

SPECIAL MEETING

GRISWOLD BOARD OF EDUCATION

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

WEDNESDAY,
November 13th, 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—October 24th, 2024
4. Recognitions
 - A. Griswold *Forward* Recipient—Alyssa Hancock, GES
 - B. Tycen LaBelle, GHS Student—Cross Country, 2024 CIAC Class, SS State Champion
5. 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 & Andrew Hardin
6. Consent Agenda (All routine items can be approved with one motion and without discussion. Points of clarification and discussion requests can be allowed)
 - A. Review, Discussion, and Possible Action to Approve Revised Bylaw 9324—Advance Delivery of Meeting Materials—Second Reading
 - B. Review, Discussion, and Possible Action to Approve Revised Policy 4112.5/4212.5—Personnel—Certified/Non-Certified—Security Check/Fingerprinting—Second Reading
 - C. Review, Discussion, and Possible Action to Approve Revised Regulation 4112.5/4212.5—Personnel—Certified/Non-Certified—Second Reading
Certified—Security Check/Fingerprinting—Second Reading
 - D. Review, Discussion, and Possible Action to Approve New Policy 3542.31—Business/Non-Instructional Operations—Free or Reduced Price Lunches—Participation in the National School Lunch Program—Second Reading
 - E. Review, Discussion, and Possible Action to Approve New Policy 3516.11—Business/Non-Instructional Operations—Hazardous Materials Communication—Second Reading
 - F. Review, Discussion, and Possible Action to Approve New Policy 3326.3—Business/Non-Instructional Operations—Board of Education Credit Card—Second Reading
 - G. Review, Discussion, and Possible Action to Approve New Policy 3520.13—Business/Non-Instructional Operations—Data Based Information and Management Systems/Student Data Protection and Privacy/Cloud-Based Issues—Second Reading
7. New Business
 - A. Review and Discussion on New Policy 5144.12—Students—Challenging Behavior Prevention: Restorative Practices—First Reading
 - B. Review and Discussion on New Regulation 5144.12—Students—Challenging Behavior Prevention: Restorative Practices—First Reading
 - C. Review and Discussion to Revise Policy 6172—Instruction—Alternative Education Program—First Reading

8. Old Business
 - A. Review, Discussion, and Possible Action to Approve the Potential Capital Committee Projects for the 2025-2026 School Year
9. Administrators' Reports
 - A. Assistant Superintendent's Report
 1. Review and Discussion on Chronic Absenteeism
10. Superintendent's Timely Updates
 - A. Vacancies/Appointments/Resignations
 - B. Confidential Personnel Matter Report Review*
11. Committee/Board Reports
 - A. Policy Subcommittee—Yvonne Palasky
 - B. DPAC (District Partnership Advisory Council) review—Yvonne Palasky
12. Adjournment

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

Board of Education Meeting Notes
SPECIAL MEETING
LIVE: GRISWOLD MIDDLE SCHOOL CAFETERIA
Wednesday, November 13th, 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.

1. Call to Order
2. Pledge of Allegiance
3. Approval of the Minutes
 - A. Regular Meeting—October 24th, 2024
4. Recognitions

The Board of Education and administrators will recognize both Alyssa and Tycen.

 - A. Griswold *Forward* Recipient—Alyssa Hancock, GES
 - B. Tycen LaBelle, GHS Student—Cross Country, 2024 CIAC Class, SS State Champion
5. Student Representative Reports

Our students will provide updates from our schools.

 - A. GES Student Representatives: Briseis Carignan & Angel Nieves
 - B. GMS Student Representatives: Samiah Vincent & Delilah Munoz
 - C. GHS Student Representatives: Ava Mehrens & Andrew Hardin
6. Consent Agenda (All routine items can be approved with one motion and without discussion. Points of clarification and discussion requests can be allowed)

All of these drafts are second readings.

 - A. Review, Discussion, and Possible Action to Approve Revised Bylaw 9324—Advance Delivery of Meeting Materials—Second Reading
 - B. Review, Discussion, and Possible Action to Approve Revised Policy 4112.5/4212.5—Personnel—Certified/Non-Certified—Security Check/Fingerprinting—Second Reading
 - C. Review, Discussion, and Possible Action to Approve Revised Regulation 4112.5/4212.5—Personnel—Certified/Non-Certified—Security Check/Fingerprinting—Second Reading
 - D. Review, Discussion, and Possible Action to Approve New Policy 3542.31—Business/Non-Instructional Operations—Free or Reduced Price Lunches—Participation in the National School Lunch Program—Second Reading

- E. Review, Discussion, and Possible Action to Approve New Policy 3516.11—Business/Non-Instructional Operations—Hazardous Materials Communication—Second Reading
 - F. Review, Discussion, and Possible Action to Approve New Policy 3326.3—Business/Non-Instructional Operations—Board of Education Credit Card—Second Reading
 - G. Review, Discussion, and Possible Action to Approve New Policy 3520.13—Business/Non-Instructional Operations—Data Based Information and Management Systems/Student Data Protection and Privacy/Cloud-Based Issues—Second Reading
7. New Business
These drafts are all a first reading and have been forwarded on by the Policy Committee.
- A. Review and Discussion on New Policy 5144.12—Students—Challenging Behavior Prevention: Restorative Practices—First Reading
 - B. Review and Discussion on New Regulation 5144.12—Students—Challenging Behavior Prevention: Restorative Practices—First Reading
 - C. Review and Discussion to Revise Policy 6172—Instruction—Alternative Education Program—First Reading
8. Old Business
This item will remain on the agenda until the budget season has concluded, so as to provide the BOE with the opportunity to revisit the plan in the event changes are warranted.
- A. Review, Discussion, and Possible Action to Approve the Potential Capital Committee Projects for the 2025-2026 School Year
9. Administrators' Reports
Glenn LaBossiere and other administrators will provide a report, as requested by the BOE, on chronic absenteeism.
- A. Assistant Superintendent's Report
 - 1. Review and Discussion on Chronic Absenteeism
10. Superintendent's Timely Updates
- A. Vacancies/Appointments/Resignations
 - B. Confidential Personnel Matter Report Review*
11. Committee/Board Reports
- A. Policy Subcommittee—Yvonne Palasky
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12. 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

**REGULAR MEETING
GRISWOLD BOARD OF EDUCATION**

**THURSDAY,
October 24th, 2024**

DRAFT

1. A regular meeting of the Griswold Board of Education was held on Thursday, October 24th, 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; Christopher Champlin, GPS Director of Student Services; Deborah Martin, GPS Director of Fiscal & Personnel Services; Erin Palonen, GHS Principal; Louis Zubek, GMS Principal; Joseph Bordeau, GES Principal; Patricia Feeney and Jessica Gillespie, TLI Directors; Jaselyn Caviness, Director of Wolverine Before/After School Program; and Kayla Hedman, GPS Marketing & Communications Director.

ABSENT

Stephen Cravinho, GPS Campus Wide Activities & Athletic Director; Art Howe, GHS Associate Principal; Steven Bourque, GMS Assistant Principal; and Jacqueline Love, GES Assistant Principal.

2. Pledge of Allegiance -The Board and the audience performed the Pledge of Allegiance.
3. Approval of the Minutes
 - A. Regular Meeting—October 10th, 2024

MOTION

By Yvonne Palasky
Seconded by Jaimee O'Neill-Eaton
To approve the regular meeting minutes of October 10th, 2024, as presented.
Motion unanimously carried.

4. Communications
 - A. October, 2024, Letter to Families Regarding School Safety
 - B. October 10, 2024, MEMO to Scott Davis, Chair, Town of Griswold, Board of Finance
The Board received a copy of the two communications listed above, 4A and 4B.
5. Public Comments – There were no public comments this evening.
6. New Business
 - A. Review and Discussion to Approve Revised Bylaw 9324—Advance Delivery of Meeting Materials—First Reading
 - B. Review and Discussion to Approve Revised Policy 4112.5/4212.5—Personnel—Certified/Non-Certified—Security Check/Fingerprinting—First Reading

- C. Review and Discussion to Approve Revised Regulation 4112.5/4212.5—Personnel—Certified/Non-Certified—Security Check/Fingerprinting—First Reading
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The Board had a first reading of items 6A-6G above. These policies and regulations will be added to the next BOE meeting agenda for a second reading and for the Board to take action to approve them.

7. Old Business

- A. Review and Discussion on Non-Lapsing Account Draft Policy – This policy continues to be added as unfinished business until the Policy subcommittee of the Griswold Board of Education takes action to develop and finalize it so they can then move it forward to the full Board for review, discussion and possible action.
- B. Review, Discussion, and Possible Action to Approve the Potential Capital Committee Projects for the 2025-2026 School Year – The Superintendent reported that the capital committee projects will remain on the agenda at this time, as approved at a prior Board of Education meeting. He stated that the timeline has changed for submission to Town Hall.

8. Administrator's Reports

A. Assistant Superintendent's Report

- 1. AimswebPlus Benchmark Fall 2024 Student Performance Data – Both Patricia Feeney and Jessica Gillespie provided an update to the Board on the AimswebPlus Benchmark fall 2024 student performance data results.
- 2. Teaching, Learning, and Innovation Committee Update – Glenn LaBossiere, GPS Assistant Superintendent, provided an update to the Board on the work of the TLI committee.

B. Director of Student Services Report

- 1. Department of Student Services Semi-Annual Report – Christopher Champlin, GPS Director of Student Services, provided an update to the Board. The report included the number of students enrolled in special education and with 504 plans. The report also included the number of Griswold students enrolled in out of district placements, students experiencing homelessness, and total number of students who are considered English Language Learners. Lastly, the report provided information on the number of students enrolled in the Griswold Soule Street Academy and contained the number of students enrolled from our tuition towns.
- 2. Ensuring Equity Committee Update – The Board received an update from Christopher Champlin, Director of Student Services, on the recent work of the Ensuring Equity Committee, which meets 4 times per year.

C. Director of Fiscal and Personnel Services Report

1. Financial Forecast, Budget 2024-2025—1st Quarter Report – The Board received a monthly update from Deb Martin, GPS Director of Fiscal & Personnel Services, on the status of the 2024/2025 school budget.
2. Internal Accounts Update – The Board received an update from Deb Martin, Director of Fiscal & Personnel Services, on the balances of the student activity internal accounts for each school building.
3. Department of Fiscal and Services Semi-Annual Report
 - a. Wolverines Forward Program Update – The Board received an update from Jaselyn Caviness, Director of the Griswold Wolverine Before/After School Program, on how this year is progressing with this before and after school program.
 - b. Communications & Marketing Update – The Board received an update from Kayla Hedman, GPS Marketing & Communications Director, on our social media following, the re-design of the Griswold website, and the collaborative work with several departments in the Griswold Public Schools.

9. Superintendent's Report

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

B. Superintendent's Timely Updates

1. Facilities Updates
2. Talk with Town Recreation Director
3. Budget Development Booklet, 2025-2026 School Year

Superintendent of Schools, Sean McKenna, provided an update to the Board on items B1-3 above.

10. Committee/Board Reports

- A. Policy Subcommittee—Yvonne Palasky – Chair of the Policy subcommittee, Yvonne Palasky, provided an update to the Board on the recent work of the Policy subcommittee meeting and share that their next meeting will be held on November 12th, 2024, at 5 PM.
- B. Town of Griswold/Board of Finance – The Board received an update from Mary Beth Malin on the recent Town of Griswold/Board of Finance meeting that took place last week.
- C. Town of Griswold, Capital Committee/Mary Beth Malin/Martin Osga – The Board received an update from Mary Beth Malin on the recent Capital Committee meeting that took place through the Town of Griswold.

11. Other Business That May Properly Come Before this Board – The Superintendent reported that some Board members have requested a copy of what Jennifer Norman read at the last Board of Education meeting so he confirmed that the information was transcribed from the tape recording of the meeting and will be provided to the Board members who requested this information.

**REGULAR MEETING
GRISWOLD BOARD OF EDUCATION**

**THURSDAY,
October 24th, 2024**

MOTION

By Yvonne Palasky
Seconded by Jaimee O'Neill-Eaton
To adjourn the regular BOE meeting at 6:46 PM.
Motion unanimously carried.

Minutes recorded by: Robin Drobiak



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

November 7, 2024

Ms. Alyssa Hancock
10 Jordan Terrace
Waterford, CT 06385

Dear Alyssa,

I am thrilled to invite you to the upcoming Griswold Board of Education meeting where you will be recognized as our distinguished *Griswold Forward* recipient for the month of November, 2024. The Board of Education meeting will take place as follows:

Date: Wednesday, November 13th, 2024

Time: 6:00 PM

Location: Griswold Middle School Cafeteria

This recognition is a testament to your dedication, hard work, and the positive impact you make every day within our school community. We are so proud of your accomplishments and the example you set for both students and colleagues.

Please join us as we celebrate your contributions. The Board and your colleagues look forward to honoring you for the remarkable difference you make here at Griswold. Your efforts embody the values and vision that drive us forward together.

Thank you for all that you do. We hope you can attend this special event in your honor. Please RSVP to my executive assistant, Robin Drobiak, to confirm your attendance.

Warm regards,

Sean P. McKenna,
Superintendent of Schools

cc: GES Administration
C. Champlin, GPS Director of Student Services
Griswold Board of Education 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

November 7, 2024

Tycen LaBelle
75 Brown School Road
Preston, CT 06365

Dear Tycen,

Congratulations on your outstanding achievement as the Class SS Cross Country State Champion! We are incredibly proud of the hard work, determination, and dedication you have shown in representative Griswold Public Schools and reaching this milestone.

In honor of your accomplishment, we would like to formally recognize you at the upcoming Griswold Board of Education meeting. The details for the meeting are as follows:

Date: Wednesday, November 13th, 2024

Time: 6:00 PM

Location: Griswold Middle School Cafeteria

We invite you, along with your family, to join us for this special evening. The Board members, faculty, and community members are excited to celebrate your success and highlight the impact you've made on our school's athletic program.

Once again, congratulations on this remarkable achievement. We look forward to celebrating with you!

Warm Regards,

Sean P. McKenna,
Superintendent of Schools

cc: GHS Administration
S. Cravinho, GPS Campus Wide Activities & Athletic Director
Mrs. Kelsey Tobler, Cross Country Coach
Mr. Greg Schoen, Cross Country Coach
Griswold Board of Education Members
Office of the Superintendent/Preston Public Schools

Bylaws of the Board

Advance Delivery of Meeting Materials

The Board meeting materials shall be disseminated as follows:

1. The complete Board of Education agenda and the appropriate materials pertaining thereto shall be sent to each Board member.

The agenda will be available to the public at the Central Office and the district website after 3:00 P.M. on Mondays ~~Fridays~~ preceding each regular Board of Education meeting. An agenda will also be available to the public ~~to each member of the press~~ on Monday ~~Friday~~ afternoons.

In addition to posting the Board of Education meeting agendas on the district website 24 hours prior to the meeting, any associated documents that may be reviewed by members of the Board at such meeting will be made available on the Board's website prior to the meeting.

2. Electronic copies of the agenda shall be forwarded to presidents of each bargaining unit.

(cf. 9323 - Construction/Posting of Agenda)

Legal Reference: Public Act 23-160 An Act Concerning Education Mandate Relief and Other Technical and Assorted Revisions and Additions to the Education and Early Childhood Education Statutes

Bylaw adopted by the Board: May 28, 2013

Bylaw revised: February 8, 2024

GRISWOLD PUBLIC SCHOOLS
Griswold, Connecticut

Personnel -- Certified/Non-Certified

Security Check/Fingerprinting

In order to create a safe and orderly environment for students, all offers of employment will be conditional upon the successful outcome of a criminal record check. In addition, any person applying for employment with the Board shall submit to a record check of the Department of Children and Families Child Abuse and Neglect Registry before the person may be hired.

Note: Applicants for all positions, certified or non-certified must submit to a check of Department of Children and Families Child Abuse and Neglect Registry.

Applicants, as required, shall make disclosures containing (1) current and past employers' contact information; (2) authorization allowing contact with such employers; and (3) statements about any past misconduct, discipline, or licensure penalties as a result of sexual misconduct or abuse allegations.

The District, prior to hiring such applicants, applicants, will (1) ensure that they complete the above stated three requirements; (2) review applicants' employment history after making a documented, good faith effort to contact previous employers for information; and (3) request any available information about applicants from SDE.

The background/reference checks shall be done in compliance with the statutory guidelines contained in Board policy #4112.51/4212.51, as amended updated in 2019.

District employees shall within 30 days after they are hired submit to state and national criminal checks. District students employed by the school system are exempted from this requirement.

Workers placed in a school under a public assistance employment program shall also submit to the criminal check if such individuals will have direct contact with students.

~~School nurses and nurse practitioners appointed by the Board or under contract with the Board shall also submit to a criminal history check pursuant to C.G.S. 29-17a.~~

Student teachers placed in District schools as part of completing preparation requirements for the issuance of an educator certificate, effective July 1, 2010, shall also be required to undergo the same criminal background checks already required for school employees.

A District student, employed by the District or a person employed by the Board as a teacher for a non-credit adult class or adult education activity (as defined in C.G.S. 10-67) who is not required to hold a teaching certificate, pursuant to C.G.S. 10-145b, as amended by PA 18-51, is exempt from the fingerprinting requirement.

Criminal Justice Information

Criminal Justice Information (CJI) is to be maintained in accordance with the administrative regulation pertaining to the use and disclosure of criminal justice information.

Personnel -- Certified/Non-Certified

Security Check/Fingerprinting

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

Legal Reference: Connecticut General Statutes

10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissed. (as amended by PA 01-173, PA 04-181 and June 19 Special Session, PA 09-1, PA 11-93 and PA 16-67 and PA 18-51)

29-17a Criminal history checks. Procedure. Fees.

PA 16-67 An Act Concerning the Disclosure of Certain Education Personnel Records

Criminal Justice Information Services (CJIS) Security Policy, Version 5.4, U.S. Department of Justice, Federal Bureau of Investigation, Criminal Justice Information Services Division, October 6, 2015.

Criminal Justice Information Services (CJIS) Security Policy, Version 5.8, June 2019.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting

Each person hired by the school system shall be required to submit to state and national criminal record checks. In order to process such record checks, the following procedure will be followed:

1. No later than ten calendar days after the Superintendent or his/her designee has notified job applicant of a decision to hire the applicant, or as soon thereafter as practicable, the Superintendent or his/her designee will supply the applicant with a packet containing all documents and materials necessary for the applicant to be fingerprinted by the Regional Service Center. This packet shall also contain all documents and materials necessary for the Regional Service Center to submit the completed fingerprints to the State Police Bureau of Identification for the processing of state and national criminal record checks.
2. No later than ten calendar days after the Superintendent or his/her designee has provided the successful job applicant with the fingerprinting packet, the applicant must arrange to be fingerprinted. Failure of the applicant to have his/her fingerprints taken within such ten-day period, without good cause, will be grounds for the withdrawal of the offer of employment.
3. Any person for whom criminal records checks are required to be performed pursuant to this policy must pay all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for criminal record checks.
4. Upon receipt of a criminal record check indicating a previously undisclosed conviction, the Superintendent or his/her designee will notify the affected applicant/employee in writing of the results of the record check and will provide an opportunity for the affected applicant/ employee to respond to the results of the criminal record check.
5. Decisions regarding the effect of a conviction upon an applicant/employee, whether disclosed or undisclosed by the applicant/employee, will be made on a case-by-case basis. Notwithstanding the foregoing, the falsification or omission of any information on a job application or in a job interview, including, but not limited to information concerning criminal convictions or pending criminal charges, shall be grounds for disqualification from consideration for employment or discharge from employment.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting (continued)

6. Each applicant for a position involving direct student contact is required to make three disclosures to the Board for a position involving direct student contact. The applicant must:
 - a. Provide the District with contact information for current and former employers if they were education employers or the employment otherwise involved contact with children. The contact information must include each employer's name, address, and telephone number.
 - b. Provide a written authorization that consents to and authorizes such former employers to disclose information and related records about him or her that is requested on the SDE-designed standardized form that interviewing education employers send. The authorization also must consent to and authorize SDE to disclose information and related records to requesting education employers and release such former employers and SDE from any liability that may arise from such disclosure or release.
 - c. Give a written statement about whether he or she:
 - i. was the subject of an abuse or neglect or sexual misconduct investigation by any employer, state agency, or municipal police department, unless the investigation resulted in a finding that all allegations were unsubstantiated;
 - ii. was disciplined or asked to resign from a job or resigned from or otherwise separated from any job while an allegation of abuse or neglect was pending or under investigation by the Department of Children and Families (DCF), or an allegation of sexual misconduct was pending or under investigation or because of an allegation substantiated by DCF of abuse or neglect or sexual misconduct or a conviction for abuse or neglect or sexual misconduct; or
 - iii. had a professional or occupational license or certificate suspended or revoked or ever surrendered one while an allegation of abuse or neglect was pending or under investigation by DCF, or an investigation of sexual misconduct was pending or under investigation, or because of an allegation substantiated by DCF of abuse or sexual misconduct or a conviction for abuse or sexual misconduct.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting (continued)

7. The District is prohibited from offering employment for any position involving direct student contact until the following has occurred:
 - a. the applicant has complied with the above disclosure requirements;
 - b. the District has reviewed, either through written or telephone communication, the applicant's employment history on the standardized form filled out by current and past employers, which current or former employers must complete and return within five business days of receipt; and
 - c. the District has requested information from SDE about the applicant's eligibility status for a position requiring a certificate, authorization, or permit; previous disciplinary action for a substantiated finding of abuse or neglect or sexual misconduct; and notice of a criminal conviction or pending criminal charges against the applicant.
8. A good faith effort to reach an applicant's current and previous employers shall be made. A "good faith effort" is one requiring no more than three phone calls on three separate days.
9. The District may request additional information from an applicant's current or former employers relating to any response the applicant listed on the standardized SDE form, to which the applicant must respond within five business days of receipt. Immunity is provided from criminal and civil liability to any employer who provides such information, as well as to SDE, as long as the information supplied is not knowingly false.
10. The information available to the Board from SDE about an applicant may include:
 - a. any information about the applicant's eligibility for employment with such education employer in a position that requires a certificate, authorization, or permit;
 - b. whether SDE knows if the applicant was disciplined for a finding of abuse or neglect or sexual misconduct, and any information related to the finding; and
 - c. whether SDE has been notified that the applicant has been convicted of a crime or of pending criminal charges against the applicant and any information about such charges.
11. Applicants for substitute teaching positions must also fulfill the disclosure requirements as listed above. The District will also request information from the applicant's prior employers and SDE (in the same manner required for other applicants).

Personnel -- Certified/Non-Certified

Security Check/Fingerprinting (continued)

12. Adult education teachers and substitute teachers, if they are continuously employed by the district, do not have to be re-fingerprinted after fulfilling the initial requirement.
13. The District shall maintain a list of individuals suitable to work as substitute teachers. Only those on the list may be hired as substitute teachers. An individual remains on the list as long as (1) he or she is continuously employed by the District as a substitute teacher and (2) District does not have any knowledge that would cause the person to be removed from the list.
14. School nurses and nurse practitioners appointed by the Board or under contract with the Board shall also submit to a criminal history check pursuant to C.G.S. 29-17a.
15. Student teachers placed in District schools as part of completing preparation requirements for the issuance of an educator certificate shall also submit to a criminal history check. The criminal history check shall be done prior to being placed in a school for clinical experiences such as field experiences, student teaching or internship. Candidates are required to be fingerprinted at one of the RESCs and not through local police stations or the school district. The District is required to notify the State Board of Education if notice is received that a student teacher has been convicted of a crime.
16. Each applicant for a certified position must submit to a records check of the Department of Children and Families (DCF) Child Abuse and Neglect Registry established pursuant to C.G.S. 17a-101k before the applicant may be hired. The Superintendent or his/her designee shall request the required records check of DCF in accordance with the procedures established by DCF.
17. Each applicant for a non-certified position must submit to a records check of the Department of Children and Families (DCF) Child Abuse and Neglect Registry established pursuant to C.G.S. 17a-101k before the applicant may be hired. The Superintendent or his/her designee shall request the required records check of DCF in accordance with the procedures established by DCF.
18. Contractors that apply for positions involving direct student contact are required to perform the checks on their employees who would fill such positions. These checks are similar to the ones the District must perform on applicants.
 - a. A contractor's employee must fulfill the three disclosure requirements that a regular, direct applicant for such a position must fulfill.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting (continued)

- b. The contractor must contact any current or former employers that were education employers and request, by telephone or in writing, any information about whether there was a finding of abuse or neglect or sexual misconduct against the employee, and which the employer must report if there is one.
 - c. Should the contractor receive any information indicating such a finding or otherwise has knowledge of one, he or she must immediately forward, either by telephone or in writing, the information to the District.
 - d. The District must determine whether the employee may work in a position involving direct student contact at any of its schools.
 - e. It is not considered a breach of contract for the District to determine that the contractor's employee is forbidden to work under any such contract in such a position.
- 19. The District shall notify SDE when it receives information that applicants or employees have been disciplined for a finding of abuse or sexual misconduct.
- 20. The District is required to provide upon request, to any other education employer or to the Commissioner of Education, information it may have about a finding of abuse or sexual misconduct for someone being vetted for hire as a direct employee of the Board or a contractor's employee.
- 21. The Board is prohibited from entering into any collective bargaining agreement, employment contract, resignation or termination agreement, severance agreement, or any other agreement or take any action that results in any of the following outcomes:
 - a. has the effect of suppressing information about an investigation of a report of suspected abuse or neglect or sexual misconduct by a current or former employee;
 - b. affects the education employer's ability to report suspected abuse or neglect or sexual misconduct to appropriate authorities; or
 - c. requires the district to expunge information about an allegation or finding of suspected abuse or neglect or sexual misconduct from any documents it maintains, unless after investigation the allegation is dismissed or found to be false.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting (continued)

22. The District may employ or contract with an applicant for up to 90 days while awaiting the complete review of their application information, as long as the following has occurred:
 - a. the applicant has submitted to the District the three required disclosures,
 - b. the District has no information about the applicant that would disqualify him or her from employment, and
 - c. the applicant affirms that he or she is not disqualified from employment with the education employer.
23. Applicants who knowingly provide false information or knowingly fail to disclose information that is statutorily required to the District is subject to discipline by the District. Such discipline may include denial of employment or termination of a certified employee's contract.

Criminal Justice Information*

Policies #4112.5/4212.5 and #4112.51/4212.51 and applicable law require applicants for employment in the District to submit to state and national criminal record checks. All results for such background checks and accompanying information is considered "Criminal Justice Information (CJI)." Such information is to be maintained, used and disclosed in compliance with this administrative regulation. These regulations apply to all CJI that the District possesses or controls in any form or format, including CJI contained in correspondence, documentation or reports of the District.

Definitions

Criminal Justice Information (CJI) means the results of any state or federal criminal record checks of an applicant for employment in the district, volunteer, employee, or contractor and all copies thereof.

Criminal Justice Information Officer (CJI Officer) means the individual appointed by the Superintendent to be responsible for the use, disclosure, and safeguarding of CJI in the District. This individual serves as the District's primary point of contact for CJI matters and these regulations.

Permitted Individual means an individual designated by the Superintendent, or his/her designee, who may access CJI. Such individuals may include, but are not limited to, human resources personnel, and certain administrative staff.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting (continued)

Request and Use of Criminal Justice Information

An employee, contractor, applicant, volunteer, will be asked by the District for CJI as permitted or required by applicable policy and/or law.

The Superintendent or his/her designee shall designate those individuals who will be considered “Permitted Individuals” for purposes of these regulations. CJI may not be accessed by any other member of the District staff or be used for any reason without obtaining prior written approval from the CJI Officer. CJI used by the “Permitted Individual” is limited to that permitted or required by law or District policy.

“Permitted Individuals” must satisfy applicable legal screening requirements prior to access to CJI, including the following:

1. Permitted Individuals who are Connecticut residents shall be screened by the District through a Connecticut and national fingerprint-based record check after designations as a Permitted Individual.
2. Permitted Individuals who are not Connecticut residents shall be subject to a District state and national fingerprint-based record check and follow FBI guidance pertaining to additional screening requirements.

The Connecticut Department of Emergency Services and Public Protection may be consulted by the CJI Officer pertaining to the execution of the above cited screening requirements.

A Permitted Individual’s access to CJI may be terminated with or without cause at the discretion of the Superintendent, CJI Officer, or their respective designees. Upon termination of the Permitted Individual’s employment in or contract with the District, such individual’s access to CJI is to be immediately terminated. Reassignment or modification of a Permitted Individual’s professional responsibilities is considered cause to reconsider CJI access.

Maintenance and Safeguarding of Criminal Justice Information (CJI)

The District will designate the locations, files and information systems where CJI is to be maintained. These controlled areas, locked when unattended, are limited to Permitted Individuals and other authorized personnel. If not possible to reasonably restrict access, all CJI is to be maintained in encrypted format in a manner consistent with legal requirements and industry standards.

The written approval of the CJI Officer is required in order to remove CJI from a controlled area. The CJI Officer must develop a protocol to ensure the protection of CJI while being transported and while out of the controlled area.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting (continued)

Maintenance and Safeguarding of Criminal Justice information (CJI) (continued)

CJI that is maintained in paper format must be kept in a physically secure location, with a posted notice of restricted access to such records. An access log or sign-in sheet is to be used to record access to paper records.

The Criminal Justice Information Services (CJIS) Security Policy contains safeguards for CJI records maintained in electronic format which the District shall comply. These safeguards include, but are not limited to, maintaining CJI on secure electronic systems and media; positioning information systems in a manner to prevent unauthorized individuals access and viewing CJI; storing electronic media containing CJI in a secure location; instituting access controls to limit access to Permitted Individuals; validating and authenticating information system users accessing CJI; developing protocols for configuration management and providing necessary access for system modifications and maintenance; providing the capability to detect and protect against threats to the integrity of CJI; developing parameters for auditing electronic systems containing CJI; and instituting media protection policies and procedures.

Disclosure of CJI by Permitted Individuals

CJI may be disclosed by Permitted Individuals to (1) District staff upon written approval of the Superintendent, CJI Officer or their respective designees when such disclosure is viewed as reasonably necessary for the performance of District function or policy or consistent with applicable law; (2) third-party individuals/entities when such disclosure has been approved by the Superintendent or CJI Officer or their respective designees, when consistent with applicable law; or as otherwise required or permitted by law. All such disclosures shall be logged.

Security Incident Response

“Security Incident” is the actual or suspected acquisition, access, use, or disclosure of CJI in a manner not permitted by these regulations or applicable law. A Security Incident must be reported immediately to the CJI Officer, who will investigate, collect relevant evidence and respond to all such incidents.

The CJI Officer is to document each security incident including the District’s response, steps taken to mitigate harm to the affected individuals and changes, as necessary to District policies and procedures to avoid a reoccurrence of such incidents.

Security incidents are to be reported in writing to the District, regarding an individual’s CJI that may have been accessed, acquired or disclosed during the Security Incident. Affected individuals and/or appropriate government agencies will be notified by the District as required by law or as the District determines appropriate.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting (continued)

Record Retention, Disposal and Destruction of CJI

CJI shall be maintained by the District in conformity with applicable record retention laws. Records containing CJI shall be stored for extended periods only if they are key elements for the integrity and/or utility of case files and/or criminal record files. Any audit records and transaction logs are to be maintained for one year. All records containing CJI are to be destroyed when the District is no longer required to keep CJI on file.

CJI containing paper records shall be disposed of as to make them unreadable and unable to be reconstructed, by shredding or incineration of such records. Electronic media containing CJI shall be destroyed utilizing a method that renders the CJI unreadable, indecipherable or unable to be reconstructed. Media destruction is to be done only by authorized personnel and witnessed and the method used documented.

Training

District staff with access to CJI shall initially be trained in the use, disclosure and safeguarding of such information and no less than biennially after the initial training.

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

Legal Reference: Connecticut General Statutes

10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissed. (as amended by PA 01-173, PA 04-181, June 19 Special Session, PA 09-1, PA 11-93 and PA 16-67)

17a-101k Registry of findings of abuse or neglect of children maintained by Commissioner of Children and Families. Notice of finding of abuse or neglect of child. Appeal of finding. Hearing procedure. Appeal after hearing. Confidentiality. Regulations.

29-17a Criminal history checks. Procedure. Fees.

PA 16-67 An Act Concerning the Disclosure of Certain Education Personnel Records.

PA 16-83 An Act Concerning Fair Chance Employment

Personnel – Certified/Non-Certified

Security Check/Fingerprinting (continued)

Legal Reference: Connecticut General Statutes (continued)

Criminal Justice Information Services (CJIS) Security Policy, Version 5.4,
U.S. Department of Justice, Federal Bureau of Investigation, Criminal
Justice Information Services Division, October 6, 2015.

*This section of the administrative regulation pertaining to Criminal Justice Information (CJI) is based upon information originally developed by the law firm of Shipman and Goodwin.

A new model regulation to consider, to fully comply with the procedures mandated through the Criminal Justice Information Services Security Policy.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting/Criminal Justice Information

CHRI Retention and Destruction

The following administrative regulations are developed to ensure Criminal Justice Information compliance:

Relevant Acronym Key

CJI/CJIS	Criminal Justice Information/Services
CJA	Criminal Justice Agency
CSA	CJIS Systems Agencies
CSO	CJIS Systems Officer
CGA	Contracting Government Agency
AC	Agency Coordinator
CSA ISO	CJIS Systems Agency Information Security Officer
LASO	Local Agency Security Officer
FBI CJIS ISO	FBI CJIS Division Information Security Officer
CJI	Criminal Justice Information
CHRI	Criminal History Record Information
PII	Personally Identifiable Information
COLLECT CJBAU	CT On-Line Law Enforcement Communications Teleprocessing Criminal Justice Business Applications Unit

Purpose

This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for hiring personnel for employment in the Griswold School District.

The following policies were developed using the FBI's Criminal Justice Information Services (CJIS) Security Policy. While the Griswold School District may complement CJIS policy with local requirements, CJIS policy shall always be the minimum standard. The local policy may augment or increase the standards but shall not detract from the CJIS Security Policy Standards.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting/Criminal Justice Information

CHRI Retention and Destruction (continued)

Criminal Justice Information (CJI) and Criminal History Record Information (CHRI)

CJI is the term used to refer to all of the FBI CJIS-provided data necessary for law enforcement and civil agencies to perform their missions, including, but not limited to, biometric, identity history, biographic, property, and case/incident history data.

CHRI is a subset of CJI and is considered interchangeable for purposes of this document. Due to its comparatively sensitive nature, additional controls are required for the access, use and dissemination of CHRI. In addition to the dissemination restrictions outlined below, Title 28, Part 20, Code of Federal Regulations (CFR), defines CHRI and provides the regulatory guidance for dissemination of CHRI.

Requesting CHRI Checks

Fingerprint-based CHRI checks will only be conducted as authorized by the FBI and the Connecticut Department of Emergency Services and Public Protection – COLLECT CJBAU, in accordance with all applicable state and federal rules and regulations.

If an applicant or employee is required to submit to a fingerprint-based state and national criminal history record check, they shall be informed of this requirement and instructed on how to comply with the law. Such instructions will include information on the procedure for submitting fingerprints. In addition, the applicant or employee will be provided with all information needed to successfully register for a fingerprinting appointment.

Acceptable Use of CHRI

All CHRI is subject to strict state and federal rules and regulations. CHRI is used only for the official purpose for which it was requested, and CHRI cannot be shared with other entities for any purpose, including subsequent hiring determinations. All receiving entities are subject to audit by the COLLECT CJBAU (Connecticut On-Line Law Enforcement Communications Teleprocessing/Criminal Justice Business Applications Unit) and the FBI, and failure to comply with such rules and regulations could lead to sanctions. Furthermore, the Griwold School District and the employee responsible for overseeing CJI can be charged with federal and state crimes for the willful, unauthorized disclosure of CHRI.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting/Criminal Justice Information

CHRI Retention and Destruction (continued)

Personnel Training

An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI for the Griswold School District will review and become familiar with educational and relevant training materials regarding CHRI laws and regulations made available by the appropriate agencies.

In addition to the above, all personnel authorized to receive and/or review CHRI must undergo Security Awareness Training on a biennial basis. This training will be accomplished using the training provided by CJIS Online.

The Superintendent or his/her/their designee will be responsible for overseeing all training programs and adherence to all training requirements.

Personnel Security (All Personnel)

All personnel requiring access to CHRI must first be deemed “Authorized Personnel” by the Superintendent or his/her/their designee. The COLLECT CJBAU will review and determine if access is appropriate. Access is denied if the individual has ever had a felony conviction of any kind, no matter when it occurred. Access may be denied if the individual has one or more recent misdemeanor convictions.

In addition to the above, an individual believed to be a fugitive from justice or having an arrest history without convictions will be reviewed to determine if access to CHRI is appropriate. The COLLECT CJBAU will take into consideration extenuating circumstances where the severity of the offense and the time that has passed would support a possible variance.

Persons already having access to CHRI and who are subsequently arrested and/or convicted of a crime will:

1. Have their access to CVHRI suspended until the outcome of an arrest is determined and reviewed by the COLLECT CJBAU to determine if continued access is appropriate;
2. Have their access suspended indefinitely if a conviction results in a felony of any kind;
3. Have their access denied by the COLLECT CJBAU, where it is determined that access to CHRI by the person would not be in the public’s best interest.

Support personnel, contractors, and custodial workers will be denied access to CHRI. If such persons need to be in an area (s) where CHRI is maintained or processed (at rest or in transit), they will be escorted by authorized personnel or under their supervision at all times while in the area(s). .

Personnel – Certified/Non-Certified

Security Check/Fingerprinting/Criminal Justice Information

CHRI Retention and Destruction (continued)

Personnel Termination

The Local Agency Security Officer (LASO) shall terminate access to CHRI immediately upon notification of an individual's termination of employment.

The Griswold School District shall follow the following CHRI termination process:

1. Notification will be sent via email to the COLLECT CJBAU;
2. This is to be done within 24 hours of receiving notification of termination;
3. All keys, email accounts, and other district accounts and materials identified by the Superintendent. will be obtained/disabled from the user within 24 hours.

Adverse Decisions Based on CHRI

If inclined to make an adverse decision based on an individual's CHRI, the Griswold School District will take the following steps prior to making a final adverse determination:

1. Provide the individual the opportunity to complete or challenge the accuracy of his/her/their CHRI; and
2. Provide the individual with information on the process for updating, changing, or correcting CHRI.

A final adverse decision based on an individual's CHRI will not be made until the individual has been afforded a reasonable fifteen-day period (15) to correct or complete the CHRI.

Non-Criminal Agency Coordinator (TAC)

The Griswold School District TAC is the Superintendent or Designee and is responsible for the following:

1. Maintaining an updated Authorized Personnel List on file with the COLLECT CJBAU.
 - a. Ensuring everyone included on this list must undergo the appropriate level of CJIS Security Awareness Training;
 - b. Ensuring everyone included on the list has appropriate access based on job functions and a need-to-know basis.
2. Inform the COLLECT CJBAU of changes in the agency head or any relevant business information (agency name changes, mailing/physical address changes, etc.).
 - a. Contact the COLLECT CJBAU immediately to update the User Agreement and, if necessary, submit the new authorization to the COLLECT CJBAU;
 - b. Submit a TAC change form to the COLLECT CJBAU in the event of a change in roles.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting/Criminal Justice Information

CHRI Retention and Destruction (continued)

Local Agency Security Officer (LASO)

The Griswold School District LASO is the Superintendent's Executive Assistance and is responsible for the following:

1. Identifying who is using or accessing CHRI and/or systems with access to CHRI;
2. Ensuring that personnel security screening procedures are being followed as stated in this policy.
3. Ensuring the approved and appropriate security measures are in place and working as expected.

Storage of CHRI

CHRI shall only be stored for extended periods of time when necessary to ensure the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which comply with the most recent COLLECT CJBAU and FBI Security Policy, have been implemented to ensure the security and confidentiality of CHRI. Each individual involved in the handling of CHRI is to become familiarized with these safeguards.

In addition to the above, each individual involved in handling CHRI will strictly adhere to the policy on its storage and destruction.

Media/Physical Protection

All media containing CHRI must be protected and secured at all times. The following is established and to be implemented to ensure the appropriate security, handling, transporting, and storage of CHRI media in all forms.

Controls shall be in place to protect electronic and physical media containing CHRI while at rest, stored, or actively being accessed. "Electronic media" includes memory devices in laptops and computers (hard drives) and any removable, transportable digital memory media, such as magnetic tape or disk, backup medium, optical disk, flash drives, external hard drives, or digital memory card. "Physical media" includes printed documents and imagery that contain CHRI.

The District shall securely store electronic and physical media within physically secure locations or controlled areas and restrict access to electronic and physical media to only authorized individuals. If physical and personnel restrictions are not feasible, the data shall be encrypted per Section 5.10.1.2.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting/Criminal Justice Information

CHRI Retention and Destruction (continued)

Physical Storage and Access

Physical CHRI media shall be securely stored within physically secured locations or controlled areas. A physically secure location is a facility or an area, a room, or a group of rooms within a facility with both the physical and personnel security controls sufficient to protect the FBI CJI and associated information systems. The perimeter of the physically secure location shall be prominently posted and separated from non-secure locations by physical controls. Access to such media is restricted to authorized personnel only and shall be secured at all times when not in use or under the supervision of an authorized individual.

Only authorized personnel will have access to physically secure non-public locations. The Superintendent or his/her/their designee will maintain and keep a list of authorized personnel. Before granting access, all physical access points into the District's secure areas will be authorized. The Superintendent or his/her/their designee will implement access controls and monitor physically secure areas to protect all transmission and display mediums of CJI.

Authorized personnel will take necessary steps to prevent and protect the agency from physical, logical, and electronic breaches.

Physical CHRI media:

1. Is to be stored within employee records when feasible or by itself when necessary.
2. Is to be maintained within a lockable filing cabinet, drawer, closet, office, safe, vault, or other secure container.

Electronic CHRI media:

1. Is to be stored on secure servers within a physically secure location when feasible.
2. (Include details on how electronic CHRI is secured.)

Destruction of CHRI

Disposal of Physical Media

Once physical CHRI media (paper/hard copies) is determined to be no longer needed by the District, it shall be destroyed and disposed of appropriately. Physical CHRI media shall be destroyed by cross-cut shredding or incineration. The Superintendent or his/her/their designee will ensure such destruction is witnessed or carried out by authorized personnel:

1. The LASO shall witness or conduct disposal
2. Cross-cut shredding will be the method of destruction used by the District.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting/Criminal Justice Information

CHRI Retention and Destruction (continued)

Destruction of CHRI

Media Sanitization and Disposal (Disposal of Electronic Media)

Once the District determines that electronic CHRI media (data stored on computers) are no longer needed, they shall be destroyed and disposed of appropriately.

The Griswold Public Schools shall choose one of the following options below to use in this policy:

Option 1: Overwriting

Overwriting involves a program writing onto the media where the file to be sanitized is located. The NCJA will sanitize the electronic CHRI by overwriting the data at least three times before disposing of or reusing the computer/device/system on which it was stored. Overwriting the CHRI data must be completed or witnessed by authorized district personnel.

Option 2: Degaussing

Degaussing is a method to magnetically erase data from magnetic media. Two types of degaussing exist: strong magnets and electric degausses. Note that common magnets are weak and cannot effectively degauss magnetic media. The NCJA will degauss the electronic CHRI prior to disposing of or reusing the computer/device/system on which the electronic CHRI was stored. Degaussing the CHRI data must be completed or witnessed by authorized district personnel. (Degaussing means neutralizing a magnetic field to erase information from a magnetic disk or other storage device.)

Option 3: Destruction

If the computer/device on which the CHRI data is stored is no longer operational, The NCJA must physically destroy the device. Destruction of the device containing physical electronic CHRI, including printouts and other media, shall be disposed of by one of the following methods:

Remote Access

The Superintendent shall authorize, monitor, and control all methods of remote access to the information systems that can access, process, transmit, and/or store FBI CJI. Remote access means any temporary access to an agency's information system by a user or information system communicating temporarily through an external, non-district-controlled network, such as the Internet.

The District shall employ automated mechanisms to facilitate the monitoring and control of remote access methods. The Superintendent or his/her/their designee shall control all remote access through managed access control points and may permit remote access for privileged functions only for compelling operational needs. However, this person shall document the rationale for such access in the security plan for the information system.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting/Criminal Justice Information

CHRI Retention and Destruction

Destruction of CHRI (continued)

Remote Access (continued)

It is prohibited to use publicly accessible computers to access, process, store, or transmit CJI. Publicly accessible computers include but are not limited to, hotel business center computers, convention center computers, public library computers, and public kiosk computers.

Personally Owned Information Systems

A personally owned information system shall not be authorized to access, process, store or transmit CJI unless the agency has established and documented the specific terms and conditions for personally owned information system usage. A personal device includes portable technology like a camera, USB flash drives, USB thumb drives, DVDs, CDs, air cards, mobile wireless devices, or any personal desktop computer. When bringing your own devices are authorized, they shall be controlled using the requirements in Section 5.13 of the CJIS Security Policy.

Disciplinary

If an individual employed by the Griswold Public School District has misused or is currently misusing CHRI, the following requirements will be adhered to:

1. Using CHRI for any purpose other than what is allowed by state statute or Federal code is considered misuse.
2. **The specific steps the District will take in the event intentional misuse is discovered.
3. Misuse of CHRI can result in loss of access to CHRI, loss of employment, and/or criminal prosecution.
4. Misuse of CHRI shall be reported to the State.

**(CABE's Policy Department recommends consulting with the Board attorney regarding item #2 and a general review of the Disciplinary section of this policy.)

Incident Response

The security of information and systems in general, and of CHRI in particular, is a top priority for the Griswold Public School district. Therefore, the District has established appropriate operational incident response procedures for instances of an information security breach. It is each individual's responsibility to adhere to established security guidelines and policies and to be attentive to situations and incidents that pose risks to security. Furthermore, it is each individual's responsibility to immediately report potential or actual security incidents to minimize any breach of security or loss of information.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting/Criminal Justice Information

CHRI Retention and Destruction

Incident Response (continued)

The following security incident handling procedures must be followed by each individual:

1. All incidents will be reported directly to the LASO.
2. If any records are stolen, the incident will also be reported to appropriate authorities.
3. Once the cause of the breach has been determined, disciplinary measures will be taken in accordance with the disciplinary policy of the District

In addition to the above, the LASO shall report all security-related incidents to the COLLECT CJBAU within 24 hours.

All District personnel with access to FBI and/or COLLECT CJBAU CHRI have a duty to protect the system and related systems from physical and environmental damage and are responsible for the correct use, operation, care, and maintenance of the information. All existing laws, District regulations, and policies apply, including those that may apply to personal conduct. Misuse or failure to secure any information resources may result in temporary or permanent restriction of all privileges up to employment termination.

The Superintendent shall ensure that all staff members are aware of this policy and that those responsible for implementation and oversight receive adequate training and updates.

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

Legal Reference: Connecticut General Statutes

10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissed. (as amended by PA 01-173, PA 04-181, June 19 Special Session, PA 09-1, PA 11-93, PA 16-67 and PA 18-51, and PA 19-91)

17a-101k Registry of findings of abuse or neglect of children maintained by Commissioner of Children and Families. Notice of finding of abuse or neglect of child. Appeal of finding. Hearing procedure. Appeal after hearing. Confidentiality. Regulations.

29-17a Criminal history checks. Procedure. Fees.

PA 16-67 An Act Concerning the Disclosure of Certain Education Personnel Records.

PA 16-83 An Act Concerning Fair Chance Employment

Criminal Justice Information Services (CJIS) Security Plan, Version 5.8, 06/01/2019 Prepared by CJIS Information Officer Approved by CJIS Advisory Policy Board

Regulation approved:

cps 4/24

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

A recommended policy to consider.

Business/Non-Instructional Operations

Free or Reduced Price Lunches

Participation in the National School Lunch Program

Participation in the National School Lunch Program (NSLP) (and School Breakfast Programs) (SBP) is/are herewith authorized. Authorization is granted to the Superintendent to act on behalf of the Board for purposes of participating in the National School Lunch Program (and School Breakfast Program).

Free nutritious meals will be served to children from families whose income falls within the current criteria established by the Secretary of Agriculture under the Federal Lunch Program for free lunches.

The District shall establish an appeals process under which a parent/guardian may appeal a decision regarding his/her initial application for benefits, or any subsequent reduction or termination of benefits.

The schools shall not physically segregate or discriminate against any child because of his or her inability to pay for a meal. The names of children eligible to receive free meals shall not be published, posted, or announced in any manner; and there shall be no overt identification of any such children by use of special tokens or tickets, or by any other means.

The District shall ensure that, in the operation of the free and reduced-price meals and/or free milk programs, no student shall be discriminated against because of race, color, age, creed, religion, sex, sexual orientation, ancestry, gender identity or expression, national origin, marital status, pregnancy or disability, or any other basis prohibited by law, in its implementation of such a program.

The District's NSLP and SBP shall operate to meet dietary specifications in accordance with the Healthy, Hunger-Free Kids Act of 2010 and applicable state laws and regulations.

- (cf. 3542 – 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

Free or Reduced Price Lunches

Participation in the National School Lunch Program

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and other feeding programs for public school children and employees. (as amended by PA 21-46)

10-216 Payment of expenses.

10-221o Lunch periods. Recess. Boards to adopt policies addressing limitations of physical exercise.

Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq. as amended by Title IX, Equal Employment Opportunity Act.

United States Department of Agriculture 7 C.F.R. 15, re nondiscrimination.

42 U.S.C. Sec. 1758, 7 CFR Part 145, Sec. 245.5, 245.6, 245.7, 210.9, 210.20

U.S.D.A., Eligibility Guidance for School Meals Manual

U.S.D.A., FNS Instruction 765-7 Rev. 2: Handling Lost, Stolen and Misused Meal Tickets

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. 1751 §§203, 205

Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Assistance, 7 C.F.R. Part 15b (2001)

Policy adopted:

rev 11/12

rev 1/15

rev 12/21

A recommended policy to consider.

Business/Non-Instructional Operations

Hazardous Materials Communication

The Griswold Board of Education recognizes the necessity of utilizing hazardous materials in the day-to-day operation of school facilities and in supporting education requirements. The Board realizes that with the use of hazardous materials, responsibility must be taken to ensure personal safety and to protect the environment during use, storage and transportation. There are many areas of the District, from science laboratories and art departments to custodial services and vehicle maintenance, where such a variety of uses is performed.

Hazardous materials include any substance or mixture of substances that poses a fire, explosive, reactive or health hazard. Examples of materials classed as hazardous are: common household cleaning supplies, spray oven cleaners, cleaning solvents, photo chemicals, soldering flux, some ceramic glazes, oils and gasoline.

The Board, through the Superintendent, shall cause to be created, procedures which address the purchase, storage, handling, transportation and disposal of hazardous materials for school facilities and operations including instructional areas.

The goal of the procedures shall be to have in place an ongoing process by which each location in the District will have a program of identifying and managing hazardous materials. The Hazard Communication Program materials will be located in the school office. District personnel shall be encouraged to substitute non-hazardous materials for hazardous substances to the extent possible and to minimize the quantities of hazardous substances stored on school property.

An optional policy to consider.

Business/Non-Instructional Operations

Board of Education Credit Card

A credit card will be issued only in the name of the Board of Education. The credit card will be under the sole supervision of the Superintendent, the Superintendent's designee, and/or the Director of Fiscal and Personnel Services. Only expenditures by Board employees to conduct business associated with the school system will be authorized by the Superintendent, the Superintendent's designee, and/or the Director of Fiscal and Personnel Services. The Board of Education credit card shall be used for school business only, not for any personal business. Authorized users will be granted use of the credit only after the Director of Fiscal Personnel Services approves the request; in the event that the Director is not available, requests will be made to the Superintendent or the Superintendent's designee. If the Board of Education credit card is used for personal business disciplinary action, which may include termination, will be taken.

Immediately subsequent to the use of the credit card, the Board employee will return the credit card and submit a fully itemized receipt of expenses. In the event that unauthorized charges are discovered, following a reconciliation, said employee may receive disciplinary action, which may include termination.

The Board, Superintendent, or Director of Fiscal and Personnel Services has the unlimited authority to terminate the use of the credit card by any employee if there is any suspicion the use of the credit card is being abused in any manner.

Legal Reference: Connecticut General Statutes

10-248 Payment of school expenses.

A policy to consider.

Business and Non-Instructional Operations

Data-Based Information and Management Systems

Student Data Protection and Privacy/Cloud-Based Issues

The Board of Education (Board) may, pursuant to this policy, enter into a contract with a third party for either or both of the following purposes:

1. To provide services, including Cloud-based services, for the digital storage, management, and retrieval of student records.
2. To provide digital educational software that authorizes a third-party provider of digital educational software to access, store, and use student records in accordance with the contractual provisions listed below.

The Board when entering into a contract with a contractor for purposes listed above, shall ensure the contract includes, but is not limited to the following:

1. A statement that student records, student information and student generated content continues to be the property of and under the control of the Board. (They are not the property of, or under the control of a software or electronic service contractor.)
2. A description of the means by which the Board may request the deletion of any student information, student records or student-generated content in the possession of the contractor that is not (a) otherwise prohibited from deletion or required to be retained under state or federal law, or (b) stored as a copy of a disaster recovery storage system and that is (i) inaccessible to the public, and (ii) unable to be used in the normal course of business by the contractor, provided the Board of Education may request the deletion of any such student information, student records or student-generated content if such copy has been used by the operator to repopulate data following a disaster recovery.
3. A statement that the contractor will not use student information, student records, or student-generated content for any purposes except those the contract authorizes.
4. A description of the procedures by which a student, parent or legal guardian, of a student may review personally identifiable information (PII) contained in the student's record, student information or student-generated content and correct erroneous information, if any in such student material.
5. A statement that the contractor shall take actions designed to ensure the security and confidentiality of student records, student information, and student-generated content.

Business and Non-Instructional Operations

Data-Based Information and Management Systems

Student Data Protection and Privacy/Cloud-Based Issues (continued)

6. A description of the procedures that a contractor will follow for notifying the Board, in compliance with C.G.S. 10-234dd when there has been an unauthorized release, disclosure or acquisition of student information, student records or student-generated content.
7. A statement that a student's records, student information, or student-generated content shall not be retained or available to the contractor upon expiration of the contract between the contractor and the Board of Education except a student, parent or legal guardian of a student may choose to independently establish or maintain an electronic account with the contractor after the expiration of such contract for the purpose of storing student-generated content. (e.g., essays, research papers, portfolios, creative writing, music, audio files, or photographs, but not standardized assessment responses.)
8. A statement that the contractor and the Board shall ensure compliance with the federal Family Educational Rights and Privacy Act (FERPA), 20 USC 1232g.
9. A statement that Connecticut laws shall govern the rights and duties of all parties to the contract, (contractor and the Board).
10. A statement that if any provision of the contract or the application of the contract is held invalid by a court of competent jurisdiction, the invalidity does not affect other provisions of the contract which can be given effect without the invalid provision or application.
11. A prohibition against the contractor using personally identifiable information contained in student records to engage in advertising or for any other purposes other than those authorized pursuant to the contract.

The Board of Education may use the uniform student data privacy terms-of-service agreement addendum, developed by the Commission for Educational Technology (CET), in contracts entered into pursuant to C.G.S. 10-234bb. Such amendment shall conform to the requirements for a contract listed above.

Any provision of a contract or the terms-of-service agreement addendum entered into between a contractor and the Board on or after July 1, 2018, that conflicts with the provisions listed above shall be void. Moreover, a contract is void if it lacks any of the above provisions. The Board will give the contractor reasonable notice to amend the contract or the terms-of-service agreement addendum to include the missing provisions.

Business and Non-Instructional Operations

Data-Based Information and Management Systems

Student Data Protection and Privacy/Cloud-Based Issues (continued)

Any contract entered into on and after July 1, 2018, or the terms-of-service agreement addendum that does not include the provisions listed above shall be void, provided the Board has given reasonable notice to the contractor and the contractor has failed within a reasonable time to amend the contract or the terms-of-service agreement addendum to include the required provisions.

The Board of Education shall maintain and update, as necessary, a website with information relating to all contracts entered into pursuant to this policy. Not later than five business days after executing a contract pursuant to this policy the Board shall post notice of such contract on the Board's website. The notice shall include the contract and (1) state that the contract has been executed and the date that such contract was executed, (2) provide a brief description of the contract and the purpose of the contract, and (3) state what student information, student records or student-generated content may be collected as a result of the contract.

On or before September 1st annually, the Board of Education shall electronically notify students and the parents/guardians of students of the address of the Internet website described in this policy.

The Board of Education and a contractor may include in any contract executed pursuant to this policy, the uniform student data privacy terms-of-service agreement addendum, previously described, to satisfy the requirements of this policy.

The Board of Education is not required to enter into a contract pursuant to this policy if the use of an Internet website, online service or mobile application operated by a consultant or an operator is unique and necessary to implement a child's individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, and such Internet website, online service or mobile application is unable to comply with the provisions of this policy, provided (1) such Internet website, online service or mobile application complies with the Family Educational Rights and Privacy Act of 1974, 20 USC 1232g, as amended from time to time, and the Health Insurance Portability and Accountability Act of 1996, P.L. 104-191, as amended from time to time, (2) the Board of Education can provide evidence that it has made a reasonable effort to (A) enter into a contract with such consultant or operator to use such Internet website, online service or mobile application, and (B) find an equivalent Internet website, online service or mobile application operated by a consultant or an operator that complies with the provisions of this section, (3) the consultant or operator complies with the provisions of section 10-234cc, as amended for such use, and (4) the parent/legal guardian of such child, and, in the case of a child with an individualized education program, a member of the planning and placement team, sign an agreement that (A) acknowledges such parent/legal guardian is aware that such Internet website, online service or mobile application is unable to comply with the provisions of this policy, and (B) authorizes the use of such Internet website, online service or mobile application. The Board of Education shall, upon the request of a child's parent/legal guardian, provide the evidence described above to such parent/legal guardian.

Business and Non-Instructional Operations

Data-Based Information and Management Systems

Student Data Protection and Privacy/Cloud-Based Issues (continued)

The Board expects that an operator shall implement and maintain security procedures and practices that meet or exceed industry standards and that are designed to protect student information, student records, and student-generated content from unauthorized access, destruction use, modification and disclosure; and delete any student information, student records or student-generated content within a reasonable amount of time if a student, parent/guardian or Board requests deletion of such student information, student records or student generated content unless:

1. state or federal law prohibits such deletion or otherwise requires the retention of such student information, student records or student-generated content, or
2. a copy of such student information, student records or student-generated content is in the possession of the operator as part of a disaster recovery storage system and is inaccessible to the public and unable to be used in the normal course of business by the operator, provided such student, parent/legal guardian of a student or the Board may request the deletion of any such student information, student records or student-generated content if such copy is used by the operator to repopulate accessible data following a disaster recovery.

The Board will utilize the written guidance developed by the Department of Education in consultation with the Commission for Educational Technology concerning the implementation of FERPA and the laws relating to student data privacy. Such written guidance includes, a plain language explanation of how such student data privacy laws are to be implemented, information about the uniform student data privacy terms-of-service agreement addendum, and (3) how such addendum may be incorporated into contracts executed pursuant to section 10-234bb, as amended.

Notice of Breach of Security/Data Breaches

Upon notice of a breach of security by a contractor, the Board shall, not later than two business days after receipt of such notice, notify the students and the parents/legal guardians of the students whose student information, student records, or student-generated content was involved in such breach. The Board shall also, as required, post notice of the breach on its website.

Upon the discovery of a breach of security that results in the unauthorized release of student information, excluding directory information, the contract shall contain the provision that the contractor must notify the Board of such breach without unreasonable delay, and in no case later than thirty (30) days from the discovery of the breach.

Business and Non-Instructional Operations

Data-Based Information and Management Systems

Student Data Protection and Privacy/Cloud-Based Issues

Notice of Breach of Security/Data Breaches (continued)

Upon the discovery of a breach of security that results in the unauthorized release of directory information, student records, or student-generated content, the contract shall contain the provision that the contractor must notify the Board without unreasonable delay and in no case later than sixty (60) days from the discovery of the breach.

<p>Note: The Board may desire to contract for more prompt notice of a breach of security.</p>
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Definitions

1. **“Contractor”** means an operator or consultant that is in possession of or has access to student information, student records or student-generated content as a result of a contract with a local or regional Board of Education.
2. **“Operator”** means the operator of an Internet website, online service, online application, (app) or mobile application with actual knowledge that such Internet website, service, or mobile application is used primarily for school purposes and was designed and marketed for school purposes and who collects, maintains or uses student information.
3. **“Consultant”** means a professional who provides non-instructional services, including administrative, planning, analytical, statistical, or research services to a board of education under a contract.
4. **“Student”** means a Connecticut resident enrolled in a preschool program participating in the state-wide public school information system, pursuant to section 10-10a of the general statutes, or enrolled in grades K to 12, inclusive, in a public school, or receiving special education and related services under an individualized education program, or otherwise the responsibility of the Board.
5. **“Deidentified information”** means any information that has been altered to prevent the identification of an individual student.
6. **“Eligible student”** means a student who has reached 18 years of age.

Business and Non-Instructional Operations

Data-Based Information and Management Systems

Student Data Protection and Privacy/Cloud-Based Issues

Definitions (continued)

7. **“Student-generated content”** means materials created by a student, including, but not limited to, essays, research reports, portfolios, creative writing, music or other audio files, or photographs. “Student-generated content” does not include student responses to a standardized assessment.
8. **“Student records”** means any information directly related to a student that is maintained by the school district, the State Board of Education or the Department of Education or any information acquired from a student through the use of educational software assigned to the student by a teacher or other district employee.

“Student records” does not mean any of the following:

- a. Deidentified information, allowed under the contract to be used by the contractor to improve educational products for adaptive learning purposes and for customizing student learning.
 - b. Deidentified information, used to demonstrate the effectiveness of the contractor’s products in the marketing of such products.
 - c. Deidentified information, used for the development and improvement of the contractor’s products and services.
9. **“Online service”** includes Cloud computing services, which must comply with this policy if they otherwise meet the definition of an operator.
 10. **“Student information”** is personally identifiable information regarding a student that in any media or format that is not publicly available that meets any of the following:
 - a. Is created or provided by a student, or the student’s parent or legal guardian, by using an operators’ website, online service, or mobile application (app) for school purposes.
 - b. Is created or provided by an employee or agent of the board of education, to an operator for school purposes.
 - c. Is gathered by an operator through the operation of the operator’s Internet website, online service, or mobile application (app) and identifies a student including but not limited to information in the student’s educational record or email account, first and last name, home address, telephone number, date of birth, email address, or other information that allows physical or online contact, discipline records, test results, special education data, juvenile dependency records, grades, evaluations, criminal records, medical records, health records, social security number, biometric information, disabilities, socioeconomic information, food purchases, political affiliations, religious information, text messages, documents, student identifiers, search activity, photos, voice recordings, or behavioral assessments.

Business and Non-Instructional Operations

Data-Based Information and Management Systems

Student Data Protection and Privacy/Cloud-Based Issues

Definitions (continued)

11. **“School purposes”** means purposes that customarily take place at the direction of a teacher, or a board of education or aid in the administration of school activities, including, but not limited to, instruction in the classroom, administrative activities, and collaboration among students, school personnel, or parents/legal guardians.
12. **“Targeted advertising”** means presenting an advertisement to a student where the selection of the advertisement is based on student information, student records or student-generated content or inferred from the usage of the operator’s Internet website, online service or mobile application by such student. It does not include any advertising to a student on a website that the student accesses at the time or in response to a student’s response or request for information or feedback.

The Board, through this policy, places restrictions on an “operator” as defined in this policy. An operator shall not knowingly engage in any of the following activities with respect to their internet website, online service or mobile application:

1. Engage in targeted advertising on the operator’s site, service, or application, or on any other Internet website, online service or mobile application;
2. Use student information to create a profile of a student for purposes other than the furtherance of school purposes;
3. Sell student information, unless the sale is part of the purchase, merger, or acquisition of an operator by a successor operator and the operator and the successor operator continue to be subject to the provisions of this policy regarding student information; or
4. Disclose student information, unless the disclosure is made (a) in furtherance of school purposes of the Internet website, online service or mobile application, provided the recipient of the student information uses such student information to improve the operability and functionality of the Internet website, online service or mobile application and complies with this policy; (b) to ensure compliance with federal or state law; (c) in response to a judicial order; (d) to protect the safety of users or others, or the security of the Internet website, online service or mobile application; or (e) to an entity hired by the operator to provide services for the operator’s Internet website, online service or mobile application, provided the operator contractually (i) prohibits the entity from using student information for any purpose other than providing the contracted service to, or on behalf of, the operator, (ii) prohibits the entity from disclosing student information provided by the operator to subsequent third parties, and (iii) requires the entity to comply with this policy.

Business and Non-Instructional Operations

Data-Based Information and Management Systems

Student Data Protection and Privacy/Cloud-based Issues (continued)

The Board recognizes that an operator may:

1. Use student information (1) to maintain, support, evaluate or diagnose the operator's Internet website, online service or mobile application (app), or (2) for adaptive learning purposes or customized student learning.
2. Use de-identified student information (1) to develop or improve the operator's Internet website, online service or mobile application (app), or other Internet websites, online services or mobile applications owned by the operator, or (2) to demonstrate or market the effectiveness of the operator's Internet website, online service or mobile application.
3. Share aggregated de-identified student information for the improvement and development of Internet websites, online services or mobile applications designed for school purposes.

Nothing in this policy shall be construed to:

1. limit the ability of a law enforcement agency to obtain student information from an operator as authorized by law or pursuant to a court order;
2. limit the ability of a student or the parent or legal guardian of a student to download, transfer or otherwise save or maintain student information;
3. impose a duty upon a provider of an interactive computer service, as defined in 47 USC 230, as amended from time to time, to ensure compliance with this section by third-party information content providers, as defined in 47 USC 230, as amended from time to time;
4. impose a duty upon a seller or provider of online services or mobile applications to ensure compliance with this policy with regard to such online services or mobile applications;
5. limit an Internet service provider from providing a student, parent or legal guardian of a student or local or regional Board of Education with the ability to connect to the Internet;
6. prohibit an operator from advertising other Internet websites, online services or mobile applications that are used for school purposes to parents or legal guardians of students, provided such advertising does not result from the operator's use of student information;
7. apply to Internet websites, online services or mobile applications that are designed and marketed for use by individuals generally, even if the account credentials created for an operator's Internet website, online service or mobile application may be used to access Internet websites, online services or mobile applications that are designed and marketed for school purposes.

Business and Non-Instructional Operations

Data-Based Information and Management Systems

Student Data Protection and Privacy/Cloud-based Issues (continued)

The Board, upon determination that a request for directory information is related to school purposes, may disclose directory information to any person requesting such directory information. If the Board determines that a request for directory information is not related to school purposes, the Board shall not disclose such directory information.

(cf. 3520.1 – Information Security Breach and Notification)

(cf. 3520.11 – Electronic Information Security)

(cf. 3520.12 – Data-Based Information Management System Confidentiality Policy)

(cf. 5125 – Student Records)

(cf. 5145.15 – Directory Information)

(cf. 6162.51 – Surveys of Students/Student Privacy)

Legal Reference: Connecticut General Statutes
 1-19(b)(11) Access to public records. Exempt records.
 7-109 Destruction of documents.
 10-15b Access of parent or guardians to student's records.
 10-209 Records not to be public.
 10-234aa Definitions
 10-234bb Contracts between boards of education and contractors re
 student data. Requirements. (as amended by PA 18-125)
 10-234cc Requirements for operators re student data
 10-234dd Duties re unauthorized release, disclosure or acquisition of
 student data (as amended by PA 18-125)
 11-8a Retention, destruction and transfer of documents
 11-8b Transfer or disposal of public records. State Library Board to adopt
 regulations.
 46b-56(e) Access to Records of Minors.
 Connecticut Public Records Administration Schedule V - Disposition of
 Education Records (Revised 1983).
 P.A. 16-189 An Act Concerning Student Privacy
 PA 17-200 An Act Making Revisions to the Student Data Privacy Act of
 2016
 PA 18-125 An Act Concerning Revisions to the Student Data Privacy Act
 Federal Family Educational Rights and Privacy Act of 1974 (section 438
 of the General Education Provisions Act, as amended, added by section
 513 of P.L. 93-568, codified at 20 U.S.C.1232g).

A model policy to consider. (Required policy July 2025)

Students

Challenging Behavior Prevention: Restorative Practices Response

Introduction

Related to all matters of student discipline, the Griswold Board of Education requires district staff to make every effort to correct student challenging behavior through school-based resources and to support students in learning the skills necessary to enhance a positive school climate and avoid challenging behavior.

For most behaviors, schools should minimize the use of in-school and out-of-school suspensions, recommendations for expulsion, and referrals to law enforcement to the extent practicable while in compliance with state statutes, local ordinances, and mandatory reporting laws. It is the goal of the Griswold Public Schools and the Board of Education that the juvenile and criminal justice systems be utilized rarely to address all forms of challenging behavior.

All challenging behavior procedures and responses shall ensure due process and be enforced uniformly, fairly, consistently, and in a manner that does not discriminate on the basis of ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, gender identity or expression, age, or disability.

For the school year beginning July 1, 2025, the Griswold Board of Education adopts this “Restorative Practices Response” policy to be implemented by school employees for incidents of challenging behavior or student conflict that is nonviolent and does not constitute a crime. This policy shall not include the involvement of school resource officers or other law enforcement officials unless the behavior or conflict becomes violent or criminal.

The Board of Education (Board) supports the District’s fundamental mission to provide all students the opportunity to achieve academically and socially and emotionally, ethically, civically, and intellectually at the highest levels and to become a contributing and engaged citizen in our diverse society. All students should have the opportunity to develop their skills, knowledge, and competencies in a nurturing and accountable school setting. Schools play an important role in helping families and children make responsible decisions, cooperate with others, and have a successful life. Children at times find it difficult to effectively manage their emotions and focus on their studies. Developmentally appropriate social and emotional skills building allows students to cope with stress so they can access learning and develop into productive adults. Learning is a social activity, which means children have to be ready to learn by regulating their emotions and working constructively with others. Social and emotional learning (SEL) helps build positive school climate by developing emotional intelligence through self-awareness, self-management, goal setting, social awareness, relationship building, collaborative skills, and responsible decision making. Students should receive effective and engaging teaching, with curriculum, instruction, and assessment designed to address the needs of diverse learners.

Students

Challenging Behavior Prevention: Restorative Practices Response (continued)

Restorative approaches recognized the unique strengths, needs and interests of students, and present an opportunity for schools to develop a structure that utilizes practices that will create a more equitable path for all students. Utilizing restorative practices allows for schools to embody more equitable approaches and meet the students' short and long term needs.

The Board believes that all students have a right to attend schools that are safe and free from unnecessary disruption. The Board believes that appropriate student behavior, reinforced by an effective system of discipline, is essential to create and maintain a positive school climate. This is the joint responsibility of students, staff, parents, and the community.

The Board requires District schools to implement restorative practices in response to conflict and harm. The "Restorative Practices Response" philosophy supported by the Board views misconduct as a violation against people and damaging to relationships in the school and throughout the community. The Board recognizes that schools may involve a wide range of people in the "Restorative Practices Response" process, voluntarily including victims, who are often teachers, school staff, bystanders, other students, and the school community.

The four main goals of Restorative Practices Response are:

1. **Relationship Building:** creating a school environment where everyone is safe, welcomed, supported, and included in all school-based activities and focuses on high-quality, constructive relationships among the school community members;
2. **Accountability:** Restorative Practices Response strategies hold each student accountable for any challenging behavior;
3. **Community Safety:** Restorative Practices recognize the need to keep the school community safe through strategies ensuring that all students have a role in repairing relationships affected by challenging behavior. In safe, supportive education environments students feel a sense of belonging and allow schools to challenge policies and procedures that prevent student growth;
4. **Competency Development:** Restorative Practices Response seeks to increase the social emotional intelligence skills of those who have harmed others, address underlying factors that lead students to engage in a form of challenging behavior, and build on strengths.

Definitions

Through adopting the Connecticut School Climate Policy (5131.911), the Board endorses a "Restorative Practices Response" approach to student discipline. As defined in Policy 5131.911,

Restorative Practices mean evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

Students

Challenging Behavior Prevention: Restorative Practices Response

Definitions (continued)

“Challenging Behavior” means behavior that negatively impacts school climate or interferes, or is at risk of interfering with, the learning or safety of a student or the safety of a school employee.

“Evidenced-Based Practices” in education refer to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.

“School Climate” means the quality and character of school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people’s experiences of school life and that reflects the norms, goals, organizational structures within the school community.

“Social and Emotional Learning” means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

“Emotional Intelligence” means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.

“School Community” means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

“School Environment” means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.

Purpose

The purpose of this policy is to support school discipline that:

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification and response to all challenging behavior;
2. Maintains safe and engaging learning communities;

Students

Challenging Behavior Prevention: Restorative Practices Response

Purpose (continued)

3. Assures consistency and coherence across all schools in the District;
4. Defines and communicates expectations for student behavior;
5. Defines and communicates expectations for staff responsibility related to school discipline;
6. Balances the needs of the student, the needs of those directly affected by “challenging behaviors,” and the needs of the overall school community;
7. Assures equity across racial, ethnic, and cultural groups, as well as all other protected classes, including but not limited to gender, color, national origin, ancestry, religion, age, disability, sexual orientation, and gender identity and expression.

General Principles

1. A positive school climate is best accomplished by preventing challenging before it occurs and using effective restorative practices, in response to those challenging behaviors that may occur despite proactive measures;
2. School safety and academic success are formed and strengthened when all school staff and employees build positive relationships with students and their parents and/or guardians;
3. Effective school climate maximizes the amount of time students spend learning academically, socially, and emotionally, ethically, civically, and intellectually and minimizes the amount of time students cause disruption or are removed from their classrooms due to an act of challenging behavior;
4. School discipline should be reasonable, timely, fair, age-appropriate, and should be proportionate to the student’s challenging behavior. Response to an act of challenging behavior that is rooted in restorative practices will provide meaningful instruction and guidance, offers students an opportunity to learn from their mistakes and is more likely to result in engaging rather than punitive responses to challenging behavior. The school community should adopt policies that promote a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging and disengaged students, educators, and families of students in the school community.
5. Effective school climate improvement is a restorative process that engages all school community members in promoting positive school climate. The vast majority of challenging behaviors should be addressed at the classroom level by teachers; however, behaviors that cannot be addressed at this level should receive more targeted and intensive interventions, as determined by an individualized assessment;

Students

Challenging Behavior Prevention: Restorative Practices Response

General Principles (continued)

6. The District serves a diverse community. In order to serve all students and to prepare them to be members of an increasingly diverse community, schools and staff must build cultural competence. We must commit to eliminating institutional racism and any other discrimination that presents barriers to success. The school community should create a school environment where everyone is safe, welcomed, supported, and included in all school-based activities;
7. Challenging behaviors, which may be subject to disciplinary action, including any within the school environment, but not limited to those occurring during either curricular or extracurricular activities, in classrooms, in school buildings, on school grounds, or in school vehicles, when such conduct is detrimental to the school environment and to the welfare or safety of other students or school personnel.

General Policy Guidelines

The District's system of school climate improvement is built on the incorporation of restorative practices, which should include:

Evidence and research-based system-level restorative practices that focus on:

- 1) building high-quality, constructive relationships among the school community,
- 2) holding each student accountable for any challenging behavior, and
- 3) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

Restorative practices should be guided by the Connecticut School Climate Standards:

1. The school district community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.
2. The school district community adopts policies that promote: a) a sound school environment that the develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and b) a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally reengaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to: a) promote learning and the positive academic, social, emotional, ethical, and civic development of students. b) enhance engagement in teaching, learning, and school-wide activities. c) address barriers to teaching and learning; and d) develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.

Students

Challenging Behavior Prevention: Restorative Practices Response

General Policy Guidelines (continued)

4. The school community creates a school environment where everyone is safe, welcomed, supported, and included in all school-based activities,
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.
 - a. Practicing early identification and assessment of struggling students;
 - b. Using a problem solving/collaborative process to provide interventions matched to student needs;
 - c. Ensuring timely progress monitoring and feedback; and
 - d. Delivering scientific research based interventions

The District shall post this policy on the District website and in each school. A copy of this policy and accompanying procedures shall be readily available in each school's administration office.

Copies of this policy, any accompanying procedures/regulations, and school rules will be made available, upon request, to each student and parent/guardian, and, upon request, promptly translated in a language that the parent/guardian can understand.

Applying the goals related to Restorative Practices Response, this policy's definitions, purpose, principles and guidelines, the Superintendent, or his/her/their designee shall develop such procedures and provide for any training necessary as may be needed to effectively implement this policy.

- (cf. 1110.1 – Parent Involvement)
- (cf. 4131 – Staff Development)
- (cf. 5114 – Suspension/Expulsion; Student Due Process)
- (cf. 5131 – Conduct)
- (cf. 5131.1 – Bus Conduct)
- (cf. 5131.6 – Drugs, Alcohol, Tobacco)
- (cf. 5131.7 – Weapons and Dangerous Instruments)
- (cf. 5131.8 – Out of School Grounds Misconduct)
- (cf. 5131.9 – Gang Activity or Association)
- (cf. 5131.911 – Connecticut School Climate Policy)
- (cf. 5131.913 – Cyberbullying)
- (cf. 5131.92 – Corporal Punishment)
- (cf. 5141.4 – Reporting of Child Abuse and Neglect)
- (cf. 5144 – Discipline/Punishment)
- (cf. 5144.3 – Discipline of Students with Disabilities)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.52 – Harassment)

Students

Challenging Behavior Prevention: Restorative Practices Response

Legal Reference: Connecticut General Statutes
4-177 through 4-180. Contested Cases. Notice. Record, as amended.
10-233a through 10-233f Suspension, removal and expulsion of students,
as periodically amended.
21a-240(9) Definitions.
53a-3 Definitions.
GOALS 2000: Educate America Act, Pub. L. 103-227.
18 U.S.C. 921 Definitions
Title III - Amendments to the Individuals with Disabilities Act Sec. 314
Elementary and Secondary Schools Act of 1968, as amended by the Gun
Free Schools Act of 1994
PL 105-17 The Individuals with Disabilities Act, Amendments of 1997
P.L. 108-446 Individuals with Disabilities Education Improvement Act of
2004
State v. Hardy, 896 A.2d 755, 278 Conn 113 (2006)
Public Act 23-167, Section 74, An Act Concerning Transparency in
Education

Policy adopted:
cps 4/24

An administrative regulation to consider/modify to fit the local learning community.

Students

Challenging Behavior Prevention: Restorative Practices Response

The following procedures are developed for the implementation of Board policy #5144.12. These procedures are designed to be consistent with the general purpose and principles outlined in the aforementioned policy, as well as consistent with federal and state statutes and regulations.

The District and staff are committed to establishing positive learning environments that ensure that all students have access to a quality education. The District recognizes that a key aspect of maintaining a healthy and safe environment is establishing ~~order~~ and maintaining positive and constructive behavior in our schools. This goal can only be achieved through the cooperative efforts of our school personnel, students, parents, guardians, and our community.

School Discipline Administration

1. Staff training will be provided as needed to ensure that the ~~disciplinary program~~ Restorative Practices in each school are effective and that relevant policies and procedures are equitably applied. Such training will include, but not limited to, strategies and approaches related to Restorative Practices and its theoretical framework.
2. School district staff responsible for implementing this policy shall do so without discrimination based on ethnicity, race, color, religion, national origin, ancestry, gender, sexual orientation, sexual identity or expression, age or disability.
3. Challenging behavior related to students receiving special education and tiered intervention supports shall be in accordance with the student's Individualized Education Program (IEP), any behavior intervention plan, 504 Plan, and Board policy.
4. The District believes that developing strong relationships with families is the first step in establishing safe and healthy schools. School staff members are encouraged to contact parents early in the school year to proactively establish positive school-home communication and throughout the school year to share student successes and challenges, and develop plans to help students have access to a quality education. The District Schools will work with the building administration to educate the school community as needed.
5. The District is committed to eliminating disparity in school discipline with respect to its underserved populations by reducing the number of referrals, suspensions, and expulsions. The staff will engage in restorative practices that enhance school climate and develop a system for addressing challenging behavior that promotes equity. Staff members are specifically charged with monitoring the impact of their actions on students from racial and ethnic groups or other protected classes that have historically been over-represented among those students who are suspended, expelled or referred to law enforcement. The District will collect discipline data and periodically review the data, including referrals and disciplinary action.

Students

Challenging Behavior Prevention: Restorative Practices Response

School Discipline Administration (continued)

School-Level Rules

In developing school-level rules of behavior, the school shall solicit the participation, views, and feedback of at least one representative selected by each of the following groups:

1. Parents/guardians
2. Teachers
3. School administrators
4. For middle, junior high and high schools, students enrolled in the school

The “rules” shall be consistent with law, Board of Education (Board) policy, and District administrative regulations. The development of the rules shall be informed by school-level challenging behavior data as described in policy #5144.12.

The school shall also solicit participants’ views on whether school-level and District-level standards of behavior are being equitably and fairly applied. The confidentiality of student records shall be maintained at all times.

Interventions

General: Effective school responses related to challenging behavior shall promote interventions that refrain from interrupting a student’s education to the extent possible. Schools should minimize the use of suspensions, recommendations for expulsion, and referrals to law enforcement, to the extent practicable while remaining consistent with federal and state statutes, regulations and Board policies.

Reasonable Responses to Challenging Behavior Consequences: Responses should be reasonable, fair, age-appropriate, and match the severity of the student’s misbehavior, and through restorative practice consider the impact on the victim and/or community. Restorative practices that include meaningful instruction and guidance offer students an opportunity to learn from their mistakes and contribute back to the school community, and are more likely to result in ~~getting~~ having the student re-engage in learning.

Students

Challenging Behavior Prevention: Restorative Practices Response (continued)

Relevant Considerations For Determining Restorative Practices

1. Age, health and special education status of the student.
2. Appropriateness of student's academic placement.
3. Student's prior conduct and record of challenging behavior.
4. Student's attitude.
5. Student's willingness to repair the harm.
6. Seriousness of the offense and the degree of harm caused.
7. Impact of the incident on overall school community.
8. The availability of prevention programs that are designed to address challenging behavior should also be considered prior to determining a restorative practices response.

Interventions/Alternative Means of Correction: When challenging behavior occurs, schools shall investigate the circumstances and gather facts that will help determine appropriate interventions and a restorative response for that student, with emphasis on correcting student misbehavior through school-based resources. Responses to challenging behavior should provide students an opportunity to learn from their mistakes, and reengage the student in learning. All interventions should balance the needs of the student, the needs of those directly affected by the behavior, and the needs of the overall school community.

Each school is responsible for incorporating a restorative response framework into its planning to reduce referrals and suspensions through pro-active intervention, positive behavioral support, restorative practices, and other non-punitive approaches to challenging behavior focused on maximizing student achievement, reducing such behaviors and avoiding loss of instructional time through the use of tiered interventions. That intervention framework shall integrate a Restorative Practices framework.

Referral of students from the classroom environment for challenging behaviors should be avoided. The District expects that alternatives to suspension and restorative practices shall be utilized prior to referring a student out of the classroom. The District expects that alternatives will be undertaken within the classroom except where suspension for specific offenses is required by statute and Board policy or where it can be documented that the challenging behavior imposes a clear danger to others.

There are three types of intervention strategies to be considered: Administrative, Restorative, and Skill-based/Therapeutic.

1. **Administrative Strategies** are statutorily, or policy required interventions responding "to" the offender. These include removal from the classroom, detention, suspension, and expulsion.

Students

Challenging Behavior Prevention: Restorative Practices Response (continued)

Interventions/Alternative Means of Correction (continued)

2. **Restorative Strategies** coordinate with Connecticut's School Climate Policy as they are problem solving interventions responding "with" the offender. They are driven by an opportunity to restoration for the harm caused as much as possible and focus on the harm caused and how it will be repaired. A successful restorative practice response strategy may utilize interventions with allied agencies and professionals. An assessment of the incident/conduct will be completed and a determination will be made by the school or district whether a face-to-face meeting with all parties is appropriate. Examples may include:
 - a. Family group conferencing
 - b. Victim-offender mediation
 - c. Classroom mediation circles
 - d. Reparation of harm
3. **Therapeutic/Resource Strategies** are ~~done~~ responses "by" the offender and require intrinsic motivational behavior change. Such interventions include:
 - a. Mental health counseling
 - b. Anger management classes
 - c. Informal mentoring and behavior coaching

Teachers and administrators should intentionally utilize various types of strategies, or multiple strategies simultaneously, to ~~deal with~~ address and correct challenging behavior, especially for multiple offenses.

Consider adopting a District Restorative Practices Response statement and model with a common framework, definitions, and procedures. This statement and model should be widely displayed and available to all members of the school community.

Considerations for adopting a District Restorative Practices Response Model:

1. The degree to which the model is easily integrated with the District's Discipline policy;
2. The degree to which the model receives buy-in from the staff and school community;
3. The degree to which the model can be consistently and reliably implemented;
4. The degree to which adherence to the model is supported by research and yields positive results.

A statement and model can be designed in a manner similar to the following example:

Restorative Justice in Griswold Public Schools

The Board considers Restorative Practices Response as a set of principles and practices used to build community, respond to harm/conflict, and provide individual circles of support for students in District schools. By building, maintaining, and restoring relationships between members of the entire school community, the District strives to create an environment where all students can thrive. The Restorative Justice approach to school discipline is to be implemented through a 3-tier, school-wide model.

Students

Challenging Behavior Prevention: Restorative Practices Response (continued)

Interventions/Alternative Means of Correction (continued)

Tier 1: Community Building (Prevention/Relate)

Tier I is characterized by the use of social emotional skills and practice (classroom circles) to build relationships, create shared values and guidelines, and promote restorative conversations following behavioral disruption. The goal is to build a caring, intentional, and equitable community with conditions conducive to learning.

Tier 2: Restorative Processes (Intervention/Repair)

Tier 2 is characterized by the use of non-punitive response to harm/conflict such as harm circles, mediation, or family group conferencing to respond to disciplinary issues in a restorative manner. This process addresses the root causes of the harm, supports accountability for the offender, and promotes healing for the victim(s), the offender, and the school community.

Tier 3: Supported Re-entry (Individualized/Re-Integrate)

Tier 3 is characterized by 1:1 support and successful re-entry of youth following suspension, truancy, expulsion or incarceration. The goal is to welcome youth to the school community in a manner that provides wraparound support and promotes student accountability and achievement.

Classroom-based Strategies to Reduce Challenging Behaviors

Classroom-based strategies include, but are not limited to:

1. Explicit re-teaching of behavioral expectations;
2. Separating students;
3. Phone call to parent;
4. Keeping students after class;
5. Restorative conference with student(s) or class;
6. Creation of a positive behavior contract;
7. Conference with student;
8. Conference with parent and the student.

School-based Strategies to Reduce Challenging Behaviors

Students who exhibit a pattern of challenging behaviors should be provided more intensive support through a system of tiered interventions. Parents should be notified if there is an escalating pattern of challenging behavior that could lead to classroom or school removal. Appropriate school-based strategies include, but are not limited to:

1. A conference between school staff and the student and his/her parents/guardians.
2. Referral to a school counselor or other school support service personnel for case management and counseling.

Students

Challenging Behavior Prevention: Restorative Practices Response

School-based Strategies (continued)

3. Referral for drug or alcohol counseling.
4. Convening of a Student Study Team (SST) or other intervention-related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians.
5. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, or Applied Behavior Analysis including for purposes of creating a behavior plan, an individualized education program or a Section 504 plan.
6. Enrollment in a program for building anger management skills.
7. Continue to encourage participation in a restorative justice program
8. A positive behavior support approach with tiered interventions that occur during the school day on campus.
9. After-school programs that address identified challenging behaviors or expose students to constructive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.

Detention After School

Students may be detained for disciplinary reasons (up to one hour) after the close of the school day.

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee notifies the parent/guardian.

Students shall remain under the supervision of a certified employee during the period of detention.

Community Service

For consideration with a restorative practices response strategy, the Board, Superintendent, Principal, or Principal's designee may, at his/her discretion, allow for a student to perform community service during non-school hours on school grounds, or, with written permission of the student's parent/guardian, off school grounds. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs.

Students

Challenging Behavior Prevention: Restorative Practices Response (continued)

Referrals

The Board supports the adoption of the SRBI framework to facilitate a systems approach for positive, pro-social behavior management. The District expects teachers to attempt SRBI tiered interventions prior to making a referral out of the classroom whenever possible.

When a referral out of the classroom is made, the principal or his/her designee must ensure that staff making the referral completed the following:

1. Teacher completed a written referral notification/form;
2. Principal or his/her designee reviewed the referral form and, if warranted, assigned appropriate consequences;
3. The Principal or his/her designee or teacher contacted the student's parents/guardians and notified them of any consequences;
4. The Principal or his/her designee investigated the reasons for the student's conduct;
5. The Principal or his/her designee recorded the classroom interventions and referral in the District's database.

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or his/her designee shall notify parents/guardians about the availability of district rules and procedures related to discipline student behaviors and school climate.

The Superintendent or his/her designee shall also provide written notice of behavior rules to transfer students at the time of their enrollment in the District.

Parent programs will be provided related to how the school integrates Restorative Practices Response in the student discipline/behavior management system.

Annual Review/Discipline Committees

Both individual schools and the district will evaluate and monitor the effectiveness of the school behavior plan using school disciplinary data disaggregated by race, ethnicity and gender of student. This will allow schools and the district to identify areas of need; target areas of concern; access professional development, supports, and services; and revise school procedures as needed.

In consideration with the Connecticut Positive School Climate Policy, schools will review student discipline data.

Students

Challenging Behavior Prevention: Restorative Practices Response (continued)

Annual Review/Discipline Committees (continued)

The review will include the following:

1. Intervention and prevention strategies.
2. The number of referrals, in school suspensions, out-of-school suspensions, expulsions, and referrals to law enforcement, disaggregated by race, ethnicity, age, grade, disability, and gender of the students, where available.
3. Differences in referrals among staff members.
4. The extent to which the policy, including but not limited to disciplinary action, is consistently applied to all students.
5. Review of Restorative Practices and their impact on student discipline and climate.

Based on the review, schools will make changes consistent with the intent of this and other related policies.

Schools are encouraged to establish a discipline committee including school personnel, parents and students to develop, monitor, and evaluate school discipline policy and school climate. The use of school discipline data is recommended in this process.

Instruction

Alternative Education Programs

The Board endeavors to provide an educational program adjusted to the needs of the individual child within the financial means of the District. Grouping enables a more efficient use of staff in meeting these needs. Program adaptations provide another means of using staff efficiently and effectively to meet the needs of many children.

When the needs of special individuals or groups cannot be met through adaptation or independent study, the Superintendent of Schools shall investigate and propose to the Board for approval alternative programs and facilities.

(cf. 6172.11 – Relations with Charter Schools)

(cf. 6172.12 – Magnet Schools)

(cf. 6172.2 – Remedial Instruction)

(cf. 6172.21 – Supplementary Services)

(cf. 6172.41 – Title I Program)

(cf. 6172.6 – Virtual/Online Courses)

A new policy to consider. Boards of education that have approved an alternative program are mandated to have a policy on this topic.

Instruction

Alternative Education Programs

The purpose of this policy is to recognize the need for alternative education programs for some District students.

The Board of Education (Board) is dedicated to providing educational options for all students within available financial constraints. It is recognized that there will be students in the District whose needs and interests are best served by participation in an alternative education program. The Board believes alternative education is a student-focused perspective based on respect for students, the belief that all students can learn given the right environment, and participation in an alternative setting is an informed choice made by students and their families.

“Alternative education” means a school or program maintained and operated by the Board that is offered to students in a nontraditional educational setting and addresses the social, emotional, behavioral and academic needs of such students. Alternative education does not, for purposes of this policy, and Connecticut State Board of Education (CSDE) guidelines, include private schools, homeschooling, “School Choice,” adult education, approved private special education programs, gifted and talented programs, and schools or programs within the Connecticut Technical High School System.

The Board shall provide alternative education to students in accordance and compliance with the “Guidelines for Alternative Education Settings,” established by the State Board of Education. Such guidelines shall include, but not be limited to, a description of the purpose and expectation of alternative education, criteria for student eligibility, and criteria for how and when a student may enter or exit alternative education. The philosophy of alternative education utilizes a whole-student approach. This approach promotes individualized programming to address students' personal, emotional, social, intellectual, work skills, safety and security needs and academic achievement. The Board views enrollment in an alternative setting not as punishment but as a learning opportunity.

In providing alternative education to students, the Board may use space in an existing school, establish a new school, or establish a program affiliated with one or more schools or districts. Programs must be affiliated with at least one district with a code previously assigned by CSDE. Such programs must comply with state laws pertaining to the number and length of school days in an academic year and shall be subject to all other federal and state laws governing public schools.

The Board may form a cooperative arrangement with other boards of education to provide alternative education pursuant to C.G.S. 10-158a.

Instruction

Alternative Education Programs (continued)

Such an arrangement may include the establishment of a committee to supervise the program, with committee membership determined by cooperating boards. Such committee shall have the power, in accordance with the terms of the agreement, to (1) apply for, receive directly and expend on behalf of the school districts which have designated the committee an agent for such purpose any state or federal grants which may be allocated to school districts for specified programs, the supervision of which has been delegated to such committee, provided such grants are payable before implementation of any such program or are to reimburse the committee for transportation provided to a school operated by a cooperative arrangement; (2) receive and disburse funds appropriated to the use of such committee by the cooperating school districts, the state or the United States, or given to the committee by individuals or private corporations; (3) hold title to real or personal property in trust, or as otherwise agreed to by the parties, for the appointing boards; (4) employ personnel; (5) enter into contracts; and (6) otherwise provide the specified programs, services and activities. Teachers employed by any such committee shall be subject to the provisions of the general statutes applicable to teachers employed by the board of education of any town or regional school district.

The Superintendent may/shall provide for the involvement of staff, parents and the community in recommending new alternative education programs to inform the Board. A new alternative education program, subject to Board approval, must have a transparent and defined purpose, including a description of the students that may benefit most from the program/school environment. Clear and objective admission criteria, consistent with stated program guidelines, must be evident. Also, to be a part of the alternative education program, clear and explicit criteria and procedural exit criteria frameworks must be used to address a student's return to the traditional school setting. There shall be an annual evaluation of alternative education programs.

The Board, as required, will post information about any alternative education offered on its website, including purpose, location, contact information, staff directory, and enrollment criteria. Determination of enrollment shall be made by the student support team, which includes, but is not limited to, parent or family representative, student (if in secondary school), appropriate representative of the alternative environment, student's teachers, school administrator and if the student is identified as disabled, a special education teacher or PPT/504 Team representative. In addition, the Board recognizes its responsibility to give all children in the District who receive alternative education as nearly equal advantages as may be practicable compared to other children in the District. In addition, the Board shall annually submit to the Commissioner of Education a strategic school profile report for each alternative school or program under its jurisdiction.

All students in an alternative education program shall receive instruction based on a curriculum aligned to the Connecticut Core State Standards, unless modified in particular curricular areas as indicated by the goals and objectives of an IEP.

Instruction

Alternative Education Programs (continued)

Alternative education programs implemented by the District are meant to maintain flexible learning options regarding environment, structure, and pedagogy. Such programs include but are not limited to, a separate school, tutorial instruction, small group instruction, large group instruction, counseling and guidance, computer-assisted instruction, cooperative work experience, supervised community service activities, and supervised independent study. Before considering an alternative placement, a review of the student's academic, health, and behavioral records, including any PPT and Section 504 records, Student Success Plans, and other history of interventions, must occur.

Students may be placed in an alternative education program within available financial resources upon parent request if the District determines that the placement serves the student's educational needs and interests and assists the student in achieving district and state academic content standards. Families shall have a right of appeal if they disagree with the District's placement decisions.

The implementation of this policy and any Board approval of an alternative education program are subject to the requirements and procedures enumerated in the administrative regulation.

(cf. 6172.11 – Relations with Charter Schools)

(cf. 6172.12 – Magnet Schools)

(cf. 6172.41 – Title I Program)

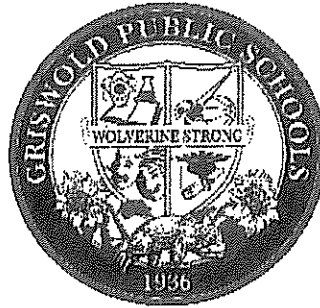
(cf. 6172.6 – Virtual/Online Courses)

Instruction

Alternative Education Programs

Legal Reference	Connecticut General Statutes 10-4p(b) Implementation plan to achieve resource equity and equality of opportunity. Assessment. Reports. (as amended by PA 15-133) 10-15 Towns to maintain schools. 10-16 Length of school year. 10-158a Cooperative arrangements among towns. School building projects. Student transportation. 10-220 Duties of boards of education (as amended by PA 15-133) 10-223h(c) Commissioner's network of schools. Turnaround committees. Operations and instructional audit. Turnaround plans. Report. (as amended by PA 15-133) PA 15-133 An Act Concerning Alternative Education Guidelines for Alternative Education Settings, State Department of Education, approved by CT State Board of Education, Oct. 5, 2016. Public Act 24-45 An Act Concerning Education Mandate Relief. School Discipline and Disconnected Youth §9
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Policy adopted:
cps 11/15
rev 4/17
rev 9/24



Griswold Public Schools

Capital Requests

2025-26 School Year

District Mission

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

District Vision

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

Version 2.0
Approved by the Board
October 10th, 2024

GUIDING CONSIDERATIONS AND TRACKING DOCUMENT

As we start the process of collecting information for the capital committee requests for the 2025-2026, there are some guiding thoughts to keep in mind. Additionally, we have included a tracking table (on the next page) to document the different developments, revisions, additions, and/or changes that happen along the way.

CONSIDERATIONS

- This document is a “work in progress,” which means that the final, adopted version may look very different from what was originally presented.
- As has been the case in previous years, in the event that the administration can remove a capital committee submission due to another feasible funding pathway, that could very well happen. There are some items we were able to address with unexpended funds from last year’s operating budget.
- Our initial submissions may very well be incomplete, as we are trying to obtain cost estimates, work with different vendors, and make informed decisions at the earliest stages in the process. In some cases, we are still waiting for cost estimates and additional information; once that information is finalized, we will include it in the next iteration and present a revised version to the Board.
- We started this process in the past month or so to be prepared to make our first presentation to the Town of Griswold, Capital Committee, at some point in October, following last year’s timeline.
- It is completely expected and understood that the BOE will weigh-in, ask for additional information, and/or may re-prioritize submissions before adopting a finalized plan.
- In some cases, for requests that were on last year’s list and we don’t have an updated cost estimate, we have added .05% increase if the cost estimate was from a year ago. We added .08% if the cost estimate came from two years ago.

Tracking Table	
September 26, 2024	<ul style="list-style-type: none"> • This is the first version. There are some outstanding cost estimates we are still waiting for.
October 10th, 2024	<ul style="list-style-type: none"> • This is the second version. The only change that has been made has been the adjustment to Priority/Urgency #8, as we have real cost estimates. • Of note: While the Board discussed the plan on 9/26/24, no changes were made. Suggestions were certainly appreciated and noted. • The Town is looking for a plan to be submitted for the following week. It is suggested that the Board submit an initial plan, subject to adjustments. • The plan shall remain on the Board agenda as "Old Business" until further notice.
October 11th, 2024	<ul style="list-style-type: none"> • This Version 2.0 will be forwarded to the Town for a "first look." • The Board of Education approved this version, and they will continue to have this plan on their agenda as "Old Business" for the next several meetings.

Priority/Urgency #1

Internet Access (including wireless access) at Griswold Elementary School & Griswold Middle School

Highly functioning internet access, including wireless access, is essential to the operations of the school district. This includes all operational aspects, including business and financial functions and many aspects of teaching and learning. Upgraded access points will help to preserve seamless internet service for smooth operations in various aspects of the school district.

ESTIMATED COST: \$58,609.85
(APPENDIX A—see cost proposal)

Priority/Urgency #2

Smartboard replacements--Cycle 2

There were originally 3-planned cycles for the Smartboard replacements. The first cycle was presented and was approved for the 2022-23 school year. The second cycle, due to other, more pressing needs, was put on hold. This request represents the needs for Cycle 2, which has been delayed.

ESTIMATED COST \$132,485.70
(APPENDIX B—see cost proposal)

Priority/Urgency #3

Fire Pump Controller

The Fire Pump Controller, located in the pump house, is the original 30-year old installation. This item needs replacement. The price includes installation and mounting.

ESTIMATED COST \$9,450.00
(APPENDIX C—see cost proposal)

Priority/Urgency #4

Upgrade Existing Security System at Griswold High School & Griswold Elementary School

This cost proposal covers (2) upgrades, projected at \$9,825.00 each, to provide upgrades to the security system (burglar alarms) at Griswold High School and Griswold Elementary School. This upgrade would allow for easier activation of the system and would provide more reliable coverage.

ESTIMATED COST \$ 19,650.00
(APPENDIX D—see cost proposal)

Priority/Urgency #5

Outside Concrete Barriers for Protecting Buildings

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

ESTIMATED COST: \$8,250.00
(APPENDIX E--see cost proposal)

Priority/Urgency #6

Flooring Repair for GHS--Upper Level Band Area and Offices

This request would address the floor replacement to the GHS band room and offices. The pricing includes all materials and labor. Flooring materials include carpeting and tile. Furniture moving would have been planned for and executed by the GPS custodial staff.

ESTIMATED COST \$13,000.00
(APPENDIX F—see cost proposal)

Priority/Urgency #7

Flooring Repair for GMS Middle School Ramp

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

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

Priority/Urgency # 8

Community Multi-Purpose Field Internet Access and Security Cameras

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

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

Priority/Urgency # 9

Community Multi-Purpose Field Future Planning

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

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

Priority/Urgency # 10

Gymnasium Divider

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

ESTIMATED COST \$17,799.00 * .05% \$ 18,699.00
(APPENDIX I---see cost proposal)

Priority/Urgency #11

Repair and Seat Replacement at the Griswold High School Gymnasium

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

ESTIMATED COST $\$25,130.00 * .05\% = \$26,386.00$

(APPENDIX J--see cost proposal)

Priority/Urgency #12

New carpet for GHS Auditorium

This estimate covers the removal and installation of a new carpet in the GHS Auditorium. The estimate does not include furniture moves. Because we are still waiting for an updated quote, we have added an additional 5% to the cost estimate we received in 2022. Cost estimate comes from two years ago.

ESTIMATED COST $\$25,554.00 * .08\% = \$27,599.00$

(APPENDIX K--see cost proposal)

Priority/Urgency #13

New carpet for GHS Main Office

This estimate covers the removal and installation of a new carpet in the GHS Main Office.. The estimate does not include furniture moves. Because we are still waiting for an updated quote, we have added an additional 5% to the cost estimate we received in 2022. Cost stein

ESTIMATED COST $\$37,422.40 * .08\% = \$40,416.00$

(APPENDIX L--see cost proposal)

Priority/Urgency #14

Tennis Court Area

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

ESTIMATED COST $\$615,000.00 - \$675,000.00$

(APPENDIX M--see cost proposal)

PREVIOUS SUBMISSIONS THAT HAVE BEEN COMPLETED

~~Priority/Urgency + + + +~~ [REDACTED]

~~Repairing & Filling Cracks in Campus Roadways and Parking Lots~~

~~This cost estimate covers cleaning all cracks and filling them on the roadways, parking lots, and near the ball field areas to cover our entire campus.~~

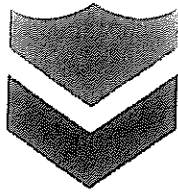
~~ESTIMATED COST \$29,300.00~~

~~Priority/Urgency + + +~~ [REDACTED]

~~Striping Campus Crosswalks and Striping~~

~~This cost estimate covers re-striping the crosswalks and curbing throughout the GPS Campus~~

~~ESTIMATED COST \$9,800.00~~



VANCORD

APPENDIX A

Quote

Quote Number: 14933

Payment Terms:

Expiration Date: 11/30/2024

Quote Prepared For

Kyle Gunderman
GRIS - Griswold Public Schools
267 Slater Avenue
Griswold, CT 6351
Phone: +1 860-376-7660
kgunderman@griswoldpublicschools.org

Quote Prepared By

Michael Paone
Vancord - HQ
500 Boston Post Road
Milford, CT 06460
United States
Phone: 203-874-9607
Fax: (203) 783-0601
mpaone@vancord.com

Item#	Item	Quantity	Unit Price	Extended Price
One-Time Items				
1)	Ruckus R650 Access Point	50	\$792.33	\$39,616.50
2)	Ruckus Access Point Management License 5yr	50	\$226.62	\$11,331.00
3)	Mounting of Access Points Mounting of Access Points at existing AP Locations	50	\$84.50	\$4,225.00
4)	Vancord Project Engineering Services Network Services: Design, configuration, & installation of proposed solution	1	\$3,217.50	\$3,217.50
One-Time Total				\$58,390.00
Shipping Items				
5)	Ground Shipping	1	\$220.00	\$220.00
Shipping Total				\$220.00
One-Time Discount Items				
6)	Discount Discount due to auto-rounding	1	\$0.00	(\$0.15)
One-Time Discount Total				(\$0.15)
Subtotal				\$58,609.85
Total Taxes				\$0.00
Total				\$58,609.85

Authorized Signature _____

Date _____

1) Final design and/or consulting modifications may impact these figures. 2) Estimate and pricing is valid until the end of the current month. 3) Deposit of 50% due upon signature of acceptance (if applicable) 4) Additional Professional Services can be provided at Vancord standard rates, please contact your Account Manager. 5) Client Responsible for payment of all State Sales Tax, as applicable 6) For all terms and



APPENDIX B

FROM
Ryan Given
RnB Enterprises
115 Hurley Rd
Oxford, CT 06478
www.RnBEnterprises.com

PHONE
(800) 998-8865

FOR
Griswold Public Schools

ADDRESS
211 Slater Ave
Griswold
CT 06351

PHONE
860-376-7600

TO
Kyle Gunderman

EMAIL
Kgunderman@griswoldpublicschools.org

QUOTE NUMBER
26538

DATE
September 4, 2024

EXPIRY DATE
November 3, 2024 at 9:00 AM

Griswold Public Schools - Smartboard Budget Quote

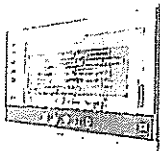
Budget Quote Only

RnB will not accept a single purchase order over \$100,000.

SMART MX 75 Inch Interactive Display With IQ

3,348.00
x 30
100,440.00

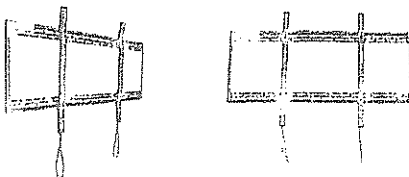
Digital whiteboard. Chromium™ web browser. Easy screen sharing. SMART Board MX series has all the essentials educators need to bring the devices students love into any learning environment. Available in 65", 75" and 86" sizes with 4K Ultra HD resolution, MX series is a great value for schools that need an interactive display on a tight budget.



Tripp-Lite Fixed Wall Mount 60"-100"

134.11
x 30
4,023.30

Tripp Lite's Fixed Flat-Screen Wall Mount's low-profile design keeps the unit out of sight for a sleek, professional appearance. Its durable, all-metal construction with scratch-resistant, powder-coat finish supports up to 350 lbs. and fits most 60-to 100-inch flat-screen displays. It comes with all the necessary mounting hardware. To help you install it perfectly, features a built-in bubble level to enable accurate display leveling.

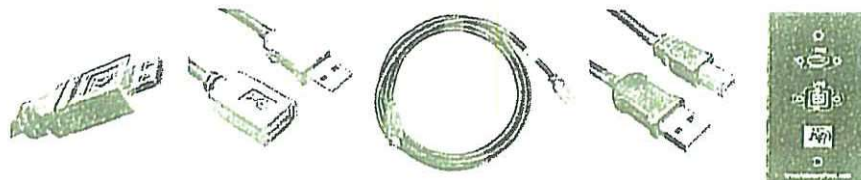


15' HDMI & Active USB Cable / Wall Plate Package

130.66
x 30
3,919.80

Package includes the below items:

- 1- 15' HDMI Cable
- 1- 16' Active USB Cable
- 1- 1' USB Cable
- 1- 6' HDMI Connection Cable
- 1- 6' USB Connection Cable
- 1- Custom HDMI & USB Wall Plate

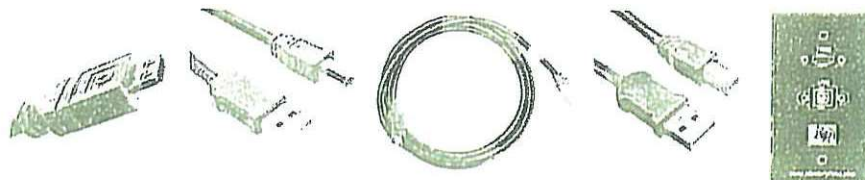


35' HDMI & Active USB Cable / Wall Plate Package

220.90
x 30
6,627.00
Not selected

Package includes the below items:

- 1- 35' HDMI Cable
- 1- 35' Active USB Cable
- 1- 6' HDMI Connection Cable
- 1- 6' USB Connection Cable
- 1- Custom HDMI & USB Wall Plate

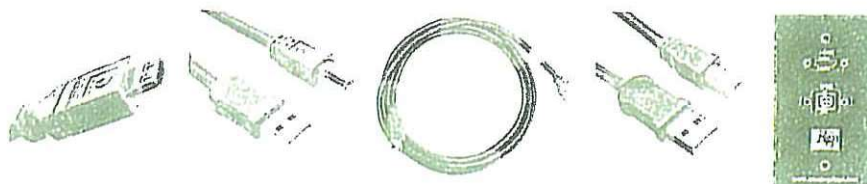


50' HDMI & Active USB Cable / Wall Plate Package

272.60
x 30
8,178.00
Not selected

Package includes the below items:

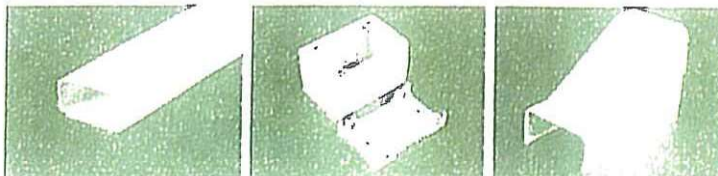
- 1- 50' HDMI Cable
- 1- 50' Active USB Cable
- 1- 6' HDMI Connection Cable
- 1- 6' USB Connection Cable
- 1- Custom HDMI & USB Wall Plate



Wiremold Non-Metallic Raceway Package*

56.94
x 30
1,708.20

Co-extruded design, smooth plastic finish with adhesive backing



Installation Services

700.00

x 30

Installation of above products by a licensed installer

21,000.00



Comprehensive 6-Outlet Black Surge Protector 12Ft AC Cord

26.99

x 30

15 amps circuit breaker/rocker switch combo with reset feature to safely shut-off overload or short circuit occurrence

809.70

Lifetime warranty



Comprehensive Displayport to HDMI female

19.49

x 30

Keep your existing display while using a DisplayPort source. With the DP2HDJ (DisplayPort to HDMI) adapter you can connect your DisplayPort source to an HDMI display. This adapter supports resolutions up to 1920x1200 and allows you to take full advantage of your HDMI capable display.

584.70



Options selected

3 of 5

Total

\$132,485.70

State of Connecticut Certified Small Business Enterprise

We would like to thank you for giving RnB Enterprises, Inc the opportunity to quote you on the above-listed items. Our goal is to provide you with the products and information that help you succeed. Should you have any questions regarding this quote or any other A/V pricing needs, please feel free to contact me at (800) 998-8865 or email me at Ryan@rnbenterprises.com

Like us on Facebook: facebook.com/RnBCT

Follow us on Twitter: twitter.com/rnb_enterprises

Please Note: RnB has licensed E1 Electrician on staff license # ELC.0202483-E1, should you require any electrical installation to accompany your Audio-Visual needs.

The above project is non-plenum, non-prevailing wage and electrical is to be provided by others unless otherwise specified. A walkthrough (if necessary) will be scheduled once the PO has been received by RnB Enterprises.



Rosemont Engineering, Inc.
225 Stedman Street, Unit 34
Lowell, MA 01851
+19784539191
<https://www.rosemonteng.com/>

APPENDIX C

ADDRESS

Bd. of Education
2 N. Main St
Griswold, CT 06351

SHIP TO

Griswold Public School
Bd. of Education
2 N. Main St
Griswold, CT 06351

ESTIMATE # 28058

DATE 09/06/2024

WORK LOCATION

211 Slater Avenue, Griswold, CT

SALES | SERVICE REP
Eric Silva

FTA1100	FTA1100-JL12N-Y5 12vdc diesel engine controller -Y5 Engine Terminal 7 Alternator Output for Battery Charging and Alternator Excitation	1	8,500.00	8,500.00
Controller Start-up	Start Up Services	1	950.00	950.00

- Installation, mounting and field/alarm wiring by others.
- Controller price includes one start-up visit during normal business hours. Off-hours start-up will incur an additional cost.
- Payment terms: 50% at order entry, 50% before shipment
- Quote validity: 60 days
- All applicable permits by others.
- Taxes NOT included, if applicable will be added at time of invoicing.
- Acceptance testing per NFPA25 to be performed by others.

SUBTOTAL	9,450.00
TAX	0.00
TOTAL	\$9,450.00

Accepted By

Accepted Date

APPENDIX D

INTEGRATED SECURITY SOL

388 Butlertown Road
Oakdale, CT 06370
860-701-0815

Proposal

Proposal Date: 9/10/2024

Proposal #: 1800.

Bill To:

Griswold Public Schools
Attn Business Office
211 Slater Ave
Griswold CT 06351



Qty	Description	Rate	Total
	Upgrade the existing security system for the High School, This will be done on a time and material basis at a rate of \$110 per hour and will include the following:		
1	Honeywell Vista 128BPT Master Control Panel with Battery Backup	400.00	400.00
2	Honeywell 6160 Keypads	125.00	250.00
1	LTEM-PV Communicator	165.00	165.00
48	CK-IS3050ASN V-Plex Motion Sensors 50'	100.00	4,800.00
6	4193 V-Plex 2-Zone Expanders (To pick up door contacts)	25.00	150.00
	Miscellaneous Electrical Cable and Connectors, etc.	100.00	100.00
36	Labor Estimate	110.00	3,960.00
All material is guaranteed to be as specified. All work to be completed in a professional manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, hurricane and other necessary insurance. Our workers are fully covered by Worker's Compensation insurance.		Subtotal	\$9,825.00
		Total	\$9,825.00

Acceptance of Proposal--The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment as outlined above

Date of Acceptance_____

SIGNATURE_____



United Concrete Products
173 Church St
Yalesville, CT 06492
Phone: (800) 234-3119
Fax: (203) 265-4941

Quote Number: 58952

Order Date: 9/18/2024

Bill to:	GRISWOLD, TOWN OF 28 MAIN ST GRISWOLD, CT 06351		Delivery to:	TEMP BARRIER GRISWOLD, CT 06351	
Contact:			Project Manager:		
Phone :	(860) 376-7080	Fax: (860) 376-7070	Phone :		Fax:
Customer ID:	0685	PO:	ShipVia:	Sales Rep: James D	
Terms:	NET 30				

Qty	Item	Description	Weight	Unit F/H	Unit Price	TX	Extension
Structure: ☐ BARRIER							
15	CUB120TMB	TEMPORARY MEDIAN BARRIER-10'	64,500	\$0.00	\$490.00	☒	\$7,350.00
2	CUFBARRI	BARRIER DELIVERY	0	\$0.00	\$450.00	☒	\$900.00
CUSTOMER TO OFFLOAD TRAILER ON SITE							
							\$8,250.00

APPENDIX E



United Concrete Products
173 Church St
Yalesville, CT 06492
Phone: (800) 234-3119
Fax: (203) 265-4941

Quote Number: 58952

Order Date: 9/18/2024

Total Weight 64,500

Taxable	\$0.00
Non-Taxable	\$8,250.00
Sub Total	\$8,250.00
Tax	\$0.00
Total	\$8,250.00

UNITED CONCRETE PRODUCTS MUST BE INFORMED IF THIS IS A STATE FUNDED PROJECT. THE STATE PROJECT NUMBER MUST BE PROVIDED TO UCP PRIOR TO DELIVERY OF ANY PRODUCT.

IF GRADE RINGS REQUIRED:

* MANHOLE GRADE RINGS:

- 2"x24": \$45 EACH
- 3"x24": \$35 EACH
- 3"x30": \$40 EACH
- 3"x36": \$42 EACH

* CATCH BASIN GRADE RINGS:

- 2": \$45/EACH
- 4": \$65/EACH
- 6": \$85/EACH
- 12": \$155/EACH

THIS QUOTATION IS GOOD FOR ONLY 30 DAYS.

ALL PRICING BASED ON APPROVAL OF UCP SUBMITTALS.

Quantities/heights provided are approximations and may vary based on actual field conditions. Billings to reflect actual product produced.

CONTRACTOR IS RESPONSIBLE FOR CONFIRMING ALL QUANTITIES LISTED ON THIS QUOTATION PRIOR TO ISSUANCE OF PURCHASE ORDER.

INCLUDES:

- * Day-Time Delivery FOB Jobsite (Full Loads Only - Partial Loads Will Be Billed Separately)
- * 5000 PSI Type III SCC Concrete
- * Plain Reinforcing (BLACK)
- * If Lifting Devices Are Required for Installation, Contractor Will Be Billed \$400/Lifter at Time of Delivery. Contractor Will Be Credited Upon Return of the Lifters.

EXCLUDES:

- * Crane/Rigging Services and Offloading
- * Coatings, Sealers, Dampproofing, Waterproofing
- * Piping
- * Boots, Link Seals, Grout
- * Aluminum Ladder Rungs
- * All Other Materials or Hardware Not Listed On This Quotation

** BUOYANCY IS THE RESPONSIBILITY OF THE CONTRACTOR

APPENDIX F

PROPOSAL

B C I

Bartholomew Contract Interiors

3324 Main Street
Hartford, CT 06120
Fax 860/724-2887
Tel 860/522-5555

PROPOSAL SUBMITTED TO Griswold Public Schools	PHONE C: 860-373-4501	DATE September 13, 2024
STREET 211 Slater Avenue	JOB LOCATION Griswold High School – Upper Level Band Area And (5) Offices	
CITY, STATE & ZIP Griswold, CT 06351	JOB DETAIL Flooring	PROPOSAL NUMBER 240607
ATTN: Tom Verville, Facilities Director	E-MAIL tverville@griswoldpublicschools.org	

Bartholomew Contract Interiors Is Pleased To Provide Pricing For The Following:

Labor And Materials To Install Approx. (120) Yards Of Mohawk Carpet Tile And (6) 6' Lengths Of Johnsonite Stair Tread/Riser Combos With Visually Impaired Grit Tape:

TOTAL = \$13,000.00

Pricing Includes Flooring, Adhesives, Ardex Feather Finish Patch, Nose Caulk, Contact Cement, 4" Vinyl Cove Base, Reducer, Removal Of Existing Floor Covering, All Prep Labor And Installation During Normal Business Hours.

Pricing Does Not Include Furniture Move Services.

Flooring State Contract #20PSX0088 Amendment #6 REV 7/1/23

PRICE As indicated above	Travis Pullen
TERMS Net 30	
ACCEPTED BY:	

INPROPSL

APPENDIX G

PROPOSAL

B C 1

Bartholomew Contract Interiors

3324 Main Street
Hartford, CT 06120
Fax 860/724-2887
Tel 860/522-5555

PROPOSAL SUBMITTED TO Griswold Public Schools	PHONE C: 860-373-4501	DATE June 21, 2024
STREET 211 Slater Avenue	JOB LOCATION Griswold Middle School – 5 th Floor Ramp	
CITY, STATE & ZIP Griswold, CT 06351	JOB DETAIL Rubber Tile	PROPOSAL NUMBER 240419
ATTN: Tom Verville, Facilities Director	E-MAIL terville@griswoldpublicschools.org	

Bartholomew Contract Interiors Is Pleased To Provide Pricing For The Following:

Labor & Materials To Install Approx. (500) SF Of Johnsonite Color Splash Rubber Tile = \$10,557.00

Pricing Includes Rubber Tile, Adhesive, Ardex Feather Finish Patch, 6" Vinyl Cove Base, Reducer, Removal Of Existing Floor Covering, All Prep Labor And Installation During Normal Business Hours.

Above Pricing Does Not Include Furniture Move Services.

Flooring State Contract #20PSX0088.

PRICE As indicated above	Travis Pullen
TERMS Net 30	
ACCEPTED BY:	

INPROPSL

CONSTRUCTION

TO: Town of Griswold
28 Main St
Griswold, CT
Attention: Kyle Gunderman

DATE: 9/23/2024

REF: High School to Press Box Fiber Optic Cable Connection

PREPARED BY: Russell Freeman

CODE	DESCRIPTION	PART NUMBER	UM	QTY	UNIT	EXTENSION
------	-------------	-------------	----	-----	------	-----------

OSP Construction - Labor to install Duct and 12 Strand Single Mode Fiber Cable from the High School to the Press Box

Prevailing Wage: NO

402	Project Manager	L-2	HR	8	\$	164.00	\$	1,312.00
301	Trench, Place, & Backfill HDPE Conduit (<1.5")	U-1	LF	260	\$	26.78	\$	6,962.80
303	Remove & Replace Asphalt	U-3	SF-IN	480	\$	3.69	\$	1,771.20
311	Boring One(1) Innerduct 16-24" Depth	U-11	LF	12	\$	45.00	\$	540.00
314	Riser Installation	U-13	EA	2	\$	412.00	\$	824.00
203	Underground Installation in Existing Conduit	C-3	LF	260	\$	1.55	\$	403.00
205	Indoor Cable / Innerduct Placement	C-5	LF	50	\$	4.89	\$	244.50
209	Install Patch Panel	C-9	EA	2	\$	450.00	\$	900.00
210	Fusion Splice Fiber	C-10	EA	24	\$	24.00	\$	576.00
212	Port Testing - 1st Port	C-12	Port	1	\$	101.00	\$	101.00
213	Port Testing - Each additional	C-13	Port	11	\$	36.05	\$	396.55

OSP Construction - Materials

1001	ALTOS® Loose Tube, Gel-Free Cable, 12 F, Single-mode (OS2)	012EU4-T4701D20	LF	400	\$	0.41	\$	164.00
6001	Closet Connector Housing (CCH), 1 rack unit, accepts up to 2 CCH panels, cassettes or modules; comes with blank panels and hardware to strain-relieve	CCH-01U	EA	1	\$	318.31	\$	318.31
7001	Wall-Mountable Connector Housing (WCH), holds 2 CCH Connector Panels	WCH-02P	EA	1	\$	170.65	\$	170.65
8001	Closet Connector Housing (CCH) Pigtail Cassette, loaded with CCH panel and factory-terminated pigtails, 12 F, SC Duplex, SM/UPC, single fiber splicing	CCH-CS12-59-P00RE	EA	2	\$	536.12	\$	1,072.24
9003	1.25" SDR 13.5 Innerduct	SDR135-ID	LF	500	\$	1.21	\$	605.00
9007	2" Schedule 40 PVC Conduit and appertenances	CONDUIT	LF	50	\$	2.67	\$	133.33
9008	2500 lb Mule Tape Pull Line	TAPE	LF	260	\$	0.17	\$	44.20
	12"x12" HDPE Handhole	HH	EA	2	\$	150.00	\$	300.00
	Tracer Wire	TRACER	LF	260	\$	0.20	\$	52.00

TOTAL ENGINEERING & CONSTRUCTION

\$ 16,890.78
\$ -
\$ -
\$ -

TOTAL PROJECT

\$ 16,890.78



CONSTRUCTION ESTIMATE

TO: Town of Griswold
28 Main St
Griswold, CT
Attention: Kyle Gunderman

DATE: 9/23/2024

REF: High School Press Box to Concession Stand - Fiber Optic Cable Installation PREPARED BY: Russell Freeman

CODE	DESCRIPTION	PART NUMBER	UM	QTY	UNIT	EXTENSION
<u>OSP Construction - Labor to install Duct and 12 Strand Fiber Optic Cable from High School Press box to Concession Stand</u>						<u>Prevailing Wage: NO</u>
402	Project Manager	L-2	HR	8	\$ 164.00	\$ 1,312.00
301	Trench, Place, & Backfill HDPE Conduit (<1.5")	U-1	LF	350	\$ 26.76	\$ 9,373.00
303	Remove & Replace Asphalt	U-3	SF-IN	480	\$ 3.69	\$ 1,771.20
314	Riser Installation	U-13	EA	2	\$ 412.00	\$ 824.00
203	Underground Installation in Existing Conduit	C-3	LF	350	\$ 1.55	\$ 542.50
205	Indoor Cable / Innerduct Placement	C-5	LF	50	\$ 4.89	\$ 244.50
209	Install Patch Panel	C-9	EA	2	\$ 450.00	\$ 900.00
210	Fusion Splice Fiber	C-10	EA	24	\$ 24.00	\$ 576.00
212	Port Testing - 1st Port	C-12	Port	1	\$ 101.00	\$ 101.00
213	Port Testing - Each additional	C-13	Port	11	\$ 36.05	\$ 396.55
 <u>OSP Construction - Materials</u>						
1001	ALTOS® Loose Tube, Gel-Free Cable, 12 F, Single-mode (OS2)	012EU4-T4701D20	LF	450	\$ 0.41	\$ 184.50
7001	Wall-Mountable Connector Housing (WCH), holds 2 CCH Connector Panels	WCH-02P	EA	2	\$ 170.85	\$ 341.30
8001	Closet Connector Housing (CCH) Pigtail Cassette, loaded with CCH panel and factory-terminated pigtails, 12 F, SC Duplex, SM/UPC, single fiber splicing	CCH-CS12-59-P00RE	EA	2	\$ 536.12	\$ 1,072.24
9003	1.25" SDR 13.5 Innerduct	SDR135-ID	LF	350	\$ 1.21	\$ 423.50
9007	2" Schedule 40 PVC Conduit and appertenances	CONDUIT	LF	50	\$ 2.67	\$ 133.33
	12x12 HDPE Handhole	HH	EA	2	\$ 150.00	\$ 300.00
9008	2500 lb Mule Tape Pull Line	TAPE	LF	350	\$ 0.17	\$ 59.50
	Tracer Wire	TRACER	LF	350	\$ 0.20	\$ 70.00
 TOTAL ENGINEERING & CONSTRUCTION						\$ 18,625.12
 TOTAL PROJECT						\$ 18,625.12



APPENDIX I

PROPOSAL# 1461

DATE: SEPTEMBER 5, 2023
EXPIRATION DATE: OCTOBER 5, 2023

Sales-Service-Installation

166 Mason Island Road
Mystic, CT 06355
Phone 203-232-0214 Fax 860-440-0628
aortiz@nefacsales.com
CT State Contract #18PSX0319

TO: Griswold Public Schools
211 Slater Avenue
Griswold, CT 06351

SALESPERSON	JOB	SHIPPING METHOD	SHIPPING TERMS	DELIVERY DATE	PAYMENT TERMS	DUE DATE
Angelo Ortiz	Griswold High School	Best Way	Purchase Order	Pending		ASAP

QTY	ITEM #	DESCRIPTION	UNIT PRICE	UOM	LINE TOTAL
1		Jaypro 25' x 90' Fold Up Divider Curtain *Final electrical hookups by others* Demo and Disposal of Existing curtain included. Shipping and Installation Included		LOT	\$17,799.00

Acceptance of Proposal The above prices, specifications and conditions are satisfactory and accepted. You are authorized to provide all items as described above.

Date of acceptance: _____ Signature: _____

Company: _____

Purchase Order Number: _____

Please include a physical copy of the purchase order for our records.

This is a PROPOSAL on the goods named, subject to the conditions noted below: Permits and Bonds are not included. Liquidated damages are not included. All Electrical work is performed by others. Installation, if quoted, is at labor rates specified. Installation, if quoted, is for work performed during normal working hours granting full un-interrupted access to the complete facility for the duration of the installation. Insurance limits are \$ 2 million. Additional limits are available for additional charges. Quote assumes no conflicts to normal attachment points. Unload of material shipment shall be the responsibility of the customer. Delivery is 6-8 weeks after approvals and field check of site conditions. Actual Field verification of site may require additional materials at additional expense.



APPENDIX J

QUOTATION

TO: Tom Verville
Facilities Director

PROJECT: Griswold High School
267 Slater Ave
Griswold CT, 06351

DATE:	21-Sep-23	
	DESCRIPTION: Bleacher Repair	

Please accept the following quotation for the service on the above referenced project.

MATERIAL AND LABOR AS FOLLOWS ARE BAED ON OUR ANNUAL MAINTNEANCE 3/10/23:

Facilities: Main Gymnasium
Product: Interkal

Repair Description: BANKS 1 & 2

Repairs: Remove all seat on last row to to reposition Decks to sit properly
and reanchor bleacher to the wall.
Cut Last Row End Rails on both Banks 1 & 2
Replace: (3) Skirtboards 3/4" x4 1/4" x 20 Broken
(2) Frame Cross Braces Missing

Seat Replacement : (108) White Seats and (272) Green Seats are cracked
Remove crakced seats and replace with new seats

BANK 1 - Repairs & Seat Replacement	\$12,100.00
BANK 2 - Repairs & Seat Replacement	\$13,030.00

FURNISHED, DELIVERED & INSTALLED

TOTAL :	\$25,130.00
---------	-------------

Please Note: No Gymnasium Activities / Events While Work/Modification is Being Performed

THIS QUOTATION IS SUBJECT TO THE FOLLOWING CONDITIONS:

1. Based on the manufacturer's standard color offerings unless otherwise noted.
2. Does not include any taxes, permits, licenses or performance bonds of any kind.
3. Pricing is based on Non-Union wages.
4. Payment terms: net 30 days
5. Freight not included unless noted otherwise.
6. The removal and disposal of used or broken items being replaced, is the sole responsibility of the owner.

Respectfully Submitted,

Tom Carissimi
Territory Sales Manager
Hussey Advantage
PH 203.757.2486
Cell 203.206.2087
tcarissimi@husseyseating.com

Please sign below and return with a formal Purchase Order form to Hussey Seating to execute this proposal. Thank you.	
CUSTOMER:	DATE:
TITLE:	

PUT THE POWER OF THE FACTORY TO WORK FOR YOU

38 Dyer Street Ext., North Berwick, ME 03906 T: 800.841.0401 F: 207.676.0257 advantage@husseyseating.com www.husseyseating.com/advantage doc
11.30.2017

APPENDIX K

B C I

Bartholomew Contract Interiors

3324 Main Street
Hartford, CT 06120
Fax 860/724-2887
Tel 860/522-5555

PROPOSAL SUBMITTED TO Griswold Public Schools	PHONE C: 860-373-4501	DATE August 15, 2022
STREET 211 Slater Avenue	JOB LOCATION Griswold High School - Auditorium	
CITY, STATE & ZIP Griswold, CT 06351	JOB DETAIL Carpet Tile	PROPOSAL NUMBER 220559
ATTN: Tom Verville, Facilities Director	E-MAIL tverville@griswoldpublicschools.org	

Bartholomew Contract Interiors Is Pleased To Provide Pricing For The Following:

Carpet Tile: Mohawk	Style: Learn And Live	Color: TBD
Mohawk Carpet Tile:	360 Yards x \$38.00/each	= \$13,680.00
Carpet Tile Adhesive:	3 Pails x \$149.00/Pail	= \$447.00
Ardex Feather Finish Patch:	55 Bags x \$19.50/Bag	= \$1,072.50
4" Vinyl Cove Base:	4 Boxes x \$214.80/Box	= \$859.20
Reducer:	516 Linear Feet x \$4.00/Linear Foot	= \$2,064.00
All Labor:	4 Men x 24 Hours @ \$67.00/Man/Hour	= \$6,432.00
Total		= \$24,554.70

Pricing Includes Removal Of Existing Carpet.

Pricing Does Not Include Furniture Move Services.

All Labor To Be Performed During Normal Business Hours.

Flooring State Contract #20PSX0088.

PRICE As indicated above	Artie Trudelle
TERMS Net 30	
ACCEPTED BY:	

INPROPSL

APPENDIX L

B C I

Bartholomew Contract Interiors

3324 Main Street
Hartford, CT 06120
Fax 860/724-2887
Tel 860/522-5555

PROPOSAL SUBMITTED TO Griswold Public Schools	PHONE C: 860-373-4501	DATE August 15, 2022
STREET 211 Slater Avenue	JOB LOCATION Griswold High School – Main Office	
CITY, STATE & ZIP Griswold, CT 06351	JOB DETAIL Carpet Tile	PROPOSAL NUMBER 220558
ATTN: Tom Verville, Facilities Director	E-MAIL tyverville@griswoldpublicschools.org	

Bartholomew Contract Interiors Is Pleased To Provide Pricing For The Following:

Carpet Tile: Mohawk	Style: Learn And Live	Color: TBD
Mohawk Carpet Tile:	576 Yards x \$38.00/each	= \$21,888.00
Carpet Tile Adhesive:	5 Pails x \$149.00/Pail	= \$745.00
Ardex Feather Finish Patch:	90 Bags x \$19.50/Bag	= \$1,755.00
4" Vinyl Cove Base:	13 Boxes x \$214.80/Box	= \$2,792.40
Reducer:	48 Linear Feet x \$4.00/Linear Foot	= \$192.00
All Labor:	6 Men x 25 Hours @ \$67.00/Man/Hour	= \$10,050.00
Total		= \$37,422.40

Pricing Includes Removal Of Existing Carpet.

Pricing Does Not Include Furniture Move Services.

All Labor To Be Performed During Normal Business Hours.

Flooring State Contract.#20PSX0088.

PRICE As indicated above	Artie Trudelle
TERMS Net 30	
ACCEPTED BY:	

IPROPSL

PROJECT BUDGET

APPENDIX M

GRISWOLD HIGH SCHOOL TENNIS COURT RENOVATIONS

SEPT. 21, 2023

Prepared For: Sean McKenna, Superintendent of Schools – Griswold Public Schools

Prepared By: Chris Hulk, PE – Director of Design and Construction, New England
Andrew Dyjak – Regional Vice President, New England

Address: Griswold High School Tennis Courts

Project Description / Assumptions:

It is assumed that the existing tennis courts at Griswold High School will be renovate to new post tension concrete courts. The existing tennis courts are in a state of disrepair and require renovation to become safe and playable. The final scope is to be determined. Two options have been provided including the renovation of the courts in their current location and a second option adding several pickleball courts.

For this project, all fencing and netting will be removed. The area surrounding the existing courts will be excavated as required to provide anchor curbing. The post tension concrete slab will then be installed. Additionally, all new netting, curbing and fencing will be included.

FieldTurf will also assist in supporting any necessary standard related design documents and attendance in up to three meetings to support the local permitting efforts. FieldTurf will supply drawing files of the field area to be used by them in the permitting efforts. Lastly, FieldTurf will review any written documents requested during the permitting process.

The proposed athletic fields are anticipated to be built in 2 – 3 month time frame, pending final scope. Additional time may be required for parking areas and facilities outside of the field limits. It is understood that adequate lay down areas will be available on the site.

Final scope and concept plans may be refined and result in revisions to the proposed pricing.

— FIELDTURF

PROJECT BUDGET



Tennis Court and Pickle Ball Court Development Areas:

Note: Excludes all work inside of post tensioned concrete slab

- **Removals and Sediment and Erosion Controls**
 - Remove and dispose of all fencing and netting
 - Maintain existing pavement to the extent available
 - Install perimeter sediment and erosion controls as necessary
- **Site Work**
 - Perform mass earthwork operations
 - Cuts and fills to meet proposed subgrade
 - Laser grade base
 - Furnish and install new net footings, posts, nets and center straps
 - Furnish and install 4-1/2" post tensioned concrete court slab
 - Furnish and install black vinyl coated chain link fence
 - Surface courts with up to 2 colors
 - Furnish and install all court striping
 - All post tension courts come with a 25 year guarantee against any structural cracking
 - Restore site to preconstruction status

SUGGESTED PROJECT BUDGET

- **Contingency** **\$615,000 - \$675,000**
 - A typical project of this type and scope we would suggest a contingency for design, general conditions and construction of 8% - 12%. This contingency would provide the School / Town level of safety for unknown site conditions such as rock removal, unsuitable soils, etc...
- **Bid Alternate 1: Athletic Court Lighting for Tennis and Pickle Ball** **\$115,000-135,000**
 - **Assumes adequate power available within 100 linear feet of site to supply athletic field lighting**
 - Supply power from nearby sources
 - Furnish and install all conduits and electrical supplies
 - Furnish and install concrete foundations with appropriate excavation, light poles and fixtures
 - Supply controls and training support for lighting system

PROJECT BUDGET



EXCLUSIONS:

- Any costs associated with necessary charges relating to the delineation of the field
- The supply of manholes or clean-outs or grates, or supply of the manhole covers
- Any alteration or deviation from specifications involving extra costs, which alteration or deviation will be provided only upon executed change orders, and will become an extra charge over and above the offered price
- Soil stabilization or remediation of any type
- Mass Excavation as required to achieve subgrade
- Rock excavation
- Offsite disposal of generated spoils
- Excavation or disposal of unsuitable or contaminated soils
- Site security
- Wetland remediation
- Once subgrade has been established, a proof roll will be performed to ensure structural stability of the soils; in the event that unsuitable soils are encountered, a price to remedy these areas can be negotiated based on recommended methods per project Engineer
- Testing or Inspection Fees
- Site restoration, sodding, landscaping or grow-in beyond disturbed areas
- Repair or resurfacing existing asphalt parking lot if damaged by truck traffic
- All union labor, prevailing wages or other labor law levies
- Bond fees and permits
- Contingency

Please feel free to reach out to any member of our project team with questions about our offer:

Andrew Dyjak
Regional Vice President
(860) 333-7839
Andrew.Dyjak@Fieldturf.com

Christopher Hulk, PE
Director of Design and Construction
(203) 676-4445
Christopher.Hulk@Fieldturf.com

GPS Attendance

Glenn LaBossiere, Assistant Superintendent
Art Howe, Associate Principal, GHS
Steven Bourque, Assistant Principal, GMS
Jackie Love, Assistant Principal, GES

Griswold *Forward*



Types of Absences

Excused Absence – A student's absence from school shall be considered "excused" if written documentation of the reason for such absence has been submitted within ten (10) school days of the student's return to school and meets the following criteria:

- For absences one (1) through nine (9)
- the student's parent/guardian approves of such absence(s) and submits appropriate documentation to school officials

Unexcused Absence shall mean any absence from a regularly scheduled school day for at least one-half of the school day, which is not excused or considered a disciplinary absence. The determination of whether an absence is excused will be made by the building principal or his/her designee.



Types of Absences

Mental Health Wellness Day describes a school day during which a student attends to his/her emotional and/or psychological well-being in lieu of attending school. Students may take two (non-consecutive) mental health wellness days during the school year. They may not attend after school events on those days. These absences will be considered "excused" by the school.

Disciplinary Absence shall mean any absence as a result of a school or district disciplinary action. Any student serving an out-of-school suspension (OSS) or expulsion should be considered absent. Such absence is not considered excused or unexcused by the school.



State Attendance Definitions

Absence shall mean an excused absence, unexcused absence or disciplinary absence, as those terms are defined by the State Board of Education or an in-school suspension that is greater than or equal to one-half of a school day.

Chronically Absent is an enrolled student whose total number of all absences (excused, unexcused, and disciplinary) at any time during a school year is equal to or greater than ten percent (10%) of the total number of days that such student has been enrolled at such school during such school year. For a whole school year, this would be 18 or more absences.



District Attendance Committee

Initiative with focus on whole district attendance

District procedures for notification

Consistent information out to families

- Distribution of Student/Family Handbooks
- Class meetings
- Orientation
- Parent conferences
- Schoolwide messenger
- School based weekly communication

Involves Community Services to support district attendance efforts

Meets with EASTCONN Consultant

Griswold *Forward*



Building Attendance Committee Action Steps

Strategies to support positive attendance at the building level:

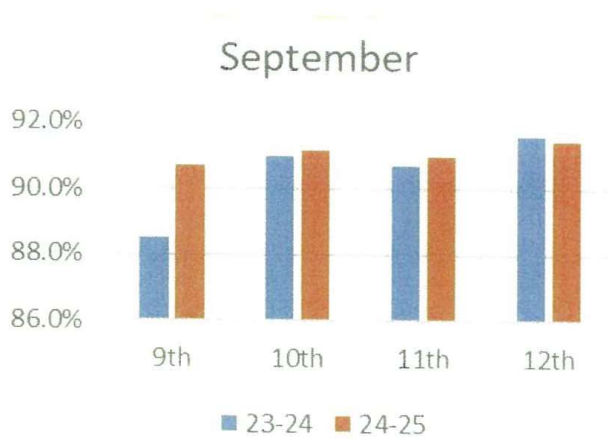
- Increased building-level attendance data team work to identify students at risk for Chronic Absenteeism
- Regular attendance check-ins with support team to identify students accruing unexcused absences
- Support Team/Admin reach out via phone calls, in-person meetings, and home visits
- Tiered attendance letters based on level of absenteeism sent to families to inform the number of absences and provide the attendance policy for review
- MTSS Meetings to support teachers/students with developing attendance intervention plans
- Providing positive attendance resources to families
- Attendance-based incentives
- Outreach to outside agencies for community services and supports

Griswold *Forward*



GHS Attendance Data

Average Daily Attendance

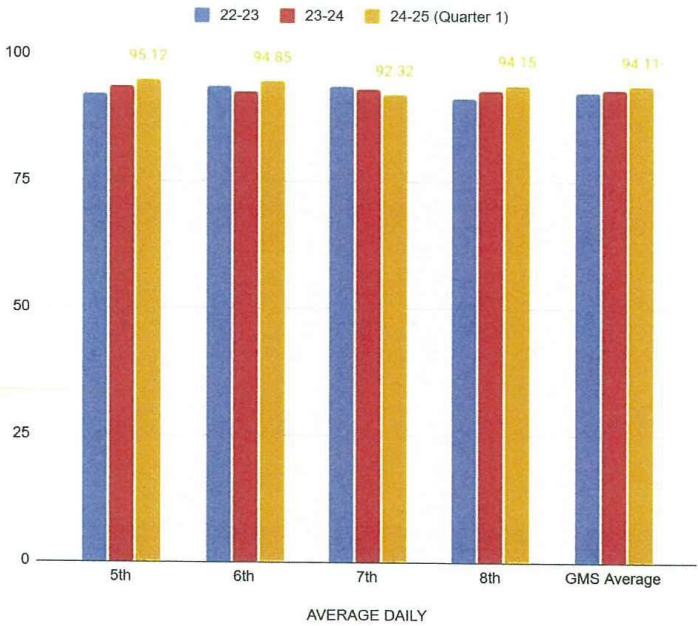


Griswold *Forward*



GMS Attendance Data

GMS - Average Daily Attendance Summary

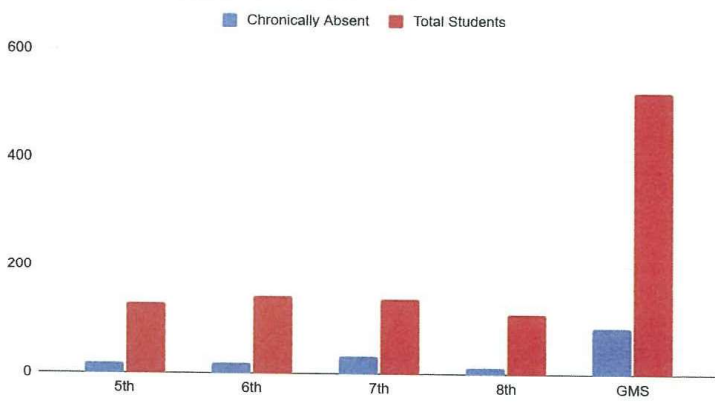


Griswold *Forward*

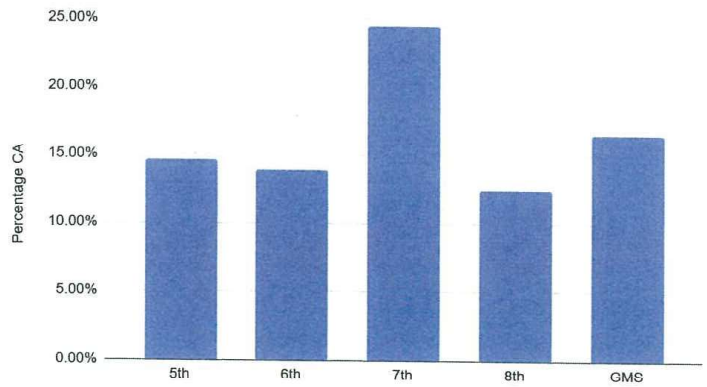


GMS Attendance Data

Chronic Absenteeism 24-25 Quarter 1



Percentage CA: 24-25 Quarter 1

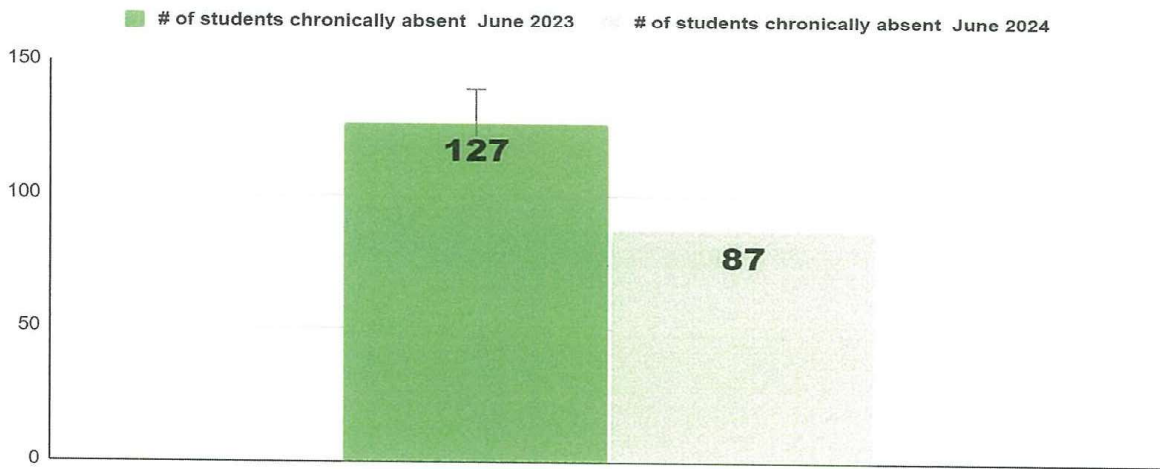


Griswold Forward



GES Attendance Data

2023-2024 Reduction in Chronic Absenteeism



GES Reduced chronic absenteeism by 31.5%

Griswold Forward



GES Attendance Data

September - October 2024

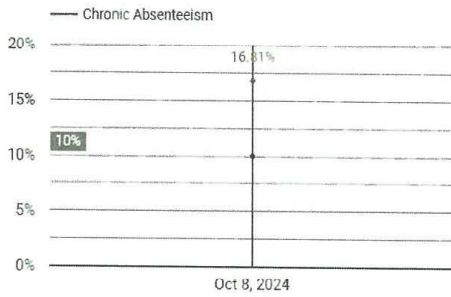
Percent Present
95.09%

Chronic Absenteeism
99

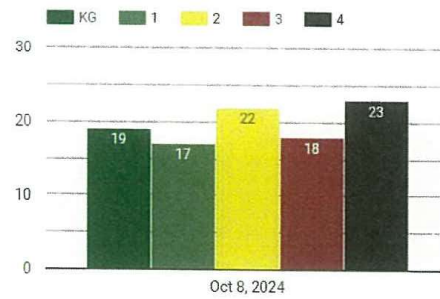
Percent Present



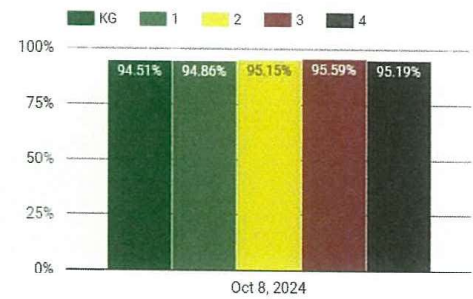
Percent on Track for Chronic Absenteeism



Count on Track for Chronic Absenteeism



Cumulative Percent Present by Grade



Griswold Forward



VACANCIES

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

<u>Non-Certified Positions</u>	<u>Location</u>	<u>Closing Date</u>
Paraeducators, Full-Time	GPS	Until Filled
Paraeducators, Part-Time	GPS	Until Filled
Paraeducators, Preschool	GES	Until Filled
Café Service Provider, Part-Time	GES	Until Filled

<u>Extra-Curricular Positions</u>	<u>Location</u>	<u>Closing Date</u>
Coach – Basketball Boys Freshmen	GHS	Winter 24/25
Coach – Track Outdoor Boys Assistant	GHS	2024/2025 SY

RESIGNATIONS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Last Day</u>
De Oliveira, Chelsea	GES	Teacher, Special Education	November 8, 2024
Kaiser, Christina	GES	Wolverine B/A School Instructor	October 18, 2024
Lawton, Katelyn	GES	Wolverine B/A School Program	November 4, 2024
Farnsworth, Mark	GHS	Coach – Frosh Basketball Boys	November 5, 2024

APPOINTMENTS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>	<u>Salary/Rate</u>
Eszterhia, Eva	GMS	Teacher, Special Education	November 1 st , 2024	Salary
Ashford, Patricia	GSSA	Teacher, Special Education	Nvember 11 th , 2024	Salary
Sabrowski, Avery	GES	Paraeducator, Full-Time	11/04/2024	Hourly

Notes:

November 13th, 2024