

**GROTON BOARD OF EDUCATION
REGULAR MEETING
DECEMBER 12, 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

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. NEASC Visit Summation

B. Reports and Information from the Staff

1. Assistant Superintendent Report

- Update re: Groton Teaching & Learning (Attachment #1)

2. Business Manager Report

- Object Code Summary FY22 (Attachment #2)

- Health Insurance Report (Attachment #3)

3. Director of Buildings and Grounds

- Update re: School Facilities

VII. COMMITTEE REPORTS

- | | |
|--|---|
| <ul style="list-style-type: none"> A. Policy B. Curriculum C. Finance/Facilities D. Communications | <ul style="list-style-type: none"> E. Other <ul style="list-style-type: none"> - 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 special meeting minutes of November 14, 2022 (Attachment #4)
 - 2. Approval of the regular meeting minutes of November 28, 2022 (Attachment #5)
 - 3. Approval of the special meeting minutes of December 5, 2022 (Attachment #6)
- B. Old Business
 - 1. Discussion and possible action regarding a second reading of policy P 6141.52 Challenging Curriculum for Middle Years (Attachment #7)

MOTION: To approve policy P 6141.52 Challenging Curriculum for Middle Years as a second reading.
 - 2. Discussion and possible action regarding a second reading of policy P 3520.11 Electronic Information Security (Attachment #8)

MOTION: To approve policy P 3520.11 Electronic Information Security as a second reading.
 - 3. Discussion and possible action regarding a second reading of policy P 4113.12 Minimum Duty-Free Lunch Periods (Attachment #9)

MOTION: To approve policy P 4113.12 Minimum Duty-Free Lunch Periods as a second reading.
 - 4. Discussion and possible action regarding a second reading of policy P 3543.31 Electronic Communications Use and Retention (Attachment #10)

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

VIII. ACTION ITEMS (cont'd)

C. New Business

1. Discussion and possible action regarding the approval of the FY23 CIP proposals (Attachment #11)

MOTION: To approve the FY23 CIP proposals.

2. Discussion and possible action regarding recognition of January 18, 2023 as National Maintenance Day.

MOTION: To recognize January 18, 2023 as National Maintenance Day, and to direct the Superintendent of Schools to send a letter of appreciation to the maintenance staff.

3. 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 (Attachment #12)

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.

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.

X. ADVANCE PLANNING

- A. Future Meeting Dates and Calendar Items for Board Attention

Date	Meeting	Location	Time
Jan. 3	Finance/Facilities Committee CANCELLED		
Jan. 3	Special - Supt. Presents Budget to BOE	CO, Room 11/Hybrid	6:00 p.m.
Jan. 9	COW CANCELLED		
Jan. 9	Special - Budget Work Session	CO, Room 11/Hybrid	6:00 p.m.
Jan. 10	Policy Committee	CO, Room 5/Hybrid	5:00 p.m.
Jan. 17	Curriculum Committee	CO, Room 4/Hybrid	5:00 p.m.
Jan. 17	COW CANCELLED		
Jan. 17	Special - Public Hearing on the Budget	TBD	6:00 p.m.
Jan. 17	Special - Budget Work Session	TBD	7:00 p.m.
Jan. 23	Communications Committee	Town Hall Annex, CR 2	5:00 p.m.
Jan. 23	Regular	Town Hall Annex, CR 1	6:00 p.m.
Jan. 30	Special - Budget Work Session	CO, Room 11/Hybrid	6:00 p.m.

X. ADVANCE PLANNING (cont'd)

A. Future Meeting Dates and Calendar Items for Board Attention (cont'd)

Meetings w/Town Bodies:

Date	Meeting	Location	Time
Jan. 5	PSBC	Town Hall Annex, CR 2	6:00 p.m.
Jan. 12	TCC/RTM/BOE Liaison Committee	TBD	5:00 p.m.
Jan. 19	PSBC	Town Hall Annex, CR 2	6:00 p.m.

B. Suggested Agenda Items

XI. ADJOURNMENT

DISTRICT PROFESSIONAL DEVELOPMENT DAY: Nov 8, 2022

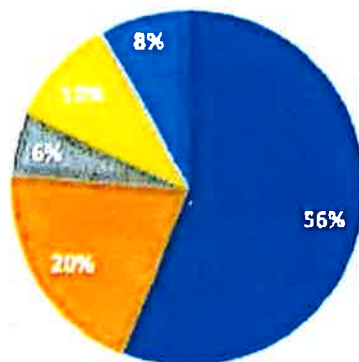
Morning Session

Workshops Offered Included:

- 3 Steps Forward 2 Steps Back (Artwork on Social Justice)
- Fitch High School Teacher to Teacher PD (Google Drive, Google Slides, Schoology, Promethean Board Training, AP NMSI Training, AP/IB Collaboration, CASEL 5 and Falcon's RISE, Gameplay)
- Understanding Trauma/Chronic Stress
- Teachers Need Some SEL Too
- Multilingual Learners Training
- Dreambox Training
- Lexia
- TeachTown
- New Specific Learning Disability (SLD) and Dyslexia Criteria
- Naviance Training
- PMT training
- And more...

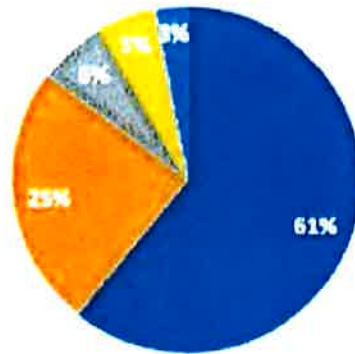
OVERALL SATISFACTION WITH PD

■ very satisfied ■ somewhat satisfied ■ neutral
■ somewhat dissatisfied ■ very dissatisfied



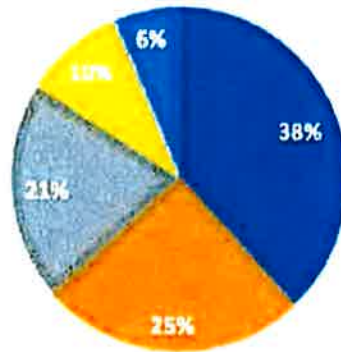
THE CONTENT WAS RELEVANT TO MY PROFESSIONAL RESPONSIBILITIES

■ strongly agree ■ agree ■ neither agree or disagree ■ disagree ■ strongly disagree



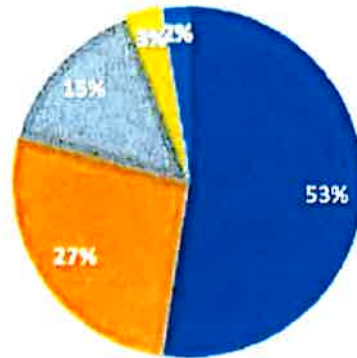
HOW CONFIDENT ARE YOU ABOUT YOUR ABILITY TO USE THE NEW KNOWLEDGE AND SKILLS IN YOUR CLASSROOM

■ extremely confident ■ very confident ■ somewhat confident
■ not so confident ■ not at all confident



THE PRESENTER WAS KNOWLEDGEABLE, HELPFUL AND WELL-PREPARED

■ strongly agree ■ agree ■ neither agree or disagree ■ disagree ■ strongly disagree



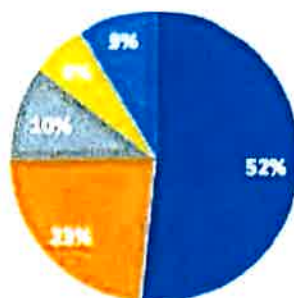
Afternoon Session

Workshops Offered Included:

- Department Specific PD
- Understanding Trauma
- Teachers Need Some SEL Too
- Multilingual Learners
- Lexia
- Teachtown
- New Specific Learning Disability (SLD) and Dyslexia Criteria
- Classroom EdTech Deep Dive
- And More...

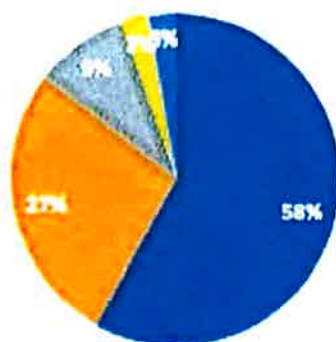
OVERALL SATISFACTION WITH THE PD OFFERED

■ very satisfied ■ somewhat satisfied ■ neutral
■ somewhat dissatisfied ■ very dissatisfied



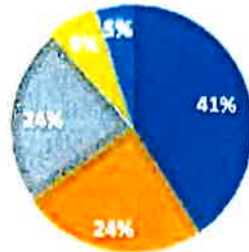
THE CONTENT WAS RELEVANT TO MY PROFESSIONAL RESPONSIBILITIES

■ strongly agree ■ agree ■ neither agree or disagree ■ disagree ■ strongly disagree



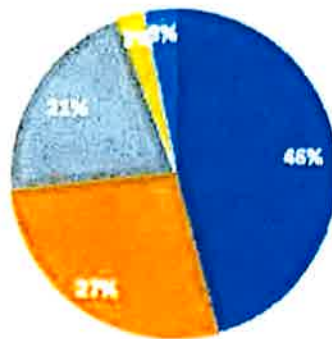
HOW CONFIDENT ARE YOU IN YOUR ABILITY TO USE THE NEW KNOWLEDGE AND SKILLS IN YOUR CLASSROOM

■ extremely confident ■ very confident ■ somewhat confident
■ not so confident ■ not at all confident



THE PRESENTER WAS KNOWLEDGEABLE, HELPFUL AND WELL-PREPARED

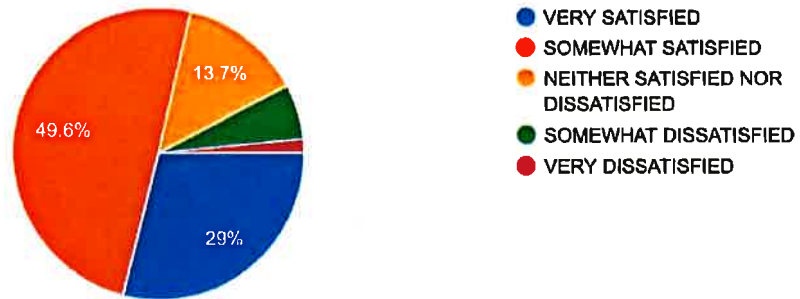
■ strongly agree ■ agree ■ neither agree or disagree ■ disagree ■ strongly disagree



Paraprofessional Professional Development Survey Results

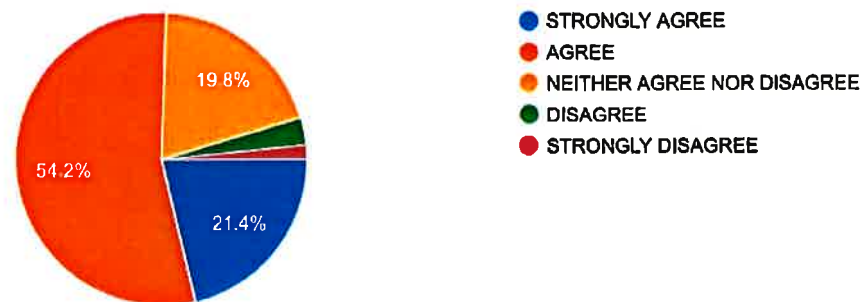
Please rate your overall satisfaction with the professional development offered within your building.

131 responses

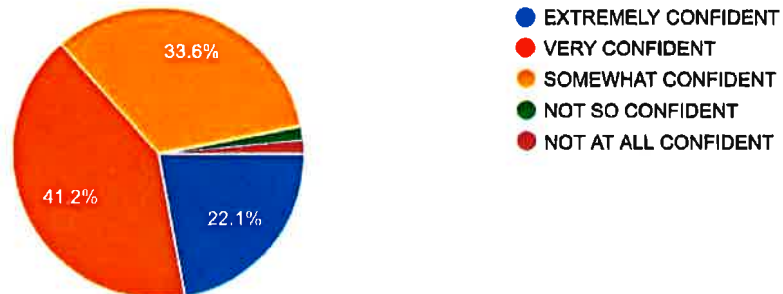


The content was relevant to my professional responsibilities.

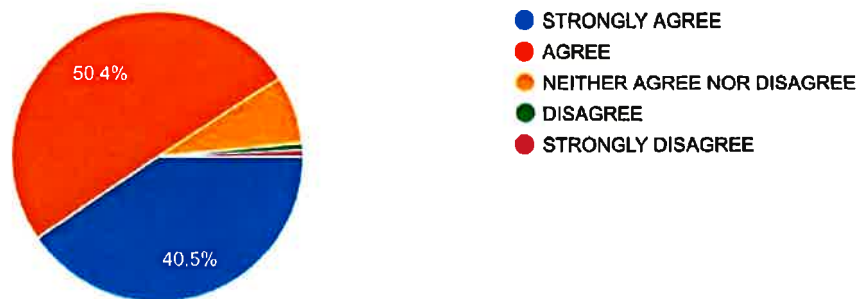
131 responses



How confident are you about your ability to use the new knowledge and skills in your classroom?
131 responses



The presenter/professional developer was knowledgeable, helpful, and well-prepared.
131 responses



Groton Public Schools

Date prep:		FY23 Budget Summary Review							
12/7/22 3:12 PM									
Account	Object #s	FY23 Budget 2022-2023	Expenditures	Encumbered	FY23 Actual Total	Remaining Balance	%	FY23 Estimate 12/07/2022	Favorable/ (Unfavorable) to Budget
Salaries									
1 Administrators	105-109	5,052,518	2,338,862	2,632,176	4,971,038	81,480	1.6%	5,052,518	0
2 Teachers	101-104, 123-127, 151-152	35,367,250	10,955,161	23,904,310	34,859,471	507,779	1.4%	35,267,115	100,135
3 Non-Cert Aides	110-111, 130-131, 136, 139	4,284,903	1,194,757	26,363	1,221,120	3,063,783	71.5%	4,266,004	18,899
4 Substitute - Cert & Non-Cert	120-121	1,007,080	436,143	0	436,143	570,937	56.7%	1,007,080	0
5 Clerical	112-114, 132-134, 144	1,971,277	912,032	0	912,032	1,059,245	53.7%	1,971,277	0
6 Custodial/Maintenance/Techs	117-118, 129, 137-138, 147-148	3,610,973	1,560,882	174,745	1,735,627	1,875,346	51.9%	3,610,973	0
7 Campus Security/Supervision	128	152,540	145,327	0	145,327	7,213	4.7%	152,540	0
8 Total Salaries	100	51,446,541	17,543,163	26,737,594	44,280,757	7,165,784	13.9%	51,327,507	119,034
Benefits									
9 Health Insurance	201-202	7,281,438	4,090,976	0	4,090,976	3,190,462	43.8%	7,281,438	0
10 Workers Comp & Town Pension	211, 213	962,425	962,423	0	962,423	2	0.0%	962,423	2
11 Social Security & Medicare	212, 214	1,511,750	632,859	0	632,859	878,891	58.1%	1,510,839	911
12 Other Benefits	222-227	283,493	274,134	0	274,134	9,359	3.3%	329,077	(45,584)
13 Total Benefits	200	10,039,106	5,960,392	0	5,960,392	4,078,714	40.6%	10,083,777	(44,671)
Purchased Services									
14 Instructional Services	321-324	184,475	113,359	2,125	115,484	68,991	37.4%	177,342	7,134
15 Professional Services	331	251,614	249,797	31,529	281,326	(29,712)	(11.8%)	253,076	(1,462)
16 Other Prof Services	332	571,885	130,320	146,823	277,143	294,742	51.5%	571,885	0
17 OT & PT Services	333	678,058	30,039	696,700	728,739	(48,681)	(7.2%)	678,058	0
18 Legal	334	71,054	25,947	0	25,947	45,107	63.5%	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	163,890	5,113	169,003	(4,520)	(2.7%)	164,483	0
21 Total Purchased Services	300	1,998,859	737,815	882,290	1,620,105	378,754	18.9%	1,993,188	5,672
Property Services									
22 Water & Sewer	410-411	100,799	61,792	115	61,907	38,892	38.6%	100,799	0
23 Trash & Snow Removal	421-422	137,466	41,496	45,637	87,133	50,333	36.6%	137,466	0
24 Repair/Maintenance	430-435, 490-491, 499	481,216	239,487	76,364	315,851	165,365	34.4%	472,784	8,432
25 Rental	441	123,899	57,511	73,660	131,171	(7,272)	(5.9%)	123,899	0
26 Total Property Services	400	843,380	400,285	195,776	596,061	247,319	29.3%	834,948	8,432
Transportation, Insurance, Communications, Tuition									
27 Transportation: Schools	510-513	5,360,342	1,658,294	0	1,658,294	3,702,048	69.1%	5,486,984	(126,642)
28 Transportation: Student Activities	587-596	175,419	36,586	11,230	47,816	127,603	72.7%	167,683	7,736
29 Transportation: Staff	580-584	141,686	18,707	0	18,707	122,979	86.8%	124,906	16,780
30 Insurance	522, 525	417,628	403,354	0	403,354	14,274	3.4%	416,866	762
31 Communications	530-552	142,592	125,536	3,374	128,909	13,683	9.6%	137,180	5,413
32 Tuition: Special Education	561-563, 568	4,319,633	910,972	1,047,018	1,957,990	2,361,643	54.7%	4,153,688	165,945
33 Tuition: Other	564-567	1,197,359	893,484	169,651	1,063,335	134,024	11.2%	1,157,918	39,441
34 Total Trans, Ins, Comm, Tuition	500	11,754,659	4,046,933	1,231,472	5,278,405	6,476,254	55.1%	11,645,225	109,434
Supplies									
35 Instructional Supplies	601-609, 613-619, 622-623, 628	499,046	137,295	23,418	160,713	338,333	67.8%	424,983	74,063
36 Computer Supplies	610-612	254,072	724,732	11,644	736,375	(482,303)	(189.8%)	246,619	7,453
37 Electricity & Heating	631-633	1,467,021	719,930	14,928	734,858	732,163	49.9%	1,593,866	(126,845)
38 Transportation Supplies	634, 656	180,486	114,448	0	114,448	66,038	36.6%	302,141	(121,655)
39 Textbooks & Library Books	640-642, 645, 647	83,311	43,441	4,374	47,815	35,496	42.6%	72,695	10,616
40 Facility/Maintenance Supplies	650, 652-655, 657, 659	300,884	204,366	14,470	218,837	82,047	27.3%	300,209	675
41 Other Supplies (staff dev, PPE, etc)	621, 624-627, 660	88,910	44,436	5,105	49,541	39,369	44.3%	88,806	104
42 Total Supplies	600	2,873,730	1,988,650	73,938	2,062,588	811,142	28.2%	3,029,319	(155,589)
Equipment									
43 Instructional Equipment	730, 735	98,400	48,700	2,073	50,773	47,627	48.4%	84,787	13,613
44 Non-Instructional Equip	731, 736	10,000	9,774	34,213	43,987	(33,987)	(339.9%)	10,000	0
45 Total Equipment	700	108,400	58,474	36,286	94,760	13,640	12.6%	94,787	13,613
46 Total Dues & Fees	800	92,596	78,927	510	79,437	13,159	14.2%	82,742	9,854
47 GRAND TOTAL		79,157,271	30,814,640	29,157,866	59,972,506	19,184,765	24.2%	79,091,493	65,778

Groton Public Schools

Date prep:		FY23 Budget Summary Review							
12/7/22 3:12 PM									
Account	Object #s	FY23 Budget 2022-2023	Expenditures	Encumbered	FY23 Actual Total	Remaining Balance	%	FY23 Estimate 12/07/2022	Favorable/ (Unfavorable) to Budget
Salaries									
Administrators									
48 Administrators	105	1,201,101	608,738	596,048	1,206,786	(5,685)	(0.5%)	1,201,101	-
49 Principals	106	1,150,292	531,448	617,789	1,149,237	1,055	0.1%	1,150,292	-
50 Asst. Principals/Sp. Ed. Supv	107	2,385,181	1,052,406	1,277,410	2,329,817	55,364	2.3%	2,385,181	-
51 6-12 Curriculum Coordinators	108	174,798	74,207	62,927	137,133	37,665	21.5%	174,798	-
52 Athletic Director	109	141,146	72,063	76,002	148,065	(6,919)	(4.9%)	141,146	-
53		5,052,518	2,338,862	2,632,176	4,971,038	81,480	1.6%	5,052,518	0
Teachers									
54 Classroom Teachers	101 & 151	25,154,553	7,419,588	17,295,039	24,714,627	439,926	1.7%	25,066,232	88,321
55 Sp. Ed. Certified	102	7,830,521	2,699,792	5,363,064	8,062,856	(232,335)	(3.0%)	7,820,291	10,230
56 Media Specialist	103	690,181	243,564	478,697	722,261	(32,080)	(4.6%)	690,181	-
57 Guidance	104	1,175,535	385,557	767,509	1,153,066	22,469	1.9%	1,175,535	-
58 Adult Ed	124	42,230	9,764	0	9,764	32,466	76.9%	42,230	-
59 Coach Stipends	126	356,416	110,438	0	110,438	245,979	69.0%	355,081	1,336
60 Other Student Activities	127	117,814	37,940	0	37,940	79,874	67.8%	117,566	248
61		35,367,250	10,955,161	23,904,310	34,859,471	507,779	1.4%	35,267,115	100,135
Non-Cert Aides/Tutors									
62 Reg. Ed. Aides - Kindergarten	110 & 130	456,375	107,342	0	107,342	349,033	76.5%	456,375	-
63 Sp. Ed. Aides - Para I & Para II	111 & 131	2,906,920	407,254	0	407,254	2,499,666	86.0%	2,565,242	341,678
64 Tutors	125 & 152	432,500	489,073	0	489,073	(56,573)	(13.1%)	754,154	(321,654)
65 School Bus Aides	136	429,588	156,805	0	156,805	272,783	63.5%	429,588	-
66 Other Non-Certified Personnel	139 & 119	59,520	34,282	26,363	60,645	(1,125)	(1.9%)	60,645	(1,125)
67		4,284,903	1,194,757	26,363	1,221,120	3,063,783	71.5%	4,266,004	18,899
Substitute									
68 Substitute Sp. Ed. Certified	121	85,588	0	0	0	85,588	100.0%	40,417	45,171
69 Substitute Reg. Ed. Certified	120	921,492	436,143	0	436,143	485,349	52.7%	966,663	(45,171)
70		1,007,080	436,143	0	436,143	570,937	56.7%	1,007,080	0
Clerical									
71 Clerical	112 113 114 132 133 134 143 144	1,971,277	912,032	0	912,032	1,059,245	53.7%	1,971,277	0
Custodial/Maintenance/Techs									
72 Custodial	117 & 137	1,924,943	834,393	41,142	875,535	1,049,408	54.5%	1,924,943	-
73 Maintenance	118 & 138	857,425	372,598	47,977	420,574	436,851	50.9%	857,425	-
74 Custodial/Maintenance Overtime	147 & 148	108,500	26,210	0	26,210	82,290	75.8%	108,500	-
75 Technicians	129 & 149	720,105	327,682	85,626	413,308	306,797	42.6%	720,105	-
76		3,610,973	1,560,882	174,745	1,735,627	1,875,346	51.9%	3,610,973	0
Security									
77 Security/Supervision	128	152,540	145,327	0	145,327	7,213	4.7%	152,540	-
78 Total Salaries		51,446,541	17,543,163	26,737,594	44,280,757	7,165,784	13.9%	51,327,507	119,034
Benefits									
Health Insurance									
79 Group Ins. Prof	201	5,827,342	3,586,973	0	3,586,973	2,240,369	38.4%	5,827,342	-
80 Group Ins. Other	202	1,454,096	504,003	0	504,003	950,093	65.3%	1,454,096	-
81		7,281,438	4,090,976	0	4,090,976	3,190,462	43.8%	7,281,438	0
Workers Comp & Town Pension									
82 Worker's Compensation	211	405,825	405,823	0	405,823	2	0.0%	405,823	2
83 Town Pension	213	556,600	556,600	0	556,600	0	0.0%	556,600	-
84		962,425	962,423	0	962,423	2	0.0%	962,423	2
Social Security & Medicare									
85 Social Security	212	765,776	305,637	0	305,637	460,139	60.1%	765,914	(138)
86 Medicare	214	745,974	327,222	0	327,222	418,752	56.1%	744,925	1,049
87		1,511,750	632,859	0	632,859	878,891	58.1%	1,510,839	911
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	78,921	0	78,921	27,079	25.5%	106,000	-
92 Mentor Stipend	227	1,500	0	0	0	1,500	100.0%	1,500	-
93		283,493	274,134	0	274,134	9,359	3.3%	329,077	(45,584)
94 Total Benefits		10,039,106	5,960,392	0	5,960,392	4,078,714	40.6%	10,083,777	(44,671)

Groton Public Schools

Date prep:		FY23 Budget Summary Review							
12/7/22 3:12 PM									
Account	Object #s	FY23 Budget 2022-2023	Expenditures	Encumbered	FY23 Actual Total	Remaining Balance	%	FY23 Estimate 12/07/2022	Favorable/ (Unfavorable) to Budget
Purchased Services									
Instructional Services									
95 Instructional Services	321 & 323	123,075	82,793	0	82,793	40,282	32.7%	119,567	3,509
96 Instruct Improvement Services	322 & 324	61,400	30,566	2,125	32,691	28,709	46.8%	57,775	3,625
97		184,475	113,359	2,125	115,484	68,991	37.4%	177,342	7,134
Professional Services									
98 Professional Services	331	251,614	249,797	31,529	281,326	(29,712)	(11.8%)	253,076	(1,462)
99 Other Professional Services	332	571,885	130,320	146,823	277,143	294,742	51.5%	571,885	-
100 OT & PT Services	333	678,058	30,039	696,700	726,739	(48,681)	(7.2%)	678,058	-
101 Legal Services	334	71,054	25,947	0	25,947	45,107	63.5%	71,054	-
102		1,572,611	436,103	875,052	1,311,155	261,456	16.6%	1,574,073	(1,462)
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	163,890	5,113	169,003	(4,520)	(2.7%)	164,483	-
107 Total Purchased Services		1,998,859	737,815	882,290	1,620,105	378,754	18.9%	1,993,188	5,672
Property Services									
Water/Sewer									
108 Water	410	66,182	32,094	115	32,209	33,973	51.3%	66,182	-
109 Sewer	411	34,617	29,698	0	29,698	4,919	14.2%	34,617	-
110		100,799	61,792	115	61,907	38,892	38.6%	100,799	0
Trash & Snow Removal									
111 Trash Removal	421	87,466	41,496	45,637	87,133	333	0.4%	87,466	-
112 Snow Removal	422	50,000	0	0	0	50,000	100.0%	50,000	-
113		137,466	41,496	45,637	87,133	50,333	36.6%	137,466	0
Repair/Maintenance									
114 Equipment Repairs	430	118,095	49,840	441	50,281	67,814	57.4%	108,913	9,182
115 Grounds Repairs	431	189,614	127,522	42,286	169,808	19,806	10.4%	189,614	-
116 General Bldg Repairs	432	28,563	4,768	0	4,768	23,795	83.3%	28,563	-
117 Painting	433	5,095	2,821	0	2,821	2,274	44.6%	5,095	-
118 Heat & Plumbing	434	48,400	14,440	15,264	29,704	18,696	38.6%	48,400	-
119 Electrical	435	9,005	747	0	747	8,258	91.7%	9,005	-
120 Extermination Services	490	11,477	6,173	0	6,173	5,304	46.2%	11,477	-
121 Bldg Fire Protection	491	46,821	13,253	18,000	31,253	15,568	33.2%	46,821	-
123 Other Purch Services	499	24,146	19,922	373	20,295	3,851	15.9%	24,896	(750)
124		481,216	239,487	76,364	315,851	165,365	34.4%	472,784	8,432
Rental									
125 Rental	441	123,899	57,511	73,660	131,171	(7,272)	(5.9%)	123,899	-
126 Total Property Services		843,380	400,285	195,776	596,061	247,319	29.3%	834,948	8,432
Transportation, Insurance, Communications, Tuition									
Transportation: Schools									
127 Reg Ed Pupil Transportation	510 & 516	3,160,976	850,798	0	850,798	2,310,178	73.1%	3,287,618	(126,642)
128 Sp Ed - Trans - STA	511	1,243,367	407,048	0	407,048	836,319	67.3%	1,243,367	-
129 Sp Ed - Trans - Curtin	512	943,749	400,447	0	400,447	543,302	57.6%	943,749	-
130 Pupil Transp Reimbursement	513	12,250	0	0	0	12,250	100.0%	12,250	-
131		5,360,342	1,658,294	0	1,658,294	3,702,048	69.1%	5,486,984	(126,642)
Transportation: Other									
132 Transportation - Athletics	587	107,800	16,949	6,405	23,354	84,446	78.3%	107,800	-
133 Transportation - Field Trips	588	50,149	14,987	3,947	18,934	31,215	62.2%	42,198	7,951
134 Entry Fees - Athletics	591 & 592	12,700	3,525	0	3,525	9,175	72.2%	12,605	95
135 Admission Fees	595	4,770	1,125	878	2,003	2,767	58.0%	5,080	(310)
137		175,419	36,586	11,230	47,816	127,603	72.7%	167,683	7,736
Transportation: Staff									
138 Travel - Education	580 & 581	7,500	1,337	0	1,337	6,163	82.2%	7,518	(18)
139 Travel - Admin	582 & 583	29,500	11,502	0	11,502	17,998	61.0%	27,077	2,423
140 Travel - Conferences	584	104,686	5,868	0	5,868	98,818	94.4%	90,311	14,375
141		141,686	18,707	0	18,707	122,979	86.8%	124,906	16,780
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

Date prep:		FY23 Budget Summary Review							
12/7/22 3:12 PM									
Account	Object #s	FY23 Budget 2022-2023	Expenditures	Encumbered	FY23 Actual Total	Remaining Balance	%	FY23 Estimate 12/07/2022	Favorable/ (Unfavorable) to Budget
Communications									
145 Telephone, Telephone Repairs	530	91,400	113,513	0	113,513	(22,113)	(24.2%)	91,400	-
146 Postage	531	31,150	3,654	0	3,654	27,496	88.3%	27,363	3,788
147 Advertisement	540	5,000	5,778	3,311	9,088	(4,088)	(81.8%)	5,000	-
148 Minority Recruitment	541	0	0	0	0	0		-	-
149 Printing Admin	550	11,542	2,592	63	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	125,536	3,374	128,909	13,683	9.6%	137,180	5,413
Tuition: Special Education									
152 Sp.Ed Vocational	561	411,956	94,640	28,500	123,140	288,816	70.1%	420,987	(9,031)
153 Sp.Ed BoE Placements	562	2,557,392	501,469	955,536	1,457,005	1,100,387	43.0%	2,521,299	36,093
154 Sp.Ed State Placements	563	580,000	70,224	0	70,224	509,776	87.9%	477,210	102,790
155 Sp.Ed Magnet Choice	568	770,285	244,639	62,982	307,621	462,664	60.1%	734,192	36,093
156		4,319,633	910,972	1,047,018	1,957,990	2,361,643	54.7%	4,153,688	165,945
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	686,484	169,851	856,335	41,336	4.6%	861,335	36,336
159 Gen Ed Vo Ag Tuition	567	89,583	0	0	0	89,583	100.0%	89,583	-
160		1,197,359	893,484	169,851	1,063,335	134,024	11.2%	1,157,918	39,441
161 Total Transportation, Insurance, Communication, Tuition		11,754,659	4,046,933	1,231,472	5,278,405	6,476,254	55.1%	11,645,225	109,434
Supplies									
Instructional Supplies									
162 General Classroom	601	156,340	21,531	3,087	24,618	131,722	84.3%	117,240	39,100
163 Science	602	16,986	2,682	3,944	6,625	10,361	61.0%	13,005	3,981
164 Arts & Crafts	603	24,300	19,019	1,487	20,506	3,794	15.6%	21,209	3,091
165 Phys. Ed	604	15,400	792	1,219	2,010	13,390	86.9%	12,181	3,219
166 Music	605	24,000	6,913	1,009	7,922	16,078	67.0%	18,200	5,800
167 Kindergarten	606	5,100	942	0	942	4,158	81.5%	3,825	1,275
168 Pupil Tests	607	65,400	25,277	2,759	28,036	37,364	57.1%	57,300	8,100
169 Tech. Ed	609	8,000	96	0	96	7,904	98.8%	6,000	2,000
170 Home Ec Supplies	613	14,500	9,651	33	9,684	4,816	33.2%	10,875	3,625
171 Sp.Ed Supplies	615	56,000	14,656	4,443	19,099	36,901	65.9%	56,015	(15)
172 Athletic Supplies	616	52,950	16,670	4,520	21,190	31,760	60.0%	54,861	(1,911)
173 Math Supplies	617	10,350	988	68	1,056	9,294	89.8%	7,816	2,534
174 Health Supplies	618	1,950	0	0	0	1,950	100.0%	1,463	488
175 Other Supplies	619	3,000	569	0	569	2,431	81.0%	2,676	324
176 Health Serv Pathogen	622	7,000	239	0	239	6,761	96.6%	7,000	-
177 School Library Supplies	623	5,270	899	689	1,588	3,682	69.9%	3,953	1,318
178 Food, Drink, Snacks	628	32,500	16,372	162	16,533	15,967	49.1%	31,364	1,136
180		499,046	137,295	23,418	160,713	338,333	67.8%	424,983	74,063
Computer Supplies									
181 Computer Supplies	610 & 611	49,200	31,909	4,653	36,562	12,638	25.7%	45,493	3,708
182 Software	612	204,872	692,823	6,991	699,814	(494,942)	(241.6%)	201,127	3,745
183		254,072	724,732	11,644	736,375	(482,303)	(189.8%)	246,619	7,453
Electricity & Heating									
184 Electricity	631	971,513	605,532	14,928	620,460	351,053	36.1%	971,513	-
185 Propane/Natural Gas	632	325,362	59,634	0	59,634	265,728	81.7%	290,905	34,457
186 Heating Oil	633	170,146	54,764	0	54,764	115,382	67.8%	331,448	(161,302)
187		1,467,021	719,930	14,928	734,858	732,163	49.9%	1,593,866	(126,845)
Transportation Supplies									
188 Diesel for School Buses	634	138,070	100,331	0	100,331	37,739	27.3%	259,725	(121,655)
189 Gas for Maintenance	656	42,416	14,118	0	14,118	28,298	66.7%	42,416	-
190		180,486	114,448	0	114,448	66,038	36.6%	302,141	(121,655)
Textbooks & Library Books									
191 Textbooks	640	45,051	22,558	1,927	24,485	20,566	45.7%	36,948	8,103
192 Workbooks	641	12,460	19,384	0	19,384	(6,924)	(55.6%)	16,396	(3,936)
193 Textbook Rebind	642	500	0	0	0	500	100.0%	375	125
194 Library Books	645	22,900	1,295	1,683	2,978	19,922	87.0%	17,175	5,725
195 Periodicals	647	2,400	205	764	968	1,432	59.7%	1,800	600
196		83,311	43,441	4,374	47,815	35,496	42.6%	72,695	10,616

Groton Public Schools

Date prep:		FY23 Budget Summary Review							
12/7/22 3:12 PM									
Account	Object #s	FY23 Budget 2022-2023	Expenditures	Encumbered	FY23 Actual Total	Remaining Balance	%	FY23 Estimate 12/07/2022	Favorable/ (Unfavorable) to Budget
Facility/Maintenance Supplies									
197 Equipment Repair	650	23,158	9,483	0	9,483	13,675	59.0%	23,158	-
198 Grounds Supplies	651	19,334	21,799	0	21,799	(2,465)	(12.8%)	19,334	-
199 General Bldg Repair	652	64,450	36,681	80	36,762	27,688	43.0%	58,005	6,445
200 Painting	653	2,500	1,458	43	1,501	999	40.0%	2,500	-
201 Heat & Plumbing	654	33,716	22,699	12,429	35,128	(1,412)	(4.2%)	33,716	-
202 Electrical	655	29,948	16,094	458	16,552	13,396	44.7%	29,948	-
203 Safety Supplies	657 & 659	12,976	18,109	0	18,109	(5,133)	(39.6%)	18,746	(5,770)
204 Custodial Supplies	658	114,802	78,043	1,460	79,503	35,299	30.7%	114,802	-
205		300,884	204,366	14,470	218,837	82,047	27.3%	300,209	675
Other Supplies									
206 Sup Serv Guild Imp Ins	621	25,600	8,423	712	9,135	16,465	64.3%	23,700	1,900
207 Audio Visual	624 & 625	11,000	731	949	1,680	9,320	84.7%	10,625	375
208 General Admin Supplies	626	12,610	10,117	236	10,353	2,257	17.9%	12,475	135
209 School Admin Supplies	627	17,400	21,566	2,043	23,608	(6,208)	(35.7%)	22,510	(5,110)
210 Professional Materials	690	22,300	3,599	1,165	4,764	17,536	78.6%	19,497	2,803
212		88,910	44,436	5,105	49,541	39,369	44.3%	88,806	104
213 Total Supplies		2,873,730	1,988,650	73,938	2,062,588	811,142	28.2%	3,029,319	(155,589)
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	48,700	2,073	50,773	9,227	15.4%	70,737	(10,737)
216		98,400	48,700	2,073	50,773	47,627	48.4%	84,787	13,613
Non-Instructional Equipment									
217 Replace Non-Instr Equipment	731	10,000	5,028	34,213	39,241	(29,241)	(292.4%)	5,254	4,746
218 Add Non-Instr Equipment	736	0	4,746	0	4,746	(4,746)		4,746	(4,746)
219		10,000	9,774	34,213	43,987	(33,987)	(339.9%)	10,000	0
220 Total Equipment		108,400	58,474	36,286	94,760	13,640	12.6%	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	21,438	360	21,798	(5,638)	(34.9%)	16,185	(25)
223 School Admin Dues	812	44,050	32,419	0	32,419	11,631	26.4%	34,367	9,684
224 Other Dues	819	6,845	3,166	150	3,316	3,529	51.6%	6,650	196
225 Total Dues/Fees		92,596	78,927	510	79,437	13,159	14.2%	82,742	9,854
226 Grand Total		79,157,271	30,814,640	29,157,866	59,972,506	19,184,765	24.2%	79,091,493	65,778

Groton Public Schools
FY23 Budget Summary Review
Summary at Program Level III

Function No. Description		FY23 Budget			FY23 Total	Remaining		12/07/2022 FY23 Estimated	Favorable/ (Unfavorable)
		2022-2023	Expended 2022-2023	Encumbered 2022-2023	2022-2023	Balance	%	2022-2023	
Regular Instruction									
1101	FUNCTION-1101 ELEMENTARY	13,582,263	3,756,600	7,482,261	11,238,861	2,343,402	17.3%	13,437,015	145,248
1102	FUNCTION-1102 ART	680,986	245,195	366,365	611,560	69,426	10.2%	678,999	1,987
1103	FUNCTION-1103 COMPUTER EDUCATION	0	0	0	0	0	0.0%	-	-
1104	FUNCTION-1104 LANGUAGE ARTS	2,394,305	882,005	1,367,352	2,249,357	144,948	6.1%	2,391,812	2,493
1105	FUNCTION-1105 WORLD LANGUAGES	1,438,860	518,297	840,297	1,358,594	80,266	5.6%	1,440,208	(1,348)
1106	FUNCTION-1106 CONSUMER SCIENCE	155,887	61,962	81,284	143,245	12,642	8.1%	152,112	3,775
1107	FUNCTION-1107 TECHNOLOGY EDUCATION	676,451	277,873	389,299	667,172	9,279	1.4%	684,628	(8,177)
1108	FUNCTION-1108 MATHEMATICS	2,073,160	800,161	1,231,670	2,031,831	41,329	2.0%	2,071,165	1,995
1109	FUNCTION-1109 MUSIC	731,202	259,208	407,711	666,919	64,283	8.8%	726,751	4,451
1110	FUNCTION-1110 PHYSICAL EDUCATION	1,026,099	358,088	529,187	887,275	138,824	13.5%	1,020,960	5,139
1111	FUNCTION-1111 SCIENCE	2,279,445	877,114	1,252,221	2,129,335	150,110	6.6%	2,273,782	5,663
1112	FUNCTION-1112 SOCIAL STUDIES	1,849,410	655,061	1,092,485	1,747,546	101,864	5.5%	1,848,647	763
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	127,717	231,834	359,551	(58,534)	(19.4%)	300,740	277
1117	FUNCTION-1117 INTERN. BACCALAUREATE	56,500	23,487	0	23,487	33,013	58.4%	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	894,831	1,289	896,121	685,352	43.3%	1,589,182	(7,709)
1121	FUNCTION-1121 BUSINESS EDUCATION	329,624	125,751	184,115	309,866	19,758	6.0%	328,616	1,008
1124	FUNCTION-1124 HEALTH OCCUPATIONS	87,596	30,144	65,184	95,328	(7,732)	(8.8%)	86,758	838
1260	FUNCTION-1260 ENRICHMENT	39,639	28,658	0	28,658	10,981	27.7%	39,639	(0)
1270	FUNCTION-1270 REMEDIAL INSTRUCTION	3,034,885	1,065,094	1,793,664	2,858,758	176,127	5.8%	3,034,888	(3)
2220	FUNCTION-2220 EDUCATIONAL MEDIA SERVICE	1,109,189	436,720	481,833	918,553	190,636	17.2%	1,101,686	7,503
Total Regular Instruction		33,483,491	11,485,705	17,798,051	29,283,756	4,199,735	12.5%	33,292,151	191,340
Special Instruction									
1205	FUNCTION-1205 PRESCHOOL 3-5	1,274,524	390,267	502,615	892,881	381,643	29.9%	1,274,529	(5)
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	610,165	124,115	734,280	(38,115)	(5.5%)	695,134	1,031
1230	FUNCTION-1230 SPECIAL EDUCATION	8,423,248	2,419,479	3,029,836	5,449,315	2,973,933	35.3%	8,400,344	22,904
1250	FUNCTION-1250 BLIND	27,046	880	0	880	26,166	96.7%	27,046	0
1280	FUNCTION-1280 HEARING IMPAIRED	108,685	48,857	70,454	119,312	(10,627)	(9.8%)	108,700	(15)
Total Special Instruction		10,549,958	3,469,649	3,727,019	7,196,668	3,353,290	31.8%	10,526,043	23,915
Continuing Education									
1310	FUNCTION-1310 HIGH SCHOOL COMPLETION	85,865	21,312	8,040	29,351	56,514	65.8%	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	228,312	8,040	236,351	59,619	20.1%	291,613	4,357
Other Instructional Programs									
15**	STUDENT ACTIVITIES 6-12	968,926	333,966	114,040	448,006	520,920	53.8%	970,689	(1,763)
TOTAL INSTRUCTION		45,298,345	15,517,631	21,647,150	37,164,781	8,133,564	18.0%	45,080,496	217,849
Support Services - Pupils									
2101	FUNCTION-2101 SUPPORT SERVICES - SPED CO	893,602	450,622	346,262	796,884	96,718	10.8%	893,043	559
2110	FUNCTION-2110 SOCIAL WORK SERVICES	370,503	161,837	239,357	401,194	(30,691)	(8.3%)	370,506	(3)
2120	FUNCTION-2120 GUIDANCE SERVICES	1,650,104	586,083	768,260	1,354,343	295,761	17.9%	1,641,478	8,626
2130	FUNCTION-2130 HEALTH SERVICES	1,250,073	146,633	843,523	990,156	259,917	20.8%	1,250,073	(0)
2140	FUNCTION-2140 PSYCHOLOGICAL SERVICES	1,251,875	463,948	672,994	1,136,942	114,933	9.2%	1,251,882	(7)
2150	FUNCTION-2150 SPEECH & HEARING SERVICES	1,206,570	467,129	760,097	1,227,226	(20,656)	(1.7%)	1,206,574	(4)
Total Support Services - Pupils		6,622,727	2,276,252	3,630,492	5,906,745	715,982	10.8%	6,613,557	9,170
Support Services - Staff									
2201	FUNCTION-2201 SUPPORTING SERVICES - T&L	377,529	223,194	62,927	286,120	91,409	24.2%	377,529	(0)
2202	FUNCTION-2202 SUPPORTING SERVICES - DEI	15,000	6,100	2,369	8,469	6,531	43.5%	15,000	-
2210	FUNCTION-2210 IMPROVEMENT OF INSTRUCTION	278,542	260,259	2,143	262,401	16,141	5.8%	278,589	(47)
Total Support Services - Staff		671,071	489,552	67,439	556,991	114,080	17.0%	671,118	(47)
General Support Services									
2311	FUNCTION-2311 BOARD OF EDUCATION SERVICE	30,241	21,904	2,212	24,116	6,125	20.3%	30,241	-
2312	FUNCTION-2312 SUPERINTENDENT OFFICE SER	1,615,425	941,491	297,517	1,239,007	376,418	23.3%	1,614,605	820
2313	FUNCTION-2313 BUSINESS OFFICE	1,015,207	638,183	72,982	711,165	304,042	29.9%	1,014,978	229
2410	FUNCTION-2410 SCHOOL ADMINISTRATION	4,428,283	2,173,160	1,634,625	3,807,785	620,498	14.0%	4,425,492	2,791
Total General Support Services		7,089,156	3,774,737	2,007,335	5,782,072	1,307,084	18.4%	7,085,316	3,840
Operational Services									
2510	FUNCTION-2510 OPERATIONS AND MAINTENANCE	6,931,709	3,391,026	346,499	3,737,525	3,194,184	46.1%	7,058,382	(126,673)
2520	FUNCTION-2520 PUPIL TRANSPORTATION	6,021,328	1,998,670	0	1,998,670	4,022,658	66.8%	6,269,623	(248,295)
2540	FUNCTION-2540 COMPUTER SUPPORT SERVICES	1,528,954	1,360,375	270,582	1,630,958	(102,004)	(6.7%)	1,530,332	(1,378)
2560	FUNCTION-2560 HEALTH SERVICES STAFF	2,500	0	0	0	2,500	100.0%	2,500	-
9999	FUNCTION-9999 EXPENDITURE TRANSFER ACCT	0	503,579	0	503,579	(503,579)	0.0%	-	-
Total Operational Services		14,484,491	7,253,651	617,082	7,870,732	6,613,759	45.7%	14,860,837	(376,346)
TOTAL SUPPORT SERVICES		28,867,445	13,794,193	6,322,347	20,116,540	8,750,905	30.3%	29,230,828	(363,383)
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	1,502,816	1,188,369	2,691,185	2,203,746	45.0%	4,683,619	211,312
GRAND TOTAL		79,157,271	30,814,640	29,157,866	59,972,506	19,184,765	24.2%	79,091,493	65,778
									0.08%

Cost vs Budget Dashboard - data through October 2022

BOE Groups Active & Retired

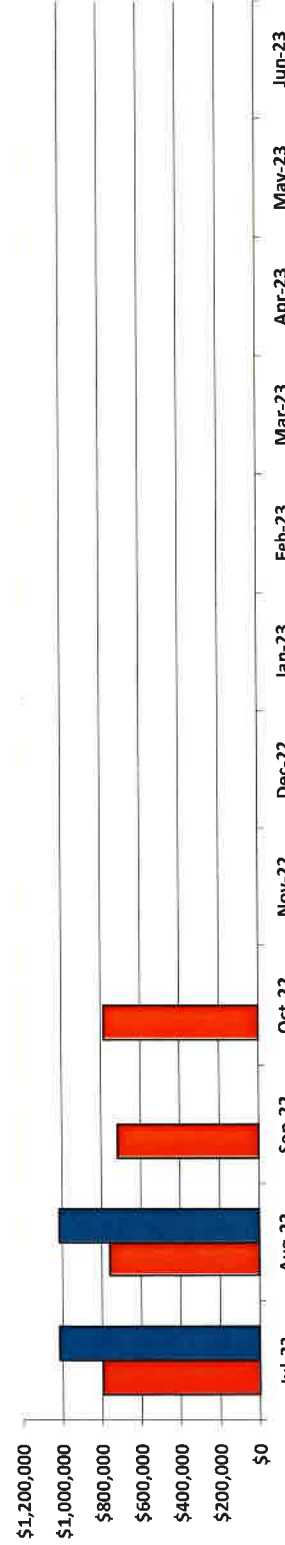
Self Insured - All Coverages All Enrollees												
Claim/Admin. Cost												
Date	Lives	Net Medical Paid		Rx Paid Claims	Dental Paid Claims	Total Net Paid Claims	Total Fixed Costs	Total Cost	Anthem Renewal Monthly	Variance - Total Cost vs BOE Anthem Renewal	Actual/Estimated BOE Anthem Renewal	Additional Laser Liability \$522,595 Max
		Claims										
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	507	\$387,069		\$203,883	\$23,500	\$614,452	\$102,531	\$716,983	\$1,014,798	(\$297,816)	70.7%	\$0
Oct-22	507	\$414,509		\$239,994	\$27,418	\$681,921	\$102,531	\$784,452	\$1,014,798	(\$230,347)	77.3%	\$0
Nov-22												
Dec-22												
Jan-23												
Feb-23												
Mar-23												
Apr-23												
May-23												
Jun-23												
YTD	2052	\$1,744,945		\$772,477	\$125,563	\$2,642,985	\$414,250	\$3,057,235	\$4,059,193	(\$1,001,959)	75.3%	\$0

Budget vs. Actual Cost

Actual vs Budget

Actual Cost

Budgeted 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)

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

**GROTON BOARD OF EDUCATION
REGULAR MEETING MINUTES
NOVEMBER 28, 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), Rita Volkmann (Remote)

MEMBERS ABSENT: Jay Weitlauf

ALSO PRESENT: Susan Austin, Philip Piazza, Clint Kennedy (Remote)

I. CALL TO ORDER – Superintendent Austin called the meeting to order at 6:01 p.m.

A. Pledge of Allegiance

The first order of business was the Pledge of Allegiance to the flag led by Zoë Antipas.

B. Election of Officers

Superintendent Austin asked for nominations for the position of Chairperson.

MOTION: Porter, Antipas: To nominate Kim Shepardson Watson as Chairperson of the Board of Education.

MOTION: Antipas, Porter: To close nominations.
PASSED – UNANIMOUSLY

VOTE ON MAIN MOTION: PASSED – UNANIMOUSLY

Chairperson Shepardson Watson asked for nominations for the position of Vice Chairperson.

MOTION: Volkmann, Antipas: To nominate Andrea Ackerman as Vice Chairperson of the Board of Education.

MOTION: Watson, Antipas: To close nominations.
PASSED – UNANIMOUSLY

VOTE ON MAIN MOTION: PASSED - UNANIMOUSLY

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:

Isaiah Anderson (Senior)

- Winter Sports – Try outs are starting this week.
- Getting a visit from middle school (8th graders) on Thursday.
- Attended the CABA Conference

Katie Subashi (Senior)

- Music Program – The Caroling group will perform at the Nautilus on Saturday at 10:00 a.m.
- In March they will be going to Hawaii to sing at the Pearl Harbor Memorial.
- Fundraisers:
 - Pancake Breakfast on December 17th.
 - Movie Night on December 2nd.
 - The Amphora is sponsoring a Holiday Jubilee.
 - The Key Club has finished their fundraiser of their Thankful Bags.

Zoë Antipas (Junior)

- IB – Internal Assessments (IA) are coming up soon.
- Mid Terms are also coming up.

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS

A. Assistant Superintendent Report (**ATTACHMENT #1, 2**)

- IB Career Program – Anne Keefe-Forbotnick gave an overview of the IB Career-related Programme at FHS beginning in the 2023-2024 school year.
- FHS Career Pathways – Ms. Chelsea Courtright noted that Groton was 1 of 10 school districts who applied and was granted a Joe Courtney Congressional grant. Ms. Courtright stated that under the clusters there are pathways. She also noted pathway options and recommendations, i.e. clubs/activities. Ms. Courtright shared an example of a flyer for students to review before making their choices.
 - Four Core Components
 - 2023-2024 will include pathways in Nursing, EdRising, Military Science, Project Lead the Way, and Business
 - The four overarching clusters are:
 - Business, Arts and Communication
 - Manufacturing, Architecture and Engineering
 - Human Services
 - Health Sciences

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS – cont.

B. Superintendent Report

- Military Science Club (NNDCC) – Superintendent Austin introduced Terry Henkle and Tom Maraglino. It was noted that the NNDCC is a prerequisite to the NGROTC program. The FHS NNDCC (National Naval Defense Cadet Core) was authorized by the Department of Defense this past spring and requires 10% population, which is 100 students participate in the program. Mr. Terry Henkle addressed the club aspect of the program stating that basic leadership is a part of the program for students to develop leadership skills. He is already preparing for the club to start after the holidays and will be bringing the course curriculum to the BOE Curriculum Committee for review.
- EdRising Club – Superintendent Austin introduced Adam Diskin, Assistant Principal of FHS, stated that there are 2 advisers and that they use Naviance to reach students. He also noted that there are 12 students presently and they have set a goal to have 20 students. They are meeting once a week and have high hopes to increase the number of students. In the spring their hope is to have students connected to elementary classrooms.

Dr. Piazza noted that the curriculum will go before the Curriculum Committee in December.

VII. COMMITTEE REPORTS

- A. Policy – Dr. Ackerman noted that the Policy Committee met and worked on the policies on the agenda for a first reading. At the next meeting of the Policy Committee, they will address graduation requirements and the Mentoring program.
- B. Curriculum – Mrs. Porter stated that the Curriculum Committee met and discussed the two courses on the agenda for approval; an EMT class, EdRising class, and a Naval Science 1 class; and they continued discussion of the auditing of the Course Catalog booklets for the middle school and high school.
- C. Finance/Facilities – There was no report.
- D. Communications – Mr. Shulman noted that the Communications Committee has met tonight and went over presentations at the CAFE conference; had a Communication Plan update from Rebecca Beyus; and discussed the communication aspect of the Mentoring Program. The next meeting will be devoted to addressing an update to Groton's communications.
- E. Negotiations – Mrs. Shepardson Watson noted that the Negotiations Committee will begin negotiations on the Paraprofessional contract.
- F. LEARN – Mrs. Volkmann noted that the LEARN Board met. Jeffrey Newton, Superintendent of East Lyme Schools, gave an overview of the East Lyme Schools. LEARN has received a fully funded grant in the amount of \$135,000 to develop an Education Youth Program for the new Coast Guard museum. They had a presentation from Bridget Gordan Hickey, Director of Special Education at LEARN, on the development of a districtwide support team. LEARN is working with districts like Groton on alternative programming for students.
- G. TCC/RTM/BoE Liaison – Mrs. Shepardson Watson stated that she has met with Juliette Parker and that they have decided the Liaison Committee will meet quarterly and each of the bodies will be in charge of the agenda.
- H. AGSA/GEA/BoE Liaison – Mrs. Shepardson Watson noted that the AGSA/GEA/BoE Liaison Committee met and discussed substitutes, Health policies, Safety Committee, Chronic Absences, and middle school space. (Not every teacher has a classroom because the state department only bonds new school buildings for 100% occupancy, which means teachers had to share the space.)

VII. COMMITTEE REPORTS – cont.

- I. Groton Scholarship – Mrs. Porter noted that the Groton Scholarship Committee met last month and their next meeting is next week. Mrs. Porter noted that the letter requesting donations is going out soon.
- J. Athletic Fields – Mrs. Shepardson Watson stated that the Athletic Fields will be on the agenda of the COW for next week.
- K. Trails – There was no report.
- L. Library Committee – Mr. Shulman stated that he spoke with Jennifer over the weekend on the One Card. Freshmen class is in the system, the sophomore class still has some technical issues, they are reaching out to the elementary schools, and stated that parental permission is needed.
- M. State Council on Education Opportunities for Military Children – There was no report.

VIII. ACTION ITEMS

A. Consent Agenda

MOTION: Watson, Antipas:

To approve the Consent Agenda with the correction of the spelling of the Student Representative's name.

PASSED – UNANIMOUSLY

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 #3)

MOTION: Horgan, Porter:

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

PASSED - UNANIMOUSLY

- 2. Discussion and possible action regarding a first reading of policy P 3520.11 Electronic Information Security (Attachment #4)

MOTION: Shulman, Porter:

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

PASSED - UNANIMOUSLY

- 3 Discussion and possible action regarding a first reading of policy P 4113.12 Minimum Duty- Free Lunch Periods (Attachment #5)

MOTION: Antipas, Porter:

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

PASSED - UNANIMOUSLY

VIII. ACTION ITEMS (cont'd)

C. New Business (cont'd)

4. Discussion and possible action regarding a first reading of policy P 3543.31 Electronic Communications Use and Retention (Attachment #6)

MOTION: Porter, Ackerman: To approve policy P 3543.31 Electronic Communications Use and Retention as a first reading.
PASSED - UNANIMOUSLY

5. Discussion and possible action regarding the approval of the Groton Education Association's Schedule C stipends for FY2023-FY2026 (Attachment #7)

MOTION: Volkmann, Horgan: To approve Groton Education Association's Schedule C stipends for FY2023- FY2026.
PASSED - UNANIMOUSLY

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: Antipas, Horgan: To table this item.
PASSED - UNANIMOUSLY

7. Discussion and possible action regarding the approval of the American Sign Language Level 2 curriculum (Attachment #8)

MOTION: Washington, Porter: To approve the American Sign Language Level 2 curriculum.
PASSED - UNANIMOUSLY

8. Discussion and possible action regarding the approval of the American Sign Language Level 3 curriculum (Attachment #9)

MOTION: Shulman, Porter: To approve the American Sign Language Level 3 curriculum.
PASSED - UNANIMOUSLY

9. Discussion and possible action regarding the proposed 2023-2024 school calendar (Attachment #10)

MOTION: Horgan, Shulman: To approve the proposed 2023-2024 school calendar.
YES – Shepardson Watson, Ackerman, Antipas, Horgan, Shulman
NO – Volkmann
ABSTAINED – Porter, Washington
PASSED

IX. INFORMATION AND PROPOSALS

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

- Mrs. Volkmann noted:
 - She was impressed with the GEA Hall of Fame luncheon.
 - She attended the Football game over the Thanksgiving holiday.
 - She noted an article by Mike DeMauro on Senior Charles Cabusao and Coach Mike Ellis, Jr.
- Mr. Shulman noted his attendance at the CABE convention. He stated that he and Superintendent Austin attended a workshop on the Blue Print for Connecticut Education.
- Dr. Horgan noted:
 - His attendance at the CABE convention where he attended a workshop on security and shared that they recommended that all Boards should have an Executive Session to have a discussion on the security plan
- Dr. Ackerman noted her attendance at the CABE convention.
- Mrs. Shepardson Watson noted:
 - That next month is a shorter time and there will be only 1 COW meeting and the Regular meeting.
 - That January begins the budget season.
 - That the Board will be meeting on December 5, 2022 to discuss NEASC.
 - That the Board will have a COW meeting on December 5, 2022 and will have guests to discuss the Athletic Fields.

X. ADVANCE PLANNING

A. Future Meeting Dates and Calendar Items for Board Attention

As noted in the agenda.

B. Suggested Agenda Items

NONE

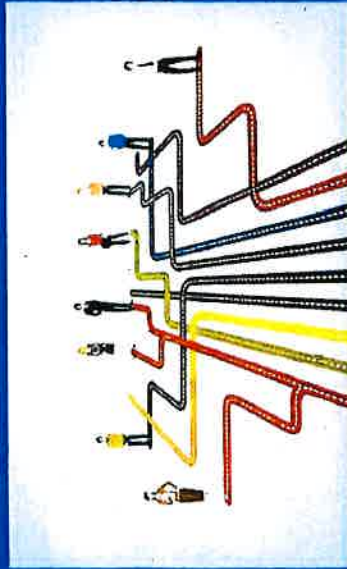
XI. ADJOURNMENT

MOTION: Ackerman, Horgan:

To adjourn at 8:39 p.m.

PASSED UNANIMOUSLY

Career Pathways at Fitch High School



Do Something Today That Your Future Will Thank You For

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

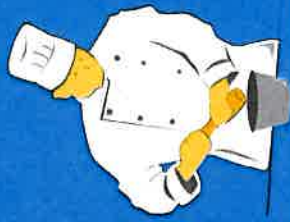
Marketing Pathway

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



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&Srnlv1KU/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/Doctorate
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	Diagnostic 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
 Hospitals/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 interest

IB Career-related Programme

FHS

SY 2023-2024



Dr. Anne Keefe-Forboitnick
IB Career-related Programme Coordinator

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.”

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

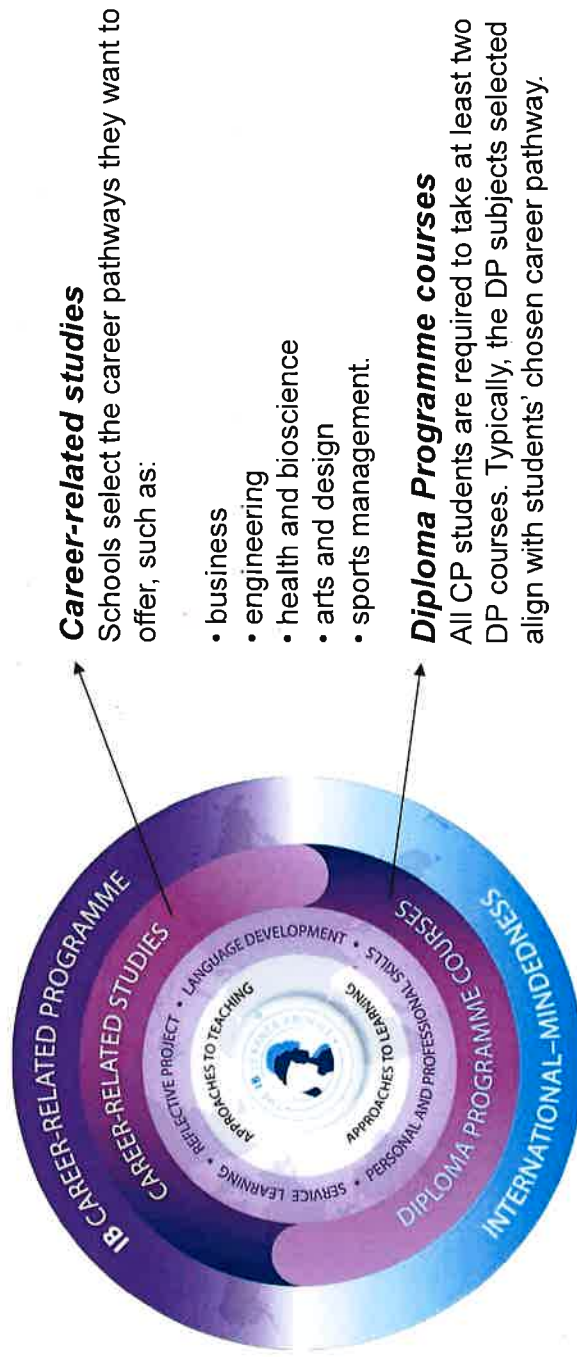
© International Baccalaureate Organization 2016



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

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.



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.



International Baccalaureate®
Baccalaurat International
Bachillerato Internacional

IB Career-Programmes

School Year 2023-2024

Nursing:

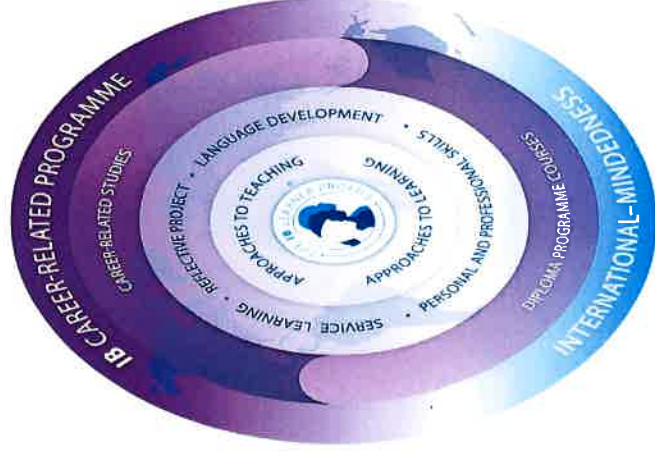
- * 2 IB Diploma Classes: Relating to their Career-related Programme
- * IB CP Core: Personal and Professional Skills, Service-Learning, Reflective Project and Language Development
- * CRS Classes: Diversified Health Occupations and Certified Nursing Assistant

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)



International Baccalaureate®
Baccalauréat International
Bachillerato Internacional

© International Baccalaureate Organization 2016

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



QUESTIONS?



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 adaptations 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

Regulation:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

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

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 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.

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.

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

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
Sophomore 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 Advisor	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
Homebound 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:

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: 9-12	Subject: World Language	Course: ASL 2 Honors	Combined 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			
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 • Communication • Connections • Creativity • Culture	MYP ATL - Approaches To Learning • Thinking Skills • Social Skills • Communication Skills • Self-management Skills • Research Skills
--	---

• Big Ideas - MYP Statements of Inquiry <i>“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)</i> 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	Big Idea and Essential Questions
---	---

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
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-ASL2

Global Concept: Identities and Relationships

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

Connecticut Core Standards <u>Alignment of Common Core State Standards to National Standards for Learning Languages</u>	
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	
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	Bloom's Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding and Remembering 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, hates, 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, hates, 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

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 – 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 minialogues (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

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

The students will know:	The students will be able to:	Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
-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

Connecticut Core Standards <u>Alignment of Common Core State Standards to National Standards for Learning Languages</u>	
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 – 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

Connecticut Core Standards <u>Alignment of Common Core State Standards to National Standards for Learning Languages</u>			
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 – 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: -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	The students will be able to: 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 themselves 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

Connecticut Core Standards <u>Alignment of Common Core State Standards to National Standards for Learning Languages</u>	
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 – 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 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 De'VIA, 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 <i>strongly encouraged</i> to earn the <i>Connecticut State Seal of Bilingual</i> 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):
--	--

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

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: <u>Create</u> : develop, formulate, investigate, write <u>Justify</u> :, judge, support, value, critique, <u>Analyze</u> : relate, compare, contrast, question <u>Apply</u> : use, demonstrate, interpret, sketch/illustrate, <u>Understand</u> : explain, identify, recognize, report <u>Remember</u> : 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:
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 – 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? ◦ 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. <table border="0"> <thead> <tr> <th style="text-align: left;">Formative assessments</th><th style="text-align: left;">Summative assessments</th></tr> </thead> <tbody> <tr> <td> ● “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) </td><td> ● 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. </td></tr> </tbody> </table>	Formative assessments	Summative 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)	● 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.
Formative assessments	Summative 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)	● 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
--	--------------------------------

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	Creating, Evaluating, Analyzing, Applying, Understanding and Remembering	-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: 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 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 SNUit 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 <u>Alignment of Common Core State Standards to National Standards for Learning Languages</u>			
https://www.actfl.org/sites/default/files/publications/standards/World-ReadinessStandardsforLearningLanguages.pdf ACTFL/MYP/World Readiness-5 C's Standards 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

Connecticut Core Standards <u>Alignment of Common Core State Standards to National Standards for Learning Languages</u>	
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 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: -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	The students will be able to: 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(s): - o 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: - o Factual: ...What are the most common health ailments that we might need to discuss in our lifetime? - o Conceptual: ...How can I explain a variety of health ailments using only ASL? - o 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. <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> 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 </td><td style="vertical-align: top; width: 50%;"> 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. </td></tr> </table>	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.
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

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 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: -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	The students will be able to: 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	-create a "dream house" to share in an expressive narrative -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'T LIKE, 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/performance 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
- 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

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

GROTON BOARD OF EDUCATION
SPECIAL MEETING MINUTES
DECEMBER 5, 2022 @ 5:00 P.M.
CENTRAL OFFICE, ROOM 11

Members Present: Chairperson Kim Shepardson Watson, Andrea Ackerman- Vice Chairperson, Dean Antipas, William Horgan (arrived at 5:57 p.m.), Elizabeth Porter, Matthew Shulman (remote), Rita Volkmann (remote), Beverly Washington (remote), Jay Weitlauf (remote)

Also Present: Susan Austin, Phil Piazza, Sam Kilpatrick, Ted Keleher, NEASC Committee - Christian Canfield, David Tanner, Colleen Filush, Brian Stevenson, Cathleen Carmignani, Derek Leif

I. Chairperson Shepardson Watson called the meeting to order at 5:07 p.m.

II. New England Association of Schools and College (NEASC)

The members of the NEASC committee asked what the Board new about The Vision of the Graduate.

Mrs. Porter addressed the Vision of the Graduate R.I.S.E. which develops the character of the person. She shared examples of how she has experienced these traits.

A question was asked as to whether Groton develops a timeline to allow for collaboration to write curriculum. Mrs. Porter stated that the BOE Curriculum Committee, with Dr. Piazza and staff, are auditing all Disciplines to see what has been completed and what still needs to be reviewed and revised. Groton has set a schedule and timeline to enhance career pathways.

A question was asked, "What is the Board doing to support this work." Mrs. Shepardson Watson responded that the Board supports the work of the district by building a budget, being good stewards, and showing community partnerships. Superintendent Austin added that the Policy Committee is adding policies to enhance student access to courses. Mrs. Porter explained the DEI Committee and the vision statement adopted by the Board.

A question was asked as to what is put in place to help teachers deliver instruction more effectively. Superintendent Austin and Dr. Piazza responded that there are 8 TLI (Teacher Learning Initiative) days and 5 full PD (Professional Development) days in the school calendar. Superintendent Austin noted that for every 1 million dollar grant there is embedded coaching whether it be literacy, math, science, STEM, and World Language. Mr. Keleher stated that the Board has been very supportive in terms of supplying resources and professional learning that are needed to support instruction.

A question was asked about budget priorities. Mrs. Shepardson Watson responded stating that our biggest asset is our staff. She noted that in multiple years, Groton has sustained 0% budget increases. She also stated that "having the right people on the bus" is important in making sure the district has what it needs so we can continue to produce global and social citizens but at the same time meeting the needs of our district. Mr. Kilpatrick commented that he and Mr. Knight, Business Manager, have submitted 2 grants regarding HVAC. He noted that FHS was upgraded around 2008, a new section and upgraded some parts of the building, however, there is still some parts we call vintage. This was a very important piece of the HVAC grant; and the 2020 plan was to close 3 schools, however, we were able to close 4. The oldest elementary school is Dr. Charles Barnum, built in 1965, is still in good condition but does not have a HVAC system. He is hoping to hear if the grant is approved in January 2023.

A question was asked regarding grading and assessment policies that piggy back on DEI that would support students in all classes, including higher level courses. Mrs. Shepardson Watson responded that the Board wants students to take the higher level courses if they so choose. We want to make sure higher level courses are available to anyone who can do that. The Board is not interested in watering down our higher level courses. The Board is so committed that we approve funding – your budget speaks for you.

III. Adjournment

MOTION: Porter, Antipas:

To adjourn at 6:00 p.m.

PASSED - UNANIMOUSLY

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 (6-10), in compliance with Section 5 of P.A. 21-199, and to provide them with appropriate instructional adaptations 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

Regulation:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

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

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.

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.

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.

Regulation approved:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

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

**CAPITAL IMPROVEMENT PROGRAM
PROJECT DETAIL**

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

DESCRIPTION/PURPOSE/JUSTIFICATION

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

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

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

RECOMMENDED FINANCING (000)

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

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

**CAPITAL IMPROVEMENT PROGRAM
PROJECT DETAIL**

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

DESCRIPTION/PURPOSE/JUSTIFICATION

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

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

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

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

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

RECOMMENDED FINANCING (000)

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

*Funding

(C) Capital Reserve Fund

(G) General Obligation Bonds

(O) Other

**CAPITAL IMPROVEMENT PROGRAM
PROJECT DETAIL**

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

DESCRIPTION/PURPOSE/JUSTIFICATION

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

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

RECOMMENDED FINANCING (000)

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

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

**CAPITAL IMPROVEMENT PROGRAM
PROJECT DETAIL**

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

DESCRIPTION/PURPOSE/JUSTIFICATION

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

RECOMMENDED FINANCING (000)

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

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

CAPITAL IMPROVEMENT PROGRAM
PROJECT DETAIL

PROJECT District Safety & Security

ACTIVITY/DEPARTMENT

Education

PROJECT NAME Cameras

SECTION NUMBER AND TITLE

DESCRIPTION/PURPOSE/JUSTIFICATION

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

RECOMMENDED FINANCING (000)

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

*Funding

(C) Capital Reserve Fund

(G) General Obligation Bonds

(O) Other

MEMORANDUM

To: Groton Board of Education
From: Floyd J. Dugas, Esq.
Re: AGSA Negotiation
Date: November 10, 2022

I am pleased to report we reached a settlement with the AGSA, the Union representing your administrators. Following is a summary of the settlement:

1. Duration
July 1, 2023 – June 30, 2027
2. Wages
 - (a) General Wage Increases

July 1, 2023	2.25%
July 1, 2024	2.25%
July 1, 2025	2.50%
July 1, 2026	2.50%
 - (b) In addition, the Athletic Director's work year is increased by 10 days to 214, and his salary the same as the Middle School Assistant Principal. He will also receive a \$125/month car allowance to offset travel he must do in connection with his job duties.
3. Insurance
 - (a) Plan Design – Deductibles are increasing from \$2,000/\$4,000 to \$2,250/\$4,500
 - (b) Cost-share Contributions (currently 23%)

July 1, 2023	23%
July 1, 2024	23%
July 1, 2025	23.5%
July 1, 2026	24%