

**GROTON PUBLIC SCHOOLS  
GROTON, CONNECTICUT**

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

**Committee of the Whole**

**June 17, 2019**

A Committee of the Whole of the Groton Board of Education was held on June 17, 2019 in Room 11 of the School Administration Building.

**1. CALL TO ORDER**

The meeting was called to order by Mrs. Kim Watson, Chairperson, at 6:04 p.m.

**PRESENT**

**ABSENT**

Mrs. Kim Shepardson Watson, Chairperson  
Dr. Andrea Ackerman, Vice Chairperson  
Mrs. Jane Giuliani  
Mrs. Katrina Fitzgerald  
Mrs. Gretchen Newsome  
Mrs. Rita Volkmann  
Mr. Jay Weitlauf  
Mrs. Lee White

Mrs. Rosemary Robertson

Dr. Michael Graner, Superintendent of Schools  
Ms. Susan Austin, Assistant Superintendent of Schools  
Mr. Sam Kilpatrick, Director of Buildings and Grounds  
Mr. Daniel Gaiewski, Student Representative

**1. Approval of Minutes of June 10, 2019**

**MOTION:** Ackerman, Lee:

To approve the minutes of June 10, 2019.  
**PASSED – UNANIMOUSLY**

**2. Communications Update [ATTACHMENTS #1]**

Mrs. Rebecca Beyus, Communications Director, gave an overview of the efforts regarding communications in the district:

- Balancing Traditional Communication
- How We Share Communications
- New Website – [www.grotonschoools.org](http://www.grotonschoools.org)
- New Galleries
- GPS 19 Media – Making More Accessible
- GPS 19 Program Schedule
- Use of TEACH website platform (items in blue link to content)
- Social Media
- School Districts Using Social Media
- Use of Live Streaming was explained

- Media Relations – Print
- Media Relations – Broadcast
- Media Relations – Weekly Newspaper
- What are We Talking About
- Goal and Vision of District
- Recruitment – School and Services
- Attendance Campaign – Elementary (notices are translated into the appropriate language for families)
- Attendance Campaign – Banners for all levels
- Summer Learning

Mrs. Beyus noted that they are looking to do a Communication Survey for parents, electronic newsletters, and Robo calls. Mrs. Beyus also noted an article on *Using Facebook Live to Drive Engagement*.

### **3. Discussion of proposed English Courses at FHS [ATTACHMENT #3]**

Dr. Ackerman stated that after reading *Hey Kiddo*, she has changed her objection to the Graphic Novels course.

Mrs. McKenna stated that all the courses are .5 courses and that no new course have been proposed in the English Department in a very long time. Mrs. McKenna explained the process for selecting courses to propose to the Board of Education.

### **4. LAS Links [ATTACHMENT #4]**

Ms. Austin gave an overview of the English Learners (ELs) Program K-12. Ms. Austin noted that 22 students in grades 1-12 have met the criteria and have exited the program.

### **5. Review of the Finance Committee recommendations regarding Central Office staff, non-union hourly staff, and stipend position pay rates**

Dr. Graner reviewed the Finance Committee recommendations regarding Central Office staff, non-union hourly staff, and stipend position pay rates.

Mrs. Volkmann stated she would like to see substitute pay raised by \$5.00. She also asked for a survey of area towns regarding their substitute rates.

Mrs. Fitzgerald asked that substitute paraprofessionals be included in the survey.

### **6. Suggested Future Topics**

Mr. Weitlauf suggested a discussion of possible alternative indoor location to hold graduation.

Mrs. Fitzgerald requested:

- a. A School Climate Report.
- b. The hiring of a consultant to do a Strategic Plan.
- c. A discussion regarding the Superintendent's participation in RTM meetings.

Mrs. Volkmann requested:

- a. A referral to the Curriculum Committee regarding cursive writing, i.e. what grade is it taught.
- b. Celebration of AP Graduates, i.e. Academic Breakfast.
- c. She shared an article regarding the danger of Urban Schools losing financial resources due to the influx of immigrant children.

Dr. Ackerman requested a discussion of the return of Department Heads at the high school.

Mrs. Volkmann shared a plaque of the Ocean Avenue LEARNING Academy 2019 that will be hung in the Central Office.

## 7. Adjournment

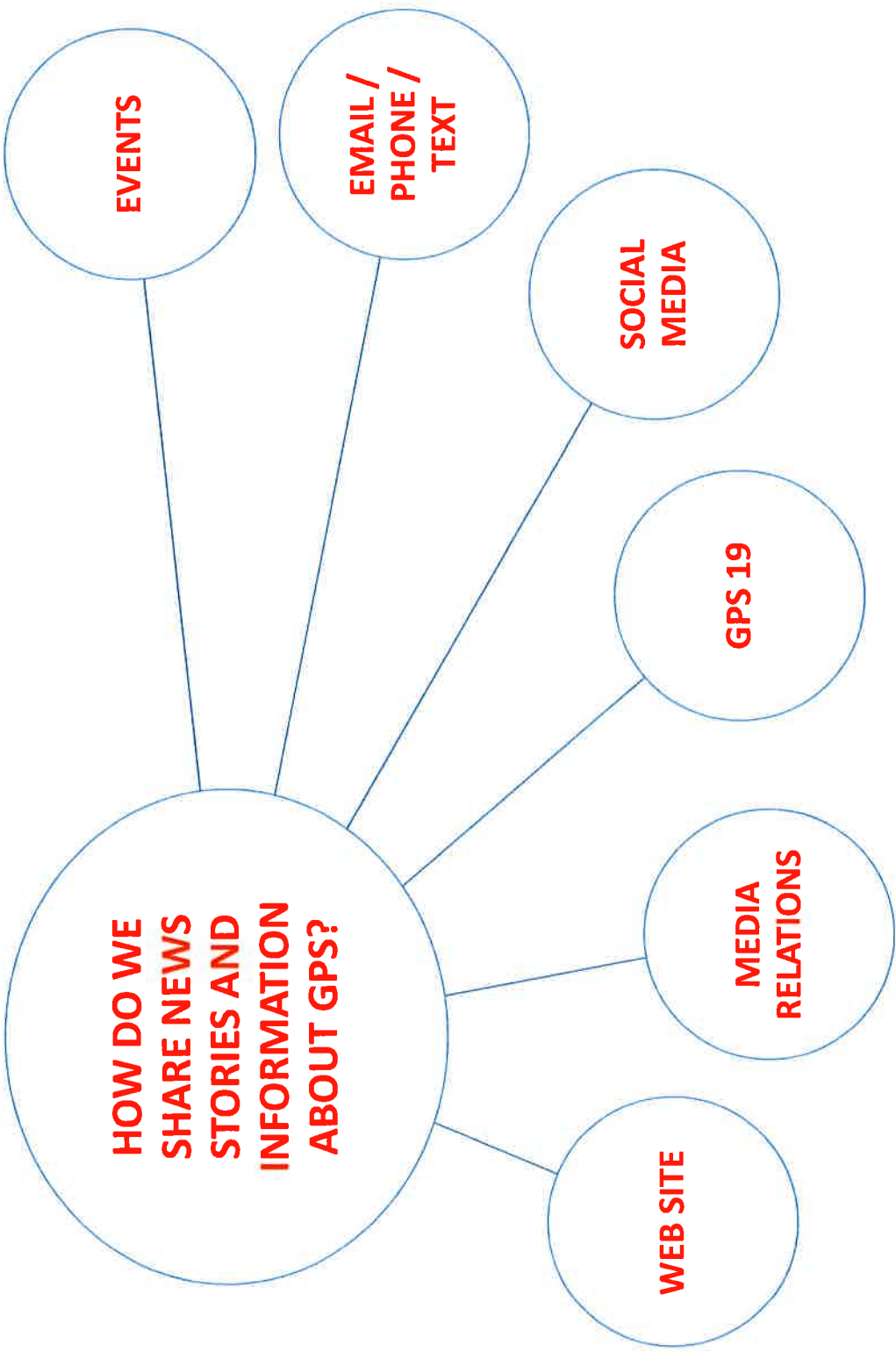
**MOTION:** Ackerman, White

To adjourn at 8:06 p.m.

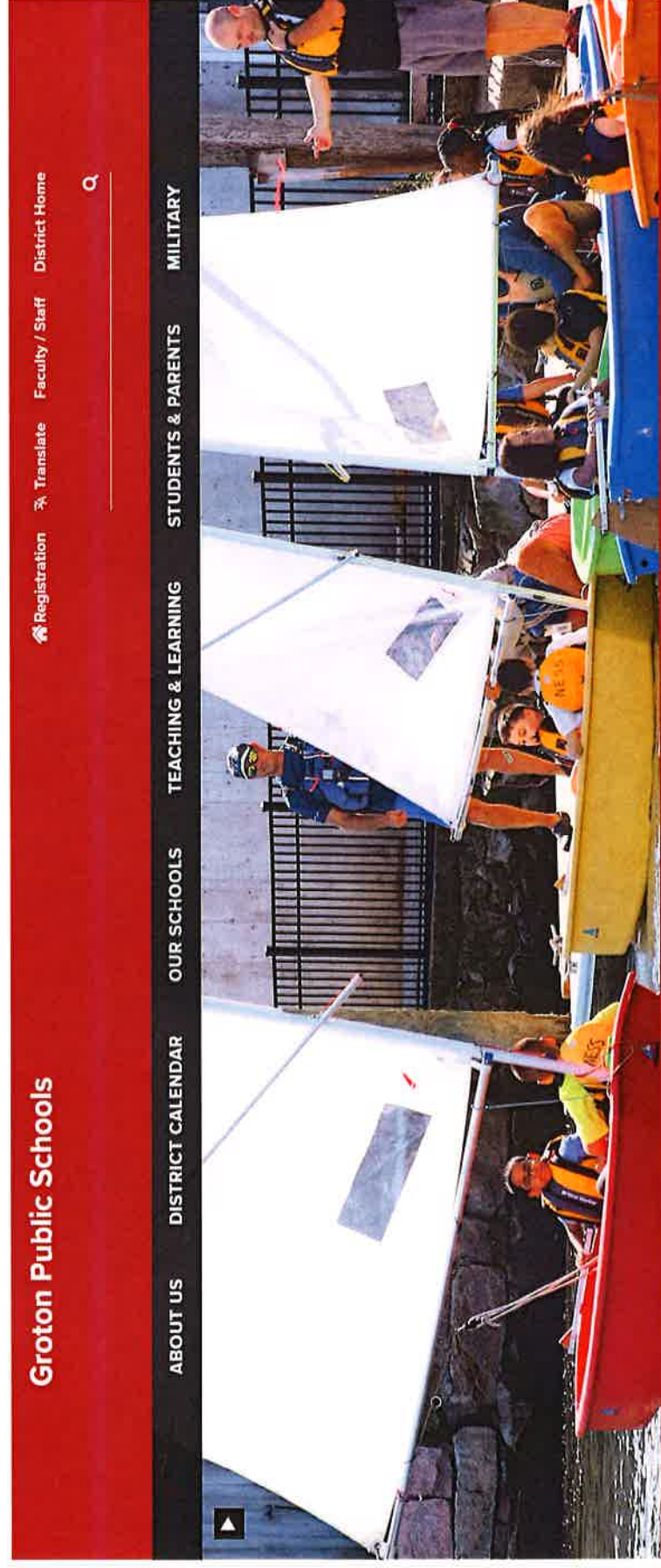
**PASSED – UNANIMOUSLY**

# Groton Public Schools

Communications Update – June 17, 2019



Web Site - [www.grotonschools.org](http://www.grotonschools.org)



# Web Site – News and Galleries

## DISTRICT NEWS

### GPS in the News: May 30, 2019

Coast Guard Commandant speaks to West Side STEM Middle School students  
[Read the full article at TheDay.com](#)

### Summer Food Service Program

Free breakfast and lunch every Monday through Friday from June 24 to August 16 to any child 18 and younger  
[List of Summer 2019 locations](#)

### GPS in the News: June 3, 2019

Fitch students learn culinary lessons in the community  
[Read the full article at TheDay.com](#)

### GPS in the News: June 10, 2019

Groton teachers awarded grants to travel abroad  
[Read the full article at TheDay.com](#)

## Unified Sports Volleyball Team



## West Side STEM Magnet MS





# Web Site - GPS 19 Media

Groton Public Schools

Registration

Translate

Faculty / Staff

District Home

q

ABOUT US

DISTRICT CALENDAR

OUR SCHOOLS

TEACHING & LEARNING

STUDENTS & PARENTS

MILITARY

## GPS 19 Media



Northeast Academy Presents

**Emperor's Groovy New Clothes**



CC, CK, MM & SBB Students visit

**Garde Arts Center**



Cutler Middle School Presents

**Little Mermaid Jr.**



# Web Site - GPS 19 Media

## GPS 19 Program Schedule

New Shows are highlighted in [Blue](#). You can also stream them by clicking on them

GPS Channel 19 On Air Schedule: New Shows in Red : Schedule

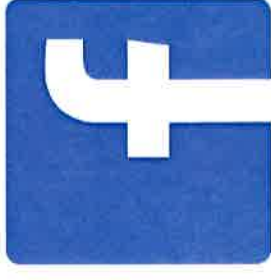
| Time     | Sunday                           | Monday                           | Tuesday                                      | Wednesday                        | Thursday                                     | Friday                           |
|----------|----------------------------------|----------------------------------|----------------------------------------------|----------------------------------|----------------------------------------------|----------------------------------|
| 6:00 AM  | Nautilus Museum Tour             | Nautilus Museum Tour             | NEA 2017 Arts Day                            | Nautilus Museum Tour             | NEA 2017 Arts Day                            | Nautilus Museum                  |
| 6:30 AM  |                                  |                                  |                                              |                                  |                                              |                                  |
| 7:00 AM  | WSM Music @ NEA 2019 Arts Day    | WSM Music @ NEA 2019 Arts Day    | CAHMMS Girls' Basketball vs. Preston 1-31-19 | WSM Music @ NEA 2019 Arts Day    | CAHMMS Girls' Basketball vs. Preston 1-31-19 | WSM Music @ NEA 2019 Arts Day    |
| 8:00 AM  | WSM 2018 STEM Festival           | WSM 2018 STEM Festival           | STEM in 30: Kites                            | WSM 2018 STEM Festival           | STEM in 30: Kites                            | WSM 2018 STEM Festival           |
| 8:30 AM  | CB/SBB 5-14-19 Orchestra Concert | CB/SBB 5-14-19 Orchestra Concert | CC 5-15-19 Concert                           | CB/SBB 5-14-19 Orchestra Concert | CC 5-15-19 Concert                           | CB/SBB 5-14-19 Orchestra Concert |
| 9:00 AM  | FHS 4-10-19 Recital              | FHS 4-10-19 Recital              | CAHMMS 5-9-19 Band Concert                   | FHS 4-10-19 Recital              | CAHMMS 5-9-19 Band Concert                   | FHS 4-10-19 Recital              |
| 9:30 AM  |                                  |                                  |                                              |                                  |                                              |                                  |
| 10:00 AM |                                  |                                  |                                              |                                  |                                              |                                  |
| 10:30 AM | CMS Play: Charlie Brown          | CMS Play: Charlie Brown          | NEA Play: Emperor's                          | CMS Play: Charlie Brown          | CAHMMS 5-9-19 Band Concert                   | CMS Play: Charlie Brown          |
| 11:00 AM |                                  |                                  |                                              |                                  |                                              |                                  |
| 11:30 AM |                                  |                                  |                                              |                                  |                                              |                                  |
| 12:00 PM |                                  |                                  |                                              |                                  |                                              |                                  |

Schedule

Programs normally change on Friday afternoons, and shows appear at the same time on alternating days to give you a chance to record them.

# Social Media

- Expand and improve two-way communications to engage with the community, provide open access to information, and opportunities for dialogue
  - 68% of Americans use Facebook
  - 73% of Americans use You Tube
  - You Tube, Snapchat and Instagram highest among teens
  - Lower-income teens are more likely than teens from higher-income households to use Facebook



For schools with limited time or budget: It's important to have a strong presence in one location, than a weak presence on multiple platforms.  
- Finalsite Social Media Report

# School Districts Using Social Media

- Ledyard Public Schools
- East Lyme Public Schools
- Learn Schools
- New London Public Schools
- Norwich Public Schools
- Stonington Public Schools
- Waterford Public Schools

# Media Relations - Print



## SCHOOL TOUR



Seventh-graders and a member of the student council, Ryan Mitchell, right, gave Mary Morrison Elementary fifth-graders a tour on March 13 at West Side STEAM Magnet Middle School. Students throughout the district are touring the magnet school to decide which one they will attend next year.

## Fifth-graders making magnet school choice

Fifth-graders have been visiting both Custer and West Side as they prepare to make their choice.

**By JENNIFER DREYER**  
Custer — Fifth-graders from Mary Morrison Elementary School in West Side STEAM Magnet Middle School were learning what it would be like to be West Side students — and also civil engineers — when they visited the school. Mary Morrison held the fifth-graders in a special tour of the school, which was recently transformed into civil engineers.

The students began an activity in which they learned what civil engineers do. They then used clay to build the tallest tower out of plastic straws. They came up

with the name of a company, brainstormed ideas for a building and then got to work. Each group building a tower. After the winning company chosen, Mary Morrison held the fifth-graders in a special tour of the school, which was recently transformed into civil engineers.

In preparation for choosing a magnet school, fifth-graders have been visiting both West Side and Custer Arts and Humanities Magnet Middle School. The district has been providing information on the two schools to the students and their parents. For the second year, the school district is holding a lottery for



Fourth-graders and a member of the student council, Ryan Mitchell, right, gave Mary Morrison Elementary fifth-graders a tour on March 13 at West Side STEAM Magnet Middle School. Students throughout the district are touring the magnet school to decide which one they will attend next year.

"If we can teach them how to learn and how to use their resources and to be critical thinkers and problem-solvers, then we'll have done our job."

**MATTHEW WILSON, INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMS COORDINATOR**

The intradistrict magnet middle schools are a new addition to the district's magnet program. This year, \$4 million federal Magnet Schools Assistance Program grant that would diversify the schools. The two middle schools turned into intradistrict magnet middle schools beginning with the 2018-19 school year. The schools are located in the district's Science, Mathematics, Engineering and Technology at West Side and arts and humanities at Custer. The district has been providing information on the two schools to the students and their parents. For the second year, the school district is holding a lottery for

the students learned in their dis-

trict magnet classes this transfer year. The students are now in the district's magnet program. This year, \$4 million federal Magnet Schools Assistance Program grant that would diversify the schools. The two middle schools turned into intradistrict magnet middle schools beginning with the 2018-19 school year. The schools are located in the district's Science, Mathematics, Engineering and Technology at West Side and arts and humanities at Custer. The district has been providing information on the two schools to the students and their parents. For the second year, the school district is holding a lottery for

the students learned in their dis-

# Media Relations - Print



## Three Groton teachers awarded grants to travel abroad

Educators aim to take what they learn and apply it in town schools

By KIMBERLY DRELICH  
Day Staff Writer

working to implement.

Laura Irace, seventh-grade math teacher, and Lisa Lambert, math interventionist, will go on a multi-part fellowship, leaving June 18 and returning July 4.

They will first go to New Zealand to learn about and help build an outdoor classroom at a K-8 school. They will then fly to Sydney, Australia, to visit an International Baccalaureate Middle Years Programme school and al-

so attend an international STEM conference, Irace said.

Seventh-grade math teacher Rachel Lorinser will head to London and Stockholm in August to spend a week visiting cultural and historic sites with the goal of returning with knowledge and primary sources to develop cross-curricular projects at the middle school, she said.

She will then attend a weeklong international conference in Sweden on

outdoor classrooms and how to implement them.

The teachers are receiving the grants through Fund for Teachers, a program that grants individuals up to \$5,000 for a trip, or \$10,000 for group trips, for experiences that will enhance their teaching, said Irace.

All seventh-grade students at West Side completed a project this year to

**SEE GROTON PAGE B4**

## Groton teachers get grants to travel abroad

**BY JEFFREY**

design a blueprint of an outdoor learning space for Groton Middle School.

For the arts and humanities, teachers plan to continue the work on an art project with eighth-grade students.

Superintendent Michael Cranner said the funding committee was impressed with the teachers' suggestions and

that space is available at the site of the new consolidated middle school, which is planned to be built by June 2020 — to incorporate that plan. He said an outdoor classroom would provide an opportunity for students to get outside and do hands-on projects in keeping with the International Baccalaureate Middle Years Programme, which incorporates project-based learning.

The teachers said the two trips would provide them with knowledge from how to plan and build an outdoor classroom, to how to create an outdoor classroom and to get outside and do projects that incorporate the space.

Irace said that when students are outdoors, they are more engaged and the experience be-

comes more meaningful to them.

"I think it allows them to see themselves in the curriculum and how they can use it," he said. "It's not just pages in a book. It's actually collecting data and samples and following through and measuring things. I think that it's just more authentic and they can see the purpose of it and how they can apply it to their lives in the future."

**By Middle Years**

With the district working toward fully implementing the International Baccalaureate Middle Years Programme, Cranner said the school does need teachers to get outside and do hands-on projects in keeping with the International Baccalaureate Middle Years Programme, which incorporates project-based learning.

Lorinser said international-mindedness is a pillar of the school district's vision. "It's not just about the world, it's about the world we live in," she said. "We want to provide students with the tools and skills to be global citizens. We want to provide them with the tools and skills to be global citizens. We want to provide them with the tools and skills to be global citizens."

authorities take the time to make the most of it.

After submitting the application, Lorinser received about \$8,000 in funding for her fellowship and received about \$4,800 for her trip. She said she will use the money to travel to London and Stockholm in August to spend a week visiting cultural and historic sites with the goal of returning with knowledge and primary sources to develop cross-curricular projects at the middle school, she said.

She will then attend a weeklong international conference in Sweden on outdoor classrooms and how to implement them.

When the teachers return to the school district next year, they will share their experiences with their colleagues and students, as well as families and parents, for example during open house and math nights. "It's a really unique opportunity," Irace said. "I just think we're in a really good position to make the most of it."

[jeffrey@grotonschools.org](mailto:jeffrey@grotonschools.org)



# Media Relations – Broadcast

TRENDING NOW: Groton flash mob



A flash mob by teachers in Groton, a hockey Duck Hunt celebration, a mullet fundraiser and a super bloom. Those are the stories trending on March 20.



# Media Relations – Weekly Newspaper



IN THE SCHOOLS · MICHAEL GRANER

## *School expansion major milestone for Groton*

Community members representing neighborhoods across Groton celebrated a major milestone on April 23. The town held a groundbreaking ceremony for the new middle school, which is being built adjacent to Fitch High School at the top of Fort Hill.

Construction of Groton Middle School is the first big step of the Groton 2020 Plan, which calls for one middle school to replace West Side Middle and Cutler Middle Schools and the construction of two new elementary schools on the sites of the current middle schools.

Municipal leaders, educators, parents and even a few students attended the event. As the participants looked over the construction site, the naming of the school became a real mark of pride.

The Board of Education appointed a committee to recommend a name for the new school,

and after conducting a survey of students, parents, and teachers, the committee unanimously recommended that the school be named Groton Middle School.

That name best conveys the unifying spirit of the entire Groton community coming together to meet the needs of our students.

The school will educate all the sixth, seventh and eighth graders who reside in the town of Groton and the city of Groton. The naming committee wanted to send that unifying message to the whole community, and the Board of Education enthusiastically approved the new name.

The new-middle school is scheduled to open in the fall of 2020; as the construction work progresses, the school staff is working hard to prepare for the consolidation. Teachers have been provided extensive professional development regarding

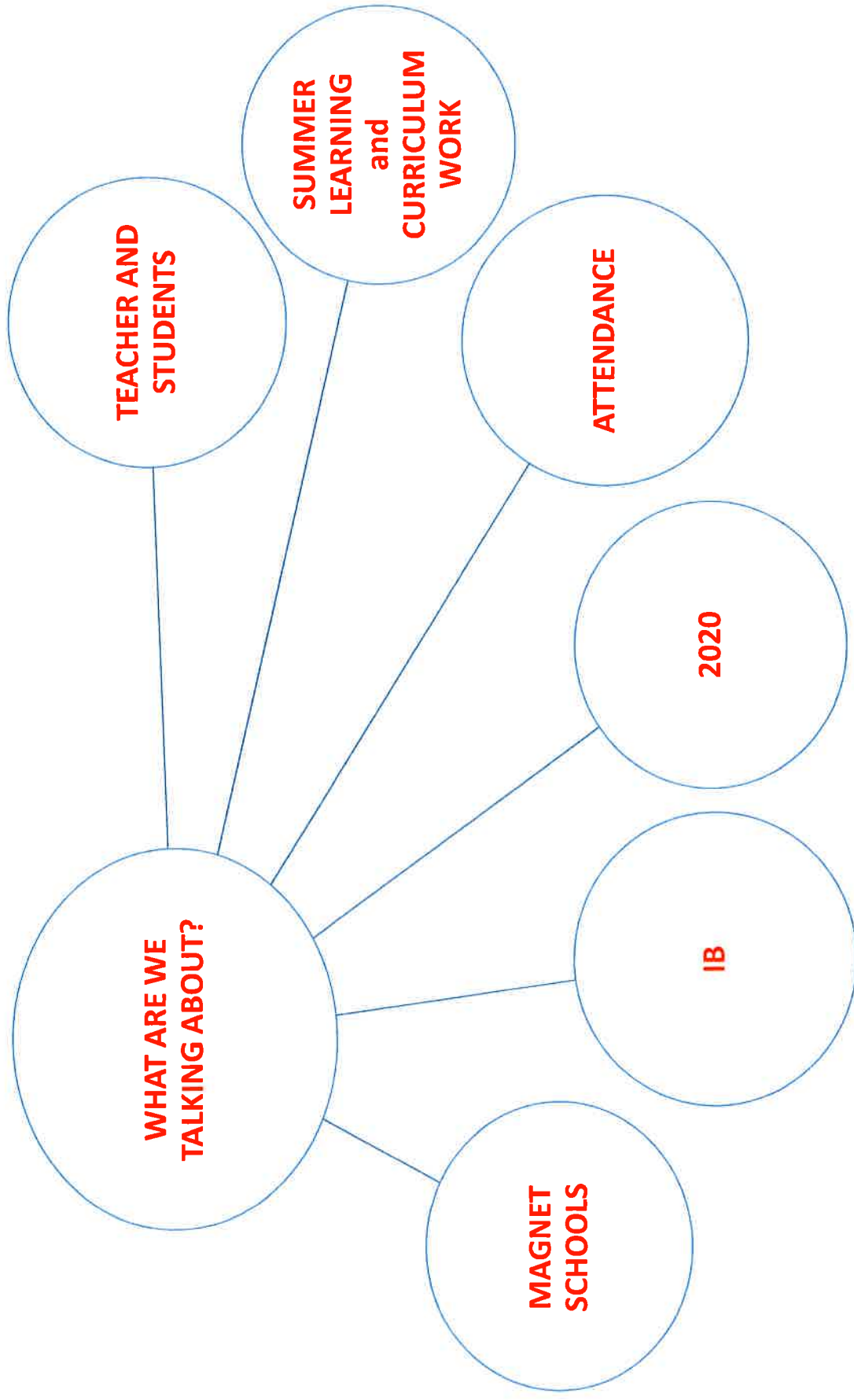
instruction aligned to the International Baccalaureate Program; all middle school students will participate in the IB Middle Years Program. Fitch High School is also implementing the Middle Years Program in grades 9 and 10; as a result, the two schools will then become an International Baccalaureate campus. In addition, West Side Middle School has implemented an active STEM program; at Cutler Middle School, the students are engaged in arts and humanities activities.

When the two schools are combined as Groton Middle School, these programs will continue. The opening of Groton Middle School will not only be a highlight for the school district, but will also be a sign to the entire community that we are One Groton.

Dr. Michael Graner is superintendent of schools in Groton.

- In The Schools Column
- Features from The Day
- Summer Stories
- 2019-20 School Year
- Student articles





Ensure Effective  
and Engaging  
Instruction

Provide Dynamic  
Rigorous  
Curriculum

Embrace  
Excellent  
Learning  
Environments

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Our mission is **teaching** and **learning**.

# Recruitment – Schools and Services

- Magnet Middle Schools
- Elementary Magnet Schools
- Preschool and Pre-K
- Adult Education
- Child Find



# Attendance Campaign - Elementary

## ATTENDANCE MATTERS

We know students may miss school from time to time, but good attendance all year long is linked to academic and social growth.

### WHAT SHOULD YOU DO IF YOUR CHILD MISSES SCHOOL?

ABSENCES  
**1-9**

Good / Satisfactory Attendance

Excused for any reason when the parent approves the absence in writing.

Parents please:

- Call the school when your child won't be there.
- Write a note and send it with your child upon their return to school.

ABSENCES  
**10**  
or more

WARNING and AT RISK for Chronic Absenteeism

Excused only for certain reasons, such as illness, with a medical note.

Parents please:

- Call the school when your child won't be there.
- Provide a medical note or other required documentation, explained in the handbook.

**GROTON PUBLIC SCHOOLS**

## English

You Matter. Be Counted.



### Every Day, Every Minute Counts.

Arriving late or leaving early may mean your child has missed more than half the school day.



12 : 12

K to 5<sup>th</sup> grade students who leave before or arrive after 12:12 PM on a full school day may be reported as absent for the entire day, even if they were there for morning attendance.

Both excused and unexcused absences count towards total days missed.

### Days Missed Can Add Up.

Missing just 2 days a month adds up to missing more than 10% of the school year, which is chronic absenteeism and hurts a student's success today and in the future.



How many is too many? →

WARNING

10 to 17  
DAYS MISSED

SATISFACTORY  
9 or fewer  
DAYS MISSED

18 or more  
DAYS MISSED

Spanish

**LA ASISTENCIA IMPORTA**  
La asistencia a la escuela de sus hijos es importante para su éxito académico y social. La asistencia regular ayuda a su hijo a aprender y a hacer amigos.

**Tu importancia**  
Cada día, cada minuto cuenta.  
Llegar tarde o salir temprano puede significar que su hijo no ha estado en la escuela por la mitad del día. Esto puede afectar su aprendizaje y su éxito académico y social.

**1-9**  
Buena / Satisfactoria Asistencia  
Excusado por cualquier motivo cuando el padre aprueba la ausencia por escrito.

**10**  
Advertencia y en riesgo de Ausentismo Crónico  
Excusado solo por ciertas razones, como enfermedad, con una nota médica.

**¿Cuántos son demasiados?**  
Solo faltando a la escuela o llegando tarde más del 10% del año escolar, que es un ausentismo crónico, y afecta al éxito de la educación hoy y en el futuro.

**¿Cuántos son demasiados?**  
→ **CRONICAMENTE ABSENTE**  
18 o más  
DÍAS PERDIDOS

Mandarin

**出席事宜**  
我們知道學生可能會不時不上學，但全年出席率對學生的學業和社會發展至關重要。

**每天，每分鐘計數。**  
上學遲到或放學早退可能意味著您的孩子只上了半天學。這可能會影響他的學習和社交成功。

**1-9**  
良好 / 滿意出席  
任何原因均可請假，但需家長書面批准。

**10**  
警告及慢性缺席風險  
僅因某些原因（如疾病）請假，並需提供醫療證明。

**有多少是太多了？**  
→ **慢性缺席**  
18 或更多  
天缺席



# Attendance Campaign – Middle School

## ATTENDANCE MATTERS

We know students may miss school from time to time, but good attendance all year long is linked to academic and social growth.

### WHAT SHOULD YOU DO IF YOUR CHILD MISSES SCHOOL?

ABSENCES  
**1-9**

Good / Satisfactory Attendance

Excused for any reason when the parent approves the absence in writing.

Parents please:

- Call the school when your child won't be there.
- Write a note and send it with your child upon their return to school.

ABSENCES  
**10**  
or more

WARNING and AT RISK for Chronic Absenteeism

Excused only for certain reasons, such as illness, with a medical note.

Parents please:

- Call the school when your child won't be there.
- Provide a medical note or other required documentation, explained in the handbook.

**GROTON PUBLIC SCHOOLS**

**On Time. Every Day. All Day.**

### Every Day, Every Minute Counts.

Arriving late or leaving early may mean your child has missed more than half the school day.



11 : 25

6<sup>th</sup> to 8<sup>th</sup> grade students who leave before or arrive after 11:25 AM on a full school day may be reported as absent for the entire day, even if they were there for morning attendance.

**Both excused and unexcused absences count towards total days missed.**

### Days Missed Can Add Up.

Missing just 2 days a month adds up to missing more than 10% of the school year, which is chronic absenteeism and hurts a student's success today and in the future.



**How many is too many?**

WARNING

SATISFACTORY

9 or fewer  
DAYS MISSED

10 to 17  
DAYS MISSED

18 or more  
DAYS MISSED

**CHRONICALLY ABSENT**

Spanish

**LA ASISTENCIA IMPORTA**  
Estudiantes que han asistido regularmente a la escuela tienen mejores resultados académicos y sociales.

**¿QUÉ DEBE HACER SI LA ESCUELA DE SU HIJO (A) FALLA?**  
• Llame al maestro o al director de su hijo.  
• Póngase en contacto con el personal de la escuela.  
• Explique por qué su hijo no fue a la escuela.  
• Si su hijo no fue a la escuela, asegúrese de que esté seguro y saludable.

**1-9**  
Buena / Satisfactoria Asistencia

**11 : 25**

**Cada día, cada minuto cuenta.**  
Llegar tarde o salir temprano puede significar que su hijo se ha perdido más de la mitad del día escolar.

**Tanto las ausencias justificadas como las injustificadas cuentan hacia el total de días perdidos.**

**Los días perdidos pueden sumarse.**  
Si faltando a clase al menos una vez a la semana, su hijo puede perder más de la mitad del año escolar, lo que se conoce como ausentismo crónico y afecta el éxito académico de su hijo.

**¿Cuántos son demasiados?**  
**CRONICAMENTE ABSENTE**

**9 o menos**  
DÍAS PERDIDOS

**10 a 17**  
DÍAS PERDIDOS

**18 o más**  
DÍAS PERDIDOS

# Attendance Campaign – High School

## ATTENDANCE MATTERS

We know students may miss school from time to time, but good attendance all year long is linked to academic and social growth.

### WHAT SHOULD YOU DO IF YOUR CHILD MISSES SCHOOL?

ABSENCES  
**1-9**

Good / Satisfactory Attendance

Excused for any reason when the parent approves the absence in writing.

Parents please:

- Call the school when your child won't be there.
- Write a note and send it with your child upon their return to school.

ABSENCES  
**10**  
or more

WARNING and AT RISK for Chronic Absenteeism

Excused only for certain reasons, such as illness, with a medical note.

Parents please:

- Call the school when your child won't be there.
- Provide a medical note or other required documentation, explained in the handbook.

**GROTON PUBLIC SCHOOLS**

## English

On Time. Every Day. All Day.



### Every Day, Every Minute Counts.

Arriving late or leaving early may mean your child has missed more than half the school day.



10:46

High school students who leave before or arrive after 10:46 AM on a full school day may be reported as absent for the entire day, even if they were there for morning attendance.

Both excused and unexcused absences count towards total days missed.

### Days Missed Can Add Up.

Missing **just 2 days a month** adds up to missing more than 10% of the school year, which is chronic absenteeism, and hurts a student's success today and in the future.



Just 2 Days A Month Add Up

How many is too many? →

CHRONICALLY ABSENT

WARNING

SATISFACTORY

9 or fewer  
DAYS MISSED

10 to 17  
DAYS MISSED

18 or more  
DAYS MISSED

## Spanish

**ASUNTOS DE ASISTENCIA**  
Sabemos que los estudiantes pueden faltar a la escuela de vez en cuando, pero una buena asistencia durante todo el año es vital para el crecimiento académico y social.



A tiempo. Todos los días. Todo el día.

Cada día, cada minuto cuenta.

Llegar tarde o salir temprano puede significar que su hijo se ha perdido más de la mitad del día escolar. Los estudiantes de secundaria que se van antes o llegan después de las 10:46 AM en un día escolar completo pueden ser reportados como ausentes por el día completo, incluso si estuvieron en la escuela por la mañana.



Tanto las ausencias justificadas como las injustificadas cuentan hacia el total de días perdidos.

Los días perdidos pueden sumarse.

Si su hijo sale a las 10:46 AM o llega tarde, perderá más del 10% de los días escolares, lo que se considera ausente crónico y afecta el futuro de los estudiantes hoy y en el futuro.

¿Cuántos son demasiados? →

CHRONICALLY ABSENT

WARNING

SATISFACTORY

9 o menos  
DÍAS PERDIDOS

10 a 17  
DÍAS PERDIDOS

18 o más  
DÍAS PERDIDOS

**GROTON PUBLIC SCHOOLS**



# Attendance Campaign - Banners



**Attendance Matters. You Matter.**

Charles Barnum Elementary School

Groton Public Schools



**Attendance Matters. You Matter.**

Claude Chester Elementary School

Groton Public Schools



**Attendance Matters. You Matter.**

Catherine Kolnaski STEAM Magnet School

Groton Public Schools



**Attendance Matters. You Matter.**

Mary Morrissen Elementary School

Groton Public Schools



**Attendance Matters. You Matter.**

Northeast Academy Arts Magnet School

Groton Public Schools

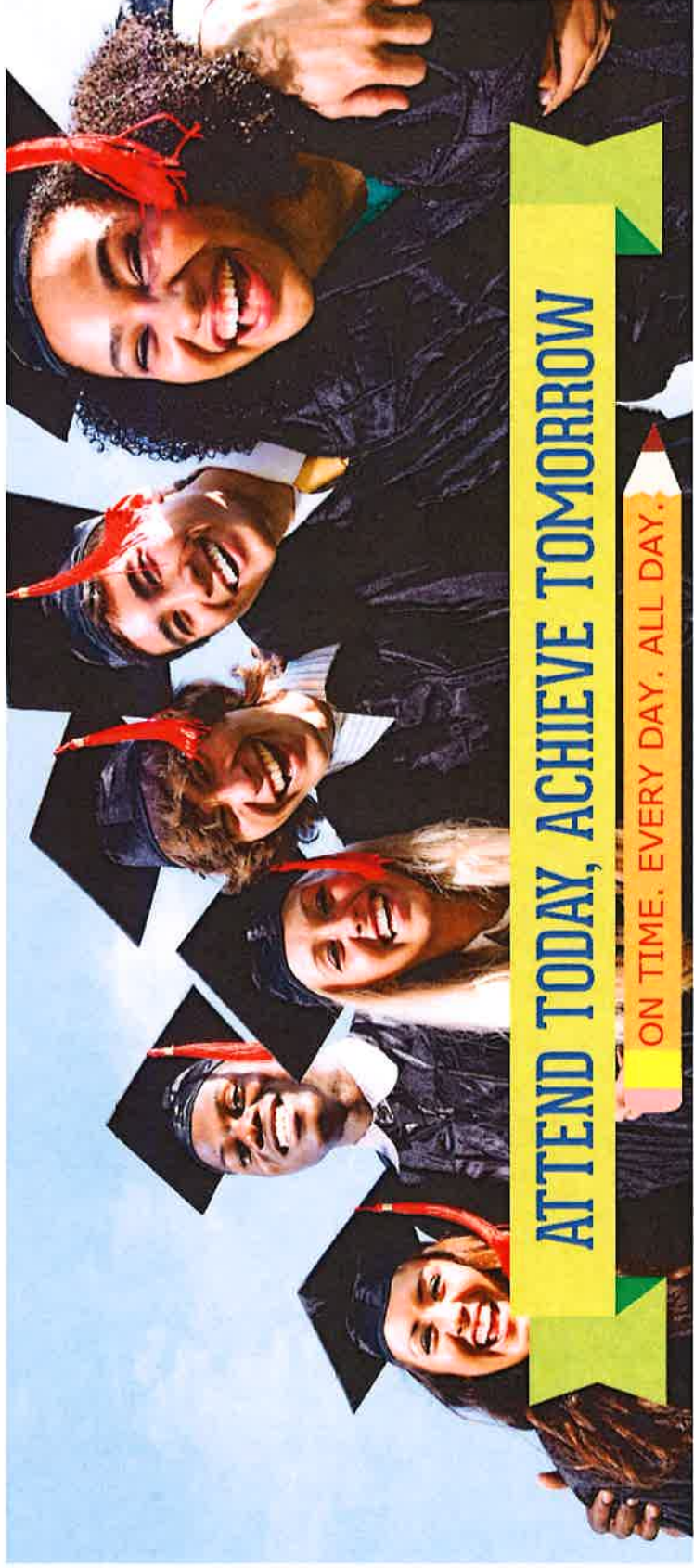


**Attendance Matters. You Matter.**

S.B. Butler Elementary School

Groton Public Schools

# Attendance Campaign - Banners



**Middle and High School Banner**

# Summer Learning

ABOUT US DISTRICT CALENDAR OUR SCHOOLS TEACHING & LEARNING STUDENTS & PARENTS MILITARY

## Groton Summer Learning Opportunities

### Elementary Schools

Catherine Kottuski Magnet Elementary School  
Charles Barnham Elementary School  
Claude Chiverton Elementary School  
Mary Morrissken Elementary School  
Northwest Academy Magnet Elementary School  
S. B. Butler Elementary School

### Middle School

Gail C. Cutler Middle School  
West Side Middle School

### High School

- [Summer Reading](#)
- [Summer Reading Blog](#)

### Community Partners

[Mystic & Noank Library](#)

- [Children's Summer Reading](#)
- [Teen's Summer Reading](#)

[Groton Public Library](#)

- [Summer Reading](#)

[Naval Subbase New London Library](#)



# Next Steps and Questions



## Using Facebook Live To Drive Engagement

**WITH KINDERGARTEN** enrollment stagnant in our school district, the communications department went looking for an innovative approach to reach our young families.

With six kindergarten teachers alongside, we went live on Facebook last January to answer questions from parents of potential incoming pupils. Our one-hour broadcast attracted more than 24,000 viewers and sparked a love for Facebook Live in the Carrollton-Farmers Branch Independent School District in Carrollton, Texas.

We've since used Facebook Live to broadcast graduations, scholarship presentations, homecoming announcements, athlete signings by universities and numerous parent education presentations, enabling our community to engage when they cannot attend an event in person.

### Why Live Video?

Streaming video is a vital part of our social media strategy. With increased competition in public education, school districts must use innovative approaches to market their schools.

While most live content creators concentrate on the broadcast, school districts ought to consider three important stages to create a successful Facebook Live broadcast: The Buzz, The Show and The Follow-Up.

**THE BUZZ.** With any big event, you must promote it to generate awareness. A mixture of traditional and digital marketing can create a built-in audience for your broadcast.

The best place to promote is on the platform you are streaming from. If you plan to stream on Facebook Live, the first place to market is on Facebook. But don't limit your promotion to that.

We rely on our content distribution channels to make our community aware. We use the school district e-newsletter, Twitter, Instagram, our website and our phone messaging service.

The essential elements of your messages should be the *why* behind your broadcast and the date and time of your broadcast.

**THE SHOW.** Once you build your audience, you need to produce a quality presentation. It takes

planning to engage an audience.

You want your audience to feel they are part of an immediate experience, yet you want your broadcast to flow. Our district scripts a show outline to drive the broadcast. This guide has talking points for specific announcements.

We also are conscious that new viewers can join the stream at any time. We schedule times throughout the broadcast to remind our viewers of the purpose.

Another talking point is to ask your audience to like, share and comment during your broadcast. Audience interaction shows Facebook interest exists in your broadcast, which tells the Facebook algorithm to share your content with more people.

Engagement is better when you interact with your audience. Comments are an excellent way to engage. When someone comments, be sure to respond.

Comments also serve as an excellent call to action. You can respond to a comment with a link to your website or an invitation to your next event. Always be engaging.

**THE FOLLOW-UP.** You are going to have far more viewers on the replay of your broadcast than on your live stream. That means optimizing your final content for future viewers.

After saving on your Facebook timeline, post it on YouTube and on your district website.

By sharing your broadcast on other platforms, you allow different audiences outside of your Facebook page to see your content. It is an excellent way to get more people to see the great things happening in your district.

### Successful Foray

Going live is not for the faint of heart. It takes hard work from multiple departments. The public can be highly critical of a troubled broadcast. Beware of the trolls and always be prepared.

In the end, our first foray into Facebook Live succeeded. The district saw 5,000 views during our live broadcast, and an additional 20,000 people have since viewed the video. As a result, along with additional tactics, we saw enrollment numbers increase more than 10 percent for kindergarten.

**“With increased competition in public education, school districts must use INNOVATIVE APPROACHES to market their schools.”**



**JASON WHEELER** is marketing coordinator in the Carrollton-Farmers Branch Independent School District in Carrollton, Texas. E-mail: WheelerJ@cfbisd.edu. Twitter: @wheelercfb



### **Literature and Exploration, Wilderness, and Survival**

This .5 elective English course is open to grades 9-12. This course focuses on both fiction and nonfiction accounts about wilderness, exploration, and survival in western literature. This course examines the importance of wilderness in shaping western culture, specifically within American culture. The class looks at both historical and contemporary texts and explores how both people and society have transformed their views of and their relationship with wilderness.

### **Graphic Novels**

The graphic novel course employs the study of sequential art and its relationship to text on page. Students will learn close reading strategies for graphic novels; these strategies include the study how the novels influence other art/literary forms, how the novels are influenced by other artistic/literary forms, and how understanding these novels is a gateway to understanding mediums of the modern world. The course focuses on analysis of the graphic novel and the cultural, literary, historical, and artistic factors that combine in forming creative influences for these works. The works we will study provide a cultural lens to understand global perspectives of our history and humanity.

### **Gaming Narratives**

*Why do so many games pose the player as the savior of the world? What is so appealing about playing the villain? Why is Mario, a plumber who jumps on sentient mushrooms in order to save a princess, one of the world's most recognizable heroes?*

In exploring these questions, we will seek to explore the merits of narrative in one of modern day's most popular forms of entertainment, and to understand how and why it so effectively resonates with our own values and culture.

Gaming Narratives focuses on narrative design and a history of the medium. In addition to studying standard storytelling basics and modes of plot development as they are reflected in games, we will look at the direct psychological impact of introducing choice to traditionally non-interactive media.

### **Fantasy and Science Fiction**

From the pulp serials of the 1920s to the modern film and literary classics like *Harry Potter*, *The Lord of the Rings*, and *Star Wars*, Fantasy and Science Fiction have been among the most popular genres in America for more than a century now. This course will introduce students to the giants of the artform (Asimov, Clarke, Heinlein, Tolkien, LeGuin) as well as modern authors taking the worlds of Fantasy and Sci-Fi in new directions (with a particular focus on female and minority writers). In addition to learning about the history and evolution of the genres, students will learn how worlds full of alien technologies and magical forces mirror and comment on our own in very profound ways.

### **Course Description- Sports Literature**

Sports are one of the central avenues of American culture with a rare mix of positive themes such as heroism, pride, identity, as well as negative themes of cheating, scandal and disappointment. Sports can also shape the way in which we experience the world around us and reveal what American culture believes to be important. We often root for underdogs, glorify perfection, and admire record breakers, as well as the records that can't be broken. We admire dominance, but also love the upset. Ultimately, we know that when it comes down to it all, no win is certain until the game is over. This realization is as true in sports as it is in daily life. Emotion and expectation play as much a role in sports as the facts, statistics and rules of the game. This course will examine the way the ideas, thoughts, and emotions surrounding sports are expressed in writing, as well as various other mediums. Sports provide a connection and outlet to the daily lives of millions around the globe. In this course, we will aim to examine and analyze how sports took on such a large role in our society, and why we are all so drawn in.

### **Course Description- Oral Communication II**

Research suggests that students who take Oral Communications, or Public Speaking, in high school have greater success in college. Because Oral Communications is only a half year course, and the first quarter is spent on building a comfortable environment, time is limited for students to fully develop their public speaking skills. For students wishing to continue, Oral Communications II would focus solely on planning, preparing, and presenting speeches. Too often, students lack the skills needed to deliver a presentation that is engaging, and this course will help them to understand their purpose, audience, and delivery. They will walk away with confidence in their public speaking skills as well as themselves.

### **The Writing Center: Theory and Practice**

The Writing Center, Theory and Practice is a half-credit, semester long course. Students enrolled in this course must commit to enrolling in The Writing Center, Internship for at least one school semester; they may take the internship for repeated semesters. In this course, students will train to run the Falcon Writing Center and to work in guiding students as they engage in the many stages of the writing process for different courses and different purposes. The course work includes, but is not limited to, reading texts and articles about staffing a writing center and current theory in writing instruction, practicing the one-on-one peer conference, creating small group tutorials for teachers and students immersed in a writing assignment, and learning to manage the daily operations of the writing center. Units of study focus on the genres of writing, effective peer tutoring strategies, and successful management of a vital and active writing center. This course has engaging classwork, fieldwork, and a final exam. After successful completion of this course, students are prepared to staff the Falcon Writing Center, and they should also be ready to apply for a writing center post when they go to college.

# Groton Public Schools English Learners (ELs) Program K-12

# LAS Links

## ► Language Assessment Scales (LAS Links)

► The CSDE mandates a yearly assessment of all identified English Learners in the state to measure individual progress toward mastery. The mandated assessment, LAS Links is administered Jan 2 through mid-March regardless of entry date. The CSDE mandates all ELs be tested before standardized tests begin: SBAC and SATs.

► The LAS Links measure an identified English Learner's (EL) language proficiency level in accordance with NCLB. The test is divided into four subtests, Speaking, Listening, Reading and Writing which yield scores for Comprehension and Proficiency. The test levels are divided within five grade spans: K-1, 2-3, 4-5, 6-8, and 9-12. Within each grade span, a student attains one of five proficiency levels: Beginning, Early Intermediate, Intermediate, Proficient, or Above Proficient.

## ► Proficiency Level 1 BEGINNING

► A Level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.

## ► Proficiency Level 2 EARLY INTERMEDIATE

► A Level 2 student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features of English are emerging.

## ► Proficiency Level 3 INTERMEDIATE

► A Level 3 student is developing the ability to communicate effectively in English across a range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

## ► Proficiency Level 4 PROFICIENT

► A Level 4 student communicates effectively in English across a range of grade-level-appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

## ► Proficiency Level 5 ABOVE PROFICIENT

► A Level 5 student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.



## LAS Links Results for 2019

- ▶ CSDE criteria set the following criteria to exit an English Learner program, either an English to Speakers of Other Languages (ESOL) program or Bilingual Program. A bilingual program needs to be implemented per mandate when there are 20 or more students in one school that speak the same language. Maria Lozano is the certified bilingual Spanish speaking teacher at Fitch that co-teaches with specific English teachers to meet other state mandates.
- ▶ When English Learners (ELs) attain a proficiency level of 4 or 5 on two of the LAS Links subtests, Reading and Writing, and an Overall Proficiency of 4 or 5 for a composite score, they meet state criteria to exit the program.
- ▶ 22 students in grades 1-12 met the above criteria and exited the program.
  - ▶ 14 elementary
  - ▶ 4 middle school
  - ▶ 4 high school



| School             | Level 3/4 | Total Number of Students |
|--------------------|-----------|--------------------------|
| Claude Chester     | 11        | 16                       |
| Mary Morrisson     | 11        | 18                       |
| Charles Barnum     | 3         | 5                        |
| Northeast Academy  | 4         | 8                        |
| S.B. Butler        | 3         | 6                        |
| Catherine Kolnaski | 13        | 30                       |

|                        |   |    |
|------------------------|---|----|
| Cutler Middle School   | 5 | 7  |
| Westside Middle School | 8 | 16 |

|                   |    |    |
|-------------------|----|----|
| Fitch High School | 18 | 27 |
|-------------------|----|----|

### Exited the Program (level 4/5)

| Total # of Students |    |       |
|---------------------|----|-------|
| Elementary          | 14 | 83    |
| Middle              | 4  | 23    |
| High School         | 4  | 27    |
|                     |    | 16.9% |
|                     |    | 17.4% |
|                     |    | 14.8% |

## English Learners in our district for 2018-2019

- 136 identified English Learners (Els) in Groton
- 53 new students since September 2018
- 63 (46%) English Learners have been in district less than 20 months
- 18 languages represented in district
  - 67% speak Spanish
  - 11% Chinese/Mandarin
  - 22% Other languages including
    - Arabic, Tagalog, Urdu, Ga, Portuguese, French