

GROTON BOARD OF EDUCATION  
COMMITTEE OF THE WHOLE MEETING  
NOVEMBER 21, 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 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. Review November 14, 2022 Meeting Minutes (Attachment #1)
3. Discussion re: CIP Requests (Attachment #2)
4. Update re: Solar Panels, GMS Field Lights, & HVAC Grant
5. Discussion re: GPS Covering the Cost of AP Exams (Attachment #3)
6. Discussion re: the Cost/Source of Funding of New Employees Over the Last Four Years
7. Review Referral Tracking Sheet (Attachment #4)
8. Adjournment

GROTON BOARD OF EDUCATION  
 COMMITTEE OF THE WHOLE  
 NOVEMBER 14, 2022 @ 6:00 P.M.  
 CENTRAL OFFICE, ROOM 11

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

MEMBERS ABSENT: Dean Antipas, Liz Porter

ALSO PRESENT: Susan Austin, Phil Piazza, Laurie LePine, Thomas Lonsdale

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

II. BOE REGULAR BUSINESS

MOTION: Ackerman, Horgan: To approve the COW minutes of October 11, 2022  
**PASSED - UNANIMOUSLY**

MOTION: Watson, Ackerman: To move item 6 up on the agenda.  
**PASSED - UNANIMOUSLY**

III. REVIEW OF SBAC, NGSS DATA (Performance Index & Growth) & Elementary School Improvement Action Plans (ATTACHMENT #1)

Superintendent Austin introduced the Elementary Data Presentation. Mr. Lonsdale gave an overview of the SBAC, Next Generation Science Standards (NGSS) data, and each elementary Principal gave the Board details about their Action Plans. Mr. Lonsdale noted that for MRM and TRM, the low number of Non-High needs students could not be reflected on the NGSS data for this year.

IV. UPDATE RE: ENROLLMENT (OCTOBER 1 OFFICIAL NUMBERS) (ATTACHMENT #2)

Mr. Lonsdale gave an overview of the October 1 enrollment numbers.

V. UPDATE RE: STAFFING (MINORITY RECRUITMENT DATA) (ATTACHMENT #3, 4)

Mrs. LePine gave an overview of the Minority Recruitment Plan. Mrs. LePine noted that this plan is for the next 3 years; this will be the second year of participation with CREC's Teacher in Residence Program from which GPS has been able to hire 4 teachers of color in the past couple years. The HR department has done broader outreach, many job fairs, and are doing radio advertising on 3 stations. Mrs. LePine gave an overview of the EEO5 Data Analysis. Mrs. LePine stated that the DEI will continue to look at how to diversify the workforce. Mrs. LePine noted that she, Jennifer Anthony, Renita Casey, and Dr. Ackerman are members of the DEI Committee.

VI. UPDATE RE: MENTORING PROGRAM (ATTACHMENT #5)

Mrs. Jennifer Anthony stated that upon being selected as Director of the Mentoring Program she did research on ways to expand the Mentoring Program. Mrs. Anthony said she has been working closely with the Mentor Coordinator, Mrs. Sharon Schick, on process and planning in order to ready GPS for the launching of the Mentor Program in January 2023, in celebration of it's 25<sup>th</sup> year and National Mentoring Month.

VII. SUGGESTED FUTURE TOPICS

Mrs. Shepardson Watson noted that the next Regular meeting would be held at the Town Hall Annex; there will be another Art Show; and hopefully at the next COW meeting the Field Committee may be Zooming in to get feedback.

Mrs. Volkmann suggested discussion of the class sizes at the next AGSA/GEA Liaison meeting.

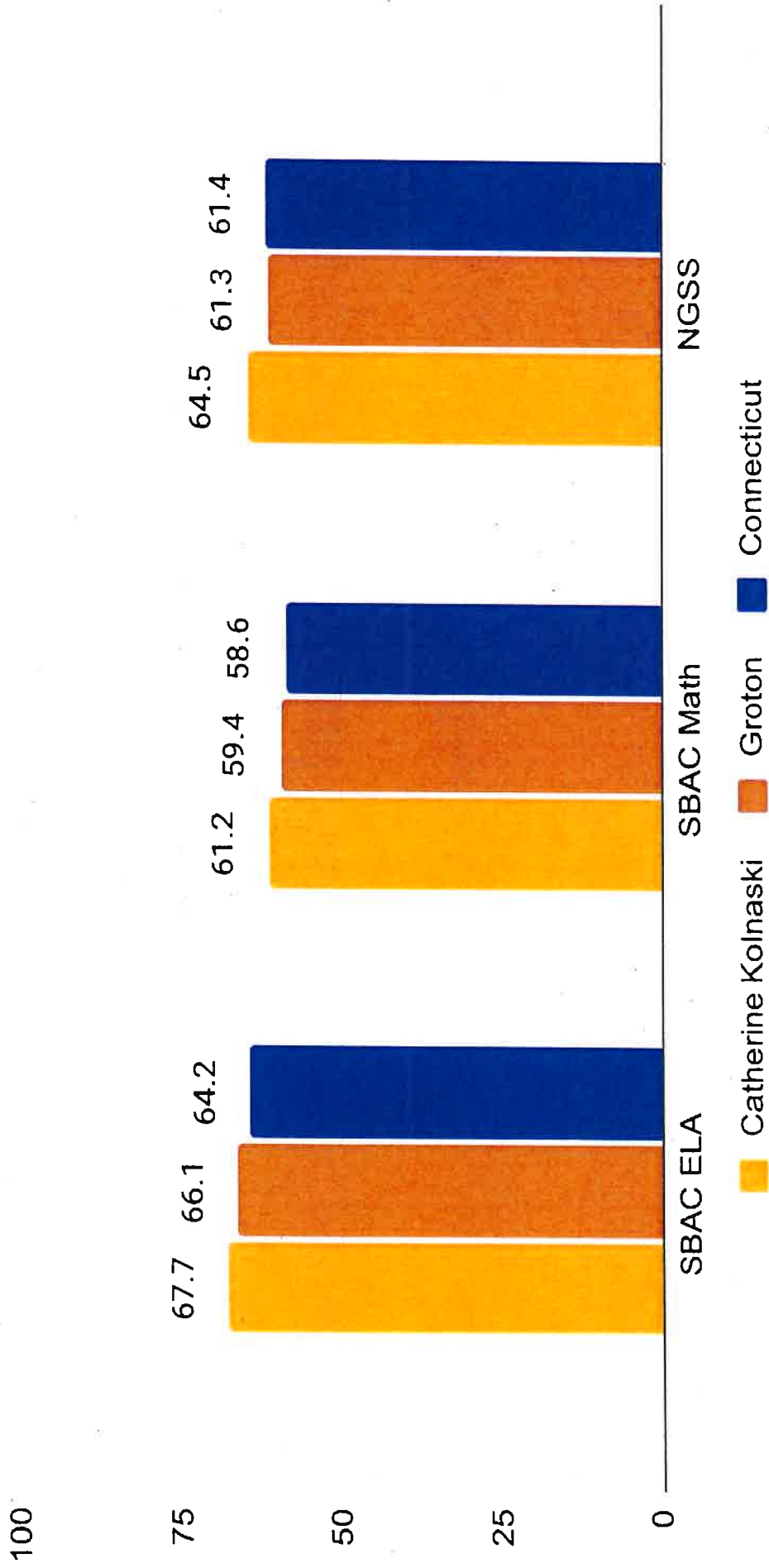
IX. ADJOURNMENT

MOTION: Ackerman, Horgan: To adjourn at 8:21 p.m.  
**PASSED UNANIMOUSLY**

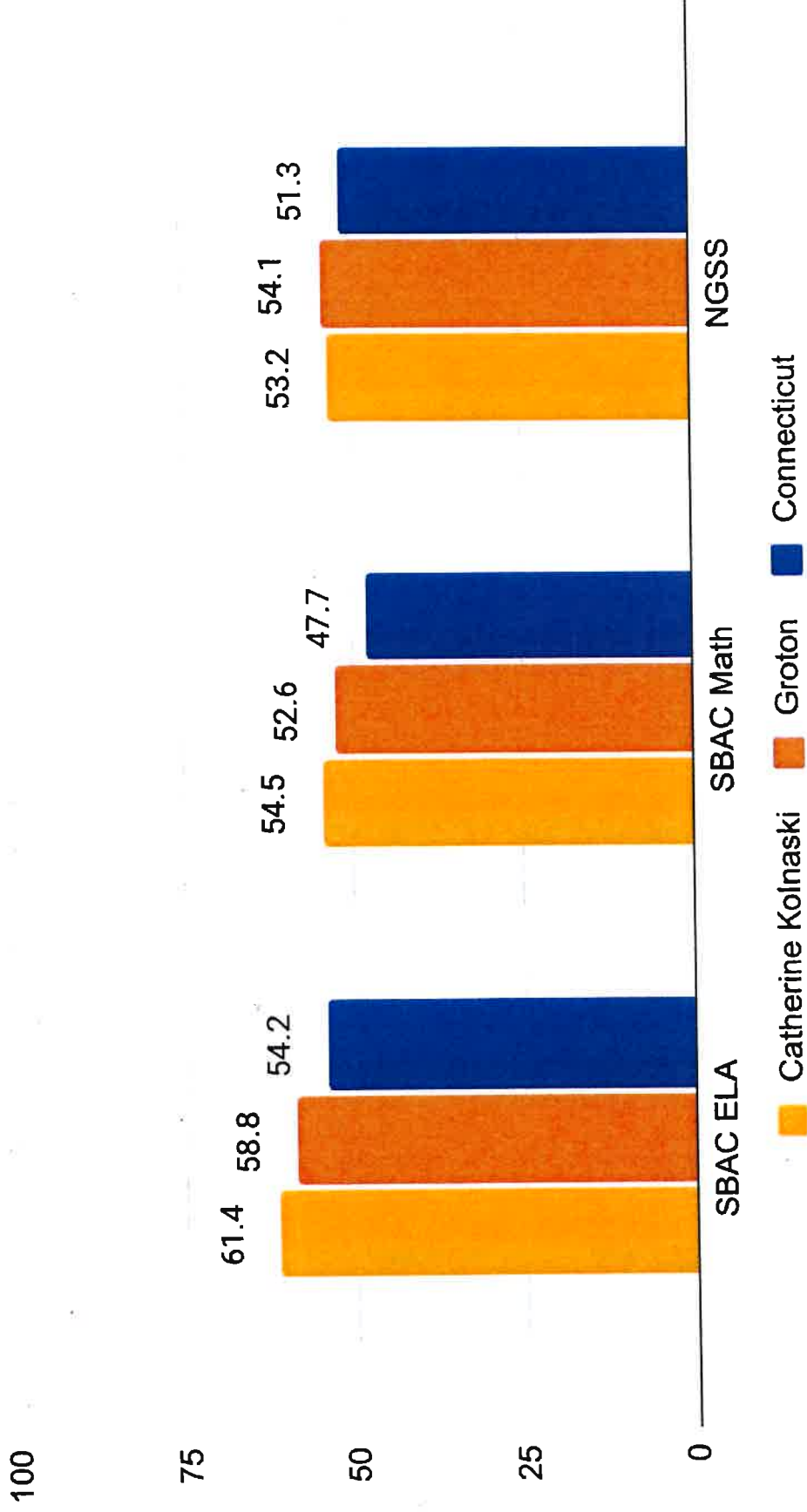
# Elementary BOE Presentation

11/14/2022

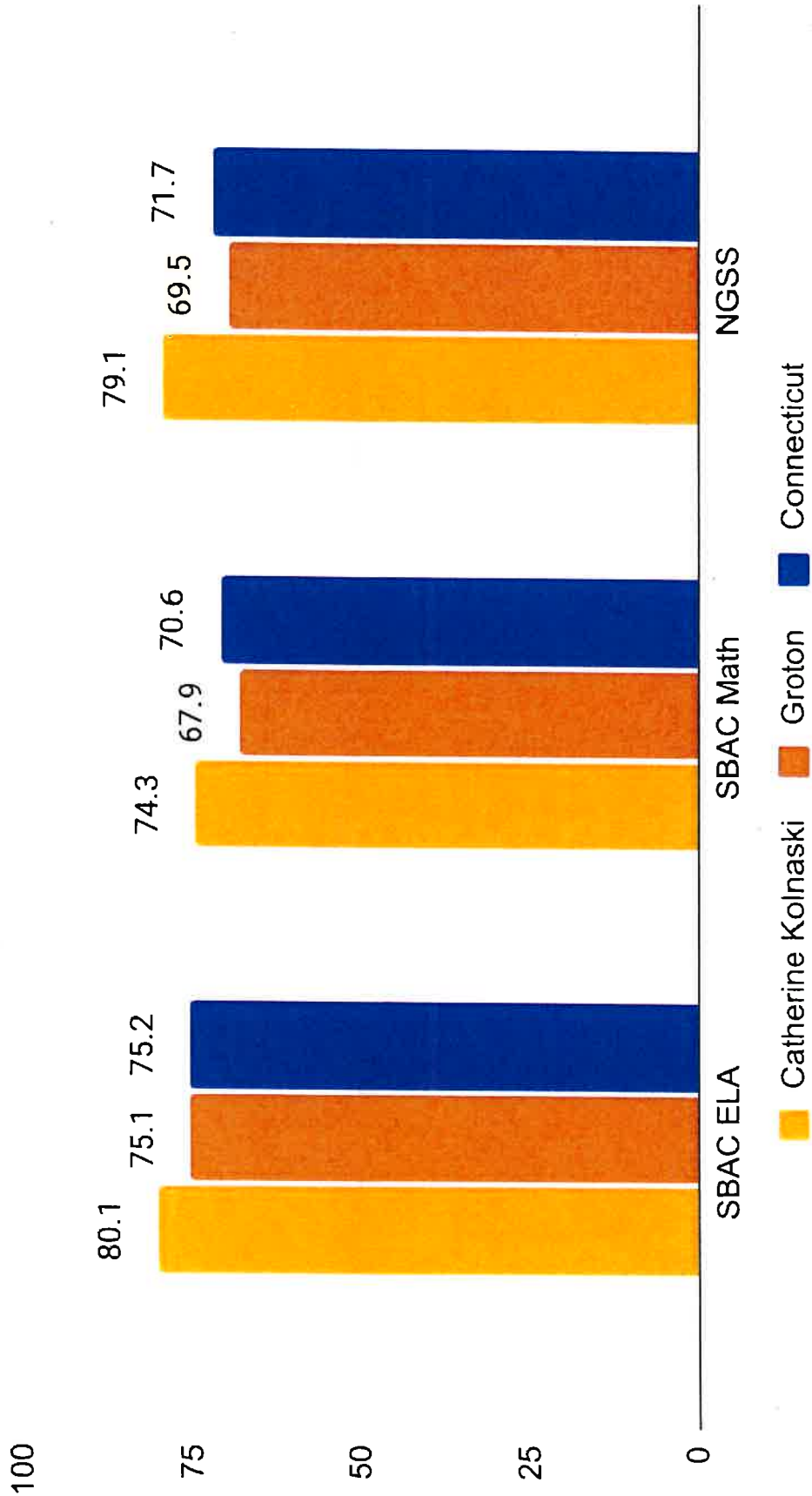
# 2021-2022 Catherine Kolnaski Performance Index - "All Students"



# 2021-2022 Catherine Kolnaski Performance Index - "High Needs"



# 2021-2022 Catherine Kolnaski Performance Index - "Not High Needs"



# Catherine Kolnaski Action Plan

## **Intentional use of Interim Assessments (IABs) in grades 3-5**

- As both teaching tools and assessments for data review

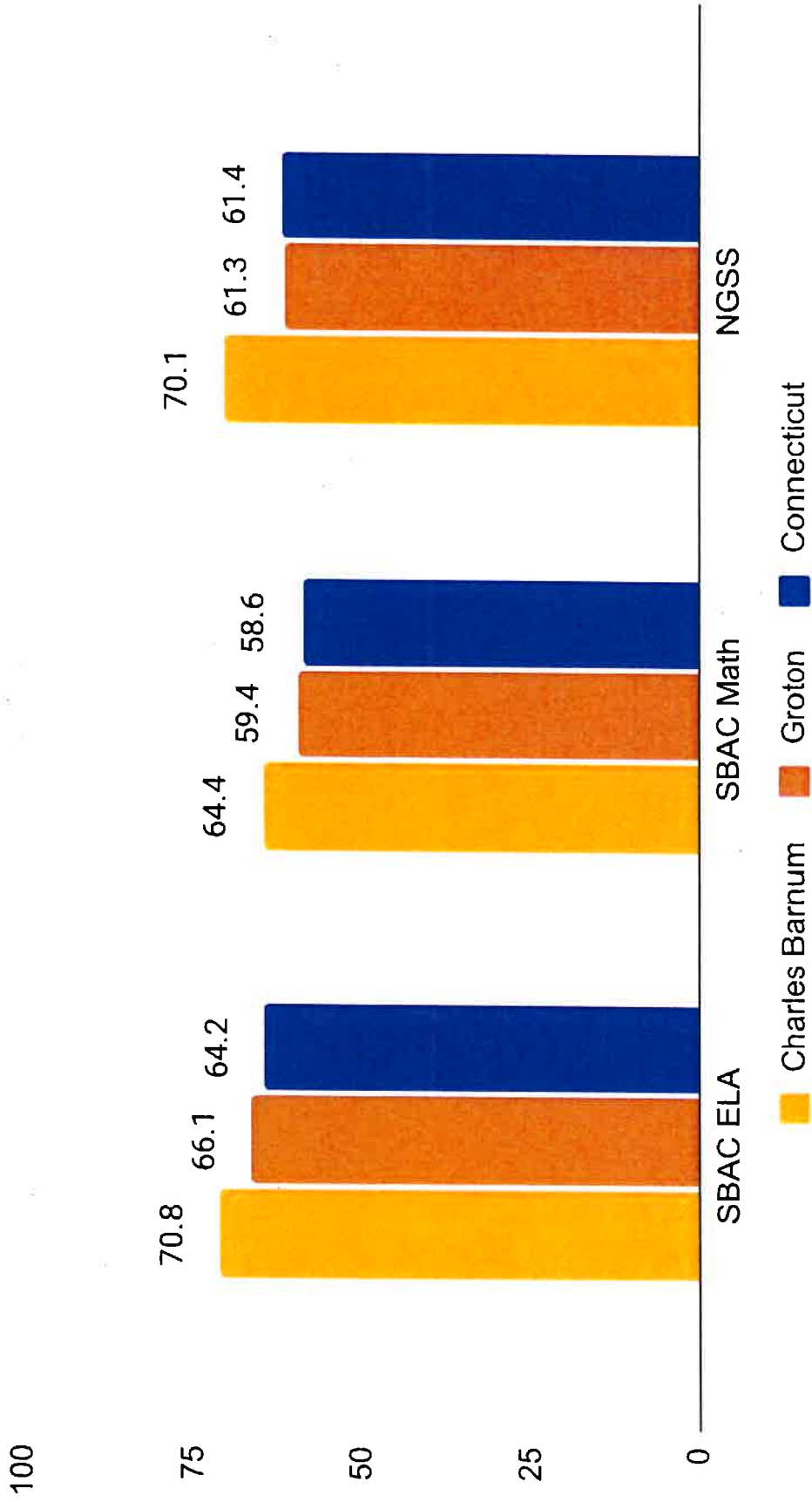
## **Restructuring of our SRBI (Scientific Research-Based Intervention) schedules**

- Provide more intervention time so all students can receive the tier 2 & 3 interventions needed

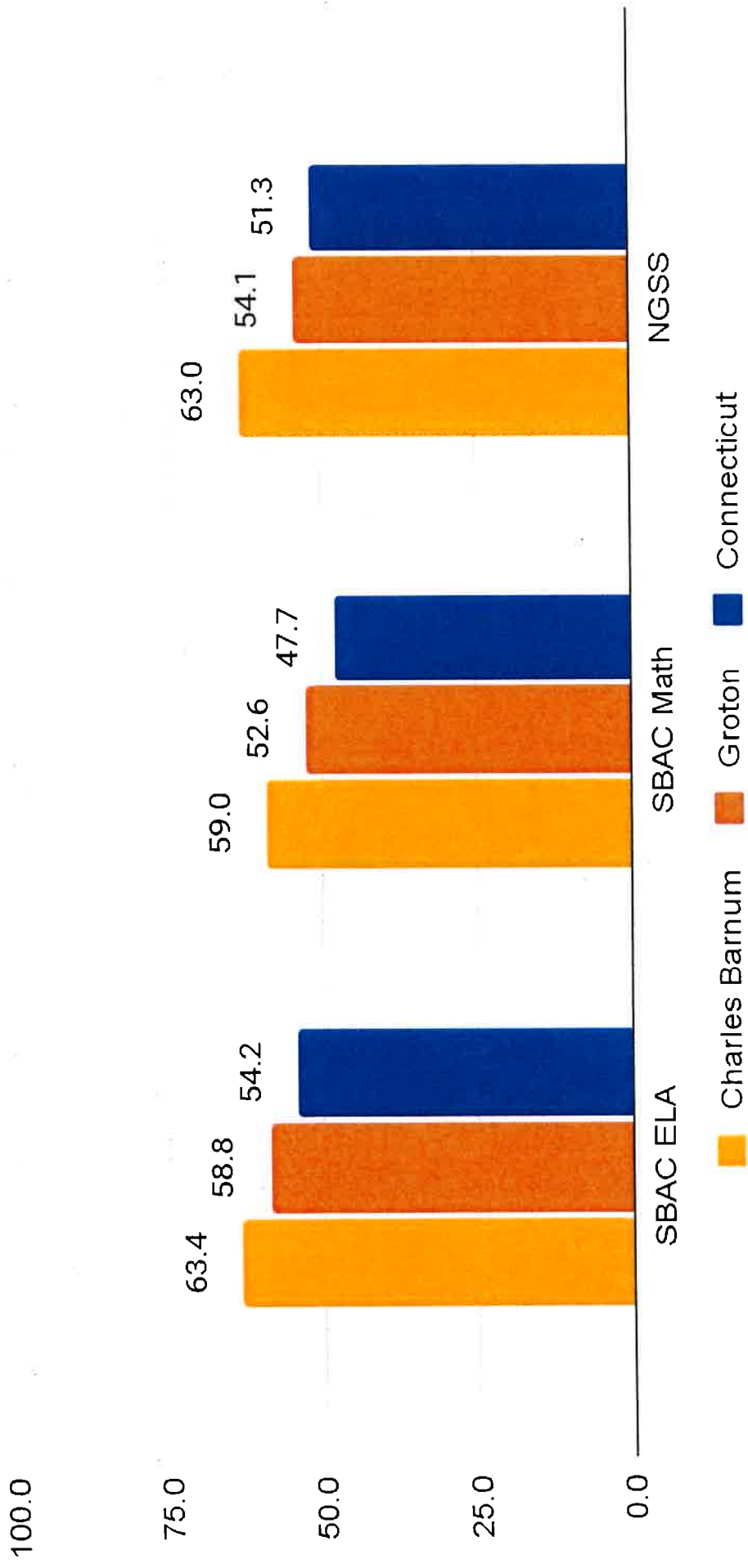
## **Curriculum, Instruction, Assessment**

- **Progress monitoring all students**
  - Individual goals and regular progress monitoring
- **Accountable talk across all areas**
  - Including questioning and sentence stems to improve student dialogue and increase comprehension (oral to written)
- **Intentional & flexible grouping**
  - Groupings based on skills, interests, partnerships, collaboration
- **Schoolwide use of science notebooks**
  - Increase use of models, vocabulary development, concept development, and written responses.

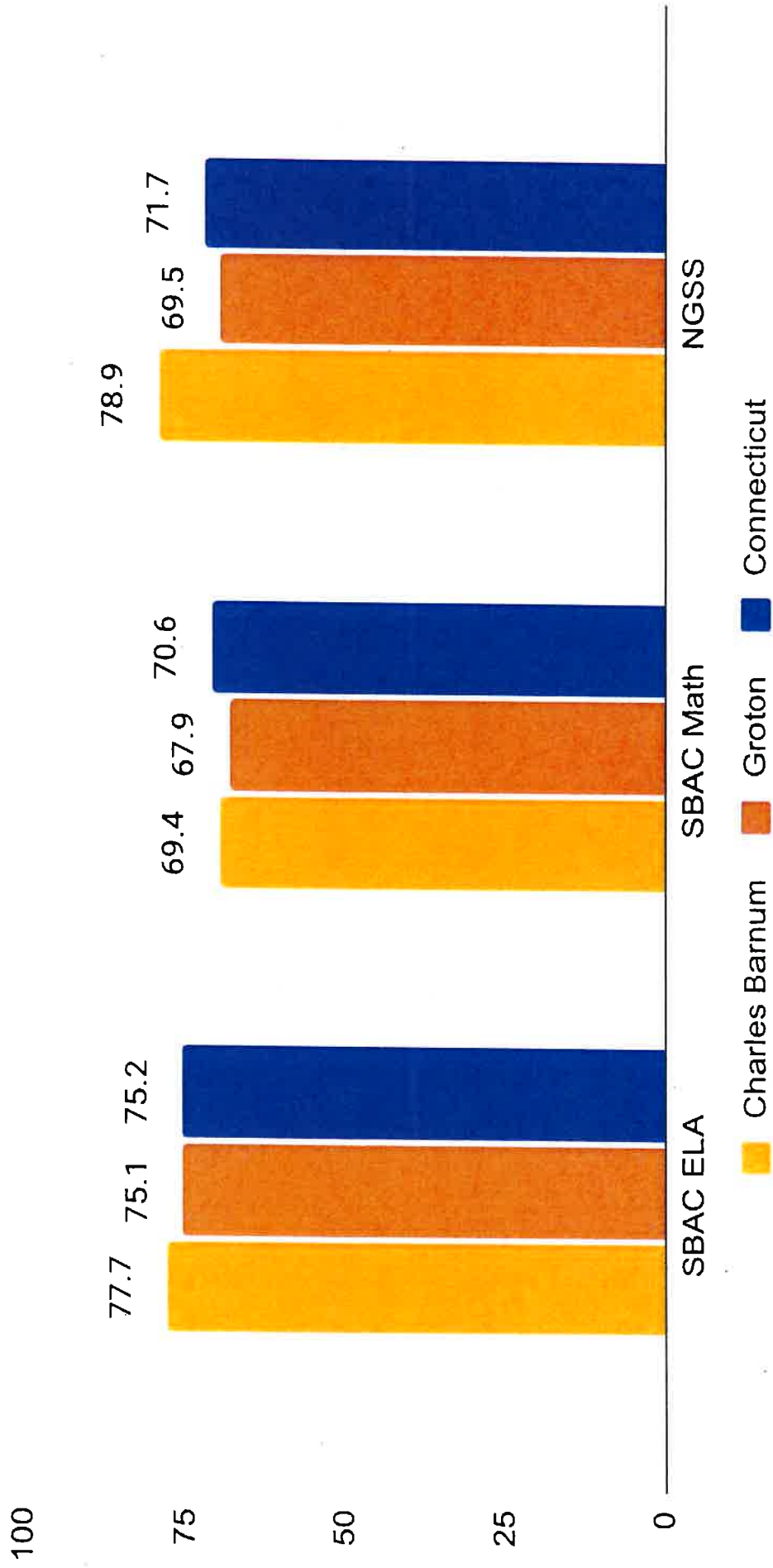
# 2021-2022 Charles Barnum Performance Index - "All Students"



# 2021-2022 Charles Barnum Performance Index - "High Needs"



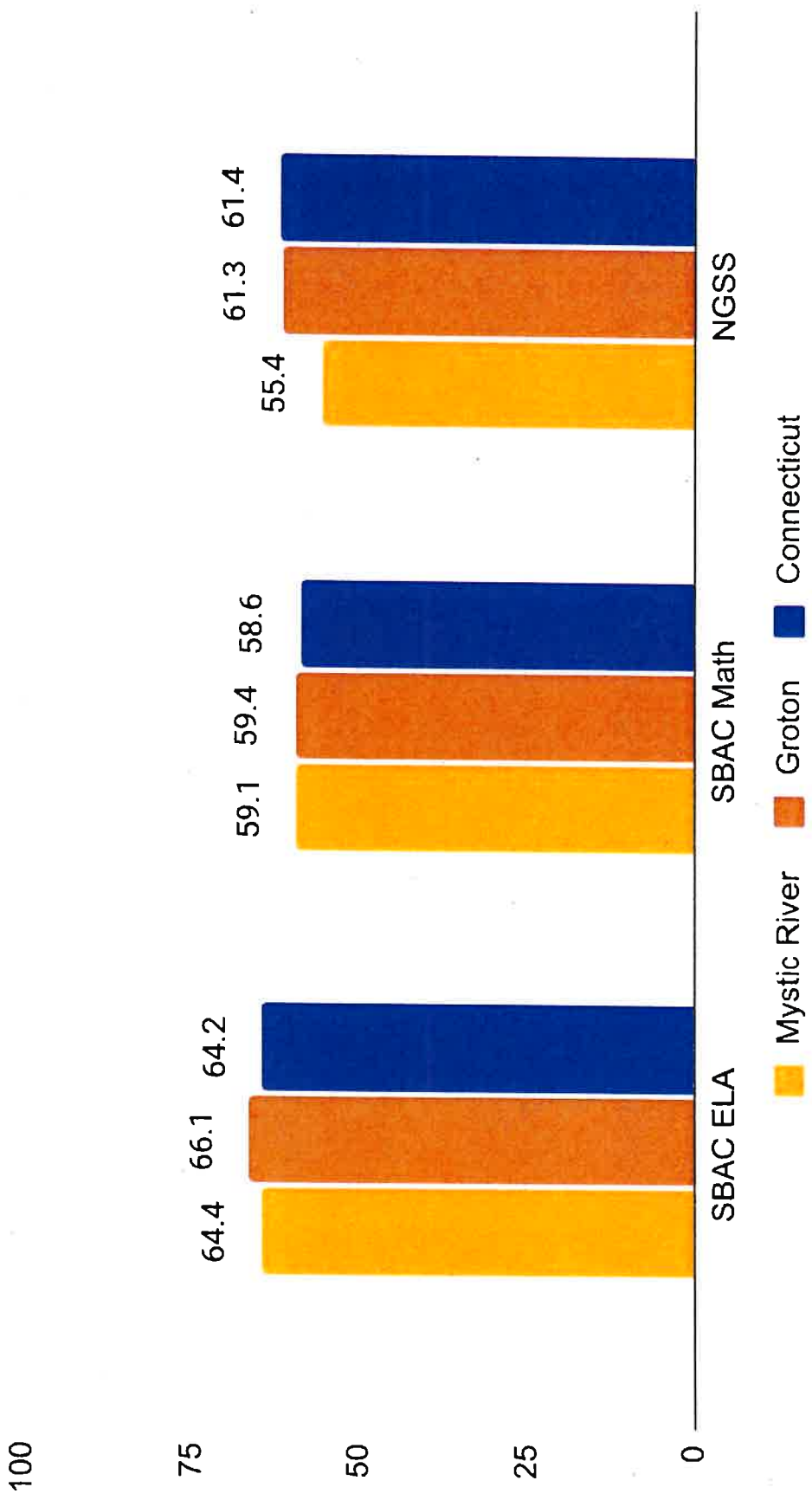
# 2021-2022 Charles Barnum Performance Index - "Not High Needs"



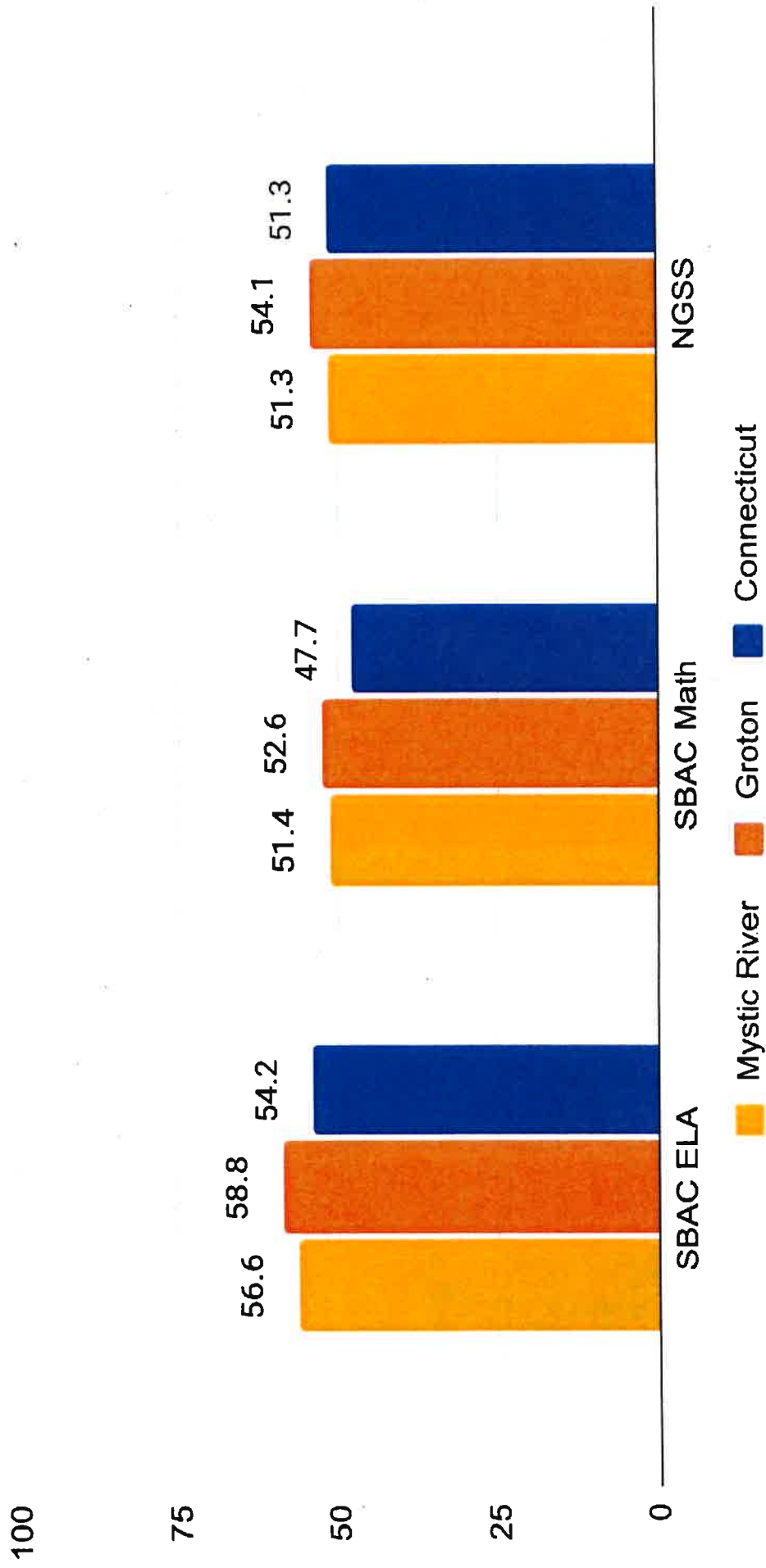
# Charles Barnum Action Plan

- **Interim Assessment Blocks and Focused Interim Assessment Blocks**
  - Practice as a class, individual versus test setting practice
  -
- **Restructuring our SRBI process for Student Intervention**
  - Aligned Child Study Team to CT-SEDS new requirements
  - WIN - What I Need
  - Small Group Focus and instruction (workshop model)
  - Progress Monitoring
  - Reviewing process with School Leadership Team (Admin and Staff) to begin Learning Walks
  -
- **Science - Explored before Grade 5 (Interim Assessments)**
  - Science Curriculum Overhaul

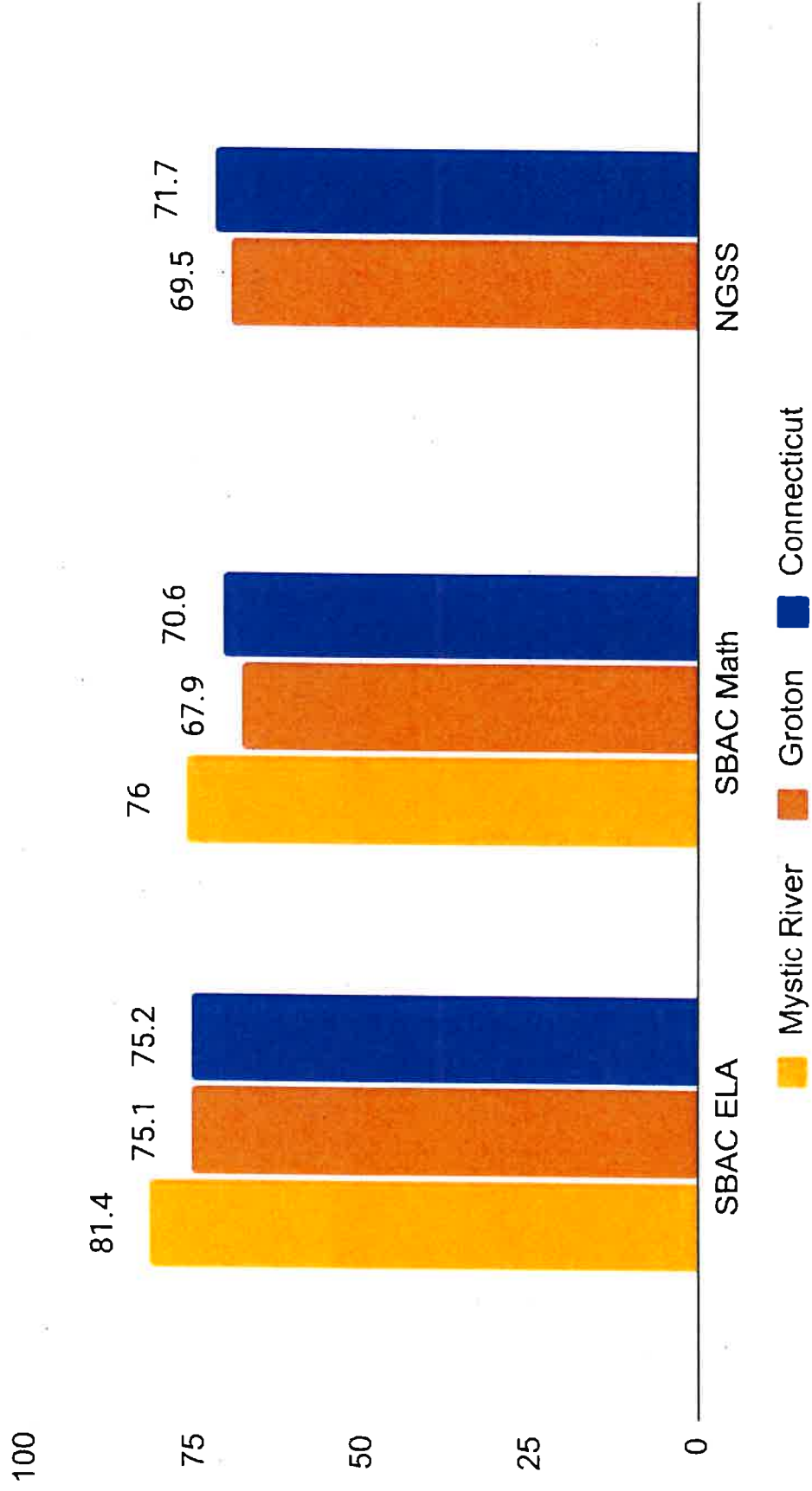
# 2021-2022 Mystic River Performance Index - "All Students"



# 2021-2022 Mystic River Performance Index - "High Needs"



# 2021-2022 Mystic River Performance Index - "Not High Needs"



# Mystic River Magnet School Action Plan

## SRBI- Tier II and Tier III Intervention Schedule

- Push-in and pull-out model- 8 week cycles for math and reading
- Groupings to target areas of focus
- Target groups for enrichment and skill focus
- Progress monitoring – grade level teaming

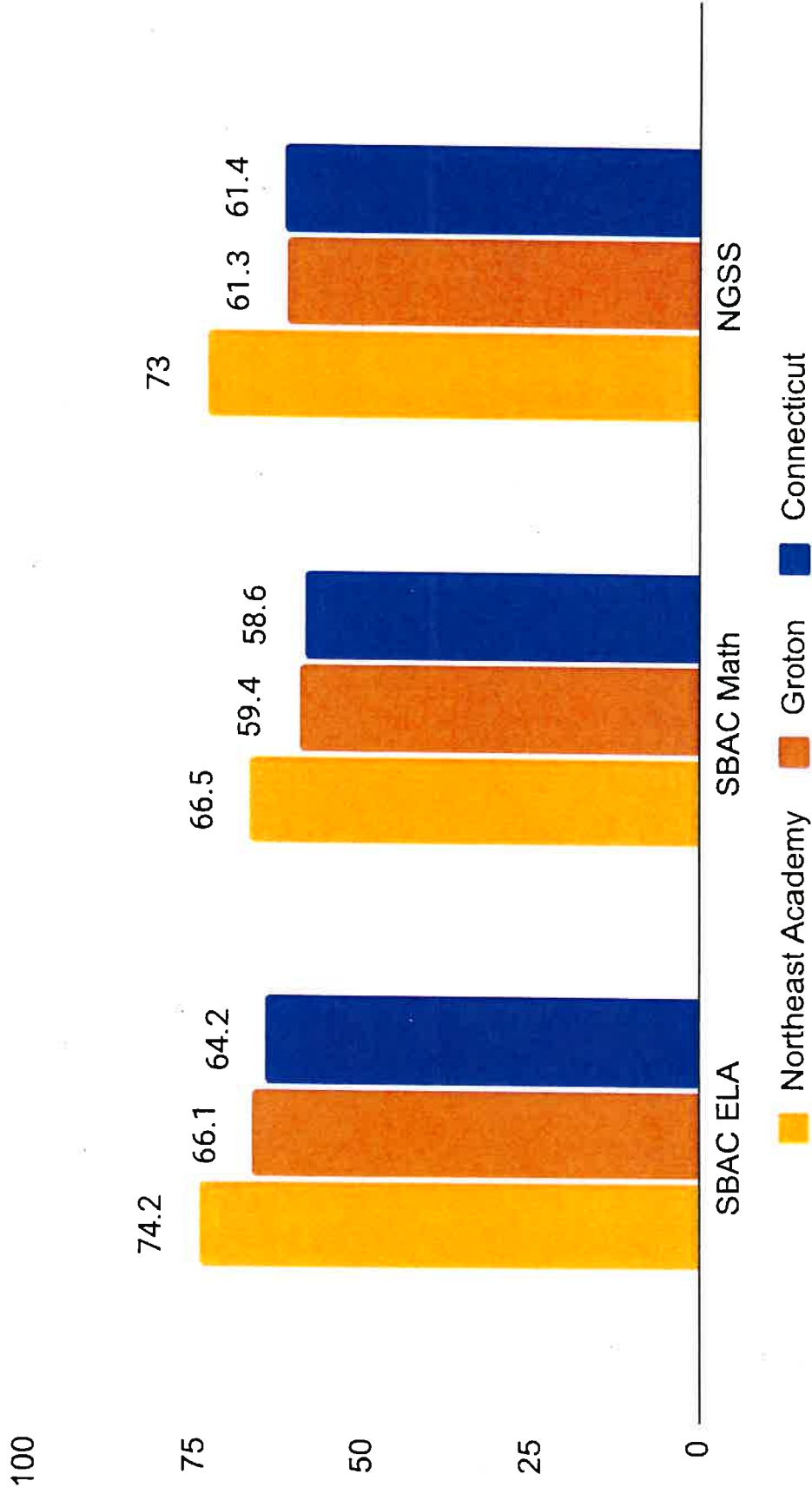
## IABs- Interim Assessments, Planning & Instruction

- Deliberate use of IABS in grades 3-5 to inform instruction (Math and ELA)
- Data review in grade level teaming

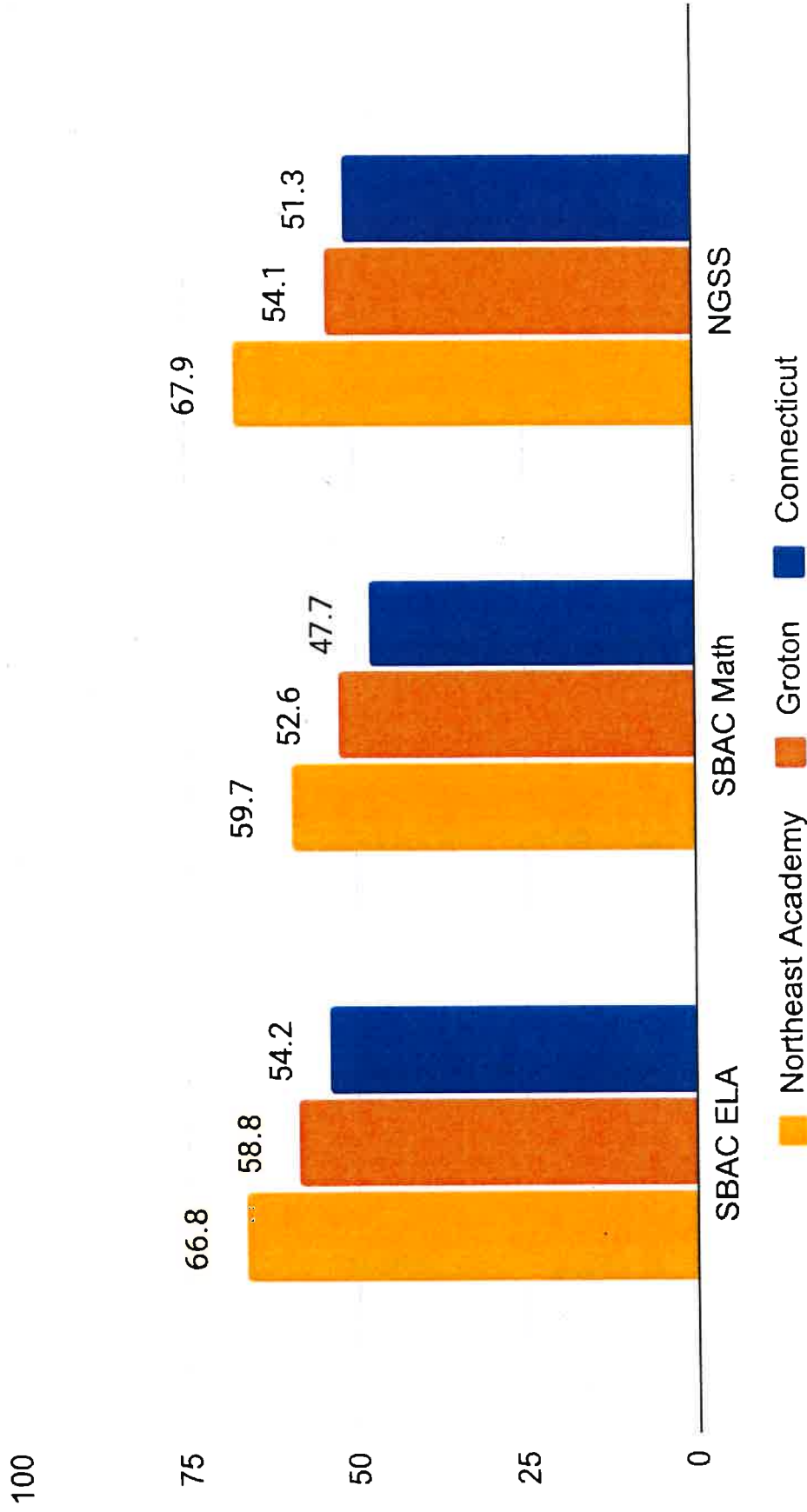
## Science

- Science notebooks for written response, building vocabulary, interpreting science experiments
- IABs- Grade 5- focus topics to inform instruction
- Implementation of CREC units- as per summer curriculum revisions
- Increase emphasis on Number Strings for fluency and accuracy in Mathematics

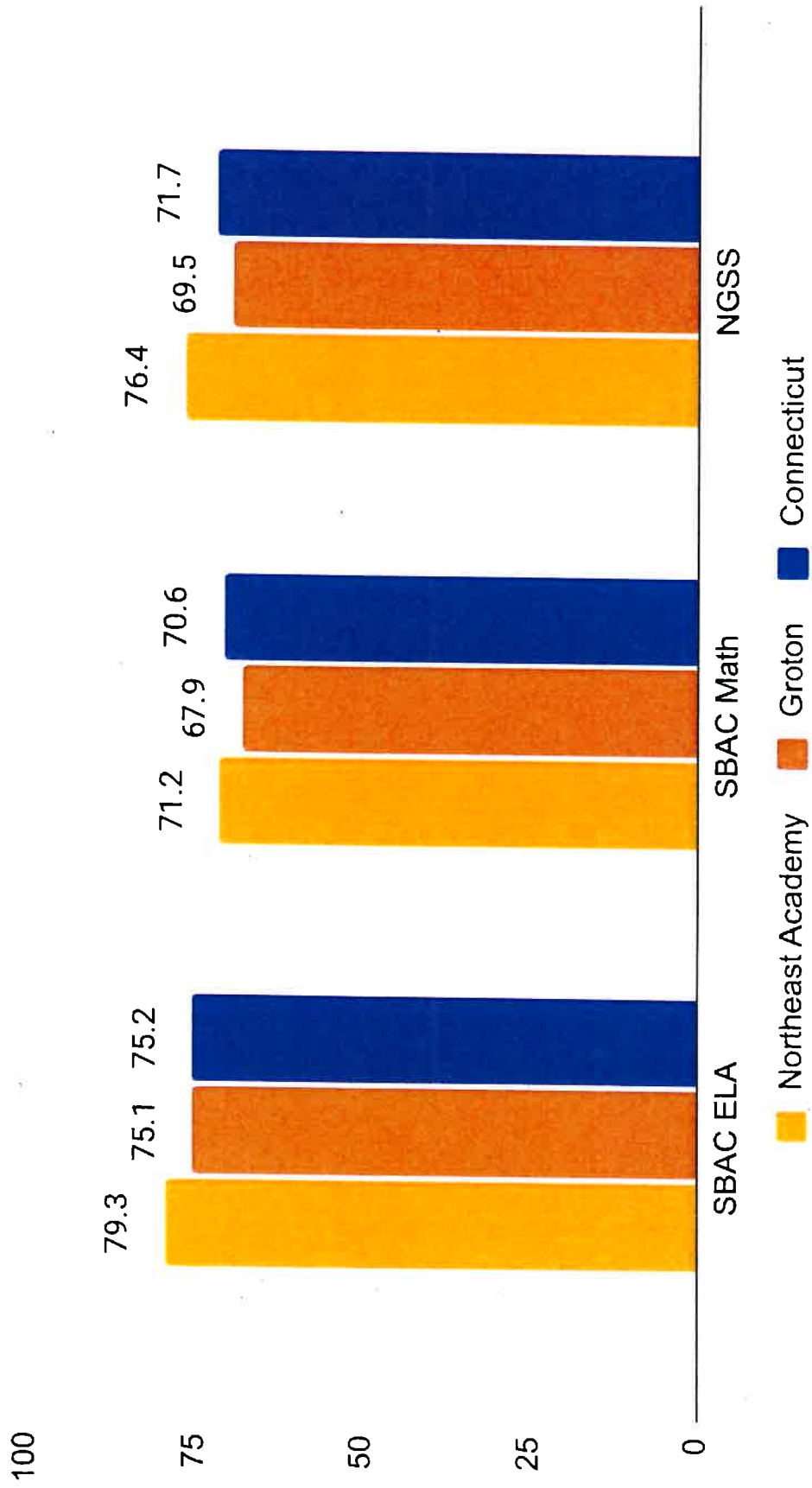
# 2021-2022 Northeast Academy Performance Index - "All Students"



# 2021-2022 Northeast Academy Performance Index - "High Needs"



# 2021-2022 Northeast Academy Performance Index - "Not High Needs"



# Northeast Academy Action Plan

## **IAB - Interim Assessments**

- Intentional use of IAB data in ELA, Math and Science
  - Item analysis, 5 best/worst questions, data team meetings
- Matching test claims to standards and units of instruction
- Return to co-teaching reading in grades 1-5 (reading specialist or special education teacher present during entire reading block)
- Begin to utilize our math specialist for push-in grouping during Tier 1 instruction using IAB data (already underway in third grade)

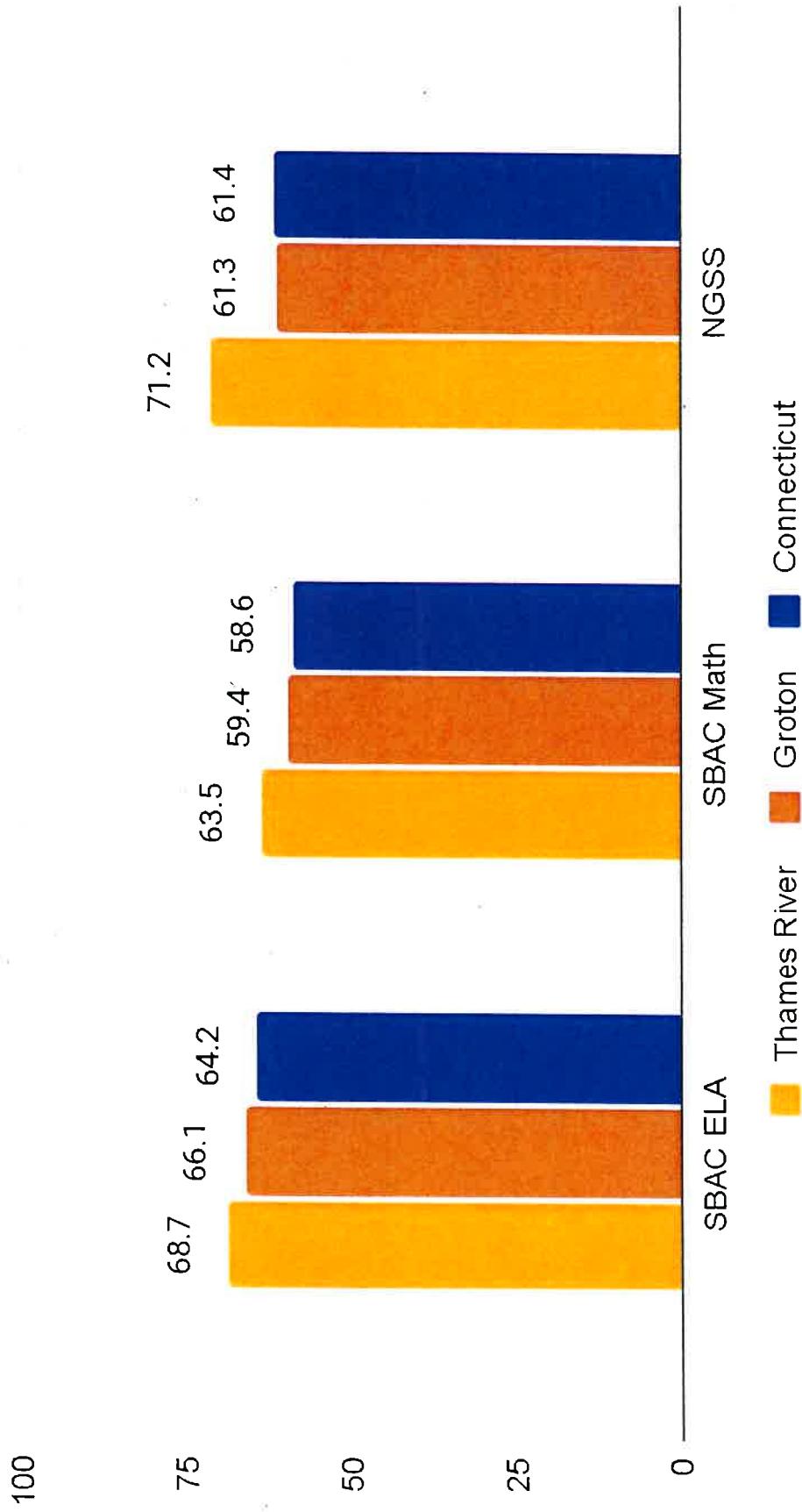
## **Scientific Research-Based Interventions**

- Continued focus on SRBI for all students with a strong focus on progress monitoring

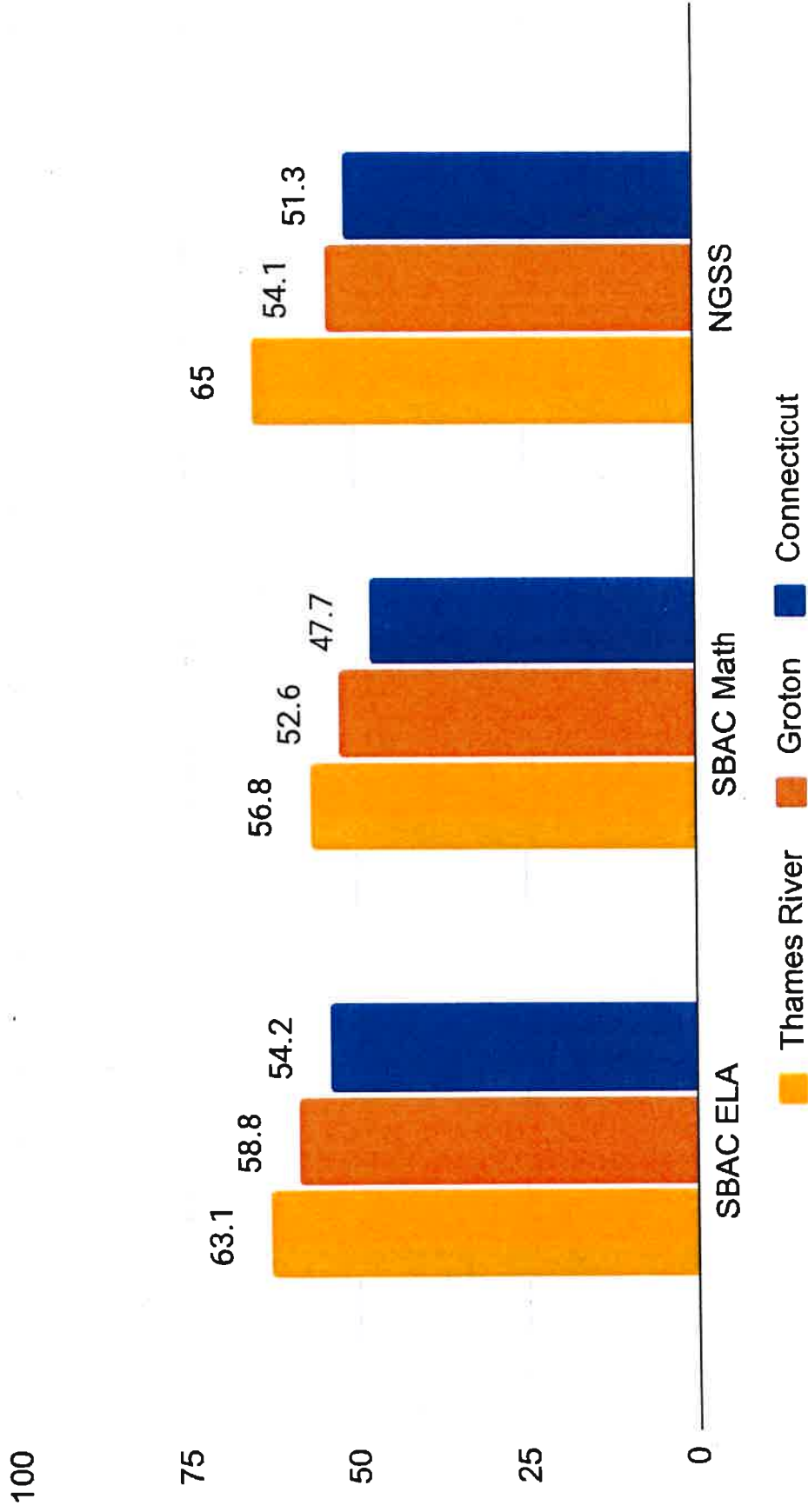
## **Instruction and Planning**

- Full commitment to new math pacing guides created by district math specialists
- Intentional incorporation of SBAC terminology and question types within the workshop model, particularly written responses to literature

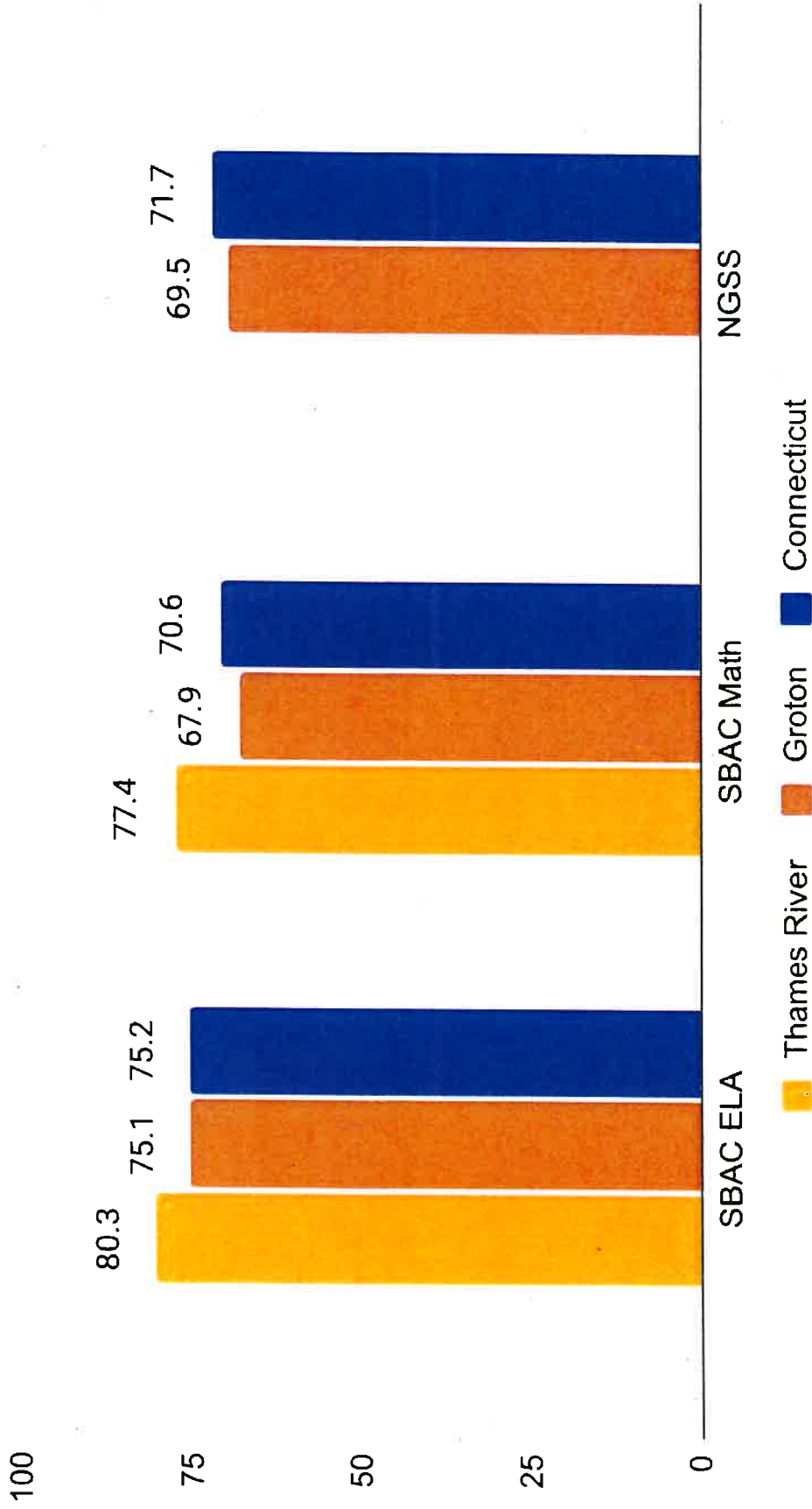
# 2021-2022 Thames River Performance Index - "All Students"



# 2021-2022 Thames River Performance Index - "High Needs"



# 2021-2022 Thames River Performance Index - "Not High Needs"



# Thames River Magnet School Action Plan

## Interim Assessments (IABS)

- Intentional use of Interim Assessments (IABs) in grades 3-5 as both teaching tools and assessments for data review (Math, ELA, Science)

## Planning, Instruction & Assessment

- Targeted small group instruction during SRBI/WIN (What I Need) block and during Workshops
- Additional overflow WIN for: Book clubs, Enrichment, Dreambox
- Modeling and teaching Brief Writes from which anchor sets will be created based upon the SBAC rubric
- Use of Equity Lens for Classroom Visits as a tool when developing lessons (Engagement, Relationships, Physical Environment)
- Use of Two-Pen assessment to progress monitor fluency and drive next steps for instruction

## Science

- Science Notebooks used K-5 to communicate observations and findings
- Develop and teach Cross Curricular units infusing magnet science themes
- Connecting NESS lessons into other curricular areas
- Research magnet theme topics to cite evidence and show understanding in writing
- Number Strings used to develop fluency and accuracy

# Enrollment Update

10/1/2021 vs. 10/1/2022

# Elementary Enrollment

School	Enrollment 10/1/2021	Enrollment 10/1/2022
Catherine Kolnaski Magnet School	358	353
Charles Barnum Magnet School	331	351
Mystic River Magnet School	525	522
Northeast Academy Magnet School	397	394
Thames River Magnet School	520	518

## Secondary Enrollment

School	Enrollment 10/1/2021	Enrollment 10/1/2022
Groton Middle School	906	908
Robert E. Fitch High School	1062	1019

# Attachment #3

Groton Public Schools  
 Minority Recruitment Plan  
 supporting the Board's Diversity, Equity and Inclusion Mission  
 October 12, 2022

Program Goal: Increase educators of color staff over the next three school years 22-23 to 24-25.  
 Continue to increase recruitment of minority staff over the next three school years.

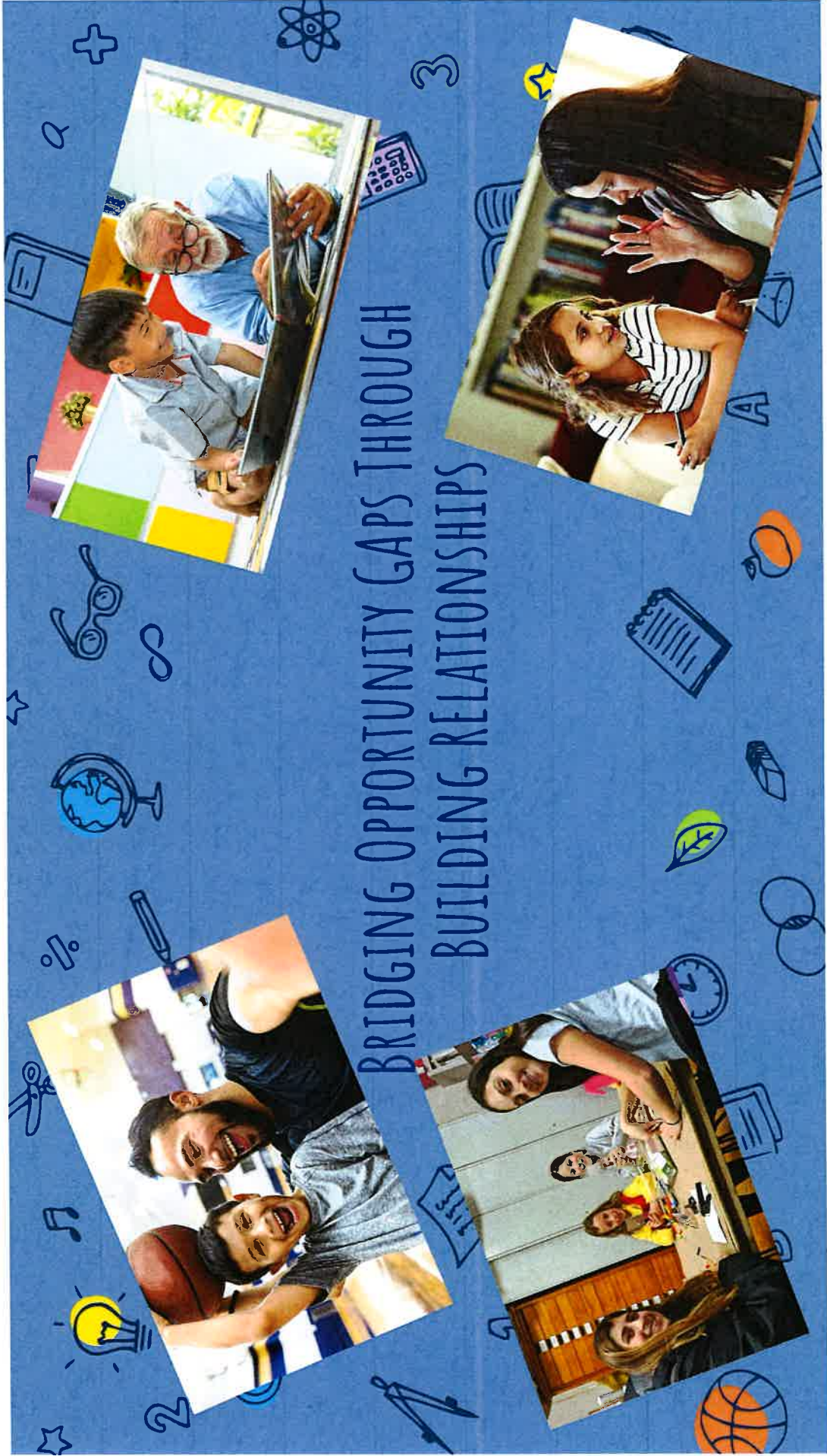
Program Budget: TBD

Action Item	Details	Next Steps	Anticipated Cost
Continue non-certified grow our own program	<ul style="list-style-type: none"> <li>a. Develop "grow your own" pipeline.</li> <li>b. Tuition program developed and implemented to focus on Special Education, Math, Science, World Language.</li> <li>c. Two placements per school year.</li> <li>d. Continue to offer Parapro assessment to qualify candidates for paraprofessional jobs as a recruitment advantage.</li> <li>e. Use CT TEACH.org program to promote teaching careers, meet and support non-certified staff on pathway.</li> </ul>	Annual posting and selection process for initiatives.	\$35,000 Allocated budget in Tuition Account
Continue to support scholarships for FHS Grads in the Teacher Prep programs	<ul style="list-style-type: none"> <li>a. Develop "grow your own" pipeline at high school level.</li> <li>b. Two - three scholarships for FHS students at \$500.00 each.</li> </ul>	Continue collaboration with FHS Career and Counseling for annual selection process.	\$1,500 board funded
Teacher Preparation Careers Pathway Program at FHS	<ul style="list-style-type: none"> <li>a. Collaborate with FHS for the implementation of careers pathway program opportunities to encourage "grow our own" graduates to teaching careers pathway.</li> <li>b. Ed Rising/Teaching Pathway Curriculum and Teaching Careers Pathway course offering targeted for 23-24 school year.</li> <li>c. FHS Club starts in 22-23 in preparation for courses.</li> </ul>	FHS student survey and course selection for teaching pathway.  Curriculum Committee and Board to evaluate/approve Ed	DoDEA Pathways Grant

	d. Pathways Grant to focus on implementation of pathway FHS and pathway exploration to GMS.	Rising/Teacher Pathway Curriculum and Teaching Pathway courses for 22-23 school year.	
Teacher in Residence Program (Regional)	<ul style="list-style-type: none"> <li>a. Continue collaboration and support the TRP residency program for elementary teachers through CREC.</li> <li>b. Up to Two placements per year.</li> </ul>	Annual selection and placement process.	Apply for RESC MTR grant 22-23 \$20,750 x 2 (excluding wages and benefits)
Determine additional minority recruitment venues	<ul style="list-style-type: none"> <li>a. Define additional minority recruitment publications, resources or events that fall within budget parameters.</li> <li>b. Recruitment of MLK scholars to work in the district.</li> <li>c. Collaboration with UCONN Avery Point for SPED, Math, Science and World Language Teachers.</li> <li>d. Local community and school recruitment events.</li> <li>e. Collaboration with military liaisons.</li> <li>f. HBCU recruitment event at Howard University and surrounding HBCUs in attendance.</li> </ul>	Separate document outlines detailed recruitment activities by school year.	Recruitment budget and grant funding
Substitute Teachers	<ul style="list-style-type: none"> <li>a. Review sub teacher recruitment and retention strategies</li> <li>b. Identify ways to attract and retain diverse sub teacher applicants. (see separate plan – market development program)</li> <li>c. Connect subs to development pipeline through PLCs and grow our own programs</li> </ul>	Community outreach recruitment events Set up PLC designed for sub teachers “Sub Teacher University”	Apply for RESC MTR grant 22-23 \$5,000 PLC platform
Survey	<ul style="list-style-type: none"> <li>a. Consider survey through TEACH.org to survey non-certified and MS/HS students on interest in teaching careers to identify and support potential future candidates.</li> <li>d.</li> </ul>	TBD	
Policies and Procedures	<ul style="list-style-type: none"> <li>a. Develop new recruitment procedures within the DEI Recruitment, Hiring and Retention Committee to address new procedures needed to improve selection processes.</li> </ul>	RHR committee meeting	\$0

# Attachment #4

BEO5 Report Data Analysis Categories	Male		Female		Male		Female		Male		Female		Male		Female		Male		Female	
	Hispanic or Latino	White	Black or African American	Asian	Native Hawaii or Other Pacific Islander	American Indian or Alaskan Native	Two or More Races	White	Black or African American	Asian	Native Hawaii or Other Pacific Islander	American Indian or Alaskan Native	Two or More Races	White	Black or African American	Asian	Native Hawaii or Other Pacific Islander	American Indian or Alaskan Native	Two or More Races	
2016	7	136	14	5	0	1	0	481	21	9	0	2	0	21	9	0	0	2	4	
2018	11	151	15	6	0	0	2	516	26	13	0	3	0	26	13	0	0	3	2	
2020	7	148	13	3	1	1	3	493	26	12	0	2	0	26	12	0	0	2	4	
2022	9	164	19	2	1	0	1	542	27	13	0	1	0	27	13	0	0	1	12	



# BRIDGING OPPORTUNITY GAPS THROUGH BUILDING RELATIONSHIPS

# GROTON PUBLIC SCHOOLS MISSION AND VISION

## MISSION

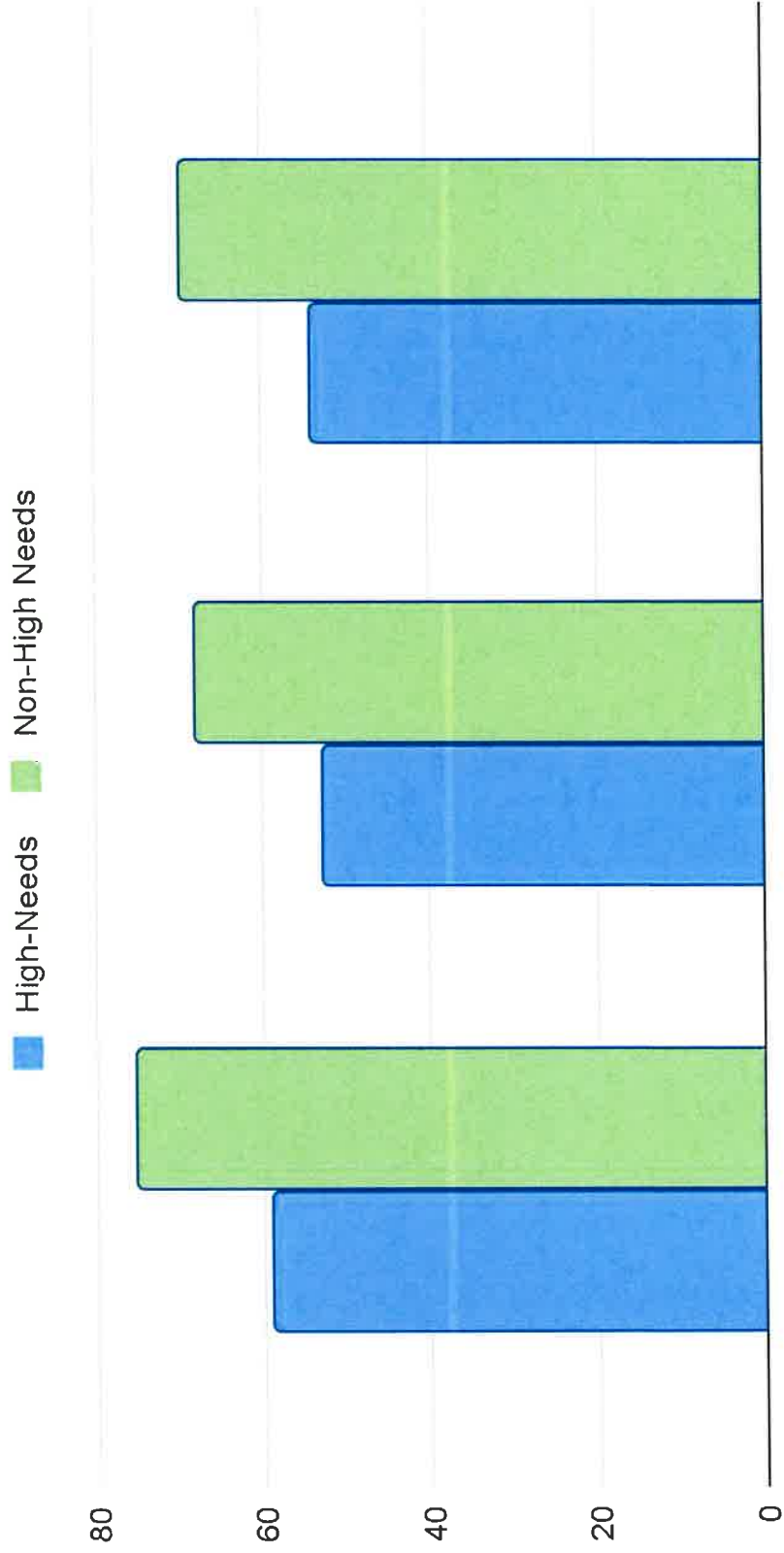
“Teaching and learning, in a richness of cultures and with a respect for all. Provide dynamic rigorous curriculum. Ensure effective and engaging instruction, build excellent learning environments”.

## DIVERSITY, EQUITY AND INCLUSION VISION

“...an integral component of Groton Public Schools’ mission is to cultivate an environment of diversity, equity, and inclusiveness. As a response, we strive to foster culturally responsive teaching and learning practices to **ensure ALL groups feel valued, actively engaged, and empowered**”

ALL GROTON PUBLIC SCHOOLS ADHERE TO THE DISTRICT'S MISSION AND VISION

# GPS Non-High Needs vs. High Needs Comparison 2022





One of these fourth graders is Joe. He attends school most days and although a capable student, is disengaged at school except during the recess soccer game. He is one of the more skilled players but due to his mom's work schedule and limited income has never been on a formal team. Joe says he's not going to college because he's only good at soccer. Joe needs to feel **valued**.

## WHO NEEDS A MENTOR?



This is just one of the many Jorge's in Groton. He comes to school everyday, at 6am and doesn't leave until 6pm. His dad is a single dad who works long hours as a building custodian. Jorge struggles. He is beginning to act out in class and seeks adult attention. Jorge needs a mentor to become **engaged** in school.



One of these girls is Alina. She comes to high school every day, works hard and has good grades. When school is over her friends participate in afterschool activities. She does not. Her mom works second shift and she is responsible for getting her siblings dinner and to bed. Once they go to bed, she does her homework. Her friends start talking about college, she can't see this in her future, she has responsibilities. She needs to be **empowered**.



## QUALITY PROGRAM STANDARDS

Trained program coordinator

Mentor screening/background checks

Mentor training - Initial and Ongoing

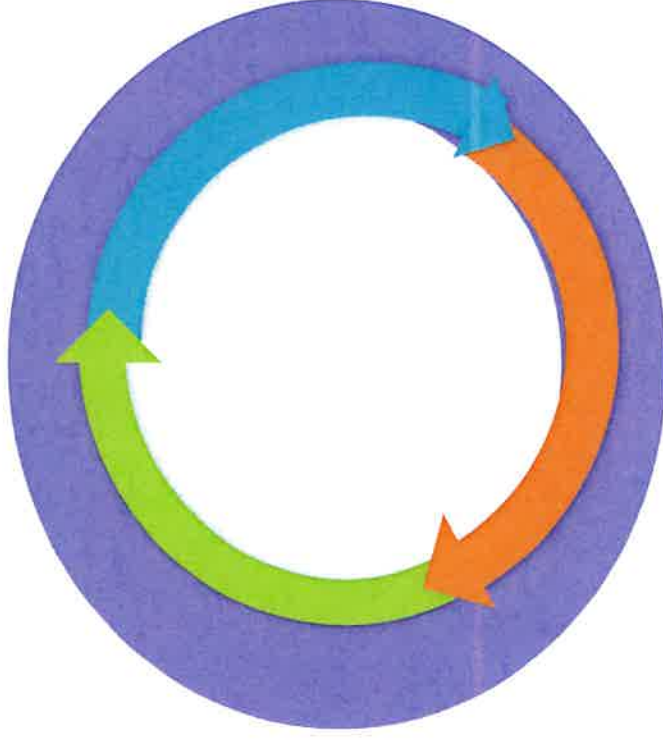
Criteria/process to determine mentor/mentee match

On-going mentor supervision and support

Program evaluation



# MENTOR PROGRAM SCOPE AND SEQUENCE - YEAR 1



## Spring 2023

- Annual program recognition event
- Continued community outreach
- Evaluation/Revision of Program Procedures

## Fall 2022

- Mentor Staff Training
- Policies and Procedures
- District Mentor Committee
- Community Outreach
- Mentor Training Creation

## Winter 2023

- National Mentor Month - Recruitment Events
  - Finalize Mentee Referral process
- Finalize Mentee Selection Criteria & ID Mentees (priority Grade 5 & Grade 8)

## FALL 2022 PROGRESS

- Mentor staff training - GPP
- Procedure Creation
- School Based Outreach - In and out of District
- Mentor Committee Creation - Building Liaisons
- Mentor Screening Process
- Community Outreach/Public Relations
- Initial Mentor Training

## MOVING INTO WINTER...

- Finalize Mentee Referral Process
- Planning for January Recruitment events
- Web Page/Flyer/Video creation
- supplies

CAPITAL IMPROVEMENT PROGRAM PROJECT DETAIL (ADDENDUM)	
PROJECT	ACTIVITY/DEPARTMENT
SCHOOL NEEDS SUMMARY	5) EDUCATION
ADDITIONAL INFORMATION	
<p>Projects for various system upgrades and replacement at the schools are listed on the individual facility project sheets. However, there are longer term needs to maintain the educational and functional adequacy that are summarized below.</p> <p><b>ELEMENTARY SCHOOLS</b></p> <p>The projects shown on the individual project sheets are intended to maintain the adequacy of the facilities in their present configuration. However, to meet educational adequacy needs in the future, Charles Barnum Elementary School will also require an expanded media center, a full-service kitchen, a larger cafetorium, a gymnasium, larger and redesigned administration spaces, additional resource and remedial program spaces, appropriate instrumental and band program spaces, an art room, a space for the school based health center, and a larger space for the school nurse. .</p>	

CAPITAL IMPROVEMENT PROGRAM  
PROJECT DETAIL

PROJECT	ACTIVITY/DEPARTMENT
A) FITCH HIGH SCHOOL ATHLETIC FACILITIES	5) EDUCATION

DESCRIPTION/PURPOSE/JUSTIFICATION

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

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

Requested for FYE 24 are funds (\$250,000) to sod and recrown the field and funds (\$30,000) for irrigation.

RECOMMENDED FINANCING (000)

	Source of Funds*	Estimated Funding by Year						Total Estimated Cost
		FYE2023	FYE2024	FYE2025	FYE2026	FYE2027	FYE2028	
A. Planning and Engineering								0
B. Land and Right of Way								0
C. Construction	C		250					250
D. Equipment								0
E. Other Costs								0
<b>Total</b>	C	0	250	0	0	0	0	250

\*Funding (C) Capital Reserve Fund (G) General Obligation Bonds (O) Other

CAPITAL IMPROVEMENT PROGRAM  
PROJECT DETAIL

PROJECT B) CHARLES BARNUM ELEMENTARY SCHOOL ROOF REPLACEMENT	ACTIVITY/DEPARTMENT 5) EDUCATION
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DESCRIPTION/PURPOSE/JUSTIFICATION

The Board of Education plans to keep Charles Barnum Elementary School open for many years to come. As of 2021, that building will be the only school in the district that is older than 14 years. The roof on the building is beyond its 20-year life expectancy.

Requested for FYE 23 are funds (\$1,000,000) for roof replacement.

Approved Last Year

RECOMMENDED FINANCING (000)

	Source of Funds*	Estimated Funding by Year						Total Estimated Cost
		FYE2023	FYE2024	FYE2025	FYE2026	FYE2027	FYE2028	
A. Planning and Engineering								0
B. Land and Right of Way								0
C. Construction	C	1000						1000
D. Equipment								0
E. Other Costs								0
<b>Total</b>	<b>C</b>	<b>1000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1000</b>

\*Funding (C) Capital Reserve Fund (G) General Obligation Bonds (O) Other

CAPITAL IMPROVEMENT PROGRAM  
PROJECT DETAIL

PROJECT	ACTIVITY/DEPARTMENT
C) NORTHEAST ACADEMY AIR QUALITY	5) EDUCATION

DESCRIPTION/PURPOSE/JUSTIFICATION

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

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

The initial work for the short-term equipment upgrades was completed during the spring of 2020.

The Board recommends postponing the replacement of the air handling units until FYE 25 and beyond. During the spring of 2020 the maintenance staff implemented an active dehumidification program that mitigated the humidity problem. The HVAC technician will continue to monitor the air quality of the building.

Programmed for FYE 25-28 are funds (\$250,000/year estimated) for replacement of the air handling units.

RECOMMENDED FINANCING (000)

	Source of Funds*	Estimated Funding by Year						Total Estimated Cost
		FYE2023	FYE2024	FYE2025	FYE2026	FYE2027	FYE2028	
A. Planning and Engineering								0
B. Land and Right of Way								0
C. Construction								0
D. Equipment	C			250	250	250	250	1000
E. Other Costs								0
<b>Total</b>	C	0	0	250	250	250	250	1000

\*Funding (C) Capital Reserve Fund (G) General Obligation Bonds (O) Other

CAPITAL IMPROVEMENT PROGRAM  
PROJECT DETAIL

PROJECT D) FITCH HIGH & BARNUM SCHOOLS HVAC UPGRADES	ACTIVITY/DEPARTMENT 5) EDUCATION
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DESCRIPTION/PURPOSE/JUSTIFICATION

While many areas of Fitch High School were renovated in the 2008 building project, the vintage section did not get an updated HVAC system.

Charles Barnum Elementary School, built in the 1960's, has the original HVAC systems.

The Board of Education is funding the study and plans for the expected upgrades. Once this has been completed the construction and equipment estimate will be included in next years CIP.

RECOMMENDED FINANCING (000)

	Source of Funds*	Estimated Funding by Year						Total Estimated Cost
		FYE2023	FYE2024	FYE2025	FYE2026	FYE2027	FYE2028	
A. Planning and Engineering	C							0
B. Land and Right of Way								0
C. Construction								0
D. Equipment								0
E. Other Costs								0
<b>Total</b>	<b>C</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

\*Funding

(C) Capital Reserve Fund

(G) General Obligation Bonds

(O) Other

CAPITAL IMPROVEMENT PROGRAM  
PROJECT DETAIL

PROJECT	ACTIVITY/DEPARTMENT
E) FITCH HIGH SCHOOL CULINARY ARTS	5) EDUCATION

DESCRIPTION/PURPOSE/JUSTIFICATION

With the Groton Public Schools' focus on college and career readiness, we are expanding our Careers Pathway program to ensure our students are workforce ready. A very popular career pathway for our students is the Culinary Arts Program. The program fills to capacity and many students are turned away. There is a need for a more robust culinary arts program that can service more of our students and ready them for entry level jobs in the restaurant industry. This would require upgrading of the current cooking/cleaning stations to more commercial grade equipment.

Requested for FYE 24 are funds estimated at (\$600,000) for the construction and equipment to complete the project.

RECOMMENDED FINANCING (000)

	Source of Funds*	Estimated Funding by Year						Total Estimated Cost
		FYE2023	FYE2024	FYE2025	FYE2026	FYE2027	FYE2028	
A. Planning and Engineering	C							0
B. Land and Right of Way								0
C. Construction			400					400
D. Equipment			200					200
E. Other Costs								0
<b>Total</b>	<b>C</b>	<b>0</b>	<b>600</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>600</b>

\*Funding (C) Capital Reserve Fund (G) General Obligation Bonds (O) Other

CAPITAL IMPROVEMENT PROGRAM  
PROJECT DETAIL

PROJECT District Safety & Security

ACTIVITY/DEPARTMENT  
Education

PROJECT NAME

SECTION NUMBER AND TITLE

DESCRIPTION/PURPOSE/JUSTIFICATION

As concerns continue with schoolplace incidents, providing a means for first responders to see in real time is highly recommended. Mutuallink would give access to school cameras on an as needed basis to assist in the timely mitigation of a critical event . The system would connect both communications and cameras to school administrators and local police authority.  
Requested for FYE24 is \$150,000.

RECOMMENDED FINANCING (000)

	Source of Funds	Estimated Funding by Year						Total Estimated Cost
		FYE2024	FYE2025	FYE2026	FYE2027	FYE2028	FYE2029	
A. Planning and Engineering								
B. Land and Right of Way								
C. Construction								
D. Equipment		150						150
E. Other Costs								
<b>Total</b>								<b>150</b>

\*Funding

(C) Capital Reserve Fund

(G) General Obligation Bonds

(O) Other

CAPITAL IMPROVEMENT PROGRAM  
PROJECT DETAIL

PROJECT District Safety & Security	ACTIVITY/DEPARTMENT Education
PROJECT NAME Cameras	SECTION NUMBER AND TITLE

DESCRIPTION/PURPOSE/JUSTIFICATION

Four (CB, CK, NEA, FHS) of the seven Groton Public Schools are in need of upgraded security cameras (internal and external) and camera management systems. Currently, each school has its own standalone system. To effectively address emergency issues in our schools, a federated system of camera access controls across all schools with real-time access for School Administrators, Groton PD, and first responders is required. This proposal would provide funding to address these needs and to prepare for the Mutalink system proposed by the Board of Education to be used with Groton Police Departments .  
Request for FYE24 is \$245,000

RECOMMENDED FINANCING (000)

	Source of Funds	Estimated Funding by Year						Total Estimated Cost
		FYE2024	FYE2025	FYE2026	FYE2027	FYE2028	FYE2029	
A. Planning and Engineering								
B. Land and Right of Way								
C. Construction								
D. Equipment		245						245
E. Other Costs								
<b>Total</b>								<b>245</b>

\*Funding (C) Capital Reserve Fund (G) General Obligation Bonds  
(O) Other

Groton Public Schools  
 AP Test Cost Proposal  
 Fiscal Year 2023

Course Name	Free	Reduced	Full Pay	Grand Total	Cost @ 100% Testing (\$88/exam)	Free/Reduced Meal Students (CSDE pays)	Cost after reduction for Free/Reduced Meal Students	NMSI Portion (50% of paid)	Cost to GPS
AP Government	22	7	99	128	\$11,264.00	\$2,552.00	\$8,712.00	\$0.00	\$8,712.00
AP UCONN ECE 11 Intr to Academic Writing	15	3	72	90	\$7,920.00	\$1,584.00	\$6,336.00	\$3,168.00	\$3,168.00
AP US History	16	5	54	75	\$6,600.00	\$1,848.00	\$4,752.00	\$0.00	\$4,752.00
AP UCONN ECE English 12	14	5	54	73	\$6,424.00	\$1,672.00	\$4,752.00	\$0.00	\$4,752.00
AP Psychology	12	3	52	67	\$5,896.00	\$1,320.00	\$4,576.00	\$0.00	\$4,576.00
AP Physics I	3	2	28	33	\$2,904.00	\$440.00	\$2,464.00	\$1,232.00	\$1,232.00
AP Calculus A-B	2	1	17	20	\$1,760.00	\$264.00	\$1,496.00	\$748.00	\$748.00
AP Environmental	1	1	17	19	\$1,672.00	\$176.00	\$1,496.00	\$748.00	\$748.00
AP Biology Yr	2	1	14	17	\$1,496.00	\$264.00	\$1,232.00	\$616.00	\$616.00
AP Computer Science	2	1	6	9	\$792.00	\$264.00	\$528.00	\$264.00	\$264.00
AP Music Theory	2	0	7	9	\$792.00	\$176.00	\$616.00	\$0.00	\$616.00
AP UCONN ECE Statistics	0	0	6	6	\$528.00	\$0.00	\$528.00	\$264.00	\$264.00
<b>Total</b>	<b>91</b>	<b>29</b>	<b>426</b>	<b>546</b>	<b>\$48,048.00</b>	<b>\$10,560.00</b>	<b>\$37,488.00</b>	<b>\$7,040.00</b>	<b>\$30,448.00</b>

# BOARD OF EDUCATION - REFERRAL TRACKING SHEET

Revised: November 16, 2022

<b>CURRICULUM/INSTRUCTION</b>			
<b>Referral #</b>	<b>Date Initiated</b>	<b>Subject</b>	<b>Status Report</b>
R2015-37	12/10/18	Review of English Language Arts Curriculum – Grammar/Conventions (AA)	Ongoing
R2022-8	3/2/22	Explore the history and/or process of a curriculum audit at Fitch High School	Ongoing
R2022-10	3/22/22	Research aspects of financial literacy in GPS curriculum	August
R2022-16	5/17/22	Review Groton Middle School's Program of Studies	August
R2022-17	5/17/22	Compare College Prep vs. Basic (HS Representative)	August
R2022-23	9/19/22	Discussion re: having electives get college credit or a certificate (MS)	August

<b>POLICY</b>			
<b>Referral #</b>	<b>Date Initiated</b>	<b>Subject</b>	<b>Status Report</b>
R2017-6	3/6/17	Review policy P 3520.11 - Electronic Information Security	1 <sup>st</sup> reading - 11/28/2022
R2017-7	3/6/17	Review policy P 3543.31 - Electronic Communication Use and Retention	1 <sup>st</sup> reading - 11/28/2022
R2018-10	6/4/18	Review policy P 5111.3 - Protection of Undocumented Students	Ongoing
R2018-25	1/7/19	Review policy P 6146.1 - Examination Grading	Ongoing
R2020-20	10/6/20	Review policy P 9000 - Rules of Procedure	Ongoing
R2022-15	5/17/22	Review policy P 6146 - Graduation Requirements	December meeting
R2022-20	6/15/22	Review policy P 6141.52 - Challenging Curriculum	1 <sup>st</sup> reading - 11/28/2022
R2022-24	10/11/22	Review policy P 6172.7 - Mentoring Programs for Students (MS)	December meeting
R2022-25	11/15/22	Review policy P 4113.12 – Minimum Duty-Free Lunch Periods	1 <sup>st</sup> reading - 11/28/2022

<b>COW</b>			
<b>Referral #</b>	<b>Date Initiated</b>	<b>Subject</b>	<b>Status Report</b>
R2018-18	12/10/18	Discussion of student achievement by sub groups (KF)	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)	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)	
R2020-23	10/19/20	Discussion and review of the work of the DEI Committee	Ongoing
R2021-5	6/14/21	Discussion of the cost of AP and IB tests and who pays for them (RV) (discuss with budget)	
R2021-8	7/12/21	Implementation of One Card, One Community (MS) (legal issues under review by Clint)	
R2021-9	9/13/21	Discussion of Educational Rising Club-National Organization (RV)	

<b>COW (Cont'd)</b>				
<b>Referral #</b>	<b>Date Initiated</b>	<b>Subject</b>	<b>Action</b>	<b>Status Report</b>
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	September/January
R2021-23	11/9/21	Discussion re: closing the achievement gap -- twice a year (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), and 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) (LP)	FCM	

<b>FINANCE/FACILITIES</b>				
<b>Referral #</b>	<b>Date Initiated</b>	<b>Subject</b>	<b>Action</b>	<b>Status Report</b>
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	

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

FCM = Future Committee Meeting