

REGULAR MEETING

GRISWOLD BOARD OF EDUCATION

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

THURSDAY,
May 28th, 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. Special Meeting - May 7, 2026
 - B. Regular Meeting - May 14, 2026
 - C. Special Meeting - May 26, 2026
4. Communications
5. Awards/Recognitions
 - A. Recognizing GHS Senior - Michael Capalbo - for Achieving 100 Career Wins in Wrestling at GHS
 - B. Recognizing Our GPS Distinguished Retirees for the 2025/2026 School Year
 1. Raymond Churchill - GHS
 2. Brenda Sanborn - GES
 3. Rose Otten-Paggioli - GES
 - C. Recognizing our GPS Outstanding Employee for the 4th Quarter of the 2025/2026 School Year - John Cormier, Griswold High School
 - D. Recognizing Griswold Pride's Miranda Mahoney and SERAC (Southeastern Regional Action Council) for Securing a \$10,000 Grant for Griswold Public Schools
6. Public Comment
7. New Business
 - A. Review and Discussion on New Policy 6141.3273/4118.53/4218.53--Instrucitonal Personnel--Certified-Non-Certified--Electronic Resources--Generative AI (first reading)
 - B. Review and Discussion on on New Regulation 6141.3273/4118.53/4218.53--Instrucitonal Personnel--Certified-Non-Certified--Electronic Resources--Generative AI (first reading)
 - C. Review and Discussion on Revised Policy 2120--Administration--Organizational Chart
 - D. Review, Discussion, and Possible Action on the Proposal for a Griswold Hall of Fame at Griswold High School
 - E. Gifts/Donations

1. SERAC *Underage Nicotine Prevention Program (UNPP) Community Mini Grant* in the Amount of \$10,000 on Behalf of Miranda Mahoney and Griswold Pride
8. 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
9. Administrators' Reports
 - A. Financial Forecast for the 2025/2026 School Year - Erik Christensen
 - B. Update on Internal Accounts for GES, GMS and GHS for the 2025/2026 School Year - Erik Christensen
 - C. Update on Building Goals for the 2025-2026 School Year--GES Principal, Joe Bordeau; GMS Principal, Louis Zubek; and GHS Principal, Erin Palonen
 - D. Assistant Superintendent Update
 1. Update on Curriculum
 2. Update on Professional Development Day - May 22, 2026
10. Superintendent's Report
 - A. Vacancies/Appointments/Resignations/Retirements
 - B. Superintendent Updates
 - C. *End of Year Self-Evaluation Meeting of Superintendent Sean McKenna - to be Conducted in Executive Session
11. Committee/Board Reports
 - A. Policy Subcommittee - Yvonne Palasky
 - B. Public Relations Subcommittee - Jaimee O'Neill-Eaton
 - C. TLI Subcommittee Update - Terry Cholewa
 - D. Town of Griswold, Board of Finance - Sean McKenna
12. Other Business that May Properly Come Before This Board
13. Adjournment

Board of Education Meeting Notes
SPECIAL MEETING
LIVE: GRISWOLD MIDDLE SCHOOL Cafeteria
Monday, May 28th, 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.

1. Call to Order

2. Pledge of Allegiance

3. Approval of the Minutes

- A. Special Meeting - May 7, 2026
- B. Regular Meeting - May 14, 2026
- C. Special Meeting - May 26, 2026

The BOE meeting minutes are included in your packet for review and approval. Please note that the special meeting minutes for May 26, 2026, are not included because you received this BOE meeting packet prior to the meeting taking place on May 26th. When the minutes are completed, we will email a copy to you ahead of time and we will bring copies to give you at the meeting so they can be approved, as well.

4. Communications

5. Awards/Recognitions

- A. Recognizing GHS Senior - Michael Capalbo - for Achieving 100 Career Wins in Wrestling at GHS - We are so proud to bring forward GHS senior, Michael Capalbo, for achieving 100 career wins in wrestling during the winter season at Griswold High School.

B. Recognizing Our GPS Distinguished Retirees for the 2025/2026 School Year

1. Raymond Churchill - GHS
2. Brenda Sanborn - GES
3. Rose Otten-Paggioli - GES

We are so pleased to bring forward three of our distinguished employees who retired mid-year and who will be retiring at the end of the 2025/2026 school year.

- C. Recognizing our GPS Outstanding Employee for the 4th Quarter of the 2025/2026 School Year - John Cormier, Griswold High School. Mr. Cormier, a long-time employee for Griswold Public Schools, serves as a school psychologist at our high school. Mr. Cormier has been praised by his colleagues for his calm demeanor, his focus on working with students in challenging moments, and his willingness to help his colleagues.
- D. Recognizing Griswold Pride's Miranda Mahoney and SERAC (Southeastern Regional Action Council) for Securing a \$10,000 Grant for Griswold Public Schools
We would like to take a moment to thank Miranda Mahoney and SERAC for facilitating Griswold Public Schools receiving a grant for \$10,000.

6. Public Comment

7. New Business

- A. Review and Discussion on New Policy 6141.3273/4118.53/4218.53--Instruction - Personnel--Certified-Non-Certified--Electronic Resources--Generative AI (first reading) - This policy has been through committee, and this is the first of two reads for the full Board
- B. Review and Discussion on on New Regulation 6141.3273/4118.53/4218.53--Instruction - Personnel--Certified-Non-Certified--Electronic Resources--Generative AI (first reading) - This regulation has been through committee, and this is the first of two reads for the full Board.
- C. Review and Discussion on Revised Policy 2120--Administration--Organizational Chart (first reading)
This policy has been through committee, and this is the first of two reads for the full Board.
- D. Review, Discussion, and Possible Action on the Proposal for a Griswold Hall of Fame at Griswold High School - This request has been presented to the Facilities Committee and the Committee has forwarded it to the Board.
- E. Gifts/Donations
1. SERAC Underage Nicotine Prevention Program (UNPP) Community Mini Grant in the Amount of \$10,000 on Behalf of Miranda Mahoney and Griswold Pride - I would like to ask the Board to accept the very generous grant donation, with gratitude, from Miranda Mahoney of Griswold Pride who submitted an won a Nicotine Prevention grant in the amount of \$10,000.00 for the Griswold Public Schools. We are so grateful for all that Miranda does for the Griswold Public Schools.

8. Old Business

- A. Review, Discussion, and Possible Action on Initial Budget Proposal for the 2026/2027 School Year- Budget Scenarios - Should the Board wish to discuss the budget, we are happy to review. If there is no further discussion at this time on the budget, I will ask the Board to make a motion to table any action on the 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 - The 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."

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

- A. Financial Forecast for the 2025/2026 School Year - Erik Christensen - The Board will receive an update from Erik Christensen on where things stand currently with the 2025/2026 school budget.
- B. Update on Internal Accounts for GES, GMS and GHS for the 2025/2026 School Year - Erik Christensen - The Board will receive an update from Erik Christensen on the student activity internal accounts for GES, GMS and GHS.
- C. Update on Building Goals for the 2025-2026 School Year--GES Principal, Joe Bordeaux; GMS Principal, Louis Zubek; and GHS Principal, Erin Palonen - The principals will present this final update, for the 2025-2026 school year, on the progress of their goals.
- D. GPS Assistant Superintendent Update
 - 1. Update on Curriculum - Glenn LaBossiere, GPS Assistant Superintendent of Schools, will provide an update to the Board on curriculum.
 - 2. Update on Professional Development Day - May 22, 2026 - Glenn LaBossiere will provide an update to the Board on the agenda for the professional development day that took place on May 22, 2026.

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

- A. Vacancies/Appointments/Resignations/Retirements - Enclosed, you will find a list of the current vacancies, appointments, resignations, and retirements.
- B. Superintendent Updates --Please enclosed report.
- C. *End of Year Self-Evaluation Meeting of Superintendent Sean McKenna - to be Conducted in Executive Session - Following the regular business portion of this meeting, we will move into executive session to complete an end of year evaluation of the Superintendent.

11. Committee/Board Reports

- A. Policy Subcommittee - Yvonne Palasky
- B. Public Relations Subcommittee - Jaimee O'Neill-Eaton
- C. TLI Subcommittee Update - Terry Cholewa
- D. Town of Griswold, Board of Finance - Sean McKenna

12. Any Other Business that May Properly Come Before this Board

13. Adjournment

**SPECIAL MEETING
GRISWOLD BOARD OF EDUCATION**

**THURSDAY,
May 7th, 2026
DRAFT**

1. A special meeting of the Griswold Board of Education was held on Thursday, May 7th, 2026, in the Griswold Middle School, Library Media Center/Learning Commons, located on the 2nd floor, 211 Slater Avenue, Griswold, Connecticut. The meeting was called to order at 5:12 PM by Stuart Norman, Jr., Chair of the Griswold Board of Education.

PRESENT Stuart Norman, Jr. BOE Chair; Kimberly Neilson, BOE Secretary; Yvonne Palasky, and Eileen Ego, Griswold BOE Members.

ALSO PRESENT Mr. Sean P. McKenna, GPS Superintendent of Schools; Mr. Daniel Murphy, GPS Board Attorney; Mrs. Erin Palonen, GHS Principal; Student # 10-15011823 and Parent of Student #10-15011823.

ABSENT Terry Cholewa, BOE Vice-Chair; and Jaimee O'Neill-Eaton and Cathy Waselik, Griswold BOE Members.

MOTION By Kimberly Neilson
Seconded by Yvonne Palasky
That the Board enter Executive Session @ 5:12 PM to discuss a matter that would result in the disclosure of public records or the information contained therein as described in Connecticut General Statutes Sections 1-210(b)(2), (11) and (17). Further, that the Board invite the following individuals to attend the executive session:

1. Student #10-15011823
2. Parent of Student #10-15011823
3. Sean McKenna, GPS Superintendent of Schools.
4. Daniel Murphy, Counsel for the Griswold Board of Education.
5. Mrs. Erin Palonen, Principal, Griswold High School.

Motion unanimously carried.

The Board came out of executive session at 5:29 PM and the following action was taken:

MOTION By Kimberly Neilson
Seconded by Yvonne Palasky
That pursuant to CGS Section 10-233d, the Griswold Board of Education shall adopt the stipulated agreement presented by the parties as its decision in this matter and furthermore, that the stipulated agreement shall serve as the Board's written decision in this matter.
Motion unanimously carried.

MOTION By Yvonne Palasky
Seconded by Kimberly Neilson
To adjourn the special meeting at 5:31 PM.
Motion unanimously carried.

Minutes recorded by: Sean McKenna/ Robin Drobiak

**REGULAR MEETING
GRISWOLD BOARD OF EDUCATION**

**THURSDAY,
May 14th, 2026**

DRAFT

1. Call to Order - A regular meeting of the Griswold Board of Education was held on Thursday, May 14th, 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., BOE Chair.

PRESENT

Stuart Norman, Jr., BOE Chair; Terry Cholewa, BOE Vice Chair (entered at 6:30 PM); Kimberly Neilson, BOE Secretary; Yvonne Palasky, Jaimee O'Neill-Eaton, and Eileen Ego, Griswold BOE Members.

ALSO PRESENT

Sean McKenna, Griswold Superintendent of Schools; Glenn LaBossiere, GPS Assistant Superintendent of Schools; Stephen Cravinho, GPS Campus Wide Activities & Athletic Director; Christopher Champlin, GPS Director of Student Services; Katy Sawaryn, GPS Assistant Director of Student Services; Erik Christensen, GPS Director of Fiscal & Personnel Services; Erin Palonen, GHS Principal; Arthur Howe, GHS Associate Principal; Louis Zubek, GMS Principal; Steven Bourque, GMS Assistant Principal; Joseph Bordeaux, GES Principal; Patricia Feeney, GPS Director of TLI; and Jaselyn Caviness, GPS Director of Wolverine Before/After School Program.

ABSENT

Cathy Waselik, Griswold BOE Member; 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. Special Minutes-April 20th, 2026

MOTION

By Yvonne Palasky

Seconded by Eileen Ego

To approve the special meeting minutes of April 20th, 2026, as presented.

Motion unanimously carried.

- B. Special Minutes – April 29, 2026

MOTION

By Eileen Ego

Seconded by Kimberly Neilson

To approve the special meeting minutes of April 29, 2026, as presented.

Ayes – Stuart Norman, Jr., Kimberly Neilson and Eileen Ego.

Nays –

Abstain – Yvonne Palasky and Jaimee O'Neill-Eaton.

Motion carried.

4. Communications – There were no communications to discuss.

5. Student Representative Report

- A. GES Student Representatives - Ella Canestrari & Silas Chilcote
- B. GMS Student Representatives - Delilah Munoz & Olivia Henson
- C. GHS Student Representative - Avery Brown

Student representatives from GES, GMS and GHS provided an update to the Board on student activities occurring in each school building on campus.

5. Awards/Recognitions

- A. Recognizing and Thanking our GPS Student Representatives for their Reporting and Updates on Student Activities during the 2025/2026 School Year
- B. Recognizing GES Student Emmett Michaud for Winning a \$5,000 School Technology Prize for his Outstanding Achievement in the CHET Dream Big! Competition
- C. Recognizing our CABE (Connecticut Association of Boards of Education) Student Leadership Award Recipients for GMS - Veronika Chupakhina and Natalie Gomez
- D. Recognizing our CAS (Connecticut Association of Schools) Middle Level Scholar Leaders for GMS - Kennedy Collier and Delilah Munoz
- E. Recognizing our CABE (Connecticut Association of Board of Education) Student Leadership Award Recipients for GHS - Emma Martin and Ethan Blanchette
- F. Recognizing our CAS (Connecticut Association of Schools) Scholar Athletes for GHS - Breanne Harraka and Kolby Mills
- G. Recognizing our CAS (Connecticut Association of Schools) Performing Arts Award Recipient for GHS - Sydney Churchill
- H. Recognizing our CAS (Connecticut Association of Schools) Visual Arts Award Recipient for GHS - Ashlynn O'Connor

The Board, the Superintendent, administrators and audience members recognized several students listed above from A-H from GES, GMS, and GHS for their outstanding accomplishments, including recognition of CABE student leaders, CAS award recipients, and student representatives for their service to the Board of Education. The Board also recognized a grade 2 student for winning a contest that awarded a \$5,000 technology grant to his school.

The Board recessed at 6:15 PM.

The Board re-convened at 6: 20 PM.

Terry Cholewa, Griswold BOE Member, entered at 6:20 PM.

7. Public Comment – During the Public Comment section of the Board of Education meeting this evening, Matthew Danieluk, of 12 Tyler Terrace in Griswold, a resident of Griswold and employee of the Griswold Public Schools, shared some concerns. As a written copy of the comments was not provided, the complete statement may be heard by accessing the Board of Education recording posted to the Griswold Public Schools' website.

8. New Business

A. Review, Discussion, and Possible Action to Approve a Griswold High School Trip Proposal to Disney, Florida, during the 2026/2027 School Year

MOTION

By Yvonne Palasky

Seconded by Kimberly Neilson

To approve the GHS trip proposal to Disney Florida, during the 2026/2027 school year, as presented.

Motion unanimously carried.

B. Update from the Athletic Booster Club – Members of the Griswold Athletic Booster Club provided a presentation to the Griswold Board of Education highlighting the many ways the organization supports student athletes and athletic programs throughout the district. The presentation emphasized the positive impact the Booster Club has on strengthening school spirit, student opportunities, and the Griswold community as a whole.

C. Review, Discussion, and Possible Action to Authorize the Filing of FCC Form 471, Schools and Libraries Universal Service Program Services Ordered for Fiscal Year, 07/01/2026 – 06/30/2027

MOTION

By Eileen Ego

Seconded by Yvonne Palasky

To authorize the filing of FCC Form 471, Schools and Libraries Universal Service Program Services ordered for the fiscal year 07/01/2026 – 06/30/2027.

Motion unanimously carried.

D. Gifts/Donations

1. Griswold Youth & Family Services Donation of \$1,010 in Walmart Gift Cards to Griswold Middle School

MOTION

By Terry Cholewa

Seconded by Kimberly Neilson

To accept the generous donation of \$1,010.00 in Walmart Gift cards to Griswold Middle School on behalf of Griswold Youth and Family Services.

2. Griswold Youth & Family Services Donation of \$985.00 in Walmart Gift Cards to Griswold High School

MOTION

By Kimberly Neilson

Seconded by Eileen Ego

To accept the generous donation of \$985 in Walmart Gift cards to Griswold High School on behalf of Griswold Youth and Family Services.

Motion unanimously carried.

9. Old Business

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

MOTION

By Eileen Ego

Seconded by Yvonne Palasky

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 Kimberly Neilson

Seconded by Terry Cholewa

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. Wolverine Forward Before/After School Program Report/Update – Jaselyn Caviness – GPS Director of the Wolverine Before/After School Program, Jaselyn Caviness, provided an update to the Board on the before and after school program. Some of the highlights of her presentation included the following: They have had the highest enrollment numbers since the program opened, the program is completely self-funded through parent/tuition fees and it is supplemented by a CSDE after school grant, and new of a new grant award in the amount of \$232,600 over two years and how that grant money will be used to supplement the program.

11. Superintendent's Report

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

12. Committee/Board Reports

- A. Facilities Subcommittee Update – Kimberly Neilson provided an update to the Board on the outcome of the recent Facilities meeting that took place.

- B. Town of Griswold, Board of Finance – The Superintendent provided an update on the outcome of the recent Town of Griswold, Board of Finance meeting that took place.

13. Other Business that May Properly Come before the Board – Jaimee O'Neill-Eaton, Griswold BOE Member, shared her concern for abiding by our Bylaws when discussing matters related to personnel.

Kimberly Neilson inquired about whether the BOE could obtain copies of resignation letters from our staff members.

Terry Cholewa shared her perspective on what a great job Miss Harris did with the first grade choral concert that occurred this evening.

14. Adjournment

MOTION

By Yvonne Palasky

Seconded by Eileen Ego

To adjourn the regular BOE meeting at 7:28 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

May 19, 2026 - REVISED

May 7, 2026

Mr. Michael Capalbo
12 High Street
Jewett City, CT 06351

Dear Michael,

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, May 14th, 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 for 100 career wins with Wrestling at Griswold High School. 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
GHS School Counselor
Head Coach Dana Cooke
Student File



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

May 5, 2026

Mr. Raymond Churchill
150 Bitgood Road
Griswold, CT 06351

Dear Ray,

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 upcoming retirement. I received your letter of retirement, with regret, and will consider June 30, 2026 as your final day of employment with the Griswold Public Schools.

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's distinguished retirees at an upcoming Griswold Board of Education meeting, which will be held on **Thursday, May 28th, 2026, beginning at 6 PM in the Griswold Middle School Cafeteria**. At the Board of Education meeting, we will take a moment to honor you and other retirees for the many years of service in Griswold. We hope you will be able to join us that evening. Would you please reach out to my executive assistant, Robin Drobiak, to confirm whether you will be attending or not? It would be greatly appreciated. She can be reached at: rdrobiak@griswoldpublicschools.org or by phone: (860) 376-7600, extension 1.

Congratulations on your retirement from teaching. We wish you nothing but the best!

Sincerely yours,

Sean P. McKenna,
Superintendent of Schools

cc: GHS Administration
Office of Fiscal & Personnel Services
Personnel File



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Erik Christensen, Director of Fiscal & Personnel Services

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

May 5, 2026

Mrs. Brenda Sanborn
69 Norman Road
Griswold, CT 06351

Dear Brenda,

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 upcoming retirement. I received your letter of retirement, with regret, and will consider June 30, 2026 as your final day of employment with the Griswold Public Schools.

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's distinguished retirees at an upcoming Griswold Board of Education meeting, which will be held on **Thursday, May 28th, 2026, beginning at 6 PM in the Griswold Middle School Cafeteria**. At the Board of Education meeting, we will take a moment to honor you and other retirees for the many years of service in Griswold. We hope you will be able to join us that evening. Would you please reach out to my executive assistant, Robin Drobiak, to confirm whether you will be attending or not? It would be greatly appreciated. She can be reached at: rdrobiak@griswoldpublicschools.org or by phone: (860) 376-7600, extension 1.

Congratulations on your retirement from teaching. We wish you nothing but the best!

Sincerely yours,

Sean P. McKenna,
Superintendent of Schools

cc: GES Administration
Office of Fiscal & Personnel Services
Personnel 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

May 5, 2026

Mrs. Rose Otten-Paggioli
52 Ventura Drive
Colchester, CT 06415

Dear Rose,

On behalf of the Griswold Board of Education and the entire Griswold Public Schools community, please accept our sincere congratulations and best wishes for a happy, healthy retirement. I have received your retirement letter dated February 6th, 2026, and, with regret, will recognize that date as your final day of employment with Griswold Public Schools.

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's distinguished retirees at an upcoming Griswold Board of Education meeting, which will be held on **Thursday, May 28th, 2026, beginning at 6 PM in the Griswold Middle School Cafeteria**. At the Board of Education meeting, we will take a moment to honor you and other retirees for the many years of service in Griswold. We hope you will be able to join us that evening. Would you please reach out to my executive assistant, Robin Drobiak, to confirm whether you will be attending or not? It would be greatly appreciated. She can be reached at: rdrobiak@griswoldpublicschools.org or by phone: (860) 376-7600, extension 1.

Congratulations on your retirement from teaching. We wish you nothing but the best!

Sincerely yours,

Sean P. McKenna,
Superintendent of Schools

cc: GES Administration
Office of Fiscal & Personnel Services
Personnel File



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Erik Christensen, Director of Fiscal & Personnel Services

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

May 22, 2026

Mr. John Cormier
27 Lady Slipper Avenue
Norwich, CT 06360

Dear John,

On behalf of the Griswold Board of Education, I am pleased to invite you to the Board of Education meeting scheduled for **Thursday, May 28th, 2026, at 6:00 PM**, to be held at **Griswold Middle School** in the GMS Cafeteria, located on the first floor, 211 Slater Avenue, Griswold, Connecticut.

At this meeting, we will proudly recognize you as an **Outstanding Employee of the Fourth Quarter for the 2025/2026 school year**. This honor reflects your exceptional dedication, professionalism, and positive impact on our school community. We are grateful for your contributions and look forward to celebrating your achievements.

We hope you can join us for this well-deserved recognition. Please confirm with my Executive Assistant, Robin Drobiak, whether you will be able to attend.

Congratulations once again!

Sincerely,

Sean P. McKenna,
Superintendent of Schools

cc: GHS Administration
C. Champlin, GPS Director of Student Services
BOE
Personnel File



April 30, 2026

Dear Miranda Mahoney

Congratulations! On behalf of SERAC, we are pleased to inform you that your application for the *Underage Nicotine Prevention Program (UNPP) – Community Mini Grant* has been selected for funding. Your proposal demonstrated a strong commitment to advancing nicotine prevention efforts in your community, and we are excited to support your project.

The awarded funding of \$10,000 is made possible through the [Juul Settlement Funds](#) with support from the CT Department of Mental Health and Addiction Services (CT DMHAS). This grant aims to help communities build capacity and advance community-led efforts aimed at preventing underage nicotine initiation, educating on the harms of nicotine use, and enhancing access to cessation services.

We look forward to partnering with you to make a positive impact through this project! Should you have any questions or require assistance, please feel free to contact Jessica Garcia (UNPP) Coordinator at jgarcia@seracct.org

Thank you for your dedication to substance use prevention. We are confident that your efforts will make a meaningful difference in the community.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Mark Irons'.

Mark Irons

GRISWOLD HIGH SCHOOL

Hall of Fame



The Case for a Wolverine Hall of Fame

Honoring Our Legacy

Currently, the achievements of Griswold High School alumni are blended into the general landscape of the school, lacking the focused recognition their accomplishments deserve.

By transforming the hallway between the gym and the auditorium into a formal gallery, we create a bridge between our history and our future.

This central location will serve as a beacon of Wolverine Pride, showing our students that greatness is a Griswold tradition. It is more than just a wall of photos; it is a vision of what every student is capable of achieving.



Current Status: Alumni Recognition



Relocated Displays

Display cases moved from the front hallway to the basement near the locker room entrance.



Significant Achievements

Olympic Medalists and New England champions are currently showcased in basement displays.



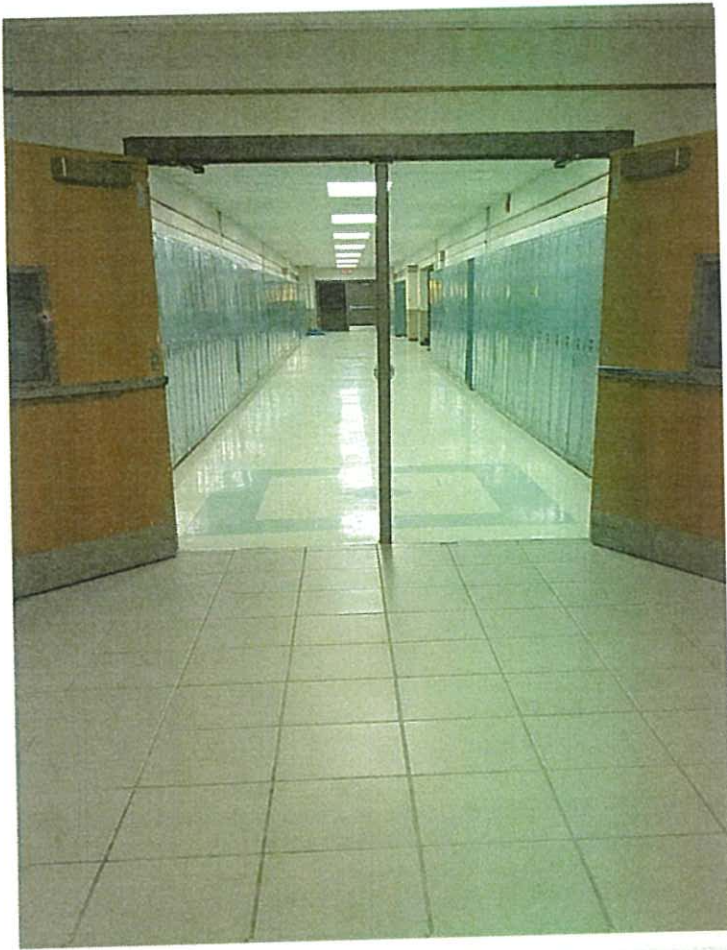
General Collections

Remaining cases contain various trophies and plaques spanning multiple sports and decades.



Gymnasium Banners

Championship banners are outdated and lack recognition of individual athletic achievements.



A walk through of the proposed corridor for the Hall of Fame into the basement where current trophies are displayed.

Griswold's Hall of Fame



Current State

Current state of affairs in the hallway adjacent to both the gymnasium and auditorium.

Deconstruction Plan



Obsolete Infrastructure

Hallway lockers are effectively obsolete due to current usage trends and population projections. They are no longer required at GHS.



Reinvested Capital

Proceeds from locker sales or recycling will provide initial capital for hallway transformation supplies.



Student Service Project

Students can assist with locker removal as a sanctioned community service project to earn required hours.



Aesthetic Rejuvenation

Repainting the corridor aligns facility improvements with student engagement goals allowing students to earn more community service hours.

Hallway Renovation Tasks



Remove the lockers.



Paint the walls.



Replace double doors to
remove the center post.



Refinish floor.



HALL OF FAME

Add "Hall of Fame" above the doorway

Plaque for each inductee



Incurring Costs



Door Replacement

Upgrading entryway infrastructure to accommodate the new "Hall of Fame" design.



Floor Refinishing

Complete surface restoration to align with the aesthetic rejuvenation of the corridor.



Upgrading Lighting

Installation of modern lighting fixtures to highlight Hall of Fame inductees and plaques.

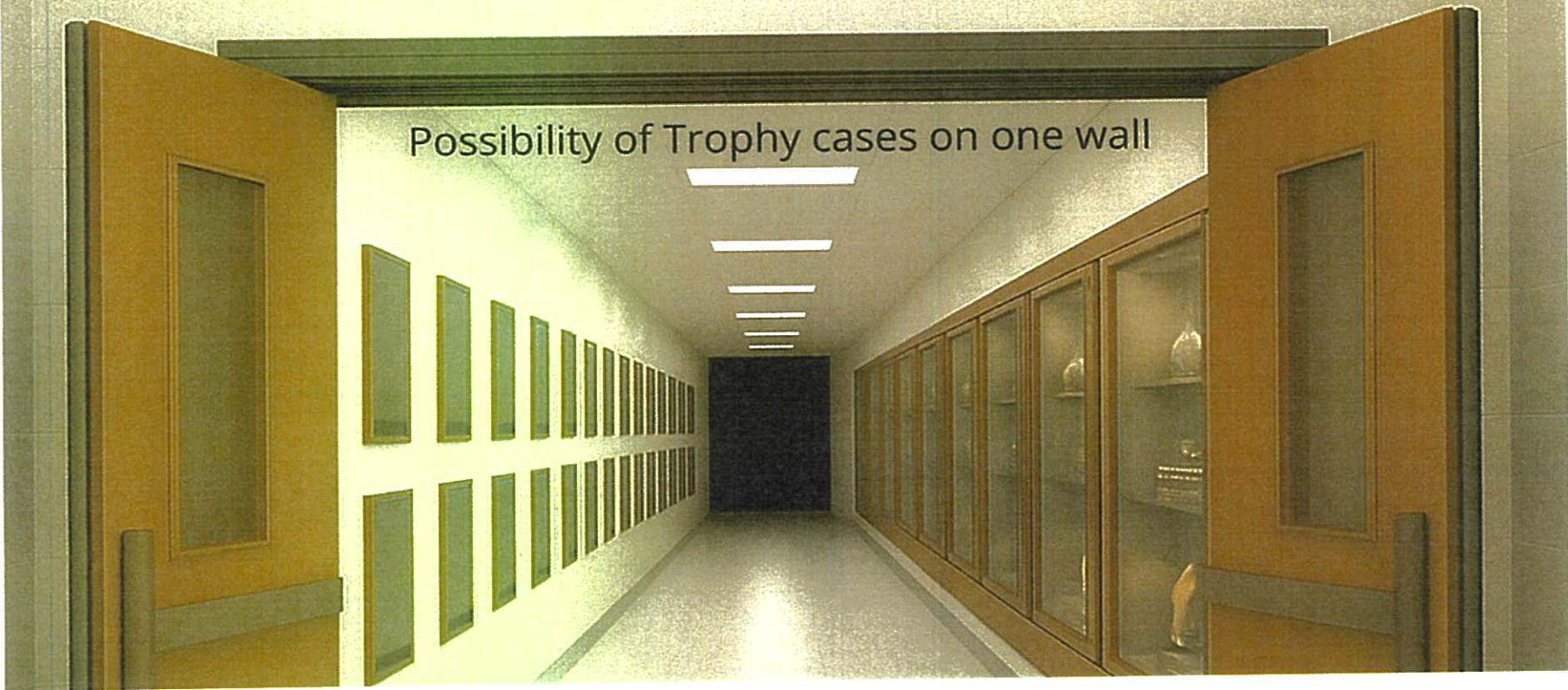


Plaques for Inductees

Recurring annual cost for individual plaques commemorating new inductees.

HALL OF FAME

Possibility of Trophy cases on one wall



Cost Savings



Student Labor

Utilization of student workers for deconstruction and rejuvenation



Asset Liquidation

Sale of decommissioned lockers



Resource Reuse

Reusing displaced display cases along one wall

The Induction Committee

Inaugural Year

The founding committee will be composed of key district and school leadership to establish standards and vision.

Executive Leadership

Superintendent and Assistant Superintendent.

Building Administration

Principal and Vice Principal.

Athletic Department

Athletic Director and selected GHS coaching staff.

Faculty & Community

Distinguished teachers, veteran staff, and notable alumni.

Subsequent Years

Membership will expand to include previous year inductees alongside the administration.

"This inclusive approach creates a lasting bond between generations of alumni, ensuring the Hall of Fame remains a living history of GHS."



Conclusion

Thank You

For your commitment to preserving the history of GHS.





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: Griswold Board of Education

FROM: Sean

SUBJECT: Griswold Public Schools and Griswold PRIDE Coalition Awarded \$10,000 Grant to Support Student Wellness

DATE: May 28th, 2026

+++++

Griswold Public Schools and the Griswold PRIDE Coalition are excited to announce they have been awarded a \$10,000 grant through the SERAC Underage Nicotine Prevention Program (UNPP), funded by Juul Settlement funds with support from the Connecticut Department of Mental Health and Addiction Services.

This grant will support a collaborative effort to strengthen nicotine prevention and student wellness across the district.

Through this partnership, Griswold Public Schools and the Griswold PRIDE Coalition will bring expanded, evidence-based nicotine prevention programming into schools, increase access to student intervention and support services, and provide screening tools and training for school staff.

The initiative will also include a student-led PhotoVoice project in collaboration with the Griswold High School Photography Department, giving students the opportunity to explore and share how vaping impacts their lives, their school, and the broader community.

Instruction/Personnel - Certified-Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence)

The Board of Education is committed to providing our students with the most innovative and effective educational experiences, fostering high levels of learning and opportunities for self-expression. As our schools prepare students for a future that demands adaptability, critical thinking, and digital literacy, we recognize the potential of generative Artificial Intelligence (AI) and related technologies. When used responsibly, AI has the potential to enhance teaching and learning, improve operational performance, and support student success.

As with all technologies, users must be mindful of and adhere to considerations that ensure responsible and ethical use, especially in mitigating bias, promoting transparency, and ensuring the benefits of AI are accessible to all students. This policy provides a framework to empower AI users while ensuring appropriate safeguards against discrimination, privacy violations, and a lack of accountability and transparency, and setting expectations for ethical use, data protection, academic integrity, professional learning, and ongoing oversight.

While ensuring the responsible use of generative AI technologies by those interacting with and creating content, the Board emphasizes its commitment to fostering a dynamic and engaging learning environment that leverages AI advancements to enhance student learning outcomes and equip students with the skills and dispositions necessary for success in the digital age.

I. Definitions and Scope

For purposes of this policy:

1. **Artificial Intelligence (AI)** refers to technologies that perform tasks that typically require human intelligence, including but not limited to content generation, data analysis, pattern recognition, predictive modeling, decision support, or adaptive learning.
2. **AI Tools** include generative AI systems, machine learning applications, adaptive educational platforms, and AI-enabled administrative or operational systems.
3. **Generative Artificial Intelligence (GAI)** refers to AI-enabled systems that generate text, images, audio, video, code, or other content in response to prompts or data inputs.
4. **Users** include students, staff, contractors, and vendors who access or deploy AI tools in connection with District programs or operations.

This policy applies to all AI tools used for instructional, assessment, administrative, or operational purposes within the District, whether provided by the District or accessed independently by staff or students when used for school-related activities.

Instruction/Personnel - Certified-Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence) (continued)

II. Guiding Principles

The District's use of AI shall be guided by the following principles:

1. **Fairness:** AI tools shall be selected, deployed, and monitored to avoid bias, discrimination, or disparate impact on students, staff, or families, particularly based on legally protected characteristics.
2. **Transparency:** The District shall promote transparency by ensuring that students, staff, and families understand when and how AI tools are used in instruction, assessment, and District operations.
3. **Accountability:** Human oversight and clear lines of responsibility shall be maintained for decisions and outcomes influenced or supported by AI systems.
4. **Security and Privacy:** The District shall protect student and staff data by ensuring that AI tools comply with applicable Federal and State privacy, security, and data protection laws and standards.

III. Ethical Principles and Responsible Use

The District is committed to the ethical and responsible use of AI. Accordingly,

1. **Human Oversight and Agency:** AI systems shall support – not replace – professional judgment and decision-making. Final responsibility for instructional, evaluative, and operational decisions remains with District personnel.
2. **Avoidance of Discrimination and Disparate Impact:** The District shall evaluate AI tools for potential bias and inequitable outcomes and shall take corrective action when such risks are identified. To that end, the District shall develop procedures to evaluate the AI tools' ability to address such impacts.
3. **Privacy and Data Protection:** AI use shall respect individual privacy rights and limit data collection and retention to what is necessary for legitimate educational purposes and comply with records retention schedules.
4. **Equity:** The District shall consider accessibility, digital equity, and inclusive design when adopting or approving AI tools to ensure that AI use does not exacerbate existing inequities.

IV. Academic Integrity and Instructional Practices

The Board affirms that AI may be a valuable instructional tool when used safely, responsibly, and ethically.

1. **Permitted Uses:** AI tools may be used, consistent with teacher direction and District guidance, for purposes such as:
 - a. **Students**
 - i. Thinking critically
 - ii. Helping generate ideas, vocabulary, or outlines

Instruction/Personnel - Certified-Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence)

IV. Academic Integrity and Instructional Practices (continued)

- iii. Soliciting and reviewing feedback on original work.
- iv. Prompting AI tools to provide outlines and other supports for structuring original work.
- v. Researching and gathering various perspectives on topics and issues.
- vi. Breaking down complex concepts.

b. Professional Staff

- i. Teaching students to evaluate AI outputs and think critically.
- ii. Providing formative feedback.
- iii. Supporting differentiation and accessibility (Creating scaffolds for diverse learners).
- iv. Enhancing instructional planning and analysis.

2. Prohibited Uses: AI tools shall not be used to:

a. Students

- i. Substituting for original work without acknowledgment/attribution.
- ii. Circumventing academic expectations or District codes of conduct.
- iii. Completing assignments, assessments, or examinations in a manner that misrepresents a student's knowledge or skills.

b. Professional Staff

- i. Substituting for original work without acknowledgment/attribution.
- ii. Allowing AI to assume professional tasks without acknowledgment, review, and sound judgment.

3. Acknowledgment and Disclosure: When appropriate, students and staff shall acknowledge and explain their use of AI tools to promote transparency, reflection, and ethical decision-making.

V. Data Privacy, Security, and Procurement

Recognizing that AI tools may process sensitive information, the District establishes the following safeguards:

1. **Legal Compliance:** All AI tools shall comply with the Family Educational Rights Act (FERPA), Connecticut student privacy laws, and other applicable federal and state requirements.
2. **Procurement and Review:** The District shall maintain a review and approval process for AI tools, including:
 - a. Evaluation of vendor data practices and security measures.
 - b. Verification of compliance with State data protection standards.
 - c. Review of claims regarding AI functionality, limitations, and data use.

Instruction/Personnel - Certified-Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence)

V. Data Privacy, Security, and Procurement (continued)

3. **Data Minimization and Security:** AI tools shall collect and retain only data necessary for educational purposes, and appropriate measures shall be in place to protect against unauthorized access or misuse.

VI. Professional Development and AI Literacy

The District shall support ongoing professional development related to AI. Such professional development shall include, but not be limited to:

1. Support training for educators and administrators on AI literacy, ethical use, data privacy, and instructional integration.
2. Modeling responsible AI uses and embedding ethical considerations into instruction, helping students develop critical thinking and digital citizenship skills.

VII. Stakeholder Engagement and Policy Review

To ensure this policy remains responsive to evolving technology and guidance:

1. The Board shall review this policy on a regular cycle and update it as needed to reflect changes in technology, law, and State guidance, including, but not limited to future updates to Policy AI-01 and recommendations generated by the GAI Advisory Committee.
2. The District shall engage educators, students, and families in reviewing AI practices and policy implementation to promote transparency and trust.

VIII. Implementation and Administration

The Superintendent or designee shall develop administrative regulations to implement this policy. Such elements shall include those related to students, staff, and administrative operational productivity and functionality to more effectively align with the Board's mission to meet the needs of all students.

(cf. 6141.321 – Student Responsible Use of the Internet)

(cf. 5121.3 – Academic Dishonesty/Plagiarism)

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

Legal Reference: Public Act 23-16 An Act Concerning Artificial Intelligence, Automated Decision-Making and Personal Data Privacy
Public Act 24-151 An Act Authorizing and Adjusting Bonds of the State and Concerning Provisions Related to State and Municipal Tax Administration, General Government and School Building Projects

Instruction/Personnel – Certified - Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence)

I. Purpose and Scope

The Board of Education, in its commitment to supporting teachers and students in their use of generative AI, recognizes many challenges to overcome and significant opportunities to explore that will ultimately deepen the teaching/learning process.

These administrative regulations implement Board of Education Policy 6141.3273/4118.53/4218.53, Generative Artificial Intelligence (GAI). They align with the State of Connecticut's Policy AI-01 and are intended to guide the responsible, ethical, secure, and effective use of GAI across instructional, professional, and operational contexts.

These regulations establish procedures and guidance for students, certified and non-certified district employees, administrators, contractors, and vendors acting on behalf of the board of education.

II. Definitions

For the purposes of these regulations:

1. **Artificial Intelligence (AI)** refers to technologies that perform tasks that typically require human intelligence, including but not limited to content generation, data analysis, pattern recognition, predictive modeling, decision support, or adaptive learning.
2. **AI Tools** include generative AI systems, machine learning applications, adaptive educational platforms, and AI-enabled administrative or operational systems.
3. **Generative Artificial Intelligence (GAI)** refers to AI-enabled systems that generate text, images, audio, video, code, or other content in response to prompts or data inputs.
4. **Users** include students, staff, contractors, and vendors who access or deploy AI tools in connection with District programs or operations.

These regulations apply to all AI tools used for instructional, assessment, administrative, or operational purposes within the District, whether provided by the District or accessed independently by staff or students when used for school-related activities.

Instruction/Personnel – Certified - Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence) (continued)

III. Collaboration and Oversight

The Superintendent or designee shall establish a **District-Wide GAI Advisory Committee** to support implementation, oversight, and continuous improvement of AI use across the district. The Committee shall operate in a collaborative, transparent manner, soliciting and encouraging input from staff, students, and the community, and supporting responsible innovation. *(The District should assess whether an existing “group”, such as a technology advisory committee, can assume this added responsibility.)*

1. Composition: The Committee shall include representation from:

- a. District and building administrators.
- b. Classroom teachers.
- c. Instructional technology staff.
- d. Curriculum, instructional, and assessment leaders.
- e. Student support services/special education staff members.
- f. Staff responsible for data privacy and cybersecurity.
- g. Students (as appropriate).
- h. Parents/guardians (as appropriate).
- i. Legal counsel (as appropriate).

2. Responsibilities: The GAI Advisory Committee shall:

- a. Review emerging GAI tools and their potential uses.
- b. Monitor compliance with District policy, State guidance, and applicable laws and regulations.
- c. Develop and recommend guidance for instructional and operational use.
- d. Identify professional learning needs and resource gaps.
- e. Evaluate, advise on, and plan for equity, accessibility, and bias considerations related to school and home/community use, and attend to, but are not limited to, the identified needs of students with Individualized Education Plans (IEPs) and 504 plans, training programs, data collection and analysis, and tools.
- f. Advise on data privacy, cybersecurity, and vendor risks.
- g. Provide regular updates to the Board of Education on:
 - i. GAI initiatives and pilot programs.
 - ii. Implementation progress.
 - iii. Emerging risks and opportunities.
 - iv. Recommended policy revision and resource needs.

IV. Student Use of GAI

1. **Instructional Use:** GAI shall not replace direct instruction, human judgment, or authentic student learning. GAI may be used as an instructional support tool to:
 - a. Enhance learning, promote creativity, and advance critical thinking.
 - b. Explore multiple approaches to problem-solving or creative expression.
 - c. Brainstorm ideas, generate outlines, or organize thoughts for assignments and projects.

Instruction/Personnel – Certified - Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence)

IV. Student Use of GAI (continued)

- d. Support research and study skills, including summarizing content, generating study guides, or developing practice questions.
- e. Receive differentiated learning opportunities and explanations or supports, along with assistance with grammar, spelling, syntax, or clarity in student-generated work, when permitted by the teacher.
- f. Support language development, translation, or comprehension, as authorized.
- g. Enhance accessibility through adaptive or assistive features consistent with instructional expectations.
- h. Analyze, evaluate, and critique AI-generated content to build digital literacy and critical thinking skills.
- i. Learn about and reinforce the appropriate, ethical, and responsible use of AI systems.
- j. Other educational uses approved by the teacher and consistent with Board policy, District guidelines, and academic integrity standards.
- k. Student use of GAI must be:
 - i. Age-appropriate.
 - ii. Aligned with curriculum goals.
 - iii. Supervised by educators.
 - iv. Consistent with academic integrity expectations.

2. **Academic Integrity:** Students shall be instructed on:

- i. Appropriate and Inappropriate Uses of GAI.
- ii. Proper attribution and disclosure when GAI is used.
- iii. The limits of GAI accuracy and reliability.

(Unauthorized use of GAI to complete assignments, assessments, or examinations may constitute academic dishonesty and shall be addressed in accordance with the District Code of Conduct.)

3. **Data Privacy and Safety:** Only district-approved GAI tools may be used in instructional settings unless otherwise authorized. Students shall not input:

- a. Personally identifiable information (PII).
- b. Confidential student or staff data.
- c. Protected educational records.

Instruction/Personnel – Certified - Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence)

V. Staff Use of GAI (continued)

- 1. Appropriate use of GAI tools for staff includes, but is not limited to, the following applications:**
 - a. Support instructional planning, including but not limited to lesson design, curriculum development, and instructional differentiation.
 - b. Develop or revise instructional materials, assessments, rubrics, or other activities.
 - c. Provide feedback, exemplars, or instructional supports for students, consistent with professional judgment and district/departmental/grade-level guidelines.
 - d. Support professional learning, reflection, and continuous improvement.
 - e. Enhance accessibility and inclusive practices for students, consistent with IEPs, 504 Plans, and other individualized plans.
 - f. Improve efficiency in routine professional tasks, such as drafting communications, organizing information, or summarizing instructional data.
 - g. Model responsible, transparent, and ethical AI use for students.
 - h. Other instructional or professional uses authorized by the District and aligned with Board policy, collective bargaining agreements, professional standards, and applicable laws.
- 2. Staff remain responsible for:**
 - a. Reviewing and verifying all GAI-generated content.
 - b. Evaluating AI tools and outputs for accuracy, bias, appropriateness, and instructional value.
 - c. Collaborating with colleagues to share effective practices related to AI-supported instruction.
 - d. Ensuring alignment with district curriculum and standards.
 - e. Maintaining professional judgment and accountability.
- 3. Ethical and Responsible Use:**
 - a. Use GAI in a manner consistent with professional ethics.
 - b. Identify and mitigate potential bias or inaccuracies.
 - c. Be transparent when GAI is used to generate or substantially assist instructional materials.
- 4. Privacy and Confidentiality: Staff shall not input:**
 - a. Student educational records.
 - b. Personnel records.
 - c. Confidential District data into non-approved GAI platforms.
 - d. General sharing of personally identifiable information (PII).

Instruction/Personnel – Certified - Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence)

VI. Operational Productivity and Administrative Use

1. **Permitted Uses:** GAI may be used to improve operational functionality, including, but not limited to:
 - a. Drafting non-confidential communications.
 - b. Summarizing publicly available information.
 - c. Supporting workflow automation.
 - d. Assisting with planning, scheduling, or reporting tasks.
2. **Personnel Oversight**
 - a. GAI shall function as a decision-support tool, not a decision-maker.
 - b. Inputs should be general in nature and not contain staff or other PII.
 - c. All outputs must be reviewed by a qualified employee before use.
 - d. GAI shall not be used to make:
 - i. Final or ultimate personnel decisions.
 - ii. Student placement or discipline decisions.
 - iii. High-stakes determinations without human reflection and review.

VII. Vendor Management and Technology Approval

1. All GAI tools must undergo District review prior to adoption.
2. Evaluation criteria shall include:
 - a. Data privacy and security protection.
 - b. Compliance with FERPA, State law, and District policy.
 - c. Transparency regarding data use and retention.
 - d. Bias mitigation and accessibility features.
3. The GAI Advisory Committee shall assist in reviewing and recommending tools for approval.

VIII. Professional Learning and Capacity Building

The District shall provide ongoing professional development for staff and administrators, including, but not limited to, the following:

1. Responsible and ethical GAI use.
2. Instructional integration.
3. Data privacy and cybersecurity.
4. Equity and accessibility considerations.
5. Emerging risks and best practices.

Instruction/Personnel – Certified - Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence) (continued)

IX. Monitoring, Review, and Continuous Improvement

1. The Superintendent or designee shall ensure regular monitoring of GAI use across the district.
2. The GAI Advisory Committee shall annually review:
 - a. Implementation effectiveness
 - b. Compliance with policy and regulations
 - c. Emerging legal, ethical, and technology developments
3. Recommendations for revisions to policy, regulations, and resource allocation shall be presented to the Board of Education as needed (or requested)

X. Considerations for Effective Generative AI Use (Directed Towards Student Use)

- Before assigning an AI-required task, ensure all students have access to the tool and can comply with the technology's user agreement and CT's student privacy law (CGS §§ 10-234aa through 10-234dd).
- Review how generative GAI works, expectations for safe and ethical use, and the role the teacher expects this tool to play in completing and approaching the assignment.
- Ensure students are provided with instruction and reminders in the following areas:
 - How and when to cite and provide attribution of sources
 - When and where generative AI can and cannot be used
 - Effective uses of generative AI
 - Users assume responsibility for the results when using AI
 - When permissions are required, and Terms of Use are followed
 - What constitutes cheating? What constitutes support?
 - Academic Integrity – Policy and practical applications.
- Consider requiring students to acknowledge and document how they used generative AI tools. For example, students could use Chat GPT to get feedback on their essay drafts and explain which tool suggestions they agreed with or didn't – to encourage students to learn how to use the tool as a partner rather than having it do all the work for them. ~~AI should not be allowed to replace teachers or students. However, it~~ It can and should be used to augment learning and instruction. Augmentation over automation.

Instruction/Personnel – Certified - Non-Certified

Electronic Resources

Generative AI (Artificial Intelligence)

X. Considerations for Effective Generative AI Use (Directed Towards Student Use) (continued)

- Provide students with direct instruction on the limitations and flaws related to generative AI technology, including hallucinations, bias, inaccuracies, and misinformation. Remind students to think critically and fact-check using primary sources and note that AI can have implicit bias and present incorrect information.
- Identify potential risks and outline what responsible use entails. Regularly remind students about the safety risks of sharing personal information with AI bots and of using them to invade others' privacy.

XI. Considerations for Teachers:

- Confer with colleagues on what writing assignments look like in an era when students can simply employ chatbots to generate prose for them.
- Review lessons to ensure durability of learning against the use of AI
- Openly discuss complex ethical questions with students, colleagues, parents/guardians, and community members, such as whether it is considered cheating when a student asks generative AI to fabricate a rough draft that they can then revise themselves.
- Use generative AI programs as smart search engines that present information in ways that are easy to understand.
- Use AI to generate ideas, topics, writing assignments, and other materials for engaging lessons.

The only certainty that exists in AI technology is that it will continue to be more impactful in all our lives; it will continue to raise complex and contentious pedagogical and ethical dilemmas, and it will provide teachers and students with new and unforeseen opportunities. The above “guidelines” are intended to initiate healthy, productive discussions and advance higher levels of critical thinking and cognitive engagement.

6141.3273
4118.53/
4218.53
Appendix A

Leadership

- ☐ Consider establishing a GAI Advisory Committee or adding a GAI advisory agenda to an appropriate established committee
- ☐ Communicate District GAI expectations to staff

Instructional Practices

- ☐ Identify approved GAI tools
- ☐ Establish classroom expectations for GAI to align with policy
- ☐ Incorporate digital literacy and academic integrity in instruction

Student Guidance

- ☐ Include GAI expectations and guidelines in the student handbook and parent communications

Staff Support

- ☐ Ensure GAI professional learning opportunities are a recurring agenda item for the Professional Development and Evaluation Committee (PDEC)
- ☐ Ensure professional learning opportunities are informed, developed, and implemented by expert district teachers, administrators, and staff members
- ☐ Establish a consultation process for questions and responsive support

Monitoring

- ☐ Review incidents or concerns related to GAI use
- ☐ Provide feedback to district administration

GAI Advisory Committee Charter

Name: District-Wide Generative Artificial Intelligence (GAI) Advisory Committee

Role: Advises the Superintendent of Schools and provides updates to the Board of Education

Membership: Administrators, teachers, instructional technology staff, student services/special education educators, data privacy/cybersecurity personnel, students, and/or parents/guardians (as appropriate)

Responsibilities:

- Review emerging GAI tools and trends
- Recommend guidance, resources, and training
- Assess equity, privacy, and bias implications
- Provide regular reports to the Board of Education

Meetings: At least quarterly, or as determined by the Superintendent

Student Handbook Alignment Language

The Griswold Board of Education permits limited use of Generative Artificial Intelligence (GAI) tools to support learning when authorized by teachers. Students are expected to use GAI responsibly, protect personal and confidential information, and follow academic integrity standards. Misuse of GAI may result in disciplinary action consistent with the Student Code of Conduct.

Professional Expectations for Staff

Staff are encouraged to use GAI as a professional support and instructional design tool, while remaining responsible for all instructional and operational decisions. Educators should make every effort to ensure that instruction, assignments, and assessments are durable against GAI misuse and can adapt to the use of emerging technologies. GAI outputs must be reviewed for accuracy, bias, and appropriateness. Confidential information shall not be entered into non-approved GAI systems. Professional staff are responsible for reviewing and following the policy and are encouraged to recommend updates and revisions to the GAI Advisory Committee or designated committee and the Superintendent.

Administration

Organization Chart

The legal authority of the Board will be transmitted through the Superintendent along specific paths from person to person as shown on the district organization chart.

The district organization chart will be prepared by the Superintendent and approved by the Board. The lines on the chart will represent direction of authority and responsibility. The chart may also indicate certain "staff" (as opposed to "line") relationships.

The Superintendent will keep the administrative structure up to date with the needs for supervision and accountability in the school system. Therefore, the Superintendent may, from time to time, recommend for Board approval changes in the district organization chart.

Policy adopted: February 24, 2014

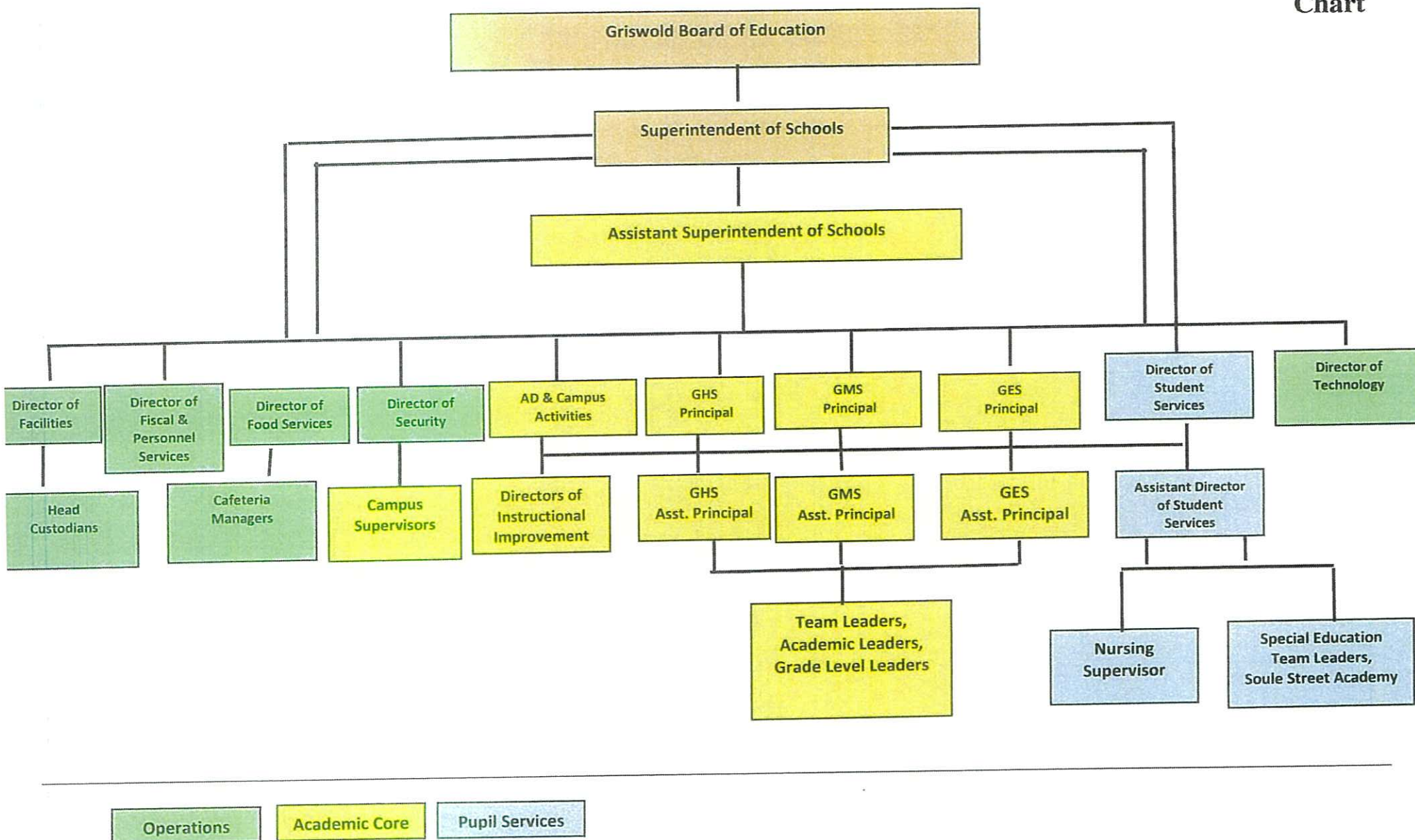
Policy revised: April 5, 2021

GRISWOLD PUBLIC SCHOOLS

Griswold, Connecticut



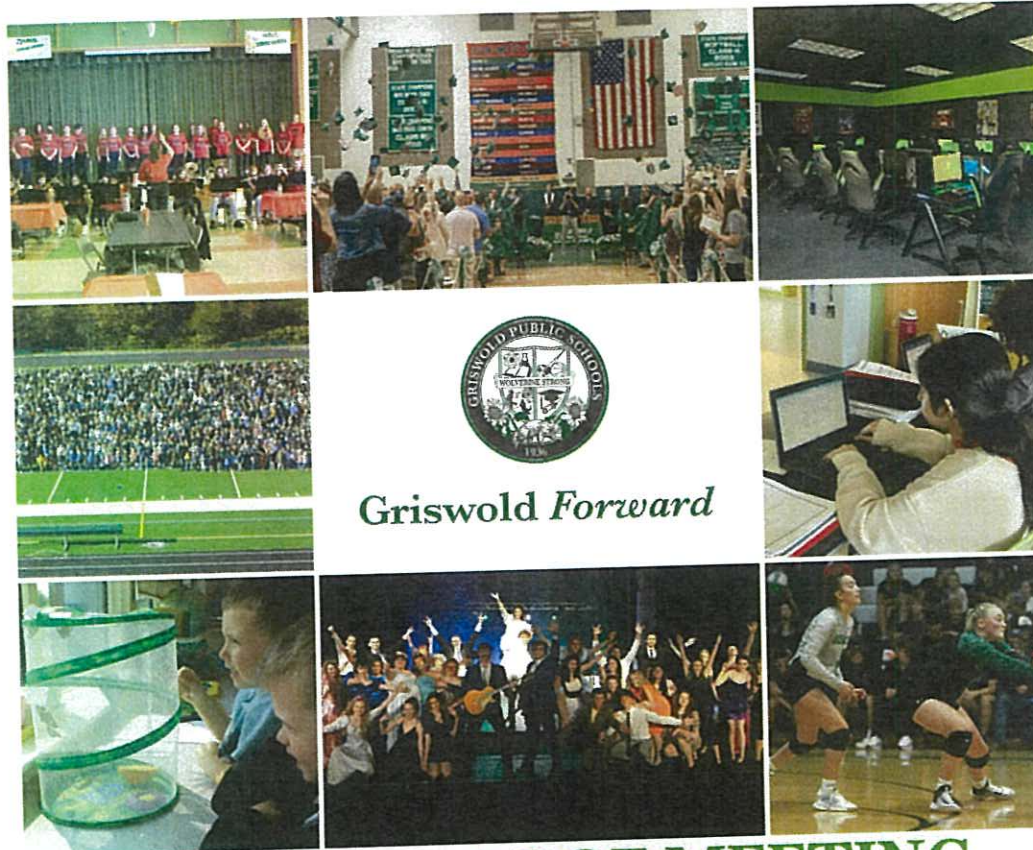
2120 Chart



Griswold Elementary School				
Purpose	Beginning Balance	Revenues	Expenditures	Ending Balance
Art	99.16	-	-	99.16
Charity	1,702.16	1,909.33	(1,878.25)	1,733.24
Field Day	2,829.67	560.00	-	3,389.67
Health	750.00	-	(20.00)	730.00
Library	150.56	143.87	(174.52)	119.91
Miscellaneous	1,800.14	4,743.96	(2,436.77)	4,107.33
Music	1,118.86	-	(850.64)	268.22
Nurse	48.86	-	-	48.86
Sunshine	728.86	340.00	(843.31)	225.55
Grade 1	460.24	1,331.69	(73.38)	1,718.55
Grade 2	61.81	765.00	-	826.81
Grade 3	862.80	780.00	-	1,642.80
Grade 4	104.72	825.00	-	929.72
Grade K	587.95	1,310.00	(609.40)	1,288.55
Grade PK	364.42	545.00	(324.46)	584.96
	11,670.21	13,253.85	(7,210.73)	17,713.33

Griswold Middle School				
Purpose	Beginning Balance	Revenues	Expenditures	Ending Balance
Activities/Principal	3,177.58	3,239.73	(4,757.50)	1,659.81
Art	185.59	6,545.00	(5,612.90)	1,117.69
Advisory	1,451.46	-	-	1,451.46
Band	4,027.36	6,490.40	(5,753.11)	4,764.65
Charity	2,448.69	554.55	(553.75)	2,449.49
Cheerleading	927.89	580.00	(1,166.71)	341.18
Chorus	3,101.51	7,895.00	(7,463.32)	3,533.19
Exploratory	3,287.85	800.00	(460.08)	3,627.77
Grade 5	1,291.34	1,160.00	(95.06)	2,356.28
Grade 6	649.94	1,989.83	-	2,639.77
Grade 7	188.39	2,172.00	-	2,360.39
Grade 8	(1,117.40)	1,750.00	(44.90)	587.70
Grade 8 Dance	6,275.27	-	-	6,275.27
Griswold Pride	1,393.16	-	(374.56)	1,018.60
Library	2,461.67	2,347.49	(2,347.49)	2,461.67
Lost Books	2,838.98	-	(30.00)	2,808.98
Miscellaneous	376.62	-	(48.00)	328.62
Music Begary Trust	669.02	27,500.00	(4,268.60)	23,900.42
National Junior Honor Society	166.90	2,156.16	(1,461.29)	861.77
Orchestra	588.85	3,614.41	(1,603.64)	2,599.62
Science	2,210.66	148.99	(1,852.96)	506.69
Ski Club	1,293.03	9,226.00	(10,522.08)	(3.05)
Soccer	7,007.73	-	-	7,007.73
Soda	215.96	-	-	215.96
Student Activity	(2,354.94)	6,552.00	(22.98)	4,174.08
Student Council	905.03	388.00	(177.83)	1,115.20
Sunshine	94.94	36.22	(113.57)	17.59
Wrestling	3,245.54	-	-	3,245.54
Yearbook	1,412.10	1,085.25	-	2,497.35
	48,420.72	86,231.03	(48,730.33)	85,921.42

Griswold High School				
Purpose	Beginning Balance	Revenues	Expenditures	Ending Balance
Activities/Principal	1,771.07	8,978.93	(7,440.93)	3,309.07
Athletics	3,243.68	26,702.33	(25,590.94)	4,355.07
Alternative School	35.82	-	-	35.82
Baseball	4,413.56	-	(1,984.00)	2,429.56
Basketball Boys	4,393.20	2,605.00	(4,177.56)	2,820.64
Basketball Girls	1,298.36	1,282.00	(2,261.00)	319.36
Brown Trust	1,000.00	-	-	1,000.00
Cheerleading	351.72	150.00	-	501.72
Construction	2,783.46	1,861.79	(4,125.28)	519.97
CTE After School Program	61.26	-	7.59	68.85
Dress Down	186.30	2,180.00	(2,400.00)	(33.70)
Esports	50.00	-	-	50.00
Fall Drama	15,228.98	2,191.00	(562.77)	16,857.21
FBLA	1,153.45	689.51	(1,396.88)	446.08
FCS	1,764.70	415.00	-	2,179.70
Fencing	9,521.56	-	(6,388.66)	3,132.90
Field Trips	110.88	10.00	(10.00)	110.88
Football	1,452.51	9,231.28	(4,271.29)	6,412.50
GHS Scholarship Activity	74,330.31	62,124.57	(63,555.45)	72,899.43
Golf	465.91	-	-	465.91
Graduating Class	1,768.21	32,747.04	(17,580.51)	16,934.74
Graphics	29.22	-	-	29.22
GSA Group	1,052.85	-	272.26	1,325.11
Guidance	8,496.20	17,388.26	(12,960.18)	12,924.28
Griswold Pride	4,000.00	-	(4,000.00)	-
Jewelry Making	22.00	-	-	22.00
Lacrosse Boys	2,529.02	-	(900.00)	1,629.02
Lacrosse Girls	9,228.24	-	-	9,228.24
Locks Books	501.80	-	-	501.80
Lost/Damaged Books	4,390.21	220.73	(455.00)	4,155.94
Madrigal Dinner	889.27	-	-	889.27
Medical Professional Scholars	311.11	-	-	311.11
Miscellaneous	35.00	2,600.00	(1,115.40)	1,519.60
Music	5,774.53	6,195.00	(5,424.90)	6,544.63
Music Theater	13,517.27	47,147.07	(28,053.04)	32,611.30
Music Begary Trust	3,465.00	30,000.00	(14,329.98)	19,135.02
National Honor Society	881.88	1,892.00	(1,876.32)	897.56
School Store	3,007.44	220.00	-	3,227.44
Soccer Boys	2,956.73	2,101.50	(2,917.00)	2,141.23
Soccer Girls	2,046.74	4,760.67	(2,026.51)	4,780.90
Softball	4,332.26	-	-	4,332.26
Sports Camp	940.00	-	-	940.00
School Activity	2.73	-	-	2.73
Student Council	4,288.06	427.00	(205.84)	4,509.22
Sunshine	230.46	430.00	-	660.46
Track/Cross Country	3,326.19	252.00	(1,063.23)	2,514.96
Tri M Society	1,637.79	100.00	(53.79)	1,684.00
Unified Sports	96.20	-	-	96.20
Video Club	1,044.70	-	-	1,044.70
Volleyball	260.19	2,835.00	(2,482.00)	613.19
Wrestling	10,780.97	9,820.00	(3,382.62)	17,218.35
Yearbook	17,891.90	590.00	(10,203.35)	8,278.55
	233,350.90	278,147.68	(232,914.58)	278,584.00



Griswold Forward

May 28, 2026 BOE MEETING
Building-Level Report:
Goals, Progress Points, & the Next Phase of Work



Griswold Elementary School

By June 2026, GES will reduce chronic absenteeism by 5% by prioritizing Kindness in the Classroom as our Tier 1 SEL program, alongside targeted attendance interventions, family outreach, and incentives that foster a positive school culture and climate. (SEL goal)

- Daily attendance rate, 95%
- Chronic absenteeism, 14%
- K-4 Interventions, 63 total students in Tier 2 and 3 reading program / 87 students in Tier 2 and 3 math program
- Students in formal Check In/Check Out program and leadership opportunities before/during/after school.



School Climate & Character Development:

- Conduct monthly Town Hall meetings to introduce and reinforce character traits, recognize student achievements, and integrate *Kindness In The Classroom* units, with 100% student participation and documented recognition each month.

Counseling & Student Support Services:

- Provide comprehensive counseling and intervention services, including individual and group counseling, Check-In/Check-Out (CICO), leadership programs, and targeted work groups, resulting in timely support for all identified students and ongoing progress monitoring.

Attendance Improvement & Truancy Prevention:

- Improve overall attendance and reduce chronic absenteeism through weekly and monthly data review meetings, early identification of at-risk students, and targeted interventions, with the goal of increasing average daily attendance and reducing chronic absenteeism rates by the end of the school year.

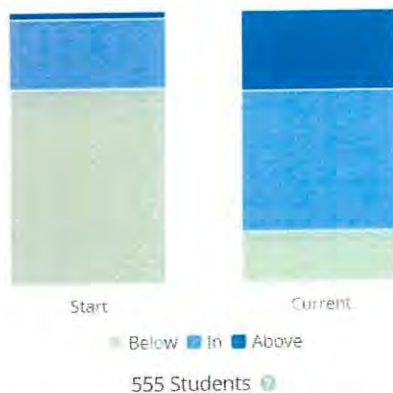
Griswold
Forward



Griswold Elementary School

By June 2026, every GES grade level will embed personalized and blended learning into teacher-selected units, aiming for a 15% increase in student achievement and growth on AIMSweb Reading and Math data. (Personalized & Blended Learning goal)

Students working Above, In, or Below Grade Level Material (GLM) PreK-5th Updated daily



Start of Year - 72% Below Grade Level Material (GLM), 26% In GLM, 3% Above GLM
Current - 19% Below GLM, 52% In GLM, 29% Above GLM

Equitable Access to Technology:

- Maintain a 1:1 student-to-device ratio for all students, ensuring access for all students to instructional technology during the school day.
- Lexia reading program used in all kindergarten - grade 4 classrooms.

Multi-Tiered System of Supports (MTSS):

- Implement a refined MTSS framework resulting in timely intervention for identified students, improved academic growth, student engagement, attendance trends, and ongoing progress monitoring for students receiving Tier 2 and Tier 3 supports.

Project-Based & Experiential Learning:

- Continue to expand authentic learning opportunities by Increasing play-based and STEAM experiences in Kindergarten and Engaging Grade 4 students in the annual *Education Extravaganza* interdisciplinary project.

Griswold
Forward



Griswold Elementary School

By June 2026, GES teachers will use universal, research-based Tier 1 instructional strategies, aiming for a 15% increase in student achievement and growth, as measured by district benchmark assessments in reading and math. (RBI/Tier 1 goal)

AimsWeb ELA and Math “low risk” Students. **Fall 2025/Winter 2026**

Kindergarten

- Early Literacy, Fall 42% / Winter 57% / Spring 75%
Early Numeracy, Fall 33% / Winter 61% / Spring 80%

Grade 1

- Early Literacy, Fall 77% / Winter 84% / Spring 88%
Early Numeracy, Fall 38% / Winter 75% / Spring 88%

Grade 2

- Reading, Fall 54% / Winter 72% / Spring 82%
Math, Fall 32% / Winter 61% / Spring 82%

Grade 3

- Reading, Fall 72% / Winter 77% / Spring 85%
Math, Fall 42% / Winter 69% / Spring 81%

Grade 4

- Reading, Fall 68% / Winter 62% / Spring 83%
Math, Fall 59% / Winter 72% / Spring 81%

Early Literacy Instruction:

- Implement Foundations/Heggerty/Bookworms daily with fidelity, resulting in improved phonemic awareness, phonics, spelling, and reading fluency, as measured by classroom assessments and benchmark data.

Mathematics Instructional Fidelity:

- Implement Illustrative Mathematics as designed in grades K–4, with instructional practices aligned to curriculum expectations and evidence of student growth on unit and benchmark assessments.

Professional Collaboration & Planning:

- Maintain weekly grade-level team meetings and scheduled administrative collaboration sessions, supporting consistent instructional practices and data-informed decision-making.

Curriculum Alignment & Continuous Improvement:

- Conduct Curriculum Discussion days focused on curriculum implementation, instructional strategies, and student data, ensuring continuous refinement of teaching and learning practices.

Griswold
Forward



Griswold Elementary School

By the end of the 2025-2026 school year, Griswold Elementary School will increase the percentage of students meeting or exceeding proficiency on the SBAC Reading assessment by 5%, through focused literacy instruction and targeted reading interventions. (Reading goal)

- *IAB's Reading/ELA as of the end of April in Grades 3 and 4*
 - 747 Tests Taken (225 Tests Taken by the Winter)
 - 28% Below Standard, 53% At/Near Standard, 18% Above Standard (39% Below, 50% At/Near/11% Above by Winter)



Analyze Spring Aimsweb benchmark data:

- To identify grade-level and schoolwide trends and pinpoint targeted areas for instructional improvement.

Ensure access to instructional resources:

- Use of the reading program Bookworms in K, 1, 2, and 3
- Lexia Reading to support literacy instruction, while tracking and reporting student usage minutes and progress at the grade-level and schoolwide levels.

Analyze and interpret SBAC interim assessment data (FIAB/IAB):

- Identify instructional gaps and inform targeted teaching and intervention strategies for students in grades 3 and 4.



**Griswold
Forward**



Griswold Elementary School

By the end of the 2025-2026 school year, Griswold Elementary School will increase the percentage of students meeting or exceeding proficiency on the SBAC Math assessment by 5%, through targeted instruction and intervention strategies. (Math goal)

- *IAB's Math as of the end of April in Grades 3 and 4*
 - *1.7K Tests Taken (778 Tests Taken by the Winter)*
 - *31% Below Standard, 41% At/Near Standard, 28% Above Standard (38% Below, 39% At/Near/23% Above by Winter)*



Review and analyze Winter Aimsweb benchmark data:

- To identify grade-level and schoolwide performance trends and determine priority areas for instructional improvement.

Develop and implement grade-level SMART goals:

- (Specific, Measurable, Achievable, Relevant, and Time-Bound) aligned to assessment data and reviewed regularly to monitor progress and guide instructional adjustments.

Ensure equitable access to math instructional resources:

- Including grade appropriate, while systematically tracking and reporting usage, engagement, and progress.

Utilize SBAC interim assessment data (FIAB/IAB):

- To identify instructional strengths and gaps and to inform targeted instruction and intervention planning for students in grades 3 and 4.

**Griswold
Forward**



Griswold Middle School

By June 2026, GMS will reduce behavioral referrals by 10% by implementing Second Step SEL curriculum through our CREW advisory program. **(SEL Goal)**

Behavior Referrals down 26%:

- 1,046 by May 21, 2026
- 1,411 by May 21, 2025



Attendance Data:

- 94.2% Daily Attendance Rate
- 15.3% Chronic Absenteeism

- Run advisory sessions with Second Step to teach self-awareness, empathy, and decision-making.
- Use Second Step SEL language in all classrooms daily.
- Address behavior using consistent, school-wide Second Step terms.
- Review walk-through and behavior data to improve CREW and SEL programs.
- Continue SEL initiatives like door greetings, praise, and positive behavior rewards.
- Attendance growth goals created with students.
- Attendance reward added to monthly Town Meetings.
- Attendance Celebration held twice a year
- Restorative practices implemented for certain behaviors.

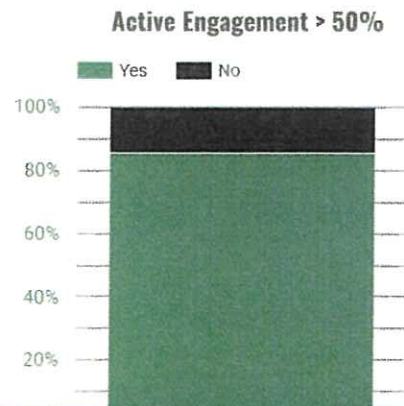
Griswold
Forward



Griswold Middle School

By June 2026, overall student achievement and growth will increase by 10%, as measured by AIMSweb data and interim assessment results as a result of teachers developing and implementing personalized blended learning units tailored to meet the diverse needs of their students.

(Personalized and Blended Learning Goal)



- Create units that allow students to learn at their own pace and address individual needs.
- Use weekly planning time to develop and refine blended learning units.
- Collaborate with the library media specialist to build lessons using SchoolAI.
- Analyze AIMSweb and IAB data to guide instruction and personalize content for each student.
- Participate in vertical team meetings to share lessons, strategies, and unit ideas.
- Implement stations that integrate technology, IABs, Lexia, Edmentum and Khan Academy to support differentiated learning.

Griswold
Forward



Griswold Middle School

By June 2026, overall student achievement and growth will increase by 10% as indicated by AIMSweb data as a result of all teachers consistently implementing universal, research-based Tier 1 instructional and behavioral strategies. (**Tier 1 goal**)

AimsWeb ELA and Math "at risk" Students, Fall 2025/Winter 2026

Grade 5

- Reading, Fall 14% / Winter 11% / Spring
Math, Fall 19% / Winter 14% / Spring

Grade 6

- Reading, Fall 15% / Winter 16% / Spring
Math, Fall 23% / Winter 26% / Spring

Grade 7

- Reading, Fall 7% / Winter 7% / Spring
Math, Fall 16% / Winter 16% / Spring

Grade 8

- Reading, Fall 16% / Winter 5% / Spring
Math, Fall 24% / Winter 30% / Spring

- MTSS Leadership Team meets weekly with an EastConn representative to guide implementation, problem-solve challenges, and strengthen systems of support.
- Grade-level kid talk meetings meet biweekly to collaborate and discuss tier 1 interventions.
- Grade-level MTSS teams meet biweekly to review student progress data and determine Tier 2 and Tier 3 intervention needs.
- Use weekly grade-level team meetings to analyze common assessments, Lexia, IAB, AIMSweb, Edmentum, and Khan Academy data to inform instruction.
- Leverage the addition of a math interventionist to redesign and strengthen math and reading intervention plans across all grades.
- Hold individual data conferences with students in math and language arts to review progress and set goals prior to winter benchmark testing and ICA/SBAC practice assessments.

Griswold
Forward



Griswold Middle School

By the end of the 2025-2026 school year, Griswold Middle School will increase the percentage of students meeting or exceeding proficiency on the SBAC Reading assessment by 5%, through focused literacy instruction and targeted reading interventions (**Reading Goal**).



Interim Assessment Blocks (IAB) ELA

Grades Tested: 5, 6, 7, 8

Tests Taken: 2K

Date Last Taken: 04/27/2026



Percent	21%	58%	21%
Count	415	1.2K	414



- Monitor Lexia progress to set clear goals, track student growth, and provide timely support for students not yet meeting benchmarks.
- Use AIMSweb data to regularly adjust intervention groups and deliver responsive, targeted reading support.
- Celebrate and share student literacy growth, including Lexia gains, improved reading levels, and SBAC progress.
- Analyze SBAC interim assessment data to identify areas of need and implement focused instruction to address specific skill gaps.
- Use IAB data to group students for targeted reading intervention during WEB.
- Provide reading support and intervention for students across all four grade levels.

Griswold
Forward



Griswold Middle School

By the end of the 2025-2026 school year, Griswold Middle School will increase the percentage of students meeting or exceeding proficiency on the SBAC Math assessment by 10%, through targeted instruction and intervention strategies (**Math Goal**).

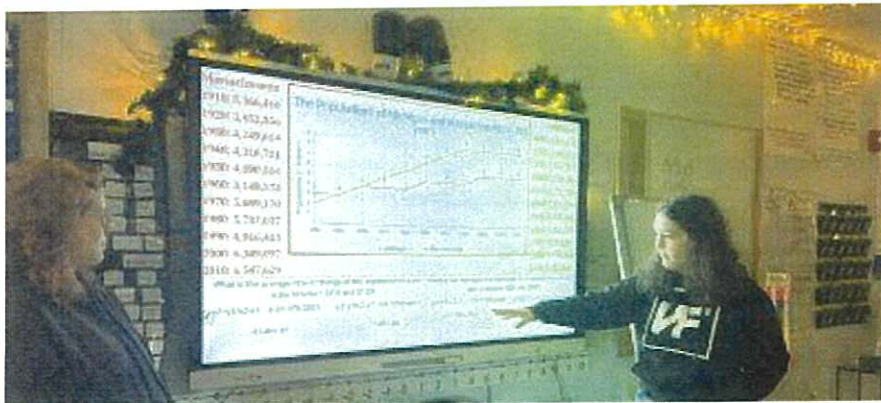
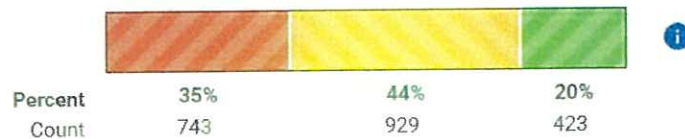


Interim Assessment Blocks (IAB) Mathematics

Grades Tested: 5, 6, 7, 8

Tests Taken: 2.1K

Date Last Taken: 04/29/2026



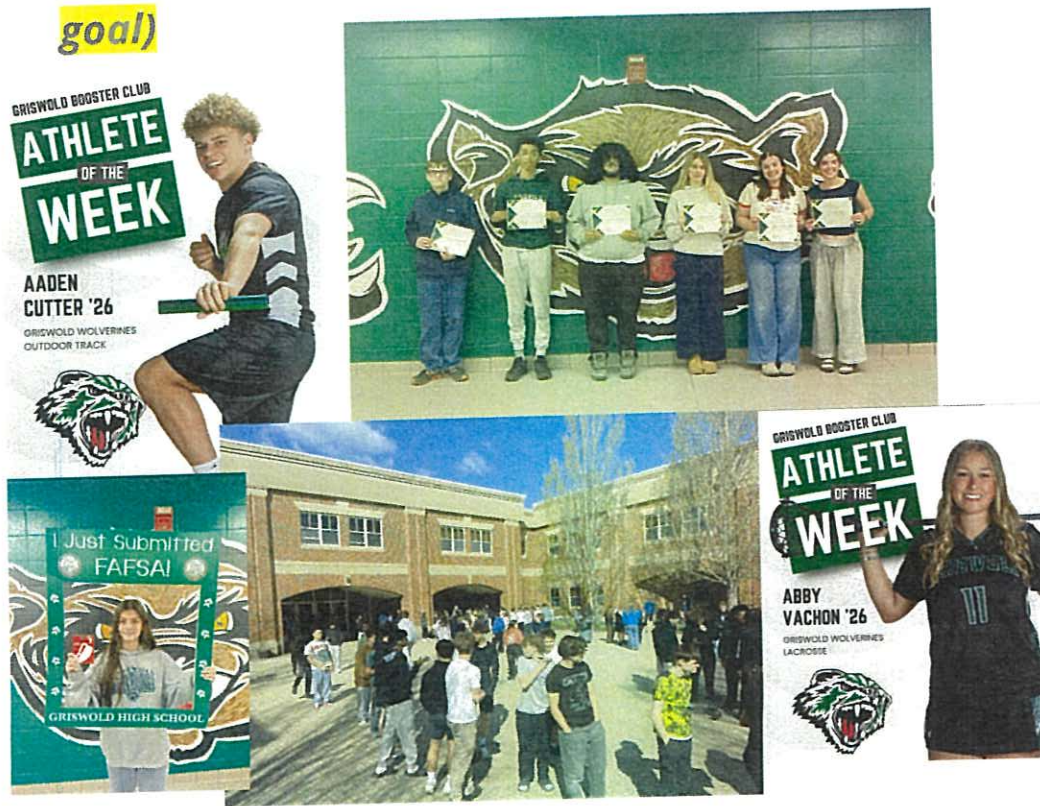
- Deliver the Illustrative Math curriculum with fidelity to ensure consistent, high-quality instruction.
- Align IAB schedules with current curriculum pacing and newly released assessments to better measure learning.
- Use SBAC interim data to pinpoint learning gaps and implement targeted instructional supports.
- Group students using IAB data to provide focused, skill-based intervention during WEB.
- Expand access to math intervention across all four grades through MTSS and teacher recommendations.
- Strengthen math support through the use of Edmentum in special education classes and targeted intervention settings.
- Implement a consistent, school-wide problem-solving strategy to build student confidence and mathematical reasoning.
- Emphasize explicit instruction and consistent use of math vocabulary to improve understanding and communication.

**Griswold
Forward**



Griswold High School

School Connect will be integrated across all classes. We aim for a 20% increase in positive student survey responses and a 15% reduction in behavioral referrals. **(SEL goal)**



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

Student Behavior

- ★ Comparing the data at this time last year to the data at this time this year:

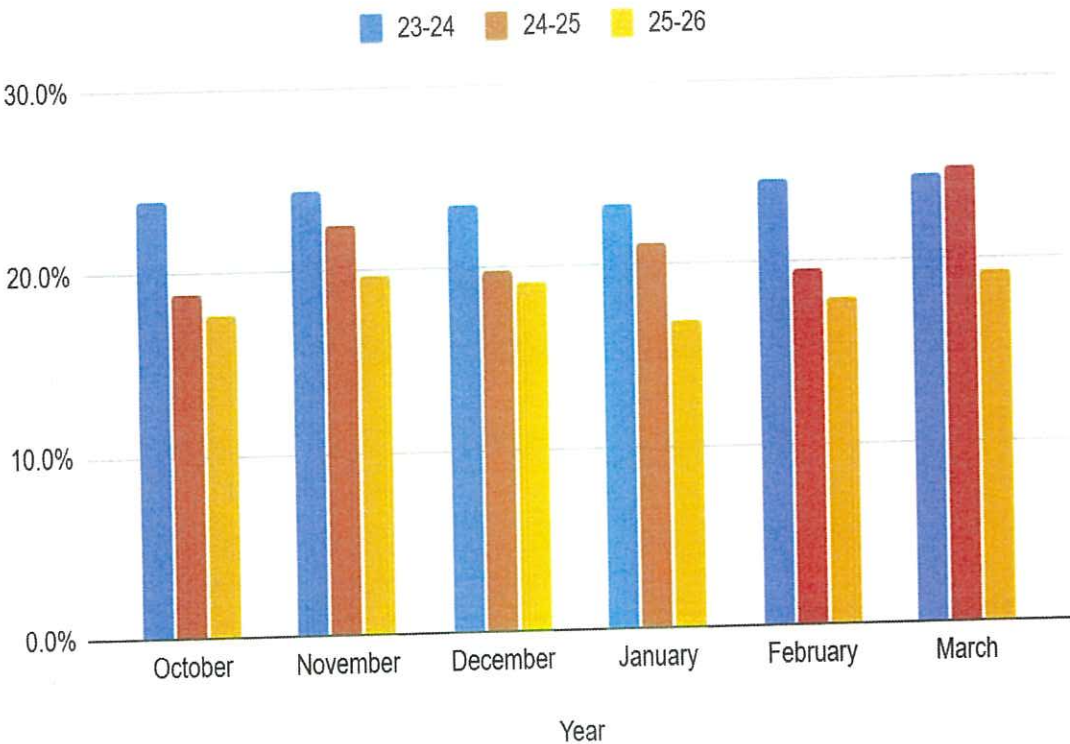
Year	ISS	OSS
24/25	106	93
25/26	60	54

**Griswold
Forward**



Attendance

District



- ★ Quarterly attendance celebrations!
- ★ Attendance showcase highlighting performance by class!
- ★ Monthly drawings with prizes!
- ★ Regular announcements - monthly themes!

	Jan.	Feb.	March
23-24	23.3%	24.5%	24.6%
24-25	21.1%	19.6%	25.1%
25-26	16.8%	18.0%	19.3%

Griswold
Forward



Griswold High School

All teachers will implement blended or personalized learning strategies to increase student engagement and agency. Success will be measured by classroom observations and a 10% improvement on key academic assessments. **(Personalized & Blended Learning goal)**

- ★ Highly focused student performance plan across all disciplines.
- ★ Implemented SAT/NGSS Focus period on Wednesdays for all students grades 9-11.
- ★ SAT Practice tests for 11th grade students occurs before SAT Day in April.
- ★ Intense intervention based on Data Team outcomes.

	<u>SAT Overall</u>	<u>SAT ERW</u>	<u>SAT Math</u>	<u>SAT Scholars</u>
Class of 2025 (SAT April 2024)	922	473	449	22
Class of 2026 (current seniors – SAT April 2025)	914	474	440	24
Class of 2027 (current juniors – SAT April 2026)	954	485	469	33

**Griswold
Forward**



Griswold High School

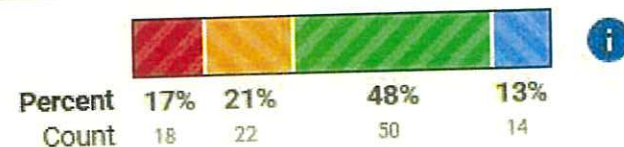
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Spring 2026
(NGSS
Summative)

104

1106 ± 3 



Forward

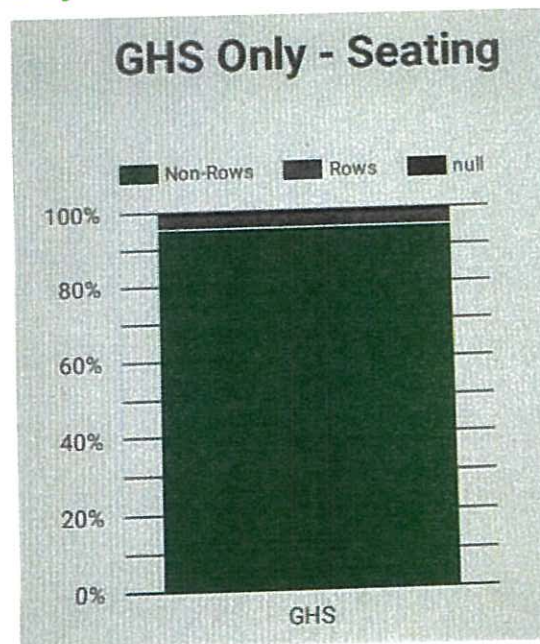
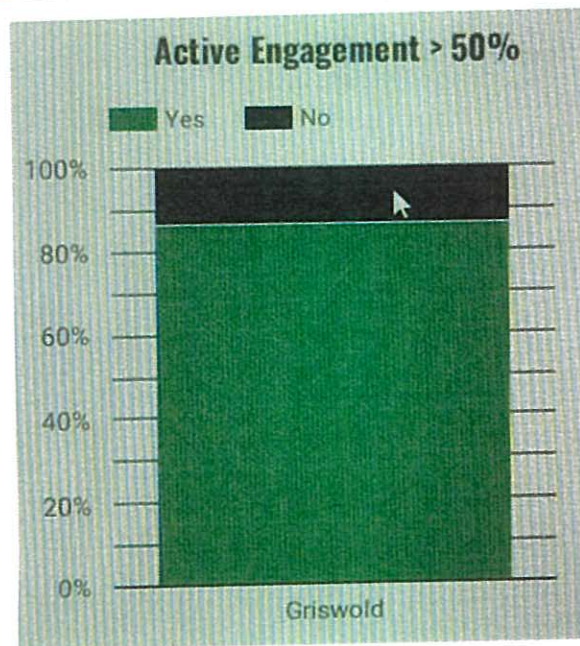


Positive engagement & student collaboration enhance social/emotional wellness.

Last year: 215 visits

This year: 298 as of last week

Seating arrangements to enhance engagement has been observed in about 95% of classrooms. Active student engagement has been observed in just under 90% of classrooms visited.



Griswold
Forward



Griswold High School

By June 2026, all teachers will use research-based instructional strategies to improve rigor, engagement, and inclusivity. Success will be measured by Tier 1 practices in classrooms and targeted progress monitoring for students needing intervention. **(RBI/Tier 1 goal).**



Comprehensive MTSS process; meeting 2x/week for students in need of Tier 2 & 3 intervention. Structured with team members to focus specifically on Math, Reading/Writing, SEL, Attendance & ELs.

Learning Targets are posted, regularly updated and connected to daily instruction and feedback. Set clear goals for students.

1:1 conferencing and data review with students. Teachers are providing clear, regular feedback to students. Data Team reviews by departments to inform instruction.

Collaborative, student-driven learning.

Teachers are routinely experimenting with and implementing different approaches to study. Allow students to have a say in their learning process and offer choices in how they demonstrate understanding.

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

Collaboration and interdisciplinary learning opportunities. Incorporate technology to enhance interactive learning.

Student-led discussions & presentations
Griswold
Forward



Griswold High School

By year's end, students' average PSAT-to-SAT reading scores will increase by 50–100 points through targeted interventions and data-driven instruction. **(reading goal).**



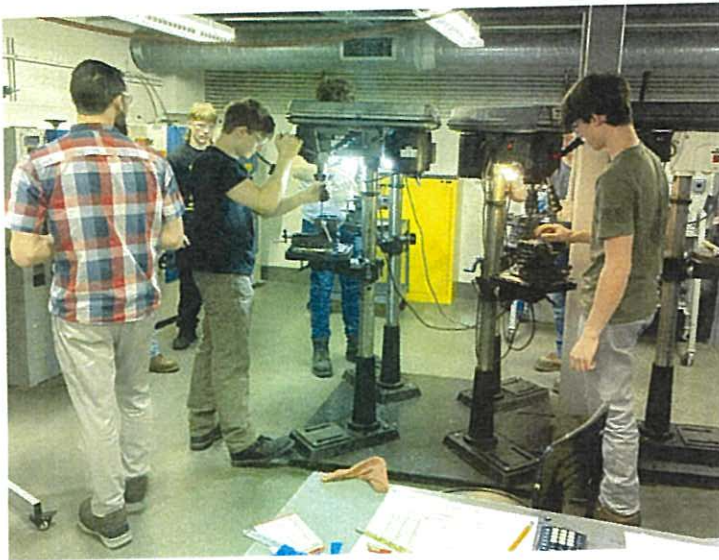
- The English department has created an operational plan for improvement, currently being implemented and monitored.
- Bi-weekly meetings with department/admin. to monitor student progress and work samples.
- SAT enhancement for all grades 9-11 during Connections weekly. Lessons planned by specialists and administration; student work gathered and analyzed.
- All exams to include SAT section(s).
- Regular GHS Data Team meetings as well as monthly full faculty review.
- Incentives - exemption from final exams, enhancement on final grade, PSAT Scholar Celebrations, SAT Scholar breakfast & awards, NGSS Scholar Celebration, SAT cord for graduation, NGSS pin for graduation.

Griswold
Forward



Griswold High School

By year's end, students' average PSAT-to-SAT math scores will increase by 50–100 points using similar targeted strategies. **(math goal).**



- The Math department has created an operational plan for improvement, currently being implemented and monitored.
- Bi-weekly meetings with department/admin. to monitor student progress and work samples.
- SAT enhancement for all grades 9-11 during Connections weekly. Lessons planned by specialists and administration; student work gathered and analyzed.
- All exams to include SAT section(s).
- Regular GHS Data Team meetings as well as monthly full faculty review.
- Incentives - exemption from final exams, enhancement on final grade, PSAT Scholar Celebrations, SAT Scholar breakfast & awards, NGSS Scholar Celebration, SAT cord for graduation, NGSS pin for graduation.

**Griswold
Forward**



Griswold Elementary School
Grade K
Unit 1

Subject(s)	Social Studies
Grade/Course	Grade K
Unit Title	Unit 1: Roles and Responsibilities in a Community
Unit Description	In this unit, students develop an understanding of the roles and responsibilities that support a functioning community. They explore how community members and leaders contribute to the well-being of others, the importance of rules and laws, and the ways people work together to make decisions and take action. Through guided inquiry, discussion, and collaborative activities, students learn how their own actions can positively impact their classroom and local community.
Pacing	September-December

Priority Standards & Supporting Standards

K.Inq.1.a. Develop questions relevant to self, family, and school community

K.Inq.4.f. Use listening, consensus-building, and voting procedures to take action in the classroom.

K.Civ.1.a. Describe the roles and responsibilities of community leaders (e.g., teachers, principals, town managers, business owners, first responders).

K.Civ.2.a. Explain how all people, not just official leaders, contribute to the community (e.g., recycling, following agreed upon rules, advocacy, volunteering, voting, public service).

K.Civ.3.a. Explain the need for and purposes of rules and laws in our community (e.g., bike helmets, school rules, traffic laws laws).

K.Civ.6.a. Describe how community members work together to accomplish tasks to make their community a better place (e.g., municipal meetings, volunteering, belonging to community organizations).

K.Eco.3.a. Describe the skills and knowledge needed to do certain jobs in the community.

Concepts (What students will know...)	Skills (What students need to be able to do...)
• Community (K.Civ.1.a, K.Civ.2.a, K.Civ.6.a) • Roles and responsibilities (K.Civ.1.a, K.Civ.2.a) • Leaders and helpers (K.Civ.1.a) • Rules and laws (K.Civ.3.a) • Working together (collaboration/teamwork) (K.Civ.6.a, K.Inq.4.f) • Consensus and voting (K.Inq.4.f) • Civic participation (K.Civ.2.a, K.Civ.6.a) • Taking action (K.Inq.4.f, K.Civ.6.a)	• Ask questions about self, family, and school (K.Inq.1.a) • Listen to others and share ideas in a group (K.Inq.4.f) • Build agreement with classmates (K.Inq.4.f) • Participate in simple voting procedures (K.Inq.4.f) • Describe the roles of community leaders (K.Civ.1.a) • Explain how everyone can help the community (K.Civ.2.a) • Give examples of following rules and laws (K.Civ.3.a) • Work with classmates to help the class or school (K.Civ.6.a) • Describe how to do certain jobs in the community (K.Eco.3.a)
Essential Questions	Corresponding Big Ideas
• How do we help our classroom and community by working together? • Why do we need rules, and who helps make and follow them? • How can everyone, not just leaders, make our community a better place?	• Everyone has an important role in our community, and by working together and following rules, we help make our classroom and community a safe and happy place
Domain Specific Vocabulary	
Inquiry: questioning, opinion (argument), explanation, point of view, research, gather, sources, evidence, clarify , explanation, collaborative conversations, evidence, claims, visually/ visualize Content: community, leader, helper, rule, law, responsibility, vote, teamwork, listen, safe	

Assessments

Pre-Assessment	Other Evidence For Learning
	• Observations of students during whole class activities/discussions. • Students develop questions during whole class launches for activities (K.Inq.1.a) • Students actively participate in developing and maintaining classroom rules and norms (K.Inq.4.f)
Summative Assessments (Performance Tasks) <i>Include rubrics as needed</i>	
Community Wall (K.Civ.1a, K.Civ.2a, K.Civ.3.a, K.Civ.6.a, K.Eco.3.a, K.Inq.1.a, K.Inq.4.f.): Students will create a Community Wall, for which each student will draw and describe a community leader or member (like a police officer, firefighter, doctor, mail carrier, teacher, or crossing guard), describe how they contribute to their community, and explain a rule or law that helps keep the community safe and organized.	

Engaging Common Learning Experiences <i>What common experiences promote targeted learning and enable all students to achieve the goals?</i>	
Launching Activities: • Start with a whole group discussion about what makes a community. Introduce the concept of community helpers and why laws are important. (K.Civ.3.a) • In connection to ELA and Play-based learning requirements, students will demonstrate understanding of community helpers through dramatic play and/or STEAM (with blocks or other engineering materials). (K.Civ.1a, K.Civ.2a, K.Civ.3.a, K.Civ.6.a, K.Eco.3.a) Classroom Jobs Chart (K.Civ.1.a, K.Civ.2.a, K.Civ.6.a) Assign and rotate classroom helper roles (line leader, door holder, librarian). Discuss why each job is important and how everyone can help the classroom community.	

Engaging Common Learning Experiences

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

Community Helpers Dress-Up Day (K.Civ.1.a, K.Eco.3.a)

Students dress up as a community helper (firefighter, nurse, teacher, etc.) and share what their helper does for the community.

Wonder Wall Question Board (K.Inq.1.a)

Brainstorm and create a chart with student's questions about their family, school, or community.. Read and discuss the questions during circle time.

Create Our Classroom Rules (K.Civ.3.a, K.Inq.4.f)

Brainstorm classroom rules together. Vote on the most important ones and make a poster to display them.

Community Centers Dramatic Play (K.Civ.1.a., K.Civ.6.a)

Set up a pretend community center (i.e. post office, library, etc.). Students will pretend to act as community helpers and people in the community.

Thank You Cards for Community Helpers (K.Civ.1.a, K.Civ.2.a)

Students create cards for school and community helpers (custodian, lunch worker, bus driver) and deliver them together.

Resources

Teacher Resources	Student Resources
Books • <i>All are Welcome</i> • <i>Clothesline Clues to Jobs People Do</i> Relevant Bookworms Text Connections: • <i>Bee Facts</i> • <i>Building with Dad</i> • <i>How to Build a School</i> Kindness in the Classroom • Three Rules of Respect (K.Inq.1.a)	Chart Paper

Griswold Elementary School
Grade 3
Unit 2

Subject(s)	Social Studies
Grade/Course	Grade 3
Unit Title	Unit 2: Cultural Communities in Connecticut Present and Past
Unit Description	In this third-grade unit, students investigate Connecticut's past and present to understand cultural identity, continuity, and change. They investigate how Native American tribes of Connecticut preserve their culture and compare past and present regional and cultural characteristics of Connecticut tribes, including customs, territories, material culture, and oral histories. Learners compare and contrast life in Connecticut past and present, including developing inquiry questions about influential Connecticut individuals. Throughout, students compare information from multiple historical sources to evaluate perspectives on Connecticut events and issues.
Pacing	4 weeks

Priority Standards & Supporting Standards	
3.Geo.3.a.	Use both local and state maps of Connecticut to describe location of cultural and environmental characteristics over time (e.g., civic spaces, economic centers, place, population density, settlement patterns, waterways).
3.Geo.4.b.	Explain the ways in which Northeastern Woodland Native American tribes and ethnic enclaves of Connecticut have worked to preserve their cultural identity over time (e.g., museums, celebration of festivals, community centers).
3.His.2.a.	Compare the regional and cultural characteristics of Northeastern Woodland Native American tribes of Connecticut, present and past (e.g., customs, locations of tribal territories, material culture, oral histories).
3.His.3.a.	Generate questions about individuals and groups who represented communities committed to change in Connecticut (e.g., Thomas Hooker, Nathan Hale, Rev. James W. C. Pennington, Sarah Harris and Prudence Crandall, Noah Webster, Sengbe Pieh, Laura Wheeler Waring, Yung Wing, Thirman Milner, María Colón Sánchez, Harriet Beecher Stowe).
3.His.10.a.	Compare information provided by different historical sources about an event or issue in Connecticut's history (e.g., patents, advertisements, paintings, illustrations, artifacts, newspaper articles, monuments, secondary sources).

Priority Standards & Supporting Standards

- 3.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content.
- 3.Inq.3.b. Identify evidence from multiple sources in response to a compelling question about Connecticut history.
- 3.Inq.4.d. Present a summary of arguments and explanations to others using print, oral, and digital technologies.
- 3.His.2.b. Describe the lived experiences of diverse cultural groups by comparing life in specific historical time periods to life in Connecticut today (e.g., industry, local customs, migration, trade, traditions).*
- 3.Geo.4.a. Explain the impact of diverse cultures within a local community and throughout Connecticut (e.g., art, businesses, foodways, language, music, religion).*
- 3.His.11.a. Make inferences about the intended audience and purpose of a variety of historical sources from information within the source itself (e.g., diary entries, historical markers, letters, seals, symbols)*

Concepts (What students will know...)	Skills (What students need to be able to do...)
• Maps help us to understand where people and environmental features are in Connecticut (3.Geo.3.a) • Ways cultural groups preserve their identity over time in Connecticut (3.Geo.4.b) • Regional and cultural differences in Native American tribes, past and present (3.His.2.a) • Daily life of cultural groups in different times in Connecticut (3.His.2.b) • People and groups who worked for change in Connecticut's history (3.His.3.a) • Different historical sources about Connecticut's past (3.His.10.a) • Social studies practices (3.Inq.2.a) • Multiple sources to answer historical questions (3.Inq.3.b) • What are print, speech, and digital tools (3.Inq.4.d)	• Use local and state maps to describe where cultural and environmental features are in Connecticut over time (3.Geo.3.a) • Explain how Northeastern Woodland Native American tribes and ethnic enclaves have worked to keep their culture alive (3.Geo.4.b) • Compare regional and cultural traits of Northeastern Woodland Native American tribes, past and present (3.His.2.a) • Describe what life was like for different cultural groups in the past and compare it to life in Connecticut today (3.His.2.b) • Ask questions about people and groups who helped make change in Connecticut (3.His.3.a) • Compare information from different historical sources (3.His.10.a) • Apply social studies thinking and practices to show understanding (3.Inq.2.a) • Find evidence from different sources to answer big questions (3.Inq.3.b) • Summarize and share arguments and explanations using print, speech, or digital tools (3.Inq.4.d)

Essential Questions	Corresponding Big Ideas
- How have different people and groups contributed to change and the preservation of culture in Connecticut's history? - How can we use evidence from multiple sources to understand the lives and experiences of people in Connecticut, past and present?	Understanding Connecticut's history means exploring the diverse people, cultures, and events that have shaped its communities, using evidence to connect the past to our lives today.
Domain Specific Vocabulary	
Inquiry: questioning, argument, explanation, point of view, sources, evidence, claims, counterclaims, gather, credibility, visualize Content: culture, identity, community, tradition, compare, preserve, change, diversity	

Assessments

Pre-Assessment	Other Evidence For Learning
	- Class participation - Brief Writes
Summative Assessments (Performance Tasks) <i>Include rubrics as needed</i>	
Museum Exhibit (3.Hdis.2.a, 3.Geo.3.a., 3.Inq. 2.a., 3.Inq.3.b): Imagine you are a curator at a local museum in Connecticut. You need to create an exhibit that teaches visitors about the regional and cultural characteristics of the Northeastern Woodland Native American tribes of Connecticut. Your exhibit should compare these tribes—past and present—focusing on their customs, places where they lived, traditional objects, and the stories they share. Performance Task Guide Biography (His.3.a, 3. Inq. 2.a. 3.Inq.4.d.): Create a product that shows what you understand about your chosen person or group. Your product must include: - A short biography (their life and background) - At least three thoughtful questions you have about their actions or contributions - Examples of how this person or group helped bring about change in Connecticut .	

Engaging Common Learning Experiences

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

Historical Figure Role-Play (3.His.3.a, 3.Inq.4.d): Understand contributions of Connecticut changemakers and practice presenting arguments/evidence.

- Assign or let students choose a historical figure from Connecticut.
- Guide students in researching their figure using books, websites, and videos.
- Help students create a simple script or set of interview questions and answers.
- Students dress up or use props and perform for the class, in person or as a recorded video.

Primary Source Detective (3.Inq.3.b, 3.His.10.a): Identify and compare information from multiple source types.

- Provide groups with a folder of primary and secondary sources (photos, letters, artifacts, newspaper excerpts).
- Students examine each source, noting what information it provides.
- As a group, compare how different sources describe the same event.
- Discuss as a class which sources they found most trustworthy and why.

Then and Now Comparison (3.His.2.a, 3.His.2.b): Compare life in Connecticut's past and present, focusing on cultural and regional characteristics.

- Choose aspects of daily life to compare (e.g., schools, food, clothing, transportation).
- Research using books, interviews, and online resources.
- Create Venn diagrams or T-charts to organize findings.
- Share findings with the class and discuss how and why changes happened.

Map Exploration Activity (3.Geo.4.b): Analyze how geography influenced cultural identity and communities in Connecticut.

- Provide students with maps of Connecticut showing tribal territories and ethnic enclaves.
- Students mark locations and research how geography affected ways of living, traditions, and interactions.
- Create annotated maps or short reports to share findings.

Engaging Common Learning Experiences

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

Oral History Interviews (one of our local tribes Mohegan or Mashantucket) (3.His.2.b, 3.Geo.4.b): Learn about cultural change and preservation through personal stories.

- Invite a local elder or use a recorded oral history from a museum/library.
- Prepare interview questions as a class.
- During the interview, students take notes or record key points.
- Afterward, students write a summary or share what surprised them.

Notable Connecticans (3.His.3.a, 3.His.2.b, 3.Geo.4.b): Read Aloud When Marian Sang

- Discuss Marian's connection to Connecticut
- Written Response: How did Marian Anderson impact our country's history?
- Generate questions students still have on post-its and record on chart for future exploration

Resources

Teacher Resources	Student Resources
Books & Read-Alouds • If You Lived At The Time of the American Revolution by Kay Moore (context for Connecticut history) • A Kid's Guide to Native American History by Yvonne Wakim Dennis (Northeastern tribes and cultural preservation) • The Connecticut 169 Club by Marty Podskoch (Connecticut towns and communities, teacher reference) • Prudence Crandall and the Black Women of Canterbury by Barbara E. Beardsley • Where I Live • When Marian Sang	Interactive Tools & Games • National Archives - DocsTeach: https://www.docsteach.org/ Activities for analyzing primary sources, including some Connecticut content. • PBS LearningMedia (Connecticut): https://ct.pbslearningmedia.org/ Videos and interactive lessons on Connecticut and U.S. history. SchoolAI Spaces • Check the Discover page for interactive Spaces where students can role-play Connecticut historical figures, analyze primary sources, or participate in digital museum walks.

Teacher Resources	Student Resources
Digital & Print Primary Sources - Connecticut Digital Archive: https://ctdigitalarchive.org/ Primary source documents, photos, and artifacts from Connecticut history. - Connecticut Explored for Kids: https://www.ctexplored.org/kids/ Articles, images, and stories about Connecticut people and events, written for young readers. - Smithsonian National Museum of the American Indian: https://americanindian.si.edu/nk360/connecticut Lessons and resources on Northeastern Woodland tribes, including activities and oral histories. Virtual Field Trips & Museums - Connecticut Historical Society: https://chs.org/education/for-educators/ Curriculum guides and downloadable resources for teachers. Lesson Plans & Teaching Guides - Teach It: Connecticut's Inquiry-Based Social Studies Lessons: https://teachitct.org/ Inquiry-based, primary source-rich lesson plans for Connecticut history and culture. - Connecticut Freedom Trail Curriculum: https://ctfreedomtrail.org/resources-for-educators/ Focuses on changemakers and cultural identity.	Virtual Field Trips & Museums - Mashantucket Pequot Museum & Research Center (Virtual Tour): https://www.pequotmuseum.org/visit/virtual-tour/ Explore Northeastern Woodland Native American culture. - Connecticut Old State House Virtual Experiences: https://www.ctoldstatehouse.org/education/virtual-programs

Griswold Middle School
Grade 8
Unit 2

Subject(s)	Social Studies
Grade/Course	Grade 8
Unit Title	Unit 2: Expansion, Influence, and Economic Growth
Unit Description	This unit explores the deep economic interdependence of the industrializing North and the agrarian South, alongside the moral impulses of the Antebellum reform movements. Rather than studying these as isolated phenomena, students will investigate how the economic "engine" of the nation (powered by Southern slave labor and Northern water-powered mills, including those along Griswold's Pachaug and Quinebaug rivers) directly sparked the profound moral crises and reform movements of the mid-19th century.
Pacing	22-23 days

Priority Standards & Supporting Standards
8.His.1.c. Analyze the events and developments related to the institution of slavery in the early republic (e.g., Haitian Revolution, Act Prohibiting the Importation of Slaves, cotton gin, textile industry). 8.Civ.14.b. Compare movements for social change and the strategies they employed by the United States in the Antebellum Period (e.g., abolition, Second Great Awakening, suffrage, temperance). 8.His.12.a. Develop questions using multiple historical sources about how individuals and groups in northern states sustained or challenged racial inequality during the Antebellum Period (e.g., Connecticut's gradual emancipation act, Amistad Trials, Sarah Harris and Prudence Crandall). 8.Inq.3.c. Develop claims and counterclaims while pointing out the strengths and limitations of different sources. 8.Inq.4.a. Construct arguments using evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. 8.Inq.4.c. Critique the credibility of arguments and structure of explanations related to a historical account of an event or issue in United States history.

Priority Standards & Supporting Standards

8.Eco.1.a. Explain how the transition from an agricultural-based economy to an industrialized economy affected the well-being of individuals, groups, and businesses (e.g., factory workers, child laborers, women in the industrial workforce, formerly enslaved persons, Irish, Chinese, Black, and White laborers and tradespeople).

8.Eco.3.a. Explain how the demand for finished goods influenced business specialization and the growing need for labor during the American Industrial Revolution (e.g., textiles, firearms, shipbuilding, manufacturing, foundries, logging).

8.Eco.7.a. Analyze the role of innovation and entrepreneurship at the start of the American Industrial Revolution (e.g., mills, patents, telegraph, interchangeable parts).

Concepts (What students will know...)	Skills (What students need to be able to do...)
• All historical sources have a bias (perspective) and limitations (incomplete information or motive) that must be critiqued to fully understand the historical narrative. (8.Inq.3.c) • Historians and students must evaluate the logic and completeness of an explanation (how well the evidence connects to the claim) to determine its credibility. (8.Inq.4.c) • How regional resources and specialization (South: raw materials; North: manufacturing/finance) created mutual economic dependence, despite political and moral conflict. (8.Eco.3.a., 8.Eco.1.a.) • The interconnection of slavery, technology (cotton gin), and the textile industry created two distinct, competing economic systems (sectionalism) in the early republic. (8.His.1.c.) • How Connecticut laws (like the Gradual Emancipation Act of 1784 and the Black Law of 1833) and local citizens actively protected white economic and social privilege (8.His.12.a). • How Connecticut individuals and groups (such as Sarah Harris, Prudence Crandall, Sengbe Pieh/Cinque, and Arthur Tappan) used courtrooms and classrooms to challenge systemic prejudice (8.His.12.a, 8.Civ.14.b). • Reform movements of the Antebellum Period were driven by a moral impulse (Second Great Awakening) and employed diverse, often contrasting tactics to achieve social, political, or economic change. (8.Civ.14.b.)	• Develop claims and counterclaims while pointing out the strengths and limitations of different sources. (8.Inq.3.c) • Construct arguments using evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. (8.Inq.4.a.) • Critique the credibility of arguments and structure of explanations related to a historical account. (8.Inq.4.c) • Identify what a primary source hides or leaves out, particularly regarding economic trade vs. human cost, and explain how those silences limit its credibility (8.Inq.4.c). • Compare factors that influenced the quality of life (income, security, mobility) for different groups (enslaved, free black, factory worker, planter) to show the unequal outcomes of the economic system. (8.Eco.7.a.) • Analyze the physical and monetary journey of a cash crop from its cultivation by enslaved labor (8.His.1.c, 8.Eco.3.a). • Categorize and compare the legal rights, physical safety, and personal agency of enslaved agricultural workers in the South against free industrial workers in New England (8.His.1.c, 8.Eco.3.a). • Use historical records to identify the explicit legal, economic, and social strategies used by Northern communities to sustain racial barriers (e.g., Canterbury's Black Law) (8.His.12.a). • Identify and compare the tactics (e.g., civil disobedience, legislative lobbying, moral persuasion, legal defense) used by Antebellum reformers to challenge systemic injustice (8.Civ.14.b).

Essential Questions	Corresponding Big Ideas
Compelling Question: - Does making money ever justify hurting others, and how do regular people organize to fix a broken system? Supporting Questions: - How did money and resources connect and divide the North and South in the 1800s? - How was Connecticut a battleground for civil rights long before the Civil War? - Did the 19th-century reformers finish the job, or are we still fighting their battles today?	- Economic systems carry deep moral consequences; when laws protect profitable systems of abuse, ordinary citizens must organize and speak out to demand justice. - Geographic differences created an economic trade network where Northern factory profits and jobs depended directly on Southern enslaved labor. - Northern communities actively protected racial inequality through discriminatory laws and social boycotts, while local Connecticut activists courageously risked their safety to challenge them. - Social reform is an ongoing struggle; while reformers won major victories in the 1800s, systemic problems in education, civil rights, and mental health still exist today.
Domain Specific Vocabulary	
Inquiry: questioning, argument, explanation, point of view, sources, evidence, claims, counterclaims, credibility, visually/visualize Content: reformers, plight, asylum, abolitionists, oppression, sentiments, plantation, cotton gin, industrial revolution, racism, discrimination, segregation, defiance, rebellion, interdependence, specialization, chattel slavery, gradual emancipation, suffrage	

Assessments

Pre-Assessment	Other Evidence For Learning
The "Three Objects" Historical Mystery: Students analyze three localized clues—including a Griswold map, a cotton gin patent, and a Connecticut runaway slave ad—to discover the invisible thread of regional economic interdependence (8.Eco.3.a, 8.Inq.3.c).	• The Sourcing Comparison: Students complete a structural matrix comparing legal status and working conditions to critique a Southern planter's argument that New England mill girls were merely "wage slaves" (8.Inq.4.a, 8.Inq.4.c). • Sourcing Lab: Students work in pairs to analyze the perspectives, bias, and omissions of a pro-slavery defense by John C. Calhoun against an abolitionist editorial by William Lloyd Garrison (8.Inq.3.c, 8.Inq.4.c).
Summative Assessments (Performance Tasks) <i>Include rubrics as needed</i>	
1. The Reform Movements Project: Historical Figure and Modern Impact Analysis (8.Civ.14.b., 8.Inq.3.c., 8.Inq.4.a., 8.Inq.4.c.) Students research a 19th-century reformer using NoodleTools, utilize SchoolAI to fact-check historical limitations, and construct a multi-format portfolio connecting the reformer's goals directly to modern issues. After research students will present. 2. The Scaffolded DBQ (8.His.1.c, 8.Eco.3.a, 8.Inq.4.a, 8.Inq.4.c): Students develop a complete, evidence-based argument addressing the extent of Northern economic dependence on Southern slavery and its direct impact on Antebellum reform movements.	

Engaging Common Learning Experiences

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

- Geographic Specialization Chart (8.Eco.3.a, 8.Eco.7.a.): Students use resources to complete a comparative chart outlining how natural landforms dictated regional labor systems and economies in the North and South.
- The Interdependence Paper Trail (8.His.1.c, 8.Eco.1.a., 8.Inq.4.a): Students read a shipping manifest, an insurance policy, and Solomon Northup's slave narrative to map the financial paper trail of cotton from plantation fields to Wall Street banks and Connecticut looms.
- Silas Hubbard Simulation (8.Inq.3.c, 8.Inq.4.c): Students interview a simulated 1840 New York shipping merchant (i.e. SchoolAI) to analyze how Northern businesses profited from the cotton trade while morally opposing slavery.
- The Southern Field Study (8.His.1.c, 8.Inq.3.c): Students analyze secondary (i.e. VR set plantation walk) and primary sources, including excerpts of Moses Grandy and Harriet Jacobs, to investigate how chattel laws and physical punishments governed agricultural labor.
- The Sourcing Debate (8.Inq.4.c): Students engage in a debate comparing the legal rights and physical safety of enslaved field hands versus free wage factory workers.
- The Canterbury Classroom Investigation (8.His.12.a, 8.Civ.14.b): Students trace local geography and analyze town resolutions to discover how Canterbury white citizens used economic boycotts and the "Black Law" of 1833 to close Prudence Crandall's school for Black girls.
- The Amistad Legal Brief Jigsaw (8.His.12.a, 8.Inq.4.c): Students act as defense attorneys in a collaborative jigsaw activity, analyzing Spanish treaties and Cinque's court testimony to build a case for the Amistad Africans in New Haven.
- The [Reform Movements](#) Project (8.Civ.14.b., 8.Inq.3.c., 8.Inq.4.a., 8.Inq.4.c.) Students will follow the process to research a 19th-century reformer (i.e. education, abolition, women's rights, prison, etc.) and connect the reformer's goals directly to modern issues.
 - Students will be introduced to the topics through primary source stations and narrow their focus on reform movements.
 - Students will pick a [historical figure](#) from a list of people in the Reform movements of the 1800s
 - Students will use NoodleTools to organize their research about the person's background, impact on the movement at the time, and impact of today
 - After research students will choose one option from the [choice board](#) to show their learning
- The DBQ Strategy Workshop (8.Inq.4.a, 8.Inq.4.c): Students will draft counter-intuitive claims, address document limitations, and structure complex historical essays.

Resources

Teacher Resources	Student Resources
● <i>History Alive!</i> Textbook: The United States Through Industrialism ○ Chapter 18-An Era of Reform: Supplemental reading for each of the reform movements ○ Chapter 13-The Worlds of the North and South ○ Chapter 19-African Americans in the Mid-1800s ● The Daily Bellringer (YouTube): Guided historical overview videos used as scaffolded warm-ups to bridge conceptual historical gaps. ● Local Historical Archives: Historical registry maps of Jewett City, Connecticut textile mills (Ashland Mill, Slater's mill influence, and Pachaug River survey maps). ● Court Case Records: Background and Public records of the Prudence Crandall Canterbury School Trial (1833) and the background and New Haven La Amistad District Court transcripts (1839). ● Primary Source Libraries: Library of Congress (Voices Remembering Slavery audio archives) and the National Museum of African American History and Culture (NMAAHC) digital catalog. ● NotebookLM: To provide curated sources and supports, teacher materials, and insights.	● Virtual Reality set: Plantation walk ● Leveled texts ● NoodleTools: Used for citing historical maps, tracking personal reading logs, organizing research bibliography folders, and writing "Evidence Layer" cards. ● SchoolAI Spaces: Interactive AI sandboxes configured to act as historical figures—including shipping merchant <i>Silas Hubbard</i> and reform benefactor <i>Arthur Tappan</i>—and to serve as reflective brainstorming prompts. ● Canva / Google Slides: Creative digital platforms used by students to execute design elements of their chosen "Reformer's Legacy" choice board portfolios (such as the Digital Evolution Timelines and Commemoration Proposals).

Griswold Middle School
Grade 5
Unit 1

Subject(s)	Social Studies
Grade/Course	Grade 5
Unit Title	Unit 1 - Native Nations & Our Shared Story/Kid Governor
Unit Description	This unit, Native Nations & Our Shared Story/Kid Governor, explores the enduring influence of Native nations on modern-day Connecticut. Students investigate the history and cultural practices of Native peoples, such as their stewardship of the land, analyze the impact of early encounters with Europeans, and critically examine whose voices are included or missing in historical accounts. The unit culminates with students applying their learning to civic action by participating in the Connecticut Kid Governor program, ultimately arguing how Native nations continue to shape the state's environment, names, and laws today.
Pacing	5 weeks (22 days)

Priority Standards & Supporting Standards

- 5.Geo.8.a: Describe the connection between natural resources and human settlement patterns in the Atlantic and Pacific Worlds (e.g., Caribbean, Europe, North America, South America, West Africa).
- 5.His.14.b: Describe the causes and effects of European exploration and settlement of the Americas (e.g., factors like conflict, enslavement, land rights, sovereignty, and trade).
- 5.Civ.10.b. Identify the contributing factors that underlie multiple and varied points of view about school, community, and civic issues.
- 5.Inq.3a: Gather relevant evidence from multiple sources about a person, event, or issue in United States history, while using the origin, structure, and context to guide selection.
- 5.Inq.4.b: Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
- 5.Inq.4.f: Use a range of deliberative and democratic procedures to evaluate and implement strategies to address problems in classrooms and schools.
- 5.Inq.3.b. Identify evidence response to a compelling question while determining among fact and opinion to determine the credibility of multiple sources.
- 5.His.5.a: Explain how the culture and experiences of African, Indigenous, and European people influenced their perspectives during the Age of Exploration (e.g., cultural norms, beliefs about governance, and trade motives).*
- 5.His.14.a: Explain probable causes and effects of the migration of Indigenous peoples and the formation of Native nations in North America (e.g., using archeological evidence and oral traditions).*
- 5.Inq.3.c. Use evidence to develop claims in response to a compelling question by using evidence related to early United States history. .*
- 5.Inq.4.a: Construct arguments using claims and evidence from multiple sources about United States History*
- 5.Inq.4.c. Critique arguments and explanations*
- 5.Inq.4.e. Explain the challenges and opportunities, both present and past, in addressing local, regional, and global problems in United States history.*

Concepts (What students will know...)	Skills (What students need to be able to do...)
• How Indigenous nations in the Northeast (including Mohegan and Mashantucket Pequot) practiced environmental stewardship, including the concept of the Three Sisters agriculture and seasonal rounds, to sustain their environment. (5.Geo.8.a) • The nature of the exchange (goods, ideas, diseases, technology) that occurred when Native peoples and Europeans first met in the Northeast, and the resulting positive and harmful impacts on daily life. (5.His.14.b) • The importance of identifying and analyzing diverse historical perspectives, recognizing whose voices are included and missing in traditional accounts, and the difference between primary and tribally-curated sources. (5.Inq.3.a) • How Native nations continue to shape Connecticut's environment, names, and laws today. (5.Inq.4) • The role of advocacy and civic action in the community, as demonstrated through the Kid Governor program. (5.Civ.10.b)	• Use historical documents, maps, and images to gather evidence about Native lifeways, settlement, and early contact. (5.Inq.3) • Construct a visual and annotated model to demonstrate the relationship between natural resources and cultural practices. (5.Geo.8.a) • Sort and analyze items/ideas exchanged between two groups and explain the cause-and-effect impact of those exchanges. (5.His.14.b) • Compare historical accounts with modern Indigenous perspectives to identify "gaps" in the historical narrative. (5.Inq.3.a) • Compile research and evidence to construct an argument in a "Letter to the Future" that explains the ongoing influence of Native nations. (5.Inq.4) • Participate in a civic process and use their voice to advocate for community betterment. (5.Civ.10.b)

Essential Questions	Corresponding Big Ideas
Compelling Question • How do Native nations shape who we are today? Supporting Questions • SQ1: How did different Native nations live with the land where they settled? • SQ2: What changed when Native peoples and Europeans first met in the Northeast? • SQ3: Whose voices are included—and missing—when we learn about Native histories? • SQ4: How can we use our voices (like Kid Governor) to make our community better?	• The presence and culture of Native nations are not just history; they are a continuous and enduring force that shapes modern life, place names, laws, and the environment. • Native nations developed sophisticated, sustainable practices of land stewardship that worked with, and not against, the environment to ensure resources for future generations. • The initial meeting between Native peoples and Europeans was a complex two-way exchange, but it also resulted in profound, unequal, and lasting demographic, technological, and cultural changes for both groups. • Historical understanding is incomplete without considering multiple perspectives; actively seeking out tribally-curated sources is essential to fill the gaps left by traditional, non-Native historical narratives. • Civic participation and using one's voice is a vital way to apply lessons from history and advocate for changes that benefit the community and promote a more inclusive "Shared Story."
Domain Specific Vocabulary	
Inquiry: Source, Evidence, Claim, Perspective, Exchange, Impact Content-Specific Vocabulary: Nation (Native nation), Stewardship, Environment, Climate, Resources (natural), Settlement, Seasonal Round, Three Sisters, Longhouse / Wigwam / Pueblo / Plank House, Wampum, Barter, Alliance, Technology (in context), Dependency	

Assessments	
Pre-Assessment	Other Evidence For Learning
The unit's initial activities serve as informal pre-assessments to gauge student prior knowledge: • The "Town Name" Mystery : Used to stage the compelling question by having students analyze local Connecticut town and river names with Native origins (e.g., Willimantic, Niantic). This assesses students' existing awareness of the continuous Native presence and history in the state. (5.Inq.3, 5.Inq.4) • "Source Detective" Organizer (from launch): An initial activity where students interact with sources (maps, images) to gather details about Native dwellings, seasonal practices, and resources. This provides a baseline assessment of their ability to analyze sources, a foundational skill for the unit. (5.Inq.3, 5.Geo.8.a)	Formative Performance Tasks • The Stewardship Sketch (SQ1) : Students create an annotated visual model of a Native nation's relationship with the land (e.g., "The Three Sisters" agriculture). This shows their understanding of sustainable practices and seasonal land use. (5.Geo.8.a) • The "Two-Way Street" Chart (SQ2) : Students categorize the exchange of goods and ideas between Native peoples and Europeans, analyzing the positive and harmful impact of that contact on daily life. (5.His.14.b) • The "Source Audit" Presentation (SQ3) : Students compare historical documents (e.g., a 1600s Land Deed) with a modern statement from a CT Tribal Nation to find "gaps" and fill them with modern Indigenous perspectives. (5.Inq.3)
Summative Assessments (Performance Tasks) <i>Include rubrics as needed</i>	
Summative Performance Task (5.Inq.4, 5.Inq.3, 5.His.14.b, 5.Geo.8.a): The "Shared Story" Portfolio Students compile their work from the formative tasks and use it to write a comprehensive "Letter to the Future." This letter serves as a final argument on how Native nations continue to shape Connecticut's environment, names, and laws today, directly addressing the Compelling Question. Taking Informed Action (5.Civ.10.b): Kid Governor Activities: Students analyze candidate campaign videos and participate in voting for the CT Kid Governor, demonstrating their ability to connect historical learning to modern civic engagement and community improvement. The Updated Marker Project (5.Inq.3.a): Students choose a local historical marker and write a "Missing Perspective" paragraph to be added to it, ensuring Native history is included in local public memory.	

Engaging Common Learning Experiences

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

See the [Inquiry Design Lesson Plan](#) for specific unit design, inquiries, lesson plan and [Activity Packet](#).

- The "Town Name" Mystery (Staging the Question) (5.Inq.3.a): An introductory, whole-class activity using a map of Connecticut to highlight Native town and river names (e.g., Willimantic, Niantic). This is a common experience used to spark inquiry and launch the compelling question.
- Interactive Gardening Diagram (SQ1) (5.Geo.8.a): Students collaboratively draw or build a 3D model of the "Three Sisters" agriculture (Corn, Beans, and Squash) and label the "job" of each plant. This is a hands-on experience to understand the concept of ecological stewardship.
- The "Exchange Baggage" Sort Simulation (SQ2) (5.His.14.b): Students participate in a card-based "trade" simulation using item cards (e.g., iron kettles, beaver pelts, smallpox, corn seeds). This common experience allows them to actively record and analyze the reciprocal and differing impacts of early contact between Native peoples and Europeans.
- The "History Detective" Lab (SQ3) (5.Inq.3.b): A comparative analysis activity where students audit sources by comparing a 1600s Land Deed to a modern statement from a Connecticut Tribal Nation (refer to resources in the [Mohegan Tribe's Tantaquidgeon Museum](#) and [Mashantucket Pequot Museum](#)). This promotes critical thinking by having all students identify whose voices are included and missing.
- CT Kid Governor Activities (SQ4) (5.Civ.10.b): Students analyze candidate campaign videos and participating in the class vote for the CT Kid Governor. This is a real-world, civic experience that grounds the historical learning in contemporary community action.

Resources	
Teacher Resources	Student Resources
Inquiry Design Lesson Plan Activity Packet • TeachItCT: Trade between the Tunxis and the English in the 1700s • You are the Historian Interactive • You are the Historian Teacher Toolkit - five primary source units • America Before the Pilgrims: Wampanoag Tribe and History - World History Encyclopedia • Early Encounters in Native New York: Did Native People Really Sell Manhattan? Resource Overview • Native Nations Before the American Revolution • The Beaver Trade and Colonial New England AMERICAN EXPERIENCE PBS LearningMedia • Connecticut's Kid Governor	• Mohegan Tribe's Tantaquidgeon Museum and Mashantucket Pequot Museum • Life Along the River: The Pamunkey Indian Tribe of Virginia Resource Overview • First Contact with Europeans by Stephen Currie CommonLit • and Home Sweet Home CommonLit (and collection, "Bound for a New Life", "Louis Riel", and "Northeast Natives": https://www.commonlit.org/texts/first-contact-with-europeans/paired-texts?featured_group_id=59) • The Plymouth Thanksgiving Story by Chuck Larsen CommonLit • European Exploration of the Americas, 1489-1596 Gilder Lehrman Institute of American History

Griswold High School
Grade 9
Unit 5

Subject(s)	Social Studies
Grade/Course	Grade 9/ Modern World History
Unit Title	Unit 5 Global Conflicts
Unit Description	This unit explores the major global conflicts of the 20th century, focusing on the causes and consequences of World War I and World War II. Students will examine how ideologies like nationalism, fascism, and communism shaped warfare and led to events such as the Holocaust. Through survivor testimony and historical sources, learners will investigate the human impact of discrimination, persecution, and resistance. The unit emphasizes inquiry and critical thinking to connect past conflicts with ongoing global challenges.
Pacing	12 weeks, 30 blocks

Priority Standards & Supporting Standards	
MW.His.1.e. Evaluate how the causes and effects of World War I influenced global conflicts in the 20th century (e.g., imperialism, industrialization, nationalism, collapse of empires, communism, socialism, fascism).	
MW.His.1.f. Investigate the ways in which antisemitic beliefs and other discriminatory policies in Europe led to the persecution and murder of millions of Jews as well as Roma, disabled people, LGBTQ+ individuals, and political prisoners during the Holocaust (e.g., Nuremberg Race Laws, Final Solution, Aktion T4).	
MW.His.15.a. Develop a historical argument about the long-term causes and triggering events that led to World War II (e.g., militarism, nationalism, Treaty of Versailles, Japanese imperialism, appeasement).	
MW.His.5.b. Analyze how developments in multimedia shaped the perspectives of individuals and groups in the 20th century (e.g. comic books, communication technologies, film, propaganda, public service announcements, radio)	

Priority Standards & Supporting Standards

MW.His.2.b. Analyze how changes in military technology impacted the outcomes of various conflicts throughout the 20th century (e.g., barbed wire, bio-chemicals, flamethrowers, submarines, tanks, aircraft, computer technology, nuclear weapons).

MW.His.9.a. Synthesize sources from the Holocaust to develop questions and explore the experiences of survivors, victims, resisters, collaborators, bystanders, and rescuers (e.g., survivor testimony, memoirs, government documents, museums exhibits, historical fiction, and film)

MW.Inq.1.a. Explain how a question reflects an enduring issue in Modern World History.

MW.Inq.1.b. Explain how supporting questions contribute to an inquiry and how new compelling and supporting questions emerge when engaging sources that represent varied perspectives.

MW.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.

MW.Inq.4.e. Analyze the characteristics and causation of ongoing global problems, both past and present, using a multidisciplinary lens.

Concepts (What students will know...)	Skills (What students need to be able to do...)
• Totalitarianism and the rise of Fascism and Communism as state-level applications of the "Isms" from Unit 3. (MW.His.1.e) • Causes of WWI & WWII (i.e. imperialism, industrialization, nationalism) (MW.His.1.e, MW.His.15.a) • How the end of WWI and WWII dismantled old power structures (Ottoman, Austro-Hungarian, Japanese), collapsing empires and created new global tensions. (MW.His.1.e) • How industrialization and nationalism shifted warfare from professional armies to the mobilization of entire societies. (MW.His.1.e) • Political ideologies (i.e. communism, socialism, fascism) (MW.His.1.e) • Holocaust as systematic persecution and murder (MW.His.1.f) • Pathways (i.e. beliefs, state policies) from discrimination to genocide (MW.His.1.f) • 20th century examples of military technology (i.e. barbed wire, submarines, tanks, aircraft, biochemicals) (MW.His.2b)	• Evaluate historical causation and consequence (MW.His.1.e, MW.Inq.4.e) • Connect WWI outcomes to later 20th-century conflicts (MW.His.1.e, MW.Inq.4.e) • Investigate the causes of persecution (MW.His.1.f, MW.Inq.4.e) • Analyze how the state enables genocide (MW.His.1.f) • Synthesize a variety of sources from various perspectives to develop questions and understandings about the Holocaust (MW.His.9.a, MW.Inq.1.b) • Develop a historical argument about WWII, supporting claims with specific evidence from credible sources (MW.His.15.a, MW.Inq.3.a) • Compare effects of technology across different conflicts (MW.His.2b)

Essential Questions	Corresponding Big Ideas
● Did the peace that ended World War I make the next war inevitable, and how did its failures allow destructive new ideologies (Fascism, Communism) to gain power? ● When a government embraces systemic evil, what motivates an individual to become an upstander, a bystander, or a collaborator? ● Was the unprecedented destruction of the 20th century—from trench warfare to the atomic bomb—ultimately a consequence of human ideology, or a consequence of human technology?	● World War I changed borders, economies, and politics. Those changes helped ideologies like fascism, communism, and socialism grow and set the stage for more conflicts. ● Anti-Jewish beliefs and unfair laws in Europe slowly took away people's rights. This made it possible for governments to carry out organized persecution and, ultimately, the Holocaust. ● World War II began because long-term problems (like harsh peace terms, nationalism, and militarism) combined with immediate actions (aggressive expansion and appeasement). Together, these pushed the world into war.
Domain Specific Vocabulary	
Inquiry: questioning, argument, explanation, point of view, sources, evidence, claims, counterclaims, credibility, visually/visualize Content: Militarism – The belief in building up strong armed forces to prepare for war. Nationalism – Intense pride in one's nation, often leading to competition and conflict. Imperialism – The policy of extending a nation's power through territorial acquisition or dominance. Appeasement – A diplomatic policy of making concessions to avoid conflict, notably used before World War II. Treaty of Versailles – The peace treaty that ended World War I and imposed harsh penalties on Germany. Fascism – A political ideology characterized by authoritarian nationalism and suppression of opposition. Communism – A system advocating for classless society and collective ownership of resources. Holocaust – The systematic persecution and murder of six million Jews and millions of others by Nazi Germany. Genocide – The deliberate and systematic extermination of a national, ethnic, racial, or religious group.	

Domain Specific Vocabulary

Propaganda – Information used to influence public opinion, often biased or misleading.

Total War – A conflict in which nations mobilize all available resources and target both military and civilian infrastructure.

Military Technology – Innovations in weaponry and tactics that shaped the outcomes of modern warfare (e.g., tanks, submarines, nuclear weapons).

Pre-Assessment	Assessments Other Evidence For Learning
Prior Knowledge Assessment for World Wars	• Who Did It? DBQ (MW.His.1.e, MW.Inq.1.a., MW.Inq.1.b) • WWII DBQ (MW.His.15.a, MW.Inq.3.a) • Propaganda Analysis (MW.His.5.b, MW.His.1.f) • Survivor Testimony Analysis (MW.His.9.a, MW.His.1.f)
Summative Assessments (Performance Tasks) Include rubrics as needed	
Totalitarianism Project (MW.Inq.3.a.): Students will research and present comparisons of the rise of the inter-war period leaders. WWII and Holocaust Summative Assessment (MW.Inq.4.e., MW.His.9.a., MW.His.1.b., MW.His.15.a., MW.His.2b): "How did the machinery of progress become the machinery of death?" Students synthesize the entire unit to answer if the 20th century's conflicts were a "failure of technology" or a "failure of ideology."	

Engaging Common Learning Experiences

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

Unit 5 Pacing & Implementation

WWI & The Industrialized Slaughter

- WWI Scavenger Hunt: "How did technology change the human experience of war?" (MW.His.1.e, MW.His.2b): Students use a scavenger hunt format to find evidence of how industrialization (Unit 3) made the "War to End All Wars" possible.
- WWI Jeopardy: "Which causes were most responsible for the collapse of global peace?" (MW.Inq.4.a): In this review game, teams must create a 5-6 topic game to demonstrate their understanding and defend their answers using primary sources found in the unit. Common Activity Components: M.A.I.N. causes (Militarism, Alliances, Imperialism, Nationalism), trench warfare, key figures, the Eastern vs. Western Front, major battles, new technology (gas, tanks), aftermath and Treaty of Versailles, and the fall of the German, Austro-Hungarian, and Ottoman Empires.
- Who Did It? DBQ (MW.His.1.e., *MW.Inq.1.a*): Students will be tasked with finding out, "Who did it," in regards to who started WWI through primary sources.
- The Versailles Simulation: "Did the Peace of 1919 make a 1939 War inevitable?" (MW.His.1.e, MW.His.15.a): Students take on roles of the Big Four to negotiate the treaty, using their "Forensic Lens" to predict future conflicts.

Totalitarianism & WWII

- WWII DBQ (MW.His.15.a, MW.Inq.3.a): Students examine documents related to the Rise of Fascism and causes of WWII to create and justify an argument.
- The Dictators of Instagram (MW.His.1.e, MW.His.5.b): "How does a leader use technology to control a national narrative?" Students deconstruct the propaganda of Stalin, Hitler, and Mussolini to identify the common "Playbook" of a Totalitarian leader promoting their ideas.
- The Pearl Harbor & Pacific Analysis (MW.His.1.e): "Why did the Japanese Empire see conflict with the West as necessary?" Linking Japan's actions back to the Meiji Restoration (Unit 4), students analyze the war in the Pacific.

The Holocaust & Human Rights

Engaging Common Learning Experiences

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

- Propaganda Primary Source Analysis (MW.His.5.b, MW.Inq.1.b., MW.Inq.3.a): Students will circulate and explore (i.e. Station Activity) examples of World War 2 era propaganda from different countries to explore the circulation of prejudiced beliefs and infer how this would have shaped the perspectives of individuals and groups at the time.
- Survivor Testimony Analysis (MW.His.9.a; MW.His.1.f): "What motivates an individual to resist systemic evil?" Using the provided materials (i.e. Sir Nicholas Winton and "Schindler's List"), students analyze the role of the Upstander vs. the Bystander in the face of state-sponsored genocide.
- The Global Crisis Briefing (MW.Inq.4.e., MW.His.9.a., MW.His.1.e., MW.His.1.f., MW.His.15.a., MW.His.2b): "How did the machinery of progress become the machinery of death?" Students synthesize the entire unit to answer if the 20th century's conflicts were a "failure of technology" or a "failure of ideology."

Resources

Teacher Resources	Student Resources
Primary Source Databases • The National WWI Museum and Memorial Online Collections • Topics in Chronicling America - Research Guides at Library of Congress • Sir Nicholas Winton Archive Echoes & Reflections World War I Teacher Resources • Who and/or What caused World War I? (G) • Annotated Timeline WWI 2025 • handout-causes activity.pdf • WWI I Scavenger Hunt • Who and/or What caused World War I? (G) • Movie Journal - All Quiet on the Western Front	• Database Search • WWI Timeline • WWI I Scavenger Hunt • Tanks, Flamethrowers & Gas (Weapons of World War 1) • WWI Tech PPT Section 2 • Christmas in the Trenches 1914 • You tube & Edpuzzle • My dear sister Janet • written_document_analysis_worksheet_former.docx

Teacher Resources	Student Resources
• 📄 Christmas in the Trenches 1914 • 📄 31.1-Postwar Uncertainty.pdf • 📄 2024 totalitarianism project assignment • 📄 Communism Fascism and Nazism • 📄 WWI After Math DBQ.pdf • 📄 Dictator Canva Example.pdf 📄 Dictators of Instagram • 📄 Youtube questions rise of totalitarian leaders WWII Teacher resources • 📄 32.1-Hitler's Lightning War.pdf • 📄 32.2-Japan's Pacific Campaign.pdf • 📄 Rise of Fascism Germany & Japan DBQ • 📄 Vocab WWII Lesson.docx • 📄 Copy of Causes of WWII DBQ Packet.pdf • 📄 Sir Nicholas Winton.pdf • 📄 "Schindler's List" Quiz DBQ: Analyzing European attitudes about Jews from the 16th through the 18th centuries. Supplemental Resources: • Choices Program - Russian Revolution • 📄 Copy of Russian Revolution Choices.pdf	• 📄 WWI After Math DBQ.pdf • 📄 Jeopardy Game 6-Topic Template* • 📄 Grading Rubric for WWI Jeopardy/Slides Project • 📄 DBQ Rotation Station • National WWII Museum Videos • WWII Propaganda from the National Archives • Propaganda Exhibit from the USHMM • Causes of WWII DBQ Packet.pdf • 📄 The reason Japan attacked Pearl Harbor • 📄 Brief-History-on-Anti-Semitism-A.pdf • 📄 Copy of Martin Niemoller.pptx

Griswold High School
Grade 11
Unit 1

Subject(s)	Social Studies
Grade/Course	Grade 11 / United States History
Unit Title	Unit 1: Reconstruction
Unit Description	This unit focuses on the period following the US Civil War: on how to readmit Southern states into the union, what Reconstruction goals were for different people, and how the Radical Republicans sought to secure rights and opportunities for newly freed African Americans. This unit is also about the battle over who had power to direct reconstruction efforts- the president or the legislature- and the resistance to federal government efforts to reconstruct Southern society.
Pacing	2-3 weeks

Priority Standards & Supporting Standards	
US.His.16.a.	Analyze the political, economic, and social agency demonstrated by Black Americans throughout the period of Reconstruction using evidence from multiple relevant historical sources (e.g., Black Republicans, Historically Black Colleges and Universities, Edisto Island).
US.Civ.5.a.	Evaluate the effectiveness of state and federal government in upholding the Reconstruction Amendments (e.g., Black Codes, Enforcement Acts, Jim Crow laws).
US.Civ.13.a.	Evaluate intended and unintended outcomes of Reconstruction plans and policies in terms of rebuilding a shared national identity (e.g., Radical Republicans, Compromise of 1877, Freedmen's Bureau, Reconstruction Treaties).
US.Civ.14.a.	Analyze the historical context of racism, racial violence, and challenges to reconciliation between the United States and the former Confederacy.
US.His.7.a.	Explain how contemporary perspectives of Reconstruction are shaped by political and social attitudes.

Priority Standards & Supporting Standards

US.Inq.3.a. Gather relevant information from multiple sources representing a wide range of views and mediums while using the origin, authority, structure, context, and corroborative value to guide the selection of credible sources.

US.Inq.3.b. Organize and prioritize evidence directly and substantively from multiple sources in order to develop or strengthen claims (e.g., detect inconsistencies).

US.Inq.4.b. Construct explanations using sound reasoning, correct sequence, relevant examples, and pertinent details to contextualize evidence and arguments (e.g., chronology, causation, procedure).

Concepts (What students will know...)	Skills (What students need to be able to do...)
• How Black political participation and leadership, economic initiatives, and social movements impacted the Reconstruction period (US.His.16.a) • The Reconstruction Amendments (US.Civ.5.a.) • Jim Crow laws and Black Codes (US.Civ.5.a.) • Forms and patterns of racial violence (terrorism, intimidation, organized violence) (US.Civ.14.a) • The distinction between bias and perspective (US.Inq.3.a; US.Inq.3.b, US.Inq.4.b)	• Examine and compare political, economic, and social contributions of Black Americans (US.His.16.a) • Detect inconsistencies and contradictions across sources to support the identification of bias and perspective (US.Inq.3.a, US.Inq.3.b, US.Inq.4.b) • Gather and evaluate evidence from multiple sources representing diverse viewpoints (US.His.16.a, US.Inq.3.a; US.Civ.7.a) • Evaluate government effectiveness at enforcing civil rights at both state and federal levels during the Reconstruction period (US.Civ.5.a., US.Civ.14.a) • Select and organize effective evidence to develop strong arguments (US.Inq.3.b, US.Inq.4.b)
Essential Questions	Corresponding Big Ideas
• CQ: How did different interests and values put Americans at odds over what Reconstruction should mean? • Why was Reconstruction an area of changing racial attitudes? • Who should have the power to act when addressing questions for which the US Constitution does not have clear directions?	• Competing visions grounded in different economic interests, ideologies, and values create conflict, making consensus on major policy challenges difficult to achieve. • When legal status and institutional structures change rapidly, social attitudes often lag behind; this gap reveals the complexity of transforming deeply embedded beliefs. • Constitutional ambiguities and silences create ongoing tensions over the distribution of governmental power; how these gaps are filled depends on political will, interpretation, and the balance of power among branches of government.

Domain Specific Vocabulary
Inquiry: Questioning, Argument, Explanation, Point of view, Sources, Evidence, Claims, Counterclaims, Credibility, Visually/visualize Content: Impeachment, 13th Amendment, 14th Amendment, 15th Amendment, Freedmen's Bureau, Carpetbaggers, Scalawags, Black Codes, Jim Crow, Compromise of 1877, Military Occupation, Redemption, Radical Republicans

Assessments	
Pre-Assessment	Other Evidence For Learning
Teacher choices: utilizing google forms, handwritten responses to do now/warm up questions that get students thinking critically about the learning targets, quizzes, and informal questioning with all students responding.	• Sorting activity (Venn Diagram comparing and contrasting) • Perspective-based stakeholder quick-write (US.Inq.3.a, US.Inq.4.b.) • Power struggle T-chart (US.Civ.5.a., US.Inq.3.a) • Exploring primary sources (US.His.16.a., US.Civ.5.a., US.Inq.4.b.)
Summative Assessments (Performance Tasks) <i>Include rubrics as needed</i>	
DBQ Document/Evidence Sorting Activity & Thesis Development (US.His.16.a., US.Inq.3.a., US.Inq.3.b., <i>US.Civ.14.a.</i>): Students examine a collection of authentic sources to address the question: In what ways and to what extent did constitutional and social developments between 1865 and 1877 amount to a revolution? Reconstruction Summative Task (US.Civ.5.a., US.Inq.4.b.): Students evaluate the federal government's response to the challenges of Reconstruction. They must determine to what extent constitutional and social developments between 1865 and 1877 amounted to a "revolution" for American democracy.	

Engaging Common Learning Experiences

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

What should be the goals of "reconstructing" a divided nation?

- Sorting activity (Venn Diagram comparing and contrasting) (US.Civ.13.a): Students practice sorting evidence from sources to evaluate arguments and perspectives on issues.
- Perspective-based stakeholder quick-write (US.Inq.3.a, US.Inq.4.b.) Students take a stakeholder role and speculate on the future of the South and what should happen in Reconstruction. They must use evidence to justify their "future vision."

Who has the power to define and protect civil rights?

- Power struggle T-chart (US.Civ.5.a., US.Inq.3.a). Students deconstruct arguments in favor of presidential power to Reconstruct the South and legislative power to Reconstruct the South.
- The "Reconstruction Amendments" Lab (US.His.16.a, US.Civ.5.a, US.Inq.4.b): Students explore primary source text, infographics, and political cartoons to identify issues (like racial violence), find the federal response (the Amendments/Enforcement Acts), and analyze the consequences (Jim Crow).

How did Black Americans use their new-found agency to shape the post-war South?

- Exploring Agency Gallery Walk (US.His.16.a): Students analyze primary sources showcasing the rise of Black Republicans, the founding of HBCUs, and community building on Edisto Island. They identify specific ways Black Americans demonstrated economic and social agency.
- Failure of Enforcement Analysis (US.Civ.13.a, US.Civ.5.a): Students evaluate the impact of the Compromise of 1877 and the withdrawal of federal troops, arguing how this unintended outcome ended the progress of Reconstruction.

Resources

Teacher Resources	Student Resources
Gilder Lehrman Institute of American History- Reconstruction Resources National Constitution Center- Interactive Constitution- 13-15th Amendment text and articles College Board DBQ on “In what ways and to what extent did constitutional and social developments between 1865 and 1877 amount to a revolution?”	Teacher-provided documents Reconstruction and 1876: Crash Course US History #22 Reconstruction After the Civil War American Battlefield Trust Reconstruction and freedom for African Americans (article) Khan Academy

VACANCIES

Certified Positions	Location	Closing Date
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 - Technology	GES	2026/27 SY
Teacher - Health	GES	2026/27 SY
Teacher – Social Studies	GMS	2026/27 SY
Teacher – Math	GHS	2026/27 SY
Teacher – Tech Ed	GHS	2026/27 SY
Teacher – Music	GHS	2026/27 SY

Non-Certified Positions	Location	Closing Date
Pareducators, Full-Time	GPS	Until Filled
Custodians, Full-Time	GPS	Until Filled

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

RETIREMENTS

Name	Location	Position	Effective Last Day
Thibeault, Brenda	GES	Café Service Provider, Full-Time	June 19, 2026

RESIGNATIONS

Name	Location	Position	Effective Last Day
Knudson, Justine	GES	Custodian, Full-Time	June 2, 2026

APPOINTMENTS

Name	Location	Position	Effective Date	Salary/Rate
Wasel, Robert	GHS	Custodian, Part-Time	May 13, 2026	Hourly
Rodriguez, Sr. Oswaldo	GMS	Custodian, Full-Time	May 18, 2026	Hourly

Note:

May 28, 2026

SUPERINTENDENT'S UPDATES

Board of Education Meeting, May 28TH, 2026

PROJECT/AREA	UPDATE
INSURANCE UPDATE 	• We have been working closely with our unions to develop and execute MOAs on the move to our new insurance offering with the State Partnership plan. • In collaboration with our insurance Broker, Brown and Brown, we are offering informational sessions to our employees so that they understand the plan" ◦ There are two sessions scheduled for Wednesday, May 27th, after school at the Griswold Middle School Auditorium ◦ There is an online session scheduled for June 1st, in the early evening. • The new insurance goes into effect July 1st, 2026.
VOLUNTEER OF THE YEAR 	• We have announced a call for nominations for the volunteer of the year. • Individuals may nominate a volunteer of the year by completing the form on our website. • We are aiming to recognize our Volunteer of the Year at the first BOE Meeting in June.

GET OUT SIDE AND PLAY



- To honor Governor Lamont's and the Connecticut State Department of Education's focus on "Get Out and Play," Griswold Public Schools celebrated this event on Friday, May 22nd.
- There were select, outdoor activities at our schools to encourage students to reap the benefits of being outside, engaging in physical activity, and enjoying time in natural settings.