

GROTON BOARD OF EDUCATION
COMMITTEE OF THE WHOLE MEETING
SEPTEMBER 12, 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 15, 2022 (Attachment #1)
3. Report on the Opening of School
4. Update re: 2018 DoDEA STEM Grant
5. Data Discussion re: Lexia Rapid, Grades 6-12 Reading (Attachment #2)
6. Alliance Tracker Feedback from the CSDE (Attachment #3)
7. Suggested Future Topics
8. Adjournment

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

MEMBERS PRESENT: Kim Shepardson Watson-Chairperson, Andrea Ackerman, Matthew Shulman (Remote), Rita Volkmann (Remote), Beverly Washington (Remote), Jay Weitlauf (Remote)

MEMBERS ABSENT: Dean Antipas, Liz Porter

ALSO PRESENT: Susan Austin, Phil Piazza, Ken Knight, Sam Kilpatrick, Clint Kennedy, Thomas Lonsdale

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

II. BOE REGULAR BUSINESS

MOTION: Ackerman, Volkmann: To approve the COW minutes of August 8, 2022
PASSED -UNANIMOUSLY

III. REVIEW NEW BOARD MEMBER INTERVIEW QUESTIONS

Mrs. Shepardson Watson reviewed the questions submitted by Board Members. It was the consensus of the Board to have 5 questions for the interviews. Interviews will be held on August 29, 2022.

IV. REVIEW REQUEST FOR ARPA FUNDS (Attachment #1)

Ms. Austin gave an overview of what the School Safety Committee has done in completing the application for ARPA funding.

Dr. Kennedy gave an overview of the proposed camera and security at FHS and GMS. He noted:

- Cameras are in all district schools and Central Office
- Currently there is no fiber optics between FHS and GMS

Mr. Kilpatrick noted that a flip chart has been developed by Adam Diskin at FHS.

VII. REVIEW CIPs (Attachment #2)

Mr. Kilpatrick reviewed the CIPs projects and the funding involved.

VIII. UPDATE RE: TRANSPORTATION

- Bus Contract – Mr. Kilpatrick stated that Mike Kennedy has been selected to work with the district on all aspects of the bus contract. It was suggested by Mike Kennedy that November would be a good time to go out to bid.
- Bus Routes – Mr. Kilpatrick noted that the routes would go online by August 23 or at the latest August 24. Mr. Kilpatrick stated that Jenny and Evelyn should be finished making any necessary adjustments to the routes by August 22.

IV. UPDATE RE: ENROLLMENT

Ms. Austin stated that a lot of kids are coming in and Mr. Lonsdale is working with families on which school to attend and he trying not to separate families and keep them together.

V. BACK TO SCHOOL – HEALTH AND SAFETY

Ms. Austin noted that she continues her talks with the Health Department, CT Department of Education, CDC, Central Office and Principals as well as with the district physician. Ms. Austin stated that we have enough test kits for students as well as masks. Ms. Austin stated that if a student has a temp they should remain at home. Ms. Austin reviewed the COVID protocol and that a flow chart is being developed. Principals will no longer do contact tracing. Mr. Lonsdale stated that he will be reporting cases of COVID in the same manner as last year. Ms. Austin noted that ARP ESSER funds will allow for an additional custodian to clean the schools. Ms. Austin noted that the use of hand sanitizers are not encouraged – students should wash their hands with soap and water.

VI. REVIEW REFERRAL TRACKING SHEET

The Board reviewed the Referral Tracking sheet.

The following was removed from the Tracking sheet:

- R2020-21 Discussion of STEM Masters for Diversity
- R2020-26 Discussion of STEM Residency for Diversity

VII. SUGGESTED FUTURE TOPICS

Mrs. Shepardson Watson requested candidates to serve on the Ad Hoc Committee regarding the naming of facilities. Dr. Ackerman, Mrs. Washington, and Mr. Weitlauf volunteered to serve.

Mrs. Shepardson Watson noted the following topics for future COW agenda:

- Mentoring Update
- Staffing Update
- Enrollment

IX. ADJOURNMENT

MOTION: Ackerman, Weitlauf: To adjourn at 7:42 p.m.
PASSED UNANIMOUSLY



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 rations 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

Lexia Rapid Assessment 2021-2022

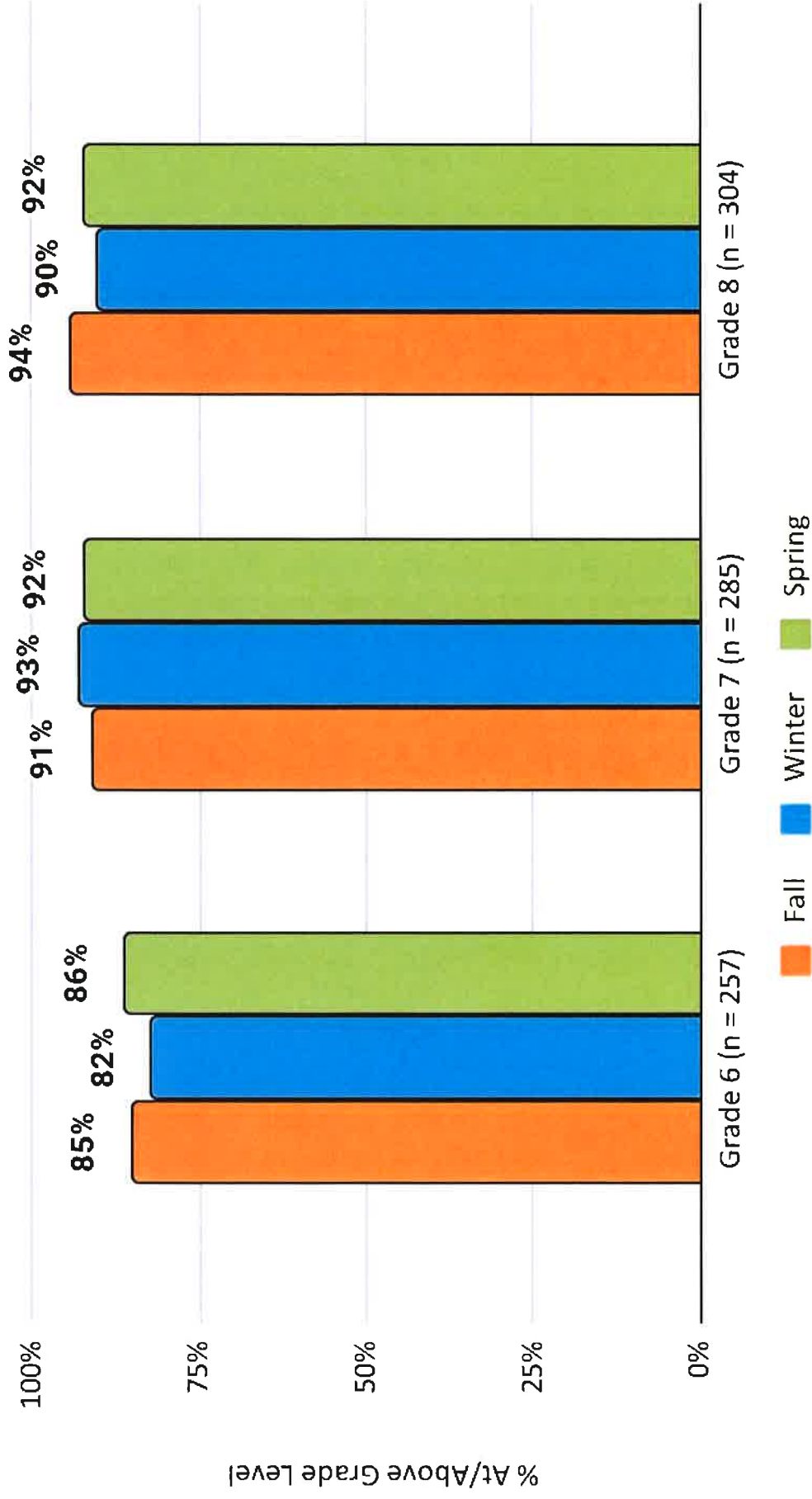
Lexia Rapid Assessment Components

<i>Word Recognition</i>	<i>Vocabulary Knowledge</i>
<i>Syntactic Knowledge</i>	<i>Reading Comprehension</i>

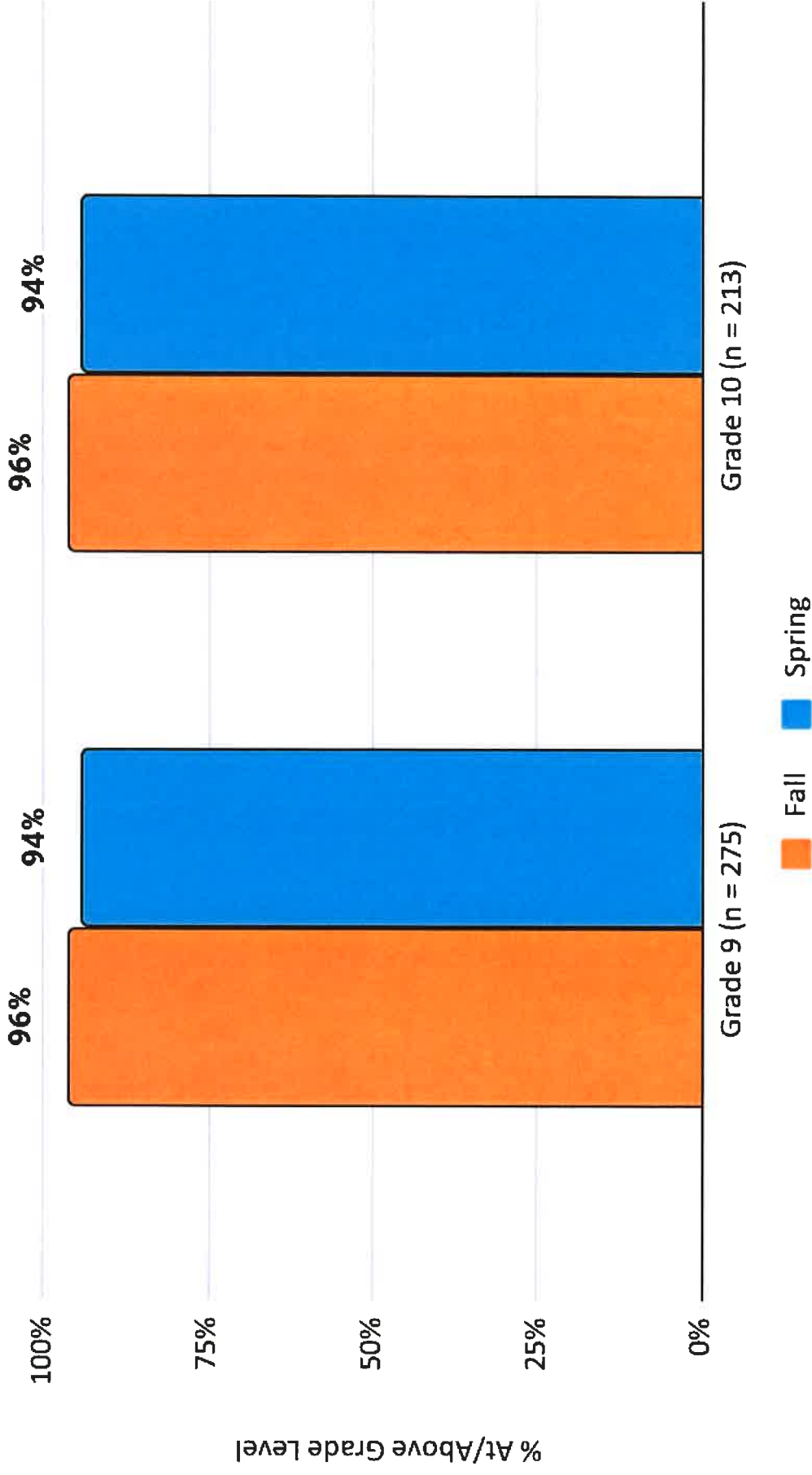
Word Recognition Task

In this item-adaptive task, the student listens to a word and identifies its written form. The screen displays a drop-down menu with the correctly spelled word and two distractor choices that are spelled incorrectly.

Lexia Rapid Assessment - Word Recognition



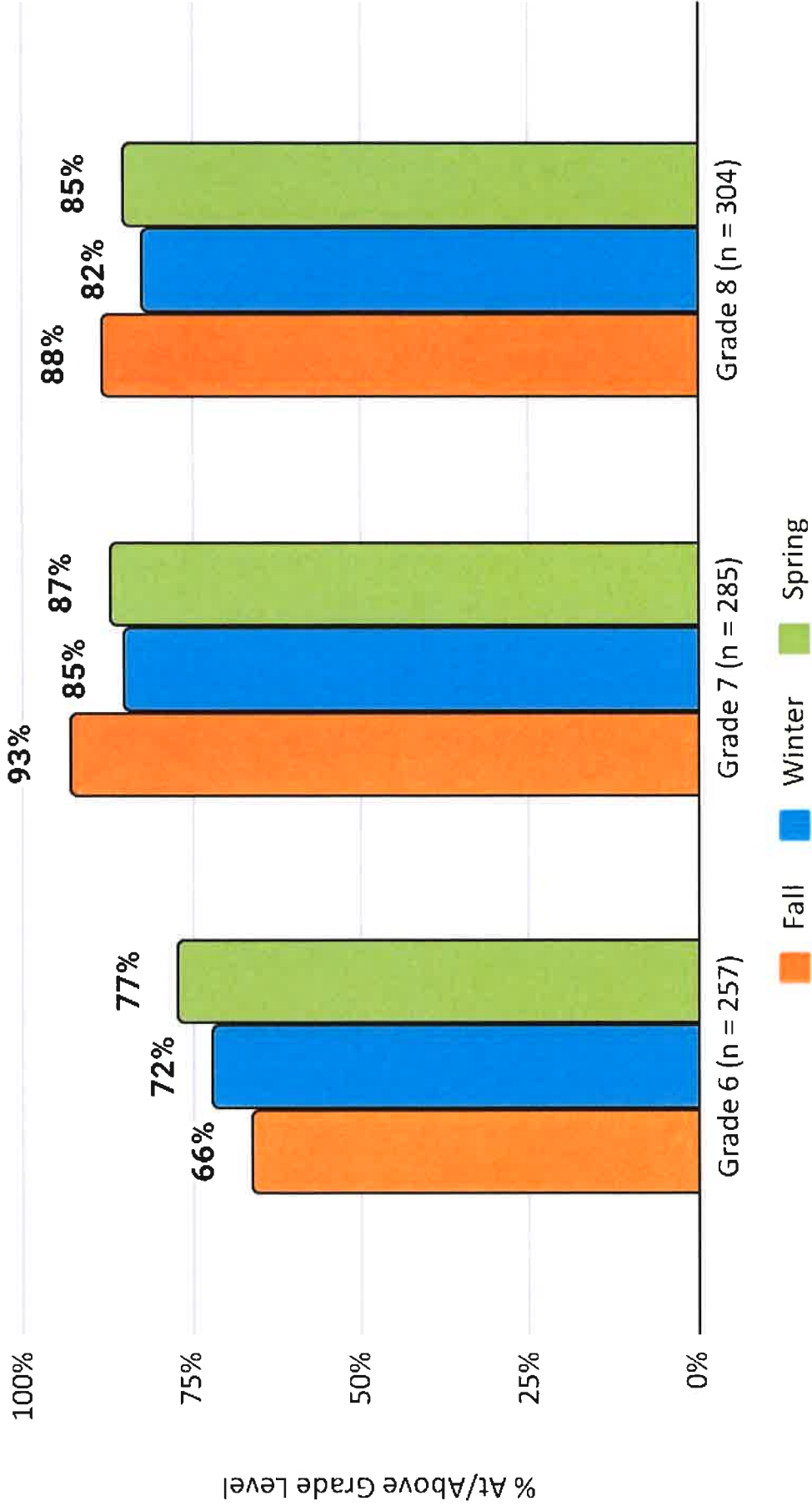
Lexia Rapid Assessment - Word Recognition



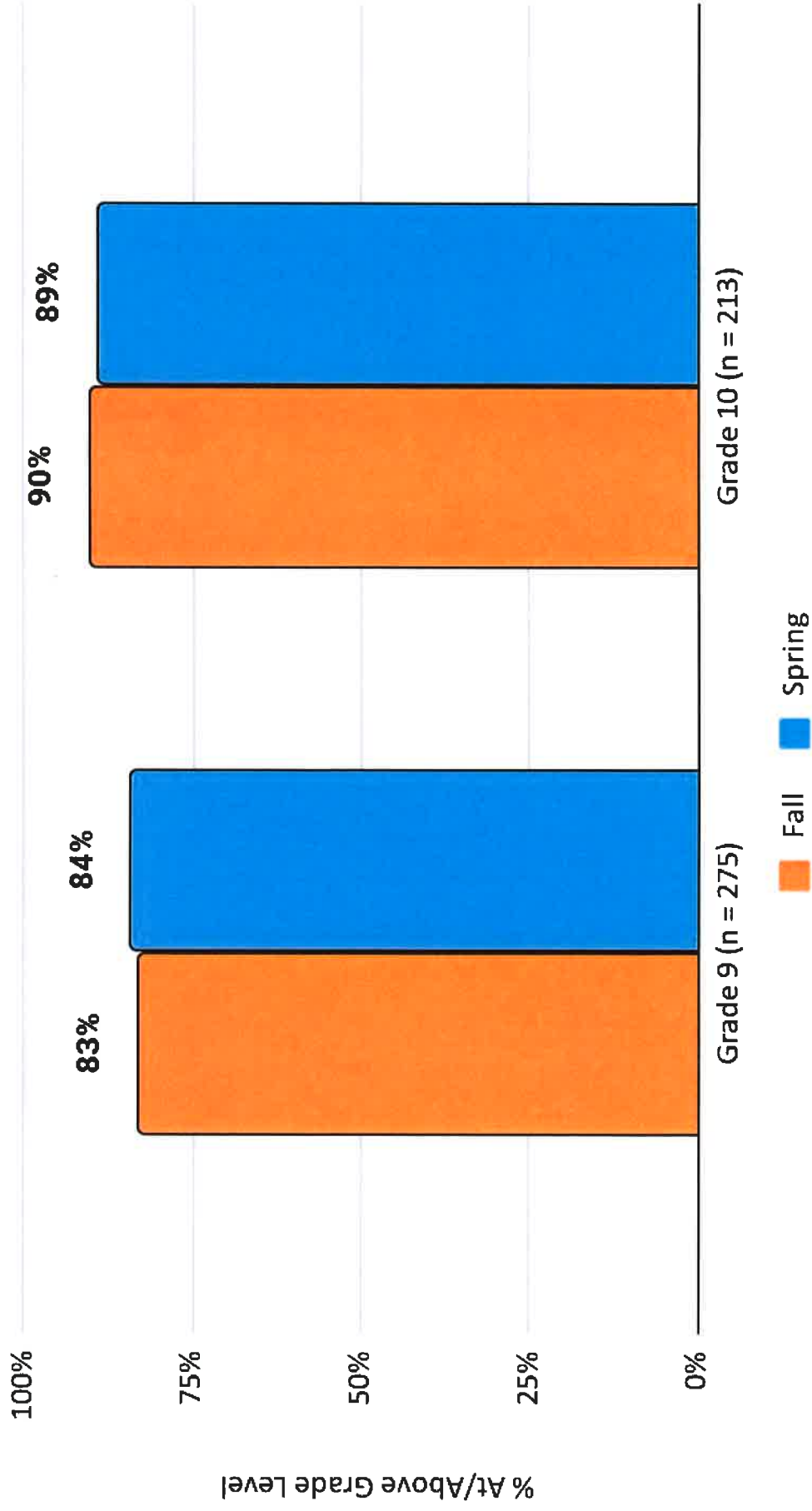
Vocabulary Knowledge Task

In this item-adaptive task, the student reads a sentence that is missing a word. The student selects the word that best completes the sentence among three choices. The student has unlimited time to respond to each item. This task only includes audio for the directions section.

Lexia Rapid Assessment - Vocabulary Knowledge



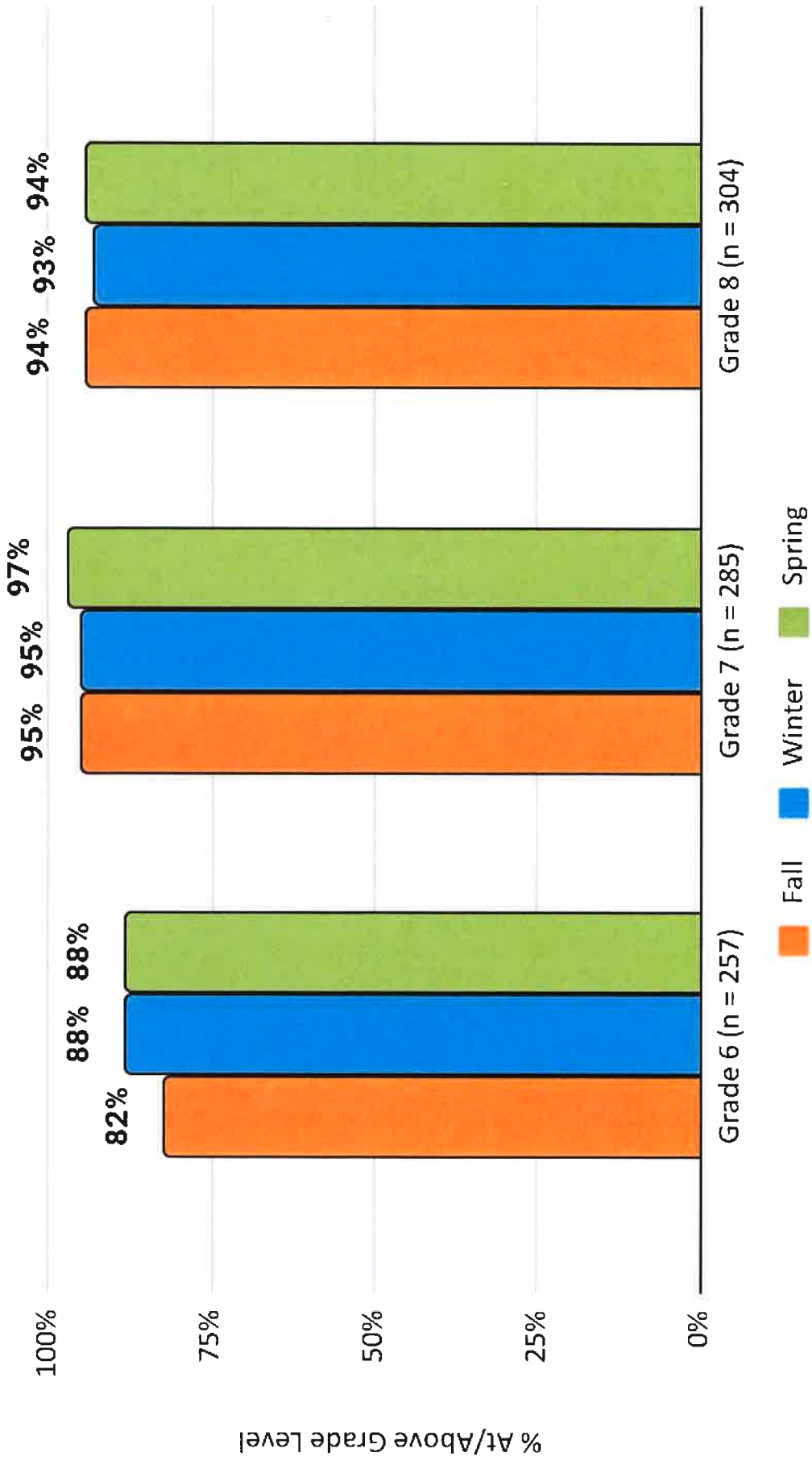
Lexia Rapid Assessment - Vocabulary Knowledge



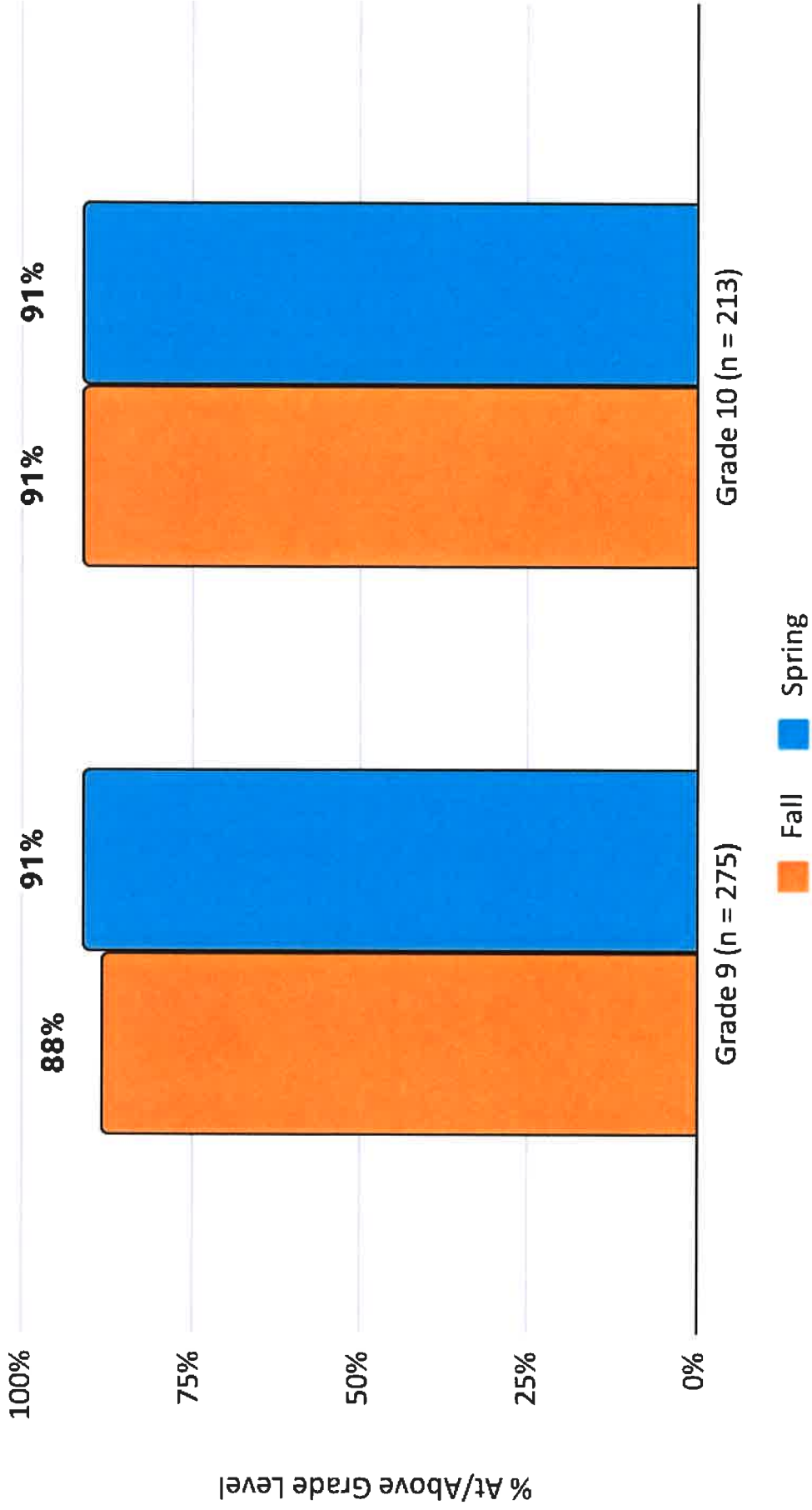
Syntactic Knowledge Task

In this item-adaptive task, the student listens to a sentence or set of sentences that is missing a word or phrase. The screen displays the sentence(s) for the student to read. The student must choose the word or phrase that best completes the sentence from three choices. The student has unlimited time to respond to each item

Lexia Rapid Assessment - Syntactic Knowledge



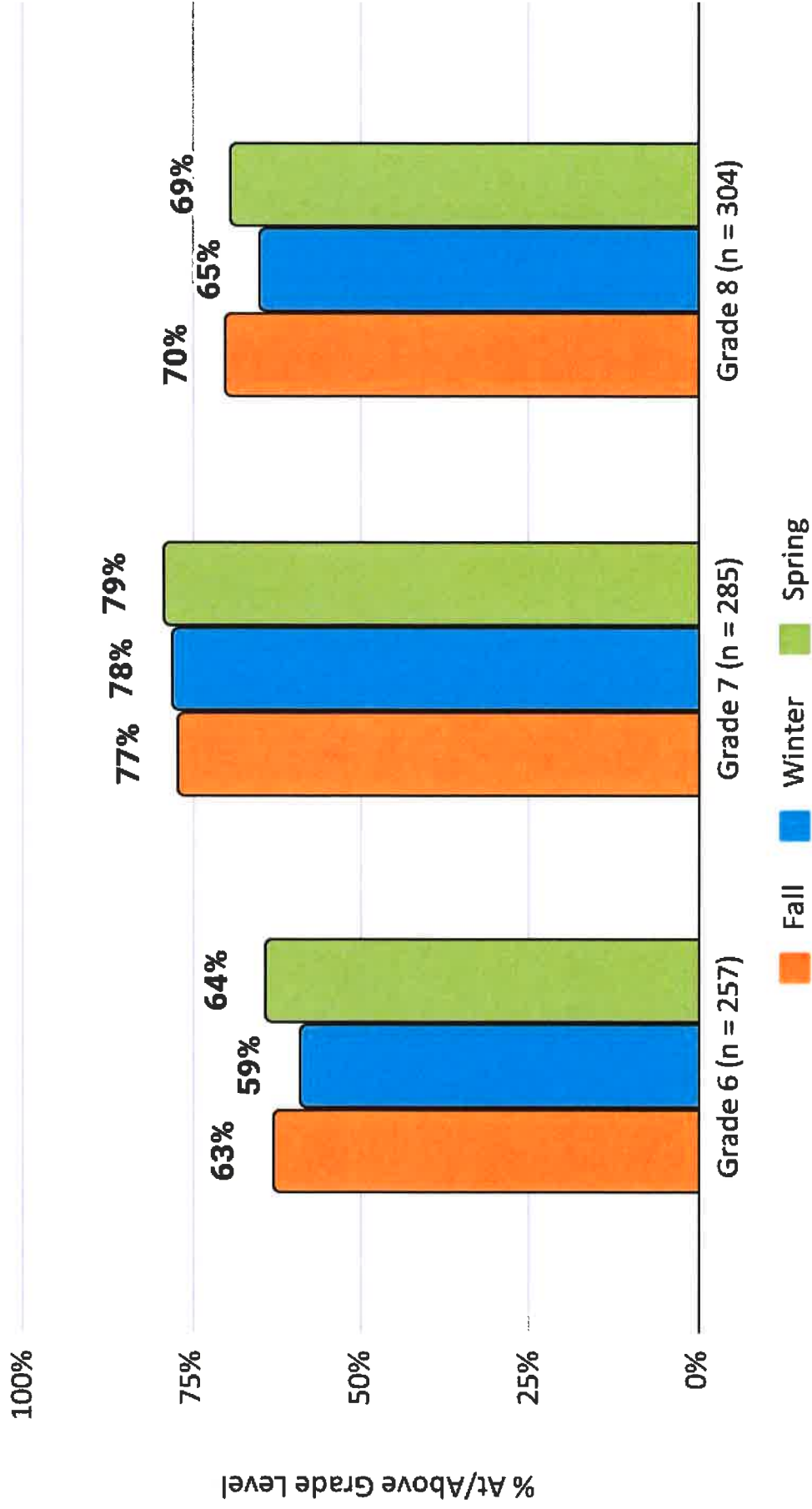
Lexia Rapid Assessment - Syntactic Knowledge



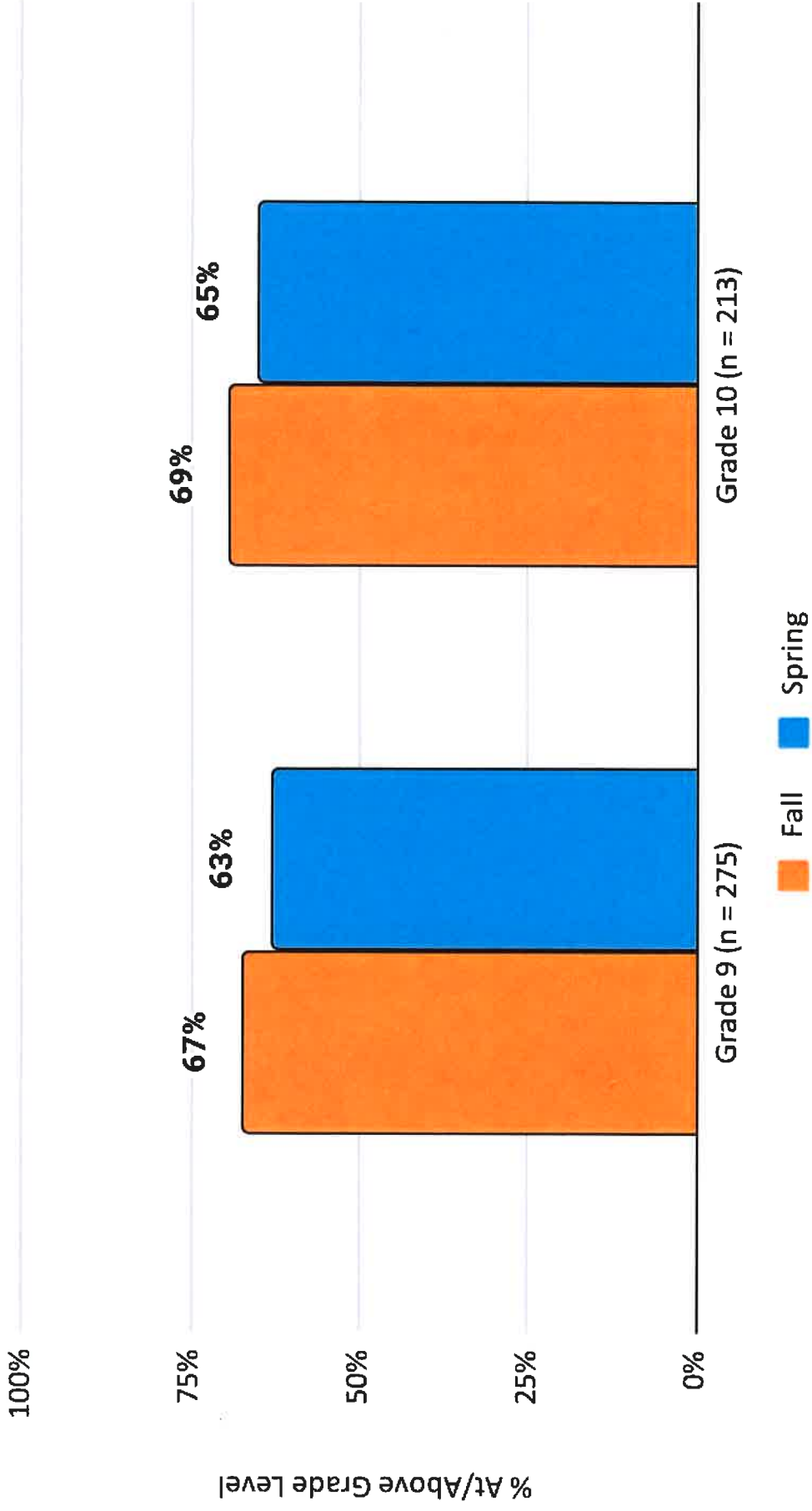
Reading Comprehension Task

In this passage-adaptive task, students are placed into their first reading comprehension passage based on their performance on the prior three tasks. The Reading Comprehension task consists of passages that are between approximately 200 and 1300 words in length. Each passage has between six and nine multiple-choice questions.

Lexia Rapid Assessment - Reading Comprehension



Lexia Rapid Assessment - Reading Comprehension



2021-22 Alliance District End of Year Monitoring Meeting Agenda

District:	Groton Public Schools	CSDE Point of Contact:	CSDE liaison
Meeting Call in Number or Link:	Central Office Groton, CT	Meeting Date/Time:	Friday 7/29/22 9:30am - 11:00am
Part I: Welcome, Objectives, and Introductions (5 minutes)			
Part II: Data Review (20 minutes)			
Strengths and Celebrations: <ul style="list-style-type: none"> Implementation status of all areas marked as “likely to achieve the goal” The District Average Percent of Target Achieved on LAS Links Literacy increased from 53.6% in 2020-21 to 69.2% in 2021-22. The district Growth rate for LAS Links Literacy increased from 28% in 2020-21 to 41.7% in 2021-22. The Average Percent of Target Achieved on LAS Links Oral increased from 44.1% in 2020-21 to 59.1% in 2021-22. Use of Policy 5113 Attendance with regulations around the Attendance team in each school and system of tiered interventions. We will increase district level support to school-based attendance teams to help them identify/intervene for students at risk of Chronic absenteeism. The CDSE did recognize that Chronic absenteeism this year was more related to the number of days students were being quarantined or were sick with COVID-19. While our average was in-line with the state average, it was a concern and needs to be improved. Use of DoDEA STEM grant to support leadership in Science K-5 to align with 6-12 STEM coordination and 9-12 department chair. Continuation of DoDEA STEM Science Grant that supports professional learning and purchase of equipment. GPS will use NGSS data to inform instruction and make instructional changes as needed. District will ensure that NGSS IAB’s are used with fidelity (Grades 3-11) as SBAC IAB’s and focus assessments are used. We saw gains in the data from 2021-2022, however we haven’t seen total recovery from 2019. (See data chart per grade level) Disaggregation of data across the schools is shared with principals (includes some comparison data by grade levels in each elementary school to GPS average) GPS SAT data in-line with state; PSAT close to state. 		SBA Results 2021-22 Anticipated results will be made public by the end of August per the Connecticut State Department of Education (CSDE)	
		Growth Areas: <ul style="list-style-type: none"> As of reporting date 5/22/22, GPS saw increase in chronic absentee rate for school year 2021- 22. This is below the 2021-22 ESSA goal of 8.9%¹ 	
		¹ COVID quarantining has affected these numbers <ul style="list-style-type: none"> Discipline numbers in 2021-22 increased over the last the school year (with the exception of expulsions= 0 since March). There was a question regarding how we are calculating suspension rates? Four-year graduation rate was near last year’s number of 88.2%. This is slightly below the 2021-22 ESSA target of 89.7% How is math K-2 progress monitored? How often? <ul style="list-style-type: none"> ✓ Formative assessments per unit of study based on CT Core Standards; aligned to standards-based report cards. (i.e. ‘The math interview”, observational checklists, curriculum-based and New Perspectives in Learning Mathematics Landscape of Learning per Dr. Cathy Fosnot. 	

¹ COVID quarantining has affected these numbers

- All school data teams will be expected to use data to support students and inform instruction.
- District data team will meet quarterly, reviewing goals of the District Improvement Plan.

Part III: Implementation Updates from Approved Alliance District Plan Priorities (30 minutes)

- 1.1 Professional Learning for instructional leaders: For continued sustainability, Literacy and Math Specialists provide embedded Coaching for teachers, tutors, as well as intervention for students through SRBI process.
- 1.2 Recruitment and Human Capital: At the heart of what we do in GPS is recruitment of highly qualified staff; increase staff of color hires from our current 8.6% to 10%; Groton Public Schools will expand strategies to recruit a diversified staff, including "grow your own" program and scholarship for paraprofessionals to become certified teachers.
- 1.3 District and school leadership, hire and retain highly qualified teachers: Attract, retain and bolster the performance of staff with additional mentors and paper reviewers trained in the district.
- 2.1 Provide funding for teachers to align GPS core curriculum model with a systemic SRBI tiered process PK-12, and provide funding necessary for Professional Development and staffing of curricular writing/planning.
- 2.3 Pre-K-3 Literacy; CCS Alignment, Assessment systems: All PK-12 ELA classrooms deliver a CCS aligned core curriculum utilizing the balanced literacy model. GPS continues its partnership with Columbia University's Teachers' College (TCRWP).
- 3.1 Family Engagement/wraparound services, attendance and on-track: Expand the work under Safe School Climate committee and School & District data teams to identify students at risk of dropping out with chronic attendance problems. Provide positive interventions and services to support students and families. Implement tiered SRBI interventions that work.
- 3.2 Family Engagement/wraparound services, prevention of chronic absenteeism: Social workers, School Psychologists, and counselors will continue to promote social emotional competencies of all students. Pupil Personnel Support staff will continue to assist families, students, staff and community partners to identify and develop interventions to address and overcome barriers to learning.
- 3.3 Family Engagement: Community Forums and conversations around topics of interest to parents. Provide survey to parents on issues of interest (i.e. how to motivate students, dealing with students who don't want to go to school, mental wellness, prevention of substance abuse, etc.)
- 4.1 Technology Integration: Technology Integration
- 4.2 Extended Learning Time: Supported by GPS operational funds, after school literacy and math clubs for students Grades K-12.
- 4.3 Data analysis and tracking: Supported by GPS operational funds, data collection, management and tracking is needed to support the District.

Part V: CSDE Updates (10 minutes)

- **2022-23 Turnaround Office Calendar**
- **Save the Date: Performance Matters, October 13, 2022**
- **Alliance District BOY Monitoring Meeting (in-district- November '22)**
- **Site Visits (3x per year)**