GROTON BOARD OF EDUCATION
REGULAR MEETING
OCTOBER 26, 2020 @ 6:00 P.M.
REMOTE MEETING

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

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

Mission Statement: Our mission is teaching and learning.

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

AGENDA

I. CALL TO ORDER

A. Pledge of Allegiance
B. Welcome New Board of Education Member

II. RECOGNITION AND PARTICIPATION OF VISITORS AND DELEGATIONS

III. COMMENTS FROM CITIZENS RE: AGENDA ITEMS AND OTHER SUBJECTS OF CONCERN THAT LIE WITHIN THE JURISDICTION OF THE BOARD OF EDUCATION - This is the portion of the agenda where the Board welcomes comments from citizens. Each presentation should be limited to five minutes or less, and citizens should, if possible, submit written comments. Presentations should be related to matters pertinent to Groton. Board members will only ask questions in order to clarify the speaker's presentation and cannot respond during the Comments of Citizens' portion of the Board meeting. Citizens should state their names and addresses for the record.

IV. RESPONSE TO COMMENTS FROM CITIZENS

V. STUDENT REPRESENTATIVE REPORT

A. Introduction of Alysson Schuyler

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS

A. Superintendent Report
   1. COVID Response Protocols: Mitigation Strategies and Contact Tracing
   2. Update re: Neighborhood Zones for the New Elementary Schools

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS (Cont'd)

B. Reports and Information from the Staff
1. Assistant Superintendent
   - Update re: Elementary School Themes (Attachment #1)
   - Recommendations re: Naming of New Elementary Schools (Attachment #2)
   - Results from Teacher and Parent Surveys re: Instructional Models
2. Business Manager Report
   - Object Code Summary (Attachment #3)
   - Health Insurance Report (Attachment #4)
   - Update re: Pandemic-related Funds (Coronavirus Relief Fund, CARES Act) (Attachment #5)
3. Director of Buildings and Grounds
   - Relocation of Portable Classrooms
   - Alliance District Building Funding (Attachment #6)
   - Review of FY22 CIP Proposals (Attachment #7)

VII. COMMITTEE REPORTS

A. Policy
B. Curriculum
C. Finance/Facilities
D. Other
   - Negotiations
   - LEARN
   - TCC/RTM/BoE Liaison
   - BoE/AGSA/GEA Liaison
   - Trails Liaison
   - Groton Scholarship
   - Superintendent Search
   - Athletic Fields

VIII. ACTION ITEMS

A. Consent Agenda – all matters listed under the Consent Agenda are considered to be routine and will be enacted by one motion. Points of clarification will be allowed.

1. Approval of the Regular Meeting minutes of September 28, 2020 (Attachment #8)
2. Approval of the Special Meeting minutes of October 19, 2020 (Attachment #9)
3. Approval of Gifts
   - DonorsChoose has made a donation of books to Shannon Dobney at Claude Chester Elementary School
     - Bob Books Sight Words: Kindergarten
     - Animal Stories
     - Nonfiction Sight Word Readers Parent Pack (various levels)
     - Bob Books, Set 1, Beginning Readers
     - Bob Books, Set 2, Advancing Beginners
     - First Little Comics Parent Pack (various levels)
   - Daughters of the American Revolution has made a donation of 50 masks to Central Office

VIII. ACTION ITEMS (Cont'd)

B. Old Business

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

   MOTION: To approve as a second reading policy P 4118.237/5141.8 Face Masks/-Coverings.

C. New Business

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

   MOTION: To approve the 2021 Board of Education meeting schedule.

2. Discussion and possible action regarding approval of the Diversity, Equity, and Inclusion Statement (Attachment #12).

   MOTION: To approval the Diversity, Equity, and Inclusion Statement.

3. Discussion and possible action regarding approval of the preferred class size guidelines (Attachment #13).

   MOTION: To approve the preferred class size guidelines.

4. Discussion and possible action regarding the approval of the name of the new elementary school on the Cutler site.

   MOTION: To approve the name of the new elementary school on the Cutler site.

5. Discussion and possible action regarding the approval of the name of the new elementary school on the West Side site.

   MOTION: To approve the name of the new elementary school on the West Side site.

6. Discussion and possible action regarding the approval of the FY22 CIP Proposals.

   MOTION: To approve the FY22 CIP Proposals.

7. Discussion and possible action regarding the approval of the magnet themes for the two new elementary schools and Charles Barnum Elementary School.

   MOTION: To approve the magnet themes for the two new elementary schools and Charles Barnum Elementary School.

8. Discussion and possible action regarding the recommended neighborhood zone plan.

   MOTION: To approve the recommended neighborhood zone plan.

IX. INFORMATION AND PROPOSALS (Non-Action Items)

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

X. ADVANCE PLANNING

A. Future Meeting Dates and Calendar Items for Board Attention

Nov. 2	Policy	5:00 p.m.
Nov. 2	Special Finance/Facilities	6:00 p.m.
Nov. 9	C.O.W.	6:00 p.m.
Nov. 16	C.O.W.	6:00 p.m.
Nov. 23	Regular	6:00 p.m.

Meetings w/Town Bodies:

Nov. 4	Town & City Councils/RTM/BoE	5:30 p.m.
Nov. 5	PSBC	6:00 p.m.
Nov. 19	PSBC	6:00 p.m.

B. Suggested Agenda Items

XI. ADJOURNMENT

Parent/Student/Community Survey results (Total = 398)

Teacher/staff Survey results (Total = 186)

(Most Interesting Elementary Magnet Themes)

1. Environmental/Marine/Life Science (43%, 57%)
2. Active Exploration: Play and Ingenuity (36%, 55%)
3. Discovery Academy: Nurturing creativity and curiosity (31%, 26%)
4. IB STEM Primary Years Program (STEM PYP) (26%, 15%)

Magnet Themes

Below are the Magnet Themes under consideration for our Elementary Schools

Active Exploration: Play and Ingenuity

The Active Exploration program would find new ways to engage students meaningfully in interest based learning.

Grades PK-2 Active Exploration features developmentally appropriate play based learning that provides active exploration of topics. While building and strengthening brain pathways, children will create meaning through play and problem solving across disciplines.

Grades 3-5 Active Exploration features games that promote mental and physical play and learning with a problem-solving framework to understand information across content areas. Collaboration between students and teachers will support solving complex problems across disciplines.

Students would benefit from making social emotional connections in creative, hands on learning environments while working collaboratively and thinking critically with their peers

Example:
https://www.wcpss.net/domain/4795
https://www.newsobserver.com/news/local/education/wake-ed-blog/article102977562.html

Environmental/Marine/Life Science

The Environmental Science Program would engage students in daily instruction in core content areas combined with an environmental/life/marine sciences focus. Environmental Sustainability will be incorporated to provide students an opportunity to explore healthy living habits, conservation practices, and give an understanding of how to become mindful citizens within their community.

Students could have access to daily, hands-on opportunities to investigate and connect with life outside the classroom and school community. Each grade level would engage in multidisciplinary, project/problem-based learning activities. Local partnerships could support the Environmental Science Program (i.e. Project Oceanology at UCONN Avery Point, New England Science and Sailing, Mystic Aquarium, Mystice Seaport Planetarium, etc.). In addition, students could be involved in hands-on research and fieldwork exploration in our local area. (i.e. Bluff Point, Eastern Point Beach, Esker Point Beach, etc.)

Example:
https://www.hartfordschools.org/enroll/school-directory-2/environmental-sciences-magnet-school-at-mary-hooker

Discovery Academy: Nurturing creativity and curiosity

The Discovery Academy program would encourage student voice and choice in an exploratory setting. By nurturing creativity and curiousity, it could foster a lifelong passion for learning and build social-emotional and academic skills, while promoting purposeful and reflective practices that empower students to reach their full potential. Using the research from Dr. Renzuilli's (UCONN) school-wide enrichment model; along with Dr. Howard Gardner's (Harvard) Multiple Intelligence Theory, this program would nurture every child's gifts and talents, with a focus on characteristics of task commitment, creativity, and curiosity, while children are discovering their proclivities and passions (what they are good at and what they love to do).

Students would participate in the core academic programs that all Groton students have access to, while selecting magnet enrichment classes during the day, and before or after school. The magnet enrichment offerings would support students' mulitiple intellegences as outlined by Gardner. (i.e. bodily-kinesthetic, visual/spatial, musical, linguistic, inter and intra personal, logical-mathematical, and naturalistic).

https://hpsschools.org/renzulliacademy/#

http://uhms.crecschools.org/academics/multiple_intelligences

International Baccalaureate Primary Years STEM Program (STEM PYP)

Through its inquiry-based, interdisciplinary framework, the STEM PYP challenges students to think for themselves and take responsibility for their learning as they explore local and global issues and opportunities in real-life contexts. In addition, science, technology, engineering, and mathematics would be integrated into the core curriculum areas with adaptation in the arts and humanities.

By choosing to implement the PYP, this school program would support students' academic as well as social and emotional wellbeing; focusing on international-mindedness, IB learner profile (i.e. inquirers, thinkers, communictors, risktakers, etc.), and IB approaches to learning (i.e. thinking skills, communication skills, social skills, organization and research skills). The PYP nurtures independent learning skills, encouraging every student to take responsibility for their learning.

The program incorporates local and global issues into the curriculum. This unique approach to curricula integrates learning in all content areas through six themes of global significance: • Who we are • Where we are in place and time • How we express ourselves • How the world works • How we organize ourselves • Sharing the planet. A highlight to this program is that World Language instruction begins in kindergarten and is taught at every grade level.

Example:
https://www.ibo.org/programmes/primary-years-programme/

Groton Public Schools
Elementary School Naming Survey

Comprehensive Survey Feedback for Committee Review
688 Responses as of October 22, 2020

Overview

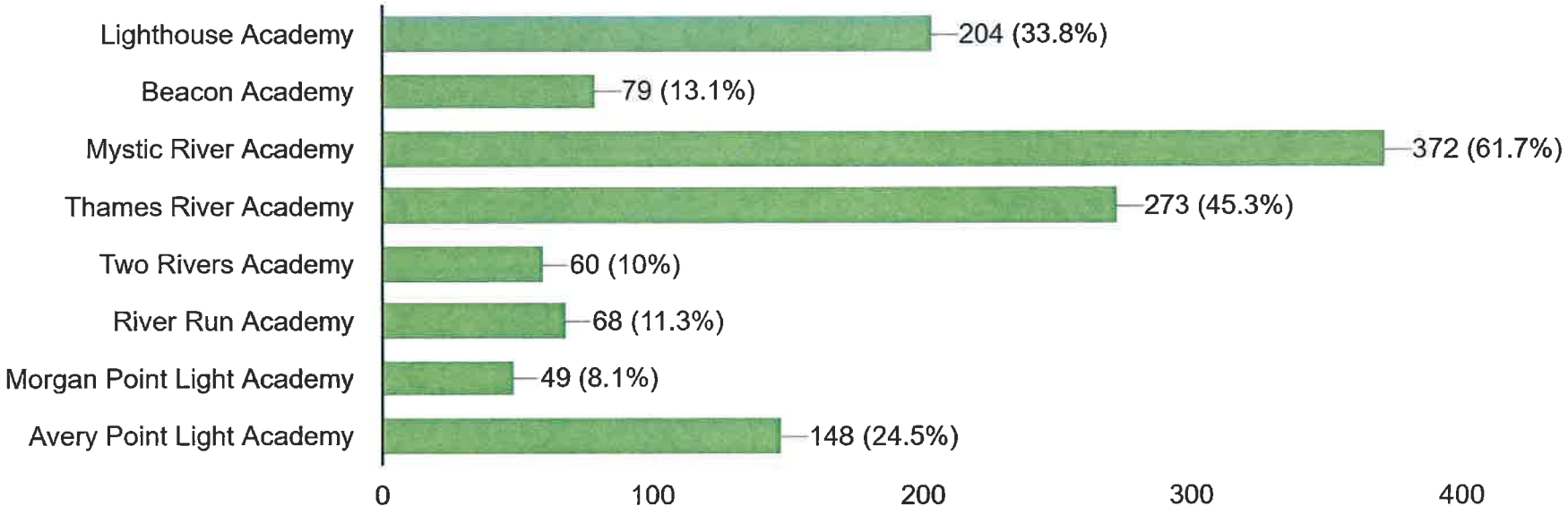
The Groton Elementary Naming Survey was shared with parents, GPS staff, and municipal leaders to gather feedback on names currently being considered and solicit additional ideas and was open from October 15 - October 21.

Overview - 688 Responses

- Parent - 423
- GPS Staff Member - 152
- Community Member - 71
- Student - 34
- Board of Education Member - 1
- Elected Official - 1
- EPS & WSJH ALumni - 1
- Grandparent - 2
- Other - 3

Please check off the names that you prefer for the new elementary schools.

603 of the 688 who completed the survey selected at least one name from the list provided.



Variations of Names Provided

- 25 wrote in variations of Avery Point Light Academy and 8 wrote in variations of Morgan Point Light Academy; Some thought combination of Point and Light was too long
- 16 wrote in variations of Thames River Academy / Elementary
  - Thames Constitutional Academy
  - Thames River Academy of Science
  - Thames Marine Science Magnet School
  - Thames / Thameside / Thames Heights / Thames Harbor

Comments and Feedback

- Approximately half of the survey participants suggested additional names for the school
- 35 of 688 commented Name Should Honor a Historical Figure or Community Leader
- 25 of 688 commented to Keep the Existing Names of Cutler and West Side
- 23 of 688 commented they Strongly Disliked Academy over Elementary; Mentioned Pretentious
- 14 of 688 commented the Name Should Reference Groton's Naval History / Submarines
- 12 of 688 commented Specific Names Are too Similar to Other Area Institutions or Businesses
- 10 of 688 commented the Name Should Unify the Community and / or to Avoid Names Linked to Specific Neighborhood Zones or Geographic Areas of the Town or City including Mystic

Suggested Names Out of 688 Responders

- Names Starting w/ Groton and / or Mystic (77)
  - Geographic Variations of Groton / Mystic Academy Elementary w/ East / West / South / North (18)
  - Groton Elementary School / Academy (14)
  - Mystic Elementary / Academy (13)
  - Other (42)
- Cutler / West Side (25)
- Lambo Latham Academy / Elementary School (14)
- Nautilus Academy / Elementary (or USS Nautilus) (10)

Additional Name Suggestions - Groton

- Groton Bank Academy (1)
- Groton Bank Elementary (1)
- Groton City Elementary (1)
- Groton Coveside Academy (1)
- Groton Explore & Discovery Academy (1)
- Groton Galaxy Academy (1)
- Groton Grammar School (1)
- Groton Heights Academy (1)
- Groton Heights Elementary School (2)
- Groton Ledgelight Elementary (1)
- Groton Multicultural Academy (2)
- Groton Point Light Academy (2)
- Groton Primary School (1)
- Groton River Academy (1)
- Groton Shoreline Academy (1)
- Groton Shores Academy (1)
- Groton Thames Elementary (2)
- Groton West Point Academy (1)

Additional Name Suggestions - Mystic

- Mystic Constitutional Academy (1)
- Mystic Exploration Academy (2)
- Mystic Grammar School (1)
- Mystic Harbor Academy (2)
- Mystic Marine Academy (1)
- Mystic Point Academy of Science (2)
- The Mystic School (1)
- Mystic River Academy of Exploration (1)
- Mystic River Learning Academy (1)
- Mystic Star Academy (1)
- Mystic Valley Academy (1)
- Mystic Valley School (2)
- Mystic Hills School (1)

Groton Public Schools

Date prep: 10/22/20 9:30 AM

FY21 Budget Summary Review

	Account	Object #s	FY21 Budget 2020-2021	Expenditures	Encumbered	FY21 Actual Total	Remaining Balance	%	FY21 Estimate 10/21/2020	Under/(Over)
	Salaries									
1	Administrators	105-108	4,642,710	1,458,740	3,185,760	4,644,500	(1,790)	(0.0%)	4,642,710	0
2	Teachers	101-104,109,123-127	34,415,719	5,511,377	28,436,301	33,947,677	468,042	1.4%	34,342,612	73,107
3	Non-Cert Aides	110-111,130-131,136,139	3,578,209	631,247	0	631,247	2,946,962	82.4%	3,578,209	0
4	Substitute - Cert & Non-Cert	120-121	979,580	136,123	250	136,373	843,207	86.1%	996,437	(16,857)
5	Clerical	112-114,132-134,144	1,876,870	507,588	48,591	556,179	1,320,691	70.4%	1,876,870	0
6	Custodial/Maintenance/Techs	117-118,129,137-138,147-148	3,563,841	936,430	207,895	1,144,325	2,419,516	67.9%	3,563,841	0
7	Campus Security/Supervision	128	146,610	34,050	0	34,050	112,560	76.8%	146,610	0
8	**Total Salaries**	**100**	**49,203,539**	**9,215,555**	**31,878,797**	**41,094,352**	**8,109,187**	**16.5%**	**49,147,289**	**56,250**
	Benefits									
9	Health Insurance	201-202	7,965,817	1,963,761	0	1,963,761	6,002,056	75.3%	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	380,157	0	380,157	1,053,454	73.5%	1,435,487	(1,876)
12	Other Benefits	222-227	129,157	130,663	0	130,663	(1,506)	(1.2%)	129,157	0
13	**Total Benefits**	**200**	**10,455,723**	**2,474,581**	**0**	**2,474,581**	**7,981,142**	**76.3%**	**10,457,599**	**(1,876)**
	Purchased Services									
14	Instructional Services	321-324	153,921	61,812	4,135	65,947	87,974	57.2%	154,166	(245)
15	Professional Services	331	261,078	42,671	38,122	80,793	180,285	69.1%	271,028	(9,950)
16	Other Prof Services	332	600,634	46,754	208,734	255,487	345,147	57.5%	600,573	61
17	OT & PT Services	333	665,591	13,827	515,707	529,534	136,057	20.4%	665,591	0
18	Legal	334	70,000	5,022	0	5,022	64,978	92.8%	60,050	9,950
19	Athletic Officials & Other Athletic Serv	341-342	77,676	0	11,209	11,209	66,467	85.6%	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**	**237,394**	**820,381**	**1,057,775**	**910,360**	**46.3%**	**1,968,319**	**(184)**
	Property Services									
22	Water & Sewer	410-411	99,801	14,705	1,587	16,292	83,509	83.7%	99,801	0
23	Trash & Snow Removal	421-422	156,600	16,675	66,346	83,020	73,580	47.0%	156,600	0
24	Repair/Maintenance	430-435,490-491,499	486,970	105,660	24,901	130,561	356,409	73.2%	487,358	(388)
25	Rental	441	124,442	19,136	36,226	55,362	69,080	55.5%	124,442	0
26	**Total Property Services**	**400**	**867,813**	**156,175**	**129,060**	**285,235**	**582,578**	**67.1%**	**868,201**	**(388)**
	Transportation, Insurance, Communications, Tuition									
27	Transportation: Schools	510-513	4,855,917	71,025	0	71,025	4,784,892	98.5%	4,855,917	0
28	Transportation: Student Activitie:	587-596	176,589	0	1,165	1,165	175,424	99.3%	176,729	(140)
29	Transportation: Staff	580-584	124,941	8,934	145	9,079	115,862	92.7%	125,566	(625)
30	Insurance	522,525	302,400	293,712	0	293,712	8,688	2.9%	309,738	(7,338)
31	Communications	530-552	124,735	38,681	1,780	40,461	84,274	67.6%	124,735	0
32	Tuition: Special Education	561-563,568	4,481,290	117,229	1,242,481	1,359,710	3,121,580	69.7%	4,481,290	0
33	Tuition: Other	564-567	1,484,839	207,000	0	207,000	1,277,839	86.1%	1,481,839	3,000
34	**Total Trans, Ins, Comm, Tuition**	**500**	**11,550,711**	**736,581**	**1,245,571**	**1,982,152**	**9,568,559**	**82.8%**	**11,555,813**	**(5,102)**
	Supplies									
35	Instructional Supplies	601-609,613-619,622-623,628	468,326	98,283	87,263	185,546	282,780	60.4%	479,662	(11,336)
36	Computer Supplies	610-612	642,796	407,665	22,142	429,807	212,989	33.1%	648,709	(5,913)
37	Electricity & Heating	631-633	1,344,801	296,913	3,724	300,637	1,044,164	77.6%	1,344,801	0
38	Transportation Supplies	634,656	247,010	22,118	0	22,118	224,892	91.0%	247,010	0
39	Textbooks & Library Books	640-642,645,647	121,597	16,292	10,331	26,623	94,974	78.1%	128,248	(6,651)
40	Facility/Maintenance Supplies	650,652-655,657,659	320,220	185,062	70,166	255,228	64,992	20.3%	315,809	4,411
41	Other Supplies (staff dev., etc.)	621,624-627,690	72,762	16,118	16,171	32,289	40,473	55.6%	73,464	(702)
42	**Total Supplies**	**600**	**3,217,512**	**1,042,451**	**209,798**	**1,252,249**	**1,965,263**	**61.1%**	**3,237,703**	**(20,191)**
	Equipment									
43	Instructional Equipment	730,735	64,504	9,963	46,439	56,402	8,102	12.6%	63,349	1,155
44	Non-Instructional Equip	731,736	26,312	1,000	42,061	43,060	(16,748)	(63.7%)	30,293	(3,981)
45	**Total Equipment**	**700**	**90,816**	**10,962**	**88,500**	**99,462**	**(8,646)**	**(9.5%)**	**93,642**	**(2,826)**
46	**Total Dues & Fees**	**800**	**83,841**	**58,562**	**155**	**58,717**	**25,124**	**30.0%**	**85,056**	**(1,215)**
47	**GRAND TOTAL**		**77,438,090**	**13,932,261**	**34,372,261**	**48,304,523**	**29,133,567**	**37.6%**	**77,413,623**	**24,467**

Groton Public Schools

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FY21 Budget Summary Review

	Account	Object #s	FY21 Budget 2020-2021	Expenditures	Encumbered	FY21 Actual Total	Remaining Balance	%	FY21 Estimate 10/21/2020	Under/(Over)
	Salaries									
	Administrators									
48	Admin	105	1,053,227	351,179	711,937	1,063,116	(9,889)	(0.9%)	1,053,227	-
49	Principals	106	1,256,347	408,109	867,686	1,275,795	(19,448)	(1.5%)	1,256,347	-
50	Asst. Principals	107	1,956,027	618,910	1,393,519	2,012,429	(56,402)	(2.9%)	1,956,027	-
51	Dean	108	377,109	80,542	212,619	293,161	83,948	22.3%	377,109	-
52			4,642,710	1,458,740	3,185,760	4,644,500	(1,790)	(0.0%)	4,642,710	0
	Teachers									
53	Classroom Teachers	101 & 119	24,172,827	3,916,109	20,564,561	24,480,670	(307,843)	(1.3%)	24,115,937	56,890
54	Sp.Ed Cerlified	102	7,462,674	1,178,927	6,321,878	7,500,805	(38,131)	(0.5%)	7,446,457	16,217
55	Media Specialist	103	730,616	112,218	618,398	730,616	0	0.0%	730,616	-
56	Guidance	104	1,088,601	173,467	921,505	1,094,973	(6,372)	(0.6%)	1,088,601	-
57	Athletic Director	109	11,769	4,111	9,958	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	6,580	0	6,580	33,325	83.5%	39,905	-
60	Tutors	125	478,270	78,195	0	78,195	400,075	83.7%	478,270	-
61	Coach Slipends	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	5,511,377	28,436,301	33,947,677	468,042	1.4%	34,342,612	73,107
	Non-Cert Aides									
64	Reg.Ed Teacher Aides - Kindergarten	110 & 130	393,049	53,157	0	53,157	339,892	86.5%	393,049	-
65	Sp.Ed Aides - Para I	111	758,192	128,380	0	128,380	629,812	83.1%	908,513	(150,321)
66	Sp.Ed Aides - Para II	131	2,012,619	381,190	0	381,190	1,631,429	81.1%	1,862,298	150,321
67	School Bus Aides	136	402,029	57,886	0	57,886	344,143	85.6%	402,029	-
68	Other Aides	139	12,320	10,634	0	10,634	1,686	13.7%	12,320	-
69			3,578,209	631,247	0	631,247	2,946,962	82.4%	3,578,209	0
	Substitute									
70	Substitute Sp.Ed Cerlified	121	82,989	4,189	0	4,189	78,800	95.0%	82,989	-
71	Substitute Reg.Ed Certified	120	896,591	131,934	250	132,184	764,407	85.3%	913,448	(16,857)
72			979,580	136,123	250	136,373	843,207	86.1%	996,437	(16,857)
	Clerical									
73	Clerical	112'113'114'132'133'134'143'144	1,876,870	507,588	48,591	556,179	1,320,691	70.4%	1,876,870	0
	Custodial/Maintenance/Techs									
74	Custodial	117 & 137	1,938,622	498,794	50,843	549,637	1,388,985	71.6%	1,938,622	-
75	Maintenance	118 & 138	813,603	225,555	51,428	276,983	536,620	66.0%	813,603	-
76	Technicians	129 & 149	705,116	197,393	105,624	303,017	402,099	57.0%	705,116	-
77	Custodial Overtime	147	87,200	12,696	0	12,696	74,504	85.4%	87,200	-
78	Maintenance Overtime	148	19,300	1,992	0	1,992	17,308	89.7%	19,300	-
79			3,563,841	936,430	207,895	1,144,325	2,419,516	67.9%	3,563,841	0
	Security									
80	Security/Supervision	128	146,610	34,050	0	34,050	112,560	76.8%	146,610	-
81	**Total Salaries**		**49,203,539**	**9,215,555**	**31,878,797**	**41,094,352**	**8,109,187**	**16.5%**	**49,147,289**	**56,250**
	Benefits									
	Health Insurance									
82	Group Ins. Prof	201	6,096,027	1,454,640	0	1,454,640	4,641,387	76.1%	6,096,027	-
83	Group Ins. Other	202	1,869,790	509,121	0	509,121	1,360,669	72.8%	1,869,790	-
84			7,965,817	1,963,761	0	1,963,761	6,002,056	75.3%	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	175,071	0	175,071	545,084	75.7%	722,847	(2,692)
89	Medicare	214	713,456	205,086	0	205,086	508,370	71.3%	712,640	816
90			1,433,611	380,157	0	380,157	1,053,454	73.5%	1,435,487	(1,876)
	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	43,284	0	43,284	32,716	43.0%	76,000	-
95	Mentor Stipend	227	1,500	0	0	0	1,500	100.0%	1,500	-
96			129,157	130,663	0	130,663	(1,506)	(1.2%)	129,157	0
97	**Total Benefits**		**10,455,723**	**2,474,581**	**0**	**2,474,581**	**7,981,142**	**76.3%**	**10,457,599**	**(1,876)**

Groton Public Schools

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FY21 Budget Summary Review

	Account	Object #s	FY21 Budget 2020-2021	Expenditures	Encumbered	FY21 Actual Total	Remaining Balance	%	FY21 Estimate 10/21/2020	Under/(Over)
	Purchased Services									
	Instructional Services									
98	Instructional Services	321 & 323	112,421	57,161	190	57,351	55,070	49.0%	112,421	-
99	Instruct Improvement Services	322 & 324	41,500	4,651	3,945	8,596	32,904	79.3%	41,745	(245)
100			153,921	61,812	4,135	65,947	87,974	57.2%	154,166	(245)
	Professional Services									
101	Professional Services	331	261,078	42,671	38,122	80,793	180,285	69.1%	271,028	(9,950)
102	Other Professional Services	332	600,634	46,754	208,734	255,487	345,147	57.5%	600,573	61
103	OT & PT Services	333	665,591	13,827	515,707	529,534	136,057	20.4%	665,591	-
104	Legal Services	334	70,000	5,022	0	5,022	64,978	92.8%	60,050	9,950
105			1,597,303	108,274	762,563	870,837	726,466	45.5%	1,597,242	61
	Athletic Officials & Other Athletic Services									
106	Athletic Officials	341	64,776	0	11,209	11,209	53,567	82.7%	64,776	-
107	Other Athletic Services	342	12,900	0	0	0	12,900	100.0%	12,900	-
108			77,676	0	11,209	11,209	66,467	85.6%	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**	**237,394**	**820,381**	**1,057,775**	**910,360**	**46.3%**	**1,968,319**	**(184)**
	Property Services									
	Water/Sewer									
111	Water	410	65,527	9,184	1,587	10,771	54,756	83.6%	65,527	-
112	Sewer	411	34,274	5,521	0	5,521	28,753	83.9%	34,274	-
113			99,801	14,705	1,587	16,292	83,509	83.7%	99,801	0
	Trash & Snow Removal									
114	Trash Removal	421	86,600	16,675	66,346	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	16,675	66,346	83,020	73,580	47.0%	156,600	0
	Repair/Maintenance									
117	Equipment Repairs	430	115,719	21,318	1,825	23,143	92,576	80.0%	116,107	(388)
118	Grounds Repairs	431	170,017	52,243	12,927	65,170	104,847	61.7%	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	2,631	375	3,006	43,057	93.5%	46,063	-
122	Electrical	435	11,947	0	0	0	11,947	100.0%	11,947	-
123	Extermination Services	490	12,268	3,961	8,024	11,985	283	2.3%	12,268	-
124	Bldg Fire Protection	491	45,898	2,656	0	2,656	43,242	94.2%	45,898	-
125	Bldg Safety Services	492	0	9,771	0	9,771	(9,771)		-	-
126	Other Purch Services	499	24,146	3,971	1,750	5,721	18,425	76.3%	24,146	-
127			486,970	105,660	24,901	130,561	356,409	73.2%	487,358	(388)
	Rental									
128	Rental	441	124,442	19,136	36,226	55,362	69,080	55.5%	124,442	-
129	**Total Property Services**		**867,813**	**156,175**	**129,060**	**285,235**	**582,578**	**67.1%**	**868,201**	**(388)**
	Transportation, Insurance, Communications, Tuition									
	Transportation: Schools									
130	Reg.Ed Pupil Transportation	510 & 516	2,877,836	12,498	0	12,498	2,865,338	99.6%	2,877,836	-
131	Sp.Ed - Trans - STA	511	1,063,596	37,331	0	37,331	1,026,265	96.5%	1,063,596	-
132	Sp.Ed - Trans - Curtin	512	902,235	21,196	0	21,196	881,039	97.7%	902,235	-
133	Pupil Transp Reimbursement	513	12,250	0	0	0	12,250	100.0%	12,250	-
134			4,855,917	71,025	0	71,025	4,784,892	98.5%	4,855,917	0
	Transportation: Other									
135	Transportation - Athletics	587	106,430	0	0	0	106,430	100.0%	106,430	-
136	Transportation - Field Trips	588	51,553	0	700	700	50,853	98.6%	51,553	-
137	Entry Fees - Athletics	591 & 592	13,216	0	465	465	12,751	96.5%	13,356	(140)
138	Admission Fees	595	5,390	0	0	0	5,390	100.0%	5,390	-
140			176,589	0	1,165	1,165	175,424	99.3%	176,729	(140)
	Transportation: Staff									
141	Travel - Education	580 & 581	8,800	6	0	6	8,794	99.9%	8,800	-
142	Travel - Admin	582 & 583	30,300	7,234	0	7,234	23,066	76.1%	30,300	-
143	Travel - Conferences	584	85,841	1,694	145	1,839	84,002	97.9%	86,466	(625)
144			124,941	8,934	145	9,079	115,862	92.7%	125,566	(625)
	Liability & Accident Insurance									
145	Liability Insurance	522	286,374	293,712	0	293,712	(7,338)	(2.6%)	293,712	(7,338)
146	Accident Insurance	525	16,026	0	0	0	16,026	100.0%	16,026	-
147			302,400	293,712	0	293,712	8,688	2.9%	309,738	(7,338)

Groton Public Schools

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FY21 Budget Summary Review

	Account	Object #s	FY21 Budget 2020-2021	Expenditures	Encumbered	FY21 Actual Total	Remaining Balance	%	FY21 Estimate 10/21/2020	Under/(Over)
	Communications									
148	Telephone, Telephone Repairs	530	68,810	30,288	1,000	31,288	37,522	54.5%	68,810	-
149	Postage	531	39,425	4,570	0	4,570	34,855	88.4%	39,425	-
150	Advertisement	540	5,000	1,392	780	2,172	2,828	56.6%	5,000	-
151	Minority Recruitment	541	0	0	0	0	0		-	-
152	Printing Admin	550	7,500	2,031	0	2,031	5,469	72.9%	7,500	-
153	School Publications	551 & 552	4,000	400	0	400	3,600	90.0%	4,000	-
154			124,735	38,681	1,780	40,461	84,274	67.6%	124,735	0
	Tuition: Special Education									
155	Sp.Ed Vocational	561	461,250	4,068	6,869	10,937	450,313	97.6%	461,250	-
156	Sp.Ed BoE Placements	562	2,447,750	98,926	1,207,464	1,306,390	1,141,360	46.6%	2,447,750	-
157	Sp.Ed State Placements	563	600,000	14,235	28,148	42,383	557,617	92.9%	600,000	-
158	Sp.Ed Magnet Choice	568	972,290	0	0	0	972,290	100.0%	972,290	-
159			4,481,290	117,229	1,242,481	1,359,710	3,121,580	69.7%	4,481,290	0
	Tuition: Other									
160	Adult Ed	564	210,000	207,000	0	207,000	3,000	1.4%	207,000	3,000
161	Magnet Tuition	566	1,148,955	0	0	0	1,148,955	100.0%	1,148,955	-
162	Vo Ag Reg.Ed Tuition	567	125,884	0	0	0	125,884	100.0%	125,884	-
163			1,484,839	207,000	0	207,000	1,277,839	86.1%	1,481,839	3,000
164	**Total Transportation, Insurance, Communication, Tuition**		**11,550,711**	**736,581**	**1,245,571**	**1,982,152**	**9,568,559**	**82.8%**	**11,555,813**	**(5,102)**
	Supplies									
	Instructional Supplies									
165	General Classroom	601	101,351	16,733	14,434	31,166	70,185	69.2%	98,843	2,508
166	Science	602	21,150	4,312	816	5,128	16,022	75.8%	21,150	-
167	Arts & Crafts	603	20,350	5,362	6,113	11,474	8,876	43.6%	21,630	(1,280)
168	Phys. Ed	604	12,400	1,972	2,962	4,933	7,467	60.2%	13,447	(1,047)
169	Music	605	18,850	1,199	9,540	10,739	8,111	43.0%	20,584	(1,734)
170	Kindergarten	606	5,800	1,430	657	2,087	3,713	64.0%	5,896	(96)
171	Pupil Tests	607	70,225	12,128	6,387	18,515	51,710	73.6%	70,559	(334)
172	Tech. Ed	609	7,500	999	640	1,639	5,861	78.2%	7,500	-
173	Home Ec Supplies	613	12,700	176	2,692	2,868	9,832	77.4%	12,700	-
174	Sp.Ed Supplies	615	54,800	5,972	4,866	10,838	43,962	80.2%	56,300	(1,500)
175	Athletic Supplies	616	81,475	2,378	13,982	16,361	65,114	79.9%	79,274	2,201
176	Math Supplies	617	11,250	7,192	1,369	8,561	2,689	23.9%	19,155	(7,905)
177	Health Supplies	618	1,700	0	0	0	1,700	100.0%	1,700	-
178	Other Supplies	619	2,500	0	0	0	2,500	100.0%	2,500	-
179	Health Serv Pathogen	622	6,250	1,442	307	1,749	4,501	72.0%	7,999	(1,749)
180	School Library Supplies	623	4,950	176	18	194	4,756	96.1%	4,950	-
181	Food, Drink, Snacks	628	35,075	0	399	399	34,676	98.9%	35,474	(399)
182	Distance Learning Supplies	691	0	36,812	22,084	58,896	(58,896)		-	-
183			468,326	98,283	87,263	185,546	282,780	60.4%	479,662	(11,336)
	Computer Supplies									
184	Computer Supplies	610 & 611	110,900	21,119	15,864	36,983	73,917	66.7%	111,130	(230)
185	Software	612	531,896	386,546	6,278	392,824	139,072	26.1%	537,579	(5,683)
186			642,796	407,665	22,142	429,807	212,989	33.1%	648,709	(5,913)
	Electricity & Heating									
187	Electricity	631	905,538	251,006	3,285	254,291	651,247	71.9%	905,538	-
188	Propane/Natural Gas	632	229,751	6,698	439	7,137	222,614	96.9%	229,751	-
189	Heating Oil	633	209,512	39,209	0	39,209	170,303	81.3%	209,512	-
190			1,344,801	296,913	3,724	300,637	1,044,164	77.6%	1,344,801	0
	Transportation Supplies									
191	Diesel for School Buses	634	205,430	20,491	0	20,491	184,939	90.0%	205,430	-
192	Gas for Maintenance	656	41,580	1,627	0	1,627	39,953	96.1%	41,580	-
193			247,010	22,118	0	22,118	224,892	91.0%	247,010	0
	Textbooks & Library Books									
194	Textbooks	640	86,796	10,057	2,288	12,345	74,451	85.8%	90,352	(3,556)
195	Workbooks	641	12,910	6,235	2,847	9,082	3,828	29.7%	15,841	(2,931)
196	Textbook Rebind	642	450	0	0	0	450	100.0%	450	-
197	Library Books	645	18,391	0	5,016	5,016	13,375	72.7%	18,555	(164)
198	Periodicals	647	3,050	0	180	180	2,870	94.1%	3,050	-
199			121,597	16,292	10,331	26,623	94,974	78.1%	128,248	(6,651)

Groton Public Schools

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FY21 Budget Summary Review

Account	Object #s	FY21 Budget 2020-2021	Expenditures	Encumbered	FY21 Actual Total	Remaining Balance	%	FY21 Estimate 10/21/2020	Under/(Over)
Facility/Maintenance Supplies									
200 Equipment Repair	650	28,660	7,534	621	8,155	20,505	71.5%	28,660	-
201 Grounds Supplies	651	18,675	23,395	0	23,395	(4,720)	(25.3%)	23,395	(4,720)
202 General Bldg Repair	652	66,430	11,885	1,730	13,616	52,814	79.5%	61,430	5,000
203 Painting	653	2,500	2,867	0	2,867	(367)	(14.7%)	2,867	(367)
204 Heat & Plumbing	654	33,720	21,265	826	22,091	11,629	34.5%	33,720	-
205 Electrical	655	29,950	9,420	2,805	12,225	17,725	59.2%	29,950	-
206 Safety Supplies	657 & 659	11,985	95,150	61,231	156,381	(144,396)	(1204.8%)	12,487	(502)
207 Custodial Supplies	658	128,300	13,545	2,953	16,498	111,802	87.1%	123,300	5,000
208		320,220	185,062	70,166	255,228	64,992	20.3%	315,809	4,411
Other Supplies									
209 Sup Serv Guid Imp Ins	621	21,500	2,594	3,722	6,316	15,184	70.6%	21,500	-
210 Audio Visual	624 & 625	7,402	665	527	1,192	6,210	83.9%	7,402	-
211 General Admin Supplies	626	13,360	843	1,081	1,925	11,435	85.6%	13,273	87
212 School Admin Supplies	627	11,250	4,904	1,270	6,174	5,076	45.1%	12,029	(779)
213 Professional Materials	690	19,250	1,141	2,587	3,728	15,522	80.6%	19,260	(10)
214 Personal Protective Equipment	692 & 693	0	5,971	6,984	12,955	(12,955)		-	-
215		72,762	16,118	16,171	32,289	40,473	55.6%	73,464	(702)
216 **Total Supplies**		**3,217,512**	**1,042,451**	**209,798**	**1,252,249**	**1,965,263**	**61.1%**	**3,237,703**	**(20,191)**
Equipment									
Instructional Equipment									
217 Replace Instr Equip	730	29,770	758	30,342	31,100	(1,330)	(4.5%)	28,995	775
218 Add Instr Equipment	735	34,734	9,205	16,096	25,301	9,433	27.2%	34,354	380
219		64,504	9,963	46,439	56,402	8,102	12.6%	63,349	1,155
Non-Instructional Equipment									
220 Replace Non-Instr Equipment	731	25,000	0	38,288	38,288	(13,288)	(53.2%)	25,000	-
221 Add Non-Instr Equipment	736	1,312	1,000	3,773	4,772	(3,460)	(263.7%)	5,293	(3,981)
222		26,312	1,000	42,061	43,060	(16,748)	(63.7%)	30,293	(3,981)
223 **Total Equipment**		**90,816**	**10,962**	**88,500**	**99,462**	**(8,646)**	**(9.5%)**	**93,642**	**(2,826)**
Dues - Fees									
Dues/Fees									
224 Dues BoE	810	25,541	20,591	0	20,591	4,950	19.4%	25,541	-
225 General Admin Dues	811	15,950	13,675	0	13,675	2,275	14.3%	16,875	(925)
226 School Admin Dues	812	37,465	21,640	80	21,720	15,745	42.0%	37,755	(290)
227 Other Dues	819	4,885	2,656	75	2,731	2,154	44.1%	4,885	-
228 **Total Dues/Fees**		**83,841**	**58,562**	**155**	**58,717**	**25,124**	**30.0%**	**85,056**	**(1,215)**
229 **Grand Total**		**77,438,090**	**13,932,261**	**34,372,261**	**48,304,523**	**29,133,567**	**37.6%**	**77,413,623**	**24,467**

Groton Public Schools

FY21 Budget Summary Review

Summary at Program Level III

Function No.	Description	FY21 Budget 2020-2021	Expended 2020-2021	Encumbered 2020-2021	FY21 Total 2020-2021	Remaining Balance	%	10/12/2020 FY21 Estimated 2020-2021	Increase (Decrease)
Regular Instruction									
1101	FUNCTION-1101 ELEMENTARY	13,102,845	2,209,883	8,867,756	11,077,639	2,025,206	15.5%	13,101,993	852
1102	FUNCTION-1102 ART	674,103	111,666	469,204	580,870	93,233	13.8%	677,130	(3,027)
1104	FUNCTION-1104 LANGUAGE ARTS	2,336,132	385,639	1,615,221	2,000,860	335,272	14.4%	2,336,132	-
1105	FUNCTION-1105 WORLD LANGUAGES	1,294,834	226,570	911,792	1,138,361	156,473	12.1%	1,301,845	(7,011)
1106	FUNCTION-1106 CONSUMER SCIENCE	160,712	21,474	95,958	117,432	43,280	26.9%	161,901	(1,189)
1107	FUNCTION-1107 TECHNOLOGY EDUCATION	768,063	107,284	450,697	557,982	210,081	27.4%	730,638	37,425
1108	FUNCTION-1108 MATHEMATICS	2,039,084	355,277	1,489,681	1,844,958	194,126	9.5%	2,041,892	(2,808)
1109	FUNCTION-1109 MUSIC	738,098	113,218	510,355	623,573	114,525	15.5%	741,728	(3,630)
1110	FUNCTION-1110 PHYSICAL EDUCATION	1,159,763	177,467	712,289	889,756	270,007	23.3%	1,160,366	(603)
1111	FUNCTION-1111 SCIENCE	2,288,339	424,013	1,520,530	1,944,543	343,796	15.0%	2,288,339	-
1112	FUNCTION-1112 SOCIAL STUDIES	1,810,607	292,400	1,292,786	1,585,186	225,421	12.5%	1,810,941	(334)
1114	FUNCTION-1114 HEALTH EDUCATION	231,660	50,137	277,281	327,418	(95,758)	(41.3%)	232,294	(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 EXPE	0	2,419	12,946	15,366	(15,366)	0.0%	-	-
1117	FUNCTION-1117 INTERN, BACCALAUREATE	86,195	5,882	2,825	8,707	77,488	89.9%	86,205	(10)
1119	FUNCTION-1119 UNCLASSIFIED	811,240	402,661	38,288	440,949	370,291	45.6%	811,240	-
1121	FUNCTION-1121 BUSINESS EDUCATION	308,970	52,934	210,285	263,219	45,751	14.8%	309,200	(230)
1124	FUNCTION-1124 HEALTH OCCUPATIONS	114,720	12,204	44,291	56,495	58,225	50.8%	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	456,727	2,141,043	2,597,771	325,458	11.1%	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 SERVI	1,172,652	198,509	623,612	822,122	350,530	29.9%	1,172,816	(164)
Total Regular Instruction		32,112,981	5,708,065	21,288,094	26,996,159	5,116,822	15.9%	32,095,009	17,972
Special Instruction									
1205	FUNCTION-1205 PRESCHOOL 3-5	1,288,422	186,801	503,854	690,655	597,767	46.4%	1,244,470	43,952
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	130,071	188,790	318,862	424,643	57.1%	743,721	(216)
1230	FUNCTION-1230 SPECIAL EDUCATION	8,280,293	1,362,342	3,608,193	4,970,534	3,309,759	40.0%	8,283,889	(3,596)
1250	FUNCTION-1250 BLIND	56,595	825	0	825	55,770	98.5%	56,595	-
1280	FUNCTION-1280 HEARING IMPAIRED	120,105	16,511	85,551	102,062	18,043	15.0%	121,605	(1,500)
Total Special Instruction		10,509,210	1,751,656	4,386,388	6,138,043	4,371,167	41.6%	10,477,889	31,321
Continuing Education									
1310	FUNCTION-1310 HIGH SCHOOL COMPLETION	80,995	10,864	10,517	21,381	59,614	73.6%	80,995	-
1320	FUNCTION-1320 ADULT EDUCATION	210,000	207,000	0	207,000	3,000	1.4%	207,000	3,000
Total Continuing Education		290,995	217,864	10,517	228,381	62,614	21.5%	287,995	3,000
Other Instructional Programs									
1501	FUNCTION-1501 BASEBALL	28,106	0	0	0	28,106	100.0%	28,107	(1)
1503	FUNCTION-1503 BASKETBALL,MEN	45,964	0	0	0	45,964	100.0%	45,965	(1)
1504	FUNCTION-1504 BASKETBALL,WOMEN	45,964	0	0	0	45,964	100.0%	45,965	(1)
1505	FUNCTION-1505 CROSS COUNTRY,MEN	15,870	628	716	1,344	14,526	91.5%	15,870	-
1506	FUNCTION-1506 CROSS COUNTRY,WOMEN	15,870	0	0	0	15,870	100.0%	15,870	-
1507	FUNCTION-1507 FOOTBALL	62,477	0	6,125	6,125	56,352	90.2%	62,477	-
1508	FUNCTION-1508 GOLF	11,574	0	0	0	11,574	100.0%	11,574	-
1509	FUNCTION-1509 FIELD HOCKEY, GIRLS	16,980	0	4,663	4,663	12,317	72.5%	17,480	(500)
1510	FUNCTION-1510 GYMNASTICS	5,197	0	0	0	5,197	100.0%	5,197	-
1511	FUNCTION-1511 SOCCER,MEN	35,113	0	7,623	7,623	27,490	78.3%	35,113	-
1512	FUNCTION-1512 SOCCER,WOMEN	33,788	1,480	3,343	4,822	28,966	85.7%	33,788	-
1513	FUNCTION-1513 SOFTBALL,WOMEN	37,956	0	0	0	37,956	100.0%	37,956	-
1514	FUNCTION-1514 SWIMMING, MEN	27,642	0	47	47	27,595	99.8%	27,642	-
1515	FUNCTION-1515 TENNIS,MEN	7,497	0	0	0	7,497	100.0%	7,497	-
1516	FUNCTION-1516 TENNIS,WOMEN	7,497	0	0	0	7,497	100.0%	7,497	-
1517	FUNCTION-1517 TRACK,OUTDOOR,MEN	33,729	0	0	0	33,729	100.0%	33,728	1
1518	FUNCTION-1518 TRACK,OUTDOOR,WOMEN	33,529	0	0	0	33,529	100.0%	33,528	1
1519	FUNCTION-1519 WRESTLING	22,098	0	0	0	22,098	100.0%	22,098	-
1520	FUNCTION-1520 INTRAMURAL SPORTS, MENA	15,217	0	0	0	15,217	100.0%	15,217	-
1522	FUNCTION-1522 CHEERLEADING	20,470	0	0	0	20,470	100.0%	20,470	-
1524	FUNCTION-1524 VOLLEYBALL	22,618	0	2,676	2,676	19,942	88.2%	22,618	-
1525	FUNCTION-1525 TRACK, INDOOR	25,795	0	0	0	25,795	100.0%	25,795	-
1526	FUNCTION-1526 LACROSSE, MEN	19,666	0	0	0	19,666	100.0%	19,666	-
1527	FUNCTION-1527 LACROSSE, WOMEN	17,666	0	0	0	17,666	100.0%	17,666	-
1528	FUNCTION-1528 SWIMMING, WOMEN	32,788	271	3,060	3,331	29,457	89.8%	32,788	-
1529	FUNCTION-1529 FENCING	15,620	0	0	0	15,620	100.0%	15,620	-
1530	FUNCTION-1530 UNIFIED SPORTS	12,181	0	0	0	12,181	100.0%	12,181	-
1549	FUNCTION-1549 OTHER EXPENSES, SPORTS	70,340	9,927	39,231	49,159	21,181	30.1%	70,079	261
1550	FUNCTION-1550 SCHOOL NEWSPAPERS	6,438	400	0	400	6,038	93.8%	6,437	1
1551	FUNCTION-1551 AMPHORA	6,625	0	0	0	6,625	100.0%	6,625	-
1552	FUNCTION-1552 YEARBOOKS	6,014	0	0	0	6,014	100.0%	6,014	-
1555	FUNCTION-1555 OTHER ACTIVITIES	69,541	0	0	0	69,541	100.0%	69,541	-
15**	STUDENT ACTIVITIES 6-12	827,830	12,705	67,483	80,189	747,641	90.3%	828,069	(239)
TOTAL INSTRUCTION		43,741,016	7,690,290	25,752,482	33,442,772	10,298,244	23.5%	43,688,961	52,055
Support Services - Pupils									
2101	FUNCTION-2101 SUPPORT SERVICES - SPED C(	921,637	268,886	424,967	693,853	227,784	24.7%	921,464	173
2110	FUNCTION-2110 SOCIAL WORK SERVICES	348,803	63,391	272,612	336,003	12,800	3.7%	348,803	-
2120	FUNCTION-2120 GUIDANCE SERVICES	1,587,957	290,878	922,336	1,213,214	374,743	23.6%	1,587,957	-
2130	FUNCTION-2130 HEALTH SERVICES	1,229,556	62,200	698,534	760,734	468,822	38.1%	1,231,305	(1,749)
2140	FUNCTION-2140 PSYCHOLOGICAL SERVICES	1,262,682	209,645	855,291	1,064,936	197,746	15.7%	1,276,911	(14,229)
2150	FUNCTION-2150 SPEECH & HEARING SERVICE	1,172,189	193,909	826,589	1,020,498	151,691	12.9%	1,172,189	-
Total Support Services - Pupils		6,522,824	1,088,910	4,000,329	5,089,239	1,433,585	22.0%	6,538,628	(15,804)
Support Services - Staff									
2201	FUNCTION-2201 SUPPORTING SERVICES - CO	97,642	76,243	125,594	201,837	(104,195)	(106.7%)	97,642	-
2210	FUNCTION-2210 IMPROVEMENT OF INSTRUCI	286,825	273,429	4,117	277,546	9,279	3.2%	287,151	(326)
Total Support Services - Staff		384,467	349,673	129,710	479,383	(94,916)	(24.7%)	384,793	(326)
General Support Services									
2311	FUNCTION-2311 BOARD OF EDUCATION SERVI	30,241	27,224	3,317	30,541	(300)	(1.0%)	40,191	(9,950)
2312	FUNCTION-2312 SUPERINTENDENT OFFICE SE	1,530,410	357,008	362,839	719,927	810,483	53.0%	1,521,229	9,181
2313	FUNCTION-2313 BUSINESS OFFICE	899,718	192,137	81,804	273,941	625,777	69.6%	899,468	250
2410	FUNCTION-2410 SCHOOL ADMINSTRATION	4,625,333	1,240,081	2,043,181	3,283,182	1,342,151	29.0%	4,635,893	(10,560)
Total General Support Services		7,085,702	1,816,450	2,491,141	4,307,591	2,778,111	39.2%	7,096,781	(11,079)
Operational Services									
2510	FUNCTION-2510 OPERATIONS AND MAINTENA	6,933,303	1,955,677	363,715	2,319,392	4,613,911	66.5%	6,923,809	9,494
2520	FUNCTION-2520 PUPIL TRANSPORTATION	5,539,258	197,268	48,591	245,859	5,293,399	95.6%	5,539,258	-
2540	FUNCTION-2540 COMPUTER SUPPORT SERVIC	1,819,141	720,833	350,681	1,071,514	747,628	41.1%	1,829,013	(9,872)
2560	FUNCTION-2560 HEALTH SERVICES STAFF	2,500	0	0	0	2,500	100.0%	2,500	-
Total Operational Services		14,294,202	2,873,778	762,986	3,636,764	10,657,438	74.6%	14,294,580	(378)
TOTAL SUPPORT SERVICES		28,287,195	6,128,810	7,384,167	13,512,977	14,774,218	52.2%	28,314,782	(27,587)
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	113,161	1,235,612	1,348,773	3,946,106	74.5%	5,294,879	0
GRAND TOTAL		77,438,090	13,932,261	34,372,261	48,304,523	29,133,567	37.6%	77,413,623	24,467
									0.03%

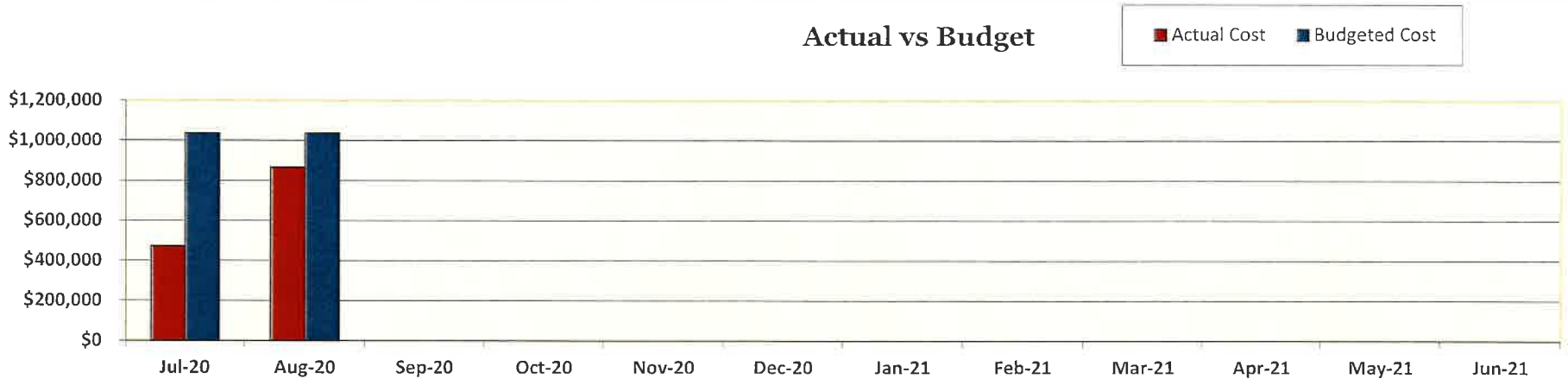
Cost vs Budget Dashboard - data through August 2020

BOE Groups Active & Retired

Self Insured - All Coverages
All Enrollees

						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	596	$265,817	$83,219	$27,896	$376,933	$94,956	$471,888	$1,037,603	($565,714)	45.5%
Aug-20	596	$648,562	$81,582	$40,991	$771,135	$94,956	$866,091	$1,037,603	($171,512)	83.5%
Sep-20										
Oct-20										
Nov-20										
Dec-20										
Jan-21										
Feb-21										
Mar-21										
Apr-21										
May-21										
Jun-21										
YTD	1192	$914,380	$164,801	$68,887	$1,148,067	$189,912	$1,337,979	$2,075,205	($737,226)	64.5%

Budget vs. Actual 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*

Attachment #4

Updated: 9/28/20

Groton Public Schools
Pandemic Related Funding

Coronavirus Relief Fund (CRF) (expenditures through 12/30/20)

Category	Amount	Costs covered
Academic personnel	908,889	Substitutes teachers, paraprofessionals to accommodate social distancing, additional teaching staff needed for remote teaching, teachers participation in planning curriculum for reopening, device managers
Student Support personnel	97,328	Additional social workers to assist students, community coordinators to reach out to students and families
Cleaning personnel	44,330	Additional custodial staff
Transportation personnel	1,744	OT to develop and rewrite bus routes due to hybrid schedule
Cleaning/Safety Supplies	175,000	Desk shields, hand sanitizer, face masks, disposable gloves, gowns, face shields, thermometers, directional signage, HVAC consultants
Total CRF	**1,227,291**	

CARES Act (ESSER Fund) (expenditures incurred between 03/13/20 and 09/30/22)

Academic personnel	246,694	Substitutes teachers, additional teaching staff needed for remote teaching
Student Support personnel	220,930	Additional social workers to assist students, food service personnel needed during the spring shutdown
Cleaning personnel	66,183	Additional custodial staff
School supplies	50,800	Tool kits sent home with students to use during distance learning
Software	79,798	Additional software titles to support distance learning
Total CARES Act	**664,406**	

Attachment #5

Office of School Construction Grants & Review

450 Capitol Avenue, 2nd Floor Hartford, Connecticut 06106

General Improvements to Alliance Districts' School Buildings, 2020-2021 Program Proposal

Town/District Name	Completed by	Phone	Date
Groton/Groton Public Schools	M. H. Graner	(860) 572-2141	10/23/20

As the Superintendent of Schools, I do hereby certify and assure the following:

1. The application has been approved by the local board of education at its meeting of 10/26/20.
2. If funded, there will not be a decrease in the local share of financial support for schools.
3. The application is coordinated with other on-going operations and improvement strategies in the school district.
4. If funded, the district agrees:
   - to expend the grant funds on activities in the approved proposal and according to the approved budget and, if necessary, to request amendments prior to any project or budget changes;
   - to use appropriate fiscal control and accounting procedures to ensure proper disbursement of all awards;
   - to manage the project in compliance with all applicable state and federal laws and with the regulations, other policies and administrative directives of the Connecticut State Board of Education;
   - to submit the minutes of the Board of Education's acceptance of the completed project within 60 days of the completion of the project; and
   - to submit an itemized final expenditure report, with all paid invoices, requisitions, or purchase orders supporting the itemized amounts.
5. The application and expenditure reports are subject to a DAS audit.

Further, I certify that in the performance of this proposal, the district will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the state of Connecticut; and further agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission concerning the employment practices and procedures of the applicant as related to the provisions of this section. (Connecticut General Statutes Sections 4a-60 and 4a-60a, Article first, State Constitution)

Superintendent's Name (print or type)	Superintendent's Signature	Date
M. H. GRANER	M H Graner	10/23/20

Note: DAS reserves the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant.

Office of School Construction Grants & Review

General Improvements to Alliance Districts' School Buildings, 2020-2021 District Certification

School District: GROTON Public Schools

Address: 1300 FLANDERS Rd P.O. Box K Groton, CT 06340

Superintendent of Schools: Michael Graner Phone: (860) 572-2141

Certification that a current Affirmative Action packet is on file

I the undersigned authorized official, hereby certify that the applying organization/agency has a current affirmative action packet on file with the Connecticut State Department of Education. The affirmative action packet is, by reference, part of this application.

Certification that a current Standard Statement of Assurances Grant Program is on file

I the undersigned authorized official, hereby certify that the applying organization/agency has a current Standard Statement of Assurances Grant Program on file with the Connecticut State Department of Education. The Standard Statement of Assurances Grant Program is, by reference, part of this application/RFP.

10/23/20

Signature of Superintendent *Date*

M. H. Graner

Print Name

Office of School Construction Grants & Review

General Improvements to Alliance Districts' School Buildings

2020-2021 Project Description Form

General Instructions: Complete a separate Project Description Form for each facility. Do not report multiple activities at multiple schools on a single Project Description Form,

Project Name Access Control

School Name Catherine Kolnaski STEAM Magnet Elementary School

Project Description: Be specific. Describe the area to be affected. Include square footages and quantities where applicable. Describe any special equipment to be installed or materials to be used. Example: Install new ceiling tiles in main wing classrooms, corridor and library (15,000 sq. ft.).

Replacment of current non-working access control system creating security risk

Cost Estimates:

Professional Fees and Services: _____

Materials and Labor: $19,144.00

Special Equipment: _____

Total: $19144.00

Office of School Construction Grants & Review
General Improvements to Alliance Districts' School Buildings
2020-2021 Project Description Form

General Instructions: Complete a separate Project Description Form for each facility. Do not report multiple activities at multiple schools on a single Project Description Form,

Project Name Access Control

School Name Northeast Acadamy Elementary School

Project Description: Be specific. Describe the area to be affected. Include square footages and quantities where applicable. Describe any special equipment to be installed or materials to be used. Example: Install new ceiling tiles in main wing classrooms, corridor and library (15,000 sq. ft.).

Replacment of current non-working access control system creating security risk

Cost Estimates:

Professional Fees and Services: _____

Materials and Labor: $19,144.00

Special Equipment: _____

Total: $19144.00

Office of School Construction Grants & Review
General Improvements to Alliance Districts' School Buildings
2020-2021 Project Description Form

General Instructions: Complete a separate Project Description Form for each facility. Do not report multiple activities at multiple schools on a single Project Description Form,

Project Name Phone System

School Name Groton Public Schools

Project Description: Be specific. Describe the area to be affected. Include square footages and quantities where applicable. Describe any special equipment to be installed or materials to be used. Example: Install new ceiling tiles in main wing classrooms, corridor and library (15,000 sq. ft.).

Replace current analog phone system with cloud based VoIP unified system

Cost Estimates:

Professional Fees and Services: $30,000

Materials and Labor: $206,310.00

Special Equipment: _____

Total: $236,310.82

Office of School Construction Grants & Review
General Improvements to Alliance Districts' School Buildings
2020-2021 Project Description Form

General Instructions: Complete a separate Project Description Form for each facility. Do not report multiple activities at multiple schools on a single Project Description Form,

Project Name Network Wiring

School Name Charles Barnum Elementary School

Project Description: Be specific. Describe the area to be affected. Include square footages and quantities where applicable. Describe any special equipment to be installed or materials to be used. Example: Install new ceiling tiles in main wing classrooms, corridor and library (15,000 sq. ft.).

Current buildings wiring is currently insufficient to support current demands of its users

Cost Estimates:

Professional Fees and Services: _____

Materials and Labor: $50,000.00

Special Equipment: _____

Total: $50,000

Office of School Construction Grants & Review
General Improvements to Alliance Districts' School Buildings
2020-2021 Project Description Form

General Instructions: Complete a separate Project Description Form for each facility. Do not report multiple activities at multiple schools on a single Project Description Form,

Project Name Network Wiring

School Name Central Office

Project Description: Be specific. Describe the area to be affected. Include square footages and quantities where applicable. Describe any special equipment to be installed or materials to be used. Example: Install new ceiling tiles in main wing classrooms, corridor and library (15,000 sq. ft.).

Current buildings wiring is currently insufficient to support current demands of its users

Cost Estimates:

Professional Fees and Services: _____

Materials and Labor: $23,000.00

Special Equipment: _____

Total: $23,000.00

Office of School Construction Grants & Review
General Improvements to Alliance Districts' School Buildings
2020-2021 Project Description Form

General Instructions: Complete a separate Project Description Form for each facility. Do not report multiple activities at multiple schools on a single Project Description Form,

Project Name Network Wiring

School Name Robert Fitch High School

Project Description: Be specific. Describe the area to be affected. Include square footages and quantities where applicable. Describe any special equipment to be installed or materials to be used. Example: Install new ceiling tiles in main wing classrooms, corridor and library (15,000 sq. ft.).

Section of the building not renovated have wiring that it insufficient to support current demands of its users

Cost Estimates:

Professional Fees and Services: _____

Materials and Labor: $35,000.00

Special Equipment: _____

Total: $35,000.00

Office of School Construction Grants & Review
General Improvements to Alliance Districts' School Buildings
2020-2021 Project Description Form

General Instructions: Complete a separate Project Description Form for each facility. Do not report multiple activities at multiple schools on a single Project Description Form,

Project Name Barnum Elementary Fire Alarm System Replacement

School Name Charles Barnum Elementary School

Project Description: Be specific. Describe the area to be affected. Include square footages and quantities where applicable. Describe any special equipment to be installed or materials to be used. Example: Install new ceiling tiles in main wing classrooms, corridor and library (15,000 sq. ft.).

The existing Fire Alarm System does not meet the current code requirement, there are no visual devices in any of the classrooms or offices. There are no audio/visual devices in any of the bathrooms and there are not enough audio devices to meet the sound level requirement. This building is 48,000 sq ft. Install a new fire alarm system.

Cost Estimates:

Professional Fees and Services: 5,000.00

Materials and Labor: 90,000.00

Special Equipment:

Total: 95,000.00

CAPITAL IMPROVEMENT PROGRAM

PROJECT DETAIL (ADDENDUM)

PROJECT	ACTIVITY/DEPARTMENT
SCHOOL NEEDS SUMMARY	5) EDUCATION

ADDITIONAL INFORMATION

Projects for various system upgrades and replacement at the schools are listed on the individual facility project sheets. However, there are longer term needs to maintain the educational and functional adequacy that are summarized below.

ELEMENTARY SCHOOLS

The projects shown on the individual project sheets are intended to maintain the adequacy of the facilities in their present configuration. However, to meet educational adequacy needs in the future, Charles Barnum Elementary School will also require an expanded media center, a full-service kitchen, a larger cafetorium, a gymnasium, larger and redesigned administration spaces, additional resource and remedial program spaces, appropriate instrumental and band program spaces, an art room, a space for the school based health center, and a larger space for the school nurse. In addition, the Board wants to highlight that HVAC, ADA, and Fire Code upgrades requested over the last nine years have not been funded.

CAPITAL IMPROVEMENT PROGRAM

PROJECT DETAIL

PROJECT

PROJECT NAME
Groton Middle School Athletic Complex

ACTIVITY/DEPARTMENT

5) EDUCATION

DESCRIPTION/PURPOSE/JUSTIFICATION

The installation of lights at the synthetic surface multi-sport field and the softball field at Groton Middle School would greatly expand the use of those facilities for both interscholastic sports as well as Parks and Recreation town-wide activities.

Requested for FYE 22 are funds ($500,000) for light for the synthetic surface field; and also requested for FYE 22 are funds ($325,000) for the softball field.

RECOMMENDED FINANCING (000)

	Source of Funds*	FYE 2022	FYE 2023	FYE 2024	FYE 2025	FYE 2026	FYE 2027	Total Estimated Cost
A. Planning & Engineering								
B. Land & Right of Way								
C. Construction	C	825						825
D. Equipment								
E. Other Costs								
Total		825						825
*Funding	(C) Capital Reserve Fund)		(G) General Obligation Bonds		(O) Other			

CAPITAL IMPROVEMENT PROGRAM

PROJECT DETAIL

PROJECT

PROJECT NAME
Northeast Academy Indoor Air Quality

ACTIVITY/DEPARTMENT

5) EDUCATION

DESCRIPTION/PURPOSE/JUSTIFICATION

There have been concerns about excessive humidity in the Northeast Academy. The district contracted with the engineering firm Fuss & O'Neill to determine the cause and possible remedy for this issue. The study concluded with recommendations for both short and long term solutions.

The long-term recommendation in the engineering report is the replacement of the air handling units.

The initial work from the short-term equipment upgrades were completed during the spring of 2020.

The second phase of the work includes the following: requested for FYE 22 are funds ($215,000) for site improvements.

The Board recommends postponing the replacement of the air handling units until FYE 23 and beyond. During the spring of 2020 the maintenance staff has implemented an active dehumidification program that mitigated the humidity problem. The HVAC technician will continue to monitor the air quality of the building.

Programmed for FYE 22-26 are funds ($200,000/year) for replacement of the air handling units.

RECOMMENDED FINANCING (000)

	Source of Funds*	FYE 2022	FYE 2023	FYE 2024	FYE 2025	FYE 2026	FYE 2027	Total Estimated Cost
A. Planning & Engineering								
B. Land & Right of Way								
C. Construction	C	215						215
D. Equipment		215	200	200	200	200	200	1215
E. Other Costs								
Total		430	200	200	200	200	200	1430
*Funding	(C) Capital Reserve Fund)		(G) General Obligation Bonds		(O) Other			

CAPITAL IMPROVEMENT PROGRAM

PROJECT DETAIL

PROJECT | ACTIVITY/DEPARTMENT

A) FITCH SCHOOL ATHLETIC FACILITIES | 5) EDUCATION

DESCRIPTION/PURPOSE/JUSTIFICATION

In addition to the regular use of the football field by the football team, the field is also used by the Groton Public Schools lacrosse and soccer teams, as well as physical education classes. Because the playing field no longer drains properly, it is in need of upgrading. It will be necessary to regrade and recrown the field and sod the entire surface.

The addition of an irrigation system while work is performed will greatly enhance the continued maintenance by providing timed watering while also improving on the efficiency/cost of water usage.

Programmed for FYE 23 are funds ($195,000) to sod and recrown the field and funds ($25,000) for irrigation.

RECOMMENDED FINANCING (000)

	Source of Funds*	FYE 2022	FYE 2023	FYE 2024	FYE 2025	FYE 2026	FYE 2027	Total Estimated Cost
A. Planning & Engineering								
B. Land & Right of Way								
C. Construction	C		220					220
D. Equipment								
E. Other Costs								
Total			220					
*Funding	(C) Capital Reserve Fund)		(G) General Obligation Bonds		(O) Other			

CAPITAL IMPROVEMENT PROGRAM

PROJECT DETAIL

PROJECT

PROJECT NAME
Charles Barnum Elementary School
Roof Replacement

ACTIVITY/DEPARTMENT

5) EDUCATION

DESCRIPTION/PURPOSE/JUSTIFICATION

The Board of Education plans to keep Charles Barnum Elementary School for many years to come. By the fall of 2021, that building will be the only school in the district that is older than 12 years. The roof on the building is beyond its 20-year life expectancy.

Requested for FYE 22 are funds ($900,000) for roof replacement.

RECOMMENDED FINANCING (000)

	Source of Funds*	FYE 2022	FYE 2023	FYE 2024	FYE 2025	FYE 2026	FYE 2027	Total Estimated Cost
A. Planning & Engineering								
B. Land & Right of Way								
C. Construction	C	900						900
D. Equipment								
E. Other Costs								
Total		900						900
*Funding	(C) Capital Reserve Fund)		(G) General Obligation Bonds		(O) Other			

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 Giulini, 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, Giulini: 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, Giulini, 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, CABE 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

Attachment #1

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	Total 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	Full Day Equivalents	Per Pupil (Full Day)
Elementary Schools	347,800	6,956	30,000	384,756	2,243	$ 171.54
Groton Middle School	185,200	4,074		189,274	1,012	$ 187.03
Fitch High School	284,600	6,261		290,861	1,028	$ 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	○	○	○	○	○
Google Classroom	○	○	○	○	○
Schoology	○	○	○	○	○
Zoom	○	○	○	○	○
GSuite (Forms, Slides, Docs, Meets)	○	○	○	○	○

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

Next

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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					
Google Classroom					
Schoology					
Newsela					
Lexia					
Dreambox					
Zoom					
GSuite (Forms, Slides, Docs, Meets)					

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

	Not Proficient	Improving Proficiency	Proficient	Highly Proficient / Expert	I don't use this software.
Seesaw	○	○	○	○	○
Google Classroom	○	○	○	○	○
Schoology	○	○	○	○	○
Newsela	○	○	○	○	○
Lexia	○	○	○	○	○
Dreambox	○	○	○	○	○
Zoom	○	○	○	○	○
GSuite (Forms, Slides, Docs, Meets)	○	○	○	○	○

How reliable is your current available technology? *

	Unreliable	Somewhat Reliable	Reliable
Laptop	○	○	○
Interactive whiteboard	○	○	○
Projector	○	○	○
Document Camera	○	○	○
Internet Connection at School	○	○	○
Internet Connection at Home	○	○	○

at home

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 enaged
- Moderately enaged
- 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

Submit

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Attachment #4

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:

- Week of August 22-28: 5 new cases
- Week of August 29-September 4: 18 new cases
- Week of September 5-11: 19 new cases
- Week of September 12-18: 26 new cases
- Week of September 19-25: 60 new cases
- 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.

Stephen Mansfield REHS, MPH
Director of Health

216 Broad Street • New London, CT 06320 • phone. 860.448.4882 • fax. 860.448.4885 • www.llhd.org

Attachment #5

Groton Public Schools

Date prep: 9/23/20 4:36 PM

FY21 Budget Summary Review

	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**
46	**Total Dues & Fees**	**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

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FY21 Budget Summary Review

	Account	Object #s	FY21 Budget 2020-2021	Expenditures	Encumbered	FY21 Actual Total	Remaining Balance	%	FY21 Estimate 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

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FY21 Budget Summary Review

	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

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FY21 Budget Summary Review

	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	66,810	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: 9/23/20 4:36 PM

FY21 Budget Summary Review

	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

Function No.	Description	FY21 Budget 2020-2021	Expended 2020-2021	Encumbered 2020-2021	FY21 Total 2020-2021	Remaining Balance	%	09212020 FY21 Estimated 2020-2021	Increase (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 SERVI	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 C(	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 ADMINSTRATION	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

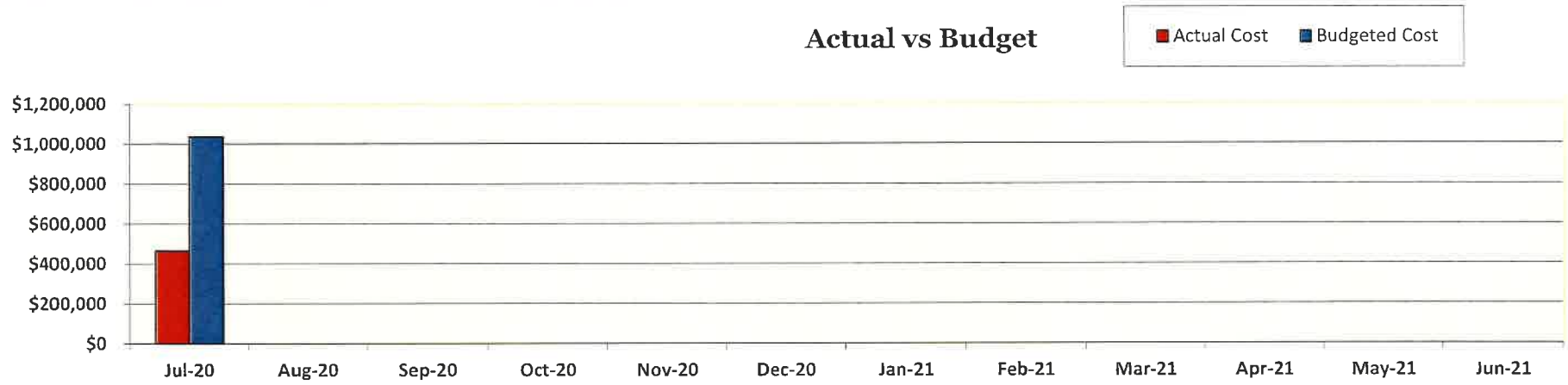
BOE Groups Active & Retired

Attachment #

Self Insured - All Coverages
All Enrollees

Date	Lives	Net Medical Paid Claims	Rx Paid Claims	Dental Paid Claims	Total Net Paid Claims	Claim/Admin. Cost 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



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*

Updated: 9/3/20

P 1230

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

Attachment #8

P 6172.6

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

Attachment #9

P 6114.81

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

Attachment #10

P 4118.237 / 5141.8

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

Attachment #11

Groton Board of Education Committees
2021 Meeting Schedule

1ST MONDAY OF THE MONTH	2ND MONDAY OF THE MONTH	3RD MONDAY OF THE MONTH	4TH 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

Attachment #12

Groton Public Schools
Superintendent of Schools
Leadership Profile

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

CABE
Search Services

September 2020

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

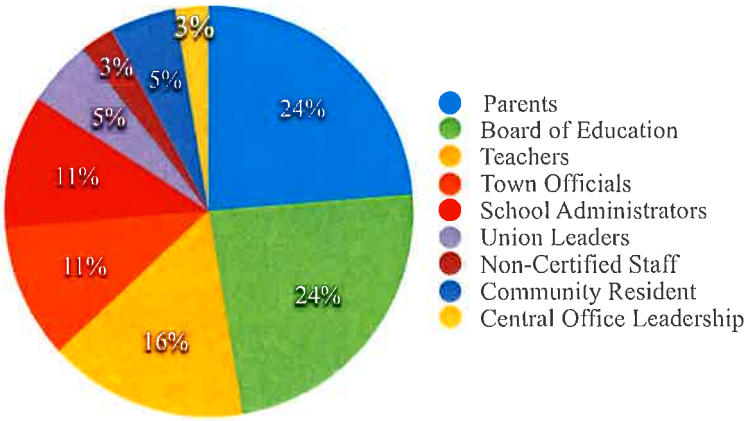
CABE Search Consultant

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.

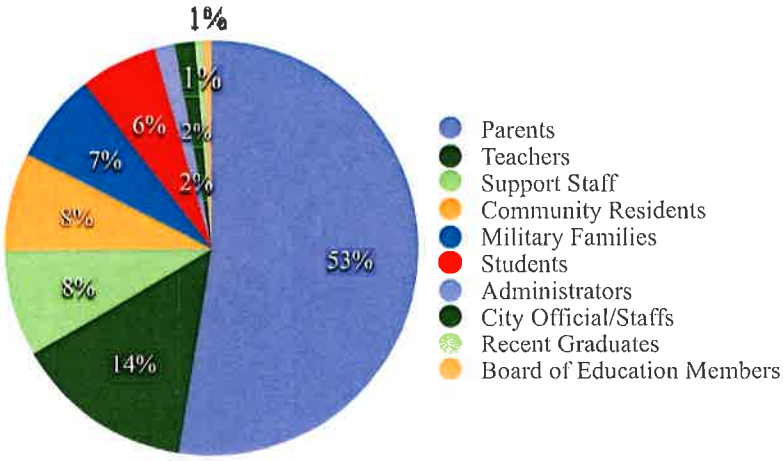
Interview & Focus Group Participants

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,

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

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.

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

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.

Desired Expertise and Qualities in a New Superintendent

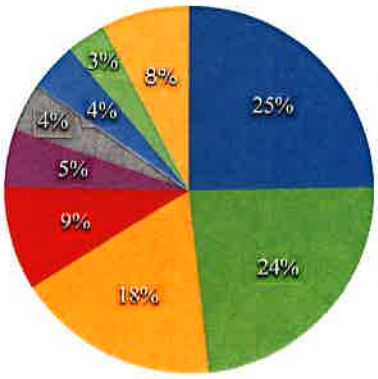
What would be the most important expertise, qualities, and characteristics in a new superintendent to tap Groton's strengths and meet its challenges? An analysis of survey responses yielded the following:

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.

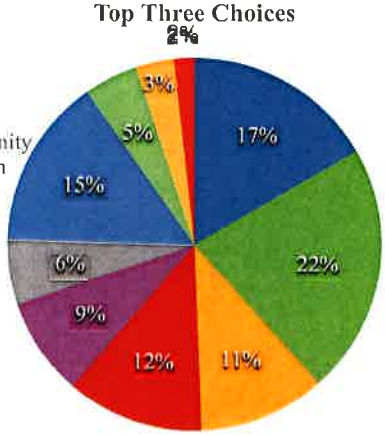
DESIRED EXPERTISE IN NEW SUPERINTENDENT	#1	%	#2	%	#3	%	TOP 3	TOP 3
Communicates and collaborates effectively in schools and community	64	24.7%	63	24.5%	44	17.2%	171	22.2%
Shares district-wide vision of excellence and innovative instruction	61	23.6%	35	13.6%	35	13.7%	131	17.0%
Has a broad base of knowledge 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



- Communicates and collaborates effectively in schools and community
- Shares district-wide vision of excellence and innovative instruction
- Has a broad base of knowledge of educational issues and practices
- Encourages constant attention to issues of DEI
- Promotes the quality and virtues of the Groton Public Schools
- Possesses strong budget and finance knowledge and skills
- Fosters professional development, team building, and staff growth
- Shares and delegates leadership effectively
- Other

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%)

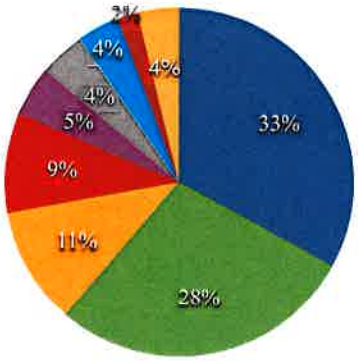
ranks third. Following fairly close behind is *Encourages constant attention to issues of diversity, equity, and inclusion* (12%).

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%).

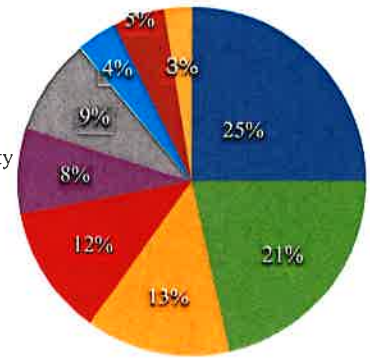
DESIRED QUALITIES IN SUPERINTENDENT	#1	%	#2	%	#3	%	TOP 3	TOP 3
Keeps students' growth and wellbeing as primary focus	85	32.9%	69	26.7%	39	15.2%	193	25.0%
Accessible, approachable, visible in schools & community	73	28.3%	68	26.4%	25	9.7%	166	21.5%
Decisive, confident, objective problem solver, good judgment	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



- Keeps students' growth and wellbeing as primary focus
- Accessible, approachable, visible in schools & community
- Decisive, confident, objective problem solver, good judgment
- Committed to transparent communication with schools & community
- Knowledgeable and hardworking, with attention to detail
- Inspirational team builder
- Life-long learner
- Dedicated commitment to Groton's vision & mission
- Other

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%).

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 that 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.

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

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.

GROTON BOARD OF EDUCATION
SPECIAL MEETING MINUTES
OCTOBER 19, 2020 @ 5:00 P.M.
REMOTE MEETING

Members Present: Chairman Kim Shepardson Watson, Vice Chairman Andrea Ackerman, Jane Giulini, Elizabeth Porter, Rosemary Robertson, Rita Volkmann, Jay Weitlauf, Lee White

Also Present: Michael Graner, Ken Knight, Laurie LePine

I. CALL TO ORDER

Chairman Watson called the meeting to order at 5:03 p.m.

II. Discussion and possible action regarding the appointment of Dean Antipas to fill the Board of Education Vacancy.

MOTION: Porter, Giulini: To go into Executive Session at 5:04 p.m. for the purpose of discussing the appointment of Dean Antipas to fill the Board of Education vacancy and to invite Dean Antipas to attend.
PASSED - UNANIMOUSLY

Discussion of the appointment of Dean Antipas to fill the Board of Education vacancy was held. No action was taken.

MOTION: Watson, Porter: To return to Open Session at 5:35 p.m.
PASSED – UNANIMOUSLY

MOTION: Ackerman, Volkmann:
To accept Dean Antipas to fill the Board of Education vacancy through December 2021.
PASSED – UNANIMOUSLY

Betsy Moukawsher, Town Clerk, administered the oath of office to Dean Antipas.

III. Discussion and possible action regarding the appointment of Dr. Michael Graner as Interim Superintendent, for the period of October 19, 2020 to December 31, 2020.

MOTION: Watson, Porter: To go into Executive Session at 5:39 p.m., for the purpose of discussing the appointment of Dr. Michael Graner as Interim Superintendent, for the period of October 19, 2020 to December 31, 2020.
PASSED – UNANIMOUSLY

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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 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.

If a student or staff member expresses that they are unable to wear a face covering and need a reasonable accommodation, the administrator will engage the individual in the process of discussing alternatives and/or accommodations to wearing a mask or face coving that will allow for the individual's inclusion in the school building, bus or grounds while also protecting those who have compromised immunity.

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 by the teacher throughout the school day 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 meet the exemptions allowed by this policy, such student shall be sent to the school's isolation room. School personnel will contact the parent/guardian to rectify the situation as well as to explain the available options, including 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 will be denied.

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

State of Connecticut CHRO Dear Colleague letter dated September 15, 2020

State of Connecticut Department of Education Addendum 11

Policy Adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Mask Types	Advantages	Disadvantages	Recommendation
N95 Respirators	Excellent filtration of droplets and most aerosols-sized particles	Difficult to wear for extended periods, need specific fit-testing and medical clearance, supply chain issues, cannot be easily cleaned	✗ Not recommended for school use *(except for nurses and aerosol-generating procedures)*
KN95 Facemasks	Very good capture of respiratory droplets, widely available for ordering	Wide variation in sizing and quality control, tend to run large and may not fit children well, may be difficult to wear for very long periods, cannot be easily cleaned	✔ Recommended for use in schools for older children
Surgical/ Procedure Style	Good to very good capture of respiratory droplets, widely available for ordering, relatively light weight	May not hold up to repeated use, cannot be easily cleaned, may have some quality control issues	✔ Recommended for use in schools, especially as a stockpile for schools to hand out when students do not have a face mask
Cloth Masks	Good to very good capture of respiratory droplets, widely available for purchase, can be constructed and personalized at home, fabric very breathable, can be easily cleaned	Generally require multiple layers of fabric, ear loops may irritate after extended use, may need to try multiple styles to find appropriate fit, fit may change with laundering	✔ Recommended for use in schools for all ages
Neck Gaiters	Very breathable and light weight, some moisture-wicking, very personalizable, widely available, many sizes and styles, eliminates ear loop irritation, stays on neck when not in use	May or may not provide adequate droplet control depending on fit and material used, may need to be layered to provide adequate source control	? May be adequate if layered (folded over nose and mouth multiple times) and sized appropriately so fabric is not stretched extensively, better for smaller children where bunching of fabric may be more protective
Bandanas	Widely available, inexpensive, allows mask to be tied instead of using ear loops, light weight and breathable	May or may not provide adequate droplet control depending on the weight of material used, may need to be layered to provide adequate source control	? May be adequate if layered and positioned tightly at the chin, material should be washed/ dried to tighten the fabric weave
Exhalation Valve Masks	Can be found in many styles of masks, may add some comfort, allows relief of air pressure upon exhalation	May allow some droplets to escape through the mask, may not close tightly when breathing in, cannot be easily cleaned	✗ Unknown whether or not exhalation valves in masks increase the risk of spread of COVID-19, better than no mask at all but masks with valves currently not recommended for school settings

Groton Board of Education Committees
2021 Meeting Schedule

1ST MONDAY OF THE MONTH	2ND MONDAY OF THE MONTH	3RD MONDAY OF THE MONTH	4TH 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 6 (1st Monday)	December - No Meeting	December 13 (2nd 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

Attachment #11

Groton Public Schools
Diversity, Equity, and Inclusion Statement

Groton Public Schools embraces policies and practices that ensure that all people—especially those who have been historically marginalized based on race/ethnicity, disability, sexual orientation, gender, age, socioeconomic status, immigrant status, educational status, or religion—have equitable opportunities. We acknowledge that systems of racial and economic injustice exist in our nation and community; however, as educators, we too recognize that we have the power to dismantle the practices, policies, and systems that perpetuate inequalities. Thus, an integral component of Groton Public Schools' mission is to cultivate an environment of diversity, equity, and inclusiveness. As a response, we strive to foster culturally responsive teaching and learning practices to ensure ALL groups feel valued, actively engaged, and empowered.

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