

**GROTON BOARD OF EDUCATION
REGULAR MEETING MINUTES
SEPTEMBER 28, 2020 @ 6:00 P.M.
REMOTE MEETING**

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

ALSO PRESENT: Mike Graner, Susan Austin, Sam Kilpatrick, Ken Knight

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

A. Pledge of Allegiance

The first order of business was the pledge of allegiance to the flag led by Mrs. Horler.

II. RECOGNITION AND PARTICIPATION OF VISITORS AND DELEGATIONS

NONE

III. COMMENTS FROM CITIZENS

1. Mr. Michael Whitney, 112 Deerfield Ridge Drive, asked if letters regarding COVID cases could be posted on the website. Mr. Whitney also asked about the Wednesday Middle School schedule, i.e. instruction time and what is happening to bring it to full time. Dr. Graner responded that there are 2 hours of some instructional time and there are office hours for students to contact teachers for extra help or to ask questions.

IV. RESPONSE TO COMMENTS FROM CITIZENS

NONE

V. STUDENT REPRESENTATIVE REPORT

The student representative reported that students do enjoy the Hybrid Model and that students are anxious with the upcoming flu season.

VI. SUPERINENDENT AND ADMINISTRATION REPORTS

A. Superintendent Report

- a. School Opening Report - Dr. Graner reported that he and Ms. Austin have been visiting schools. At one school they were invited into a 5th grade class and that he also visited the other two 5th grade classes; he noted the different teaching styles occurring in the three classes (team teaching).
- b. Enrollment Projections for FY 22 (**ATTACHMENT #1**) – Dr. Graner reviewed the enrollment projections for FY 22. Mrs. Watson requested further discussion on the projections at a COW meeting.
- c. Update re: Neighborhood Survey related to Elementary School Closures in September 2021 – Dr. Graner noted the survey related to the elementary school closures in September 2021.

VI. SUPERINENDENT AND ADMINISTRATION REPORTS – cont.

- d. Report re: MSAP Grant Funding – Dr. Graner stated that the problem with the Office of Civil Rights regarding the MSAP grant has been resolved and that we will comply with the court decision.
- e. Overview of Fall Athletics Program – Dr. Graner noted that all low risk and medium risk sports are ongoing. Two spectators will be allowed; their name and phone number will be placed on their ticket for contact tracing. The ECC has begun football competition involving 7 versus 7 touch football and linemen skills.

B. Assistant Superintendent

- a. Review of Reassessment Process of Hybrid/Distance Learning Program (**ATTACHMENT #2 & 3**) – Ms. Austin gave an overview of the parent and teacher surveys that will be sent out relative to the reassessment process of Hybrid/Distance Learning Program. Dr. Graner stated that he would not recommend students return to full in school learning. Dr. Graner noted that there have been 2 COVID cases reported (1 at the middle school and 1 at the high school) over the weekend. Dr. Graner noted that 15% of the high school students started in full distance now and 23% are at full remote at the high school. Dr. Graner also noted that there has been a significant increase in Home Schooling.

Dr. Graner noted receipt of correspondence from Stephen Mansfield, Director of Health at Ledge Light Health District, with an update on COVID cases and data for consideration when determining whether to revert to a full in-person learning model. (**ATTACHMENT #4**)

C. Business Manager

- a. Object Code Summary (**ATTACHMENT #5**) – Mr. Knight reviewed the Object Code Summary dated September 23, 2020 that shows an unexpended balance of \$27,828.
- b. Health Insurance Report – Mr. Knight reviewed the Health Insurance Report for the month of July (**ATTACHMENT #6**).
- c. COVID-related Funding:
 - Coronavirus Relief Fund – Mr. Knight noted that the Coronavirus Relief Funds will expire by December 30, 2020. The application will be submitted by this Friday. The funds will be in the amount of \$1,227,291.
 - CARES Act Fund - Mr. Knight noted that the CARES Act Fund needs to be expended by September 30, 2022 and in the amount of \$664,406. The application has been submitted.
 - Alliance District Funding – Mr. Knight noted that the appropriation for the Alliance District Funding is still being worked on. The Alliance District Funding is in the amount of \$300,000.

D. Director of Buildings and Grounds

- a. Update re: Groton Middle School Completion – Mr. Kilpatrick stated that work is continuing on a daily bases.
 - The flooring for the gym is on site and they will be adding moisture to the floor prior to installation. Completion of the project is expected by October.
 - Roofing on the Middle School is continuing. Completion of the project is expected by October.
 - Field lines have been painted on the Field Hockey field.
 - New driveway at the Fort Hill end of the building has not begun.
 - There are a few items inside of the building still being worked on.

VI. SUPERINENDENT AND ADMINISTRATION REPORTS – cont.

- b. Update re: Construction of New Elementary Schools - Mr. Kilpatrick noted that framing is up at both schools.
- c. Portable Classrooms Relation - Mr. Kilpatrick noted that the portables will be delivered to the Central Office site very shortly.
- d. Update re Custodial Cleaning Process - Mr. Kilpatrick noted that it has taken a while to get a full complement of custodial staff for the cleaning of buildings. Mr. Kilpatrick noted that he will be adding additional part-time custodial staff for Wednesday cleaning.
- e. Update re: Food Service Meals Program – Mr. Kilpatrick noted an article in The Day newspaper today regarding the outstanding services the Food Services Department is providing to students and the community during this pandemic. The Food Services staff have volunteered to hand out over 14,000 meals since the pandemic began.

VII. COMMITTEE REPORTS

- A. Policy – Mrs. White noted that the Policy Committee met and noted the first and second reading of policies on the agenda. Mrs. White stated that the Policy Committee will meet again next week.
- B. Curriculum – Dr. Ackerman noted that the Curriculum Committee met on September 14, 2020 and met with elementary level teachers to discuss handwriting and should it be resurrected. Dr. Ackerman noted that there was representation from the Library in attendance at the meeting.
- C. Finance/Facilities – Mr. Weitlauf noted that the Finance/Facilities Committee met on September 8, 2020 and discussed COVID funding, tuning the HAVC systems; received a report on Solar Panels on the Middle School.
- D. Athletic Fields – Mr. Weitlauf noted that in the spring the Town Council developed a committee to determine the needs of the fields in the district; stakeholders attended the committee meeting and the committee forwarded a master plan to the Town Council. The Town Council will meet and vote on the master plan next month.
- E. Negotiations – Mrs. Watson noted that the Negotiations Committee met last month with the teachers.
- F. LEARN – Mrs. Volkmann noted that LEARN met last week and discussed a reopening plan feedback; they hired an online Coordinator; she noted that 30% of the families opted to go to remote learning; LEARN determine to select all teachers as Teachers of the Year instead of one individual; LEARN is in negotiations with teachers as well as administrators.
- G. BoE/TCC/RTM Liaison – Mrs. Watson noted that the BoE/TCC/RTM Liaison Committee will meet next week.
- H. BoE/AGSA/GEA Liaison – Mrs. Watson noted that the first meeting of the BoE/AGSA/GEA Liaison Committee will be in October.
- I. Groton Scholarship – Mrs. White noted that the Groton Scholarship Fund will begin to meet in October.
- J. Superintendent Search – Mrs. Watson noted that the Leadership Profile is on the agenda for a vote tonight.

VIII. ACTION ITEMS

A. Consent Agenda

MOTION: Porter, Robertson: To approve the Consent Agenda.
PASSED – UNANIMOUSLY

B. Old Business

1. Discussion and possible action regarding a second reading of policy P 1230 Parent Organizations and Booster Clubs (**Attachment #7**).

MOTION: Volkmann, Giuliani: To approve as a second reading policy P 1230 Parent Organizations and Booster Clubs.
PASSED - UNANIMOUSLY

2. Discussion and possible action regarding a second reading of policy P 6172.6 Distance Education (**Attachment #8**).

MOTION: Porter, Volkmann: To approve as a second reading policy P 6172.6 Distance Education.
PASSED - UNANIMOUSLY

3. Discussion and possible action regarding a second reading of policy P 6114.81 Emergencies and Disaster Preparedness (**Attachment #9**).

MOTION: Robertson, Porter: To approve as a second reading policy P 6114.81 Emergencies and Disaster Preparedness.
PASSED - UNANIMOUSLY

C. New Business

1. Discussion and possible action regarding a first reading of policy P 4118.237/5141.8 Face Masks/Coverings (**Attachment #10**).

MOTION: Weitlauf, Robertson: To approve as a first reading policy P 4118.237/5141.8 Face Masks/Coverings.
YES – Watson, Weitlauf, White
NO – Ackerman, Giuliani, Porter, Robertson, Rita
DEFEATED

2. Discussion and possible action regarding the class size guidelines.

MOTION: To approve the class size guidelines.

This item was tabled to a COW meeting.

3. Discussion and possible action regarding the 2021 Board of Education meeting schedule (**Attachment #11**).

MOTION: White, Robertson: To approve the 2021 Board of Education meeting schedule.
PASSED - UNANIMOUSLY

C. New Business – cont.

4. Discussion and possible action regarding recognition of October 2, 2020 as National Custodian Day.

MOTION: Giulini, White: To recognize October 2, 2020 as National Custodian Day, and to direct the Superintendent of Schools to send a letter of appreciation to the custodial staff.
PASSED - UNANIMOUSLY

5. Discussion and possible action regarding acceptance of the Groton Superintendent of Schools Leadership Profile. **(Attachment #12)**

Mary Broderick, CABA Search Team, gave an overview of the proposed Superintendent's Profile.

MOTION: Watson, Porter: To accept the Groton Superintendent of Schools Leadership Profile as presented.
PASSED - UNANIMOUSLY

6. Discussion and possible action regarding the approval of the Superintendent of Schools evaluation and contract renewal. (It is anticipated that this item will be held in executive session.)

MOTION: To approve the Superintendent of Schools evaluation and contract renewal.

IX. INFORMATION AND PROPOSALS

- A. Letters, communications, and comments by Board members on meeting items and any other items in their jurisdiction.

- Mrs. Volkmann noted communication from Dr. Humphrey regarding when we will go to full time schooling. Mrs. Volkmann thanked the Food Services Department for all their efforts during this pandemic.
- Mrs. Robertson noted communication from parents who want more information on the Hybrid Model.
- Mrs. Giulini noted attending the Policy Committee, Curriculum Committee, and Superintendent Search meetings.
- Mrs. Porter noted two communications from Mrs. Harrington and several communications on the stresses of the Hybrid Model.
- Dr. Ackerman noted the same communications that other Board members received.
- Mr. Weitlauf noted the same communications that other Board members received. Mr. Weitlauf expressed his appreciation to staff, paraprofessionals, custodians, and bus aides.
- Mrs. Watson noted the same communications that other Board members received.

X. ADVANCE PLANNING

A. Future Meeting Dates and Calendar Items for Board Attention

As noted in the agenda.

B. Suggested Agenda Items

Mrs. Watson noted discussion of Class Size Guidelines and the Middle School schedule on Wednesdays.

C. New Business (cont.)

6. Discussion and possible action regarding the approval of the Superintendent of Schools evaluation and contract renewal. (It is anticipated that this item will be discussed in executive session.)

MOTION: Watson, Volkmann: To go into Executive Session at 8:47 p.m. to discuss the Superintendent of Schools evaluation and contract renewal and to invite Mr. Knight to attend.
PASSED – UNANIMOUSLY

The Superintendent of Schools evaluation and contract renewal was discussed. No action was taken.

MOTION: Ackerman, Weitlauf: To return to Open Session at 8:50 p.m.
PASSED – UNANIMOUSLY

MOTION: Volkmann, Ackerman: To approve and increase to the Superintendent's salary of 2%, retroactive to July 1, 2020.
PASSED – UNANIMOUSLY

VIII. ADJOURNMENT

MOTION: Ackerman, Weitlauf: To adjourn at 8:53 p.m.
MOTION PASSED UNANIMOUSLY

Groton Public Schools
Allocation of FY22 Site Budget

FY21 Budget				FY22 Anticipated Enrollment*			FY22 Full Day Equivalent				FY22
	Budget	Bid List	Total	Half day Students	Full day Students	Total Students	2 Half Day = 1 Full Day Student	Full Day Students	Full Day Student Equivalents	Site Budget Allocated	
37 Charles Barnum	44,616	14,784	59,400	-	368	368	-	368	368	63,100	
43 Catherine Kolnaski	54,416	12,584	67,000	-	413	413	-	413	413	70,800	
44 Northeast Academy	49,838	16,462	66,300	-	420	420	-	420	420	72,000	
47 Claude Chester	37,982	12,918	50,900	-	-	-	-	-	-	-	
35 Mary Morrisson	51,544	5,556	57,100	-	-	-	-	-	-	-	
46 SB Butler	35,861	11,239	47,100	-	-	-	-	-	-	-	
31 Elementary @ WSM	-	-	-	280	343	623	140	343	483	82,900	
32 Elementary @ CMS	-	-	-	111	503	614	56	503	559	95,900	
Total Elementary	274,257	73,543	347,800	391	2,047	2,438			2,243	384,700	
24 Groton Middle	147,422	37,778	185,200	-	1,012	1,012	-	1,012	1,012	189,300	
11 Fitch High	265,915	18,685	284,600	-	1,028	1,028	-	1,028	1,028	290,900	
Total Secondary	413,337	56,463	469,800	-	2,040	2,040			2,040	480,200	
Total District	687,594	130,006	817,600	391	4,087	4,478			4,283	864,900	

* For budgeting purposes only

FY22 Site Budget Allocation					
	FY21 Budget	2% Increase	Magnet Support	Total	Per Pupil (Full Day)
Elementary Schools	347,800	6,956	30,000	384,756	\$ 171.54
Groton Middle School	185,200	4,074	-	189,274	\$ 187.03
Fitch High School	284,600	6,261	-	290,861	\$ 282.94
	817,600	17,291	30,000	864,891	

GPS Parent Survey - Fall 2020

GPS would like your feedback regarding our students' learning experiences so far this year. Please fill out the following survey. You'll have the option to complete all the questions for up to four children in Groton Public Schools. We appreciate your feedback and value your insights and input.

*** Required**

What school does your child attend? *

Choose

Please identify your child's current learning model. *

- ☐ Hybrid (blended in-school and distance learning days by cohort)
- ☐ Full Distance Learning

Have you considered switching your child's learning model? *

- ☐ Yes
- ☐ No

If you answered yes above, please feel free to provide additional input on why you have considered switching.

Your answer



How comfortable is your child using the following programs? *

	My child needs little to no help.	My child only needs help sometimes.	My child needs help often.	My child always requires my help.	My child doesn't use this software / program.
Seesaw	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google Classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schoology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zoom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GSuite (Forms, Slides, Docs, Meets)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is your child able to understand the instruction they are receiving during remote learning and complete his or her assignments independently at home? *

- ☐ My child can complete most of his / her work with little to no help from me.
- ☐ My child only needs help sometimes.
- ☐ My child needs help a lot.
- ☐ My child always requires my help.
- ☐ My child doesn't require my help, but gets extra help from his / her teacher.

Is your child engaged on the days they are learning at home (either Hybrid or Full Distance Learning)? *

- ☐ Yes, my child is engaged in their lessons and completes their assignments.
- ☐ My child is somewhat engaged, but is not completing and participating in all work and lessons.
- ☐ My child is not engaged at all.
- ☐ Other:



Feel free to use this space to explain your answer above. *

Your answer

Has your child used Wednesdays as a day for extra help, teacher communication or to do independent work? *

- ☐ Yes
- ☐ No

In terms of instruction, what seems to work best for your child on the days he / she is learning at home? *

- ☐ Live Lessons
- ☐ Pre-recorded Lessons
- ☐ A blended model- live Zoom lessons followed by independent work time
- ☐ Collaboration with peers
- ☐ Written step by step assignments or slides
- ☐ Interactive assignments (discussion boards, Edpuzzles, etc)
- ☐ Having a consistent schedule for distance learners (either hybrid or full distance learners)

What additional resources or tools would be most helpful for your child? *

Your answer

What topics / areas do you or your child have the most questions or concerns about? *

- ☐ Schedule / Check-in Times for Distance Learning
- ☐ Grading
- ☐ Attendance
- ☐ Technology
- ☐ Assignment Details / Instructions
- ☐ Submitting Work
- ☐ Other Expectations (Please describe below).
- ☐ Other:



Please feel free to use this section for any additional thoughts you or your child would like to share? *

Your answer

Do you have another child in GPS? *

☐ Yes

☐ No

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GPS Teacher Survey - Fall 2020

The purpose of this survey is to share your experiences and insights relative to hybrid and distance learning to contribute to continued planning for instruction and technology. Please take your time with the survey; we value and need your input. Thank you!

*** Required**

At what school level do you teach? *

- ☐ Preschool / PreK
- ☐ K-5
- ☐ 6-8
- ☐ 9-12

How helpful is this resource to you and to your students. *

	Not helpful at all	Somewhat helpful	Helpful	Very helpful	I don't use this software / program
Seesaw	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google Classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schoology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Newsela	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lexia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dreambox	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zoom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GSuite (Forms, Slides, Docs, Meets)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate your skill level with the following LMS (Learning Management Systems) or other software / virtual tools. *

	Not Proficient	Improving Proficiency	Proficient	Highly Proficient / Expert	I don't use this software.
Seesaw	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Google Classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schoology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Newsela	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lexia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dreambox	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Zoom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GSuite (Forms, Slides, Docs, Meets)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How reliable is your current available technology? *

	Unreliable	Somewhat Reliable	Reliable
Laptop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactive whiteboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Projector	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Document Camera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internet Connection at School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internet Connection at Home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

QUESTION

How would you best describe the engagement of the majority of your students in the hybrid model? *

- ☐ Highly engaged
- ☐ Moderately engaged
- ☐ Rarely engaged
- ☐ Not engaged at all

How would you best describe the engagement of the majority of your students in the full distance learning model? *

- ☐ Highly engaged
- ☐ Moderately engaged
- ☐ Rarely engaged
- ☐ Not engaged at all

On average how long does it take you to take attendance? *

- ☐ Under 10 minutes
- ☐ More than 10 minutes
- ☐ Other - Please comment below

Do you have any teacher tips for taking attendance efficiently? *

Your answer



Which areas require more support and / or time for your planning? *

- ☐ Preparing lessons for students to access on the LMS
- ☐ Class meetings
- ☐ Live video lessons with hybrid and distance learners
- ☐ Pre-recording lessons
- ☐ Communication with parents and students
- ☐ Monitoring student progress
- ☐ Planning and providing instruction to your in-person students
- ☐ Other:

In terms of instruction, what approaches seem to best engage your students? *

- ☐ Live Lessons
- ☐ Pre-recorded Lessons (either by you or posted by you)
- ☐ Set time to collaborate with peers
- ☐ Written step by step assignments that were posted
- ☐ Interactive assignments (discussion boards, Edpuzzles, etc)
- ☐ A blended model- assigned work with optional Zoom check ins
- ☐ Creating a consistent schedule for distance learners (either hybrid or full distance learners)
- ☐ In-person instruction

Please share additional tips or teaching strategies that have worked well for you and your students? *

Your answer

For live Zoom check-ins or instruction, how would you rate overall student participation for at home learners? *

- ☐ Most of my students are actively participating
- ☐ About half of my students are actively participating



- ☐ Only a few of my students are actively participating
- ☐ I do not use live instruction or zoom check ins

During live Zoom check-ins or instruction, how would you rate overall student participation for students in the classroom? *

- ☐ Most of my students are actively participating
- ☐ About half of my students are actively participating
- ☐ Only a few of my students are actively participating
- ☐ I do not use live instruction or zoom check ins.

How many students are reaching out during your office hours for extra help or to ask questions? *

- ☐ Many of my students have reached out
- ☐ About half of my students have reached out
- ☐ Only a few of my students have reached out
- ☐ None of my students have reached out

How many students are completing their assignments? *

- ☐ Most of my students are completing their assignments
- ☐ About half of my students are completing their assignments
- ☐ Only a few of my students are completing their assignments
- ☐ None of my students are completing their assignments

What topics / areas do students and /or parents have the most questions or concerns about? *

- ☐ Schedule / Check-in Times for Distance Learning
- ☐ Grading
- ☐ Attendance
- ☐ Technology Help
- ☐ Assignment Details / Instructions
- ☐ Submitting Work



☐ Other Expectations (Please describe below).

☐ Other:

In terms of instruction, what has been your biggest success so far this year? *

Your answer

In terms of instruction, what has been the biggest challenge so far this year? *

Your answer

Please feel free to use this section for any additional thoughts you'd like to share. *

Your answer

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Promoting
healthy
communities

Dear Ledge Light Health District Superintendents,

September 28, 2020

In recent days, I have been contacted by many school systems who are considering reverting to a full in-person learning model in the coming weeks. As you consider what options are best for your communities, we would like to share some critical information that may help inform your decision. As you are aware from our recent data releases, the number of COVID infections throughout Ledge Light Health District (LLHD) has increased dramatically in recent weeks. More importantly for our schools, we have seen a significant number of infected staff and students, which have resulted in school closures, extensive cleanings, and modifications to scheduling. The ability to maintain interventions that help to keep transmission rates low in schools are more difficult to manage when there are more students in the building. Below is a summary of recent COVID activity within our jurisdiction.

Cases are on the rise:

- o Week of August 22-28: 5 new cases
 - o Week of August 29-September 4: 18 new cases
 - o Week of September 5-11: 19 new cases
 - o Week of September 12-18: 26 new cases
 - o Week of September 19-25: 60 new cases
 - o In the 2 days since the last report was generated: 43 new cases
- Since the fall reopening, LLHD schools have had 10 students (7 hybrid, 3 remote) and 3 staff members test positive for COVID
 - Each of these positive cases requires extensive work on behalf of the school system and the health district; epidemiological investigations, contact tracing, communication to municipal leaders and the school community, media inquiries etc.
 - From the time a student or staff member starts experiencing symptoms, we must look back 48 hours prior to onset of symptoms (or 48 hours prior to positive test date for asymptomatic cases) to determine close contacts
 - The current hybrid model may reduce transmission by limiting the number of potential exposures
 - With the hybrid model, fewer close contacts are excluded from school. For example, during one contact tracing episode, we were able to allow a school system to remain open, because only one cohort had been exposed to the infected individual. The benefits of cohorting, as it relates to contact tracing, are two-fold:
 1. The student attends school zero to two days on average during the infectious period
 2. Only half of all students attend school on any given day (Cohort A students attend Monday/Tuesday, Cohort B students attend Thursday/Friday)

We recognize that some school jurisdictions and municipalities are experiencing very low cases of COVID infection, and that they may choose to continue or move to a full in-person learning model. While you consider the above-mentioned factors, and your ability to provide a COVID safe environment, we encourage you to reach out directly to LLHD for assistance, as some have already done. We will continue to monitor COVID transmission in our communities and will work with the state health department to help determine best practices moving forward.

A handwritten signature in black ink, appearing to read "Stephen Mansfield".

Stephen Mansfield REHS, MPH
Director of Health

Groton Public Schools

Date prep:		FY21 Budget Summary Review							
9/23/20 4:36 PM									
Account	Object #s	FY21 Budget 2020-2021	Expenditures	Encumbered	FY21 Actual Total	Remaining Balance	%	FY21 Estimate 09/21/2020	Under/(Over)
Salaries									
1 Administrators	105-108	4,642,710	1,094,928	3,625,452	4,720,380	(77,670)	(1.7%)	4,642,710	0
2 Teachers	101-104,109,123-127	34,415,719	2,858,070	31,082,926	33,940,996	474,723	1.4%	34,342,612	73,107
3 Non-Cert Aides	110-111,130-131,136,139	3,578,209	225,109	0	225,109	3,353,100	93.7%	3,578,209	0
4 Substitute - Cert & Non-Cert	120-121	979,580	33,926	250	34,176	945,404	96.5%	982,483	(2,903)
5 Clerical	112-114,132-134,144	1,876,870	346,472	53,990	400,462	1,476,408	78.7%	1,876,870	0
6 Custodial/Maintenance/Techs	117-118,129,137-138,147-148	3,563,841	667,360	230,995	898,354	2,665,487	74.8%	3,563,841	0
7 Campus Security/Supervision	128	146,610	11,959	0	11,959	134,651	91.8%	146,610	0
8 Total Salaries	100	49,203,539	5,237,824	34,993,613	40,231,436	8,972,103	18.2%	49,133,335	70,204
Benefits									
9 Health Insurance	201-202	7,965,817	1,960,332	0	1,960,332	6,005,485	75.4%	7,965,817	0
10 Workers Comp & Town Pension	211,213	927,138	0	0	0	927,138	100.0%	927,138	0
11 Social Security & Medicare	212,214	1,433,611	257,617	0	257,617	1,175,994	82.0%	1,434,417	(806)
12 Other Benefits	222-227	129,157	125,734	0	125,734	3,423	2.7%	129,157	0
13 Total Benefits	200	10,455,723	2,343,683	0	2,343,683	8,112,040	77.6%	10,456,529	(806)
Purchased Services									
14 Instructional Services	321-324	153,921	2,655	2,495	5,150	148,771	96.7%	154,166	(245)
15 Professional Services	331	261,078	33,701	41,663	75,364	185,714	71.1%	261,078	0
16 Other Prof Services	332	600,634	30,679	29,073	59,752	540,882	90.1%	600,373	261
17 OT & PT Services	333	665,591	12,256	0	12,256	653,335	98.2%	665,591	0
18 Legal	334	70,000	2,544	0	2,544	67,456	96.4%	70,000	0
19 Athletic Officials & Other Athletic Serv	341-342	77,676	0	0	0	77,676	100.0%	77,676	0
20 Computer Network Services	343	139,235	67,308	42,474	109,782	29,453	21.2%	139,235	0
21 Total Purchased Services	300	1,968,135	149,143	115,705	264,848	1,703,287	86.5%	1,968,119	16
Property Services									
22 Water & Sewer	410-411	99,801	10,106	1,672	11,778	88,023	88.2%	99,801	0
23 Trash & Snow Removal	421-422	156,600	11,422	71,598	83,020	73,580	47.0%	156,600	0
24 Repair/Maintenance	430-435,490-491,499	486,970	71,648	24,196	95,844	391,126	80.3%	487,170	(200)
25 Rental	441	124,442	11,646	34,562	46,209	78,233	62.9%	124,442	0
26 Total Property Services	400	867,813	104,823	132,028	236,851	630,962	72.7%	868,013	(200)
Transportation, Insurance, Communications, Tuition									
27 Transportation: Schools	510-513	4,855,917	76,757	0	76,757	4,779,160	98.4%	4,855,917	0
28 Transportation: Student Activities	587-596	176,589	0	700	700	175,889	99.6%	176,589	0
29 Transportation: Staff	580-584	124,941	6,589	145	6,734	118,207	94.6%	125,566	(625)
30 Insurance	522,525	302,400	292,755	0	292,755	9,645	3.2%	308,781	(6,381)
31 Communications	530-552	124,735	26,772	1,789	28,561	96,174	77.1%	132,090	(7,355)
32 Tuition: Special Education	561-563,568	4,481,290	122,981	82,000	204,981	4,276,309	95.4%	4,481,290	0
33 Tuition: Other	564-567	1,484,839	207,000	0	207,000	1,277,839	86.1%	1,484,839	0
34 Total Trans, Ins, Comm, Tuition	500	11,550,711	732,853	84,634	817,488	10,733,223	92.9%	11,565,072	(14,361)
Supplies									
35 Instructional Supplies	601-609,613-619,622-623,628	470,326	47,870	58,487	106,356	363,970	77.4%	480,779	(10,453)
36 Computer Supplies	610-612	642,796	405,621	29,861	435,482	207,314	32.3%	644,703	(1,907)
37 Electricity & Heating	631-633	1,344,801	210,991	3,650	214,641	1,130,160	84.0%	1,344,801	0
38 Transportation Supplies	634,656	247,010	0	0	0	247,010	100.0%	247,010	0
39 Textbooks & Library Books	640-642,645,647	121,597	12,553	10,888	23,441	98,156	80.7%	128,084	(6,487)
40 Facility/Maintenance Supplies	650,652-655,657,659	320,220	159,174	67,738	226,912	93,308	29.1%	327,707	(7,487)
41 Other Supplies (staff dev., etc.)	621,624-627,690	70,762	7,312	5,542	12,855	57,907	81.8%	71,339	(577)
42 Total Supplies	600	3,217,512	843,521	176,166	1,019,687	2,197,825	68.3%	3,244,422	(26,910)
Equipment									
43 Instructional Equipment	730,735	64,504	1,950	22,880	24,830	39,674	61.5%	63,349	1,155
44 Non-Instructional Equip	731,736	26,312	0	517	517	25,795	98.0%	26,312	0
45 Total Equipment	700	90,816	1,950	23,397	25,347	65,469	72.1%	89,661	1,155
Total Dues & Fees									
46	800	83,841	56,207	2,505	58,712	25,129	30.0%	85,109	(1,268)
47 GRAND TOTAL		77,438,090	9,470,004	35,528,048	44,998,052	32,440,038	41.9%	77,410,262	27,828

Groton Public Schools

Date prep:		FY21 Budget Summary Review							
9/23/20 4:36 PM		FY21 Budget			FY21 Actual	Remaining Balance	%	FY21 Estimate	
Account	Object #s	2020-2021	Expenditures	Encumbered	Total			09/21/2020	Under/(Over)
Salaries									
Administrators									
48 Admin	105	1,053,227	263,736	876,759	1,140,495	(87,268)	(8.3%)	1,053,227	-
49 Principals	106	1,256,347	324,083	1,087,934	1,412,017	(155,670)	(12.4%)	1,256,347	-
50 Asst. Principals	107	1,956,027	450,191	1,424,516	1,874,706	81,321	4.2%	1,956,027	-
51 Dean	108	377,109	56,918	236,243	293,161	83,948	22.3%	377,109	-
52		4,642,710	1,094,928	3,625,452	4,720,380	(77,670)	(1.7%)	4,642,710	0
Teachers									
53 Classroom Teachers	101 & 119	24,172,827	2,038,721	22,592,599	24,631,320	(458,493)	(1.9%)	24,115,937	56,890
54 Sp.Ed Certified	102	7,462,674	601,959	6,799,723	7,401,682	60,992	0.8%	7,446,457	16,217
55 Media Specialist	103	730,616	56,109	674,507	730,616	0	0.0%	730,616	-
56 Guidance	104	1,088,601	89,740	1,005,233	1,094,973	(6,372)	(0.6%)	1,088,601	-
57 Athletic Director	109	11,769	3,205	10,864	14,069	(2,300)	(19.5%)	11,769	-
58 Summer School	123	8,206	41,771	0	41,771	(33,565)	(409.0%)	8,206	-
59 Adult Ed	124	39,905	1,496	0	1,496	38,409	96.3%	39,905	-
60 Tutors	125	478,270	25,069	0	25,069	453,201	94.8%	478,270	-
61 Coach Stipends	126	344,247	0	0	0	344,247	100.0%	344,247	-
62 Other Student Activities	127	78,604	0	0	0	78,604	100.0%	78,604	-
63		34,415,719	2,858,070	31,082,926	33,940,996	474,723	1.4%	34,342,612	73,107
Non-Cert Aides									
64 Reg Ed Teacher Aides - Kindergarten	110 & 130	393,049	19,166	0	19,166	373,883	95.1%	393,049	-
65 Sp.Ed Aides - Para I	111	758,192	42,838	0	42,838	715,354	94.3%	908,513	(150,321)
66 Sp.Ed Aides - Para II	131	2,012,619	133,945	0	133,945	1,878,674	93.3%	1,862,298	150,321
67 School Bus Aides	136	402,029	18,526	0	18,526	383,503	95.4%	402,029	-
68 Other Aides	139	12,320	10,634	0	10,634	1,686	13.7%	12,320	-
69		3,578,209	225,109	0	225,109	3,353,100	93.7%	3,578,209	0
Substitute									
70 Substitute Sp.Ed Certified	121	82,989	400	0	400	82,589	99.5%	82,989	-
71 Substitute Reg.Ed Certified	120	896,591	33,526	250	33,776	862,815	96.2%	899,494	(2,903)
72		979,580	33,926	250	34,176	945,404	96.5%	982,483	(2,903)
Clerical									
73 Clerical	112'113'114'132'133'134'143'144	1,876,870	346,472	53,990	400,462	1,476,408	78.7%	1,876,870	0
Custodial/Maintenance/Techs									
74 Custodial	117 & 137	1,938,622	351,768	56,492	408,260	1,530,362	78.9%	1,938,622	-
75 Maintenance	118 & 138	813,603	167,302	57,142	224,444	589,159	72.4%	813,603	-
76 Technicians	129 & 149	705,116	141,573	117,360	258,933	446,183	63.3%	705,116	-
77 Custodial Overtime	147	87,200	5,297	0	5,297	81,903	93.9%	87,200	-
78 Maintenance Overtime	148	19,300	1,420	0	1,420	17,880	92.6%	19,300	-
79		3,563,841	667,360	230,995	898,354	2,665,487	74.8%	3,563,841	0
Security									
80 Security/Supervision	128	146,610	11,959	0	11,959	134,651	91.8%	146,610	-
81 Total Salaries		49,203,539	5,237,824	34,993,613	40,231,436	8,972,103	18.2%	49,133,335	70,204
Benefits									
Health Insurance									
82 Group Ins. Prof	201	6,096,027	1,569,367	0	1,569,367	4,526,660	74.3%	6,096,027	-
83 Group Ins. Other	202	1,869,790	390,965	0	390,965	1,478,825	79.1%	1,869,790	-
84		7,965,817	1,960,332	0	1,960,332	6,005,485	75.4%	7,965,817	0
Workers Comp & Town Pension									
85 Worker's Compensation	211	515,238	0	0	0	515,238	100.0%	515,238	-
86 Town Pension	213	411,900	0	0	0	411,900	100.0%	411,900	-
87		927,138	0	0	0	927,138	100.0%	927,138	0
Social Security & Medicare									
88 Social Security	212	720,155	109,087	0	109,087	611,068	84.9%	721,980	(1,825)
89 Medicare	214	713,456	148,530	0	148,530	564,926	79.2%	712,437	1,019
90		1,433,611	257,617	0	257,617	1,175,994	82.0%	1,434,417	(806)
Other Employee Benefits									
91 Retirement Awards	222	1,657	37,423	0	37,423	(35,766)	(2158.5%)	1,657	-
92 Unemployment	223	50,000	49,957	0	49,957	43	0.1%	50,000	-
93 Tuition Reimb Certified	224	76,000	38,355	0	38,355	37,645	49.5%	76,000	-
95 Mentor Stipend	227	1,500	0	0	0	1,500	100.0%	1,500	-
96		129,157	125,734	0	125,734	3,423	2.7%	129,157	0
97 Total Benefits		10,455,723	2,343,683	0	2,343,683	8,112,040	77.6%	10,456,529	(806)

Groton Public Schools

Date prep:		FY21 Budget Summary Review							
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Account	Object #s	FY21 Budget 2020-2021	Expenditures	Encumbered	FY21 Actual Total	Remaining Balance	%	FY21 Estimate 09/21/2020	Under/(Over)
Purchased Services									
Instructional Services									
98 Instructional Services	321 & 323	112,421	0	0	0	112,421	100.0%	112,421	-
99 Instruct Improvement Services	322 & 324	41,500	2,655	2,495	5,150	36,350	87.6%	41,745	(245)
100		153,921	2,655	2,495	5,150	148,771	96.7%	154,166	(245)
Professional Services									
101 Professional Services	331	261,078	33,701	41,663	75,364	185,714	71.1%	261,078	-
102 Other Professional Services	332	600,634	30,679	29,073	59,752	540,882	90.1%	600,373	261
103 OT & PT Services	333	665,591	12,256	0	12,256	653,335	98.2%	665,591	-
104 Legal Services	334	70,000	2,544	0	2,544	67,456	96.4%	70,000	-
105		1,597,303	79,180	70,736	149,916	1,447,387	90.6%	1,597,042	261
Athletic Officials & Other Athletic Services									
106 Athletic Officials	341	64,776	0	0	0	64,776	100.0%	64,776	-
107 Other Athletic Services	342	12,900	0	0	0	12,900	100.0%	12,900	-
108		77,676	0	0	0	77,676	100.0%	77,676	0
Computer Network Services									
109 Computer Network Services	343	139,235	67,308	42,474	109,782	29,453	21.2%	139,235	-
110 Total Purchased Services		1,968,135	149,143	115,705	264,848	1,703,287	86.5%	1,968,119	16
Property Services									
Water/Sewer									
111 Water	410	65,527	7,204	1,672	8,876	56,651	86.5%	65,527	-
112 Sewer	411	34,274	2,902	0	2,902	31,372	91.5%	34,274	-
113		99,801	10,106	1,672	11,778	88,023	88.2%	99,801	0
Trash & Snow Removal									
114 Trash Removal	421	86,600	11,422	71,598	83,020	3,580	4.1%	86,600	-
115 Snow Removal	422	70,000	0	0	0	70,000	100.0%	70,000	-
116		156,600	11,422	71,598	83,020	73,580	47.0%	156,600	0
Repair/Maintenance									
117 Equipment Repairs	430	115,719	14,888	2,091	16,979	98,740	85.3%	115,919	(200)
118 Grounds Repairs	431	170,017	37,957	12,927	50,884	119,133	70.1%	170,017	-
119 General Bldg Repairs	432	50,912	9,110	0	9,110	41,802	82.1%	50,912	-
120 Painting	433	10,000	0	0	0	10,000	100.0%	10,000	-
121 Heat & Plumbing	434	46,063	1,125	0	1,125	44,938	97.6%	46,063	-
122 Electrical	435	11,947	0	0	0	11,947	100.0%	11,947	-
123 Extermination Services	490	12,268	2,382	9,178	11,560	708	5.8%	12,268	-
124 Bldg Fire Protection	491	45,898	2,215	0	2,215	43,683	95.2%	45,898	-
125 Other Purch Services	499	24,146	3,971	0	3,971	20,175	83.6%	24,146	-
126		486,970	71,648	24,196	95,844	391,126	80.3%	487,170	(200)
Rental									
127 Rental	441	124,442	11,646	34,562	46,209	78,233	62.9%	124,442	-
128 Total Property Services		867,813	104,823	132,028	236,851	630,962	72.7%	868,013	(200)
Transportation, Insurance, Communications, Tuition									
Transportation: Schools									
129 Reg.Ed Pupil Transportation	510 & 516	2,877,836	20,048	0	20,048	2,857,788	99.3%	2,877,836	-
130 Sp.Ed - Trans - STA	511	1,063,596	37,331	0	37,331	1,026,265	96.5%	1,063,596	-
131 Sp.Ed - Trans - Curtin	512	902,235	19,378	0	19,378	882,857	97.9%	902,235	-
132 Pupil Transp Reimbursement	513	12,250	0	0	0	12,250	100.0%	12,250	-
133		4,855,917	76,757	0	76,757	4,779,160	98.4%	4,855,917	0
Transportation: Other									
134 Transportation - Athletics	587	106,430	0	0	0	106,430	100.0%	106,430	-
135 Transportation - Field Trips	588	51,553	0	700	700	50,853	98.6%	51,553	-
136 Entry Fees - Athletics	591 & 592	13,216	0	0	0	13,216	100.0%	13,216	-
137 Admission Fees	595	5,390	0	0	0	5,390	100.0%	5,390	-
139		176,589	0	700	700	175,889	99.6%	176,589	0
Transportation: Staff									
140 Travel - Education	580 & 581	8,800	6	0	6	8,794	99.9%	8,800	-
141 Travel - Admin	582 & 583	30,300	5,454	0	5,454	24,846	82.0%	30,300	-
142 Travel - Conferences	584	85,841	1,129	145	1,274	84,567	98.5%	86,466	(625)
143		124,941	6,589	145	6,734	118,207	94.6%	125,566	(625)
Liability & Accident Insurance									
144 Liability Insurance	522	286,374	292,755	0	292,755	(6,381)	(2.2%)	292,755	(6,381)
145 Accident Insurance	525	16,026	0	0	0	16,026	100.0%	16,026	-
146		302,400	292,755	0	292,755	9,645	3.2%	308,781	(6,381)

Groton Public Schools

Date prep:		FY21 Budget Summary Review							
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Account	Object #s	FY21 Budget 2020-2021	Expenditures	Encumbered	FY21 Actual Total	Remaining Balance	%	FY21 Estimate 09/21/2020	Under/(Over)
Communications									
147 Telephone, Telephone Repairs	530	68,810	21,168	1,000	22,168	46,642	67.8%	76,165	(7,355)
148 Postage	531	39,425	2,570	0	2,570	36,855	93.5%	39,425	-
149 Advertisement	540	5,000	717	675	1,392	3,608	72.2%	5,000	-
150 Minority Recruitment	541	0	0	0	0	0		-	-
151 Printing Admin	550	7,500	1,916	114	2,031	5,469	72.9%	7,500	-
152 School Publications	551 & 552	4,000	400	0	400	3,600	90.0%	4,000	-
153		124,735	26,772	1,789	28,561	96,174	77.1%	132,090	(7,355)
Tuition: Special Education									
154 Sp.Ed Vocational	561	461,250	4,068	0	4,068	457,182	99.1%	461,250	-
155 Sp.Ed BoE Placements	562	2,447,750	89,397	82,000	171,397	2,276,353	93.0%	2,447,750	-
156 Sp.Ed State Placements	563	600,000	29,516	0	29,516	570,484	95.1%	600,000	-
157 Sp.Ed Magnet Choice	568	972,290	0	0	0	972,290	100.0%	972,290	-
158		4,481,290	122,981	82,000	204,981	4,276,309	95.4%	4,481,290	0
Tuition: Other									
159 Adult Ed	564	210,000	207,000	0	207,000	3,000	1.4%	210,000	-
160 Magnet Tuition	566	1,148,955	0	0	0	1,148,955	100.0%	1,148,955	-
161 Vo Ag Reg. Ed Tuition	567	125,884	0	0	0	125,884	100.0%	125,884	-
162		1,484,839	207,000	0	207,000	1,277,839	86.1%	1,484,839	0
163 Total Transportation, Insurance, Communication, Tuition		11,550,711	732,853	84,634	817,488	10,733,223	92.9%	11,565,072	(14,361)
Supplies									
Instructional Supplies									
164 General Classroom	601	101,351	10,990	18,599	29,589	71,762	70.8%	99,198	2,153
165 Science	602	21,150	4,312	764	5,076	16,074	76.0%	21,150	-
166 Arts & Crafts	603	20,350	4,624	6,850	11,474	8,876	43.6%	21,630	(1,280)
167 Phys. Ed	604	12,400	1,580	3,045	4,625	7,775	62.7%	13,447	(1,047)
168 Music	605	18,850	386	4,475	4,861	13,989	74.2%	20,584	(1,734)
169 Kindergarten	606	5,800	1,430	198	1,628	4,172	71.9%	5,800	-
170 Pupil Tests	607	70,225	10,084	5,465	15,549	54,676	77.9%	70,559	(334)
171 Tech. Ed	609	7,500	999	640	1,639	5,861	78.2%	7,500	-
172 Home Ec Supplies	613	12,700	34	2,045	2,080	10,621	83.6%	12,700	-
173 Sp.Ed Supplies	615	54,800	5,548	1,231	6,779	48,021	87.6%	54,800	-
174 Athletic Supplies	616	81,475	271	14,381	14,652	66,823	82.0%	81,475	-
175 Math Supplies	617	11,250	6,206	289	6,495	4,755	42.3%	17,745	(6,495)
176 Health Supplies	618	1,700	0	0	0	1,700	100.0%	1,700	-
177 Other Supplies	619	2,500	0	0	0	2,500	100.0%	2,500	-
178 Health Serv Pathogen	622	6,250	1,227	288	1,515	4,735	75.8%	7,765	(1,515)
179 School Library Supplies	623	4,950	176	18	194	4,756	96.1%	4,950	-
180 Food, Drink, Snacks	628	37,075	0	200	200	36,875	99.5%	37,275	(200)
181		470,326	47,870	58,487	106,356	363,970	77.4%	480,779	(10,453)
Computer Supplies									
182 Computer Supplies	610 & 611	110,900	20,288	13,742	34,029	76,871	69.3%	111,130	(230)
183 Software	612	531,896	385,333	16,119	401,452	130,444	24.5%	533,573	(1,677)
184		642,796	405,621	29,861	435,482	207,314	32.3%	644,703	(1,907)
Electricity & Heating									
185 Electricity	631	905,538	171,732	3,650	175,382	730,156	80.6%	905,538	-
186 Propane/Natural Gas	632	229,751	6,625	0	6,625	223,126	97.1%	229,751	-
187 Heating Oil	633	209,512	32,634	0	32,634	176,878	84.4%	209,512	-
188		1,344,801	210,991	3,650	214,641	1,130,160	84.0%	1,344,801	0
Transportation Supplies									
189 Diesel for School Buses	634	205,430	0	0	0	205,430	100.0%	205,430	-
190 Gas for Maintenance	656	41,580	0	0	0	41,580	100.0%	41,580	-
191		247,010	0	0	0	247,010	100.0%	247,010	0
Textbooks & Library Books									
192 Textbooks	640	86,796	10,057	2,184	12,241	74,555	85.9%	90,352	(3,556)
193 Workbooks	641	12,910	2,496	6,586	9,082	3,828	29.7%	15,841	(2,931)
194 Textbook Rebind	642	450	0	0	0	450	100.0%	450	-
195 Library Books	645	18,391	0	1,938	1,938	16,453	89.5%	18,391	-
196 Periodicals	647	3,050	0	180	180	2,870	94.1%	3,050	-
197		121,597	12,553	10,888	23,441	98,156	80.7%	128,084	(6,487)

Groton Public Schools

Date prep:		FY21 Budget Summary Review							
9/23/20 4:36 PM									
Account	Object #s	FY21 Budget 2020-2021	Expenditures	Encumbered	FY21 Actual Total	Remaining Balance	%	FY21 Estimate 09/21/2020	Under/(Over)
Facility/Maintenance Supplies									
198 Equipment Repair	650	28,660	4,115	1,065	5,179	23,481	81.9%	28,660	-
199 Grounds Supplies	651	18,675	22,282	750	23,032	(4,357)	(23.3%)	18,675	-
200 General Bldg Repair	652	66,430	9,135	360	9,495	56,935	85.7%	66,430	-
201 Painting	653	2,500	2,830	0	2,830	(330)	(13.2%)	2,500	-
202 Heat & Plumbing	654	33,720	19,763	404	20,167	13,553	40.2%	33,720	-
203 Electrical	655	29,950	8,634	110	8,744	21,206	70.8%	29,950	-
204 Safety Supplies	657 & 659	11,985	83,487	65,050	148,537	(136,552)	(1139.4%)	19,472	(7,487)
205 Custodial Supplies	658	128,300	8,927	0	8,927	119,373	93.0%	128,300	-
206		320,220	159,174	67,738	226,912	93,308	29.1%	327,707	(7,487)
Other Supplies									
207 Sup Serv Guid Imp Ins	621	19,500	2,321	1,886	4,207	15,293	78.4%	20,263	(763)
208 Audio Visual	624 & 625	7,402	0	822	822	6,580	88.9%	7,402	-
209 General Admin Supplies	626	13,360	791	535	1,326	12,034	90.1%	12,715	645
210 School Admin Supplies	627	11,250	3,090	2,299	5,389	5,861	52.1%	11,938	(688)
211 Professional Materials	690	19,250	1,110	0	1,110	18,140	94.2%	19,020	230
212		70,762	7,312	5,542	12,855	57,907	81.8%	71,339	(577)
213 Total Supplies		3,217,512	843,521	176,166	1,019,687	2,197,825	68.3%	3,244,422	(26,910)
Equipment									
Instructional Equipment									
214 Replace Instr Equip	730	29,770	758	2,987	3,745	26,025	87.4%	30,959	(1,189)
215 Add Instr Equipment	735	34,734	1,192	19,892	21,084	13,650	39.3%	32,390	2,344
216		64,504	1,950	22,880	24,830	39,674	61.5%	63,349	1,155
Non-Instructional Equipment									
217 Replace Non-Instr Equipment	731	25,000	0	0	0	25,000	100.0%	25,000	-
218 Add Non-Instr Equipment	736	1,312	0	517	517	795	60.6%	1,312	-
219		26,312	0	517	517	25,795	98.0%	26,312	0
220 Total Equipment		90,816	1,950	23,397	25,347	65,469	72.1%	89,661	1,155
Dues - Fees									
Dues/Fees									
221 Dues BoE	810	25,541	20,591	0	20,591	4,950	19.4%	25,541	-
222 General Admin Dues	811	15,950	11,875	1,950	13,825	2,125	13.3%	16,875	(925)
223 School Admin Dues	812	37,465	21,085	555	21,640	15,825	42.2%	37,808	(343)
224 Other Dues	819	4,885	2,656	0	2,656	2,229	45.6%	4,885	-
225 Total Dues/Fees		83,841	56,207	2,505	58,712	25,129	30.0%	85,109	(1,268)
226 Grand Total		77,438,090	9,470,004	35,528,048	44,998,052	32,440,038	41.9%	77,410,262	27,828

Groton Public Schools
FY21 Budget Summary Review
Summary at Program Level III

		FY21			FY21	FY21		00212020	
Function		Budget	Expended	Encumbered	Total	Remaining		FY21	Increase
No.	Description	2020-2021	2020-2021	2020-2021	2020-2021	Balance	%	Estimated	(Decrease)
Regular Instruction									
1101	FUNCTION-1101 ELEMENTARY	13,102,845	1,157,614	9,650,199	10,807,813	2,295,032	17.5%	13,102,023	822
1102	FUNCTION-1102 ART	674,103	60,819	511,643	572,461	101,642	15.1%	677,130	(3,027)
1104	FUNCTION-1104 LANGUAGE ARTS	2,336,132	210,288	1,760,763	1,971,051	365,081	15.6%	2,336,132	-
1105	FUNCTION-1105 WORLD LANGUAGES	1,294,834	124,392	1,025,200	1,149,591	145,243	11.2%	1,301,845	(7,011)
1106	FUNCTION-1106 CONSUMER SCIENCE	160,712	11,371	103,682	115,052	45,660	28.4%	161,901	(1,189)
1107	FUNCTION-1107 TECHNOLOGY EDUCATION	768,063	57,753	489,537	547,290	220,773	28.7%	730,638	37,425
1108	FUNCTION-1108 MATHEMATICS	2,039,084	194,952	1,624,337	1,819,289	219,795	10.8%	2,040,709	(1,625)
1109	FUNCTION-1109 MUSIC	738,098	60,930	549,881	610,811	127,287	17.2%	740,812	(2,714)
1110	FUNCTION-1110 PHYSICAL EDUCATION	1,159,763	97,433	831,258	928,691	231,072	19.9%	1,160,366	(603)
1111	FUNCTION-1111 SCIENCE	2,288,339	199,855	1,658,306	1,858,161	430,178	18.8%	2,288,339	-
1112	FUNCTION-1112 SOCIAL STUDIES	1,810,607	156,373	1,410,902	1,567,275	243,332	13.4%	1,810,941	(334)
1114	FUNCTION-1114 HEALTH EDUCATION	231,660	23,024	248,370	271,393	(39,733)	(17.2%)	232,794	(1,134)
1115	FUNCTION-1115 MAGNET SCHOOL SUPPORT	30,000	0	1,254	1,254	28,746	95.8%	30,000	-
1116	FUNCTION-1116 CO-OPERATIVE WORK EXPER	0	1,226	14,123	15,349	(15,349)	0.0%	-	-
1117	FUNCTION-1117 INTERN. BACCALAUREATE	86,195	5,353	265	5,618	80,577	93.5%	86,195	-
1119	FUNCTION-1119 UNCLASSIFIED	811,240	333,943	81	334,024	477,216	58.8%	811,240	-
1121	FUNCTION-1121 BUSINESS EDUCATION	308,970	28,941	229,379	258,320	50,650	16.4%	308,970	0
1124	FUNCTION-1124 HEALTH OCCUPATIONS	114,720	7,009	48,067	55,077	59,643	52.0%	114,886	(166)
1260	FUNCTION-1260 ENRICHMENT	38,551	11,655	0	11,655	26,896	69.8%	38,551	-
1270	FUNCTION-1270 REMEDIAL INSTRUCTION	2,923,229	239,959	2,332,389	2,572,348	350,881	12.0%	2,923,229	-
1412	FUNCTION-1412 SUMMER SCH HIGH SC CREDI	8,834	44,782	0	44,782	(35,948)	(406.9%)	8,834	-
2220	FUNCTION-2220 EDUCATIONAL MEDIA SERV	1,172,652	113,469	677,308	790,777	381,875	32.6%	1,172,652	-
Total Regular Instruction		32,112,981	3,173,717	23,418,444	26,592,161	5,520,820	17.2%	32,092,538	20,443
Special Instruction									
1205	FUNCTION-1205 PRESCHOOL 3-5	1,288,422	96,925	549,559	646,484	641,938	49.8%	1,244,362	44,060
1210	FUNCTION-1210 SPED Summer School	20,290	55,105	0	55,105	(34,815)	(171.6%)	27,608	(7,318)
1220	FUNCTION-1220 OTHER SPECIAL INSTRUCTIO	743,505	51,676	205,921	257,597	485,908	65.4%	743,505	-
1230	FUNCTION-1230 SPECIAL EDUCATION	8,280,293	630,242	3,795,394	4,425,636	3,854,657	46.6%	8,280,293	-
1250	FUNCTION-1250 BLIND	56,595	8,067	85,941	94,008	(37,413)	(66.1%)	56,595	-
1280	FUNCTION-1280 HEARING IMPAIRED	120,105	8,757	91,692	100,449	19,656	16.4%	120,105	-
Total Special Instruction		10,509,210	850,772	4,728,507	5,579,279	4,929,931	46.9%	10,472,468	36,742
Continuing Education									
1310	FUNCTION-1310 HIGH SCHOOL COMPLETION	80,995	3,586	11,666	15,252	65,743	81.2%	80,995	-
1320	FUNCTION-1320 ADULT EDUCATION	210,000	207,000	0	207,000	3,000	1.4%	210,000	-
Total Continuing Education		290,995	210,586	11,666	222,252	68,743	23.6%	290,995	0
Other Instructional Programs									
15**	STUDENT ACTIVITIES 6-12	827,830	9,680	54,318	63,997	763,833	92.3%	826,840	990
TOTAL INSTRUCTION		43,741,016	4,244,755	28,212,935	32,457,690	11,283,326	25.8%	43,682,841	58,175
Support Services - Pupils									
2101	FUNCTION-2101 SUPPORT SERVICES - SPED CO	921,637	199,230	474,157	673,387	248,250	26.9%	921,464	173
2110	FUNCTION-2110 SOCIAL WORK SERVICES	348,803	33,063	244,927	277,990	70,813	20.3%	348,803	-
2120	FUNCTION-2120 GUIDANCE SERVICES	1,587,957	168,386	1,005,404	1,173,790	414,167	26.1%	1,588,720	(763)
2130	FUNCTION-2130 HEALTH SERVICES	1,229,556	44,339	3,348	47,686	1,181,870	96.1%	1,231,071	(1,515)
2140	FUNCTION-2140 PSYCHOLOGICAL SERVICES	1,262,682	107,725	931,590	1,039,315	223,367	17.7%	1,265,807	(3,125)
2150	FUNCTION-2150 SPEECH & HEARING SERVICE	1,172,189	105,092	901,065	1,006,156	166,033	14.2%	1,172,189	-
Total Support Services - Pupils		6,522,824	657,835	3,560,490	4,218,325	2,304,499	35.3%	6,528,055	(5,231)
Support Services - Staff									
2201	FUNCTION-2201 SUPPORTING SERVICES - CO	97,642	51,150	139,548	190,698	(93,056)	(95.3%)	97,642	-
2210	FUNCTION-2210 IMPROVEMENT OF INSTRUCT	286,825	262,413	2,640	265,053	21,772	7.6%	287,151	(326)
Total Support Services - Staff		384,467	313,563	142,188	455,751	(71,284)	(18.5%)	384,793	(326)
General Support Services									
2311	FUNCTION-2311 BOARD OF EDUCATION SERV	30,241	23,908	6,633	30,541	(300)	(1.0%)	30,241	-
2312	FUNCTION-2312 SUPERINTENDENT OFFICE SE	1,530,410	259,882	400,112	659,994	870,416	56.9%	1,531,179	(769)
2313	FUNCTION-2313 BUSINESS OFFICE	899,718	140,826	90,893	231,719	667,999	74.2%	899,468	250
2410	FUNCTION-2410 SCHOOL ADMINISTRATION	4,625,333	887,926	2,278,492	3,166,419	1,458,914	31.5%	4,635,668	(10,335)
Total General Support Services		7,085,702	1,312,542	2,776,131	4,088,673	2,997,029	42.3%	7,096,557	(10,854)
Operational Services									
2510	FUNCTION-2510 OPERATIONS AND MAINTENA	6,933,303	1,504,333	375,269	1,879,602	5,053,701	72.9%	6,939,883	(6,580)
2520	FUNCTION-2520 PUPIL TRANSPORTATION	5,539,258	128,917	53,990	182,907	5,356,351	96.7%	5,539,258	-
2540	FUNCTION-2540 COMPUTER SUPPORT SERVIC	1,819,141	630,777	357,434	988,211	830,930	45.7%	1,826,496	(7,355)
2560	FUNCTION-2560 HEALTH SERVICES STAFF	2,500	0	0	0	2,500	100.0%	2,500	-
Total Operational Services		14,294,202	2,867,008	786,693	3,653,702	10,640,500	74.4%	14,308,137	(13,935)
TOTAL SUPPORT SERVICES		28,287,195	5,150,948	7,265,502	12,416,450	15,870,745	56.1%	28,317,542	(30,347)
Community Services									
3710	FUNCTION 3710-NONPUBLIC SCHOOL	115,000	0	0	0	115,000	100.0%	115,000	0
Non-Programmed Charges									
4100	TUITION PAYMENTS	5,294,879	118,913	82,000	200,913	5,093,966	96.2%	5,294,879	0
GRAND TOTAL		77,438,090	9,514,616	35,560,437	45,075,053	32,363,037	41.8%	77,410,262	27,828
									0.04%

Cost vs Budget Dashboard - data through July 2020

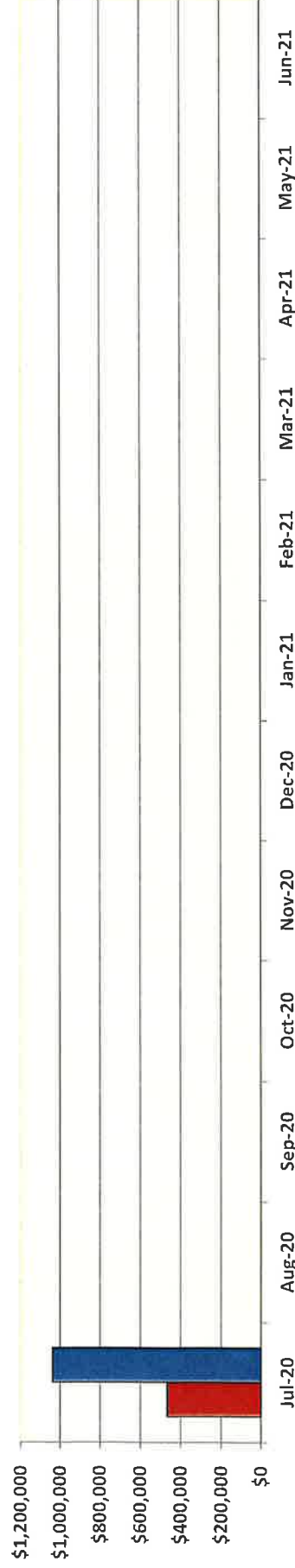
BOE Groups Active & Retired

Self Insured - All Coverages All Enrollees												
Attachment #												
Claim/Admin. Cost												
Date	Lives	Net Medical Paid Claims	Rx Paid Claims	Dental Paid Claims	Total Net Paid Claims	Total Fixed Costs	Total Cost	BOE Monthly Budget*	Variance - Total Cost vs BOE Budget	Actual/Estimated BOE Budget		
Jul-20	597	\$265,817	\$76,186	\$27,896	\$369,899	\$95,087	\$464,985	\$1,037,603	(\$572,617)	44.8%		
Aug-20												
Sep-20												
Oct-20												
Nov-20												
Dec-20												
Jan-21												
Feb-21												
Mar-21												
Apr-21												
May-21												
Jun-21												
YTD	597	\$265,817	\$76,186	\$27,896	\$369,899	\$95,087	\$464,985	\$1,037,603	(\$572,617)	44.8%		

Budget vs. Actual Cost

Actual vs Budget

Actual Cost Budgeted Cost



Total fixed costs is taken from segmented Anthem Report 4 dated 3/24/20 plus Network Access Fees of \$204,724

*BOE monthly budget based on non-weighted Anthem proposal dated 3/24/20

Community Relations**Other School-Connected Organizations****Parent Organizations and Booster Clubs**

Parent organizations and booster clubs are invaluable resources to the district's schools. The Board of Education (Board) recognizes that parent organizations and extracurricular support groups, or "booster clubs" provide important support to district schools and can be valuable means of stimulating community interest in the aims and activities of district schools. All such groups must receive the approval of the school principal, superintendent or designee, and the Board in order to be recognized as a parent or booster organization.

Support organizations may be defined in two ways:

1. An organization which is created to foster community support and provide resources for a particular sport or activity in the school or school system; or
2. An organization which is created to foster community support and raise funds for the school's general extracurricular program.

While parent organizations and booster clubs have no administrative authority and cannot determine district policy, the Board welcomes their suggestions and assistance. It shall be the duty of the superintendent or designee and respective building principal to represent the best interest of the Board and district in the functioning of these organizations.

Parent organizations and booster clubs are recognized by the Board and permitted to use the district's name, a district school's name, or a district school's team name, or any logo attributable to the district provided they first receive the superintendent or designee's express written consent.

The superintendent or designee may revoke the authorization to use the district's name, logo, or mascot if the superintendent or designee determines that the booster or parent organization has failed to comply with the terms of this policy or any other district policies. The superintendent or designee will notify the applicable organization in writing of the reasons for the revocation. The revocation decision may be appealed to the Board, whose decision shall be final.

Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has bylaws containing the following:

1. The organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities;
2. The rules and procedures under which it operates;
3. An agreement to adhere to all Board policies and administrative procedures;
4. A statement that membership is open and unrestricted, meaning that membership is open to parents/guardians of students enrolled in the school, district staff, and community members or an agreement not to engage in discrimination based on someone's innate characteristics or membership in a suspect classification;

Parent Organizations and Booster Clubs (continued)

5. A statement that the district is not, and will not be, responsible for the organization's or club's business or the conduct of its members;
6. An agreement to maintain and protect its own finances. The group must maintain bank, financial, and tax exempt status separate from the school or district. The organization will provide to the Board annually or upon request a complete set of financial records or detailed treasurer's report;
7. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the district to use at its discretion. The Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.

Parents and other interested community members who wish to organize a parent organization or booster club for the purpose of supporting a specific school program or activity are encouraged to do so as long as the activities of such organizations do not interfere unduly with the total educational program or disrupt district operations in any way. To this end, parent organizations/booster club/support organizations must follow these guidelines:

1. Be voluntary;
2. Submit an activity schedule in advance to the superintendent or designee for prior approval. Any time a booster club uses the name of the district or any language suggesting that the district has endorsed, sponsored, or otherwise approved of the club's activities, there must be prior approval by the Superintendent or designee;
3. seek advance approval for any use of school facilities and/or equipment and, such use will comply with all policies and regulations established by the Board;
4. Avoid interference with any previously approved student activity;
5. Seek approval in advance of all fundraising activities by the superintendent or building principal;
6. Understand and respect the authority of district employees in the administration of their duties;
7. Assume all financial responsibility for the booster club, including but not limited to, the provision of adequate insurance coverage, as appropriate; and
8. Submit an annual financial report to the superintendent or designee or building principal giving a full accounting of its financial transactions for the school year, including monies raised and expended. Adequate financial records shall be maintained at all times.

If a booster club wishes to make a contribution of money, service, time, or tangible property such as equipment or supplies, a representative of the organization should first meet with the superintendent or designee. The superintendent or designee must identify the district's terms and conditions of accepting such gifts in concert with the district's policy pertaining to gifts, grants, and bequests.

All items donated become the property of the district and may be used or disposed of in accordance with district policy and any applicable state law. The district reserves the right to modify the use if the needs of the students or the district change.

Booster club proposed plans, projects, and other activities must be evaluated and promoted in light of their stated contribution to the academic as well as the extracurricular school programs.

Parent Organizations and Booster Clubs (continued)

Careful consideration should be given to the total value of the contribution to all students and not just to specific student groups.

The Board retains final responsibility and authority on all activities which have an impact on students, school programs, and/or school owned property.

Further, the Board recognizes its responsibility to ensure that equivalent benefits and services are provided to members of both sexes. The Board will consider gender equity and budget implications before accepting booster club donations. Therefore, if booster clubs provide benefits, services, or tangible property that assist only teams or programs of one gender, the Board shall ensure that teams or programs of the other gender receive equivalent benefits, services, or tangible property. If a booster club provides benefits, services, or tangible property which are greater than that which the district is capable of providing to the athletes or programs of the other gender, the administration shall take action, within policy parameters, to ensure equivalency for both sexes.

Legal Reference: Title IX of the Educational Amendments of 1972, 20 U.S.C.A § 1681.
34 C.F.R. §106.31(b) Education Programs or Activities: Specific Prohibitions
(Implementing Title IX)

Policy Adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Community Relations**Other School-Connected Organizations****Booster Clubs/Organizations**

Booster organizations are important to the extracurricular activities provided for district students. Such organizations provide positive support to the students, the program, and the personnel in a particular program. Booster organizations shall comply with established guidelines in cooperation with the Superintendent or designee. The following guidelines regulate booster organization within this district.

1. Constitution/Bylaws/Officers

Each booster organization involved with school activities or students shall develop and maintain a constitution and bylaws for the organization setting forth the purposes of the organization and the general rules and procedures by which it shall operate. A copy of the constitution and bylaws shall be forwarded to the Superintendent or designee. Each booster organization shall submit a list of officers annually to the Superintendent or designee.

2. Fund Raising Activities

Fund raising activities shall be requested in writing to the building principal, reviewed at the building level, approved by the superintendent or designee, and conform to district guidelines. Two (2) major fund-raising activities involving students shall be permitted each year; exceptions may be granted by the superintendent or designee. Fund-raising activities may occur during the length of a particular athletic/sport season or as a special activity approved by the superintendent or designee. No student time during the regular school day shall be allowed for fund-raising activities for any booster organization. Student solicitation within the community for any booster organization shall be reasonable.

Announcements of booster organization events and activities shall clearly indicate that it is sponsored by the group and not the school or district. Groups should warrant that the activities will be adequately supervised.

3. Permissible Awards

An approved booster organization may purchase a sweater, jacket, blazer, blanket, shorts, jersey, cap, watch, ring, photograph, medal, plaque, or similar trophy with appropriate insignia of comparable identification, for an athlete, in recognition of his/her athletic performance, and present such awards at a time appropriate to such recognition.

4. Insurance

Each booster organization shall maintain appropriate insurance coverage recommended by the district for bodily injury and property damage, naming the district as additional insureds. Proof of such coverage shall be submitted to the district's Business Office.

Booster Clubs/Organizations (continued)**5. Audit/Treasurer's Report**

Booster organizations shall handle their own accounting and bookkeeping procedures and maintain their own separate accounts for income and expenditures at the end of each school year.

Each booster organization shall prepare an audit or treasurer's report at least once a year. A copy of the audit/treasurer's report shall be submitted to the Superintendent or designee and forwarded to the Board of Education (Board) upon request. Such report shall provide a full accounting of the organization's financial transactions for the year, including money raised and expended.

6. Use of Facilities

Booster organizations requesting use of facilities and/or services shall initiate those requests with the building principal and in compliance with the district's policy P1330 Use of School facilities. No activity shall be permitted without such approval.

7. Recognition Functions

A booster club may sponsor athletic banquets to which student athletes may be invited without charging admission to such athletes.

A booster club planning a recognition event shall request permission of the building principal to conduct such an event and to clear the date for the event.

8. Concessions

Booster organizations involved in concessions at school events shall follow applicable district guidelines.

9. Expenditures for Equipment, Supplies, etc.

All game uniforms shall be purchased by the district. The "game uniform" shall include any clothing, headgear, or shoes that (a) display the school colors or logo (except shoes), (b) are purchased by the district, (c) are worn in warm-up for a contest, during the contest, or immediately subsequent to the contest, and (d) are intended to be collected by the school at the conclusion of the season. Ancillary gear and apparel such as coaching aid equipment items, shoes, bags, or totes, etc., may, however, be purchased and/or donated by booster groups, corporate sponsors, or other non-school sanctioned entities. Items purchased or donated other than by the district must meet the criteria as defined below:

- The donation/purchase of goods shall meet all applicable policies and procedures of the district;
- The donation/purchase of goods shall adhere to all applicable Board policies and guidelines;
- The donation/purchase of goods shall have the written approval of the building principal and athletic director prior to any deliberations commencing with a potential provider;
- Any donation of goods may not be in conflict with any district-level sponsorships that may be in effect;

Booster Clubs/Organizations (continued)

- Any agreement or contract proposed shall be reviewed by the district's attorney and the superintendent or designee;
- Consideration must be given to the impact of booster organization purchases, donations, and/or services on Title IX compliance. Approval will be based on the maintaining of the necessary equivalence of benefits and services to both genders.

10. Compliance

Should any situation emerge between a booster organization and the administration regarding the management of any school-related activity, the superintendent or designee shall resolve the issue within these established guidelines or Board policy. No booster organization shall engage in any activity outside these guidelines. Further, in conducting its activities, booster organizations shall comply with all state and federal laws, as applicable.

Legal Reference: Title IX of the Educational Amendments of 1972

34 C.F.R. §106.31(b) Education Programs or Activities: Specific Prohibitions
(Implementing Title IX)

Policy Adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Instruction**Distance Education****Virtual/Online Courses**

The Board of Education (Board) believes that education through virtual/online courses or through university or college courses is an alternative (effective) means of instruction for students. A virtual school is hereby defined as an educational organization that offers courses at various grade levels through Internet or Web-based methods. These schools can offer courses to enhance, supplement, or enrich the existing curriculum and can also provide an alternative means of instruction. Interactive distance learning does not require the student to be physically present in the same location as the instructor or other students.

Virtual/on-line courses will be part of this district's educational program delivery system to increase accessibility and flexibility in the delivery of instruction. In addition to regular classroom-based instruction, students in the district may earn credit through distance education provided by virtual/online courses.

In order to earn credits in meeting the requirements for high school graduation through the successful completion of on-line coursework, the Board, in compliance with C.G.S. 10-221a (17) shall ensure, at a minimum, that (a) the workload required by the on-line course is equivalent to that of a similar course taught in a traditional district classroom setting, (b) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education where appropriate (c) the course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in on-line demonstrations, discussion boards, or virtual labs, (d) the program of instruction for such on-line coursework is planned, ongoing, and systematic; and (e) the courses are (1) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment; or (2) offered by institutions of higher education that are accredited by the Department of Higher Education or regionally accredited; or (3) toward meeting the high school graduation requirement upon the successful completion of the board examination series permitting students in grades 9 through 12 to substitute achievement of a passing score on a series of examinations approved by the State Board of Education for meeting credit requirements for graduation.

If the drop-out rate of the district is determined to be 8% or higher in the previous school year, the Board shall establish an on-line credit recovery program for those students who are identified as being in danger of failing to graduate. These students, once identified by certified personnel, must be allowed to complete on-line district-approved coursework toward meeting high school graduation requirements. The district shall designate, an online learning coordinator to administer and coordinate the online credit recovery program.

The Board recognizes that students may benefit from on-line courses or post-secondary courses to assist students in obtaining credits necessary to earn a diploma, to maintain academic standings, or to provide enrichment for those who might require special courses.

The district will not use on-line courses as the sole medium for instruction in any required subject area for students in grades K-8.

The district will integrate on-line courses as part of the regular instruction provided by a certified teacher for grades K-12.

Distance Education – cont.

High school students may also earn of academic credit to be applied toward graduation requirements by completing online courses through agencies approved by the Board unless the principal waives that provision in writing stating the reasons why, citing whatever circumstances that has caused this waiver.

Credit from an online or virtual course or a university/college course may be earned in the following circumstances only:

1. The course is not offered at the district's high school
2. The high school does offer the course, but the student is unable to take it due to an unavoidable scheduling conflict
3. The course will serve as an alternative or a supplement to extended homebound instruction
4. The district has expelled the student from the regular school setting, and the student has been offered an alternative educational opportunity
5. The principal, with agreement from the student's teachers and parents/guardians, determines the student requires a differentiated or accelerated learning environment
6. Students taking such courses must be enrolled in the district and take the courses during the regular school day at the school site
7. A student has failed a course and wishes to recover credits in that course area
8. The student's PPT or Section 504 team has determined it to be an appropriate means of instruction

As determined by Board policy, students applying for permission to take a virtual/on-line course will do the following:

- Complete prerequisites and provide teacher/counselor recommendations to confirm the student possesses the maturity level needed to function effectively in an online/college learning environment
- Obtain the written approval of the Principal or designee before a student enrolls in a virtual course or the university/college course
- Adhere to the district code of conduct to include rules of behavior and consequences for violations
- Adhere to attendance requirements of the district

The school must receive an official record of the final grade before awarding credit toward graduation. Only approved courses shall be posted on student transcripts.

The tuition fee for a virtual course shall be borne by the district for students enrolled full-time. The Board shall pay the fee for expelled students who are permitted to take virtual courses in alternative settings.

Through its policies and/or supervision plan, the school shall be responsible for providing appropriate supervision and monitoring of students taking virtual courses.

Students will have access to sufficient library media resources such as a “virtual library” available through the World Wide Web, laboratory facilities, technical assistance, and hands-on training and information.

District Review Committee

The superintendent shall establish a committee to review all distance education courses prior to use by the district. This committee will be comprised of various members of the district.

Distance Education – cont.

Evaluation

The district will evaluate the educational effectiveness of the distance education courses and the teaching/learning process to include assessments based on state curriculum standards as well as student satisfaction. The district will use this evaluation to decide whether to grant credit for the course or to continue or discontinue the use of the distance education course.

Additional language to consider:

- Approval of any course shall be based upon its compliance with Connecticut's academic standards and requirements, including, but not limited to, the course content and rigor, its length and scope, its method of assessing knowledge acquired by the student, the qualifications of the instructor, and other appropriate factors
- Enrollment in an online course will be allowed only if an appropriately certified teacher is available and willing to supervise the student's participation in the course
- No more than one credit may be earned toward the required credits in each of the core content areas.
- On-line course delivery must be from institutions accredited by the New England Association of Schools and Colleges, Southern Association of Colleges and Schools, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, or Western Association of Schools and Colleges; or, if the institution is foreign, recognized by the Connecticut State Department of Education as having appropriate academic standards

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules, policies and procedures.

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) and P.A. 10-111, An Act Concerning Education Reform in Connecticut.

Policy Adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Instruction**Emergencies and Disaster Preparedness****Pandemic/Epidemic Emergencies****Emergency Suspension of Policy During Pandemic**

The Board of Education (Board) is authorized by statute to govern the district, including the adoption, revision, and suspension of Board policies.

The Board, through this policy, acknowledges school closures in response to a pandemic/epidemic and designates the Superintendent or designee to act as a liaison for the district to ensure the health and safety of students, staff, and the community.

The World Health Organization on March 11, 2020 characterized COVID-19 as a pandemic. The State declared a state of emergency and directed implementation of appropriate plans and procedures in response to the novel coronavirus (COVID-19). This action included closure of all Connecticut public schools. A National State of Emergency was declared.

The Connecticut State Department of Education (CSDE) has authority to waive instructional hours and school days, to interpret graduation requirements, and to oversee the allocation of resources for nutrition, transportation, and other crucial aspects of public education and is providing written guidance to school districts on issues related to COVID -19, including, but not limited to, student attendance, distance/online learning, high school credit, meal distribution, and other issues.

Temporary Powers Granted to Superintendent of Schools

The Board grants to the Superintendent the following temporary powers to address the COVID-19 pandemic emergency:

1. Authority to temporarily waive such Board policies or provisions of Board policies as the superintendent shall deem necessary to comply with guidance from appropriate health or governmental authorities or necessary for other effective response;
2. Authority to take any lawful actions necessary to ensure the continuation of public education, to provide for the health and safety of students and employees, or to respond to direction from appropriate health and government authorities. Such action may include, but are not limited to, adjustments to the curriculum and the provision of alternate educational program options; modifications to the school calendar; adjustments to the delivery of school-provided meals; limitations on access to district property; applying to any governmental body for financial or other aid as may be available; and applying to any governmental body for waiver of regulations or requirements, compliance with which is affected by the COVID-19 pandemic emergency;
3. Authority to enter into contracts without Board approval for any dollar amount for the purchase of materials, equipment, supplies, or services for sanitation, cleaning, technology, or other needs directly related to the COVID-19 emergency situation, provided such action is consistent with all applicable state and federal laws;
4. Authority to close any school facility without further action by this Board. Such closure shall continue during the emergency created by the COVID-19 pandemic until such time as the superintendent, in consultation with appropriate health and government authorities, deems it in the best interests of the district and its students to open schools.

Pandemic/Epidemic Emergencies/Emergency Suspension – cont.

5. Authority based upon the needs of the district and the guidance from health and government agencies disseminated by CSDE, to direct staff assignments during district closures, including but not limited to, essential employees who must report to work, employees who may be reassigned, and employees whose services are not needed.
6. Authority to limit access to public school grounds and district buildings during school closures.
7. Authority to waive the requirements requiring advertising for bids and competitive bid procedures for purchases which may be necessary due to the emergency. The superintendent will document the reasons for which prompt remedial action is necessary to prevent physical injury to persons or to property of the district.

Suspension of Policies

The Board hereby suspends provisions of its policies and/or whole policies, as identified by the Superintendent or designee, if such suspension is necessary to implement the written guidance from CSDE relating to containing COVID-19 for the duration identified in the governor's order of school closure.

Consultation with Board of Education

The Superintendent shall consult with, and report to, the Board as feasible, appropriate, and timely regarding the emergency closure and efforts to implement written guidance from health and government agencies as disseminated by CSDE and other state agencies pertaining to this pandemic situation.

Board of Education Meetings

In the interest of public health, the Board encourages the public to attend its open public meetings via live streaming on television and/or the internet and to limit public comment to written comments. The Board reserves the right to adjust Board meeting dates, times, and locations during the district-wide emergency closure in a manner consistent with the Freedom of Information Act. Further, any or all Board members may attend Board meetings electronically.

Legal Reference: Connecticut General Statutes

10-154a Professional communications between teacher or nurse and student.

10-207 Duties of medical advisors.

10-209 Records not to be public.

10-210 Notice of disease to be given parent or guardian.

10-221 Boards of education to prescribe rules.

19a-221 Quarantine of certain persons.

The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.

Policy Adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Personnel - Certified and Non Certified / Students

Face Masks/Coverings

This policy pertains to students, faculty, staff, and visitors. It has been developed to fulfill the guiding principles contained in the Framework for Connecticut Schools, specifically to safeguard the health and safety of students and staff and to allow all students the opportunity to return into classrooms full time.

The Board of Education (Board) is implementing this masking requirement to promote the safest possible learning, teaching and work environment for students, faculty, staff and visitors during the COVID-19 pandemic. The first priority of the Board of Education (Board) is the health and well-being of students and staff as the district prepares for and implements the safe reopening of schools.

The Center for Disease Control (CDC) and the Connecticut Department of Health (DPH) and the Connecticut State Department of Education, as outlined in Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together requires the wearing of face coverings for all students and staff when they are inside school buildings and while riding school transportation vehicles, with certain exceptions.

Definitions

Face covering/mask - a cloth, paper, or disposable face covering that covers the nose and mouth. It may or may not be medical grade. (Evidence shows that the proper wearing of facial masks or coverings helps stop the spread of the virus, which is currently by droplets when an individual coughs, sneezes or talks.)

Face shield - a clear, plastic shield that covers the forehead, extends below the chin and wraps around the sides of the face, protecting the eyes, nose and mouth from contamination from respiratory droplets, along with masks or respirators.

Clear plastic barrier - a clear plastic or solid surface that can be cleaned and sanitized often.

Transportation

Student passengers are required to wear a face mask or cloth face covering that completely covers the nose and mouth during transit. The student's face covering must be in place prior to boarding the bus, van or other vehicles and must be kept in place until they are completely off the bus or van. The Board shall provide back-up masks if students do not have face coverings when boarding a school bus or van. The face mask or cloth face covering is also applicable to the drivers of the vehicle.

The Board may consider the option of assigning a temporary monitor on student transportation at the beginning of the school year to facilitate compliance with this new face mask protocol.

School Buildings and Grounds

All students, staff, and visitors are required to use face coverings, which completely covers the nose and mouth, when they are inside the school building or on school grounds, even when social distancing is maintained. An individual shall be excused from this requirement for the following listed reasons, per CDC guidance.

The individual:

1. has trouble breathing;
2. is unconscious;
3. is incapacitated; or
4. cannot remove the mask or face covering without assistance.

In addition, masks or face coverings shall not be required for anyone who has a medical reason making it unsafe to wear a face mask or face covering. A written notification from a licensed medical provider, the Department of Developmental Services or other state agency that provides or support services for people with emotional, intellectual or physical disabilities, or a person authorized by any such agency is required in order for the Board to permit a medical exemption. Such documentation need not name or describe the condition that qualifies the person for the exemption.

Parents/guardians may not excuse their child from this face mask requirement, by signing a waiver, because such wearing is a mandated requirement that the Office of the Governor, the Connecticut State Department of Education, and/or the Connecticut State Department of Public Health have defined as necessary for school districts to comply with in order to open schools from the COVID-19 caused closure.

In addition to the wearing of face masks, the district will maximize social distancing between student's workstations and desks, achieving six feet when feasible. Space between the teacher and students is to be maximized to reduce the risk of increased droplets from teachers during instruction. A teacher is permitted to remove a face covering or mask during instruction. If the teacher removes the face covering or mask during instruction, spacing shall be increased beyond six feet. A teacher who remains seated during instruction requires the use of a physical barrier.

Transparent (clear) masks should be considered as an option for teachers and students in classes for deaf and hard of hearing students. Pre-K and special education teachers should consider wearing clear masks.

Face shields may be an option for those students with medical, behavioral or other challenges who are unable to wear face masks or coverings. The Board recognizes that face shields are not as effective for source control and should be used only when other methods are not available or appropriate. Therefore, the use of face shields for those with medical conditions is done with the understanding of their limitations and a heightened need for strict adherence to social distancing.

The Board shall provide to any student, staff member or visitor a face mask if such individual does not have one. Training shall be provided as necessary regarding the proper use of face coverings. Information shall be provided to staff, students and students' families regarding the proper use, removal and washing of cloth face coverings.

Limited Exceptions to Use of Face Coverings

When other and appropriate mitigating practices are in place, such as social distancing, students will not be required to wear face masks or coverings while eating, drinking, during physical education classes, or when students are outside and effectively practicing social distancing and any other possible mitigants. Exceptions may also be necessary for certain special education students or other special populations.

Teachers and staff may be excused from wearing a face mask or covering while teaching provided they are properly socially distancing or remaining static behind a physical barrier. Face shields may be useful in situations where it is important for students to see how a teacher pronounces words (e.g. English Learners, early childhood, foreign language, etc.) and social distancing is maintained. However, face shields alone are not a sufficient alternate to the wearing of face mask for source control.

Mask Breaks

Breaks from wearing masks shall be scheduled throughout the school day, by the teacher, provided that strict social distancing requirements are maintained and limitations are enforced regarding student and staff mobility.

During time of eating, face masks or coverings may be removed. Masks are required in all dining areas while entering and leaving or getting food and drinks. They may be removed at appropriately socially distanced tables in order to eat but must be replaced after eating.

A recess period may be used as a break from wearing masks when no more than one class is outside at a time and social distancing requirements are maintained to the greatest degree feasible.

Violations of this Policy

Violations of this policy, whether by students or staff, shall be handled in the same manner as other violations of applicable Board policy.

If a student refuses to wear a face mask or covering and does not fulfill any of the exemptions allowed by this policy, such student shall be sent to the school's isolation room. The parent/guardian shall be contacted to rectify the situation, school personnel to explain the options available regarding schooling and for the possible removal of the child from the school setting.

If a visitor refuses to wear a face covering, for non-medical reasons, entry to the school/district facility may be denied.

Teachers or schools may provide incentives for compliance with the face mask requirement.

Community Outreach

The district shall engage in community education programs including signage, mass and targeted communication, and positive reinforcement that will actively promote mask use consistent with CDC, DDH, CSDE and OSHA guidance. Community members will be reminded that mask use does not replace the need for social distancing, washing of hands and other preventative practices recommended by all appropriate authorities.

Other Considerations

- The district shall maintain in each school a supply of disposable face coverings in the event that a staff member, student or visitor does not have one for use.
- Special attention must be given to putting on and removing face coverings for purposes such as eating. After use, the front of the face covering is considered contaminated and should not be touched during removal or replacement. Hand hygiene should be performed immediately after removing and after replacing the face covering.
- When medically appropriate, nurses shall substitute use of metered dose inhalers and spacers for students with respiratory issues.
- Face shields with face masks may be used by staff who support students with special healthcare needs such as those who are unable to wear masks and who may need assistance with activities of daily living, such as toileting and eating.
- Mask use will not be required by employees when they are alone in private offices. However, they are required to mask when anyone enters a private office space and required to wear a mask if their office space is physically shared with others and does not allow for 6 feet of physical distancing or if the work area is frequented by others (such as a reception area).

Until further notice the Board will require the wearing of masks as prescribed in this policy. The Board reserves the right to interpret the provisions of this policy and to modify any or all matters contained in this policy at any time, subject to applicable law.

Legal Reference: Connecticut General Statutes

10-154a Professional communications between teacher or nurse and student.

10-207 Duties of medical advisors.

10-221 Boards of education to prescribe rules.

19a-221 Quarantine of certain persons.

52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.

The Family Educational Rights and Privacy Act of 1974, (FERPA), 20 U.S.C. 1232g, 45 C.F.R. 99.

Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together

Connecticut LEA School Reopening Template

CDC Considerations for Schools

CDC Symptoms of Coronavirus

CDC Quarantine & Isolation

CDC Use of Cloth Face Coverings to Help Slow the Spread of COVID-19

CDC Interim Guidance for Administrators of US K-12 Schools and Child Care Programs

CDC Schools Decision Tree for Schools Reopening

Policy Adopted:

**GROTON PUBLIC SCHOOLS
Groton, Connecticut**

Groton Board of Education Committees
2021 Meeting Schedule

1 ST MONDAY OF THE MONTH	2 ND MONDAY OF THE MONTH	3 RD MONDAY OF THE MONTH	4 TH MONDAY OF THE MONTH
Policy Committee 5:00 p.m. Central Office, Room 5	Committee of the Whole 6:00 p.m. Central Office, Room 11	Committee of the Whole 6:00 p.m. Central Office, Room 11	Regular Board of Education 6:00 p.m. Town Hall Annex, CR 1
January 4	January 11	January 19 (Tuesday)	January 25
February 1	February 8	February 17 (Wednesday)	February 22
March 1	March 8	March 15	March 22
April 5	April 12 (Spring Break)	April 19	April 26
May 3	May 10	May 17	May 24 (meeting to be held at FHS)
June 7	June 14	June 21	June 28
July - No Meeting	July 12	July 19	July 26
August 2	August 9	August 16	August 23
September 7 (Tuesday)	September 13	September 20	September 27
October 4	October 12 (Tuesday)	October 18	October 25
November 1	November 8	November 15	November 22
December 6	December 13	December - No Meeting	December 20 (3rd Monday)

For Information Only:

- Town & City Councils/RTM/BoE Liaison Committee - meets the 1st Wednesday of the month
- Groton Scholarship Fund - meets the 3rd Thursday of the month
- Curriculum Committee - meets the 3rd Monday of the month @ 5:00 p.m. (if needed)
- Finance/Facilities Committee - meets the 1st Monday of the month @ 6:00 p.m. (if needed)
- LEARN Board of Directors - meets the 2nd Thursday of the month

Groton Public Schools Superintendent of Schools Leadership Profile

Prepared by
Mary Broderick, Ed.D.
Senior Search Consultant



September 2020

SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE

Introduction

Selecting a leader is the most important responsibility a board of education undertakes. There are tangible and intangible aspects of leadership required in a superintendent who is going to work with the Board of Education, school staff, parents, town and city, and the whole community to provide high quality education for a district's children.

In light of the critical nature of this responsibility, the Groton Board of Education has sought the input of its school and community stakeholders through a survey, interviews, and focus groups. This Leadership Profile presents findings from **13** focus groups and interviews and an online survey conducted in August/September 2020. The consultant spoke with 38 individuals, including parents, teachers, administrators, non-certified staff, community residents, elected officials, members of the Board of Education, representatives of the military, and others. Unfortunately, the focus group window coincided with gearing up for the start of school, so though there were quite a few focus groups options, participation was not as robust as hoped.

In addition, 270 Groton residents and staff completed a survey publicized through the Groton school website. This participation breaks records, exceeding our last record by 37%! In conducting the interviews and focus groups and developing the survey, the consultant used an unbiased, structured approach involving a series of consistent questions. In addition to asking about strengths and challenges of the Groton Public Schools and community which could affect future leadership requirements, she asked about the qualities, characteristics, experience, philosophy, and skills most desirable in the next Superintendent of Schools. The Board of Education will use these results as it considers its applicants in order to find the best possible match for Groton. The consultant is presenting her findings to the Groton Board of Education without revealing the identity of any individual contributor.

The Groton Board has made a commendable effort to include voices from as many constituents as possible from the schools and community. Many thanks to Joyce Medling for her help publicizing the opportunity to participate, and to focus group participants, interviewees, and survey respondents whose commitment to the schools and Town of Groton was evident as they provided perspectives.

Mary Broderick

CABE Search Consultant

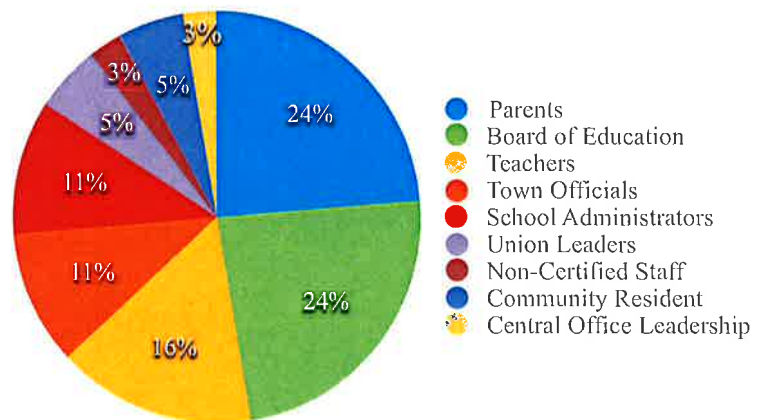
SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE

Data Collection

In total, about 308 individuals participated either through interviews, focus groups, or the online survey. The data collected do not constitute a scientific sampling, but a representation of the Groton Public Schools and community. The survey was voluntary. Though the consultant heard the perspectives of many, this profile cannot entirely capture the complexity and nuances of the schools and town. Nevertheless, the information yields some useful insights for the search process. Items are included in the following report if, in the consultant's judgment, they were repeated by a sufficient number of respondents to warrant the Groton Board of Education's attention.

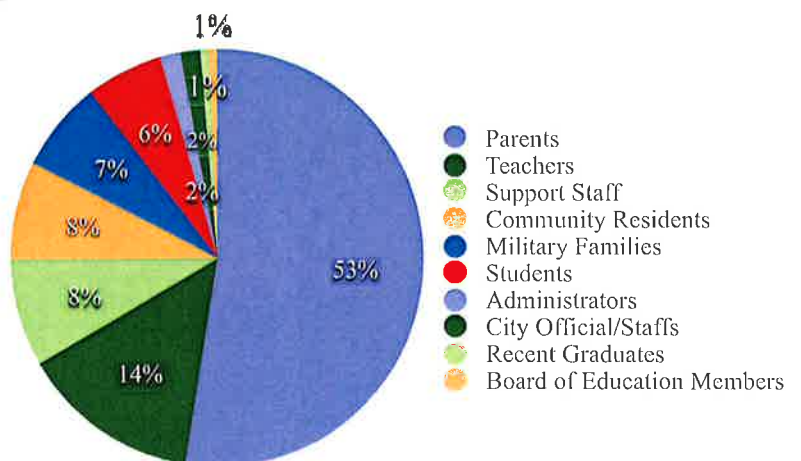
Interview & Focus Group Participants

PARTICIPANT		%
Parents	9	23.7%
Board of Education	9	23.7%
Teachers	6	15.8%
Town Officials	4	10.5%
School Administrators	4	10.5%
Union Leaders	2	5.3%
Community Resident	2	5.3%
Non-Certified Staff	1	2.6%
Central Office Leadership	1	2.6%
	38	100.0%



Survey Responses

PARTICIPANT*	270	%
Parents	165	52.5%
Teachers	44	14.0%
Support Staff	26	8.3%
Community Residents	24	7.6%
Military Families	22	7.0%
Students	19	6.1%
Administrators	5	1.6%
City Official/Staffs	5	1.6%
Recent Graduates	2	0.6%
Board of Education Members	2	0.6%
	314	100.0%



*Please note that survey participants identified themselves under multiple categories so numbers add up to more than 270.



Strengths of Groton and its Schools

The following themes emerged through an analysis of interview, focus group and survey responses. Strengths include teachers and staff, programs and academics, the diversity of the town and the schools, quality leadership, a connected, cooperative community, district infrastructure, town resources, military partnership, and safety. These themes are presented beginning with the most frequently mentioned.

Great teachers and staff

Many study participants (108) cited teachers, administrators, and other staff as the most valued strength of Groton and its schools. Staff “care a lot about education of students and helping kids grow. They are passionate and progressive and tap into different learners.” In addition to traditional routes, many teachers come with a variety of other backgrounds, from social justice to science to retired navy, adding to their depth. They “have things together and are a team.” Administrators “seem to get the right people in the right places.”

Staff work incredibly hard, constantly focused on what's good for students, encouraging their development "personally and academically." Students, in turn, feel empowered and inspired by Groton teachers, the majority of whom "are truly dedicated to the success of their students in developing a lifelong love of learning."

Teachers are approachable and accessible and communicate well with parents. They seem to “always place the student first.” They brought “a lot of talent” to the COVID crisis, staying in touch with families. Their openness to innovation allows them to adapt what they do to changing conditions. “The focus on students and their growth, academically and socially/emotionally, (comes) from all constituents.”

Program/Academics

Participants (105) cited some aspect of Groton's academics, special education, International Baccalaureate (IB), co-curricular offerings, extracurricular and sports offerings as strengths of the schools and community.

Overall, participants (52) felt the Groton schools offer a strong, rigorous academic program that is “very fresh and contagiously exciting.” The Groton curricular offerings are vast, allowing students to select from a wealth of options, including strong STEM and Advanced Placement courses. “Broadly, schools are innovative in teaching; project based, interdisciplinary...” The staff stays on top of new learning approaches and initiatives and provides a strong educational value. Participants cited recent strides in strengthening instructional programs with more authentic, inquiry based, workshop models. Eight of these participants specifically mentioned the strong, welcoming, caring sense of community that creates a growth-filled learning environment for students.

An additional 18 individuals cited Groton's outstanding co-curricular, extracurricular, and sports offerings as strengths. Programs like robotics help students access scholarships when they go to college. Music is very strong throughout the district, with the whole community fundraising to send the marching band,

SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE

jazz band, and chorus to England. The arts are strong throughout the district. Five participants specifically mentioned the diverse sports options.

The district's "Groton 2020 Plan" consolidates all middle school students (formerly in two schools) into one new Groton Middle School located next to the high school. An application has been submitted to expand the IB program to cover a "Middle Years Plan," grades 6-10. Simultaneously, the program in grades 11 and 12 has grown. Though there are about 70 students enrolled in the diploma program, 250 to 300 students take IB courses. Eighteen (18) participants mentioned IB as a strength.

Another 13 participants identified Groton's Special Services programs as strong, offering a great program and sufficient resources. Some talked specifically of the inclusion of developmentally challenged students, accessibility, and assistance programs. Military families noticed the higher caliber services in Groton versus other districts where families have been stationed.

Finally, five participants noted that moving toward a 100% magnet school model at the elementary level is a strength. The district is closing several elementary schools and opening two brand new magnets in Fall 2021, hoping to reverse persistent failure to meet state racial balance guidelines and lure back children who have been "tuitioned out" to New London.

Diversity

Participants (80) cited the community and district's broad diversity as a strength. Home to Pfizer, Electric Boat, University of Connecticut/ Avery Point, and the Subase, Groton boasts families with great wealth, families with great need, and military families who have travelled the world,. The town incorporates the City of Groton, and neighborhoods of Branford Manor, Mystic/Noank, Groton Long Point, and Fort Hill/ Poquonnock Bridge. The schools are ethnically diverse, with 47% identifying as non-caucasian. One participant quoted Rick Kahlenberg at the Century Foundation, saying, "Schools which are socioeconomically diverse experience better outcomes in student achievement."

Groton's teaching staff is more diverse than state average and participants hope a commitment to minority recruitment will bolster this advantage. The schools have established a Diversity/Equity/Inclusion (DEI) committee, including 93 participants. In Groton, "people are excited to speak the language of equity," with "a growing minority focused on making education more equitable." There has been great community support for the Black Lives Matter movement across the community.

The Groton 2020 plan intended to create greater diversity and equity in the schools. Participants recognized the many venues for students of varied backgrounds to get to know one another, from the classroom to the arts to the ball field.

Connected, cooperative community that supports the schools

Groton Public Schools and the community enjoy unusual mutual support. The town has an abundance of resources, from the sea, farmland, urban areas, and biodiversity to its industries, colleges, community organizations, nearby museums and theaters. According to 57 participants, a great strength of the schools and town is the strong partnership and openness cultivated between community members, organizations, businesses and the schools.

There is strong community pride in this diverse town. Community organizations have a reputation for connecting residents. Police, human services, the libraries, Parks and Rec, and the Senior Center support each other's efforts to generate a spirit of inclusion. Volunteers from the community participate regularly in school efforts. For instance, Electric Boat (EB) volunteers have supported the development of a robotics team that now occupies a whole school. EB donations also built a greenhouse. Sailors from the Subase assist with Math nights and Pfizer scientists demonstrate what a career in a lab might involve. Many community members are pulled into school functions and efforts.

The community recognizes the importance of investing in students for the future of the town. Some talked about low property taxes for what you get, and the district has actively pursued grants to supplement state

SUPERINTENDENT OF SCHOOLS LEADERSHIP PROFILE

and town funding. If students need something the district couldn't otherwise afford, they have accessed some grants through the military and businesses.

The military has also provided the schools with impact aid and other supports, such as a military family life counselor. The schools' openness to military families and understanding of military structure and its impact on students' education have bolstered the relationship. For instance, some districts require three or four proofs of residency, but Groton Public Schools welcomes and accommodates families relatively seamlessly. They also understand and support students and families experiencing the transient nature of life in a military community.

Leadership

Participants (46) found current district leadership to be a major district strength. Leadership is accessible and approachable and dedicated to providing excellent education. They have generated a collaborative, caring, compassionate culture where all stakeholder voices are heard. The leaders establish "working relationships with a large percentage of its professional staff and know the teachers and those teachers' abilities." People feel the caring and appreciate a good working environment. Staff are empowered and "have input into their craft."

Participants (14) identified leaders' excellent communications with all stakeholders as a great asset. Participants identified a shared vision of high expectations for all students where students and staff come first. Leaders are viewed to operate openly and transparently. They are organized, following through on state requirements and local plans. They also are flexible and able to adapt quickly to changes calmly and effectively.

Finally, four participants specifically mentioned the Board of Education. Groton has multiple police and fire departments, libraries, etc. However, there is only one Board of Education. Participants talked about how the Groton Board is careful, civil, and committed to carrying out the Groton 2020 plan. The Board weaves together Groton's myriad communities. They are committed to a focus on DEI and ensuring equity in learning, curriculum [that is] standards based with an international flair to build global citizens."

Infrastructure

Finally, eighteen participants mentioned the schools' infrastructure as a strength. The combined high school/middle school campus will allow for sharing resources between the schools. The new middle school will bring students from all over town together in one building. Two new elementary schools are scheduled to open in September 2021, leaving the district with just one elementary more than ten years old. The buildings will include outdoor space for instruction.

Challenges Facing Groton



Groton's next superintendent will need to address some significant challenges to keep the Groton Public Schools strong. Participants identified the need for attention to various aspects of program, diversity, leadership, COVID 19, and financial management as most pressing.

Program and structure

Though many aspects of the curriculum and program were viewed as representing the district's greatest strengths, participants (116) cited some aspect of program or the move to a new structure as the greatest challenge facing the new leader.

The primary concern individuals (46) cited involved the challenges of structural changes: opening the new Middle School (Fall 2020), two new magnet elementary schools (Fall 2021), and moving to all magnet elementary schools. These transitions have generated considerable anxiety in parents and staff, as significant decisions have yet to be made. Participants identified questions about higher transportation costs, staffing changes, and uncertain magnet themes. Some worry about the lack of attention to the older building and the variability in students' experience as a result.

Participants (18) expressed concern that there is too much flux with too little clear decision-making. The Middle School struggled to open this fall due to remaining uncertainties, and there is fear that planning has fallen behind for the magnet elementary schools. Some questioned the wisdom of creating a cohesive new, much larger school middle school.

The new superintendent will need to oversee the physical completion of the new schools and simultaneously engage the community in major decisions about themes and staffing. Some are asking if new initiatives can be "slowed down."

This feeling of needing to slow down extends to academic initiatives as well. Staff expressed a sense of being pulled in too many directions without the opportunity to master any. One said, "We take on too many initiatives halfway rather than trying to do less, with excellence." They would prefer to "reel in and focus."

A handful (20) of participants addressed the need for a focus on Groton's overall academic performance, setting high expectations, especially at the secondary level. The high school is considered strong at preparing students who are college-bound, but needs to shore up pathways for robust workforce development and preparation for the "real world." Several cited the need to balance the different learning needs of students to keep them engaged.

A number of participants (21) felt the new leader will need to focus on the behavioral, social, emotional, and mental health of students, especially in light of the current COVID crisis. In addition to a general need for mental and behavioral health supports, a few felt the schools need to provide greater consistency and structure to foster appropriate student behavior. Eight participants specifically mentioned bullying, both physical and cyber, as a concern.

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Though considered a strength by many, 11 participants felt special education poses challenges that will need attention. Some viewed the current approach to identifying students' needs as adversarial. Some felt staffing was insufficient to support the neediest students' individualized education plans.

Diversity

Though 80 identified Groton's diversity as a strength, 71 participants identified some aspect of diversity as a major challenge. As the schools in the district move toward racial balance, how will staff create learning environments that are equitable for all and focused on excellence and high expectations? Participants would like the schools to evaluate policies and practices to ensure respect for diversity, equity, and inclusion and improved results across all demographic groups.

The new leader will be challenged to keep "track of everyone's needs, able to synthesize and make the best decisions for students." One participant noted, "with the consolidation of schools, it will be challenging to promote equity and fairness while addressing the diverse community and differing needs of those who attend the schools and depend on services."

A further challenge is ensuring staff of color feel comfortable in the Groton Public Schools. Though percentages of Black and Brown staff in Groton exceed state averages, individuals reported frustrations with persistent micro-aggressions.

Several expressed concern that the DEI committee is too large and unwieldy. This group will need to examine inequities embedded in curricula, consider professional development needs of teachers, undertake careful assessment of equitable instruction and services, and keep the dialogue open. Some would like to see a whole year of professional development focused on DEI. Others fear that the focus on true equity may be sidelined amidst the pandemic and the district restructuring.

Leadership: Vision, transparency, communications, cultivation

Perceptions vary among participants, and again, though Leadership was considered a strength by 46 participants, 64 participants noted some aspect of leadership the new superintendent will need to attend to. Specific leadership issues include fostering staff growth, team building, and retention; communications; and vision.

In general, participants would like to see consistent, equitable, transparent leadership focused primarily on children and their education, not overly influenced by parents or the community. They would like to see deep, meaningful planning and follow-through which incorporates the views of those invited to give input.

Participants (23) identified staff hiring, retention, growth, and team building as challenges that need attention. They want to see the administration attract, retain, and support the growth of teachers. They want a commitment to building the team, where chains of command and communications are clear and staff at all levels feel supported. They would like to see administrators getting into classrooms on a daily basis. Staff "want to be fed" and inspired to grow. Staff would like their expertise acknowledged and valued.

COVID 19

Since focus groups, interviews, and surveys for this study were conducted in early September 2020, opening school in an era of COVID was on many participants' minds. Overall, 57 referred to COVID as a major challenge for the next superintendent of schools.

Twenty-nine (29) participants generally referred to the challenge to keep students and staff safe while COVID is a factor, including making sure students follow the rules, keep masks on, and respect social distances.

A number of other participants (23) raised the challenges posed by distance learning, ensuring a consistent learning schedule, keeping students "interested in learning from home as well as in class," finding better materials to use in distance learning, offering students a good social network amid COVID, and holding

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realistic expectations of staff and students. Some would like to see enhanced administrator/teacher collaboration regarding special education in the time of COVID. A couple referred to taking the COVID crisis as an opportunity “to change what needs to be changed” and to consider “innovations in teaching and curriculum using technology.”

Finally, five respondents referenced the financial strain COVID protocols create while tax revenues and community financial health may be challenged by lost revenues resulting from the crisis.

Finance/Budget/Resources

Thirty-two (32) participants identified financial resources as a challenge for the new leader. Groton is moving out of the state’s designation as an Alliance district, meaning a potential loss of significant revenue. Participants are further concerned that the community’s support of school construction projects will dampen enthusiasm for operating budget increases. The town expects efficiencies from school consolidation. In addition, the potential impact of the COVID crisis on local and state tax coffers has some participants concerned that the schools’ resources will be strained and educational opportunities will be compromised while contractual obligations will absorb any efficiencies. Participants encourage a mindset approaching budgets with a “what’s best for kids” commitment.

The new leader will also need to navigate a complicated budget process, seeking budget approvals from the Board of Education, the Town Council, and the Representative Town Committee. The leader will need to demonstrate excellent decision-making in allocating dollars.

Military/ transience

The final challenge of note to participants (11) was student transience. The military community is, by its nature, transient, and the district can lose 800 students in two weeks... or gain as many. The schools need to plan for that uncertainty. Further, it’s hard to engage a transient parent community. If a family knows a placement is temporary, it’s hard for the family to fully commit to the district.

Transience is also an issue for families facing economic struggles, where families may need to move to find affordable housing. This issue may be exacerbated as the COVID crisis endures and people can no longer afford rents or mortgages.

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Desired Expertise and Qualities in a New Superintendent

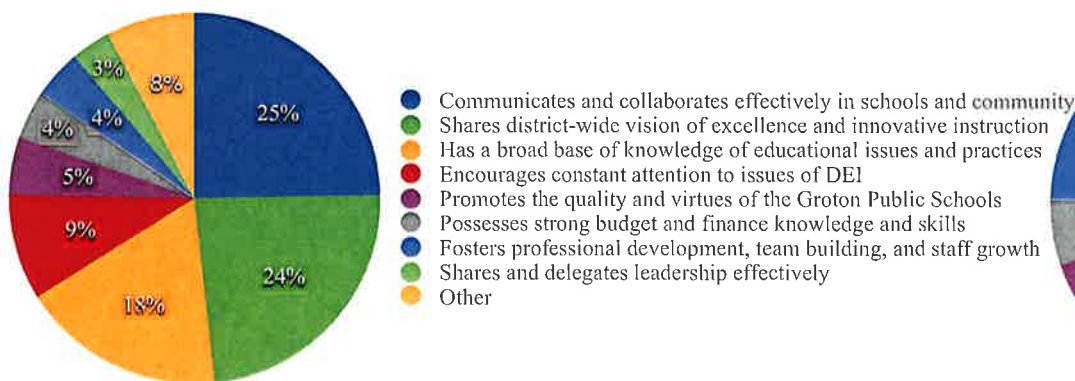
What would be the most important expertise, qualities, and characteristics in a new superintendent to tap Groton's strengths and meet its challenges? An analysis of survey responses yielded the following:

Expertise

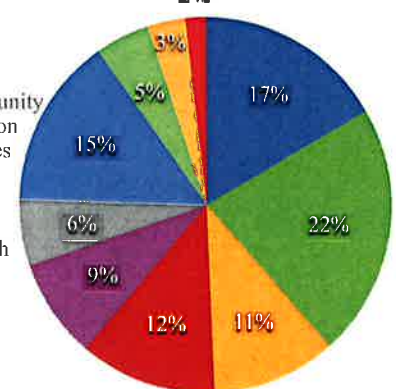
Survey respondents weighted three of the ten areas of **desired expertise** sought in a new Superintendent of Schools vastly higher than the other skills. The first choice of participants was *Communicates and collaborates effectively in schools and community* (24.7%), then *Shares vision of excellence and innovative instruction* (23.6%), followed by *Has a broad base of knowledge of educational issues and practices* (17.8%). These three areas garnered over 66% of the top choices.

DESIRED EXPERTISE IN NEW SUPERINTENDENT	#1	%	#2	%	#3	%	TOP 3	TOP 3
Communicates and collaborates effectively in schools and community	64	24.7%	63	24.5%	44	17.2%	171	22.2%
Shares district-wide vision of excellence and innovative instruction	61	23.6%	35	13.6%	35	13.7%	131	17.0%
Has a broad base of knowledge of educational issues and practices	46	17.8%	39	15.2%	31	12.1%	116	15.0%
Encourages constant attention to issues of diversity, equity, & inclusion	24	9.3%	35	13.6%	34	13.3%	93	12.0%
Promotes the quality and virtues of the Groton Public Schools	13	5.0%	8	3.1%	16	6.3%	37	4.8%
Possesses strong budget and finance knowledge and skills	11	4.2%	37	14.4%	38	14.8%	86	11.1%
Fosters professional development, team building, and staff growth	11	4.2%	19	7.4%	37	14.5%	67	8.7%
Shares and delegates leadership effectively	9	3.5%	18	7.0%	18	7.0%	45	5.8%
Other	20	7.7%	3	1.2%	3	1.2%	26	3.4%
Totals	259	100.0%	257	100.0%	256	100.0%	772	100.0%

First Choice Expertise



Top Three Choices



If we look at respondents' top three choices combined, we see the same top choices in the same order: *Communicates and collaborates effectively in schools and community* (22.2%) is still the top choice, *Shares vision of excellence and innovative instruction* (17%) is second and *Has broad base of knowledge of educational issues and practices* (15%)

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ranks third. Following fairly close behind is *Encourages constant attention to issues of diversity, equity, and inclusion* (12%).

Qualities

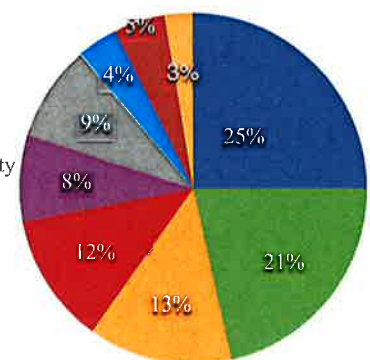
In addition to the leadership characteristics and expertise identified in the prior section, Groton survey respondents reflected some clear preferences for **qualities** desired in a new leader. The top choices respondents identified were *Keeps students' growth and wellbeing the primary focus* (32.9%) and *Accessible, approachable, and visible in schools and community* (28.3%). A very distant third was *Decisive, confident, objective problem solver with good judgment* (10.9%).

DESIRED QUALITIES IN SUPERINTENDENT	#1	%	#2	%	#3	%	TOP 3	TOP 3
Keeps students' growth and wellbeing as primary focus	85	32.9%	69	26.7%	39	15.2%	193	25.0%
Accessible, approachable, visible in schools & community	73	28.3%	68	26.4%	25	9.7%	166	21.5%
Decisive, confident, objective problem solver, good judgment	28	10.9%	31	12.0%	45	17.5%	104	13.5%
Committed to transparent communication with schools & community	24	9.3%	32	12.4%	37	14.4%	93	12.0%
Knowledgeable and hardworking, with attention to detail	12	4.7%	13	5.0%	37	14.4%	62	8.0%
Inspirational team builder	11	4.3%	19	7.4%	39	15.2%	69	8.9%
Life-long learner	10	3.9%	8	3.1%	11	4.3%	29	3.8%
Dedicated commitment to Groton's vision & mission	5	1.9%	13	5.0%	19	7.4%	37	4.8%
Other	10	3.9%	5	1.9%	5	1.9%	20	2.6%
	258	100%	258	100%	257	100%	773	100%

First Choice Qualities



Top Three Choices



If we again look at participants' top three choices, the priority order remains the same, *Keeps students' growth and wellbeing the primary focus* (25%) remains the top choice, *Accessible, approachable, and visible in schools and community* (21.5%) is second. Still a distant third is *Decisive, confident, objective problem solver with good judgment* (13.5%).

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Needless to say, all of these qualities and skills are essential in a leader, yet they point to the prioritized needs of the Groton Public Schools at this point in time. This profile will explore these areas of expertise and dimensions of leadership, integrating perspectives garnered through survey comments, interviews, and focus groups.

Communicates and collaborates effectively and builds trusting relationships with students, staff, and community

Groton's successful new superintendent will understand the importance of cultivating caring, thoughtful relationships with all stakeholders, from students to families to staff to elected leaders at local and state levels to members of the general public, always building coalitions to support students and families. A spirit of openness will continue to pervade the district, with volunteers welcome and students encouraged to connect with community resources.

A skilled **communicator**, this leader will be present, in the moment, and deeply listen to and welcome advice from all stakeholders, taking time to understand varied perspectives. Able to absorb and integrate those perspectives, the leader will have a gift for explaining complex ideas clearly, both orally and in writing.

District staff will know the successful leader hears and understands them and their work and values their experiences and insights. Parents, even confrontational ones, will know they can reach the leader with their ideas and concerns and receive a fair hearing.

The community will trust the leader to have the best interest of students, their families, and the community at heart. The schools will be a community resource while keeping students and staff safe.

Since about 30% of Groton's students hail from military families, the leader will work to understand the military structure and the special needs of base families. The superintendent will honor the spirit as well as the letter of the military interstate compact, supporting families when Connecticut's requirements are more stringent than students' prior residences. The leader will also invite sailors to be part of the school community and volunteer to help with school events. Conversely, the leader will allow school staff to support base events. For instance, the Subase has no band, so the schools may lend music to military ceremonies. The superintendent is also encouraged to attend such events. The leader will be a key partner in the Military Superintendents Liaison Committee.

The successful leader will not be political, but will bring political savvy, reaching across aisles to build coalitions and building political bridges with the Representative Town Meeting and Town Council. Working in close partnership with the Board of Education, this leader will model excellent communications, mutual respect (even when you disagree), transparency, and productive collaboration.

The leader will not rely on top-down, coercive decisions, but will cultivate a collaborative spirit. Ensuring clear decision-making processes, the leader will empower principals to lead their schools, working to accomplish the district vision. As much as possible, the leadership team will make decisions together, as a group. The leader will be in touch with teachers and publicly acknowledge their work, keeping administrators in the loop.

The successful superintendent will know that the schools can't educate children in a vacuum, but rely on collaborative partnerships with employers such as Pfizer, Electric Boat, and the military. The schools will work to understand the skills needed in such realms so they can better prepare students and expose them to possible career paths.

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Shares vision of excellence and innovative instruction

The Groton Public Schools are nearing the completion of *Groton 2020*, a major restructuring of the schools. There is a lot of work happening to realize that vision, and many decisions yet to make. Staff are reeling from multiple transitions and various initiatives. Participants in this study would like the leader to appreciate and value what's underway, commit to the schools' strategic plan, and keep up the momentum on those directions.

The successful leader will see and value the big picture, ensure Groton delivers on its promise, that every child feels valued and welcome in the schools and racial imbalances are corrected. Children who won't attend college will see and be able to access exciting, alternative career pathways. There are major decisions of a visionary nature that need to be made in short order to deliver on that promise: magnet school themes, staffing, and professional development to get staff prepared for that theme. How will students and staff be mixed? Decisions on these topics will help reduce staff anxiety.

The new leader will look beyond present realities and see future opportunities, then help the community envision Groton's best direction. This strategic thinker will understand students' and educators' needs and excite the community about the district's meaningful, robust school programs.

Has broad base of knowledge and educational issues and practices

Groton's new leader will be passionate about learning, seeking constantly to expand their own mind, pursuing ongoing professional development for themselves and staff. Ideally, the leader will be strong academically and connected to a university, keeping current on best educational practice. Reflective and astute, the leader will observe and gather data before making changes, then will clearly explain the rationale for the change.

Some participants would like a leader who has experience as a superintendent, ideally in a large school district, since there will be a host of immediate decisions requiring attention. A teacher at heart, this individual will never forget what it was like "to be in the trenches."

Finally, because Groton is deeply invested in and growing its IB program, a background in IB would be extremely helpful. A deep knowledge of Special Education and Connecticut's laws is also highly desirable.

Keeps students' growth and wellbeing the primary focus

The ideal leader will keep students' growth at the heart of every decision. Though a lot of other issues compete for the leader's attention, student and family wellbeing will be the core focus of the successful leader.

This leader will be familiar with a diverse community in terms of race, culture, and socioeconomic status and will commit to promoting Diversity, Equity, and Inclusion writ large. The leader will be devoted to all of Groton, the haves and have nots, and will root decisions in what's best for all schools, avoiding siloing the town. The leader will encourage examination of DEI and systemic reform, examining policies and curricula through an equity lens.

The new superintendent will also recognize that helping staff grow is critical to student growth. The leader will work with staff to determine direction, build a strong administrative team, delegate the work (and keep an eye on it), inspire others to be creative, build upon talent, and harness staff potential. The leader will clearly assess staff strengths and provide coaching where needed to encourage effectiveness.

Accessible, approachable, and visible in schools and community

Staff would like to see a leader with deep roots in classroom instruction, who makes a point of visiting classrooms regularly to have the pulse of the schools. Students and staff will all know the leader and feel

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comfortable sharing thinking and observations. Deeply present, the leader will establish human connections with each thanks to the leader's compassion, understanding, empathy, emotional intelligence, and diplomacy. The successful leader will not put up barriers due to rank, but be accessible to all.

Decisive, confident, objective problem solver with good judgment

The new superintendent in Groton will make well-informed decisions that reflect the vision and stakeholder voices and then will stand by those decisions. The leader will model courage to do what's right in the face of opposition, always acting in the best interest of Groton's children. This seasoned leader will have a thick skin and not bend to "squeaky voices." The leader will hold all staff accountable to work in alignment with the mission and vision of the Groton Public Schools.

The new leader will be able to navigate the complex process of garnering resources for the schools and will be facile in managing budgets. Well organized and focused, the leader will also oversee the facilities, including effective decision-making in opening the new schools successfully.

This tireless leader will have the energy to do the work, the will to inspire others, the creativity to adapt to situations, the ability to juggle, and a "buck stops here" mentality.