REGULAR MEETING

GRISWOLD BOARD OF EDUCATION

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

THURSDAY,
September 24th, 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 - September 8, 2026
   B. Regular Meeting - September 10, 2026

4. Communications
   A. Thank You Note from The Board of Trustees for Slater Library
   B. September 16th, 2026, Morning Transportation Adjustment MEMO

5. Recognitions
   A. Recognizing and Honoring Evelyn Cholewa, GES Secretary, as the GPS *Outstanding Employee for the 1st Quarter* of the 2026/2027 School Year

6. Public Comment

7. Consent Agenda (All routine items can be approved with one motion and without discussion. Points of clarification and discussion requests can be allowed.)
   A. Review, Discussion and Possible Action on Revised Policy 1312—Community Relations—Public Complaints—to the Full Board - Second Reading
   B. Review, Discussion, and Possible Action on New Policy 4222—Personnel - Non-Certified—Paraeducators/Title Paraeducators—to the Full Board - Second Reading
   C. Review, Discussion, and Possible Action on New Policy 5118.3—Students—Homeless Students—to the Full Board - Second Reading
   D. Review, Discussion, and Possible Action on New Policy 5124.1—Students—Reporting to Parents, District/School Report Cards—to the Full Board - Second Reading

8. New Business
   A. Review, Discussion, and Possible Action on Capital Improvement Requests for the 2027/2028 School Year
   B. Internal Accounts--Erik Christensen, Director of Fiscal and Personnel Services
   C. Entitlement Grants - Overview and Presentation on Funding Allocations - Erik Christensen, Director of Fiscal and Personnel Services
   D. Superintendent's Report Pursuant to and Required by Public Act 25-93 - Sean McKenna
   E. *Review of Superintendent Goals for the 2026/2027 School Year - Sean McKenna

F. Grants
   1. Review, Discussion, and Possible Action on District Repair and Improvement Project (DRIP) Grant Use of Funds in the Amount $130,616.26

9. Old Business

10. Administrators' Reports
   A. Department of Student Services, Katy Sawaryn, Assistant Director of Student Services
      1. Department Initiatives
      2. Overview of Enrollment Figures
   B. Department of Athletics
      1. Overview of Fall Participation Numbers
      2. Update on Scoreboards

11. Assistant Superintendent's Report
   A. Update on District Meeting Schedule

12. Superintendent's Report
   A. Vacancies/Appointments/Resignations
   B. Superintendent Updates
      1. School Safety Plan
      2. Open House at Griswold High School

13. Committee/Board Reports
   A. Athletic Subcommittee Update - Cathy Waselik
   B. Public Relations Subcommittee Update - Jaimee O'Neill-Eaton
   C. TLI Subcommittee Update - Terry Cholewa
   D. Town of Griswold - Board of Finance Update - Sean McKenna

14. Other Business that May Properly Come Before This Board

15. Adjournment

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



Board of Education Meeting Notes
REGULAR MEETING
LIVE: GRISWOLD MIDDLE SCHOOL Cafeteria
THURSDAY, September 24th, 2026
6:00 PM Start Time

GOALS FOR THE 2026/2027 SCHOOL YEAR

Our Mission

Griswold Public Schools educates for excellence by ensuring our students are connected, by cultivating individual talents, and by fostering a future-driven mindset.

Our Vision

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

Our Goals

1. Elevating student success and growth to navigate the future.
2. Centering student interests to foster well-being and individual pursuits.
3. Teaching that strengthens engagement and connections for every student.
4. Optimizing resources and partnering with the Griswold community for student success.

Our Beliefs

1. I can grow and achieve.
2. I matter and belong.
3. I engage and connect.
4. I value my community.

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 - September 8, 2026 — See enclosed.
   B. Regular Meeting - September 10, 2026 – See enclosed.
   The BOE meeting minutes are included in your packet for review and approval.

4. Communications
   A. Thank You Note from The Board of Trustees for Slater Library - See enclosed.
   B. September 16th, 2026, Morning Transportation Adjustment MEMO - See enclosed.

5. Awards/Recognitions
   A. Recognizing and Honoring Evelyn Cholewa, GES Secretary, as the *GPS Outstanding Employee for the 1st Quarter* of the 2026/2027 School Year - We are so pleased to bring forward Evelyn Cholewa, GES Secretary, who has been chosen as Griswold's *Outstanding Employee for the 1st quarter* for the 2026/2027 school year.

6. Public Comment

7. Consent Agenda (All routine items can be approved with one motion and without discussion. Points of clarification and discussion requests can be allowed.)
   These policies were reviewed by Policy committee and presented at the last BOE meeting.
   A. Review, Discussion and Possible Action on Revised Policy 1312—Community Relations—Public Complaints—to the Full Board - Second Reading
   B. Review, Discussion, and Possible Action on New Policy 4222—Personnel - Non-Certified—Paraeducators/Title Paraeducators—to the Full Board - Second Reading
   C. Review, Discussion, and Possible Action on New Policy 5118.3—Students—Homeless Students—to the Full Board - Second Reading
   D. Review, Discussion, and Possible Action on New Policy 5124.1—Students—Reporting to Parents, District/School Report Cards—to the Full Board - Second Reading

8. New Business
   A. Review, Discussion, and Possible Action on Capital Improvement Requests for the 2027/2028 School Year - In order to submit these requests before 10/1/26 to the Town, the Board will ideally have to approve these as presented. The Board reserves the right to make changes, as they see fit.

   B. Internal Accounts - Erik Christensen - Director of Fiscal & Personnel Services - The Building Accounts/Internal Accounts are reviewed periodically throughout the school year. This is the first of different scheduled ones that will take place this school year.

   C. Entitlement Grants - Overview and Presentation on Funding Allocations - Erik Christensen - Director of Fiscal & Personnel Services - In this report, the Board will see a comprehensive list of entitlement grants that the district receives. It's important to note that entitlement grants have limited, specific use and we simply cannot use grant money to apply to other areas of the budget.

   D. Superintendent's Report Pursuant to and Required by Public Act 25-93 - Sean McKenna - This is a required report that must be presented to the Board annually.

   E. *Review of Superintendent Goals for the 2027/2028 School Year - Sean McKenna - The Superintendent goals will be reviewed in executive session following the regular business portion of this meeting.

   F. Grants
      1. Review, Discussion, and Possible Action on District Repair and Improvement Project (DRIP) Grant Use of Funds in the Amount $130,616.26 - The DRIP grant, as you can see, is an entitlement grant that requires the Board's formal acceptance. In short, this grant may be used for different facilities projects.

9. Old Business - None.

10. Administrators' Reports
    A. Department of Student Services - Katy Sawaryn, Assistant Director of Student Services - This is a semi-annual report provided by the Student Services department.
        1. Department Initiatives
        2. Overview of Enrollment Figures

    B. Department of Athletics--Stephen Cravinho, Director of Athletics - In this report, we will review Fall athletic numbers and the latest updates on our scoreboards.
        1. Overview of Fall Participation Numbers
        2. Update on Scoreboards

11. Assistant Superintendent's Report--Glenn LaBossiere, Assistant Superintendent - The Board will receive an update from Mr. LaBossiere on the different district committees that meet.
    A. Update on District Meeting Schedule

12. Superintendent's Report - Reports are enclosed/attached.
    A. Vacancies/Appointments/Resignations
    B. Superintendent Updates - See enclosed report.
        1. School Safety Plan
        2. Open House at Griswold High School

13. Community/Board Reports
    A. Athletic Subcommittee Update - Cathy Waselik, Chair of the Athletic Subcommittee, will provide an update to the Board.
    B. Public Relations Subcommittee Update - Jaimee O'Neill-Eaton, Chair of the Public Relations subcommittee, will provide an update to the Board.
    C. TLI Subcommittee Update -Terry Cholewa, Chair of the TLI Subcommittee, will provide an update to the Board.
    D. Town of Griswold - Board of Finance Update - Sean McKenna will provide an update to the Board.

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

15. Adjournment

SPECIAL MEETING
GRISWOLD BOARD OF EDUCATION

THURSDAY,
September 8th, 2026

DRAFT

1. A special meeting of the Griswold Board of Education was held on Tuesday, September 8th, 2026, in the Griswold Middle School Learning Commons, located at 211 Slater Avenue, Griswold, Connecticut. The meeting was called to order at 5:00 PM by Stuart Norman, Jr., Chair of the Griswold Board of Education.

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

ALSO PRESENT Mr. Sean P. McKenna, GPS Superintendent of Schools; Mr. Daniel Murphy, GPS Board Attorney; Mr. Arthur Howe, GHS Associate Principal; GHS Student # 10-15010846 and Parent of GHS Student #10-15010846.

ABSENT Yvonne Palasky and Eileen Ego, Griswold BOE Members.

MOTION By Jaimee O'Neill-Eaton
Seconded by Cathy Waselik
That the Board enter Executive Session @ 5:00 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 #10-15010846
2. Parent of Student #10-15010846
3. Sean McKenna, GPS Superintendent of Schools.
4. Daniel Murphy, Counsel for the Griswold Board of Education.
5. Mr. Arthur Howe, Associate Principal, Griswold High School.

Motion unanimously carried.

The Board came out of executive session at 5:23 PM and the following action was taken:

MOTION By Jaimee O'Neill-Eaton
Seconded by Cathy Waselik
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 Cathy Waselik
Seconded by Jaimee O'Neill-Eaton
To adjourn the special meeting at 5:24 PM.
Motion unanimously carried.

Minutes recorded by: Sean McKenna/ Robin Drobiak

REGULAR MEETING
GRISWOLD BOARD OF EDUCATION

THURSDAY,
September 10, 2026

DRAFT

1. Call to Order - A regular meeting of the Griswold Board of Education was held on Thursday, September 10, 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; Kimberly Neilson, BOE Secretary; Yvonne Palasky, Jaimee O'Neill-Eaton, and Cathy Waselik, BOE Members.

ALSO PRESENT Sean McKenna, Griswold Superintendent of Schools; Glenn LaBossiere, GPS Assistant Superintendent of Schools; Christopher Champlin, GPS Director of Student Services; Art Howe, GHS Associate Principal; Louis Zubek, GMS Principal; Steven Bourque, GMS Assistant Principal; Joseph Bordeau, GES Principal and Jacqueline Love, GES Assistant Principal; Patricia Feeney and Jessica Gillespie, GPS Directors of Teaching, Learning, and Instruction.

ABSENT Terry Cholewa, BOE Vice Chair; Yvonne Palasky and Eileen Ego, Griswold BOE Members; Stephen Cravinho, GPS Campus Wide Activities & Athletic Director; Erik Christensen, GPS Director of Fiscal & Personnel Services; Erin Palonen, GHS Principal; and Katy Sawaryn, GPS Assistant Director of Student Services & Early Childhood.

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

Stuart Norman, Jr. requested a moment of silence to remember the lives lost from 911.

3. Approval of the Minutes

A. Special Meeting Minutes-August 10, 2026

MOTION By Cathy Waselik
Seconded by Jaimee O'Neill-Eaton
To approve the special meeting minutes of August 10, 2026, as presented.
Motion unanimously carried.

B. Regular Meeting Minutes – August 13, 2026

MOTION By Kimberly Neilson
Seconded by Cathy Waselik
To approve the regular meeting minutes of August 13, 2026, as presented.
Ayes – Jaimee O'Neill-Eaton, Cathy Waselik and Kimberly Neilson
Nays –
Abstain – Stuart Norman, Jr.
Motion carried.

C. Special Meeting Minutes – August 21, 2026

MOTION By Cathy Waselik
Seconded by Jaimee O'Neill-Eaton
To approve the regular meeting minutes of August 13, 2026, as presented.
Ayes – Stuart Norman, Jr., Jaimee O'Neill-Eaton, and Cathy Waselik
Nays –
Abstain – Kimberly Neilson
Motion carried.

4. Communications
   A. August 19, 2026, Back to School Letter to the GPS Community
   B. August 28, 2026, Letter of Appreciation to Lisbon Public Schools
   C. September 1, 2026, Annual Policy Notifications to GPS Community
   The Board received copies of communications A - C listed above.

5. Student Representative Report
   A. Anna Tessier and Donald Desrochers
   B. Samantha Erardy and Olivia Henson
   C. Ethan Blanchette and Amelia Davidson
   The student representatives listed above introduced themselves as the new representatives for this school year to the Griswold Board of Education. They provided updates on student activities occurring in each building.

6. Recognitions
   A. Recognizing and Honoring Meghan Davis - Teacher of the Year
   B. Recognizing and Honoring Misty Perry - Paraeducator of the Year
   C. Recognizing and Honoring Elaine Taylor - Griswold Forward Recipient
   D. Recognizing and Honoring Kelly Barile - Griswold Elementary School Paraeducator as a GPS Retiree
   The Board, the superintendent, administrators and audience members recognized Meghan Davis, GHS Special Education teacher, as Teacher of the Year; Misty Perry, GES Paraeducator, as GPS Paraeducator of the year; Elaine Taylor, Griswold Forward recipient for the month of September 2026; and Kelly Barile, a Paraeducator at GES, as a distinguished retiree.

The Board recessed at 6:25 PM for refreshments following the recognitions.
The Board re-convened at 6:31 PM.

7. Public Comment – None.

8. New Business
   A. Review and Discussion on Revised Policy 1312—Community Relations—Public Complaints—to the Full Board - First Reading

B. Review and Discussion on New Policy 4222—Personnel - Non-Certified—Paraeducators/Title Paraeducators—to the Full Board - First Reading

C. Review and Discussion on New Policy 5118.3—Students—Homeless Students—to the Full Board - First Reading

D. Review and Discussion on New Policy 5124.1—Students—Reporting to Parents, District/School Report Cards—to the Full Board - First Reading

The Board had a first reading on revised and new policies listed above A – D and will bring them forward to the next BOE meeting for review, discussion, and action to approve.

E. Review, Discussion, and Possible Action to Approve New Social Studies Curriculum – The Board approved the new Social Studies curriculum, as presented.

MOTION

By Jaimee O'Neill-Eaton
Seconded by Cathy Waselik
To approve the new social studies curriculum, as presented.
Motion unanimously carried.

F. Griswold 2.0 Accountability Tracking – The Superintendent took a moment to share with all including audience members where to find the new Griswold 2.0 goals on the district's website.

G. Review of Yearly Goals

1. District
2. GES
3. GMS
4. GHS

The GPS administrators took a moment to review the district annual goals, as well as the individual goals established for each school building. The review provided an overview of the priorities and objectives for the 2026/2027 school year and highlighted the alignment of each school building's goals with the district's overall strategic priorities.

9. Old Business – None.

10. Administrators' Reports

A. Department of Teaching, Learning & Innovation Semi-Annual Report

1. Department Initiatives
2. Other

The Board received an update from the TLI Department on initiatives for the upcoming 2026/2027 school year.

B. Final Financial Update for Fiscal Year 2025/2026, Erik Christensen, Director of Fiscal and Personnel Services – The Board received an update from Sean McKenna in Erik Christensen's absence on the closeout for the 2025/2026 school year.

11. Assistant Superintendent Update

A. Strategic School Profile Report Update – The Board received an update from Glenn LaBossiere, GPS Assistant Superintendent, on the Strategic School Profile report for the 2024/2025 school year. The presentation provided an overview of key district and school-level data, including student enrollment, academic performance, attendance, graduation outcomes, and other measures of student and school performance.

12. Superintendent's Report

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

B. Superintendent Updates

1. Convocation
2. New Staff
3. School Opening
4. Open Architects
5. Capital Projects and Timeline
6. EFS
7. Update on Grasso Transportation

The Board received updates from the Superintendent on all topics listed above from 1-7.

13. Committee/Board Reports

A. Policy Subcommittee Update - Yvonne Palasky – In the absence of Yvonne Palasky, the Board received an update on the recent Policy subcommittee meeting that took place from Jaimee O'Neill-Eaton.

B. Facilities Subcommittee Update--Kim Neilson – The Board received an update from Kimberly Neilson, Chair of the Facilities subcommittee on the Facilities subcommittee meeting that took place prior to this Board of Education meeting.

14. Other Business that May Properly Come before the Board: Superintendent McKenna reminded the Board that September 21st was previously selected as the date for an upcoming Board retreat on Monday evening. He asked if 5 PM would work for everyone and will try to confirm this with the Board notes. Superintendent McKenna also wished to thank the Town Hall and first selectwoman, Tina Falck, for hosting Griswold Soule Street Academy students for community service hours and for opportunities for service learning for our students.

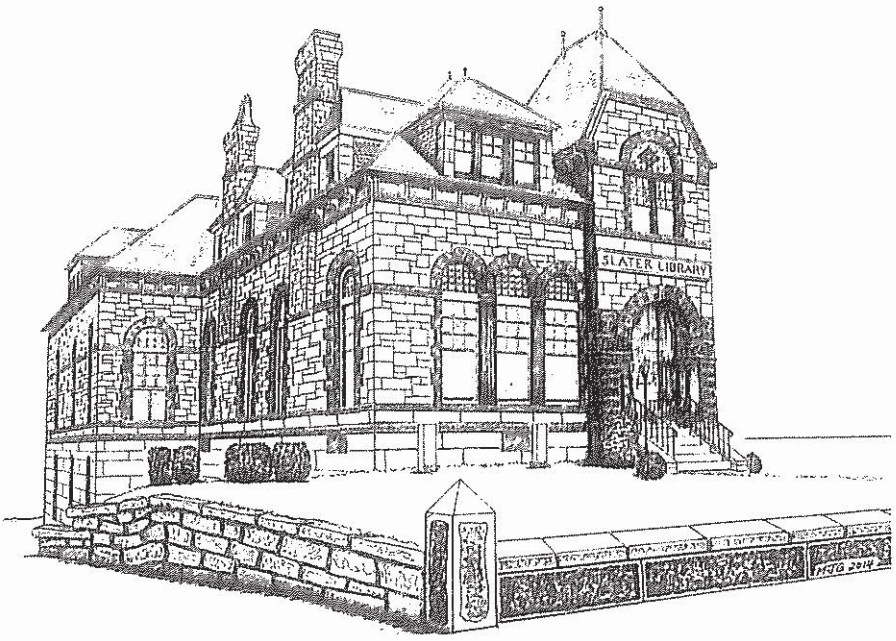
Jamiee O'Neill-Eaton shared that she was with a social worker who works with transition students and this social worker works with a lot of high schools and was very amazed by Griswold High School's ability to understand student needs from the front office staff to administration and that they fully support student needs.

15. Adjournment

MOTION

By Cathy Waselik
Seconded by Kimberly Neilson
To adjourn the regular BOE meeting at 7:20 PM.
Motion unanimously carried.

Minutes prepared by: Robin Drobiak



Dear Mr. Norman,

The Slater Library Board of Trustees gratefully acknowledges the $100 donation from the Board of Education, and thanks you for the support.

Sincerely,
Darlene LaRue for the
Board of Trustees

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

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

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

MEMO

TO: **GPS**

FROM: **Sean P. McKenna, Superintendent of Schools**

SUBJECT: **Morning transportation adjustment for the Middle School/High School Buses only**

DATE: **September 16th, 2026**

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With the exciting rollout of Connecticut's universal free breakfast program for all public school students, we want to ensure every student has ample time to enjoy a healthy meal to start their day. **To accommodate this nutritional offering, we are adjusting our morning transportation schedule for middle school and high school bus routes only.**

All middle school and high school buses will arrive approximately 10 minutes earlier than usual at their designated stops. We sincerely apologize for getting this notice to you so late, but this adjustment has been put into effect starting today so students can take advantage of the morning meal right away. We kindly ask for your patience and collaboration with our bus drivers as everyone adjusts to these updated times. We understand that schedule changes can be challenging, so any middle school or high school student who arrives late over the next few days due to missing a bus will be fully excused.

We sincerely appreciate your understanding and support as we refine our morning routines to support the health and well-being of our students.

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

September 17, 2026

Mrs. Evelyn Cholewa
75 Arrowhead Drive
Griswold, CT 06351

Dear Evelyn,

On behalf of the Griswold Board of Education, I am pleased to invite you to an upcoming Board of Education meeting scheduled for **Thursday, September 24th, 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 First Quarter for the 2026/2027 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: GES Administration
BOE
Personnel File

NEW POLICY

Community Relations

Public Complaints

General Complaint Procedure

The Griswold Board of Education understands that, on occasion, a member of the public will wish to lodge a complaint. Such complaints shall be addressed and resolved as close to their origin of concern as possible.

While members of the community have a right to petition the Board of Education for redress of a grievance, complaints will be referred through the appropriate administrative channels for resolution. Exceptions will be made when the complaint directly concerns Board actions or operations.

The proper channel for complaints related to discipline, instruction, or instructional materials is the teacher. If the complaint is not resolved at that level, it can proceed to the department supervisor, the Principal, the Superintendent, and finally to the full Board.

(cf. 1220 – Citizens' Advisory Committees)
(cf. 1312.3 – Library Material Review and Consideration)
(cf. 5145.2 - Freedom of Speech/Expression)
(cf. 6144 - Controversial Issues)
(cf. 6161 - Equipment, Books, Materials: Provision/Selection)

Legal Reference: *Keyishian v. Board of Regents* 385 U.S. 589, 603 (1967)

President's Council, District 25 v. Community School Board No. 25 457 F.2d 289 (1972), cert. denied 409 U.S. 998 (1976)

Minarcini v. Strongsville City School District, 541 F. 2d 577 (6th Cir. 1976).

Board of Education, Island Trees Union Free School District No. 26 v. Pico, 457 U.S. 853 (1982).

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81).

Connecticut General Statutes

10-238 Petition for hearing by board of education.

Policy adopted:
rev. 1/24
rev 3/24
rev 6/25

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

Griswold Public Schools

Public Complaint Form

Instructions: Please complete this form to initiate a formal review of your concern. Per Board Policy, complaints should be resolved as close to the point of origin as possible. Before filling out this form, please ensure you have attempted to resolve the matter with the staff member most directly involved (e.g., the teacher for matters of instruction or discipline).

Section 1: Contact Information

- Full Name: _____
- Address: _____
- Phone Number: _____ Email: _____
- Date of Submission: _____

Section 2: Nature of Complaint

Please indicate the primary area of concern:

- ☐ Instruction / Curriculum
- ☐ Discipline / Student Behavior
- ☐ Instructional Materials
- ☐ Board Operations / Policy
- ☐ Other: _____

Section 3: Details of the Concern

Description: Please provide a concise statement of the facts. Include dates, specific incidents, and names of individuals involved where applicable.

Section 4: Resolution History

To adhere to the "Proper Channels" requirement of Policy 1312, please indicate who you have already spoken with regarding this matter:

1. **Teacher / Staff Member:** ☐ Yes ☐ No Date: _____
2. **Department Supervisor:** ☐ Yes ☐ No Date: _____
3. **Building Principal:** ☐ Yes ☐ No Date: _____

What was the outcome of these previous discussions?

_____
_____
_____
_____

Section 5: Requested Remedy

What specific action or resolution are you seeking?

_____ _____
_____ _____
_____ _____
_____ _____

Administrative Routing (For Office Use Only)

Current Level of Review:

- ☐ Level 1: Teacher/Staff Member
- ☐ Level 2: Department Supervisor/Principal
- ☐ Level 3: Superintendent
- ☐ Level 4: Board of Education (Final Appeal)

Date Received: _____ **Received By:** _____

Important Note on Procedure

Except for complaints directly concerning Board actions, all grievances must follow the chain of command:

Teacher ⇨ **Supervisor/Principal** ⇨ **Superintendent** ⇨ **Board of Education**

Community Relations

Public Complaints

The Board of Education welcomes comments and suggestions for improvement from the citizens whom it serves. Constructive criticism of the schools is welcome whenever it is motivated by sincere desire to improve the quality of the educational program or to allow the schools to do their tasks more effectively. However, the Board has confidence in its professional staff and desires to support their actions in order that they be free from unnecessary, spiteful or negative criticism and complaint. Therefore, whenever a complaint is made directly to the Board as a whole or to a Board member as an individual, it will promptly be referred to the school administration for study and possible solution.

Since individual Board members have no authority to resolve complaints, other than by formal Board action, Board members shall refer persons making complaints about the schools to the most immediate level at which the problems can be resolved and, as may be necessary, through lines of organization to the Superintendent of Schools. The Board expects that the administration will develop a procedure for receiving complaints, including a written notation of the complaints, and that it will take steps to make a proper reply to the complainant.

Anonymous complaints provide no avenue for response or redress of the complaint. Therefore, it is the policy of the Board that such complaints will not be pursued. An unsigned complaint will not be read or acted upon at any meeting of the Board and anonymous telephone complaints will not be brought to the Board by any individual Board member, administrator or other District employee. The administration will not act on any anonymous complaint.

The Board advises the public that the proper channeling of complaints involving instruction, discipline, or learning materials is as follows:

1. Teacher
2. Principal
3. Superintendent
4. Board of Education

Parents should be made aware of the proper channels of communication and appeal. Complaints for which specific resolution procedures are provided shall be directed through those channels. The decision of the Principal regarding a student must include notice to the parents of the next step of appeal. Any appeal from the decision of the Superintendent to the Board shall be in writing and signed.

If the complaint cannot be resolved at the building level, either party is encouraged to bring the matter to the attention of the Superintendent of Schools.

Community Relations

Public Complaints (continued)

If all other remedies have been exhausted and a complaint cannot be satisfactorily resolved, the complaint may be appealed to the Board of Education. No appeal will be heard by the Board and no charges or accusations against an employee will be investigated unless the accusations are reduced to writing, signed by the party making the complaint, and presented to the Board through the Superintendent.

The Board will not consider or act upon complaints that have not been explored at the appropriate level or complaints for which specific resolution procedures have been established that do not include Board review. If the Board decides to hear the complaint, the Board shall make a decision, which shall be sent to all interested parties. The Board's decision is final.

Request for Re-Evaluation of Instructional Materials

The following procedure shall be followed whenever there is a request for the evaluation of instructional material other than textbooks:

1. The Superintendent shall establish an ad hoc review committee broadly representative of:

   A. Teachers competent in the area of the content covered by the material.
   B. Administrators, directors, and supervisors appropriate to the level and/or subject for which material is used.
   C. A media specialist who shall serve on the review committee.

2. Objections to materials and requests for re-evaluation must be presented in writing on the proper form. Request for Re-Evaluation of Materials forms are available in the office of the Superintendent.

3. Initial action on a written request on the proper form shall be taken no later than fifteen school days after receipt of the request.

4. A written report from the review committee shall be submitted to the Superintendent. The Superintendent shall then communicate his or her decision to the person requesting the re-evaluation.

5. Should the decision of the Superintendent not satisfy the person requesting the re-evaluation, the Board of Education may hold a special hearing to review the Superintendent's decision.

6. Once instructional material has been adopted and re-evaluated the material cannot be subject to further review without special approval by the Board of Education. Challenged instructional materials shall remain in use in the schools pending a final decision by the Board of Education.

Community Relations

Public Complaints

Request for Re-Evaluation of Instructional Materials (continued)

Legal Reference: *Keyishian v. Board of Regents* 385 U.S. 589, 603 (1967)

President's Council, District 25 v. Community School Board No. 25 457 F.2d 289 (1972), cert. Denied 409 U.S. 998 (1976)

Minarcini v. Strongsville City School District, 541 F. 2d 577 (6th Cir. 1976)

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81).

Connecticut General Statutes

10-238 Petition for hearing by board of education.

Policy adopted: November 25, 2013 GRISWOLD PUBLIC SCHOOLS
Griswold, Connecticut

~~1312~~
~~Form #1~~

~~GRISWOLD PUBLIC SCHOOLS~~

~~PUBLIC COMPLAINTS CONCERNING SCHOOL PERSONNEL~~

~~Person(s) to whom complaint(s) are addressed~~ _____
_____
_____

~~Complainant: Name~~ _____
~~Address~~ _____
~~Telephone~~ _____

~~Complainant represents:~~ _____ ~~himself/herself~~
_____ ~~(Name of organization)~~
_____ ~~(Identify other group)~~

~~Nature of Complaint: (be specific: dates, time, person(s) involved, etc.)~~
_____
_____
_____
_____
_____
_____
_____
_____
_____

_____
_____ ~~Signature of Complainant~~

_____
_____ ~~Date~~ ~~Time~~

~~Received by:~~ _____
~~Superintendent of Schools~~

~~Disposition of Complaint:~~ _____
_____
_____
_____
_____

~~Received by:~~ _____
~~Complainant~~

A policy to consider.

Personnel -- Non-Certified

Paraeducators/Title I Paraeducators

All support staff positions in the school system shall be established initially by the Board.

All paraeducators who provide instructional support for students in Title I Schoolwide Programs and Targeted Assistance Programs shall meet the qualifications set forth in federal law and regulations.

Support staff employees, unless otherwise designated by contract, shall be considered "at will" employees who serve at the pleasure of the Board and shall have only those employment rights expressly established by Board policy. Support staff members shall be employed for such time as the district is in need of or desirous of the services of such employees.

Paraeducators

The Board shall employ teacher aides to work under the general supervision of the Superintendent and to assist teachers in such duties as:

1. Managing and maintaining records, materials, and equipment.
2. Attending to the physical needs of children.
3. Performing other limited services to support teaching duties when such duties are determined and directed by a teacher or administrator.
4. Lunchroom duties.

Qualification

In compliance with applicable legal requirements, the Board shall require all paraeducators with instructional duties that are hired in a Title I school program to have a secondary school diploma or its recognized equivalent and to have:

1. Completed at least two years of study at an institution of higher education;
2. Obtained an Associate's or higher degree; or
3. Met a rigorous standard of quality through a formal state or local academic assessment.
4. The district will not hire Title I paraeducators who do not meet these standards.

Exception to these requirements may be made with regard to paraeducators who act as translators or who coordinate parent involvement activities.

The Professional Development and Evaluation Committee shall develop, evaluate, and annually update a comprehensive local professional development plan for paraeducators of the district.

Personnel -- Non-Certified

Paraeducators/Title I Paraeducators

Paraeducators (continued)

The annual program of professional development shall be made available at no cost to the paraeducator. The program must be at least eighteen (18) hours in length, with a preponderance of time spent in a small group or individual instructional setting. The professional development program must (1) be a comprehensive, sustained and intensive approach to improving paraeducator effectiveness in increasing student knowledge achievement; (2) focus on refining and improving various effective instruction methods that are shared between and among paraeducators; (3) foster collective responsibility for improved student performance; and (4) include training in culturally responsive pedagogy and practice. The program must also be comprised of professional learning that (1) is aligned with rigorous state student academic achievement standards; (2) is conducted among paraeducators at the school and facilitated by principals, coaches, mentors, distinguished educators, or other appropriate teachers; (3) occurs frequently on an individual basis or among groups of paraeducators in a job-embedded process of continuous improvement; and (4) includes a repository of best practices for instruction methods developed by paraeducators within each school that is continuously available to such paraeducators for comment and updating. The principles and practices of social-emotional learning and restorative practices must be integrated throughout the components of the program.

The Board shall offer professional development activities to paraeducators as part of a paraeducator's professional development plan. These professional development activities may be made available directly by the Board of Education, through a RESC or cooperative arrangement with another board, or through arrangements with any CSDE-approved professional development provider. The activities must be consistent with any goals identified by the paraeducator and Board.

Paraeducators are employed so that the certified staff may direct their energies to the students' education. The Principal and the supervising teacher are jointly responsible for making final decisions related to the duties and responsibilities to be assigned to a paraeducator.

In each case, the Board shall approve a statement of job requirements as presented by the Superintendent. This shall be in the form of a job description setting forth the qualifications for the job, a detailed list of performance responsibilities and any required physical capabilities.

Only the Board may eliminate a position that it has created.

Title I Paraeducators

A Title I paraeducator is an individual who provides instructional support for students in a Title I Schoolwide or Targeted Assistance Program, supported with Title I, Part A funds.

Personnel -- Non-Certified

Paraeducators/Title I Paraeducators

Title I Paraeducators (continued)

Title I paraeducators may perform the following instructional support duties:

- One-on-one tutoring for eligible students if the tutoring is scheduled at a time when the student would not ordinarily be receiving instruction from the regular teacher
- Assist in classroom management
- Conduct parent involvement activities
- Assist in computer instruction
- Provide instructional support in a library or media center
- Act as a translator
- Provide instructional support services under the direct supervision of qualified teachers

Title I paraeducators may assume limited non-instructional duties, even if they benefit non-Title I students, in the same proportion to their total work time as non-Title I paraeducators.

Title I paraeducators do not include individuals who have only non-instructional duties such as providing technical support for computers, providing personal care services or performing clerical duties.

Qualifications

Title I paraeducators must have earned a secondary school diploma or demonstrated through a formal local academic assessment the knowledge of and ability to assist in instructing, as appropriate:

a. Reading/language arts, writing and mathematics; or
b. Reading readiness, writing readiness, and mathematics readiness.

Requirement Specific to Paraeducators Providing Special Education or Related Services

Parents of children receiving special education services are required to be notified of their right to have the paraeducator assigned to their child to attend and participate in all portions of the PPT at which an educational program for the child is developed, reviewed, or revised. If the parent, guardian, student, or surrogate parent makes such a request, the Board shall provide the following:

1. Adequate notice of the PPT meeting to the paraeducator, allowing the paraeducator adequate time to prepare.
2. Training, upon request of the paraeducator, on the role of the paraeducator at the meeting.

Personnel -- Non-Certified

Paraeducators/Title I Paraeducators

Requirement Specific to Paraeducators Providing Special Education or Related Services (continued)

Following the PPT meeting, the paraeducator who is providing special education or related services to the student shall be permitted to view the child's educational program in order to provide services to the student in accordance with the educational program.

Any paraeducator providing special education or related services to a student is required to review the student's IEP with a supervisor as needed.

Notice to Parents

An annual written notice shall be provided to parents of students enrolled in a Title I Schoolwide or Targeted Assistance Program telling them they may request information about any paraeducators who provide instructional support for their child. The notice may be combined with a notice regarding Title I teacher qualifications.

NOTE: *The requirements outlined in this policy apply to all paraeducators who work in a school that qualifies as a Title I Schoolwide Program, whether or not their salaries are paid with Title I funds. For Targeted Assistance Programs, only those paraeducators who provide instructional support to students in the Title I Program are subject to the requirements.*

Legal Reference:

42 U.S.C. 653(a) Personal Responsibilities and Work Opportunity Reconciliation Act

15 U.S.C. et. seq., Fair Credit Reporting Act

Section 1111(g)(2)(M), ESEA

20 C.F.R. 200.59 Federal Regulations

Public Act 23-159, Section 12

Public Act 24-41, An Act Concerning Educator Certification, Teachers, Paraeducators and Mandated Reporter Requirements, Sections 20-38

An optional policy on this topic.

Students

Homeless Students

Children in Foster Care

The Board of Education (Board) recognizes that children and youth in foster care represent one of the most vulnerable student subgroups in this country. The Board recognizes the importance of collaboration and joint decision-making between child welfare agencies and educational agencies to meet the needs of this group. Further, the Board shares the belief that the educational stability of children in foster care is a joint responsibility of educational and child welfare agencies. In order to successfully implement the provisions of the ESSA pertaining to children and youth in foster care, these entities need to collaborate continuously in order to meet the ESSA Title I educational stability provisions, effective December 10, 2016.

The new requirement under Title I of the ESSA highlights the need to provide educational stability for children in foster care in order to limit educational disruption to ensure that children who move in foster care remain in their schools of origin unless it is determined to be in their best interest to change schools. If such change is made, the child must be enrolled in his/her new schools without delay.

Definitions

1. **Foster care** means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and preadoptive homes.

2. **School of origin** is the school in which a child is enrolled at the time of placement in foster care. An SEA and its local districts must ensure that a child in foster care enrolls or remains in his or her school of origin unless a determination is made that it is not in the child's best interest. (ESEA section 1111(g)(1)(E)(i)). If a child's foster care placement changes, the school of origin would then be considered the school in which the child is enrolled at the time of the placement change.

3. **Immediate enrollment** means that a child in foster care should be enrolled in a new school as soon as possible in order to prevent educational discontinuity. In addition, enrollment must not be denied or delayed for any population of students (e.g., justice-involved youth in foster care, students with disabilities receiving special education and related services, or ELs receiving language services) because documents normally required for enrollment have not been provided. (ESSA section 1111(g)(1)(E)).

Students

Homeless Students

Children in Foster Care

Definitions (continued)

The enrolling school must immediately contact a child's school of origin to obtain the relevant records and documentation (ESSA section 1111(g)(1)(E)(iii)), and the school of origin should immediately transfer those records. In addition to ensuring immediate enrollment, local districts should also ensure that children in foster care are regularly attending and fully participating in school and that their educational needs are being met. The District shall take affirmative steps, as deemed necessary, to revise policies that are barriers to enrollment and attendance for children in foster care.

The Board recognizes that the State Department of Education must ensure that the District implements the Title I educational stability requirements for children in foster care, including ensuring that:

- A child in foster care remains in his or her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest;
- If it is not in the child's best interest to stay in his or her school of origin, the child is immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment; and
- That the new (enrolling) school immediately contacts the school of origin to obtain relevant academic and other records. (ESEA section 1111(g)(1)(E)(i)-(iii)).

The District will collaborate with State and tribal child welfare agencies to implement the Title I educational stability provisions. (ESEA section 1111(c)(5)). The district is prepared to work closely with child welfare agency counterparts to tailor processes and procedures to the unique local context. This includes determining with the State or local child welfare agency what documentation or records should be shared, establish criteria to be used in any decision-making process, and identify a structure, such as regularly scheduled meetings, in which relevant individuals can participate in a particular process.

Note: A child welfare agency administering plans under Title IV-E and IV-B of the Social Security Act is required to include a plan for ensuring the educational stability of a child in foster care in the child's case plan (the educational stability plan). This plan must include: 1) an assurance that each placement of the child in foster care takes into account the appropriateness of the current educational setting and the proximity to the school in which the child was enrolled at the time of placement; and 2) an assurance that the child welfare agency has coordinated with the LEA(s) to ensure the child can remain in that school, or if remaining in that school is not in the child's best interest, an assurance that the child will be enrolled immediately in a new school and that the new school obtains relevant academic and other records. These assurances relate to the circumstances at the time of the child's initial placement into foster care, as well as each time a child moves to a different foster care placement. (See Section 475(1)(G) of the Social Security Act.)

Students

Homeless Students

Children in Foster Care (continued)

The District, offering a public preschool education, will also meet the Title I requirements for children in foster care in preschool, including ensuring that a child in foster care remains in his or her preschool of origin, unless a determination is made that it is not in the child's best interest. (ESSA section 1111(g)(1)(E)).

Special Education Foster Children

The IDEA requires that the educational placement of each eligible child with a disability, including children with disabilities in foster care, be determined at least annually, and be based on the child's IEP in accordance with the child's individual needs. Unless the child's IEP requires some other arrangement, the child is educated in the school that he or she would attend if not disabled.

English Learners Foster Children

Children in foster care who are also English learners (ELs); students identified as having limited English proficiency in speaking, listening, reading, or writing English, identified through District procedures requires ensure that all EL students, including EL students in foster care, can participate meaningfully and equally in educational programs.

Child's Best Interest Determination

Whenever a child is placed or receives a new foster care placement, the Department of Children and Families (DCF) in collaboration with the child's school district and key caregivers in the child's life, will take into consideration all factors relating to a child's best interest. These factors include the appropriateness of the current educational setting and proximity of placement. (ESEA section 1111(g)(1)(E)(i)).

Note: SEAs, LEAs, and child welfare agencies have flexibility in determining which factors should be considered as part of evaluating the appropriateness of the current educational setting, as well as any additional factors that pertain to a child's best interest. Though the specific factors may vary depending on context, in order to make a holistic and well-informed determination, a variety of student-centered factors should be considered. These factors may include:

Students

Homeless Students

Children in Foster Care

Child's Best Interest Determination (continued)

When making the determination of the child's best interest, all factors relating to the child's best interest, will be considered, including, but not limited to:

- Student's age and grade level;
- Time of academic year and academic performance;
- Preferences of the child, when age appropriate;
- Preferences of the child's parent(s) or education decision maker(s);
- The child's attachment to the school, including meaningful relationships with staff and peers;
- Placement of the child's sibling(s);
- Anticipated length of time in placement and whether reunification is the family goal;
- Mental and medical health of the child and the influence of the school climate on the child, including safety;
- The appropriateness of the current education setting, including the availability and quality of the services in the school to meet the child's educational and socioemotional needs;
- Current educational goals, including individualized education program (IEP) goals and objectives for a student with an IEP;
- History of school transfers and how they have impacted the child;
- How the length of the commute would impact the child, based on the child's developmental stage; (Proximity and travel time to the school that the child is enrolled in at the time of placement.)
- Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and
- Whether the child is an EL and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the EEOA.

While there is a presumption under C.G.S. 17a-16a that remaining in the school of origin is in a child's best interests, an individualized best interests analysis is required in every case.

Transportation costs should not be considered when determining a child's best interest.

Note: Although Title I does not prescribe a specific timeline for making a best interest determination, the District should make this determination as quickly as possible in order to prevent educational discontinuity for the child. To the extent feasible and appropriate, the District must ensure that a child remains in his or her school of origin while this determination is being made.

Students

Homeless Students

Children in Foster Care (continued)

Point of Contact Designation

The District designates the Griswold Director of Student Services or his/her desginee for Homeless Students (or a different individual) (even if the child welfare agency has not yet notified them in writing of their corresponding point of contact person). The contact information for these individuals should be made public so that child welfare agencies can easily reach them.

Some of the roles and responsibilities of the District Liaison for Homeless Students, subject to State guidelines, include:

- Coordinating with the corresponding child welfare agency Point of Contact (POC) on ensuring educational stability for children in foster care;
- Ensuring smooth implementation of the ESSA educational stability provisions;
- Leading the development of a process for making the best interest determination and coordinating the best interest determination process among DCF, the child, the child's school, parents, foster parents, child's attorney or other placement providers;
- Documenting the best interest determination for each child;
- Facilitating the immediate transfer of records and immediate enrollment in cases where a child does not remain in a school of origin;
- Facilitating data sharing with DCF, consistent with FERPA and other privacy protocols;
- Developing and coordinating local transportation procedures, collaborating with DCF;
- Managing best interest determinations and transportation costs disputes;
- Providing to DCF the name and contact information of the child's current transportation provider, the current District cost of transportation to and from the child's former placement and the school of origin and the estimated cost of transportation to and from the child's new placement and the school of origin;
- Ensuring that children in foster care are enrolled in and regularly attending school; and
- Providing professional development and training to school staff on the Title I provisions and educational needs of children in foster care, as needed.

The federal guidelines indicate that States should issue State-specific guidance that details the roles and responsibilities of the local POC.

Students

Homeless Students

Children in Foster Care (continued)

Transportation

The District will collaborate as required with DCF to develop and implement clear written procedures governing how transportation to maintain children in foster care in their schools of origin, when in their best interest, will be provided, arranged, and funded for the duration of the child's time in foster care. These procedures must ensure that:

- Children in foster care needing transportation to their schools of origin will promptly receive that transportation in a cost effective manner under a transportation plan jointly developed by DCF and the District and in accordance with section 475(4)(A) of the Social Security Act; and
- If there are additional costs incurred in providing transportation to the school of origin, the LEA will provide such transportation if (1) the local child welfare agency agrees to reimburse the LEA for the cost of such transportation; (2) the LEA agrees to pay for the cost; or (3) the LEA and local child welfare agency agree to share the cost. (ESEA 1112(c)(5)(B)).

The District will ensure that a child in foster care needing transportation to the school of origin receives such transportation for the duration of the time the child is in foster care. (ESEA section 1112(c)(5)(B)). When a child exits foster care, the District should continue to prioritize the child's educational stability, consider each child's best interest on a case-by-case basis, and, when possible, make every effort to continue to ensure transportation is provided through the end of the school year, if needed, when remaining in the school of origin would be in the child's best interest.

A cost effective plan based on the District and DCF working together shall be established to determine whether transportation can be provided for minimal or no additional costs. Examples of no-cost or low-cost options for transportation that local school districts and local child welfare agencies could explore include whether:

- The child may be dropped off at a school bus stop near the existing transportation system for the school of origin;
- Public transportation options exist, if the child is of an appropriate age and has or is able to acquire the skills to utilize such options;
- The foster parents or other family member(s) are willing and able to transport the child to school;
- There are pre-existing bus routes or stops close to the new foster care placement that cross district boundaries, such as bus routes for magnet schools and transportation for homeless students as required by the McKinney-Vento Act; and
- The child is already eligible for transportation covered by other programs. For example, IDEA funds may be used to pay for transportation services if the child's IEP Team determines transportation is a related service that is required in order for a child with disabilities in foster care to receive FAPE.

Students

Homeless Students

Children in Foster Care

(cf. 5118.1 - Homeless Students)
(cf. 5141.3 - Student Health Assessments and Immunizations)
(cf. 5141.4 - Child Abuse and Neglect)

Legal Reference: Connecticut General Statutes
10-253(e) School privileges for children in certain placements, non-resident children and children in temporary shelters.
17a-16a School placement for children in out-of-home care. Nexus school districts.
17a-101 Protection of children from abuse. Reports required of certain professional persons. When child may be removed from surrounding without court order.
17a-103 Reports by others.
17a-106 Cooperation in relation to prevention, identification and treatment of child abuse and neglect.
46b-120 Definitions.
"Guidance on the Implementation of Every Student Succeeds Act Provisions Re: Foster Children – June 5, 2017" promulgated by Connecticut State Department of Education
McKinney-Vento Homeless Assistance Act, (PL 107-110-Sec 1032) 42 U.S.C. §11431-11435, as amended by the ESSA, P.L. 114-95.
Federal Register: McKinney-Vento Education for Homeless Children and Youths Program, Vol. 81, No. 52, 3/17/2016.
Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g.)
Dept. of Educ. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. Implementing FERPA enacted as part of 438 of General Educ. Provisions Act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96, and Final Rule 34 CFR Part 99, December 9, 2008, December 2, 2011.
ESSA, Part A (Title I)
Uninterrupted Scholars Act
Social Security Act

Policy adopted:
cps 6/17

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

STUDENT IN FOSTER CARE EDUCATIONAL BEST-INTEREST FACTORS

This form provides information that will help the Department of Children and Families (DCF) to determine whether it is in a student in foster care's best interest to remain in the school of origin when there is an initial placement in foster care or a change in placement and to evaluate what is best for the student academically. A student in foster care may remain at his or her school of origin unless a determination is made that it is not in the child's best interest. "School of origin" is defined as the school that the student is attending at the time of the student's placement in foster care or of a change in placement.

This form should be completed by a representative from the student's school of origin who is knowledgeable about the student and is able to provide feedback on how changing schools would impact the student's academic, social, and emotional well-being; significant relationships that the student may have formed with staff and peers; and other factors. This person could be the student's teacher, counselor, coach, the foster care liaison, or other meaningful person in the student's life.

This completed form should be provided to the District foster care liaison, who will share the form with the student's education decision-maker and caseworker.

Student's name: _____ Student's grade level: _____

Student's school of origin: _____

Name and title of person completing form: _____

Relationship to student: _____

Has the student expressed any preferences regarding which school the student will attend? Please provide details.

_____

Has the student expressed any feelings about safety or other relevant aspects regarding the environment at the school of origin? Please provide details.

_____

How is the student performing academically?

_____

Does the student participate in any specialized instruction, such as a gifted and talented, ELL, or career and technical program? Please describe.

_____

_____

In your opinion, will remaining in the school of origin positively impact the student's academic performance? Please explain.

Describe any meaningful relationships the student has formed with District staff at the school of origin.

Describe any meaningful relationships the student has formed with other District students at the school of origin.

Describe the student's participation in any extracurricular or after-school activities.

Describe any other ties the student has to the school of origin.

In your opinion, will remaining in the school of origin positively impact the student's social, emotional, or behavioral well-being? Please explain.

Signature: _____

Date: _____

INDIVIDUAL TRANSPORTATION PLAN TEMPLATE FOR STUDENT IN FOSTER CARE

For additional guidance, see the U.S. Department of Education and Health and Human Services' Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care.

Based on the determination that it is in the student's best interest to remain in the school of origin, this plan addresses how transportation to the school of origin will be provided, arranged, and funded. The goal of this plan is to allow the student to remain in the school of origin without interruption.

In developing this transportation plan, participants evaluated student safety, cost effectiveness, reliability, and time and distance of the commute. Efforts were made to avoid or mitigate any additional costs.

Student Information:

Student's name:_____ Student's grade level:_____

Student's foster parent or caregiver:_____

Student's school of origin:_____

Address at which student is currently living:_____

School that the student would attend based on current address:_____

Participants in Plan Development:

The following District personnel were involved in the development of this plan: (List the name and position as appropriate.)

☐ District foster care liaison
Name:_____

☐ Title I Director
Name:_____

☐ Transportation director
Name:_____

☐ McKinney-Vento homeless liaison
Name:_____

☐ Special education director
Name:_____

☐ Principal at school of origin
Name:_____

_____

☐ Principal at school student would otherwise attend
Name:_____

_____

☐ Other: (List other relevant federal programs staff, personnel from assigned school if not within District boundaries, and the like.)_____

_____

The following representatives of DCF were involved in the development of this plan: (List names and positions as appropriate.)

☐ Education decision-maker
Name:_____

_____

☐ Caseworker
Name:_____

_____

☐ Foster parent or caregiver, if different from the educational decision-maker
Name:_____

_____

☐ Court-appointed special advocate (CASA) liaison
Name:_____

_____

☐ Other
Name:_____

_____

Additional Costs of Transportation:

Note: (Additional costs reflect the difference between what the District would spend to transport a student to the assigned school and the cost of transporting a student in foster care to his or her school of origin. In accordance with the federal Non-Regulatory Guidance, if the District is able to provide transportation through an established bus route, there are no additional costs. If the District will reroute buses or provide transportation through a private vehicle or transportation company, the District may consider as additional costs the cost of rerouting buses or the difference between the special transportation costs and the usual transportation costs.)

As a comparison for determining whether additional costs will be incurred in transporting the student to the school of origin, the cost of transporting the student to the school that the student would otherwise attend is estimated to be: _____

The cost estimate of providing transportation under this plan, including administrative costs such as additional staff time to coordinate the transportation, is estimated to be:_____

_____

Thus, the cost of providing daily transportation for the student to the school of origin under this plan (does/does not) require additional costs. These additional costs will be funded in the following manner: (Describe how the additional costs will be funded.)

Transportation: (For each situation below, describe details of the transportation method. Identify which individuals are responsible for each segment of the commute, including whether an adult will be needed to accompany younger students on any segments; sign-off procedures to ensure that the student successfully complete each segment, and the like.)

Until the daily transportation method can be fully implemented, immediate transportation to the school of origin will be provided in the following manner:

_____

_____

Daily transportation to the school of origin will be provided in the following manner:

_____

_____

_____

_____

If it is known in advance that the daily transportation method will not be available, transportation will be provided in the following manner:

_____

_____

_____

Should the daily transportation method not be available based on an unanticipated event, the following action steps will be initiated to ensure the student is able to get to school on time: (Describe the steps that should be taken, by whom, and by what time.)

_____

_____

_____

The student participates in after-school activities on the following days that require adjustments to the daily transportation method: (Describe the days and times of after-school activities.)

_____

_____

_____

_____

Transportation on these days will be provided in the following manner:

_____

_____

_____

Review and Termination:

This plan will be reviewed when any circumstances have changed that affect implementation of the plan and at the beginning of each semester.

Upon the student's exit from foster care, the _____ (Identify the title and name of the responsible DCF staff) will notify the District foster care liaison so that this transportation plan may be reviewed.

Foster care liaison's signature:

_____ Date:_____

Superintendent's signature: (Or signature of other District official who has authority to approve any additional expenditures required by this plan.)

_____ Date:_____

DCF education decision-maker's signature:

_____ Date:_____

Foster parent or caregiver's signature: (If different from the educational decision-maker.)

_____ Date:_____

Students

Reporting to Parents

District/School Report Cards

To provide pertinent information regarding the academic performance of the district and its schools, the Board shall annually develop and publicly disseminate a district report card and report cards for the individual schools, the Profile and Performance Report, in accordance with federal and state laws and regulations.

The Board, at its discretion, may include additional information not required by law on the district's Profile and Performance Report.

District Report Cards

District report cards and the Profile and Performance Report shall contain the following information:

1. Aggregate data on student achievement on state academic assessments in reading/language arts, mathematics, and science and disaggregated data reflecting race, ethnicity, gender, disability, migrant status, English proficiency and status as economically disadvantaged, via the District Performance Index (DPI).
2. Comparison of above student groups regarding achievement levels on state assessments.
3. Information on district data pertaining to percent of students in grades 4 and 8, who tested at each NAEP achievement level (below basic, basic, proficient and advanced) disaggregated by major racial and ethnic groups, students with disabilities, English learners and economically disadvantaged students on the National Assessment of Educational Progress (NAEP).
4. District Performance Index trend data in achievement disaggregated reflecting race, English Learners, status as economically disadvantaged, disabled, high needs and district total.
5. Extent of use of alternate assessments for students with the most significant cognitive disabilities. (number and percentage of students, by grade and subject)
6. Number and percentage of recently arrived English learners exempted from one administration of the reading/language arts assessments or whose results are excluded from certain state accountability system indicators.
7. Percentage of students in grades 4, 6, 8, 10 meeting or exceeding the "Health Fitness Zone Standard" on the Connecticut Physical Fitness Assessment (CPFA); also compared to state results.
8. Graduation rates for secondary schools, disaggregated by student groups, tabulated as a four year cohort and also as an extended six year cohort graduation rate.

Students

Reporting to Parents

District Report Cards (continued)

9. Information on district's performance and the number, percentage and names of schools identified for improvement, including how long they have been so identified.

10. Progress toward state-designed long term goals for academic achievement, graduation rates and English learners achieving English language proficiency disaggregated by major racial and ethnic groups, disabilities, English learners, and economically disadvantaged students.

11. Enrollment data, as of October 1, disaggregated by gender, race, ethnicity, English proficiency, disabilities and status as economically disadvantaged.

12. Number and percentage of students enrolled in preschool, disaggregated by major racial and ethnic groups, disabilities, English learners and gender.

13. Attendance and discipline data, in the categories of chronic absenteeism (excused and unexcused) and suspensions/expulsions disaggregated by gender, race, ethnicity, English proficiency, disabilities and status as economically disadvantaged. (in-school suspensions, out-of-school suspensions, expulsions, school-related arrests, referrals to law enforcement, incidents of violence) Percentage of students assessed and not assessed on state academic assessments, (participation rates) (Disaggregated by all, racial and ethnic groups, children with disabilities, English learners, economically disadvantaged, gender, and migrant status)

14. Participation rates for students with disabilities and for English learners on the NAEP.

15. Data pertaining to percentage of 9th graders earning at least five full-year credits in the year and no more than one failing grade in English, Mathematics, Science or Social Studies.

16. Percentage of students in grades 9 through 12 participating in at least one dance, theater, music or visual arts course in the school year.

17. Comparison of district students' achievements on state assessments to students in the state as a whole.

18. Data on educator qualifications, disaggregated by high and low poverty schools; the number and percentage of:

    a. inexperienced teachers, principals, and other school leaders;
    b. teachers teaching with emergency and provisional credentials;
    c. teachers who are not teaching in the subject field for which the teacher is certified or licensed.

    (Note: SEA required to define "inexperienced")

19. Classroom teacher attendance citing average number of days absent due to illness or personal time within district and compared to state average.

Students

Reporting to Parents

District Report Cards (continued)

20. Data pertaining to staff, including full-time equivalent count of teachers, instructors and paraprofessionals in general education and special education; administrators, coordinators and department chairs at the central office level and school level; library staff; instructional specialist who support teachers; counselors, social workers and psychologists; school nurses; and other staff providing support and non-instructional services.

21. Information about efforts to reduce racial, ethnic and economic isolation.

22. Special education data including identification rates by primary disability, achievement data, and number of students placed out-of-district in public schools in other districts or private schools or other settings.

23. Information about school district improvement plans and parental outreach activities.

24. Information about the equitable allocation of resource among district schools.

25. Number and percentage of students enrolled in accelerated course work (e.g., AP, IB) disaggregated by major racial and ethnic groups, disabilities, English learners and gender.

26. Data pertaining to college entrance and persistence by District and disaggregated by gender, race, English proficiency, status as economically disadvantaged.

27. Data pertaining to overall expenditures, special education expenditures and percent of expenditures by source.

28. Data pertaining to per-pupil expenditures (actual personnel and actual non-personnel) for the District and for each school, disaggregated by the source of funds (Federal, State and local), including, but not limited to, expenditures for administration, instruction, instructional support, student support services, pupil transportation services, operations and maintenance of plant, fixed charges, preschool, net expenditures to cover deficits for food services and student body activities, and any additional current expenditure categories designated by the State Department of Education, which may not include community services, capital outlay or debt service.

    Data pertaining to percentage of students in grades 11 and 12 achieving benchmark scores on at least one of the following: Smarter Balanced 11th or SAT, or ACT or AP or IB.

29. Data pertaining to students in grades 11 and 12 participating in at least one of the following during high school – two courses in AP/IB dual enrollment, or two courses in one of seventeen CTE (Career Technical Education) categories or two workplace "courses" in any area.

30. Data pertaining to students with disabilities who spend 79.1 to 100 percent of time with non-disabled peers.

31. Statistics from Connecticut's "Next Generation Accountability System" which is based on a broad set of 12 indicators. (Accountability Index)

Students

Reporting to Parents (continued)

School Report Cards

School report cards shall contain the following information:

1. Same information contained on the district report card.
2. Whether the school has been identified for improvement.
   - Amount of school improvement funds received
   - Types of strategies implemented by the school
3. Information that compares the school's students' achievement on state assessments to students in the district and the state as a whole.

The Superintendent or designee shall be responsible to ensure:

1. Required information is annually updated and posted.
2. District report card and school report cards are provided to parents in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.
3. District and school report cards are made available to the public through posting on the Internet, distribution to the media, and distribution to public agencies.
4. Public access is provided to the state report card and the school profile maintained by the state.

Legal Reference: Connecticut General Statutes
10-220(c) Duties of boards of education
PA 06-167 An Act Concerning Parental Involvement Reporting in School Profiles)



Griswold Public Schools

Capital Requests

2027-2028 School Year

District Mission

Griswold Public Schools educates for excellence by ensuring our students are connected, by cultivating individual talents, and by fostering a future-driven mindset

District Vision

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

GUIDING CONSIDERATIONS AND TRACKING DOCUMENT

As we start the process of collecting information for the capital committee requests for the 2027-28 school year, there are some guiding thoughts to keep in mind. Additionally, we have included a tracking table (on the next page) to document the different developments, revisions, additions, and/or changes that happen along the way.

CONSIDERATIONS

- This document is a "work in progress," which means that the final, adopted version may look very different from what was originally presented.
- As has been the case in previous years, in the event that the administration can remove a capital committee submission due to another feasible funding pathway, that could very well happen. There are some items we were able to address with unexpended funds from last year's operating budget.
- Our initial submissions may very well be incomplete, as we are trying to obtain cost estimates, work with different vendors, and make informed decisions at the earliest stages in the process. In some cases, we are still waiting for cost estimates and additional information; once that information is finalized, we will include it in the next iteration and present a revised version to the Board.
- It is completely expected and understood that the BOE will weigh-in, ask for additional information, and/or may re-prioritize submissions before adopting a finalized plan.
- In some cases, for requests that were on last year's list and we don't have an updated cost estimate, we have added an increase if the cost estimate was from a previous cycle. In some cases, cost estimates originated from a couple of years ago. In short, we are aiming to provide the best estimate possible for work that would be scheduled to start after July 1st, 2027.

Tracking Table	
September 10th, 2026	• Presentation to the Griswold Board of Education, Facilities Committee
September 24th, 2026	• Presented to the Griswold Board of Education. Due to the timeline of submission of facilities requests, it is anticipated that the Board will forward the requests to the Town of Griswold, Capital Committee

Priority/Urgency # 1
Griswold High School School Comprehensive HVAC Assessment for the 5 Year Reporting for the State of Connecticut

In accordance with State of Connecticut requirements for educational facilities, the district conducts annual building checklists. Furthermore, every five years, a comprehensive inspection of school HVAC systems is mandated. This project ensures full compliance with this state oversight requirement.

ESTIMATED COST:	**$21,000**
Plus 10% (due to early cost estimate)	**$2,100**
(APPENDIX A)	**$23,100.00**

Priority/Urgency # 2
Griswold Middle School Comprehensive HVAC Assessment for the 5 Year Reporting for the State of Connecticut

In accordance with State of Connecticut requirements for educational facilities, the district conducts annual building checklists. Furthermore, every five years, a comprehensive inspection of school HVAC systems is mandated. This project ensures full compliance with this state oversight requirement.

ESTIMATED COST:	**$19,800**
Plus 10% (due to early cost estimate)	**$1,980**
(APPENDIX B)	**$21,780.00**

Priority/Urgency # 3
Griswold Elementary School Comprehensive HVAC Assessment for the 5 Year Reporting for the State of Connecticut

In accordance with State of Connecticut requirements for educational facilities, the district conducts annual building checklists. Furthermore, every five years, a comprehensive inspection of school HVAC systems is mandated. This project ensures full compliance with this state oversight requirement.

ESTIMATED COST:	**$18,000**
Plus 10% (due to early cost estimate)	**$1,800**
(APPENDIX C)	**$19,800.00**

Priority/Urgency # 4
Automated Building System Upgrage for Griswold Middle & Elementary School

This would be a needed upgrade to our existing building management system that covers both buildings. Because we do not have a current cost estimate, we are adding a 25% increase.

ESTIMATED COST:	**$16,990**
Plus 25%	**$4,248**
(APPENDIX D)	**$21,238.00**

Priority/Urgency # 5
Wide Area Mower--Lazer Z Diesel

The current wide area mower has experienced a number of repairs, thereby prohibiting maximum workflow and job completions. The current model is over 20 years old. Given that this cost estimate is valid through October 26, 2026, a 10% increase has been added to the cost estimate.

ESTIMATED COST:	**$70,536.00**
Plus 10%	**$7,055.00**
(APPENDIX E)	**$77,591.00**

Priority/Urgency # 6--*repeat project proposal from previous years*
Gymnasium Divider

The gymnasium divider, which was installed in 1992 with the GHS construction project, warrants replacement. This cost estimate covers a complete replacement. Given the recent revitalization of GHS athletics and gym use, this proposal comes forward with obvious importance. The cost estimate comes from 2023.

ESTIMATED COST	**$17,799.00**
Plus 10%	**$1,779.00**
(APPENDIX F)	**$19,578.00**

Priority/Urgency # 7--*repeat project proposal from previous years*
New HVAC System for Griswold High School Chorus Room

This is a new request to install an air-conditioning unit for the GHS Chorus Room, a space that is used consistently throughout the academic year, including evenings and weekends for select practices. Additionally, there are a number of newly purchased instruments that are typically stored in the chorus room, an area that currently does not have air-conditioning or ventilation. In the summer months, to avoid problems associated with humidity, the instruments are stored in another location.

ESTIMATED COST:	**$19,900--HVAC**
	$14,136--Electrical Installation
SUB TOTAL	**$34,036**
Plus 10%	**$3,403**
(APPENDIX G)	**$37,439.00**

Priority/Urgency # 8--*repeat project proposal from previous years*
Outside Concrete Barriers for Protecting Buildings

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

ESTIMATED COST:	**$8,250.00**
Plus 10%	**$ 825.00**
(APPENDIX H)	**$9,075.00**

Priority/Urgency #9--*repeat project proposal from previous years*
Flooring Repair for GMS Middle School Ramp

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

ESTIMATED COST	**$10,557.00**
Pulse 10%	**$ 1,056.00**
(APPENDIX I)	**$11,613.00**

Priority/Urgency # 10--*repeat project proposal from previous years*
Community Multi-Purpose Field Internet Access and Security Cameras

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

ESTIMATED COST	**$35,515.90**
Press Box Connection =	**$16,890.78**
Concession Stand =	**$18,625.12**
Sub total	**$35,515.90**
Plus 10%	**$3,551.59**
(APPENDIX J)	**$39,067.49**

Priority/Urgency # 11
Internal Signage for Griswold High School

This is a new request to address the internal signage in Griswold High School. This request stems from a year ago, given that rooms have changed and some of the signage dates back to when the building was first constructed. The new signage would align to all the new rooms and spaces.

ESTIMATED COST	**$18,000**
Plus 10%	**$1,800**
(APPENDIX K)	**$19,800.00**

Priority/Urgency #12--*repeat project proposal from previous years*
Repair and Seat Replacement at the Griswold High School Gymnasium

Because there are a number of damaged seats in the GHS gym, for spectator viewing, this project proposal warrants serious consideration. The cost proposal details the different color seats to be replaced in the gymnasium. Cost estimates come from last year. The cost estimate comes 2023.

ESTIMATED COST	**$25,130.00**
Plus 10%	**$2,513.00**
(APPENDIX L)	**$27,643.00**

Priority/Urgency #13--*repeat project proposal from previous years*
New carpet for GHS Auditorium

This estimate covers the removal and installation of a new carpet in the GHS Auditorium. The estimate does not include furniture moves. Because we are still waiting for an updated quote, we have added an additional 20% to the cost estimate we received in 2022. The cost estimate comes from three years ago.

ESTIMATED COST $25,554.00
Plus 20% $5,111
APPENDIX M) $30,665.00

Priority/Urgency #14--*repeat project proposal from previous years*
Tennis Court Area

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

ESTIMATED COST $615,000.00 -$675,000.00
(APPENDIX N--see cost proposal)

REMOVED ITEMS

The administration recommends that these items, which were previously on the list for last year's submission, be removed from the 2027-2028 submission because there are new, more pressing priorities that warrant consideration and addressing.

Previously Priority/Urgency # 3
New HVAC System for Griswold High School Gymnasium

This is a new request to install an air-conditioning unit for the GHS gymnasium, a space that is used consistently throughout the academic year, including evenings and weekends by our own teams and also by the Town of Griswold, parks and recreation programs. Additionally, there are a number of programs scheduled during the summer months by the Town of Griswold, parks and recreation programs, and also by other groups. This cost estimate, provided by our partners at NESC, is a preliminary "best estimate" at this point and time, based on current market conditions; in short, this estimate could very well change in the course of the next several months. Note: This estimate is also coupled with the proposal for the new HVAC system for the Griswold High School Cafeteria.

ESTIMATED COST: $389,000

Previously Priority/Urgency # 4
New HVAC System for Griswold High School Cafeteria

This is a new request to install an air-conditioning unit for the GHS cafeteria, a space that is used consistently throughout the academic year, including evenings and weekends for select events. Additionally, there are a number of programs scheduled during the summer months by the Town of Griswold, parks and recreation programs, and also by other groups. This cost estimate, provided by our

partners at NESC, is a preliminary "best estimate" at this point and time, based on current market conditions; in short, this estimate could very well change in the course of the next several months. Note: This estimate is also coupled with the proposal for the new HVAC system for the Griswold High School Gymnasium.

ESTIMATED COST: $309,000

PrePriority/Urgency # 10--*repeat project proposal from previous years*
Community Multi-Purpose Field Future Planning

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

ESTIMATED COST $100,000.00

Consulting Engineering Services, Inc.

CES

June 22, 2026

APPENDIX A

Tom Verville
Director of Facilities
211 Slater Ave
Griswold, CT 06351
TVerville@griswoldpublicschools.org

Re: Griswold High School 5 Year Reporting Cx

Dear Tom,

We are very pleased to have this opportunity to provide you this proposal for professional services. It is our understanding that the project is best described as providing an assessment for the HVAC as it pertains to ventilation for the 5 year reporting for the State of Connecticut. This proposal follows the guidelines associated with Heating, Ventilation, and Air Conditioning 5-Year Reporting Form.

To complete this work, the following items shall be considered as our "Scope of Services" (hereinafter called the "Project") and will be provided by our firm.

School	Location	Square Footage
Griswold High School	267 Slater Ave, Griswold, CT 06351	180,000

GOALS:

1. The ventilation systems inspection and evaluation shall identify to what extent each school's current ventilation system components, including any existing central or noncentral mechanical ventilation system, are operating in such a manner as to provide appropriate ventilation to the school building.

2. The inspection and evaluation shall result in a written report, and such report shall include any corrective actions necessary to be performed to the mechanical ventilation system or the heating, ventilation and air conditioning infrastructure, including installation of filters meeting the most optimal level of filtration available for a given heating, ventilation and air conditioning system, installation of carbon dioxide sensors and additional maintenance, repairs, upgrades or replacement. Based on the findings of the onsite inspection process, a facility assessment report shall be submitted to the schools.

SCOPE OF SERVICES -- INCLUDED

1. HVAC Assessment by CES:
   A. Review of maximum filter efficiency
   B. Verification of ventilation components operation including fans, dampers, filters, etc.
      1) Detailed review of fans/damper/filter operation
      2) Applies to 11 AHU's, 2 DOAS units, 12 Exhaust Fans and the respective Air Measurements from all Air inlets and outlets.

C. Verification of unit operation and performance of required maintenance as it pertains to ventilation
D. Verification of control sequences.
    1) Any applicable controls builts available shall be provided to CES for review.
E. Verification of carbon dioxide sensors (where applicable)
F. Collection of field data for the potential of installation of mechanical ventilation if none exist
G. Review of current maintenance practices including setpoints and schedule.

2. Measurements Assessment:
    A. Physical measurement of outside air rate
    B. Measurement of all air distribution inlets and outlets that are accessible for our review
3. Reporting: The reporting shall be provided to include:
    A. An in-depth assessment of the facility as it relates to condition and operational deficiencies noted
    B. Recommendations concerning systems required to correct operational deficiencies.

EQUIPMENT TO BE CONDITIONED

1. Air Handling Units (11)
2. Dedicated Outdoor Air Units (2)
3. Exhaust Fans (12)

ASSUMPTIONS

1. Where automated controls are available, CES shall be provided adequate access/credentials/permission to the controls system for review and testing purposes. CES will be provided a contact for the controls company in order to request information as needed in order to properly review systems and equipment.
2. CES will be provided access to any and all as-built drawings and/or contract documents from previous construction/additions/renovations.
3. A school facility representative will be available as needed to help identify locations and knowledge of systems.
4. CES will be allowed access to the building during normal business hours for what can be performed outside of classroom spaces. It is assumed that the majority of work shall take place during the summer months where possible based on schedule and availability.
5. Verification will be performed on equipment available at a sampling rate where appropriate for equipment when necessary. We will not be providing numerous visits to try to gain access to equipment or classrooms as that would result in additional fees.
6. CES will not be providing exhaustive investigation tracing of ductwork to identify what is served by a particular unit.
7. CES will not be providing exhaustive investigation to identify how equipment is controlled if information is unavailable.

SCOPE OF SERVICES -- EXCLUDED

It is our understanding that the following items, in general, are not required by us and have therefore been excluded from our "Scope of Services". Any of these items can be added to our Scope of Services if you so desire.

1. Actual balancing of systems is not a part of this proposal. The proposal includes only physical measurement of outside air rate and Measurement of air distribution inlets and outlets.
2. We will not be providing lifts in order to measure air inlets and outlets outside or normal reach via ladder. Should this be required, the cost and acquisition of said lifts will be placed on the part of the school district to provide the needed equipment.
    A. With regards to an auditorium/gym type space, where lifts are not provided, it will be assumed that readings on the associated RTU/AHU will suffice, and individual reading of air inlets and outlets will not be needed.
3. Any necessary controls reprogramming is not included as a part of this project.
4. Correction to deficiencies and verification of correction to deficiencies is not included as a part of this project.
5. Systems and equipment unrelated to HVAC ventilation are not included as a part of this project including the hot water system.
6. Actual completion of the form for DAS is not included – however we will provide all of the associated reporting and guidance to the Town on how to submit.

SCHEDULE FOR COMPLETION OF SCOPE OF SERVICES

We should be able to meet any reasonable schedule you may have at this time. The actual completion date will be dependent on gaining adequate information and access in order to properly review and assess the equipment within this scope of services. We cannot guarantee this work will be completed in the summer of 2026 however we will fit this in if available. If the summer is not able to be coordinated, CES will coordinate with the facilities department as it relates to gaining access to the buildings where possible during occupied hours as well as opportunities during days off and school breaks.

FEES FOR SCOPE OF SERVICES

To complete the Assessment Services work for the Project, we propose the following fixed fees:

CES Task#	School	Description	Fee
G	Griswold High School	5 Year Reporting	$21,000.00

*This fee is based on assumptions for initial project setup, investigation, testing, air measurements and reporting for the associated listed equipment and includes roughly 4 days onsite and 3 days in the office for reporting. There is uncertainty when entering an existing building with limited information. We will work to perform our services meeting the requirements within this budget. That said, should unforeseen and unexpected issues arise during our inspection, evaluations, measurements that would require additional investigation, additional fees may be required.

BILLING TERMS FOR SERVICES RENDERED

CES, Inc. shall invoice monthly for all services rendered, as a percentage complete of overall scope, and shall include reimbursable expenses monthly. Invoices shall be generated by the end of each month, and shall be directly mailed to the accounts payable department (or other entity assigned). Invoices are due and payable upon receipt.

JOBSITE SAFETY CLAUSE

Neither the professional activities of the Design Professional, nor the presence of the Design Professional, or the Design Professional's employees and subconsultants at a construction site, shall relieve the General Contractor and any other entity of their obligations, duties, and responsibilities including, but not limited to, construction means, methods, sequences, techniques, or procedures necessary for performing, superintending, or coordination all portions of the work of construction in accordance with the contract documents and any health or safety precautions required by any regulatory agencies. The Design Professional and Design Professional's personnel have no authority to exercise any control over any construction contractors or their entity or their employees in connection with their work or any health or safety precautions. The client agrees that the General Contractor is solely responsible for jobsite safety, and warrants that this intent shall be made evident in the Client's agreement with the General Contractor. The Client also agrees that the Client, the Design Professional and the Design Professional's consultants shall be indemnified and shall be made additional insureds under the General Contractors general liability insurance policy.

STANDARD FORM OF AGREEMENT BETWEEN CLIENT AND ENGINEER

Finally, we have attached to this Scope of Services our "Standard Form of Agreement Between Client and Engineer" that details specific contractual items. Please review this carefully and acknowledge your acceptance of our "Standard Form of Agreement Between Client and Engineer" by signing the last page of the document and returning one copy to our office. Once we have received the signed copy of the Standard Form of Agreement Between Client and Engineer, we will consider this to be your acceptance of this "Scope of Services" and "The Standard Form of Agreement Between Client and Engineer". This shall constitute as our notice to proceed on the Project.

Thank-you very much for the opportunity to provide you with this proposal. In the meantime, if we can be of any assistance to you, please feel free to call.

Sincerely yours,

CONSULTING ENGINEERING SERVICES, INCORPORATED

Jeanine M. Palmieri

Jeanine M. Palmieri, CCP
Associate

Cc:

STANDARD FORM OF AGREEMENT BETWEEN CLIENT AND COMMISSIONING AGENT

(version 2.1c)

Consulting Engineering Services, Inc. (Identified as "CES, Inc." throughout this document) shall perform the services outlined in this agreement for the stated Fee Arrangement.

Access to Site

Unless otherwise stated, CES, Inc. will have access to the site for activities necessary for the performance of the services, CES, Inc. will take precautions to minimize damage due to these activities, but has not included in the fee the cost of restoration of any resulting damage, unless otherwise agreed upon.

Fee

The total fee, except stated lump sum, shall be understood to be an estimate, based upon Scope of Services, and shall not be exceeded by more than ten percent, without written approval of the Client. Where the fee arrangement is to be on an hourly basis, the rates shall be those that prevail at the time services are rendered. Reimbursable expenses are in addition to the Scope of Services Fee Arrangement. Reimbursable expenses include: Portal to Portal mileage at the published Internal Revenue Service standard mileage rate for business use, toll charges: travel expenses, car rentals, plane charges and hotel accommodations: FedEx, UPS, etc. mailing charges. Photos for recording project conditions. Printing of contract documents inclusive of drawings and specifications

Billings/Payments

Invoices will be submitted monthly for services and reimbursable expenses and are due when rendered. Invoices shall be considered PAST DUE if not paid within 30 days after the invoice date and CES, Inc. may without waiving any claim or right against Client, and without liability whatsoever to the Client, terminate the performance of the service. Retainers shall be credited on the final invoices. A service charge will be charged at 1.5% (or the legal rate) per month on the unpaid balance. In the event any portion or all of an account remains unpaid 90 days after billing, the client shall pay cost of collection, including reasonable attorney's fees.

Indemnifications

The Client shall indemnify and hold harmless CES, Inc. and all of its personnel from and against any and all claims, damages, losses and expenses (including reasonable attorney's fees) arising out of or resulting from the performance of the services, provided that any such claims, damage, loss or expense is caused in whole or in part by the negligent act or omission, and/or strict liability of the Client, anyone directly or indirectly employed by the Client (except CES, Inc.) or anyone for whose acts any of them may be liable.

Hidden Conditions

A condition is hidden if concealed by existing finishes or is not capable of investigation by reasonable visual observation. If CES, Inc. has reason to believe that such a condition may exist, CES, Inc. shall notify the client who shall authorize and pay for all costs associated with the investigation of such a condition, and, if necessary, all costs necessary to correct said condition. If (1) the client fails to authorize such investigation or correction after due notification, or (2) CES, Inc. has no reason to believe that such a condition exists, the client is responsible for all risks associated with this condition, and shall not be responsible for the existing condition nor any resulting damages to persons or property.

Risk Allocations

In recognition of the relative risks, rewards and benefits of the project to both the Client and CES, Inc. the risks have been allocated so that the Client agrees that, to the fullest extent permitted by law, CES, Inc's total liability to the Client, for any and all injuries, claims, losses, expenses, damages or claim expenses arising out of this agreement, from any cause or causes shall not exceed the total amount of $50,000.00, the amount of CES, Inc's fee (whichever is lesser) or other amount agreed upon when added under Special Conditions. Such causes, include, but are not limited to CES, Inc's negligence, errors, omissions, strict liability, breach of contract or breach of warranty.

Termination of Services

This agreement may be terminated upon 10 days written notice by either party should the other fail to perform his obligations hereunder. In the event of termination, the Client shall pay CES, Inc. for all services rendered to the date of termination, all reimbursable expenses, and reasonable termination expenses.

Ownership of Documents

All documents produced by CES, Inc. under this agreement shall remain the property of CES, Inc. and may not be used by this Client or anyone else for any other endeavor without the written consent of CES, Inc.

Applicable Law

Unless otherwise specified, this agreement shall be governed by the laws of the principal place of business of CES, Inc.

CLIENT	CES, INC. PRINCIPAL-IN-CHARGE
DATE	DATE

Consulting Engineering Services, Inc.

CES

June 22, 2026

APPENDIX B

Tom Verville
Director of Facilities
211 Slater Ave
Griswold, CT 06351
TVerville@griswoldpublicschools.org

Re: Griswold Middle School 5 Year Reporting Cx

Dear Tom,

We are very pleased to have this opportunity to provide you this proposal for professional services. It is our understanding that the project is best described as providing an assessment for the HVAC as it pertains to ventilation for the 5 year reporting for the State of Connecticut. This proposal follows the guidelines associated with Heating, Ventilation, and Air Conditioning 5-Year Reporting Form.

To complete this work, the following items shall be considered as our "Scope of Services" (hereinafter called the "Project") and will be provided by our firm.

School	Location	Square Footage
Griswold Middle School	211 Slater Ave, Griswold, CT 06351	135,000

GOALS:

1. The ventilation systems inspection and evaluation shall identify to what extent each school's current ventilation system components, including any existing central or noncentral mechanical ventilation system, are operating in such a manner as to provide appropriate ventilation to the school building.

2. The inspection and evaluation shall result in a written report, and such report shall include any corrective actions necessary to be performed to the mechanical ventilation system or the heating, ventilation and air conditioning infrastructure, including installation of filters meeting the most optimal level of filtration available for a given heating, ventilation and air conditioning system, installation of carbon dioxide sensors and additional maintenance, repairs, upgrades or replacement. Based on the findings of the onsite inspection process, a facility assessment report shall be submitted to the schools.

SCOPE OF SERVICES -- INCLUDED

1. HVAC Assessment by CES:
   A. Review of maximum filter efficiency
   B. Verification of ventilation components operation including fans, dampers, filters, etc.
      1) Detailed review of fans/damper/filter operation
      2) Applies to 10 RTUs, 6 ERUs, 2 DOAS units, 1 MAU, 12 Exhaust Fans and the respective Air Measurements from all Air inlets and outlets.

C. Verification of unit operation and performance of required maintenance as it pertains to ventilation
D. Verification of control sequences.
    1) Any applicable controls builts available shall be provided to CES for review.
E. Verification of carbon dioxide sensors (where applicable)
F. Collection of field data for the potential of installation of mechanical ventilation if none exist
G. Review of current maintenance practices including setpoints and schedule.

2. Measurements Assessment:
    A. Physical measurement of outside air rate
    B. Measurement of all air distribution inlets and outlets that are accessible for our review
3. Reporting: The reporting shall be provided to include:
    A. An in-depth assessment of the facility as it relates to condition and operational deficiencies noted
    B. Recommendations concerning systems required to correct operational deficiencies.

EQUIPMENT TO BE CONDITIONED

1. Rooftop Units (10)
2. Energy Recovery Units (6)
3. Dedicated Outdoor Air Units (2)
4. Makeup Air Unit (1)
5. Exhaust Fans (12)

ASSUMPTIONS

1. Where automated controls are available, CES shall be provided adequate access/credentials/permission to the controls system for review and testing purposes. CES will be provided a contact for the controls company in order to request information as needed in order to properly review systems and equipment.
2. CES will be provided access to any and all as-built drawings and/or contract documents from previous construction/additions/renovations.
3. A school facility representative will be available as needed to help identify locations and knowledge of systems.
4. CES will be allowed access to the building during normal business hours for what can be performed outside of classroom spaces. It is assumed that the majority of work shall take place during the summer months where possible based on schedule and availability.
5. Verification will be performed on equipment available at a sampling rate where appropriate for equipment when necessary. We will not be providing numerous visits to try to gain access to equipment or classrooms as that would result in additional fees.
6. CES will not be providing exhaustive investigation tracing of ductwork to identify what is served by a particular unit.
7. CES will not be providing exhaustive investigation to identify how equipment is controlled if information is unavailable.

SCOPE OF SERVICES -- EXCLUDED

It is our understanding that the following items, in general, are not required by us and have therefore been excluded from our "Scope of Services". Any of these items can be added to our Scope of Services if you so desire.

1. Actual balancing of systems is not a part of this proposal. The proposal includes only physical measurement of outside air rate and Measurement of air distribution inlets and outlets.
2. We will not be providing lifts in order to measure air inlets and outlets outside or normal reach via ladder. Should this be required, the cost and acquisition of said lifts will be placed on the part of the school district to provide the needed equipment.
    A. With regards to an auditorium/gym type space, where lifts are not provided, it will be assumed that readings on the associated RTU/AHU will suffice, and individual reading of air inlets and outlets will not be needed.
3. Any necessary controls reprogramming is not included as a part of this project.
4. Correction to deficiencies and verification of correction to deficiencies is not included as a part of this project.
5. Systems and equipment unrelated to HVAC ventilation are not included as a part of this project including the hot water system.
6. Actual completion of the form for DAS is not included – however we will provide all of the associated reporting and guidance to the Town on how to submit.

SCHEDULE FOR COMPLETION OF SCOPE OF SERVICES

We should be able to meet any reasonable schedule you may have at this time. The actual completion date will be dependent on gaining adequate information and access in order to properly review and assess the equipment within this scope of services. We cannot guarantee this work will be completed in the summer of 2026 however we will fit this in if available. If the summer is not able to be coordinated, CES will coordinate with the facilities department as it relates to gaining access to the buildings where possible during occupied hours as well as opportunities during days off and school breaks.

FEES FOR SCOPE OF SERVICES

To complete the Assessment Services work for the Project, we propose the following fixed fees:

CES Task#	School	Description	Fee
G	Griswold Middle School	5 Year Reporting	$19,800.00

*This fee is based on assumptions for initial project setup, investigation, testing, air measurements and reporting for the associated listed equipment and includes roughly 4 days onsite and 2-3 days in the office for reporting. There is uncertainty when entering an existing building with limited information. We will work to perform our services meeting the requirements within this budget. That said, should unforeseen and unexpected issues arise during our inspection, evaluations, measurements that would require additional investigation, additional fees may be required.

BILLING TERMS FOR SERVICES RENDERED

CES, Inc. shall invoice monthly for all services rendered, as a percentage complete of overall scope, and shall include reimbursable expenses monthly. Invoices shall be generated by the end of each month, and shall be directly mailed to the accounts payable department (or other entity assigned). Invoices are due and payable upon receipt.

JOBSITE SAFETY CLAUSE

Neither the professional activities of the Design Professional, nor the presence of the Design Professional, or the Design Professional's employees and subconsultants at a construction site, shall relieve the General Contractor and any other entity of their obligations, duties, and responsibilities including, but not limited to, construction means, methods, sequences, techniques, or procedures necessary for performing, superintending, or coordination all portions of the work of construction in accordance with the contract documents and any health or safety precautions required by any regulatory agencies. The Design Professional and Design Professional's personnel have no authority to exercise any control over any construction contractors or their entity or their employees in connection with their work or any health or safety precautions. The client agrees that the General Contractor is solely responsible for jobsite safety, and warrants that this intent shall be made evident in the Client's agreement with the General Contractor. The Client also agrees that the Client, the Design Professional and the Design Professional's consultants shall be indemnified and shall be made additional insureds under the General Contractors general liability insurance policy.

STANDARD FORM OF AGREEMENT BETWEEN CLIENT AND ENGINEER

Finally, we have attached to this Scope of Services our "Standard Form of Agreement Between Client and Engineer" that details specific contractual items. Please review this carefully and acknowledge your acceptance of our "Standard Form of Agreement Between Client and Engineer" by signing the last page of the document and returning one copy to our office. Once we have received the signed copy of the Standard Form of Agreement Between Client and Engineer, we will consider this to be your acceptance of this "Scope of Services" and "The Standard Form of Agreement Between Client and Engineer". This shall constitute as our notice to proceed on the Project.

Thank-you very much for the opportunity to provide you with this proposal. In the meantime, if we can be of any assistance to you, please feel free to call.

Sincerely yours,

CONSULTING ENGINEERING SERVICES, INCORPORATED

Jeanine M. Palmieri

Jeanine M. Palmieri, CCP
Associate

Cc:

STANDARD FORM OF AGREEMENT BETWEEN CLIENT AND COMMISSIONING AGENT

(version 2.1c)

Consulting Engineering Services, Inc. (Identified as "CES, Inc." throughout this document) shall perform the services outlined in this agreement for the stated Fee Arrangement.

Access to Site

Unless otherwise stated, CES, Inc. will have access to the site for activities necessary for the performance of the services, CES, Inc. will take precautions to minimize damage due to these activities, but has not included in the fee the cost of restoration of any resulting damage, unless otherwise agreed upon.

Fee

The total fee, except stated lump sum, shall be understood to be an estimate, based upon Scope of Services, and shall not be exceeded by more than ten percent, without written approval of the Client. Where the fee arrangement is to be on an hourly basis, the rates shall be those that prevail at the time services are rendered. Reimbursable expenses are in addition to the Scope of Services Fee Arrangement. Reimbursable expenses include: Portal to Portal mileage at the published Internal Revenue Service standard mileage rate for business use, toll charges: travel expenses, car rentals, plane charges and hotel accommodations: FedEx, UPS, etc. mailing charges. Photos for recording project conditions. Printing of contract documents inclusive of drawings and specifications

Billings/Payments

Invoices will be submitted monthly for services and reimbursable expenses and are due when rendered. Invoices shall be considered PAST DUE if not paid within 30 days after the invoice date and CES, Inc. may without waiving any claim or right against Client, and without liability whatsoever to the Client, terminate the performance of the service. Retainers shall be credited on the final invoices. A service charge will be charged at 1.5% (or the legal rate) per month on the unpaid balance. In the event any portion or all of an account remains unpaid 90 days after billing, the client shall pay cost of collection, including reasonable attorney's fees.

Indemnifications

The Client shall indemnify and hold harmless CES, Inc. and all of its personnel from and against any and all claims, damages, losses and expenses (including reasonable attorney's fees) arising out of or resulting from the performance of the services, provided that any such claims, damage, loss or expense is caused in whole or in part by the negligent act or omission, and/or strict liability of the Client, anyone directly or indirectly employed by the Client (except CES, Inc.) or anyone for whose acts any of them may be liable.

Hidden Conditions

A condition is hidden if concealed by existing finishes or is not capable of investigation by reasonable visual observation. If CES, Inc. has reason to believe that such a condition may exist, CES, Inc. shall notify the client who shall authorize and pay for all costs associated with the investigation of such a condition, and, if necessary, all costs necessary to correct said condition. If (1) the client fails to authorize such investigation or correction after due notification, or (2) CES, Inc. has no reason to believe that such a condition exists, the client is responsible for all risks associated with this condition, and shall not be responsible for the existing condition nor any resulting damages to persons or property.

Risk Allocations

In recognition of the relative risks, rewards and benefits of the project to both the Client and CES, Inc. the risks have been allocated so that the Client agrees that, to the fullest extent permitted by law, CES, Inc's total liability to the Client, for any and all injuries, claims, losses, expenses, damages or claim expenses arising out of this agreement, from any cause or causes shall not exceed the total amount of $50,000.00, the amount of CES, Inc's fee (whichever is lesser) or other amount agreed upon when added under Special Conditions. Such causes, include, but are not limited to CES, Inc's negligence, errors, omissions, strict liability, breach of contract or breach of warranty.

Termination of Services

This agreement may be terminated upon 10 days written notice by either party should the other fail to perform his obligations hereunder. In the event of termination, the Client shall pay CES, Inc. for all services rendered to the date of termination, all reimbursable expenses, and reasonable termination expenses.

Ownership of Documents

All documents produced by CES, Inc. under this agreement shall remain the property of CES, Inc. and may not be used by this Client or anyone else for any other endeavor without the written consent of CES, Inc.

Applicable Law

Unless otherwise specified, this agreement shall be governed by the laws of the principal place of business of CES, Inc.

CLIENT	CES, INC. PRINCIPAL-IN-CHARGE
DATE	DATE

Consulting Engineering Services, Inc.

CES

June 22, 2026

APPENDIX C

Tom Verville
Director of Facilities
211 Slater Ave
Griswold, CT 06351
TVerville@griswoldpublicschools.org

Re: Griswold High School 5 Year Reporting Cx

Dear Tom,

We are very pleased to have this opportunity to provide you this proposal for professional services. It is our understanding that the project is best described as providing an assessment for the HVAC as it pertains to ventilation for the 5 year reporting for the State of Connecticut. This proposal follows the guidelines associated with Heating, Ventilation, and Air Conditioning 5-Year Reporting Form.

To complete this work, the following items shall be considered as our "Scope of Services" (hereinafter called the "Project") and will be provided by our firm.

School	Location	Square Footage
Griswold Elementary School	303 Slater Ave, Griswold, CT 06351	125,000

GOALS:

1. The ventilation systems inspection and evaluation shall identify to what extent each school's current ventilation system components, including any existing central or noncentral mechanical ventilation system, are operating in such a manner as to provide appropriate ventilation to the school building.

2. The inspection and evaluation shall result in a written report, and such report shall include any corrective actions necessary to be performed to the mechanical ventilation system or the heating, ventilation and air conditioning infrastructure, including installation of filters meeting the most optimal level of filtration available for a given heating, ventilation and air conditioning system, installation of carbon dioxide sensors and additional maintenance, repairs, upgrades or replacement. Based on the findings of the onsite inspection process, a facility assessment report shall be submitted to the schools.

SCOPE OF SERVICES -- INCLUDED

1. HVAC Assessment by CES:
   A. Review of maximum filter efficiency
   B. Verification of ventilation components operation including fans, dampers, filters, etc.
      1) Detailed review of fans/damper/filter operation
      2) Applies to 10 RTUs, 5 ERUs, 1 MAU, 16 Exhaust Fans and the respective Air Measurements from all Air inlets and outlets.

C. Verification of unit operation and performance of required maintenance as it pertains to ventilation
D. Verification of control sequences.
   1) Any applicable controls builts available shall be provided to CES for review.
E. Verification of carbon dioxide sensors (where applicable)
F. Collection of field data for the potential of installation of mechanical ventilation if none exist
G. Review of current maintenance practices including setpoints and schedule.

2. Measurements Assessment:
   A. Physical measurement of outside air rate
   B. Measurement of all air distribution inlets and outlets that are accessible for our review
3. Reporting: The reporting shall be provided to include:
   A. An in-depth assessment of the facility as it relates to condition and operational deficiencies noted
   B. Recommendations concerning systems required to correct operational deficiencies.

EQUIPMENT TO BE CONDITIONED

1. Rooftop Units (6)
2. Energy Recovery Units (5)
3. Makeup Air Units (1)
4. Exhaust Fans (16)

ASSUMPTIONS

1. Where automated controls are available, CES shall be provided adequate access/credentials/permission to the controls system for review and testing purposes. CES will be provided a contact for the controls company in order to request information as needed in order to properly review systems and equipment.
2. CES will be provided access to any and all as-built drawings and/or contract documents from previous construction/additions/renovations.
3. A school facility representative will be available as needed to help identify locations and knowledge of systems.
4. CES will be allowed access to the building during normal business hours for what can be performed outside of classroom spaces. It is assumed that the majority of work shall take place during the summer months where possible based on schedule and availability.
5. Verification will be performed on equipment available at a sampling rate where appropriate for equipment when necessary. We will not be providing numerous visits to try to gain access to equipment or classrooms as that would result in additional fees.
6. CES will not be providing exhaustive investigation tracing of ductwork to identify what is served by a particular unit.
7. CES will not be providing exhaustive investigation to identify how equipment is controlled if information is unavailable.

SCOPE OF SERVICES -- EXCLUDED

It is our understanding that the following items, in general, are not required by us and have therefore been excluded from our "Scope of Services". Any of these items can be added to our Scope of Services if you so desire.

1. Actual balancing of systems is not a part of this proposal. The proposal includes only physical measurement of outside air rate and Measurement of air distribution inlets and outlets.
2. We will not be providing lifts in order to measure air inlets and outlets outside or normal reach via ladder. Should this be required, the cost and acquisition of said lifts will be placed on the part of the school district to provide the needed equipment.
    A. With regards to an auditorium/gym type space, where lifts are not provided, it will be assumed that readings on the associated RTU/AHU will suffice, and individual reading of air inlets and outlets will not be needed.
3. Any necessary controls reprogramming is not included as a part of this project.
4. Correction to deficiencies and verification of correction to deficiencies is not included as a part of this project.
5. Systems and equipment unrelated to HVAC ventilation are not included as a part of this project including the hot water system.
6. Actual completion of the form for DAS is not included – however we will provide all of the associated reporting and guidance to the Town on how to submit.

SCHEDULE FOR COMPLETION OF SCOPE OF SERVICES

We should be able to meet any reasonable schedule you may have at this time. The actual completion date will be dependent on gaining adequate information and access in order to properly review and assess the equipment within this scope of services. We cannot guarantee this work will be completed in the summer of 2026 however we will fit this in if available. If the summer is not able to be coordinated, CES will coordinate with the facilities department as it relates to gaining access to the buildings where possible during occupied hours as well as opportunities during days off and school breaks.

FEES FOR SCOPE OF SERVICES

To complete the Assessment Services work for the Project, we propose the following fixed fees:

CES Task#	School	Description	Fee
G	Griswold Elementary School	5 Year Reporting	$18,000.00

*This fee is based on assumptions for initial project setup, investigation, testing, air measurements and reporting for the associated listed equipment and includes roughly 3-4 days onsite and 2-3 days in the office for reporting. There is uncertainty when entering an existing building with limited information. We will work to perform our services meeting the requirements within this budget. That said, should unforeseen and unexpected issues arise during our inspection, evaluations, measurements that would require additional investigation, additional fees may be required.

BILLING TERMS FOR SERVICES RENDERED

CES, Inc. shall invoice monthly for all services rendered, as a percentage complete of overall scope, and shall include reimbursable expenses monthly. Invoices shall be generated by the end of each month, and shall be directly mailed to the accounts payable department (or other entity assigned). Invoices are due and payable upon receipt.

JOBSITE SAFETY CLAUSE

Neither the professional activities of the Design Professional, nor the presence of the Design Professional, or the Design Professional's employees and subconsultants at a construction site, shall relieve the General Contractor and any other entity of their obligations, duties, and responsibilities including, but not limited to, construction means, methods, sequences, techniques, or procedures necessary for performing, superintending, or coordination all portions of the work of construction in accordance with the contract documents and any health or safety precautions required by any regulatory agencies. The Design Professional and Design Professional's personnel have no authority to exercise any control over any construction contractors or their entity or their employees in connection with their work or any health or safety precautions. The client agrees that the General Contractor is solely responsible for jobsite safety, and warrants that this intent shall be made evident in the Client's agreement with the General Contractor. The Client also agrees that the Client, the Design Professional and the Design Professional's consultants shall be indemnified and shall be made additional insureds under the General Contractors general liability insurance policy.

STANDARD FORM OF AGREEMENT BETWEEN CLIENT AND ENGINEER

Finally, we have attached to this Scope of Services our "Standard Form of Agreement Between Client and Engineer" that details specific contractual items. Please review this carefully and acknowledge your acceptance of our "Standard Form of Agreement Between Client and Engineer" by signing the last page of the document and returning one copy to our office. Once we have received the signed copy of the Standard Form of Agreement Between Client and Engineer, we will consider this to be your acceptance of this "Scope of Services" and "The Standard Form of Agreement Between Client and Engineer". This shall constitute as our notice to proceed on the Project.

Thank-you very much for the opportunity to provide you with this proposal. In the meantime, if we can be of any assistance to you, please feel free to call.

Sincerely yours,

CONSULTING ENGINEERING SERVICES, INCORPORATED

Jeanine M. Palmieri

Jeanine M. Palmieri, CCP
Associate

Cc:

STANDARD FORM OF AGREEMENT BETWEEN CLIENT AND COMMISSIONING AGENT

(version 2.1c)

Consulting Engineering Services, Inc. (Identified as "CES, Inc." throughout this document) shall perform the services outlined in this agreement for the stated Fee Arrangement.

Access to Site

Unless otherwise stated, CES, Inc. will have access to the site for activities necessary for the performance of the services, CES, Inc. will take precautions to minimize damage due to these activities, but has not included in the fee the cost of restoration of any resulting damage, unless otherwise agreed upon.

Fee

The total fee, except stated lump sum, shall be understood to be an estimate, based upon Scope of Services, and shall not be exceeded by more than ten percent, without written approval of the Client. Where the fee arrangement is to be on an hourly basis, the rates shall be those that prevail at the time services are rendered. Reimbursable expenses are in addition to the Scope of Services Fee Arrangement. Reimbursable expenses include: Portal to Portal mileage at the published Internal Revenue Service standard mileage rate for business use, toll charges: travel expenses, car rentals, plane charges and hotel accommodations: FedEx, UPS, etc. mailing charges. Photos for recording project conditions. Printing of contract documents inclusive of drawings and specifications

Billings/Payments

Invoices will be submitted monthly for services and reimbursable expenses and are due when rendered. Invoices shall be considered PAST DUE if not paid within 30 days after the invoice date and CES, Inc. may without waiving any claim or right against Client, and without liability whatsoever to the Client, terminate the performance of the service. Retainers shall be credited on the final invoices. A service charge will be charged at 1.5% (or the legal rate) per month on the unpaid balance. In the event any portion or all of an account remains unpaid 90 days after billing, the client shall pay cost of collection, including reasonable attorney's fees.

Indemnifications

The Client shall indemnify and hold harmless CES, Inc. and all of its personnel from and against any and all claims, damages, losses and expenses (including reasonable attorney's fees) arising out of or resulting from the performance of the services, provided that any such claims, damage, loss or expense is caused in whole or in part by the negligent act or omission, and/or strict liability of the Client, anyone directly or indirectly employed by the Client (except CES, Inc.) or anyone for whose acts any of them may be liable.

Hidden Conditions

A condition is hidden if concealed by existing finishes or is not capable of investigation by reasonable visual observation. If CES, Inc. has reason to believe that such a condition may exist, CES, Inc. shall notify the client who shall authorize and pay for all costs associated with the investigation of such a condition, and, if necessary, all costs necessary to correct said condition. If (1) the client fails to authorize such investigation or correction after due notification, or (2) CES, Inc. has no reason to believe that such a condition exists, the client is responsible for all risks associated with this condition, and shall not be responsible for the existing condition nor any resulting damages to persons or property.

Risk Allocations

In recognition of the relative risks, rewards and benefits of the project to both the Client and CES, Inc. the risks have been allocated so that the Client agrees that, to the fullest extent permitted by law, CES, Inc's total liability to the Client, for any and all injuries, claims, losses, expenses, damages or claim expenses arising out of this agreement, from any cause or causes shall not exceed the total amount of $50,000.00, the amount of CES, Inc's fee (whichever is lesser) or other amount agreed upon when added under Special Conditions. Such causes, include, but are not limited to CES, Inc's negligence, errors, omissions, strict liability, breach of contract or breach of warranty.

Termination of Services

This agreement may be terminated upon 10 days written notice by either party should the other fail to perform his obligations hereunder. In the event of termination, the Client shall pay CES, Inc. for all services rendered to the date of termination, all reimbursable expenses, and reasonable termination expenses.

Ownership of Documents

All documents produced by CES, Inc. under this agreement shall remain the property of CES, Inc. and may not be used by this Client or anyone else for any other endeavor without the written consent of CES, Inc.

Applicable Law

Unless otherwise specified, this agreement shall be governed by the laws of the principal place of business of CES, Inc.

CLIENT	CES, INC. PRINCIPAL-IN-CHARGE
DATE	DATE

Automated Building Systems, Inc.
Comfort, Savings, & Knowledge Through Innovation

Main Office
126 Kreiger Lane
Glastonbury, Connecticut 06033
TEL 860.657.9257 FAX 860.657.3135 www.absddc.com

Marlborough, Massachusetts
Bedford, New Hampshire

Licenses: CT E1-125715, CT S1-389041, MA 1136 A1

June 25, 2025
TO: Griswold Schools
ATTN: Tom Verville
FROM: Brian Butler

APPENDIX D

PROPOSAL: Griswold Schools-Alerton Software Upgrade

Automated Building Systems, Inc. is pleased to quote you on the following scope of work for the above referenced project.

- **An Alerton Software Upgrade, consisting of:**
  - Alerton Compass WEB based software upgrade
  - Alerton Programmer support for the installation of the software.
  - Upgrade existing Field controller's software files to latest version for compatibility
  - Convert existing Alerton Database to new Web based Alerton database
  - Alerton Programmer support for the installation of the software.
  - Upgrade of all schools global control ROC file software.
  - New PC
  - Test and Verify all communications
  - Test and Verify graphics
  - Test and Verify user credentials

Automated Building Systems Inc. is pleased to provide the quote of.....**$14,490**

- **One Year Software Maintenance Agreement:**
  - Includes software patches and updates
  - Note: Software maintenance should be done on an annual basis.

Automated Building Systems Inc. is pleased to provide the quote of.....**$2,500**

Clarifications:

- Overtime labor or Premium labor (quotation is based on Normal Business Hours).
- No repair and or warranty on any existing equipment.

ALL AND ANY APLLICABLE CONNECTICUT STATE TAX NOT INCLUDED

If you would like us to proceed with this work, please approve this proposal and provide a purchase order. If you have any questions related to this offering, please give me a call. Thank you again for this opportunity and your continued business.

Sincerely
Brian Butler
Service Sales Engineer
Tel: 508-505-6252

Working Invoice 451307

120 Linwood Avenue - Colchester, CT 06415
860-537-3431 or 1-800-545-GANO
www.ganos.com M-F: 8-6 - SAT: 8-2

Bill To	Ship To
Griswold Board of Education 211 Slater Avenue Griswold, CT 06351	

Customer	Contact	Customer Tax Number	Phone	Cell Phone	Transaction	PO Number
44952			(860) 376-7600		Charge	

Counter Person	Sales Person	Date Printed	Reference	Email Address	Department
Jim	Jim	09/02/26	451307		Sales Retail

Model	Line	Description	Ordered	B/O'd	Shipped	List	Net	Amount
LZS86TDYM12RW0	EXQW	144" Lazer S wing deck mower, 44hp	1		1	$94,904.99	$70,536.00	$70,536.00

Note
If you have any further questions feel free to contact me at 860-537-3431 Thank you, Jim

Invoice Total	$70,536.00
Sales Tax	$0.00
Grand Total	$70,536.00

APPENDIX E

Thank you for your business! Gano's is your one stop power equipment headquarters. Any parts returns must be within 30 days, 15% restocking fee applies. No returns on electrical parts, and some special order items.

Notes:

Customer acknowledges receipt thereof:

APPENDIX F

NATIONAL
EQUIPMENT & FACILITY SOLUTIONS

PROPOSAL# 1461

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

Sales-Service-Installation

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

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

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

QTY	ITEM #	DESCRIPTION	UNIT PRICE	UOM	LINE TOTAL
1		Jaypro 25' x 90' Fold Up Divider Curtain *Final electrical hookups by others* Demo and Disposal of Existing curtain included. Shipping and Installation Included		LOT	$17,789.00

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

Date of acceptance: _____ Signature: _____

Company: _____

Purchase Order Number: _____

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

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

APPENDIX G

NESC LLC
NEW ENGLAND SERVICE & CONTROLS

52 Green Hollow Road **Moosup, Connecticut 06354**
Phone (860) 564-5008 **Mobile (860) 334-7874** **Fax (860) 564-7899**
Heating **Air Conditioning** **Sheet Metal**
Email: NESCEstimator@gmail.com

PROPOSAL SUBMITTED TO: PROPOSAL DATE: 6/11/2026
Name Tom
Phone

WORK TO BE PERFORMED AT:
Project: ***GHS Chorus Room***
Address
Project #
Date of Plans

Certified SBE-State of CT DAS Supplier Diversity Program-Small Business Set Aside

We hereby propose to furnish the materials and perform the labor necessary for the completion of:

- Supply and install 2 ductless Mitsubishi Heads for the chorus room at GHS
  - Combined tonnage to be 5
  - All Rigging to and from exterior wall included
  - Each head to have a remote control
  - Modes to include cooling, dehumidification, air rotation and heat (derating at 40)
  - All lineset and drain lines to be surface mounted on wall
  - All Units on roof to be wall mounted to brick
  - Includes lineset, drainage, communication cable and line hide
  - Startup and commissioning

EXCLUSIONS:
Any material other than above listed
Brick or masonry repair
Prevailing Wage
Building Automation Systems - controls
Plumbing
Concrete Pads
Temporary heat and cooling
Excavation
Refrigerant
Acid treatment
Water treatment
Fire or Smoke Dampers
Fusible Links
Fire or Smoke Detectors
Demolition other than above listed
Cutting, patching

Seismic
Glycol
Access Doors
Duct cleaning
Freight
Disconnects
Line voltage electrical
Low voltage controls
Starters and controls
Painting of duct
Insulation
3D CAD Drawings
Dumpsters
Permit Fees

All material is guaranteed to be as specified, and the above work to be performed in accordance with the drawings and specifications submitted for above work and completed in a substantial professional manner for the sum of

Nineteen Thousand Nine Hundred DOLLARS AND 00/100

($19,900.00) Dollars
Tax Not Included

Respectfully submitted: Matt Frantz **Date:** 6-11-26

Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the contract. All agreements contingent upon strikes, accidents, or delays beyond our control. Owner to carry fire, tornado, and other necessary insurance on above work. Workers' Compensation and Liability insurance on above work to be taken out by NESC. Contractor agrees that it is responsible for the safety of its own employees and agrees to work safely according to all federal and state guidelines. Lien waivers will be signed upon completion of each payment. All materials delivered to job site remain property of NESC until final payment has been made in full.

Note: This contract may be withdrawn by us if not signed within 10 days.

ACCEPTANCE OF PROPOSAL

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Monthly progress payments will be made to New England Service & Controls, LLC.

Signature _____

Date: _____ **Signature** _____

ESTIMATE

ETS Electrical Construction LLC
108 Lewis Rd
Preston, CT 06365

etselectricalconstruction@gmail.com
+1 (860) 501-2247

Bill to
Griswold Public Schools
211 Slater Ave
Griswold, CT 06351
United States

Estimate details
Estimate no.: 1227
Estimate date: 06/19/2026

#	Product or service	Description	Qty	Rate	Amount
1.	**Scope of work**	ADDING OF SUB PANEL Install of new 200a breaker into existing 400amp sub panel New 200a sub panel will be installed in closet behind electrical room (Closet racking will need to be removed before install and fixed after install by GHS Maintenance) New feed will be piped from existing sub panel to new sub panel in electrical room and penetrated threw wall into back of new panel (shut down of existing panel required New panel will have 5 breakers for outdoor units and 2 for outdoor unit service outlets Nipples will be installed from top of new sub panel into ceiling to gutter for outdoor unit feeds and any future installs Excludes any permit fees To include all material and labor	1	$4,500.00	$4,500.00
2.	**Scope of work**	WIRING INSTALL 2 UNITS 2 outdoor unit feeds and service outlet feed will run from ceiling gutter box above sub panel across drop ceiling to junction box by exterior wall	1	$3,986.00	$3,986.00

		Holes to be drilled through brick to inside boxes in ceiling and EMT pipe to be ran out and down building next to line hide Pipe installed into disconnects and whips wired into units One disconnect will have service outlet inside for unit maintenance Excludes any permit fees To include all material and labor			
3.	**Scope of work**	WIRING INSTALL 3 UNITS 3 outdoor unit feeds and service outlet feed will run from ceiling gutter box above sub panel across drop ceiling to junction box and changed over to EMT pipe where exposed ceiling is Junction boxes will be spotted by exterior wall for each unit feed Holes to be drilled through brick to inside boxes in ceiling and EMT pipe to be ran out and down building next to line hide Pipe installed into disconnects and whips wired into units One disconnect will have service outlet inside for unit maintenance Excludes any permit fees To include all material and labor	1	$5,650.00	$5,650.00
		Total			**$14,136.00**

Accepted date **Accepted by**

UNITED
CONCRETE PRODUCTS INC.

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

Quote Number: 58952

Order Date: 9/18/2024

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

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

APPENDIX H

UNITED
CONCRETE PRODUCTS INC.

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

Quote Number: 58952

Order Date: 9/18/2024

Total Weight 64,500

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

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

****

IF GRADE RINGS REQUIRED:

• MANHOLE GRADE RINGS:
- 2"x24": $45 EACH
- 3"x24": $35 EACH
- 3"x30": $40 EACH
- 3"x36": $42 EACH

• CATCH BASIN GRADE RINGS:
- 2": $45/EACH
- 4": $65/EACH
- 6": $85/EACH
- 12": $155/EACH

.....

THIS QUOTATION IS GOOD FOR ONLY 30 DAYS.

ALL PRICING BASED ON APPROVAL OF UCP SUBMITTALS.

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

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

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

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

** BUOYANCY IS THE RESPONSIBILITY OF THE CONTRACTOR

APPENDIX I

B C I

Bartholomew Contract Interiors

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

PROPOSAL SUBMITTED TO	PHONE	DATE
Griswold Public Schools	C: 860-373-4501	August 25, 2025
STREET	JOB LOCATION	
211 Slater Avenue	Griswold Middle School – 5th Floor Ramp	
CITY, STATE & ZIP	JOB DETAIL	PROPOSAL NUMBER
Griswold, CT 06351	Rubber Tile	240419
ATTN:	E-MAIL	
Tom Verville, Facilities Director	tverville@griswoldpublicschools.org	

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

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

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

Above Pricing Does Not Include Furniture Move Services.

Flooring State Contract #20PSX0088.

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

I\PROPSL

sertex
BROADBAND SOLUTIONS

APPENDIX J

CONSTR

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

DATE: 9/23/2024

REF: High School to Press Box Fiber Optic Cable Connection

PREPARED BY: Russell Freeman

CODE	DESCRIPTION	PART NUMBER	UM	QTY	UNIT	EXTENSION
OSP Construction - Labor to install Duct and 12 Strand Single Mode Fiber Cable from the High School to the Press Box					***Prevailing Wage:***	***NO***
402	Project Manager	L-2	HR	8	$ 164 00	$ 1,312 00
301	Trench, Place, & Backfill HDPE Conduit (<1 5")	U-1	LF	260	$ 26 78	$ 6,962 80
303	Remove & Replace Asphalt	U-3	SF-IN	480	$ 3 69	$ 1,771 20
311	Boring One(1) Innerduct 18-24" Depth	U-11	LF	12	$ 45 00	$ 540 00
314	Riser Installation	U-13	EA	2	$ 412 00	$ 824 00
203	Underground Installation in Existing Conduit	C-3	LF	260	$ 1 55	$ 403 00
205	Indoor Cable / Innerduct Placement	C-5	LF	50	$ 4 89	$ 244 50
209	Install Patch Panel	C-9	EA	2	$ 450.00	$ 900 00
210	Fusion Splice Fiber	C-10	EA	24	$ 24 00	$ 576 00
212	Port Testing - 1st Port	C-12	Port	1	$ 101 00	$ 101 00
213	Port Testing - Each additional	C-13	Port	11	$ 36 05	$ 396 55
OSP Construction - Materials						
1001	ALTOS® Loose Tube Gel-Free Cable 12 F Single-mode (OS2)	012EU4-T4701D20	LF	400	$ 0 41	$ 164 00
8001	Closet Connector Housing (CCH), 1 rack unit, accepts up to 2 CCH panels cassettes or modules, comes with blank panels and hardware to strain-relieve	CCH-01U	EA	1	$ 316 31	$ 316 31
7001	Wall-Mountable Connector Housing (WCH) holds 2 CCH Connector Panels	WCH-02P	EA	1	$ 170 65	$ 170 65
8001	Closet Connector Housing (CCH) Pigtail Cassette loaded with CCH panel and factory-terminated pigtails, 12 F SC Duplex, SM/UPC, single fiber splicing	CCH-CS12-59-P00RE	EA	2	$ 536 12	$ 1,072 24
9003	1 25" SDR 13 5 Innerduct	SDR135-ID	LF	500	$ 1 21	$ 605 00
9007	2" Schedule 40 PVC Conduit and appertenances	CONDUIT	LF	50	$ 2 67	$ 133 33
9008	2500 lb Mule Tape Pull Line	TAPE	LF	260	$ 0 17	$ 44 20
	12'x12' HDPE Handhole	HH	EA	2	$ 150 00	$ 300 00
	Tracer Wire	TRACER	LF	260	$ 0 20	$ 52 00
	TOTAL ENGINEERING & CONSTRUCTION					**$ 16,890.78**
						$ -
						$ -
						$ -
	TOTAL PROJECT					**$ 16,890.78**

sertex
BROADBAND SOLUTIONS

CONSTRUCTION ESTIMATE

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

DATE: 9/23/2024

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

CODE	DESCRIPTION	PART NUMBER	UM	QTY	UNIT	EXTENSION
OSP Construction - Labor to install Duct and 12 Strand Fiber Optic Cable from High School Press box to Concession Stand					***Prevailing Wage:***	***NO***
402	Project Manager	L-2	HR	8	$ 164 00	$ 1,312 00
301	Trench, Place, & Backfill HDPE Conduit (<1 5")	U-1	LF	350	$ 26 78	$ 9,373 00
303	Remove & Replace Asphalt	U-3	SF-IN	480	$ 3 69	$ 1,771 20
314	Riser Installation	U-13	EA	2	$ 412 00	$ 824 00
203	Underground Installation in Existing Conduit	C-3	LF	350	$ 1 55	$ 542 50
205	Indoor Cable / Innerduct Placement	C-5	LF	50	$ 4 89	$ 244 50
209	Install Patch Panel	C-9	EA	2	$ 450 00	$ 900 00
210	Fusion Splice Fiber	C-10	EA	24	$ 24 00	$ 576 00
212	Port Testing - 1st Port	C-12	Port	1	$ 101 00	$ 101 00
213	Port Testing - Each additional	C-13	Port	11	$ 36 05	$ 396 55
OSP Construction - Materials						
1001	ALTOS® Loose Tube Gel-Free Cable 12 F Single-mode (OS2)	012EU4-T4701D20	LF	450	$ 0 41	$ 184 50
7001	Wall-Mountable Connector Housing (WCH), holds 2 CCH Connector Panels	WCH-02P	EA	2	$ 170 65	$ 341 30
8001	Closet Connector Housing (CCH) Pigtail Cassette, loaded with CCH panel and factory-terminated pigtails 12 F, SC Duplex SM/UPC single fiber splicing	CCH-CS12-59-P00RE	EA	2	$ 536 12	$ 1,072 24
9003	1 25" SDR 13 5 Innerduct	SDR135-ID	LF	350	$ 1 21	$ 423 50
9007	2" Schedule 40 PVC Conduit and appertenances	CONDUIT	LF	50	$ 2 67	$ 133 33
	12x12 HDPE Handhole	HH	EA	2	$ 150 00	$ 300 00
9008	2500 lb Mule Tape Pull Line	TAPE	LF	350	$ 0 17	$ 59 50
	Tracer Wire	TRACER	LF	350	$ 0 20	$ 70 00
	TOTAL ENGINEERING & CONSTRUCTION					$ 18,625.12
	TOTAL PROJECT					$ 18,625.12

GC SIGNS LLC
75 PARK ROAD
BARKHAMSTED, CT 06063

(860) 738-7854 phone
ken@gcsignsct.com

QUOTATION

Quotation #: 3347a Date: 9/26/23

Job Name: Griswold HS signage

Attn: Kayla Hedman
Griswold Public Schools

APPENDIX K

GC Signs proposes

Furnish & Direct Ship
(310) thermoformed acrylic ADA panel signs, d/f tape mounting
$16,000.00 materials
$2,000.00 installation

Pricing assumes finished sign schedule will be provided by school for production
Install pricing assumes digital floorplans and appropriate schedule supplied before we schedule the installation

Above installation price will be honored by Nick Starzyk under seperate PO

Pricing is for sign order of prox July 2024

Terms of payment: Purchase Order / Net 30 days

This qoute may be withdrawn
if not accepted within 60 days.

Quote by
GC Signs
Kenneth Longmoor

Accepted _____ Date _____
Signature of Purchaser

APPENDIX L

QUOTATION

TO: Tom Verville
Facilities Director

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

DATE:	21-Sep-23	
	DESCRIPTION: Bleacher Repair	

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

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

Facilities: Main Gymnasium
Product: Interkal

Repair Description: BANKS 1 & 2

Repairs: Remove all seat on last row to to reposition Decks to sit properly and reanchor bleacher to the wall.
Cut Last Row End Rails on both Banks 1 & 2

Replace: (3) Skirtboards 3/4" x4 1/4" x 20 Broken
(2) Frame Cross Braces Missing

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

BANK 1 - Repairs & Seat Replacement	$12,100.00
BANK 2 - Repairs & Seat Replacement	$13,030.00
FURNISHED, DELIVERED & INSTALLED	
TOTAL :	**$25,130.00**

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

THIS QUOTATION IS SUBJECT TO THE FOLLOWING CONDITIONS:

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

Respectfully Submitted,

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

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

CUSTOMER: DATE:

TITLE:

APPENDIX M

B C I

Bartholomew Contract Interiors

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

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

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

Carpet Tile: Mohawk **Style: Learn And Live** **Color: TBD**

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

Pricing Includes Removal Of Existing Carpet.

Pricing Does Not Include Furniture Move Services.

All Labor To Be Performed During Normal Business Hours.

Flooring State Contract #20PSX0088.

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

IPROPSL

PROJECT BUDGET

APPENDIX N

GRISWOLD HIGH SCHOOL TENNIS COURT RENOVATIONS

SEPT. 21, 2023

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

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

Address: Griswold High School Tennis Courts

Project Description / Assumptions:

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

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

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

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

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

PROJECT BUDGET

FieldTurf
A Tarkett Sports Company

Tennis Court and Pickle Ball Court Development Areas:

Note: Excludes all work inside of post tensioned concrete slab

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

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

SUGGESTED PROJECT BUDGET $615,000 - $675,000

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

- *Bid Alternate 1: Athletic Court Lighting for Tennis and Pickle Ball* *$115,000-135,000*

  - *Assumes adequate power available within 100 linear feet of site to supply athletic field lighting*
    - *Supply power from nearby sources*
    - *Furnish and install all conduits and electrical supplies*
    - *Furnish and install concrete foundations with appropriate excavation, light poles and fixtures*
    - *Supply controls and training support for lighting system*

PROJECT BUDGET

FieldTurf
A Tarkett Sports Company

EXCLUSIONS:

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

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

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

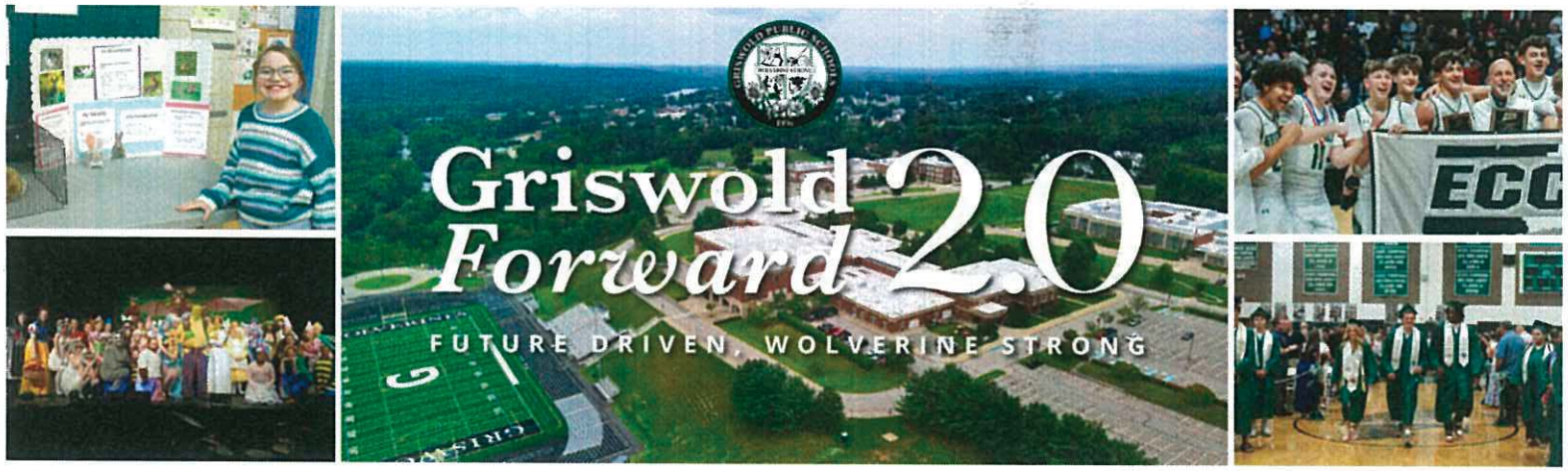
Christopher Hulk, PE
Director of Design and Construction
(203) 676-4445
Christopher.Hulk@Fieldturf.com

Griswold Public Schools
Student Activity Fund Accounts
FY26-27

Griswold Elementary School				
Purpose	Beginning Balance	Revenues	Expenditures	Ending Balance
Art	99.16	-	-	99.16
Charity	1,733.24	727.00	-	2,460.24
Field Day	2,523.29	-	-	2,523.29
Health	730.00	-	-	730.00
Library	321.83	-	-	321.83
Miscellaneous	3,734.26	55.23	(139.87)	3,649.62
Music	268.22	-	-	268.22
Nurse	48.86	-	-	48.86
Sunshine	69.55	-	-	69.55
Grade 1	671.19	-	-	671.19
Grade 2	182.73	-	-	182.73
Grade 3	1,350.48	-	-	1,350.48
Grade 4	187.72	-	-	187.72
Grade K	450.84	-	-	450.84
Grade PK	584.96	-	-	584.96
	12,956.33	782.23	(139.87)	13,598.69

Griswold Middle School				
Purpose	Beginning Balance	Revenues	Expenditures	Ending Balance
Activities/Principal	364.37	140.50	(483.75)	21.12
Art	800.69	-	-	800.69
Advisory	1,451.46	-	-	1,451.46
Band	3,318.04	334.00	(177.00)	3,475.04
Charity	2,449.49	-	-	2,449.49
Cheerleading	341.18	-	-	341.18
Chorus	800.69	1,186.50	-	1,987.19
Exploratory	3,587.77	-	-	3,587.77
Grade 5	2,364.49	-	-	2,364.49
Grade 6	335.82	-	-	335.82
Grade 7	281.03	-	-	281.03
Grade 8	288.70	1,396.00	-	1,684.70
Grade 8 Dance	2,488.60	-	-	2,488.60
Griswold Pride	1,018.60	-	(160.24)	858.36
Library	2,461.67	-	-	2,461.67
Lost Books	2,558.72	297.00	-	2,855.72
Miscellaneous	328.62	-	-	328.62
Music Begary Trust	5.42	-	-	5.42
National Junior Honor Society	150.93	-	-	150.93
Orchestra	(56.05)	716.50	-	660.45
Science	506.69	-	-	506.69
Ski Club	(3.05)	-	-	(3.05)
Soccer	7,007.73	-	-	7,007.73
Soda	215.96	-	-	215.96
Student Activity	4,174.08	-	-	4,174.08
Student Council	1,115.20	-	-	1,115.20
Sunshine	17.59	-	-	17.59
Wrestling	3,245.54	-	-	3,245.54
Yearbook	2,497.35	741.00	(549.97)	2,688.38
	44,117.33	4,811.50	(1,370.96)	47,557.87

Griswold High School				
Purpose	Beginning Balance	Revenues	Expenditures	Ending Balance
Activities/Principal	2,548.08	7,250.00	(7,445.73)	2,352.35
Athletics	1,087.37	239.26	(335.00)	991.63
Alternative School	35.82	-	-	35.82
Baseball	2,399.56	-	-	2,399.56
Basketball Boys	2,506.64	-	-	2,506.64
Basketball Girls	(18.14)	-	-	(18.14)
Brown Trust	1,000.00	-	-	1,000.00
Cheerleading	501.72	-	-	501.72
Construction	512.58	-	-	512.58
CTE After School Program	53.67	-	-	53.67
Dress Down	217.30	-	-	217.30
Esports	50.00	-	-	50.00
Fall Drama	16,716.21	-	(285.90)	16,430.31
FBLA	975.81	-	-	975.81
FCS	2,239.70	-	-	2,239.70
Fencing	3,132.90	-	-	3,132.90
Field Trips	110.88	-	-	110.88
Football	23,916.38	35,875.86	(45,894.10)	13,898.14
GHS Scholarship Activity	71,660.02	5.90	-	71,665.92
Golf	291.41	-	-	291.41
Graduating Class	4,815.19	1,536.45	(1,929.98)	4,421.66
Graphics	29.22	-	-	29.22
GSA Group	606.64	-	-	606.64
Guidance	7,143.80	300.00	(77.54)	7,366.26
Jewelry Making	282.00	-	-	282.00
Lacrosse Boys	129.02	-	-	129.02
Lacrosse Girls	9,228.24	-	-	9,228.24
Locks Books	501.80	-	-	501.80
Lost/Damaged Books	3,906.07	397.00	-	4,303.07
Madrigal Dinner	889.27	-	-	889.27
Medical Professional Scholars	311.11	-	-	311.11
Miscellaneous	1,519.60	-	-	1,519.60
Music	6,579.13	-	-	6,579.13
Music Theater	28,861.30	254.46	(6,532.00)	22,583.76
Music Begary Trust	13,866.03	-	-	13,866.03
National Honor Society	897.56	-	-	897.56
School Store	3,551.37	-	-	3,551.37
Soccer Boys	2,141.23	-	-	2,141.23
Soccer Girls	4,780.90	200.00	(564.00)	4,416.90
Softball	4,293.26	-	-	4,293.26
Sports Camp	940.00	-	-	940.00
School Activity	2.73	-	-	2.73
Student Council	4,385.23	-	-	4,385.23
Sunshine	282.43	-	-	282.43
Track/Cross Country	1,872.46	-	-	1,872.46
Tri M Society	1,087.00	-	(394.54)	692.46
Unified Sports	96.20	-	-	96.20
Video Club	1,044.70	650.00	(650.00)	1,044.70
Volleyball	973.19	650.00	(450.00)	1,173.19
Wrestling	16,968.35	-	-	16,968.35
Yearbook	12,218.55	-	-	12,218.55
	264,141.49	47,358.93	(64,558.79)	246,941.63



Superintendent's Report
New Superintendent Reports
Per Public Act 25-93
Griswold Board of Education
September 24, 2026

lew Superintendent Reports

ection 32 of Public Act 25-93 requires superintendents to annually present certain information at a regularly cheduled board of education meeting held between June 1 and September 30. The presentation must include: (1) t umber and names of all community-based organizations with whom the board of education has contracted to provi upport services to students in the school district, disaggregated by school and type of support services provided; (2 ıe workforce development programs offered by the board to students that involve partnerships with outside entities ncluding arrangements such as cooperatives, internships, in-school job training programs, and in-school workforce oard presentations); and (3) attrition data for certified and non-certified staff, disaggregated by school and subject ıot including in-district transfers).

New Superintendent Reports: Background

REPORT REQUIREMENT	NOTES
Community-Based Programs Relationships	*We have included the names of community-based programs with whom we have relationships with--some are contracted services, some are not. This report and the student services report covers this requirement.*
Workforce Development Programs	*We have included a list in this report to the extent that we can. Keep in mind, we have a community service requirement and there "may be" some arrangements for students that fall into this category--i.e., job shadowing.*
Attrition Data	*That is included in this report. Please keep in mind that the Board always receives a "vacancy list," at least once a month, which includes a list of resignations, new hires, and transfers.*

Community Based Programs



Griswold *Forward*

Community Based Programs

COMMUNITY-BASED PROGRAMS RELATIONSHIPS	NOTES
Griswold Pride	*We have had a long-standing relationship with Griswold Pride, a community-based program focused on reducing the influence of drugs for everyone. Griswold Pride has been instrumental in supporting the GPS goal of social/emotional learning. Griswold Pride has helped fund guest speakers, SEL programs, vape detectors, and an assortment of other school programming including our yearly Red Ribbon Rally. The relationship with Griswold Pride extends to all 3 schools, including a focus on SEL.*
Griswold Youth and Family Services	*Griswold Youth and Family Services (GSYF), a community-based organization, has many ties to GPS, including the Juvenile Review Board. These ties include employment opportunities for eligible GPS students, community services hours, and other programming. This relationship is a district-wide one.*

Community Based Programs

COMMUNITY-BASED PROGRAMS RELATIONSHIPS	NOTES
UCFS (United Community and Family Services)	*We contract with UCFS for medical advising. All three of our buildings have access to the designated medical advisor. Additionally, over the years, we have partnered with UCFS Griswold to support families in a range of experiences, including medical needs and behavioral support.*
New England Center for Hearing (NECHEAR)	*Provides support for students with hearing impairments per IEP/504 plan.*
PMT Associates	*Provides training for student services staff and administrators on Physical and Psychological Management Training (PMT)*
BLOOM	*Provides contracted BCBA and social work support, per IEP.*

Community Based Programs

COMMUNITY-BASED PROGRAMS RELATIONSHIPS	NOTES
Bureau of Rehabilitation Services (BRS)	*Provides special education students, who are age eligible, support with the transition from school to work*
Bureau of Education and Services for the Blind (BESB)	*Provides support for eligible special education and 504 students who are visually impaired*

Workforce Development



Griswold *Forward*

Workforce Development Programs

All of these programs, unless otherwise noted, are ones affiliated with Griswold High School

PROGRAM	NOTES
Wolverines Forward	*We have an internal partnership with Wolverines Forward, where our students seek out community service hours and complete assignments for other classes, such as Health Class, in the program.*
Youth Manufacturing Pipeline (YMPI)	*Griswold High School has been designated as a high school that offers courses aligned with the Youth Manufacturing Pipeline, where several of our students, over the years, have left Griswold High School prepared for employment at Electric Boat, to name one employer.*
Job Shadow Opportunities arranged by GHS	*Griswold High School, over the years, has worked with a number of local employers to provide job shadowing opportunities. Regular employers to participate include: Mohegan Sun, Jewett City Savings Bank, and CT Department of Transportation, to name a few.*

Workforce Development Programs

PROGRAM	NOTES
Norwich Greater Area Chamber of Commerce	*The Chamber offers a variety of opportunities over the school year, including regional job fairs, oftentimes with a focus. For example, there is a manufacturing-themed job fair in the month of September. The chamber also offers other opportunities such as mock interviews and resume-critique conferences that our students usually attend.*
Connecticut Youth Employment & Training Program	*This is typically a summer offering, offered in conjunction with EASTCONN, that some of our students participate in from time to time.*
GHS-Sponsored College Fairs, Mock Interviews, and Job Fairs	*Griswold High School plans for and sponsors a series of workforce development programs for our students, including on-site college fairs, mock interviews, and job fairs throughout the course of the academic year that our students are able to participate in and to attend.*

Staff Attrition Data

EMPLOYEE ATTRITION ANALYTICS



Griswold *Forward*

Griswold Elementary School
Certified Attrition Data

GES	Date of Resignation
Technology Education Teacher	06/30/2026
Health Teacher	02/06/2026
Kindergarten Teacher	04/04/2025
School Media Specialist	01/01/2026
Elementary - Gr. 3 Teacher	06/30/2026
Occupational Therapist	07/31/2026

Griswold *Forward*

Griswold Elementary School
Non-certified Attrition Data --Part 1

GES	Date of Resignation
Custodian Full-Time	5/15/2026
Custodian Full-Time	6/2/2026
School Health Assistant, Full-Time	10/17/2025
Paraeducator Full-Time	2/12/2026
Paraeducator Full-Time	5/20/2026
Paraeducator Full-Time	6/1/2026
Paraeducator Full-Time	6/19/2026
Paraeducator Full-Time	7/20/2026
Paraeducator Full-Time	8/13/2026
Paraeducator, Full-Time	8/26/2026
Cafe Service Provider Full-Time	6/19/2026
Cafe Service Provider Part-Time	6/30/2026

Griswold Elementary School
Non-certified Attrition Data --Part 2

GES	Dates of Resignation
Wolverine Instructor PT	1/8/2026
Wolverine Instructor PT	1/16/2026
Wolverine Instructor PT	1/31/2026
Wolverine Instructor PT	3/6/2026
Wolverine Instructor PT	3/13/2026
Wolverine Instructor PT	6/1/2026
Wolverine Instructor PT	4/16/2026
Wolverine Instructor PT	4/24/2026
Wolverine Instructor PT	6/19/2026
Wolverine Instructor PT	6/19/2026
Wolverine Instructor PT	8/24/2026

Griswold Middle School
Certified Attrition Data

GMS	Dates of Resignation
Teacher - Special Ed	12/19/2025
Math Teacher - Gr. 8	4/21/2026
Teacher, Special Ed	6/19/2026
Teacher - Gr. 6 Math	6/30/2026

Griswold *Forward*

Griswold Middle School
Non-Certified Attrition Data

GMS	Dates of Resignation
Paraeducator Full-Time	11/07/2025
Paraeducator, Full-Time	6/12/2026
Custodian, Full-Time	09/19/2025
Custodian, Full-Time	11/14/2025
Custodian, Full-Time	12/05/2025
Custodian, Full-Time	1/23/2026
Custodian, Full-Time	2/13/2026
Custodian, Full-Time	5/8/2026
Custodian, Full-Time	6/15/2026
Custodian, Full-Time	8/3/2026

Griswold High School/ GSSA
Certified Attrition Data

GHS	Dates of Resignation
School Counselor	6/19/2026
Teacher - Social Studies	6/19/2026
Teacher - Math	6/19/2026
Teacher - Music	6/19/2026
Teacher - Tech Ed	6/19/2026
Coach	9/10/2025
Coach	10/1/2025
Coach	11/24/2025
Coach	1/1/2026
Coach	1/1/2026
Coach	1/1/2026
Coach	1/24/2026
Coach	4/6/2026
Coach	6/19/2026
Coach	8/5/2026

Soule Street Academy	Dates of Resignation
N/A	

Griswold *Forward*

Griswold High School/ GSSA
Non-Certified Attrition Data

GHS	Dates of Resignation
Paraeducator Full-Time	06/19/2026
Custodian Full-time	9/16/2025
Custodian Full-Time	6/12/2026
Custodian Full-Time	8/10/2026
Soule Street Academy	**Dates of Resignation**
Custodian, Part-Time	12/23/2025

Staff Attrition Data Key Takeaways

Certified Staff

Over the course of the school year, notable resignations occurred in high-demand certification areas—including special education, elementary education, counseling, and school psychology—impacting all schools. This reflects broader vacancies seen across school districts in Connecticut. Additionally, multiple athletic coaches and core content teachers (Math, Science, Art, and English) departed from GHS.

Non-Certified Staff

Over the past year, the facilities department experienced unusually high turnover among custodial staff. Exit conversations revealed that the majority of departing employees accepted positions with larger regional employers, such as Electric Boat, offering more competitive compensation and benefits packages.

Staff Attrition Data Key Takeaways

Trends and Considerations

- Part-time and school-year employment remain persistent challenges, notably within select paraeducator roles and the Wolverines Forward program.
- Special Education continues to experience notable attrition, mirroring statewide and regional district trends.
- While resignations frequently cluster at the conclusion of the academic year, turnover also occurs mid-year.
- Attrition among paraeducators and support staff directly impacts classroom effectiveness and overall school climate.
- We remain steadfast in supporting our staff, fostering a culture of professionalism and continuous growth, and recognizing the invaluable contributions of our employees.

Title I Grant Part A Use of Funds

Pursuant to ESSA, Sections 1114 and 1115, Title I, Part A funds can support a wide range of activities to help Title I students meet challenging state academic standards. Eligible uses include:

- Providing eligible students with a well-rounded education;
- Instructional supports;
- Non-instructional supports like behavior and social and emotional learning;
- Improving school quality; and
- Services like counseling, specialized instructional support services, mentoring services, preparation for postsecondary education and the workforce, behavioral supports, early intervention services, and other activities.

FY25-26 Funding - $472,697

FY27-28 Funding - $477,913

Grant allocations are for two years. The $477,913 is to be used in FY 27 and FY 28.

We use this grant for Directors of Instructional Improvement (2 FTE), Reading Interventionist (1 FTE), Math Interventionist (.5 FTE), tutors, professional development, and homeless transport and supplies.

Title II Grant Use of Funds

According to SEC. 2001. [20 U.S.C. 6601], the purpose of Title II, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA) is to:

- Increase student achievement consistent with the challenging state academic standards;
- Improve the quality and effectiveness of teachers, principals, and other school leaders;
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- Provide underserved students greater access to effective teachers, principals, and other school leaders.

FY25-26 Funding - $60,501

FY27-28 Funding - $45,286

Grant allocations are for two years. The $45,286 is to be used in FY 27 and FY 28.

We use this grant for Curriculum Director (.15 FTE), professional development, and classroom supplies.

Title III Grant Use of Funds

Section 3102 [20 U.S.C. 6812], or Title III, is designed to support English Learners/Multilingual

Learners (ELs/MLs), including immigrant children and youth. In summary, goals of these programs are:

- To ensure English Learners/Multilingual Learners (ELs/MLs) attain English proficiency and meet challenging state academic standards;
- To assist teachers, principals, and other educational leaders in establishing effective language instruction programs; and
- To promote participation of parents, families, and communities.

FY26 Funding - $3,906

FY27 Funding - $3,971

We use this grant to offset cost of Lexia Learning subscription.

Title IV Grant Use of Funds

Title IV, is designed to improve students' academic achievement by increasing the capacity of schools to (1) provide all students with access to a well-rounded education, (2) improve school conditions for school learning, and (3) improve the use of technology in order to improve the academic achievement and digital literacy of all students. In summary, goals of these programs are:

- To provide a well-rounded education (minimum 20% of funds) STEM courses, arts and music, foreign languages, college and career counseling and AP courses;
- To provide safe and healthy schools (minimum 20% of funds). Drug and violence prevention, school-based mental health services, trauma informed care, and physical education or wellness programs; and
- To effectively use technology through professional development for teachers, digital learning tools, blended learning programs, and limited technology infrastructure.

FY25-26 Funding - $31,920

FY27-28 Funding - TBA

Grant allocations are for two years. The $31,920 is to be used in FY 26 and FY 27.

We use this grant for SEL Interventionist (.25 FTE), and professional development.

IDEA 611 Grant Use of Funds

IDEA 611, Part B funds must be used exclusively to pay the excess costs of providing special education and related services to eligible children with disabilities ages 3 through 21. Eligible uses include:

- Salaries and benefits for specialized personnel like teachers, paraprofessionals, and therapists;
- Hardware, software, and tools that help students access their learning environment; and
- Specialized curriculum, adaptive learning tools, and STEM or coding materials written into IEPs;

FY25-26 Funding - $428,641

FY27-28 Funding - $428,641

Grant allocations are for two years. The $428,641 is to be used in FY 27 and FY 28.

We use this grant for Special Education Teachers (3 FTE), paraprofessionals (7 FTE), Vocational Coordinator (1 FTE), BCBA (.25 FTE), and classroom supplies.

IDEA 619 Grant Use of Funds

IDEA 619, Part B funds must be exclusively to cover the excess costs of providing special education and related services to children with disabilities ages 3 through 5. Eligible uses include:

- Direct instructional and related services tailored to young children with IEPs;
- Purchasing assistive technology devices, software, and adaptive learning tools;
- Multi-modal or hands-on learning resources directly tied to a child's IEP goals; and
- Supporting specialized personnel or professional development focused on early childhood special education.

FY25-26 Funding - $20,112

FY27-28 Funding - $20,112

Grant allocations are for two years. The $20,112 is to be used in FY 27 and FY 28.

We use this grant for a .75 FTE paraprofessional.

Perkins Grant Use of Funds

Perkins funds must be used to develop, support, or improve state-approved Career and Technical Education (CTE) programs in secondary and postsecondary schools. Eligible uses include:

- Purchasing modern lab equipment, hardware, and program-specific technology aligned with industry standards;
- Developing or enhancing course materials and programs of study that fit CT's priority career clusters;
- Training and workshops for CTE teachers and staff to improve student academic and technical success; and
- Supporting programs that connect classroom learning with career experiences, industry partnerships, and dual-enrollment opportunities.

FY25-26 Funding - $32,939

FY27-28 Funding - TBA

We use this grant for CTE meetings, conferences, transportation, and CTE supplies.

Early Start CT Grant Use of Funds

Early Start CT funds support eligible early care and education programs by covering operating costs, classroom improvements, and teacher support. Reimbursed at approximately $13,500 annually per funded slot. Eligible uses include:

- Ongoing operational costs;
- Improving physical classroom spaces;
- Teacher sign-on bonuses, training, and onboarding requirements;
- Purchasing classroom supplies, materials, and equipment; and
- Covering accreditation fees for qualifying programs.

FY26 Funding - $143,100

FY27 Funding - $145,800

We use this grant for Preschool Teacher (.5 FTE), Paraprofessionals (2.5 FTE), professional development, field trips, parent activities, and supplies.

Afterschool Grant Use of Funds

Afterschool Grant funds can be used for a broad array of academic, enrichment, and wellness activities outside of normal school hours for K-12 students. Eligible uses include:

- Tutoring, homework help, mentoring, remedial education, and credit recovery or virtual high school options;
- STEM activities, hands-on science experiments, coding, and entrepreneurial education;
- Visual arts, theater, music education, global education, and world languages;
- Physical and mental health activities, sports, dancing, outdoor active play, and programs focused on social-emotional learning;
- Language and academic skill-building activities specifically for Multilingual Learners;
- Programs focused on violence, drug, and teen pregnancy prevention;
- Family literacy initiatives and community-connecting educational events for families; and
- Staffing, program coordination, and necessary curriculum materials or supplies.

FY26 Funding - $116,300

FY27 Funding - $116,300

We use this grant for Director (.15 FTE), WF Assistant Instructor (5), Paraprofessionals (2), professional development, tutors, field trips, parent activities, and supplies.

Special Education Expansion and Development (SEED) Grant Use of Funds

SEED Grant funds must be used solely for direct special education and targeted intervention purposes. Eligible uses include:

- District special education & related services;
- Tier 2 interventions;
- Academic/behavioral interventions;
- Salaries for special education staff;
- Equipment (purchase/maintenance); and
- Curriculum materials.

FY26 Funding - $137,127

FY27 Funding - TBA

We use this grant for Math Interventionist (.5 FTE), Paraprofessional (1 FTE), and technology supplies.

District Repair and Improvement Project (DRIP) Grant Use of Funds

DRIP Grant funds must be used for minor capital repairs, improvements, and maintenance for public school buildings, grounds, and infrastructure. Eligible uses include:

- Construction, renovation, repair, or enlargement of school buildings or school grounds, including parking lots, athletic fields, and playgrounds;
- Improvements to school facilities to comply with health, safety, or code requirements; and
- Purchase, installation, or maintenance of or improvements to fixed school infrastructure, including heating, ventilation and air conditioning systems, plumbing, electrical systems, and roofing.

FY26 Funding - $130,616.26

FY27 Funding – TBA

Have only used $5,000 for deductible for softball scoreboard.

Funds can be carried over from year to year

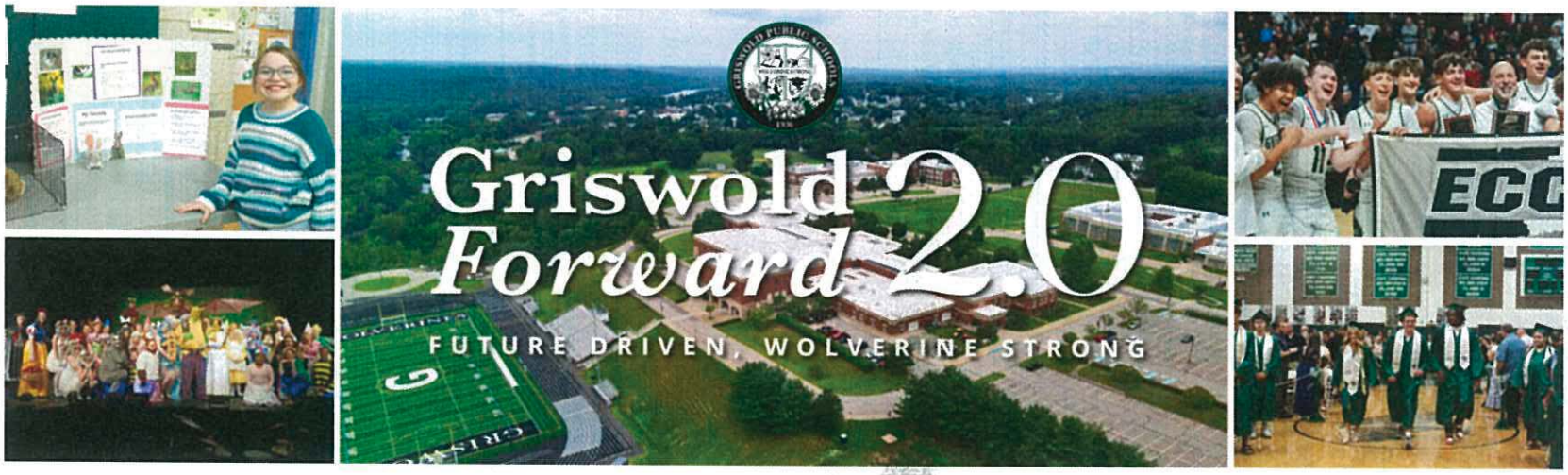
number) of the fraction) and the sum of the resulting products for all the schools under the PSO's jurisdiction (which will be the denominator (bottom number) of the fraction).

The adjusted equalized net grand list per capita of a PSO varies depending on the entity. For local boards of education and charter schools, it is the same as the adjusted equalized net grand list per capita, as defined in state law, of the town of the board and town in which the charter school is located, respectively. For regional boards of education, regional educational service centers, interdistrict magnet school operators, and endowed academies, it is based on the entity's rank under the DAS school construction grant program so that its adjusted equalized net grand list per capita will be the same as the adjusted equalized net grand list per capita of a town with the same ranking.

REPORTING AND RECORD KEEPING REQUIREMENTS

By September 1, 2027, and annually after, each PSO issued a DRIP program grant must submit a report to the OPM secretary, in a form and way he prescribes, describing each district repair and improvement project for which amounts were expended in the fiscal year and the amounts expended for each project. The report must include a certification by the PSO that (1) the district repair and improvement project was approved by the PSO or a board, council, or other body responsible for overseeing the project and (2) no grant money was used to satisfy a local matching requirement for any state assistance program or for any school building project under the DAS school construction grant program. The secretary must post all reports submitted on the office's website.

The bill also requires each PSO getting a district repair and improvement project grant to keep, for at least three years after the project's completion, detailed accounting records of all expenses incurred for the project. If the OPM secretary determines that the records are not kept or a review of the records shows that the grant, or any portion of it, was used for other than its intended purpose, the secretary must give written notification to the PSO of his finding. Upon issuing a finding, the secretary may require the PSO to promptly pay



Griswold Board of Education Meeting
Student Services Semi Annual Update
September 24, 2026

Griswold *Forward 2.0*

Cooperative Agreements: Student Services

Out of District Placements	Contracted and Cooperative Services
• EASTCONN • LEARN • The Light House • Bradley School New London Regional • CT Coastal Academy • SHARP Training • Waterford Country School	• New England Center for Hearing (NECHEAR) • Griswold Pride • PMT Associates • Infinity Music Therapy Services • STA, American Rides, Curtin Livery, AB Transportation, M&J Transportation • UCFS - Medical Advisor • Bureau of Rehabilitation Services • BESB • JRB • BLOOM

Student Count - September 19, 2026

Total In District Student Count	**1758**
Total In District Special Education Student Count	**368**
Total In District Special Education Student Percentage (PK through age 22)	**20.93%**

*State metrics on EdSight only include K-12

Student Count - September 18, 2026

	Special Education Students	504 Students
GHS	128	84
GMS	95	62
GES	127	48
GAS	20	0

Student Count - September 19, 2026

Total Out of District Students	26 (was 33 at this time last year)
"Griswold Placed" through PPT determination (K-13)	12
Enrolled in Post Grad Transition Programming	8
DCF Placed	4
Parent Placed - VoAg/Magnet	2

Student Count - September 18, 2026

Total Student Experiencing Homelessness	
GES	2
GMS	3
GHS	5

**3 additional students enrolled in area schools became displaced in another point of origin, Griswold is responsible for half of their transportation costs

McKinney-Vento
Serving Students In Transition

Griswold *Forward 2.0*

Griswold Soule St. Academy

Resident Towns	
Griswold	11
Norwich	6
Lisbon	2
Sprague	1
TOTAL	**20**

CURRENT WORK:

--Weekly collaboration with Norwich "Bully Busters" for service learning

-Extended work on Vision of the Graduate implementation

-Griswold Forward 2.0 implementation

–Credit recovery and individualized learning

Griswold High School Athletic Participation Fal	FALL 2026 NUMBERS							
	Total	Tuition	ʍich Sprague, B	Voluntown	Lisbon	Preston	Canterbury	Wheeler (coop)
Football	55	23	8	3	5	1	1	5
Boys Soccer	30	11	4	1	2	4		
Girls Soccer	21	6		1	3	2		
Cheer	28	8	3	1	3	1		
Girls XC	7	2	1			1		
Boys XC	17	4	2			2		
Volleyball	36	16	4	3	1	8		
Totals	194	70	22	9	13	18		

Griswold Middl	FALL 2026 NUMBERS
Girls XC	11
Boys XC	10
Girls Soccer	36
Boys Soccer	25
Total	82

VACANCIES

Certified Positions	Location	Closing Date

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

Extra-Curricular Positions	Location	Closing Date

RETIREMENTS

Name	Location	Position	Effective Last Day

RESIGNATIONS

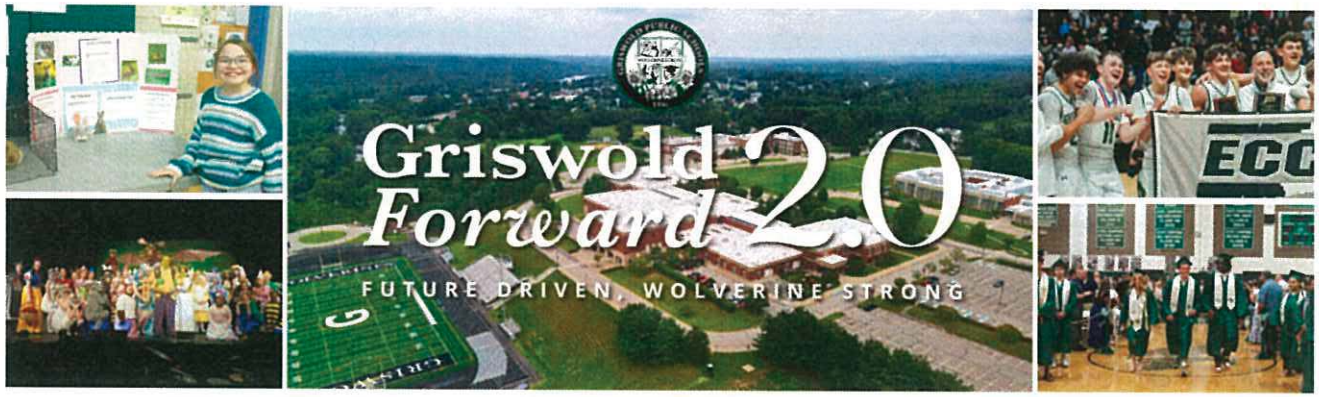
Name	Location	Position	Effective Last Day
Dubois, Aubrey	GES	Wolverine B/A School Pgm Asst Instr.	September 10, 2026

APPOINTMENTS

Name	Location	Position	Effective Date	Salary/Rate
Whitford, Emma	GES	Wolverine B/A School Pgm Asst Instr.	09/07/2026	Hourly
Rourke, Stephanie	GHS	Sophomore Class Advisor/Split	2026/2027 SY	Stipend
Calash, Nicholas	GHS	Sophomore Class Advisor/Split	2026/2027 SY	Stipend

Note:

SUPERINTENDENT'S UPDATES



Board of Education Meeting, September 24th, 2026

PROJECT/AREA	UPDATE
GRISWOLD HIGH SCHOOL OPEN HOUSE 	• Griswold High School will host its annual Open House Event on Tuesday, September 29th. • This event welcomes all existing GHS students and families and prospective GHS students--GMS 8th graders and students from sending towns. • In addition to tours of the buildings, GHS will have a number of activities and presentations for families. • This event continues to be a popular one in our community, and it is a great opportunity for 8th graders who are interested in attending GHS to learn more about Wolverine Nation.

SAFETY PLAN



- We are working on revisions to our district safety plan.
- This safety plan is a comprehensive document that addresses all aspects of safety.
- We are required by law to review and submit this plan annually.
- On a related note, both Jim Collins, Director of Safety and Security, and Assistant Superintendent Glenn LaBossiere will attend a school safety workshop on Thursday, September 24th.