GROTON BOARD OF EDUCATION
COMMITTEE OF THE WHOLE
MONDAY, JULY 15, 2019
6:00 P.M.
CENTRAL OFFICE, ROOM 11

Mission Statement
Our mission is teaching and learning.

Board Goals
1. Provide Dynamic Rigorous Curriculum.
2. Ensure Effective and Engaging Instruction.
3. Embrace Excellent Learning Environment.

AGENDA

1. Call to Order

2. BoE Regular Business
   a. Approval of the COW minutes of June 17, 2019 (Attachment #1)

3. Update re: Community Eligibility Program

4. Discussion of advertisement on the Baseball Field

5. Update regarding Connecticut Report Card (Attachment #2)

6. Student Attendance Update (Attachment #3)

7. Update regarding the turnover of Pleasant Valley School to the Town (Attachment #4)

8. Suggested Future Topics

12. Adjournment

NEXT C.O.W. MEETING: August 12, 2019

Attachment #1

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

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

ABSENT

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.grotonschools.org
- New Gallaries
- 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

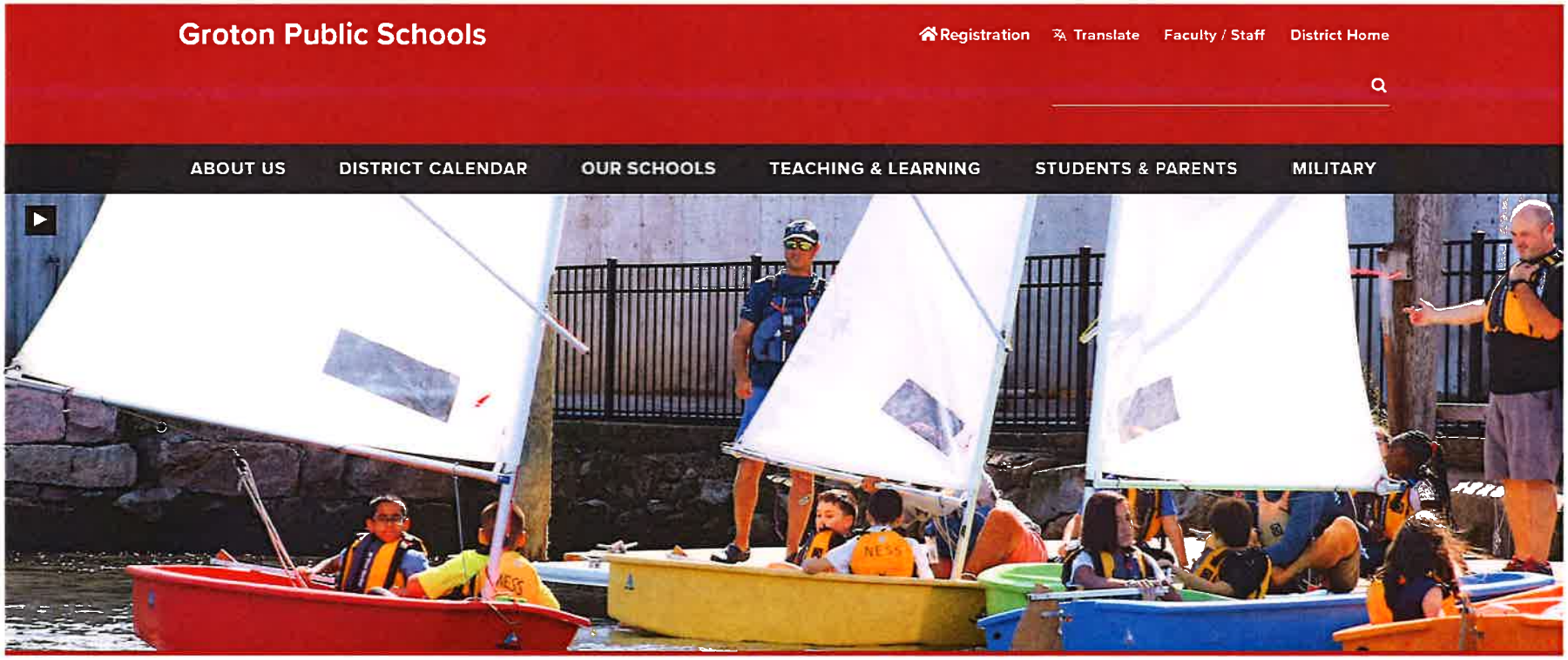
Attachment #1

Groton Public Schools

Communications Update – June 17, 2019


HOW DO WE SHARE NEWS STORIES AND INFORMATION ABOUT GPS?
EVENTS
EMAIL / PHONE / TEXT
SOCIAL MEDIA
GPS 19
MEDIA RELATIONS
WEB SITE

Web Site - 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

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 @ NE 2019 Arts Day
7:30 AM						
8:00 AM	WSM 2018 STEM Festival	WSM 2018 STEM Festival		WSM 2018 STEM Festival		WSM 2018 STEM Festival
8:30 AM			STEM in 30: Kites		STEM in 30: Kites	
9:00 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
9:30 AM	FHS 4-10-19 Recital	FHS 4-10-19 Recital		FHS 4-10-19 Recital		FHS 4-10-19 Recil
10:00 AM			CAHMMS 5-9-19 Band Concert		CAHMMS 5-9-19 Band Concert	
10:30 AM	CMS Play: Charlie Brown	CMS Play: Charlie Brown		CMS Play: Charlie Brown		CMS Play: Charlie Brown
11:00 AM						
11:30 AM			NEA Play: Emperor's		NEA Play: Emperor's	
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

theday

SCHOOL TOUR

Sixth-grader and a member of the student council Taiyah Mitchell, right, gives Mary Morrisson Elementary fifth-graders a tour on March 13 at West Side STEM Magnet Middle School in Groton. Groton 5th-graders are touring the magnet schools to decide which one they will want to attend next year.

Fifth-graders making magnet school choice

Groton students have been visiting both Cutler and West Side as they prepare

By KIMBERLY DREUCH
City Staff Writer

"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."
KATHY WILSON, INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAM COORDINATOR

Groton — Fifth-graders from Mary Morrisson Elementary School, during a visit earlier this month to West Side STEM Magnet Middle School, were learning what it would be like to be West Side students — and also civil engineers.

"Welcome to our makers space," STEM coordinator Amy Murphy told the fifth graders. "As you guys walked in, you were magically transformed into civil engineers."

The students began an activity in which they learned what civil engineers do and worked in small groups to build the tallest tower out of plastic straws. They came up with the name of a company, brainstormed and sketched out a design and then got to work, each group building a tower. After the winning company cheered, Murphy asked the teams what went well and what they would do to improve.

In preparation for choosing which magnet school they'd prefer to attend next year, Groton fifth-graders have been visiting both West Side and Cutler Arts and Humanities Magnet Middle School, and the district has been providing information on the two schools to the children's families.

For the second year, the school district is holding a lottery for the intradistrict magnet middle schools after receiving a five-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, each with its own unique focus — Science, Mathematics, Engineering and Technology at West Side and arts and humanities at Cutler — and community partners that provide hands-on learning.

At Cutler on Monday, current students and teachers gathered for a magnet showcase to show what the students learned in their discrete magnet classes this trimester. Before the performances, Leslie Forbes, arts and humanities coordinator, explained that magnet classes happen during the day, so the students don't have dress rehearsals as they would have with after-school productions.

"What they're doing takes a lot of courage," she said.

Four students stood on the stage and sang "Lean on Me" into a microphone while students sitting on the stage strummed away on guitars.

"You just call on me, brother, when you need a friend," the stu-

SEE GROTON PAGE C2

Media Relations - Print

theday

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

Groton — Three teachers from West Side STEM Magnet Middle School were awarded grants to travel abroad this summer, with the goal of gaining an international perspective on programs the Groton school district is 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 also 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

FROM B1

design a blueprint of an outdoor learning space for Groton's new consolidated middle school, with ideas that include an outdoor performance stage for the arts and humanities and gardens for STEM. The teachers plan to continue the activity with next year's seventh grade students.

Superintendent Michael Graner said the building committee and architects would welcome the suggestions and that space is available at the site of the new consolidated middle school — which is slated to be built by June 2020 — to incorporate their plans. He said an outdoor classroom would provide an excellent opportunity for students to get outside and do hands-on projects in keeping with the International Baccalaureate Middle Years Programme, which incorporates hands-on, inquiry-based and 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 lesson plans, across all subject areas, that incorporate the space.

Irace said that when students get involved in hands-on activities, the experience becomes more meaningful to them.

"I think it allows them to see themselves in the curriculum as well," Lorinser added. "It's not just pages in a workbook. It's actually collecting data and samples and following through and measuring growth and tracking different things. I think that it's just more authentic and they can see the purpose of it and how it could apply to their lives in the future."

IB Middle Years

With the district working toward fully implementing the International Baccalaureate Middle Years Programme, Irace said she's excited to visit the Australian school that has fully implemented IBMYP and see on a day-to-day basis what that looks like in the classroom — and from an international perspective.

Lorinser said international mindedness is a pillar of IBMYP. In her proposal, she wrote that visiting the landmarks "will widen my world view, allowing me to incorporate a more global perspective into my math and advisory curriculums, as well as collaborate with my co-workers to develop cross-curricular projects. A big push in 21st-century math classes is to create authentic tasks that incorporate real-world applications of mathematics."

After submitting applications, Irace and Lambert received about $9,800 in total for their fellowship, and Lorinser received $4,810 for hers, from Fund for Teachers, they said. Part of Fund for Teachers' mission is to encourage teachers to pursue what they're interested in and passionate about because that will enhance their students' lives, Lorinser said.

"It's just really cool to think about how what a teacher is interested in can inspire passions in students and what that can lead them to and drive them to," Lorinser said. "I think if teachers are excited about things and passionate about things the students can feel that as well and then hopefully spark interest in them."

When the teachers return to the school district next year, they plan to share their experiences with their colleagues and students, as well as families and parents, for example during open house and math night, Irace said.

"It's a really unique opportunity," Irace said. "I just think we're in a really neat position to share some of this."

k.drelich@theday.com

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.

NBC CT

NEWS 8 wtnh.com

Media Relations – Weekly Newspaper

THE GROTON TIMES

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.

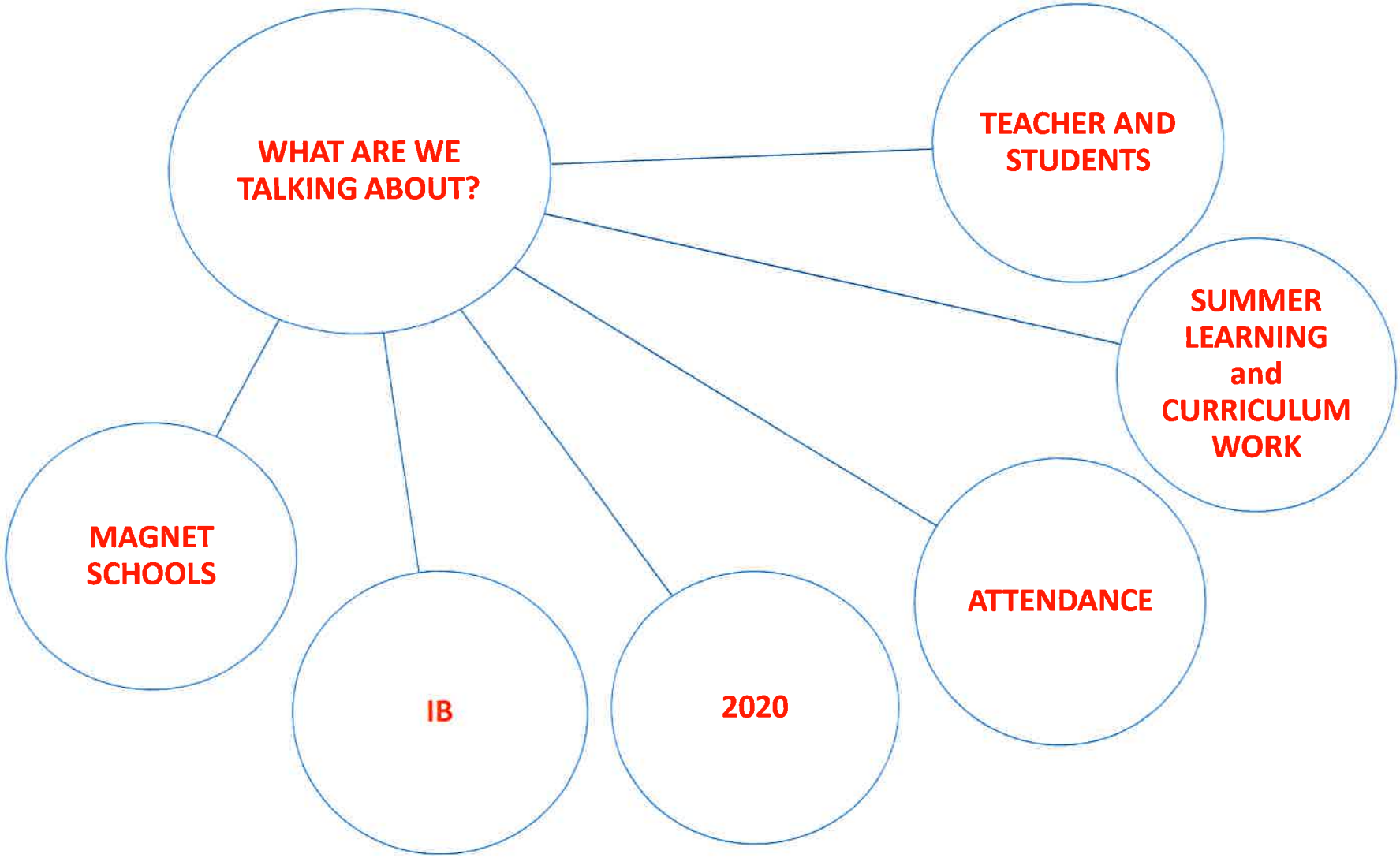
The new middle school is scheduled to open in the fall of 2020; as the construction work progresses, the school staff is working hard to prepare for the consolidation. Teachers have been provided extensive professional development regarding instruction aligned to the International Baccalaureate Program;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


WHAT ARE WE TALKING ABOUT?
TEACHER AND STUDENTS
SUMMER LEARNING and CURRICULUM WORK
ATTENDANCE
2020
IB
MAGNET SCHOOLS

Ensure Effective and Engaging Instruction	Provide Dynamic Rigorous Curriculum	Embrace Excellent Learning Environments

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.

You Matter. Be Counted.

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

12 : 12

Every Day, Every Minute Counts.

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

K to 5th 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? → CHRONICALLY ABSENT

SATISFACTORY	WARNING	CHRONICALLY ABSENT
9 or fewer DAYS MISSED	10 to 17 DAYS MISSED	18 or more DAYS MISSED

English

LA ASISTENCIA IMPORTA

Sabemos que los estudiantes pueden faltar a la escuela de vez en cuando, pero una buena asistencia durante todo el año está vinculada al crecimiento académico y social.

Tu importas

¿QUÉ DEBE HACER SI LA ESCUELA DE SU HIJO (A) FALLA?

AUSENCIAS **1-9**

Excusado por cualquier motivo cuando el padre aprueba la ausencia por escrito.

Padres por favor:

- Llame a la escuela cuando su hijo no estará allí.
- Escriba una nota y envíela con su hijo al regresar a la escuela.

AUSENCIAS **10** o más

ADVERTENCIA y RIESGO de absentismo crónico

Excusado solo por ciertas razones, como enfermedad, con una nota médica.

Padres por favor:

- Llame a la escuela cuando su hijo no estará allí.
- Proporcione una nota médica o otra documentación requerida, explicada en el manual.

GROTON PUBLIC SCHOOLS

Cada día, cada minuto cuenta.

12 : 12

Llegar tarde o salir temprano puede significar que su hijo se ha perdido más de la mitad del día escolar. Los estudiantes de kínder a 5º grado que se retiren antes o lleguen después de las 12:12 PM. Un día completo de la escuela pueden ser reportados como ausentes durante todo el día, incluso si estuvieron allí para asistir a la escuela por la mañana.

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

Los días perdidos puede sumarse.

Solo faltando 2 días al mes equivale a perder más del 10% del año escolar, que es un ausentismo crónico, y afecta el éxito de los estudiantes hoy y en el futuro.

¿Cuántos son demasiadas? → CRONICAMENTE AUSENTE

SATISFACTORIO	ADVERTENCIA	CRONICAMENTE AUSENTE
9 o menos	10 a 17 DÍAS PERDIDOS	18 o más DÍAS PERDIDOS

Spanish

出席事宜

我们知道学生可能会不时错过学校，但全年出勤率有与学业和社会发展有关。

你很重要，被计算。

知道您的孩子在学校上学，您应该怎么做？

缺席 **1-9**

可接受的出勤率

家长请：

- 您的孩子在学校上学，请致电学校。
- 写张条，随孩子带到学校。

缺席 **10** 或更多

警告和有风险的慢性缺席

仅因某些原因（例如生病）而豁免，需提交医疗证明。

家长请：

- 您的孩子在学校上学，请致电学校。
- 提供医疗证明或其他所需文件，手册中有说明。

GROTON PUBLIC SCHOOLS

每一天，每分钟计数。

12 : 12

上午到达或下午离开可能意味着您的孩子错过了一半以上的上学日。K 到 5 年级学生，如果在规定的上学日之后的 12:12 PM 之前离开或之后到达，可能会被报告为全天缺席，即使他们早上在场。

完全缺席和部分缺席都计入缺席天数。

缺席的一天可能会加起来。

两天缺席相当于一个月，这会导致您孩子学年的 10% 以上。这是长期缺勤，并且会影响学生今天和未来的成功。

有多少是太多了？ → 大量缺席

可接受的	警告	大量缺席
9或更少 几天错过了	10到17天 几天错过了	18或更多 几天错过了

Mandarin

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.

On Time. Every Day. All Day.

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

11 : 25

Every Day, Every Minute Counts.

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

6th to 8th 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? → **CHRONICALLY ABSENT**

SATISFACTORY	WARNING	CHRONICALLY ABSENT
9 or fewer DAYS MISSED	10 to 17 DAYS MISSED	18 or more DAYS MISSED

English

LA ASISTENCIA IMPORTA

Sabemos que los estudiantes pueden faltar a la escuela de vez en cuando, pero una buena asistencia durante todo el año está vinculada al crecimiento académico y social.

A tiempo. Todos los días. Todo el día.

¿QUÉ DEBE HACER SI LA ESCUELA DE SU HIJO (A) FALLA?

ABSENCIAS **1-9**

Bueno / Satisfactorio Asistencia

Excusado por cualquier motivo cuando el padre aprueba la ausencia por escrito.

Padres por favor:

- Llame a la escuela cuando su hijo no estará allí.
- Escriba una nota y envíela con su hijo al regresar a la escuela.

ABSENCIAS **10** o más

ADVERTENCIA y EN RIESGO de Ausentismo Crónico

Excusado solo por ciertas razones, como enfermedad, con una nota médica.

Padres por favor:

- Llame a la escuela cuando su hijo no estará allí.
- Proporcione una nota médica o otra documentación requerida, explicada en el manual.

GROTON PUBLIC SCHOOLS

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 6.º a 8.º grado que se van antes o que llegan después de las 11:25 AM en un día escolar completo pueden ser registrados como ausentes durante todo el día, incluso si estuvieron allí para asistir a la escuela por la mañana.

11 : 25

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

Los días perdidos puede sumarse.

Solo faltando 2 días al mes equivale a perder más del 10% del año escolar, que es un ausentismo crónico, y afecta el éxito de los estudiantes hoy y en el futuro.

¿Cuántos son demasiadas? → CRONICAMENTE AUSENTE

SATISFACTORIO	ADVERTENCIA	CRONICAMENTE AUSENTE
9 o menos	10 a 17 DÍAS PERDIDOS	18 o más DÍAS PERDIDOS

Spanish

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.

On Time. Every Day. All Day.

English

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

10:46

Every Day, Every Minute Counts.

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

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.

How many is too many? → CHRONICALLY ABSENT

SATISFACTORY	WARNING	CHRONICALLY ABSENT
9 or fewer DAYS MISSED	10 to 17 DAYS MISSED	18 or more DAYS MISSED

Spanish

ASUNTOS DE ASISTENCIA

A tiempo. Todos los días. Todo el día.

Sabemos que los estudiantes pueden faltar a la escuela de vez en cuando, pero una buena asistencia durante todo el año está vinculada al crecimiento académico y social.

¿QUÉ DEBE HACER SI LA ESCUELA DE SU HIJO (A) FALLA?

AUSENCIAS 1-9

Excusado por cualquier motivo cuando el padre aprueba la ausencia por escrito.

Padres por favor:

- Llame a la escuela cuando su hijo no estará allí.
- Escriba una nota y envíela con su hijo al regresar a la escuela.

AUSENCIAS 10 o más

Excusado sólo por ciertas razones, como enfermedad, con una nota médica.

Padres por favor:

- Llame a la escuela cuando su hijo no estará allí.
- Proporcione una nota médica u otra documentación requerida, explicada en el manual.

GROTON PUBLIC SCHOOLS

10:46

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 durante todo el día, incluso si estuvieron allí para asistir por la mañana.

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

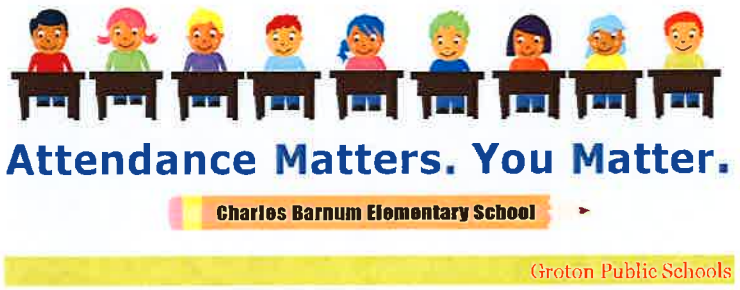
Los días perdidos puede sumarse.

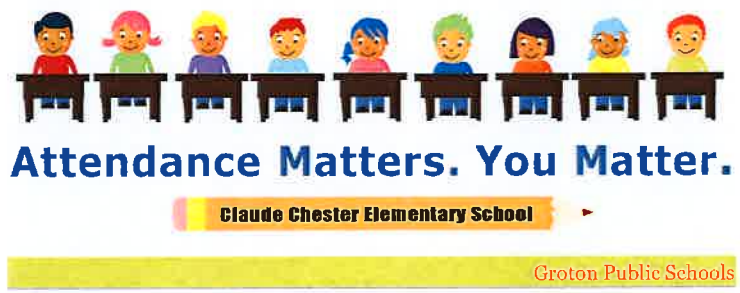
Solo faltando 2 días al mes equivale a perder más del 10% del año escolar, que es un ausentismo crónico, y afecta a éxito de los estudiantes hoy y en el futuro.

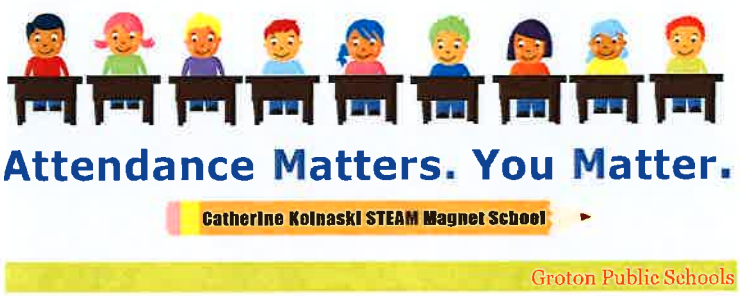
¿Cuántos son demasiadas? → CRONICAMENTE AUSENTE

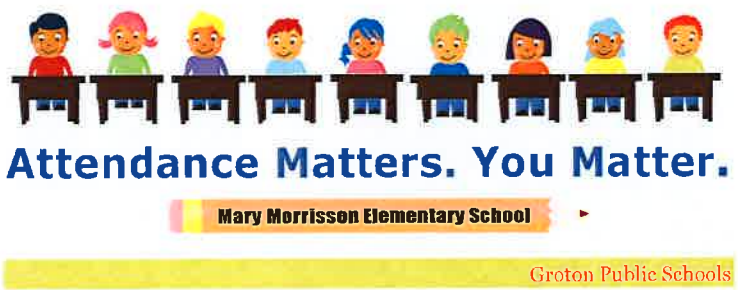
SATISFACTORIO	ADVERTENCIA	CRONICAMENTE AUSENTE
9 o menos DÍAS PERDIDOS	10 a 17 DÍAS PERDIDOS	18 o más DÍAS PERDIDOS

Attendance Campaign - Banners









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 Kolinski Magnet Elementary School
Charles Barnum Elementary School
Claude Chester Elementary School
Mary Morrisson Elementary School
Northeast Academy Magnet Elementary School
S. B. Butler Elementary School

Middle School

Carl 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 Subase 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

ILLUSTRATION © BY DAVID CLARK

Attachment #3

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 trained 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.

Attachment #4

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 that include composite 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	16.9%
Middle	4	23	17.4%
High School	4	27	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

Connecticut Report Cards

Groton School District

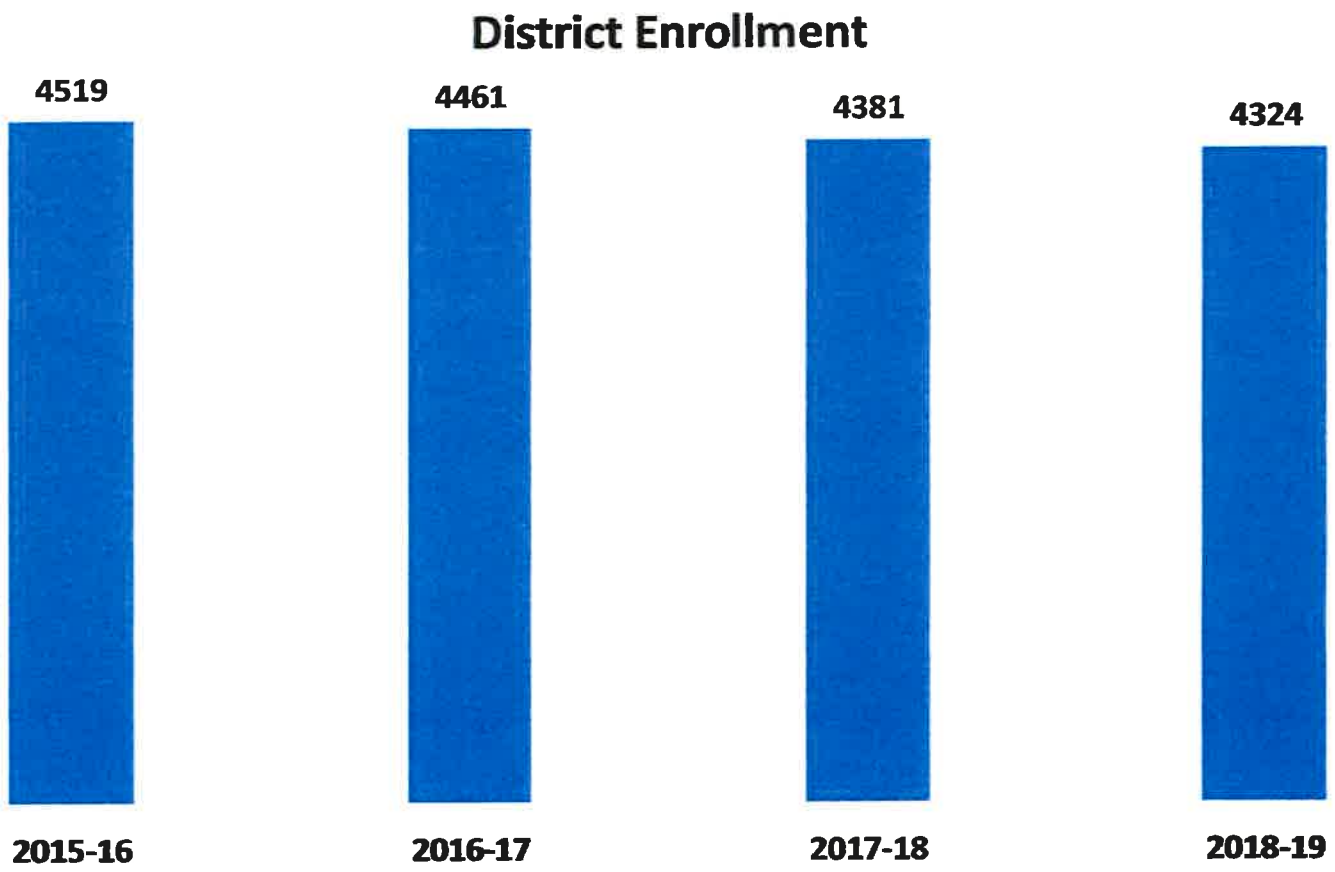
Attachment #2

- 4324 students
- 12 schools/programs
- $16,454 per pupil
- 453.1 certified staff FTE

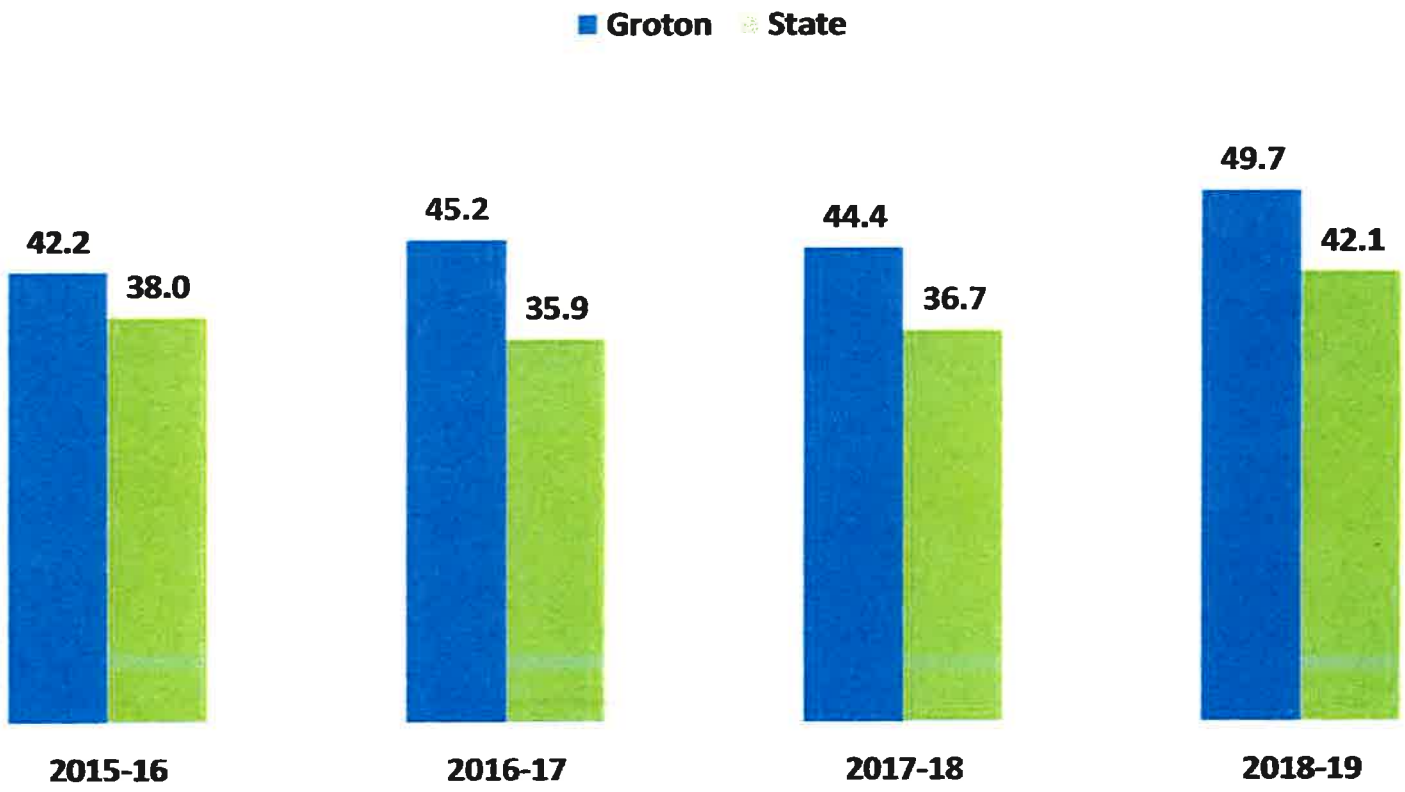
Report Content:

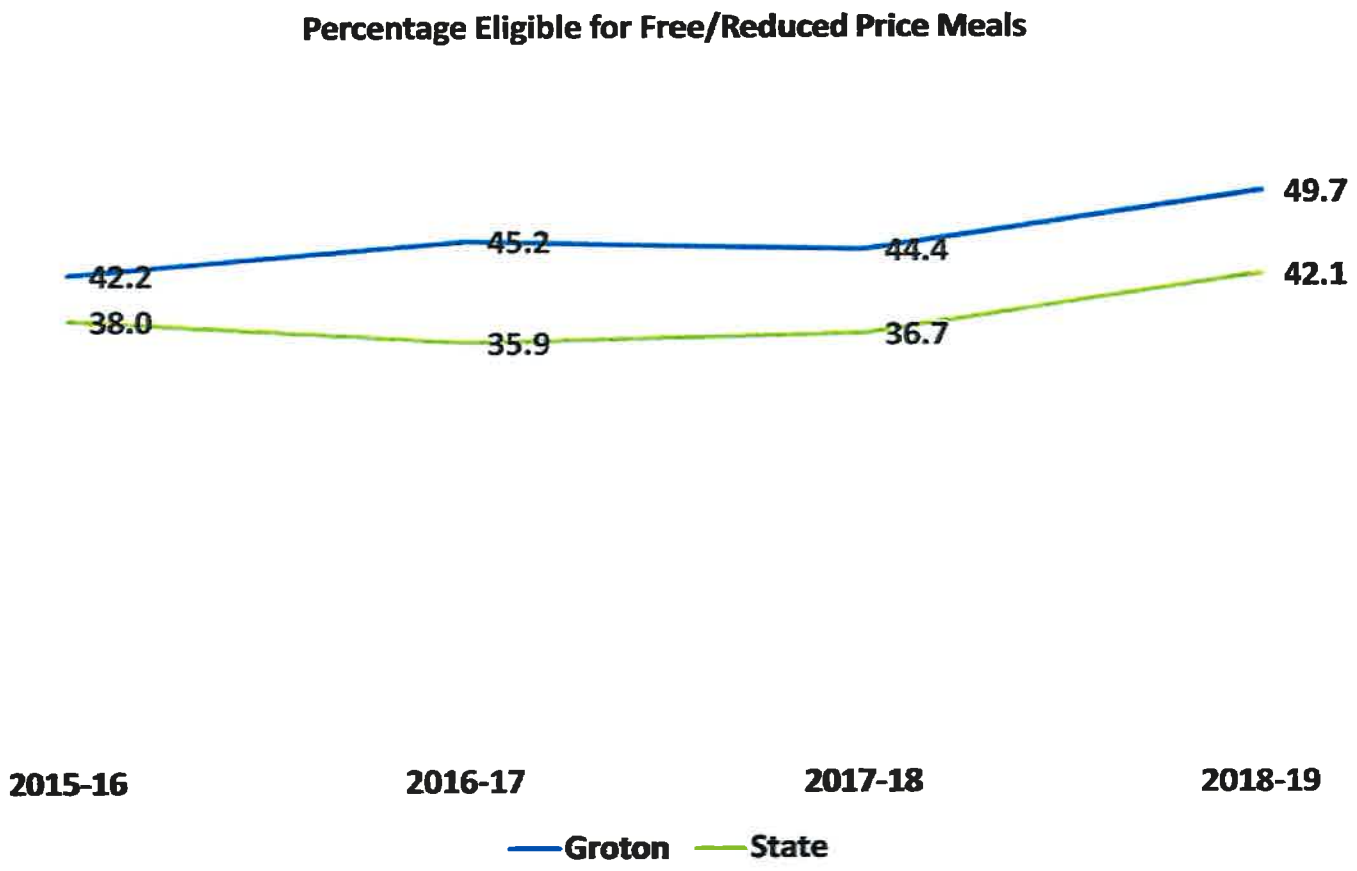
1. Students
2. Educators
3. Instruction/Resources
4. Performance

Students

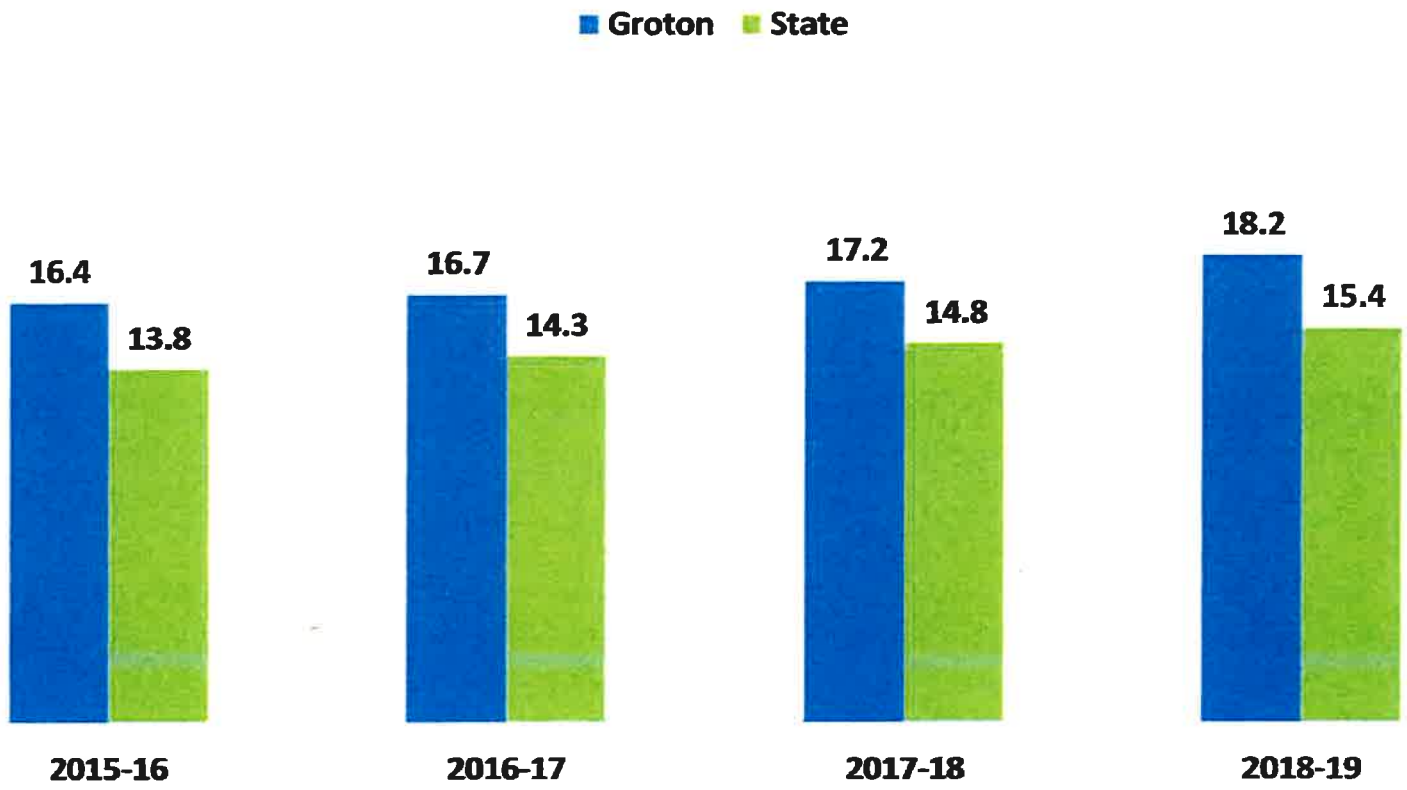

District Enrollment
4519
4461
4381
4324
2015-16
2016-17
2017-18
2018-19

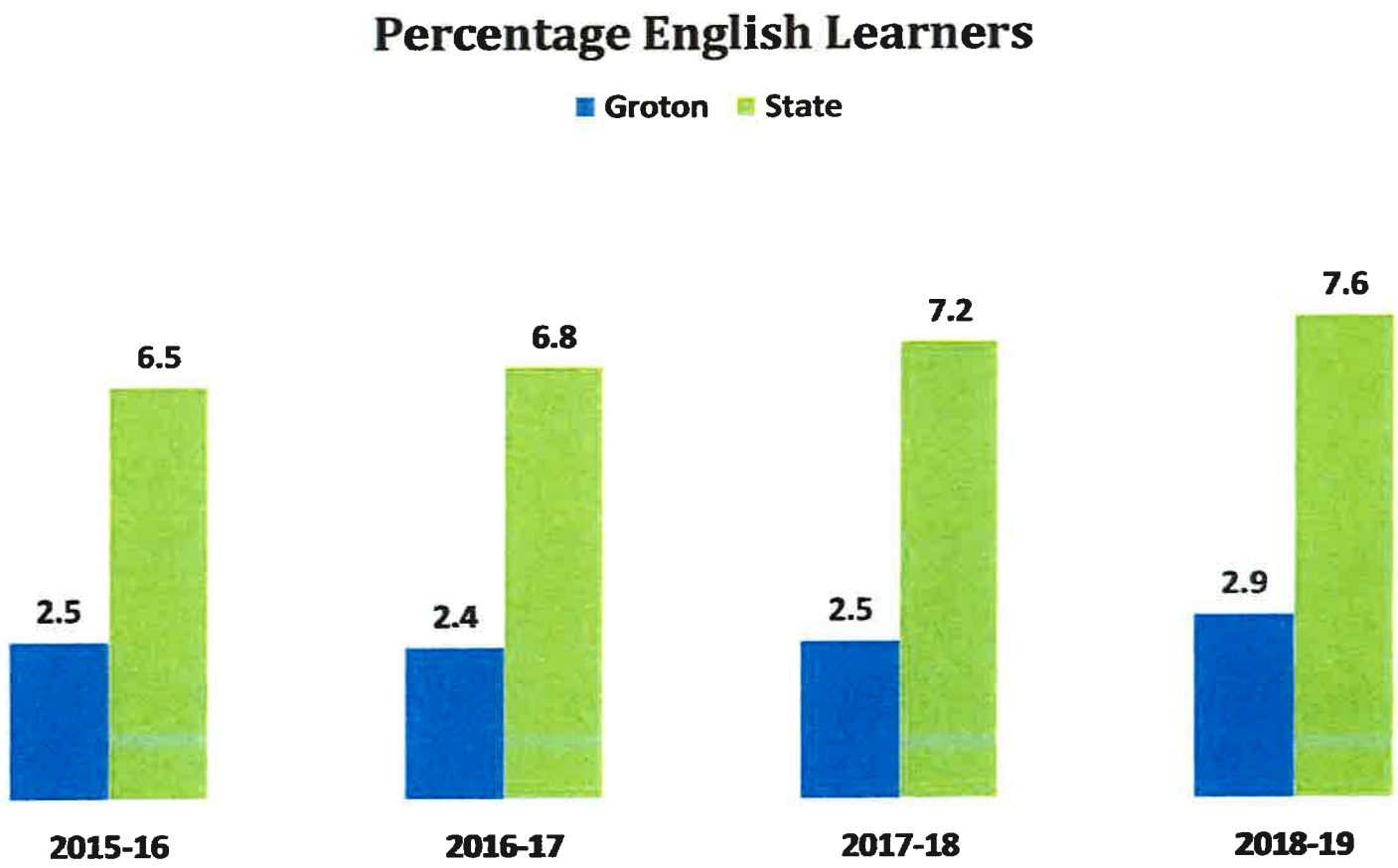
Percentage Eligble for Free/Reduced Price Meals

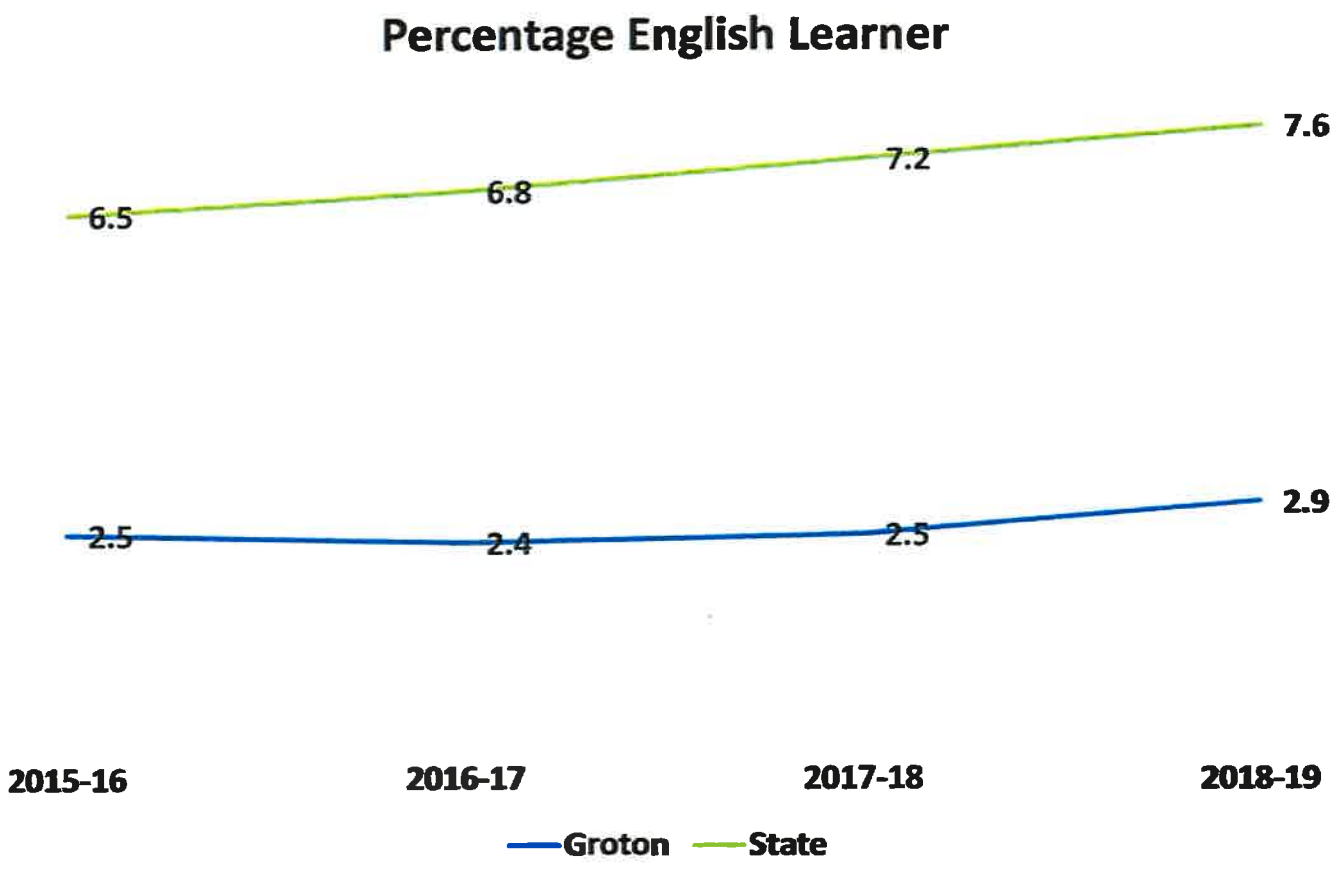


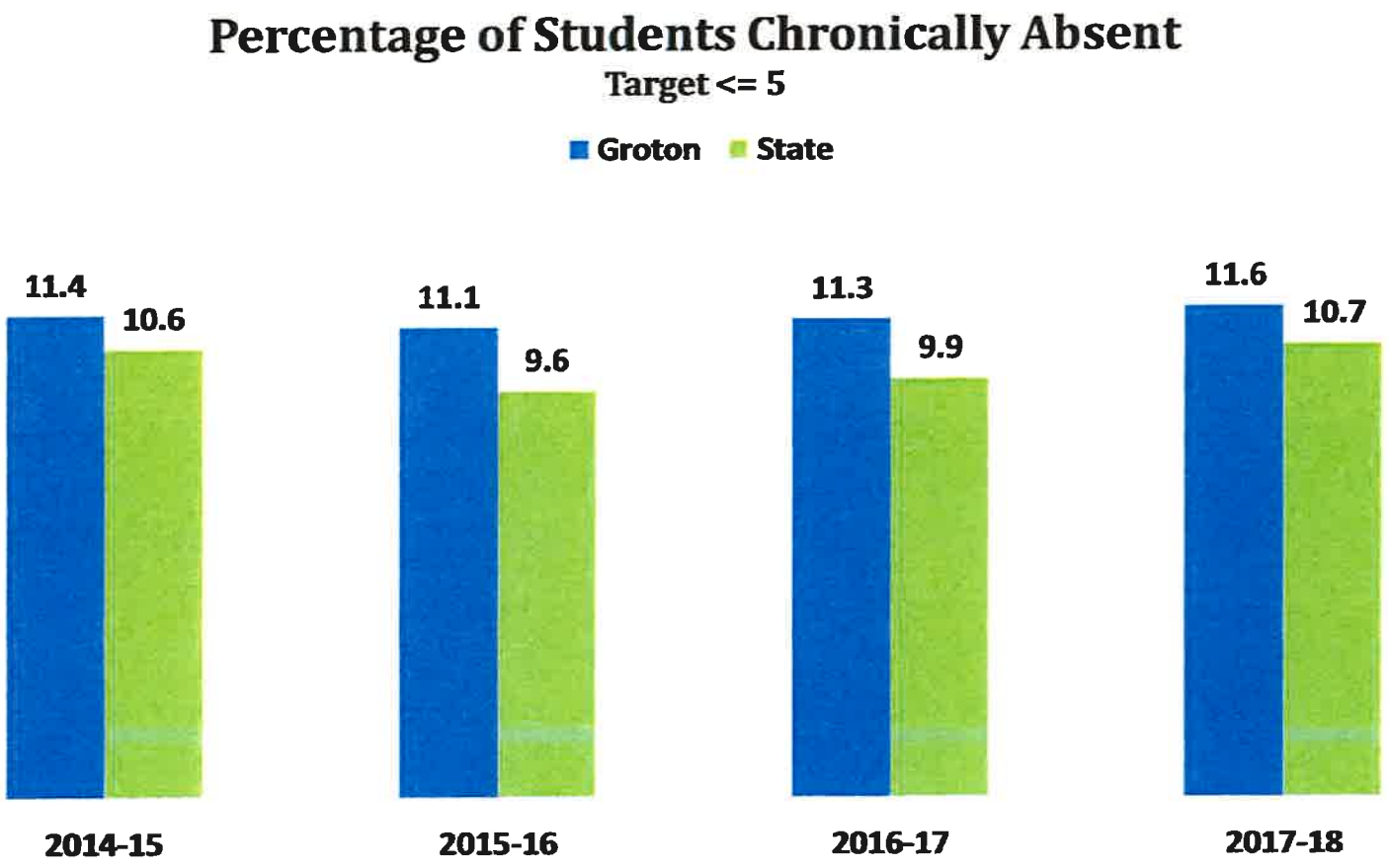

Percentage Eligible for Free/Reduced Price Meals
42.2
45.2
44.4
49.7
38.0
35.9
36.7
42.1
2015-16
2016-17
2017-18
2018-19
Groton
State

Percentage Students with Disabilities

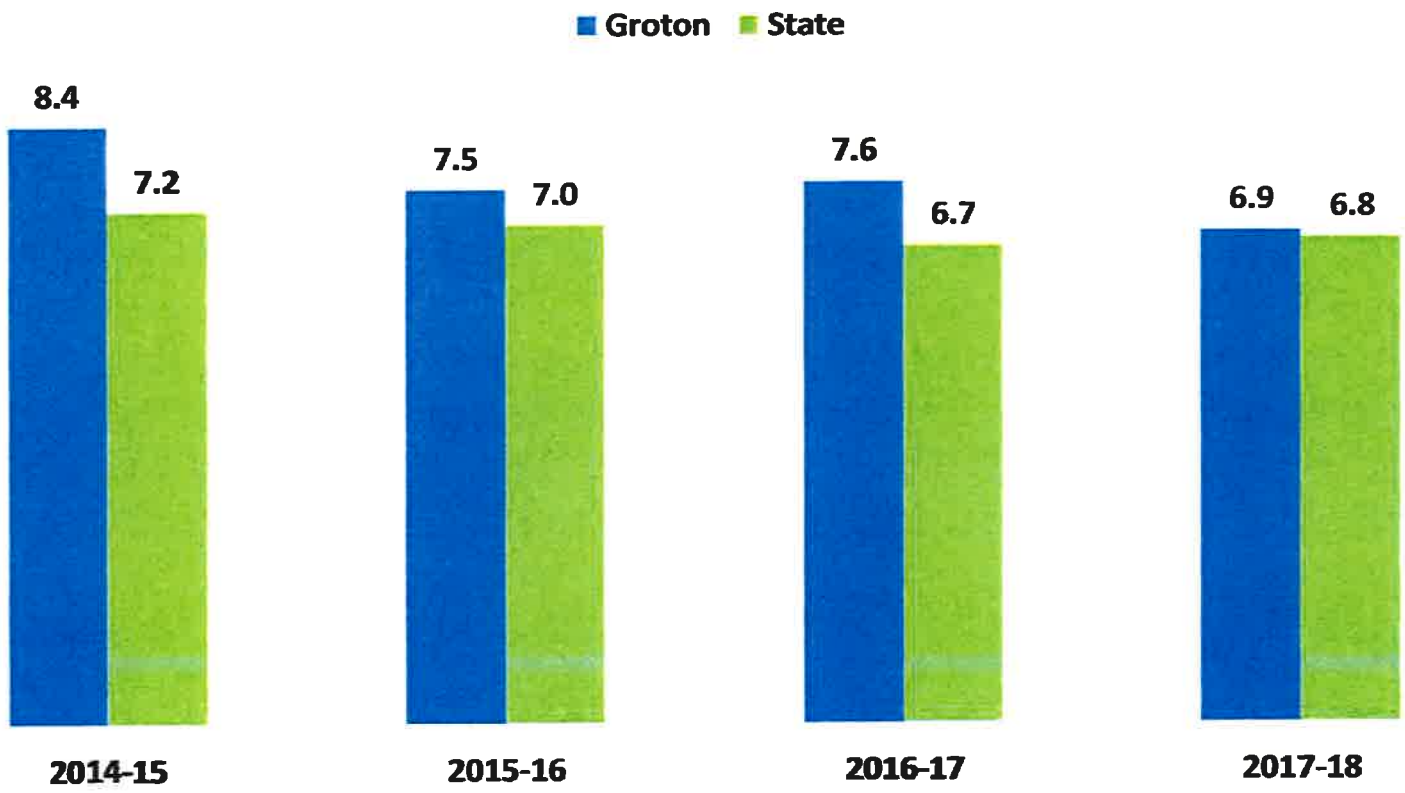


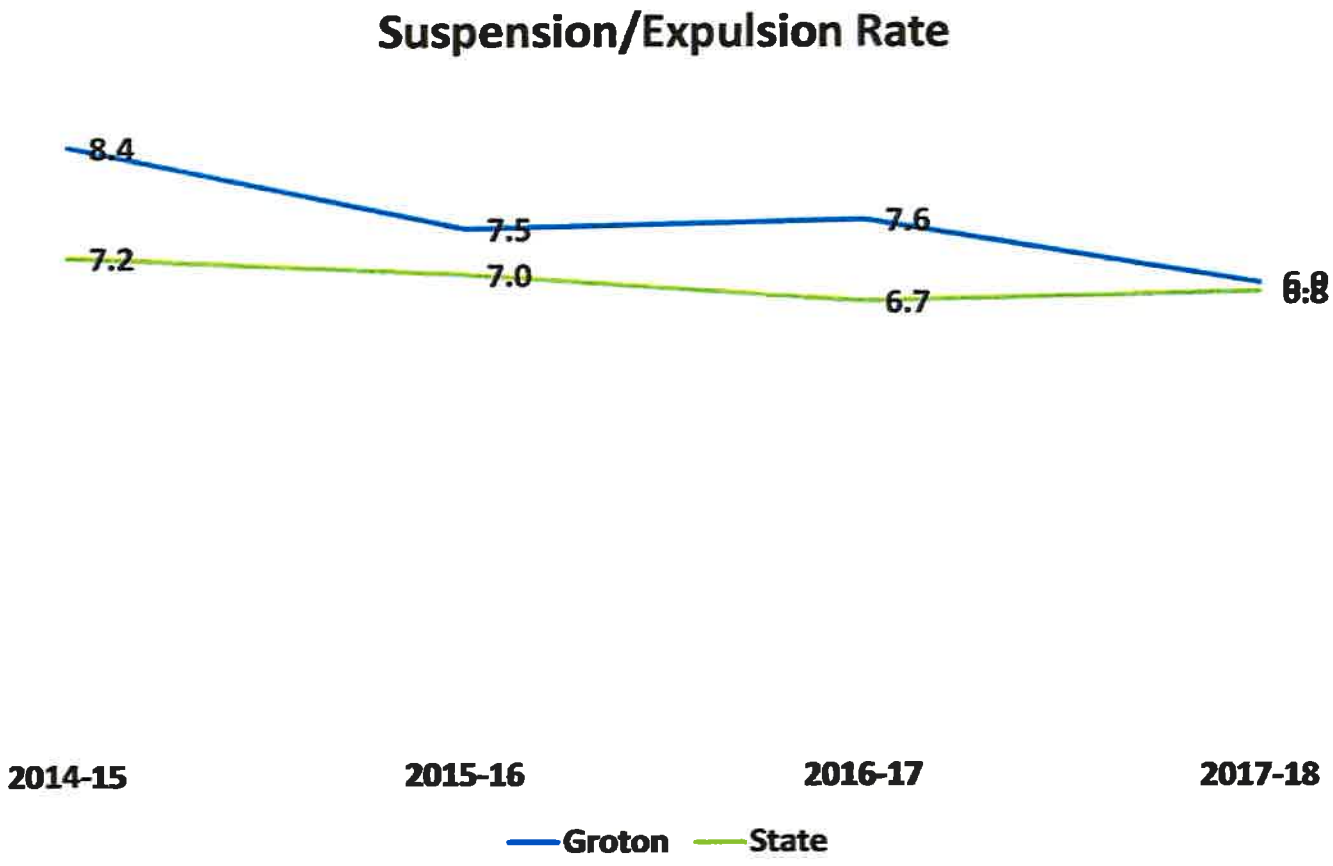

Percentage English Learners
Groton
State
2.5
6.5
2.4
6.8
2.5
7.2
2.9
7.6
2015-16
2016-17
2017-18
2018-19


Percentage English Learner
6.5
6.8
7.2
7.6
2.5
2.4
2.5
2.9
2015-16
2016-17
2017-18
2018-19
Groton
State


Percentage of Students Chronically Absent
Target <= 5
Groton
State
11.4
10.6
11.1
9.6
11.3
9.9
11.6
10.7
2014-15
2015-16
2016-17
2017-18

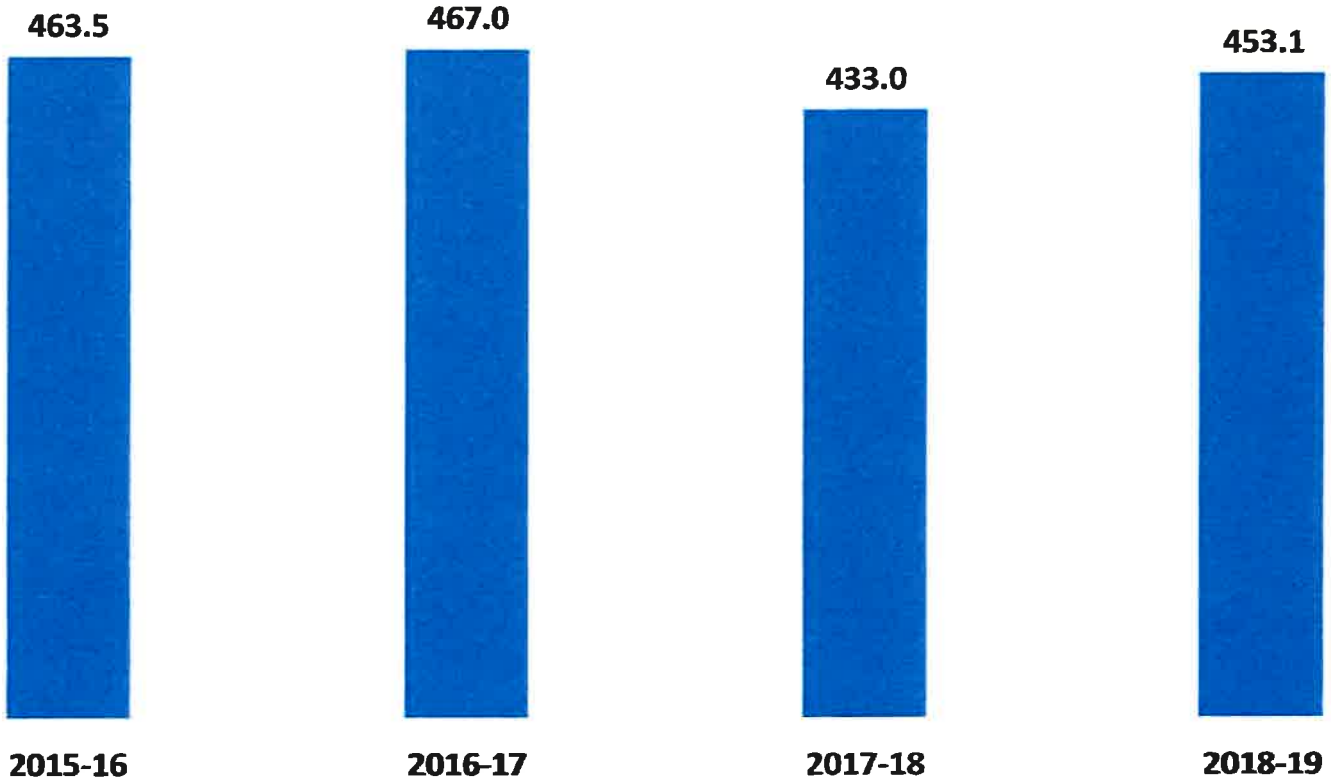
Suspension/Expulsion Rate



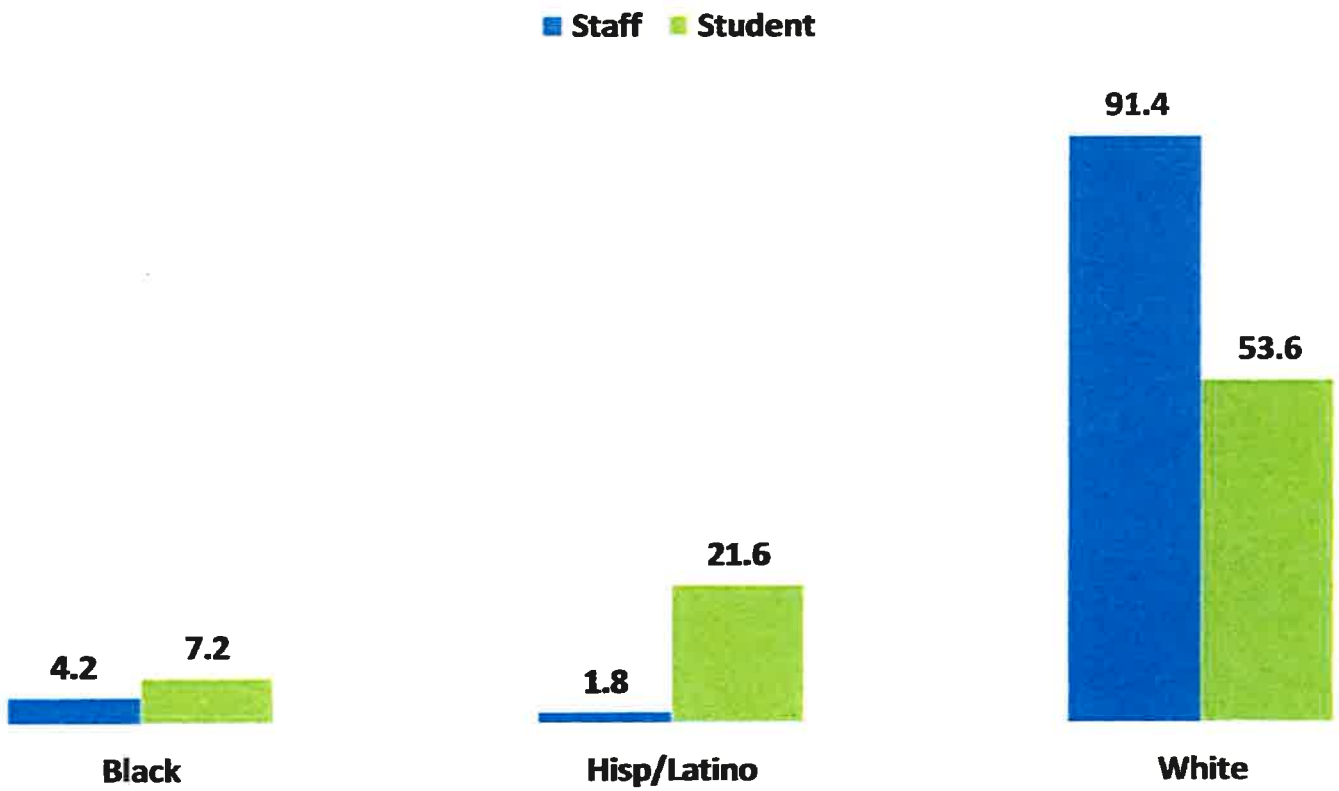

Suspension/Expulsion Rate
8.4
7.5
7.6
6.8
7.2
7.0
6.7
6.8
2014-15
2015-16
2016-17
2017-18
Groton
State

Educators

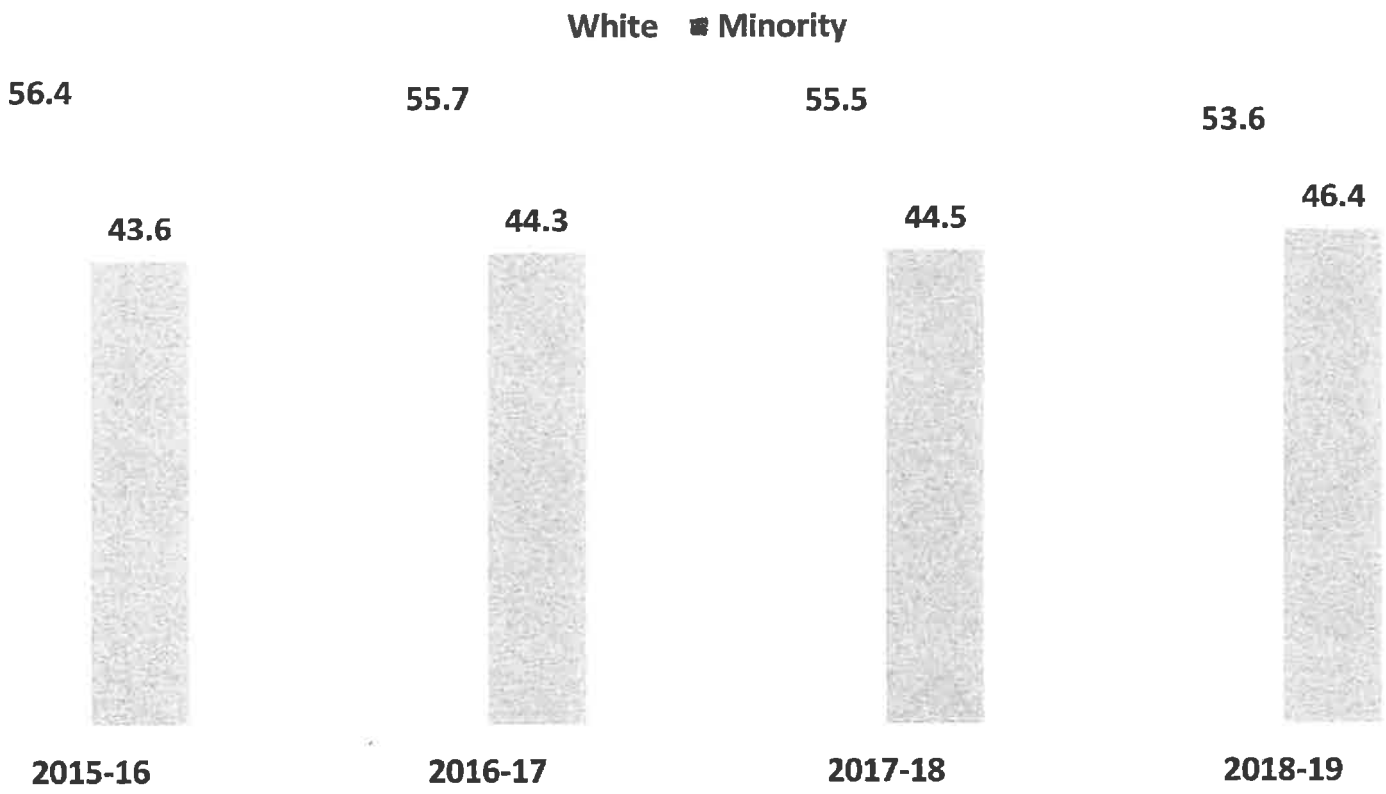
Certified Staff Full-Time Equivalent (FTE)



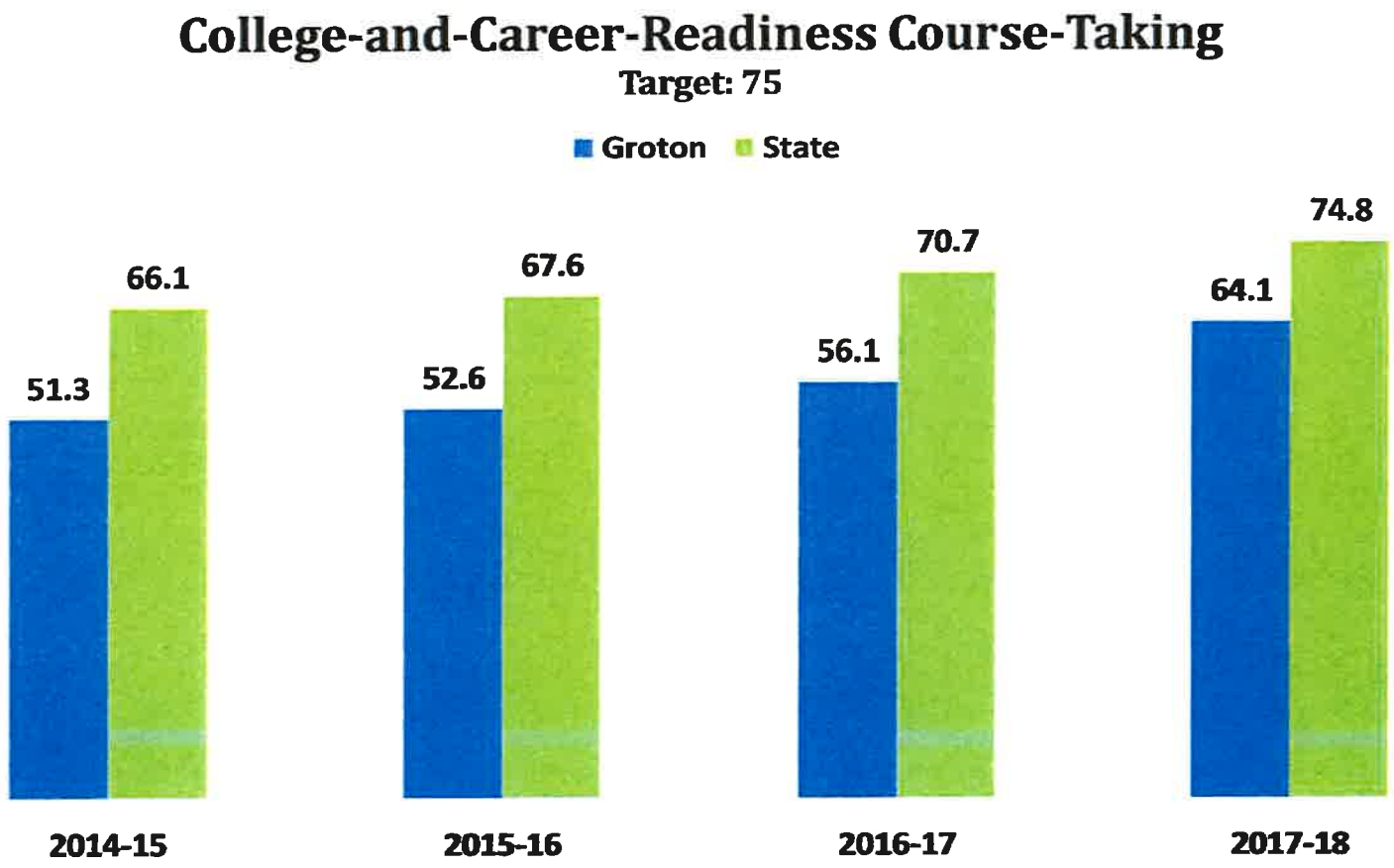
Percentage by Race/Ethnicity 2018-19

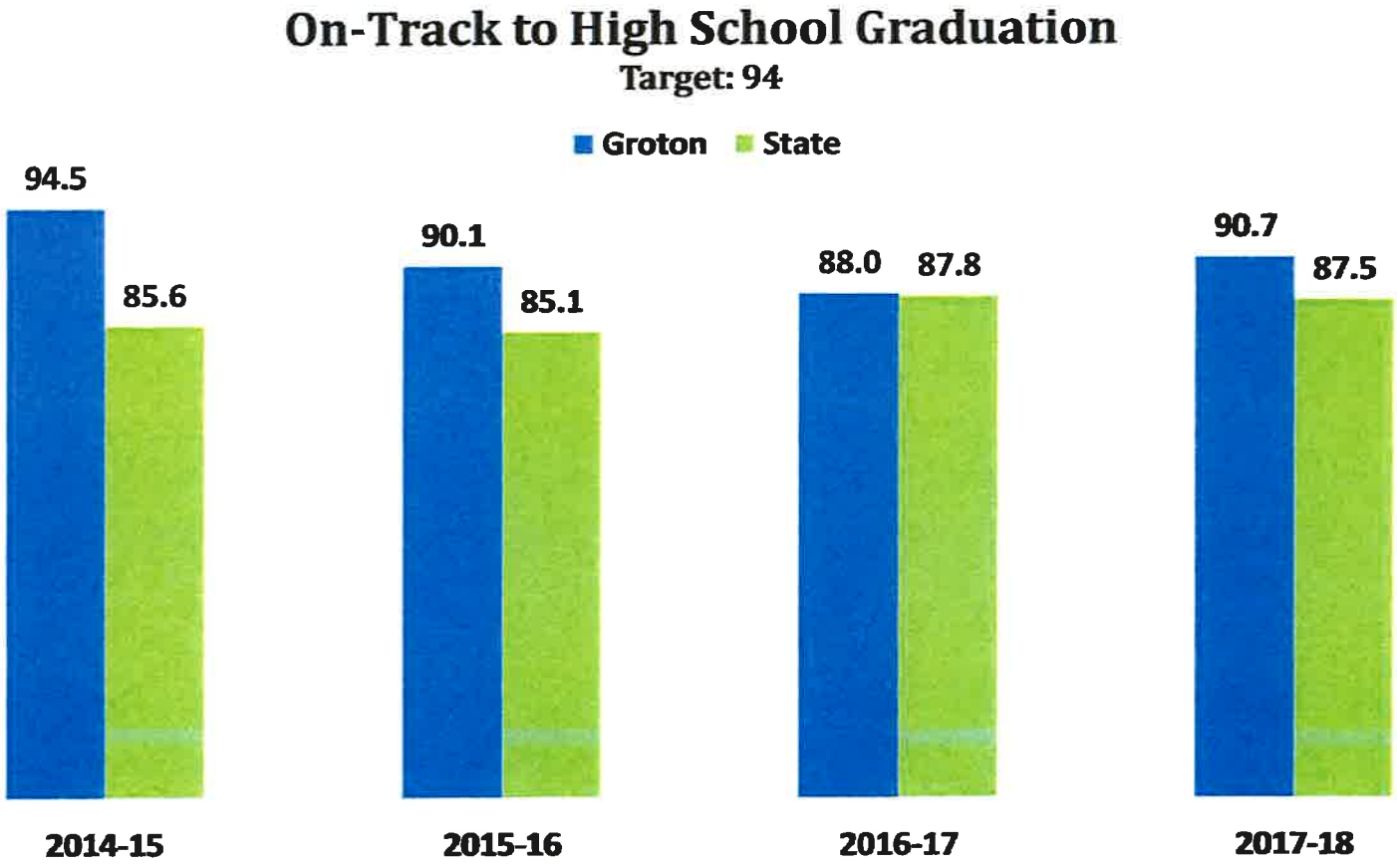


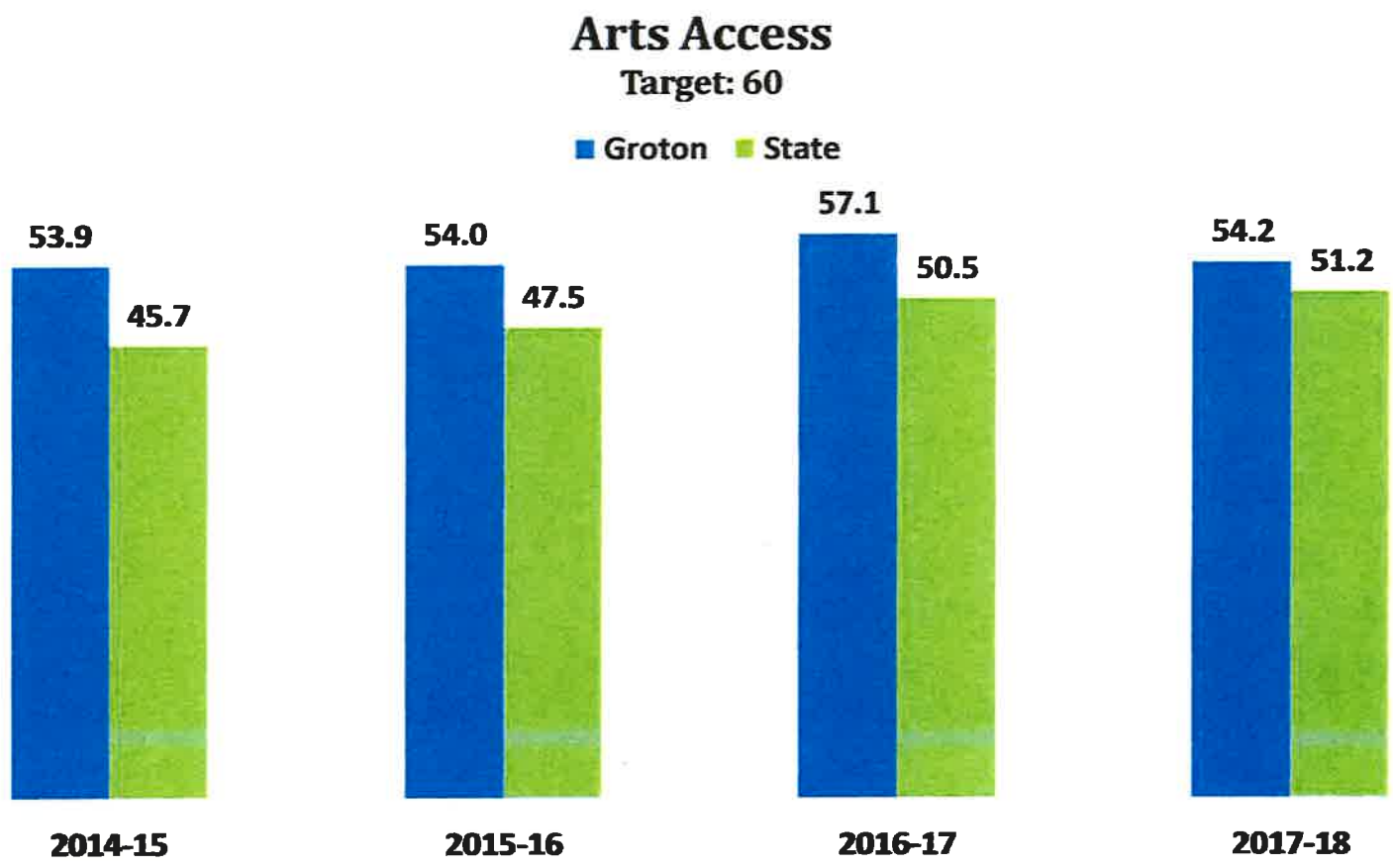
Racial Balance Report

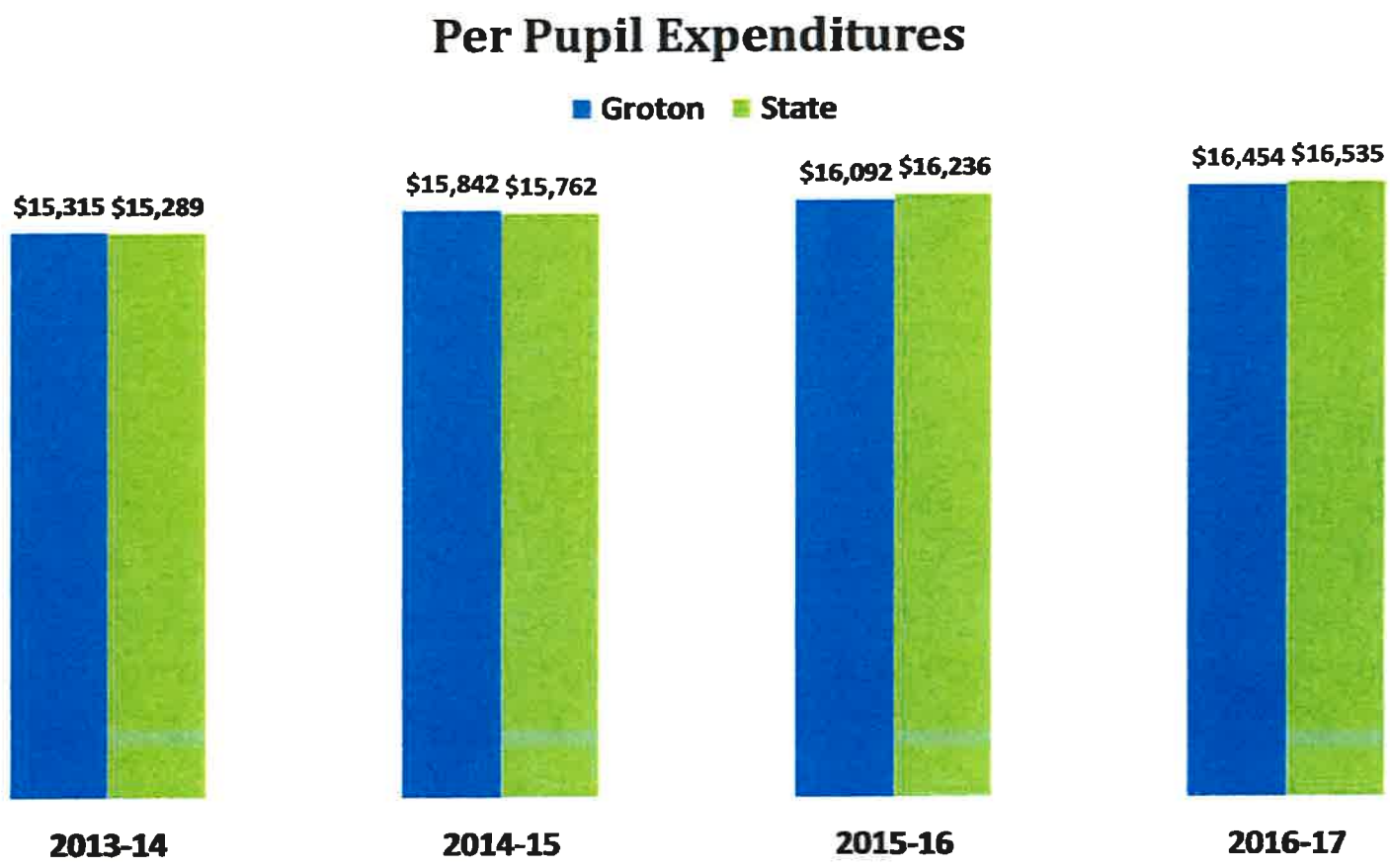


Instruction/Resources


College-and-Career-Readiness Course-Taking
Target: 75
Groton
State
51.3
66.1
52.6
67.6
56.1
70.7
64.1
74.8
2014-15
2015-16
2016-17
2017-18

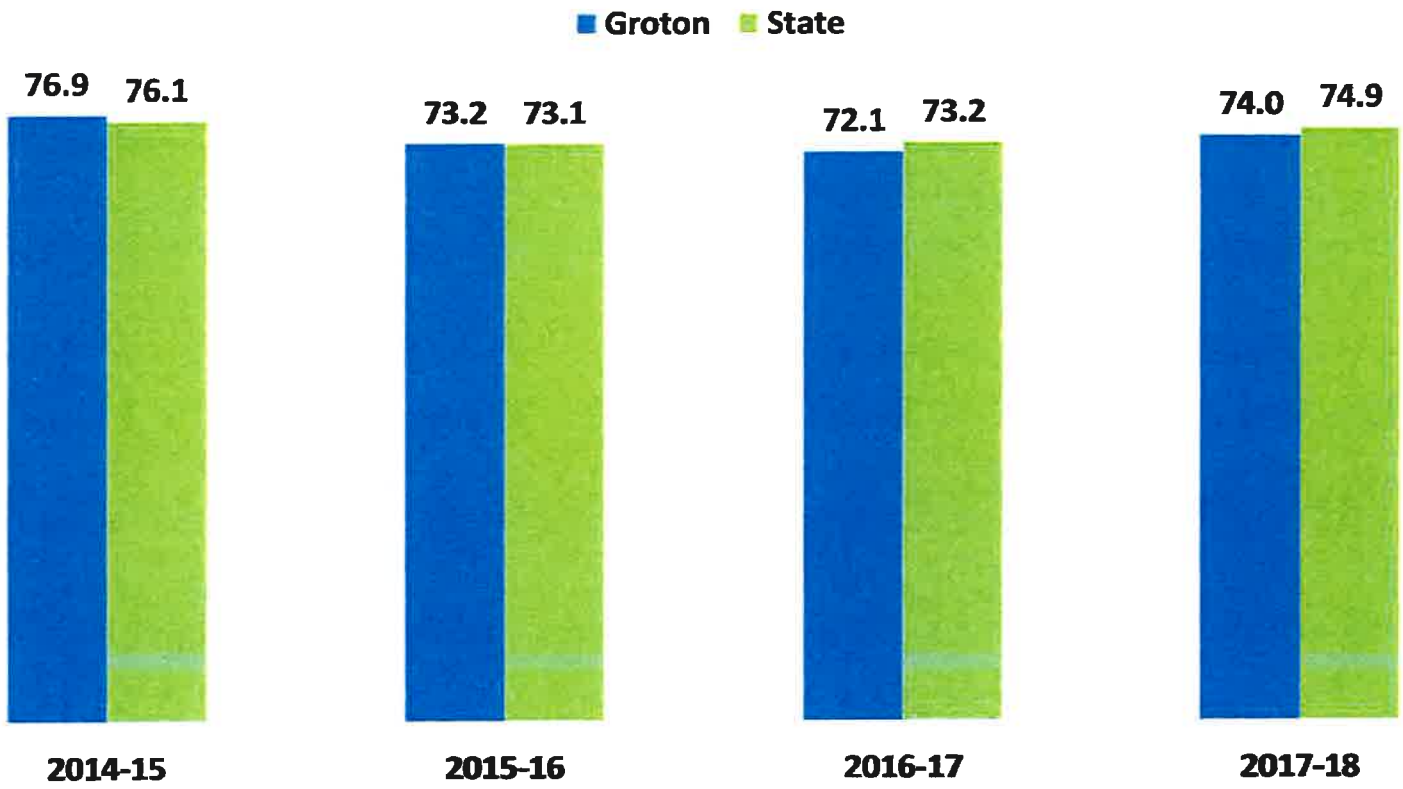

On-Track to High School Graduation
Target: 94
Groton
State
94.5
85.6
90.1
85.1
88.0
87.8
90.7
87.5
2014-15
2015-16
2016-17
2017-18


Arts Access
Target: 60
Groton
State
53.9
45.7
54.0
47.5
57.1
50.5
54.2
51.2
2014-15
2015-16
2016-17
2017-18


Per Pupil Expenditures
Groton
State
$15,315
$15,289
$15,842
$15,762
$16,092
$16,236
$16,454
$16,535
2013-14
2014-15
2015-16
2016-17

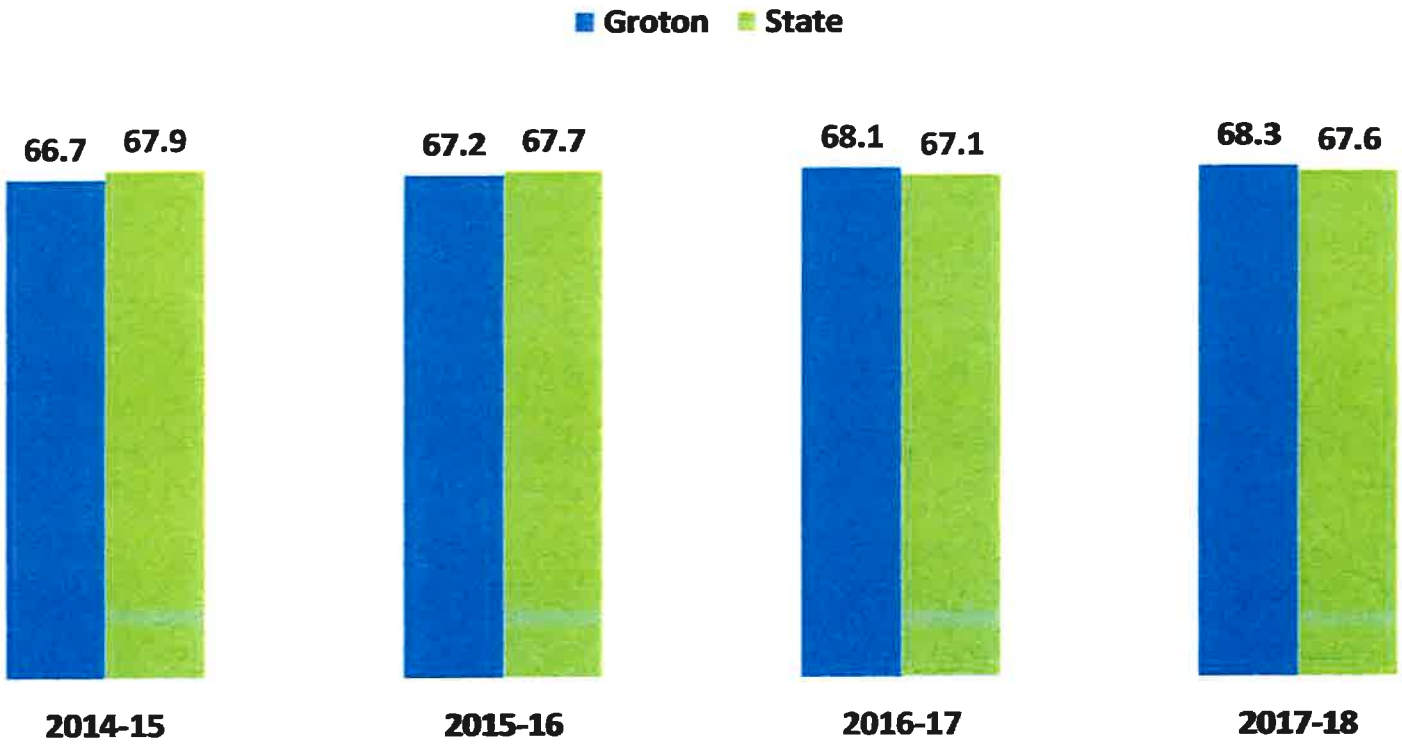
Performance

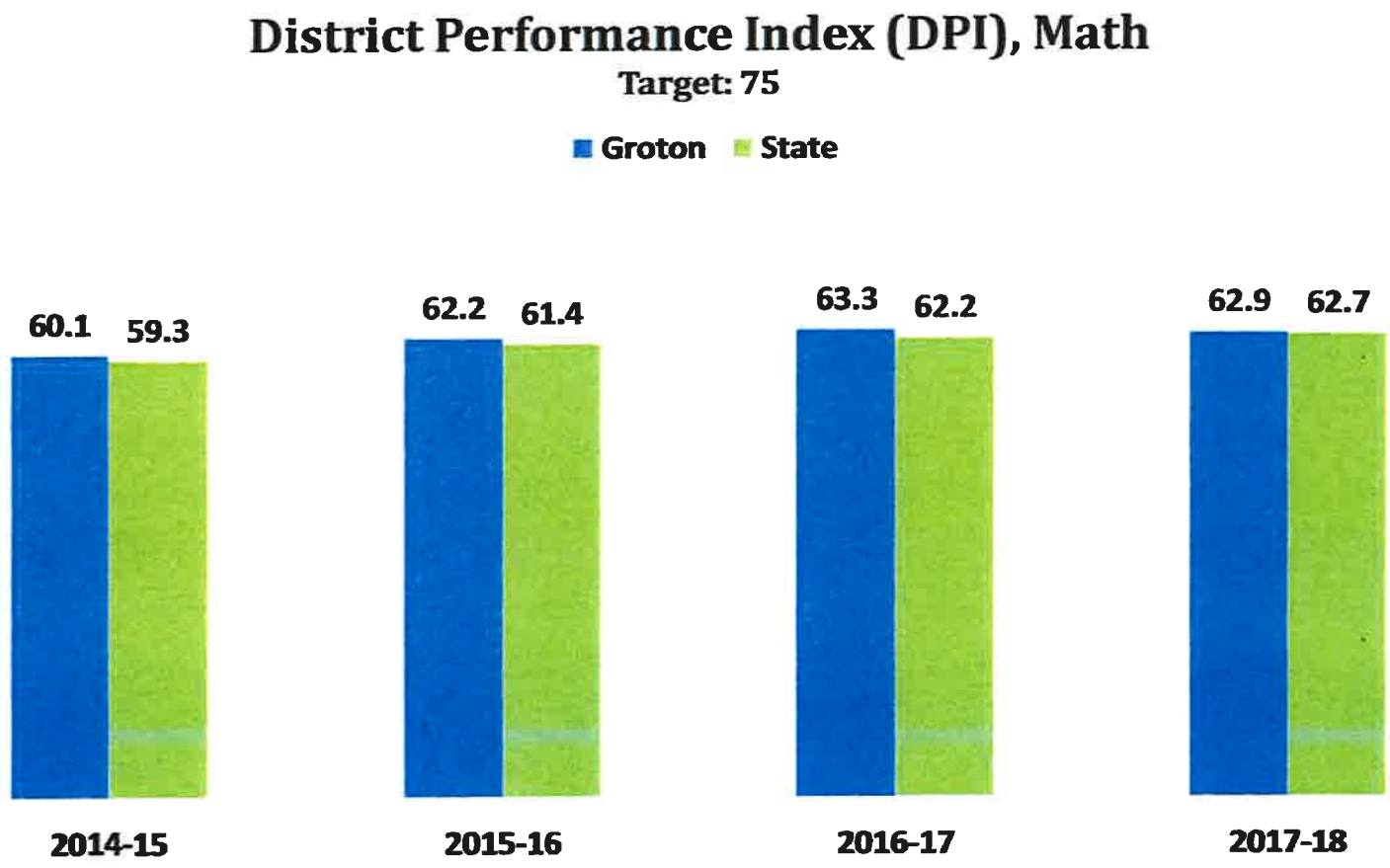
Next Generation Accountability Index



District Performance Index (DPI), ELA

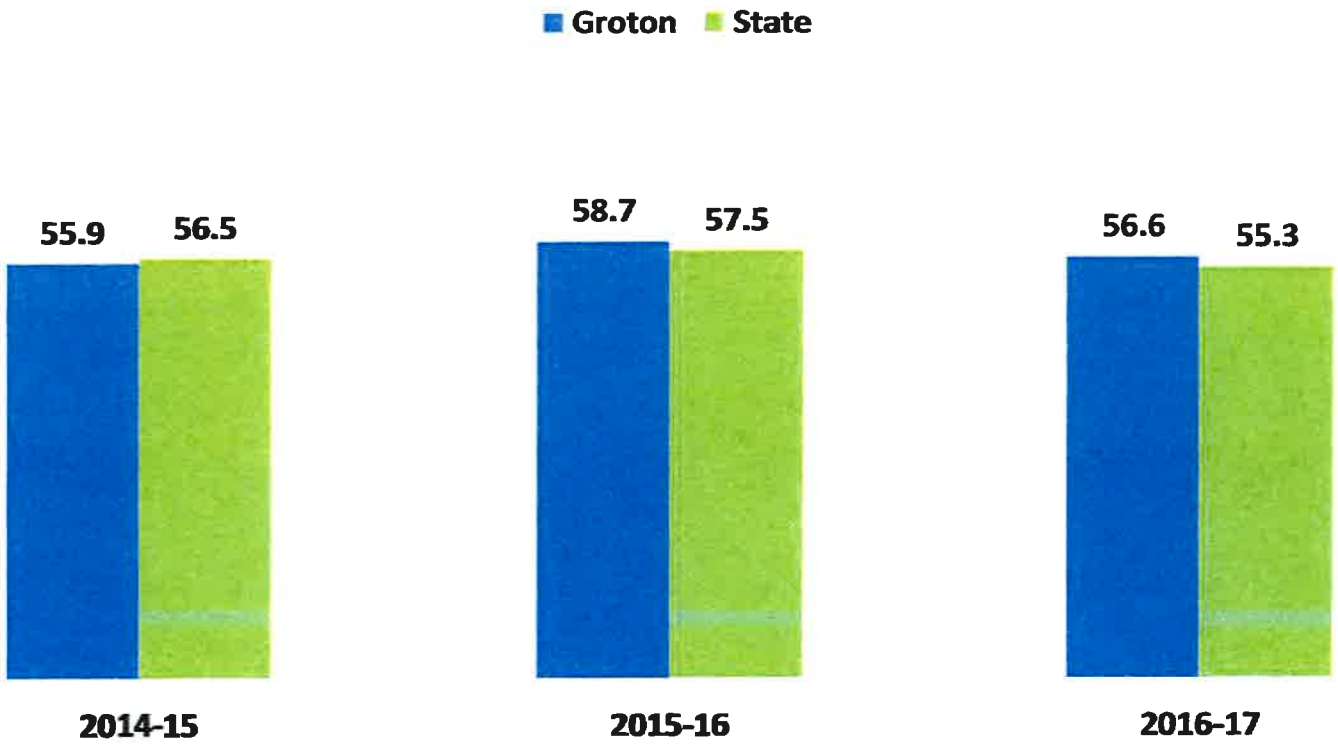
Target: 75




District Performance Index (DPI), Math
Target: 75
Groton
State
60.1
59.3
62.2
61.4
63.3
62.2
62.9
62.7
2014-15
2015-16
2016-17
2017-18

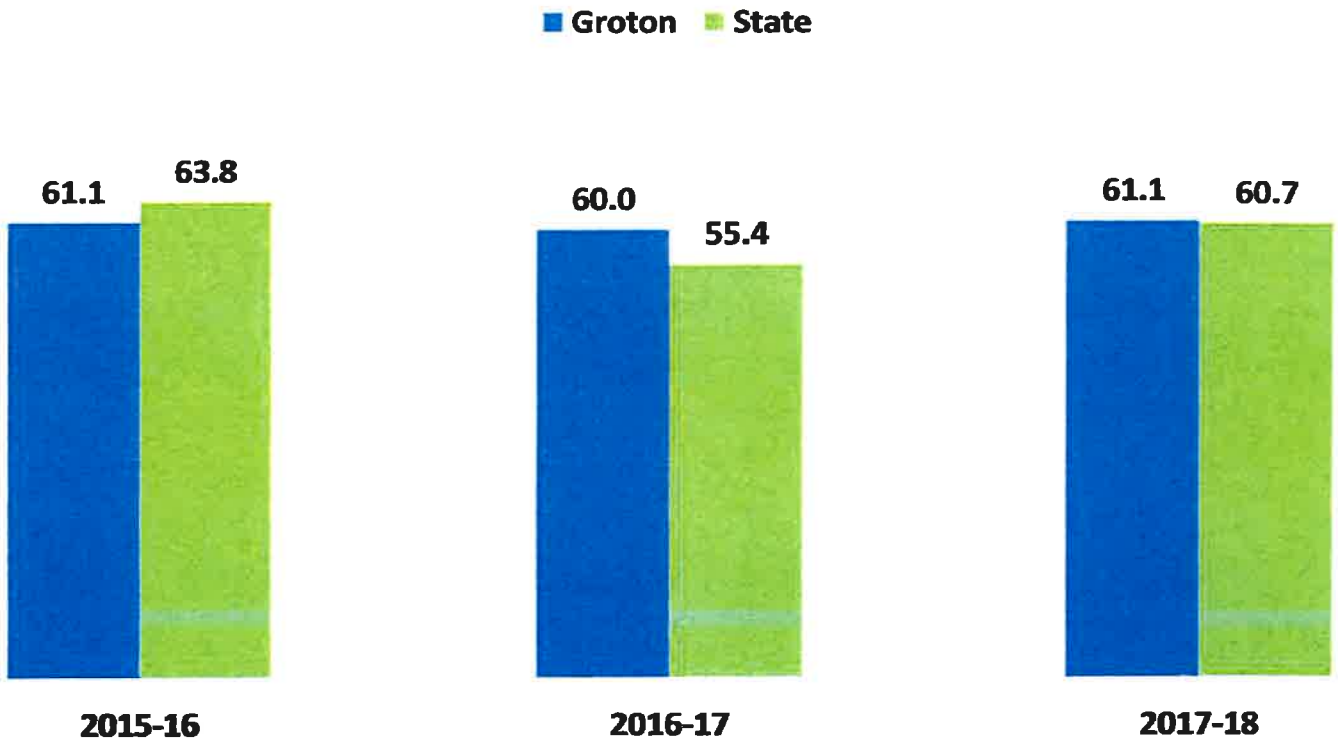
District Performance Index (DPI), Science

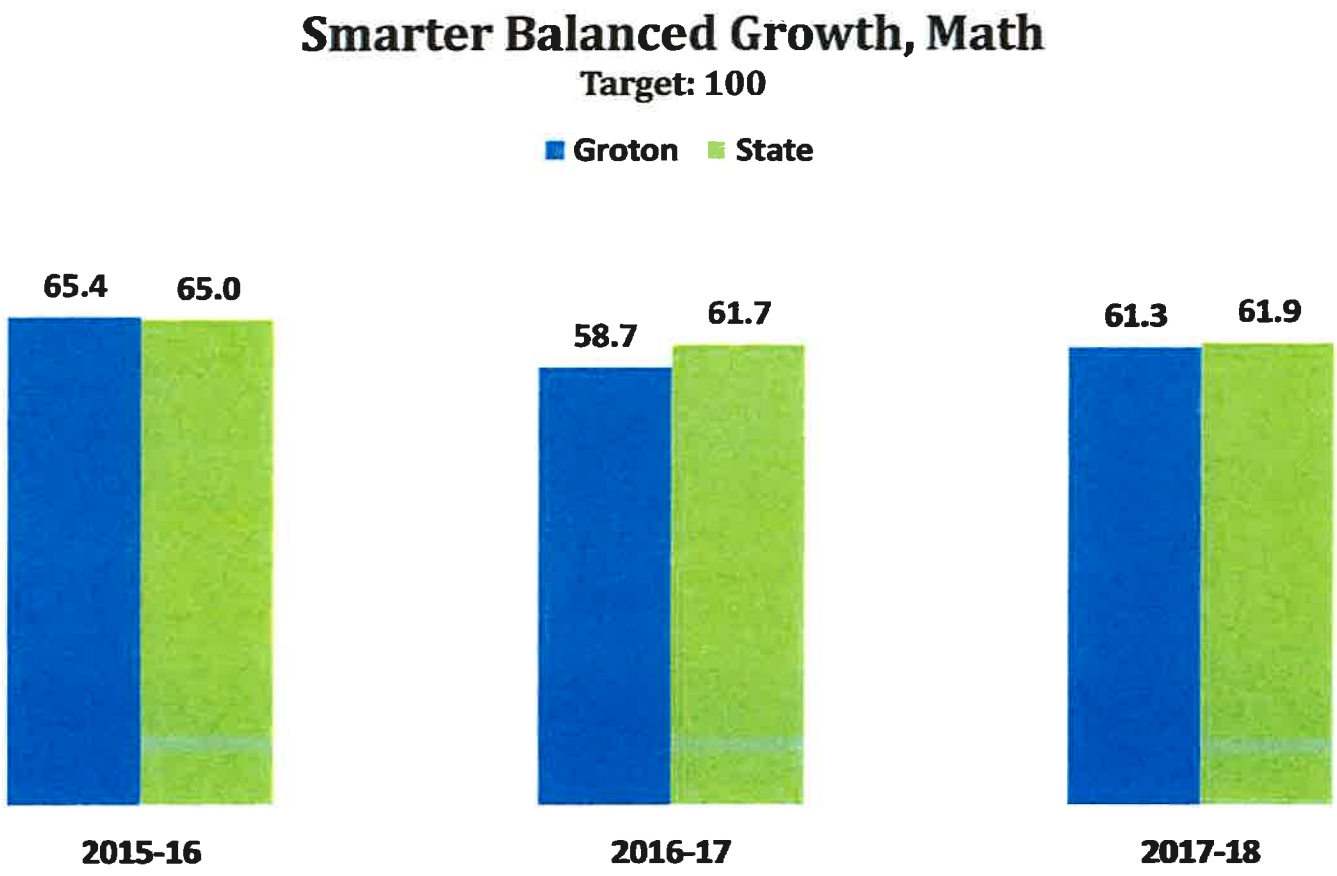
Target: 75



Smarter Balanced Growth, ELA

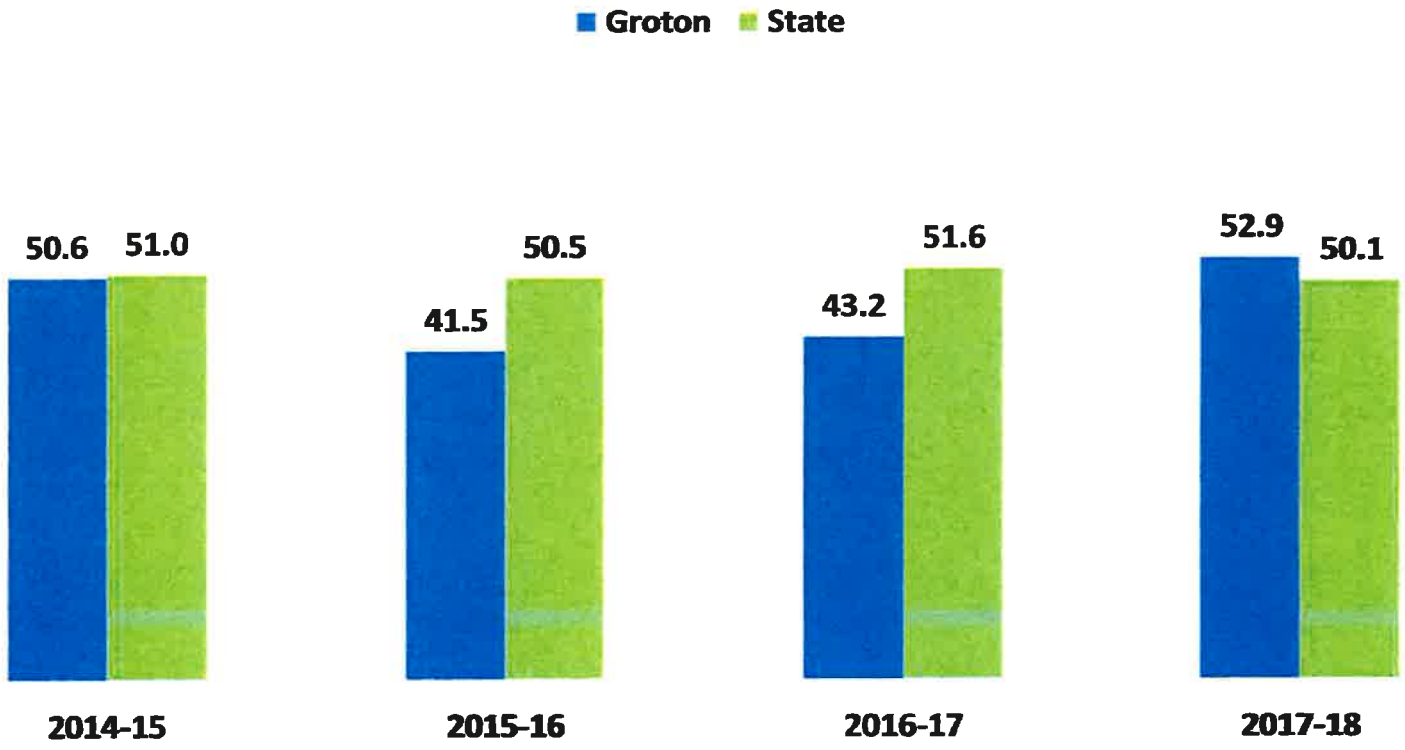
Target: 100




Smarter Balanced Growth, Math
Target: 100
Groton
State
65.4
65.0
58.7
61.7
61.3
61.9
2015-16
2016-17
2017-18

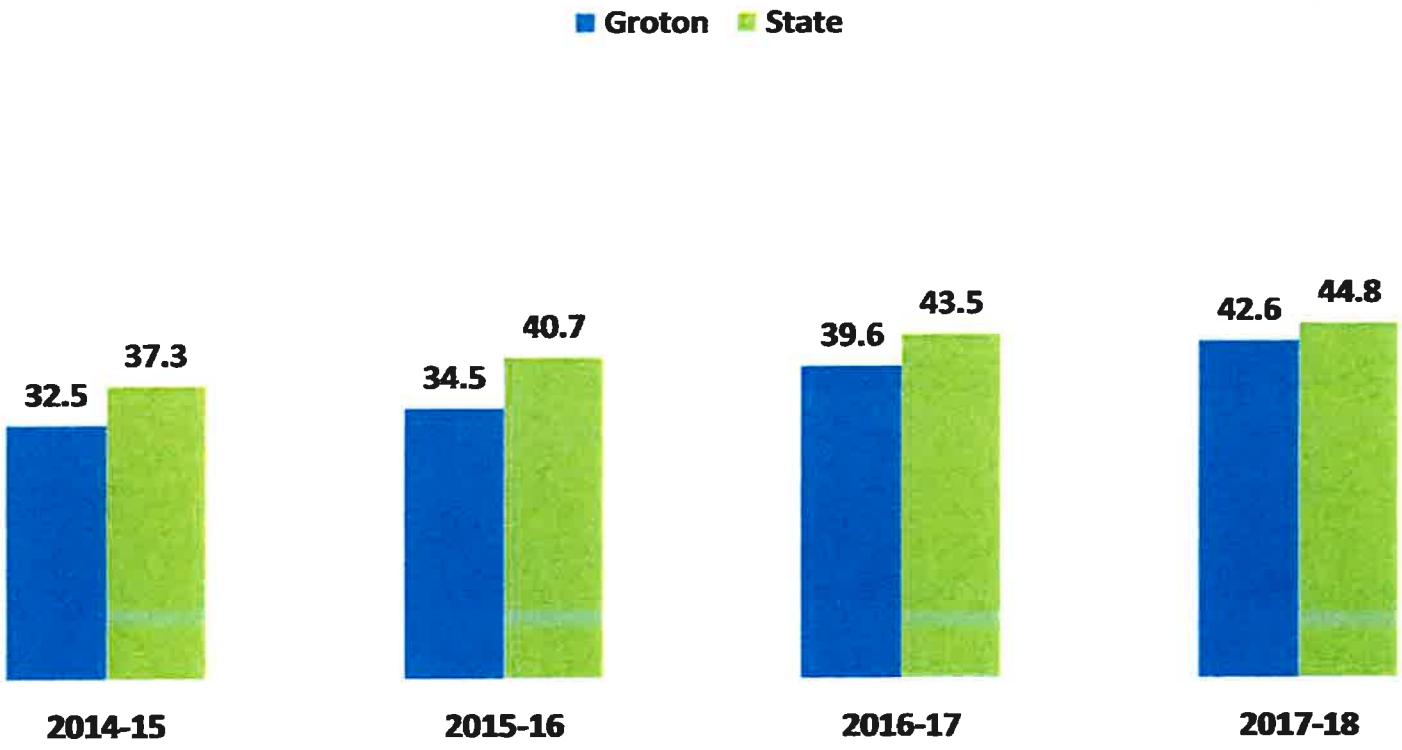
Percentage of Students Reaching Fitness Standard

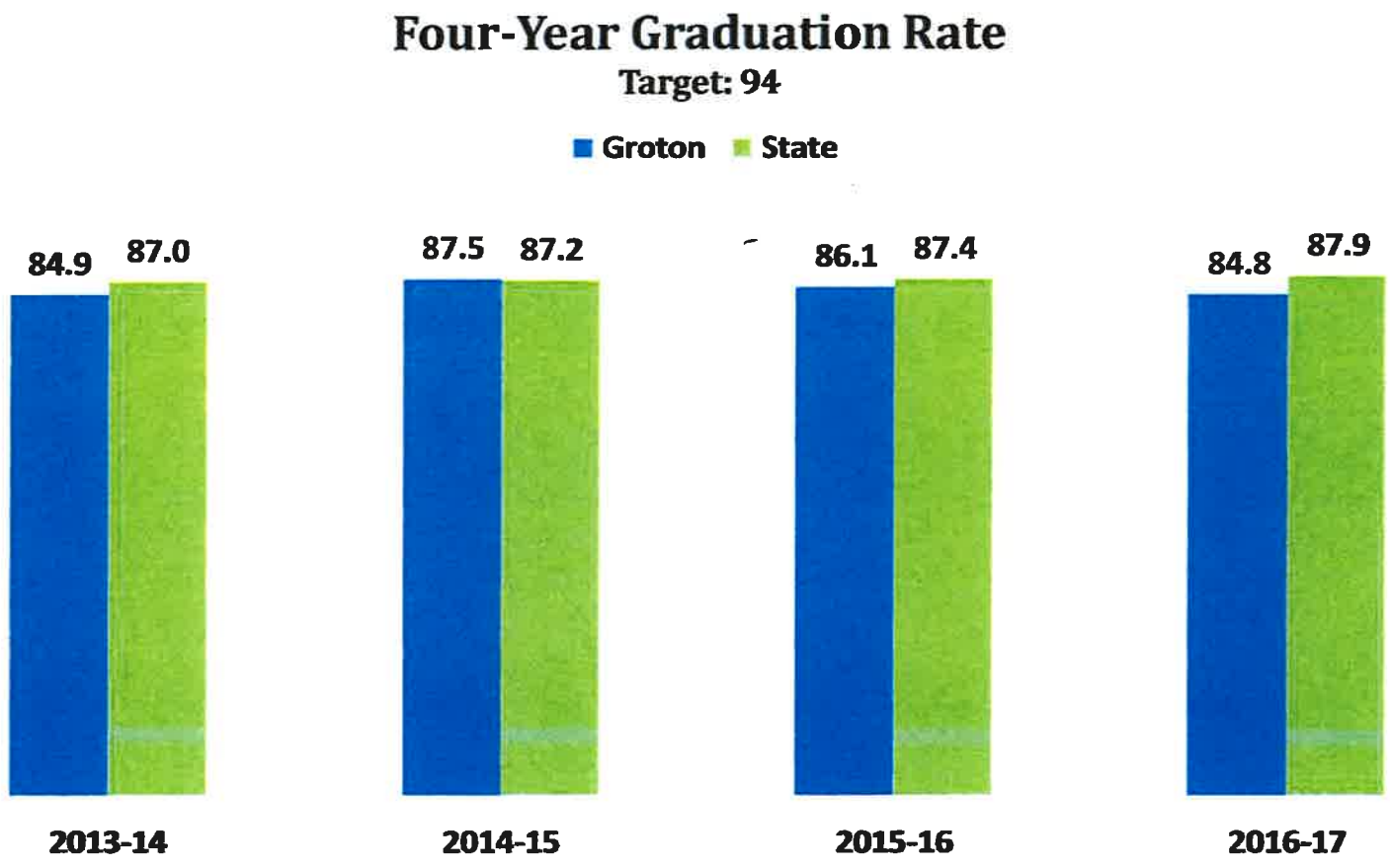
Target: 75

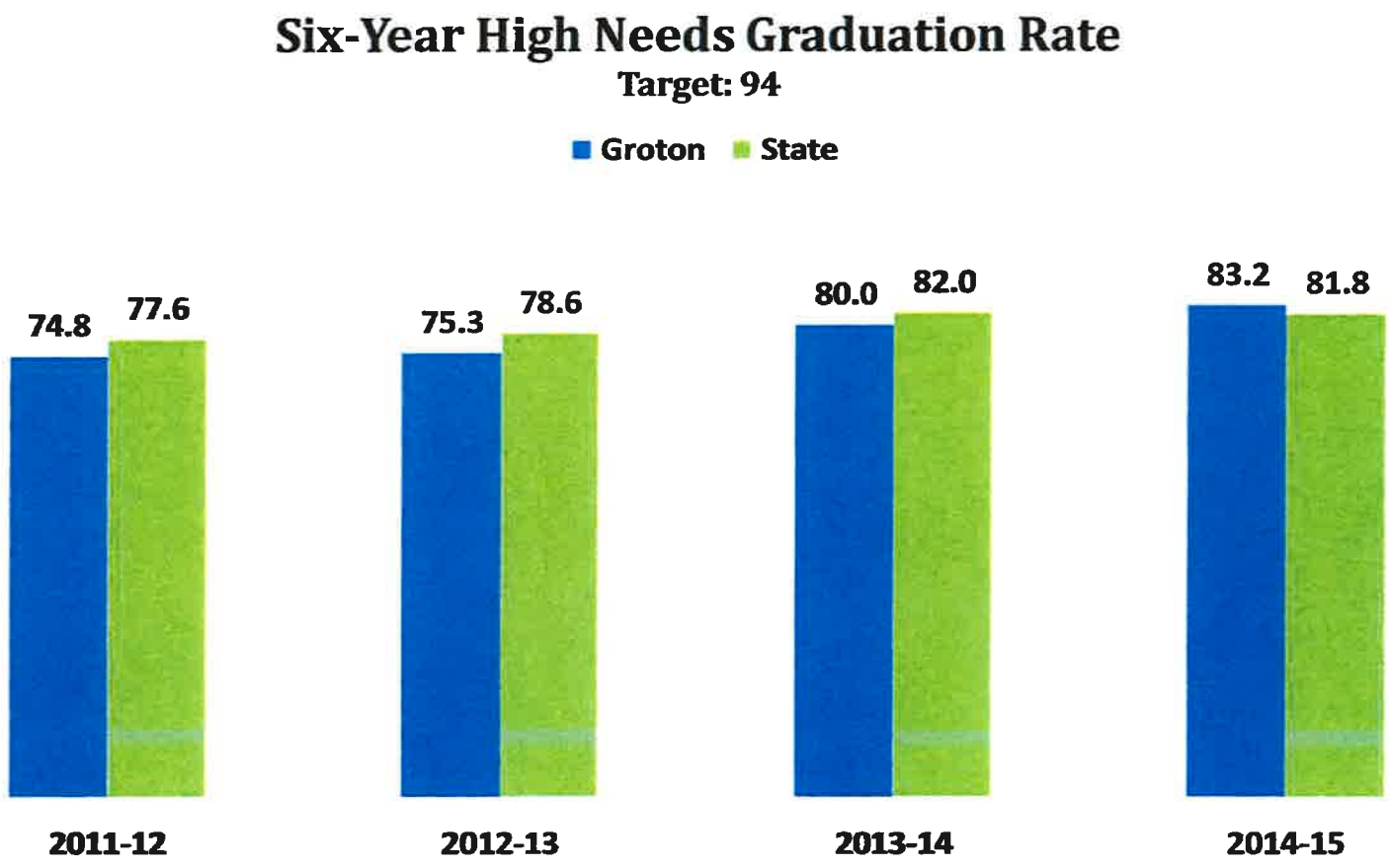


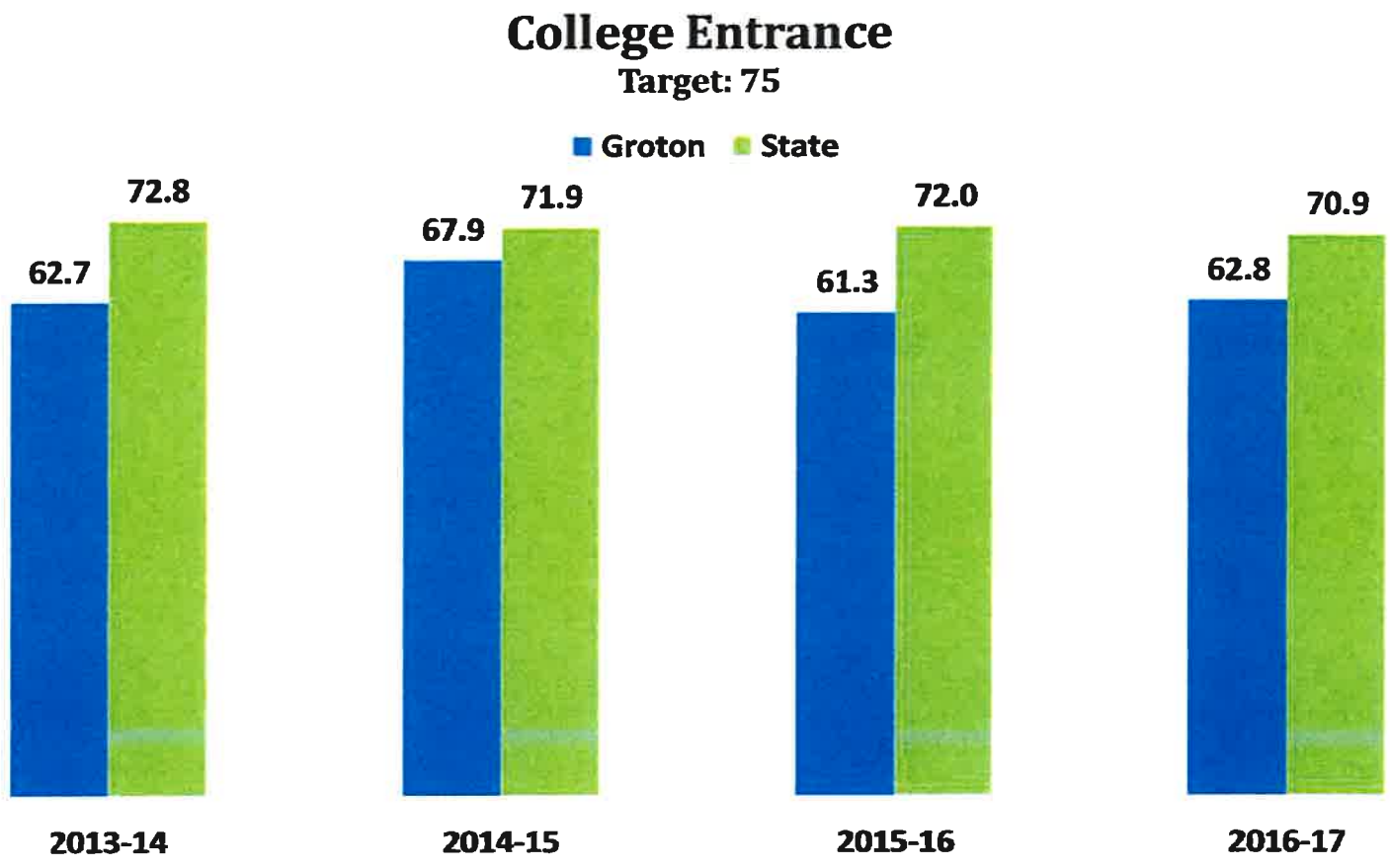
Meeting Benchmark on College Readiness Exam

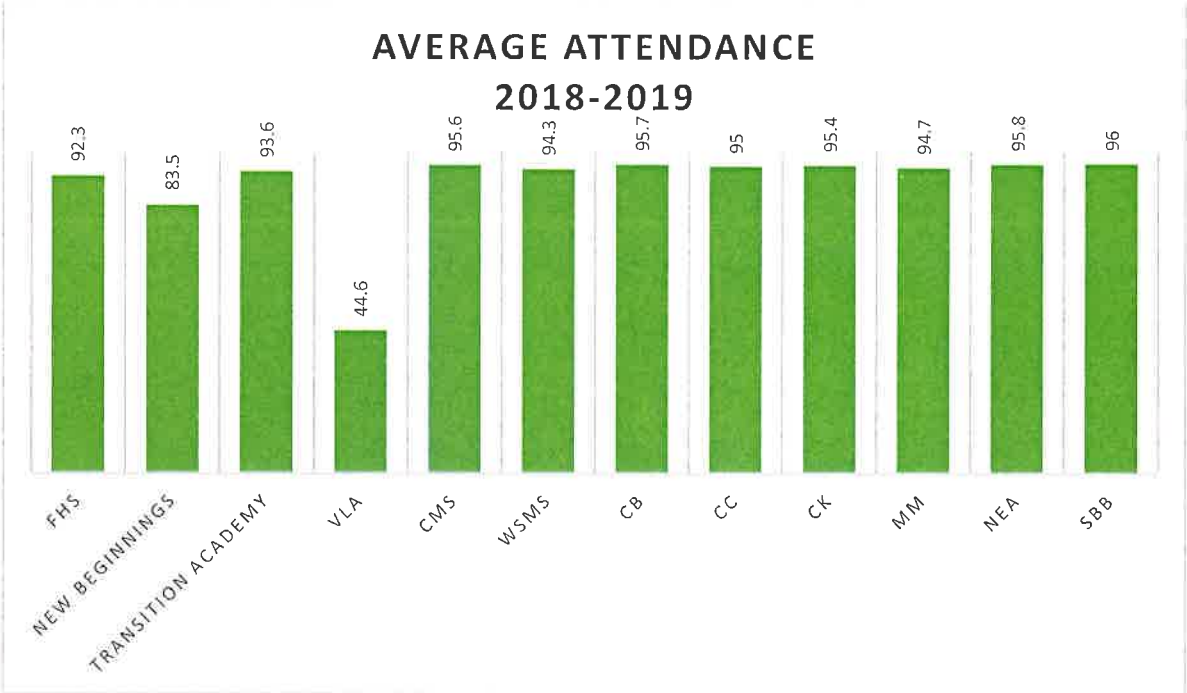
Target: 75

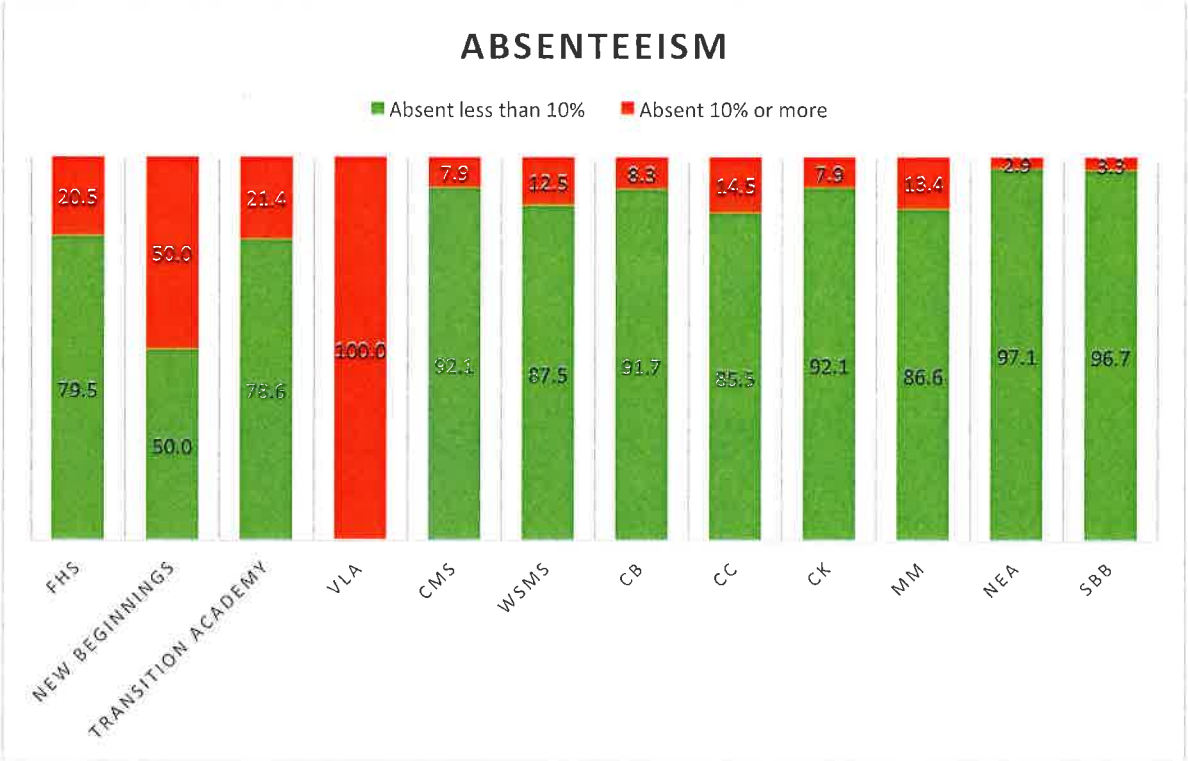



Four-Year Graduation Rate
Target: 94
Groton
State
84.9
87.0
87.5
87.2
86.1
87.4
84.8
87.9
2013-14
2014-15
2015-16
2016-17


Six-Year High Needs Graduation Rate
Target: 94
Groton
State
74.8
77.6
75.3
78.6
80.0
82.0
83.2
81.8
2011-12
2012-13
2013-14
2014-15


College Entrance
Target: 75
Groton
State
62.7
72.8
67.9
71.9
61.3
72.0
62.8
70.9
2013-14
2014-15
2015-16
2016-17


AVERAGE ATTENDANCE
2018-2019
92.3
83.5
93.6
44.6
95.6
94.3
95.7
95
95.4
94.7
95.8
96
FHS
NEW BEGINNINGS
TRANSITION ACADEMY
VLA
CMS
WSMS
CB
CC
CK
MM
NEA
SBB


ABSENTEEISM
Absent less than 10%
Absent 10% or more
20.5
79.5
50.0
50.0
21.4
78.6
100.0
7.9
92.1
12.5
87.5
8.3
91.7
14.5
85.5
7.9
92.1
13.4
86.6
2.9
97.1
3.3
96.7
FHS
NEW BEGINNINGS
TRANSITION ACADEMY
VLA
CMS
WSMS
CB
CC
CK
MM
NEA
SBB

Attachment #4