

**GROTON BOARD OF EDUCATION  
COMMITTEE OF THE WHOLE MEETING  
OCTOBER 19, 2020 @ 6:00 P.M.  
REMOTE MEETING**

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

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

Mission Statement: Our mission is teaching and learning.

Board Goals: (1) Provide Dynamic Rigorous Curriculum, (2) Ensure Effective and Engaging Instruction, (3) Embrace Excellent Learning Environment

AGENDA

1. Call to Order
2. BoE Regular Business
  - a. Approval of the C.O.W. meeting minutes of October 13, 2020 (Attachment #1)
3. Discussion re: New Elementary Schools
  - a. Naming Committee
  - b. Theme Selection
  - c. Staffing
    - Administrators
    - Certified Staff Reassignment Process
4. Review of Preferred Class Size Chart (revised) (Attachment #2)
5. Discussion re: DEI Statement/Courageous Conversation Series
6. Review of Policy P 5112.2 - Admission Requirements for Resident Students (Attachment #3)
7. Review of Referral List (Attachment #4)
8. Suggested Future Topics
9. Adjournment

GROTON BOARD OF EDUCATION  
 COMMITTEE OF THE WHOLE MEETING  
 OCTOBER 13, 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 Kimberly Watson called the meeting to order at 6:02 p.m.

II. BOE REGULAR BUSINESS

MOTION: Porter, Robertson: To approve the COW meeting minutes of September 21, 2020.  
 PASSED - UNANIMOUSLY

III. ENROLLMENT NUMBERS IN NEW SCHOOLS (Attachment #1)

Susan Austin gave an overview of the preliminary enrollment numbers for the new elementary schools at the Cutler and West Side sites. The majority of students at CC and SBB will be going to the Cutler site and the majority of students from MM will be going to West Side site. The school will be a 4 tier (4 classes per grade) Preschool/PK – grade 5.

IV. ZUBA PLATFORM AND FEEDBACK

Dr. Graner gave an overview of the neighborhood zoning platform that Mike Zuba developed. Dr. Graner noted that there will be a controlled lottery to maintain racial balance throughout the elementary schools. Ms. Austin noted that the Transition Kindergarten class will be relocated to CK or NEA.

V. CLASS SIZE FROM SEPTEMBER 28 (Attachment #2)

Dr. Graner gave an overview of the proposed maximum class size guidelines.

It was suggested that the middle and high school class sizes should be delineated in the Special Areas.

Dr. Graner and Ms. Austin will work out a glossary for this document that will be forwarded to the Board for vote at the regular meeting of October 26, 2020.

VI. REVIEW PRELIMINARY EDUCATOR AND PARENT SURVEY RESULTS (Attachments 3 & 4)

Ms. Austin gave an overview of the 2020 Preliminary Educator and Parent Survey results. The last submission date is Thursday. Ms. Austin will share all the results with the Board at that time.

VII. WEDNESDAY PROTOCOLS

Ms. Austin noted that updates can be found on the district website, and she encouraged parents to view them. Ms. Austin commended the teachers who volunteered for their hard work in addressing Hybrid learning for students in person and remotely. Ms. Austin stated that teachers are working from home remotely on Wednesdays during the extra cleaning in the school between cohorts.

VII. REVIEW OF THE REFERRAL LIST

The Board reviewed the Referral List.

Dr. Ackerman asked Dr. Graner about standardized testing, i.e. where does it stand; if students do not come up to par, what will happen. Dr. Graner stated he would research her concern and report back.

Mrs. Volkmann noted that LEARN is providing a teacher residency program for paraprofessionals.

Mrs. Volkmann made a referral to discuss a STEM Masters' Program for diversity recruitment purposes.

II. SUGGESTED FUTURE TOPICS

NONE

IX. ADJOURNMENT – Ackerman, Robertson: To adjourn at 8:06 p.m.  
MOTION PASSED UNANIMOUSLY

2020-2021 Enrollment									
Enrollment		OCT 1 20-21		Enrollment		FTE		Avg Class Size	
GRADE		GRADE		GRADE		Enrollment		FTE	
Claude Chester		Pre School		Pre School		36		2.0	
		Trans K		Trans K		11		1.0	
		Full day K		Full day K		46		3.0	
		1		1		52		3.0	
		2		2		39		2.0	
		3		3		52		3.0	
		4		4		55		3.0	
		5		5		29		2.0	
Total		Total		Total		320		19.0	
Total 359		319						95C	
S.B. Butler		OCT 1 20-20		Enrollment		FTE		Avg Class Size	
		Pre School		Pre School		22		2.0	
		Speech		Speech		6		0.0	
		PreK		PreK		13		1.0	
		Full Day K		Full day K		32		2.0	
		1		1		40		2.0	
		2		2		32		2.0	
		3		3		30		2.0	
		4		4		33		2.0	
		5		5		39		2.0	
Total		Total		Total		247		15.0	
Total 307		251						145C 345C	
Mary Morrisson		OCT 1 20-20		Enrollment		FTE		Avg Class Size	
		Pre School		Pre School		67		3.0	
		Pre-K		Pre-K		0		0.0	
		Full day K		Full day K		59		3.0	
		1		1		63		4.0	
		2		2		46		3.0	
		3		3		53		3.0	
		4		4		35		2.0	
		5		5		32		2.0	
Total		Total		Total		351		20.0	
Total 363		354						4 5C	
Charles Barnum		Pre School		Pre School		0		0.0	
		Pre-K		Pre-K		0		0.0	
		Full day K		Full day K		71		3.0	
		1		1		63		3.0	
		2		2		47		3.0	
		3		3		53		3.0	
		4		4		60		3.0	
		5		5		50		3.0	
Total		Total		Total		344		18.0	
8 SC Total		351						75C	
323									
Catherine Kolnaski		OCT 1 20-20		Enrollment		FTE		Avg Class Size	
		Pre School		Pre School		0		0.0	

	Pre-K	16	Pre-K	18	1.0	8.0
	Full day K	64	Full day K	63	4.0	15.8
	1	63	1	63	4.0	15.8
	2	62	2	62	3.0	20.7
	3	58	3	58	3.0	19.3
	4	58	4	58	3.0	19.3
	5	58	5	58	3.0	19.3
Total 401.	Total	379	Total	378	21.0	0 SC
2020-2021 Enrollment to date						
Northeast Academy	GRADE	OCT 1 20-20	GRADE	Enrollment	FTE	Avg Class Size
	Pre School	0	Pre School	0	0.0	0.0
	Pre-K	0	Pre-K	0	0.0	0.0
	Full day K	67	Full day K	67	4.0	16.8
	1	79	1	79	4.0	19.8
	2	64	2	63	3.0	21.0
	3	64	3	64	3.0	21.3
	4	70	4	70	3.0	23.3
	5	62	5	62	3.0	20.7
Total 414	Total	406	Total	405	20.0	

PREFERRED MAXIMUM CLASS SIZE GUIDELINES  
(Approved by Groton Board of Education at its Regular Meeting on October 28, 2019)

ACADEMIC

PREFERRED MAXIMUM CLASS SIZE

Kindergarten – 1	20
Grades 2-3	23
Grades 4-12	25
Remedial Self-Contained 6-12	14
Remedial Individual/Small Group	40 (total teacher load)

SPECIAL AREAS

Technology Education	18
Consumer Science	18
Music	25
Art 9-12	20
Physical Education 9-12	25

PUPIL – TEACHER RATIOS FOR SUPPORT PERSONNEL

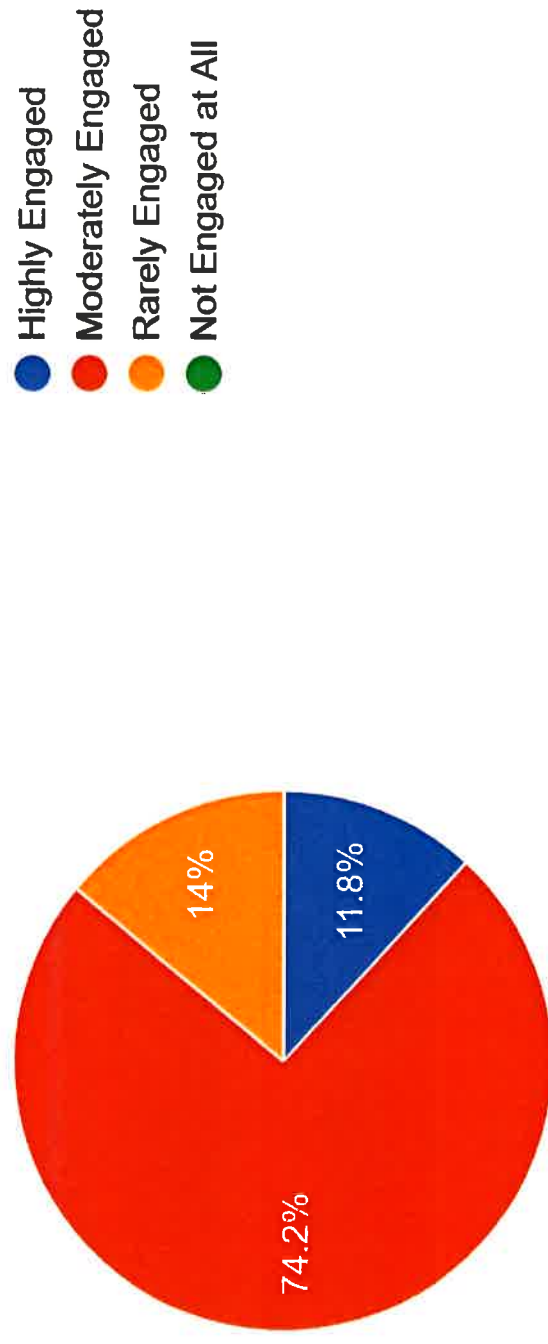
Guidance Counselors	200:1
Library/Media Specialist	500:1
Special Education:	
Self-contained	12:1
Resource Room	20:1

# Groton Public Schools Fall 2020 Educator Survey

Preliminary results: 322 Responses as of October 13, 2020

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

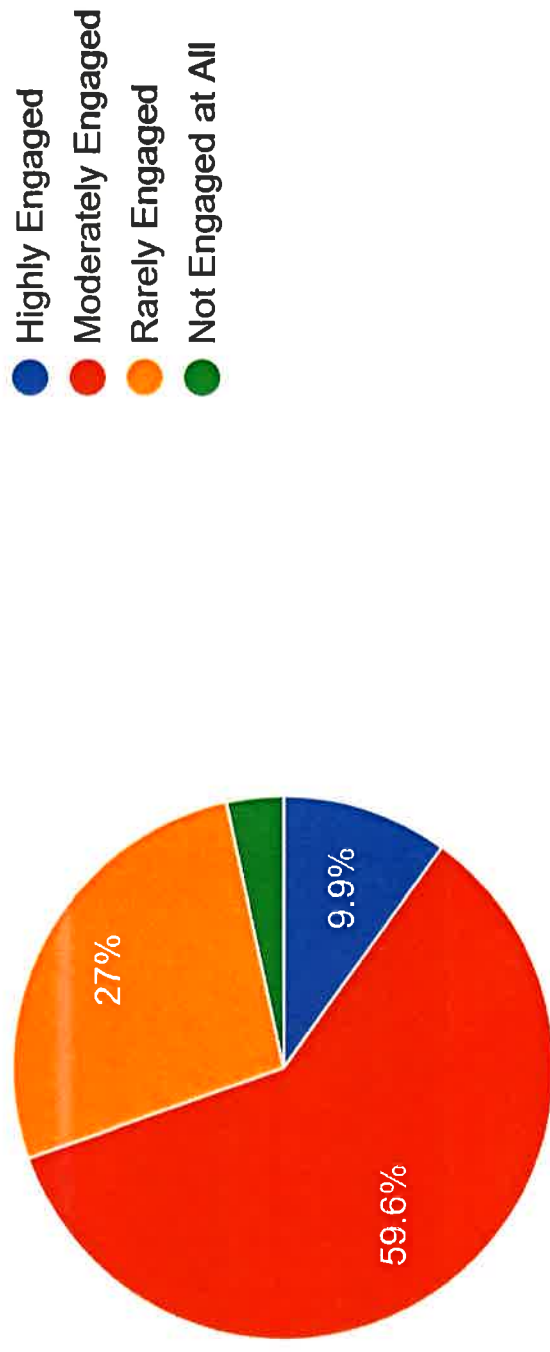
322 responses





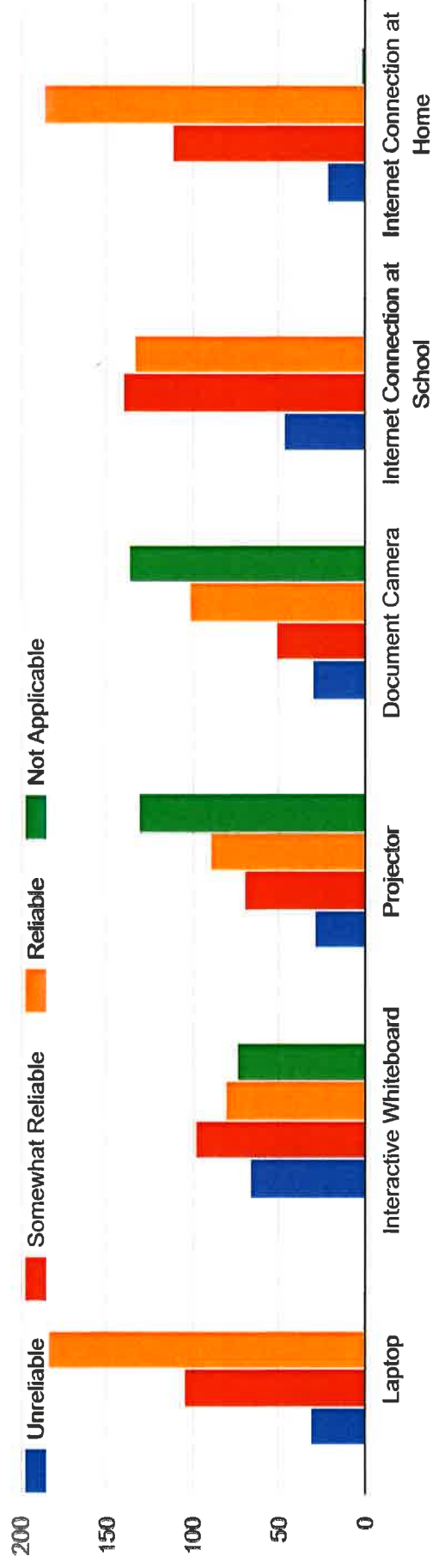
**How would you best describe the engagement of the majority of your students in the full distance learning model?**

322 responses



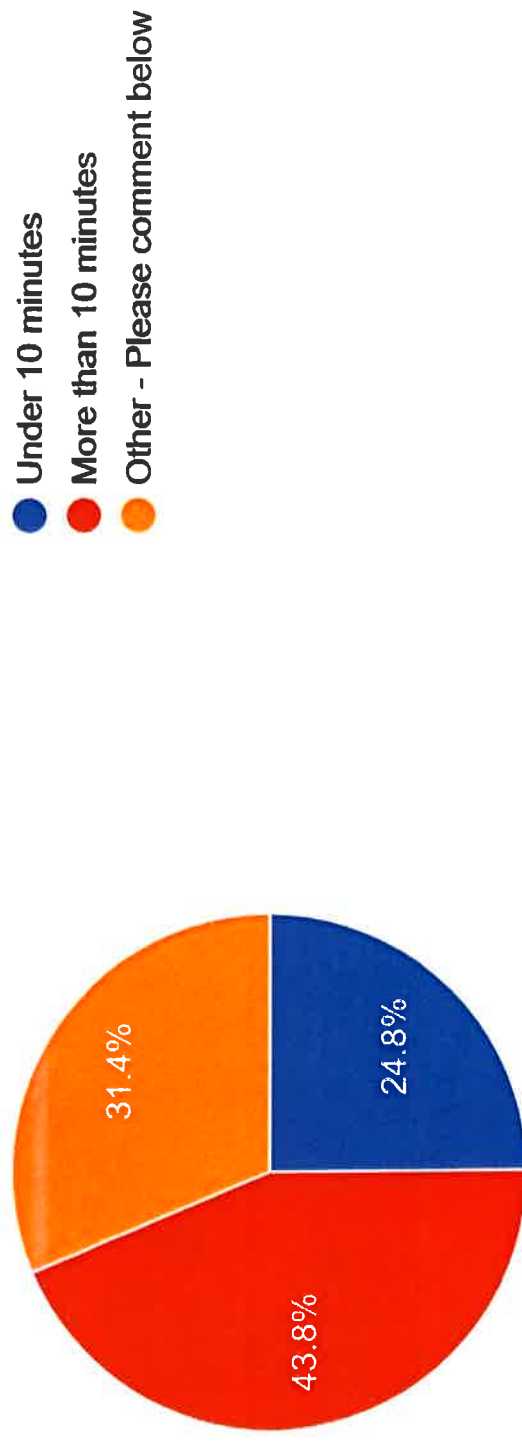
## How reliable is your current technology?

322 responses

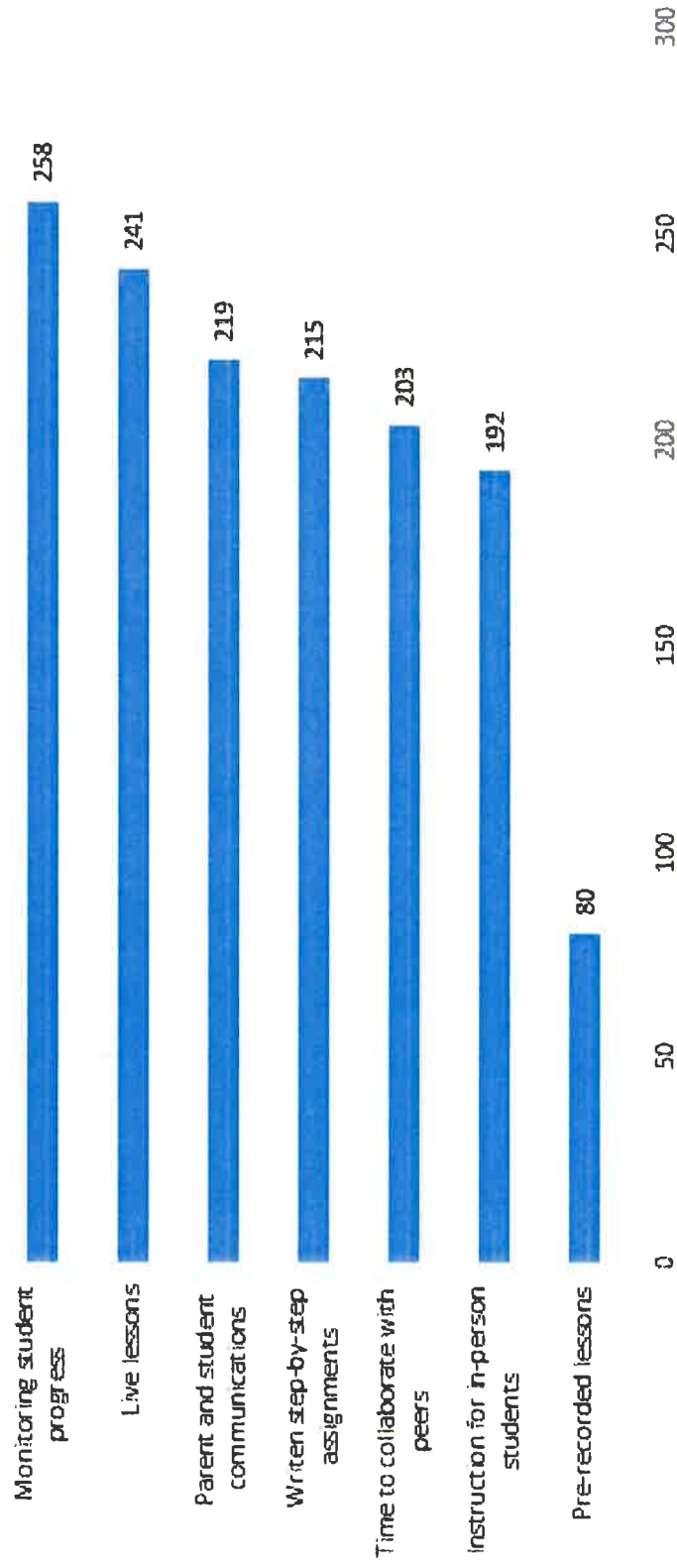


**On average how long does it take you to take attendance?**

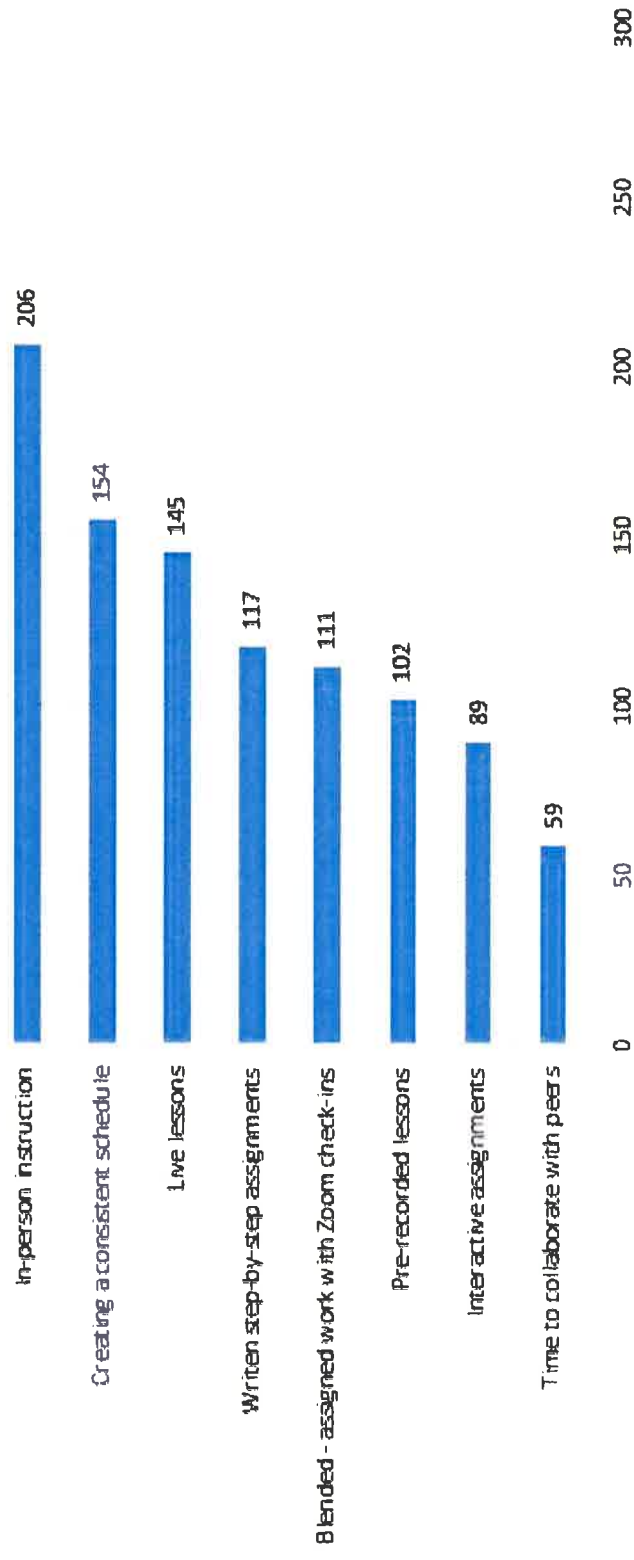
322 responses



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

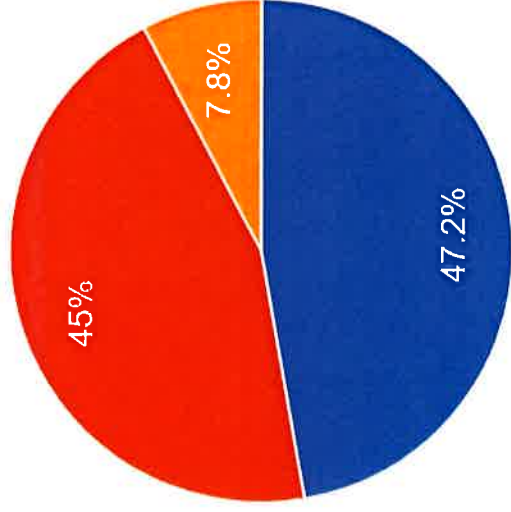


**In terms of instruction, what approaches seem to best engage your students?**  
322 responses



## How many students are completing their assignments?

322 responses



- 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.

## Successes

Students are finally getting used to this model our routines, schedule, and expectations.

My steadily increasing knowledge of the available resources and how to use them.

Collaborating with grade level partners in my school to share effective teaching/planning ideas for hybrid or full distance learners.

Kids are happy to be back in the classroom, even with masks and personal office spaces.

Having a small group, I can really get to everyone each day for every subject.

When I take time to listen to parent concerns before making plans to improve engagement,  
I tend to get better results.

## **More Successes**

For the students in the classroom, the smaller numbers allow for so much more attention and engagement. I feel like I know these groups of students very well - and they are only here with me two days a week so that is notable. They are getting much more individual attention than is usually possible.

Working with a student who when offered a break said " NO I Got this" and then went on to complete the task. This young boy would have melted down prior to learning strategies to get him through non-preferred activities. Priceless! This is why I do what I do!



## Challenges

Providing the support families need to be successful with home learning.

The biggest challenge is getting them to complete all of their class work and making sure directions are clear enough to where they can do the work without too much confusion.

It has all been a challenge. I feel the internet connections at school and home are inconsistent which makes the teaching and learning difficult.

Finding hands on things for distance learners to do.

Prepping for both hybrid and distance learners at the same time - keep in mind that it is really 3 preps: hybrid students, distance plans for when they are home AND lessons for full distance learners.

## More Challenges

Communication with the students has been the biggest challenge. If a student has a question at home, my responses are usually delayed because I'm in class. And it's hard to instruct over email. Sometimes I've had to record a quick video on the fly to show them how to do something.

Some of the kids who need the most help struggle with reading so virtual learning is even harder for them since there's so much reading involved with just navigating through the LMS.

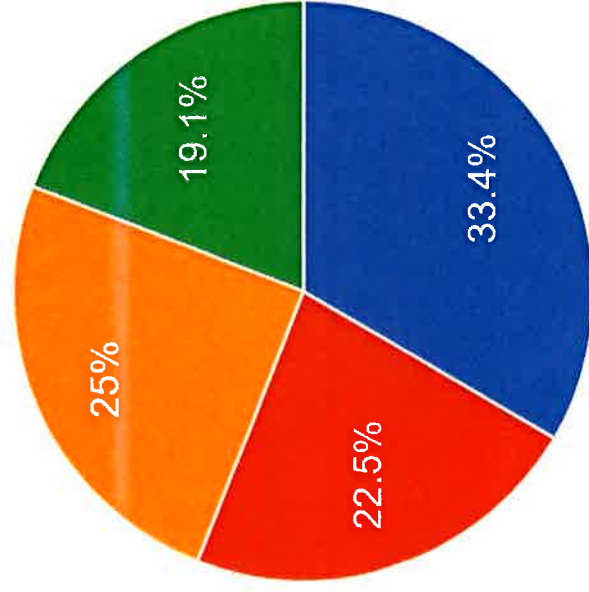
The amount of time I am working to plan, create, record, correct/provide feedback for assignments, answer emails, etc. I am working 10 hour days during the week and another several hours on the weekend.

My students are excited to participate in Zoom lessons, but the technology issues have caused great frustration and stress for myself and my students.

# Groton Public Schools Fall 2020 Parent Survey

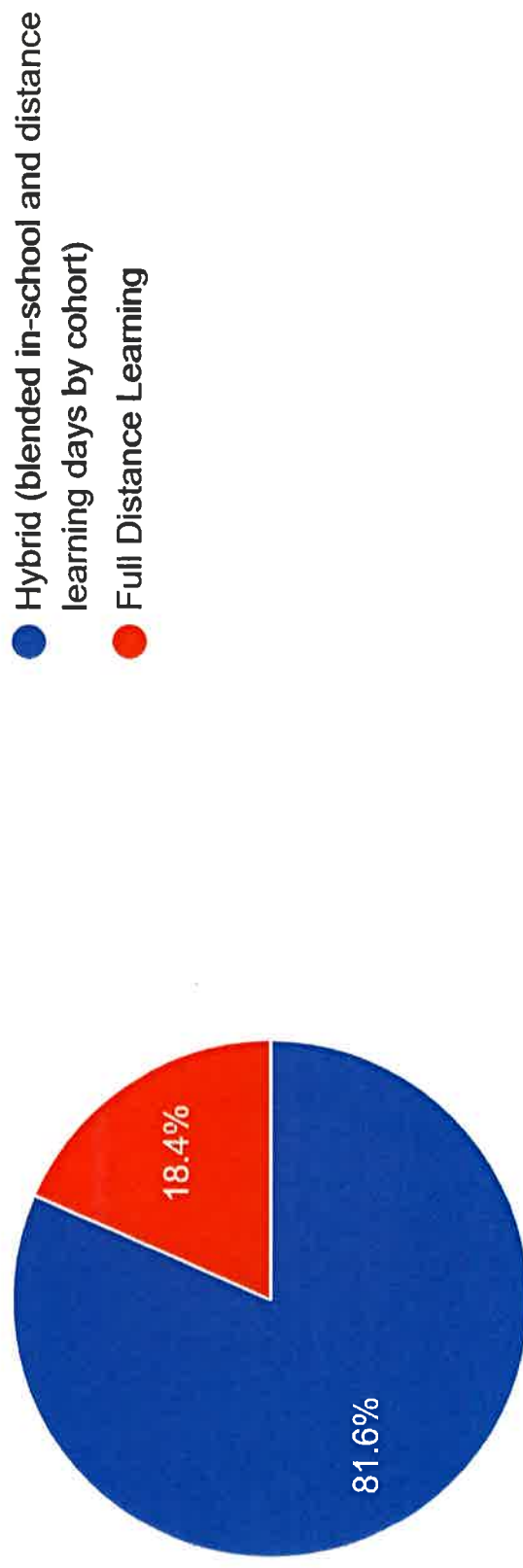
Preliminary results: 581 Unique Parent Responses Representing 847 Students  
as of October 13, 2020

**What grade is your child?**

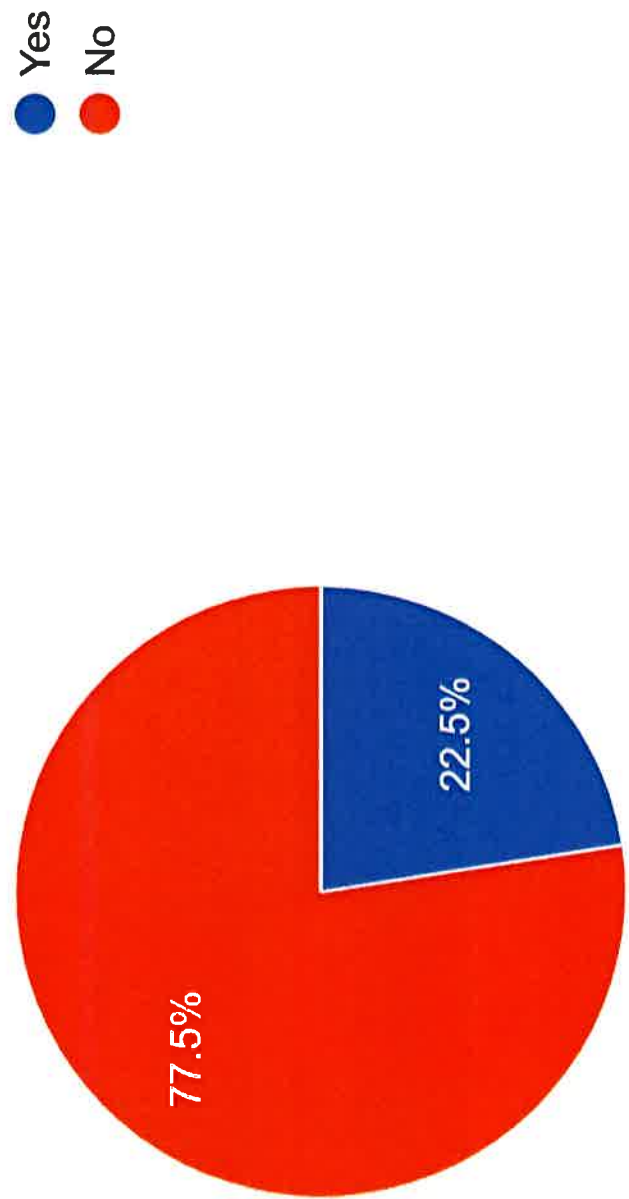


- Preschool / Pre-K - Grade 2
- Grades 3-5
- Grades 6-8
- Grades 9-12
- Other

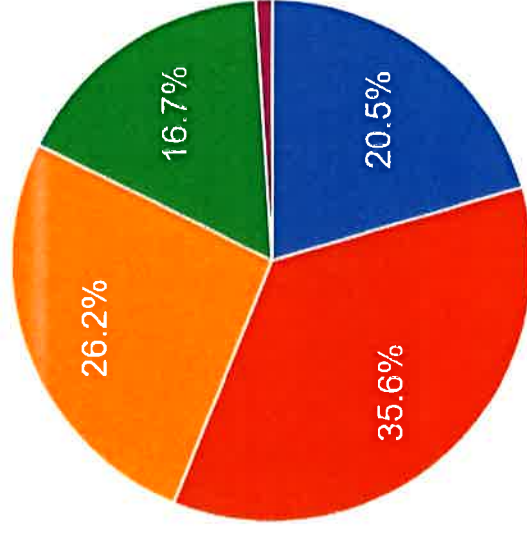
**Please identify your child's current learning model?**



Have you considered switching your child's learning model?

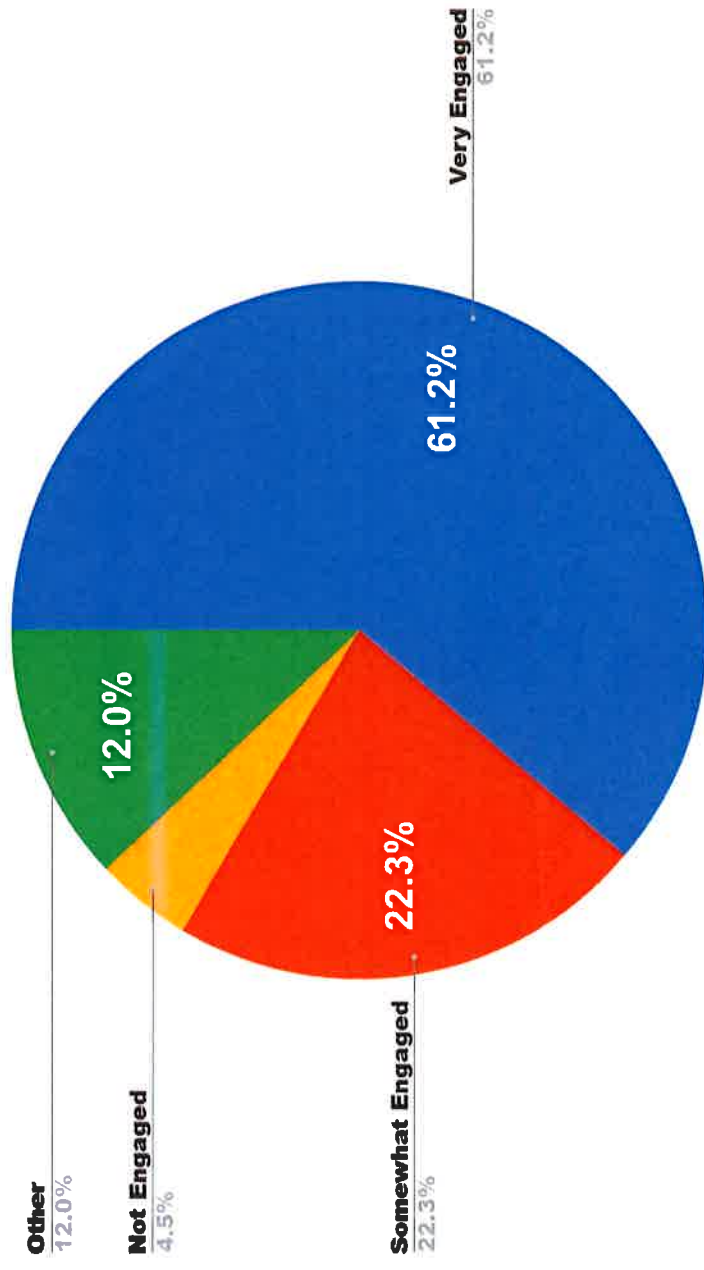


**Is your child able to understand the instruction they are receiving during remote learning and complete assignments independently at home?**



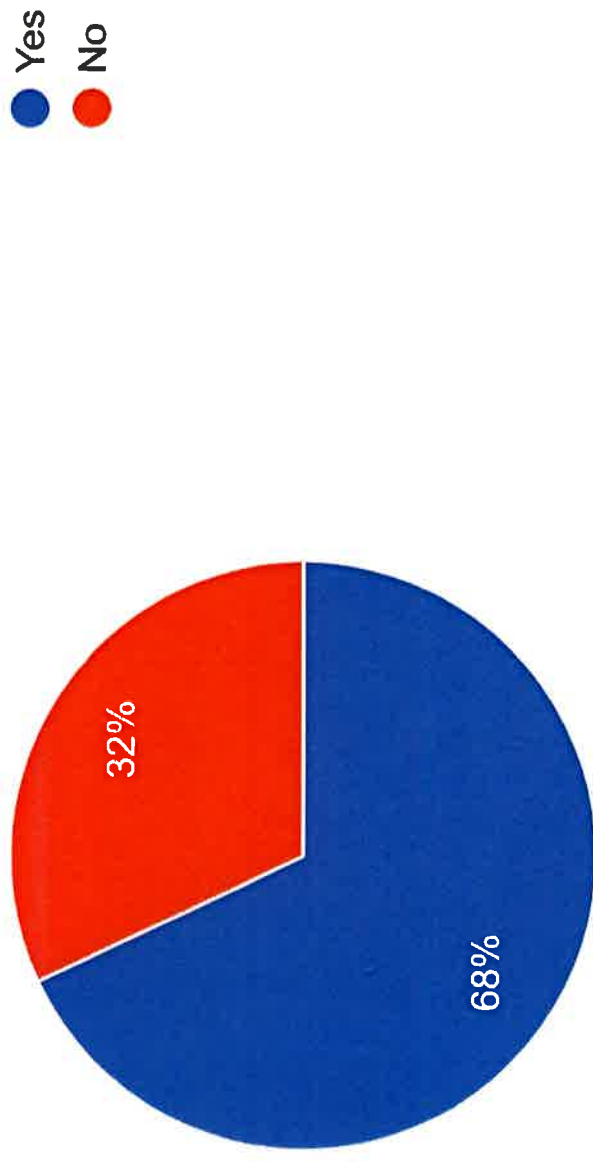
- My child can complete most of his / her work with little to no help from me.
- My child only needs help sometimes.
- My child needs help a lot.
- My child always requires my help.
- My child doesn't require my help, but gets extra help from his / her teacher.

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

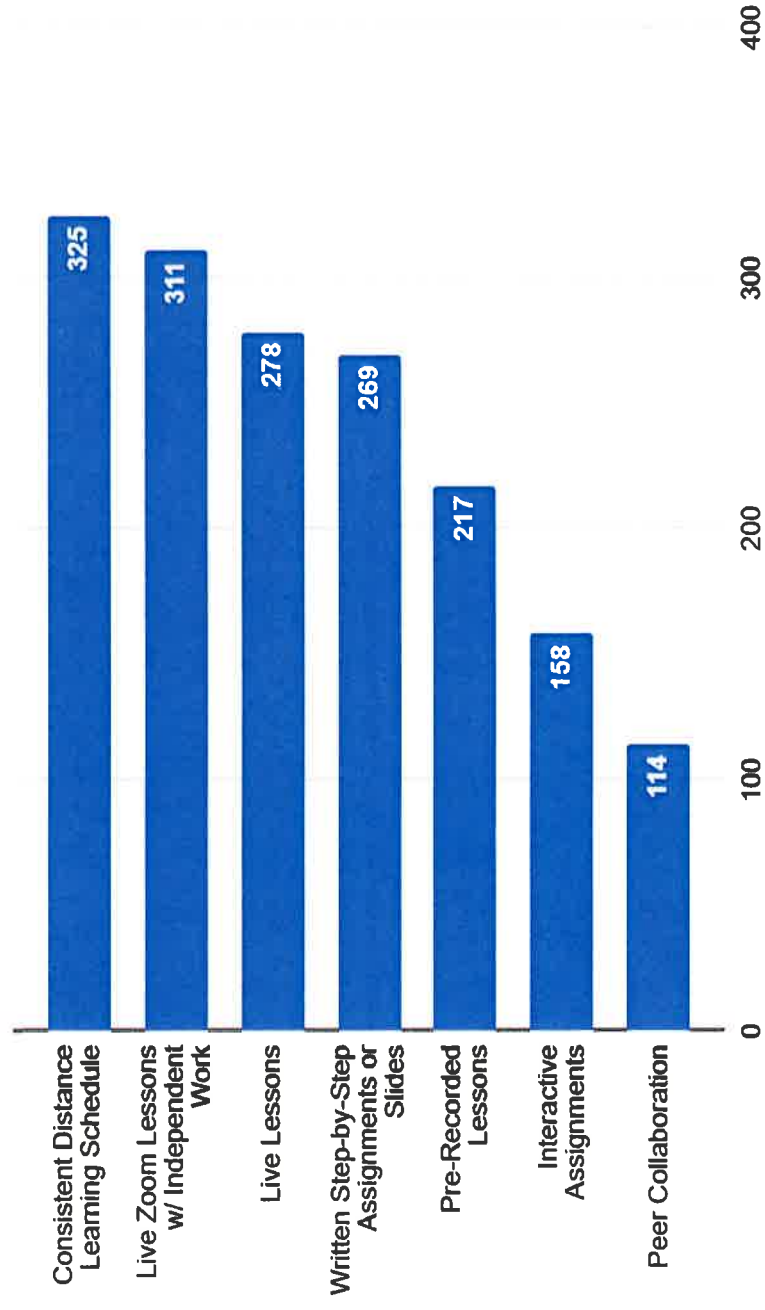




**Has your child used Wednesdays as a day for extra help, teacher communication or to do independent work?**



**In terms of instruction, what seems to work best for your child on the days they are learning at home?**



## **Parent Feedback**

My child loves school and seesaw is very user friendly. He thrives in the classroom setting and loves being with his peers.

Teachers are great but some students are struggling at home with keeping up.

We have enjoyed the hybrid method. It has worked very well for us. Too many zoom meetings.

My student is in the 12th grade. She has expressed concern about not having enough time to do everything to her counselor. I do know it was suggested she use her off blocks, CTL, and Wednesday's to get her work done.

We are just doing our best to make a good flow for the days we work from home as I am still working so not always home during the day to help.

## **Parent Feedback**

Again, teachers are doing their best but there is a lot of issues with submitting work, getting attendance straight, and grading on work.

If she didn't have my help it would probably be a lot more difficult for her to do the work completely alone. Logging into seesaw, making sure she completes everything properly.

Differentiated instruction or scaffolded assignments for students with reading issues.

Thank you and your team for doing the best you can during this pandemic I think working on social and emotional curriculum is much more important. I say this knowing my daughter is six so this may not apply as heavily to the older kids. Please continue to be flexible with parents turning in assignments while distance learning. My family appreciates all your support.

## PREFERRED MAXIMUM CLASS SIZE GUIDELINES

### ACADEMIC

### PREFERRED MAXIMUM CLASS SIZE

Kindergarten-1	20
Grades 2-3	23
Grades 4-12	25
Remedial Self-Contained 6-12	14
Remedial Individual/Small Group	40 (total teacher load)

### SPECIAL AREAS

Technology Education (9-12)	20
Culinary Arts (9-12)	16
General Music (K-12)	25
Art (9-12)	20
Physical Education	30

### PUPIL – TEACHER RATIOS FOR SUPPORT PERSONNEL

Guidance Counselors	200:1
Library/Media Specialist	500:1
Special Education:	
Self-contained	12:1
Resource Room	20:1



## Robert E. Fitch High School

### TECHNOLOGY EDUCATION



#### **Architectural CAD** **(1 Credit)**

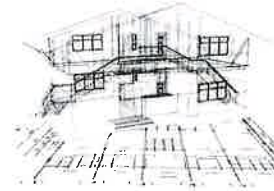
##### **DESIGN AND BUILD YOUR DREAM HOUSE**

In this course you will learn about home ownership and how to manage a house. If you are considering the field of construction, interior design, landscape design, structural engineering, or architecture... Using the architecture industries premier software AutoCAD Revit you will learn drafting techniques that will enable you to draw your dream house while learning the basics of the field of architecture from a professional master builder. This software is so powerful it will let you do a virtual walk through of your home!



#### **Animation** **(1 Credit)**

Animation is one of the fastest growing fields today. From video games, to the operating room, it is used **EVERYWHERE!** The only limitation to this course is your imagination! Who should take this? **EVERYONE** can benefit from this course. Art students, engineering students, pre-med students, gamers, etc. Lots of software to use and try: 3DS Max, Adobe Premiere Pro, Photoshop and more! Explore and learn the basic tools and techniques of this versatile and quickly growing industry.



#### **Architectural CAD Level 2** **(1 Credit) Pre Req: Arch 1**

Continue on where Arch 1 left off. Learn estimating, advanced modeling, and 3 Dimensional electrical and plumbing. For the students that are serious about the field of construction, interior design, landscape design, structural engineering, or architecture or really enjoyed Arch 1...

Using the architecture industries premier software AutoCAD Revit you will learn advanced drafting techniques that will better prepare you for post high school education or career in one of these fields. Imagine you can locate your house anywhere in the world and it will be come fully functional. Doors will open and close, lights will turn off and on, create day or evening lighting. **All Arch 2 students will be able to print a 3D model of your home.**



## Robert E. Fitch High School

### TECHNOLOGY EDUCATION COMMUNICATION AND MANUFACTURING COURSE OFFERINGS 2020-21



#### Video Production I (1 Credit)

This Semester course will introduce the student to learn the many aspects of Video Production. Students will learn basic skills such as storyboarding/pre-production, video-taping/production and editing/post-production. Throughout, students will be exposed to proper technique not only in relation to videotaping, but also regarding sound and lighting requirements. Students will be evaluated based upon sample videos relating to such themes as documentaries, public service announcements, school events...Etc.



#### Graphic Communications (1 Credit)

Do you enjoy designing and being creative?  
If so, then this course is for you. In this course you will have an opportunity to create Business cards, CD covers, tee shirt designs, brochures, newsletters, calendars, and much more using Photoshop, InDesign, Illustrator as well as Premiere-Pro animation software.

#### Intro to Manufacturing (.5 Credit- Semester)

**Do you enjoy working with wood and building things with your hands?**

This course will introduce you to the skills, equipment and Knowledge needed in the modern manufacturing world. Students will learn and develop skills in measurement, drafting, blue print development and presentation. Students will use these skills to complete a variety of small manufacturing based products.



#### Video Production II (1 Credit)

##### Pre-Requisite Video I

For students that wish to expand their interest in video production we offer video production level 2. The level 2 students have an opportunity to develop interest and skills in production video. You will be creating and producing school wide announcements, video essays, news stories, advertisements, and filming a variety of community and school wide events

#### Manufacturing Technology I (1 Credit)

##### Pre-Requisite-Intro to Manufacturing

**Do you enjoy working with wood and building things with your hands?**

The manufacturing technology course introduces students to mass production and individual projects in the Greenhouse and woodworking Lab. **Hands-on activities** are used to support academic success as students navigate managed activities to convert an idea into a product that is produced for



#### Manufacturing Technology II (1 Credit)

##### Pre-Requisite Manufacturing Technology I)

Do you like working with hand tools and machines? In this course, students will continue to develop skills that convert an idea into a product that is produced for profit or personal enjoyment. This will include the operation and management of our Greenhouse and advanced woodworking projects.

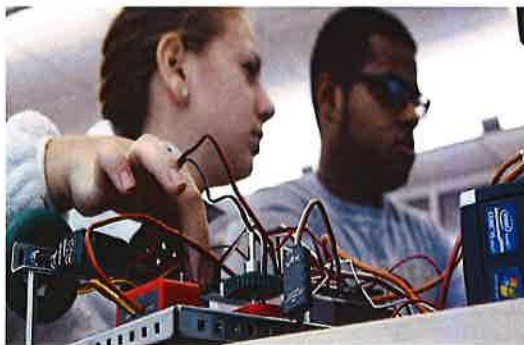


## Robert E. Fitch High School TECHNOLOGY EDUCATION ELECTIVES

Robert E. Fitch High School's Technology Department has a wide variety of subjects that can allow you to experience hands on projects while challenging problem solving skills for every day life. We are extremely excited to now be able to offer Project Lead The Way. Project Lead The Way is the nation's leading provider of science, technology, engineering, and math (STEM) programs. Robert E. Fitch is starting Project Lead The way with the following programs:



### Foundation Courses

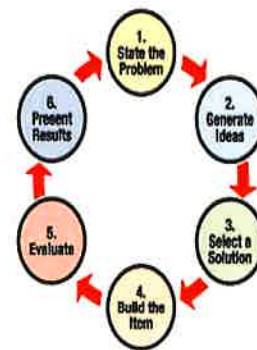


#### Honors Principles of Engineering

(1 Credit)

#### Pre-requisite Introduction to Engineering Design

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.



#### Honors Introduction to Engineering Design

(1 Credit)

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.





### Specialization Courses:

#### **Honors- Civil Engineering and Architecture (1 Credit)**

Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software.

#### **Honors- Computer Integrated Manufacturing (1 Credit)**

Manufactured items are part of everyday life, yet most students have not been introduced to the high-tech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Badge system.



Robert E. Fitch High School  
**Foods/Culinary Electives**

*“This is my advice to people: Learn how to cook, try new recipes, learn from your mistakes, be fearless, and above all, have **fun!**”-  
Julia Child*



Foods 1: Introduction  
(1 Credit)

In this introduction to foods course, students will learn about nutrition, safety and sanitation, mealtime etiquette, cooking tools and equipment, recipe skills, food careers and basic techniques of food preparation. Students will participate in a large variety of Beginner level Food Labs.



Culinary Arts I  
(1 Credit - Prerequisite: Foods I)

Culinary 1 builds upon the foundational skills developed in Foods 1. Students will apply cooking techniques to multicultural cuisines. Students will learn plating, garnishing, and menu planning. Students will participate in large variety of Intermediate level Food Labs.



Falcon Café  
(.5 Credit)-Prerequisite Foods 1, Culinary 1)

Come help run your own restaurant!! This class will give students the opportunity to plan menus, order foods, apply cost control measures etc. Students will also practice customer service skills, as well as prepare, plate and garnish restaurant quality dishes. This class will have students engage in several Advanced level food labs.

## Students

### Admission Requirements for Resident Students

Each child entering Groton Public Schools for the first time must present legal evidence of age, as well as proof of a recent health assessment and required immunizations, except for those students classified as homeless in accordance with Federal law. If the parents or guardians of any children are unable to pay for required immunizations or health assessments, the Board shall provide the required immunizations and/or health assessments without charge.

<b>Documents accepted for proof of child's age</b>
Hospital, Physician or Religious Certificate showing date of birth
Adoption Record
Birth Certificate
Previously verified school records

The Department of Children and Families and the Judicial Department shall provide to the Superintendent any educational records within their custody of a child seeking to enter, or to return to the District, from a juvenile detention center, the Connecticut Juvenile Training School, or any other residential placement, prior to the child's entry or return. However, receipt of the educational records shall not delay a child from enrolling in school. The Superintendent shall provide such information to the principal at the school the child will be attending. The principal shall disclose such information to staff members as is appropriate.

### Residency Requirements

Groton Public Schools provides educational services to students who are residents of Groton and to those out-of-town students for whom the district has entered into an agreement with either their parent(s)/guardian(s) or their home Board of Education. Students who are not residents of Groton, except as mentioned above, may not attend Groton Public Schools. The Board may take legal action to recoup the cost of educating students found to have been illegally attending schools in the District. A student's parents/guardians are required to notify the principal when they are no longer residents of Groton. In exceptional situations, the Superintendent may allow the student to complete the school year.

The student's parent/guardian must present proof of residency upon initial registration in Groton Public Schools and whenever requested by the principal.

### Proof of Residency

Proof of residency can be verified by submitting:

- (a) one document from column A **OR**
- (b) two documents from column B.

Only those items listed on the Documents for Proof of Residency table in this policy will be accepted as proof of residency. Each document submitted must specify the physical address of where the student lives; post office box addresses are not acceptable.

**Students****Admission Requirements for Resident Students - continued**

<b>Documents for Proof of Residency</b>	
<b>Column A</b>	<b>Column B</b>
<ul style="list-style-type: none"> <li>• Rental or lease agreement</li> <li>• Purchase or escrow agreement</li> <li>• Letter of Intent for residency</li> </ul>	<p style="text-align: center;"><b>Dated within past 30 days</b></p> <ul style="list-style-type: none"> <li>• Utility bill (gas, electric, telephone, cable TV, etc.)</li> <li>• Letter from an approved government agency (assisted housing, food stamps, unemployment payment, etc.)</li> <li>• Payroll stub</li> <li>• Bank or credit card statement</li> <li>• Valid Connecticut driver's license</li> <li>• Current vehicle registration or insurance</li> <li>• Medical billing or insurance information</li> </ul> <p style="text-align: center;"><b>Dated within the past year</b></p> <ul style="list-style-type: none"> <li>• Property tax bill</li> </ul>

If the student's family is living with another family in Groton, then: (1) they must provide a notarized statement from the person they are living with stating that they and their children live there, the address, and for what period of time; (2) documents showing that the person they are living with resides within district and school boundaries (as specified above); and one of the documents from column B; above, showing that they live at the location. If the living situation is temporary, then once they have moved into their own residence, they will need to bring in proof of residency for their new address.

**Placement**

Children who apply for initial admission to the District's schools by transfer from nonpublic schools, or from schools outside the District, will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers, guidance personnel, or the school principal. After such observations and evaluations have been completed, the principal will determine the final grade placement of the children.

## Students

### Admission Requirements – continued

Legal Reference: Connecticut General Statutes:

10-15c. Discrimination in public schools prohibited. School attendance by five-year-olds.

10-76a. Definitions.

10-76d. Duties and powers of boards of education to provide special education programs and services. Determination of eligibility for Medicaid. State agency placements, apportionment of costs. Relationship of insurance to special education costs.

10-186. Duties of local and regional boards of education re: school attendance. Hearings. Appeals to state board. Establishment of hearing board. (As amended by Public Act 11-115 – An Act Concerning Juvenile Re-Entry and Education)

10-204a. Required immunizations.

10-226. Health assessments.

10-206a. Free health assessments.

10-220. Duties of boards of education.

10-233a. Definitions.

Policy Adopted: June 23, 2014

Revised: June 24, 2019

GROTON PUBLIC SCHOOLS  
Groton, Connecticut

# BOARD OF EDUCATION - REFERRAL TRACKING SHEET

## As of October 19, 2020

FCM = Future Committee Meeting

Referral #	Date Initiated	Subject	Referred to	Action	Status Report
		Curriculum/Instruction			
R2015-37	12/10/18	Review the assessment of grammar (A&A)	Curriculum	FCM	
R2020-18	9/21/20	Review Student privacy concerns and One Card One Community!	Curriculum	FCM	
R2020-19	9/21/20	Review of Spelling	Curriculum	FCM	
		Policy Development			
R2017-6	3/6/17	Review policy P 3520.11 Electronic Information Security	Policy	FCM	ongoing
R2017-7	3/6/17	Review policy P 3543.31 Electronic Communication Use and Retention	Policy	FCM	ongoing
R2018-10	6/4/18	Review policy P 5111.3 Protection of Undocumented Students	Policy	FCM	ongoing
R2018-25	1/7/19	Review policy P 6146.1 Examination Grading	Policy	FCM	ongoing
R2019-16	9/9/19	Determine where the limits are for having advertising done	Policy	FCM	
R2020-16	9/14/20	Review policy P 4118.237/5141.8 Face Masks/Coverings	Policy	FCM	2nd Reading 10/26/20
R2020-17	9/14/20	Review policy P 5112.2 To determine the district's procedure for verifying residencies (JW)	Policy	FCM	
R2020-20	10/6/20	Review policy P 9000 Rules of Procedure	Policy	FCM	
		COW			
R2018-17	12/10/18	Investigation of racial bias (Retreat) (KF) (imbedded in the DEI work plan)	COW	FCM	ongoing
R2018-18	12/10/18	Discussion of student achievement by sub groups (KF)	COW	FCM	ongoing
R2020-8	5/18/20	Discussion of a regional approach to Transition Academy and the need for an alternative high school and how to support each	COW	FCM	ongoing
R2020-10	6/8/20	Review of Report Cards	COW	FCM	
R2020-12	6/8/20	Assessment of what went well and what went wrong with distance learning	COW	FCM	
R2020-13	6/15/20	Review of additional elementary neighborhood plans	COW	FCM	
R2020-21	10/15/20	Discussion of STEM Masters for Diversity (RV)	COW	FCM	
		Facilities			
		Finance			
		Miscellaneous			