

REGULAR MEETING
GRISWOLD BOARD OF EDUCATION
Griswold Middle School Cafeteria, First Floor
211 Slater Avenue
Griswold, Connecticut 06351

THURSDAY,
April 9th, 2026
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 - March 26, 2026
4. Communications
5. Student Representative Report
 - A. GES Student Representatives - Ella Canestrari & Silas Chilcote
 - B. GMS Student Representatives - Delilah Munoz & Olivia Henson
 - C. GHS Student Representatives - Judy Lanphear & Avery Brown
6. Awards/Recognitions
 - A. Recognizing GHS Student Athletes - Kaiden Kazlauskas & Kolby Mills - for Achieving the Milestone Status of 1,000 Career Points During their Recently Completed Basketball Season
 - B. Recognizing our *Griswold Forward* Recipient for the Month of April 2026 - Logan Tonucci, GHS Teacher
7. Public Comment
8. New Business
 - A. Review, Discussion, and Possible Action to Approve the Following New Course Proposals:
 1. AP Seminar
 2. Mathematics in Sports
 3. UCONN ECE: Introduction to Special Education
 4. Upside Down Worlds: Dante's The Inferno & Netflix's Stranger Things
 - B. Gifts/Donations
 1. Donation of \$591.95 to GES on Behalf of ahold delhaize USA, Parent Company of Stop & Shop, for Participation in a Partnership/Sponsorship Program with their Company
9. Old Business
 - A. Review, Discussion, and Possible Action on Initial Budget Proposal for the 2026/2027 School Year
 - B. Review, Discussion, and Possible Action to Update the Board of Education Capital Committee Proposed Projects for the 2026-2027 School Year
10. Administrators' Reports
 - A. Semi-Annual Food Services Report/Update - Thomas O'Connor, GPS Food Service Director

11. Superintendent's Report
 - A. Vacancies/Appointments/Resignations
12. Committee/Board Reports
 - A. Policy Subcommittee, Yvonne Palasky
 - B. Facilities Subcommittee, Kim Neilson
 - C. Town of Griswold, Board of Finance
13. Other Business that May Properly Come Before This Board
14. Adjournment

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

Board of Education Meeting Notes
REGULAR MEETING
LIVE: GRISWOLD MIDDLE SCHOOL Cafeteria
Thursday, April 9th, 2026
6:00 PM Start Time

GOALS FOR THE 2025-2026 SCHOOL YEAR

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.

Special Note: Given that the Town of Griswold, Board of Finance, has a tentative budget deliberation scheduled for 6:00 pm, the same evening of this regular Board meeting, all attempts were made to streamline this agenda, as Board members may want to attend that meeting (if it takes place) after the conclusion of this meeting.

1. Call to Order
2. Pledge of Allegiance
3. Approval of the Minutes
 - A. Regular Meeting -March 26th, 2026 - The BOE meeting minutes for March 26th, 2026, are included in your packet for review and approval.
4. Communications
5. Student Representative Report
 - A. GES Student Representatives - Ella Canestrari & Silas Chilcote
 - B. GMS Student Representatives - Delilah Munoz & Olivia Henson
 - C. GHS Student Representatives - Judy Lanphear & Avery Brown
Student representatives from GES, GMS and GHS will present to the Board an update on student activities occurring in each building.
6. Awards/Recognitions
 - A. Recognizing GHS Student Athletes - Kaiden Kazlauskas & Kolby Mills - for Achieving the Milestone Status of 1,000 Career Points During their Recently Completed Basketball Season - We are so pleased to bring forward two students - Kaiden Kazlauskas and Kolby Mills - whose outstanding achievements have earned them 1,000-point status during their recent basketball season. We are bringing them forward to recognize these outstanding career achievements in basketball for both Kaz and Kolby.

- B. Recognizing our Griswold Forward Recipient - Logan Tonucci - We are pleased to bring forth GHS Social Studies teacher, Mrs. Logan Tonucci, as the district's choice for the *Griswold Forward* recipient for the month of April, 2026.

7. Public Comment

8. New Business

A. Review, Discussion, and Possible Action to Approve the Following New Course Proposals:

1. AP Seminar
2. Mathematics in Sports
3. UCONN ECE: Introduction to Special Education
4. Upside Down Worlds: Dante's The Inferno & Netflix's Stranger Things

The Board will be asked to take action to approve the following new course proposals listed as 1-4 above--the proposals and/or the curriculum documents are enclosed.

B. Gifts/Donations

1. Donation of \$591.95 to GES on Behalf of ahold delhaize USA, Parent Company of Stop & Shop, for Participation in a Partnership/Sponsorship Program with their Company - I would ask the Board to take action and accept the generous donation listed above, with gratitude.

9. Old Business

- A. Review, Discussion, and Possible Action on Initial Budget Proposal for the 2026/2027 School Year - The initial 2026/2027 budget proposal was forwarded to the Town of Griswold, Board of Finance, on Friday, February 13, 2026. This initial budget proposal topic will remain as unfinished business now and for future BOE meetings during the budget process. If no action takes place or is required, I would recommend that the Board make a motion to table this item at this time until the conclusion of the budget development season.

Proposed Motion: "I motion to table this item."

- B. Review, Discussion, and Possible Action to Update the Board of Education Capital Committee Proposed Projects for the 2026-2027 School Year - This capital committee proposed projects for the 2026/2027 school year have been submitted to the Town of Griswold, Capital Committee. After submission, there was a revised list that was approved by the BOE and submitted to the Town of Griswold, Capital Committee. If there is no discussion or action required this evening, I would ask the Board to motion that we table this item at this time until the conclusion of the budget development season.

Proposed Motion: "I motion to table this item."

10. Administrators' Reports-Reports are enclosed/attached.

- A. Semi-Annual Food Services Report/Update - Thomas O'Connor, Food Service Director- Board members will receive a semi-annual update from Thomas O'Connor, GPS Food Service Director, on the work of his department throughout this school year. Mr. O'Connor will provide an overview of current initiatives, ongoing projects, and the support provided to students, staff, and district operations. This update will give the Board an opportunity to stay informed on Food Service operations.

11. Superintendent's Report - Reports are enclosed/attached.

- A. Vacancies/Appointments/Resignations - Enclosed, you will find a list of the current vacancies, appointments, and resignations.

12. Committee/Board Reports

- A. Policy Subcommittee Update - The Board will receive an update from Yvonne Palasky, who chairs the subcommittee.
- B. Facilities Subcommittee Update- The Board will receive an update from Kim Neilson, who chairs the subcommittee.

13. Other Business that May Properly Come Before the Board

14. Adjournment

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

**REGULAR MEETING
GRISWOLD BOARD OF EDUCATION**

**THURSDAY,
March 26, 2026**

DRAFT

1. Call to Order - A regular meeting of the Griswold Board of Education was held on Thursday, March 26th, 2026, in the Cafeteria located at Griswold Middle School, 211 Slater Avenue, Griswold, CT. The meeting was called to order at 6:00 PM by Stuart Norman, Jr., Griswold Board of Education Chair.

PRESENT

Stuart Norman, Jr., BOE Chair; Terry Cholewa, BOE Vice Chair; Kimberly Neilson, BOE Secretary; Yvonne Palasky, Jaimee O'Neill-Eaton, Cathy Waselik and Eileen Ego, Griswold BOE Members.

ALSO PRESENT

Sean McKenna, Griswold Superintendent of Schools; Glenn LaBossiere, GPS Assistant Superintendent of Schools; Christopher Champlin, GPS Director of Student Services; Katy Sawaryn, GPS Assistant Director of Student Services; Erik Christensen, GPS Director of Fiscal & Personnel Services; Joseph Bordeaux, GES Principal; Patricia Feeney and Jessica Gillespie, GPS Directors of Teaching, Learning and Innovation.

ABSENT

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

2. Pledge of Allegiance – The Board, administration and audience members performed the Pledge of Allegiance.
3. Approval of the Minutes
 - A. Regular Minutes-March 12th, 2026

MOTION

By Yvonne Palasky
Seconded by Cathy Waselik
To approve the regular meeting minutes of March 12th, 2026, as presented.
Motion unanimously carried.

4. Communications

- A. March 16, 2026, Letter to Griswold Board of Finance Chairman, Scott Davis – The Board received a copy of a communication to the Town of Griswold, Board of Finance Chair, Scott Davis.

5. Awards/Recognitions

- A. Recognizing Tycen LaBelle, GHS Student and Track & Field Athlete, as the New England Champion, State Open Champion, and Class M Champion – The Board, the superintendent, administrators, and audience members were pleased to recognize Tycen LaBelle, GHS junior and scholar athlete, for all of his wining accomplishments during the Indoor Track season this winter.

7. Public Comment – There were no public comments to add to the minutes from this evening’s meeting.

8. New Business

- A. Review, Discussion, and Possible Action to set Tuition Revenue Projection for the 2026/2027 School Year
– The Board set the tuition revenue projection, to be provided to the Town of Griswold, Board of Finance, in the amount of 4.6 million dollars for the 2026/2027 school year.

MOTION

By Yvonne Palasky
Seconded by Cathy Waselik
To set the tuition revenue projection for the 2026/2027 school year at 4.6 million dollars.
Motion unanimously carried.

- B. Review, Discussion and Possible Action to Authorize the Superintendent to Purchase the Replacement Scoreboard for the Softball Field Using Grant Funding – The Board authorized the Superintendent to purchase a replacement scoreboard for the softball field at Griswold High School using grant funding.

MOTION

By Cathy Waselik
Seconded by Kimberly Neilson
To authorize the Superintendent to purchase a replacement scoreboard for the GHS softball field using grant funding.
Motion unanimously carried.

C. Gifts/Donations

1. 2025 Connecticut Higher Education Trust (CHET) Dream Big! Competition for K-12 Students - \$5,000 School Technology Prize – Awarded to GES on Behalf of Kindergarten Student Emmett Michaud

MOTION

By Kimberly Neilson
Seconded by Eileen Ego
To accept the \$5,000 school technology prize on behalf of the 2025 CT Higher Education Trust (CHET) Dream Big! Competition for K-12 Students, on behalf of Kindergarten Student Emmett Michaud.
Motion unanimously carried.

2. \$4,000 AI Rural Grant to Support Griswold High School’s Participation in a Lab Opportunity

MOTION

By Kimberly Neilson
Seconded by Terry Cholewa
To accept the \$4,000 AI Rural grant to support Griswold High School’s participation in a lab opportunity.
Motion unanimously carried.

D – Review, Discussion, and Possible Action to Set the Graduation Date for Griswold High School and 8th grade Promotion Date for Griswold Middle School – The Board set the GHS graduation date for Wednesday, June 17, 2026 and the GMS promotion date for Thursday, June 18, 2026.

MOTION

By Yvonne Palasky

Seconded by Cathy Waselik

To set the GHS graduation date for Wednesday, June 17, 2026 and the GMS promotion date for Thursday, June 18, 2026.

Motion unanimously carried.

9. Old Business

A. Review, Discussion, and Possible Action on Initial Budget Proposal for the 2026/2027 School Year

MOTION

By Cathy Waselik

Seconded by Kimberly Neilson

To table any action on the initial budget proposal for the 2026/2027 school year.

Motion unanimously carried.

B. Review, Discussion, and Possible Action to Update the Board of Education Capital Committee Proposed Projects for the 2026-2027 School Year

MOTION

By Eileen Ego

Seconded by Yvonne Palasky

To table any action on the Board of Education Capital Committee proposed projects for the 2026/2027 school year.

Motion unanimously carried.

10. Administrators' Reports

A. Semi-Annual Student Services Update – The Board received a semi-annual update from Christopher Champlin, GPS Director of Student Services, and Katy Sawaryn, GPS Assistant Director of Student Services, on the work of the student services department.

B. Financial Forecast, 2025/2026 School Year – Erik Christensen – The Board received an update from Erik Christensen, GPS Director of Fiscal & Personnel Services, on the current financial status of the 2025/2026 school year budget.

C. Update on Student Activity Accounts for GES, GMS, And GHS – Erik Christensen – The Board received an update from Erik Christensen, GPS Director of Fiscal & Personnel Services, on the student activity accounts and their balances, as of March 2026, for all three schools.

11. Superintendent's Report

- A. Attendance Committee Update
- B. Access and Opportunity Committee Update
- C. District Health, Safety, and Wellness Committee Update
- D. Town Tuition Partner Meeting Update
- E. Labor Relations Meeting Update

The Board received an update from Sean McKenna, Superintendent of Schools, on the topics listed above A-E.

12. Committee/Board Reports

- A. Town of Griswold, Board of Finance Update – The Superintendent provided an update to the Board on the recent Town of Griswold, Board of Finance meeting that took place.
- B. Policy Subcommittee Update – Yvonne Palasky, Chair of the Policy subcommittee, provided an update to the Board on the recent meeting that took place.
- C. Public Relations Subcommittee Update – Jaimee O'Neill-Eaton, Chair of the Public Relations subcommittee, provided an update to the Board on their recent meeting.
- D. TLI Subcommittee Update – Terry Cholewa, Chair of the TLI Subcommittee, provided an update to the Board on their recent meeting.
- E. Facilities Subcommittee Update – Kimberly Neilson, Chair of the Facilities subcommittee, provided an update to the Board on their recent meeting.

13. Other Business that May Properly Come before the Board – The Superintendent informed the Board that the district is currently working on a strategic plan and he hopes to bring it forward to a Board of Education meeting prior to the end of the school year.

14. Adjournment

MOTION

By Cathy Waselik
Seconded by Kimberly Neilson
To adjourn the regular BOE meeting at 6:45 PM.
Motion unanimously carried.

Minutes prepared by: Robin Drobiak



GRISWOLD PUBLIC SCHOOLS

211 Slater Avenue, Griswold, CT 06351

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

griswoldpublicschools.org

Sean P. McKenna, Superintendent of Schools
Erik Christensen, Director of Fiscal & Personnel Services

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

April 2, 2026

Mr. Kaiden Kazlauskas
302 Lester Road
Griswold, CT 06351

Dear Kaiden,

On behalf of the Griswold Public Schools and the Griswold Board of Education, I am delighted to extend an invitation to you and your family to attend our upcoming Board of Education meeting on **Thursday, April 9th, 2026, at 6:00 PM, at Griswold Middle School in the cafeteria, located on the first floor.**

We are incredibly proud of your outstanding achievement in scoring 1,000 points during your basketball season. This remarkable milestone is a testament to your dedication, skill, and hard work. We would like to take this opportunity to formally recognize and celebrate your accomplishment in front of the Board and our community.

We hope you can join us for this special moment. Please let us know at your earliest convenience if you will be able to attend. You can RSVP to my executive assistant, Robin Drobiak, at rdrobiak@griswoldpublicschools.org. If you have any questions or need further details, feel free to reach out to me at 860-376-7600.

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

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: GHS Administration
S. Cravinho, GPS Campus Wide Activities & Athletic Director
K. Flynn, GHS School Counselor
Head Coach Rob Mileski
Student File



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Sean P. McKenna, Superintendent of Schools
Erik Christensen, Director of Fiscal & Personnel Services

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

April 2, 2026

Mr. Kolby Mills
75 Osga Lane
Griswold, CT 06351

Dear Kolby,

On behalf of the Griswold Public Schools and the Griswold Board of Education, I am delighted to extend an invitation to you and your family to attend our upcoming Board of Education meeting on **Thursday, April 9th, 2026, at 6:00 PM, at Griswold Middle School in the cafeteria, located on the first floor.**

We are incredibly proud of your outstanding achievement in scoring 1,000 points during your basketball season. This remarkable milestone is a testament to your dedication, skill, and hard work. We would like to take this opportunity to formally recognize and celebrate your accomplishment in front of the Board and our community.

We hope you can join us for this special moment. Please let us know at your earliest convenience if you will be able to attend. You can RSVP to my executive assistant, Robin Drobiak, at rdrobiak@griswoldpublicschools.org. If you have any questions or need further details, feel free to reach out to me at 860-376-7600.

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

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: GHS Administration
S. Cravinho, GPS Campus Wide Activities & Athletic Director
K. Flynn, GHS School Counselor
Head Coach Rob Mileski
Student File



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Sean P. McKenna, Superintendent of Schools
Erik Christensen, Director of Fiscal & Personnel Services

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

April 2, 2026

Mrs. Logan Tonucci
10 Barber Farm Road
Lisbon, CT 06351

Dear Logan,

On behalf of the Griswold Board of Education, it is my pleasure to invite you to attend our Board of Education meeting on **Thursday, April 9th, 2026, at 6:00 PM**. During the meeting, you will be formally recognized as the ***Griswold Forward* recipient for the month of April 2026**.

This recognition reflects the positive impact you have made within our schools and the commitment you demonstrate each day to our students, colleagues, and the broader school community. We are grateful for your dedication and are pleased to have the opportunity to acknowledge your contributions publicly.

The meeting will take place at the Griswold Middle School cafeteria. We hope you will be able to join us so the Board and administration can recognize and celebrate your accomplishments.

Congratulations on this well-deserved recognition. We look forward to celebrating you at the meeting!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: GHS Administration
BOE Members
Personnel File

Curriculum Design/Modification/Approval

Proposals for program modification and the addition of entirely new programs, courses, activities or services shall be systematically analyzed at the building, central office, or Board level, depending on the nature of the proposal, to ensure that all foreseeable implications have been considered.

I. BASIC DATA

A. Title: The title should describe the new or modified program, course, activity or service in an engaging and comprehensive way.

AP Seminar

B. Resume: Summarize the proposal in no more than 5 – 10 typewritten lines. This summary statement will be reproduced in the regular report submitted to the Board of Education. It will also be used as the basis for press releases on curriculum development in the school system.

Offering courses that engage and challenge students to synthesize their learning is one of the primary goals of the English Department at GHS. AP Seminar would offer grade 10 students an accelerated English course that challenges students to sharpen their research, critical thinking, and communication skills. The course is inquiry-based and allows students to reach across multiple disciplines to conduct real-life queries. The skills developed through this process prepare students for an almost inexhaustible list of possibilities for academic and career application. Adding this course to our program of studies continues a methodology of providing meaningful, holistic, rigorous learning opportunities.

C. Submission Date: Indicate the date of original submission by the author.

March 6, 2026

D. Author: Identify the author(s).

Brian Browne, Jennifer Kinsall, Sarah Dolan-Adamec

E. Requested Implementation Date: State the date when you would like to see this proposal implemented.

Fall 2026

F. Supporting Data: Clarify the data that supports the addition or modification of the course. What does interest survey data show? What research supports this change? How does this align with current trends and student needs?

Providing continuity across the grade levels for accelerated courses is a long-term goal for our department. Student interest in accelerated classes remains substantial. Offering an AP class for grade 10 students expands the scope of choices and allows students to enter a rigorous pathway sooner than they are currently able.

II. GENERAL INFORMATION/BACKGROUND:

Give a brief rationale for the proposal, including its relationship to past, current and future developments in the school system and the target audience. If necessary, clarify any prerequisites or special considerations regarding feeder programs.

Accelerated classes that offer potential college credit provide a great benefit to our student population. Though embedded in the English department, AP Seminar has the potential to be a truly integrated interdisciplinary course. The target audience is accelerated grade 10 students who have thrived in Honors 1 English and have the recommendation of their Honors English 1 teacher.

III. OBJECTIVES:

State the purpose(s) of the new or modified program, course, activity or service. What is it that the program, course, activity or service seeks to help students achieve? Clarify the course outcomes.

Students who successfully complete the class will benefit from having ample experience in formulating inquiries for research, collaborating with classmates, honing and shaping arguments, conducting research with depth, and presenting nuanced and thoroughly curated information effectively.

IV. SCOPE AND SUBSTANCE:

This section should deal in considerable detail with the subject matter, content or substance of the proposal. How would the course be described in the program of studies? What topics, units or factual material will be used to meet the course objectives? Is there a standard textbook, or will multiple materials be used? Will technological tools be used? What kinds of activities or services will be offered?

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing

articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

V. METHODS:

This section should discuss the strategy(ies) that will be used in teaching the proposed course or carrying out the program. Will large group, small group and independent study approaches be used? Will laboratory experiences constitute most of the time allocated? How much structure is going to be given to students in the teaching/learning process? Finally, state the ideal minimum and maximum class size, activity group or student-to-staff ratio.

Large group instruction will certainly be one approach, but small-group work is really the centerpiece of this course. AP has very specific timelines and structures for the course, but students will have ample freedom to shape their own work and collaboration. Ideal class size is between 8-15 students.

VI. IMPACT DATA: *(To be completed in consultation with building administrator)*

A. Impact on Individualization of Instruction: What specific improvements will this proposal make in terms of student learning and motivation? For example, if the proposal enables a student to pursue individual interests in greater depth, say so.

The proposal enables students to pursue their interests in greater depth in that

B. Impact on Other Courses/Programs Within the Department: What impact – positive or negative – will this proposal have upon other courses/programs offered within the subject area in your building? For example, will the addition of this course impact class sizes in other courses? Will it increase student engagement in your subject area? Would the offering improve the overall subject area program?

This class would only benefit the program by offering thorough preparation for subsequent accelerated courses. It would likely reduce the number of honors courses needed for grade 10.

C. Impact on Scheduling and Staffing: Clarify how the course will be staffed. Is specific certification required to teach this course? How many staff are currently

capable of offering the course? Would adoption of this proposal require staff adjustments, e.g., employing new staff, retraining veteran staff, assigning staff to minor fields of preparation, etc.? Explain.

The weight and scope of this course will require 1 English teacher and the Library Media Specialist to team teach for at least the first year. Additional support from the ATL to supplement research resources and lessons would be highly beneficial.

VII. RESOURCES: *(To be completed in consultation with building administrator)*

A. Projected Initial Expenses:

- | | |
|------------------------|---------|
| a. Supplies | \$_____ |
| b. Equipment | \$_____ |
| c. Resource Literature | \$_____ |

Is Consultant Help Needed? If yes, complete the following:

- | | |
|-----------------------------|---------|
| d. Days | _____ |
| e. Cost per day | \$_____ |
| f. Total cost of consultant | \$_____ |

TOTAL COST ESTIMATE \$_____

B. Impact on Budget: Can this proposal be implemented within normal budget allocations for the school and program area? Will the professional development or training of staff be required, and if so, is there a cost outside or release time? Explain. If additional monies are needed, provide a budgetary breakdown below, showing line items and approximate costs for the first year of operation and for each of five successive years of operation.

Some release time is needed in preparation for teaching this course, perhaps 2-3 hours over the next few months.

Minimal extra costs may be needed, such as subscriptions to online databases.

Curriculum Design/Modification/Approval

Proposals for program modification and the addition of entirely new programs, courses, activities or services shall be systematically analyzed at the building, central office, or Board level, depending on the nature of the proposal, to ensure that all foreseeable implications have been considered.

I. BASIC DATA

A. Title: The title should describe the new or modified program, course, activity or service in an engaging and comprehensive way.

Mathematics In Sports

B. Resume: Summarize the proposal in no more than 5 - 10 typewritten lines. This summary statement will be reproduced in the regular report submitted to the Board of Education. It will also be used as the basis for press releases on curriculum development in the school system.

Many students struggle to see the relevance of traditional math courses. Mathematics In Sports will connect math to students' interests and answer the common question "When will I ever use this?". It will increase motivation and participation, especially for students who may disengage from abstract math through diverse learning styles and hands-on contextual learning. This course will also help prepare students in fields such as Sports Management, Data Analytics, and Business Management. A math elective such as *Mathematics In Sports* provides meaningful, applied learning experiences that increase student engagement, support career pathways, reinforce essential math skills, and prepare students for both college and the workforce.

C. Submission Date: Indicate the date of original submission by the author.

2/13/2026

D. Author: Identify the author(s).

James Wilson, Julia Zawacki, David Blanchard

E. Requested Implementation Date: State the date when you would like to see this proposal implemented.

Start of school year 2026

F. Supporting Data: Clarify the data that supports the addition or modification of the course. What does interest survey data show? What research supports this change? How does this align with current trends and student needs?

The Growing Mathletes Project is an [NSF-funded initiative](#) that blends baseball, STEM (Science, Technology, Engineering, Math) concepts, and a growth mindset. This project found that youth engaged in sports-themed math activities (baseball and mathematics projects) showed active participation with mathematical ideas and reasoning — suggesting that sports contexts can support mathematical thinking, particularly in informal learning environments.

Out of 149 10th and 11th graders that responded to a [survey](#) for Mathematics in Sports, here were the results:

- 67.8% have shown some form of interest in taking the Mathematics in Sports class
- 94.6% are involved in some kind of sports, such as school, club, travel, or recreational
- 69.1% of the students said that learning math through sports examples would make math more engaging for them

Of the topics that the students were provided to them about the course, the top three that the students were most interested in were Comparing Team Performances (51.7%), Analyzing Player Statistics (48.3%), and Game Strategy and Probability (45%).

II. GENERAL INFORMATION/BACKGROUND:

Give a brief rationale for the proposal, including its relationship to past, current and future developments in the school system and the target audience. If necessary, clarify any prerequisites or special considerations regarding feeder programs.

Currently we offer AP classes in Pre-Calculus, Calculus, and Statistics. These high end courses are great to have, but they only target a small population of the student body. The addition of this semester course will be able to create a larger population of math interest. The target audience includes seniors who have completed Algebra I, Algebra II and Geometry. No specialized feeder programs are required, though students should have basic algebraic proficiency. The course is designed as an accessible mathematics elective that supports diverse learners by emphasizing practical application and real-world relevance.

III. OBJECTIVES:

State the purpose(s) of the new or modified program, course, activity or service. What is it that the program, course, activity or service seeks to help students achieve? Clarify the course outcomes.

1. Increases Student Engagement in Math
2. Supports Career and Technical Education (CTE) Pathways
3. Reinforces Core Math Standards Through Application
4. Provides Equitable Access to Mathematics Success
5. Builds College and Workforce Readiness
6. Offers Flexible Scheduling and Credit Options
7. Improves Graduation and Post-Secondary Outcomes

IV. SCOPE AND SUBSTANCE:

This section should deal in considerable detail with the subject matter, content or substance of the proposal. How would the course be described in the program of studies? What topics, units or factual material will be used to meet the course objectives? Is there a standard textbook, or will multiple materials be used? Will technological tools be used? What kinds of activities or services will be offered?

This course explores how mathematics is used in professional and amateur sports to evaluate performance, make strategic decisions, manage teams, and enhance training. Students will apply algebra, statistics, geometry, probability, and basic modeling to real sports data from basketball, football, soccer, baseball, and track & field. The course emphasizes problem-solving, data analysis, and interpretation rather than memorizing calculations.

We are currently looking at several textbooks to use such as, Mathletics, The Math of Sports, and Using Math in Sports for this course. Only one textbook for now as a teacher's resource will be required. The cost for one of these textbooks is about \$30. The technology tools and activities used in this course will be determined after a book is selected.

V. METHODS:

This section should discuss the strategy(ies) that will be used in teaching the proposed course or carrying out the program. Will large group, small group and independent study approaches be used? Will laboratory experiences constitute most of the time allocated? How much structure is going to be given to students in the teaching/learning process? Finally, state the ideal minimum and maximum class size, activity group or student-to-staff ratio.

This will be more of an independent study approach with some group work added in for a few projects. This course will be a mix of discussion, notetaking, assessment, and

real world application. An ideal maximum class size would be 24 students.

VI. IMPACT DATA: (To be completed in consultation with building administrator)

A. Impact on Individualization of Instruction: What specific improvements will this proposal make in terms of student learning and motivation? For example, if the proposal enables a student to pursue individual interests in greater depth, say so.

This course enhances individualized instruction by allowing students to explore mathematical concepts through sports and activities that align with their personal interests. Students can pursue in-depth projects related to specific sports, positions, or performance metrics, enabling them to apply mathematics in ways that are meaningful to them. The use of real-world data, choice-based assignments, and technology-supported analysis increases student motivation and engagement while accommodating different learning styles and ability levels. As a result, students gain a deeper understanding of mathematical concepts and greater confidence in applying mathematics to real-life situations.

B. Impact on Other Courses/Programs Within the Department: What impact – positive or negative – will this proposal have upon other courses/programs offered within the subject area in your building? For example, will the addition of this course impact class sizes in other courses? Will it increase student engagement in your subject area? Would the offering improve the overall subject area program?

The students are offered a Sports Management course as an elective, which digs into the business aspects of the sports world. They cover topics such as managing a team, being a great leader, human resources, and product management. The addition of **Mathematics in Sports** is expected to have a positive impact on the mathematics department. As an elective, the course is not anticipated to negatively affect enrollment or class sizes in required mathematics courses. Instead, it may attract students who are less engaged in traditional math offerings, helping to maintain or increase overall enrollment within the department.

C. Impact on Scheduling and Staffing: Clarify how the course will be staffed. Is specific certification required to teach this course? How many staff are currently capable of offering the course? Would adoption of this proposal require staff adjustments, e.g., employing new staff, retraining veteran staff, assigning staff to minor fields of preparation, etc.? Explain.

The **Mathematics in Sports** course can be staffed by existing certified mathematics teachers within the department. No additional or specialized certification is required beyond standard secondary mathematics certification. The course content aligns with

current mathematics standards and draws on topics already taught in algebra, geometry, and statistics.

Adoption of this proposal would not require hiring new staff or making significant staffing adjustments. Any necessary preparation could be addressed through existing professional development, curriculum collaboration, or shared instructional resources. As a result, the course can be implemented without disruption to current scheduling or staffing structures.

VII. RESOURCES: (To be completed in consultation with building administrator)

A. Projected Initial Expenses:

- a. Supplies \$_____
- b. Equipment \$_____
- c. Resource Literature \$_____

Is Consultant Help Needed? If yes, complete the following: **No**

- d. Days _____
- e. Cost per day \$_____
- f. Total cost of consultant \$_____

TOTAL COST ESTIMATE \$_____

B. Impact on Budget: Can this proposal be implemented within normal budget allocations for the school and program area? Will the professional development or training of staff be required, and if so, is there a cost outside or release time? Explain. If additional monies are needed, provide a budgetary breakdown below, showing line items and approximate costs for the first year of operation and for each of five successive years of operation.

The addition of this course will fall under normal budget parameters for GHS. No additional funds needed for extra teachers or release time.

University of Connecticut

Course Syllabus
EPSY 1100: Introduction to Special Education

3 Credits

Instructor:
Office:
Office Hours:
Email:
Phone:

Texts and Readings:

Most readings will be posted online. You will need to either buy, borrow, or download these three books:

Jonathan Mooney (2008). *The Short Bus: A Journey Beyond Normal*. Holt Publishing.

Patricia Wood (2007). *Lottery*. Putnum Publishing.

Terry Trueman (2001). *Stuck in Neutral*. Harper Collins.

Course Objectives:

Students will:

- Become familiar with the history, laws, regulations and concepts related to exceptional students and special education in American schools.
- Gain an understanding of the characteristics of certain exceptionalities and how these characteristics might impact student learning.
- Explore their own attitudes regarding exceptional students and people with disabilities.
- Gain an understanding of the roles of various professionals in working with exceptional students in American schools.

CEC Knowledge and Skill Base for All Beginning Special Education Teachers of Students in Individualized General Curriculum

This course has been designed to address the *Council for Exceptional Children Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers*, specifically *Common Core Area 1, Foundations*, *Common Core Area 2: Characteristics of Learners*, and *Common Core Area 3: Individual Learning Differences*. See page 7 for specific skills.

Grading:

Please read each section below and note requirements and due dates. Late work is not accepted without prior approval, and will result in a grade of zero for that portion of the course. The final course grade will be based upon the following:

Exams (2; 10 points each):	20 points
Book Review (3, 10 points each):	30 points
Research Paper:	20 points
Review and Respond:	18 points
Participation:	12 points
Total:	100 points

Final Grades will be calculated according to the following:

A	93 to 100 of the total points	C	73 to 76 of the total points
A-	90 to 92 of the total points	C-	70 to 72 of the total points
B+	87 to 89 of the total points	D+	67 to 69 of the total points
B	83 to 86 of the total points	D	63 to 66 of the total points
B-	80 to 82 of the total points	D-	60 to 62 of the total points
C+	77 to 79 of the total points	F	Less than 60 of the total points

Please Note: If you require accommodations for classroom or course evaluation activities due to a documented disability, or if you have emergency medical information to share, please make an appointment to talk with me during office hours or after class. The Center for Students with Disabilities (CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website <https://csd.uconn.edu/>.

Also note these other important and useful resources:

Counseling and Mental Health Services	Alcohol and Other Drug Services	Office of Student Services and Advocacy
(860) 486-4705 (24 hours) www.cmhs.uconn.edu	(860) 486-9431 www.aod.uconn.edu	(860) 486-3426 http://www.ossa.uconn.edu

Exams: There will be two exams that will each cover approximately one half of the semester, and are each worth 10 points towards your final course grade. Each exam will be based upon materials from the readings, class lectures and activities. The first exam is tentatively scheduled for **10/XX/XXXX** exam is scheduled for the date of the final exam (date to be announced). Make-up exams will not be offered and missed

exams will result in a grade of zero for that exam. More detailed information about each exam will be provided in class.

Book Review: Over the course of the semester, you will read three books written by or about people with disabilities (*Lottery*, *The Short Bus*, and *Stuck in Neutral*). We will frequently break into small groups to discuss the books and how they tie to other course materials. You will write a reflective paper (no more than 2 pages) about each book and how the content relates to topics in special education or disability studies. Each is worth 10 points, for a total of 30 points.

Review and Respond: Each week, you will be provided with a list of websites and readings that are relevant to the topic discussed in class. You will be responsible for reviewing the sites, completing the online readings, and then responding to prompt questions on the HuskyCT site. There will be six of these Review and Respond exercises throughout the semester, and each will be worth three points for total of 18 points towards your final grade. To receive credit, you must post your response by the Monday before class at noon.

Research Paper: In addition to discussing the three assigned books across the semester, we will also discuss a range of perspectives, issues, and controversies related to disability. You will select a topic of interest to you, conduct research, and write a short paper that synthesizes your perspectives on these topics. You will also share your results with your classmates in class. More information will be provided on HuskyCT. This will be due on or before class on 11/XX/XXXX and is worth 20 points.

Participation: You will receive a half point for participating in each class. In total, there are 12 points possible (no participation grades on exam days).

Course Behavior Expectations:

It is expected that all students will treat all peers, guest speakers, and the instructor and with respect. This includes, but is not limited to:

- **Being Respectful.**
 - ✓ Respectful language and behavior is expected of all students. Potentially controversial topics or issues may be covered or discussed within the context of this course and there may be disagreements among class members. Students in this class should feel free to discuss topics and issues in an open and professional manner. Any student who feels uncomfortable or has concerns in the context of class discussion or activities should feel free to talk with instructor.
 - ✓ Maintain a positive learning environment. Ensure cell phones, instant message and social networking sites, and other potential sources of distraction are turned off during class unless they are being employed as part of the course activities.
 - ✓ Avoid unnecessary side conversations with peers;
 - ✓ Use in-class activities and group work periods to focus on learning, not social engagement or work for other courses; and

- ✓ Do not nap in class – if you are tired or not feeling well, please leave the class until you are ready to actively participate.
- Please note that failure to extend these respects and courtesies to others may result in the behaviors being pointed out publicly and/or the student being asked to leave the class. Appropriate actions may be taken following the UConn Student Code: <https://community.uconn.edu/>.
- When discussing persons with disabilities, students should work to use “person first” language. In this manner, the person should be mentioned before describing any other features of their abilities (e.g., “person with autism,” or “student with a learning disability”). This language communicates respect and acknowledgement that ability level is one of many characteristics of a human being.
- **Be Responsible.** The following standards are expected:
 - ✓ Regular attendance and participation are a course requirement and will be monitored.
 - ✓ Submit original work and maintain **academic integrity**. If any type of academic misconduct occurs (including, but not limited to: receiving or giving assistance on exams or content checks, submitting work for another student, plagiarism – including copying text from websites or other materials), all students involved will receive a zero on that component of their semester grade and may be subjected to additional sanctions (e.g., failing the course, university suspension or expulsion). See the UConn Student Code for more details: <https://community.uconn.edu/>
 - ✓ All assignments must be submitted **on time**, and all exams must be taken at the scheduled time. *Prior permission must be received for any exception to this policy.* Without prior permission, the instructor will refuse to accept assignments, content checks, or exams and the project will receive a grade of Zero.
- **Be Informed.** This course syllabus contains a great deal of information about the course, and all students are expected to know and to follow dates, policies, and expectations outlined within. In addition, the following standards apply to all students:
 - ✓ If **class cancellation or delay** (e.g., instructor emergency, inclement weather) is required, the instructor will make a good faith effort to inform students as soon as the cancellation or delay is known. To the greatest extent possible, the instructor will send emails and update the course HuskyCT site as soon as possible, and students should check the HuskyCT site for the most up-to-date information. All of us should use good judgment in decision-making, and keep personal safety and the safety of others the foremost concern.
 - ✓ Each student is responsible for being aware of all University policies and dates set out in the Undergraduate Catalog (see <https://catalog.uconn.edu/>).
 - ✓ Deadlines for course projects or any other course component will only be changed if a student presents compelling documentation of a need for a change, and as soon as possible **before** the due date in question.
 - ✓ The assignment of an incomplete (I) grade is strongly discouraged and will be assigned *only* in the case of emergencies and where satisfactory progress has

been demonstrated in the class. The "I" must be negotiated one week *before* the end of the class and a course completion contract drawn up and signed by both the instructor and the student.

Course Technology Components:

- This course will be taught as a blended class using both face-to-face and on-line components (via HuskyCT). All course handouts, including the syllabus, class notes, assignment due dates, and other supporting course materials will be on the class website. All correspondence and course announcements from Dr. Madaus will be done through the course website, and all students are responsible for monitoring the site. If you wish to use the on-line notes during class, you are responsible for downloading and printing the relevant notes prior to class. Weekly notes will be released on Monday at 6:00 pm on the night prior to class. If you have difficulty accessing the materials, or if computer access is an issue for you, please speak to Dr. Madaus.

University Policies:

- **Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships:** *The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University. (More information is available at <https://titleix.uconn.edu/more-information/sexual-harassment/>.)*
- **Sexual Assault Reporting Policy**—Please add this statement: *To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help. (More information is available at <https://titleix.uconn.edu/more-information/sexual-harassment/>.)*

Tentative Course Outline:

Students should have read the appropriate reading assignments before each class meeting. After each class, students should read the materials on the HuskyCT site as well. Note that this schedule is tentative and may be adjusted.

Date	Topic	Reading
Week 1	• Welcome and course overview • Who are exceptional learners? • History of disability and special education • Disability in the media, literature and entertainment	
Week 2	• Issues and trends • Models of disability • Universal design • Person first language • Exploring your attitudes	<i>Stuck in Neutral</i> , Chapters 1-8.
Week 3	• Special education law, processes, and concepts • Working with multicultural students • Working with parents and families	<i>Stuck in Neutral</i> , Chapters 8-16.
Week 4	• Students with Learning Disabilities	<i>The Short Bus</i> , Prologue – Chapter 3
Week 5	• Students with Attention Deficit Hyperactivity Disorder • Students with Traumatic Brain Injury	<i>The Short Bus</i> , Chapter 4 (focus on pp. 62-63); Chapter 6 (focus on pp. 94-96)
Week 6	• Students with Autism Spectrum Disorders	<i>The Short Bus</i> , Chapter 5, Chapter 8
Week 7	• Students with Speech and Language Disorders • Students with Hearing Impairments	<i>The Short Bus</i> , Chapter 7
Week 8	Mid-term Exam	
	• Students with Emotional/Behavior Disorders	
Week 9	• Students with Intellectual Disabilities	<i>The Short Bus</i> , Chapter 10 (focus on pp. 146-154); Chapter 11 (focus on pp. 172-

179); Chapter 12

- Week 10**
- Students with Physical Disabilities
 - Students who are Gifted and Talented

Lottery, pp. 1-76

- Week 11**
- Infants and toddlers with disabilities
 - Transition to adult life

Lottery, pp. 77-154

- Week 12**
- Assistive technology for students with disabilities
 - Exploring careers in special education

Lottery, pp. 155-217

- Week 13**
- Revisiting issues in special education and disability
 - Presentation of research projects

Lottery, pp. 218-274

Research Paper Due

- Week 14**
- Course wrap up

Lottery, pp. 275-305

Final Exam

Special Education Standard #1: Foundations

Knowledge:	
CC1K1	Models, theories, and philosophies that form the basis for special education practice.
CC1K2	Laws, policies, and ethical principles regarding behavior management planning and implementation.
CC1K3	Relationship of special education to the organization and function of educational agencies.
CC1K4	Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.
CC1K5	Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.
CC1K6	Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services.)
CC1K7	Family systems and the role of families in the educational process.
CC1K8	Historical points of view and contribution of culturally diverse groups.
CC1K9	Impact of the dominant culture on shaping schools and the individuals who study and work in them.
CC1K10	Potential impact of differences in values, languages, and customs that can exist between the home and school.

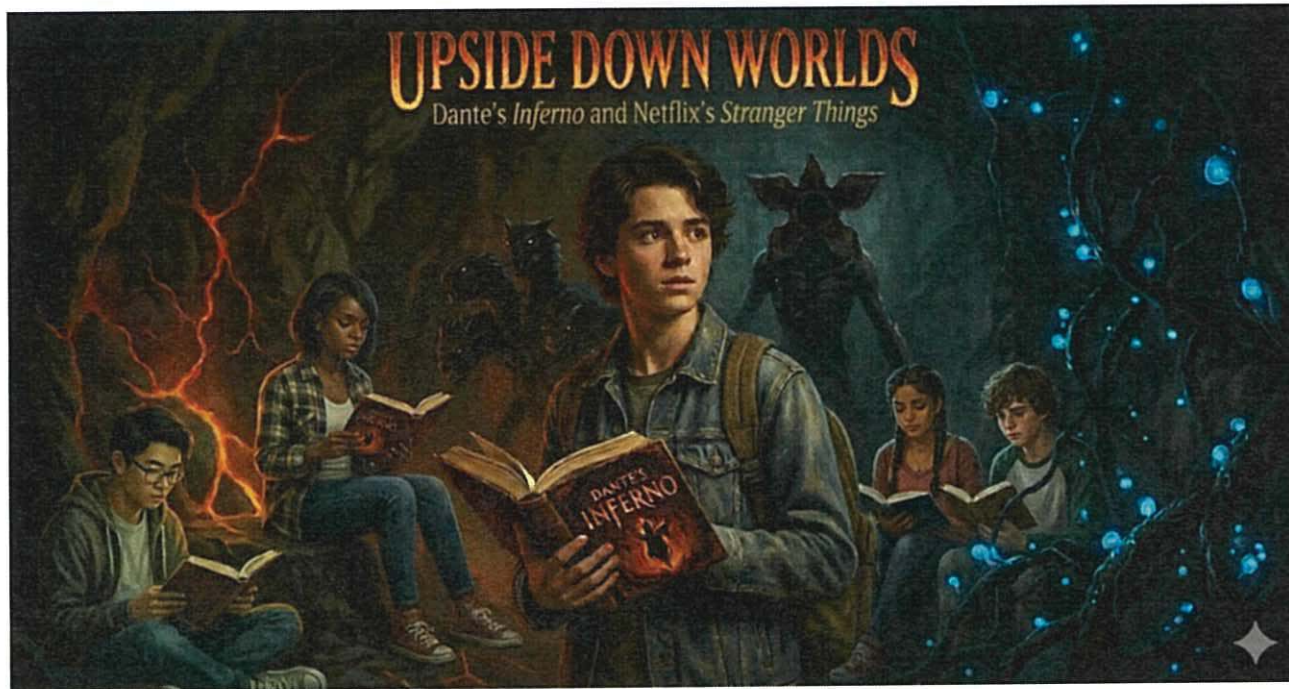
Special Education Standard #2: Development and Characteristics of Learners

Knowledge:	
CC2K1	Typical and atypical human growth and development.
CC2K2	Educational implications of characteristics of various exceptionalities.
CC2K3	Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.
CC2K4	Family systems and the role of families in supporting development.
CC2K5	Similarities and differences of individuals with and without exceptional learning needs.
CC2K6	Similarities and differences among individuals with exceptional learning needs.
CC2K7	Effects of various medications on individuals with exceptional learning needs.

Special Education Standard #3: Individual Learning Differences

Knowledge:	
CC3K1	Effects an exceptional condition(s) can have on an individual's life.
CC3K2	Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.
CC3K3	Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs. Family, and schooling.
CC3K4	Cultural perspectives influencing the relationships among families, schools and communities as related to instruction.
CC3K5	Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.

Upside Down Worlds: Dante's *The Inferno* & Netflix's *Stranger Things*



Grades 9-12

All students are welcome

Summer Learning Pathways: Enrichment (participate & audit the course)

Advanced Learning--½ credit bearing

We welcome Any Student who Will Be Enrolled at GHS for the 2026-2027 School Year to participate.

Subject(s)	English/ELA, Film Studies, and Psychology
Grade/Course	Upside Down Worlds: Dante's <i>The Inferno</i> & Netflix's <i>Stranger Things</i>
Unit Title	This is a one unit course.

Description	Step into upside down worlds, as we pair Dante's <i>The Inferno</i> with Netflix's <i>Stranger Things</i> to explore what happens when worlds get twisted. Together we'll dig into big questions about human frailty, sin, and suffering, and how the forces of good vs. evil play out from medieval times to Hawkins, Indiana. You'll learn key poetry terms (think imagery, metaphor, tone) and get comfortable with basic film terms, so you can analyze what you read and what you watch like a pro. Expect select scenes, fascinating discussions, and creative projects that connect monsters—inner and otherwise—to real human choices. If you like smart stories, eerie vibes, and unlocking hidden layers, this summer course is for you.
Pacing	3 weeks/equivalent--note: These class meetings may be intermittent, but they will take place in the summer. • Class pacing will involve dedicated time to complete reading and assignments mostly in-class. • Important course design: This summer learning is meant to be student-centric, fun, and interesting. Students electing to receive credit will have to complete coursework assignments. Students who would like to receive credit will receive grades on assignments that will align to the academic expectations of Griswold High School. • Students may elect to audit the course for enrichment purposes only.
ESSENTIAL QUESTIONS	1. Why are “upside down” worlds so gripping—and what pulls us into Dante’s Hell and Hawkins’ shadow realm? 2. How do <i>The Inferno</i> and <i>Stranger Things</i> make us question what “good” and “evil” really look like in tough moments? 3. What do fear, the unknown, and high-stakes choices reveal about who we are, and how do Dante’s travelers and the Hawkins crew mirror (or challenge) our own teen years?
READINGS	Readings/viewings will include a combination of fictional and nonfiction texts. Students will be encouraged to research, select, and identify appealing independent readings that expand, heighten, and extend their thinking. • Dante's <i>The Inferno</i> (we will focus on select cantos): Alighieri, Dante, et al. <i>The Inferno of Dante : A New Verse Translation</i>. New York, Noonday Press, 1996.

- *Stranger Things* (note: we will be viewing select episodes)
- Article: Murray, Noel. "What to Remember from "Stranger Things" before Season 5 Premieres." *The New York Times*, 25 Nov. 2025, www.nytimes.com/2025/11/25/arts/television/stranger-things-guide-season-5.html.
- Essay: Crable, Margaret. "Why Dante and His "Divine Comedy" Remain Relevant 700 Years after His Death." *News and Events*, USC Dornsife, 13 Sept. 2021, dornsife.usc.edu/news/stories/dante-devine-comedy-still-relevant/.

Priority Standards

Common Core ELA Literacy Standards

Fiction Reading

CCSS.ELA-LITERACY.RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CCSS.ELA-LITERACY.RL.11-12.4 (italicized text denotes the shift from the Grades 9-10 standard): Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, *including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.*

Nonfiction Reading

CCSS.ELA-LITERACY.RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CCSS.ELA-LITERACY.RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Writing (Standards 1-3 are identical to the Grades 9-10 band, but with the expectation of more deliberate choices and increased precision.)

CCSS.ELA-LITERACY.W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-LITERACY.W.11-12.6 (italicized text denotes the additional understandings from the Grades 9-10 standard): Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. *(and taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically).*

CCSS.ELA-LITERACY.W.11-12.8 (italicized text denotes the shift from the Grades 9-10 standard): Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; *assess the strengths and limitations of each source in terms of the task, purpose, and audience*; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and *overreliance on any one source* and following a standard format for citation.

Speaking and Listening (Standard 1 is identical to the Grades 9-10 band, but with the expectation of more difficult topics.)

CCSS.ELA-LITERACY.SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.2 (italicized text denotes the shift from the Grades 9-10 standard): Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) *in order to make informed decisions and solve problems*, evaluating the credibility and accuracy of each source *and noting any discrepancies among the data*.

Language (Standard 3 is identical to the Grades 9-10 band, but with the expectation of more difficult contexts.)

CCSS.ELA-LITERACY.L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Concepts (3-5) (What students will know...)	Skills (3-5) (What students need to be able to do...)
Students will know that: • Evidence supports ideas. • Evidence has a context. • Analysis has layers. • Texts can have multiple, interacting themes. • Themes reveal the author's purpose/message. • Each paragraph has a single yet substantial idea. • The different types of evidence including facts, concrete details, quotations or examples. • That evidence can be paraphrased or quoted. • That evidence is supported by ideas and reasoning. • A writer's tone for an informational piece is objective. • Read a prompt and understand how to respond in an original way. • Discourse specific transition words, phrases, and sentence constructions. • MLA techniques for citing. • Active Voice/Passive Voice. • Conventions for using verb tenses. • Parallel Sentence Structure.	Students will be able to: • Choose appropriate evidence. • Cite the evidence correctly. • Analyze evidence by clarifying the passage and showing its relevance to the main idea. • Create a response that shows how the author's purpose shapes the theme. • Read a prompt and understand how to respond in an original way. • Write a thesis statement in response to a thesis question (prompt). • Write topic sentences that have a subject and an idea. • Organize support paragraphs which include topic sentences, context, evidence, analysis, and ideas. • Integrate evidence smoothly without using a block quote. • Arrange support paragraphs so that ideas build. • Evaluate and judge different viewpoints. • Differentiate between facts and inferences, and choose when each is appropriate in writing. • Write an objective summary and place it appropriately in an extended response.

Strategies for sentence style and variety.	Cite through their writing using MLA formatting.
Essential Questions	Corresponding Big Ideas
- Why are “upside down” worlds so gripping—and what pulls us into Dante’s Hell and Hawkins’ shadow realm? - How do <i>The Inferno</i> and <i>Stranger Things</i> make us question what “good” and “evil” really look like in tough moments? - What do fear, the unknown, and high-stakes choices reveal about who we are—and how do Dante’s travelers and the Hawkins crew mirror (or challenge) our own teen years?	- Learners will identify the alluring elements of stories that take up dark elements in the human condition, including human frailty, crimes and sins, and suffering and how imaginative texts convey those elements. - Learners will analyze what makes a choice/decision/person good or evil and how experiences will lead to consequences that can be short-lived or long-lasting. - Learners will identify what makes us afraid, why, and how to express our fear in our experiences and in the imaginative arts.
Domain Specific Vocabulary	
Author’s purpose Analyze Argument Assess Evidence Explain Figurative Language Formal Voice/Style Implicit Inference Informative/Explanatory Imaginative Interpret Key Details Main Idea Metaphor Organizational Psychology Parallel Structure Perspective and Point of View Premise	

Primary Source Publish Purpose Revise & Rethink Scaffolding Secondary Sources Sequence of Events Setting Simile Summarize Supporting Details Text Complexity and Features Thesis Statement Trauma	
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Assessments

Pre-Assessment	Other Evidence For Learning
There will be no pre-assessment for this elective, summer enrichment offering	- Students will produce, maintain, and share a google folder of work products--writings, assignments, etc. - The instructor will use frequent checks for understanding. - Short, frequent writings will be submitted for review, feedback, and required re-submission. - Students will participate in class discussions and assignments.
Summative Assessments (Performance Tasks) <i>Include rubrics as needed</i>	

- 2 polished short writing assignments (1-2 pages each) that compare and contrast aspects of *The Inferno* with *Stranger Things*.
 - a. 1 podcast/interview on the topic
 - b. 1 “choose your own” summative assignments in analyzing, comparing/contrasting, staging, and/or filming a creative response to *The Inferno* and/or *Stranger Things*. Potential examples:
 - i. Design your own google site
 - ii. Create a Youtube Channel with 2-3 original shorts.
 - iii. Slide deck/presentation

Engaging Common Learning Experiences

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

Students will delve into the complex personalities in Dante’s *Inferno* alongside key figures from *Stranger Things*, comparing how each navigates the unknown and fear under pressure. By creating detailed character maps, students will trace relationships, motivations, and moral choices; then, through short analytical writing and structured class discussions, they will examine the psychological drivers behind characters’ actions and the consequences of those choices across both works.

Students will select pivotal episodes from Dante’s *Inferno* and parallel moments from *Stranger Things* that illuminate themes of fear, temptation, loyalty, and descent into the unknown. In groups, they will adapt and discuss these pairings to deepen their understanding of both texts’ imagery and moral frameworks through direct engagement with key scenes and thematic connections.

Using common film terms and concepts, students will analyze select episodes and scenes from *Stranger Things*. They’ll focus on how cinematography, music, and dialogue contribute to the show’s portrayal of normalcy and abnormality, fear and the unknown, and the struggle of good versus evil.

Resources

Teacher Resources	Student Resources
• Copies of the epic poem, <i>The Inferno</i> • DVDs of <i>Stranger Things</i>	• A district issued device. • Texts--digitized and printed. • Access to Upside Down Worlds google classroom



GRISWOLD PUBLIC SCHOOLS

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

Sean P. McKenna, Superintendent of Schools
Erik Christensen, Director of Fiscal & Personnel Services

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

MEMO

TO: GPS

FROM: Sean P. McKenna, Superintendent of Schools

SUBJECT: Grant/Gift: \$591.95 from ahold delhaize USA, Parent Company of Stop & Shop, for Participation in a Partnership/Sponsorship Program with their Company

DATE: Apr 9, 2026

+++++

I respectfully request that the Board accept a generous donation in the amount of \$591.95 from ahold delhaize USA, Parent Company of Stop & Shop, for participation in a Partnership/Sponsorship Program. The grant was awarded in the form of a check made payable to Griswold Elementary School. The donation will be used to support student technology at GES.



**Food Services Department
Griswold Board of Education
April 9th, 2026**

Griswold Public Schools: Department of Food Services



The Food Services Department at Griswold Public Schools partners with the school community to offer nutritious, flavorful meals to our students on a daily basis. By collaborating with faculty, staff, families, and community partners, the department aims to ensure enjoyable experiences for all.

Griswold *Forward*



Griswold Public Schools: Department of Food Services

- ✓ **20 employees in the Department**
- ✓ **Senior Leadership:**
 - Director, Tom O'Connor
 - General Manager, Dawn Bouchard
- ✓ **Provides meals for 4 schools** (GES, GMS, GHS & GSSA)
- ✓ **Prepares meals for all students in K-12**
(not PK) = 1,710

By the Numbers

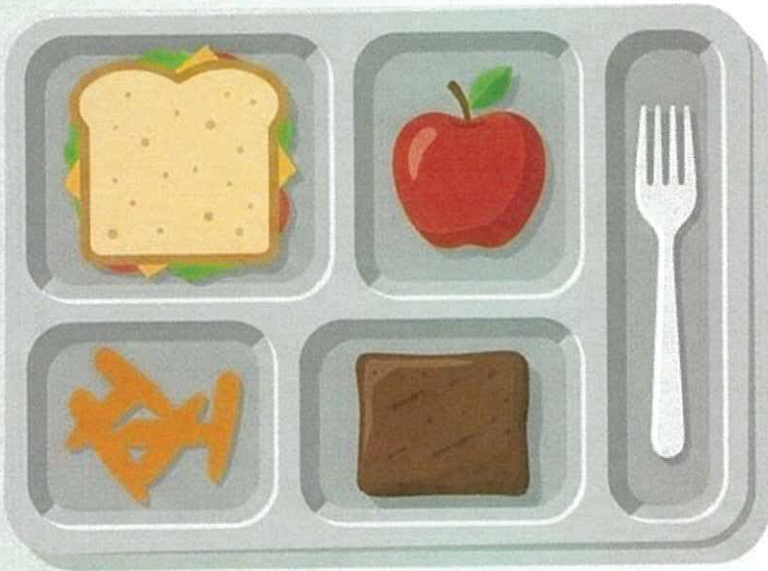


Griswold Forward



Griswold Public Schools: Department of Food Services

FREE AND REDUCED LUNCH



2025-2026 School Year



2024-2025 School Year



* Projected data.

Griswold Forward



Capital Projects 2025-26

- Replace steamer / Kettle at Griswold Middle School
 - Scheduled install set for week of April vacation
- Replace Freezer/ Refrigeration Units on the roof of Griswold Middle School
 - Projected project date : June 2026.



Griswold Forward



Griswold Public Schools: Department of Food Services



- Griswold Food Services approved for Grant Funding to Buy Local (Farm to School).
- Monitoring the CT Proposal for Universal Free Breakfast
- Application process for Summer Meals is under way.
- **Department Remains Financially Stable**
 - Cost of Food Increase--ALL AREAS
 - The department remains financially stable despite staffing and other challenges.
 - The department assumes full salaries, benefits, and insurance costs.



QUESTIONS AND ANSWERS



Griswold *Forward*



VACANCIES

<u>Certified Positions</u>	<u>Location</u>	<u>Closing Date</u>
Psychologist, 1.0 FTE	GMS	2026/27 SY
Teacher, Grade 2	GES	2026/27 SY
Teacher, Grade 3	GES	2026/27 SY
Teacher, Special Education	GMS	2026/27 SY
Teacher - Elementary Technology	GES	2026/27 SY
Teacher - Health	GES	2026/27 SY

<u>Non-Certified Positions</u>	<u>Location</u>	<u>Closing Date</u>
Pareducators, Full-Time	GPS	Until Filled
Custodians, Full-Time	GPS	Until Filled

<u>Extra-Curricular Positions</u>	<u>Location</u>	<u>Closing Date</u>
Football Head Coach	GHS	Until Filled
Football Assistant Coaches (2)	GHS	Until Filled
Cheerleading Head Coach – Football/Basketball	GHS	Until Filled

RESIGNATIONS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Last Day</u>
Withey, Shannon	GHS	Coach – Cheerleading - Football/Basketball	April 6, 2026

APPOINTMENTS

<u>Name</u>	<u>Location</u>	<u>Position</u>	<u>Effective Date</u>	<u>Salary/Rate</u>
Walders, Adrian	GES	Wolverine B/A School Asst Instructor	March 9, 2026	Hourly
Vitali, Nicole	GES	Wolverine B/A School Asst Instructor	March 9, 2026	Hourly
Swanback, Carl	GHS	Coach – Lacrosse Girls	Spring 2026	Stipend
Ortiz, Jose	GHS	Coach – Asst. Softball Volunteer	Spring 2026	Stipend
*Odom, Cadan	GHS	Coach – JV Wrestling	Winter 25/26	Stipend
*Slonski, Samantha	GHS	Coach – Volleyball Assistant	Fall 2025	Stipend

Note:

*Please note that coaches are appointed as volunteers when we are waiting on receipt of their official coaching permits, which are issued through the CT State Department of Education. Both Cadan Odom and Samantha Slonski were appointed as volunteer coaches at prior BOE meetings. They have received their coaching permits from the CT State Department of Education and are now ready for official appointment.