REGULAR MEETING

GRISWOLD BOARD OF EDUCATION

Griswold Middle School Cafeteria, First Floor
211 Slater Avenue
Griswold, Connecticut 06351

THURSDAY,
September 10th, 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 - August 10, 2026
   B. Regular Meeting - August 13, 2026
   C. Special Meeting - August 21, 2026

4. Communications
   A. August 19, 2026, Back to School Letter to the GPS Community
   B. August 28, 2026, Letter of Appreciation to Lisbon Public Schools
   C. September 1, 2026, Annual Policy Notifications to GPS Community

5. Student Representative Reports
   A. Anna Tessier and Donald Desrochers
   B. Samantha Erardy and Olivia Henson
   C. Ethan Blanchette and Amelia Davidson

6. Recognitions
   A. Recognizing and Honoring Meghan Davis - Teacher of the Year
   B. Recognizing and Honoring Misty Perry - Paraeducator of the Year
   C. Recognizing and Honoring Elaine Taylor - Griswold Forward Recipient
   D. Recognizing and Honoring Kelly Barile - Griswold Elementary School Paraeducator as a GPS Retiree

7. Public Comment

8. New Business
   A. Review and Discussion on Revised Policy 1312—Community Relations—Public Complaints—to the Full Board - First Reading
   B. Review and Discussion on New Policy 4222—Personnel - Non-Certified—Paraeducators/Title Paraeducators—to the Full Board - First Reading
   C. Review and Discussion on New Policy 5118.3—Students—Homeless Students—to the Full Board - First Reading
   D. Review and Discussion on New Policy 5124.1—Students—Reporting to Parents, District/School Report Cards—to the Full Board - First Reading

E. Review, Discussion, and Possible Action to Approve New Social Studies Curriculum
F. Griswold 2.0 Accountability Tracking
G. Review of Yearly Goals
    1. District
    2. GES
    3. GMS
    4. GHS

9. Old Business

10. Administrators' Reports
    A. Department of Teaching, Learning & Innovation Semi-Annual Report
        1. Department Initiatives
        2. Other
    B. Final Financial Update for Fiscal Year 2025/2026, Erik Christensen, Director of Fiscal and Personnel Services

11. Assistant Superintendent's Report
    A. Strategic School Profile Report Update

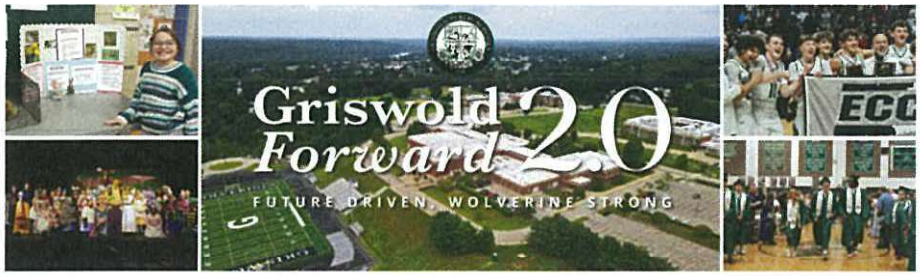
12. Superintendent's Report
    A. Vacancies/Appointments/Resignations/Retirements
    B. Superintendent Updates
        1. Convocation
        2. New Staff
        3. School Opening
        4. Open Architects
        5. Capital Projects and Timeline
        6. EFS
        7. Update on Grasso Transportation

13. Committee/Board Reports
    A. Policy Subcommittee Update - Yvonne Palasky
    B. Facilities Subcommittee Update--Kim Neilson

14. Other Business that May Properly Come Before This Board

15. Adjournment

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



Board of Education Meeting Notes
REGULAR MEETING
LIVE: GRISWOLD MIDDLE SCHOOL Cafeteria
THURSDAY, June 25th, 2026
6:00 PM Start Time

GOALS FOR THE 2026/2027 SCHOOL YEAR

Our Mission

Griswold Public Schools educates for excellence by ensuring our students are connected, by cultivating individual talents, and by fostering a future-driven mindset.

Our Vision

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

Our Goals

1. Elevating student success and growth to navigate the future.
2. Centering student interests to foster well-being and individual pursuits.
3. Teaching that strengthens engagement and connections for every student.
4. Optimizing resources and partnering with the Griswold community for student success.

Our Beliefs

1. I can grow and achieve.
2. I matter and belong.
3. I engage and connect.
4. I value my community.

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 - August 10, 2026 — See enclosed.
   B. Regular Meeting - August 13, 2026 – See enclosed.
   C. Special Meeting - August 21, 2026 – See enclosed.
   The BOE meeting minutes are included in your packet for review and approval.

4. Communications
   A. August 19, 2026, Back to School Letter to the GPS Community--see enclosed

B. August 28, 2026 Letter of Appreciation to Lisbon Public Schools--see enclosed
C. September 1, 2026, Annual Policy Notifications--see enclosd

5. Student Reprentative Reports
   A. GES - Anna Tessier and Donald Desrochers
   B. GMS - Samantha Erardy and Olivia Henson
   C. GHS - Ethan Blanchette and Amelia Davidson

6. Awards/Recognitions
   A. Recognizing and Honoring Meghan Davis - Teacher of the Year
   B. Recognizing and Honoring Misty Perry - Paraeducator of the Year
   C. Recognizing and Honoring Elaine Taylor - Griswold Forward Recipient
   D. Recognizing and Honoring Kelly Barile - Griswold Elementary School Paraeducator as a GPS Retiree

      We are so pleased to bring forward our Teacher of the Year, Paraeducator of the Year, Griswold Forward Recipient and our distinguished retiree.

7. Public Comment

8. New Business
   A. Review and Discussion on Revised Policy 1312—Community Relations—Public Complaints—to the Full Board - First Reading

      Review and Discussion on New Policy 4222—Personnel - Non-Certified—Paraeducators/Title Paraeducators—to the Full Board - First Reading
   B. Review and Discussion on New Policy 5118.3—Students—Homeless Students—to the Full Board - First Reading
   C. Review and Discussion on New Policy 5124.1—Students—Reporting to Parents, District/School Report Cards—to the Full Board - First Reading

      Agenda items A-D: All policies are a first read. Policies were brought forward to the Policy Subcommittee.
   D. Review, Discussion, and Possible Action to Approve New Social Studies Curriculum - ThisSocial Studies curriculum was introduced at the end of last school year and is ready for the Board to take action and approve.
   E. Griswold Forward 2.0 Accountability Tracking - All Board members are receiving a hardcopy of the Griswold Forward 2.0 booklet, which is located on line on the Griswold Forward Site--click here. The Superintendent will briefly address the operationalizing of the five year plan.
   F. Review of Yearly Goals

      The building administrators will review their building goals and how they connect to the district goals.
      1. District
      2. GES
      3. GMS
      4. GHS
   H. Gifts/Donations - None.

9. Old Business - None.

10. Administrators' Reports
    A. Department of Teaching, Learning & Innovation Semi-Annual Report - The TLI department will provide an overview of their work, recent accomplishments, and answer any questions that you may have.
       1. Department Initiatives
       2. Other

B. Final Financial Update for Fiscal Year, Erik Christensen, Director of Fiscal and Personnel Services - As you may recall, at our last regular meeting, Mr. Christensen indicated that there were some minor adjustments that needed to be made to the last financial report for last school year. Hence, this is the final report that will be sent to the town.

11. Assistant Superintendent's Report - Reports are enclosed/attached.
    A. Strategic School Profile Report Update

12. Superintendent's Report - Reports are enclosed/attached.
    A. Vacancies/Appointments/Resignation/Retirements
    B. Superintendent Updates - See enclosed report.
        1. Convocation
        2. New Staff
        3. School Opening
        4. Open Architects
        5. Capital Projects and Timeline
        6. EFS
        7. Update on Grasso Transportation

13. Community/Board Reports
    A. Policy Subcommittee Update - Yvonne Palasky will provide an update to the Board.
    B. Facilities Subcommittee Update - Kimberly Neilson will provide an update to the Board.

14. Any Other Business that May Properly Come Before this Board

15. Adjournment

SPECIAL MEETING
GRISWOLD BOARD OF EDUCATION

MONDAY,
August 10th, 2026

DRAFT

1. Call to Order - A special meeting of the Griswold Board of Education was held on Monday, August 10, 2026, in the Griswold Middle School Media Center, located at 211 Slater Avenue, Griswold, Connecticut. The meeting was called to order at 12:08 PM by Stuart Norman, Jr. Griswold Board of Education Chair.

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

ALSO PRESENT — Sean McKenna, Griswold Superintendent of Schools; Daniel Murphy, Attorney for the Griswold Board of Education; Abby Booth, Attorney for the Griswold Administration; Parent Requesting Hearing and a Second Parent attended; and Maren Klawiter, Attorney for Parent.

ABSENT — Kimberly Neilson, BOE Secretary; and Yvonne Palasky, BOE Member.

2. Discussion and Possible Action Regarding Student Transportation Hearing (Executive Session anticipated)* - The parties have requested to reschedule the hearing per Attorney, Daniel Murphy, and based on the off the record discussion, the hearing is being rescheduled to Friday, August 21, 2026 at 10 AM.

MOTION
By Eileen Ego
Seconded by Cathy Waselik
To reschedule this special Board of Education meeting to Friday, August 21, 2026 at 10:00 AM.
Motion unanimously carried.

MOTION
By Cathy Waselik
Seconded by Eileen Ego
To adjourn the special BOE meeting at 12:10 P.M.
Motion unanimously carried.

Minutes prepared by: Sean McKenna/Robin Drobiak

REGULAR MEETING
GRISWOLD BOARD OF EDUCATION

THURSDAY,
August 13, 2026

DRAFT

1. Call to Order - A regular meeting of the Griswold Board of Education was held on Thursday, August 13th, 2026, in the Cafeteria located at Griswold Middle School, 211 Slater Avenue, Griswold, CT. The meeting was called to order at 6:00 PM by Terry Cholewa, BOE Vice-Chair.

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

ALSO PRESENT Sean McKenna, Griswold Superintendent of Schools; and Erik Christensen, GPS Director of Fiscal & Personnel Services.

ABSENT Stuart Norman, Jr., BOE Chair; Eileen Ego, Griswold BOE Member; Glenn LaBossiere, GPS Assistant Superintendent of Schools; Stephen Cravinho, GPS Campus Wide Activities & Athletic Director; Christopher Champlin, GPS Director of Student Services; Erin Palonen, GHS Principal; Art Howe, GHS Associate Principal; Louis Zubek, GMS Principal; Steven Bourque, GMS Assistant Principal; Joseph Bordeau, GES Principal, and Jacqueline Love, GES Assistant Principal.

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

3. Approval of the Minutes
   A. Special Meeting Minutes-June 25, 2026

MOTION
By Yvonne Palasky
Seconded by Cathy Waselik
To approve the special meeting minutes of June 25, 2026, as presented.
Ayes – Terry Cholewa, Yvonne Palasky, and Cathy Waselik.
Nays –
Abstain – Jaimee O'Neill-Eaton and Kimberly Neilson.
Motion carried.

   B. Regular Meeting Minutes – June 25, 2026

MOTION
By Yvonne Palasky
Seconded by Cathy Waselik
To approve the regular meeting minutes of June 25, 2026, as presented.
Motion unanimously carried.

4. Communications
   A. Thank You Note from 2025/2026 *Volunteer of the Year* - Michelle Stolaronek
   B. August 7th, 2026, "Welcome Back" from Superintendent McKenna to Faculty & Staff
   The Board received copies of communications A and B listed above.

5. Public Comment – Matt Danieluk, of 12 Tyler Terrace, Griswold, Connecticut, asked questions related to the recent audit. He also commented that he was surprised there was no resolution yet that was sufficient to the parents related to school transportation for students attending Grasso Tech.

6. New Business
   A. Review, Discussion, and Possible Action to Approve the District/BOE Goals for the 2026/2027 School Year

MOTION

By Yvonne Palasky
Seconded by Kimberly Neilson
To approve the District/BOE Goals for the 2026/2027 school year, as presented.
Motion unanimously carried.

B. Review and Discussion on Final Quarter - Financial Update - for the 2025/2026 School Year - Erik Christensen – Director of Fiscal & Personnel Services, Mr. Erik Christensen, provided a final quarter financial update to the Board for the close out of the 2025/2026 school year.

C. Review, Discussion, and Possible Action to Approve the Line Item Transfers from the 2025/2026 School Year - Erik Christensen – Director of Fiscal & Personnel Services, Mr. Erik Christensen, reviewed a list of line-item transfers for Board approval to close out the 2025/2026 school year. These transfers will allow the District to properly close the fiscal year while remaining within the approved overall budget.

MOTION

By Yvonne Palasky
Seconded by Jaimee O'Neill
To approve the line item transfers from the 2025/2026 school year, as presented.
Motion unanimously carried.

D. Review, Discussion, and Possible Action on Regular Board of Education Meeting Schedule and Subcommittee Meeting Schedule – The Board approved the regular board of education meeting schedule and the subcommittee schedule for the 2026/2027 school year.

MOTION

By Kimberly Neilson
Seconded by Jaimee O'Neill-Eaton
To approve the regular board of education meeting schedule and subcommittee schedule, as presented.
Motion unanimously carried.

E. Review, Discussion, and Possible Action on Regular Board of Education Meeting Schedule of Regular Meeting Topics - The Board approved the regular board of education schedule and meeting topics for the 2026/2027 school year.

MOTION

By Kimberly Neilson
Seconded by Cathy Waselik
To approve the regular board of education meeting schedule of regular meeting topics, as presented.
Motion unanimously carried.

F. Review, Discussion, and Possible Action to Approve the Tentative Agreement between the Griswold Board of Education and the Griswold Administrators Association* - This item will be referred to executive session following the regular business portion of this meeting for review.

G. Gifts/Donations

1. Gift from Cromwell Growers, Ally Petrie, and Home Depot for Flowers, Plants, and 300 Bags of Mulch to Griswold High School

MOTION

By Kimberly Neilson
Seconded by Cathy Waselik
To accept the generous donations from Cromwell Growers, Ally Petrie, and Home Depot of flowers, plants, and 300 bags of mulch to GHS.
Motion unanimously carried.

7. Old Business – None.

8. Administrators' Reports

A. BOE Audit--Erik Christensen, Director of Fiscal & Personnel Services – The Board received an update from Erik Christensen, GPS Director of Fiscal & Personnel Services, on the Town of Griswold, Annual Financial Report for 2025 and the Town of Griswold, Federal Single and State Audit Report for 2025.

B. EFS Annual Report--Erik Christensen, Director of Fiscal & Personnel Services – The Board received an update from Erik Christensen, GPS Director of Fiscal & Personnel Services, on the Connecticut Education Financial System (EFS) annual report, that Connecticut school districts are required to submit to the Connecticut State Department of Education each year.

9. Superintendent's Report

A. Vacancies/Appointments/Resignations/Retirements – The Board received a list of vacancies, appointments, resignations and retirements.

B. Superintendent Updates

1. School Opening, 2026/2027

a. 8/20--New Faculty and Staff Orientation
b. 8/24--Convocation
c. 8/27--First Day of School

2. Administrator Institute
3. Facilities Updates
   a. Softball Scoreboard
   b. New, Electronic Whiteboards
   c. GHS Scoreboards--on order
4. Update Athletic Boosters & Fundraising
5. Community Outreach--Farmers' Market
6. BOE Retreat & Development Needs

The Board received updates from the Superintendent on all topics listed above from 1-6.

9. Committee/Board Reports

A. Negotiations Subcommittee Update – Jaimee O'Neill-Eaton - The Board received an update from Jaimee O'Neill-Eaton, Chair of the Negotiations subcommittee, regarding the recent negotiations with the Griswold Administrators Union.

11. Other Business that May Properly Come before the Board

MOTION

By Jaimee O'Neill-Eaton
Seconded by Yvonne Palasky
To move into executive session at 6:45 PM for the purpose of reviewing New Business, F, Review, Discussion, and Possible Action to Approve the Tentative Agreement between the Griswold Board of Education and the Griswold Administrators Association, inviting Superintendent Sean McKenna, and Director of Fiscal & Personnel Services, Erik Christensen, to participate in executive session.
Motion unanimously carried.

The Board came out of executive session at 6:58 PM with the following action:

6F.

MOTION

By Yvonne Palasky
Seconded by Kimberly Neilson
To approve the agreement between the Griswold Board of Education and the Griswold Administrators Association for period July 1, 2027 through June 30, 2030.
Motion unanimously carried.

12. Adjournment

MOTION

By Yvonne Palasky
Seconded by Cathy Waselik
To adjourn the regular BOE meeting at 6:58 PM.
Motion unanimously carried.

Minutes prepared by: Robin Drobiak/Sean McKenna

SPECIAL MEETING
GRISWOLD BOARD OF EDUCATION

FRIDAY,
August 21st, 2026

DRAFT

1. Call to Order - A special meeting of the Griswold Board of Education was held on Friday, August 21st, 2026, in the Griswold Middle School Media Center, located at 211 Slater Avenue, Griswold, Connecticut. The meeting was called to order at 10:20 AM by Stuart Norman, Jr. Griswold Board of Education Chair.

PRESENT — Stuart Norman, Jr. BOE Chair; Yvonne Palasky, Jaimee O'Neill-Eaton, Cathy Waselik and Eileen Ego, Griswold BOE Members.

ALSO PRESENT — Sean McKenna, Griswold Superintendent of Schools; Daniel Murphy, Attorney for the Griswold Board of Education; Abby Booth, Attorney for the Griswold Administration; Maren Klawiter, Counsel for Parent 1; and the Parents Requesting Hearing – Parent 1 and Parent 2.

ABSENT — Terry Cholewa, BOE Vice-Chair; and Kimberly Neilson, BOE Secretary.

2. Discussion and Possible Action Regarding Student Transportation Hearing (Executive Session anticipated)*

MOTION
By Eileen Ego
Seconded by Yvonne Palasky
To move into executive session at 10:23 AM to discuss a matter that would result in the disclosure of public records or the information contained therein as described in Connecticut General Statutes Sections 1-210(b)(2), (11) and (17). Further that the Board invite the following individuals to attend the executive session: Daniel Murphy, Counsel for the Board of Education; Abby Booth, Counsel for the GPS Administration; Sean McKenna, Superintendent of Schools; Parents of the Students who are the subject of the hearing; Maren Klawiter, Counsel for the Parents.
Motion unanimously carried.

The Board came out of executive session at 1:36 PM.

MOTION
By Eileen Ego
Seconded by Jaimee O'Neill-Eaton
That pursuant to Connecticut General Statutes Section 10-186, the Griswold Board of Education hereby denies the transportation appeal regarding transportation accommodations provided by the Griswold Public Schools to Ella T. Grasso Technical High School for the reasons presented by the administration in this hearing: The Board authorizes Stuart Norman, Jr. and Board Attorney Daniel Murphy to communicate in writing the Board's decision and reasons therefore, consistent with the Board's executive session discussion, to the parents who requested this hearing.
Motion unanimously carried

MOTION

By Cathy Waselik
Seconded by Eileen Ego
To adjourn the special BOE meeting at 1:36 PM.
Motion unanimously carried.

Minutes prepared by: Sean McKenna/Robin Drobiak

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

August 19th, 2026

Dear GPS:

As we finalize this last full week of summer vacation, the 2026-2027 school year comes into sharper, clearer focus. May this "welcome back" letter find you, your family, and your loved ones in joyful spirits and excellent health, as we all await to start the new school year with enthusiasm and renewed joy.

Summer 2026 has certainly been interesting, hasn't it? Marked by unusual weather patterns of heavy rains, wild winds, and strange, smoked-filled skies, the last few months have indeed made our heads turn on more than one occasion. In addition to those troubling blotches on the doppler radar, Summer 2026 has also had its share of encouraging news. Our beloved country celebrated its 250th anniversary, uniting us all to honor our cherished freedoms. The World Cup was hosted here in the United States, captivating hearts and minds from across the globe. By the way, have you seen our World Cup inspired "Welcome Back" video? Thanks to *The Odyssey* and *Spider-Man: Brand New Day*, audiences have returned en masse to the movie theaters reviving, thank goodness, a summer blockbuster tradition.

Let's take that energetic surge of Summer 2026 to begin anew, to reset together as we approach the start of a new school year. Let's make the 2026-2027 school year filled with new opportunities for growth and achievement and memorable experiences to be had by all. Indeed, we continue to be Wolverine Strong.

Our popular "Back to School" page is up and running and easily accessible from our homepage--click here. Note: We will be continually updating this page in the next few days, so if you don't see something right away please be sure to check back often, as we continue to add content to this page daily. We are so excited to welcome students back to campus on Thursday, August 27th--the first day of school.

Wolverines, we are so ready for you. See you soon!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

GRISWOLD PUBLIC SCHOOLS

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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

August 28th, 2026

Sally Keating
Superintendent of Schools
Lisbon Central School/Lisbon Public Schools
15 Newent Road
Lisbon, CT 06351

RE: Letter of Appreciation

Dear Superintendent Keating:

On behalf of Griswold Public Schools, I would like to express my sincere gratitude to you and your staff for your exceptional assistance in coordinating transportation arrangements for our students attending Ella T. Grasso Technical High School.

We deeply value our partnership with Lisbon Public Schools, and we are grateful for your willingness to work with us to ensure our students have reliable access to their educational programs. It is through such collaborative efforts that we are best able to support our families and provide meaningful opportunities for our students.

Please extend our thanks to everyone on your team who contributed to making these arrangements possible. We look forward to our continued partnership.

Respectfully yours,

Sean P. McKenna
Superintendent of Schools

c: Griswold Board of Education

GRISWOLD PUBLIC SCHOOLS

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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

September 1st, 2026

RE: Annual Policy Notifications

Dear Griswold Public Schools Community:

This document serves as our annual notification of **all of the policies of the Griswold Board of Education**. The Griswold Board of Education has adopted a comprehensive set of policies to govern the efficient, effective, legal, and ethical operations of the Griswold Public Schools. Our Board of Education Policy Subcommittee continues to review and revise policies on a regular basis in a good faith effort to address changes in legislation. When the Griswold BOE Policy Subcommittee makes any changes to existing policies or proposes a new policy, please know that any policy revisions or new policy proposals must be reviewed and voted on by the full Griswold Board of Education.

The Griswold Board of Education policies can be found at the following website: http://z2policy.cabe.org/cabe/Z2Browser2.html?showset=griswold. It is important to know that we update this electronic resource with any policy revisions or new policies. In the event that you are unable to access our policies via the Internet, please contact our offices so that we can provide you with copies.

There are many federal and state laws that require annual notification of Board of Education policies at the beginning of the school year. School districts are encouraged to use multiple modes regarding policy information awareness. Our district and school web sites certainly provide access to the Griswold Board of Education policies, and our student handbooks are another means of access to Griswold Board of Education policies.

Listed, on the next few pages, are the required due-process annual policy notifications. We have listed the policies by series, name and number so that you can access these policies easily:

Mission – Goals – Objectives Series		**0000**
0000	Mission Statement	
0200	Goals for the Griswold Public Schools	
0521	Nondiscrimination	
Community Relations Series		**1000**
1110.1	Communication with the Public	

1140	Distribution of Materials by Student
1250	Visits to Schools
1314	Fundraising and Solicitation
1331	Smoking in School Facilities

Business & Non-Instructional Operations Series **3000**

3231	Medical Reimbursement for Special Education
3430	Periodic Financial Report
3434	Periodic Audits
3516	Safety
3516.12	Asbestos Control
3517	Security of Buildings and Grounds
3520.1	Information Security Breach and Notification
3520.13	Data-Based Information and Management Systems
3520.14	Cybersecurity
3524.1	Hazardous Materials in School
3524.2	Green Cleaning Program
3541	Transportation
3541.5	Transportation Complaints
3542	Food Services/School Lunch Service
3542.2	Hazardous Materials in School—Green Cleaning
3542.31	Free & Reduced Lunches
3542.33	Food Sales Other than the National School Lunch Program
3542.41	Food Service Personnel, Professional Standards
3542.42	School Lunch Prices
3542.43	Food Service-Charging

Personnel Certified/Non-Certified Series **4000**

4000.1/4200.1	Title IX
4111/4211	Recruitment and Selection
4112.5/4212.5	Security Check/Fingerprinting
4112.61/4112.61	Use and Disclosure of Employee Medical Information
4113.12	Minimum Duty Free Lunch Periods for Teachers
4115.3	Evaluation and Employment of Coaches
4118.11/4218.11	Nondiscrimination
4118.112/4218.112	Sexual Harassment
4118.231/4218.231	Alcohol, Drugs, and Tobacco
4118.234	Psychotropic Drug Use
4118.4	Electronic Mail/Telecommunications
4152.6/4252.6	Family and Medical Leave Act
4111/4211	Recruitment and Selection
4212.42	Drug and Alcohol Testing for School Bus Drivers & Emergency Training for School Bus Drivers

Students Series **5000**

5112	Age of Attendance
5113	Attendance/Excuses/Dismissal
5113.2	Truancy
5114	Suspension and Expulsion/Due Process
5114.21	Conduct Code for Participation in Extracurricular Activities
5118.1	Homeless Students
5121	Examination/Grading/Rating
5122.3	Assignment of Former Home-Schooled Students to Classes
5123	Grade Level Placement

5124	Reporting to Parents
5125	Records and Confidentiality
5125.11	Health/Medical Records
5131.1	Bus Conduct
5131.6	Alcohol Use, Drugs, Tobacco
5131.7	Weapons and Dangerous Instruments
5131.8	Out of School Misconduct
5131.911	Bullying
5132	Dress & Grooming
5141	Student Health Services
5141.21	Administering Medication
5141.231	Psychotropic Drugs
5141.23/5141.25	Students with Special Health Care Needs
5141.27	First Aid/Emergency Medical Care--AEDs
5141.28	First Aid/Emergency Medical Care--Sudden Cardiac Arrest
5141.3	Health Assessments and Immunizations
5141.4	Reporting of Child Abuse, Neglect & Sexual Assault
5141.5	Suicide Prevention/Intervention
5141.7	Sports—Concussions
5142	Student Safety
5142.2	Safety: Student Dismissal Precautions
5142.41	Armed Security Guard
5144.1	Use of Physical Force
5144.2	Use of Exclusionary Time-out Settings
5144.3	Discipline
5144.4	Discipline & Physical Exercise of Students

5145	Civil & Legal Rights and Responsibilities
5145.11	Police in Schools
5145.14	On-Campus Recruitment
5145.15	Directory Information
5145.122	Search and Seizure – Use of Dogs to Sweep School Property
5145.4	Non-Discrimination
5145.44	Sexual Harassment/Title IX
5145.5	Sexual Harassment
5145.511	Exploitation: Sexual Harassment

Instruction Series **6000**

6114	Emergencies & Disaster Preparedness
6114.1	Fire/Emergency Crisis Response Drills
6114.6	Emergency Closings
6115	Ceremonies & Observations
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Should you have any questions regarding our district policies, please do not hesitate to contact our district offices.

Sincerely yours,

Sean P. McKenna
Superintendent of Schools

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

August 27, 2026

Ms. Meghan Davis
22 Shore Drive
Griswold, CT 06351

Dear Meghan,

Congratulations on being selected as the Griswold Public Schools *Teacher of the Year*. This well-deserved recognition reflects your dedication, professionalism, and the positive impact you have on your students, colleagues, and our school community.

As part of this honor, we are pleased to recognize at our upcoming Board of Education meeting, which is scheduled for Thursday, September 10th, 2026, at 6:00 p.m. The event will be held in the Griswold Middle School Cafeteria.

Thank you for your outstanding commitment to Griswold Public Schools. We look forward to celebrating this special accomplishment with you and recognizing the many contributions you make to our students and school community.

Congratulations once again, and we look forward to seeing you on September 10th, 2026!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: GHS Administration
C. Champlin, GPS Director of Student Services
Personnel File

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

August 27, 2026

Mrs. Misty Perry
173 Middle Road
Preston, CT 06365

Dear Misty,

Congratulations on being selected as the Griswold Public Schools *Paraeducator of the Year*. This well-deserved recognition reflects your dedication, professionalism, and the positive impact you have on your students, colleagues, and our school community.

As part of this honor, we are pleased to recognize you at our upcoming Board of Education meeting, which is scheduled for Thursday, September 10th, 2026, at 6:00 p.m. The event will be held in the Griswold Middle School Cafeteria.

Thank you for your outstanding commitment to Griswold Public Schools. We look forward to celebrating this special accomplishment with you and recognizing the many contributions you make to our students and school community.

Congratulations once again, and we look forward to seeing you on September 10th, 2026!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

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

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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

September 3rd, 2026

Mrs. Elaine Taylor
247 Upper Pattagansett Road
East Lyme, CT 06333

Dear Elaine,

As we prepare for an upcoming Board of Education meeting, we are looking forward to recognizing the contributions of our staff. One of the most important steps in recognition will be to celebrate those individuals who have made a difference in our schools. We would like to take a moment to recognize you as our *Griswold Forward* award recipient for the month of September 2026.

Because you will be an honoree, the Board would like to recognize you on Thursday, September 10th, 2025, at 6 PM in the Griswold Middle School cafeteria. I would like to ask that you confirm your attendance with my executive assistant, Mrs. Robin Drobiak.

We are looking forward to recognizing all of your efforts as a member of the Griswold Public Schools family. Congratulations!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: GHS Administration
BOE Members
Personnel File

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

August 17, 2026

Mrs. Kelly Barile
49 Crary Road
Griswold, CT 06351

Dear Kelly,

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 dated July 17, 2026, and will consider that your official retirement date 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 a Griswold distinguished retiree at an upcoming Griswold Board of Education meeting, which will be held on Thursday, September 8th, 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 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 Griswold Public Schools. We wish you nothing but the best!

Sincerely yours,

Sean P. McKenna,
Superintendent of Schools

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

NEW POLICY

Community Relations

Public Complaints

General Complaint Procedure

The Griswold Board of Education understands that, on occasion, a member of the public will wish to lodge a complaint. Such complaints shall be addressed and resolved as close to their origin of concern as possible.

While members of the community have a right to petition the Board of Education for redress of a grievance, complaints will be referred through the appropriate administrative channels for resolution. Exceptions will be made when the complaint directly concerns Board actions or operations.

The proper channel for complaints related to discipline, instruction, or instructional materials is the teacher. If the complaint is not resolved at that level, it can proceed to the department supervisor, the Principal, the Superintendent, and finally to the full Board.

(cf. 1220 – Citizens' Advisory Committees)
(cf. 1312.3 – Library Material Review and Consideration)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 6144 - Controversial Issues)
(cf. 6161 - Equipment, Books, Materials: Provision/Selection)

Legal Reference: *Keyishian v. Board of Regents* 385 U.S. 589, 603 (1967)

President's Council, District 25 v. Community School Board No. 25 457 F.2d 289 (1972), cert. denied 409 U.S. 998 (1976)

Minarcini v. Strongsville City School District, 541 F. 2d 577 (6th Cir. 1976).

Board of Education, Island Trees Union Free School District No. 26 v. Pico, 457 U.S. 853 (1982).

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81).

Connecticut General Statutes

10-238 Petition for hearing by board of education.

Policy adopted:
rev. 1/24
rev 3/24
rev 6/25

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.

Griswold Public Schools

Public Complaint Form

Instructions: Please complete this form to initiate a formal review of your concern. Per Board Policy, complaints should be resolved as close to the point of origin as possible. Before filling out this form, please ensure you have attempted to resolve the matter with the staff member most directly involved (e.g., the teacher for matters of instruction or discipline).

Section 1: Contact Information

- Full Name: _____
- Address: _____
- Phone Number: _____ Email: _____
- Date of Submission: _____

Section 2: Nature of Complaint

Please indicate the primary area of concern:

- ☐ Instruction / Curriculum
- ☐ Discipline / Student Behavior
- ☐ Instructional Materials
- ☐ Board Operations / Policy
- ☐ Other: _____

Section 3: Details of the Concern

Description: Please provide a concise statement of the facts. Include dates, specific incidents, and names of individuals involved where applicable.

_____

_____

_____

Section 4: Resolution History

To adhere to the "Proper Channels" requirement of Policy 1312, please indicate who you have already spoken with regarding this matter:

1. **Teacher / Staff Member:** ☐ Yes ☐ No Date: _____
2. **Department Supervisor:** ☐ Yes ☐ No Date: _____
3. **Building Principal:** ☐ Yes ☐ No Date: _____

What was the outcome of these previous discussions?

_____

_____

_____

_____

Section 5: Requested Remedy

What specific action or resolution are you seeking?

_____ _____
_____ _____
_____ _____
_____ _____

Administrative Routing (For Office Use Only)

Current Level of Review:

- ☐ Level 1: Teacher/Staff Member
- ☐ Level 2: Department Supervisor/Principal
- ☐ Level 3: Superintendent
- ☐ Level 4: Board of Education (Final Appeal)

Date Received: _____ **Received By:** _____

Important Note on Procedure

Except for complaints directly concerning Board actions, all grievances must follow the chain of command:

Teacher ⇨ **Supervisor/Principal** ⇨ **Superintendent** ⇨ **Board of Education**

Community Relations

Public Complaints

The Board of Education welcomes comments and suggestions for improvement from the citizens whom it serves. Constructive criticism of the schools is welcome whenever it is motivated by sincere desire to improve the quality of the educational program or to allow the schools to do their tasks more effectively. However, the Board has confidence in its professional staff and desires to support their actions in order that they be free from unnecessary, spiteful or negative criticism and complaint. Therefore, whenever a complaint is made directly to the Board as a whole or to a Board member as an individual, it will promptly be referred to the school administration for study and possible solution.

Since individual Board members have no authority to resolve complaints, other than by formal Board action, Board members shall refer persons making complaints about the schools to the most immediate level at which the problems can be resolved and, as may be necessary, through lines of organization to the Superintendent of Schools. The Board expects that the administration will develop a procedure for receiving complaints, including a written notation of the complaints, and that it will take steps to make a proper reply to the complainant.

Anonymous complaints provide no avenue for response or redress of the complaint. Therefore, it is the policy of the Board that such complaints will not be pursued. An unsigned complaint will not be read or acted upon at any meeting of the Board and anonymous telephone complaints will not be brought to the Board by any individual Board member, administrator or other District employee. The administration will not act on any anonymous complaint.

The Board advises the public that the proper channeling of complaints involving instruction, discipline, or learning materials is as follows:

1. Teacher
2. Principal
3. Superintendent
4. Board of Education

Parents should be made aware of the proper channels of communication and appeal. Complaints for which specific resolution procedures are provided shall be directed through those channels. The decision of the Principal regarding a student must include notice to the parents of the next step of appeal. Any appeal from the decision of the Superintendent to the Board shall be in writing and signed.

If the complaint cannot be resolved at the building level, either party is encouraged to bring the matter to the attention of the Superintendent of Schools.

Community Relations

Public Complaints (continued)

If all other remedies have been exhausted and a complaint cannot be satisfactorily resolved, the complaint may be appealed to the Board of Education. No appeal will be heard by the Board and no charges or accusations against an employee will be investigated unless the accusations are reduced to writing, signed by the party making the complaint, and presented to the Board through the Superintendent.

The Board will not consider or act upon complaints that have not been explored at the appropriate level or complaints for which specific resolution procedures have been established that do not include Board review. If the Board decides to hear the complaint, the Board shall make a decision, which shall be sent to all interested parties. The Board's decision is final.

Request for Re-Evaluation of Instructional Materials

The following procedure shall be followed whenever there is a request for the evaluation of instructional material other than textbooks:

1. The Superintendent shall establish an ad hoc review committee broadly representative of:

   A. Teachers competent in the area of the content covered by the material.
   B. Administrators, directors, and supervisors appropriate to the level and/or subject for which material is used.
   C. A media specialist who shall serve on the review committee.

2. Objections to materials and requests for re-evaluation must be presented in writing on the proper form. Request for Re-Evaluation of Materials forms are available in the office of the Superintendent.

3. Initial action on a written request on the proper form shall be taken no later than fifteen school days after receipt of the request.

4. A written report from the review committee shall be submitted to the Superintendent. The Superintendent shall then communicate his or her decision to the person requesting the re-evaluation.

5. Should the decision of the Superintendent not satisfy the person requesting the re-evaluation, the Board of Education may hold a special hearing to review the Superintendent's decision.

6. Once instructional material has been adopted and re-evaluated the material cannot be subject to further review without special approval by the Board of Education. Challenged instructional materials shall remain in use in the schools pending a final decision by the Board of Education.

Community Relations

Public Complaints

Request for Re-Evaluation of Instructional Materials (continued)

Legal Reference: *Keyishian v. Board of Regents* 385 U.S. 589, 603 (1967).

President's Council, District 25 v. Community School Board No. 25 457 F.2d 289 (1972), cert. Denied 409 U.S. 998 (1976).

Minarcini v. Strongsville City School District, 541 F. 2d 577 (6th Cir. 1976).

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81).

Connecticut General Statutes

10-238 Petition for hearing by board of education.

Policy adopted: November 25, 2013 GRISWOLD PUBLIC SCHOOLS
Griswold, Connecticut

GRISWOLD PUBLIC SCHOOLS

PUBLIC COMPLAINTS CONCERNING SCHOOL PERSONNEL

Person(s) to whom complaint(s) are addressed _____

Complainant: Name _____
Address _____
Telephone _____

Complainant represents: _____ himself/herself
_____ (Name of organization)
_____ (Identify other group)

Nature of Complaint: (be specific: dates, time, person(s) involved, etc.)

_____

_____
Signature of Complainant

_____
Date Time

Received by: _____
Superintendent of Schools

Disposition of Complaint: _____

_____
Received by: _____
Complainant

A policy to consider.

Personnel -- Non-Certified

Paraeducators/Title I Paraeducators

All support staff positions in the school system shall be established initially by the Board.

All paraeducators who provide instructional support for students in Title I Schoolwide Programs and Targeted Assistance Programs shall meet the qualifications set forth in federal law and regulations.

Support staff employees, unless otherwise designated by contract, shall be considered "at will" employees who serve at the pleasure of the Board and shall have only those employment rights expressly established by Board policy. Support staff members shall be employed for such time as the district is in need of or desirous of the services of such employees.

Paraeducators

The Board shall employ teacher aides to work under the general supervision of the Superintendent and to assist teachers in such duties as:

1. Managing and maintaining records, materials, and equipment.
2. Attending to the physical needs of children.
3. Performing other limited services to support teaching duties when such duties are determined and directed by a teacher or administrator.
4. Lunchroom duties.

Qualification

In compliance with applicable legal requirements, the Board shall require all paraeducators with instructional duties that are hired in a Title I school program to have a secondary school diploma or its recognized equivalent and to have:

1. Completed at least two years of study at an institution of higher education;
2. Obtained an Associate's or higher degree; or
3. Met a rigorous standard of quality through a formal state or local academic assessment.
4. The district will not hire Title I paraeducators who do not meet these standards.

Exception to these requirements may be made with regard to paraeducators who act as translators or who coordinate parent involvement activities.

The Professional Development and Evaluation Committee shall develop, evaluate, and annually update a comprehensive local professional development plan for paraeducators of the district.

Personnel -- Non-Certified

Paraeducators/Title I Paraeducators

Paraeducators (continued)

The annual program of professional development shall be made available at no cost to the paraeducator. The program must be at least eighteen (18) hours in length, with a preponderance of time spent in a small group or individual instructional setting. The professional development program must (1) be a comprehensive, sustained and intensive approach to improving paraeducator effectiveness in increasing student knowledge achievement; (2) focus on refining and improving various effective instruction methods that are shared between and among paraeducators; (3) foster collective responsibility for improved student performance; and (4) include training in culturally responsive pedagogy and practice. The program must also be comprised of professional learning that (1) is aligned with rigorous state student academic achievement standards; (2) is conducted among paraeducators at the school and facilitated by principals, coaches, mentors, distinguished educators, or other appropriate teachers; (3) occurs frequently on an individual basis or among groups of paraeducators in a job-embedded process of continuous improvement; and (4) includes a repository of best practices for instruction methods developed by paraeducators within each school that is continuously available to such paraeducators for comment and updating. The principles and practices of social-emotional learning and restorative practices must be integrated throughout the components of the program.

The Board shall offer professional development activities to paraeducators as part of a paraeducator's professional development plan. These professional development activities may be made available directly by the Board of Education, through a RESC or cooperative arrangement with another board, or through arrangements with any CSDE-approved professional development provider. The activities must be consistent with any goals identified by the paraeducator and Board.

Paraeducators are employed so that the certified staff may direct their energies to the students' education. The Principal and the supervising teacher are jointly responsible for making final decisions related to the duties and responsibilities to be assigned to a paraeducator.

In each case, the Board shall approve a statement of job requirements as presented by the Superintendent. This shall be in the form of a job description setting forth the qualifications for the job, a detailed list of performance responsibilities and any required physical capabilities.

Only the Board may eliminate a position that it has created.

Title I Paraeducators

A Title I paraeducator is an individual who provides instructional support for students in a Title I Schoolwide or Targeted Assistance Program, supported with Title I, Part A funds.

Personnel -- Non-Certified

Paraeducators/Title I Paraeducators

Title I Paraeducators (continued)

Title I paraeducators may perform the following instructional support duties:

- One-on-one tutoring for eligible students if the tutoring is scheduled at a time when the student would not ordinarily be receiving instruction from the regular teacher
- Assist in classroom management
- Conduct parent involvement activities
- Assist in computer instruction
- Provide instructional support in a library or media center
- Act as a translator
- Provide instructional support services under the direct supervision of qualified teachers

Title I paraeducators may assume limited non-instructional duties, even if they benefit non-Title I students, in the same proportion to their total work time as non-Title I paraeducators.

Title I paraeducators do not include individuals who have only non-instructional duties such as providing technical support for computers, providing personal care services or performing clerical duties.

Qualifications

Title I paraeducators must have earned a secondary school diploma or demonstrated through a formal local academic assessment the knowledge of and ability to assist in instructing, as appropriate:

a. Reading/language arts, writing and mathematics; or
b. Reading readiness, writing readiness, and mathematics readiness.

Requirement Specific to Paraeducators Providing Special Education or Related Services

Parents of children receiving special education services are required to be notified of their right to have the paraeducator assigned to their child to attend and participate in all portions of the PPT at which an educational program for the child is developed, reviewed, or revised. If the parent, guardian, student, or surrogate parent makes such a request, the Board shall provide the following:

1. Adequate notice of the PPT meeting to the paraeducator, allowing the paraeducator adequate time to prepare.
2. Training, upon request of the paraeducator, on the role of the paraeducator at the meeting.

Personnel -- Non-Certified

Paraeducators/Title I Paraeducators

Requirement Specific to Paraeducators Providing Special Education or Related Services (continued)

Following the PPT meeting, the paraeducator who is providing special education or related services to the student shall be permitted to view the child's educational program in order to provide services to the student in accordance with the educational program.

Any paraeducator providing special education or related services to a student is required to review the student's IEP with a supervisor as needed.

Notice to Parents

An annual written notice shall be provided to parents of students enrolled in a Title I Schoolwide or Targeted Assistance Program telling them they may request information about any paraeducators who provide instructional support for their child. The notice may be combined with a notice regarding Title I teacher qualifications.

NOTE: *The requirements outlined in this policy apply to all paraeducators who work in a school that qualifies as a Title I Schoolwide Program, whether or not their salaries are paid with Title I funds. For Targeted Assistance Programs, only those paraeducators who provide instructional support to students in the Title I Program are subject to the requirements.*

Legal Reference:

42 U.S.C. 653(a) Personal Responsibilities and Work Opportunity Reconciliation Act

15 U.S.C. et. seq., Fair Credit Reporting Act

Section 1111(g)(2)(M), ESEA

20 C.F.R. 200.59 Federal Regulations

Public Act 23-159, Section 12

Public Act 24-41, An Act Concerning Educator Certification, Teachers, Paraeducators and Mandated Reporter Requirements, Sections 20-38

An optional policy on this topic.

Students

Homeless Students

Children in Foster Care

The Board of Education (Board) recognizes that children and youth in foster care represent one of the most vulnerable student subgroups in this country. The Board recognizes the importance of collaboration and joint decision-making between child welfare agencies and educational agencies to meet the needs of this group. Further, the Board shares the belief that the educational stability of children in foster care is a joint responsibility of educational and child welfare agencies. In order to successfully implement the provisions of the ESSA pertaining to children and youth in foster care, these entities need to collaborate continuously in order to meet the ESSA Title I educational stability provisions, effective December 10, 2016.

The new requirement under Title I of the ESSA highlights the need to provide educational stability for children in foster care in order to limit educational disruption to ensure that children who move in foster care remain in their schools of origin unless it is determined to be in their best interest to change schools. If such change is made, the child must be enrolled in his/her new schools without delay.

Definitions

1. **Foster care** means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and preadoptive homes.

2. **School of origin** is the school in which a child is enrolled at the time of placement in foster care. An SEA and its local districts must ensure that a child in foster care enrolls or remains in his or her school of origin unless a determination is made that it is not in the child's best interest. (ESEA section 1111(g)(1)(E)(i)). If a child's foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the placement change.

3. **Immediate enrollment** means that a child in foster care should be enrolled in a new school as soon as possible in order to prevent educational discontinuity. In addition, enrollment must not be denied or delayed for any population of students (e.g., justice-involved youth in foster care, students with disabilities receiving special education and related services, or ELs receiving language services) because documents normally required for enrollment have not been provided. (ESSA section 1111(g)(1)(E)).

Students

Homeless Students

Children in Foster Care

Definitions (continued)

The enrolling school must immediately contact a child's school of origin to obtain the relevant records and documentation (ESSA section 1111(g)(1)(E)(iii)), and the school of origin should immediately transfer those records. In addition to ensuring immediate enrollment, local districts should also ensure that children in foster care are regularly attending and fully participating in school and that their educational needs are being met. The District shall take affirmative steps, as deemed necessary, to revise policies that are barriers to enrollment and attendance for children in foster care.

The Board recognizes that the State Department of Education must ensure that the District implements the Title I educational stability requirements for children in foster care, including ensuring that:

- A child in foster care remains in his or her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest;
- If it is not in the child's best interest to stay in his or her school of origin, the child is immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment; and
- That the new (enrolling) school immediately contacts the school of origin to obtain relevant academic and other records. (ESEA section 1111(g)(1)(E)(i)-(iii)).

The District will collaborate with State and tribal child welfare agencies to implement the Title I educational stability provisions. (ESEA section 1111(c)(5)). The district is prepared to work closely with child welfare agency counterparts to tailor processes and procedures to the unique local context. This includes determining with the State or local child welfare agency what documentation or records should be shared, establish criteria to be used in any decision-making process, and identify a structure, such as regularly scheduled meetings, in which relevant individuals can participate in a particular process.

Note: A child welfare agency administering plans under Title IV-E and IV-B of the Social Security Act is required to include a plan for ensuring the educational stability of a child in foster care in the child's case plan (the educational stability plan). This plan must include: 1) an assurance that each placement of the child in foster care takes into account the appropriateness of the current educational setting and the proximity to the school in which the child was enrolled at the time of placement; and 2) an assurance that the child welfare agency has coordinated with the LEA(s) to ensure the child can remain in that school, or if remaining in that school is not in the child's best interest, an assurance that the child will be enrolled immediately in a new school and that the new school obtains relevant academic and other records. These assurances relate to the circumstances at the time of the child's initial placement into foster care, as well as each time a child moves to a different foster care placement. (See Section 475(1)(G) of the Social Security Act.)

Students

Homeless Students

Children in Foster Care (continued)

The District, offering a public preschool education, will also meet the Title I requirements for children in foster care in preschool, including ensuring that a child in foster care remains in his or her preschool of origin, unless a determination is made that it is not in the child's best interest. (ESSA section 1111(g)(1)(E)).

Special Education Foster Children

The IDEA requires that the educational placement of each eligible child with a disability, including children with disabilities in foster care, be determined at least annually, and be based on the child's IEP in accordance with the child's individual needs. Unless the child's IEP requires some other arrangement, the child is educated in the school that he or she would attend if not disabled.

English Learners Foster Children

Children in foster care who are also English learners (ELs); students identified as having limited English proficiency in speaking, listening, reading, or writing English, identified through District procedures requires ensure that all EL students, including EL students in foster care, can participate meaningfully and equally in educational programs.

Child's Best Interest Determination

Whenever a child is placed or receives a new foster care placement, the Department of Children and Families (DCF) in collaboration with the child's school district and key caregivers in the child's life, will take into consideration all factors relating to a child's best interest. These factors include the appropriateness of the current educational setting and proximity of placement. (ESEA section 1111(g)(1)(E)(i)).

Note: SEAs, LEAs, and child welfare agencies have flexibility in determining which factors should be considered as part of evaluating the appropriateness of the current educational setting, as well as any additional factors that pertain to a child's best interest. Though the specific factors may vary depending on context, in order to make a holistic and well-informed determination, a variety of student-centered factors should be considered. These factors may include:

Students

Homeless Students

Children in Foster Care

Child's Best Interest Determination (continued)

When making the determination of the child's best interest, all factors relating to the child's best interest, will be considered, including, but not limited to:

- Student's age and grade level;
- Time of academic year and academic performance;
- Preferences of the child, when age appropriate;
- Preferences of the child's parent(s) or education decision maker(s);
- The child's attachment to the school, including meaningful relationships with staff and peers;
- Placement of the child's sibling(s);
- Anticipated length of time in placement and whether reunification is the family goal;
- Mental and medical health of the child and the influence of the school climate on the child, including safety;
- The appropriateness of the current education setting, including the availability and quality of the services in the school to meet the child's educational and socioemotional needs;
- Current educational goals, including individualized education program (IEP) goals and objectives for a student with an IEP;
- History of school transfers and how they have impacted the child;
- How the length of the commute would impact the child, based on the child's developmental stage; (Proximity and travel time to the school that the child is enrolled in at the time of placement.)
- Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and
- Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

While there is a presumption under C.G.S. 17a-16a that remaining in the school of origin is in a child's best interests, an individualized best interests analysis is required in every case.

Transportation costs should not be considered when determining a child's best interest.

Note: Although Title I does not prescribe a specific timeline for making a best interest determination, the District should make this determination as quickly as possible in order to prevent educational discontinuity for the child. To the extent feasible and appropriate, the District must ensure that a child remains in his or her school of origin while this determination is being made.

Students

Homeless Students

Children in Foster Care (continued)

Point of Contact Designation

The District designates the Griswold Director of Student Services or his/her desginee for Homeless Students (or a different individual) (even if the child welfare agency has not yet notified them in writing of their corresponding point of contact person). The contact information for these individuals should be made public so that child welfare agencies can easily reach them.

Some of the roles and responsibilities of the District Liaison for Homeless Students, subject to State guidelines, include:

- Coordinating with the corresponding child welfare agency Point of Contact (POC) on ensuring educational stability for children in foster care;
- Ensuring smooth implementation of the ESSA educational stability provisions;
- Leading the development of a process for making the best interest determination and coordinating the best interest determination process among DCF, the child, the child's school, parents, foster parents, child's attorney or other placement providers;
- Documenting the best interest determination for each child;
- Facilitating the immediate transfer of records and immediate enrollment in cases where a child does not remain in a school of origin;
- Facilitating data sharing with DCF, consistent with FERPA and other privacy protocols;
- Developing and coordinating local transportation procedures, collaborating with DCF;
- Managing best interest determinations and transportation costs disputes;
- Providing to DCF the name and contact information of the child's current transportation provider, the current District cost of transportation to and from the child's former placement and the school of origin and the estimated cost of transportation to and from the child's new placement and the school of origin;
- Ensuring that children in foster care are enrolled in and regularly attending school; and
- Providing professional development and training to school staff on the Title I provisions and educational needs of children in foster care, as needed.

The federal guidelines indicate that States should issue State-specific guidance that details the roles and responsibilities of the local POC.

Students

Homeless Students

Children in Foster Care (continued)

Transportation

The District will collaborate as required with DCF to develop and implement clear written procedures governing how transportation to maintain children in foster care in their schools of origin, when in their best interest, will be provided, arranged, and funded for the duration of the child's time in foster care. These procedures must ensure that:

- Children in foster care needing transportation to their schools of origin will promptly receive that transportation in a cost effective manner under a transportation plan jointly developed by DCF and the District and in accordance with section 475(4)(A) of the Social Security Act; and
- If there are additional costs incurred in providing transportation to the school of origin, the LEA will provide such transportation if (1) the local child welfare agency agrees to reimburse the LEA for the cost of such transportation; (2) the LEA agrees to pay for the cost; or (3) the LEA and local child welfare agency agree to share the cost. (ESEA 1112(c)(5)(B)).

The District will ensure that a child in foster care needing transportation to the school of origin receives such transportation for the duration of the time the child is in foster care. (ESEA section 1112(c)(5)(B)). When a child exits foster care, the District should continue to prioritize the child's educational stability, consider each child's best interest on a case-by-case basis, and, when possible, make every effort to continue to ensure transportation is provided through the end of the school year, if needed, when remaining in the school of origin would be in the child's best interest.

A cost effective plan based on the District and DCF working together shall be established to determine whether transportation can be provided for minimal or no additional costs. Examples of no-cost or low-cost options for transportation that local school districts and local child welfare agencies could explore include whether:

- The child may be dropped off at a school bus stop near the existing transportation system for the school of origin;
- Public transportation options exist, if the child is of an appropriate age and has or is able to acquire the skills to utilize such options;
- The foster parents or other family member(s) are willing and able to transport the child to school;
- There are pre-existing bus routes or stops close to the new foster care placement that cross district boundaries, such as bus routes for magnet schools and transportation for homeless students as required by the McKinney-Vento Act; and
- The child is already eligible for transportation covered by other programs. For example, IDEA funds may be used to pay for transportation services if the child's IEP Team determines transportation is a related service that is required in order for a child with disabilities in foster care to receive FAPE.

Students

Homeless Students

Children in Foster Care

(cf. 5118.1 - Homeless Students)
(cf. 5141.3 - Student Health Assessments and Immunizations)
(cf. 5141.4 - Child Abuse and Neglect)

Legal Reference: Connecticut General Statutes
10-253(e) School privileges for children in certain placements, non-resident children and children in temporary shelters.
17a-16a School placement for children in out-of-home care. Nexus school districts.
17a-101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surrounding without court order.
17a-103 Reports by others.
17a-106 Cooperation in relation to prevention, identification and treatment of child abuse and neglect.
46b-120 Definitions.
"Guidance on the Implementation of Every Student Succeeds Act Provisions Re: Foster Children – June 5, 2017" promulgated by Connecticut State Department of Education
McKinney-Vento Homeless Assistance Act, (PL 107-110-Sec 1032) 42 U.S.C. §11431-11435, as amended by the ESSA, P.L. 114-95.
Federal Register: McKinney-Vento Education for Homeless Children and Youths Program, Vol. 81, No. 52, 3/17/2016.
Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g.)
Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. Implementing FERPA enacted as part of 438 of General Educ. Provisions Act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96, and Final Rule 34 CFR Part 99, December 9, 2008, December 2, 2011.
ESSA, Part A (Title I)
Uninterrupted Scholars Act
Social Security Act

Policy adopted:
cps 6/17

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.

STUDENT IN FOSTER CARE EDUCATIONAL BEST-INTEREST FACTORS

This form provides information that will help the Department of Children and Families (DCF) to determine whether it is in a student in foster care's best interest to remain in the school of origin when there is an initial placement in foster care or a change in placement and to evaluate what is best for the student academically. A student in foster care may remain at his or her school of origin unless a determination is made that it is not in the child's best interest. "School of origin" is defined as the school that the student is attending at the time of the student's placement in foster care or of a change in placement.

This form should be completed by a representative from the student's school of origin who is knowledgeable about the student and is able to provide feedback on how changing schools would impact the student's academic, social, and emotional well-being; significant relationships that the student may have formed with staff and peers; and other factors. This person could be the student's teacher, counselor, coach, the foster care liaison, or other meaningful person in the student's life.

This completed form should be provided to the District foster care liaison, who will share the form with the student's education decision-maker and caseworker.

Student's name: _____ Student's grade level: _____

Student's school of origin: _____

Name and title of person completing form: _____

Relationship to student: _____

Has the student expressed any preferences regarding which school the student will attend? Please provide details.

_____

Has the student expressed any feelings about safety or other relevant aspects regarding the environment at the school of origin? Please provide details.

_____

How is the student performing academically?

_____

Does the student participate in any specialized instruction, such as a gifted and talented, ELL, or career and technical program? Please describe.

_____

_____

In your opinion, will remaining in the school of origin positively impact the student's academic performance? Please explain.

Describe any meaningful relationships the student has formed with District staff at the school of origin.

Describe any meaningful relationships the student has formed with other District students at the school of origin.

Describe the student's participation in any extracurricular or after-school activities.

Describe any other ties the student has to the school of origin.

In your opinion, will remaining in the school of origin positively impact the student's social, emotional, or behavioral well-being? Please explain.

Signature: _____

Date: _____

INDIVIDUAL TRANSPORTATION PLAN TEMPLATE FOR STUDENT IN FOSTER CARE

For additional guidance, see the U.S. Department of Education and Health and Human Services' Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care.

Based on the determination that it is in the student's best interest to remain in the school of origin, this plan addresses how transportation to the school of origin will be provided, arranged, and funded. The goal of this plan is to allow the student to remain in the school of origin without interruption.

In developing this transportation plan, participants evaluated student safety, cost effectiveness, reliability, and time and distance of the commute. Efforts were made to avoid or mitigate any additional costs.

Student Information:

Student's name:_____ Student's grade level:_____

Student's foster parent or caregiver:_____

Student's school of origin:_____

Address at which student is currently living:_____

School that the student would attend based on current address:_____

Participants in Plan Development:

The following District personnel were involved in the development of this plan: (List the name and position as appropriate.)

☐ District foster care liaison
Name:_____

☐ Title I Director
Name:_____

☐ Transportation director
Name:_____

☐ McKinney-Vento homeless liaison
Name:_____

☐ Special education director
Name:_____

☐ Principal at school of origin
Name:_____
_____

☐ Principal at school student would otherwise attend
Name:_____
_____

☐ Other: (List other relevant federal programs staff, personnel from assigned school if not within District boundaries, and the like.)_____
_____

The following representatives of DCF were involved in the development of this plan: (List names and positions as appropriate.)

☐ Education decision-maker
Name:_____
_____

☐ Caseworker
Name:_____
_____

☐ Foster parent or caregiver, if different from the educational decision-maker
Name:_____
_____

☐ Court-appointed special advocate (CASA) liaison
Name:_____
_____

☐ Other
Name:_____
_____

Additional Costs of Transportation:

Note: (Additional costs reflect the difference between what the District would spend to transport a student to the assigned school and the cost of transporting a student in foster care to his or her school of origin. In accordance with the federal Non-Regulatory Guidance, if the District is able to provide transportation through an established bus route, there are no additional costs. If the District will reroute buses or provide transportation through a private vehicle or transportation company, the District may consider as additional costs the cost of rerouting buses or the difference between the special transportation costs and the usual transportation costs.)

As a comparison for determining whether additional costs will be incurred in transporting the student to the school of origin, the cost of transporting the student to the school that the student would otherwise attend is estimated to be: _____

The cost estimate of providing transportation under this plan, including administrative costs such as additional staff time to coordinate the transportation, is estimated to be:_____

_____

Thus, the cost of providing daily transportation for the student to the school of origin under this plan (does/does not) require additional costs. These additional costs will be funded in the following manner: (Describe how the additional costs will be funded.)

Transportation: (For each situation below, describe details of the transportation method. Identify which individuals are responsible for each segment of the commute, including whether an adult will be needed to accompany younger students on any segments; sign-off procedures to ensure that the student successfully complete each segment, and the like.)

Until the daily transportation method can be fully implemented, immediate transportation to the school of origin will be provided in the following manner:

_____

_____

Daily transportation to the school of origin will be provided in the following manner:

_____

_____

_____

_____

If it is known in advance that the daily transportation method will not be available, transportation will be provided in the following manner:

_____

_____

_____

Should the daily transportation method not be available based on an unanticipated event, the following action steps will be initiated to ensure the student is able to get to school on time: (Describe the steps that should be taken, by whom, and by what time.)

_____

_____

_____

The student participates in after-school activities on the following days that require adjustments to the daily transportation method: (Describe the days and times of after-school activities.)

_____

_____

_____

_____

Transportation on these days will be provided in the following manner:

_____

_____

_____

Review and Termination:

This plan will be reviewed when any circumstances have changed that affect implementation of the plan and at the beginning of each semester.

Upon the student's exit from foster care, the _____ (Identify the title and name of the responsible DCF staff) will notify the District foster care liaison so that this transportation plan may be reviewed.

Foster care liaison's signature:

_____ Date:_____

Superintendent's signature: (Or signature of other District official who has authority to approve any additional expenditures required by this plan.)

_____ Date:_____

DCF education decision-maker's signature:

_____ Date:_____

Foster parent or caregiver's signature: (If different from the educational decision-maker.)

_____ Date:_____

Students

Reporting to Parents

District/School Report Cards

To provide pertinent information regarding the academic performance of the district and its schools, the Board shall annually develop and publicly disseminate a district report card and report cards for the individual schools, the Profile and Performance Report, in accordance with federal and state laws and regulations.

The Board, at its discretion, may include additional information not required by law on the district's Profile and Performance Report.

District Report Cards

District report cards and the Profile and Performance Report shall contain the following information:

1. Aggregate data on student achievement on state academic assessments in reading/language arts, mathematics, and science and disaggregated data reflecting race, ethnicity, gender, disability, migrant status, English proficiency and status as economically disadvantaged, via the District Performance Index (DPI).
2. Comparison of above student groups regarding achievement levels on state assessments.
3. Information on district data pertaining to percent of students in grades 4 and 8, who tested at each NAEP achievement level (below basic, basic, proficient and advanced) disaggregated by major racial and ethnic groups, students with disabilities, English learners and economically disadvantaged students on the National Assessment of Educational Progress (NAEP).
4. District Performance Index trend data in achievement disaggregated reflecting race, English Learners, status as economically disadvantaged, disabled, high needs and district total.
5. Extent of use of alternate assessments for students with the most significant cognitive disabilities. (number and percentage of students, by grade and subject)
6. Number and percentage of recently arrived English learners exempted from one administration of the reading/language arts assessments or whose results are excluded from certain state accountability system indicators.
7. Percentage of students in grades 4, 6, 8, 10 meeting or exceeding the "Health Fitness Zone Standard" on the Connecticut Physical Fitness Assessment (CPFA); also compared to state results.
8. Graduation rates for secondary schools, disaggregated by student groups, tabulated as a four year cohort and also as an extended six year cohort graduation rate.

Students

Reporting to Parents

District Report Cards (continued)

9. Information on district's performance and the number, percentage and names of schools identified for improvement, including how long they have been so identified.
10. Progress toward state-designed long term goals for academic achievement, graduation rates and English learners achieving English language proficiency disaggregated by major racial and ethnic groups, disabilities, English learners, and economically disadvantaged students.
11. Enrollment data, as of October 1, disaggregated by gender, race, ethnicity, English proficiency, disabilities and status as economically disadvantaged.
12. Number and percentage of students enrolled in preschool, disaggregated by major racial and ethnic groups, disabilities, English learners and gender.
13. Attendance and discipline data, in the categories of chronic absenteeism (excused and unexcused) and suspensions/expulsions disaggregated by gender, race, ethnicity, English proficiency, disabilities and status as economically disadvantaged. (in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, incidents of violence) Percentage of students assessed and not assessed on state academic assessments, (participation rates) (Disaggregated by all, racial and ethnic groups, children with disabilities, English learners, economically disadvantaged, gender, and migrant status)
14. Participation rates for students with disabilities and for English learners on the NAEP.
15. Data pertaining to percentage of 9th graders earning at least five full-year credits in the year and no more than one failing grade in English, Mathematics, Science or Social Studies.
16. Percentage of students in grades 9 through 12 participating in at least one dance, theater, music or visual arts course in the school year.
17. Comparison of district students' achievements on state assessments to students in the state as a whole.
18. Data on educator qualifications, disaggregated by high and low poverty schools; the number and percentage of:
    a. inexperienced teachers, principals, and other school leaders;
    b. teachers teaching with emergency and provisional credentials;
    c. teachers who are not teaching in the subject field for which the teacher is certified or licensed.

    (Note: SEA required to define "inexperienced")
19. Classroom teacher attendance citing average number of days absent due to illness or personal time within district and compared to state average.

Students

Reporting to Parents

District Report Cards (continued)

20. Data pertaining to staff, including full-time equivalent count of teachers, instructors and paraprofessionals in general education and special education; administrators, coordinators and department chairs at the central office level and school level; library staff; instructional specialist who support teachers; counselors, social workers and psychologists; school nurses; and other staff providing support and non-instructional services.

21. Information about efforts to reduce racial, ethnic and economic isolation.

22. Special education data including identification rates by primary disability, achievement data, and number of students placed out-of-district in public schools in other districts or private schools or other settings.

23. Information about school district improvement plans and parental outreach activities.

24. Information about the equitable allocation of resource among district schools.

25. Number and percentage of students enrolled in accelerated course work (e.g., AP, IB) disaggregated by major racial and ethnic groups, disabilities, English learners and gender.

26. Data pertaining to college entrance and persistence by District and disaggregated by gender, race, English proficiency, status as economically disadvantaged.

27. Data pertaining to overall expenditures, special education expenditures and percent of expenditures by source.

28. Data pertaining to per-pupil expenditures (actual personnel and actual non-personnel) for the District and for each school, disaggregated by the source of funds (Federal, State and local), including, but not limited to, expenditures for administration, instruction, instructional support, student support services, pupil transportation services, operations and maintenance of plant, fixed charges, preschool, net expenditures to cover deficits for food services and student body activities, and any additional current expenditure categories designated by the State Department of Education, which may not include community services, capital outlay or debt service.

    Data pertaining to percentage of students in grades 11 and 12 achieving benchmark scores on at least one of the following: Smarter Balanced 11th or SAT, or ACT or AP or IB.

29. Data pertaining to students in grades 11 and 12 participating in at least one of the following during high school – two courses in AP/IB dual enrollment, or two courses in one of seventeen CTE (Career Technical Education) categories or two workplace "courses" in any area.

30. Data pertaining to students with disabilities who spend 79.1 to 100 percent of time with non-disabled peers.

31. Statistics from Connecticut's "Next Generation Accountability System" which is based on a broad set of 12 indicators. (Accountability Index)

Students

Reporting to Parents (continued)

School Report Cards

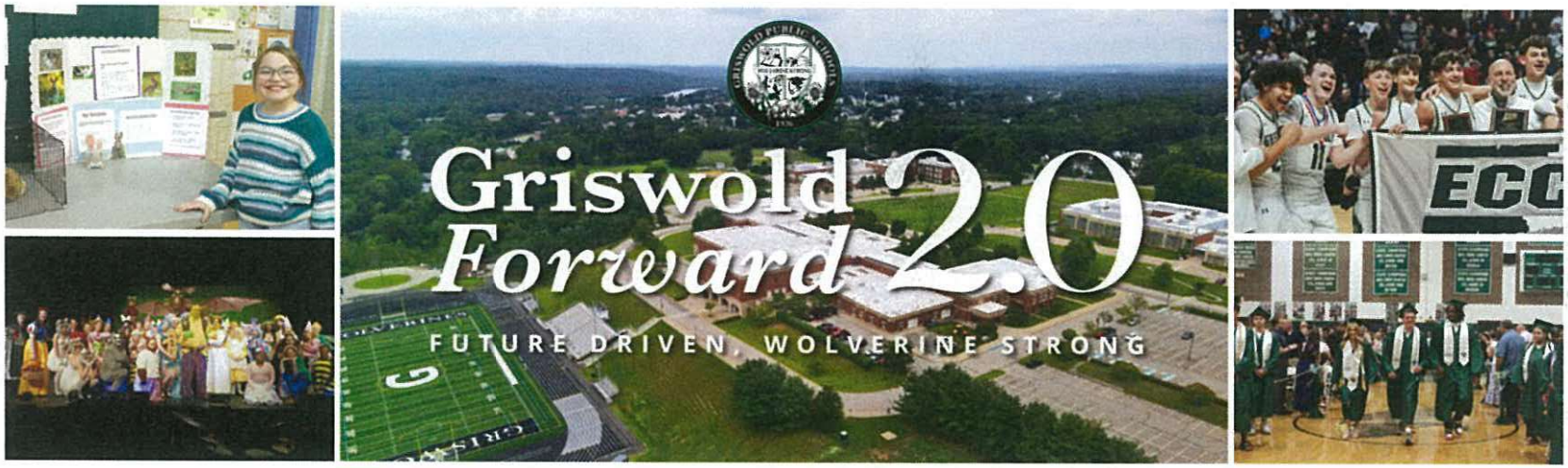
School report cards shall contain the following information:

1. Same information contained on the district report card.
2. Whether the school has been identified for improvement.
   - Amount of school improvement funds received
   - Types of strategies implemented by the school
3. Information that compares the school's students' achievement on state assessments to students in the district and the state as a whole.

The Superintendent or designee shall be responsible to ensure:

1. Required information is annually updated and posted.
2. District report card and school report cards are provided to parents in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.
3. District and school report cards are made available to the public through posting on the Internet, distribution to the media, and distribution to public agencies.
4. Public access is provided to the state report card and the school profile maintained by the state.

Legal Reference: Connecticut General Statutes
10-220(c) Duties of boards of education
PA 06-167 An Act Concerning Parental Involvement Reporting in School Profiles)



Griswold Board of Education Meeting
Building Goals
September 10, 2026

Griswold *Forward 2.0*

Griswold Elementary School

Goals for 2026-2027

Griswold *Forward 2.0*

Griswold Elementary School

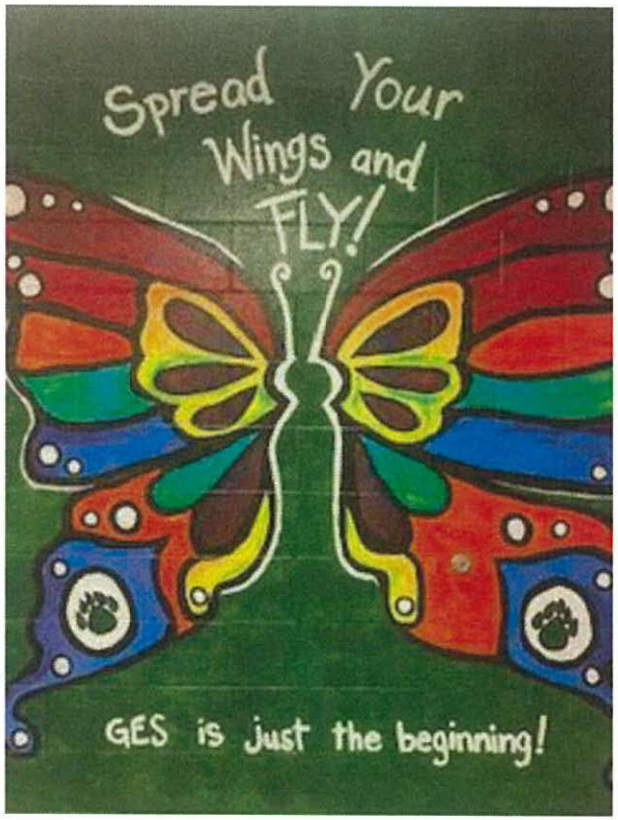
1. Elevating Student Success and Growth to Navigate the Future

By the end of the 2026-2027 school year, students at Griswold Elementary School will demonstrate a 15% growth in reading and literacy skills as measured by the aimsweb plus reading and early literacy assessment.

By the end of the 2026-2027 school year, students at Griswold Elementary School will demonstrate a 15% growth in mathematics as measured by the aimsweb plus mathematics assessment.

Griswold Elementary School students will engage in at least 30-60 minutes of weekly authentic learning experiences, hands-on projects, interdisciplinary work, and/or community-connected assignments, as measured by a collection of artifacts, instructional walkthroughs and assessment data.

Griswold Elementary School



2. Centering student interests to Empower Well-Being and Individual Pursuits

Griswold Elementary School will reduce chronic absenteeism and increase positive daily attendance, compared to the previous year, by strengthening students' sense of belonging and social-emotional well-being as measured by monthly attendance tracking.

Griswold Elementary School will increase the use of positive feedback to students, with a goal of 5 Praise Comments to 1 Correction Comment across classrooms and common learning areas.

Griswold Elementary School will consistently teach, model, and reinforce our expected character traits of respect, caring, inclusiveness, integrity, responsibility, and courage throughout the school day.

Griswold Elementary School

3. Teaching that Strengthens Engagement and Connections for Every Student

By June 2027, Griswold Elementary School teachers will consistently design and facilitate rigorous, student-centered learning experiences that engage students in meaningful cognitive work through inquiry, problem-solving, collaboration, and evidence-based reasoning as measured by weekly drop-in data.

By June 2027, students will regularly analyze, create, evaluate, and apply their learning to authentic tasks while explaining and defending their thinking. Success will be measured through classroom walkthrough data demonstrating increased use of higher-order questioning, student discourse, authentic performance tasks, evidence of student reasoning, and classroom observations aligned to the district's instructional framework.

Griswold Elementary School

4. Optimize Resources and Partnering with the Griswold Community for Student Success

By June 2027, Griswold Elementary School will expand meaningful partnerships with families, local organizations, and community agencies to support student learning and well-being by increasing opportunities for engagement, communication, and shared responsibility for student success.

By June 2027, Griswold Elementary School will strategically leverage community resources, volunteers, and partnerships to increase student access to academic, social-emotional, enrichment, and attendance supports while promoting equitable opportunities for all learners.

Griswold Middle School

Goals for 2026-2027

Griswold *Forward 2.0*

Griswold Middle School

Goal 1: Elevating student success and growth to navigate the future (Academic)

By the end of the 2026–2027 school year, Griswold Middle School will increase the percentage of students meeting or exceeding proficiency on the SBAC Reading assessment by 5 percentage points. This will be accomplished through the implementation of evidence-based literacy instruction, targeted interventions, and ongoing progress monitoring.

By the end of the 2026–2027 school year, Griswold Middle School will increase the percentage of students meeting or exceeding proficiency on the SBAC Math assessment by 10 percentage points. This will be accomplished through the implementation of evidence-based mathematics instruction, targeted interventions, and ongoing progress monitoring.

Students at Griswold Middle School will have increased authentic learning experiences including, but not limited to, hands-on projects, interdisciplinary work, and community-connected assignments with real world application as measured by walk-through data and student work samples.

Griswold Middle School

Goal 2: Centering Student Interests to Empower Well-Being and Individual Pursuits (Well-Being)

Griswold Middle School will reduce chronic absenteeism by strengthening student sense of belonging within the school community as measured by monthly attendance tracking. This will be accomplished through our CREW Program and the implementation of Second Step, MTSS support systems that address individual needs, the consistent implementation of welcoming classroom practices, and frequent community celebrations that honor students as essential, actively-participating members of our school culture.

Griswold Middle School will reduce the total number of suspensions for the school year by proactively reinforcing school-wide building expectations and protocols, strengthening student sense of belonging within the school community, and increasing the use of restorative, reflective, and/or instructional behavior responses. This will be accomplished through our CREW Program and the implementation of Second Step, MTSS support systems that address individual needs, the consistent implementation of welcoming classroom practices, and frequent community celebrations that honor students as essential, actively-participating members of our school culture.

Griswold Middle School will continue to implement positive greetings at the door and behavior specific praise across all grade levels and classrooms.

Griswold Middle School

Goal 3: Teaching that Strengthens Engagement and Connections for Every Student (Engagement & Connections)

By the end of the 2026–2027 school year, Griswold Middle School teachers will intentionally design and facilitate learning experiences that challenge students to analyze, create, evaluate, problem-solve, and construct their own understanding through meaningful, authentic tasks. Instructional walkthroughs will show increased evidence of students engaging in higher-order thinking, explaining and justifying their reasoning, and applying their learning to new and relevant situations.

By the end of the 2026–2027 school year, Griswold Middle School teachers will intentionally structure learning experiences that increase student-to-student academic talk, providing opportunities for students to explain and defend their thinking, ask and respond to questions, use evidence, and build upon one another's ideas. Instructional walkthroughs will show increased evidence of students leading academic conversations and taking greater ownership of classroom discourse and learning.

Griswold Middle School

Goal 4: Optimizing resources and partnering with the Griswold community for student success (Resources & Community)

By the end of the 2026–2027 school year, Griswold Middle School will expand and strengthen partnerships with local community organizations to provide meaningful experiences for students and enhance learning. GMS will continue to build relationships with partners such as the Senior Center, Griswold PRIDE, and Griswold Youth and Family while developing new partnerships that connect students with the larger community and provide opportunities to learn, contribute, and grow.

By the end of the 2026–2027 school year, Griswold Middle School will strengthen partnerships with families by working closely with the PTO and increasing opportunities for parents and family members to volunteer and support students and school activities. GMS will continue to build strong, positive relationships with families that support student success and strengthen our school community.

Griswold High School

Goals for 2026-2027

Griswold *Forward 2.0*

2026-2027 GHS Goals

Goal 1: Elevating student success and growth to navigate the future (Academic)

Reading Achievement:
By year's end, students' average PSAT-to-SAT ERW scores will increase by 60–90 points through targeted interventions and data-driven instruction.

- PSAT 9 - baseline
- PSAT 9 → PSAT 10: 20-30 points
- PSAT 10 → PSAT 11: 20-30 points
- PSAT 11 → SAT: 20-30 points

Math Achievement:
By year's end, students' average PSAT-to-SAT math scores will increase by 60–90 points using similar targeted strategies.

- PSAT 9 - baseline
- PSAT 9 → PSAT 10: 20-30 points
- PSAT 10 → PSAT 11: 20-30 points
- PSAT 11 → SAT: 20-30 points

Griswold High School will implement a comprehensive data culture where PLCs analyze standardized assessment data, common & formative assessment results to drive instruction and support student growth. Progress will be measured through PLC documentation, data-driven instructional adjustments, and evidence of targeted student support.

2026-2027 GHS Goals

Goal 2: Centering Student Interests to Empower Well-Being and Individual Pursuits (Well-Being)

By year's end, Griswold High School will emphasize student belonging with a specific focus on positive classroom environments utilizing the welcoming practices checklists both individually and within PLCs.

Griswold High School will see the following reduction in discipline referrals within cohorts, as a result of targeted efforts to increase students sense of belonging:

9th - Baseline

9th- 10th will be reduced by 10%

10th - 11th will be reduced by 15%

11th - 12th will be reduced by 15%

Griswold High School will see the following reduction in chronic absenteeism within cohorts, as a result of targeted efforts to increase the students sense of belonging:

9th - Baseline

9th- 10th will be reduced by 10%

10th - 11th will be reduced by 5%

11th - 12th will be reduced by 5%

2026-2027 GHS Goals

Goal 3: Teaching that Strengthens Engagement and Connections for Every Student

(Engagement & Connections)

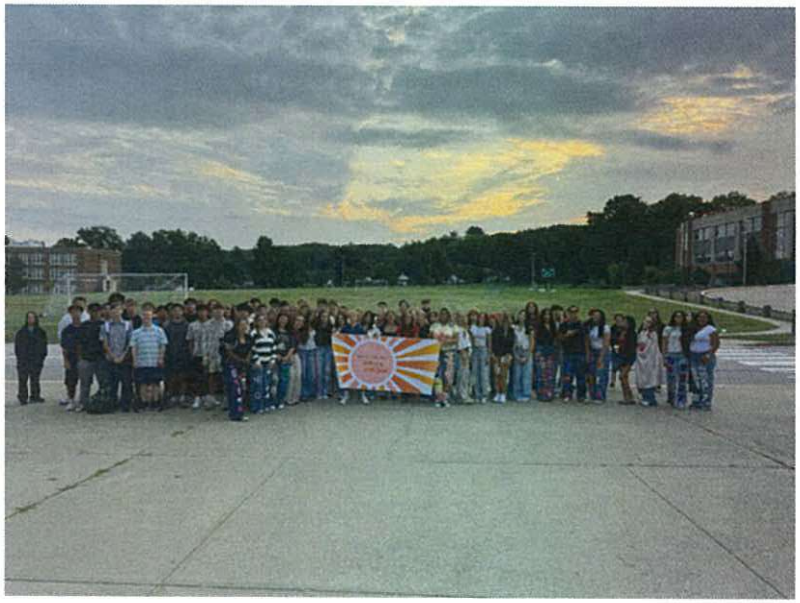
By year's end, Griswold High School teachers will increase opportunities for students to engage in meaningful cognitive work by implementing authentic, higher-order learning tasks that require analysis, problem-solving, collaboration and evidence-based reasoning. Success will be measured through instructional walkthroughs, student work samples, and PLC reviews demonstrating increased use of rigorous learning experiences.

By year's end, Griswold High School teachers will actively facilitate learning by strategically questioning, coaching, conferencing, and providing timely feedback that challenges students to think critically, collaborate, and construct their own understanding. Instructional walkthroughs will show increased evidence of active teacher facilitation and student ownership of learning.

2026-2027 GHS Goals

Goal 4: Optimizing resources and partnering with the Griswold community for student success (Resources & Community)

By year's end, Griswold High School will establish a coordinated system for community partnerships, family engagement and transparent communication that connects learning beyond the classroom. Progress will be measured through partnership inventories, family engagement data, and school communication metrics.

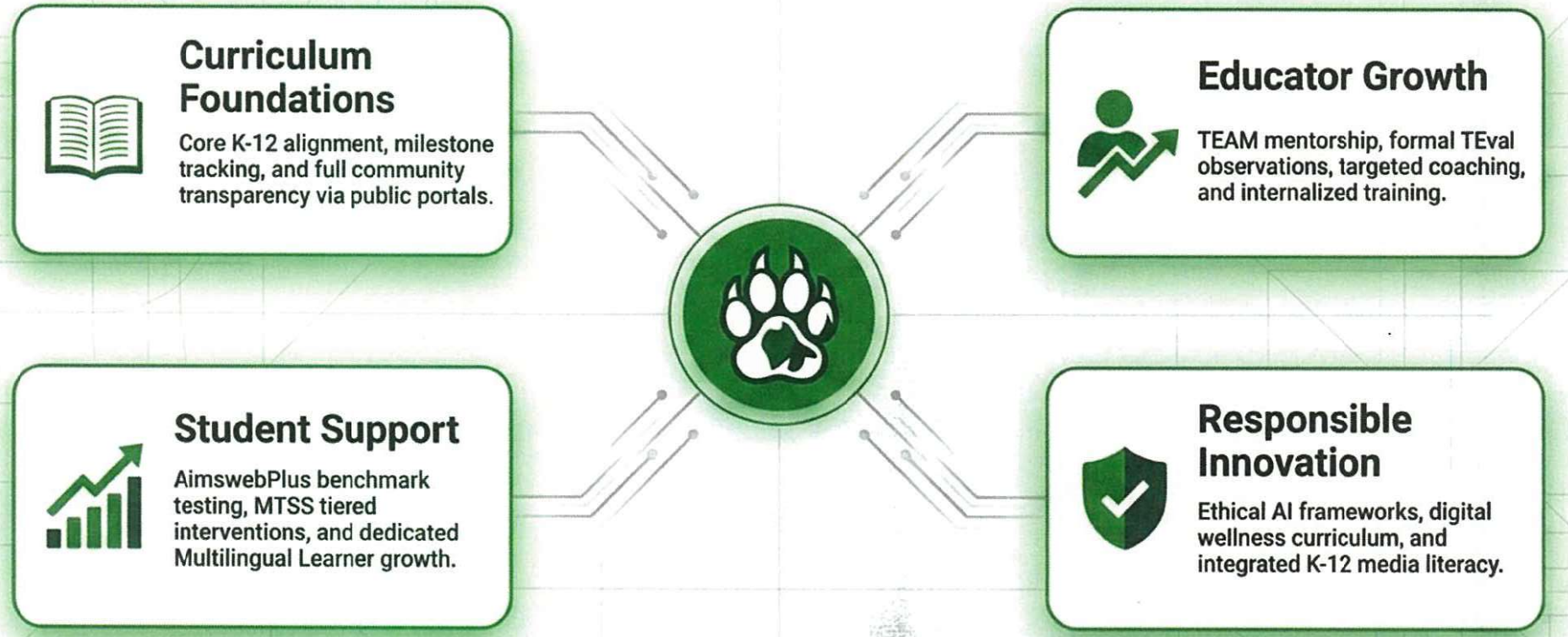


TLI DEPARTMENT SEMI-ANNUAL UPDATE

Empowering Student Success & Educator Growth across Griswold Public Schools

Gemini Notebook

Four Pillars of Teaching, Learning, and Innovation



Gemini Notebook

Core Alignment Achieved; Expanding the Elective Horizon

Subject Area	Current Phase & Framework	Transparency Status
Core Subjects Math, English, Science, Social Studies.	Completed: 5-Year Cycle Aligned to State & National Standards.	✓ Public Curriculum Portal Live.
World Language	Realignment Writing proficiency-based units to updated State Standards.	Internal Drafting.
Exploratory & Electives PE, Tech, Health, Music, Consumer Math, Digital Photography, Sports Nutrition.	Development Developing standards-based curricula for specialized courses.	Phase 1 Drafting.

Gemini Notebook

Supporting Every Learner Through Actionable Data

1. Screening

AimswebPlus & LAS Links

Universal benchmark testing, progress monitoring, and annual state language proficiency assessments.

2. Analysis

Real-Time Data Dashboards

Supporting data teams with grade-level goal setting and tracking academic screening progress K-12.

3. Action

Tiered MTSS Interventions

Structured small-group support in math and reading.

Multilingual Learners

Serving 34 students across 5 native languages through co-teaching, small-group models, and robust family intake outreach.

Gemini Notebook

Innovation and Safety

- **Meaningful Instructional Technology:** Selecting safe, compliant, and useful resources to add personalization and creation opportunities.
- **District AI Committee**
- **RuralAI StrategyLab Grant:** Leveraging AI tools to reduce administrative load and enhance instruction.
- **Elective Modernization:** Enhancing middle & high school technical electives.

Digital Citizenship & Wellness

- **Digital Citizenship:** Required K-12 instruction on media literacy.
- **Digital Wellness:** Curriculum fully aligned with national ISTE standards.
- **ISTE Digital Wellness Grant**
- **Future-Focused Professional Learning**

Gemini Notebook

Continuous Educator Growth

1. Input & Observation

125+ Formal TEval Observations & 350+ Informal Walk-Throughs to gather real-time classroom data and maintain strict state regulatory compliance.

2. Targeted Feedback

Facilitating TEAM Mentorship and Mentor Training; supporting new teacher onboarding/retention and the Instructional Spotlight series to showcase exceptional teaching strategies K-12.

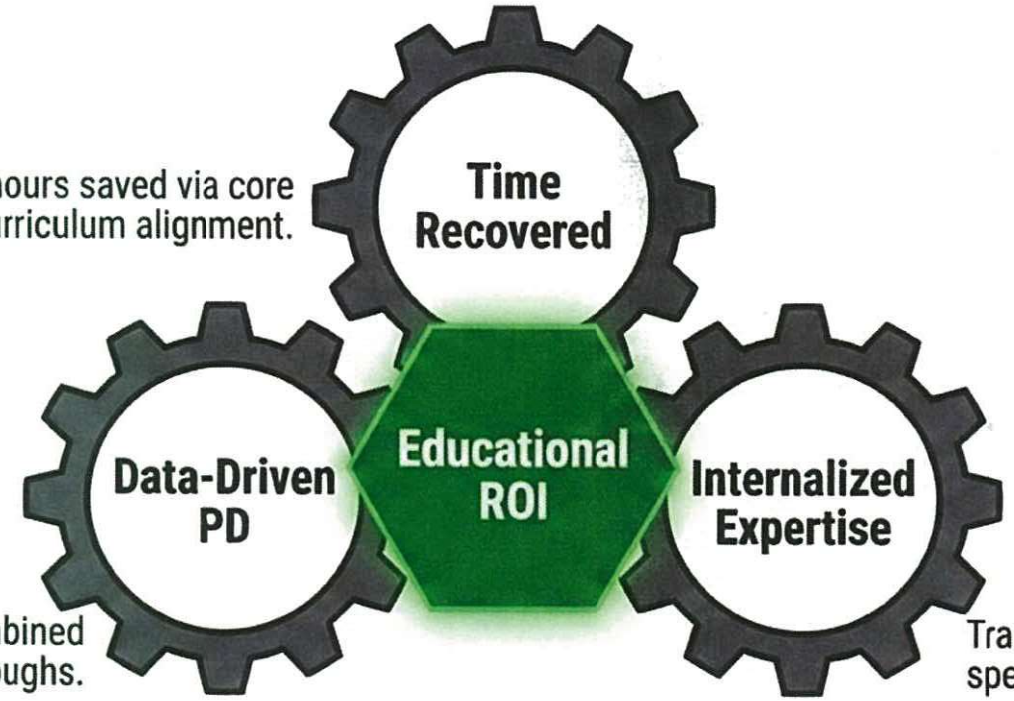
3. District Scaling

Shaping District PD Days, required training, and facilitating vertical teams and PLCs based on real-time walk-through data

Gemini Notebook

Building Teacher Capacity

10-12 hours saved via core curriculum alignment.



Guided by 475+ combined observations and walk-throughs.

Training our own staff on specialized platforms.

Creating a compounding loop of return-on-investment that elevates district capability.

Gemini Notebook

What's Next

- Developing District Walkthrough Tool Aligned to Griswold Forward 2.0
- Monitoring Implementation of Digital Wellness Lessons and Strategies
- Conducting RuralAI Strategy Lab Pilot at GHS
- Continued Curriculum Planning for World Language and Exploratory Subjects
- Supporting Research-Based Math Instruction (i.e. Annenberg Institute)
- Collaborating on Curriculum Implementation (i.e. K-3 Science of Reading)

Questions?

Gemini Notebook

Griswold Board of Education Monthly Financial Report

Fiscal Year 2025-2026

Final Figures as of June 30, 2026

Budget				
Account	Object #s	Budget 2025-2026	Transfers 2025-2026	Adjusted Budget 2025-2026
Salaries	100	$ 18,948,994.41	$ (411,949.10)	$ 18,537,045.31
Benefits	200	$ 6,708,050.27	$ (703,324.74)	$ 6,004,725.53
Purchased Services	300	$ 862,363.24	$ (144,499.67)	$ 717,863.57
Property Services	400	$ 1,423,261.81	$ (37,952.76)	$ 1,385,309.05
Trans,Ins,Commun,Tuition	500	$ 4,029,376.57	$ 1,338,343.72	$ 5,367,720.29
Supplies	600	$ 747,776.63	$ (566.64)	$ 747,209.99
Equipment	700	$ 138,170.00	$ (35,426.64)	$ 102,743.36
Dues & Fees	810	$ 62,866.00	$ (4,624.17)	$ 58,241.83
Grand Totals		**$ 32,920,858.93**	$ -	**$ 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	$ 19,665,805.65	$ 153,458.11	$ 19,819,263.76	$ (1,283,743.45)	$ 1,525.00	99.99%
Benefits	200	$ 6,005,243.55	$ 34,919.07	$ 6,040,162.62	$ (35,437.09)	$ -	100.00%
Purchased Services	300	$ 772,333.01	$ 18,960.00	$ 791,293.01	$ (74,169.25)	$ 739.81	99.90%
Property Services	400	$ 1,405,798.05	$ -	$ 1,405,798.05	$ (20,489.00)	$ -	100.00%
Trans,Ins,Commun,Tuition	500	$ 6,722,572.70	$ -	$ 6,722,572.70	$ (1,354,852.41)	$ -	100.00%
Supplies	600	$ 735,467.28	$ 16,807.21	$ 752,274.49	$ (5,064.50)	$ -	100.00%
Equipment	700	$ 123,511.36	$ -	$ 123,511.36	$ (20,768.00)	$ -	100.00%
Dues & Fees	810	$ 58,241.83	$ -	$ 58,241.83	$ -	$ -	100.00%
Grand Totals		**$ 35,488,973.43**	**$ 224,144.39**	**$ 35,713,117.82**	**$ (2,794,523.70)**	**$ 2,264.81**	**99.99%**

Projections			
Account	Object #s	Estimated Adj 2025-2026	Estimated Balance 2025-2026
Salaries	100	$ -	$ 1,525.00
Benefits	200	$ -	$ -
Purchased Services	300	$ -	$ 739.81
Property Services	400	$ -	$ -
Trans,Ins,Commun,Tuition	500	$ -	$ -
Supplies	600	$ -	$ -
Equipment	700	$ -	$ -
Dues & Fees	810	$ -	$ -
Grand Totals		**$ -**	**$ 2,264.81**

FY 2025-2026 Financial Overview

Final Figures as of June 30, 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	$ (6,987.60)	$ 1,939,896.16	$ 1,939,896.16	$ -	$ 1,939,896.16	$ -	$ -	100.00%	$ -	$ -
Teachers	101-103,118,123,124	$ 12,451,577.25	$ (326,471.29)	$ 12,125,105.96	$ 12,490,578.39	$ 10,346.36	$ 12,500,924.75	$ (377,343.79)	$ 1,525.00	99.99%	$ -	$ 1,525.00
Non-Certified Instructional	104,105,109,111, 112, 119,125	$ 1,550,726.50	$ (30,451.03)	$ 1,520,275.47	$ 2,264,286.17	$ 53,114.72	$ 2,317,400.89	$ (797,125.42)	$ -	100.00%	$ -	$ -
Substitutes	163, 165, 170-173	$ 278,502.74	$ 26,828.46	$ 305,331.20	$ 297,788.44	$ 7,542.76	$ 305,331.20	$ -	$ -	100.00%	$ -	$ -
Clerical, Custodial/Maint	130, 131, 141, 142	$ 1,975,433.48	$ (37,381.58)	$ 1,938,051.90	$ 1,879,792.80	$ 75,928.34	$ 1,955,721.14	$ (17,669.24)	$ -	100.00%	$ -	$ -
Overtime	143	$ 117,522.40	$ (24,097.09)	$ 93,425.31	$ 92,083.15	$ 1,342.16	$ 93,425.31	$ -	$ -	100.00%	$ -	$ -
Support Services	106, 150, 160, 162, 166	$ 473,612.00	$ (10,808.74)	$ 462,803.26	$ 551,736.14	$ 2,372.12	$ 554,108.26	$ (91,305.00)	$ -	100.00%	$ -	$ -
Security/X-Guard	177, 178	$ 154,736.28	$ (2,580.23)	$ 152,156.05	$ 149,644.40	$ 2,811.65	$ 152,456.05	$ (300.00)	$ -	100.00%	$ -	$ -
Salaries	**100**	**$ 18,948,994.41**	**$ (411,949.10)**	**$ 18,537,045.31**	**$ 19,665,805.65**	**$ 153,458.11**	**$ 19,819,263.76**	**$ (1,283,743.45)**	**$ 1,525.00**	**99.99%**	**$ -**	**$ 1,525.00**
Health Insurance	205, 206, 209	$ 4,859,292.92	$ (671,473.65)	$ 4,187,819.27	$ 4,214,766.90	$ -	$ 4,214,766.90	$ (26,947.63)	$ -	100.00%	$ -	$ -
Other (required)	202, 203, 207, 208, 211, 240	$ 1,848,757.35	$ (31,851.09)	$ 1,816,906.26	$ 1,790,476.65	$ 34,919.07	$ 1,825,395.72	$ (8,489.46)	$ -	100.00%	$ -	$ -
Benefits	**200**	**$ 6,708,050.27**	**$ (703,324.74)**	**$ 6,004,725.53**	**$ 6,005,243.55**	**$ 34,919.07**	**$ 6,040,162.62**	**$ (35,437.09)**	**$ -**	**100.00%**	**$ -**	**$ -**
Instructional Improv	320, 321, 324, 327	$ 464,878.51	$ (95,394.11)	$ 369,484.40	$ 377,234.40	$ -	$ 377,234.40	$ (7,750.00)	$ -	100.00%	$ -	$ -
Management Services	323	$ 4,962.00	$ (237.00)	$ 4,725.00	$ 4,725.00	$ -	$ 4,725.00	$ -	$ -	100.00%	$ -	$ -
Other Prof/Tech Services	329, 330	$ 392,522.73	$ (48,868.56)	$ 343,654.17	$ 390,373.61	$ 18,960.00	$ 409,333.61	$ (66,419.25)	$ 739.81	99.78%	$ -	$ 739.81
Purchased Services	**300**	**$ 862,363.24**	**$ (144,499.67)**	**$ 717,863.57**	**$ 772,333.01**	**$ 18,960.00**	**$ 791,293.01**	**$ (74,169.25)**	**$ 739.81**	**99.90%**	**$ -**	**$ 739.81**
Utilities	410	$ 589,830.64	$ 19,577.35	$ 609,407.99	$ 611,953.99	$ -	$ 611,953.99	$ (2,546.00)	$ -	100.00%	$ -	$ -
Repair/Maintenance	430, 432	$ 206,549.00	$ (7,394.09)	$ 199,154.91	$ 217,097.91	$ -	$ 217,097.91	$ (17,943.00)	$ -	100.00%	$ -	$ -
Maintenance Agreements	431	$ 625,532.17	$ (50,709.03)	$ 574,823.14	$ 574,823.14	$ -	$ 574,823.14	$ -	$ -	100.00%	$ -	$ -
Rentals	440, 441	$ 1,350.00	$ 573.01	$ 1,923.01	$ 1,923.01	$ -	$ 1,923.01	$ -	$ -	100.00%	$ -	$ -
Property Services	**400**	**$ 1,423,261.81**	**$ (37,952.76)**	**$ 1,385,309.05**	**$ 1,405,798.05**	**$ -**	**$ 1,405,798.05**	**$ (20,489.00)**	**$ -**	**100.00%**	**$ -**	**$ -**
Transportation: Schools	510, 511	$ 1,797,760.65	$ (59,622.33)	$ 1,738,138.32	$ 3,043,696.03	$ -	$ 3,043,696.03	$ (1,305,557.71)	$ -	100.00%	$ -	$ -
Property & Liablity Ins	520, 521	$ 221,119.65	$ (2,257.15)	$ 218,862.50	$ 218,862.50	$ -	$ 218,862.50	$ -	$ -	100.00%	$ -	$ -
Communicaitons	530, 540, 550	$ 91,343.90	$ (24,653.83)	$ 66,690.07	$ 74,904.31	$ -	$ 74,904.31	$ (8,214.24)	$ -	100.00%	$ -	$ -
Tuition	560, 561	$ 1,672,455.00	$ 1,431,286.58	$ 3,103,741.58	$ 3,113,093.59	$ -	$ 3,113,093.59	$ (9,352.01)	$ -	100.00%	$ -	$ -
Other Travel	580, 582	$ 108,851.84	$ 2,023.16	$ 110,875.00	$ 111,082.45	$ -	$ 111,082.45	$ (207.45)	$ -	100.00%	$ -	$ -
Other Purchased Services	590	$ 137,845.53	$ (8,432.71)	$ 129,412.82	$ 160,933.82	$ -	$ 160,933.82	$ (31,521.00)	$ -	100.00%	$ -	$ -
Trans,Ins,Commun,Tuition	**500**	**$ 4,029,376.57**	**$ 1,338,343.72**	**$ 5,367,720.29**	**$ 6,722,572.70**	**$ -**	**$ 6,722,572.70**	**$ (1,354,852.41)**	**$ -**	**100.00%**	**$ -**	**$ -**
Instructional Supplies	611	$ 85,378.00	$ (27,606.90)	$ 57,771.10	$ 57,771.10	$ -	$ 57,771.10	$ -	$ -	100.00%	$ -	$ -
Maintenance Supplies	613	$ 90,000.00	$ 19,615.84	$ 109,615.84	$ 112,269.70	$ 796.00	$ 113,065.70	$ (3,449.86)	$ -	100.00%	$ -	$ -
Heating Oil	620	$ 205,000.00	$ 85,612.89	$ 290,612.89	$ 290,612.89	$ -	$ 290,612.89	$ -	$ -	100.00%	$ -	$ -
Textbooks	641	$ 7,035.00	$ (4,294.40)	$ 2,740.60	$ 2,740.60	$ -	$ 2,740.60	$ -	$ -	100.00%	$ -	$ -
Library Books/Periodicals	642, 643	$ 28,981.00	$ (11,132.25)	$ 17,848.75	$ 19,209.07	$ -	$ 19,209.07	$ (1,360.32)	$ -	100.00%	$ -	$ -
Other Supplies/Materials	690, 691	$ 331,382.63	$ (62,761.82)	$ 268,620.81	$ 252,863.92	$ 16,011.21	$ 268,875.13	$ (254.32)	$ -	100.00%	$ -	$ -
Supplies	**600**	**$ 747,776.63**	**$ (566.64)**	**$ 747,209.99**	**$ 735,467.28**	**$ 16,807.21**	**$ 752,274.49**	**$ (5,064.50)**	**$ -**	**100.00%**	**$ -**	**$ -**

FY 2025-2026 Financial Overview

Final Figures as of June 30, 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	$ 92,920.00	$ (33,487.34)	$ 59,432.66	$ 80,200.66	$ -	$ 80,200.66	$ (20,768.00)	$ -	100.00%	$ -	$ -
Non-Instructional Equipment	738, 739	$ 45,250.00	$ (1,939.30)	$ 43,310.70	$ 43,310.70	$ -	$ 43,310.70	$ -	$ -	100.00%	$ -	$ -
Equipment	**700**	$ 138,170.00	$ (35,426.64)	$ 102,743.36	$ 123,511.36	$ -	$ 123,511.36	$ (20,768.00)	$ -	100.00%	$ -	$ -
Dues & Fees	**810**	$ 62,866.00	$ (4,624.17)	$ 58,241.83	$ 58,241.83	$ -	$ 58,241.83	$ -	$ -	100.00%	$ -	$ -
Grand Totals		$ 32,920,858.93	$ -	$ 32,920,858.93	$ 35,488,973.43	$ 224,144.39	$ 35,713,117.82	$ (2,794,523.79)	$ 2,264.81	99.99%	$ -	$ 2,264.81

FY 2025-26 Financial Detail

Final Figures as of June 30, 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	$ (6,987.60)	$ 1,939,896.16	$ 1,939,896.16	$ -	$ -	$ 1,939,896.16	$ -	$ -	$ -	$ -	
Central Office Admin	1010.5.00.2300.99.120	$ 743,550.76	$ (6,987.85)	$ 736,562.91	$ 736,562.91	$ -	$ -	$ 736,562.91	$ -	$ -	$ -	$ -	
GES Principal Salary	1010.5.03.2400.99.121	$ 305,429.00	$ -	$ 305,429.00	$ 305,429.00	$ -	$ -	$ 305,429.00	$ -	$ -	$ -	$ -	
GMS Principal Salary	1010.5.51.2400.99.121	$ 305,429.00	$ -	$ 305,429.00	$ 305,429.00	$ -	$ -	$ 305,429.00	$ -	$ -	$ -	$ -	
GHS Principal Salary	1010.5.62.2400.99.121	$ 319,156.00	$ -	$ 319,156.00	$ 319,156.00	$ -	$ -	$ 319,156.00	$ -	$ -	$ -	$ -	
Special Ed Admin Salary	1010.5.30.2400.99.122	$ 273,319.00	$ 0.25	$ 273,319.25	$ 273,319.25	$ -	$ -	$ 273,319.25	$ -	$ -	$ -	$ -	
Teachers	**101-103,118,123,124**	$ 12,451,577.25	$ (326,471.29)	$ 12,125,105.96	$ 12,490,578.39	$ 10,346.36	$ -	$ 12,500,924.75	$ (377,343.79)	$ 1,525.00	$ -	$ 1,525.00	
GES Regular Salary	1010.5.03.1000.99.101	$ 2,878,626.49	$ (417,554.98)	$ 2,461,071.51	$ 2,461,071.51	$ -	$ -	$ 2,461,071.51	$ -	$ -	$ -	$ -	
GMS Regular Salary	1010.5.51.1000.99.101	$ 2,622,678.53	$ 78,092.21	$ 2,700,770.74	$ 2,700,770.74	$ -	$ -	$ 2,700,770.74	$ -	$ -	$ -	$ -	
GHS Regular Salary	1010.5.62.1000.99.101	$ 3,630,362.39	$ 181,334.44	$ 3,811,696.83	$ 3,812,177.19	$ -	$ -	$ 3,812,177.19	$ (480.36)	$ -	$ -	$ -	
Spec Ed Teacher Salary	1010.5.30.1210.99.102	$ 2,129,408.78	$ 63,635.41	$ 2,193,044.19	$ 2,310,868.48	$ 3,541.64	$ -	$ 2,314,410.12	$ (121,365.93)	$ -	$ -	$ -	
Special Ed Instruction- Tutors	1010.5.30.1212.99.102	$ 20,000.00	$ 3,545.05	$ 23,545.05	$ 23,124.52	$ 420.53	$ -	$ 23,545.05	$ -	$ -	$ -	$ -	
Spec Ed Summer Salary	1010.5.30.1213.99.102	$ 46,000.00	$ (46,000.00)	$ -	$ 44,080.00	$ -	$ -	$ 44,080.00	$ (45,605.00)	$ 1,525.00	$ -	$ 1,525.00	
Psy Service Salaries	1010.5.30.2140.99.103	$ 367,818.00	$ (200,391.50)	$ 167,426.50	$ 362,824.00	$ -	$ -	$ 362,824.00	$ (195,397.50)	$ -	$ -	$ -	
Support Programs - Salary	1010.5.00.1015.99.118	$ 7,725.00	$ (3,145.00)	$ 4,580.00	$ 9,000.00	$ -	$ -	$ 9,000.00	$ (4,420.00)	$ -	$ -	$ -	
GES Librarian	1010.5.03.2220.99.123	$ 91,007.00	$ 4,904.11	$ 95,911.11	$ 95,911.11	$ -	$ -	$ 95,911.11	$ -	$ -	$ -	$ -	
GMS Librarian	1010.5.51.2220.99.123	$ 91,007.00	$ -	$ 91,007.00	$ 91,007.00	$ -	$ -	$ 91,007.00	$ -	$ -	$ -	$ -	
GHS Librarian	1010.5.62.2220.99.123	$ 91,007.00	$ -	$ 91,007.00	$ 91,007.00	$ -	$ -	$ 91,007.00	$ -	$ -	$ -	$ -	
GES Guidance	1010.5.03.2120.99.124	$ 62,096.28	$ (2,446.03)	$ 59,650.25	$ 59,165.62	$ 484.63	$ -	$ 59,650.25	$ -	$ -	$ -	$ -	
GMS Guidance	1010.5.51.2120.99.124	$ 157,990.01	$ 521.78	$ 158,511.79	$ 156,542.74	$ 1,969.05	$ -	$ 158,511.79	$ -	$ -	$ -	$ -	
GHS Guidance	1010.5.62.2120.99.124	$ 255,850.77	$ 11,033.22	$ 266,883.99	$ 273,028.48	$ 3,930.51	$ -	$ 276,958.99	$ (10,075.00)	$ -	$ -	$ -	
Non-Certified Instructional		$ 1,550,726.50	$ (30,451.03)	$ 1,520,275.47	$ 2,264,286.17	$ 53,114.72	$ -	$ 2,317,400.89	$ (797,125.42)	$ -	$ -	$ -	
Career Ed Coordinator	1010.5.62.1000.03.105	$ 8,964.68	$ 154.94	$ 9,119.62	$ 9,119.62	$ -	$ -	$ 9,119.62	$ -	$ -	$ -	$ -	
Ed Tech Director	1010.5.00.2230.99.109	$ 106,543.20	$ 2,041.05	$ 108,584.25	$ 108,584.25	$ -	$ -	$ 108,584.25	$ -	$ -	$ -	$ -	
Tech Aide Salary	1010.5.00.2230.99.111	$ 138,061.28	$ 4,818.76	$ 142,880.04	$ 136,180.53	$ 6,699.51	$ -	$ 142,880.04	$ -	$ -	$ -	$ -	
Student Supervisor / ISS	1010.5.62.1000.99.112	$ 76,107.39	$ (3,452.64)	$ 72,654.75	$ 72,089.62	$ 565.13	$ -	$ 72,654.75	$ -	$ -	$ -	$ -	
SEL Interventionist	1010.5.03.1000.99.112	$ 44,150.95	$ (22,263.86)	$ 21,887.09	$ 21,887.09	$ -	$ -	$ 21,887.09	$ -	$ -	$ -	$ -	
Special Ed IA Salary	1010.5.30.1210.99.112	$ 1,092,899.00	$ 15,649.88	$ 1,108,548.88	$ 1,813,750.67	$ 45,850.08	$ -	$ 1,859,600.75	$ (751,051.87)	$ -	$ -	$ -	
Special Ed Summer	1010.5.30.1213.99.112	$ 72,000.00	$ (23,297.91)	$ 48,702.09	$ 94,749.09	$ -	$ -	$ 94,749.09	$ (46,047.00)	$ -	$ -	$ -	
Work Study Students	1010.5.30.1210.99.119	$ 12,000.00	$ (4,101.25)	$ 7,898.75	$ 7,925.30	$ -	$ -	$ 7,925.30	$ (26.55)	$ -	$ -	$ -	
Substitutes		$ 278,502.74	$ 26,828.46	$ 305,331.20	$ 297,788.44	$ 7,542.76	$ -	$ 305,331.20	$ -	$ -	$ -	$ -	
Nurse Sub	1010.5.00.2130.99.163	$ 8,800.00	$ (5,021.18)	$ 3,778.82	$ 3,778.82	$ -	$ -	$ 3,778.82	$ -	$ -	$ -	$ -	
Nurse Aide Sub	1010.5.00.2130.99.165	$ 2,500.00	$ (1,170.35)	$ 1,329.65	$ 1,329.65	$ -	$ -	$ 1,329.65	$ -	$ -	$ -	$ -	
Teacher Subs	1010.5.00.1000.99.170	$ 204,927.74	$ 33,402.86	$ 238,330.60	$ 231,914.35	$ 6,416.25	$ -	$ 238,330.60	$ -	$ -	$ -	$ -	
Special Ed Teacher Subs	1010.5.30.1210.99.171	$ 10,000.00	$ (3,088.00)	$ 6,912.00	$ 6,912.00	$ -	$ -	$ 6,912.00	$ -	$ -	$ -	$ -	
Special Ed Para Subs	1010.5.00.1000.99.171	$ 52,275.00	$ 2,705.13	$ 54,980.13	$ 53,853.62	$ 1,126.51	$ -	$ 54,980.13	$ -	$ -	$ -	$ -	
Clerical, Custodial/Maint		$ 1,975,433.48	$ (37,381.58)	$ 1,938,051.90	$ 1,879,792.80	$ 75,928.34	$ -	$ 1,955,721.14	$ (17,669.24)	$ -	$ -	$ -	
Special Ed Secretary Salary	1010.5.30.2400.99.130	$ 103,714.61	$ 5,512.92	$ 109,227.53	$ 104,162.33	$ 5,065.20	$ -	$ 109,227.53	$ -	$ -	$ -	$ -	
Central Office Secretary Salary	1010.5.00.2300.99.130	$ 168,260.51	$ 5,375.39	$ 173,635.90	$ 168,817.20	$ 4,818.70	$ -	$ 173,635.90	$ -	$ -	$ -	$ -	
GES Secretary Salary	1010.5.03.2400.99.131	$ 144,667.62	$ 1,110.45	$ 145,778.07	$ 139,951.24	$ 5,826.83	$ -	$ 145,778.07	$ -	$ -	$ -	$ -	
GMS Secretary Salary	1010.5.51.2400.99.131	$ 133,434.00	$ 786.10	$ 134,220.10	$ 128,715.31	$ 5,504.79	$ -	$ 134,220.10	$ -	$ -	$ -	$ -	
GHS Secretary Salary	1010.5.62.2400.99.131	$ 201,018.00	$ 2,674.95	$ 203,692.95	$ 195,053.17	$ 8,639.78	$ -	$ 203,692.95	$ -	$ -	$ -	$ -	
Tech Secretary Salary	1010.5.00.2230.99.131	$ 60,890.00	$ 7.83	$ 60,897.83	$ 58,097.93	$ 2,799.90	$ -	$ 60,897.83	$ -	$ -	$ -	$ -	
Custodian Salary	1010.5.00.2600.99.141	$ 1,111,891.09	$ (78,871.84)	$ 1,033,019.25	$ 1,009,579.67	$ 41,108.82	$ -	$ 1,050,688.49	$ (17,669.24)	$ -	$ -	$ -	
Part-time Maintenance Salary	1010.5.00.2600.99.142	$ 51,557.65	$ 26,022.62	$ 77,580.27	$ 75,415.95	$ 2,164.32	$ -	$ 77,580.27	$ -	$ -	$ -	$ -	
Overtime		$ 117,522.40	$ (24,097.09)	$ 93,425.31	$ 92,083.15	$ 1,342.16	$ -	$ 93,425.31	$ -	$ -	$ -	$ -	
Special Ed IA OT	1010.5.30.1210.99.143	$ 30,000.00	$ (30,000.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	

FY 2025-26 Financial Detail

Final Figures as of June 30, 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
Secretary OT	1010.5.00.2300.99.143	$ 750.00	$ (750.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GES Secretary OT	1010.5.03.2400.99.143	$ 1,000.00	$ (1,000.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GMS Secretary OT	1010.5.51.2400.99.143	$ 500.00	$ (500.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GHS Secretary OT	1010.5.62.2400.99.143	$ 1,000.00	$ (1,000.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Custodian OT	1010.5.00.2600.99.143	$ 84,272.40	$ 9,152.91	$ 93,425.31	$ 92,083.15	$ 1,342.16	$ -	$ 93,425.31	$ -	$ -	$ -	$ -	
Support Services		$ 473,612.00	$ (10,806.74)	$ 462,803.26	$ 551,736.14	$ 2,372.12	$ -	$ 554,108.26	$ (91,305.00)	$ -	$ -	$ -	
OT/PT Salary	1010.5.30.2170.99.106	$ 203,071.60	$ (1,542.54)	$ 201,529.06	$ 288,774.06	$ -	$ -	$ 288,774.06	$ (87,245.00)	$ -	$ -	$ -	
Special Ed Summer OT/PT	1010.5.30.1213.99.106	$ 8,000.00	$ (220.00)	$ 7,780.00	$ 11,840.00	$ -	$ -	$ 11,840.00	$ (4,060.00)	$ -	$ -	$ -	
Special Ed Summer Nurse	1010.5.30.1213.99.160	$ 4,800.00	$ (11.93)	$ 4,788.07	$ 4,788.07	$ -	$ -	$ 4,788.07	$ -	$ -	$ -	$ -	
Nurse Salary	1010.5.00.2130.99.160	$ 168,548.17	$ (2,857.93)	$ 165,690.24	$ 165,690.24	$ -	$ -	$ 165,690.24	$ -	$ -	$ -	$ -	
Nurses' Aide Salary	1010.5.00.2130.99.162	$ 79,192.23	$ (6,176.34)	$ 73,015.89	$ 71,028.46	$ 1,987.43	$ -	$ 73,015.89	$ -	$ -	$ -	$ -	
Print Shop Salary	1010.5.00.1013.99.166	$ 10,000.00	$ -	$ 10,000.00	$ 9,615.31	$ 384.69	$ -	$ 10,000.00	$ -	$ -	$ -	$ -	
Security/X-Guard	177, 178	$ 154,736.28	$ (2,580.23)	$ 152,156.05	$ 149,644.40	$ 2,811.65	$ -	$ 152,456.05	$ (300.00)	$ -	$ -	$ -	
Security Salary	1010.5.00.2600.99.177	$ 140,403.60	$ 814.21	$ 141,217.81	$ 139,002.61	$ 2,515.20	$ -	$ 141,517.81	$ (300.00)	$ -	$ -	$ -	
X-Guard Salary	1010.5.00.2600.99.178	$ 14,332.68	$ (3,394.44)	$ 10,938.24	$ 10,641.79	$ 296.45	$ -	$ 10,938.24	$ -	$ -	$ -	$ -	
Employee Insurance	210, 211, 290, 295	$ 4,859,292.92	$ (671,473.65)	$ 4,187,819.27	$ 4,214,766.90	$ -	$ -	$ 4,214,766.90	$ (26,947.63)	$ -	$ -	$ -	
Medical Insurance	1010.5.00.2310.99.210	$ 4,634,108.41	$ (617,595.34)	$ 4,016,513.07	$ 4,043,441.69	$ -	$ -	$ 4,043,441.69	$ (26,928.62)	$ -	$ -	$ -	
Long-Term Disability	1010.5.00.2310.99.295	$ 1,974.51	$ (57.43)	$ 1,917.08	$ 1,917.08	$ -	$ -	$ 1,917.08	$ -	$ -	$ -	$ -	
Dental Insurance	1010.5.00.2310.99.211	$ 201,100.00	$ (54,570.96)	$ 146,529.04	$ 146,529.04	$ -	$ -	$ 146,529.04	$ -	$ -	$ -	$ -	
Life Insurance	1010.5.00.2310.99.290	$ 22,110.00	$ 750.08	$ 22,860.08	$ 22,879.09	$ -	$ -	$ 22,879.09	$ (19.01)	$ -	$ -	$ -	
Other (required)	202, 220, 208, 260, 240	$ 1,848,757.35	$ (31,851.09)	$ 1,816,906.26	$ 1,790,476.65	$ 34,919.07	$ -	$ 1,825,395.72	$ (8,489.46)	$ -	$ -	$ -	
MERF	1010.5.00.2310.99.230	$ 940,111.28	$ (10,923.84)	$ 929,187.44	$ 912,446.37	$ 22,564.51	$ -	$ 935,010.88	$ (5,823.44)	$ -	$ -	$ -	
FICA	1010.5.00.2310.99.220	$ 657,707.47	$ 9,405.65	$ 667,113.12	$ 657,424.58	$ 12,354.56	$ -	$ 669,779.14	$ (2,666.02)	$ -	$ -	$ -	
Workmen's Comp	1010.5.00.2310.99.208	$ 181,738.60	$ (645.60)	$ 181,093.00	$ 181,093.00	$ -	$ -	$ 181,093.00	$ -	$ -	$ -	$ -	
Unemployment Comp	1010.5.00.2310.99.260	$ 30,000.00	$ (24,152.00)	$ 5,848.00	$ 5,848.00	$ -	$ -	$ 5,848.00	$ -	$ -	$ -	$ -	
Annuity	1010.5.00.2230.99.240	$ -	$ 999.96	$ 999.96	$ 999.96	$ -	$ -	$ 999.96	$ -	$ -	$ -	$ -	
Admin Annuity	1010.5.00.2300.99.240	$ 39,200.00	$ (18,785.26)	$ 20,414.74	$ 20,414.74	$ -	$ -	$ 20,414.74	$ -	$ -	$ -	$ -	
Annuity	1010.5.03.2400.99.240	$ -	$ 3,500.00	$ 3,500.00	$ 3,500.00	$ -	$ -	$ 3,500.00	$ -	$ -	$ -	$ -	
Annuity	1010.5.30.2400.99.240	$ -	$ 1,750.00	$ 1,750.00	$ 1,750.00	$ -	$ -	$ 1,750.00	$ -	$ -	$ -	$ -	
Annuity	1010.5.51.2400.99.240	$ -	$ 3,500.00	$ 3,500.00	$ 3,500.00	$ -	$ -	$ 3,500.00	$ -	$ -	$ -	$ -	
Annuity	1010.5.62.2400.99.240	$ -	$ 3,500.00	$ 3,500.00	$ 3,500.00	$ -	$ -	$ 3,500.00	$ -	$ -	$ -	$ -	
Instructional Improv	320, 321, 324, 327	$ 464,878.51	$ (95,394.11)	$ 369,484.40	$ 377,234.40	$ -	$ -	$ 377,234.40	$ (7,750.00)	$ -	$ -	$ -	
GES Team Leader	1010.5.03.1000.99.320	$ 24,494.06	$ 1,677.94	$ 26,172.00	$ 26,172.00	$ -	$ -	$ 26,172.00	$ -	$ -	$ -	$ -	
GMS Team Leader	1010.5.51.1000.99.320	$ 23,813.35	$ (2,540.35)	$ 21,273.00	$ 21,273.00	$ -	$ -	$ 21,273.00	$ -	$ -	$ -	$ -	
GHS Team Leader	1010.5.62.1000.99.320	$ 39,056.24	$ (8,160.24)	$ 30,896.00	$ 30,896.00	$ -	$ -	$ 30,896.00	$ -	$ -	$ -	$ -	
GES Coaches	1010.5.03.3200.99.321	$ 6,518.00	$ (3,999.45)	$ 2,518.55	$ 2,518.55	$ -	$ -	$ 2,518.55	$ -	$ -	$ -	$ -	
GMS Coaches	1010.5.51.3200.99.321	$ 46,032.00	$ (6,721.35)	$ 39,310.65	$ 39,310.65	$ -	$ -	$ 39,310.65	$ -	$ -	$ -	$ -	
GHS Coaches	1010.5.62.3200.99.321	$ 290,583.45	$ (67,647.25)	$ 222,936.20	$ 222,936.20	$ -	$ -	$ 222,936.20	$ -	$ -	$ -	$ -	
GMS Advisor Salary	1010.5.51.3200.99.324	$ 7,081.12	$ (1,501.12)	$ 5,580.00	$ 5,580.00	$ -	$ -	$ 5,580.00	$ -	$ -	$ -	$ -	
GHS Advisor Salary	1010.5.62.3200.99.324	$ 20,615.29	$ 182.71	$ 20,798.00	$ 28,548.00	$ -	$ -	$ 28,548.00	$ (7,750.00)	$ -	$ -	$ -	
GHS Extra Music Directors	1010.5.62.3200.99.327	$ 6,685.00	$ (6,685.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Management Services		$ 4,962.00	$ (237.00)	$ 4,725.00	$ 4,725.00	$ -	$ -	$ 4,725.00	$ -	$ -	$ -	$ -	
District Wide Medical Advisor	1010.5.00.2130.99.323	$ 4,962.00	$ (237.00)	$ 4,725.00	$ 4,725.00	$ -	$ -	$ 4,725.00	$ -	$ -	$ -	$ -	
Other Prof/Tech Services		$ 392,522.73	$ (48,868.56)	$ 343,654.17	$ 390,373.61	$ 18,960.00	$ -	$ 409,333.61	$ (66,419.25)	$ 739.81	$ -	$ 739.81	
GMS Athletics Specialists	1010.5.51.3200.99.329	$ 7,500.00	$ (5,460.00)	$ 2,040.00	$ 2,040.00	$ -	$ -	$ 2,040.00	$ -	$ -	$ -	$ -	

FY 2025-26 Financial Detail

Final Figures as of June 30, 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 Specialists	1010.5.62.3200.99.329	$ 56,027.73	$ 16,413.39	$ 72,441.12	$ 72,441.12	$ -	$ -	$ 72,441.12	$ -	$ -	$ -	$ -	
GES Office OPS	1010.5.03.2400.99.330	$ 1,200.00	$ (1,009.60)	$ 190.40	$ 190.40	$ -	$ -	$ 190.40	$ -	$ -	$ -	$ -	
GMS Office, other Prof. Serv	1010.5.51.2400.99.330	$ 1,500.00	$ (1,195.81)	$ 304.19	$ 304.19	$ -	$ -	$ 304.19	$ -	$ -	$ -	$ -	
GHS Music, other prof serv	1010.5.62.1000.11.330	$ 1,200.00	$ (1,050.00)	$ 150.00	$ 150.00	$ -	$ -	$ 150.00	$ -	$ -	$ -	$ -	
GHS Business, other prof serv	1010.5.62.1000.17.330	$ 230.00	$ (76.52)	$ 153.48	$ 153.48	$ -	$ -	$ 153.48	$ -	$ -	$ -	$ -	
GHS Guidance, other prof serv	1010.5.62.2120.99.330	$ 270.00	$ -	$ 270.00	$ 270.00	$ -	$ -	$ 270.00	$ -	$ -	$ -	$ -	
GHS Office, other prof serv	1010.5.62.2400.99.330	$ 7,575.00	$ (220.75)	$ 7,354.25	$ 7,354.25	$ -	$ -	$ 7,354.25	$ -	$ -	$ -	$ -	
GHS Athletics, other prof serv	1010.5.62.3200.99.330	$ -	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ -	$ -	$ 1,000.00	$ -	$ -	$ -	$ -	
Special Ed, other prof serv	1010.5.30.1210.99.330	$ 25,000.00	$ (27,806.18)	$ (2,806.18)	$ 62,873.26	$ -	$ -	$ 62,873.26	$ (66,419.25)	$ 739.81	$ -	$ 739.81	
Special Ed Sys Wide, OPS	1010.5.30.1214.99.330	$ 20,000.00	$ (7,800.00)	$ 12,200.00	$ 12,200.00	$ -	$ -	$ 12,200.00	$ -	$ -	$ -	$ -	
Special Ed, other prof serv GAHS	1010.5.30.1220.99.330	$ 10,000.00	$ 5,625.00	$ 15,625.00	$ 15,625.00	$ -	$ -	$ 15,625.00	$ -	$ -	$ -	$ -	
Special Ed Office, OPS	1010.5.30.2400.99.330	$ 600.00	$ 226.36	$ 826.36	$ 826.36	$ -	$ -	$ 826.36	$ -	$ -	$ -	$ -	
Support Services, Interns	1010.5.00.1015.99.330	$ 17,500.00	$ (940.00)	$ 16,560.00	$ 16,560.00	$ -	$ -	$ 16,560.00	$ -	$ -	$ -	$ -	
System Wide, Prof. Devel.	1010.5.00.2130.99.330	$ 3,170.00	$ (33.90)	$ 3,136.10	$ 3,136.10	$ -	$ -	$ 3,136.10	$ -	$ -	$ -	$ -	
Curriculum Othr Prof Serv	1010.5.00.2212.99.330	$ 50,000.00	$ (18,150.19)	$ 31,849.81	$ 31,849.81	$ -	$ -	$ 31,849.81	$ -	$ -	$ -	$ -	
Other Professional Services	1010.5.00.2300.99.330	$ 5,750.00	$ (5,750.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
System Wide, other prof serv	1010.5.00.2510.99.330	$ 185,000.00	$ (2,640.36)	$ 182,359.64	$ 163,399.64	$ 18,960.00	$ -	$ 182,359.64	$ -	$ -	$ -	$ -	
Utilities		$ 589,830.64	$ 19,577.35	$ 609,407.99	$ 611,953.99	$ -	$ -	$ 611,953.99	$ (2,546.00)	$ -	$ -	$ -	
Alt School, public utilities	1010.5.30.1220.99.410	$ 6,009.84	$ (6,009.84)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
System wide, public utilities	1010.5.00.2600.99.410	$ 583,820.80	$ (35,805.66)	$ 548,015.14	$ 550,561.14	$ -	$ -	$ 550,561.14	$ (2,546.00)	$ -	$ -	$ -	
System wide, public utilities GES	1010.5.03.2600.99.410	$ -	$ 15,138.08	$ 15,138.08	$ 15,138.08	$ -	$ -	$ 15,138.08	$ -	$ -	$ -	$ -	
System wide, public utilities Soule	1010.5.13.2600.99.410	$ -	$ 1,213.30	$ 1,213.30	$ 1,213.30	$ -	$ -	$ 1,213.30	$ -	$ -	$ -	$ -	
System wide, public utilities GMS	1010.5.51.2600.99.410	$ -	$ 16,022.25	$ 16,022.25	$ 16,022.25	$ -	$ -	$ 16,022.25	$ -	$ -	$ -	$ -	
System wide, public utilities GHS	1010.5.62.2600.99.410	$ -	$ 29,019.22	$ 29,019.22	$ 29,019.22	$ -	$ -	$ 29,019.22	$ -	$ -	$ -	$ -	
Repair/Maintenance		$ 206,549.00	$ (7,394.09)	$ 199,154.91	$ 217,097.91	$ -	$ -	$ 217,097.91	$ (17,943.00)	$ -	$ -	$ -	
GES Music Repairs	1010.5.03.1000.11.430	$ 150.00	$ (150.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GMS Music Repairs	1010.5.51.1000.11.430	$ 1,000.00	$ (117.00)	$ 883.00	$ 883.00	$ -	$ -	$ 883.00	$ -	$ -	$ -	$ -	
GMS System Wide Repairs	1010.5.51.1000.99.430	$ 500.00	$ (75.00)	$ 425.00	$ 425.00	$ -	$ -	$ 425.00	$ -	$ -	$ -	$ -	
GHS Art Repairs	1010.5.62.1000.01.430	$ 700.00	$ 250.50	$ 950.50	$ 950.50	$ -	$ -	$ 950.50	$ -	$ -	$ -	$ -	
GHS FCS Repairs	1010.5.62.1000.07.430	$ 1,000.00	$ (1,000.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GHS Tech Ed Repairs	1010.5.62.1000.08.430	$ 1,000.00	$ (549.21)	$ 450.79	$ 450.79	$ -	$ -	$ 450.79	$ -	$ -	$ -	$ -	
GHS Music Repairs	1010.5.62.1000.11.430	$ 4,500.00	$ (1,589.08)	$ 2,910.92	$ 2,910.92	$ -	$ -	$ 2,910.92	$ -	$ -	$ -	$ -	
GHS Science Repairs	1010.5.62.1000.15.430	$ 1,200.00	$ (1,200.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GHS System Wide Repairs	1010.5.62.1000.99.430	$ 3,000.00	$ (3,000.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GHS Ed Media Repairs	1010.5.62.2220.99.430	$ 84.00	$ (84.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GHS Athletics Repairs/Maint.	1010.5.62.3200.99.430	$ 18,000.00	$ (14,610.83)	$ 3,389.17	$ 7,389.17	$ -	$ -	$ 7,389.17	$ (4,000.00)	$ -	$ -	$ -	
Alt School Repairs / Maint.	1010.5.30.1220.99.430	$ 500.00	$ (500.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
System Wide Repairs/Maint.	1010.5.00.2130.99.430	$ 415.00	$ (415.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Maintenance Dept Repairs/Main.	1010.5.00.2600.99.430	$ 145,000.00	$ (117,795.57)	$ 27,204.43	$ 29,642.43	$ -	$ -	$ 29,642.43	$ (2,438.00)	$ -	$ -	$ -	
Maintenance Dept Repairs/Main. GES	1010.5.03.2600.99.430	$ -	$ 53,694.11	$ 53,694.11	$ 53,694.11	$ -	$ -	$ 53,694.11	$ -	$ -	$ -	$ -	
Maintenance Dept Repairs/Main. Soule	1010.5.13.2600.99.430	$ -	$ 506.00	$ 506.00	$ 506.00	$ -	$ -	$ 506.00	$ -	$ -	$ -	$ -	
Maintenance Dept Repairs/Main. GMS	1010.5.51.2600.99.430	$ -	$ 35,456.32	$ 35,456.32	$ 35,456.32	$ -	$ -	$ 35,456.32	$ -	$ -	$ -	$ -	
Maintenance Dept Repairs/Main. GHS	1010.5.62.2600.99.430	$ -	$ 44,698.02	$ 44,698.02	$ 56,203.02	$ -	$ -	$ 56,203.02	$ (11,505.00)	$ -	$ -	$ -	
Technology Repairs/Maint.	1010.5.00.2230.99.430	$ 29,500.00	$ (913.35)	$ 28,586.65	$ 28,586.65	$ -	$ -	$ 28,586.65	$ -	$ -	$ -	$ -	
Maintenance Agreements		$ 625,532.17	$ (50,709.03)	$ 574,823.14	$ 574,823.14	$ -	$ -	$ 574,823.14	$ -	$ -	$ -	$ -	
GES Library Main. Agreement	1010.5.03.2220.99.431	$ 1,957.00	$ (361.95)	$ 1,595.05	$ 1,595.05	$ -	$ -	$ 1,595.05	$ -	$ -	$ -	$ -	
GES System Wide Main. Agree	1010.5.03.2400.99.431	$ 48,400.00	$ 27,655.57	$ 76,055.57	$ 76,055.57	$ -	$ -	$ 76,055.57	$ -	$ -	$ -	$ -	
GMS Library Maintenance Agree.	1010.5.51.2220.99.431	$ 1,850.00	$ (851.00)	$ 999.00	$ 999.00	$ -	$ -	$ 999.00	$ -	$ -	$ -	$ -	
GMS System Wide Main. Agree.	1010.5.51.2400.99.431	$ 40,129.83	$ (5,816.81)	$ 34,313.02	$ 34,313.02	$ -	$ -	$ 34,313.02	$ -	$ -	$ -	$ -	

FY 2025-26 Financial Detail

Final Figures as of June 30, 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 System Wide Main. Agree	1010.5.62.1000.99.431	$ 16,750.00	$ (16,750.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GHS Library Maintenance Agree	1010.5.62.2220.99.431	$ 1,985.00	$ (0.59)	$ 1,984.41	$ 1,984.41	$ -	$ -	$ 1,984.41	$ -	$ -	$ -	$ -	
GHS System Wide Main. Agree	1010.5.62.2400.99.431	$ 54,100.00	$ (16,460.25)	$ 37,639.75	$ 37,639.75	$ -	$ -	$ 37,639.75	$ -	$ -	$ -	$ -	
Alt School Maintenance Agree	1010.5.30.1220.99.431	$ 7,157.34	$ (6,812.34)	$ 345.00	$ 345.00	$ -	$ -	$ 345.00	$ -	$ -	$ -	$ -	
Central Office Maint. Agree	1010.5.00.2300.99.431	$ 16,300.00	$ 2,584.76	$ 18,884.76	$ 18,884.76	$ -	$ -	$ 18,884.76	$ -	$ -	$ -	$ -	
Maintenance Dept Agreements	1010.5.00.2600.99.431	$ 161,600.00	$ (130,024.84)	$ 31,575.16	$ 31,575.16	$ -	$ -	$ 31,575.16	$ -	$ -	$ -	$ -	
Maintenance Dept Agreements GES	1010.5.03.2600.99.431	$ -	$ 31,678.69	$ 31,678.69	$ 31,678.69	$ -	$ -	$ 31,678.69	$ -	$ -	$ -	$ -	
Maintenance Dept Agreements Soule	1010.5.13.2600.99.431	$ -	$ 2,060.00	$ 2,060.00	$ 2,060.00	$ -	$ -	$ 2,060.00	$ -	$ -	$ -	$ -	
Maintenance Dept Agreements GMS	1010.5.51.2600.99.431	$ -	$ 18,485.00	$ 18,485.00	$ 18,485.00	$ -	$ -	$ 18,485.00	$ -	$ -	$ -	$ -	
Maintenance Dept Agreements GHS	1010.5.62.2600.99.431	$ -	$ 51,498.48	$ 51,498.48	$ 51,498.48	$ -	$ -	$ 51,498.48	$ -	$ -	$ -	$ -	
Technology Maint Agreement	1010.5.00.2230.99.431	$ 275,303.00	$ (7,593.75)	$ 267,709.25	$ 267,709.25	$ -	$ -	$ 267,709.25	$ -	$ -	$ -	$ -	
Rentals		**$ 1,350.00**	**$ 573.01**	**$ 1,923.01**	**$ 1,923.01**	**$ -**	**$ -**	**$ 1,923.01**	**$ -**	**$ -**	**$ -**	**$ -**	
Maintenance Dept Lease Agree	1010.5.00.2600.99.441	$ 1,350.00	$ 573.01	$ 1,923.01	$ 1,923.01	$ -	$ -	$ 1,923.01	$ -	$ -	$ -	$ -	
Transportation: Schools		**$ 1,797,760.65**	**$ (59,622.33)**	**$ 1,738,138.32**	**$ 3,043,696.03**	**$ -**	**$ -**	**$ 3,043,696.03**	**$ (1,305,557.71)**	**$ -**	**$ -**	**$ -**	
Spec Ed Summer Enrich Trans	1010.5.30.1213.99.510	$ 35,438.00	$ 8,704.52	$ 44,142.52	$ 44,142.52	$ -	$ -	$ 44,142.52	$ -	$ -	$ -	$ -	
Spec Ed Transportation	1010.5.30.2700.99.510	$ 258,356.00	$ (57,567.12)	$ 200,788.88	$ 1,506,346.59	$ -	$ -	$ 1,506,346.59	$ (1,305,557.71)	$ -	$ -	$ -	
System Wide Pupil Transport	1010.5.00.2700.99.510	$ 1,244,547.63	$ 40,079.97	$ 1,284,627.60	$ 1,284,627.60	$ -	$ -	$ 1,284,627.60	$ -	$ -	$ -	$ -	
System Wide Pupil Transport Out	1010.5.00.2700.99.511	$ 259,419.02	$ (50,839.70)	$ 208,579.32	$ 208,579.32	$ -	$ -	$ 208,579.32	$ -	$ -	$ -	$ -	
Property & Liability Ins		**$ 221,119.65**	**$ (2,257.15)**	**$ 218,862.50**	**$ 218,862.50**	**$ -**	**$ -**	**$ 218,862.50**	**$ -**	**$ -**	**$ -**	**$ -**	
Property Insurance	1010.5.00.2600.99.520	$ 86,643.47	$ (4,903.47)	$ 81,740.00	$ 81,740.00	$ -	$ -	$ 81,740.00	$ -	$ -	$ -	$ -	
Athletics Liability Insurance	1010.5.62.3200.99.521	$ 16,320.00	$ (8,351.00)	$ 7,969.00	$ 7,969.00	$ -	$ -	$ 7,969.00	$ -	$ -	$ -	$ -	
System Wide Gen Liab. Insur.	1010.5.00.2600.99.521	$ 118,156.18	$ 10,997.32	$ 129,153.50	$ 129,153.50	$ -	$ -	$ 129,153.50	$ -	$ -	$ -	$ -	
Communications		**$ 91,343.90**	**$ (24,653.83)**	**$ 66,690.07**	**$ 74,904.31**	**$ -**	**$ -**	**$ 74,904.31**	**$ (8,214.24)**	**$ -**	**$ -**	**$ -**	
GES Postage	1010.5.03.2400.99.530	$ 2,000.00	$ -	$ 2,000.00	$ 2,000.00	$ -	$ -	$ 2,000.00	$ -	$ -	$ -	$ -	
GMS Postage	1010.5.51.2400.99.530	$ 4,500.00	$ 1,546.99	$ 6,046.99	$ 6,046.99	$ -	$ -	$ 6,046.99	$ -	$ -	$ -	$ -	
GHS Business Postage	1010.5.62.1000.17.530	$ 93.00	$ (93.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GHS System Wide Postage	1010.5.62.2400.99.530	$ 3,000.00	$ (50.00)	$ 2,950.00	$ 2,950.00	$ -	$ -	$ 2,950.00	$ -	$ -	$ -	$ -	
Central Office Postage	1010.5.00.2300.99.530	$ 3,000.00	$ (3,000.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
System Wide Telephone	1010.5.00.2600.99.530	$ 61,400.00	$ (9,587.51)	$ 51,812.49	$ 60,026.73	$ -	$ -	$ 60,026.73	$ (8,214.24)	$ -	$ -	$ -	
System Wide Advertising	1010.5.00.2310.99.540	$ 2,250.00	$ (1,206.00)	$ 1,044.00	$ 1,044.00	$ -	$ -	$ 1,044.00	$ -	$ -	$ -	$ -	
GES System Wide P&B	1010.5.03.1000.99.550	$ 1,575.90	$ (202.55)	$ 1,373.35	$ 1,373.35	$ -	$ -	$ 1,373.35	$ -	$ -	$ -	$ -	
GMS System Wide P&B	1010.5.51.1000.99.550	$ 1,600.00	$ (271.75)	$ 1,328.25	$ 1,328.25	$ -	$ -	$ 1,328.25	$ -	$ -	$ -	$ -	
GHS Business Printing & Binding	1010.5.62.1000.17.550	$ 75.00	$ (75.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GHS System Wide P&B	1010.5.62.1000.99.550	$ 10,300.00	$ (10,165.01)	$ 134.99	$ 134.99	$ -	$ -	$ 134.99	$ -	$ -	$ -	$ -	
GHS Guidance Printing & Binding	1010.5.62.2120.99.550	$ 600.00	$ (600.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GHS Music Printing & Binding	1010.5.62.1000.11.550	$ 450.00	$ (450.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GHS Principals Office P&B	1010.5.62.2400.99.550	$ 500.00	$ (500.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Tuition		**$ 1,672,455.00**	**$ 1,431,286.58**	**$ 3,103,741.58**	**$ 3,113,093.59**	**$ -**	**$ -**	**$ 3,113,093.59**	**$ (9,352.01)**	**$ -**	**$ -**	**$ -**	
System Wide Public Tuition	1010.5.62.6110.99.560	$ 172,455.00	$ (41,567.00)	$ 130,888.00	$ 130,888.00	$ -	$ -	$ 130,888.00	$ -	$ -	$ -	$ -	
Special Ed Public Tuition	1010.5.30.6110.99.560	$ 1,500,000.00	$ 1,472,853.58	$ 2,972,853.58	$ 2,982,205.59	$ -	$ -	$ 2,982,205.59	$ (9,352.01)	$ -	$ -	$ -	
Other Travel		**$ 108,851.84**	**$ 2,023.16**	**$ 110,875.00**	**$ 111,082.45**	**$ -**	**$ -**	**$ 111,082.45**	**$ (207.45)**	**$ -**	**$ -**	**$ -**	
GMS Music Travel	1010.5.51.1000.11.580	$ 1,500.00	$ (1,025.76)	$ 474.24	$ 474.24	$ -	$ -	$ 474.24	$ -	$ -	$ -	$ -	
GMS Athletics Transportation	1010.5.51.3200.99.580	$ 9,204.00	$ (1,324.83)	$ 7,879.17	$ 7,879.17	$ -	$ -	$ 7,879.17	$ -	$ -	$ -	$ -	
GHS Music Travel	1010.5.62.1000.11.580	$ 3,000.00	$ (184.07)	$ 2,815.93	$ 2,815.93	$ -	$ -	$ 2,815.93	$ -	$ -	$ -	$ -	
GHS Science Travel	1010.5.62.1000.15.580	$ 300.00	$ (24.10)	$ 275.90	$ 275.90	$ -	$ -	$ 275.90	$ -	$ -	$ -	$ -	
GHS Guidance Travel	1010.5.62.2120.99.580	$ 2,900.00	$ (2,462.36)	$ 437.64	$ 437.64	$ -	$ -	$ 437.64	$ -	$ -	$ -	$ -	

FY 2025-26 Financial Detail

Final Figures as of June 30, 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 Principals Office Travel	1010.5.62.2400.99.580	$ 1,200.00	$ (1,200.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GHS System Wide Travel	1010.5.62.2790.99.580	$ 6,000.00	$ (3,232.24)	$ 2,767.76	$ 2,767.76	$ -	$ -	$ 2,767.76	$ -	$ -	$ -	$ -	
GHS Athletics Transportation	1010.5.62.3200.99.580	$ 71,547.84	$ 15,484.90	$ 87,032.74	$ 87,032.74	$ -	$ -	$ 87,032.74	$ -	$ -	$ -	$ -	
Special Ed Office Travel	1010.5.30.2400.99.580	$ 1,500.00	$ (40.82)	$ 1,459.18	$ 1,459.18	$ -	$ -	$ 1,459.18	$ -	$ -	$ -	$ -	
Special Ed System Wide Travel	1010.5.30.2790.99.580	$ 5,300.00	$ (1,120.71)	$ 4,179.29	$ 4,386.74	$ -	$ -	$ 4,386.74	$ (207.45)	$ -	$ -	$ -	
Central Office Travel	1010.5.00.2300.99.580	$ 2,900.00	$ (1,274.44)	$ 1,625.56	$ 1,625.56	$ -	$ -	$ 1,625.56	$ -	$ -	$ -	$ -	
System Wide Other Travel	1010.5.00.2790.99.580	$ 3,500.00	$ (1,572.41)	$ 1,927.59	$ 1,927.59	$ -	$ -	$ 1,927.59	$ -	$ -	$ -	$ -	
Other Purchased Services		$ 137,845.53	$ (8,432.71)	$ 129,412.82	$ 160,933.82	$ -	$ -	$ 160,933.82	$ (31,521.00)	$ -	$ -	$ -	
GMS System Wide OPS	1010.5.51.1000.99.590	$ 6,600.00	$ (1,220.36)	$ 5,379.64	$ 5,379.64	$ -	$ -	$ 5,379.64	$ -	$ -	$ -	$ -	
GMS Music Other Purch Serv	1010.5.51.1000.11.590	$ 1,050.00	$ (1,050.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GHS Tech Ed Other Purch Serv	1010.5.62.1000.08.590	$ -	$ 81.95	$ 81.95	$ 81.95	$ -	$ -	$ 81.95	$ -	$ -	$ -	$ -	
GHS Business Other Purch Serv	1010.5.62.1000.17.590	$ 1,000.00	$ (664.00)	$ 336.00	$ 336.00	$ -	$ -	$ 336.00	$ -	$ -	$ -	$ -	
GMS Other Purchased Services	1010.5.51.2120.99.590	$ -	$ 2,398.20	$ 2,398.20	$ 2,398.20	$ -	$ -	$ 2,398.20	$ -	$ -	$ -	$ -	
GHS Guidance Other Purch Serv	1010.5.62.2120.99.590	$ 9,135.00	$ 3,765.58	$ 12,900.58	$ 12,900.58	$ -	$ -	$ 12,900.58	$ -	$ -	$ -	$ -	
GHS Principals Office OPS	1010.5.62.2400.99.590	$ 500.00	$ (370.00)	$ 130.00	$ 130.00	$ -	$ -	$ 130.00	$ -	$ -	$ -	$ -	
Alt School Other Purch Serv	1010.5.30.1220.99.590	$ 1,150.00	$ (1,150.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Adult Ed (Other Purch Serv)	1010.5.00.1310.99.590	$ 25,978.73	$ (4,593.73)	$ 21,385.00	$ 52,906.00	$ -	$ -	$ 52,906.00	$ (31,521.00)	$ -	$ -	$ -	
Maintenance Dept OPS	1010.5.00.2600.99.590	$ 61,800.00	$ (40,910.90)	$ 20,889.10	$ 20,889.10	$ -	$ -	$ 20,889.10	$ -	$ -	$ -	$ -	
Maintenance Dept OPS GES	1010.5.03.2600.99.590	$ -	$ 9,005.64	$ 9,005.64	$ 9,005.64	$ -	$ -	$ 9,005.64	$ -	$ -	$ -	$ -	
Maintenance Dept OPS Soule	1010.5.13.2600.99.590	$ -	$ 2,133.00	$ 2,133.00	$ 2,133.00	$ -	$ -	$ 2,133.00	$ -	$ -	$ -	$ -	
Maintenance Dept OPS GMS	1010.5.51.2600.99.590	$ -	$ 9,095.64	$ 9,095.64	$ 9,095.64	$ -	$ -	$ 9,095.64	$ -	$ -	$ -	$ -	
Maintenance Dept OPS GHS	1010.5.62.2600.99.590	$ -	$ 20,748.08	$ 20,748.08	$ 20,748.08	$ -	$ -	$ 20,748.08	$ -	$ -	$ -	$ -	
Technology Other Purch Serv	1010.5.00.2230.99.590	$ 25,000.00	$ (3,610.01)	$ 21,389.99	$ 21,389.99	$ -	$ -	$ 21,389.99	$ -	$ -	$ -	$ -	
Health & Safety Other Purch Serv	1010.5.00.2670.99.590	$ 3,650.00	$ (110.00)	$ 3,540.00	$ 3,540.00	$ -	$ -	$ 3,540.00	$ -	$ -	$ -	$ -	
System Wide Other Purch Serv	1010.5.00.2700.99.590	$ 1,981.80	$ (1,981.80)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Instructional Supplies		$ 85,378.00	$ (27,606.90)	$ 57,771.10	$ 57,771.10	$ -	$ -	$ 57,771.10	$ -	$ -	$ -	$ -	
GES Art Instructional Supplies	1010.5.03.1000.01.611	$ 1,500.00	$ (39.77)	$ 1,460.23	$ 1,460.23	$ -	$ -	$ 1,460.23	$ -	$ -	$ -	$ -	
GES LA Instr. Supplies	1010.5.03.1000.09.611	$ 6,694.00	$ (6,694.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GES Math Instructional Supplies	1010.5.03.1000.10.611	$ 500.00	$ (500.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GES P.E. Instr. Supplies	1010.5.03.1000.13.611	$ 700.00	$ 61.35	$ 761.35	$ 761.35	$ -	$ -	$ 761.35	$ -	$ -	$ -	$ -	
GES Science Instr. Supplies	1010.5.03.1000.15.611	$ 500.00	$ -	$ 500.00	$ 500.00	$ -	$ -	$ 500.00	$ -	$ -	$ -	$ -	
GES Instru. Supplies	1010.5.03.1000.99.611	$ 6,624.00	$ 716.03	$ 7,340.03	$ 7,340.03	$ -	$ -	$ 7,340.03	$ -	$ -	$ -	$ -	
GES Guidance Instr. Supplies	1010.5.03.2120.99.611	$ 1,000.00	$ (903.47)	$ 96.53	$ 96.53	$ -	$ -	$ 96.53	$ -	$ -	$ -	$ -	
GMS Health Instructional Supplies	1010.5.51.1000.06.611	$ 600.00	$ (41.24)	$ 558.76	$ 558.76	$ -	$ -	$ 558.76	$ -	$ -	$ -	$ -	
GMS Tech Ed Instr. Supplies	1010.5.51.1000.08.611	$ 1,050.00	$ (570.00)	$ 480.00	$ 480.00	$ -	$ -	$ 480.00	$ -	$ -	$ -	$ -	
GMS Math Instructional Supplies	1010.5.51.1000.10.611	$ 1,300.00	$ (13.46)	$ 1,286.54	$ 1,286.54	$ -	$ -	$ 1,286.54	$ -	$ -	$ -	$ -	
GMS Science Instr. Supplies	1010.5.51.1000.15.611	$ 700.00	$ (647.26)	$ 52.74	$ 52.74	$ -	$ -	$ 52.74	$ -	$ -	$ -	$ -	
GMS Music Instructional Supplies	1010.5.51.1000.11.611	$ 800.00	$ (124.01)	$ 675.99	$ 675.99	$ -	$ -	$ 675.99	$ -	$ -	$ -	$ -	
GMS System Wide Instr. Supplies	1010.5.51.1000.99.611	$ 9,800.00	$ (2,223.10)	$ 7,576.90	$ 7,576.90	$ -	$ -	$ 7,576.90	$ -	$ -	$ -	$ -	
GMS Ed Media Instr. Supplies	1010.5.51.2220.99.611	$ 500.00	$ (500.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GMS Art Instructional Supplies	1010.5.51.1000.01.611	$ 3,500.00	$ (672.42)	$ 2,827.58	$ 2,827.58	$ -	$ -	$ 2,827.58	$ -	$ -	$ -	$ -	
GMS LA Instructional Supplies	1010.5.51.1000.09.611	$ 240.00	$ (240.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GMS P.E. Instructional Supplies	1010.5.51.1000.13.611	$ 100.00	$ (54.01)	$ 45.99	$ 45.99	$ -	$ -	$ 45.99	$ -	$ -	$ -	$ -	
GHS Art Instructional Supplies	1010.5.62.1000.01.611	$ 2,836.00	$ (210.77)	$ 2,625.23	$ 2,625.23	$ -	$ -	$ 2,625.23	$ -	$ -	$ -	$ -	
GHS Career Ed Instructional Supplies	1010.5.62.1000.03.611	$ 1,000.00	$ (306.53)	$ 693.47	$ 693.47	$ -	$ -	$ 693.47	$ -	$ -	$ -	$ -	
GHS Foreign Lang. Instr. Supplies	1010.5.62.1000.05.611	$ 665.00	$ 81.50	$ 746.50	$ 746.50	$ -	$ -	$ 746.50	$ -	$ -	$ -	$ -	
GHS Health Instructional Supplies	1010.5.62.1000.06.611	$ 197.00	$ (7.12)	$ 189.88	$ 189.88	$ -	$ -	$ 189.88	$ -	$ -	$ -	$ -	
GHS FCS Instructional Supplies	1010.5.62.1000.07.611	$ 7,685.00	$ (1,628.38)	$ 6,056.62	$ 6,056.62	$ -	$ -	$ 6,056.62	$ -	$ -	$ -	$ -	
GHS Tech Ed Instr. Supplies	1010.5.62.1000.08.611	$ 1,346.00	$ (253.59)	$ 1,092.41	$ 1,092.41	$ -	$ -	$ 1,092.41	$ -	$ -	$ -	$ -	
GHS LA Instructional Supplies	1010.5.62.1000.09.611	$ -	$ 584.83	$ 584.83	$ 584.83	$ -	$ -	$ 584.83	$ -	$ -	$ -	$ -	

FY 2025-26 Financial Detail

Final Figures as of June 30, 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 Math Instructional Supplies	1010.5.62.1000.10.611	$ 1,545.00	$ (1,401.34)	$ 143.66	$ 143.66	$ -	$ -	$ 143.66	$ -	$ -	$ -	$ -	
GHS Music Instructional Supplies	1010.5.62.1000.11.611	$ 4,200.00	$ (901.58)	$ 3,298.42	$ 3,298.42	$ -	$ -	$ 3,298.42	$ -	$ -	$ -	$ -	
GHS P.E. Instructional Supplies	1010.5.62.1000.13.611	$ 2,000.00	$ (360.10)	$ 1,639.90	$ 1,639.90	$ -	$ -	$ 1,639.90	$ -	$ -	$ -	$ -	
GHS Science Instr. Supplies	1010.5.62.1000.15.611	$ 3,293.00	$ (520.84)	$ 2,772.16	$ 2,772.16	$ -	$ -	$ 2,772.16	$ -	$ -	$ -	$ -	
GHS Business Instr. Supplies	1010.5.62.1000.17.611	$ 678.00	$ (678.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GHS System Wide Instr. Supplies	1010.5.62.1000.99.611	$ 10,000.00	$ (461.72)	$ 9,538.28	$ 9,538.28	$ -	$ -	$ 9,538.28	$ -	$ -	$ -	$ -	
GHS Library Instructional Supplies	1010.5.62.2220.99.611	$ 725.00	$ (249.97)	$ 475.03	$ 475.03	$ -	$ -	$ 475.03	$ -	$ -	$ -	$ -	
Special Ed Instructional Supplies	1010.5.30.1210.99.611	$ 8,100.00	$ (6,643.68)	$ 1,456.32	$ 1,456.32	$ -	$ -	$ 1,456.32	$ -	$ -	$ -	$ -	
Special Ed Instructional Supplies GES	1010.5.31.1210.99.611	$ -	$ 542.00	$ 542.00	$ 542.00	$ -	$ -	$ 542.00	$ -	$ -	$ -	$ -	
Special Ed Instructional Supplies GMS	1010.5.32.1210.99.611	$ -	$ 307.69	$ 307.69	$ 307.69	$ -	$ -	$ 307.69	$ -	$ -	$ -	$ -	
Special Ed Instructional Supplies GHS	1010.5.33.1210.99.611	$ -	$ 174.16	$ 174.16	$ 174.16	$ -	$ -	$ 174.16	$ -	$ -	$ -	$ -	
Alt School Instructional Supplies	1010.5.30.1220.99.611	$ 1,000.00	$ (1,000.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Speech Instructional Supplies	1010.5.30.2150.99.611	$ 4,000.00	$ (2,228.10)	$ 1,771.90	$ 1,771.90	$ -	$ -	$ 1,771.90	$ -	$ -	$ -	$ -	
Maintenance Supplies		$ 90,000.00	$ 19,615.84	$ 109,615.84	$ 112,269.70	$ 796.00	$ -	$ 113,065.70	$ (3,449.86)	$ -	$ -	$ -	
GES Maintenance Supplies	1010.5.03.2600.99.613	$ -	$ 2,463.00	$ 2,463.00	$ 2,463.00	$ -	$ -	$ 2,463.00	$ -	$ -	$ -	$ -	
GMS Maintenance Supplies	1010.5.51.2600.99.613	$ -	$ 710.78	$ 710.78	$ 710.78	$ -	$ -	$ 710.78	$ -	$ -	$ -	$ -	
GHS Maintenance Supplies	1010.5.62.2600.99.613	$ -	$ 183.89	$ 183.89	$ 183.89	$ -	$ -	$ 183.89	$ -	$ -	$ -	$ -	
Maintenance Supplies	1010.5.00.2600.99.613	$ 90,000.00	$ 16,258.17	$ 106,258.17	$ 108,912.03	$ 796.00	$ -	$ 109,708.03	$ (3,449.86)	$ -	$ -	$ -	
Heating Oil		$ 205,000.00	$ 85,612.89	$ 290,612.89	$ 290,612.89	$ -	$ -	$ 290,612.89	$ -	$ -	$ -	$ -	
Heating Oil	1010.5.00.2600.99.620	$ 205,000.00	$ 85,612.89	$ 290,612.89	$ 290,612.89	$ -	$ -	$ 290,612.89	$ -	$ -	$ -	$ -	
Textbooks		$ 7,035.00	$ (4,294.40)	$ 2,740.60	$ 2,740.60	$ -	$ -	$ 2,740.60	$ -	$ -	$ -	$ -	
GMS LA Textbooks	1010.5.51.1000.09.641	$ 535.00	$ (221.04)	$ 313.96	$ 313.96	$ -	$ -	$ 313.96	$ -	$ -	$ -	$ -	
GMS Music Textbooks	1010.5.51.1000.11.641	$ 1,500.00	$ (311.01)	$ 1,188.99	$ 1,188.99	$ -	$ -	$ 1,188.99	$ -	$ -	$ -	$ -	
Curriculum Develop. Textbooks	1010.5.00.2212.99.641	$ 5,000.00	$ (3,762.35)	$ 1,237.65	$ 1,237.65	$ -	$ -	$ 1,237.65	$ -	$ -	$ -	$ -	
Library Books/Periodicals		$ 28,981.00	$ (11,132.25)	$ 17,848.75	$ 19,209.07	$ -	$ -	$ 19,209.07	$ (1,360.32)	$ -	$ -	$ -	
GES Library B/P	1010.5.03.2220.99.642	$ 2,500.00	$ (4.88)	$ 2,495.12	$ 2,495.12	$ -	$ -	$ 2,495.12	$ -	$ -	$ -	$ -	
GMS Foreign Language B/P	1010.5.51.1000.05.642	$ 400.00	$ (201.99)	$ 198.01	$ 198.01	$ -	$ -	$ 198.01	$ -	$ -	$ -	$ -	
GMS LA B/P	1010.5.51.1000.09.642	$ 900.00	$ (710.20)	$ 189.80	$ 189.80	$ -	$ -	$ 189.80	$ -	$ -	$ -	$ -	
GMS Science Resource B/P	1010.5.51.1000.15.642	$ 544.00	$ (544.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GMS SS Resource Books	1010.5.51.1000.16.642	$ 180.00	$ (180.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GMS System Wide B/P	1010.5.51.1000.99.642	$ 400.00	$ (400.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GMS Library B/P	1010.5.51.2220.99.642	$ 1,300.00	$ (1,300.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GMS System Wide B/P	1010.5.51.2400.99.642	$ 500.00	$ (500.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GHS LA B/P	1010.5.62.1000.09.642	$ 2,000.00	$ (1,189.77)	$ 810.23	$ 810.23	$ -	$ -	$ 810.23	$ -	$ -	$ -	$ -	
GHS Library B/P	1010.5.62.2220.99.642	$ 977.00	$ 1.79	$ 978.79	$ 978.79	$ -	$ -	$ 978.79	$ -	$ -	$ -	$ -	
GHS Principals Office B/P	1010.5.62.2400.99.642	$ 200.00	$ (200.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Curriculum Development B/P	1010.5.00.2212.99.642	$ 5,000.00	$ (2,777.55)	$ 2,222.45	$ 2,222.45	$ -	$ -	$ 2,222.45	$ -	$ -	$ -	$ -	
Central Office B/P	1010.5.00.2300.99.642	$ 750.00	$ (750.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
System Wide Resource B/P	1010.5.00.2310.99.642	$ 550.00	$ (550.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GES Library Online Services	1010.5.03.2220.99.643	$ 2,900.00	$ (451.82)	$ 2,448.18	$ 2,448.18	$ -	$ -	$ 2,448.18	$ -	$ -	$ -	$ -	
GMS Library Online Services	1010.5.51.2220.99.643	$ 3,133.00	$ (12.75)	$ 3,120.25	$ 3,120.25	$ -	$ -	$ 3,120.25	$ -	$ -	$ -	$ -	
GHS Library Online Services	1010.5.62.2220.99.643	$ 6,747.00	$ (1,361.08)	$ 5,385.92	$ 6,746.24	$ -	$ -	$ 6,746.24	$ (1,360.32)	$ -	$ -	$ -	
Other Supplies/Materials		$ 331,382.63	$ (62,761.82)	$ 268,620.81	$ 252,863.92	$ 16,011.21	$ -	$ 268,875.13	$ (254.32)	$ -	$ -	$ -	
GES LA Software	1010.5.03.1000.09.735	$ 450.00	$ (450.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GES Social Studies Other Supplies	1010.5.03.1000.16.690	$ 500.00	$ (500.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GES System Wide Other Supp	1010.5.03.1000.99.690	$ 9,146.00	$ 414.08	$ 9,560.08	$ 9,560.08	$ -	$ -	$ 9,560.08	$ -	$ -	$ -	$ -	
GES Other Purchased Services	1010.5.03.2400.99.690	$ -	$ 6,410.57	$ 6,410.57	$ -	$ 6,410.57	$ -	$ 6,410.57	$ -	$ -	$ -	$ -	

FY 2025-26 Financial Detail

Final Figures as of June 30, 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 Music Other Supplies	1010.5.51.1000.11.690	$ 1,280.00	$ (472.95)	$ 807.05	$ 807.05	$ -	$ -	$ 807.05	$ -	$ -	$ -	$ -	
GMS Science Other Supplies	1010.5.51.1000.15.690	$ 385.00	$ (385.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GMS Social Science Other Supp	1010.5.51.1000.16.690	$ 700.00	$ (283.90)	$ 416.10	$ 416.10	$ -	$ -	$ 416.10	$ -	$ -	$ -	$ -	
GMS System Wide Other Supp	1010.5.51.1000.99.690	$ 2,500.00	$ (1,609.17)	$ 890.83	$ 890.83	$ -	$ -	$ 890.83	$ -	$ -	$ -	$ -	
GMS Guidance Other Supplies	1010.5.51.2120.99.690	$ 3,400.00	$ (32.12)	$ 3,367.88	$ 3,367.88	$ -	$ -	$ 3,367.88	$ -	$ -	$ -	$ -	
GMS Office Other Supplies	1010.5.51.2400.99.690	$ 2,100.00	$ 1,818.37	$ 3,918.37	$ 987.27	$ 2,931.10	$ -	$ 3,918.37	$ -	$ -	$ -	$ -	
GMS Athletics Other Supplies	1010.5.51.3200.99.690	$ 2,500.00	$ (1,046.13)	$ 1,453.87	$ 1,453.87	$ -	$ -	$ 1,453.87	$ -	$ -	$ -	$ -	
GHS Tech Ed Other Supplies	1010.5.62.1000.08.690	$ 3,163.00	$ (42.54)	$ 3,120.46	$ 3,120.46	$ -	$ -	$ 3,120.46	$ -	$ -	$ -	$ -	
GHS Music Other Supplies	1010.5.62.1000.11.690	$ 1,000.00	$ (35.63)	$ 964.37	$ 964.37	$ -	$ -	$ 964.37	$ -	$ -	$ -	$ -	
GHS Science Other Supplies	1010.5.62.1000.15.690	$ 1,200.00	$ (13.89)	$ 1,186.11	$ 1,186.11	$ -	$ -	$ 1,186.11	$ -	$ -	$ -	$ -	
GHS Social Studies Other Supplies	1010.5.62.1000.16.690	$ 106.00	$ (93.56)	$ 12.44	$ 12.44	$ -	$ -	$ 12.44	$ -	$ -	$ -	$ -	
GHS Business Other Supplies	1010.5.62.1000.17.690	$ 450.00	$ (450.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GHS System Wide Other Supp	1010.5.62.1000.99.690	$ 1,000.00	$ (923.23)	$ 76.77	$ 76.77	$ -	$ -	$ 76.77	$ -	$ -	$ -	$ -	
GHS Guidance Other Supplies	1010.5.62.2120.99.690	$ 350.00	$ (317.91)	$ 32.09	$ 32.09	$ -	$ -	$ 32.09	$ -	$ -	$ -	$ -	
GHS Library Other Supplies	1010.5.62.2220.99.690	$ 659.00	$ (50.99)	$ 608.01	$ 608.01	$ -	$ -	$ 608.01	$ -	$ -	$ -	$ -	
GHS Principals Office Other	1010.5.62.2400.99.690	$ 9,000.00	$ 2,505.34	$ 11,505.34	$ 4,835.80	$ 6,669.54	$ -	$ 11,505.34	$ -	$ -	$ -	$ -	
GHS Athletics Other Supplies	1010.5.62.3200.99.690	$ 20,000.00	$ (996.04)	$ 19,003.96	$ 19,003.96	$ -	$ -	$ 19,003.96	$ -	$ -	$ -	$ -	
Special Ed Other Supplies	1010.5.30.1210.99.690	$ 13,600.00	$ (12,936.92)	$ 663.08	$ 663.08	$ -	$ -	$ 663.08	$ -	$ -	$ -	$ -	
Special Ed Other Supplies GES	1010.5.31.1210.99.690	$ -	$ 518.51	$ 518.51	$ 518.51	$ -	$ -	$ 518.51	$ -	$ -	$ -	$ -	
Special Ed Other Supplies GHS	1010.5.33.1210.99.690	$ -	$ 705.21	$ 705.21	$ 705.21	$ -	$ -	$ 705.21	$ -	$ -	$ -	$ -	
Special Ed Summer Enrich Other Supplies	1010.5.30.1213.99.690	$ 2,000.00	$ (510.91)	$ 1,489.09	$ 1,489.09	$ -	$ -	$ 1,489.09	$ -	$ -	$ -	$ -	
Alt School Other Supplies	1010.5.30.1220.99.690	$ 1,500.00	$ (1,203.98)	$ 296.02	$ 296.02	$ -	$ -	$ 296.02	$ -	$ -	$ -	$ -	
Psy Services Other Supplies	1010.5.30.2140.99.690	$ 6,500.00	$ (2,462.13)	$ 4,037.87	$ 4,037.87	$ -	$ -	$ 4,037.87	$ -	$ -	$ -	$ -	
Special Ed Prinicpals Office	1010.5.30.2400.99.690	$ 2,000.00	$ (1,605.39)	$ 394.61	$ 394.61	$ -	$ -	$ 394.61	$ -	$ -	$ -	$ -	
Print Shop Supplies	1010.5.00.1013.99.690	$ -	$ 3,756.80	$ 3,756.80	$ 4,011.12	$ -	$ -	$ 4,011.12	$ (254.32)	$ -	$ -	$ -	
System Wide Other Supplies	1010.5.00.2130.99.690	$ 5,800.00	$ (2,502.53)	$ 3,297.47	$ 3,297.47	$ -	$ -	$ 3,297.47	$ -	$ -	$ -	$ -	
Curriculum Development	1010.5.00.2212.99.690	$ 13,000.00	$ (2,589.18)	$ 10,410.82	$ 10,410.82	$ -	$ -	$ 10,410.82	$ -	$ -	$ -	$ -	
Central Office Other Supplies	1010.5.00.2300.99.690	$ 5,500.00	$ (521.46)	$ 4,978.54	$ 4,978.54	$ -	$ -	$ 4,978.54	$ -	$ -	$ -	$ -	
System Wide Other Supplies	1010.5.00.2310.99.690	$ 5,000.00	$ (897.23)	$ 4,102.77	$ 4,102.77	$ -	$ -	$ 4,102.77	$ -	$ -	$ -	$ -	
Maintenance Other Supplies	1010.5.00.2600.99.690	$ 4,000.00	$ (2,205.99)	$ 1,794.01	$ 1,794.01	$ -	$ -	$ 1,794.01	$ -	$ -	$ -	$ -	
Technology Other Supplies	1010.5.00.2230.99.690	$ 16,590.00	$ (1,747.08)	$ 14,842.92	$ 14,842.92	$ -	$ -	$ 14,842.92	$ -	$ -	$ -	$ -	
System Wide Other Supplies	1010.5.00.2700.99.690	$ 196,003.63	$ (42,004.84)	$ 153,998.79	$ 153,998.79	$ -	$ -	$ 153,998.79	$ -	$ -	$ -	$ -	
Instructional Equipment		**$ 92,920.00**	**$ (33,487.34)**	**$ 59,432.66**	**$ 80,200.66**	**$ -**	**$ -**	**$ 80,200.66**	**$ (20,768.00)**	**$ -**	**$ -**	**$ -**	
GES Instructional Technology Equipment	1010.5.03.1000.17.730	$ 421.00	$ (183.33)	$ 237.67	$ 237.67	$ -	$ -	$ 237.67	$ -	$ -	$ -	$ -	
GMS PE Instructional Equipment	1010.5.51.1000.13.730	$ 580.00	$ (27.34)	$ 552.66	$ 552.66	$ -	$ -	$ 552.66	$ -	$ -	$ -	$ -	
GMS Science Equipment	1010.5.51.1000.15.730	$ 960.00	$ (960.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GHS FCS Instructional Equip	1010.5.62.1000.07.730	$ 970.00	$ (415.26)	$ 554.74	$ 554.74	$ -	$ -	$ 554.74	$ -	$ -	$ -	$ -	
GHS Tech Ed Instructional Equip	1010.5.62.1000.08.730	$ 14,770.00	$ 122.43	$ 14,892.43	$ 14,892.43	$ -	$ -	$ 14,892.43	$ -	$ -	$ -	$ -	
GHS Music Instructional Equip	1010.5.62.1000.11.730	$ 1,500.00	$ (1,500.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GHS Science Instructional Equip	1010.5.62.1000.15.730	$ 1,733.00	$ (243.29)	$ 1,489.71	$ 1,489.71	$ -	$ -	$ 1,489.71	$ -	$ -	$ -	$ -	
GHS Library Instructional Equip	1010.5.62.2220.99.730	$ 236.00	$ (1.35)	$ 234.65	$ 234.65	$ -	$ -	$ 234.65	$ -	$ -	$ -	$ -	
Special Ed Instructional Equip	1010.5.30.1210.99.730	$ 4,000.00	$ (3,503.83)	$ 496.17	$ 496.17	$ -	$ -	$ 496.17	$ -	$ -	$ -	$ -	
Speech Instructional Equip	1010.5.30.2150.99.730	$ 10,000.00	$ (5,658.00)	$ 4,342.00	$ 4,342.00	$ -	$ -	$ 4,342.00	$ -	$ -	$ -	$ -	
Tech Instr. Equip	1010.5.00.2230.99.730	$ 57,750.00	$ (21,117.37)	$ 36,632.63	$ 57,400.63	$ -	$ -	$ 57,400.63	$ (20,768.00)	$ -	$ -	$ -	
Non-Instructional Equipment		**$ 45,250.00**	**$ (1,939.30)**	**$ 43,310.70**	**$ 43,310.70**	**$ -**	**$ -**	**$ 43,310.70**	**$ -**	**$ -**	**$ -**	**$ -**	
Central Office Other Equipment	1010.5.00.2300.99.739	$ 350.00	$ (350.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
System Wide Other Equipment	1010.5.00.2600.99.739	$ 750.00	$ (750.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Technology Other Equipment	1010.5.00.2230.99.739	$ 44,150.00	$ (839.30)	$ 43,310.70	$ 43,310.70	$ -	$ -	$ 43,310.70	$ -	$ -	$ -	$ -	
Dues & Fees		**$ 62,866.00**	**$ (4,624.17)**	**$ 58,241.83**	**$ 58,241.83**	**$ -**	**$ -**	**$ 58,241.83**	**$ -**	**$ -**	**$ -**	**$ -**	

FY 2025-26 Financial Detail

Final Figures as of June 30, 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 System Wide Dues & Fees	1010.5.03.1000.99.810	$ 1,510.00	$ (59.53)	$ 1,450.47	$ 1,450.47	$ -	$ -	$ 1,450.47	$ -	$ -	$ -	$ -	
GMS Music Dues & Fees	1010.5.51.1000.11.810	$ 300.00	$ -	$ 300.00	$ 300.00	$ -	$ -	$ 300.00	$ -	$ -	$ -	$ -	
GMS Science Dues & Fees	1010.5.51.1000.15.810	$ 150.00	$ (150.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GMS Dues & Fees	1010.5.51.1000.99.810	$ 1,100.00	$ (40.00)	$ 1,060.00	$ 1,060.00	$ -	$ -	$ 1,060.00	$ -	$ -	$ -	$ -	
GMS Guidance Dues & Fees	1010.5.51.2120.99.810	$ 60.00	$ (60.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GMS Office Dues & Fees	1010.5.51.2400.99.810	$ 100.00	$ (100.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
GMS Athletics Dues & Fees	1010.5.51.3200.99.810	$ 750.00	$ (160.00)	$ 590.00	$ 590.00	$ -	$ -	$ 590.00	$ -	$ -	$ -	$ -	
GHS Music Dues & Fees	1010.5.62.1000.11.810	$ 2,100.00	$ (1,635.00)	$ 465.00	$ 465.00	$ -	$ -	$ 465.00	$ -	$ -	$ -	$ -	
GHS Business Dues & Fees	1010.5.62.1000.17.810	$ 435.00	$ (137.00)	$ 298.00	$ 298.00	$ -	$ -	$ 298.00	$ -	$ -	$ -	$ -	
GHS System Wide Dues & Fees	1010.5.62.1000.99.810	$ 10,500.00	$ (110.00)	$ 10,390.00	$ 10,390.00	$ -	$ -	$ 10,390.00	$ -	$ -	$ -	$ -	
GHS Guidance Dues & Fees	1010.5.62.2120.99.810	$ 463.00	$ (224.00)	$ 239.00	$ 239.00	$ -	$ -	$ 239.00	$ -	$ -	$ -	$ -	
GHS Library Dues & Fees	1010.5.62.2220.99.810	$ 298.00	$ 0.14	$ 298.14	$ 298.14	$ -	$ -	$ 298.14	$ -	$ -	$ -	$ -	
GHS Principals Dues & Fees	1010.5.62.2400.99.810	$ 1,000.00	$ (448.00)	$ 552.00	$ 552.00	$ -	$ -	$ 552.00	$ -	$ -	$ -	$ -	
GHS Athletics Dues & Fees	1010.5.62.3200.99.810	$ 12,000.00	$ (2,261.20)	$ 9,738.80	$ 9,738.80	$ -	$ -	$ 9,738.80	$ -	$ -	$ -	$ -	
Central Office Dues & Fees	1010.5.00.2300.99.810	$ 14,750.00	$ 1,112.00	$ 15,862.00	$ 15,862.00	$ -	$ -	$ 15,862.00	$ -	$ -	$ -	$ -	
System Wide Dues & Fees	1010.5.00.2310.99.810	$ 15,750.00	$ 1,248.42	$ 16,998.42	$ 16,998.42	$ -	$ -	$ 16,998.42	$ -	$ -	$ -	$ -	
Health Services Dues & Fees	1010.5.00.2130.99.810	$ 850.00	$ (850.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Maintenance Dues & Fees	1010.5.00.2600.99.810	$ 750.00	$ (750.00)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Grand Totals		**$ 32,920,858.93**	**$ -**	**$ 32,920,858.93**	**$ 35,488,973.43**	**$ 224,144.39**	**$ -**	**$ 35,713,117.82**	**$ (2,794,523.70)**	**$ 2,264.81**	**$ -**	**$ 2,264.81**	

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25

CONNECTICUT Education

Griswold School District

Sean Mckenna, Superintendent • 860-376-7600 • http://griswold.k12.ct.us

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,823
Per Pupil Expenditures	$19,279
Total Expenditures	$35,146,116

Expenditure data reflect the 2023-24 school year.

Community Information

AdvanceCT Town Profiles provide summary demographic and economic information for Connecticut's municipalities at https://www.advancect.org/site-selection/town-profiles

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Notes

Unless otherwise noted, all data are for 2024-25 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit https://public-edsight.ct.gov

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to safeguard student confidentiality. Complete data suppression guidelines are available at https://tinyurl.com/SuppressionPolicy

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	965	52.9	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	42	2.3	5.2
Black or African American	61	3.3	12.4
Hispanic or Latino of any race	273	15.0	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	129	7.1	4.8
White	1,299	71.3	45.1
English Learners/Multilingual Learners	32	1.8	11.3
Eligible for Free or Reduced-Price Meals	983	53.9	44.8
Students with Disabilities	389	21.3	18.5

The enrollment table represents students in grades PK-12 reported by the district in the Public School Information System (i.e., PSIS Reporting District).
Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	*	*	57	6.4
Male	221	24.0	130	12.8
Non-Binary	*	*	0	*
Black or African American	13	23.2	12	19.0
Hispanic or Latino of any race	80	30.0	35	11.7
White	268	21.7	120	8.9
English Learners/Multilingual Learners	12	34.3	*	*
Eligible for Free or Reduced-Price Meals	286	30.9	138	12.7
Students with Disabilities	137	38.9	55	12.2
All Students - District	399	23.0	187	9.8
All Students - State		17.2		6.8

A student is **chronically absent** if they miss ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.
A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 310
Number of school-based arrests: Fewer than 6

District Profile and Performance Report for School Year 2024-25
Griswold School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	116.0
General Education Paraprofessionals	3.5
Special Education Teachers and Instructors	22.0
Special Education Paraprofessionals	77.5
District Central Office Administrators	7.7
School Level Administrators	6.6
Library/Media Specialists (Certified)	3.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	12.7
School Nurses	3.2
Other Staff Providing Non-Instructional Services/Support	113.6

In the **full-time equivalent count**, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	14.0
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	2	1.2	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.6	0.3
White	169	98.3	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	22	12.6	6.8
Teachers	19	13.4	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	14	*	*	*
Hispanic or Latino of any race	23	100.0	24	96.0
White	91	98.9	105	99.1
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	78	97.5	63	98.4
Students with Disabilities	33	94.3	37	94.9
All Students - District	142	97.9	152	98.7
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	20	37.7
Emotional Disability	12	48.0
Intellectual Disability	*	*
Learning Disability	28	43.1
Other Health Impairment	33	48.5
Other Disabilities	*	*
Speech/Language Impairment	19	73.1
All Disabilities - District	115	42.3
All Disabilities - State		68.0

This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2024-25
Griswold School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	55	3.4	2.9
Emotional Disability	26	1.6	1.1
Intellectual Disability	20	1.3	0.6
Learning Disability	65	4.1	6.5
Other Health Impairment	70	4.4	3.6
Other Disabilities	25	1.6	1.1
Speech/Language Impairment	30	1.9	2.0
All Disabilities	291	18.2	17.8

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	11	3.8	8.2
Private Schools or Other Settings	14	4.8	4.5

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures: 2023-24

Expenditure	District Total ($)	District Per Pupil ($)	State Per Pupil ($)
Instruction	$20,419,675	$11,201	$13,471
Support services - students	$2,352,804	$1,337	$1,826
Support services - instruction	$370,570	$211	$972
Support services - general administration	$491,129	$279	$568
Support services - school based administration	$1,635,960	$930	$1,274
Central and other support services	$3,155,148	$1,793	$761
Operation and maintenance of plant	$3,965,927	$2,253	$2,125
Student transportation services	$2,754,902	$1,483	$1,695
Food services	.	.	$10
Enterprise operations	.	.	$219
Total	$35,146,116	$19,279	$22,054

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2023-24

Expenditure	District Total ($)	District Percent (%)	State Percent (%)
Teacher Salaries	$3,085,448	30.7	26.4
Instructional Aide Salaries	$1,261,127	12.6	10.1
Other Salaries	$363,026	3.6	10.5
Employee Benefits	$1,556,017	15.5	13.3
Purchased Services Other Than Transportation	$93,570	0.9	6.8
Special Education Tuition	$2,055,921	20.5	22.8
Supplies	$50,833	0.5	0.6
Property Services	$280	0.0	0.4
Purchased Services For Transportation	$1,549,657	15.4	8.7
Equipment	$26,326	0.3	0.2
All Other Expenditures	.	.	0.1
Total	$10,042,205	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	28.6
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	47.2
State	34.5
Federal	8.8
Tuition & Other	9.5

Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(ELA), Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	16	*	16	*	7	*
Black or African American	41	55.5	41	46.1	16	*
Hispanic or Latino of any race	117	57.9	117	51.9	41	51.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	56	67.7	56	57.1	31	58.1
White	618	62.7	618	57.6	255	61.6
English Learners/Multilingual Learners	22	51.8	22	51.4	8	*
Non-English Learners/Non-Multilingual Learners	838	62.6	838	56.6	348	60.1
Eligible for Free or Reduced-Price Meals	458	58.2	458	52.7	190	56.1
Not Eligible for Free or Reduced-Price Meals	402	66.9	402	60.9	166	63.6
Students with Disabilities	136	40.8	136	36.9	59	41.0
Students without Disabilities	724	66.3	724	60.2	297	63.3
High Needs	508	56.9	508	51.5	207	55.8
Non-High Needs	352	70.1	352	63.8	149	64.9
All Students - District	860	62.3	860	56.5	356	59.6

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. Performance on NAEP by student group is available at https://tinyurl.com/CTNAEP2024

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	85.5	83.8	84.9	86.6	499	85.2
Curl Up	96.6	84.4	84.0	90.4	500	88.8
Push Up	71.8	84.4	70.8	68.4	500	74.2
Mile Run/PACER	84.6	80.1	62.0	59.6	502	71.7
All Tests - District	65.0	63.1	48.1	52.2	498	57.4
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

Note: Only students assessed in all four areas are included in the All Tests calculation

District Profile and Performance Report for School Year 2024-25
Griswold School District

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	19	*
White	96	84.4
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	70	75.7
Students with Disabilities	32	53.1
All Students - District	123	82.9
All Students - State		88.9

The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.

Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	71	48.6
Male	43	28.3
Non-Binary	0	*
Black or African American	*	*
Hispanic or Latino of any race	16	33.3
White	80	40.4
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	38	26.4
Students with Disabilities	*	*
All Students - District	114	38.1
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Earning three or more non-remedial college credits cumulatively during high school.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

Copyright © 2025 ACT, Inc. www.act.org

IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	60.7	78.6
Male	40.4	83.3
Non-Binary	N/A	N/A
Black or African American	N/A	*
Hispanic or Latino of any race	*	*
White	56.0	75.9
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	37.9	75.0
Students with Disabilities	*	*
All Students - District	50.9	80.6
All Students - State	67.0	88.2

College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

Connecticut State Department of Education

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2024-25

CONNECTICUT Education

Griswold School District

Sean Mckenna, Superintendent • 860-376-7600 • http://griswold.k12.ct.us

District Information

Grade Range	PK-12
Number of Schools/Programs	4
Enrollment	1,823
Per Pupil Expenditures	$19,279
Total Expenditures	$35,146,116

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Students

October 1, 2024 Enrollment

Student Group	District Count	District Percent (%)	State Percent (%)
Female	*	*	48.4
Male	965	52.9	51.5
Non-Binary	*	*	0.1
American Indian or Alaska Native	*	*	0.2
Asian	42	2.3	5.2
Black or African American	61	3.3	12.4
Hispanic or Latino of any race	273	15.0	32.1
Native Hawaiian or Other Pacific Islander	*	*	0.1
Two or More Races	129	7.1	4.8
White	1,299	71.3	45.1
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Students with Disabilities	389	21.3	18.5

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Students with disabilities are students with an individualized education program (IEP) only. This category does not include students with Section 504 plans or services plans.

Chronic Absenteeism and Suspension/Expulsion

Student Group	Chronic Count	Chronic Rate (%)	Suspension Count	Suspension Rate (%)
Female	*	*	57	6.4
Male	221	24.0	130	12.8
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Black or African American	13	23.2	12	19.0
Hispanic or Latino of any race	80	30.0	35	11.7
White	268	21.7	120	8.9
English Learners/Multilingual Learners	12	34.3	*	*
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Students with Disabilities	137	38.9	55	12.2
All Students - District	399	23.0	187	9.8
All Students - State		17.2		6.8

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A student is included in **suspension count/rate** if they received at least one in-school suspension, out-of-school suspension, or expulsion.

Number of students qualified as truant under state statute: 310
Number of school-based arrests: Fewer than 6

District Profile and Performance Report for School Year 2024-25
Griswold School District

Educators

Full-Time Equivalent (FTE) Staff

Role	FTE
General Education Teachers and Instructors	116.0
General Education Paraprofessionals	3.5
Special Education Teachers and Instructors	22.0
Special Education Paraprofessionals	77.5
District Central Office Administrators	7.7
School Level Administrators	6.6
Library/Media Specialists (Certified)	3.0
Library/Media Support Staff	0.0
Instructional Specialists Who Support Teachers	4.0
Counselors, Social Workers and School Psychologists	12.7
School Nurses	3.2
Other Staff Providing Non-Instructional Services/Support	113.6

In the **full-time equivalent count,** staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Classroom Teacher Attendance: 2023-24

Level	Average Number of FTE Days Absent Due to Illness or Personal Time
District	14.0
State	13.0

Educators by Race/Ethnicity

Race/Ethnicity	District Count	District Percent (%)	State Percent (%)
American Indian or Alaska Native	0	0.0	0.1
Asian	0	0.0	1.4
Black or African American	0	0.0	4.9
Hispanic or Latino of any race	2	1.2	5.3
Native Hawaiian or Other Pacific Islander	0	0.0	0.1
Two or More Races	1	0.6	0.3
White	169	98.3	87.9

New! Educator Attrition: 2023-24

Educator Type	District Attrition Count	District Attrition Rate (%)	State Attrition Rate (%)
All Educators	22	12.6	6.8
Teachers	19	13.4	7.6

Teacher Attrition Rate is defined as the percent of certified teachers who were teaching in the district in 2022-23 but were not teaching in the district in 2023-24. **All Educator Attrition Rate** is defined as the percent of certified educators who were staffed in a certified educator position in the district in 2022-23 but were not staffed in a certified educator position in the district in 2023-24.

Note: See Appendix A for exit reasons.

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School

Student Group	11th Count	11th Rate (%)	12th Count	12th Rate (%)
Black or African American	14	*	*	*
Hispanic or Latino of any race	23	100.0	24	96.0
White	91	98.9	105	99.1
English Learners/Multilingual Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	78	97.5	63	98.4
Students with Disabilities	33	94.3	37	94.9
All Students - District	142	97.9	152	98.7
All Students - State		89.2		95.3

College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual credit courses.

Students with Disabilities Spending 80% or Greater Time with Nondisabled Peers

Disability	Count	Rate (%)
Autism	20	37.7
Emotional Disability	12	48.0
Intellectual Disability	*	*
Learning Disability	28	43.1
Other Health Impairment	33	48.5
Other Disabilities	*	*
Speech/Language Impairment	19	73.1
All Disabilities - District	115	42.3
All Disabilities - State		68.0

This table represents students ages 6-21 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

District Profile and Performance Report for School Year 2024-25
Griswold School District

Students with Disabilities by Primary Disability

Disability	District Count	District Rate (%)	State Rate (%)
Autism	55	3.4	2.9
Emotional Disability	26	1.6	1.1
Intellectual Disability	20	1.3	0.6
Learning Disability	65	4.1	6.5
Other Health Impairment	70	4.4	3.6
Other Disabilities	25	1.6	1.1
Speech/Language Impairment	30	1.9	2.0
All Disabilities	291	18.2	17.8

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Students with Disabilities Placed Outside of the District

Classroom Setting	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	11	3.8	8.2
Private Schools or Other Settings	14	4.8	4.5

This table represents students in grades K-12 for whom the district is fiscally responsible (i.e., Nexus District students with an IEP or services plan).

Overall Expenditures: 2023-24

Expenditure	District Total ($)	District Per Pupil ($)	State Per Pupil ($)
Instruction	$20,419,675	$11,201	$13,471
Support services - students	$2,352,804	$1,337	$1,826
Support services - instruction	$370,570	$211	$972
Support services - general administration	$491,129	$279	$568
Support services - school based administration	$1,635,960	$930	$1,274
Central and other support services	$3,155,148	$1,793	$761
Operation and maintenance of plant	$3,965,927	$2,253	$2,125
Student transportation services	$2,754,902	$1,483	$1,695
Food services	.	.	$10
Enterprise operations	.	.	$219
Total	$35,146,116	$19,279	$22,054

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2023-24

Expenditure	District Total ($)	District Percent (%)	State Percent (%)
Teacher Salaries	$3,085,448	30.7	26.4
Instructional Aide Salaries	$1,261,127	12.6	10.1
Other Salaries	$363,026	3.6	10.5
Employee Benefits	$1,556,017	15.5	13.3
Purchased Services Other Than Transportation	$93,570	0.9	6.8
Special Education Tuition	$2,055,921	20.5	22.8
Supplies	$50,833	0.5	0.6
Property Services	$280	0.0	0.4
Purchased Services For Transportation	$1,549,657	15.4	8.7
Equipment	$26,326	0.3	0.2
All Other Expenditures	.	.	0.1
Total	$10,042,205	100.0	100.0

Percent of Total Expenditures Used for Special Education: 2023-24

Level	Percent (%)
District	28.6
State	25.7

Expenditures by Revenue Source: 2023-24

Revenue Source	Percent of Total (%) Excluding School Construction
Local	47.2
State	34.5
Federal	8.8
Tuition & Other	9.5

Revenue sources do not include state-funded Teachers' Retirement Board contributions, Connecticut Technical Education and Career System (CTECS) operations, CSDE-budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., English Language Arts(ELA), Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

Student Group	ELA Count	ELA DPI	Math Count	Math DPI	Science Count	Science DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	16	*	16	*	7	*
Black or African American	41	55.5	41	46.1	16	*
Hispanic or Latino of any race	117	57.9	117	51.9	41	51.4
Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*
Two or More Races	56	67.7	56	57.1	31	58.1
White	618	62.7	618	57.6	255	61.6
English Learners/Multilingual Learners	22	51.8	22	51.4	8	*
Non-English Learners/Non-Multilingual Learners	838	62.6	838	56.6	348	60.1
Eligible for Free or Reduced-Price Meals	458	58.2	458	52.7	190	56.1
Not Eligible for Free or Reduced-Price Meals	402	66.9	402	60.9	166	63.6
Students with Disabilities	136	40.8	136	36.9	59	41.0
Students without Disabilities	724	66.3	724	60.2	297	63.3
High Needs	508	56.9	508	51.5	207	55.8
Non-High Needs	352	70.1	352	63.8	149	64.9
All Students - District	860	62.3	860	56.5	356	59.6

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient

Year	Subject	Grade	CT	National Public
2024	Reading	4	36%	30%
2024	Reading	8	35%	29%
2024	Math	4	42%	39%
2024	Math	8	32%	27%

NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. Performance on NAEP by student group is available at https://tinyurl.com/CTNAEP2024

Physical Fitness Tests: Percent of Students Reaching Health Standard

Test	Grade 4 Percent (%)	Grade 6 Percent (%)	Grade 8 Percent (%)	HS Percent (%)	All Tested Grades Count	All Tested Grades Percent (%)
Sit & Reach	85.5	83.8	84.9	86.6	499	85.2
Curl Up	96.6	84.4	84.0	90.4	500	88.8
Push Up	71.8	84.4	70.8	68.4	500	74.2
Mile Run/PACER	84.6	80.1	62.0	59.6	502	71.7
All Tests - District	65.0	63.1	48.1	52.2	498	57.4
All Tests - State	55.8	51.4	46.0	43.6		49.0

The Connecticut Physical Fitness Assessment (CPFA) is administered to students in Grades 4, 6, 8 and High School (HS). The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

Note: Only students assessed in all four areas are included in the All Tests calculation

2023-24 Cohort Graduation: Four-Year

Student Group	Cohort Count	Rate (%)
Black or African American	N/A	N/A
Hispanic or Latino of any race	19	*
White	96	84.4
English Learners/Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	70	75.7
Students with Disabilities	32	53.1
All Students - District	123	82.9
All Students - State		88.9

The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years.
Cohort count includes all students in the cohort as of the end of the 2023-24 school year.

11th and 12th Graders Demonstrating Postsecondary Readiness

Student Group	Count	Rate (%)
Female	71	48.6
Male	43	28.3
Non-Binary	0	*
Black or African American	*	*
Hispanic or Latino of any race	16	33.3
White	80	40.4
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	38	26.4
Students with Disabilities	*	*
All Students - District	114	38.1
All Students - State		47.2

Students demonstrate postsecondary readiness through at least one of the following:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Earning three or more non-remedial college credits cumulatively during high school.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.
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ACT® statistics derived from data provided by ACT, Inc.
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IB® statistics derived from data provided by the International Baccalaureate Organization.
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College Entrance and Persistence

Student Group	Class of 2024 Entrance Rate (%)	Class of 2023 Persistence Rate (%)
Female	60.7	78.6
Male	40.4	83.3
Non-Binary	N/A	N/A
Black or African American	N/A	*
Hispanic or Latino of any race	*	*
White	56.0	75.9
English Learners/ Multilingual Learners	*	*
Eligible for Free or Reduced-Price Meals	37.9	75.0
Students with Disabilities	*	*
All Students - District	50.9	80.6
All Students - State	67.0	88.2

College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.
College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

District Profile and Performance Report for School Year 2024-25
Griswold School District

Next Generation Accountability Results

Connecticut's Next Generation Accountability System is a broad set of 12 indicators that help tell the story of how well a district/school is preparing its students for success in college, careers, and life. It moves beyond test scores and graduation rates to provide a more holistic, multifactor perspective of district and school performance.

Indicator	Student Group	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average Index/Rate
ELA Performance Index	All Students	62.3	75	41.5	50	83.1	64.7
ELA Performance Index	High Needs Students	56.9	75	37.9	50	75.9	54.9
Math Performance Index	All Students	56.5	75	37.7	50	75.4	61.1
Math Performance Index	High Needs Students	51.5	75	34.3	50	68.6	50.6
Science Performance Index	All Students	59.6	75	39.7	50	79.5	62.6
Science Performance Index	High Needs Students	55.8	75	37.2	50	74.4	52.1
ELA Academic Growth	All Students	62.9%	100%	62.9	100	62.9	60.6%
ELA Academic Growth	High Needs Students	61.1%	100%	61.1	100	61.1	55.7%
Math Academic Growth	All Students	60.8%	100%	60.8	100	60.8	62.3%
Math Academic Growth	High Needs Students	59.9%	100%	59.9	100	59.9	55.9%
Progress Toward English Proficiency	Literacy	55.7%	100%	27.9	50	55.7	58.7%
Progress Toward English Proficiency	Oral	62.0%	100%	31.0	50	62.0	55.7%
Chronic Absenteeism	All Students	23.0%	<=5%	14.0	50	27.9	17.2%
Chronic Absenteeism	High Needs Students	30.7%	<=5%	0.0	50	0.0	24.8%
% Taking CCR Courses	All Students	98.3%	75%	50.0	50	100.0	92.4%
% Meeting CCR Benchmark	All Students	38.1%	75%	25.4	50	50.8	47.2%
On-track to High School Graduation	All Students	90.1%	94%	47.9	50	95.9	85.9%
4-year Graduation Rate (2024 Cohort)	All Students	82.9%	94%	88.2	100	88.2	88.9%
6-year Graduation Rate (2022 Cohort)	High Needs Students	91.9%	94%	97.8	100	97.8	87.3%
Postsecondary Entrance (Class of 2024)	All Students	50.9%	75%	67.9	100	67.9	67.0%
Physical Fitness % Meeting Health Standard	All Students	57.4%	75%	38.3	50	76.6	49.0%
Arts Access	All Students	57.6%	60%	48.0	50	96.0	55.1%
Accountability Index				**1009.5**	**1450**	**69.6**	

Physical Fitness Estimated Participation Rate - District: 92.4% | State: 95.6%

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in the student group or the indicator is not applicable based on grades served.

Gap Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	70.1	56.9	13.2	16.9	N
Math Performance Index Gap	63.8	51.5	12.3	18.4	N
Science Performance Index Gap	64.9	55.8	9.1	18.2	N
Graduation Rate Gap	94.0%	91.9%	2.1%	8.6%	N

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.
If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

NOTE: A dot (.) appears in the table above when there are fewer than 20 students in at least one of the student groups used to calculate the gap measure or the indicator is not applicable based on grades served. Gap calculations are based on unrounded rates.

Subject	Student Group	Participation Rate (%)
ELA	All Students	96.6
ELA	High Needs Students	94.6
Math	All Students	96.6
Math	High Needs Students	94.6
Science	All Students	94.8
Science	High Needs Students	92.3

Minimum participation standard is 95%.

Connecticut's State Identified Measurable Result (SIMR) for Children with Disabilities

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 46.9 **State: 50.2**

Supporting Resources: https://public-edsight.ct.gov/Overview/Next-Generation-Accountability-Dashboard#related-links

Narratives

School District Improvement Plans and Parental Outreach Activities

Griswold Public Schools' "Griswold Forward" advancement plan is grounded in continuous improvement and inclusive stakeholder engagement. The district and Board of Education leadership monitor the plan through regular reviews of student performance, social-emotional learning metrics, and provide public updates at board meetings. Our Office of Student Services is dedicated to improving special education programs through individualized supports, systematic progress monitoring, and ongoing opportunities for special education parents to meet with supervisory staff. Individual parents and PTO groups collaborate with district leaders to ensure services are responsive to student needs, and professional development for staff emphasizes inclusive practices, differentiated instruction, and compliance with IEP processes.

Truancy prevention is addressed through a multi-tiered approach that combines proactive outreach, early identification, and intervention. Attendance teams track student data and partner with families to address barriers, while collaboration with community agencies and the Town of Griswold provides additional support and after-school or summer programming for at-risk students. To engage families in student learning, we invest in ongoing professional development that enhances staff capacity to partner effectively with all families, including training in effective communication and addressing individualized/family needs. Parents are actively involved in the planning and improvement of school programs through participation in School Governance Councils, the District Partnership Advisory Council, and PTOs, and their feedback is regularly gathered through surveys and public meetings.

To support parents in working at home with their children on learning activities, our schools host evening and weekend workshops covering topics such as social-emotional learning, teen mental health, literacy, math, and digital learning. Weekly digital folders and regular updates via email, phone, text, and social media keep families informed. Active PTOs and booster groups co-design events and resources for families, such as the spring musical at Griswold High School and Middle School trivia nights, to strengthen the bonds between home and school.

Community outreach and partnerships are central to our improvement efforts. We collaborate with the Town of Griswold, Parks and Recreation, and local organizations to expand opportunities for students and families, especially during out-of-school time. Communication is a top priority and is maintained through newsletters, the district website, and video updates, ensuring accessibility and open channels for all families. As part of our commitment to continuous improvement, we have engaged in a district-wide curriculum revision to align instruction to state standards and the acceleration framework. Teacher teams develop performance tasks and utilize AimsWeb to personalize instruction and monitor student growth. The Department of Teaching, Learning, and Innovation drives future-focused initiatives, including blended learning, social-emotional learning, and family engagement. Griswold Public Schools is committed to equity, partnership, and transparent communication, ensuring all students and families are supported and engaged in the learning process.

Efforts to Reduce Racial, Ethnic and Economic Isolation

During the past year, Griswold Public Schools continued to advance efforts to reduce racial, ethnic, and economic isolation through intentional programming, partnerships, and curriculum initiatives. Over 1,750 students and more than 170 teachers participated in activities and programs designed to foster greater understanding and inclusion, including closely monitored SEL programs that emphasize belonging. Our district offers interdistrict opportunities such as school choice, where Griswold students access regional programs, including those in New London Public Schools, and welcomes students from other districts as our high school is a tuition option for many in the region. Enrollment in Virtual High School has grown, with over 40 students last year taking online courses that connect them to a global community of peers.

Griswold High School hosted two international exchange students, further enriching our school community. Students from both the middle and high schools engaged in a collaborative leadership training event sponsored by Griswold PRIDE, which brought together youth from Griswold and Plainfield to focus on leadership, anti-marginalization, and workplace readiness. The GHS Student Council, comprised of 25 students, participates annually in Connecticut Association of Schools leadership conferences with diverse student leaders from across the state. Our Model United Nations Club, with 18 active members, offers cross-cultural learning through regional and national conferences.

Curriculum in world languages, social studies, and English/Language Arts exposes students to global perspectives. The music department's involvement in state, New England, and national festivals offers students opportunities to collaborate with peers from varied backgrounds. Each school regularly hosts guest authors, musicians, and performers to enhance multicultural understanding. Our "Ensuring Access" committee, which began a few years ago with representation from faculty, families, and community members, leads ongoing opportunity initiatives and reviews progress.

Equitable Allocation of Resources among District Schools

Griswold Public Schools ensures equitable allocation of resources by anchoring our budget process in student needs and continuous improvement. Each year, administration develops a staffing and resource proposal, reflecting enrollment, special needs, and program requirements, which is approved by the Board of Education. Any identified inequities are promptly addressed through adjustments in staffing, materials, and support services. The unique structure of all three schools on a single campus allows for flexible sharing and reallocation of staff and resources. Input from staff, parents, and community members is actively sought through public hearings, PTO meetings, and the District Partnership Advisory Council, ensuring transparency and responsiveness in budget decisions that support all students equitably.

Appendix A

2023-24 Exit Reasons for Certified Educators

Exit reasons are reported by districts in the Educator Data System (EDS) based on the information provided by exiting educators.

Exit Reason	District Count	District Percent (%)	State Percent (%)
Another Profession	2	11.8	2.1
Deceased	0	0.0	0.5
District/School Shut Down	0	0.0	0.0
Moved Out of State	1	5.9	2.2
Personal Reasons	0	0.0	6.7
Position Eliminated or Expired	1	5.9	9.8
Position Filled Permanently	0	0.0	0.1
Resigned (no reason given)	3	17.6	32.0
Retired	6	35.3	23.7
Teach/Admin in Other CT Dist	4	23.5	18.0
Teach/Admin in CT Nonpublic School	0	0.0	0.1
Teach/Admin Out-of-State (public or private)	0	0.0	1.3
Terminated	0	0.0	1.2
Took Job Related To Education	0	0.0	2.3
TOTAL	17		

Please note that the exit counts above are for educators leaving the district. This differs from the counts in the attrition table where individuals may still be employed in the district but in non-teaching or non-certified educator roles.

VACANCIES

Certified Positions	Location	Closing Date

Non-Certified Positions	Location	Closing Date
Pareducators, Full-Time	GPS	Until Filled
Custodians, Full-Time	GPS	Until Filled
Custodian, Part-Time	GSSA	Until Filled

Extra-Curricular Positions	Location	Closing Date

RETIREMENTS

Name	Location	Position	Effective Last Day
Barile, Kelly	GES	Paraeducator, Full-Time	July 17, 2026

RESIGNATIONS

Name	Location	Position	Effective Last Day
Smith, Elizabeth	GES	Paraeducator, Full-Time	August 13, 2026
Mendoza, Guadalupe	GES	Paraeducator, Full-Time	August 25, 2026
Wasel, Robert	GHS	Custodian, Part-Time	August 10, 2026
Sabrowski, Avery	GES	Wolverine B/A School Instructor	August 24, 2026

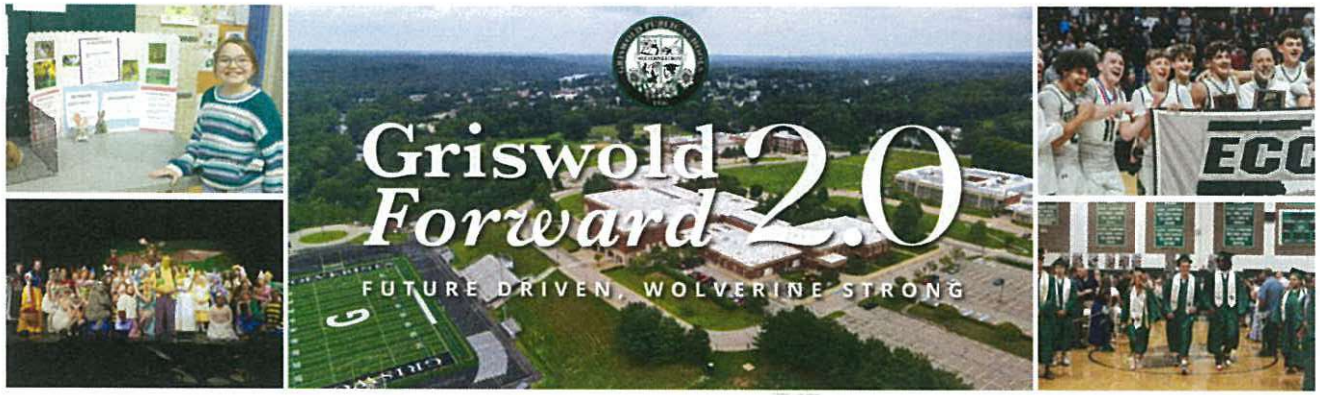
APPOINTMENTS

Name	Location	Position	Effective Date	Salary/Rate
Nicol, Kaitlin	GMS	Teacher, Grade 6 Math	August 24, 2026	Salary
Gates, Katie	GES	Occupational Therapist	September 21, 2026	Salary
Majcher, Courtney	GMS	Special Education Teacher	August 24, 2026	Salary
Wilson, Amaya	GES	Paraeducator, Full-Time	August 27, 2026	Hourly
Roberts, Megan	GES	Paraedcator, Full-Time	August 27, 2026	Hourly
Rolfe, Breanna	GMS	Paraeducator, Full-Time	August 27, 2026	Hourly
Trudeau, Kaitlin	GMS	Paraeducator, Full-Time	August 27, 2026	Hourly
Loomis, Jillian	GHS	Paraeducator, Full-Time	August 27, 2026	Hourly
Swanson, Digby	GMS	Custodian, Full-Time	August 31, 2026	Hourly
Siart, Joseph	GMS	Custodian, Full-Time	August 27, 2026	Hourly
Shaw, Sarah	GES	Custodian, Full-Time	August 26, 2026	Hourly
Semmelrock, Andrew	GMS	Custodian, Full-Time	August 28, 2026	Hourly
Dominguez, Tonny	GES	Wolverine B/A School Instructor	August 17, 2026	Hourly
Mills, James	GHS	Coach – Football Asst Volunteer	Fall 2026 Season	Stipend
Upton-Pepin, Jennifer	GHS	Coach – Cheerleading Asst Volunteer	Fall/Winter 2026	Stipend
Hungerford, Sydney	GHS	Coach – Cheerleading Asst Volunteer	Fall/Winter 2026	Stipend
Alexander-Mackin, Willow	GHS	Coach – Soccer Girls Asst	Fall 2026 Season	Stipend

GES Team Leaders	GMS Team Leaders/Extracurricular	GHS Academic Leaders/Extracurricular
GEEP – Melissa Beyer	Grade 5 – Denica Burnell	Social Studies – Doug Craig
Kindergarten – Michelle Staley	Grade 6 – Heather Murphy	English – Michelle Yu
Grade 1 – Natasha Mills	Grade 7 – Alexa Ondreicka	Science – Lori Hatajik
Grade 2 – Mary Strout	Grade 8 – Melanie Kuhn	Math – James Wilson
Grade 3 – Brittany Cook	Exploratory – Charles Butremovic	Special Education – Jennifer Howe
Grade 4 – Tanya Flauss	Spec Ed – David Amaral	World Lang/Music/Arts – Kasey Hosmer
Spec Ed – Jessica Copeland	Support Staff – Karen SchollInstru	CTE/Pathways/Perkins Health – Briana Neeley Tech/Bus/Adv Tech – Andrew Meislitzer
Exploratory – Kate Appleton	Student Council – Shae Crosby	Senior Class Advisor – Melissa Wooten and Kiley Flynn
Music Director – Lilly Harris	Vocal Director – Kailey Shea	Junior Class Advisor – Greg Schoen
Yearbook Advisor – Tanya Flauss	Yearbook – Shae Crosby/Alexa Ondreicka	Sophomore Class Advisor - Vacant
Art Show – Kate Appleton	Student Council – Shae Crosby	Freshman Class Advisor – Cole Bocciarelli and Meghan Davis
	Science Olympiad – Nikkole Wowaka	Student Council Advisor – Logan Tonucci
	ESports – Laurie LaBossiere	National Honor Society Advisor – Elaine Taylor and Cole Bocciarelli
	NHS Advisors – Laurie LaBossiere and Erin Knolhoff	Drama Coach (Fall Non-Musical) – Timothy Moore
	Instrumental Music Director – Amanda Richmond	Drama Coach (Spring Musical) – Raymond Churchill
		Instrumental Music Director – Lauren Churchill
		Vocal/Music Director – Jessica Bocola
		Jazz Band Director – Lauren Churchill
		Tri-M Music Honor Society – Lauren Churchill and Jessica Bocola
		Yearbook Advisor – Greg Schoen
		ESports (Fall) – Jim Rand

Note:

SUPERINTENDENT'S UPDATES

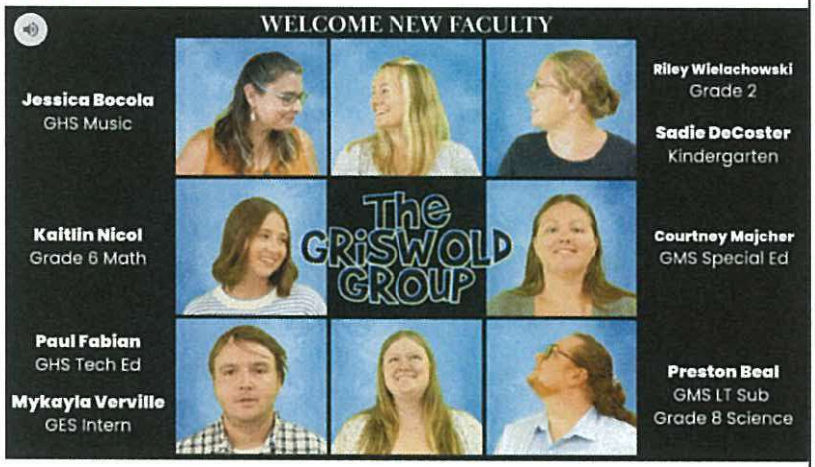


Board of Education Meeting, September 10th, 2026

PROJECT/AREA	UPDATE

CONVOCATION
 	
CONVOCATION 2026
Welcome Back!
Griswold *Forward 2.0*
	• Convocation was held on August 24th, 2027.
	• We always aim to make it an enjoyable event!
	• A special thanks to the GHS Music Department and the Chamber Choir.
	• We honored a number of employees, including
	  ○ Teacher of the Year
	  ○ Para of the Year
	  ○ Employees with 25 years of service
	  ○ Griswold Forward Recognition: Glenn LaBossiere and Robin Drobiak.
	• The Griswold Forward 2.0 Goals were reviewed.

NEW STAFF



- At CONVOCATION, we welcomed new staff in all buildings
- We will take a few minutes to review the new staff to GPS.
- We are so grateful to have all of these folks joining our team.

SCHOOL OPENING, 2026-2027 SCHOOL YEAR

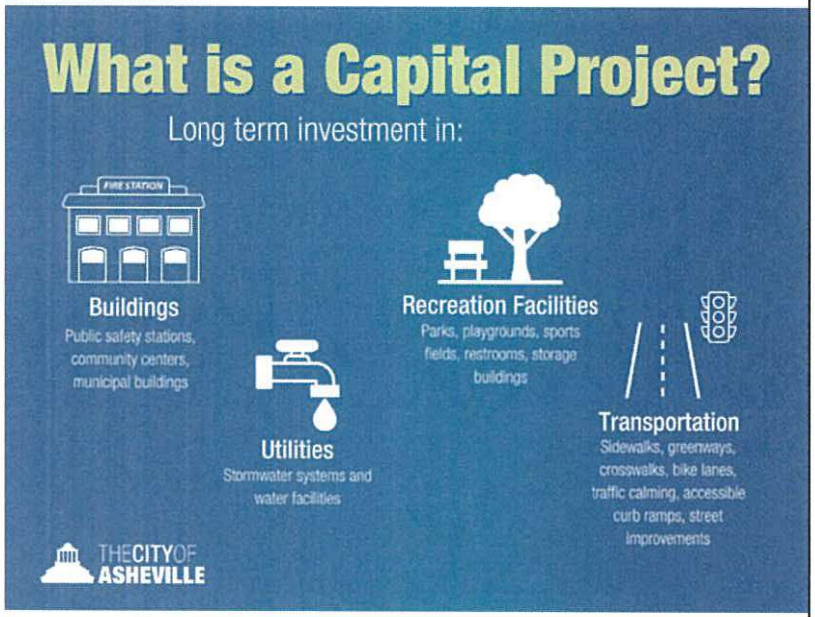
- We had a great school opening! Thanks to all the students, families, faculty and staff.
- We captured those moments on social media, to push out our "first day" to our families and community members.
- The GHS Seniors had their senior sunrise at GHS--a special thanks to GHS staff and PTO for helping with that event.

OPEN ARCHITECTS

OPEN ARCHITECTS

- Open Architects is a new data platform that we are slowly rolling out to our faculty and staff.
- It's a "one stop" data access point for administrators and teachers to go to, in that this software "pulls" data from the various data sources we have.
- Indeed, this software tool will certainly help operationalize Griswold Forward 2.0
- We will be demonstrating Open Architects for the Board at a meeting later in the fall.

Capital Projects



- Capital Projects for the 2026-2027 school year have been identified and presented to the Facilities Committee for review.
- We are aiming to present the full draft of our plan at the next Board meeting to submit well before the due date of October 1st, 2026, to the town.
- Of course, once approved, the Board reserves the right to adjust the plan accordingly.

EFS --Financial Report	• EFS, the major financial report due to the state, was submitted a few weeks ago. • A special thanks to Erik Christensen and his team for working on this massive project and for submitting the report well before the deadline.
Grasso Transportation 	• We currently have 7 families who are opting for the Griswold/Lisbon partnership. • We have 3 students who are opting for travel reimbursement. • A special thanks to STA Griswold and Lisbon Public Schools for working on the ride share arrangement.