

**GROTON PUBLIC SCHOOLS  
GROTON, CONNECTICUT**

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

**Committee of the Whole**

**August 10, 2015**

A Committee of the Whole meeting of the Groton Board of Education was held on August 10, 2015, in Room 11 of the School Administration Building.

**I. CALL TO ORDER**

The meeting was called to order by Mrs. Kim Watson, Board Chairperson, at 6:02 p.m.

**PRESENT**

Mrs. Kim Shepardson Watson, Chairperson  
Mrs. Rita Volkmann, Vice Chairperson  
Dr. Andrea Ackerman  
Mrs. Katrina Fitzgerald  
Mrs. Elizabeth Gianacoplos  
Ms. Mary Kelly  
Mr. Jay Weitlauf  
Mrs. Lee White

Ms. Susan Austin, Assistant Superintendent  
Mrs. Laurie LePine, Director of Human Resources  
Mrs. Lori Secchiaroli, Special Education Supervisor

**ABSENT**

Mrs. Patricia Doyle

Dr. Michael Graner, Superintendent of  
Schools

Mr. Michael Emery, Director of Teaching and  
Learning

Mr. Samuel Kilpatrick, Director of Buildings  
and Grounds

Mr. Don Meltabarger, Business Manager

**1. Approval of minutes of July 13, 2015**

A motion was made by Ms. Kelly and seconded by Mrs. Volkmann to approve the minutes of July 13, 2015.

**YES – Weitlauf, Kelly, Gianacoplos, Fitzgerald, Ackerman,  
Volkmann, Watson**

**ABSTAINED - White**

**PASSED**

**2. Teacher substitute analysis [ATTACHMENT #1]**

Mrs. LePine shared information on AESOP Data sub use for teacher absences. Mrs. LePine reviewed the data and answered questions from the Board.

Questions asked by the Board:

1. What is the cost involved with stipend versus substitute? (KF)
2. Is the use of subs growing? (MK)
3. What is the number of substitutes relative to sick leave versus medical leave? (MK)
4. What is the number of substitutes filling the void relative to 40 days in the same position? (MK)

**3. Summer Hiring Update**

Mrs. LePine reported that 21 teachers and 3 administrators (Steve Wheeler at SB; Seth Danner at CB; Megan Bibby at CC) have been hired to date; there are 11 positions left to be filled. Vacancies by level: 21 Elementary, 7 at the Middle Schools, 7 High School.

**4. Special Education update (Intensive Behavior Support Program Report and Training) [ATTACHMENT #2]**

Mrs. Secchiaroli gave an overview of the Intensive Behavior Support Program Report workshop held July 27, 28, 29, 2015. She stated that there are programs at 3 elementary schools, 1 middle school and the high school. Administrators were included on the first day of the workshop and paraprofessionals were included on the third day. Mrs. Secchiaroli stated that Dr. Wrightington will be in the district once a week.

**5. Update regarding the Magnet School Ad Hoc Committee [ATTACHMENT #3]**

Mrs. Fitzgerald and Ms. Austin gave an overview of the Magnet School Ad Hoc Committee meetings held to date. They stated that Doreen Marvin attended these meetings. The next step is the visit some schools with Magnet Schools.

**6. The Groton Evaluation Plan (GEED Plan) resubmitted to the State (SDE) [ATTACHMENT #4]**

Ms. Austin stated that she heard from the State that the committee working on Groton's revised GEED Plan will be approved with some edits/revisions required by CSDE.

**7. The District Assessment Calendar and results of the Assessment Reduction Grant (Attachment #5)**

Ms. Austin gave an overview of the District Assessment Calendar and results of the Assessment Reduction Grant

**8. SIT/Data Teams Update [ATTACHMENT #6]**

Ms. Austin stated that she had done extensive reading on the history of SITs in the district (1999 – 2009) and the School Governance which is mandated by the State and based on CMT data. Ms. Austin shared a comparison of SITs and Data Teams with the Board.

**9. Overview of the August 24-26 Professional Development Days (Attachment #7)**

Ms. Austin gave an overview of the activities scheduled for the August 24-26, 2015 Professional Development Days. (New teacher orientation will be August 20 & 21, 2015; agenda is enclosed.)

**10. Mental Health Summit April 7, 2016 (Attachment #8)**

Ms. Austin and Mrs. Watson gave a brief overview of the upcoming Mental Health Summit on April 7, 2016.

**11. Review of Referral List**

The Board reviewed the Referral List.

Mrs. Fitzgerald referred to her suggestion that a representative from CAFE (Patrice McCarthy) be invited to meet with the Board to discuss pending bills and their impact on Groton. And that Dr. Graner stated that he would coordinate that meeting.

R2014-9 *SIT Teams – what school uses them?/ do they still exist* was move to Policy Development.

R2015-26 *How large is the class sizes with paraprofessionals* was changed to *How large are the class sizes with paraprofessionals – full day/half day in regular education and clarification of the use of paraprofessionals.*

R2015-41 *Discussion of the loss of an Assistant Principal at FHS* was removed from the Referral List.

ADDED to the Referral List:

- How do teachers use data to inform instruction (AA)
- Longitudinal data on sub use for teacher absences in recent years (RV)
- Parent engagement in the hiring process (EG)

**12. Adjournment**

A motion was made by Dr. Ackerman and seconded by Mrs. White to adjourn at 8:40 p.m.

**PASSED - UNANIMOUSLY**

#1

## Teacher Absence Report 14-15 School Year

Absence Reason Type	% of Total Absences	Total Absences (days)
Field Trip	1.39	128
Jury Duty	0.24	22
Other	3.14	288
Personal Bereavement	0.96	88
Personal Family	11.41	1047.5
Personal Legal	0.79	72.25
Personal Emergency	5.28	484.25
Personal Religious Obs.	0.14	13
Professional Leave	12.37	1135.25
Sick Days	39.86	3657.75
Vacancy	24.42	2241
Totals	100	9177

- B. When such request for professional development is granted, the teacher who attends such workshop, seminar, conference, or other professional activity shall submit a report to his/her principal including information pertinent to said activity. Such information will be available on request.

## ARTICLE V SCHOOL CALENDAR

The calendar for the school year shall be determined each year by the Board of Education, subject to change by the Board if it deems such change to be necessary. The work year shall include 186 working days of which 181 days shall be student instruction days. The Board and the Superintendent will consider suggestions regarding the recommended calendar from the Association before the calendar is adopted by the Board.

## ARTICLE VI LEAVES OF ABSENCE. SICK LEAVE. OTHER LEAVE

A. Sick Leave.

Each teacher shall be entitled to sick leave, with full pay therefore, of fifteen (15) days per year. Unused sick leave shall be accumulated from year to year, so long as the teacher remains continuously in the employ of the Groton Board of Education, but such accumulation of sick leave shall not exceed one hundred sixty-five (165) school days, exclusive of the current year's sick leave entitlement.

B. Religious Observances, Bereavement, Family Illness, Legal Matters.

Each teacher shall be entitled annually to eight (8) days' leave with full pay for absences caused by a death or critical illness in his/her immediate family, by observances of religious holidays or by compulsory court appearance. The immediate family shall include a father, mother, brother, sister, husband, wife, child, grandparents, or in-law in the same degree of relationship with the teacher's current spouse, or a person resident in the household of the teacher.

C. Academic Leave.

With the advance approval of the Superintendent of Schools, a teacher may be entitled to leave, less an adjustment for the expense to the Board of hiring a substitute, in order to commence programs of study approved by the Superintendent in writing which necessitate the presence of such teacher in advance of the close of the school year, as established by the school calendar.

D. Fifth Disease.

Any pregnant teacher who is assigned to a work area where the presence of Fifth Disease or a condition which may reasonably constitute a danger to the fetus of a pregnant teacher, as determined by a mutually agreed upon physician, has been identified shall, at her request, be transferred to an alternate assignment, which shall be determined by the Superintendent. Such alternate assignment shall continue until the presence of the disease no longer poses a threat, or until the teacher is determined to be immune to the disease. Testing for immunity will be conducted as soon as possible, at Board expense. All bargaining unit members will cooperate with any transfers that are temporarily made necessary by this section, within their areas of certification and experience. If the pregnant teacher refuses a transfer she may use her sick leave, subject to the above sick leave limitations.

E. Other Leave.

1. A teacher shall also be entitled to leave with full pay for anyone or more of the following reasons:
  - a. personal reasons of an emergency nature - two (2) days per year, non-accumulative.
  - b. the teacher's own marriage during the school year - three (3) days.
2. A teacher may be entitled, with the prior approval of the Superintendent, to leave with full pay for anyone or more of the following reasons:
  - a. attendance at a professional improvement session as specified in Article IV hereof or for the duration of his/her service on curriculum committees (normally two (2) days);
  - b. an extension of personal leave of not more than three (3) days, non-accumulative, may be granted if, in the opinion of the Superintendent, the emergency warrants such extension; but in such event an adjustment for the expense to the Board of hiring a substitute shall be made.
3. Unless under extreme circumstances, all "Other Leave" will be granted only after a twenty-four (24) hour notice. Approval of any "Other Leave" is necessary when requested immediately previous to or immediately following a vacation period.

F. Extended Leave.

When a teacher has exhausted the leave entitlement hereinbefore specified, such leave, less an adjustment for the expense to the Board of hiring a substitute, shall be extended as follows:



1. sick leave - fifteen (15) days plus ten (10) days for each full year of employment by the Board prior to the effective date hereof (maximum allowance ninety (90) days.)
2. Religious, Bereavement, Family Illness - five (5) days.

G. Regular Attendance.

Notwithstanding the foregoing leave provisions, failure by an employee to reasonably and reliably attend to his/her duties through regular and punctual attendance may result in loss of pay and/or disciplinary action up to and including dismissal. Absence for any reason for five (5) or more days during the school year may result in a non-disciplinary meeting with the school principal. Eight (8) days of absence for any reason during the school year may result in a meeting with the Superintendent of Schools or his/her designee. The Superintendent or his/her Central Office designee will schedule a meeting with the teacher within two (2) weeks, to discuss the teacher's attendance.

H. Salary Adjustment for Other Absences.

If an absence beyond authorized leave is approved in advance by the Superintendent, a salary deduction of 1/186 of the annual salary of a teacher shall be made for each day of absence exceeding the allotment as hereinbefore set forth.

I. Other Leaves of Absence.

The Superintendent may grant leaves of absence, without pay, for good and sufficient reasons such as:

1. military service;
2. health;
3. maternity;
4. travel;
5. professional pursuits;
6. Peace Corps or Vista.

J. Maternity Leave.

Maternity leave will be granted female teachers at their request. Such request shall stipulate the dates of commencement and expected duration of said leave. Such leave shall terminate upon the teacher's return to work or no later than six (6) weeks following delivery. Extension of such leave shall be granted for disabilities because of pregnancy or conditions attendant thereto upon certification by the teacher's attending physician. Current and accrued sick leave shall be available for the duration of such leave including extension. After exhaustion of available sick leave and any available extended sick leave, an unpaid leave of absence shall be available for the remainder of any pregnancy related disability.

# IBS Programs: Starting Strong!

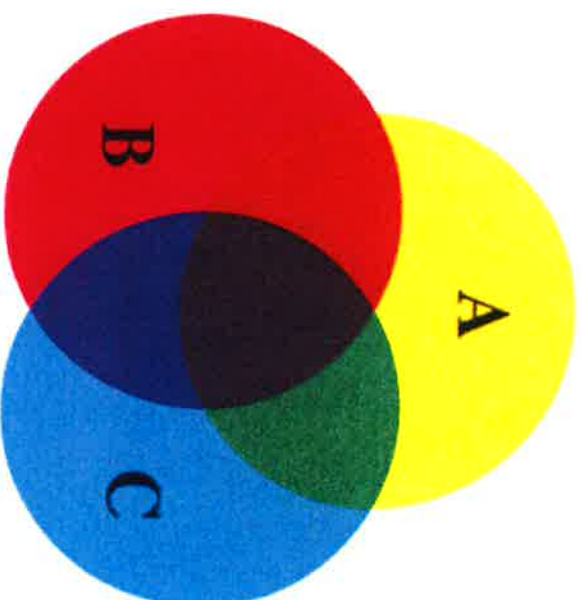
Facilitated by Mahri Wrightington, Ph.D.  
Groton Public Schools  
July 27, 28, & 29, 2015

[mjw.edconsulting@gmail.com](mailto:mjw.edconsulting@gmail.com)



# Training Purpose

To bring together staff from all 5 Intensive Behavior  
Support Programs to engage in  
**SYSTEMS development!**



# Day 1 Objectives

*Today is about inspiration and the big picture!*

- Understand the importance of relationships and climate
- Analyze the current strengths and concerns of each program
- Develop cohesive Mission & Vision statements
- Determine individual staff roles
- Design the physical arrangement of classrooms
- Develop instructional systems & curriculum

Academic

Social-Emotional

## BIG PICTURE

“Students with caring and supportive interpersonal relationships in school report more positive academic attitudes and values, and more satisfaction with school...[and] are also more engaged academically.”

– Klem & Connell (2004)

*What does this mean for you?*

# Day 2 Objectives

*Today is about building our systems!*

- Develop collective commitments (for staff)
- Design a positive and effective behavioral support system
- Design an effective data collection system
- Design an effective system of parent communication

# Staff Collective Commitments

- Importance of consistency among many staff members
- Helps maintain a calm and orderly environment
- Stresses proactive rather than reactive approach
- Allows for non-confrontational reminders







# Collective Commitment Examples

- We use quiet and calm voices at all times.
- We do not talk about students, we talk to students.
- We respect the learning environment by putting away personal items, papers, and devices when students are present.
- We state what we want students to do, not what we don't want them to do.

# Day 3 Objectives

*Today is about finishing and sharing our work!*

- Finish details of systems work
- Learn best practices for student interactions and de-escalation
- Share with and get input from all team members

# Example Do's and Don'ts

- Don't verbally engage with students when they are escalated.
- Do use planned ignoring.
- Do use a neutral prompt.
- Do give space.
- For example, if a student is shouting and refusing to follow directions, a staff member may state, "*Your loud voice is showing me that you need some space right now. When you are ready to move on to our next activity, I will be over here waiting for you.*"



# STARTING STRONG

Our hope is that by developing shared practices and consistent systems, and committing to a positive climate for students we will create programs that are effective at supporting student growth, both academically and behaviorally.

**GROTON BOARD OF EDUCATION  
SPECIAL MEETING MINUTES  
AD HOC MAGNET SCHOOL COMMITTEE  
TUESDAY, AUGUST 4, 2015  
10:00 A.M.  
CENTRAL OFFICE, ROOM 5**

**Members Present:** Andrea Ackerman, Katrina Fitzgerald, Jay Weitlauf

**Also Present:** Susan Austin, Doreen Marvin, Director of Development at LEARN

The meeting was called to order by Katrina Fitzgerald at 10:10 a.m.

1. Presentation by Doreen Marvin

- Doreen presented the *Pillars of Magnet Schools* which includes:
  - **Diversity** is a cornerstone to offering students a global educational experience. Schools, through recruitment and lotteries, strive to have student populations that are reflective of the community. Culturally competent educational environments model empathy, respect, and working collaboratively with a variety of persons.
  - **Innovative Curriculum and Professional Development** is developed to assure theme-based relevant instruction to students. Effective teaching strategies, emulating from best practices, are implemented through the inclusion of the school's theme. Curriculum is based on high quality rigorous standards that prepare students for higher education and career success.
  - **Academic Excellence** is demonstrated through a commitment to multi-dimensional instruction focused on learner needs. Multiple assessment strategies are employed to monitor student learning, progress, and success. High expectations are clearly articulated and personalized supports are in place to address the interests and aspirations of all students.
  - **High Quality Instruction Systems** are rooted in well-prepared, well-educated professional educators. Teachers and administrators who are student-centered, collaborative, and inquisitive prepare learners to be world ready, workforce ready, and higher education ready.
  - **Parent and Community Partnerships** are mutually beneficial, offer a system of support, shared ownership, and a caring spirit and are designed to enhance a theme integrated educational environment. Partnerships with parents are essential for a rich educational experience for students. Community partnerships include a diverse array of stakeholders including business, health and human services, and policy makers to support the education of all students.
- The committee reviewed the research found on [www.magnet.edu](http://www.magnet.edu) found under resources and publications, which included Creating Successful Magnet School Programs, Creating Strong District School Choice Programs, Creating Successful K-8 Magnets, and Creating Successful High School Magnets.
- Suggestion to seek MSAP grant due February 2016 for implementation in September 2016.
- The committee discussed the current programs offered at GPS, including the IB diploma program, Project Lead the Way, and CKMS STEaM, and discussed expanding these programs K-12 (see attached). Also discussed was providing an ARTs magnet at NEA and investigating other possibilities, i.e. dual language, marine science elementary/middle school.
- Investigate partnership possibilities with New London and LEARN.
- Research Intradistrict magnet start up while Interdistrict magnet moratorium exists with state.

The meeting adjourned at 12:00 noon.



<b>Level</b>	<b>Arts*</b>	<b>IB</b>	<b>STeAM</b>	<b>Potential Ideas</b>
High School	Fitch	Fitch Diploma Program Fitch Career Program	Project Lead the Way	Collaboration with Marine Science Magnet School
Middle School	Middle School	Middle Years Program Grades 6-10	Project Lead the Way = Science Center	Language/International Studies** Marine Sciences
Elementary School	NEA	Primary Years Program Grades K-5	CK = Engineering is Elementary	Language/International Studies** Marine Sciences

\* Performing Arts & Fine Arts

\*\* Potential partners with LEARN

#5

**English Language Arts (ELA)**

Reading		Writing
School	F&P Reading Assessment Fountas/Pinnell	Columbia University-TC Writers Workshop On-demand writing (Pre/Post) Narration, Information, Opinion/Argument
District Superintendent	ELA Performance Tasks (Grades K-8) SBAC Assessment (Grades 3-8) PSAT grade 10 SAT for all Grade 11 per CSDE AP, IB grade 11, 12	
BOE		

**Math**

Grades K-2		Grades 3-11
School	Unit Tests	Unit Tests Midyear/End-year Assessments
District Superintendent	Math Performance Tasks	Math SBAC Interim Assessment SBAC Assessment grades 3-8 PSAT grade 10 SAT for all grade 11 per CSDE AP, IB grade 11, 12
BOE		

**Science**

Grade 5, 8		Grade 10
District Superintendent	CMT	CAPT
BOE		

\* *DRAFT* \*

## DATA PRESENTATION

Audiences -- Board of Education, District Data Team, Superintendent, Assistant Superintendent, and Director of Teaching & Learning

LITERACY - % ABOVE, AT, BELOW				MATH/SCIENCE			
GRADE	FALL (Sept. - Dec.)	WINTER (Dec. - March)	SPRING (March - June)	FALL (Sept. - Dec.)	WINTER (Dec. - March)	SPRING (March - June)	
K	Initial Screening	Performance Task F & P	Performance Task F & P	Initial Screening	Performance Task	Performance Task	
1	Performance Task F & P	Performance Task F & P	F & P	Performance Task	Performance Task	Performance Task	
2	Performance Task F & P	Performance Task F & P	F & P	Performance Task	Performance Task	Performance Task	
3	MAP Performance Task F & P	MAP Performance Task F & P	SBAC	MAP SBAC Interim	MAP SBAC Interim	SBAC	
4	Performance Task F & P	Performance Task F & P	SBAC	SBAC Interim	SBAC Interim	SBAC	
5	MAP Performance Task F & P	MAP Performance Task F & P	SBAC	MAP SBAC Interim	MAP SBAC Interim	CMT Science SBAC	
6	Performance Task	Performance Task	SBAC	SBAC Interim	SBAC Interim	SBAC	
7	Performance Task	Performance Task	SBAC	SBAC Interim	SBAC Interim	SBAC	
8	Performance Task	Performance Task	SBAC	SBAC Interim	SBAC Interim	CMT Science SBAC	
9	Performance Task	Performance Task	Performance Task	Performance Task	Performance Task	Performance Task	
10	Performance Task	Performance Task	PSAT	Performance Task	Performance Task	PSAT CAPT Science	
11	Performance Task	Performance Task	SAT for all Juniors SAT, ACT, AP, IB	Performance Task	Performance Task	SAT for all Juniors ACT, AP, IB	
12	Performance Task	Performance Task	AP, IB	Performance Task	Performance Task	AP, IB	

(/)

## Press Releases



STATE OF CONNECTICUT  
GOVERNOR DANIEL P. MALLOY

Thursday, August 06, 2015

### Gov. Malloy Announces Approval to Reduce Standardized Testing for Grade 11 Students

(HARTFORD, CT) - Governor Daniel P. Malloy today announced that the U.S. Department of Education has approved a waiver request he submitted on behalf of the State of Connecticut to reduce the amount of standardized testing required for public high school students. In an effort to eliminate duplicative testing, reduce over-testing, mitigate student stress, and address parental concerns, the Governor [last fall \(http://portal.ct.gov/Gov-Malloy-Announces-Effort-to-Reduce-Standardized-Testing-in-Public-Schools/\)](http://portal.ct.gov/Gov-Malloy-Announces-Effort-to-Reduce-Standardized-Testing-in-Public-Schools/) sought federal approval to replace the 11th grade Smarter Balance Assessment - or SBAC exam - with the SAT.

With today's approval, starting in the fall 2015-2016 school-year, the SAT will be used in lieu of SBAC, and will be free for all Connecticut students.

Beyond the benefits of reducing duplicative testing, the move has an added benefit of leveling the playing field by ensuring those who otherwise might not be able to afford the SAT - the costs for which typically run more than \$50 - will not be precluded from taking the exam, which is often requisite for admission to higher education institutions.

"While exams that test college readiness are essential to helping us gauge where we are as a state and help guide instruction, we are doing our part to mitigate over-testing - a common concern among parents. There's a balance to be struck, and we're working to reach it," said Governor Malloy. "We know individualized teaching and instruction works, and we know that student-by-student data can help. But that doesn't mean we should be overburdening our kids. That's why we first devised this idea and submitted this waiver last fall, and that's why we're so thrilled to be able to deliver for families across Connecticut today. When other Governors from around the nation were slashing funds for education, we supported our classrooms. When some suggested we should roll back support for our children, we stepped up to boost it. And as a result, today graduation rates are at record highs while our children are more prepared for college and careers like never before. I thank the U.S. Department of Education and Secretary Duncan for approving our request and helping us move forward with an approach that allows our state to adapt with the changing times."

"Over the past four and a half years, this administration has made historic investments in our schools, our students, and our educators. It's a responsibility to our children and to the very future of Connecticut," said Lt. Governor Nancy Wyman. "Our continued economic expansion depends on a talented workforce - as our communities grow, they require new leaders, and our businesses need innovators. Education must be effective as well as inspiring. Strengthening how we educate is an important step toward a better system overall."

"Since the Governor directed us to examine the issue of test burden last year, we have been engaged in a thoughtful conversation with educational partners around what is best for Connecticut students," said State Department of Education (SDE) Commissioner Dianna Wentzell. "This approval allows us to expand opportunity for students as it strengthens accountability to ensure that we deliver on our promise to prepare all students for success in college and careers. We thank Governor Malloy for his leadership on this issue and Secretary Duncan for providing us the opportunity to develop a plan that works for Connecticut students. We also thank our State Board of Education, educational associations, and legislators for their partnership in pursuing this path."

This isn't the only effort Governor Malloy, Commissioner Wentzell, and the state have taken to mitigate over-testing. SDE previously appointed a committee to study over-testing as the department has provided district grants to help them reduce duplicative exams and ease the burden on teachers and students. In February, the department awarded ([http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/districts\\_receive\\_grants\\_to\\_help\\_reduce\\_testing\\_increase\\_instruction.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/districts_receive_grants_to_help_reduce_testing_increase_instruction.pdf)) \$428,253 to 48 districts as part of the Assessment Reduction grant program, which Governor Malloy announced last September. Districts received awards up to \$10,000 each. The grants aimed to help districts comprehensively analyze their tests to ensure that they reflect district priorities, remain aligned to new state standards, provide maximum value, and are not redundant with other assessments, with the ultimate aim of reducing testing time wherever possible.

Under federal law, Connecticut must administer end-of-year tests to all students in Grades 3 to 8 and once in high school. As part of its transition to college and career-ready standards, Connecticut's high school exam was recently moved from Grade 10 to Grade 11. Currently, many 11th graders take college placement exams (typically the SAT or ACT), subject-matter tests, such as the Advanced Placement exams and SAT subject matter tests, and end-of-course exams administered by the school - all in addition to the required test for federal accountability developed by the Smarter Balanced Assessment Consortium.

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[text=http://portal.ct.gov/Departments and Agencies/Office of the Governor/Press Room/Press Releases/2015/08-2015/Gov Malloy Announces Approval to Reduce Standardized Testing for Grade 11 Students/\)](http://portal.ct.gov/Departments_and_Agencies/Office_of_the_Governor/Press_Room/Press_Releases/2015/08-2015/Gov_Malloy_Announces_Approval_to_Reduce_Standardized_Testing_for_Grade_11_Students/)

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[u=http://portal.ct.gov/Departments and Agencies/Office of the Governor/Press Room/Press Releases/2015/08-2015/Gov Malloy Announces Approval to Reduce Standardized Testing for Grade 11 Students/\)](http://portal.ct.gov/Departments_and_Agencies/Office_of_the_Governor/Press_Room/Press_Releases/2015/08-2015/Gov_Malloy_Announces_Approval_to_Reduce_Standardized_Testing_for_Grade_11_Students/)

 [Email](mailto:?subject=Governor%20Malloy%20Press%20Release&body=http://portal.ct.gov/Departments_and_Agencies/Office_of_the_Governor/Press_Room/Press_Releases/2015/08-2015/Gov_Malloy_Announces_Approval_to_Reduce_Standardized_Testing_for_Grade_11_Students/) (<mailto:?subject=Governor Malloy Press>

[Release&body=http://portal.ct.gov/Departments and Agencies/Office of the Governor/Press Room/Press Releases/2015/08-2015/Gov Malloy Announces Approval to Reduce Standardized Testing for Grade 11 Students/\)](http://portal.ct.gov/Departments_and_Agencies/Office_of_the_Governor/Press_Room/Press_Releases/2015/08-2015/Gov_Malloy_Announces_Approval_to_Reduce_Standardized_Testing_for_Grade_11_Students/)

 [Print](#)

Thursday, August 06, 2015

Press Release



#6

## SIT / Data Team / SGC / Other

SIT	DT	SGC	Other school committees and departments(see list enclosed; examples below):
<p><b>School Improvement Team</b> 1993-2009</p> <p>Administrators, teachers, staff, parents, community members</p> <p>Reviewed trends in data on standardized measures and yardstick</p> <p>Needs assessments/surveys for school effectiveness</p> <p>Creation of reports</p>	<p><b>School Data teams and GPS District Data team;</b> reconfiguration of SIT in 2010</p> <p>Administrators, teachers per CSDE Standards for Instructional Data Teams</p> <p>Close analysis of student data, monitoring for intervention/enrichment/behavioral support through grade level data teams (SRBI) and specific trends and specific student confidential cases at the building level; Analysis of district data and trends</p>	<p><b>School Governance Council:</b> Only involves 4 schools: PV, CC, CK, WSMS</p> <p>Administrators, teachers, staff, parents, community members</p> <p>As mandated by the CSDE, based on CMT data, includes voting, training, agendas.</p> <p>Trends in data, including survey data.</p> <p>Creation of Agendas/minutes</p> <p>School Improvement Plans</p>	<p><b>Teaching and Learning Department;</b> <b>21<sup>st</sup> Century Collaborative PK-12;</b> <b>and Groton Teaching and Learning Collaborative K-12:</b> Build capacity, leadership Initiate curriculum change Plan Staff development Teacher evaluation and support</p> <p><b>Safe School Climate Committees (school and district) K-12:</b> Work on safety plans, school climate, gather feedback through surveys. Includes staff/parents/community members/police officers</p> <p><b>Human Resource Department:</b> Collaborative process for hiring; Includes administrator and faculty and can include parent representation (i.e. recent elementary principals interview committee)</p> <p><b>Finance Department:</b> Site budgets at each school and department District and building based needs inform budget process Budget workshops gather input from the community</p>
<p>Building level leadership</p> <p>Initiate curriculum change</p> <p>Planners of Staff Development</p> <p>Participants in the budget process</p> <p>Participation in the hiring process</p>	<p>Creation of School Improvement plans based on District Improvement plans. Student Learning Objectives (SLO) monitored in the GEED evaluation and support plan correspond with school and district plans and is based on student data, survey data, etc.</p> <p>assume responsibilities from SIT</p>	<p><b>Parent Teacher Organization and GPS Parent Council:</b></p> <p>Active parent/teacher organizations support the schools and the district with representation from each school.</p> <p>Volunteers support school activities during the day and after school events; Increases parent participation and engagement in the schools</p>	

## 2015-2016

[illegible]



**GROTON PUBLIC SCHOOLS  
GROTON, CONNECTICUT**

**NEW TEACHER ORIENTATION ~ ACADEMIC YEAR 2015-2016**

**AUGUST 20 & 21, 2015  
CENTRAL OFFICE, Room 11**

DATE	TIME	ACTIVITY	LOCATION	PRESENTER
8/20/15	8:00-8:30 AM	BREAKFAST	Room 11	CATERED
	8:30-9:00 AM	Welcome/Introductions	Room 11	Dr. Michael Graner, Superintendent
	9:00-10:00 AM	Powerschool; Login to GPS/Email	Room 11	Heidi Jacobs, Powerschool Administrator
	10:00-10:15 AM	BREAK	Room 11	
	10:15-11:00 AM	Googledocs and Curriculum Google Apps for Education & Logins		Mike Emery, Director of Teaching and Learning
	11:00-12:00 PM	ELR/Aesop	Room 11	Jennifer DeBell, Business Office
	12:00-1:00 PM	LUNCH	Room 11	CATERED
	1:00-2:00 PM	Groton Public Schools Teaching and Learning Tools	Room 11	Karen Bryer, K-12 Technology Coordinator
	2:00-2:15 PM	ProTraxx and Professional Development	Room 11	Karen Bryer, K-12 Technology Coordinator
8/21/15	8:30 -9:30 AM	NAVY 101	Room 11	CDR Kurt E. Stonach, Executive Officer, NAVSUBASE
	9:30-10:30 AM	Special Education	Room 11	Denise Doolittle, Director of Pupil Personnel Services
	10:30-11:00 AM	GEA	Room 11	Beth Horler & Larry Croxton GEA Co-Presidents
	11:00-11:30 PM	TEAM/Teacher Evaluation/BloomBoard	Room 11	Alison Cochran
	11:30-12:00 PM	Committees, Professional Growth and Development	Room 11	Beth Horler & Larry Croxton
	12:00-12:15 PM	Closing Remarks	Room 11	Susan Austin, Assistant Superintendent Mike Emery, Director of Teaching & Learning

**GROTON PUBLIC SCHOOLS  
PROFESSIONAL DEVELOPMENT DAY PROGRAM  
AUGUST 25, 2015**

Code	Workshop	Facilitator	Target Audience	Time	Location
1	Kindergarten Teachers: Performance Tasks; Implementation of Writers' Workshop: The plan, time frame, books, celebrations; The Summer Institute, lessons learned in K	Elementary Administrators	K Teachers, Int. & SPED, Admin.	8:00 AM-11:00 AM	FHS
2	Gr. 1 Teachers: Performance Tasks; Implementation of Writers' Workshop: The plan, time frame, books, celebrations; The Summer Institute, lessons learned in 1st	Elementary Administrators	Gr. 1 Teachers, Int. & SPED, Admin.	8:00 AM-11:00 AM	FHS
3	Gr. 2 Teachers: Performance Tasks; Implementation of Writers' Workshop: The plan, time frame, books, celebrations; The Summer Institute, lessons learned in 2nd	Elementary Administrators	Gr. 2 Teachers, Int. & SPED, Admin.	8:00 AM-11:00 AM	FHS
4	Gr. 3 Teachers: Performance Tasks; Implementation of Writers' Workshop: The plan, time frame, books, celebrations; The Summer Institute, lessons learned in 3rd	Elementary Administrators	Gr. 3 Teachers, Int. & SPED, Admin.	8:00 AM-11:00 AM	FHS
5	Gr. 4 Teachers: Performance Tasks; Implementation of Writers' Workshop: The plan, time frame, books, celebrations; The Summer Institute, lessons learned in 4th	Elementary Administrators	Gr. 4 Teachers, Int. & SPED, Admin.	8:00 AM-11:00 AM	FHS
6	Gr. 5 Teachers: Performance Tasks; Implementation of Writers' Workshop: The plan, time frame, books, celebrations; The Summer Institute, lessons learned in 5th	Elementary Administrators	Gr. 5 Teachers, Int. & SPED, Admin.	8:00 AM-11:00 AM	FHS
7	CB: Homegrown Institute Share Session K-5 Vertical Articulation and Alignment; Setting up the classroom for the workshop and planning by grade level	Building Principal Assistant Principal	CB Teachers, Incl. SPED	12:00 PM-3:00 PM	CB
8	CC: Homegrown Institute Share Session K-5 Vertical Articulation and Alignment; Setting up the classroom for the workshop and planning by grade level	Building Principal Assistant Principal	CC Teachers, incl. SPED	12:00 PM-3:00 PM	CC
9	CK: Homegrown Institute Share Session K-5 Vertical Articulation and Alignment; Setting up the classroom for the workshop and planning by grade level	Building Principal Assistant Principal	CK Teachers, incl. SPED	12:00 PM-3:00 PM	CK
10	MM: Homegrown Institute Share Session K-5 Vertical Articulation and Alignment; Setting up the classroom for the workshop and planning by grade level	Building Principal Assistant Principal	MM Teachers, Incl. SPED	12:00 PM-3:00 PM	MM
11	NEA: Homegrown Institute Share Session K-5 Vertical Articulation and Alignment; Setting up the classroom for the workshop and planning by grade level	Building Principal Assistant Principal	NEA Teachers, Incl. SPED	12:00 PM-3:00 PM	NEA
12	PV: Homegrown Institute Share Session K-5 Vertical Articulation and Alignment; Setting up the classroom for the workshop and planning by grade level	Building Principal Assistant Principal	PV Teachers, Incl. SPED	12:00 PM-3:00 PM	PV
13	SBB: Homegrown Institute Share Session K-5 Vertical Articulation and Alignment; Setting up the classroom for the workshop and planning by grade level	Building Principal Assistant Principal	SBB Teachers, Incl. SPED	12:00 PM-3:00 PM	SBB

\*August 26<sup>th</sup> at the schools: Assessment Review & Calendars + school initiatives

\*\*September 15<sup>th</sup> Early release PD – Reading Survey K-3; Personalized Learning

**GROTON PUBLIC SCHOOLS  
SECONDARY SCHOOLS & ITINERANT  
PROFESSIONAL DEVELOPMENT DAY PROGRAM  
AUGUST 25, 2015**

Code	Workshop	Facilitator	Target Audience	Time	Location
14	Creating a Writers' Workshop Classroom and Inquiry-Based Instruction: Middle School LA Teachers, Grs. 6-8 ~ AM Session	Andrea Davis, K-12 LA Coordinator	Grs. 6-8 LA Teachers, SPED & Instructional Facilitators	8:00 AM-11:00 AM	FHS
15	Assessment Review and Setting Goals for Writing and Reading: Grs. 6-8 LA Teachers ~ PM Session	Andrea Davis, K-12 LA Coordinator & Building Principals	Grs. 6-8 LA Teachers, SPED & Instructional Facilitators	12:00 PM-3:00 PM	FHS
16	Science and Engineering Practices With an Inquiry-Based Curriculum: Science & STEM Teachers, Grs. 6-8 ~ Full Day	CT Science Center Hartford, CT	Grs. 6-8 Science & STEM Teachers	8:00 AM-3:00 PM	FHS
17	CT Elementary and Secondary Social Studies Frameworks: A Roadmap for Teaching History, Civics, Economics and Geography ~ Full Day	Steve Armstrong, CSDE Director of Social Studies	Grs. 6-12 Social Studies Teachers	8:00 AM-3:00 PM	FHS
18	Aligning World Languages Standards with Meaningful Performance Tasks, Grs. 6-8 World Languages Teachers ~ Full Day	Kathleen Niedbala	Grs. 6-8 World Languages Teachers	8:00 AM-3:00 PM	FHS
19	Interpreting and Implementing the New National Art Education Standards, Art Teachers, Grs. K-8 ~ Full Day	Bethany Kohary	Grs. K-8 Art Teachers	8:00 AM-3:00 PM	FHS
20	Preparing and Creating an Art Curriculum Matrix, Art Teachers, Grs. 9-12 ~ Full Day	Christina Scala	Grs. 9-12 Art Teachers	8:00 AM-3:00 PM	FHS
21	K-12 Music Professional Development and Benchmark Assessments, Grs. K-12 Music Teachers ~ Full Day	Andrew Lefebvre & John Frascarelli	Grs. K-12 Music Teachers	8:00 AM-3:00 PM	FHS
22	Interpreting and Implementing the New National Standards, K-5 Vocal Music Teachers ~ Full Day	Lee Ann Olsen	Grs. K-5 Vocal Music Teachers	8:00 AM-3:00 PM	FHS
23	Developing Physical Education Assessment for Physical Fitness and Movement Competency for Students, Grs. K-5 ~ Full Day	Kerry Carter	Grs. K-5 P.E. Teachers	8:00 AM-3:00 PM	FHS
24	Planning and Implementing a Secondary Physical Education Program, Grs. 6-12 ~ Full Day	Jay Wolfradt & Mike Porter	Grs. 6-12 P.E. Teachers	8:00 AM-3:00 PM	FHS
25	Media Specialists' Tools for Curriculum Implementation ~ Full Day	Margaret Dewey & Lizanne Johnson	Grs. K-12 Media Specialists	8:00 AM-3:00 PM	FHS
26	Improving Elementary Math Instruction , Grs. K-5 Math Facilitators ~ Full Day	Carol Marsiglio & Sherry Hanks	Grs. K-5 Math Facilitators	8:00 AM-3:00 PM	FHS
27	Improving Middle School Math Instruction, Grs. 6-8 Math Teachers ~ Full Day	Henry Martinez, A.P., Cutler Middle School	Grs. 6-8 Math Teachers & Instructional Facilitators	8:00 AM-3:00 PM	FHS
28	Digital Conversion Cohort with New London ~ Full Day	Clint Kennedy, Science & Tech. Magnet School	Designated Fitch High School Teachers	8:00 AM-3:00 PM	New London
29	Planning and Implementing a School-wide Grading Policy for Fitch High School ~ Full Day	Sean McKenna, A.P., Fitch High School	Fitch High School-wide Data Team	8:00 AM-3:00 PM	FHS
30	Teaching Today: Digital Transformation with Google Apps for Education (GAPE) and Schoology Learning Management System ~ AM Session	Karen Bryer, K-12 Technology Coordinator , et al.	Designated Fitch High School Teachers	8:00 AM-3:00 PM	FHS
31	Create Your Personal Professional Development Plan ~ PM Session	Karen Bryer, K-12 Technology Coordinator, et al.	Designated Fitch High School Teachers	8:00 AM-3:00 PM	FHS
32	ELL Program Updates and Articulation ~ ELL Teachers and Tutors ~ Full Day	Maria Lozano	ELL Teachers & Tutors	8:00 AM-3:00 PM	FHS
33	Guidance: Planning and Implementing A Comprehensive 6-12 Model ~ Full Day	Erin McGuire, A.P., Fitch High School	Grs. 6-12 Guidance Counselors	8:00 AM-3:00 PM	FHS
34	Basic Training in Restorative Justice Practices ~ AM Session	Dr. Paul Pattavina, Secondary PPS Supervisor	School Psychologists, Social Workers , Speech & Lang. Pathologists & Preschool Teachers	8:00 AM-11:00 AM	FHS



**GROTON PUBLIC SCHOOLS  
SECONDARY SCHOOLS & ITINERANTS  
PROFESSIONAL DEVELOPMENT DAY PROGRAM  
AUGUST 25, 2015**

<b>Code</b>	<b>Workshop</b>	<b>Facilitator</b>	<b>Target Audience</b>	<b>Time</b>	<b>Location</b>
35	Dyslexia Workgroup: Development of District Dyslexia Resource Manual ~ PM Session	Denise Doolittle, Director of Pupil Personnel	Speech & Language Pathologists & School Psychologists	12:00 PM-3:00 PM	FHS
36	Addressing the Social, Emotional, and Behavioral Needs of Preschool and PreK Students ~ PM Session	Lori Secchiaroli, Elementary PPS Supervisor	Social Workers, Preschool & PreK Teachers	12:00 PM-3:00 PM	FHS



Groton Public Schools, Children First Groton and the Groton Community hosts  
 Healthy Development: A Summit on Children and Adolescent Mental Health  
 Thursday, April 7th @ 4 PM – 6:30 PM  
 FHS Auditorium and Cafeteria

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## AGENDA

- 4:00 – 4:40 PM**      **Welcome (FHS Auditorium):** Dr. Michael Graner, Superintendent, Susan Austin, Assistant Superintendent and Kim Watson, Groton Board of Education; \_\_\_\_\_ from the Groton Community
- Acknowledgements around the room
  - Mission, Purpose and Outcomes of the Summit
  - The Core Story – A Call to Action  
 Examples: **Rachel's story?** (Dave Sottosanti - Parent of a child who committed suicide)  
 Or **The Anna Grace Project, "Love Wins"?** (Mrs. Melba Green, mother of Anna Grace who was killed at Sandy Hook)
- 4:40 – 5:30 PM**      **Keynote speaker:** Robert Franks, Formerly from the Child Health Development Institute of Connecticut; currently President and CEO of Judge Baker Children's Center in Boston, MA
- Focus Areas: (Early ID, Prevention/Intervention, Child Welfare/Mental Health, Education, Evidence-based practices and PD, Family/Community/School engagement, Resources and Access to services, Network of Care, Crisis Response and Management.
  - Questions and Answers
- 5:30 – 6:15 PM**      **Light Dinner and Breakout groups (FHS Cafeteria)**
- Development of workgroups based on major focus areas:
    - School based practices (awareness, prevention, intervention and PBIS/SRBI)
    - Health Curriculum revisions to include mental health and substance abuse prevention
    - Suicide prevention and high risk behaviors
    - Access and delivery of services
    - Data to determine services provided, funding resources
    - Policy and advocacy
    - Family and community outreach
  - Group discussion around essential questions; Chart reflections
- 6:15 – 6:30**      **Wrap-up**
- Report out on group discussions
  - Next steps, next community forum



*partnered with*



*Presents a free*

# Professional Development

## 2-Session Workshop

FOR EARLY CHILDHOOD ADMINISTRATORS AND TEACHERS

# Early Childhood and Mental Health

"Create a repertoire of effective strategies that meet the authentic needs of children, cultivate enduring relationships, transform environments so they embrace full inclusion, and increase competence through effective educational programming."

*Workshop presented by:  
Jeanine Fitzgerald and*



Catherine Kolnaski Magnet School

Tuesday, August 18th

Session 1 (3-5pm): "Children in the Shadow"

Dinner Provided, 5-5:30pm (All participants welcome!)

Session 2 (5:30-7:30pm): "Helping Children Cope: Putting

Humpty Back Together Again!"

Participants are welcome to attend either or both sessions.

The first session is designed for administrators and the second session is designed for teachers.

Please respond to Andrea Daulaire with the session(s) you plan to attend, [adaulair@learn.k12.ct.us](mailto:adaulair@learn.k12.ct.us)