

REGULAR MEETING

GRISWOLD BOARD OF EDUCATION

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

THURSDAY,
September 12th, 2024
6:00 PM

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

1. Call to Order
2. Pledge of Allegiance
3. Approval of the Minutes
 - A. Regular Meeting—August 22nd, 2024
4. Communications
 - A. August 26, 2024, Annual Policy Notifications letter dispatched to the GPS School Community
 - B. August 28th, 2024, Letter to First Selectwoman Tina Falck, on BOE Appointments to School Building Committee
 - C. September 4th, 2024, Letter to First Selectwoman Tina Falck, on 4th Quarter Financial Report for Fiscal Year, 2024
 - D. September 4th, 2024, Letter to Scott Davis, Chairman, Town of Griswold Board of Finance, on 4th Quarter Financial Report for Fiscal Year, 2024
 - E. Invitation to September 17th, 2024, “Ribbon Cutting Ceremony” for Griswold Soule Street Academy
 - F. List of DPAC (District Partnership Advisory Council) meetings for the 2024-2025 School Year
 - G. List of Sending/Tuition Town Partner Meetings
 - H. Position Statement and Policy Guidance on Cellphones, State Board of Education
5. Recognitions
 - A. GPS Teacher of the Year, Jenna Motta
 - B. Para-educator of the Year, Pam Smith
 - C. Griswold *Forward* Recipients:
 1. Jennifer Kinsall, Teacher, Griswold High School
 2. Kayla Hedman, Community Relations & Special Projects Coordinator
6. Student Representative Reports
 - A. GES Student Representatives: Briseis Carignan & Angel Nieves
 - B. GMS Student Representatives: Samiah Vincent & Delilah Munoz
 - C. GHS Student Representatives: Ava Mehrens
7. Public Comments
8. New Business
 - A. Review, Discussion, and Possible Action to Approve the GHS Music Department Field Trip to Virginia Beach, April 2nd, 2025 – April 6, 2025
 - B. Review, Discussion, and Possible Action to Waive the Second Readings for the Following Title IX Policies and Regulations, due to the New Title IX Regulations that went into effect in August, 2024:
 1. Revised Policy 4000.1/4200.1—Personnel—Certified/Non-Certified—Sexual Harassment/Title IX
 2. Revised Regulations 4000.1/4200.1—Personnel—Certified/Non-Certified—Sexual Harassment/Title IX

3. New Policy 5145.44—Students—Sexual Harassment/Title IX
 4. New Regulations 5145.44—Students—Harassment/Title IX
 - C. Review, Discussion, and Possible Action to Approve Revised Policy 4000.1/4200.1—Personnel—Certified/Non-Certified—Sexual Harassment/Title IX—Proposed First Reading Only
 - D. Review, Discussion, and Possible Action to Approve Regulations 4000.1/4200.1—Personnel—Certified/Non-Certified—Sexual Harassment/Title IX—Proposed First Reading Only
 - E. Review, Discussion, and Possible Action on New Policy 5145.44—Students—Sexual Harassment/Title IX—Proposed First Reading Only
 - F. Review, Discussion, and Possible Action on New Regulations 5145.44—Students—Sexual Harassment/Title IX—Proposed First Reading Only
 - G. Review, Discussion, and Possible Action on New Policy 4118.232/4218.232—Personnel Certified/Non-Certified—Alcohol, Drugs, and Tobacco—Drug and Alcohol-Free Workplace—First reading
 - H. Review, Discussion, and Possible Action on New Policy 3542.41—Business/Non-Instructional Operations—Food Service—School Lunch Service—Professional Standards for Food Service Personnel—First Reading
 - I. Review, Discussion, and Possible Action on New Regulation 3542.41—Business/Non-Instructional Operations—Food Service—School Lunch Service—Professional Standards for Food Service Personnel—First Reading
 - J. Review, Discussion, and Possible Action to Approve New Semester Course, “Introduction to Drone Technology”
 - K. Review, Discussion, and Possible Action to Approve Job Title and Job Duties Revisions to the Community Relations and Special Projects Coordinator
9. Old Business
- A. Review and Discussion on Non-Lapsing Account Draft Policy
10. Administrators’ Reports
- A. Review and Discussion on Presentation of School Building Aligned Goals for the 2024-2025 School Year—Building Administration
 1. GES: Principal Joe Bordeau & Assistant Principal Jackie Love
 2. GMS: Principal Louis Zubek
 3. GHS: Principal Erin Palonen & Associate Principal Art Howe
 - B. Review and Discussion on Teaching, Learning and Innovation Department Updates—Pat Feeney, Director of Instructional Improvement—Learner Diversity & Jessica Gillespie, Director of Instructional Improvement—Innovation
 - C. Assistant Superintendent’s Report
 1. Professional Development Schedule
 2. School/District Climate Survey Results
11. Superintendent’s Report
- A. Vacancies/Appointments/Resignations/Retirements
 - B. Superintendent’s Timely Updates
 1. Review of New Staff—Presentation
 2. Title IX District Implementation & Training
 3. DPAC—October 9th, 2024—Cellphone in Schools Presentation
 4. GES Gaga Ball Pit
 5. Presentation Proposal Accepted by AASA for March, 2025 Conference
 6. GMS Staffing & Updates
12. Committee/Board Reports
- A. Policy Subcommittee—Yvonne Palasky
 - B. Negotiations Subcommittee—Mary Beth Malin

- C. Public Relations Subcommittee—Jaimee O'Neill Eaton
- D. Athletic Subcommittee—Martin Osga

13. Other Business That May Properly Come Before this Board

14. Adjournment

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

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

Board of Education Meeting Notes
REGULAR MEETING
LIVE: GRISWOLD MIDDLE SCHOOL CAFETERIA
Thursday, September 12th, 2024
6:00 PM Start Time

ADOPTED GOALS

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.

Call to Order

Pledge of Allegiance

Approval of the Minutes

- A. Regular Meeting—August 22nd, 2024

The minutes are enclosed/attached for your review.

Communications

All communications are enclosed/attached for your review.

- A. August 26, 2024, Annual Policy Notifications letter dispatched to the GPS School Community
- B. August 28th, 2024, Letter to First Selectwoman Tina Falck, on BOE Appointments to School Building Committee
- C. September 4th, 2024, Letter to First Selectwoman Tina Falck, on 4th Quarter Financial Report for Fiscal Year, 2024
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- E. Invitation to September 17th, 2024, “Ribbon Cutting Ceremony” for Griswold Soule Street Academy
- F. List of DPAC (District Partnership Advisory Council) meetings for the 2024-2025 School Year
- G. List of Sending/Tuition Town Partner Meetings
- H. Position Statement and Policy Guidance on Cellphones, State Board of Education

Recognitions

We will recognize the following GPS community members.

- A. GPS Teacher of the Year, Jenna Motta
- B. Para-educator of the Year, Pam Smith
- C. Griswold Forward Recipients:

1. Jennifer Kinsall, Teacher, Griswold High School
2. Kayla Hedman, Community Relations & Special Projects Coordinator

Student Representative Reports

We will welcome our new student representatives.

- A. GES Student Representatives: Briseis Carignan & Angel Nieves
- B. GMS Student Representatives: Samiah Vincent & Delilah Munoz
- C. GHS Student Representatives: Ava Mehrens

Public Comments

New Business

- A. Review, Discussion, and Possible Action to Approve the GHS Music Department Field Trip to Virginia Beach, April 2nd, 2025 – April 6, 2025

The packet is enclosed/attached for your review.

- B. Review, Discussion, and Possible Action to Waive the Second Readings for the Following Title IX Policies and Regulations, due to the New Title IX Regulations that went into effect in August, 2024:

The drafts are enclosed/attached for your review. Because these new regulations went into effect in August, CABA released its model policy after the regulations we are bringing these policies/regulations forward now for review and approval with a polite request to waive the first reading. Clearly, this matter is time-sensitive.

- a. Revised Policy 4000.1/4200.1—Personnel—Certified/Non-Certified—Sexual Harassment/Title IX
- b. Revised Regulations 4000.1/4200.1—Personnel—Certified/Non-Certified—Sexual Harassment/Title IX
- c. New Policy 5145.44—Students—Sexual Harassment/Title IX
- d. New Regulations 5145.55—Students—Harassment/Title IX

- C. Review, Discussion, and Possible Action to Approve Revised Policy 4000.1/4200.1—Personnel—Certified/Non-Certified—Sexual Harassment/Title IX—Proposed First Reading Only
Enclosed/attached for your review.
- D. Review, Discussion, and Possible Action to Approve Regulations 4000.1/4200.1—Personnel—Certified/Non-Certified—Sexual Harassment/Title IX—Proposed First Reading Only
Enclosed/attached for your review.
- E. Review, Discussion, and Possible Action on New Policy 5145.44—Students—Sexual Harassment/Title IX—Proposed First Reading Only
Enclosed/attached for your review.
- F. Review, Discussion, and Possible Action on New Regulations 5145.44—Students—Sexual Harassment/Title IX—Proposed First Reading Only
Enclosed/attached for your review.
- G. Review, Discussion, and Possible Action on New Policy 4118.232/4218.232—Personnel Certified/Non-Certified—Alcohol, Drugs, and Tobacco—Drug and Alcohol-Free Workplace—First reading
Enclosed/attached for your review. This is a required policy we will need to have.
- H. Review, Discussion, and Possible Action on New Policy 3542.41—Business/Non-

Instructional Operations—Food Service—School Lunch Service—Professional Standards for Food Service Personnel—First Reading

Enclosed/attached for your review. This is a required policy we will need to have.

- I. Review, Discussion, and Possible Action on New Regulations 3542.41—Business/Non-Instructional Operations—Food Service—School Lunch Service—Professional Standards for Food Service Personnel—First Reading

Enclosed/attached for your review. This is the accompanying regulation.

- J. Review, Discussion, and Possible Action to Approve New Semester Course, “Introduction to Drone Technology”

Enclosed/attached for your review.

- K. Review, Discussion, and Possible Action to Approve Job Title and Job Duties Revisions to the Community Relations and Special Projects Coordinator

Old Business

- A. Review and Discussion on Non-Lapsing Account Draft Policy

This is an opportunity for BOE members to discuss this topic, should individual members would like to discuss matters as a policy is in development with the BOE policy committee. Given that Mrs. Malin has provided some initial updates to the Board, Mrs. Malin wanted to have the item as agenda item for now that would be revisited.

Administrators’ Reports

Reports are enclosed/attached for your review.

- A. Review and Discussion on Presentation of School Building Aligned Goals for the 2024-2025 School Year—Building Administration

1. GES: Principal Joe Bordeau & Assistant Principal Jackie Love
2. GMS: Principal Louis Zubek
3. GHS: Principal Erin Palonen & Associate Principal Art Howe

- B. Review and Discussion on Teaching, Learning and Innovation Department Updates—Pat Feeney, Director of Instructional Improvement—Learner Diversity & Jessica Gillespie, Director of Instructional Improvement—Innovation

- C. Assistant Superintendent’s Report

1. Professional Development Schedule
2. School/District Climate Survey Results

Superintendent’s Report

- A. Vacancies/Appointments/Resignations/Retirements

Enclosed/attached for your review.

- B. Superintendent’s Timely Updates

1. Review of New Staff—Presentation

We will review part of the presentation that was delivered at the district Convocation event on August 26th.

All other updates will be provided on the report.

2. Title IX District Implementation & Training
3. DPAC—October 9th, 2024—Cellphone in Schools Presentation
4. GES Gaga Ball Pit
5. Presentation Proposal Accepted by AASA for March, 2025 Conference
6. GMS Staffing & Updates

Committee/Board Reports

Committee chairs will provide updates to the BOE

- A. Policy Subcommittee—Yvonne Palasky

- B. Negotiations Subcommittee—Mary Beth Malin
- C. Public Relations Subcommittee—Jaimee O’Neill Eaton
- D. Athletic Subcommittee—Martin Osga

Other Business That May Properly Come Before this Board

Adjournment

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

**REGULAR MEETING
GRISWOLD BOARD OF EDUCATION**

**THURSDAY,
August 22nd, 2024**

DRAFT

1. A regular meeting of the Griswold Board of Education was held on Thursday, August 22nd, 2024, 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, Griswold Board of Education Chair.

PRESENT Mary Beth Malin, Griswold BOE Chair; Yvonne Palasky, Griswold BOE Vice-Chair, Jaimee O'Neill-Eaton, Griswold BOE Secretary; Stuart Norman, Jr., Martin Osga, Jennifer Norman and Cathy Waselik, Griswold BOE Members.

ALSO PRESENT Sean McKenna, GPS Superintendent of Schools; Glenn LaBossiere, GPS Assistant Superintendent; and Deborah Martin, GPS Director of Fiscal & Personnel Services.

ABSENT Christopher Champlin, GPS Director of Student Services; Stephen Cravinho, GPS Campus Wide Activities & Athletic Director; Erin Palonen, GHS Principal; Art Howe, GHS Associate Principal; Louis Zubek, GMS Principal; Joseph Bordeau, GES Principal and Jacqueline 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—June 27th, 2024

MOTION By Yvonne Palasky
Seconded by Cathy Waselik
To approve the regular meeting minutes of June 27th, 2024, as presented.
Motion unanimously carried.

- B. Special Meeting – August 8th, 2024

MOTION By Yvonne Palasky
Seconded by Cathy Waselik
To approve the special meeting minutes of August 8th, 2024, as presented.
Ayes – Mary Beth Malin, Yvonne Palasky, Jaimee O'Neill-Eaton, Martin Osga, and Cathy Waselik.
Nays –
Abstain – Stuart Norman, Jr. and Jennifer Norman.
Motion carried.

3. Communications
A. August, 2024, “Welcome Back” Letter from Superintendent Sean P. McKenna – The Board received a copy of this communication.
4. Recognitions – None.

**REGULAR MEETING
GRISWOLD BOARD OF EDUCATION**

**THURSDAY,
August 22nd, 2024**

5. Public Comments – There were no requests for public comment this evening.
6. New Business
 - A. Review, Discussion, and Possible Action to Appoint Steven Bourque as the Assistant Principal of Griswold Middle School - The Board approved the appointment of Steven Bourque as our new Assistant Principal at Griswold Middle School.

MOTION

By Yvonne Palasky
Seconded by Jaimee O'Neill-Eaton
To appoint Steven Bourque as the new Assistant Principal at Griswold Middle School.
Motion unanimously carried.

- B. Review, Discussion, and Possible Action for the Griswold Board of Education to Adopt the Griswold Forward Mission, Vision, and Goals for the 2024-2025 School Year – The Board adopted the Griswold Forward Mission, Vision, and Goals for the 2024/2025 school year, as presented.

MOTION

By Jaimee O'Neill-Eaton
Seconded by Cathy Waselik
To adopt the Griswold Forward Mission, Vision, and Goals for the 2024/2025 school year.
Motion unanimously carried.

- C. Review, Discussion, and Possible Action to Appoint Two Board of Education Members to the Town of Griswold, School Building Committee – The Board re-appointed Mary Beth Malin and Martin Osga to the Town of Griswold, School Building Committee.

MOTION

By Jaimee O'Neill-Eaton
Seconded by Yvonne Palasky
To appoint Mary Beth Malin and Martin Osga as the two Griswold Board of Education members to the Town of Griswold School Building Committee.
Motion unanimously carried.

- D. Review, Discussion, and Possible Action to Approve the Griswold Board of Education Meeting and Griswold Board of Education Subcommittee Meeting Dates for the 2024-2025 School Year – The Board approved the BOE meeting dates and subcommittee meeting dates for 2024/2025, as presented.

MOTION

By Yvonne Palasky
Seconded by Martin Osga
To approve the Griswold Board of Education Meeting and Griswold Board of Education Subcommittee meeting dates for the 2024/2025 school year.
Motion unanimously carried.

**REGULAR MEETING
GRISWOLD BOARD OF EDUCATION**

**THURSDAY,
August 22nd, 2024**

- E. Review, Discussion, and Possible Action to Approve the Tentative Schedule of Griswold Board of Education Meeting Topics for the 2024-2025 School Year – The BOE approved the tentative schedule of Griswold Board of Education meeting topics for the 2024/2025 school year.

MOTION

By Jaimee O'Neill-Eaton
Seconded by Cathy Waselik
To approve the tentative schedule of Griswold BOE meeting topics for the 2024/2025 school year.
Motion unanimously carried.

- F. Review, Discussion, and Possible Action Regarding Confidential Attorney Client Communication on Board Member Authority* - This item will be referred to executive session following the regular business portion of this meeting.

7. Old Business

- A. Review, Discussion, and Possible Action to Revise the Griswold Board of Education Meeting Dates Schedule for the 2024-2025 School Year that Was Previously Submitted to the Town of Griswold - The Board approved the revised Griswold Board of Education meeting dates for the 2024/2025 school year with the removal of November 28th as a regular BOE meeting date as it falls on the Thanksgiving holiday.

MOTION

By Jaimee O'Neill-Eaton
Seconded by Yvonne Palasky
To revise the Griswold Board of Education meeting dates for the 2024/2025 school year.
Motion unanimously carried.

- B. Review, Discussion, and Possible Action to Approve Version 8.0 of the In-Person Learning & Continuity of Services Plan for the ARP ESSER 3 Grant – The Board approved the Version 8.0 of the In-Person Learning & Continuity of Services Plan for the ARP ESSER 3 Grant.

MOTION

By Jaimee O'Neill-Eaton
Seconded by Yvonne Palasky
To Approve Version 8.0 of the In-Person Learning & Continuity of Services Plan for the ARP ESSER 3 Grant.
Motion unanimously carried.

8. Administrator's Reports

- A. Deb Martin, Director of Fiscal and Personnel Services
1. Audit—Fiscal Year, 2023 – Deb Martin reviewed the audit report for Fiscal Year 2023.
 2. Review of How to Read the Financial Forecast – Deb Martin shared a document, which assists with information on how to read and understand the financial forecast.
 3. Final 4th Quarter Report, Fiscal Year 2024 – Deb Martin provided the final, 4th quarter Board of Education report for fiscal year 2024.

**REGULAR MEETING
GRISWOLD BOARD OF EDUCATION**

**THURSDAY,
August 22nd, 2024**

9. Superintendent's Report

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

B. Superintendent's Timely Updates

1. Educator Evaluation Plan
2. Increasing Educator Diversity Plan
3. GMS Playground—Planning Stage
4. Administrator Retreat Day
5. New Web Site
6. Convocation

The Superintendent provided updates to the Board on items 1-6 listed above.

C. Pending Claims and Litigations* - This item was referred to executive session following the regular business portion of this meeting.

10. Committee/Board Reports

A. Facilities Subcommittee Meeting—Martin Osga - The Board received an update from Chair – Martin Osga – on the recent meeting that took place with the Facilities subcommittee.

11. Other Business That May Properly Come Before this Board – Sean McKenna, Superintendent, and Mary Beth Malin, BOE Chair, reported that they recently met with Scott Davis, Chair of the Town of Griswold, Board of Finance, regarding a discussion that they had about a non-lapsing account. It was the start of discussions and they will be bringing more information forward to the Board as it becomes available.

BOE Member, Jennifer Norman, asked if the Board could get an update on new legislation and cell phones.

MOTION

By Jaimee O'Neill-Eaton

Seconded by Yvonne Palasky

To move into executive session at 6:32 PM for the purpose of review of New Business item 6F, inviting Superintendent, Sean McKenna, to participate; and to review Superintendent's Report item 9C.

Superintendent, Sean McKenna, left from executive session at 6:48 PM. During executive session, Stuart Norman, Jr. left the meeting at 6:54 PM and the Board continued to meet.

The Board came out of executive session at 7:56 PM with no further action.

MOTION

By Yvonne Palasky

Seconded by Cathy Waselik

To adjourn the BOE regular meeting at 7:57 PM.

Motion unanimously carried.

Minutes recorded by: Robin Drobiak/Mary Beth Malin



GRISWOLD PUBLIC SCHOOLS

211 Slater Avenue, Griswold, CT 06351

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

griswoldpublicschools.org

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

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

August 26, 2024

RE: Annual Policy Notifications

Dear Griswold Public Schools Community:

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

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

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

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

Mission – Goals – Objectives Series **0000**

0200 Goals for the Griswold Public Schools

0521 Nondiscrimination

0523 Equity and Diversity

Community Relations Series **1000**

1110.1 Communication with the Public

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

Business & Non-Instructional Operations Series

3000

3231	Medical Reimbursement for Special Education
3434	Periodic Audits
3516	Safety
3516.12	Asbestos Control
3517	Security of Buildings and Grounds
3520.1	Information Security Breach and Notification
3520.14	Cybersecurity
3524.1	Hazardous Materials in School
3524.2	Green Cleaning Program
3541	Transportation
3541.5	Transportation Complaints
3542.2	Hazardous Materials in School—Green Cleaning
3542.31	Free & Reduced Lunches
3542.33	Food Sales Other than the National School Lunch Program
3542.42	School Lunch Prices
3542.43	Food Service-Charging

Personnel Certified/Non-Certified Series

4000

4000.1/4200.1	Title IX
4111/4211	Recruitment and Selection
4112.5/4212.5	Security Check/Fingerprinting

4112.61/4112.61 4113.12	Use and Disclosure of Employee Medical Information Minimum Duty Free Lunch Periods for Teachers
4115.3	Evaluation and Employment of Coaches
4118.112/4218.112	Sexual Harassment
4118.231/4218.231	Alcohol, Drugs, and Tobacco
4118.234	Psychotropic Drug Use
4152.6/4252.6	Family and Medical Leave Act
4211	Recruitment and Selection
4212.42	Drug and Alcohol Testing for School Bus Drivers & Emergency Training for School Bus Drivers

Students Series

5000

5112	Age of Attendance
5113	Attendance/Excuses/Dismissal
5113.2	Truancy
5114	Suspension and Expulsion/Due Process
5114.21	Conduct Code for Participation in Extracurricular Activities
5118.1	Homeless Students
5121	Examination/Grading/Rating
5122.3	Assignment of Former Home-Schooled Students to Classes
5123	Grade Level Placement
5124	Reporting to Parents
5125	Records and Confidentiality
5125.11	Health/Medical Records
5131.1	Bus Conduct
5131.6	Alcohol Use, Drugs, Tobacco
5131.7	Weapons and Dangerous Instruments

5131.8	Out of School Misconduct
5131.911	Bullying
5132	Dress & Grooming
5141	Student Health Services
5141.21	Administering Medication
5141.231	Psychotropic Drugs
5141.23/5141.25	Students with Special Health Care Needs
5141.27	First Aid/Emergency Medical Care--AEDs
5141.28	First Aid/Emergency Medical Care--Sudden Cardiac Arrest
5141.3	Health Assessments and Immunizations
5141.4	Reporting of Child Abuse, Neglect & Sexual Assault
5141.5	Suicide Prevention/Intervention
5141.7	Sports—Concussions
5142	Student Safety
5142.41	Armed Security Guard
5144.1	Use of Physical Force
5144.2	Use of Exclusionary Time-out Settings
5144.3	Discipline
5144.4	Discipline & Physical Exercise of Students
5145	Civil & Legal Rights and Responsibilities
5145.14	On-Campus Recruitment
5145.15	Directory Information
5145.122	Search and Seizure – Use of Dogs to Sweep School Property
5145.4	Non-Discrimination
5145.5	Sexual Harassment
5145.511	Exploitation: Sexual Harassment

Instruction Series**6000**

6114	Emergencies & Disaster Preparedness
6114.1	Fire/Emergency Crisis Response Drills
6114.6	Emergency Closings
6115	Ceremonies & Observations
6121	Equal Access to Employment and Educational Programs
6141.111	Curriculum Research/Experimental Projects
6141.234	Posting of Student Work/Photographs
6141.31	Bilingual-Bicultural Education
6141.32	Migrant Students
6141.321	Telecommunications/Internet—Acceptable Use
6141.322	Computers/Web Sites/Pages
6141.323	Internet Acceptable Use of Filtering
6141.326	Internet—Internet/Computer Network Use-Use of Social Media
6141.327	Electronic Resources
6141.328	Bring Your Own Device
6141.51	Advanced Courses or Programs, Eligibility Criteria for Enrollment
6141.52	Challenging Curriculum
6142.101	Student Nutrition and Physical Activity
6142.61	Physical Activity
6144.1	Exemption from Instruction
6146	Graduation Requirements
6146.1	Grading System
6146.2	Statewide Proficiency/Mastery

6148	FASA Completion Program
6154	Homework
6159	Individualized Education/Special Education Program
6161.3	Comparability of Services
6162.51	Survey of Students
6164.11	Drug and Alcohol Use
6164.12	Acquired Immune Deficiency Syndrome
6171	Special Education
6171.2	Special Education--Preschool Special Education
6172	Alternative Education Programs
6172.1	Gifted Children Program
6172.3	Home Schooling
6172.4	Title 1 Parent Involvement
6172.61	Distance Education
6181	Evaluation of Special Education Program

Bylaws

9000

9321.2	Electronic Board of Education Meetings
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Should you have any questions regarding our district policies, please do not hesitate to contact our district offices.

Sincerely yours,



Sean P. McKenna
Superintendent of Schools



GRISWOLD PUBLIC SCHOOLS

211 Slater Avenue, Griswold, CT 06351

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

griswoldpublicschools.org

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

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

August 28th, 2024

Tina Falck, First Selectwoman
Town of Griswold
28 Main Street
Jewett City, CT 06351

RE: BOE Appointments to the Town of Griswold. School Building Committee

Dear First Selectwoman Falck:

I am writing to inform you that the Griswold Board of Education, at their regular meeting on August 22nd, 2024, voted to appoint Mary Beth Malin and Martin Osga as the two Board of Education representatives to the Town of Griswold, School Building Committee.

Should you have any questions, please do not hesitate to contact me.

Sincerely yours,

Sean P. McKenna
Superintendent of Schools

C: Mary Beth Malin, Chair, Griswold Board of Education
Griswold Board of Education



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September 4th, 2024

First Selectwoman, Tina Falck
Town of Griswold
28 Main Street
Griswold, CT 06351

RE: 4th Quarter Financial Report

Dear First Selectman Falck:

Attached is the last financial report that has been presented to the Griswold Board of Education. Know that quarterly reports are posted to our Office of Fiscal and Personnel Department website. Although we present monthly financial reports to the Griswold Board of Education, we are now required by Connecticut Statute (P.A. 19-117, Section 290) to post quarterly reports to our website and to provide a copy to the Board of Selectmen and the Town of Griswold, Board of Finance.

At this point, we are forecasting that we shall end in a favorable spot with the budget for the 2023-2024 school year, returning funds to the town. Please see attached summary sheet.

We will provide you with future updates during the 2024-2025 school year.

Sincerely yours,

Sean P. McKenna,
Superintendent of Schools

cc: Mary Beth Malin, Chairperson, Griswold Board of Education
Griswold Board of Education
Deb Martin, Director of Fiscal and Personnel Services

Griswold Board of Education Monthly Financial Report

Fiscal Year 2023-2024

Figures Current as of June 30, 2024

Budget				
Account	Object #s	Budget 2023-2024	Transfers 2023-2024	Adjusted Budget 2023-2024
Salaries	100	\$18,476,722.52	\$0.00	\$18,476,722.52
Benefits	200	\$5,807,530.33	\$0.00	\$5,807,530.33
Purchased Services	300	\$780,332.37	\$0.00	\$780,332.37
Property Services	400	\$1,230,379.08	\$0.00	\$1,230,379.08
Trans,Ins,Commun,Tuition	500	\$3,687,704.72	\$0.00	\$3,687,704.72
Supplies	600	\$655,095.98	\$0.00	\$655,095.98
Equipment	700	\$87,925.00	\$0.00	\$87,925.00
Dues & Fees	810	\$56,775.00	\$0.00	\$56,775.00
Grand Totals		\$30,782,465.00	\$0.00	\$30,782,465.00

Expense & Revenue							
Account	Object #s	Expended 2023-2024	Encumbered 2023-2024	Total Exp/Encumb 2023-2024	Revenue 2023-2024	Balance 2023-2024	% Exp 2023-2024
Salaries	100	\$18,734,438.67	\$0.00	\$18,734,438.67	(\$996,226.00)	\$738,509.85	101.39%
Benefits	200	\$5,791,176.07	\$0.00	\$5,791,176.07	(\$10,192.53)	\$26,546.79	99.72%
Purchased Services	300	\$710,049.04	\$0.00	\$710,049.04	(\$69,145.32)	\$139,428.65	90.99%
Property Services	400	\$1,456,243.47	\$0.00	\$1,456,243.47	(\$2,546.00)	(\$223,318.39)	118.36%
Trans,Ins,Commun,Tuition	500	\$5,245,235.65	\$0.00	\$5,245,235.65	(\$863,282.00)	(\$694,248.93)	142.24%
Supplies	600	\$587,757.10	\$0.00	\$587,757.10	\$0.00	\$67,338.88	89.72%
Equipment	700	\$115,764.41	\$0.00	\$115,764.41	(\$20,810.00)	(\$7,029.41)	131.66%
Dues & Fees	810	\$51,266.95	\$0.00	\$51,266.95	\$0.00	\$5,508.05	90.30%
Grand Totals		\$32,691,931.36	\$0.00	\$32,691,931.36	(\$1,962,201.85)	\$52,735.49	106.20%

Projections			
Account	Object #s	Estimated Adj 2023-2024	Estimated Balance 2023-2024
Salaries	100	\$0.00	\$738,509.85
Benefits	200	\$0.00	\$26,546.79
Purchased Services	300	\$0.00	\$139,428.65
Property Services	400	\$0.00	(\$223,318.39)
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Sped Tuitions, transportation and Services



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Christopher Champlin, Director of Student Services

September 4th, 2024

Scott Davis, Chairman
Town of Griswold, Board of Finance
28 Main Street
Griswold, CT 06351

RE: 4th Quarter Financial Report

Dear Chairman Davis:

Attached is the last financial report that has been presented to the Griswold Board of Education. Know that quarterly reports are posted to our Office of Fiscal and Personnel Department website. Although we present monthly financial reports to the Griswold Board of Education, we are now required by Connecticut Statute (P.A. 19-117, Section 290) to post quarterly reports to our website and to provide a copy to the Board of Selectmen and the Town of Griswold, Board of Finance.

At this point, we are forecasting that we shall end in a favorable spot with the budget for the 2023-2024 school year, returning funds to the town. Please see attached summary sheet.

We will provide you with future updates during the 2024-2025 school year.

Sincerely yours,

Sean P. McKenna,
Superintendent of Schools

cc: Mary Beth Malin, Chairperson, Griswold Board of Education
Griswold Board of Education
Deb Martin, Director of Fiscal and Personnel Services

Griswold Board of Education Monthly Financial Report

Fiscal Year 2023-2024

Figures Current as of June 30, 2024

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Sped Tuitions, transportation and Services



GRISWOLD SOULE STREET ACADEMY
EDUCATING FOR EXCELLENCE

You're Invited!



RIBBON CUTTING CEREMONY

Tuesday, September 17, 2024, 4:00 p.m.
22 Soule Street, Griswold, CT

The fully renovated Griswold Soule Street Academy is ready to welcome visitors during our Ribbon Cutting Ceremony! Tours and light refreshments will be provided.



AT A GLANCE

- Emphasis on Social Emotional Skill Development
- Trauma-informed educators
- Newly renovated facility
- Access to Griswold High School facilities, activities, and programs

WHO WE SERVE

- Special Education Students in grades 7-12 who require additional daily supports

CONTACT US

Griswold Soule Street Academy
22 Soule Street, Jewett City, CT
Phone: (860) 376-9129
gssa.griswoldpublicschools.org

Christopher Champlin
GPS Director of Student Services
CChamplin@griswoldpublicschools.org
(860) 376-7650



GRISWOLD PUBLIC SCHOOLS

District Partnership Advisory Council (DPAC)

The District Partnership Advisory Council (DPAC) is a district coalition that meets regularly during the school year to discuss and highlight all that Griswold Public Schools has to offer. The goal of DPAC is to move Griswold *Forward*, to welcome all interested participants, and to ensure that all are informed about our schools; the accomplishments of our students, faculty and staff; fundraising opportunities; and more. All are welcome (parents, students, staff, community members). *Your voice matters!* Join us at DPAC to move Griswold *Forward*.

2024-2025 DPAC Meeting Dates

October 9, 2024 @ 7 p.m.

Our October DPAC meeting is dedicated to the new focus on cellphone use in schools, with an expert panel of GPS administrators and regional thought partners.

November 6, 2024 @ 7 p.m.

February 5, 2025 @ 7 p.m.

April 2, 2025 @ 7 p.m.

**JOIN ZOOM
MEETINGS:**



Meeting ID: 880 7044 2633
Passcode: 687464



DPAC Meetings are held virtually on Zoom

bit.ly/DPAC-2425

GRISWOLD FORWARD
RESET, RENEW & REIMAGINE

Learn more at
griswoldpublicschools.org



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.

At this quarterly meeting at GHS, we welcome all tuition partner town superintendents, superintendent designees (Assistant Superintendent, Curriculum Director, SPED Supervisor), district central office staff, 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.

2024-2025 Meeting Dates

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

October 2, 2024

March 5, 2025

January 8, 2025

May 7, 2025

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

GRISWOLD FORWARD
RESET, RENEW & REIMAGINE

Learn more at
griswoldpublicschools.org

POSITION STATEMENT AND POLICY GUIDANCE

Personal Technology Use in Connecticut Schools: Impact of Social Media and the Use of Cell Phones on Student Learning and Mental Health



STATE OF CONNECTICUT | CONNECTICUT STATE BOARD OF EDUCATION | AUGUST 2024

The Connecticut State Board of Education (Board) believes that all students deserve an excellent education that supports growth in knowledge, maturity, wellness, and readiness for a life of success and global citizenship. The Board's *Comprehensive Plan for Education 2023-2028: Every Student Prepared for Learning, Life, and Work Beyond School* prioritizes creating learning spaces that are safe, compassionate, and culturally responsive, and that are designed to support the academic, physical, and social-emotional well-being of all learners. The Board further believes that schools must ensure that Personal Technology Use in Schools policies address student relationships with technology, online spaces, social media, and cell phones and their impact on learning and mental health.

Technology can be employed in schools to personalize and accelerate learning when integrated thoughtfully and appropriately. Students benefit from instruction that incorporates hands-on and digital tools in conjunction with comprehensive digital citizenship modeling and media literacy curricula that teaches technology skills to prepare students for lifelong success. Online platforms can also give youth access to a diverse community, expanding their awareness of others who share abilities and interests, leading to an increased sense of belonging and acceptance. Online educational content can introduce students to different world views, expanding their minds to gain a better understanding of others and the world.

However, in 2023, the United States Surgeon General issued an *Advisory on Social Media and Youth Mental Health*, which highlights the concerning relationship between excessive, unrestricted social media use and increased mental health challenges in youth. Additionally, emerging research suggests that social media has a significant negative impact on brain development at a time in adolescence when identities and a sense of self-worth are forming, and social rewards, pressures and acceptance are paramount.

Students who feel intellectually, physically, and emotionally safe and healthy are more likely to be successful learners. In order to create a school environment that promotes health and safety, it is important to note the impact that unrestricted access to cell phones and social media can have on learning spaces. Between the ages of 10 and 14 the number of students with smartphones more than doubles, from 4 in 10 to 9 in 10. Notifications during the school day and the lure of social media platforms negatively impact students' ability to be fully present in the classroom (UNESCO) resulting in lost instructional time, fewer opportunities for in-person interactions, and significant competition for dedicated and sustained student attention reported by teachers (Pew Research Center).

Given the risks and negative impact on learning and mental health, local and regional boards of education, in collaboration with school leaders, educators, families and students, should develop and enact a districtwide Personal Technology Use in Schools policy inclusive of cell phones and current and emerging technologies.

Therefore, the Board strongly recommends that such policy restricts the use of cell phones during the school day to ensure student engagement in learning, support emotional well-being, and strengthen students' interpersonal skills, peer interaction, and social communication.

POLICY GUIDANCE

Personal Technology Use in Schools

The Connecticut State Board of Education (Board), in support of its Position Statement on Personal Technology Use in Schools, offers the following guidance for districts to consider when drafting and adopting policies to restrict access to cell phones during the school day. This guidance emphasizes creating engaging spaces for learning to mitigate the negative impact that cell phones have on student learning. Included in this guidance are considerations for specific policies and practices in elementary, middle, and high school based on developmental readiness and maturity. Specific recommendations are provided for appropriate roles and responsibilities for local and regional boards of education and administrators in policy development; for school leaders and educators in ensuring consistent policy implementation; for families and students in supporting and complying with the district policy; and for higher education institutions and the Connecticut State Department of Education in preparing and supporting educators, school leaders, administrators, and local and regional boards of education.

A comprehensive policy should include language that incorporates age-appropriate restrictions that align with developmental considerations of students and the structure of the school day in each grade-band and school.

- **Elementary School**

- The policy for elementary school students should focus on removing cell phones from the classroom to maximize academic, social, and emotional development. Elementary school students' school day environments and experiences and classroom activities should create spaces that encourage personal interaction among peers.
- Specific procedures for collecting and isolating cell phones upon arrival at school or in the classroom may be necessary to ensure compliance with the policy.

- **Middle School**

- The policy for middle school students should also focus on removing cell phones from the school day or classroom. Developmentally, this age group is particularly vulnerable to the negative effects of excessive personal technology use and has a difficult time controlling their impulses. Concurrently, middle school students experience increased autonomy and independence during the school day, which can lead to increased opportunity for cell phone misuse.
- Possession of cell phones in this age group is likely to be viewed as a rite of passage into adulthood, so communication and application of policies that restrict use must be developed in consideration of the specific challenges of middle school students.

- **High School**

- The policy for high school students regarding school day access and use should still be restrictive; however, as appropriate, high school students may be developmentally ready to take more ownership of controlling excessive use and understanding responsibilities regarding technology use to better prepare them for life after high school.
- Inappropriate and potential illegal use of technology is likely to increase in high school on and off school grounds, including accessing and sharing inappropriate content and cyberbullying, requiring inclusion of expectations regarding technology use in the student Code of Conduct.
- Cell phones that are turned off and kept out of sight create classroom environments where students are less likely to be distracted by interruptions, can focus more on learning, and allow educators to concentrate on instruction instead of constantly monitoring student cell phone use. The policy should therefore address high school students having cell phones on their person during class.

Responsibilities of local boards of education and superintendents of schools in developing a Personal Technology Use in Schools Policy

- Engage and elicit feedback from school leaders, educators, families, students, and relevant stakeholders in the development and adoption of a policy that aims to mitigate the negative impact of unrestricted access to personal technology in schools.
- Consider the development of associated regulations that align with the policy and provide for professional learning of all school staff in the implementation of the policy.
- Ensure that the foundation for the Personal Technology Use in Schools policy is districtwide in its vision, scope, and implementation.
- Consider the unique vulnerabilities and opportunities of different student developmental stages to create age-appropriate segments of the districtwide policy.
- At all age levels, behavioral expectations related to technology should be included in the student Code of Conduct to address issues such as cyberbullying, accessing/sharing inappropriate content, recording or taking photographs without consent, plagiarism, and the unapproved use of artificial intelligence (AI) software and applications.
- Embed a Personal Technology Use in Schools policy within a broader, intentional digital educational strategy. Consider a systemic approach toward developing digital literacy and citizenship to ensure that it is comprehensive and equips students from Kindergarten through Grade 12 with the skills and tools necessary to safely navigate online spaces.
- Assist families in understanding healthy uses of technology, setting ground rules, utilizing parental controls on devices, and ways to monitor technology use.
- Review and update the district policy regularly to address future technological devices, online platforms, and emerging threats.
- Consult board legal counsel during policy drafting and as needed to ensure compliance with applicable federal and state laws and alignment with best practices. Areas to consider include: school personnel access to content on student personal technology devices; consequences for violations of board policy or student Code of Conduct; accessing or disseminating inappropriate, harmful, or illegal content; material created on personal devices that may fall under the Family Education Rights and Privacy Act (FERPA) or constitute part of an educational record; and access for students with disabilities or medical needs as outlined in individualized education programs (IEP) and Section 504 accommodations.

Responsibilities of school leaders and educators in supporting consistent implementation of the policy

• School Leaders:

- Engage educators, families, and students in a mindful introduction to the Personal Technology Use in Schools Policy that is sensitive to the concerns of all involved.
- Support educators in learning about the policy and the consistent, uniform application and enforcement of the district policy and associated regulations.
- Provide educators with professional development on best practices for incorporating technology into classroom lessons and activities using allowable school-issued devices.
- Develop a graduated response to inappropriate personal technology use that encourages students to see the value in a cell-phone-free space and creates opportunities to develop positive skills related to technology use.
- Create a process for exceptions to the Personal Technology Use in Schools policy based on a student's specific needs and as appropriate according to each student's individualized education program (IEP), Section 504 accommodations, individualized health care plan, or learning plan.
- Create a positive environment regarding media and technology by incorporating digital citizenship education as part of the curricula.

- **Educators:**

- Recognize that impulse control is a skill that needs to be developed and that students require support and instruction to establish healthy and responsible relationships with technology and social media.
- Create engaging lessons that foster in-person group work and collaboration among peers to strengthen students' interpersonal skills, peer interaction, and social communication.
- Model the digital habits and the utilization of personal technology and social media in alignment with the district policy.
- Participate in professional learning opportunities related to supporting positive digital habits, digital citizenship, and integrating the effective use of technology in the classroom.

Responsibilities of families, caregivers, and students to support the implementation of and adherence to the policy

- **Families and Caregivers:**

- Promote student engagement in learning by being mindful of communicating with students via cell phone during the school day and encourage children to use planning and problem-solving skills, coping strategies, and in-school supports to help foster independence.
- Support school initiatives to create technology-free spaces that allow students to fully participate in their education while encouraging in-person connections with peers and adults.
- Model a healthy relationship with social media and screen time at home and reduce the use of technology as a tool for occupying young children.
- Consider using age-appropriate parental controls on smartphones to encourage the development of healthy relationships with technology.
- Establish open lines of communication with children and have regular conversations regarding the safe and responsible use of technology.

- **Students:**

- Request to participate in opportunities to provide feedback in the development of the district policy and grade-band specific policies, as appropriate.
- Follow the district Personal Technology Use in Schools policy and the student Code of Conduct.
- Engage in lessons and classroom discussions related to social and emotional learning, digital citizenship, media literacy, and the responsible use of technology.
- Encourage peers to use technology and social media appropriately, including being aware of and limiting the frequency with which they check their cell phones.
- Report concerning and inappropriate cell phone use and online behavior by peers to a principal, teacher, school counselor, psychologist, social worker, or any trusted adult in the school building.

Responsibilities of state-level partners in preparing educators and supporting districts in developing and implementing district policies

- **Higher Education Institutions (Educator Preparation Programs):**

- Participate in initiatives related to technology use in schools, including the development of model curricula for digital citizenship, media literacy, and responsible use of technology and social media.
- Prepare pre-service candidates to effectively create a positive learning environment in accordance with the Connecticut Common Core of Teaching, focusing on evidence-based approaches to incorporating 21st century technology in the classroom.
- Prepare pre-service candidates to develop student skills and dispositions to respond to real-world digital challenges in safe, effective, and thoughtful ways.
- Contribute to the field of emerging research and best practices related to personal technology use by children and adolescents.

- **Connecticut State Department of Education (CSDE):**

- Develop a Kindergarten through Grade 12 Model Curricula for Digital Citizenship, Media Literacy, and Responsible Use of Technology and Social Media.
- Provide professional learning and technical assistance on the effective integration and implementation of the Kindergarten through Grade 12 Model Curricula.
- Continue to invest in resources that assist school districts in policies that address emerging technologies.
- Monitor future national guidance and federal resources for dissemination to aid districts in maintaining prevailing content in district policies.
- Coordinate and partner with state agencies, policymakers, and stakeholders to support district efforts in policy development and implementation.
- Continue support of and collaboration with the research community to gather data to support district policies and elevate best practices.

Connecticut Sample Policies

The Connecticut Association of Boards of Education (CABE) has developed a Sample Policy and Guidance for local and regional boards of education. CABE is currently updating this document for use by districts in developing policies.

Connecticut Association of Boards of Education: Sample Policy and Guidance: Adopted January 2019, revised November 2023

The following excerpts from sample policies and resources are meant to provide an array of content for districts to consider in developing their own policy to restrict cell phone use during the school day. Policies should consider the needs, ages, and utilization of social media and technology of students; the norms of the school-family relationships and expectations; and the teaching and learning needs of the school community. They are not intended to imply one strategy or policy is best or more successful than another, as this must be determined by the local or regional board of education as to what meets the needs of the district, its staff, families, and students.

Torrington Public Schools

- **Elementary school:** Students may bring cell phones and wearable technology to school but must turn their cell phones off or place them on silent mode. Cell phones and wearable technology must remain completely out of view (e.g., in the student's backpack) for the entire school day.
- **Middle School:** Students may bring cell phones and wearable technology to school but must ensure that they are turned off or on silent mode and locked in a district issued cell phone pouch throughout the entire school day. Students will lock their cell phone pouches upon entry to the building and unlock them at dismissal.
- **High School:** Students may bring cell phones and wearable technology to school but must ensure that they are turned off or on silent mode and locked in a district issued cell phone pouch throughout the entire school day. Students will lock their cell phone pouches upon entry into the school building and unlock them at dismissal. Cell phones will only be allowed if requested by a teacher as necessary for a specific lesson, upon approval by an administrator 24 hours in advance. If approved, the mobile kiosk will be signed out to the teacher for that period or the day. At no time will students be obligated to possess or own a personal electronic device to meet their educational needs.

Milford Public Schools

- **Elementary School:** No use of a cell phone/smartwatch or other personal communication device will be permitted during school hours. These devices must be turned off or on silent and left in backpacks, stored in a student's locker/cubbie or other place designated by building administration.
- **Middle School:** No use of a cell phone/smartwatch or other personal communication device will be permitted during school hours. These devices must be turned off or on silent and left in backpacks, stored in a student's locker or other place designated by building administration. The exception at the middle school level is when the use of a cell phone is authorized in a classroom for academic purposes with the consent of the teacher.
- **High School:** Possession of a cell phone/smartwatch or other personal communication device while in school is permitted, however, the devices must be turned off or on silent and be out of sight in classrooms during the school day unless authorized by the classroom teacher for academic purposes. Cell phones may be used in non-classroom areas as designated by school administration.

Lisbon Public Schools

- **Grades PreK–Grade 4:** Cell phones/smartwatches are not permitted on school premises.
- **Grades 5–Grade 8:** Cell phones/smartwatches should be off and out of sight when students walk into the building. Cell phones/smartwatches are to be stored in lockers throughout the school day. Students are permitted to use their cell phones/smartwatches during after-school homeroom (3:00–dismissal) per the teacher’s permission (for example: practice is canceled; a parent needs to be notified).
- Parents should not expect to communicate directly with their children using their cell phone/smartwatch during the designated school time. Parents who need to communicate with their child in the case of an emergency should call the school office and communicate with school personnel the nature of their emergency who will then communicate as appropriate with the student impacted by the emergency.

References and Resources

Social Media and Mental Health

Advisory on Social Media and Youth Mental Health The Surgeon General's Advisory (2023) (accessed 8/2/2024)

Does Social Media Use Cause Depression Child Mind Institute (2024) (accessed 8/2/2024)

Constant Companion: A Week in the Life of a Young Person's Smartphone Use Common Sense Media (2023) (accessed 8/2/2024)

Engaging, Safe, and Evidence-Based: What Science Tells Us About How to Promote Positive Development and Decrease Risk in Online Spaces for Early Adolescents UCLA Center for Developing Adolescents (2022) (accessed 8/2/2024)

Haidt, Jonathan. *The Anxious Generation*. Penguin, March 26, 2024.

Social Media's Impact on Brain Development

How Social Media Use Affects Adolescent Brain Development New York-Presbyterian Health Matters (2023) (accessed 8/2/2024)

Why Young Brains are Especially Vulnerable to Social Media American Psychological Association (2023) (accessed 8/2/2024)

Digital Media and the Developing Brain The Handbook of Adolescent Digital Media Use and Mental Health Chiu, Michelle & Chein, Jason (2022) (accessed 8/2/2024)

Potential Risks of Content, Features and Functions: The Science of How Social Media Affects Youth American Psychological Association (2024) (accessed 8/2/2024)

Resources for Districts and Educators

Digital Citizenship, Internet Safety, and Media Literacy Guidelines and Recommended Actions Connecticut State Department of Education (2020) (accessed 8/2/2024)

Smartphones in School? Only When They Clearly Support Learning UNESCO (2023) (accessed 8/9/2024)

School-Based Initiatives Promoting Digital Citizenship and Healthy Digital Media Use The Handbook of Adolescent Digital Media Use and Mental Health Weintsein, Emily & James, Carrie (2022) (accessed 8/2/2024)

Guiding Middle and High School Students to Develop a Clear Understanding of Their Cell Phone Use Edutopia (2022) (accessed 8/2/2024)

Smartwatches: The Next Challenge for School Cellphone Policies Education Week (2024) (accessed 8/2/2024)

Cellphone Bans in School Are Back. How Far Will They Go? NEA Today (2023) (accessed 8/2/2024)

Student Social Media Use Goeler, Jody. The CAFE Journal (May 2024) (accessed 8/2/2024)

Framing the Smartphone Policy Deliberations Goeler, Jody. The CAFE Journal (June 2024) (accessed 8/2/2024)

What's It Like To Be a Teacher in America Today? Pew Research Center (2024) (accessed 8/13/2024)

Teens, Social Media and Technology Pew Research Center (2023) (accessed 8/13/2024)

Resources for Families and Caregivers

Online Health and Safety for Children and Youth: Best Practices for Families and Guidance for Industry Substance Abuse and Mental Health Services Administration (2024) (accessed 8/2/2024)

How Using Social Media Affects Teenagers Child Mind Institute (2024) (accessed 8/2/2024)

Age-Based Media Reviews and Resources for Families Common Sense Media (accessed 8/5/2024)

Family Media Plan American Academy of Pediatrics (accessed 8/5/2024)

Connecticut Legislation

Play-based Learning:

Public Act 23-159 An Act Concerning Teachers and Paraeducators

School Climate:

Public Act 23-167 Act Concerning Transparency in Education

Public Act 24-45 An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth



Griswold Public Schools

211 Slater Avenue
Griswold, Connecticut 06351

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

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

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

August 15, 2024

Mrs. Jenna Motta
8 Zvingilas Court
Griswold, CT 06351

Dear Jenna,

The Griswold Board of Education would like to recognize and honor you as being chosen Griswold's "*Teacher of the Year*" for 2025. To do so, we would like to invite you and your family to our first Griswold Board of Education meeting, which is scheduled for Thursday, September 12th, 2024 at 6:00 PM. Please note that the meeting will be held live in the GMS cafeteria, which is located on the first floor of Griswold Middle School.

Would you please contact my assistant, Robin Drobiak, to confirm your attendance? The Griswold Board of Education and I am looking forward to seeing you on the 12th. Congratulations!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: GES Administration
BOE Members
Personnel File



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211 Slater Avenue

Griswold, Connecticut 06351

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

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

August 15, 2024

Ms. Pamela Smith
79 South B Street
Taftville, CT 06380

Dear Pam,

The Griswold Board of Education would like to recognize and honor you as being chosen Griswold's "*Paraeducator of the Year*" for 2023/2024. To do so, we would like to invite you and your family to our next Board of Education meeting, which is scheduled for Thursday, September 12th, 2024 at 6:00 PM. Please note that the meeting will be held live in the GMS cafeteria, which is located on the first floor of Griswold Middle School.

Would you please contact my assistant, Robin Drobiak, to confirm your attendance? The Griswold Board of Education and I am looking forward to seeing you on the 12th. Congratulations!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: GHS Administration
Christopher Champlin, GPS Director of Special Education & Student Services
BOE Members
Personnel File



Griswold Public Schools

211 Slater Avenue
Griswold, Connecticut 06351

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

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

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

September 6th, 2024

Mrs. Jennifer Kinsall
6 Pleasant View
Ledyard, CT 06339

Dear Jennifer,

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

Because you are one of two honorees, you will be recognized on Thursday, September 12th, 2024, at 6 PM in the Griswold Middle School cafeteria. I would ask that you confirm your attendance with my executive assistant, Mrs. Robin Drobiak.

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

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: GHS Administration
BOE Members
Personnel File



Griswold Public Schools

211 Slater Avenue
Griswold, Connecticut 06351

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

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

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

September 6th, 2024

Mrs. Kayla Hedman
12 Coachman Pike
Ledyard, CT 06339

Dear Kayla,

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

Because you are one of two honorees, you will be recognized on Thursday, September 12th, 2024, at 6 PM in the Griswold Middle School cafeteria. I would ask that you confirm your attendance with my executive assistant, Mrs. Robin Drobiak.

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

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: BOE Members
Personnel File

GRISWOLD HIGH SCHOOL MUSIC DEPT. TRIP TO VIRGINIA BEACH TRIP INCLUSIONS AND STUDENT COSTS

THURSDAY, APRIL 3, 2025 TO SUNDAY, APRIL 6, 2025

- DELUXE MOTORCOACH TRANSPORTATION EQUIPPED WITH LAV, DVD PLAYERS, AC, WIFI AND OUTLETS (TWO 52 PASSENGER COACHES ARE **CONFIRMED WITH DATTCO**)
- BUS DRIVER GRATUITES
- THREE NIGHTS HOTEL ACCOMMODATIONS AT THE HOLIDAY INN & SUITES NORTH BEACH, VIRGINIA BEACH, VA (**THIS IS A SUITE PROPERTY- STUDENT ROOMS WILL HAVE TWO QUEEN BEDS AND A PULL-OUT SOFA AND CAN ACCOMMODATE QUINT OCCUPANCY**)
- HOTEL TAXES
- ONE PIZZA PARTY AT THE HOTEL UPON ARRIVAL ON THURSDAY, APRIL 3, 2025
- BUFFET BREAKFAST AT THE HOTEL EACH MORNING
- ONE DINNER/DJ CRUISE ABOARD THE SPIRIT OF NORFOLK, FRIDAY, APRIL 4TH, CRUISE TIME 7:00PM-9:30PM
- ONE FOOD STAND VOUCHER TO BE USED IN BUSCH GARDENS PROVIDED BY FESTIVALS OF MUSIC ON SATURDAY, APRIL 5, 2025
- ONE DAY ADMISSION TO BUSCH GARDENS ON SATURDAY, APRIL 5, 2025, INCLUDED WITH FESTIVALS OF MUSIC
- ADJUDICATION WITH FESTIVALS OF MUSIC
- TWO SECURITY GUARDS EACH EVENING TO PROVIDE ROOM MONITORING SERVICES FROM 10:30PM TO 4:30AM
- 24/7 ON CALL PERKINS TRAVEL REPRESENTATIVE TO ASSIST WHILE YOU ARE TRAVELING
- LUGGAGE TAGS
- TAXES AND GRATUITY ON ABOVE PACKAGE FEATURES

COST PER STUDENT:

\$ 1,030.00 PER STUDENT BASED ON FIVE TO A ROOM

PERKINS TRAVEL CORPORATION
TRAVEL SPECIALISTS
40 SOUTH HIGH STREET,
NEW BRITAIN, CONNECTICUT, U.S.A 06051



STUDENT TRAVEL PROTECTION PLAN

TRAVEL PROTECTION PLAN FOR STUDENT GROUPS

SCHEDULE OF INSURANCE COVERAGE AND OTHER NON-INSURANCE SERVICES

Benefit Per Trip	Maximum Benefit Amount Per Trip
Trip Cancellation**1	Up to 100 % of Trip Cost*
Trip Interruption***1	Up to 150% of Trip Cost*
Trip Delay – 6 hours	Up to \$2,500 (\$250 per day)
Missed Trip Connection – 3 hours	Up to \$500
Single Supplement	Included
Baggage and Personal Effects	Up to \$1,000 (\$250 per article)
Baggage Delay – 24 hours	Up to \$300
Medical Evacuation & Repatriation of Remains	Up to \$250,000
Accident & Sickness Medical Expense	Up to \$50,000
Political or Security Evacuation and Natural Disaster Evacuation	Up to \$150,000
Optional Cancel for Any Reason (CFAR)****	Up to 75% of Trip Cost*
Non-Insurance Worldwide Emergency Assistance Services	Included

*Up to the lesser of the Trip Cost paid or the limit of coverage on Your confirmation of coverage

**Trip Cancellation is not applicable when \$0 Trip Cost displayed on Your confirmation of coverage

***\$500 Return air ticket cost only if \$0 Trip Cost displayed for Trip Cancellation on Your confirmation of coverage

****CFAR is optional and available provided: 1. You purchase the Cancel for Any Reason Benefit within the Time Sensitive Period; and 2. You cancel Your Trip no later than 48 hours prior to the Scheduled Departure Date of Your Trip. This Cancel for Any Reason Benefit does not cover penalties associated with any Travel Arrangements not provided by Retail Travel Supplier or the failure of Retail Travel Supplier to provide the bargained for Travel

Arrangements due to cessation of operations for any reason. This benefit is not available to residents of NY State. Additional costs and terms apply.

¹Trip Cancellation and Trip Interruption coverage only applies if trip is cancelled/interrupted by a covered peril.

Per Person Rates

Cost Of Trip	Rates	With CFAR*	Cost of Trip	Rates	With CFAR*
\$0	\$10.00	N/A	\$5,001-\$5,500	\$230.00	\$345.00
\$1-\$250	\$26.00	\$39.00	\$5,501-\$6,000	\$252.00	\$378.00
\$251-\$500	\$32.00	\$48.00	\$6,001-\$6,500	\$273.00	\$409.50
\$501-\$1,000	\$46.00	\$69.00	\$6,501-\$7,000	\$293.00	\$439.50
\$1,001-\$1,500	\$63.00	\$94.00	\$7,001-\$8,000	\$337.00	\$505.50
\$1,501-\$2,000	\$83.00	\$124.00	\$8,001-\$9,000	\$382.00	\$573.00
\$2,001-\$2,500	\$105.00	\$157.00	\$9,001-\$10,000	\$403.00	\$604.50
\$2,501-\$3,000	\$125.00	\$187.00	\$10,001-\$11,000	\$446.00	\$669.00
\$3,001-\$3,500	\$145.00	\$217.00	\$11,001-\$12,000	\$488.00	\$732.00
\$3,501-\$4,000	\$167.00	\$250.00	\$12,001-\$13,000	\$531.00	\$796.50
\$4,001-\$4,500	\$187.00	\$280.00	\$13,001-\$14,000	\$573.00	\$859.50
\$4,501-\$5,000	\$208.00	\$312.00	\$14,001-\$15,000	\$616.00	\$924.00

The above rates are for trips up to 30 days. For each day over 30, add \$5.00 per person, per day.

Maximum trip length is up to 60 days for all states, except Hawaii.

Hawaii has a maximum trip length of up to 30 days. All of the above rates are for the plan which includes insurance and non-insurance services. The rates above do not apply to residents of Pennsylvania, California, Hawaii and Virginia.

*Optional Cancel For Any Reason (CFAR) benefit not available to residents of NY State.

EXCLUSIONS AND LIMITATIONS

Unless otherwise shown below, these exclusions apply to You, Your Traveling Companion, or Family Member scheduled and booked to travel with You.

The following exclusion(s) appl(y)(ies) to the Trip Cancellation and Trip Interruption. We will not pay for any loss or expense caused due to, arising or resulting from: 1. a Pre-Existing Medical Condition, as defined in the policy.

The following exclusions apply to the Medical Expense benefits. We will not pay for any loss or expense caused due to, arising or resulting from: 1. routine physical examinations or routine dental care; 2. traveling for the purpose or intent of securing medical treatment or advice; 3. Elective Treatment and Procedures; 4. Normal pregnancy (except Complications of Pregnancy) or childbirth, except as specifically covered under Trip Cancellation or Trip Interruption or elective abortion; 5. a Mental, Nervous or Psychological Condition or Disorder unless Hospitalized or Partially Hospitalized while the policy is in effect; 6. Your participation in Adventure or Extreme Activities, riding or driving in any races, or participation in speed or endurance competition or events, except as a spectator; 7. Your participation in an organized athletic or sporting competition, contest, or stunt under contract in exchange for an agreed-upon salary or compensation. This does not include athletes participating in exchange for a scholarship or tuition.

In addition to any applicable benefit-specific exclusion, the following general exclusions apply to all losses and all benefits. We will not pay for any loss or expense caused due to, arising or resulting from: 1. suicide, attempted suicide or any intentionally self-inflicted injury of You, a Traveling Companion, Family Member or Business Partner booked and scheduled to travel with You, while sane or insane; 2. being under the influence of drugs or narcotics, unless administered upon the advice of a Physician as prescribed; 3. activities, losses, or claims involving or resulting from possession, production, processing, sale, or use of marijuana, illegal drugs, alcohol or substances are excluded from coverage; 4. war or act of war, including invasion, acts of foreign enemies, hostilities between nations (whether declared or undeclared), or civil war, except as the policy specifically provides otherwise; 5. the commission of or attempt to commit a felony or being engaged in an illegal occupation by You, a Traveling Companion, Family Member, or Business Partner; 6. directly or indirectly, the actual, alleged or threatened use, discharge, dispersal, seepage, migration, escape, release or exposure to any hazardous biological, chemical, nuclear radioactive weapon, device, material, gas, matter or contamination; 7. piloting or learning to pilot or acting as a member of the crew of any aircraft; 8. a loss or damage caused by detention, confiscation, or destruction by customs.

EXCLUSIONS AND LIMITATIONS apply to Baggage and Personal Effects, Musical Instruments, Baggage Delay, and Musical Instruments Equipment Rental: We will not provide benefits for any loss or damage for the following items: a. animals; b. automobiles and automobile equipment; c. boats or other vehicles or conveyances; d. trailers; e. motors; f. aircraft; g. bicycles, except when checked as baggage with a Common Carrier; h. household effects and furnishings; i. antiques and collectors' items; j. sunglasses, contact lenses, artificial teeth, dentures, dental braces, dental bridges, retainers or other orthodontic devices or earing aids; k. artificial limbs or other prosthetic devices; l. prescribed medications; m. keys, money, stamps and credit cards (except as otherwise specifically covered herein); n. securities, stamps, tickets and documents (except as coverage is otherwise specifically provided herein); o. professional or occupational equipment or property, whether or not electronic business equipment; p. telephones or wireless devices, computer hardware or software.

Losses not covered: We will not provide benefits for any loss or damage caused by or resulting from: a. breakage of brittle or fragile articles (except musical instruments); b. wear and tear or gradual deterioration; c. confiscation or appropriation by order of any government or custom's rule; d. theft or pilferage while left in any unlocked or unattended vehicle; e. property illegally acquired, kept, stored or transported; f. Your negligent acts or omissions; g. property shipped as freight or shipped prior to the Scheduled Departure Date; h. electrical current, including electric arcing that damages or destroys electrical devices or appliances.

Pre-Existing Medical Condition Exclusion Waiver!

The Pre-Existing Medical Condition Exclusion will be waived if the protection plan is purchased within the time sensitive period, and you are medically able and not disabled from travel at the time you pay the plan cost.

To purchase this plan,
Please talk to your travel
advisor.

Travel Insured International
844-440-8113
groups@travelinsured.com
www.travelinsured.com

This advertisement contains highlights of the plans developed by Travel Insured International, which include travel insurance coverages underwritten by United States Fire Insurance Company, Principal Office located in Morristown, New Jersey, under form series T7000 et al, T210 et al and TP-401 et al, and noninsurance Travel Assistance Services provided by C&F Services. The terms of insurance coverages in the plans may vary by jurisdiction and not all insurance coverages are available in all jurisdictions. Insurance coverages in these plans are subject to terms, limitations and exclusions including an exclusion for preexisting medical conditions. In most states, your travel retailer is not a licensed insurance producer/agent, and is not qualified or authorized to answer technical questions about the terms, benefits, exclusions and conditions of the insurance offered or to evaluate the adequacy of your existing insurance coverage. Your travel retailer may be compensated for the purchase of a plan and may provide general information about the plans offered, including a description of the coverage and price. The purchase of travel insurance is not required in order to purchase any other product or service from your travel retailer. CA DOI toll free number is 800-927-4357. The cost of your plan is for the entire plan, which consists of both insurance and non-insurance components. Individuals looking to obtain additional information regarding the features and pricing of each travel plan component, please contact Travel Insured International, P.O. Box 6503, Glastonbury, CT 06033; 855-752-8303; customer@travelinsured.com; California license #013223. While Travel Insured International markets the travel insurance in these plans on behalf of USF, non-insurance components of the plans were added to the plans by Travel Insured International, and Travel Insured International does not receive compensation from USF for providing the non-insurance components of the plans.

20240501-3529119

STUDENT FIRST & LAST NAME: _____
(PRINT NEATLY)

Griswold High School Music Trip Participation Contract Virginia Beach, April 3-6, 2025

Your decision to participate in the 2025 music trip must be made carefully. Although the trip promises many rewards, a decision to participate is a financial commitment. The rates for our music trip are kept to a minimum by assuring the travel company of a certain number of travelers. Once we have committed, we owe for that number of slots. Therefore, once the initial deposit and a signed contract is turned in to us, you are committed to paying for the entire trip. Refunds of any kind will not be issued for any reason; therefore, we **HIGHLY ENCOURAGE EVERY STUDENT/FAMILY TO PURCHASE TRAVEL INSURANCE!!** Please make your decision to attend this trip carefully. TRIP INSURANCE ENROLLMENT PACKET ATTACHED.

The **following are examples** of reasons that your student may be removed from the trip, however, this is **NOT and exclusive list**. If a student is removed from the trip, Parent/Guardian would still be responsible for the remaining balance, regardless their child's attendance on the trip.

- School discipline (suspensions, expulsions)
- Off campus behavior that threatens the safety of self, property or others
- Substance dependencies or conditions that require professional monitoring/intervention
- Truancy/attendance issues
- Personal/family situations or conditions that prevent participation
- Dis-enrollment for any reason
- Home discipline
- Failure in music ensemble
- Student/family change of decision for any reason
- Concerns about travel climates
- Medical issues/concerns
- Non-Payment In full by FEBRUARY 5th, 2025
- Other exclusions not specifically outlined ab

All payments **MUST** be submitted on time. Payments made after 3:00PM on the due date will incur an automatic \$25 late fee per payment. This rule will be strictly enforced due to past problems with late payments. Students will not be allowed to attend the trip unless all late fees are paid.

PAYMENT DEADLINES ARE AS FOLLOWS:

October 2 nd	(Wednesday)	\$210.00	DEPOSIT Must be turned in with SIGNED TRIP CONTRACT
November 6 th	(Wednesday)	\$205.00	Payment 2
December 4 th	(Wednesday)	\$205.00	Payment 3
January 3 rd	(Friday)	\$205.00	Payment 4
February 5 th	(Wednesday)	\$205.00	Payment 5 (balance must be paid in full)

I have read the above terms and understand that I am responsible to pay the entire balance of the trip even if my student cancels or is removed:

Parent Name PRINT

Parent Signature

Date

Student Name PRINT

Student Signature

Date

Parent Cell: _____ Parent Email: _____

Student Grade: 9, 10, 11, 12 GHS Ensemble(s): _____

Inst/Voice part: _____ Student Cell: _____

PERKINS TRAVEL CORPORATION
TRAVEL SPECIALISTS
BUSINESS ~ VACATION ~ GROUP ~ CONVENTION
40 SOUTH HIGH STREET, NEW BRITAIN, CONNECTICUT, U.S.A 06051
PHONE: (860) 223-1655 FAX: (860) 229-9894
www.perkinstravel.com

August 26, 2024

Ray Churchill
Lauren Churchill
GRISWOLD HIGH SCHOOL
267 Slater Avenue
Griswold, CT 06351

Dear Ray and Lauren,

I have updated your proposal to Virginia Beach, April 3-6, 2025, based on your revised student, chaperone, and director count, adding a nurse and accompanist, and chaperones now paying \$400.00 each. I am pleased to offer you the following package:

GRISWOLD HIGH SCHOOL TO VIRGINIA BEACH
THURSDAY, APRIL 3, 2025 TO SUNDAY, APRIL 6, 2025

- DELUXE MOTORCOACH TRANSPORTATION EQUIPPED WITH LAV, DVD PLAYERS, AC, WIFI AND OUTLETS (TWO 52 PASSENGER COACHES ARE CONFIRMED WITH DATTCO)
- BUS DRIVER GRATUITES
- THREE NIGHTS HOTEL ACCOMMODATIONS AT THE HOLIDAY INN & SUITES NORTH BEACH, VIRGINIA BEACH, VA (THIS IS A SUITE PROPERTY- STUDENT ROOMS WILL HAVE TWO QUEEN BEDS AND A PULL OUT SOFA AND CAN ACCOMMODATE QUINT OCCUPANCY)
- HOTEL TAXES
- ONE PIZZA PARTY AT THE HOTEL UPON ARRIVAL ON THURSDAY, APRIL 3, 2025
- BUFFET BREAKFAST AT THE HOTEL EACH MORNING
- ONE DINNER/DJ CRUISE ABOARD THE SPIRIT OF NORFOLK, FRIDAY, APRIL 4TH, CRUISE TIME 7:00PM-9:30PM (PENDING CONFIRMATION)
- ONE FOOD STAND VOUCHER TO BE USED IN BUSCH GARDENS PROVIDED BY FESTIVALS OF MUSIC ON SATURDAY, APRIL 5, 2025
- ONE DAY ADMISSION TO BUSCH GARDENS ON SATURDAY, APRIL 5, 2025, INCLUDED WITH FESTIVALS OF MUSIC
- ADJUDICATION WITH FESTIVALS OF MUSIC (BASED ON 2024 RATES)
- EIGHT CHAPERONES PAYING \$400.00 EACH IN DOUBLE OCCUPANCY BASED ON ABOVE PACKAGE FEATURES
- ONE NURSE COMPLIMENTARY IN DOUBLE OCCUPANCY BASED ON ABOVE PACKAGE FEATURES
- ONE ACCOMPANIST COMPLIMENTARY IN DOUBLE OCCUPANCY BASED ON ABOVE PACKAGE FEATURES
- TWO DIRECTORS COMPLIMENTARY IN DOUBLE OCCUPANCY BASED ON ABOVE PACKAGE FEATURES
- TWO SECURITY GUARDS EACH EVENING TO PROVIDE ROOM MONITORING SERVICES FROM 10:30PM TO 4:30AM (PENDING CONTRACT AND BASED ON 2024 RATES)
- 24/7 ON CALL PERKINS TRAVEL REPRESENTATIVE TO ASSIST WHILE YOU ARE TRAVELING
- LUGGAGE TAGS
- TAXES AND GRATUITY ON ABOVE PACKAGE FEATURES
- TRIP TSHIRT!

12 to 1 ratio Student to adult

COST. \$1060.00 PER STUDENT BASED ON FIVE TO A ROOM

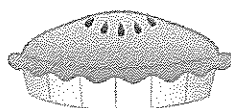


GHS MUSIC DEPT TRIP FUNDRAISERS

opportunities for students to earn money off their trip.

Pies & Cookie Dough

Start 9/16/24



Braided Bread

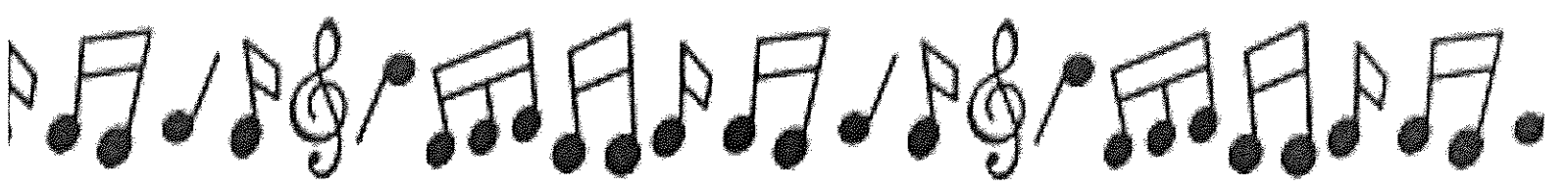
Start 10/17/24



WALK-A-THON



Sunday, October 27th



Personnel -- Certified/Non-Certified

Title IX

The Board of Education agrees to comply with Title IX of the Education Amendments of 1972 and the Regulations promulgated pursuant thereto, the Board designates the Director of Curriculum, as Compliance Officer. The Board shall, at least annually, notify all students, parents, employees and labor organizations with which it deals of the name, address and phone number of the Compliance Officer and the procedure for processing grievances.

Except as hereinafter noted, all complaints shall be addressed in writing to the Board designated Compliance Officer and he/she shall be responsible for investigating all complaints within five (5) working days of receipt of the complaint. Upon investigation, the Compliance Officer shall effectuate any changes deemed necessary to eliminate any discriminatory practices and shall inform the complainant in writing of his/her actions.

If the complainant is not satisfied with the action of the Compliance Officer, within fifteen (15) days, the complainant may appeal the action of the Compliance Officer in writing to the Board of Education. The Board of Education shall hold a hearing within fifteen (15) days of receipt of such written request and shall decide what, if any, remedies are necessary to eliminate the practices deemed discriminatory. The Board shall notify the complainant in writing of its decision within ten (10) days after such a hearing.

Employees who are represented by labor organizations recognized by this Board for the purposes of collective bargaining shall process all complaints of alleged Title IX violations through the grievance procedures set forth in the applicable collective bargaining contracts.

Legal Reference: Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.

29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.

Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.

34 CFR Section 106.8(b), OCR Guidelines for Title IX.

Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (a0 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)

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)

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Nondiscrimination Policy, Notices of Nondiscrimination, and Grievance Procedures (under the 2024 Amendments to the U.S. Department of Education's Title IX Regulations) Prohibition of Sex Discrimination and Sexual Harassment (Sex-based Harassment) in the Schools for Staff and Students

Statement of Policy

Pursuant with 2024 's Title IX "Final Rule," The Griswold Public Schools ("the District") prohibits any form of sex-based discrimination or sex-based harassment in all Board of Education ("Board") employment, programs and activities. All students, staff, and third parties under the Board's authority are expected to follow this policy to maintain a work and educational environment free from sex-based harassment, insults, or intimidation on the basis of sex stereotypes, sex characteristics, sexual orientation, gender identity, and pregnancy or related conditions.

Conduct that may constitute a violation of the Board's policy includes those occurring under the District's education program or activity in the United States, including conduct that is subject to the District's disciplinary authority. The District shall address matters that create a sex-based hostile environment under its employment, education programs and activities, even when some conduct alleged to be contributing to the hostile environment occurred outside the education program or activity or outside the United States.

Any employee or student who engages in conduct prohibited by this Policy shall be subject to disciplinary action, up to and including termination or expulsion, respectively, as well as civil and criminal penalties. Third parties who engage in conduct prohibited by this policy will be subject to other sanctions, which may include exclusion from Board property and/or subject to civil and criminal penalties. All district employees are required to notify the District's Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination and sex-based discrimination involving staff, students or third parties.

The Board shall not adopt or implement a policy/practice/procedure regarding or discriminating in its education programs or activities against any student or employee based on the student's/employee's current, potential, or past parental, family, or marital status that treats students/employees differently on the basis of sex. The District shall ensure that when students or parents tell an employee of a student's pregnancy or related conditions unless the employee reasonably believes the Title IX Coordinator has been notified, the employee shall promptly provide the Title IX Coordinator's contact information and inform the person that the Coordinator can coordinate specific actions to prevent discrimination and ensure access. The District shall provide the student with information about the District's obligations, reasonable modifications, voluntary access to a separate comparable portion of the program/activity/or voluntary leaves of absence, and lactation space.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Statement of Policy (continued)

The Superintendent of Schools ("Superintendent") shall develop Administrative Regulations ("Grievance Procedures") implementing this policy in accordance with Title IX, Title VII, and Connecticut law. The Grievance Procedures shall provide for adequate, reliable, and impartial investigation for all sex discrimination complaints, with specific requirements regarding evidence, response, and privacy.

Definitions (Referenced in the District's Grievance Procedures)

Sex Discrimination: occurs when an employer refuses to hire, discipline, or discharge any individual or otherwise discriminates against an individual with respect to his, her, their compensation, terms, conditions, or privileges of employment on the basis of the individual's sex or gender identity. Sex discrimination (sex-based discrimination) also occurs when a person, because of the person's sex or gender identity, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

Sexual Harassment under Title IX and Connecticut Law: means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the Board conditioning the provision of aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct. (i.e., quid pro quo) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education programs and/or activities. Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board's education programs or activities. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment; or
3. **"Sexual Assault"** as defined in 20 U.S.C. 1092(f)(6)(A)(v), **"dating violence"** as defined in 34 U.S.C 1229(a)(10), **"domestic violence"** as defined in 34 U.S.C. 12291(a)(8), or **"stalking"** as defined in 34 U.S.C 12291 (a)(30).

Sexual Harassment under Title VII and Connecticut Law: means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Definitions (Referenced in the District's Grievance Procedures) (continued)

2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

Title IX Coordinator is the person designated and authorized to coordinate the District's efforts to comply with its responsibilities under Title IX and the regulations. As appropriate, the District may delegate, or permit the Title IX Coordinator to delegate specific duties to one or more designees.

Complainant means:

1. A student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations; or
2. A person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations and who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX or its regulations.

Disciplinary sanctions mean consequences imposed on a respondent following a determination under Title IX that the respondent violated the District's prohibition on sex discrimination.

Party means a complainant or respondent.

Relevant means related to the allegations of sex discrimination under investigation as part of these grievance procedures. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.

Remedies means measures provided, as appropriate, to a complainant or any other person the recipient identifies as having had their equal access to the District's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the recipient's education program or activity after the District determines that sex discrimination occurred.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Definitions (Referenced in the District's Grievance Procedures) (continued)

Respondent means a person who is alleged or found to have violated the District's prohibition on sex discrimination.

Retaliation means intimidation, threats, coercion, or discrimination against any person under Board control, a student, or an employee or other person authorized by the Board to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the Title IX regulations.

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is:

1. **Quid pro quo harassment.** An employee, agent, or other person authorized by the recipient to provide an aid, benefit, or service under the recipient's education program or activity explicitly or impliedly conditioning the provision of such aid, benefit, or service on a person's participation in unwelcome sexual conduct;
2. **Hostile environment harassment.** Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from a District education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - a. The degree to which the conduct affected the complainant's ability to access the recipient's education program or activity;
 - b. The type, frequency, and duration of the conduct;
 - c. The parties' ages, roles within the District's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - d. The location of the conduct and the context in which the conduct occurred; and
 - e. Other sex-based harassment in the District's education program or activity; and/or
3. **Specific offenses.**
 - a. Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime system of the Federal Bureau of Investigation;
 - b. Dating violence meaning violence committed by a person:

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Definitions (Referenced in the District's Grievance Procedures) (continued)

- i. Who is or has been in a relationship of a romantic or intimate nature with the victim; and
- ii. Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - 1. The length of the relationship;
 - 2. The type of relationship; and
 - 3. The frequency of interaction between the persons involved in the relationship.
- c. Domestic violence meaning felony or misdemeanor crimes committed by a person who:
 - i. Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the recipient, or a person similarly situated to a spouse of the victim;
 - ii. Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - iii. Shares a child in common with the victim; or
 - iv. Commits acts against youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.
- d. Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - i. Fear for the person's safety or the safety of others; or
 - ii. Suffer substantial emotional distress.

Supportive measures means individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

- 1. Restore or preserve that party's access to the District's education program or activity, including measures that are designed to protect the safety of the parties or a school's educational environment; or
- 2. Provide support during the District's grievance procedures or during an informal resolution process.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Definitions (Referenced in the District's Grievance Procedures) (continued)

Confidential employees are those whose communications are privileged or confidential under federal or state law and whom the District has designated as confidential for the purpose of providing services to persons related to sex discrimination. **"Confidential employees"** are required to explain to any person informing them of conduct that reasonably may constitute sex discrimination (1) their confidential status and circumstances in which they are not required to notify the Title IX Coordinator about conduct that reasonably may constitute sex discrimination; (2) how to contact the Title IX Coordinator and to make a complaint; and (3) that the Title IX Coordinator may be able to offer and coordinate supportive measures and initiate an informal resolution process/investigation. The District shall notify all participants in its program or activity of how to contact confidential employees, if any.

Prohibition Against Retaliation

The District expressly prohibits intimidation, threats, coercion, or discrimination against any person by the District, a student, an employee, or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the Title IX regulations. When the District has information about conduct that reasonably may constitute retaliation under Title IX or this part, the District will respond promptly and effectively within its Title IX framework.

Reporting Sex Discrimination, Sexual Harassment, or Sex-Based Harassment

The Board expressly encourages victims of sex discrimination, sexual harassment, or sex-based harassment to report such claims. Employees are encouraged to report complaints promptly in accordance with the appropriate process established in the grievance procedures provided in the Administrative Regulations to this Policy.

Employee violations of this Policy will not be permitted and may result in discipline, up to and including termination. Individuals who engage in acts of sex discrimination or sexual or sex-based harassment may also be subject to civil and criminal penalties.

The District administration will provide training to the Title IX Coordinator, those who may serve in the role of investigators, decision-makers, and any person who facilitates an informal resolution process. Training shall include the definition of sex and sex-based discrimination and sexual and sex-based harassment, the scope of the Board's education program and activity, how to conduct an investigation and implement the grievance process, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest and bias.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Reporting Sex Discrimination, Sexual Harassment, or Sex-Based Harassment (continued)

The Administration will periodically provide training to all Board employees on the topic of sex and sex-based discrimination and sexual and sex-based harassment under Title IX, Title VII, and Connecticut law, which includes but not be limited to when reports of discrimination and harassment must be made. The Administration will distribute this Policy and the Administrative Regulations to employees, union representatives, students, parents, and legal guardians and make the Policy and the Administrative Regulations available on the Board's website to promote an environment free from sex and sex-based discrimination and sexual and sex-based harassment. Administration will make the training materials used to provide these trainings publicly available on the Board's website.

The District Title IX Coordinator is (Deborah A. Martin, Director of Fiscal and Personnel Services). Any individual may make a report of sex and sex-based discrimination and/or sexual and sex-based harassment to the Title IX Coordinator using any one or multiple of the following points of contact:

- ❖ 211 Slater Avenue
- ❖ Griswold, CT 06351
- ❖ DMartin@Griswoldpublicschools.org
- ❖ 860-376-7600

Any Board employee in receipt of allegations of sex or sex-based discrimination or sexual or sex-based harassment or in receipt of a formal complaint shall immediately forward such information to the Title IX Coordinator. Board employees may also make a report of sex or sex-based discrimination or sex-based harassment to the U.S. Department of Education: Office of Civil Rights, Boston Office, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone: 617-289-0111).

Employees may also report sex or sex-based discrimination and/or sexual or sex-based harassment to the Connecticut Commission on Human Rights and Opportunities, 450 Columbus Boulevard, Hartford, CT 06103-1835 (Telephone: 860-541-3400 or Connecticut Toll-Free Number: 1-800-477-5737).

Notice of Non-Discrimination

The Board is obligated to provide an educational environment free from discrimination on the basis of sex and, therefore, prohibits any form of sex discrimination in any education program or activity that it operates, pursuant to Title IX. Therefore, the Board assigns the task of providing a notice of nondiscrimination to the Superintendent. Such discrimination or harassment prohibition includes students, staff, or third parties under the Board's authority.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Notice of Non-Discrimination (continued)

This notice is to be disseminated to students, parents, guardians, or other authorized legal representatives of elementary school and secondary school students, employees, applicants for employment, and all unions and professional organizations holding bargaining agreements with the District.

In addition to the above attestation, the notice of nondiscrimination shall direct all inquiries regarding Title IX to the District Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. This notice shall include the name and title, office address, email address, and telephone number of the District Title IX Coordinator. This notice shall also include that the District's nondiscrimination policy and grievance procedures can be located at (<https://www.griswold.k12.ct.us/resources/title-ix>). Finally, the notice shall include language that encourages those needing to report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX; please refer to <https://www.griswold.k12.ct.us/resources/title-ix>.

To ensure full compliance, the Superintendent shall prominently include all elements of the Board's notice of nondiscrimination on the District website and in each handbook, catalog, announcement, bulletin, and application form that the District makes available to people entitled to notice or which are otherwise used in connection with the recruitment of employees. Minimally, such notice shall be covered in the following statement:

Pursuant to Title IX's 2024 Final Rule, the Griswold Public School District does not discriminate on the basis of sex and prohibits sex discrimination in any educational program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Griswold Public School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The Griswold Public School District Coordinator is Deborah A. Martin, Director of Fiscal and Personnel Services and can be reached the following ways:

- ❖ 211 Slater Avenue
- ❖ Griswold, CT 06351
- ❖ DMartin@Griswoldpublicschools.org
- ❖ 860-376-7600

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Notice of Non-Discrimination (continued)

The Griswold Public School District's nondiscrimination policy and grievance procedures can be located at <https://www.griswold.k12.ct.us/resources/title-ix>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to <https://www.griswold.k12.ct.us/resources/title-ix>.

In developing administrative regulations conforming with 2024's Title IX Final Rule Regulations, the Superintendent shall ensure the grievance procedures provide vital protections from all forms of sex-based harassment, including sexual violence and unwelcome sex-based conduct that creates a hostile environment by limiting or denying a person's ability to participate in or benefit from a school's education program or activity.

District schools are required to take prompt and effective action to end any sex discrimination in their education programs and activities, prevent its recurrence, and remedy its effects. To that end, the Board shall require and support the training of employees about the school's obligation to address sex discrimination and the employee's obligation to notify or provide contact information for the Title IX Coordinator.

Prohibition Against Retaliation

The District expressly prohibits intimidation, threats, coercion, or discrimination against any person by the District, a student, an employee, or other person authorized by the District to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a complaint, testified, assisted or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the Title IX regulations. When the District has information about conduct that reasonably may constitute retaliation under Title IX or this part, the District will respond promptly and effectively within its Title IX framework.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace (continued)

Reporting Sex Discrimination, Sexual Harassment, or Sex-Based Harassment

The Board expressly encourages victims of sex discrimination, sexual harassment, or sex-based harassment to report such claims. Employees are encouraged to report complaints promptly in accordance with the appropriate process established in the grievance procedures provided in the Administrative Regulations

Employee violations of this Policy will not be permitted and may result in discipline, up to and including termination. Individuals who engage in acts of sex discrimination or sexual or sex-based harassment may also be subject to civil and criminal penalties.

Legal Reference: United States Constitution, Article XIV
 Civil Rights Act of 1964, Title VII, 42 U.S.C. §2000-e2(a).
 Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current
 Issues of Sexual Harassment, Effective 10/15/88.
 Title IX of the Education Amendments of 1972, 20 USCS §1681, *et seq.*
 Title IX of the Education Amendments of 1972, 34 CFR §106, *et seq.*
 Title IX Final Rule, 34 CFR §106.45, *et seq.*, May 6, 2020
 34 CFR Section 106.8(b), OCR Guidelines for Title IX.
 Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec.
 1606.8 (a) 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)
 The Clery Act, 20 U.S.C. §1092(f)
 The Violence Against Women Act, 34 U.S.C. §12291(a)
 Mentor Savings Bank, FSB v. Vinson 477 US.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)
 Gebser 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.)

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Legal References: (continued)

Connecticut General Statutes

46a-60 Discriminatory employment practices prohibited.

Conn. Agencies Regs. §46a-54-200 through §46a-54-207

Constitution of the State of Connecticut, Article I, Section 20.

P.A. 19-16 An Act Combatting Sexual Assault and Sexual Harassment

Title IX, Final Rule, August 1, 2024

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Grievance Procedures

Pursuant with 2024 's Title IX "Final Rule," the Griswold Board of Education ("Board") prohibits any form of sex or sex-based discrimination or sexual or sex-based harassment in its employment, education programs and activities, whether by students, staff, or third parties subject to substantial control by the Board. Discrimination and harassment on the basis of sex include gender identity, sexual orientation, sex stereotypes, sex characteristics, and pregnancy or related conditions. Sex-based harassment includes harassment based on sexual orientation and gender identity and exists when "unwelcome sex-based conduct is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the District's education program or activity.

The District shall maintain an environment free from harassment, insults, or intimidation based on an employee's and/or student's sex or gender identity and sex and sex-based discrimination. Verbal or physical conduct relating to an employee's or student's sex or gender identity that results in creating an intimidating, hostile, or offensive work or educational environment, unreasonably interfering with the employee's work performance or student's educational performance, or adversely affecting the employee's employment opportunities is prohibited.

Any employee or student who engages in conduct prohibited by this Board Policy shall be subject to disciplinary action. Any third party who engages in conduct prohibited by this Policy shall be subject to remedial measures, which may include exclusion from school property.

Conduct that may constitute a violation of the Board's policy includes those occurring under the District's education program or activity in the United States, including conduct that is subject to the District's disciplinary authority. The District shall address matters that create a sex-based hostile environment under its education program and activity, even when some conduct alleged to be contributing to the hostile environment occurred outside the education program or activity or outside the United States.

Any employee or student who engages in conduct prohibited by this Policy shall be subject to disciplinary action, up to and including termination or expulsion, respectively and further subject to civil and criminal penalties. Third parties who engage in conduct prohibited by this policy will be subject to other sanctions, which may include exclusion from Board property and/or subject to civil and criminal penalties. All District employees are required to notify the District's Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination and sex-based discrimination.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Grievance Procedures (continued)

To allow for an appropriate level of discretion and flexibility in accounting for variations in school size, student populations, and administrative structures, the Title IX Coordinator, in consultation with the Superintendent and/or designee(s) shall determine whether or not to use a single-investigator model and to use this model in some but not all cases as long as the grievance procedures clearly state when this model will be utilized. The Title IX Coordinator shall also determine whether or not to offer an informal resolution process for sex discrimination complaints unless the complaint includes allegations that an employee engaged in sex-based harassment of an elementary or secondary school student or unless such a process would conflict with Federal, State, or local law.

Definitions

Sex Discrimination: occurs when an employer refuses to hire, discipline, or discharge any individual or otherwise discriminates against an individual with respect to his, her, their compensation, terms, conditions, or privileges of employment on the basis of the individual's sex or gender identity. Sex discrimination (Sex-Based Discrimination) also occurs when a person, because of the person's sex or gender identity, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

Sexual Harassment under Title IX and Connecticut Law: means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the Board conditioning the provision of aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct. (i.e., quid pro quo) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education programs or activities. Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board's education programs or activities. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment; or
3. **"Sexual Assault"** as defined in 20 U.S.C. 1092(f)(6)(A)(v), **"dating violence"** as defined in 34 U.S.C. 1229(a)(10), **"domestic violence"** as defined in 34 U.S.C. 12291(a)(8), or **"stalking"** as defined in 34 U.S.C. 12291 (a)(30).

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Definitions (continued)

Sexual Harassment under Title VII and Connecticut Law: means unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
2. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

Title IX Coordinator is the person designated and authorized to coordinate the District's efforts to comply with its responsibilities under Title IX (2024 Final Rule) and the regulations. As appropriate, the District may delegate, or permit the Title IX Coordinator to delegate specific duties to one or more designees.

Complainant means:

1. A student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations; or
2. A person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations and who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged discrimination under Title IX or its regulations.

Disciplinary sanctions mean consequences imposed on a respondent following a determination under Title IX that the respondent violated the District's prohibition on sex discrimination.

Party means a complainant or respondent.

Relevant means related to the allegations of sex discrimination under investigation as part of these grievance procedures. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decision-maker in determining whether the alleged sex discrimination occurred.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Definitions (continued)

Remedies means measures provided, as appropriate, to a complainant or any other person the recipient identifies as having had their equal access to the District's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the recipient's education program or activity after the District determines that sex discrimination occurred.

Respondent means a person who is alleged or found to have violated the District's prohibition on sex discrimination.

Retaliation means intimidation, threats, coercion, or discrimination against any person under Board control, a student, or an employee or other person authorized by the Board to provide aid, benefit, or service under the District's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the Title IX regulations.

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is:

1. **Quid pro quo harassment.** An employee, agent, or other person authorized by the recipient to provide an aid, benefit, or service under the recipient's education program or activity explicitly or impliedly conditioning the provision of such aid, benefit, or service on a person's participation in unwelcome sexual conduct;
2. **Hostile environment harassment.** Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from a District education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
 - a. The degree to which the conduct affected the complainant's ability to access the recipient's education program or activity;
 - b. The type, frequency, and duration of the conduct;
 - c. The parties' ages, roles within the District's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
 - d. The location of the conduct and the context in which the conduct occurred; and
 - e. Other sex-based harassment in the District's education program or activity and/or

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Definitions (continued)

3. Specific offenses.

- a. Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime system of the Federal Bureau of Investigation;
- b. Dating violence meaning violence committed by a person:
 - i. Who is or has been in a relationship of a romantic or intimate nature with the victim; and
 - ii. Where the existence of such a relationship shall be determined based on a consideration of the following factors:
 - 1. The length of the relationship;
 - 2. The type of relationship; and
 - 3. The frequency of interaction between the persons involved in the relationship.
- c. Domestic violence meaning felony or misdemeanor crimes committed by a person who:
 - i. Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the recipient, or a person similarly situated to a spouse of the victim;
 - ii. Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
 - iii. Shares a child in common with the victim; or
 - iv. Commits acts against youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.
- d. Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
 - i. Fear for the person's safety or the safety of others; or
 - ii. Suffer substantial emotional distress.

Supportive measures means individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

- 1. Restore or preserve that party's access to the District's education program or activity, including measures that are designed to protect the safety of the parties or a school's educational environment; or

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Definitions (continued)

2. Provide support during the District's grievance procedures or during an informal resolution process.

Confidential employees are those whose communications are privileged or confidential under federal or state law and whom the District has designated as confidential for the purpose of providing services to persons related to sex discrimination. "Confidential employees" are required to explain to any person informing them of conduct that reasonably may constitute sex discrimination (1) their confidential status and circumstances in which they are not required to notify the Title IX Coordinator about conduct that reasonably may constitute sex discrimination; (2) how to contact the Title IX Coordinator and to make a complaint; and (3) that the Title IX Coordinator may be able to offer and coordinate supportive measures and initiate an informal resolution process/investigation. The District shall notify all participants in its program or activity of how to contact confidential employees, if any.

All grievance procedures are required to ensure the following:

- All schools must treat complainants and respondents equitably.
- Title IX *Coordinators, investigators, decision-makers, and facilitators* of an **informal resolution process** must not have a conflict of interest or bias for or against complainants or responders generally or an individual complainant or respondent.
- The grievance procedures must include a *presumption that the respondent is not responsible for the alleged sex discrimination* until a determination is made at the conclusion of the grievance procedures.
- The grievance procedures must require *adequate notice* to the parties of the allegations, dismissal, delays, meetings, proceedings, and determinations. All such notifications and records must be in writing with copies maintained at Central Office.
- The grievance procedures must give the parties an *equal opportunity to present and access* relevant and not otherwise impermissible evidence and provide a reasonable opportunity for each party to respond to that evidence.
- The decision-maker or the "single investigator" must objectively evaluate each party's relevant and not otherwise impermissible evidence.
- The grievance procedures must enable the decision-maker to assess a party's or witness's credibility when credibility is in dispute and relevant.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

All grievance procedures are required to ensure the following: (continued)

- In evaluating the party's evidence, the grievance procedures must use the *preponderance of the evidence standard of proof*.
- The District must not impose disciplinary sanctions under Title IX on any person unless it determines at the conclusion of grievance procedures that sex discrimination for which the person was responsible has occurred.

Important Considerations:

If Griswold Public Schools has knowledge of conduct that reasonably may constitute sex discrimination, including sex-based harassment as defined in this policy in its education program or activity, it will respond promptly and effectively. These procedures apply to a complaint of sex-based harassment in the District's program or activity under Policy 4200.1/5145.44. "District Program or Activity" includes those occurring on or off school grounds.

As used in these procedures, a "complaint" is an oral or written request to the District that objectively can be understood as a request to investigate and make a determination about alleged discrimination under Title IX or its regulations.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

All grievance procedures are required to ensure the following: (continued)

If the Title IX Coordinator reasonably determines conduct as alleged could *not* constitute sex-based discrimination under Title IX, the Title IX Coordinator is not required to implement the formal procedures under this policy. The reported conduct may, in such cases, be referred to the appropriate administrator(s) for response under relevant policies and procedures (i.e., personnel policies, student code of conduct, student counseling, other student services, restorative practices, policies governing visitors to district property, technology use policies, etc.)

The Title IX Coordinator may serve as investigator and decision-maker in these procedures (under the single-investigator model). The District requires that any Title IX Coordinator, investigator, or decision-maker not have a conflict of interest or bias for or against complaints or respondents generally or an individual complainant or respondent.

Protections for Students, Employees, and Applicants from Discrimination Based on Pregnancy or Related Conditions

Schools must provide reasonable modifications for students based on pregnancy or related conditions, allow employees reasonable break time for lactation, and provide students and employees with access to a clean, private lactation space.

Prohibition Against Retaliation

The Board prohibits all forms of intimidation, threatening, coercion, or discrimination against someone in order to interfere with their Title IX rights or because they reported sex discrimination, including sexual violence or other forms of sex-based harassment, or participated in, or refused to participate in, the district's Title IX process. The District shall protect students from peer retaliation by other students.

The Rights of Parents and Guardians to Act on Behalf of Their Children

The Board expressly supports parents' and guardians' rights to act on behalf of a minor student, including when seeking assistance under Title IX and participating in a school's Title IX grievance procedures. While it is permissible for parents/legal guardians to attend meetings where their child is interviewed as a witness, complainant, or respondent, the staff member conducting the interview shall ensure the student has the opportunity to provide direct testimony.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace (continued)

Ensuring District Communication Regarding its Non-Discrimination Policies and Procedures

The Board shall require its schools to clearly and effectively inform key people, including students, employees, and applicants, of the District's non-discrimination policies and procedures.

Prohibition Against Schools Sharing Personal Information (Confidentiality and Privacy)

The Board prohibits any of its schools under its jurisdiction from disclosing personally identifiable information they obtain through complying with Title IX, with limited exceptions, such as when they have prior written consent or when the information is disclosed to the parent of a minor. Such consent should be in writing and maintained in secured areas.

The District shall not disclose personally identifiable information obtained in the course of complying with Title IX, except in the following circumstances:

1. When the District has obtained prior written consent from a person with the legal right to consent to the disclosure;
2. When the information is disclosed to a parent, guardian, or other authorized legal representative with the legal right to receive disclosures on behalf of the person whose personally identifiable information is at issue;
3. To carry out the purposes of Title IX, including action taken to address conduct that reasonably may constitute sex discrimination under Title IX in the District's education program or activity;
4. As required by Federal law, Federal regulations, or the terms and conditions of a Federal award, including a grant award or other funding agreement; and/or
5. To the extent that such disclosures do not otherwise conflict with Title IX when required by state or local law or permitted under FERPA,

Privacy During Grievance Process: The District shall take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps shall not restrict the parties' ability to obtain and present evidence, including by speaking to witnesses, consulting with their family members, using confidential resources or advisors, or otherwise preparing for or participating in the grievance procedures.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace (continued)

In School Protections from Harm when Students Are Separated or Treated Differently Based on Sex

Pursuant to Title IX, the Board prohibits separation or treating people differently based on sex in a manner that subjects them to more than de minimis harm, except in limited circumstances permitted by Title IX. The Board further recognizes that preventing someone from participating in school (including in sex-separate activities) consistent with their gender identity causes that person more than de minimis harm. This general nondiscrimination principle applies except in the limited circumstances specified by statute, such as in the context of sex-separate living facilities and sex-separate athletic teams.

Child Services or Law Enforcement Reporting

Nothing in this policy or regulation modifies the District's legal responsibility for reporting child abuse and neglect or violations of the law. In cases where a Child Abuse and Neglect call has been made that concerns conduct that also triggers the District's obligation to respond under Title IX, the Title IX Coordinator will engage as appropriate and legally required with the Department of Children and Families (DCF), law enforcement agencies, and related service agencies as appropriate.

The Title IX response from the District should be integrated with, not replaced by, the DCF response to a report. In cases of law enforcement engagement with conduct reported, the District will coordinate with law enforcement concerning the District's response, including the provision of appropriate Title IX supportive measures to affected parties and the sequencing of formal Title IX procedures relative to any law enforcement investigatory and adjudicatory process.

Special Education/504 Considerations

If a complainant or respondent is a student with a disability, the Title IX Coordinator must consult with one or more members, as appropriate, the Team responsible for implementing the Student's Individualized Education Program, the Planning and Placement Team (PPT), or one or more members, as appropriate, of the group of persons responsible for the student's placement decision under Section 504, if any, to determine how to comply with the requirements of the District's implementation of grievance procedures and/or supportive measures.

Supportive Measures

As part of promptly and effectively ending any sex-based discrimination in the district's program or activity, preventing its recurrence, and remedying its effect, the District will offer and coordinate supportive measures through the Title IX Coordinator, to complainants as appropriate and, if a grievance has commenced, to the respondent as appropriate.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Supportive Measures (continued)

For complaints of sex-based harassment, these supportive measures may include individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

1. Restore or preserve that party's access to the recipient's education program or activity, including measures that are designed to protect the safety of the parties or the recipient's educational environment; or
2. Provide support during the recipient's grievance procedures or during an informal resolution process.

For allegations of sex discrimination other than sex-based harassment or retaliation, the District's provision of supportive measures does not require the District, its employees, or any other person authorized to provide aid, benefit, or service on the District's behalf to alter the alleged discriminatory conduct during the grievance process for the purpose of providing a supportive measure.

Supportive measures may vary depending on what the District deems to be reasonably available. These measures may include but are not limited to: counseling; deadline extensions and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, work, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

The District may, as appropriate, modify or terminate supportive measures at the conclusion of the grievance procedures or the informal resolution process, or it may continue them beyond that point.

The District will provide a complainant or respondent with a timely opportunity to seek, from an appropriate and impartial employee, modification or reversal of the District's decision to provide, deny, modify, or terminate supportive measures applicable to them. The reviewing employee must be someone other than the employee who made the challenged decision and must have the authority to modify or reverse the decision if the impartial employee determines that the decision to provide, deny, modify, or terminate the supportive measure was inconsistent with the definition of supportive measures. The District shall also allow a party to seek additional modification or termination of a supportive measure applicable to them if circumstances change materially.

The District will not disclose information about any supportive measures to persons other than the person to whom they apply, including informing one party of supportive measures provided to another party, unless necessary to provide the supportive measure or restore or preserve a party's access to the education program or activity, or when an exception to this policy's prohibition on disclosures of personally identifiable information applies.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Supportive Measures (continued)

If the complainant or respondent is a student with a disability, the Title IX Coordinator will consult with one or more members, as appropriate, of the Team overseeing the student's IEP, if any, or one or more members, as appropriate, of the group of persons responsible for the student's placement decision, if any, to determine how to comply with the requirements of the 504 Plan in the implementation of supportive measures.

Complaint Procedures

The following people have a right to make a complaint of sex discrimination in the program or activity of the District:

1. Any student or district employee;
2. A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complaint;
3. Any person other than a student or employee who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination;
4. Title IX Coordinator.

Limitation on Complaints of Sex-Based Harassment including Hostile Environment: A person is entitled to make a complaint of sex-based harassment (a sub-category of sex discrimination), including a sex-based hostile environment, only if:

1. They themselves are alleged to have been subjected to the sex-based harassment;
2. They have a legal right to act on behalf of such person; or
3. The Title IX Coordinator initiates a complaint in cases where Title IX permits or requires the Title IX Coordinator to make the complaint.

District-Initiated Complaints: In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process, the Title IX Coordinator may determine whether to initiate a complaint of sex discrimination that complies with the grievance procedures. To make this fact-specific determination, the Title IX Coordinator must consider, at a minimum, the following factors:

1. The complainant's request not to proceed with the initiation of a complaint;
2. The complainant's reasonable safety concerns regarding the initiation of a complaint;
3. The risk that additional acts of sex discrimination would occur if a complaint is not initiated;

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

District-Initiated Complaints (continued)

4. The severity of the alleged sex discrimination, including whether the discrimination, if established, would require the removal of a respondent from school grounds or the imposition of another disciplinary sanction to end the discrimination and prevent recurrence;
5. The age and relationship of the parties, including whether the respondent is an employee of the District;
6. The scope of the alleged sex discrimination, including information suggesting a pattern, ongoing sex discrimination, or sex discrimination alleged to have impacted multiple individuals;
7. The availability of evidence to assist the Title IX Coordinator or the assigned Decision-maker in determining whether sex discrimination occurred; and
8. Whether the District could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

If, after considering these and other relevant factors, the Title IX Coordinator determines that the conduct as alleged presents an imminent and serious threat to the health or safety of the complainant or other person or that the conduct as alleged prevents the District from ensuring equal access on the basis of sex to its education program or activity, the Title IX Coordinator may initiate a complaint.

Complaint Consolidation

The District may consolidate complaints of sex discrimination against more than one respondent, by more than one complainant against one or more respondents, or by one party against another party when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one complainant or more than one respondent is involved, references below to a party, complainant, or respondent include plural, as applicable.

Complaints Concerning District Policy or Practice

Not all complaints of sex discrimination involve active participation by complainants and respondents, including those alleging that the District's own policies and procedures discriminate based on sex. When a sex discrimination complaint alleges that the District's own policies or practices discriminate on the basis of sex, the District is not considered a "respondent" for procedural purposes. However, the District shall fully implement and follow those parts of the grievance procedures that apply to such complaints and complainants, including when respondents allege that the District's policy or practice discriminates on the basis of sex.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Complaints Concerning District Policy or Practice (continued)

For a complaint alleging that an individual engaged in sex discrimination based on actions the individual took in accordance with the District's policies or practices, the District shall treat the individual as a respondent and comply with the requirements in these grievance procedures that apply to respondents. This is due to the fact that such complaints may involve factual questions regarding whether the individual was, in fact, following the District's policies or practices, what actions the individual took, and whether the individual could be subject to disciplinary sanctions depending on these facts. To the extent an individual was following the District's policies or practices, the District has the flexibility to determine whether the original complaint must be amended to be a complaint against the District itself or whether this determination can be made based on the original complaint against an individual.

Upon Complaint Receipt

When notified of conduct that reasonably may constitute sex discrimination under Title IX or its regulations, the Title IX Coordinator will:

1. Treat the complainant and respondent equally;
2. Offer and coordinate supportive measures as appropriate for the complainant. In addition, if the District has initiated grievance procedures or offered an informal resolution process to the respondent, the Title IX Coordinator will offer and coordinate supportive measures as appropriate for the respondent;
3. Notify the complainant - or if the complainant is unknown, the individual who reported the conduct - of the grievance procedures and the informal resolution process, if available and appropriate;
4. If a complaint is made, notify the respondent of the grievance and the informal resolution process, if available and appropriate;
5. In response to a complaint, initiate the grievance procedures or the informal resolution process;
6. Regardless of whether a complaint is initiated, take other appropriate, prompt, and effective steps, in addition to steps necessary to effectuate the remedies provided to an individual complainant, if any, to ensure that sex discrimination does not continue or recur within the District's education program or activity;
7. The Title IX Coordinator is not required to comply with 1-7 of this section upon being notified of conduct that may constitute sex discrimination if the Title IX Coordinator reasonably believes that the conduct as alleged could not constitute sex discrimination under Title IX or this part.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Upon Complaint Receipt (continued)

Upon initiation of the District's Title IX Grievance Procedures, the District will further notify parties of the following:

1. Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incidents(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
2. Retaliation is strictly prohibited; and
3. The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence. If the District provides a description of the evidence, the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

If, in the course of an investigation, the District decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice provided or that are included in a complaint that is consolidated, the District will notify the parties of the additional allegations.

Dismissal of a Complaint

The Title IX Coordinator may dismiss a complaint of sex discrimination if:

1. The District is unable to identify the respondent after taking reasonable steps to do so;
2. The respondent is not participating in the District's education program or activity and is not employed by the District;
3. The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the District determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven, or
4. The District determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX.

Before dismissing the complaint, the District will make reasonable efforts to clarify the allegations with the complainant. Upon dismissal, the District will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the District will also notify the respondent of the complainant, or simultaneously if notification is in writing.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Dismissal of a Complaint (continued)

When a complaint is dismissed, the District will, at a minimum:

1. Offer supportive measures to the complainant as appropriate;
2. If the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and
3. Take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that sex discrimination does not continue to recur within the District's education program or activity.

Dismissal on these grounds does not prevent the application of any other District policy that applies to the alleged conduct or referral of the alleged conduct to appropriate administrators.

Appeal of Dismissal of Complaint

The District will notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then the District will also notify the respondent that the dismissal may be appealed. Dismissals may be appealed on the following basis:

1. Procedural irregularity that would change the outcome;
2. New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and
3. The Title IX Coordinator (or the assigned investigator or decision-maker) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, the District will:

1. Notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;
2. Implement appeal procedures equally for the parties;
3. Ensure that the decision-maker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint;
4. Ensure that the decision-maker for the appeal has been trained consistent with the Title IX regulations;
5. Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
6. Notify the parties of the result of the appeal and the rationale for the result.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace (continued)

Investigation of the Complaint by the District

The District will provide for adequate, reliable, and impartial investigation of complaints. The burden is on the District -not on the parties- to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. Any employee or any other person authorized by the District to provide aid, benefit, or service under the District's education program or activity must, upon request by the Title IX Coordinator (or an assigned investigator or a decision-maker), participate as a witness in, or otherwise assist with, an investigation or proceeding under this policy, including these grievance procedures.

1. The District presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures;
2. The District will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence;
3. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness;
4. The District will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible;
5. The District will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance;
6. The District will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible in the following manner:
 - a. The District will provide an equal opportunity to access either the relevant and not otherwise impermissible evidence or an accurate description of this evidence. If the District provides a description of the evidence, the District will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party;
 - b. The District will provide a reasonable opportunity to respond to the evidence or the description of the evidence; and
 - c. The District will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Investigation of the Complaint by the District (continued)

Evidentiary Exclusions:

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by the District to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

1. Evidence that is protected under a privilege recognized by Federal or State law, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
2. A party's or witnesses' records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness unless the District obtains that party's or witness' voluntary, written consent for use in its grievance procedures; and
3. Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude a determination that sex-based harassment occurred.

Questioning the Parties and Witnesses:

The grievance decision-maker (or the Title IX Coordinator if applying the "single-investigator model) will question parties and witnesses to adequately assess a party's or witnesses' credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. Where the investigator (or the Title IX Coordinator) has interviewed a party or witness, and the investigator is also serving as the grievance decision-maker, credibility evaluation is inherent in the process of conducting the interview. In situations where credibility determinations are required from a grievance decision-maker who did not interview a party or witness, the Title IX Coordinator will facilitate an opportunity for the decision-maker's process of engaging with the evidence resulting from the investigation.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Investigation of the Complaint by the District (continued)

Determining Whether Sex Discrimination Occurred:

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the grievance decision-maker (or Title IX Coordinator) will:

1. Use the “preponderance of evidence” standard of proof to determine whether sex discrimination occurred.
 - a. The standard of proof requires the decision-maker (or Title IX Coordinator) to evaluate relevant and not otherwise impermissible evidence for its persuasiveness.
 - b. If the decision-maker (or Title IX Coordinator) is not persuaded by the evidence that sex discrimination occurred, whatever the quantity of the evidence is, the decision-maker (or Title IX Coordinator) will not determine that sex discrimination occurred.
2. Notify the parties in writing of the determination whether sex discrimination occurred under Title IX, including the rationale for such determination and the procedures and permissible bases for the complainant and respondent to appeal.
3. Identify recommended discipline for the respondent for sex discrimination prohibited by Title IX under the District’s Code of Conduct.
4. Promptly transmit the grievance record and the determination to the Title IX Coordinator if the Title IX Coordinator did not serve as the decision-maker.

Disciplinary Sanctions for Sex-Based Harassment

Notice is hereby given that following a determination that sex-based harassment occurred, the District may impose disciplinary sanctions, which may include consequences imposed on a respondent following a determination under Title IX that the respondent violated the District’s prohibition on sex discrimination. For employees, prohibitions and consequences are stated in policies, labor contracts, and statutes. For students, prohibitions and consequences are stated in Student Handbooks and in the Board’s policies in the 5000 series.

The Title IX Coordinator shall provide the appropriate administrator with the findings and determinations arising from the grievance procedures to implement disciplinary sanctions against a respondent for violating the prohibition on sex discrimination.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace (continued)

Remedies

Notice is hereby given that the District may provide remedies, which may include measures provided, as appropriate, to a complainant or any other person the District identifies as having had equal access to the District's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the District's education program or activity after the District determines that sex discrimination occurred. A wide variety of remedies affecting personal circumstances may be appropriate depending on the circumstance. Remedies may cause additional burdens upon respondents who have violated the prohibition on sex discrimination. Remedies may include recommended adjustments in District Policies and Practices.

District Determination that Sex Discrimination Occurred

When the respondent is found to have violated the prohibition on sex discrimination under this policy, the Title IX Coordinator will, as appropriate:

1. Coordinate the provision and implementation of remedies to a complainant and other people the District identifies as having had equal access to the District's education program or activity limited or denied by sex discrimination;
2. Coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions;
3. Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue to recur within the District's education program or activity;
4. Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent; and
5. Refrain from disciplining a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination of whether sex discrimination occurred.

Appeal of the Determination that Sex Discrimination Occurred (Merits Appeals)

All persons serving as decision-makers in appeals arising from the Title IX grievance process are subject to applicable training requirements. The Title IX Coordinator will continue to manage appropriate supportive measures during all appeals.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Appeal of the Determination that Sex Discrimination Occurred (Merits Appeals) (continued)

For *student respondents*, generally, a determination of whether sex discrimination occurred will be appealable by either the complainant or the respondent, or both. Appropriate supportive measures managed by the Title IX Coordinator will continue during the appeals. If the determination that sex discrimination occurred is affirmed, reversed, or modified on appeal, the grievance returns to the Title IX Coordinator to modify the District's response actions as and if appropriate.

For *employee respondents*, a determination that sex discrimination occurred will be appealable by either the complainant or the respondent, or both. Appropriate supportive measures managed by the Title IX Coordinator will continue during the appeals. If the determination that sex discrimination occurred is affirmed, reversed, or modified on appeal, the grievance returns to the Title IX Coordinator to modify the District's response actions as and if appropriate. However, when a final determination is made that an employee violated the prohibition on sex discrimination under Title IX, the concluded grievance record and determination will be sent to the Superintendent or a designee for purposes of determining disciplinary action specifically directed at that employee.

Timeframe

There are six major stages of the grievance procedure. Specific timelines are *not* identified, but the investigation should be "prompt" in resolving Title IX matters. Timelines will vary in each case based on a variety of circumstances, including but not limited to the complexity of the complaint and numbers and availability of witnesses.

1. Evaluation of the complaint (i.e., decision whether to dismiss or investigate a complaint).
2. Notices and Investigation.
3. Evidence organization, summarization by the Title IX Coordinator or a chosen Investigator.
4. Evidence review and response by parties.
5. Title IX Coordinator or a chosen Decision-maker evidence evaluation determination.
6. Appeal of determination.: Completion of appeal process, including determination. Appeals must be made by parties within ten business days.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Timeframe (continued)

Overlapping Discrimination Claims and This Procedure

To the extent that the underlying facts and legal questions in a complaint handled under the Title IX grievance process overlap with and pertain to the District's compliance with another law or regulation concerning discrimination, the evidence and findings of the Title IX grievance process may be used for both purposes, in the discretion of the Title IX Coordinator.

Maintenance of Records

The District is required to maintain for seven (7) years each notification received by the Title IX Coordinator of conduct that reasonably may constitute sex discrimination under Title IX or the regulations, documentations of the actions the District took to meet its obligations to respond promptly and effectively to complaints. Such records will be securely maintained in a locked file cabinet located in a secured office accessible to the Title IX Coordinator.

A new sample policy to consider, which meets the requirement of the Drug-Free Workplace/Schools and Community Act.

Personnel – Certified/Non-Certified

Alcohol, Drugs and Tobacco

Drug and Alcohol-Free Workplace

The Griswold Board of Education (Board) is concerned with maintaining a safe and healthy working and learning environment for all staff and students. The Board recognizes the importance of maintaining an environment for its staff and students that is drug and alcohol free. Reasonable steps will be taken to create a safe workplace free from the effects of alcohol, second-hand smoke and drug abuse.

Employees must abide by the terms of this policy as a condition of employment. This policy is adopted in accordance with state law and the Drug Free Workplace Act.

Definitions

“Cannabis” means marijuana which includes all parts of a plant or species of the genus cannabis, whether growing or not, and including its seeds and resin; its compounds, manufactures, salts, derivatives, mixtures, and preparations; and cannabimon, cannabinol, cannabidiol (CBD), and similar compounds unless derived from hemp as defined in federal law. The definition of marijuana also include any product made using hemp, as defined in state law, with more than 0.3% total THC concentration on a dry-weight basis, manufactured cannabinoids, and certain synthetic cannabinoids.

“Cannabis product” is cannabis in the form of a cannabis concentrate or a product that contains cannabis, which may be combined with other ingredients, and is intended for use or consumption.

“Cannabis concentrate” is any form of concentration extracted from cannabis, such as extracts, oils, tinctures, shatter, and waxes.

“Medical marijuana product” is cannabis that (1) dispensary facilities and hybrid retailers exclusively sell to qualifying patients and caregivers and (2) the Department of Consumer Protection (DCP) designates on its website as reserved for sale to those individuals.

“Manufactured cannabinoid” means cannabinoids naturally occurring from a source other than marijuana that are similar in chemical structure or physiological effect to cannabinoids derived from marijuana, but that are derived by a chemical or biological process.

“Workplace” means the site for the performance of work done, which includes work done in connection with a federal grant. The workplace includes any District building or property; any District-owned vehicle or any other District-approved vehicle used to transport students to and from school or school activities; and off-District property during any school-sponsored or school approved activity, event or function, such as a field trip or athletic event, where students are under the jurisdiction/supervision of the District, which could also include work on a federal grant.

Personnel – Certified/Non-Certified

Alcohol, Drugs and Tobacco

Drug and Alcohol-Free Workplace

Definitions (continued)

“School-sponsored activity” means any activity sponsored, recognized, or authorized by the Board and includes activities conducted on or off school property.

“Drug” is defined as:

1. **“Controlled substances”** which includes all forms of narcotics, depressants, stimulants, hallucinogens, steroids, and cannabis (including products made with or infused with these substances) whose sale, purchase, transfer, use, or possession is prohibited or restricted by state or federal law;
2. **“Synthetic cannabinoids”** which include drugs which are known or advertised as possibly affecting judgment, coordination, or any of the senses, including those which may cause drowsiness or dizziness; and
3. Illegal substances.

“Prescription drugs” means drugs which are used in the course of medical treatment and have been prescribed and authorized for use by a licensed medical practitioner/physician or dentist, other than marijuana (cannabis) and marijuana-related substances.

“Smoking” means the burning of a cigarette, cigar, pipe or other similar device that contains in whole or in part, cannabis or hemp, in addition to tobacco.

“Electronic nicotine delivery system” for purposes of this policy means an electronic device used in the delivery of nicotine or other substances to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid.

“Vapor product” means any product that employs a heating element, power source, electronic circuit or other electronic, chemical, or mechanical means to produce a vapor that may or may not include nicotine and is inhaled by the product’s user.

“Under the influence” means any noticeable use, any detectable level of drugs or alcohol in the employee’s blood or urine or any noticeable or perceptible impairment of the employee’s mental or physical faculties.

“Criminal drug statute” means any criminal statute involving the manufacture, distribution, dispensing, use, or possession of any controlled substance.

Personnel – Certified/Non-Certified

Alcohol, Drugs and Tobacco

Drug and Alcohol-Free Workplace

I. Prohibited Behavior

To help maintain a drug-free school, community, and workplace, the following conduct is strictly prohibited of all District employees and volunteers. An employee who violates this policy may be required to successfully complete an appropriate rehabilitation program, may not be renewed or his/her employment may be suspended or terminated, at the discretion of the Board.

- A. Reporting to work or the workplace under the influence of alcohol, illegal and/or controlled substances including marijuana (cannabis) and anabolic steroids;
- B. Manufacturing, selling, delivering, soliciting, consuming, using, possessing, or transmitting alcohol in any amount or in any manner on District property or a District workplace at any time while students are under the supervision of the District, or when involved as an employee in a District activity on or off school district property;
- C. Unlawfully manufacturing, distributing, dispensing, possessing, or using a controlled substance in a District workplace;
- D. Using the workplace, District property or the staff member's position within the District to make or traffic alcohol, illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids;
- E. Using, possessing or transmitting illegal and/or controlled substances, including marijuana (cannabis) and anabolic steroids in a manner that is illegal or which impairs job performance or poses a hazard to the safety and welfare of the employee, the public, the students, or other employees; and
- F. Smoking or other use of tobacco products on school property during regular school hours, on transportation provided by the Board of Education, or during the course of any trip sponsored by the Board or under the supervision of the Board or its authorized agent.

II. Use of Prescription Drugs

- A. Employees are permitted to use prescription drugs on school property, or during the conduct of Board business, that have been prescribed by a licensed medical practitioner. Such drugs shall be used only as prescribed. In addition, employees shall not possess prescription drugs for the purpose of sale or distribution.
- B. However, the Board, in compliance with C.G.S. 21a-408a through 408q, prohibits the palliative use of marijuana on school property, at a school-sponsored event, or during the conduct of Board business. Employees are prohibited from being under the influence of intoxicating substances, including marijuana used for palliative purposes, during the work day.

Personnel – Certified/Non-Certified

Alcohol, Drugs and Tobacco

Drug and Alcohol-Free Workplace (continued)

III. Smoking

- A. The Board prohibits smoking, including smoking using an electronic nicotine delivery system (e.g., e-cigarettes), and the use of tobacco products on school property or at any school-sponsored activity. This ban applies to any area of the workplace and outside within 25 feet of a doorway, operable window or air intake vent.
- B. The workplace smoking ban also applies to cannabis, hemp, and e-cigarette use, involving cannabis.
- C. Smoking, including cannabis, will be permitted in a situation in which a classroom is used during a smoking or e-cigarette demonstration that is part of a medical or scientific experiment or lesson.
- D. The District will not make accommodations for an employee or be required to allow an employee to perform his/her duties while under the influence of cannabis or allow the employee to possess, use or otherwise consume cannabis while performing his/her employment duties.

IV. Notification Requirements

- A. Any staff member who is taking prescribed or over-the-counter medications will be responsible for consulting the prescribing physician and/or pharmacist to ascertain whether the medication may interfere with the safe performance of his/her job. If the use of a medication could compromise the safety of the staff member, other staff members, students or the public, it is the staff member's responsibility to use appropriate personnel procedures (e.g., use leave, request change of duty, or notify his/her supervisor of potential side effects) to avoid unsafe workplace practices. If a staff member notifies his/her supervisor that the use of medication could compromise the safe performance of his/her job, the supervisor, in conjunction with his/her superior, will determine whether the staff member can remain at work and whether any work restrictions will be necessary.
- B. As a condition of employment, each employee will notify his or her supervisor of a conviction under any criminal drug statute. Such notification will be provided no later than five (5) days after such conviction. The District will inform the federal granting agency within ten (10) days of such conviction, regardless of the source of the information.
- C. District employees are directed to report any suspected violation of this policy to an administrator or directly to the Superintendent of Schools or his/her designee. The Superintendent or designee will investigate the allegation and meet with the alleged violator.

Personnel – Certified/Non-Certified

Alcohol, Drugs and Tobacco

Drug and Alcohol-Free Workplace

IV. Notification Requirements (continued)

- D. All employees will be notified of this policy on a yearly basis and instructed to recognize that compliance is mandated.
- E. This policy shall be made known to prospective employees prior to employment.

V. Disciplinary Action Upon Violation of Policy

- A. An employee who violates this policy may be subject to disciplinary action, consistent with applicable state and federal laws, up to and including termination. Enrollment and successful completion of an appropriate drug-or alcohol-abuse, employee-assistance rehabilitation program may be required at the discretion of the administration, at the employee's expense. Nothing in this policy will be construed to guarantee reinstatement of any employee who violates this policy, nor does the District incur any financial obligation for treatment or rehabilitation required as a condition of eligibility for reinstatement.
- B. Disciplinary action will include, at a minimum, a letter of reprimand and may include, but is not limited to suspension or termination from employment.
- C. The Board shall take disciplinary action with respect to an employee convicted of a drug offense in the workplace within thirty (30) days after receiving notice of the conviction.
- D. Should District employees be engaged in the performance of work under a federal contract or grant, or under a State contract or grant of \$5,000 or more, the Superintendent shall notify the appropriate State or Federal agency from which the District receives contract or grant monies of the employee's conviction within ten (10) days after receiving notice of the conviction.
- E. The District may notify law enforcement agencies regarding a staff member's violation of this policy at the District's discretion or take other actions as the District deems appropriate.

VI. Employee Assistance

In order to make employees aware of dangers of drug and alcohol abuse, and to provide an employee with the opportunity for rehabilitation in overcoming addiction to, dependence upon or other problem with alcohol or drugs, the District will:

- A. provide each employee with a copy of this District Drug- and Alcohol-Free Workplace policy;

Personnel – Certified/Non-Certified

Alcohol, Drugs and Tobacco

VII. Employee Assistance (continued)

- B. post notice of the Drug- and Alcohol-Free Workplace policy in a place where other information for employees is posted;
- C. make available materials from local, state, and national anti-drug and alcohol-abuse organizations;
- D. enlist the aid of community and state agencies with drug and alcohol informational and rehabilitation programs to provide information to District employees;
- E. provide information about benefits available under the Board's group medical plan for treatment;
- F. establish a drug-free awareness program to inform employees about:
 - the dangers of drug abuse in the workplace,
 - available drug and alcohol counseling, rehabilitation, re-entry, and any employee assistance programs, and
 - the penalties that the District may impose upon employees for violations of this policy.

CBD Products ~~(optional)~~

Employees are prohibited from possessing or using any product with cannabidiol (CBD), whether derived from hemp or cannabis, regardless of the amount of THC in the product or to the extent to which it is legal or illegal under state law.

Legal Reference: Connecticut General Statutes
P.A. 21-1 (June Spec. Session) An Act Concerning Responsible and Equitable Regulation of Adult-Use Cannabis
Controlled Substances Act, 21 U.S.C. §812; 21 C.F.R. 1308.11-1308.15
Drug-Free Workplace Act of 1988, 41 U.S.C. §701 et. seq.
Drug-Free Schools and Community Act, P.L. 99-570, as amended by P.L. 101-226
Safe and Drug-Free School and Communities Act of 1994, 20 U.S.C. §7101-71187 (as amended by Title IV – 21st Century Schools)
Drug-Free Workplace Act, 30 ILCS 580/1 et. seq.
Drug-Free Workplace Requirements for Federal Grant and Recipients 41 U.S.C. 8103

A mandated policy to consider.

Business/Non-Instructional Operations

Food Service

School Lunch Service

Professional Standards for Food Service Personnel

The Griswold Board of Education (Board) recognizes that students require adequate, nourishing food and beverages in order to grow, learn and maintain good health. Therefore the Board provides a food service program for school breakfasts and school lunches that meet the dietary specifications in accordance with the Healthy Hunger-Free Kids Act of 2010, as periodically amended, and applicable state laws and regulations.

This service shall be under the supervision of the Food Services Director who shall be responsible to the Superintendent. The Food Services Director shall be hired under specific job specifications and approved by the Board.

The Board shall comply with the minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs which are contained in the regulations to the Healthy, Hunger-Free Kids Act of 2010 (HHFKA), Public Law 111-296. These regulations, effective July 1, 2015, as amended, effective April 30, 2019, establish hiring standards for the selection of State and local school nutrition program directors, and requires all personnel in the school nutrition programs to complete annual continuing education/training.

The Board believes that the fulfillment of these professional standards for food service personnel will result in consistent, national professional standards that strengthen the ability of school nutrition professionals and staff to perform their duties effectively and efficiently. Requiring proper qualifications to serve in the District's Child Nutrition Programs is expected to improve the quality of school meals, reduce errors, and enhance Program integrity.

Flexibility for districts with 2,499 students or less, subject to the prior approval of the Connecticut State Department of Education (CSDE), allows such districts to accept food service experience as a substitute for school nutrition experience when hiring new school nutrition program directors. This shall include volunteer or unpaid work as relevant food service experience.

The Superintendent is directed to develop administrative regulations which detail the required hiring standards and continuing education training for all District food service personnel.

(cf. 3542.31 – Participation in the Nutritional School Lunch Program)

(cf. 3542.33 – Food Sales Other Than National School Lunch Program)

(cf. 3542.34 – Nutrition Program)

(cf. 3542.43 – Charging Policy)

(cf. 6142.101 – Student Nutrition and Physical Wellness, School Wellness)

Business/Non-Instructional Operations

Food Service

School Lunch Service

Legal Reference: Connecticut General Statutes
10-215 Lunches, breakfasts and other feeding programs for public school children and employees.
10-215a Nonpublic school and nonprofit agency participation in feeding programs.
10-215b Duties of State Board of Education re feeding programs.
10-216 Payment of expenses.
10-217 State Board of Education Regulations.
10-215b-1 School lunch and nutrition programs.
10-215b-11 Requirement for meals.
10-215b-12 Reimbursement payments. (including free and reduced price meals)
Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Section 1751.
School Lunch and Breakfast Programs 42 U.S.C. Section 1751 et seq.
National Food Service Programs, Title 7 Code of Federal Regulations, 7 CFR Part 210, Part 220, Part 215, Part 245.
42 U.S.C. Sec. 1758(h)/7 CFR Sect 210.13, 220.7 (School Food Safety Inspections).
Federal Register (74 Fed. Reg. 66213) amending federal regulations (7CFR Part 210 and 220).
Federal Register (80 Fed No 40) Professional Standards for State and Local Nutrition Programs Personnel as Required by the Healthy, Hunger-Free Kids Act of 2010, as amended effective 4/30/19.
P.L. 111-296 Healthy, Hunger-Free Kids Act of 2010 (HHFKA), 42 U.S.C. 1751.
7 CFR Parts 210 & 220 – Nutrition Standards in the National School Lunch & School Breakfast Programs.
Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Assistance, 7 C.F.R. Part 15b (2001).
U.S. Department of Agriculture (USDA) Final Rule 84 FR6953

Sample regulation to consider.

Business/Non-Instructional Operations

Food Service

School Lunch Service

Professional Standards for Food Service Personnel

The Healthy, Hunger-Free Kids Act of 2010 (HHFKA), Public Law 111-296 requires significant changes in the Child Nutrition Programs to prevent and reduce childhood obesity, give eligible children access to nutrition benefits, and enhance the ability of nutrition professionals to operate the National School Lunch Program (NSLP) and School Breakfast Program (SBP) efficiently. Section 306 of the HHFKA amended section 7 of the Child Nutrition Act of 1966 (CNA) (42 U.S.C. 1776) by adding "Professional Standards for School Food Service." This provision is intended to ensure that school nutrition professionals that manage and operate the NSLP and SBP have adequate knowledge and training to meet Program requirements. Requiring proper qualifications to serve in the Child Nutrition Programs is expected to improve the quality of school meals, reduce errors, and enhance Program integrity.

Definitions:

School food authority (SFA) is the local governing body that has the legal authority to operate the school meal programs.

School nutrition program directors are those individuals directly responsible for the management of the day-to-day operations of school food service for all participating schools under the jurisdiction of the school food authority.

School nutrition program managers are those individuals directly responsible for the management of the day-to-day operations of school food service for a participating school(s).

School nutrition program staffs are those individuals, without managerial responsibilities, involved in day-to-day operations of school food service for a participating school(s).

School Nutrition Program Professional Standards

School food authorities that operate the National School Lunch Program or the School Breakfast Program must establish and implement professional standards for school nutrition program directors, managers, and staff.

Minimum Standards for All School Nutrition Program Directors

Each school food authority must ensure that all newly hired school nutrition program directors meet minimum hiring standards and ensure that all new and existing directors have completed the minimum annual training/education requirements for school nutrition program directors, as set forth below:

Business/Non-Instructional Operations

Food Service

School Lunch Service

Professional Standards for Food Service Personnel

Minimum Standards for All School Nutrition Program Directors (continued)

Hiring standards: All school nutrition program directors hired on or after July 1, 2015, must meet the following minimum educational requirements, as applicable:

1. ***School nutrition program directors with local educational agency enrollment of 2,499 students or fewer. Directors must meet the following requirements:***
 - a. A Bachelor's degree, or equivalent educational experience, with an academic major or concentration in food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field; **or**
 - b. A Bachelor's degree or equivalent educational experience with any academic major or area of concentration, *and* either a State-recognized certificate for school nutrition directors or at least one year of relevant food service experience; **or**
 - c. An Associate's degree, or equivalent educational experience, with an academic major or concentration in food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field *and* at least one year of relevant school nutrition program experience; **or**
 - d. A high school diploma or equivalency (such as the general educational development diploma), *and* at least three years of relevant food service experience.
 - e. Subject to the prior approval of the CSDE, the district may accept relevant food service experience as a substitute for school nutrition program experience when hiring new school nutrition program directors. (The CSDE may consider volunteer or unpaid work as relevant food service experience.)
 - f. A local educational agency with less than 500 students may accept less than the required years of food service experience when an applicant for a new school nutrition program director position has the minimum required educational requirement.

Business/Non-Instructional Operations

Food Service

School Lunch Service

Professional Standards for Food Service Personnel

Minimum Standards for All School Nutrition Program Directors (continued)

2. ***School nutrition program directors with local educational agency enrollment of 2,500 to 9,999 students. Directors must meet the following requirements:***
 - a. A Bachelor's degree, or equivalent educational experience, with academic major or concentration in food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field; **or**
 - b. A Bachelor's degree or equivalent educational experience, with any academic major or area of concentration, *and* a State-recognized certificate for school nutrition directors; **or**
 - c. A Bachelor's degree in any academic major *and* at least two years of relevant experience in school nutrition programs; **or**
 - d. An Associate's degree, or equivalent educational experience, with an academic major or area of concentration in food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field *and* at least two years of relevant school nutrition program experience.
3. ***School nutrition program directors with local educational agency enrollment of 10,000 or more students. Directors must meet the following requirements:***
 - a. A Bachelor's degree, or equivalent educational experience, with an academic major or area of concentration in food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field; **or**
 - b. A Bachelor's degree or equivalent educational experience, with any academic major or area of concentration, *and* a State-recognized certificate for school nutrition directors; **or**
 - c. A Bachelor's degree in any major *and* at least five years' experience in management of school nutrition programs.

Business/Non-Instructional Operations

Food Service

School Lunch Service

Professional Standards for Food Service Personnel

Minimum Standards for All School Nutrition Program Directors (continued)

- d. School food authorities are strongly encouraged to seek out individuals who possess a master's degree or are willing to work toward a master's degree in the fields listed in this section. [At least one year of management experience, preferably in school nutrition, is strongly recommended. It is also strongly recommended that directors have at least three credit hours at the university level in food service management and at least three credit hours in nutritional sciences at the time of hire.]

Food safety training for school nutrition program directors for districts of all sizes: All school nutrition program directors must have completed at least eight hours of food safety training within five years prior to their starting date or completed eight hours of food safety training within 30 calendar days of their starting date. [At the discretion of the State agency, all school nutrition program directors, regardless of their starting date, may be required to complete eight hours of food safety training every five years.]

Continuing Education/Training Standards for All School Nutrition Program Directors

Each school year, the school food authority must ensure that all school nutrition program directors, (including acting directors, at the discretion of the State agency) complete annual continuing education/training. Twelve hours of annual training are required for Program Directors. The annual training must cover administrative practices (including training in application, certification, verification, meal counting, and meal claiming procedures), as applicable, and any other specific topics identified by FNS, as needed, to address Program integrity or other critical issues. Continuing education/training required is in addition to the food safety training required in the first year of employment.

Continuing Education/Training Standards for All School Nutrition Program Managers

Each school year, the school food authority must ensure that all school nutrition program managers have completed annual continuing education/training. Program managers must complete ten hours of annual training. The annual training must include, but is not limited to, the following topics, as applicable:

- Administrative practices (including training in application, certification, verification, meal counting, and meal claiming procedures);
- The identification of reimbursable meals at the point of service;
- Nutrition;
- Health and safety standards; and
- Any specific topics identified by FNS, as needed, to address Program integrity or other critical issues.

Business/Non-Instructional Operations

Food Service

School Lunch Service

Professional Standards for Food Service Personnel (continued)

Continuing Education/Training Standards for All Staff with Responsibility for School Nutrition Programs

Each school year, the school food authority must ensure that all staff with responsibility for school nutrition programs that work an average of at least 20 hours per week, other than school nutrition program directors and managers, completes annual training in areas applicable to their job. Staff must complete six hours of annual training. Part-time staff working an average of less than 20 hours per week must complete four hours of annual training. The annual training must include, but is not limited to, the following topics, as applicable to their position and responsibilities:

- Free and reduced price eligibility;
- Application, certification, and verification procedures;
- The identification of reimbursable meals at the point of service;
- Nutrition;
- Health and safety standards; and
- Any specific topics identified by FNS, as needed, to address Program integrity or other critical issues.

The annual training requirements for school nutrition program managers, directors, and staff became effective July 1, 2015. Program managers, directors, and staff hired on or after January 1 of each school year must complete half of their required annual training hours before the end of the school year. At the discretion of the State agency:

- Acting and temporary staff, substitutes, and volunteers must complete training in one or more of the topics listed in this section, as applicable, within 30 calendar days of their start date; and
- School nutrition program personnel may carry over excess annual training hours to an immediately previous or subsequent school year and demonstrate compliance with the training requirements over a period of two school years, provided that some training hours are completed each school year.

Use of Food Service Funds for Training Costs

Costs associated with the required annual continuing education/training are allowed provided they are reasonable, allocable, and necessary in accordance with the cost principles set forth in 2 CFR part 225, Cost Principles for State, Local and Indian Tribal Governments (OMB Circular A-87). However, food service funds must not be used to pay for the cost of college credits incurred by an individual to meet hiring requirements.

Business/Non-Instructional Operations

Food Service

School Lunch Service

Professional Standards for Food Service Personnel (continued)

School Food Authority Oversight

Each school year, the school food authority director must document compliance with the training requirements for all staff with responsibility for school nutrition programs, including directors, managers, and staff. Documentation must be adequate to establish, to the State's satisfaction during administrative reviews, that employees are meeting the minimum professional standards. The school food authority must certify that:

- The school nutrition program director meets the hiring standards and training requirements; and
- Each employee has completed the applicable training requirements no later than the end of each school year.

(cf. 3542.31 – Participation in the Nutritional School Lunch Program)

(cf. 3542.33 – Food Sales Other Than National School Lunch Program)

(cf. 3542.34 – Nutrition Program)

(cf. 3542.43 – Charging Policy)

(cf. 6142.101 – Student Nutrition and Physical Wellness, School Wellness)

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and other feeding programs for public school children and employees.

10-215a Nonpublic school and nonprofit agency participation in feeding programs.

10-215b Duties of State Board of Education re feeding programs.

10-216 Payment of expenses.

10-217 State Board of Education Regulations.

10-215b-1 School lunch and nutrition programs.

10-215b-11 Requirement for meals.

10-215b-12 Reimbursement payments. (including free and reduced price meals)

Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Section 1751.

Griswold High School
Grade 9-12 Information Technology
Unit 1

Subject(s)	Information Technology
Grade/Course	Grade 9-12: Introduction to Drone Technology
Unit Title	Drone Introductions
Unit Description	This unit introduces students to the concept of drones, including their various types and applications. Students will explore the fundamental principles of drone technology and understand the significance of drones in different fields. By the end of this unit, students will have a comprehensive understanding of what drones are and their role in modern technology.
Pacing	2 weeks

- ISTE Standards for Students: Empowered Learner, Knowledge Constructor, Innovative Designer, Computational Thinker.
- Next Generation Science Standards (NGSS): MS-ETS1-1, HS-ETS1-2.

Concepts (What students will know...)	Skills (What students need to be able to do...)
<ul style="list-style-type: none"> ● - Definition and types of drones (aerial, ground-based, water-based, space drones). ● - Historical development and evolution of drones. ● - Basic components and anatomy of drones. ● - Key applications of drones in various industries. 	<ul style="list-style-type: none"> ● - Identify and classify different types of drones. ● - Explain the historical milestones in the development of drones. ● - Describe the basic parts and functions of a drone. ● - Analyze the applications of drones in different sectors.

	<ul style="list-style-type: none"> • Strategically placing audio in games for maximum impact
Essential Questions	Corresponding Big Ideas (Enduring Understandings)
<ul style="list-style-type: none"> • 1. What defines a drone and what are the different types of drones? • 2. How have drones evolved over time? • 3. What are the main components of a drone and how do they function? • 4. In what ways are drones utilized in various industries? 	<ul style="list-style-type: none"> - Drones are versatile tools used in many fields, including agriculture, delivery services, surveillance, and entertainment. - The development of drone technology has advanced significantly over the past decades, driven by innovations in engineering and computing. - Understanding the anatomy of drones is crucial to comprehending their operation and applications.
Domain Specific Vocabulary	
<ul style="list-style-type: none"> • - UAV (Unmanned Aerial Vehicle) • - Quadcopter • - Propeller • - Gyroscope • - Payload • - FPV (First Person View) 	

Assessments

Pre-Assessment	Other Evidence For Learning
<ul style="list-style-type: none"> - Pre-unit quiz on students' current knowledge of drones. - Classroom discussion to gauge familiarity with drone technology. 	<ul style="list-style-type: none"> - Class participation in discussions and activities. - Completion of exploratory activities and quizzes. - Informal assessments during hands-on sessions.
Summative Assessments (Performance Tasks) <i>Include rubrics as needed</i>	
<ul style="list-style-type: none"> - Written test covering the types of drones, their history, and basic anatomy. - Project: Design and present a concept for a new type of drone application. 	

Engaging Common Learning Experiences

What common experiences promote targeted learning and enable all students to achieve the goals?

- Exploration Activity: Research and present different types of drones.
- Hands-on Activity: Dissect a drone to understand its parts and functions.
- Historical Timeline Creation: Students create a timeline of major milestones in drone technology.

Resources

Teacher Resources	Student Resources
<ul style="list-style-type: none"> - Access to a variety of drone models for demonstration. - Presentation slides on drone history and types. - Links to online articles and videos about drone technology. - Rocket Drones University. "Introduction to Drones – Sample Curriculum." [Rocket Drones 	<ul style="list-style-type: none"> - Handouts on drone types and their applications. - Access to flight simulation software. - Recommended readings: "Introduction to Drones for Students" (PDF) from Rocket Drones University.

<p>University](https://rocketdronesuniversity.com/courses/introduction-to-drones-sample-curriculum/).</p> <ul style="list-style-type: none"> - ISTE Standards for Students. <p>[ISTE](https://www.iste.org/standards/iste-standards-for-students).</p> <ul style="list-style-type: none"> - Next Generation Science Standards (NGSS). <p>[NGSS](https://www.nextgenscience.org/).</p>	
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OLD CONTENT

Lessons

Griswold High School
Grade 9-12 Information Technology
Unit 2

Subject(s)	Information Technology
Grade/Course	Grade 9-12: Introduction to Drone Technology
Unit Title	History of Drones
Unit Description	This unit explores the historical development of drones, tracing their origins from early unmanned vehicles to the advanced systems used today. Students will learn about the key milestones and technological advancements that have shaped drone technology. By understanding the evolution of drones, students will gain insights into how past innovations influence current and future applications.
Pacing	2 weeks

Priority Standards & Supporting Standards
<ul style="list-style-type: none"> • - ISTE Standards for Students: Knowledge Constructor, Computational Thinker. • - Next Generation Science Standards (NGSS): HS-ETS1-3, MS-PS3-3.

Concepts (What students will know...)	Skills (What students need to be able to do...)
<ul style="list-style-type: none"> • - Early developments in unmanned aerial vehicles. • - Major milestones in drone technology. • - The impact of military and civilian innovations on drone advancement. • - Key figures and organizations in the history of drones. 	<ul style="list-style-type: none"> • - Identify significant historical milestones in drone technology. • - Analyze the progression of drone capabilities over time. • - Describe the contributions of key individuals and organizations to drone development.

	<ul style="list-style-type: none"> - Evaluate the impact of historical advancements on modern drone technology.
Essential Questions	Corresponding Big Ideas (Enduring Understandings)
<ul style="list-style-type: none"> 1. What were the early forms of unmanned aerial vehicles, and what purposes did they serve? 2. How have drones evolved from simple machines to complex systems? 3. Who are the key figures and organizations that contributed to the development of drone technology? 4. What historical events significantly influenced the advancement of drones? 	<ul style="list-style-type: none"> - The history of drones is marked by continuous innovation, driven by both military and civilian needs. - Technological advancements in drones have been influenced by developments in engineering, computing, and aerospace. - Understanding the history of drones provides context for their current applications and future potential.
Domain Specific Vocabulary	
<ul style="list-style-type: none"> - UAV (Unmanned Aerial Vehicle) - Predator Drone - Surveillance - Reconnaissance - Remote Control - Autonomy 	

Assessments

Pre-Assessment	Other Evidence For Learning
<ul style="list-style-type: none"> - Pre-unit quiz on students' knowledge of the history of drones. - Classroom discussion to assess awareness of key historical events related to drone technology. 	<ul style="list-style-type: none"> - Class participation in discussions and activities. - Completion of exploratory activities and quizzes. - Informal assessments during research and presentation tasks.
Summative Assessments (Performance Tasks) <i>Include rubrics as needed</i>	
<ul style="list-style-type: none"> - Written test covering the history and evolution of drones. - Research Project: Create a timeline of significant milestones in drone history and present the findings. 	

Engaging Common Learning Experiences

What common experiences promote targeted learning and enable all students to achieve the goals?

- Timeline Activity: Students create a detailed timeline of drone development.
- Research Activity: Investigate key figures and organizations in the history of drones and present their contributions.
- Documentary Viewing: Watch a documentary on the evolution of drone technology and discuss its implications.

Resources

Teacher Resources	Student Resources
<ul style="list-style-type: none"> - Presentation slides on the history of drones. - Access to historical documents and videos on drone technology. 	<ul style="list-style-type: none"> - Handouts on the key milestones in drone history. - Access to research databases and historical archives.

<ul style="list-style-type: none"> - Links to online articles and documentaries about the evolution of drones. - Rocket Drones University. "Introduction to Drones – Sample Curriculum." [Rocket Drones University](https://rocketdronesuniversity.com/courses/introduction-to-drones-sample-curriculum/). - ISTE Standards for Students. [ISTE](https://www.iste.org/standards/iste-standards-for-students). - Next Generation Science Standards (NGSS). [NGSS](https://www.nextgenscience.org/). 	<ul style="list-style-type: none"> - Recommended readings: "The Drone Revolution: How Unmanned Aerial Vehicles Have Changed the World" (PDF) from Rocket Drones University.
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OLD CONTENT

Lessons

Griswold High School
Grade 9-12 Information Technology
Unit 3

Subject(s)	Information Technology
Grade/Course	Grade 9-12: Introduction to Drone Technology
Unit Title	How Drones Fly
Unit Description	This unit delves into the principles of flight as they apply to drones, covering fundamental concepts such as lift, thrust, drag, and gravity. Students will learn about the physics behind drone flight, including how various components like propellers and motors work together to achieve and maintain flight. By the end of this unit, students will have a solid understanding of the mechanics and aerodynamics that enable drones to fly.
Pacing	3 weeks

Priority Standards & Supporting Standards	
<ul style="list-style-type: none"> • - ISTE Standards for Students: Computational Thinker, Innovative Designer. • - Next Generation Science Standards (NGSS): MS-PS2-2, HS-PS4-5. 	

Concepts (What students will know...)	Skills (What students need to be able to do...)
<ul style="list-style-type: none"> • - Basic principles of flight: lift, thrust, drag, and gravity. • - The role of propellers, motors, and control systems in drone flight. • - How drones achieve stability and maneuverability in the air. 	<ul style="list-style-type: none"> • - Explain the four forces of flight and their roles in drone operation. • - Describe how drone components like propellers and motors contribute to flight.

<ul style="list-style-type: none"> - The application of Newton's laws of motion and Bernoulli's principle in drone flight. 	<ul style="list-style-type: none"> - Analyze how drones achieve and maintain stability during flight. - Apply Newton's laws of motion and Bernoulli's principle to understand drone aerodynamics.
Essential Questions	Corresponding Big Ideas (Enduring Understandings)
<ol style="list-style-type: none"> 1. What are the four forces of flight and how do they affect drone operation? 2. How do propellers and motors work together to enable drone flight? 3. What principles of physics are involved in maintaining drone stability and maneuverability? 4. How do Newton's laws of motion and Bernoulli's principle apply to drone flight? 	<ul style="list-style-type: none"> - Drones rely on the same basic principles of flight as traditional aircraft, but with unique adaptations for stability and control. - Understanding the physics behind drone flight helps in troubleshooting and improving drone performance. - The application of scientific principles is essential in designing and operating drones effectively.
Domain Specific Vocabulary	
<ul style="list-style-type: none"> - Lift - Thrust - Drag - Gravity - Propeller - Gyroscope - Stability - Bernoulli's Principle - Newton's Laws of Motion 	

Assessments

Pre-Assessment	Other Evidence For Learning
<ul style="list-style-type: none"> - Pre-unit quiz on basic flight principles and physics concepts. - Classroom discussion to gauge students' understanding of how drones fly. 	<ul style="list-style-type: none"> - Class participation in discussions and hands-on activities. - Completion of exploratory activities and quizzes. - Informal assessments during practical flight demonstrations.
Summative Assessments (Performance Tasks) <i>Include rubrics as needed</i>	
<ul style="list-style-type: none"> - Written test covering the principles of flight and drone aerodynamics. - Project: Build a simple drone model and explain how its components work together to achieve flight. 	

Engaging Common Learning Experiences

What common experiences promote targeted learning and enable all students to achieve the goals?

- Experiment Activity: Use small models to demonstrate the four forces of flight.
- Flight Simulation: Use flight simulation software to understand drone stability and control.
- Physics Demonstration: Conduct experiments to illustrate Newton's laws of motion and Bernoulli's principle.

Resources

Teacher Resources	Student Resources
<ul style="list-style-type: none"> - Presentation slides on the principles of flight and drone components. - Access to flight simulation software for classroom demonstrations. 	<ul style="list-style-type: none"> - Handouts on the four forces of flight and their applications in drones. - Access to flight simulation software and related tutorials.

<ul style="list-style-type: none"> - Links to online tutorials and videos explaining drone aerodynamics. - Rocket Drones University. "Introduction to Drones – Sample Curriculum." [Rocket Drones University](https://rocketdronesuniversity.com/courses/introduction-to-drones-sample-curriculum/). - ISTE Standards for Students. [ISTE](https://www.iste.org/standards/iste-standards-for-students). - Next Generation Science Standards (NGSS). [NGSS](https://www.nextgenscience.org/). 	<ul style="list-style-type: none"> - Recommended readings: "Principles of Drone Flight" (PDF) from Rocket Drones University.
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Lessons

Griswold High School
Grade 9-12 Information Technology
Unit 4

Subject(s)	Information Technology
Grade/Course	Grade 9-12: Introduction to Drone Technology
Unit Title	Anatomy of an Aerial Drone
Unit Description	This unit provides an in-depth look at the components that make up an aerial drone, including the frame, motors, propellers, battery, and control systems. Students will learn how each part functions and contributes to the overall operation of the drone. By the end of this unit, students will have a comprehensive understanding of drone anatomy and the role each component plays in flight.
Pacing	3 weeks

Priority Standards & Supporting Standards	
<ul style="list-style-type: none"> - ISTE Standards for Students: Innovative Designer, Computational Thinker. - Next Generation Science Standards (NGSS): MS-ETS1-2, HS-ETS1-4. 	

Concepts (What students will know...)	Skills (What students need to be able to do...)
<ul style="list-style-type: none"> - Key components of an aerial drone: frame, motors, propellers, battery, control systems. - The function of each component in the drone's operation. - How the components interact to enable flight and maneuverability. 	<ul style="list-style-type: none"> - Identify and describe the key components of an aerial drone. - Explain the function of each component and its contribution to flight. - Analyze the interaction between drone components. - Perform basic maintenance and troubleshooting on drone parts.

<ul style="list-style-type: none"> • - Basic maintenance and troubleshooting of drone parts. 	
Essential Questions	Corresponding Big Ideas (Enduring Understandings)
<ul style="list-style-type: none"> • 1. What are the primary components of an aerial drone? • 2. How does each component contribute to the drone's ability to fly? • 3. What interactions between components are necessary for stable and controlled flight? • 4. How can you perform basic maintenance and troubleshooting on drone parts? 	<ul style="list-style-type: none"> - Understanding the anatomy of drones is crucial for both their operation and maintenance. - Each component of a drone has a specific function that contributes to the overall system. - Proper maintenance and troubleshooting are essential for the longevity and performance of drones.
Domain Specific Vocabulary	
<ul style="list-style-type: none"> • - Frame • - Motor • - Propeller • - Battery • - ESC (Electronic Speed Controller) • - Flight Controller • - GPS Module • - Gimbal 	

Assessments

Pre-Assessment	Other Evidence For Learning
<ul style="list-style-type: none"> - Pre-unit quiz on the basic parts of a drone and their functions. - Classroom discussion to assess students' familiarity with drone components. 	<ul style="list-style-type: none"> • - Class participation in discussions and hands-on assembly activities. • - Completion of exploratory activities and quizzes. • - Informal assessments during component identification and maintenance exercises.
Summative Assessments (Performance Tasks) <i>Include rubrics as needed</i>	
<ul style="list-style-type: none"> - Written test covering the components and functions of aerial drones. - Project: Assemble a drone model and describe the function of each part. 	

Engaging Common Learning Experiences

What common experiences promote targeted learning and enable all students to achieve the goals?

- - Assembly Activity: Students assemble a drone model, identifying and explaining each component.
- - Dissection Activity: Disassemble a drone to explore and understand its internal parts.
- - Maintenance Workshop: Demonstrate and practice basic maintenance and troubleshooting techniques.

Resources

Teacher Resources	Student Resources
<ul style="list-style-type: none"> - Presentation slides on drone anatomy and component functions. - Access to drone assembly kits for classroom activities. - Links to online tutorials and videos on drone assembly and maintenance. - Rocket Drones University. "Introduction to Drones – Sample Curriculum." [Rocket Drones 	<ul style="list-style-type: none"> - Handouts detailing the components of a drone and their functions. - Access to drone assembly kits and tools. - Recommended readings: "Drone Anatomy: Understanding the Components" (PDF) from Rocket Drones University.

University](https://rocketdronesuniversity.com/courses/introducti on-to-drones-sample-curriculum/). - ISTE Standards for Students. [ISTE](https://www.iste.org/standards/iste-standards-for-students). - Next Generation Science Standards (NGSS). [NGSS](https://www.nextgenscience.org/).	
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Lessons

Griswold High School
Grade 9-12 Information Technology
Unit 5

Subject(s)	Information Technology
Grade/Course	Grade 9-12: Introduction to Drone Technology
Unit Title	Applications of Drones
Unit Description	This unit explores the various applications of drones across different industries, such as agriculture, logistics, emergency services, and entertainment. Students will learn how drones are utilized to solve real-world problems and improve efficiency in various fields. By the end of this unit, students will understand the diverse roles drones play in modern society and the potential future applications of drone technology.
Pacing	2 weeks

Priority Standards & Supporting Standards

- - ISTE Standards for Students: Knowledge Constructor, Innovative Designer.
- - Next Generation Science Standards (NGSS): HS-ETS1-2, HS-ETS1-4.

Concepts (What students will know...)	Skills (What students need to be able to do...)
<ul style="list-style-type: none"> • - Key industries utilizing drones: agriculture, logistics, emergency services, entertainment. • - Specific applications within these industries (e.g., crop monitoring, package delivery, disaster response, filmmaking). • - Benefits and challenges of using drones in various applications. 	<ul style="list-style-type: none"> • - Identify and describe various applications of drones in different industries. • - Analyze the benefits and challenges associated with using drones in specific applications. • - Research and present case studies on real-world drone applications. • - Predict future trends and innovations in drone technology.

<ul style="list-style-type: none"> • - Potential future applications and innovations in drone technology. 	
Essential Questions	Corresponding Big Ideas (Enduring Understandings)
<ul style="list-style-type: none"> • 1. In which industries are drones commonly used, and for what purposes? • 2. What are the specific applications of drones in agriculture, logistics, emergency services, and entertainment? • 3. What are the benefits and challenges of using drones in these applications? • 4. How might drone technology evolve in the future to address new challenges and opportunities? 	<ul style="list-style-type: none"> - Drones are versatile tools that offer significant benefits across various industries by improving efficiency and addressing specific needs. - Understanding the applications of drones helps in appreciating their impact on modern society and future technological advancements. - The continuous evolution of drone technology promises to open up new possibilities and applications
Domain Specific Vocabulary	
<ul style="list-style-type: none"> • - Precision Agriculture • - Logistics • - Aerial Surveillance • - Disaster Response • - Cinematography • - Payload Delivery 	

Assessments

Pre-Assessment	Other Evidence For Learning
<ul style="list-style-type: none"> - Pre-unit quiz on students' knowledge of drone applications. - Classroom discussion to gauge familiarity with different industries using drones. 	<ul style="list-style-type: none"> - Class participation in discussions and research activities. - Completion of exploratory activities and quizzes. - Informal assessments during case study presentations and research tasks.
Summative Assessments (Performance Tasks) <i>Include rubrics as needed</i>	
<ul style="list-style-type: none"> - Written test covering the applications of drones in various industries. - Research Project: Conduct a case study on a specific drone application and present the findings. 	

Engaging Common Learning Experiences

What common experiences promote targeted learning and enable all students to achieve the goals?

- - Case Study Research: Students research and present case studies on drone applications in different industries.
- - Guest Speaker: Invite a professional from a drone-utilizing industry to speak about their experiences and insights.
- - Application Workshop: Hands-on activities demonstrating drone applications, such as using drones for mapping or surveying.

Resources

Teacher Resources	Student Resources
<ul style="list-style-type: none"> - Presentation slides on drone applications across different industries. - Access to case studies and research articles on drone technology. 	<ul style="list-style-type: none"> - Handouts on the applications of drones in different industries. - Access to research databases and case study repositories. - Recommended readings: "Applications of Drones in Modern Society" (PDF) from Rocket Drones University.

<ul style="list-style-type: none"> - Links to online videos and tutorials demonstrating various drone applications. - Rocket Drones University. "Introduction to Drones – Sample Curriculum." [Rocket Drones University](https://rocketdronesuniversity.com/courses/introduction-to-drones-sample-curriculum/). - ISTE Standards for Students. [ISTE](https://www.iste.org/standards/iste-standards-for-students). - Next Generation Science Standards (NGSS). [NGSS](https://www.nextgenscience.org/) 	
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Lessons

Griswold High School
Grade 9-12 Information Technology
Unit 6

Subject(s)	Information Technology
Grade/Course	Grade 9-12: Introduction to Drone Technology
Unit Title	Careers in Uncrewed Systems
Unit Description	This unit provides an overview of the diverse career opportunities in the field of uncrewed systems, including drones. Students will explore various job roles, required skills, and educational pathways. By the end of this unit, students will have a clear understanding of the potential career paths within the drone industry and the steps needed to pursue these careers.
Pacing	2 weeks

Priority Standards & Supporting Standards
<ul style="list-style-type: none"> • - ISTE Standards for Students: Knowledge Constructor, Computational Thinker. • - Next Generation Science Standards (NGSS): HS-ETS1-1, HS-ETS1-3.

Concepts (What students will know...)	Skills (What students need to be able to do...)
<ul style="list-style-type: none"> • - Overview of careers in uncrewed systems (e.g., UAV pilot, drone software developer, UAV maintenance technician). • - Skills and qualifications needed for various roles. • - Educational pathways and certifications. • - The impact of drones on the job market and future career opportunities. 	<ul style="list-style-type: none"> • - Identify and describe different career opportunities in the uncrewed systems field. • - Analyze the skills and qualifications required for specific roles. • - Research educational pathways and industry certifications. • - Evaluate the impact of drones on the job market and emerging career trends.

Essential Questions	Corresponding Big Ideas (Enduring Understandings)
<ul style="list-style-type: none"> ● 1. What are the different career opportunities available in the field of uncrewed systems? ● 2. What skills and qualifications are necessary for careers in the drone industry? ● 3. What educational pathways and certifications can help students pursue careers in uncrewed systems? ● 4. How are drones impacting the job market and what future career trends are emerging? 	<ul style="list-style-type: none"> - The field of uncrewed systems offers a wide range of career opportunities that require diverse skills and qualifications. - Pursuing a career in the drone industry often involves specialized education and certifications. - The growing use of drones is creating new job opportunities and reshaping the job market.
Domain Specific Vocabulary	
<ul style="list-style-type: none"> ● - UAV (Unmanned Aerial Vehicle) ● - Certification ● - Flight Training ● - Remote Pilot ● - GIS (Geographic Information Systems) ● - Robotics Engineer 	

Assessments

Pre-Assessment	Other Evidence For Learning
<ul style="list-style-type: none"> - Pre-unit quiz on students' knowledge of careers in the drone industry. - Classroom discussion to gauge interest and awareness of career opportunities in uncrewed systems. 	<ul style="list-style-type: none"> - Class participation in discussions and research activities. - Completion of exploratory activities and quizzes. - Informal assessments during career exploration and presentation tasks.
Summative Assessments (Performance Tasks) <i>Include rubrics as needed</i>	
<ul style="list-style-type: none"> - Written test covering career opportunities, required skills, and educational pathways in the uncrewed systems field. - Career Research Project: Research and present a detailed career pathway in the drone industry, including required education, certifications, and job prospects. 	

Engaging Common Learning Experiences

What common experiences promote targeted learning and enable all students to achieve the goals?

- Career Exploration Activity: Students research and present different careers in the uncrewed systems field.
- Guest Speaker: Invite a professional from the drone industry to discuss career opportunities and pathways.
- Certification Workshop: Explore the process and requirements for obtaining industry-relevant certifications.

Resources

Teacher Resources	Student Resources
<ul style="list-style-type: none"> - Presentation slides on careers in uncrewed systems. - Access to career exploration databases and industry resources. - Links to online career guides and certification programs. 	<ul style="list-style-type: none"> - Handouts detailing various careers in the drone industry and their requirements. - Access to career exploration tools and databases.

<ul style="list-style-type: none"> - Rocket Drones University. "Introduction to Drones – Sample Curriculum." [Rocket Drones University](https://rocketdronesuniversity.com/courses/introduction-to-drones-sample-curriculum/). - ISTE Standards for Students. [ISTE](https://www.iste.org/standards/iste-standards-for-students). - Next Generation Science Standards (NGSS). [NGSS](https://www.nextgenscience.org/) 	<ul style="list-style-type: none"> - Recommended readings: "Career Opportunities in Uncrewed Systems" (PDF) from Rocket Drones University.
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Lessons

Griswold High School
Grade 9-12 Information Technology
Unit 7

Subject(s)	Information Technology
Grade/Course	Grade 9-12: Introduction to Drone Technology
Unit Title	Drone Safety , Flight, and Regulations
Unit Description	This unit focuses on the importance of safety and regulations in drone operations. Students will learn about the legal requirements for drone use, including FAA regulations, safety protocols, and best practices for responsible drone operation. By the end of this unit, students will be well-versed in the necessary steps to operate drones safely and legally.
Pacing	5 weeks

Priority Standards & Supporting Standards	
<ul style="list-style-type: none"> ● ISTE Standards for Students: Digital Citizen, Knowledge Constructor. ● - Next Generation Science Standards (NGSS): HS-ETS1-1, MS-ETS1-2. 	

Concepts (What students will know...)	Skills (What students need to be able to do...)
<ul style="list-style-type: none"> ● - Overview of FAA regulations for drone use. ● - Safety protocols and best practices for drone operation. ● - Legal requirements and certifications for drone pilots. ● - The importance of responsible drone usage to ensure safety and compliance. 	<ul style="list-style-type: none"> ● - Understand and apply FAA regulations for drone operations. ● - Implement safety protocols and best practices during drone flights. ● - Obtain necessary certifications for legal drone operation. ● - Evaluate the impact of safety and regulations on drone usage.

Essential Questions	Corresponding Big Ideas (Enduring Understandings)
<ul style="list-style-type: none"> 1. What are the FAA regulations that govern drone use? 2. What safety protocols should be followed to ensure safe drone operation? 3. What legal requirements and certifications are necessary for drone pilots? 4. Why is responsible drone usage important for safety and compliance? 	<ul style="list-style-type: none"> - Adhering to FAA regulations and safety protocols is crucial for legal and safe drone operations. - Obtaining necessary certifications ensures compliance with legal requirements and promotes responsible drone usage. - Understanding and implementing safety measures can prevent accidents and promote a culture of safety in drone operations.
Domain Specific Vocabulary	
<ul style="list-style-type: none"> - FAA (Federal Aviation Administration) - TRUST (The Recreational UAS Safety Test) - Part 107 Certification - No-Fly Zone - Line of Sight - Pre-Flight Checklist 	

Assessments	
Pre-Assessment	Other Evidence For Learning
<ul style="list-style-type: none"> - Pre-unit quiz on students' knowledge of drone safety and regulations. - Classroom discussion to assess awareness of legal requirements and safety protocols for drone operations. 	<ul style="list-style-type: none"> - Class participation in discussions and safety drills. - Completion of exploratory activities and quizzes. - Informal assessments during practical safety exercises and regulatory discussions.
Summative Assessments (Performance Tasks) <i>Include rubrics as needed</i>	
<ul style="list-style-type: none"> - Written test covering FAA regulations, safety protocols, and legal requirements for drone operation. - Safety Plan Project: Develop a comprehensive safety plan for a drone operation, including regulatory compliance and best practices. 	

Engaging Common Learning Experiences <i>What common experiences promote targeted learning and enable all students to achieve the goals?</i>
<ul style="list-style-type: none"> - Safety Drill: Conduct a simulated pre-flight safety check and emergency response drill. - Regulatory Research: Students research and present on specific FAA regulations and their implications for drone operators. - Certification Workshop: Guide students through the process of obtaining the TRUST certificate or Part 107 certification.

Resources	
Teacher Resources	Student Resources
<ul style="list-style-type: none"> - Presentation slides on FAA regulations and drone safety protocols. - Access to FAA guidelines and certification resources. - Links to online safety training videos and regulatory information. 	<ul style="list-style-type: none"> - Handouts detailing FAA regulations and safety protocols. - Access to FAA certification resources and training materials. - Recommended readings: "Drone Safety and Regulations Guide" (PDF) from Rocket Drones University.

<ul style="list-style-type: none"> - Rocket Drones University. "Introduction to Drones – Sample Curriculum." [Rocket Drones University](https://rocketdronesuniversity.com/courses/introduction-to-drones-sample-curriculum/). - Federal Aviation Administration (FAA). "Recreational Flyers & Modeler Community-Based Organizations." [FAA](https://www.faa.gov/uas/recreational_fliers/). - ISTE Standards for Students. [ISTE](https://www.iste.org/standards/iste-standards-for-students). - Next Generation Science Standards (NGSS). [NGSS](https://www.nextgenscience.org/). 	
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Lessons

GRISWOLD PUBLIC SCHOOLS

Job Description

Position: ~~Community Relations and Special Projects Coordinator~~
Communications and Marketing Director

FLSA: Non-Exempt

Approval Date: TBD

Reports to: Director of Fiscal and Personnel Services

General Description: The ~~Community Relations and Programming Specialist~~ **Communications and Marketing Director** will employ various communication techniques to increase awareness of and participation in district offerings, work closely with district staff and the education community to develop and oversee a variety of short and long-term projects, and pursue grant opportunities to ensure the fiscal sustainability of those projects.

Supervisory Responsibilities: None.

Terms of Service: This is a full-year, hourly, non-bargaining position. The work schedule will fluctuate based on project phases and funding-related deadlines, but shall be a minimum of fifteen (15) and a maximum of forty (40) hours per week. A flexible schedule and the option to perform portions of the work remotely may be approved at the discretion of the Director of Fiscal and Personnel Services.

Job Requirements:

Knowledge of -

- Public relations, marketing and media principles, practices, **tools**, and policies;
- Public school organization, operations, policies and objectives;
- **Website administration and the management and most effective uses of other digital communications tools;**
- **Graphic Design and production knowledge for print and digital medias;**
- **Photography and videography;**
- ~~Elements of~~ Writing news releases and other material for news media and general publication;
- ~~Communications media and their most effective uses;~~
- Effective grant writing techniques;
- Interpersonal skills and effective oral and written communications; and
- Special event planning and project management.

Ability to -

- Assist in the preparation and development of programs designed to accelerate student learning and enhance the home-to-school connection;

- Identify grant funding sources to ensure the financial sustainability of programs developed;
- Develop and submit grant applications to the appropriate funding agency;
- Identify internal and external communication gaps and recommend strategies to address them;
- Create and execute marketing strategies for district programming and initiatives;
- Utilize **Google Tools, Adobe Creative Cloud, and Microsoft Office Suite** or related software proficiently.
- Work independently or as part of a team;
- Remain calm in the face of competing demands and external pressures;
- Communicate effectively both orally and in writing, through a variety of materials and to a variety of audiences; and
- Establish and maintain effective relationships.

Education:

- A Bachelor's degree in **Marketing**, Public Relations, Communications, Journalism, or Education; or
- Directly related experience that can be demonstrated through a portfolio of grant samplings and marketing efforts.

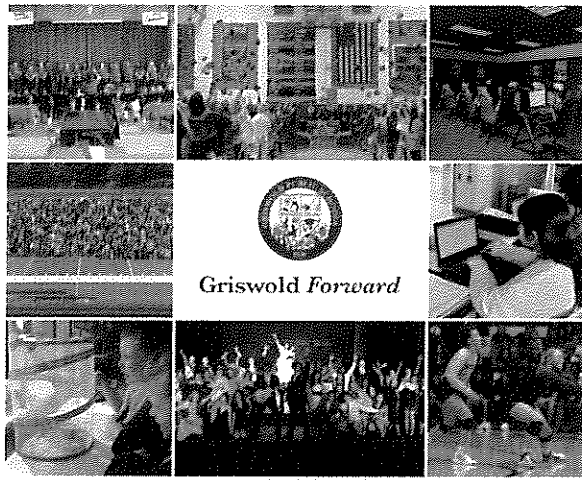
Duties and Responsibilities

Note: It is impractical to attempt to list every duty and responsibility of an instructional specialist inasmuch both the conditions and the human variables involved are both unpredictable and subject to change. These, then, are the major duties and responsibilities of the position, but there are many additional specific tasks and processes required to fulfill this role in a satisfactory manner.

1. Assist in the planning, implementation, and maintenance of a communications program, using a variety of media and techniques.
2. As directed, compose and disseminate news releases, informational materials, brochures, and pamphlets concerning district programs and activities.
3. **Manage district brand standards and be point of contact for design needs.**
4. Maintain liaison and build relationships with parents, community agencies, district staff, and community representatives.
5. Attend and present at board, council, and other meetings as required.
6. Exercise proactive leadership and exhibit support in promoting the district's vision, mission, goals, and priorities.
7. Collaborate with the educational community in the preparation, development, and implementation of short and long-range projects that support district goals.
8. Monitor project progress, drafting and distributing periodic progress reports for district leadership and stakeholders.
9. Develop marketing strategies to ensure peak family and community awareness and participation.

10. Identify funding opportunities that match district goals and ensure sustainability of newly developed programs.
11. Prepare and submit grant applications, ensuring that applications focus on the conditions, restrictions, and goals of the sponsoring organization.
12. Develop forms, processes, procedures, and policies for the purpose of implementing a consistent grant application methodology.

Evaluation: Performance will be evaluated by the Director of Fiscal and Personnel Services.



GPS Goals 2024-2025
Griswold Board of Education
September 12, 2024

Griswold Public Schools

- Building administration has developed a goal that aligns to each of the district goals.
- Additionally, each building has identified school wide reading and math goals.
- For each goal, the administration has developed a monitoring and measurement plan.
- The Principal and Assistant Principal will provide an overview of their work for the 2024-2025 school year; they will entertain questions from the Board after their presentation. We welcome your questions!

Griswold Forward



Griswold Public Schools

DISTRICT GOALS

- 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 (SEL goal).
- 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 (Personalized & Blended Learning goal).
- Griswold Public Schools will explore and implement research-based instruction to improve outcomes for all Griswold students (RBI/Tier 1 goal).

Griswold Forward



Griswold Elementary School

By the end of the 2024-2025 school year, GES will continue implementation of school wide Kindness in the Classroom language. As a result we will see a 15% decrease in behavioral referral data as measured by EdHandbook. (SEL goal).

- Monthly Town Hall Meetings to introduce new character traits and celebrate work with KITC units.
- Counseling and support opportunities to address the needs of students through individual and group sessions, CICO, leadership groups and work groups.
- Enhance positive attendance by utilizing weekly meetings to monitor data and provide additional support for students at risk for truancy and chronic absenteeism.
- Leverage EdHandbook data to identify effective interventions and support strategies for students exhibiting maladaptive behaviors.

Griswold Forward



Griswold Elementary School

By the end of the 2024-2025 school year, each GES grade level will integrate personalized and blended learning into at least two units of the teacher's choice. Overall student achievement and growth will increase by 15% as measured by AIMSweb Reading and Mathematics data (Personalized & Blended Learning goal).

- Ensure equitable access to technology resources for all students, including those from disadvantaged backgrounds - 1:1 device for ALL students.
- Promote student reflection and ownership of their learning.
- Project based learning opportunities;
 - Play-based learning in Kindergarten
 - Grade 4 Education Extravaganza
- Design and implement a restructured MTSS process to meet the needs of all students in the areas of academics, social & emotional learning, behavior skills and attendance.

Griswold Forward



Griswold Elementary School

By the end of the 2024-2025 school year, GES teachers will implement universal research-based Tier 1 instructional strategies, resulting in a 15% increase in student achievement and growth, as measured by AIMSweb Reading and Mathematics data (RBI/Tier 1 goal).

- Implement Foundations daily, with fidelity in grades K-3 to build phonemic awareness, phonics, spelling and fluency skills.
- Implement Lexia Reading daily, with fidelity in grades K-4, ensuring students are meeting their weekly target minutes and progress through levels.
- Implement Illustrative Mathematics with fidelity as intended in grades K-4.
- Use data to make informed instructional decisions and adjust teaching strategies accordingly.
- Weekly grade level team meetings & scheduled meetings with administrators to collaborate.

Griswold Forward



Griswold Elementary School

Griswold Elementary School students, in all grade levels (Kindergarten through Grade 4), performing at the Tier 1 level will increase by 20% or higher from Fall 2024 to Spring 2025 as measured by the AimsWeb Reading Assessment (Reading Goal).

- Analyze current AimsWeb data to identify specific areas of need
- Set specific, measurable, achievable, relevant, and time-bound (SMART) goals for each grade level.
- Ensure access to resources, such as technology tools, to support reading instruction.
- Use data use from SBAC interim assessments to identify areas for targeted instruction for students.

Griswold Forward



Griswold Elementary School

Griswold Elementary School students, in all grade levels (Kindergarten through Grade 4), performing at the Tier 1 level will increase by 20% or higher from Fall 2024 to Spring 2025 as measured by the AimsWeb Mathematics Assessment (Math Goal).

- Analyze current AimsWeb data to identify specific areas of need
- Set specific, measurable, achievable, relevant, and time-bound (SMART) goals for each grade level.
- Ensure access to resources, such as technology tools, to support reading instruction.
- Use data use from SBAC interim assessments to identify areas for targeted instruction for students.

Griswold Forward



Griswold Middle School

If GMS implements the CREW advisory program with a focus on deepening students' capacities through the Second Step SEL curriculum, student engagement will increase by 20% as measured by walk-through data, and behavioral referrals will decrease by 15% as measured by our behavioral management system.

By integrating targeted social-emotional learning strategies into our daily routines and using common school-wide language, we aim to create a supportive school environment where students feel valued, understood, and motivated to succeed. This holistic approach will improve student behavior and engagement as well as foster a positive school culture that promotes overall well-being and academic success. (SEL goal).

- Facilitate regular advisory sessions using the Second Step SEL curriculum, focusing on specific social-emotional skills such as self-awareness, empathy, and responsible decision-making.
- Use the common SEL language from the Second Step curriculum in all classrooms, reinforcing social-emotional learning throughout the school day
- Use school-wide, Second Step-based language when addressing behavior, ensuring consistency and clarity in expectations and responses.
- Regularly analyze walk-through and behavioral referral data, using it to guide adjustments to the CREW program and SEL curriculum based on trends or specific student needs.
- Continue to implement school-wide SEL initiatives such as greetings at the door, behavior specific praise, and high-five positive behavior incentive.

Griswold Forward



Griswold Middle School

If all teachers develop and implement personalized blended learning units tailored to meet the diverse needs of their students, then overall student achievement and growth will increase by 20%, as measured by AIMSweb data and interim assessment results.

This approach will ensure that each student receives instruction that is both engaging and aligned with their individual learning styles, leading to measurable improvements in academic outcomes (Personalized & Blended Learning goal).

- Design learning units that allow students to progress at their own pace, offering different pathways for students to achieve mastery based on their individual needs.
- Weekly grade-level common planning time has been established to continue collaborating on blended learning units.
- Scheduled release time for all core subject teachers to meet with library media specialist to build lessons using schoolAI.
- Use AIMSweb data and interim assessments to inform instructional decisions and personalize content delivery based on student progress.
- Purposefully planned vertical team meetings focused on sharing lesson and unit design.

Griswold Forward



Griswold Middle School

If all teachers consistently implement universal, research-based Tier 1 instructional and behavioral strategies, then overall student achievement and growth will increase by 20%, as indicated by AIMSweb data and other academic performance metrics.

This will ensure high-quality instruction and support for all students, leading to more equitable outcomes and a stronger learning environment across GMS(RBI/Tier 1 goal).

- Tailor lessons to meet the diverse needs of students by providing varied instructional approaches based on readiness, interests, and learning profiles.
- Focus on clear and direct teaching, including modeling, guided practice, and independent practice.
- Regularly assess student progress through formative assessments (e.g., quizzes, exit tickets) to adjust instruction based on student needs.
- Promote cooperative learning activities such as group projects or peer-to-peer teaching to encourage active engagement and build social-emotional skills.
- Design lessons aligned with state or district standards, ensuring that instruction is focused on key competencies students must master.

Griswold Forward



Griswold Middle School

By the end of the 2024-2025 school year, Griswold Middle School will increase the percentage of students meeting or exceeding proficiency on the SBAC Reading assessment by 10%, through focused literacy instruction and targeted reading interventions (Reading Goal).

- Monitor and track student progress on Lexia, setting clear goals and providing support to students struggling to meet expected benchmarks. Celebrate student growth and success to keep motivation high.
- Regularly adjust intervention groups based on updated AIMSweb data, ensuring students receive the most relevant and effective reading support tailored to their specific needs.
- Highlight student literacy successes, whether through Lexia growth, improved reading levels, or SBAC progress.
- Use the data from SBAC interim assessments to identify areas where students struggle and plan targeted instruction that addresses these specific gaps.

Griswold Forward



Griswold Middle School

By the end of the 2024-2025 school year, Griswold Middle School will increase the percentage of students meeting or exceeding proficiency on the SBAC Math assessment by 10%, through targeted instruction and intervention strategies (math goal).

- Ensure the Illustrative Math curriculum is followed with fidelity, providing consistent exposure to grade-level standards, real-world problem-solving, and conceptual understanding.
- Use data from AIMSweb, SBAC, MobyMax, and Khan Academy to inform differentiated instruction, tailoring lessons to meet the needs of all students.
- Continue using data from AIMSweb to group students for focused intervention sessions, adjusting groups regularly to meet evolving needs.
- Use the data from SBAC interim assessments to identify areas where students struggle and plan targeted instruction that addresses these specific gaps.

Griswold Forward



Griswold High School

If Griswold High School deliberately integrates School Connect across all classrooms and curricula, then the school will see a 20% increase in positive responses on school climate surveys within one academic year, and a 15% decrease in behavioral incidents as recorded by Ed Handbook. (SEL goal).

Consistently implementing School Connect 100% of the time as scripted in the Scope & Sequence on SEL Wednesdays.

Fostering these kinds of relationships with all of our students (greeting them at the door, behavior-specific praise, celebrating successes, goal setting and attainment) – relationships, relationships, relationships

Set up a plan of outreach to personally connect with students who are missing your class often.

Integrate SEL skills like empathy, self-awareness, and resilience into daily activities.

Use positive reinforcement to encourage desired behaviors and create a positive school climate.

Griswold Forward



Griswold High School

If all teachers at Griswold High School enable personalized learning opportunities and innovative approaches, then overall student achievement and growth will increase by 20% as measured by Walk-Through data, AimsWEB and SAT data within the academic year (Personalized & Blended Learning goal).

District identified content curriculum is implemented and monitored.

Data is reviewed to determine student progress and inform instruction – use student data to tailor instruction to individual needs.

1:1 student conferences become part of your practice – discuss progress, shared successes and troubleshoot challenges.

Tailor teaching methods to accommodate different learning styles and abilities.

Use frequent, low-stakes assessments to gauge student understanding and adjust instruction.

Empower students by giving them a say in their learning process and choices in their assignments.

Griswold Forward



Griswold High School

If Griswold High School elevates tier-one instruction by emphasizing rigor, higher cognitive engagement, cultural awareness, and high expectations, then students will acquire not only knowledge but also the critical skills necessary to thrive in an ever-evolving world as measured by a 20% increase in student performance on standardized assessments and classroom benchmarks within the academic year (RBI/Tier 1 goal).

Learning Targets are posted, regularly updated and connected to daily instruction and feedback.

Teachers are routinely experimenting with and implementing different approaches to study.

Students are seated in arrangements that facilitate student-to-student collaboration (non-row seating).

Data is reviewed to determine student progress and inform instruction.

Include diverse texts and materials that reflect different cultures and viewpoints.

Use strategies like think-pair-share, Socratic seminars and debates to promote cognitive engagement.

Allow students to have a say in their learning process and offer choices in how they demonstrate understanding.

Project-Based Learning opportunities to connect learning to real-world issues and increase engagement.

Clearly communicate high expectations and provide the necessary support for all students to meet them.

Griswold Forward



Griswold High School

By the end of the academic year, the average PSAT→SAT reading score for our high school students will increase in the range of 50-100 points from their current score, by reviewing College Board data and implementing targeted reading interventions and practice assessments (reading goal).

Develop targeted interventions focusing on key reading skills such as comprehension, vocabulary and analytical thinking.

Implement small group sessions for students who need additional support.

Schedule regular practice assessments to familiarize students with the SAT format and question types.

Provide immediate, detailed feedback on practice assessments to help students identify and address weaknesses.

Incorporate SAT-style reading passages and questions into daily lessons across subjects.

Emphasize critical reading and analytical skills in all content areas, not just English.

Help students set specific, achievable goals for their SAT reading scores.

Griswold Forward



Griswold High School

By the end of the academic year, the average PSAT→SAT math score for our high school students will increase in the range of 50-100 points from their current score, by reviewing College Board data and implementing targeted reading interventions and practice assessments (math goal).

Develop targeted interventions focusing on key math skills such as algebra, problem-solving, and data analysis.

Implement small group sessions or one-on-one tutoring for students who need additional support.

Schedule regular practice assessments to familiarize students with the SAT format and question types.

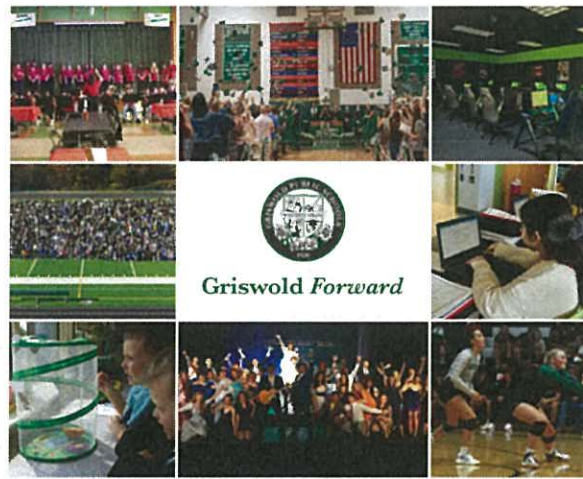
Provide immediate, detailed feedback on practice assessments to help students identify and address weaknesses.

Integrate SAT-style math problems into daily lessons across math courses.

Help students set specific, achievable goals for the SAT math scores.

Griswold Forward





TLI Department Semi-Annual Department Report Griswold Board of Education September 12, 2024

Educator Evaluation Updates

- BOE Approved teacher and leader evaluation plans approved by CT DOE
- Required orientation delivered to all applicable certified teachers and staff
- Internal TLI Staff Resources Website updated to include new plan information, forms, and resources

Next Steps

- Creating templates in Frontline for teachers to complete the required forms for goal-setting, professional learning, etc. and for evaluators to provide feedback on formal and informal observations

Griswold Forward



Curriculum Updates

- **Science:**

- Approved core K-12 Science Units linked on district website
- Teachers continue to work on adding resources to units in working curriculum

- **Math:**

- Initial curriculum professional learning and work session occurred on August 26
- Teachers identified unit topics and selected priority and supporting standards

Next Steps

- TLI Department will review standards & map them, identify draft concepts and skills, and collaborate with departments to clarify any questions prior to...
- October work sessions: Focus on Assessment

Griswold Forward



Reading Legislation and Grant Updates

- ARPA Right to Read Grant allocations approved
- Continuing implementation of Foundations and Heggerty to meet requirements
- Exploring Bookworms Shared Reading materials

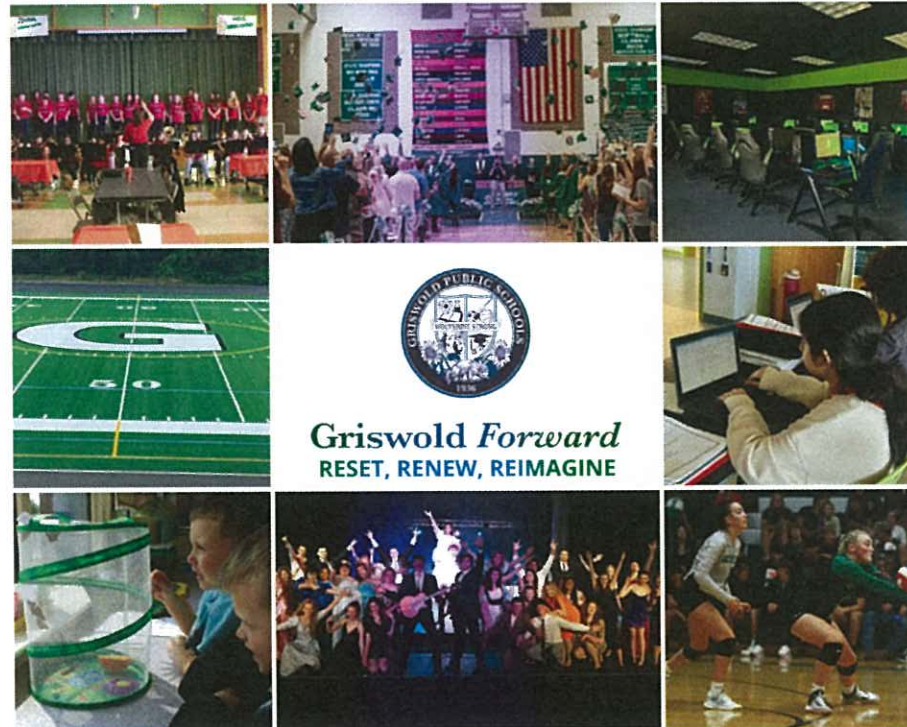
Next Steps

- Grade level meetings
- Bookworms purchasing and planning

Griswold Forward



GRISWOLD PUBLIC SCHOOLS



PROFESSIONAL LEARNING SCHEMA

August 26, 27, and 28, 2024

2024-2025 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 promoting the implementation and expansion of Blended and Personalized Learning in all PreK (Early Childhood Program)-12 learning environments.

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

Monday August 26, 2024

DISTRICT SPONSORED PROFESSIONAL LEARNING	GES DETAILED PROFESSIONAL LEARNING SCHEMA	GMS DETAILED PROFESSIONAL LEARNING SCHEMA	GHS/GSSA DETAILED PROFESSIONAL LEARNING SCHEMA
<p>MORNING</p> <p>Breakfast 7:30-8:00 GMSCafe (Breakfast available starting at 7:00)</p> <p>GPS Convocation 8:00-8:55 GMS Auditorium</p>	<p>MORNING</p> <p>7:30-8:00, Breakfast GMS Cafe (Breakfast available starting at 7:00)</p> <p>8:00-8:55, GPS Convocation, GMS Auditorium</p> <p>9:30-10:30, Faculty Meeting, GES LMC</p> <p>10:30-12:00, Grade Level Teams ELA Curriculum (BOOKWORMS)</p> <ul style="list-style-type: none"> 11:30-12:00, Joe and Jackie meet with Preschool 	<p>MORNING</p> <p>7:30-8:00, Breakfast GMSCafe (Breakfast available starting at 7:00)</p> <p>8:00-8:55, GPS Convocation, GMS Auditorium</p> <p>9:30-10:30, Faculty Meeting; Learning Commons</p> <p>10:30-11:15, Team Leaders (conference room)</p> <p>11:15-12:00 Support Staff (conference room)</p> <p>10:30-12:00 Individual/Team PD (classroom prep, planning, team meetings, curriculum mapping, vector training)</p>	<p>MORNING</p> <p>7:30-8:00, Breakfast GMS Cafe (Breakfast available starting at 7:00)</p> <p>8:00-8:55, GPS Convocation, GMS Auditorium</p> <p>9:30-11:00, Faculty Meeting; Learning Commons</p> <p>11:00-12:00, Departmental/Team or Individual Time (see ATL)</p>
<p>LUNCH BREAK</p>	<p>12:00-12:30 Lunch on your own</p>	<p>12:00-12:30 Lunch on your own</p>	<p>12:00-12:30 Lunch on your own</p>

DISTRICT SPONSORED PROFESSIONAL LEARNING	GES DETAILED PROFESSIONAL LEARNING SCHEMA	GMS DETAILED PROFESSIONAL LEARNING SCHEMA	GHS/GSSA DETAILED PROFESSIONAL LEARNING SCHEMA
AFTERNOON	AFTERNOON 12:30-2:30 , District Math Curriculum Kickoff! GMS LMC (grade level representatives and math teachers) 12:30-2:45 , Individual/Team PD/Classroom Prep/Department (Team Planning, Curriculum Mapping, Vector Training) <ul style="list-style-type: none"> • 1:00-1:30, Joe and Jackie meet with Kindergarten • 1:30-2:00, Joe and Jackie meet with grade 1 	AFTERNOON 12:30-2:30 , District Math Curriculum Kickoff! GMS LMC (all math teachers) 1:00-2:00 , Exploratory Team Meeting (Conference Room)	AFTERNOON 12:30-2:30 , District Math Curriculum Kickoff! GMS LMC (all GHS math teachers) 12:30-1:30 , GHS Homecoming Event meeting in the main office conference room (Art) 12:30-2:30 , Departmental/Team or Individual Time (see ATL) & Co-Teacher Collaboration Time

Tuesday August 27, 2024

DISTRICT SPONSORED PROFESSIONAL LEARNING	GES DETAILED PROFESSIONAL LEARNING SCHEMA	GMS DETAILED PROFESSIONAL LEARNING SCHEMA	GHS/GAHS DETAILED PROFESSIONAL LEARNING SCHEMA
MORNING	<p>MORNING 7:30, Arrival</p> <p>7:30-8:45, Individual/Team PD/Classroom Prep/Department (Team Planning, Curriculum Mapping, Vector Training)</p> <p>8:45-9:15, Teacher Evaluation Plan (All Certified Staff - GES LMC)</p> <p>9:30-11:45, Faculty Meeting (GES LMC)</p>	<p>MORNING 7:30, Arrival</p> <p>7:45-9:00, 7th Grade Team Meeting (Conference Room)</p> <p>9:00-10:00, 6th Grade Team Meeting (Conference Room)</p> <p>10:00-10:30, Teacher Evaluation Plan (All Certified Staff - GMS Learning Commons)</p> <p>10:30-10:45, AIMSWEB (math, LA, SPED please bring laptops- GMS Learning Commons)</p> <p>10:45-11:45, 5th Grade Team Meeting (conference room)</p>	<p>MORNING 7:30, Arrival</p> <p>8:00-8:45, Full Faculty Meeting in the Learning Commons - please bring your technology</p> <ul style="list-style-type: none"> 2024-2025 NEW Teacher Evaluation <p>Opportunity for teachers to review rosters with school counselors and learn about incoming students:</p> <ul style="list-style-type: none"> 8:45-9:15, Math, Tech, Business 9:30-10:00, Science, WL, Art, Music 10:15-10:45, Social Studies, FCS, PE, Health 11:00-11:30, English 12:00-12:30, Special Education <p>(90-minute work session within</p>

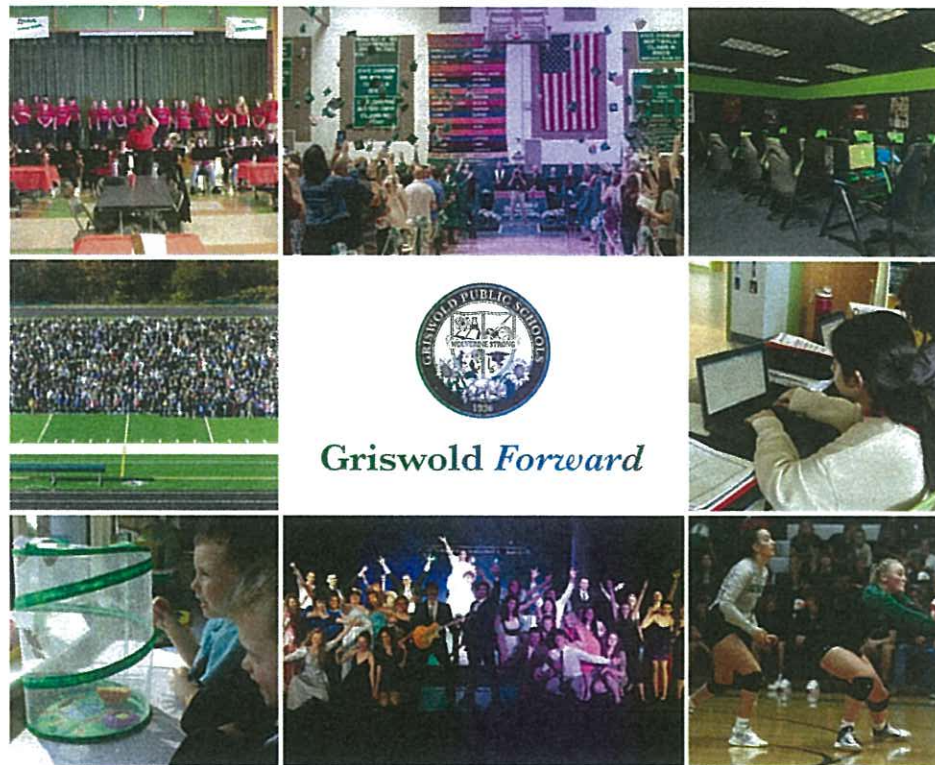
DISTRICT SPONSORED PROFESSIONAL LEARNING	GES DETAILED PROFESSIONAL LEARNING SCHEMA	GMS DETAILED PROFESSIONAL LEARNING SCHEMA	GHS/GAHS DETAILED PROFESSIONAL LEARNING SCHEMA
			<p>the hours available when not meeting with school counseling) Collaborate on our GHS 2024-2025 GOALS (see your ATL for the specific time)</p> <ul style="list-style-type: none"> SPED Department to collaborate with Stephanie Rourke on Reading Strategies & AimsWEB - Steph's Classroom
LUNCH BREAK	11:45-12:15 , Pizza Truck Lunch Provided (GMS Cafeteria)	12:00-12:30 , Pizza Truck Lunch Provided (GMS Cafeteria)	11:30-12:00 , Pizza Truck Lunch Provided (GMS Cafeteria)
AFTERNOON	<p>AFTERNOON</p> <p>12:30-2:45, Individual/Team PD/Classroom Prep/Department (Team Planning, Curriculum Mapping, Vector Training)</p> <ul style="list-style-type: none"> 2:00-2:30, Joe and Jackie meet with Grade 2 	<p>AFTERNOON</p> <p>1:00 - 2:30, 8th Grade Team Meeting (conference room)</p> <p>12:30-2:45, Individual/Team PD (classroom prep, planning, team meetings, curriculum mapping, vector training)</p>	<p>AFTERNOON</p> <p>12:30-1:30, GHS AP Teacher Meeting - Learning Commons</p> <p>12:30-2:00, Data Review for all students on your roster & Classroom Prep (ex) Previous grades, PSAT/SAT/SBAC, NGSS, AP scores, attendance</p> <p>12:30-1:30, Attendance Team Meeting (Art) - Conference Room</p> <p>2:00-2:30, Lunch Supervision Meeting with Art - Main Office</p>

DISTRICT SPONSORED PROFESSIONAL LEARNING	GES DETAILED PROFESSIONAL LEARNING SCHEMA	GMS DETAILED PROFESSIONAL LEARNING SCHEMA	GHS/GAHS DETAILED PROFESSIONAL LEARNING SCHEMA
			Conference room (all teachers with lunch duty and lunch supervisors)

Wednesday August 28, 2024

DISTRICT SPONSORED PROFESSIONAL LEARNING	GES DETAILED PROFESSIONAL LEARNING SCHEMA	GMS DETAILED PROFESSIONAL LEARNING SCHEMA	GHS/GAHS DETAILED PROFESSIONAL LEARNING SCHEMA
<p>MORNING</p> <p>PMT Refresher: PARAEDUCATORS 9:00-11:30 GHS/GMS 12:00-2:30 GES</p>	<p>MORNING 7:30, Arrival/Breakfast in cafeteria</p> <p>7:30-9:00, Individual/Team PD/Classroom Prep/Department (Team Planning, Curriculum Mapping, Vector Training)</p> <p>9:00-9:30, Faculty Meeting (GES LMC)</p> <p>9:30-10:15, Paraeducator meeting with Joe/Jackie</p> <p>10:00-12:00, Individual/Team PD/Classroom Prep/Department (Team Planning, Curriculum Mapping, Vector Training)</p> <ul style="list-style-type: none"> 10:15-10:45, Joe and Jackie meet with Grade 3 10:45-11:15, Joe and Jackie meet with Grade 4 11:15-11:45, Joe and Jackie meet with Exploratory Team 	<p>MORNING 7:30, Arrival/Breakfast in cafeteria</p> <p>8:15-9:00, Paraeducator Meeting in Learning Commons</p> <ul style="list-style-type: none"> Para PMT 9-11:30 in the gym <p>9:00-10:30 - Faculty Meeting (Bring Computers - GMS Learning Commons)</p> <p>10:30- 11:00 1st Year Teacher Meeting (Large Conference Room)</p> <p>10:00-12:00, Individual/Team PD (classroom prep, planning, team meetings, curriculum mapping, vector training)</p>	<p>MORNING 7:30, Arrival/Light Breakfast in the cafeteria</p> <p>7:45-8:45, Paraeducator Meeting (Erin & Stacy) in Learning Commons</p> <ul style="list-style-type: none"> Para PMT 9-11:30 at GMS <p>9:00-10:30, Full Staff Faculty Meeting in Learning Commons</p> <p>10:30-12:00, Capstone Committee Meeting in the Learning Commons - Jen Howe and Dave Bennett and Stacy Jewell, please join at 11:15 to collaborate on Capstone courses and student success</p> <p>10:30-12:00, Departmental/Team or Individual Time (see ATL) & Co-Teacher Collaboration Time</p>

DISTRICT SPONSORED PROFESSIONAL LEARNING	GES DETAILED PROFESSIONAL LEARNING SCHEMA	GMS DETAILED PROFESSIONAL LEARNING SCHEMA	GHS/GAHS DETAILED PROFESSIONAL LEARNING SCHEMA
LUNCH BREAK	12:00-12:30, Lunch on your own	12:00-12:30, Lunch on your own	12:00-12:30, Lunch on your own
AFTERNOON	<p>AFTERNOON</p> <p>12:30-2:45, Individual/Team PD/Classroom Prep/Department (Team Planning, Curriculum Mapping, Vector Training)</p> <ul style="list-style-type: none"> 1:00-1:30, Joe and Jackie meet with Support Team 	<p>AFTERNOON</p> <p>12:30-2:45, Individual/Team PD (classroom prep, planning, team meetings, curriculum mapping, vector training)</p>	<p>AFTERNOON</p> <p>1 pm - NECHEAR training for those contacted by Kiley Flynn in Logan Tonucci's classroom.</p> <p>12:30-2:30, It's go time - final prep to start the new school year! Utilize this time for the final touches! <i>Be sure your ATLs have copies of all of your course syllabi - they are due by the end of the day!</i></p>

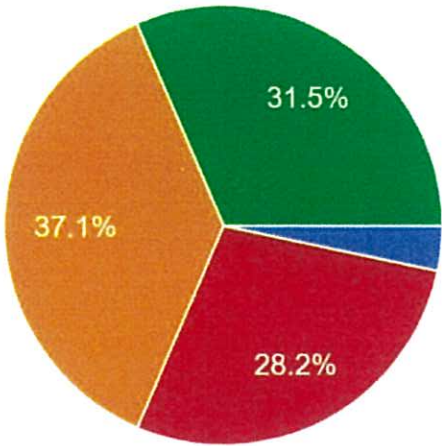


SCHOOL CLIMATE DATA
Griswold Board of Education
September 12th, 2024

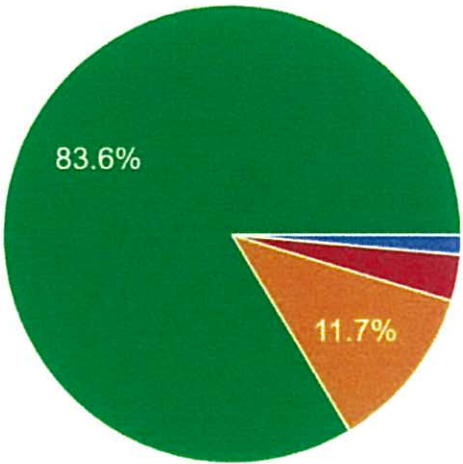
GES Student Responses

- Never
- Sometimes
- Often
- Always

I like school.
213 responses



My school has clear rules for behavior.
213 responses



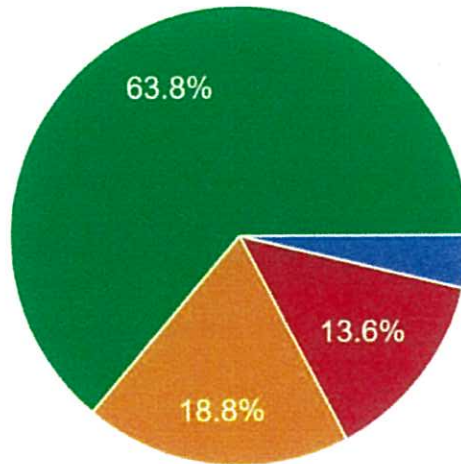
Griswold *Forward*



- Never
- Sometimes
- Often
- Always

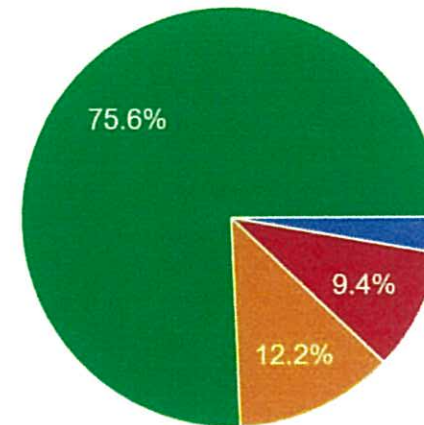
I feel safe at school.

213 responses



There is an adult at my school who will help me if I need it.

213 responses

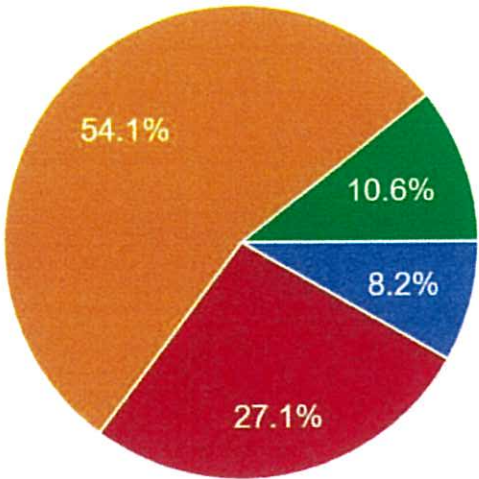


Griswold *Forward*

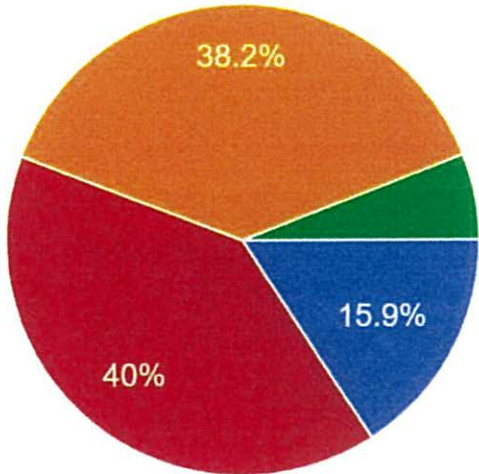


GMS Student Responses

I like school.
170 responses



I feel successful at school.
170 responses

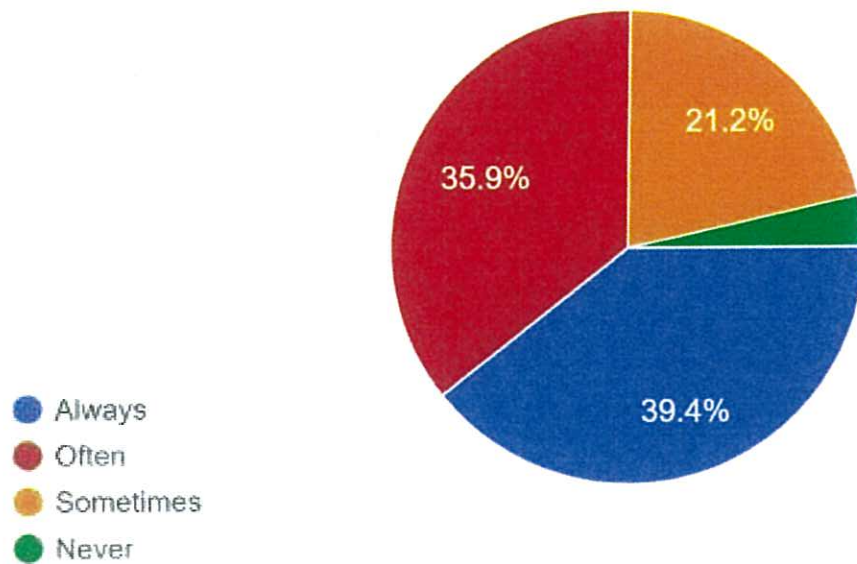


- Always
- Often
- Sometimes
- Never



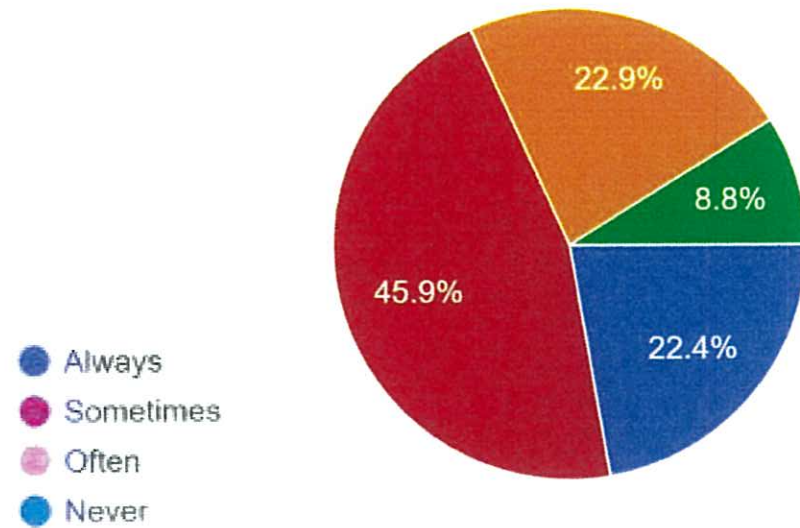
My school sets clear rules for behavior.

170 responses



School is a place at which I feel safe.

170 responses



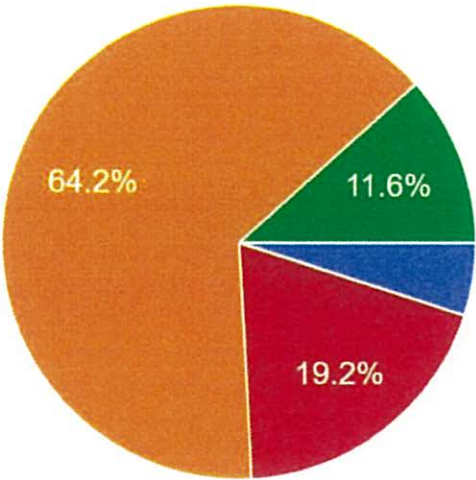
Griswold Forward



GHS Student Responses

I feel successful at school.

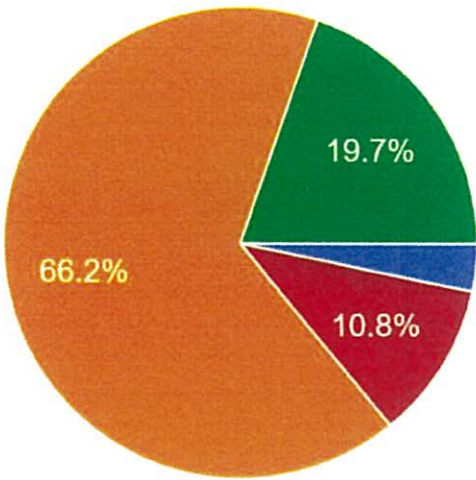
302 responses



- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

My school sets clear rules for behavior.

305 responses



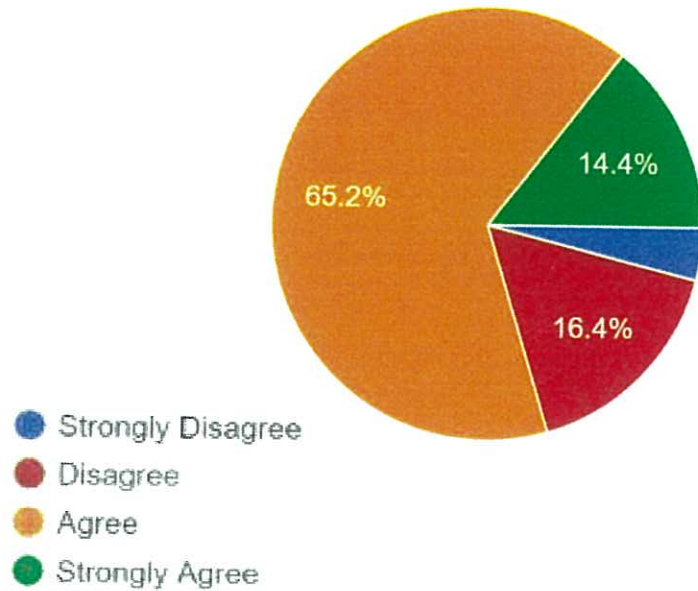
- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Griswold Forward



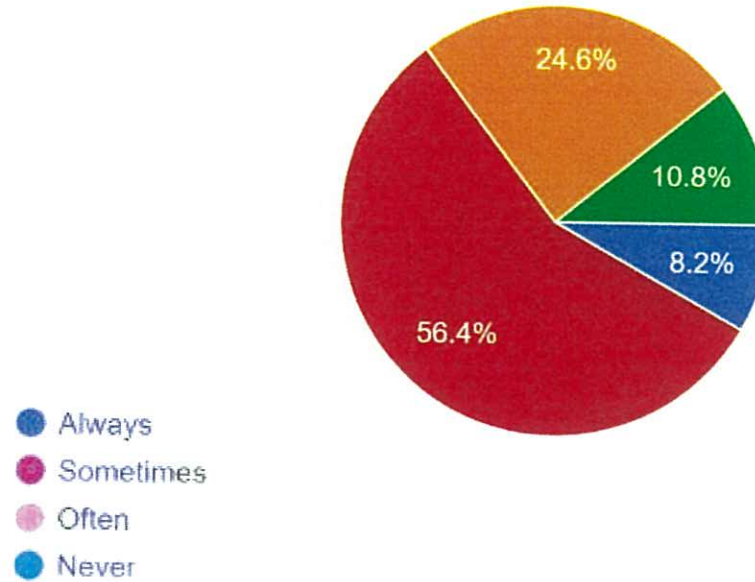
I feel my school has high standards for achievement.

305 responses



Students are frequently recognized for good behavior.

305 responses



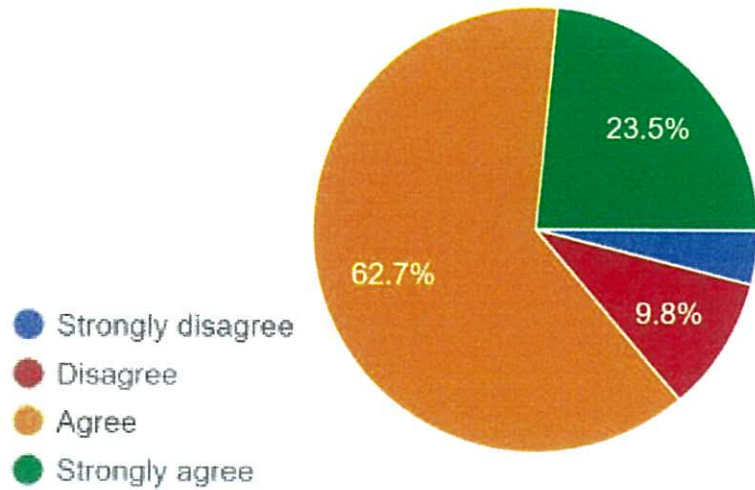
Griswold *Forward*



GES Staff Responses

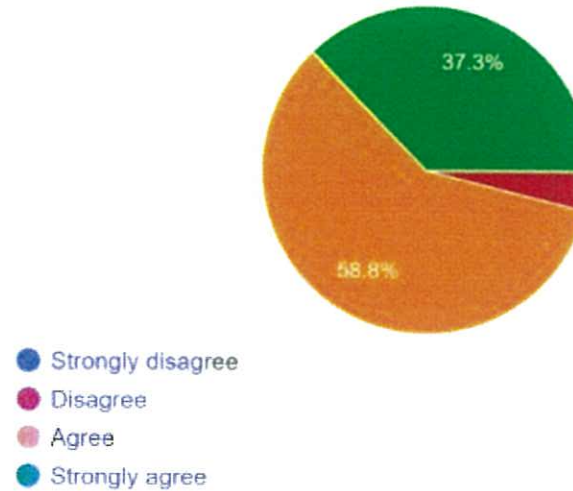
3. I feel like I am an important part of my school.

51 responses



7. Teachers at my school frequently recognize students for good behavior.

51 responses

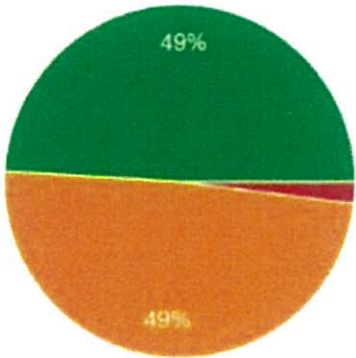


Griswold *Forward*



11. Teachers at my school treat students fairly regardless of race, ethnicity, or culture.

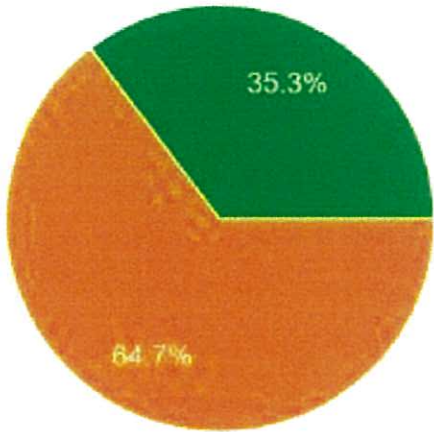
51 responses



- Strongly disagree
 - Disagree
 - Agree
 - Strongly agree
- Strongly disagree
 - Disagree
 - Agree
 - Strongly agree

19. I feel safe at my school.

51 responses



- Strongly disagree
- Disagree
- Agree
- Strongly agree

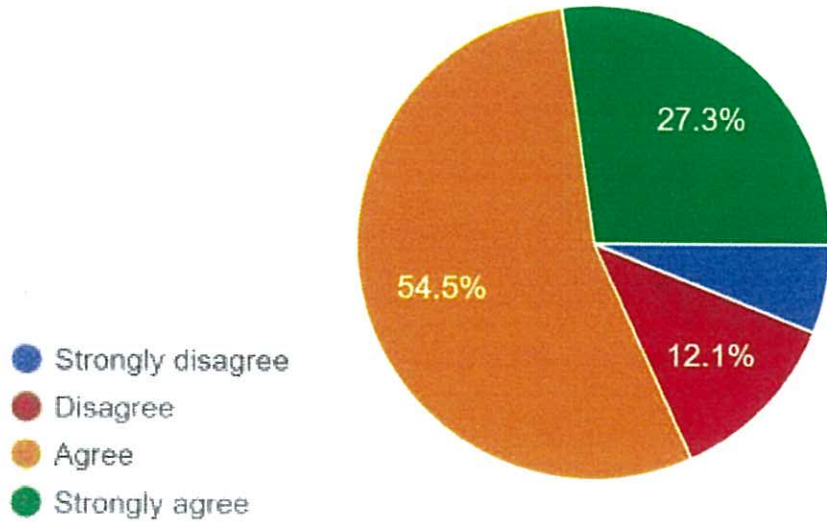
Griswold Forward



GMS Staff Responses

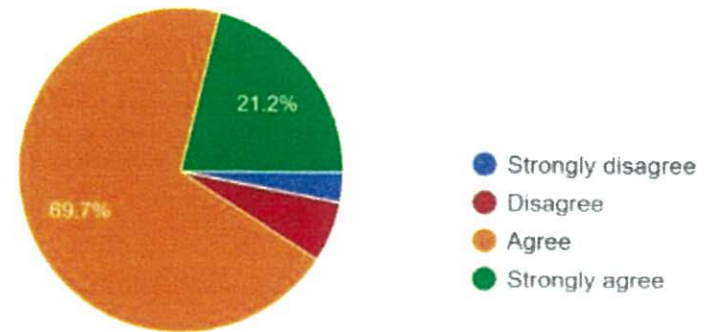
3. I feel like I am an important part of my school.

33 responses



7. Teachers at my school frequently recognize students for good behavior.

33 responses

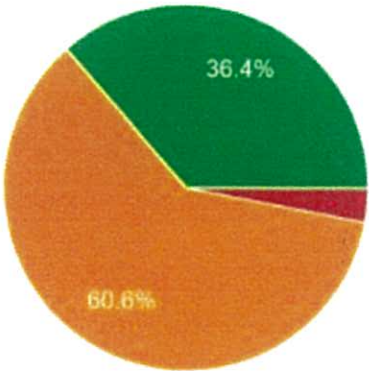


Griswold *Forward*



11. Teachers at my school treat students fairly regardless of race, ethnicity, or culture.

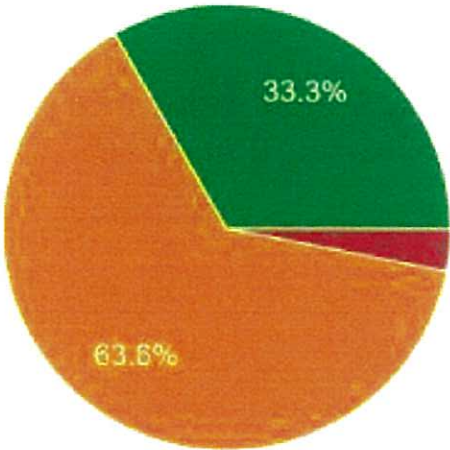
33 responses



- Strongly disagree
- Disagree
- Agree
- Strongly agree

19. I feel safe at my school.

33 responses



- Strongly disagree
- Disagree
- Agree
- Strongly agree

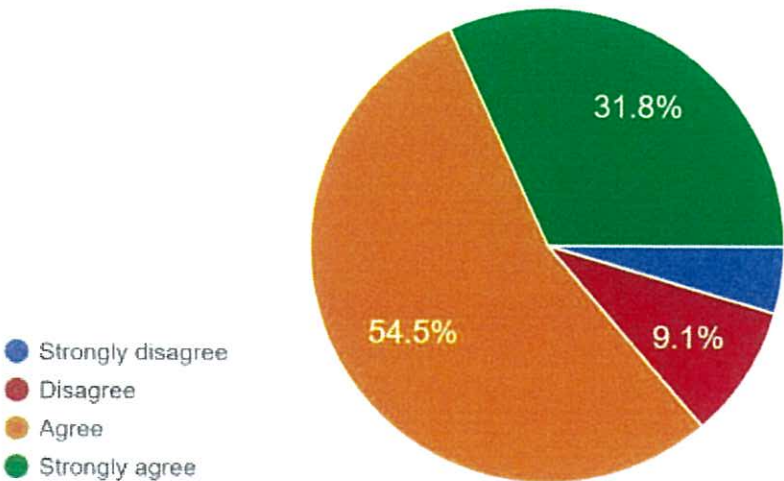
Griswold *Forward*



GHS Staff Responses

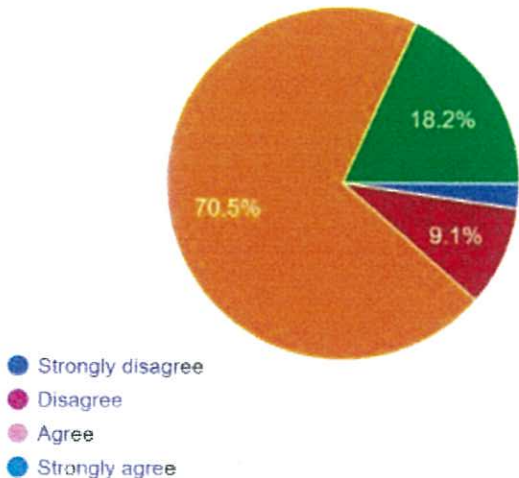
3. I feel like I am an important part of my school.

44 responses



7. Teachers at my school frequently recognize students for good behavior.

44 responses

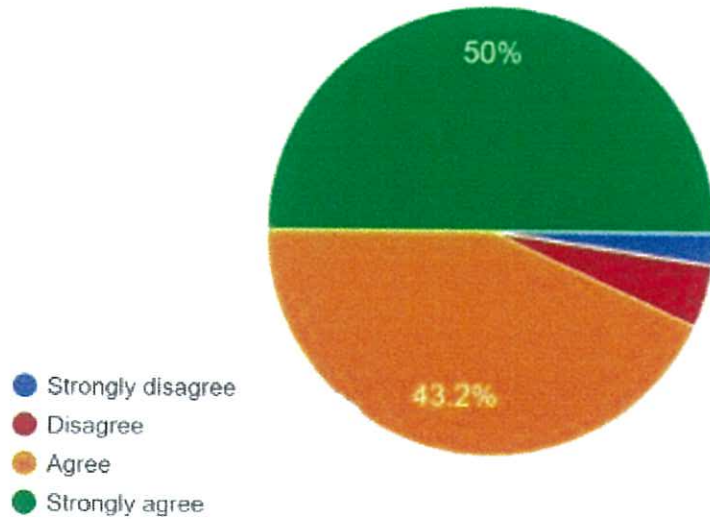


Griswold Forward



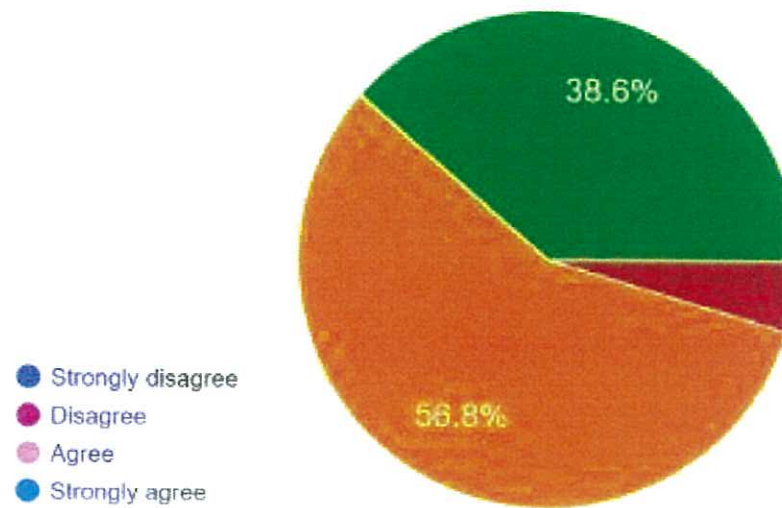
11. Teachers at my school treat students fairly regardless of race, ethnicity, or culture.

44 responses



19. I feel safe at my school.

44 responses

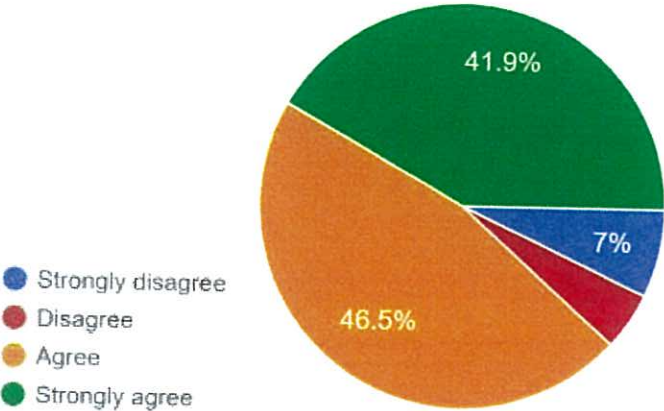


Griswold *Forward*

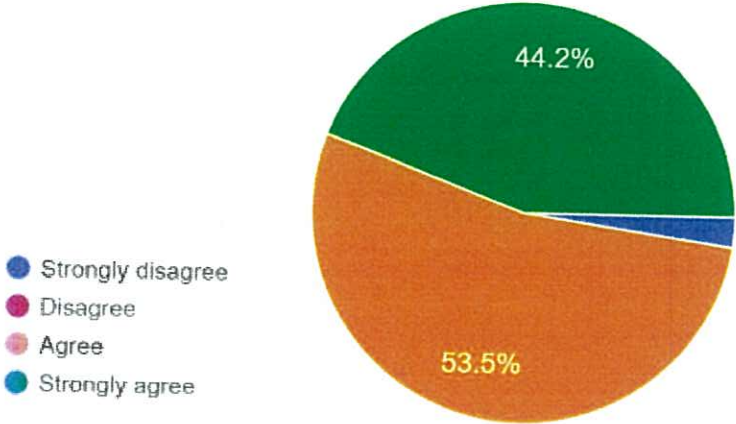


GES Families Responses

Staff at my student's school communicate well with parents.
43 responses



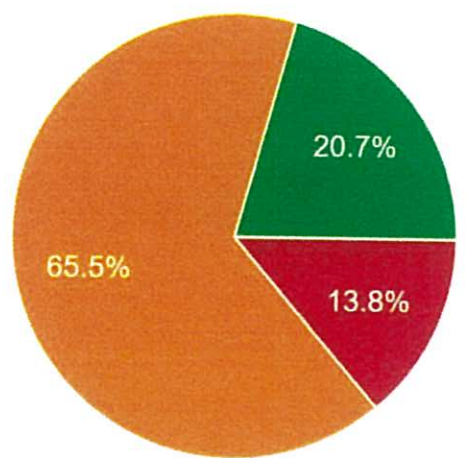
My student feels safe at school.
43 responses



GMS Families Responses

I feel comfortable talking to teachers at my student's school.

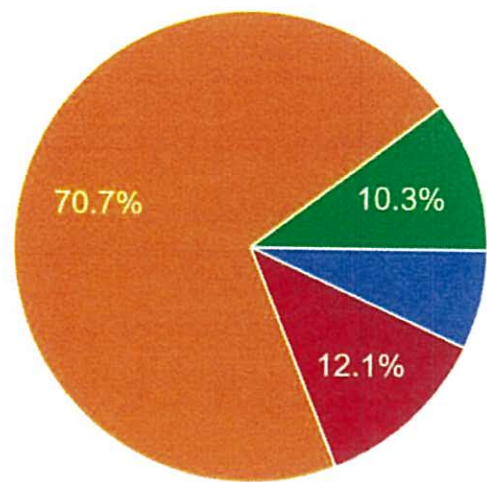
58 responses



- Strongly disagree
- Disagree
- Agree
- Strongly agree

My student feels safe at school.

58 responses



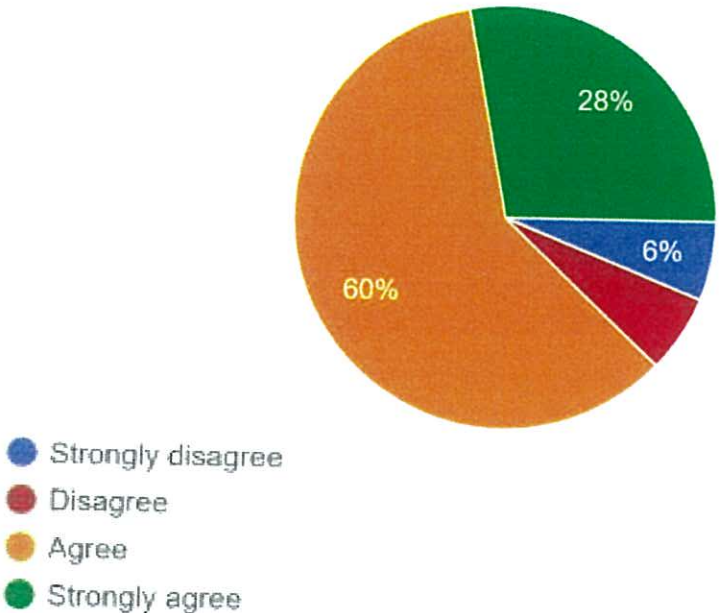
- Strongly disagree
- Disagree
- Agree
- Strongly agree

Griswold Forward

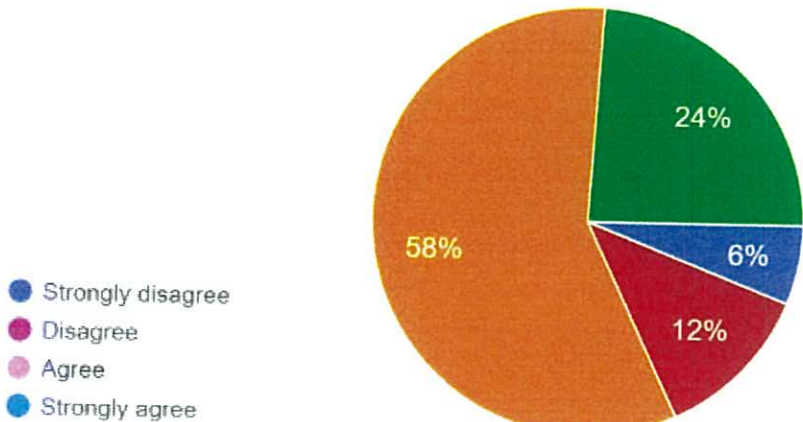


GHS Families Responses

I feel comfortable talking to teachers at my student's school.
50 responses



My student feels safe at school.
50 responses



Griswold Forward



VACANCIES

<u>Certified Positions</u>	<u>Location</u>	<u>Closing Date</u>
Special Education Teacher, 1.0 FTE	GMS	Until Filled

<u>Non-Certified Positions</u>	<u>Location</u>	<u>Closing Date</u>
Secretary, Full-Time – 12 Months	GES	Until Filled
Paraeducators, Full-Time	GPS	Until Filled
Paraeducators, Part-Time	GPS	Until Filled
Paraeducators, Preaschool		
Reading Tutor, Part-Time	GES	Until Filled

<u>Extra-Curricular Positions</u>	<u>Location</u>	<u>Closing Date</u>
Coach – Track Outdoor Boys Assistant	GHS	2024/2025 SY
Coach – Fun Run Assistant	GES	Until Filled

RETIREMENTS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Last Day</u>
Hess, Robert	GMS	Special Education Teacher, 1.0 FTE	August 1, 2024
Lantrip, Karen	GES	Secretary, Full-Time – 12 Months	September 19, 2024

RESIGNATIONS

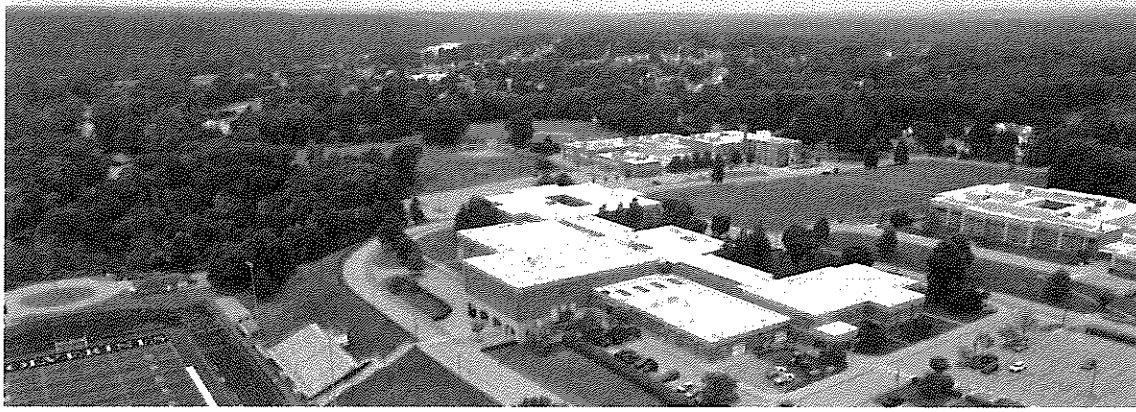
<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Last Day</u>
Dean, Joanne	GES	Reading Tutor, Part-Time	August 23, 2024
Sherman, Andrea	GHS	Coach – Cheerleading Assistant	August 16, 2024

APPOINTMENTS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>	<u>Salary/Rate</u>
Bourque, Steven	GMS	Assistant Principal, 1.0 FTE	To Be Determined	Salary
Pichette, Caitlin	GMS	School Counselor, 1.0 FTE	August 27, 2024	
Mullen, Beverly	GMS	Gr. 7 Math Teacher, 1.0 FTE	August 26, 2024	Salary
Scott, Kerri	GHS	Vocational Coordinator, Full-Time	August 29, 2024	Salary
Danieluk, Matthew	GHS	Paraeducator, Full-Time	August 29, 2024	Hourly
Piper, Elton	GMS	Paraeducator, Full-Time	August 29, 2024	Hourly
Stuyniski, Samantha	GMS	Paraeducator, Full-Time	August 29, 2024	Hourly
Fargo, Deborah	GES	Secretary, Full-Time – 12 Months	September 23, 2024	Hourly
Baillargeon, Hunter	GHS	Coach – Soccer Boys Assistant	Fall 2024 Season	Stipend
Henson, Charles	GHS	Coach Volunteer – Soccer Girls Asst	Fall 2024 Season	Stipend
Merchant, Libby	GHS	Coach – Cheerleading Assistant	Fall 2024 Season	Stipend

Notes:

September 12, 2024



WE ARE OFF TO A GREAT START!

Griswold Board of Education, Regular Meeting
September 12th, 2024

Griswold Forward



**WELCOME BACK--What we do for love in
Griswold !**



**GRISWOLD
PUBLIC SCHOOLS**
presents the
SUMMER GAMES

YouTube <https://www.youtube.com/watch?v=ANk7V3Y4KDY&list=PL83B3M0C6LX8178>

Griswold Forward



WELCOME NEW FACULTY & STAFF

NEW FACULTY & STAFF



GRISWOLD 2024-2025

YouTube <https://youtu.be/ABf3nB117z4?si=Q0WbU17CCMa09dk>

Griswold Forward



ALSO WELCOME

Ana Danieluk, GMS Secretary

Maria Davila, Special Education Secretary

Nina Dickinson, Special Education Teacher, GMS

Mackenzie Donovan, Grade 4 Teacher, GES

Mathew Orcutt, GHS Special Education Teacher

Alyssa Rathbun, GHS Social Work Intern

Griswold Forward



WELCOME BACK!

Sarah D-A, Library Media Specialist, GHS

Jack Fusaro, GHS Student Teacher

Jill Long, Special Education Teacher, GHS

Holly Adriano-Ryan, Spanish Teacher, GHS

Griswold Forward



WELCOME NEW PARAEDUCATORS

Matthew Danieluk, GHS

Isaiah Heikila, GMS

Christian Horstmann, GMS

Corinna McNally, GES PK (Welcome back!)

Elton Piper, GMS

Katelyn Provera, GHS

Samantha Stuyniski, GMS

Griswold Forward



25 YEARS OF SERVICE

**Lori Arieta
John Henn
Kevin Kinsall**

Griswold Forward



EDUCATORS RECEIVING TENURE

**Shae Crosby
Catherine Fahrenholtz
Chloe Fitzgerald
Marissa Fontaine
Arthur Howe
Alex Smola**

**Kelsey Tobler
Jennifer Upton-Pepin
Jennifer Whelan
Melissa Wooten
Julia Zawacki**

Griswold Forward



TEACHERS COMPLETING TEAM

**Cole Bocciarelli
Erica Chiappone
Connor McManus
Carmen Oulahan
Carly Sebastian
Kailey Shea
Brianna Wilbur
Melissa Wooten**

Griswold Forward



PARAEDUCATOR OF THE YEAR



Pam Smith, GHS

Griswold Forward



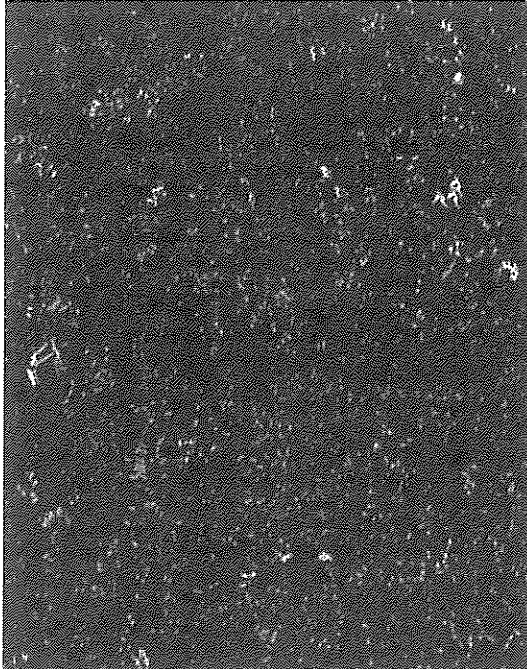
TEACHER OF THE YEAR



Jenna Motta, Kindergarten, GES

YouTube <https://youtu.be/4IKsJ59QIvg>

Griswold Forward

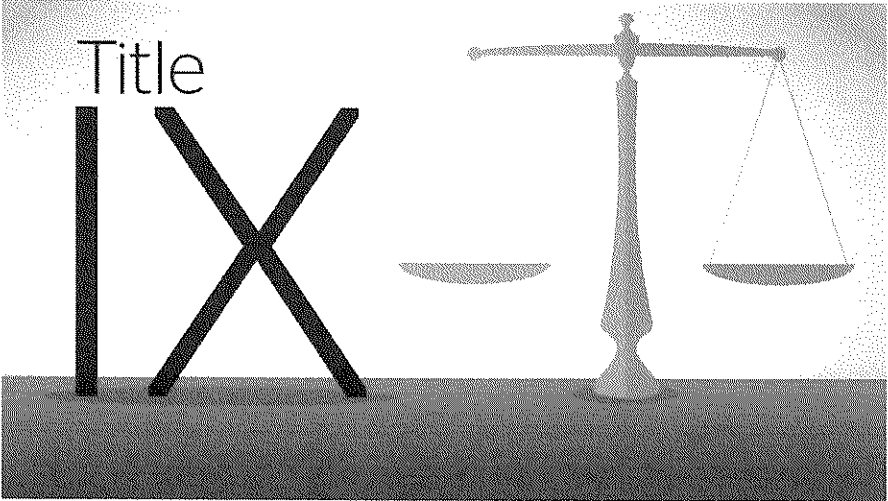


Let's move
forward &
upward together
and have another
great school year!

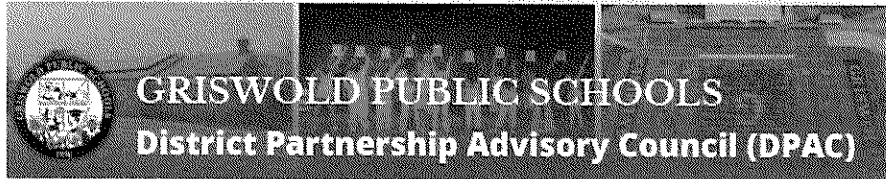
Griswold Forward



SUPERINTENDENT'S UPDATES: Regular Meeting, September 12th, 2024

PROJECT/AREA	UPDATE
<p data-bbox="100 289 840 328">TITLE IX DISTRICT IMPLEMENTATION</p> 	<ul style="list-style-type: none"> ● Upon receiving the new policy and regulations drafts from CABE, I enlisted counsel to check over the policies and to make appropriate changes. ● The policy committee met to review and to forward the policies on to the full Board for review and action. ● Ded Martin has been and remains our District Title 9 Coordinator. Mrs. Martin has taken a number of online professional development series, including a recent one offered by Shipman and Goodwin. ● We have identified the following district administrators for the following roles: <ul style="list-style-type: none"> ○ Chris Champlin, Decision-Maker ○ Jessica Gillespie, Investigator ○ Katy Sawaryn, Investigator ● Chris, Jessica and Katy participated in the training that Deb Martin took, through Shipman and Goodwin. ● Deb, Jessica, and Katy are attending additional training offered at Stonington Public Schools. A special thanks to superintendent Mary Anne Butler. ● All faculty and staff have had recent Title IX training, as is required, at the start of the school year. ● We will be sending out an addendum to our annual policy notifications, regarding the BOE's anticipated adoption of the new Title IX Policies and Regulations.

DPAC--OCTOBER 9TH



The District Partnership Advisory Council (DPAC) is a district coalition that meets regularly during the school year to discuss and highlight all that Griswold Public Schools has to offer. The goal of DPAC is to move Griswold Forward, to welcome all interested participants, and to ensure that all are informed about our schools; the accomplishments of our students, faculty and staff; fundraising opportunities; and more. All are welcome (parents, students, staff, community members). *Your voice matters!* Join us at DPAC to move Griswold Forward.

2024-2025 DPAC Meeting Dates

October 9, 2024 @ 7 p.m.

Our October DPAC meeting is dedicated to the new focus on cellphone use in schools, with an expert panel of GPS administrators and regional thought partners.

November 6, 2024 @ 7 p.m.

February 5, 2025 @ 7 p.m.

April 2, 2025 @ 7 p.m.

 **DPAC Meetings are held virtually on Zoom** bit.ly/DPAC-2425

JOIN ZOOM
MEETINGS:



Meeting ID: 820 7044 2533
Passcode: 687464

GRISWOLD FORWARD
RESET, RENEW & REIMAGINE

Learn more at
griswoldpublicschools.org

- We are planning to have an online “Community Conversation” on the renewed focus on cellphone use in schools.
- As previously reported to the Board, I participated last spring in a regional book club on *The Anxious Generation*, which takes up the use of smartphones in school. I also had the good fortune to participate in an online session with the author, Dr. Jonathan Haidt
- We have arranged to have a panel of guest speakers on this topic on October 9th, 2024, including:
 - Dr. Ravit Stein, Psychologist, EASTCONN
 - Mary Anne Butler, Superintendent, Stonington Public Schools
 - Jeff Parkinson, Principal, Stonington Middle School
- We are currently reviewing our practices.
- Suggestions will be shared with our policy committee and subsequently to the Board.

GES GAGA BALL PIT



- A special thanks to Zachary MacVeigh for completing his Eagle Scout Project and providing the GES playground with a Gaga Ball Pit
- Students have been enjoying this new feature to their playground and their recess time.
- We have received lots of positive feedback from a number of community members, impressed by the quality of Zachary's work and contributions to GPS!

AASA CONFERENCE PROPOSAL ACCEPTED



- Last spring, I submitted a presentation proposal for the AASA National Conference--AASA = American Association of School Administrators. I just learned that the proposal was accepted.
- The title is "Embracing the Future: Navigating the New Frontier of AI in Education with Integrity and Innovation."
- The national conference is in New Orleans in March 2025

GMS STAFFING CHANGES



- As previously reviewed, we are currently working with Steve Bourque as he professionally parts with his district in New Jersey.
 - We have secured Joe Arcarese as a substitute administrator at Griswold Middle School until Mr. Bourque is fully on board
- With the departure of the SEL Interventionist, we reassessed student needs at Griswold Middle School and decided that it would be more appropriate to secure an additional, certified School Counselor at Griswold Middle School in lieu of replacing the SEL Interventionist.