

REGULAR MEETING

GRISWOLD BOARD OF EDUCATION

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

THURSDAY,
October 12th, 2023
6:00 PM

THIS MEETING WILL BE LIVE-STREAMED ON OUR DISTRICT FACEBOOK PAGE.

1. Call to Order & Pledge of Allegiance
2. Approval of the Minutes
 - A. Regular Meeting—August 31st, 2023
 - B. Regular Meeting—September 28th, 2023
3. Communications
 1. October, 2023, Sending Partner Tuition Town Communication on Meeting Dates
 2. October 1st, 2023, Thank You card from Superintendent Sean McKenna
4. Recognitions
 - A. Honoring Griswold High School Students who Earned National Merit Scholarship “Commended Scholar” Designation
 1. AZ Green
 2. Isiah Johnson
 - B. Honoring Griswold Forward Recipient, GES Teacher, Marissa Fontaine
5. Student Representative Reports
 - A. GES Student Representative Report: Lucy Bonchuk, Seth Houle, & Carter Lalumiere
 - B. GMS Student Representative Report: Amanda Sawyer & Samiah Vincent
 - C. GHS Student Representative Report: Amelia Sterns & Max Brown
6. Public Comments
7. Consent Agenda (All routine items can be approved with one motion and without discussion. Points of clarification and discussion requests can be allowed.)
8. New Business
 - A. Review and Discussion on October 1st, 2023, Enrollment Numbers
 - B. Review and Discussion on October 1st, 2023, Tuition Revenue Projection
 - C. Review and Discussion on New Policy 5123.3—Student—Graduation Ceremonies—First Reading
 - D. Review and Discussion on New Policy 6115.111—Instruction—Graduation Exercises—First Reading
 - E. Review and Discussion on Revised Policy 4121—Personnel—Substitute Teachers—First Reading
 - F. Review and Discussion on Revised Policy 7230.2—New Construction—Indoor Air Quality—First Reading
 - G. Review and Discussion on Revised Policy 5145.15—Students—Directory Information—First Reading
 - H. Review and Discussion on Revised Policy 5145.53—Students—Transgender and Gender Non-Conforming Youth—First Reading
 - I. Review and Discussion on Revised Policy 6159—Instruction—Instruction—Individualized Education Program/Special Education Program—First Reading
 - J. Review and Discussion on New Policy 5112.3—Students—Dropouts—First Reading

- K. Review and Discussion on Revised Regulation 5118.111—Students—Tuition for Children and Staff—
First Reading
 - L. Review, Discussion, and Possible Action to Approve the 2024 Schedule of Meetings to be sent to
Town of Griswold, Town Clerk
 - M. Review, Discussion, and Possible Action to Approve a DCF Satellite Office at Griswold High School
 - N. Gifts and Donations
 - 1. The United Way of Southeastern Connecticut, Donation of School Supplies
 - 2. Cindy Martin, Donation of Backpacks
 - O. Review, Discussion, and Possible Action on Proposed Job Description Revision*
9. Unfinished Business
- A. Review and Discussion on Alternative School Project Updates
10. Administrators' Reports
- A. Student Performance Data Presentation: GES Administration, GMS Administration, & GHS
Administration
 - B. 10/6, Professional Learning Program Review: Glenn LaBossiere, Director, Teaching, Learning &
Innovation
 - C. District Safety, Health and Wellness Committee Update: Jeffrey Parkinson, Assistant Principal,
Griswold Middle School
11. Superintendent's Report
- A. Vacancies/Appointments/Resignations/Retirements
 - B. Timely Updates
 - i. Safety Grant
 - ii. HVAC Grant
 - iii. Tuition Town Meeting Schedule
 - iv. District Future-Focused Think Tank
12. Committee/Board Reports
- A. Policy Committee: Yvonne Palasky
 - B. School Building Committee: Martin Osga
13. Other Business That May Properly Come Before this Board
14. Adjournment

*The Board may go into executive session on this item per Connecticut State Statute § 1-200 (6), as this pertains to a personnel matter.

Board of Education Meeting Notes
REGULAR MEETING
LIVE: GRISWOLD MIDDLE SCHOOL CAFETERIA
Thursday, October 12th, 2023

1. *Griswold Public Schools will commit to the advancement of social and emotional competencies in inclusive and equitable learning environments so that all of our students can grow and thrive.*
2. *Griswold Public Schools will focus on promoting the implementation and expansion of Blended and Personalized Learning in all PreK (Early Childhood Program)-12 learning environments.*
3. *Griswold Public Schools will explore and implement research-based instruction to improve outcomes for all Griswold students.*

ENCLOSED ARE THE MEETING NORMS

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

1. Call to Order & Pledge of Allegiance
2. Approval of the Minutes
 - A. Regular Meeting—August 31st, 2023
 - B. Regular Meeting—September 28th, 2023

Minutes are enclosed for your review. A note on the 8/31/23 minutes—we will have to revisit these minutes for revision and approval.

3. Communications
 1. October, 2023, Sending Partner Tuition Town Communication on Meeting Dates
 2. October 1st, 2023, Thank You card from Superintendent Sean McKenna

The communications are enclosed for your review.

4. Recognitions
 - A. Honoring Griswold High School Students who Earned National Merit Scholarship "Commended Scholar" Designation
 1. AZ Green
 2. Isiah Johnson

In the National Merit Scholarship Program in the United States, a "commended scholar" is a student who scored in the top 3-4% of PSAT/NMSQT test-takers in their state and receive commendation for such an outstanding performance.

Each year, the National Merit Scholarship Corporation (NMSC) recognizes these students as "commended scholars" for their outstanding academic achievements. Commended scholars receive a Letter of Commendation from the NMSC, which is considered an honor and may be included in college applications.

While commended scholars are not eligible for National Merit Scholarships, they may still be eligible for other scholarships and awards based on their academic achievements, extracurricular activities, and other factors. The recognition as a commended scholar is often seen as a notable accomplishment and a sign of academic potential.

- B. Honoring Griswold Forward Recipient, GES Teacher, Marissa Fontaine - The Griswold *forward* recognition aims to honor a certified educator who is willing to take risks, who is willing to pursue new possibilities for his/her students, and who maintains a positive or constructive approach to the work that attracts the attention of others. Please join me in recognizing GES's Marissa Fontaine.

5. Student Representative Reports

- A. GES Student Representative Report: Lucy Bonchuk, Seth Houle, & Carter Lalumiere
B. GMS Student Representative Report: Amanda Sawyer & Samiah Vincent
C. GHS Student Representative Report: Amelia Sterns & Max Brown

Students will provide updates on their schools.

6. Public Comments

7. Consent Agenda (All routine items can be approved with one motion and without discussion. Points of clarification and discussion requests can be allowed.)

8. New Business

- A. Review and Discussion on October 1st, 2023, Enrollment Numbers - Enclosed you will find the enrollment numbers, for October 1st, 2023. Overall, we are up in student enrollment compared to October 1st, 2022. Enclosed for your review are reports from both years, which breakdown the enrollment numbers per grade level.
- B. Review and Discussion on October 1st, 2023, Tuition Revenue Projection - This report is comprehensive, in that it provides both the tuition enrollment and the anticipated revenue. It is important to note that some tuition partner towns have specific arrangement in their contracts with the district, so that there might be an obvious gap between the enrollment number and the tuition revenue to be anticipated. In short, there is a partner town that pays their regular education tuition a year behind. Nonetheless, the tuition numbers for Griswold High School continue to show increased gains, thereby surpassing the 3 million dollar estimate that was established last spring in the formation of this year's budget.
- C. Review and Discussion on New Policy 5123.3—Student—Graduation Ceremonies—First Reading
- D. Review and Discussion on New Policy 6115.111—Instruction—Graduation Exercises—First Reading
- E. Review and Discussion on Revised Policy 4121—Personnel—Substitute Teachers—First Reading
- F. Review and Discussion on Revised Policy 7230.2—New Construction—Indoor Air Quality—First Reading
- G. Review and Discussion on Revised Policy 5145.15—Students—Directory Information—First Reading
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- I. Review and Discussion on Revised Policy 6159—Instruction—Instruction—Individualized Education Program/Special Education Program—First Reading
- J. Review and Discussion on New Policy 5112.3—Students—Dropouts—First Reading
- K. Review and Discussion on Revised Regulation 5118.111—Students—Tuition for Children and Staff—First Reading

NOTES ON AGENDA ITEMS C-K, NEW POLICIES OR REVISED POLICIES:

Griswold Public Schools contracts with CAGE policy services to receive updated policies that reflect changes in statutes and laws that **MUST** be incorporated into existing policies. Additionally, the policy service also strongly recommends new policies for an assortment of reasons. In short, these agenda items reflect:

- New recommended policies.
- Needed changes to existing policies.
- Revisions to policies due to changes *in the law*.

- L. Review, Discussion, and Possible Action to Approve the 2024 Schedule of Meetings to be sent to Town of Griswold, Town Clerk - The Board is required to take action on this item.
- M. Review, Discussion, and Possible Action to Approve a DCF Satellite Office at Griswold High School - Please see enclosed MEMO.
- N. Gifts and Donations
 - 1. The United Way of Southeastern Connecticut, Donation of School Supplies
 - 2. Cindy Martin, Donation of Backpacks - Please see enclosed MEMO.
- O. Review, Discussion, and Possible Action on Proposed Job Description Revision* - This matter will be taken up in Executive Session as it refers to a personnel matter and the performance of a particular employee.

9. Unfinished Business

- A. Review and Discussion on Alternative School Project Updates - Please see enclosed MEMO.

10. Administrators' Reports

- A. Student Performance Data Presentation: GES Administration, GMS Administration, & GHS Administration - This data presentation covers the results from the standardized testing that took place in the district in the spring. All 3 school administrations will report out on the different scores and the different grade levels—and what we are doing, day to day, to improve, to move forward. Comparisons have been made, at each level, to the state and to the DRG (District Reference Group—based on socioeconomic factors). While the DRG, in some corners considered outdated, this comparison provides the administrators and the teachers with reference points.

There are some very promising patterns with this data and there are clear areas for improvements. Promising patterns include the growth rate of our students, in the wake of the pandemic. In many instances the growth rates surpass the state's rate and are quite

competitive in the DRG. Furthermore, the rates indicate a steady, upward trend of returning to pre-pandemic performance levels.

At the high school level, the promising pattern shows in the AP subject scores where we have more students enrolled in these advanced classes and taking the AP test, which may afford students college credit. GHS students outperform the state and national averages on the AP scores. The SAT & PSAT scores are areas that warrant consideration, improvement, and, in some cases, targeted intervention, which the school is constantly working on with their students and faculty and staff. That being stated, it is important to note that all students are now required to take these tests and while we are working on the overall scores, we still have a number of students earning commendation from the College Board for their outstanding performance on the SAT or PSAT.

- B. 10/6, Professional Learning Program Review: Glenn LaBossiere, Director, Teaching, Learning & Innovation - Glenn will provide an overview of the Professional Learning that took place on Friday, October 6th.
- C. District Safety, Health and Wellness Committee Update: Jeffrey Parkinson, Assistant Principal, Griswold Middle School - Jeff will provide an update on the most recent meeting of this district committee

11. Superintendent's Report

- A. Vacancies/Appointments/Resignations/Retirements - Enclosed for your review.
- B. Timely Updates
 - 1. Safety Grant
 - 2. HVAC Grant
 - 3. Tuition Town Meeting Schedule
 - 4. District Future-Focused Think TankEnclosed for your review.

12. Committee/Board Reports

- A. Policy Committee: Yvonne Palasky
- B. School Building Committee: Martin Osga
Updates will be provided by Board representatives.

13. Other Business That May Properly Come Before this Board

14. Adjournment

Dates to Remember:

October 12 th	<i>Public Relations Subcommittee Meeting to be Canceled.</i>
October 12 th	<i>School Building Committee Meeting, 5:00 PM, GMS LMC</i>
October 16 th	<i>Discipline Hearing, 5 P, GMS Library Media Center/Learning Commons</i>
October 18 th	<i>Negotiations Subcommittee Meeting, 4 PM, Superintendent's Office</i>
October 26 th	<i>Board of Education Meeting, 6 PM, GMS Cafeteria</i>



BOE Meeting Norms

Norm	By . . .
<i>We adhere to clear meeting guidelines</i>	<ul style="list-style-type: none">● Focusing on students● Having high expectations● Previewing topics and ensuring the essential items are included on the agenda● Staying on topic● Participating in an orderly way● Appreciating community members' participation● Notifying the chair or superintendent if we will be absent
<i>We are actively involved</i>	<ul style="list-style-type: none">● Participating and sharing our thoughts● Asking questions and seeking clarity● Using all available information to make informed decisions
<i>We celebrate successes</i>	<ul style="list-style-type: none">● Sharing celebrations at each meeting● Highlighting student successes
<i>We respect each other</i>	<ul style="list-style-type: none">● Hearing all voices● Sharing different views● Maintaining positive relationships despite differing opinions● Being courteous

**REGULAR MEETING
GRISWOLD BOARD OF EDUCATION**

**THURSDAY,
August 31st, 2023**

GBE approved September 14, 2023

1. A regular meeting of the Griswold Board of Education was held on Thursday, August 31st, 2023, in the Griswold Middle School Cafeteria, located on the first floor, 211 Slater Avenue, Griswold, CT. The meeting was called to order at 6:00 PM by Mary Beth Malin, Chair of the Griswold Board of Education.

PRESENT

Mary Beth Malin, Griswold BOE Chair; Joyce Rice, Griswold BOE Secretary; Stuart Norman, Jr. (entered at 6:15 PM); Martin Osga, and Jaimee O'Neill-Eaton, BOE Members.

ALSO PRESENT

Sean McKenna, GPS Superintendent of Schools; Glenn LaBossiere, GPS Director, Teaching, Learning, and Innovation; Christopher Champlin, GPS Director of Student Services and Griswold Alternative School; Deborah Martin, GPS Director of Fiscal & Personnel Services; Stephen Cravinho, GPS Campus Wide Activities & Athletic Director; Erin Palonen, GHS Principal; Arthur Howe, GHS Associate Principal; Jeff Parkinson, GMS Assistant Principal; Joseph Bordeau, GES Principal; Jackie Love, GES Assistant Principal; Katy Sawaryn, GPS Special Services & Family Engagement Coordinator; and Thomas Verville, GPS Facilities Director.

ABSENT

Yvonne Palasky, BOE Vice-Chairman; Scott Freyer, Griswold BOE Member; and Louis Zubek, GMS Principal.

Pledge of Allegiance -The Board and the audience performed the Pledge of Allegiance.

2. Approval of the Minutes

- A. Regular Meeting- August 10th, 2023

MOTION

By Joyce Rice

Seconded by Jaimee O'Neill-Eaton

To approve the regular meeting minutes of August 10th, 2023, as presented.

Ayes – Mary Beth Malin, Joyce Rice, Jaimee O'Neill-Eaton

Nays –

Abstain – Martin Osga

Motion carried.

3. Communications

- A. August 16th, 2023, Community Welcome Back Letter from the Superintendent

- B. August 22nd, 2023, Letter on the Community Multipurpose Field Complex

The Board received a copy of the communications listed above for A and B.

4. Recognitions

- A. Honoring Griswold Public Schools' Teacher of the Year, Wendy Davis – The Board, the Superintendent, administrators and audience members recognized Wendy Davis, Griswold Elementary grade 3 teacher, as Griswold's choice for *Teacher of the Year* for 2024.

**REGULAR MEETING
GRISWOLD BOARD OF EDUCATION**

**THURSDAY,
August 31st, 2023**

- B. Honoring Griswold Public Schools' Para-educator of the Year, Cheryl Chapados – The Board, the Superintendent, administrators and audience members recognized and honored Cheryl Chapados, Para-educator at Griswold Middle School, as Griswold's choice for *Para-educator of the Year* for the 2022/2023 school year.
- C. Honoring Griswold Public Schools' Custodial Staff – The Superintendent invited members of the GPS custodial team to this evening's BOE meeting to publicly thank them for their commitment, hard work, and efforts over the summer to make the forthcoming 2023-2024 school year a success for all.

At 6:09 PM, the Board took a short recess for refreshments and to congratulate our Teacher of the Year, Paraeducator of the Year, and our Custodians.

The Board re-convened at 6:19 PM.

5. Public Comments – Glenn Norman of 257 Norman Road in Griswold, CT informed the BOE that he has a photo of the Brewster School House Circa 1910 as a 3X3 photo and, if the BOE is interested, he would be happy to drop it off sometime. He also mentioned that the 100th graduating class of Griswold High School will be approaching in the near future and wished to bring it to the Board's attention should they wish to do something special.
6. Consent Agenda (All routine items can be approved with one motion and without discussion. Points of clarification and discussion requests can be allowed.) – There were no items to review this evening.
7. New Business
- A. Review, Discussion, and Possible Action to Authorize the Superintendent to Approve the Athletic Booster Club "Naming Competition" of the Concession Stand near the Football Field

MOTION

By Jaimee O'Neill-Eaton

Seconded by Martin Osga

To authorize the Superintendent to approve the Athletic Booster Club naming competition to Grizzly Grub for the concession stand near the football field.

Motion unanimously carried.

- B. Review, Discussion, and Possible Action to Approve the Music Trip Proposal for Second Semester, 2024

MOTION

By Jaimee O'Neill-Eaton

Seconded by Joyce Rice

To approve the proposed Music trip to Burlington, Vermont for the second semester of 2024.

Motion unanimously carried.

- C. Review and Discussion on Convocation and New Faculty and Staff - GPS Administration – The Superintendent and the administrators reviewed all of the new faculty and staff who started with Griswold Public Schools for the 2023/2024 school year.
 - D. Professional Learning Days - Glenn LaBossiere, Director of Teaching, Learning, and Innovation - Glenn LaBossiere, GPS Director of Teaching, Learning & Innovation, provided an overview of the professional development days that occurred on August 24, 25, and 28, 2023 with our certified staff.
 - E. Review and Discussion on Griswold Elementary School Focus School Status - Joseph Bordeau, Principal of Griswold Elementary School; and Jackie Love, Assistant Principal of Griswold Elementary School – Joseph Bordeau, GES Principal, and Jacqueline Love, GES Assistant Principal, gave a presentation to the Griswold Board of Education on their status as a Focus School.
8. Unfinished Business – None.
9. Administrator's Reports
- A. Facilities Report - Tom Verville, Director of Facilities – The Board received an update on the facilities projects that took place over the summer and the upcoming projects to be addressed.
 - B. Beginning of the School Year, Student and Family Engagement - Joseph Bordeau, Principal of GES; Louis Zubek, Principal of GMS; and Erin Palonen, Principal of GHS – GPS administrators Joseph Bordeau, Jeffrey Parkinson, and Erin Palonen, provided an update to the Board on the activities that were planned for students and families for the opening of school.
 - C. Audit 2022 Update - Deborah Martin, Director of Fiscal and Personnel Services – GPS Director of Fiscal & Personnel Services, Deborah Martin, provided an update to the Board on where things stand with last year's audit.
 - D. Community Multipurpose Field Complex 9/8 Grand Opening Celebration - Glenn LaBossiere, Director of Teaching, Learning and Innovation – GPS Director of Teaching, Learning and Innovation, Glenn LaBossiere, provided an update to the Board on the plan for the September 8th, 2023, grand opening celebration of the new community multi-purpose field complex.
10. Superintendent's Report
- A. Vacancies/Appointments/Resignations – The Board received an update on recent vacancies/appointments/resignations.
 - B. Timely Updates
 - i. Community Multi-Purpose Field Project
 - ii. Alternative School ProjectThe Board received an update from the Superintendent on the topics listed above: i & ii.

**REGULAR MEETING
GRISWOLD BOARD OF EDUCATION**

**THURSDAY,
August 31st, 2023**

11. Committee/Board Reports

A. Facilities Committee—Martin Osga – The Board received an update from Martin Osga on the work of the Facilities subcommittee.

12. Other Business That May Properly Come Before this Board - The Superintendent wanted to remind the Policy subcommittee members that the meeting scheduled for Tuesday, September 5th, has been canceled. The Superintendent also shared that a new law now requires us to post the agenda and all documents associated with the agenda on our website with the exceptions of items to be discussed in executive session.

At this time, the Griswold Board of Education made a motion to move into executive session to discuss item 10C under Superintendent's Report.

MOTION

By Jaimee O'Neill-Eaton

Seconded by Joyce Rice

To move into executive session at 7:09 PM for the purpose of discussing Superintendent's Report – 10C - Pending Claims & Litigation*.

Motion unanimously carried.

The Board came out of executive session at 7:17 PM with no action taken.

13. Adjournment

MOTION

By Jaimee O'Neill-Eaton

Seconded by Stuart Norman, Jr.

To adjourn the Griswold BOE meeting at 7:17 PM.

Motion unanimously carried.

Minutes recorded by: Robin Drobiak/Sean McKenna

DRAFT

1. A regular meeting of the Griswold Board of Education was held on Thursday, September 28, 2023, in the Griswold Middle School Cafeteria, located on the first floor, 211 Slater Avenue, Griswold, CT. The meeting was called to order at 6:00 PM by Mary Beth Malin, Chair of the Griswold Board of Education.

PRESENT

Mary Beth Malin, Griswold BOE Chair; Yvonne Palasky, BOE Vice-Chairman; Joyce Rice, Griswold BOE Secretary; Stuart Norman, Jr.; Martin Osga, and Jaimee O'Neill-Eaton, BOE Members.

ALSO PRESENT

Sean McKenna, GPS Superintendent of Schools; Glenn LaBossiere, GPS Director, Teaching, Learning, and Innovation; Deborah Martin, GPS Director of Fiscal & Personnel Services; Stephen Cravinho, GPS Campus Wide Activities & Athletic Director; Christopher Champlin, GPS Director of Student Services; Erin Palonen, GHS Principal; Louis Zubek, GMS Principal; Joseph Bordeau, GES Principal; Thomas O'Connor, Dawn Bouchard, and Colleen Sweet, GPS Food Service Staff; and Marc Cote, GPS Head Custodian.

ABSENT

Scott Freyer, BOE Member; Arthur Howe, GHS Associate Principal; Jeff Parkinson, GMS Assistant Principal; and Jackie Love, GES Assistant Principal.

Pledge of Allegiance -The Board and the audience performed the Pledge of Allegiance.

2. Approval of the Minutes

- A. Regular Meeting- September 14th, 2023

MOTION

By Jaimee O'Neill-Eaton

Seconded by Joyce Rice

To approve the regular meeting minutes of September 14th, 2023, as presented.

Ayes – Mary Beth Malin, Joyce Rice, Stuart Norman, Jr., Martin Osga, and Jaimee O'Neill-Eaton

Nays –

Abstain – Yvonne Palasky

Motion carried.

MOTION

By Jaimee O'Neill-Eaton

Seconded by Yvonne Palasky

To add a recognition this evening to the BOE meeting agenda.

Motion unanimously carried.

3. Communications

- A. September 14th, 2023, Letter from Commissioner of Education, Charlene Russell-Tucker on the Connecticut Guidelines for Educator and Leader Evaluation and Support 2023

B. September 21st, 2023, MEMO from Superintendent Sean McKenna on Student Data Privacy

The Board received a copy of the communications listed above for A and B.

4. Recognitions

A. Honoring Griswold Public Schools' Employees of the Quarter: Kyle Gunderman & Lisa Sawyer – The Board, the Superintendent, administrators, and audience members were pleased to recognize two employees from the Technology Department as our Outstanding Employees for the first quarter of the 2023/2024 school year. Those honored were Kyle Gunderman and Lisa Sawyer.

B. Second Recognition of the Evening – The Board, administrators, members of the Food Service Department, and audience members were pleased to surprise and recognize Superintendent Sean McKenna as the recipient of a recognition this evening for all of his hard work and dedication to the Griswold Public Schools. It is worth noting that this recognition was requested by members of the Food Service Department; specifically Dawn Bouchard, Colleen Sweet, and Tom O'Connor.

The Board of Education Chair, Mary Beth Malin, requested a short recess at 6:12 PM for refreshments.

The meeting re-convened at 6:30 PM.

5. Public Comments – Dr. Jennifer Norman of 257 Norman Road, Griswold, CT, shared questions related to Capital funding for Chromebooks and where things stand on upgrades to the GMS playground.

6. Consent Agenda (All routine items can be approved with one motion and without discussion. Points of clarification and discussion requests can be allowed.) – There were no consent agenda items to review this evening.

7. New Business

A. Review, Discussion, and Possible Action to Approve the Capital Committee Proposals for the 2024-2025 School Year – The Superintendent shared and reviewed a list of capital committee proposals to be considered for the 2024/2025 school year. The Chair of the Capital Improvement Committee requested submission of these items for their October meeting.

MOTION

By Martin Osga

Seconded by Jaimee O'Neill-Eaton

To put forward the twelve items on the capital list for the 2024/2025 school year.

Discussion: After the motion was made and seconded, the BOE Chair opened this topic up for discussion. Yvonne Palasky requested moving smart board purchases up to priority item #2 on the list. Joyce Rice agreed with this request. After final discussion by the Board, they revised the motion to read as follows:

**REGULAR MEETING
GRISWOLD BOARD OF EDUCATION**

**THURSDAY,
September 28th, 2023**

MOTION

By Martin Osga

Seconded by Jaimee O'Neill-Eaton

To revise the motion and change the smart boards on the list to priority #2 and revisit this preliminary list at the next BOE meeting.

Motion unanimously carried.

- B. Review, Discussion, and Possible Action to Approve the "Vote" Sticker Proposal Submitted by the Registrar of Voters – The Board approved the "Vote" sticker proposal submitted by the Registrar of Voters.

MOTION

By Stuart Norman, Jr.

Seconded by Martin Osga

To approve the "Vote" sticker proposal submitted by the Registrar of Voters.

Motion unanimously carried.

- C. Review, Discussion and Possible Action to Approve the Board of Education Goals – The Superintendent shared the Board of Education goals for the 2023/2024 school year and the Board adopted them as presented.

MOTION

Jaimee O'Neill-Eaton

Seconded by Joyce Rice

To adopt the Griswold Forward Board of Education goals for the 2023/2024 school, as presented.

Motion unanimously carried.

- D. Review, Discussion, and Possible Action to Approve the Tuition Student Request* - This item was referred to executive session following the regular business portion of this meeting for discussion and action.

E. Gifts and Donations

1. \$2,500 Donation from Surrell's to the GHS Transition Academy - The Board accepted a very generous donation, with gratitude, from Surrell's Family restaurant in the amount of \$2,500 to be earmarked for the GHS Transition Academy.

MOTION

By Jaimee O'Neill-Eaton

Seconded by Joyce Rice

To accept the very generous gift from the Surrell's in the amount of \$2,500 for the GHS Transition Academy.

Motion unanimously carried.

8. Unfinished Business

- A. Review and Discussion on Alternative School Project Updates & Funding – The Board received an update from Sean McKenna, Martin Osga, Glenn LaBossiere, and Christopher Champlin on the progress of the new alternative school building project. They were pleased to report that this building project may be completed sooner than expected.

9. Administrator's Reports

- A. Financial Forecast for the 2023-2024 School Year—Deb Martin, Director of Fiscal & Personnel Services – The Director of Fiscal & Personnel Services, Mrs. Deb Martin, provided an update to the Board on where things currently stand with the financial status for this year's budget. She did want the Board to be aware that this is a very preliminary report. She did wish to raise concern about the MERF retirement line for non-certified staff in regards to their retirement program. She is projecting that this line item will be over for this fiscal year. Deb has agreed to contact Eric Christensen to discuss this matter further.
- B. Fall Athletics Presentation—Steve Cravinho, Director of Athletics & Campus-Wide Activities – An update on fall athletics was provided by Director of Athletics & Campus-Wide Activities, Mr. Steve Cravinho. The update provided team participation numbers for fall sports, the number of tuition students participating in fall sports, and the onboarding of a full-time Athletic Trainer. Steve also updated the Board on a new Griswold Mobile Sports App, which provides information on athletic program happenings.

10. Superintendent's Report

- A. Vacancies/Appointments/Resignations – The Board received an update on recent vacancies, appointments, and resignations.
- B. Timely Updates
- i. Right to Read Grant – The Board received an update from Superintendent, Sean McKenna, on the Right to Read grant, which is an entitlement grant in the amount of \$74,000.
 - ii. Behavioral Health Pilot Grant - The Board received an update on the Behavioral Health Pilot grant. Griswold was one of seven schools in the State of Connecticut to receive this grant in the amount of \$212,020.00.
- C. Superintendent's Goals for the 2023-2024 School Year* - This item was referred to executive session following the regular business portion of this meeting for discussion.

11. Committee/Board Reports

- A. Facilities Committee - Martin Osga – The Board received an update from Martin Osga on the work of the Facilities subcommittee.

**REGULAR MEETING
GRISWOLD BOARD OF EDUCATION**

**THURSDAY,
September 28th, 2023**

- B. Town of Griswold, Board of Finance—Mary Beth Malin – The Board received an update from Mary Beth Malin, on the recent Board of Finance meeting that took place.
- C. Town of Griswold Capital Committee—Martin Osga – The Board received an update from Martin Osga on the recent Capital Committee meeting that took place.

12. Other Business That May Properly Come Before this Board – There was no other business discussed.

MOTION

By Yvonne Palasky
Seconded by Jaimee O'Neill-Eaton
To move into executive session to discuss items 7D and 10C at 7:19 PM.
Motion unanimously carried.

The Board came out of executive session at 7:40 PM.

Item 7D

MOTION

By Yvonne Palasky
Seconded by Joyce Rice
To waive policy 5118.111, as discussed, with the intention to approve the student tuition request.
Motion unanimously carried.

Item 10C was reviewed and no action was taken.

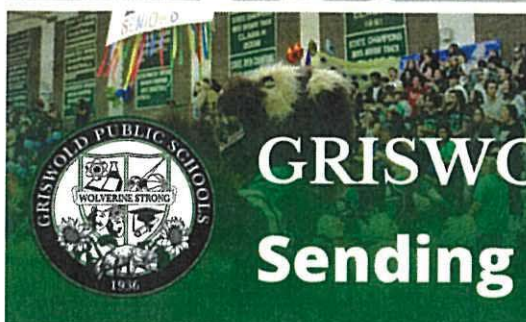
13. Adjournment

MOTION

By Yvonne Palasky
Seconded by Jaimee O'Neill-Eaton
To adjourn the regular Board of Education meeting at 7:41 PM.
Motion unanimously carried.

Minutes recorded by: Robin Drobiak

PLEASE NOTE THAT THERE WAS A MALFUNCTION WITH THE TAPE RECORDING SO THE ENTIRE MEETING WAS NOT RECORDED. HOWEVER, THE ENTIRE MEETING CAN BE VIEWED ONLINE AT THE GRISWOLD PUBLIC SCHOOLS WEBSITE.



GRISWOLD PUBLIC SCHOOLS

Sending Town Partner Meetings

Please join members of Griswold Public Schools and Griswold High School (GHS) for a series of informational meetings throughout the school year.

These meetings are intended for sending town Superintendents and/or Designees (Assistant Superintendent, Curriculum Director, SPED Supervisor), Principals, School Counselors, Faculty or Staff members who are interested in learning about what GHS has to offer.

These meetings are great opportunities to ask questions, seek answers, tour the facilities, request and access materials, and connect with students.

2023-2024 Meeting Dates

All meetings are in-person in the GHS Learning Commons, Wednesdays at 9:00 a.m. for about 1hr.

October 18, 2023

March 6, 2024

January 10, 2024

May 1, 2024

Please contact GPS Superintendent Sean McKenna at SMcKenna@griswoldpublicschools.org with any questions.

GRISWOLD FORWARD
RESET, RENEW & REIMAGINE

Learn more at
griswoldpublicschools.org



Thank You

IS SUCH A
SIMPLE PHRASE.

10/1/23

BUT THERE'S A
WORLD OF MEANING
AND APPRECIATION IN IT.

New Briswood Public Schools-
I offer my heartfelt thanks
to the Briswood Board of
Education and GPS faculty
and staff for the September
28th special recognition. While
the recognition was certainly
not necessary, I am very
humbled by this incredibly
kind gesture. I look forward
to our continued work together.
Sincerely, Sean



Griswold Public Schools

211 Slater Avenue
Griswold, Connecticut 06351

Tel: (860) 376-7600 Fax: (860) 376-7607

Sean McKenna, Superintendent
Deborah A. Martin, Director of Fiscal & Personnel Services

Glenn LaBossiere, Director, Teaching, Learning & Innovation
Christopher Champlin, Director of Student Services

October 3rd, 2023

Aislinn Green
36 Cook Hill Road
Griswold, CT 06351

Dear Aislinn,

I would like to take this time to congratulate you on being selected as a National Merit Scholar award recipient for outstanding academic achievement for scoring in the top 3.4% of test takers on the PSAT/NMSQT in the State of Connecticut. You are recognized as a "Commended Scholar". This indeed is a very notable accomplishment.

I would like to invite you to join us at an upcoming Griswold Board of Education meeting, which is scheduled to take place on Thursday, October 12th, 2023, at 6 PM in the Griswold Middle School Cafeteria. Would you please RSVP to my assistant, Mrs. Robin Drobiak, on whether you will be able to attend? She can be reached at: rdrobiak@griswoldpublicschools.org.

I hope that you will be able to join us. We all look forward to honoring your wonderful accomplishment!

Sincerely,

A handwritten signature in black ink, reading "Sean P. McKenna". The signature is fluid and cursive, with a long horizontal stroke at the end.

Sean P. McKenna,
Superintendent of Schools

cc: Griswold BOE Members
GHS Administration
E. Taylor, L. Chavez, GHS School Counselors
Student File



Griswold Public Schools

211 Slater Avenue
Griswold, Connecticut 06351

Tel: (860) 376-7600 Fax: (860) 376-7607

Sean McKenna, Superintendent
Deborah A. Martin, Director of Fiscal & Personnel Services

Glenn LaBossierie, Director, Teaching, Learning & Innovation
Christopher Champlin, Director of Student Services

October 3rd, 2023

Isaiah Johnson
42 Anthony Street, #3
Jewett City, CT 06351

Dear Isaiah,

I would like to take this time to congratulate you on being selected as a National Merit Scholar award recipient for outstanding academic achievement for scoring in the top 3.4% of test takers on the PSAT/NMSQT in the State of Connecticut. You are recognized as a "Commended Scholar". This indeed is a very notable accomplishment.

I would like to invite you to join us at an upcoming Griswold Board of Education meeting, which is scheduled to take place on Thursday, October 12th, 2023, at 6 PM in the Griswold Middle School Cafeteria. Would you please RSVP to my assistant, Mrs. Robin Drobiak, on whether you will be able to attend? She can be reached at: rdrobiak@griswoldpublicschools.org.

I hope that you will be able to join us. We all look forward to honoring your wonderful accomplishment once again!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: Griswold BOE Members
GHS Administration
E. Taylor and K. Flynn, GHS School Counselors
Student File



Griswold Public Schools

211 Slater Avenue
Griswold, Connecticut 06351

Tel: (860) 376-7600 Fax: (860) 376-7607

Sean McKenna, Superintendent
Deborah A. Martin, Director of Fiscal & Personnel Services

Glenn LaBossiere, Director, Teaching, Learning & Innovation
Christopher Champlin, Director of Student Services

October 4th, 2023

Mrs. Marissa Fontaine
48 Barber Farm Road
Griswold, CT 06351

Dear Marissa,

As we have started the 2023/2024 school year, we are looking forward to recognizing the contributions of our staff at a monthly Board of Education meeting. We would like to take the time to celebrate you for being willing to take risks, who is willing to pursue new possibilities for your students, and for maintaining a positive and constructive approach to the work that attracts the attention of others.

Because you are one of these honorees, you will be recognized on Thursday, October 12th, 2023, at our Griswold Board of Education meeting, which will take place at 6:00 PM in the Griswold Middle School Café.

May I congratulate you on being chosen for the Griswold Forward recognition, which is a new program this year. I hope that you will be able to join us. I would appreciate if you would please confirm your attendance with my executive assistant, Robin Drobiak. Once again, congratulations on being chosen as our choice for the Griswold Forward recognition!

Sincerely,

A handwritten signature in black ink, reading "Sean P. McKenna", with a stylized flourish at the end.

Sean P. McKenna,
Superintendent of Schools

cc: GES Administration
Griswold BOE Members
Personnel File



Public School Information System

Racial Survey By District*

58 Griswold School District

State of Connecticut
Department of Education
P.O. Box 2219
Hartford, CT 06145-2219

October 2023

Grade Level	American Indian or Alaska Native			Asian			Black or African American			White			Hispanic/ Latino of any race			Native Hawaiian or Other Pacific Islander			Two or More Races			Total
	M	F	N	M	F	N	M	F	N	M	F	N	M	F	N	M	F	N	M	F	N	
Prekindergarten	0	0	0	1	0	0	0	0	0	28	21	0	5	4	0	0	0	0	4	1	0	64
Kindergarten, Full Day	0	0	0	1	2	0	0	2	0	53	33	0	6	6	0	0	0	0	1	2	0	106
Grade 1	0	0	0	3	2	0	1	1	0	44	44	0	6	8	0	0	0	0	4	5	0	118
Grade 2	0	1	0	0	1	0	2	3	0	51	43	0	14	9	0	1	0	0	5	2	0	132
Grade 3	2	0	0	0	2	0	2	2	0	44	43	0	13	7	0	0	0	0	1	5	0	121
Grade 4	1	0	0	1	0	0	2	2	0	42	54	0	11	4	0	0	0	0	2	5	0	124
Grade 5	0	1	0	2	1	0	2	4	0	49	54	0	7	13	0	0	0	0	6	3	0	142
Grade 6	0	0	0	2	0	0	2	2	0	47	58	0	5	9	0	0	0	0	5	2	0	132
Grade 7	0	0	0	1	1	0	1	0	0	49	41	0	5	1	0	0	1	0	6	6	0	112
Grade 8	2	1	0	0	1	0	0	1	0	44	43	0	8	11	0	0	0	0	3	6	0	120
Grade 9	0	2	0	2	0	0	1	1	0	84	60	0	14	11	0	0	0	0	5	4	0	184
Grade 10	1	1	0	2	1	0	5	3	0	42	50	1	11	10	0	0	0	0	10	4	0	141
Grade 11	0	0	0	1	2	0	2	2	0	54	47	0	11	16	0	0	0	0	3	6	0	144
Grade 12	0	0	0	1	0	0	0	0	0	39	50	0	10	9	0	0	0	0	6	3	0	118
Total	6	6	0	17	13	0	20	23	0	670	641	1	126	118	0	1	1	0	61	54	0	1,758
Open Choice students included above	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*Includes all students enrolled in district schools, including students coded as homebound

Printed at: 10/4/2023 3:16:42 PM

M=Male, F=Female, N=Non-Binary



Public School Information System
Racial Survey By District*
58 Griswold School District

State of Connecticut
Department of Education
P.O. Box 2219
Hartford, CT 06145-2219

October 2023

SCHEDULE 1B / DETAIL OF SCHOOL ENROLLMENT
DISTRICT WIDE SUMMARY

Description	Prek	K 12	Totals
Resident Students Enrolled at the Expense of the School District	23	1,522	1,545
Students Enrolled at No Local Expense	41	0	41
NonResident Students Enrolled	0	172	172
Totals	64	1,694	1,758

*Includes all students enrolled in district schools, including students coded as homebound

M=Male, F=Female, N=Non-Binary



Public School Information System

Racial Survey By District*

58 Griswold School District

State of Connecticut
Department of Education
P.O. Box 2219
Hartford, CT 06145-2219

October 2022

Grade Level	American Indian or Alaska Native			Asian			Black or African American			White			Hispanic/ Latino of any race			Native Hawaiian or Other Pacific Islander			Two or More Races			Total
	M	F	N	M	F	N	M	F	N	M	F	N	M	F	N	M	F	N	M	F	N	
Prekindergarten	0	0	0	1	0	0	0	2	0	34	19	0	5	4	0	0	0	0	0	1	0	66
Kindergarten, Full Day	0	0	0	3	2	0	1	2	0	42	45	0	5	8	0	0	0	0	2	5	0	115
Grade 1	0	1	0	1	1	0	2	3	0	50	44	0	13	8	0	1	0	0	6	1	0	131
Grade 2	2	0	0	0	2	0	1	1	0	45	39	0	12	8	0	0	0	0	3	5	0	118
Grade 3	1	0	0	0	1	0	2	2	0	42	55	0	10	5	0	0	0	0	3	5	0	126
Grade 4	0	1	0	1	0	0	2	4	0	42	53	0	8	12	0	0	0	0	9	3	0	135
Grade 5	0	0	0	2	0	0	2	2	0	42	51	0	5	8	0	0	0	0	5	4	0	121
Grade 6	0	0	0	1	1	0	2	0	0	49	38	0	7	3	0	0	1	0	5	8	0	115
Grade 7	2	0	0	0	1	0	0	1	0	44	40	0	11	11	0	0	0	0	3	4	0	117
Grade 8	0	1	0	1	1	0	0	1	0	52	41	0	4	7	0	0	0	0	5	7	0	120
Grade 9	0	1	0	2	1	0	7	2	0	56	51	1	12	13	0	0	0	0	9	3	0	158
Grade 10	0	0	0	1	1	0	2	2	0	55	50	0	10	19	0	0	0	0	4	10	0	154
Grade 11	0	0	0	1	0	0	0	0	0	40	45	0	8	9	0	0	0	0	5	2	0	110
Grade 12	0	1	0	0	1	0	2	2	0	49	52	0	5	7	0	0	0	0	6	4	0	129
Total	5	5	0	14	12	0	23	24	0	642	623	1	115	122	0	1	1	0	65	62	0	1,715
Open Choice students included above	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*Includes all students enrolled in district schools, including students coded as homebound

Printed at: 10/4/2023 3:44:12 PM

M=Male, F=Female, N=Non-Binary



Public School Information System
Racial Survey By District*
58 Griswold School District

State of Connecticut
Department of Education
P.O. Box 2219
Hartford, CT 06145-2219

October 2022

SCHEDULE 1B / DETAIL OF SCHOOL ENROLLMENT
DISTRICT WIDE SUMMARY

Description	Prek	K 12	Totals
Resident Students Enrolled at the Expense of the School District	26	1,508	1,534
Students Enrolled at No Local Expense	40	2	42
NonResident Students Enrolled	0	139	139
Totals	66	1,649	1,715

*Includes all students enrolled in district schools, including students coded as homebound

M=Male, F=Female, N=Non-Binary

GRISWOLD PUBLIC SCHOOLS
Tuition Enrollment and Projected Revenues
Based on October 1, 2023 Enrollment

Tuition Income

Tuition Town	Regular Ed Tuition		Special Ed Tuition		Alternative School	
Canterbury	5	65,161	1	25,174	0	0
Franklin	1	13,298	0	0	0	0
Lisbon	25	332,450	10	266,550	0	0
Norwich	23	304,155	22	584,632	4	190,691
*Preston	6	75,872	5	133,275	0	0
Putnam	0	0	2	53,310	0	0
Sprague	11	146,278	11	293,205	0	
Voluntown	23	305,584	11	293,205	1	48,139
Windham	0	0	1	26,655	0	0
Totals	94	1,242,798	63	1,676,006	5	238,830

*Please note that regular education students for Preston are billed based on last year's enrollment. Please note that there are eleven 9th grade students who will be billed out next October 1st at a total of \$146,278 per contract with the Preston Board of Education.

Amount Due to Town of Griswold \$3,157,634

October 1 is the official enrollment date for tuition students. Projected tuition for 2023/2024 to the Town of Griswold was \$3.0 million.

TOWN	Elementary Middle Tuition Students	Grade 9 Tuition Students	Gr. 10 Tuition Students	Gr. 11 Tuition Students	Gr. 12 Tuition Students	TOTAL
Canterbury	0	4	2	0	0	6
Franklin	0	0	0	0	1	1
Lisbon	0	8	14	3	10	35
Norwich	1	22	6/2	7/1	9/1	49
Preston	0	3	4	1	3	11
Putnam	2	0	0	0	0	2
Sprague	0	5	9	6	2	22
Voluntown	0	14	6	4	10/1	35
Windham	1	0	0	0	0	1
TOTALS	4/Elem Middle	56 Grade 9	41/2 Grade 10	21/1 Grade 11	35/2 Grade 12	162 Tuition Students

Explanation: Each sending town pays the following per student rates: Regular Tuition \$13,298; Special Education Tuition \$26,655; Alternative Education Tuition \$ 48,139 for 2023/2024.

NEW POLICY

Student

Graduation Ceremonies (Participation)

The Board believes that completion of the requirements for a diploma from the District is an achievement that improves the community as well as the individual. Therefore, the Board wishes to recognize that achievement annually in a publicly held graduation ceremony.

Only students who have successfully completed all requirements and obligations prescribed by Board policy and the school administration will be eligible to participate in the graduation ceremony, except as provided below:

1. A foreign exchange student may be permitted to participate in the graduation ceremonies at the discretion of the school administration, upon successful completion of the school year.
2. A student who is within one semester credit of meeting graduation requirements at the end of the school year will be permitted to participate in the graduation ceremonies with his/her class if he/she has made arrangements to complete the credit, **providing that the administration has reviewed and approved of the case beforehand**. His/her diploma will be awarded when the requirement has been met.
3. Additional exceptions may be approved by the Board in unusual circumstances, upon recommendation of the school administration.

The school administration shall notify all students of the requirements and obligations that must be met in order to participate in the graduation exercises.

Graduation and related senior activities shall be established as opportunities to honor and to recognize those who have successfully completed the District's course of study and are qualified to receive a diploma. The Board believes that these students deserve a public celebration that recognizes the pursuit of learning throughout their lives.

High school students must fulfill state and District graduation requirements in order to participate in graduation ceremonies.

In order to encourage high standards of student conduct and behavior, the principal may deny the privilege of participating in graduation ceremonies and/or activities in accordance with school rules. School rules shall ensure that the student and parent/guardian receive written notice of the privilege(s) to be denied, the grounds for such denial and the means whereby a student may appeal this decision.

Students

Graduation Ceremonies (Participation) (continued)

The Superintendent or designee may identify other school-sponsored awards which may be given during graduation exercises. A separate awards program may be held to recognize graduation students receiving other school and non-school awards. **The administration will plan for a safe event, consistent with accessibility for individuals who require special accommodations.**

Limitations:

1. These activities shall be free from acts and interruptions which diminish the dignity of the activities for the other participants and their family.
2. Participation shall be a privilege, reserved to those who conduct themselves according to the established guidelines, rather than a right.
3. Participation privileges shall be withdrawn from any student whose conduct is not according to established guidelines.
4. Cooperation must be exhibited with school staff members and administration in senior activities, including the graduation ceremony.
5. In order to preserve the dignity of the graduation ceremony, students must conform to school-sanctioned standards and expectations for behavior and attire.
6. Prior to the graduation ceremony, school properties must be returned and all outstanding fees paid.

(cf. 5114 – Suspension/Expulsion; Student Due Process)

(cf. 5123 – Promotion/Retention)

(cf. 5131 – Conduct)

(cf. 5144 – Discipline/Punishment)

(cf. 6146 – Graduation Requirements)

Legal Reference: Connecticut General Statutes

New Policy

P6115. 111

Instruction

Graduation Exercises - Student Speeches/Student Participation

Completion of the requirements for a high school diploma from the public schools of the district is an achievement that improves the community as well as the individual. Therefore, the Board shall recognize that achievement in a publicly celebrated graduation exercise.

Accordingly, appropriate graduation programs shall be planned by the administration. The date of the graduation ceremony shall be as indicated in the Board approved school calendar. **During the ceremony, appropriate behavior is expected. The administration and the Board expect behavior that conforms to the Vision of the Graduate and the high school student handbook.**

The District's valedictorian(s), salutatorian(s) or others at the discretion of the Building Principal or his/her designee may be permitted to speak as part of the school's planned graduation program. All such speeches shall be reviewed and approved in advance by the Building Principal or his/her designee.

All students in good standing who have successfully completed the requirements for graduation may participate in the graduation exercises.

(cf. 6111 - School Calendar)
(cf. 6115 - School Ceremonies and Observances)
(cf. 6146 - Graduation Requirements)
(cf. 6141.2 - Separation of Church and State)
(cf. 6141.21 - Religion in the Public Schools)

Legal Reference: Connecticut General Statutes

10-16a Silent meditation.

10-15c Discrimination in public schools prohibited.

Lee v. Weisman, 112 S. Ct. 2649 (1992).

Jones v. Clear Creek Independent School District, 977 F. 2d 963 (5th Cir.1992).

Harris v. Joint School District, 41 F.3d 447 (9th Cir. 1994).

American Civil Liberties Union of NJ v. Black Horse Pike Regional Board of Education, 84 F.3d 1471 (3rd Cir. 1996).

Santa Fe Independent School Dist. V. Doe, 430 U.S. 290 (2000)

REVISED POLICY DRAFT

Personnel - Certified

Substitute Teachers

~~A substitute teacher shall be a person fully qualified to instruct in the Griswold Public Schools and who is employed for short periods of time in the absence of the regular teacher.~~

~~Rates of compensation for substitute teachers will be set by the Board of Education.~~

~~Substitute teachers will not participate in the health insurance plans or other fringe benefits of the school system.~~

~~Retired teachers may be employed as substitute teachers without jeopardizing their retirement salary within the limits as prescribed by law.~~

A substitute teacher shall be a person who has ideally earned a Bachelor's Degree, is fully qualified to instruct in our schools and who is employed for short periods of time in the absence of the regular teacher. The Commissioner of Education may waive requirement for a Bachelor's Degree for good cause upon the request of the Superintendent of Schools.

The Board shall only hire applicants for substitute teaching positions who comply with the reference and background checks as detailed in Policy #4112.51/4212.51 and who comply with the required disclosure requirements.

Suitable programs for training, assigning, orienting and evaluating the work of substitute teachers shall be provided by the certified staff under the direction of the Superintendent.

Rates of compensation for substitute teachers will be set by the Board of Education.

It will be the responsibility of the Principal or his/her designee to assign a substitute to fill any vacancy by the temporary absence of a regular staff member. The substitute teacher will be selected from a list of approved substitutes furnished by the Superintendent's office.

The Board of Education is permitted to employ a person who lacks substitute teacher authorizations as a substitute teacher in the same assignment for a period not to exceed 60 school days. Principals will make every effort to maintain as much continuity of instruction as possible by engaging only one substitute teacher for the full period of absence of one teacher and by calling back a substitute to serve in a classroom in which he/she/they performed successfully.

Substitute teachers will not participate in the health plans or other fringe benefits of the school system. However, substitute personnel hired to fill the position of an employee absent on an extended leave will be entitled to the privileges and benefits afforded regular professional employees, with the exception that the term of employment ordinarily will cease at the scheduled termination of the regular teacher's leave.

Retired teachers may be employed as substitute teachers without jeopardizing their retirement salary within the limits as prescribed by law.

Personnel -- Certified

Substitute Teachers (continued)

If long-term substitutes are required (more than 10 consecutive days for one assignment), the substitute must meet certification requirements for that assignment. Long-term substitute teachers are those who are requested to serve more than 10 consecutive days for the same teacher. In such cases, following the 10th day, the rate of pay will be in the prorated daily rate of the beginning B.A. salary step in effect for that school year.

Daily substitute teachers are those who serve for a variety of teachers and/or in a non-consecutive manner.

Rates for daily substitutes and long-term substitutes will be determined annually during the budget process for the following year.

Cooperative, and outside agency relationships and initiatives will be considered in order to meet the substitute need. In such cases, a rate may be set through the cooperative agreement.

(cf. 4112.51/4212.51 – Employment/Reference Checks)

Legal Reference: Connecticut General Statutes
 10-183v Reemployment of teachers.
 10-145a Certificates of qualification for teachers.
 June 19 Special Session, Public Act No. 09-1
 An Act Implementing the Provisions of the Budget Concerning Education,
 Authorizing State Grant Commitments for School Building Projects and
 Making Changes to the Statutes Concerning School building Projects and
 Other Education Statutes. (Section 48) Public Act No. 09-6 September
 Special Session
 10-221d Criminal history records checks of school personnel.
 Fingerprinting. Termination or dismissal. (as amended by PA 16-67)
 10-222c Hiring policy. (as amended by PA 16-67)
 PA 23-159 (Section 18)

DRAFT REVISED POLICY

New Construction

Indoor Air Quality

The Board of Education recognizes that the maintenance of acceptable temperature, relative humidity and adequate fresh air ventilation in school buildings is a primary objective in the creation and maintenance of an optimal learning environment.

Indoor Air Quality in Existing Facilities

The Superintendent or his/her designee shall implement an indoor air quality program that provides for ongoing maintenance and facility reviews, in accordance with all applicable state statutes, necessary for the maintenance and improvement of the indoor air quality of all District facilities.

The District shall report biennially, in a manner as required, to the Commissioner of Education on the condition of its facilities, its long range facilities program, its air quality program, and green cleaning program.

~~Prior to January 1, 2008 and every five (5) years thereafter~~ **Starting on January 1s, 2025 and annually thereafter, for all** ~~for any District facilities facility that has been constructed, extended, renovated or replaced on or after January 1, 2003,~~ the Board of Education shall provide for a uniform inspection and evaluation program of indoor air quality within such buildings, such as the Environmental Protection Agency's Tools for Indoor Air Quality for Schools Program. The results of the evaluation shall be made available for public inspection at a regularly scheduled Board of Education meeting and also posted on the District's website.

The District shall report biennially, in a manner as required, to the Commissioner of Education on the condition of its facilities, its long range facilities program, its air quality program, and green cleaning program. **The Board must utilize standard reporting forms to conduct and report on both IAQ and HVAC inspections and must provide The Department of Administrative Services (DAS) the completed forms for each school. The forms and/or reports must be made available at a regularly scheduled Board of Education meeting and on the Board of Education/individual school website.**

The inspection and evaluation program shall include, but not be limited to, a review, inspection or evaluation of the following:

1. the heating, ventilating, and air conditioning (HVAC) systems;
2. radon levels in the air and water;
3. potential for exposure to microbiological airborne particles, including fungi, mold, and bacteria;
4. chemical compounds of concern to indoor air quality, including volatile organic compounds;

New Construction

Indoor Air Quality

5. pest infestation, including insects and rodents;
6. pesticide usage;
7. the presence and plans for removal of certain hazardous substances identified under federal law;
8. ventilation systems;

Indoor Air Quality in Existing Facilities (continued)

9. plumbing, including water distribution systems, drainage systems, and fixtures;
10. moisture incursion (leaks);
11. the facilities' overall cleanliness;
12. building structural elements, including roofing, basements, and slabs;
13. the use of space, particularly in areas designed to be unoccupied; and
14. the provision of indoor air quality maintenance training for building staff.

Heating, ventilation, and air conditioning systems shall be maintained in accordance with the prevailing maintenance systems, such as Standard 62. The Board directs the Superintendent or his/her designee to ensure that such systems shall be operated continuously during the hours in which students or school personnel occupy school facilities except during periods of scheduled maintenance or emergency repairs or at other times when it can be demonstrated that the air supply system meets the Standards 62 requirements for air changes per hour.

Records shall be maintained on the maintenance of the District's heating, ventilation, and air conditioning systems for a period of not less than five years. Such records shall be available to the public upon request.

Prior to January 1, 2025, and every five years thereafter, the local or regional Board of Education shall provide for a uniform inspection and evaluation of the heating, ventilation and air conditioning system within each school building under its jurisdiction. Such inspection and evaluation shall be performed by a certified testing, adjusting and balancing technician, an industrial hygienist certified by the American Board of Industrial Hygiene or the Board for Global EHS Credentialing, or a mechanical engineer. Such heating, ventilation and air conditioning systems inspection and evaluation shall include, but need not be limited to:

1. Testing for maximum filter efficiency
2. Physical measurements of outside air delivery rate
3. Verification of the appropriate condition and operation of ventilation components

New Construction

Indoor Air Quality

4. Measurement of air distribution through all system inlets and outlets
5. Verification of unit operation and that required maintenance has been performed in accordance with the most recent indoor ventilation standards promulgated by the American Society of Heating, Refrigerating and Air-Conditioning Engineers
6. Verification of control sequences
7. Verification of carbon dioxide sensors and acceptable carbon dioxide concentrations indoors, and
8. Collection of field data for the installation of mechanical ventilation if none exist.

Indoor Air Quality in New or Renovated Facilities

In order to secure appropriate indoor air quality in District schools, the Board of Education believes that when new facilities are constructed and when existing facilities are renovated, the following requirements shall be specified to the architect or design professional responsible for the construction project:

1. Adhere to the requirements defining minimum air circulation contained in the State Building Code which apply only when constructing new space.
2. The building/space meets or exceeds the ASHRAE (American Society of Heating, Ventilating and Air Conditioning Engineers) 62-1999 standard, "Ventilation for Acceptable Indoor Air Quality," which considers chemical, physical and biological contaminants that can effect air quality as referenced by the State Code adopted pursuant to C.G.S. 29-252.

Indoor Air Quality in New or Renovated Facilities (continued)

3. Utilizing the ASHRAE 62-1999 standard, achieve a minimum ventilation rate per occupant of 15 cubic feet per minute (cfm) of outdoor air.
4. Design and placement of air handling equipment needs to be done in a manner where it is accessible to inspect and maintain the equipment; therefore mechanical rooms are desirable versus exposed rooftop units or units hung above suspended ceilings.
5. With increased air flow requirements, attention must be given to the potential of air velocity noise within ductwork.
6. Fresh air intakes must be located, whenever possible, away from all types of vents and exhausts on roofs.

New Construction

Indoor Air Quality

7. Air intakes and ventilation windows must be sufficiently distant from bus loops and loading docks.
8. Radon mitigation systems to provide a vapor barrier and protection from under-slab humidity should be a part of new school construction.
9. Attention must be given to the selection of carpeting, carpet adhesives and synthetic materials which may emit odorous and irritating volatile organic vapors degrading indoor air quality.
10. Reduce the potential of moisture intrusion through appropriately designed pitched roofs wherever possible.
11. Consider the economic feasibility of achieving dehumidification through air conditioning.
12. Install temperature control systems, which monitor temperature and other factors helpful in monitoring and diagnosing heating, ventilating and air conditioning (HVAC) systems.
13. When renovating an occupied building provide for the mechanical control of airborne pollutants associated with the construction process.

Legal Reference:

Connecticut General Statutes

10-220 Duties of boards of education
10-231(f) Indoor air quality committees
10-282(19) Definitions
10-283 Applications for grants for school building projects
10-286 (a)(9) Computation of school building project grants
10-291 Approval of plans and site. Expense limit
10-292 Review of final plans by Commissioner of Education. Exceptions; role of local officials
10-231g Green Cleaning Program at schools: Definitions, Implementation, Notice
PA 22-118 An Act Concerning the State Budget for the Biennium Ending June 30, 2023
PA 23-167 An Act Concerning Transparency in Education

DRAFT REVISED POLICY

Students

Directory Information

Directory information or class lists of student names and/or addresses, and telephone lists shall not be distributed without the consent of the parent or legal guardian of the student or by the student who has attained status as an eligible student. *(An eligible student is a student or former student who has reached eighteen years of age or who is attending an institution of post-secondary education or is an emancipated minor.)*

“Directory information” means one or more of the following items: student’s name, address, telephone number, date and place of birth, major field(s) of study, participation in officially recognized activities and sports, photographic, computer and/or video images, grade levels, electronic mail address, weight and height of members of athletic teams, dates of attendance, degrees and awards received, including honor roll publication, and the most recent previous public or private school attended by the student, parent’s name and/or e-mail address.

A student’s Social Security Number or student ID number is prohibited from designation as directory information. However, student ID numbers, user ID, or other electronic personal identifiers used by a student to access or communicate in electronic systems may be disclosed only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticates the user’s identity such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user.

Military recruiters or institutions of higher learning shall have access to secondary school students’ names, addresses, and telephone listings unless a secondary student eighteen years of age or older, or the parent of the student requests that such information not be released without prior written parental consent. The Board of Education shall notify parents and students of the option to make such a request and shall comply with any request received.

ESSA requires the release of the student’s name, address and telephone listing unless, after giving appropriate notice to parents/guardians and students eighteen years of age or older, of their right to opt-out and to require, after such opt-out, written permission to release the information.

Any person or organization denied the rights accorded under this policy shall have the right to request a review of the decision by the Board of Education by filing a written request with the Superintendent of Schools.

Legal Reference: [Connecticut General Statutes](#)

[1-210 \(11\) Access to public records. Exempt records.](#)

[10-221b Boards of education to establish written uniform policy re treatment of recruiters.](#)

[Federal Family Educational Rights and Privacy Act of 1974 \(section 438 of the General Education Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g and Final Rule 34 CFR Part 99, December 9, 2008 and December 2, 2011\)](#)

[P.L. 106-398, 2000 H.R. 4205: The National Defense Authorization Act for Fiscal Year 2001.](#)

[P.L. 114-95 “The Every Student Succeeds Act” Section 8025](#)

Policy adopted: October 26, 2015

GRISWOLD PUBLIC SCHOOLS
Griswold, Connecticut

**NOTIFICATION TO PARENTS
Release of Certain Information
Under the "Every Student Succeeds Act"**

_____20__

Dear Parent/Guardian:

Pursuant to the federal "Every Student Succeeds Act," P.L. 114-98 (Title IX, Sec. 8025), the Griswold School District must disclose to military recruiters and institutions of higher learning, upon request, the names, addresses and telephone listings of high school students.

The District must also notify parents/guardians of their right and the right of their child, if eighteen years of age or older, to request that the District not release such information without prior written consent.

Parents/guardians and eligible students wishing to exercise their option to withhold their consent to the release of the above information to military recruiters and institutions of higher learning must sign this form below and return it to the Building Principal by _____.
Date

Reservation of Consent for the Release of Certain Student Information under the "Every Student Succeeds Act"

Please do not release the name, address and telephone number of _____
Name of Student
to military recruiters and institutions of higher learning.

Print Name of Student	School	Grade
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Parent's/Guardian's Signature	Date
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Eligible Student's Signature	Date
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**PERMISSION TO RELEASE CERTAIN
DIRECTORY INFORMATION WITHOUT PRIOR WRITTEN CONSENT**

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires that Griswold Public Schools, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, Griswold Public Schools may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the Griswold Public Schools to include this type of information from your child's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories - names, addresses and telephone listings - unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.¹

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member, including health or medical staff and law enforcement unit personnel, or a person serving on the Board of Education. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the District would otherwise use its own employees and who is under the direct control of the District with respect to the use and maintenance of personally identifiable information (PII) from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his/her tasks. A "school official" as defined, has a legitimate educational interest if the official needs to review an educational record in order to fulfill his/her professional responsibilities.

¹ 20 U.S.C. § 1221g(a)(5)(B); 34 C.F.R. § 99.7(a)(2)(i).

**PERMISSION TO RELEASE CERTAIN
DIRECTORY INFORMATION WITHOUT PRIOR WRITTEN CONSENT**

If you do not want Griswold Public Schools to disclose directory information from your child's education records without your prior written consent, you must notify the District in writing by _____.

Griswold Public Schools has designated the following information as directory information:
[Note: an LEA **may**, but **does not have to**, include all the information listed below.]

Student's name
Participation in officially recognized activities and sports
Address
Telephone listing
Major field(s) of study
Weight and height of members of athletic teams
Electronic mail address
Photographic, computer and/or video images
Grade levels
Electronic mail address
Degrees, honors, and awards received
Date and place of birth
Major field of study
Dates of attendance
Grade level
The most recent educational agency or institution attended
Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records with a PIN, password, etc.

(A student's social security number, in whole or in part, cannot be used for this purpose.)

The right to opt-out of the disclosure of directory information does not include the right to refuse to wear, or otherwise disclose, a student identification (ID) card or badge.

**DENIAL OF PERMISSION TO RELEASE CERTAIN
DIRECTORY INFORMATION WITHOUT PRIOR WRITTEN CONSENT**

Dear Parent/ Guardian:

Certain directory information may be released to media, colleges, civic or school-related organizations and state or governmental agencies including military recruiters, as well as published programs for the athletic, music and theater presentations of this school district.

Directory information includes the following kinds of information:

1. Name of student
2. Address of student
3. Telephone number
4. E-mail address of student
5. Major field(s) of study
6. Participation in officially recognized activities and sports
7. Height and weight of members of athletic teams
8. Dates of attendance
9. Degrees and awards received, including publication of honor roll
10. Most recent school attended
11. Date of birth, place of birth
12. Photographic, computer and/or video images
13. Videotape not used in a disciplinary manner
14. Parent's name/e-mail address

Please circle the specific categories of information, if any, listed above that you do **not** wish to be released without your specific prior written permission.

_____The release of all Directory Information is denied.

Please be advised that the right to opt out of disclosure of directory information does not include the right to refuse to wear, or otherwise disclose, a student identification (ID) card or badge.

This form must be completed and returned to the school principal within ten (10) days after publication of the notice on "Directory Information."

Name of Student	School	Grade
Parent's/Guardian's Signature	Date	

REVISED DRAFT POLICY

Students

Transgender and Gender Non-Conforming Youth

Purpose

Federal and state law and District policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity or expression. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

This policy sets out guidelines for schools and District staff to address the needs of transgender and gender non-conforming students and clarifies how state law should be implemented in situations where questions may arise about how to protect the legal rights or safety of such students. This policy does not anticipate every situation that might occur with respect to transgender or gender non-conforming students and the needs of each transgender or gender non-conforming student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender or gender non-conforming student while maximizing the student's social integration and minimizing stigmatization of the student.

Definitions

The definitions provided here are not intended to label students but rather to assist in understanding this policy and the legal obligations of District staff. It is recognized that students might or might not use these terms to describe themselves.

“Gender identity” is a person's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. One's gender identity can be the same or different than the gender assigned at birth. Everyone has a gender identity.

“Transgender” describes people whose gender identity or expression is different from that traditionally associated with an assigned sex at birth.

“Gender expression” refers to the manner a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, or mannerisms.

“Gender non-conforming” describes people whose gender expression differs from stereotypical expectations, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify both genders.

Students

Transgender and Gender Non-Conforming Youth

Definitions (continued)

“Sexual Orientation” refers to a person’s identity in relation to the gender or genders to which they are romantically, emotionally, or sexually attracted, including any identity that a person may have previously expressed or is perceived by another to hold.

“Cisgender” refers to individuals whose gender identity, expression, or behavior conforms with those typically associated with their sex assigned at birth.

“Gender Fluid” may be a form of both gender identity and gender expression. It generally describes individuals who may not identify as the same gender all the time, and whose gender expression may change accordingly.

“Gender Minority” is an umbrella term referring to individuals not identifying as cisgender.

“Transition” is the process in which a person changes their gender expression to better reflect their gender identity. In order to feel comfortable and to express their gender identity to other people, transgender people may take a variety of steps such as using a nickname or legally changing their name; choosing clothes and hairstyles to reflect their gender identity; and generally living and presenting themselves to others, consistently with their gender identity. Some, but not all, transgender people take hormones or undergo surgical procedures to change their bodies to better reflect their gender identity.

“Bullying” means the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that (1) causes physical or emotional harm to such student or damage to such student’s property, (2) places such student in reasonable fear of harm to himself or herself, or of damage to his or her property, (3) creates a hostile environment at school for such student, (4) infringes on the rights of such student at school, or (5) substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

Students

Transgender and Gender Non-Conforming Youth (continued)

Guidance

Privacy (continued)

“Harassment” means written, verbal or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school’s educational programs or activities because the conduct is so severe, persistent or pervasive. This includes conduct that is based on a student’s actual or perceived race, color, national origin, sex, disability, sexual orientation, sexual identity or expression, or religion. This also includes conduct that targets a student because of a characteristic of a friend, family member or other person or group with whom a student associates.

Privacy

All persons, including students, have a right to privacy. This includes the right to keep private one’s transgender status or gender non-conforming presentation at school. Information about a student’s transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. School personnel should not disclose information that may reveal a student’s transgender status or gender non-conforming presentation to others, including parents and other school personnel, unless legally required to do so or unless the student has authorized such disclosure. Transgender and gender non-conforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

When contacting the parent or guardian of a transgender or gender non-conforming student, school personnel should use the student’s legal name and the pronoun corresponding to the student’s gender assigned at birth unless the student, parent, or guardian has specified otherwise.

Official Records

The District is required to maintain a mandatory permanent student record (“official record”) that includes a student’s legal name and legal gender. However, the District is not required to use a student’s legal name and gender on other school records or documents. The District will change a student’s official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. In situations where school staff or administrators are required by law to use or to report a transgender student’s legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

Names/Pronouns

A student has the right to be addressed by a name and pronoun that corresponds to the student’s gender identity. A court-ordered name or gender change is not required, and the student need not change his or her official records.

Students

Transgender and Gender Non-Conforming Youth (continued)

Guidance

Privacy (continued)

The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity) is a violation of this policy.

Gender-Segregated Activities

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, such as for selected health education classes, students should be included in the group that corresponds to their gender identity.

Student Information Systems

The District shall modify its student information system, as necessary, to prevent disclosure of confidential information and ensure that school personnel use a student's preferred name and pronouns consistent with the student's gender identity.

Restroom Accessibility

Students shall have access to the restroom that corresponds to their gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single user restroom. However, no student shall be required to use such a restroom because they are transgender or gender non-conforming.

Locker Room Accessibility

The use of locker rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, transgender students should have access to the locker room that corresponds to their gender identity consistently asserted at school, like all other students. Any student, transgender or not, who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to their gender identity before or after other students). Any alternative arrangement should be provided in a way that protects the student's ability to keep his or her transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity.

Students

Transgender and Gender Non-Conforming Youth

Guidance (continued)

Physical Education Classes & Intramural Sports

Transgender and gender non-conforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity.

Interscholastic Competitive Sports Teams

Transgender and gender non-conforming students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity and in compliance with the applicable regulations of the Connecticut Interscholastic Athletic Association (CIAC).

Dress Codes

Transgender and gender non-conforming students have the right to dress in a manner consistent with their gender identity or gender expression.

Discrimination/Harassment

It is the responsibility of each school and the District to ensure that transgender and gender non-conforming students have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources.

Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints.

Students

Transgender and Gender Non-Conforming Youth

Guidance (continued)

(cf. 0521 – Nondiscrimination)
(cf. 4131 – Staff Development)
(cf. 5114 – Suspension and Expulsion/Due Process)
(cf. 5131 – Conduct)
(cf. 5131.21 – Violent and Aggressive Behavior)
(cf. 5131.8 – Out-of-School Misconduct)
(cf. 5131.912 – Aggressive Behavior)
(cf. 5131.913 – Cyberbullying)
(cf. 5131.91 – Hazing)
(cf. 5144 – Discipline/Punishment)
(cf. 5145.4 – Nondiscrimination)
(cf. 5145.5 – Sexual Harassment)
(cf. 5145.51 – Peer Sexual Harassment)
(cf. 5145.52 – Harassment)
(cf. 5145.6 – Student Grievance Procedure)
(cf. 6121 – Nondiscrimination)
(cf. 6121.1 – Equal Educational Opportunity)

Legal Reference: Connecticut General Statutes

10-15c Discrimination in public school prohibited. (Amended by P.A. 97-247 to include “sexual orientation” and PA 11-55 to include “gender identity or expression”)

46a-60 Discriminatory employment practices prohibited Federal Law.

10-209 Records not to be public.

Students

Transgender and Gender Non-Conforming Youth

Legal Reference: Connecticut General Statutes
46a-60 Discriminatory employment practices prohibited.
Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).
Public Act 07-62 An Act Concerning the Deprivation of Rights on Account of Sexual Orientation.
Public Act 11-55 An Act Concerning Discrimination.
Title IX of the Education Amendments of 1972, 34 CFR Section 106.
Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986).
Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998).
Burlington Industries, Inc. v. Ellerth, No. 97-569, (U.S. Supreme Court, June 26, 1998).
Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998).
Davis v. Monroe County Board of Education, No. 97-843 (U.S. Supreme Court, May 24, 1999).

PA 23-145 An Act Revising the State's Antidiscrimination Statutes

REVISED DRAFT

Instruction

Individualized Education Program/Special Education Program

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

Referral

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

~~Any child, whether a student of the school district, of pre school age, or between the ages of three and 22 years of age, inclusive, but not attending district schools, who is identified as being in need of a special program shall be referred to a "special education planning and placement team" (PPT) which shall make an evaluative study to determine whether the child is a child with a disability as defined in state and federal statutes and if special education is required and to establish the scope of the special education program.~~

~~Students receiving special education services under the Individuals with Disabilities Act (IDEA) remain eligible for such services up until their 22nd birthday or until they graduate from high school with a regular high school diploma, whichever comes first.~~

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

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

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

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

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

Planning and Placement Team or Individualized Education Program Team

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

1. A representative of the District other than the individual's teacher, who is qualified to provide, or supervise, the provision of special education and who is knowledgeable about the general education curriculum and about the availability of resources of the District;
2. Not less than one special education teacher of the child, or if appropriate, not less than one special education provider of the child;

Instruction

Individualized Education Program/Special Education Program continued...

3. Not less than one regular education teacher (if the child is, or may be, participating in the regular education environment);
4. One or both of the student's parents, a surrogate parent, and/or a representative chosen by the parent;
5. The student, where appropriate;
6. For a student who is being evaluated for the first time, a member of the assessment team shall be present, and at least one of the persons present shall be knowledgeable about the assessment procedures;
7. The school paraprofessional, if any, assigned to the student, and
8. At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate.

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

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

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

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

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

Parental Participation

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

Upon parental/guardian request, a member of the PPT designated by the District will meet with the

Instruction**Individualized Education Program/Special Education Program continued...**

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

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

1. The District will provide parents/guardians a procedural safeguards notice, at least annually, except that a copy also shall be given, upon initial referral or parental request for evaluation, upon the first filing of a due process complaint or upon parental request advising them in writing, in their dominant language, of their rights with respect to the provision of a free appropriate education for children with disabilities.
2. The District will place a current copy of the Procedural Safeguards notice on the District Website.
3. Written prior notice to the parents/guardian of a child for which the District is proposing or refusing to initiate or change the identification, evaluation or educational placement of the child, shall also specify the purpose, time and location of the meeting and who has been invited.
4. If neither parent can attend, reasonable efforts shall be made to secure parental participation by other means such as conference calls or home visits.
5. A meeting may be conducted without a parent in attendance if the Board of Education is unable to secure parental attendance. In this event, the Board of Education shall have a detailed record of its attempts to arrange parent participation.
6. The Board of Education shall take any and all actions necessary to ensure that the parents understand the proceedings at the meeting. This shall include, but not be limited to, providing an interpreter for the parents who are in need of such services.
7. A full written explanation of all due process procedures available to parents shall be provided upon parental request unless as specified in #1 above.
8. The parent/guardian of a child with a disability may elect to receive notices under IDEA by electronic mail, if the District makes such an option available.

Planning and Placement Team Description

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

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

Instruction

Individualized Education Program/Special Education Program continued...

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

Evaluations

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

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

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

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

Instruction

Individualized Education Program/Special Education Program continued...

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

Independent Evaluation

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

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

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

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

Individualized Education Program (IEP)

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

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

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

1. A statement of the child's present levels of academic achievement and functional performance, including, where appropriate, academic achievement, social adaptation, prevocational and vocational skills, psychomotor skills and self-help skills;
2. A statement of annual educational goals for the school year "reasonably calculated to enable the child to make progress appropriate in light of the child's circumstances," under the child's individualized educational program;
3. A statement of how the child's progress toward meeting the annual goals will be measured and when periodic reports will be available on the progress the child is making toward meeting the annual goals. (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) The

Instruction**Individualized Education Program/Special Education Program continued...**

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

4. A statement of short-term instructional objectives for students with disabilities who take alternative assessments aligned to alternative achievement standards; (Benchmarks or short term objectives in addition to annual goals are not required for all other students with disabilities.)
5. A statement of specific educational services needed by the child, including a description of special education, related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, which are needed to meet the needs of the child. Such description shall include the type of transportation necessary and a statement of the recommended instructional settings;
6. The date when those services will begin and length of time the services will be given with the length of the school day and school year needed to meet the child's special education needs, including criteria to determine when services will no longer be needed; and
7. For each student, who is at least fourteen years of age, and diagnosed with autism spectrum disorder, beginning not later than the date on which the first IEP takes effect, a statement of transition service needs which shall include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and where appropriate, independent living skills. In addition, the statement of transition needs shall include the transition services, including courses of study, needed to assist a child in reaching those goals. Such IEP shall be updated annually.
8. A description of the extent to which the child will be involved in and make progress in the general education curriculum defined as the same curricula for nondisabled children. This shall include a description of how the regular education program will be modified to meet the child's needs;
9. A list of the individuals who shall implement the individualized program; and
10. In the case of a residential placement, whether such placement is being recommended because of the need for services other than educational services.
11. If it is determined that the child will take an alternate assessment on a State or District assessment of student achievement, the IEP must contain in a statement of why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child.
12. Beginning not later than the first IEP to be in effect when the child is sixteen (16) and updated annually thereafter, a statement of appropriate, measurable post-secondary goals based upon age appropriate transition assessments related to training, education, employment and where appropriate, independent living skills and the transition services needed to assist the child in reaching those goals.
13. Beginning not later than one year before the student reaches the age of majority (18), a statement informing the student of his/her rights under IDEA.
14. For a child identified as deaf or hearing impaired, the IEP which includes a language and communications plan shall address:
 - (i) the child's primary language or mode of communication;
 - (ii) opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;
 - (iii) educational options available to the child;
 - (iv) the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;
 - (v) the accessibility of academic instruction, school services and extracurricular activities to the child;

Instruction

Individualized Education Program/Special Education Program continued...

- (vi) Assistive devices and services for the child; and
 - (vii) Communication and physical environment accommodations for the child.
- and
- (viii) An emergency communications plan that includes procedures for alerting the child of an emergency situation and ensuring that the specific needs of the child are met during the emergency situation. Such plan is to be developed for a student identified as deaf, hard of hearing, or both blind or visually impaired and deaf.

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

Timelines

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

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

1. The individualized education program shall be implemented within forty-five school days of referral or notice, exclusive of the time required to obtain parental consent.
2. In the case of a child whose individualized education program calls for out-of-district or private placement, the individualized education program shall be implemented within sixty school days of referral or notice, exclusive of the time required to obtain parental consent. If difficulty of placement is such as to occasion a delay beyond this period, the Board of Education shall submit to the State Board of Education written documentation of its efforts to obtain placement in a timely manner.
3. Where necessary, parental consent shall be given within ten school days of the date of notice, or, where appropriate, of the date of the Planning and Placement Team meeting in which the parents participated.
4. A full copy of the individualized education program shall be sent to the parents within five school days after the Planning and Placement Team meeting to develop, review or revise the individualized education program.

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

Placement

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

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

Instruction

Individualized Education Program/Special Education Program continued...

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

1. Draw upon information from a variety of sources, including attitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior;
2. Ensure information obtained from all of these sources is documented and carefully considered;
3. Ensure that the placement decision is made by a group of persons including person's knowledge about the child, the meaning of the evaluation data, and the placement options; and
4. Make the placement decision in conformity with the least restrictive environment considerations.

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

Notice

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

The notice shall include the following information:

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

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

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

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

Instruction

Individualized Education Program/Special Education Program continued...

Legal Reference: Connecticut General Statutes

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

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

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

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

[10-76g](#) State aid for special education.

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

[10-76h](#) Special education hearing and review procedure.\

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

PA 06-18 An Act Concerning Special Education

State Board of Education Regulations

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

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

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

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

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

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

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

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

[PA 23-137 An Act Concerning Resources and Support for Persons with an Intellectual or Developmental Disability.](#)

NEW RECOMMENDED POLICY

Students

Dropouts

Parents and those who have the control of children from five years of age to eighteen years of age, are obligated by Connecticut law to require their children to attend public day school or its equivalent in the district in which such child resides, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. The parent or person having control of a child seventeen years of age may consent to such child's withdrawal from school. For the school year commencing July 1, 2023, a student who is eighteen years of age or older may withdraw from school. Such parent, guardian or student shall personally appear at the school district office and sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor, school counselor or school administrator of the school that such a school district has provided such parent, guardian or student with information on the educational options available in the school system and in the community. The parent or guardian having such control of a child seventeen years of age may withdraw such child from school and enroll such child in an adult education program pursuant to section 10-69 in the state statutes. Such parent or guardian must personally appear at the school district office and sign an adult education withdrawal and enrollment form. The adult education withdrawal and enrollment form must include an attestation from a school counselor or school administrator of the school the district has provided the parent or guardian with information on the educational options available in the school system and in the community, and the parent or guardian that the child will be enrolled in an adult education program upon the child's withdrawal from school.

The administration, guidance staff and faculty of the school system shall extend every possible effort to ensure each student may meet with success in his/her/their school program, have a favorable school experience and earn a diploma. Every attempt will be made to identify the potential dropout and to provide the appropriate resources in order to assist such students.

If the drop-out rate of the District is determined to be 8% or higher in the previous school year, the Board of Education shall establish an on-line credit recovery program for those students who are identified as being in danger of failing to graduate. These students, once identified by certified personnel, must be allowed to complete on-line District-approved coursework toward meeting high school graduation requirements. Each high school within the District shall designate, from among existing staff, an online learning coordinator to administer and coordinate the online credit recovery program.

Students

Dropouts (continued)

The Board directs the Administration to propose programs and initiatives to mitigate drop out, including, but not limited to, online credit recovery programs.

Any student who seeks to drop out of school shall be referred immediately to a guidance counselor or school administrator. The student, ~~if under~~ eighteen years of age or younger, must present to the guidance counselor or administrator the required written parental consent of his/her/their withdrawal. If the student is at or above the age of majority no such parental consent shall be sought. A student under age eighteen shall not be allowed to withdraw who has not presented such parental consent.

The interval between the student's announcement of his/her/their desire to leave and the possible presentation of the written consent will be used to attempt to dissuade the student from leaving and to resolve his/her/their problems so that he/she/they might continue in school and finish satisfactorily.

(cf. 5111 - Admission)

(cf. 5112 - Ages of Attendance)

(cf. 5113 - Admission/Excuses/Dismissal)

(cf. 5113.2 - Truancy)

(cf. 6146 - Graduation Requirements)

(cf. 6172.6 - Virtual/Online Courses)

Legal Reference: Connecticut General Statutes
 10-69 Adult education
 10-184 Duties of parents as amended by PA 98-243, PA 00-157, PA 09-6
 (September Special Session) and PA 18-15
 10-199 through 10-202 Attendance, truancy - in general.
 10-221a High school graduation requirements. (as amended by P.A. 00-124,
 An Act Concerning High School Diplomas and Veterans of World War II,
 P.A. 00-156, An Act Requiring A Civics Course for High School
 Graduation and P.A. 08-138, An Act Concerning High School Credit for
 Private World Language Courses, Other Subject Areas) and P.A. 10-111,
 An Act Concerning Education Reform in Connecticut.
 PA 21-199 An Act Concerning Various Revisions and Additions to the
 Statutes Relating to Education and Workforce Development

REVISED REGULATION**Students****REGULATION A: Tuition for Children of Staff**

The children of full-time staff members who reside outside Griswold and its established sending towns can attend district schools under the following conditions:

1. ~~In order to be eligible, the staff member must have completed a minimum of four years of continuous service to the school district. All other requests will be reviewed by the Superintendent and the Griswold Board of Education.~~
2. After a complete review of the student's records, students will be approved or denied on an individual basis by the Superintendent.
3. Approvals will be considered on a space-available basis. It shall be understood that priority for such available space shall be given first to Griswold residents, next to residents of established sending towns and lastly to children of non-resident staff members. In no case will approval be granted should such approval necessitate the addition of staffing positions or class sections.
4. Tuition for children of staff members entering Griswold Public Schools will be set annually by the Board of Education at or about the meeting in which tuition rates are set for sending towns. The Board will review and consider historical information related to tuition rates for children of staff when making this determination.
5. The percent of tuition charged for an individual student shall not exceed the percentage rate charged at their initial enrollment for as long as the child attends GPS without interruption.
6. Tuition reductions apply only to regular education rates. If special education services are required, and the student's IEP/504 Accommodation plan includes provisions requiring additional expenditures, the staff member shall be charged those additional costs as fees in addition to the tuition charge without any proration or reduction for years of service, provided such fees are justified by a substantial increase in costs to Griswold Public Schools. Children of non-resident staff may be allowed to attend the Griswold Public Schools with the written approval of the Superintendent of Schools following a written request.
7. Any student accepted into this program will be given all of the rights, privileges, responsibilities and requirements of any other student in the school district.
8. It is clearly understood that the Superintendent of Schools, in conjunction with the Principal of the school that the student attends, can terminate the program with an individual student with a minimum of two weeks' notice for just and appropriate causes.
9. Request for participation in this program must be made annually by the staff member on behalf of the child and, therefore, would require the annual review and approval of the Superintendent prior to continuing the following year. Once accepted, it is expected that students in good standing would be re-approved and allowed to continue their education in Griswold.
10. Should the staff member separate from full employment with the system (except for by death), full tuition rates for the balance of the school year will become due immediately.

11. The Board will not be responsible for alternative education services should they become necessary (including tutoring for medical, disciplinary or other exclusions).
12. Students will not be accepted if an expulsion process is pending against them.
13. The district maintains full compliance with CIAC eligibility rules. This policy will not be used to circumvent CIAC regulations.
14. All transportation to and from school is the responsibility of the employee.

REGULATION B: PK Tuition for Children of Staff

The PK children of full-time staff members, who are Griswold residents or who live outside of Griswold, can attend the PK program under the following conditions:

1. In order to be eligible, the staff member must have completed a minimum of four years of continuous service to the school district.
2. Tuition for children of staff members entering Griswold Public Schools will be set annually by the Board of Education at or about the meeting in which tuition rates are set for sending towns. The Board will review and consider historical information related to tuition rates for children of staff when making this determination.
3. Any student accepted into this program will be given all of the rights, privileges, responsibilities and requirements of any other student in the school district.
4. It is clearly understood that the Superintendent of Schools, in conjunction with the Principal of the school that the student attends, can terminate the program with an individual student with a minimum of two weeks' notice for just and appropriate causes.
5. Request for participation in this program must be made annually by the staff member on behalf of the child and, therefore, would require the annual review and approval of the Superintendent prior to continuing the following year. Once accepted, it is expected that students in good standing would be re-approved and allowed to continue their education in Griswold.
6. Should the staff member separate from full employment with the system (except for by death), full tuition rates for the balance of the school year will become due immediately.
7. The Board will not be responsible for alternative education services should they become necessary (including tutoring for medical, disciplinary or other exclusions).
8. All transportation to and from school is the responsibility of the employee.

Regulation approved: October 26, 2015

Regulations revised: June 24, 2019

Regulation revised: July 13, 2020

GRISWOLD PUBLIC SCHOOLS

Griswold, Connecticut

2024 SCHEDULE OF MEETINGS

To: **GRISWOLD TOWN CLERK**

In accordance with the provisions of the State Statutes 1-225 notice is hereby given that the regularly scheduled meetings of the:

GRISWOLD BOARD OF EDUCATION

(Name of Board/Commission)

During 2024, meetings will be held on the following dates:

January	11, 25	July	11, 25
February	8, 22	August	8, 22
March	14, 28	September	12, 26
April	4, 25	October	10, 24
May	9, 23	November	14, 28
June	13, 27	December	12

Above meetings will be held at 6:00 o'clock p.m. in
GRISWOLD MIDDLE SCHOOL CAFETERIA in Griswold.

Chairman _____

Secretary _____

Notice: Chairman and Secretary of all administrative and executive boards, commissions, agencies, bureaus, or other bodies must file with the Town Clerk (not later than) December 1st of each year a schedule of Regular Meetings of such bodies for the ensuing year, and no such meeting shall be held sooner than (30) days after the schedule has been filed. Thus, it is imperative that the Chairman and Secretary file with the Town Clerk no later than December 1, 2023, a schedule of the regular meetings that will be held in 2024.



Griswold Public Schools

211 Slater Avenue
Griswold, Connecticut 06351

Tel: (860) 376-7600 Fax: (860) 376-7607

Sean P. McKenna, Superintendent
Deborah Martin, Director, Fiscal & Personnel Services

Glenn LaBossiere, Director, Teaching, Learning & Innovation
Christopher C. Champlin, Director, Student Services

MEMO

To: Griswold Board of Education

From: Sean P. McKenna/Superintendent

Subject: DCF Office at Griswold High School

Date: October 5th, 2023

+++++

The Connecticut Department of Children and Families (DCF) has approached Griswold Public Schools for office space in the district for one of their investigating Social Workers. This request has been issued in the past couple of weeks, and the Facilities Subcommittee was informed that this may come forward to the full Board before the next Facilities Subcommittee meeting. The worker would be an individual assigned to DCF Norwich offices. Currently, there is room at Griswold High School to accommodate this request.

The benefits to having a DCF office on campus are obvious, in offering support to our students and families and also providing in-district guidance to our faculty and staff, who may have to interact with DCF from time to time.

DCF has had a satellite office in Griswold Public Schools in the past, at Griswold Middle School. So while this request may seem new, there is precedent.



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MEMO

To: Griswold Board of Education

From: Sean P. McKenna/Superintendent

Subject: GIFTS AND DONATIONS

Date: October 5th, 2023

+++++

Please join me in thanking the following organization or individuals for their more than generous donations to Griswold Public Schools:

1. The United Way of Southeastern Connecticut for donating an assortment of school supplies.
2. Cindy Martin, a resident of Griswold, for donating two backpacks.



Griswold Public Schools

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Glenn LaBossiere, Director, Teaching, Learning & Innovation
Christopher C. Champlin, Director, Student Services

MEMO

To: Griswold Board of Education

From: Sean P. McKenna/Superintendent

Subject: Alternative School Updates

Date: October 5th, 2023

+++++

Here are the following updates for the Alternative School Project:

- Overall, the project is ahead of schedule and we are in the planning process of preparing the facility to accept students for move-in at the end of October/Early November. We are developing a detailed implementation plan for preparation of move-in. The planning steps include:
 - Coordinating with Sarazin on final punch-list items.
 - Preparation for all electrical components--computers, electronic boards, data room.
 - Coordinating with Breezeline to ensure Internet connectivity.
 - Coordinating with GPS Facilities Crew for washing and waxing floors.
 - Ensuring that a building alarm system is functioning.
 - Preparing for review for the Certificate of Occupancy.
- As we discussed in previous meetings--and was to be expected, there were cost overruns that we are covering with the ARP ESSER grants due to the following issues:
 - There was additional ductwork that had to be completed, which included the installation of sensors.
 - There was additional electrical work that had to be done to prepare the school for different needs.
 - There was an access issue that had to be addressed due to the existing water-fountain--that had to be removed.

- Other Project Management Related topics:
 - We will notice the Board when we have fully vacated the 201 property.
 - We will have to bring forward to the Board a motion to turn over the property to the town.
 - Any items left in the building will be subjected to policy 3260, disposal of property.
 - Naming of new facility.

- In the near future, we will coordinate with Mary Beth to offer tours of the newly renovated space to Board members.



Griswold Public Schools
Student Performance Data:
Presentation to the Griswold Board of Education
October 12th, 2023



Purpose

This presentation will review the most recent data for GPS students, as well as outline the steps the district is taking to support students in their growth and achievement.

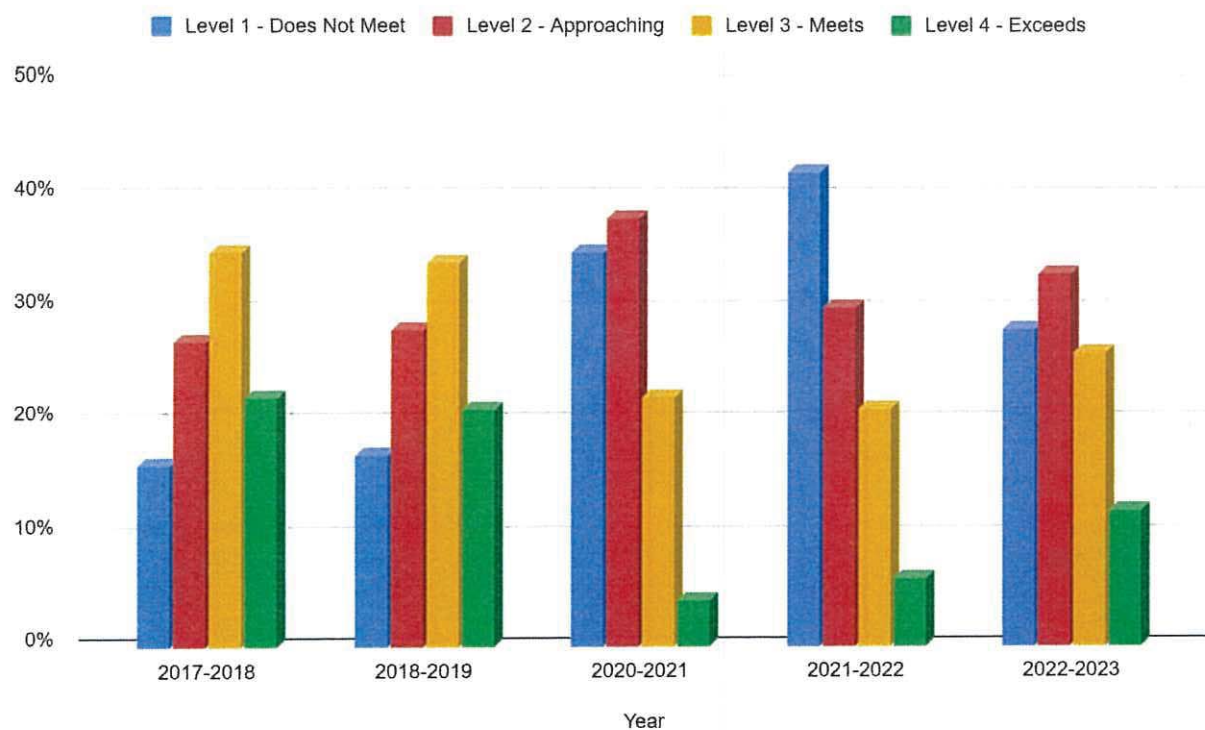
- October 2022 PSAT
- Spring 2023 SAT
- Spring 2023 AP
- Spring 2023 SBAC
- Spring 2023 NGSS



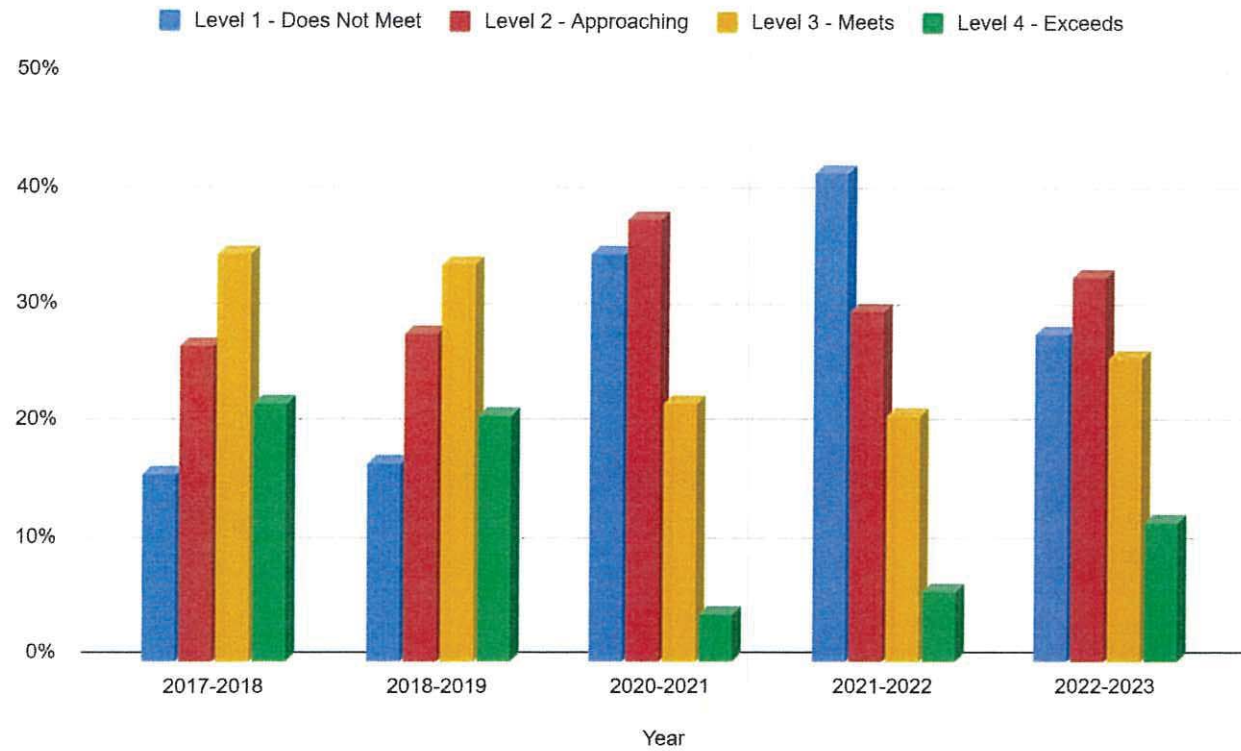
GES Smarter Balanced Assessment Report (SBAC)

Spring 2023
Grades 3-4

ELA Summative Results Grades 3 and 4

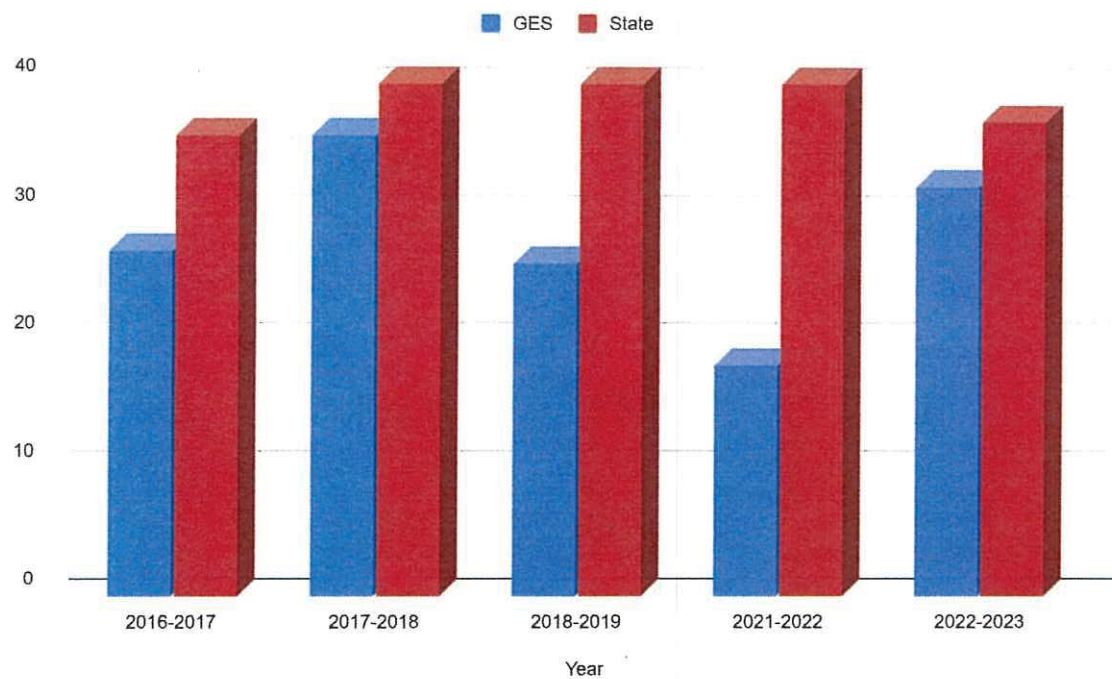


Math Summative Results Grade 3 and 4



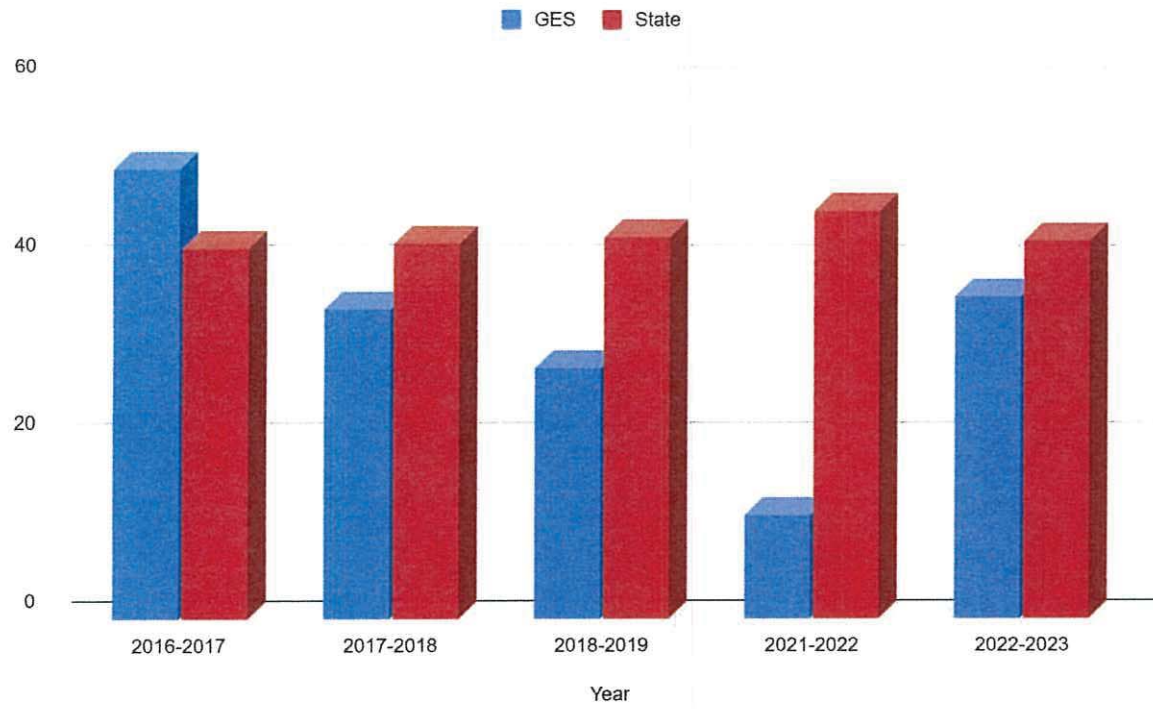
ELA Growth Rate % Achieved vs State (Grade 4)

*Percentage of students who met their growth targets



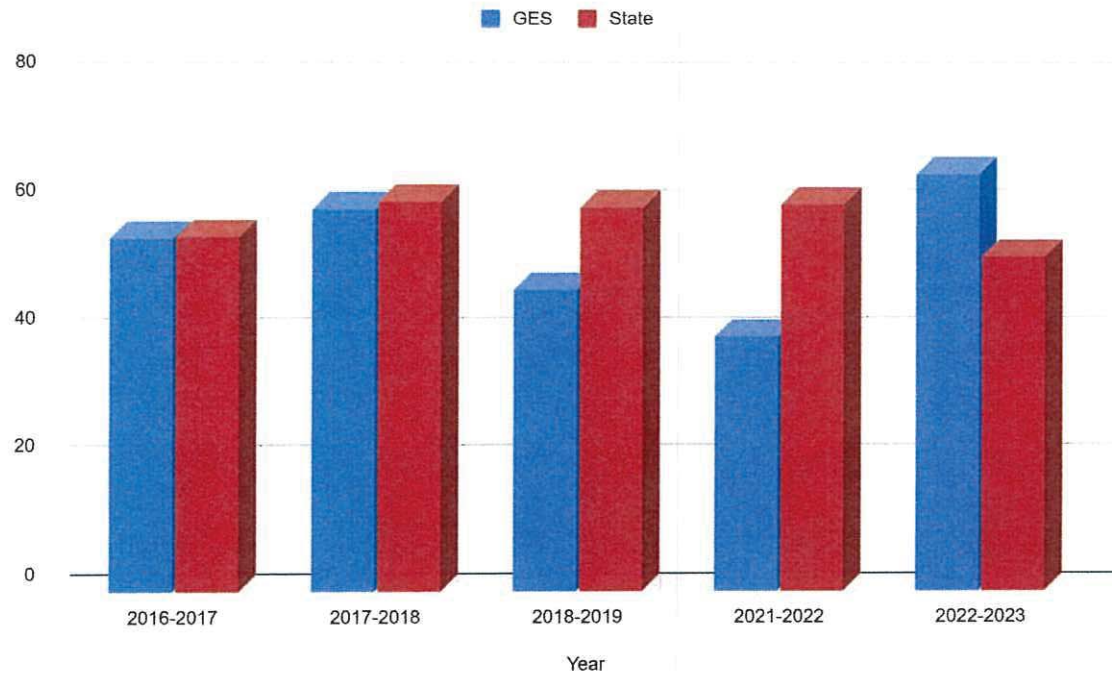
Math Growth Rate % Achieved vs State (Grade 4)

*Percentage of students who met their growth targets



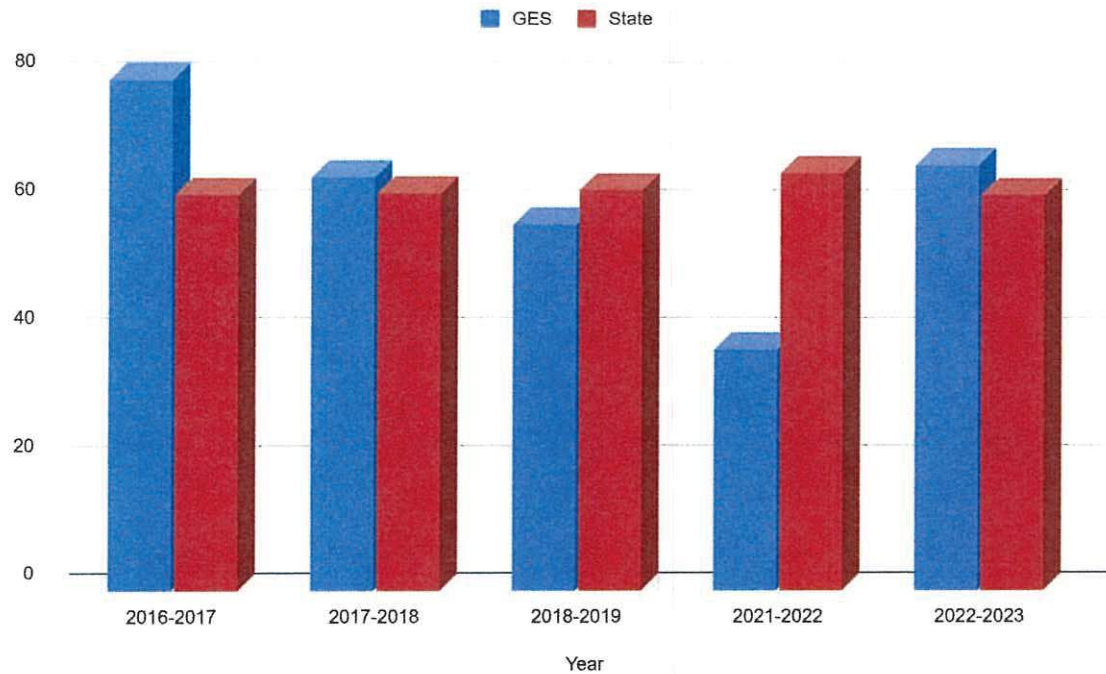
ELA Average % of Target Achieved vs State (Grade 4)

*Percentage of target that was achieved by students on average

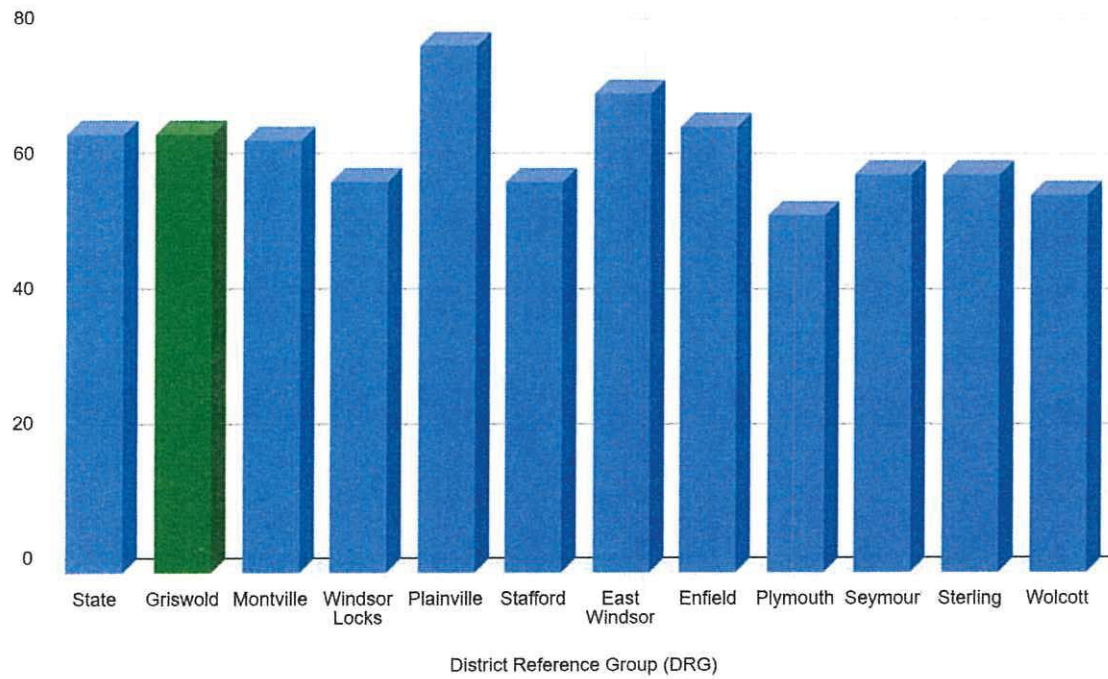


Math Average % of Target Achieved vs State (Grade 4)

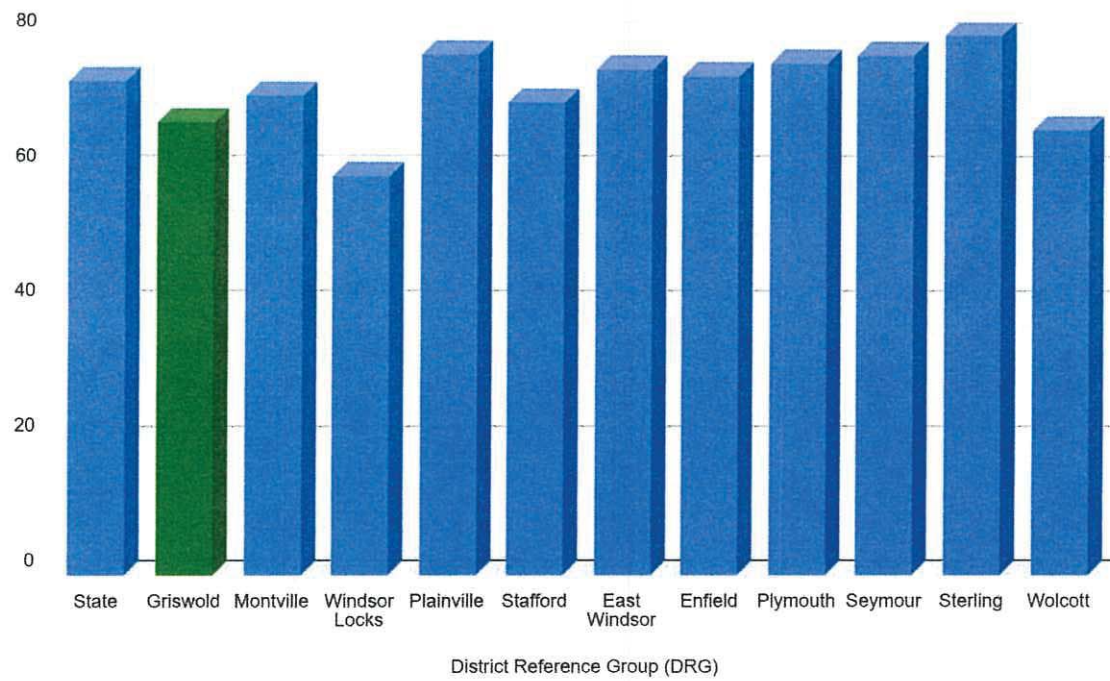
*Percentage of target that was achieved by students on average



Growth Rate - Griswold vs. DRG Group in ELA



Growth Rate - Griswold vs. DRG Group in Math





Griswold Forward: Supporting our GES Students

SEL

PERSONALIZED &
BLENDED

RESEARCH-BASED
INSTRUCTION

- Reading Intervention in Kindergarten through grade four. Tier 2 and 3 intervention based on AimsWeb scores and grade level benchmark assessments. This approach to reading intervention in Kindergarten through grade four is a systematic and collaborative effort aimed at ensuring that all students receive the support they need to become proficient readers. It's designed to be flexible and responsive to individual student needs while also aligning with grade-level expectations.
- A clear plan and procedure for Multi-tiered Systems of Support (MTSS). This plan outlines a systematic approach to implementing MTSS, with a strong emphasis on data-driven decision-making, regular progress monitoring, and collaboration among educators and support staff to ensure that students receive the appropriate level of support to meet their academic goals.



Griswold Forward: Supporting our GES Students

SEL

PERSONALIZED &
BLENDED

RESEARCH-BASED
INSTRUCTION

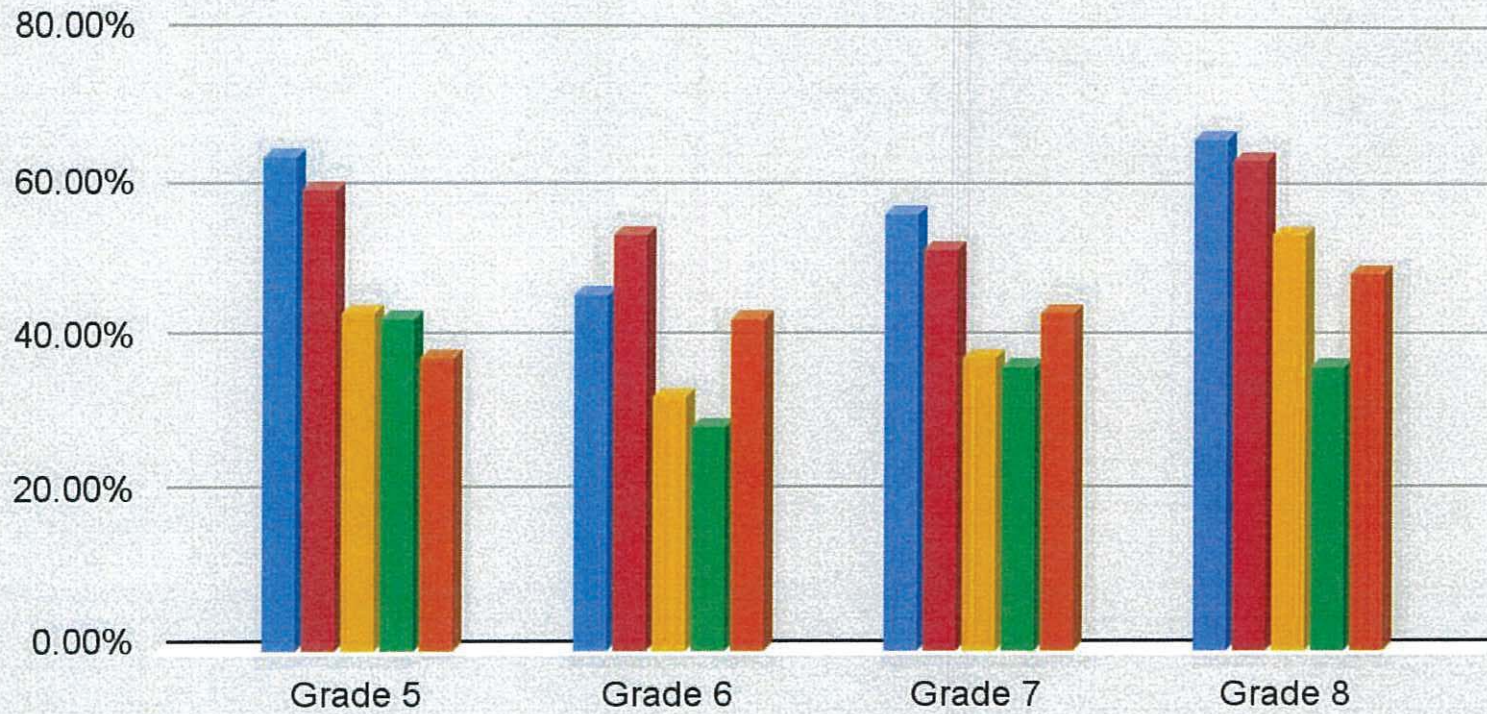
- Personalized and Blended learning opportunities are being measured by formal and informal observations conducted by administration and TLI team. 100% of students in grades K-4 will participate in Lexia Reading, an adaptive, blended learning program that accelerates the development of literacy skills for students of all abilities. Thus demonstrating a comprehensive approach to personalized learning in early education, combining technology-based adaptive learning with small group and individualized instruction. This approach ensures that students receive the support they need to develop their literacy skills effectively, whether they require additional help or enrichment.
- 30 minute WIN Block implementation: By implementing a targeted WIN Block for essential reading skills, you provide students with the additional support they need to succeed while maintaining a data-driven, flexible, and responsive approach to their academic needs.

Smarter Balanced Assessment (SBAC)

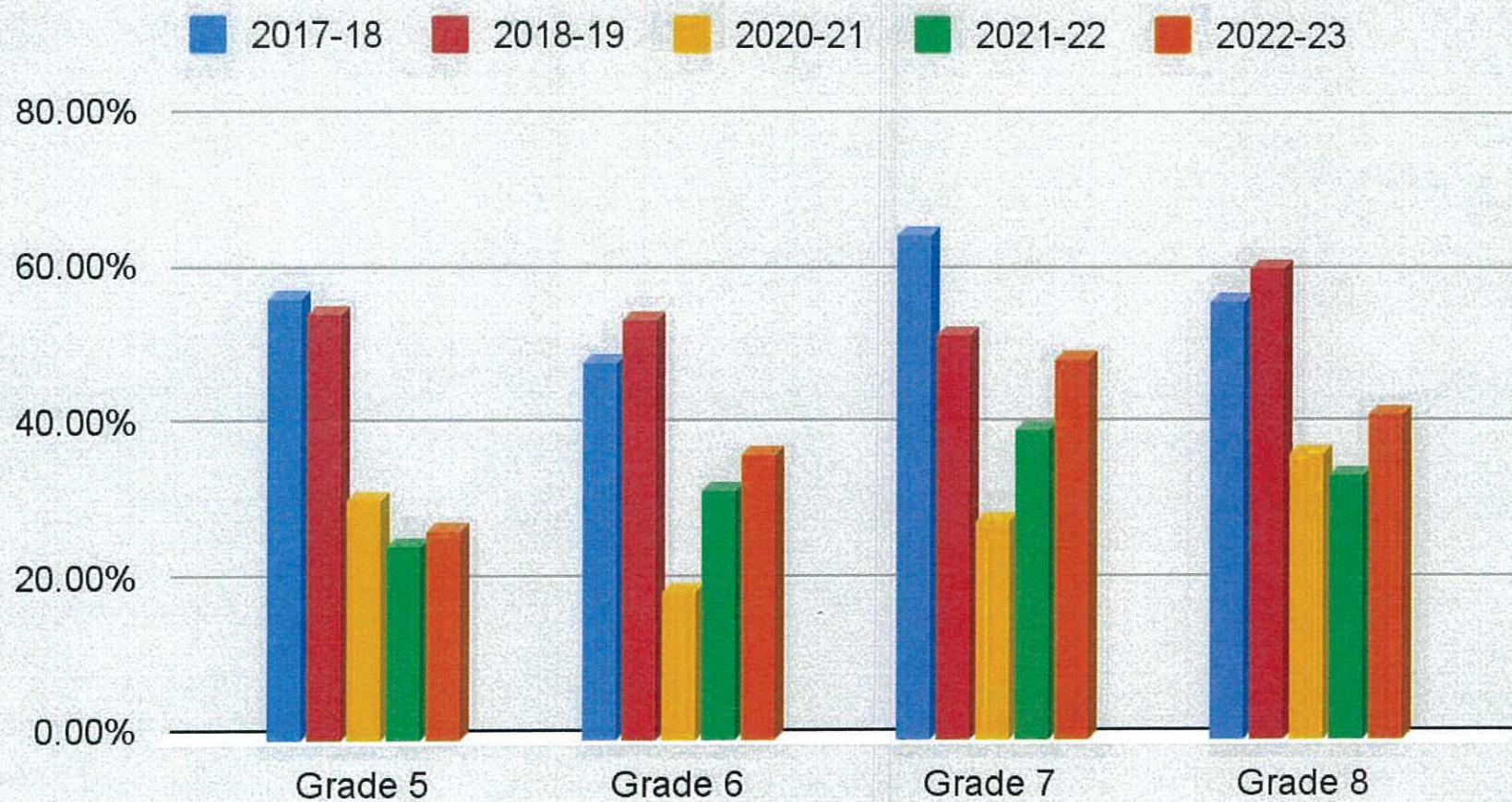
Spring 2023
Grades 5-8

% At or Above Proficiency-ELA

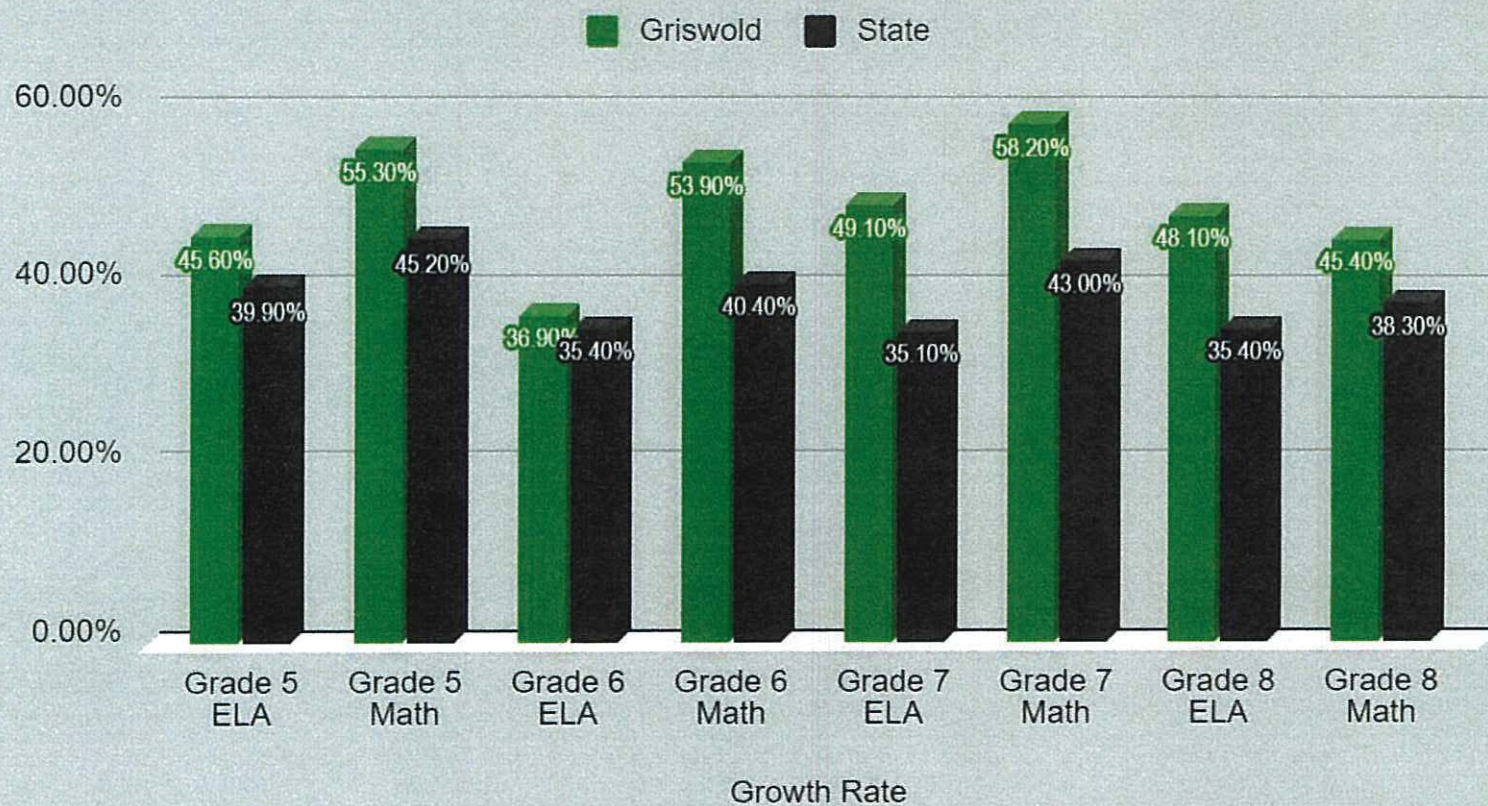
2017-18 2018-19 2020-21 2021-22 2022-23



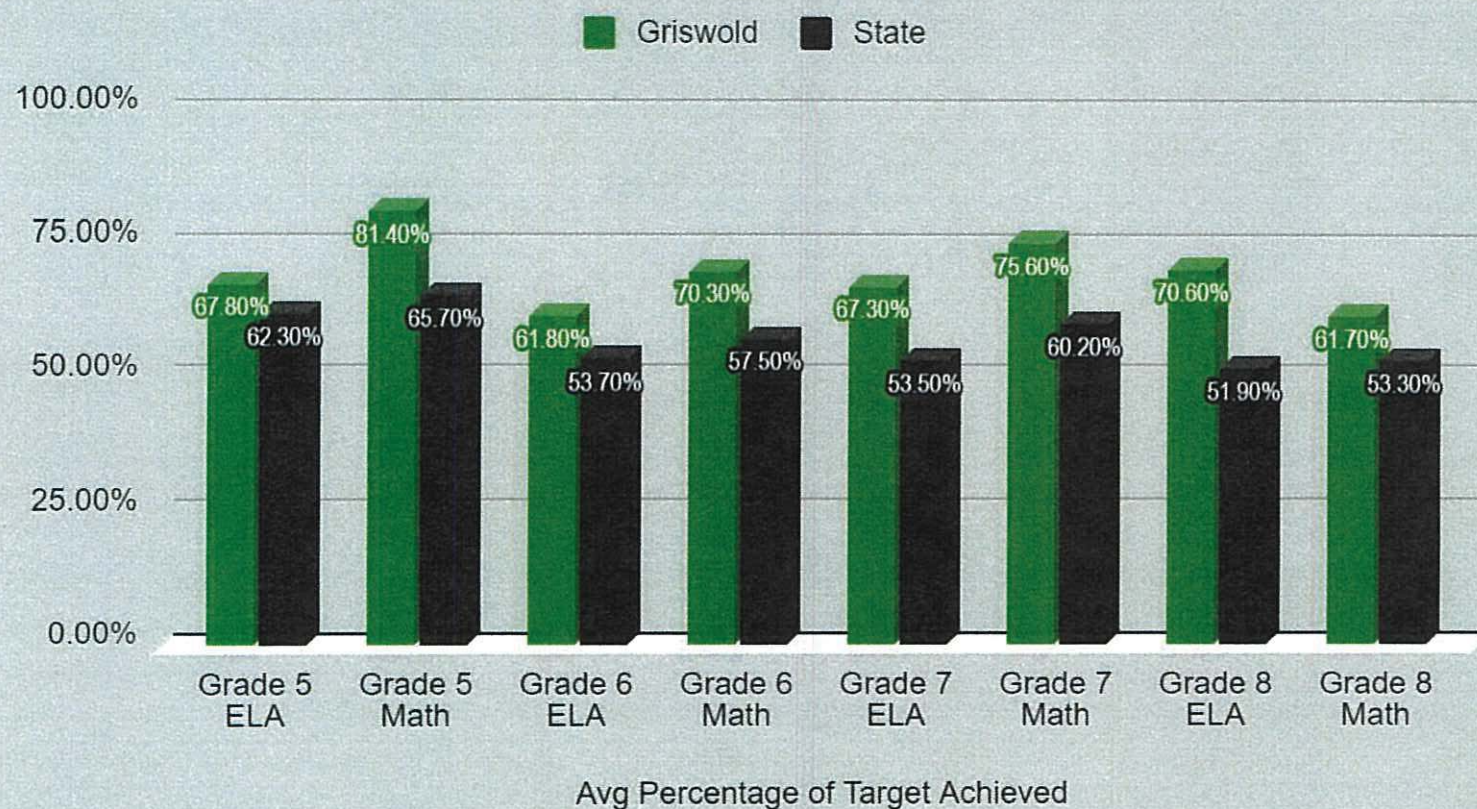
% At or Above Proficiency - Math



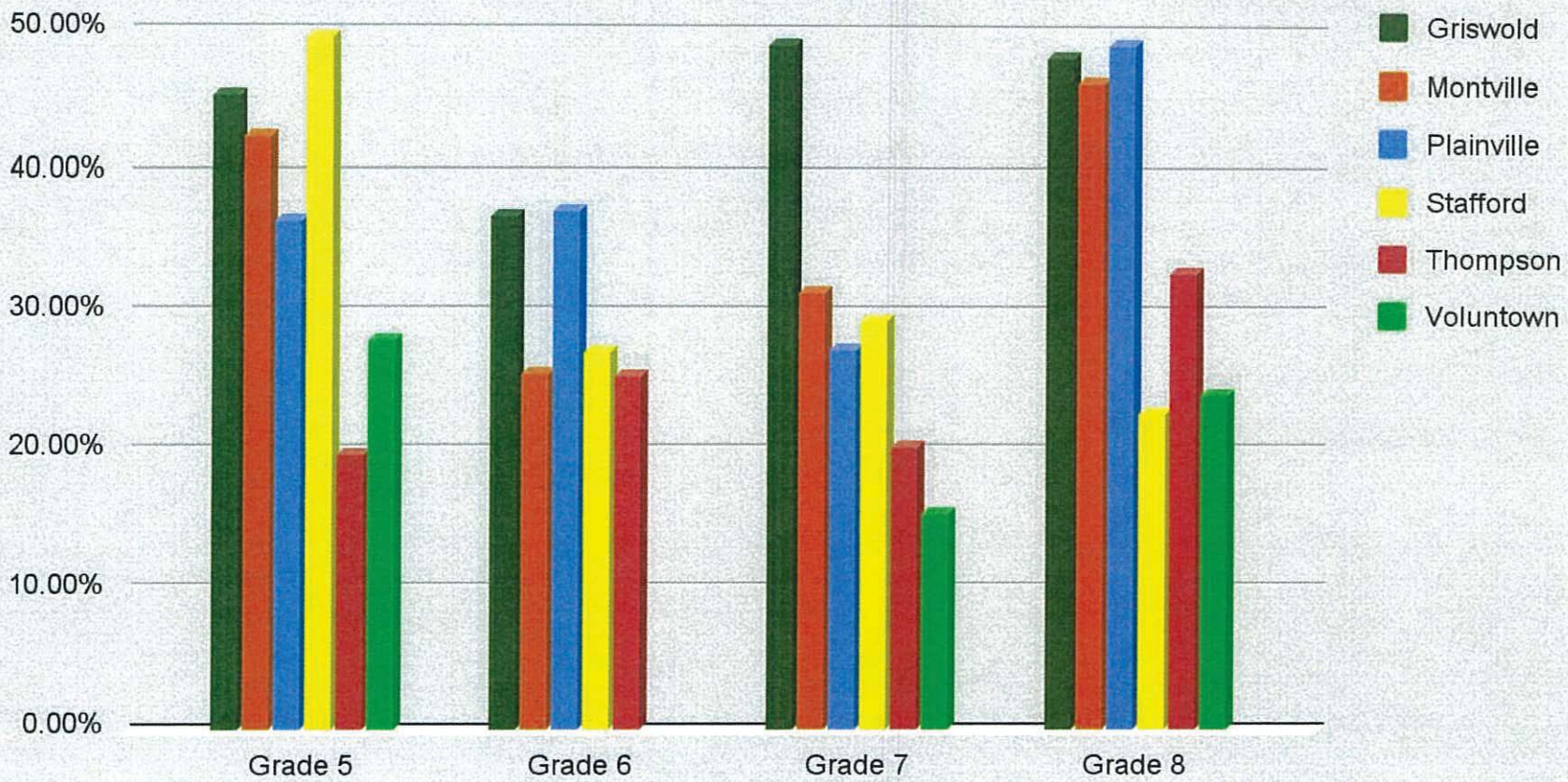
Average Growth Rate Griswold vs. State



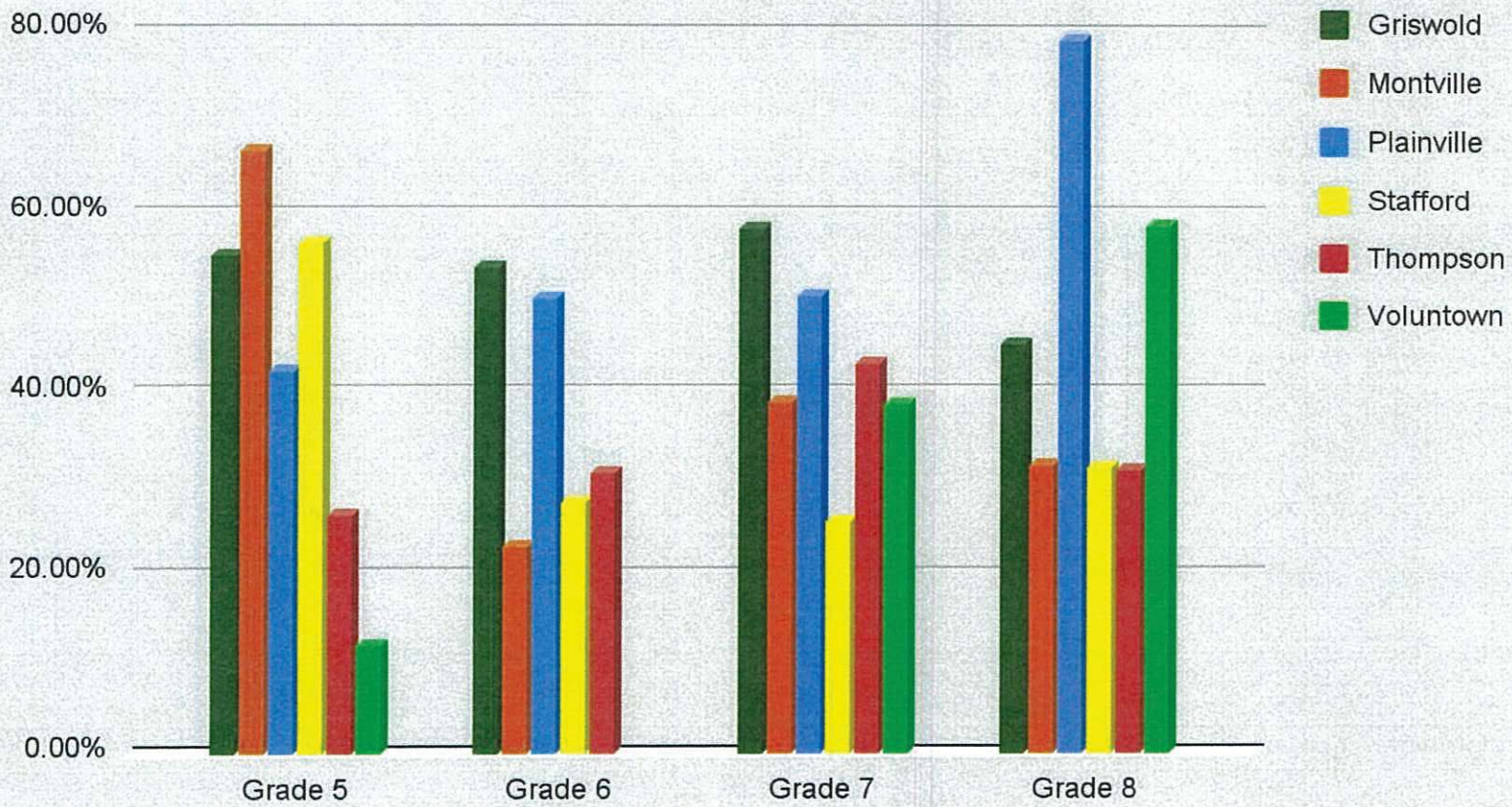
Average % of Target Achieved Griswold vs. State



Growth Rate: Griswold vs. DRG Schools - ELA



Growth Rate: Griswold vs. DRG Schools - Math



Next Generation Science Assessment (NGSS)

Spring 2023
Grades 5, 8, & 11



Science NGSS 2023

GMS Grade 5:

SS: 493
45.8%

GMS Grade 8:

SS: 800
53.4%

GHS Grade 11:

SS: 1096
40.8%

State of CT Gr. 5:

SS: 498
51%

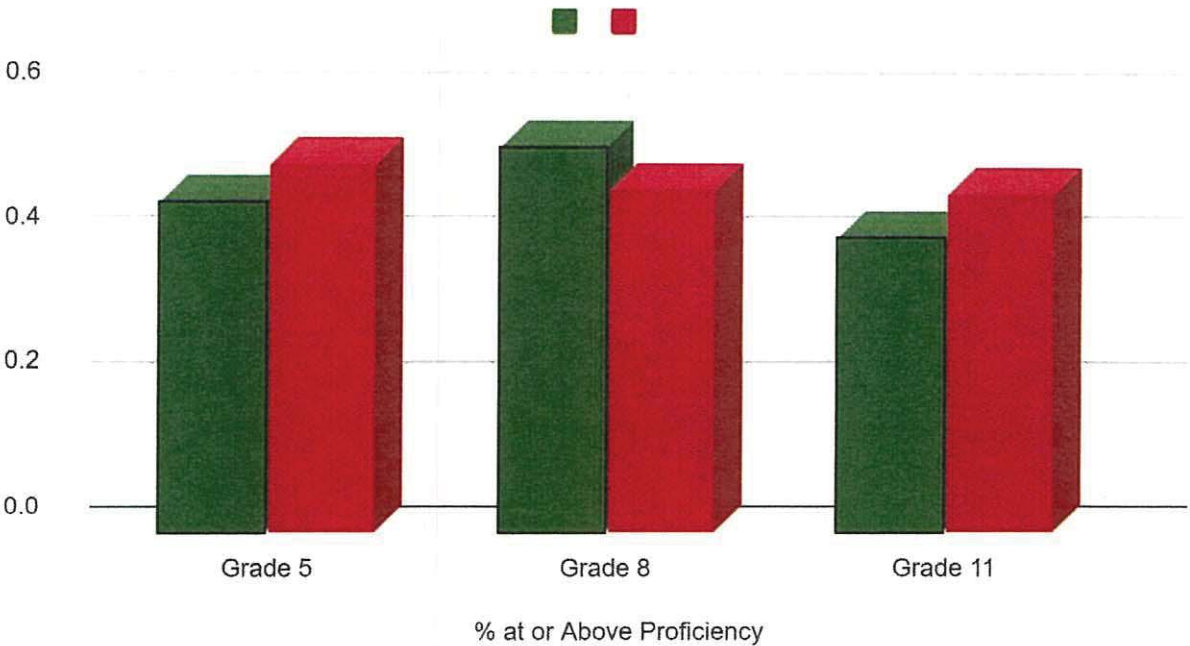
State of CT Gr. 8:

SS: 795
47.6%

State of CT Gr. 11:

SS: 1098
46.9%

% Proficiency Griswold vs. State





Griswold Forward: Supporting our GMS Students

SEL

PERSONALIZED &
BLENDED

RESEARCH-BASED
INSTRUCTION

- Newly designed WEB structure allows for expanded SRBI support based on Aimsweb and SBAC data.
- Reading intervention is provided to all grades based on Aimsweb data and SST recommendations.
- All Math and LA teachers are conducting 1-1 student data meetings to review individual performance data, identify areas of strength and weakness, as well as target growth/goals.
- Teacher SLO's/IAGD's target academic growth and achievement using Aimsweb individual student growth data.
- Second year of full implementation of Second Step SEL curriculum, so that students are mentally and emotionally prepared to access their education, leading to increased academic achievement.
- Continue to build upon blended and personalized learning offerings to allow student choice in their learning paths to increase engagement and motivation.

College Board Assessments

Fall 2022 PSAT
Grades 9-11

Spring 2023 SAT
Grade 11

Trajectory for PSAT→SAT

(Scholastic Aptitude Test)

- Students participate in the **PSAT** (“Preliminary”) in the fall (October) of their 9th, 10th & 11th Grade years.
 - **PSAT 8/9** for 9th Grade Students
 - **PSAT/NMSQT** for 10th/11th Grade Students
 - *Preliminary SAT/National Merit Scholarship Qualifying Test*
- Students participate in the **SAT** in the spring (March) of their 11th Grade year.

SAT Suite of Assessments

- The PSAT 8/9 is the first test in the SAT Suite of Assessments.
 - Set a Baseline
 - Know your strengths and what skills you'll need to practice so you can continue to improve. Then, track progress when you take the PSAT/NMSQT (grades 10 & 11) and SAT (grade 11).
- The PSAT is structured similarly to the SAT (no essay) - has the same sections and timing, and measures the same Reading and Writing and Math skills. Based on the knowledge and skills needed to succeed in college and career.
- The purpose of the SAT is to measure a high school student's readiness for college and career, and provide colleges with one common data point that can be used to compare all applicants.

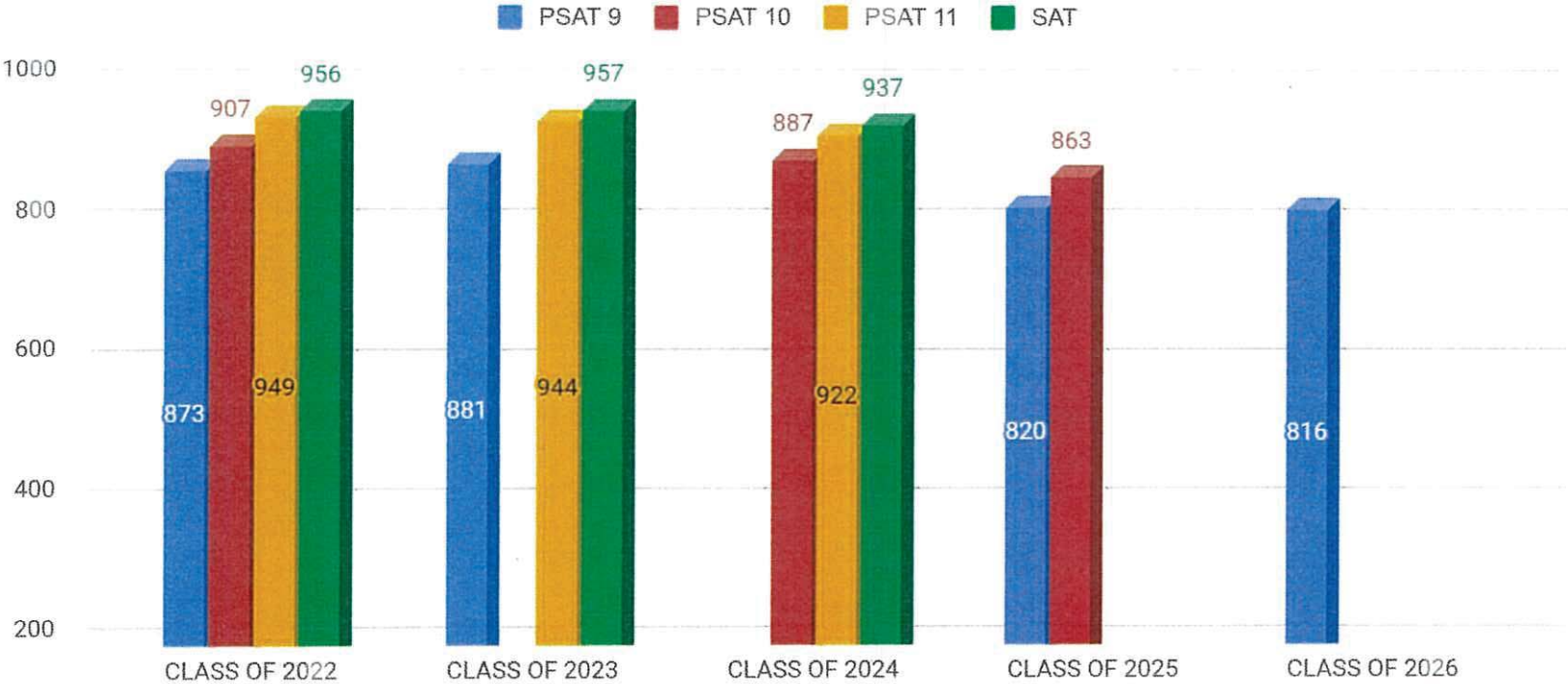
NEW: Beginning in fall 2023, the PSAT/NMSQT is going digital. The SAT will follow in spring 2024



Total P/SAT Scores by Year of Graduation

Class of 2024 did not take PSAT 8/9 (Fall 2020) due to the pandemic

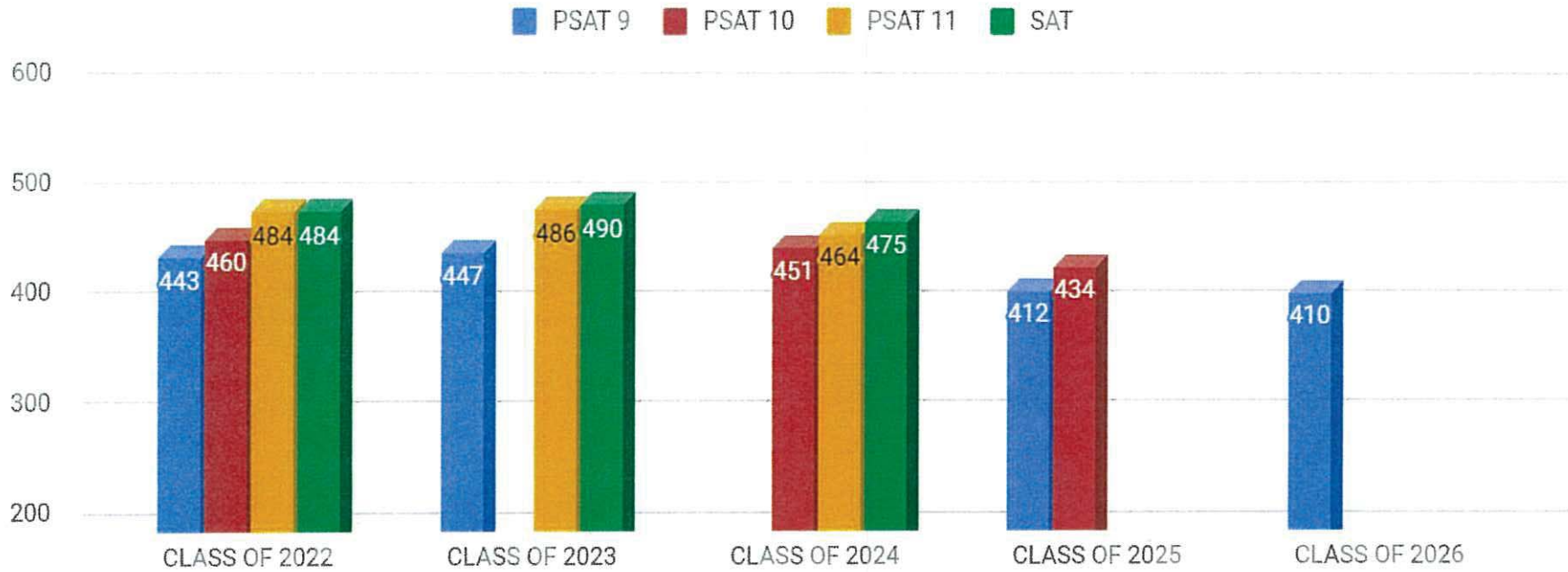
Total PSAT/SAT Scores by Year of Graduation





Total ERW

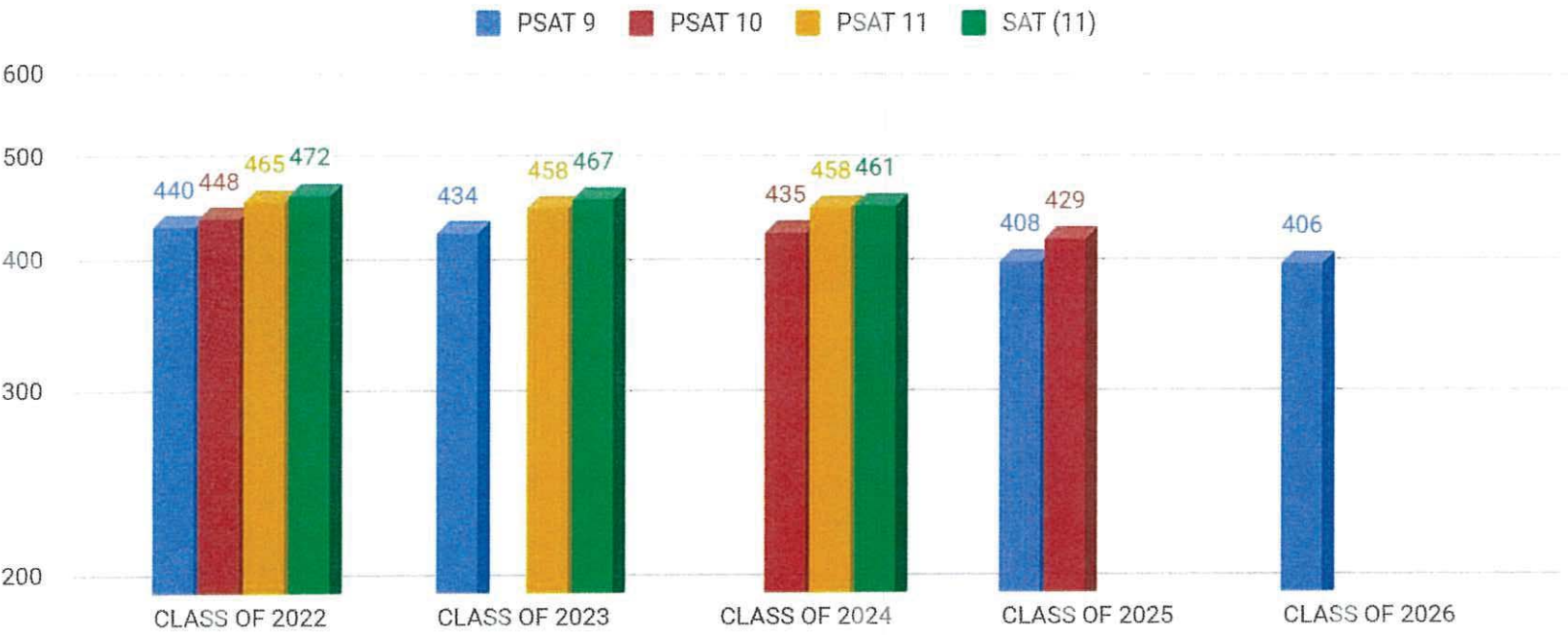
PSAT/SAT Reading Writing Scores by YOG





Total Math

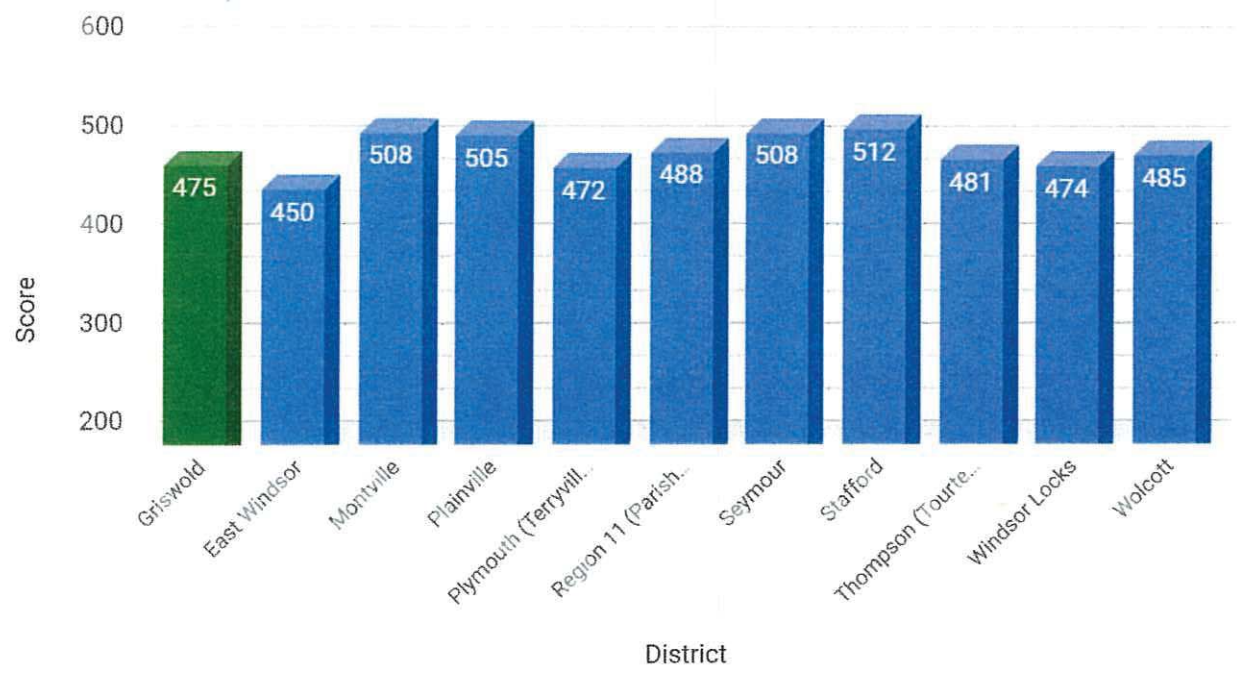
PSAT/SAT Math Scores by YOG





SAT Evidence-Based Reading and Writing: District Reference Group Comparison

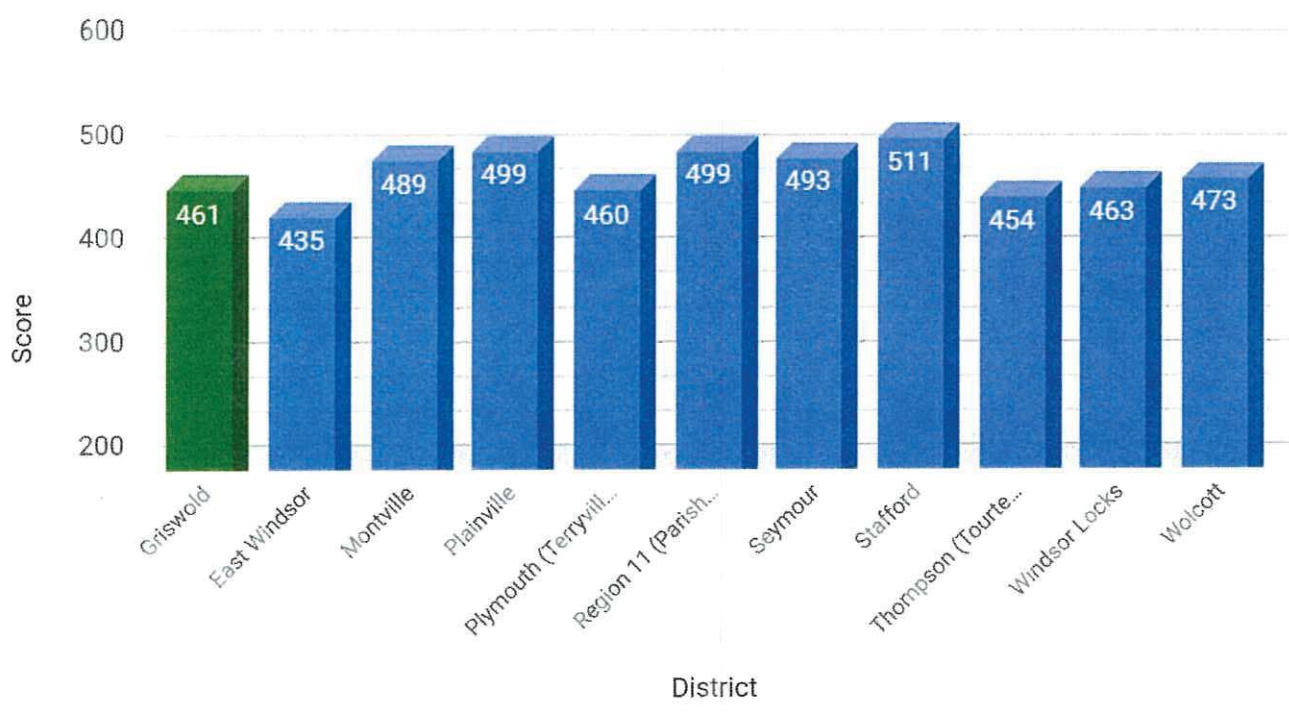
DRG Comparison: SAT Evidence-Based Reading/Writing





SAT Math: District Reference Group Comparison

DRG Comparison: SAT Math





SAT Scholars & Incentives

SAT Scholar Breakfast in Spring 2023: We recognized **25 students** and families from the Class of 2024 for their exceptional achievement, exceeding the goal in all areas. In the state of CT, only 33% of public school juniors met this benchmark.

Students Meeting/Exceeding Personal Growth Goals: Students who met or exceeded the benchmark OR Students who grew at least 10% from their PSAT score earned five points on their English and/or math grade.

ERW: 60 students

Math: 45 students

College Board Advanced Placement
(AP) Testing
Spring 2023
Select Students Grades 10-12

AP (Advanced Placement) Exams at GHS

- AP classes allow high school students to take more rigorous courses. Additionally, if they score well on the accompanying AP test, they can earn college credit and/or bypass some general education requirements once they enroll in college.
 - Earn College Credit and Placement
 - Save Money and Time
 - Stand Out to Colleges
 - Keep Your Options Open - Earning college credit with AP can give you the flexibility to change majors, pursue a second degree, study abroad, or seek internships.
 -
- We encourage all of our students to challenge themselves by participating in AP courses at GHS.
- “Success” on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student’s ability to persist in college and earn a bachelor’s degree.

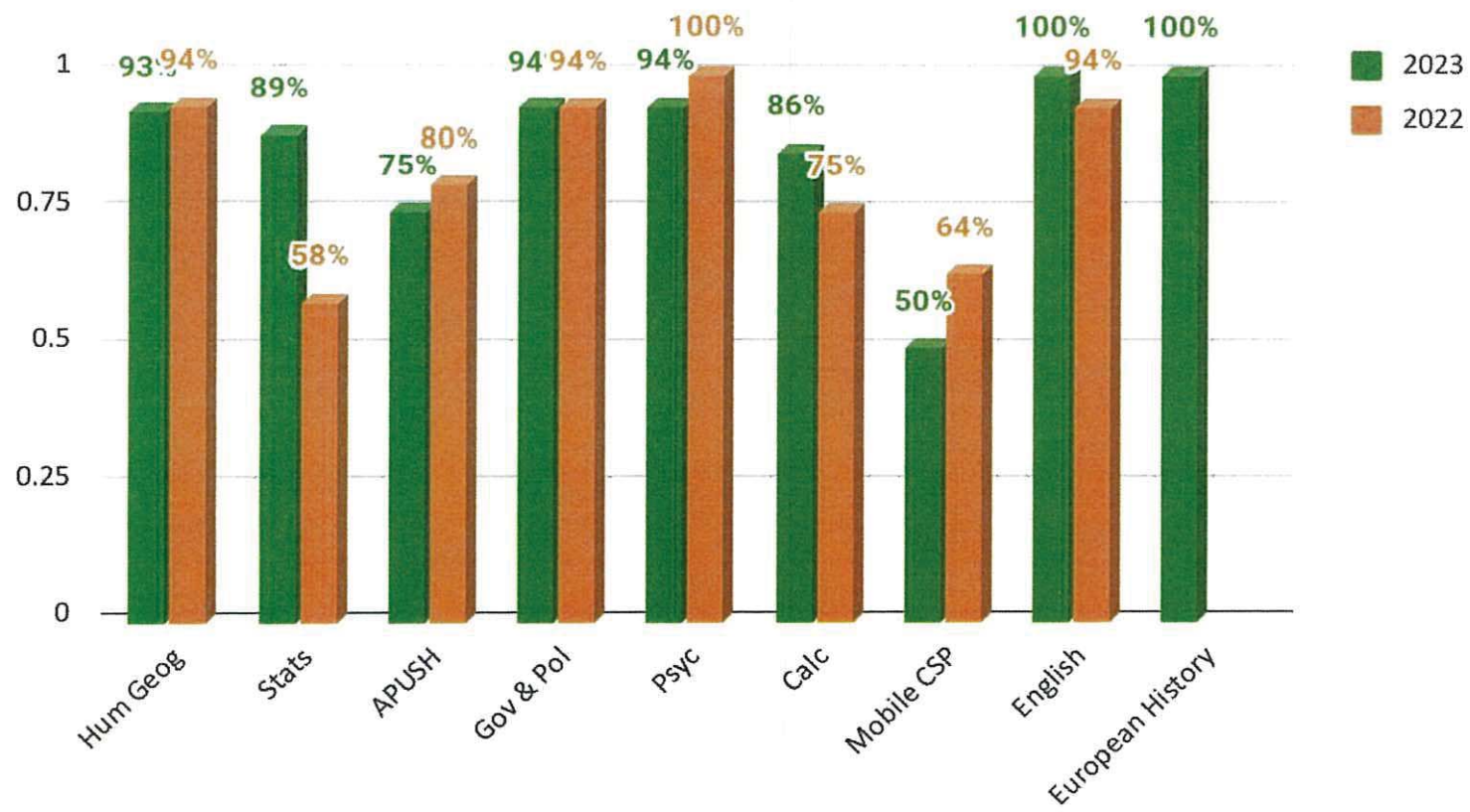


Advanced Placement Testing Participation & Overview

	2019	2020	2021	2022	2023
Total AP Students	54	48	46	65	67
# of Exams	101	73	66	111	108
AP Students with Scores of 3+	35	37	42	56	54
% of Total AP Students with Scores 3+	64.81	77.08	91.30	86.15	80.60



Percent of AP Exams with Scores of 3+

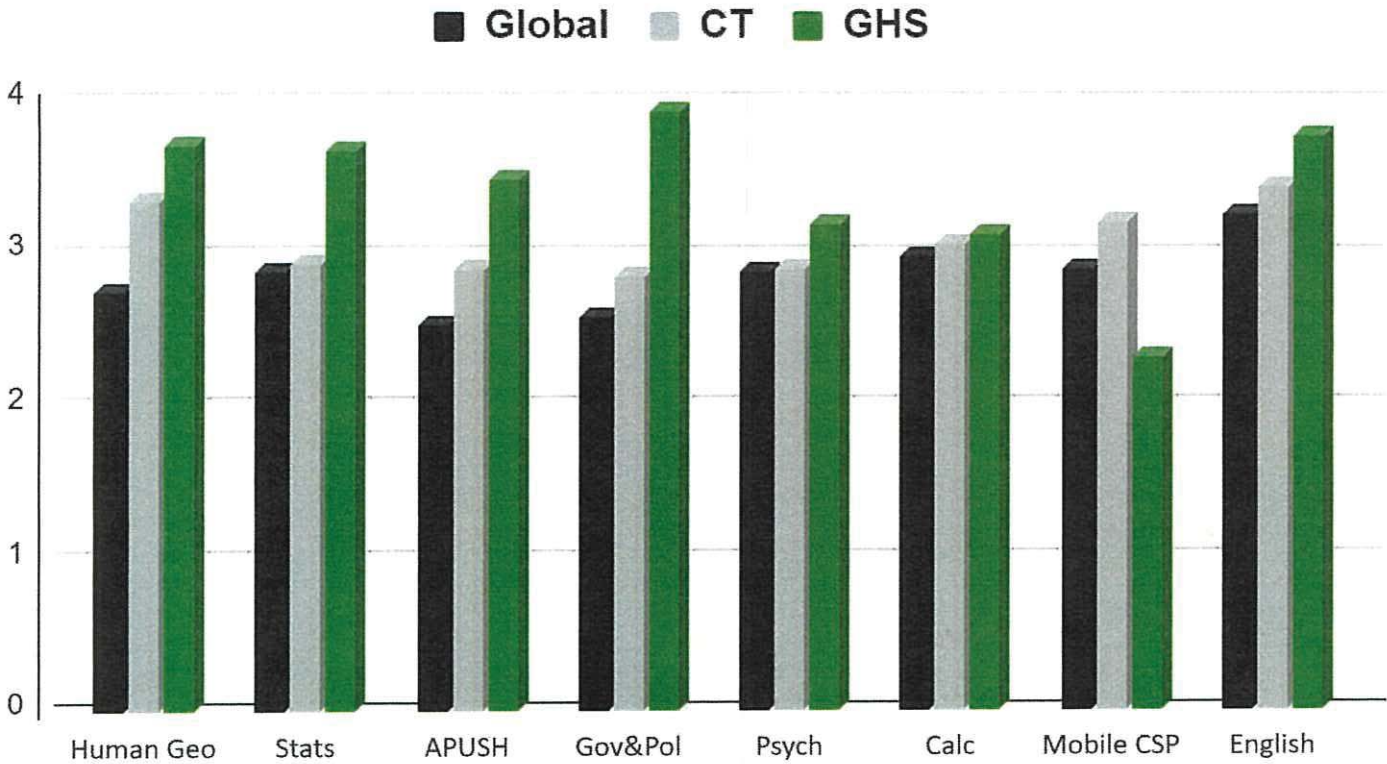


Percent of Exams with Scores of 3 or Higher (GHS)



GHS AP Courses to Global & State Performance

Global & State Comparison





Looking ahead to this school year...

	AP	Exams
2023/2024	80	135
2022/2023	69	109

AP Expansion over the last few years: **Calc BC, Human Geo, Psych & Stats**

New AP Course for 23/24: **AP Pre-Calc**

AP Human Geography is now an option for our 9th grade students.



Griswold Forward: Supporting our GHS Students

SEL

PERSONALIZED & BLENDED

RESEARCH-BASED
INSTRUCTION

- All 9th/10th/11th grade Math and English teachers are conducting 1-1 student data meetings to review individual performance data, identify areas of strength and weakness, as well as target growth/goals.
- Support of Reading & Math Specialist - specific, targeted support for grade 11 students ahead of SAT
- Math work with Jenny Pinto - Thinking Classrooms
- Academic FLEX - personalized, direct time with content teachers
- Activity FLEX - SAT Prep offered to Grade 11 & Free SAT Prep in the winter
- Instructional Rounds implemented utilizing District-wide walk-through tool (TLI): focus on quality instruction, engagement and our school/district goals.



Griswold Forward: Supporting our GHS Students

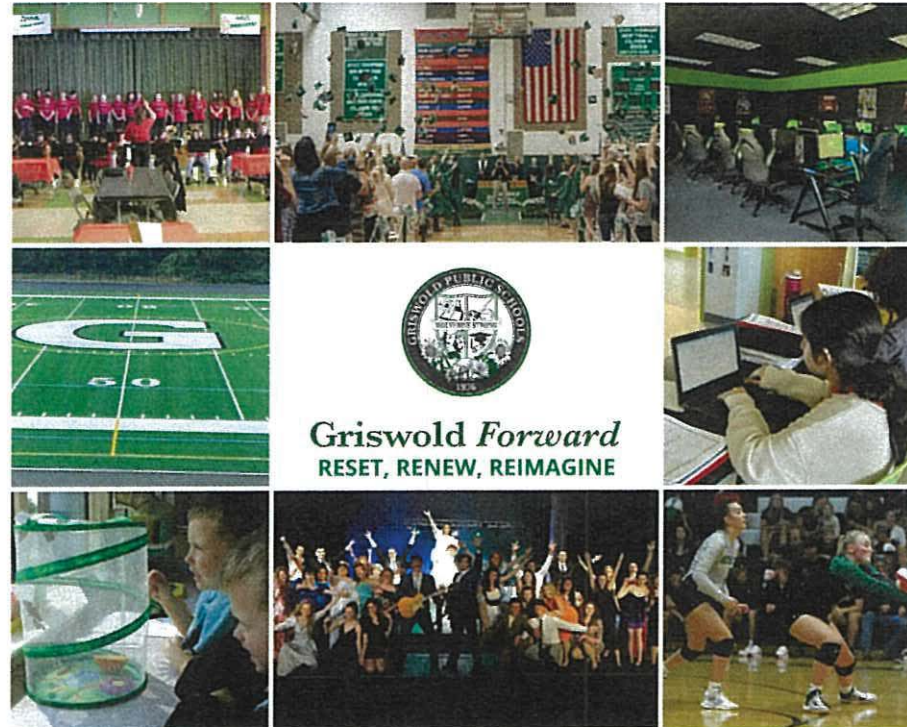
SEL

PERSONALIZED & BLENDED

RESEARCH-BASED
INSTRUCTION

- Structured and collaborative common department time and Academic Team Leader time to focus on data-specific growth goals - Data Team goal focus on SAT (Math, English & SS) and NGSS (Science)
- Implementation of formal data team with reflective work through ATLs & full faculty. Team includes member from each content department.
- Targeted improvement goals based on student data for SLOs/IAGDs.
- Full implementation of School Connect SEL curriculum, so that students are mentally and emotionally prepared to access their education, leading to increased academic achievement.

GRISWOLD PUBLIC SCHOOLS



PROFESSIONAL LEARNING SCHEMA

October 6th, 2023

7:30-2:45

2023-2024 DISTRICT GOALS

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

Griswold Public Schools will focus on professional learning and classroom intervisitation to promote the implementation and expansion of Blended and Personalized Learning in all PreK (Early Childhood Program)-12 learning environments.

Griswold Public Schools will explore cognitive science, research and the effect size of promising practices to improve outcomes for all Griswold students, strengthening Tier 1 instruction.

DISTRICT SPONSORED PROFESSIONAL LEARNING	GES DETAILED PROFESSIONAL LEARNING SCHEMA	GMS DETAILED PROFESSIONAL LEARNING SCHEMA	GHS/GAHS DETAILED PROFESSIONAL LEARNING SCHEMA
MORNING	<p>MORNING</p> <p><i>SLOs/IAGDs due on or before 11/15/23</i></p> <p>7:30, Breakfast in Cafe</p> <p>8:00-10:30, PMT Training (Pupil Services inform staff who are required for training)</p> <p>8:00-8:45, Aimsweb Report Training GES Library **Bring a Laptop!**</p> <p>8:45-11:15, Individual/Team PD/Department (Team Planning,</p>	<p>MORNING</p> <p>7:30: Breakfast in Cafe</p> <p>8:00-2:30 7 & 8 Math Teachers with Jenny Pinto @ GHS room 3214</p> <p>8:00-10:30 Trauma Informed Instruction <i>GMS Auditorium</i></p> <p>10:30-11:15 Aimsweb Report Training (Math, ELA, Special Ed, Interventionists) <i>GMS Learning Commons</i> **Bring Laptop!**</p> <p>10:30-11:15 Canva Training</p>	<p>MORNING</p> <p><i>SLOs/IAGDs due on or before 11/15/23</i></p> <p>7:30: Breakfast in Cafe - Potluck</p> <p>8:00-2:30 Math Teachers with Jenny Pinto @ GHS room 3214</p> <p>8:00-10:30 Trauma Informed Instruction <i>GMS Auditorium</i></p> <p>10:30-11:15 Aimsweb Report Training (ELA, Special Ed, Interventionists) <i>GMS Learning Commons</i> **Bring Laptop!**</p>

	Data Analysis and Interpretation/Curriculum Mapping)	(Exploratory Team in the Launch Pad)	
LUNCH	11:15-11:45	11:15-11:45	11:15-11:45
AFTERNOON	AFTERNOON 12:00-2:30 Trauma Informed Instruction- GMS Auditorium	AFTERNOON 12:00-2:30 PMT Training (Pupil Services inform staff who are required for training) 12:00- 2:30 Individual/Team PD (planning, team meetings, curriculum mapping, School Goals) 1:00-2:00 Introduction to AI in education (optional for anyone who would like to hear about some exciting AI innovation in education. In the Learning Commons)	AFTERNOON 12:00-2:30 PMT Training (Pupil Services inform staff who are required for training) 12-1:30: Data Team Meeting for those able to meet (Erin's Office) 12-2:30: Individual/Team PD/Department (Team Planning, Data Analysis and Interpretation/Curriculum Mapping, School Goals) 1:30-2:45: MAKE SURE YOU ARE CRYSTAL CLEAR ABOUT PSAT EXPECTATIONS FOR OCT. 11TH. If you have any questions at all, Kiley is offering optional office hours during this time. Please stop by, as it is imperative you are 100% set for expectations on PSAT Day.

VACANCIES

<u>Certified Positions</u>	<u>Location</u>	<u>Closing Date</u>
Special Education Teacher, 1.0 FTE	GHS	2023/2024 SY
Special Education Teacher, 1.0 FTE	GAHS	2023/2024 SY
Math Interventionist, 1.0 FTE	GHS	2023/2024 SY
Language Arts Teacher, Gr 5, 1.0 FTE	GMS	2023/2024 SY

<u>Non-Certified Positions</u>	<u>Location</u>	<u>Closing Date</u>
Custodians, Full-Time (2)	GPS	Until Filled
Custodian, Part-Time	GES	Until Filled
Paraeducators, Full-Time	GPS	Until Filled
Paraeducators, Part-Time	GES	Until filled

<u>Extra-Curricular Positions</u>	<u>Location</u>	<u>Closing Date</u>
Coach – Head Varsity Baseball	GHS	Until Filled

RETIREMENTS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Last Day</u>
Hungerford, Laura	GHS	Paraeducator, Full-Time	June 10, 2023

RESIGNATIONS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Last Day</u>
Ausilo, Marina	GMS	Teacher, Grade 5 Language Arts	November 9 th , 2023
Garosshen, Sonya	GES	Wolverine B/A School Lead Instructor	September 29 th , 2023

APPOINTMENTS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>	<u>Salary/Rate</u>
Wolchesky, Susan	GPS	Payroll/Student Activities Coordinator, Full-Time	October 10 th , 2023	Hourly
Anderson, Shannon	GHS	Day to Day Building Substitute	October 16 th , 2023	Daily Rate
*Cote, Marc	GPS	Head Custodian, District Wide	July 1, 2023	Hourly
*Wade, Shirley	GMS	Lead Custodian, Full-Time	October 3 rd , 2023	Hourly
*Stepnowski, Brian	GES	Lead Custodian, Full-Time	October 3 rd , 2023	Hourly

Notes:

*These names are current employees of the Griswold Public Schools who moved to new positions.

October 12 , 2023

Laura Hungerford
126 St. Regis Ave.
Norwich, CT 06360
860-705-0645
lhungerford@griswoldpublicschools.org

October 4, 2023

To:

Chris Champlin- Director of Special Education and Pupil Services GPS

Erin Palonen - Principal GHS

Robin Drobiack- Administrative Assistant GPS

I am writing to inform you that I have decided to retire from my position of paraeducator at Griswold High School, at the completion of my current contract. It is with mixed emotions and gratitude that I announce my departure from this wonderful school. I am so grateful for this amazing job, and I am excited to meet this milestone in my career.

I am retiring after 35 plus years in educational positions, including my last three at Griswold High School. I am so grateful to work alongside such dedicated professionals and wonderful students. The experiences and relationships I have developed during my time at GHS have been truly rewarding and I am grateful for the trust and support that I received. Working with the students has allowed me to witness their growth and development. I leave with a sense of fulfillment from seeing their progress, and knowing that I played a small part in their educational journey. I am excited to move into the next steps of my life and spend more time with my family.

Thank you once again for the memorable experiences and unwavering support I have received throughout my tenure at Griswold High School. I will always cherish the memories and relationships forged during my time here.

Sincerely,


Laura Hungerford

Paraeducator

#GHS is the best!

Robin Drobiak

Subject: FW: Resignation

From: Sonya Garosshen <SGarosshen@griswoldpublicschools.org>

Sent: Friday, September 29, 2023 5:27 PM

To: Jaselyn Caviness <JCaviness@griswoldpublicschools.org>

Subject: Resignation

Jacelyn,

Please accept this letter of resignation of my role as a Lead Instructor in the Wolverines Forward Program due to health reasons.

Thank you,

Sonya Garosshen

Get [Outlook for iOS](#)

Susan Wolchesky

(860) 942-1889
wolcheskysusan@gmail.com

29 Maryland Street
Danielson, CT. 06239

Objective

A dependable, organized, quick learner who seeks a Payroll and Student Activities Coordinator Position. I am experienced in all related office duties with computer skills and detail oriented. Highly motivated with a willingness to learn new skills. I'm interested in leveraging my field experience with my strengths as an organized administrator and excellent communicator. I have an Associate's degree in Business and 5 years experience as an Administrative Assistant, 6 years as a Payroll Specialist and HR Generalist and 1 year as a Financial Assistant.

Qualifications

- Represents employers intelligently and professionally.
- Great communication skills between all employees.
- Excellent customer service with a great work ethic.
- Prepare and produce reports among different departments
- Provides numerous monthly and quarterly reports to the Finance department to assist in tracking
- Prepares, reviews, and composes correspondence within departments.
- Very organized, multi-tasking, and work efficiently in a fast-paced environment to keep deadlines.
- Very pleasant and confident with a friendly welcoming attitude.
- Excellent scheduling skills, records skills and filing skills.
- Exceptional organizational skills to meet deadlines.
- Excellent ability to prioritize daily workflow with details and accuracy.
- Strong leadership skills to make decisions under pressure and great problem-solving skills.
- Confidentiality, intelligence, and professionalism.
- Strong ability to work independently and take initiative.
- Understand and apply complex policies and rules.
- Frontline, iVision, Munis, Gmail, Excel, MS Word, Outlook, Microsoft Office, ADP Workforce Now, Kronos with Peoplesoft, Google, Powerpoint, and Internet savvy.

Work History

Town of Brooklyn, Brooklyn, CT.

Financial Assistant & AR/AP-(September 2022-Present)-Work with the Finance Director on the yearly budget, audits, taxes, reconcile bank accounts, reconcile liabilities, enter and approve requisition, process invoices, prepare checks to be mailed, run reports as needed, file, deposit cash flow and checks as needed, fix all issues with the bank or with other departments. Data entry for all departments with the correct account number. Prepare financial statements as needed.

Payroll-(September 2022-Present)-Process weekly payroll for 50+ employees, research and resolve issues related to payroll earnings, deductions, taxes, and paid time off balances. Process voluntary and involuntary deductions such as benefits, levies, garnishments and child support orders. Review quarterly payroll tax reports. Review, verify, reconcile punches, hours worked, pay adjustments, and other pay-related information. Input data into the payroll system regarding payroll, timekeeping, and personnel information to maintain accurate and up-to-date records. Provide courteous customer service by responding to timekeeping or payroll inquiries, making changes to associate information, resolving discrepancies and/or clarifying procedures for associates, supervisors, managers, and others.

Sutton Public Schools, Sutton, MA

Administrative Assistant-(October 2019-September 2022)-Performs all office duties including: answering and screening telephone: relaying messages:handling inquiries. Contacts parents/guardians in regards to the daily pick-up schedule. Maintains accurate student data and records in all relevant student information systems in a timely manner. Prepare routine and confidential correspondence: including brochures, letters, and packets. Ordering and distribution of supplies for the school's department. Collect, process and maintain confidential data related to staff or students. Data entry of new students, class list, student withdrawal, and student records. Payroll-time cards and teacher absence sheets. Kindergarten registration, including screening scheduling. Performs other duties as assigned by the principal.

Life Skills-Inc, Webster, MA

Payroll Specialist-(August 2018-October 2019)-Process, bi-weekly, payroll for 450+ associates with 16 different locations, research and resolve issues related to payroll earnings, deductions, taxes, and paid time off balances. Backup transaction files and transmit to payroll systems or other vendors according to company procedure. Process voluntary and involuntary deductions such as benefits, levies, garnishments and child support orders. Review quarterly payroll tax reports. Review, verify, and reconcile punches, hours worked, pay adjustments, and other pay-related information, and post information onto designated records. Input data into the payroll system regarding payroll, timekeeping, and personnel information to maintain accurate and up-to-date records. Provide courteous customer service by responding to timekeeping or payroll inquiries, making changes to associate information, resolving discrepancies and/or clarifying procedures for associates, supervisors, managers, and others.

Dejana Truck and Equipment.Smithfield.RI

Receptionist/Inside Sales(May 2016-August 2018)-Draw up contracts for outside customers, answer 8 line phone system, screen all calls, scan all documents, greet all customers, have a one on one customer relation, receive purchase orders numbers for all outside jobs, personal assistant to 2 managers, communicate all meetings by e-mails, great customer service, gather information to solve problems,

Staples. Putnam.CT

Payroll Assistant/Human Resources(2012-2016)(250 employees in 2 buildings)
Checking associates time punches, closing out the week, checking for incomplete work hours, weekly deadlines, weekly payroll reports, answering associate questions, proactive, up to date on all policy and changes. Maintains payroll for hourly employees, kept up to date on employees files

Administrative Assistant/Accounting(2010-2012)-Reported directly to managers and supervisors, answer incoming phone calls, filing, copying, emailing, faxing, ordered supplies, weekly and monthly inventory, kept track of all supplies in the building, account payable and receivable, kept track of all incoming bills and paid them, daily and weekly reports, wrote weekly meeting notes, arranged business trips and schedule business meetings, answered all questions in a timely manner, and handled petty cash.

Production Lead/Supervisor(2007-2010)-(managing 80 associates)-Move the work flow smoothly, keep morale up, communicate very well with associates by letting them know what's going on for the day, and getting the work done in a timely manner, always thinking of new ideas, never had an accident, work well with others, up to date on all new policies, organized, and dependable.

Production Floater(2003-2007)-Picking the correct product at a fast pace with no errors. Quality Control-making sure all products are correct before leaving the building in a timely manner.

Education

Fall of 2006-Real Estate, Principles and Practices
Q.V.C.C. Danielson, CT.
Real Estate License 2006-2010

Associates Degree, 1994-1996
Major: Business Degree
Q.V.C.C. Danielson, CT.

High School Diploma,1994, Major: Architectural Drafting
Member of National Honor Society
H.H. Ellis Tech, Danielson, CT.

Shannon Anderson

Phone: 860-333-4450

Email: shanderson081323@gmail.com

LinkedIn: <https://www.linkedin.com/in/shannonanderson13>

Experience:

First Assistant Fencing Coach

Griswold High School / Griswold, CT / November 2021 – Present

Coach and supervise athletes on the fencing team.

- Create, demonstrate, and facilitate drills.
- Coach and supervise student athletes during meets and practices.

Admissions Department Student Worker

Three Rivers Community College / Norwich, CT / July 2021 – January 2023

Guide prospective students through the college application process.

- Communicate with students in-person, on the phone, and by email to answer questions about the college application process.
- Review and accept college applications of prospective students.
- Member of a student services team who strives to give as many people the opportunity of higher education as possible.

Paid Intern, Norwich Human Services

Griswold Public Schools / Griswold, CT / January 2021 – August 2021

Resolve student and staff issues with district devices and software.

- Address incidents reported in I.T ticketing system.
- Diagnose and repair district computers and laptops.
- Research diagnostic and repair processes for new/unknown incidents.

Skills:

Communication:

- Written communication via email, Google Suite, and Microsoft Teams in personal and professional environments.
- Verbal communication via internal and external phone calls in an office space.

Research

- Search forums, watch YouTube videos, and read reputable articles to answer questions and solve problems.

Problem Solving

- Resolve issues in professional and personal project environments through research and action.

Supervision

- Monitor student athletes' safety during practices.
- Keep student athletes engaged during drills.

Collaboration

- Worked on multiple teams and with different departments to complete tasks/group projects.

Office 365

- Utilized MS Word, PowerPoint, Teams, and Excel to complete educational and professional projects.

Education:

Computer Science Software Engineering, AAS

CT State Community College
In Progress

High School Diploma

Griswold High School
2017-2021

References:

Angela Marsh

amarsh@trcc.commnet.edu
860-463-9384

Jill Curioso

jcurioso@griswoldpublicschools.org
860-235-2536

Gabriel Lozada-Rodriguez

lozadarodriguezg@newlondon.org

860-222-1934

Robin Drobiak

Subject: FW: Resignation

From: Marina Aulisio <MAulisio@griswoldpublicschools.org>

Date: October 5, 2023 at 7:14:47 AM EDT

To: Sean McKenna <SMcKenna@griswoldpublicschools.org>

Cc: Louis Zubek <LZubek@griswoldpublicschools.org>

Subject: Resignation

Dear Mr. McKenna,

I am writing this letter to inform you that I will be resigning from my position as a fifth grade language arts teacher due to relocation. My last day will be November 9, 2023.



I will miss the supportive leadership and guidance within our school as well as the valuable professional relationships I have formed over the last few years. I appreciate the efforts and opportunities Griswold has provided for me to grow as a teacher.

I have genuinely enjoyed my time at Griswold and am grateful to have had the privilege of becoming a part of this passionate school community.

Sincerely,
Marina Aulisio

SUPERINTENDENT'S UPDATES:

Regular Meeting, October 12th, 2023

PROJECT/AREA	UPDATE
<p data-bbox="86 345 344 378">SAFETY GRANT</p>  A graphic for the School Safety Grant. It features the text 'SCHOOL SAFETY GRANT' in large, bold, white and blue letters. Below the text are several US dollar bills. To the right of the text and bills is a yellow diamond-shaped sign with a black silhouette of two children walking, representing a crosswalk.	<p data-bbox="894 345 1793 378">GRANT TYPE: COMPETITIVE WITH MATCHING FUNDS</p> <p data-bbox="894 386 1604 418">GRANT AMOUNT: Depends on project proposal</p> <p data-bbox="894 427 1457 459">UPDATE: <u>We did not receive the grant.</u></p> <p data-bbox="894 467 1948 670">OVERVIEW: This is the grant that we applied for in the spring, with the hope to fund the bollards from this grant. Because Griswold Public Schools was awarded this grant for the first three rounds, through 2017, we have not been able to secure funding from additional rounds as districts that did not receive funding get prioritization.</p>
<p data-bbox="86 914 470 946">HVAC GRANT FUNDING</p>  The logo for Grant Heating & Cooling. It features the word 'GRANT' in a stylized, bold, blue font with a red outline, set within a blue oval shape. Below the oval, the words 'HEATING & COOLING' are written in a smaller, black, sans-serif font.	<p data-bbox="894 914 1793 946">GRANT TYPE: COMPETITIVE WITH MATCHING FUNDS</p> <p data-bbox="894 954 1604 987">GRANT AMOUNT: Depends on project proposal</p> <p data-bbox="894 995 1976 1027">UPDATE: <u>We are not applying for this grant, as it is not feasible at this time.</u></p> <p data-bbox="894 1036 1976 1190">OVERVIEW: While this grant is certainly attractive on many levels, there are many steps to pre-apply, to secure funding with the town, and then to get final approval. Steps include the following, which would have to be completed by December 31st:</p> <ul data-bbox="940 1198 1885 1442" style="list-style-type: none">• A costly pre-engineering study.• Approval of pre-engineering study.• Coordination with the town for different committee resolutions.• A planned town referendum to• Project approval.• Project work begins.

TUITION TOWN MEETING SCHEDULE



Please join members of Griswold Public Schools and Griswold High School (GHS) for a series of informational meetings throughout the school year.

These meetings are intended for sending town Superintendents and/or Designees (Assistant Superintendent, Curriculum Director, SPED Supervisor), Principals, School Counselors, Faculty or Staff members who are interested in learning about what GHS has to offer.

These meetings are great opportunities to ask questions, seek answers, tour the facilities, request and access materials, and connect with students.

2023-2024 Meeting Dates

All meetings are in-person in the GHS Learning Commons, Wednesdays at 9:00 a.m. for about 1hr.

October 18, 2023

March 6, 2024

January 10, 2024

May 1, 2024

Please contact GPS Superintendent Sean McKenna at SMcKenna@griswoldpublicschools.org with any questions.

GRISWOLD FORWARD
RESET, RENEW & REIMAGINE

Learn more at
griswoldpublicschools.org

TUITION MEETING SCHEDULE

While we always provide personalized service to each of our 7 Town Partners, we have scheduled our annual meetings at Griswold High School. These meetings take place 4 times a year, and involve the districts' superintendents and/or designees--principals, curriculum coordinators, etc.

The purpose of these meetings is to highlight the experiences of tuition students at Griswold High School, to provide updates and tours of the facility to our partners, and to respond to any feedback and/or requests that the towns may have.

FUTURE FOCUSED THINK TANK



GPS FUTURE FOCUSED THINK TANK

Last year, we started an after school future focused think tank consisting of voluntary teachers and administrators. In this think tank, we:

- Discuss generative Artificial Intelligence language tools, how students are using these tools, and how we can integrate the use of these tools in meaningful ways.
- Review AI practices that teachers can use to augment their work-planning, assignment generators, and assignment creators.
- Discuss how to craft engaging assignments that appeal to students, who are infinitely well-versed in metaversal (internet, online, immersive realities) landscapes.
- Take a look at resources available to educators.
- All standing members received a copy of the book:
The AI Classroom: The Ultimate Guide to Artificial Intelligence in Education
- I have been honored to be invited to a national group of superintendents, who are discussing and working on this topic. Ray McNulty leads this group, and the first meeting is next Tuesday.