

**GROTON BOARD OF EDUCATION  
REGULAR MEETING  
JANUARY 22, 2024 @ 6:00 P.M.  
TOWN HALL ANNEX, CR1/HYBRID**

Mission Statement: Our mission is teaching and learning.

Board Goals: In a richness of cultures and with a respect for all, (1) Provide Dynamic Rigorous Curriculum, (2) Ensure Effective and Engaging Instruction, and (3) Embrace Excellent Learning Environment.

AGENDA

I. CALL TO ORDER

A. Pledge of Allegiance

II. RECOGNITION AND PARTICIPATION OF VISITORS AND DELEGATIONS

A. Martin Luther King Scholarship Recipients – Gianni Drab, Calvin McCoy, Katheryn Regan

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

IV. RESPONSE TO COMMENTS FROM CITIZENS

V. STUDENT REPRESENTATIVE REPORT

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS

A. Superintendent & Assistant Superintendent Report

1. Legislation Review ([Attachment #1](#))

- Dr. Charles Hewes, Associate Commissioner of Education

B. Reports and Information from the Staff

1. Director of Finance

- Object Code Summary FY24 ([Attachment #2](#))
- Health Insurance Report ([Attachment #3](#))
- Utilities Report ([Attachment #4](#))

2. Director of Buildings and Grounds

- Update re: School Facilities

## VII. COMMITTEE REPORTS

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|-----------------------|--|
| A. Policy             | E. Other   |
| B. Curriculum         | - Negotiations   |
| C. Finance/Facilities | - LEARN  |
| D. Communications     | - Town & City Council/RTM/BOE Liaison  |
|                       | - AGSA/GEA/BOE Liaison   |
|                       | - Groton Scholarship   |
|                       | - Athletic Fields  |
|                       | - Trails   |
|                       | - Library  |
|                       | - Permanent School Building Committee  |
|                       | - State Council on Educational Opportunities for Military Children<br>(meets twice a year) |

## VIII. ACTION ITEMS

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

1. Approval of the special meeting minutes of December 18, 2023 ([Attachment #5](#))
2. Approval of the special meeting minutes of January 8, 2024 ([Attachment #6](#))
3. Approval of the special meeting minutes of January 16, 2024 ([Attachment #7](#))
4. Acceptance of Gifts
  - The Columbian Charities of Connecticut, Inc. has donated \$500 to be used by the Transition Academy.
  - The Groton Elks Lodge #2163 has donated \$500 to be used by the Tree House program for toys, field trips, and art supplies.

B. Old Business

1. Discussion and possible action regarding a second reading of policy P 5117 Elementary (K-5) School Placement ([Attachment #8](#))

MOTION: To approve policy P 5117 Elementary (K-5) School Placement as a second reading.

C. New Business

1. Discussion and possible action regarding a first reading of policy P 3250 Material Fees ([Attachment #9](#))

MOTION: To approve policy P 3250 Material Fees as a first reading.

2. Discussion and possible action regarding a first reading of policy P 5141.5 Suicide Prevention/Intervention ([Attachment #10](#))

MOTION: To approve policy P 5141.5 Suicide Prevention/Intervention as a first reading.

VIII. ACTION ITEMS (cont'd)

C. New Business (cont'd)

3. Discussion and possible action regarding rescinding policy P 4131.5 Continuing Education Unit (C.E.U.) ([Attachment #11](#))

MOTION: To approve the rescinding of policy P 4131.5 Continuing Education Unit (C.E.U.).

4. Discussion and possible action regarding recognition of School Counselor Appreciation Week.

MOTION: To recognize February 5, 2024 through February 9, 2024 as School Counselor Appreciation Week, and to direct the Superintendent of Schools to send a letter of appreciation to the school counselors.

IX. INFORMATION AND PROPOSALS (Non-Action Items)

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

X. ADVANCE PLANNING

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

Date	Meeting	Location	Time
Feb. 5	COW <b>CANCELLED</b>		
Feb. 5	Special - Budget Work Session	CO, Room 11	6:00 p.m.
Feb. 6	Finance/Facilities Committee	CO, Room 11	6:00 p.m.
Feb. 7	Special - Budget Work Session	CO, Room 11	6:00 p.m.
Feb. 12	COW <b>CANCELLED</b>		
Feb. 12	Special - Joint Budget Meeting w/TC & RTM Education Committee	Thrive55+	6:00 p.m.
Feb. 12	Special - Public Hearing on the Budget	Thrive55+	7:00 p.m.
Feb. 13	Policy Committee	Remote	6:00 p.m.
Feb. 21	Curriculum Committee	CO, Room 4	5:00 p.m.
Feb. 21	COW <b>CANCELLED</b>		
Feb. 21	Special - Budget Work Session	CO, Room 11	6:00 p.m.
Feb. 26	Special Communications Committee	Town Hall Annex, CR 2	4:45 p.m.
Feb. 26	Regular	Town Hall Annex, CR 1	6:00 p.m.

Meetings w/Town Bodies:

Feb. 1	PSBC	Town Hall Annex, CR 2	6:00 p.m.
Feb. 15	PSBC	Town Hall Annex, CR 2	6:00 p.m.

- B. Suggested Agenda Items

XI. ADJOURNMENT

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# CABE

## July 2023



### 2023 Education Law Summaries

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*The distinctive line drawing of the Capitol building which appears on the cover was graciously donated to CABA by the late Richard Welling, a Hartford artist. The artwork is a particularly appropriate piece for our issue of the 2023 Education Law Summaries. We are delighted to be able to feature a work by this very talented artist.*

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# INTRODUCTION

## Education Law Summaries

This publication is devoted to the 2023 Education Law Summaries. Included in this material are summaries of the laws that have an impact on public education passed during the 2023 regular session of the Connecticut General Assembly. You will note there are gaps in the numerical sequence of the Public and Special Acts. This is because Acts unrelated to education or to the operation of school districts have been omitted.

The Governor signs into law two kinds of Acts, Public and Special. Public Acts, which are valid enactments that have general application, become part of the Connecticut General Statutes. They either add to, modify, or replace current statutes. Special Acts do not become part of the General Statutes. They are valid enactments created to address a particular set of circumstances or involve specific individuals, corporations, cities, towns or special districts.

Every effort has been made to be as complete and accurate as possible so that the Education Law Summaries provide a reliable resource. The format of the summaries is geared to facilitate reading and enhance comprehension. The number and title of each Act are provided for identification and to cue subject matter. The number and title are followed by individual summaries. In most cases, the summary will be sufficient for one to understand the Act and how it will apply to school districts. However, where it seems necessary and appropriate, the entire text of the act or the text of individually summarized programs in the Act is also included.

We trust you will find this CAGE service to be useful and informative.

**7/2023**



## 2023 Education Law Summaries

### PA 23-1

#### **AN ACT CONCERNING FUNDING FOR SCHOOL LUNCHES AND A CENTER FOR SUSTAINABLE AVIATION, SPECIAL EDUCATION FUNDING, CERTAIN BOTTLE DEPOSITS, CERTAIN STATE POSITIONS AND THE POSTING OF STATE JOB OPENINGS AND BOND COVENANT RESTRICTIONS AND THE BUDGET RESERVE FUND.**

##### **SUMMARY: §1 — ARPA ALLOCATION ADJUSTMENTS**

The act adjusts federal American Rescue Plan Act (ARPA) funding allocations for FY 23 by reducing the allocation to the Office of Policy and Management (OPM) for Invest Connecticut by \$60 million and allocating these funds to the State Department of Education (SDE) for free school meals for students (increasing the current allocation from \$30 million to \$90 million).

*EFFECTIVE DATE:* Upon passage

##### **§ 8-10 — DISTRIBUTION OF SPECIAL EDUCATION EXCESS COST GRANT AND STATE-AGENCY PLACEMENT EXCESS COST GRANTS**

By law, local and regional boards of education may apply to the state for a special education “excess cost grant.” This grant reimburses the board for the cost of special education services that exceed four-and-a half times the average cost of educating a student in the district during the prior fiscal year. When the state’s fiscal year appropriation for the special education excess cost grant is less than the amount necessary to completely fund the payable grants as required by law, it triggers a reduced excess cost grant reimbursement formula.

Under current law, this formula groups towns in three tiers depending upon their respective adjusted equalized net grand list per capita (AENGLPC). Generally speaking, the formula calculates reduced grants for local boards of education using these three tiers as follows: boards from towns in the group that have (1) the lowest AENGLPC receive a higher percentage of their full excess cost grant,

(2) a mid-range AENGLPC receive a slightly lower percentage, and (3) the highest AENGLPC receive the lowest percentage.

The act increases the reimbursement percentage for each of the tiers, bringing each board’s excess cost grant amount closer to the fully funded amount required by law.

The act also expands the tiered grant formula to apply to two additional grants when state appropriations are insufficient: (1) excess special education costs for state agency-placed students under a temporary custody order (CGS § 10-76d(e)(2)) and (2) excess regular education costs for state-placed children educated at private residential facilities (CGS § 10-253(b)(3)).

Finally, it creates an additional method for distributing the special education excess cost grant when there are excess state-appropriated funds remaining after the tiered formula is used.

*EFFECTIVE DATE:* Upon passage

##### **EXCESS COST GRANTS**

Current law establishes, beginning with FY 23, the reimbursement formula for boards of education when the state appropriation does not fully fund the excess cost grants as they are determined under statute. It creates three reimbursement tiers based on each town’s AENGLPC. (Prior to FY 23, the law proportionately reduced the grant for all towns.) The law requires the State Board of Education (SBE) to rank the towns in descending order from one to 169 according to each town’s AENGLPC. It then groups the ranked towns into three tiers by highest, lower, and lowest AENGLPC. SBE must pay the grants to each eligible town’s operating local school district based on the reimbursement percentage assigned to its respective tier.

##### **TIERED REIMBURSEMENT PERCENTAGES INCREASED**

The act increases each tier’s reimbursement percentage to provide school boards at each tier with a larger grant. If the grants payable to school boards calculated under the tiered formula still exceed the state-appropriated amount available, then the act requires the payable amount to be reduced pro-



portionally.

By law and unchanged by the act, the ranking for regional boards of education is determined by a process that considers the total population of each town in the regional district and each member town's AENGLPC ranking.

#### **ADDITIONAL GRANTS BROUGHT UNDER TIERED REIMBURSEMENT FORMULA**

The act also expands the tiered method to apply to two additional grants: (1) special education costs for state agency-placed students under a temporary custody order and (2) excess regular education costs for state-placed children educated at private residential facilities. Under current law, if the appropriation for these grants is not enough to meet the amount payable to school boards by law, then the grant amounts are reduced proportionately.

#### **NEW GRANT MECHANISM**

The act creates an additional four-step formula when the fiscal year appropriation exceeds the total grant amount payable under the three-tiered system. Once the three-tiered formula is used to distribute grants, any amount remaining would be distributed using the act's four-step formula. Under the act, the remaining state-appropriated funds are distributed to school boards through the following steps:

- Subtract the sum of all the grants paid to school boards in the fiscal year under the three-tiered method from the sum of all the following grants calculated by law for (a) special education excess cost, (b) state agency-placed students under a temporary custody order, (c) excess regular education costs for state-placed children educated at private residential facilities, and (d) students receiving special education services from a private residential institution for whom no responsible school board can be determined by law (i.e., "no-nexus students").
- Subtract the sum of all grants paid to school boards in the fiscal year under the excess cost grant from the total amount appropriated for the same grant.
- Divide the amount calculated under step (2) by the amount calculated under step (1).

To determine the amount of the excess to distribute to each school board, multiply the amount calculated under step (1) that is attributable to the school board by the percentage calculated under step (3).

**CABE/4**

The act specifies that any grant paid in accordance with a no-nexus student in a public agency placement does not count toward this calculation (conforming with the excess cost grant that also does not count grants for those placements). Generally, the state pays for all of the special education costs for these students.

### **SA 23-18 AN ACT ESTABLISHING A WORKING GROUP TO STUDY THE IMPLEMENTATION OF FEDERAL TITLE IX PROTECTIONS FOR ALL MUNICIPAL RECREATION AREAS AND SCHOOL SPORTS FACILITIES.**

**SUMMARY:** There is established a working group to examine the feasibility of implementing an assessment of all municipal recreation areas and facilities used for the organized playing of sports and any sports facilities maintained by each public school in the state to determine the compliance of such areas and facilities with Title IX of the Elementary and Secondary Education Act of 1972, 20 USC 1681 et seq. The working group shall consider information including, but not limited to, the nature and composition of organized sports teams that utilize such areas or facilities and whether such teams may be prohibited from utilizing such areas or facilities.

Not later than January 1, 2024, the working group shall submit a report, in accordance with the provisions of section 11-4a of the general statutes, on its findings and recommendations to the joint standing committees of the General Assembly having cognizance of matters relating to education and planning and development. The working group shall terminate on the date that it submits such report or January 1, 2024, whichever is later.

**EFFECTIVE DATE:** From passage

### **PA 23-21 AN ACT CONCERNING FINANCIAL LITERACY INSTRUCTION.**

**SUMMARY:** This act adds a half-credit of personal financial management and financial literacy to the high school graduation requirements beginning with the graduating class of 2027 (i.e., students currently

enrolled in eighth grade). The act also adds personal financial management and financial literacy to the state's required program of instruction for public schools.

It also makes completion of a one-credit, mastery-based diploma assessment (i.e., a "capstone") an optional, rather than mandatory, graduation requirement at each board of education's discretion. By law, a school board cannot grant a high school diploma unless the student has completed at least 25 credits total.

By making the completion of one-credit capstone a local option and allowing students to fulfill the half-credit financial literacy requirement either as a humanities credit or as an elective credit, the act reduces the state prescribed credit requirements from 22 to 21 credits, thereby increasing the potential credits available for electives to a range of three to four. (The exact number of elective credits depends upon the (1) local decision to require a capstone and (2) student's decision to count financial literacy towards the humanities requirement or as an elective.)

In addition to the capstone and financial literacy requirements under the act, existing law requires students to fulfill 21 of their 25 credits required to graduate as follows: 1. nine credits in the humanities, including civics and the arts; 2. nine in science, technology, engineering, and mathematics; 3. one in physical education and wellness; 4. one in health and safety education, as described in law; and 5. one in world languages (completion of a world language course in middle school may count).

*EFFECTIVE DATE:* July 1, 2023 except a conforming change is effective July 1, 2025.

### **SA 23-31**

#### **AN ACT CONCERNING A STUDY OF THE EFFECTIVENESS OF THE IMPLEMENTATION OF CRISIS RESPONSE DRILLS IN PUBLIC SCHOOLS AND THEIR EFFECT ON CHILDREN'S MENTAL HEALTH.**

**SUMMARY:** The act requires the Department of Emergency Services and Public Protection (DESPP), in consultation with SDE, to evaluate the efficiency and effectiveness on the number and implementation

of fire drills and crisis response drills. DESPP must report its findings and any recommendations for legislation to the Education Committee by January 1, 2025.

*EFFECTIVE DATE:* July 1, 2023

### **PA 23-35**

#### **AN ACT EXPANDING WORKERS' COMPENSATION COVERAGE FOR POST-TRAUMATIC STRESS INJURIES FOR ALL EMPLOYEES.**

**SUMMARY:** Starting January 1, 2024, this act expands eligibility for workers' compensation benefits for post-traumatic stress injuries (PTSI) to cover all employees covered by the workers' compensation law. Current law generally limits eligibility for PTSI benefits to certain first responders (e.g., police officers, firefighters, emergency medical service personnel, and emergency 9-1-1 dispatchers) who are diagnosed with PTSI as a direct result of certain qualifying events (e.g., witnessing someone's death) that occur in the line of duty. The act instead allows any employee covered by workers' compensation law to qualify for the benefits if the same qualifying events occur in the course of the employee's employment. The PTSI benefits provided to them are subject to the same procedures and limitations that currently apply to the PTSI benefits for first responders.

*EFFECTIVE DATE:* January 1, 2024

### **PA 23-66**

#### **AN ACT CONCERNING A TITLE IX COMPLIANCE TOOLKIT FOR SCHOOL DISTRICTS.**

**SUMMARY:** This act requires the Commission on Women, Children, Seniors, Equity and Opportunity (CWCSEO) to convene and lead a working group to identify or develop a Title IX compliance toolkit for use by local and regional boards of education, students, and their parents and guardians. (Title IX of the Education Amendments of 1972 prohibits sex based discrimination in education programs and activities that receive federal financial assistance).

Under the act, each local and regional board of education must annually (1) beginning with the

2025-2026 school year, implement the toolkit in their efforts to prevent, identify, and respond to reports of child sexual abuse, harassment, and discrimination, and (2) beginning with the 2026-2027 school year, submit a report to the State Department of Education (SDE) on their Title IX compliance.

*EFFECTIVE DATE:* July 1, 2023.

### **PA 23-70**

#### **AN ACT CONCERNING CLINICAL PLACEMENTS FOR NURSING STUDENTS, REPORTING BY THE OFFICE OF WORKFORCE STRATEGY, PROMOTION OF THE DEVELOPMENT OF THE INSURANCE INDUSTRY AND CONNECTICUT HIGHER EDUCATION SUPPLEMENTAL LOAN AUTHORITY STUDENT LOAN SUBSIDY PROGRAMS FOR VARIOUS PROFESSIONS.**

**SUMMARY:** This act extends eligibility to the Connecticut Higher Education Supplemental Loan Authority's (CHESLA) Alliance District Teacher Loan Subsidy Program to paraeducators and counselors, and makes conforming changes (§§ 4-5).

*EFFECTIVE DATE:* January 1, 2024

### **PA 23-101**

#### **AN ACT CONCERNING THE MENTAL, PHYSICAL AND EMOTIONAL WELLNESS OF CHILDREN.**

**SUMMARY:** § 1,12-14 — LICENSURE OF SOCIAL WORKERS AND OTHER PROFESSIONALS

Requires the Department of Public Health (DPH) to hire a full-time employee, by January 1, 2024, to assist in licensing clinical and master social workers; generally, reduces initial and renewal license fees for social workers, marital and family therapists, and professional counselors.

**§ 3-4 — PAYMENT TO BIRTH-TO-THREE PROGRAM EARLY INTERVENTION SERVICE PROVIDERS**

Makes permanent the \$200 general administrative payment the Office of Early Childhood (OEC) com-

missioner must make to Birth-to-Three program early intervention service providers for each child with an individualized family service plan that accounts for less than nine service hours during the billing month.

**§ 5-6 — INDIVIDUALIZED FAMILY SERVICE PLANS**

Requires individualized family service plans to be translated into and provided in Spanish; requires an eligible child whose primary language is Spanish to receive early intervention services from Spanish-speaking personnel and coordinators; allows the services of Spanish-speaking interpreters or translators to be used under certain circumstances.

**§ 7-8 — MENTAL HEALTH WELLNESS DAY**

Requires employers to permit service workers to use accrued paid sick leave to take a mental health wellness day to attend to their emotional or psychological well-being.

**§ 8 — ELIGIBILITY FOR PAID SICK LEAVE**

Extends eligibility for paid sick leave to a service worker who is the parent or guardian of a child who is a victim of family violence or sexual assault, provided the worker is not the perpetrator or alleged perpetrator of the violence or assault.

**§ 9 — MEDICAID REIMBURSEMENT FOR SCHOOL-BASED MENTAL HEALTH ASSESSMENTS**

Requires the DSS commissioner to (1) provide Medicaid reimbursement for certain mental health evaluations and services at school-based health centers or public schools, to the extent federal law allows; (2) if necessary, amend the Medicaid state plan to do so; and (3) set the reimbursement at a level to ensure adequate providers for these evaluations and services.

**§ 15 — TASK FORCE TO STUDY CHILDREN'S NEEDS**

Expands the duties of the Task Force to Study Children's Needs to include (1) reviewing and analyzing certain programs that received pandemic-related federal funding, (2) making recommendations on which programs should receive a more permanent funding structure and (3) conducting a needs assessment focused on children and individuals who were enrolled in a Connecticut high school and a member of the classes graduating from 2020-2023.

**§ 17 — SERVICES FOR AT-RISK TEENAGE STUDENTS**

Requires the State Department of Education (SDE), for FY 24, to award a grant to, and collaborate with, a nonprofit organization specializing in identifying and providing services to certain at-risk teenage students allows SDE, within available appropriations, to hire one full-time employee to implement the bill's provisions.

**§ 20 — PLAY-BASED LEARNING**

Requires schools to provide play-based learning for kindergarten and preschool students; requires school boards to permit a teacher to utilize play-based learning for grades one to five; adds it to educator professional development.

**§ 22 — AUTISM SPECTRUM DISORDER ADVISORY COUNCIL**

Expands the Autism Spectrum Disorder Advisory Council's duties to include (1) identifying strategies and methods of outreach and coordination of services for racial minority groups and (2) identifying and recommending updates to existing state guidelines for early screening and intervention.

**§ 23 — SOCIAL AND EMOTIONAL LEARNING AND SCHOOL CLIMATE ADVISORY COLLABORATIVE**

Requires the Social and Emotional Learning and School Climate Advisory Collaborative to include in their annual report to the Children's and Education Committee recommendations concerning ways to promote the social and emotional development of young children.

*EFFECTIVE DATE:* July 1, 2023 unless indicated otherwise.

*EFFECTIVE DATE:* October 1, 2023, Sections 7,8

*EFFECTIVE DATE:* Upon Passage, Section 15

*EFFECTIVE DATE:* July 1, 2024, Section 20

**PA 23-116****AN ACT IMPLEMENTING THE RECOMMENDATIONS OF THE VISION ZERO COUNCIL.**

**SUMMARY:** § 3 — VISION ZERO PROGRAM DISTINCTION FOR SCHOOL PROGRAMS

Requires DOT to award an exemplary "Vision Zero" program distinction to local and regional boards of education offering programs to students in grades 6 to 12 about safe driving habits, pedestrian safety skills, and the mission of the Vision Zero Council.

*EFFECTIVE DATE:* Upon passage

**PA 23-137****AN ACT CONCERNING RESOURCES AND SUPPORT SERVICES FOR PERSONS WITH AN INTELLECTUAL OR DEVELOPMENTAL DISABILITY.**

**SUMMARY:** § 1 — TRANSITIONAL LIFE SKILLS COLLEGE PROGRAM

Requires the DDS commissioner to create a plan to establish a Transitional Life Skills College program to provide transition support for certain people with IDD.

**§ 9-10 — EMERGENCY SERVICES AWARENESS PROGRAMS AND SENSORY KITS**

Requires DDS, DCF, and DESPP to develop guidelines and best practices for municipal emergency services awareness programs for children and adults with specified disorders and disabilities; requires DAS to develop and acquire sensory kits for emergency services personnel who interact with these children and adults and allows municipalities to apply to DESPP for these kits by September 1, 2025; authorizes DESPP to determine the eligibility criteria and formula for distributing the kits.

**§ 27 — SPECIAL EDUCATION AND TRANSITION SERVICES TRAINING PROGRAM**

Requires SDE to develop a training program on special education and transition services legal requirements and best practices.

**§ 28 — INTERAGENCY MEMORANDA OF UNDERSTANDING AND LIAISONS**

Requires agencies that have MOUs by law with SDE to each appoint a liaison to the department's statewide transition services coordinator; also makes a conforming change.

**§ 29 — INTERAGENCY COORDINATION OF TRANSITION SERVICES**

Requires SERC to develop and maintain an online listing of the transition resources, services, and programs that certain state agencies provide.



**§ 30-31 — TRAINING PROGRAM**

Requires SDE to work with other state entities and RESCs to develop a training program on public transition programs.

**§ 31 — DISTRICT TRANSITION COORDINATOR**

Requires each board of education to appoint a transition coordinator for the district.

**§ 32-37 — AGE FOR SPECIAL EDUCATION ELIGIBILITY**

Aligns special education statutes to a federal court ruling requiring boards of education to provide special education until an eligible student graduates high school or until the end of the school year when the student reaches age 22.

**§ 38 — PROGRAM REVIEW BY SERC**

Requires SERC to conduct a review of each public transition program and report its findings to the Education Committee.

**§ 39 — PROVIDING INFORMATION AT PPT MEETINGS**

Aligns state law with federal requirements for interpreters at PPT meetings and translated IEP documents to ensure student, parent, and guardian understanding; requires boards of education to give parents, guardians, or surrogate parents information about conservatorship, guardianship, decision-making alternatives, and mediation services.

**§ 40 — PPT COORDINATION OF TRANSITION SERVICES**

Requires a student's PPT to coordinate transition services during meetings at two points in the student's high school career.

**§ 41 — ONLINE RESOURCE FOR ADULT STUDENTS**

Requires SDE to develop an online resource about establishing guardianship, conservatorship, or other decision-making alternatives for when a student reaches age 18 and is receiving special education or related services.

**§ 42 — SDE INTERAGENCY REPORTING**

Requires SDE to report the number of students statewide who received transition services information as part of a PPT meeting or may qualify for services to applicable state agencies annually.

**§ 43-44 — AGENCY STAFFING**

Requires DDS and Aging and Disability Services (ADS) to employ enough staff, within available appropriations, to provide transition services.

**§ 45 — MEDIATION SERVICES COORDINATOR**

Requires SDE to employ a mediation services coordinator position in its Bureau of Special Education to coordinate and oversee special education mediation services and approved mediators; establishes training and continuing education requirements for mediators.

**§ 46 — MEDIATION REQUESTS**

Specifies the parties that may submit a request to the mediation services coordinator for mediation services and requires the coordinator to notify relevant parties and provide language translation services.

**§ 47 — ADMINISTRATIVE HEARINGS**

Makes changes in the special education administrative hearing laws on (1) the order in which the parties must testify, (2) publishing the hearing officers' decisions, and (3) using mediation in place of proceeding directly to a hearing.

**§ 48 — STATEWIDE SPECIAL EDUCATION AUDITS**

Requires SDE to randomly audit school districts' implementation of federal special education law.

**§ 49 — IN-SERVICE TRAINING**

Expands required in-service training topics to include laws governing PPT meetings and 504 plans.

**§ 50 — INDIVIDUAL SERVICE COORDINATORS**

Requires individual service coordinators for children receiving early intervention services to help facilitate the transition to public school special education services.

**§ 51-52 — INFORMATION FOR STUDENTS AND PARENTS**

Requires SDE to develop an informational handout of students explaining IEPs, 504s, and associated student rights in the classroom; requires boards of education to give students and parents information about their rights, resources, and advocacy groups.

*EFFECTIVE DATE:* July 1, 2023 unless indicated otherwise.

*EFFECTIVE DATE:* Upon passage, Sections 9,10.

*EFFECTIVE DATE:* January 1, 2024, Section 29.

*EFFECTIVE DATE:* Upon passage, Section 30 for the provisions on the program's development and providers, and July 1, 2023, for provisions on program enrollment.

### **PA 23-145**

#### **AN ACT REVISING THE STATE'S ANTIDISCRIMINATION STATUTES.**

**SUMMARY:** In the state's antidiscrimination laws, this act (1) adds "age" to the list of protected classes and (2) repeals the definition of the term "sexual orientation" and replaces it with a new one.

The act redefines "sexual orientation" to mean a person's identity in relation to the gender or genders to which they are romantically, emotionally, or sexually attracted, including any identity that a person may have previously expressed or is perceived by another person to hold. This new definition specifically applies to antidiscrimination laws subject to enforcement by CHRO, as well as laws prohibiting nondiscrimination in awarding agency, municipal public works and quasi-public agency project contracts.

*EFFECTIVE DATE:* July 1, 2023

### **PA 23-150**

#### **AN ACT CONCERNING EARLY CHILDHOOD EDUCATION, AN AUDIT OF THE STATE-WIDE MASTERY EXAMINATION, THE ESTABLISHMENT OF THE CONNECTICUT CIVICS EDUCATION AND MEDIA LITERACY TASK FORCE, THE PROVISION OF SPECIAL EDUCATION, AND A BILL OF RIGHTS FOR MULTILINGUAL LEARNER STUDENTS.**

**SUMMARY:** § 1 — SCHOOL READINESS PROGRAM PER CHILD COST

Extends the FY 21 cap on the per child cost rate through FY 24 and increases it beginning in FY 25.

#### **§ 2 — CARE 4 KIDS PROGRAM**

In conformity with federal law, allows OEC to establish a protective service class making certain foster

care children, newly adopted children, and homeless children categorically eligible for Care4Kids.

#### **§ 3 — EMERGENCY EPINEPHRINE AUTHORIZATION AT CHILD CARE FACILITIES**

Authorizes child care providers, under certain conditions, to administer emergency first aid epinephrine to a child experiencing an allergic reaction; includes an option for parents to opt their child out.

#### **§ 4 — RENAMING EARLY CHILDHOOD COUNCILS AS COLLABORATIVES**

Changes the name of "local and regional early childhood councils" to "local early childhood collaboratives".

#### **§ 5 — STATEWIDE MASTERY TEST AUDIT**

Requires the education commissioner to audit state-wide mastery test and local testing requirements and preparation and administration time.

#### **§§ 6-7 — CIVICS AND MEDIA LITERACY EDUCATION**

Creates the Connecticut Civics Education, Civics Engagement, and Media Literacy Task Force; adds civics and media literacy to the required public schools social studies program of instruction.

*EFFECTIVE DATE:* July 1, 2025, Sec. 7

#### **§ 8 — CTECS PROGRAM AND CAREER ALIGNMENT STUDY**

Requires the CTECS board to study the programs it offers to determine whether they align with the technical careers available in Connecticut.

#### **§§ 9-11 — STATE AID FOR SPECIAL EDUCATION**

Prohibits the State Department of Education (SDE) from including specified pandemic relief funds received by school districts when determining their special education excess cost grant amount; revises terminology referenced in calculating state aid for special education.

#### **§ 12 — REMOTE LEARNING USING DUAL INSTRUCTION**

Allows dual instruction as part of remote learning when (1) needed to implement a student's IEP or 504 plan or (2) part of an intradistrict or interdistrict cooperative learning program for students on school grounds during a regular school day.

**§ 13 — SPECIAL EDUCATION TASK FORCE**

Expands the charge and membership of the task force studying special education services and funding and also extends its reporting deadline and termination date.

*EFFECTIVE DATE:* Upon passage

**§ 14 — CHARTER SCHOOL ENROLLMENT CRITERIA**

Generally prohibits charter schools from asking about or considering an applicant student's need for or receipt of special education and related services, including as part of enrollment lottery criteria.

**§ 15 — SPECIAL EDUCATION COMPLAINTS FILED WITH SDE**

Requires SDE to post online summaries of (1) special education complaints filed with the department and (2) corrective actions required by the department.

**§ 16 — 504 PLANS AND SCHOOL EMPLOYEES**

Prohibits boards of education from disciplining any school employee who discusses or makes recommendations about student services or accommodations during a 504 plan meeting.

**§§ 17-18 — MULTILINGUAL LEARNERS' BILL OF RIGHTS**

Changes the term "English learner" to "multilingual learner" in the education statutes; requires SBE to draft a written bill of rights for parents or guardians of multilingual learner students,

**§§ 19-35 — CONFORMING CHANGES**

Makes conforming changes throughout various education statutes.

*EFFECTIVE DATE:* July 1, 2023 unless indicated otherwise.

**PA 23-159  
AN ACT CONCERNING TEACHERS  
AND PARAEDUCATORS.**

**SUMMARY: § 1 — LIMITATIONS ON USE OF EDTPA**

Limits the use of the teacher preservice performance assessment, edTPA, to only as an accountability measure for teacher preparation programs,

retroactive to July 1, 2022.

**§ 2 — CEASE-AND-DESIST ORDERS FOR PROHIBITED PRACTICES**

Allows SBLR to issue a cease-and-desist order for certain violations of the teachers collective bargaining law.

**§ 3 — RAISING THE KINDERGARTEN STARTING AGE**

A child who has not reached the age of five on or before the first day of September of the school year may be admitted (1) upon a written request by the parent or guardian of such child to the principal of the school in which such child would be enrolled, and (2) following an assessment of such child, conducted by such principal and an appropriate certified staff member of the school, to ensure that admitting such child is developmentally appropriate. This section was repealed and substitute language is in PA 23-208, Sec. 1.

**§ 4-5 — PLAY-BASED LEARNING DURING PRESCHOOL, KINDERGARTEN, AND GRADES ONE TO FIVE**

Requires schools to provide play-based learning during each regular school day for kindergarten and preschool students; requires school boards to permit a teacher to use play-based learning during the school day for grades one to five; adds play-based learning to educator professional development.

*EFFECTIVE DATE:* July 1, 2024, except the professional development provision is effective July 1, 2023

**§ 6-7 — EXIT SURVEY FOR TEACHERS LEAVING THE PROFESSION AND TEACHER ATTRITION RATES**

Requires school boards to (1) develop and conduct exit surveys of teachers voluntarily leaving employment with the board and (2) add teacher attrition rates to their strategic school profile report.

**§ 8 — TEACHER PROFESSIONAL STANDARDS ADVISORY COUNCIL**

Revises and expands the membership of the Teacher Professional Standards Advisory Council, including adding the Teacher of the Year and the previous year's Teacher of the Year.



## **§ 9 — TEACHERS' RETIREMENT SYSTEM TASK FORCE**

Establishes a task force to analyze the per pupil equity of TRS funding; requires the task force to submit its recommendations to the Education and Appropriations committees by January 1, 2025.

## **§ 10-11 — PARAEDUCATOR PROFESSIONAL DEVELOPMENT**

Excludes certain mandated trainings from paraeducator professional development programs; requires annual updates to SDE's guidance and best practices for programs of professional development.

## **§ 11 — PARAEDUCATOR PDEC MEMBERSHIP**

Adds a paraeducator to each school district's professional development and evaluation committee (PDEC).

## **§ 12 — IEP REVIEW BY PARAPROFESSIONALS**

Requires paraeducators to review a student's IEP with a supervisor as needed.

## **§ 13 — CERTIFICATE ENDORSEMENTS FOR PRESCHOOL AND KINDERGARTEN TEACHING**

Allows the education commissioner to allow a teacher with a (1) grade one through six endorsement to teach kindergarten for a second year without demonstrating enrollment in a kindergarten endorsement program or (2) grade one through 12 comprehensive special education endorsement to teach preschool in addition to kindergarten as current law allows.

## **§ 14 — ARC PROGRAM EXPANSION**

Requires OHE to expand its ARC program attended by minority teacher incentive program grant recipients and hire one full-time permanent employee to administer the expanded ARC program.

## **§ 15 — ADJUNCT ARTS INSTRUCTOR PERMIT**

Allows SBE to additionally issue adjunct instructor permits in the arts to applicants who hold a degree higher than a bachelor's and meet other requirements in existing law.

## **§ 16 — STUDENT TEACHING EXPERIENCE BY DRG**

Removes the requirement that teacher preparation program participants complete their clinical, field, or

student teaching experience in two different types of school districts according to DRG categorization.

## **§ 17 — INTEGRATED AND CROSS ENDORSEMENTS**

Allows SDE, in cooperation with OHE, to authorize three new endorsements affecting early childhood education, special education, and grades kindergarten through three teaching positions.

## **§ 18 — SUBSTITUTE TEACHERS**

Allows local or regional boards of education, under certain circumstances, to employ a substitute teacher for up to 60 days without obtaining an SDE-issued substitute authorization.

## **§ 19 — PURCHASING TEACHER RETIREMENT CREDIT**

Removes service at SERC from the 10-year aggregate limit on purchases of TRS retirement credit.

## **§ 20- 21 — ADDITIONS TO THE TEACHERS' RETIREMENT SYSTEM**

Expands the TRS to cover teachers employed by an interdistrict magnet school operated by (1) a private higher education institution's board of governors; (2) an SDE-approved, third-party nonprofit corporation; or (3) Goodwin University Magnet Schools, Inc. and Goodwin University Educational Services, Inc., specifically.

## **§ 22 — TENURE AND ACCUMULATED SICK LEAVE**

Maintains a teacher's tenure and accumulated sick leave in the event a new regional school district is formed.

## **§ 23-27 — TEACHER PERFORMANCE EVALUATIONS**

Requires local and regional boards of education to adopt revised teacher evaluation programs and SBE to adopt revised program guidelines that use new (1) student indicators and assessment methods and (2) teacher feedback mechanisms; removes obsolete language.

*EFFECTIVE DATE:* July 1, 2023 unless indicated otherwise

*EFFECTIVE DATE:* Upon Passage, Sections 1, 9

*EFFECTIVE DATE:* July 1, 2024, Sections 3, 4, 5

**PA 23-160**  
**AN ACT CONCERNING MANDATE RELIEF AND OTHER TECHNICAL AND ASSORTED REVISIONS AND ADDITIONS TO THE EDUCATION AND EARLY CHILDHOOD EDUCATION STATUTES.**

**SUMMARY: § 1 — EDUCATION MANDATE WORKING GROUP**

Requires CAGE to convene an 11-member mandate review working group to recommend to the legislature repealing or amending obsolete or duplicative mandates; sets January 1, 2025, deadline for the recommendations.

**§ 2 — IN-SERVICE VIOLENCE PREVENTION AND SEIZURE RESPONSE TRAINING**

Requires the existing school district in-service training on school violence prevention to be aligned with DESPP school security and safety plan standards and adds new training requirement on emergency responses to students who have seizures.

**§ 3 — ACCESS TO CURRICULUM**

Requires boards of education to make curriculum and associated materials available to parents and guardians under the requirements of the federal Protection of Pupil Rights Amendment.

**§ 4 — ACCESS TO ADULT EDUCATION**

Allows any parent under age 17 to request permission from the local or regional board of education to attend adult education classes.

**§ 5 — ELIGIBILITY FOR STATEWIDE REMOTE LEARNING SCHOOL**

Requires SDE, when developing a plan for a statewide remote learning school, to narrow the range of students eligible to enroll; also extends the deadline to submit a plan for the school to legislative committees.

**§ 6 — BOARD MEETING AGENDA AND DOCUMENT POSTING**

Requires boards of education conducting a board meeting to make the agenda or any associated documents that members may review at the meeting available for public inspection and post them on the board's website.

**§ 7 — FAMILY AND COMMUNITY ENGAGEMENT IN EDUCATION COUNCIL**

Requires the education commissioner to convene a family and community engagement in education council.

**§ 8 — SUPPORT FOR AFTER-SCHOOL GRANT RECIPIENTS**

Requires SDE to support after-school grant recipients in new, specified ways; allows the department to increase the amount it retains from the appropriation for this grant program.

**§ 9 — SERC REAL ESTATE AND CONTRACTING**

Removes SERC from specified state oversight pertaining to real estate and contracting.

**§ 10 — FREE MENSTRUAL PRODUCTS IN SCHOOL RESTROOMS**

Extends the deadline for boards of education to begin providing free menstrual products in restrooms by one year, from September 1, 2023, to September 1, 2024.

**§§ 11-28 — LCO TECHNICAL REVISIONS**

Makes technical, grammatical, and conforming changes in the education and early childhood statutes.

**§§ 29-32 — MAGNET SCHOOL ENROLLMENT REQUIREMENTS AND REVISING REDUCED ISOLATION STANDARDS**

Makes permanent existing magnet school enrollment requirements; allows the education commissioner to revise the magnet school reduced isolation standards.

**§ 30 — SUNSETS TARGETED MAGNET SCHOOL GRANT**

Sunsets a targeted magnet school grant.

**§ 31 — REINSTATES BAN ON MAGNET SCHOOL TUITION**

Reinstates the ban on Sheff-decision host K-12 magnet schools charging tuition to sending school districts.

**§ 33 — GRANTS TO ASSIST SHEFF PROGRAMS**

Allows the commissioner to award grants from existing Sheff settlement funds for four specific

purposes.

#### **§ 34 — INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITIES FOR MILITARY CHILDREN**

Makes technical changes to the Compact on Educational Opportunities for Military Children.

#### **§§ 35-37 — LOWERING ELIGIBILITY AGE FOR SCHOOL READINESS**

Lowers the eligibility age of children for the School Readiness preschool program to birth, rather than age three.

#### **§§ 36-38 — SCHOOL READINESS AND CHILD CARE GRANTS**

Removes a requirement that certain excess funds be used exclusively to increase salaries of early childhood educators; changes annual awarding of a school readiness grant from annual to biennial.

#### **§ 39 — SMART START COMPETITIVE GRANT PROGRAM**

Removes the FY 24 sunset date (i.e., June 30, 2014) for the smart start competitive grant, thus making the program permanent.

#### **§ 40 — PARENT ADVISORY CABINET**

Requires OEC to establish a parent advisory council.

#### **§ 41 — CARE 4 KIDS INCOME LEVEL ELIGIBILITY**

Requires the OEC commissioner to establish a two-tiered income eligibility limit for Care 4 Kids that conforms with federal regulations.

#### **§42 — PUBLIC SCHOOL OPERATOR DEFINITION FOR INSURANCE PURPOSES**

Expands the definition of the types of public school operators that can join in health care benefit agreements with other school operators or municipalities.

#### **§§ 43-44 — CHARTER SCHOOLS AND THE EDUCATIONAL INTERESTS OF THE STATE**

Explicitly places charter schools under the educational interests of the state law that includes a complaint process if a party believes the school is not meeting the educational interests of the state.

#### **§ 45 — SDE CURRICULUM COORDINATOR**

Requires the education commissioner to employ at least one curriculum coordinator.

*EFFECTIVE DATE:* July 1, 2023 unless indicated otherwise.

*EFFECTIVE DATE:* From Passage, Sections 11-17, 20-28

*EFFECTIVE DATE:* July 1, 2025, Section 19

### **PA 23-167 AN ACT CONCERNING TRANSPARENCY IN EDUCATION.**

#### **SUMMARY: § 1 — PUBLISHING SCHOOL DISTRICT RECEIPTS, EXPENDITURES, AND STATISTICS**

Requires SDE, starting by February 15, 2024, to annually publish each school district's receipts, expenditures, and statistics for the previous fiscal year; requires SDE, starting by February 15, 2025, to prepare and publish the same data in a format that allows financial comparisons between school districts and schools.

#### **§ 2-3 — NEW BOARD OF EDUCATION MEMBER REQUIRED TRAINING**

Requires SDE to provide, and newly elected school board members to take, training on the responsibilities and obligations of being a school board member.

#### **§ 4-5 — ALLIANCE DISTRICTS**

Removes establishing a family resource center in each elementary school utilizing alliance funding. This section was repealed and substitute language is in PA 23-208, Sec.3.

#### **§ 6 — WHOLESOME SCHOOL MEALS PILOT PROGRAM**

Requires SDE to administer a wholesome school meals pilot program to award five grants to alliance districts to embed a professional chef in the district to assist school meal programs.

#### **§ 7 — VIRTUAL REALITY STUDY**

Requires SDE to study the use of virtual reality in grade 9-12 classroom instruction.

#### **§ 8 — EDUCATOR APPRENTICESHIP PROGRAM**

Requires SDE to establish an educator apprenticeship initiative to enable students in teacher preparation program to gain paid classroom

teaching experience.

#### **§ 9-10 — SDE REVIEW OF SCHOOL BOARDS' INCREASING EDUCATOR DIVERSITY PLANS**

Requires each school board to (1) submit its increasing educator diversity plan (referred to in current law as the minority educator recruitment plan) to the education commissioner by March 15, 2024, for review and approval and (2) implement its approved plan beginning with the 2024-25 school year.

#### **§ 11-18 — ASPIRING EDUCATORS DIVERSITY SCHOLARSHIP PROGRAM**

Changes the name of the minority teacher candidate scholarship program to the aspiring educators diversity scholarship program, reduces the maximum annual grant amount from \$20,000 to \$10,000, and requires SDE to hire four staff members to administer the program.

#### **§ 12-14 — EDUCATOR DIVERSITY POLICY OVERSIGHT COUNCIL**

Changes the name of the Minority Teacher Recruitment Oversight Council to the Increasing Educator Diversity Policy Oversight Council and the term “minority” student to “diverse” student.

#### **§ 15 — ADJUNCT PROFESSOR PERMIT**

Allows SBE to issue adjunct professor permits to allow part-time nontenured college instructors to work part-time for a school district; establishes employment limits and criteria.

#### **§ 16 — ADDING CURSIVE WRITING AND WORLD LANGUAGES TO THE MODEL CURRICULUM**

Adds cursive writing and world language to the K to eight model curriculum that SDE is currently developing.

#### **§ 17 — HIGH SCHOOL GRADUATION CREDIT FOR CREDIT RECOVERY PROGRAMS**

Allows school boards to award high school graduation credit for completing an approved credit recovery program.

#### **§ 19 — USE OF CERTAIN OPEN CHOICE FUNDS**

Changes terminology describing excess Open Choice funds from “nonlapsing” to “additional,” limits the amount of these funds for one earmarked

use, and allows any remaining funds to lapse.

#### **§ 20-23, 86 — IMPLEMENTATION OF READING MODELS OR PROGRAMS**

Requires a school board that received a waiver from using one of the recommended reading models to implement the alternative model under the waiver by the 2024-25 school year; allows school boards without a waiver, but that have not adopted a recommended model, to partially implement a recommended model over time; eliminates a provision that allows the commissioner to grant a school board more time for implementation due to insufficient resources or funding; extends a notification deadline.

#### **§ 24 — REVIEW OF ISSUES RELATED TO IMPLEMENTING THE READING MODEL OR PROGRAM**

Requires SDE's literacy center to review issues related to implementation of the reading curriculum models and programs.

#### **§ 25 — STATEWIDE MASTERY TEST AUDIT**

Requires the education commissioner to audit statewide mastery test and local testing requirements and preparation and administration time.

#### **§ 26-27 — LOCAL FOOD FOR SCHOOLS INCENTIVE PROGRAM**

Creates in DoAg the local food for schools incentive program to reimburse eligible school boards for the purchase of locally or regionally sourced food for school meal programs; establishes reimbursement rates for locally- and regionally-sourced food; outlines the grant process and requires DoAg to develop guidelines; redirects unexpended CT Grown for CT Kids Grant Program funds to the new program.

#### **§ 28-33 — AEROSPACE AND AVIATION TRAINING**

Allows school boards to partner with local businesses to provide aerospace and aviation apprenticeship training programs to students; requires creation of a working group to study the feasibility of an aviation and aerospace high school.

#### **§ 29 — MODEL PARAEDUCATOR TRAINING PROGRAM FOR HIGH SCHOOL STUDENTS**

Requires the education commissioner, by January 1, 2024, and in consultation with the School Par-



aeducator Advisory Council, to develop a model paraeducator training program for high school students.

### **§ 30 — DISSEMINATING INFORMATION ON SCHOOL OPTIONS**

Requires school boards to annually distribute information on vocational, technical, technological, and postsecondary education school options to middle school students.

### **§ 31 — HIGH SCHOOL PRE-APPRENTICESHIP GRANT PROGRAM**

Requires SDE, by January 1, 2024, to establish a pre-apprenticeship grant program for boards of education that include DOL-registered pre-apprenticeship programs in their high school curriculum.

### **§ 32-33 — EXPANSION OF DUAL CREDIT AND DUAL ENROLLMENT PROGRAMS**

Requires SDE, in partnership with boards of education and public higher education institutions, to expand opportunities for dual credit and dual enrollment for high school students, including courses required for health care occupations.

### **§ 34-35 — SCHOOL NURSES AND NURSE PRACTITIONERS**

Exempts school nurses and nurse practitioners from the work experience requirement in state regulations; requires employing boards of education to provide 15 hours of professional development biennially to school nurses and nurse practitioners beginning with the 2024-25 school year.

### **§ 36 — COMMISSION TO STUDY EDUCATION FUNDING AND ACCOUNTABILITY MEASURES**

Creates a new commission to study various educational issues including funding for local school districts, charter schools, and magnet schools and related accountability measures.

### **§ 37 — APRIL ENROLLMENT REPORT**

Requires local and regional boards of education, magnet school operators, and charter school governing councils to annually report enrollment data as of April 1 to SDE.

### **§ 38-40 — RENAMING AND REVISING THE ALLIANCE DISTRICTS**

Renames the alliance districts the educational reform districts and reduces the number of these

designated districts to 20; makes conforming changes in ECS and tiered PILOT grants law. Section 38 was repealed in PA 23-208, Sec.12.

### **§ 41 — ALLIANCE DISTRICT HOLDBACK FOR MINORITY TEACHER PROGRAM FUNDING**

Changes the 10 percent of any increase an alliance district receives that is withheld to an amount equal to 10 percent. This section was repealed and substitute language is in PA 23-208, Sec.5.

### **§ 42 — INDOOR AIR QUALITY WORKING GROUP**

Expands charge of, and extends deadline for, the school indoor air quality working group.

### **§ 43-44 — SCHOOL INDOOR AIR QUALITY PROGRAM**

Requires more frequent indoor air quality inspections; requires the inspection reports to be submitted to DAS on a form the agency creates.

### **§ 45 — OPTIMAL TEMPERATURE COMFORT RANGE GUIDELINES**

Requires DPH to develop temperature comfort range guidelines for school buildings.

### **§ 46 — PATHWAYS IN TECHNOLOGY EARLY COLLEGE HIGH SCHOOL PROGRAM GRANT**

Changes the date to 6/30/25 for SDE to annually issue a request for proposals to alliance district board of education for a new public-private partnership or enhancement of an existing pathway in technology early college high school program. This section was repealed and substitute language is in PA 23-208, Sec.6.

### **§ 47 — SCHOOL CLIMATE DEFINITION**

Defines “school climate” and related terms.

### **§ 47- 48 — SCHOOL CLIMATE STANDARDS AND MODEL POLICY**

Requires the Social and Emotional Learning and School Climate Advisory Collaborative to (1) develop school climate standards based on national guidelines and (2) create a uniform bullying complaint form; requires SDE and boards of education to post the form on their websites and in their handbooks.

**§ 49 — CONNECTICUT SCHOOL CLIMATE POLICY**

Phases in the requirement for boards of education to adopt and implement a new Connecticut school climate policy over the next three school years.

**§ 50-52, 70 — SCHOOL CLIMATE PERSONNEL**

Requires each school district to have a school climate coordinator and each school to have a school climate specialist and a school climate committee.

**§ 53 — SCHOOL CLIMATE SURVEY**

Requires each school climate committee to annually administer a school climate survey.

**§ 54-71 — SCHOOL CLIMATE IMPROVEMENT PLAN**

Requires the creation of a school climate improvement plan in each school that aligns with the Connecticut school climate standards and includes protocols and supports to enhance classroom safety and address challenging behavior.

**§ 55 — TRAINING RESOURCES**

Requires each local and regional board of education to provide training and resources for school employees on school climate, social and emotional learning, and restorative practices; repeals a law requiring the statewide safe school climate resource network.

**§ 56-69 — TECHNICAL AND CONFORMING CHANGES**

Makes technical and conforming changes.

**§ 72-73 — SCHOOL RESOURCE OFFICERS**

The memorandum of understanding with school resource officers further defines an investigation and behavioral intervention, of challenging behavior or conflict that escalates to violence or constitutes a crime and states such provisions are in accordance with any laws or policies concerning the duties of police officers. SRO must submit Section 9 report to their chief of police. These sections were repealed and substitute language is in PA 23-208, Sections 9-10.

**§ 74 — RESTORATIVE PRACTICES RESPONSE POLICY**

Requires school boards to adopt a restorative practices response policy.

**§ 75 — SCHOOL DISCIPLINE PRACTICES WORKING GROUP**

Requires the SDE commissioner to establish a working group, under the Connecticut School Discipline Collaborative, to study current school discipline practices and report the study's results to the Education Committee.

**§ 76-82 — RECOMMENDATIONS OF THE JUVENILE JUSTICE POLICY AND OVERSIGHT COMMITTEE CONCERNING EDUCATION**

Makes various changes in the education statutes governing suspension and expulsion.

**§ 83-84 — GRANTS FOR THE HIRING OF SCHOOL SOCIAL WORKERS, PSYCHOLOGISTS, COUNSELORS, NURSES, LICENSED MARRIAGE AND FAMILY THERAPISTS, AND SCHOOL MENTAL HEALTH SPECIALISTS**

Pushes out by one year the dates by which SDE must administer the school mental health therapist grant program; removes the requirement that grant recipients in both programs refund unexpended grant amounts to SDE; adjusts education commissioner reporting dates.

**§ 85 — GRANT FOR DELIVERY OF STUDENT MENTAL HEALTH SERVICES**

Pushes out by one year the dates by which SDE must administer a grant program to provide student mental health services to certain youth camp and summer program operators; removes the requirement that grant recipients refund unexpended grant amounts to SDE.

**§ 86-87 — REPEALER**

Repeals laws containing school climate-related requirements for school boards and SDE that conflict with the bill's provisions.

*EFFECTIVE DATE:* July 1, 2023 unless indicated otherwise.

*EFFECTIVE DATE:* Upon passage, Sections 7, 20-23 and 86, 24, 36, 42, 83, 84, 85.

*EFFECTIVE DATE:* July 1, 2023, Sections 32-33, except that the provision convening the aerospace advance manufacturing high school working group takes effect upon passage.

*EFFECTIVE DATE:* July 1, 2024, Sections 38-40.

*EFFECTIVE DATE:* July 1, 2025, Sections 56-69.

Provisions governing Sections 76-82 (1) expulsion and alternative education reporting take effect upon passage and (2) student mental health assessments take effect on July 1, 2023.

Sections 86-87 the provision eliminating the Director of Reading Initiatives position takes effect upon passage.

### **PA 23-188 AN ACT CONCERNING JUVENILE JUSTICE.**

**SUMMARY:** Among various provisions the act requires various state agencies, by November 1, 2023, and in consultation with designated JJPOC subcommittees, to develop a reentry success plan for youth released from the Department of Correction (DOC) and the Judicial Department's facilities and programs (§ 3).

*EFFECTIVE DATE:* Upon passage

### **PA 23-200 AN ACT CONCERNING THE ENFORCEMENT OF VIOLATIONS OF THE FREEDOM OF INFORMATION ACT.**

**SUMMARY:** This act increases, from \$1,000 to \$5,000, the maximum civil penalty that the Freedom of Information Commission (FOIC) may impose for certain Freedom of Information Act (FOIA) violations. As under existing law, the commission may impose the penalty against a records custodian or official responsible for denying a right conferred by FOIA (e.g., a request to inspect or copy a public record) if it finds that the denial was without reasonable grounds. FOIC may impose the penalty after giving the custodian or official an opportunity for a hearing.

The act also expands the circumstances under which FOIC may issue an order or impose a civil penalty. Under existing law, when a person files an appeal with FOIC against a public agency, the commission may confirm the agency's action or order it to provide relief that the commission believes is appropriate to rectify the denial. Under the act, if the commission finds that a public agency is engaging in (1) a practice or pattern of conduct that

constitutes an obstruction of any right conferred by FOIA or (2) reckless, willful, or wanton misconduct in delaying or denying responses to public records requests, then it may take the following actions: 1. impose a civil penalty of \$20 to \$5,000 against a custodian or other official of the public agency and 2. order other relief that it determines is appropriate to correct the obstruction or misconduct and deter the agency from violating FOIA.

*EFFECTIVE DATE:* October 1, 2023

### **PA 23-204 AN ACT CONCERNING THE STATE BUDGET FOR THE BIENNIUM ENDING JUNE 30, 2025, AND MAKING APPROPRIATIONS THEREFOR, AND PROVISIONS RELATED TO REVENUE AND OTHER ITEMS IMPLEMENTING THE STATE BUDGET.**

**SUMMARY:** The budget accelerates the full funding of the Education Cost Sharing formula by adding \$150 million in state support, while also increasing funding for the Excess Cost grant to support local costs for special education.

§ 24 specifies funding of \$37.2 million in both FY 24 and FY 25 for three grant programs administered by the State Department of Education: (1) Priority School Districts (\$30,818,778), Extended School Hours (\$2,919,883) and School Accountability (\$3,412,207).

§ 36 directs the State Library to distribute \$500,000 in both FY 24 and FY 25 for library-related programs: (1) United Way of Central and Northeastern Connecticut, for the Dolly Parton Imagination Library; (2) Read to Grow; and (3) Reach Out and Read.

### **§ 213-216, 528 — HEALTH INSURANCE COVERAGE FOR PARAEDUCATORS**

Establishes two subsidy programs for paraeducators' health insurance costs; requires the Office of Health Strategy to help paraeducators enroll in certain health insurance programs; establishes a paraeducator healthcare working group.

### **§ 310 — PRIVATE SCHOOL CURRICULUM ACCREDITATION**

Narrows a requirement that SBE allow a private



school's supervisory agent to accept accreditation from a specified accreditation agency by applying the requirement only to Waterbury rather than statewide; also requires the early childhood commissioner to recognize the agency for the same Waterbury school.

*EFFECTIVE DATE:* Upon passage

### **§§ 311-312 — SCHOOL FEEDING PROGRAMS**

Extends free lunch eligibility to students with a family income below 200 percent of the federal poverty level who are otherwise ineligible; makes state payment of federal reimbursement grants to school operators in the federal feeding programs required rather than optional.

*EFFECTIVE DATE:* July 1, 2023

### **§ 313 — OPEN CHOICE FUNDS GRANT FOR LEGACY FOUNDATION**

Requires the education commissioner to expend \$500,000 of remaining Open Choice funds for a grant to The Legacy Foundation for student wrap-around services.

*EFFECTIVE DATE:* July 1, 2023

### **§ 314-317 — REQUIREMENT TO PROPORTIONATELY REDUCE SPECIFIED EDUCATION GRANTS**

Extends the requirement that certain education grants be proportionately reduced if the amount appropriated for them is insufficient to fully fund them according to their statutory formulas

*EFFECTIVE DATE:* July 1, 2023

### **§ 318 — TRS MEMBERSHIP CRITERIA FOR STATE BOARD OF EDUCATION STAFF**

Changes the eligibility criteria for membership in the Teachers' Retirement System for certain professional staff of the State Board of Education.

*EFFECTIVE DATE:* July 1, 2023

### **§ 319-322 — FAFSA COMPLETION REQUIREMENT FOR HIGH SCHOOL STUDENTS**

Beginning with the graduating class of 2025, institutes a FAFSA completion high school graduation requirement; allows a waiver of the requirement; requires SDE to create the forms to implement the waiver; and makes various technical and conforming changes.

*EFFECTIVE DATE:* July 1, 2023

### **§ 323-325 — PRIORITY SCHOOL DISTRICT FUNDING**

Changes phase out funding for priority school district. This section was repealed and substitute language is in PA 23-208, Sec.7.

*EFFECTIVE DATE:* July 1, 2023

### **§ 326-327 — STATE POLICE STING OPERATIONS UNIT REGARDING ONLINE SEXUAL ABUSE OF MINORS**

For FYs 25 and 26, requires DESPP to establish an investigative unit within the Internet Crimes Against Children Task Force to conduct sting operations relating to the online sexual abuse of minors; makes related changes to the task force's staffing and duties.

*EFFECTIVE DATE:* July 1, 2023, Section 326

*EFFECTIVE DATE:* July 1, 2023, Section 327

### **§ 328-329 — HVAC AND OUTDOOR ATHLETIC FACILITY MINIMUM REIMBURSEMENT RATES FOR CERTAIN TOWNS**

Creates minimum HVAC and outdoor athletic facility school construction reimbursement rates for certain towns.

*EFFECTIVE DATE:* July 1, 2023

### **§ 330 — SCHOOL READINESS PROGRAM PER CHILD COST**

Extends the FY 21 cap on the per child cost rate through FY 24 and increases it beginning in FY 25.

*EFFECTIVE DATE:* July 1, 2023

### **§ 331 — CARE 4 KIDS PROGRAM**

In conformity with federal law, allows OEC to establish a protective service class making certain foster care children, newly adopted children, and homeless children categorically eligible for Care4Kids.

*EFFECTIVE DATE:* July 1, 2023

### **§ 332 — SMART START COMPETITIVE GRANT PROGRAM**

Removes the FY 24 sunset date (i.e., June 30, 2024) for the smart start competitive grant, thus making the program permanent.

*EFFECTIVE DATE:* July 1, 2023

**§ 333 — MAGNET SCHOOL ENROLLMENT REQUIREMENTS AND REVISING REDUCED ISOLATION STANDARDS**

Makes permanent existing magnet school enrollment requirements; allows the education commissioner to revise the magnet school reduced isolation standards.

*EFFECTIVE DATE:* July 1, 2023

**§ 334 — GRANTS TO ASSIST SHEFF PROGRAMS**

Allows the education commissioner to award grants from existing Sheff settlement funds for four specific purposes.

*EFFECTIVE DATE:* July 1, 2023

**§ 335-336 — GRANTS FOR THE HIRING OF SCHOOL SOCIAL WORKERS, PSYCHOLOGISTS, COUNSELORS, NURSES, LICENSED MARRIAGE AND FAMILY THERAPISTS, AND SCHOOL MENTAL HEALTH SPECIALISTS**

Pushes out by one year the dates by which SDE must administer the school mental health therapist grant program; removes the requirement that grant recipients in both programs refund unexpended grant amounts to SDE; adjusts education commissioner reporting dates.

*EFFECTIVE DATE:* Upon passage

**§ 337 — GRANT FOR DELIVERY OF STUDENT MENTAL HEALTH SERVICES**

Pushes out by one year the dates by which SDE must administer a grant program to provide student mental health services to certain youth camp and summer program operators; removes the requirement that grant recipients refund unexpended grant amounts to SDE.

*EFFECTIVE DATE:* Upon passage

**§ 338-339 — EARLY CHILDHOOD EDUCATION FUND**

Requires the comptroller to establish the fund and charges the OEC commissioner with reporting to legislative committees with recommendations for expenditures; requires the commissioner to report recommendations from the Blue-Ribbon Panel on Child Care.

*EFFECTIVE DATE:* Upon passage, Section 338

*EFFECTIVE DATE:* July 1, 2023, Section 339

**§ 340 — ECS GRANT SCHEDULE**

Changes the statutory schedule for ECS grant increases so that currently underfunded towns are fully funded sooner, by FY 26 rather than by FY 28; changes the scheduled reductions for overfunded towns by holding the towns harmless for certain years and making the reduction smaller in other years.

*EFFECTIVE DATE:* July 1, 2023

**§ 341-342 — MAGNET SCHOOL GRANT PROGRAMS AND TUITION**

Requires that beginning in FY 25 each magnet school grant be “at least” the amount indicated in law; beginning in FY 25, limits magnet school tuition to 58 percent of the amount charged in the previous year; extends through FY 25 the ban on SDE awarding magnet school grants to schools that do not meet residency and reduced isolation enrollment requirements; makes permanent the requirement that magnet school operators meet these enrollment requirements; renews for FY 24 reduced magnet school tuition payments for certain towns; sunsets a targeted magnet school grant.

*EFFECTIVE DATE:* July 1, 2023

**§ 343 — CHARTER SCHOOL GRANT INCREASES**

Increases the per-student state charter school grant for FYs 24-25; makes the FY 25 amount ongoing for future years.

*EFFECTIVE DATE:* July 1, 2023

**§ 344 — VO-AG CENTER GRANTS AND TUITION**

Requires in FY 25 and subsequent years each vo-ag center grant to be “at least” the amount indicated in law, \$5,200; beginning in FY 25, limits vo-ag center tuition for sending towns to 58 percent of the amount charged in the previous year.

*EFFECTIVE DATE:* July 1, 2023

**§ 345 — OPEN CHOICE GRANT SCHEDULE**

Requires that beginning in FY 25 each Open Choice grant be “at least” the amount indicated in law.

*EFFECTIVE DATE:* July 1, 2023

**§ 346 — EDUCATION FINANCE REFORM SPENDING FUND AMOUNTS**

Requires SDE to apportion the \$150 million appro-

priated for “Education Finance Reform” in specific amounts to fund ECS grants, charter school operating grants, magnet school operating grants, Open Choice grants, and agriscience and technology center grants.

*EFFECTIVE DATE:* July 1, 2023

**PA 23-205  
AN ACT AUTHORIZING AND  
ADJUSTING BONDS OF THE  
STATE AND CONCERNING  
CERTAIN GRANT AND FINANCING  
PROGRAMS, STATE CONSTRUCTION  
RELATED THRESHOLDS, SCHOOL  
CONSTRUCTION PROJECTS, THE  
FAILURE TO FILE FOR CERTAIN  
GRAND LIST EXEMPTIONS, THE  
VALIDATION OF CERTAIN ACTIONS  
TAKEN BY CERTAIN MUNICIPALITIES,  
CAPITAL CITY PROJECTS, CERTAIN  
CONSUMER AGREEMENTS, CERTAIN  
MODIFICATIONS TO MUNICIPAL  
CHARTERS AND PETITIONS FOR  
CERTAIN TOWN REFERENDA,  
ELECTIONS ADMINISTRATION AND  
CAMPAIGN FINANCE, CERTAIN CASES  
BEFORE THE COMMISSION ON HUMAN  
RIGHTS AND OPPORTUNITIES AND  
OTHER ITEMS IMPLEMENTING THE  
STATE BUDGET.**

**SUMMARY:** § 32 - provides up to \$10 million in matching funds for the purchase or lease of zero-emission school buses and electric vehicle charging stations

- up to \$5 million to targeted boards of education for alterations, repairs, technology and equipment in low-performing schools

§ 103 - provides that SDE, within available resources, direct resources and support to districts in high poverty-low opportunity census tracts to support a variety of special education supports, and tutoring in reading for K-3 students.

**SCHOOL CONSTRUCTION**

§ 114-139, 259 approve new priority list projects

which result in state grant commitments of \$736.4 million for school construction projects, make changes to projects previously approved which result in a net impact of a \$37.6 million increase to expected state payments or reimbursements, and make adjustments to current statutory requirements regarding various school construction-related provisions represent a potential increase to state payments and reimbursements of up to \$192.6 million.

§ 117-119 - make various changes, including changing the statutory reimbursement range for new school construction projects from 10-70 percent to 10-80 percent and allowing federal funds to be used as municipal share of project costs for school construction projects and school air quality grants.

§ 230 - directs \$3 million of the amount appropriated to SDE for Magnet Schools in FY 24 to be used for tuition assistance to the Hartford board of education.

**PA 23-208  
AN ACT MAKING CERTAIN REVISIONS  
TO THE EDUCATION STATUTES.**

**SUMMARY:** § 1 - This section replaces § 3 of PA 23-157. A child who has not reached the age of five on or before the first day of September of the school year may be admitted (1) upon a written request by the parent or guardian of such child to the principal of the school in which such child would be enrolled, and (2) following an assessment of such child, conducted by such principal and an appropriate certified staff member of the school, to ensure that admitting such child is developmentally appropriate.

*EFFECTIVE DATE:* July 1, 2024

§ 2 - SDE Commissioner shall develop a report of the effectiveness of the alliance district program, due 1/1/26 to the Education and Appropriations Committees.

§ 3 - Removes establishing a family resource center in each elementary school utilizing alliance funding.

§ 4 - The Board of Education in an alliance district must send SDE a report by 2/1/24 on costs to implement a family resource center program at each

of its elementary schools.

§ 5 - Changes the 10 percent of any increase an alliance district receives that is withheld to an amount equal to ten per cent.

§ 6 - Changes the date to 6/30/25 for SDE to annually issue a request for proposals to alliance district board of education for a new public-private partnership or enhancement of an existing pathway in technology early college high school program.

§ 7 - Changes phase out funding for priority school district.

§ 8 - New Region 20 election and terms are established.

*EFFECTIVE DATE:* Upon passage

§ 9- The memorandum of understanding with school resource officers further defines an investigation and behavioral intervention, of challenging behavior or conflict that escalates to violence or constitutes a crime and states such provisions are in accordance with any laws or policies concerning the duties of police officers.

§ 10- SRO must submit section 9 report to their chief of police.

§ 11- A FAFSA eligible student is further defined as a resident of the state, other changes impact higher education.

§ 12- This section repeals Sections 38-40 of SB 1 (PA 23-167), that renames the alliance districts the educational reform districts and reduces the number of these designated districts to 20; makes conforming changes in ECS and tiered PILOT grants law.

§ 13- This section repeals Sections 138, 327, and 328 of HB 6941. These sections about extending and payment of the school feeding programs were removed to retain the same systems that were put in place for PA 23-1.

*EFFECTIVE DATES:* July 1, 2023, unless otherwise indicated.

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## **CABE'S MISSION**

*To assist local and regional boards of education in providing high quality public education for all Connecticut children through effective leadership.*



**Connecticut Association of Boards of Education, Inc.**  
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## Groton Public Schools

Date prep:		FY24 Budget Summary Review					
1/17/24 2:19 PM							
		FY24 Budget			FY24 Actual	Remaining	
Account	Object #s	2023-2024	Expenditures	Encumbered	Total	Balance	%
<b>Salaries</b>							
1	Administrators 105-109	5,139,279	2,784,655	2,415,695	5,200,350	(61,071)	(1.2%)
2	Teachers 101-104,123-127,151-152	35,924,586	13,244,785	21,968,710	35,213,496	711,090	2.0%
3	Non-Cert Aides 110-111,130-131,136,139	4,621,663	1,818,436	1,649,077	3,467,513	1,154,150	25.0%
4	Substitute - Cert & Non-Cert 120-121	1,057,434	671,969	0	671,969	385,465	36.5%
5	Clerical 112-114,132-134,144	2,059,296	1,207,962	1,010,725	2,218,687	(159,391)	(7.7%)
6	Custodial/Maintenance/Techs 117-118,129,137-138,147-148	3,685,428	1,939,133	1,643,304	3,582,437	102,991	2.8%
7	Campus Security/Supervision 128	190,167	117,586	0	117,586	72,581	38.2%
8	<b>Total Salaries 100</b>	<b>52,677,853</b>	<b>21,784,526</b>	<b>28,687,511</b>	<b>50,472,037</b>	<b>2,205,816</b>	<b>4.2%</b>
<b>Benefits</b>							
9	Health Insurance 201-202	6,881,439	3,324,744	0	3,324,744	3,556,695	51.7%
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	784,686	0	784,686	786,898	50.1%
12	Other Benefits 222-227	394,000	305,101	0	305,101	88,899	22.6%
13	<b>Total Benefits 200</b>	<b>9,936,781</b>	<b>4,414,531</b>	<b>0</b>	<b>4,414,531</b>	<b>5,522,250</b>	<b>55.6%</b>
<b>Purchased Services</b>							
14	Instructional Services 321-324	235,375	123,912	1,725	125,637	109,738	46.6%
15	Professional Services 331	310,731	403,036	12,585	415,621	(104,890)	(33.8%)
16	Other Prof Services 332	595,000	335,658	96,449	432,107	162,893	27.4%
17	OT & PT Services 333	750,000	82,761	729,783	812,544	(62,544)	(8.3%)
18	Legal 334	71,100	57,858	0	57,858	13,243	18.6%
19	Athletic Officials & Other Athletic Serv 341-342	82,390	52,879	0	52,879	29,511	35.8%
20	Computer Network Services 343	164,483	120,586	0	120,586	43,897	26.7%
21	<b>Total Purchased Services 300</b>	<b>2,209,079</b>	<b>1,176,689</b>	<b>840,542</b>	<b>2,017,231</b>	<b>191,848</b>	<b>8.7%</b>
<b>Property Services</b>							
22	Water & Sewer 410-411	101,807	56,922	0	56,922	44,885	44.1%
23	Trash & Snow Removal 421-422	138,341	48,114	39,861	87,975	50,366	36.4%
24	Repair/Maintenance 430-435,490-491,499	496,549	433,564	85,785	519,349	(22,800)	(4.6%)
25	Rental 441	135,267	79,721	41,524	121,245	14,022	10.4%
26	<b>Total Property Services 400</b>	<b>871,964</b>	<b>618,322</b>	<b>167,170</b>	<b>785,492</b>	<b>86,472</b>	<b>9.9%</b>
<b>Transportation, Insurance, Communications, Tuition</b>							
27	Transportation: Schools 510-513	6,171,636	2,346,022	3,617,061	5,963,084	208,552	3.4%
28	Transportation: Student Activities 587-596	175,933	48,229	53,011	101,239	74,694	42.5%
29	Transportation: Staff 580-584	153,750	24,925	78	25,003	128,747	83.7%
30	Insurance 522,525	457,874	455,364	0	455,364	2,510	0.5%
31	Communications 530-552	155,542	156,561	1,217	157,778	(2,236)	(1.4%)
32	Tuition: Special Education 561-563,568	4,068,674	2,180,475	1,403,309	3,583,784	484,890	11.9%
33	Tuition: Other 564-567	1,218,720	834,139	95,522	929,661	289,059	23.7%
34	<b>Total Trans, Ins, Comm, Tuition 500</b>	<b>12,402,129</b>	<b>6,045,716</b>	<b>5,170,198</b>	<b>11,215,913</b>	<b>1,186,216</b>	<b>9.6%</b>
<b>Supplies</b>							
35	Instructional Supplies 601-609,613-619,622-623,628	515,243	307,598	36,401	343,999	171,244	33.2%
36	Computer Supplies 610-612	235,900	201,679	11,308	212,988	22,912	9.7%
37	Electricity & Heating 631-633	1,652,798	955,370	10,651	966,021	686,777	41.6%
38	Transportation Supplies 634,656	374,029	169,086	0	169,086	204,943	54.8%
39	Textbooks & Library Books 640-642,645,647	90,168	32,122	2,351	34,473	55,695	61.8%
40	Facility/Maintenance Supplies 650,652-655,657,659	271,678	258,234	2,848	261,082	10,596	3.9%
41	Other Supplies (staff dev, PPE, etc) 621,624-627,690	89,760	42,743	1,268	44,011	45,749	51.0%
42	<b>Total Supplies 600</b>	<b>3,229,576</b>	<b>1,966,833</b>	<b>64,827</b>	<b>2,031,660</b>	<b>1,197,916</b>	<b>37.1%</b>
<b>Equipment</b>							
43	Instructional Equipment 730,735	73,734	13,013	0	13,013	60,721	82.4%
44	Non-Instructional Equip 731,736	10,000	6,123	2,043	8,166	1,834	18.3%
45	<b>Total Equipment 700</b>	<b>83,734</b>	<b>19,136</b>	<b>2,043</b>	<b>21,179</b>	<b>62,555</b>	<b>74.7%</b>
<b>Total Dues &amp; Fees</b>		<b>800</b>	<b>99,511</b>	<b>77,107</b>	<b>0</b>	<b>22,404</b>	<b>22.5%</b>
<b>GRAND TOTAL</b>		<b>81,510,627</b>	<b>36,102,860</b>	<b>34,932,291</b>	<b>71,035,151</b>	<b>10,475,476</b>	<b>12.9%</b>

Groton Public Schools

Date prep:			FY24 Budget Summary Review					
1/17/24 2:19 PM								
			FY24 Budget			FY24 Actual	Remaining Balance	
Account	Object #s		2023-2024	Expenditures	Encumbered	Total		%
Salaries								
Administrators								
48	Administrators	105	1,225,814	759,879	635,062	1,394,941	(169,127)	(13.8%)
49	Principals	106	1,176,065	583,837	541,524	1,125,361	50,704	4.3%
50	Asst. Principals/Sp.Ed. Supv	107	2,404,422	1,270,955	1,113,363	2,384,318	20,104	0.8%
51	6-12 Curriculum Coordinators	108	181,586	88,465	55,872	144,337	37,249	20.5%
52	Athletic Director	109	151,392	81,519	69,873	151,392	0	0.0%
53			5,139,279	2,784,655	2,415,695	5,200,350	(61,071)	(1.2%)
Teachers								
54	Classroom Teachers	101 & 151	25,434,454	9,462,965	15,838,487	25,301,452	133,002	0.5%
55	Sp.Ed Certified	102	8,027,872	2,954,594	5,040,731	7,995,326	32,546	0.4%
56	Media Specialist	103	710,122	258,026	436,773	694,799	15,323	2.2%
57	Guidance	104	1,157,759	378,406	652,719	1,031,124	126,635	10.9%
	Summer School	123	62,869	42,534	0	42,534	20,335	32.3%
58	Adult Ed	124	42,230	12,786	0	12,786	29,444	69.7%
59	Coach Stipends	126	350,867	121,258	0	121,258	229,609	65.4%
60	Other Student Activities	127	138,413	14,218	0	14,218	124,195	89.7%
61			35,924,586	13,244,785	21,968,710	35,213,496	711,090	2.0%
Other Staff								
62	Reg.Ed Aides - Kindergarten	110 & 130	474,630	148,718	0	148,718	325,912	68.7%
63	Sp.Ed Aides - Para I & Para II	111 & 131	3,081,335	468,150	263,270	731,421	2,349,914	76.3%
64	Tutors	125 & 152	458,450	895,141	1,318,581	2,213,722	(1,755,272)	(382.9%)
65	School Bus Aides	136	446,772	212,482	0	212,482	234,290	52.4%
66	Other Non-Certified Personnel	139 & 119	160,476	93,945	67,225	161,170	(694)	(0.4%)
67			4,621,663	1,818,436	1,649,077	3,467,513	1,154,150	25.0%
Substitute								
68	Substitute Reg.Ed Certified	120	967,567	671,969	0	671,969	295,598	30.6%
69	Substitute Spec.Ed Certified	121	89,867	0	0	0	89,867	100.0%
70			1,057,434	671,969	0	671,969	385,465	36.5%
Clerical								
	Sp.Ed Clerical	112 & 132	102,429	88,958	77,421	166,379	(63,950)	0.0%
	School Clerical	113 & 133	770,888	411,780	427,191	838,971	(68,083)	(8.8%)
	Admin Clerical	114 & 134	1,142,100	614,823	506,114	1,120,936	21,164	1.9%
	Clerical Overtime	143 & 144	43,879	92,401	0	92,401	(48,522)	(110.6%)
71	Clerical	112'113'114'132'133'134'143'144	2,059,296	1,207,962	1,010,725	2,218,687	(159,391)	(7.7%)
Custodial/Maintenance/Techs								
72	Custodial	117 & 137	1,963,442	1,087,645	875,839	1,963,484	(42)	(0.0%)
73	Maintenance	118 & 138	874,573	403,391	437,844	841,235	33,338	3.8%
74	Custodial/Maintenance Overtime	147 & 148	110,500	35,069	0	35,069	75,431	68.3%
75	Technicians	129 & 149	736,913	413,029	329,621	742,650	(5,737)	(0.8%)
76			3,685,428	1,939,133	1,643,304	3,582,437	102,991	2.8%
Security								
77	Security/Supervision	128	190,167	117,586	0	117,586	72,581	38.2%
78	Total Salaries		52,677,853	21,784,526	28,687,511	50,472,037	2,205,816	4.2%
Benefits								
Health Insurance								
79	Group Ins. Prof	201	5,507,319	3,324,744	0	3,324,744	2,182,575	39.6%
80	Group Ins. Other	202	1,374,120	0	0	0	1,374,120	100.0%
81			6,881,439	3,324,744	0	3,324,744	3,556,695	51.7%
Workers Comp & Town Pension								
82	Worker's Compensation	211	352,258	0	0	0	352,258	100.0%
83	Town Pension	213	737,500	0	0	0	737,500	100.0%
84			1,089,758	0	0	0	1,089,758	100.0%
Social Security & Medicare								
85	Social Security	212	807,754	396,947	0	396,947	410,807	50.9%
86	Medicare	214	763,830	387,740	0	387,740	376,090	49.2%
87			1,571,584	784,686	0	784,686	786,898	50.1%
Other Employee Benefits								
88	Retirement Awards	222	242,500	229,771	0	229,771	12,729	5.2%
89	Unemployment	223	35,000	6,685	0	6,685	28,315	80.9%
90	Tuition Reimb Certified	224	115,000	67,145	0	67,145	47,856	41.6%
91	EAP	226	0	0	0	0	0	
92	Mentor Stipend	227	1,500	1,500	0	1,500	0	0.0%
93			394,000	305,101	0	305,101	88,899	22.6%
94	Total Benefits		9,936,781	4,414,531	0	4,414,531	5,522,250	55.6%

Groton Public Schools

Date prep:		FY24 Budget Summary Review						
1/17/24 2:19 PM								
			FY24 Budget			FY24 Actual	Remaining	
Account		Object #s	2023-2024	Expenditures	Encumbered	Total	Balance	%
Purchased Services								
Instructional Services								
95	Instructional Services	321 & 323	123,500	64,270	1,000	65,270	58,230	47.1%
96	Instruct Improvement Services	322 & 324	111,875	59,642	725	60,367	51,508	46.0%
97			235,375	123,912	1,725	125,637	109,738	46.6%
Professional Services								
98	Professional Services	331	310,731	403,036	12,585	415,621	(104,890)	(33.8%)
99	Other Professional Services	332	595,000	335,658	96,449	432,107	162,893	27.4%
100	OT & PT Services	333	750,000	82,761	729,783	812,544	(62,544)	(8.3%)
101	Legal Services	334	71,100	57,858	0	57,858	13,243	18.6%
102			1,726,831	879,312	838,817	1,718,129	8,702	0.5%
Athletic Officials & Other Athletic Services								
103	Athletic Officials	341	63,550	42,018	0	42,018	21,532	33.9%
104	Other Athletic Services	342	18,840	10,861	0	10,861	7,979	42.4%
105			82,390	52,879	0	52,879	29,511	35.8%
Computer Network Services								
106	Computer Network Services	343	164,483	120,586	0	120,586	43,897	26.7%
107	Total Purchased Services		2,209,079	1,176,689	840,542	2,017,231	191,848	8.7%
Property Services								
Water/Sewer								
108	Water	410	66,844	33,080	0	33,080	33,764	50.5%
109	Sewer	411	34,963	23,843	0	23,843	11,120	31.8%
110			101,807	56,922	0	56,922	44,885	44.1%
Trash & Snow Removal								
111	Trash Removal	421	88,341	48,114	39,861	87,975	366	0.4%
112	Snow Removal	422	50,000	0	0	0	50,000	100.0%
113			138,341	48,114	39,861	87,975	50,366	36.4%
Repair/Maintenance								
114	Equipment Repairs	430	129,425	64,870	0	64,870	64,555	49.9%
115	Grounds Repairs	431	191,510	195,673	64,430	260,103	(68,593)	(35.8%)
116	General Bldg Repairs	432	27,135	16,502	3,590	20,092	7,043	26.0%
117	Painting	433	5,146	0	0	0	5,146	100.0%
118	Heat & Plumbing	434	48,400	67,116	7,733	74,849	(26,449)	(54.6%)
119	Electrical	435	10,239	8,741	2,765	11,506	(1,267)	(12.4%)
120	Extermination Services	490	12,259	9,198	5,767	14,965	(2,706)	(22.1%)
121	Bldg Fire Protection	491	48,289	36,174	1,500	37,674	10,615	22.0%
122	Bldg Safety Services	492	0	0	0	0	0	
123	Other Purch Services	499	24,146	35,290	0	35,290	(11,144)	(46.2%)
124			496,549	433,564	85,785	519,349	(22,800)	(4.6%)
Rental								
125	Rental	441	135,267	79,721	41,524	121,245	14,022	10.4%
126	Total Property Services		871,964	618,322	167,170	785,492	86,472	9.9%
Transportation, Insurance, Communications, Tuition								
Transportation: Schools								
127	Reg.Ed Pupil Transportation	510 & 516	3,580,347	1,366,417	2,479,810	3,846,228	(265,881)	(7.4%)
128	Sp.Ed - Trans - STA	511	1,573,150	465,388	1,137,251	1,602,639	(29,489)	(1.9%)
129	Sp.Ed - Trans - Curtin	512	1,018,139	514,216	0	514,216	503,923	49.5%
130	Pupil Transp Reimbursement	513	0	0	0	0	0	
131			6,171,636	2,346,022	3,617,061	5,963,084	208,552	3.4%
Transportation: Other								
132	Transportation - Athletics	587	98,100	18,539	46,883	65,422	32,678	33.3%
133	Transportation - Field Trips	588	53,988	21,638	5,825	27,462	26,526	49.1%
134	Entry Fees - Athletics	591 & 592	14,475	7,125	150	7,275	7,200	49.7%
135	Admission Fees	595	9,370	927	154	1,081	8,290	88.5%
136	Misc Fees	590 & 596	0	0	0	0	0	
137			175,933	48,229	53,011	101,239	74,694	42.5%
Transportation: Staff								
138	Travel - Education	580 & 581	5,900	1,876	0	1,876	4,024	68.2%
139	Travel - Admin	582 & 583	32,000	12,996	0	12,996	19,004	59.4%
140	Travel - Conferences	584	115,850	10,053	78	10,131	105,719	91.3%
141			153,750	24,925	78	25,003	128,747	83.7%

Groton Public Schools

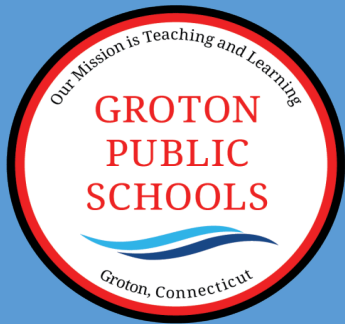
Date prep:		FY24 Budget Summary Review						
1/17/24 2:19 PM								
		FY24 Budget			FY24 Actual	Remaining Balance		
Account	Object #s	2023-2024	Expenditures	Encumbered	Total		%	
Liability & Accident Insurance								
142	Liability Insurance	522	442,702	441,954	0	441,954	748 0.2%	
143	Accident Insurance	525	15,172	13,410	0	13,410	1,762 11.6%	
144			457,874	455,364	0	455,364	2,510 0.5%	
Communications								
145	Telephone, Telephone Repairs	530	106,400	134,176	0	134,176	(27,776) (26.1%)	
146	Postage	531	30,100	7,558	0	7,558	22,542 74.9%	
147	Advertisement	540	5,000	5,919	567	6,486	(1,486) (29.7%)	
148	Minority Recruitment	541	0	1,000	650	1,650	(1,650)	
149	Printing Admin	550	11,542	7,459	0	7,459	4,083 35.4%	
150	School Publications	551 & 552	2,500	450	0	450	2,050 82.0%	
151			155,542	156,561	1,217	157,778	(2,236) (1.4%)	
Tuition: Special Education								
152	Sp.Ed Vocational	561	411,956	187,685	198,383	386,068	25,888 6.3%	
153	Sp.Ed BoE Placements	562	2,557,373	997,813	990,273	1,988,086	569,287 22.3%	
154	Sp.Ed State Placements	563	329,060	118,065	150,357	268,421	60,639 18.4%	
155	Sp.Ed Magnet Choice	568	770,285	876,913	64,296	941,209	(170,924) (22.2%)	
156			4,068,674	2,180,475	1,403,309	3,583,784	484,890 11.9%	
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	627,139	0	627,139	258,662 29.2%	
159	Gen Ed Vo Ag Tuition	567	122,814	0	95,522	95,522	27,292 22.2%	
160			1,218,720	834,139	95,522	929,661	289,059 23.7%	
161	Total Transportation, Insurance, Communication, Tuition		12,402,129	6,045,716	5,170,198	11,215,913	1,186,216 9.6%	
Supplies								
Instructional Supplies								
162	General Classroom	601	161,293	138,182	12,352	150,534	10,759 6.7%	
163	Science	602	15,600	4,722	485	5,208	10,392 66.6%	
164	Arts & Crafts	603	25,700	19,553	1,340	20,893	4,807 18.7%	
165	Phys. Ed	604	11,800	4,054	0	4,054	7,746 65.6%	
166	Music	605	22,800	7,474	637	8,112	14,688 64.4%	
167	Kindergarten	606	4,200	0	0	0	4,200 100.0%	
168	Pupil Tests	607	77,700	55,814	4,666	60,480	17,220 22.2%	
169	Tech. Ed	609	12,750	5,688	931	6,619	6,131 48.1%	
170	Home Ec Supplies	613	14,500	3,098	222	3,321	11,179 77.1%	
171	Sp.Ed Supplies	615	56,000	28,308	10,483	38,790	17,210 30.7%	
172	Athletic Supplies	616	55,950	24,925	3,699	28,624	27,326 48.8%	
173	Math Supplies	617	9,250	972	0	972	8,278 89.5%	
174	Health Supplies	618	2,200	0	0	0	2,200 100.0%	
175	Other Supplies	619	3,000	547	0	547	2,453 81.8%	
176	Health Serv Pathogen	622	5,750	603	0	603	5,147 89.5%	
177	School Library Supplies	623	6,250	617	506	1,123	5,127 82.0%	
178	Food, Drink, Snacks	628	30,500	13,043	1,079	14,121	16,379 53.7%	
179	Distance Learning Supplies	691	0	0	0	0	0	
180			515,243	307,598	36,401	343,999	171,244 33.2%	
Computer Supplies								
181	Computer Supplies	610 & 611	36,500	19,245	193	19,438	17,062 46.7%	
182	Software	612	199,400	182,435	11,115	193,550	5,850 2.9%	
183			235,900	201,679	11,308	212,988	22,912 9.7%	
Electricity & Heating								
184	Electricity	631	1,097,073	708,290	10,651	718,941	378,132 34.5%	
185	Propane/Natural Gas	632	338,350	147,325	0	147,325	191,025 56.5%	
186	Heating Oil	633	217,375	99,755	0	99,755	117,620 54.1%	
187			1,652,798	955,370	10,651	966,021	686,777 41.6%	
Transportation Supplies								
188	Diesel for School Buses	634	330,553	155,725	0	155,725	174,828 52.9%	
189	Gas for Maintenance	656	43,476	13,361	0	13,361	30,115 69.3%	
190			374,029	169,086	0	169,086	204,943 54.8%	
Textbooks & Library Books								
191	Textbooks	640	46,085	18,849	1,575	20,423	25,662 55.7%	
192	Workbooks	641	16,633	10,848	0	10,848	5,785 34.8%	
193	Textbook Rebind	642	500	0	0	0	500 100.0%	
194	Library Books	645	24,550	1,932	6	1,938	22,612 92.1%	
195	Periodicals	647	2,400	493	770	1,263	1,137 47.4%	
196			90,168	32,122	2,351	34,473	55,695 61.8%	



Groton Public Schools

Date prep:		FY24 Budget Summary Review					
1/17/24 2:19 PM							
		FY24 Budget			FY24 Actual	Remaining	
Account	Object #s	2023-2024	Expenditures	Encumbered	Total	Balance	%
Maintenance Supplies							
Equipment Repair	650	23,315	10,185	117	10,303	13,012	55.8%
Grounds Supplies	651	19,527	5,049	0	5,049	14,478	74.1%
General Bldg Repair	652	62,839	16,773	1,322	18,096	44,743	71.2%
Painting	653	2,500	13,349	0	13,349	(10,849)	(434.0%)
Heat & Plumbing	654	34,053	87,065	1,171	88,236	(54,183)	(159.1%)
Electrical	655	30,247	20,697	130	20,826	9,421	31.1%
Safety Supplies	657 & 659	13,047	5,000	0	5,000	8,047	61.7%
Custodial Supplies	658	86,150	100,115	108	100,223	(14,073)	(16.3%)
		271,678	258,234	2,848	261,082	10,596	3.9%
plies							
Sup Serv Guid Imp Ins	621	26,100	9,351	280	9,631	16,469	63.1%
Audio Visual	624 & 625	10,300	918	0	918	9,382	91.1%
General Admin Supplies	626	12,110	9,912	939	10,850	1,260	10.4%
School Admin Supplies	627	16,550	8,270	0	8,270	8,280	50.0%
Professional Materials	690	24,700	14,292	50	14,342	10,358	41.9%
Personal Protective Equipment	692 & 693	0	0	0	0	0	
		89,760	42,743	1,268	44,011	45,749	51.0%
Total Supplies		3,229,576	1,966,833	64,827	2,031,660	1,197,916	37.1%
Equipment							
Instructional Equipment							
Replace Instr Equip	730	27,500	2,237	0	2,237	25,263	91.9%
Add Instr Equipment	735	46,234	10,776	0	10,776	35,458	76.7%
		73,734	13,013	0	13,013	60,721	82.4%
Non-Instructional Equipment							
Replace Non-Instr Equipment	731	10,000	989	0	989	9,011	90.1%
Add Non-Instr Equipment	736	0	5,134	2,043	7,177	(7,177)	
		10,000	6,123	2,043	8,166	1,834	18.3%
Total Equipment		83,734	19,136	2,043	21,179	62,555	74.7%
Dues - Fees							
Dues							
Dues BoE	810	25,541	22,540	0	22,540	3,001	11.7%
General Admin Dues	811	15,725	15,221	0	15,221	504	3.2%
School Admin Dues	812	44,100	34,875	0	34,875	9,225	20.9%
Other Dues	819	14,145	4,471	0	4,471	9,674	68.4%
Total Dues/Fees		99,511	77,107	0	77,107	22,404	22.5%
Grand Total		81,510,627	36,102,860	34,932,291	71,035,151	10,475,476	12.9%





## Health Insurance Dashboard

Updated: January 8, 2023

### Notes:

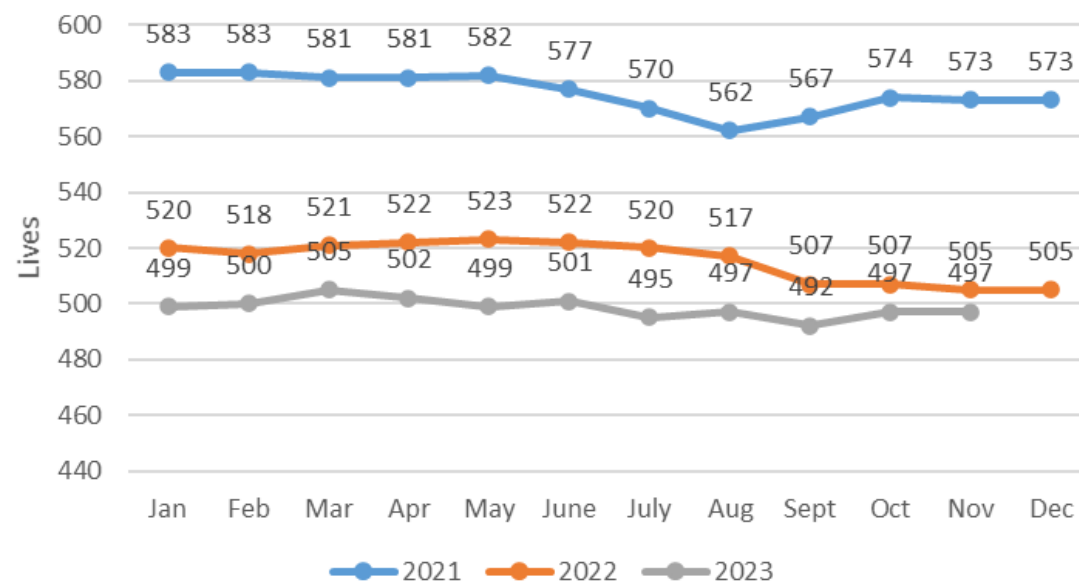
Enrollment: Down (3%) from the same period last year.

Claim Costs: November 2023 monthly claim costs of ~\$850K are up 3% from November 2022. Fiscal YTD claim costs are up 31%.

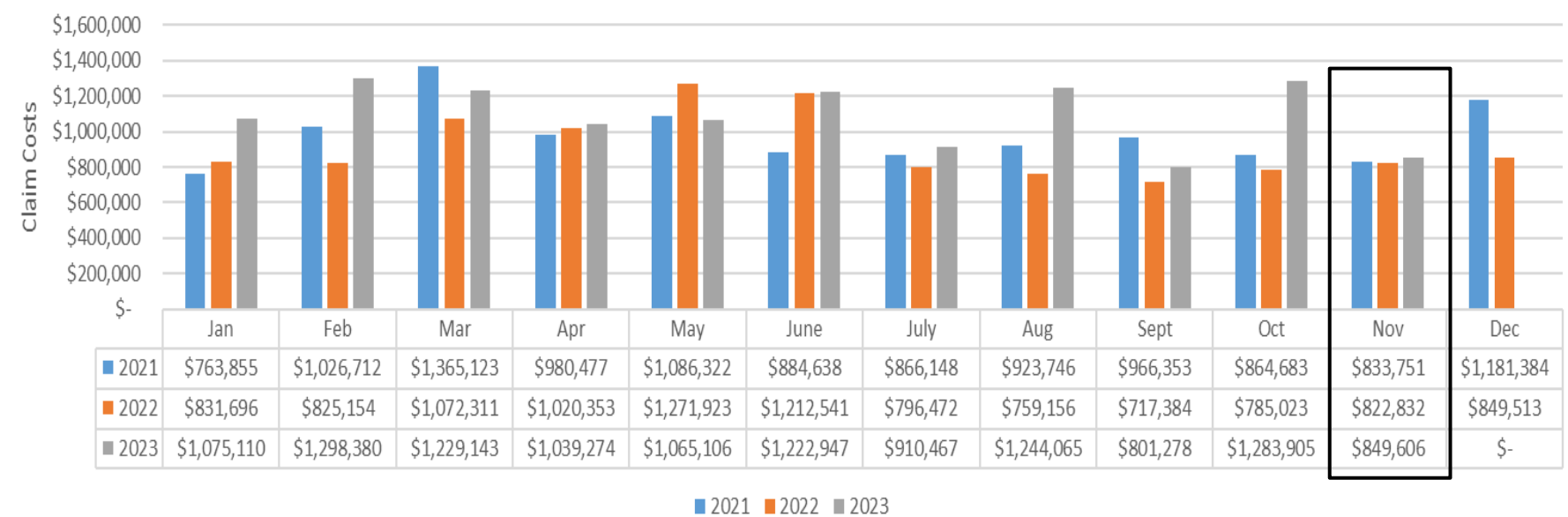
Claim Costs: Day to day claims (under \$50K) have decreased (4%) yet mid-tier claims (\$50k-\$200K) have increased 44%.

Claim Costs: Claims per employee per month has increased 22%.

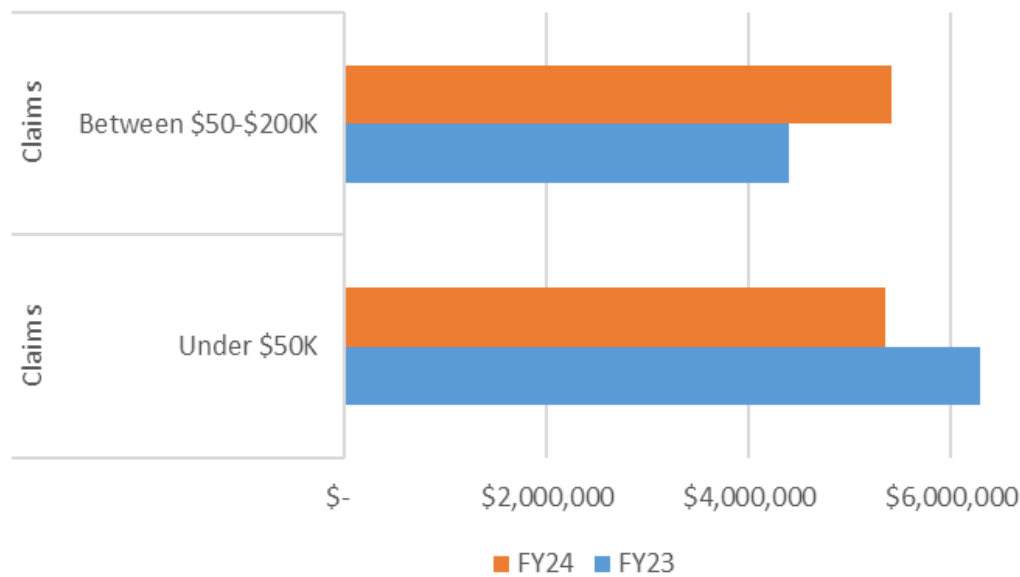
### Enrollment in the Plan



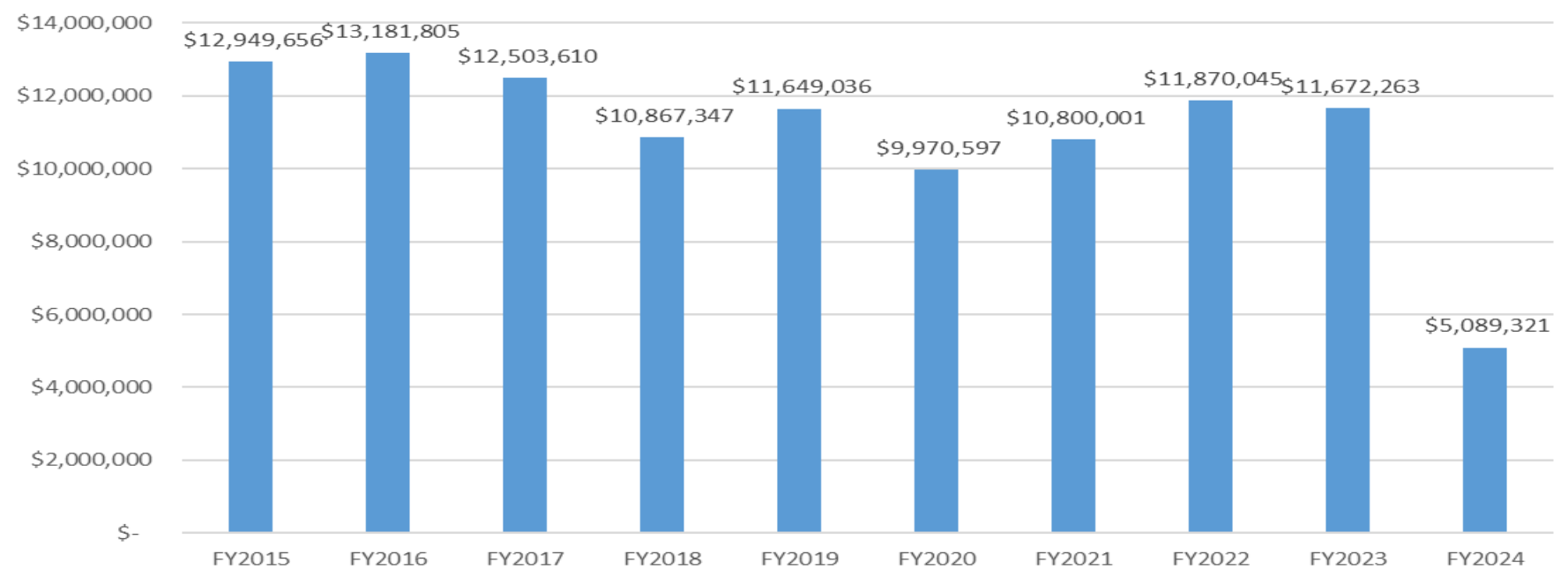
### Monthly Claim Costs



### Claims by Size



### Annual Health Insurance Costs





## Energy Dashboard

Updated: January 7, 2024

### Notes:

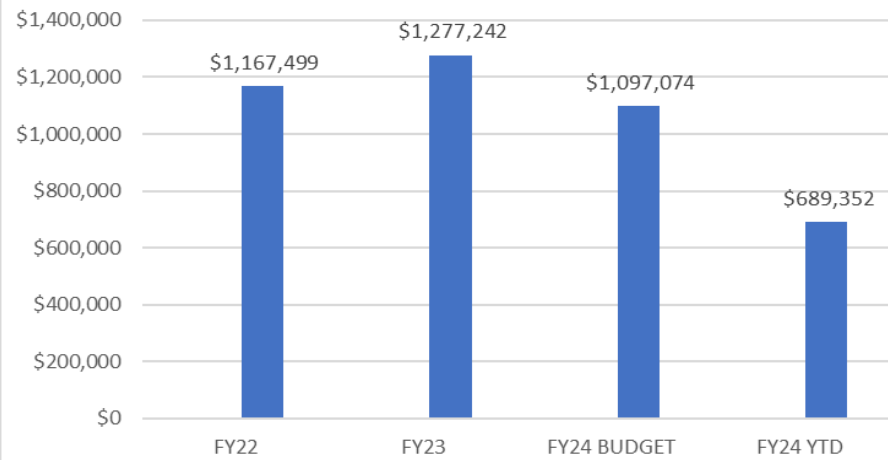
Usage: Consumption across all three utilities are running in parallel with the prior year.

Electricity: YTD consumption and costs are running in parallel with the prior year.

Natural Gas: YTD Consumption and costs are running in parallel with the prior year.

Oil: Still too early to gauge any risks, however the budget is ~40% lower than last year's costs.

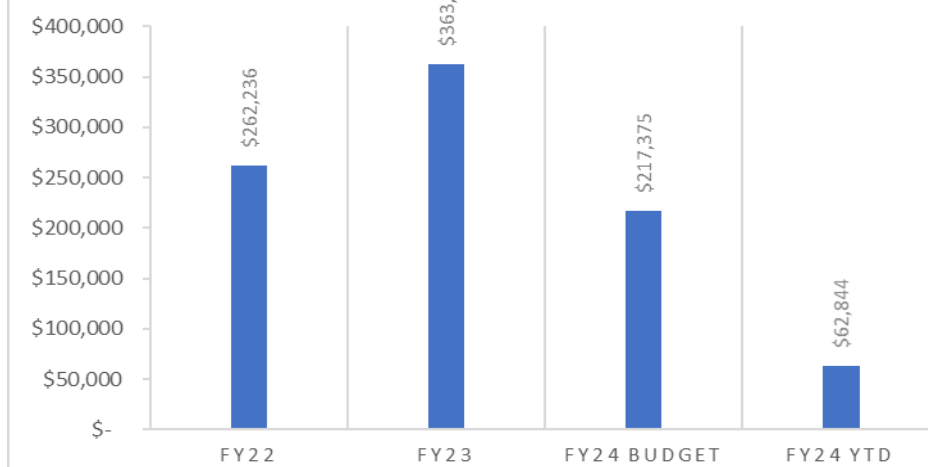
#### ELECTRICITY COSTS



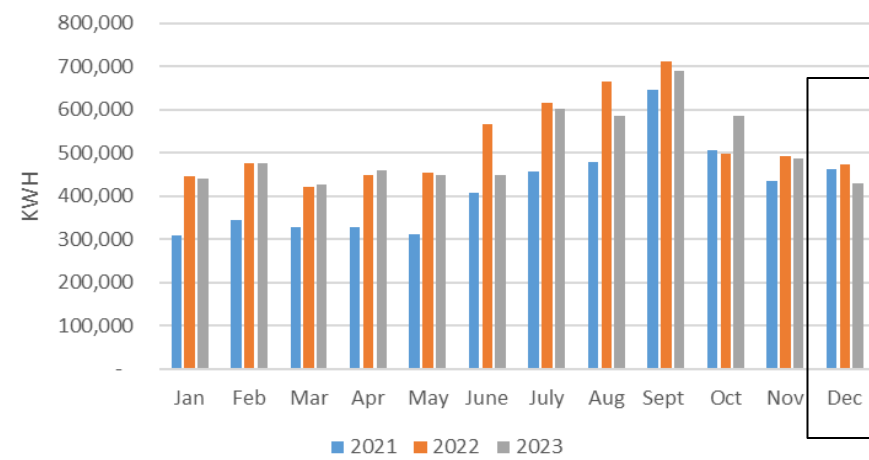
#### NATURAL GAS COSTS



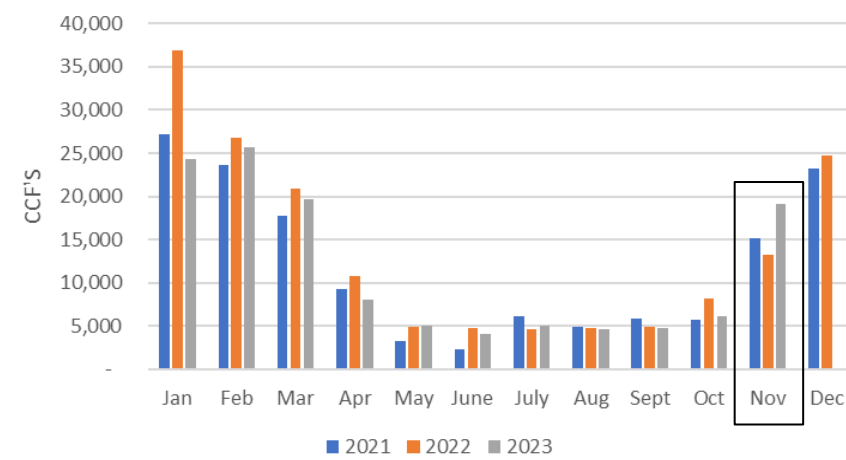
#### OIL COSTS



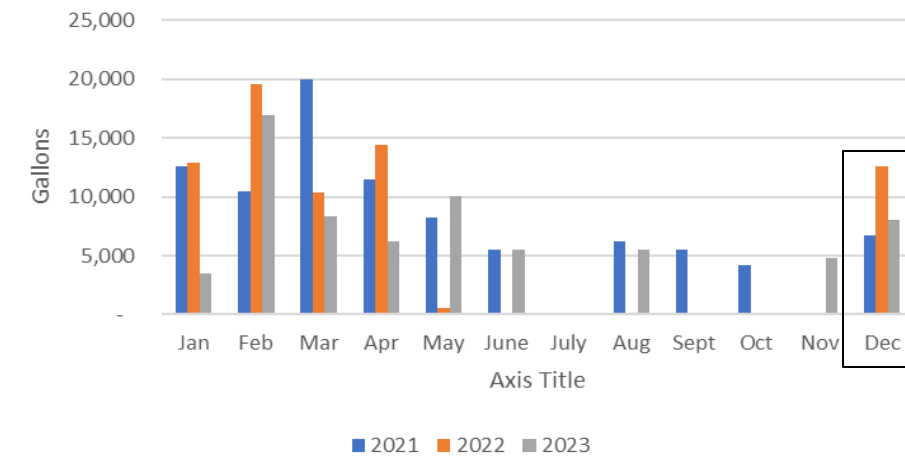
#### ELECTRICITY USAGE



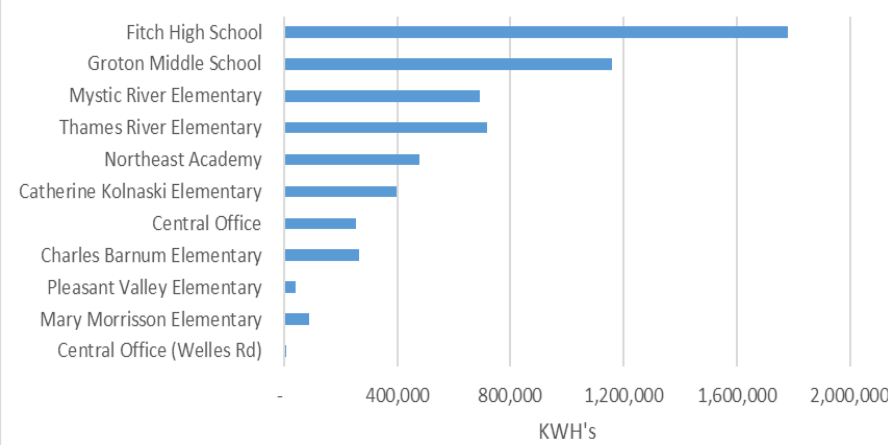
#### NATURAL GAS USAGE



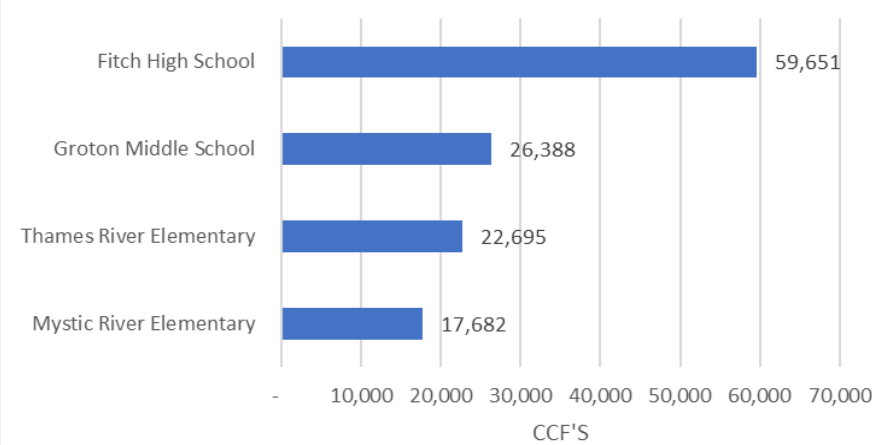
#### OIL USAGE



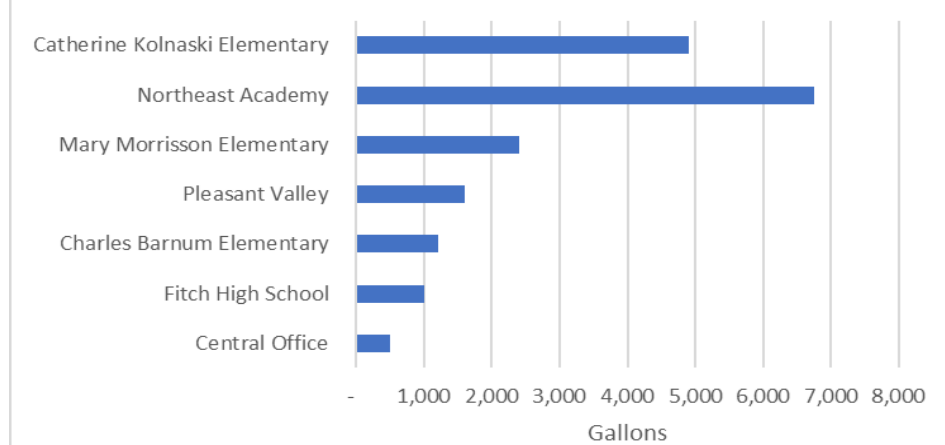
#### YTD ELECTRICITY USAGE BY LOCATION



#### YTD NATURAL GAS USAGE BY LOCATION



#### YTD OIL USAGE BY LOCATION



**GROTON BOARD OF EDUCATION  
SPECIAL MEETING MINUTES  
DECEMBER 18, 2023 @ 6:00 P.M.  
TOWN HALL ANNEX, CR 1**

**MEMBERS PRESENT:** Chairperson Jay Weitlauf, Vice Chairperson Beverly Washington, (remote), Andrea Ackerman, Dean Antipas, Adrian Johnson, Robert Meade, Matthew Shulman, Ian Thomas, Jennifer White

**ALSO PRESENT:** Susan Austin, Philip Piazza, Denise Doolittle, Nadine Macklin

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

A. Pledge of Allegiance

The first order of business was the Pledge of Allegiance to the flag led by David Meade.

II. RECOGNITION AND PARTICIPATION OF VISITORS AND DELEGATIONS - None

III. COMMENTS FROM CITIZENS

1. Mrs. Portia Bordelon, 24 Jefferson Drive, shared the following concerns:

- Water fill stations
- Weather notifications
- Proper funding for the ROTC Program
- Proper funding for Fencing
- Band and Music Program
- Student Supports for Advanced Classes
- AED Machines

IV. RESPONSE TO COMMENTS FROM CITIZENS - None

V. STUDENT REPRESENTATIVE REPORT - None

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS

A. Superintendent & Assistant Superintendent Report

1. Budget Planning for FY25 – Superintendent Austin gave an overview of the Budget Planning for FY25. (ATTACHMENT #1)
2. Update re: Special Education
  - Denise Doolittle introduced Ian Williamson and Erin Person who gave an overview of their duties regarding the Board Certified Behavior Analyst (BCBA). (ATTACHMENT #2)
  - Kindergarten Eligibility – Mrs. Nadine Macklin gave an overview of Kindergarten eligibility. (ATTACHMENT #3)

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS - cont.

B. Report and Information from the Staff

1. Business Manager Report

- Object Code Summary FY 24 (ATTACHMENT #4) – Superintendent Austin gave an overview of the Object Code Summary dated December 11, 2023, that shows an unexpended balance of \$13,293,654.
- Health Insurance Report (ATTACHMENT #5) – Superintendent Austin gave an overview of the Health Insurance Report for the month of October.
- Utilities Report (ATTACHMENT #6) – Superintendent Austin gave an overview of the Utilities Report.

2. Director of Buildings and Grounds

- Update re: School Facilities – Mr. Kilpatrick gave an overview of:
  - FHS LED upgrade is being completed.
  - GMS Field Poles.
  - MRM and GMS Solar projects are wrapping up.
  - Working with Project O on pergola for CB.
  - His department is gearing up for projects during the break.

VII. COMMITTEE REPORTS

- A. Policy – Dr. Ackerman noted that the Policy Committee met and discussed the policy on the agenda for first readings.
- B. Curriculum – There was no report
- C. Finance/Facilities – Mr. Weitlauf noted that the Finance/Facilities Committee met on November 14, 2023. Mr. Weitlauf noted that the Finance/Facilities Committee discussed the FY24 challenges and had a report from Mr. Kilpatrick regarding FHS LED project, that wheelchair lift at the field house has arrived, GMS solar project is progressing, MRMS solar project is also progressing and is on schedule to be completed by the end of the year, Turf field/softball field – 30' long concrete footings for each light has arrived.
- D. Communications – There was no report.
- E. Negotiations – Mr. Weitlauf noted that the Board would be voting on the Paraprofessional contract later in the meeting.
- F. LEARN – There was no report.
- G. TCC/RTM/BoE Liaison – There was no report.
- H. AGSA/GEA/BoE Liaison – There was no report.
- I. Groton Scholarship – There was no report.
- J. Athletic Fields – There was no report.
- K. Trails Committee – There was no report.
- L. Library Committee – There was no report.
- M. PSBC – There was no report.
- N. State Council on Education Opportunities for Military Children – There was no report.

VIII. ACTION ITEMS

A. Consent Agenda

MOTION: Antipas, Shulman - To approve the Consent Agenda.  
YES - Weitlauf, Washington, Ackerman, Antipas, Johnson, Meade, Shulman, White  
ABSTAINED - Thomas  
PASSED

B. Old Business - None

C. New Business

1. Discussion and possible action regarding a first reading of policy P 5117 Elementary (K-5) School Placement (ATTACHMENT #7)

MOTION: Thomas, Shulman - To approve policy P 5117 Elementary (K-5) School Placement as a first reading.  
PASSED UNANIMOUSLY

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

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

3. Discussion and possible action regarding the ratification of the SEIU, Local 2001, CSEA Groton Paraprofessionals Chapter contract for the period of July 1, 2023 to June 30, 2027.

MOTION: Ackerman, Thomas - To go into executive session at 8:28 p.m. to discuss the proposed contract between the Board and the SEIU, Local 2001, CSEA Groton Paraprofessionals Chapter pursuant to Connecticut General Statutes and to invite Superintendent Austin and Attorney Dugas to attend.  
PASSED UNANIMOUSLY

The Board returned to regular session at 9:17 p.m.

MOTION: Antipas, Meade - To ratify the SEIU, Local 2001, CSEA Groton Paraprofessionals Chapter contract for the period of July 1, 2023 to June 30, 2027.  
YES - Weitlauf, Washington, Ackerman, Antipas, Johnson, Meade, Shulman, White  
ABSTAINED - Thomas  
PASSED

IX. INFORMATION AND PROPOSALS

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

- Mr. Johnson stated that he is happy to hear that Heggerty and UFLI were approved. He made a referral to the Curriculum Committee for discussion regarding Literacy K-3.
- Mr. Thomas would like to see a Board policy regarding subcommittee meetings being recorded and published on our YouTube channel. He made a referral as such to the Policy Committee. He received communications regarding the JROTC program in regards to the uniforms and the outer gear.
- Dr. Ackerman mentioned the Martin Luther King service on January 14, 2024 at St. James Church in New London at 3:00 p.m. She is hoping to get the FHS culinary program to provide food for the reception.
- Mrs. Washington received communications regarding why the regular BOE meetings aren't televised live. She also mentioned that high school students have reached out to her regarding concerns over vaping in the bathrooms. Mrs. Washington made a referral to discuss not charging seniors ages 65 and older to attend school events.

X. ADVANCE PLANNING

A. Future Meeting Dates and Calendar Items for Board Attention - As noted in the agenda.

B. Suggested Agenda Items - None

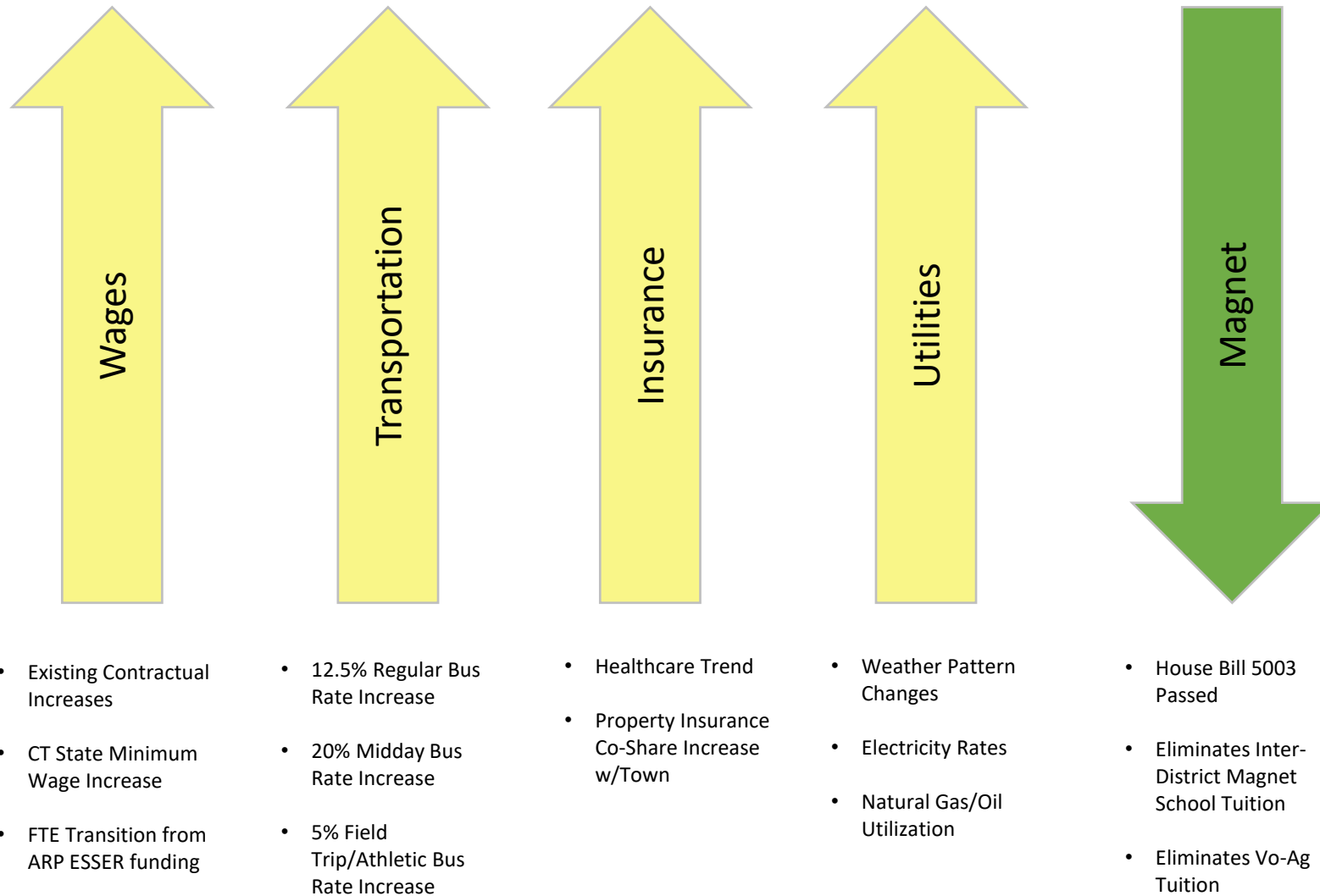
XI. ADJOURNMENT

MOTION: Ackerman, Meade - To adjourn at 9:30 p.m.  
PASSED UNANIMOUSLY






# FY25 Budget – Early Observations



# Board Certified Behavior Analysts Support in Groton Public Schools






## What is a BCBA?

- A BCBA is a Board Certified Behavior Analyst
- Someone who has:
  - a. completed an accredited ABAI masters level degree, other required coursework, faculty teaching/research, or post-doctoral experience.
  - b. Passed BCBA exam
  - c. Continued to maintain their accreditation by meeting continuing education requirements.
  - d. Complied with the Behavior Analyst Certification Board code of ethics
  - e. Recertified every two years.



## BCBA Responsibilities


- Analyzing behavior
- Behavior can be anything a student does
- All behavior is a form of communication
- BCBA's help figure out what the behavior is communicating, or the function of the behavior.



## BCBA Responsibilities in District

- Tier 1 - Working with Dr. Mahri and school teams for Tier 1 supports
  - Tier 2 - Consultation with school teams for specific group creation, interventions, and modifications.
  - Tier 3 - Consultation and direct service with students.
- 
- Supervision and training of staff, BCBA supervision is necessary to maintain RBT certification.
  - Evaluations, consulting with school teams to improve SEL interventions and academic programming, Functional Behavior Assessments (FBA's), and Behavior Intervention Plans (BIP's).





## What is a Functional Behavior Assessment (FBA)?

- All behavior has 4 functions: Attention, Escape, Access/Tangible, Sensory
- A Functional Behavior Assessment is a process for gathering information regarding the behaviors of concern to identify environmental conditions that predict and maintain behavior.
- Once we have a clear understanding about the function(s) of the behavior, a Behavior Intervention Plan is prepared based on these findings.
- An FBA is required by IDEA when student's behavior impacts their learning and/or learning of others.




## How Does a BCBA Gather Information?

In order to conduct an FBA, an informed consent is obtained from the parent/guardian. A BCBA uses direct and indirect assessments to gather information. These assessments include:

- Direct observations
- Interviews with teacher, support staff, parent/guardian
- Data collection
- Assessment forms completed by teacher, parent/guardian


Once a BCBA has all the necessary information, they analyze the data and arrive at a conclusion about the function that the maladaptive behavior serves.



## What is a Behavior Intervention Plan (BIP)?


As mentioned previously, a Behavior Intervention Plan is prepared based on the findings of the FBA. A BIP is written to address challenging behaviors that interfere with student's ability to benefit from the learning environment. It should contain the strategies below to support a student:

- Environmental modifications that a student needs to complete their work
- Academic modifications
- Adaptation of curriculum
- Social skills instructions to teach and increase appropriate behaviors



## Components of a Behavior Intervention Plan


- Description of the behavior
- Function of the behavior
- Antecedent (proactive) strategies to prevent behavior
- Consequence strategies to inform how to respond to the behavior
- Data collection method
- Crisis intervention plan (if needed)



# What does BCBA Support Look Like?

- Behavior observation and data collection
  - Direct observation
- Developing and implementing interventions
  - Behavior Management Guidelines
  - Behavior Intervention Plan
- Reinforcement Strategies
  - Classroom model vs individual
- Direct staff training
  - Student-specific
    - Crisis Management
      - Training paraprofessionals on student-specific behavior management
    - Behavior Skills Training
      - Instructions, modeling, role play, feedback





## What does BCBA Support Look Like? (Continued)

- Parent training
- Ongoing monitoring of progress
  - Data review
  - Staff interviews
- Staff/team meetings
- District-Wide Trainings
  - Discrete Trial Training/Intervention
  - Data Collection
  - Behavior/Crisis Management
- Collaborate on IEP goals
  - Vocational/Life Skills Goals
- Training on protective holds



Questions?



Thank you for your time!

# 2024-2025 Kindergarten Legislation

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UPDATE

# NEW Connecticut Kindergarten Age Requirements

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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.

# NEW Connecticut Kindergarten Age Requirements

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If a child does not meet the new entry cutoff date, he/she may still be admitted into kindergarten upon (1) a written request from the parent or guardian,

**and**

(2) an assessment completed by the school that determines admitting the child to kindergarten would be developmentally appropriate.

*\* The state has not provided districts with any guidelines at this time.*



# Update from the State Department of Education

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- Kindergarten enrollment numbers will be impacted by the new legislation.
- In order to assist schools with making staffing decisions in response to the unpredictable levels of kindergarten enrollment the following allowance has been made:
  - Flexible staffing models that allow districts to assign and reassign teachers from one grade to another (e.g., kindergarten to preschool/prekindergarten).

The CSDE and Office of Early Childhood acknowledge and understand the level of impact the new age requirement for kindergarten is having on families, districts and early care and education providers.

# The Proposal

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## Prekindergarten (Half Day)

- Eligible students must turn 4 years old BETWEEN January 1<sup>st</sup> and September 1<sup>st</sup> of 2024.

## Transitional Kindergarten (Full Day)

Eligible students must turn 5 years old BETWEEN September 2<sup>nd</sup> and December 31<sup>st</sup> of 2024 .

## Kindergarten (Full Day)

- Eligible students must turn 5 years old on or BEFORE September 1<sup>st</sup> of the 2024.

# Prekindergarten vs. Transitional Kindergarten

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## Prekindergarten

- \* Half Day
- \* Student turns 4 years old between January 1<sup>st</sup> – September 1<sup>st</sup>.
- \* Developmentally appropriate learning opportunities for students who are **4 years old**.
- \* Students will continue to have access to transportation to and from school.

## Transitional Kindergarten

- \* Full Day
- \* Student turning 5 years old between September 2<sup>nd</sup> – January 1<sup>st</sup>
- \* Developmentally appropriate learning opportunities for older **4 year old students – 5 years old**.
- \* Students will access specials, lunch, and recess.

# Prekindergarten and Transitional Kindergarten

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Prekindergarten and Transitional Kindergarten are high quality early learning readiness programs preparing students for kindergarten.

Key components:

- \* Prekindergarten Heggerty Phonemic Awareness Curriculum
- \* Second Step Social Emotional Learning Curriculum
- \* Play based learning opportunities following the Early Learning and Developmental Standards for Math, Science, Social Studies, and Cognition.
- \* Provides a free, equitable early learning opportunity for all children in the community.
- \* Our TK program is a model program sought out by our regional partners.

# Proposal for the 2024-2025 School Year

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Catherine Kolnaski	Charles Barnum	Mystic River Magnet	Northeast Academy	Thames River Magnet
<del>4 Kindergarten</del> 3 Kindergarten 1 Transitional Kindergarten	3 Kindergarten	<del>4 Kindergarten</del> 3 Kindergarten 1 Transitional Kindergarten 1 Prekindergarten	<del>4 Kindergarten</del> 3 Kindergarten 1 Transitional Kindergarten	4 Kindergarten 1 Transitional Kindergarten 1 Prekindergarten



# Early Entrance to Kindergarten for Students with an IEP

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Parents of a student with an IEP who request early acceptance in writing, after assessment, will be granted one of the following options:

1. Transition Kindergarten with peers of like ages (Birthdays between 9/2/23-1/1/24)
2. Kindergarten with peers slightly older (Students turning 5 on or before September 1)
3. An additional option will include continuation in the Integrated Preschool Program if appropriate.

\* Placement decisions will be made in conjunction with the parent through the PPT process.

# Assessment Process

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- Teachers and SLPs will rotate assessment assignments each month to minimize time out of the classroom
- Assessments will begin in February 2024
  - 2 days per month in district (Mary Morrison)
  - 1 day per month off-site (ECDC, River Front, TVCCA, Subbase)
- Assessment Tools:
  - Qualifying Scores-Brigance and the Preschool Language Scale (Articulation/Language) and behavior/social/emotional observation
  - Additional data collected during assessment to be reviewed to include: fine motor activity, concepts of print, letter identification/sounds, and preschool teacher input (if available).
  - Accommodations will be provided for students with an Individualized Education Plan. English Language teachers will be consulted for any English Language Learners.

# Timeline for Early Entrance in Kindergarten

## December

- \* Share the proposal with the Board of Education, Elementary School Administrators, and teachers .

## January

- Registration for the next school year opens in early January
- Lottery Application (open to *K-5* students) typically opens toward the end of January
- Schedule Parent Info session

## February

- Begin Kindergarten Assessment

## March

- “Intent to Return” Form Completed (for students)
- Kindergarten Assessments continue
- Potential Retention List

## April

- Determine potential lottery seats available
- Early Entrance Waiver: Soft Deadline (K Lottery Interests)

## May

- Kindergarten Assessments continue
- Early Entrance Waiver: Hard Deadline for Early Entrance

## Summer 2024

- Kindergarten Assessment for new families to Groton. Date to be determined

Thank You

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Groton Public Schools

Date prep:		FY24 Budget Summary Review					
12/11/23 11:15 AM							
		FY24 Budget			FY24 Actual	Remaining	
Account	Object #s	2023-2024	Expenditures	Encumbered	Total	Balance	%
Salaries							
1	Administrators 105-109	5,139,279	2,381,067	2,812,063	5,193,130	(53,851)	(1.0%)
2	Teachers 101-104,123-127,151-152	35,924,586	10,724,006	24,491,930	35,215,937	708,649	2.0%
3	Non-Cert Aides 110-111,130-131,136,139	4,621,663	1,472,970	1,802,386	3,275,355	1,346,308	29.1%
4	Substitute - Cert & Non-Cert 120-121	1,057,434	538,342	0	538,342	519,092	49.1%
5	Clerical 112-114,132-134,144	2,059,296	1,032,772	1,171,238	2,204,010	(144,714)	(7.0%)
6	Custodial/Maintenance/Techs 117-118,129,137-138,147-148	3,685,428	1,647,181	1,923,967	3,571,148	114,280	3.1%
7	Campus Security/Supervision 128	190,167	96,234	0	96,234	93,933	49.4%
8	Total Salaries 100	52,677,853	17,892,572	32,201,583	50,094,155	2,583,698	4.9%
Benefits							
9	Health Insurance 201-202	6,881,439	2,416,215	0	2,416,215	4,465,224	64.9%
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	663,131	0	663,131	908,453	57.8%
12	Other Benefits 222-227	394,000	271,698	0	271,698	122,302	31.0%
13	Total Benefits 200	9,936,781	3,351,044	0	3,351,044	6,585,737	66.3%
Purchased Services							
14	Instructional Services 321-324	235,375	120,498	2,675	123,173	112,202	47.7%
15	Professional Services 331	310,731	367,313	17,699	385,012	(74,281)	(23.9%)
16	Other Prof Services 332	595,000	224,418	122,794	347,212	247,788	41.6%
17	OT & PT Services 333	750,000	68,585	743,959	812,544	(62,544)	(8.3%)
18	Legal 334	71,100	45,098	0	45,098	26,002	36.6%
19	Athletic Officials & Other Athletic Serv 341-342	82,390	31,484	6,704	38,188	44,202	53.6%
20	Computer Network Services 343	164,483	97,424	9,526	106,950	57,533	35.0%
21	Total Purchased Services 300	2,209,079	954,820	903,357	1,858,177	350,902	15.9%
Property Services							
22	Water & Sewer 410-411	101,807	46,762	115	46,877	54,930	54.0%
23	Trash & Snow Removal 421-422	138,341	31,537	55,966	87,503	50,838	36.7%
24	Repair/Maintenance 430-435,490-491,499	496,549	386,464	94,849	481,313	15,236	3.1%
25	Rental 441	135,267	60,077	49,085	109,162	26,105	19.3%
26	Total Property Services 400	871,964	524,839	200,015	724,854	147,110	16.9%
Transportation, Insurance, Communications, Tuition							
27	Transportation: Schools 510-513	6,171,636	1,726,917	4,052,971	5,779,888	391,748	6.3%
28	Transportation: Student Activities 587-596	175,933	40,817	21,780	62,597	113,336	64.4%
29	Transportation: Staff 580-584	153,750	20,434	78	20,512	133,238	86.7%
30	Insurance 522,525	457,874	455,364	0	455,364	2,510	0.5%
31	Communications 530-552	155,542	126,859	1,403	128,262	27,280	17.5%
32	Tuition: Special Education 561-563,568	4,068,674	1,420,645	1,683,719	3,104,364	964,310	23.7%
33	Tuition: Other 564-567	1,218,720	827,804	95,522	923,326	295,394	24.2%
34	Total Trans, Ins, Comm, Tuition 500	12,402,129	4,618,840	5,855,473	10,474,313	1,927,816	15.5%
Supplies							
35	Instructional Supplies 601-609,613-619,622-623,628	515,243	258,448	54,886	313,334	201,909	39.2%
36	Computer Supplies 610-612	235,900	115,453	85,093	200,546	35,354	15.0%
37	Electricity & Heating 631-633	1,652,798	666,242	14,928	681,170	971,628	58.8%
38	Transportation Supplies 634,656	374,029	125,158	0	125,158	248,871	66.5%
39	Textbooks & Library Books 640-642,645,647	90,168	30,521	1,581	32,102	58,066	64.4%
40	Facility/Maintenance Supplies 650,652-655,657,659	271,678	219,240	2,335	221,575	50,103	18.4%
41	Other Supplies (staff dev, PPE, etc) 621,624-627,690	89,760	38,916	3,083	42,000	47,760	53.2%
42	Total Supplies 600	3,229,576	1,453,979	161,906	1,615,885	1,613,691	50.0%
Equipment							
43	Instructional Equipment 730,735	73,734	13,013	0	13,013	60,721	82.4%
44	Non-Instructional Equip 731,736	10,000	6,123	3,032	9,155	845	8.5%
45	Total Equipment 700	83,734	19,136	3,032	22,168	61,566	73.5%
Total Dues & Fees							
46	800	99,511	76,376	0	76,376	23,135	23.2%
GRAND TOTAL		81,510,627	28,891,606	39,325,367	68,216,973	13,293,654	16.3%

Groton Public Schools

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Account	Object #s	2023-2024	Expenditures	Encumbered	Total	Balance	%
Salaries							
Administrators							
Administrators	105	1,225,814	653,032	734,689	1,387,722	(161,908)	(13.2%)
Principals	106	1,176,065	493,614	631,747	1,125,361	50,704	4.3%
Asst. Principals/Sp.Ed. Supv	107	2,404,422	1,085,395	1,298,924	2,384,318	20,104	0.8%
6-12 Curriculum Coordinators	108	181,586	79,153	65,185	144,337	37,249	20.5%
Athletic Director	109	151,392	69,873	81,519	151,392	0	0.0%
		5,139,279	2,381,067	2,812,063	5,193,130	(53,851)	(1.0%)
Teachers							
Classroom Teachers	101 & 151	25,434,454	7,674,741	17,704,313	25,379,054	55,400	0.2%
Sp.Ed Certified	102	8,027,872	2,360,211	5,569,950	7,930,161	97,711	1.2%
Media Specialist	103	710,122	206,640	488,159	694,799	15,323	2.2%
Guidance	104	1,157,759	301,615	729,509	1,031,124	126,635	10.9%
Adult Ed	124	42,230	11,284	0	11,284	30,946	73.3%
Coach Stipends	126	350,867	112,763	0	112,763	238,104	67.9%
Other Student Activities	127	138,413	14,218	0	14,218	124,195	89.7%
		35,924,586	10,724,006	24,491,930	35,215,937	708,649	2.0%
Other Staff							
Reg.Ed Aides - Kindergarten	110 & 130	474,630	120,127	0	120,127	354,503	74.7%
Sp.Ed Aides - Para I & Para II	111 & 131	3,081,335	391,044	301,336	692,380	2,388,955	77.5%
Tutors	125 & 152	458,450	703,401	1,422,311	2,125,712	(1,667,262)	(363.7%)
School Bus Aides	136	446,772	176,200	0	176,200	270,572	60.6%
Other Non-Certified Personnel	139 & 119	160,476	82,197	78,739	160,936	(460)	(0.3%)
		4,621,663	1,472,970	1,802,386	3,275,355	1,346,308	29.1%
Substitute							
Substitute Reg.Ed Certified	120	967,567	538,342	0	538,342	429,225	44.4%
Substitute Spec.Ed Certified	121	89,867	0	0	0	89,867	100.0%
		1,057,434	538,342	0	538,342	519,092	49.1%
Clerical							
Clerical	112'113'114'132'133'134'143'144	2,059,296	1,032,772	1,171,238	2,204,010	(144,714)	(7.0%)
Custodial/Maintenance/Techs							
Custodial	117 & 137	1,963,442	921,070	1,047,805	1,968,875	(5,433)	(0.3%)
Maintenance	118 & 138	874,573	344,714	494,358	839,071	35,502	4.1%
Custodial/Maintenance Overtime	147 & 148	110,500	27,723	0	27,723	82,777	74.9%
Technicians	129 & 149	736,913	353,674	381,805	735,479	1,434	0.2%
		3,685,428	1,647,181	1,923,967	3,571,148	114,280	3.1%
Security							
Security/Supervision	128	190,167	96,234	0	96,234	93,933	49.4%
Total Salaries		52,677,853	17,892,572	32,201,583	50,094,155	2,583,698	4.9%
Benefits							
Health Insurance							
Group Ins. Prof	201	5,507,319	2,416,215	0	2,416,215	3,091,104	56.1%
Group Ins. Other	202	1,374,120	0	0	0	1,374,120	100.0%
		6,881,439	2,416,215	0	2,416,215	4,465,224	64.9%
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	332,952	0	332,952	474,802	58.8%
Medicare	214	763,830	330,179	0	330,179	433,651	56.8%
		1,571,584	663,131	0	663,131	908,453	57.8%
Other Employee Benefits							
Retirement Awards	222	242,500	217,271	0	217,271	25,229	10.4%
Unemployment	223	35,000	6,685	0	6,685	28,315	80.9%
Tuition Reimb Certified	224	115,000	46,242	0	46,242	68,758	59.8%
Mentor Stipend	227	1,500	1,500	0	1,500	0	0.0%
		394,000	271,698	0	271,698	122,302	31.0%
Total Benefits		9,936,781	3,351,044	0	3,351,044	6,585,737	66.3%



Groton Public Schools

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Account	Object #s	2023-2024	Expenditures	Encumbered	Total	Balance	%
Purchased Services							
Instructional Services							
95	Instructional Services 321 & 323	123,500	62,870	1,000	63,870	59,630	48.3%
96	Instruct Improvement Services 322 & 324	111,875	57,628	1,675	59,303	52,572	47.0%
97		235,375	120,498	2,675	123,173	112,202	47.7%
Professional Services							
98	Professional Services 331	310,731	367,313	17,699	385,012	(74,281)	(23.9%)
99	Other Professional Services 332	595,000	224,418	122,794	347,212	247,788	41.6%
100	OT & PT Services 333	750,000	68,585	743,959	812,544	(62,544)	(8.3%)
101	Legal Services 334	71,100	45,098	0	45,098	26,002	36.6%
102		1,726,831	705,413	884,452	1,589,866	136,965	7.9%
Athletic Officials & Other Athletic Services							
103	Athletic Officials 341	63,550	21,823	6,704	28,527	35,023	55.1%
104	Other Athletic Services 342	18,840	9,661	0	9,661	9,179	48.7%
105		82,390	31,484	6,704	38,188	44,202	53.6%
Computer Network Services							
106	Computer Network Services 343	164,483	97,424	9,526	106,950	57,533	35.0%
107	Total Purchased Services	2,209,079	954,820	903,357	1,858,177	350,902	15.9%
Property Services							
Water/Sewer							
108	Water 410	66,844	27,036	115	27,151	39,693	59.4%
109	Sewer 411	34,963	19,726	0	19,726	15,237	43.6%
110		101,807	46,762	115	46,877	54,930	54.0%
Trash & Snow Removal							
111	Trash Removal 421	88,341	31,537	55,966	87,503	838	0.9%
112	Snow Removal 422	50,000	0	0	0	50,000	100.0%
113		138,341	31,537	55,966	87,503	50,838	36.7%
Repair/Maintenance							
114	Equipment Repairs 430	129,425	50,565	830	51,395	78,030	60.3%
115	Grounds Repairs 431	191,510	188,783	64,430	253,213	(61,703)	(32.2%)
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	58,778	15,635	74,413	(26,013)	(53.7%)
119	Electrical 435	10,239	2,711	2,765	5,476	4,763	46.5%
120	Extermination Services 490	12,259	8,059	6,384	14,443	(2,184)	(17.8%)
121	Bldg Fire Protection 491	48,289	30,776	4,805	35,581	12,708	26.3%
123	Other Purch Services 499	24,146	30,289	0	30,289	(6,143)	(25.4%)
124		496,549	386,464	94,849	481,313	15,236	3.1%
Rental							
125	Rental 441	135,267	60,077	49,085	109,162	26,105	19.3%
126	Total Property Services	871,964	524,839	200,015	724,854	147,110	16.9%
Transportation, Insurance, Communications, Tuition							
Transportation: Schools							
127	Reg.Ed Pupil Transportation 510 & 516	3,580,347	1,052,076	2,794,152	3,846,228	(265,881)	(7.4%)
128	Sp.Ed - Trans - STA 511	1,573,150	343,729	1,258,819	1,602,548	(29,398)	(1.9%)
129	Sp.Ed - Trans - Curtin 512	1,018,139	331,112	0	331,112	687,027	67.5%
130	Pupil Transp Reimbursement 513	0	0	0	0	0	
131		6,171,636	1,726,917	4,052,971	5,779,888	391,748	6.3%
Transportation: Other							
132	Transportation - Athletics 587	98,100	18,539	16,589	35,128	62,972	64.2%
133	Transportation - Field Trips 588	53,988	19,615	5,188	24,803	29,185	54.1%
134	Entry Fees - Athletics 591 & 592	14,475	2,425	0	2,425	12,050	83.2%
135	Admission Fees 595	9,370	238	4	242	9,129	97.4%
137		175,933	40,817	21,780	62,597	113,336	64.4%
Transportation: Staff							
138	Travel - Education 580 & 581	5,900	1,271	0	1,271	4,629	78.5%
139	Travel - Admin 582 & 583	32,000	11,160	0	11,160	20,840	65.1%
140	Travel - Conferences 584	115,850	8,003	78	8,081	107,769	93.0%
141		153,750	20,434	78	20,512	133,238	86.7%
Liability & Accident Insurance							
142	Liability Insurance 522	442,702	441,954	0	441,954	748	0.2%
143	Accident Insurance 525	15,172	13,410	0	13,410	1,762	11.6%
144		457,874	455,364	0	455,364	2,510	0.5%

Groton Public Schools

Date prep:		FY24 Budget Summary Review					
12/11/23 11:15 AM							
		FY24 Budget			FY24 Actual	Remaining	
Account	Object #s	2023-2024	Expenditures	Encumbered	Total	Balance	%
<b>Communications</b>							
145 Telephone, Telephone Repairs	530	106,400	105,300	0	105,300	1,100	1.0%
146 Postage	531	30,100	7,558	0	7,558	22,542	74.9%
147 Advertisement	540	5,000	5,092	1,403	6,496	(1,496)	(29.9%)
148 Minority Recruitment	541	0	1,000	0	1,000	(1,000)	
149 Printing Admin	550	11,542	7,459	0	7,459	4,083	35.4%
150 School Publications	551 & 552	2,500	450	0	450	2,050	82.0%
151		155,542	126,859	1,403	128,262	27,280	17.5%
<b>Tuition: Special Education</b>							
152 Sp.Ed Vocational	561	411,956	80,557	51,577	132,134	279,822	67.9%
153 Sp.Ed BoE Placements	562	2,557,373	775,508	1,141,143	1,916,651	640,722	25.1%
154 Sp.Ed State Placements	563	329,060	94,294	174,127	268,421	60,639	18.4%
155 Sp.Ed Magnet Choice	568	770,285	470,285	316,873	787,158	(16,873)	(2.2%)
156		4,068,674	1,420,645	1,683,719	3,104,364	964,310	23.7%
<b>Tuition: Other</b>							
157 Adult Ed	564	210,105	207,000	0	207,000	3,105	1.5%
158 Gen Ed Magnet Tuition	566	885,801	620,804	0	620,804	264,997	29.9%
159 Gen Ed Vo Ag Tuition	567	122,814	0	95,522	95,522	27,292	22.2%
160		1,218,720	827,804	95,522	923,326	295,394	24.2%
161 Total Transportation, Insurance, Communication, Tuition		12,402,129	4,618,840	5,855,473	10,474,313	1,927,816	15.5%
<b>Supplies</b>							
<b>Instructional Supplies</b>							
162 General Classroom	601	161,293	131,410	15,213	146,623	14,670	9.1%
163 Science	602	15,600	3,223	1,568	4,792	10,808	69.3%
164 Arts & Crafts	603	25,700	17,525	2,590	20,115	5,585	21.7%
165 Phys. Ed	604	11,800	4,054	0	4,054	7,746	65.6%
166 Music	605	22,800	7,414	87	7,501	15,299	67.1%
167 Kindergarten	606	4,200	0	0	0	4,200	100.0%
168 Pupil Tests	607	77,700	32,429	18,615	51,044	26,656	34.3%
169 Tech. Ed	609	12,750	5,649	898	6,546	6,204	48.7%
170 Home Ec Supplies	613	14,500	2,487	378	2,865	11,635	80.2%
171 Sp.Ed Supplies	615	56,000	21,752	11,523	33,275	22,725	40.6%
172 Athletic Supplies	616	55,950	17,964	3,024	20,987	34,963	62.5%
173 Math Supplies	617	9,250	972	0	972	8,278	89.5%
174 Health Supplies	618	2,200	0	0	0	2,200	100.0%
175 Other Supplies	619	3,000	547	0	547	2,453	81.8%
176 Health Serv Pathogen	622	5,750	603	0	603	5,147	89.5%
177 School Library Supplies	623	6,250	617	0	617	5,633	90.1%
178 Food, Drink, Snacks	628	30,500	11,804	990	12,794	17,706	58.1%
180		515,243	258,448	54,886	313,334	201,909	39.2%
<b>Computer Supplies</b>							
181 Computer Supplies	610 & 611	36,500	17,957	951	18,908	17,592	48.2%
182 Software	612	199,400	97,496	84,142	181,638	17,762	8.9%
183		235,900	115,453	85,093	200,546	35,354	15.0%
<b>Electricity &amp; Heating</b>							
184 Electricity	631	1,097,073	528,679	14,928	543,607	553,466	50.4%
185 Propane/Natural Gas	632	338,350	85,791	0	85,791	252,559	74.6%
186 Heating Oil	633	217,375	51,772	0	51,772	165,603	76.2%
187		1,652,798	666,242	14,928	681,170	971,628	58.8%
<b>Transportation Supplies</b>							
188 Diesel for School Buses	634	330,553	114,180	0	114,180	216,373	65.5%
189 Gas for Maintenance	656	43,476	10,978	0	10,978	32,498	74.7%
190		374,029	125,158	0	125,158	248,871	66.5%
<b>Textbooks &amp; Library Books</b>							
191 Textbooks	640	46,085	18,849	1,575	20,423	25,662	55.7%
192 Workbooks	641	16,633	10,811	0	10,811	5,822	35.0%
193 Textbook Rebind	642	500	0	0	0	500	100.0%
194 Library Books	645	24,550	368	6	374	24,176	98.5%
195 Periodicals	647	2,400	493	0	493	1,907	79.4%
196		90,168	30,521	1,581	32,102	58,066	64.4%

Groton Public Schools

Date prep:		FY24 Budget Summary Review					
12/11/23 11:15 AM							
Account	Object #s	FY24 Budget 2023-2024	Expenditures	Encumbered	FY24 Actual Total	Remaining Balance	%
<b>Facility/Maintenance Supplies</b>							
197 Equipment Repair	650	23,315	7,834	470	8,304	15,011	64.4%
198 Grounds Supplies	651	19,527	4,500	0	4,500	15,027	77.0%
199 General Bldg Repair	652	62,839	14,733	402	15,135	47,704	75.9%
200 Painting	653	2,500	13,210	139	13,349	(10,849)	(434.0%)
201 Heat & Plumbing	654	34,053	75,639	1,166	76,804	(42,751)	(125.5%)
202 Electrical	655	30,247	15,613	30	15,643	14,604	48.3%
203 Safety Supplies	657 & 659	13,047	5,000	0	5,000	8,047	61.7%
204 Custodial Supplies	658	86,150	82,712	128	82,840	3,310	3.8%
205		271,678	219,240	2,335	221,575	50,103	18.4%
<b>Other Supplies</b>							
206 Sup Serv Guid Imp Ins	621	26,100	7,335	2,209	9,544	16,556	63.4%
207 Audio Visual	624 & 625	10,300	756	162	918	9,382	91.1%
208 General Admin Supplies	626	12,110	8,811	617	9,428	2,682	22.1%
209 School Admin Supplies	627	16,550	7,888	95	7,983	8,567	51.8%
210 Professional Materials	690	24,700	14,127	0	14,127	10,573	42.8%
212		89,760	38,916	3,083	42,000	47,760	53.2%
213 Total Supplies		3,229,576	1,453,979	161,906	1,615,885	1,613,691	50.0%
<b>Equipment</b>							
<b>Instructional Equipment</b>							
214 Replace Instr Equip	730	27,500	2,237	0	2,237	25,263	91.9%
215 Add Instr Equipment	735	46,234	10,776	0	10,776	35,458	76.7%
216		73,734	13,013	0	13,013	60,721	82.4%
<b>Non-Instructional Equipment</b>							
217 Replace Non-Instr Equipment	731	10,000	989	989	1,978	8,022	80.2%
218 Add Non-Instr Equipment	736	0	5,134	2,043	7,177	(7,177)	
219		10,000	6,123	3,032	9,155	845	8.5%
220 Total Equipment		83,734	19,136	3,032	22,168	61,566	73.5%
<b>Dues - Fees</b>							
<b>Dues/Fees</b>							
221 Dues BoE	810	25,541	22,540	0	22,540	3,001	11.7%
222 General Admin Dues	811	15,725	14,695	0	14,695	1,030	6.5%
223 School Admin Dues	812	44,100	34,875	0	34,875	9,225	20.9%
224 Other Dues	819	14,145	4,266	0	4,266	9,879	69.8%
225 Total Dues/Fees		99,511	76,376	0	76,376	23,135	23.2%
226 Grand Total		81,510,627	28,891,606	39,325,367	68,216,973	13,293,654	16.3%



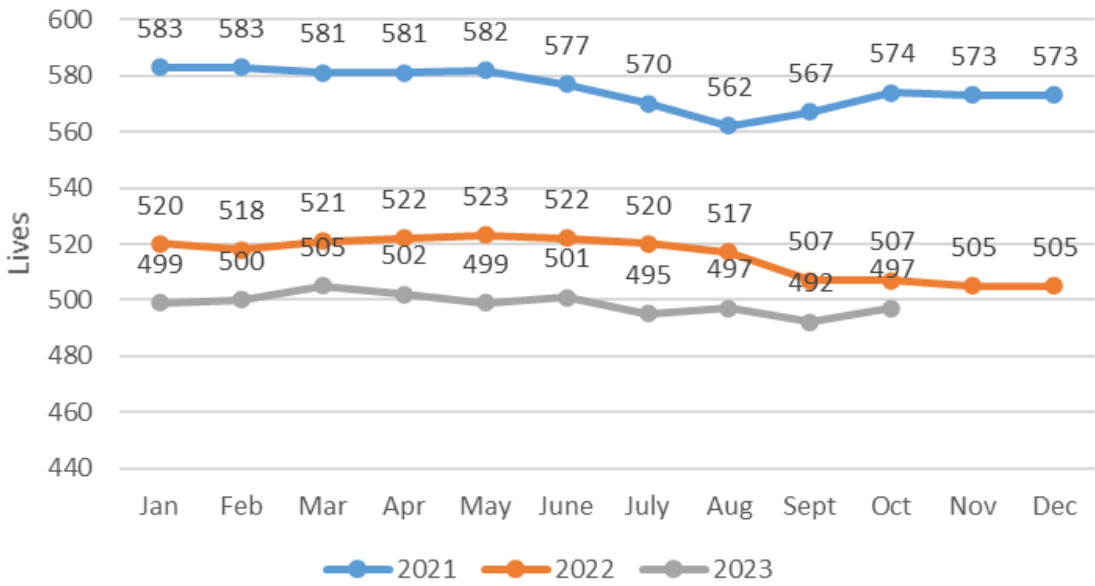
# Health Insurance Dashboard

Updated: December 13, 2023

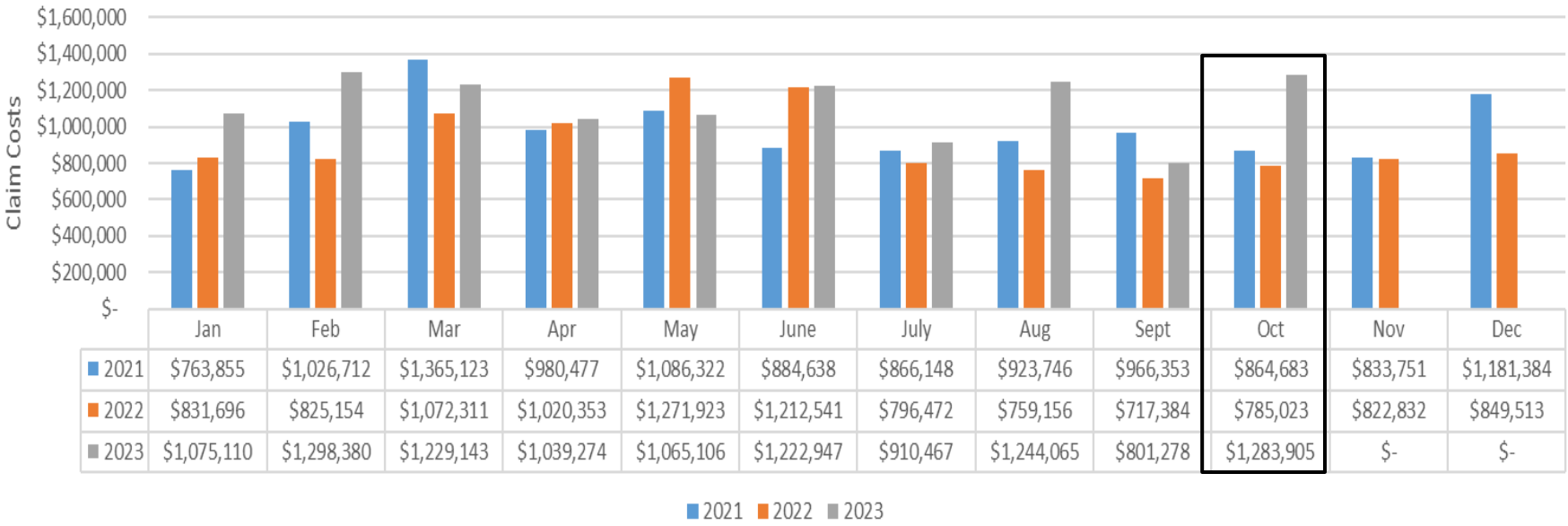
## Notes:

Enrollment: Down (3%) from the same period last year. Average enrollment is down (7.3%) over the last fiscal year.  
Claim Costs: October 2023 monthly claim costs of ~\$1.28M are up 64% from September 2022. Fiscal YTD claim costs are up 39%.  
Claim Costs: Day to day claims (under \$50K) have decreased (1%) yet mid-tier claims (\$50k-\$200K) have increased 37%.  
Claim Costs: Claims per employee per month has increased 22%.  
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.

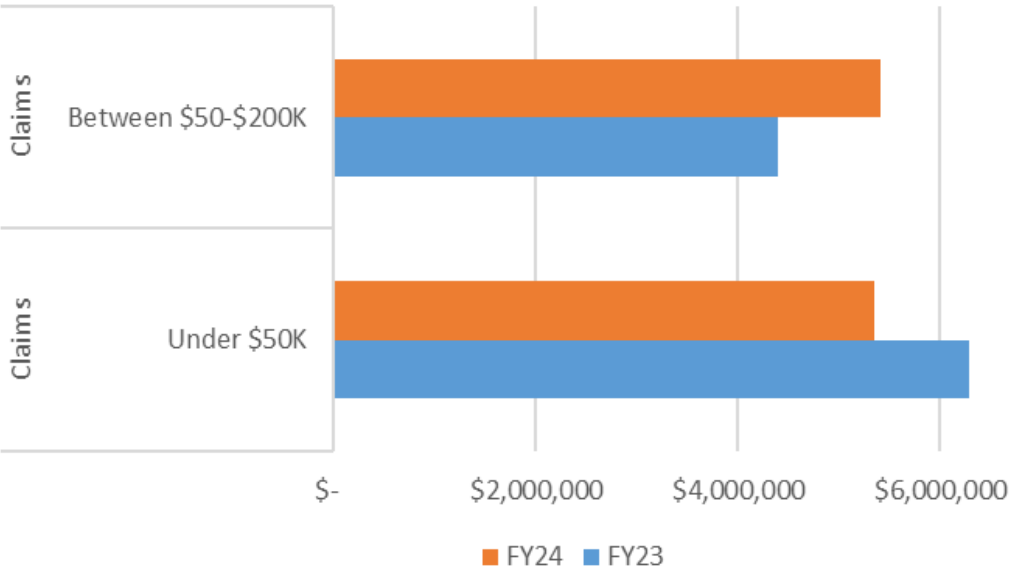
Enrollment in the Plan



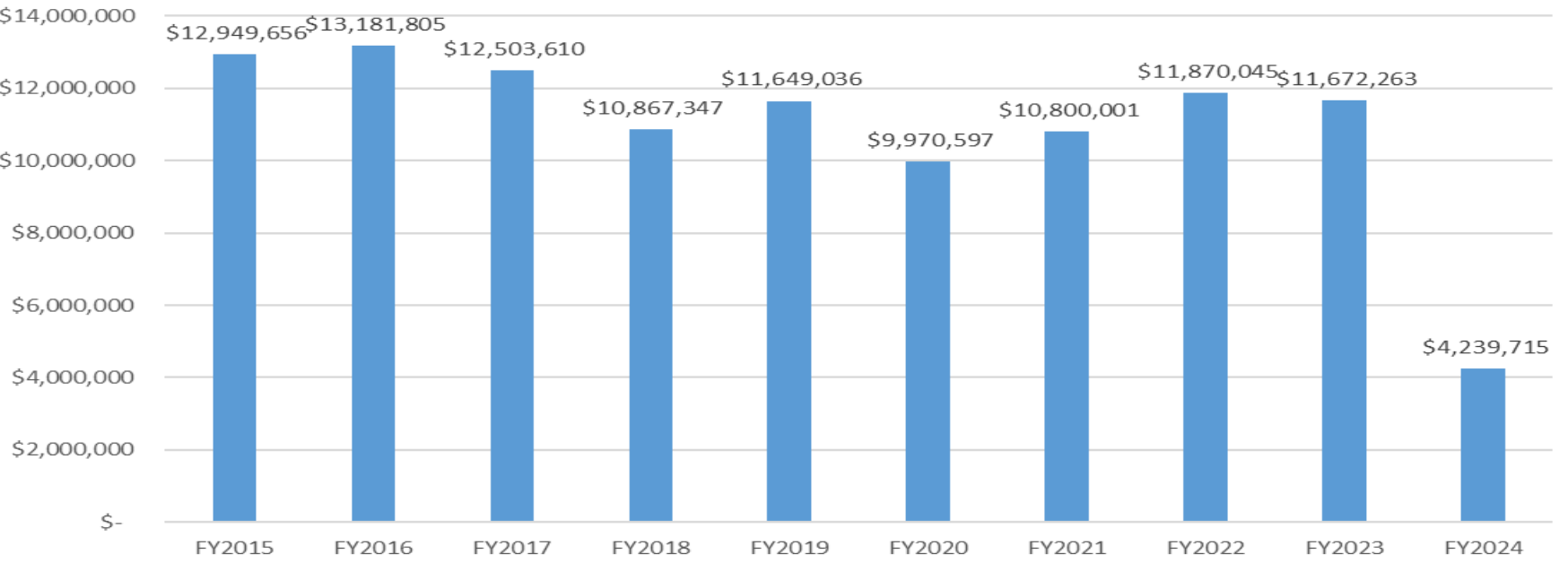
Monthly Claim Costs



Claims by Size



Annual Health Insurance Costs





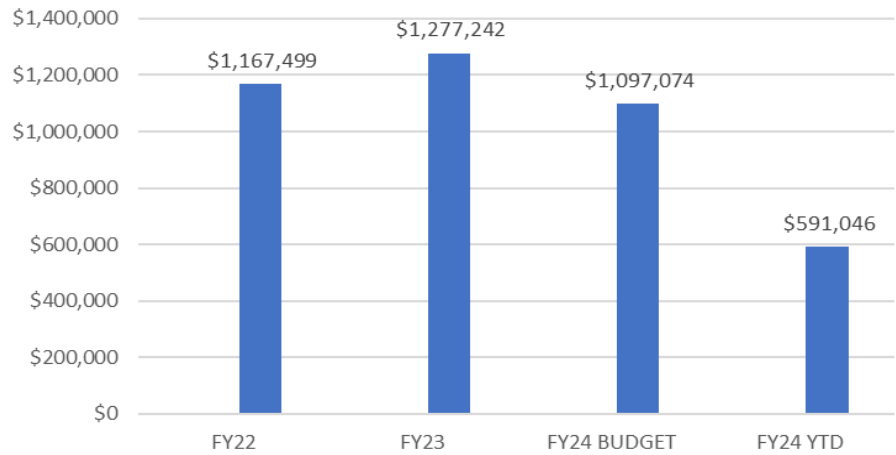
# Energy Dashboard

Updated: December 11, 2023

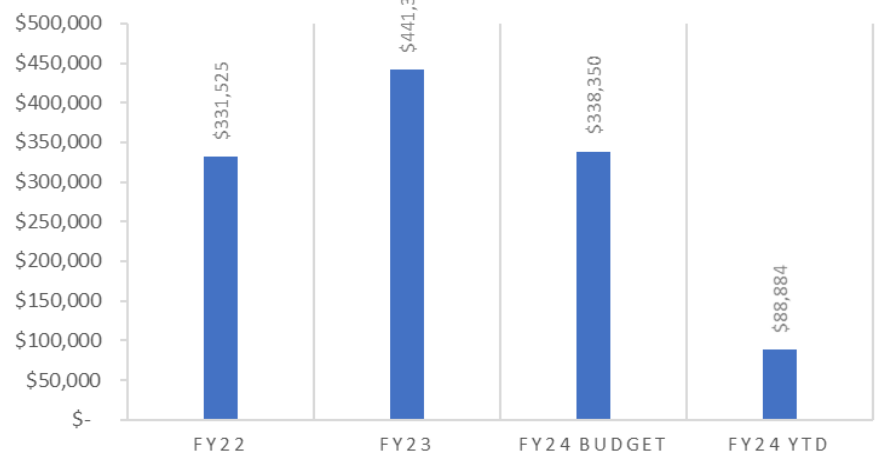
## Notes:

Usage: Consumption across all three utilities are running in parallel with the prior year.  
Electricity: YTD consumption and costs are running in parallel with the prior year.  
Natural Gas: YTD Consumption and costs are running in parallel with the prior year.  
Oil: Still too early to gauge any risks, however the budget is ~40% lower than last year's costs.

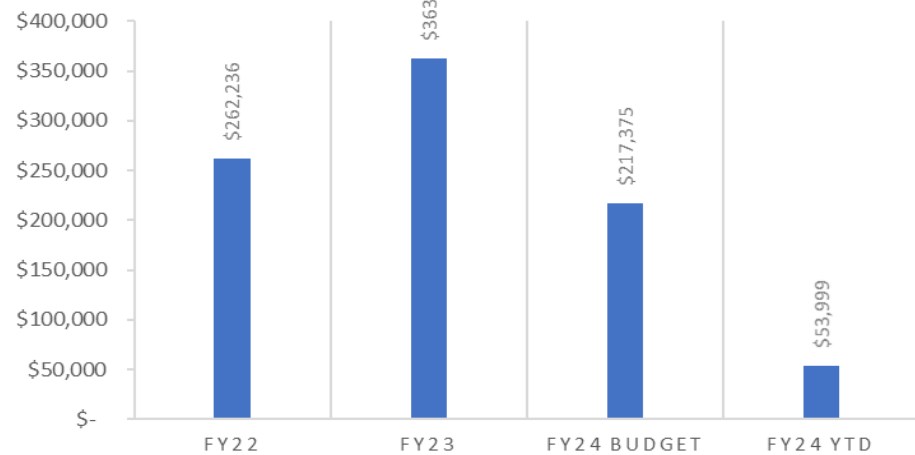
### ELECTRICITY COSTS



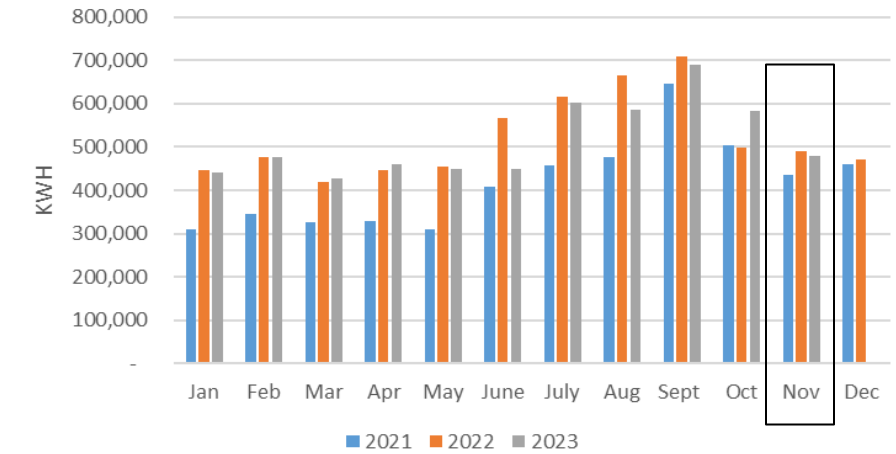
### NATURAL GAS COSTS



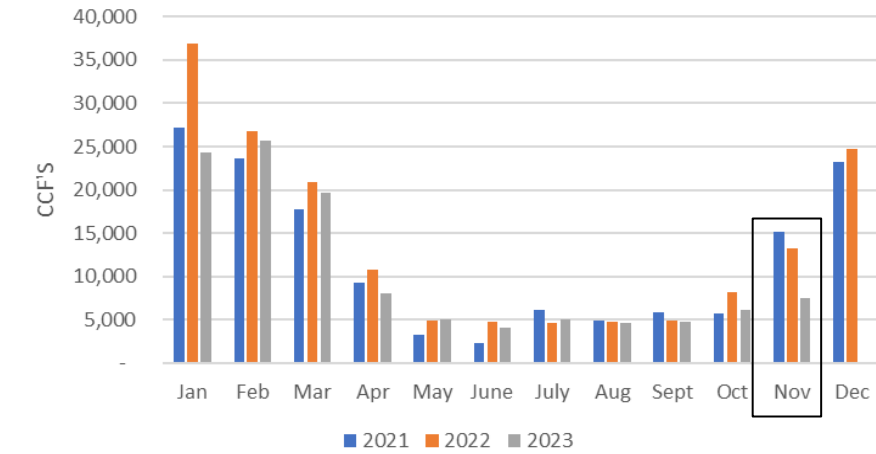
### OIL COSTS



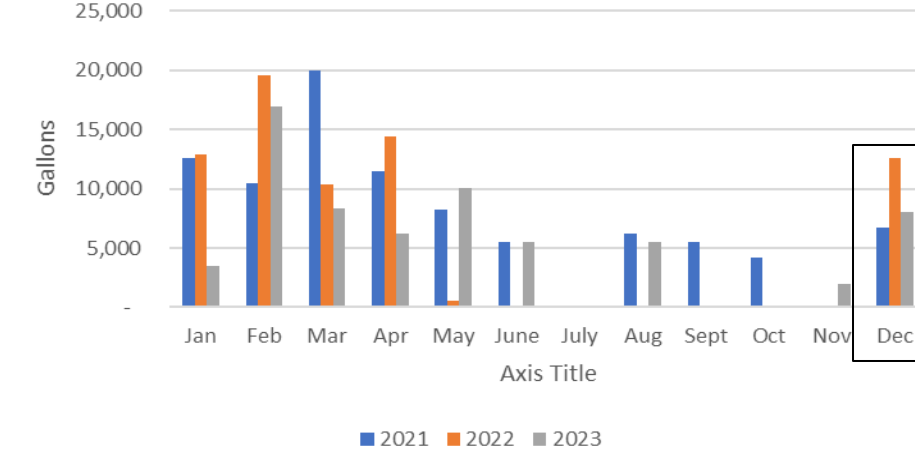
### ELECTRICITY USAGE



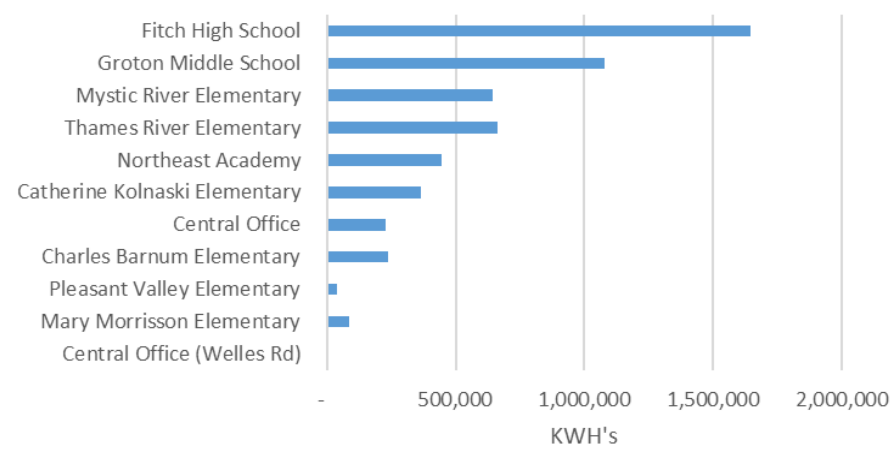
### NATURAL GAS USAGE



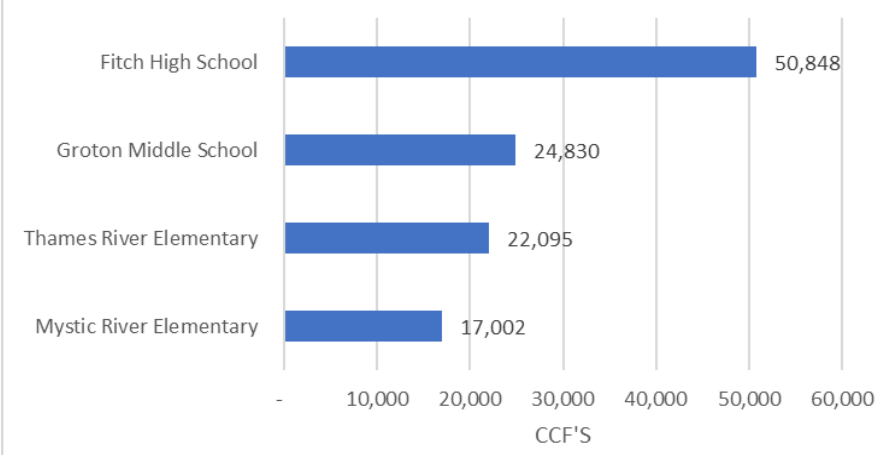
### OIL USAGE



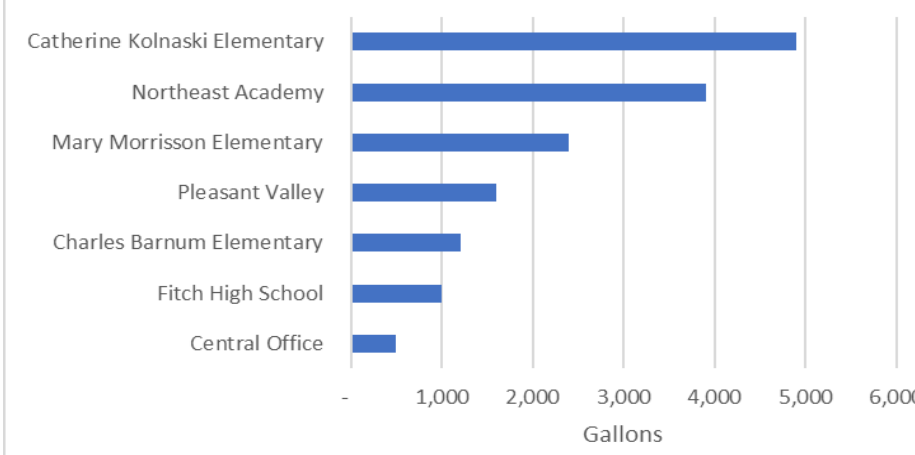
### YTD ELECTRICITY USAGE BY LOCATION



### YTD NATURAL GAS USAGE BY LOCATION



### YTD OIL USAGE BY LOCATION





## Students

### Elementary (K-5) School ~~District Lines~~ Placement

The Groton Board of Education (Board) establishes attendance zones in such a way as to facilitate equity, excellence, and education for all students. ~~accepts its responsibility for establishing attendance zones in such a way as to facilitate the educational program.~~ All Students shall attend the school within their designated attendance ~~area~~ zone, determined by their home address. In the event that a building has reached enrollment capacity, newly enrolled students may be assigned to a school outside their attendance zone. ~~The Superintendent of Schools shall be authorized to consider in-district transfer requests only for substantial and compelling reasons.~~

Attendance zones shall be established with the consideration of, **but not limited** to the following:

- ~~• Educational needs of the students~~
  - Proximity of students to schools
  - Safety of students
  - Ages of students served
- ~~• Nature of the educational program housed~~
- ~~• Racial/ethnic balance~~
  - Maximum utilization of school facilities
  - Racial, ethnic, and socioeconomic balance

### Intra-District Lottery

The Board endorses the concept of attendance zones while also recognizing the value of providing students with paths to pursue their interests. Therefore, the District has established an intra-district magnet choice program for students. The intra-district magnet schools only serve students who reside within the boundaries of Groton and are operated by Groton Public Schools.

Resident students wishing to attend a magnet-themed school other than their attendance zoned school must enter the District's annual magnet school lottery to earn a seat at a school of choice with District-provided transportation.

Parents/guardians and/or students shall be notified on an annual basis of the options available and the application process in sufficient time to apply.

Students who accept a seat in the lottery will remain at that magnet school through the highest grade unless the seat is forfeited. A family forfeits a lottery seat if the student(s) moves outside of the boundaries of Groton, transfers to a different school, or declines/fails to respond to a lottery seat offer.



## Elementary (K-5) School ~~District Lines~~ Placement – cont.

### Transfer Requests

The Board emphasizes the importance of consistency and stability in students' educational experience and families are discouraged from requesting mid-year transfers. Families wishing to transfer schools should participate in Groton Public Schools K-5 intra-district magnet lottery.

In extenuating circumstances, outlined in R 5117, parents/guardians who desire a change of school outside of the lottery window must submit a transfer request form, which will be reviewed and acted upon by the District committee. Permission granted to transfer schools outside of the lottery window will require up to 72 hours or 3 business days to process the change in transportation. During this period, parents will provide transportation.

### Nondiscrimination

The Board, the Superintendent, other administrators, and teachers shall not make any distinction of student who seeks admission to any magnet school based on race, color, national origin, sex, gender identity or expression, sexual preference, ethnic group, religion, disability, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.

~~Parents and/or students who desire a change of school outside of their attendance area must submit a letter to the Superintendent of Schools officially requesting a transfer. Transfer students attending a school outside their attendance area shall be granted admission on a year to year basis. Transportation for students granted permission to attend school outside their attendance area must be furnished by their parents.~~

~~The transfer request may be denied if:~~

- ~~a. There is a lack of space or teaching staff within a particular program or school requested.~~
- ~~b. The school requested does not offer appropriate programs or is not structured or equipped with the necessary facilities to meet special needs of the student or does not offer a particular program requested.~~
- ~~c. The student does not meet the established eligibility criteria for participation in a particular program including age requirements, course prerequisites and required levels of performance.~~
- ~~d. All transfers will be at the discretion of the Superintendent of Schools.~~

**Elementary (K-5) School ~~District Lines~~ Placement – cont.**

Legal Reference:

- Connecticut General Statutes
- 10-55 Pupils to attend regional school
- 10-226a Pupils o racial minorities
- 10-226b Existence of racial imbalance
- 10-226c Plan to correct imbalance
- 10-226d Approval of plan by state board
- PA 96-213 An Act Concerning School Readiness and Intra-district Choice 20 U.S.C.
- No Child Left Behind Act, P.L. 107-110, Section 1116.
- NCLB waiver granted to Connecticut by U.S. Department of Education, May 2012
- P.A. 12-116 An Act Concerning Educational Reform

Policy Adopted: July 12, 1993  
Revised: February 24, 2014

GROTON PUBLIC SCHOOLS  
Groton, Connecticut

## **Students**

### **Elementary (K-5) School Placement**

#### **School Attendance Zones**

The Groton Board of Education (Board) establishes attendance zones in such a way as to facilitate equity, excellence and education for all students. Students shall attend the school within their designated attendance zone, determined by their home address.

Per Board policy P5117, all students shall attend the school within their designated attendance zone unless they have successfully earned a magnet seat at another school within Groton Public Schools through the lottery process. Students residing within a designated attendance zone will have priority in registering for that school over students waitlisted through the lottery process and/or transfer requests.

In the event that a building has reached enrollment capacity, newly enrolled students may be assigned to a school outside their attendance zone. In such cases that school will now be considered the student's zoned school through the highest grade available and for any rising siblings. Students wishing to return to the school within their attendance zone must go through the next open lottery window with an attendance zone preference.

#### **Intra-District Magnet Lottery Application Process**

Lottery applications for the following school year are made available, annually, for a set period of time. During this time, typically from January through April, parents/guardians can access the lottery application via the Groton Public Schools District website. The application should be accurately completed for each child in its entirety before submitting. Additionally, a family moving into the boundaries of Groton outside of the lottery window will have access to any magnet school of choice, provided there is availability in the respective school and grade level. Parents and/or students shall be notified, annually, of the available options and the application process in sufficient time to apply.

#### **Application Participants**

All Groton Public Schools students entering kindergarten through fifth grade are eligible to enter the lottery. Families must enter the lottery if one of the following applies:

- Current magnet students, or students displaced due to enrollment capacity want to return to the attendance zone school or to another District magnet school
- Students currently enrolled at the attendance zone school are interested in enrolling at another Groton Public Schools magnet-themed elementary school
- Students exiting a District program such as an Early Childhood Program (Preschool or Pre-Kindergarten) or Transition Kindergarten want to attend a school other than the designated attendance zone school

**Elementary (K-5) School Placement – cont.**

- Students registering for the first time with Groton Public Schools for the following year who want to enroll at a magnet-themed elementary school other than the designated attendance zone school
- Students who want to join a sibling as a magnet student currently attending an elementary school other than their designated attendance zone school

**Lottery Preferences**

Students may be eligible for a lottery preference at a specific school. Students with a preference are offered a seat at that specific school before students that do not have a preference. Lottery preferences are offered to:

- Students with sibling(s) currently attending the school of choice outside the designated attendance zone
- Students wishing to return to their school within the designated attendance zone

**Placement Process**

The Magnet School Lottery relies on a computer-based program to randomly select students from the appropriate grade-level application pool at each school which has a set capacity which cannot be exceeded. The number of students selected in each grade at each school is dependent on projected enrollment. Students who are not awarded a seat at their school of choice will attend their current designated school but will be added to a waitlist. If seats become available, they will be offered according to placement on the waitlist.

Within 7- 10 days of the lottery drawing, parents/guardians of students will be notified of their placement status. Parents/guardians of students offered a seat must accept or decline the offer within 7-10 days of the initial notification. Students who accept a seat will remain at the magnet school through the highest grade unless the student forfeits the seat. Any residential moves will require up to 72 hours or 3 business days to process the change in transportation. During this period, parents must provide transportation.

If a response to the initial notification is not returned within the allotted time, the family will forfeit its seat(s). A family forfeits a seat if the student(s) moves outside of the boundaries of Groton, transfers to a different school, or declines/fails to respond to a lottery seat offer.

All decisions are final and any change will require re-entry through the next lottery application window.

## Elementary (K-5) School Placement – cont.

### Key Dates:

July-January:	Families explore each magnet-themed school of interest
January:	Lottery application portal opens <i>(New/Returning Student Registration must be completed before lottery application is approved)</i>
March:	“Intent to Return” is completed
April:	Potential open seats are determined
May:	Lottery drawing is complete Within 7-10 days from drawing: Parent notification is completed Within 7-10 days of notification: Parent response or seat forfeited will occur
September:	Current school year lottery applications and waitlists expire

## Intra-District Transfer Requests

Groton Public Schools emphasizes the importance of consistency and stability in its students’ educational experience and families are discouraged from requesting mid-year transfers. Families wishing to transfer schools should participate in the District's intra-district Magnet Choice lottery to apply to a preferred school for the following school year.

## Transfer Request Process

Parents/guardians who desire a change of school outside of the lottery window must complete and submit a transfer request form for each child. Students must be fully registered with Groton Public Schools for a transfer request to be considered. Transfer request forms can be accessed via the PowerSchool parent portal under the “Forms” tab. Transfers may or may not be granted depending on various factors including the time of year, current and/or projected enrollment, placement of siblings, previous transitions, transportation, and physical/emotional/legal considerations.

## Transfer Request Participants

- Current Groton Public Schools students who move within Groton boundary, and request placement at the school within the new attendance zone

**Elementary (K-5) School Placement – cont.**

**The transfer request may be denied if:**

1. The preferred maximum class size has been exceeded for a particular program or school.
2. The school requested does not have the appropriate programming needs for a student or does not offer a particular program requested.
3. Students do not meet the established eligibility criteria for participation in a particular program including age requirements, course prerequisite and required levels of performance.
4. The student's educational experience has lacked continuity which may negatively impact their success.

Regulations Approved:

GROTON PUBLIC SCHOOLS  
Groton, Connecticut

GROTON BOARD OF EDUCATION  
SPECIAL MEETING MINUTES  
JANUARY 8, 2024 @ 6:00 P.M.  
CENTRAL OFFICE, ROOM 11

MEMBERS PRESENT: Jay Weitlauf-Chairperson, Beverly Washington-Vice Chairperson (remote/arrived at 7:05 p.m.), Andrea Ackerman, Dean Antipas, Adrian Johnson (remote), Robert Meade, Matthew Shulman, Ian Thomas, Jennifer White

ALSO PRESENT: Susan Austin, Phil Piazza, David Fleig, Denise Doolittle, Laurie LePine, Clint Kennedy

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

II. BUDGET WORK SESSION

- Chapter 1 – Overview and Drivers
  - Superintendent Austin and Dr. Piazza gave an overview and the drivers that are increasing the budget for next year.
    - FY24/25 Budget Calendar
    - FY25 Budget Review Sessions
    - Groton Public School District Overview
    - Superintendent's Proposed 2024-2025 Budget
    - Program Highlights
    - Superintendent's FY25 Proposed Budget
    - FY25 Budget – Early Observations
    - ARP ESSER Grant Closeout Estimate
    - AARP ESSER Expenses Moving into the BOE Budget
    - GPS Budget History
    - 2022-2023 Net Expenditures Per Pupil – Local Districts
    - 2022-2023 Net Expenditures Per Pupil – District Reference Group (DRG)
    - Salaries and Retirements (Mrs. LePine noted that there are 7 confirmed retirements to date.)

III. ADJOURNMENT

MOTION: Ackerman, Thomas:

To adjourn at 7:45 p.m.  
PASSED UNANIMOUSLY



GROTON BOARD OF EDUCATION  
SPECIAL MEETING  
JANUARY 16, 2024 @ 6:00 P.M.  
REMOTE MEETING

MEMBERS PRESENT: Jay Weitlauf-Chairperson, Beverly Washington-Vice Chairperson, Andrea Ackerman, Dean Antipas, Adrian Johnson, Robert Meade, Matthew Shulman, Ian Thomas, Jennifer White

ALSO PRESENT: Susan Austin, Phil Piazza, David Fleig, Denise Doolittle, Dr. Clint Kennedy, Sam Kilpatrick, Seth Danner, Ryan Chaney, Christine Dauphinais, Steve Wheeler, Jamie Giordano

I. CALL TO ORDER – Superintendent Austin called the meeting to order at 6:05 p.m.

II. BUDGET WORK SESSION

- Chapter 2 – Instruction
  - Elementary School Building Principals gave an overview of their respective building budgets:
    - CK – School was built in 2008.
      - CK theme is STEAM based experiences, classes, units, lessons, and opportunities to engage in real world problem solving using a multidisciplinary approach and the integration of technology and the arts.
      - Teachers, paras, and tutors are a priority.
      - Keeping the library up to date is important.
      - Replacement costs.
    - CB – School was built in 1965.
      - CB’s theme provides educational experiences that foster discovery through creativity, curiosity, and exploration.
      - They are in a transitional phase and are partnered with Denison Pequot. They have taken what they learned from UConn’s Confratute Program (Renzuli & Reiss) and applied it to their model.
      - Outdoor education is a priority.
      - They are building classroom libraries.
      - They have grade 4-5 Academy.
    - MR – School was built in 2021.
      - MR’s theme is Play and Ingenuity that focuses on finding new ways to engage their students meaningfully in interest-based learning with a focus on Active Exploration.
      - They have trails behind the building and are involved with outdoor education.
      - They are partnered with Pfizer’s and Niantic Children Museum.
      - They have ABA Autism students, Preschool Program, and PreK.
      - They are looking at growing community partnerships.
    - NEA – School was built in 2008.
      - NEA’s theme of arts integration is to engage the students in challenging and complex instruction designed to develop creative thinkers and innovative learners.
      - They partner with the Mystic Museum of Arts.
      - They utilize a resident storyteller, work with Flock Theater, and ECSO theater.

- TR – School was built in 2021.
  - They are a Marine Science magnet school with marine and environmental themes.
  - Partners are Project O, New England Science and Sailing, and Mystic Aquarium.
  - They have 2 trails and are working on a third.
  - BELONG is their Mission Statement and they purchase books for each letter.
  - They have Transitional Kindergarten, 3 Integrated Preschools, PreK, and 2 district Academy programs (K-1 and 2-3).
- Mrs. Denise Doolittle gave an overview of the Special Education program throughout the district.

VI. ADJOURNMENT

MOTION: Ackerman, Meade:

To adjourn at 8:52 p.m.

**PASSED UNANIMOUSLY**

## Students

### Elementary (K-5) School ~~District Lines~~ Placement

The Groton Board of Education (Board) establishes attendance zones in such a way as to facilitate equity, excellence, and education for all students. ~~accepts its responsibility for establishing attendance zones in such a way as to facilitate the educational program.~~ All Students shall attend the school within their designated attendance ~~area~~ zone, determined by their home address. In the event that a building has reached enrollment capacity, newly enrolled students may be assigned to a school outside their attendance zone. ~~The Superintendent of Schools shall be authorized to consider in-district transfer requests only for substantial and compelling reasons.~~

Attendance zones shall be established with the consideration of, **but not limited** to the following:

- ~~• Educational needs of the students~~
  - Proximity of students to schools
  - Safety of students
  - Ages of students served
- ~~• Nature of the educational program housed~~
- ~~• Racial/ethnic balance~~
  - Maximum utilization of school facilities
  - Racial, ethnic, and socioeconomic balance

### Intra-District Lottery

The Board endorses the concept of attendance zones while also recognizing the value of providing students with paths to pursue their interests. Therefore, the District has established an intra-district magnet choice program for students. The intra-district magnet schools only serve students who reside within the boundaries of Groton and are operated by Groton Public Schools.

Resident students wishing to attend a magnet-themed school other than their attendance zoned school must enter the District's annual magnet school lottery to earn a seat at a school of choice with District-provided transportation.

Parents/guardians and/or students shall be notified on an annual basis of the options available and the application process in sufficient time to apply.

Students who accept a seat in the lottery will remain at that magnet school through the highest grade unless the seat is forfeited. A family forfeits a lottery seat if the student(s) moves outside of the boundaries of Groton, transfers to a different school, or declines/fails to respond to a lottery seat offer.

## Elementary (K-5) School ~~District Lines~~ Placement – cont.

### Transfer Requests

The Board emphasizes the importance of consistency and stability in students' educational experience and families are discouraged from requesting mid-year transfers. Families wishing to transfer schools should participate in Groton Public Schools K-5 intra-district magnet lottery.

In extenuating circumstances, outlined in R 5117, parents/guardians who desire a change of school outside of the lottery window must submit a transfer request form, which will be reviewed and acted upon by the District committee. Permission granted to transfer schools outside of the lottery window will require up to 72 hours or 3 business days to process the change in transportation. During this period, parents will provide transportation.

### Nondiscrimination

The Board, the Superintendent, other administrators, and teachers shall not make any distinction of student who seeks admission to any magnet school based on race, color, national origin, sex, gender identity or expression, sexual preference, ethnic group, religion, disability, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws.

~~Parents and/or students who desire a change of school outside of their attendance area must submit a letter to the Superintendent of Schools officially requesting a transfer. Transfer students attending a school outside their attendance area shall be granted admission on a year to year basis. Transportation for students granted permission to attend school outside their attendance area must be furnished by their parents.~~

~~The transfer request may be denied if:~~

- ~~a. There is a lack of space or teaching staff within a particular program or school requested.~~
- ~~b. The school requested does not offer appropriate programs or is not structured or equipped with the necessary facilities to meet special needs of the student or does not offer a particular program requested.~~
- ~~c. The student does not meet the established eligibility criteria for participation in a particular program including age requirements, course prerequisites and required levels of performance.~~
- ~~d. All transfers will be at the discretion of the Superintendent of Schools.~~

**Elementary (K-5) School ~~District Lines~~ Placement – cont.**

Legal Reference:

- Connecticut General Statutes
- 10-55 Pupils to attend regional school
- 10-226a Pupils o racial minorities
- 10-226b Existence of racial imbalance
- 10-226c Plan to correct imbalance
- 10-226d Approval of plan by state board
- PA 96-213 An Act Concerning School Readiness and Intra-district Choice 20 U.S.C.
- No Child Left Behind Act, P.L. 107-110, Section 1116.
- NCLB waiver granted to Connecticut by U.S. Department of Education, May 2012
- P.A. 12-116 An Act Concerning Educational Reform

Policy Adopted: July 12, 1993  
Revised: February 24, 2014

GROTON PUBLIC SCHOOLS  
Groton, Connecticut

## **Students**

### **Elementary (K-5) School Placement**

#### **School Attendance Zones**

The Groton Board of Education (Board) establishes attendance zones in such a way as to facilitate equity, excellence and education for all students. Students shall attend the school within their designated attendance zone, determined by their home address.

Per Board policy P5117, all students shall attend the school within their designated attendance zone unless they have successfully earned a magnet seat at another school within Groton Public Schools through the lottery process. Students residing within a designated attendance zone will have priority in registering for that school over students waitlisted through the lottery process and/or transfer requests.

In the event that a building has reached enrollment capacity, newly enrolled students may be assigned to a school outside their attendance zone. In such cases that school will now be considered the student's zoned school through the highest grade available and for any rising siblings. Students wishing to return to the school within their attendance zone must go through the next open lottery window with an attendance zone preference.

#### **Intra-District Magnet Lottery Application Process**

Lottery applications for the following school year are made available, annually, for a set period of time. During this time, typically from January through April, parents/guardians can access the lottery application via the Groton Public Schools District website. The application should be accurately completed for each child in its entirety before submitting. Additionally, a family moving into the boundaries of Groton outside of the lottery window will have access to any magnet school of choice, provided there is availability in the respective school and grade level. Parents and/or students shall be notified, annually, of the available options and the application process in sufficient time to apply.

#### **Application Participants**

All Groton Public Schools students entering kindergarten through fifth grade are eligible to enter the lottery. Families must enter the lottery if one of the following applies:

- Current magnet students, or students displaced due to enrollment capacity want to return to the attendance zone school or to another District magnet school
- Students currently enrolled at the attendance zone school are interested in enrolling at another Groton Public Schools magnet-themed elementary school
- Students exiting a District program such as an Early Childhood Program (Preschool or Pre-Kindergarten) or Transition Kindergarten want to attend a school other than the designated attendance zone school

**Elementary (K-5) School Placement – cont.**

- Students registering for the first time with Groton Public Schools for the following year who want to enroll at a magnet-themed elementary school other than the designated attendance zone school
- Students who want to join a sibling as a magnet student currently attending an elementary school other than their designated attendance zone school

**Lottery Preferences**

Students may be eligible for a lottery preference at a specific school. Students with a preference are offered a seat at that specific school before students that do not have a preference. Lottery preferences are offered to:

- Students with sibling(s) currently attending the school of choice outside the designated attendance zone
- Students wishing to return to their school within the designated attendance zone

**Placement Process**

The Magnet School Lottery relies on a computer-based program to randomly select students from the appropriate grade-level application pool at each school which has a set capacity which cannot be exceeded. The number of students selected in each grade at each school is dependent on projected enrollment. Students who are not awarded a seat at their school of choice will attend their current designated school but will be added to a waitlist. If seats become available, they will be offered according to placement on the waitlist.

Within 7- 10 days of the lottery drawing, parents/guardians of students will be notified of their placement status. Parents/guardians of students offered a seat must accept or decline the offer within 7-10 days of the initial notification. Students who accept a seat will remain at the magnet school through the highest grade unless the student forfeits the seat. Any residential moves will require up to 72 hours or 3 business days to process the change in transportation. During this period, parents must provide transportation.

If a response to the initial notification is not returned within the allotted time, the family will forfeit its seat(s). A family forfeits a seat if the student(s) moves outside of the boundaries of Groton, transfers to a different school, or declines/fails to respond to a lottery seat offer.

All decisions are final and any change will require re-entry through the next lottery application window.



## Elementary (K-5) School Placement – cont.

### Key Dates:

July-January:	Families explore each magnet-themed school of interest
January:	Lottery application portal opens <i>(New/Returning Student Registration must be completed before lottery application is approved)</i>
March:	“Intent to Return” is completed
April:	Potential open seats are determined
May:	Lottery drawing is complete Within 7-10 days from drawing: Parent notification is completed Within 7-10 days of notification: Parent response or seat forfeited will occur
September:	Current school year lottery applications and waitlists expire

## Intra-District Transfer Requests

Groton Public Schools emphasizes the importance of consistency and stability in its students’ educational experience and families are discouraged from requesting mid-year transfers. Families wishing to transfer schools should participate in the District's intra-district Magnet Choice lottery to apply to a preferred school for the following school year.

## Transfer Request Process

Parents/guardians who desire a change of school outside of the lottery window must complete and submit a transfer request form for each child. Students must be fully registered with Groton Public Schools for a transfer request to be considered. Transfer request forms can be accessed via the PowerSchool parent portal under the “Forms” tab. Transfers may or may not be granted depending on various factors including the time of year, current and/or projected enrollment, placement of siblings, previous transitions, transportation, and physical/emotional/legal considerations.

## Transfer Request Participants

- Current Groton Public Schools students who move within Groton boundary, and request placement at the school within the new attendance zone

**Elementary (K-5) School Placement – cont.**

**The transfer request may be denied if:**

1. The preferred maximum class size has been exceeded for a particular program or school.
2. The school requested does not have the appropriate programming needs for a student or does not offer a particular program requested.
3. Students do not meet the established eligibility criteria for participation in a particular program including age requirements, course prerequisite and required levels of performance.
4. The student's educational experience has lacked continuity which may negatively impact their success.

Regulations Approved:

GROTON PUBLIC SCHOOLS  
Groton, Connecticut

P 3250

**Business****Material Fees**

In line with the responsibility of the state to provide a free public school education, the Board of Education will provide all instructional equipment, books, and materials needed to maintain the desired instructional program free of charge, subject to reasonable rules concerning their care and use. ~~so the teachers, students, parents, parent teacher organizations, or school fund-raising activities are not needed to provide such items.~~

Each principal is responsible, in cooperation with teachers, coaches and other instructional personnel, for planning and requesting budgetary provision for all materials and activities recognized as part of the total school program.

**Legal Reference:**

Connecticut General Statutes

1-15 Application for copies of public records

10-221 Board of Education to prescribe rules

10-228 Free textbooks, supplies, material and equipment

10-228a Free textbooks, supplies, material and equipment

10-229 Change of textbooks

Policy Adopted: July, 1979

GROTON PUBLIC SCHOOLS  
Groton, CT

P 5141.5

**Students****Suicide Prevention/Intervention**

The Groton Board of Education (Board) recognizes that suicide is among the three leading causes of death among young people and, consequently, is a concern to this school system and the community it serves.

It is the policy of the ~~Groton Board of Education~~ to actively respond in any situation where a student verbally or behaviorally indicates an intent to attempt suicide or to physically harm ~~himself/herself~~ themselves.

The Board recognizes that suicide is a complex issue, and that, while school staff members may recognize potentially suicidal youth, they cannot make clinical assessment of risk and provide in depth counseling, but must refer the youth to an appropriate agency for such assessment and counseling.

Therefore, any school employee who may have knowledge of a suicide threat or intent will report this information to the school Principal or ~~his/her~~ their designee, who will, in turn, mobilize the crisis intervention team as described in the district's Guide to Crisis Intervention Procedures. Immediate contact will be made with a parent or guardian. A school mental health professional will meet with the student and assess their level of risk using a District approved rating scale. The mental health professional will make a recommendation(s) to the parent/guardian and document on the District's Crisis Intervention Team Report (CIT 1 and 2) to address the student's mental health. ~~A conference will be held and/or an appropriate referral will be made the same day.~~ At no time during this process is the student to be left alone.

In addition, information regarding the national 988 Suicide and Crisis Lifeline should be made widely available in schools and District offices. This Information should note to call 988 if you are in emotional distress and/or you are having suicidal ideations. It should also include that by calling 988, you will be provided with support and connected to resources if needed in English and Spanish.

In the event that a parent/guardian is unavailable, information concerning a student's suicide attempt, threat, or risk shall be shared with necessary personnel.

Legal Reference: Connecticut General Statutes  
~~10-221(e) Boards of Education to prescribe rules.~~  
 10-221 Boards of education to prescribe rules, policies, and procedures. (e) re "policy and procedures for dealing with youth suicide prevention and youth suicide attempts."

Policy Adopted: June 1990  
 Revised: February 23, 1993  
 Revised: May 9, 1994

GROTON PUBLIC SCHOOLS  
 Groton, CT

GROTON PUBLIC SCHOOLS  
DEPARTMENT OF PUPIL PERSONNEL SERVICES  
**CRISIS INTERVENTION TEAM REPORT**  
**\*\*CONFIDENTIAL\*\***

This report must be completed when a “student in crisis” is referred.

Student:		DOB:		Parent/Guardian:	
Age:	Male <input type="checkbox"/>	Female <input type="checkbox"/>	Non Binary <input type="checkbox"/>	Address:	
School:		Grade:		Phone:	
IEP <input type="checkbox"/>	504 <input type="checkbox"/>	n/a <input type="checkbox"/>		Disability (if applicable):	
Student Referred By:					

**Type of Crisis (Check all that apply):**

<input type="checkbox"/>	Suicidal Ideation	<input type="checkbox"/>	Self-Injurious Behaviors
<input type="checkbox"/>	Homicidal Ideation	<input type="checkbox"/>	Threats of Violence
<input type="checkbox"/>	Emotional Dysregulation Resulting in Significant Risk	<input type="checkbox"/>	Weapons (if another crisis behavior is also present)
<input type="checkbox"/>	Other (specify):		

**Brief Description of Crisis:**

Student Interviewed By:		Date/Time	
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**Results of Columbia Suicide Severity Rating Scale (if applicable):**

<input type="checkbox"/>	Low Risk
<input type="checkbox"/>	Moderate Risk
<input type="checkbox"/>	High Risk

\*\*Please attach completed CSSRS to this document

**Crisis Intervention Team Members Present:**

<input type="checkbox"/>	Administrator	<input type="checkbox"/>	General Education Teacher
<input type="checkbox"/>	School Social Worker	<input type="checkbox"/>	Special Education Teacher
<input type="checkbox"/>	School Psychologist	<input type="checkbox"/>	Nurse
<input type="checkbox"/>	School Counselor	<input type="checkbox"/>	Other (specify)

\*\*It is recommended that crisis team includes: Administrator, Mental Health Staff Member, and one other staff member

**Action Steps Recommended by Crisis Team:**

Action:	Date/Time:	Person Responsible
Debrief with Student		
Family follow up with outside provider		
Reentry Meeting		
Develop Safety Plan		
PPT/504 or Team Meeting to Review Student's plan		
Referral for outside services		
211 <input type="checkbox"/> 911 <input type="checkbox"/>		
Other (specify):		

Person Completing Form

Date

Administrator

Date

GROTON PUBLIC SCHOOLS  
DEPARTMENT OF PUPIL PERSONNEL SERVICES  
**CRISIS INTERVENTION TEAM FOLLOW UP REPORT (IF APPLICABLE)**  
**\*\*CONFIDENTIAL\*\***

This report must be completed when students in crisis are referred to a mental health professional outside of school or to document a reentry meeting.

Student:		DOB:		Parent/Guardian:	
Age:	Male <input type="checkbox"/>	Female <input type="checkbox"/>	Non Binary <input type="checkbox"/>	Address:	
School:		Grade:		Phone:	
IEP <input type="checkbox"/>	504 <input type="checkbox"/>	n/a <input type="checkbox"/>		Disability (if applicable):	
Student Referred By:					

**Team Members Present:**

<input type="checkbox"/>	Administrator	<input type="checkbox"/>	General Education Teacher
<input type="checkbox"/>	School Social Worker	<input type="checkbox"/>	Special Education Teacher
<input type="checkbox"/>	School Psychologist	<input type="checkbox"/>	Nurse
<input type="checkbox"/>	School Counselor	<input type="checkbox"/>	Other (specify)
<input type="checkbox"/>	Parent/Guardian	<input type="checkbox"/>	Other (specify)

**Action Steps (from CIT 1:)**

Action:	Outcome
Debrief with Student	
Family follow up with outside provider	
Reentry Meeting	
Develop Safety Plan	
PPT/504 or Team Meeting to Review Student's plan	
Referral for outside services	
211 or 911	
Other (specify):	

**Brief description of follow-up:**

Person Completing Form

Date

CIT Chairperson

Date

Copies to: CO, Confidential/Health File, Parent

Rev. 4/23

**P-4131.5**

**Personnel**

**~~Continuing Education Unit (C.E.U.)~~**

~~It is the policy of the Board of Education to provide professional development options throughout the year. The required number of hours will be offered for Continuing Education Unit (C.E.U.) credit.~~

~~Legal References: ——— Connecticut General Statutes 10-145b  
————— Connecticut General Statutes 10-220a~~

Policy adopted: May 8, 1989

GROTON PUBLIC SCHOOLS  
Groton, Connecticut