 1,550,726.50**	**$1,231,334.95**	**$1,222,711.14**	**$0.00**	**$2,454,046.09**	**($675,498.88)**	**$ (227,820.71)**	**$83,528.75**	**($144,291.96)**	
Career Ed Coordinator	1010.5.62.1000.03.105	$ 8,964.00	$ -	$ 8,964.00	$5,256.78	$3,862.84	$0.00	$9,119.62		($154.94)	$0.00	($154.94)	
Ed Tech Director	1010.5.00.2230.99.109	$ 106,543.20	$ -	$ 106,543.20	$61,414.72	$47,110.08	$0.00	$108,524.80		($1,981.60)	$0.00	($1,981.60)	
Ed Tech Para Salary	1010.5.00.2230.99.111	$ 138,061.28	$ -	$ 138,061.28	$76,422.37	$66,277.23	$0.00	$142,699.60		($4,638.32)	$0.00	($4,638.32)	
Student Supervisor / ISS	1010.5.62.1000.99.112	$ 76,107.39	$ -	$ 76,107.39	$34,402.72	$37,830.74	$0.00	$72,233.46		$3,873.93	$0.00	$3,873.93	
SEL Interventionist	1010.5.03.1000.99.112	$ 44,150.95	$ -	$ 44,150.95	$20,921.90	$23,014.19	$0.00	$43,936.09		$214.86	$0.00	$214.86	
Special Ed IA Salary	1010.5.30.1210.99.112	$ 1,092,899.00	$ -	$ 1,092,899.00	$934,392.07	$1,044,616.06	$0.00	$1,979,008.13	($632,635.33)	($253,473.80)	$91,780.00	($161,693.80)	Charges for Services *
Special Ed Summer	1010.5.30.1213.99.112	$ 72,000.00	$ -	$ 72,000.00	$94,749.09	$0.00	$0.00	$94,749.09	($42,837.00)	$20,087.91	$0.00	$20,087.91	
Work Study Students	1010.5.30.1210.99.119	$ 12,000.00	$ -	$ 12,000.00	$3,775.30	$0.00	$0.00	$3,775.30	($26.55)	$8,251.25	($8,251.25)	$0.00	
Substitutes		**$ 278,502.74**	**$ -**	**$ 278,502.74**	**$125,643.98**	**$28,034.00**	**$0.00**	**$153,677.98**	**$0.00**	**$ 124,824.76**	**($124,824.76)**	**$0.00**	
Nurse Sub	1010.5.00.2130.99.163	$ 8,800.00	$ -	$ 8,800.00	$2,255.22	$0.00	$0.00	$2,255.22		$6,544.78	($6,544.78)	$0.00	
Nurse Aide Sub	1010.5.00.2130.99.165	$ 2,500.00	$ -	$ 2,500.00	$825.68	$0.00	$0.00	$825.68		$1,674.32	($1,674.32)	$0.00	
Teacher Subs	1010.5.00.1000.99.170	$ 204,927.74	$ -	$ 204,927.74	$93,936.10	$17,781.20	$0.00	$111,717.30		$93,210.44	($93,210.44)	$0.00	
Special Ed Teacher Subs	1010.5.30.1210.99.171	$ 10,000.00	$ -	$ 10,000.00	$1,728.00	$10,252.80	$0.00	$11,980.80		($1,980.80)	$1,980.80	$0.00	
Special Ed Para Subs	1010.5.00.1000.99.171	$ 52,275.00	$ -	$ 52,275.00	$26,898.98	$0.00	$0.00	$26,898.98		$25,376.02	($25,376.02)	$0.00	
Clerical, Custodial/Maint		**$ 1,975,433.48**	**$ -**	**$ 1,975,433.48**	**$1,041,659.99**	**$933,508.76**	**$0.00**	**$1,975,168.75**	**($12,970.00)**	**$ 13,234.73**	**$0.00**	**$13,234.73**	
Special Ed Secretary Salary	1010.5.30.2400.99.130	$ 103,714.61	$ -	$ 103,714.61	$57,731.33	$51,496.20	$0.00	$109,227.53		($5,512.92)	$0.00	($5,512.92)	
Central Office Secretary Salary	1010.5.00.2300.99.130	$ 168,260.51	$ -	$ 168,260.51	$95,109.34	$75,134.05	$0.00	$170,243.39		($1,982.88)	$0.00	($1,982.88)	
GES Secretary Salary	1010.5.03.2400.99.131	$ 144,667.62	$ -	$ 144,667.62	$73,652.69	$72,132.08	$0.00	$145,784.77		($1,117.15)	$0.00	($1,117.15)	
GMS Secretary Salary	1010.5.51.2400.99.131	$ 133,434.00	$ -	$ 133,434.00	$70,859.97	$61,894.20	$0.00	$132,754.17		$679.83	$0.00	$679.83	
GHS Secretary Salary	1010.5.62.2400.99.131	$ 201,018.00	$ -	$ 201,018.00	$106,811.41	$97,894.93	$0.00	$203,706.34		($2,688.34)	$0.00	($2,688.34)	
Tech Secretary Salary	1010.5.00.2230.99.131	$ 60,890.00	$ -	$ 60,890.00	$32,432.18	$28,465.65	$0.00	$60,897.83		($7.83)	$0.00	($7.83)	
Custodian Salary	1010.5.00.2600.99.141	$ 1,111,891.09	$ -	$ 1,111,891.09	$564,990.67	$519,842.46	$0.00	$1,084,833.13	($12,970.00)	$40,027.96	$0.00	$40,027.96	
Part-time Maintenance Salary	1010.5.00.2600.99.142	$ 51,557.65	$ -	$ 51,557.65	$41,072.40	$26,649.19	$0.00	$67,721.59		($16,163.94)	$0.00	($16,163.94)	
Overtime		**$ 117,522.40**	**$ -**	**$ 117,522.40**	**$45,850.25**	**$0.00**	**$0.00**	**$45,850.25**	**$0.00**	**$ 71,672.15**	**($38,422.15)**	**$33,250.00**	
Special Ed IA OT	1010.5.30.1210.99.143	$ 30,000.00	$ -	$ 30,000.00	$0.00	$0.00	$0.00	$0.00		$30,000.00	$0.00	$30,000.00	
Secretary OT	1010.5.00.2300.99.143	$ 750.00	$ -	$ 750.00	$0.00	$0.00	$0.00	$0.00		$750.00	$0.00	$750.00	

FY 2025-26 Financial Detail

Figures Current as of January 15, 2026

Account	Account	Budget 2025-2026	Transfer 2025-2026	Adjusted Budget 2025-2026	Expended 2025-2026	Encumbered 2025-2026	Pre-Enc 2025-2026	Total Exp/Enc 2025-2026	Revenue 2025-2026	Balance 2025-2026	Adjustments	Projected Ending Balance	Notes
GES Secretary OT	1010.5.03.2400.99.143	$ 1,000.00	$ -	$ 1,000.00	$0.00	$0.00	$0.00	$0.00		$1,000.00	$0.00	$1,000.00	
GMS Secretary OT	1010.5.51.2400.99.143	$ 500.00	$ -	$ 500.00	$0.00	$0.00	$0.00	$0.00		$500.00	$0.00	$500.00	
GHS Secretary OT	1010.5.62.2400.99.143	$ 1,000.00	$ -	$ 1,000.00	$0.00	$0.00	$0.00	$0.00		$1,000.00	$0.00	$1,000.00	
Custodian OT	1010.5.00.2600.99.143	$ 84,272.40	$ -	$ 84,272.40	$45,850.25	$0.00	$0.00	$45,850.25		$38,422.15	($38,422.15)	$0.00	
Support Services		**$ 473,612.00**	**$ -**	**$ 473,612.00**	**$273,639.75**	**$277,611.04**	**$0.00**	**$551,250.79**	**($82,775.00)**	**$ 5,136.21**	**$10,540.00**	**$15,676.21**	
OT/PT Salary	1010.5.30.2170.99.106	$ 203,071.60	$ -	$ 203,071.60	$141,979.92	$143,297.94	$0.00	$285,277.86	($78,715.00)	($3,491.26)	$10,540.00	$7,048.74	Charges for Services
Special Ed Summer OT/PT	1010.5.30.1213.99.106	$ 8,000.00	$ -	$ 8,000.00	$11,840.00	$0.00	$0.00	$11,840.00	($4,060.00)	$220.00	$0.00	$220.00	
Special Ed Summer Nurse	1010.5.30.1213.99.160	$ 4,800.00	$ -	$ 4,800.00	$4,788.07	$0.00	$0.00	$4,788.07		$11.93	$0.00	$11.93	
Nurse Salary	1010.5.00.2130.99.160	$ 168,548.17	$ -	$ 168,548.17	$75,471.50	$90,318.74	$0.00	$165,790.24		$2,757.93	$0.00	$2,757.93	
Nurses' Aide Salary	1010.5.00.2130.99.162	$ 79,192.23	$ -	$ 79,192.23	$34,175.66	$39,378.96	$0.00	$73,554.62		$5,637.61	$0.00	$5,637.61	
Print Shop Salary	1010.5.00.1013.99.166	$ 10,000.00	$ -	$ 10,000.00	$5,384.60	$4,615.40	$0.00	$10,000.00		$0.00	$0.00	$0.00	
Security/X-Guard	**177, 178**	**$ 154,736.28**	**$ -**	**$ 154,736.28**	**$83,224.18**	**$69,001.52**	**$0.00**	**$152,225.70**	**($270.00)**	**$ 2,780.58**	**$0.00**	**$2,780.58**	
Security Salary	1010.5.00.2600.99.177	$ 140,403.60	$ -	$ 140,403.60	$78,079.42	$61,768.14	$0.00	$139,847.56	($270.00)	$826.04	$0.00	$826.04	
X-Guard Salary	1010.5.00.2600.99.178	$ 14,332.68	$ -	$ 14,332.68	$5,144.76	$7,233.38	$0.00	$12,378.14		$1,954.54	$0.00	$1,954.54	
Employee Insurance	**210, 211, 290, 295**	**$ 4,859,292.92**	**$ -**	**$ 4,859,292.92**	**$2,207,181.75**	**$2,098,531.36**	**$0.00**	**$4,305,713.11**	**($32,579.63)**	**$ 586,159.44**	**$0.00**	**$586,159.44**	
Medical Insurance	1010.5.00.2310.99.210	$ 4,634,108.41	$ -	$ 4,634,108.41	$2,115,212.20	$2,018,683.29	$0.00	$4,133,895.49	($32,395.98)	$ 532,608.90	$0.00	$532,608.90	
Long-Term Disability	1010.5.00.2310.99.295	$ 1,974.51	$ -	$ 1,974.51	$1,182.55	$729.81	$0.00	$1,912.36		$ 62.15	$0.00	$62.15	
Dental Insurance	1010.5.00.2310.99.211	$ 201,100.00	$ -	$ 201,100.00	$77,594.52	$75,925.78	$0.00	$153,520.30	($155.14)	$ 47,734.84	$0.00	$47,734.84	
Life Insurance	1010.5.00.2310.99.290	$ 22,110.00	$ -	$ 22,110.00	$13,192.48	$3,192.48	$0.00	$16,384.96	($28.51)	$5,753.55	$0.00	$5,753.55	
Other (required)	**202, 220, 208, 260, 240**	**$ 1,848,757.35**	**$ -**	**$ 1,848,757.35**	**$1,040,802.82**	**$811,726.14**	**$0.00**	**$1,852,528.96**	**($8,989.46)**	**$ 5,217.85**	**($25,212.00)**	**($19,994.15)**	
MERF	1010.5.00.2310.99.220	$ 940,111.28	$ -	$ 940,111.28	$490,034.46	$461,782.81	$0.00	$951,817.27	($5,823.44)	($5,882.55)	$0.00	($5,882.55)	
FICA	1010.5.00.2310.99.220	$ 657,707.47	$ -	$ 657,707.47	$346,686.49	$334,341.63	$0.00	$681,028.12	($2,666.02)	($20,654.63)	$0.00	($20,654.63)	
Workmen's Comp	1010.5.00.2310.99.208	$ 181,738.60	$ -	$ 181,738.60	$181,093.00	$0.00	$0.00	$181,093.00		$645.60	$0.00	$645.60	
Unemployment Comp	1010.5.00.2310.99.260	$ 30,000.00	$ -	$ 30,000.00	$3,508.00	$1,280.00	$0.00	$4,788.00		$25,212.00	($25,212.00)	$0.00	
Annuity	1010.5.00.2230.99.240	$ -	$ -	$ -	$576.90	$423.06	$0.00	$999.96		($999.96)	$0.00	($999.96)	
Admin Annuity	1010.5.00.2300.99.240	$ 39,200.00	$ -	$ 39,200.00	$11,836.66	$8,715.95	$0.00	$20,552.61	($500.00)	$18,147.39	$0.00	$18,147.39	
Annuity	1010.5.03.2400.99.240	$ -	$ -	$ -	$2,019.30	$1,480.70	$0.00	$3,500.00		($3,500.00)	$0.00	($3,500.00)	
Annuity	1010.5.30.2400.99.240	$ -	$ -	$ -	$1,009.59	$740.41	$0.00	$1,750.00		($1,750.00)	$0.00	($1,750.00)	
Annuity	1010.5.51.2400.99.240	$ -	$ -	$ -	$2,019.24	$1,480.76	$0.00	$3,500.00		($3,500.00)	$0.00	($3,500.00)	
Annuity	1010.5.62.2400.99.240	$ -	$ -	$ -	$2,019.18	$1,480.82	$0.00	$3,500.00		($3,500.00)	$0.00	($3,500.00)	
Instructional Improv	**320, 321, 324, 327**	**$ 464,878.51**	**$ -**	**$ 464,878.51**	**$196,877.60**	**$166,049.95**	**$0.00**	**$362,927.55**	**($4,000.00)**	**$ 105,950.96**	**$0.00**	**$105,950.96**	
GES Team Leader	1010.5.03.1000.99.320	$ 24,494.06	$ -	$ 24,494.06	$13,086.00	$13,086.00	$0.00	$26,172.00		($1,677.94)	$0.00	($1,677.94)	
GMS Team Leader	1010.5.51.1000.99.320	$ 23,813.35	$ -	$ 23,813.35	$10,636.50	$10,636.50	$0.00	$21,273.00		$2,540.35	$0.00	$2,540.35	
GHS Team Leader	1010.5.62.1000.99.320	$ 39,056.24	$ -	$ 39,056.24	$15,448.00	$15,448.00	$0.00	$30,896.00		$8,160.24	$0.00	$8,160.24	
GES Coaches	1010.5.03.3200.99.321	$ 6,518.00	$ -	$ 6,518.00	$0.00	$0.00	$0.00	$0.00		$6,518.00	$0.00	$6,518.00	
GMS Coaches	1010.5.51.3200.99.321	$ 46,032.00	$ -	$ 46,032.00	$22,840.55	$11,701.10	$0.00	$34,541.65		$11,490.35	$0.00	$11,490.35	
GHS Coaches	1010.5.62.3200.99.321	$ 290,583.45	$ -	$ 290,583.45	$120,217.55	$96,529.35	$0.00	$216,746.90		$73,836.55	$0.00	$73,836.55	
GMS Advisor Salary	1010.5.51.3200.99.324	$ 7,081.12	$ -	$ 7,081.12	$2,790.00	$2,790.00	$0.00	$5,580.00		$1,501.12	$0.00	$1,501.12	
GHS Advisor Salary	1010.5.62.3200.99.324	$ 20,615.29	$ -	$ 20,615.29	$11,859.00	$15,859.00	$0.00	$27,718.00	($4,000.00)	($3,102.71)	$0.00	($3,102.71)	
GHS Extra Music Directors	1010.5.62.3200.99.327	$ 6,685.00	$ -	$ 6,685.00	$0.00	$0.00	$0.00	$0.00		$6,685.00	$0.00	$6,685.00	
Management Services		**$ 4,962.00**	**$ -**	**$ 4,962.00**	**$4,725.00**	**$0.00**	**$0.00**	**$4,725.00**	**$0.00**	**$ 237.00**	**$0.00**	**$237.00**	
District Wide Medical Advisor	1010.5.00.2130.99.323	$ 4,962.00	$ -	$ 4,962.00	$4,725.00	$0.00	$0.00	$4,725.00		$237.00	$0.00	$237.00	
Other Prof/Tech Services		**$ 392,522.73**	**$ -**	**$ 392,522.73**	**$242,984.74**	**$15,475.94**	**$0.00**	**$258,460.68**	**($24,274.43)**	**$ 158,336.48**	**($162,491.70)**	**$ (4,155.22)**	
GMS Athletics Specialists	1010.5.51.3200.99.329	$ 7,500.00	$ -	$ 7,500.00	$0.00	$0.00	$0.00	$0.00		$7,500.00	($7,500.00)	$0.00	
GHS Athletics Specialists	1010.5.62.3200.99.329	$ 56,027.73	$ -	$ 56,027.73	$29,479.00	$0.00	$0.00	$29,479.00		$26,548.73	($26,548.73)	$0.00	
GES Office OPS	1010.5.03.2400.99.330	$ 1,200.00	$ -	$ 1,200.00	$75.20	$75.20	$0.00	$150.40		$1,049.60	($1,049.60)	$0.00	

FY 2025-26 Financial Detail

Figures Current as of January 15, 2026

Account	Account	Budget 2025-2026	Transfer 2025-2026	Adjusted Budget 2025-2026	Expended 2025-2026	Encumbered 2025-2026	Pre-Enc 2025-2026	Total Exp/Enc 2025-2026	Revenue 2025-2026	Balance 2025-2026	Adjustments	Projected Ending Balance	Notes
GMS Office, other Prof. Serv	1010.5.51.2400.99.330	$ 1,500.00	$ -	$ 1,500.00	$186.59	$37.60	$0.00	$224.19		$1,275.81	($1,275.81)	$0.00	
GHS Music, other prof serv	1010.5.62.1000.11.330	$ 1,200.00	$ -	$ 1,200.00	$150.00	$0.00	$0.00	$150.00		$1,050.00	($1,050.00)	$0.00	
GHS Business, other prof serv	1010.5.62.1000.17.330	$ 230.00	$ -	$ 230.00	$0.00	$155.00	$0.00	$155.00		$75.00	($75.00)	$0.00	
GHS Guidance, other prof serv	1010.5.62.2120.99.330	$ 270.00	$ -	$ 270.00	$270.00	$0.00	$0.00	$270.00		$0.00	$0.00	$0.00	
GHS Office, other prof serv	1010.5.62.2400.99.330	$ 7,575.00	$ -	$ 7,575.00	$2,167.40	$75.20	$0.00	$2,242.60		$5,332.40	($5,332.40)	$0.00	
Special Ed, other prof serv	1010.5.30.1210.99.330	$ 25,000.00	$ -	$ 25,000.00	$57,716.36	$12,915.58	$0.00	$70,631.94	($24,274.43)	($21,357.51)	$21,357.51	$0.00	
Special Ed Sys Wide, OPS	1010.5.30.1214.99.330	$ 20,000.00	$ -	$ 20,000.00	$0.00	$0.00	$0.00	$0.00		$20,000.00	($20,000.00)	$0.00	
Special Ed, other prof serv GAHS	1010.5.30.1220.99.330	$ 10,000.00	$ -	$ 10,000.00	$0.00	$0.00	$0.00	$0.00		$10,000.00	($10,000.00)	$0.00	
Special Ed Office, OPS	1010.5.30.2400.99.330	$ 600.00	$ -	$ 600.00	$677.21	$0.00	$0.00	$677.21		($77.21)	$0.00	($77.21)	
Support Services, Interns	1010.5.00.1015.99.330	$ 17,500.00	$ -	$ 17,500.00	$0.00	$0.00	$0.00	$0.00		$17,500.00	($17,500.00)	$0.00	
System Wide, Prof. Devel.	1010.5.00.2130.99.330	$ 3,170.00	$ -	$ 3,170.00	$3,136.10	$0.00	$0.00	$3,136.10		$33.90	($33.90)	$0.00	
Curriculum Othr Prof Serv	1010.5.00.2212.99.330	$ 50,000.00	$ -	$ 50,000.00	$54,078.01	$0.00	$0.00	$54,078.01		($4,078.01)	$0.00	($4,078.01)	
Other Professional Services	1010.5.00.2300.99.330	$ 5,750.00	$ -	$ 5,750.00	$0.00	$0.00	$0.00	$0.00		$5,750.00	($5,750.00)	$0.00	
System Wide, other prof serv	1010.5.00.2510.99.330	$ 185,000.00	$ -	$ 185,000.00	$95,048.87	$2,217.36	$0.00	$97,266.23		$87,733.77	($87,733.77)	$0.00	Legal
Utilities		**$ 589,830.64**	**$ -**	**$ 589,830.64**	**$295,594.49**	**$288,431.18**	**$0.00**	**$584,025.67**	**($2,546.00)**	**$ 8,350.97**	**($8,350.97)**	**$0.00**	
Alt School, public utilities	1010.5.30.1220.99.410	$ 6,009.84	$ -	$ 6,009.84	$0.00	$3,500.00	$0.00	$3,500.00		$2,509.84	($2,509.84)	$0.00	
System wide, public utilities	1010.5.00.2600.99.410	$ 583,820.80	$ -	$ 583,820.80	$259,670.84	$261,639.31	$0.00	$521,310.15	($2,546.00)	$65,056.65	($65,056.65)	$0.00	
System wide, public utilities GES	1010.5.03.2600.99.410	$ -	$ -	$ -	$8,465.11	$8,367.49	$0.00	$16,832.60		($16,832.60)	$16,832.60	$0.00	
System wide, public utilities Soule	1010.5.13.2600.99.410	$ -	$ -	$ -	$605.49	$306.31	$0.00	$911.80		($911.80)	$911.80	$0.00	
System wide, public utilities GMS	1010.5.51.2600.99.410	$ -	$ -	$ -	$8,749.91	$3,769.61	$0.00	$12,519.52		($12,519.52)	$12,519.52	$0.00	
System wide, public utilities GHS	1010.5.62.2600.99.410	$ -	$ -	$ -	$18,103.14	$10,848.46	$0.00	$28,951.60		($28,951.60)	$28,951.60	$0.00	
Repair/Maintenance		**$ 206,549.00**	**$ -**	**$ 206,549.00**	**$121,262.20**	**$16,663.21**	**$0.00**	**$137,925.41**	**($13,943.00)**	**$ 82,566.59**	**($82,566.59)**	**$0.00**	
GES Music Repairs	1010.5.03.1000.11.430	$ 150.00	$ -	$ 150.00	$0.00	$0.00	$0.00	$0.00		$150.00	($150.00)	$0.00	
GMS Music Repairs	1010.5.51.1000.11.430	$ 1,000.00	$ -	$ 1,000.00	$0.00	$700.00	$0.00	$700.00		$300.00	($300.00)	$0.00	
GMS System Wide Repairs	1010.5.51.1000.99.430	$ 500.00	$ -	$ 500.00	$425.00	$0.00	$0.00	$425.00		$75.00	($75.00)	$0.00	
GHS Art Repairs	1010.5.62.1000.01.430	$ 700.00	$ -	$ 700.00	$950.50	$0.00	$0.00	$950.50		($250.50)	$250.50	$0.00	
GHS FCS Repairs	1010.5.62.1000.07.430	$ 1,000.00	$ -	$ 1,000.00	$0.00	$0.00	$0.00	$0.00		$1,000.00	($1,000.00)	$0.00	
GHS Tech Ed Repairs	1010.5.62.1000.08.430	$ 1,000.00	$ -	$ 1,000.00	$0.00	$459.99	$0.00	$459.99		$540.01	($540.01)	$0.00	
GHS Music Repairs	1010.5.62.1000.11.430	$ 4,500.00	$ -	$ 4,500.00	$2,910.92	$0.00	$0.00	$2,910.92		$1,589.08	($1,589.08)	$0.00	
GHS Science Repairs	1010.5.62.1000.15.430	$ 1,200.00	$ -	$ 1,200.00	$0.00	$1,200.00	$0.00	$1,200.00		$0.00	$0.00	$0.00	
GHS System Wide Repairs	1010.5.62.1000.99.430	$ 3,000.00	$ -	$ 3,000.00	$0.00	$0.00	$0.00	$0.00		$3,000.00	($3,000.00)	$0.00	
GHS Ed Media Repairs	1010.5.62.2220.99.430	$ 84.00	$ -	$ 84.00	$0.00	$0.00	$0.00	$0.00		$84.00	($84.00)	$0.00	
GHS Athletics Repairs/Maint.	1010.5.62.3200.99.430	$ 18,000.00	$ -	$ 18,000.00	$3,879.20	$0.00	$0.00	$3,879.20		$14,120.80	($14,120.80)	$0.00	
Alt School Repairs / Maint.	1010.5.30.1220.99.430	$ 500.00	$ -	$ 500.00	$0.00	$0.00	$0.00	$0.00		$500.00	($500.00)	$0.00	
System Wide Repairs/Maint.	1010.5.00.2130.99.430	$ 415.00	$ -	$ 415.00	$0.00	$0.00	$0.00	$0.00		$415.00	($415.00)	$0.00	
Maintenance Dept Repairs/Main.	1010.5.00.2600.99.430	$ 145,000.00	$ -	$ 145,000.00	$19,909.33	$8,182.22	$0.00	$28,091.55	($2,438.00)	$119,346.45	($119,346.45)	$0.00	
Maintenance Dept Repairs/Main. GES	1010.5.03.2600.99.430	$ -	$ -	$ -	$37,494.64	$2,283.00	$0.00	$39,777.64		($39,777.64)	$39,777.64	$0.00	
Maintenance Dept Repairs/Main. Soule	1010.5.13.2600.99.430	$ -	$ -	$ -	$321.00	$0.00	$0.00	$321.00		($321.00)	$321.00	$0.00	
Maintenance Dept Repairs/Main. GMS	1010.5.51.2600.99.430	$ -	$ -	$ -	$10,090.00	$0.00	$0.00	$10,090.00		($10,090.00)	$10,090.00	$0.00	
Maintenance Dept Repairs/Main. GHS	1010.5.62.2600.99.430	$ -	$ -	$ -	$39,066.47	$3,838.00	$0.00	$42,904.47	($11,505.00)	($31,399.47)	$31,399.47	$0.00	
Technology Repairs/Maint	1010.5.00.2230.99.430	$ 29,500.00	$ -	$ 29,500.00	$6,215.14	$0.00	$0.00	$6,215.14		$23,284.86	($23,284.86)	$0.00	
Maintenance Agreements		**$ 625,532.17**	**$ -**	**$ 625,532.17**	**$396,409.10**	**$162,977.23**	**$0.00**	**$559,386.33**	**$0.00**	**$ 66,145.84**	**($66,145.84)**	**$ -**	
GES Library Main. Agreement	1010.5.03.2220.99.431	$ 1,957.00	$ -	$ 1,957.00	$1,595.05	$0.00	$0.00	$1,595.05		$361.95	($361.95)	$0.00	
GES System Wide Main. Agree	1010.5.03.2400.99.431	$ 48,400.00	$ -	$ 48,400.00	$37,903.34	$27,404.91	$0.00	$65,308.25		($16,908.25)	$16,908.25	$0.00	
GMS Library Maintenance Agree.	1010.5.51.2220.99.431	$ 1,850.00	$ -	$ 1,850.00	$999.00	$0.00	$0.00	$999.00		$851.00	($851.00)	$0.00	
GMS System Wide Main. Agree.	1010.5.51.2400.99.431	$ 40,129.83	$ -	$ 40,129.83	$16,705.49	$14,932.52	$0.00	$31,638.01		$8,491.82	($8,491.82)	$0.00	
GHS System Wide Main. Agree	1010.5.62.1000.99.431	$ 16,750.00	$ -	$ 16,750.00	$0.00	$0.00	$0.00	$0.00		$16,750.00	($16,750.00)	$0.00	
GHS Library Maintenance Agree	1010.5.62.2220.99.431	$ 1,985.00	$ -	$ 1,985.00	$1,984.41	$0.00	$0.00	$1,984.41		$0.59	($0.59)	$0.00	
GHS System Wide Main. Agree	1010.5.62.2400.99.431	$ 54,100.00	$ -	$ 54,100.00	$18,433.33	$20,559.52	$0.00	$38,992.85		$15,107.15	($15,107.15)	$0.00	

FY 2025-26 Financial Detail

Figures Current as of January 15, 2026

Account	Account	Budget 2025-2026	Transfer 2025-2026	Adjusted Budget 2025-2026	Expended 2025-2026	Encumbered 2025-2026	Pre-Enc 2025-2026	Total Exp/Enc 2025-2026	Revenue 2025-2026	Balance 2025-2026	Adjustments	Projected Ending Balance	Notes
Alt School Maintenance Agree	1010.5.30.1220.99.431	$ 7,157.34	$ -	$ 7,157.34	$268.33	$231.67	$0.00	$500.00		$6,657.34	($6,657.34)	$0.00	
Central Office Maint. Agree	1010.5.00.2300.99.431	$ 16,300.00	$ -	$ 16,300.00	$8,956.43	$9,452.63	$0.00	$18,409.06		($2,109.06)	$2,109.06	$0.00	
Maintenance Dept Agreements	1010.5.00.2600.99.431	$ 161,600.00	$ -	$ 161,600.00	$24,233.83	$4,530.00	$0.00	$28,763.83		$132,836.17	($132,836.17)	$0.00	
Maintenance Dept Agreements GES	1010.5.03.2600.99.431	$ -	$ -	$ -	$17,316.31	$11,440.00	$0.00	$28,756.31		($28,756.31)	$28,756.31	$0.00	
Maintenance Dept Agreements Soule	1010.5.13.2600.99.431	$ -	$ -	$ -	$1,955.00	$105.00	$0.00	$2,060.00		($2,060.00)	$2,060.00	$0.00	
Maintenance Dept Agreements GMS	1010.5.51.2600.99.431	$ -	$ -	$ -	$18,485.00	$0.00	$0.00	$18,485.00		($18,485.00)	$18,485.00	$0.00	
Maintenance Dept Agreements GHS	1010.5.62.2600.99.431	$ -	$ -	$ -	$39,266.26	$0.00	$0.00	$39,266.26		($39,266.26)	$39,266.26	$0.00	
Technology Maint Agree	1010.5.00.2230.99.431	$ 275,303.00	$ -	$ 275,303.00	$208,307.32	$74,320.98	$0.00	$282,628.30		$ (7,325.30)	$7,325.30	$0.00	
Rentals		**$ 1,350.00**	**$ -**	**$ 1,350.00**	**$ 1,072.00**	**$ 536.00**	**$ -**	**$ 1,608.00**	**$ -**	**$ (258.00)**	**$258.00**	**$0.00**	
Maintenance Dept Lease Agree	1010.5.00.2600.99.441	$ 1,350.00	$ -	$ 1,350.00	$1,072.00	$536.00	$0.00	$ 1,608.00		($258.00)	$258.00	$0.00	
Transportation: Schools		**$ 1,797,760.65**	**$ -**	**$ 1,797,760.65**	**$ 868,510.49**	**$ 2,125,522.35**	**$ -**	**$ 2,994,032.84**	**$ (911.71)**	**$ (1,195,360.48)**	**$1,319,455.00**	**$124,094.52**	
Spec Ed Summer Enrich Trans	1010.5.30.1213.99.510	$ 35,438.00	$ -	$ 35,438.00	$44,142.52	$0.00	$0.00	$ 44,142.52		($8,704.52)	$0.00	**($8,704.52)**	
Spec Ed Transportation	1010.5.30.2700.99.510	$ 258,356.00	$ -	$ 258,356.00	$328,013.65	$1,130,051.07	$0.00	$ 1,458,064.72		($1,199,708.72)	$1,319,455.00	**$119,746.28**	Excess Costs *
System Wide Pupil Transport	1010.5.00.2700.99.510	$ 1,244,547.63	$ -	$ 1,244,547.63	$455,835.60	$808,072.20	$0.00	$ 1,263,907.80	($911.71)	($18,448.46)	$0.00	**($18,448.46)**	*
System Wide Pupil Transport Out	1010.5.00.2700.99.511	$ 259,419.02	$ -	$ 259,419.02	$40,518.72	$187,399.08	$0.00	$ 227,917.80		$31,501.22	$0.00	**$31,501.22**	
Property & Liablity Ins		**$ 221,119.65**	**$ -**	**$ 221,119.65**	**$ 218,862.50**	**$ -**	**$ -**	**$ 218,862.50**	**$ -**	**$ 2,257.15**	**$0.00**	**$2,257.15**	
Property Insurance	1010.5.00.2600.99.520	$ 86,643.47	$ -	$ 86,643.47	$81,740.00	$0.00	$0.00	$ 81,740.00		$4,903.47	$0.00	**$4,903.47**	
Athletics Liability Insurance	1010.5.62.3200.99.521	$ 16,320.00	$ -	$ 16,320.00	$7,969.00	$0.00	$0.00	$ 7,969.00		$8,351.00	$0.00	**$8,351.00**	
System Wide Gen Liab. Insur.	1010.5.00.2600.99.521	$ 118,156.18	$ -	$ 118,156.18	$129,153.50	$0.00	$0.00	$ 129,153.50		($10,997.32)	$0.00	**($10,997.32)**	
Communications		**$ 91,343.90**	**$ -**	**$ 91,343.90**	**$41,889.52**	**$27,406.65**	**$0.00**	**$69,296.17**	**($8,266.06)**	**$ 30,313.79**	**($30,313.79)**	**$0.00**	
GES Postage	1010.5.03.2400.99.530	$ 2,000.00	$ -	$ 2,000.00	$2,000.00	$0.00	$0.00	$2,000.00		$0.00	$0.00	**$0.00**	
GMS Postage	1010.5.51.2400.99.530	$ 4,500.00	$ -	$ 4,500.00	$4,150.03	$0.00	$0.00	$4,150.03		$349.97	($349.97)	**$0.00**	
GHS Business Postage	1010.5.62.1000.17.530	$ 93.00	$ -	$ 93.00	$0.00	$0.00	$0.00	$0.00		$93.00	($93.00)	**$0.00**	
GHS System Wide Postage	1010.5.62.2400.99.530	$ 3,000.00	$ -	$ 3,000.00	$1,750.00	$0.00	$0.00	$1,750.00		$1,250.00	($1,250.00)	**$0.00**	
Central Office Postage	1010.5.00.2300.99.530	$ 3,000.00	$ -	$ 3,000.00	$0.00	$0.00	$0.00	$0.00		$3,000.00	($3,000.00)	**$0.00**	
System Wide Telephone	1010.5.00.2600.99.530	$ 61,400.00	$ -	$ 61,400.00	$28,295.51	$26,710.60	$0.00	$55,006.11	($8,214.24)	$14,608.13	($14,608.13)	**$0.00**	
System Wide Advertising	1010.5.00.2310.99.540	$ 2,250.00	$ -	$ 2,250.00	$1,044.00	$0.00	$0.00	$1,044.00		$1,206.00	($1,206.00)	**$0.00**	
GES System Wide P&B	1010.5.03.1000.99.550	$ 1,575.90	$ -	$ 1,575.90	$1,373.35	$0.00	$0.00	$1,373.35		$202.55	($202.55)	**$0.00**	
GMS System Wide P&B	1010.5.51.1000.99.550	$ 1,600.00	$ -	$ 1,600.00	$1,328.25	$0.00	$0.00	$1,328.25		$271.75	($271.75)	**$0.00**	
GHS Business Printing & Binding	1010.5.62.1000.17.550	$ 75.00	$ -	$ 75.00	$0.00	$0.00	$0.00	$0.00		$75.00	($75.00)	**$0.00**	
GHS System Wide P&B	1010.5.62.1000.99.550	$ 10,300.00	$ -	$ 10,300.00	$102.80	$0.00	$0.00	$102.80		$10,197.20	($10,197.20)	**$0.00**	
GHS Guidance Printing & Binding	1010.5.62.2120.99.550	$ 600.00	$ -	$ 600.00	$0.00	$0.00	$0.00	$0.00		$600.00	($600.00)	**$0.00**	
GHS Music Printing & Binding	1010.5.62.1000.11.550	$ 450.00	$ -	$ 450.00	$0.00	$0.00	$0.00	$0.00		$450.00	($450.00)	**$0.00**	
GHS Principals Office P&B	1010.5.62.2400.99.550	$ 500.00	$ -	$ 500.00	$0.00	$0.00	$0.00	$0.00		$500.00	($500.00)	**$0.00**	
System Wide Print Shop	6012.5.00.3201.00.750	$ -	$ -	$ -	$1,845.58	$696.05	$0.00	$2,541.63	($51.82)	($2,489.81)	$2,489.81	**$0.00**	
Tuition		**$ 1,672,455.00**	**$ -**	**$ 1,672,455.00**	**$2,113,594.03**	**$810,391.26**	**$0.00**	**$2,923,985.29**	**($1,257.01)**	**$ (1,250,273.28)**	**$0.00**	**$ (1,250,273.28)**	
System Wide Public Tuition	1010.5.62.6110.99.560	$ 172,455.00	$ -	$ 172,455.00	$76,786.00	$0.00	$0.00	$76,786.00		$95,669.00	$0.00	**$95,669.00**	
Special Ed Public Tuition	1010.5.30.6110.99.560	$ 1,500,000.00	$ -	$ 1,500,000.00	$2,036,808.03	$810,391.26	$0.00	$2,847,199.29	($1,257.01)	($1,345,942.28)	$0.00	**($1,345,942.28)**	FASTCONN reimb
Other Travel		**$ 108,851.84**	**$ -**	**$ 108,851.84**	**$42,516.41**	**$36,253.85**	**$0.00**	**$78,770.26**	**$0.00**	**$ 30,081.58**	**($30,081.58)**	**$ -**	
GMS Music Travel	1010.5.51.1000.11.580	$ 1,500.00	$ -	$ 1,500.00	$474.24	$0.00	$0.00	$474.24		$1,025.76	($1,025.76)	**$0.00**	
GMS Athletics Transportation	1010.5.51.3200.99.580	$ 9,204.00	$ -	$ 9,204.00	$5,062.65	$4,141.35	$0.00	$9,204.00		$0.00	$0.00	**$0.00**	
GHS Music Travel	1010.5.62.1000.11.580	$ 3,000.00	$ -	$ 3,000.00	$1,466.96	$948.97	$0.00	$2,415.93		$584.07	($584.07)	**$0.00**	
GHS Science Travel	1010.5.62.1000.15.580	$ 300.00	$ -	$ 300.00	$0.00	$0.00	$0.00	$0.00		$300.00	($300.00)	**$0.00**	
GHS Guidance Travel	1010.5.62.2120.99.580	$ 2,900.00	$ -	$ 2,900.00	$437.64	$0.00	$0.00	$437.64		$2,462.36	($2,462.36)	**$0.00**	
GHS Principals Office Travel	1010.5.62.2400.99.580	$ 1,200.00	$ -	$ 1,200.00	$0.00	$0.00	$0.00	$0.00		$1,200.00	($1,200.00)	**$0.00**	
GHS System Wide Travel	1010.5.62.2790.99.580	$ 6,000.00	$ -	$ 6,000.00	$602.57	$200.00	$0.00	$802.57		$5,197.43	($5,197.43)	**$0.00**	

FY 2025-26 Financial Detail

Figures Current as of January 15, 2026

Account	Account	Budget 2025-2026	Transfer 2025-2026	Adjusted Budget 2025-2026	Expended 2025-2026	Encumbered 2025-2026	Pre-Enc 2025-2026	Total Exp/Enc 2025-2026	Revenue 2025-2026	Balance 2025-2026	Adjustments	Projected Ending Balance	Notes
GHS Athletics Transportation	1010.5.62.3200.99.580	$ 71,547.84	$ -	$ 71,547.84	$30,143.33	$29,856.67	$0.00	$60,000.00		$11,547.84	($11,547.84)	$0.00	
Special Ed Office Travel	1010.5.30.2400.99.580	$ 1,500.00	$ -	$ 1,500.00	$220.00	$0.00	$0.00	$220.00		$1,280.00	($1,280.00)	$0.00	
Special Ed System Wide Travel	1010.5.30.2790.99.580	$ 5,300.00	$ -	$ 5,300.00	$1,408.76	$364.86	$0.00	$1,773.62		$3,526.38	($3,526.38)	$0.00	
Central Office Travel	1010.5.00.2300.99.580	$ 2,900.00	$ -	$ 2,900.00	$1,531.31	$0.00	$0.00	$1,531.31		$1,368.69	($1,368.69)	$0.00	
System Wide Other Travel	1010.5.00.2790.99.580	$ 3,500.00	$ -	$ 3,500.00	$1,168.95	$742.00	$0.00	$1,910.95		$1,589.05	($1,589.05)	$0.00	
Other Purchased Services		**$ 137,845.53**	**$ -**	**$ 137,845.53**	**$108,330.01**	**$25,394.06**	**$0.00**	**$133,724.07**	**$0.00**	**$ 4,121.46**	**($3,859.73)**	**$261.73**	
GMS System Wide OPS	1010.5.51.1000.99.590	$ 6,600.00	$ -	$ 6,600.00	$1,529.80	$139.89	$0.00	$1,669.69		$4,930.31	($4,930.31)	$0.00	
GMS Music Other Purch Serv	1010.5.51.1000.11.590	$ 1,050.00	$ -	$ 1,050.00	$0.00	$0.00	$0.00	$0.00		$1,050.00	($1,050.00)	$0.00	
GHS Business Other Purch Serv	1010.5.62.1000.17.590	$ 1,000.00	$ -	$ 1,000.00	$336.00	$0.00	$0.00	$336.00		$664.00	($664.00)	$0.00	
GHS Guidance Other Purch Serv	1010.5.62.2120.99.590	$ 9,135.00	$ -	$ 9,135.00	$12,900.58	$0.00	$0.00	$12,900.58		($3,765.58)	$3,765.58	$0.00	
GHS Principals Office OPS	1010.5.62.2400.99.590	$ 500.00	$ -	$ 500.00	$130.00	$0.00	$0.00	$130.00		$370.00	($370.00)	$0.00	
Alt School Other Purch Serv	1010.5.30.1220.99.590	$ 1,150.00	$ -	$ 1,150.00	$0.00	$0.00	$0.00	$0.00		$1,150.00	($1,150.00)	$0.00	
Adult Ed (Other Purch Serv)	1010.5.00.1310.99.590	$ 25,978.73	$ -	$ 25,978.73	$52,906.00	$0.00	$0.00	$52,906.00		($26,927.27)	$27,189.00	$261.73	
Maintenance Dept OPS	1010.5.00.2600.99.590	$ 61,800.00	$ -	$ 61,800.00	$10,034.43	$7,998.10	$0.00	$18,032.53		$43,767.47	($43,767.47)	$0.00	
Maintenance Dept OPS GES	1010.5.03.2600.99.590	$ -	$ -	$ -	$5,097.12	$3,788.80	$0.00	$8,885.92		($8,885.92)	$8,885.92	$0.00	
Maintenance Dept OPS Soule	1010.5.13.2600.99.590	$ -	$ -	$ -	$1,118.70	$977.62	$0.00	$2,096.32		($2,096.32)	$2,096.32	$0.00	
Maintenance Dept OPS GMS	1010.5.51.2600.99.590	$ -	$ -	$ -	$5,142.12	$3,833.80	$0.00	$8,975.92		($8,975.92)	$8,975.92	$0.00	
Maintenance Dept OPS GHS	1010.5.62.2600.99.590	$ -	$ -	$ -	$11,847.79	$8,655.85	$0.00	$20,503.64		($20,503.64)	$20,503.64	$0.00	
Technology Other Purch Serv	1010.5.00.2230.99.590	$ 25,000.00	$ -	$ 25,000.00	$1,355.27	$0.00	$0.00	$1,355.27		$23,644.73	($23,644.73)	$0.00	
Health & Safety Other Purch Serv	1010.5.00.2670.99.590	$ 3,650.00	$ -	$ 3,650.00	$3,540.00	$0.00	$0.00	$3,540.00		$110.00	($110.00)	$0.00	
System Wide Other Purch Serv	1010.5.00.2700.99.590	$ 1,981.80	$ -	$ 1,981.80	$0.00	$0.00	$0.00	$0.00		$1,981.80	($1,981.80)	$0.00	
Instructional Supplies		**$ 85,378.00**	**$ -**	**$ 85,378.00**	**$50,434.52**	**$3,303.21**	**$0.00**	**$53,737.73**	**$0.00**	**$ 31,640.27**	**($31,640.27)**	**$0.00**	
GES Art Instructional Supplies	1010.5.03.1000.01.611	$ 1,500.00	$ -	$ 1,500.00	$1,460.23	$0.00	$0.00	$1,460.23		$39.77	($39.77)	$0.00	
GES LA Instr. Supplies	1010.5.03.1000.09.611	$ 6,694.00	$ -	$ 6,694.00	$6,242.40	$0.00	$0.00	$6,242.40		$451.60	($451.60)	$0.00	
GES Math Instructional Supplies	1010.5.03.1000.10.611	$ 500.00	$ -	$ 500.00	$0.00	$0.00	$0.00	$0.00		$500.00	($500.00)	$0.00	
GES P.E. Instr. Supplies	1010.5.03.1000.13.611	$ 700.00	$ -	$ 700.00	$761.35	$0.00	$0.00	$761.35		($61.35)	$0.00	($61.35)	
GES Science Instr. Supplies	1010.5.03.1000.15.611	$ 500.00	$ -	$ 500.00	$230.83	$0.00	$0.00	$230.83		$269.17	($269.17)	$0.00	
GES Instru. Supplies	1010.5.03.1000.99.611	$ 6,624.00	$ -	$ 6,624.00	$7,286.04	$0.00	$0.00	$7,286.04		($662.04)	$0.00	($662.04)	
GES Guidance Instr. Supplies	1010.5.03.2120.99.611	$ 1,000.00	$ -	$ 1,000.00	$0.00	$0.00	$0.00	$0.00		$1,000.00	($276.61)	$723.39	
GMS Health Instructional Supplies	1010.5.51.1000.06.611	$ 600.00	$ -	$ 600.00	$558.76	$0.00	$0.00	$558.76		$41.24	($41.24)	$0.00	
GMS Tech Ed Instr. Supplies	1010.5.51.1000.08.611	$ 1,050.00	$ -	$ 1,050.00	$480.00	$0.00	$0.00	$480.00		$570.00	($570.00)	$0.00	
GMS Math Instructional Supplies	1010.5.51.1000.10.611	$ 1,300.00	$ -	$ 1,300.00	$1,286.54	$0.00	$0.00	$1,286.54		$13.46	($13.46)	$0.00	
GMS Science Instr. Supplies	1010.5.51.1000.15.611	$ 700.00	$ -	$ 700.00	$52.74	$0.00	$0.00	$52.74		$647.26	($647.26)	$0.00	
GMS Music Instructional Supplies	1010.5.51.1000.11.611	$ 800.00	$ -	$ 800.00	$675.99	$0.00	$0.00	$675.99		$124.01	($124.01)	$0.00	
GMS System Wide Instr. Supplies	1010.5.51.1000.99.611	$ 9,800.00	$ -	$ 9,800.00	$5,174.57	$1,242.81	$0.00	$6,417.38		$3,382.62	($3,382.62)	$0.00	
GMS Ed Media Instr. Supplies	1010.5.51.2220.99.611	$ 500.00	$ -	$ 500.00	$0.00	$0.00	$0.00	$0.00		$500.00	($500.00)	$0.00	
GMS Art Instructional Supplies	1010.5.51.1000.01.611	$ 3,500.00	$ -	$ 3,500.00	$2,617.58	$0.00	$0.00	$2,617.58		$882.42	($882.42)	$0.00	
GMS LA Instructional Supplies	1010.5.51.1000.09.611	$ 240.00	$ -	$ 240.00	$0.00	$0.00	$0.00	$0.00		$240.00	($240.00)	$0.00	
GMS P.E. Instructional Supplies	1010.5.51.1000.13.611	$ 100.00	$ -	$ 100.00	$45.99	$0.00	$0.00	$45.99		$54.01	($54.01)	$0.00	
GHS Art Instructional Supplies	1010.5.62.1000.01.611	$ 2,836.00	$ -	$ 2,836.00	$2,625.23	$0.00	$0.00	$2,625.23		$210.77	($210.77)	$0.00	
GHS Career Ed Instructional Supplies	1010.5.62.1000.03.611	$ 1,000.00	$ -	$ 1,000.00	$0.00	$0.00	$0.00	$0.00		$1,000.00	($1,000.00)	$0.00	
GHS Foreign Lang. Instr. Supplies	1010.5.62.1000.05.611	$ 665.00	$ -	$ 665.00	$574.00	$0.00	$0.00	$574.00		$91.00	($91.00)	$0.00	
GHS Health Instructional Supplies	1010.5.62.1000.06.611	$ 197.00	$ -	$ 197.00	$189.88	$0.00	$0.00	$189.88		$7.12	($7.12)	$0.00	
GHS FCS Instructional Supplies	1010.5.62.1000.07.611	$ 7,685.00	$ -	$ 7,685.00	$2,911.53	$0.00	$0.00	$2,911.53		$4,773.47	($4,773.47)	$0.00	
GHS Tech Ed Instr. Supplies	1010.5.62.1000.08.611	$ 1,346.00	$ -	$ 1,346.00	$1,083.31	$0.00	$0.00	$1,083.31		$262.69	($262.69)	$0.00	
GHS LA Instructional Supplies	1010.5.62.1000.09.611	$ -	$ -	$ -	$394.83	$0.00	$0.00	$394.83		($394.83)	$0.00	($394.83)	
GHS Math Instructional Supplies	1010.5.62.1000.10.611	$ 1,545.00	$ -	$ 1,545.00	$143.66	$0.00	$0.00	$143.66		$1,401.34	($1,401.34)	$0.00	
GHS Music Instructional Supplies	1010.5.62.1000.11.611	$ 4,200.00	$ -	$ 4,200.00	$3,298.42	$867.20	$0.00	$4,165.62		$34.38	($34.38)	$0.00	
GHS P.E. Instructional Supplies	1010.5.62.1000.13.611	$ 2,000.00	$ -	$ 2,000.00	$1,639.90	$0.00	$0.00	$1,639.90		$360.10	($360.10)	$0.00	
GHS Science Instr. Supplies	1010.5.62.1000.15.611	$ 3,293.00	$ -	$ 3,293.00	$2,772.16	$0.00	$0.00	$2,772.16		$520.84	($520.84)	$0.00	

FY 2025-26 Financial Detail

Figures Current as of January 15, 2026

Account	Account	Budget 2025-2026	Transfer 2025-2026	Adjusted Budget 2025-2026	Expended 2025-2026	Encumbered 2025-2026	Pre-Enc 2025-2026	Total Exp/Enc 2025-2026	Revenue 2025-2026	Balance 2025-2026	Adjustments	Projected Ending Balance	Notes
GHS Business Instr. Supplies	1010.5.62.1000.17.611	$ 678.00	$ -	$ 678.00	$0.00	$0.00	$0.00	$0.00		$678.00	($678.00)	$0.00	
GHS System Wide Instr. Supplies	1010.5.62.1000.99.611	$ 10,000.00	$ -	$ 10,000.00	$3,515.88	$1,193.20	$0.00	$4,709.08		$5,290.92	($4,896.09)	$394.83	
GHS Library Instructional Supplies	1010.5.62.2220.99.611	$ 725.00	$ -	$ 725.00	$475.03	$0.00	$0.00	$475.03		$249.97	($249.97)	$0.00	
Special Ed Instructional Supplies	1010.5.30.1210.99.611	$ 8,100.00	$ -	$ 8,100.00	$1,365.02	$0.00	$0.00	$1,365.02		$6,734.98	($6,734.98)	$0.00	
Special Ed Instructional Supplies GES	1010.5.31.1210.99.611	$ -	$ -	$ -	$542.00	$0.00	$0.00	$542.00		($542.00)	$542.00	$0.00	
Special Ed Instructional Supplies GMS	1010.5.32.1210.99.611	$ -	$ -	$ -	$307.69	$0.00	$0.00	$307.69		($307.69)	$307.69	$0.00	
Special Ed Instructional Supplies GHS	1010.5.33.1210.99.611	$ -	$ -	$ -	$174.16	$0.00	$0.00	$174.16		($174.16)	$174.16	$0.00	
Alt School Instructional Supplies	1010.5.30.1220.99.611	$ 1,000.00	$ -	$ 1,000.00	$0.00	$0.00	$0.00	$0.00		$1,000.00	($1,000.00)	$0.00	
Speech Instructional Supplies	1010.5.30.2150.99.611	$ 4,000.00	$ -	$ 4,000.00	$1,548.80	$0.00	$0.00	$1,548.80		$2,451.20	($2,451.20)	$0.00	
Maintenance Supplies		**$ 90,000.00**	**$ -**	**$ 90,000.00**	**$66,319.37**	**$23,616.69**	**$0.00**	**$89,936.06**	**($3,449.86)**	**$ 3,513.80**	**($3,513.80)**	**$ -**	
GES Maintenance Supplies	1010.5.03.2600.99.613	$ -	$ -	$ -	$2,463.00	$0.00	$0.00	$2,463.00		($2,463.00)	$2,463.00	$0.00	
GMS Maintenance Supplies	1010.5.51.2600.99.613	$ -	$ -	$ -	$710.78	$0.00	$0.00	$710.78		($710.78)	$710.78	$0.00	
GHS Maintenance Supplies	1010.5.62.2600.99.613	$ -	$ -	$ -	$0.00	$0.00	$0.00	$0.00		$0.00	$0.00	$0.00	
Maintenance Supplies	1010.5.00.2600.99.613	$ 90,000.00	$ -	$ 90,000.00	$63,145.59	$23,616.69	$0.00	$86,762.28	($3,449.86)	$6,687.58	($6,687.58)	$0.00	
Heating Oil		**$ 205,000.00**	**$ -**	**$ 205,000.00**	**$112,747.52**	**$ 2,002.27**	**$ -**	**$114,749.79**	**$ -**	**$ 90,250.21**	**($90,250.21)**	**$0.00**	
Heating Oil	1010.5.00.2600.99.620	$ 205,000.00	$ -	$ 205,000.00	$112,747.52	$2,002.27	$0.00	$114,749.79		$90,250.21	($90,250.21)	$0.00	
Textbooks		**$ 7,035.00**	**$ -**	**$ 7,035.00**	**$1,381.66**	**$0.00**	**$0.00**	**$1,381.66**	**$0.00**	**$ 5,653.34**	**($5,653.34)**	**$0.00**	
GMS LA Textbooks	1010.5.51.1000.09.641	$ 535.00	$ -	$ 535.00	$129.80	$0.00	$0.00	$129.80		$405.20	($405.20)	$0.00	
GMS Music Textbooks	1010.5.51.1000.11.641	$ 1,500.00	$ -	$ 1,500.00	$662.51	$0.00	$0.00	$662.51		$837.49	($837.49)	$0.00	
Curriculum Develop. Textbooks	1010.5.00.2212.99.641	$ 5,000.00	$ -	$ 5,000.00	$589.35	$0.00	$0.00	$589.35		$4,410.65	($4,410.65)	$0.00	
Library Books/Periodicals		**$ 28,801.00**	**$ -**	**$ 28,801.00**	**$19,109.07**	**$0.00**	**$0.00**	**$19,109.07**	**$0.00**	**$ 9,691.93**	**($9,091.93)**	**$0.00**	
GES Library B/P	1010.5.03.2220.99.642	$ 2,500.00	$ -	$ 2,500.00	$2,495.12	$0.00	$0.00	$2,495.12		$4.88	($4.88)	$0.00	
GMS Foreign Language B/P	1010.5.51.1000.05.642	$ 400.00	$ -	$ 400.00	$198.01	$0.00	$0.00	$198.01		$201.99	($201.99)	$0.00	
GMS LA B/P	1010.5.51.1000.09.642	$ 900.00	$ -	$ 900.00	$189.80	$0.00	$0.00	$189.80		$710.20	($710.20)	$0.00	
GMS Science Resource B/P	1010.5.51.1000.15.642	$ 544.00	$ -	$ 544.00	$0.00	$0.00	$0.00	$0.00		$544.00	($544.00)	$0.00	
GMS System Wide B/P	1010.5.51.1000.99.642	$ 400.00	$ -	$ 400.00	$0.00	$0.00	$0.00	$0.00		$400.00	($400.00)	$0.00	
GMS Library B/P	1010.5.51.2220.99.642	$ 1,300.00	$ -	$ 1,300.00	$0.00	$0.00	$0.00	$0.00		$1,300.00	($1,300.00)	$0.00	
GMS System Wide B/P	1010.5.51.2400.99.642	$ 500.00	$ -	$ 500.00	$0.00	$0.00	$0.00	$0.00		$500.00	($500.00)	$0.00	
GHS LA B/P	1010.5.62.1000.09.642	$ 2,000.00	$ -	$ 2,000.00	$710.23	$0.00	$0.00	$710.23		$1,289.77	($1,287.98)	$1.79	
GHS Library B/P	1010.5.62.2220.99.642	$ 977.00	$ -	$ 977.00	$978.79	$0.00	$0.00	$978.79		($1.79)	$0.00	($1.79)	
GHS Principals Office B/P	1010.5.62.2400.99.642	$ 200.00	$ -	$ 200.00	$0.00	$0.00	$0.00	$0.00		$200.00	($200.00)	$0.00	
Curriculum Development B/P	1010.5.00.2212.99.642	$ 5,000.00	$ -	$ 5,000.00	$2,222.45	$0.00	$0.00	$2,222.45		$2,777.55	($2,777.55)	$0.00	
Central Office B/P	1010.5.00.2300.99.642	$ 750.00	$ -	$ 750.00	$0.00	$0.00	$0.00	$0.00		$750.00	($750.00)	$0.00	
System Wide Resource B/P	1010.5.00.2310.99.642	$ 550.00	$ -	$ 550.00	$0.00	$0.00	$0.00	$0.00		$550.00	($550.00)	$0.00	
GES Library Online Services	1010.5.03.2220.99.643	$ 2,900.00	$ -	$ 2,900.00	$2,448.18	$0.00	$0.00	$2,448.18		$451.82	($451.82)	$0.00	
GMS Library Online Services	1010.5.51.2220.99.643	$ 3,133.00	$ -	$ 3,133.00	$3,120.25	$0.00	$0.00	$3,120.25		$12.75	($12.75)	$0.00	
GHS Library Online Services	1010.5.62.2220.99.643	$ 6,747.00	$ -	$ 6,747.00	$6,746.24	$0.00	$0.00	$6,746.24		$0.76	($0.76)	$0.00	
Other Supplies/Materials		**$ 330,862.63**	**$ -**	**$ 330,862.63**	**$129,729.69**	**$65,672.51**	**$0.00**	**$195,402.20**	**$0.00**	**$ 135,460.43**	**($135,460.43)**	**$0.00**	
GES LA Software	1010.5.03.1000.09.735	$ 450.00	$ -	$ 450.00	$0.00	$0.00	$0.00	$0.00		$450.00	($450.00)	$0.00	
GES Social Studies Other Supplies	1010.5.03.1000.16.690	$ 500.00	$ -	$ 500.00	$0.00	$0.00	$0.00	$0.00		$500.00	($500.00)	$0.00	
GES System Wide Other Supp	1010.5.03.1000.99.690	$ 9,146.00	$ -	$ 9,146.00	$7,964.43	$0.00	$0.00	$7,964.43		$1,181.57	($1,181.57)	$0.00	
GMS Music Other Supplies	1010.5.51.1000.11.690	$ 1,280.00	$ -	$ 1,280.00	$807.05	$0.00	$0.00	$807.05		$472.95	($472.95)	$0.00	
GMS Science Other Supplies	1010.5.51.1000.15.690	$ 385.00	$ -	$ 385.00	$0.00	$0.00	$0.00	$0.00		$385.00	($385.00)	$0.00	
GMS Social Science Other Supp	1010.5.51.1000.16.690	$ 180.00	$ -	$ 180.00	$416.10	$0.00	$0.00	$416.10		($236.10)	$0.00	($236.10)	
GMS System Wide Other Supp	1010.5.51.1000.99.690	$ 2,500.00	$ -	$ 2,500.00	$463.12	$0.00	$0.00	$463.12		$2,036.88	($1,800.78)	$236.10	
GMS Guidance Other Supplies	1010.5.51.2120.99.690	$ 3,400.00	$ -	$ 3,400.00	$3,349.50	$0.00	$0.00	$3,349.50		$50.50	($50.50)	$0.00	
GMS Office Other Supplies	1010.5.51.2400.99.690	$ 2,100.00	$ -	$ 2,100.00	$683.01	$0.00	$0.00	$683.01		$1,416.99	($1,416.99)	$0.00	

FY 2025-26 Financial Detail

Figures Current as of January 15, 2026

Account	Account	Budget 2025-2026	Transfer 2025-2026	Adjusted Budget 2025-2026	Expended 2025-2026	Encumbered 2025-2026	Pre-Enc 2025-2026	Total Exp/Enc 2025-2026	Revenue 2025-2026	Balance 2025-2026	Adjustments	Projected Ending Balance	Notes
GMS Athletics Other Supplies	1010.5.51.3200.99.690	$ 2,500.00	$ -	$ 2,500.00	$750.00	$0.00	$0.00	$750.00		$1,750.00	($1,750.00)	$0.00	
GHS Tech Ed Other Supplies	1010.5.62.1000.08.690	$ 3,163.00	$ -	$ 3,163.00	$3,120.46	$0.00	$0.00	$3,120.46		$42.54	($42.54)	$0.00	
GHS Music Other Supplies	1010.5.62.1000.11.690	$ 1,000.00	$ -	$ 1,000.00	$964.37	$0.00	$0.00	$964.37		$35.63	($35.63)	$0.00	
GHS Science Other Supplies	1010.5.62.1000.15.690	$ 1,200.00	$ -	$ 1,200.00	$1,186.11	$0.00	$0.00	$1,186.11		$13.89	($13.89)	$0.00	
GHS Social Studies Other Supplies	1010.5.62.1000.16.690	$ 106.00	$ -	$ 106.00	$12.44	$0.00	$0.00	$12.44		$93.56	($93.56)	$0.00	
GHS Business Other Supplies	1010.5.62.1000.17.690	$ 450.00	$ -	$ 450.00	$0.00	$0.00	$0.00	$0.00		$450.00	($450.00)	$0.00	
GHS System Wide Other Supp	1010.5.62.1000.99.690	$ 1,000.00	$ -	$ 1,000.00	$23.97	$0.00	$0.00	$23.97		$976.03	($976.03)	$0.00	
GHS Guidance Other Supplies	1010.5.62.2120.99.690	$ 350.00	$ -	$ 350.00	$0.00	$0.00	$0.00	$0.00		$350.00	($350.00)	$0.00	
GHS Library Other Supplies	1010.5.62.2220.99.690	$ 659.00	$ -	$ 659.00	$608.01	$0.00	$0.00	$608.01		$50.99	($50.99)	$0.00	
GHS Principals Office Other	1010.5.62.2400.99.690	$ 9,000.00	$ -	$ 9,000.00	$4,835.80	$0.00	$0.00	$4,835.80		$4,164.20	($4,164.20)	$0.00	
GHS Athletics Other Supplies	1010.5.62.3200.99.690	$ 20,000.00	$ -	$ 20,000.00	$16,243.96	$3,185.00	$0.00	$19,428.96		$571.04	($571.04)	$0.00	
Special Ed Other Supplies	1010.5.30.1210.99.690	$ 13,600.00	$ -	$ 13,600.00	$2,080.18	$1,991.61	$0.00	$4,071.79		$9,528.21	($9,528.21)	$0.00	
Special Ed Other Supplies GES	1010.5.31.1210.99.690	$ -	$ -	$ -	$518.51	$0.00	$0.00	$518.51		($518.51)	$518.51	$0.00	
Special Ed Other Supplies GHS	1010.5.33.1210.99.690	$ -	$ -	$ -	$705.21	$0.00	$0.00	$705.21		($705.21)	$705.21	$0.00	
Special Ed Summer Enrich Other Supplies	1010.5.30.1213.99.690	$ 2,000.00	$ -	$ 2,000.00	$1,489.09	$0.00	$0.00	$1,489.09		$510.91	($510.91)	$0.00	
Alt School Other Supplies	1010.5.30.1220.99.690	$ 1,500.00	$ -	$ 1,500.00	$296.02	$0.00	$0.00	$296.02		$1,203.98	($1,203.98)	$0.00	
Psy Services Other Supplies	1010.5.30.2140.99.690	$ 6,500.00	$ -	$ 6,500.00	$2,594.77	$1,366.00	$0.00	$3,960.77		$2,539.23	($2,539.23)	$0.00	
Special Ed Principals Office	1010.5.30.2400.99.690	$ 2,000.00	$ -	$ 2,000.00	$263.85	$0.00	$0.00	$263.85		$1,736.15	($1,736.15)	$0.00	
Print Shop Supplies	1010.5.00.1013.99.690	$ -	$ -	$ -	$0.00	$0.00	$0.00	$0.00		$0.00	$0.00	$0.00	
System Wide Other Supplies	1010.5.00.2130.99.690	$ 5,800.00	$ -	$ 5,800.00	$2,120.76	$0.00	$0.00	$2,120.76		$3,679.24	($3,679.24)	$0.00	
Curriculum Development	1010.5.00.2212.99.690	$ 13,000.00	$ -	$ 13,000.00	$12,048.47	$0.00	$0.00	$12,048.47		$951.53	($951.53)	$0.00	
Central Office Other Supplies	1010.5.00.2300.99.690	$ 5,500.00	$ -	$ 5,500.00	$2,006.26	$1,930.36	$0.00	$3,936.62		$1,563.38	($1,563.38)	$0.00	
System Wide Other Supplies	1010.5.00.2310.99.690	$ 5,000.00	$ -	$ 5,000.00	$3,045.99	$0.00	$0.00	$3,045.99		$1,954.01	($1,954.01)	$0.00	
Maintenance Other Supplies	1010.5.00.2600.99.690	$ 4,000.00	$ -	$ 4,000.00	$148.49	$252.47	$0.00	$400.96		$3,599.04	($3,599.04)	$0.00	
Technology Other Supplies	1010.5.00.2230.99.690	$ 16,590.00	$ -	$ 16,590.00	$3,930.83	$0.00	$0.00	$3,930.83		$12,659.17	($12,659.17)	$0.00	
System Wide Other Supplies	1010.5.00.2700.99.690	$ 196,003.63	$ -	$ 196,003.63	$57,052.93	$56,947.07	$0.00	$114,000.00		$82,003.63	($82,003.63)	$0.00	
Instructional Equipment		**$ 93,620.00**	**$ -**	**$ 93,620.00**	**$21,684.05**	**$199.99**	**$0.00**	**$21,884.04**	**($18,358.00)**	**$ 90,093.96**	**($90,093.96)**	**$0.00**	
GES Instructional Technology Equipment	1010.5.03.1000.17.730	$ 421.00	$ -	$ 421.00	$237.67	$0.00	$0.00	$237.67		$183.33	($183.33)	$0.00	
GMS PE Instructional Equipment	1010.5.51.1000.13.730	$ 580.00	$ -	$ 580.00	$352.67	$199.99	$0.00	$552.66		$27.34	($27.34)	$0.00	
GMS Science Equipment	1010.5.51.1000.15.730	$ 960.00	$ -	$ 960.00	$0.00	$0.00	$0.00	$0.00		$960.00	($960.00)	$0.00	
GMS SS Equipment	1010.5.51.1000.16.730	$ 700.00	$ -	$ 700.00	$0.00	$0.00	$0.00	$0.00		$700.00	($700.00)	$0.00	
GHS FCS Instructional Equip	1010.5.62.1000.07.730	$ 970.00	$ -	$ 970.00	$554.74	$0.00	$0.00	$554.74		$415.26	($415.26)	$0.00	
GHS Tech Ed Instructional Equip	1010.5.62.1000.08.730	$ 14,770.00	$ -	$ 14,770.00	$14,892.43	$0.00	$0.00	$14,892.43		($122.43)	$0.00	($122.43)	
GHS Music Instructional Equip	1010.5.62.1000.11.730	$ 1,500.00	$ -	$ 1,500.00	$0.00	$0.00	$0.00	$0.00		$1,500.00	($1,500.00)	$0.00	
GHS Science Instructional Equip	1010.5.62.1000.15.730	$ 1,733.00	$ -	$ 1,733.00	$1,489.71	$0.00	$0.00	$1,489.71		$243.29	($243.29)	$0.00	
GHS Library Instructional Equip	1010.5.62.2220.99.730	$ 236.00	$ -	$ 236.00	$234.65	$0.00	$0.00	$234.65		$1.35	($1.35)	$0.00	
Special Ed Instructional Equip	1010.5.30.1210.99.730	$ 4,000.00	$ -	$ 4,000.00	$446.18	$0.00	$0.00	$446.18		$3,553.82	($3,553.82)	$0.00	
Speech Instructional Equip	1010.5.30.2150.99.730	$ 10,000.00	$ -	$ 10,000.00	$3,176.00	$0.00	$0.00	$3,176.00		$6,824.00	($6,824.00)	$0.00	
Tech Instr. Equip	1010.5.00.2230.99.730	$ 57,750.00	$ -	$ 57,750.00	$300.00	$0.00	$0.00	$300.00	($18,358.00)	$75,808.00	($75,685.57)	$122.43	
Non-Instructional Equipment		**$ 45,250.00**	**$ -**	**$ 45,250.00**	**$1,946.67**	**$0.00**	**$0.00**	**$1,946.67**	**$0.00**	**$ 43,303.33**	**($43,303.33)**	**$0.00**	
Central Office Other Equipment	1010.5.00.2300.99.739	$ 350.00	$ -	$ 350.00	$0.00	$0.00	$0.00	$0.00		$350.00	($350.00)	$0.00	
System Wide Other Equipment	1010.5.00.2600.99.739	$ 750.00	$ -	$ 750.00	$0.00	$0.00	$0.00	$0.00		$750.00	($750.00)	$0.00	
Technology Other Equipment	1010.5.00.2230.99.739	$ 44,150.00	$ -	$ 44,150.00	$1,946.67	$0.00	$0.00	$1,946.67		$42,203.33	($42,203.33)	$0.00	
Dues & Fees		**$ 62,866.00**	**$ -**	**$ 62,866.00**	**$52,777.74**	**$2,500.00**	**$0.00**	**$55,277.74**	**$0.00**	**$ 7,588.26**	**($7,588.26)**	**$0.00**	
GES System Wide Dues & Fees	1010.5.03.1000.99.810	$ 1,510.00	$ -	$ 1,510.00	$1,040.88	$0.00	$0.00	$1,040.88		$469.12	($469.12)	$0.00	
GMS Music Dues & Fees	1010.5.51.1000.11.810	$ 300.00	$ -	$ 300.00	$300.00	$0.00	$0.00	$300.00		$0.00	$0.00	$0.00	
GMS Science Dues & Fees	1010.5.51.1000.15.810	$ 150.00	$ -	$ 150.00	$0.00	$0.00	$0.00	$0.00		$150.00	($150.00)	$0.00	
GMS Dues & Fees	1010.5.51.1000.99.810	$ 1,100.00	$ -	$ 1,100.00	$1,060.00	$0.00	$0.00	$1,060.00		$40.00	($40.00)	$0.00	
GMS Guidance Dues & Fees	1010.5.51.2120.99.810	$ 60.00	$ -	$ 60.00	$0.00	$0.00	$0.00	$0.00		$60.00	($60.00)	$0.00	

FY 2025-26 Financial Detail

Figures Current as of January 15, 2026

Account	Account	Budget 2025-2026	Transfer 2025-2026	Adjusted Budget 2025-2026	Expended 2025-2026	Encumbered 2025-2026	Pre-Enc 2025-2026	Total Exp/Enc 2025-2026	Revenue 2025-2026	Balance 2025-2026	Adjustments	Projected Ending Balance	Notes
GMS Office Dues & Fees	1010.5.51.2400.99.810	$ 100.00	$ -	$ 100.00	$0.00	$0.00	$0.00	$0.00		$100.00	($100.00)	$0.00	
GMS Athletics Dues & Fees	1010.5.51.3200.99.810	$ 750.00	$ -	$ 750.00	$590.00	$0.00	$0.00	$590.00		$160.00	($160.00)	$0.00	
GHS Music Dues & Fees	1010.5.62.1000.11.810	$ 2,100.00	$ -	$ 2,100.00	$465.00	$0.00	$0.00	$465.00		$1,635.00	($1,635.00)	$0.00	
GHS Business Dues & Fees	1010.5.62.1000.17.810	$ 435.00	$ -	$ 435.00	$298.00	$0.00	$0.00	$298.00		$137.00	($137.00)	$0.00	
GHS System Wide Dues & Fees	1010.5.62.1000.99.810	$ 10,500.00	$ -	$ 10,500.00	$10,390.00	$0.00	$0.00	$10,390.00		$110.00	($110.00)	$0.00	
GHS Guidance Dues & Fees	1010.5.62.2120.99.810	$ 463.00	$ -	$ 463.00	$60.00	$0.00	$0.00	$60.00		$403.00	($403.00)	$0.00	
GHS Library Dues & Fees	1010.5.62.2220.99.810	$ 298.00	$ -	$ 298.00	$298.14	$0.00	$0.00	$298.14		($0.14)	$0.00	($0.14)	
GHS Principals Dues & Fees	1010.5.62.2400.99.810	$ 1,000.00	$ -	$ 1,000.00	$120.00	$0.00	$0.00	$120.00		$880.00	($880.00)	$0.00	
GHS Athletics Dues & Fees	1010.5.62.3200.99.810	$ 12,000.00	$ -	$ 12,000.00	$9,098.00	$2,500.00	$0.00	$11,598.00		$402.00	($402.00)	$0.00	
Central Office Dues & Fees	1010.5.00.2300.99.810	$ 14,750.00	$ -	$ 14,750.00	$15,862.00	$0.00	$0.00	$15,862.00		($1,112.00)	$0.00	($1,112.00)	
System Wide Dues & Fees	1010.5.00.2310.99.810	$ 15,750.00	$ -	$ 15,750.00	$13,195.72	$0.00	$0.00	$13,195.72		$2,554.28	($1,442.14)	$1,112.14	
Health Services Dues & Fees	1010.5.00.2130.00.810	$ 850.00	$ -	$ 850.00	$0.00	$0.00	$0.00	$0.00		$850.00	($850.00)	$0.00	
Maintenance Dues & Fees	1010.5.00.2600.99.810	$ 750.00	$ -	$ 750.00	$0.00	$0.00	$0.00	$0.00		$750.00	($750.00)	$0.00	
Grand Totals		**$ 32,920,858.93**	**$ -**	**$ 32,920,858.93**	**$17,898,131.11**	**$17,040,752.54**	**$ -**	**$34,938,883.65**	**$ (1,184,141.40)**	**$ (833,883.32)**	**$497,979.22**	**$ (335,904.10)**	

Griswold Elementary School				
Purpose	Beginning Balance	Revenues	Expenditures	Ending Balance
Art	99.16	-	-	99.16
Charity	1,702.16	1,873.33	-	3,575.49
Field Day	2,829.67	-	-	2,829.67
Health	750.00	-	(20.00)	730.00
Library	150.56	70.56	-	221.12
Miscellaneous	1,800.14	3,646.28	(1,503.41)	3,943.01
Music	1,118.86	-	(537.72)	581.14
Nurse	48.86	-	-	48.86
Sunshine	728.86	340.00	(365.00)	703.86
Grade 1	460.24	36.69	(73.38)	423.55
Grade 2	61.81	-	-	61.81
Grade 3	862.80	-	-	862.80
Grade 4	104.72	-	-	104.72
Grade K	587.95	-	(223.20)	364.75
Grade PK	364.42	-	-	364.42
	11,670.21	5,966.86	(2,722.71)	14,914.36

Griswold Middle School				
Purpose	Beginning Balance	Revenues	Expenditures	Ending Balance
Activities/Principal	3,177.58	3,055.64	(2,547.00)	3,686.22
Art	185.59	-	-	185.59
Advisory	1,451.46	-	-	1,451.46
Band	4,027.36	1,067.00	(1,992.09)	3,102.27
Charity	2,448.69	554.55	(553.75)	2,449.49
Cheerleading	927.89	430.00	(1,033.60)	324.29
Chorus	3,101.51	504.00	(1,948.36)	1,657.15
Exploratory	3,287.85	-	(58.17)	3,229.68
Grade 5	1,291.34	-	(12.50)	1,278.84
Grade 6	649.94	-	-	649.94
Grade 7	188.39	-	-	188.39
Grade 8	(1,117.40)	-	(44.90)	(1,162.30)
Grade 8 Dance	6,275.27	-	-	6,275.27
Griswold Pride	1,393.16	-	-	1,393.16
Library	2,461.67	1,168.93	(1,168.93)	2,461.67
Lost Books	2,838.98	-	(30.00)	2,808.98
Miscellaneous	376.62	-	(48.00)	328.62
Music Begary Trust	669.02	-	(663.60)	5.42
National Junior Honor Society	166.90	374.30	(15.19)	526.01
Orchestra	588.85	1,890.00	(1,603.64)	875.21
Science	2,210.66	-	(863.44)	1,347.22
Ski Club	1,293.03	7,816.00	(1,385.00)	7,724.03
Soccer	7,007.73	-	-	7,007.73
Soda	215.96	-	-	215.96
Student Activity	(2,354.94)	6,552.00	-	4,197.06
Student Council	905.03	-	(177.83)	727.20
Sunshine	94.94	-	(41.13)	53.81
Wrestling	3,245.54	-	-	3,245.54
Yearbook	1,412.10	1,085.25	-	2,497.35
	48,420.72	24,497.67	(14,187.13)	58,731.26

Griswold High School				
Purpose	Beginning Balance	Revenues	Expenditures	Ending Balance
Activities/Principal	1,771.07	3,628.93	(4,897.91)	502.09
Athletics	3,243.68	14,946.34	(10,296.35)	7,893.67
Alternative School	35.82	-	-	35.82
Baseball	4,413.56	-	-	4,413.56
Basketball Boys	4,393.20	-	(540.00)	3,853.20
Basketball Girls	1,298.36	1,282.00	(511.00)	2,069.36
Brown Trust	1,000.00	-	-	1,000.00
Cheerleading	351.72	-	-	351.72
Construction	2,783.46	1,415.08	(1,676.26)	2,522.28
CTE After School Program	61.26	-	-	61.26
Dress Down	186.30	980.00	-	1,166.30
Esports	50.00	-	-	50.00
Fall Drama	15,228.98	1,485.00	(517.77)	16,196.21
FBLA	1,153.45	277.51	(1,182.31)	248.65
FCS	1,764.70	265.00	-	2,029.70
Fencing	9,521.56	-	-	9,521.56
Field Trips	110.88	-	-	110.88
Football	1,452.51	3,488.60	(1,779.99)	3,161.12
GHS Scholarship Activity	74,330.31	4,030.30	(1,004.09)	77,356.52
Golf	465.91	-	-	465.91
Graduating Class	1,768.21	7,850.04	(3,733.50)	5,884.75
Graphics	29.22	-	-	29.22
GSA Group	1,052.85	-	-	1,052.85
Guidance	2,094.20	17,388.26	(12,555.14)	6,927.32
Griswold Pride	4,000.00	-	-	4,000.00
Jewelry Making	22.00	-	-	22.00
Lacrosse Boys	2,529.02	-	-	2,529.02
Lacrosse Girls	9,228.24	-	-	9,228.24
Locks Books	501.80	-	-	501.80
Lost/Damaged Books	4,390.21	220.73	(455.00)	4,155.94
Madrigal Dinner	889.27	-	-	889.27
Medical Professional Scholars	311.11	-	-	311.11
Miscellaneous	35.00	-	-	35.00
Music	5,774.53	2,865.00	(1,951.00)	6,688.53
Music Theater	13,517.27	400.00	(9,354.80)	4,562.47
Music Begary Trust	3,465.00	-	-	3,465.00
National Honor Society	881.88	1,037.00	(182.41)	1,736.47
School Store	3,007.44	220.00	-	3,227.44
Soccer Boys	2,956.73	2,101.50	(2,917.00)	2,141.23
Soccer Girls	2,046.74	4,760.67	(2,026.51)	4,780.90
Softball	4,332.26	-	-	4,332.26
Sports Camp	940.00	-	-	940.00
School Activity	2.73	-	-	2.73
Student Council	4,288.06	121.00	(205.84)	4,203.22
Sunshine	230.46	430.00	-	660.46
Track/Cross Country	3,326.19	140.00	(420.00)	3,046.19
Tri M Society	1,637.79	-	-	1,637.79
Unified Sports	96.20	-	-	96.20
Video Club	1,044.70	-	-	1,044.70
Volleyball	260.19	1,785.00	(2,000.00)	45.19
Wrestling	10,780.97	1,975.00	(542.22)	12,213.75
Yearbook	17,891.90	90.00	-	17,981.90
	226,948.90	73,182.96	(58,749.10)	241,382.76

VACANCIES

Certified Positions	Location	Closing Date
Psychologist, 1.0 FTE	GMS	2026/27 SY
Teacher, Grade 2	GES	2026/27 SY
Teacher, Special Education	GMS	2026/27 SY
Elementary Technology Teacher	GES	2026/27 SY

Non-Certified Positions	Location	Closing Date
Pareducators, Full-Time	GPS	Until Filled

Extra-Curricular Positions	Location	Closing Date
Baseball Assistant Coach	GHS	Until Filled
Softball Assistant Coach	GHS	Until Filled
Football Head Coach	GHS	Until Filled
Football Assistant Coaches (2)	GHS	Until Filled

RETIREMENTS

Name	Location	Position	Effective Last Day
Sanborn, Brenda	GES	Teacher, Technology, 1.0 FTE	June 30, 2026

RESIGNATIONS

Name	Location	Position	Effective Last Day
Castleberry, Sarah	GSSA	Custodian, Part-Time	December 23, 2025
Trudeau, Nikki	GES	Wolverine Before/After School Instructor	January 8, 2026
Blevons, Diane	GES	Team Leader, Grade 4	January 19, 2026
Wilcox, Greg	GHS	Football – Head Coach	January, 2026
Aubin, Peter	GHS	Football – Assistant Coach	January, 2026
Anctil, Phil	GHS	Football – Assistant Coach	January, 2026

APPOINTMENTS

Name	Location	Position	Effective Date	Salary/Rate
Valentine, Nicholas	GMS	Custodian, Full-Time	December 22, 2025	Hourly
DiCorcia, Lori	GSSA	Custodian, Part-Time	January 5, 2026	Hourly
Benway, Adam	GES	Wolverine Before/After School Asst Instructor	January 5, 2026	Hourly
Baumlin, Anne	GES	Wolverine Before/After School Asst Instructor	January 5, 2026	Hourly
Flauss, Tanya	GES	Team Leader, Grade 4	January 20, 2026	Stipend

Note:

January 22, 2026

SUPERINTENDENT'S UPDATES

January 22nd, 2026

PROJECT/AREA	UPDATE
MId Year Reviews 	• We are in the process of completing mid year reviews for our certified staff in all of the buildings. • The mid year review offers a time for reflection, and a time for supervisors to meet with their team. • All midyear reviews are consistent with contracts.
Upcoming Meetings: Budget Development, 2026-2027 School year 	

Thursday,December 11th, 2025	BOE Budget Workshop: Fixed Costs Budget
Thursday, January 8th, 2026	Regular Meeting/BOE Budget Workshop: Improvement Requests
Thursday, January 22nd, 2026	BOE Budget Workshop: The Initial Budget Proposal
Monday, January 26th, 2026*	*Potential date for Special Meeting, if warranted
Thursday, February 5th, 2026*	*5:30 pm, Public Hearing *6:00 pm, Special Board Meeting: Budget Deliberations
Thursday, February 12th ,2026	Regular Meeting Initial Budget Proposal (ideally) should be adopted t forward to Board of Finance
February/March, 2026– Date TBD *The Board of Education will present their adopted budget to the BOF*	BOE Presentation to BOF