

GROTON BOARD OF EDUCATION  
COMMITTEE OF THE WHOLE  
MONDAY, AUGUST 19, 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 August 12, 2019 (Attachment #1)
3. Discussion of Board Retreat format with Isobel Stevenson from CT Center for School Change
4. Update regarding school opening
5. Suggested Future Topics
6. Adjournment

NEXT C.O.W. MEETING: September 9, 2019

**GROTON PUBLIC SCHOOLS  
GROTON, CONNECTICUT**

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

**Committee of the Whole**

**August 12, 2019**

A Committee of the Whole of the Groton Board of Education was held on August 1, 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 6:00 p.m.

**PRESENT**

**ABSENT**

Mrs. Kim Shepardson Watson, Chairperson  
Dr. Andrea Ackerman, Vice Chairperson  
Mrs. Jane Giuliani  
Mrs. Katrina Fitzgerald  
Mrs. Gretchen Newsome (arrived at 6:11 p.m.)  
Mrs. Rosemary Robertson  
Mr. Jay Weitlauf  
Mrs. Lee White

Mrs. Rita Volkmann

Ms. Susan Austin, Assistant Superintendent of Schools  
Mrs. Denise Doolittle, Director of Special Education  
Mrs. Nadine Macklin, Special Education Supervisor  
Miss Addie Clark, Student Representative  
Mr. Xavion Quito, Student Representative

**1. Approval of Minutes of July 15, 2019**

**MOTION: Ackerman, White:** To approve the minutes of July 15, 2019.  
**PASSED – UNANIMOUSLY**

**2. Update re: the New High School Graduation requirements effective for the class of 2023 (ATTACHMENT #1, 2)**

Ms. Erin McGuire shared a copy of a draft policy P 6146 Graduation Requirements. Ms. McGuire gave a PowerPoint presentation of the proposed graduation requirements noting that the State requires 25 credits and Groton requires 26. Ms. McGuire gave an extensive overview of the proposed graduation requirements policy.

**3. Curriculums for FY 2021 (ATTACHMENT #3)**

Mrs. Kelley Donovan gave an extensive overview of the proposed curriculums for FY 2021 including the proposed course outline for IB Literature and Language.

**4. Update regarding Transition K**

Mrs. Nadine Macklin gave an overview of the status of progress for Transition K. There are 17 students presently identified to date. The location of the class will be at Claude Chester Elementary School. There is another screening scheduled for the later part of August.

**5. School Climate Report (ATTACHMENT #4, 5)**

Mrs. Denise Doolittle stated that the State has developed a Social and Emotional Learning and School Climate Advisory Collaborative consisting of 33 members. They are tasked with the responsibility for improving school climates in schools. Mrs. Doolittle gave an extensive overview of the School Climate survey results.

Mrs. Fitzgerald asked for consistent information from year to year to compare results and identify trends

**6. Report of the Extended School Year Program (ATTACHMENT #6)**

Mrs. Doolittle gave an overview of the Extended School Year Program for 2019.

**7. Suggested Future Topics**

Mrs. Fitzgerald asked the status of advertising on the Baseball field as well as the Board Retreat.

**8. Adjournment**

**MOTION:** Ackerman, Weitlauf:

To adjourn at 7:58 p.m.

**PASSED – UNANIMOUSLY**



# Existing Graduation Requirements

## CREDIT DISTRIBUTION

The following credits must be earned:

English	4 credits
Mathematics	4 credits
Science	4 credits (1 in Biological and 1 in Physical Science)
Social Studies	3 credits (1 in US History and 0.5 in Civics)
Health	0.5 credit
Physical Education	1 credit
Fine Arts	1 credit
Applied Arts	1 credit
Electives	7.5 credits
<b>Total:</b>	<b>26 credits</b>

# New requirements

## Heightened Graduation Requirements

The Act makes the following changes to the heightened requirements established in current law:

1. increases the minimum science, technology, engineering, and mathematics credits from eight to nine;
2. reduces the minimum career and life skills credits from three-and-a-half to one;
3. reduces the minimum world language requirement from two credits to one;
4. adds a one-credit, mastery-based diploma assessment, rather than a senior demonstration project; and removes end-of-year exams for certain math, history, science, and English courses.

## Heightened Graduation Requirements (under the Bill) vs Existing Groton Requirements

### NEW

#### Humanities:

- Nine credits, including civics and the arts (English, Social Studies, Civics, Arts, Electives)

### EXISTING

English - 4 credits

Social Studies - 3 credits

Fine Arts - 1 credit

Electives - 7.5 credits

## Continued

### NEW

Science, technology, engineering, and mathematics:

- Nine credits (Science - Biology, Physical Science, Math - Algebra I, Algebra II/Stats, Geometry, Technology, Engineering, Electives)

### EXISTING

Math - 4 credits

Science - 4 credits

Applied Arts (which could include technology or engineering) - 1 credit

Electives - Potentially Personal Finance



## Continued

### NEW

#### Physical Education and Wellness:

- One credit (If a student is medically exempt - it must be documented and the credit can be earned in other ways)

#### Health and Safety Education:

- One credit

### EXISTING

#### Physical Education - 1 credit (Freshmen and Sophomore PE)

#### Health - .5 credit

(We have already planned for the increase in health - Personal Health .5 & Safety and Wellness

.5)

## Continued

### NEW

World Language:

- One credit

### EXISTING

Currently World Language is not a required

With the addition of MYP all current 9th graders and next years 10th graders are taking World Language

Exceptions can be created for students in this area - through an IEP/504 - in addition schools are creating alternative class options in this category

**Continued**

**NEW**

**Mastery based diploma assessment:**

- **One credit**

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## **Mastery-Based Learning**

The SDE (State Department of Education) defines a mastery-based learning environment (MBL) as one which consists of state standards and district level competencies which place the focus on students through the compilation of a body of evidence. The competencies that all students are expected to meet are clearly articulated demonstrating what they know and are able to do.

## **Mastery Based Diploma Assessment**

- Will need to be defined by the district/high school
  - Considerations
    - Vision/Portrait of the Graduate
    - SAT/ACT performance/participation
    - MYP Personal Project
    - FAS
    - Other

## Additional components of the updated policy

- Vision/Portrait of the Graduate
- Student Success Plans (currently through lessons on Naviance during advisory, presentations during the year, existing curriculum, etc)
- Seal of Biliteracy language/diploma/transcript (added last year)
- High School credits earned during Middle School
- High School credits through virtual platforms
- IB Diploma language
- Community service
- 26 credits vs. 25 credits

DRAFT

P6146(a)

Instruction

Graduation Requirements

Graduation from Groton Public Schools implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and satisfactorily demonstrated the district’s performance standards established by the faculty and approved by the Groton Board of Education, and (3) that they have fulfilled the legally mandated number and distribution of credits. Graduation shall not be held until 180 days and 900 hours of actual school work are completed. The adopted school calendar shall indicate a graduation date which is no earlier than the 185th day. This may be modified after April 1 in any school year in conformity with applicable statute.

Graduation Requirements/Exit Standards

To qualify for a diploma from Fitch High School, the following requirements must be met:  
All students must take a minimum of 8 credits per year with the exception of senior year whereby a student in good academic standing may opt to take 6 credits. *Early graduation for a senior who has met all of their graduation requirements must be approved by the Superintendent and building Administration.*

Class of 2020, 2021 & 2022: Total Credits Required for Graduation: 26

All students must meet the following requirements:

English	4 credits
Social Studies*	3 credits (Includes .5 credit in Civics and 1.0 credit US History)
Science	4 credits
Math	4 credits
Physical Education	1 credit
Health	½ credit
Applied Art	1 credit
Fine Art	1 credit
Electives	7.5 credits

TOTAL: 26 Required Credits

**Class of 2023 & Beyond: Total Credits Required for Graduation: 26**

All students must meet the following requirements:

**Humanities:**

4 years of English	4 credits
3 years of Social Studies*	3 credits (Must include Civics and US History)
1 year of World Language	1 credit
Other Humanities Credits	<u>2 credits</u>
(Including the Arts)	10 credits

**Science, Technology, Engineering & Mathematics:**

4 years of Science	4 credits
4 years of Math	4 credits
1 additional STEM credits	<u>1 credits</u>
	9 credits

Physical Education & Wellness	1 credit
Health & Safety Education	1 credit
Mastery-based diploma assessment	<u>1 credit</u>
	3 credits

Electives	4 credits
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**TOTAL: 26 Required Credits**

**Credit by high school grade****Class of 2020, 2021 & 2022:**

Twenty-six (26) credits are required for graduation. Students are promoted to the next higher grade according to the following accumulation of credits:

Grade 9 to Grade 10	6 credits
Grade 10 to Grade 11	12 credits
Grade 11 to Grade 12	18 credits

**Class of 2023 and beyond:**

Twenty-six (26) credits are required for graduation. Students are promoted to the next higher grade according to the following accumulation of credits:

Grade 9 to Grade 10	6 credits
Grade 10 to Grade 11	12 credits
Grade 11 to Grade 12	18 credits



A student's grade classification depends upon his/her actual earned credit status, not on the number of years he/she has been in high school.

#### **P6146(c)**

Beginning with the graduating class of 2023, the Board of Education will provide adequate student support and remedial services for students beginning in grade seven. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements previously listed if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an approved online credit recovery course; or (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education.

The Groton Public School's graduation requirements apply to all students, including students requiring Special Education Services except when the Planning and Placement Team exercises the right to adjust the standards of performance on an individual basis. Performance standards for students participating in a functional, life skills curriculum will be based on the student's IEP goals and objectives.

#### **Credits**

At Fitch High School, a credit is defined as a class of block time, per year, equivalent to 200 minutes per week. One-half credit is given for courses that complete work in one semester. A student shall be excused from the physical education requirement upon presentation of a certificate from a physician or advanced practice registered nurse indicating that participation in physical education is medically contraindicated because of the student's physical condition. The credit for physical education may be fulfilled by an online course or elective equivalent in this case. A student may also be waived from the world language requirement and/or mastery based learning credit through the decision of an IEP or 504 team. The credit will then be required to be fulfilled by an equivalent elective in this case.

Only courses taken in grades nine through twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education shall satisfy this graduation requirement except that a student may be granted credit (1) toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through education experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, high school courses taken during middle school (with the appropriate forms completed), dual enrollment and early college courses, internships and student designed independent studies or (2) for the successful completion of coursework at an institution accredited by the Department of Higher Education or regionally accredited. One three-credit semester course, or its equivalent shall equal one high school credit.

*Note: Fitch High School students desiring to take either a course at another educational institution or an on-line course for credit toward meeting the high school graduation requirements must receive prior approval from the Fitch High School administration to take the course to be eligible to receive the credit. Only designated courses at the middle school level within Groton Public Schools, with prior approval, will be accepted.*

A credit shall consist of not less than the equivalent of 200 minutes per week during the school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or State Board of Education or regionally accredited, or (2) through on-line course work through an approved provider (such as APEX or Virtual High School).

The Board shall create a student success plan for each enrolled student, beginning in grade 6 and ending in grade 12. Such student success plan shall include a students' career and academic choices in grades six to twelve, inclusive. The student success plans will include time designated during advisory periods and selected curriculum on Naviance. In addition, students are required to take the Connecticut SAT School Day and Next Generation Science Standards NGSS Assessment during their junior year, or a designated equivalent.

### **International Baccalaureate (IB) and Diploma**

Groton Public Schools offers the opportunity for all students to participate in the International Baccalaureate Program. Students are able to take classes individually or select classes during their junior and senior year to be eligible for the IB Diploma. The International Baccalaureate (IB) Diploma Program is a challenging two-year curriculum for juniors and seniors designed to promote mastery of multi-disciplinary content, critical thinking skills, international mindedness, and personal growth. In order to earn the diploma, students must successfully complete assessments for 6 core subjects, plus Theory of Knowledge. Additionally, students write an extended essay of 3000-4000 words on a topic of their choosing. Also, students must complete a Creativity, Action, and Service project and report. Students that complete all requirements will receive an additional IB diploma.

### **Middle Years Program (MYP) and Requirements**

The Middle Year Program (MYP) offers all Groton Public Schools students the opportunity to share a common learning experience, 6<sup>th</sup> – 10<sup>th</sup> grade. MYP is an instructional framework, not a curriculum. All schools use the curriculum and state standards established by Groton Board of Education. In the classroom, MYP shifts the instructional focus from the teacher to the student. Inquiry questions drive unit explorations and students are required to reflect on their learning and connect teacher support and feedback to their own learning goals and growth. Critical thinking, collaboration, and inquiry are at the heart of all professions and they help to create life-long learners who can adapt and grow outside of formalized educational settings. Students are required to complete a community project with an emphasis on collaboration and service at the end of their 8<sup>th</sup> grade year. Students are also required to complete a personal project with an emphasis on personal exploration and the ability to demonstrate their knowledge of the approaches to teaching and learning skills by the end of their 10<sup>th</sup> grade year.

### **Vision of the Graduate**

Groton Public Schools is currently creating a Vision of the Graduate at the high school level. When the VOG has been finalized, it will be added to the policy under this category.

## **Connecticut Seal of Biliteracy**

Commencing with the graduating class of 2018, and for each graduating class thereafter, the Board of Education, utilizing criteria established by the State Board of Education, may affix the “Connecticut State Seal of Biliteracy” to a diploma awarded to a student who has achieved a high level of proficiency in English and one or more foreign languages. “Foreign language” means a world language other than English. The Board of Education shall include on such student’s transcript and diploma a designation that the student received the “Connecticut Seal of Biliteracy.”

## **Awards of High School Diplomas**

Students who complete all graduation requirements shall receive a diploma at the June commencement. Individuals also may satisfy graduation requirements by the satisfactory completion of the following:

1. Successful completion of a summer course or summer courses comparable (as determined by the Principal) to the subject(s) in which the student was deficient.
2. Honorable discharge from the United States Armed Forces after a minimum of ninety days of active service during World War II for individuals who withdrew from school to join the Armed Forces and for veterans of the Korean Hostilities and for veterans of the Vietnam Era.
3. Honorable discharge from the United States Armed Forces for individuals who left high school prior to graduation and did not receive a diploma as a consequence of such service.
4. Withdrawal from high school prior to graduation to work on a job that assisted the war effort during World War II, December 7, 1941 through December 31, 1946, not receiving a diploma as a consequence of such work and has been a resident of Connecticut for at least fifty (50) consecutive years.
5. A student who is under expulsion from Fitch High School but has satisfactorily completed all of the graduation requirements shall receive a diploma. However, that student shall not attend the commencement ceremony.

## LEGAL REFERENCE

### Connecticut General Statutes

10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247)

### Legal Reference:

Connecticut General Statutes (continued)

10-14n State-wide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by Section 115 of PA 14-217)

10-16(l) Graduation exercises. (as amended by P.A. 96-26 An Act Concerning Graduation Requirements and Readmission and Placement of Older Students)

10-221a High school graduation requirements. (as amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-156, An Act Requiring A Civics Course for High School Graduation and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses Other Subject Areas), P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 135, An Act Concerning Implementation Dates for Secondary School Reform, P.A.13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes, P.A. 13-247, Budget Implementer Bill, P.A. 15-237 An Act Concerning High School Graduation.) and PA 17-42

10-233(a) Promotion and graduation policies.

P.A. 13-108 An Act Unleashing Innovation in Connecticut Schools

P.A. 13-247 An Act Implementing Provisions of the State Budget

P.A. 15-237 An Act Concerning High School Graduation.

P.A. 16-44(SS) (Section 310)

**Proposed Course Outline for IB Literature and Language – First Exams May 2021**

**Standard Level – to be completed in one year**

**IB Literature and Language (Standard Level)  
Global Focus on Women's Literature**

The four required texts for the course have been chosen from the IB Prescribed Authors List and meet the various specific criteria for this course (multiple time periods, multiple continents, works in translation, multiple genres, etc.)

We already have 3 of the 4 texts in our existing book room – *The House of the Spirits*, *The Handmaid's Tale*, and *Persepolis*.

**IB Assessments for Language and Literature SL:**

External Assessment – 70% (May exams)

Paper 1 Guided Textual Analysis – 75 minutes

The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it.

Paper 2: Comparative essay (1 hour, 45 minutes)

The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course.

Internal Assessment

Individual Oral (30%) 15 minutes

Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the texts that you have studied.  
(works = required text, text = additional or supplemental and included non-literary texts)

Additional Fitch course assessments reflect a student portfolio of written work in a variety of forms, including, but not limited to – analytical writing, comparative literary writing, pastiche, creative writing, textual commentary, personal reflections and connections with text, and multi-media explorations of texts. Students will complete short, timed, on-demand draft writing and longer written compositions.

Area of Exploration Time and Place	Area of Exploration Readers, Writers, and Texts	Area of Exploration Intertextuality
Mary Wollstonecraft: <i>A Vindication of the Rights of Women</i> (required text 1 – 17 century --Europe)	<i>The Handmaid's Tale</i> : Margaret Atwood (required text 3 -20 <sup>th</sup> century North America)	<i>Persepolis</i> : Marjane Satrapi (required text 4 – 20 <sup>th</sup> century – translated – Middle-East)
<i>The House of the Spirits</i> Isabel Allende (required text 2: translation from Spanish – 20 <sup>th</sup> century – South America)	Excerpt from Betty Friedan's <i>The Feminine Mystique</i>	Optional Non-Fiction Selection: <i>The Woman Warrior: Memoirs of a Girlhood Among Ghosts</i> : Maxine Hong Kingstown
Photos	Essays – Virginia Woolf	Optional Non-Fiction Choice – <i>I Know Why The Caged Bird Sings</i> by Maya Angelou
News stories	Essays – Joan Didion	Optional Non-Fiction Choice : <i>Reading Lolita in Tehran: A Memoir in Books</i> by Azar Nafisi
Letters	TV episode clips– <i>The Handmaid's Tale</i>	Optional Non-Fiction Choice -- <i>Always Another Country</i> by Sisonke Msimang
Excerpt from Edmund Burke's <i>Reflections on the French Revolution</i>	Film clip – movie – <i>The Handmaid's Tale</i>	Optional Non-Fiction Choice – <i>I Know Why The Caged Bird Sings</i> by Maya Angelou
	Advertisements targeting women.	Optional Novel Choice – <i>In the Time of Butterflies</i> by Julia Alvarez





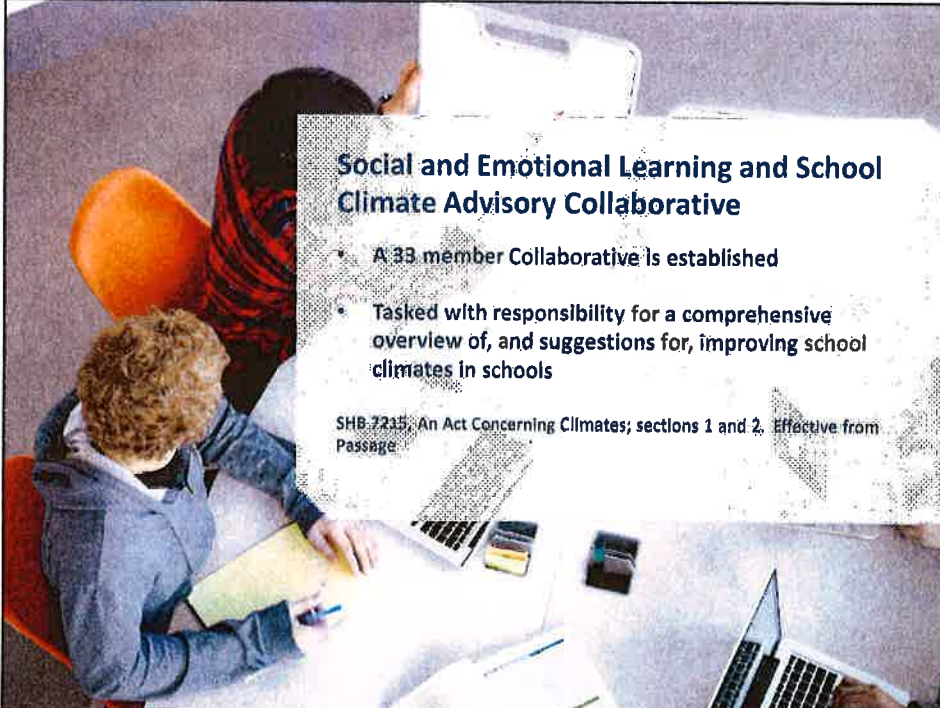
## 2019 Legislative Update: School Climate

June 13, 2019

*Presented by Attorney Marsha Belman Moses*

Marsha Belman Moses – [mmoses@berchemmoses.com](mailto:mmoses@berchemmoses.com)  
[www.berchemmoses.com](http://www.berchemmoses.com)  
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THIS OUTLINE IS INTENDED TO BE A GENERAL DISCUSSION OF THE SUBJECT MATTER HEREIN AND IS APPROVED FOR EDUCATIONAL PURPOSES. THE OUTLINE DOES NOT CONSTITUTE LEGAL ADVICE ON ANY ISSUE. THE READER SHOULD CONTACT AN ATTORNEY FOR ADVICE AS TO THE LAW IN ANY PARTICULAR SITUATION.

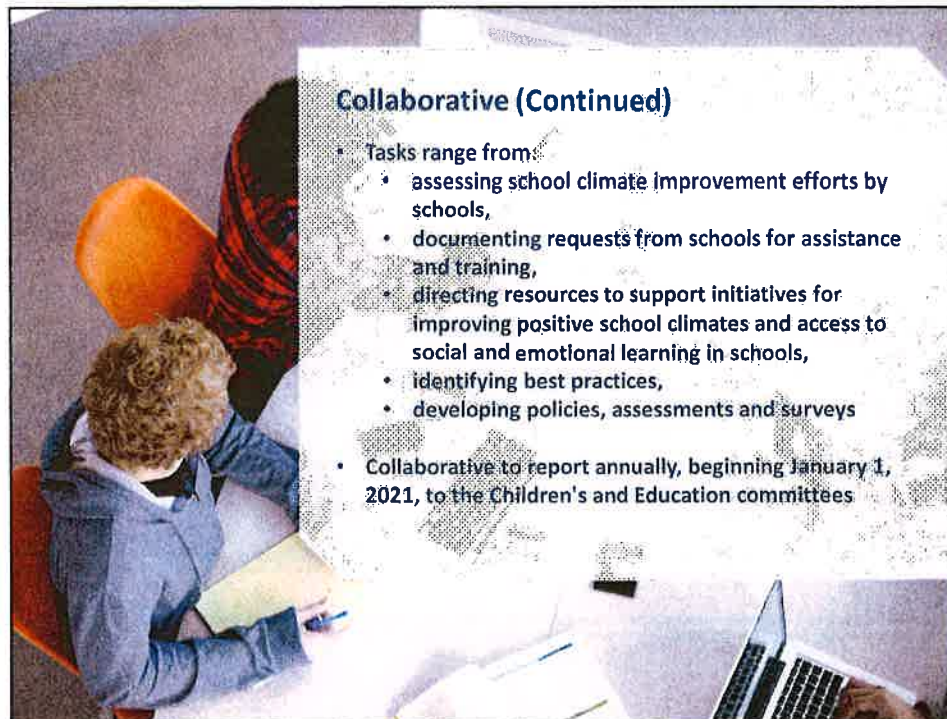


### Social and Emotional Learning and School Climate Advisory Collaborative

- A 33 member Collaborative is established
- Tasked with responsibility for a comprehensive overview of, and suggestions for, improving school climates in schools

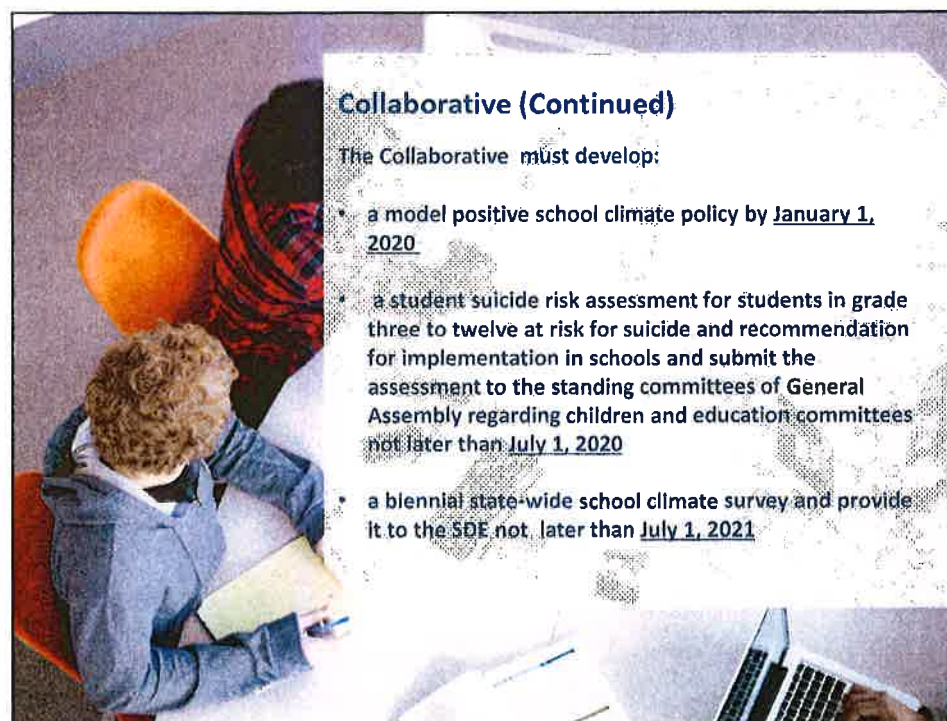
SHB 7215, An Act Concerning Climates; sections 1 and 2. Effective from Passage





**Collaborative (Continued)**

- Tasks range from:
  - assessing school climate improvement efforts by schools,
  - documenting requests from schools for assistance and training,
  - directing resources to support initiatives for improving positive school climates and access to social and emotional learning in schools,
  - identifying best practices,
  - developing policies, assessments and surveys
- Collaborative to report annually, beginning January 1, 2021, to the Children's and Education committees



**Collaborative (Continued)**

The Collaborative must develop:

- a model positive school climate policy by January 1, 2020
- a student suicide risk assessment for students in grade three to twelve at risk for suicide and recommendation for implementation in schools and submit the assessment to the standing committees of General Assembly regarding children and education committees not later than July 1, 2020
- a biennial state-wide school climate survey and provide it to the SDE not later than July 1, 2021

## School Climate Survey



School climate survey must:

- be designed to obtain confidential information from school employees, parents and guardians regarding their impressions of the school's climate, and

The survey must ask about :

- academic supports and resources,
- school employee communications with parents,
- the teaching environment,
- whether a positive school environment exists,
- whether individuals of all races, ethnicities and cultural backgrounds feel welcomed, and
- the availability of supports/strategies to develop and retain teachers/administrators including minority teachers and administrators, school psychologist and counselors and suggestions for improved supports/strategies

## SDE to Publish Positive School Climate Policy and School Climate Survey



By August 1, 2021, the SDE to publish on its website:

- the model positive school climate policy and
- the school climate survey

## Results of GPS Climate Survey 2018-2019 for Students, Parents and Staff

Based on Responses of % Strongly Agree, Agree;  
% Some of the time, Most of the time, All of the time

Themes	Questions	Primary Students Grades K, 1, 2	Upper Elementary Students Grades 3,4,5	MS/HS Students Grades 6 - 12	Parent	Staff	District Administration
Behavioral and Academic Expectations	Expectations for behavior clear?				86.32%	62%	Expectations & procedures clear: 59.38%
	I am interested in school?		96.52%				
	Teachers challenge students to be independent and creative?				92.08%	85.19%	
	All teachers have high academic standards?				85.86%	82.74%	
Happiness	I like my school?	96.23%	94.83%	91.40%	My child: 89.12%	Postive Culture: 73.20%	Foster respectful climate and culture: 69.88%
	I feel happy in school?	93.83%	92.30%			Supported: 76.4% Collaborative: 81%	Responds to emails/ phone calls timely: 60.91%

Themes	Questions	Primary Students Grades 1, 2	Upper Elementary Students Grades 3,4,5	MS/HS Students Grades 6 - 12	Parent	Staff	District Administration
Belonging/ Communication	I feel welcome in school?				90.74%	Part of School Community: 77.76% Welcoming: 92.39%	
	I can share my thoughts and ideas?			88%	86.46%	74.98%	
	There is good two way communication?				89.73% School Events: 91.93% w/Teacher: 92.87%	Approach admin: 84.5% Admin/Staff: 72.83%	Approach district admin: 59.18% District Admin/Staff: 65.41%
Student Respect	I like others?	97.65%	96.23%				
	Others like me?	92.30%	90.43%			Others respect me: 87.39%	
	Treat me fairly?	92.42%	95.22%	97.43%		Admin respect: 90.66%	District admin respect: 74.19%
	Students like each other?	94.90%	95.38%	97.57%		Student respect: 79.84%	
Adult Respect	Adults care about me?	98.25%	96.73%	95.97%			Respectful tone: 82.24%
	There is at least one adult to go to in school?		84.17%	92.53%	91.48%		
	Differences are respected?				81.23%	91.26%	



Themes	Questions	Primary Students Grades K, 1, 2	Upper Elementary Students Grades 3,4,5	MS/HS Students Grades 6 - 12	Parent	Staff	District Administration
Kindness	Another student has been mean to me?	55.83%	64.25%			Resources for Mental Health: 42.08%	
	Teased me?		41.77%			Training for Mental Health:	
	Excluded me?		51.33%			30.64%	
Bus Safety	I feel safe on my trip to and from school?	95.25%	94.65%	97.90%	84.90%		
School Safety	I feel safe in my school?		96.97%	97.20%	91.89%	91.06%	
	Classroom?	97.43%	97.43%				
	Playground?	92.23%					
	Hallways?	97.48%	92.78%				
	Cafeteria?	97.03%	95.17%				
	Bathroom?		84.30%				

Themes	Questions	Primary Students Grades K, 1, 2	Upper Elementary Students Grades 3,4,5	MS/HS Students Grades 6 - 12	Parent	Staff	District Administration
Extra-Curricular	I participate in extra-curricular activities in school?			71.87%			
Social Media	I have been the target of hurtful communications through social media?			28.07%		All adults talk with students about strategies for positive behavior: 81.88%	
	I have participated in hurtful communications about my peers through social media?			19.43%			
Physical Environment	My school is safe and secure?				91.89%	91.06%	
	My school is clean and well maintained?				93.63%	78.66%	

**GROTON PUBLIC SCHOOLS  
PUPIL PERSONNEL AND SPECIAL EDUCATION  
GROTON, CONNECTICUT**

To: Denise A Doolittle, Director  
Pupil Personnel Services

From: Allyson Lubs & Sara Brown, ESY Directors & Laura Maiolo, Administrative Assistant

Date: August 7, 2019

Re: Extended School Year Staff /Student count

**FTE POSITIONS: (4 day Week)**

Teachers:	12	\$38.16 x 6 GEA member/ \$26.00 x 6 Non-GEA Member
Contracted Teacher	6	\$38.16/hr
Tutor:	1	\$26.00 - 1 hour per day
Speech & Language Path:	1	\$38.16 GEA member
Speech & Language Path:	1	Contract, Soliant Health Non-GEA Member
Social Worker:	1	\$38.16 GEA member
BCBA:	2	Part-Time, Contract-LEARN
Physical Therapy:	1	Part-Time, Contract-Shoreline
COTA:	1	Part-Time, Contract-LEARN
OTR:	1	Part-Time, Contract-LEARN
Behavior Tech:	1	Contract-IPP
Nurse:	1	Contract-VNA
CNA:	1	Contract-Maxim
Paraprofessionals:	50	\$ 11.75 x 50 paras/ \$11.75 x 12 substitute paras
Secretary:	1	\$14.00

**Students:**

4 Week Program	# of Students in Attendance	DAYS x MINUTES	# OF STUDENTS ABSENT
SPED Preschool	13	16 Days x 180 minutes	All Attendance is in Powerschool
Typical Preschool	7	16 Days x 180 minutes	
SPED K - 12	60	16 x 180 minutes	
Tutored	1	16 x 60 minutes	
Physical Therapy only	1 (Same student as OT)	1 x 45 minutes	
Occupational Therapy only	1 (Same student as PT)	1 x 30 minutes	
5 Week Program	# of Students in Attendance	DAYS x MINUTES	# OF STUDENTS ABSENT
SPED 5 WEEK Pre K	0	20 x 180 minutes	All Attendance is in Powerschool
SPED ABA K-12	28	20 x 180 minutes	
Transition	14	20 x 270 minutes	
TOTAL	124 Students		