REGULAR MEETING
GRISWOLD BOARD OF EDUCATION
Griswold Middle School Cafeteria, First Floor **THURSDAY,**
211 Slater Avenue **February 13th, 2025**
Griswold, Connecticut 06351 **6:00 PM**

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

1. Call to Order

2. Pledge of Allegiance

3. Approval of the Minutes
   A. Special Meeting—January 27th, 2025

4. Communications
   A. February 5th, 2025, CABE Advocacy Highlights
   B. Thank You Note from ECHO Foundations for Generous Donation of $1,940 on Behalf of the Griswold High School Volleyball Team
   C. Thank You Note from Connecticut Children's Medical Center for the Generous Donation of $810.00 for the PJ Day for Kids on Behalf of Griswold Elementary School

5. Recognitions
   A. GHS's Matayo Swepson, Dr. Martin Luther King, Jr., Student Essay Honoree
   B. Griswold *Forward* Recipient, GHS's Lauren Churchill

6. Student Representative Reports
   A. GES Student Representatives: Briseis Carignan & Angel Nieves
   B. GMS Student Representatives: Samiah Vincent & Delilah Munoz
   C. GHS Student Representatives: Ava Mehrens & Andrew Hardin

7. Public Comments

8. 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 Amend the Following **Policies** Under Sexual Harassment/Title IX—Prohibition of Sex Discrimination and Sexual Harassment in the Workplace—**Second Reading:**
      1. Personnel—4000.1
      2. Personnel—4200.1
      3. Students—5145.44

   B. Review, Discussion and Possible Action to Amend the Following **Regulations** Under Sexual Harassment/Title IX—Prohibition of Sex Discrimination and Sexual Harassment in the Workplace—**Second Reading**:
      1. Personnel—4000.1
      2. Personnel—4200.1
      3. Students—5145.44

9. New Business
   A. Review, Discussion, and Possible Action to Approve a Field Trip Proposal to Washington DC for

November 20 – 23, 2025

B. Review, Discussion, and Possible Action to Set the Tuition Review Projection for the 2025-2026 School Year
C. Review, Discussion, and Possible Action to Set the Tuition Rate for Children of Staff Members
D. Review, Discussion, and Possible Action to Approve the New ECE UCONN Music Curriculum
E. Review, Discussion and Possible Action to Accept the Following Gifts and Donations (note: each gift will require its own motion):
    1. Beagary Charitable Grant in the amount of $60,000 to Griswold High School
    2. Beagary Charitable Grant in the amount of $55,000 to Griswold Middle School
    3. Target Kids Donation in the amount of $500 to Griswold Elementary School
    4. Lisbon/Griswold Continental Lions Mini-Teacher Grant in the amount of $100 to Griswold Elementary School

10. Old Business
    A. Review, Discussion, and Possible Action to Approve the Potential Capital Committee Projects for the 2025-2026 School Year
    B. Review, Discussion, and Possible Action to Approve the Initial Budget Proposal for the 2025-2026 School Year

11. Administrators' Reports
    A. Assistant Superintendent's Report—Glenn LaBossiere, Assistant Superintendent
        a. Presentation on MTSS (Multi-Tiered Systems of Support)

12. Superintendent's Report
    A. Vacancies/Appointments/Resignations
    B. Superintendent's Timely Updates
        a. Griswold Public Schools Early Childhood Registration
        b. Governor Lamont's Budget Proposal
        c. *Pending Claims and Litigation: Review and Discussion on Complaint Against the Griswold Board of Education Submitted to the FOIA Commission & Strategy to Address the Complaint

13. Committee/Board Reports
    A. Policy Subcommittee Update—Yvonne Palasky
    B. DPAC (District Partnership Advisory Council)—Yvonne Palasky

14. Other Business That May Properly Come Before this Board

15. Adjournment

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

GRISWOLD PUBLIC SCHOOLS
Home of the Wolverines

BOE Meeting Norms

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

Board of Education Meeting Notes
REGULAR MEETING
LIVE: GRISWOLD MIDDLE SCHOOL CAFETERIA
Thursday, February 13th, 2025
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. Special Meeting—January 27th, 2025 - Enclosed/attached for your review.

4. Communications
   A. February 5th, 2025, CABE Advocacy Highlights - Enclosed/attached for your review.

   B. Thank You Note from ECHO Foundations for Generous Donation of $1,940 on Behalf of the Griswold High School Volleyball Team – Enclosed/attached for your review.

   C. Thank You Note from Connecticut Children's Medical Center for the Generous Donation of $810.00 for the PJ Day for Kids on Behalf of Griswold Elementary School – Enclosed/attached for your review.

5. Recognitions
   A. GHS's Matayo Swepson, Dr. Martin Luther King, Jr., Student Essay Honoree
   B. Griswold *Forward* Recipient, GHS's Lauren Churchill
   Please see communications in your packets that are attached/enclosed for your review.

6. Student Representative Reports
   A. GES Student Representatives: Briseis Carignan & Angel Nieves
   B. GMS Student Representatives: Samiah Vincent & Delilah Munoz
   C. GHS Student Representatives: Ava Mehrens & Andrew Hardin
   As is the case with the first BOE meeting of the month, students will provide their updates.

7. Public Comments

8. 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 Amend the Following **Policies** Under Sexual Harassment/Title IX—Prohibition of Sex Discrimination and Sexual Harassment in the Workplace—**Second Reading:**
   1. Personnel—4000.1
   2. Personnel—4200.1
   3. Students—5145.44

   This is the second reading of a policy that needs to be changed due to new, federal guidelines.

B. Review, Discussion and Possible Action to Amend the Following **Regulations** Under Sexual Harassment/Title IX—Prohibition of Sex Discrimination and Sexual Harassment in the Workplace—**Second Reading**:
   1. Personnel—4000.1
   2. Personnel—4200.1
   3. Students—5145.44

   This is the second reading of a regulation that needs to be changed due to new, federal guidelines.

9. New Business
   A. Review, Discussion, and Possible Action to Approve a Field Trip Proposal to Washington DC for November 20 – 23, 2025 – Enclosed in your packet, you will find a GHS trip proposal to Washington DC for November 20 – 23, 2025. GHS staff will present the details and answer any questions you may have.

   B. Review, Discussion, and Possible Action to Set the Tuition Review Projection for the 2025-2026 School Year - Please see attached MEMO.

   C. Review, Discussion, and Possible Action to Set the Tuition Rate for Children of Staff Members – Each year, the Board of Education is required to set the tuition rate for children of staff members. A copy of the policy is enclosed for your review. Consistent with what we have done in the past, I recommend that we keep the percentage rate at 30% for the 2025/2026 school year.

   D. Review, Discussion, and Possible Action to Approve the New ECE UCONN Music Curriculum - Please see enclosed/attached curriculum documents.

   E. Review, Discussion and Possible Action to Accept the Following Gifts and Donations (note: each gift will require its own motion): Please see attached MEMOs that explain the donations.
      1. Beagary Charitable Grant in the amount of $60,000 to Griswold High School
      2. Beagary Charitable Grant in the amount of $55,000 to Griswold Middle School
      3. Target Kids Donation in the amount of $500 to Griswold Elementary School
      4. Lisbon/Griswold Continental Lions Mini-Teacher Grant in the amount of $100 to Griswold Elementary School

10. Old Business
   A. Review, Discussion, and Possible Action to Approve the Potential Capital Committee Projects for the 2025-2026 School Year - This item will remain on the agenda during the budget season, until the budget is finalized.

   B. Review, Discussion, and Possible Action to Approve the Initial Budget Proposal for the 2025-2026 School Year - This item will remain on the agenda during the budget season,

until the budget is finalized.

11. Administrators' Reports
    A. Assistant Superintendent's Report—Glenn LaBossiere, Assistant Superintendent
        1. Presentation on MTSS (Multi-Tiered Systems of Support) - Presentation is included for your review.

12. Superintendent's Report
    Documents are included for you review.
    A. Vacancies/Appointments/Resignations
    B. Superintendent's Timely Updates

        1. Griswold Public Schools Early Childhood Registration
        2. Governor Lamont's Budget Proposal
        3. *Pending Claims and Litigation: Review and Discussion on Complaint Against the Griswold Board of Education Submitted to the FOIA Commission & Strategy to Address the Complaint

13. Committee/Board Reports
    A. Policy Subcommittee Update—Yvonne Palasky - Mrs. Palasky will provide an update to the Board.

    B. DPAC (District Partnership Advisory Council)—Yvonne Palasky - Mrs. Palasky will provide an update to the Board.

14. Other Business That May Properly Come Before this Board

15. Adjournment

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

SPECIAL MEETING
GRISWOLD BOARD OF EDUCATION

MONDAY,
January 27th, 2025

DRAFT

1. A special meeting of the Griswold Board of Education was held on Monday, January 27th, 2025, 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; Stephen Cravinho, GPS District Wide Activities & Athletic Director; Deborah Martin, GPS Director of Fiscal & Personnel Services; Erin Palonen, GHS Principal; Arthur Howe, GHS Associate Principal; Louis Zubek, GMS Principal; Joseph Bordeau, GES Principal; Jacqueline Love, GES Assistant Principal, and Patricia Feeney, Director of Instructional Improvement/Learning Diversity.

ABSENT Steven Bourque, GMS Assistant Principal.

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

3. Approval of the Minutes
   A. Special Meeting – January 2nd, 2025

MOTION
By Yvonne Palasky
Seconded by Jaimee O'Neill-Eaton
To approve the special meeting minutes of January 2nd, 2025, as presented.
Ayes – Mary Beth Malin, Yvonne Palasky, Jaimee O'Neill-Eaton, Jennifer Norman, and Cathy Waselik.
Nays –
Abstain – Stuart Norman, Jr., and Martin Osga
Motion carried.

   B. Regular Meeting – January 9th, 2025

MOTION
By Yvonne Palasky
Seconded by Jaimee O'Neill-Eaton
To approve the regular meeting minutes of January 9th, 2025, as presented.
Ayes – Mary Beth Malin, Yvonne Palasky, Jaimee O'Neill-Eaton, Martin Osga, Jennifer Norman, and Cathy Waselik.
Nays –
Abstain – Stuart Norman, Jr.
Motion carried.

4. Communications
   A. December 16th, 2024, Letter to Principal Erin Palonen, from NEASC, on the Three-Year Report of Progress and Planning – The Board received a copy of the communication to Principal Erin Palonen from NEASC.

5. New Business
   A. Review, Discussion, and Possible Action to Approve Tuition Rates & Related Services for the 2025-2026 School Year

MOTION

By Yvonne Palasky
Seconded by Cathy Waselik
To approve the tuition rates and related services for the 2025/2026 school year with a 3.5% increase.
Motion unanimously carried.

   B. Review, Discussion, and Possible Action to Approve Pre-School Program Fees for the 2025-2026 School Year

MOTION

By Jaimee O'Neill-Eaton
Seconded by Yvonne Palasky
To approve the Preschool Program fees for the 2025/2026 school year.
Motion unanimously carried.

   C. Review, Discussion, and Possible to Approve Program Fees for the Wolverines Program for the 2025-2026 School Year

MOTION

By Yvonne Palasky
Seconded by Jaimee O'Neill-Eaton
To table discussion on approval of program fees for the Wolverines Program.
Motion unanimously carried.

   D. Review and Discussion to Approve Revised Policy 4152.6/4252.6—Personnel—Certified/Non-Certified—Personal Leaves—Family and Medical Leave Act, First Reading – The Board had a first reading of revised policy 4152.6/4252.6 and will bring it to the next BOE meeting for a second reading and to take action to approve.

   E. Review and Discussion to Approve Revised Regulation 4152.6/4252.6—Personnel—Certified/Non-Certified—Personal Leaves—Family and Medical Leave Act, First Reading - The Board had a first reading of revised regulation 4152.6/4252.6 and will bring it to the next BOE meeting for a second reading and to take action to approve.

   F. Review and Discussion to Approve New Policy 4222—Personnel—Non-Certified—Paraeducators/Title I Paraeducators, First Reading – The Board had a first reading of new policy #4222 and will bring it to the next BOE meeting for a second reading and to take action to approve.

G. Gifts/Donations

1. Protective Goggles, Gowns, Face Masks and Sanitizer donated by the Town of Griswold, Fire Department

MOTION

By Jennifer Norman
Seconded by Cathy Waselik
To accept the gifts of protective goggles, gowns, face masks, and sanitizer donated by the Town of Griswold, Fire Department.
Motion unanimously carried.

2. King Zephyr Tenor Saxophone 1006, donated by Elizabeth Osga

MOTION

By Jennifer Norman
Seconded by Yvonne Palasky
To accept the donation of a King Zephyr Tenor Saxophone 1006, donated by Elizabeth Osga.
Motion unanimously carried.

6. Old Business

A. Review, Discussion, and Possible Action to Approve Revised Policy 6148 – Instruction – FAFSA Completion Program, Second Reading

MOTION

By Yvonne Palasky
Seconded by Cathy Waselik
To approve revised policy #6148 – Instruction – FAFSA Completion Program, as presented.
Motion unanimously carried.

B. Review and Discussion on the Initial Budget Proposal for the 2025-2026 School Year – The Board received a third iteration of the initial budget proposal for the 2025/2025 school year, which was presented in detail by Superintendent, Sean McKenna. Discussion on the budget will continue at the next Board of Education meeting.

C. Review, Discussion, and Possible Action to Approve the Potential Capital Committee Projects for the 2025-2026 School Year – No discussion took place on this topic this evening.

7. Administrators' Reports

A. Update on Annual Audit, Deb Martin, Director of Fiscal Services - The Board received an update from Deb Martin, GPS Director of Fiscal & Personnel Services, on where things stand with the upcoming annual audit.

B. Financial Forecast for the 2024-2025 School Year, Deb Martin, Director of Fiscal Services – The Board received an update from Deb Martin, GPS Director of Fiscal & Personnel Services, on where things currently stand with the 2024/2025 school budget.

C. Review of Student Activity Accounts, Deb Martin, Director of Fiscal Services – The Board received an update from Deb Martin, GPS Director of Fiscal & Personnel Services, on the current balances of the student activity accounts for each school building.

8. Superintendent's Report
   A. Vacancies/Appointments/Resignations – The Board received a list of vacancies, appointments, and resignations.

   B. Review and Discussion on the Superintendent's Midyear Update on Goals for the Superintendent Performance Evaluation* - This item will be discussed in executive session at the end of this special meeting.

   C. Review, Discussion and Possible Action to Authorize the Superintendent to Engage Independent Legal Counsel for Investigatory Work on Pending Claim* - The Superintendent asked the Board for authorization to engage in Independent Legal Counsel for investigatory work and the approved this request. BOE Chair, Mary Beth Malin, requested each BOE vote. The results were as follows:

MOTION

By Yvonne Palasky
Seconded by Jaimee O'Neill-Eaton
To authorize the Superintendent to engage independent legal counsel for investigatory work on pending claims.
Ayes – Yvonne Palasky, Jaimee O'Neill-Eaton, Stuart Norman, Jr., Martin Osga, Jennifer Norman and Cathy Waselik.
Nays -
Abstain -
Motion carried.

Mary Beth Malin noted that, as Board Chair, she does not vote on this matter unless her vote was necessary to break a tie.

9. Committee/Board Reports
   A. Policy Subcommittee—Yvonne Palasky - The Board received an update from Yvonne Palasky on when the Policy subcommittee will plan to meet again.

   B. Town of Griswold, Board of Finance—Jaimee O'Neill-Eaton - The Board received an update from Jaimee O'Neill-Eaton on the recent meeting that took place with the Town of Griswold, Board of Finance. She shared that the Board of Education budget is to be presented to the Board of Finance at their February 24th, 2025, meeting.

MOTION

Yvonne Palasky
Seconded by Cathy Waselik
To move into executive session at 6:42 PM for the purpose of discussing item 8B – Review and Discussion on the Superintendent's Mid-Year Update on Goals for the Superintendent's Performance Evaluation.
Motion unanimously carried.

The Board came out of executive session at 6:57 PM with no action.

10. Adjournment

MOTION

By Yvonne Palasky
Seconded by Cathy Waselik
To adjourn the Special Board of Education meeting at 6:57 PM.
Motion unanimously carried.

Minutes recorded by: Robin Drobiak/Sean McKenna

Sean McKenna

From: noreply@cabe.myenotice.com on behalf of Gail Heath <noreply@cabe.myenotice.com>
Sent: Wednesday, February 5, 2025 5:19 PM
To: Sean McKenna
Subject: Advocacy Highlights - Governor's Budget

EXTERNAL EMAIL: This email originated from outside of the organization. Do not click any links or open any attachments unless you trust the sender and know the content is safe.

February 5, 2025

Patrice McCarthy, Executive Director and General Counsel
Sheila McKay, Associate Executive Director for Government Relations

BRIEFING ON THE GOVERNOR's BUDGET BILLS

New DATE is Friday, February 7 at 12:00 pm.
(**Free webinar**)

REGISTER HERE

GOVERNORS BUDGET ADDRESS

The Governor began his remarks that concerned education by stating an investment in early childhood by creating a new universal preschool endowment (UPE), to reach $1 billion. Estimated to get to $30 million in 2026, $60 million in 2027. An annual spend rate of 10% . There would be no cost to families earning under $100,000.

FUNDING

ECS spending will increase by $75 million in FY 2026, $85 million in 2027. Big news that had been released early, special education will see an increase of

$40 million in FY 27 and an incentive grant will be created to grow district programs and look at sharing services - $10 million and an additional $4 million to come from bonding.

Lamont proposed $500 million for school construction costs.

The Learner Engagement and Attendance Program (LEAP), will see an increase of $9,900,000 so that more disconnected students will be in school.

Under Lamont's proposal, districts will see a free breakfast program for all CT students. $12,400,000.

Additionally, there is a high dosage tutoring Matching Grant $5,000,000.

Mental health supports - $8.6 million in FY 2026 and 2027 to continue 24/7 mobile crisis services for children.

Build on dual credit program $7,5000.00.

The master class on the science of reading sees and increase - $400,000.

Assist districts with cell phone restrictions - $100,000.

PUBLIC HEARINGS

COMMITTEE ON CHILDREN
THURSDAY, FEBRUARY 6
1 PM ROOM 1C and via ZOOM

The hearing can be viewed via YouTube Live and may be recorded and broadcast live on CT-N.com. Individuals who wish to testify must register using the On-line Testimony Registration Form. The registration form must contain the name of the person who will be testifying. A unique email address must be provided for each person registered to speak. Registration will close on Wednesday, February 5 at 3 PM. Speaker order of approved registrants will be listed and posted on the Committee on Children website on Wednesday, February 5 at 6 PM. under Public Hearing Testimony. If you do not have internet access, you may provide testimony by telephone. To register to testify by phone, call **860-240-0441** to leave your contact information. Please submit written testimony using the On-line Testimony Submission Form. The Committee requests that testimony be limited to matters related to the items on the Agenda. The first hour is reserved for Legislators, Constitutional Officers, State Agency Heads and Chief Elected Municipal Officials. Speakers will be limited to 3 minutes of testimony.

SB 1217 **AA PROVIDING SCHOOL MEALS TO ALL STUDENTS.** Mandates BOE provide school lunch programs, no BOE may charge for school meals,

state BOE must provide grants.

SB 1216 **AAC SCHOOL EMERGENCY RESPONSE SYSTEMS.** To authorize the use of funds received under the school security infrastructure competitive grant program for the purchase of emergency response communications systems and personal emergency communication devices for school personnel.

HB 5474 **AAC THE USE OF SOCIAL MEDIA PLATFORMS BY INDIVIDUALS SIXTEEN YEARS OF AGE AND UNDER.** To (1) prohibit social media platforms from utilizing algorithms to target individuals sixteen years of age or under, and (2) require social media platforms to obtain parental approval for the use of social media accounts for individuals sixteen years of age or under.

EXECUTIVE AND LEGISLATIVE NOMINATIONS COMMITTEE
TUESDAY, FEBRUARY 11
11 AM ROOM 1A of the LOB and via ZOOM.

The public hearing can be viewed via YouTube Live. In addition, the hearing may be recorded and broadcast live on CT-N.com. Individuals who wish to testify must register using the On-line Testimony Registration Form. Registration will close on Monday, February 10 at 3 PM. Speaker order of approved registrants will be posted on the Executive and Legislative Nominations Committee website on Monday, February 10 at 6 PM. under Public Hearing Testimony. If you do not have internet access, you may provide testimony by telephone. To register by phone, call **860-240-0450** to leave your contact information. Please submit written testimony using the On-line Testimony Submission Form. The Committee requests that testimony be limited to matters related to the items on the Agenda. The first hour of the hearing is reserved for Legislators, Constitutional Officers, State Agency Heads and Chief Elected Municipal Officials. Speakers will be limited to 3 minutes of testimony. The Committee encourages witnesses to submit a written statement and to condense oral testimony to a summary of that statement. All public hearing testimony, written and spoken, is public information. As such, it will be made available on the CGA website and indexed by internet search engines.

Nominations:
Rhonda J. Tobin of Simsbury to the Judicial Review Council
Paula S. Gilberto of Farmington to be a member of the State Board of Education
Gladys B. Labas of Higganum to be a member of the State Board of Education

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Legend
AA - An Act
AAC - An Act Concerning

March 12, 2025 ♦ 9:00-11:00 AM
The Officer's Club at the
Governor William A. O'Neill State Armory
360 Broad Street
Hartford, CT 06105

Register Here

Websites of Interest

www.ct-n.com - videotaped coverage of legislative activities, including sessions. Live coverage as well as archived.
www.cga.ct.gov - legislative home page, education committee site.
www.state.ct.us/sde - State Department of Education site.
www.nsba.org - National School Board Association.

Connecticut Association of Boards of Education
81 Wolcott Hill Road
Wethersfield, CT 06109
Phone: 860-571-7446
Fax: 860-571-7452
www.cabe.org
Unsubscribe Link

January 17, 2025

Griswold Board of Education
Michelle Matheson
211 Slater Ave
Griswold, CT 06351-2531

Dear Michelle,

As we begin the New Year, we want to express our heartfelt gratitude for your support of The ECHO Cancer Foundation! Here's how your generosity made a difference:

- **Holistic Health**: Together, we provided 52 cancer patients with 300 complementary and alternative therapy treatments, including acupuncture, massage, and yoga, all at no cost to the patients.
- **Rock to Rides**: Thanks to your support, we provided over 1,500 rides to more than 100 patients through our partnership with UberHealth and Lyft Business. These rides helped cancer patients get to and from critical oncology and medical appointments.
- **Beacon of Hope Assistance**: Through your contributions, we were able to provide crucial financial support to patients and families, including groceries, gas cards, paid utility bills, rent/mortgage assistance, and holiday baskets during their challenging course of treatment.

To assist you with tax preparation, below is a statement of your charitable deductible gifts to The ECHO Cancer Foundation for the calendar year 2024.

Total: **$1,940**

If you have any questions or need further information about donations, please feel free to reach out to me at mbrown@echocancerfoundation.com.

With warmest appreciation,
Mary Brown
Executive Director

So generous!
Thank you,
Mary

ECHO Cancer Foundation
330 Washington Str, Suite 220
Norwich, CT 06360

CT Tax 27-0072711

FOR YOUR TAX PURPOSES
Your donation is tax-deductible to the extent allowed by law. We acknowledge no goods or services were provided to you in return for your contribution. Please save this letter for your tax records as confirmation of your donation. Connecticut Renaissance is a 501(c)(3) nonprofit organization. Connecticut Renaissance has discretion as to the use of the funds and donor preferences will be honored when given.

January 14, 2025

Griswold Elementary School
303 Slater Ave
Jewett City, Connecticut 06351-2546

Dear Friends,

Thank you for your generous contribution. Your gift benefits PJ Day for Kids and provides critical resources at Connecticut Children's.

Connecticut Children's is the only health system in Connecticut dedicated to children exclusively, providing more than 30 pediatric specialties along with community-based programs. Our compassionate clinicians not only provide outstanding care to children, they lead breakthrough research and continue to establish innovative partnerships. We are able to do what we do because of generous support, like yours.

You are making a difference, and we thank you.

Sincerely,

Lauren E. McGill, MA
Vice President, Foundation Operations

Connecticut Children's Medical Center is a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code. We are pleased to inform you that the tax-deductible value below qualifies for a federal income tax charitable contribution deduction. This acknowledgment should be retained for your tax records. Our tax ID is #22-2619869.

Gift Date	Purpose	Amount Received	Tax-deductible Value
01/07/2025	PJ Day for Kids	$810.00	$0.00

To find out if your employer will double the impact of your generosity with a matching gift, please consult your human resources department. The Foundation will never sell or share your personal information with any other non-profit or for-profit entity.

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

February 7th, 2025

Matayo Swepson
22 Edmond Road
Griswold, CT 06351

Dear Matayo,

The Griswold Board of Education and I would like to honor you at their regularly scheduled meeting, which will be held on **Thursday, February 13th, 2025, at 6:00 PM**, in the Griswold Middle School cafeteria. We are all proud that you were chosen as one of fifteen students, across Connecticut elementary, middle, and high schools, whose essay was selected by Senator Chris Murphy's annual student essay contest on the legacy and aspirations of Dr. Martin Luther King, Jr. The essay contest, in its 9th year, received nearly 1,600 submissions from students across Connecticut. Your essay was one of the 15 selected, and the only high school student recognized in the competition in the second congressional district.

We look forward to recognizing you at our Griswold Board of Education meeting for your essay and for reflecting on Dr. King's dream and your own aspirations."

Congratulations! You have made Griswold Public Schools proud!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: Griswold BOE Members
GHS Administration

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

February 7th, 2025

Mrs. Lauren Churchill
150 Bitgood Road
Griswold, CT 06351

Dear Lauren,

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 February, 2025. The Board of Education meeting will take place as follows:

Date: Thursday, February 13, 2025
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: GHS Administration
Griswold Board of Education Members
Personnel File

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

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

Statement of Policy

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

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

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

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Statement of Policy (continued)

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

Definitions (Referenced in the District's Grievance Procedures)

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

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

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

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

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

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

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

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

Complainant means:

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

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

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

Party means a complainant or respondent.

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

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

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

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

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

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

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

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

i. Who is or has been in a relationship of a romantic or intimate nature with the victim; and

ii. Where the existence of such a relationship shall be determined based on a consideration of the following factors:

1. The length of the relationship;
2. The type of relationship; and
3. The frequency of interaction between the persons involved in the relationship.

c. Domestic violence meaning felony or misdemeanor crimes committed by a person who:

i. Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the recipient, or a person similarly situated to a spouse of the victim;

ii. Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;

iii. Shares a child in common with the victim; or

iv. Commits acts against youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction.

d. Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

i. Fear for the person's safety or the safety of others; or

ii. Suffer substantial emotional distress.

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

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

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

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

Prohibition Against Retaliation

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

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

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

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

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

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

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

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

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

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

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

Notice of Non-Discrimination

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Notice of Non-Discrimination (continued)

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

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

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

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

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

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Notice of Non-Discrimination (continued)

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

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

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

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

Prohibition Against Retaliation

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

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

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

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

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

Legal Reference:

United States Constitution, Article XIV

Civil Rights Act of 1964, Title VII, 42 U.S.C. S2000-e2(a).

Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, Effective 10/15/88.

Title IX of the Education Amendments of 1972, 20 USCS §1681, *et seq.*

Title IX of the Education Amendments of 1972, 34 CFR §106, *et seq.*

Title IX Final Rule, 34 CFR §106.45, *et seq.*, May 6, 2020

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

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

The Clery Act, 20 U.S.C. §1092(f)

The Violence Against Women Act, 34 U.S.C. §12291(a)

Mentor Savings Bank, FSB v. Vinson 477 US.57 (1986)

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26,1998)

Burlington Industries, Inc. v. Ellerth, No. 97-569, (U.S. Supreme Court, June 26,1998)

Gebbser v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26,1998)

Davis v. Monro County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Legal References: (continued)

Connecticut General Statutes

46a-60 Discriminatory employment practices prohibited.

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

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

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

Title IX, Final Rule, August 1, 2024

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Grievance Procedures

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

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

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

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

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Grievance Procedures (continued)

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

Definitions

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

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

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Definitions (continued)

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

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

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

Complainant means:

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

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

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

Party means a complainant or respondent.

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Definitions (continued)

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

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

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

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

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Definitions (continued)

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

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

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Definitions (continued)

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

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

All grievance procedures are required to ensure the following:

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

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

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

Important Considerations:

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

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

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

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

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

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

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

Prohibition Against Retaliation

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

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

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

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

Ensuring District Communication Regarding its Non-Discrimination Policies and Procedures

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

Prohibition Against Schools Sharing Personal Information (Confidentiality and Privacy)

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

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

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

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

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

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

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

Child Services or Law Enforcement Reporting

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

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

Special Education/504 Considerations

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

Supportive Measures

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Supportive Measures (continued)

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

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

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

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

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

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

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Supportive Measures (continued)

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

Complaint Procedures

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

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

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

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

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

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

District-Initiated Complaints (continued)

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

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

Complaint Consolidation

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

Complaints Concerning District Policy or Practice

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Complaints Concerning District Policy or Practice (continued)

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

Upon Complaint Receipt

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

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Upon Complaint Receipt (continued)

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

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

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

Dismissal of a Complaint

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

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

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Dismissal of a Complaint (continued)

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

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

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

Appeal of Dismissal of Complaint

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

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

If the dismissal is appealed, the District will:

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

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

Investigation of the Complaint by the District

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

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Investigation of the Complaint by the District (continued)

Evidentiary Exclusions:

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

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

Questioning the Parties and Witnesses:

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Investigation of the Complaint by the District (continued)

Determining Whether Sex Discrimination Occurred:

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

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

Disciplinary Sanctions for Sex-Based Harassment

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

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

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

Remedies

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

District Determination that Sex Discrimination Occurred

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

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

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

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

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

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

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

Timeframe

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

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in The Workplace

Timeframe (continued)

Overlapping Discrimination Claims and This Procedure

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

Maintenance of Records

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment In The Workplace

The Griswold Board of Education (the "Board") prohibits any form of sex discrimination or sexual harassment in the Board's education programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board. It is the policy of the Board to maintain a working environment free from harassment, insults or intimidation on the basis of an employee's sex and free from discrimination based on sex.

The Board does not discriminate on the basis of sex in the education programs or activities that it operates and the Board is required by Title IX of the Education Amendments of 1972 and its implementing regulations ("Title IX"), Title VII of the Civil Rights Act of 1964 ("Title VII"), and Connecticut law not to discriminate in such a manner. Discrimination or harassment on the basis of sex includes discrimination or harassment on the basis of gender identity or sexual orientation. Any employee or student who engages in conduct prohibited by this Policy shall be subject to disciplinary action, up to and including termination or expulsion, respectively. Third parties who engage in conduct prohibited by this Policy shall be subject to other sanctions, which may include exclusion from Board property and/or activities. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties.

For conduct to violate Title IX, the conduct must have occurred in an education program or activity of the Board; the conduct must have occurred within the United States of America; and the complainant must be participating in or attempting to participate in the education program or activity of the Board. Conduct that does not meet these requirements still may constitute a violation of Title VII, Connecticut law, and/or another Board policy.

The Superintendent of Schools shall develop Administrative Regulations, which will include Grievance Procedures implementing this Policy and in accordance with Title IX, Title VII, and Connecticut law (the "Administrative Regulations").

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

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

Sex discrimination occurs when an employer refuses to hire, disciplines or discharges any individual, or otherwise discriminates against an individual with respect to his or her compensation, terms, conditions, or privileges of employment on the basis of the individual's sex. Sex discrimination also occurs when a person, because of the person's sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

Sexual harassment under Title IX means conduct on the basis of sex that satisfies one or more of the following:

(1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct (*i.e.*, *quid pro quo)*;

(2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the Board's education programs or activities; or

(3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

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

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

(2) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or

(3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Reporting Sex Discrimination or Sexual Harassment

It is the policy of the Board to encourage victims of sex discrimination and/or sexual harassment to report such claims. Employees are encouraged to report complaints of sex discrimination and/or sexual harassment promptly in accordance with the appropriate process established in the Administrative Regulations. All complaints are to be responded to in a prompt and equitable manner.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Reporting Sex Discrimination or Sexual Harassment (continued)

Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties. Retaliation against any employee with a complaint about sex discrimination or sexual harassment is prohibited under this Policy and illegal under state and federal law.

Any Board employee with notice of sex discrimination and/or sexual harassment allegations shall immediately report such information to the building principal and/or the Title IX Coordinator, or if the employee does not work in a school building, to the Title IX Coordinator.

The Griswold Public Schools administration (the "Administration") shall provide training to Title IX Coordinator(s), investigators, decision-makers, and any person who facilitates an informal resolution process (as set forth in the Administrative Regulations), which training shall include, but need not be limited to, the definition of sex discrimination and sexual harassment, the scope of the Board's education program and activity, how to conduct an investigation and implement the grievance process, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

The Administration shall make the training materials used to provide these trainings publicly available on the Board's website. The Administration shall also periodically provide training to all Board employees on the topic of sex discrimination and sexual harassment under Title IX, Title VII, and Connecticut law, which shall include when reports of sex discrimination and/or sexual harassment must be made. The Administration shall distribute this Policy and the Administrative Regulations to employees, union representatives, students, parents and legal guardians and make the Policy and the Administrative Regulations available on the Board's website to promote an environment free of sex discrimination and sexual harassment.

The Board's Title IX Coordinator is Deborah Martin, Director of Fiscal and Personnel Services. Any individual may make a report of sex discrimination and/or sexual harassment to any Board employee or directly to the Title IX Coordinator using any one, or multiple, of the following points of contact:

Deborah Martin, Title IX Coordinator
Griswold Public Schools
211 Slater Avenue
Griswold, CT 06351
860-376-7600 & Email: dmartin@griswoldpublicschools.org

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

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Reporting Sex Discrimination or Sexual Harassment (continued)

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

Legal References:

Civil Rights Act of 1964, Title VII, 42 U.S.C. § 2000e-2(a).
Equal Employment Opportunity Commission Policy Guidance on Current Issues of Sexual Harassment (N-915.050), March 19, 1990.
Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, et seq.
Title IX of the Education Amendments of 1972, 34 CFR §106, et seq.
Meritor Savings Bank, FSB v. Vinson, 477 U.S. 57 (1986)
Conn. Gen. Stat. §46a-54 Commission powers Connecticut
Conn. Gen. Stat. §46a-60 Discriminatory employment practices prohibited.
Conn. Gen. Stat. §46a-81c Sexual orientation discrimination: Employment
Conn. Gen. Stat. §10-153 Discrimination on the basis of sex, gender identity or expression or marital status prohibited
Conn. Agencies Regs. §§ 46a-54-200 through §46a-54-207

Policy adopted:
cps reviewed: 1/2025

The grievance procedures in these regulations are legally required.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment In The Workplace

The Griswold Board of Education (the "Board") prohibits any form of sex discrimination or sexual harassment in the Board's education programs and activities, whether by students, Board employees or third parties subject to substantial control by the Board. Discrimination or harassment on the basis of sex includes discrimination or harassment on the basis of gender identity or sexual orientation.

Students, District employees and third parties are expected to adhere to a standard of conduct that is respectful of the rights of students, District employees, and third parties. It is the policy of the Board to maintain a working environment free from harassment, insults or intimidation on the basis of an employee's sex and free from discrimination based on sex. Verbal or physical conduct by a supervisor or co-worker relating to an employee's sex that has the effect of creating an intimidating, hostile or offensive work environment, unreasonably interfering with the employee's work performance, or adversely affecting the employee's employment opportunities is prohibited.

Any employee or student who engages in conduct prohibited by the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) shall be subject to disciplinary action. Any third party who engages in conduct prohibited by the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) shall be subject to remedial measures, which may include exclusion from school property.

Sex discrimination occurs when a person, because of the person's sex, is denied participation in or the benefits of any education program or activity receiving federal financial assistance.

Sexual harassment under Title IX means conduct on the basis of sex that satisfies one or more of the following:

(1) An employee of the Board conditioning the provision of an aid, benefit, or service of the Board on an individual's participation in unwelcome sexual conduct (i.e., *quid pro quo)*;

(2) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education programs or activities; or

(3) "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30). These definitions can be found in Appendix A of these Administrative Regulations.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment In The Workplace

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

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

(2) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or

(3) Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

Although not an exhaustive list, the following are other examples of conduct prohibited by the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel):

1. Unwelcome sexual advances from a co-worker or supervisor, such as unwanted hugs, touches, or kisses;
2. Unwelcome attention of a sexual nature, such as degrading, suggestive or lewd remarks or noises;
3. Dirty jokes, derogatory or pornographic posters, cartoons or drawings;
4. The threat or suggestion that continued employment advancement, assignment or earnings depend on whether or not the employee will submit to or tolerate harassment;
5. Circulating, showing, or exchanging emails, text messages, digital images or websites of a sexual nature;
6. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel).

Notice of The Title IX Coordinator

The Board's Title IX Coordinator is Deborah Martin, Director of Fiscal & Personnel Services Any individual may make a report of sex discrimination and/or sexual harassment to any Board employee or directly to the Title IX Coordinator using any one, or multiple, of the following points of contact:

Deborah Martin, Title IX Coordinator
Griswold Public Schools
211 Slater Avenue
Griswold, CT 06351
860-376-7600 & Email: dmartin@griswoldpublicschools.org

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Notice of the Title IX Coordinator (continued)

Any District employee in receipt of allegations of sex discrimination or sexual harassment, or in receipt of a formal complaint, shall immediately forward such information to the Title IX Coordinator. The Title IX Coordinator manages the District's compliance with Title IX, Title VII and Connecticut law with respect to sexual harassment and/or sex discrimination and is an available resource to anyone seeking information or wishing to file a formal complaint of same. When a student, District employee, or other participant in the District's programs and activities feels that such person has been subjected to discrimination on the basis of sex in any District program or activity, including without limitation being subjected to sexual harassment, such person may contact the Title IX Coordinator or utilize the Title IX, Title VII and Connecticut law grievance systems set forth herein to bring concerns forward for the purpose of obtaining a prompt and equitable resolution.

[Note: Additional Persons May Be Added. The federal regulations provide that each recipient of federal financial assistance must designate and authorize "at least one Employee" to coordinate its efforts to comply with its responsibilities under the federal regulations.]

Explanation of Complaint Process and Procedure

The federal regulations implementing Title IX require the adoption and publication of two separate grievance systems:

- a grievance process for complaints of sex discrimination involving allegations of sexual harassment; and
- grievance procedures for complaints of sex discrimination that are not sexual harassment.

Accordingly, the Administration will process any complaints of sex discrimination involving allegations of sexual harassment, as defined above, pursuant to the **grievance process** set forth in Section I of these regulations. The Administration will process any complaints of sex discrimination that are not sexual harassment pursuant to the **grievance procedures** set forth in Section II of these regulations.

The District will keep confidential the identity of any individual who has a made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), or as required by law, or to carry out the purposes of these Administrative Regulations, including the conduct of any investigation, hearing, or judicial proceeding arising from these Administrative Regulations.

The obligation to comply with Title IX is not obviated or alleviated by the FERPA.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment In The Workplace

Section I. Grievance Process for Complaints of Sexual Harassment Under Title IX

A. Definitions

- **Bias** occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decision-maker(s) demonstrate actual bias, rather than the appearance of bias. Actual bias includes, but is not limited to, demonstrated personal animus against the respondent or the complainant and/or prejudgment of the facts at issue in the investigation.
- **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.
- A **conflict of interest** occurs when it is proven that the Title IX Coordinator, investigator(s), and/or decision-maker(s) have personal, financial and/or familial interests that affected the outcome of the investigation.
- **Consent** means an active, clear and voluntary agreement by a person to engage in sexual activity with another person (also referred to hereafter as "affirmative consent").

For the purposes of an investigation conducted pursuant to these Administrative Regulations, the following principles shall be applied in determining whether consent for sexual activity was given and/or sustained:

A. Affirmative consent is the standard used in determining whether consent to engage in sexual activity was given by all persons who engaged in the sexual activity.

B. Affirmative consent may be revoked at any time during the sexual activity by any person engaged in the sexual activity.

C. It is the responsibility of each person engaging in sexual activity to ensure that the person has the affirmative consent of all persons engaged in the sexual activity to engage in the sexual activity and that the affirmative consent is sustained throughout the sexual activity.

D. It shall not be a valid excuse to an alleged lack of affirmative consent that the respondent to the alleged violation believed that the complainant consented to the sexual activity:

(i) because the respondent was intoxicated or reckless or failed to take reasonable steps to ascertain whether the complainant affirmatively consented, or

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment In The Workplace

Section I. Grievance Process for Complaints of Sexual Harassment Under Title IX

A. Definitions (continued)

(ii) if the respondent knew or should have known that the complainant was unable to consent because such individual was unconscious, asleep, unable to communicate due to a mental or physical condition, unable to consent due to the age of the individual or the age difference between the individual and the respondent, or incapacitated due to the influence of drugs, alcohol or medication.

E. The existence of a past or current dating or sexual relationship between the complainant and the respondent, in and of itself, shall not be determinative of a finding of consent.

- For purposes of investigations and complaints of sexual harassment, **education program or activity** includes locations, events, or circumstances over which the Board exercises substantial control over both the respondent and the context in which the sexual harassment occurs.
- **Employee** means (A) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, school counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by the Board or working in a public elementary, middle or high school; or (B) any other individual who, in the performance of the individual's duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the Board.
- **Formal complaint** means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment (as defined under Title IX) against a respondent and requesting that the Administration investigate the allegation of sexual harassment. A "document filed by a complainant" means a document or electronic submission that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.
- **Respondent** means an individual who has been alleged to be the perpetrator of conduct that could constitute sexual harassment.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment In The Workplace
Section I. Grievance Process for Complaints of Sexual Harassment Under Title IX

A. Definitions (continued)

- **School days** means the days that school is in session as designated on the calendar posted on the Board's website. In its discretion, and when equitably applied and with proper notice to the parties, the District may consider business days during the summer recess as "school days" if such designation facilitates the prompt resolution of the grievance process.
- **Supportive measures** mean non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual restrictions on contact between the parties, increased security and monitoring, and other similar measures.

B. Reporting Sexual Harassment

1. It is the express policy of the Board to encourage victims of sexual harassment to report such claims. Any person may report sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator. If the District receives notice of sexual harassment or alleged sexual harassment against a person in the District's education program or activity, the Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, whether or not the complainant files a formal complaint, and will consider the complainant's wishes with respect to such measures. If the complainant has yet to file a formal complaint, the Title IX Coordinator will explain to the complainant the process for doing so.

Personnel -- Certified/Non-Certified/Students
Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in the Workplace

Section I. Grievance Process for Complaints of Sexual Harassment Under Title IX

B. Reporting Sexual Harassment (continued)

2. The District will treat complainants and respondents equitably. A respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility will be made at the conclusion of the grievance process if a formal complaint is filed. Nothing in these Administrative Regulations shall preclude the District from placing an employee respondent on administrative leave during the pendency of the grievance process. Further, nothing in these Administrative Regulations shall limit or preclude the District from removing a respondent from the District's education program or activity on an emergency basis, provided that the District undertakes an individualized safety and risk analysis, and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. If a respondent is removed on an emergency basis, the District shall provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.

C. Formal Complaint and Grievance Process

1. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information listed for the Title IX Coordinator. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in the District's education programs or activity. A formal complaint may be signed by the Title IX Coordinator. If the formal complaint being filed is against the Title IX Coordinator, the formal complaint should be filed with the Superintendent. If the formal complaint being filed is against the Superintendent, the formal complaint should be filed with the Board Chair, who will then retain an independent investigator to investigate the matter.

2. The District may consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances. If possible, formal complaints should be filed within ten (10) school days of the alleged occurrence in order to facilitate the prompt and equitable resolution of such claims.

Personnel -- Certified/Non-Certified/Students
Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in the Workplace

Section I. Grievance Process for Complaints of Sexual Harassment Under Title IX

C. Formal Complaint and Grievance Process (continued)

2. (continued) The District will attempt to complete the formal grievance process within ninety (90) school days of receiving a formal complaint. This timeframe may be temporarily delayed or extended in accordance with Subsection G of this Section.

3. Upon receipt of a formal complaint, if the Title IX Coordinator has not already discussed the availability of supportive measures with the complainant, the Title IX Coordinator will promptly contact the complainant to discuss the availability of such measures and consider the complainant's wishes with respect to them. The Title IX Coordinator or designee may also contact the respondent, separately from the complainant, to discuss the availability of supportive measures for the respondent. The District will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the District to provide such supportive measures.

4. Within ten (10) school days of receiving a formal complaint, the District will provide the known parties with written notice of the allegations potentially constituting sexual harassment under Title IX and a copy of this grievance process. The written notice must also include the following:

   i. The identities of the parties involved in the incident, if known;
   ii. The conduct allegedly constituting sexual harassment as defined above;
   iii. The date and the location of the alleged incident, if known;
   iv. statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
   v. A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
   vi. A statement of any provision in the District's policies that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in the Workplace

Section I. Grievance Process for Complaints of Sexual Harassment Under Title IX

C. Formal Complaint and Grievance Process (continued)

4. (continued) If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that are not included in the written notice, the District must provide notice of the additional allegations to the parties whose identities are known.

5. The parties may have an advisor of their choice accompany them during any grievance proceeding at which the party's attendance is required. The District may, in its discretion, establish certain restrictions regarding the extent to which an advisor may participate in the proceedings. If any such restrictions are established, they will be applied equally to all parties.

6. The Title IX Coordinator will, as applicable, promptly commence an investigation of the formal complaint, designate a school administrator to promptly investigate the formal complaint, or dismiss the formal complaint in accordance with Subsection F of this Section. The standard of evidence to be used to determine responsibility is the preponderance of the evidence standard (i.e., more likely than not). The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the District and not on the parties.

7. The parties will be given an equal opportunity to discuss the allegations under investigation with the investigator(s) and are permitted to gather and present relevant evidence. This opportunity includes presenting witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The District will provide to a party whose participation is invited or expected (including a witness) written notice of the date, time, location, participants, and purpose of all hearings (if applicable), investigative interviews, or other meetings, with sufficient time for the party to prepare to participate.

8. Both parties will be given an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the District does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in the Workplace

Section I. Grievance Process for Complaints of Sexual Harassment Under Title IX

C. Formal Complaint and Grievance Process (continued)

8.(cont) Prior to completion of the investigative report, the District will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy, and the parties will have ten (10) school days to submit a written response, which the investigator(s) will consider prior to completion of the investigative report, as described in Paragraph 9 of this Subsection.

9. The investigator(s) will create an investigative report that fairly summarizes relevant evidence. The investigator(s) will send the investigative report, in an electronic format or hard copy, to each party and to each party's advisor for their review and written response at least ten (10) school days prior to the time a determination regarding responsibility is made.

10. The Superintendent will appoint a decision-maker(s), who shall be a District employee or third-party contractor and who shall be someone other than the Title IX Coordinator or investigator(s). If the formal complaint filed is against the Superintendent, the Board Chair shall appoint the decision-maker, who shall be someone other than the Title IX Coordinator or investigator(s). The investigator(s) and the decision-maker(s) shall not discuss the investigation's facts and/or determination while the formal complaint is pending. The decision-maker(s) will afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. The decision-maker(s) will explain to the party proposing the questions any decisions to exclude a question as not relevant.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX
Prohibition of Sex Discrimination and Sexual Harassment in the Workplace

Section I. Grievance Process for Complaints of Sexual Harassment Under Title IX

C. Formal Complaint and Grievance Process (continued)

11. The decision-maker(s) will issue a written determination regarding responsibility. To reach this determination, the decision-maker must apply the preponderance of the evidence standard. The written determination will include: (1) identification of the allegations potentially constituting sexual harassment; (2) a description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held; (3) findings of fact supporting the determination; (4) conclusions regarding the application of the District's code of conduct to the facts; (5) a statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the District will impose on the respondent, and whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the complainant; and (6) the District's procedures and permissible bases for the complainant and respondent to appeal. If the respondent is found responsible for violating the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel), the written determination shall indicate whether the respondent engaged in sexual harassment as defined by the Board's Policy and these Administrative Regulations. The written determination will be provided to both parties simultaneously.
12. Student respondents found responsible for violating the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) may be subject to discipline up to and including expulsion. Employee respondents found responsible for violating the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) may be subject to discipline up to and including termination of employment. Other respondents may be subject to exclusion from the District's programs, activities and/or property. In appropriate circumstances, the District may make a criminal referral. Remedies will be designed to restore or preserve equal access to the District's education programs or activities.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

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

Section I. Grievance Process for Complaints of Sexual Harassment Under Title IX

C. Formal Complaint and Grievance Process (continued)

13. After receiving notification of the decision-maker(s)' decision, or after receiving notification that the District dismissed a formal complaint or any allegation therein, both complainant and respondent may avail themselves of the appeal process set forth in Section E of this Section.

D. Informal Resolution

At any time prior to reaching a determination regarding responsibility, but only after the filing of a formal complaint, the District may suggest to the parties the possibility of facilitating an informal resolution process, such as mediation, to resolve the formal complaint without the need for a full investigation and adjudication. If it is determined that an informal resolution may be appropriate, the Title IX Coordinator or designee will consult with the parties.

Prior to facilitating an informal resolution to a formal complaint, the Title IX Coordinator or designee will provide the parties with written notice disclosing the sexual harassment allegations, the requirements of an informal resolution process, and any consequences from participating in the informal resolution process. Upon receipt of this document, complainants and respondents have five (5) school days to determine whether they consent to participation in the informal resolution. The District must obtain voluntary, written consent to the informal resolution process from both parties.

Prior to agreeing to any resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint. If a satisfactory resolution is reached through this informal process, the matter will be considered resolved. If these efforts are unsuccessful, the formal grievance process will continue.

Nothing in this section precludes an employee from filing a complaint of retaliation for matters related to an informal resolution, nor does it preclude either party from filing complaints based on conduct that is alleged to occur following the District's facilitation of the informal resolution.

An informal resolution is not permitted to resolve allegations that an employee sexually harassed a student.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

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

Section I. Grievance Process for Complaints of Sexual Harassment Under Title IX

E. Appeal Process

After receiving notification of the decision-maker(s)' decision, or after receiving notification that the District dismissed a formal complaint or any allegation therein, both complainant and respondent have five (5) school days to submit a formal letter of appeal to the Title IX Coordinator specifying the grounds upon which the appeal is based. Upon receipt of an appeal, the Superintendent shall appoint a decision-maker(s) for the appeal, who shall be someone other than the Title IX Coordinator, investigator(s) or initial decision-maker(s).

Appeals will be appropriate only in the following circumstances:

- new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- procedural irregularity that affected the outcome of the matter;
- the Title IX Coordinator, investigator(s), and/or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter. A conflict of interest or bias does not exist solely because the Title IX Coordinator, investigators(s), and/or decision-maker(s) previously worked with or disciplined the complainant or respondent.

The District will provide the other party with written notice of such appeal. The appealing party will then have ten (10) school days to submit to the decision-maker(s) for the appeal a written statement in support of, or challenging, the outcome of the grievance process. The decision-maker(s) for the appeal will provide the appealing party's written statement to the other party. The other party will then have ten (10) school days to submit to the decision-maker for the appeal a written statement in support of, or challenging, the outcome of the grievance process. The decision-maker(s) for the appeal, in their discretion, will determine any additional necessary and appropriate procedures for the appeal.

Personnel -- Certified/Non-Certified/Students

Sexual Harassment/Title IX

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

Section I. Grievance Process for Complaints of Sexual Harassment Under Title IX

E. Appeal Process (continued)

After considering the parties' written statements, the decision-maker(s) for the appeal will provide a written decision. The decision-maker(s) for the appeal will attempt to issue the written decision within thirty (30) school days of receipt of all written statements from the parties. If it is found that one of the bases for appeal exists, the decision-maker(s) for the appeal will issue an appropriate remedy.

Supportive measures for either or both parties may be continued throughout the appeal process.

F. Dismissal of a Formal Complaint

The Title IX Coordinator shall dismiss any formal complaint that, under Title IX, 1) would not constitute sexual harassment as defined under Title IX even if proved, 2) did not occur in the District's education program or activity, or 3) did not occur against a person in the United States. Such dismissal does not preclude action under another Board policy.

The District may dismiss a formal complaint or any allegations therein, if at any time during the investigation or hearing a complainant notifies the Title IX Coordinator in writing that 1) the complainant would like to withdraw the formal complaint or any allegations therein; 2) the respondent is no longer enrolled or employed in the District; or 3) specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon a dismissal, the District will promptly and simultaneously send written notice of the dismissal and reason(s) therefor to each party. Either party can appeal from the District's dismissal of a formal complaint or any allegations therein using the appeals procedure.

In the event a formal complaint is dismissed prior to the issuance of a decision under Title IX, the Title IX Coordinator shall determine if the allegations of sexual harassment shall proceed through the grievance procedures identified in Section II of these Administrative Regulations for claims of sex discrimination for consideration as to whether the allegations constitute sexual harassment under Title VII or Connecticut law.

A dismissal pursuant to this section does not preclude action by the District under the Student Discipline policy, Code of Conduct for students/or and employees, or any other applicable rule, policy, and/or collective bargaining agreement.

Personnel – Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in the Workplace

Section I. Grievance Process for Complaints of Sexual Harassment Under Title IX (continued)

G. Miscellaneous

1. Any timeframe set forth in these Administrative Regulations may be temporarily delayed or extended for good cause. Good cause may include, but is not limited to, considerations such as the absence or illness of a party, a party's advisor, or a witness; concurrent law enforcement activity; concurrent activity by the Department of Children and Families; or the need for language assistance or accommodation of disabilities. If any timeframe is altered on a showing of good cause, written notice will be provided to each party with the reasons for the action.

2. If a sexual harassment complaint raises a concern about discrimination or harassment on the basis of any other legally protected classification (such as race, religion, color, national origin, age, or disability), the Title IX Coordinator or designee shall make a referral to other appropriate personnel within the District (e.g. Section 504 Coordinator, etc.), so as to ensure that any such investigation complies with the requirements of policies regarding non-discrimination.

3. If the sexual harassment complaint results in reasonable cause to suspect or believe that a child has been abused or neglected, has had a non-accidental physical injury, or injury which is at variance with the history given of such injury, is placed at imminent risk of serious harm, or that a student has been sexually assaulted by a school employee, then, the person to whom the complaint is given or who receives such information shall report such matters in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.

4. Retaliation against any individual who complains pursuant to the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) and these Administrative Regulations is strictly prohibited. Neither the District nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or these Administrative Regulations, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under these Administrative Regulations. The District will take actions designed to prevent retaliation. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination described herein.

Personnel – Certified/Non-Certified/Students

Sexual Harassment/Title IX

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

Section I. Grievance Process for Complaints of Sexual Harassment Under Title IX

G. Miscellaneous (continued)

5. The District will maintain for a period of seven (7) years records of:

   i. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the Board's education program or activity;

   ii. Any appeal and the result therefrom;

   iii. Any informal resolution and the result therefrom; and

   iv. All material used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. The Board will make these training materials publicly available on its website.

If the District has actual knowledge of sexual harassment in an education program or activity of the Board, and for any report or formal complaint of sexual harassment, the District will create and maintain for a period of seven (7) years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. The District will document the basis for its conclusion that its response was not deliberately indifferent, and document that it has taken measures designed to restore or preserve equal access to the Board's education program or activity. If the District does not provide a complainant with supportive measures, then the District will document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Section II. Grievance Procedures for Claims of Sex Discrimination (Other Than Sexual Harassment Under Title IX)

A. Definitions

- **Complainant** means an individual who is alleged to be the victim of conduct that could constitute sex discrimination.
- **Respondent** means an individual who has been reported to be the perpetrator of conduct that could constitute sex discrimination.

Personnel – Certified/Non-Certified/Students

Sexual Harassment/Title IX

Prohibition of Sex Discrimination and Sexual Harassment in the Workplace

Section II. Grievance Procedures for Claims of Sex Discrimination (Other Than Sexual Harassment Under Title IX) (continued)

B. Reporting Sex Discrimination Other than Sexual Harassment under Title IX

It is the express policy of the Board to encourage victims of sex discrimination to report such claims. Any person may report sex discrimination (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator. If the District receives notice of sex discrimination or alleged sex discrimination against a person in the District's education program or activity, the Title IX Coordinator or designee will promptly notify the complainant of the grievance process. The District will treat complainants and respondents equitably during the grievance process. Sexual harassment is a form of sex discrimination, and any incident of sexual harassment under Title IX, as defined above, shall be handled pursuant to Section I of these Administrative Regulations. Any allegations of sexual harassment under Title VII or Connecticut law, as defined above, shall be handled pursuant to this Section II of these Administrative Regulations.

C. Grievance Procedures

1. As soon as an employee feels that the employee has been subjected to sex discrimination other than sexual harassment as defined under Title IX (including, without limitation, sexual harassment under Title VII or Connecticut law), the employee should make a written complaint to the Title IX Coordinator or to the building principal, or designee. The employee will be provided a copy of the Board's Policy and Administrative Regulations and made aware of the employee's rights under this Policy and Administrative Regulations. Preferably, complaints should be filed within ten (10) school days of the alleged occurrence. Timely reporting of complaints facilitates the investigation and resolution of such complaints.

Personnel – Certified/Non-Certified/Students

Sexual Harassment/Title IX

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

Section II. Grievance Procedures for Claims of Sex Discrimination (Other Than Sexual Harassment Under Title IX)

C. **Grievance Procedures** (continued)

2. The complaint should state the:

   i. Name of the complainant;
   ii. Date of the complaint;
   iii. Date(s) of the alleged discrimination;
   iv. Name(s) of the discriminator(s);
   v. Location where such discrimination occurred;
   vi. Names of any witness(es) to the discrimination;
   vii. Detailed statement of the circumstances constituting the alleged discrimination; and
   viii. Remedy requested.

3. Any employee who makes an oral complaint of sex discrimination to any of the above-mentioned personnel will be provided a copy of these Administrative Regulations and will be requested to make a written complaint pursuant to the above procedure.

4. All complaints are to be forwarded immediately to the building principal or designee unless that individual is the subject of the complaint, in which case the complaint should be forwarded directly to the Superintendent of Schools or designee. In addition, a copy of any complaint filed under this Policy shall be forwarded to the Title IX Coordinator. If the complaint being filed is against the Title IX Coordinator, the complaint should be filed with the Superintendent. If the complaint being filed is against the Superintendent, the complaint should be filed with the Board Chair, who will then retain an independent investigator to investigate the matter.

5. The Title IX Coordinator or designee shall investigate all complaints of sex discrimination against an employee, regardless of whether the conduct occurred on or off-school grounds. Complaints will be investigated promptly within the timeframes identified below. Timeframes may be extended as needed given the complexity of the investigation, availability of individuals with relevant information, and other extenuating circumstances. The investigation shall be conducted discreetly, maintaining confidentiality insofar as possible while still conducting an effective and thorough investigation.

Personnel – Certified/Non-Certified/Students

Sexual Harassment/Title IX

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

Section II. Grievance Procedures for Claims of Sex Discrimination (Other Than Sexual Harassment Under Title IX)

C. **Grievance Procedures** (continued)

6. Any employee who makes a complaint shall be notified of the District's intent to investigate the complaint. In the event the employee requests confidentiality or that an investigation not be conducted, the District will take reasonable steps to investigate and respond to the complaint to the extent possible, given the request for confidentiality or that the District not investigate the complaint. If the employee insists that this information not be shared with the alleged discriminator(s), the employee will be informed that the District's ability to investigate and/or take corrective action may be limited.

7. Upon receipt of a sex discrimination complaint, the Title IX Coordinator shall either promptly commence an investigation of the complaint, or shall designate a school administrator to promptly investigate the complaint. The Title IX Coordinator or designee shall:

   i. offer to meet with the complainant and respondent (if applicable) separately within ten (10) school days to discuss the nature of the complaint, identify individuals the complainant and respondent (if applicable) believe have relevant information, and obtain any relevant documents the complainant and respondent may have;

   ii. provide the complainant and respondent (if applicable) with a copy of the Board's sex discrimination policy and accompanying regulations;

   iii. consider whether any interim measures may be appropriate to protect the complainant or respondent (if applicable), pending the outcome of the investigation;

   iv. conduct an investigation that is adequate, reliable, and impartial. Investigate the factual basis of the complaint, including, as applicable, conducting interviews with individuals deemed relevant to the complaint;

Personnel – Certified/Non-Certified/Students

Sexual Harassment/Title IX

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

Section II. Grievance Procedures for Claims of Sex Discrimination (Other Than Sexual Harassment Under Title IX)

C. **Grievance Procedures** (continued)

v. consider whether alleged sex discrimination has created a hostile work environment, including consideration of the effects of off-campus conduct on the school;

vi. communicate the outcome of the investigation in writing to the complainant, to the respondent, and to any individual properly identified as a party to the complaint (to the extent permitted by state and federal confidentiality requirements), within ninety (90) school days from the date the complaint was received by the Superintendent's office. The investigator may extend this deadline for no more than fifteen (15) additional school days if needed to complete the investigation. The complainant and respondent (if applicable) shall be notified of such extension. The written notice shall include a finding whether the complaint was substantiated and if so, shall identify, to the extent possible, how the District will remedy the discrimination, adhering to the requirements of state and federal law; and

vii. when sex discrimination has been found, take steps that are reasonably calculated to end the discrimination, take corrective and/or disciplinary action aimed at preventing the recurrence of the discrimination, as deemed appropriate by the Superintendent or designee, and take steps to remedy the effects of the sex discrimination.

8. If a complaint is made during summer recess, the complaint will be reviewed and addressed as quickly as possible given the availability of staff and/or other individuals who may have information relevant to the complaint. If fixed timeframes cannot be met, the complainant and respondent will receive notice and interim measures may be implemented as necessary.

Personnel – Certified/Non-Certified/Students

Sexual Harassment/Title IX

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

Section II. Grievance Procedures for Claims of Sex Discrimination (Other Than Sexual Harassment Under Title IX)

C. **Grievance Procedures** (continued)

9. If the complainant or respondent (if applicable) is dissatisfied with the findings of the investigation, the complainant or respondent may file a written appeal within five (5) school days to the Title IX Coordinator, or, if the Title IX Coordinator conducted the investigation, to the Superintendent of Schools. The Title IX Coordinator or Superintendent shall review the Title IX Coordinator or designee's written report, the information collected by the Title IX Coordinator or designee together with the recommended disposition of the complaint to determine whether the alleged conduct constitutes sex discrimination. The Title IX Coordinator or Superintendent of Schools may determine if further action and/or investigation is warranted. After completing this review, the Title IX Coordinator or Superintendent of Schools shall respond to the complainant and respondent (if applicable), in writing, within fifteen (15) school days following the receipt of the written request for review.

D. Miscellaneous

1. If a sex discrimination complaint raises a concern about discrimination or harassment on the basis of any other legally protected classification (such as race, religion, color, national origin, age, or disability), the Title IX Coordinator or designee shall make a referral to other appropriate personnel within the District (e.g. Section 504 Coordinator, etc.), so as to ensure that any such investigation complies with the requirements of policies regarding nondiscrimination.

2. If the sex discrimination complaint results in reasonable cause to suspect or believe that a child has been abused or neglected, has had a nonaccidental physical injury, or injury which is at variance with the history given of such injury, is placed at imminent risk of serious harm, or that a student has been sexually assaulted by a school employee, then, the person to whom the complaint is given or who receives such information shall report such matters in accordance with the Board's policy on the Reports of Suspected Child Abuse or Neglect of Children.

Personnel – Certified/Non-Certified/Students

Sexual Harassment/Title IX

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

Section II. Grievance Procedures for Claims of Sex Discrimination (Other Than Sexual Harassment Under Title IX)

D. Miscellaneous (continued)

3. Retaliation against any individual who complains pursuant to the Board's Policy regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) and these Administrative Regulations is strictly prohibited. Neither the District nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX or these Administrative Regulations, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under these Administrative Regulations. The District will take actions designed to prevent retaliation as a result of filing a complaint. Complaints alleging retaliation may be filed according to the grievance procedures for sex discrimination described herein.

Section III. Further Reporting

At any time, a complainant alleging sex discrimination or sexual harassment may also file a complaint with the Office for Civil Rights, Boston Office, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (Telephone (617) 289-0111).

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

Copies of these Administrative Regulations will be distributed to all employees.

Regulation approved:
cps reviewed: 1-25

Sexual Assault: An offense classified as forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation.

> **Rape— (Except Statutory Rape)** The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.
>
> **Sodomy**—Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.
>
> **Sexual Assault with an Object**—To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.
>
> **Fondling**—The touching of the private body parts of another person for the purpose of sexual gratification without the consent of the victim, including instances where the victim is incapable of giving consent because of the person's age or because of the person's temporary or permanent mental or physical incapacity.
>
> **Incest**—Non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
>
> **Statutory Rape**—Non-forcible sexual intercourse with a person who is under the statutory age of consent.

Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

Domestic Violence: Includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction.

Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others; or suffer substantial emotional distress.

4000.1
4200.1
Form 1

COMPLAINT FORM REGARDING SEXUAL HARASSMENT UNDER TITLE IX (PERSONNEL)

This complaint form should be used for complaints of sexual harassment as defined on page 1 of the Board's Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel)

Name of the complainant _____

Date of the complaint _____

Date of the alleged sexual harassment _____

Name or names of the sexual harasser(s) _____

_____

Location where such sexual harassment occurred _____

_____

Name(s) of any witness(es) to the sexual harassment _____

_____

Detailed statement of the circumstances constituting the alleged sexual harassment

_____

_____

_____

Remedy requested_____

Signature of Complainant or Title IX Coordinator: _____

4000.1
4200.1
Form 2

COMPLAINT FORM REGARDING SEX DISCRIMINATION (OTHER THAN SEXUAL HARASSMENT UNDER TITLE IX) (PERSONNEL)

This complaint form should be used for complaints of sex discrimination as defined on page 1 of the Board's Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel)

Name of the complainant _____

Date of the complaint _____

Date of the alleged sex discrimination _____

Name or names of the sex discriminator(s) _____

_____

Location where such sex discrimination occurred _____

_____

Name(s) of any witness(es) to the sex discrimination _____

_____

Detailed statement of the circumstances constituting the alleged sex discrimination

_____
_____
_____

Remedy requested_____

Signature: _____

NOTICE OF SEXUAL HARASSMENT ALLEGATIONS UNDER TITLE IX

In accordance with the Board's Policy and Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel), a formal complaint of sexual harassment has been filed with the Title IX Coordinator.

Identities of the parties involved, if known:

_____ (Complainant(s))
_____ (Respondent(s))

The conduct allegedly constituting sexual harassment: _____
_____
_____

The date and the location of the alleged incident, if known: _____
_____

The Title IX Coordinator or designee will contact the parties regarding the next step in the grievance process. Questions can be directed to the Title IX Coordinator: **[INSERT CONTACT INFORMATION FOR TITLE IX COORDINATOR]**

The respondent is presumed not responsible for the alleged conduct. A determination regarding responsibility is made at the conclusion of the grievance process.

All parties involved may have an advisor of their choice who may be, but it not required to be, an attorney. This advisor may inspect and review evidence as permitted by the Board's Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel).

Any employee who knowingly makes false statements or knowing submits false information during this grievance process is subject to discipline, up to and including termination. Additionally, it is a violation of the Board's Student Discipline Policy to lie to school officials or otherwise engage in dishonest behavior, which includes knowingly making false statements or knowingly submitting false information during the grievance process. Any student who knowingly makes false statements or knowingly submits false information during this grievance process will be subject to sanctions pursuant to the Board's Student Discipline Policy.

A copy of the Board's Policy and Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel) is included with this notice.

NOTICE OF INFORMAL RESOLUTION PROCESS FOR SEXUAL HARASSMENT COMPLAINTS UNDER TITLE IX

In accordance with the Board's Policy and Administrative Regulations regarding the Prohibition of Sex Discrimination and Sexual Harassment (Personnel), a formal complaint of sexual harassment has been filed with the Title IX Coordinator. The Board has an informal resolution process to promptly and equitably resolve such complaints using mediation ***[alternatively, could be restorative justice]***. This informal resolution process will only be utilized if both the Complainant and Respondent agree to do so.

The conduct allegedly constituting sexual harassment: _____
_____
_____

If both parties agree to the informal resolution process, it shall preclude the parties from resuming a formal complaint arising out of the same allegations. However, either party may withdraw from the informal resolution process at any time before agreeing to a resolution and resume the grievance process for formal complaints of sexual harassment.

If both parties agree to a resolution, that resolution is binding upon both parties and cannot be changed or appealed.

The District will maintain for a period of seven (7) years records of the informal resolution process and results therefrom.

_____

I voluntarily consent to the informal resolution process:

_____ _____
Complainant Date

_____ _____
Respondent Date

4000.1
4200.1
Notice

[To be posted in a conspicuous place readily available for viewing by employees and emailed to employees within three months of hire with the subject line "Sexual Harassment Policy" or words of similar import]

SEXUAL HARASSMENT IS ILLEGAL
AND IS PROHIBITED
BY
THE CONNECTICUT DISCRIMINATION EMPLOYMENT PRACTICES ACT
(Section 46a-60(a)(8) of the Connecticut General Statutes)
AND
TITLE VII OF THE CIVIL RIGHTS ACT OF 1964
(42 United States Code Section 2000e et seq.)

SEXUAL HARASSMENT MEANS ANY UNWELCOME SEXUAL ADVANCES OR REQUESTS FOR SEXUAL FAVORS OR ANY CONDUCT OF A SEXUAL NATURE WHEN:

1. SUBMISSION TO SUCH CONDUCT IS MADE EITHER EXPLICITLY OR IMPLICITLY A TERM OR CONDITION OF AN INDIVIDUAL'S EMPLOYMENT;

2. SUBMISSION TO OR REJECTION OF SUCH CONDUCT BY AN INDIVIDUAL IS USED AS THE BASIS FOR EMPLOYMENT DECISIONS AFFECTING SUCH INDIVIDUAL; OR

3. such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

EXAMPLES OF SEXUAL HARASSMENT INCLUDE:

UNWELCOME SEXUAL ADVANCES
SUGGESTIVE OR LEWD REMARKS
UNWANTED HUGS, TOUCHES, KISSES
REQUESTS FOR SEXUAL FAVORS
RETALIATION FOR COMPLAINING ABOUT SEXUAL HARASSMENT
DEROGATORY OR PORNOGRAPHIC POSTERS, CARTOONS, OR DRAWINGS.

REMEDIES FOR SEXUAL HARASSMENT MAY INCLUDE:

CEASE AND DESIST ORDERS
BACK PAY
COMPENSATORY DAMAGES
PUNITIVE DAMAGES
HIRING, PROMOTION, OR REINSTATEMENT

Retaliation against any employee for complaining about sexual harassment is prohibited under this policy and illegal.

VIOLATION OF THIS POLICY IS GROUNDS FOR DISCIPLINE, INCLUDING DISCHARGE.

INDIVIDUALS WHO ENGAGE IN ACTS OF SEXUAL HARASSMENT MAY ALSO BE SUBJECT TO CIVIL AND CRIMINAL PENALTIES.

AN INFRACTION OF THIS POLICY BY SUPERVISORS OR CO-WORKERS SHOULD BE REPORTED IMMEDIATELY TO THE TITLE IX COORDINATOR **OR THE SUPERINTENDENT IF THE TITLE IX COORDINATOR IS THE SUBJECT OF THE COMPLAINT].** CONFIDENTIALITY WILL BE MAINTAINED TO THE EXTENT POSSIBLE.

ANY EMPLOYEE WHO BELIEVES THAT HE OR SHE HAS BEEN HARASSED OR DISCRIMINATED AGAINST IN THE WORKPLACE IN VIOLATION OF THIS POLICY MAY ALSO CONTACT:

THE CONNECTICUT COMMISSION ON HUMAN RIGHTS AND OPPORTUNITIES
[_____] REGION OFFICE [REGIONAL OFFICES AND THEIR ADDRESSES CAN BE FOUND ON THE CHRO WEBSITE, HTTP://WWW.STATE.CT.US/CHRO/]
[ADDRESS]
[PHONE NUMBER]

AND/ OR:

THE EQUAL EMPLOYMENT OPPORTUNITY COMMISSION
BOSTON AREA OFFICE
JOHN F. KENNEDY FEDERAL BUILDING
475 GOVERNMENT CENTER
BOSTON, MA 02203
PHONE (800) 669-4000

CONNECTICUT LAW REQUIRES THAT A FORMAL WRITTEN COMPLAINT BE FILED WITH THE COMMISSION ON HUMAN RIGHTS AND OPPORTUNITIES WITHIN THREE HUNDRED (300) DAYS OF THE DATE WHEN THE ALLEGED HARASSMENT/ DISCRIMINATION OCCURRED.

January 13, 2025

Dear members of the Griswold Board of Education,

Thank you so much for considering our trip proposal for Washington, DC from November 20-23, 2025. We appreciate your continued support from past trips and are excited to provide this important educational experience for our students. We will explore famous historic sites, explore national museums, and make meaningful connections from class curriculum to real life experiences.

This year, we will be using the same company from previous D.C trips. Explorica, and our trip representative, Bryan Shields, have provided us with great customer service and support. This company offers the ability for students and parents to pay entirely online, which is much more convenient for both the teachers and the families. The total cost per student is $1,191.00. This cost will be adjusted if enrollment for the trip increases. Students and parents can pick different payment plans according to their needs, which provides more students the opportunity to access this trip. The trip will be two and a half days full of stops at museums and tours of numerous buildings, including the US Capital. Additionally, Explorica's website features a Travel Diary, which the chaperones can update throughout the trip and share the experiences with the families at home.

Precautionary measures are planned and in place for this trip, as student safety is our top priority. Explorica provides our group with an overnight security guard at the hotel. This guard will keep watch over students' doors and report any activity to the chaperones. This provides a greater level of student accountability and safety. In order to establish direct communication with students while on the trip, we will set up a system using the Remind app, which allows students and chaperons to stay in contact. In any case of emergency or for check-ins throughout museum time, chaperones and students can use this application to instantly reach each other, and they can find a secure meeting place within minutes. Since we will be in a city, no student is allowed to be on his or her own at any time. Whether at a museum, monument, or eatery, the students will be required to be with another student.

Once again, we thank you very much for your support. We hope this trip will provide students with a learning experience that they will never forget.

Sincerely,

Cole Bocciarelli, Social Studies Teacher

Washington, DC Trip Itinerary: November 20-23, 2025

Student cost for trip: $1,191.00

- $50 deposit
- Payment plans provide many options to pay the balance
- Optional travel protection in case student cannot attend: $16/day

What is included in the price:

- Round-trip transportation
- Breakfast daily (except breakfast on the way down)
- Dinner daily (except dinner on the way back up)
- Full-time services of a professional Tour Director
- Guided sightseeing tours and city walks as per itinerary
- Visits to select attractions as per itinerary
- Overnight security chaperone
- Tour Diary

Itinerary:

- Day 1 Hello Washington
    - Meet your tour director
    - Washington DC evening guided tour: WWII Memorial, Lincoln Memorial, Vietnam Memorial, Korean Memorial, National Mall, Tidal Basin, Washington Monument, White House picture stop
    - Dinner

- Day 2 Washington, D.C. landmarks
    - Breakfast
    - U.S. Capitol guided tour
    - Supreme Court Visit
    - White House Visitor Center
    - Holocaust Museum visit
    - Dinner
    - Shear Madness

- Day 3 Washington, D.C.
    - Breakfast
    - Ford's Theatre

    - Smithsonian Visit: National Museum of Natural History, American History, Portrait Gallery, American Indian, American Art
    - National Archives
    - Dinner

- Day 4 Washington, D.C.
    - Breakfast
    - Arlington National Cemetery and Marine Corps War Memorial
    - National 9/11 Pentagon Memorial
    - Travel home

Chaperones: Because of the anticipated group size, currently there are three chaperones, Cole Bocciarelli, Doug Criag, and Logan Tonucci. We potentially will be working on assigning more. The tour company has allowed a 1:10 ratio of chaperone to student.

Contact with Travel Company: All done via email with program representative Bryan Shields. Trip can also be accessed online via: explorica.com/Bocciarelli-5808

Accommodations: TBA

Contract for Griswold High School DC Trip
November 20-23, 2025

Your decision to participate in the 2025 Washington, DC trip must be made carefully. Although the trip promises many rewards, a decision to participate is a financial commitment. We have altered the original trip's dates/activities in order to make it more accessible for more travelers while still promising a well-rounded and enjoyable experience for all. Once your initial deposit and signed contract are turned in, you are committed to pay for the entire trip. Refunds cannot be issued for any reason. You may purchase travel insurance, as detailed on the Explorica website, but please note that Griswold High School is not responsible for providing refunds. Please make the decision to attend this trip carefully. Additionally, students attending this trip are expected to uphold Griswold High School's expectations, even if not on school property. These expectations include, but are not limited to: being safe and responsible when traveling with classmates and chaperones, refraining from distracting or disruptive behavior, and representing the student body in a positive manner. Any student not upholding these expectations before or during the trip will be subject to disciplinary action.

The following are examples of some of the reasons that your student may be removed from the trip (and you would still be responsible for the remaining balance of the trip, regardless of your child's attendance on it.) *This is not an exclusive list*:

- School discipline (suspensions, expulsions)
- Off-campus behavior that threatens the safety of self, property, or others
- Substance dependencies or conditions that require professional monitoring/intervention
- truancy/attendance issues
- personal/family situations or conditions that prevent participation
- Disenrollment for any reason
- Home discipline
- student/family change of decision for any reason
- Concerns about travel climates
- Medical issues/concerns
- Non-payment in full 30 days prior to departure
- Other exclusions not specifically outlined above

Students and families concerned about forfeited funds are encouraged to consider purchasing trip insurance. Please read the terms of such policies carefully as they may not fully include our list of exclusions and may not cover 100% of expenses. Feel free to contact Cole Bocciarelli at cbocciarelli@griswoldpublicschools.org or our travel agent, Bryan Shields, at bshields@explorica.com with questions regarding travel insurance.

Parent meeting **TBA**

I have read the above terms and understand that I am responsible to pay the entire balance of the trip even if my student cancels or is removed. I acknowledge the responsibility of myself (or my student) while attending this trip.

_____ _____

Parent/guardian signature Date

_____

Student signature

GRISWOLD PUBLIC SCHOOLS

211 Slater Avenue, Griswold, CT 06351
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Sean P. McKenna, Superintendent of Schools
Deborah A. Martin, Director of Fiscal & Personnel Services
Glenn LaBossiere, Assistant Superintendent of Schools
Christopher Champlin, Director of Student Services

MEMO

To: **Griswold Board of Education**

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

Subject: **Tuition Revenue Projection**

Date: **February 6th, 2025**

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This is the time of the budget development process when we introduce a tuition revenue projection. Please keep in mind that this projection may change, as we monitor, over the course of the next several months, registration and enrollment patterns. Last year, we submitted a robust projection in the amount of $3.75 million dollars. At this point, we are comfortable recommending an amount of $3.8 million dollars. In the event that we have more encouraging data to submit an amount that would be beneficial to the Board and the Town, we will certainly inform the Board as soon as possible.

Students

Tuition for Children of Staff

The Griswold Board of Education considers its primary responsibility to be to provide quality education services to students from Griswold and its established sending towns of Lisbon, Canterbury, Voluntown, Sprague, Preston, and Norwich.

The Board, however, recognizes the benefits of extending attendance options to the children of full-time staff. This recognition reflects the Board's understanding of the value of employee incentives as well as the value of the endorsement that is implied when educators seek to enroll their own children in the Griswold Public Schools.

The Board is also mindful of its obligations to the citizens of Griswold and, therefore, establishes guidelines and fees for the accommodation of tuition students of full-time Board of Education staff.

General Provisions

The following terms and conditions are to be used as guidelines when determining eligibility of a non-resident student to enroll or continue enrollment on a tuition basis in the Griswold Public Schools. This policy shall not be applied to decisions about enrollment of students who reside in a town that has a designated high school agreement with the Griswold Public Schools or to non-resident students who are otherwise entitled to attend Griswold Public Schools in accordance with law.

A. The Superintendent or his/her designee may approve the enrollment or continuation of enrollment of a non-resident student if class size and other considerations such as the availability of resources permit. The Superintendent shall make decisions regarding class size and/or the availability of resources.

B. The Superintendent or his/her designee shall not hire additional staff to permit enrollment or continuation of enrollment for a non-resident student under this policy.

C. The Superintendent or his/her designee shall make the decision about class assignment.

D. The decision to permit non-resident enrollment shall be for one school year or less but may be extended from year to year at the discretion of the Superintendent or his/her designee. Such extension decisions shall be made on an annual basis.

E. This policy does not obligate the Griswold Board of Education to provide special education programs or services or create unique programs for students. If a non-resident student is enrolled or continued in enrollment in the Griswold Public Schools and such student is eligible for services under the Individuals with Disabilities Education Act ("IDEA"), the Griswold Board of Education shall not act as the local education agency for such child. In instances where special or additional services are provided for a non-resident student, a supplemental tuition or fee may be charged based upon the actual costs associated with providing the special or additional services, provided such fees are justified by a substantial increase in costs to Griswold Public Schools.

F. Application for initial enrollment shall be made in writing on a form supplied by the Superintendent or his/her designee.

G. Application for continued enrollment shall be made on an annual basis, in writing on a form supplied by the Superintendent or his/her designee.

H. No student applying for enrollment pursuant to subsections F or G, above, shall be enrolled in the Griswold Public Schools until the Board has received tuition payment on behalf of such student in accordance with the Tuition and Fees Section, below.

I. At the discretion of the Superintendent or his/her designee, the candidate for initial or continued enrollment shall be interviewed by the principal or assistant principal of the school at which enrollment or continued enrollment is sought.

J. All non-resident students or their parents or guardians, or the school district of residence, shall provide necessary transportation to and from school.

K. A non-resident student's continuation in the Griswold Public Schools will be contingent upon the student's compliance with all applicable rules and regulations of the Griswold Board of Education and the individual school, satisfactory attendance and academic progress, and the availability of staff and school resources. The Superintendent or his/her designee may terminate the non-resident student's enrollment at any time if, in his or her opinion, continuation is not in the best interest of the school system or the student.

Legal Reference: Connecticut General Statutes

10-76d Duties and powers of boards of education to provide special education programs and services.

10-253 School privileges for children in certain placements, nonresident children and children in temporary shelters.

34 CFR 104.39

10-35 Notice of discontinuance of high school service to nonresidents

10-220(a) Duties of boards of education

(cf. 5030.2 - Interdistrict School Attendance Areas)

(cf. 5060 1.1 - Travel and Exchange Programs/Admission of Exchange and Foreign Students)

(cf. 5060 1.2 - Nonresidents)

Policy adopted: October 26, 2015
Policy revised: April 11, 2016
Policy revised: February 10, 2020
Policy revised: July 13, 2020
Policy revised: October 26, 2023

GRISWOLD PUBLIC SCHOOLS
Griswold, Connecticut

Students

REGULATION A: Tuition for Children of Staff

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

1. After a complete review of the student's records, students will be approved or denied on an individual basis by the Superintendent.

2. Approvals will be considered on a space-available basis. It shall be understood that priority for such available space shall be given first to Griswold residents, next to residents of established sending towns and lastly to children of non-resident staff members. In no case will approval be granted should such approval necessitate the addition of staffing positions or class sections.

3. Tuition for children of staff members entering Griswold Public Schools will be set annually by the Board of Education at or about the meeting in which tuition rates are set for sending towns. The Board will review and consider historical information related to tuition rates for children of staff when making this determination.

4. The percent of tuition charged for an individual student shall not exceed the percentage rate charged at their initial enrollment for as long as the child attends GPS without interruption.

5. Tuition reductions apply only to regular education rates. If special education services are required, and the student's IEP/504 Accommodation plan includes provisions requiring additional expenditures, the staff member shall be charged those additional costs as fees in addition to the tuition charge without any proration or reduction for years of service, provided such fees are justified by a substantial increase in costs to Griswold Public Schools. Children of non-resident staff may be allowed to attend the Griswold Public Schools with the written approval of the Superintendent of Schools following a written request.

6. Any student accepted into this program will be given all of the rights, privileges, responsibilities and requirements of any other student in the school district.

7. It is clearly understood that the Superintendent of Schools, in conjunction with the Principal of the school that the student attends, can terminate the program with an individual student with a minimum of two weeks' notice for just and appropriate causes.

8. Request for participation in this program must be made annually by the staff member on behalf of the child and, therefore, would require the annual review and approval of the Superintendent prior to continuing the following year. Once accepted, it is expected that students in good standing would be re-approved and allowed to continue their education in Griswold.

9. Should the staff member separate from full employment with the system (except for by death), full tuition rates for the balance of the school year will become due immediately.

10. The Board will not be responsible for alternative education services should they become necessary (including tutoring for medical, disciplinary or other exclusions).

11. Students will not be accepted if an expulsion process is pending against them.

Students

REGULATION A: Tuition for Children of Staff continued….

12. The district maintains full compliance with CIAC eligibility rules. This policy will not be used to circumvent CIAC regulations.

13. All transportation to and from school is the responsibility of the employee.

REGULATION B: PK Tuition for Children of Staff

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

1. In order to be eligible, the staff member must have completed a minimum of four years of continuous service to the school district.

2. Tuition for children of staff members entering Griswold Public Schools will be set annually by the Board of Education at or about the meeting in which tuition rates are set for sending towns. The Board will review and consider historical information related to tuition rates for children of staff when making this determination.

3. Any student accepted into this program will be given all of the rights, privileges, responsibilities and requirements of any other student in the school district.

4. It is clearly understood that the Superintendent of Schools, in conjunction with the Principal of the school that the student attends, can terminate the program with an individual student with a minimum of two weeks' notice for just and appropriate causes.

5. Request for participation in this program must be made annually by the staff member on behalf of the child and, therefore, would require the annual review and approval of the Superintendent prior to continuing the following year. Once accepted, it is expected that students in good standing would be re-approved and allowed to continue their education in Griswold.

6. Should the staff member separate from full employment with the system (except for by death), full tuition rates for the balance of the school year will become due immediately.

7. The Board will not be responsible for alternative education services should they become necessary (including tutoring for medical, disciplinary or other exclusions).

8. All transportation to and from school is the responsibility of the employee.

Regulation approved: October 26, 2015
Regulations revised: June 24, 2019
Regulation revised: July 13, 2020

GRISWOLD PUBLIC SCHOOLS
Griswold, Connecticut

Griswold High School
Grade 10-12

Subject(s)	Music/UCONN ECE
Grade/Course	10-12 UCONN ECE Music Fundamentals 1011
Unit Title	UNIT 1-Music Notation Basics
Unit Description	This unit introduces students to the essential elements of musical notation, providing the foundational skills necessary for reading and writing music. Students will explore the structure and function of the staff, parts of a note, clefs, bar lines, the musical alphabet, pitch notation, and accidentals. Through interactive exercises and practical applications, students will develop the ability to interpret and create music using standard notation.
Pacing	1 week

Priority Standards & *Supporting Standards*

- *Creating:*
  - *MU:Cr1.1: Generate and conceptualize artistic ideas and work.*
    - *Students use their understanding of musical notation to create simple compositions and notate them accurately.*
- *Performing:*
  - *MU:Pr4.1: Select, analyze, and interpret artistic work for presentation.*
    - *Students analyze and interpret notated music, focusing on the accurate reading of pitches, rhythms, and symbols.*
  - *MU:Pr5.1: Develop and refine artistic techniques and work for presentation.*
    - *Students practice reading and performing music with attention to notation, including clefs, note values, and accidentals.*
  - *MU:Pr6.1: Convey meaning through the presentation of artistic work.*
    - *Students use their knowledge of notation to perform music expressively and accurately.*
- *Responding*
  - *MU:Re8.1: Interpret intent and meaning in artistic work.*
    - *Students discuss how composers use musical notation to convey specific effects and ideas.*

Concepts (What students will know...)	Skills (What students need to be able to do...)
• The layout and function of the musical staff, including lines, spaces, and ledger lines. (MU:Pr4.1; MU:Pr5.1) o Parts of a note o Clefs o Barlines/double bar lines o Musical Alphabet o Notation of pitch/lines/spaces/leger lines • The role of accidentals (sharps, flats, naturals) and enharmonic equivalents in altering pitch. (MU:Pr6.1; MU:Re8.1) o Accidentals and enharmonic equivalents	• Identify and describe the parts of a note, including the note head, stem, and flag. (MU:Pr4.1) • Recognize and use different clefs (treble and bass) to read music accurately. (MU:Pr5.1) • Apply the musical alphabet to name pitches and locate them on the staff. (MU:Pr4.1) • Notate pitches accurately using lines, spaces, and ledger lines for notes outside the staff. (MU:Cr1.1)
Essential Questions	**Corresponding Big Ideas**
• Visual Framework for Music: o How does the organization of the musical staff facilitate the reading and writing of music? • Notation as a Universal Language: o What are the parts of a note, and how do they contribute to understanding rhythm and pitch in notation? • Pitch Placement and Clefs: o How do different clefs (treble and bass) determine the placement of pitches on the staff?	• Visual Framework for Music: o The musical staff provides a structured visual framework that allows musicians to read and write music efficiently, capturing both pitch and rhythm. • Notation as a Universal Language: o Understanding the parts of a note and their functions helps musicians communicate rhythm and duration universally, bridging diverse musical traditions. • Pitch Placement and Clefs: o Clefs are essential for determining pitch placement on the staff, allowing for a wide range of notes to be accurately represented and performed.

Essential Questions	Corresponding Big Ideas
• Organizational Role of Bar Lines: o What is the role of bar lines and double bar lines in defining musical form and structure? • Alphabetical System for Pitch Identification: o How does the musical alphabet help musicians identify and locate pitches on the staff? • Extended Range with Ledger Lines: o What is the significance of ledger lines in extending the range of the staff, and how are they used in pitch notation?	• Organizational Role of Bar Lines: o Bar lines and double bar lines play a crucial role in organizing music into measures, defining form, and indicating sections within a composition. • Alphabetical System for Pitch Identification: o The musical alphabet simplifies the identification and location of pitches on the staff, providing a foundation for understanding scales and melodies. • Extended Range with Ledger Lines: o Ledger lines expand the range of the staff, enabling the notation of pitches beyond the standard five lines and four spaces.

Domain Specific Vocabulary
Staff, clef, bar line, measure. Ledger line, treble, bass, sharp, flat, natural, accidental, enharmonic, notation, pitch, ascending, descending

Assessment

Pre-Assessment	Other Evidence *For Learning*
Pre-assessment based on final exam	• Teacher review of classwork, lesson quizzes, class discussions, homework practice examples • Quizzes on staff layout, parts of a note, clefs, and the musical alphabet. (MU:Pr4.1; MU:Pr5.1) • Practical assessments where students notate pitches and apply accidentals accurately. (MU:Cr1.1) • Written exercises on identifying and drawing notes in both treble and bass clefs. (MU:Pr4.1; MU:Pr5.1)

Summative Assessments (Performance Tasks) *Include rubrics as needed*
• Unit 1 Test (MU:Cr1.1; MU:Pr4.1; MU:Pr5.1; MU:Pr6.1; MU:Re8.1)

Engaging Common Learning Experiences *What common experiences promote targeted learning and enable all students to achieve the goals?*
• Note constructions • Barline and form understanding • Pitch notation identification and composition • Musical alphabet drills

Resources

Teacher Resources	Student Resources
• musictechteacher.com	• Alfred adult theory workbook. • tonesavvy.com, musictechteacher.com • ***The T.I.A.P.E. Program:*** guided notes/practice worksheets and assessments (Theory Instruction and Assessment for Performing Ensembles by Lauren Churchill)

Griswold High School
Grade 10-12

Subject(s)	Music/UCONN ECE
Grade/Course	10-12 UCONN ECE Music Fundamentals 1011
Unit Title	UNIT 2-Introduction to Rhythm
Unit Description	This unit introduces students to essential concepts of rhythm and meter in music, covering note and rest values, time signatures, duple vs. triple meter, the "1 & 2 &" counting system, stem length and direction, and the differences between cut time and common time. Through hands-on activities and practical exercises, students will develop a solid understanding of these foundational elements, crucial for reading, writing, and performing music accurately.
Pacing	1 Week

Priority Standards *& Supporting Standards*

- *Creating:*
  - *MU:Cr1.1: Generate and conceptualize artistic ideas and work.*
    - *Students create rhythmic patterns and compositions using various note values and meters.*
- *Performing:*
  - *MU:Pr4.1: Select, analyze, and interpret artistic work for presentation.*
    - *Students analyze and interpret rhythms and meters in musical pieces to prepare for performance.*
  - *MU:Pr5.1: Develop and refine artistic techniques and work for presentation.*
    - *Students practice performing rhythms accurately, focusing on meter and counting systems.*
  - *MU:Pr6.1: Convey meaning through the presentation of artistic work.*
    - *Students perform music with rhythmic precision and expression, using their understanding of time signatures and meter.*

Priority Standards *& Supporting Standards*

• *Responding:*
  ○ *MU:Re7.1: Perceive and analyze artistic work.*
  ▪ *Students analyze rhythmic patterns and meter in music to understand their impact on the composition.*
  ○ *MU:Re8.1: Interpret intent and meaning in artistic work.*
  ▪ *Students discuss how composers use rhythm and meter to convey specific effects or emotions.*
  ○ *MU:Re9.1: Apply criteria to evaluate artistic work.*
  ▪ *Students evaluate performances based on rhythmic accuracy and the effective use of meter.*
• *Connecting:*
  ○ *MU:Cn10.1: Synthesize and relate knowledge and personal experiences to make art.*
  ▪ *Students connect their understanding of rhythm and meter to their own musical experiences.*

Concepts (What students will know...)	**Skills (What students need to be able to do...)**
• Names and rhythmic values of notes whole notes to eighth notes (including dotted half notes) (MU:Pr4.1; MU:Pr5.1) • The meanings of each part of a time signature (MU:Pr4.1; MU:Pr5.1) • Duple vs triple meter (MU:Pr4.1; MU:Pr5.1) • 1 & 2 & Counting System (MU:Pr4.1; MU:Pr5.1) • Stem length, position and directions (MU:Pr4.1; MU:Pr5.1) • Cut time vs common time (MU:Pr4.1; MU:Pr5.1)	• Identify and define the names and rhythmic values of notes from whole notes to eighth notes, including dotted half notes. (MU:Pr4.1; MU:Pr5.1) • Explain the meanings of each part of a time signature, distinguishing between the top and bottom numbers. (MU:Re7.1) • Differentiate between duple and triple meters using the 1 & 2 & counting system. (MU:Pr6.1) • Describe the stem length, position, and direction for notes on the staff. (MU:Cr1.1; MU:Pr4.1; MU:Pr5.1)

Concepts (What students will know...)	Skills (What students need to be able to do...)
	• Compare and contrast cut time and common time in musical compositions. (MU:Re9.1; MU:Re8.1; MU:Cn10.1) • Apply their knowledge of meters and note values to perform a simple rhythm in both duple and triple meter. (MU:Pr6.1)
Essential Questions	**Corresponding Big Ideas**

• Music Literacy:
  ○ How do musicians begin the process of music literacy?
• Creative Ideas:
  ○ How do musicians generate creative ideas?
• Time Signatures
  ○ How do time signatures change the style or feel of a piece of music?
	• Music Literacy:
	  ○ Musicians develop music literacy by learning to read and interpret musical notation, which serves as a universal language that enables them to communicate ideas, emotions, and technical instructions across different cultures and styles.
	• Creative Ideas:
	  ○ Musicians generate creative ideas through a combination of inspiration, experimentation, and the exploration of various musical elements such as melody, harmony, rhythm, and timbre, often drawing from personal experiences and cultural influences.
	• Time Signatures
	  ○ Time signatures define the rhythmic structure of a piece, influencing its flow, energy, and mood. By altering time signatures, musicians can shift the stylistic and emotional impact of a composition, creating diverse listening experiences.

Domain Specific Vocabulary	
Staff, clef, bar line, measure. Ledger line, treble, bass, sharp, flat, natural, accidental, enharmonic, notation, pitch, ascending, descending	

Assessment

Pre-Assessment	Other Evidence *For Learning*
Unit 1 Test	• Teacher review of classwork, lesson quizzes, class discussions, homework practice examples, student composition and rhythmic performances • Quizzes on note and rest values, time signatures, and meter. (MU:Pr4.1; MU:Pr5.1) • Practical assessments where students demonstrate rhythmic accuracy in clapping or playing exercises. (MU:Pr6.1) • Written exercises on notation, including stem direction and time signatures. (MU:Pr4.1; MU:Pr5.1) • Composition projects where students create rhythmic patterns or pieces using specific meters. (MU:Cr1.1)
Summative Assessments (Performance Tasks) *Include rubrics as needed*	
Unit 2 Test (MU:Cr1.1; MU:Pr4.1; MU:Pr5.1; MU:Pr6.1; MU:Re7.1; MU:Re8.1; MU:Re9.1; MU:Cn10.1)	

Engaging Common Learning Experiences

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

- Rhythm Identification and Practice:
    - Engage students in clapping and tapping exercises to reinforce note and rest values. Use rhythm cards to create and practice simple rhythmic patterns.
- Time Signature Exploration:
    - Teach students to identify and interpret various time signatures. Use examples from popular music to illustrate duple and triple meter.
- Counting System Exercises:
    - Introduce the "1 & 2 &" counting system to help students internalize rhythm and improve accuracy. Practice counting aloud while playing or clapping rhythms.
- Stem Direction and Notation:
    - Provide exercises on proper stem length and direction in notation. Have students practice writing and notating rhythms correctly.
- Cut Time vs. Common Time:
    - Explain the differences between cut time (2/2) and common time (4/4). Use musical excerpts to demonstrate how each affects the feel of a piece.
- Rhythm Composition:
    - Encourage students to compose simple rhythmic pieces using learned concepts. They can perform their compositions and receive feedback from peers.

Resources

Teacher Resources	Student Resources
• musictechteacher.com	• Alfred adult theory workbook. • tonesavvy.com, musictechteacher.com • ***The T.I.A.P.E. Program:*** guided notes/practice worksheets and assessments (Theory Instruction and Assessment for Performing Ensembles by Lauren Churchill)

Griswold High School
Grade 10-12

Subject(s)	Music/UCONN ECE
Grade/Course	10-12 UCONN ECE Music Fundamentals 1011
Unit Title	UNIT 3-The Piano & Key Signatures
Unit Description	This unit introduces students to the basic elements of piano playing and music theory, including the layout of white and black keys, the concept of intervals, whole steps and half steps, enharmonics, and the order of sharps and flats in key signatures. Through hands-on exploration and theoretical exercises, students will develop a foundational understanding of these concepts, essential for further study in music.
Pacing	1 Week

Priority Standards *& Supporting Standards*

- *Creating:*
  - *MU:Cr1.1: Generate and conceptualize artistic ideas and work.*
    - *Students use their understanding of intervals and key signatures to create simple melodies and harmonies.*
- *Performing:*
  - *MU:Pr4.1: Select, analyze, and interpret artistic work for presentation.*
    - *Students learn to interpret musical pieces by understanding the role of intervals and key signatures in the composition.*
- *Responding:*
  - *MU:Re7.1: Perceive and analyze artistic work.*
    - *Students analyze music to identify the use of key signatures, intervals, and enharmonic equivalents.*

Concepts (What students will know...)	Skills (What students need to be able to do...)
• The white and black keys on the piano. (MU:Pr4.1) • Intervals, whole steps, and half steps. (MU:Pr4.1) • Enharmonics (MU:Pr4.1) • Order of Sharps and Flats (MU:Pr4.1) • Key Signatures (MU:Pr4.1)	• Locate the white and black keys on the piano. (MU:Cr1.1; MU:Pr4.1) • Define intervals, whole steps, and half steps. (MU:Cr1.1; MU:Pr4.1) • Recognize enharmonic equivalents and their significance. (MU:Re7.1) • Apply knowledge of the order of sharps and flats to develop skills in reading and interpreting key signatures and their corresponding scales. (MU:Re7.1)
Essential Questions	**Corresponding Big Ideas**
• Organized Musical Framework: o How are the white and black keys on the piano organized, and what is their significance in understanding musical notes and scales? • Relationship Between Notes: o What is an interval, and how do intervals help in understanding the relationship between different musical notes? • Building Blocks of Music: o How do whole steps and half steps form the building blocks of scales and melodies on the piano?	• Organized Musical Framework: o The layout of the piano keyboard provides a visual and tactile framework for understanding musical notes and scales, serving as a foundational tool for learning music. • Relationship Between Notes: o Intervals represent the distance between notes, helping musicians understand pitch relationships and build melodies and harmonies. • Building Blocks of Music: o Whole steps and half steps are the fundamental components of scales and melodies, crucial for constructing musical ideas and understanding tonal structure.

Essential Questions	Corresponding Big Ideas

• Flexibility in Notation:
  o What are enharmonic equivalents, and why are they important in music theory and performance?
• Key Signature Clarity:
  o How does the order of sharps and flats help in determining key signatures, and why is this knowledge crucial for reading and performing music?
• Tonal Foundation:
  o How do key signatures affect the way music is composed and performed, and how can musicians use them to identify the tonality of a piece?
• Comprehensive Musical Understanding:
  o In what ways do these foundational concepts contribute to a musician's ability to read, play, and understand music effectively?
	• Flexibility in Notation:
	  o Enharmonic equivalents offer flexibility in musical notation, allowing composers and performers to choose the most appropriate representation for a given context.
	• Key Signature Clarity:
	  o The order of sharps and flats provides clarity in identifying key signatures, essential for reading and performing music accurately.
	• Tonal Foundation:
	  o Key signatures define the tonality of a piece, guiding musicians in understanding the harmonic and melodic structure of music.
	• Comprehensive Musical Understanding:
	  o Mastery of these foundational concepts enhances a musician's ability to read, play, and interpret music, contributing to overall musical literacy and proficiency.

Domain Specific Vocabulary	
Interval, Whole Step, Half Step, Enharmonic Equivalents, Sharps, Flats, Key Signature, Natural, Accidental	

Assessment

Pre-Assessment	Other Evidence *For Learning*
Unit 2 Test	• Teacher review of classwork, lesson quizzes, class discussions, homework practice examples • Mini quiz (MU:Pr4.1) • Group and individual workshop (MU:Cr1.1)

Summative Assessments (Performance Tasks) *Include rubrics as needed*
Unit 3 Test (MU:Pr4.1; MU:Cr1.1; MU:Re7.1)

Engaging Common Learning Experiences *What common experiences promote targeted learning and enable all students to achieve the goals?*
• Order of Sharps and Flats Mnemonic Activity • Enharmonic Matching • Sharp and Flat Key Signature identification • Finding common Key Signatures in Pop and Rock

Resources

Teacher Resources	Student Resources
• musictechteacher.com	• Alfred adult theory workbook. • tonesavvy.com, musictechteacher.com • ***The T.I.A.P.E. Program:*** guided notes/practice worksheets and assessments (Theory Instruction and Assessment for Performing Ensembles by Lauren Churchill)

Griswold High School
Grade 10-12

Subject(s)	Music/UCONN ECE
Grade/Course	10-12 UCONN ECE Music Fundamentals 1011
Unit Title	UNIT 4-Major Scales & The Circle of 5ths
Unit Description	This unit introduces students to the fundamental concepts of major scales, providing a framework for understanding their construction and musical significance. Students will learn the Whole-Whole-Half (WWH) method for constructing major scales and explore the Circle of Fifths as a tool for visualizing key relationships and scale construction. Through a combination of theoretical exercises and practical applications, students will gain a comprehensive understanding of these essential music theory concepts.
Pacing	1 week

Priority Standards *& Supporting Standards*

- *Creating:*
  - *MU:Cr1.1: Generate and conceptualize artistic ideas and work.*
    - *Students create melodies and harmonies using major and minor scales.*
  - *MU:Cr2.1: Organize and develop artistic ideas and work.*
    - *Students organize scales and key signatures into coherent musical compositions.*
- *Performing:*
  - *MU:Pr4.1: Select, analyze, and interpret artistic work for presentation.*
    - *Students analyze and interpret pieces that utilize major and minor scales and key changes.*
  - *MU:Pr5.1: Develop and refine artistic techniques and work for presentation.*
    - *Students practice playing major and minor scales, focusing on technique and accuracy.*

Priority Standards & *Supporting Standards*

- *MU:Pr6.1: Convey meaning through the presentation of artistic work.*
  - *Students use scales expressively in performances to convey mood and emotion.*

- *Responding:*
  - *MU:Re7.1: Perceive and analyze artistic work.*
    - *Students analyze compositions to understand the use of scales and key relationships.*
  - *MU:Re8.1: Interpret intent and meaning in artistic work.*
    - *Students discuss how composers use major and minor scales to create specific effects or convey emotions.*
  - *MU:Re9.1: Apply criteria to evaluate artistic work.*
    - *Students evaluate performances based on the effective use of scales and key changes.*

- *Connecting:*
  - *MU:Cn10.1: Synthesize and relate knowledge and personal experiences to make art.*
    - *Students connect their understanding of scales to their own musical experiences.*

Concepts (What students will know...)	Skills (What students need to be able to do...)
• Major vs. Minor (MU:Pr4.1; MU:Pr5.1) • WWH Method to Major Scales (MU:Pr4.1; MU:Pr5.1) • Chicken Coop Method to Major Scales (MU:Pr4.1; MU:Pr5.1) • The Circle of 5ths (MU:Pr4.1; MU:Pr5.1) • The emotional and expressive qualities of major and minor scales in music. (MU:Re9.1; MU:Re8.1; MU:Re7.1)	• Differentiate between the characteristics and sound of major and minor. (MU:Pr4.1; MU:Pr5.1) • Use the Whole-Whole-Half (WWH) method to construct major scales. (MU:Cr1.1; MU:Cr2.1; MU:Cn10.1; MU:Pr4.1; MU:Pr5.1) • Apply the Circle of 5ths to understand key signatures and scale relationships. (MU:Re9.1; MU:Re8.1; MU:Re7.1) • Develop skills in identifying and playing major and minor scales on various instruments. (MU:Pr6.1)
Essential Questions	**Corresponding Big Ideas**

• Foundational Musical Structures:
  ○ Do key signatures simplify the use of accidentals or make it more difficult to negotiate note reading?
• Emotional Expression:
  ○ What is the relationship between scales and pieces of music?
• Systematic Scale Construction:
  ○ How can the Whole-Whole-Half (WWH) method be used to construct a major scale, and why is this pattern significant?
	• Foundational Musical Structures:
	  ○ Major and minor scales are fundamental to Western music, serving as the basis for melody and harmony in compositions.
	• Emotional Expression:
	  ○ The distinct sound of major and minor scales allows composers and performers to convey a wide range of emotions and moods.
	• Systematic Scale Construction:
	  ○ The Whole-Whole-Half (WWH) method provides a systematic approach to constructing major scales, facilitating a deeper understanding of scale patterns and intervals.

Essential Questions	Corresponding Big Ideas

• Key Relationships and Modulation:
  ○ What is the Circle of Fifths, and how does it illustrate the relationships between key signatures and scales?
• Enhancing Musical Literacy:
  ○ In what ways can understanding the Circle of Fifths enhance a musician's ability to modulate between keys and create harmonic progressions?
• Cultural and Historical Significance & Creative Exploration:
  ○ How does the knowledge of major scales support a musician's ability to compose, perform, and analyze music?
	• Key Relationships and Modulation:
	  ○ The Circle of Fifths visually represents the relationships between key signatures, enabling musicians to understand modulation and key changes in music.
	• Enhancing Musical Literacy:
	  ○ Mastery of major and minor scales and the Circle of Fifths enhances a musician's ability to read, write, and analyze music, supporting overall musical literacy.
	• Cultural and Historical Significance:
	  ○ The use and perception of major and minor scales vary across cultures and historical periods, reflecting diverse musical traditions and influences.
	• Creative Exploration:
	  ○ Understanding scales and key relationships opens opportunities for creative exploration in composition and improvisation, allowing musicians to experiment with different tonalities and progressions.

Domain Specific Vocabulary	
Major, minor, interval, whole step, half step	

Assessment

Pre-Assessment	Other Evidence *For Learning*
Unit 3 Test	• Teacher review of classwork, lesson quizzes, class discussions, homework practice examples • Group and individual workshop (MU:Cr1.1; MU:Cr2.1)
Summative Assessments (Performance Tasks) *Include rubrics as needed*	
Unit 4 Test (MU:Cr1.1; MU:Cr2.1; MU:Pr4.1; MU:Pr5.1; MU:Pr6.1; MU:Re7.1; MU:Re8.1; MU:Re9.1; MU:Cn10.1)	

Engaging Common Learning Experiences *What common experiences promote targeted learning and enable all students to achieve the goals?*
• Scale Construction Workshop • Circle of Fifths Exploration • Listening and Analysis • Composition

Resources

Teacher Resources	Student Resources
• musictechteacher.com	• Alfred adult theory workbook. • tonesavvy.com, musictechteacher.com • ***The T.I.A.P.E. Program:*** guided notes/practice worksheets and assessments (Theory Instruction and Assessment for Performing Ensembles by Lauren Churchill)

Griswold High School
Grade 10-12

Subject(s)	Music/UCONN ECE
Grade/Course	10-12 UCONN ECE Music Fundamentals 1011
Unit Title	UNIT 5-Intro to Solfege
Unit Description	This unit introduces students to the concept of solfège, a system used to teach pitch and sight-singing in music. Students will learn the solfège syllables, explore the differences between movable "do" and fixed "do," and apply solfège to major scales. Through singing exercises and practical application, students will develop their pitch recognition, sight-singing, and overall musicianship.
Pacing	1 Week

Priority Standards *& Supporting Standards*

- *Creating:*
  - *MU:Cr1.1: Generate and conceptualize artistic ideas and work.*
    - *Students create melodies using solfège to explore pitch relationships.*
  - *MU:Cr2.1: Organize and develop artistic ideas and work.*
    - *Students organize solfège syllables into coherent musical phrases in major scales.*
- *Performing:*
  - *MU:Pr4.1: Select, analyze, and interpret artistic work for presentation.*
    - *Students use solfège to interpret and analyze sight-singing exercises in major keys.*
  - *MU:Pr5.1: Develop and refine artistic techniques and work for presentation.*
    - *Students practice solfège exercises to improve pitch accuracy and sight-singing skills.*

Priority Standards & *Supporting Standards*
○ *MU:Pr6.1: Convey meaning through the presentation of artistic work.* ■ *Students perform music using solfège, focusing on expressive and accurate pitch delivery.*

Concepts (What students will know...)	**Skills (What students need to be able to do...)**
• Solfège syllables (do, re, mi, fa, sol, la, ti) (MU:Pr4.1; MU:Pr5.1) • Movable "do" vs Fixed "do" (MU:Pr4.1; MU:Pr5.1) • Application of solfège to major scales (MU:Pr4.1; MU:Pr5.1)	• Use solfège syllables (do, re, mi, fa, sol, la, ti) in major scales. (MU:Cr1.1; MU:Cr2.1) • Differentiate between movable "do" and fixed "do" systems and their applications. (MU:Pr4.1; MU:Pr5.1) • Apply solfège to sight-singing exercises in major keys. (MU:Pr6.1) • Recognize short melodic patterns and accurately associate solfege syllables. (MU:Pr4.1; MU:Pr5.1) • Demonstrate increasing accuracy in pitch as demonstrated through sight singing. (MU:Pr6.1)
Essential Questions	**Corresponding Big Ideas**
• Foundational Pitch Recognition: ○ What are solfège syllables, and how do they help musicians understand pitch relationships in music? • Adaptability in Music Learning: ○ How do movable "do" and fixed "do" systems differ, and what are the advantages and limitations of each?	• Foundational Pitch Recognition: ○ Solfège is a powerful tool for teaching pitch recognition, helping students internalize the relationships between notes in a scale. • Adaptability in Music Learning: ○ The movable "do" system allows for flexibility in understanding and performing music in various keys, adapting to different tonal centers.

Essential Questions	Corresponding Big Ideas

• Integration with Instrumental Practice:
  ○ How can solfège be used to improve sight-singing skills and pitch accuracy in major scales?
• Expressive Musical Interpretation:
  ○ In what ways does solfège enhance a musician's ability to recognize and perform intervals and melodies by ear?
• Conceptual Understanding of Scales:
  ○ How does the use of solfège contribute to a deeper understanding of musical structure and harmony?
  ○ How can solfège be integrated with instrumental practice to reinforce pitch recognition and musical literacy?
	• Integration with Instrumental Practice:
	  ○ Solfège can be effectively integrated with instrumental practice, reinforcing pitch accuracy and musical literacy.
	• Expressive Musical Interpretation:
	  ○ Mastery of solfège enables musicians to interpret and perform music with greater expressiveness and confidence, understanding the underlying pitch structure.
	• Conceptual Understanding of Scales:
	  ○ Solfège provides a framework for understanding the construction and function of major scales, enhancing overall music theory comprehension.

Domain Specific Vocabulary
Solfège, Movable, Fixed "Do", Tonic, Scale Degree, Interval, Sight-Singing, Pitch, Ear Training, Major Scale, Musical Literacy, Interval Recognition, Harmony, Melody

Assessment

Pre-Assessment	Other Evidence *For Learning*
Unit 4 Test	• Teacher review of classwork, lesson quizzes, class discussions, homework practice examples

Summative Assessments (Performance Tasks) *Include rubrics as needed*
Unit 5 Test (MU:Cr1.1; MU:Pr4.1; MU:Pr5.1; MU:Pr6.1; MU:Cr2.1)

Engaging Common Learning Experiences *What common experiences promote targeted learning and enable all students to achieve the goals?*
• Solfège introduction and practice • Sight Singing • Singing with hand signs

Resources

Teacher Resources	Student Resources
• musictechteacher.com	• Alfred adult theory workbook. • tonesavvy.com, musictechteacher.com • ***The T.I.A.P.E. Program:*** guided notes/practice worksheets and assessments (Theory Instruction and Assessment for Performing Ensembles by Lauren Churchill)

Griswold High School
Grade 10-12

Subject(s)	Music/UCONN ECE
Grade/Course	10-12 UCONN ECE Music Fundamentals 1011
Unit Title	UNIT 6-Intervals
Unit Description	This unit explores the foundational concept of musical intervals, focusing on the identification and differentiation of perfect, major, minor, augmented, and diminished intervals. Students will engage in ear training to recognize these intervals aurally, using well-known songs as mnemonic devices. Through a combination of listening, performance, and composition activities, students will develop a comprehensive understanding of intervals and their role in music.
Pacing	1 Week

Priority Standards *& Supporting Standards*

- *Creating:*
  - *MU:Cr1.1: Generate and conceptualize artistic ideas and work.*
    - *Students create melodies and harmonies using various intervals.*
  - *MU:Cr2.1: Organize and develop artistic ideas and work.*
    - *Students arrange musical ideas, focusing on the use of intervals to achieve desired effects.*
  - *MU:Cr3.1: Refine and complete artistic work.*
    - *Students refine their compositions, incorporating feedback on interval choices.*
- *Performing:*
  - *MU:Pr4.1: Select, analyze, and interpret artistic work for presentation.*
    - *Students perform pieces that feature a variety of intervals, analyzing their role in the music.*

Priority Standards *& Supporting Standards*
○ *MU:Pr5.1: Develop and refine artistic techniques and work for presentation.* ■ *Students practice exercises to improve their ability to perform and recognize intervals.* ○ *MU:Pr6.1: Convey meaning* • *3. Responding:* ○ *MU:Re7.1: Perceive and analyze artistic work.* ■ *Students analyze music to identify and understand the role of intervals.*

Concepts (What students will know...)	Skills (What students need to be able to do...)
• Perfect VS Major Intervals (MU:Pr4.1; MU:Pr5.1) • The construction and characteristics of each type of interval (MU:Pr4.1; MU:Pr5.1) o Minor, Augmented & Diminished intervals • The role of intervals in creating musical harmony and melody (MU:Re7.1)	• Identify and differentiate between perfect, major, minor, augmented, and diminished intervals. (MU:Pr4.1; MU:Pr5.1) • Develop aural skills for recognizing intervals (through ear training exercises and associating intervals with familiar songs). (MU:Pr4.1; MU:Pr5.1; MU:Re7.1) • Apply knowledge of intervals in performance and composition tasks. (MU:Cr1.1; MU:Cr2.1; MU:Cr3.1; MU:Pr6.1)
Essential Questions	**Corresponding Big Ideas**

• Theoretical and Practical Application
  o How do Major intervals get altered to minor, augmented and diminished intervals?
• Developing a Musical Ear:
  o What is the relationship between soundwaves and written notation?
• Emotional Expression
  o Why is this important in all musical settings?
	• Theoretical and Practical Application
	  o Understanding intervals provides a theoretical framework that informs the study of harmony, counterpoint, and musical analysis.
	  o Proficiency in intervals aids in sight-reading, composing, and arranging music, as well as improvisation.
	• Developing a Musical Ear
	  o Mastery of interval recognition enhances aural skills, enabling musicians to identify pitches and harmonies by ear, which is critical for performance and improvisation.
	• Emotional Expression
	  o Intervals convey different emotions and moods, allowing composers and performers to communicate complex feelings through music.

Domain Specific Vocabulary
Interval, Unison, Perfect, Major, Minor, Augmented, Diminished, Octave, Diatonic, Chromatic, Consonance, Dissonance, Half Step, Whole Step, Ear Training

Assessment

Pre-Assessment	Other Evidence *For Learning*
	• Teacher review of classwork, lesson quizzes, class discussions, homework practice examples • Aural tests assessing the ability to recognize intervals by ear. (MU:Pr4.1; MU:Pr5.1) • Performance assessments demonstrating the use of intervals in music. (MU:Pr4.1; MU:Pr5.1) • Composition projects incorporating various intervals. (MU:Cr1.1; MU:Cr2.1; MU:Cr3.1; MU:Pr6.1)

Summative Assessments (Performance Tasks) *Include rubrics as needed*
• Unit 6 Test/Quizzes on interval identification and construction. (MU:Pr4.1; MU:Pr5.1; MU:Re7.1)

Engaging Common Learning Experiences *What common experiences promote targeted learning and enable all students to achieve the goals?*
• Interval identification and construction • Ear Training with songs • Identification exercises

Resources

Teacher Resources	Student Resources
• musictechteacher.com • tonesavvy.com • Musictheory.net • Musictheoryworksheets.com • EarMaster	• Alfred adult theory workbook. • tonesavvy.com, musictechteacher.com • ***The T.I.A.P.E. Program:*** guided notes/practice worksheets and assessments (Theory Instruction and Assessment for Performing Ensembles by Lauren Churchill)

Griswold High School
Grade 10-12

Subject(s)	Music/UCONN ECE
Grade/Course	10-12 UCONN ECE Music Fundamentals 1011
Unit Title	UNIT 7-Triads
Unit Description	This unit introduces students to the foundational elements of triads in music theory, focusing on the construction and characteristics of major, minor, augmented, and diminished triads. Students will learn to identify and create these triads, understanding their unique qualities and roles in various musical contexts. Through interactive activities, students will explore how triad skeletons form the basis for harmony and how different triads can be used creatively in composition and performance.
Pacing	1 week

Priority Standards *& Supporting Standards*

- *Creating:*
  - *MU:Cr1.1: Generate and conceptualize artistic ideas and work.*
    - *Students create compositions and improvisations using various triads.*
  - *MU:Cr2.1: Organize and develop artistic ideas and work.*
    - *Students organize triads into cohesive musical progressions.*
  - *MU:Cr3.1: Refine and complete artistic work.*
    - *Students refine compositions by incorporating feedback and exploring different triadic combinations.*
- *Performing:*
  - *MU:Pr4.1: Select, analyze, and interpret artistic work for presentation.*
    - *Students perform pieces using triads, focusing on interpretation and expression.*

Priority Standards & *Supporting Standards*

- *MU:Pr5.1: Develop and refine artistic techniques and work for presentation.*
  - *Students practice constructing and playing triads accurately on their instruments.*
- *MU:Pr6.1: Convey meaning through the presentation of artistic work.*
  - *Students use triads to express mood and emotion in their performances.*

- *Responding:*
  - *MU:Re7.1: Perceive and analyze artistic work.*
    - *Students analyze music to identify and understand the role of triads.*
  - *MU:Re8.1: Interpret intent and meaning in artistic work.*
    - *Students discuss how composers use triads to convey specific emotions or ideas.*
  - *MU:Re9.1: Apply criteria to evaluate artistic work.*
    - *Students evaluate compositions based on the effective use of triads.*

- *Connecting:*
  - *MU:Cn10.1: Synthesize and relate knowledge and personal experiences to make art.*
    - *Students connect their understanding of triads to their own musical experiences.*
  - *MU:Cn11.1: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.*
    - *Students explore the historical and cultural significance of triads in various musical contexts.*

Concepts (What students will know...)	Skills (What students need to be able to do...)
• Triad Skeletons (MU:Pr4.1; MU:Pr5.1) • Major Triads (MU:Pr4.1; MU:Pr5.1) • Minor, Augmented, Diminished Triads (MU:Pr4.1; MU:Pr5.1)	• Recognize and differentiate between major, minor, augmented, and diminished triads in written music and aural examples. (MU:Pr4.1; MU:Pr5.1) • Identify triad types within compositions. (MU:Cn11.1) • Construct triads on various instruments, focusing on the correct placement of root, third, fifth intervals. (MU:Pr6.1) • Transform one type of triad into another by altering specific notes (e.g., changing a major triad to a minor triad). • Analyze the role of triads in creating harmony, tension, and resolution within a piece of music. (MU:Re7.1) • Evaluate how different triads contribute to the overall mood and structure of compositions. (MU:Re8.1; MU:Re9.1) • Compose short musical pieces or progressions using different triads to achieve desired harmonic effects. (MU:Cn10.1; MU:Cr1.1; MU:Cr2.1; MU:Cr3.1)
Essential Questions	**Corresponding Big Ideas**
• Foundation of Harmony: o What are triads, and how do they serve as the building blocks of harmony in music? • Diverse Sonic Qualities: o How do the qualities of major, minor, augmented, and diminished triads differ, and what are tonal characteristics that define each type?	• Foundation of Harmony: o Triads form the basic building blocks of harmony in Western music, providing structure and support for melodies and progressions. • Diverse Sonic Qualities: o Each type of triad—major, minor, augmented, and diminished—has a distinct sonic quality that contributes uniquely to musical expression and emotion.

Essential Questions	Corresponding Big Ideas

• Harmonic Variation:
  o In what ways can understanding triad structures enhance a musician's ability to compose and analyze music?
  o How do different triad types contribute to creating mood, tension, and resolution in musical compositions?
• Analytical Insight:
  o What are the processes for constructing each type of triad, and how do these processes impact the resulting sound?
	• Harmonic Variation:
	  o Understanding and manipulating triads allows musicians to create a wide range of harmonic textures and moods, enhancing their compositional palette.
	• Analytical Insight:
	  o Analyzing triads within a composition helps musicians understand the underlying harmonic framework and the composer's intent.

Domain Specific Vocabulary	
Root, third, fifth, interval, major, minor, augmented, diminished, ascending, descending	

Assessment

Pre-Assessment	Other Evidence *For Learning*
Unit 6 Test	• Teacher review of classwork, lesson quizzes, class discussions, homework practice examples • Experimentation with combining various triads to explore new harmonic possibilities. (MU:Pr6.1; MU:Cn10.1; MU:Cr1.1; MU:Cr2.1; MU:Cr3.1)
Summative Assessments (Performance Tasks) *Include rubrics as needed*	
Unit 7 Test (MU:Pr4.1; MU:Pr5.1; MU:Re7.1; MU:Re8.1; MU:Re9.1; MU:Cn11.1)	

Engaging Common Learning Experiences

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

- Chord Construction
- Triad Transformation Exercise
- Triad identification and analysis
- Composition Assignment
- Aural Skills Practice:
    - Develop the ability to aurally distinguish between major, minor, augmented, and diminished triads.
    - Practice listening exercises to enhance the identification of triad types by ear.

Resources

Teacher Resources	Student Resources
• musictechteacher.com	• Alfred adult theory workbook. • tonesavvy.com, musictechteacher.com • ***The T.I.A.P.E. Program:*** guided notes/practice worksheets and assessments (Theory Instruction and Assessment for Performing Ensembles by Lauren Churchill)

Griswold High School
Grade 10-12

Subject(s)	Music/UCONN ECE
Grade/Course	10-12 UCONN ECE Music Fundamentals 1011
Unit Title	UNIT 8-Harmonization
Unit Description	This unit delves into the fundamental aspects of harmony in music, focusing on the use of Roman numerals to denote chord qualities in a major key. Students will learn to identify and construct chords, understand their qualities, and create chord progressions using a chord progression chart. Additionally, students will explore the scale degree names associated with these chords, enhancing their theoretical and practical understanding of harmonic structures.
Pacing	2 weeks

Priority Standards & *Supporting Standards*

- *Performing:*
  - *MU:Pr5.1.H.5-IIIa: Develop and refine artistic techniques and work for presentation.*
    - *This standard focuses on practicing and refining technical skills and expressive qualities to improve performance readiness.*
  - *MU:Pr6.1.H.5-IIIa: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.*
    - *This involves delivering a performance that communicates the intent of the music accurately and appropriately for the audience.*
- *Responding:*
  - *MU:Re7.2.H.5-IIIa: Evaluate musical works and performances, applying accepted criteria and considering context.*
    - *This standard emphasizes the ability to critically assess music by applying established criteria and understanding the context in which the music was created or performed.*

Concepts (What students will know...)	Skills (What students need to be able to do...)
• Roman Numerals (upper and lowercase) (MU:Re7.2.H.5-IIIa) • Quality of Chords in a Major Key (MU:Re7.2.H.5-IIIa) • Chord Progression Chart (MU:Re7.2.H.5-IIIa) • Chord Scale Degree Names (MU:Re7.2.H.5-IIIa) • The names of chord scale degrees (e.g., tonic, supertonic, mediant). (MU:Re7.2.H.5-IIIa)	• Utilize a chord progression chart to create and analyze harmonic progressions. (MU:Re7.2.H.5-IIIa) o Use Roman numerals (upper and lowercase) to identify chord qualities in a major key. o Identify and differentiate between the qualities of chords (major, minor, diminished) within a major scale. o Learn and apply the names of chord scale degrees (e.g., tonic, supertonic, mediant). • Develop the ability to construct and play chords in various positions on an instrument. (MU:Pr5.1.H.5-IIIa; MU:Pr6.1.H.5-IIIa) • Analyze and compose music using knowledge of chord qualities and progressions. (MU:Re7.2.H.5-IIIa)
Essential Questions	**Corresponding Big Ideas**
• Roman Numerals o How do Roman numerals help musicians identify and communicate chord qualities within a major key? • Qualities of Chords o What are the different qualities of chords in a major key, and how do they contribute to harmony in music?	• Roman Numerals o Roman numerals provide a systematic way to represent and communicate chord qualities and functions within a major key, enabling musicians to understand harmonic relationships. • Qualities of Chords o Each chord within a major key possesses distinct qualities—such as major, minor, and diminished—that contribute to the harmonic texture, creating tension, resolution, and emotional color in musical compositions.

Essential Questions	Corresponding Big Ideas

• Chord Progression
  o How can a chord progression chart aid in the creation and analysis of harmonic progressions?
• Scale Degree
  o What are the scale degree names associated with chords in a major key, and why are they important for understanding musical structure?
• Chord Progressions
  o How do chord progressions create a sense of movement and resolution in music?
• Chord Qualities
  o In what ways can understanding chord qualities and progressions enhance a musician's ability to compose and perform?
• Cultural and Historical Context
  o How do different musical styles and genres utilize chord progressions differently, and what can this tell us about their cultural and historical contexts?
	• Chord Progression
	  o Charts serve as valuable tools for musicians, facilitating the creation and analysis of harmonic progressions by providing a visual guide to potential chord sequences and their functions within a key.
	• Scale Degree
	  o Names, such as tonic, dominant, and subdominant, offer insights into the roles and relationships of chords within a major key, helping musicians understand and construct the underlying structure of a composition.
	• Chord Progressions
	  o Chord progressions guide the listener by establishing expectations and resolving tension, using harmonic movement to create direction, emotion, and closure.
	• Chord Qualities
	  o Understanding of chord qualities and progressions empowers musicians to craft compelling compositions and performances, allowing them to manipulate harmony to evoke emotions and engage audiences.
	• Cultural and Historical Context
	  o The distinctive use of chord progressions across musical styles and genres reflects cultural and historical contexts, revealing insights into societal influences, traditions, and the evolution of musical expression over time.

Domain Specific Vocabulary
Tonic, Supertonic, Mediant, Subdominant, Dominant, submediant, Leading Tone, Roman Numerals, Chord Progression

Assessment

Pre-Assessment	Other Evidence *For Learning*
Unit 7 Test	• Teacher review of classwork, lesson quizzes, class discussions, homework practice examples

Summative Assessments (Performance Tasks) *Include rubrics as needed*
• Written quizzes on Roman numerals, chord qualities, and scale degree names. (MU:Re7.2.H.5-IIIa)
• Composition projects where students create music using specified chord progressions. (MU:Pr5.1.H.5-IIIa; MU:Pr6.1.H.5-IIIa)
• Performance assessments demonstrating the ability to play chord progressions accurately. (MU:Pr5.1.H.5-IIIa; MU:Pr6.1.H.5-IIIa)
• Analytical assignments where students analyze chord progressions in selected musical pieces. (MU:Re7.2.H.5-IIIa)

Engaging Common Learning Experiences *What common experiences promote targeted learning and enable all students to achieve the goals?*
• Student discovery of chord qualities in a major key
• Discovery of common musical resting points
• Converting Roman numerals to chord symbols in various major keys.

Resources

Teacher Resources	Student Resources
• musictechteacher.com	• Alfred adult theory workbook. • tonesavvy.com, musictechteacher.com • ***The T.I.A.P.E. Program:*** guided notes/practice worksheets and assessments (Theory Instruction and Assessment for Performing Ensembles by Lauren Churchill)

Griswold High School
Grade 10-12

Subject(s)	Music/UCONN ECE
Grade/Course	10-12 UCONN ECE Music Fundamentals 1011
Unit Title	UNIT 9-Cadences
Unit Description	This unit explores the foundational concepts of cadences and four-measure chord progressions, essential components in music composition and analysis. Students will learn to identify, analyze, and apply various cadences, including Perfect Authentic Cadence (PAC), Imperfect Authentic Cadence (IAC), Half Cadence (HC), Deceptive Cadence (DC), and Plagal Cadence (PC). Through a combination of listening, performance, and composition activities, students will gain a deeper understanding of how cadences contribute to musical expression and structure.
Pacing	1 week

Priority Standards *& Supporting Standards*

- *Creating:*
  - *MU:Cr1.1: Generate and conceptualize artistic ideas and work.*
  - *MU:Cr2.1: Organize and develop artistic ideas and work.*
  - *MU:Cr3.1: Refine and complete artistic work.*
- *Performing:*
  - *MU:Pr4.1: Select, analyze, and interpret artistic work for presentation.*
  - *MU:Pr5.1: Develop and refine artistic techniques and work for presentation.*
  - *MU:Pr6.1: Convey meaning through the presentation of artistic work.*
- *Responding:*
  - *MU:Re7.1: Perceive and analyze artistic work.*

Priority Standards & *Supporting Standards*
○ *MU:Re8.1: Interpret intent and meaning in artistic work.* ○ *MU:Re9.1: Apply criteria to evaluate artistic work.* • *Connecting:* ○ *MU:Cn10.1: Synthesize and relate knowledge and personal experiences to make art.* ○ *MU:Cn11.1: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.*

Concepts (What students will know...)	Skills (What students need to be able to do...)
• Types of cadences: Perfect Authentic Cadence (PAC), Imperfect Authentic Cadence (IAC), Half Cadence (HC), Deceptive Cadence (DC), and Plagal Cadence (PC). (MU:Pr4.1; MU:Pr5.1) • 4 measure chord progressions (MU:Pr4.1; MU:Pr5.1)	• Differentiate between various types of cadences and identify cadences within musical scores and recordings. (MU:Pr4.1; MU:Pr5.1) • Analyze how different cadences affect the structure and emotional impact of a musical piece. (MU:Re7.1) • Evaluate the effectiveness of cadences in creating tension, resolution, and continuity in music. (MU:Re8.1; MU:Re9.1; MU:Cn11.1) • Compose four-measure chord progressions that incorporate different cadences to achieve desired musical effects. (MU:Cr1.1; MU:Cr2.1; MU:Cr3.1; MU:Pr6.1) • Experiment with cadences to explore various ways of concluding musical phrases. (MU:Cn10.1)

Essential Questions	Corresponding Big Ideas
• Structural Punctuation: o What is a cadence, and why is it important in music composition and analysis? • Varied Resolution: o How do different types of cadences (Perfect Authentic Cadence, Imperfect Authentic Cadence, Half Cadence, Deceptive Cadence, Plagal Cadence) create varying effects and resolutions in music? • Expressive Function: o What roles do cadences play in shaping the structure and form of a musical piece? o How can understanding cadences improve a musician's ability to perform and interpret music? o How do different musical styles and genres utilize cadences differently? o What are the characteristics of a strong four-measure chord progression, and how do cadences contribute to its sense of completeness or continuity? o How can composers and performers use cadences creatively to evoke specific emotions or expectations?	• Structural Punctuation: o Cadences define musical phrases, providing clear boundaries and helping organize the piece into comprehensible sections. • Varied Resolution: o Different cadences create varying levels of tension and resolution, guiding the listener's emotional journey and shaping the expressive character of the music. • Expressive Function: o Understanding cadences and chord progressions offers insight into the larger architectural design of compositions, aiding in both analysis and creation. o Cadences like the deceptive cadence introduce surprise, adding interest and depth to the musical narrative.
Domain Specific Vocabulary	
Cadence, Chord Progression, Half Cadence, Perfect Authentic Cadence, Imperfect Authentic Cadence, Deceptive Cadence, Plagal Cadence.	

Assessment

Pre-Assessment	Other Evidence *For Learning*
Unit 8 Assessments	• Teacher review of classwork, lesson quizzes, class discussions, homework practice examples • Develop the ability to aurally recognize and distinguish between different cadences in musical examples. (MU:Pr4.1; MU:Pr5.1) • Practice listening exercises to enhance the identification of cadences by ear. (MU:Pr4.1; MU:Pr5.1)

Summative Assessments (Performance Tasks)
Include rubrics as needed

- Composition projects evaluating the effective use of cadences. (MU:Cn10.1; MU:Cr1.1; MU:Cr2.1; MU:Cr3.1)
- Performance assessments focusing on the interpretation and expression of cadences. (MU:Pr6.1)
- Written exams testing knowledge of cadence types and their functions. (MU:Pr4.1; MU:Pr5.1; MU:Re7.1; MU:Re8.1; MU:Re9.1; MU:Cn11.1)
- Aural tests assessing the ability to identify cadences by ear. (MU:Pr4.1; MU:Pr5.1)

Engaging Common Learning Experiences
What common experiences promote targeted learning and enable all students to achieve the goals?

- Student composition projects
- Interactive listening activities
- Group discussions

Resources

Teacher Resources	Student Resources
• musictechteacher.com	• Alfred adult theory workbook. • tonesavvy.com, musictechteacher.com • ***The T.I.A.P.E. Program:*** guided notes/practice worksheets and assessments (Theory Instruction and Assessment for Performing Ensembles by Lauren Churchill)

Griswold High School
Grade 10-12

Subject(s)	Music/UCONN ECE
Grade/Course	10-12 UCONN ECE Music Fundamentals 1011
Unit Title	UNIT 10-CHORD TONES/NON-CHORD TONES
Unit Description	This unit provides students with an understanding of the different tones and their uses in music. Students will explore how to create interest and movement within melodies. The unit will involve analyzing music compositions and composing, applying the concepts and skills to create and evaluate music.
Pacing	2 Weeks

Priority Standards *& Supporting Standards*

- *Creating:*
  - *MU:Cr1.1: Generate and conceptualize artistic ideas and work.*
  - *MU:Cr2.1: Organize and develop artistic ideas and work.*
  - *MU:Cr3.1: Refine and complete artistic work.*
- *Performing:*
  - *MU:Pr4.1: Select, analyze, and interpret artistic work for presentation.*
  - *MU:Pr5.1: Develop and refine artistic techniques and work for presentation.*
  - *MU:Pr6.1: Convey meaning through the presentation of artistic work.*
- *Responding:*
  - *MU:Re7.1: Perceive and analyze artistic work.*
  - *MU:Re8.1: Interpret intent and meaning in artistic work.*

Priority Standards & *Supporting Standards*
○ *MU:Re9.1: Apply criteria to evaluate artistic work.* • *Connecting:* ○ *MU:Cn10.1: Synthesize and relate knowledge and personal experiences to make art.* ○ *MU:Cn11.1: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.*

Concepts (What students will know...)	**Skills (What students need to be able to do...)**
• Chord Tones (MU:Pr4.1; MU:Pr5.1) • Non-Chord Tones (proper use, identification, composition) (MU:Pr4.1; MU:Pr5.1) ○ Passing Tone ○ Upper Neighbor ○ Lower Neighbor ○ Escape Tone ○ Appoggiatura	• Compose short musical phrases that incorporate both chord tones and non-chord tones effectively. (MU:Cn10.1; MU:Cr1.1; MU:Cr2.1; MU:Cr3.1; MU:Pr6.1) • Use passing tones, neighbors, escape tones, and appoggiaturas to create interest and movement within a melody. (MU:Cn10.1; MU:Cr1.1; MU:Cr2.1; MU:Cr3.1) • Analyze how non-chord tones function within a melody and their relationship to the underlying harmony. (MU:Re7.1) • Evaluate the effectiveness of non-chord tones in enhancing musical expression. (MU:Re8.1; MU:Re9.1) • Develop the ability to aurally distinguish between chord tones and non-chord tones in melodic lines. (MU:Cn11.1) • Recognize chord tones within various harmonic contexts. (MU:Cn11.1) • Identify non-chord tones in written music, including passing tones, upper and lower neighbors, escape tones, and appoggiaturas. (MU:Pr4.1; MU:Pr5.1)

Essential Questions	Corresponding Big Ideas

• Stylistic Variation:
  ○ What are chord tones, and how do they function within a harmony?
• Compositional Techniques:
  ○ How do non-chord tones contribute to the tension and release in music?
• Melodic Embellishment:
  ○ In what ways can passing tones, upper and lower neighbors, escape tones, and appoggiaturas enhance a melody?
• Analytical Insight
  ○ How can identifying non-chord tones improve a musician's ability to analyze and perform music?
  ○ What are the rules and conventions for using non-chord tones effectively in composition?
	• Stylistic Variation:
	  ○ The use of non-chord tones introduces expressive nuance, allowing composers and performers to convey emotion and dynamic variation within a piece.
	• Compositional Techniques:
	  ○ Non-chord tones like passing tones and neighbors facilitate smooth melodic transitions, enhancing the flow and continuity of musical lines.
	• Melodic Embellishment:
	  ○ Non-chord tones serve as tools for ornamentation, offering composers a means to embellish and decorate melodies creatively.
	• Analytical Insight
	  ○ Analyzing non-chord tones helps musicians understand how dissonance functions within music, leading to more informed interpretation and performance.

Domain Specific Vocabulary	
Chord Tone, Non-Chord Tone, Passing Tone, Upper Neighbor, Lower Neighbor, Escape Tone, Appoggiatura, Step, Skip, Leap	

Assessment

Pre-Assessment	Other Evidence *For Learning*
Unit 9 Assessments	• Teacher review of classwork, lesson quizzes, class discussions, homework practice examples
Summative Assessments (Performance Tasks) *Include rubrics as needed*	
• Unit 10 Test (MU:Pr4.1; MU:Pr5.1; MU:Re7.1; MU:Re8.1; MU:Re9.1; MU:Cn11.1) • Composition Project (MU:Pr6.1; MU:Cn10.1; MU:Cr1.1; MU:Cr2.1; MU:Cr3.1)	

Engaging Common Learning Experiences *What common experiences promote targeted learning and enable all students to achieve the goals?*
• Student composition projects • Interactive listening activities • Group discussions

Resources

Teacher Resources	Student Resources
• musictechteacher.com	• Alfred adult theory workbook. • tonesavvy.com, musictechteacher.com • ***The T.I.A.P.E. Program:*** guided notes/practice worksheets and assessments (Theory Instruction and Assessment for Performing Ensembles by Lauren Churchill)

GRISWOLD PUBLIC SCHOOLS

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

Sean P. McKenna, Superintendent of Schools
Deborah A. Martin, Director of Fiscal & Personnel Services
Glenn LaBossiere, Assistant Superintendent of Schools
Christopher Champlin, Director of Student Services

MEMO

To: **Griswold Board of Education**

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

Subject: **Beagary Charitable Grant to Griswold High School**

Date: **February 6th, 2025**

++

I am pleased to announce the acceptance of a generous grant donation of $60,000, distributed over a two-year period, for the Griswold High School Music Department. This significant contribution will enhance our robust music program, providing substantial benefits to our students.

The grant will be instrumental in:

- Expanding access to musical instruments and resources
- Supporting music-related extracurricular activities
- Enabling participation in music competitions and events

We are grateful for this opportunity, provided by the Beagary Charitable Trust, to further enrich our students' educational experiences and foster their musical talents.

Attachment

BCT

BEAGARY CHARITABLE TRUST
Patricia A. Morgan, *Trustee*
John W. Normington, *Trustee*

49 Westview Drive • Brooklyn, CT 06234 • 860-779-0428 • Fax: 860-779-0646 • pmorgan@beagarycharitabletrust.org

February 5, 2025

Griswold High School
Erin Palonen, Principal
267 Slater Avenue
Griswold, CT 06351

Ref: 2025 Donation for Griswold High School Music Department

Dear Erin,

The Board of Trustees has approved a 2yr Grant of $60,000 for the Music Department to purchase Lab Computers & Instruments for the Students per the list that was sent to me from Lauren Churchill.

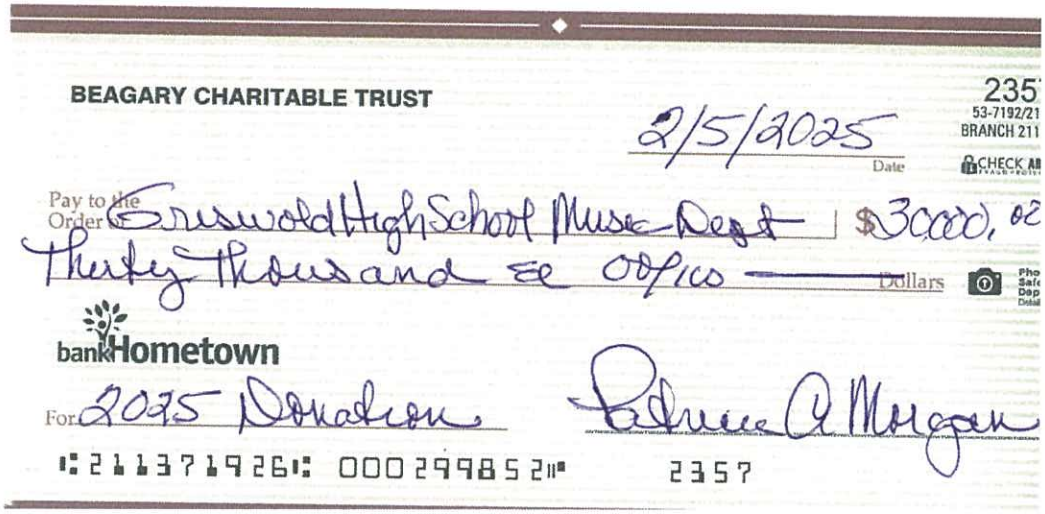
Enclosed is the 1st payment of $30,000.

The Beagary Charitable Trust purpose is to provide financial aid to Educational / Research Institutions, Museums and other organizations with programs that allow children and adults to enjoy intellectual, social, physical, cultural interactions with their peers and teach sportsmanship & good leadership skills.

Sincerely,

Patricia A. Morgan
Trustee

John W. Normington
Trustee


BEAGARY CHARITABLE TRUST

2357
53-7192/21
BRANCH 211

2/5/2025
Date

Pay to the Order Griswold High School Music Dept $30000.02

Thirty Thousand & 02/100 Dollars

bankHometown

For 2025 Donation

Patricia A Morgan

⑆211371926⑆ 000299852⑈ 2357

GRISWOLD PUBLIC SCHOOLS

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

Sean P. McKenna, Superintendent of Schools
Deborah A. Martin, Director of Fiscal & Personnel Services
Glenn LaBossiere, Assistant Superintendent of Schools
Christopher Champlin, Director of Student Services

MEMO

To: **Griswold Board of Education**

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

Subject: **Beagary Charitable Grant to Griswold Middle School**

Date: **February 6th, 2025**

++

I am pleased to announce the acceptance of a generous grant donation of $55,000, distributed over a two-year period, for the Griswold Middle School Music Department. This significant contribution will enhance our robust music program, providing substantial benefits to our students.

The grant will be instrumental in:

- Expanding access to musical instruments and resources
- Supporting music-related extracurricular activities
- Enabling participation in music competitions and events

We are grateful for this opportunity, provided by the Beagary Charitable Trust, to further enrich our students' educational experiences and foster their musical talents.

Attachment

BCT

BEAGARY CHARITABLE TRUST
Patricia A. Morgan, *Trustee*
John W. Normington, *Trustee*

49 Westview Drive • Brooklyn, CT 06234 • 860-779-0428 • Fax: 860-779-0646 • pmorgan@beagarycharitabletrust.org

January 28, 2025

Griswold Middle School
Louis Zubek, Principal
267 Slater Avenue
Griswold, CT 06351

Ref: 2 year Grant to Griswold Middle School Music Department

Dear Louis,

The Board of Trustees has approved a 2yr Grant of $55,000 for the Music Department to purchase Instruments for the Students per the list sent to me for Lauren Churchill.

Payments will start in February $27,500 2025.

The Beagary Charitable Trust purpose is to provide financial aid to Educational / Research Institutions, Museums and other organizations with programs that allow children and adults to enjoy intellectual, social, physical, cultural interactions with their peers and teach sportsmanship & good leadership skills.

Sincerely,

Patricia A. Morgan
Trustee

John W. Normington
Trustee

Cc: Lauren Churchill

GRISWOLD PUBLIC SCHOOLS

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

Sean P. McKenna, Superintendent of Schools
Deborah A. Martin, Director of Fiscal & Personnel Services
Glenn LaBossiere, Assistant Superintendent of Schools
Christopher Champlin, Director of Student Services

MEMO

To: **Griswold Board of Education**

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

Subject: **Donation from Target Kids**

Date: **February 6th, 2025**

++

Amy Demicco, Griswold Elementary School kindergarten teacher, received a donation of $500 from Target Kids. Ms. Demicco can use the funds for alternative seating, STEM, and social/emotional supports.

Griswold Elementary School administration is grateful for this donation.

GRISWOLD PUBLIC SCHOOLS

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Sean P. McKenna, Superintendent of Schools
Deborah A. Martin, Director of Fiscal & Personnel Services
Glenn LaBossiere, Assistant Superintendent of Schools
Christopher Champlin, Director of Student Services

MEMO

To: **Griswold Board of Education**

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

Subject: **Donation from Lisbon/Griswold Continental Lions Mini-Teacher Grant**

Date: **February 6th, 2025**

++

Kylie Desjardins Griswold Elementary School third grade teacher, received a donation of $100 from the Lisbon/Griswold Continental Lions Mini-Teacher Grant. Ms. DesJardins can use the funds for classroom supplies.

Griswold Elementary School administration is grateful for this donation.

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	• This is the first version. There are some outstanding cost estimates we are still waiting for.
October 10th, 2024	• 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	• This Version 2.0 will be forwarded to the Town for a "first look." • The Board of Education approved this version, and tney 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 twas 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 material.s

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 ++++~~

~~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 +++~~

~~Striping Campus Crosswalks and Striping~~

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

~~ESTIMATED COST $9,800.00~~

APPENDIX A

VANCORD

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

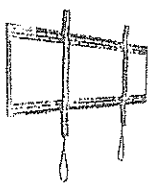
3,348.00
x 30
100,440.00

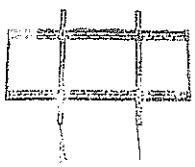
Digital whiteboard. Chromium™ web browser. Easy screen sharing. SMART Board MX series has all the essentials educators need to bring the devices students love into any learning environment. Available in 65", 75" and 86" sizes with 4K Ultra HD resolution, MX series is a great value for schools that need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





130.66
x 30
3,919.80

15' HDMI & Active USB Cable / Wall Plate Package

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

220.90
x 30
6,627.00
Not selected

35' HDMI & Active USB Cable / Wall Plate Package

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

272.60
x 30
8,178.00
Not selected

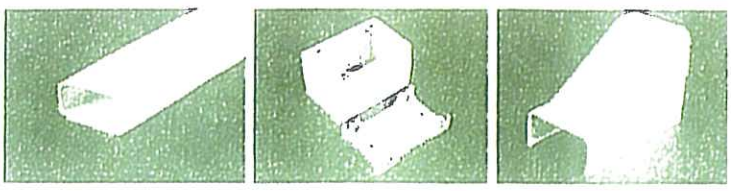
50' HDMI & Active USB Cable / Wall Plate Package

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

56.94
x 30
1,708.20

Wiremold Non-Metallic Raceway Package*

Co-extruded design, smooth plastic finish with adhesive backing



Installation Services

Installation of above products by a licensed installer

700.00
x 30
21,000.00

INSTALLATION SERVICES >

Comprehensive 6-Outlet Black Surge Protector 12Ft AC Cord

26.99
x 30
809.70

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

Comprehensive Displayport to HDMI female

19.49
x 30
584.70

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.

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.

APPENDIX C

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

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
	Miscellanous 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

SIGNATURE_____

Date of Acceptance_____

UNITED
CONCRETE PRODUCTS INC.

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 INC.

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 QUANTITES 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, Damproofing, 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	PHONE	DATE
Griswold Public Schools	C: 860-373-4501	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:	

I\PROPSL

APPENDIX G

PROPOSAL

B C
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 – 5th Floor Ramp	
CITY, STATE & ZIP Griswold, CT 06351	JOB DETAIL Rubber Tile	PROPOSAL NUMBER 240419
ATTN: Tom Verville, Facilities Director	E-MAIL tverville@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:	

I\PROPSL

sertex
BROADBAND SOLUTIONS

APPENDIX H

CONSTR

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 18-24" 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

sertex
BROADBAND SOLUTIONS

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
OSP Construction - Labor to install Duct and 12 Strand Fiber Optic Cable from High School Press box to Concession Stand					***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	350	$ 26.78	$ 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
OSP Construction - Materials						
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	$ 170.65	$ 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

NATIONAL
EQUIPMENT & FACILITY SOLUTIONS

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 MAINTEANCE 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:

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

I\PROPSL

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	PHONE	DATE
Griswold Public Schools	C: 860-373-4501	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 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:	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:	

I\PROPSL

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.

– HARTFORD

PROJECT BUDGET

FieldTurf
A Tarkett Sports Company

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

FieldTurf
A Tarkett Sports Company

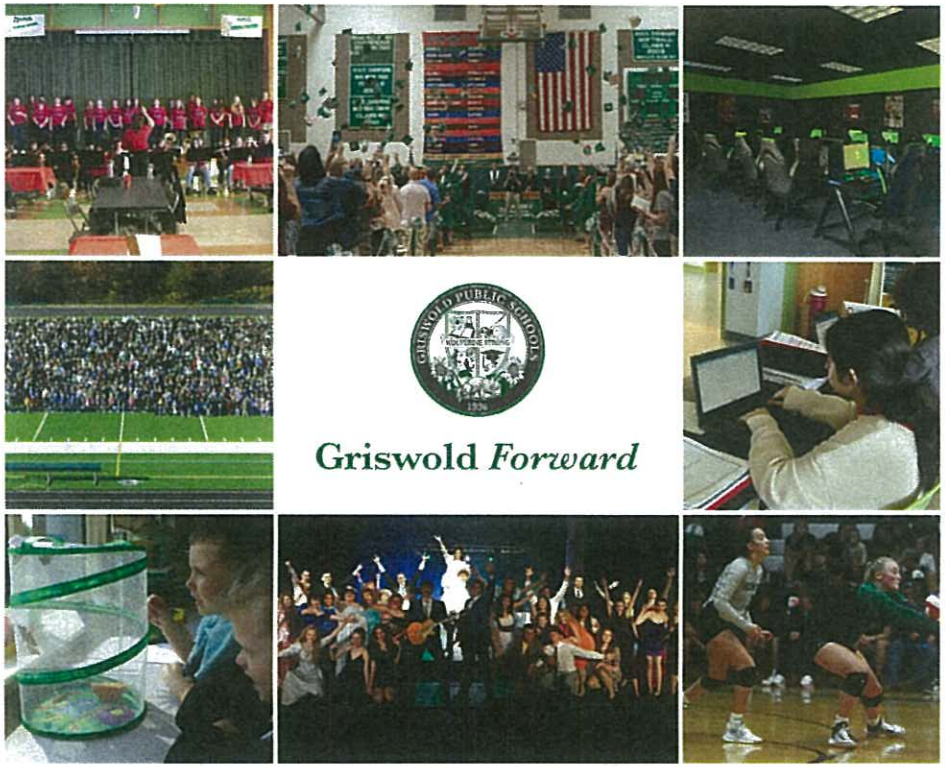
EXCLUSIONS:

- *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



What is MTSS?
Griswold Board of Education
February, 13, 2025

MTSS

Multi-Tiered Systems of Support

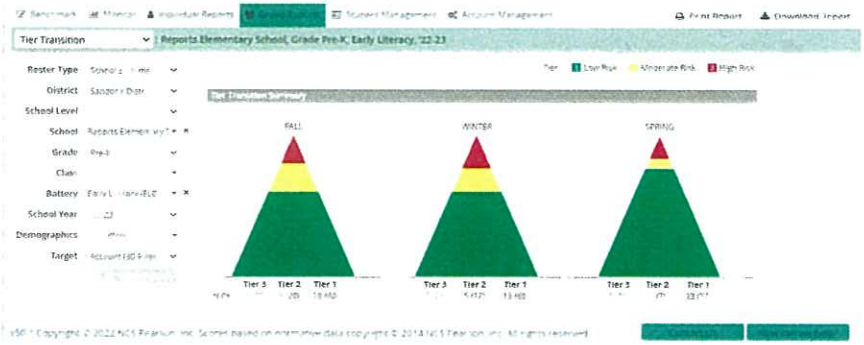
- Required framework for supporting students with academic, behavioral, and/or social-emotional needs
- Proactive in identifying students in need and intervening immediately
- Uses evidence-based practices
- Support is intensified or lessened based on student growth data

According the Every Student Succeeds Act (ESSA, 2015), a multi-tiered system of support is "a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making."

Data

Universal Screening in Math and Reading

- Fall, Winter, and Spring Benchmarks
- Data is used to identify students at risk AND to adjust classroom instruction



For Students in Intervention

- Aimsweb provides additional screening tools, if needed
- Data is used to help create an intervention plan
- Progress monitoring is scheduled to gauge student response to intervention
- Based on data, professionals make adjustments to intervention OR exit students

Griswold *Forward*

Intervention Tiers

1 Tier 1

All students receive strong instruction in the classroom. Differentiated instruction is provided to meet student needs.

2 Tier 2

Targeted, strategic instruction in small groups led by the classroom teacher or specialist. Research-based strategies are implemented, typically for 10-15 weeks with 20-40-minute sessions of instruction, 3 or 4 times per week.

3 Tier 3

Provided in addition to Tier 1 and Tier 2 instruction, Tier 3 interventions are typically longer, more frequent sessions with fewer students in each group. For example, a Tier 3 intervention may meet 4-5 times per week for 30-40 minutes in a group of 2 students led by the specialist.

Griswold *Forward*

Questions?

Griswold *Forward*

VACANCIES

Certified Positions	Location	Closing Date
Special Education Teacher, 1.0 FTE	GES	Until Filled

Non-Certified Positions	Location	Closing Date
Paraeducators, Full-Time	GPS	Until Filled
Paraeducators, Part-Time	GPS	Until Filled
Paraeducators, Preschool	GES	Until Filled

Extra-Curricular Positions	Location	Closing Date
Coach – Track Outdoor Boys Assistant	GHS	2024/2025 SY

RESIGNATIONS

Name	Location	Position	Effective Last Day
Schlender, Derek	GMS	Paraeducator, Full-Time	January 21st, 2025
Kimmel, Janis	GHS	Paraeducator, Part-Time	January 27th, 2025
Fuller, Julie	GES	Assistant Instructor/ Wolverine Before/After School Program	February 13th, 2025

APPOINTMENTS

Name	Location	Position	Effective Date	Salary/Rate
Cooke, Chloe	GHS	Day to Day Building Substitute	February 3rd, 2025	Hourly
Drury, Melissa	GES	Wolverine B/A School Instructor	February 10, 2025	Hourly
Bialowas, Taylor	GES	Wolverine B/A School Instructor	February 10,. 2025	Hourly

Notes:

February 13th, 2025

SUPERINTENDENT'S UPDATES
Regular Meeting, February 13th, 2025

PROJECT/AREA	UPDATE
EARLY CHILDHOOD PROGRAMS AND REGISTRATION 	• The Griswold Early Education Program at GES has been hard at work, getting information ready for new registrations for the 2025-2026 school year. • In terms of kindergarten enrollment, absent any updates from the State of Connecticut, we are following the same approach as last year where we will accept waivers. • We have made a live link on our homepage, where interested families are redirected to information on registrations and screenings. • We also hosted a recent, well-attended DPAC meeting online to show parents and caregivers how to register for their early childhood program.s
GOVERNOR LAMONT'S PROPOSED BUDGET BIENNIAL BUDGET BIENNIEL BUDGET PROGRAM ADDENDUM ECONOMIC REPORT OF THE GOVERNOR MUNICIPAL AID THREE YEAR OUTYEAR REPORT SLIDE PRESENTATION PROPOSED APPROPRIATIONS	• Governor Lamont has shared his budget proposal, which covers the next 2 years. • The budget includes an assortment of new proposals that the State Legislature will review over the next couple of months. • The news for Griswold is somewhat mixed, at this particular point in time. While the Excess Cost Grant amount (special education grant) to the town has increased to approximately $900,000, **the Educational Cost Sharing Grant has decreased by $47,295**. The Educational Cost Sharing grant is the amount of money that the state provides to help with educational costs. **ECS Funding for Fiscal Year 2025 = 10,925,151** **ECS Proposed Funding for FY 2026 =10,877,856** • We will continue to keep the Board informed on any budget developments with the state.