

**GROTON BOARD OF EDUCATION
COMMITTEE OF THE WHOLE MEETING
MAY 11, 2020 @ 6:00 P.M.
REMOTE MEETING**

NOTE: This meeting is being held remotely due to the Coronavirus concern. Members of the public may view or listen to the meeting by following the below steps:

- 1) Using Google Chrome browser, go to www.grotonschools.org
- 2) Hover your mouse over “About Us” and click on Board of Education
- 3) The link to the meeting will be posted prominently on the Board of Education page

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 C.O.W. meeting minutes of March 9, 2020 (Attachment #1)
 - b. Approval of the C.O.W. special meeting minutes of March 31, 2020 (Attachment #2)
 - c. Approval of the C.O.W. meeting minutes of April 13, 2020 (Attachment #3)
 - d. Approval of the C.O.W. meeting minutes of April 20, 2020 (Attachment #4)
3. Update re: Plans for Reopening Schools
4. Discussion of the Full Year Elective Course on African American and Latin American History/Studies (Attachment #5)
5. Update re: Fitch High School
 - a. Proposed Changes to Athletic Eligibility Requirements
 - b. Update re: Proposed Bell Schedule for 2020-21 School Year
 - c. Update re: Graduation Planning
 - d. Grading
6. Update re: Summer Schools
 - a. Fitch High School
 - b. Extended School Year
7. Update re: FY20 Alliance Funding
8. Update re: Distance Learning
 - a. Instructional Technology Devices
 - b. Online Learning
9. Suggested Future Topics
10. Adjournment

**GROTON PUBLIC SCHOOLS
GROTON, CONNECTICUT**

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

Committee of the Whole

March 9, 2020

A meeting of the Committee of the Whole of the Groton Board of Education was held on March 9, 2020 in Room 11 of the School Administration Building.

1. CALL TO ORDER

The meeting was called to order by Mrs. Kim Watson, Chairperson, at 6:05 p.m.

PRESENT

Mrs. Kim Shepardson Watson
Dr. Andrea Ackerman
Mrs. Jane Giulini
Mrs. Elizabeth Porter
Mr. Jay Weitlauf (arrived at 6:10 p.m.)

ABSENT

Mrs. Gretchen Newsome
Mrs. Rosemary Robertson
Mrs. Rita Volkmann
Mrs. Lee White

Dr. Michael Graner, Superintendent of Schools
Ms. Susan Austin, Assistant Superintendent of Schools
Mr. Xavion Quito, Student Representative

1. Communications Update [Attachment #1]

Mrs. Rebecca Beyus gave an overview of the results of the Communications survey.

- 2. MOTION:** Porter, Ackerman: To add an item to the agenda regarding a Coronavirus update.

PASSED - UNANIMOUSLY

Dr. Graner stated that he held a preparedness and response plan meeting today regarding the latest update from the Governor on the Coronavirus. Dr. Graner noted that Rhode Island has declared a state of emergency. Dr. Graner noted items discussed at the meeting:

- Use of disinfecting green products
- Bus disinfecting methods to be used twice per day
- A task force met to plan for possible school closures
- What to do before a school is closed
- Cancellation of field trips and possibly the College and Career Fair at the high school
- Cancellation of the upcoming Professional Development day
- Food Service Departments of the schools will be prepared to distribute meals if schools are closed
- Cancellation of sports events is being considered
- Reallocation of custodial staff to maximize cleaning operations

Dr. Graner also noted the following:

- If 100 people or more are congregating – don't do it.
- No travel for PD or field trips.
- There were 56 people tested with 2 testing positive in Connecticut.
- Hotline – 211 is operating to field questions regarding COVID-19
- Closing school is the Health Department's decision.
- 180 school day rule has to be maintained.
- Hand washing is a must.
- If you are sick, stay home.

3. Approval of Minutes:

MOTION: Porter, Giuliani: To approve the COW minutes of February 19, 2020.
PASSED – UNANIMOUSLY

4. School Accountability Index [ATTACHMENT #1]

Ms. Austin reviewed the district performance indexes. Ms. Austin introduced the Principals who shared items of concern and improvement for their school.

CC	Attendance was a major focus and they are focusing on Science; CC has been designated as a School of Distinction
CK	An error was made in entering the Physical Fitness data; progress has been made toward English proficiency; Math is a relative area of weakness
MM	Chronic absenteeism and Physical Fitness was a concern; MM has been designated as a School of Distinction
CB	They focused on attendance this year; ELA scores were better than Math scores; they look at Math and Chronic Absenteeism; would like ELA to improve; there is a gap in science
NEA	Good overall index score; however, NEA is not meeting growth target
CMS	They worked on absenteeism last year; focus has been on individual areas
WSM	They improved in all areas except Chronic Absenteeism; high needs student out performed in all areas; West Side moved from a Category 3 school to a Category 2 school
FHS	They need to focus on attendance – collection and reporting as well as ways to get students in their class; for high needs students – why are they not in class and ways to get them back in class

5. Suggested Future Topics

NONE

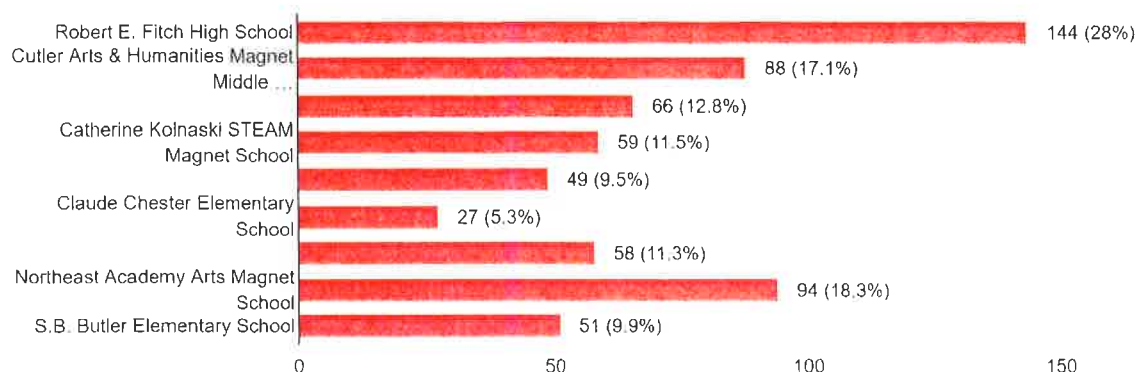
6. Adjournment

MOTION: Ackerman, Weitlauf: To adjourn at 7:50 p.m.
PASSED – UNANIMOUSLY

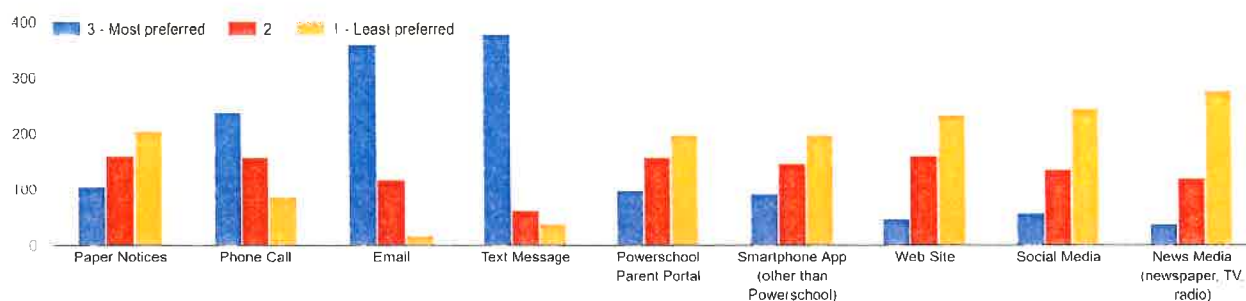
GPS 2019-20 Parent Communications Survey
514 Responses
December 2019 - January 2020

What school(s) does / do your child / children attend?

514 responses

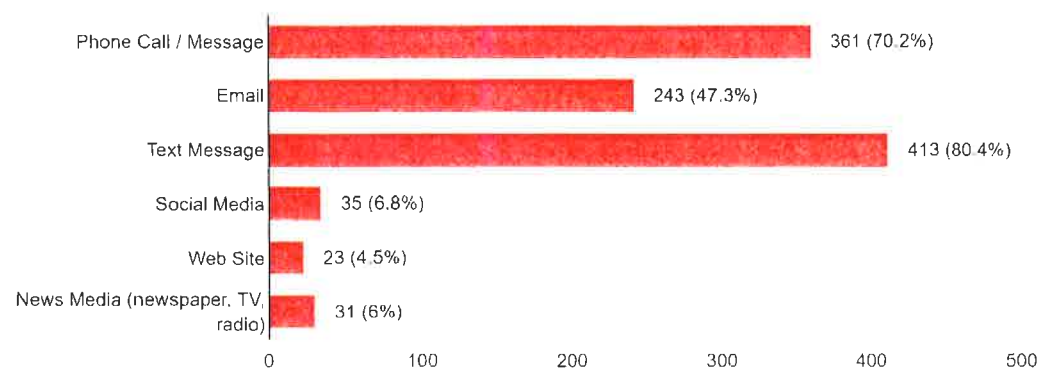


Please rate the following methods of communication for general news and information about Groton Public Schools?



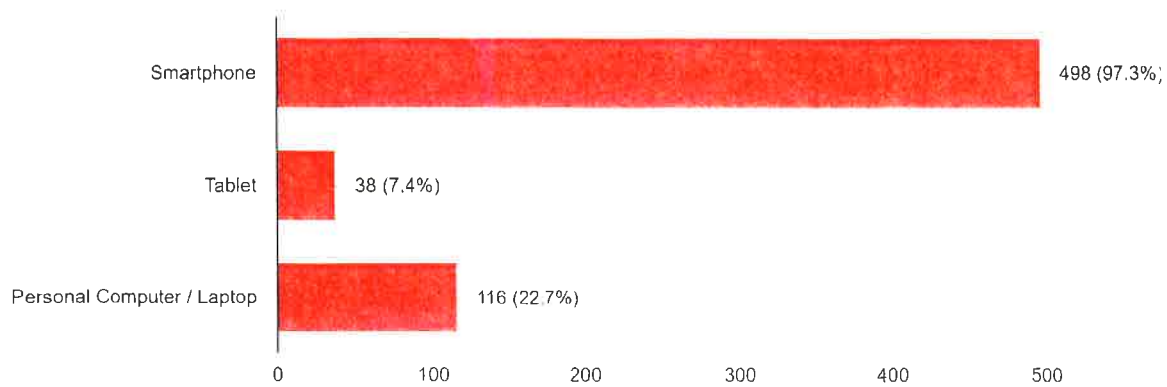
How do you prefer to receive urgent news such as school closings or weather related delays?

514 responses



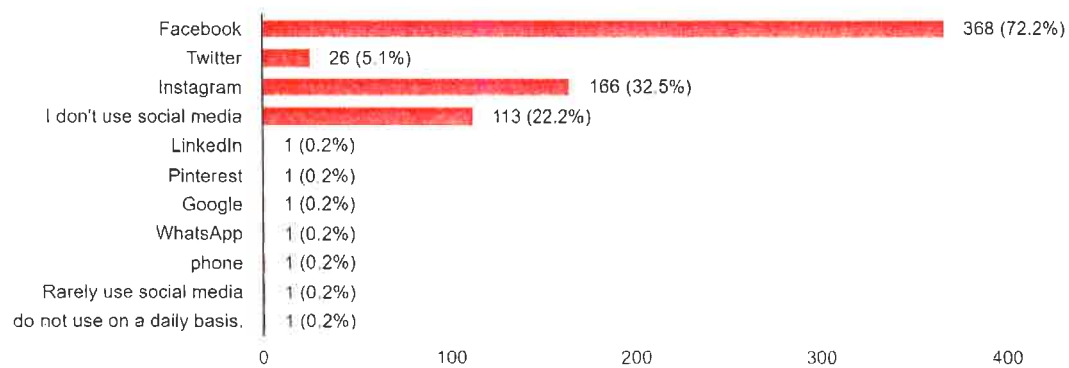
What electronic communication device(s) do you use most?

512 responses



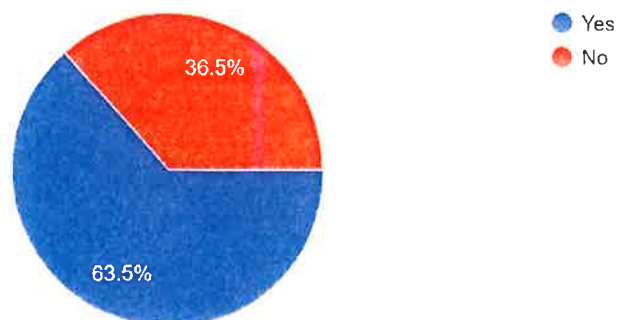
What social media do you use regularly?

510 responses



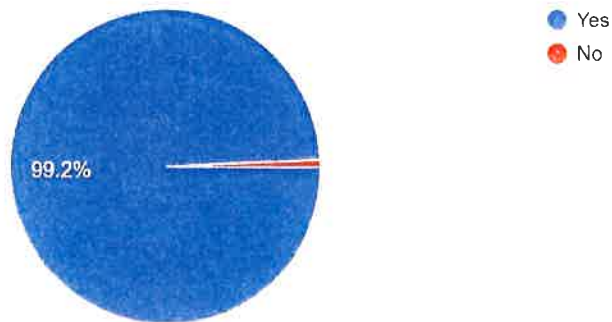
Do you have access to local cable TV channels through Comcast / Xfinity or Thames Valley Communications?

513 responses



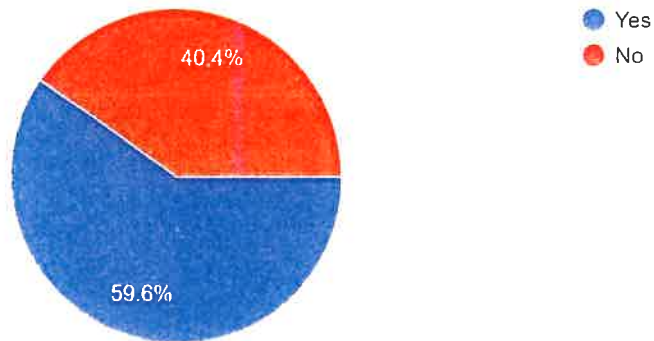
Do you have Internet access at home?

512 responses



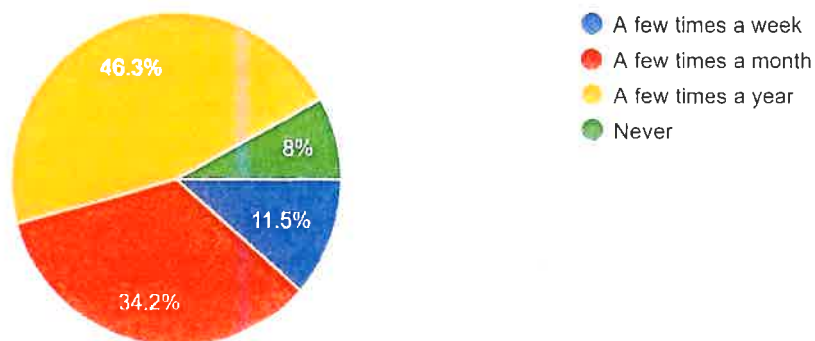
Do you use the Powerschool Parent Portal?

513 responses



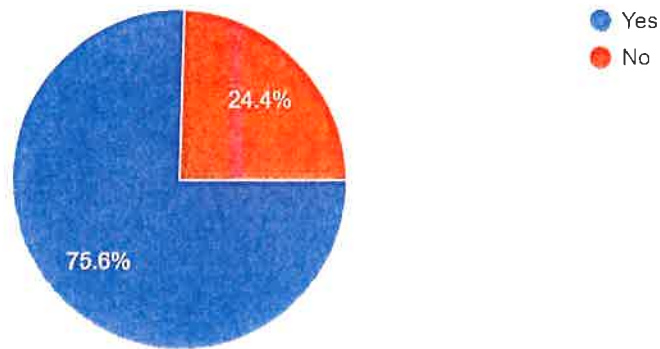
How often do you visit the Groton Public Schools website?

514 responses



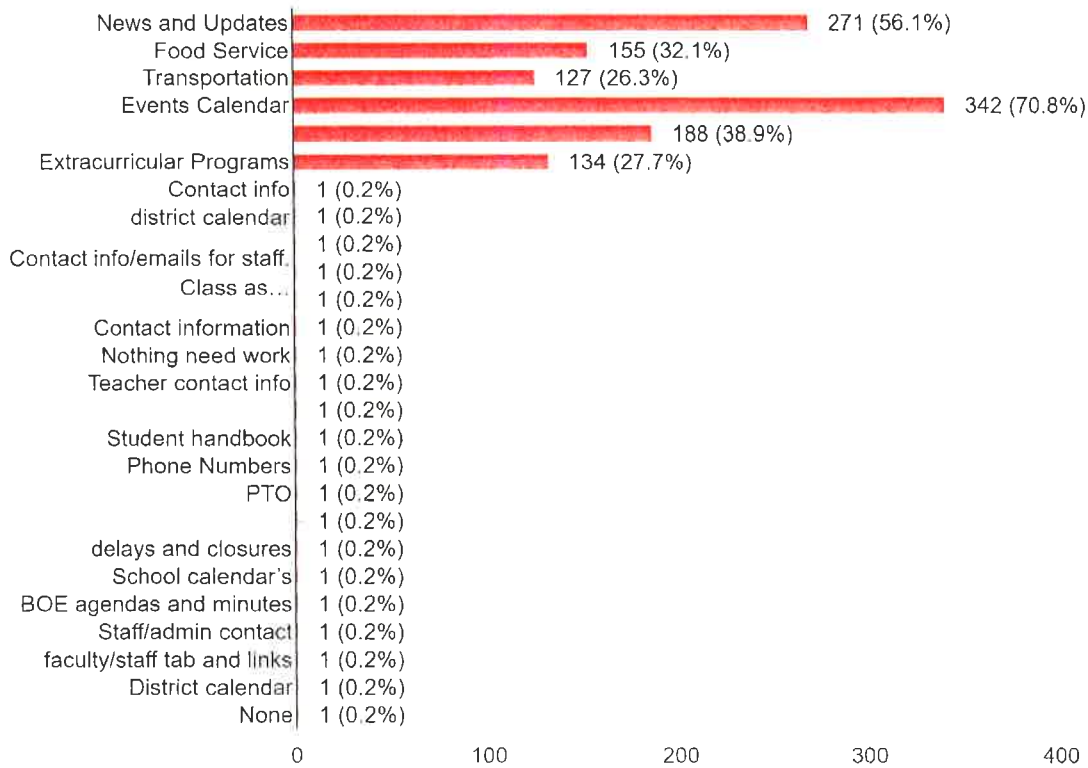
Are you interested in a Groton Public Schools app for your phone or tablet?

508 responses



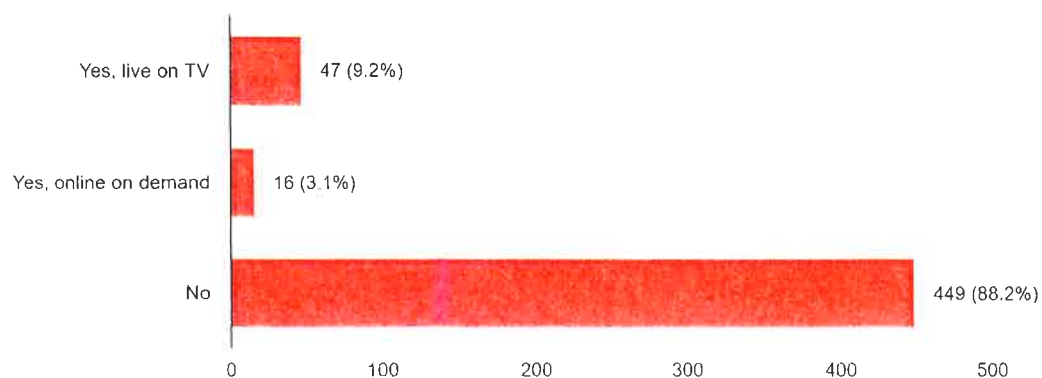
What information is most of interest on the GPS website?

483 responses



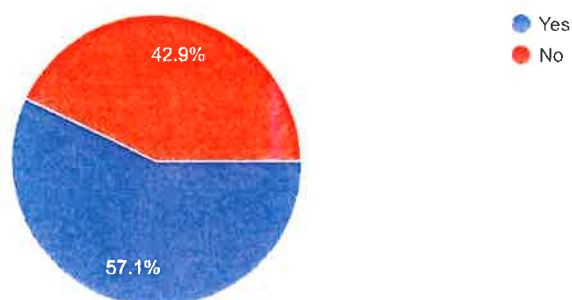
Do you watch GPS / Channel 19 programming?

509 responses



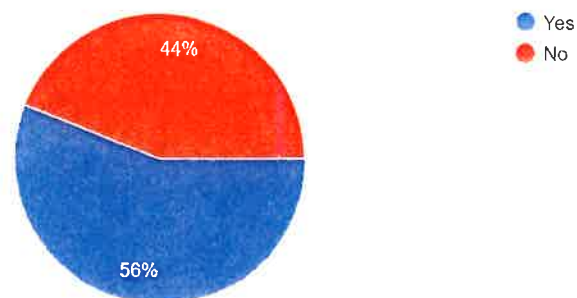
Are you interested in watching a livestream of district meetings, school events and / or student performances or viewing those programs on-demand?

508 responses



Are you interested in learning more about programs in our district through webinars (IB Diploma or Middle Years Programmes, Magnet Schools, and / or other curricular and extracurricular programs)?

507 responses



Next Generation Accountability, 2018-19
Groton School District

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	68.9	75	45.9	50	91.8	90.2
1b. ELA Performance Index - High Needs Students	61.7	75	41.1	50	82.3	77.5
1c. Math Performance Index - All Students	63.8	75	42.5	50	85.0	84.1
1d. Math Performance Index - High Needs Students	57.1	75	38.0	50	76.1	70.2
1e. Science Performance Index - All Students	65.4	75	43.6	50	87.2	85.0
1f. Science Performance Index - High Needs Students	58.8	75	39.2	50	78.5	72.2
2a. ELA Academic Growth - All Students	61.3%	100%	61.3	100	61.3	59.9
2b. ELA Academic Growth - High Needs Students	59.1%	100%	59.1	100	59.1	55.1
2c. Math Academic Growth - All Students	69.5%	100%	69.5	100	69.5	62.5
2d. Math Academic Growth - High Needs Students	68.5%	100%	68.5	100	68.5	55.2
2e. Progress Toward English Proficiency - Literacy	70.1%	100%	35.0	50	70.1	60.0
2f. Progress Toward English Proficiency - Oral	67.1%	100%	33.6	50	67.1	52.1
4a. Chronic Absenteeism - All Students	12.2%	<=5%	35.5	50	71.1	78.3
4b. Chronic Absenteeism - High Needs Students	16.4%	<=5%	27.1	50	54.3	55.7
5. Preparation for CCR - Percent Taking Courses	74.9%	75%	49.9	50	99.9	100.0
6. Preparation for CCR - Percent Passing Exams	40.6%	75%	27.1	50	54.2	56.7
7. On-track to High School Graduation	94.8%	94%	50.0	50	100.0	93.6
8. 4-year Graduation: All Students (2018 Cohort)	83.7%	94%	89.0	100	89.0	93.9
9. 6-year Graduation: High Needs Students (2016 Cohort)	83.6%	94%	88.9	100	88.9	88.6
10. Postsecondary Entrance (Graduating Class 2018)	65.2%	75%	87.0	100	87.0	94.5
11. Physical Fitness (estimated participation rate = 94.2%)	51.4%	75%	34.3	50	68.6	70.6
12. Arts Access	60.1%	60%	50.0	50	100.0	86.5
Accountability Index			1116.3	1450	77.0	74.2

Gap Indicator/s

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	61.7	13.3	15.4	N
Math Performance Index Gap	72.2	57.1	15.1	17.6	N
Science Performance Index Gap	73.2	58.8	14.4	16.1	N
Graduation Rate Gap (2016 Cohort)	94.0	83.6	10.4	11.1	N

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	99.0
ELA - High Needs Students	98.7
Math - All Students	98.9
Math - High Needs Students	98.5
Science - All Students	97.4
Science - High Needs Students	96.4

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	66.2	75	44.2	50	88.3	90.2
1b. ELA Performance Index - High Needs Students	64.0	75	42.7	50	85.4	77.5
1c. Math Performance Index - All Students	64.7	75	43.1	50	86.3	84.1
1d. Math Performance Index - High Needs Students	63.3	75	42.2	50	84.4	70.2
1e. Science Performance Index - All Students	67.1	75	44.7	50	89.5	85.0
1f. Science Performance Index - High Needs Students	65.5	75	43.7	50	87.3	72.2
2a. ELA Academic Growth - All Students	80.2%	100%	80.2	100	80.2	59.9
2b. ELA Academic Growth - High Needs Students	77.7%	100%	77.7	100	77.7	55.1
2c. Math Academic Growth - All Students	83.1%	100%	83.1	100	83.1	62.5
2d. Math Academic Growth - High Needs Students	81.8%	100%	81.8	100	81.8	55.2
2e. Progress Toward English Proficiency - Literacy		100%				60.0
2f. Progress Toward English Proficiency - Oral		100%				52.1
4a. Chronic Absenteeism - All Students	14.4%	<=5%	31.1	50	62.3	78.3
4b. Chronic Absenteeism - High Needs Students	14.9%	<=5%	30.3	50	60.6	55.7
5. Preparation for CCR - Percent Taking Courses		75%				100.0
6. Preparation for CCR - Percent Passing Exams		75%				56.7
7. On-track to High School Graduation		94%				93.6
8. 4-year Graduation: All Students (2018 Cohort)		94%				93.9
9. 5-year Graduation: High Needs Students (2016 Cohort)		94%				88.6
10. Postsecondary Entrance (Graduating Class 2018)		75%				94.5
11. Physical Fitness (estimated participation rate = 91.9%)	67.6%	75%	45.1	50	90.2	70.6
12. Arts Access		60%				86.5
Accountability Index			689.8	850	81.2	74.2

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap		64.0		15.3	
Math Performance Index Gap		63.3		17.4	
Science Performance Index Gap		65.5		16.3	
Graduation Rate Gap (2016 Cohort)					

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	100.0
ELA - High Needs Students	100.0
Math - All Students	100.0
Math - High Needs Students	100.0
Science - All Students	100.0
Science - High Needs Students	100.0

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	71.5	75	47.7	50	95.3	90.2
1b. ELA Performance Index - High Needs Students	66.4	75	44.3	50	88.5	77.5
1c. Math Performance Index - All Students	62.9	75	42.0	50	83.9	84.1
1d. Math Performance Index - High Needs Students	57.7	75	38.5	50	76.9	70.2
1e. Science Performance Index - All Students	68.9	75	45.9	50	91.8	85.0
1f. Science Performance Index - High Needs Students	67.1	75	44.7	50	89.5	72.2
2a. ELA Academic Growth - All Students	67.4%	100%	67.4	100	67.4	59.9
2b. ELA Academic Growth - High Needs Students	66.0%	100%	66.0	100	66.0	55.1
2c. Math Academic Growth - All Students	61.0%	100%	61.0	100	61.0	62.5
2d. Math Academic Growth - High Needs Students	61.4%	100%	61.4	100	61.4	55.2
2e. Progress Toward English Proficiency - Literacy	73.0%	100%	36.5	50	73.0	60.0
2f. Progress Toward English Proficiency - Oral	57.2%	100%	28.6	50	57.2	52.1
4a. Chronic Absenteeism - All Students	8.2%	<=5%	43.6	50	87.3	78.3
4b. Chronic Absenteeism - High Needs Students	10.6%	<=5%	38.8	50	77.6	55.7
5. Preparation for CCR - Percent Taking Courses		75%				100.0
6. Preparation for CCR - Percent Passing Exams		75%				56.7
7. On-track to High School Graduation		94%				93.6
8. 4-year Graduation: All Students (2018 Cohort)		94%				93.9
9. 6-year Graduation: High Needs Students (2016 Cohort)		94%				88.6
10. Postsecondary Entrance (Graduating Class 2018)		75%				94.5
11. Physical Fitness (estimated participation rate = 98.5%)	3.1%	75%	2.1	50	4.2	70.6
12. Arts Access		60%				86.5
Accountability Index			668.4	950	70.4	74.2

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	66.4	8.6	15.3	N
Math Performance Index Gap	74.5	57.7	16.8	17.4	N
Science Performance Index Gap		67.1		16.3	
Graduation Rate Gap (2016 Cohort)					

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	100.0
ELA - High Needs Students	100.0
Math - All Students	100.0
Math - High Needs Students	100.0
Science - All Students	100.0
Science - High Needs Students	100.0

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	68.2	75	45.5	50	90.9	90.2
1b. ELA Performance Index - High Needs Students	64.1	75	42.7	50	85.4	77.5
1c. Math Performance Index - All Students	68.5	75	45.7	50	91.4	84.1
1d. Math Performance Index - High Needs Students	65.2	75	43.4	50	86.9	70.2
1e. Science Performance Index - All Students	68.2	75	45.5	50	90.9	85.0
1f. Science Performance Index - High Needs Students		75				72.2
2a. ELA Academic Growth - All Students	73.3%	100%	73.3	100	73.3	59.9
2b. ELA Academic Growth - High Needs Students	71.1%	100%	71.1	100	71.1	55.1
2c. Math Academic Growth - All Students	92.2%	100%	92.2	100	92.2	62.5
2d. Math Academic Growth - High Needs Students	90.6%	100%	90.6	100	90.6	55.2
2e. Progress Toward English Proficiency - Literacy		100%				60.0
2f. Progress Toward English Proficiency - Oral		100%				52.1
4a. Chronic Absenteeism - All Students	13.4%	<=5%	33.2	50	66.4	78.3
4b. Chronic Absenteeism - High Needs Students	15.2%	<=5%	29.7	50	59.4	55.7
5. Preparation for CCR - Percent Taking Courses		75%				100.0
6. Preparation for CCR - Percent Passing Exams		75%				56.7
7. On-track to High School Graduation		94%				93.6
8. 4-year Graduation: All Students (2018 Cohort)		94%				93.9
9. 6-year Graduation: High Needs Students (2016 Cohort)		94%				88.6
10. Postsecondary Entrance (Graduating Class 2018)		75%				94.5
11. Physical Fitness (estimated participation rate = 96.0%)	33.3%	75%	22.2	50	44.4	70.6
12. Arts Access		60%				86.5
Accountability Index			635.1	800	79.4	74.2

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	64.1	10.9	15.3	N
Math Performance Index Gap	75.0	65.2	9.8	17.4	N
Science Performance Index Gap				16.3	
Graduation Rate Gap (2016 Cohort)					

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	100.0
ELA - High Needs Students	100.0
Math - All Students	100.0
Math - High Needs Students	100.0
Science - All Students	100.0
Science - High Needs Students	100.0

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	71.1	75	47.4	50	94.8	90.2
1b. ELA Performance Index - High Needs Students	65.0	75	43.3	50	86.7	77.5
1c. Math Performance Index - All Students	67.2	75	44.8	50	89.6	84.1
1d. Math Performance Index - High Needs Students	62.0	75	41.3	50	82.7	70.2
1e. Science Performance Index - All Students	69.3	75	46.2	50	92.4	85.0
1f. Science Performance Index - High Needs Students	61.8	75	41.2	50	82.5	72.2
2a. ELA Academic Growth - All Students	61.9%	100%	61.9	100	61.9	59.9
2b. ELA Academic Growth - High Needs Students	57.3%	100%	57.3	100	57.3	55.1
2c. Math Academic Growth - All Students	79.5%	100%	79.5	100	79.5	62.5
2d. Math Academic Growth - High Needs Students	75.7%	100%	75.7	100	75.7	55.2
2e. Progress Toward English Proficiency - Literacy		100%				60.0
2f. Progress Toward English Proficiency - Oral		100%				52.1
4a. Chronic Absenteeism - All Students	8.3%	<=5%	43.4	50	86.8	78.3
4b. Chronic Absenteeism - High Needs Students	9.8%	<=5%	40.5	50	81.0	55.7
5. Preparation for CCR - Percent Taking Courses		75%				100.0
6. Preparation for CCR - Percent Passing Exams		75%				56.7
7. On-track to High School Graduation		94%				93.6
8. 4-year Graduation: All Students (2018 Cohort)		94%				93.9
9. 6-year Graduation: High Needs Students (2016 Cohort)		94%				88.6
10. Postsecondary Entrance (Graduating Class 2018)		75%				94.5
11. Physical Fitness (estimated participation rate = 100.0%)	67.2%	75%	44.8	50	89.6	70.6
12. Arts Access		60%				85.5
Accountability Index			667.3	850	78.5	74.2

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	65.0	10.0	15.3	N
Math Performance Index Gap	72.8	62.0	10.8	17.4	N
Science Performance Index Gap	75.0	61.8	13.2	16.3	N
Graduation Rate Gap (2016 Cohort)					

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	99.4
ELA - High Needs Students	100.0
Math - All Students	99.4
Math - High Needs Students	100.0
Science - All Students	98.3
Science - High Needs Students	100.0

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	73.6	75	49.1		50	98.2
1b. ELA Performance Index - High Needs Students	64.2	75	42.8		50	85.6
1c. Math Performance Index - All Students	70.6	75	47.1		50	84.1
1d. Math Performance Index - High Needs Students	63.7	75	42.4		50	84.9
1e. Science Performance Index - All Students	70.2	75	46.8		50	93.6
1f. Science Performance Index - High Needs Students	56.8	75	37.9		50	75.8
2a. ELA Academic Growth - All Students	64.3%	100%	64.3		100	64.3
2b. ELA Academic Growth - High Needs Students	61.9%	100%	61.9		100	61.9
2c. Math Academic Growth - All Students	72.6%	100%	72.6		100	72.6
2d. Math Academic Growth - High Needs Students	70.8%	100%	70.8		100	70.8
2e. Progress Toward English Proficiency - Literacy		100%				60.0
2f. Progress Toward English Proficiency - Oral		100%				52.1
4a. Chronic Absenteeism - All Students	3.3%	<=5%	50.0		50	100.0
4b. Chronic Absenteeism - High Needs Students	6.2%	<=5%	47.6		50	95.2
5. Preparation for CCR - Percent Taking Courses		75%				100.0
6. Preparation for CCR - Percent Passing Exams		75%				56.7
7. On-track to High School Graduation		94%				93.6
8. 4-year Graduation: All Students (2018 Cohort)		94%				93.9
9. 6-year Graduation: High Needs Students (2016 Cohort)		94%				88.6
10. Postsecondary Entrance (Graduating Class 2018)		75%				94.5
11. Physical Fitness (estimated participation rate = 95.5%)	57.1%	75%	38.1		50	76.2
12. Arts Access		60%				86.5
Accountability Index			671.4		850	74.2

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	64.2	10.8	15.3	N
Math Performance Index Gap	75.0	63.7	11.3	17.4	N
Science Performance Index Gap	75.0	56.8	18.2	16.3	Y
Graduation Rate Gap (2016 Cohort)					

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	99.3
ELA - High Needs Students	98.5
Math - All Students	99.3
Math - High Needs Students	98.5
Science - All Students	98.0
Science - High Needs Students	95.7

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	80.5	75	50.0	50	100.0	90.2
1b. ELA Performance Index - High Needs Students	75.0	75	50.0	50	100.0	77.5
1c. Math Performance Index - All Students	71.3	75	47.5	50	95.0	84.1
1d. Math Performance Index - High Needs Students	66.7	75	44.5	50	88.9	70.2
1e. Science Performance Index - All Students	81.1	75	50.0	50	100.0	85.0
1f. Science Performance Index - High Needs Students	73.5	75	49.0	50	97.9	72.2
2a. ELA Academic Growth - All Students	72.5%	100%	72.5	100	72.5	59.9
2b. ELA Academic Growth - High Needs Students	65.6%	100%	65.6	100	65.6	55.1
2c. Math Academic Growth - All Students	67.8%	100%	67.6	100	67.6	62.5
2d. Math Academic Growth - High Needs Students	73.8%	100%	73.8	100	73.8	55.2
2e. Progress Toward English Proficiency - Literacy		100%				60.0
2f. Progress Toward English Proficiency - Oral		100%				52.1
4a. Chronic Absenteeism - All Students	2.9%	<=5%	50.0	50	100.0	78.3
4b. Chronic Absenteeism - High Needs Students	5.6%	<=5%	48.8	50	97.5	55.7
5. Preparation for CCR - Percent Taking Courses		75%				100.0
6. Preparation for CCR - Percent Passing Exams		75%				56.7
7. On-track to High School Graduation		94%				93.6
8. 4-year Graduation: All Students (2018 Cohort)		94%				93.9
9. 6-year Graduation: High Needs Students (2016 Cohort)		94%				88.6
10. Postsecondary Entrance (Graduating Class 2018)		75%				94.5
11. Physical Fitness (estimated participation rate = 100.0%)	68.7%	75%	45.8	50	91.5	70.6
12. Arts Access		60%				86.5
Accountability Index			714.9	850	84.1	74.2

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	75.0	0.0	15.3	N
Math Performance Index Gap	73.8	66.7	7.0	17.4	N
Science Performance Index Gap	75.0	73.5	1.5	16.3	N
Graduation Rate Gap (2016 Cohort)					

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	100.0
ELA - High Needs Students	100.0
Math - All Students	100.0
Math - High Needs Students	100.0
Science - All Students	100.0
Science - High Needs Students	100.0

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	70.3	75	46.9	75	50	93.8
1b. ELA Performance Index - High Needs Students	59.1	75	39.4	75	50	78.8
1c. Math Performance Index - All Students	63.3	75	42.2	75	50	84.4
1d. Math Performance Index - High Needs Students	52.2	75	34.8	75	50	69.6
1e. Science Performance Index - All Students	62.7	75	41.8	75	50	83.7
1f. Science Performance Index - High Needs Students	53.9	75	35.9	75	50	71.9
2a. ELA Academic Growth - All Students	49.9%	100%	49.9	100%	100	49.9
2b. ELA Academic Growth - High Needs Students	45.4%	100%	45.4	100%	100	45.4
2c. Math Academic Growth - All Students	55.5%	100%	55.5	100%	100	55.5
2d. Math Academic Growth - High Needs Students	50.4%	100%	50.4	100%	100	50.4
2e. Progress Toward English Proficiency - Literacy		100%				
2f. Progress Toward English Proficiency - Oral		100%				
4a. Chronic Absenteeism - All Students	7.9%	<=5%	44.1	50	50	88.3
4b. Chronic Absenteeism - High Needs Students	10.9%	<=5%	38.2	50	50	76.5
5. Preparation for CCR - Percent Taking Courses		75%				
6. Preparation for CCR - Percent Passing Exams		75%				
7. On-track to High School Graduation	97.6%	94%	50.0	50	50	100.0
8. 4-year Graduation: All Students (2018 Cohort)		94%				
9. 6-year Graduation: High Needs Students (2016 Cohort)		94%				
10. Postsecondary Entrance (Graduating Class 2018)		75%				
11. Physical Fitness (estimated participation rate = 95.5%)	52.1%	75%	34.7	50	50	69.4
12. Arts Access		60%				
Accountability Index			609.4	900		67.7
						74.2

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	59.1	15.9	15.3	Y
Math Performance Index Gap	73.6	52.2	21.4	17.4	Y
Science Performance Index Gap	71.2	53.9	17.3	16.3	Y
Graduation Rate Gap (2016 Cohort)					

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	99.8
ELA - High Needs Students	100.0
Math - All Students	99.8
Math - High Needs Students	100.0
Science - All Students	99.3
Science - High Needs Students	100.0

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	65.8	75	43.9		50	87.8
1b. ELA Performance Index - High Needs Students	61.0	75	40.6		50	81.3
1c. Math Performance Index - All Students	61.9	75	41.3		50	82.6
1d. Math Performance Index - High Needs Students	56.1	75	37.4		50	74.8
1e. Science Performance Index - All Students	65.1	75	43.4		50	86.8
1f. Science Performance Index - High Needs Students	62.0	75	41.3		50	82.7
2a. ELA Academic Growth - All Students	63.3%	100%	63.3		100	63.3
2b. ELA Academic Growth - High Needs Students	61.5%	100%	61.5		100	61.5
2c. Math Academic Growth - All Students	79.5%	100%	79.5		100	79.5
2d. Math Academic Growth - High Needs Students	76.9%	100%	76.9		100	76.9
2e. Progress Toward English Proficiency - Literacy		100%				
2f. Progress Toward English Proficiency - Oral		100%				
4a. Chronic Absenteeism - All Students	12.5%	<=5%	35.1		50	70.1
4b. Chronic Absenteeism - High Needs Students	16.3%	<=5%	27.4		50	54.9
5. Preparation for CCR - Percent Taking Courses		75%				
6. Preparation for CCR - Percent Passing Exams		75%				
7. On-track to High School Graduation	95.0%	94%	50.0		50	100.0
8. 4-year Graduation: All Students (2018 Cohort)		94%				
9. 6-year Graduation: High Needs Students (2016 Cohort)		94%				
10. Postsecondary Entrance (Graduating Class 2018)		75%				
11. Physical Fitness (estimated participation rate = 92.0%)	53.6%	75%	35.7		50	71.5
12. Arts Access		60%				
Accountability Index			677.3		900	75.3
						74.2

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +/-1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	74.6	61.0	13.6	15.3	N
Math Performance Index Gap	72.4	56.1	16.3	17.4	N
Science Performance Index Gap	71.8	62.0	9.8	16.3	N
Graduation Rate Gap (2016 Cohort)					

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	99.6
ELA - High Needs Students	99.4
Math - All Students	99.6
Math - High Needs Students	99.4
Science - All Students	99.3
Science - High Needs Students	99.0

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	58.4	75	116.8	150	77.8	90.2
1b. ELA Performance Index - High Needs Students	49.4	75	98.9	150	65.9	77.5
1c. Math Performance Index - All Students	55.6	75	111.1	150	74.1	84.1
1d. Math Performance Index - High Needs Students	47.4	75	94.8	150	63.2	70.2
1e. Science Performance Index - All Students	60.7	75	80.9	100	80.9	85.0
1f. Science Performance Index - High Needs Students	51.3	75	68.3	100	68.3	72.2
2a. ELA Academic Growth - All Students		100%				59.9
2b. ELA Academic Growth - High Needs Students		100%				55.1
2c. Math Academic Growth - All Students		100%				62.5
2d. Math Academic Growth - High Needs Students		100%				55.2
2e. Progress Toward English Proficiency - Literacy		100%				60.0
2f. Progress Toward English Proficiency - Oral		100%				52.1
4a. Chronic Absenteeism - All Students	20.6%	<=5%	18.9	50	37.8	78.3
4b. Chronic Absenteeism - High Needs Students	30.3%	<=5%	0.0	50	0.0	55.7
5. Preparation for CCR - Percent Taking Courses	77.8%	75%	50.0	50	100.0	100.0
6. Preparation for CCR - Percent Passing Exams	43.4%	75%	28.9	50	57.9	56.7
7. On-track to High School Graduation	94.0%	94%	50.0	50	100.0	93.6
8. 4-year Graduation: All Students (2018 Cohort)	88.8%	94%	94.5	100	94.5	93.9
9. 6-year Graduation: High Needs Students (2016 Cohort)	87.3%	94%	92.9	100	92.9	88.6
10. Postsecondary Entrance (Graduating Class 2018)	68.2%	75%	90.9	100	90.9	94.5
11. Physical Fitness (estimated participation rate = 94.2%)	52.4%	75%	34.9	50	69.9	70.6
12. Arts Access	61.4%	60%	50.0	50	100.0	86.5
Accountability Index			1081.9	1450	74.6	74.2

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +/- 1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	65.6	49.4	16.1	15.3	Y
Math Performance Index Gap	62.1	47.4	14.7	17.4	N
Science Performance Index Gap	68.3	51.3	17.1	16.3	Y
Graduation Rate Gap (2016 Cohort)	94.0	87.3	6.7	8.0	N

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	95.7
ELA - High Needs Students	93.6
Math - All Students	95.7
Math - High Needs Students	93.6
Science - All Students	95.3
Science - High Needs Students	92.8

**GROTON BOARD OF EDUCATION
COMMITTEE OF THE WHOLE SPECIAL MEETING
MARCH 31, 2020 @ 6:00 P.M.
REMOTE MEETING**

MEMBERS PRESENT: Kim Shepardson Watson-Chairperson, Andrea Ackerman-Vice Chairperson, Jane Giuliani, Gretchen Newsome, Liz Porter, Rita Volkmann, Jay Weitlauf, Lee White

MEMBERS ABSENT: Rosemary Robertson

ALSO PRESENT: Mike Graner, Susan Austin, Sam Kilpatrick, Ken Knight, Dennis Colclough, Denise Doolittle, Laurie LePine, Addie Clark, Xavion Quito

I. CALL TO ORDER – Vice Chairperson Andrea Ackerman called the meeting to order at 6:00 p.m.

II. Update re: Groton Public Schools Coronavirus Response

- Online Instructional Program - Susan Austin explained the online Instructional Program that is being utilized. Denise Doolittle noted that her department did a lot with the special education piece. Laurie LePine noted that the motto is to go slow and grow. The first was supplemental learning; a lot of kids are participating. Susan Austin stated that a Robo call will be going out from Dr. Graner that will include a parent letter regarding a video conferencing. Phase 2 will include PD for teachers, student teachers, and paraprofessional. PD through the Teachers College will occur at the end of the month. Denise Doolittle noted that they are working on Distance Learning Guidelines for staff, parents and students.

Mrs. Newsome stated that she had a question from a teacher who spent a large amount of time trying to reach a parent to no avail. She asked if there is any way to prevent a teacher from spending an inordinate amount of time trying to make contact with parents. Mr. Colclough explained the process to be used.

Mrs. LePine addressed what we will do when someone becomes ill.

Sam Kilpatrick explained that the Food Service Department is distributing meals at the 3 sites Monday through Friday; 3 meals are packed and distributed on Fridays to cover Friday, Saturday, and Sunday. The Police had to be called on Friday at MM due to the line extending to Toll Gate Road. Distribution is averaging 2,200 meals a day.

Sam Kilpatrick reported that cleaning and disinfection of the buildings are in excellent shape.

Addie Clark asked if video chats between teachers and students are allowed. Dr. Graner stated that he is in the process of setting that up.

Addie Clark asked if there will be final exams. Dr. Graner noted he is trying to get statewide grading on a pass or fail basis.

- Statewide Testing - Dr. Graner noted that the State has indicated that SBAC, SAT, and NGSS testing has been cancelled.
- Computer Distribution & Hot Spots Update – Dennis Colclough noted that 2,400 Chromebooks has been distributed over the last few days; he has ordered 120 hot spots for families who do not have the Internet.

III. Update re: Groton Middle School Construction

Dr. Graner indicated that the Middle School construction is continuing as planned and is on time for a September 1st opening.

Sam Kilpatrick noted that he made a site visit yesterday and had to answer questions to be allowed on site. He noted that workers' absences has been due to child care and that the work is moving forward and is on schedule.

Dr. Graner and Sam Kilpatrick will be meeting with a moving consult to coordinate the move of portables from CMS and WSM schools.

IV. FY21 Budget Review

- Budget Revision Recommendation – Ken Knight reviewed the possible budget adjustments which would allow the FY21 budget to be reduced to 0.
- CIP Review – Kim Watson, Sam Kilpatrick, and Mike Graner attended the Saturday Town Council meeting where the 4 CIP projects proposed by the Town Manager were approved:
 - Moving the portable classrooms; the district hoped the CMS and WSMS portables would stay on site, however, that is not possible. The Town Council approved the building of the foundation for the portables; the cost for moving the portables will be included in the construction cost for the 2 new elementary schools.
 - NEA - \$104,000 for the engineer was approved.
 - Dishwashers – The purchase of dishwashers was approved for FHS, CB, CK, and NEA.
 - Video Surveillance was approved for FHS and 3 elementary schools.

Dr. Graner noted that the RTM Education Committee will meet with the Board on April 4, 2020; the RTM will also meet on April 11, 2020 and on April 18, 2020 at which time they will hold a vote on the district's budget.

V. Proposed Demographic Study by Malone and MacBroom

Dr. Graner noted that with CC, SB, and MM closing there is a need to establish neighborhood catchment areas. He asked Mr. Zuba for a proposal and Mr. Zuba stated he will be able to redraw catchment areas to achieve racial balance. This will be at an approximate cost of \$15,000 for this study.

Jay Weitlauf noted that the Finance Committee was in agreement to have Mr. Zuba provide this data because he has all the historical data for the study.

Dr. Graner noted that there will be a COW meeting on Monday, April 6, 2020, at 6:00 p.m.

VIII. ADJOURNMENT – Ackerman, Volkmann: To adjourn at 7:48 p.m. **MOTION PASSED UNANIMOUSLY**

**GROTON BOARD OF EDUCATION
COMMITTEE OF THE WHOLE MEETING
APRIL 13, 2020 @ 6:00 P.M.
REMOTE MEETING**

MEMBERS PRESENT: Kim Shepardson Watson-Chairperson, Andrea Ackerman-Vice Chairperson, Jane Giuliani, Gretchen Newsome, Liz Porter, Rita Volkmann, Jay Weitlauf,

MEMBERS ABSENT: Rosemary Robertson, Lee White

ALSO PRESENT: Mike Graner, Susan Austin, Sam Kilpatrick, Ken Knight, Denise Doolittle, Addie Clark, Xavion Quito

I. CALL TO ORDER – Chairperson Kim Watson called the meeting to order at 6:00 p.m.

II. PRESENTATION RE: TRANSITION KINDERGARTEN PROGRAM

Susan Austin gave an overview of how the Transition Kindergarten Program came to be. The Transition Kindergarten Program is housed at Claude Chester School. The need for the program was due to the number of young learners in Kindergarten classes with little Pre-Kindergarten experience. Ms. Austin stated that the Transition Kindergarten has been a success.

Meg Walker, the Transition Kindergarten teacher, shared how the program has progressed this year. She also shared how “Zooming” in with her students has progressed during distance learning,

Carrie Federico-Baker and Corey Mott, Kindergarten teachers at NEA and MM respectively, shared their experiences in their classes and both noted that some of their students could have benefitted from being in a Transitional Kindergarten class.

Ms. Austin recommended the continuation of the Transition Kindergarten Program.

Gretchen Newsome asked how students are selected for the Transition Kindergarten program. Ms. Austin outlined the process.

III. UPDATE RE: DISTANCE LEARNING PROGRAM

- Regular Education Instruction

Susan Austin noted that the Distance Learning Program is a 3-phase plan with the motto “Go Slow and Grow.” She shared that teachers are surveying parents on a regular basis for their feedback on the distance learning program. Teachers have been able to launch the online learning program via Google Classrooms; and they will continue to monitor it.

Rita Volkmann made a referral regarding the use of virtual learning on snow days.

- Special Education Services

Denise Doolittle shared that her department is doing a lot of modifications in their classrooms. They are providing support, looking at ways to share and document their learning, and they are starting to focus on a growth component. Denise found a link for the Speech and Language Pathologists, and she gave an overview of SLP Telecon Registration for free Webinars that are available to SLP teachers. She also noted NAS Zoom Conferences and the assistance from Teachers College.

IV. UPDATE FROM CSDE

- Recommendations re: Grading Procedures – Dr. Graner stated that the Commissioner and the State Board of Education recommended pass/fail as grading during this pandemic.
- Graduation Requirements – Dr. Graner noted that the Commissioner and the State Board of Education has given local Boards a lot of latitude.

Dr. Graner noted that today he received notice that non-tenured teachers can have their contracts extended for another year even if they are being considered for non-renewal.

Dr. Graner stated that he will give a virtual tour of the new Middle School to middle school teachers and he will provide information regarding packing materials and equipment to be moved to the new middle school via a videoconference.

Dr. Graner noted the Governor will make a decision jointly with several states.

Dr. Graner noted that the CIAC has not cancelled the spring sports season yet.

- V. REVIEW OF CURRICULUM COORDINATOR JOB DESCRIPTION – Dr. Graner stated that he, Laurie LePine, Ted Keleher, and Peter Bass drafted a job description for the Curriculum Coordinator position. Dr. Graner reviewed some of the responsibilities of the position and noted that the position still has to be negotiated with the GEA.

- VI. UPDATE RE: MILONE AND MACBROOM STUDY – Dr. Graner reported the Milone and MacBroom had not gotten back to him.

- VII. FINANCIAL UPDATE RE: UNANTICIPATED EXPENSES – Ken Knight stated that bus drivers have driven 121 out of the 181 school days. Dr. Graner noted that Mr. Knight had done a financial analysis of the remainder of the bus contract that was shared with STA officials. He noted that he sent the Board's proposal to STA's financial officer and that they are very close to an agreement.

VIII. SUGGESTED FUTURE TOPICS

A referral was made to the Curriculum Committee and the Finance Committee to fund the equipment needed to continue distance learning on snow days in the future.

Jay Weitlauf asked for an update on the new construction at the high school (Green House).

Rita Volkmann made a referral for discussion of possible alternative graduation dates.

- IX. ADJOURNMENT – Ackerman, Porter: To adjourn at 8:00 p.m.
MOTION PASSED UNANIMOUSLY

**GROTON BOARD OF EDUCATION
COMMITTEE OF THE WHOLE MEETING
APRIL 20, 2020 @ 6:00 P.M.
REMOTE MEETING**

MEMBERS PRESENT: Kim Shepardson Watson-Chairperson, Andrea Ackerman-Vice Chairperson, Jane Giuliani, Gretchen Newsome, Liz Porter, Rita Volkmann, Jay Weitlauf, Lee White

MEMBERS ABSENT: Rosemary Robertson,

ALSO PRESENT: Mike Graner, Susan Austin, Sam Kilpatrick, Ken Knight, Addie Clark, Xavion Quito

I. CALL TO ORDER – Chairperson Kim Watson called the meeting to order at 6:00 p.m.

II. CURRICULUM REQUIREMENTS RE: AFRICAN AMERICAN/BLACK STUDIES AND PUERTO RICAN/LATINO STUDIES COURSES

This item was tabled.

III. UPDATE RE: COVID-19 RESPONSES

- a. Discussion of Possible Alternative Graduation Dates for the Class of 2020 – Erin McGuire, Assistant Principal of Fitch High School, stated that via Google Docks some schools have cancelled their Proms and Graduations. Dr. Graner noted that Mr. Keleher is hoping that the Board does nothing relative to the cancellation of graduation, thereby keeping it on June 19, 2020, and that the Board will wait until school resumes to make a decision. Ms. McGuire noted that the high school administration would be exploring the possibility of having an outdoor or virtual graduation. Ms. McGuire stated that she would get back to the Board after the high school finishes brainstorming this issue. Ms. McGuire noted the following:

Senior Updates

- Updates Senior Handbook will be going out this week to students and families
- Senior Class Advisors will be sponsoring the entire Class of 2020's cap and gown costs
- Senior Class Advisors, Admin and Grad Party will meet this week to brainstorm ideas on special things for our seniors in lieu of some of the events that will need to be cancelled this year

Senior Class Graduation Speaker/Speakers

- This year we held our Senior Class Graduation Speaker Contest over Zoom
- The students all read their speeches individually over Zoom to the panel of judges and we selected our Class of 2020 speaker
- Our graduation speakers will be
 - Valedictorian: Finn Koehler
 - Salutatorian: Will Miner
 - Class President: Graysen Scherer
 - Class Speaker Contest Winner: Ava Paprocki

AP Testing

- This year our AP students will test virtually through the College board's Secure Browser
- We have been closely working with our students, parents/guardians, tech team and the College board to ensure that students are all ready to test
- All students taking the AP test will be using a school Chromebook
- Practice tests and other important information are being distributed to students daily

SAT Testing

- Although we were not able to complete the SAT School Day test this year (in March), we are working with the College board to offer the SATs on a few Saturdays during the summer weeks

NHS Updates

- National Honor Society Tutors will be offering virtual tutoring for any student who is struggling in a class
 - They sign up using this link: <https://forms.gle/vdwFTmPAagM1hXRK7>
- Students will be expected to also follow the Code of Conduct

Virtual Spirit Week

- We will be hosting a Virtual Spirit Week starting on Thursday
 - We encourage everyone to get involved
 - Virtual Spirit Week Events are: April 23rd is Pajama Day; April 24th is Fitch Pride Day; April 27th is "Show us your pets! Day; April 28th is Thank an Essential Employee Day' April 29th is Mix and Match Day; April 30th is Build a Fort Day; and May 1st is Special Surprise!

Mental Health Protocol

- We have established a protocol for helping students in mental health need during distance learning which includes an immediate response from our mental health team who have been reaching out to students and families to provide resources
- In the event we cannot get a hold of our students/families in immediate mental health need, the Groton Town and City PD have been able to help with home wellness checks

Student Shout-Out

- Graysen Scherer (Class of 2020 President, NHS, Renaissance Crew, and Yearbook Staff) was invited by Jostens Renaissance to participate in an interview with Dr. Phil Campbell (PC) during their weekly Facebook Live programming focused on impacts of COVID on education
- The interview happened last Monday
- PC was the special guest speaker when Fitch hosted the Renaissance collaborative in December 2018
- <https://www.facebook.com/JostensRenaissance/videos/2658057131081080/>

Message from the Principal

- Every Friday we send out a morning announcement from Mr. Keleher to our students and families

Student Awards, Scholarships and NHS Inductees

- The School Counselors and Administration are working to make sure that all awards are still happening for our students
 - Although we do not know if a ceremony will happen for each, we will still be awarding everything this year (book awards, scholarships, underclassmen awards, NHS new members, etc.)

Dr. Graner asked Addie Clark for her opinion on graduation. Addie stated that in talking with other students, they would like to keep the June 19, 2020 graduation date.

- b. Update re: STA Contract – Dr. Graner noted that he has met with STA regarding the Executive Order that states schools must pay their school contracts. Mr. Knight reviewed the costs associated with the remaining STA contract as result of discussions with STA.
- c. Review of Unanticipated Costa vs. Unanticipated Expenses – FY 20 & FY 21 – Mr. Knight gave an overview of the unanticipated costs and unanticipated expenses through the end of the fiscal year.
- d. Review of Alliance Funding Budget Modifications – Mr. Knight gave an overview of the Alliance funding budget modifications.

III. UPDATE RE: SCHOOL FACILITIES

- a. Update re: Construction of the Green House at Fitch High School – Mr. Kilpatrick stated that the Green House is up and enclosed. The Maintenance Department are presently installing water lines and electrical in the Green House.
- b. Update re: Milone and MacBroom Study – Dr. Graner stated that he had spoken to MacGroom and that MacGroom is getting ready to download data onto the district map.

Dr. Graner stated that the virtual tour of the middle school for teachers was done with the assistance of Mark Russell. Detailed information was provided by Tom Beebe, Moving Consultant, on the packing of the material in the classrooms to be sent to the middle school. A second tour of the middle school was provided by Tammy Hamelin, Construction Manager, who provided a more extensive tour of the middle school. Dr. Graner stated that the buildings will be demolished in July.

IV. SUGGESTED FUTURE TOPICS

Mrs. Volkmann recognized Mrs. Horler for her lifetime service to the GEA.

Mrs. Volkmann asked if the district had locked in fuel prices for the coming school year. Mr. Knight stated that the price had been locked in at last weeks' rates.

Mrs. Watson added to the Curriculum Committee agenda Summer School and what kind of program will be put in place and/or what modifications are needed.

Rita Volkmann asked for an update on Scholarships; who and when they will be passed out.

IX. ADJOURNMENT – Ackerman, Newsome: To adjourn at 7:40 p.m.

MOTION PASSED UNANIMOUSLY



Substitute House Bill No. 7082

Public Act No. 19-12

AN ACT CONCERNING THE INCLUSION OF BLACK AND LATINO STUDIES IN THE PUBLIC SCHOOL CURRICULUM.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. Section 10-16b of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2021*):

(a) In the public schools the program of instruction offered shall include at least the following subject matter, as taught by legally qualified teachers, the arts; career education; consumer education; health and safety, including, but not limited to, human growth and development, nutrition, first aid, including cardiopulmonary resuscitation training in accordance with the provisions of section 10-16qq, disease prevention and cancer awareness, including, but not limited to, age and developmentally appropriate instruction in performing self-examinations for the purposes of screening for breast cancer and testicular cancer, community and consumer health, physical, mental and emotional health, including youth suicide prevention, substance abuse prevention, including instruction relating to opioid use and related disorders, safety, which shall include the safe use of social media, as defined in section 9-601, and may include the dangers of gang membership, and accident prevention; language arts, including reading, writing, grammar, speaking and spelling;

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mathematics; physical education; science, which may include the climate change curriculum described in subsection (d) of this section; social studies, including, but not limited to, citizenship, economics, geography, government, history and Holocaust and genocide education and awareness in accordance with the provisions of section 10-18f; African-American and black studies in accordance with the provisions of section 2 of this act; Puerto Rican and Latino studies in accordance with the provisions of section 2 of this act; computer programming instruction; and in addition, on at least the secondary level, one or more world languages; [and] vocational education; and the black and Latino studies course in accordance with the provisions of sections 3 and 4 of this act. For purposes of this subsection, world languages shall include American Sign Language, provided such subject matter is taught by a qualified instructor under the supervision of a teacher who holds a certificate issued by the State Board of Education. For purposes of this subsection, the "arts" means any form of visual or performing arts, which may include, but not be limited to, dance, music, art and theatre.

(b) If a local or regional board of education requires its pupils to take a course in a world language, the parent or guardian of a pupil identified as deaf or hard of hearing may request in writing that such pupil be exempted from such requirement and, if such a request is made, such pupil shall be exempt from such requirement.

(c) Each local and regional board of education shall on September 1, 1982, and annually thereafter at such time and in such manner as the Commissioner of Education shall request, attest to the State Board of Education that such local or regional board of education offers at least the program of instruction required pursuant to this section, and that such program of instruction is planned, ongoing and systematic.

(d) The State Board of Education shall make available curriculum materials and such other materials as may assist local and regional

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boards of education in developing instructional programs pursuant to this section. The State Board of Education, within available appropriations and utilizing available resource materials, shall assist and encourage local and regional boards of education to include: (1) Holocaust and genocide education and awareness; (2) the historical events surrounding the Great Famine in Ireland; (3) African-American [history] and black studies; (4) Puerto Rican [history] and Latino studies; (5) Native American history; (6) personal financial management, including, but not limited to, financial literacy as developed in the plan provided under section 10-16pp; (7) training in cardiopulmonary resuscitation and the use of automatic external defibrillators; (8) labor history and law, including organized labor, the collective bargaining process, existing legal protections in the workplace, the history and economics of free market capitalism and entrepreneurialism, and the role of labor and capitalism in the development of the American and world economies; (9) climate change consistent with the Next Generation Science Standards; (10) topics approved by the state board upon the request of local or regional boards of education as part of the program of instruction offered pursuant to subsection (a) of this section; and (11) instruction relating to the Safe Haven Act, sections 17a-57 to 17a-61, inclusive. The Department of Energy and Environmental Protection shall be available to each local and regional board of education for the development of curriculum on climate change as described in this subsection.

Sec. 2. (NEW) (*Effective July 1, 2019*) (a) For the school year commencing July 1, 2021, and each school year thereafter, each local and regional board of education shall include African-American and black studies and Puerto Rican and Latino studies as part of the curriculum for the school district, pursuant to section 10-16b of the general statutes, as amended by this act. In developing and implementing the African-American and black studies and Puerto Rican and Latino studies curriculum, the board may utilize the

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curriculum materials made available by the State Board of Education pursuant to subsection (d) of section 10-16b of the general statutes, as amended by this act, or other existing and appropriate public or private materials, personnel and resources, provided such curriculum is in accordance with the state-wide subject matter content standards, adopted by the state board pursuant to section 10-4 of the general statutes.

(b) A local or regional board of education may accept gifts, grants and donations, including in-kind donations, designated for the development and implementation of the African-American and black studies and Puerto Rican and Latino studies curriculum under this section.

Sec. 3. (NEW) (*Effective from passage*) (a) (1) Not later than January 1, 2021, the State Board of Education shall review and approve the black and Latino studies course developed pursuant to subsection (b) of this section by the State Education Resource Center, established pursuant to section 10-357a of the general statutes. The state board shall approve such course if, following a review of such course, the state board determines that the content of such course is rigorous, aligned with curriculum guidelines approved by the state board, and in accordance with the state-wide subject matter content standards, adopted by the state board pursuant to section 10-4 of the general statutes.

(2) Not later than January 15, 2021, the state board, in consultation with the State Education Resource Center, shall submit a description of the black and Latino studies course, which includes the scope and sequence and course objective, and a report on the development and review of such course to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes.

(b) The State Education Resource Center shall develop a black and

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Latino studies course. Such course shall be one credit and offered at the high school level. In developing such course, the State Education Resource Center may utilize existing and appropriate public or private materials, personnel and other resources, including, but not limited to, persons and organizations with subject matter expertise in African-American, black, Puerto Rican or Latino studies, and the curriculum materials made available pursuant to subsection (d) of section 10-16b of the general statutes, as amended by this act.

(c) For the school years commencing July 1, 2022, to July 1, 2024, inclusive, the Department of Education shall conduct an annual audit to ensure that the black and Latino studies course approved pursuant to this section is being offered by each local and regional board of education. The department shall annually submit a report on such audit to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes.

Sec. 4. (NEW) (*Effective July 1, 2019*) (a) For the school year commencing July 1, 2021, a local or regional board of education may offer the black and Latino studies course, approved pursuant to section 3 of this act, in grades nine to twelve, inclusive.

(b) For the school year commencing July 1, 2022, a local or regional board of education shall offer the black and Latino studies course in grades nine to twelve, inclusive.

Approved June 21, 2019