

GROTON BOARD OF EDUCATION
COMMITTEE OF THE WHOLE MEETING MINUTES
AUGUST 21, 2023 @ 6:00 P.M.
CENTRAL OFFICE, ROOM 11

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

MEMBERS ABSENT: William Horgan, Rita Volkmann

ALSO PRESENT: Susan Austin, Phil Piazza, Rebecca Beyus, Denise Doolittle, Lauren Casini

I. CALL TO ORDER – Chairperson Shepardson Watson called the meeting to order at 6:20 p.m.

II. REVIEW OF July 17, 2023, MEETING MINUTES

MOTION: Antipas, Ackerman: To approve the July 17, 2023, meeting minutes.
PASSED - UNANIMOUSLY

III. DISCUSSION RE: SCHOOL CLIMATE SURVEY (ATTACHMENT #1)

Denise Doolittle stated that the survey was shared with students, staff, and parents last May. She noted the three themes of the survey were Safety, Belonging, Respect and Inclusion.

Lauren Casini gave an overview of the survey results of the themes.

- Elementary School Students, Secondary School Students
- Elementary School Adults, Secondary School Adults
- Professional Growth
 - Building Level Supports
 - District Level Supports
 - Takeaways

IV. DISCUSSION RE: LOTTERY AND ENROLLMENT DATA TO DATE (ATTACHMENT #2)

Superintendent Austin noted that there were 180 submissions (half of the seats were for kindergarten) and 104 got seats. She noted that families are engaged in the lottery system. CK has the largest number seated.

Superintendent Austin noted that policies need to be brought back around the lottery system.

Superintendent Austin noted that enrollment data needs to be tracked and managed throughout the year. Last year, 2022-23 Groton enrolled 684 new students and had 595 students exit. Just this spring and summer, for this school year 2023-24, Groton enrolled nearly 500 new student and only 233 students exited.

V. ADJOURNMENT

MOTION: Ackerman, Porter: To adjourn at 7:43 p.m.
PASSED UNANIMOUSLY

Groton Public Schools Climate Survey

2022-2023

Climate Survey Overview

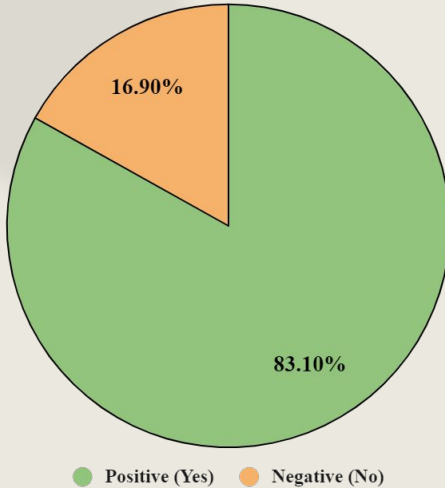
Surveys Provided	Survey Completion
• Early elementary students	71%
• Upper elementary students	81%
• Elementary parents	29%
• Elementary staff	77%
• Secondary students	63%
• Secondary parents	12%
• Secondary staff	71%

Safety

Elementary School Students

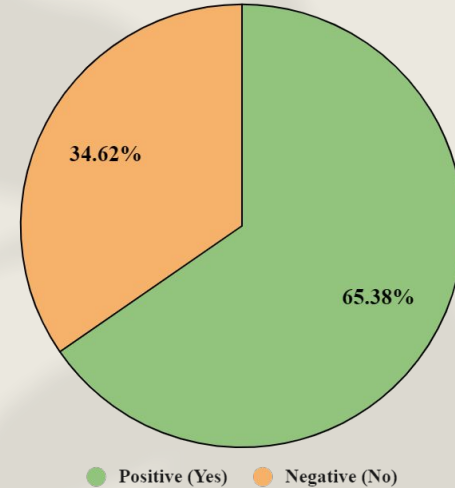
I feel safe in my classroom at school

Student Survey: Early Elementary



I feel safe in my classroom at school

Student Survey: Upper Elementary

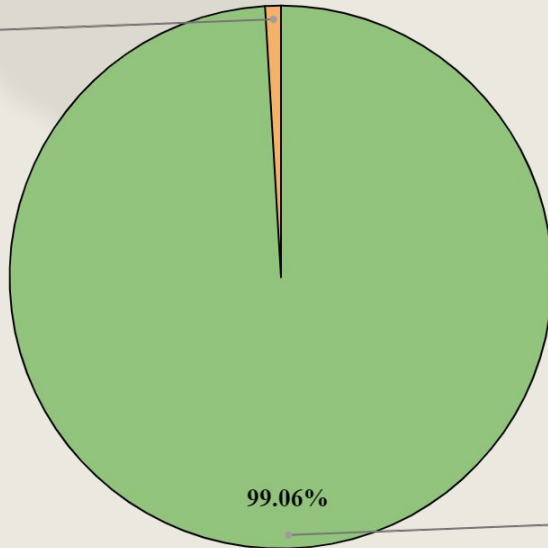


Elementary School Adults

The school is a safe and secure place
for my child to learn

Parent Survey: Elementary

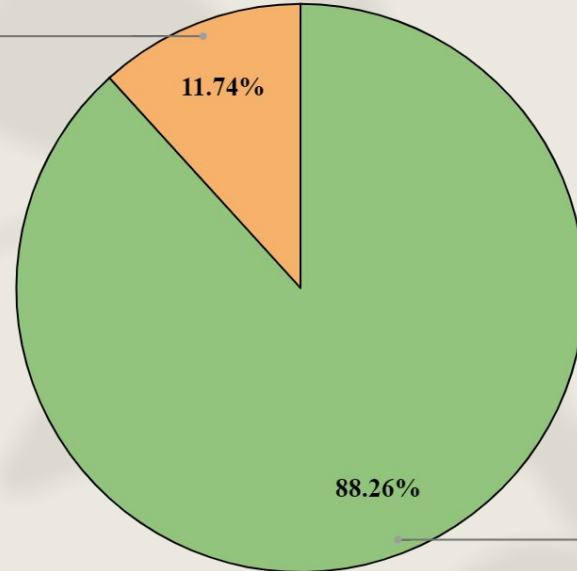
Negative
0.9%



My building is safe and secure

Staff Survey: Elementary

Negative
11.7%

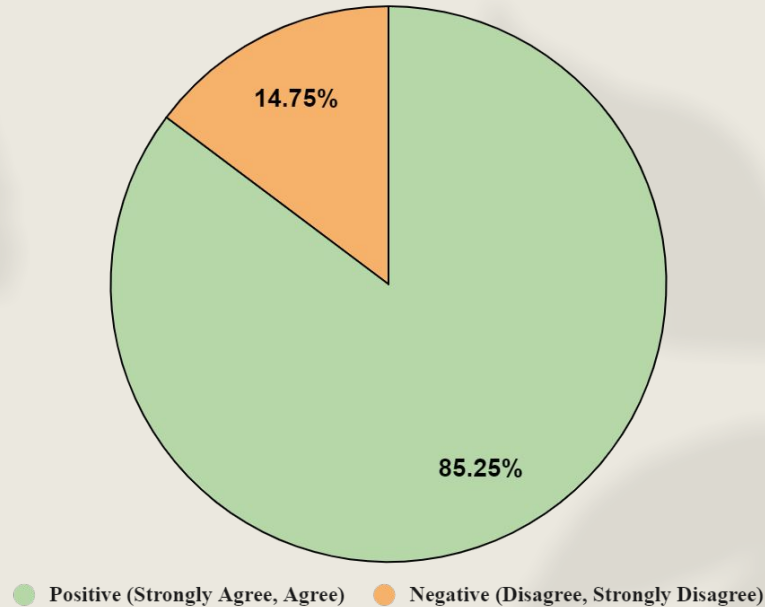


Positive
99.1%

Positive
88.3%

Secondary School Students

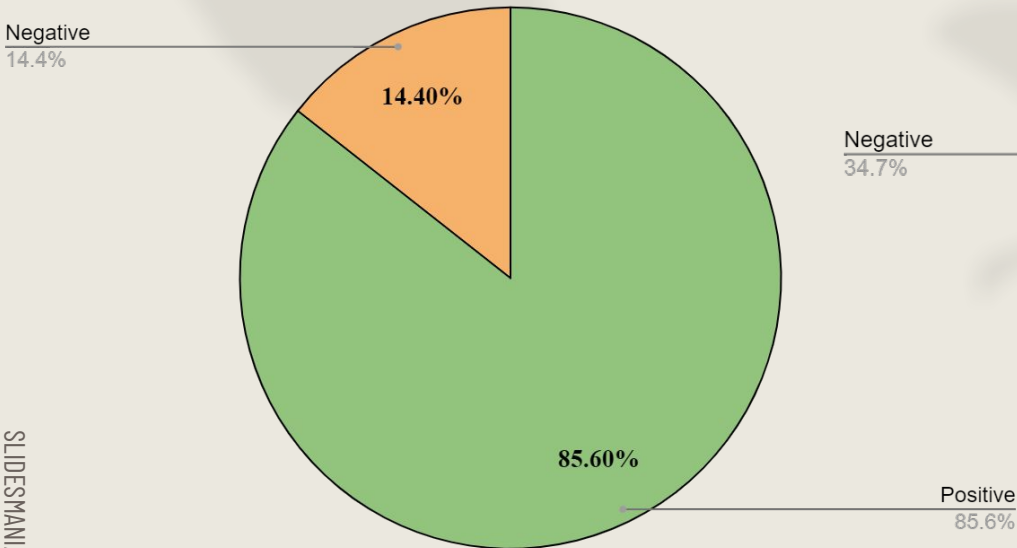
I feel safe when I ride the bus



Secondary School Adults

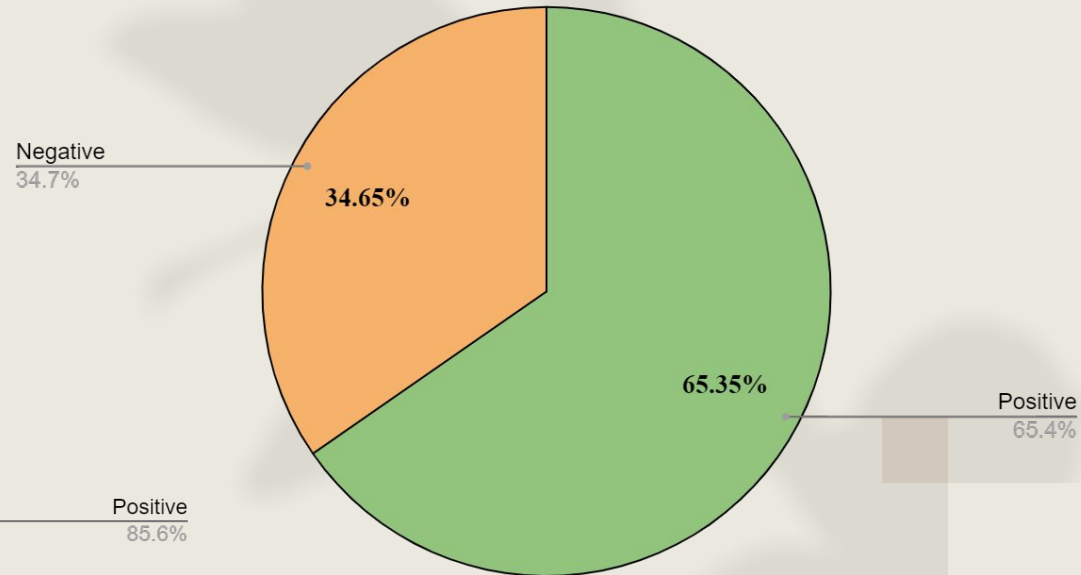
The school is a safe and secure place
for my child to learn

Parent Survey: Secondary



My building is safe and secure

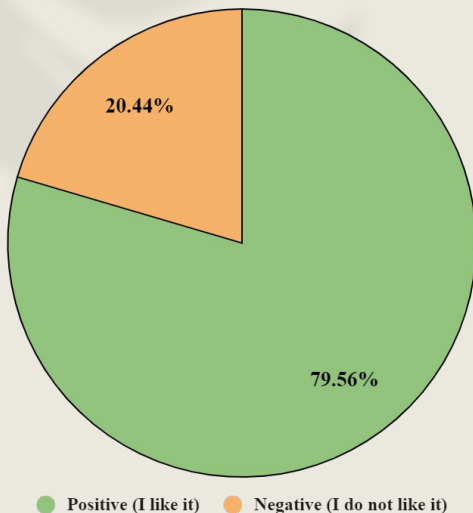
Staff Survey: Secondary



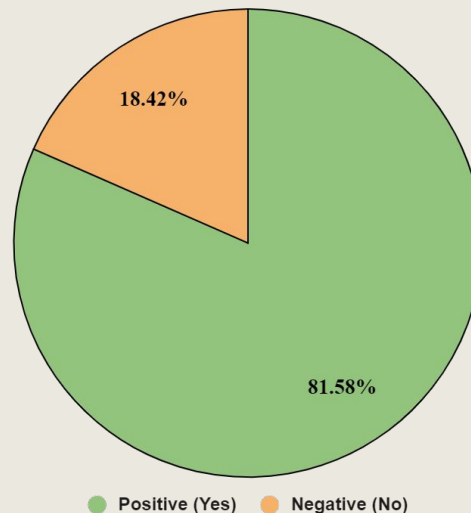
Belonging

Student Survey: Early Elementary

I feel good about my school

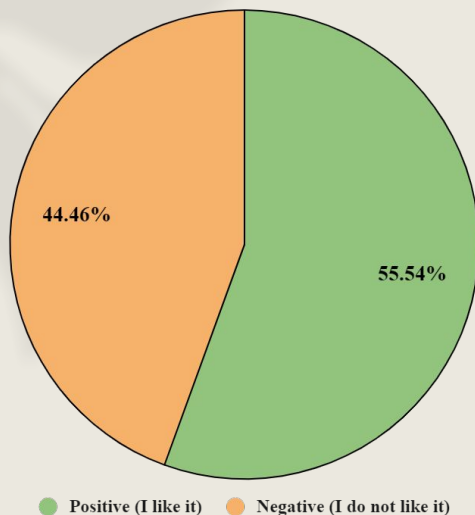


If I am upset, there is an adult who can help me

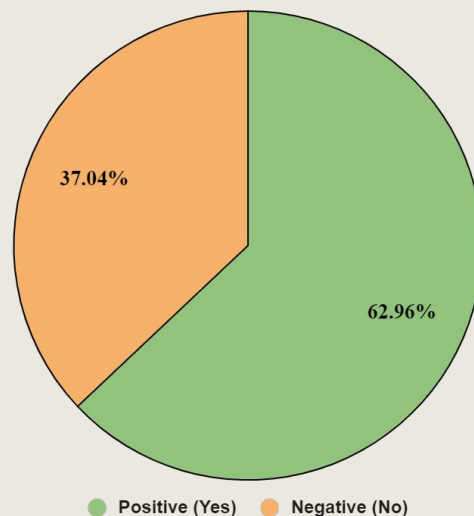


Student Survey: Upper Elementary

I feel good about my school

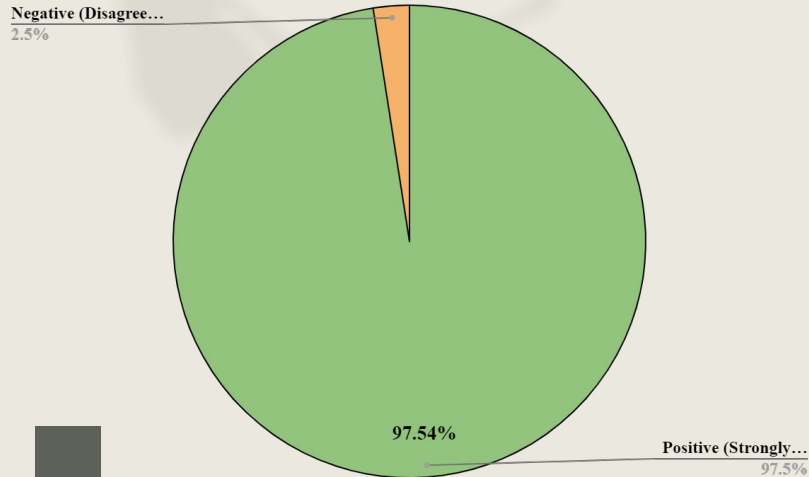


If I am upset, there is an adult who can help me

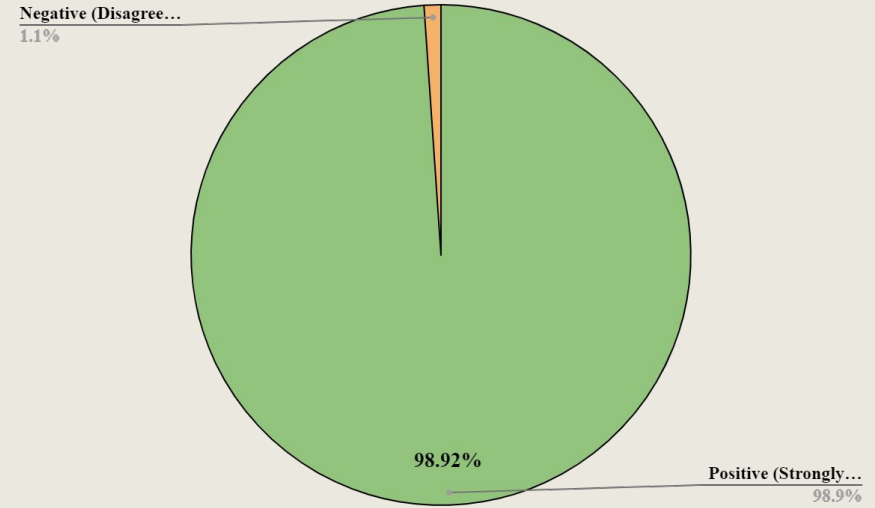


Elementary School Parents

At my child's school, there are opportunities for parental involvement

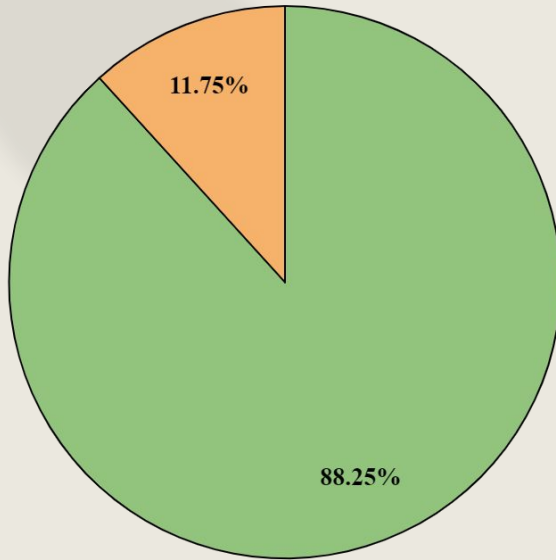


I am comfortable talking to my child's teacher

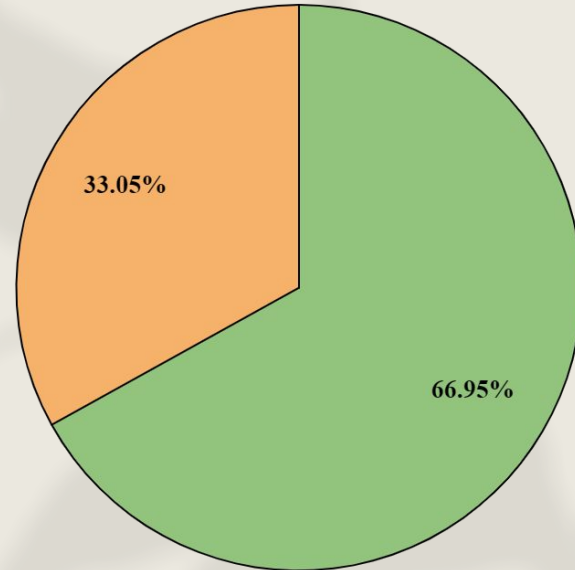


Secondary Students

There are trusted adults in my school



I am involved in extracurricular activities at some point during the school year



● Positive (Strongly Agree, Agree) ● Negative (Strongly Disagree, Disagree)

● Positive (Strongly Agree, Agree) ● Negative (Strongly Disagree, Disagree)

Safety and Belonging Comments

Parent: "Our bus driver is amazing and makes us feel safe with her driving."

Staff: "I am a firm believer that I can't make my content available to a student until I have first established a connection and built a relationship with them."

Staff: "I would like to see consistent consequences given to students who do not follow school rules throughout the school year."

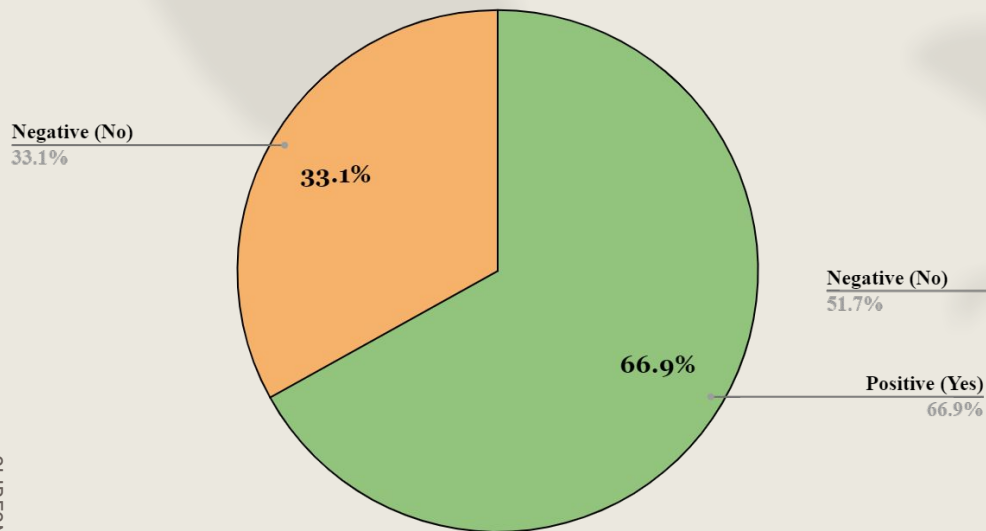
Parent: "As a 6th grader, my son has had a very positive experience this year at GMS. He has become more independently motivated to do well academically, he speaks incredibly positive about his teachers, and has benefited greatly from multiple after school intramural and sports programs."

Respect & — Inclusion —

Elementary Students

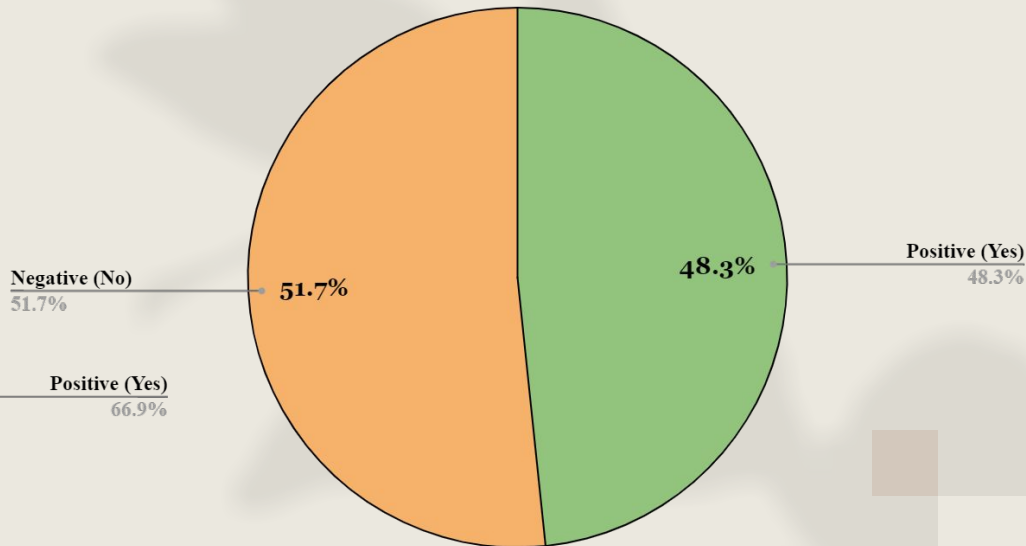
This school provides books that show different types of families

Student Survey: Early Elementary



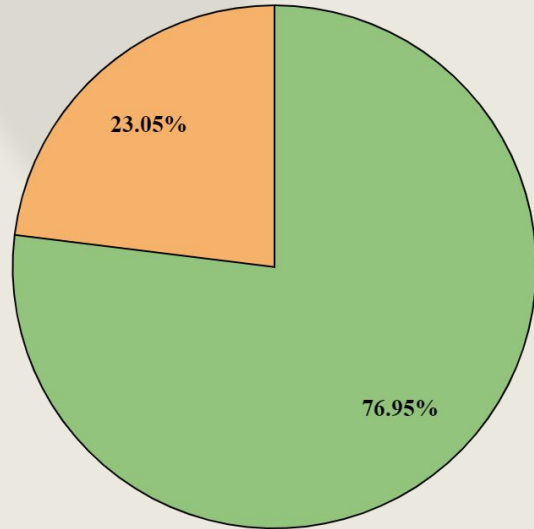
This school provides books that show different types of families

Student Survey: Upper Elementary



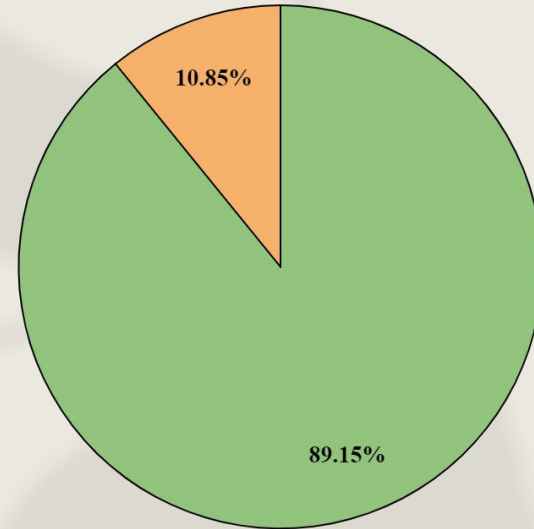
Secondary Students

I am able to select high level courses



● Positive (Strongly Agree, Agree) ● Negative (Strongly Disagree, Disagree)

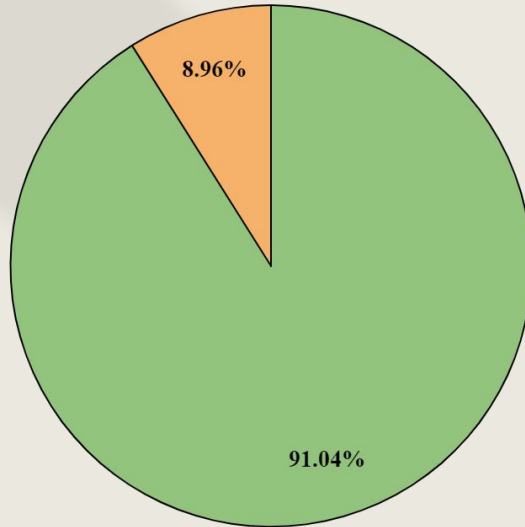
My teachers help me to try my best



● Positive (Strongly Agree, Agree) ● Negative (Strongly Disagree, Disagree)

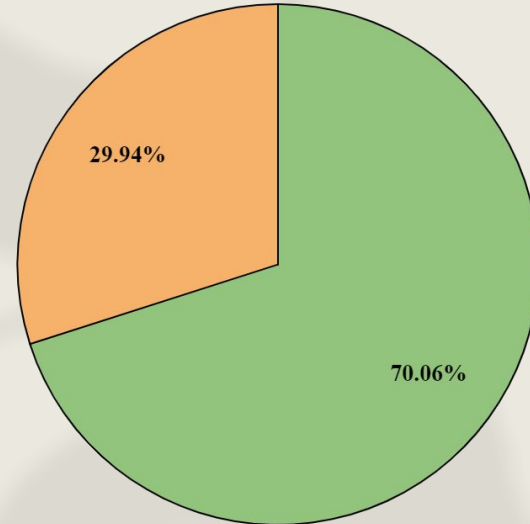
Elementary School Staff

Our building fosters an appreciation of student diversity and respect for each other



● Positive (Strongly Agree, Agree) ● Negative (Disagree, Strongly Disagree)

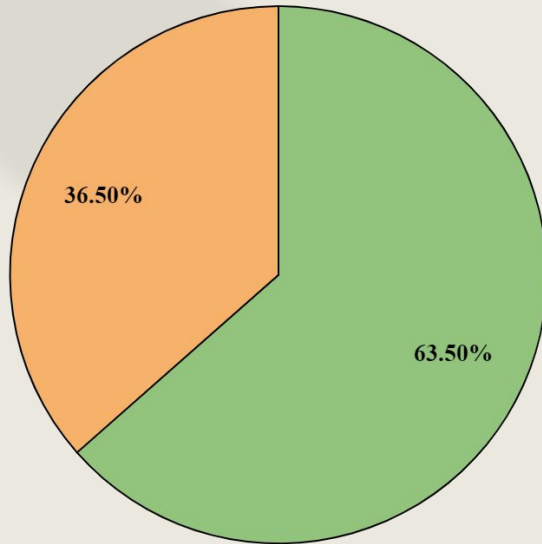
Students treat each other with respect



● Positive (Strongly Agree, Agree) ● Negative (Disagree, Strongly Disagree)

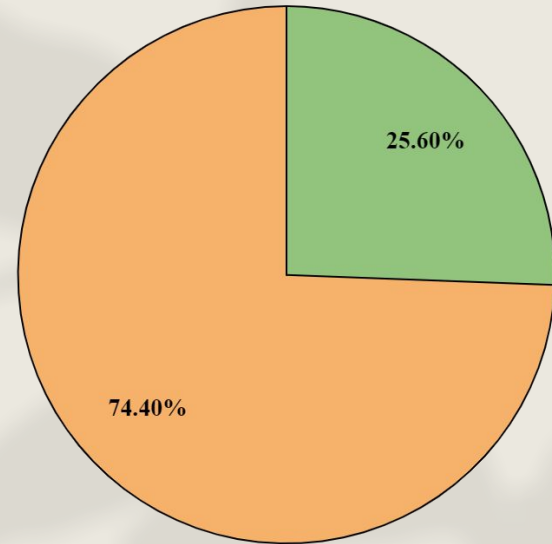
Secondary School Staff

Our building fosters an appreciation of student diversity and respect for each other



● Positive (Strongly Agree, Agree) ● Negative (Strongly Disagree, Disagree)

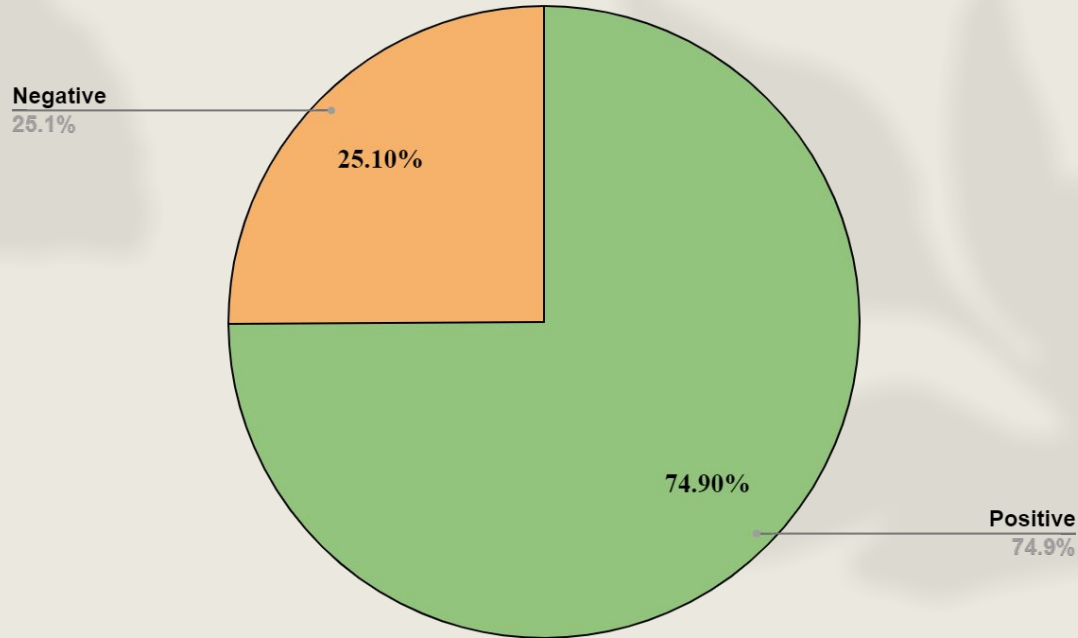
Students treat each other with respect



● Positive (Strongly Agree, Agree) ● Negative (Strongly Disagree, Disagree)

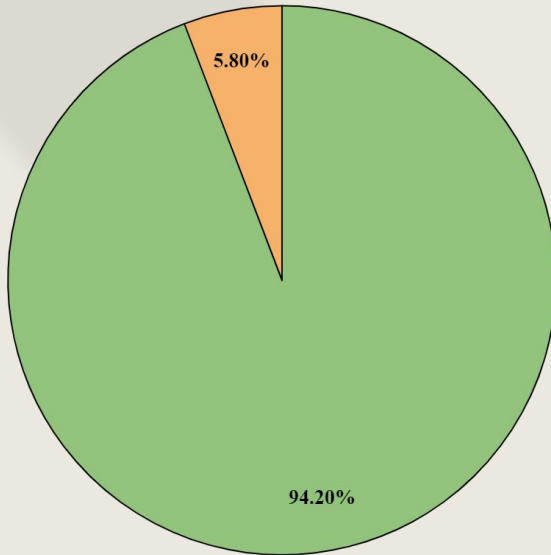
Secondary Students

I feel my peers treat me respectfully in my school



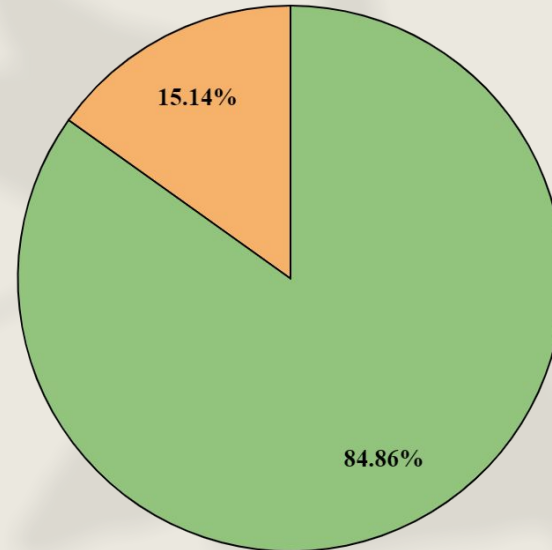
Elementary School Staff

The staff respects all colleagues regardless of their ethnicity, culture or diversity



● Positive (Strongly Agree, Agree) ● Negative (Disagree, Strongly Disagree)

Administrators foster a respectful climate and culture



● Positive (Strongly Agree, Agree) ● Negative (Disagree, Strongly Disagree)

Respect and Inclusion Comments

Staff: "I think the administration does a great job trying to foster a positive work culture."

Staff: "Some students treat others with respect but few middle school students are kind all the time."

Parent: "My son says that the para in his class is helpful and friendly. In the past he has not felt comfortable asking for help."

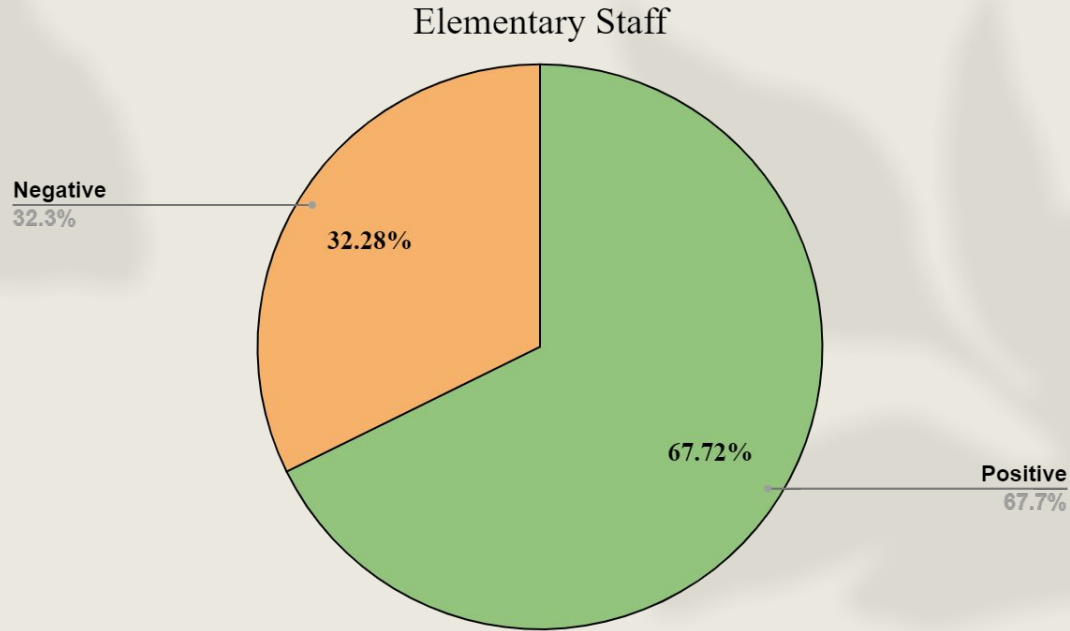
Parent: "The communication about things going on at the school is great. Administration does a great job of keeping the families informed."

Staff: "To truly address the social and emotional learning of the students, administration has to address the social and emotional well being of the teachers and staff."

Professional — Growth —

Building-Level Supports

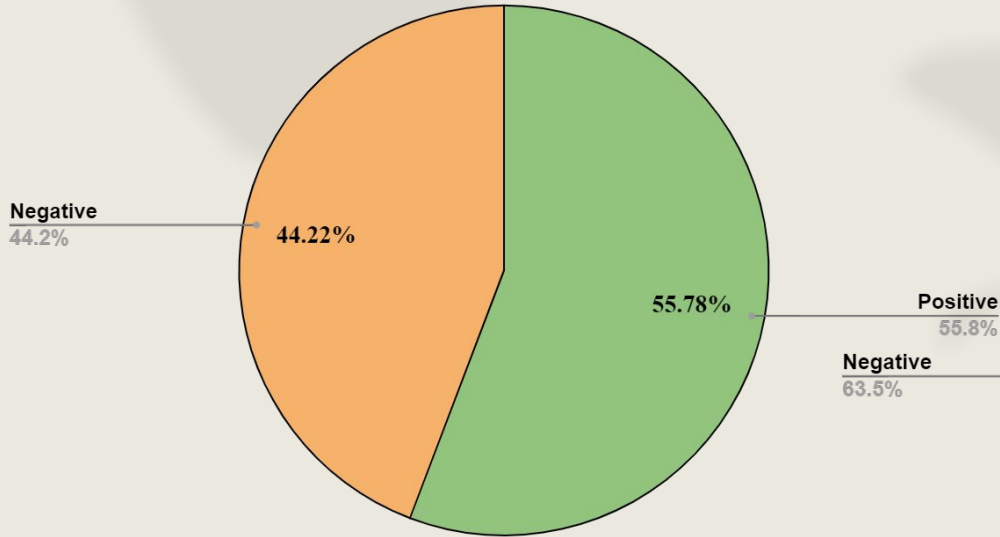
Professional development at the building level meets my needs to be successful in my position



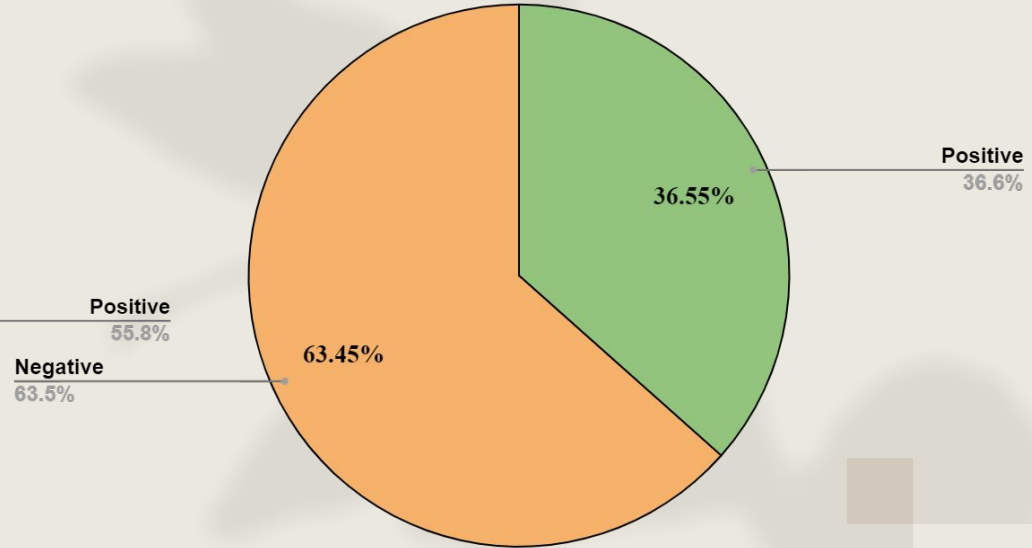
District-Level Supports

Professional development at the district level meets my needs to be successful in my position

Elementary Staff



Secondary Staff



Professional Growth Comments from Staff

"There is a need for staff PD on MTSS (Multi-Tiered Systems of Support) processes (academics & behaviors) as well as data collection & use."

"PD should be focusing on giving teachers concrete strategies that we can implement in our classrooms, as well as having expectations communicated to us clearly."

"Professional development should be more relevant for teachers that teach specials. Sometimes this is the case, and sometimes it is not."

Takeaways

Belonging

- At the elementary and secondary levels, we will continue to foster connections between students and adults
- The efforts at the secondary level to engage students and diversify extra-curricular offerings has led to positive outcomes
- The intra-district magnet offerings at the elementary level has contributed to students and families having choices

Respect & Inclusion

- Respect and Inclusion is an ongoing focus as we work to ensure that all students are seen, heard and provided every opportunity to find their passion and pick their path
- Our work continues to strengthen curriculum in a way that allows students to connect with and explore a wide range of perspectives

Takeaways

Professional Growth

- Professional learning is planned in collaboration with the Groton Teaching & Learning Collaborative. Data from staff surveys is reviewed and discussed to inform future PD
- The Teacher Evaluation and Support Plan will be based on teacher identified professional growth areas
- School culture and climate at the secondary level will continue to be a focus

Safety

- Safety will always be a priority. Monitoring and improving systems is ongoing
- Parents/guardians overwhelmingly agreed students were safe and the schools are secure



Enrollment Overview

- Highly complex process
 - Ongoing tracking (intra- & inter-district)
 - Overlapping data tracking and management
 - Many variables including:
 - Magnet seat movement and considerations
 - Highly mobile district (military & socioeconomics related)
 - Special programs in certain buildings
 - Building/grade level capacity



Enrollment at a Glance

New Student Entrances

2023-2024 School Year (2/1/23-8/17/23)

- 388 students attending GPS
- 108 students "in-process" for attendance in GPS
- Nearly 500 additional students

2022-2023 School Year (8/30/2022-6/14/23)

- 684 students attend GPS

Student Exits

2023-2024 School Year (6/15/23-8/17/23)

- 233 students

2022-2023 School Year (8/30/2022-6/14/23)

- 595 students

**Does not include movement between Groton schools*



GPS Lottery

Overview

Total Submissions: 180

Total Students Seated: 104

Total Students Waitlisted: 69

By School

Kolnaski: (Seated) 39 (Waitlisted) 8

Barnum: (Seated) 4 (Waitlisted) 2

MRMS: (Seated) 12 (Waitlisted) 36

NEA: (Seated) 25 (Waitlisted) 14

TRMS: (Seated) 24 (Waitlisted) 35