

GROTON BOARD OF EDUCATION
COMMITTEE OF THE WHOLE
MARCH 15, 2021 @ 6:00 P.M.
REMOTE MEETING

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

ALSO PRESENT: Susan Austin, Sam Kilpatrick, Ken Knight, Denise Doolittle

I. CALL TO ORDER – Chairperson Kim Watson called the meeting to order at 6:01 p.m.

II. BOE REGULAR BUSINESS

MOTION: Antipas, Robertson: To approve the COW minutes of March 8, 2021.
PASSED -UNANIMOUSLY

III. SECONDARY CAMPUS NEEDS AND POSITIONS - (ATTACHMENT #1)

Ted Keleher gave an overview of the proposed new positions:

- Athletic Director
- Transition from Dean position to Assistant Principal

The Board requested additional information regarding the transition from Dean to Assistant Principal position.

IV. SOCIAL & EMOTIONAL LEARNING PRESENTATION – (ATTACHMENT #2)

Denise Doolittle introduced members of her staff who would address the different aspects of Social and Emotional Learning. Mrs. Doolittle noted the challenges around mental health during COVID-19 as seen by the CDC.

- Nadine Macklin gave an overview of Tiers 1 & 2 of Social Learning, which are for all students and those who need extra support.
- Lori Luciani gave an overview of Tier 3 intervention.
- Amy Ruotolo gave an overview of Social Learning incorporated into the NBA Program at Fitch High School.
- Alicia Ross shared what Social Learning looks like in the classroom for all students.

V. HIGHLIGHTS OF THE REOPENING PHASE-IN PLAN

Susan Austin noted new regulations by the CDC. Ms. Austin noted that a proposed reentry plan should be completed very soon and then shared with the families in the district. Ms. Austin explained that the plan is structured to have students reentering on a 4 day and then a 4.5 day schedule. Students will have less screen time with mini lessons. With support of the CARES Act, the district will hire additional tutors and will be able to redistribute substitutes to support students. The district will continue the health and safety protocols.

Denise Doolittle outlined the procedures her department is looking at for the re-entry of special education students.

Ms. Austin noted that parents have been heard from regarding their children returning to in-person schooling, with an average of 85% of students returning to 4 days of school this spring.

VI. REVIEW OF ESSER II (CARES Act) FUNDING - ATTACHMENT #3)

Ken Knight gave an overview of the ESSER II (CARES Act) funding. Mr. Knight noted that this is a 2 year plan. Mr. Knight noted an additional 7 million funding entitled American Rescue that should be coming to the district. This funding will close out in September 30, 2023.

VII. REVIEW OF REFERRAL LIST

The Board reviewed the Referral List.

VIII. SUGGESTED FUTURE TOPICS

NONE

IX. ADJOURNMENT

MOTION: Ackerman, Porter:

To adjourn at 8:02 p.m.

MOTION PASSED UNANIMOUSLY



Fitch High School Groton Middle School



New Campus Positions



Athletic and Activities Director

Goal:

To increase the number of students participating in extracurricular activities at Groton Middle School and Fitch High School.

Why?

Participation in extracurricular activities will increase student connection to the schools and create positive relationships. Studies show that participation in extracurricular activities increases academic achievement and decreases social/emotional issues.

Athletic and Activities Director

Direct and coordinate the Athletic Department and extracurricular activities at Fitch Senior High School and Groton.

Keep principal informed as to athletic/extracurricular activities.

Is visible at practices, events and games/contests to supervise coaches and ensure expectations are being met.

Recommend to principal policies and procedures relative to athletic contests.

Administering all interscholastic policies and procedures working within the confines of the rules and by-laws of the C.I.A.C., N.F. and the E.C.C.

Coordinate Building/Field Use at Groton Middle School and Fitch High School.

Communicate with parents and the greater school community about athletics and events at the middle and high schools including, but not limited to, events at the schools and requirements for participation.

Athletic and Activities Director

Recruitment, screening, selection and assignment of athletic coaches at both the HS and MS.

Make certain all coaches have met all state requirements including maintaining up to date permits and trainings such as a current first aid, concussion and any other state required training.

Evaluates coaches annually and make recommendations for reappointment or dismissal to the principal.

Supervise all athletic coaches and schedule C positions as to their jobs in the Athletic Department and extracurricular activities.

Supervise Faculty Manager and all school personnel working athletic events and other activities.

Coordinate with high school and middle school principals' release of coaches from their schools.

Develop and Implement professional development for HS and MS coaches.

Athletic and Activities Director

Prepare the annual budget for the Athletic Department.

Administer all Athletic Department funds and coordinate with the school principal regarding student activity funds.

Educate all coaches and advisors in required methods and procedures relative to spending funds.

Work directly with all teams and partner organizations (such as booster clubs) regarding fundraising and other related activities.

Transition from Dean Position to Asst. Principal

Goal:

1. To increase the number of people directly supervising and evaluating instructional practices at Fitch High School and Groton Middle School.
2. To coordinate and share services at Fitch High School and Groton Middle School (first step).

Why?

1. True school-wide academic improvement only comes from consistent instructional observation, coaching and improvement.
2. Sharing of services between the HS and MS will improve the experience for all students at both schools.

Coordination of Counseling Services 6-12

Ensure that Developmental Guidance Curriculum and Instruction is aligned.

Developing and Supporting student transitional services such as:

- Behavioral SRBI
- Scheduling
- Special Needs
- Grade Level Meetings
- Student Success Plans
- 6-12 Social Emotional Learning
- 6-12 Career Pathways

As well as: 504s, SRBI, Evaluation, Testing, Student Management for HS.

Assistant Principal

Evaluation

Safety and Security

APEX

Student Management (shared)

SPED/Paras

SRBI

Summer School

SEL	Mental Health	PBIS	Restorative Justice
Tier 3: Intensive			
Resilience Education	- Crisis counseling - Individual support teams/plans - Psychiatric care	- Wraparound - Complex FBA/BIP - Individual planning	- Family group conferencing - Community conferencing
Tier 2: Strategic			
- Social Academic Instructional Groups -problem solving -pro-social skills -academic behaviors	- Group counseling/support groups - Staff & family - Coordinated/referral process/progress monitoring	- Brief FBA/BIP - Check-in/out - Check/Connect - Social academic instructional groups	- Peer Jury - Conferencing - Problem-solving circles
Tier 1: Universal			
- SEL Standards - School Climate - Cool tools - SEL/PBIS Behavioral lesson plans	- Mental Health screening - Prevention/Wellness promotion	- School-wide behavior expectations - Acknowledge positive behaviors - Data-based planning	- Circles - Restorative chats - Data-based planning

Social Emotional Learning

Groton Middle School



Questions Presented During Our Last Session

- 1. What is Social Emotional Learning?**
- 2. What are the benefits of SEL?**
- 3. How can 6-minutes SEL helps us achieve our whole school goal?**
- 4. What other resources do we have?**
- 5. How can we make our SEL implementation it less stressful for teachers but highly effective for a students?**



What is SEL?

The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

What exactly does each domain of SEL pertain?

Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making
Identifying emotions	Impulse control	Perspective-taking	Communication	Identifying problems
Self-perception	Stress management	Empathy	Social engagement	Analyzing situations
Identity	Self-discipline	Appreciating diversity	Building relationships	Solving problems
Recognizing strengths	Self-motivation	Respect for others	Working cooperatively	Evaluating
Sense of self-confidence	Perseverance		Resolving conflicts	Reflecting
Self-efficacy	Goal-setting		Helping/Seeking help	Ethical responsibility
	Organizational skills			

Benefits of Social Emotional Learning

Short-term Outcomes¹

11%

Gain in Academic Achievement



Higher Test Scores and GPA



More Meaningful Connections with Educators and Peers



Improved Attitudes Toward Self, School, and Others



Positive Social Behavior



Fewer Behavior Incidents



Decreased Emotional Distress, Stress, and Depression

Benefits of Social Emotional Learning

Long-term Outcomes²



Healthier Social
Behaviors and Attitudes



Higher Levels of
Empathy and
Teamwork



Increased Ability to
Effectively Manage Stress



Increased College- and
Career-Readiness



Lower Drug Use



Fewer Incidents of
Criminal Activity

Benefits of Social Emotional Learning

Program Outcomes³



**Safe and Supportive
Learning Environments**



**Improved Teacher-
Student and Student-
Student Relationships**



**Reduced Incidents of
Bullying**



**Increased Sense of
Citizenship and
Acceptance within the
School**

6-Minute SEL

- 6 Minute SEL targets each of the 5 core SEL competencies.
- Select a Core SEL competency (self-awareness, self-management, social-awareness, etc.)
- Talk with your students about the chosen Core SEL competency. How can we modify it to fit our needs during a stressful time? How can we make it more engaging for us and the kids?
- Encourage students to share similar experiences as well.
- SEL prompt.
- Whenever possible, model/ share your own similar experiences as well.
- Discuss what went well and what didn't go well.
- Use the prompts as discussion starters, oral, or written story starters.
- Prompts can be used during restorative circles, as a whole group, small group, or as a think-pair-share.

Make it work with MODIFICATIONS

- **Make it accessible/easy to implement**
- **Add use of video when available**
- **Allow teachers to modify based on needs of the group**
- **Alter presentation and incorporate it into the style of moring/community meeting**
- **Make it short, meaningful, highly engaging , and highly effective**



Morning Meeting

Wednesday,
Nov. 4, 2020

MORNING GREETING

1. Greet each student in class.
2. Say, "Hi, ____" or "Good morning, ____."
3. Choose a virtual greeting.



Wave



Thumbs
up



Peace
Sign



Air
Hug



Air High
Fives

THINK ABOUT IT

Social Awareness



SHARE OUT

What's something
you are really good
at?

What are three things you
are really good at?

What could be one area of
growth you focus on this
school year?

What can staff do to
support you?

Ice Breaker

Name a Rose, a Bud, and a
Thorn of the last week?

QUOTE OF THE DAY



"Don't get confused with what
people say you are, with who
you know you are."

-Oprah

Morning Meeting

Wednesday,
Nov. 11, 2020

MORNING GREETING

1. Greet each student in class.
2. Say, "Hi, ____" or "Good morning, ____."
3. Choose a virtual greeting.



Wave



Thumbs
up



Peace
Sign



Air
Hug



Air High
Fives

THINK ABOUT IT

Responsible Decision Making



SHARE OUT

Can you think of a time you had to make a tough choice?

Why was choice tough for you?

What can happen if you make bad decisions?

Share a time when you made a responsible decision? Was it an easy or hard decision? Who did it impact?

Ice Breaker

What is your personal weather status (cloudy, foggy, sunny breaks etc)?

QUOTE OF THE DAY



"I believe that we are solely responsible for our choices, and we have to accept the consequences of every deed, word, and thought throughout our lifetime."

—Elisabeth Kubler-Ross

Resources

Sample 6 minutes SEL

-
- Second Step
- Strong Kids
- Components of the ATL Skills workbook
- Prepare Curriculum

Link to 6 minute-SEL

[6 minute SEL](#)

Groton Public Schools
CARES Act II

Total Amount \$3,045,329

Dates covered 3/13/2020 9/30/2023

	FY22	FY23
From FY22 Budget		
1.5 FTE Social Worker - salary	90,533	90,533
Remote Learning software	150,000	150,000
Summer School	8,834	8,834

Additional positions discussed during budget

1.0 FTE Tutor to support magnet themes	35,956	35,956
1.0 FTE Social Worker @ NEA/CB	58,287	58,287
1.0 FTE Media Specialist @ TRM/MRM	57,336	57,336
Summer School Acceleration	50,000	50,000

Additional positions

1.0 FTE Math Specialist @ TRM/MRM	85,000	85,000
14.0 FTE Tutors for Literacy/Math	504,000	504,000
MYP Coord 6-10	0	115,000
STEAM Coord	0	115,000
Instructional Tech Coord	115,000	115,000

Continuation of positions from CARES Act I

Community Coordinators	22,365	22,365
Add'l PT Building Custodians	66,183	66,183

Additional non-personnel needs

Professional development on remote learning	39,171	39,171
School supplies to support remote learning	50,000	50,000
Add'l PPE - Desk shields, hand sanitizer, etc	125,000	25,000

Total	1,457,665	1,587,665
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Summary	
FY22	1,457,665
FY23	1,587,665
Total	3,045,329