

GROTON BOARD OF EDUCATION
COMMITTEE OF THE WHOLE MEETING
AUGUST 15, 2022 @ 6:00 P.M.
CENTRAL OFFICE, ROOM 11

NOTE: This meeting is being held in-person. For those attending via Zoom, please click on the meeting under District Calendar for the Zoom link.

Mission Statement: Our mission is teaching and learning.

Board Goals: In a richness of cultures and with a respect for all, (1) Provide Dynamic Rigorous Curriculum, (2) Ensure Effective and Engaging Instruction, and (3) Embrace Excellent Learning Environment.

AGENDA

1. Call to Order
2. BoE Regular Business
 - a. Approval of the C.O.W. meeting minutes of August 8, 2022 (Attachment #1)
3. Review New Board Member Interview Questions
4. Review Request for ARPA Funds (Attachment #2)
5. Review CIPs (Attachment #3)
6. Update re: Transportation
 - Bus Contract
 - Bus Routes
7. Update re: Enrollment
8. Back to School – Health & Safety
9. Review Referral Tracking Sheet (Attachment #4)
10. Suggested Future Topics
11. Adjournment

GROTON BOARD OF EDUCATION
 COMMITTEE OF THE WHOLE
 AUGUST 8, 2022 @ 6:00 P.M.
 CENTRAL OFFICE, ROOM 11

MEMBERS PRESENT: Kim Shepardson Watson-Chairperson, Andrea Ackerman, Liz Porter, Dean Antipas (arrived at 6:13 p.m.), Matthew Shulman (Remote), Rita Volkmann (Remote), Beverly Washington (Remote)

MEMBERS ABSENT: Jay Weitlauf

ALSO PRESENT: Susan Austin, Thomas Lonsdale

I. CALL TO ORDER – Chairperson Shepardson Watson called the meeting to order at 6:08 p.m.

MOTION: Shulman, Volkmann: To added an item to the agenda to discuss the process for interviewing candidates to fill the vacancy on the Board.
PASSED – UNANIMOUSLY

II. BOE REGULAR BUSINESS

MOTION: Antipas, Ackerman: To approve the COW minutes of July 18, 2022
PASSED -UNANIMOUSLY

III. K-5 READING DATA (Attachment # 1)

Ms. Austin gave a brief overview of the F & P Scores for 2021-2022. Ms. Austin explained that the F & P stands for Irene Fountas, Professor from Leslie University, and Gay Su Pinnell, Professor from Ohio State. Ms. Austin further explained that they were early innovators of assessment and guided reading. The F & P is given 3 times a year and that the expectation is different each time of the year. Ms. Austin noted the Parents Guide to Guided Reading.

Mr. Lonsdale gave an overview of the F & P scores for 2021-2022. Scores were presented in aggregate for the district from grades K-5. Scores for the current year were presented in addition to rough cohort scores for the same group from the spring of 2020. This data represents the last data set collected prior to the pandemic. An analysis of the data shows the following:

- Kindergarten - an increase of students reading at grade level
- Grade 1 - a decrease of students reading at grade level
- Grade 2 - a slight increase of students reading at grade level
- Grade 3 - a slight increase of students reading at grade level
- Grade 4 - an increase of students reading at grade level
- Grade 5 - an increase of students reading at grade level

In response to an inquiry regarding how we're helping students who read below grade level, Ms. Austin stated that students are receiving additional support from interns, tutors, and reading specialists/interventionists.

IV. ALLIANCE TRACKER FEEDBACK FROM THE CSDE

MOTION: Volkmann, Shulman: To table this item until another COW meeting.
PASSED – UNANIMOUSLY

VII. SUGGESTED FUTURE TOPICS

Mrs. Shepardson Watson suggested to have staff from each school come before the Board to talk about their improvement plan.

Mr. Shulman requested an update on mentoring and tutoring.

Mrs. Washington asked how many students from Branford Manor attends our schools and how does mold affect the kids learning.

VIII. INTERVIEW PROCESS

Mrs. Shepardson Watson stated that there are 5 candidates to date to fill the vacancy on the Board. She suggested that the Board spend a night to interview the candidates; Board members were encourage to send proposed questions for the interview to Mrs. Shepardson Watson; the proposed date to hold the interviews was August 29, 2022.

IX. ADJOURNMENT

MOTION: Ackerman, Porter: To adjourn at 7:21 p.m.
PASSED UNANIMOUSLY

F&P Scores

2021-2022

F&P Reading Progression

INSTRUCTIONAL LEVEL EXPECTATIONS FOR READING

	Beginning of Year (Aug - Sept.)	1st Interval of Year (Nov - Dec.)	2nd Interval of Year (Feb - Mar.)	End of Year (May - June)
Grade K	C+ B A Below C	C+ B A Below C	D+ C B Below C	E+ D/E C Below C
Grade 1	E+ D/E C Below C	G+ F E Below E	H+ H G Below G	K+ J/K I Below I
Grade 2	K+ J Below J	L+ K Below K	M+ L Below L	N+ M/N L Below L
Grade 3	M+ M/N L Below L	O+ N M Below M	P+ O N Below N	Q+ P/Q O Below O
Grade 4	Q+ P/Q O Below O	R+ Q P Below P	S+ R Q Below Q	T+ S/T R Below R
Grade 5	T+ S/T R Below R	U+ T S Below S	V+ U T Below T	W+ V/W U Below U
Grade 6	W+ V/W U Below U	X+ W V Below V	Y+ X W Below W	Z+ Y X Below X
Grade 7	Z+ Y X Below X	Z+ Y X Below X	Z+ Y X Below X	Z+ Y X Below X
Grade 8+	Z+ Y Below Y	Z+ Y Below Y	Z+ Y Below Y	Z+ Y Below Y

KEY

Exceeds Expectations

Meets Expectations

Approaches Expectations:
Needs Short-Term Intervention

Does Not Meet Expectations:
Needs Intensive Intervention

The Instructional Level Expectations for Reading chart is intended to provide general guidelines for grade-level goals, which should be adjusted based on school/district requirements and professional teacher judgement.

Parents Guide to Guided Reading — Levels A and B

What are Guided Reading Levels?

Guided Reading is a highly effective form of small-group instruction. Based on assessment, the teacher brings together a group of readers who are similar in their reading development. The teacher supports the reading in a way that enables students to read a more challenging text with effective processing. Guided Reading Levels reflect a continuum of levels from A–Z (grades K–8). Teachers continuously progress monitor students to see how they're moving along the reading continuum.

What are characteristics of Level A and B Readers?

At levels A and B, readers are using their finger to track left to right across the words and one line of print. They are learning to match one spoken word with one word in print and recognize repeating language patterns in simple stories. It is important that they begin to self-correct as they notice mistakes and are learning new high-frequency words.

What are characteristics of Level A and B Texts?

Books at Levels A and B are usually simple texts with stories carried by pictures. The content is easy and familiar (family, pets, play, school). These texts have repeating language patterns and focus on a single idea or topic with word meanings that are illustrated by pictures. They consist of short, predictable sentences that are close to oral language.

Young readers must spend time interacting with texts that are "Just Right" for them.

Aiming Higher

As with anything, the only way to get better is to practice. Young readers need to spend time reading "just right" books every day. They need to hear their parents reading out loud to them as they look at the text on the page and begin to make sense of the emerging language patterns.

Moving your child along the guided reading continuum can be accomplished with consistent practice and meaningful text-based discussions at home. Prompt your child to support their answers with evidence from the text.



Level A

Bear & Bee Too Busy by Sergio Ruzzier

Chick & Chickie by Claude Ponti

Count and See by Tana Hoban

Do You Want to Be My Friend? by Eric Carle

Growing Colors by Bruce McMillan

Hiding Phil by Eric Barclay

Let's Say Hi to Friends Who Fly by Mo Willems

Look what I Can Do by Jose Aruego

Mice On Ice by Rebecca Emberly

Peep by Kevin Luthardt

Level B

Cat on the Mat by Brian Wildsmith

Dinosaur Kisses by David Elra Stein

Elephant & Piggie by Mo Willems

Can I Play Too? by Mo Willems

Hats around the World by Liza Charlesworth

Have You Seen My Cat? by Eric Carle

Have You Seen My Duckling? by Nancy Tafuri

Little Ducks Go by Emily McCully

Mittens Series by Lola Schaeffer

Pete the Cat I Can Read Series

The End (Almost) by Jim Benton



- *What are the major events in the story?*
- *What does this story remind you of?*
- *Can you think of another books that is similar to this one?*
- *Pretend that I am your friend who has never read the story. Can you retell the story to me?*
- *Who are the characters in the book?*
- *How did the pictures help you understand the story?*
- *Why do you think the book was called _____?*
- *Did you enjoy the story? Why or why not?*

Strategies to Help Develop Reading Skills at Home

Read poems and short stories aloud to your child.

Make predictions about the story together using pictures and/or words in the story.

Use your finger to point to the words you're reading from left to right.

Search for information using words or pictures to understand the meaning of unknown words.

Model how to pause at the end of a sentence after a period.

Point out an exclamation mark at the end of the sentence and reread the sentence using enthusiasm.

Choose a few words in the text that could be easy to rhyme with other words, such as hop. Brainstorm words together that can rhyme with that word.

"Children are made readers on the laps of their parents."

- Emilie Buchwald



Looking Forward...

What are characteristics of Level C,D, and E Readers?

At levels C, D, and E, readers follow simple stories of fiction and fantasy and easy informational texts. They can track print with their eyes over two to eight lines per page often without pointing. They notice and use punctuation. The core of high frequency words is expanding. Readers consistently monitor their reading and cross-check one source of information with another.

What are characteristics of Level C,D, and E Texts?

Books at levels C,D, and E are simple narratives with several episodes (usually similar or repetitive). Most concepts are supported by pictures. Books at these levels have familiar content that expands beyond the home, neighborhood, and school. Texts also have some longer stretches of dialogue and a simple sequence of events. Almost all vocabulary is familiar to children and is likely to be used in oral language. Word meanings are usually illustrated by the pictures.



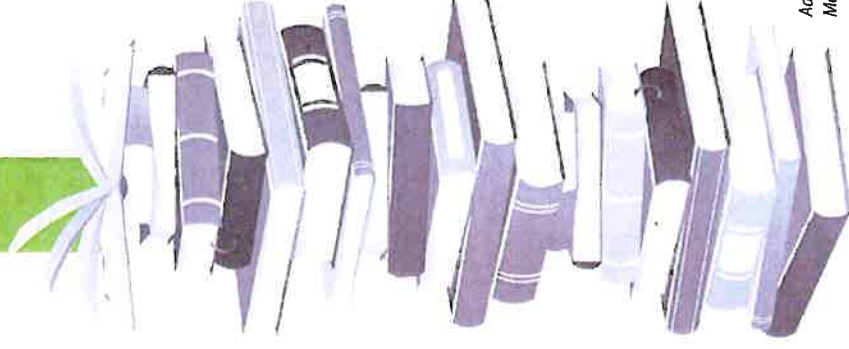
Anne Arundel County Public Schools
Department of Instruction
Elementary Reading Office

AAEPS - Department of Instruction - Elementary Reading Office - 2798/98a DPS/JH (New 1/16)

Parents Guide to Guided Reading Levels

A and B

"Parents are a child's first and most important teacher."
- Ron and Raimey



Adapted from
Martin County School District

Parents Guide to Guided Reading — Levels L and M

What are Guided Reading Levels?

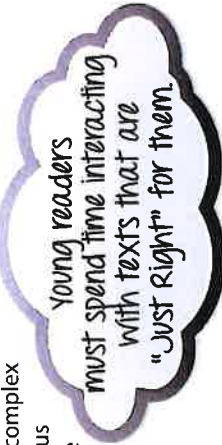
Guided Reading is a highly effective form of small-group instruction. Based on assessment, the teacher brings together a group of readers who are similar in their reading development. The teacher supports the reading in a way that enables students to read a more challenging text with effective processing. Guided Reading Levels reflect a continuum of levels from A–Z (grades K–8). Teachers continuously progress monitor students to see how they're moving along the reading continuum.

What are characteristics of Level L and M Readers?

At levels L and M students begin to recognize themes across texts such as friendship, courage, and other abstract ideas. They are able to understand the perspectives of many characters. Readers are able to identify underlying structures to help navigate through the text such as compare and contrast, problem and solution, and cause and effect. They can read and understand descriptive words, some complex content-specific words, and some technical words.

What are characteristics of Level L and M Texts?

Books at Levels L and M are mostly carried by print with few illustrations. Some abstract ideas require students to use inferential thinking to derive the meaning. The texts present multiple points of view revealed through the characters' behaviors. Text at these levels also include more complex plots with numerous episodes with time passing.



Young readers must spend time interacting with texts that are "Just Right" for them.

Aiming Higher

As with anything, the only way to get better is to practice. Young readers need to spend time reading "just right" books every day. They need to hear their parents reading out loud to them as they look at the text on the page and begin to make sense of the emerging language patterns.

Moving your child along the guided reading continuum can be accomplished with consistent practice and meaningful text-based discussions at home. Prompt your child to support their answers with evidence from the text.

Level L

Alexander and the Wind-up Mouse by Leo Lionni
If You Take a Mouse To School by Laura Numeroff

Tsunamis by Mari Schuh

Amelia Bedelia series by Peggy Parish

Pluto: The Dwarf Planet by Greg Roza

Who Invented Basketball? by Sara Latta

Freedom Summer by Deborah Wiles

Mercy Watson To the Rescue by Kate DiCamillo

Cam Jansen series by David Adler

Horrible Harry series by Suzy Kline

Level M

Abe Lincoln's Hat by Martha Brenner

Amazing Snakes by Sarah Thompson

The Art Lesson by Tomie de Paola

Arthur series by Marc Brown

Aunt Flossie's Hats by Elizabeth Howard

I Wanna New Room by Karen Orloff

First Big Book of Dinosaurs by Catherine Hughes

Bailey School Kids series by Debbie Dadey

Blue Ribbon Blues by Jerry Spinelli

Blueberries for Sal by Robert McCloskey

Chicken Soup with Rice by Maurice Sendak

Chicken Sunday by Patricia Polacco

The Littles series by John Peterson

Magic Treehouse series by Mary P. Osborne

Volcanoes by Emily Green



- What are the most important events in the story?
- What was the problem in the story, and how did the characters solve it?
- What new information did you learn about ____?
- Based on what you know about a character, what do you think he/she will do next?
- Has the new information you read changed your thinking about the topic? How?
- Why did the character ____? How do you know?
- How would you feel if ____ happened to you? Would you do the same thing the character did?
- How does the author help you learn about ____?
- What did the author do to make this topic/book interesting, funny, or exciting to read about?



Strategies to Help Develop Reading Skills at Home

Encourage your child to:

- Identify** the problem and the solution.
- Use a table of contents** to determine what you could learn in a story.
- Use a glossary** to determine the meaning of an unknown word.
- Compare information** given in the text with information provided in text features (photographs, captions, diagrams).
- Describe** a character based on his/her actions.
- Tell** what happened first, next, then, last.
- Identify** organizational structure of the text (description, compare/contrast, problem/solution, cause/effect).

"Reading is to the mind what exercise is to the body."

- Richard Steele



Looking Forward...

What are characteristics of Level N,O,P, and Q Readers?

At levels N,O,P, and Q, readers are able to understand abstract and mature ideas and take on diverse perspectives and issues relating to race, language, and culture. Readers solve new vocabulary words, some defined in the text and other unexplained. They can read and understand descriptive words, some complex content-specific words, and some technical words.

What are characteristics of Level N,O,P, and Q Texts?

Books at Levels N,O,P, and Q include mysteries, series books, books with sequels, or short stories. They include chapter books and shorter fiction and informational texts. Some non-fiction texts provide information in categories on several related topics, and readers can identify and use underlying structures/ (description, compare/contrast, sequence, problem/solution, and cause and effect).



Anne Arundel County Public Schools
Department of Instruction
Elementary Reading Office

AACPS - Department of Instruction - Elementary Reading Office - 2798/988 DPS/JH (New 1/16)

Parents Guide to Guided Reading Levels

L and M

"Parents are a child's first and most important teacher."
- Ron and Ramey



Adapted from
Martin County School District

Parents Guide to Guided Reading — Levels W,X,Y, and Z

What are Guided Reading Levels?

Guided Reading is a highly effective form of small-group instruction. Based on assessment, the teacher brings together a group of readers who are similar in their reading development. The teacher supports the reading in a way that enables students to read a more challenging text with effective processing. Guided Reading Levels reflect a continuum of levels from A–Z (grades K–8). Teachers continuously progress monitor students to see how they're moving along the reading continuum.

What are characteristics of Level W,X,Y, and Z Readers?

At levels W,X,Y, and Z readers have developed knowledge of content, including scientific information and historical events and apply prior understandings in a critical way when reading fiction and nonfiction texts.

What are characteristics of W,X,Y, and Z texts?

Although many texts are long and have complex sentences, they vary greatly because readers are expected to understand and respond to mature themes such as sexuality, abuse, poverty, and war. Complex fantasy, myths, and legends offer added challenge and require readers to identify classical motifs such as “the quest” and to identify moral issues. Biographies offer a range of individuals who may not be previously known to readers and may not be admirable, requiring critical thinking on the part of readers. In addition, readers will encounter abstract special forms of literature, such as satire and irony. Additional challenges may include parody, allegory, or monologue. Themes and characters are multi-dimensional, may be understood on many levels, and are developed in complex ways.

Young readers must spend time interacting with texts that are “Just Right” for them.



- What connections can you make between social or moral issues of today and those presented in the text?
- Evaluate the author's character and plot development. (i.e. believability, depth)
- What new information has been added to what you already knew about the topic?
- After reading, has the new information changed your thinking about the topic?
- What descriptive language did the author use to add to the enjoyment of the text?
- What do you think is the most important part of the story? Why?

Level W

Eleanor Roosevelt: A Life of Discovery
by Russell Freedman

Harry Potter and the Goblet of Fire by J. K. Rowling
Harry Potter and the Order of the Phoenix by J. K. Rowling
Hoot by Carl Hiaasen

The Lost Colony of Roanoke by Jean Fritz
Missing May by Cynthia Rylant
Mister Monday by Garth Nix
Nightjohn by Gary Paulsen

Level X

Golden Compass by Philip Pullman
Matilda Bone by Karen Cushman
The Midwife's Apprentice by Karen Cushman
Dolphin Song by Lauren St. John
Over Sea, under Stone by Susan Cooper
The Matchless Six by Ron Hutchkiss
Oceans by Johanna Rizzo

How to Train Your Dragon series by Cressida Cowell
Cool Stuff 2.0 and how it works by Chris Woodford
Where the Red Fern Grows by Wilson Rawls

Levels Y and Z

The Call of the Wild by Jack London
The Giver by Lois Lowry
Series of Unfortunate Events by Lemony Snicket
Tracking Tyrannosaurs by Christopher Sloan
The Outsiders by S.E. Hinton
Ultimate Guide to Baseball by James Buckley
To Kill a Mockingbird by Harper Lee



Parental Caution!

Books at the upper guided reading levels address sophisticated and often mature themes. Even though some accelerated readers are able to read these levels in the early grades, the content of these books may not be appropriate for very young children.

Always preview the books your child is reading and monitor the storyline. Our goal is not to race readers through the levels, but rather to allow advanced readers to dig more deeply into each level along the way so the books they are reading parallel their social-emotional development.

Strategies to Help Develop Reading Skills at Home

Encourage your child to:

- Notice and interpret** satire and irony and how it adds to the understanding of the text.
- Recognize** a full range of literary devices (for example, flashback, stories within stories, symbolism, and figurative language).
- Use reader's tools** such as indexes, and embedded definitions to understand content-specific and technical words.
- Recognize** unusual text organizations (flashback, flash forward, time lapses).
- Select a variety of texts** in different layouts and formats such as plays, memoirs, graphic novels, newspaper articles, manuals, etc.

*"Today a reader,
tomorrow a leader"*

- Margaret Fuller



*A book is the most effective
weapon against intolerance
and ignorance."*

- Lyndon Baines Johnson

Parents Guide to Guided Reading Levels W, X, Y, and Z

*"Parents are a child's first and most important teacher."
- Ron and Ramey*

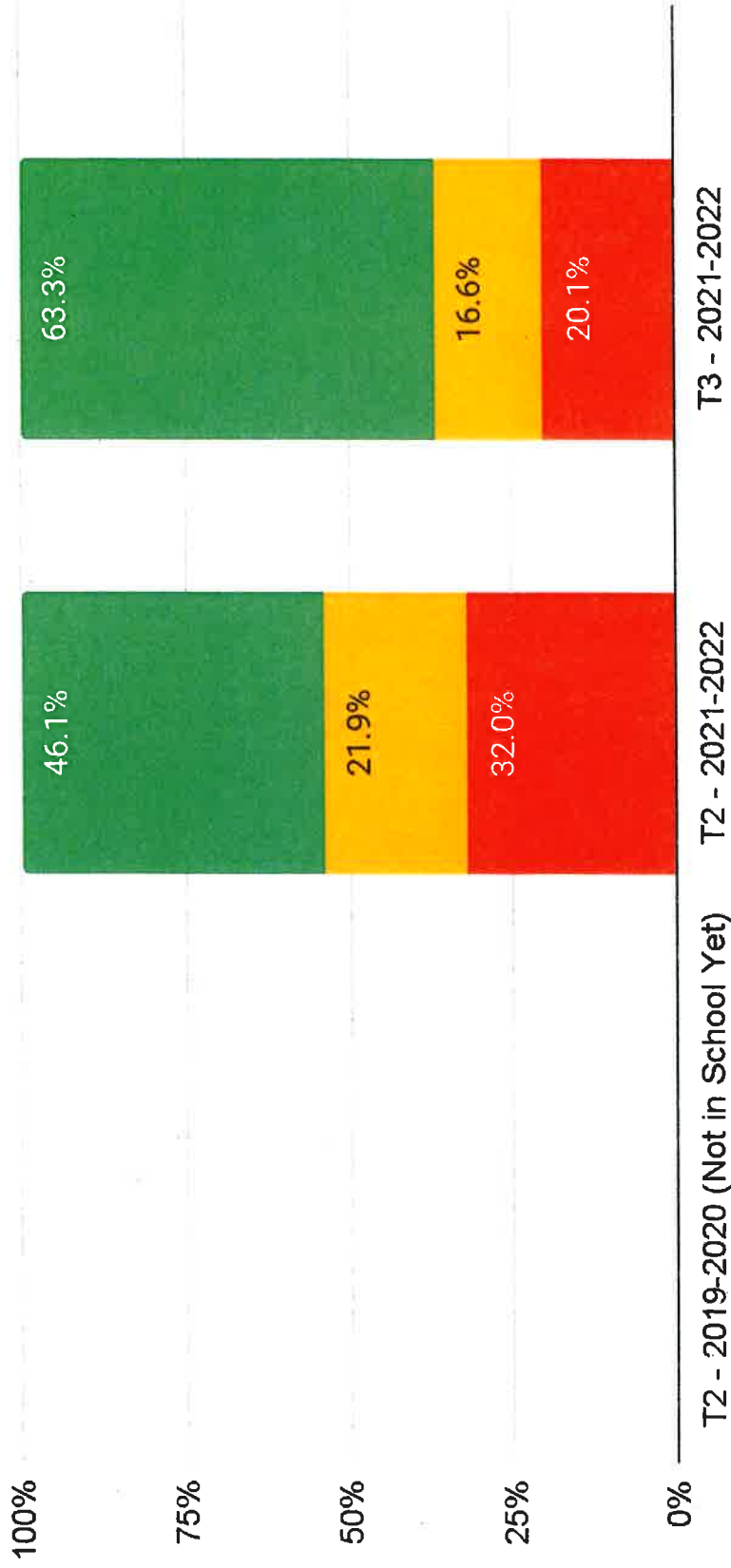


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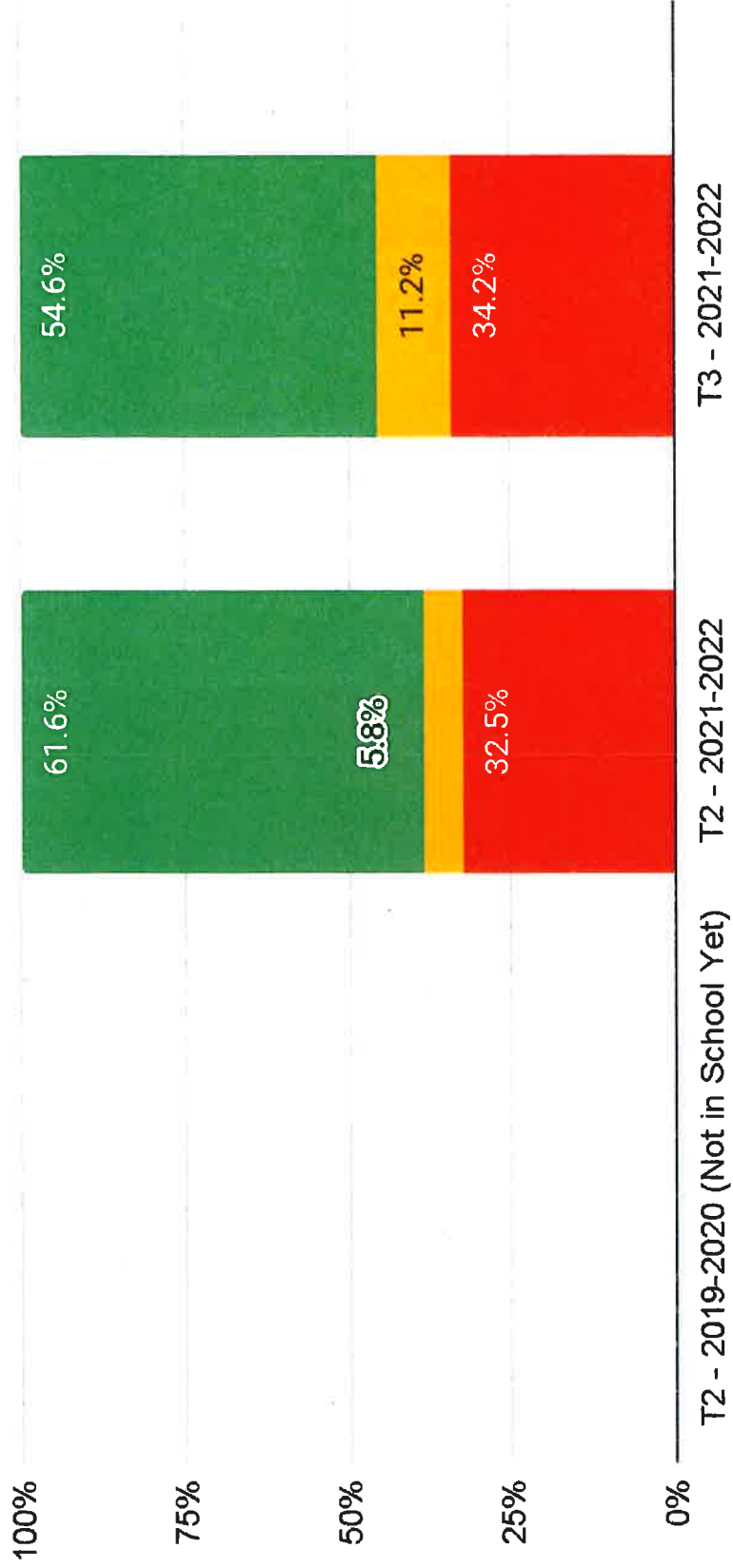
Anne Arundel County Public Schools
Department of Instruction
Elementary Reading Office

Kindergarden - F&P Scores



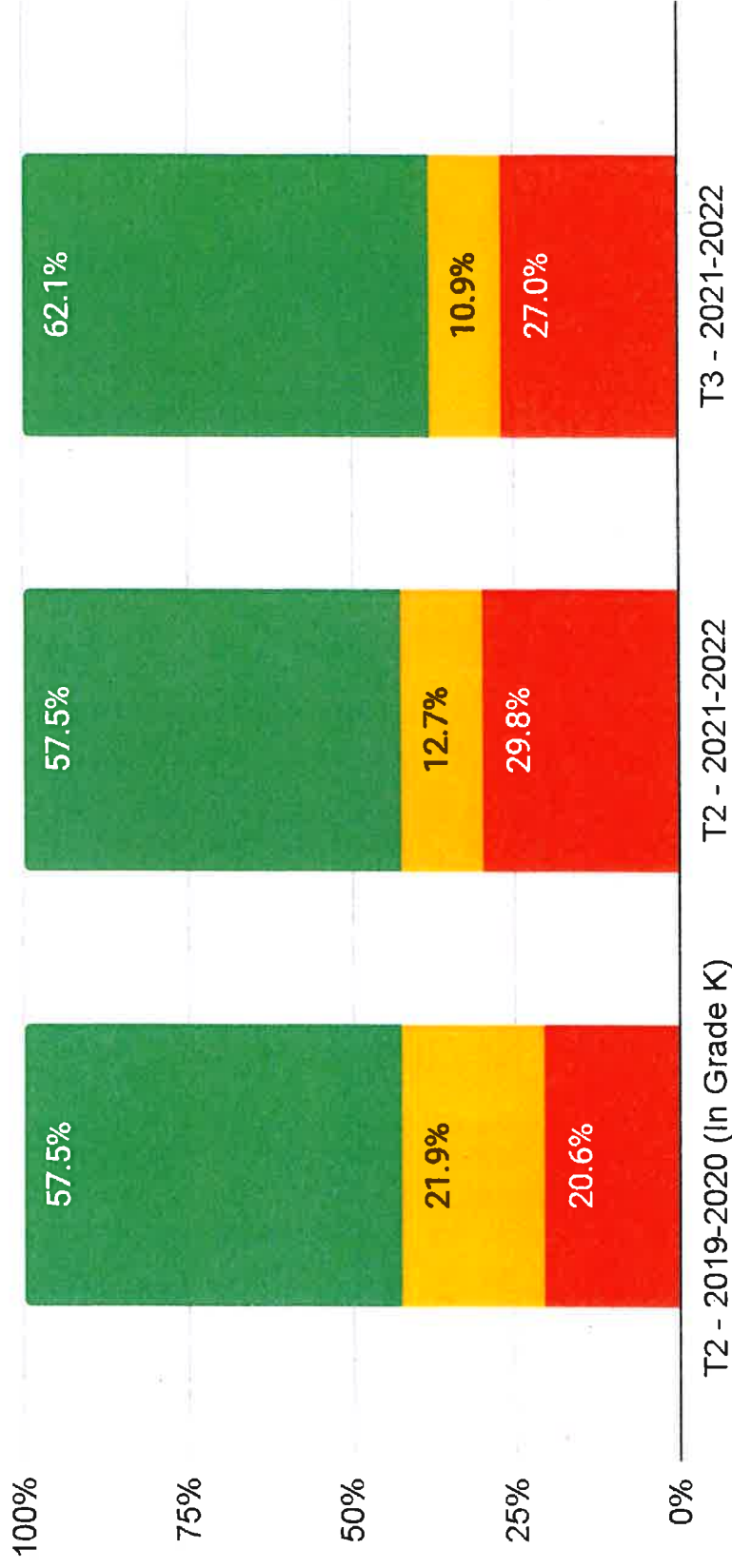
Kindergarden - F&P Scores

Grade 1 - F&P Scores



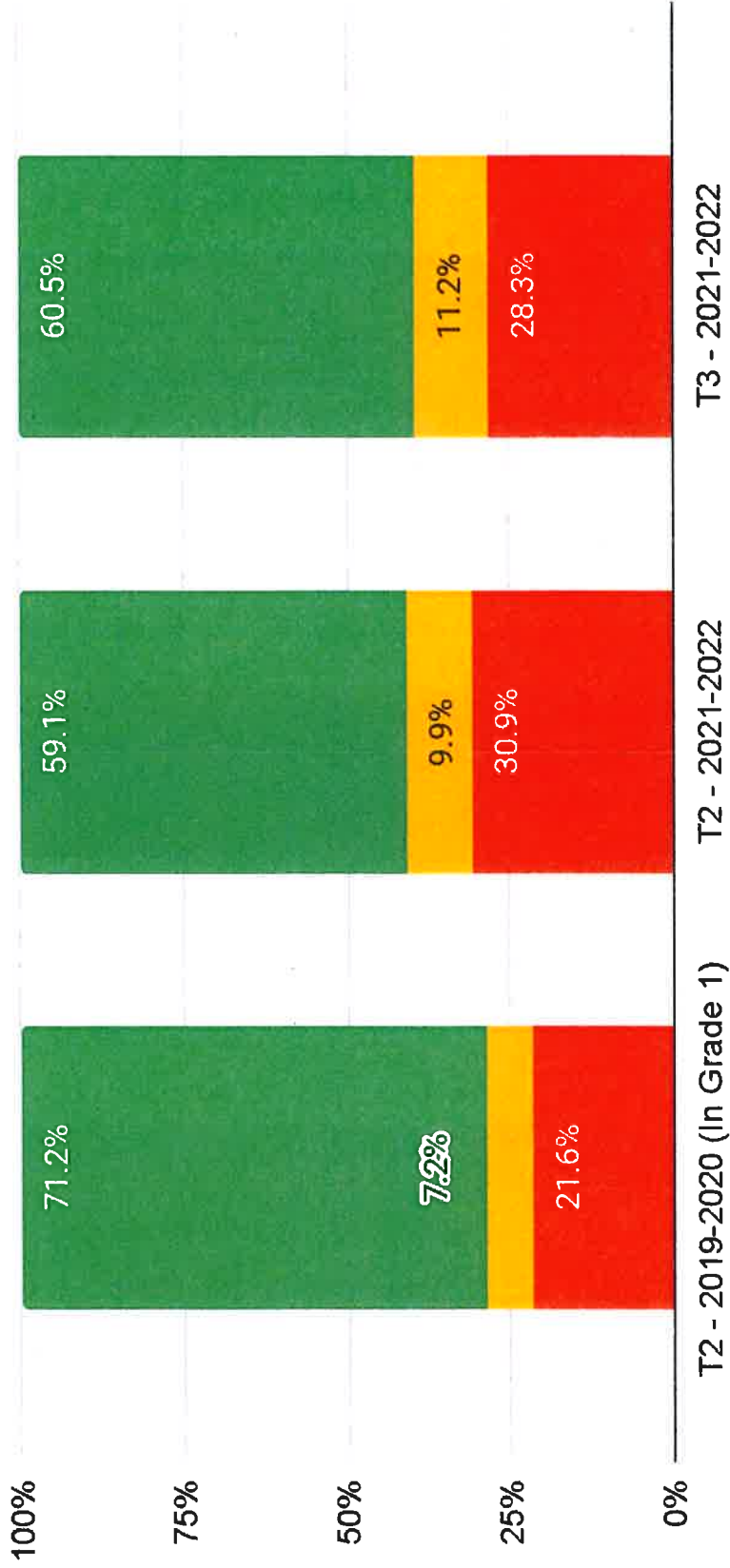
Grade 1 - F&P Scores

Grade 2 - F&P Scores



Grade 2 - F&P Scores

Grade 3 - F&P Scores



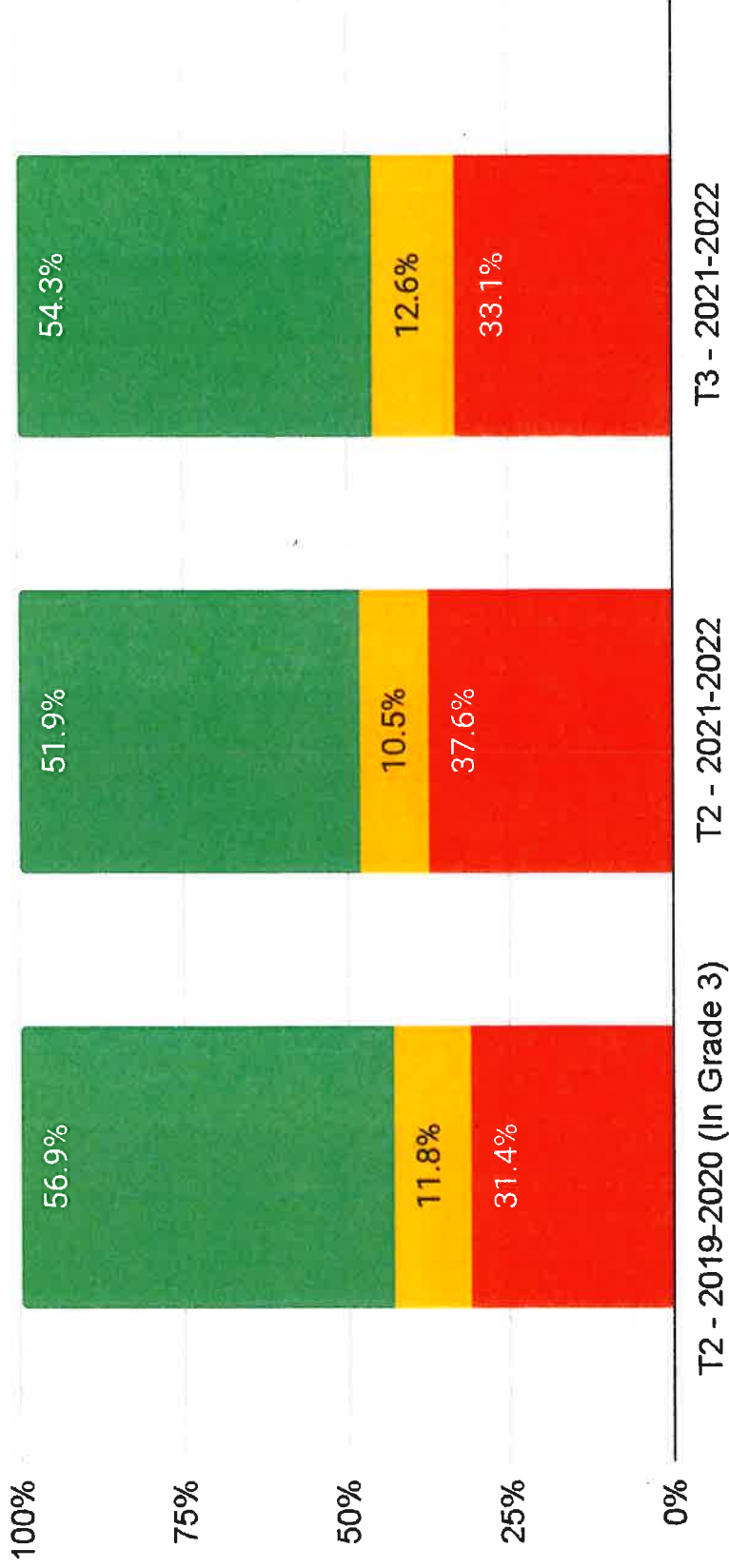
Grade 3 - F&P Scores

Grade 4 - F&P Scores



Grade 4 - F&P Scores

Grade 5 - F&P Scores



Grade 5 - F&P Scores



Town of Groton | 45 Fort Hill Rd | Groton, CT 06340
APPLICATION FOR ARPA FUNDING

PROJECT INFORMATION	
Project Title: Improving Public Safety by Enhancing Groton Public School's Security Systems	APP # (to be assigned)
Project Location: All eight schools including Charles Barnum, Catherine Kolnaski, Northeast Academy, Mystic River, Thames River, Groton Middle, Fitch High and the Transition Academy at Central Office	
Email: ppiazza@groton.k12.ct.us	Phone: 860-572-2115
Community Recovery Category	<input checked="" type="checkbox"/> Economic Development & Resiliency <input type="checkbox"/> Infrastructure & Transportation <input type="checkbox"/> Parks & Recreation <input type="checkbox"/> Human Services <input type="checkbox"/> Arts & Culture <input type="checkbox"/> ARPA Administration & Other
One sentence description of the project: With support from Groton's ARPA funds, Groton Public Schools will purchase new safety and security equipment to be installed at all eight schools.	

APPLICANT INFORMATION		
Applicant is:	<input type="checkbox"/> Town Department	<input type="checkbox"/> Non-profit 501c3
	<input type="checkbox"/> Business	<input checked="" type="checkbox"/> Other
Applicant/Organization:	Groton Public Schools	DUNS #: 193308681
Co-Applicant (if applicable):		
Co-Applicant is:	<input type="checkbox"/> Town Department	<input type="checkbox"/> Non-profit 501c3
	<input type="checkbox"/> Business	<input type="checkbox"/> Other
Contact Person:	Phil Piazza, Assistant Superintendent	
Mailing Address:	Groton Public Schools, 1300 Flanders Road, PO Box K, Mystic, CT 06355	



Telephone:		Email:	ppiazza@groton.k12.ct.us
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BUDGET SUMMARY

ARPA Funding Request:	\$514,182
Total project budget:	\$514,182

SUBMISSION CHECKLIST & INSTRUCTIONS

- xApplication
- xProject Schedule
- xProject Budget
- Certificate of good standing (if operating as a corporation)
- xNon-profit IRS certification (if operating as a nonprofit)
- xLetters of support from residents, community groups, boards or commissions
- Visual aids- Maps, photos, site plans, renderings, or engineered drawings, if applicable

About the ARPA funds:
To lay the groundwork for a strong and equitable recovery, the American Rescue Plan Act of 2021 established the Coronavirus State and Local Fiscal Recovery Funds (CSFRF), an approximate \$350 billion to state, local, territorial, and Tribal governments to bolster their response to the COVID-19 emergency and its economic impacts. The Town of Groton is granting awards to qualifying projects under this funding. Groton seeks the best uses for long-term recovery, investment, and results. Projects that exemplify innovation and resilience shall take priority.

The Groton Town Council reserves the right to accept or reject any proposals as deemed in the best interest of the Town of Groton.

Timeline and Reporting: Funds can be used only to cover costs incurred from March 3, 2021 to December 31, 2024. The period of performance will run until December 31, 2026 to allow for the completion of lengthy projects. Groton’s awards will need to clearly align with this Federal government guidance.

FOR MORE INFORMATION ON THE PROGRAM AND ELIGIBILITY REQUIREMENTS:
<https://home.treasury.gov/system/files/136/SLFRF-Final-Rule.pdf>



APPLICATION INSTRUCTIONS: Please fill in required blanks and sign the funding agreement, fill out pages 3-8 and attach additional information as necessary. Completed applications may be submitted electronically or in hard copy to: Kevin Fitzgerald, 134 Groton Long Pt Rd., Groton, CT 06340, kfitzgerald@groton-ct.gov.

PROJECT NARRATIVE

1. General Narrative:

Over the past decade, Groton Public Schools (GPS) has taken significant steps to improve safety and security for all students and staff throughout the district. In 2009, following the tragedy at Sandy Hook Elementary School, GPS staff and the Groton Police Department jointly reviewed and identified potential security risks at each school. Following this assessment, magnetic locks, cameras, and speakers were installed on the front entrances of all school buildings and staff were trained in new security protocols. In 2013, Connecticut Act 13-3 *Concerning Gun Violence Prevention and Children's Safety* established multiple programs, policy initiatives, and mandates aimed at improving school security infrastructure, including the requirement to develop All-Hazards School Security and Safety Plans. Each plan includes protocols to prepare for and address threatening situations, ranging from disastrous weather events to acts of extreme violence. In 2014, GPS created nine All-Hazards Plans, one for each operating school. The plans were created via collaborative efforts between district staff and community partners, including local emergency management staff, first responders, and public and mental health officials. Each plan is over 100 pages long and includes a 20-page School Building Vulnerability Assessment (SBVA) evaluating the physical safety of each school and the psychological safety of its students and staff. The plans continue to be utilized to prioritize security enhancements at each school. Following the first assessment in 2014, entry vestibules were constructed and added to each school and the high school security system was upgraded to include high-definition cameras throughout the building. Despite these improvements, more work needs to be done. Districtwide safety assessments revealed that GPS needs to improve camera and video surveillance, access control, emergency communication systems, and teacher and student safety resources.

With support from Groton's ARPA fund, GPS will expand and upgrade the *video surveillance systems* at six facilities: Fitch High, Groton Middle, Northeast Academy, Catherine Kolnaski, Charles Barnum and Central Office. Current safety standards recommend a unified system for school districts with a centralized surveillance and control center connected to the town's emergency management departments, including the police and fire department. The two new elementary schools are equipped with this technology however the other schools each have their own unique system and several are 20+ years old. Groton's Police and Fire Departments have requested this, along with a web-based unified surveillance system that would enable Groton police officers to have real-time camera access to the facilities from the station or their squad cars. This access would greatly expedite incident response times.

GPS also requests funds to purchase and install a broadband fiber optic cable between Fitch High School and Groton Middle School. This cable would serve multiple functions. It would provide



higher speeds for internet connectivity at both schools and also serve as a back-up line during internet outages at either school, of particular importance during an emergency situation. GPS is developing a comprehensive plan for an emergency access control system to include a closed loop broadband cable between all schools and Groton's emergency response departments. This would serve as the first step in this plan.

As the unified *emergency communication system* is still in development, GPS requests funds to purchase 24 two-way radios with emergency response buttons to be supplied to district and school administration, school security guards, and the town police and fire departments. This approach is recommended by the CT Land Radio Mobile Network (CLRMN) and will be modeled after Ohio's Multi-Agency Radio Communication System, which has proven to be effective. GPS has also purchased and installed shatter and ballistic proof *mirrored film* for the main offices at Mystic River and Thames River Elementary Schools. With support from ARPA, we will install additional film on the two cafeterias at these schools. The All-Hazards Plan is an essential guide for Groton administrators but a cumbersome document, especially in emergency situations. During a recent visit to Middletown High School, Fitch High School administrators learned that all Middletown teachers have an easy-to-use *quick reference emergency flipbook* developed by Environmental Health and Safety Consultation (EHSC). With support from ARPA, we will partner with EHSC to create customized flipbooks for all Groton teachers and staff.

What ARPA Final Rule Category does your project fall under? Choose one:

To respond to the public health emergency or its negative economic impacts, including assistance to households, small businesses, and nonprofits, or aid to impacted industries such as tourism, travel, and hospitality;

To respond to workers performing essential work during the COVID-19 public health emergency by providing premium pay for worker;

For the provision of government services to the extent of the reduction in revenue due to the COVID-19 public health emergency;

To make necessary investments in water, sewer, or broadband infrastructure

Explain how your projects fits into the category selected –

Our project falls under Category 1 of the Final Rule, specifically subcategory D listed below:
(D) Preventing and responding to increased violence resulting from the public health emergency, including community violence intervention programs, or responding to increased gun violence resulting from the public health emergency, including payroll and covered benefits associated with community policing strategies; enforcement efforts to reduce gun violence; and investing in technology and equipment;



2. Community Need:

What community need(s) will this project address? How does the project benefit the public and what populations(s) will it serve? If it serves a population currently underserved, please describe. How does the project preserve and enhance the character of Town of Groton? How does the project address COVID 19 recovery in response to federal guidance specifically the U.S. Treasury Final Rule?

Groton Public Schools (GPS) provides educational services to 4000+ students at five elementary schools, Groton Middle School, Fitch High School, and the young adult Transition Academy at the district's Central Office. GPS students reflect Groton's diverse community and include a significant portion of traditionally underserved populations. 50% of GPS students receive free or reduced lunch, 50% are racial and ethnic minorities, and 25% are military-connected.

During the COVID pandemic, GPS worked closely with the town, state and local health district to source and purchase COVID preventative supplies and safety equipment for all schools using CARES and ARP Elementary and Secondary School Emergency Relief Funds (ESSER). The majority of CARES and ARP ESSER funds (70%) were used to hire additional tutors, substitutes and teachers to lower staff to student ratios and assist students in recouping learning loss during and after the pandemic. An additional \$1 million was used to address long-standing air quality issues, especially at Charles Barnum Elementary and Fitch High School. A portion was also applied to professional development, new educational supplies and software. Throughout the pandemic, GPS strengthened and established new partnerships with local health providers to provide regular vaccine clinics for students, families and the greater community. These funds and partnerships enabled us to keep school facilities open for as long as possible, provide enhanced support services to students when buildings were closed, and help students recover from learning loss when school reopened fully in 2021.

We believe that this funding request via Groton's ARPA fund aligns with the acceptable expenditures of the US Treasury's Final Rule. The Final Rule references the public health challenge of violent crime and notes that gun violence and aggravated assault both increased during the pandemic (p 50-51). We believe the expenditures proposed here meet the description of "evidence-based community violence intervention programs" (p 69) and qualify as "improvements to or construction of emergency operations centers and acquisition of emergency response equipment (e.g., emergency response radio systems)" (p 61, p 139).



3. How will the success of this project be measured?

Describe outcomes and measurable deliverables.

The success of this project will be measured by the timely purchase and installation of all supplies and equipment described in the narrative. We will continue to collect student, parent and staff data via the annual Safe School Climate Committee (SSCC) survey. Improved perceptions of building safety and relationships will be an additional indicator of project success. The project will be completed by December 31, 2024 with the goal to install all cameras, window film, and purchase new radios by November 15, 2022. Flipbooks will be designed and ordered by June 15, 2023. Following the installation of the video surveillance system, a verification walkthrough will be conducted with Groton Police and Fire to test and confirm remote access to all cameras.

4. Critical Need:

Is this project of an urgent nature? Is there a deadline or factors not controlled by the applicant?

The tragedy in Uvalde, Texas was a painful reminder that safety and security must continue to be a priority for all school districts. This is especially true now, as gun restrictions continue to be a highly politicized topic and it's unclear if future legislation will prevent deaths caused by gun violence. At the same time, there continues to be an urgent shortage of mental health services throughout the United States.

As the responsible agent for over 4500 students and adults, Groton Public Schools (GPS) must do all we can to decrease the risk to our community from gun violence. Each Groton school has a Safe School Climate Committee (SSCC), responsible for the collection, evaluation, and reporting of information related to instances of disturbing or threatening behavior. Since 2013, GPS has also annually administered a district-wide Safe School Climate Survey (based on the research of Cohen and Grier and the National School Climate Center (NSCC)) to all students, families and staff. A 2015 NSCC study found that a positive school climate correlates with fewer acts of violence. The survey collects data on four key elements essential to maintaining a positive school climate including 1) perceived facility safety, 2) positive relationships, 3) effective teaching and learning, and 4) overall school community connectedness.

GPS has observed that a positive school climate elevates student morale, behavior, and academic performance. During the COVID-19 pandemic, SSCC survey results revealed mixed perceptions on school safety among students, parents and staff. Overall, parents and students felt facilities were safe however, staff and teachers believed the opposite. Despite being fully supplied with COVID-19 protective gear and equipment, 22% of staff felt their buildings were less "safe and secure" and 36% believe the "procedures to address behavior issues" were unclear. Also notable



was that more students felt less supported by staff and teachers than in previous years. GPS interprets this data to mean that teachers and staff felt unsafe within their buildings and this stress impacted students.

Data collected by GPS during the COVID-19 pandemic also revealed the most important indicator of student academic success was regular school attendance. We found a direct correlation between students most at risk of failure and those with the lowest attendance. For this reason, it is imperative that in order to keep students in schools, GPS must continue to sustain the trust of families and the community by equipping all facilities with modern, efficient technology and training school staff in current safety and security protocols.

By strengthening the information and communication system between Groton's Police and Fire Departments and Groton Public Schools, we will create a more cohesive and efficient emergency response system. This will decrease the stress level currently experienced by district administrators, school staff and students and lead to a more positive school climate.

Our project meets the criteria of Category 1, Subcategory D: "Preventing and responding to increased violence resulting from the public health emergency, including community violence intervention programs, or responding to increased gun violence resulting from the public health emergency, including payroll and covered benefits associated with community policing strategies; enforcement efforts to reduce gun violence; and investing in technology and equipment."



5. Applicant Information:

Describe applicant. Is applicant a public, private non-profit, private for-profit, an individual, a partnership, or another type of entity? What is their history and background? Identify and describe the roles of all participants (applicants, architects, contractors, etc.), including the project manager. Describe any past projects of similar type and scale, or experience that demonstrates the applicant's ability to carry out this project.

Groton Public Schools (GPS) is capable of leading districtwide grant-funded initiatives. Over the past decade, GPS reinvested in school infrastructure and transformed its approach to teaching which led to significant improvements in student academic performance and social-emotional wellbeing. Beginning in 2015, with grant support from the Department of Defense Education Activity program and the Department of Education's Magnet School Assistance Program, GPS initiated a districtwide professional development program for its 430 teachers. All Groton teachers now participate in professional learning communities and train in innovative inquiry-based methods for teaching the new Common Core State Standards in ELA and Math. Student standardized test scores have subsequently risen to the point where Groton now places among the highest-performing districts in its state reference group.

Four years ago, Groton residents also approved a districtwide school construction plan, the largest in Connecticut history. This actionized our community commitment to end geographic disparities and broaden participation for underserved students. The plan established the construction of a consolidated middle school and two magnet-themed elementary schools, and culminated a twenty-year project to replace GPS's dilapidated buildings with modern facilities. It also rectified district-wide racial and socioeconomic disparities growing since the early 1990s. The two elementary schools became magnet schools, diminishing disparities without the need to redraw neighborhood boundaries. Despite the COVID pandemic, all new schools opened on schedule and have improved educational equity across Groton. Now is an opportune time to modernize all of our facilities with new safety equipment and strengthen our connection to the town's emergency response departments.

GPS Superintendent Susan Austin and Assistant Superintendent Phil Piazza will oversee the implementation of this project, along with Facilities Director Sam Kilpatrick, Director of Technology Clint Kennedy, the District School Safety Committee (SSC) and representatives from Groton's Police and Fire Departments. The District SSC includes representatives from each school and meets quarterly. If awarded, Kilpatrick and Kennedy will immediately inform representatives from each school and the town's departments about the project and create timelines for security equipment purchase and installation. Kilpatrick will also work with the Fitch High School Dean of Students Adam Diskin to develop the quick reference emergency flipbooks for FHS. The FHS book will be used as a model to create additional books for the other schools. FHS, in coordination with the Police Department, has employed a School Resource Office (SRO) for the past twenty years. The current SRO, Scott Bousquet, has been stationed at FHS for six years. As a result, he has been able to cultivate relationships with the students and administration. He knows many students by their first names enabling him to take a personal, proactive approach to reducing school violence. He is a leader on the FHS SSC and will continue to play a key role in districtwide educational initiatives to enhance school security.



6. Project Feasibility:

List and explain further actions or steps required for completion of the project, such as environmental assessments, zoning or other permits and approvals and any known or potential barriers or impediments to project implementation. Is this an existing project? If new, how do you intend to operate past the funding horizon?

As described in the Narrative, our plan aligns with Connecticut guidelines and mandates. Throughout the project, GPS administrators will confer with state and local emergency response representatives to ensure all actions align with industry standards and include best management practices.

The Groton Board of Education sets the mission, vision and goals of the district. The mission states “in partnership with parents and community, [GPS will] enable all learners to achieve their highest potential by fostering excellence through a challenging program of study and a *safe environment.*” The vision is the set of beliefs established by the Board to reflect the priorities of the community. These beliefs provide the foundation on which District Strategic Plans are established. The GPS vision includes the following, “We believe in providing a challenging, exciting, creative, and *secure atmosphere* in which students, administrators, teachers, and staff can learn and grow. An optimal learning environment assumes a *surrounding atmosphere that is physically and emotionally safe, healthy, and where differences are embraced.*”



GPS Superintendent Susan Austin and the Board of Education support the security improvements outlined in this proposal. They represent the critical first steps towards a comprehensive unified security system for Groton Public Schools that is currently in development. As the responsible agent for the safety of 4,500 students and adults within the district and the maintenance and operation of 900,000 sq. ft. of building space, GPS will work with the Groton Town Council to continue to identify and address ongoing capital improvements projects needed to enhance the safety and security of our school facilities.

PROJECT FINANCIAL INFORMATION



7. Financial Information:

Describe all successful and unsuccessful attempts to secure funding and/or in-kind contributions, donations, or volunteer labor for the project. A bullet point list is acceptable. Will the project require funding over multiple years? If so, provide annual funding requirements. What is the basis for the total ARPA request? How will the project be affected if it does not receive ARPA funds or a reduced amount?

In order to provide Groton students with the best educational services, the majority of Groton Public School’s budget goes towards teacher and staff salaries and materials for curriculum and instruction. GPS safety and security improvements are supported by district funds and Capital Improvement Projects (CIPs) via the town of Groton. There are very few grants available for safety and security equipment. GPS applied to two competitive programs, the (US Department of Justice COPs School Violence Prevention Program in 2019 and the CT School Security Competitive Grant Program in 2018) that were both denied funding.

The estimated cost for this project is \$514,182. GPS has received an itemized written estimate from Total Comm (attached) and itemized verbal estimates from Total Comm, Electronic Security Control Systems (Bridgeport) Electronic Security Solutions (Griswold) and Tactical Command (Guilford).

Improving Public Safety by Enhancing Groton Public School’s Security Systems

Video Surveillance System (ESCS)	Qty	Cost Per	Total	Contact
Internal IP Camera	75	\$ 1,112	\$ 83,400	Kennedy
Internal Camera Mount	75	\$ 88	\$ 6,600	Kennedy
External IP Camera	38	\$ 2,304	\$ 87,552	Kennedy
External Camera Mount	38	\$ 172	\$ 6,536	Kennedy
Video Storage Device	2	\$ 17,916	\$ 35,832	Kennedy
Software Licenses (Cameras)	113	\$ 148	\$ 16,724	Kennedy
Unified Web Mgmt + Licensing	1	\$ 30,198	\$ 30,198	Kennedy
Subtotal			\$ 266,842	
Installation (Total Comm) and supplies for PVC conduit between FHS and GMS			\$ 97,787	Kennedy
Broadband fiberoptic cable, including all connective equipment			\$ 20,303	Kennedy
Labor (Total Comm) to install cable			\$ 27,250	Kennedy
Subtotal			\$ 145,340	
Access Control and Emergency Response Communication System				
Mirrored film installed by Electronic Security Solutions at MRMS and TRMS	2	\$ 10,000	\$ 20,000	Kilpatrick
Kenwood portable two-way radios, including charging stations (estimated costs provided by Groton Police	24	\$ 3,000	\$ 72,000	Kilpatrick



Town of Groton | 45 Fort Hill Rd | Groton, CT 06340
 APPLICATION FOR ARPA FUNDING

Captain James Bee) purchased via
 Tactical Command

Subtotal	\$ 92,000	
Safety and Security Training for Teachers and Staff		
Emergency response flipbooks for all district teachers	\$ 10,000	Diskin
Project Total	\$ 514,182	

8. PROJECT SCHEDULE:

Please provide a project timeline below, noting all project milestones.

	Activity	Estimated Date
Project start date:	Upon award	September 1, 2022
50% Completion stage:	Purchase and installation of new cameras, radios, fiberoptic cable, and educational materials	November 15, 2022
Project Completion date:		December 31, 2023



9. PROJECT BUDGET:

Please include a complete itemized budget of all project expenses, including the proposed funding source for each expense, with your application, using the form below and attaching sheets as necessary.. Note: ARPA funds cannot be used for maintenance. If the project received other federal funds in another fiscal year, please include this amount on a separate line, not on line 1. Town of Groton ARPA (Line 1) amount should match the amount requested on the application cover page.

Funding Sources		EXPENSES		
		DIRECT COSTS	INDIRECT COSTS	TOTAL
1	Town of Groton ARPA	\$ 474,182	\$ 40,000	\$ 514,182
2		\$	\$	\$
3		\$	\$	\$
4		\$	\$	\$
5		\$	\$	\$
6		\$	\$	\$
7		\$	\$	\$
8		\$	\$	\$
TOTAL PROJECT COSTS:		\$	\$	\$

* Indirect costs include design, professional services, permitting fees, closing costs, legal, insurance, etc.

10. Did you receive CARES act funding or other federal grants?*

*(Including PPP, EIDL, or State funds pertaining to or associated with pandemic response & recovery efforts)
 Are you applying for or have you applied for other federal funds? (Please list)

The CARES Act and other funding that we received was:

- Coronavirus Relief Funds
- ESSER I
- ESSER II
- ARP ESSER
- ARP IDEA
- ESSER II Special Education Recovery Activities
- ARP ESSER Homeless Children and Youth

Groton did not receive funds PPP or EIDL funds.

Groton Public Schools
 Possible CIP submissions
 As of August 12, 2022

Project	Location	Comments
Field house renovation	Fitch High School	Cost of plans funded by BoE Operations 2022
Culinary Arts renovation	Fitch High School	Cost of plans funded by BoE Operations 2022
HVAC upgrade	Fitch High School/Charles Barnum	Cost of plans funded by ARP ESSER
Football field recrowning	Fitch High School	Submitted as CIP previously
Humidity control	Northeast Academy	Approved as CIP in previous year
Roof replacement	Charles Barnum	Approved as CIP in previous year

BOARD OF EDUCATION - REFERRAL TRACKING SHEET

Revised: August 10, 2022

CURRICULUM/INSTRUCTION				
Referral #	Date Initiated	Subject	Action	Status Report
R2015-37	12/10/18	Review of English Language Arts Curriculum – Grammar/Conventions (AA)	FCM	Ongoing
R2022-8	3/2/22	Explore the history and/or process of a curriculum audit at Fitch High School	FCM	Ongoing
R2022-10	3/22/22	Research aspects of financial literacy in GPS curriculum	FCM	August
R2022-15	5/17/22	Review P6146 - Graduation Requirements	FCM	August/September
R2022-16	5/17/22	Review Groton Middle School's Program of Studies	FCM	August
R2022-17	5/17/22	Compare College Prep vs. Basic (HS Representative)	FCM	August

POLICY				
Referral #	Date Initiated	Subject	Action	Status Report
R2017-6	3/6/17	Review policy P 3520.11 - Electronic Information Security	FCM	Ongoing
R2017-7	3/6/17	Review policy P 3543.31 - Electronic Communication Use and Retention	FCM	Ongoing
R2018-10	6/4/18	Review policy P 5111.3 - Protection of Undocumented Students	FCM	Ongoing
R2018-25	1/7/19	Review policy P 6146.1 - Examination Grading	FCM	Ongoing
R2020-20	10/6/20	Review policy P 9000 - Rules of Procedure	FCM	Ongoing
R2020-22	10/19/20	Review policy P 5112.2 - Admission Requirements for Resident Students	FCM	
R2022-18	6/15/22	Review policy P 7551 - Naming of Facilities	FCM	
R2022-19	6/15/22	Review policy P 6141.51 - Advance Course or Programs	FCM	
R2022-20	6/15/22	Review policy P 6141.52 - Challenging Curriculum	FCM	
R2022-21	7/25/22	Review policy P6145.1 - Eligibility to Participate in Interscholastic Athletics	FCM	
R2022-22	8/9/22	Develop a policy re: Eligibility to Participate in Interscholastic Athletics at Groton Middle School	FCM	

COW				
Referral #	Date Initiated	Subject	Action	Status Report
R2018-18	12/10/18	Discussion of student achievement by sub groups (KF)	FCM	Ongoing
R2020-8	5/18/20	Discussion of a regional approach to Transition Academy and the need for an alternative high school and how to support each; regional program for kids w/mental health issues (KW)	FCM	June
R2020-10	6/8/20	Review of Report Cards – what is being done at each level? (RV) (to be discussed with each new Board)	FCM	
R2020-21	10/15/20	Discussion of STEM Masters for Diversity (RV)	FCM	
R2020-26	11/9/20	Discussion of STEM Residency for Diversity (RV)	FCM	

COW (Cont'd)				
Referral #	Date Initiated	Subject	Action	Status Report
R2020-23	10/19/20	Discussion and review of the work of the DEI Committee	FCM	Ongoing
R2021-5	6/14/21	Discussion of the cost of AP and IB tests and who pays for them (RV) (discuss with budget)	FCM	
R2021-8	7/12/21	Implementation of One Card, One Community (LW) (legal issues under review by Clint)	FCM	
R2021-9	9/13/21	Discussion of Educational Rising Club-National Organization (RV)	FCM	
R2021-14	10/13/21	Discussion re: the evaluation of the magnet themes – are they working? (RV & DA)	FCM	Summer
R2021-15	10/25/21	Discussion re: Conceptualizing Culturally Responsive Teaching-Jemal Davis (KW)	FCM	BOE Regular Meeting
R2021-17	10/25/21	Discussion re: the audit report (KW)	FCM	End of April
R2021-19	10/25/21	Discussion re: class sizes – enrollment in AP and IB (KW)	FCM	
R2021-23	11/9/21	Discussion re: closing the achievement gap – twice a year; Sept. and January (KW)	FCM	
R2022-2	2/2/22	Discussion re: a second MSAP grant (KW)	FCM	
R2022-4	2/16/22	Discussion re: Career Pathways – Chelsea Courtright (MS)	FCM	Biennial
R2022-5	2/16/22	Discussion re: Minority Recruitment (KF) review monthly (AA) & an update on staffing (LP)	FCM	
R2022-14	5/16/22	Review & make recommendations re: the Program of Studies booklet (due by 6/13/22) (EP)	FCM	

Finance/Facilities				
Referral #	Date Initiated	Subject	Action	Status Report
R2021-6	6/14/21	Purchase of vans to transport SpEd students (RV)	FCM	
R2021-22	11/9/21	Review Tree House Finances (KW)	FCM	
R2021-25	11/23/21	Review the Use of PayPal	FCM	
R2022-12	4/11/22	Review Board involvement in obtaining a new bus contract (need feedback from Floyd) (RV)	FCM	

Communications				
Referral #	Date Initiated	Subject	Action	Status Report
R2022-13	4/11/22	Discussion of Mentor Program	FCM	

FCM = Future Committee Meeting