

**GROTON BOARD OF EDUCATION
REGULAR MEETING MINUTES
OCTOBER 23, 2023 @ 6:00 P.M.
CENTRAL OFFICE, ROOM 11**

MEMBERS PRESENT: Chairperson Kim Shepardson Watson, Vice Chairperson Andrea Ackerman (remote), Dean Antipas, William Horgan (remote), Elizabeth Porter, Matthew Shulman, Rita Volkmann, Jay Weitlauf (remote)

MEMBERS ABSENT: Beverly Washington

ALSO PRESENT: Susan Austin, Philip Piazza (remote), Sam Kilpatrick, David Fleig, Zoë Antipas, Katheryn Regan, Rebecca Beyus, Lauren Casini

- I. CALL TO ORDER - Mrs. Shepardson Watson, Chairperson called the meeting to order at 6:04 p.m.
 - A. Pledge of Allegiance - The Pledge of Allegiance to the flag was led by Rebecca Beyus.
- II. RECOGNITION AND PARTICIPATION OF VISITORS AND DELEGATIONS - None
- III. COMMENTS FROM CITIZENS RE: AGENDA ITEMS AND OTHER SUBJECTS OF CONCERN THAT LIE WITHIN THE JURISDICTION OF THE BOARD OF EDUCATION - None
- IV. RESPONSE TO COMMENTS FROM CITIZENS - None
- V. STUDENT REPRESENTATIVE REPORT – Melanie Flemming reported that the student body at FHS is delighted to have Mr. Brown as the new principal. Katheryn Regan reported that there are exciting school spirit events happening at the high school, the football season is coming to an end, and she mentioned the Powder Puff game, which she'll be a participant. Zoë Antipas reported that NEA had its K-2 grade literacy night entitled Camp Read S'More, the 4th grade drama students are rehearsing for their show, which will be held in December; CK had a ribbon cutting for their new outdoor learning space, GMS's spirit week is next week, MRMS started community meetings were specific qualities, such as courage, are highlighted monthly and teachers nominate students who represent the monthly quality and those students are spotlighted.

At this time, the Board of Education agreed to move Item #9 under Action Items, C. New Business, to the end of the meeting.

Dr. Ackerman left the meeting at 6:20 p.m.

- VI. SUPERINTENDENT AND ADMINISTRATION REPORTS
 - A. Superintendent & Assistant Superintendent Report
 - 1. Review October 1, 2023 Enrollment Data (**Attachment #1**) – Susan Austin stated that this year's official enrollment date occurred on September 29 as October 1 landed on a weekend, and that's where the calculation comes in for Impact Aid and enrollment. Lauren Casini stated that the enrollment data has been broken down by individual schools at the elementary level as well as the middle and high schools. She reviewed the change in total population at each school from last year at this time to the current year.

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS (Cont'd)

Mrs. Volkmann asked for a breakdown of the interdistrict magnet schools by schools. Mrs. Casini stated that she'll get that information to her.

Mrs. Casini reviewed the high needs subgroups data, which include EL students, special education students, and students who are considered economically disadvantaged (free/reduced lunch). She stated the data clearly shows that the majority of the population we support fall into the economically disadvantaged group.

Mrs. Casini discussed the transient student data and stated that the district loses one quarter to one third of its students every year, and that the data does not include students who have graduated or kindergarteners who are coming in for the first time.

Mrs. Casini reviewed the new kindergarten entry age requirement and stated that a quarter of this year's kindergarten class would not have qualified for kindergarten under the new legislation.

Dean Antipas asked if our truant students were included in the data. Mrs. Casini stated that the truant students are included if they are registered.

William Horgan recognized the district's administrative team for their efforts in the monumental task of enrolling the large number of students that we do every year.

B. Reports and Information from the Staff

1. Director of Finance

- Object Code Summary FY24 (**Attachment #2**) - Mr. Fleig gave an overview of the Object Code Summary dated September 21, 2023, that shows an unexpended balance of \$25,085,163.
- Health Insurance Report (**Attachment #3**) - Mr. Fleig gave an overview of the Health Insurance Report for the month of August.
- Utilities Report (**Attachment #4**) - Mr. Fleig gave an overview of the Utilities Report for the month of August.

2. Director of Buildings and Grounds

- Update re: School Facilities – Mr. Kilpatrick reported that:
 - the solar projects at GMS and MRMS are on schedule,
 - we are looking into solar panels for the Charles Barnum roof project,
 - the GMS field lights project will be operational by early spring; the foundations for the light polls will be shipped on November 6, the polls will be shipped on December 11, and the project is expected to be substantially completed by December 31,
 - the lift for the elevator/handicap lift project at the high school will be shipped this week,
 - the LED lighting project at the high school should be substantially completed before Thanksgiving, and
 - our custodial supervisor, Wendall Gaston, will be retiring after 36 years of service and will be missed.

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS (Cont'd)

B. Reports and Information from the Staff (Cont'd)

- Update re: CIP (**Attachment #5**) – Mr. Kilpatrick reviewed the following Capital Improvement Projects with the Board:
 - Fitch High School Athletic Facilities
 - Northeast Elementary HVAC Upgrade
 - Fitch High HVAC Upgrade
 - Charles Barnum HVAC Upgrade
 - Fitch High School Culinary Arts
 - Fitch High School Auditorium Project

VII. COMMITTEE REPORTS

- A. Policy – There was no report.
- B. Curriculum – Mrs. Porter stated that the committee met at the beginning of the month. The committee reviewed the tracking sheet and are looking at how previous curricula have been updated.
- C. Finance/Facilities – There was no report.
- D. Communications – Mr. Shulman stated that the committee met this evening with the elementary schools' PTOs.
- E. Negotiations – Mrs. Shepardson Watson stated that mediation with the paraprofessional union is scheduled for November 6.
- F. LEARN – Mrs. Volkmann stated that the superintendent from Preston provided a very comprehensive discussion of his team's focus on the new landscape for students and educators. She, as well as Erin Daniels from Norwich and Craig Esposito from Stonington, received recognition for their 30 combined years of service to LEARN. Mrs. Volkmann also mentioned ACES's International, which has an international program for educators and students and shared her enthusiasm for the program.
- G. Town & City Council/RTM/BOE Liaison – Mrs. Shepardson Watson reported that the committee met and Senator Somers and State Representatives Conley and Bumgardner were present at the meeting. Representative Conley shared that Groton is no longer considered a distressed community.
- H. AGSA/GEA/BOE Liaison – Mrs. Shepardson Watson stated that the committee discussed the difficulty in staffing substitutes and that staff feel that there is not a lot of room in the middle school. Mrs. Volkmann stated that also discussed was some of the staff at the middle school are leaving due to difficult working conditions, buses at the high school are often late, and the dismissal process at the elementary schools.
- I. Groton Scholarship – Mrs. Porter stated that the first meeting of the committee is scheduled for November 9.
- J. Athletic Fields – There was no report.
- K. Trails – There was no report.
- L. Library – There was no report.
- M. Permanent School Building Committee – There was no report.
- N. State Council on Educational Opportunities for Military Children – There was no report.

Mr. Weitlauf left the meeting at 7:42 p.m.

VIII. ACTION ITEMS

A. Consent Agenda

MOTION: Porter, Shulman - To approve the Consent Agenda.

FAVOR (6): Antipas, Horgan, Porter, Shepardson Watson, Shulman, Volkmann

OPPOSED (0)

ABSTAINED (0)

ABSENT (3): Ackerman, Washington, Weitlauf

MOTION PASSED

B. Old Business

1. Discussion and possible action regarding a second reading of policy P 5118 – Non-resident Attendance (**Attachment #6**)

MOTION: Shulman, Porter - To approve policy P 5118 – Non-resident Attendance as a second reading.

FAVOR (6): Antipas, Horgan, Porter, Shepardson Watson, Shulman, Volkmann

OPPOSED (0)

ABSTAINED (0)

ABSENT (3): Ackerman, Washington, Weitlauf

MOTION PASSED

C. New Business

1. Discussion and possible action regarding a first reading of policy P 5131.111 – Video Surveillance (**Attachment #7**)

MOTION: Horgan, Porter - To approve policy P 5131.111 – Video Surveillance as a first reading.

FAVOR (6): Antipas, Horgan, Porter, Shepardson Watson, Shulman, Volkmann

OPPOSED (0)

ABSTAINED (0)

ABSENT (3): Ackerman, Washington, Weitlauf

MOTION PASSED

2. Discussion and possible action regarding a first reading of policy P 5112.2 – Admission Requirements for Groton Residents (**Attachment #8**)

MOTION: Volkmann, Porter - To approve policy P 5112.2 – Admission Requirements for Groton Residents as a first reading.

FAVOR (6): Antipas, Horgan, Porter, Shepardson Watson, Shulman, Volkmann

OPPOSED (0)

ABSTAINED (0)

ABSENT (3): Ackerman, Washington, Weitlauf

MOTION PASSED

VIII. ACTION ITEMS (Cont'd)

C. New Business (Cont'd)

3. Discussion and possible action regarding approval of Topics in 20th Century United States History curriculum (**Attachment #9**)

MOTION: Antipas, Volkmann - To approve the Topics in 20th Century United States History curriculum.

FAVOR (5): Horgan, Porter, Shepardson Watson, Shulman, Volkmann

OPPOSED (0)

ABSTAINED (1): Antipas

ABSENT (3): Ackerman, Washington, Weitlauf

MOTION PASSED

4. Discussion and possible action regarding approval of the American Sign Language Level 4 curriculum (**Attachment #10**)

MOTION: Porter, Shulman - To approve the American Sign Language Level 4 curriculum.

FAVOR (6): Antipas, Horgan, Porter, Shepardson Watson, Shulman, Volkmann

OPPOSED (0)

ABSTAINED (0)

ABSENT (3): Ackerman, Washington, Weitlauf

MOTION PASSED

5. DoDEA Military Connected Academic and Support Program Grant Acceptance

MOTION: Shepardson Watson, Volkmann - To accept the DoDEA Military Connected Academic and Support Program grant in the amount of \$1.25 million, which has already gone through the approval process through the town bodies.

FAVOR (6): Antipas, Horgan, Porter, Shepardson Watson, Shulman, Volkmann

OPPOSED (0)

ABSTAINED (0)

ABSENT (3): Ackerman, Washington, Weitlauf

MOTION PASSED

6. Discussion and possible action regarding the 2024 Board of Education meeting schedule (**Attachment #11**)

MOTION: Porter, Shulman - To approve the 2024 Board of Education meeting schedule.

FAVOR (6): Antipas, Horgan, Porter, Shepardson Watson, Shulman, Volkmann

OPPOSED (0)

ABSTAINED (0)

ABSENT (3): Ackerman, Washington, Weitlauf

MOTION PASSED

VIII. ACTION ITEMS (Cont'd)

C. New Business (Cont'd)

7. Discussion and possible action regarding approval of the preferred class size guidelines
(Attachment #12)

MOTION: Shulman, Porter - To approve the preferred class size guidelines.

FAVOR (6): Antipas, Horgan, Porter, Shepardson Watson, Shulman,
Volkman

OPPOSED (0)

ABSTAINED (0)

ABSENT (3): Ackerman, Washington, Weitlauf

MOTION PASSED

8. Discussion and possible action regarding the proposed 2024-2025 school calendar
(Attachment #13)

MOTION: Volkman, Porter - To approve the proposed 2024-2025 school calendar.

FAVOR (5): Antipas, Horgan, Porter, Shepardson Watson, Shulman

OPPOSED (1): Volkman

ABSTAINED (0)

ABSENT (3): Ackerman, Washington, Weitlauf

MOTION PASSED

9. Discussion and possible action regarding the superintendent's annuity. This item was moved to the end of the meeting.

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.
- Mrs. Volkman stated that she attended the very inspiring Martin Luther King Scholarship Trust Fund dinner. She also received an email and phone calls from NEA parents regarding a fundraiser and asked that it be discussed under Board policy.

X. ADVANCE PLANNING

- A. Future Meeting Dates and Calendar Items for Board Attention - None
- B. Suggested Agenda Items - None

MOTION: Shepardson Watson, Porter - To go into executive session at 8:25 p.m. for the purpose of discussing the superintendent's annuity and to invite David Fleig to join.

FAVOR (6): Antipas, Horgan, Porter, Shepardson Watson, Shulman, Volkman

OPPOSED (0)

ABSTAINED (0)

ABSENT (3): Ackerman, Washington, Weitlauf

MOTION PASSED

The Board returned to open session at 8:45 p.m.

MOTION: Shepardson Watson, Porter - To add \$2,000 to the superintendent's annuity.

FAVOR (6): Antipas, Horgan, Porter, Shepardson Watson, Shulman, Volkmann

OPPOSED (0)

ABSTAINED (0)

ABSENT (3): Ackerman, Washington, Weitlauf

MOTION PASSED

XI. ADJOURNMENT

MOTION: Porter, Shepardson Watson - To adjourn at 8:48 p.m.

FAVOR (6): Antipas, Horgan, Porter, Shepardson Watson, Shulman, Volkmann

OPPOSED (0)

ABSTAINED (0)

ABSENT (3): Ackerman, Washington, Weitlauf

MOTION PASSED

Enrollment Updates

2023-2024

October 23, 2023

Elementary Enrollment

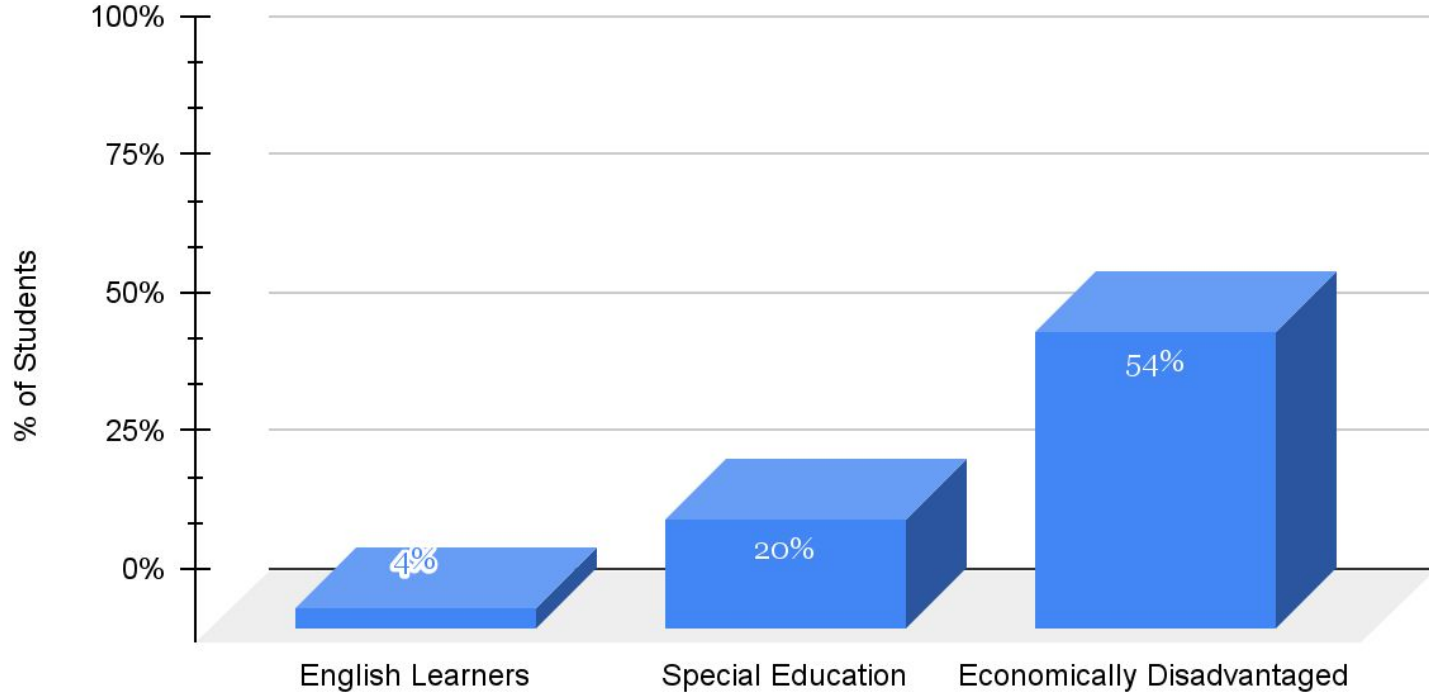
	Enrollment: October 1, 2022	Enrollment: October 1, 2023	Change: Positive(+) / Negative(-)
Catherine Kolnaski Magnet School	352	369	+17
Charles Barnum Magnet School	347	332	-15
Mystic River Magnet School	523	512	-11
Northeast Academy Magnet School	391	391	0
Thames River Magnet School	528	531	+3

Secondary Enrollment

	Enrollment: October 1, 2022	Enrollment: October 1, 2023	Change: Positive(+) / Negative(-)
Groton Middle School	907	898	-9
Fitch High School	1,005	1,019	+14
Other Placements	48	47	-1
District Total	4,104	4,099	-5
<i>Interdistrict Magnet</i>	260	271	+11
Combined Total	4,364	4,370	+6

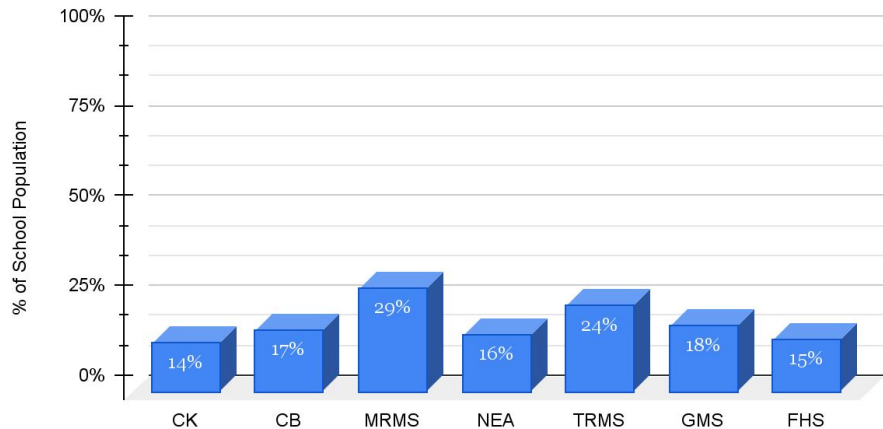
GPS: "High Needs" Subgroups

October 1, 2023 Snapshot



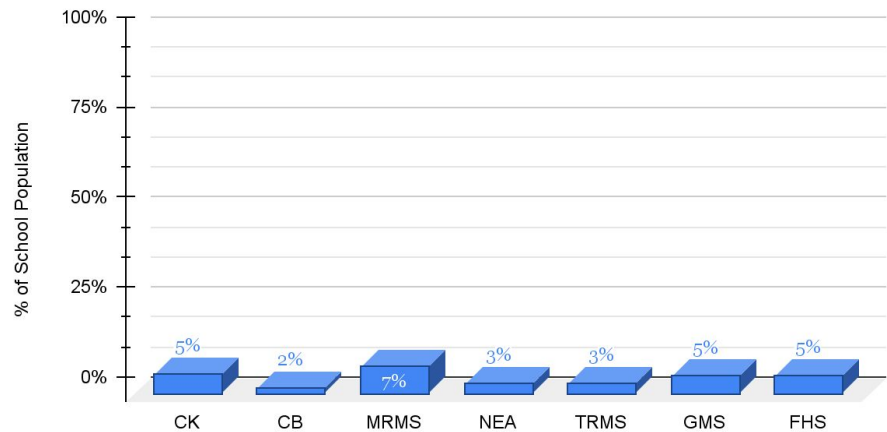
Special Education Population by School

October 1, 2023 Snapshot



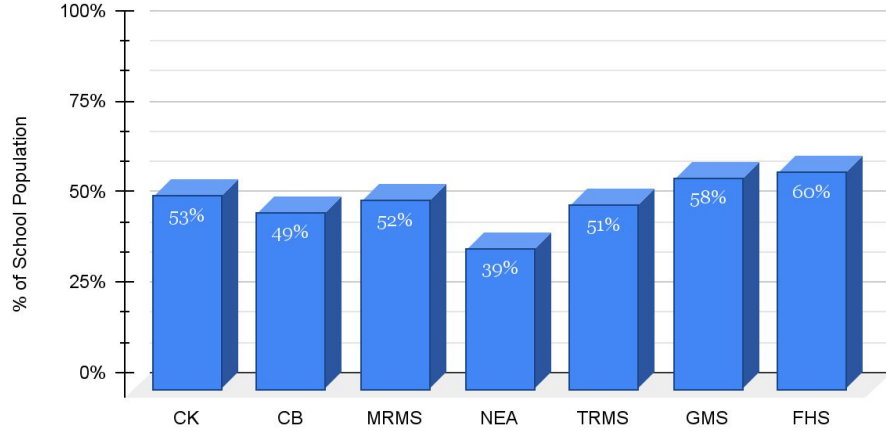
Multi-Language Learners by School

October 1, 2023 Snapshot



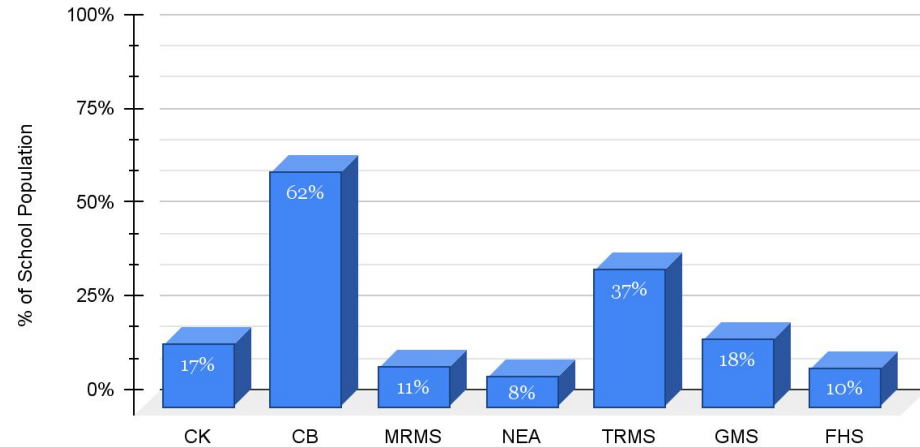
Economically Disadvantaged by School

October 1, 2023 Snapshot



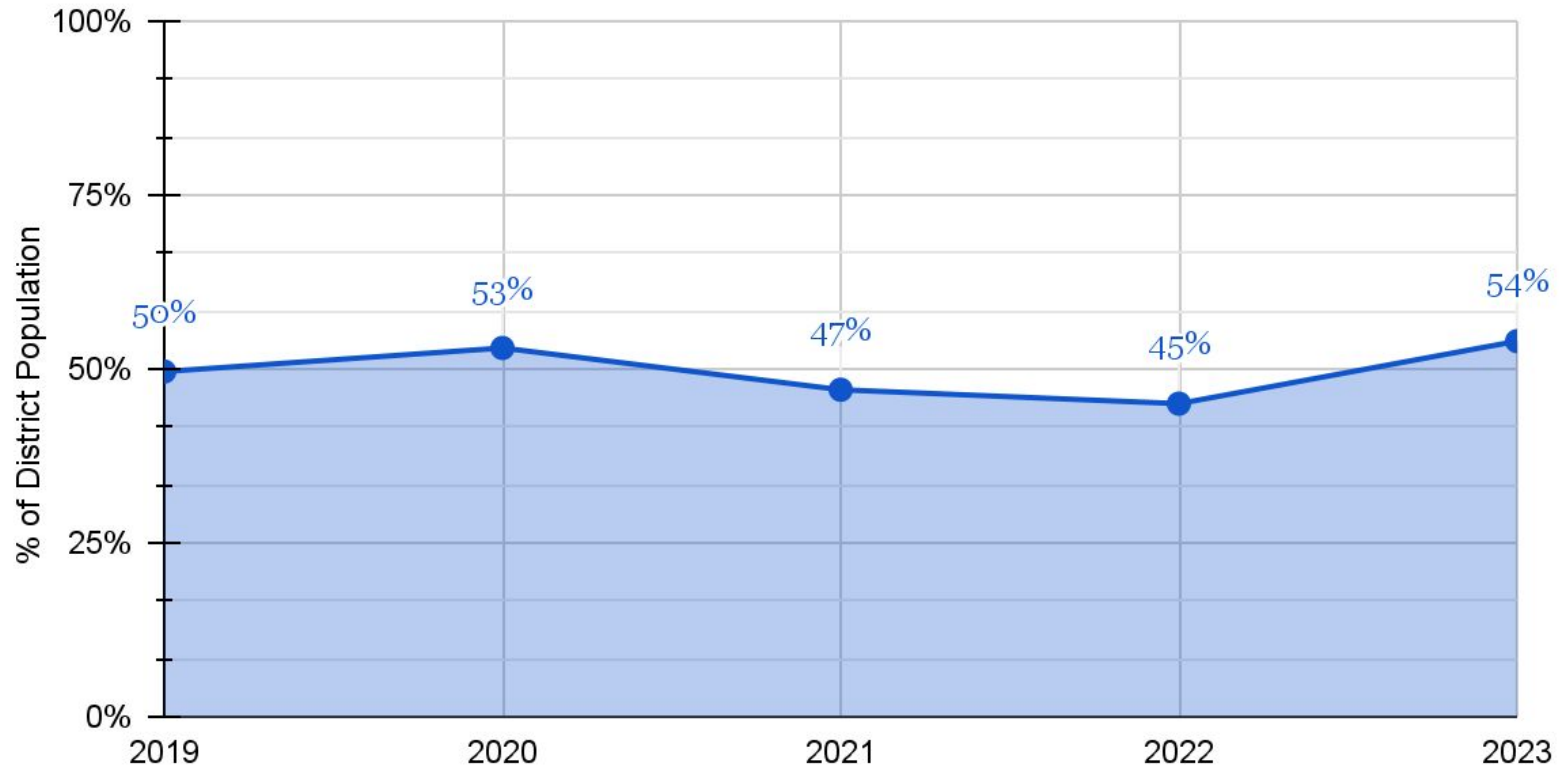
Military Population by School

October 1, 2023 Snapshot



Groton Public Schools

Economically Disadvantaged Over Time



Enrollment at a Glance

Newly Registered GPS Students

2022-2023 School Year (8/30/22-6/14/23)

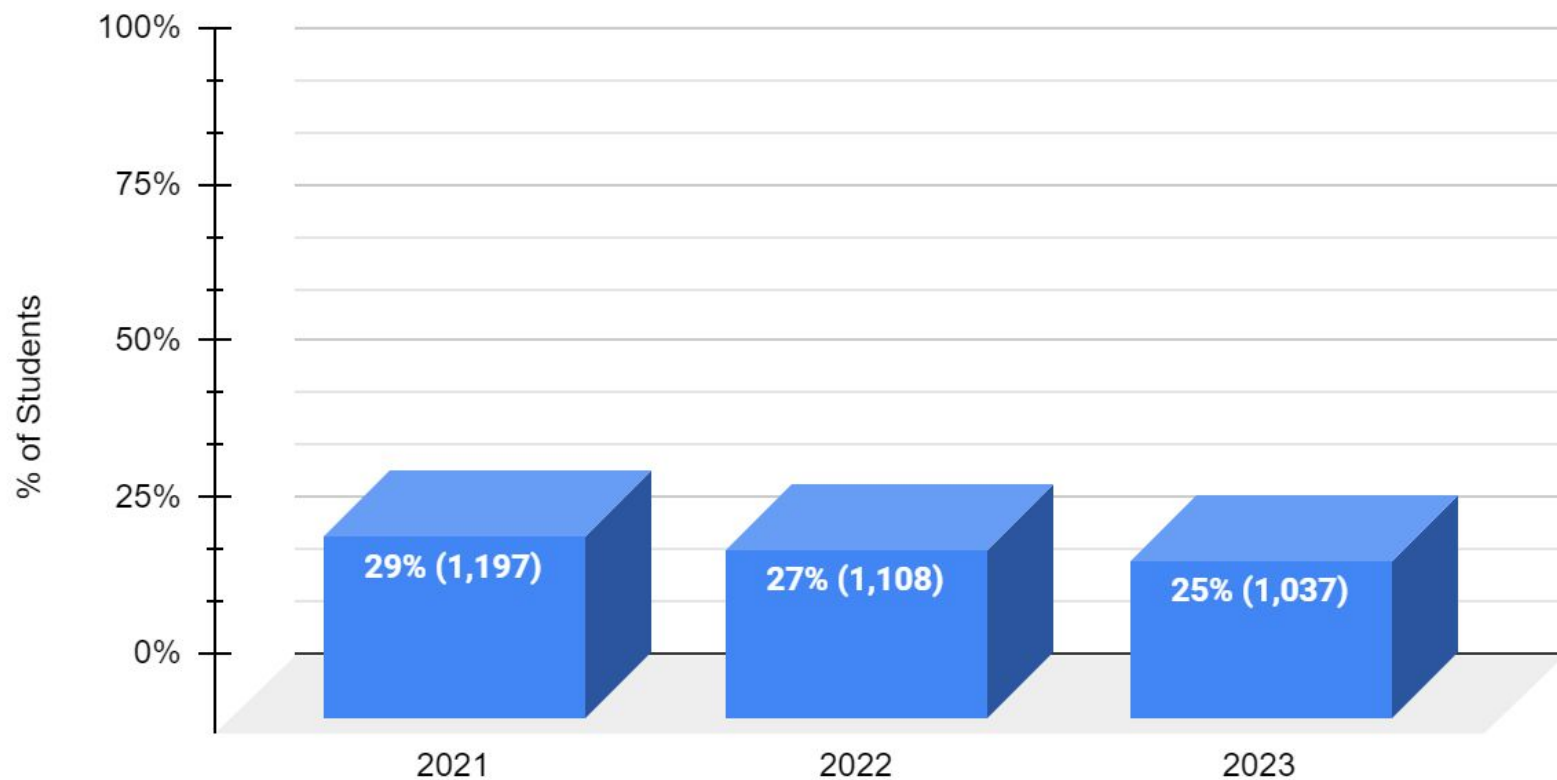
- 684 new students

2023-2024 School Year (8/30/23-10/18/23)

- 691 new students

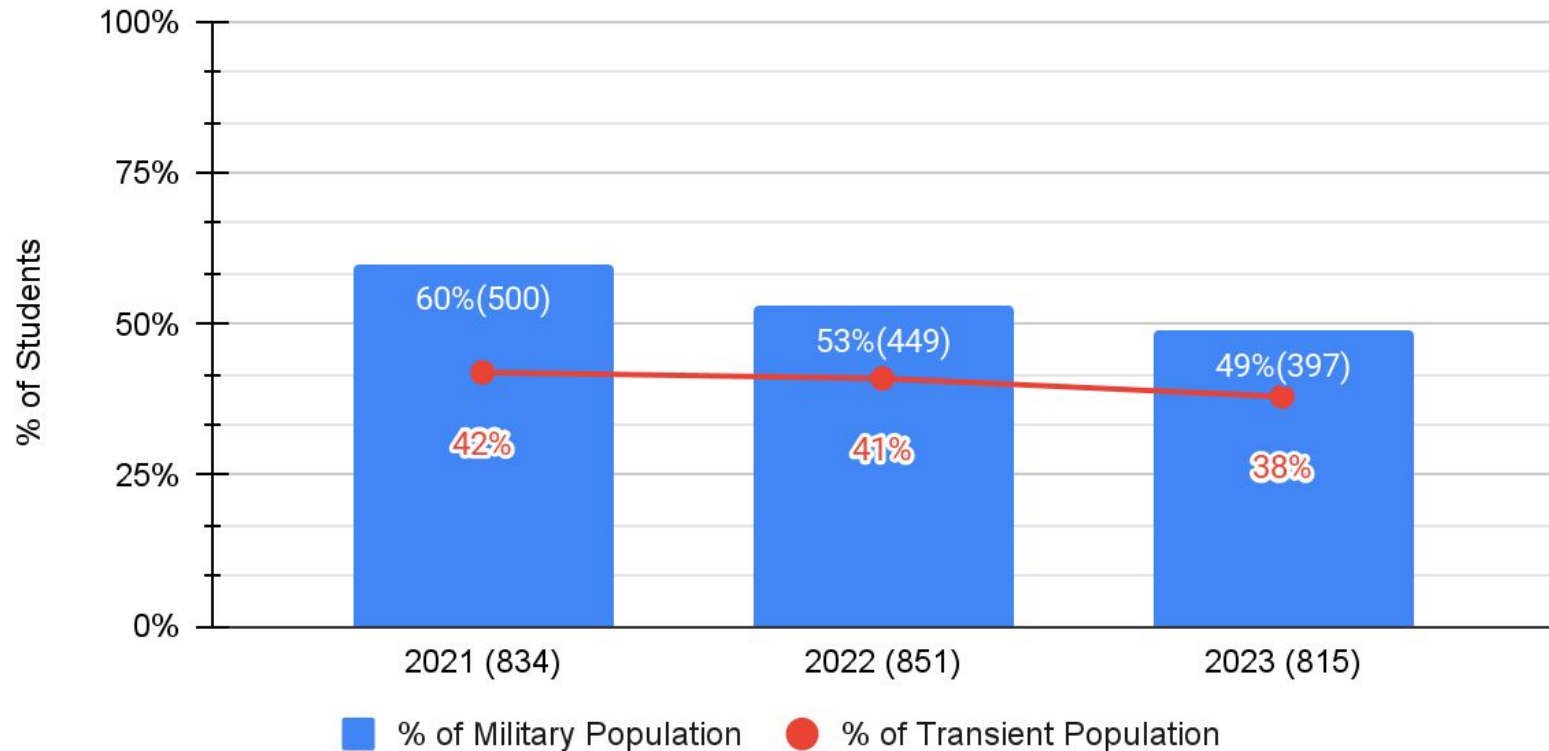
Transient Student Data

Total Population Turnover



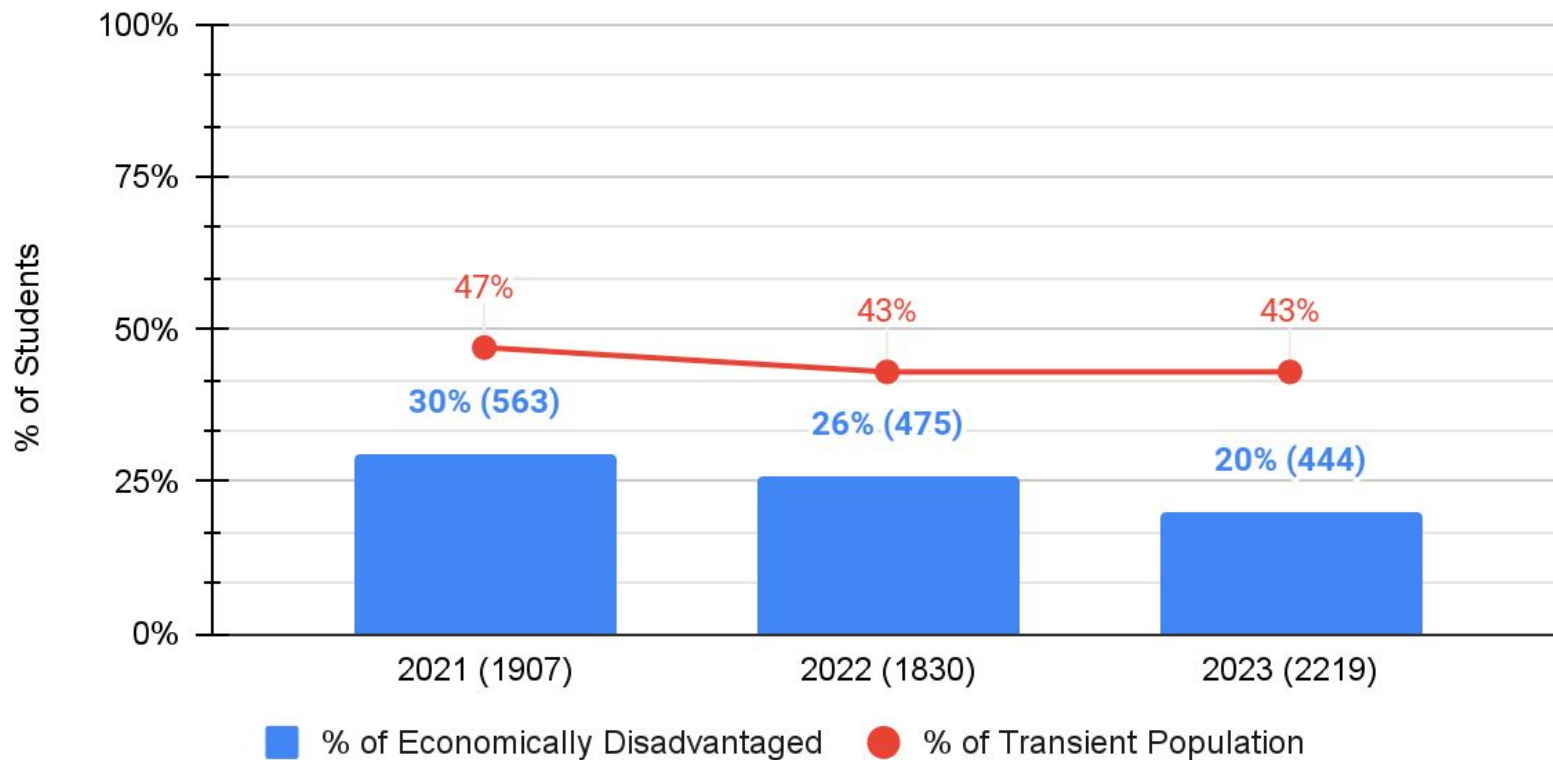
Transient Student Data

Military Families Over Time



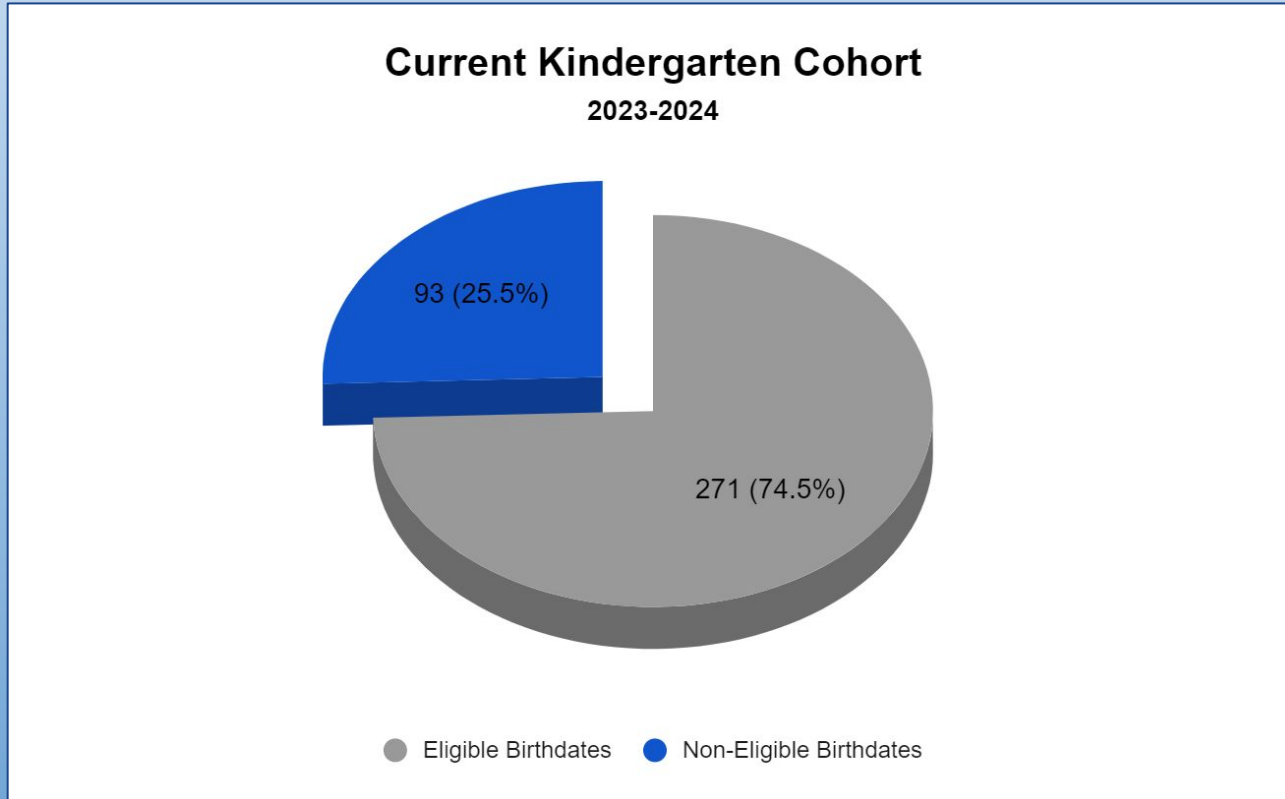
Transient Student Data

Economically Disadvantaged Over Time



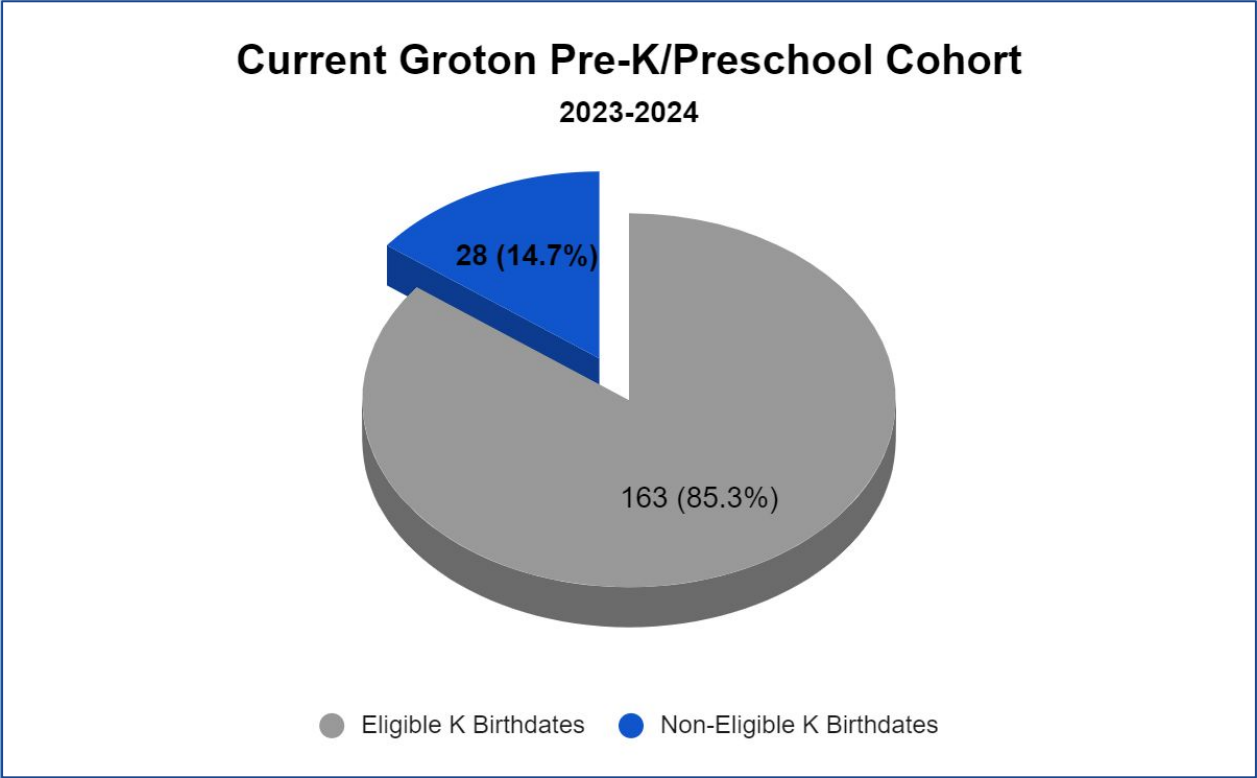
New Entry Age for Kindergarten

*Beginning with the 2024-2025 school year, children need to turn 5 years old **on or before September 1** in order to be automatically eligible for kindergarten. This is a change from the current kindergarten cutoff date of January 1.



***GPS Pre-Kindergarten Program:** Any child who turns four years old on or before January 1 of the current school year is encouraged to be screened for Pre-Kindergarten. This program provides eligible children an opportunity to acquire appropriate readiness skills needed for a successful kindergarten experience.

***Integrated Preschool Peer Role Models:** Children with strong skills in the areas of readiness, language, and socialization, act as peer role models in the Integrated Special Needs Preschool program.



Enrollment Analysis

- Highly complex process
 - Ongoing tracking (intra- & inter-district)
 - Overlapping data tracking and management
 - Many variables including:
 - Magnet seat movement and considerations
 - Highly mobile or “transient” District
 - Building/grade level capacity
- Creates a deeper understanding of who we are as a District and a community
 - Identifying needs
 - Securing appropriate resources
 - Recognizing community strengths to draw upon
- Critical work to proactively plan
 - Short-term and long-term initiatives
 - New legislation
 - Address District needs

Groton Public Schools

Date prep:		FY24 Budget Summary Review					
10/18/23 11:40 AM							
Account	Object #s	FY24 Budget 2023-2024	Expenditures	Encumbered	FY24 Actual Total	Remaining Balance	%
Salaries							
1 Administrators	105-109	5,139,279	1,583,264	3,524,283	5,107,547	31,732	0.6%
2 Teachers	101-104,123-127,151-152	35,924,586	5,322,248	29,550,852	34,873,100	1,051,486	2.9%
3 Non-Cert Aides	110-111,130-131,136,139	4,621,663	710,090	2,265,646	2,975,736	1,645,927	35.6%
4 Substitute - Cert & Non-Cert	120-121	1,057,434	224,098	0	224,098	833,336	78.8%
5 Clerical	112-114,132-134,144	2,059,296	659,548	1,508,986	2,168,533	(109,237)	(5.3%)
6 Custodial/Maintenance/Techs	117-118,129,137-138,147-148	3,685,428	1,084,001	2,352,125	3,436,126	249,302	6.8%
7 Campus Security/Supervision	128	190,167	46,248	0	46,248	143,919	75.7%
8 Total Salaries	100	52,677,853	9,629,497	39,201,892	48,831,389	3,846,464	7.3%
Benefits							
9 Health Insurance	201-202	6,881,439	1,508,348	0	1,508,348	5,373,091	78.1%
10 Workers Comp & Town Pension	211,213	1,089,758	0	0	0	1,089,758	100.0%
11 Social Security & Medicare	212,214	1,571,584	403,335	0	403,335	1,168,249	74.3%
12 Other Benefits	222-227	394,000	239,051	0	239,051	154,949	39.3%
13 Total Benefits	200	9,936,781	2,150,734	0	2,150,734	7,786,047	78.4%
Purchased Services							
14 Instructional Services	321-324	199,894	42,646	4,934	47,580	152,313	76.2%
15 Professional Services	331	308,931	208,597	29,844	238,440	70,491	22.8%
16 Other Prof Services	332	595,000	95,589	14,284	109,873	485,127	81.5%
17 OT & PT Services	333	750,000	7,046	3,884	10,930	739,070	98.5%
18 Legal	334	71,100	21,490	0	21,490	49,611	69.8%
19 Athletic Officials & Other Athletic Serv	341-342	82,390	25,263	6,221	31,484	50,906	61.8%
20 Computer Network Services	343	164,483	60,379	9,526	69,904	94,579	57.5%
21 Total Purchased Services	300	2,171,798	461,010	68,692	529,701	1,642,097	75.6%
Property Services							
22 Water & Sewer	410-411	101,807	28,459	115	28,574	73,233	71.9%
23 Trash & Snow Removal	421-422	138,341	23,231	64,035	87,266	51,075	36.9%
24 Repair/Maintenance	430-435,490-491,499	469,068	315,876	115,989	431,866	37,202	7.9%
25 Rental	441	135,267	31,232	61,748	92,979	42,288	31.3%
26 Total Property Services	400	844,483	398,798	241,887	640,686	203,797	24.1%
Transportation, Insurance, Communications, Tuition							
27 Transportation: Schools	510-513	6,171,636	491,610	0	491,610	5,680,026	92.0%
28 Transportation: Student Activities	587-596	133,098	23,499	23,039	46,538	86,560	65.0%
29 Transportation: Staff	580-584	97,950	9,467	0	9,467	88,483	90.3%
30 Insurance	522,525	457,874	453,809	0	453,809	4,065	0.9%
31 Communications	530-552	145,192	87,080	450	87,530	57,662	39.7%
32 Tuition: Special Education	561-563,568	4,068,674	204,248	533,269	737,517	3,331,157	81.9%
33 Tuition: Other	564-567	1,218,720	207,000	0	207,000	1,011,720	83.0%
34 Total Trans, Ins, Comm, Tuition	500	12,293,144	1,476,714	556,758	2,033,472	10,259,672	83.5%
Supplies							
35 Instructional Supplies	601-609,613-619,622-623,628	394,034	202,787	55,275	258,062	135,972	34.5%
36 Computer Supplies	610-612	219,575	588,552	104,682	693,234	(473,659)	(215.7%)
37 Electricity & Heating	631-633	1,652,798	450,872	20,418	471,290	1,181,508	71.5%
38 Transportation Supplies	634,656	374,029	48,937	2,534	51,471	322,558	86.2%
39 Textbooks & Library Books	640-642,645,647	41,818	22,342	8,223	30,565	11,253	26.9%
40 Facility/Maintenance Supplies	650,652-655,657,659	271,078	135,799	34,566	170,365	100,713	37.2%
41 Other Supplies (staff dev, PPE, etc)	621,624-627,690	67,410	21,997	6,233	28,230	39,180	58.1%
42 Total Supplies	600	3,020,742	1,471,288	231,931	1,703,218	1,317,524	43.6%
Equipment							
43 Instructional Equipment	730,735	43,934	9,616	3,436	13,052	30,882	70.3%
44 Non-Instructional Equip	731,736	10,000	21,332	2,043	23,375	(13,375)	(133.7%)
45 Total Equipment	700	53,934	30,947	5,479	36,426	17,508	32.5%
46 Total Dues & Fees	800	86,961	74,165	741	74,906	12,055	13.9%
47 GRAND TOTAL		81,085,696	15,693,153	40,307,380	56,000,533	25,085,163	30.9%

Groton Public Schools

Date prep:		FY24 Budget Summary Review					
10/18/23 11:40 AM							
		FY24 Budget			FY24 Actual	Remaining	
Account	Object #s	2023-2024	Expenditures	Encumbered	Total	Balance	%
Salaries							
Administrators							
Administrators	105	1,225,814	441,701	932,021	1,373,722	(147,908)	(12.1%)
Principals	106	1,176,065	313,169	686,168	999,337	176,728	15.0%
Asst. Principals/Sp.Ed. Supv	107	2,404,422	725,939	1,675,571	2,401,511	2,911	0.1%
6-12 Curriculum Coordinators	108	181,586	55,872	125,713	181,586	1	0.0%
Athletic Director	109	151,392	46,582	104,810	151,392	0	0.0%
		5,139,279	1,583,264	3,524,283	5,107,547	31,732	0.6%
Teachers							
Classroom Teachers	101 & 151	25,434,454	3,875,656	21,556,495	25,432,150	2,304	0.0%
Sp.Ed Certified	102	8,027,872	1,145,062	6,518,638	7,663,700	364,172	4.5%
Media Specialist	103	710,122	102,770	592,029	694,799	15,323	2.2%
Guidance	104	1,157,759	147,434	883,690	1,031,124	126,635	10.9%
Adult Ed	124	42,230	4,391	0	4,391	37,839	89.6%
Coach Stipends	126	350,867	4,402	0	4,402	346,465	98.7%
Other Student Activities	127	138,413	0	0	0	138,413	100.0%
		35,924,586	5,322,248	29,550,852	34,873,100	1,051,486	2.9%
Other Staff							
Reg.Ed Aides - Kindergarten	110 & 130	474,630	52,669	0	52,669	421,961	88.9%
Sp.Ed Aides - Para I & Para II	111 & 131	3,081,335	212,650	410,298	622,948	2,458,387	79.8%
Tutors	125 & 152	458,450	289,474	1,753,582	2,043,056	(1,584,606)	(345.6%)
School Bus Aides	136	446,772	96,127	0	96,127	350,645	78.5%
Other Non-Certified Personnel	139 & 119	160,476	59,170	101,766	160,936	(460)	(0.3%)
		4,621,663	710,090	2,265,646	2,975,736	1,645,927	35.6%
Substitute							
Substitute Reg.Ed Certified	120	967,567	224,098	0	224,098	743,469	76.8%
Substitute Spec.Ed Certified	121	89,867	0	0	0	89,867	100.0%
		1,057,434	224,098	0	224,098	833,336	78.8%
Clerical							
Clerical	112'113'114'132'133'134'143'144	2,059,296	659,548	1,508,986	2,168,533	(109,237)	(5.3%)
Custodial/Maintenance/Techs							
Custodial	117 & 137	1,963,442	607,461	1,255,336	1,862,797	100,645	5.1%
Maintenance	118 & 138	874,573	223,295	607,426	830,721	43,852	5.0%
Custodial/Maintenance Overtime	147 & 148	110,500	17,393	0	17,393	93,107	84.3%
Technicians	129 & 149	736,913	235,852	489,364	725,215	11,698	1.6%
		3,685,428	1,084,001	2,352,125	3,436,126	249,302	6.8%
Security							
Security/Supervision	128	190,167	46,248	0	46,248	143,919	75.7%
Total Salaries		52,677,853	9,629,497	39,201,892	48,831,389	3,846,464	7.3%
Benefits							
Health Insurance							
Group Ins. Prof	201	5,507,319	1,508,348	0	1,508,348	3,998,971	72.6%
Group Ins. Other	202	1,374,120	0	0	0	1,374,120	100.0%
		6,881,439	1,508,348	0	1,508,348	5,373,091	78.1%
Workers Comp & Town Pension							
Worker's Compensation	211	352,258	0	0	0	352,258	100.0%
Town Pension	213	737,500	0	0	0	737,500	100.0%
		1,089,758	0	0	0	1,089,758	100.0%
Social Security & Medicare							
Social Security	212	807,754	191,545	0	191,545	616,209	76.3%
Medicare	214	763,830	211,790	0	211,790	552,040	72.3%
		1,571,584	403,335	0	403,335	1,168,249	74.3%
Other Employee Benefits							
Retirement Awards	222	242,500	199,103	0	199,103	43,397	17.9%
Unemployment	223	35,000	0	0	0	35,000	100.0%
Tuition Reimb Certified	224	115,000	38,448	0	38,448	76,552	66.6%
Mentor Stipend	227	1,500	1,500	0	1,500	0	0.0%
		394,000	239,051	0	239,051	154,949	39.3%
Total Benefits		9,936,781	2,150,734	0	2,150,734	7,786,047	78.4%

Groton Public Schools

Date prep:		FY24 Budget Summary Review					
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Account	Object #s	FY24 Budget 2023-2024	Expenditures	Encumbered	FY24 Actual Total	Remaining Balance	%

Purchased Services

Instructional Services

95	Instructional Services	321 & 323	97,919	130	235	365	97,554	99.6%
96	Instruct Improvement Services	322 & 324	101,975	42,516	4,699	47,215	54,760	53.7%
97			199,894	42,646	4,934	47,580	152,313	76.2%

Professional Services

98	Professional Services	331	308,931	208,597	29,844	238,440	70,491	22.8%
99	Other Professional Services	332	595,000	95,589	14,284	109,873	485,127	81.5%
100	OT & PT Services	333	750,000	7,046	3,884	10,930	739,070	98.5%
101	Legal Services	334	71,100	21,490	0	21,490	49,611	69.8%
102			1,725,031	332,721	48,011	380,732	1,344,299	77.9%

Athletic Officials & Other Athletic Services

103	Athletic Officials	341	63,550	21,823	0	21,823	41,727	65.7%
104	Other Athletic Services	342	18,840	3,440	6,221	9,661	9,179	48.7%
105			82,390	25,263	6,221	31,484	50,906	61.8%

Computer Network Services

106	Computer Network Services	343	164,483	60,379	9,526	69,904	94,579	57.5%
107	Total Purchased Services		2,171,798	461,010	68,692	529,701	1,642,097	75.6%

Property Services

Water/Sewer

108	Water	410	66,844	15,528	115	15,643	51,201	76.6%
109	Sewer	411	34,963	12,931	0	12,931	22,032	63.0%
110			101,807	28,459	115	28,574	73,233	71.9%

Trash & Snow Removal

111	Trash Removal	421	88,341	23,231	64,035	87,266	1,075	1.2%
112	Snow Removal	422	50,000	0	0	0	50,000	100.0%
113			138,341	23,231	64,035	87,266	51,075	36.9%

Repair/Maintenance

114	Equipment Repairs	430	101,944	26,452	172	26,624	75,320	73.9%
115	Grounds Repairs	431	191,510	161,635	89,567	251,202	(59,692)	(31.2%)
116	General Bldg Repairs	432	27,135	16,502	0	16,502	10,633	39.2%
117	Painting	433	5,146	0	0	0	5,146	100.0%
118	Heat & Plumbing	434	48,400	56,997	14,376	71,372	(22,972)	(47.5%)
119	Electrical	435	10,239	0	0	0	10,239	100.0%
120	Extermination Services	490	12,259	5,931	0	5,931	6,328	51.6%
121	Bldg Fire Protection	491	48,289	26,343	3,900	30,243	18,046	37.4%
123	Other Purch Services	499	24,146	22,016	7,975	29,991	(5,845)	(24.2%)
124			469,068	315,876	115,989	431,866	37,202	7.9%

Rental

125	Rental	441	135,267	31,232	61,748	92,979	42,288	31.3%
126	Total Property Services		844,483	398,798	241,887	640,686	203,797	24.1%

Transportation, Insurance, Communications, Tuition

Transportation: Schools

127	Reg.Ed Pupil Transportation	510 & 516	3,580,347	244,550	0	244,550	3,335,797	93.2%
128	Sp.Ed - Trans - STA	511	1,573,150	26,933	0	26,933	1,546,217	98.3%
129	Sp.Ed - Trans - Curtin	512	1,018,139	220,128	0	220,128	798,011	78.4%
130	Pupil Transp Reimbursement	513	0	0	0	0	0	
131			6,171,636	491,610	0	491,610	5,680,026	92.0%

Transportation: Other

132	Transportation - Athletics	587	98,100	14,932	15,559	30,490	67,610	68.9%
133	Transportation - Field Trips	588	18,688	6,142	7,239	13,381	5,307	28.4%
134	Entry Fees - Athletics	591 & 592	13,175	2,425	0	2,425	10,750	81.6%
135	Admission Fees	595	3,135	0	242	242	2,894	92.3%
137			133,098	23,499	23,039	46,538	86,560	65.0%

Transportation: Staff

138	Travel - Education	580 & 581	5,900	118	0	118	5,782	98.0%
139	Travel - Admin	582 & 583	30,500	7,250	0	7,250	23,250	76.2%
140	Travel - Conferences	584	61,550	2,100	0	2,100	59,450	96.6%
141			97,950	9,467	0	9,467	88,483	90.3%

Liability & Accident Insurance

142	Liability Insurance	522	442,702	440,399	0	440,399	2,303	0.5%
143	Accident Insurance	525	15,172	13,410	0	13,410	1,762	11.6%
144			457,874	453,809	0	453,809	4,065	0.9%

Groton Public Schools

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Communications

145 Telephone, Telephone Repairs	530	106,400	66,795	0	66,795	39,605	37.2%
146 Postage	531	23,250	7,485	0	7,485	15,765	67.8%
147 Advertisement	540	5,000	4,341	0	4,341	659	13.2%
148 Minority Recruitment	541	0	1,000	0	1,000	(1,000)	
149 Printing Admin	550	9,542	7,459	0	7,459	2,083	21.8%
150 School Publications	551 & 552	1,000	0	450	450	550	55.0%
151		145,192	87,080	450	87,530	57,662	39.7%

Tuition: Special Education

152 Sp.Ed Vocational	561	411,956	11,416	38,802	50,218	361,738	87.8%
153 Sp.Ed BoE Placements	562	2,557,373	171,521	418,825	590,346	1,967,027	76.9%
154 Sp.Ed State Placements	563	329,060	21,311	0	21,311	307,749	93.5%
155 Sp.Ed Magnet Choice	568	770,285	0	75,642	75,642	694,643	90.2%
156		4,068,674	204,248	533,269	737,517	3,331,157	81.9%

Tuition: Other

157 Adult Ed	564	210,105	207,000	0	207,000	3,105	1.5%
158 Gen Ed Magnet Tuition	566	885,801	0	0	0	885,801	100.0%
159 Gen Ed Vo Ag Tuition	567	122,814	0	0	0	122,814	100.0%
160		1,218,720	207,000	0	207,000	1,011,720	83.0%
161 Total Transportation, Insurance, Communication, Tuition		12,293,144	1,476,714	556,758	2,033,472	10,259,672	83.5%

Supplies

Instructional Supplies

162 General Classroom	601	128,968	115,368	21,960	137,327	(8,359)	(6.5%)
163 Science	602	6,550	1,196	2,551	3,747	2,803	42.8%
164 Arts & Crafts	603	19,400	16,400	2,389	18,790	610	3.1%
165 Phys. Ed	604	6,350	4,054	0	4,054	2,296	36.2%
166 Music	605	10,650	5,624	1,667	7,291	3,359	31.5%
167 Kindergarten	606	1,600	0	0	0	1,600	100.0%
168 Pupil Tests	607	56,000	17,279	11,755	29,034	26,966	48.2%
169 Tech. Ed	609	8,750	4,867	625	5,492	3,258	37.2%
170 Home Ec Supplies	613	5,500	1,531	318	1,849	3,651	66.4%
171 Sp.Ed Supplies	615	56,000	12,665	6,221	18,886	37,114	66.3%
172 Athletic Supplies	616	55,950	13,793	6,240	20,033	35,917	64.2%
173 Math Supplies	617	3,275	972	0	972	2,303	70.3%
174 Health Supplies	618	850	0	0	0	850	100.0%
175 Other Supplies	619	1,391	435	0	435	956	68.7%
176 Health Serv Pathogen	622	5,750	256	333	590	5,160	89.7%
177 School Library Supplies	623	2,275	407	226	633	1,642	72.2%
178 Food, Drink, Snacks	628	24,775	7,941	990	8,931	15,844	64.0%
180		394,034	202,787	55,275	258,062	135,972	34.5%

Computer Supplies

181 Computer Supplies	610 & 611	31,900	15,535	626	16,162	15,738	49.3%
182 Software	612	187,675	573,017	104,056	677,073	(489,398)	(260.8%)
183		219,575	588,552	104,682	693,234	(473,659)	(215.7%)

Electricity & Heating

184 Electricity	631	1,097,073	381,530	20,253	401,783	695,290	63.4%
185 Propane/Natural Gas	632	338,350	32,633	165	32,797	305,553	90.3%
186 Heating Oil	633	217,375	36,709	0	36,709	180,666	83.1%
187		1,652,798	450,872	20,418	471,290	1,181,508	71.5%

Transportation Supplies

188 Diesel for School Buses	634	330,553	43,396	0	43,396	287,157	86.9%
189 Gas for Maintenance	656	43,476	5,541	2,534	8,075	35,401	81.4%
190		374,029	48,937	2,534	51,471	322,558	86.2%

Textbooks & Library Books

191 Textbooks	640	22,285	13,069	5,855	18,924	3,361	15.1%
192 Workbooks	641	11,383	8,780	1,953	10,732	651	5.7%
193 Textbook Rebind	642	200	0	0	0	200	100.0%
194 Library Books	645	6,950	0	416	416	6,534	94.0%
195 Periodicals	647	1,000	493	0	493	507	50.7%
196		41,818	22,342	8,223	30,565	11,253	26.9%

Groton Public Schools

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Account	Object #s	FY24 Budget 2023-2024	Expenditures	Encumbered	FY24 Actual Total	Remaining Balance	%
Facility/Maintenance Supplies							
197 Equipment Repair	650	23,315	5,091	497	5,588	17,727	76.0%
198 Grounds Supplies	651	19,527	2,834	0	2,834	16,693	85.5%
199 General Bldg Repair	652	62,839	11,697	19	11,717	51,122	81.4%
200 Painting	653	2,500	3,722	0	3,722	(1,222)	(48.9%)
201 Heat & Plumbing	654	34,053	57,724	9,150	66,874	(32,821)	(96.4%)
202 Electrical	655	30,247	6,698	6,093	12,790	17,457	57.7%
203 Safety Supplies	657 & 659	12,447	5,000	0	5,000	7,447	59.8%
204 Custodial Supplies	658	86,150	43,033	18,807	61,840	24,310	28.2%
205		271,078	135,799	34,566	170,365	100,713	37.2%
Other Supplies							
206 Sup Serv Guid Imp Ins	621	20,100	5,196	1,433	6,629	13,471	67.0%
207 Audio Visual	624 & 625	9,700	0	0	0	9,700	100.0%
208 General Admin Supplies	626	12,110	6,992	1,227	8,219	3,891	32.1%
209 School Admin Supplies	627	7,500	4,935	1,230	6,165	1,335	17.8%
210 Professional Materials	690	18,000	4,874	2,343	7,217	10,783	59.9%
212		67,410	21,997	6,233	28,230	39,180	58.1%
213 Total Supplies		3,020,742	1,471,288	231,931	1,703,218	1,317,524	43.6%
Equipment							
Instructional Equipment							
214 Replace Instr Equip	730	13,350	896	1,380	2,276	11,074	83.0%
215 Add Instr Equipment	735	30,584	8,720	2,056	10,776	19,808	64.8%
216		43,934	9,616	3,436	13,052	30,882	70.3%
Non-Instructional Equipment							
217 Replace Non-Instr Equipment	731	10,000	12,922	0	12,922	(2,922)	(29.2%)
218 Add Non-Instr Equipment	736	0	8,410	2,043	10,453	(10,453)	
219		10,000	21,332	2,043	23,375	(13,375)	(133.7%)
220 Total Equipment		53,934	30,947	5,479	36,426	17,508	32.5%
Dues - Fees							
Dues/Fees							
221 Dues BoE	810	25,541	22,540	0	22,540	3,001	11.7%
222 General Admin Dues	811	15,725	13,775	0	13,775	1,950	12.4%
223 School Admin Dues	812	35,700	33,840	485	34,325	1,375	3.9%
224 Other Dues	819	9,995	4,010	256	4,266	5,729	57.3%
225 Total Dues/Fees		86,961	74,165	741	74,906	12,055	13.9%
226 Grand Total		81,085,696	15,693,153	40,307,380	56,000,533	25,085,163	30.9%



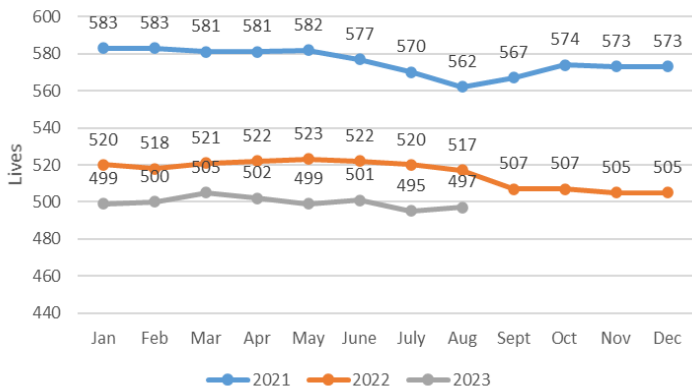
Health Insurance Dashboard

Updated: October 18, 2023

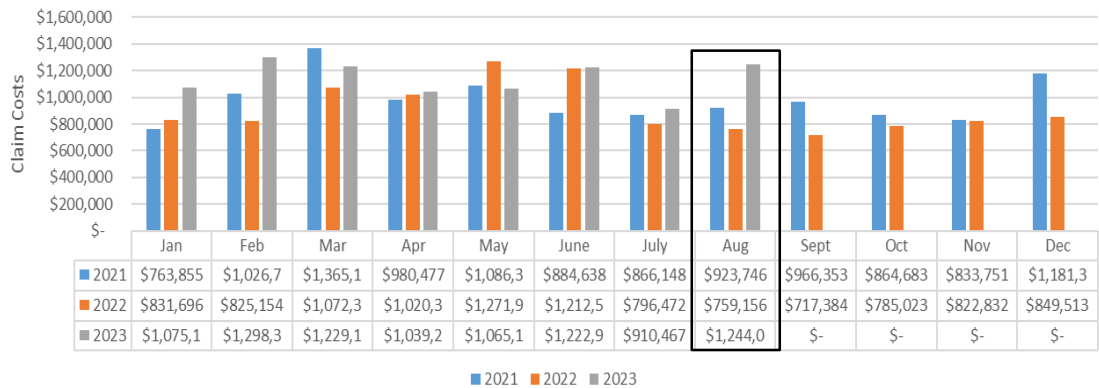
Notes:

Enrollment: Down (4%) from the same period last year. Average enrollment is down (7.3%) over the last fiscal year.
Claim Costs: August 2023 monthly claim costs of ~\$1.24M are up 64% from August 2022. Fiscal YTD claim costs are up 38%.
Claim Costs: Day to day claims (under \$50K) have decreased (1%) yet mid-tier claims (\$50k-\$200K) have increased 16%.
Claim Costs: Claims per employee per month has increased 14%.
Avg. Claim Costs: FY23 average claim costs were up 6% from the prior year and are increasing 8.3% per year over the last four years.

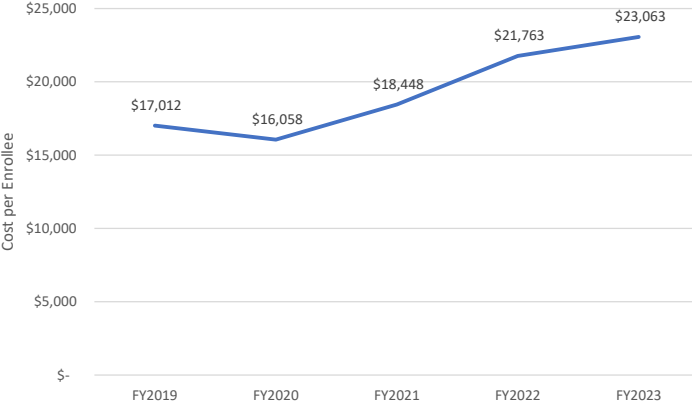
Enrollment in the Plan



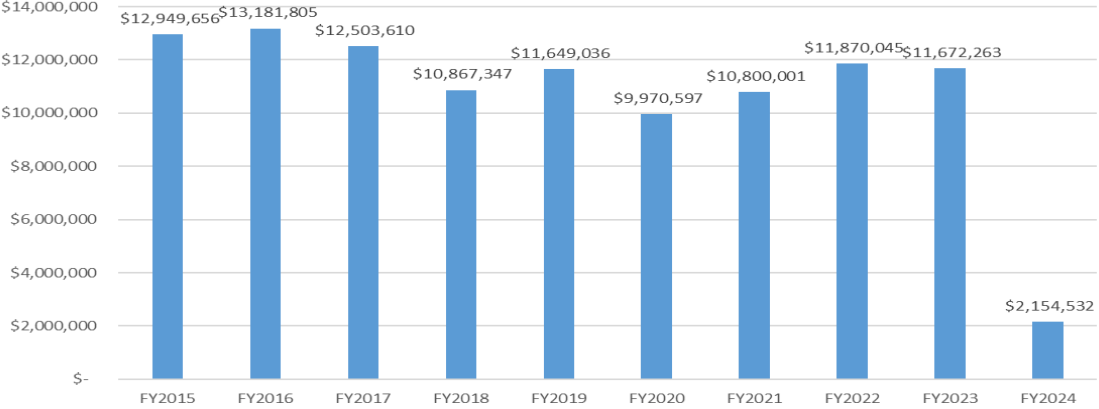
Monthly Claim Costs



Average Cost per Enrollee



Annual Health Insurance Costs





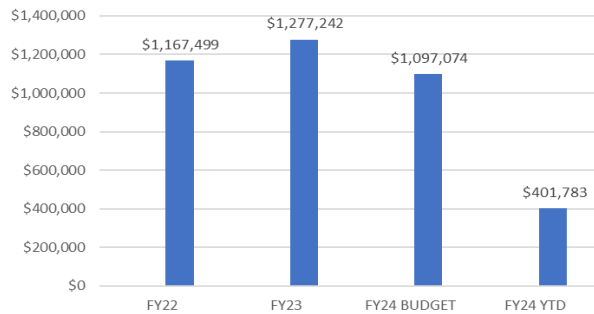
Energy Dashboard

Updated: October 18, 2023

Notes:

Usage: Consumption across all three utilities is at or below the same period in the prior year.
Oil: FY24 Price per Gallon is \$1.00 less than the prior year.
Oil: Still too early to gauge any risks, however the budget is ~40% lower than last year's costs.
Natural Gas: Consumption and costs running in parallel with the prior year.
Electricity: Consumption and costs running in parallel with the prior year.

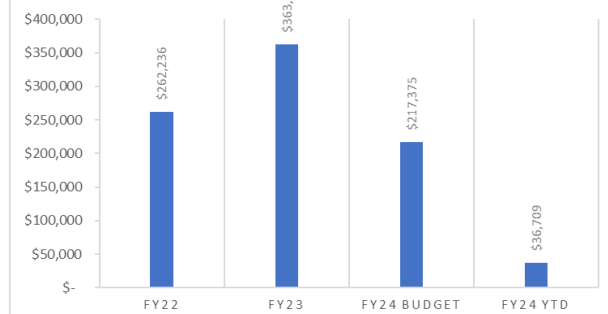
ELECTRICITY COSTS



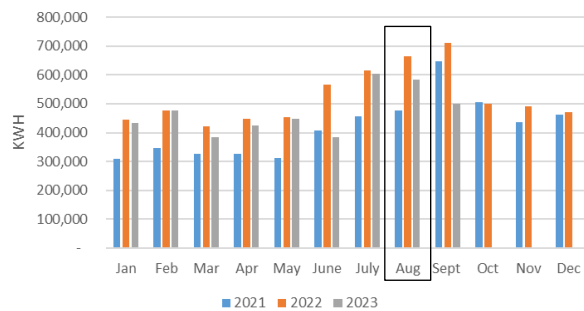
NATURAL GAS COSTS



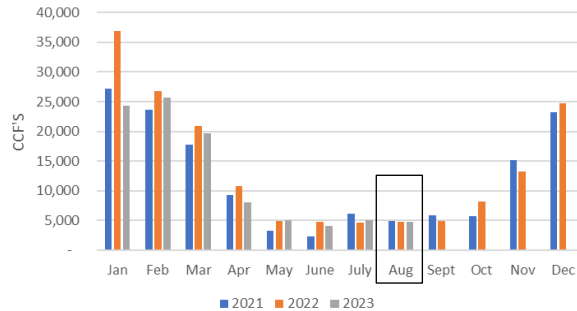
OIL COSTS



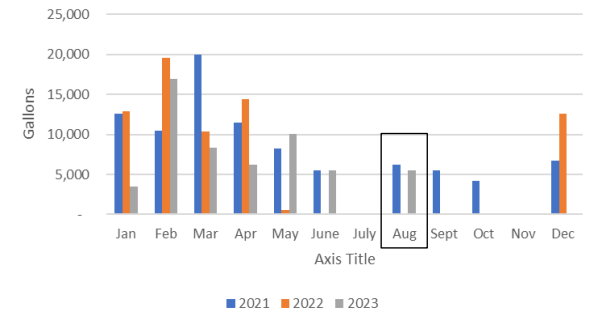
ELECTRICITY USAGE



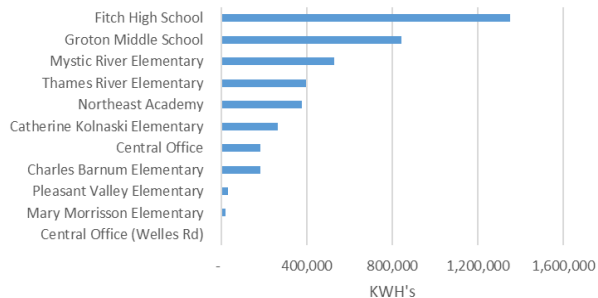
NATURAL GAS USAGE



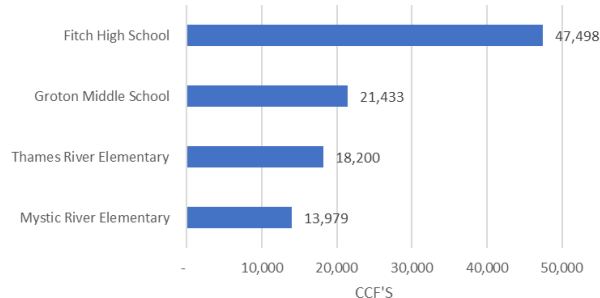
OIL USAGE



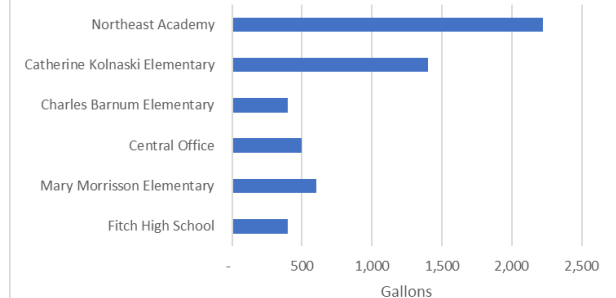
YTD ELECTRICITY USAGE BY LOCATION



YTD NATURAL GAS USAGE BY LOCATION



YTD OIL USAGE BY LOCATION



CAPITAL PROJECTS - FYE 2024 (000)								
FYE 2024 TO FYE 2029								
PROJECT SUMMARY (000)								
5) EDUCATION	SOURCE	FYE 2024	FYE 2025	FYE 2026	FYE 2027	FYE 2028	FYE 2029	TOTAL COST
A) FITCH HIGH SCHOOL ATHLETIC FACILITIES	C	0	320	0	0	0	0	320
B) NORTHEAST ELEMENTARY HVAC UPGRADE	C	0	0	275	275	275	275	1100
C) FITCH HIGH HVAC UPGRADE	C	0	5054	0	0	0	0	5054
D) CHARLES BARNUM HVAC UPGRADE	C	0	2318	0	0	0	0	2318
E) FITCH HIGH SCHOOL CULINARY ARTS	C	0	600	0	0	0	0	600
F) FITCH HIGH SCHOOL AUDITORIUM PROJECT	C	0	141					141
TOTAL	C	0	8433	275	275	275	275	9533
Capital Reserve Fund	C	18465	250	250	250	250	0	19465
General Obligation Bonds	G	0	0	0	0	0	0	0
Other	O	0	0	0	0	0	0	0

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.

SECONDARY SCHOOLS

The BOE commissioned a study of the Field House and Consession Stand at the Fitch Football Facility to comply with gender equality concerns.

The architect has submitted plans to accomplish the task by incorporating female and male locker spaces in a new building.

The preferred design would include these spaces as well as an area for concessions while removing the existing outdated building.

The current estimate for this work is \$15,490,000.00. The BOE would seek any grants, both State of CT and others to subsidize the costs.

Additionally, the bleachers at the field are outdated and do not meet current code. To remove and replace the existing bleachers on each sideline, providing handicap access and meeting current code. The present estimate is \$1,700,000.00. As has been past practice the BOE will seek any grants available to minimize the expenses to the Town.

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. The playing field no longer drains properly and 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 25 are funds (\$290,000) 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
		FYE2024	FYE2025	FYE2026	FYE2027	FYE2028	FYE2029	
A. Planning and Engineering								0
B. Land and Right of Way								0
C. Construction	C		320					320
D. Equipment								0
E. Other Costs								0
Total	C	0	320	0	0	0	0	320

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

CAPITAL IMPROVEMENT PROGRAM
PROJECT DETAIL

PROJECT	ACTIVITY/DEPARTMENT
B) 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 26 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 26-29 are funds (\$275,000/year) for replacement of the air handling units.

RECOMMENDED FINANCING (000)

	Source of Funds*	Estimated Funding by Year						Total Estimated Cost
		FYE2024	FYE2025	FYE2026	FYE2027	FYE2028	FYE2029	
A. Planning and Engineering								0
B. Land and Right of Way								0
C. Construction								0
D. Equipment	C			275	275	275	275	1100
E. Other Costs								0
Total	C	0	0	275	275	275	275	1100

*Funding

(C) Capital Reserve Fund

(G) General Obligation Bonds

(O) Other

CAPITAL IMPROVEMENT PROGRAM
PROJECT DETAIL

PROJECT

C) FITCH HIGH HVAC UPGRADES
UPGRADES

ACTIVITY/DEPARTMENT

5) EDUCATION

DESCRIPTION/PURPOSE/JUSTIFICATION

While many areas of Fitch High School were renovated in the 2008 building project, the 1950's vintage section did not get an updated HVAC system. To provide for improved air quality control this area should be upgraded.

Requested for FYE 25 funds is (\$5,054,000) .

RECOMMENDED FINANCING (000)

	Source of Funds*	Estimated Funding by Year						Total Estimated Cost
		FYE2024	FYE2025	FYE2026	FYE2027	FYE2028	FYE2029	
A. Planning and Engineering								0
B. Land and Right of Way								0
C. Construction			3079					3079
D. Equipment			1975					1975
E. Other Costs								0
Total	C	0	5054	0	0	0	0	5054

*Funding

(C) Capital Reserve Fund

(G) General Obligation Bonds

(O) Other

CAPITAL IMPROVEMENT PROGRAM
PROJECT DETAIL

PROJECT D) CHARLES BARNUM HVAC UPGRADES	ACTIVITY/DEPARTMENT 5) EDUCATION
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DESCRIPTION/PURPOSE/JUSTIFICATION

Dr. Charles Barnum Elementary School was built in the 1960's. As such, heat and fresh air are provided by individual unit heaters, and by the opening of doors, and windows . While some mini-split and window a/c equipment has been retrofitted, a more comprehensive HVAC system would provide for improved air quality control and should be installed.

Requested for FYE 25 funds is (\$2,318,000) .

RECOMMENDED FINANCING (000)

	Source of Funds*	Estimated Funding by Year						Total Estimated Cost
		FYE2024	FYE2025	FYE2026	FYE2027	FYE2028	FYE2029	
A. Planning and Engineering								0
B. Land and Right of Way								0
C. Construction			1487					1487
D. Equipment			831					831
E. Other Costs								0
Total	C	0	2318	0	0	0	0	2318

*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.

Programmed for FYE 25 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
		FYE2024	FYE2025	FYE2026	FYE2027	FYE2028	FYE2029	
A. Planning and Engineering								0
B. Land and Right of Way								0
C. Construction	C		400					400
D. Equipment	C		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
F) FITCH HIGH SCHOOL AUDITORIUM

ACTIVITY/DEPARTMENT

DESCRIPTION/PURPOSE/JUSTIFICATION

The Fitch High School Auditorium is a critical use space leveraged by high school programming as well as all Groton schools throughout the year. This includes professional development, theatre events, musical events, guest speakers etc. Other Groton organizations often use the auditorium as well for productions.

Four areas in the auditorium are in need of repair/upgrades.

1) Lighting- Stage and seating lighting Current lighting is very old. Replacement bulbs are no longer available. Over-heating and cost to power these older fixtures is a major consideration. Approximately 50% of fixtures are currently offline. Budget would cover new, modern fixtures plus management of fixtures in control booth and stage wings.

2) Sound- All speakers and sound mixer in the auditorium are 15+ years old. Access to the mixer is only in the booth at the far back of the auditorium. Budget would cover new speakers and mixer/management in the control booth, stage wings, and orchestral pit.

3) Digital projection- A desktop grade projector is currently being used on a temporary stand in the orchestra pit. A small 16:9 projection screen is hung above the stage. Budget would be used to permanently install a large digital projector and new screen with access points in the control booth, stage wings, and orchestral pit.

D) Seating-The current seating is adequate but showing wear and tear in many areas. A small number of seats are broken and cannot be used by attendees. These seats must be cordoned off for safety reasons. Funding for seating will be proposed in a future request.

Requested for FYE 25 funds is (\$141,000) .

RECOMMENDED FINANCING (000)

	Source of Funds*	Estimated Funding by Year						Total Estimated Cost
		FYE2024	FYE2025	FYE2026	FYE2027	FYE2028	FYE2029	
A. Planning and Engineering			4					4
B. Land and Right of Way								0
C. Construction			12					12
D. Equipment			125					125
E. Other Costs								0
Total	C	0	141	0	0	0	0	141

*Funding (C) Capital Reserve Fund

(G) General Obligation Bonds

(O) Other

P 5118

Students**Non-resident attendance****Definition**

A nonresident student is a student who:

1. resides outside of the District; or
2. resides within the District on a temporary basis; or
3. resides within the District on a permanent basis but with pay to the person(s) with whom the student is living; or
4. resides within the District for the sole purpose of obtaining school accommodations; or is
5. a child placed by the Commissioner of the Department of Children and Family Services or by other agencies in a foster, group, or private residential facility. However, under this circumstance, children may attend local schools with tuition paid by the home District unless special education considerations make attendance in local schools and programs inappropriate. Children not requiring special education who live in town as a result of placement by a state agency other than another Board of Education and except as provided otherwise in this paragraph are resident students; those requiring special education may attend local schools with special education cost reimbursements in accordance with statutes unless special education considerations make attendance in local schools and programs inappropriate.

Nonresident Attendance Without Tuition

Upon written parental request, nonresident students may be allowed by the Superintendent to attend District schools without tuition under one or more of the following conditions:

1. Children affected by military transfers from January of their junior year through their senior year will be allowed to remain in the District tuition free until the completion of their senior year.
2. A family moves from the District after January 1st of the school year; however, if parents so request, a child may complete the current school year.
3. A family residing outside of a District has firm plans to move into the District within the current school year as evidenced by a contract to buy, build, rent, or lease;
4. Twelfth-grade students wishing to complete their education in the District;
5. Children residing temporarily within the District because of family changes or children attending local schools residing temporarily outside of the District because of family circumstances. Approval shall not exceed three (3) calendar months; if subsequent approval is necessary, it shall be considered based upon information available at that time.
6. The Groton Board of Education (Board) may seek reimbursement for children living in temporary shelters located within the Town of Groton from the school districts in which the child would otherwise reside as permitted in 10-253€ of the Connecticut General Statutes.

Non-resident attendance – cont.

Exchange Students

No tuition is required for foreign students living within the District under the American Field Service Program or under other programs or circumstances approved by the Board. Exchange students will be accorded all the rights and privileges of a resident student during the period of enrollment.

Nonresident Attendance With Tuition

Nonresident students who do not meet one or more criteria under previous sections of this policy, may attend local schools only with tuition payment. The Superintendent may approve nonresident student attendance with tuition if class size, transportation, and other considerations permit, and shall notify the Board of all tuition approvals. Nonresident approval with tuition shall be for one (1) school year or less. Tuition rates shall be established by the Board annually.

Attendance by a nonresident tuition student may be terminated by Board action, upon recommendation of the Superintendent, if the Board deems such termination in the best interest of the District. An adjustment of tuition on a per diem basis will be made in this instance.

Evidence of Residency

The Superintendent or designee may require documentation of family and/or student residency, including affidavits, provided that prior to a request for evidence of residency the parent or guardian, relative or non-relative, emancipated minor, or student eighteen (18) years of age or older shall be provided with a written statement of why reason exists to believe such student's may not be entitled to attend school in the District. An affidavit may require a statement or statements with documentation that is bona fide student residence exists in the District, that the resident is intended to be permanent, that it is provided without pay, and that it is not for the sole purpose of obtaining school accommodations.

Removal of Nonresident Student From District Schools

If after a careful review of affidavits and other available evidence, the Superintendent of Schools or his/her designee believes that a student is not entitled to attend local schools, the parent or guardian, the student if an emancipated minor, or a student eighteen (18) years of age or older, shall be informed in writing that, as of a particular date, the student may no longer attend local schools, and the Superintendent or designee shall notify the Board where the child should attend school (if known). If after review, District residency is established by the evidence, the parent or guardian, the student if an emancipated minor, or a student eighteen (18) years of age or older, shall be so informed.

If a student is removed from a District school for residency reasons the Superintendent or designee shall: 1) inform the parent, guardian, emancipated minor, or student eighteen (18) years of age or older, of hearing rights before the Board and that the student may continue in local schools pending a hearing before the Board if requested in writing by the parent, guardian, emancipated minor, or student eighteen (18) years of age or older, 2) that upon request, a transcript of the hearing will be provided, 3) that a Board decision may be appealed to the State Board and that the student/s may continue in local schools pending a hearing before the State Board if requested in writing by the parent, guardian, emancipated

Non-resident attendance – cont.

minor, or student eighteen (18) years of age or older, 4) that if the appeal to the State Board of Education is lost, a per diem tuition will be assessed for each day a student attended local schools when not eligible to attend.

Board of Education Hearing

Upon written request, the Board shall provide a hearing within ten (10) days after receipt of such request. If a hearing ensues, the Board shall make a recording of the hearing, shall make a decision on student eligibility to attend local schools within ten (10) days after the hearing, and shall notify the parent, guardian, emancipated minor, or student eighteen (18) years of age or older, of its findings. Hearings shall be conducted in accordance with the provisions of Sections 4 177 to 4 180 inclusive of Connecticut General Statutes.

The Board shall, within ten (10) days after receipt of notice of an appeal, forward the hearing record to the State Board of Education.

~~Upon written parental request, nonresident students may be allowed by the Superintendent of Schools to attend district schools without tuition or at a discounted tuition rate under one or more of the following conditions:~~

- ~~1—Children placed out in custodial institutions or State approved foster homes which are
—located in Groton;~~
- ~~2—Children whose parents have purchased or leased a residence within the town at some point during the school year with an intention to reside in the Town of Groton before the end of the school year when the parents provide necessary transportation and documentation by way of affidavits or otherwise;~~
- ~~3—Children whose parents moved from town during the school year may complete the school year in Groton when the parents provide necessary transportation;~~
- ~~4—Children recommended by recognized and approved foreign student exchange organizations will be accepted without tuition charges, when residing with a family living in the Town of Groton;~~
- ~~5—Children will be accepted as tuition students when their interest and those of the Groton Public Schools warrant;~~
- ~~6—Children who are legally emancipated minors or who are at least 18 years of age who reside independently within the Town of Groton;~~

~~Non-resident attendance-cont.~~

- ~~7—Children residing with relatives or non-relatives within the Town of Groton when it is the intention of such children and the parents or guardians of such children that such residency is to be for an indefinite term and is provided without pay and not for the purpose of obtaining free school privileges and documentation by way of affidavits or otherwise;~~
- ~~8—Children living in temporary shelters located within the Town of Groton provided that the Board may seek reimbursement from the school district in which the child would otherwise reside as permitted in 10-253(e) of the Connecticut General Statutes;~~
- ~~9—Children affected by military transfers from January of their junior year through their senior year will be allowed to remain in the district tuition free until the completion of their senior year;~~
- ~~10—Children whose parents move during the student's twelfth grade year who wish to complete their education in the district may be approved to do so at a discounted percentage of the annually approved tuition rate. Documentation that evidences the date of the move must be provided in order for the request to be considered. The superintendent has the authority to require that additional criteria be met, including, but not limited to, academic and behavioral standards. The discounted tuition rate is to be based upon the trimester during which the student moves; the chart below specifies the percentage of the tuition to be charged.~~

Grade in Which Student Began School in GPS	Moves Prior to Start of School Year	Moves During 1st Trim. to 2nd Trim.	Moves During 2nd Trim. To 3rd Trim.	Moves after 3rd Trim.
9	25%	15%	0% (no Tuition)	0% (no Tuition)
10	50%	40%	15%	0% (no Tuition)
11	75%	65%	25%	0% (no Tuition)
12	100%	75%	35%	0% (no Tuition)

~~*All students who began prior to grade nine will follow the payment structure designated for students who began in grade nine.~~

Legal Reference: Connecticut General Statutes

10-4a Educational interests of state defined.

10-33 Tuition in towns in which no high school is maintained.

10-35 Notice of discontinuance of high school service to non-residents.

10-55 Pupils to attend regional school.

10-253 School privileges for children in certain placements, non-resident children, and children in temporary shelters

Policy Adopted: May 24, 1993
Revised: March 12, 2012

GROTON PUBLIC SCHOOLS
Groton, Connecticut

P 5131.111

Students**Conduct****Video Surveillance**

The Board of Education (**Board**) recognizes the District's responsibility to maintain order and discipline on school property and in school vehicles. The Board also desires to afford students and staff privacy in respect to the records maintained by the District. The Board recognizes the value of electronic surveillance systems in monitoring activity on school property and in school vehicles in furtherance of protecting the health, welfare and safety of its students and staff. The Board also recognizes that students have differentiated rights to privacy a) within school buildings, b) outside of school buildings, and c) on school buses. The students and staff of the District recognize that their security and safety depends upon the capacity of the District to maintain discipline and that a certain amount of restraint upon the activities of students is assumed and expected.

The Board ~~of Education~~, having carefully weighed and balanced the rights of privacy of students and staff against the District's duty to maintain order and discipline, finds that it is appropriate to provide for the use of video camera surveillance in its transportation vehicles and on school grounds as follows:

1. The District shall notify its students and staff that video surveillance may occur on any school property or on any transportation vehicle. The District shall incorporate said notice in the student handbook;
2. The use of video surveillance equipment on transportation vehicles shall be supervised by the District transportation supervisor. The use of video surveillance equipment on school grounds and on other District property shall be supervised and controlled by the building administrator or other responsible administrator;
3. The use of video recordings from surveillance equipment shall be subject to the other policies of the District including policies concerning the confidentiality of student and personnel records;
4. Video surveillance shall only be used to promote the order, safety and security of students, staff and property.
5. **Internal and external video from security cameras will be saved for 60 days to allow for the timely recovery of video as needed. Videos will be deleted after 60 days or longer if required by law or directed by the Superintendent.**

Legal Reference: Title I - Amendments to the Individuals with Disabilities Act (PL 105-17)
Family Education Rights and Privacy Act, Sec.438,20 USC Sec.1232g (1988)

Policy Adopted: July 10, 2000
Revised:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

P 5112.2

Students**Admission Requirements for Groton Residents**

~~Each child~~ All children entering Groton Public Schools for the first time must present legal evidence of age, as well as current ~~medical evaluation~~ health assessments and up-to-date ~~proof of a recent health assessment and~~ required immunizations, except for those students classified as homeless in accordance with Federal law. Military families new to Groton have 30 days past enrollment to provide the above-mentioned medical documents. If the parents/ ~~or~~ guardian of any student is ~~children are~~ unable to pay for required immunizations or health assessments, the Groton Board of Education (Board) will refer the parent/guardian to the school-based health center. ~~shall provide the required immunizations and/or health assessments without charge.~~

<p>Documents accepted for proof of child's age</p> <p>(hand-written documents will not be accepted)</p>
Hospital, Physician or Religious Certificate showing date of birth
Passport
Adoption Record
Birth Certificate
Previously verified school records showing date of birth

The Department of Children and Families and the Judicial Department shall provide to the Superintendent any educational records within their custody of a child seeking to enter, or to return to the District, from a juvenile detention center, the Connecticut Juvenile Training School, or any other residential placement, prior to the child's entry or return. However, receipt of the educational records shall not delay a child from enrolling in school. The Superintendent shall provide such information to the principal at the school the child will be attending. The principal shall disclose such information to staff members as ~~is~~ appropriate.

Residency Requirements

Groton Public Schools provides educational services to students who are residents of Groton and to those out-of-town students for whom the District has entered into an agreement with either their parent(s)/guardian(s) or their home Board of Education. Students who are not residents of Groton, except as mentioned above, may not attend Groton Public Schools. The Board may take legal action to recoup the cost of educating students found to have been illegally attending schools in the District. A student's parent/guardians are required to notify the principal when they are no longer residents of Groton. In exceptional situations, the Superintendent may allow the student to complete the ~~current~~ school year. The student's parent/guardian must present proof of residency upon initial registration in Groton Public Schools and whenever requested by the principal.

Admission Requirements for Groton Residents – cont.

Students who reside in Groton and plan to attend an inter-district magnet school, outside of Groton’s boundaries, are required to register with the Groton Public Schools’ Central Office Registration Office prior to beginning the inter-district magnet school. A complete, updated registration and proof of residency is required annually.

***Inter-district Magnet:** A magnet school that serves students across District lines.*

Students who reside in Groton and wish to attend an intra-district magnet-themed schools other than their attendance zoned school must enter the District’s annual school lottery for an opportunity to earn a seat at the school of choice with District transportation.

***Intra-district Magnet:** A magnet school that serves only students who reside within the boundaries of Groton and is under the jurisdiction of Groton Public Schools.*

Proof of Residency

Proof of residency can be verified by submitting:

- (a) one document from column A **and OR**
- (b) **one** ~~two~~ documents from column B.

Only those items listed on the *Documents for Proof of Residency* table in this policy will be accepted as proof of residency. Each document submitted must specify the physical address of where the student lives; post office box addresses are not acceptable.

Documents for Proof of Residency One from column A and one from column B	
Column A	Column B
<ul style="list-style-type: none"> Residential rental or lease agreement Residential mortgage statement Residential purchase or escrow agreement Property tax bill (dated within the past year) Notarized Residency Affidavit* Military Families Only: with 30-day follow-up <ul style="list-style-type: none"> Letter of Intent for residency Military Orders 	<ul style="list-style-type: none"> Valid Connecticut driver’s license (address labels not accepted) <p>One of the following dated within the last past 30 days</p> <ul style="list-style-type: none"> Utility bill (gas, electric, telephone, cable TV, etc.) Letter from an approved government agency (assisted housing, food stamps, unemployment payment, etc.) Payroll stub Bank or credit card statement Current vehicle registration or insurance bill Medical billing or insurance information

Admission Requirements for Groton Residents – cont.

*If the student's family is living with another family in Groton, ~~then~~:

1. the person they are living with must complete a notarized Residency Affidavit at the Groton Public Schools' Central Office ~~they must provide a notarized statement from the person they are living with~~ stating that the student(s) and parent/guardian ~~they and their children~~ live with them at ~~there~~, the address, and for what period of time.

The person completing the affidavit must also provide the following documents:

1. a photo ID
2. ~~one documents~~ from column A and one document from column B showing ~~that the person they are living with~~ reside within District and school boundaries. ~~(as specified above); and one of the documents from column B, above, showing that they live at the location.~~

If the living situation is temporary, ~~then~~ once they have moved into their own residence, ~~they will need to bring in~~ proof of residency for their new address ~~is required and must be brought to the~~ Central Office Registration Office.

Placement

Children who apply for initial admission to the District's schools by transfer from nonpublic schools, or from schools outside the District, will be placed at the grade they would have reached elsewhere pending observation and evaluation by classroom teachers, guidance personnel, or the school principal. After such observations and evaluations have been completed, the principal will determine the final grade placement of the children.

(cf. 5118 – Non residence attendance)

Legal Reference: Connecticut General Statutes:

Sec. 10a-28. (Formerly Sec. 10-329d). Definitions.

10-15c. Discrimination in public schools prohibited.

10-76a. Definitions.

10-76d. Duties and powers of boards of education to provide special education programs and services. Determination of eligibility for Medicaid. State agency placements, apportionment of costs. Relationship of insurance to special education costs.

10-186. Duties of local and regional boards of education re: school attendance. Hearings. Appeals to state board. Establishment of hearing board. (As amended by Public Act 11-115 – An Act Concerning Juvenile Re-Entry and Education)

10-204a. Required immunizations.

10-226. Health assessments.

10-206a. Free health assessments.

10-220. Duties of boards of education.

Admission Requirements for Groton Residents – cont.

10-233a. Definitions.

Policy Adopted: June 23, 2014
Revised: June 24, 2019

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Groton Public Schools Curriculum Map

INTRODUCTION

Course Title: Topics in 20th Century United States History
Curriculum Area and Grade: Social Studies Grade 9-12 (June 2023)

Course Purpose:

The End of the 20th Century (1952 to Present) course begins where the 10th grade U.S. History course concluded. This half credit elective will continue to explore the history of the United States in the 20th century including but not limited to civil rights movements, foreign policies/global conflicts, economic policies, domestic policies, and the Cold War. We will continue into the 21st century by studying September 11th which led to the Iraq War and, eventually, the withdrawal of Afghanistan. This course will, as well, examine economic, political, and social developments during the 20th and 21st century and analyze the ways in which these developments continue to impact various groups of people. Students will continue to develop reading, writing, analytical, and researching skills while applying new learning in more recent American History.

Major Learning Goals and Understandings:
--

FHS Vision of the Graduate

R- Resilient Individual

The Fitch graduate demonstrates continuous commitment to personal growth and wellness by independently accepting challenges, engaging in hard work, and developing resilience to thrive as an individual.

- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.
- Evaluate information critically and competently.

I - Innovative Learner

The Fitch graduate demonstrates continuous commitment to intellectual growth in critical thinking, problem solving, creativity, and knowledge across the disciplines.

- Understand and analyze events, documents, movements and people in American history starting in the 1950s.
- Use technology as a tool to research, organize, evaluate and communicate information.
- Analyze information from a variety of primary and secondary sources of different mediums. This includes and is not limited to documents, texts, audio, music, photography, art, as well as including electronic media.

- Interpret information and draw conclusions based on the best analysis.
- Effectively analyze and evaluate evidence, arguments, claims and beliefs.

S - Socially Aware Citizen

The Fitch graduate demonstrates continuous commitment to cultural understanding and interaction by actively promoting social awareness, civic responsibility, and dedication to the local and global community.

- Analyzing different viewpoints and perspectives on historical and modern topics.
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts.

E - Engaged Communicator

The Fitch graduate demonstrates continuous commitment to effective and purposeful communication that exhibits open-mindedness, respectful collaboration, empathetic listening, and a clear, comprehensive presentation of ideas.

- Develop and strengthen students skills including: researching, reading, writing, speaking and listening capabilities.
- Develop, implement and communicate new ideas to others effectively.
- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.

Units/Theme/Concept and # of Weeks

Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks

1. US in a Globalizing World (5 weeks)	2. Economic Changes (4 weeks)
3. Domestic Policies and Reform (5 weeks)	4. Civil Rights and Liberties (4 weeks)

Mappers/Authors: Karley Reising, Todd Higgins, Nicole Howell, Carmita Hodge, Laura Johnson

Date Approved:

Part 1 - US in a Globalizing World**Grade:**
9-12**Subject:**
Social Studies**Course:**
End of 20th Century**Length of Unit:**
5**Common Core State Standards**

CCSS.ELA-LITERACY.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.WHST.9-10.2.B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Supporting Standards**Connecticut State Standards**

HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.

INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection

Part 2 – Standards		
Key (GLE) Content Knowledge and Concepts/Skills		Bloom's Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
<p>The students will know:</p> <ol style="list-style-type: none"> 1. The causes of war <ol style="list-style-type: none"> a. Economic, ideological, political, territorial and other causes b. Short- and long-term causes c. Reasons for US involvement 2. The practices of war and their impact on outcome <ol style="list-style-type: none"> a. Types of war: civil wars; wars between states; guerrilla wars b. US technological developments c. US theaters of war—air, land and sea d. The extent of the US mobilization of human and economic resources e. The influence and/or involvement of US on the war f. Role of media in coverage 3. The effects of war <ol style="list-style-type: none"> a. The impact of successes and failures of peacemaking in the US b. Territorial changes and impact on US c. Political repercussions for US d. US economic, social and demographic impact e. US changes in the role and status of women 	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Understand and analyze the causes, practices, and effects of the Vietnam War 2. Apply their understanding from the Vietnam War to a second 20th/21st century foreign conflict (Korean War, Suez Crisis, Gulf War, Bosnian War, War in Afghanistan, Iraq War, Syrian Civil War) 3. Understand and analyze the causes, practices, and effects of a 20th/21st century foreign conflict. 4. Research a foreign conflict, using appropriate and reliable sources. 5. Analyze different perspectives on the same event (global versus domestic). 6. Collaborate with peers to research and create a multimedia product that demonstrates their understanding and analysis of their topic (some will be student-driven choices). 7. Share out their case study conflict with peers, in a variety of formats. 8. Compare and contrast different foreign conflicts. 	<p>Analyzing, Remembering, Understanding, applying creating</p>

Big Idea and Essential Questions

- **Big Ideas**

- Countries choose to enter into foreign conflicts for various goals, purposes, and motivations.
- Foreign conflict can lead to changes in power and standing.

- **Essential Questions**

- Why does a country make the decision to enter into a foreign conflict?
- What criteria determines whether a country considers themselves the victor in a foreign conflict?
- How can media and citizen response shape the legacy of a foreign conflict?

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.

Formative assessments

Students will be assessed on the causes, practices, and outcomes of the Vietnam War.

Self-assessment/ Peer assessment

Students will give and receive feedback on their projects and peers' projects before the final grade.

Students will also be asked to reflect on their collaborative efforts and final product after the presentation.

Summative assessments

Students will be in small groups and will need to research and present on a foreign conflict from a curated list. During the assessment, students will need to use reliable, appropriate sources and research skills to collect information and then disseminate the information into an acceptable presentation format. They will be graded on collaborative efforts, research, presentation format, classroom presentation, and independent contributions will directly impact their grade.

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.

All students will cover the same case study as a class, before moving onto their summative research project. Students will all be expected to contribute and will receive the same level of self/peer assessment during the summative project. Students will also be expected to participate in a reflective process at the end of the project.

Part 5-Teacher Notes

Each unit will include embedded technology and literacy.

This section provides recommendations for each unit with the understanding that content resources and technology are dynamic in nature and their relevance is time sensitive. Teachers are encouraged to use additional technologies and text to achieve the same objectives.

Content Resources

[Vietnam War Causes and Origins Reading and Questions.pdf](#)

Stanford History Education Group

Library of Congress

[Vietnam: The first television war](#)

Research/Skill/Project Resources

[The Ultimate Guide to Teaching Source Credibility](#)

[Finding Reliable Sources: What is a Reliable Source?](#)

[Distinguishing between reliable and unreliable sources by asking “Wh-” questions](#)

[PBS Learning Media](#)

[Digital History](#)

[researchIT CT](#)

Part 2 - Economic Changes**Grade:**
9-12**Subject:**
Social Studies**Course:**
End of 20th Century**Length of Unit:**
4**Common Core State Standards**

CCSS.ELA-LITERACY.WHST.9-10.2.B: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.

Supporting Standards**Connecticut State Standards**

GEO 9–12.6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

ECO 9–12.2 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

Part 2 – Standards**Key (GLE) Content Knowledge and Concepts/Skills****Bloom's Taxonomy Levels**
Creating, Evaluating,
Analyzing, Applying,
Understanding and
Remembering

<p>The students will know:</p> <ol style="list-style-type: none"> 1. The causes of the economic changes <ol style="list-style-type: none"> a. Precipitated/mitigated reasons b. Political ideologies c. Foreign influence d. Grassroots/Social change e. Human toll f. Short versus long term causes 2. Events, actions, and reactions during the economic changes <ol style="list-style-type: none"> a. Government approach to handling changes b. Legislation (proposed and past) c. Role of citizens/citizen reaction during the event d. Role of foreign powers/relations during the event e. Immediate changes to the economy f. Role of media in coverage 3. The effects of the economic changes <ol style="list-style-type: none"> a. Short versus long term effects b. Effects on women/minorities c. Impact on Human Life/societal impact d. Political Implications (division, emergence, and unifications) e. Impact on US/Global Standing f. Economic impact (systems, business, supply chain, corporation) 	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Understand and analyze the causes, practices, and effects of “Moving from Keynesianism to Reaganomics” 2. Apply their understanding from “Moving from Keynesianism to Reaganomics” to a second economic change (Gas Crisis of the 1970s, Recession of the 1980s, The Great Recession, COVID-19) 3. Understand and analyze the causes, practices, and effects of an economic change 4. Research an economic change, using appropriate and reliable sources. 5. Collaborate with peers to research and create a multimedia product that demonstrates their understanding and analysis of their topic (some will be student-driven choices). 6. Analyze different points of view in response to the same economic event through the investigation of primary sources. 7. Share out their case study economic change with peers, in a variety of formats. 8. Compare and contrast different economic changes. 	<p>Evaluating, Analyzing, Applying, Understanding, remembering</p>
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Big Idea and Essential Questions

- **Big Ideas**

- Economic changes can be precipitated by various political ideologies and foreign influences.
- Short term and long term economic changes can impact various groups and systems.

- **Essential Questions**

- Does the Federal government have a responsibility to provide for the economic well-being of society?
- What impact does society and grass-roots efforts have on enacting economic reforms and changes?
- What impact does economic changes have on the political landscape within the United States?

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.

Formative assessments

Students will be assessed on the causes and outcomes of economic changes enacted by the United States government.

Self-assessment/ Peer assessment

Students will give and receive feedback on their projects and peers' projects before the final grade.

Students will also be asked to reflect on their collaborative efforts and final product after the presentation.

Summative assessments

Students will work independently and need to research and present on a economic change from a curated list. During the assessment, students will need to use reliable, appropriate sources and research skills to collect information and then disseminate the information into an acceptable presentation format. They will be graded on research, presentation format, and classroom presentation will directly impact their grade.

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.

All students will cover the same case study as a class, before moving onto their summative research project. Students will all be expected to contribute and will receive the same level of self/peer assessment during the summative project. Students will also be expected to participate in a reflective process at the end of the project.

Part5-Teacher Notes

Each unit will include embedded technology and literacy.

This section provides recommendations for each unit with the understanding that content resources and technology are dynamic in nature and their relevance is time sensitive. Teachers are encouraged to use additional technologies and text to achieve the same objectives.

Content Resources

[Keynesian Economics- Khan Academy](#)

[Reaganomics and the Reagan Revolution](#) (video)

[Ronald Reagan and Supply-Side Economics](#)

[Reaganomics Primary Source Reading and Questions.pdf](#)

Research/Skill/Project Resources

[The Ultimate Guide to Teaching Source Credibility](#)

[Finding Reliable Sources: What is a Reliable Source?](#)

[Distinguishing between reliable and unreliable sources by asking “Wh-” questions](#)

[PBS Learning Media](#)

[Digital History](#)

[researchIT CT](#)

Part 3- Domestic Policies and Reform

Grade: 9-12	Subject: Social Studies	Course: End of 20th Century	Length of Unit: 5
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Common Core State Standards

CCSS.ELA-LITERACY.WHST.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CCSS.ELA-LITERACY.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Supporting Standards

Connecticut State Standards

CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.

CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences

Part 2 – Standards

Key (GLE) Content Knowledge and Concepts/Skills		Bloom's Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
<p>The students will know:</p> <ol style="list-style-type: none"> 1. Causes of Change(s) in Domestic Policies and Reform <ol style="list-style-type: none"> a. Economic influences b. Political ideologies 	<p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Understand and analyze the causes, practices, and effects of the development of welfare and social programming. 	<p>Evaluating, Analyzing, Applying, Understanding, Remembering</p>

<ul style="list-style-type: none"> c. Foreign influences d. Social influences <p>2. Nature and Characteristics of Policies/Reforms</p> <ul style="list-style-type: none"> a. Presidential actions b. Legislative/judicial actions c. Debate around policies d. Immediate actions for implementation e. Role of media in coverage <p>3. Effects of Domestic Policy and Reform</p> <ul style="list-style-type: none"> a. Economic impacts b. Political impacts c. Demographic impacts d. Criticisms e. Short versus long term effects 	<ul style="list-style-type: none"> 2. Apply their understanding from welfare and social programming to a second domestic policy/reform <ul style="list-style-type: none"> a. Option 1: War on Drugs b. Option 2: Healthcare c. Option 3: Immigration and Migration d. Option 4: Environmental Protection 3. Understand and analyze the causes, practices, and effects of an domestic policy/reform change 4. Research a domestic policy/reform, using appropriate and reliable sources. 5. Research and create a multimedia product that demonstrates their understanding and analysis of their topic (some will be student-driven choices). 6. Analyze executive actions, supreme court cases, and legislation regarding domestic policy and reform. 7. Share out their case study on domestic policy/reform with peers, in a variety of formats. 8. Compare and contrast different domestic policy/reforms. 	
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Big Idea and Essential Questions

- **Big Ideas**

- Political and economic ideologies influence domestic policy and reforms.
- Societal needs can lead to the creation of domestic policy and reforms.
- Global events impact the need for changes to domestic policy and reforms.

- **Essential Questions**

- What influences and ideologies lead to the creation and evaluation of domestic policies and reforms?
- How are domestic policies and reforms created and implemented by the government?
- What impacts do domestic policies and reforms have on society?

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.

Formative assessments

Students will be assessed on the causes, practices, and effects on development of welfare and social programming.

Self-assessment/ Peer assessment

Students will give and receive feedback on their projects and peers' projects before the final grade.

Students will also be asked to reflect on their collaborative efforts and final product after the presentation.

Summative assessments

Students will work in small groups to cover one of the four prescribed options given on domestic policies and reform. During the assessment, students will need to use reliable, appropriate sources and research skills to collect information and then disseminate the information into an acceptable presentation format. They will be graded on collaborative efforts, research, presentation format, classroom presentation, and independent contributions will directly impact their grade.

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.

All students will cover the same case study as a class, before moving onto their summative research project. Students will all be expected to contribute and will receive the same level of self/peer assessment during the summative project. Students will also be expected to participate in a reflective process at the end of the project.

Part 5-Teacher Notes

Each unit will include embedded technology and literacy.

This section provides recommendations for each unit with the understanding that content resources and technology are dynamic in nature and their relevance is time sensitive. Teachers are encouraged to use additional technologies and text to achieve the same objectives.

Content Resources

[President Roosevelt's New Deal](#)

[Social Security Administration- Historical Development](#)

[The Great Society](#)

[Great Society Legislation](#)

[A New Federal Plan Could Make Free School Meals a Reality for More Students](#)

Research/Skill/Project Resources

[The Ultimate Guide to Teaching Source Credibility](#)

[Finding Reliable Sources: What is a Reliable Source?](#)

[Distinguishing between reliable and unreliable sources by asking “Wh-” questions](#)

[PBS Learning Media](#)

[Digital History](#)

[researchIT CT](#)

Part 4- Civil Rights and Liberties			
Grade: 9-12	Subject: Social Studies	Course: End of 20th Century	Length of Unit: 4

Common Core State Standards
CCSS.ELA-LITERACY.WHST.9-10.9: Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.RH.9-10.3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
Supporting Standards
Connecticut State Standards
CIV 9–12.3 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.
CIV 9–12.2 Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles

Part 2 – Standards		
Key (GLE) Content Knowledge and Concepts/Skills		Bloom’s Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: 1. Nature and Characteristics of Concerns of Civil Rights and Liberties	The students will be able to: 1. Understand and analyze the causes, practices, and effects civil rights and liberties through the study of Indigenous Land Rights	Evaluating, Analyzing, Applying, Understanding,

<ul style="list-style-type: none"> a. Economic, political, and/or social concerns/goals of the government b. Economic, political, and/or social concerns/goals of the citizens involved c. Impact of government decisions on citizens d. Role of media in coverage <p>2. Protest and Actions</p> <ul style="list-style-type: none"> a. Role of leaders in protests and actions b. Types of protest used c. Government responses to the protest and actions d. Role of media in coverage <p>3. Effects on Civil Rights/Liberties</p> <ul style="list-style-type: none"> a. Short versus long term effects b. Ongoing challenges- political problems and unresolved conflict c. Changes to civil rights and liberties d. Impacts on communities 	<ul style="list-style-type: none"> 2. Apply their understanding from Indigenous Land Rights to a second civil rights and liberties <ul style="list-style-type: none"> a. Option 1: Responsibility of the Government to Healthcare Needs b. Option 2: 21st Century Movements c. Option 3: Terrorism 3. Understand and analyze the causes, practices, and effects of civil rights and liberties 4. Research a topic in civil rights and liberties (1980-present), using appropriate and reliable sources. 5. Analyze different perspectives on the same event on a civil rights/liberties topic. 6. Research and create a multimedia product that demonstrates their understanding and analysis of their topic (some will be student-driven choices). 7. Share out their case study on domestic policy/reform with peers, in a variety of formats. 8. Compare and contrast different domestic policy/reforms. 	Remembering
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Big Idea and Essential Questions

- **Big Ideas**

- When people perceive systemic inequalities, they will push for change from society and the government.
- In order to achieve societal change, people will raise awareness and organize in groups to expand their voice and power.
- Federal, state, and local governments will respond to calls for reform in ways that either support societal change or support maintaining the status quo.

- **Essential Questions**

- What influences people to either support, stay neutral, or push back against the status quo in society?
- Should the government prioritize the agenda of one group/cause over another?
- How can you determine if a civil right/liberty has been fully protected/achieved?

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.

Formative assessments

Students will be assessed on the nature/characteristics of, the actions, and the effects of the Indigenous Land Rights movement.

Self-assessment/ Peer assessment

Students will give and receive feedback on their projects and peers' projects before the final grade.

Students will also be asked to reflect on their collaborative efforts and final product after the presentation.

Summative assessments

Students will work independently to research and present on a civil rights/civil liberties topic from a curated list. During the assessment, students will need to use reliable, appropriate sources and research skills to collect information and then disseminate the information into an acceptable presentation format. Students will be expected include different perspectives on the topic, using different media formats (news articles, social media coverage, photos, political cartoons, videos). They will be graded on research, presentation format, and classroom presentation will directly impact their grade.

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.

All students will cover the same case study as a class, before moving onto their summative research project. Students will all be expected to contribute and will receive the same level of self/peer assessment during the summative project. Students will also be expected to participate in a reflective process at the end of the project.

Part 5-Teacher Notes

Each unit will include embedded technology and literacy.

This section provides recommendations for each unit with the understanding that content resources and technology are dynamic in nature and their relevance is time sensitive. Teachers are encouraged to use additional technologies and text to achieve the same objectives.

Content Resources

[Smithsonian Institution- Standing Rock Sioux and the Dakota Access Pipeline](#)

[Battle Over an Oil Pipeline: Teaching About the Standing Rock Sioux Pipeline](#)

[#NoDAPL: Social Media, Empowerment, and the Civic Participation at Standing Rock](#)

[Wampanoag, who helped Pilgrims survive, win rights to tribal lands](#)

[Indigenous people across the US want their land back - and the movement is gaining momentum](#)

Research/Skill/Project Resources

[The Ultimate Guide to Teaching Source Credibility](#)

[Finding Reliable Sources: What is a Reliable Source?](#)

[Distinguishing between reliable and unreliable sources by asking “Wh-” questions](#)

[PBS Learning Media](#)

[Digital History](#)

[researchIT CT](#)

**Groton Public Schools
Curriculum Map**

INTRODUCTION

ASL 4 Honors
World Language 11-12

Course Purpose:

Deaf individuals are at a disadvantage in society because they often do not have communication access. This honors level 4 course is the capstone in students' ASL learning and is designed to further develop ASL skills and confidence so that our students can step into real-world, authentic situations to make a positive impact in reducing those communication barriers. Students will develop an understanding of their role as a hearing person in the Deaf community through exploring various themes. They will learn to be empathetic advocates through the study of education, workplaces, law, and health. Learning of deafness, Deaf culture, and sign language expands globally through the examination of world weather and biodiversity. Level 4 learners then produce a final culminating storytelling narrative to end and celebrate their Fitch ASL learning journey.

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-High 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 4 learners are *strongly encouraged* to earn the **Connecticut State Seal of Biliteracy** by taking the American Sign Language proficiency assessment that determines eligibility. This certification is awarded upon graduation to students who complete high school English language requirements and demonstrate at least Intermediate-Mid level proficiency in another language.

Major Learning Goals and Understandings:

FHS Vision of the Graduate

R- Resilient Individual

The Fitch graduate demonstrates continuous commitment to personal growth and wellness by independently accepting challenges, engaging in hard work, and developing resilience to thrive as an individual.

I - Innovative Learner

The Fitch graduate demonstrates continuous commitment to intellectual growth in critical thinking, problem solving, creativity, and knowledge across the disciplines.

S - Socially Aware Citizen

The Fitch graduate demonstrates continuous commitment to cultural understanding and interaction by actively promoting social awareness, civic responsibility, and dedication to the local and global community.

E - Engaged Communicator

The Fitch graduate demonstrates continuous commitment to effective and purposeful communication that exhibits open-mindedness, respectful collaboration, empathetic listening, and a clear, comprehensive presentation of ideas.

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	
1. Residential Schools for the Deaf (4 weeks) Unit 1 Bookmark	2. Workplace Procedures (4 weeks) Unit 2 Bookmark
3. Law Enforcement (4 weeks) Unit 3 Bookmark	4. Health and Medical Conditions (6 weeks) Unit 4 Bookmark
5. World Weather and Climate (6 weeks) Unit 5 Bookmark	6. North American Habitats and Biodiversity (8 weeks) Unit 6 Bookmark
7. Storytelling (4 weeks) Unit 7 Bookmark	

Mappers/Authors: Kristi Duchscherer & [Rebecca Rabinsky-Ankrom](#)

Date Approved:

Part 1 - Unit/Theme/Concept			
Grade: 11-12	Subject: World Language	Course: ASL 4 Honors	Length of Unit: 36 weeks

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

Part 2 – Standards

MYP Overarching Themes - Global Contexts <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> Accent Audience Context Conventions Form Function Meaning Message Patterns Purpose Structure Word/Sign Choice 	MYP Capable Communicators- Phases 3 and 4 can: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Communication Connections Creativity Culture 	MYP ATL - Approaches To Learning <ul style="list-style-type: none"> Thinking Skills Social Skills Communication Skills Self-management Skills Research Skills 		

Big Idea and Essential Questions

- **Big Ideas - MYP Statements of Inquiry**

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

The statement of inquiry:

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

- **Essential Questions**

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

Part 3 – Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (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.

- 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 5-Teacher Notes

Each unit will include embedded technology and literacy.

This section provides recommendations for each unit with the understanding that content resources and technology are dynamic in nature and their relevance is time sensitive. Teachers are encouraged to use additional technologies and text to achieve the same objectives.

Includes a description of essential print and non-print resources, grouping arrangements and other instructional strategies.

When selecting resources, teachers should consider:

- Check alignment to the unit
- Vary selections according to age, skill level, readiness and learning styles of learners
- Include varied readability levels
- Include varied culturally relevant resources that have been reviewed for bias
- Include appropriate technologies
- Explain purposeful use of resources
- Collaborate with the library/media specialist regarding Internet sources and information

Part 1 - Unit 1: Residential Schools for the Deaf

Global Concept: Identities and Relationships

Grade:
11-12

Subject:
World Language

Course:
ASL 4 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 1: Residential Schools for the Deaf
Standards**

Key (GLE) Content Knowledge and Concepts/Skills		Bloom's Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: -a brief history of Deaf education in America -the difference between residential schools, day schools, mainstream programs, and inclusion -the difference between communication options in school such as listening and spoken language and sign support -the Bill of Rights for Deaf and hard of hearing students -the basics of IEPs and 504s (and Language and Communication Plans for Connecticut) for Deaf and hard of hearing students -various National and local Deaf education-related organizations such as Hands & Voices, AGBell,	The students will be able to: 1. communicate a brief history of Deaf education 2. tell about the history of residential schools 3. share ideas, feeling and perspectives about residential schools based on researched facts 4. tell what impact residential schools have on the Deaf community 5. provide details about the daily life of students at a residential schools 6. compare residential schools to mainstream schools 7. Identify the rights of Deaf children in schools 8. Contrast communication modality options in schools	-Research a Deaf residential school using guiding questions -Develop a storyboard outline for the Deaf school documentary -Design a visual poster to inform about the video documentary -Create a documentary trailer using short video clips to generate excitement -Produce the final documentary video project

CT Association of the Deaf, CREC, Soundbridge, American School for the Deaf, Northwestern Connecticut Community College, UCONN		
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Big Idea and Essential Questions

- **Big Idea(s):**
 - Residential Deaf schools are important to the Deaf community and shape the Deaf experience.
- **Essential Questions:**
 - **Factual:** How many residential Deaf schools are open and active today? How many are day school programs?
 - **Conceptual:** In what ways do Deaf residential schools eliminate communication barriers that Deaf individuals so often face on a daily basis?
 - **Debatable:** Should all children with hearing loss attend a residential school for the Deaf?

Part 3 – Unit 1: Residential Schools for the Deaf 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

- Receptively comprehend signed Deaf history and Deaf individual narratives about their school experience
- Expressively explain communication modality options (e.g. listening and spoken language, sign language support) and schooling options (e.g. residential, day, mainstream)

Summative assessments

- Project: Students are producers who have been hired by a movie studio to create a documentary about the importance of residential schools and their impact on the Deaf community. The students' job is to show historical importance and the effects the school has in the daily lives of students. The film will document:
 - The historical perspectives of residential schools
 - The impact residential schools have on the Deaf community
 - The effect that residential schools have in the lives of deaf students

Part 4 – Unit 1: Residential Schools for the Deaf
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 5 Teacher Notes - Unit 1: Residential Schools for the Deaf

Authentic Print Resources:

- “Residential Schools Unit: Creative ASL Teaching,” including but not limited to: checklists, outline, research questions, storyboard, project rubric

Authentic Website Resources:

- [Deaf Students Education Services; Policy Guidance, U.S. Department of Education](#) Office for Civil Rights
- [National Association of the Deaf - NAD](#) Bill of Rights for Deaf and Hard of Hearing Children
- [Hands & Voices :: DEAF IS DIFFERENT \(handsandvoices.org\)](#)
- [Deaf Schools: EVERYTHING You Need To Know \(asd-1817.org\)](#) American School for the Deaf
- [Home \(agbell.org\)](#) Alexander Graham Bell Association for the Deaf and Hard of Hearing
- [How to Be an Advocate for Deaf Education \(ava.me\)](#)
- [History & Cogswell Heritage House American School for the Deaf \(asd-1817.org\)](#) American School for the Deaf

Authentic Video Resources

- [Freedom of communication - YouTube](#) Deanne Kotsur
- [Nyle DiMarco: Why we need to make education more accessible to the deaf | TED Talk](#) TEDTalk
- [IEP Discussion Guide: How Hearing Loss Affects Communication Access - YouTube](#) Commision of Deaf DeafBlind, Hard of Hearing Minnisotians
- [CREC Soundbridge 2019 - YouTube](#) Connecticut Soundbridge Program
- [Hands & Voices--Supporting Families with Deaf and Hard of Hearing Children - YouTube](#) Connecticut Hands and Voices
- [American School for the Deaf: Oldest Deaf School in the United States \[200+ Years\] - YouTube](#)
- [The First ASL Major in CT | UConn - YouTube](#) University of Connecticut

*Additionally at teacher discretion, students may conduct their own internet search for current Deaf individuals' experience in education and organizations.

Part 1 - Unit 2: Workplace Procedures
Global Concept: Orientation in Space and Time

Grade: 11-12	Subject: World Language	Course: ASL 4 Honors	Length of Unit: 4 weeks
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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: Workplace Procedures
Standards**

Key (GLE) Content Knowledge and Concepts/Skills		Bloom's Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: -"ASL at Work" curriculum Unit 16 vocabulary, including but not limited to: <i>next, procedure/steps, first, second, third, explain, rank-in-order, take-up, add-to, drop, fill-out, submit, sign-up, approve, must, require, confused, withdraw, leave of absence, #job, apply, interview, offer/propose, accept, hire, decline-offer/turn-down, to-lay-off, fire-from-</i>	The students will be able to: <ol style="list-style-type: none"> 1. Receptively comprehend signed procedural narratives 2. Expressively explain workplace procedures 3. Sign fingerspelled loan signs and ordinal numbers 	-Identify fingerspelling and numbers within a receptive narrative -Express a procedure narrative using ordinal numbers and sequencing vocabulary -Distinguish among signs that incorporate numbers (i.e. time, money, cardinal, sequence)

<i>job, grievance, tend, assign-to/apply</i> -topic/comment structure -meaning and placement of modal verbs in ASL sentences -lexicalized fingerspelling -ordinal numbers	4. Produce expressive sentences and narratives using sequencing through a context-rich situation. 5. Spontaneously generate language needed to participate in conversations. 6. Expand on the value and importance of face-to-face communication in Deaf culture. 7. Interpret how the law protects Deaf individuals in the workplace.	-Apply receptive and expressive skills in interpersonal communication through various workplace procedure scenario prompts -Evaluate the pros and cons of live interpreters vs. remote interpreters on a screen in the workplace. -Compare and contrast Deaf individuals' workplace experiences.
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Big Idea and Essential Questions

- **Big Idea(s):**
 - Workplace procedures can be explained using various vocabulary and language structures such as loan signs and ordinal numbers.
- **Essential Questions:**
 - **Factual:** What is lexicalized fingerspelling?
 - **Conceptual:** How does the law protect Deaf individuals in the workplace?
 - **Debatable:** Do remote interpreters on a screen provide equal access for Deaf individuals in the workplace?

Part 3 – Unit 2: Workplace Procedures 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

- Receptively comprehend signed procedural narratives.
- Expressively explain workplace procedures.

Summative assessments

- Project: Explore different jobs held by various Deaf individuals. Produce an expressive narrative describing a Deaf individual and their job. Answer who, what, where, when, why, and how questions. Be sure to include their routine and how they manage communication barriers.

Part 4 – Unit 2: Workplace Procedures
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 5 Teacher Notes- Unit 2: Workplace Procedures

Authentic Print Resources:

- “ASL at Work” curriculum Unit 16, including but not limited to: expressive scenario prompts.

Authentic Website Resources:

- [ADA Requirements: Effective Communication | ADA.gov](#) Americans with Disabilities Act
- [National Association of the Deaf - NAD](#) Americans with Disabilities Act
- [National Association of the Deaf - NAD](#) Employment Laws
- [Hearing Disabilities in the Workplace and the Americans with Disabilities Act | U.S. Equal Employment Opportunity Commission \(eeoc.gov\)](#) U.S. Equal Employment Opportunity Commission
- [Deaf People and Employment in the United States - National Deaf Center](#) National Deaf Center
- [P2128 NTID Tips for Comm with Employees.pdf \(rit.edu\)](#) R.I.T. National Technical Institute for the Deaf

Authentic Video Resources

- [Deaf History That -- "Employment" - YouTube](#) National Association of the Deaf
- [Deaf Employees Show You What It's Like To Work at Googleplex - YouTube](#) Seek the World
- [How Amazon Helps Deaf and Hearing People Communicate | Amazon News - YouTube](#) Amazon
- [Deaf Physician - Overcoming Barriers in the Healthcare Field Using Technology - YouTube](#) Seek the World

*Additionally at teacher discretion, students may conduct their own internet search for current Deaf individuals' experience in the workplace.

Part 1 - Unit 3: Law Enforcement

Global Concept: Fairness and Development

Grade: 11-12	Subject: World Language	Course: ASL 4 Honors	Length of Unit: 4 weeks
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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: Law Enforcement
Standards**

Key (GLE) Content Knowledge and Concepts/Skills		Bloom's Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: -Law Enforcement vocabulary, including but not limited to: <i>police department, victim, attack, suspect, vehicle, description, value, steal, currency, jewelry, gold, silver, equipment, goods, livestock, checks, penalty, perjury, investigation, defense, lawyer, witness, system, abuse, relationship, worse, probation, evidence, accessory, felony, verdict, jury, subpoena, trial, alleged, situation, state, federal, arrest, illegal</i> -the communication barriers faced by Deaf individuals and law enforcement -the aides and devices available to law enforcement officers and the Deaf community	The students will be able to: 1. Explain the relationship between law enforcement and the Deaf community 2. Translate the Miranda Rights into meaningful language 3. Explain how hearing police should interact with the Deaf community 4. Teach others basic vocabulary and about basic culture needed to interact with members of the Deaf community	-role-play scripted conversations, giving advice to a Deaf friend concerning Deaf and police officer interactions. -present a Public Service Announcement about rights of Deaf people and interactions with police -translate questions and quotes about crime -analyze a "Who Dunit?" mystery and present conclusion -create a manual and "train" law enforcement officials

Big Idea and Essential Questions

- **Big Idea(s):**
 - What communication barriers exist between Deaf people and law enforcement? What can be done to eliminate communication barriers?
- **Essential Questions:**

- **Factual:** How can you ask “Have you ever” questions in ASL (i.e. Have you ever witnessed a crime?)
- **Conceptual:** What considerations do hearing police officers need to make when interacting with a deaf individual?
- **Debatable:** Is education the key to preventing crime?

Part 3 – Unit 3: Law Enforcement 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

- Receptively comprehend signed crime narratives.
- Expressively explain the Miranda Rights

Summative assessments

- Project: You’ve been hired by the local law enforcement agency to train their police officers. Create a manual and “train” law enforcement officials. Provide basic communication phrases and supply cultural information officers will need when interacting with the Deaf community
**NOTE: You are only an ASL student and this is only a project. This does not qualify you to train police officers.*

Part 4 – Unit 3: Law Enforcement 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 5-Teacher Notes: Unit 3 Law Enforcement

Authentic Print Resources:

- “Law Enforcement Unit: Creative ASL Teaching,” including but not limited to: I Can Statements, QR codes, role play scenario, jigsaw activity, and “Who Dunnit?” Mystery

Authentic Website Resources:

- [National Association of the Deaf - NAD](#) Police and Law Enforcement, National Association of the Deaf
- [Is the Law Enforcement Community Blind to the needs of the Deaf Community.docx - Google Docs](#)
- [Deaf Rights - What to Do When Dealing with Police | ACLU of DC \(acludc.org\)](#) Deaf Rights, American Civil Liberties Union
- [Model Policy for Law Enforcement on Communicating with People who are Deaf or Hard of Hearing \(ada.gov\)](#) American with Disabilities Act
- [COMMONLY ASKED QUESTIONS ABOUT THE AMERICANS WITH DISABILITIES ACT AND LAW ENFORCEMENT \(ada.gov\)](#) Guide for Law Enforcement Officers When In Contact with People Who are Deaf or Hard of Hearing

Authentic Video Resources

- [www.signingsavvy.com](#) ASL video dictionary
- [Marlee Matlin On Deaf And Police Interaction - YouTube](#) Marlee Matlin on Deaf and Police Interaction, American Civil Liberties
- [ASL Miranda Warning sample interpretation - YouTube](#) ASL Miranda Rights, ASL Interpreter S.Hansen
- [Deaf Austin man sues police after tasing incident - YouTube](#) The Daily Moth
- [Experience with a cop.mp4 - Google Drive](#) Experience with a Cop by Jerome
- [Deaf Sensitivity Training Video for Police Officers - YouTube](#) Deaf, Inc. Deaf Sensitivity Training Video for Police Officers
- <https://www.youtube.com/@DEAFCOUNSELING/search?query=policy> Deaf Experiences with Police and in prison

*Additionally at teacher discretion, students may conduct their own internet search for current Deaf individuals’ experience with law enforcement.

Part 1 - Unit 4: Health and Medical Conditions Global Concept: Scientific Technical Innovation			
Grade: 11-12	Subject: World Language	Course: ASL 4 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: Health and Medical Conditions 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	The students will be able to: <ol style="list-style-type: none"> Understand vocabulary and descriptions for a variety of our normal, bodily processes (hearing, visual, digestive, circulatory, respiratory, skeletal, muscular/nervous and reproductive systems) Describe our human anatomy and at least the basic functions of our hearing, visual, digestive and reproductive systems 	-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'

<p>our hearing, visual, digestive and reproductive systems</p> <p>-How to use phrases to discuss and present symptoms, causes and treatments for a variety of health conditions</p>	<p>3. Describe symptoms, causes and treatments of several (hay fever, arthritis, hepatitis A, anemia, shingles, migraine and athlete's foot) health conditions</p> <p>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.</p>	<p>-Analyze symptoms provided to determine the possible ailment</p> <p>-Evaluate treatment options to decide on the best course of action</p> <p>-Create partner dialogues where ailments/symptoms are discussed, identification of ailments estimated and treatment options discussed between friends</p> <p>-Complete survey related to the range of symptoms, ailments and treatments that we cover in this unit (for use in Family Feud Game)</p>
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Big Idea and Essential Questions

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

Part 3 – Unit 4: Health and Medical Conditions Common Unit Assessments

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

Formative assessments

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

Summative assessments

- Present a health ailment in person, including symptoms, causes and Treatments for the condition.
- Project: You have a Deaf relative coming to visit you for a few weeks, who happens to have health/medical issues. To get ahead, in the event anything should happen while they are staying with you, you want to reach out to local providers to discover what ASL/communication accessibility is available at their location. You should reach out to at least 3 local providers to 'interview' them, so that you know what services they offer in the event that your relative needs to see them.

Part 4 – Unit 4: Health and Medical Conditions
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 5 Teacher Notes- Unit 4: Health and Medical Conditions

Authentic Print Resources:

- Signing Naturally teacher curriculum book Unit 24
- Signing Naturally student workbook Unit 24

Authentic Website Resources:

- [Is the doctor in New Amsterdam really deaf? \(Is Sandra Mae Frank deaf?\) \(hiddenremote.com\)](http://hiddenremote.com)
- [National Association of the Deaf - NAD](#) Hospitals and Other Healthcare Facilities, NAD
- [Communication Challenges While Dealing With a Deaf Patient in the Emergency Department and Suggested Solutions - PMC \(nih.gov\)](#) National Library of Medicine article
- [Office of Public Affairs | Justice Department Secures Agreement with Hospital to Ensure Effective Communication with Deaf Patients and Companions | United States Department of Justice](#)
- [Healthcare Language Barriers Affect Deaf People, Too | SPH \(bu.edu\)](#) Boston University, School of Public Health
- [Video Remote Interpreting – Deaf Services Unlimited](#)
- [Interpreter Shortage Challenges Appropriate Medical Care For Deaf Patients | Connecticut Health Investigative Team \(c-hit.org\)](#) Connecticut Deaf Interpreter, Doreen Simmons

Authentic Video Resources

- [Body Systems | ASL - American Sign Language - YouTube](#) Joseph Wheeler, ASL THAT
- [The Digestive System - YouTube](#) Digiterp Communications
- [The Nervous System & Spinal Column - YouTube](#) Digiterp Communications
- [ear how works or not - YouTube](#) Digiterp Communications
- [Deaf Physician - Overcoming Barriers in the Healthcare Field Using Technology - YouTube](#) Seek the World
- <https://www.youtube.com/@DEAFCOUNSELING/videos> Deaf Experiences with different health conditions
- [ASL Alzheimers Disease for Kids](#) ASL Alzheimer's Disease - Learn Bright
- [ASL The Digestive System for Kids](#) ASL The Digestive System - Learn Bright
- [ASL The Respiratory System for Kids](#) ASL The Respiratory System - Learn Bright

*Additionally at teacher discretion, students may conduct their own internet search for current Deaf individuals' experience within the health and medical field.

Part 1 - Unit 5: World Weather and Climate
Global Concept: Scientific and Technical Innovations

Grade: 11-12	Subject: World Language	Course: ASL 4 Honors	Length of Unit: 6 weeks
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Connecticut Core Standards

[Alignment of Common Core State Standards to National Standards for Learning Languages](#)

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

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

[MYP Language Acquisition Manual](#)

[MYP Language Acquisition Standards](#)

[ACTFL Can Do Statements - all proficiency levels](#)

[ACTFL Can Do Statements - INTERMEDIATE levels](#)

**Part 2 – Unit 5: World Weather and Climate
Standards**

Key (GLE) Content Knowledge and Concepts/Skills		Bloom's Taxonomy Levels Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: - Related weather and climate vocabulary (ASL at Work Unit 10) as well as vocabulary related to US States & major cities & World Nations and major international cities - How to recognize and modify sign movements to show degree (mild/mod/sev) - How to integrate and recognize classifiers, role shift and rhetorical questions that are used to describe	The students will be able to: 1. Understand and use all weather and climate content vocabulary (seasons, weather terms, continents, US States and major cities, World Nations and major international cities, temperature gradients, and actions related to different weather and climate situations) 2. Report weather forecasts, including degree of weather conditions from mild to severe (use and change body movements and signs to express intensity) 3. Express their feelings about different weather and climate conditions	-Create and present a weather forecast for a 3 day period for a geographical part of the US or other World Nation -With partners, compare the climate of two characteristically different parts of the world and state your likes and dislikes of each -Describe the weather on a self designed vacation to different parts of the world/world cities -Evaluate world cities/locations with similar climate to decide where to travel and when - Create partner dialogs where adventure holidays/vacations are discussed, highlighting climate features and weather which shape the activities experienced.

weather and climate related situations	4. Show relative locations when referring to the US and other countries/continents 5. Express signs for US States, World Nations, and the major cities within 6. Express map directions versus real orientation	- Create a PSA in ASL to address a weather-related emergency situation to local Deaf adults.
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Big Idea and Essential Questions

- **Big Idea(s):**
 - Climate and weather typically follow consistent patterns based on geographic location and season but can have wild variances (emergency situations) that require accurate communication for everything from full enjoyment down to basic survival.
- **Essential Questions:**
 - **Factual:** What are the most common and most dangerous weather events on our planet?
 - **Conceptual:** How can I explain climate and weather in a clear, concise way to best get my point across?
 - **Debatable:** Which climates are the most desirable for living? Retiring? Vacationing?

Part 3 – Unit 5: World Weather and Climate 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

- Engage in role play situations related to climate, weather and making related decisions (enjoyment/recreation/emergency)
- In class multimedia and/or homework activities where students view videos related to US and world geography, to reinforce and learn signs for US States, major cities and World Nations and major international cities
- In class multimedia games and/or homework assignments where students work with the range of climate and weather concepts, receptively as well as expressively
- Student participation in interpersonal activities related to climate and weather.

Summative assessments

- Create a weather forecast for a 5 day period for a local area of their choosing then:
- After viewing a peer weather forecast, create a presentation where it is shown what activities will be engaged in on each day, in relationship to the climate and weather forecasted for that location.
- Create a presentation whereby a real or fictitious 'camp' is described, including details related to choice based on climate, weather and activities offered, then:
- After viewing a peer 'camp' presentation, create a response whereby you are asking your parent for permission and/or funding to attend the same camp.

Part 4 – Unit 5: World Weather and Climate
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 5 Teacher Notes - Unit 5: World Weather and Climate

Authentic Print Resources:

- “ASL at Work” curriculum Unit 10, including but not limited to: expressive scenario prompts.

Authentic Website Resources:

- [The National Weather Service works to improve weather resilience within the Deaf community | National Oceanic and Atmospheric Administration](#)
- [Weather Safety Information for Deaf and Hard of Hearing](#) National Weather Service ASL Weather Safety Website
- [‘Not just the hands:’ How to communicate natural disasters to deaf and hard-of-hearing community](#)
- [SPECIAL REPORT: Getting deaf community access to severe weather alerts | cbs19.tv](#)
- [Looking at emergency communication gaps for deaf and hard-of-hearing communities](#)

Authentic Video Resources

- [American Sign Language - Weather](#) ASL Connect (Gallaudet University)
- [ASL Storytelling - Snowy Day.mp4](#) ASL Storytelling - Lisa Cochran
- https://www.youtube.com/watch?v=d_Ye2se5GE&list=PLYqf1JCzOf_nsPXbEj4z2sz9Q56P94Kw4&index=79 ASL Weather - Learn Bright
- [ASL Weather Report](#) ASL Weather Report - Justin Osmond
- <https://www.youtube.com/@bbolton1150/videos> Brek Bolton Weather Forecast YouTube Channel
- [Using American Sign Language \(ASL\) to Make Plans Based on the Weather - For Dummies](#) ForDummies (ASL) Making Plans based on the Weather Forecast
- [How To Find The Northern Light By A Deaf Professional Northern Light Photographer - @Photoadams | Go Sign Language](#) Seek the World
- [ASL Climates for Kids](#) ASL Climates - Learn Bright
- [ASL Climate Zones for Kids](#) ASL Climate Zones - Learn Bright
- [ASL Climate Change for Kids](#) ASL Climate Change - Learn Bright
- [ASL Earthquakes and Tsunamis for Kids](#) ASL Earthquakes and Tsunamis - Learn Bright
- [ASL What Is a Tornado?](#) ASL Tornadoes - Learn Bright
- [ASL Hurricanes for Kids](#) ASL Hurricanes - Learn Bright

*Additionally at teacher discretion, students may conduct their own internet search for current Deaf individuals’ experience within world weather and climate.

Part 1 - Unit 6: North American Habitats and Biodiversity

Global Concept: Globalization and Sustainability

Grade:
11-12

Subject:
World Language

Course:
ASL 4 Honors

Length of Unit:
8 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 6: North American Habitats and Biodiversity
Standards**

Key (GLE) Content Knowledge and Concepts/Skills

Bloom's Taxonomy Levels

Creating, Evaluating, Analyzing, Applying,
Understanding and Remembering

The students will know:

- Content related vocabulary, including but not limited to: *environment, coral reef, ecosystem, survive, shelter, deforestation, endangered, extinct, scarce, world, evolve, various habitats, world oceans & continents, world nations, various land and water animals and actions they perform, research, preserve, vote, observe, develop, substitute, increase, decrease, problem, solution, develop,*

The students will be able to:

1. Describe a variety of habitats and the animals who live there
2. Describe the needs of various animals who live within a variety of habitats
3. Compare the similarities and differences of habitats
4. Understand true and false statements about different habitats and animals
5. Discuss and debate the pros and cons of Seaworld or other captive animal situation
6. Discuss and debate pollution in the oceans

- Present a specific animal, including information about their habitat, diet, social habits, reproduction, threats to survival and lifespan/longevity
- With partners, compare the habitats of two characteristically different parts of the world and state your likes and dislikes of each
- Describe animal life you would expect to see on a self designed tour/vacation to a State/Provincial or National Park in North America

<p><i>donate, captivity, health, medical, awful, natural, positive, negative, etc.</i></p> <ul style="list-style-type: none"> - How to purposefully use rhetorical questions to express the rationale behind their opinions or beliefs - How to use culturally appropriate signs and NMMs to show their level of understanding during conversation, ask for clarification and interject - Expanded use of Classifiers (Elemental, Locative, Semantic, Plural, Instrument, Descriptive, but also possibly Body and Body Part) to describe and discuss animals, habitats and interactions within their habitats and with humans 	<p>7. Talk about the changes animals need to make in order to survive in their habitat</p>	<ul style="list-style-type: none"> - Evaluate National Parks in North America to decide where to travel and when, to see the wildlife you would like to see - Create partner dialogs where you decide with a friend upon an adventure tour to take, based on the unique animals and habitat you wish to see - Create a PSA in ASL to address a specific animal species endangerment or threatened extinction, to inform an audience about why they are threatened as well as what humans can do to help remedy the situation. - In teams, debate the pros and cons of a chosen wildlife captivity preserve or 'park/zoo/aquarium' -type situation where people pay to see captive animals.
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Big Idea and Essential Questions

- **Big Idea(s):**
 - The planet is full of different habitats, within which a range of different forms of animal life are sustained.
- **Essential Questions:**
 - **Factual:** What are the typical behaviors of a variety of animal life within a habitat that are used to survive and thrive?
 - **Conceptual:** How do animals with habitats change and adapt to survive in their unique habitat?
 - **Debatable:** Which human behaviors are most destructive to habitats in North America? and What can we do to alter human behavior to effect change?

Part 3 – Unit 6: North American Habitats and Biodiversity Common Unit Assessments

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

Formative assessments

- In class multimedia games and/or homework assignments where students work with a variety of habitats and animals found in the different habitats, receptively as well as expressively
- Participation in “Conversation Cube” activity, where partners or small groups ask and respond to a variety of question forms, related to learning about specific habitats and/or life in habitats
- Participation in group debates about pros and cons of visiting or living in various habitats
- Participation in partner or group role play scenarios related to visits to a variety of wildlife parks, sanctuaries and aquariums

Summative assessments

- Create a slideshow with embedded videos where a habitat is broken down/dissected and all the animals within it are described, as well as 2-3 life sustaining behaviors for each animal
- Create a slideshow with embedded videos, where each of the various habitats are described, as well as types of animals that can typically be found with them
- Create a PSA either in favor of or against a specific wildlife park, sanctuary or aquarium
- Create a video advertisement for a National Park located in North America including information as to the different habitats that are located within it and any wildlife that you would expect to possibly see there

Part 4 – Unit 6: North American Habitats and Biodiversity
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 5 Teacher Notes Unit 6: North American Habitats and Biodiversity

Authentic Print Resources:

- “Animal Habitats Unit: Creative ASL Teaching,” including but not limited to: I Can Statements, Quizlets, QR codes, role play scenario & jigsaw activity

Authentic Website Resources:

- <https://quizlet.com/744710115/animal-habitats-flash-cards/>
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Authentic Video Resources

- [ASL Habitats for Kids](#) ASL Habitats - Learn Bright
- [ASL Air Pollution for Kids](#) ASL Air Pollution - Learn Bright
- [ASL Water Pollution for Kids](#) ASL Water Pollution - Learn Bright
- [ASL Biomes and Ecosystems for Kids](#) ASL Biomes and Ecosystems - Learn Bright
- [ASL Rainforests for Kids](#) ASL Rainforests - Learn Bright
- <https://www.youtube.com/@DeborahBPenrose/videos> ASL Videos covering Many Habitats in North America

*Additionally at teacher discretion, students may conduct their own internet search for current Deaf individuals’ experience with global habitats and biodiversity.

Part 1 - Unit 7: Storytelling

Global Concept: Globalization and Sustainability

Grade: 11-12	Subject: World Language	Course: ASL 4 Honors	Length of Unit: 4 weeks
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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: Storytelling
Standards**

Key (GLE) Content Knowledge and Concepts/Skills

Bloom's Taxonomy Levels

Creating, Evaluating, Analyzing, Applying,
Understanding and Remembering

The students will know:

- Storytelling-related vocabulary (SN Unit 25)
- Key Elements, including: placement of characters, movement of characters and objects, continuity, character development, special features
- Classifiers for movement of people and objects
- role shifting with "wandering eye gaze" and "matching actions"
- continuity with specific time signs, modifying verbs, and transitions

The students will be able to:

1. develop the class story of "The Twelve Dancing Princesses" section by section while analyzing ASL stories
2. analyze key elements of ASL storytelling
3. identify how the title is presented
4. identify the start of each section: prologue, opening, and body
5. identify the characters and how they are referred to throughout
6. describe each character
7. identify where the story is from and what it is about

- Understand ASL stories signed by master ASL storytellers: "The Frog Prince" by Ken Clark, "The Bridge of Magpies" by Missy Keast, "The Merchant's Daughter and the Slander" by Terrylene, "The Magic Mirror of Rabbi Adam" by Ben Bahan,
- analyze key story elements from the stories
- identify scenes in each ASL story
- rehearse condensed versions of scenes from each ASL story
- rehearse rhythmic sign movement
- rehearse spacial agreement
- rehearse character reactions

-how to show plurality -how to use plural classifiers to describe scenes -different ways for handling repetition in stories -how to indicate metamorphosis has occurred	8. identify rhythmic sign movement - signing tempo that is used to tell different parts of a story 9. use strategies to adapt written stories in ASL 10. Expressively sign the class story “The Twelve Dancing Princesses” 11. develop an ASL story of their own 12. sign their own ASL story	-rehearse metamorphosis -translate written English story passages/sections into ASL
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Big Idea and Essential Questions

- **Big Idea(s):**
 - In the Deaf community, storytelling is a way of talk. Students practice their ASL storytelling abilities through fairytales and folktales which allow them to imagine, develop, and entertain others.
- **Essential Questions:**
 - **Factual:** What are the key elements in ASL storytelling?
 - **Conceptual:** What are some strategies used to adapt written English into ASL?
 - **Debatable:** What makes a “good” ASL storyteller? What storytelling features do they include?

Part 3 – Unit 7: Storytelling 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

- EdPuzzle: Receptively watch and answer comprehension questions on teacher-selected videos from “Signing Stories” in SN Unit 25.
- Live signing or Record: Expressively sign the class story, “The Twelve Dancing Princesses”

Summative assessments

- Project: Students select a story of their own to tell and are given opportunities to apply what they have learned in class to the development of their own story.

Part 4 – Unit 7: Storytelling 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 5 Teacher Notes Unit 7: Storytelling

Authentic Print Resources:

- Signing Naturally teacher curriculum book Unit 25
- Signing Naturally student workbook Unit 25

Authentic Website Resources:

- [ASL Storytelling Flashcards | Quizlet](#) Quizlet Storytelling Flashcards
- [ASL Storytelling / ASL Storytelling Library \(texasdeafed.org\)](#) Texas Statewide Outreach Center, ASL Storytelling
- [ASL Stories Directory - American Society for Deaf Children](#) American Society for Deaf Children
- [Why is ASL Storytelling An Important Skill as a Signer? | DEAF, Inc. \(deafinonline.org\)](#) Deaf Inc. Online
- [Where can I find ASL stories and other ASL media? - RMTc \(rmtcdhh.org\)](#) Resource Materials and Technology for Deaf/Hard of Hearing
- [Virtual ASL Storytelling – Silent Voice Canada](#) Silent Voice, Canada
- [Best ASL Story Ideas for Your Next Story - Comfy Empire](#) Comfy Empire
- [ASL story on 'Stories from the Stage' | Hearing Like Me](#) Hearing Like Me
- [ASL Storytelling – Sign Language Institute Canada \(slicanada.ca\)](#) Sign Language Institute Canada

Authentic Video Resources

- [Signing Naturally Teacher's Curriculum: Unit 25 - YouTube](#) Dawn Sign Press
- [DawnSignPress DSP - YouTube](#) Master Deaf Storytellers, Various ASL Stories
- [The Lion King Opening in ASL with Classifiers - YouTube](#) Marcus Greco, Classifiers in Storytelling
- [RMDSCO - YouTube](#) Rocky Mountain Deaf School, ASL Stories
- [ASLized! - YouTube](#) ASLized ASL Stories and More
- [ECC ASL Storytime Videos - YouTube](#) Rochester School for the Deaf

*Additionally at teacher discretion, students may conduct their own internet search for current Deaf individuals' experience with storytelling.

GROTON BOARD OF EDUCATION 2024 MEETING SCHEDULE

Finance/Facilities Com. 6:00 p.m. CO, Room 11 (1 st Tuesday of Month)	Policy Committee 5:00 p.m. CO, Room 5 (2 nd Tuesday of Month)	Curriculum Committee 5:00 p.m. CO, Room 4 (3 rd Monday of Month)	Communications Committee 5:00 p.m. Town Hall Annex, CR 2 (4 th Monday of the Month)	Committee of the Whole 6:00 p.m. CO, Room 11 (2 nd & 3 rd Monday of Month)	Regular Meeting 6:00 p.m. Town Hall Annex, CR 1 (4 th Monday of Month)
January 2	January 9	January 16 (Tuesday)	January 22	January 8 January 16 (Tuesday)	January 22
February 6	February 13	February 21 (Wednesday)	February 26	February 12 February 21 (Wednesday)	February 26
March 5	March 12	March 18	March 25	March 11, March 18	March 25
April 2	April 9 (Spring Break)	April 15	April 22	April 8 (Spring Break) April 15	April 22
May 7	May 14	May 20	May 28 (Tuesday)	May 13, May 20	May 28 (Tuesday @ FHS)
June 4	June 11	June 17	June 24	June 10, June 17	June 24
July 2	July 9	July 15	July 22	July 8, July 15	July 22
August 6	August 13	August 19	August 26	August 12, August 19	August 26
September 3	September 10	September 16	September 23	September 9, September 16	September 23
October 1	October 8	October 21	October 28	October 15 (Tuesday) October 21	October 28
November 6 (Wednesday)	November 12	November 18	November 25	November 12 (Tuesday) November 18	November 25
December 3	December 10	December 16	December 9 (2 nd Monday)	December 2 (1 st Monday)	December 9 (2 nd Monday)

For Information Only:

- Groton Scholarship Fund - meets the 1st Wednesday of the month @ 5:00 p.m.
- LEARN Board of Directors - meets the 2nd Thursday of the month @ 9:00 a.m.
- Town & City Councils/RTM/BOE Liaison - meets quarterly @ 5:00 p.m.

PREFERRED MAXIMUM CLASS SIZE GUIDELINES

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

DRAFT - 2024-2025 School Calendar
 Early dismissal

 No school

Start Date: 8/29/2024
Tentative End Date: 6/12/2025

JULY 2024					0/0
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			

4, 5 July 4th Recess

AUGUST 2024					2/2
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	30	

26 Convocation/School Meetings
 27, 28 Professional Development
29 First Day of School (1-12)
30 First Day of School (K)

SEPTEMBER 2024					20/22
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					

2 Labor Day
3 First Day of School (Preschool, PreK)
 17 TLI-Early Dismissal

OCTOBER 2024					22/44
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		

8 TLI-Early Dismissal
 14 Columbus Day
 23, 24, 25 Parent/Teacher Conference

NOVEMBER 2024					16/60
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	

5 Professional Development
 11 Veteran's Day
 27, 28, 29 Thanksgiving Recess

DECEMBER 2024					15/75
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				

10 TLI-Early Dismissal
 23-31 Winter Holiday Recess

JANUARY 2025					21/96
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	

1 New Year's Day
 14 TLI-Early Dismissal
 20 Martin Luther King Day

FEBRUARY 2025					18/114
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 TLI-Early Dismissal
 17, 18 Presidents Day Recess

MARCH 2025					20/134
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					

7 Professional Development
 11 TLI-Early Dismissal
 26, 27, 28 Parent/Teacher Conference

APRIL 2025					17/151
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			

14-17 Spring Recess
 18 Good Friday
 29 TLI-Early Dismissal

MAY 2025					21/172
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	30	

13 TLI-Early Dismissal
 26 Memorial Day

JUNE 2025					9/181
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					

12 Tentative Last Day of School, Early Dismissal
 13, 16, 17, 18, 20 Snow Make-Up day
 19 Juneteenth Day
 FHS Graduation - TBD*