GROTON BOARD OF EDUCATION
REGULAR MEETING
NOVEMBER 28, 2022 @ 6:00 P.M.
CENTRAL OFFICE, ROOM 11

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

I. CALL TO ORDER

A. Pledge of Allegiance

B. Election of Officers

II. RECOGNITION AND PARTICIPATION OF VISITORS AND DELEGATIONS

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

IV. RESPONSE TO COMMENTS FROM CITIZENS

V. STUDENT REPRESENTATIVE REPORT

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS

A. Superintendent Report
   1. Military Science Club (NNDCC)
   2. EdRising Club

B. Reports and Information from the Staff
   1. Assistant Superintendent Report
      - Career Pathways (Attachment #1)
      - IB Career-related Programme (Attachment #2)

VII. COMMITTEE REPORTS

A. Policy
B. Curriculum
C. Finance/Facilities
D. Communications

E. Other
- Negotiations
- LEARN
- TCC/RTM/BOE Liaison
- AGSA/GEA/BOE Liaison
- Groton Scholarship
- Athletic Fields
- Trails
- Library
- State Council on Educational Opportunities for Military Children (meets twice a year)

VIII. ACTION ITEMS

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

1. Approval of the regular meeting minutes of October 24, 2022 (Attachment #3)
2. Approval of the special meeting minutes of November 14, 2022 (Attachment #4)

B. Old Business

C. New Business

1. Discussion and possible action regarding a first reading of policy P 6141.52 Challenging Curriculum for Middle Years (Attachment #5)

   MOTION: To approve policy P 6141.52 Challenging Curriculum for Middle Years as a first reading.

2. Discussion and possible action regarding a first reading of policy P 3520.11 Electronic Information Security (Attachment #6)

   MOTION: To approve policy P 3520.11 Electronic Information Security as a first reading.

3. Discussion and possible action regarding a first reading of policy P 4113.12 Minimum Duty-Free Lunch Periods (Attachment #7)

   MOTION: To approve policy P 4113.12 Minimum Duty-Free Lunch Periods as a first reading.

4. Discussion and possible action regarding a first reading of policy P 3543.31 Electronic Communications Use and Retention (Attachment #8)

   MOTION: To approve policy P 3543.31 Electronic Communications Use and Retention as a first reading.

VIII. ACTION ITEMS (cont'd)

C. New Business (cont'd)

5. Discussion and possible action regarding the approval of the Groton Education Association's Schedule C stipends for FY2023-FY2026 (Attachment #9)

   MOTION: To approve Groton Education Association's Schedule C stipends for FY2023-FY2026.

6. Discussion and possible action regarding the ratification of the Association of Groton School Administrators (AGSA) contract for the period of July 1, 2023 to June 30, 2027 (It is anticipated that this item will be held in executive session)

   MOTION: To approve the ratification of the Association of Groton School Administrators (AGSA) contract for the period of July 1, 2023 to June 30, 2027.

7. Discussion and possible action regarding the approval of the American Sign Language Level 2 curriculum (Attachment #10)

   MOTION: To approve the American Sign Language Level 2 curriculum.

8. Discussion and possible action regarding the approval of the American Sign Language Level 3 curriculum (Attachment #11)

   MOTION: To approve the American Sign Language Level 3 curriculum.

9. Discussion and possible action regarding the proposed 2023-2024 school calendar (Attachment #12)

   MOTION: To approve the proposed 2023-2024 school calendar.

IX. INFORMATION AND PROPOSALS (Non-Action Items)

A. Letters, communications, and comments by Board members on meeting items and any other items in their jurisdiction.
   - CABE/CAPSS Convention Highlights

X. ADVANCE PLANNING

A. Future Meeting Dates and Calendar Items for Board Attention

Date	Meeting	Location	Time
Dec. 5	Policy CANCELLED		
Dec. 5	Special	CO, Room 11/Hybrid	5:00 p.m.
Dec. 5	COW	CO, Room 11/Hybrid	6:00 p.m.
Dec. 6	Finance/Facilities	CO, Room 11/Hybrid	6:00 p.m.
Dec. 12	Regular	TBD	6:00 p.m.
Dec. 13	Special Policy	Remote	6:00 p.m.
Dec. 19	Curriculum	CO, Room 4/Hybrid	5:00 p.m.

X. ADVANCE PLANNING (cont'd)

Meetings w/Town Bodies:

Dec. 1	PSBC	THA, CR 2	6:00 p.m.
Dec. 15	PSBC	THA, CR 2	6:00 p.m.

B. Suggested Agenda Items

XI. ADJOURNMENT

Career Pathways at Fitch High School



Do Something Today That Your Future Will Thank You For

Attachment #1

Career Cluster and Pathway Introduction



The Career Pathways Program consists of a variety of pathways that include an array of specialized courses, core required coursework and elective offerings.

All courses will prepare Fitch High School students for graduation, with the knowledge and skills required for postsecondary success.

The design of the pathways program takes into consideration the whole student, allowing them to explore and expand their experiences and opportunities throughout high school with a focus on their individual college and career aspirations.



Pathways Program Outline

- Students will select a career cluster and pathway during the spring semester of their freshman year.

- With support from school counselors students will:
  - Develop a four-year, sequential pathway plan
  - Must have a minimum of 4 pathway courses,
  - May include additional recommended courses to support the development of the chosen pathway knowledge and skills for the student.
  - Program will align with post secondary college and career goals.

Pathways Program Outline (Continued)



- Additional opportunities for:
  - Advanced Placement (AP)
  - International Baccalaureate (IB)
  - IB Career-Related Program
  - Dual enrollment credits
  - Industry recognized certifications (where applicable).

- Career connection activities
  - business/industry panels
  - career fairs
  - college fairs
  - internships, job shadowing, and possible employment related workshop
  - teacher externships to bring the work experience to the classroom. Create a connection between what the job/industry is looking for and what is being taught in the classroom.

Business, Arts & Communication Cluster






Pathway Options

Information & Technology Pathway

Finance Pathway

Marketing Pathway

Digital Communication Pathway

Journalism and Broadcasting Pathway

Recommended Clubs/Activities

Amphora
Debate Club/Debate Team
Key Club
Math Team
Photography Club
School Store
Student Leadership/Council
Technology Club

Manufacturing, Architecture & Engineering Cluster







Pathway Options

Manufacturing Pathway

Engineering Pathway

Architecture Pathway

S.T.E.M. Pathway

Recommended Clubs/Activities

Robotics

Gaming Club

Math Team

Technology Club





Human Services Cluster



Pathway Options

Restaurant, Food & Beverage Services Pathway

Government, Public Administration Pathway

Education and Training Pathway

Military Science Pathway

Recommended Clubs/Activities

Animal Rights Club

American Sign Language Club

Best Buddies

Black Student Union

Environmental Club

EdRising

Key Club

Keyettes



Health Sciences Cluster







Pathway Options

Nursing Pathway

Emergency Medical Technician (EMT) Pathway

Biomedical Pathway (TBD)

Recommended Clubs/Activities

Key Club

Keyettes Club

National Honor Society

More Than Words

Student Leadership

Unified Sports

Our Pathways Program supports our students in their efforts to R.I.S.E.

They will be Resilient individuals
They will be Innovative learners
They will be Socially aware citizens and,
They will be Engaged communicators



https://www.canva.com/design/DAFSrnlv1KU/zJlWwrsqhtPcUSCPEg00KA/view?utm_content=DAFSrnlv1KU&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

"The best way to predict your future is to create it."

~Abraham Lincoln

Health Science



Health science focuses on careers in planning, managing, providing therapeutic services, diagnostic services, health information, and support services.

Students take all required courses for graduation. If Health Sciences is the chosen pathway, there are various recommended courses to take that will enhance their experience and fulfill career pathway requirements as well .

Recommended Pathway Electives

Human Biology
Chemistry
Physics
IB Sports I and II
Personal Training
PLTW Biomedical Science
DHO
Nursing
EMT training
First Aid/CPR



Tomorrow's Careers



High School/Certification	Associate/College	Masters/Docterate
Medical Secretary Home Health Aide Pharmacy Technician Fitness Trainer/Instructor Childcare Worker Medical Records Technician Dental and Nursing Assistant Licensed Practical Nurse Phlebotomist Radiation Therapist Hairdresser/Skincare Specialist Massage Therapist Job Coach	Diagnositic Medical Technician Physical Therapy Assistant Veterinary Technician Medical Laboratory Technician Morticians and Funeral Director Registered Nurse Dieticians and Nutritionist Substance Abuse Counselor Health Educator	Nurse Practitioner Speech Pathologist Occupational Therapist Physician Assistant Mental Health Counselor Social Worker Clinical Counseling Chiropractor Physical Therapist Dentist/Orthodontist Research Scientist Physician Optometrist Veterinarian Pharmacist Psychiatrist Psychologist

Clubs & Activities

Student Association
Tech Ed Club
Student Leadership
Renaissance Crew
Animal Rights Club
Environmental Club
Key Club
More Than Words
Peer Mediation
Spectrum
Unified Sports

Internship & Local Business

Doctor's/Dentist's Offices
Physical Therapy Centers
Nursing and Rehabilitation Centers
Hosptials/Emergency Clinics
Hairdressing Salons
Veterinary Hospitals
Social Services Agencies
YMCA
Non-Profit Organizations
Health/Fitness Centers
Pharmacies

Next Steps

Take Career Inventories on Naviance

Discuss College and Career plans with school counselor

Meet with college & career counselor for career-related opportunities in your area of interst

IB Career-related Programme
FHS
SY 2023-2024

Dr. Anne Keefe-Forbotnick

IB Career-related Programme Coordinator

Attachment #2

The Career-related Programme (CP) is a unique international education programme that:

- prepares students both professionally and academically
- develops students to become global citizens
- fosters attitudes and habits of mind to allow students to become lifelong learners
- reduces the "academic vs practical" divide.

CP graduates are equipped to pursue:

- further education
- higher education
- employment
- apprenticeships.

"The mix of traditionally academic and career-related courses has seen a rapid holistic development of our young people and given them a set of skills to take into the next phase of their lives. At the Academy, we have used the CP to raise aspirations."

Sian Carr, Head of School
Skinners' Kent Academy, UK

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A flexible educational framework

With the CP, schools are able to create their own distinctive version of the programme and select career pathways that suit their local community needs. By meeting the needs, backgrounds and contexts of their student population, schools can offer an education that is relevant to their students.



Career-related studies

Schools select the career pathways they want to offer, such as:

- business
- engineering
- health and bioscience
- arts and design
- sports management.

Diploma Programme courses

All CP students are required to take at least two DP courses. Typically, the DP subjects selected align with students' chosen career pathway.

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Core components of the CP

All CP students are required to complete the career-related courses associated with their selected career pathway and take at least two Diploma Programme (DP) courses. Additionally, they must complete the CP core in order to receive the International Baccalaureate Certificate of the Career-related Programme.



Language development: *A* central tenet of an IB education, language development ensures students have access and are exposed to a second language in order to increase their understanding of the wider world and enhance their skillsets within a highly competitive global workforce.

Personal and professional skills course: This course aims to develop responsibility, practical problem-solving, ethical understanding, perseverance and an appreciation of identity and perspective, as well as understanding of the complexity of the modern world.

Service learning: Practical application of knowledge and skills towards meeting an identified community need enables students to develop and apply personal and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability.

Reflective project: The reflective project is an in-depth body of work submitted towards the end of the programme. Students identify, analyse, discuss and evaluate an ethical dilemma associated with an issue from their career-related studies.

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IB Career-Programmes
School Year 2023-2024

Nursing:

*__2 IB Diploma Classes__: Relating to their Career-related Programme

*__IB CP Core:__ Personal and Professional Skills, Service-Learning, Reflective Project and Language Development

*__CRS Classes:__ Diversified Health Occupations and Certified Nursing Assistant

Business:

*__2 IB Diploma Classes__: Relating to their Career-related Programme

*__IB CP Core:__ Personal and Professional Skills, Service-Learning, Reflective Project and Language Development

*__CRS Classes:__ Personal Finance

PLTW:

*__2 IB Diploma Classes__: Relating to their Career-related Programme

*__IB CP Core:__ Personal and Professional Skills, Service-Learning, Reflective Project and Language Development

*__CRS Classes:__ PLTW



Identifying and collaborating with career-related studies providers

The IB works with a variety of career-related-studies (CRS) providers around the globe. Schools seeking to develop career pathways with professional communities can benefit from our existing collaborations.

All CRS providers undergo a rigorous curriculum evaluation to ensure that their courses align with the CP pedagogy and meet IB quality standards.

National Academy Foundation (NAF)

Business & Technology Education Council (BTEC)

Project Lead The Way (PLTW)

Coming Soon

Savannah College of Art & Design (SCAD)

Chartered Institute for Securities & Investment (CISI)

Institute of Chartered Accountants in England and Wales (ICAEW)

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What makes CP students unique?

- They can apply their knowledge to real-world scenarios and situations
- They have a strong foundation of academic and career-related skills
- They can think critically and creatively
- They develop superior research and presentation skills
- They communicate clearly and effectively
- They consider new perspectives and other points of view
- They are internationally minded and globally aware



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QUESTIONS?



GROTON BOARD OF EDUCATION
REGULAR MEETING MINUTES
OCTOBER 24, 2022 @ 6:00 P.M.
CENTRAL OFFICE, ROOM 11

MEMBERS PRESENT: Chairperson Kim Shepardson Watson, Andrea Ackerman, Vice Chairperson, Dean Antipas, William Horgan, Elizabeth Porter, Matthew Shulman, Beverly Washington (Remote), Jay Weitlauf (Remote)

MEMBERS ABSENT: Rita Volkmann

ALSO PRESENT: Susan Austin, Philip Piazza, Sam Kilpatrick, Ken Knight, Katie Subashi, Zoey Antipas, Thomas Lonsdale (Remote)

I. CALL TO ORDER – Chairperson Shepardson Watson, called the meeting to order at 6:04 p.m.

A. Pledge of Allegiance

The first order of business was the Pledge of Allegiance to the flag led by Ted Keleher.

II. RECOGNITION AND PARTICIPATION OF VISITORS AND DELEGATIONS

NONE

III. COMMENTS FROM CITIZENS

NONE

IV. RESPONSE TO COMMENTS FROM CITIZENS

NONE

V. STUDENT REPRESENTATIVE REPORT

The student representatives reported:

- Spirit Week activities:
  - Pajama Day
  - "Anything But a Back Pack" Day
  - Pep Rally on Friday
  - Homecoming on Saturday
  - Homecoming Football Game on Friday
- They noted the new Choir/Orchestra Teacher who is doing very well. She is starting a Caroling Group.
- Chamber Choir, Orchestra, and Band Concert on Wednesday, at 6:30 p.m.
- Chamber Choir will be singing the National Anthem at the Pep Rally on Friday.

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS

A. Superintendent Report **(ATTACHMENT #1)**

- Review of SBAC, SAT, NGSS Data & School Improvement Action Plan – GMS/FHS

Mr. Bass stated that the data was not a cohort comparison but how students did on the tests. Mr. Bass gave an overview of the following:

- SBAC ELA – Performance Index – Grade 6
- SBAC ELA – Performance Index – Grade 7
- SBAC ELA – Performance Index – Grade 8
- SBAC Math – Performance Index – Grade 6
- SBAC Math – Performance Index – Grade 7
- SBAC Math – Performance Index – Grade 8
- NESS Performance Index – Grade 8
- SBAC ELA – Avg. Performance Index 6-8 by Alliance Comparison
- SBAC Math – Avg. Performance Index 6-8 by Alliance Comparison
- 2021-2022 Summative Index Scores by Race/Ethnicity – Grade 6-8
- 2021-2022 NESS Index Scores by Race/Ethnicity – Grade 8

Mr. Jemal Davis gave an overview of the Academic Improvement Action Plan for the middle school and the tiered levels of intervention.

Mr. Matt Brown gave an overview of the following:

- SAT ELA Average Score – 2015-2022
- SAT Math Average Score – 2015-2022
- NGSS Performance Index – Grade 11
- SAT Language Arts – Performance Index by Alliance
- SAT Math - Performance Index by Alliance
- 2021-2022 Summative Index Scores by Race/Ethnicity – Grade 11
- SAT Improvement Action Plan and the tiered levels of intervention

B. Assistant Superintendent Report

- Update re: GEED Teacher Evaluation 2022-2023 – This item was tabled to the November COW meeting.

C. Business Manager Report

- Object Code Summary FY 23 **(ATTACHMENT #2)** – Mr. Knight gave an overview of the Object Code Summary dated October 19, 2022 that shows an unexpended balance of $35,501.
- Health Insurance Report **(ATTACHMENT #3)** – Mr. Knight gave an overview of the Health Insurance Report for the month of August noting the trend at the start of the fiscal year as being under budget.

D. Director of Buildings and Grounds
- Update re: School Facilities
  - Mr. Kilpatrick noted that he is presently working with Resource Lighting and Energy who will be providing a free audit of the district's HVAC and Light systems. They will start with the FHS vintage areas and at CB. He noted that we will have an opportunity to apply for a State Grant for HVAC.
  - Mr. Kilpatrick noted that he is meeting with the Architect, Amy Samuelson from the SLAM Cooperative, Marc Romano, and Rich Kosta on Thursday to go over the latest on the Middle School, the Field House, and Locker Rooms.
  - Mr. Kilpatrick noted that he met with the Fire Marshall, Fire Chief, and Sherri Facas regarding Robotics moving to MM. He noted that they had disappointing news from the Fire Marshall, who had concerns with the Metal and Wood shops necessary for Robotics. The Fire Marshall will not allow them to move in at this time.
  - November 8 Voting Polls – Mr. Kilpatrick noted that the Central Office Administration met and stated that lots of parking spaces should be left when planning activities that day. The voting polls will be at FHS, MM, TRMS, MRMS, and Central Office.

VII. COMMITTEE REPORTS

A. Policy – Dr. Ackerman noted that the Policy Committee met and worked on the policies on the agenda for a second reading.
B. Curriculum – There was no report.
C. Finance/Facilities – Mr. Weitlauf noted that the Finance/Facilities Committee met on October 18, 2022 and discussed the BOE covering the cost of reduced meals at CB, NEA and FHS; the stipend for the Mentor Director and job description; Tree House Tuition, Culinary Arts Architectural Plan; Field House study, GMS Field Lights, and Solar Panel update.
D. Communications – Mr. Shulman noted that the Communications Committee has met twice and updated Dr. Horgan to the work of the committee; reviewed the committee rankings of short- and long-term objectives, set priorities and discussed paths to implementations as well as a review of Mrs. Beyus' current scope of work.
E. Negotiations – Mrs. Shepardson Watson noted that the Negotiations Committee is waiting for the AGSA to ratify the contract.
F. LEARN – **(ATTACHMENT #4)**
G. TCC/RTM/BoE Liaison – There was no report.
H. AGSA/GEA/BoE Liaison – There was no report.
I. Groton Scholarship – Mrs. Porter noted that the Groton Scholarship Committee met last week and are looking at increasing their offerings.
J. Athletic Fields – Mr. Weitlauf noted that the Task Force is not meeting until a decision is made regarding Claude Chester School.
K. Trails – Mr. Shulman noted that the Trails Committee met in September. He noted the Copp Family Park area – Parks and Recreation was approached by the Southeastern Foundation of the Blind who want to put in a Braille Trail. It is not a done deal. Should it become a done deal they will be looking for volunteers to put in the Braille Trail.
L. Library Committee – Mr. Shulman stated that the One Card is under way. Ninth grade is blanked, tenth grade has some technical issues they are working through, eleventh and twelfth grade should be complete by the end of the year, and elementary and middle school is aspirational.
M. State Council on Education Opportunities for Military Children – There was no report.

VIII. ACTION ITEMS

A. Consent Agenda

MOTION: Horgan, Shulman: To approve the Consent Agenda.
PASSED – UNANIMOUSLY

B. Old Business

1. Discussion and possible action re: a second reading of policy P 6145.1 Eligibility to Participate in Interscholastic High School Athletics **(Attachment #5)**

   MOTION: Horgan, Porter: To approve policy P 6145.1 Eligibility to Participate in Interscholastic High School Athletics as a second reading.
   PASSED - UNANIMOUSLY

2. Discussion and possible action re: a second reading of policy P 7551 Naming of Facilities **(Attachment #6)**

   MOTION: Antipas, Horgan: To approve policy P 7551 Naming of Facilities as a second reading.
   PASSED - UNANIMOUSLY

3. Discussion and possible action re: a second reading of policy P 6141.51 Enrollment in High School Advanced Courses or Programs **(Attachment #7)**

   MOTION: Shulman, Porter: To approve policy P 6141.51 Enrollment in High School Advanced Courses or Programs as a second reading.
   YES – Shepardson Watson, Ackerman, Horgan, Porter, Shulman, Washington, Weitlauf
   ABSTAINED – Antipas
   PASSED

C. New Business

1. Discussion and possible action re: a first reading of policy P 6141.52 Challenging Curriculum for Middle Years **(Attachment #8)**

   MOTION: To approve policy P 6141.52 Challenging Curriculum for Middle Years as a first reading.

   This item was tabled.

2. Discussion and possible action re: the 2023 Board of Education meeting schedule **(Attachment #9).**

   Mr. Shulman noted that September 25th is Yom Kippur and requested to have that evening's regular meeting moved to September 26th. Ms. Austin stated that the Communications Committee's September 25th meeting should also be moved to the 26th. Mrs. Porter requested the location of the Communications Committee meetings be moved to a room in the Town Hall Annex as that committee meets prior to the Board of Education's regular meetings, which are held in the Town Hall Annex.

   MOTION: Porter, Ackerman: To approve the 2023 Board of Education meeting schedule.
   PASSED - UNANIMOUSLY

3. Discussion and possible action re: approval of the preferred class size guidelines **(Attachment #10)**

   MOTION: Shepardson Watson, Horgan: To approve the preferred class size guidelines.
   PASSED - UNANIMOUSLY

4. Discussion and possible action re: the Board of Education covering the cost of reduced meals for a portion of the FY23 school year **(Attachment #11)**

   MOTION: Horgan, Shulman: To approve the Board of Education covering the cost of reduced meals for a portion of the FY23 school year.
   PASSED - UNANIMOUSLY

IX. INFORMATION AND PROPOSALS

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

- Mr. Weitlauf noted:
  - His attendance at the Martin Luther King Scholarship dinner.
  - His attendance at the Fitch Falcon Marching Band Home Shows.
  - He received the same emails as other Board members.
- Mrs. Washington noted that she received the same emails as other Board members.
- Mr. Antipas asked for the location of band signs his wife had made in the past.
- Mrs. Porter noted:
  - The Marching Band and a shout out to the middle school band regarding the playing of the National Anthem as well as to the Navy Band.
  - She gave a shout out to all Band Booster members for their efforts.
  - She received the same emails as other Board members.
- Dr. Ackerman thanked everyone for their kind words and wonderful responses she received regarding the Martin Luther King Scholarship Dinner.
- Dr. Horgan stated that he concurred with the comments by Mrs. Porter.

- Mrs. Shepardson Watson noted:
  - That she received the same emails as other Board members.
  - That she attended the Martin Luther King Scholarship dinner.
  - That she attended along with Ms. Austin and Mrs. Volkmann the Teacher Hall of Fame event on Saturday.
  - The she had met with Mayor Melendez and Moderator Russ regarding the fields. She will be meeting with Ms. Austin, John Burt, and Sam Kilpatrick regarding safety concerns.
  - Reminder of the CABE Convention on November 18 and 19, 2022.

X. ADVANCE PLANNING

A. Future Meeting Dates and Calendar Items for Board Attention

As noted in the agenda.

B. Suggested Agenda Items

Mr. Weitlauf noted that with the passing of the Naming of Facilities policy, he suggested discussion of naming the FHS Library after Dr. James Mitchell.

Mr. Shulman suggested an update on Mentoring Program and a federal grant for tutors.

Mr. Shulman suggested moving the November 28, 2022 BOE meeting to November 29, 2022.

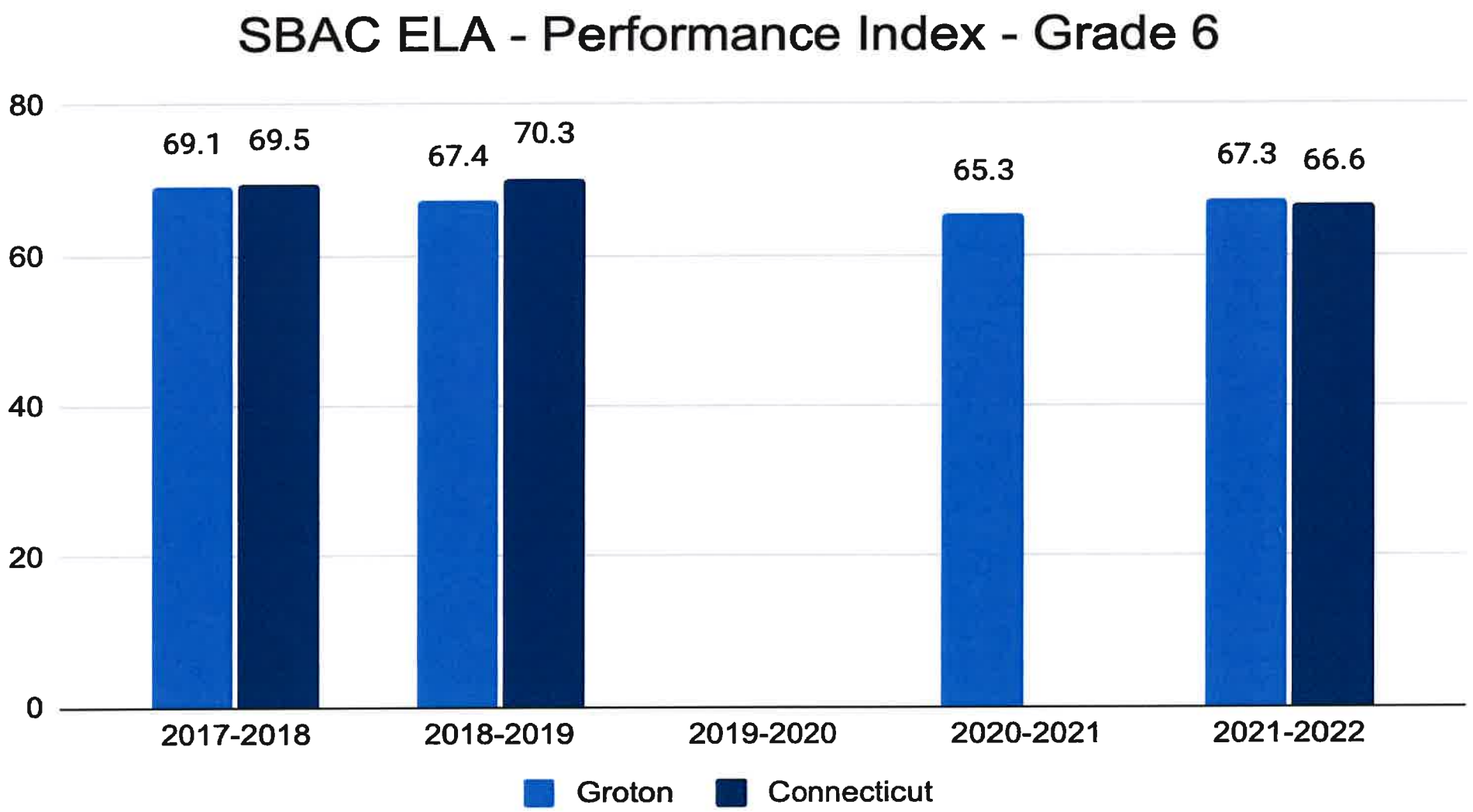
XI. ADJOURNMENT

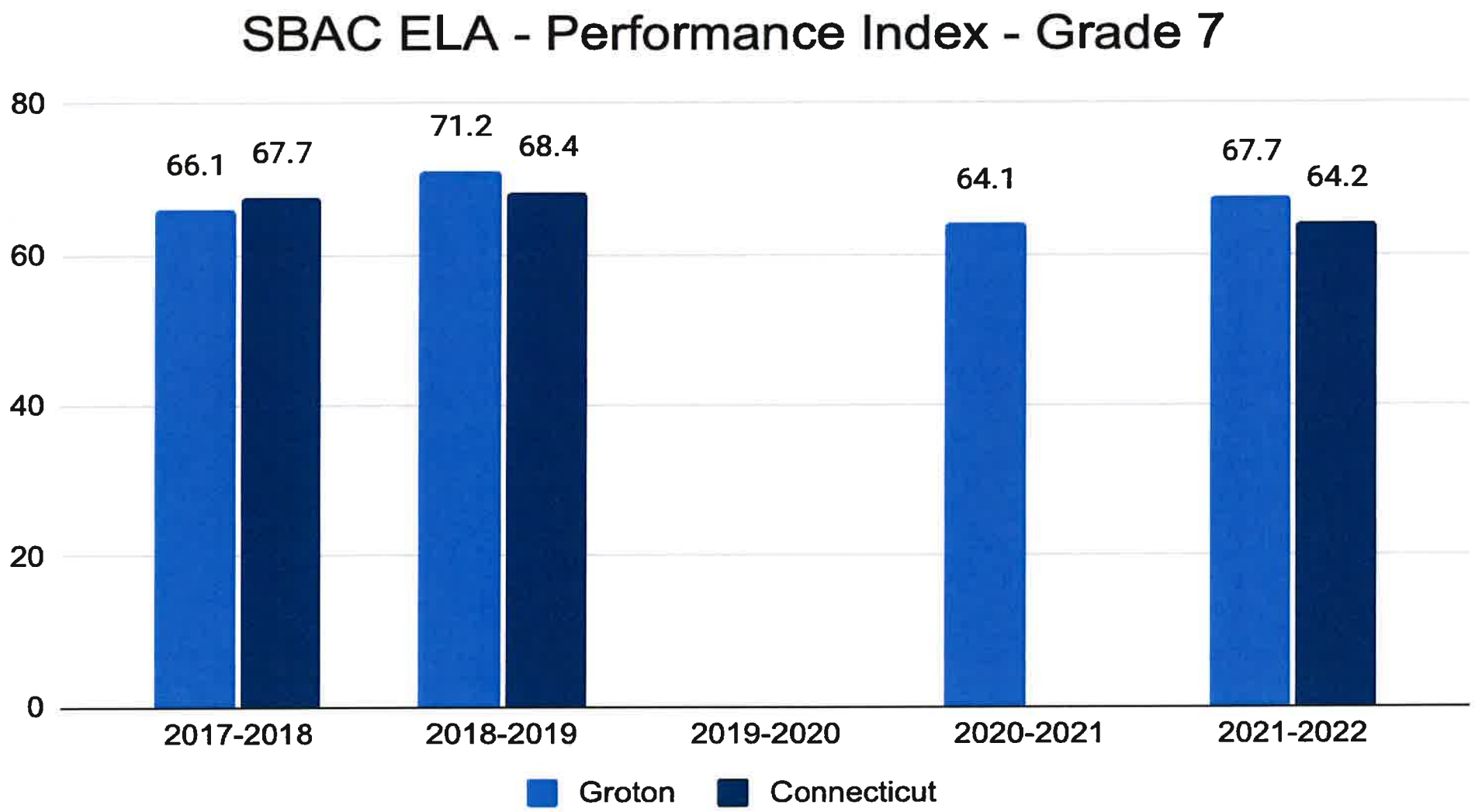
MOTION: Ackerman, Porter: To adjourn at 8:48 p.m.
PASSED UNANIMOUSLY

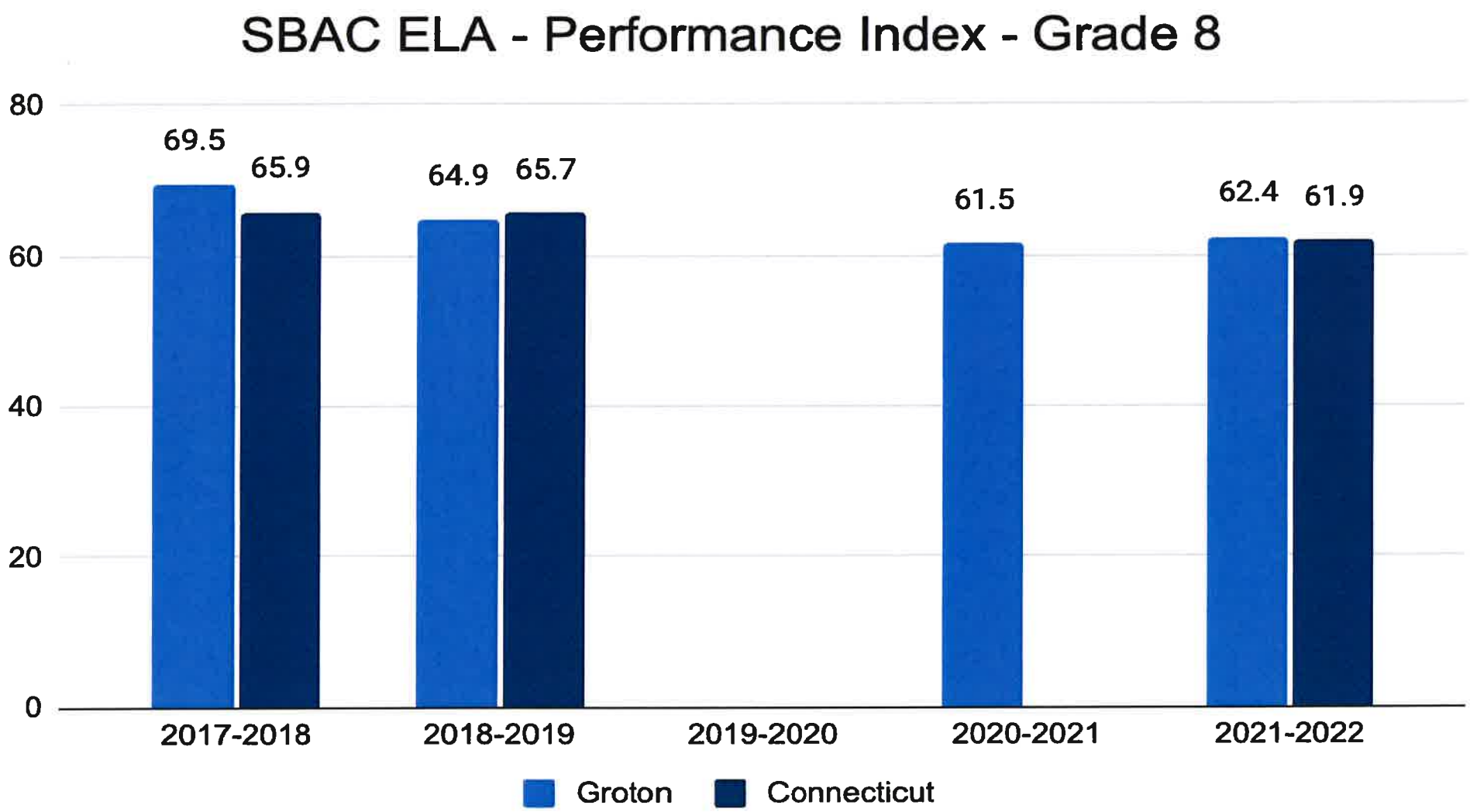
Secondary Summative Assessment Results

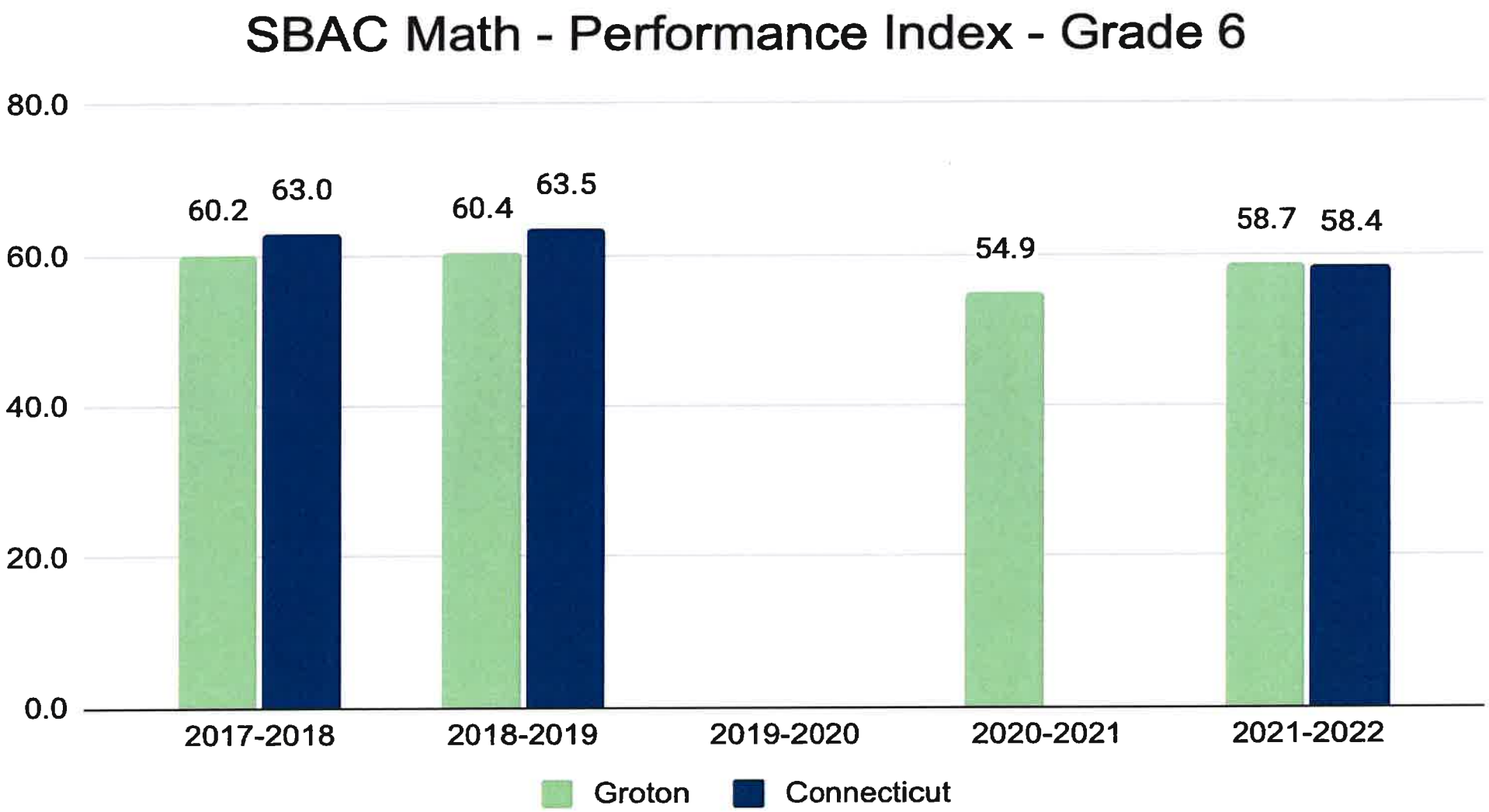
SY 2021 - 2022

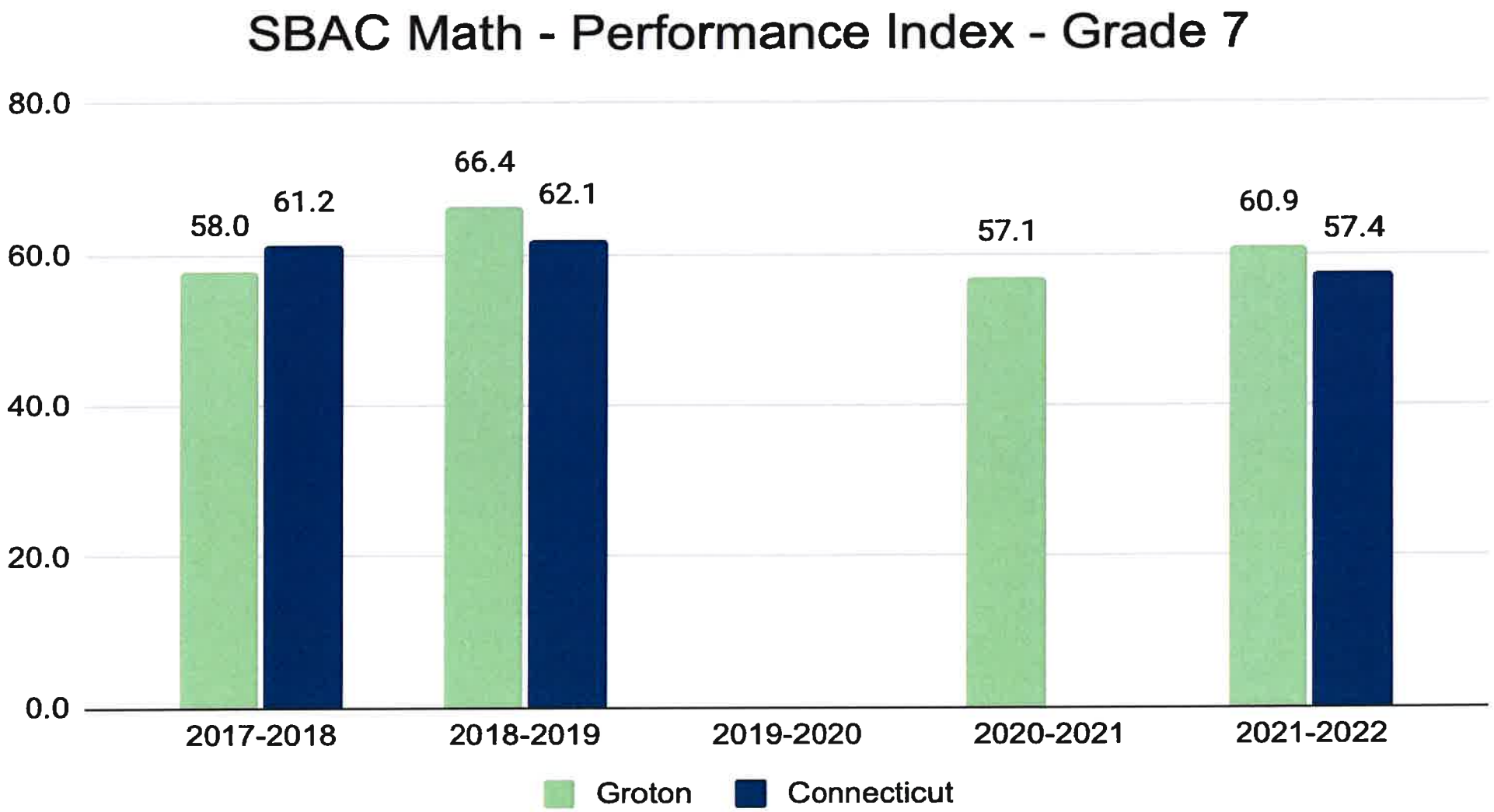
Attachment #1

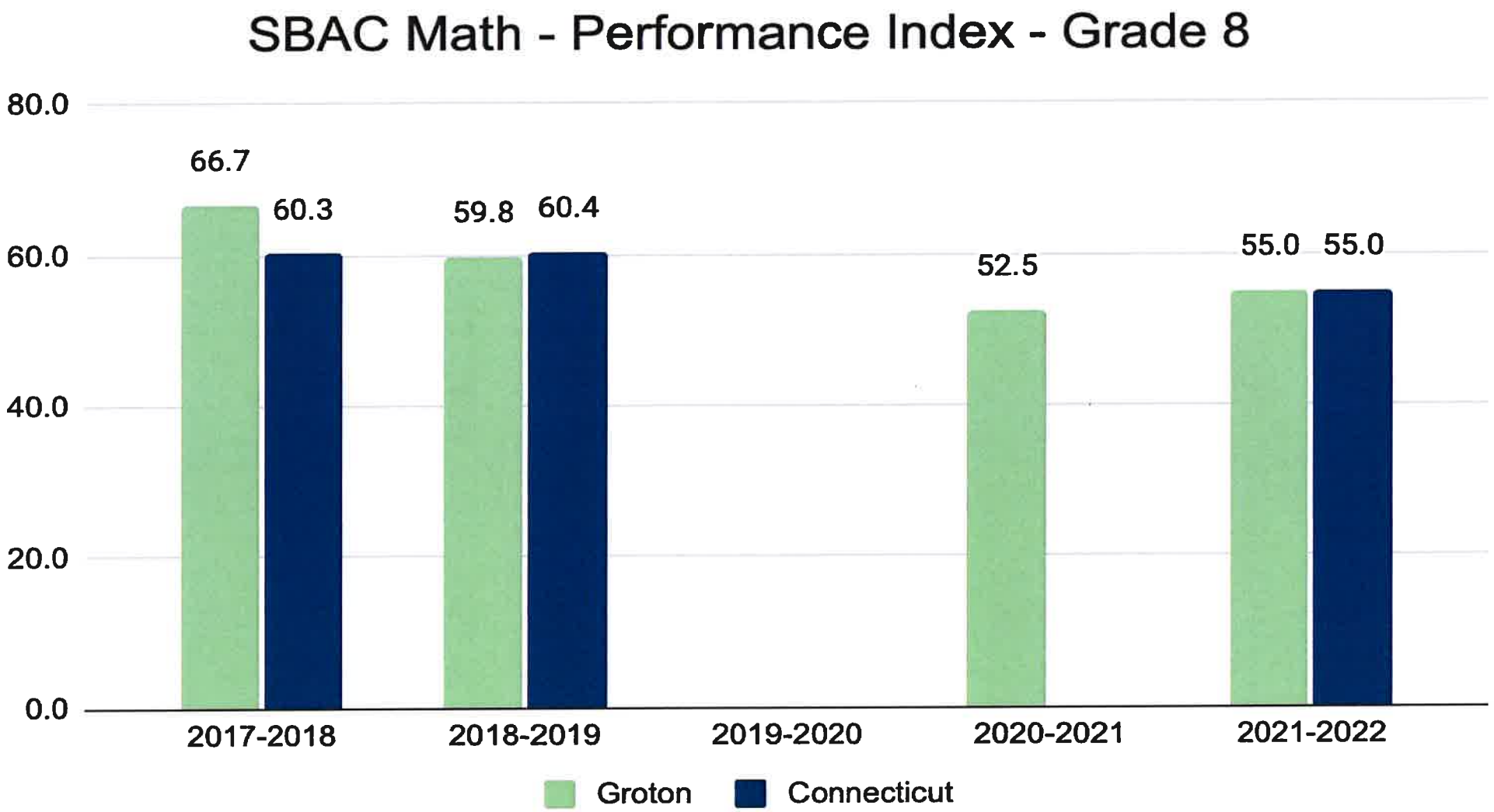

SBAC ELA - Performance Index - Grade 6
80
60
40
20
0
69.1
69.5
67.4
70.3
65.3
67.3
66.6
2017-2018
2018-2019
2019-2020
2020-2021
2021-2022
Groton
Connecticut

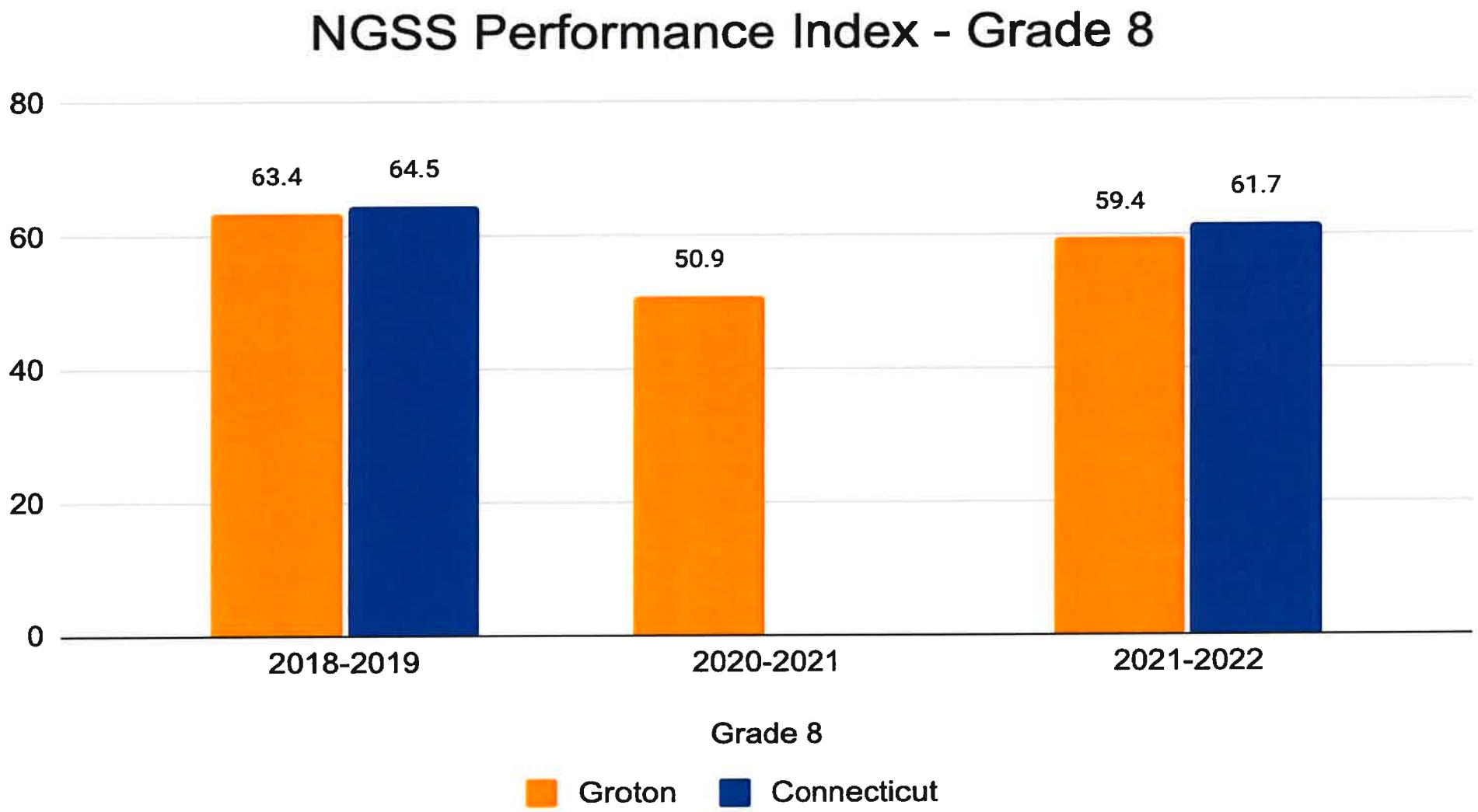

SBAC ELA - Performance Index - Grade 7
80
60
40
20
0
66.1
67.7
71.2
68.4
64.1
67.7
64.2
2017-2018
2018-2019
2019-2020
2020-2021
2021-2022
Groton
Connecticut

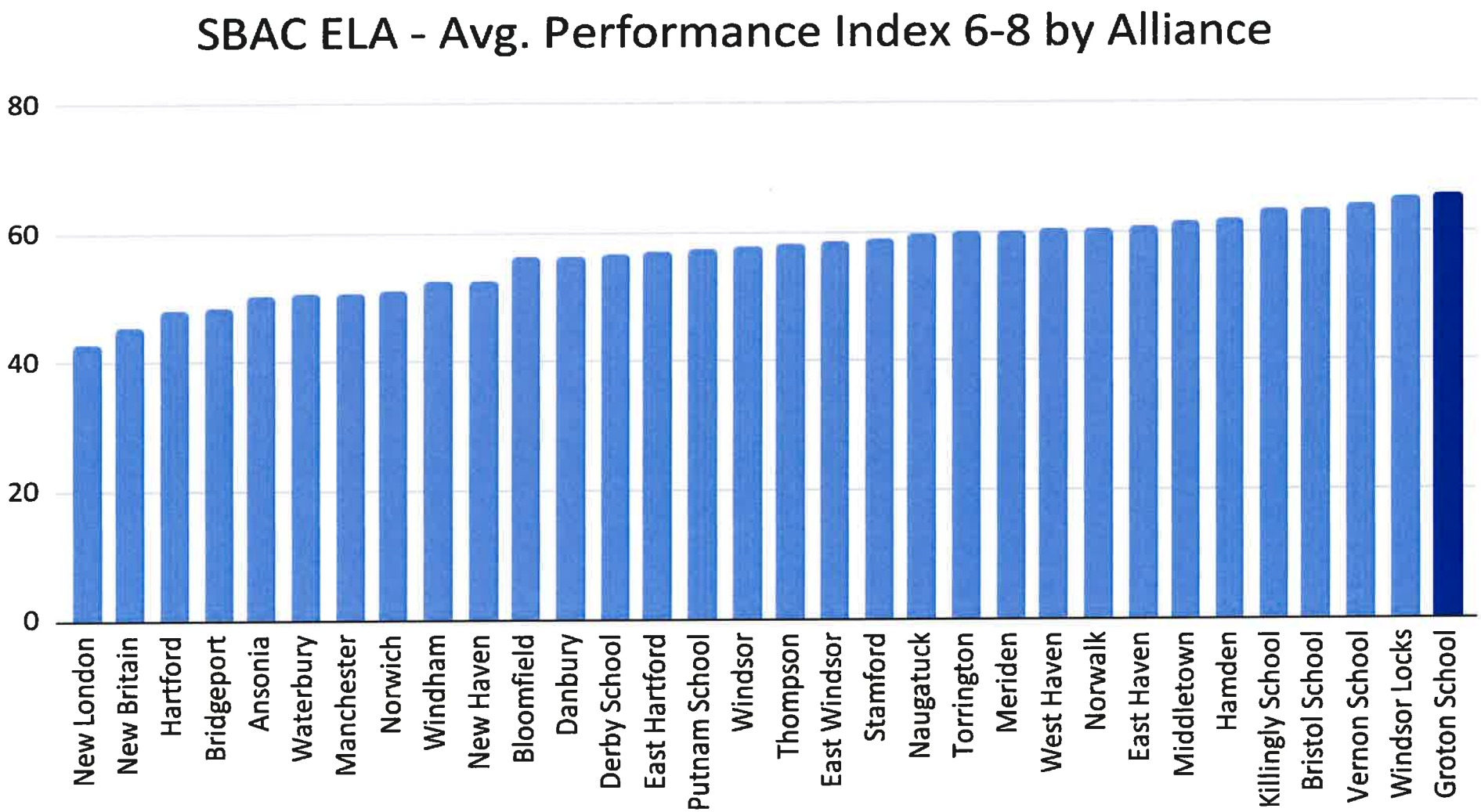

SBAC ELA - Performance Index - Grade 8
80
60
40
20
0
69.5
65.9
64.9
65.7
61.5
62.4
61.9
2017-2018
2018-2019
2019-2020
2020-2021
2021-2022
Groton
Connecticut

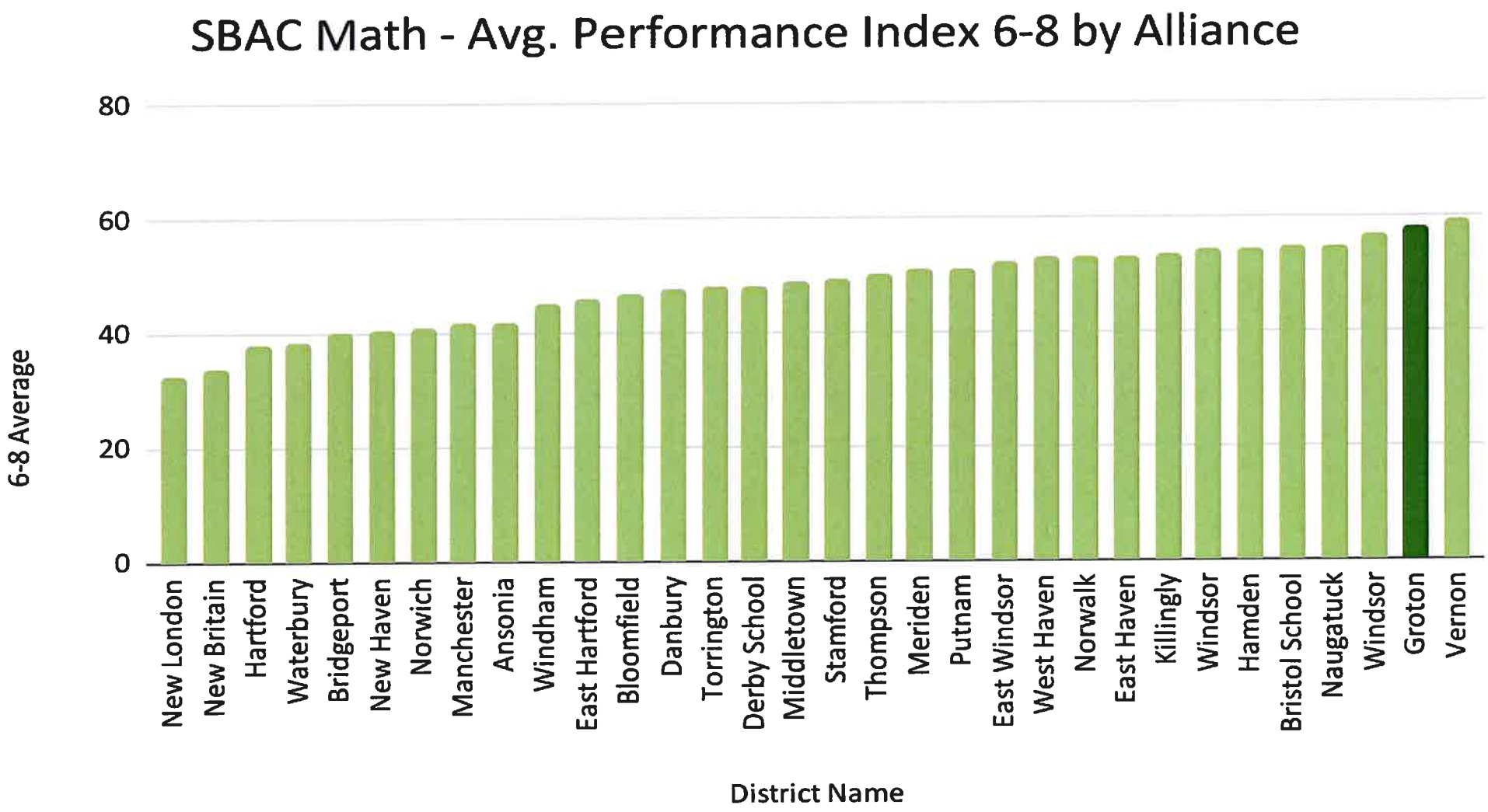

SBAC Math - Performance Index - Grade 6
80.0
60.0
40.0
20.0
0.0
60.2
63.0
60.4
63.5
54.9
58.7
58.4
2017-2018
2018-2019
2019-2020
2020-2021
2021-2022
Groton
Connecticut


SBAC Math - Performance Index - Grade 7
80.0
60.0
40.0
20.0
0.0
58.0
61.2
66.4
62.1
57.1
60.9
57.4
2017-2018
2018-2019
2019-2020
2020-2021
2021-2022
Groton
Connecticut

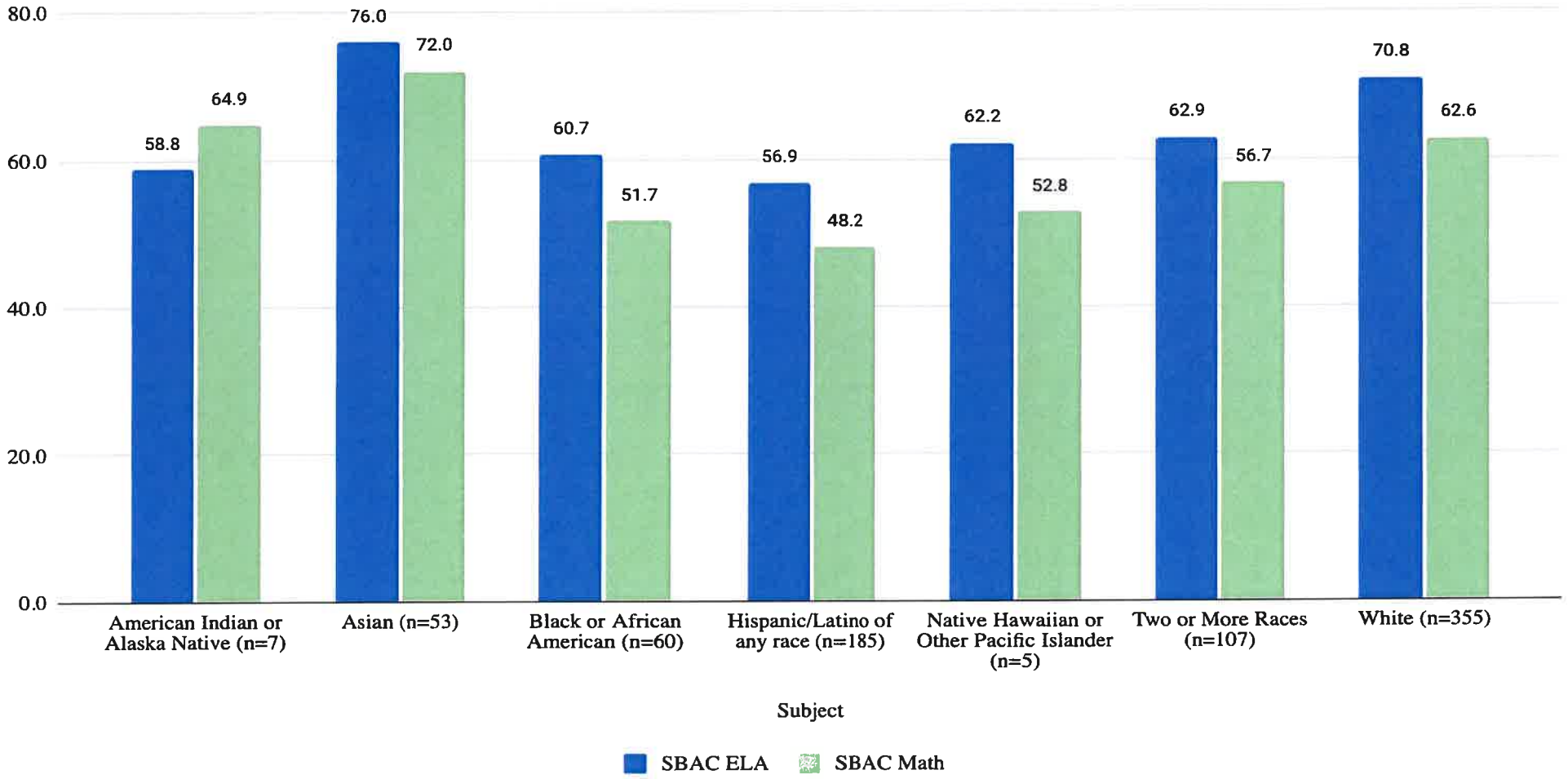

SBAC Math - Performance Index - Grade 8
80.0
60.0
40.0
20.0
0.0
66.7
60.3
59.8
60.4
52.5
55.0
55.0
2017-2018
2018-2019
2019-2020
2020-2021
2021-2022
Groton
Connecticut

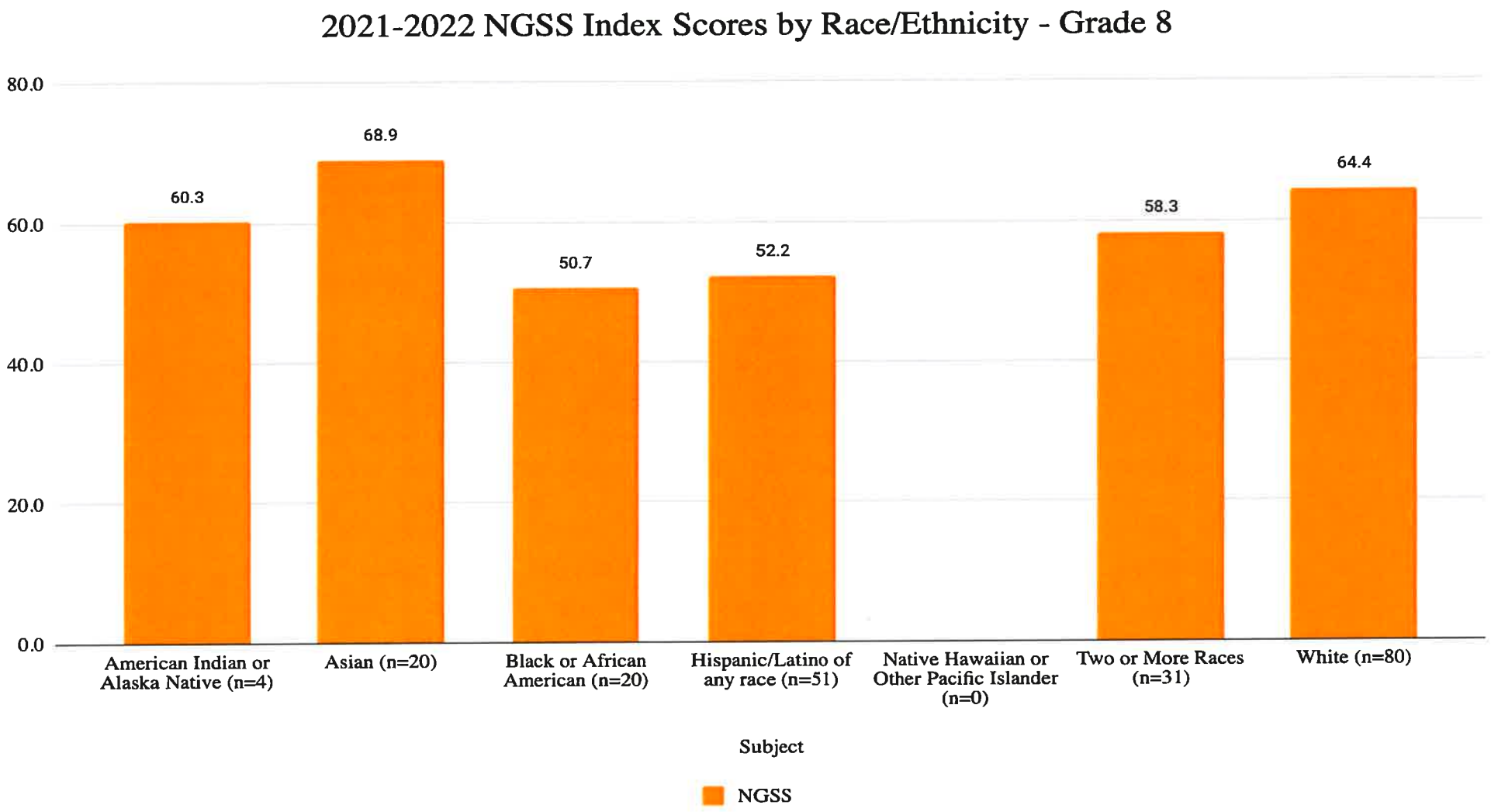

NGSS Performance Index - Grade 8
80
60
40
20
0
63.4
64.5
50.9
59.4
61.7
2018-2019
2020-2021
2021-2022
Grade 8
Groton
Connecticut


SBAC ELA - Avg. Performance Index 6-8 by Alliance
80
60
40
20
0
New London
New Britain
Hartford
Bridgeport
Ansonia
Waterbury
Manchester
Norwich
Windham
New Haven
Bloomfield
Danbury
Derby School
East Hartford
Putnam School
Windsor
Thompson
East Windsor
Stamford
Naugatuck
Torrington
Meriden
West Haven
Norwalk
East Haven
Middletown
Hamden
Killingly School
Bristol School
Vernon School
Windsor Locks
Groton School


SBAC Math - Avg. Performance Index 6-8 by Alliance
6-8 Average
80
60
40
20
0
New London
New Britain
Hartford
Waterbury
Bridgeport
New Haven
Norwich
Manchester
Ansonia
Windham
East Hartford
Bloomfield
Danbury
Torrington
Derby School
Middletown
Stamford
Thompson
Meriden
Putnam
East Windsor
West Haven
Norwalk
East Haven
Killingly
Windsor
Hamden
Bristol School
Naugatuck
Windsor
Groton
Vernon
District Name

2021-2022 Summative Index Scores by Race/Ethnicity - Grade 6-8



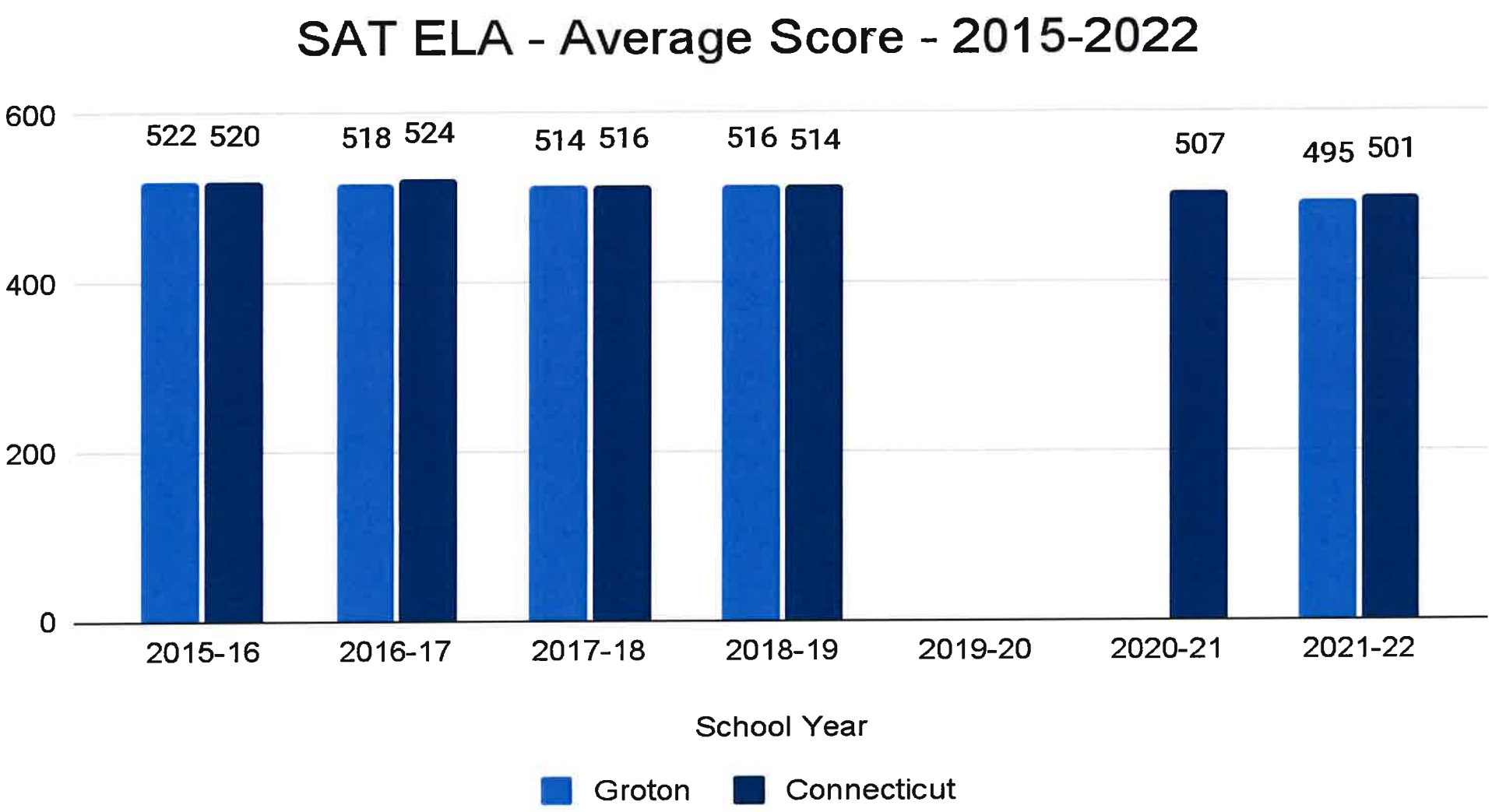

2021-2022 NGSS Index Scores by Race/Ethnicity - Grade 8
80.0
60.0
40.0
20.0
0.0
60.3
68.9
50.7
52.2
58.3
64.4
American Indian or Alaska Native (n=4)
Asian (n=20)
Black or African American (n=20)
Hispanic/Latino of any race (n=51)
Native Hawaiian or Other Pacific Islander (n=0)
Two or More Races (n=31)
White (n=80)
Subject
NGSS

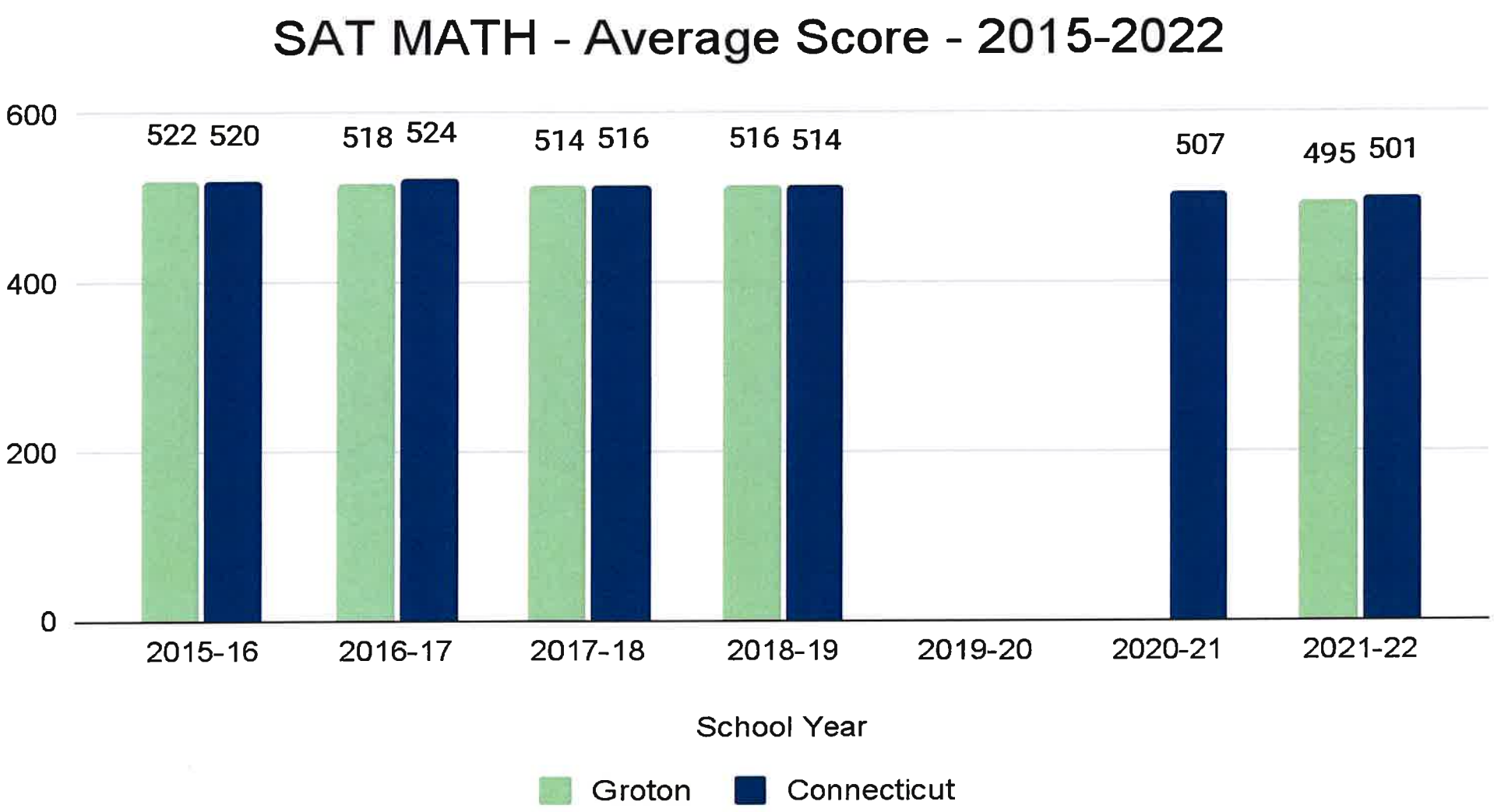
Groton Middle School

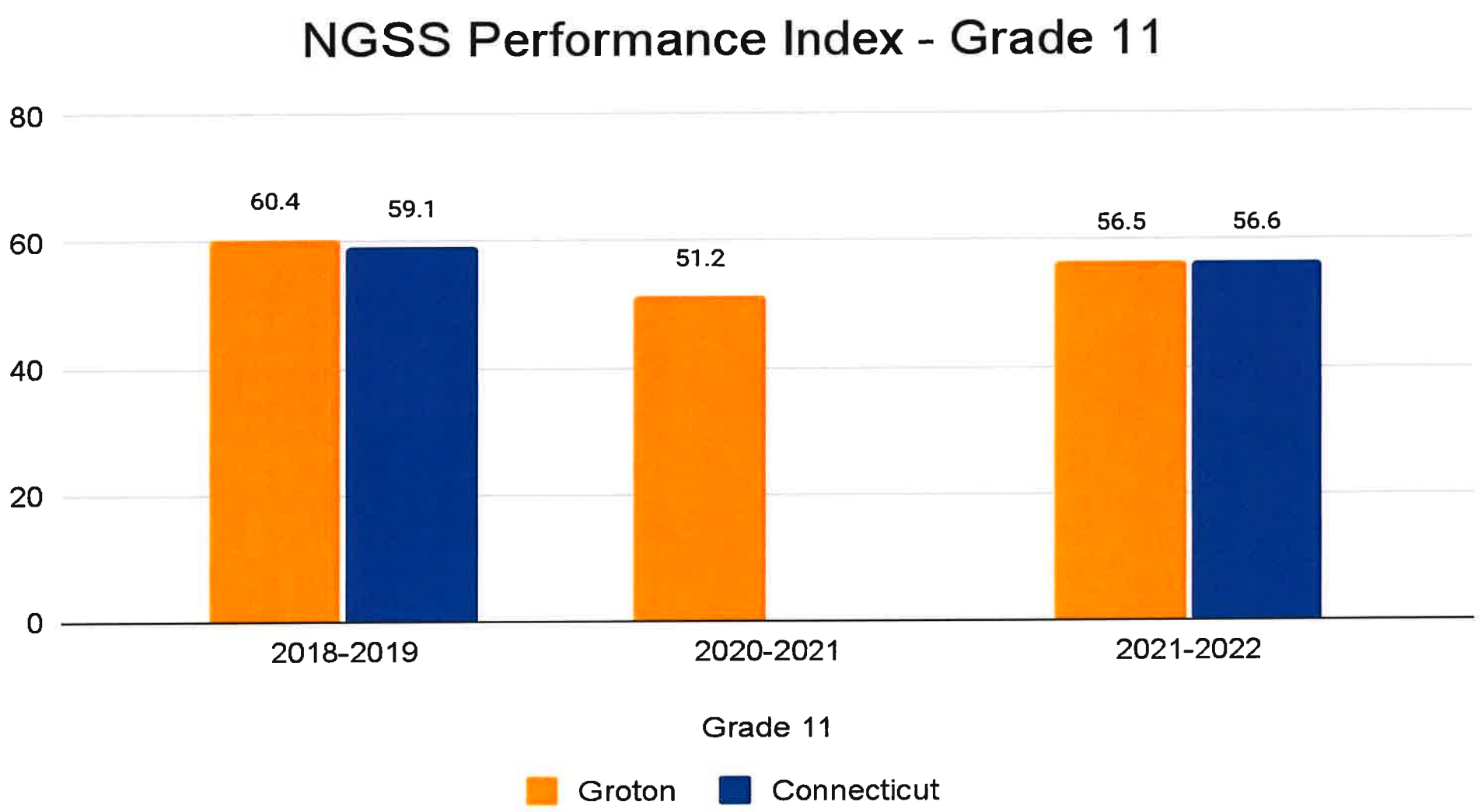
Academic Improvement Action Plan

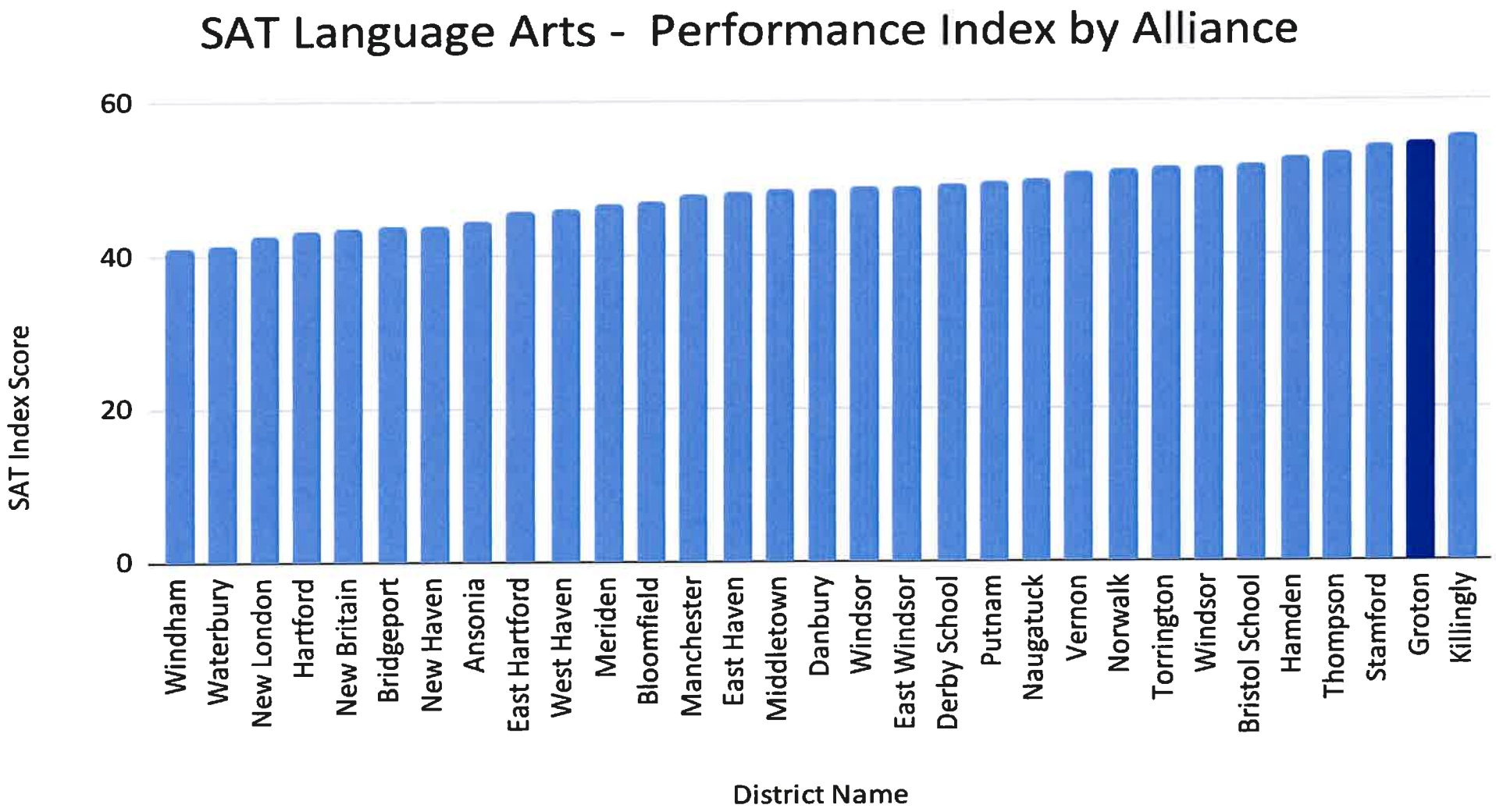
Three Priorities

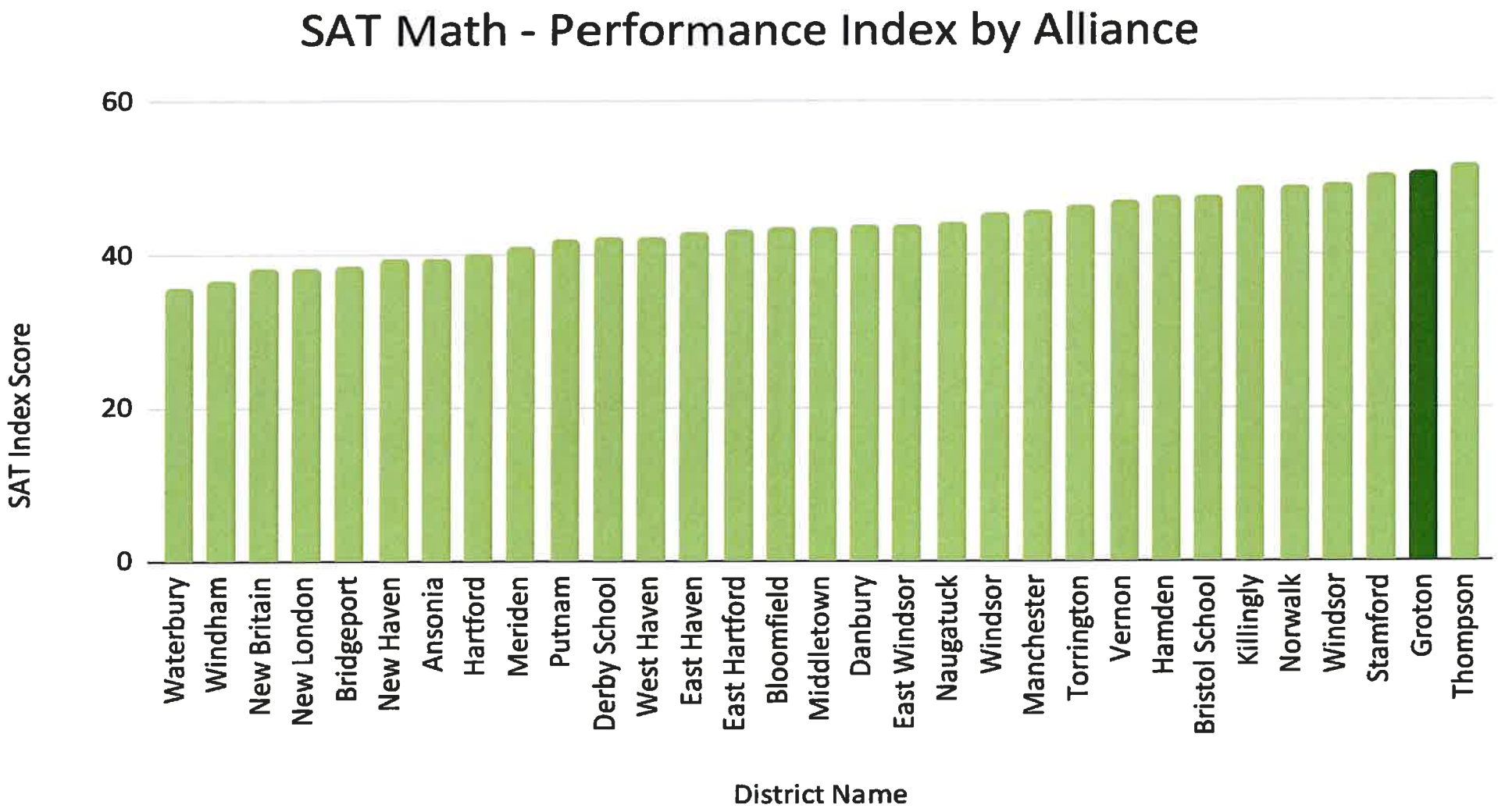
1. Review summative data with teachers to inform instruction
    - By grade level and across grade levels
2. Continue to develop a comprehensive Multi-tiered System of Support (MTSS) approach
    - Assessments
        - Utilize sensible assessment practices that incorporate:
        - screening (SBAC)
        - progress monitoring (IABs)
        - benchmarks (Lexia Rapid, unit tests)
    - Multilayered supports
        - Tier 1
            - high quality core instruction (Teachers College, CMP3, PLTW, MYP / STEAM)
            - differentiation and scaffolding
        - Tier 2
            - targeted instruction
        - Tier 3
            - individualized instruction
3. Collaborative Approach
    - Classroom Level
    - Team Level
    - Department / Grade Level
    - Building Level
    - Family-School


SAT ELA - Average Score - 2015-2022
600
400
200
0
522 520
518 524
514 516
516 514
507
495 501
2015-16
2016-17
2017-18
2018-19
2019-20
2020-21
2021-22
School Year
Groton
Connecticut

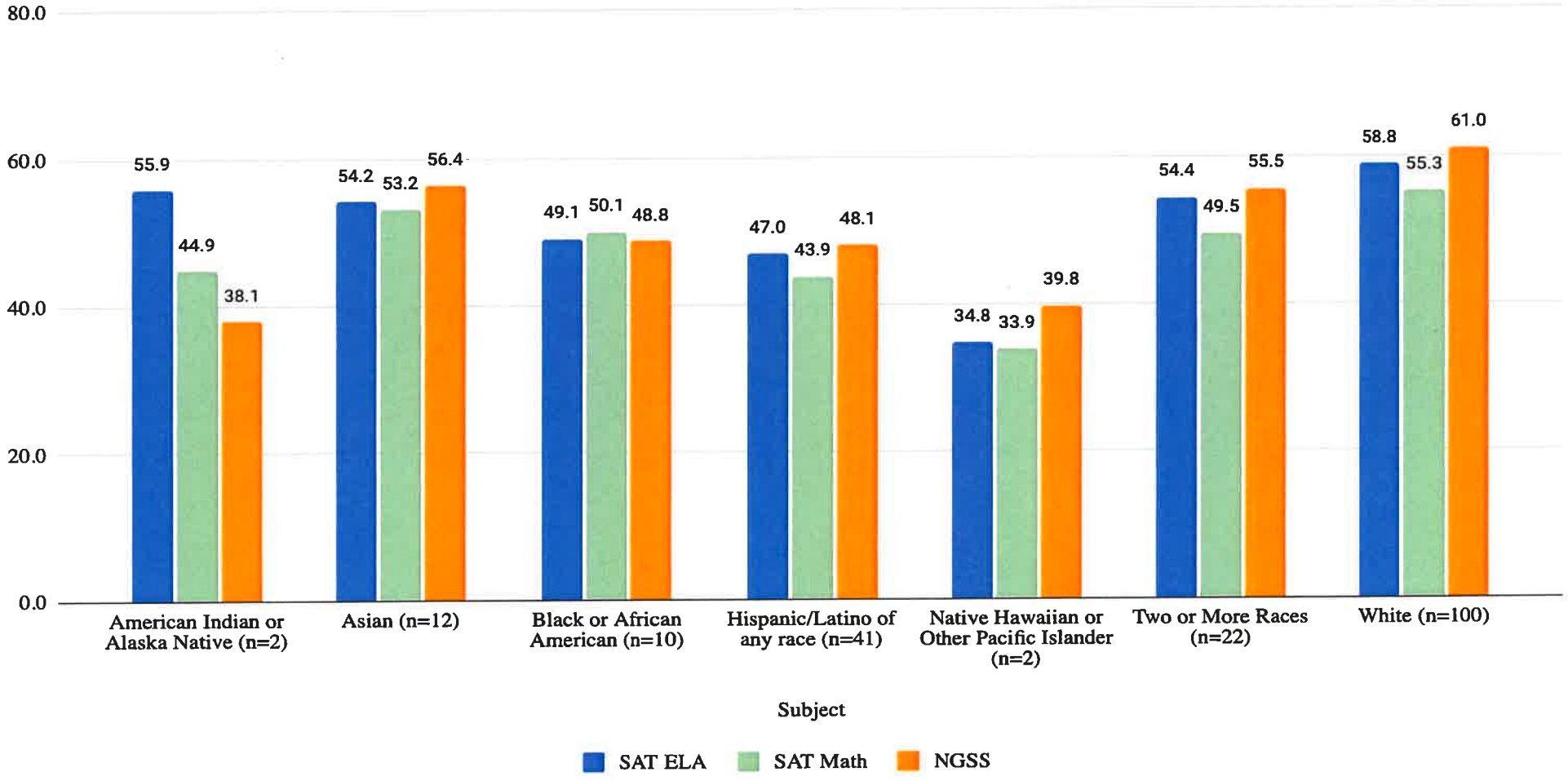

SAT MATH - Average Score - 2015-2022
600
400
200
0
522 520
518 524
514 516
516 514
507
495 501
2015-16
2016-17
2017-18
2018-19
2019-20
2020-21
2021-22
School Year
Groton
Connecticut


NGSS Performance Index - Grade 11
80
60
40
20
0
60.4
59.1
51.2
56.5
56.6
2018-2019
2020-2021
2021-2022
Grade 11
Groton
Connecticut


SAT Language Arts - Performance Index by Alliance
SAT Index Score
60
40
20
0
Windham
Waterbury
New London
Hartford
New Britain
Bridgeport
New Haven
Ansonia
East Hartford
West Haven
Meriden
Bloomfield
Manchester
East Haven
Middletown
Danbury
Windsor
East Windsor
Derby School
Putnam
Naugatuck
Vernon
Norwalk
Torrington
Windsor
Bristol School
Hamden
Thompson
Stamford
Groton
Killingly
District Name


SAT Math - Performance Index by Alliance
SAT Index Score
60
40
20
0
Waterbury
Windham
New Britain
New London
Bridgeport
New Haven
Ansonia
Hartford
Meriden
Putnam
Derby School
West Haven
East Haven
East Hartford
Bloomfield
Middletown
Danbury
East Windsor
Naugatuck
Windsor
Manchester
Torrington
Vernon
Hamden
Bristol School
Killingly
Norwalk
Windsor
Stamford
Groton
Thompson
District Name

2021-2022 Summative Index Scores by Race/Ethnicity - Grade 11



SAT IMPROVEMENT ACTION PLAN

In Progress-

- Back to celebrating growth as a school, class and individual
- Back to common assessments, grading procedures and learning experiences
- Back to addressing attendance concerns
- Working to get Historical Testing Data onto PowerSchool
- Revisions to the Intervention System -
  - Increased tutors, intervention meetings and supports
  - Growth in the Afterschool Falcon Academy

Actions Needed-

- Create Incentive
- Opportunities for More Department Collaboration Time
- Universal Screener for SRBI
- Re-prioritize SAT as an area of focus

SAT IMPROVEMENT ACTION PLAN

Mathematics

- Common Unit Assessments with PSAT portion
- Teachers set PSAT Benchmarks.
  - Monitor, share student data and set goals
- 11/8 PD- PSAT Question Item Analysis in data teams
  - Science Dept- Analysis of Content Area Questions
- Utilizing tutors to assist in intervention supports (do not have a math specialist but have more tutors)

English

- Timed Silent Sustained Readings in all classes to boost stamina for SAT
- Question Analysis of 10/2022 PSAT done by grade level data teams
  - SS Department to review their Content Area Questions
- At least 1 CFA per Data Team is SAT-Based
- Utilize Reading Specialist to support students and teachers

Fitch Class of 2024

Current Juniors	Math		ERW	
	Ave. Score	Benchmark	Ave. Score	Benchmark
Fitch (n = 187)	457	34%	478	71%
State	443	31%	457	59%

Fitch Class of 2025

Current Sophomores	Math		ERW	
	Ave. Score	Benchmark	Ave. Score	Benchmark
Fitch	407	32%	423	58%
State	417	36%	427	56%

Goal: The Fitch High School average SAT score will reach 500 in Math and 520 in ERW
Benchmark Goal: 40% in math (41.2% in 2019) and 71% in ERW (65% in 2019)

Groton Public Schools

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FY23 Budget Summary Review

	Account	Object #s	FY23 Budget 2022-2023	Expenditures	Encumbered	FY23 Actual Total	Remaining Balance	%	FY23 Estimate 10/19/2022	Favorable/ (Unfavorable) to Budget
	Salaries									
1	Administrators	105-109	5,052,518	1,563,707	3,403,727	4,967,434	85,084	1.7%	5,052,518	0
2	Teachers	101-104,123-127,151-152	35,367,250	5,403,726	29,360,496	34,764,223	603,027	1.7%	35,265,901	101,349
3	Non-Cert Aides	110-111,130-131,136,139	4,284,903	587,839	33,895	621,734	3,663,169	85.5%	4,265,806	19,097
4	Substitute - Cert & Non-Cert	120-121	1,007,080	222,956	0	222,956	784,124	77.9%	1,007,080	0
5	Clerical	112-114,132-134,144	1,971,277	574,089	0	574,089	1,397,188	70.9%	1,971,277	0
6	Custodial/Maintenance/Techs	117-118,129,137-138,147-148	3,610,973	1,006,151	217,980	1,224,131	2,386,842	66.1%	3,610,973	0
7	Campus Security/Supervision	128	152,540	70,706	0	70,706	81,834	53.6%	152,540	0
8	**Total Salaries**	**100**	**51,446,541**	**9,429,175**	**33,016,099**	**42,445,273**	**9,001,268**	**17.5%**	**51,326,095**	**120,446**
	Benefits									
9	Health Insurance	201-202	7,281,438	1,917,049	0	1,917,049	5,364,389	73.7%	7,281,438	0
10	Workers Comp & Town Pension	211,213	962,425	0	0	0	962,425	100.0%	962,425	0
11	Social Security & Medicare	212,214	1,511,750	392,459	0	392,459	1,119,291	74.0%	1,507,470	4,280
12	Other Benefits	222-227	283,493	266,462	0	266,462	17,031	6.0%	329,077	(45,584)
13	**Total Benefits**	**200**	**10,039,106**	**2,575,970**	**0**	**2,575,970**	**7,463,136**	**74.3%**	**10,080,410**	**(41,304)**
	Purchased Services									
14	Instructional Services	321-324	184,475	38,615	4,060	42,675	141,800	76.9%	177,915	6,560
15	Professional Services	331	251,614	183,223	21,241	204,464	47,150	18.7%	252,624	(1,010)
16	Other Prof Services	332	571,885	49,134	5,833	54,967	516,918	90.4%	571,885	0
17	OT & PT Services	333	678,058	4,948	25,408	30,356	647,702	95.5%	678,058	0
18	Legal	334	71,054	11,355	0	11,355	59,700	84.0%	71,054	0
19	Athletic Officials & Other Athletic Serv	341-342	77,290	24,463	0	24,463	52,827	68.3%	77,290	0
20	Computer Network Services	343	164,483	114,420	22,497	136,917	27,566	16.8%	164,483	0
21	**Total Purchased Services**	**300**	**1,998,859**	**426,157**	**79,040**	**505,197**	**1,493,662**	**74.7%**	**1,993,309**	**5,550**
	Property Services									
22	Water & Sewer	410-411	100,799	32,288	165	32,453	68,346	67.8%	100,799	0
23	Trash & Snow Removal	421-422	137,466	23,893	62,790	86,683	50,783	36.9%	137,466	0
24	Repair/Maintenance	430-435,490-491,499	481,216	161,927	74,413	236,339	244,877	50.9%	472,030	9,186
25	Rental	441	123,899	30,673	70,896	101,569	22,330	18.0%	123,899	0
26	**Total Property Services**	**400**	**843,380**	**248,781**	**208,264**	**457,044**	**386,336**	**45.8%**	**834,194**	**9,186**
	Transportation, Insurance, Communications, Tuition									
27	Transportation: Schools	510-513	5,360,342	837,458	0	837,458	4,522,884	84.4%	5,486,984	(126,642)
28	Transportation: Student Activities	587-596	175,419	17,034	21,665	38,699	136,720	77.9%	164,988	10,431
29	Transportation: Staff	580-584	141,686	10,446	0	10,446	131,240	92.6%	125,340	16,346
30	Insurance	522,525	417,628	403,354	0	403,354	14,274	3.4%	416,866	762
31	Communications	530-552	142,592	83,989	1,337	85,326	57,266	40.2%	137,180	5,413
32	Tuition: Special Education	561-563,568	4,319,633	277,185	613,691	890,876	3,428,757	79.4%	4,160,761	158,872
33	Tuition: Other	564-567	1,197,359	207,000	0	207,000	990,359	82.7%	1,194,254	3,105
34	**Total Trans, Ins, Comm, Tuition**	**500**	**11,754,659**	**1,836,466**	**636,692**	**2,473,158**	**9,281,501**	**79.0%**	**11,686,372**	**68,287**
	Supplies									
35	Instructional Supplies	601-609,613-619,622-623,628	499,046	93,055	34,618	127,673	371,373	74.4%	423,309	75,737
36	Computer Supplies	610-612	254,072	661,141	64,345	725,485	(471,413)	(185.5%)	244,928	9,144
37	Electricity & Heating	631-633	1,467,021	436,079	20,253	456,333	1,010,688	68.9%	1,593,866	(126,845)
38	Transportation Supplies	634,656	180,486	37,384	3,393	40,777	139,709	77.4%	302,141	(121,655)
39	Textbooks & Library Books	640-642,645,647	83,311	23,128	21,207	44,335	38,976	46.8%	71,967	11,344
40	Facility/Maintenance Supplies	650,652-655,657,659	300,884	152,485	24,478	176,963	123,921	41.2%	300,209	675
41	Other Supplies (staff dev, PPE, etc)	621,624-627,690	88,910	27,462	14,926	42,388	46,522	52.3%	88,046	864
42	**Total Supplies**	**600**	**2,873,730**	**1,430,734**	**183,220**	**1,613,954**	**1,259,776**	**43.8%**	**3,024,465**	**(150,735)**
	Equipment									
43	Instructional Equipment	730,735	98,400	48,150	2,108	50,258	48,142	48.9%	84,787	13,613
44	Non-Instructional Equip	731,736	10,000	6,464	5,962	12,425	(2,425)	(24.3%)	10,000	0
45	**Total Equipment**	**700**	**108,400**	**54,614**	**8,070**	**62,683**	**45,717**	**42.2%**	**94,787**	**13,613**
46	**Total Dues & Fees**	**800**	**92,596**	**65,481**	**268**	**65,749**	**26,847**	**29.0%**	**82,138**	**10,459**
47	**GRAND TOTAL**		**79,157,271**	**16,067,377**	**34,131,652**	**50,199,029**	**28,958,242**	**36.6%**	**79,121,770**	**35,501**

Groton Public Schools

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FY23 Budget Summary Review

Account	Object #s	FY23 Budget 2022-2023	Expenditures	Encumbered	FY23 Actual Total	Remaining Balance	%	FY23 Estimate 10/19/2022	Favorable/ (Unfavorable) to Budget
Salaries									
Administrators									
48 Administrators	105	1,201,101	411,179	852,921	1,264,100	(62,999)	(5.2%)	1,201,101	-
49 Principals	106	1,150,292	354,936	794,301	1,149,237	1,055	0.1%	1,150,292	-
50 Asst. Principals/Sp.Ed. Supv	107	2,385,181	693,268	1,537,344	2,230,612	154,569	6.5%	2,385,181	-
51 6-12 Curriculum Coordinators	108	174,798	53,975	121,445	175,420	(622)	(0.4%)	174,798	-
52 Athletic Director	109	141,146	50,348	97,716	148,065	(6,919)	(4.9%)	141,146	-
53		5,052,518	1,563,707	3,403,727	4,967,434	85,084	1.7%	5,052,518	0
Teachers									
54 Classroom Teachers	101 & 151	25,154,553	3,519,116	21,250,582	24,769,698	384,855	1.5%	25,066,232	88,321
55 Sp.Ed Certified	102	7,830,521	1,484,376	6,575,897	8,060,273	(229,752)	(2.9%)	7,820,291	10,230
56 Media Specialist	103	690,181	135,736	586,525	722,261	(32,080)	(4.6%)	690,181	-
57 Guidance	104	1,175,535	213,316	947,493	1,160,809	14,726	1.3%	1,175,535	-
58 Adult Ed	124	42,230	4,213	0	4,213	38,017	90.0%	42,230	-
59 Coach Stipends	126	356,416	(2,550)	0	(2,550)	358,966	100.7%	353,866	2,550
60 Other Student Activities	127	117,814	1,000	0	1,000	116,814	99.2%	117,566	248
61		35,367,250	5,403,726	29,360,496	34,764,223	603,027	1.7%	35,265,901	101,349
Non-Cert Aides/Tutors									
62 Reg.Ed Aides - Kindergarten	110 & 130	456,375	49,288	0	49,288	407,087	89.2%	456,375	-
63 Sp.Ed Aides - Para I & Para II	111 & 131	2,906,920	203,020	0	203,020	2,703,900	93.0%	2,886,698	20,222
64 Tutors	125 & 152	432,500	220,624	0	220,624	211,876	49.0%	432,500	-
65 School Bus Aides	136	429,588	88,157	0	88,157	341,431	79.5%	429,588	-
66 Other Non-Certified Personnel	139 & 119	59,520	26,750	33,895	60,645	(1,125)	(1.9%)	60,645	(1,125)
67		4,284,903	587,839	33,895	621,734	3,663,169	85.5%	4,265,806	19,097
Substitute									
68 Substitute Sp.Ed Certified	121	85,588	0	0	0	85,588	100.0%	71,612	13,976
69 Substitute Reg.Ed Certified	120	921,492	222,956	0	222,956	698,536	75.8%	935,468	(13,976)
70		1,007,080	222,956	0	222,956	784,124	77.9%	1,007,080	0
Clerical									
71 Clerical	112113114132133134143144	1,971,277	574,089	0	574,089	1,397,188	70.9%	1,971,277	0
Custodial/Maintenance/Techs									
72 Custodial	117 & 137	1,924,943	534,272	52,897	587,170	1,337,773	69.5%	1,924,943	-
73 Maintenance	118 & 138	857,425	253,632	54,992	308,624	548,801	64.0%	857,425	-
74 Custodial/Maintenance Overtime	147 & 148	108,500	12,992	0	12,992	95,508	88.0%	108,500	-
75 Technicians	129 & 149	720,105	205,255	110,091	315,345	404,760	56.2%	720,105	-
76		3,610,973	1,006,151	217,980	1,224,131	2,386,842	66.1%	3,610,973	0
Security									
77 Security/Supervision	128	152,540	70,706	0	70,706	81,834	53.6%	152,540	-
78 Total Salaries		**51,446,541**	**9,429,175**	**33,016,099**	**42,445,273**	**9,001,268**	**17.5%**	**51,326,095**	**120,446**
Benefits									
Health Insurance									
79 Group Ins. Prof	201	5,827,342	1,748,988	0	1,748,988	4,078,354	70.0%	5,827,342	-
80 Group Ins. Other	202	1,454,096	168,061	0	168,061	1,286,035	88.4%	1,454,096	-
81		7,281,438	1,917,049	0	1,917,049	5,364,389	73.7%	7,281,438	0
Workers Comp & Town Pension									
82 Worker's Compensation	211	405,825	0	0	0	405,825	100.0%	405,825	-
83 Town Pension	213	556,600	0	0	0	556,600	100.0%	556,600	-
84		962,425	0	0	0	962,425	100.0%	962,425	0
Social Security & Medicare									
85 Social Security	212	765,776	181,053	0	181,053	584,723	76.4%	763,186	2,590
86 Medicare	214	745,974	211,406	0	211,406	534,568	71.7%	744,284	1,690
87		1,511,750	392,459	0	392,459	1,119,291	74.0%	1,507,470	4,280
Other Employee Benefits									
88 Retirement Awards	222	135,993	192,788	0	192,788	(56,795)	(41.8%)	192,788	(56,795)
89 Unemployment	223	40,000	2,425	0	2,425	37,575	93.9%	28,789	11,211
90 Tuition Reimb Certified	224	106,000	71,249	0	71,249	34,751	32.8%	106,000	-
92 Mentor Stipend	227	1,500	0	0	0	1,500	100.0%	1,500	-
93		283,493	266,462	0	266,462	17,031	6.0%	329,077	(45,584)
94 Total Benefits		**10,039,106**	**2,575,970**	**0**	**2,575,970**	**7,463,136**	**74.3%**	**10,080,410**	**(41,304)**

Groton Public Schools

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FY23 Budget Summary Review

Account	Object #s	FY23 Budget 2022-2023	Expenditures	Encumbered	FY23 Actual Total	Remaining Balance	%	FY23 Estimate 10/19/2022	Favorable/ (Unfavorable) to Budget
Purchased Services									
Instructional Services									
95 Instructional Services	321 & 323	123,075	23,532	0	23,532	99,544	80.9%	120,140	2,935
96 Instruct Improvement Services	322 & 324	61,400	15,084	4,060	19,144	42,256	68.8%	57,775	3,625
97		184,475	38,615	4,060	42,675	141,800	76.9%	177,915	6,560
Professional Services									
98 Professional Services	331	251,614	183,223	21,241	204,464	47,150	18.7%	252,624	(1,010)
99 Other Professional Services	332	571,885	49,134	5,833	54,967	516,918	90.4%	571,885	-
100 OT & PT Services	333	678,058	4,948	25,408	30,356	647,702	95.5%	678,058	-
101 Legal Services	334	71,054	11,355	0	11,355	59,700	84.0%	71,054	-
102		1,572,611	248,659	52,483	301,142	1,271,469	80.9%	1,573,621	(1,010)
Athletic Officials & Other Athletic Services									
103 Athletic Officials	341	61,550	21,823	0	21,823	39,727	64.5%	61,550	-
104 Other Athletic Services	342	15,740	2,640	0	2,640	13,100	83.2%	15,740	-
105		77,290	24,463	0	24,463	52,827	68.3%	77,290	0
Computer Network Services									
106 Computer Network Services	343	164,483	114,420	22,497	136,917	27,566	16.8%	164,483	-
107 Total Purchased Services		**1,998,859**	**426,157**	**79,040**	**505,197**	**1,493,662**	**74.7%**	**1,993,309**	**5,550**
Property Services									
Water/Sewer									
108 Water	410	66,182	16,733	165	16,898	49,284	74.5%	66,182	-
109 Sewer	411	34,617	15,555	0	15,555	19,062	55.1%	34,617	-
110		100,799	32,288	165	32,453	68,346	67.8%	100,799	0
Trash & Snow Removal									
111 Trash Removal	421	87,466	23,893	62,790	86,683	783	0.9%	87,466	-
112 Snow Removal	422	50,000	0	0	0	50,000	100.0%	50,000	-
113		137,466	23,893	62,790	86,683	50,783	36.9%	137,466	0
Repair/Maintenance									
114 Equipment Repairs	430	118,095	31,452	4,470	35,923	82,172	69.6%	108,159	9,936
115 Grounds Repairs	431	189,614	85,032	63,429	148,460	41,154	21.7%	189,614	-
116 General Bldg Repairs	432	28,563	2,904	0	2,904	25,659	89.8%	28,563	-
117 Painting	433	5,095	2,821	0	2,821	2,274	44.6%	5,095	-
118 Heat & Plumbing	434	48,400	12,155	2,275	14,430	33,970	70.2%	48,400	-
119 Electrical	435	9,005	747	0	747	8,258	91.7%	9,005	-
120 Extermination Services	490	11,477	4,463	250	4,713	6,764	58.9%	11,477	-
121 Bldg Fire Protection	491	46,821	3,946	2,100	6,046	40,775	87.1%	46,821	-
123 Other Purch Services	499	24,146	18,406	1,889	20,295	3,851	15.9%	24,896	(750)
124		481,216	161,927	74,413	236,339	244,877	50.9%	472,030	9,186
Rental									
125 Rental	441	123,899	30,673	70,896	101,569	22,330	18.0%	123,899	-
126 Total Property Services		**843,380**	**248,781**	**208,264**	**457,044**	**386,336**	**45.8%**	**834,194**	**9,186**
Transportation, Insurance, Communications, Tuition									
Transportation: Schools									
127 Reg.Ed Pupil Transportation	510 & 516	3,160,976	490,123	0	490,123	2,670,853	84.5%	3,287,618	(126,642)
128 Sp.Ed - Trans - STA	511	1,243,367	289,701	0	289,701	953,666	76.7%	1,243,367	-
129 Sp.Ed - Trans - Curtin	512	943,749	57,634	0	57,634	886,115	93.9%	943,749	-
130 Pupil Transp Reimbursement	513	12,250	0	0	0	12,250	100.0%	12,250	-
131		5,360,342	837,458	0	837,458	4,522,884	84.4%	5,486,984	(126,642)
Transportation: Other									
132 Transportation - Athletics	587	107,800	8,839	11,975	20,814	86,986	80.7%	107,910	(110)
133 Transportation - Field Trips	588	50,149	4,901	7,210	12,110	38,039	75.9%	39,283	10,866
134 Entry Fees - Athletics	591 & 592	12,700	3,085	140	3,225	9,475	74.6%	12,305	395
135 Admission Fees	595	4,770	210	2,340	2,550	2,220	46.5%	5,490	(720)
137		175,419	17,034	21,665	38,699	136,720	77.9%	164,988	10,431
Transportation: Staff									
138 Travel - Education	580 & 581	7,500	419	0	419	7,081	94.4%	7,500	-
139 Travel - Admin	582 & 583	29,500	7,900	0	7,900	21,600	73.2%	27,529	1,971
140 Travel - Conferences	584	104,686	2,127	0	2,127	102,559	98.0%	90,311	14,375
141		141,686	10,446	0	10,446	131,240	92.6%	125,340	16,346
Liability & Accident Insurance									
142 Liability Insurance	522	402,456	388,944	0	388,944	13,512	3.4%	402,456	-
143 Accident Insurance	525	15,172	14,410	0	14,410	762	5.0%	14,410	762
144		417,628	403,354	0	403,354	14,274	3.4%	416,866	762

Groton Public Schools

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Account	Object #s	FY23 Budget 2022-2023	Expenditures	Encumbered	FY23 Actual Total	Remaining Balance	%	FY23 Estimate 10/19/2022	Favorable/ (Unfavorable) to Budget
Communications									
145 Telephone, Telephone Repairs	530	91,400	72,453	0	72,453	18,947	20.7%	91,400	-
146 Postage	531	31,150	3,561	0	3,561	27,589	88.6%	27,363	3,788
147 Advertisement	540	5,000	5,695	963	6,658	(1,658)	(33.2%)	5,000	-
148 Minority Recruitment	541	0	0	0	0	0		-	-
149 Printing Admin	550	11,542	2,281	374	2,655	8,887	77.0%	10,792	750
150 School Publications	551 & 552	3,500	0	0	0	3,500	100.0%	2,625	875
151		142,592	83,989	1,337	85,326	57,266	40.2%	137,180	5,413
Tuition: Special Education									
152 Sp.Ed Vocational	561	411,956	57,580	0	57,580	354,376	86.0%	420,987	(9,031)
153 Sp.Ed BoE Placements	562	2,557,392	200,577	594,201	794,778	1,762,614	68.9%	2,531,540	25,852
154 Sp.Ed State Placements	563	580,000	19,028	19,490	38,518	541,482	93.4%	477,210	102,790
155 Sp.Ed Magnet Choice	568	770,285	0	0	0	770,285	100.0%	731,024	39,261
156		4,319,633	277,185	613,691	890,876	3,428,757	79.4%	4,160,761	158,872
Tuition: Other									
157 Adult Ed	564	210,105	207,000	0	207,000	3,105	1.5%	207,000	3,105
158 Gen Ed Magnet Tuition	566	897,671	0	0	0	897,671	100.0%	897,671	-
159 Gen Ed Vo Ag Tuition	567	89,583	0	0	0	89,583	100.0%	89,583	-
160		1,197,359	207,000	0	207,000	990,359	82.7%	1,194,254	3,105
161 Total Transportation, Insurance, Communication, Tuition		**11,754,659**	**1,836,466**	**636,692**	**2,473,158**	**9,281,501**	**79.0%**	**11,686,372**	**68,287**
Supplies									
Instructional Supplies									
162 General Classroom	601	156,340	15,960	4,731	20,691	135,649	86.8%	117,211	39,129
163 Science	602	16,986	1,782	4,496	6,278	10,708	63.0%	13,005	3,981
164 Arts & Crafts	603	24,300	18,205	1,595	19,800	4,500	18.5%	20,827	3,473
165 Phys. Ed	604	15,400	578	257	835	14,565	94.6%	11,550	3,850
166 Music	605	24,000	4,505	2,339	6,844	17,156	71.5%	18,000	6,000
167 Kindergarten	606	5,100	942	0	942	4,158	81.5%	3,825	1,275
168 Pupil Tests	607	65,400	20,675	4,148	24,823	40,577	62.0%	57,300	8,100
169 Tech. Ed	609	8,000	0	0	0	8,000	100.0%	6,000	2,000
170 Home Ec Supplies	613	14,500	1,936	3,262	5,198	9,302	64.2%	10,875	3,625
171 Sp.Ed Supplies	615	56,000	8,348	3,738	12,086	43,914	78.4%	56,015	(15)
172 Athletic Supplies	616	52,950	7,001	8,555	15,557	37,393	70.6%	54,861	(1,911)
173 Math Supplies	617	10,350	84	760	844	9,506	91.8%	7,805	2,545
174 Health Supplies	618	1,950	0	0	0	1,950	100.0%	1,463	488
175 Other Supplies	619	3,000	28	0	28	2,972	99.1%	2,271	729
176 Health Serv Pathogen	622	7,000	221	0	221	6,779	96.8%	7,000	-
177 School Library Supplies	623	5,270	75	423	498	4,772	90.6%	3,953	1,318
178 Food, Drink, Snacks	628	32,500	12,715	313	13,029	19,471	59.9%	31,349	1,151
180		499,046	93,055	34,618	127,673	371,373	74.4%	423,309	75,737
Computer Supplies									
181 Computer Supplies	610 & 611	49,200	26,186	4,433	30,619	18,581	37.8%	45,205	3,996
182 Software	612	204,872	634,954	59,912	694,866	(489,994)	(239.2%)	199,723	5,149
183		254,072	661,141	64,345	725,485	(471,413)	(185.5%)	244,928	9,144
Electricity & Heating									
184 Electricity	631	971,513	391,889	20,253	412,142	559,371	57.6%	971,513	-
185 Propane/Natural Gas	632	325,362	31,103	0	31,103	294,259	90.4%	290,905	34,457
186 Heating Oil	633	170,146	13,088	0	13,088	157,058	92.3%	331,448	(161,302)
187		1,467,021	436,079	20,253	456,333	1,010,688	68.9%	1,593,866	(126,845)
Transportation Supplies									
188 Diesel for School Buses	634	138,070	30,235	0	30,235	107,835	78.1%	259,725	(121,655)
189 Gas for Maintenance	656	42,416	7,150	3,393	10,542	31,874	75.1%	42,416	-
190		180,486	37,384	3,393	40,777	139,709	77.4%	302,141	(121,655)
Textbooks & Library Books									
191 Textbooks	640	45,051	6,286	16,592	22,878	22,173	49.2%	36,307	8,744
192 Workbooks	641	12,460	16,638	1,724	18,362	(5,902)	(47.4%)	16,310	(3,850)
193 Textbook Rebind	642	500	0	0	0	500	100.0%	375	125
194 Library Books	645	22,900	0	2,891	2,891	20,009	87.4%	17,175	5,725
195 Periodicals	647	2,400	205	0	205	2,195	91.5%	1,800	600
196		83,311	23,128	21,207	44,335	38,976	46.8%	71,967	11,344

Groton Public Schools

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FY23 Budget Summary Review

Account	Object #s	FY23 Budget 2022-2023	Expenditures	Encumbered	FY23 Actual Total	Remaining Balance	%	FY23 Estimate 10/19/2022	Favorable/ (Unfavorable) to Budget
Facility/Maintenance Supplies									
197 Equipment Repair	650	23,158	7,317	1,463	8,780	14,378	62.1%	23,158	-
198 Grounds Supplies	651	19,334	21,067	0	21,067	(1,733)	(9.0%)	19,334	-
199 General Bldg Repair	652	64,450	29,325	2,717	32,042	32,408	50.3%	61,225	3,225
200 Painting	653	2,500	1,390	56	1,446	1,054	42.1%	2,500	-
201 Heat & Plumbing	654	33,716	15,034	16,642	31,676	2,040	6.1%	33,716	-
202 Electrical	655	29,948	10,277	904	11,181	18,767	62.7%	29,948	-
203 Safety Supplies	657 & 659	12,976	14,889	0	14,889	(1,913)	(14.7%)	15,526	(2,550)
204 Custodial Supplies	658	114,802	53,187	2,695	55,882	58,920	51.3%	114,802	-
205		300,884	152,485	24,478	176,963	123,921	41.2%	300,209	675
Other Supplies									
206 Sup Serv Guid Imp Ins	621	25,600	5,170	2,534	7,703	17,897	69.9%	23,700	1,900
207 Audio Visual	624 & 625	11,000	432	299	731	10,269	93.4%	10,625	375
208 General Admin Supplies	626	12,610	6,935	1,162	8,098	4,512	35.8%	12,475	135
209 School Admin Supplies	627	17,400	12,071	10,126	22,197	(4,797)	(27.6%)	21,749	(4,349)
210 Professional Materials	690	22,300	2,854	806	3,659	18,641	83.6%	19,497	2,803
212		88,910	27,462	14,926	42,388	46,522	52.3%	88,046	864
213 Total Supplies		**2,873,730**	**1,430,734**	**183,220**	**1,613,954**	**1,259,776**	**43.8%**	**3,024,465**	**(150,735)**
Equipment									
Instructional Equipment									
214 Replace Instr Equip	730	38,400	0	0	0	38,400	100.0%	14,050	24,350
215 Add Instr Equipment	735	60,000	48,150	2,108	50,258	9,742	16.2%	70,737	(10,737)
216		98,400	48,150	2,108	50,258	48,142	48.9%	84,787	13,613
Non-Instructional Equipment									
217 Replace Non-Instr Equipment	731	10,000	5,028	2,900	7,928	2,072	20.7%	5,503	4,497
218 Add Non-Instr Equipment	736	0	1,436	3,062	4,497	(4,497)		4,497	(4,497)
219		10,000	6,464	5,962	12,425	(2,425)	(24.3%)	10,000	0
220 Total Equipment		**108,400**	**54,614**	**8,070**	**62,683**	**45,717**	**42.2%**	**94,787**	**13,613**
Dues - Fees									
Dues/Fees									
221 Dues BoE	810	25,541	21,904	0	21,904	3,637	14.2%	25,541	-
222 General Admin Dues	811	16,160	8,948	268	9,216	6,944	43.0%	16,185	(25)
223 School Admin Dues	812	44,050	31,619	0	31,619	12,431	28.2%	33,767	10,284
224 Other Dues	819	6,845	3,010	0	3,010	3,835	56.0%	6,645	200
225 Total Dues/Fees		**92,596**	**65,481**	**268**	**65,749**	**26,847**	**29.0%**	**82,138**	**10,459**
226 Grand Total		**79,157,271**	**16,067,377**	**34,131,652**	**50,199,029**	**28,958,242**	**36.6%**	**79,121,770**	**35,501**

Groton Public Schools

FY23 Budget Summary Review

Summary at Program Level III

Function No.	Description	FY23 Budget 2022-2023	Expended 2022-2023	Encumbered 2022-2023	FY23 Total 2022-2023	Remaining Balance	%	10192022 FY23 Estimated 2022-2023	Favorable/ (Unfavorable)
Regular Instruction									
1101	FUNCTION-1101 ELEMENTARY	13,582,263	1,300,473	9,217,325	10,517,797	3,064,466	22.6%	13,436,340	145,923
1102	FUNCTION-1102 ART	680,986	134,754	448,472	583,226	97,760	14.4%	678,618	2,368
1103	FUNCTION-1103 COMPUTER EDUCATION	0	0	0	0	0	0.0%	-	-
1104	FUNCTION-1104 LANGUAGE ARTS	2,394,305	445,840	1,627,555	2,073,395	320,910	13.4%	2,391,729	2,576
1105	FUNCTION-1105 WORLD LANGUAGES	1,438,860	270,255	1,028,602	1,298,857	140,003	9.7%	1,440,048	(1,188)
1106	FUNCTION-1106 CONSUMER SCIENCE	155,887	27,244	102,569	129,812	26,075	16.7%	152,112	3,775
1107	FUNCTION-1107 TECHNOLOGY EDUCATION	676,451	152,013	523,041	675,053	1,398	0.2%	684,410	(7,959)
1108	FUNCTION-1108 MATHEMATICS	2,073,160	392,324	1,520,358	1,912,682	160,478	7.7%	2,070,803	2,357
1109	FUNCTION-1109 MUSIC	731,202	130,262	502,759	633,021	98,181	13.4%	723,995	7,207
1110	FUNCTION-1110 PHYSICAL EDUCATION	1,026,099	183,456	649,254	832,710	193,389	18.8%	1,020,961	5,138
1111	FUNCTION-1111 SCIENCE	2,279,445	403,154	1,542,690	1,945,844	333,601	14.6%	2,274,355	5,090
1112	FUNCTION-1112 SOCIAL STUDIES	1,849,410	330,013	1,322,598	1,652,611	196,799	10.6%	1,847,635	1,775
1113	FUNCTION-1113 MYP	42,000	9,547	0	9,547	32,453	77.3%	31,910	10,090
1114	FUNCTION-1114 HEALTH EDUCATION	301,017	68,679	284,733	353,412	(52,395)	(17.4%)	300,741	276
1117	FUNCTION-1117 INTERN. BACCALAUREATE	56,500	17,600	4,215	21,815	34,685	61.4%	42,525	13,975
1118	FUNCTION-1118 IB - CAREERS-RELATED PROGRAM	13,500	0	0	0	13,500	100.0%	10,125	3,375
1119	FUNCTION-1119 UNCLASSIFIED	1,581,473	730,642	1,196	731,838	849,635	53.7%	1,589,182	(7,709)
1121	FUNCTION-1121 BUSINESS EDUCATION	329,624	61,096	225,447	286,543	43,081	13.1%	328,612	1,012
1124	FUNCTION-1124 HEALTH OCCUPATIONS	87,596	14,695	79,670	94,365	(6,769)	(7.7%)	86,758	838
1260	FUNCTION-1260 ENRICHMENT	39,639	1,852	0	1,852	37,788	95.3%	39,639	(0)
1270	FUNCTION-1270 REMEDIAL INSTRUCTION	3,034,885	551,742	2,220,648	2,772,390	262,495	8.6%	3,034,885	(0)
2220	FUNCTION-2220 EDUCATIONAL MEDIA SERVICE	1,109,189	224,507	589,839	814,346	294,843	26.6%	1,101,685	7,504
Total Regular Instruction		33,483,491	5,502,339	21,890,969	27,393,308	6,090,183	18.2%	33,287,070	196,421
Special Instruction									
1205	FUNCTION-1205 PRESCHOOL 3-5	1,274,524	197,626	618,215	815,841	458,683	36.0%	1,274,524	0
1210	FUNCTION-1210 SPED Summer School	20,290	0	0	0	20,290	100.0%	20,290	-
1220	FUNCTION-1220 OTHER SPECIAL INSTRUCTION	696,165	276,688	151,696	428,384	267,781	38.5%	696,165	(0)
1230	FUNCTION-1230 SPECIAL EDUCATION	8,423,248	1,212,993	3,600,879	4,813,873	3,609,375	42.9%	8,400,131	23,117
1250	FUNCTION-1250 BLIND	27,046	0	0	0	27,046	100.0%	27,046	0
1280	FUNCTION-1280 HEARING IMPAIRED	108,685	25,398	86,126	111,524	(2,839)	(2.6%)	108,700	(15)
Total Special Instruction		10,549,958	1,712,705	4,456,916	6,169,621	4,380,337	41.5%	10,526,856	23,102
Continuing Education									
1310	FUNCTION-1310 HIGH SCHOOL COMPLETION	85,865	12,075	10,337	22,412	63,453	73.9%	84,613	1,252
1320	FUNCTION-1320 ADULT EDUCATION	210,105	207,000	0	207,000	3,105	1.5%	207,000	3,105
Total Continuing Education		295,970	219,075	10,337	229,412	66,558	22.5%	291,613	4,357
Other Instructional Programs									
15**	STUDENT ACTIVITIES 6-12	968,926	134,151	157,357	291,508	677,418	69.9%	964,796	4,130
TOTAL INSTRUCTION		45,298,345	7,568,270	26,515,579	34,083,848	11,214,497	24.8%	45,070,335	228,010
Support Services - Pupils									
2101	FUNCTION-2101 SUPPORT SERVICES - SPED CO	893,602	279,601	443,074	722,675	170,927	19.1%	893,043	559
2110	FUNCTION-2110 SOCIAL WORK SERVICES	370,503	68,901	290,399	359,300	11,203	3.0%	370,503	(0)
2120	FUNCTION-2120 GUIDANCE SERVICES	1,650,104	305,454	948,019	1,253,473	396,631	24.0%	1,641,479	8,625
2130	FUNCTION-2130 HEALTH SERVICES	1,250,073	48,068	31,241	79,309	1,170,764	93.7%	1,250,073	(0)
2140	FUNCTION-2140 PSYCHOLOGICAL SERVICES	1,251,875	244,249	909,364	1,153,613	98,262	7.8%	1,251,875	(0)
2150	FUNCTION-2150 SPEECH & HEARING SERVICES	1,206,570	240,611	931,155	1,171,766	34,804	2.9%	1,206,570	0
Total Support Services - Pupils		6,622,727	1,186,882	3,553,254	4,740,136	1,882,591	28.4%	6,613,544	9,183
Support Services - Staff									
2201	FUNCTION-2201 SUPPORTING SERVICES - T&L	377,529	134,341	205,661	340,002	37,527	9.9%	377,529	(0)
2202	FUNCTION-2202 SUPPORTING SERVICES - DEI	15,000	0	1,325	1,325	13,675	91.2%	15,000	-
2210	FUNCTION-2210 IMPROVEMENT OF INSTRUCTION	278,542	215,149	30,217	245,365	33,177	11.9%	278,589	(47)
Total Support Services - Staff		671,071	349,490	237,203	586,692	84,379	12.6%	671,118	(47)
General Support Services									
2311	FUNCTION-2311 BOARD OF EDUCATION SERVICE	30,241	21,904	1,760	23,664	6,577	21.7%	30,241	-
2312	FUNCTION-2312 SUPERINTENDENT OFFICE SER	1,615,425	408,485	378,761	787,245	828,180	51.3%	1,614,605	820
2313	FUNCTION-2313 BUSINESS OFFICE	1,015,207	180,746	93,678	274,424	740,783	73.0%	1,014,978	229
2410	FUNCTION-2410 SCHOOL ADMINSTRATION	4,428,283	1,370,804	2,004,625	3,375,429	1,052,854	23.8%	4,422,603	5,680
Total General Support Services		7,089,156	1,981,939	2,478,823	4,460,762	2,628,394	37.1%	7,082,427	6,729
Operational Services									
2510	FUNCTION-2510 OPERATIONS AND MAINTENANCE	6,931,709	2,213,506	396,620	2,610,126	4,321,583	62.3%	7,058,380	(126,671)
2520	FUNCTION-2520 PUPIL TRANSPORTATION	6,021,328	1,004,315	569	1,004,885	5,016,443	83.3%	6,269,625	(248,297)
2540	FUNCTION-2540 COMPUTER SUPPORT SERVICES	1,528,954	1,039,808	335,912	1,375,720	153,234	10.0%	1,530,264	(1,310)
2560	FUNCTION-2560 HEALTH SERVICES STAFF	2,500	0	0	0	2,500	100.0%	2,500	-
9999	FUNCTION-9999 EXPENDITURE TRANSFER ACCT	0	503,563	0	503,563	(503,563)	0.0%	-	-
Total Operational Services		14,484,491	4,761,192	733,102	5,494,294	8,990,197	62.1%	14,860,769	(376,278)
TOTAL SUPPORT SERVICES		28,867,445	8,279,503	7,002,382	15,281,885	13,585,560	47.1%	29,227,857	(360,412)
Community Services									
3710	FUNCTION 3710-NONPUBLIC SCHOOL	96,550	0	0	0	96,550	100.0%	96,550	0
Non-Programmed Charges									
4100	TUITION PAYMENTS	4,894,931	219,605	613,691	833,296	4,061,635	83.0%	4,727,028	167,903
GRAND TOTAL		79,157,271	16,067,377	34,131,652	50,199,029	28,958,242	36.6%	79,121,770	35,501
									0.04%

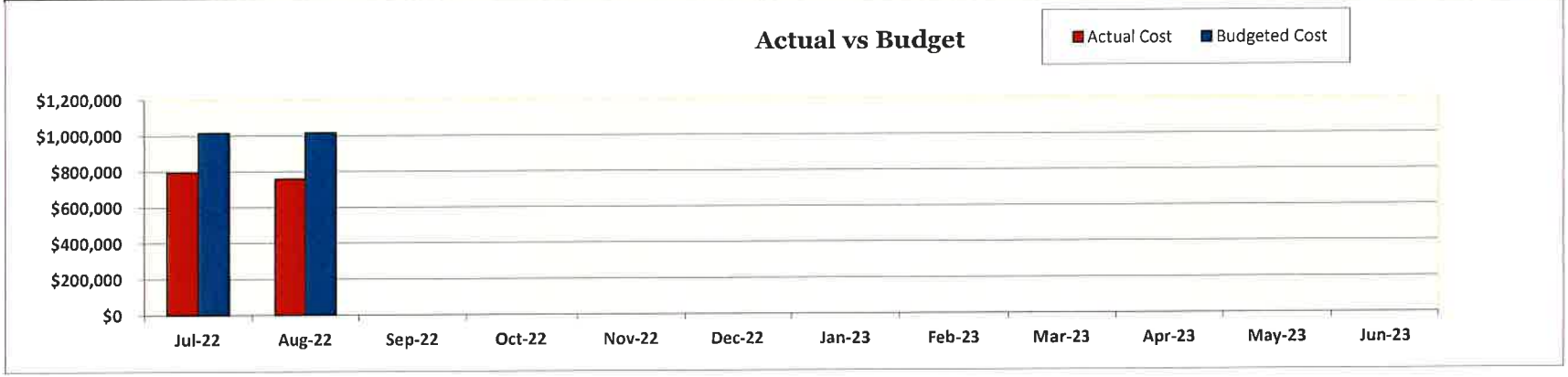
Cost vs Budget Dashboard - data through August 2022

BOE Groups Active & Retired

Self Insured - All Coverages
All Enrollees

Date	Lives	Net Medical Paid Claims	Rx Paid Claims	Dental Paid Claims	Total Net Paid Claims	Claim/Admin. Cost Total Fixed Costs	Total Cost	Anthem Renewal Monthly	Variance - Total Cost vs BOE Anthem Renewal	Actual/Estimated BOE Anthem Renewal	Additional Laser Liability $522,595 Max
Jul-22	520	$515,691	$141,902	$34,113	$691,706	$104,766	$796,472	$1,014,798	($218,326)	78.5%	$0
Aug-22	518	$427,675	$186,699	$40,532	$654,906	$104,422	$759,328	$1,014,798	($255,470)	74.8%	$0
Sep-22											
Oct-22											
Nov-22											
Dec-22											
Jan-23											
Feb-23											
Mar-23											
Apr-23											
May-23											
Jun-23											
YTD	**1038**	**$943,366**	**$328,600**	**$74,645**	**$1,346,611**	**$209,189**	**$1,555,800**	**$2,029,597**	**($473,796)**	**76.7%**	**$0**

Budget vs. Actual Cost



Total fixed costs is taken from segmented Anthem Renewal dated 4/20/22 plus Network Access Fees of $184,015
**BOE monthly renewal based on non-weighted Anthem proposal dated 4/20/22 less expected claims for Retirees moving to Medicare Advantage plan effective 1/1/22*
Stop Loss Laser - Liver transplant; member lasered at $600,000 ($77,405 in claims included in expected claim cost)

Updated: 9/28/22

Attachment #3

LEARN Board of Directors
REGULAR MONTHLY MEETING SYNOPSIS
October 13, 2022

The Board developed this report based on recommendations. The purpose is to give a brief overview of the critical issues from the monthly meeting. Board members may use this document for reporting to their local Board.

Reading and/or Review of Correspondence: Executive Director Ericson shared the following Correspondence: 1. Letter from CSDE approving LEARN's request for adopting the *CT Guidelines for Education Evaluation 2017 described in the April 7, 2022, Memo from the Commissioner Charlene Russell-Tucker and implementation for the 2022-2023 school Year. 2.) Communications from CSDE's Susan Fiore approving LEARN's Healthy Food Certification Statement for school year 2022-2023. 3.) LEARN has been selected to receive a $55,000 grant for fresh fruit and vegetables for the Regional Multicultural Magnet and the Riverside Magnet elementary schools.*

Superintendent's Perspective: LEARN's Director of Teaching and Learning, Dr. Linda Darcy, presented to the Board on how LEARN has structured our supports for districts, schools and teachers on equity. PowerPoint slide will be shared.

Distributions- LEARN's Annual Report (copies will be mailed to members who were unable to attend meeting

Legislative Update- The CSDE Talent Office is working with a state sub-committee to recommend permanent change to Teacher Evaluation (TEVAL). Executive Director Ericson is representing the RESC Alliance on this committee. Additional members of the committee represent the CT Association of Public-School Superintendents (CAPSS), the CT Association of Boards of Ed (CABE), American Federation of Teachers (AFT), CT Education Association (CEA), and the CT Association of Schools (CAS).
RESC Alliance is meeting with the School and State Finance Project, Lisa Hammersley -discussion in progress on the legislative approach to school funding for the upcoming year.

LEARN Agency Updates –the Executive Director informed the board that the auditor's one year extension was in place at a 5% increase. LEARN will be partnering with the Children's Museum in Niantic for a grant to provide the Friendship School students with opportunities to attend *Discovery Mondays.* MSMHS updates included teachers participating in the Marine Aquarium Conference of North America as a vendor for coral sales and networked for potential new opportunities to expand programming to benefit students as well as having two students awarded Martin Luther King Jr scholarships and another a National Merit Scholarship Semi-Finalist. A Three Rivers Middle College student also received a MLK Scholarship award. Small districts from the LEARN region have been meeting to discuss pressure points and strategies for potential opportunities for regional programming. District Principals/Directors are drafting plans to support continuous improvement efforts at each school using equity upon which the work is built targeting academic and social emotional goals at each of their sites. The Coast Guard Academy Museum has reached out to LEARN to provide educational consulting for a funding source with this partnership providing both short and long-term potential. Two large school districts in the LEARN region have requested that LEARN design, build, and operate a regional alternative school. Bridgette Gordon-Hickey and Kate Ericson are working with districts to design a model. LEARN schools are participating in the CSDE Science of Reading State Master Class Pilot. Members of the board attended a tour of the Ocean Ave LEARNing Academy'sis finishing touches on Phase I of the renovation project noting that the cafeteria was a welcome and very popular addition for the students.

LEARN Board of Directors
REGULAR MONTHLY MEETING SYNOPSIS
October 13, 2022

Updated regulations for Policy #5005; Students, "*Sex Discrimination and Sexual Harassment (Students)*" were included in the agenda packet to share for review- no vote is required on Procedures and Regulations.
The board approved two new Administrator Positions: Assistant Director of Technology @ LEARN as the demand for LEARN's technology support and services have expanded throughout the region and a new Director of Educational Technology Services administrator for the Goodwin University campus schools.

Educational Perspective: LEARN Deputy Executive Director, Bridgette Gordon –Hickey introduced the new Regional Trauma Coordinator, Tianna Hill, and presented the vision and scope of work for the Team and the potential framework for offering services to the region. (PowerPoint available)

Roundtable/Future Agenda Items: Teacher salaries, negotiations status- Stonington completed teacher negotiations, waiting for ratification vote for a 12% increase over 3 years, Old Saybrook @11.5% and the state average @11/6%. This year's negotiations seemed to involve a more positive approach for agreement on the needs of both sides. Teachers feel respected and valued. Groton entered into a 4-year contract with a 10% salary increase and looked at health benefits as well.

Requests for future roundtable items: Next Generation Science Standards and Science of Reading

P 6145.1

Students

Eligibility to Participate in Interscholastic High School Athletics

Any student enrolled at Fitch High School shall be eligible to participate in the interscholastic athletics program at school provided that the student:

A. Meets all other Connecticut Interscholastic Athletic Conference (CIAC) eligibility requirements (http://www.casciac.org/pdfs/eligibility_brochure.pdf) as outlined in the CIAC handbook (http://www.casciac.org/ciachandbook/). CIAC **requires** 4 credits; Fitch High School requires a minimum of 5 credits.

B. Has 8 consecutive semesters (4 years) of eligibility to play athletics from that time student-athlete enters high school as a freshman.

The administration shall be responsible to determine whether students meet the criteria above. Eligibility criteria will be published in the Athletic Handbook, Student Handbook as well as posted on the Fitch Athletic website.

The Board of Education shall be informed of any changes that the CIAC may make in its requirements.

~~Any student enrolled in the Groton Public Schools shall be eligible to participate in the interscholastic athletics program at his/her school provided that the student:~~

~~A. Meets the criteria established by the Connecticut Interscholastic Athletic Conference (CIAC), and~~
~~B. Has not been enrolled for more than eight (8) consecutive semesters in grades nine to twelve, inclusive.~~

~~It shall be the responsibility of the administration to determine each student's eligibility to participate in interscholastic athletics. The principal shall publish eligibility criteria to all interested students annually.~~

~~The Superintendent of Schools shall issue administrative regulations implementing this policy which shall include an explanation of CIAC eligibility requirements. The Board of Education shall be informed of any changes that the CIAC may, from time to time, make in its requirements.~~

Legal Reference: Connecticut General Statutes 10-241
C.I.A.C. Regulations

Policy Adopted: April 8, 1996
Revised:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Students

Eligibility to Participate in Interscholastic Athletics

Any student-athlete enrolled at Fitch High School shall be eligible to participate in after-school extracurricular activities, including the interscholastic athletics program, provided the student-athlete meets the criteria established by the CIAC and has not been enrolled for more than eight semesters in grades nine through twelve, inclusive, and meets the criteria established by Fitch High School for eligibility.

1. CIAC Eligibility –A student-athlete who has passed at least four (4) credits during the previous quarter or earned 4 credits the previous year (for fall sports) is CIAC eligible. A student-athlete who has not met these criteria is CIAC ineligible and is ineligible immediately upon publication of the CIAC eligibility list. A student who is CIAC ineligible cannot participate in any school sponsored athletic events or practices. Marking period grades (not semester grades) will be used to determine scholastic eligibility to participate in interscholastic athletics during any given marking period. Year- end failures may be made up through successful completion of school approved summer work in courses failed.

2. Fitch High School Eligibility-A student-athlete who has met the CIAC criteria and earned a minimum of 5 credits or more is Fitch High School eligible.

3. Any student-athlete meeting the criteria above but has earned a D or an F in any course must adhere to the following:
   A. If a student-athlete has earned a D or an F in **one course** the student-athlete must attend Falcon Academy at a minimum of **one session** per week, with CTL support during the day, until the bi-weekly grade report indicates the student-athlete is no longer earning a D or an F.
   B. If a student has earned a D or an F in **two or more courses** the student-athlete must attend Falcon Academy at a minimum of **two sessions** per week, with CTL support during the day. Student-athlete's academic performance will be monitored and supported during this time.

4. Fitch High School also offers routine academic supports for our student-athletes to help maintain passing grades.

   - one to one student-athlete support
   - student-athlete to teacher support
   - National Honor Society Tutoring Program
   - CTL Block for student-athletes to meet with teachers during the school day.

Note: Eligibility for fall activities shall be determined by the student-athlete's grades for the fourth quarter of the previous year for FHS policy. CIAC eligibility is determined by the final grades. Ninth graders are exempt until the end of the first quarter of their freshman year.

Regulation Adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Construction

Naming of ~~Facility~~ Facilities

It shall be the prerogative of the Board of Education (Board) to establish the need and appropriateness for naming any school ~~unit~~ building, or portions thereof including all indoor and outdoor facilities. ~~of the school. When the need has been determined,~~ Guidelines are ~~will be~~ established by the Board. ~~of Education. and input will be sought from members of the community.~~

If the school is named after a person, preference shall be given to ~~names of deceased persons~~ those who have made a significant contribution to education or to the community.

Legal References: C.G.S. 10-220(a)
C.G.S. 10-221(a)
C.G.S. 10-240

Policy Adopted: April 10, 2000
Revised:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Construction Regulation

Naming of Facility

It shall be the ~~general~~ policy to name school~~s~~, buildings ~~and~~ or portions thereof, which includes indoor and outdoor ~~school~~ facilities for persons who have attained prominence locally and/or nationally; ~~or~~ ~~in the fields of education, science, art, statesmanship, political science, or military achievement; early pioneers of the community or the State of Connecticut; outstanding presidents of the United States of America~~ or for local geographical landmarks.

The ~~general~~ procedure for selecting a name for a **school building** shall be as follows:

1. Under the direction of the Board of Education (Board) the Superintendent ~~Board~~ shall appoint a school naming committee composed of ~~two citizens,~~ community members, ~~from the immediate community to be served by the particular school; one representative from each of the following groups teachers, administrators,~~ ~~PTA/PTO~~ parents, Board members, community members, faculty and staff and ~~two~~ student representatives from the area to be served by the particular school.

2. The school-naming committee shall then present a list of one or more names to the Superintendent who will forward them to the Board.

3. The Board shall then make the final selection of the name from the committee recommendation submission.

The procedure for selecting a portion of a school facility shall be as follows:

1. A request is made to the Board to name a portion of a school facility.
2. The Board forms an Ad Hoc committee consisting of its own membership to review the request. The committee will determine which names will be forwarded to the Board.
3. The Board shall then make the final selection in the naming of the portion of a school facility.

P 6141.51

Instruction

Enrollment in High School Advanced Courses or Programs

Purpose

The Board of Education (Board) believes in the basic principle that academic rigor and the opportunity to accelerate learning are powerful motivators for students to meet intellectual challenges and to excel in the academic environment. All students at the high school level will be provided an opportunity to participate in a rigorous and academically challenging curriculum.

The Board encourages students to pursue rigorous, challenging academic coursework such as, but not limited to, honors classes, dual enrollment, dual credit, Advanced Placement classes, and International Baccalaureate Diploma program for students in grades 11 and 12.

The Board, to encourage student participation in advanced courses or programs, will communicate information about advanced courses or programs to students and parents; offer district-wide counseling to students about the benefits of advanced level courses and programs; and annually report on District progress toward increasing students' enrollment in advanced courses or programs.

The benefits of advanced coursework opportunities are not limited to one particular model.

Definitions

An advanced course or program is defined as an honors class, Advanced Placement class, International Baccalaureate Diploma program (grades 11 and 12), dual enrollment, dual credit, early college or any other advanced or accelerated course or program offered by the Board of Education in high school, inclusive.

Prior academic performance means the course or courses that a student has taken, the grades received for each course, and a student's grade point average.

Guiding Principles

The Board is aware that diversity is underrepresented in advanced level high school courses and programs of similar rigor. Barriers to participation include the failure to identify students with potential, low expectations of students, insufficient motivation on behalf of students.

Evaluation

The Board will continually review data on student participation in advanced courses or programs. Such data will be used during the planning process for course and program offerings in the upcoming school year. The data shall be disaggregated by gender, ethnicity, and high needs students to increase participation of underrepresented students in advanced courses.

Legal Reference: Connecticut General Statutes

P.A. 21-199 Section 3

10-221r Advanced placement course program. Guidelines.

District Guidance for Developing an Advanced Course Participation Policy

Policy adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Regulation

Advanced Courses or Programs

Procedures/Criteria

An emphasis on equity must include a focus on increasing student access to rigorous learning opportunities to assist all students in preparing for success after high school. The following District and school-level principles will contribute to fostering greater equity in student participation in advanced courses or programs:

1. Provide a course sequence and foundation-building in earlier grades, ensuring high expectations for all students that makes later advanced coursework a viable option and accessible to all;
2. Create access points to advanced courses and programs allowing students to access these programs throughout their high-school experience;
3. Use multiple methods by which a student may enroll, including but not limited to:

    a. Consider student strengths, interests, and motivation;
    b. Encouragement and support of students can come from, but not limited, to parents, teachers, administrators, school counselors, or other school personnel;
    c. Enrollment not exclusively based on a student's prior academic performance;
    d. Monitor student performance, including growth over time;

4. Offer a robust set of student supports, including tutoring and/or mentoring, access to technology, access to enrichment opportunities, as well as support from school counselors, that help all students succeed in advanced courses or programs.
5. Publish and disseminate materials that encourage all students to participate in advanced courses and programs and providing these materials in multiple languages.
6. Provide a foundation of rigor, relevance, and high expectations through IB Middle Years Program for all students in grades 6-10, so students are prepared to take high level courses at the high schools.

High school students willing to accept the challenge of a rigorous academic curriculum shall be admitted to an advanced course or program as defined in this policy. Students who have successfully completed the prerequisite course work or have otherwise demonstrated mastery of the prerequisite content knowledge.

District administrators and guidance counselors shall advise students and parents/guardians of the opportunity to participate in advanced courses or programs as defined in this policy. When students' success plans are prepared and revised, the academic component shall include appropriate preparatory courses and advanced course and program participation. Teachers shall also encourage students to take challenging courses.

The Board seeks an equitable course enrollment. Therefore, multiple measures must be used to identify students for advanced coursework so that no single measure excludes their participation.

Advanced courses or programs must comply with applicable District policies and state standards, and this policy must be in accordance with CSDE.

The Superintendent or his/her designee shall ensure that all students have access to these rigorous courses based on this policy.

Regulation adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

P 6141.52

Instruction

Challenging Curriculum Policy for Middle Years

The Board of Education (Board) believes academically advanced courses and/or programs are designed to motivate students to understand rigorous content. The Board recognizes its responsibility to identify these students in Middle Years (6-9), in compliance with Section 5 of P.A. 21-199, and to provide them with appropriate instructional adaptions and services. Any student who is capable of or is highly motivated and wishes to do advanced course work or take an accelerated course or program, as detailed in this policy should be permitted to do so in their Middle Years.

An advanced course or program as defined in this policy means an honors class such as Honors Algebra I in the 8th grade, and the International Baccalaureate Middle Years Programme (IBMYP) which all students in grades 6 through 10 participate in, as offered by the Board. Such courses or programs are specifically designed to extend, enrich, and/or accelerate the standard school program to meet the needs of District students.

The Board's goal is to create a culture of deliberate excellence through its commitment to all students in these Middle Years by providing the IBMYP as it prepares students for high level, rigorous curriculum and instruction in their future grades. The Board desires to nurture potential in all students and to challenge all students through differentiation and responsive instruction. The needs of all students including high potential learners will be equitability addressed across all populations.

In compliance with Section 5 of P.A. 21-199, the Board adopts this "challenging curriculum policy" aligned with State Department of Education (SDE) guidance. This policy includes regulations, as required criteria for the identification of students in their Middle Years who may be eligible, interested, and motivated to take or enroll in an advanced course or program. Consider appropriate programming for students identified as gifted, as per policy #6172.1, "Gifted and Talented Students."

Students taking high school credit courses in the middle school are required to meet all expectations for earning course credit applicable to meeting high school graduation requirements.

Criteria

For purposes of this policy these are students who are capable, highly motivated, or wish to participate in advanced courses and should be encouraged to enroll in these programs.

The Superintendent or his/her designee will develop procedures for an ongoing identification process that includes multiple measures to identify student strengths in intellectual ability, creativity or a specific academic area. The identification process shall include consideration of all students including those who are English language learners and those with Individualized Education Plans or 504 Plans.

Legal Reference: Connecticut General Statutes
P.A. 21-199 Section 5
10-221r Advanced placement course program. Guidelines.
District Guidance for Developing an Advanced Course Participation Policy

Policy Adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Instruction

Challenging Curriculum Regulations (Criteria for Identification of Eligible Middle Years Students)

Procedures/Criteria

The following District and School-level principles will encourage students who are capable, highly motivated, and/or wish to participate in advanced courses to enroll in these programs.

1. Provide a course sequence and foundation-building in earlier grades, ensuring high expectations for all students that makes later advanced coursework a viable option and accessible to all;
2. Create multiple access points to advanced courses and programs allowing students to access these programs throughout their middle school experience;
3. Use multiple methods by which a student may enroll, including but not limited to:

    a. Consider student strengths, interests, and motivation;
    b. Encouragement and support of students can come from, but not limited, to parents, teachers, administrators, school counselors, or other school personnel;
    c. Enrollment not exclusively based on a student's prior academic performance;
    d. Monitor student performance, including growth over time;

4. Offer a robust set of student supports, including tutoring and/or mentoring, access to technology, access to enrichment opportunities, as well as support from school counselors, that help all students succeed in advanced courses or programs.

5. Publish and disseminate materials that encourage all students to participate in advanced courses and programs and provide these materials in multiple languages.

6. Provide a foundation of rigor, relevance, and high expectations through IB Middle Years Program for all students in Middle Years, so students are prepared to take high level classes.

Identification Process

Middle school students willing to accept the challenge of a rigorous academic curriculum shall be admitted to an advanced course or program as defined in this policy. Students who have successfully completed the prerequisite course work or have otherwise demonstrated mastery of the prerequisite content knowledge.

District administrators and school counselors shall advise students and parents/guardians of the opportunity to participate in advanced courses or programs as defined in policy P 6141.52. When students' success plans are prepared and revised, the academic component shall include appropriate preparatory courses and advanced course and program participation. Teachers shall also encourage students to take challenging courses.

The Board seeks equitable course enrollment. Therefore, multiple measures must be used to identify students for advanced coursework so that no single measure excludes their participation.

The Superintendent or his/her designee is directed to develop and document appropriate curricular and instructional modifications and/or programs for such identified students, in their Middle Years, indicating content, process, products, and learning environments.

Challenging Curriculum Policy – cont.

Academic Plan

The plan, developed with the assistance of parents/guardians and with the advice and recommendations of school personnel, shall be reviewed annually. The plan is to include a list of courses and learning activities/programs in which the student will engage during the Middle Years.

The student's academic plan must be designed to enroll the identified student in one or more advanced courses or programs and allow the student to earn high school credit or result in career readiness.

The academic plan may be aligned with the following:

1. the courses or programs currently offered by the Board of Education;
2. the student's student success plan;
3. the high school graduation requirements established in state law; and
4. any other Board-adopted policies or standards relating to student enrollment eligibility for advanced courses or programs.

A student or his or her parent/guardian have the right to decline the implementation of the provisions of the academic plan.

Legal Reference: Connecticut General Statutes
P.A. 21-199 Section 5
10-221r Advanced placement course program. Guidelines.
District Guidance for Developing an Advanced Course Participation Policy

GROTON BOARD OF EDUCATION
2023 MEETING SCHEDULE

Finance/Facilities Com. 6:00 p.m. CO, Room 11 (1st Tuesday of Month)	Policy Committee 5:00 p.m. CO, Room 5 (2nd Tuesday of Month)	Curriculum Committee 5:00 p.m. CO, Room 4 (3rd Monday of Month)	Communications Committee 5:00 p.m. CO, Room 4 (4th Monday of the Month)	Committee of the Whole 6:00 p.m. CO, Room 11 (2nd & 3rd Monday of Month)	Regular Meeting 6:00 p.m. Town Hall Annex, CR 1 (4th Monday of Month)
January 3	January 10	January 17 (Tuesday)	January 23	January 9 January 17 (Tuesday)	January 23
February 7	February 14	February 22 (Wednesday)	February 27	February 13 February 22 (Wednesday)	February 27
March 7	March 14	March 20	March 27	March 13, March 20	March 27
April 4	April 11	April 17	April 24	April 10 (Spring Break) April 17	April 24
May 2	May 9	May 15	May 22	May 8, May 15	May 22 (venue FHS)
June 6	June 13	June 19	June 26	June 12, June 19	June 26
July (no meeting)	July (no meeting)	July 17	July 24	July 10, July 17	July 24
August 1	August 8	August 21	August 28	August 14, August 21	August 28
September 5	September 12	September 18	September 25	September 11, September 18	September 25
October 3	October 10	October 16	October 23	October 10 (Tuesday) October 16	October 23
November 7	November 14	November 20	November 27	November 13, November 20	November 27
December 5	December 12	December 18	December 11 (2nd Monday)	December 4 (1st Monday)	December 11 (2nd Monday)

For Information Only:

- Groton Scholarship Fund - meets the 1st Wednesday of the month @ 5:00 p.m.
- LEARN Board of Directors - meets the 2nd Thursday of the month @ 9:00 a.m.

Attachment #9

PREFERRED MAXIMUM CLASS SIZE GUIDELINES

ACADEMIC	PREFERRED MAXIMUM CLASS SIZE
Kindergarten – 1	20
Grades 2-3	23
Grades 4-12	25
Remedial Self-Contained 6-12	14
Remedial Individual/Small Group	40 (total teacher load)
SPECIAL AREAS	
Technology Education (9-12)	20
Culinary Arts (9-12)	16
General Music (K-12)	25
Art (9-12)	20
Physical Education (6-12)	30
PUPIL – TEACHER RATIOS FOR SUPPORT PERSONNEL	
Guidance Counselors	200:1
Library/Media Specialist	500:1
Special Education:	
Self-contained	12:1
Resource Room	20:1

Groton Public Schools
Cost to support Food Nutrition Program

Cost to cover meals for Reduced Cost Students							
Meal	School	Reduced Price	Anticipated # of reduced price students	Cost assuming 100% participation for entire school year	Cost assuming 100% participation 60% of school year	Anticipated participation	Cost assuming anticipated participation 60% of school year
Breakfast	Elementary	$ 0.30	84	$ 4,561.20	$ 2,746.80	40%	$ 1,098.72
Breakfast	Secondary	$ 0.30	90	$ 4,887.00	$ 2,943.00	40%	$ 1,177.20
Lunch	Elementary	$ 0.40	84	$ 6,081.60	$ 3,662.40	75%	$ 2,746.80
Lunch	Secondary	$ 0.40	90	$ 6,516.00	$ 3,924.00	75%	$ 2,943.00
				$ 22,045.80	$ 13,276.20		$ 7,965.72

Attachment #11

GROTON BOARD OF EDUCATION
SPECIAL MEETING MINUTES
NOVEMBER 14, 2022 @ 5:45 P.M.
CENTRAL OFFICE, ROOM 11

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

Members Absent: Dean Antipas, Elizabeth Porter

Also Present: Susan Austin, Phil Piazza, Thomas Lonsdale, Laurie LePine

I. Chairperson Shepardson Watson called the meeting to order at 5:46 p.m.

II. Discussion and possible action re: Policy P 7551 Naming of Facilities

MOTION: Ackerman, Shulman: To name the FHS Media Center after Dr. James E. Mitchell.

Dr. Ackerman shared Dr. Mitchell's extensive resume dating back to 1967 when Dr. Ackerman and Dr. Mitchell taught at Fitch Junior High School.

PASSED – UNANIMOUSLY

III. Adjournment

MOTION: Ackerman, Horgan: To adjourn at 5:52 p.m.
PASSED - UNANIMOUSLY

P 6141.52

Instruction

Challenging Curriculum Policy for Middle Years

The Board of Education (Board) believes academically advanced courses and/or programs are designed to motivate students to understand rigorous content. The Board recognizes its responsibility to identify these students in Middle Years (6-9), in compliance with Section 5 of P.A. 21-199, and to provide them with appropriate instructional adaptions and services. Any student who is capable of or is highly motivated and wishes to do advanced course work or take an accelerated course or program, as detailed in this policy should be permitted to do so in their Middle Years.

An advanced course or program as defined in this policy means an honors class such as Honors Algebra I in the 8th grade, and the International Baccalaureate Middle Years Programme (IBMYP) which all students in grades 6 through 10 participate in, as offered by the Board. Such courses or programs are specifically designed to extend, enrich, and/or accelerate the standard school program to meet the needs of District students.

The Board's goal is to create a culture of deliberate excellence through its commitment to all students in these Middle Years by providing the IBMYP as it prepares students for high level, rigorous curriculum and instruction in their future grades. The Board desires to nurture potential in all students and to challenge all students through differentiation and responsive instruction. The needs of all students including high potential learners will be equitability addressed across all populations.

In compliance with Section 5 of P.A. 21-199, the Board adopts this "challenging curriculum policy" aligned with State Department of Education (SDE) guidance. This policy includes regulations, as required criteria for the identification of students in their Middle Years who may be eligible, interested, and motivated to take or enroll in an advanced course or program. Consider appropriate programming for students identified as gifted, as per policy #6172.1, "Gifted and Talented Students."

Students taking high school credit courses in the middle school are required to meet all expectations for earning course credit applicable to meeting high school graduation requirements.

Criteria

For purposes of this policy these are students who are capable, highly motivated, or wish to participate in advanced courses and should be encouraged to enroll in these programs.

The Superintendent or his/her designee will develop procedures for an ongoing identification process that includes multiple measures to identify student strengths in intellectual ability, creativity or a specific academic area. The identification process shall include consideration of all students including those who are English language learners and those with Individualized Education Plans or 504 Plans.

Legal Reference: Connecticut General Statutes
P.A. 21-199 Section 5
10-221r Advanced placement course program. Guidelines.
District Guidance for Developing an Advanced Course Participation Policy

Policy Adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Instruction

Challenging Curriculum Regulations (Criteria for Identification of Eligible Middle Years Students)

Procedures/Criteria

The following District and School-level principles will encourage students who are capable, highly motivated, and/or wish to participate in advanced courses to enroll in these programs.

1. Provide a course sequence and foundation-building in earlier grades, ensuring high expectations for all students that makes later advanced coursework a viable option and accessible to all;
2. Create multiple access points to advanced courses and programs allowing students to access these programs throughout their middle school experience;
3. Use multiple methods by which a student may enroll, including but not limited to:

    a. Consider student strengths, interests, and motivation;
    b. Encouragement and support of students can come from, but not limited, to parents, teachers, administrators, school counselors, or other school personnel;
    c. Enrollment not exclusively based on a student's prior academic performance;
    d. Monitor student performance, including growth over time;

4. Offer a robust set of student supports, including tutoring and/or mentoring, access to technology, access to enrichment opportunities, as well as support from school counselors, that help all students succeed in advanced courses or programs.

5. Publish and disseminate materials that encourage all students to participate in advanced courses and programs and provide these materials in multiple languages.

6. Provide a foundation of rigor, relevance, and high expectations through IB Middle Years Program for all students in Middle Years, so students are prepared to take high level classes.

Identification Process

Middle school students willing to accept the challenge of a rigorous academic curriculum shall be admitted to an advanced course or program as defined in this policy. Students who have successfully completed the prerequisite course work or have otherwise demonstrated mastery of the prerequisite content knowledge.

District administrators and school counselors shall advise students and parents/guardians of the opportunity to participate in advanced courses or programs as defined in policy P 6141.52. When students' success plans are prepared and revised, the academic component shall include appropriate preparatory courses and advanced course and program participation. Teachers shall also encourage students to take challenging courses.

The Board seeks equitable course enrollment. Therefore, multiple measures must be used to identify students for advanced coursework so that no single measure excludes their participation.

The Superintendent or his/her designee is directed to develop and document appropriate curricular and instructional modifications and/or programs for such identified students, in their Middle Years, indicating content, process, products, and learning environments.

Challenging Curriculum Policy – cont.

Academic Plan

The plan, developed with the assistance of parents/guardians and with the advice and recommendations of school personnel, shall be reviewed annually. The plan is to include a list of courses and learning activities/programs in which the student will engage during the Middle Years.

The student's academic plan must be designed to enroll the identified student in one or more advanced courses or programs and allow the student to earn high school credit or result in career readiness.

The academic plan may be aligned with the following:

1. the courses or programs currently offered by the Board of Education;
2. the student's student success plan;
3. the high school graduation requirements established in state law; and
4. any other Board-adopted policies or standards relating to student enrollment eligibility for advanced courses or programs.

A student or his or her parent/guardian have the right to decline the implementation of the provisions of the academic plan.

Legal Reference: Connecticut General Statutes
P.A. 21-199 Section 5
10-221r Advanced placement course program. Guidelines.
District Guidance for Developing an Advanced Course Participation Policy

P 3520.11

Business and Non-Instructional Operations

Electronic Information Security

The objective of electronic information security is to ensure business continuity and minimize business damage by preventing, controlling and minimizing the impact of security breaches. The purpose of this policy is to protect the Groton Public Schools electronic information resources from threats, whether internal or external, deliberate or accidental. Electronic information resources are defined as all District computer equipment, including any desktop or laptop computers and all hardware owned or leased by the District; the District's computer network, and any computer software licensed to the District; and stored data. This policy shall apply to all users, whether or not affiliated with the District, of District electronic information resources as well as to all uses of those resources, wherever located.

Groton Public Schools will maintain access management processes to ensure that appropriate access will be afforded to electronic information resources.

Availability of the electronic information infrastructure is crucial to the continued effectiveness of the Groton Public Schools. The District will develop and implement procedures in accordance with prevailing industry standards and applicable federal and state law to manage environmental, developmental, and disaster recovery requirements.

The District will educate all users regarding acceptable use and proper security procedures for electronic information resources.

The District will manage electronic information resources in accordance with applicable federal and state law and regulations, including laws regarding the confidentiality of student and personnel information and access to public records.

The District will manage electronic information resources in accordance with the current District cyber insurance provider (reviewed yearly in accordance with insurance policy renewal).

Legal Reference: Connecticut General Statutes

1-19(b)(11) Access to public records. Exempt records.

7-109 Destruction of documents.

10-15b Access of parent or guardians to student's records.

10-209 Records not to be public.

11-8a Retention, destruction and transfer of documents

11-8b Transfer or disposal of public records. State Library Board to adopt regulations.

46b-56 (e) Access to Records of Minors.

Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g.).

Dept. of Educ, 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Educ. Provisions Act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

65 Fed. Reg. 503 12-50372

65 Fed. Reg. 92462-82829

63 Fed. Reg. 43242-43280

67 Fed. Reg. 53 182-53273

Policy Adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

P 4113.12

Personnel

Minimum Duty-Free Lunch Periods

The Board of Education (BOARD), in compliance with P.A. 22-80, shall provide a minimum 30-minute uninterrupted lunch period for teachers and other certified staff. For non-certified staff, the BOARD will provide the duty-free lunch period as defined by the Connecticut Department of Labor.

Legal Reference: Connecticut General Statutes

PA 22-80 An Act Concerning Childhood Mental and Physical Health Services in School.

Policy Adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

P 3543.31

Business and Non-Instructional Operations

Office Services/Records and Reports

Electronic Communications Use and Retention

This policy applies to the retention, storage, and destruction of electronic information and records within the District and does not supersede any state or federal laws, or any other District policies regarding confidentiality, information dissemination, or standards of conduct. Generally, electronic information should be used only for legitimate District business; however, brief and occasional e-mail messages may be sent and received pursuant to policy 4118.4 and policy 4118.5.

Electronic communications are a transmittal of a communication between two or more computers or electronic devices, whether or not the message is converted to hard copy format, whether or not the message is viewed upon receipt or stored for later retrieval, and whether or not the transmittal is through a local, district or global computer network.

Electronic communications, including records made with other software and sent in e-mail, which are sent or received by the Board of Education (Board) or District employees pertaining to the business of the schools may be subject to public disclosure and inspection as public records under the Connecticut Freedom of Information Act and discovery in litigation as evidence in support of a claim. The Superintendent or his/her designee shall be responsible for implementing administrative regulations concerning the placing of a "hold" on electronic and paper records that may reasonably be anticipated to be subject of discovery in the course of litigation.

Use of electronic mail should conform to the same standards of judgment, propriety and ethics as other forms of school business-related communications.

The District is obligated to respect and, where necessary, to protect confidential data. The Board recognizes technical and legal limitations may restrict the District's ability to protect confidentiality. Electronic communication is recognized as similar to a paper document for legal purposes. The Board understands it may be legally compelled to disclose electronic information including business or personal use of e-mail to community members in accordance with the Freedom of Information Act. Such information will be disclosed to governmental authorities or, in the context of litigation, to other third parties. E-mail may also contain information that should be retained in the official records of the District.

Electronic communication on District computers or electronic communication systems shall be retained only as long as necessary. The same record retention policy that applies to paper records applies to electronically stored information, including e-mail communications. Therefore, like paper records, the content and function of an electronic record, including e-mail communications, determines the retention period for that document and will be retained in accordance with the Management and Retention Guide for State and Municipal Government Agencies (General Letter 98-1) administered by the Connecticut State Library, Public Records Administrator.

In addition to the Board's retention guidelines, all District employees have a duty to preserve all paper records and electronic information, including records and electronic information that might otherwise be deleted or destroyed, that relate to any matter that is currently in litigation or may be anticipated to involve litigation. The Superintendent or his/her designee shall develop administrative regulations to preserve such records and electronically stored information that could potentially be related to any matter currently in litigation or which may be anticipated to result in future litigation.

The responsible authority for the maintenance and security of records shall be the Superintendent of Schools or his/her designee. The Superintendent shall designate a Records Custodian who will be responsible for implementation of District policies and administrative regulations pertaining to the preservation of paper records and electronically stored information, including e-mails and to respond to requests to inspect electronic mail pursuant to the Freedom of Information Act.

When security of certain financial, student, and other confidential information must be maintained, employees shall take appropriate security measures such as the use of personal identification passwords and/or encryption codes. Employees shall safeguard the confidentiality of passwords and codes and shall take reasonable steps to ensure that computer terminals do not become available for unauthorized use.

Users are responsible for appropriate access to and use of electronic mail systems. Illegal or improper use of the electronic mail systems, including, but not limited to, pornography, obscenity, harassment, solicitation, gambling, and violating copyright or intellectual property rights are prohibited.

Use of the electronic mail systems for which the District will incur an expense without written permission of a supervisor is prohibited.

Violation of this policy shall constitute just cause for appropriate disciplinary action.

Legal Reference: Connecticut General Statutes

The Freedom of Information Act.

1-15 Application for copies of public records.

1-200 Definitions.

1-210 to 1-213 Access to public records.

1-211 Access to computer stored records.

1-214 Public contracts as part of public records.

1-225 to 1-240 Meetings of public agencies.

7-109 Destruction of documents.

10-15b Access of parent or guardians to student's records.

10-154a Professional communications between teacher or nurse & student.

10-209 Records not to be public.

10-221 Boards of education to prescribe rules.

11-8a Retention, destruction and transfer of documents.

11-8b Transfer or disposal of public records. State Library Board to adopt regulations.

31-48d Employers engaged in electronic monitoring required to give prior notice to employees.

46b-56 (e) Access to Records of Minors.

Connecticut Public Records Administration Schedule V Disposition of Education Records (Revised 1983).

General Letters 98-1, 96-2 and 2001-1 of the Public Records Administrator Record Retention Schedules Towns, Municipalities, and Boards of Education.

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C.1232g.).

Department of Education 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C.

1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

Rules 34 and 45 of the Federal Rules of Civil Procedure (2006 Amendments).

USA Patriot Act of 2001, PL 107-56, 115 Stat. 272, Sec 507, 18 U.S.C. §2332b(g)(5)(B) and 2331.

Policy Adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Business and Non-Instructional Operations

Office Services/Records and Reports

Electronic Communications Use and Retention Regulation

Retention Guidelines

These regulations supplement and do not replace District policy and regulations pertaining to student records.

Content and function of electronic messages determine the message's retention period. The determination of record status shall be on the same basis as is used for paper records. The District will comply with all of the minimum standards set forth in the Municipal Records Retention Schedule, M8 of the Connecticut Records Administration. Electronic messages sent and received by public officials fall within three broad categories:

1. Transitory messages, including copies posted to several persons and casual and routine communications similar to telephone conversations.
2. Public Records with a less than Permanent Retention Period; and
3. Public Records with a Permanent or Permanent/Archival Retention Period.

Retention guidelines for each of these categories are as follows:

Transitory Messages-No Retention Requirement

Public officials and employees receiving such communications may delete them at will immediately without obtaining the approval of the Office of the Public Records Administration and State Archives or the District's Custodian of Records. Transitory messages are not essential to the fulfillment of statutory obligations or to the documentation of district functions.

Examples include, but are not limited to:

Messages that address routine administrative, curricular and co-curricular matters, announcements of meetings, schedules of events, etc.

Messages that take the place of informal discussion and which if they were printed would not be retained in school records.

Messages that transmit generic information and are not specific to a student's educational program.

Messages that address personal matters unrelated to the District.

Voice mail is transitory in nature and may be deleted at will. However, there are times when such messages may require a longer retention period, such as in the case where the message may be potentially used as evidence in a trial, such as a bomb threat, or in some other illegal activity. Voice mail may also be subject to the discovery process in litigation.

Less than Permanent Messages-Retention Requirement

Follow retention schedule for equivalent hard copy records as specified in the Municipal Records Retention Schedule, M8 of the Connecticut Records Administration, retention schedule. The record must be in hard copy or electronic format, which can be retrieved and interpreted for the legal retention period.

When there is a doubt about the retrievability of an electronic record over the life span of that record, the record should be printed out.

The District may delete or destroy the records only after making and retaining a hard copy or after receiving signed approval from the Office of the Public Records Administrator.

Examples include, but are not limited to:

Messages that address significant aspects of a specific student's educational program including, but not limited to, health, discipline, special education program, interaction with DCF, and communication with parents relating to specific aspects of the student's interaction with the District.

Messages that address and/or provide information used in making policy decisions, concerning curricular or co-curricular activities, personnel actions, or that relate to the business transactions of the District.

Messages that address activities of significant interest in the community relating to the District.

Permanent or Permanent /Archival-Retention Requirement

Records must be retained permanently.

Retention may be in the form of a hard-copy printout or stored on microfilm that meets microfilm standards issued in General Letter 96-2 of the Public Records Administrator. The information must be eye readable without further direction.

Examples include, but are not limited to:

Policy and Procedures manuals

Physician's standing orders

Nursing protocols

Public officials and District employees are advised that e-mail messages sent as part of their workdays are not "private" but are discoverable communications and may be subject to FOI. Since messages may be retained at different locations or levels of the system, users must remember that their communications can be retrieved during formal discovery processes.

Maintenance/Retention of Electronic Mail

Records created using an e-mail system and electronically stored information will be saved/archived by the District for their required retention period by one of the following methods approved by the District's Record's Custodian:

1. Print message or record and store in appropriate hard copy file.
2. Place in computer folders and save on hard drive.
3. Save to removable disk which is then stored in an appropriate location.
4. Transfer to an automated records management software application.
5. Manage at the server by an automated classification system.

A review shall take place periodically, but at least annually, for the purpose of reviewing electronically stored information. The District's Record Custodian and the District's Technology Administrator are responsible for this review.

No system wide process for automatic deletion of electronic information will be implemented without notice to any individual who may have such information and each such individual will verify that they have reviewed and archived information that must be retained. Following this review, all e-mails and/or electronically stored information that have not been archived according to District policies and procedures shall be designated for

deletion or archiving, and the affected District employees will be notified about the procedures to be followed to implement this process. The Records Custodian or his/her designee shall follow up with notified employees to ensure compliance.

In addition, the Records Custodian, in cooperation with the District Systems Administrator, shall ensure that any process for automatic deletion of electronic information from the system will not delete information stored in folders and/or system locations that have been designated as appropriate for archiving electronically stored information.

Holds on the Destruction of Paper Records and Electronic Information

Upon receipt of notice that the District is involved in litigation as a party to a lawsuit, the District is issued a subpoena by a party to a lawsuit in which it is not a party, or if the District receives information that would lead a reasonable person to anticipate the possibility of litigation, the Records Custodian shall immediately take steps to ensure that paper records and electronically stored information related to the litigation or potential litigation are preserved from deletion or destruction. Action to preserve records and electronically stored information shall include, but are not limited to, the postponing or canceling of any automatic deletion of electronically stored information until relevant information and documents can be identified and stored, notification to employees of a "litigation hold" to prevent the deletion and destruction of documents that might be related to the litigation or potential litigation, and the identification of documents and information that are subject to preservation. This "litigation hold" triggers the duty to preserve documents, such as transitory messages, that otherwise could be deleted under the District's record retention policy.

The Records Custodian shall issue a "litigation hold" memorandum that specifically describes the types of documents and information that must be preserved and describes how those materials are to be identified, maintained and stored. The memorandum shall specifically state that the duty of preservation is ongoing and that it is the responsibility of employees to continue to identify and preserve relevant documents until notified via a subsequent memorandum that the "litigation hold" is no longer in effect. All employees who are sent a "litigation hold" memorandum are to acknowledge receipt and understanding of the memorandum in writing, which may be in the form of an e-mail response. A copy of any "litigation hold" memorandum shall to be sent to the District Instructional Technology Department.

The Records Custodian shall be responsible for the collection and coordination of the retention of documents that are subject to the "litigation hold," including electronically stored information. He/she shall work with the District's Instructional Technology personnel to ensure compliance with the "litigation hold."

The Records Custodian shall determine the types of electronically stored information that exist and where that information is maintained, identify where both identified paper documents and electronically stored information will be stored, and implement procedures to ensure that District employees are complying with the "litigation hold." No system wide process for automatic deletion of electronic information will be implemented while a "litigation hold" is in effect without prior notice to the Records Custodian and verification by the Records Custodian that the deletion process will not destroy documents or information that is subject to a "litigation hold." The Records Custodian shall reissue the "litigation hold" memorandum, as deemed necessary, and will ensure that the "litigation hold" memorandum is provided to new employees who may have access to relevant information. The Records Custodian shall ensure that all steps taken by the District to identify and preserve relevant information are documented.

Legal Reference: Connecticut General Statutes

The Freedom of Information Act.

1-15 Application for copies of public records.

1-200 Definitions.

1 210 to 1-213 Access to public records.

1-211 Access to computer stored records.

1-214 Public contracts as part of public records.

1-225 to 1 240 Meetings of public agencies.

7-109 Destruction of documents.

10-15b Access of parent or guardians to student's records.

10-154a Professional communications between teacher or nurse & student.

10-209 Records not to be public.

10-221 Boards of education to prescribe rules.

11-8a Retention, destruction and transfer of documents.

11-8b Transfer or disposal of public records. State Library Board to adopt regulations.

31-48d Employers engaged in electronic monitoring required to give prior notice to employees.

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Department of Education. 34 C.F.R. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

Rules 34 and 45 of the Federal Rules of Civil Procedure (2006 Amendments).

USA Patriot Act of 2001, PL 107-56, 115 Stat. 272, Sec 507, 18 U.S.C. §2332b(g)(5)(B) and 2331.

Regulation approved:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Groton Public Schools
GEA Schedule C Stipend Negotiations - Final Proposal
Fiscal Year 2023-26

Sport/Activity	Boys/Girls	School	Position	Experience	Prior Contract FY2022 Rate	FY2023 Rate	FY2024 Rate	FY2025 Rate	FY2026 Rate
Football	N/A	Fitch High School	Head Coach	Under 5 years	$5,989	$6,049	$6,110	$6,167	$6,251
Football	N/A	Fitch High School	Head Coach	Over 5 years	$7,382	$7,456	$7,531	$7,602	$7,705
Football	N/A	Fitch High School	Assistant	Under 5 years	$4,104	$4,146	$4,188	$4,227	$4,285
Football	N/A	Fitch High School	Assistant	Over 5 years	$4,922	$4,972	$5,022	$5,069	$5,138
Basketball	Boys	Fitch High School	Head Coach	Under 5 years	$5,855	$5,914	$5,974	$6,030	$6,112
Basketball	Boys	Fitch High School	Head Coach	Over 5 years	$6,767	$6,835	$6,904	$6,969	$7,064
Basketball	Boys	Fitch High School	Assistant	Under 5 years	$4,044	$4,085	$4,126	$4,165	$4,222
Basketball	Boys	Fitch High School	Assistant	Over 5 years	$4,676	$4,723	$4,771	$4,816	$4,882
Basketball	Girls	Fitch High School	Head Coach	Under 5 years	$5,855	$5,914	$5,974	$6,030	$6,112
Basketball	Girls	Fitch High School	Head Coach	Over 5 years	$6,767	$6,835	$6,904	$6,969	$7,064
Basketball	Girls	Fitch High School	Assistant	Under 5 years	$4,044	$4,085	$4,126	$4,165	$4,222
Basketball	Girls	Fitch High School	Assistant	Over 5 years	$4,676	$4,723	$4,771	$4,816	$4,882
Baseball	N/A	Fitch High School	Head Coach	Under 5 years	$5,409	$5,464	$5,519	$5,571	$5,647
Baseball	N/A	Fitch High School	Head Coach	Over 5 years	$6,153	$6,215	$6,278	$6,337	$6,423
Baseball	N/A	Fitch High School	Assistant	Under 5 years	$3,700	$3,737	$3,775	$3,811	$3,863
Baseball	N/A	Fitch High School	Assistant	Over 5 years	$4,429	$4,474	$4,519	$4,562	$4,624
Softball	N/A	Fitch High School	Head Coach	Under 5 years	$5,409	$5,464	$5,519	$5,571	$5,647
Softball	N/A	Fitch High School	Head Coach	Over 5 years	$6,153	$6,215	$6,278	$6,337	$6,423
Softball	N/A	Fitch High School	Assistant	Under 5 years	$3,700	$3,737	$3,775	$3,811	$3,863
Softball	N/A	Fitch High School	Assistant	Over 5 years	$4,429	$4,474	$4,519	$4,562	$4,624
Track - Outdoor	Boys	Fitch High School	Head Coach	Under 5 years	$5,344	$5,398	$5,452	$5,503	$5,578
Track - Outdoor	Boys	Fitch High School	Head Coach	Over 5 years	$6,153	$6,215	$6,278	$6,337	$6,423
Track - Outdoor	Boys	Fitch High School	Assistant	Under 5 years	$3,609	$3,646	$3,683	$3,718	$3,769
Track - Outdoor	Boys	Fitch High School	Assistant	Over 5 years	$4,429	$4,474	$4,519	$4,562	$4,624
Track - Outdoor	Girls	Fitch High School	Head Coach	Under 5 years	$5,344	$5,398	$5,452	$5,503	$5,578
Track - Outdoor	Girls	Fitch High School	Head Coach	Over 5 years	$6,153	$6,215	$6,278	$6,337	$6,423
Track - Outdoor	Girls	Fitch High School	Assistant	Under 5 years	$3,609	$3,646	$3,683	$3,718	$3,769
Track - Outdoor	Girls	Fitch High School	Assistant	Over 5 years	$4,429	$4,474	$4,519	$4,562	$4,624
Track - Indoor	N/A	Fitch High School	Head Coach	Under 5 years	$4,150	$4,192	$4,234	$4,274	$4,332
Track - Indoor	N/A	Fitch High School	Head Coach	Over 5 years	$4,676	$4,723	$4,771	$4,816	$4,882
Track - Indoor	N/A	Fitch High School	Assistant	Under 5 years	$3,862	$3,901	$3,941	$3,978	$4,032
Track - Indoor	N/A	Fitch High School	Assistant	Over 5 years	$3,937	$3,977	$4,017	$4,055	$4,110
Swimming	Boys	Fitch High School	Head Coach	Under 5 years	$3,906	$3,946	$3,986	$4,024	$4,079
Swimming	Boys	Fitch High School	Head Coach	Over 5 years	$4,922	$4,972	$5,022	$5,069	$5,138

Attachment #9

Swimming	Boys	Fitch High School	Assistant	Under 5 years	$3,609	$3,646	$3,683	$3,718	$3,769
Swimming	Boys	Fitch High School	Assistant	Over 5 years	$3,937	$3,977	$4,017	$4,055	$4,110
Swimming	Girls	Fitch High School	Head Coach	Under 5 years	$3,906	$3,946	$3,986	$4,024	$4,079
Swimming	Girls	Fitch High School	Head Coach	Over 5 years	$4,922	$4,972	$5,022	$5,069	$5,138
Swimming	Girls	Fitch High School	Assistant	Under 5 years	$3,609	$3,646	$3,683	$3,718	$3,769
Swimming	Girls	Fitch High School	Assistant	Over 5 years	$3,937	$3,977	$4,017	$4,055	$4,110
Soccer	Boys	Fitch High School	Head Coach	Under 5 years	$4,830	$4,975	$5,125	$5,173	$5,243
Soccer	Boys	Fitch High School	Head Coach	Over 5 years	$4,899	$5,046	$5,198	$5,247	$5,318
Soccer	Boys	Fitch High School	Assistant	Under 5 years	$3,334	$3,435	$3,539	$3,572	$3,621
Soccer	Boys	Fitch High School	Assistant	Over 5 years	$3,814	$3,929	$4,047	$4,085	$4,141
Soccer	Girls	Fitch High School	Head Coach	Under 5 years	$4,830	$4,975	$5,125	$5,173	$5,243
Soccer	Girls	Fitch High School	Head Coach	Over 5 years	$4,899	$5,046	$5,198	$5,247	$5,318
Soccer	Girls	Fitch High School	Assistant	Under 5 years	$3,334	$3,435	$3,539	$3,572	$3,621
Soccer	Girls	Fitch High School	Assistant	Over 5 years	$3,814	$3,929	$4,047	$4,085	$4,141
Cross Country	Boys	Fitch High School	Head Coach	Under 5 years	$3,807	$3,846	$3,885	$3,922	$3,975
Cross Country	Boys	Fitch High School	Head Coach	Over 5 years	$4,307	$4,351	$4,395	$4,436	$4,496
Cross Country	Girls	Fitch High School	Head Coach	Under 5 years	$3,807	$3,846	$3,885	$3,922	$3,975
Cross Country	Girls	Fitch High School	Head Coach	Over 5 years	$4,307	$4,351	$4,395	$4,436	$4,496
Golf	N/A	Fitch High School	Head Coach	Under 5 years	$3,654	$3,691	$3,728	$3,763	$3,814
Golf	N/A	Fitch High School	Head Coach	Over 5 years	$3,937	$3,977	$4,017	$4,055	$4,110
Golf	N/A	Fitch High School	Assistant	Under 5 years	$2,525	$2,551	$2,577	$2,601	$2,637
Golf	N/A	Fitch High School	Assistant	Over 5 years	$2,583	$2,609	$2,636	$2,661	$2,697
Volleyball	N/A	Fitch High School	Head Coach	Under 5 years	$4,830	$4,879	$4,928	$4,974	$5,042
Volleyball	N/A	Fitch High School	Head Coach	Over 5 years	$4,922	$4,972	$5,022	$5,069	$5,138
Volleyball	N/A	Fitch High School	Assistant	Under 5 years	$3,334	$3,368	$3,402	$3,434	$3,481
Volleyball	N/A	Fitch High School	Assistant	Over 5 years	$3,691	$3,728	$3,766	$3,802	$3,854
Wrestling	N/A	Fitch High School	Head Coach	Under 5 years	$5,239	$5,292	$5,345	$5,395	$5,468
Wrestling	N/A	Fitch High School	Head Coach	Over 5 years	$5,537	$5,593	$5,649	$5,702	$5,779
Wrestling	N/A	Fitch High School	Assistant	Under 5 years	$3,591	$3,627	$3,664	$3,699	$3,749
Wrestling	N/A	Fitch High School	Assistant	Over 5 years	$3,937	$3,977	$4,017	$4,055	$4,110
Lacrosse	Boys	Fitch High School	Head Coach	Under 5 years	$4,833	$4,930	$5,029	$5,076	$5,145
Lacrosse	Boys	Fitch High School	Head Coach	Over 5 years	$4,922	$5,021	$5,122	$5,170	$5,240
Lacrosse	Boys	Fitch High School	Assistant	Under 5 years	$3,334	$3,401	$3,470	$3,503	$3,551
Lacrosse	Boys	Fitch High School	Assistant	Over 5 years	$3,692	$3,766	$3,842	$3,878	$3,931
Lacrosse	Girls	Fitch High School	Head Coach	Under 5 years	$4,833	$4,930	$5,029	$5,076	$5,145
Lacrosse	Girls	Fitch High School	Head Coach	Over 5 years	$4,922	$5,021	$5,122	$5,170	$5,240
Lacrosse	Girls	Fitch High School	Assistant	Under 5 years	$3,334	$3,401	$3,470	$3,503	$3,551
Lacrosse	Girls	Fitch High School	Assistant	Over 5 years	$3,692	$3,766	$3,842	$3,878	$3,931
Tennis	Boys	Fitch High School	Head Coach	Under 5 years	$3,819	$3,858	$3,897	$3,934	$3,988
Tennis	Boys	Fitch High School	Head Coach	Over 5 years	$3,937	$3,977	$4,017	$4,055	$4,110

Tennis	Girls	Fitch High School	Head Coach	Under 5 years	$3,819	$3,858	$3,897	$3,934	$3,988
Tennis	Girls	Fitch High School	Head Coach	Over 5 years	$3,937	$3,977	$4,017	$4,055	$4,110
Gymnastics	N/A	Fitch High School	Head Coach	Under 5 years	$3,906	$3,946	$3,986	$4,024	$4,079
Gymnastics	N/A	Fitch High School	Head Coach	Over 5 years	$3,937	$3,977	$4,017	$4,055	$4,110
Cheerleading	N/A	Fitch High School	Head Coach	Under 5 years	$3,784	$3,898	$4,015	$4,053	$4,108
Cheerleading	N/A	Fitch High School	Head Coach	Over 5 years	$4,922	$5,070	$5,223	$5,272	$5,344
Cheerleading	N/A	Fitch High School	Assistant	Under 5 years	$2,082	$2,145	$2,210	$2,231	$2,262
Cheerleading	N/A	Fitch High School	Assistant	Over 5 years	$3,692	$3,803	$3,918	$3,955	$4,009
Fencing	N/A	Fitch High School	Head Coach	Under 5 years	$4,325	$4,369	$4,413	$4,455	$4,516
Fencing	N/A	Fitch High School	Head Coach	Over 5 years	$4,866	$4,915	$4,965	$5,012	$5,080
Fencing	N/A	Fitch High School	Assistant	Under 5 years	$3,243	$3,276	$3,309	$3,340	$3,386
Fencing	N/A	Fitch High School	Assistant	Over 5 years	$3,784	$3,822	$3,861	$3,897	$3,950
Field Hockey	N/A	Fitch High School	Head Coach	Under 5 years	$4,833	$4,978	$5,128	$5,176	$5,246
Field Hockey	N/A	Fitch High School	Head Coach	Over 5 years	$4,922	$5,070	$5,223	$5,272	$5,344
Field Hockey	N/A	Fitch High School	Assistant	Under 5 years	$3,334	$3,435	$3,539	$3,572	$3,621
Field Hockey	N/A	Fitch High School	Assistant	Over 5 years	$3,692	$3,803	$3,918	$3,955	$4,009
Unified Sports	N/A	Fitch High School	Head Coach	Under 5 years	$3,807	$3,807	$3,807	$3,843	$3,895
Unified Sports	N/A	Fitch High School	Head Coach	Over 5 years	$4,307	$4,307	$4,307	$4,348	$4,407
Faculty Manager	N/A	Fitch High School	Faculty Manager	Under 5 years	$2,729	$2,757	$2,785	$2,811	$2,849
Faculty Manager	N/A	Fitch High School	Faculty Manager	Over 5 years	$2,953	$2,983	$3,013	$3,042	$3,084
Basketball	Boys	Groton Middle School	Coach	N/A	$3,276	$3,309	$3,343	$3,375	$3,421
Basketball	Boys	Groton Middle School	Assistant	N/A	$2,211	$2,234	$2,257	$2,278	$2,309
Basketball	Girls	Groton Middle School	Coach	N/A	$3,276	$3,309	$3,343	$3,375	$3,421
Basketball	Girls	Groton Middle School	Assistant	N/A	$2,211	$2,234	$2,257	$2,278	$2,309
Track	N/A	Groton Middle School	Coach	N/A	$2,777	$2,833	$2,890	$2,917	$2,957
Track	N/A	Groton Middle School	Assistant	N/A	$1,875	$1,913	$1,952	$1,971	$1,998
Softball	N/A	Groton Middle School	Coach	N/A	$2,777	$2,805	$2,834	$2,861	$2,900
Softball	N/A	Groton Middle School	Assistant	N/A	$1,875	$1,894	$1,913	$1,931	$1,958
Cross Country	N/A	Groton Middle School	Coach	N/A	$2,331	$2,378	$2,426	$2,449	$2,483
Cross Country	N/A	Groton Middle School	Assistant	N/A	$1,573	$1,605	$1,638	$1,654	$1,677
Soccer	Boys	Groton Middle School	Coach	N/A	$2,403	$2,452	$2,502	$2,526	$2,561
Soccer	Boys	Groton Middle School	Assistant	N/A	$1,622	$1,655	$1,689	$1,705	$1,729
Soccer	Girls	Groton Middle School	Coach	N/A	$2,403	$2,452	$2,502	$2,526	$2,561
Soccer	Girls	Groton Middle School	Assistant	N/A	$1,622	$1,655	$1,689	$1,705	$1,729
Cheerleading	N/A	Groton Middle School	Coach	N/A	$1,566	$1,598	$1,630	$1,646	$1,669
Wrestling	N/A	Groton Middle School	Coach	N/A	$2,403	$2,452	$2,502	$2,526	$2,561
Wrestling	N/A	Groton Middle School	Assistant	N/A	$1,622	$1,655	$1,689	$1,705	$1,729
Unified Sports	N/A	Groton Middle School	Coach	N/A	$2,331	$2,355	$2,379	$2,402	$2,435
Intramural	N/A	Groton Middle School	Coach	N/A	$2,380	$2,428	$2,477	$2,501	$2,535
Coordinator	N/A	Groton Middle School	Coordin	N/A	$1,889	$1,908	$1,928	$1,946	$1,973

School Newspaper	N/A	Fitch High School	Advisor	N/A	$3,676	$1,530	$1,546	$1,561	$1,583
Amphora	N/A	Fitch High School	Advisor	N/A	$2,932	$2,962	$2,992	$3,020	$3,061
Yearbook	N/A	Fitch High School	Advisor	N/A	$3,957	$1,500	$1,515	$1,530	$1,551
Student Council	N/A	Fitch High School	Advisor	N/A	$3,089	$3,089	$3,089	$3,118	$3,161
Keyettes	N/A	Fitch High School	Advisor	N/A	$1,673	$1,690	$1,707	$1,723	$1,747
Debating Club	N/A	Fitch High School	Advisor	N/A	$1,047	$1,068	$1,090	$1,101	$1,116
Senior Class Advisors	N/A	Fitch High School	Advisor	N/A	$744	$1,200	$1,212	$1,224	$1,241
Junior Class Advisor	N/A	Fitch High School	Advisor	N/A	$267	$600	$606	$612	$621
Sophmore Class Advisor	N/A	Fitch High School	Advisor	N/A	$160	$500	$505	$510	$517
Freshman Class Advisor	N/A	Fitch High School	Advisor	N/A	$160	$500	$505	$510	$517
Math Team	N/A	Fitch High School	Advisor	N/A	$1,538	$1,554	$1,570	$1,585	$1,607
SADD Advisor	N/A	Fitch High School	Advisor	N/A	$1,047	$1,068	$1,090	$1,101	$1,116
Honor Society Advisor	N/A	Fitch High School	Advisor	N/A	$1,414	$1,414	$1,414	$1,428	$1,448
Future Bus Leaders/FBLA Advisor	N/A	Fitch High School	Advisor	N/A	$2,507	$1,500	$1,515	$1,530	$1,551
Falcon Coop Advisor	N/A	Fitch High School	Advisor	N/A	$2,507	$2,533	$2,559	$2,583	$2,618
Key Club Adivsor	N/A	Fitch High School	Advisor	N/A	$1,673	$1,690	$1,707	$1,723	$1,747
Band Director	N/A	Fitch High School	Advisor	N/A	$5,078	$5,129	$5,181	$5,230	$5,301
Marching Band	N/A	Fitch High School	Advisor	N/A	$2,562	$2,588	$2,614	$2,639	$2,675
Choral	N/A	Fitch High School	Advisor	N/A	$3,053	$3,084	$3,115	$3,144	$3,187
Drama	N/A	Fitch High School	Advisor	N/A	$4,689	$4,736	$4,784	$4,829	$4,895
Drama - Music	N/A	Fitch High School	Advisor	N/A	$2,348	$2,372	$2,396	$2,419	$2,452
Summer Band Camp	N/A	Fitch High School	Advisor	N/A	$1,572	$1,588	$1,604	$1,619	$1,641
Chemical Hygiene Officer	N/A	Fitch High School	Advisor	N/A	$2,085	$2,106	$2,128	$2,148	$2,177
More than Words	N/A	Fitch High School	Advisor	N/A	$2,020	$2,041	$2,062	$2,082	$2,111
Best Buddies	N/A	Fitch High School	Advisor	N/A	$0	$2,041	$2,062	$2,082	$2,111
Black Student Union	N/A	Fitch High School	Advisor	N/A	$0	$2,041	$2,062	$2,082	$2,111
Spectrum	N/A	Fitch High School	Advisor	N/A	$0	$1,167	$1,179	$1,190	$1,207
Teacher Pathway	N/A	Fitch High School	Advisor	N/A	$0	$2,041	$2,062	$2,082	$2,111
Military/JROTC	N/A	Fitch High School	Advisor	N/A	$0	$2,041	$2,062	$2,082	$2,111
Band Winterguard/Percussion	N/A	Fitch High School	Advisor	N/A	$0	$2,041	$2,062	$2,082	$2,111
Robotics Team	N/A	Fitch High School	Head Coach	Under 5 years	$4,522	$4,522	$4,522	$4,565	$4,627
Robotics Team	N/A	Fitch High School	Head Coach	Over 5 years	$4,963	$4,963	$4,963	$5,010	$5,078
Robotics Team	N/A	Fitch High School	Assistant	Under 5 years	$3,325	$3,325	$3,325	$3,356	$3,402
Robotics Team	N/A	Fitch High School	Assistant	Over 5 years	$3,649	$3,649	$3,649	$3,683	$3,733
School Newspaper	N/A	Groton Middle School	Advisor	N/A	$1,894	$1,018	$1,029	$1,039	$1,054
Yearbook	N/A	Groton Middle School	Advisor	N/A	$1,686	$1,686	$1,686	$1,702	$1,725
Student Council	N/A	Groton Middle School	Advisor	N/A	$2,127	$2,127	$2,127	$2,147	$2,176
Drama	N/A	Groton Middle School	Advisor	N/A	$2,089	$2,131	$2,174	$2,195	$2,225
Drama - Music	N/A	Groton Middle School	Advisor	N/A	$1,062	$1,084	$1,106	$1,117	$1,133
Jazz Band	N/A	Groton Middle School	Advisor	N/A	$2,127	$2,170	$2,214	$2,235	$2,266

Pride Club	N/A	Groton Middle School	Advisor	N/A	$0	$1,167	$1,179	$1,190	$1,207

					FY2022 Rate	FY2023 Rate	FY2024 Rate	FY2025 Rate	FY2026 Rate
Enrichment					$372	$500	$500	$500	$500
Enrichment					$372	$500	$500	$500	$500
Summer School Teacher					$39.32	$39.52	$39.72	$39.92	$40.12
Homeboud Instr					$31.19	$31.35	$31.51	$31.67	$31.83
Adult Ed					$31.19	$31.35	$31.51	$31.67	$31.83
Curriculum Work					$39.32	$39.52	$39.72	$39.92	$40.12
Building Tech Support					$1,946	$1,966	$1,986	$2,005	$2,033
Head Teachers					$2,085	$2,106	$2,128	$2,148	$2,177
Special Education					$951	$961	$971	$981	$995

Groton Public Schools
Curriculum Map
ASL 2 Honors
World Language 9-12

INTRODUCTION

Course Purpose:
This honors level 2 ASL course motivates and enables students to reinforce concepts, skills, and proficiency targets acquired in Level 1 through applied usage of American Sign Language in a variety of real world situations. Students will further develop their language fluency and advance their level of comprehension and expression of ASL in culturally appropriate ways. This continuation level enables students to hone their expressive and receptive ASL skills through role playing common Deaf-hearing encounters. Students will use context specific signs, NMMs (Non-Manual Markers) and grammar to communicate throughout activities and scenarios. They will use spontaneous ASL to present information, pose questions, and express opinions, and they will use rehearsed ASL to retell the stories integrated within each unit. Students will use inquiry based exploration to examine cultural topics, connect hearing culture to Deaf Culture, and further develop intercultural competence. Thematic vocabulary lists are intended as suggestions. Teachers customize vocabulary to best suit student need and course activities. By the end of this course, students will have gained the Intermediate-Low ACTFL (American Council on the Teaching of Foreign Languages) level of Interpretive (i.e. receptive ASL watching), Interpersonal (i.e. signed exchanges), and Presentational (i.e. expressive ASL signing). Thematic vocabulary lists are intended as suggestions. Teachers customize vocabulary to best suit student need and course activities.

Major Learning Goals and Understandings:

Attachment #10

World Language Student Learning Expectation(s):

- Gain proficiency in ASL (American Sign Language)
- Develop respect and understanding of the diverse range of hearing technologies, hearing status, and visual communication modalities
- Develop ASL skills in a range of authentic contexts for a variety of audiences and purposes
- Develop target ASL skills through the use of live signing/signers as well as a variety of video resources and video-based technologies
- Understand the nature of language and the process of language learning as a tool that integrates linguistic, cultural, and social components
- Identify ASL/Deaf cultural products and perspectives and connect these to the student's own
- Develop curiosity, inquiry, and lifelong interest in and enjoyment of language learning in general but also specifically ASL

FHS Student Learning Expectation(s):

SE1 Apply effective analysis, synthesis, and evaluative processes that enable productive problem solving.
SE2 Communicate information clearly and effectively using a variety of tools/media in varied contexts and for a variety of purposes.
SE3 Work independently and collaboratively to solve problems and accomplish goals.
SE4 Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
SE5 Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
SE6 Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Units/Theme/Concept and # of Weeks Quarter = 9 weeks, Semester = 18 weeks, Trimester = 12 weeks, Year = 36 weeks — usually spread over 40 weeks	
Pre-ASL2 Pre-ASL2 Review (3 weeks) SN Pre-Unit Bookmark	1. Describing People and Things (9 weeks) SN Unit 7 Bookmark
2. Making Requests/Asking for Advice (6 weeks) SN Unit 8 Bookmark	3. Describing Places (6 weeks) SN Unit 9 Bookmark
4. Giving Opinions About Others (6 weeks) SN Unit 10 Bookmark	5. Discussing Plans and Goals (6 weeks) SN Unit 11 Bookmark

**SN stands for the Signing Naturally ASL Curriculum.*
***Storytelling and Fables from SN Unit 12 are built into each unit.*

Mappers/Authors:
Kristi Duchscherer
Rebecca Rabinsky-Ankrom
Date Approved:

Part 1 - Unit/Theme/Concept

Grade:	Subject:	Course:	Combined Length of Units:
9-12	World Language	ASL 2 Honors	36 weeks

Common Core State Standards
Alignment of Common Core State Standards to National Standards for Learning Languages
Supporting Standards **ACTFL/MYP/World Readiness-5 C's Standards** https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf MYP Language Acquisition Manual MYP Language Acquisition Standards ACTFL Can Do Statements - all proficiency levels ACTFL Can Do Statements - NOVICE levels
Connecticut State Standards

Part 2 – Standards			
MYP Overarching Themes - Global Contexts • Identities and relationships • Orientation in space and time • Personal and cultural expressions • Scientific and technical innovation • Globalization and sustainability • Fairness and development	**MYP Language Acquisition Related Concepts (Phases 1 and 2)** • Accent • Audience • Context • Conventions • Form • Function • Meaning • Message • Patterns • Purpose • Structure • Word/Sign Choice	**MYP Emergent Communicators- Phases 1 and 2 can:** • Understand and respond to simple signed messages • identify messages, facts, opinions, and feelings and ideas presented in sign and demonstrate their comprehension in short expressive signed form • interact to share information in a limited range of familiar situations, using basic language appropriate to a limited range of interpersonal and cultural contexts • be aware that language varies according to purpose and audience	**Bloom's Taxonomy at Level 2** Recognize, label, define, summarize, illustrate, plan, describe, apply, organize, classify, research, analyze, categorize, compare, contrast, review, create, design, compose, evaluate, criticize, defend, recommend

MYP Language Acquisition Key Concepts	MYP ATL - Approaches To Learning	
• Communication • Connections • Creativity • Culture	• Thinking Skills • Social Skills • Communication Skills • Self-management Skills • Research Skills	

Big Idea and Essential Questions

- **Big Ideas - MYP Statements of Inquiry**
  "statement (of inquiry) expresses the relationship between concepts and context; it represents a transferable idea supported by factual content. Statements of inquiry facilitate synergistic thinking, synthesizing factual and conceptual levels of mental processing and creating a greater impact on cognitive development than either level of thinking by itself" (Erickson 2007 and Marzano 2010)

  The statement of inquiry:
  - represents a contextualized, conceptual understanding
  - describes a complex relationship that is worthy of inquiry
  - explains clearly what students should understand and why that understanding is meaningful
  - can be qualified (using phrases such as "often", "may" and "can") if it is not true in all situations, but is still an important idea, can be formulated at different levels of specificity

- **Essential Questions**
  - Factual - what is …?; narrow range of correct responses
  - Conceptual - how…? multiple possible responses
  - Debatable - which do you support & why? give an opinion and justify it; make a value judgment

Part 3 – Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (viewing and presenting in ASL) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment	Summative assessments
Concept maps	Oral presentations/rubric
Formative assessments	Written report/rubric
Portfolio / rubric	Performance assessment/rubric
Self-assessment	Case study/ seminar/ mathematical thinking/ rubric
Peer assessment	

Part 4 – Common/Assured Learning Experiences

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.
The effective teaching strategies and 21st century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

Part 1 - Pre-ASL2

Global Concept: Identities and Relationships

Grade:	Subject:	Course:	Length of Unit:
9-12	World Language	ASL 2 Honors	3 weeks

Connecticut Core Standards
Alignment of Common Core State Standards to National Standards for Learning Languages
ACTFL/MYP/World Readiness-5 C's Standards
https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf MYP Language Acquisition Manual MYP Language Acquisition Standards ACTFL Can Do Statements - all proficiency levels ACTFL Can Do Statements - NOVICE levels

Part 2 – Pre-ASL2 Standards		
Key (GLE) Content Knowledge and Concepts/Skills		**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: -Basic ASL vocabulary including ASL1 essential words and phrases -the correct alphabet handshape for fingerspelling names -how to follow and give commands -the expressive and	**The students will be able to:** 1. Compare and correct alphabet handshape formations while fingerspelling names 2. Comprehend/execute signed commands and give commands 3. Name items belonging to a category (colors, clothing, people, activities, animals, cities,travel, time, school, chores) 4. Name the opposites or signs commonly associated with given signs 5. Sign cardinal numbers 1 to 100 6. Give ages and orient the number toward the person being referred to	1. Compare and contrast alphabet and number formation to the model making adjustments as needed 2. Generate vocabulary opposite of or associated with specific categories 3. Apply cardinal number knowledge to play a group card game 4. Interview in small groups and/or partners using yes-no and wh-word questions to discover similarities, differences, likes, haves, needs, and wants.

receptive vocabulary related to various categories -the opposite and/or associated vocabulary when given an ASL 1 term -cardinal numbers 1-100 and age numbers -how to ask and answer yes-no questions and wh-word questions -how to describe family and relations -how to tell and retell stories -cultural norms and appropriate behavior	7. Ask wh-word questions and orient signs toward the person being referred to 8. Ask questions for a survey using the verbs LIKE, HAVE, NEED, WANT 9. Sign yes-no questions and wh-word questions 10. Describe their family and how family members are related using possessive pronouns 11. Retell a childhood story 12. Demonstrate cultural appropriate behaviors by developing skits	5. Role-play in whole group and then partners family relations that elicit a family vocabulary word response 6. Develop a group skit on culturally appropriate norms and behaviors

Big Idea and Essential Questions

- **Big Idea(s):**
  - ASL 2 builds upon ASL 1 vocabulary, phrases, skills, and cultural behavior knowledge.
- **Essential Questions:**
  - **Factual:** What vocabulary, phrases, skills, and cultural behaviors are foundational from ASL 1?
  - **Conceptual:** How does ASL1 (SN textbook Units 1 - 6) provide a strong foundation on which to communicate in ASL?
  - **Debatable:** How does summer break affect the continuation of ASL language learning?

Part 3 – Pre-ASL2
Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

Formative assessments

- Peer interview using yes-no and wh-word question on similarities, differences, likes, haves, wants, and needs
- Self-evaluation of ASL1 skills and knowledge
- Unit Test comprised of:
  1.) expressive signing (e.g. Flipgrid/GoREACT entry),
  2.) receptive comprehension (e.g. EdPuzzle/Nearpod),
  3.) cultural knowledge

Summative assessments

- Group cultural behavior skit
- Childhood expressive storytelling
- Receptive comprehension for categories (colors, clothing, people, activities, animals, cities, travel, time, school, chores)

Part 4 – Pre-ASL2
Common Assured Learning Experiences

- Students experience and use the target language in all communicative modes
- Lessons focus on meaningful communication
- Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
- Students explore the target language individually, in pairs, in groups and in whole-class activities
- Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate
- Choices of process and product are open to students in order to optimally demonstrate what they can do in ASL but expressive skills must ultimately be demonstrated either through recorded video or live performance within the ASL classroom
- Current events and authentic materials are a key component of the learning experience
- Opportunities for reflection, sharing and peer editing facilitate the language learning process
- Creation of personal projects is encouraged
- Students interact with, investigate and compare cultures and global concepts
- Field trips or other connections with the community are integrated in the learning experience whenever possible

Part 1 - Unit 1: Describing People and Things Global Concept: Globalization and Sustainability			
Grade: 9-12	**Subject:** World Language	**Course:** ASL 2 Honors	**Length of Unit:** 9 weeks

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Part 2 – Unit 1: Describing People and Things **Standards**		
Key (GLE) Content Knowledge and Concepts/Skills		**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: -SN Unit 7 related vocabulary	**The students will be able to:** 1. Identify people present in a space 2. Monitor and adjust letter formation by fingerspelling clothing related words	1. Identify people using vocabulary and classifiers in partners and groups

-The following Classifiers: Body Classifiers (BCLs), Body Part Classifiers (BPCLs), Body Part SASSes (BPSASSes), Descriptive Classifiers (DCL), Instrumental Classifiers (ICLs), Locative Classifiers (LCLs) -Facial Expressions ("oo," "mm," "cha," "ee," "puffed," "open mouth") -Proper letter formation and number formations 1-100 -How to determine the meaning and select the conceptually accurate sign for HAVE, DRIVE-TO, TAKE, PICK-UP -Culturally appropriate ways to greet and leave an ASL conversation	3. Monitor and adjust number formation by playing number games 4. Describe personal items and accessories 5. Translate sentences with HAVE, DRIVE-TO, TAKE, PICK-UP 6. Determine if additional verbs must be used, specifically if there is a direct object (TAKE-FROM or PICK-UP to DRIVE-TO) or person involved (DROP-OFF, CARRY-TO, GO-TO, or DRIVE-TO) 7. Maintain conceptual accuracy and spatial agreement in verb translations 8. Ask how many 9. Describe lost, stolen, or forgotten items 10. Tell the year 11. Complete greetings and leave-takings 12. Comprehend storytelling 13. Build fluency by re-telling a story	2. Describe clothing and accessories using vocabulary and classifiers in partners and groups 3. Apply cardinal number knowledge to play a partner guessing game 4. Analyze and translate sentences with HAVE, DRIVE-TO, TAKE, PICK-UP in partners and groups 5. Role-play in whole group and then partners describing a lost, stolen, or left behind item 6. Analyze greetings and leave-taking of Deaf events 7. Evaluate Family Portrait story and compare and contrast answers with partners 8. Create a fashion show in groups where members take turns describing the person, clothing, and accessories

Big Idea and Essential Questions

- **Big Idea(s):**
  - We can and should describe people and things using classifiers to add clarity and depth to our ASL communication.
- **Essential Questions:**
  - **Factual:** What classifiers groups are used to describe people, clothing, accessories, and body positions?
  - **Conceptual:** Why is conceptual accuracy essential when describing people and things?
  - **Debatable:** How many classifiers do I need for my communication partner to fully understand what I am describing?

Part 3 – Unit 1: Describing People and Things
Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

Formative assessments

- Project: Create skit in groups where members take turns describing a person/people, clothing, and accessories (e.g. a Halloween costume party, a New York fashion show, Macy's Thanksgiving Day Parade)
- Unit Test comprised of:
  1.) expressive signing (e.g. Flipgrid/GoREACT entry; describe 5 people of various ethnicities, their clothing and accessories, retell The Tailor),
  2.) receptive comprehension (e.g. EdPuzzle/Nearpod; My Favorite Leather Jacket),
  3.) cultural knowledge

Summative assessments

- Partner dialogue and skits describing people and outfits
- Observation of greetings and leave-takings in Deaf event/s
- Expressive storytelling (e.g. Family Portrait)
- Receptive comprehension of minidialogues (e.g. A Memorable Costume)
- SN Unit 7 Self-Assessment

Part 4 – Unit 1: Describing People and Things
Common Assured Learning Experiences

- Students experience and use the target language in all communicative modes
- Lessons focus on meaningful communication
- Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
- Students explore the target language individually, in pairs, in groups and in whole-class activities
- Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate
- Choices of process and product are open to students in order to optimally demonstrate what they can do in ASL but expressive skills must ultimately be demonstrated either through recorded video or live performance within the ASL classroom
- Current events and authentic materials are a key component of the learning experience

- ➢ Opportunities for reflection, sharing and peer editing facilitate the language learning process
- ➢ Creation of personal projects is encouraged
- ➢ Students interact with, investigate and compare cultures and global concepts
- ➢ Field trips or other connections with the community are integrated in the learning experience whenever possible

Part 1 - Unit 2: Making Requests and Asking for Advice Global Concept: Personal and Cultural Expression			
Grade: 9-12	**Subject:** World Language	**Course:** ASL 2 Honors	**Length of Unit:** 6 weeks

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Part 2 – Unit 2: Making Requests and Asking for Advice **Standards**	
Key (GLE) Content Knowledge and Concepts/Skills	**Bloom's Taxonomy Levels**

		Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: -SN Unit 8 Related Vocabulary -Agreement Verbs: tell, call, send, borrow, lend, bawl out, bother/annoy, tease, and ignore -How to comprehend conjunctions !Thought occur! And !Wrong! Within the context of situations -How to ask for signs that they want to use but don't yet know -How to interrupt in a culturally appropriate way -Why it's only appropriate for a Deaf person to give a sign name	**The students will be able to:** 1. Understand and use the Months of the Year 2. Understand and use agreement verbs: TELL-TO, PHONE-TO, SEND-TO, INFORM-TO, PAY-TO, BAWL-OUT-TO, BOTHER-TO, TEASE-TO, BORROW/LEND, and IGNORE-TO 3. Understand and explain situations that involve conditions 4. Understand and use forms of negation: NOT, NONE, 'wave-no', NOT-YET, NOT WANT, FORBID and REFUSE 5. Understand and give PHONE NUMBERS 6. Understand and use (conjunction !THOUGHT OCCUR!, !WRONG!) longer utterances that include explaining a situation and then asking for advice 7. Ask for a sign (that is not known or not remembered) using strategies other than fingerspelling the word in English 8. Understand and use 'tag' questions 9. Interrupt when entering or exiting Deaf spaces in culturally appropriate ways 10. Articulate the nuances of Sign Names in ASL (how names are given, different types of sign names) 11. Comprehend storytelling 12. Build fluency by re-telling a story	1. Thoroughly create or explain real situations and ask for help or a favor 2. Analyze situations and how to accept or politely decline requests 3. Evaluate a situation so that I can offer thoughtful advice/suggestion(s) 4. Apply what I know of ASL conjunctions to accurately explain situations and then ask for help or advice 5. Use the months of the year and incorporate numbers to express current, past and future events and their frequency 6. Apply agreement verbs to show subjects and objects of an utterance 7. Understand and use a broader range of negation terms to more completely explain my reasoning or actions 8. Apply what I know to ask for a sign that I don't know without simply fingerspelling an English word/equivalent to ask for it 9. Apply what I know to effortlessly and appropriately enter and exit with minimal interruption 10. Understand and give phone numbers 11. Understand how sign names are created and used

		12. Analyze and apply what I know of ASL and about classifiers to figure out the meaning of "The Motel Story"

Big Idea and Essential Questions

- **Big Idea(s):**
  - We can ask for help as well as respond to requests for help or advice and respond in direct, kind and culturally appropriate ways.
- **Essential Questions:**
  - **Factual:** Why is it important that we be as thorough as possible in describing a situation before we ask for help?
  - **Conceptual:** How does the use of ASL conjunctions and verb agreement impact the description of a given situation?
  - **Debatable:** …How might my understanding or expression of a situation and the advice or help sought impact my ability to respond appropriately or get the help or advice that I need, when I need it?

Part 3 – Unit 2: Making Requests and Asking for Advice
Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

Formative assessments

- Comprehend ASL prompts (e.g. teacher-created, "The Candy Bar," The Motel Story") where situations are expressed, advice solicited, help asked for in EdPuzzle or in person, during class
- Express situations (real or created) in ASL where help or advice is desired in person or using GoReact/FlipGrid/Screencastify
- Engage in skits where situations are thoroughly described, help/advice solicited, and responded to with acceptance or refusal
- Retell the Story "One Fine Day" individually, in small group format or in large group format

Summative assessments

- Observation of interruptions to enter or exit an ASL/Deaf Culture event
- Expressive storytelling (e.g. "One Fine Day")
- SN Unit 8 Self-Assessment
- Partner dialog skits demonstrating the different targeted ASL conjunctions !THOUGHT OCCUR! And !WRONG!

Part 4 – Unit 2: Making Requests and Asking for Advice **Common Assured Learning Experiences**
➢ Students experience and use the target language in all communicative modes ➢ Lessons focus on meaningful communication ➢ Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases ➢ Students explore the target language individually, in pairs, in groups and in whole-class activities ➢ Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate ➢ Choices of process and product are open to students in order to optimally demonstrate what they can do in ASL but expressive skills must ultimately be demonstrated either through recorded video or live performance within the ASL classroom ➢ Current events and authentic materials are a key component of the learning experience ➢ Opportunities for reflection, sharing and peer editing facilitate the language learning process ➢ Creation of personal projects is encouraged ➢ Students interact with, investigate and compare cultures and global concepts ➢ Field trips or other connections with the community are integrated in the learning experience whenever possible

Part 1 - Unit 3: Describing Places Global Concept: Globalization and Sustainability			
Grade: 9-12	**Subject:** World Language	**Course:** ASL 2 Honors	**Length of Unit:** 6 weeks

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Part 2 – Unit 3: Describing Places **Standards**		
Key (GLE) Content Knowledge and Concepts/Skills		**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: -SN Unit 9 Related Vocabulary -The following Classifiers: Descriptive Classifiers (DCL), Locative Classifiers (LCLs), and Element Classifiers (ECLs) -how to describe places including neighborhoods and restaurants -clock numbers and time -how to use perspective	**The students will be able to:** 1. Discuss neighborhoods including places with signs and fingerspelling 2. Sign clock numbers to discuss schedules 3. Describe neighborhoods including giving directions NEXT-tO, ACROSS-FROM 4. Describe restaurants including giving directions and where to turn 5. Sign clock numbers to ask wh-word questions about daily routines 6. Suggest a place to eat including a description of the environment, what people do there, and give opinion 7. Give directions with perspective shift to tell where a place is located	1. Tell where one lives by describing the neighborhood including what is NEXT-TO it, what is liked or not liked, and future plans 2. Identify names and types of business 3. Apply clock number time knowledge to describe one's schedule 4. Analyze and translate yes-no sentences 5. Role-play in whole group and then partners describing restaurants including the use of LCLs, DCLs, and ECLs

shift when describing locations and places -how to ask and answer yes-no questions -the culturally appropriate behavior for an absence or tardiness	8. Translate and answer yes-no questions 9. Inform the teacher and others the reason for their absence or tardiness to class or events	6. Create a skit in partners or groups in which directions are given including reference points 7. Devise a skit in partners or groups in which a place to eat is suggested 8. Evaluate Stop the Traffic story and compare and contrast answers with partners 9. Role-play "Does the Alibi Hold Up?" in groups of 2 suspects and 2 investigators, interview, review, and conclude

Big Idea and Essential Questions

- **Big Idea(s):**
  - We can describe places, give directions, and understand details about our neighborhood and community.
- **Essential Questions:**
  - **Factual:** What is the word order for translating yes-no questions?
  - **Conceptual:** How can direction be expressed using map orientation, reference points, and perspective shifts?
  - **Debatable:** Does TMI (too much information) exist in Deaf American culture?

Part 3 – Unit 3: Describing Places
Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

Formative assessments	Summative assessments
• Project: Create a group skit in which members must ask and answer questions using place description and time (your own version of "Does the Alibi Hold Up?" with suspect/s and investigator/; a crime scene investigation; a mock court trial) • Unit Test comprised of: 1.) expressive signing (e.g. Flipgrid/GoREACT entry; create a narrative describing where one lives and/or works, retell The Lion and the Mouse), 2.) receptive comprehension (e.g. EdPuzzle/Nearpod; The Hitchhiker), 3.) cultural knowledge	• Tell where one lives by describing the neighborhood including what is NEXT-TO it, what is liked or not liked, and future plans • Create an expressive narrative to explain why you're late to class • Receptive comprehension of mini dialogues and/or stories (e.g. Stop the Traffic and/or The Hitchhiker) • SN Unit 9 Self-Assessment

Part 4 – Unit 3: Describing Places

Common Assured Learning Experiences

- ➢ Students experience and use the target language in all communicative modes
- ➢ Lessons focus on meaningful communication
- ➢ Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
- ➢ Students explore the target language individually, in pairs, in groups and in whole-class activities
- ➢ Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate
- ➢ Choices of process and product are open to students in order to optimally demonstrate what they can do in ASL but expressive skills must ultimately be demonstrated either through recorded video or live performance within the ASL classroom
- ➢ Current events and authentic materials are a key component of the learning experience
- ➢ Opportunities for reflection, sharing and peer editing facilitate the language learning process
- ➢ Creation of personal projects is encouraged
- ➢ Students interact with, investigate and compare cultures and global concepts

➢ Field trips or other connections with the community are integrated in the learning experience whenever possible

Part 1 - Unit 4: Giving Opinions About Others Global Concept: Personal and Cultural Expression			
Grade: 9-12	**Subject:** World Language	**Course:** ASL 2 Honors	**Length of Unit:** 6 weeks

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Part 2 – Unit 4: Giving Opinions About Others **Standards**	
Key (GLE) Content Knowledge and Concepts/Skills	**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering

The students will know:	**The students will be able to:**	
-SN Unit 10 Related vocabulary -Number signs related to money & cost/price -Correct ASL grammatical structure for asking and answering -WH questions -Common handshapes for ASL classifiers used as LCLs, ICLs and DCLs -Use temporal aspect to describe a person's tendencies -Use predicative adjectives to describe a person's qualities -Follow a sequence to tell and understand where an item is located in a room -Use contrastive structure to ask WHICH -WH questions	1. Ask and share the cost/price of something using cents, dollars, and both, dollars and cents combined 2. Share their own personal tendencies (personality traits) as well as their perceptions of others' tendencies and their opinions of these tendencies 3. Describe temporal aspects of themself and others (punctuality, attendance) 4. Describe their own work tendencies as well as those of others (approach to work, completion of tasks, focus) 5. Compare their tendencies and personal qualities with the tendencies and personal qualities of others as well as compare qualities of others 6. Ask and answer -wh questions with correct ASL structure (time, location, topic, -wh question) 7. Understand and use correct ASL structure with predicative adjectives (adjectives used after the subject, not before, as in English) 8. Understand and describe the locations of items in a home, using LCLs, ICLs and DCLs 9. Understand and use the -wh question form WHICH, using contrastive structure and correct topicalization 10. Politely interrupt a conversation to deliver a message 11. Tell a story about something they have misplaced by following narrative structure and incorporating language elements to describe the search	1. Analyze and compare their own personal characteristics and tendencies with those of others 2. Create grammatically correct ASL utterances that use predicative adjectives 3. Compare what they learn about prices and quantities of goods in ASL and apply to make the most cost effective purchases 4. Apply knowledge of LCLs to play a game of "hot or cold?" to determine the object in question 5. Analyze and decide what jobs would be best for you and others, based on what you know of their personal and work tendencies 6. Analyze and apply what I know of ASL and about classifiers to figure out the meaning of "A Lesson Learned"

Big Idea and Essential Questions

- **Big Idea(s):**
  - We can describe how we are all alike, and also how we are all different!
- **Essential Questions:**
  - **Factual:** How can you describe non-physical characteristics of yourself as well as other people?
  - **Conceptual:** How can you describe locations of different items in your household?
  - **Debatable:** Is it rude for you to express what you really think of another person or their tendencies?

Part 3 – Unit 4: Giving Opinions About Others
Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

Formative assessments

- Interview a partner to find out about their personality characteristics and present the information gleaned either in a small or large group setting
- Conduct a 'mock' job interview to learn more about a job candidate and their approaches to work and working
- Participate in skits whereby one person is a 'seller', trying to convince others to buy their product, and 'buyers' are trying to negotiate a price to get as much for their set/limited amount of money as they can
- "Spend" a specified amount of money on a specified minimum number of products or goods and present to the large group what you purchased and how much you spent for each item as well as in total

Summative assessments

- SN Unit 10 Self-Assessment
- Present information about personality and work characteristics of 5 other classmates in small or large groups or with a video platform
- Develop a storyboard for a story about looking for something lost or misplaced and then either create a video or tell the story live, in person, During class or using video platform (Flipgrid/GoReact/Screencastify)
- Receptive comprehension of mini dialogues and/or stories (e.g. "The Missing Sandwich", "A Lesson Learned" and/or student presentations of interview results)

Part 4 – Unit 4: Giving Opinions About Others **Common Assured Learning Experiences**
➢ Students experience and use the target language in all communicative modes ➢ Lessons focus on meaningful communication ➢ Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases ➢ Students explore the target language individually, in pairs, in groups and in whole-class activities ➢ Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate ➢ Choices of process and product are open to students in order to optimally demonstrate what they can do in ASL but expressive skills must ultimately be demonstrated either through recorded video or live performance within the ASL classroom ➢ Current events and authentic materials are a key component of the learning experience ➢ Opportunities for reflection, sharing and peer editing facilitate the language learning process ➢ Creation of personal projects is encouraged ➢ Students interact with, investigate and compare cultures and global concepts

Part 1 - Unit 5: Discussing Plans and Goals Global Concept: Science and Technical Innovation			
Grade: 9-12	**Subject:** World Language	**Course:** ASL 2 Honors	**Length of Unit:** 6 weeks

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Part 2 – Unit 5: Discussing Plans and Goals **Standards**		
Key (GLE) Content Knowledge and Concepts/Skills		**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: -SN Unit 11 Related Vocabulary -how to discuss a person's level of knowledge -areas of study and majors -the correct forms and and movements for different number types	**The students will be able to:** 1. Discuss one's knowledge, abilities, skills, and ineptness 2. Sign individual numbers and number combinations 1-15 in the following categories: cardinal, age, clock, money, year, and lengths of time 3. Ask an opinion about someone and share desirable and undesirable personal qualities 4. Ask and answer hypothetical questions 5. Sign and/or fingerspell U.S. states and Canadian provinces 6. Make and cancel plans including the calendar date and inviting others 7. Ask, summarize, and answer the last time they did an activity 8. Discuss five goals: travel, personal, learning, adventure, and volunteer 9. Navigate situations as an ASL student out in the community in a culturally appropriate way	1. Conduct a survey 10 classmates on their age the first time they did a specific activity and tell the results 2. Recall the correct number sign when shown a flashcard in partners and groups 3. Role-play various personalities in partnerships 4. Create a narrative about making and canceling plans 5. Apply numbers in playing "Matching Number Combination" game 6. Analyze and design "Bucket Lists" 7. Comprehend and produce "Brother on the Roof" story 8. Discuss what it means to be an ASL Student in the Community after viewing videos 9. Analyze Chuck Baird's DeVIA paintings

-how to use reaction signs as predictive adjectives -how to invite, accept, decline, and cancel plans -De'VIA art and how a piece of art is in that genre		

Big Idea and Essential Questions

- **Big Idea(s):** We can discuss our life aspirations- our plans and goals.
- **Essential Questions:**
  - **Factual:** How are U.S. states and Canadian provinces communicated in ASL?
  - **Conceptual:** What is DeVIA, and why is it so important in Deaf culture?
  - **Debatable:** What is the role of an ASL student in the Deaf community?

Part 3 – Unit 5: Discussing Plans and Goals
Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

Formative assessments

- Create an expressive narrative to discuss future plans and explain five goals (travel, personal, learning, adventure, and volunteer)
- Unit Test comprised of:
  1.) expressive signing (e.g. Flipgrid/GoREACT entry; create a narrative describing goals, "Your Bucket List"),
  2.) receptive comprehension (e.g. EdPuzzle/Nearpod; "John's Bucket List," "Busted!"),

Summative assessments

- Create an interpersonal partner skit for making plans, needing to cancel, and future scheduling
- Receptive comprehension of mini dialogues and/or stories (e.g. "Brother on the Roof", interpersonal skits)
- SN Unit 11 Self-Assessment

3.) cultural knowledge

Part 4 – Unit 5: Discussing Plans and Goals

Common Assured Learning Experiences

- Students experience and use the target language in all communicative modes
- Lessons focus on meaningful communication
- Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
- Students explore the target language individually, in pairs, in groups and in whole-class activities
- Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate
- Choices of process and product are open to students in order to optimally demonstrate what they can do in ASL but expressive skills must ultimately be demonstrated either through recorded video or live performance within the ASL classroom
- Current events and authentic materials are a key component of the learning experience
- Opportunities for reflection, sharing and peer editing facilitate the language learning process
- Creation of personal projects is encouraged
- Students interact with, investigate and compare cultures and global concepts

Groton Public Schools
Curriculum Map
ASL 3 Honors
World Language 10-12

INTRODUCTION

Course Purpose:
This honors level 3 course compliments previous ASL learning and enables students to develop advanced skills to communicate. Students will increase their vocabulary through a wide variety of relevant topics and develop everyday conversation skills through role-playing and projects. Students will translate written text into ASL and improve on their ability to make formal presentations in the target language. Honors ASL 3 students will enhance students' visual comprehension skills and amplify their manual expressive skills in culturally appropriate ways. Students will use inquiry based exploration to examine cultural topics, connect hearing culture to Deaf Culture, and further develop intercultural competence. Thematic vocabulary lists are intended as suggestions. Teachers customize vocabulary to best suit student need and course activities. By the end of this course, students will have gained the Intermediate-Mid ACTFL (American Council on the Teaching of Foreign Languages) level of Interpretive (i.e. receptive ASL watching), Interpersonal (i.e. signed exchanges), and Presentational (i.e. expressive ASL signing). ASL 3 learners are *strongly encouraged* to earn the ***Connecticut State Seal of Biliteracy*** by taking the American Sign Language proficiency assessment that determines eligibility. This certification is awarded upon graduation to students who complete high school English language requirements and demonstrate at least Intermediate-Mid level proficiency in another language.

Major Learning Goals and Understandings:
World Language Student Learning Expectation(s): • Gain proficiency in ASL (American Sign Language) • Develop respect and understanding of the diverse range of hearing technologies, hearing status, and visual communication modalities • Develop ASL skills in a range of authentic contexts for a variety of audiences and purposes • Develop target ASL skills through the use of live signing/signers as well as a variety of video resources and video-based technologies • Understand the nature of language and the process of language learning as a tool that integrates linguistic, cultural, and social components • Identify ASL/Deaf cultural products and perspectives and connect these to the student's own • Develop curiosity, inquiry, and lifelong interest in and enjoyment of language learning in general but also specifically ASL FHS Student Learning Expectation(s):

Attachment #11

	SE1	Apply effective analysis, synthesis, and evaluative processes that enable productive problem solving.
	SE2	Communicate information clearly and effectively using a variety of tools/media in varied contexts and for a variety of purposes.
SE3		Work independently and collaboratively to solve problems and accomplish goals.
	SE4	Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
	SE5	Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.
	SE6	Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.

Units/Theme/Concept and # of Weeks Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks	
Pre-ASL3 ASL2 Review (3 weeks) Pre-ASL3 Bookmark	1. Narrating Unforgettable Moments (6 weeks) SN18 Bookmark
2. Sharing Interesting Facts (4 weeks) SN19 Bookmark	3. Explaining Rules (4 weeks) SN20 Bookmark
4. Telling About Accidents (6 weeks) SN21 Bookmark	5. Talking About Money (3 weeks) SN22 Bookmark
6. Discussing Health Conditions (6 weeks) SN24 Bookmark	7. Making Major Decisions (4 weeks) SN23 Bookmark

**SN stands for the Signing Naturally ASL Curriculum.*

Mappers/Authors:
Kristi Duchscherer
Rebecca Rabinsky-Ankrom
Date Approved:

Part 1 - Unit/Theme/Concept			
Grade: 10-12	**Subject:** World Language	**Course:** ASL 3 Honors	**Length of Units:** 36 weeks

Common Core State Standards Alignment of Common Core State Standards to National Standards for Learning Languages
Supporting Standards **ACTFL/MYP/World Readiness-5 C's Standards** https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf

MYP Language Acquisition Manual MYP Language Acquisition Standards ACTFL Can Do Statements - all proficiency levels ACTFL Can Do Statements - NOVICE levels ACTFL Can Do Statements - INTERMEDIATE levels
Connecticut State Standards

Part 2 – Standards			
MYP Overarching Themes - Global Contexts • Identities and relationships • Orientation in space and time • Personal and cultural expressions • Scientific and technical innovation • Globalization and sustainability • Fairness and development	**MYP Language Acquisition Related Concepts (Phases 3 and 4)** • Accent • Audience • Context • Conventions • Form • Function • Meaning • Message • Patterns • Purpose • Structure • Word/Sign Choice	**MYP Capable Communicators- Phases 3 and 4 can:** • Understand, interpret, and respond to a variety of signed messages • Interpret specific information, main ideas, and detail in somewhat complex expressive signing and demonstrate their comprehension of a variety of signed messages • Draw some conclusions and recognize main opinions and attitudes in signed messages • Converse to express opinions and experiences in a range of familiar and some unfamiliar situations on topics of personal interest and global significance, in a limited range of interpersonal and cultural context • Begin to communicate information containing relevant and developed ideas and justified opinions on events, experiences, and some concepts explored in class • Begin to identify main aspects of format and style and have a sense of audience and purpose	**Bloom's Taxonomy at Level 3:** Create: develop, formulate, investigate, write Justify:, judge, support, value, critique, Analyze: relate, compare, contrast, question Apply: use, demonstrate, interpret, sketch/illustrate, Understand: explain, identify, recognize, report Remember: list, memorize, repeat, state, recall
MYP Language Acquisition Key Concepts • Communication • Connections • Creativity	**MYP ATL - Approaches To Learning** • Thinking Skills • Social Skills		

• Culture	• Communication Skills • Self-management Skills • Research Skills		

Big Idea and Essential Questions

- **Big Ideas - MYP Statements of Inquiry**
  "statement (of inquiry) expresses the relationship between concepts and context; it represents a transferable idea supported by factual content. Statements of inquiry facilitate synergistic thinking, synthesizing factual and conceptual levels of mental processing and creating a greater impact on cognitive development than either level of thinking by itself" (Erickson 2007 and Marzano 2010)

  The statement of inquiry:
  - represents a contextualized, conceptual understanding
  - describes a complex relationship that is worthy of inquiry
  - explains clearly what students should understand and why that understanding is meaningful
  - can be qualified (using phrases such as "often", "may" and "can") if it is not true in all situations, but is still an important idea, can be formulated at different levels of specificity

- **Essential Questions**
  - Factual - what is …?; narrow range of correct responses
  - Conceptual - how…? multiple possible responses
  - Debatable - which do you support & why? give an opinion and justify it; make a value judgment

Part 3 – Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment Concept maps Formative assessments Portfolio / rubric Self-assessment Peer assessment	Summative assessments Oral presentations/rubric Written report/rubric Performance assessment/rubric Case study/ seminar/ mathematical thinking/ rubric

Part 4 – Common/Assured Learning Experiences

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.
The effective teaching strategies and 21st century learning skills listed below should be used as a reference when developing the common assured learning experiences. After completing the descriptions of the learning experiences, please check the appropriate boxes.

Part 1 - Pre-ASL3: ASL 2 Review
Global Concept: Identities and Relationships

Grade:	**Subject:**	**Course:**	**Length of Unit:**
10-12	World Language	ASL 3 Honors	3 weeks

Connecticut Core Standards
Alignment of Common Core State Standards to National Standards for Learning Languages

ACTFL/MYP/World Readiness-5 C's Standards
https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf
MYP Language Acquisition Manual
MYP Language Acquisition Standards
ACTFL Can Do Statements - all proficiency levels
ACTFL Can Do Statements - INTERMEDIATE levels

Part 2 – Pre-ASL3: ASL 2 Review

Standards		
Key (GLE) Content Knowledge and Concepts/Skills		**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: -Classifiers and their common handshapes -facial expressions -letter and number formations including clock and money numbers -conceptually accurate sign selection -how to ask for an unknown sign -how to describe places and locations - how to ask and answer yes/no questions and WH questions -how to describe people -how to make and cancel plans -culturally appropriate behavior	**The students will be able to:** 1. Identify classifiers including: Body Classifiers (BCLs), Body Part Classifiers (BPCLs), Body Part SASSes (BPSASSes), Descriptive Classifiers (DCL), Instrumental Classifiers (ICLs), Locative Classifiers (LCLs), Element Classifier 2. Produce the correct facial expressions ("oo," "mm," "cha," "ee," "puffed," "open mouth") 3. Produce proper letter formation and number formations 1-100 including clock and money numbers 4. Determine the meaning and select the conceptually accurate sign for HAVE, DRIVE-TO, TAKE, PICK-UP 5. Ask for unknown signs 6. Describe places including neighborhoods and restaurants using perspective shift and location sequence 7. Ask and answer yes-no questions and WH questions 8. Describe a person including their qualities, tendencies, level of knowledge 9. Invite, accept, decline, and cancel plans 10. Do the following in a culturally appropriate way: enter and leave a conversation, interrupt, explain reasons for absence or tardiness, discuss De'VIA art	-Sort classifier shapes into the correct category -Match the facial expression with the correct sign and/or signed phrase -Apply cardinal numbers to clock time and money costs -Compare signs and select the conceptually accurate sign to match a prompt -Role-play asking for an unknown sign -Create a narrative to describe a person and place -Design a survey asking yes/no and WH questions -Role play inviting, declining, and canceling plans -Justify why you were hypothetically late to class

Big Idea and Essential Questions

- **Big Idea(s):**
  - ASL 3 builds upon ASL 2 and 1 vocabulary, phrases, skills, and culture knowledge.
- **Essential Questions:**
  - **Factual:** How are numbers related to clock time signed? How are numbers related to money signed?
  - **Conceptual:** Why is perspective shift used when describing neighborhoods, restaurants, and other places?

- **Debatable:** Do all Deaf people mouth (i.e. showing the ASL NMMs and/or English words on the mouth?

Part 3 – Pre-ASL3: ASL 2 Review
Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

Formative assessments

- Self-evaluation of ASL1 and ASL2 skills and knowledge
- Unit Test comprised of:
  1.) expressive signing (e.g. Flip/GoREACT entry, Justify why you were hypothetically late to class),
  2.) receptive comprehension (e.g. EdPuzzle/Nearpod, yes/no and WH questions from survey),
  3.) cultural knowledge

Summative assessments

- Create an expressive narrative describing a person and place
- Receptive comprehension for cardinal numbers, clock time numbers, and money cost numbers

Part 4 – Pre-ASL3: ASL 2 Review
Common Assured Learning Experiences

- ➢ Students experience and use the target language in all communicative modes
- ➢ Lessons focus on meaningful communication
- ➢ Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
- ➢ Students explore the target language individually, in pairs, in groups and in whole-class activities

- Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate
- Choices of process and product are open to students in order to optimally demonstrate what they can do in ASL but expressive skills must ultimately be demonstrated either through recorded video or live performance within the ASL classroom
- Current events and authentic materials are a key component of the learning experience
- Opportunities for reflection, sharing and peer editing facilitate the language learning process
- Creation of personal projects is encouraged
- Students interact with, investigate and compare cultures and global concepts
- Field trips or other connections with the community are integrated in the learning experience whenever possible

Part 1 - Unit 1: Narrating Unforgettable Moments (SN18) Global Concept: Identities and Relationships			
Grade: 10-12	**Subject:** World Language	**Course:** ASL 3 Honors	**Length of Unit:** 6 weeks

Connecticut Core Standards

Alignment of Common Core State Standards to National Standards for Learning Languages

ACTFL/MYP/World Readiness-5 C's Standards

https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf

MYP Language Acquisition Manual

MYP Language Acquisition Standards

ACTFL Can Do Statements - all proficiency levels

ACTFL Can Do Statements - INTERMEDIATE levels

Part 2 – Unit 1: Narrating Unforgettable Moments (SN18)

Standards		
Key (GLE) Content Knowledge and Concepts/Skills		**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: -SN Unit 18 content related vocabulary -Ways of correctly using role shift to help enhance the telling of a story -The importance of maintaining spatial agreement when using role shift -How to sequence classifiers in order to fully describe what happened in a story -How to time their reactions to coincide with falls, trips, or other types of mishaps in a narrative -How to elaborate on a story by giving descriptions, sharing thoughts and giving reasons	**The students will be able to:** 1. Use basic role shift, ICLs and LCLs to show how objects or are passed or move between two different people as well as trace the route of the object 2. Use basic role shift and ECLs to describe a mishap with liquids 3. Use LCLs and SCLs, as well as associated NMMs to show how a trip or fall happened and the reactions involved during and after falls 4. Use initiator's view and receiver's view, SCLs, LCLs, BCLs and BPCLs and to show touching another person as well as being touched by another person 5. Use DCLs, BPCLs, LCLs and ECLs to describe a wide variety of injuries 6. Tell a complete narrative with at least two characters, with elaboration as to descriptions, sharing thoughts, giving reasons and showing reactions while telling what happened	-Create a variety of interpersonal narratives that display the movement of projectiles, elements, people and vehicles -Understand narratives in the concrete sense but also reasoning as to why something happened and a person's reaction to it -Take understanding of a previous event and then apply to future decision making -Apply use of a variety of classifier types and perspectives to add depth, breadth and richness to storytelling -Analyze storytelling to help gain deeper understandings of who people are and why they might make some of the decisions that they do

Big Idea and Essential Questions

- **Big Idea(s):**
  - Personal narratives help us to connect with other people and to share and deepen our understandings of one another
- **Essential Questions:**
  - **Factual:** Is there a specific amount of classifiers required for an expressive narrative in order to sufficiently illustrate an event as well as my feelings about that event?
  - **Conceptual:** How does using Role Shift correctly enhance and enable the correct understanding of an expressive narrative?

- **Debatable:** In sharing narratives about personal experiences, do people limit the inclusion of details related to their responses and feelings about an event/events to maintain personal boundaries? Conversely, do people share (more) information related to their responses and feelings about an event/events in order to foster deeper understanding on a more personal level?

Part 3 – Unit 1: Narrating Unforgettable Moments (SN18)
Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

Formative assessments

- "First Day on the Job" receptive checks for understanding (quiz/EdPuzzle assignment)
- In a small group or with a partner, tell a story about a mishap they have experienced
- "Down Cactus Hill" receptive checks for understanding (quiz/EdPuzzle assignment)
- In a small group or with a partner, tell a story about falling or having a near fall situation
- "Caught in the Act" receptive checks for understanding (quiz/EdPuzzle assignment)
- "Taken for a Ride" receptive checks for understanding (quiz/EdPuzzle assignment)

Summative assessments

- Present a draft of their "Unforgettable Moments" narrative in GoReact/ Flipgrid for teacher Feedback (in preparation for formal presentation, to Occur during class)
- Make a formal presentation of their "Unforgettable Moments" narrative In person, during class, incorporating draft feedback received from instructor.

Part 4 – Unit 1: Narrating Unforgettable Moments (SN18)
Common Assured Learning Experiences

- Students experience and use the target language in all communicative modes
- Lessons focus on meaningful communication
- Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
- Students explore the target language individually, in pairs, in groups and in whole-class activities
- Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate
- Choices of process and product are open to students in order to optimally demonstrate what they can do in ASL but expressive skills must ultimately be demonstrated either through recorded video or live performance within the ASL classroom

- Current events and authentic materials are a key component of the learning experience
- Opportunities for reflection, sharing and peer editing facilitate the language learning process
- Creation of personal projects is encouraged
- Students interact with, investigate and compare cultures and global concepts
- Field trips or other connections with the community are integrated in the learning experience whenever possible

Part 1 - Unit 2: Sharing Interesting Facts (SN19) Global Concept: Orientation in Space and Time			
Grade: 10-12	**Subject:** World Language	**Course:** ASL 3 Honors	**Length of Unit:** 4 weeks

Connecticut Core Standards
Alignment of Common Core State Standards to National Standards for Learning Languages
ACTFL/MYP/World Readiness-5 C's Standards
https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf
MYP Language Acquisition Manual
MYP Language Acquisition Standards
ACTFL Can Do Statements - all proficiency levels
ACTFL Can Do Statements - INTERMEDIATE levels

Part 2 – Unit 2: Sharing Interesting Facts (SN19) **Standards**	
Key (GLE) Content Knowledge and Concepts/Skills	**Bloom's Taxonomy Levels**

		Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: -SN Unit21 related vocabulary -how to translate facts and statistics using the topic-comment, contrastive, and rhetorical structure -how to use classifiers and role shift when describing facts -listing skills: ranking, naming top five, and naming top, most, and oldest	**The students will be able to:** 1. Translate English sentences containing the phrase "one out of __" and "more than half of ___" 2. Use topic-comment and contrastive structures to organize and present the information 3. Use percentages, fractions, and ratios to distinguish the part from the whole 4. Present information using rhetorical questions and one of the following listing skills: ranking, naming top five, and naming top, most, and oldest 5. Organize information using contrastive structure, topic-comment, and rhetorical structure 6. Translate facts in the following structure: name topics, pose the question, supply answer, give interpretation, OR pose the question, name the topic, supply the answer, give interpretation 7. Analyze meanings and use contrastive structure to translate facts 8. Use classifiers and role shift to describe and illustrate a fact using the following structure: broach the subject, name topic, rhetorical question, and explain	-Analyze and translate facts using: set up the whole, tell about the part, and contrast with the rest -Determine the correct listing skill when given an English sentence about an interesting fact -Create a class survey question, collect data, and share results using the corresponding listening skills (i.e. ranking, naming top five, or naming top, most, oldest) -Analyze facts for meaning and translate to ASL with a partner -Create an interesting fact skit with a partner using the following structure: broach the subject, name topic, rhetorical question, and explain

Big Idea and Essential Questions

- **Big Idea(s):**
  - Relaying interesting or amusing information can be surprising and makes for an interesting conversation.
- **Essential Questions:**
  - **Factual:** What are three ways facts can be listed?
  - **Conceptual:** What are the steps for translating an English sentence into ASL structure?
  - **Debatable:** Is role shifting necessary when describing a fact?

Part 3 – Unit 2: Sharing Interesting Facts (SN19)
Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

Formative assessments

- Analyze and translate facts using: set up the whole, tell about the part, and contrast with the rest
- Create an interesting fact skit with a partner using the following structure: broach the subject, name topic, rhetorical question, and explain

Summative assessments

- Determine the correct listing skill when given an English sentence about an interesting fact
- Create a class survey question, collect data, and share results using the corresponding listening skills (i.e. ranking, naming top five, or naming top, most, oldest)

Part 4 – Unit 2: Sharing Interesting Facts (SN19)

Common Assured Learning Experiences

- ➢ Students experience and use the target language in all communicative modes
- ➢ Lessons focus on meaningful communication
- ➢ Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
- ➢ Students explore the target language individually, in pairs, in groups and in whole-class activities
- ➢ Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate
- ➢ Choices of process and product are open to students in order to optimally demonstrate what they can do in ASL but expressive skills must ultimately be demonstrated either through recorded video or live performance within the ASL classroom
- ➢ Current events and authentic materials are a key component of the learning experience
- ➢ Opportunities for reflection, sharing and peer editing facilitate the language learning process
- ➢ Creation of personal projects is encouraged
- ➢ Students interact with, investigate and compare cultures and global concepts
- ➢ Field trips or other connections with the community are integrated in the learning experience whenever possible

Part 1 - Unit 3: Explaining Rules (SN20) Global Concept: Fairness and Development			
Grade: 10-12	**Subject:** World Language	**Course:** ASL 3 Honors	**Length of Unit:** 4 weeks

Connecticut Core Standards
Alignment of Common Core State Standards to National Standards for Learning Languages
ACTFL/MYP/World Readiness-5 C's Standards
https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf MYP Language Acquisition Manual MYP Language Acquisition Standards ACTFL Can Do Statements - all proficiency levels ACTFL Can Do Statements - INTERMEDIATE levels

Part 2 – Unit 3: Explaining Rules (SN20) **Standards**		
Key (GLE) Content Knowledge and Concepts/Skills		**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: -SN Unit20 related vocabulary -how to translate an English sentence to ASL -how to use conditional clauses, relative clauses, when clauses, and rhetorical questions -Classifiers: Locative LCL and Instrument ICL, plural CL	**The students will be able to:** 1. Discuss driving rules: signs and symbols, speed limits, right of way, and personal safety 2. Choose appropriate signs ranging from "authoritative" to "diplomatic" when explaining an everyday rule 3. Give clear instructions using conditional sentences and rhetorical questions for playing a card game 4. Explain a new card game to the group using classifiers, conditional sentences, relative clauses, and a combination of explanation, demonstration, and play to explain the game 5. Teach peers "group" games using plural classifiers, rhetorical	-Explain a rule using an ASL conditional clause -Compare other cultural rules and symptoms to their own culture -Translate written English rules to ASL using the correct word order and appropriate degree of the concept "no" -Create skit and role-play the rule

-how to explain driving rules, card game rules, and group game rules	questions, when clauses, conditional clauses, and strategies to manage the group during play	-Explain card game rules to a partner and/or group -Analyze "I Doubt It" card game video explanation by Byron -Teach a group game to the class

Big Idea and Essential Questions

- **Big Idea(s):**
  - In our daily lives, we find reasons to discuss rules we live by and rules we play by.
- **Essential Questions:**
  - **Factual:** How is an English "if, then" statement translated into ASL?
  - **Conceptual:** What signs are more authoritative for the concept of "no" and which are more diplomatic for the concept of "no."
  - **Debatable:** What part of the game is best explained using demonstration? What part of the game is best explained during game play?

Part 3 – Unit 3: Explaining Rules (SN20)
Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

Formative assessments

- Unit Test comprised of:
  1.) expressive signing (e.g. Flipgrid/GoREACT entry, explain a new card game),
  2.) receptive comprehension (e.g. EdPuzzle/Nearpod, "Stefanie's Lady, Tiger, Camera" game explanation),
  3.) cultural knowledge (center of attention okay, make sure all can see, how to manage a group during play, long goodbyes)

Summative assessments

- Partners pick 3 rules to live by and create a skit to act out
- Teach a group game to the class using plural classifiers, rhetorical questions, when clauses, conditional clauses, and use strategies to manage the group during game play

Part 4 – Unit 3: Explaining Rules (SN20)
Common Assured Learning Experiences

- Students experience and use the target language in all communicative modes
- Lessons focus on meaningful communication
- Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
- Students explore the target language individually, in pairs, in groups and in whole-class activities
- Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate
- Choices of process and product are open to students in order to optimally demonstrate what they can do in ASL but expressive skills must ultimately be demonstrated either through recorded video or live performance within the ASL classroom
- Current events and authentic materials are a key component of the learning experience
- Opportunities for reflection, sharing and peer editing facilitate the language learning process
- Creation of personal projects is encouraged
- Students interact with, investigate and compare cultures and global concepts
- Field trips or other connections with the community are integrated in the learning experience whenever possible

Part 1 - Unit 4: Telling About Accidents (SN21)
Global Concept: Science and Technical Innovation

Grade:	**Subject:**	**Course:**	**Length of Unit:**
10-12	World Language	ASL 3 Honors	6 weeks

Connecticut Core Standards
Alignment of Common Core State Standards to National Standards for Learning Languages

ACTFL/MYP/World Readiness-5 C's Standards
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Part 2 – Unit 4: Telling About Accidents (SN21) Standards		
Key (GLE) Content Knowledge and Concepts/Skills		**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: -Classifiers: Semantic Classifiers SCLs, Locative Classifiers LCLs, Instrument Classifiers ICLs, Body Classifiers BCLs, Descriptive Classifiers DCLs, Body Part Classifiers BPCLs -how to sequence accident narratives with movement agreement including how to superimpose a matching facial expression -facial expressions/head movements: "ahh," "pow," "mahmah +bouncing head" "ee +head forward," "mm+bobbing head," -how to role shift to change perspectives and show attitudes and reactions	**The students will be able to:** 1. Use classifiers, facial expressions, and movement agreement to effectively describe action sequence involving a horse 2. Use classifiers and facial expressions to effectively describe action sequence involving a bicycle 3. Improve language fluency by retelling a learned story as well as telling own story 4. Coordinate the movement of their body and face with the actions taken while driving, sequence classifiers to describe a situation, and use role shifting to change perspectives and show one's reaction to what is happening 5. Tell about getting a ticket for a moving violation using appropriate classifiers to describe what happened and use role shifting to change perspectives and to show attitudes and reactions 6. Tell about a two-car accident using appropriate classifiers to describe what happened and use role shifting to change perspectives and to show attitudes and reactions 7. Tell about a one-car accident using appropriate classifiers, varying expressions, and accurate speed of signs to indicate confusion, things out of control, and speed	-Discuss "Nikki's Horse Incident" -Demonstrate narrative sequence situation exercises for horses, bicycles, and cars -Develop a narrative with a partner adding information such as how a person fell or landed -Retell an accident: half the class retells "Missy's Bicycle Incident" and half retells "Nikki's Dirt Bike Incident" -Compare the expressive bike retells to the original video in terms of classifiers, facial expression, movement agreement, and sequence -Discuss "Byron's Motorcycle Incident" -Role play as witnesses and cops for "Anthony's Car Incident" -Create car collision expressive narratives

	8. Apply learning to describe an accident experienced	-Discuss "Missy's Car Accident"

Big Idea and Essential Questions

- **Big Idea(s):**
  - Sharing our personal accident experiences using classifiers, facial expressions, movement agreement, and role shifting can be entertaining, enlightening, and instructional.
- **Essential Questions:**
  - **Factual:** What classifier is usually used to represent vehicles like bikes, cars, trucks, and motorcycles?
  - **Conceptual:** How do facial expressions and head movements add meaning when describing an accident?
  - **Debatable:** How often can you switch classifiers during a singular, expressive accident narrative?

Part 3 – Unit 4: Telling About Accidents (SN21)
Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

Formative assessments

- Self-evaluation of SNUnit 21 skills and knowledge
- Unit Test comprised of:
  1.) expressive signing (e.g. Flipgrid/GoREACT entry; create own accident narrative),
  2.) receptive comprehension (e.g. EdPuzzle/Nearpod; "Missy's Car Accident"),
  3.) cultural knowledge (importance of facial expression, head movement, NMMs)

Summative assessments

- Receptive comprehension of "Terrylene's Moving Violation"
- Expressive signing of "Missy's Bicycle Incident"/ "Nikki's Dirt Bike Incident
- Role play as witnesses and cops for "Anthony's Car Incident"

Part 4 – Unit 4: Telling About Accidents (SN21)
Common Assured Learning Experiences

- ➢ Students experience and use the target language in all communicative modes
- ➢ Lessons focus on meaningful communication
- ➢ Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
- ➢ Students explore the target language individually, in pairs, in groups and in whole-class activities

- Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate
- Choices of process and product are open to students in order to optimally demonstrate what they can do in ASL but expressive skills must ultimately be demonstrated either through recorded video or live performance within the ASL classroom
- Current events and authentic materials are a key component of the learning experience
- Opportunities for reflection, sharing and peer editing facilitate the language learning process
- Creation of personal projects is encouraged
- Students interact with, investigate and compare cultures and global concepts
- Field trips or other connections with the community are integrated in the learning experience whenever possible

Part 1 - Unit 5: Talking About Money (SN22) Global Concept: Personal and Cultural Expression			
Grade: 10-12	**Subject:** World Language	**Course:** ASL 3 Honors	**Length of Unit:** 3 weeks

Connecticut Core Standards

Alignment of Common Core State Standards to National Standards for Learning Languages

ACTFL/MYP/World Readiness-5 C's Standards

https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf

MYP Language Acquisition Manual

MYP Language Acquisition Standards

ACTFL Can Do Statements - all proficiency levels

ACTFL Can Do Statements - INTERMEDIATE levels

Part 2 – Unit 5: Talking About Money (SN22)

Standards		
Key (GLE) Content Knowledge and Concepts/Skills		**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: -SN Unit 22 related vocabulary -the correct money sign for a specific situation -advantages and disadvantages of paying by cash, check, and credit card -how debt, bills, and contributions impact balances -how to maintain a discussion involving a financial situation	**The students will be able to:** 1. Sign and comprehend money-related vocabulary used to discuss purchases, income, and methods of payment 2. Sign and comprehend vocabulary related to banking services 3. Sign and comprehend vocabulary related to debt, bills, and contributions. 4. Sign and comprehend vocabulary related to large purchases 5. Comprehend money-related signed narratives 6. Discuss a money-related situation and come to a group consensus on a solution	-Demonstrate the correct money sign for a fill-in-the-bank ASL sentence -Develop situations using a set of three money signs -Play guess the money sign -Debate the advantages and disadvantages to the following payment methods: cash, check, credit card -Recognize money signs and determine correct answers based on watching Dialogue Video 1, Dialogue Video 2, Dialogue Video 3, Dialogue Video 4, and Dialogue Video 5 -Create a partner dialogue when given 4 words and/or phrases -Role play money-related Situations 1 and Situation 2 with students in the following roles: teenager, reluctant parent, willing parent, and advisor (e.g. buying a used or new car, getting a bank card) -Play "Password" game with money vocabulary

Big Idea and Essential Questions

- **Big Idea(s):**
  - Talking about money is inevitable as we compare prices, discuss purchases, brag about bargains, and commiserate debts.
- **Essential Questions:**
  - **Factual:** How do you explain a bounced check?
  - **Conceptual:** What money-related signs are necessary to know in order to open a checking account?

- **Debatable:** At what age should people have access to different financial instruments (e.g. debit card, credit card, etc.)?

Part 3 – Unit 5: Talking About Money (SN22)
Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

Formative assessments

- Unit Test comprised of:
  1.) expressive signing (e.g. Flipgrid/GoREACT entry; create a money dialogue using 4 vocabulary terms),
  2.) receptive comprehension (e.g. EdPuzzle/Nearpod; "Buying a Car- New or Used"),
  3.) cultural knowledge

Summative assessments

- Debate the advantages and disadvantages to the following payment methods: cash, check, credit card
- Role play money-related Situations 1 and Situation 2 with students in the following roles: teenager, reluctant parent, willing parent, and advisor

Part 4 – Unit 5: Talking About Money (SN22)
Common Assured Learning Experiences

- Students experience and use the target language in all communicative modes
- Lessons focus on meaningful communication
- Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
- Students explore the target language individually, in pairs, in groups and in whole-class activities
- Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate
- Choices of process and product are open to students in order to optimally demonstrate what they can do in ASL but expressive skills must ultimately be demonstrated either through recorded video or live performance within the ASL classroom
- Current events and authentic materials are a key component of the learning experience
- Opportunities for reflection, sharing and peer editing facilitate the language learning process
- Creation of personal projects is encouraged
- Students interact with, investigate and compare cultures and global concepts
- Field trips or other connections with the community are integrated in the learning experience whenever possible

Part 1 - Unit 6: Discussing Health Conditions (SN24) Global Concept: Science and Technical Innovation			
Grade: 10-12	**Subject:** World Language	**Course:** ASL 3 Honors	**Length of Unit:** 6 weeks

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Part 2 – Unit 6: Discussing Health Conditions (SN24) **Standards**	
Key (GLE) Content Knowledge and Concepts/Skills	**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering

The students will know:	**The students will be able to:**	
-Related human health and anatomy vocabulary (SN Unit 24) -How to describe our human anatomy and how various parts function -How to integrate classifiers, role shift and rhetorical questions to describe the normal processes of our hearing, visual, digestive and reproductive systems -How to use phrases to discuss and present symptoms, causes and treatments for a variety of health conditions	1. Understand vocabulary and descriptions for a variety of our normal, bodily processes (hearing, visual, digestive, circulatory, respiratory, skeletal, muscular/nervous and reproductive systems) 2. Describe our human anatomy and at least the basic functions of our hearing, visual, digestive and reproductive systems 3. Describe symptoms, causes and treatments of several (hay fever, arthritis, hepatitis A, anemia, shingles, migraine and athlete's foot) health conditions 4. Present on health conditions by using topicalization to name the condition, using rhetorical questions to describe the causes and using rhetorical questions to explain prevention and treatment.	-Create presentation to describe basic human anatomy -Partner work to describe and provide feedback related to bodily functions/body systems and how they function -Role play visits to the doctor where one individual has an ailment and is seeking identification and treatment options from a 'professional' -Analyze symptoms provided to determine the possible ailment -Evaluate treatment options to decide on the best course of action -Create partner dialogues where ailments/symptoms are discussed, identification of ailments estimated and treatment options discussed between friends -Complete survey related to the range of symptoms, ailments and treatments that we cover in this unit (for use in Family Feud Game)

Big Idea and Essential Questions

- **Big Idea(s):**
  - Throughout life, people find themselves having to present rather complex ideas to others such as health conditions in which purposeful organization and clarity in communication are key.
- **Essential Questions:**
  - **Factual:** …What are the most common health ailments that we might need to discuss in our lifetime?
  - **Conceptual:** …How can I explain a variety of health ailments using only ASL?
  - **Debatable:** …Which methods of prevention and treatment of various health ailments are most ideal in a given situation?

Part 3 – Unit 6: Discussing Health Conditions (SN24)
Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

Formative assessments

- In class and/or homework assignments where students describe the normal processes of our respiratory, visual, hearing, digestive and reproductive systems
- Complete survey of ailments, symptoms and treatments (provided in ASL and also in English to complete an online survey in GoogleForms)
- Compete in a game of FAMILY FEUD, where a range of ailments, symptoms and treatments (as well as situations) are presented and must be responded to interactively

Summative assessments

- Create slideshow/powerpoint presentations with incorporated videos describing the normal processes of our respiratory, visual, hearing, digestive and reproductive systems.
- Present a health ailment in person, including symptoms, causes and Treatments for the condition.

Part 4 – Unit 6: Discussing Health Conditions (SN24)
Common Assured Learning Experiences

- Students experience and use the target language in all communicative modes
- Lessons focus on meaningful communication
- Strategies of teaching and assessment are varied in format and focus, based upon student needs in different learning phases
- Students explore the target language individually, in pairs, in groups and in whole-class activities
- Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate
- Choices of process and product are open to students in order to optimally demonstrate what they can do in ASL but expressive skills must ultimately be demonstrated either through recorded video or live performance within the ASL classroom
- Current events and authentic materials are a key component of the learning experience
- Opportunities for reflection, sharing and peer editing facilitate the language learning process

- ➢ Creation of personal projects is encouraged
- ➢ Students interact with, investigate and compare cultures and global concepts
- ➢ Field trips or other connections with the community are integrated in the learning experience whenever possible

Part 1 - Unit 7: Making Major Decisions (SN23) Global Concept: Globalization and Sustainability			
Grade: 10-12	**Subject:** World Language	**Course:** ASL 3 Honors	**Length of Unit:** 4 weeks

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Part 2 – Unit 7: Making Major Decisions (SN23) **Standards**	
Key (GLE) Content Knowledge and Concepts/Skills	**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering

The students will know:	**The students will be able to:**	-create a "dream house" to share in an expressive narrative
-SN Unit 23 related-vocabulary -how to use ASL to inform, discuss, and persuade -contrastive structures: like/don't like; problem/solution, etc. -how to use CLs and facial expressions as a single vocabulary term (e.g. power steering vs. non-power steering) -the continuum of car conditions relative to it's function (e.g. GOOD, BROKEN) -factors that affect a person's college choice -kinds of change and reasons for change -narrative structure for explaining major life decisions	1. Learn vocabulary needed to talk about their homes and home-related topics 2. Learn vocabulary to talk about features of a car, and common car problems 3. Discuss factors that affect one's decision in making life changes-choosing a college. Changing jobs, changing relationships, or moving 4. Practice explaining decisions they've made that affect their lives in important ways	-design a skit in partner pairs to give housesitter instructions -create an expressive advertisement for their place to sublet (e.g. AirB&B) for the summer -Design a skit for partners relative to inheriting money with Life Partner A and Life Partner B -Develop receptive comprehension by watching Ken's "Looking for a House" -Describe why they picked their car or how they ended up with that vehicle (real or fictitious) -Role-play a parent-child car buying situation following the Situation cards (e.g. new vs. used, gas vs. electric) -Develop receptive comprehension by watching Byron's "Buying a Car" -Role-play friends discussing life after high school following the Situation cards (e.g. which college they should attend, getting a job directly after high school vs. going to college directly after high school) -Develop receptive comprehension by watching Missy's "Deciding to Marry"

		-Create and share a narrative about one major life decision

Big Idea and Essential Questions

- **Big Idea(s):**
  - Discussing the impact of major life decisions (e.g. choosing a college, moving, buying a car) is a common topic of conversation and of interest to others.
- **Essential Questions:**
  - **Factual:** How do the signs BAD!, LOUSY!, and TROUBLE++ differ in meaning?
  - **Conceptual:** What factors affect a person's college choice?
  - **Debatable:** Must all signed stories include language to fast forward through parts such as "distributional aspect inflection" (a repeated verb to show how many times/places were considered e.g. LIKE, DON'TLIKE, LIKE, etc.) and "continuous aspect inflection? (a continual verb showing lengthy consideration for a decision e.g. THINK++)"

Part 3 – Unit 7: Making Major Decisions (SN23)
Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Assessments must be common to teachers of this unit.

Formative assessments

- Unit Test comprised of:
  1.) expressive signing (e.g. Flipgrid/GoREACT entry; Create a narrative about one major life decision),
  2.) receptive comprehension (e.g. EdPuzzle/Nearpod; teacher created video about a major life decision- the topic of college selection is suggested),
  3.) cultural knowledge

Summative assessments

- Create an expressive advertisement for their place to sublet (e.g. AirB&B) the summer
- Role-play a parent-child car buying situation following the Situation cards

Part 4 – Unit 7: Making Major Decisions (SN23)
Common Assured Learning Experiences

- Students experience and use the target language in all communicative modes
- Lessons focus on meaningful communication
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- Language acquisition is enhanced through the use of visual and manipulative/hands-on stimuli as well as online applications, web-based tasks and social media if appropriate
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DRAFT - 2023-2024 School Calendar

Early dismissal

No school

Start Date 8/30/2023

JULY 2023				0/0
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

3,4 July 4th Recess
5-27 Sp. Ed. Summer School
31 Sp.Ed. Ext ABA Summer Session
Summer School 9-12 at FHS - TBD

AUGUST 2023				2/2
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

1-10 Sp.Ed. Ext ABA Summer Session
25 Convocation/School Meetings
30 First Day of School

SEPTEMBER 2023				20/22
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

4 Labor Day
26 TLI-Early Dismissal

OCTOBER 2023				21/43
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

9 Columbus Day
17 TLI-Early Dismissal
25, 26, 27 Parent/Teacher Conference

NOVEMBER 2023				17/60
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

7 Professional Development
10 Veteran's Day
22, 23, 24 Thanksgiving Recess

DECEMBER 2023				16/76
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

12 TLI-Early Dismissal
22 Early Dismissal
25-29 Winter Holiday Recess

JANUARY 2024				21/97
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

1 New Year's Day
9 TLI-Early Dismissal
15 Martin Luther King Day

FEBRUARY 2024				19/116
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

13 TLI-Early Dismissal
19, 20 Presidents Day Recess

MARCH 2024				19/135
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

8 Professional Development
12 TLI-Early Dismissal
20, 21, 22 Parent/Teacher Conference
29 Good Friday

APRIL 2024				17/152
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

8-12 Spring Recess
23 TLI-Early Dismissal

MAY 2024				22/174
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

14 TLI-Early Dismissal
27 Memorial Day

JUNE 2024				7/181
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

11 Last Day of School, Early Dismissal
12-14 Snow Make-Up day
FHS Graduation - TBD*
19 Juneteenth Day