

REGULAR MEETING

GRISWOLD BOARD OF EDUCATION

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

THURSDAY,
May 22nd, 2025
6:00 PM

This meeting will be live-streamed on our District Facebook Page

1. Call to Order
2. Pledge of Allegiance
3. Approval of the Minutes
 - A. Regular Meeting— May 8th, 2025
4. Communications
5. Awards/Recognitions
 - A. Recognizing CABA Student Leadership Award Recipients - GMS - Anna Jagielo, Claire Norman
 - B. Recognizing CABA Student Leadership Award Recipients - GHS - Alanna Sutherland, Micah Hamel
 - C. Recognizing Connecticut Association of Schools (CAS) Middle Level Scholar Leadership Award Recipients - GMS - Shreya Patel, Emily Tessier
 - D. Recognizing Connecticut Association of Schools (CAS) Scholar Athlete Award Recipients - GHS - Abigail Matheson, Tyler Silva
 - E. Recognizing Connecticut Association of Schools (CAS) Visual Arts Award Recipient - GHS - Ayumi Margulies
 - F. Recognizing Connecticut Association of Schools (CAS) Performing Arts Award Recipient - GHS - Natalie Obuchowski
 - G. Honoring Griswold Public Schools' Retirees
6. Public Comments
7. New Business
 - A. Review and Discussion to Approve New Policy #5131.911 – Students – Connecticut School Climate Policy – Policy Statement, First Reading
 - B. Review and Discussion to Approve New Regulation #5131.911 – Students – Connecticut School Climate, First Reading
 - C. Review, Discussion, and Possible Action to Waive the Second Readings of Policy and Regulation of 6142.101 – Instruction – Student Nutrition and Physical Activity (School Wellness Policy)
 - D. Review, Discussion, and Possible Action to Approve Revised Policy 6142.101 – Instruction – Student Nutrition and Physical Activity (School Wellness Policy), First Reading
 - E. Review, Discussion, and Possible Action to Approve New Regulation #6142.101 – Instruction – Student Nutrition and Physical Activity (School Wellness Regulation), First Reading
 - F. Review, Discussion, and Possible Action to Approve Job Description for Math Interventionist (PK-12)
 - G. Review, Discussion, and Possible Action to Approve Job Description for Integrated Instruction Mentor

H. Review, Discussion, and Possible Action to Reschedule the Annual Evaluation of the Superintendent of Schools to a Board meeting in June

8. Old Business

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

9. Administrators' Reports

- A. Assistant Superintendent
 - 1. Professional Development
 - 2. Teacher of the Year Selection Process
 - 3. School Climate Surveys

10. Superintendent's Report

- A. Vacancies/Appointments/Resignations/Retirements
- B. Timely Updates

11. Committee/Board Reports

- A. Public Relations Subcommittee Update--Jaimee O'Neill-Eaton
- B. Negotiations Subcommittee Update-- Mary Beth Malin

12. Other Business That May Properly Come Before this Board

13. Adjournment



BOE Meeting Norms

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

Board of Education Meeting Notes
REGULAR MEETING
LIVE: GRISWOLD MIDDLE SCHOOL CAFETERIA
Thursday, May 22nd, 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. Regular Meeting— May 8th, 2025 - Enclosed for your review.

4. Communications

5. Awards/Recognitions

We will recognize a number of students from Griswold Middle School and Griswold High School. We will also recognize our retirees. In coordinating with Kayla Hedman regarding the photos, we will do group photos of students and of the retirees to maintain meeting momentum. Mrs. Malin will take a recess after the recognition portion of the meeting, so that all attendees can have a refreshment. Kayla will stay during the recess to allow for students to take pictures with families, etc.

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- B. Recognizing CABA Student Leadership Award Recipients - GHS - Alanna Sutherland, Micah Hamel
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- D. Recognizing Connecticut Association of Schools (CAS) Scholar Athlete Award Recipients - GHS - Abigail Matheson, Tyler Silva
- E. Recognizing Connecticut Association of Schools (CAS) Visual Arts Award Recipient - GHS - Ayumi Margulies
- F. Recognizing Connecticut Association of Schools (CAS) Performing Arts Award Recipient - GHS - Natalie Obuchowski
- G. Honoring Griswold Public Schools' Retirees

6. Public Comments

7. New Business

- A. Review and Discussion to Approve New Policy #5131.911 – Students – Connecticut School Climate Policy – Policy Statement, First Reading - Policy draft is enclosed/attached. This is a first reading.
- B. Review and Discussion to Approve New Regulation #5131.911 – Students – Connecticut School Climate, First Reading - Regulation draft is enclosed/attached. This is a first reading.
- C. Review, Discussion, and Possible Action to Waive the Second Readings of Policy and Regulation of 6142.101 – Instruction – Student Nutrition and Physical Activity (School Wellness Policy) - We are politely requesting to waive the first readings of this “food service-related” policy and regulation.
- D. Review, Discussion, and Possible Action to Approve Revised Policy 6142.101 – Instruction – Student Nutrition and Physical Activity (School Wellness Policy), First Reading - Policy draft is enclosed/attached for a first reading.
- E. Review, Discussion, and Possible Action to Approve New Regulation #6142.101 – Instruction – Student Nutrition and Physical Activity (School Wellness Regulation), First Reading - Policy draft is enclosed/attached for a first reading.
- F. Review, Discussion, and Possible Action to Approve Job Description for Math Interventionist (PK-12) New job description draft is included/attached. This job description was previewed by the Negotiations Committee.
- G. Review, Discussion, and Possible Action to Approve Job Description for Integrated Instruction Mentor New job description draft is included/attached. This job description was previewed by the Negotiations subcommittee.
- H. Review, Discussion, and Possible Action to Reschedule the Annual Evaluation of the Superintendent of Schools to a Board meeting in June - I am politely requesting that the Board complete this exercise--typically scheduled, per policy 2400, for May--in June.

8. Old Business

The Board has decided to keep these items on the agenda until further notice.

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

9. Administrators’ Reports - Reports are enclosed/attached.

- A. Assistant Superintendent
 - 1. Professional Development
 - 2. Teacher of the Year Selection Process
 - 3. School Climate Surveys
- 10. Superintendent's Report

Reports are enclosed/attached.

 - A. Vacancies/Appointments/Resignations/Retirements
 - B. Timely Updates
- 11. Committee/Board Reports
 - A. Public Relations Subcommittee Update--Jaimee O'Neill-Eaton - Mrs. O'Neill-Eaton will provide an update.
 - B. Negotiations Subcommittee Update-- Mary Beth Malin - Mrs. Malin will provide an update.
- 12. Other Business That May Properly Come Before this Board
- 13. Adjournment

**REGULAR MEETING
GRISWOLD BOARD OF EDUCATION**

**THURSDAY,
May 8TH, 2025**

DRAFT

1. Call to Order – A regular meeting of the Griswold Board of Education was held on Thursday, May 8th, 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.; Jennifer Norman, Cathy Waselik, and Donald Desrochers, Griswold BOE Members.

ALSO PRESENT

Sean McKenna, GPS Superintendent of Schools; Glenn LaBossiere, GPS Assistant Superintendent; Christopher Champlin, GPS Director of Student Services; Erin Palonen, GHS Principal; Arthur Howe, GHS Associate Principal; Louis Zubek, GMS Principal; Joseph Bordeau, GES Principal; and Jacqueline Love, GES Assistant Principal.

ABSENT

Stephen Cravinho, GPS Campus Wide Activities & Athletic Director; Deborah Martin, GPS Director of Fiscal & Personnel Services; and 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. Regular Meeting – April 24th, 2025

MOTION

By Yvonne Palasky
Seconded by Jaimee O'Neill-Eaton
To approve the regular meeting minutes of April 24th, 2025, as presented.
Ayes – Mary Beth Malin, Yvonne Palasky, Jaimee O'Neill-Eaton; Jennifer Norman, Cathy Waselik and Donald Desrochers.
Nays –
Abstain – Stuart Norman, Jr.
Motion carried.

4. Communications
 - A. Completed List of Board of Education Subcommittees approved at the April 24th, 2025, Board of Education Meeting
 - B. April 30th, 2025, Letter to Town of Griswold, Town Clerk regarding Appointment of Mary Beth Malin to the Town of Griswold, Capital Committee
 - C. Revised List of Griswold High School, Upcoming Events/Activities
The Board received a copy of communications A-C listed above.

5. Awards/Recognitions

- A. Recognizing GHS Student, Zachary McVeigh, who earned the Rank of Eagle Scout with Troop 74, Based in Voluntown, Connecticut – The Superintendent, along with the Griswold Board of Education, the administrators, and audience members, took a moment to formally recognize Zachary McVeigh, who is a 9th grade student at GHS. Zachary recently earned the prestigious rank of Eagle Scout with Troop 74, based in Voluntown, CT and this is the highest achievement attainable in the Boy Scouts of America.
- B. Recognizing Kim Neilson, as Griswold Public Schools' "Volunteer of the Year" for the 2024/2025 School Year – The Griswold Board of Education, the Superintendent, administrators and audience members formally recognized Kim Neilson as the 2024/2025 Volunteer of the Year. The Superintendent expressed his sincere appreciation for Kim's commitment to our school district and the many years she served as a volunteer to the Griswold Public Schools.

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

Student representatives from GES, GMS, and GHS gave their final updates on student activities occurring in each building for the 2024/2025 school year. Each student was thanked for serving as student representatives to the Griswold Board of Education and they were given a certificate of thanks. The high school representatives received a warm thank you from the Board as they will be moving forward with graduation from GHS soon and heading off to college.

The Board took a short recess at 6:18 PM.

The Board re-convened at 6:26 PM.

7. Public Comments – There were no public comments to be recorded this evening.

8. New Business

A. Gifts/Donations

1. Global Partners, in Collaboration with the Exxon-Mobil Education Alliance Program Grant, provided a donation in the amount of \$500, to Griswold Middle School

MOTION

By Jaimee O'Neill-Eaton

Seconded by Yvonne Palasky

To accept the generous donation from Global Partners, in Collaboration with the Exxon-Mobil Education Alliance Program grant, in the amount of \$500 to Griswold Middle School, with gratitude.

Motion unanimously carried.

2. Donation of the Several School Supplies Building Blocks to Mrs. Jenna Motta's Classroom from the Non-Profit Organization DonorsChoose

MOTION

By Jaimee O'Neill-Eaton

Seconded by Yvonne Palasky

To accept the generous donation of school supplies on behalf of the non-profit organization DonorsChoose and GES teacher, Jenna Motta.

Motion unanimously carried.

9. Old Business

- A. Review, Discussion, and Possible Action on the Initial Budget Proposal for the 2025-2026 School Year with Proposed Adjustments

MOTION

By Jaimee O'Neill-Eaton

Seconded by Cathy Waselik

To table the topic on the initial budget proposal for the 2025/2026 school year.

Motion unanimously carried.

- B. Review, Discussion, and Possible Action to Approve the Potential Capital Committee Projects for the 2025-2026 School Year

MOTION

By Jaimee O'Neill-Eaton

Seconded by Cathy Waselik

To table the agenda item 7B - potential capital committee projects for the 2025/2026 school year - until the next regular meeting.

Motion unanimously carried.

10. Administrators' Reports – There were no administrator reports.

11. Superintendent's Report

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

B. Timely Updates

1. Interim Director of Fiscal & Personnel Services – The Superintendent shared with the Board that Erik Christensen has been named Interim Director of Fiscal & Personnel Services, effective May 2nd, 2025. This will be a temporary position given Deb Martin's departure at the end of May. He shared some transition detail plans.
2. Change in Date of Underclassmen Awards – The Superintendent shared the latest information on "end of the year" events that Board members may be interested in attending.

12. Committee/Board Reports

- A. Policy Subcommittee Update--Yvonne Palasky – The Board received an update from Yvonne Palasky, Chair of the Policy subcommittee, on the recent work of the subcommittee. She noted that their next meeting is scheduled for June 4th, 2025.
- B. Facilities Subcommittee Update--Mary Beth Malin – The Board received an update from Mary Beth Malin on the recent work of the subcommittee.
- C. Negotiations Subcommittee Update – Mary Beth Malin – The Board received an update from Mary Beth Malin, Chair of the Negotiations subcommittee, on the recent work of the subcommittee.

13. Other Business That May Formerly Come Before this Board – None.

14. Adjournment

MOTION

By Cathy Waselik
Seconded by Jaimee O'Neill-Eaton
To adjourn the regular Board of Education meeting at 6:35 PM.
Motion unanimously carried.

Minutes recorded by: Robin Drobiak



Griswold Public Schools

211 Slater Avenue
Griswold, Connecticut 06351

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

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

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

April 28, 2025

Miss Anna Jagielo
88 Brown Avenue
Griswold, CT 06351

Dear Anna,

It is with great pleasure that I share with you that you have been selected as a recipient of Griswold's 2024/2025 CABA Student Leadership Award. As a member of the Connecticut Association of Boards of Education, the Griswold Board of Education is proud to have you represent our community.

This program was developed to give local Boards of Education the opportunity to recognize student achievement and potential, and this award was based on your service and leadership. You join many other Connecticut students who are being saluted for these qualities.

We would like to recognize you for this honor. You and your family are invited to attend an upcoming Griswold Board of Education meeting and it will take place on **Thursday, May 22, 2025 at 6:00 PM in the Griswold Middle School Cafeteria, 211 Slater Avenue, Griswold, Connecticut.**

May this award be an opportunity to reflect on your contributions and an inspiration to continue to lead and serve. Congratulations!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: **BOE Members**
GMS Administration
K. Scholl, GMS School Counselor
Student File



Griswold Public Schools

211 Slater Avenue
Griswold, Connecticut 06351

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

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

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

April 28, 2025

Miss Claire Norman
257 Norman Road
Griswold, CT 06351

Dear Claire,

It is with great pleasure that I share with you that you have been selected as a recipient of Griswold's 2024/2025 CABA Student Leadership Award. As a member of the Connecticut Association of Boards of Education, the Griswold Board of Education is proud to have you represent our community.

This program was developed to give local Boards of Education the opportunity to recognize student achievement and potential, and this award was based on your service and leadership. You join many other Connecticut students who are being saluted for these qualities.

We would like to recognize you for this honor. You and your family are invited to attend an upcoming Griswold Board of Education meeting and it will take place on **Thursday, May 22, 2025 at 6:00 PM in the Griswold Middle School Cafeteria, 211 Slater Avenue, Griswold, Connecticut.**

May this award be an opportunity to reflect on your contributions and an inspiration to continue to lead and serve. Congratulations!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: **BOE Members**
GMS Administration
K. Scholl, GMS School Counselor
Student File



Griswold Public Schools

211 Slater Avenue
Griswold, Connecticut 06351

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

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

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

April 28, 2025

Miss Alanna Sutherland
102 Darby Road
Brooklyn, CT 06234

Dear Allana,

It is with great pleasure that I share with you that you have been selected as a recipient of Griswold's 2024/2025 CABA Student Leadership award. As a member of the Connecticut Association of Boards of Education, the Griswold Board of Education is proud to have you represent our community.

This program was developed to give local Boards of Education the opportunity to recognize student achievement and potential, and this award was based on your service and leadership. You join many other Connecticut students who are being saluted for these qualities.

We would like to recognize you for this honor. You and your family are invited to attend an upcoming Griswold Board of Education meeting on **Thursday, May 22, 2025 at 6:00 PM in the Griswold Middle School Cafeteria, located at 211 Slater Avenue, Griswold, Connecticut.**

May this award be an opportunity to reflect on your contributions and an inspiration to continue to lead and serve. Congratulations!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: BOE Members
GHS Administration
K. Flynn/E. Taylor, School Counselors
Office of the Superintendent/Brooklyn Public Schools
Student File



Griswold Public Schools

211 Slater Avenue
Griswold, Connecticut 06351

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

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

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

April 28, 2025

Mr. Micah Hamel
15 Central Avenue
Jewett City, CT 06351

Dear Micah,

It is with great pleasure that I share with you that you have been selected as a recipient of Griswold's 2024/2025 CABA Student Leadership award. As a member of the Connecticut Association of Boards of Education, the Griswold Board of Education is proud to have you represent our community.

This program was developed to give local Boards of Education the opportunity to recognize student achievement and potential, and this award was based on your service and leadership. You join many other Connecticut students who are being saluted for these qualities.

We would like to recognize you for this honor. You and your family are invited to attend an upcoming Griswold Board of Education meeting on **Thursday, May 22, 2025 at 6:00 PM in the Griswold Middle School Cafeteria, located at 211 Slater Avenue, Griswold, Connecticut.**

May this award be an opportunity to reflect on your contributions and an inspiration to continue to lead and serve. Congratulations!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

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



Griswold Public Schools

211 Slater Avenue
Griswold, Connecticut 06351

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

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

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

April 28, 2025

Miss Shreya Patel
147 Slater Avenue
Jewett City, CT 06351

Dear Shreya,

The CAS (Connecticut Association of Schools) Middle Level Scholar Leadership program annually recognizes two students from each middle school in Connecticut who has distinguished himself/herself in scholarship and leadership in school and community. The academic standard established by CAS is based on a cumulative middle school average of at least 85% or "B" or 3.0 on a 4-point scale or the equivalent standard of excellence for schools that do not use any of these scales. For leadership, schools are welcome to create their own standards but are encouraged to consider active participation in school and community organizations, citizenship and positive influence on school climate, dependability, responsibility, character and integrity.

Congratulations on being chosen for the CAS 2025 Middle School Scholar Leader award. We would like to recognize you for this honor. You and your family are invited to attend an upcoming Griswold Board of Education meeting, and it will take place on **Thursday, May 22, 2025 at 6:00 PM in the Griswold Middle School Cafeteria, located at 211 Slater Avenue, Griswold, CT.**

We look forward to celebrating your success. Congratulations on your accomplishment!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: BOE Members
GMS Administration
K. Scholl, GMS School Counselor
Student File



Griswold Public Schools

211 Slater Avenue
Griswold, Connecticut 06351

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

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

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

April 28, 2025

Miss Emily Tessier
34 BMW Drive
Griswold, CT 06351

Dear Emily,

The CAS (Connecticut Association of Schools) Middle Level Scholar Leadership program annually recognizes two students from each middle school in Connecticut who has distinguished himself/herself in scholarship and leadership in school and community. The academic standard established by CAS is based on a cumulative middle school average of at least 85% or "B" or 3.0 on a 4-point scale or the equivalent standard of excellence for schools that do not use any of these scales. For leadership, schools are welcome to create their own standards but are encouraged to consider active participation in school and community organizations, citizenship and positive influence on school climate, dependability, responsibility, character and integrity.

Congratulations on being chosen for the CAS 2025 Middle School Scholar Leader award. We would like to recognize you for this honor. You and your family are invited to attend an upcoming Griswold Board of Education meeting, and it will take place on **Thursday, May 22, 2025 at 6:00 PM in the Griswold Middle School Cafeteria, located at 211 Slater Avenue, Griswold, CT.**

We look forward to celebrating your success. Congratulations on your accomplishment!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: BOE Members
GMS Administration
K. Scholl, GMS School Counselor
Student File



Griswold Public Schools

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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

April 28, 2025

Miss Abigail Matheson
153 Preston City Road
Voluntown, CT 06384

Dear Abigail,

The CAS (Connecticut Association of Schools) Scholar-Athlete Program annually recognizes two high school seniors - one boy and one girl - from each member high school whose academic and athletic careers have been exemplary, whose personal standards and achievements are a model to others, and who possess high levels of integrity, self-discipline and courage.

Congratulations on being chosen for the CAS 2025 High School Scholar Athlete Award. We would like to recognize you for this honor. You and your family are invited to attend an upcoming Griswold Board of Education meeting on **Thursday, May 22, 2025 at 6:00 PM at Griswold Middle School, 211 Slater Avenue, Griswold, CT. The meeting will take place in the cafeteria, located on the first floor.**

We look forward to celebrating your success. Congratulations on your accomplishment!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: **BOE Members**
GHS Administration
S. Cravinho, GPS Campus Wide Activities & Athletic Director
K. Flynn & Elaine Taylor, GHS School Counselors
Office of the Superintendent/Voluntown Public Schools
Student File



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211 Slater Avenue
Griswold, Connecticut 06351

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

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

April 28, 2025

Mr. Tyler Silva
6 Old Voluntown Road
Griswold, CT 06351

Dear Tyler,

The CAS (Connecticut Association of Schools) Scholar-Athlete Program annually recognizes two high school seniors - one boy and one girl - from each member high school whose academic and athletic careers have been exemplary, whose personal standards and achievements are a model to others, and who possess high levels of integrity, self-discipline and courage.

Congratulations on being chosen for the CAS 2025 High School Scholar Athlete Award. We would like to recognize you for this honor. You and your family are invited to attend an upcoming Griswold Board of Education meeting on **Thursday, May 22, 2025 at 6:00 PM at Griswold Middle School, 211 Slater Avenue, Griswold, CT. The meeting will take place in the cafeteria, located on the first floor.**

We look forward to celebrating your success. Congratulations on your accomplishment!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: **BOE Members**
GHS Administration
S. Cravinho, GPS Campus Wide Activities & Athletic Director
Elaine Taylor, GHS School Counselor
Student File



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Deborah A. Martin, Director of Fiscal & Personnel Services

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

April 28, 2025

Miss Ayumi Margulies
126 Russell Street
Jewett City, CT 06351

Dear Ayumi,

The CAS (Connecticut Association of Schools) annually honors two outstanding seniors from each of the member schools in the State of Connecticut who excel in the areas of performing or visual arts. They must possess the qualities of scholarship and leadership. Excelling in the areas of performing or visual arts is of primary importance in the selection process. Scholarship and leadership are also supporting criteria.

Congratulations on being chosen for the CAS 2025 High School Visual Arts award. We would like to recognize you for this honor. You and your family are invited to attend an upcoming Griswold Board of Education meeting, which will take place on **Thursday, May 22, 2025 at 6:00 PM at Griswold Middle School, 211 Slater Avenue, Griswold, CT. The meeting will take place in the cafeteria, located on the first floor.**

We look forward to celebrating your success. Congratulations on your accomplishment!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: **BOE Members**
GHS Administration
K. Flynn/Elaine Taylor, GHS School Counselors
Student File



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Deborah A. Martin, Director of Fiscal & Personnel Services

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

April 28, 2025

Miss Natalie Obuchowski
28 Tyler Terrace
Griswold, CT 06351

Dear Natalie,

The CAS (Connecticut Association of Schools) annually honors two outstanding seniors from each of the member schools in the State of Connecticut who excel in the areas of performing or visual arts. They must possess the qualities of scholarship and leadership. Excelling in the areas of performing or visual arts is of primary importance in the selection process. Scholarship and leadership are also supporting criteria.

Congratulations on being chosen for the CAS 2025 High School Performing Arts award. We would like to recognize you for this honor. You and your family are invited to attend an upcoming Griswold Board of Education meeting, which will take place on **Thursday, May 22, 2025 at 6:00 PM at Griswold Middle School, 211 Slater Avenue, Griswold, CT. The meeting will take place in the cafeteria, located on the first floor.**

We look forward to celebrating your success. Congratulations on your accomplishment!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: **BOE Members**
GHS Administration
Kiley Flynn & Elaine Taylor, GHS School Counselors
Student File



Griswold Public Schools

211 Slater Avenue
Griswold, Connecticut 06351

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

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

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

May 13th, 2025

Mr. Kevin Kinsall
527 West Thames Street, #75
Norwich, CT 06360

Dear Kevin,

I would like take this opportunity to extend an invitation for you to be recognized as one of Griswold's retirees at our upcoming Board of Education meeting, scheduled for:

Thursday, May 22nd, 2025

6 PM

Griswold Middle School Cafeteria

We will take a moment to allow our Board and administrators to honor you for your many years of service in the Griswold Public Schools.

Please contact my executive assistant, Robin Drobiak, at 860-376-7600 to let us know whether you will be able to attend or not. Congratulations on your plan to retire and best wishes to you!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: GES Administration
BOE Members
Personnel File



Griswold Public Schools

211 Slater Avenue
Griswold, Connecticut 06351

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

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

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

May 13th, 2025

Mrs. Jacqueline Bill
25 Laurel Hill Drive South
Niantic, CT 06357

Dear Jackie,

CANNOT
ATTEND BOE
MEETING

I would like take this opportunity to extend an invitation for you to be recognized as one of Griswold's retirees at our upcoming Board of Education meeting, scheduled for:

Thursday, May 22nd, 2025

6 PM

Griswold Middle School Cafeteria

We will take a moment to allow our Board and administrators to honor you for your many years of service in the Griswold Public Schools.

Please contact my executive assistant, Robin Drobiak, at 860-376-7600 to let us know whether you will be able to attend or not. Congratulations on your plan to retire and best wishes to you!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: GES Administration
BOE Members
Personnel File



Griswold Public Schools

211 Slater Avenue
Griswold, Connecticut 06351

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

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

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

May 12, 2025

Ms. Renee Normandie
93 Gates Farm Road
Lebanon, CT 06249

Dear Renee,

On behalf of the Griswold Board of Education and the entire Griswold Public Schools community, I extend our congratulations and best wishes for a happy and healthy retirement. I received your letter of retirement and I will note that your final day as a Griswold Public Schools' employee will be recorded as June 29th, 2025, which is the date you noted in your letter announcing your retirement.

I would like take this opportunity to inform you that we will be extending an invitation for you and your family to attend an upcoming Griswold Board of Education meeting, which is scheduled for Thursday, May 22nd, 2025, at 6 PM in the Griswold Middle School cafeteria. At that Board of Education meeting, we will take a moment to honor you and other retirees for your many years of service in Griswold. We hope you will be able to join us that evening.

Congratulations on your plan to retire. We wish you nothing but the best!

Best wishes,

Sean P. McKenna,
Superintendent of Schools

cc: GMS Administration
C. Champlin, GPS Director of Fiscal & Personnel Services
Office of Fiscal & Personnel Services
Personnel File



Griswold Public Schools

211 Slater Avenue
Griswold, Connecticut 06351

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

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

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

May 14, 2025

Mr. Donald Butremovic
275 Taylor Hill Road
Jewett City, CT 06351

Dear Don,

On behalf of the Griswold Board of Education and the entire Griswold Public Schools community, I extend our congratulations and best wishes for a happy and healthy retirement. I received your letter and I will note that your final day as a Griswold Public Schools' employee will be recorded as June 30, 2025, which is the date you reflected in your retirement letter.

I would like take this opportunity to inform you that we will be extending an invitation for you to be honored as one of our Griswold retirees at our upcoming Griswold Board of Education meeting, which will take place as follows:

Thursday, May 22nd, 2025

6 PM

Griswold Middle School Cafeteria

At the Board of Education meeting, we will take a moment to honor you and other retirees for your many years of service in Griswold. We hope you will be able to join us that evening.

Should you wish to fill out and submit an Exit Interview Survey for the position you held, please see form included in this mailing. Once filled out, please forward the survey to my executive assistant, Robin Drobiak, at: rdrobiak@griswoldpublicschools.org.

Congratulations on your plan to retire from Griswold Public Schools. We wish you nothing but the best!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: GHS Administration
T. Verville, Griswold Facilities Director
Office of Fiscal & Personnel Services
BOE Members
Personnel File



Griswold Public Schools

211 Slater Avenue
Griswold, Connecticut 06351

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

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

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

May 13, 2025

Ms. Tammy Henn
214 Geer Road
Griswold, CT 06351

*Cannot Attend
BOE meeting*

Dear Tammy,

On behalf of the Griswold Board of Education and the entire Griswold Public Schools community, I extend our congratulations and best wishes for a happy and healthy retirement. I received your letter and I will note that your final day as a Griswold Public Schools' employee will be recorded as June 26, 2025, which is the date you reflected in your retirement letter.

I would like take this opportunity to inform you that we will be extending an invitation for you to be honored as one of Griswold retirees at our upcoming Griswold Board of Education meeting, which will take place as follows:

Thursday, May 22nd, 2025

6 PM

Griswold Middle School Cafeteria

At the Board of Education meeting, we will take a moment to honor you and other retirees for your many years of service in Griswold. We hope you will be able to join us that evening.

Should you wish to fill out and submit an Exit Interview Survey for the position you held, please see form included in this mailing. Once filled out, please forward the survey to my executive assistant, Robin Drobiak, at:
rdrobiak@griswoldpublicschools.org.

Congratulations on your plan to retire from Griswold Public Schools. We wish you nothing but the best!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: GHS Administration
T. O'Connor, Griswold Food Service Director
Office of Fiscal & Personnel Services
Personnel File



Griswold Public Schools

211 Slater Avenue
Griswold, Connecticut 06351

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

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

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

May 13th, 2025

Ms. Jo-Ann Pedersen
23 Riverview Avenue
Jewett City, CT 06351

Dear Jo-Ann,

*Cannot Attend
Meeting*

I would like take this opportunity to extend an invitation for you to be recognized as one of Griswold's retirees at our upcoming Board of Education meeting, scheduled for:

Thursday, May 22nd, 2025

6 PM

Griswold Middle School Cafeteria

We will take a moment to allow our Board and administrators to honor you for your many years of service in the Griswold Public Schools.

Please contact my executive assistant, Robin Drobiak, at 860-376-7600 to let us know whether you will be able to attend or not. Congratulations on your plan to retire and best wishes to you!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: GES Administration
T. O'Connor, Griswold Food Service Director
BOE Members
Personnel File

A mandated policy.

Students

Connecticut School Climate Policy

Policy Statement

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The _____ District Board of Education adopts this policy.

Definitions

1. **“School climate”** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. **“Positive Sustained School Climate”** is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
 - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. A school community that contributes to the operations of the school and the care of the physical environment.

Students

Connecticut School Climate Policy

Definitions (continued)

3. **“Social and emotional learning”** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
4. **“Emotional intelligence”** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. **“Bullying”** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. **“School environment”** means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. **“Cyberbullying”** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
8. **“Teen dating violence”** means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
9. **“Mobile electronic device”** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
10. **“Electronic communication”** means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

Students

Connecticut School Climate Policy

Definitions (continued)

11. **“School climate improvement plan”** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
12. **“Restorative practices”** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
13. **“School climate survey”** means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. **“Connecticut school climate policy”** means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. **“School employee”** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.
16. **“School community”** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

Students

Connecticut School Climate Policy

Definitions (continued)

17. **“Challenging behavior”** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
18. **“Evidence Based Practices”** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
19. **“Effective School Climate Improvement”** is a restorative process that engages all stakeholders in the following six essential practices:
 - A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
 - B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;
 - C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;
 - D. Fostering adult learning in teams and/or professional learning communities to build capacity building among school personnel and develop common staff skills to educate the whole child;
 - E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and
 - F. Strengthening policies and procedures related to:
 - a. climate and restorative informed teaching and learning environments;
 - b. infrastructure to facilitate data collection, analysis, and effective planning;
 - c. implementation of school climate improvement plans with the goal of becoming restorative;
 - d. evaluation of the school climate improvement process; and
 - e. sustainability of school climate and restorative improvement efforts.

Students

Connecticut School Climate Policy (continued)

School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;

Students

Connecticut School Climate Policy

School Climate Specialist (continued)

2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.

Students

Connecticut School Climate Policy

School Climate Committee (continued)

3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Students

Connecticut School Climate Policy

Training (continued)

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The school district community¹ has a shared vision and plan for promoting and sustaining a positive school climate² that focuses on prevention, identification, and response to all challenging behavior³.
2. The school district community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
 - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.

¹ School Community means any individuals, groups or businesses, public institutions and nonprofit organizations invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

² School climate means the quality and character of the school life, with a particular focus on the quality of relationships within the school community, and which is based on patterns of people's experiences of school life, and that reflects the norms, goals, values and interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

³ Challenging behavior means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

Students

Connecticut School Climate Policy

Connecticut School Climate Standards (continued)

3. The school community's practices are identified, prioritized, and supported to:
 - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and
 - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment⁴ where *everyone* is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Policy adopted:

cps 11/23

⁴ School environment means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs if bullying at or during such other activities, functions, or programs negatively impacts the school environment.

Challenging Behavior Reporting Form

This form is not required by law or policy but serves as a model challenging behavior reporting form that local and regional boards of education may adapt and adopt.

Instructions

This form is for **students, parents or guardians of students enrolled in the school, and school employees** to report any alleged challenging behavioral incidents. Challenging behavior is behavior that negatively impacts school climate or interferes, or is at risk with interfering, with the learning or safety of a student or the safety of a school employee. This form should also be used to report alleged bullying incidents, meaning: unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

Complete this form electronically, or in writing, or go to your school climate specialist (principal, vice principal, or other certified administrator) who will assist you with completing this form. All completed reports require a response from the school climate specialist, and every student, parent or guardian, and school employee **who completed this form** will receive a copy of the "Response Process(es) Notification Form" describing the action steps taken, within three (3) school business days after an assessment has been completed.

The school climate specialist will assess the facts of a challenging behavior incident and complete the "Response Process(es) Notification Form" (located on page 5 of this document). A confirmation of receipt of the "challenging behavior reporting form" will be provided to the individual who completed this form within **three (3) school business days**, and the behavioral assessment will be finalized within a reasonable amount of time.

If this is an emergency, and you feel that you or someone else is in imminent danger, please call 911, or your municipal police department.

Name: First _____ Last _____ or check here ☐ for any **student** who would like to submit anonymously.

I am a: ☐ Student, ☐ Parent and/or Guardian or ☐ School Employee

Email: _____

Phone Number: _____

Contact me by: ☐ Phone ☐ Email

Was this previously reported to any school employee prior to this report? If yes, identify to whom, when, and what was reported? _____

Where did the incident occur? _____

Check any boxes that apply.

- ☐ On school property
- ☐ At a school-sponsored activity or off school property
- ☐ Electronic communication, internet, and social media

- ☐ On a school bus
- ☐ On the way to/from school
- ☐ Outside of school
- ☐ Other _____

Approximate date of incident (if known): _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any waiver rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Please describe what happened?

Of the following statement(s) check any that may describe or include what happened:

- | | |
|--|---|
| ☐ Teasing, name-calling, intimidating, or threatening, in person or through electronic communication | ☐ Making intimidating, and/or threatening gestures or remarks |
| ☐ Spreading rumors or gossip | ☐ Getting another person to do any of the behaviors listed above |
| ☐ Hitting, kicking, shoving, spitting, hair pulling, or throwing something or other acts of physical aggression | ☐ Unwanted contact of a sexual nature (verbal, non-verbal, physical) |

Do you believe that the reported instance(s) of challenging behavior was in reference to a student's perceived or actual age, ancestry, color, learning disability, marital status, intellectual disability, national origin, physical disability, mental disability, race, religious creed, sex, gender identity or expression, sexual orientation, and status as a veteran? If so, why?

If known, provide the name(s) of any witness(es) of the alleged incident: _____

Date form submitted: _____

***For school climate specialist use only:**

Date received by school climate specialist: _____

Signature of receipt by school climate specialist: _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Investigation Form

The purpose of this form is to provide a streamlined process to assess reported instances of challenging behavior.

This form is to be completed by the school climate specialist within a reasonable amount of time. Pursuant to the Federal Education Confidentiality Law (FERPA), students, parents or guardians, and school employees that completed the challenging behavior reporting form cannot receive a copy of this "Investigation Form" but will be provided with a copy of the "Response Process(es) Notification Form" after an assessment is completed.

Date "Challenging Behavior Reporting Form" received: _____

Today's Date: _____

Name of school climate specialist who received the report: _____

Were these events already reported to any school employee? If yes, please identify to whom, when, and what was reported _____

Name of school community member who is reporting the incident: (student, parent or guardian, school or district employee, bystander, anonymous): _____

Name of student or students who were allegedly subjected to the challenging behavior: _____

Name of person or persons who allegedly engaged in the challenging behavior: _____

Where did the alleged incident occur? _____

Date and time alleged incident occurred: (if known): _____

Description of the alleged incident: _____

What investigative processes occurred? Answer all of the following questions below. A single incident may require an assessment into multiple areas. Please check all that apply.

Was this investigated as bullying? YES ☐ NO ☐

Was this a verified act of bullying? YES ☐ NO ☐

Was this investigated as cyberbullying? YES ☐ NO ☐

Was this a verified act of cyberbullying? YES ☐ NO ☐

Was this investigated as teen dating violence? YES ☐ NO ☐

Was this verified teen dating violence? YES ☐ or NO ☐

Was this investigated as an assault? YES ☐ NO ☐

Was this a verified assault? YES ☐ or NO ☐

Was this investigated as an act of physical violence?
YES ☐ NO ☐

Was this a verified act of physical violence?
YES ☐ or NO ☐

Was this investigated as a protected class violation/
harassment? YES ☐ NO ☐

Was this a verified protected class violation/harassment?
YES ☐ NO ☐

Was this investigated as a Title IX violation? YES ☐ NO ☐

Was this a verified Title IX violation? YES ☐ or NO ☐

Was this a verified act of challenging behavior not listed
above? YES ☐ NO ☐

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any waiver rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

What was the response by the school climate specialist? (E.g., utilization of restorative practices, school-based threat assessment, safety plan, student support services) Additionally, provide the date of each response.

If applicable, please provide any additional notes, observations, or actions taken as a result of this incident:

Signature or E-signature of responding school climate specialist: _____

Printed name: _____

Date of response: _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

Response Process(es) Notification Form

The purpose of this form is to provide a template for transparency and accountability to a person(s) that submit(s) a report of challenging behavior.

The school climate specialist will complete and submit this form within three (3) school business days **after an assessment has been finalized** and submit it to the student(s), parent(s), or guardian(s), and/or school employee(s) who completed the "Challenging Behavior Reporting Form".

Describe the steps taken to address and prevent future instance(s) of challenging behavior(s). Responses may include:

- utilization of restorative practices;
- the completion of a school-based threat assessment;
- safety plan for student(s) involved in the instance of alleged challenging behavior;
- student support services;

Signature or E-signature of school climate specialist: _____

Printed name: _____

Date completed: _____

Definitions and Clarifying Terms

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

School Based Threat Assessment: An evidence-based systematic evaluation process used to prevent violence, help troubled students, and avoid over-reactions to challenging behavior.

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

A regulation to consider. This is guidance from the Connecticut State Department of Education.

Students

Connecticut School Climate Regulation

Tiered Response

Beyond the above protocols and supports, the new school climate policy defines a specific subset of challenging behavior that requires districts to respond with certain tiered interventions (referred to hereinafter as “tiered response incidents”). Pursuant to C.G.S. Sec. 10-222hh(b)(6), a tiered response (as detailed in the table below) is required for an incident of challenging behavior that meets any of the following criteria:

- requires temporarily clearing a classroom or removing a majority of students to reduce the likelihood of injury;
- indicates a credible intention to cause bodily harm to self or others; or
- results in an injury requiring medical attention beyond first aid (or less severe injuries caused by the same person on more than one occasion, as verified by a school nurse or other medical professional). The law goes on to provide that, if a district determines that conduct meets the above criteria, school climate improvement plans must include the following responses:

Occasion Number – Tiered Response Incident	Tiered Intervention Required
First Offense	Principal must notify the parents/guardians of each student involved in a manner that complies with FERPA.
Second Offense	Principal must invite the parent/guardian of involved students to a meeting (virtual or in person) to discuss supports and interventions applicable to each student – including, but not limited to, restorative practices.
Multiple Subsequent Offenses (or single incident that causes severe harm)	Principal must notify the parents/guardians of involved students of other resources for supports and interventions, including, but not limited to the following: the 2-1-1 Infoline Program; services/programs available through the Behavioral Health Partnership, established through C.G.S. Sec. 17a-22h; or other resources for professional services, support, or crisis intervention.

Students

Connecticut School Climate Regulation

Tiered Response (continued)

In addition, for tiered response incidents, there must be a meeting between an administrator and the school employee who witnessed the incident. The purpose of the meeting, which must occur within two days of the incident, is to determine the supports and interventions required to address the needs of students and school employees, although supports and interventions for special education students must be determined by the student's Planning and Placement Team (PPT).² In addition, protocols and supports must include a process by which a teacher may request a behavior intervention meeting.³

Regulation approved:

cps 4/25

² For special education students, notice of the incident must be submitted to the PPT no more than two days after the incident occurred.

³ C.G.S. Sec. 10-236c(b) permits any teacher of record in a classroom to request a behavior intervention meeting with the school's crisis intervention team "for any student whose behavior has caused a serious disruption to the instruction of other students, or caused self-harm or physical harm to such teacher or another student or staff member in such teacher's classroom."

Instruction**Student Nutrition and Physical Activity (Student Wellness Policy)**

The Griswold Board of Education recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development, and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.

To ensure the health and well-being of all students, the Board establishes that the District shall provide to students:

- A comprehensive nutrition program consistent with federal and state requirements.
- Access at reasonable cost to foods and beverages that meet established nutritional guidelines.
- Physical education courses and opportunities for developmentally appropriate physical activity during the school day.
- Curriculum and programs for grades PreK-12 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards.

The Superintendent or designee shall be responsible to monitor District schools, programs, and curriculum to ensure compliance with this policy, related policies and established guidelines or administrative regulations.

Each Building Principal or designee shall report to the Superintendent or designee regarding compliance in his/her school. Staff members responsible for programs related to student wellness shall report to the Superintendent or designee regarding the status of such programs.

The Superintendent or designee shall annually report to the Board on the District's compliance with law and policies related to student wellness. The report may include:

- Assessment of school environment regarding student wellness issues.
- Evaluation of food services program.
- Review of all foods and beverages sold in schools during the school day for compliance with established nutrition guidelines.

Instruction

Student Nutrition and Physical Activity (Student Wellness Policy) (continued)

- Listing of activities and programs conducted to promote nutrition and physical activity.
- Recommendations for policy and/or program revisions.
- Suggestions for improvement in specific areas.
- Feedback received from staff, students, parents/guardians, community members and Wellness Committee.

An assurance that District guidelines for reimbursable meals are not less restrictive than regulations and guidelines issued for schools in accordance with federal law shall be provided annually by the Food Service Director.

Wellness Council

The District shall establish a Wellness Council. Representation may include: an administrator, the Food Service Director, school nurse, teacher(s), coach, students and parents/guardians. The Council shall use state and other appropriate resources to guide its activities.

The Wellness Council shall serve as an advisory committee regarding student health and nutrition issues.

- The Wellness Council may develop and recommend informational materials that will assist in implementing this policy.
- The Wellness Council may examine related research and laws, assess student needs and the current school environment, review existing Board policies and administrative regulations, and raise awareness about student health issues.
- The Wellness Council may survey parents/guardians and/or students; conduct community forums or focus groups; collaborate with appropriate community agencies and organizations; and engage in similar activities, within the budget established for these purposes.
- The Wellness Council may make policy recommendations to the Board related to other health issues necessary to promote student wellness.
- The Wellness Council shall provide periodic reports to the Superintendent or designee regarding the status of its work, as required.

Nutrition Education

The goal of nutrition education is to teach, encourage and support healthy eating by students. Promoting student health and nutrition enhances readiness for learning and increases student achievement.

Instruction

Student Nutrition and Physical Activity (Student Wellness Policy)

Nutrition Education (continued)

Nutrition education will be provided within the comprehensive health education program.

Nutrition education shall provide all students with the knowledge and skills needed to lead healthy lives.

Nutrition education lessons and activities shall be age-appropriate.

Nutrition education shall focus on children's eating behaviors/habits.

School food service and nutrition education classes shall complement one another.

Lifelong lifestyle balance shall be reinforced by linking nutrition education and physical activity.

The staff responsible for providing nutrition education shall be properly trained and prepared and shall participate in appropriate professional development.

District staff shall cooperate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition.

The District and schools shall promote consistent nutrition messages.

The District and schools shall promote partnerships with families and the community regarding good nutrition.

Physical Activity

District schools shall strive to provide opportunities for developmentally appropriate physical activity during the school day for all students.

Planned physical education shall be supplemented by age-appropriate physical activities such as recess, intramurals, interscholastic athletics, clubs, events and embedded routines and activities.

District schools shall encourage students to accumulate at least sixty (60) minutes of age-appropriate physical activity daily. That time will include physical activity outside the school environment, such as outdoor play at home, sports, etc.

A physical and social environment that encourages safe and enjoyable activity for all students shall be maintained.

Extended periods of student inactivity, two (2) hours or more, shall be discouraged.

Physical activity breaks shall be provided for elementary students during classroom hours.

After-school programs that provide developmentally appropriate physical activity for participating children shall be encouraged.

Instruction

Student Nutrition and Physical Activity (Student Wellness Policy) - (continued)

Physical Activity (continued)

District schools shall partner with parents/guardians and community members to institute programs that support physical activity.

Students and the community shall have access to physical activity facilities outside school hours.

Physical activity should be purposeful.

Physical Education

Physical education instruction shall promote confidence and dispositions that lead to lifelong physical activity.

Students shall learn, practice and be assessed on developmentally appropriate skills and knowledge in physical education classes.

A sequential physical education program that reflects state curriculum recommendations shall be developed and implemented.

Appropriate standards and tools shall be used to track student progress on fitness.

Students shall be moderately to vigorously active as much time as possible during a physical education class.

Appropriate accommodations should be made for students with documented medical conditions and disabilities.

Safe and adequate equipment, facilities and resources shall be provided for physical education courses.

All physical education shall be taught by certified teachers.

Appropriate professional development shall be provided for physical education staff.

Care shall be taken so that students do not associate physical activities with punishment.

Guidelines for School Day Nutrition and Food Services

Foods offered through the National School Lunch or Breakfast Programs shall comply with federal nutrition standards.

District schools shall provide adequate space, as defined by the District, for eating and serving school meals.

Students shall be provided a clean and safe meal environment.

Instruction

Student Nutrition and Physical Activity (Student Wellness Policy)

Guidelines for School Day Nutrition and Food Services (continued)

Students shall be provided adequate time to eat.

Meal periods shall be scheduled at appropriate hours, as defined by the District.

Drinking water shall be available at all meal periods and throughout the school day.

Students shall have access to hand washing or sanitizing before meals and snacks.

Nutrition professionals who meet criteria established by the District shall administer the school meals program.

Professional development shall be provided for district nutrition staff.

Access to the food service operation shall be limited to authorized staff.

Nutrition content of school meals shall be available to students and parents/guardians.

Withholding access to regularly scheduled food services in the schools shall not be used as a punishment.

→ Foods provided for classroom activities or rewards during the school day will be consistent with those recommended by the State of Connecticut.

Guidelines for healthy snacks and lunches carried from home will be recommended to parents.

Other Wellness Guidelines

Staff shall be trained in components of the Wellness Policy including the importance of nutrition and physical activity to academic success and the District shall utilize available outside funding, programs, and resources to the extent possible.

The District shall encourage fundraisers to consider student wellness when planning their fund raising campaigns.

The District shall support the efforts of parents and guardians to provide a healthy diet and daily activity for children by communicating relevant information through various methods.

The District shall support efforts of staff to maintain healthy lifestyles for themselves.

The District shall encourage community efforts that promote safe walking and biking routes for children.

Instruction

Student Nutrition and Physical Activity (Student Wellness Policy) (continued)

(cf. 3542 – Food Service)
(cf. 3542.33 – Food Sales Other Than National School Lunch Program)
(cf. 3542.34 – Nutrition Program)
(cf. 3452.45 – Vending Machines)
(cf. 6142.6 – Physical Education)
(cf. 6142.61 – Physical Activity)
(cf. 6142.62 – Recess/Unstructured Time)
(cf. 6142.10 – Health Education)

Legal Reference: Connecticut General Statutes

10-16b Prescribed courses of study.

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

10-221 Boards of education to prescribe rules, policies and procedures.

10-215a Non-public school participation in feeding program.

10-215b Duties of state board of education re: feeding programs.

10-216 Payment of expenses.

10-215b-1 State board of education regulation. Competitive foods

PA 04-224 An Act Concerning Childhood Nutrition in Schools, Recess, and Lunch Breaks

National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol. 45, No. 20, Tuesday, January 29, 1980, pp. 6758-6772)

The Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265

Policy adopted: May 22, 2006

GRISWOLD PUBLIC SCHOOLS
Griswold, Connecticut

Federal law mandates that districts participating in the U.S. Department of Agriculture's

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

Student wellness, including good nutrition and physical activity, shall be promoted in the district's educational program, school activities, and meal programs. In accordance with federal and state law, it is the policy of the Griswold Board of Education to provide students access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; and require all meals served by the District meet or exceed the federal nutritional guidelines issued by the U.S. Department of Agriculture and the "Connecticut Nutrition Standards for Foods in Schools," whichever are greater. This policy shall be interpreted consistently with Section 204 of the Healthy, Hunger-Free Kids Act of 2010 (Public Law 111-296)

In developing goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness, the District will, as required, review and consider evidence-based strategies and techniques.

Goals for Nutrition Promotion and Education

The goals for addressing nutrition education include the following:

- Schools will support and promote good nutrition for students consistent with applicable federal and state requirements and guidelines.
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive standards-based school health education program and curriculum and will be integrated into other classroom content areas, as appropriate. Schools will link nutrition education activities with existing coordinated health programs or other comparable comprehensive school health promotion frameworks. (A standards-based program is a system of instruction, assessment, grading and reporting based on students demonstrating understanding of the knowledge and skills they are expected to learn.)

Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

Goals for Physical Activity (continued)

- Physical education will be taught in all grades and shall include a standards-based, developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.
- Unless otherwise exempted, all students will be required to engage in the District's physical education program.
- Recess and other physical activity breaks; before and after school activities, and walking and bicycling to schools, where safe to do so, are supported by the Board.
- Schools will work toward providing sixty minutes of physical activity daily for students (as a best practice).

Nutrition Guidelines for Foods Sold in Schools

For districts implementing the healthy food certification program under C.G.S. 10-215f.

Students will be offered and schools will promote nutritious food choices consistent with the current Dietary Guidelines for Americans and My Plate, published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture, and guidelines promulgated by the Connecticut Department of Education ("Connecticut Nutrition Standards for Foods in Schools") in addition to federal and state statutes and national health organizations.

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

Nutrition Guidelines for Foods Sold in Schools (continued)

The focus is on moderating calories, limiting fats, sodium and sugars and increasing consumption of nutrient-rich foods such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall establish such administrative procedures to control food and beverage sales that compete with the District's nonprofit food service in compliance with the Child Nutrition Act. The District shall prohibit the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture and will ensure that all foods sold to students separately from school meals meet the Connecticut Nutrition Standards. All beverages sold or served to students on school premises will be healthy choices that meet the requirements of state statute and USDA beverage requirements. (Schools must follow whichever requirements are stricter).

All sources of food sales to students at school must comply with the "Connecticut Nutrition Standards for Food in Schools" including, but not limited to, cafeteria a la carte sales, vending machines, school stores and fundraisers. The District shall ensure that all beverages sold to students comply with the requirements of state statute and USDA beverage requirements. The stricter requirements where different between the state and federal regulations must be followed. The District shall ensure compliance with allowable time frames for the sale of competitive foods as specified by state law.

Instruction

Student Nutrition and Physical Activity (School Wellness Policy) (continued)

Reimbursable School Meals

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

Marketing

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA “Smart Snacks in School” nutrition standards. Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. As the District/School Nutrition Services/Athletic Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

Monitoring

The Board designates the Superintendent or his/her designee to ensure compliance with this policy and its administrative regulations. He/She is responsible for retaining all documentation of compliance with this policy and its regulations, including, but not limited to, each school’s three-year assessment and evaluation report and this wellness policy and plan. The Superintendent will also be responsible for public notification of the three-year assessment and evaluation report, including any updates to this policy made as a result of the Board’s three-year assessment and evaluation.

The District shall develop a plan designed to achieve the involvement requirements in the development, implementation, monitoring, and assessment of this policy.

The Superintendent or designee shall provide periodic implementation data and/or reports to the Board concerning this policy’s implementation sufficient to allow the Board to monitor and adjust the policy. The District, as required, will retain records and documents pertaining to the wellness policy which shall include the written school wellness policy, documentation demonstrating compliance with community involvement requirements, documentation of the triennial assessment of the wellness policy and documentation to demonstrate compliance with the annual public notification requirement.

Non-sold Foods and Beverages

Non-sold foods and beverages brought into the schools by students and other persons for such events as birthdays and classroom celebrations shall comply with federal nutrition standards. (Note: This is a recommendation, not a requirement.)

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

Community Input

The Superintendent or designee will provide opportunities, suggestions and comments concerning the development, implementation, periodic review and improvement of the school wellness policy from community members, including parents, students, and representatives of the school food authority, teachers of physical education, school health professionals, members of the Board of Education, school administrators, and the public. This is best achieved through the establishment of a standing wellness committee, with membership as listed above. Efforts shall be made to improve community involvement.

Evaluation of Wellness Policy

In an effort to measure the implementation of this policy, the Board of Education designates the [Superintendent, district principal] as the [person, people] who will be responsible for ensuring that each school meets the goals outlined in this policy. To ensure continuing progress, the District will evaluate implementation efforts and their impact on students and staff at least every three years.

The District will make available to the public the results of the three-year assessment and evaluation including the extent to which the schools are in compliance with policy and a description of the progress being made in attaining the goals of this policy.

The School Wellness Policy shall be made available annually, at a minimum, to students and families by means of school registration, student handbooks and the Board's website. This availability shall include the policy, including any updates to and about the wellness policy and the Triennial Assessment, including progress toward meeting the goals of this policy. In addition, the annual notification shall include a description of each school's progress in meeting the wellness policy goals; summary of each school's wellness events or activities; contact information for the leader(s) of the wellness policy team; and information on how individuals and the public can get involved.

(cf. 3542 – Food Service)

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

(cf. 3542.34 – Nutrition Program)

(cf. 3452.45 – Vending Machines)

(cf. 6142.6 – Physical Education)

(cf. 6142.61 – Physical Activity)

(cf. 6142.62 – Recess/Unstructured Time)

(cf. 6142.10 – Health Education)

Instruction

Student Nutrition and Physical Activity (School Wellness Policy)

Legal Reference:

- Connecticut General Statutes
 - 10-16b Prescribed courses of study.
 - 10-215 Lunches, breakfasts and the feeding programs for public school children and employees.
 - 10-221 Boards of education to prescribe rules, policies and procedures.
 - 10-215a Non-public school participation in feeding program.
 - 10-215b Duties of state board of education re: feeding programs.
 - 10-216 Payment of expenses.
 - 10-215e Nutrition standards for food that is not part of lunch or breakfast program.
 - 10-215f Certification that food meets nutrition standards.
 - 10-221o Lunch periods. Recess.
 - 10-221p Boards to make available for purchase nutritious, low-fat foods.
 - 10-221q Sale of beverages.
- Regulations of Connecticut State Agencies
 - 10-215b-1 Competitive foods.
 - 10-215b-23 Income from the sale of food items.
- National School Lunch Program and School Breakfast Program; Competitive Food Services. (7 CFR Parts 210.11 and 220.12,)
- The Child Nutrition and WIC Reauthorization Act of 2004, Public Law 108-265
- Nutrition Standards in the National School Lunch and School Breakfast Programs, 7 CFR Parts 210 & 220
- Healthy, Hunger-Free Kids Act of 2010, P.L. 111-296, 42 U.S.C. 1751
- Child Nutrition Act of 1966 (as amended by P.L. 108-269, July 2, 2004)
- School Breakfast Program, 7 C.F.R. Part 220 (2006)
- National School Lunch Program or School Breakfast Program: Nutrition Standards for All Foods Sold in School (Federal Register, Vol. 78, No. 125, June 28, 2013)
- Child Nutrition Programs: Flexibilities for Milk, Whole Grains and Sodium Requirements (Federal Register, Vol. 83, No. 238, December 12, 2018)
- Local School Wellness Policy Requirements, 42 U.S.C. 1758b

Suggestions for Creative & Fun Fundraising

- Gift wrapping
- Fun runs
- Walk a thons
- Bike a thons
- Jump rope a thons
- Rent a teenager (rake leaves, water gardens, mow lawns, walk a dog)
- Car wash
- Singing telegrams
- Talent show
- Read a thons
- Spelling bees
- Science fairs
- Carnivals
- Recycling cans/bottles
- Garage sales
- Sell items with school logo
- Bowl-a-thon
- Skate night
- Auction
- Treasure hunt
- Penny wars

Resource Ideas

www.creativelearning.cc

www.123fundraising.com

www.fundraisingdepot.com

www.partnerforkids.com

www.giftfriends.com

www.ptoideas.com

www.actionforhealthkids/resources/files/healthyfundraisers-for-schools.pdf

www.fundraisingfruit.com

www.citrusfruit.com

Food Free Birthday Celebrations

- Birthday child selects book to donate to the library. Their name and picture goes in front of the book.
- Birthday child shares an item special to them with their classmates (e.g. favorite book, favorite song, favorite stuffed animal, favorite picture or souvenir, etc).
- Birthday child chooses game classmates play at recess.
- Birthday child is the classroom “leader” for the day.
- Classmates design and decorate a Birthday crown to be worn by the Birthday child.
- Classmates prepare a page about the Birthday child; teacher compiles pages and then reads “book” to the class.
- Birthday child wears a special button for the day.
- Birthday child invites a special visitor to the class to read a story to classmates.
- Birthday child brings in photos of their life and explains pictures.
- Birthday child brings in special gifts to share with classmates (e.g. pencils, stickers, notepads, erasers etc.)
- Birthday child’s name is announced over the school PA system or at “All School Meeting.”
- Birthday child’s name is announced at lunch in cafeteria and everyone sings “Happy Birthday To You.”
- Birthday child and friend eat lunch with teacher in cafeteria.
- Additional recess time.

Ideas for Alternatives to Using Food as a Reward

Elementary Schools

- Make deliveries to office
- Teach class
- Sit by friends
- Eat lunch with Teacher or Principal
- Eat lunch outdoors with class
- Be a helper in another classroom
- Play a favorite game or do puzzles
- Stickers, pencils, or bookmarks
- Certificates
- Fun Video
- Extra recess
- Walk with Teacher or Principal
- Fun physical activity break
- School supplies
- Trip to treasure box filled with nonfood items (stickers, pencils, erasers, bookmarks, or desktop tents)
- Dance to favorite music in class
- Paperback book
- Show and Tell
- Bank system – Earn play money for privileges
- Teacher or volunteer reads special book to class
- Teacher performs special skill (signing, cartwheel, guitar, playing etc.)
- Read outdoors or enjoy class outdoors
- Extra Art time
- Have “Free Choice” time at the end of the day or end of class period
- Listen to headset to a book on tape
- Items that can only be used on special occasions (special art supplies, computer games, toys)

Middle School Students

- Sit with friends
- Listen to music while working at desk
- Five-minute chat break at end of class
- Reduced homework or “no homework” pass
- Extra credit
- Fun video
- Fun brainteaser activities
- Computer time
- Assemblies
- Eat lunch outside or have class outside

High School Students

- Extra homework or bonus points
- Fun video
- Reduced homework
- Late homework pass
- Donated coupons to video stores, music stores, or movies
- Drawings for donated prizes among students who meet certain grade standards

Instruction

Student Nutrition and Physical Activity (School Wellness)

The District promotes healthy schools by supporting wellness, good nutrition and regular physical activity as a part of the total learning environment. The District supports a healthy environment where children learn and participate in positive dietary and lifestyle practices. By facilitating learning through the support and promotion of good nutrition and physical activity, schools contribute to the basic health status of children. Improved health optimizes student performance potential and ensures that all children are healthy and hunger free.

National School Lunch Program and School Breakfast Program

Reimbursable meals served in the U.S. Department of Agriculture's (USDA) National School Lunch Program (NSLP) and School Breakfast Program (SBP) will follow the USDA meal pattern requirements and nutrient standards in accordance with the Healthy, Hunger-Free Kids Act of 2010, as amended. Menu planning, purchasing procedures and production techniques for school meals will be used to decrease fat, saturated fat, trans fat, sodium and sugars, and to increase fiber. In addition, school meals shall:

- Be appealing and appetizing to children;
- Meet at a minimum, the nutrition requirements established by the USDA for federally-funded programs;
- Include only unflavored low-fat (1%) and fat-free (nonfat) milk flavored or unflavored, which contain no more than 4 grams of sugar per ounce and no artificial sweeteners, that meets the requirements of the state beverage statute and federal regulation;

New federal rule allows flavored low fat (1%) milk effective during the 2019-2020 school year.

- Ensure, beginning in the 2019-2020 school year, that at least half of the weekly grains served are whole grains and that the remaining grain items offered must be enriched;

Note: Schools already offering all grains or whole-grain rich do not have to change their menus as a result of the amended final rule.

- Reduce the levels of sodium, saturated fats and trans fats in meals; (per Department of Agriculture Nutrition Standards and Connecticut Nutrition Standards, which are the same);

Note: Sodium Target 1 is retained through the end of the 2023 school year. Districts are required to comply with sodium Target 2 beginning with the 2024-2025 school year, commencing July 1, 2024.

Instruction

Student Nutrition and Physical Activity (School Wellness)

National School Lunch Program and School Breakfast Program (continued)

Menus shall be planned to be appealing and attractive to children and will incorporate the basic menu planning principles of balance, variety, contrast, color and eye appeal. Menus shall be planned with input from students, parents and other school personnel and shall take into account students' cultural norms, ethnic favorites and preferences. Schools shall engage students and parents, through surveys, taste-tests and other activities, in selecting foods sold through the school meal programs in order to identify new, healthful and appealing food choices. Meal patterns and nutrition standards of federal regulations will be fulfilled as required. Proper procurement procedures and preparation methods will be used to decrease excess fat, calorie and sodium levels in food.

The District will share and publicize information regarding the nutrition content of school meals with students, families and school staff. The information will be available in a variety of forms that can include handouts, the school website, articles, school newsletters, presentations and through any other appropriate means available to reach families. Nutrition information for a la carte foods and beverages sold in schools will also be available.

Special dietary needs of students will be accommodated according to the USDA document "Accommodating Children with Special Dietary Needs in School Nutrition Programs."

With parental permission and appropriate medical documentation, modified meals shall be prepared for students with food allergies or other special dietary needs. The medical statement must identify the student's disability, state why the disability restricts the student's diet, identify the major life activity affected by the disability, and state the foods to be omitted and the food or choices of foods that must be substituted.

The District shall help ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn. Schools will:

- to the extent possible, and within state law, operate and promote the USDA School Breakfast Program;
- Use methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, "grab-and-go" breakfast, or breakfast during morning break or recess;
- notify parents and students of the availability of the School Breakfast Program (if the school serves breakfast to students); and
- encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Instruction

Student Nutrition and Physical Activity (School Wellness)

National School Lunch Program and School Breakfast Program (continued)

- Inform families of the availability and location of Summer Food Service Program meals in accordance with the Healthy, Hunger-Free Kids Act of 2010. Schools in which more than 50 percent of students are eligible for free or reduced-price school meals will sponsor the Summer Food Service Program when feasible.

Cafeteria A La Carte Sales

The school food service program must follow the Connecticut Nutrition Standards when determining the items for a la carte sales. All beverages sold to students in school meals and as a la carte sales must meet the requirements of state statute and USDA requirements for a la carte foods.

At all times when food is available for purchase by students during the school day, nutritious and low-fat foods must also be available for sale at the same time. These foods may include, but shall not be limited to, low-fat dairy products and fresh or dried fruit.

All snacks and a la carte foods must meet USDA Smart Snacks Standards.

In accordance with Connecticut State Statute, the sale of beverages, as part of school meals and as a la carte sales, shall be limited to the following five categories:

1. milk, low-fat (1%) unflavored or nonfat which may be flavored or unflavored but contains no artificial sweeteners and no more than 4 grams of sugar per fluid ounce; (federal regulation require non-fat or 1% low fat milk)* The new federal rule allows, beginning in the 2019-2020 school year flavored low-fat (1%) milk.
2. nondairy milks, such as soy or rice milk, which may be flavored or unflavored but contains no artificial sweeteners, no more than 4 grams of sugar per fluid ounce, no more than 35% of calories from fat per serving, and no more than 10% of calories from saturated fat per serving;*

**(Consult the CSE's List of Acceptable Foods and Beverages for allowable products.)*

Instruction

Student Nutrition and Physical Activity (School Wellness) (continued)

3. 100% fruit or vegetable juice or combination of such juices, containing no added sugars, sweeteners, or artificial sweeteners;*
4. beverages that contain only water and fruit or vegetable juice and have no added sugars, sweeteners, or artificial sweeteners; and*
5. water, which may be flavored but must contain no added sugars, sweeteners, artificial sweeteners, or caffeine.* *(Note: The Federal Healthy, Hunger-Free Kids Act of 2010 requires schools to make free portable water available where meals are served for schools participating in the federal and school lunch program.)*

Note: The beverage requirements of CGS Section 10-221q apply to all public schools, regardless of whether the district certifies for the healthy food option under CGS 10-215f.

Lunchroom Climate

A lunchroom environment that provides students with a relaxed, enjoyable climate shall be developed. It is encouraged that the lunchroom environment be a place where students have:

- adequate space to eat and pleasant surroundings;
- appropriate supervision; and
- convenient access to hand washing facilities before meals.

Meal Schedules

Meal periods shall be scheduled at appropriate hours. In compliance with federal regulations, lunch must be scheduled between 10:00 a.m. and 2:00 p.m. in all schools. Pursuant to state statute, schools are required to provide all full day students a daily lunch period of not less than 20 minutes. Activities such as tutoring, clubs or organizational meetings or activities shall not be scheduled during meal times unless students may eat during such activities.

Qualifications of Food Service Staff

Qualified nutrition professionals shall administer the school meal programs. As part of the school district's responsibility to operate a food service program, continuing professional development shall be provided for all nutrition professionals in schools. Such training shall involve all individuals working in the cafeteria, including monitors, so that all are aware of the requirements of the school wellness policy. Staff development programs shall include appropriate certification and/or training programs for school food service directors, managers and cafeteria workers, according to their levels of responsibility. (See USDA's Professional Standards for School Nutrition Professionals website.)

Instruction

Student Nutrition and Physical Activity (School Wellness) (continued)

Training for Food Service Staff

All food service personnel, including volunteers and monitors, shall have adequate pre-service training in food service operations and regularly participate in professional development activities that address requirements for Child Nutrition Programs, menu planning and preparation, food safety, strategies for promoting healthy eating behaviors and other appropriate topics.

Summer Food Service Program

Schools in which more than 50 percent of students are eligible for free or reduced-price school meals shall/may sponsor the Summer Food Service Program for at least six weeks between the last day of the academic school year and the first day of the following school year, and preferably throughout the entire summer vacation.

Other Foods Offered or Sold

To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. The District's nutrition standards apply to all food served to students on school premises, including but not limited to, cafeteria a la carte sales, vending machines, school stores, fundraisers, activities and classroom snacks. All beverages sold or served to students at school shall meet the requirements of state statute and federal regulations at all times, whichever are stricter.

To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. The District's nutrition standards apply to all food sold or served to students on school premises, including but not limited to, cafeteria a la carte sales, vending machines, school stores, fundraisers, activities and classroom snacks.

All beverages sold or served to students at school shall meet the requirements of state statute and federal regulations, whichever are stricter, unless they are sold at the location of an event occurring after the end of the regular school day or on the weekend, provided the beverages are not sold from a vending machine or school store. The District strongly encourages the sale or distribution of nutrient-dense foods, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes.

Instruction

Student Nutrition and Physical Activity (School Wellness)

Other Foods Offered or Sold (continued)

To create a school environment that supports the promotion of healthy food and beverage choices for children, it is important to consider all venues where food and beverages are consumed or sold. The Connecticut Nutrition Standards apply to all food sold or served to students on school premises, including but not limited to, cafeteria a la carte sales, vending machines, school stores, fundraisers, activities and classroom snacks. All beverages sold or served to students at school shall meet the requirements of state statute and federal regulations, whichever are stricter, at all times. However, beverages not meeting the requirements of state statute and foods not meeting the Connecticut Nutrition Standards may be sold or served at the location of an event occurring after the end of the regular school day or on the weekend provided they are not sold from a vending machine or school store. The District strongly encourages the sale or distribution of nutrient-dense foods, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes.

Pursuant to state statute (CGS 10-221p), whenever any group makes foods available for purchase in a school during the school day, low-fat dairy products and fresh or dried fruits must also be available in the school at the same time for purchase by students. "Foods available for purchase" include, but are not limited to, foods sold in cafeterias, vending machines, school stores, fundraisers and any other food sales during the school day. This includes the following:

- If a snack machine with food items is available for use by students during the school day, the school must also have non-fat or low-fat dairy products and fresh or dried fruit available for purchase. When the snack machine is operating outside of cafeteria hours, schools must make alternate provisions to offer non-fat or low-fat dairy products and fresh or dried fruit for sale at the same time.
- School stores that sell food to students must ensure that non-fat or low-fat dairy products and fresh or dried fruit are available for purchase either in the store itself or elsewhere in the school, while the school store is selling food.

Instruction

Student Nutrition and Physical Activity (School Wellness) (continued)

Access to Drinking Water

The Federal Healthy Hunger Free Kids Act of 2010 requires schools to make free potable water available where meals are served for schools participating in the Federal School Lunch Program.

Outside of the cafeteria and meal times, students and staff will have access to safe, fresh drinking water throughout the school day. Fluoridated or bottled water that does not contain added sugars, sweeteners, artificial sweeteners, or caffeine, should be made available for purchase by students and staff.

Foods Brought Into School

The District shall encourage families to pack healthy lunches and snacks and to refrain from including beverages that do not meet the requirements of state statute or foods that do not meet the District's nutrition standards. Classroom snacks if provided to all children, must only include healthy choices that meet the state requirements for allowable beverages and the District's nutrition standards.

District policy is that the foods will/should also meet the Smart Snacks standards and the Connecticut Healthy Food Certification standards.

If food is brought from home to be shared with other students, the District shall develop procedures to ensure that all food is safe.

Sharing of Foods

Schools shall discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns with allergies and other restrictions on some children's diets.

Fundraising

Fundraising activities will support healthy eating and wellness. Schools will promote the sale of non-food items for school-sponsored fundraising. School fundraising activities shall not involve food or beverages or shall only use foods that meet the USDA Smart Snacks nutrition standards and beverages that meet the requirements of state statute and federal regulations. Schools shall encourage fundraising activities that promote physical activity. The District shall make available to students, parents, teachers and school groups a list of ideas for acceptable fundraising activities, such as healthy foods and beverages or alternate nonfood fundraisers. Any fundraising requires administrative approval. Fundraisers subject to this rule are those sold during the school day on school grounds. School day is defined as from midnight the night before to 30 minutes after the end of school.

Instruction

Student Nutrition and Physical Activity (School Wellness)

Fundraising (continued)

School fundraising activities shall not involve food or beverages or shall only use foods that meet the District's nutrition standards and beverages that meet the requirements of state statute and federal regulations. However, beverages not meeting the requirements of state statute and federal regulations can be sold as fundraisers on school premises if they are sold at the location of an event occurring after the end of the regular school day or on the weekend, provided they are not sold from a vending machine or school store. Schools shall encourage fundraising activities that promote physical activity. The District shall make available to students, parents, teachers and school groups a list of ideas for acceptable fundraising activities, such as healthy foods and beverages or alternate nonfood fundraisers.

School fundraising activities shall not involve food or beverages or shall only use foods that meet the Connecticut Nutrition Standards and beverages that meet the requirements of state statute and federal regulations. However, food items that do not meet the Connecticut Nutrition Standards and beverages not meeting the requirements of state statute and federal regulations can be sold as fundraisers on school premises if they are sold at the location of an event occurring after the end of the regular school day or on the weekend, provided they are not sold from a vending machine or school store. Schools shall encourage fundraising activities that promote physical activity. The District shall make available to students, parents, teachers and school groups a list of ideas for acceptable fundraising activities, such as healthy foods and beverages or alternate nonfood fundraisers.

Competition with nutritious meals served by the school food services operations must be minimized. Income from any competitive foods or beverages sold from 30 minutes prior to the start of any state or federally subsidized milk or meal program until 30 minutes after the end of the program must accrue to the food service account.

Instruction

Student Nutrition and Physical Activity (School Wellness) (continued)

Concessions

Organizations operating concessions at school functions after school or on weekends should include at least 50 percent healthy beverages and foods, according to the approved nutrition standards in their offerings. It is recommended that groups market these healthy options at a lower profit margin to encourage selection by students. Beverages sold at concessions on school premises must meet the requirements of state statute.

If the District allows beverage exemptions under CGS Section 10-221q, replace the previous language with the following:

Organizations operating concessions at functions on school premises after school or on weekends should include at least some healthy food and beverage choices in their offerings. It is recommended that groups market these healthy options at a lower profit margin to encourage selection by students.

If the District implements healthy food certification under CGS Section 10-215f, replace the previous language with the following:

Organizations operating concessions at functions on school premises must sell only those food items that meet the Connecticut Nutrition Standards and beverages that meet the requirements of state statute and federal regulations.

If the District implements healthy food certification under CGS Section 10-215f AND allows food and beverage exemptions, replace the previous language with the following:

Food items that do not meet the Connecticut Nutrition Standards and beverages that do not meet the requirements of state statute and federal regulations can be sold at concessions operated at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store. Organizations operating concessions at school functions after school or on weekends should include at least some healthy food choices in their offerings. It is recommended that groups market these healthy options at a lower profit margin to encourage selection by students.

Teacher-to-Student Incentives and Punishments

Teachers and staff shall not use foods or beverages as rewards for academic performance or good behavior, unless this practice is allowed by a student's individualized education plan (IEP). The use of sugar-sweetened beverages or candy as a classroom reward at any school is not appropriate. Alternative rewards shall be developed and promoted.

Schools shall not withhold foods or beverages (including food served through school meals) as a punishment.

Instruction

Student Nutrition and Physical Activity (School Wellness)

Student Nutrition Education and Promotion

Nutrition education and promotion shall be offered as part of a planned, ongoing, systematic, sequential, standards-based, comprehensive school health education program designed to provide students with the knowledge and skills necessary to promote and protect their health. Nutrition education shall use national or state-developed standards, such as the Connecticut State Department of Education's Healthy and Balanced Living Curriculum Framework. The District shall develop and implement a comprehensive, developmentally appropriate, curriculum approach to nutrition in all grades. Students shall be able to demonstrate competency through application of knowledge, skill development and practice.

The nutrition education program shall focus on students' eating behaviors, be based on theories and methods proven effective by published research, and be consistent with the state's/district's comprehensive school health education standards/guidelines/curriculum framework. Nutrition themes include but are not limited to:

- | | |
|---|---|
| ❖ My Plate and the Dietary Guidelines for Americans (Healthy Eating Plan) | ❖ Identify and limit foods of low nutrient density |
| ❖ Healthy heart choices | ❖ Food labels |
| ❖ Sources and functions of major nutrients | ❖ Multicultural influences |
| ❖ Guide to a healthy diet | ❖ Serving sizes |
| ❖ Diet and disease | ❖ Proper food safety and sanitation |
| ❖ Understanding calories | ❖ Body-size acceptances, healthy weight and dangers of unhealthy weight-control practices |
| ❖ Healthy snacks | |

The District nutrition policy reinforces nutrition education to help students practice these themes in a supportive school environment. Nutrition education shall also be included in other classroom content areas such as math, science, language arts, social sciences, family and consumer sciences and elective subjects. Instructional staff is encouraged to integrate nutritional themes into daily lessons when appropriate, to reinforce and support health messages.

The school District shall assess all nutrition education lessons and materials for accuracy, completeness, balance and consistency with the state's/district's educational goals and curriculum standards. Materials developed by food marketing boards or food corporations that contain any commercial or branded messages shall not be used.

Instruction

Student Nutrition and Physical Activity (School Wellness)

Student Nutrition Education (continued)

Educational Reinforcement

School instructional staff members shall collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families. Guest speakers and performers invited to address students shall receive appropriate orientation to relevant district policies. School staff members shall be encouraged to coordinate with other agencies and community groups to provide opportunities for student volunteer work related to nutrition, such as assisting with food recovery efforts and preparing nutritious meals for home-bound people. School officials shall disseminate information to parents, students and staff members about community programs that offer nutrition assistance to families.

Nutrition Promotion

The school District shall conduct nutrition education activities and promotions that involve parents, students and the community. The District shall participate in programs that promote and reinforce student health, such as Team Nutrition and the Healthier US School Challenge. The school team responsible for planning nutrition activities shall ensure interdisciplinary collaboration by including school food service, school nurses, health and physical education teachers, family and consumer sciences teachers, and other appropriate school staff members.

Consistent Health Messages

Students shall receive positive, motivating messages, both verbal and nonverbal, about healthy eating and physical activity throughout the school environment. All school personnel shall help reinforce these positive messages. Foods and beverages sold or served at school shall not contradict healthy eating messages. The school district shall not use practices that contradict messages to promote and enjoy physical activity; for example, withholding recess or using physical activity as punishment (e.g., running laps, doing pushups).

Food and Beverage Marketing in Schools

The District is committed to providing a school that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on district property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. Any foods and/or beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School Nutrition standards. [or include a more stringent standard, decided by the District, that eliminates the marketing of look-alike Smart Snacks and/or eliminates the advertising of all brands that do not meet USDA Smart Snacks in School standards both within or outside of schools.]

Instruction

Student Nutrition and Physical Activity (School Wellness)

Food and Beverage Marketing in Schools (continued)

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes an oral, written, or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays such as on vending machine exteriors.
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards.

(Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when contracts are up for renewal or to the extent that it is financially possible over time so that items are in compliance with the marketing policy.)

- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District Nutrition Services/Athletics Department/PTA/PTO review existing contracts and considers new contracts, equipment and product purchasing and/or replacement, decisions should reflect the applicable marketing guidelines established by the District wellness policy.

Staff as Role Models

The school district shall build awareness among teachers, food service staff, coaches, nurses and other school staff members about the importance of nutrition, physical activity and body-size acceptance to academic success and lifelong wellness. School staff members shall be encouraged to model healthy eating and physical activity behaviors.

Instruction

Student Nutrition and Physical Activity (School Wellness) (continued)

Education Links with School

The nutrition education program links with school meal programs, other school foods, and nutrition-related community services that occur outside the classroom or that link classroom nutrition education to the larger school community, such as school gardens, cafeteria-based nutrition education and after-school programs. Nutrition education shall be offered in the school cafeteria and classroom, with coordination between school food service and teachers. The district shall link nutrition education with other coordinated school health initiatives.

Professional Development for Teachers

The District shall include appropriate training for teachers and other staff members. Staff members responsible for nutrition education shall be adequately prepared and shall regularly participate in professional development activities to effectively deliver the nutrition education program as planned. Preparation and professional development activities shall provide basic knowledge of nutrition, combined with the development of skills and adequate time to practice skills in program-specific activities. Training shall include instructional techniques and strategies designed to promote healthy eating behaviors. Staff members providing nutrition education shall not advocate dieting behaviors or any specific eating regimen to students, other staff members or parents.

Staff Wellness

The District highly values the health and well-being of every staff member and shall plan and implement activities and policies that support personal efforts by staff members to maintain a healthy lifestyle and that encourage staff members to serve as role models.

Partnering with Community Organizations

Schools shall partner with community organizations (e.g., local businesses, faith-based organizations, libraries, local health departments, local colleges and their students, and local health care providers) to provide consistent health messages and support school-based activities that promote healthy eating and physical activity.

Engaging Students

Schools shall consider student needs in planning for a healthy school environment. Students shall be asked for input and feedback through the use of student surveys and other means, and attention shall be given to their comments. Key health messages shall be promoted by coordinating classroom and cafeteria, and through planned promotions such as health fairs, nutrition initiatives, programs and contests.

Instruction**Student Nutrition and Physical Activity (School Wellness) (continued)****Parent Nutrition Education**

The District shall encourage family involvement to support and promote healthy eating and physical activity habits. The District shall support families' efforts to provide a healthy diet and daily physical activity for their children through effective two-way communication strategies that allow sharing of information from school to home and from home to school.

Nutrition education will be provided to parents beginning at the elementary or pre-k level. The goal will be to continue to educate parents throughout the elementary, middle and high school levels. Nutrition education may be provided in the form of handouts, postings on the District website or presentations that focus on nutritional value and healthy lifestyles. Additional strategies are suggested in the Connecticut State Department of Education's "Action Guide for School Nutrition and Physical Activity Policies" (page 139) at:

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320754#Action>.

The District shall provide information about physical education and other school-based physical activity opportunities before, during and after the school day, and shall support families' efforts to provide their children with opportunities to be physically active outside of school. Such supports shall include sharing information about physical activity and physical education through a website, newsletter or other take-home materials, special events or physical education homework.

Family and Community Involvement

In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, the building Principal is responsible for ensuring:

1. Nutrition education materials and cafeteria menus are sent home with students;
2. Parents are encouraged to send healthy snacks/meals to school;
3. Parents and other family members are invited to periodically eat with their student in the cafeteria;
4. Families are invited to attend exhibitions of student nutrition projects or health fairs;
5. Nutrition education workshops and screening services are offered;
6. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.);
7. School staff collaborate with agencies and groups conducting nutrition education in the community to send consistent messages to students and their families; and

Instruction

Student Nutrition and Physical Activity (School Wellness) (continued)

8. School staff are encouraged to cooperate with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate.

Many additional strategies are found in the “Action Guide for School Nutrition and Physical Activity Policies.” (page 141)

School District Wellness Committee (District Health Advisory Council)

With the purposes of monitoring the implementation of the District’s policy, evaluating policy progress, serving as a resource to school sites, and revising the policy as necessary, a District-wide representative wellness committee shall be established and maintained or the District shall work within an existing school health committee. (*Required by federal law only for districts that participate in the USDA child nutrition programs.*) The committee will meet a minimum of four times annually to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of the District level wellness policy (wellness policy). Committee membership will represent all school levels and include to the extent possible, but not be limited to:

- District Food Service Coordinator
- Parent representative from each school level
- Student representative from each school level
- Staff member representative from each school level
- Administrative Representatives, (Superintendent, principal, vice-principal)
- Physical Education and Health Program Leader
- School health professionals (nurses, physicians, dentists)
- Health Education Coordinator/Teacher
- Physical Education Coordinator/Teacher
- Other individuals appropriate to the evaluation process
- Board of Education Members
- Any interested member of the public
- Mental health and social services staff (school counselors, psychologists, social workers, psychiatrists)

Optional: Each school within the District will establish an ongoing School Wellness Committee that convenes to review issues, in coordination with the District Wellness Committee.

The Superintendent, or his/her designee, will convene the District Wellness Committee and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy. Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

Instruction

Student Nutrition and Physical Activity (School Wellness) (continued)

Wellness Policy Implementation, Monitoring, Accountability & Community Engagement

Implementation

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention's School Health Index, create an action plan that fosters implementation and generate an annual progress report.

Recordkeeping

The District will retain records to document compliance with the requirements of the wellness policy at the District's Administrative Offices. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the District uses to make stakeholders aware of their ability to participate on the District Wellness Committee;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

Annual Notification of Policy

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the District website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's (or schools') events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District/school officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

Instruction

Student Nutrition and Physical Activity (School Wellness)

Wellness Policy Implementation, Monitoring, Accountability & Community Engagement (continued)

Triennial Progress Assessments

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include;

- The extent to which schools under the jurisdiction of the District are in compliance with the wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is (list the person responsible here, their title, and their contact information). The District Wellness Committee, in collaboration with individual schools, will monitor schools' compliance with this wellness policy. The District [or school] will actively notify households/families of the availability of the triennial progress.

Revisions and Updating of the Policy

The District Wellness Committee will modify the wellness policy based on the results of the triennial assessments and/or as District priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

Community Involvement

The District will actively communicate ways in which representatives of the District Wellness Committee and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means. The district will inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as the District's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the District and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

Instruction

Student Nutrition and Physical Activity (School Wellness)

Wellness Policy Implementation, Monitoring, Accountability & Community Engagement (continued)

Monitoring and Evaluation (*optional language to the above*)

Monitoring

The Superintendent or designee shall ensure compliance with the established district-wide school wellness policy. In each school, the Principal or designee shall ensure compliance with those policies in his or her school and shall report on the school's compliance to the school district Superintendent or designee. School food service staff members, at the school or district level, shall ensure compliance with nutrition policies within school food service areas and shall report on this matter to the Superintendent (or if done at the school level, to the school Principal). The Superintendent or designee shall provide periodic implementation data and/or reports to the Board concerning this policy's implementation sufficient to allow the Board to monitor and adjust the policy.

Policy Review

The District shall identify a strategy and schedule to help review policy compliance, assess progress and determine areas in need of improvement. As part of that process, the District shall review nutrition and physical activity policies; new research and evidence on health trends and effective programs; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The District and individual schools within the District shall, as necessary, revise the school wellness policy and develop work plans to facilitate its implementation.

(Note: USDA regulations require the board of education to conduct an assessment every three years to determine compliance with the wellness policy and the progress made in attaining the policy goals)

District Nutrition Standards

The District strongly encourages the sale or distribution of nutrient-dense foods for all school functions and activities. Nutrient-dense foods are those foods that provide substantial amounts of vitamins and minerals with relatively few calories, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. In an effort to support the consumption of nutrient-dense foods in the school setting the District will follow the beverage requirements of state statute and federal regulations, whichever are stricter, and has adopted the following Nutrition Standards governing the sale of food on school grounds. Sites are encouraged to study these standards and must develop building policy using the following District Nutrition Standards and state beverage requirements as minimal guidelines.

Instruction

Student Nutrition and Physical Activity (School Wellness)

District Nutrition Standards (continued)

Griswold Public Schools strongly encourages the sale or distribution of nutrient-dense foods for all school functions and activities. Nutrient-dense foods are those foods that provide substantial amounts of vitamins and minerals with relatively few calories, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. In an effort to support the consumption of nutrient-dense foods in the school setting the District will follow the beverage requirements of state statute and federal regulations, whichever are stricter, and has adopted the Connecticut Nutrition Standards governing the sale of food on school grounds. Sites are encouraged to study these standards and must develop building policy using the following Connecticut Nutrition Standards and state beverage requirements as minimal guidelines.

Food:

1. Any given food item offered for sale to students separately from reimbursable meals will:
 - meet the portion size requirements of the Connecticut Nutrition Standards and the USDA Nutrition Standards.
 - not contain any chemically altered fat substitutes and will meet the fat requirements of the Connecticut Nutrition Standards.
 - meet the saturated fat requirements of the Connecticut Nutrition Standards.
 - meet the trans-fat requirements of the Connecticut Nutrition Standards.
 - not contain any artificial sweeteners or sugar alcohols and will meet the sugar requirements of the Connecticut Nutrition Standards.
 - meet the sodium requirements of the Connecticut Nutrition Standards and the USDA Nutrition Standards.
2. Foods and beverages will not contain caffeine, with the exception of trace amounts of naturally occurring substances.
3. Limit condiment use and provide low-fat, low-sugar and low-sodium varieties.
4. Increase choices of whole grains and foods containing fiber.
5. Encourage the consumption of nutrient-dense foods, e.g., whole grains, fresh fruits and vegetables, lean meats, legumes and low-fat dairy products.

*Note: Public Law 108-265, the Child Nutrition and WIC Reauthorization Act of 2004, requires that the district school wellness policy **must** include “nutrition guidelines for all foods available on the school campus during the school day, with the objectives of promoting student health and reducing childhood obesity.” If the district does not adopt the preceding standards, it **must** develop specific nutrition standards that address what foods can be sold or served to students during the school day.*

Instruction

Student Nutrition and Physical Activity (School Wellness)

District Nutrition Standards (continued)

Candy:

- Vending sales of candy will not be permitted on school grounds.
- Pursuant to state regulations, the sale of candy on school premises is prohibited from 30 minutes prior to the start of any state or federally subsidized milk or meal program until 30 minutes after the end of the program.

Candy and gum (including sugarless candy and sugarless gum) can only be sold to students on school premises if they are sold at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store. (Note: Board vote is required to allow this exemption)

Beverages:

- Pursuant to state statute, the sale of beverages to students on school premises shall be limited to the following five categories:
 1. milk, (effective 7/1/19), which may be flavored but contains no artificial sweeteners and no more than 4 grams of sugar per fluid ounce; (federal regulation requires milk to be non-fat or low-fat (1%) flavored or unflavored)*
 2. nondairy milk substitutes, such as soy or rice milk, which may be flavored but contains no artificial sweeteners, nonnutritive sweetening agents, sugar alcohols, added sodium, and no more than 4 grams of sugar per fluid ounce, no more than 35% of calories from fat per serving, and no more than 10% of calories from saturated fat per serving;*
 3. 100% fruit or vegetable juice or combination of such juices, containing no added sugars, sweeteners, or artificial sweeteners;*
 4. beverages that contain only water and fruit or vegetable juice and have no added sugars, sweeteners, or artificial sweeteners or sodium and that meet the healthy Hunger-Free Kids Act of 2010, P.L. 11-296, as may be amended from time to time;* and;

Instruction

Student Nutrition and Physical Activity (School Wellness)

District Nutrition Standards (continued)

5. water, which may be flavored but must contain no added sugars, sweeteners, artificial sweeteners, sodium or caffeine.*
- Portion sizes of the beverages specified above are limited to no more than 8 fluid ounces for students in grades K-5 inclusive and 12 fluid ounces for students in grades 6-12 inclusive, except water, which is unlimited.
- Vending sales of any beverages other than those listed as approved in state statute are not permitted on school grounds at any time.
- School store sales of any beverages other than those listed as approved in state statute are not permitted on school grounds at any time.
- The sale of any beverages other than those listed as approved in state statute will not be permitted on school grounds from any source at any time.

The sale of any beverages that do not meet the requirements of state statute and federal regulations is allowed at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store. (*Note: Board vote is required to allow this exemption.*)

Guidelines for Food and Beverages Offered to Students at School

The District encourages the use of nutrient-dense foods for all school functions and activities. Nutrient-dense foods are those foods that provide substantial amounts of vitamins and minerals and relatively few calories, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. At any school function (parties, celebrations, feasts, sporting events, etc.) where foods and beverages are sold or served to students, healthy choices meeting the District's nutrition standards and beverage requirements of state statute must be available. Some suggested foods and beverages are listed below. The list should be checked against the Connecticut Nutrition Standards developed by the State Department of Education and published annually, the state beverage statute, and the Department's online list of acceptable foods and beverages, which is updated quarterly.

If the District implements healthy food certification under CGS Section 10-215f, replace the previous language with the following:

**Consult the CSE's List of Acceptable Foods and Beverages for allowable products. Foods that meet the Connecticut Nutrition Standards meet or exceed the USDA's competitive food standards. Listed beverages will meet both federal and state requirements.*

Instruction

Student Nutrition and Physical Activity (School Wellness)

District Nutrition Standards (continued)

The District encourages the use of nutrient-dense foods for all school functions and activities. Nutrient-dense foods are those foods that provide substantial amounts of vitamins and minerals and relatively few calories, such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. At any school function (parties, celebrations, feasts, sporting events, etc.) where foods and beverages are sold or served to students, healthy choices meeting the Connecticut Nutrition Standards and beverage requirements of state statute must be available. Some suggested foods and beverages are listed below. The list should be checked against the Connecticut Nutrition Standards developed by the State Department of Education and published annually, the state beverage statute, and the Department's online list of acceptable foods and beverages, which is updated quarterly.

- Raw/fresh vegetable sticks (e.g., carrots)/slices with low-fat dressing* or yogurt dip*
- Fresh fruit
- 100% fruit juices or 100% vegetable juices or combination of such juices*
- Frozen 100% fruit juice pops*
- Bottled water, without added sugars, sweeteners, artificial sweeteners or caffeine*
- Dried fruits (raisins, banana chips, etc.) without added sugar, fat or salt*
- Trail mix (dried fruits and nuts)*
- Dry roasted peanuts, tree nuts and soy nuts (not coconut or palm nuts) without added fat, sugar or sodium*
- Low-fat meat and cheese sandwiches (use low-fat mayonnaise in chicken/tuna salads)*
- Party mix* (variety of cereals, nuts, pretzels, etc.), depending on added fat, sugar and salt
- Low-sodium crackers*
- Baked corn chips & fat-free potato chips with salsa and low-fat dips* (Ranch, French Onion, Bean, etc.)
- Low-fat muffins, granola bars, crackers and cookies such as fig bars and ginger snaps*
- Angel food and sponge cakes*
- Flavored yogurt & fruit parfaits (low-fat/nonfat yogurt)*
- Gelatin and low-fat pudding cups*
- Low-fat ice creams, frozen yogurts, sherbets*
- Low-fat and nonfat dairy products*
- Pure ice cold water without sugars, sweeteners, artificial sweeteners or caffeine*
- Pretzels*
- Bread products as such as bread sticks, rolls, bagels and pita bread*
- Ready-to-eat low sugar cereals (with no more than 15 grams added sugars per serving and no more than 35% sugar by weight)*
- Low-fat (1 percent) and skim milk*

* Compliance with the state beverage statute and the Connecticut Nutrition Standards varies depending on the brand and type of item. Check online listings at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2626&q=320754#Healthy>.

Instruction

Student Nutrition and Physical Activity (School Wellness)

Guidelines for Food and Beverages Offered to Students at School (continued)

Beverages that do not meet the requirements of state statute and federal regulations can be sold to students on school premises at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store.

Food items that do not meet the Connecticut Nutrition Standards and beverages not meeting the requirements of state statute and federal regulations can be sold at the location of an event occurring after the end of the regular school day or on the weekend, provided they are not sold from a vending machine or school store.

Competitive Foods and Beverages

***Note:** As of July 1, 2014, the USDA interim final rule nutrition standards apply to all competitive foods sold in schools that participate in the National School Lunch Program and School Breakfast Program. School districts that follow the Connecticut Nutrition Standards under the Healthy Food Certification must meet stricter requirements. The Connecticut Nutrition Standards meet or exceed the USDA's competitive foods standard.*

“Competitive foods” include any foods and beverages sold in schools to children anytime on school premises except for meals provided through the National School Lunch Program and School Breakfast Program. Competitive food sales include, but are not limited to, cafeteria, a la carte sales, vending machines, school stores and fundraisers. Pursuant to federal regulations and state statutes and regulations, the sale of competitive foods is restricted as follows:

1. Water ices (any frozen, sweetened water such as “...sicles” and flavored ice with the exception of products that contain fruit, fruit juice, milk, milk ingredients or egg ingredients other than egg whites) and chewing gum shall not be sold to students in the food service areas during the meal periods.*
2. Candy may not be sold to students on school premises during the period from 30 minutes before any meal or milk program up until 30 minutes after the end of the program.**
3. Beverages that do not meet the requirements of state statute and federal regulations, whichever are stricter, (including, but not limited to, coffee/decaffeinated coffee/iced coffee, tea/herbal tea/iced tea, soda/diet soda, sports drinks, hot chocolate, fruit drinks that are not 100 percent juice) can only be sold to students on school premises at the location of an event that occurs after the school day or on the weekend, provided they are not sold from a vending machine or school store. (***Note: Board vote is required to allow this exemption.***)

Instruction

Student Nutrition and Physical Activity (School Wellness)

Competitive Foods and Beverages (continued)

4. The income from any food or beverages sold to students anywhere on school premises during the period of 30 minutes before any meal or milk program up until 30 minutes after the end of the program must accrue to the nonprofit school food service account.
5. No competitive foods may be sold without the prior approval of the Superintendent. Such sales must comply with state law, Sections 10-215b-23 of the Regulations of Connecticut State Agencies.

* Alternatively, districts can eliminate these foods during the school day by replacing the language stating “meal periods” with “school day.”

** Alternatively, districts can eliminate these foods during the school day by replacing the language stating “period from 30 minutes before any meal or milk program up until 30 minutes after the end of the program” with “school day.”

Schools shall use the Connecticut State Department of Education’s “List of Acceptable Foods and Beverages” to determine whether commercial food and beverage products meet the USDA’s nutrition standards for competitive foods. Foods that meet the Connecticut Nutrition Standards meet or exceed the USDA’s competitive foods standards. Listed beverages will meet both federal and state requirements.

“Competitive foods” include all foods and beverages sold in schools except for meals provided through the National School Lunch Program and School Breakfast Program. The USDA interim final rule groups competitive foods into three categories: (1) Entrée Items (sold only a-la-carte), (2) Side Dishes; and (3) Beverages. Pursuant to federal regulations and state statutes and regulations, the sale of competitive foods is restricted as follows:

1. Foods that do not meet the Connecticut Nutrition Standards cannot be sold to students on school premises, including, but not limited to:
 - Water ices (any frozen, sweetened water such as “...sicles” and flavored ice with the exception of products that contain fruit, fruit juice, milk, milk ingredients or egg ingredients other than egg whites)
 - Candy/sugarless candy
 - Chewing gum/sugarless chewing gum

Instruction

Student Nutrition and Physical Activity (School Wellness)

Competitive Foods and Beverages (continued)

2. Beverages that do not meet the requirements of state statute and federal regulations (including, but not limited to, coffee/decaffeinated coffee/iced coffee, tea/herbal tea/iced tea, soda/diet soda, sports drinks, hot chocolate, fruit drinks that are not 100 percent juice) can only be sold to students on school premises at the location of an event that occurs after the school day or on the weekend provided they are not sold from a vending machine or school store. *(Note: Board vote is required to allow this exemption.)*
3. During the period of 30 minutes before any meal program up until 30 minutes after the end of the program, competitive foods and beverages may only be sold anywhere on school premises if they meet the Connecticut Nutrition Standards or state beverage statute and the income they generate accrues to the nonprofit school food service account.* Outside of this timeframe, competitive foods and beverages may only be sold if they meet the Connecticut Nutrition Standards and state beverage statute and federal regulations, whichever are stricter.
4. No competitive foods may be sold without the prior approval of the Superintendent. Such sales must comply with state law, Section 10-215b-23 of the Regulations of Connecticut State Agencies.

Schools shall use the Connecticut State Department of Education's "List of Acceptable Foods and Beverages" to determine whether commercial food and beverage products meet the USDA's competitive foods standards. Listed beverages will meet both federal and state requirements.

Physical Education/Physical Activity

It is the Board's position that all students have equal and equitable opportunities for physical activity and physical education in District schools. The Superintendent is encouraged to review and consider implementing physical activity and physical education program improvements. The goals of the District are:

- A. All children, from pre-kindergarten through grade 12, will participate in a daily, quality, standards-based physical education program; (Note: Physical education is not a required element of the local school wellness policy.)
- B. All schools will have certified physical education teachers providing physical education instruction; and
- C. All schools will have appropriate class sizes, facilities, equipment, and supplies needed to deliver quality physical education consistent with state and/or national standards.

Schools shall strive, within financial, space, and staffing constraints, for students in grades pre-k through six to engage in physical education averaging 150* instructional minutes per week and all middle and high school students to engage in 225 minutes per week* and shall complete, at a minimum, one credit of high school physical education (required for graduation).

Instruction

Student Nutrition and Physical Activity (School Wellness)

Physical Education/Physical Activity (continued)

Incorporating Physical Activity Into the Classroom

Students in all grade levels shall be provided with opportunities for physical activity beyond and in addition to physical education. Classroom health education shall complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television. Opportunities for physical activity shall be incorporated into other subject lessons and can be used as reinforcement, reward and celebration for achievement, positive behavior and completion of assignments. Classroom teachers shall provide short physical activity breaks between lessons or classes, as appropriate.

Use of School Facilities Outside of School Hours

Access to school sites will be provided through permitting use of facilities to community youth sports groups consistent with the District's facilities use policy so additional opportunities are available for youth to participate in quality physical activity, fitness, sports and recreation programs. School spaces and facilities shall be available to students, staff members, and community members before, during, and after the school day, on weekends and during school vacations. The spaces and facilities shall also be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety shall apply at all times.

Prohibiting Physical Activity as Punishment

Schools shall prohibit the use of physical activity (such as required running or push-ups as punishment) and withholding of physical education class and other forms of physical activity as punishment. Recess or other opportunities for physical activity shall not be withheld as a measure to enforce the completion of academic work. (See Policy #5144.4, "Physical Exercise and Discipline of Students.")

Daily Recess

All elementary school students shall have at least 20 consecutive minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity and provide space, equipment and an environment that is conducive to safe and enjoyable activity. Districts shall ensure that students with special physical and cognitive needs have equal physical activity opportunities, with appropriate assistance and services. Districts shall not permit extended periods (i.e., periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools shall give students periodic breaks during which they are encouraged to get up from their chairs and be moderately active.

Instruction

Student Nutrition and Physical Activity (School Wellness) (continued)

Physical Activity Opportunities Before and After School

All elementary, middle and high schools shall offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, shall offer interscholastic sports programs. Districts shall offer a range of activities that meet the needs, interests and abilities of all students, including boys, girls, students with physical and cognitive disabilities, and students with special health care needs. After-school, childcare and enrichment programs shall provide and encourage – verbally and through the provision of space, equipment and activities – daily periods of moderate to vigorous physical activity for all participants.

Safe Routes to School

When appropriate, the District shall work together with local public works, public safety and/or police departments to make it safer and easier for students to walk and bike to school.

Family and Community Involvement

In order to promote family and community involvement in supporting and reinforcing physical education in the schools, the school Principal is responsible for ensuring:

- A. Physical education activity ideas are sent home with students;
- B. Parents are encouraged to promote their child's participation in the school's physical education programs and after school activities;
- C. Families are invited to attend and participate in physical education activity programs and health fairs;
- D. Physical education curriculum includes homework that students can do with their families;
- E. School staff consider the various cultural preferences in development of physical education programs; and
- F. School staff is encouraged to cooperate with other agencies and community groups to provide opportunities for students to participate in physical activity programs.

GRISWOLD PUBLIC SCHOOLS

Job Description

Position:	Math Interventionist (PK-12)
Approval Date:	TBD
Reports to:	Building Administration
Terms of Service:	10 month position. Additional time may be required
Certification:	029 Mathematics (Grades 4-12), 005 Elementary, 013 Elementary and/or appropriate PK-12 math certification as required by assignment

General Description:

The Math Interventionist provides targeted, data-driven support and intervention for students PK-12 who are at risk of not meeting math proficiency. The role focuses on identifying student needs, delivering evidence-based interventions, collaborating with educators, and supporting a culture of continuous improvement in math achievement.

Reports to: Building Administrator

Qualifications:

- Bachelor's degree or higher in education, mathematics, or related field
- Valid Connecticut teaching certification appropriate to assignment
- Minimum three years successful teaching experience
- Demonstrated expertise in math content, intervention strategies, and assessment
- Strong knowledge of current evidence-based math intervention practices
- Proven ability to analyze data and implement instructional adjustments
- Effective communication, collaboration, and leadership skills
- Experience working with diverse student populations preferred

Duties and Responsibilities:

1. Identify students in need of math intervention through analysis of assessment data and teacher referrals.
2. Deliver small group and/or individual math interventions using research-based strategies and progress-monitoring tools.
3. Collaborate with classroom teachers and specialists to design and implement targeted intervention plans.
4. Monitor, document, and communicate student progress; administer research-based assessments; adjust interventions as needed.
5. Lead or participate in data team meetings to support instructional decisions and student growth.
6. Model effective intervention strategies and provide support to teachers in differentiating instruction.
7. Develop and maintain organized intervention schedules and records.
8. Assist in the administration and interpretation of universal screeners, diagnostic, and progress monitoring assessments.
9. Communicate effectively with parents/guardians, staff, and administration regarding student progress and intervention strategies.
10. Participate in professional development to remain current with best practices in math intervention.
11. Support a positive, inclusive, and equitable learning environment for all students.
12. Perform other related duties as assigned by administration to ensure student success in math.

GRISWOLD PUBLIC SCHOOLS
Job Description

Position:	Integrated Instruction Mentor
FLSA:	Exempt
Approval Date:	TBD
Reports to:	Building Administration
Terms of Service:	10 month position. Additional time may be required
Certification:	N/A

The Integrated Instruction Mentor is a professional role designed to advance student achievement and engagement. The mentor collaborates with specialists and teachers to facilitate assigned personalized and blended learning experiences, leveraging a range of digital platforms and instructional technologies. The Integrated Instruction Mentor exercises independent judgment in monitoring student progress, providing targeted academic support, and fostering self-directed learning skills. This role demands exceptional adaptability, strong communication skills, and the ability to work within digital environments. The mentor serves as a key resource in supporting diverse learners across multiple subject areas to meet rigorous academic standards in a dynamic, student-centered setting.

QUALIFICATIONS:

- Bachelor's degree is required. Prior experience working in an educational setting is strongly preferred.
- Experience using a variety of digital technologies and online platforms, including Google applications
- Strong interpersonal and communication skills to interact effectively with students, staff, and parents.
- Ability to adapt quickly to changing circumstances and work effectively in a flexible environment.
- Ability to learn computer-based programs.
- Patience, flexibility, and a positive attitude when dealing with students of diverse backgrounds and abilities.
- Demonstrated ability to maintain professionalism, confidentiality, and integrity.
- Reliable and punctual attendance, with the ability to work within a flexible schedule.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Assist in supervising students in the learning commons, promoting positive behavior, and ensuring a safe and inclusive environment. This includes monitoring students' activities, managing conflicts, and actively engaging with them to foster a positive social atmosphere.
- Provide targeted guidance and support to students throughout digital learning experiences, ensuring engagement, understanding, and effective use of technology tools.
- Provide support to the Library Media Specialist as assigned. This may include assisting in

administrative tasks, organizing materials, supervising and supporting students in online courses, or any other duties deemed necessary to ensure the smooth functioning of the educational environment.

- Collaborate with colleagues to promote a positive and productive school culture, and ensure the safety and well-being of students at all times. Foster student engagement, address behavioral concerns, and encourage a respectful and inclusive atmosphere within the building.
- All other duties as assigned.

Recommended Evaluation Process and Timeline Flowchart

<p>Beginning of New Evaluation Year Meeting July / September (Meeting to be conducted in executive session)</p> <p>Topic 1: Leadership Team Goal / Priority Setting. Topic 2: Superintendent's Professional Goals and Objectives.</p>
<p>Mid-Year Evaluation Meeting November / December / January (Meeting to be conducted in executive session)</p> <p>Topic 1: Informal Leadership Team discussion regarding progress on goals and objectives. Topic 2: Targeted informal feedback provided to Superintendent regarding his/her performance.</p>
<p>End of Year Evaluation Meeting April / May (Meeting to be conducted in executive session)</p> <p>Topic 1: Self-Assessment of individual members of the Leadership Team including discussion about goal attainment and handling of unanticipated challenges. Topic 2: Superintendent presents "year in review" self-assessment to Board of Education regarding his/her performance.</p>
<p>Board of Education Evaluation of the Superintendent May / June (Meeting to be conducted in executive session)</p> <p>Board of Education evaluates the Superintendent's job performance. A draft evaluation is developed during this meeting in districts where a written evaluation of the Superintendent is provided.</p>
<p>Meeting with Superintendent Regarding Draft Evaluation June (Meeting to be conducted in executive session)</p> <p>Meeting between the Board of Education as per Board of Education policy and the Superintendent to share and discuss the draft evaluation.</p>
<p>Formal Evaluation of the Superintendent June</p> <p>Formal evaluation is completed and presented to the Superintendent of Schools by a representative(s) of the Board of Education as per policy. <i>Note: Superintendent's Evaluation is a public document subject to FOIA.</i></p>



Griswold Public Schools

Capital Requests

2025-26 School Year

District Mission

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

District Vision

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

Version 2.0
Approved by the Board
October 10th, 2024

GUIDING CONSIDERATIONS AND TRACKING DOCUMENT

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

CONSIDERATIONS

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

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

Priority/Urgency #1

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

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

ESTIMATED COST: **\$58,609.85**

(APPENDIX A—see cost proposal)

Priority/Urgency #2

Smartboard replacements--Cycle 2

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

ESTIMATED COST **\$132,485.70**

(APPENDIX B—see cost proposal)

Priority/Urgency #3

Fire Pump Controller

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

ESTIMATED COST **\$9,450.00**

(APPENDIX C—see cost proposal)

Priority/Urgency #4

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

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

ESTIMATED COST **\$ 19,650.00**

(APPENDIX D—see cost proposal)

Priority/Urgency #5

Outside Concrete Barriers for Protecting Buildings

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

ESTIMATED COST: **\$8,250.00**

(APPENDIX E--see cost proposal)

Priority/Urgency #6

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

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

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

Priority/Urgency #7

Flooring Repair for GMS Middle School Ramp

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

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

Priority/Urgency # 8

Community Multi-Purpose Field Internet Access and Security Cameras

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

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

Priority/Urgency # 9

Community Multi-Purpose Field Future Planning

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

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

Priority/Urgency # 10

Gymnasium Divider

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

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

Priority/Urgency #11

Repair and Seat Replacement at the Griswold High School Gymnasium

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

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

(APPENDIX J--see cost proposal)

Priority/Urgency #12

New carpet for GHS Auditorium

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

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

(APPENDIX K--see cost proposal)

Priority/Urgency #13

New carpet for GHS Main Office

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

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

(APPENDIX L--see cost proposal)

Priority/Urgency #14

Tennis Court Area

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

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

(APPENDIX M--see cost proposal)

PREVIOUS SUBMISSIONS THAT HAVE BEEN COMPLETED

~~Priority/Urgency~~ ++++ 

~~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~~ 

~~Priority/Urgency~~ ++++ 

~~Striping Campus Crosswalks and Striping~~

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

~~ESTIMATED COST~~ 

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

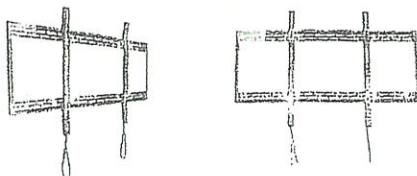
Digital whiteboard. Chromium™ web browser. Easy screen sharing. SMART Board MX series has all the essentials educators need to bring the devices students love into any learning environment. Available in 65", 75" and 86" sizes with 4K Ultra HD resolution, MX series is a great value for schools that need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

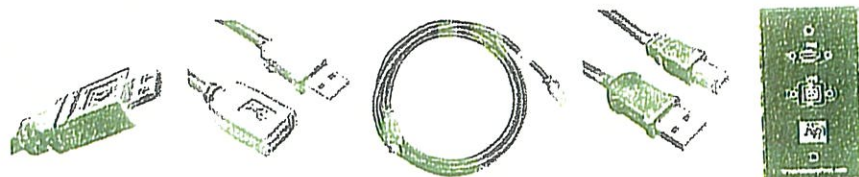


15' HDMI & Active USB Cable / Wall Plate Package

130.66
x 30
3,919.80

Package includes the below items:

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



35' HDMI & Active USB Cable / Wall Plate Package

220.90
x 30
6,627.00
Not selected

Package includes the below items:

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



50' HDMI & Active USB Cable / Wall Plate Package

272.60
x 30
8,178.00
Not selected

Package includes the below items:

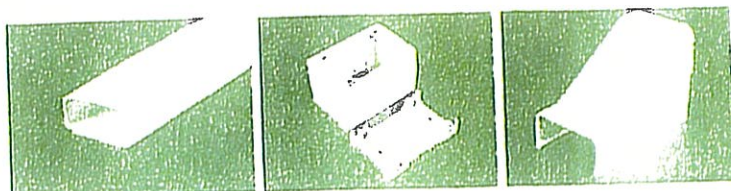
- 1- 50' HDMI Cable
- 1- 50' Active USB Cable
- 1- 6' HDMI Connection Cable
- 1- 6' USB Connection Cable
- 1- Custom HDMI & USB Wall Plate



Wiremold Non-Metallic Raceway Package*

56.94
x 30
1,708.20

Co-extruded design, smooth plastic finish with adhesive backing



Installation Services

Installation of above products by a licensed installer

700.00
x 30
21,000.00



Comprehensive 6-Outlet Black Surge Protector 12Ft AC Cord

26.99
x 30

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

809.70



Comprehensive Displayport to HDMI female

19.49
x 30

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

584.70



Options selected

3 of 5

Total

\$132,485.70

State of Connecticut Certified Small Business Enterprise

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

Like us on Facebook: facebook.com/RnBCT

Follow us on Twitter: twitter.com/rnb_enterprises

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

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



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

APPENDIX C

ADDRESS

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

SHIP TO

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

ESTIMATE # 28058

DATE 09/06/2024

WORK LOCATION

211 Slater Avenue, Griswold, CT

SALES | SERVICE REP

Eric Silva

FTA1100

FTA1100-JL12N-Y5 12vdc diesel engine controller
-Y5 Engine Terminal 7 Alternator Output for Battery
Charging and Alternator Excitation

1 8,500.00 8,500.00

Controller Start-up

Start Up Services

1 950.00 950.00

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

SUBTOTAL

9,450.00

TAX

0.00

TOTAL

\$9,450.00

Accepted By

Accepted Date

APPENDIX D

INTEGRATED SECURITY SOL

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

Proposal

Proposal Date: 9/10/2024

Proposal #: 1800.

Bill To:

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



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

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

SIGNATURE _____

Date of Acceptance _____



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

Quote Number: 58952

Order Date: 9/18/2024

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

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

APPENDIX E



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

Quote Number: 58952

Order Date: 9/18/2024

Total Weight 64,500

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

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

IF GRADE RINGS REQUIRED:

• MANHOLE GRADE RINGS:

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

• CATCH BASIN GRADE RINGS:

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

.....

THIS QUOTATION IS GOOD FOR ONLY 30 DAYS.

ALL PRICING BASED ON APPROVAL OF UCP SUBMITTALS.

.....

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

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

INCLUDES:

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

EXCLUDES:

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

** BUOYANCY IS THE RESPONSIBILITY OF THE CONTRACTOR

APPENDIX F

PROPOSAL

B C I

Bartholomew Contract Interiors

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

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

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

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

TOTAL = \$13,000.00

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

Pricing Does Not Include Furniture Move Services.

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

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

INPROPSL

APPENDIX G

PROPOSAL

B C I

Bartholomew Contract Interiors

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

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

CONSTRUCTION

DATE: 9/23/2024

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

REF: High School to Press Box Fiber Optic Cable Connection

PREPARED BY: Russell Freeman

CODE	DESCRIPTION	PART NUMBER	UM	QTY	UNIT	EXTENSION
<u>OSP Construction - Labor to install Duct and 12 Strand Single Mode Fiber Cable from the High School to the Press Box</u>						<u>Prevailing Wage: NO</u>
402	Project Manager	L-2	HR	8	\$ 164.00	\$ 1,312.00
301	Trench, Place, & Backfill HDPE Conduit (<1.5")	U-1	LF	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
<u>OSP Construction - Materials</u>						
1001	ALTOS® Loose Tube, Gel-Free Cable, 12 F, Single-mode (OS2)	012EU4-T4701D20	LF	400	\$ 0.41	\$ 164.00
6001	Closet Connector Housing (CCH), 1 rack unit, accepts up to 2 CCH panels, cassettes or modules; comes with blank panels and hardware to strain-relieve	CCH-01U	EA	1	\$ 318.31	\$ 318.31
7001	Wall-Mountable Connector Housing (WCH), holds 2 CCH Connector Panels	WCH-02P	EA	1	\$ 170.65	\$ 170.65
8001	Closet Connector Housing (CCH) Pigtail Cassette, loaded with CCH panel and factory-terminated pigtails, 12 F, SC Duplex, SM/UPC, single fiber splicing	CCH-CS12-59-P00RE	EA	2	\$ 536.12	\$ 1,072.24
9003	1.25" SDR 13.5 Innerduct	SDR135-ID	LF	500	\$ 1.21	\$ 605.00
9007	2" Schedule 40 PVC Conduit and appertenances	CONDUIT	LF	50	\$ 2.67	\$ 133.33
9008	2500 lb Mule Tape Pull Line	TAPE	LF	260	\$ 0.17	\$ 44.20
	12"x12" HDPE Handhole	HH	EA	2	\$ 150.00	\$ 300.00
	Tracer Wire	TRACER	LF	260	\$ 0.20	\$ 52.00
TOTAL ENGINEERING & CONSTRUCTION						\$ 16,890.78
						\$ -
						\$ -
						\$ -
TOTAL PROJECT						\$ 16,890.78



CONSTRUCTION ESTIMATE

DATE: 9/23/2024

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

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

CODE	DESCRIPTION	PART NUMBER	UM	QTY	UNIT	EXTENSION
<u>OSP Construction - Labor to install Duct and 12 Strand Fiber Optic Cable from High School Press box to Concession Stand</u>						<u>Prevailing Wage: NO</u>
402	Project Manager	L-2	HR	8	\$ 164.00	\$ 1,312.00
301	Trench, Place, & Backfill HDPE Conduit (<1.5")	U-1	LF	350	\$ 26.78	\$ 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	\$ 4.88	\$ 244.50
209	Install Patch Panel	C-8	EA	2	\$ 450.00	\$ 900.00
210	Fusion Splice Fiber	C-10	EA	24	\$ 24.00	\$ 576.00
212	Port Testing - 1st Port	C-12	Port	1	\$ 101.00	\$ 101.00
213	Port Testing - Each additional	C-13	Port	11	\$ 36.05	\$ 396.55
<u>OSP Construction - Materials</u>						
1001	ALTOS® Loose Tube, Gel-Free Cable, 12 F, Single-mode (OS2)	012EU4-T4701D20	LF	450	\$ 0.41	\$ 184.50
7001	Wall-Mountable Connector Housing (WCH), holds 2 CCH Connector Panels	WCH-02P	EA	2	\$ 170.65	\$ 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

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. 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.



hussey advantage

SEATING SOLUTIONS

APPENDIX J

QUOTATION

TO: Tom Verville
Facilities Director

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

DATE:	21-Sep-23	DESCRIPTION: Bleacher Repair
-------	-----------	------------------------------

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

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

Facilities: Main Gymnasium
Product: Interkal

Repair Description: BANKS 1 & 2

Repairs: Remove all seat on last row to to reposition Decks to sit properly
and reanchor bleacher to the wall.
Cut Last Row End Rails on both Banks 1 & 2
Replace: (3) Skirtboards 3/4" x 4 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
BANK 2 - Repairs & Seat Replacement

\$12,100.00
\$13,030.00

FURNISHED, DELIVERED & INSTALLED

TOTAL : \$25,130.00

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

THIS QUOTATION IS SUBJECT TO THE FOLLOWING CONDITIONS:

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

Respectfully Submitted,

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

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

CUSTOMER	DATE
TITLE	

PUT THE POWER OF THE FACTORY TO WORK FOR YOU

38 Dyer Street Ext., North Berwick, ME 02906 T: 800.841.0401 F: 207.676.0257 advantage@husseyseating.com www.husseyseating.com/advantage doc 11.30.2017

APPENDIX K

B C I

Bartholomew Contract Interiors

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

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

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

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

Pricing Includes Removal Of Existing Carpet.

Pricing Does Not Include Furniture Move Services.

All Labor To Be Performed During Normal Business Hours.

Flooring State Contract #20PSX0088.

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

APPENDIX L

BCI

Bartholomew Contract Interiors

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

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

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.

— HULT FURD

PROJECT BUDGET



Tennis Court and Pickle Ball Court Development Areas:

Note: Excludes all work inside of post tensioned concrete slab

➤ Removals and Sediment and Erosion Controls

- Remove and dispose of all fencing and netting
- Maintain existing pavement to the extent available
- Install perimeter sediment and erosion controls as necessary

➤ Site Work

- Perform mass earthwork operations
- Cuts and fills to meet proposed subgrade
- Laser grade base
- Furnish and install new net footings, posts, nets and center straps
- Furnish and install 4-1/2" post tensioned concrete court slab
- Furnish and install black vinyl coated chain link fence
- Surface courts with up to 2 colors
- Furnish and install all court striping
- All post tension courts come with a 25 year guarantee against any structural cracking
- Restore site to preconstruction status

SUGGESTED PROJECT BUDGET

\$615,000 - \$675,000

➤ Contingency

- A typical project of this type and scope we would suggest a contingency for design, general conditions and construction of 8% - 12%. This contingency would provide the School / Town level of safety for unknown site conditions such as rock removal, unsuitable soils, etc...

➤ Bid Alternate 1: Athletic Court Lighting for Tennis and Pickle Ball

\$115,000-135,000

➤ Assumes adequate power available within 100 linear feet of site to supply athletic field lighting

- Supply power from nearby sources
- Furnish and install all conduits and electrical supplies
- Furnish and install concrete foundations with appropriate excavation, light poles and fixtures
- Supply controls and training support for lighting system

PROJECT BUDGET



EXCLUSIONS:

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

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

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

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

ASSISTANT SUPERINTENDENT'S UPDATES

Regular Meeting, May 22nd, 2025

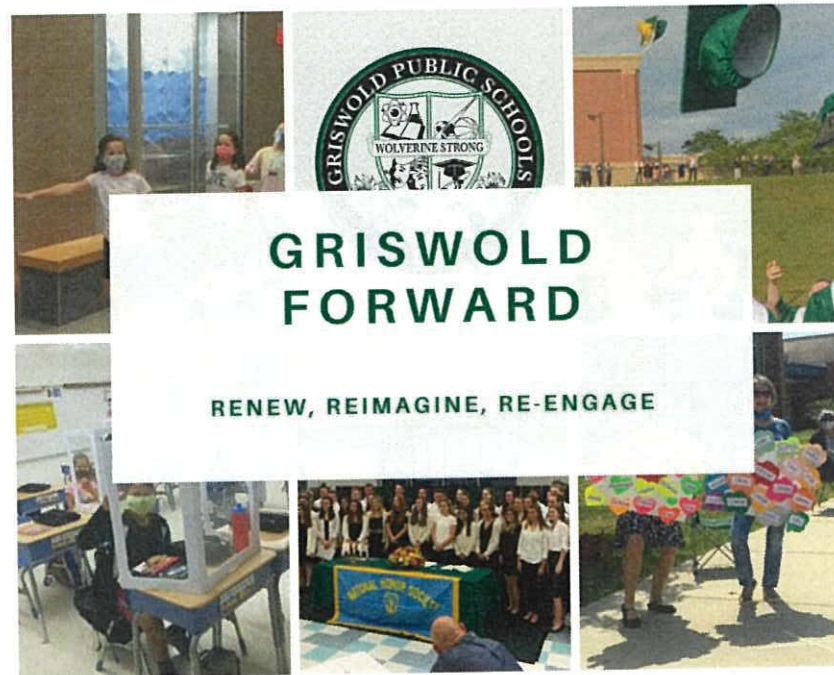
PROJECT/AREA	UPDATE
<p>PROFESSIONAL DEVELOPMENT</p> 	<ul style="list-style-type: none"> • Our last professional development session for certified faculty and staff is set for the half-day on Friday, May 23rd. • This ½ day is typically used for team meetings, committee work, and other professional topics. • Please see the attached schedule PD schedule for 5/23 • The TLI team has begun planning professional development days for the 2025-2026 school year. • All PD plans are previewed and approved by our TLI Committee, consistent with teachers, union leadership and administration.
<p>TEACHER OF THE YEAR SELECTION PROCESS</p> 	<ul style="list-style-type: none"> • There was an “all-call” for nominations for the Teacher of the Year. Faculty and staff, families, and students could nominate a certified educator. • There were a total of 22 nominations. Those nominated are contacted to complete and submit an application to the Teacher of the Year selection Committee. 13 individuals have submitted their applications. • The committee is currently hard at work at reviewing the applications--we thank everyone who submitted. • Our Teacher of the Year should be announced in early June, recognized at Convocation, and also recognized at a BOE meeting in September. • We will keep the BOE posted.
<p>SCHOOL CLIMATE SURVEYS</p>	<ul style="list-style-type: none"> • School climate surveys will be made available to students in the next few days. • Faculty and staff are also expected to complete the surveys. • We will work with Kayla Hedman to dispatch the surveys to families in nc



caregivers over the course of the next few weeks.

- More likely than not, the surveys will be on our website for quite some time.
- The administrative team will review and analyze the data over the summer, and we will provide a full report to the BOE at the start of the next school year.

GRISWOLD PUBLIC SCHOOLS



PROFESSIONAL LEARNING AGENDA

May 23rd, 2025

12:00-2:30

1:10-3:15

2024-2025 DISTRICT GOALS

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

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

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

DISTRICT SPONSORED PROFESSIONAL LEARNING	GES DETAILED PROFESSIONAL LEARNING SCHEMA	GMS DETAILED PROFESSIONAL LEARNING SCHEMA	GHS/GAHS DETAILED PROFESSIONAL LEARNING SCHEMA
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<p>AFTERNOON</p> <p>District Technology Committee Meeting</p> <p>PE Teachers enter state fitness data through Infinite Campus.</p> <p>Paraeducators stay for PD, this is a time for end of year collaboration and close out.</p>	<p>AFTERNOON</p> <p>End of year meetings with administration:</p> <ul style="list-style-type: none"> • EOY data review • Complete all forms in MLP, on or before June 6th <p>EOY Responsibilities Review</p> <p>Grade Level Teams work on Homeroom Placements for the 2025-2026 school year.</p> <p>Special Education Team, review case management for the 2025-2026 school year.</p> <p>Time for climate survey (5 Min)</p>	<p>AFTERNOON</p> <p>End of year meetings with administration: (Steve and Louis will send out email)</p> <ul style="list-style-type: none"> • Complete forms in MLP <p>12:00-12:30 Lunch in the cafe</p> <p>12:30 - 2:30 Individual/Team PD (planning, team meetings, curriculum mapping, Grade-level LA and Math team meetings to review and make changes to IAB schedule.)</p> <p>1:00 - 2:00 8th Grade Team Meeting</p> <p>Time for climate survey (5min)</p>	<p>AFTERNOON</p> <p>Capstone Senior Showcases 12:15-2:15 pm</p> <p>Also...think about:</p> <p>End of year meetings with administration:</p> <ul style="list-style-type: none"> - Goals in MLP - Complete forms in MLP - On or before June 6th <p>Special Education Team and School Counseling - Scheduling sessions for 24-25 - are we all set for next school year? Transition planning</p> <p>EOY Responsibilities Review - complete to your ATL, and then ATL to Erin Palonen by June 13th at noon.</p> <p>2:15 - 2:30:</p> <ul style="list-style-type: none"> • Time for climate survey (5min)
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VACANCIES

<u>Certified Positions</u>	<u>Location</u>	<u>Closing Date</u>
Director of Fiscal & Personnel Services	GPS	Until Filled
Music Teacher, 1.0 FTE	GES	Until Filled
Psychologist, 1.0 FTE	GES	Until Filled

<u>Non-Certified Positions</u>	<u>Location</u>	<u>Closing Date</u>
School Nurse, Full-Time	GMS	Until Filled
School Nurse Coordinator, Part-Time	GPS	Until Filled
Café Food Service Manager, Full-Time	GHS	Until Filled
Custodian, Full-Time	GHS	Until Filled

<u>Extra-Curricular Positions</u>	<u>Location</u>	<u>Closing Date</u>
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RETIREMENTS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Last Day</u>
Henn, Tammy	GHS	Café Food Service Manager, Full-Time	June 26, 2025
Butremovic, Donald	GHS	Custodian, Full-Time	

RESIGNATIONS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Last Day</u>
Michener, Philip	GMS	Teacher, Math, Gr. 8 - 1.0 FTE	June 6 th , 2025
Halen, Amy	GES	Teacher, Preschool, 1.0 FTE	June 13, 2025

APPOINTMENTS

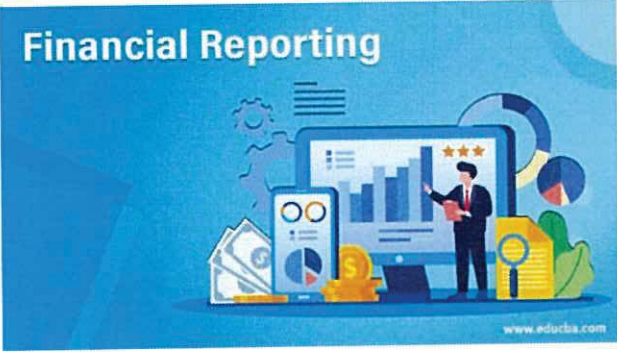
<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>	<u>Salary/Rate</u>
Christensen, Erik	GPS	Interim Director of Fiscal & Personnel Services	May 2 nd , 2025	Hourly

Notes:

May 22nd, 2025

SUPERINTENDENT'S UPDATES

Regular Meeting, May 22nd, 2025

PROJECT/AREA	UPDATE
<p>FINANCIAL REPORTS</p>  <p>The graphic features a blue background with various financial symbols: a laptop displaying a bar chart, a pie chart, a stack of gold coins, a stack of US dollar bills, and a person in a suit pointing at the laptop screen. The text 'Financial Reporting' is prominently displayed at the top left of the graphic.</p>	<ul style="list-style-type: none"> ● We will have the financial forecast of the 2024-2025 budget at the next regular, or, more likely than not, special meeting. ● Given the transitions happening in the Office of Fiscal and Personnel Services, we need more time producing the reports. ● We will also have an internal accounts report to update the BOE on.
<p>FOOD SERVICES DEPARTMENT AND AUDIT</p>  <p>The logo is a circular emblem with a red border. Inside the circle, there is a stylized illustration of a fork, a spoon, and a knife crossed together. Below the illustration, the words 'FOOD SERVICES' are written in a red, sans-serif font.</p>	<ul style="list-style-type: none"> ● Thank you to our Food Services Department for preparing for and undergoing the food audit process. ● This was a successful endeavor that took place a few weeks ago. ● Tom O'Connor and his team were well-prepared and compiled with all of the different requirements. ● The Food Services department does have a few, minor "follow-ups" to report out on in a future meeting.
<p>BUILDING CHECKLISTS</p>	<ul style="list-style-type: none"> ● It's that time of year again when we will have to complete the building and maintenance checklists. ● We have been working on these checklists over the past few months. ● As you know these check-lists cover the different HVAC units and other compliance measures, such as waste management



and pest controls.

- A special thanks to Tom Verville and Tom O'Connor.
- The check-lists will be coming to the Facilities Committee followed by a BOE meeting soon.

ATHLETIC PARTICIPATION NUMBERS



- The Athletic Subcommittee met this evening.
- Please see attached participation numbers.