

**GROTON PUBLIC SCHOOLS
GROTON, CONNECTICUT**

(*Attachments are available upon request from the Superintendent's Office.)

Committee of the Whole

September 10, 2018

A special meeting of the Committee of the Whole of the Groton Board of Education was held on September 10, 2018 in Room 11 of the School Administration Building.

1. CALL TO ORDER

The meeting was called to order by Mrs. Kim Watson, Board Chairperson, at 6:10 p.m.

PRESENT

Mrs. Kim Shepardson Watson, Chairperson
Dr. Andrea Ackerman, Vice Chairperson
Mrs. Katrina Fitzgerald
Mrs. Rosemary Robertson
Mr. Jay Weitlauf
Mrs. Lee White

ABSENT

Mrs. Jane Giulini
Mrs. Gretchen Newsome
Mrs. Rita Volkmann

Ms. Susan Austin, Assistant Superintendent of Schools
Mr. Sam Kilpatrick, Director of Buildings and Grounds
Mr. Dennis Colclough, Director of Technology Services
Mr. Daniel Gaiewski, Student Representative

1. Approval of Minutes of August 20, 2018

MOTION: Robertson, White: To approve the minutes of August 20, 2018.
PASSED - UNANIMOUSLY

2. Middle School Magnet Program Update (Attachment #1)

Ms. Amy Murphy (WSM Coordinator) gave an overview of how the STEM Magnet School has been progressing since the start of school. She noted that the district was under a deadline for completing the year 2 action plan. She noted that teachers are working hard in 3 areas:

- Discrete STEM course; 6 new courses, 2 at each grade.
- The STEM teachers, the Computer Science teacher, and herself have had a combined 250 hours of PD.
- She gave an overview of the 6th grade Computer Science Discoveries and Design and Modeling courses.
- She went to Phoenix this summer to be certified to teach CS Discoveries.
- She gave an overview of the 7th grade Science Technology and the Computer Science for Innovators and makers courses.
- She gave an overview of the 8th grade Automation and Robotics and App Creators courses. She noted that all the material for the automation and robotics course has been ordered.
- Each course runs for 45 days and then it is integrated through all core courses.
- She noted partnerships: (NES) New England Science and Sailing, Project O, Nautilus, Salt Opera, and Florence Griswold.

Ms. Leslie Forbes (CMS Arts & Humanities Coordinator) gave an overview of how the Arts & Humanities Magnet School has been progressing since the start of school. She thanked Mark Russell, Dennis Colclough, and Sam Kilpatrick for their expertise in making the Arts & Humanities Magnet School a success such as with Digital Computer Lab, Recording studio, and Digital Music Lab.

- She noted that they entered a new partnership with Sonalyst. They set up a recording studio, trained teachers, and provided PD for teachers working with students.
- She noted that the opportunity to be filmed by NBC through the efforts of Jim McCain.
- She noted that the Open House for CMS is September 20, 2018, 6:00 p.m. to 8:00 p.m. The Open House for WSM will be September 11, 2018 for grade 6, 7:00 p.m. to 8:00 p.m. and September 25, 2018 for grades 7 & 8, 6:00 p.m. to 7:00 p.m.
- She noted that they have purchased 36 new guitars.
- She noted that they will have discrete classes in Theatre, dance (taught by P.E. teacher), 2 Art Clubs (Community Art and Art Beyond the Pencil), Broadcasting, and Screen Writing.
- She also noted partnerships with Mystic Seaport.
- She noted 2 new clubs: Dance and Photography.
- She noted that IB officials will be coming November 6, 2018 to review the progress of the MYP program.

3. Orientation of the New Website

Mr. Colclough gave a presentation of the new website and its functions. The new web address is grotonschools.org.

4. Overview of Staff Curriculum Resource Pages

Ms. Austin gave an overview of the staff curriculum resource pages.

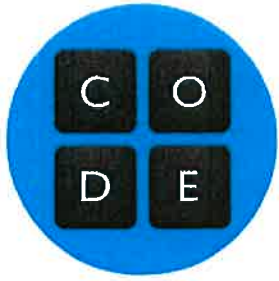
5. CSDE Report re: Racial Imbalance Statistics (Attachment #2)

Ms. Austin reviewed the racial imbalance statistics. Ms. Austin noted that LEARN has a Racial Balance expert who may be working with Groton.

6. Adjournment

MOTION: Ackerman, Rosemary: To adjourn at 8:00 p.m.
PASSED – UNANIMOUSLY

SCIENCE, TECHNOLOGY, ENGINEERING, AND MATH



6th Grade:

Computer Science Discoveries (CS Discoveries) is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science as a medium for creativity, communication, problem solving, and fun.



PROJECT LEAD THE WAY

PLTW

Design and Modeling

Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.

7th Grade:



PROJECT LEAD THE WAY

PLTW

Science of Technology

Science impacts the technology of yesterday, today, and the future. Students apply the concepts of physics, chemistry, and nanotechnology to STEM activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nano-materials.



PROJECT LEAD THE WAY

PLTW

Computer Science for Innovators and Makers

This unit will allow students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects. Throughout the unit, students will learn about programming for the physical world by blending hardware design and software development. They will design and develop a physical computing device, interactive art installation, or wearable, and plan and develop code for microcontrollers that bring their physical designs to life. Physical computing projects will promote student awareness of interactive systems, including Internet of Things (IoT) devices, and broaden their understanding of abstract computer science concepts through meaningful and authentic applications.

8th Grade:



Automation and Robotics

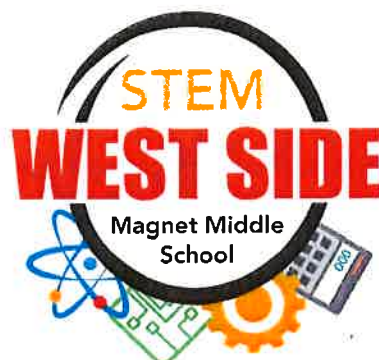
Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.



App Creators

This unit will expose students to computer science by computationally analyzing and developing solutions to authentic problems through mobile app development, and will convey the positive impact of the application of computer science to other disciplines and to society.

Students will customize their experience by choosing a problem that interests them from the areas of health, environment, emergency preparedness, education, community service, and school culture. Because problems in the real world involve more than one discipline, the unit will introduce students to biomedical science concepts as they work on solutions for the specific problems they choose to tackle.





STATE OF CONNECTICUT
STATE BOARD OF EDUCATION



June 19, 2018

RECEIVED JUL 09 2018

Michael Graner
 Superintendent of Schools
 Groton Board of Education
 1300 Flanders Road
 Mystic, CT 06355

Dear Dr. Graner:

On June 6, 2018, the Connecticut State Board of Education (CSBE) accepted a report concerning the racial imbalance statistics for all schools in the state. Enclosed with this letter is the report for your district. Pursuant to Section 10-226e-4 of the Regulations of Connecticut State Agencies, the CSBE is required to notify any board of education that has one or more schools with racial imbalance or impending imbalance. Racial imbalance exists when the proportion of minority students for the school falls outside of a range from 25 percentage points less to 25 percentage points more than the comparable proportion for the district. Impending imbalance exists when the proportion of minority students for a school falls outside a range from 15 percentage points less to 15 percentage points more than the comparable proportion for the district. For all grades of a given school, the total number of minority students enrolled in the same grades throughout the district is divided by the district-wide total student enrollment in such grades, and the resulting percentage is the comparable proportion for the district.

As required by law and on behalf of the CSBE, I am advising you that Claude Chester, Northeast Academy Elementary, and Katherine Kolnaski Magnet Schools have impending imbalance based on the October 1, 2017 enrollment data collected by the State Department of Education. Although a board of education is not required to file a plan to address impending imbalance, boards are strongly encouraged to address the matter in a proactive manner to avoid future identification of racial imbalance. Boards of education should strive to maintain balanced schools so that each child has the advantage of attending a school that is as diverse as possible. The regulations authorize the Commissioner of Education to ask for additional information about schools with impending imbalance, and I may do so at a future date.

If you have any questions, please do not hesitate to contact Attorney Laura Anastasio at the Division of Legal and Governmental Affairs at 860-713-6512.

Sincerely,

Dr. Dianna R. Wentzell
 Commissioner of Education

DRW:lla

Enclosure

UNAUDITED DATA FILE

Connecticut State Department of Education

2017 Public School Enrollment By Reporting District

Imbalance is determined pursuant to CGS §10-226e-3 and §10-226e-4 of the Regulations of Connecticut State Agencies, comparing school proportions with the district proportions of students in the same grade.

Notes: Bold-faced fonts indicate the greater of the district or school minority percentage figures for each school.

Reporting District	Facility Code	School	District % Minority	Dist. Total	School % Minority	Schl. Total	Absolute Imbalance
059	Groton School District						
	0590311	Claude Chester School	45.98%	2351	70.84%	367	24.86
	0591911	Northeast Academy Elementary School	45.81%	2137	22.36%	416	23.46
	0592011	Catherine Kolnaski Magnet School	45.98%	2351	61.64%	438	15.66
	0595211	West Side Middle School	42.33%	926	51.33%	450	9.00
	0590111	S. B. Butler School	45.98%	2351	37.11%	318	8.87
	0595311	Carl C. Culler Middle School	42.33%	926	33.55%	471	8.79
	0591811	Charles Barnum School	45.81%	2137	39.07%	366	6.74
	0591711	Mary Morrison School	45.98%	2351	43.76%	441	2.22
	0596111	Robert E. Fitch High School	42.84%	1104	42.67%	1043	.18

* The reporting districts include all students in schools, programs and out-placed facilities.

* Diverse Schools are defined by Section 10-226e-1(9) of the Regulations of Connecticut State Agencies: when a school district has a district minority population of fifty percent or more, and the school has a school minority population of at least twenty-five percent but less than seventy-five percent, the district is excluded from the requirement of filing a racial imbalance plan for that school.

* R. C. S. A. Section 1-226e-1(10): "Unique school" means an interdistrict or intra-district magnet, local or state charter, highhouse, regional vocational agriculture, regional vocational-technical, alternative, or special education school or other school designated by the Commissioner which offers specialized programs or provides for the voluntary enrollment of students.

* Source Data: Public School Information System October 2017

Monday, May 21, 2018