

**GROTON BOARD OF EDUCATION
REGULAR MEETING MINUTES
FEBRUARY 26, 2024 @ 6:00 P.M.
TOWN HALL ANNEX, CR 1**

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

MEMBERS ABSENT: Dean Antipas

ALSO PRESENT: Susan Austin, Philip Piazza, Denise Doolittle, David Fleig, Clint Kennedy, Laurie LePine, Sam Kilpatrick, David Haugeto, Zoë Antipas

I. CALL TO ORDER – Mr. Jay Weitlauf, Chairperson 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 Haugeto.

II. RECOGNITION AND PARTICIPATION OF VISITORS AND DELEGATIONS

NONE

III. COMMENTS FROM CITIZENS

1. Mr. Mike Whaler, 135 Charter Oak, who addressed sports, specifically fencing, and their needs for bigger budgets:
 - Need core equipment which the Board should be paying for.
 - A knowledgeable female coach.
 - Fencing Tester
 - Strips and Scoreboards
 - Fencing clothing
 - Do a feeder program.
2. Mrs. Portia Bordelon, 24 Jefferson Drive, noted:
 - She agreed with the comments from the prior speaker.
 - Concern with the cuts for Summer School and Adult Education.
 - Suggests that the Board is not funding the Achievement Gap.
 - Concern with the lack of software for the financial department.
3. Mrs. Rita Volkmann, 135 Dogwood Lane stated that she was in support of the comments made by Mrs. Bordelon.

IV. RESPONSE TO COMMENTS FROM CITIZENS

1. Mr. Thomas thanked everyone who came out to the Board meeting.

V. STUDENT REPRESENTATIVE REPORT

The Student Representatives gave the following reports:

Zoë Antipas

- CK Invention/Convention on March 1, 2024
- NEA 5th grade drama club on March 1, 2024, *Hansel and Gretel*
- TR Schoolwide Recycling project

David Haugeto

- Winter Sports
- Robotics – Build Season for Robot
- School Play was held last weekend.
- School Spirit – Morning Announcements
- Boys Basketball
- College Prep
 - FAFSA/Student Aid
- 8th Grade Tours
 - Fitch Administration and Counselors
 - Easing the bridge
 - Questions and feedback from students
- Spring Sports
 - Baseball
 - Softball
 - Outdoor Track
 - Girls Lacrosse
 - Boys Lacrosse
- AP Testing /SATS

Zoë Antipas spoke about the benefits of the IB Diploma program.

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS

A. Superintendent & Assistant Superintendent Report

1. Discussion re: FY25 Budget – Superintendent read a statement regarding the efforts that she and her staff put forth in preparing the FY25 budget, as well as the hard work of the Board. (Attachment #1)

B. Reports and Information from the Staff

1. Director of Finance
 - Object Code Summary FY 24 (Attachment #2) – Mr. Fleig gave an overview of the Object Code Summary dated February 22, 2024, that shows an unexpended balance of \$6,855,582.
 - Health Insurance Report (Attachment #3) – Mr. Fleig gave an overview of the Health Insurance Report for the month of December.
 - Utilities Report (Attachment #4) Mr. Fleig gave an overview of the Utilities Report.

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS – cont.

B. Reports and Information from the Staff – cont.

2. Director of Buildings and Grounds

- Update re: School Facilities – Mr. Kilpatrick gave an overview of:
 - FHS – LED lighting project:
 - Thermal Jackets – done.
 - Transformers – installed.
 - Lighting – done this week; return Concourse.
 - FHS – Vape Detectors: 10 installed, waiting for IT to activate.
 - GMS – Field Lights – tested, ready to go. Need beacon n walk lights.
 - GMS Scoreboards – Sourcewell – awaiting pricing.
 - Solar – GMS & MRMS – Inspected and tested – Roof post installed inspected.
 - March 19, 2024, Groton Public Schools will receive an award for adoption of Solar panels on schools.
 - Charles Barnum Roof – Ed Specs complete – has been sent to the Architect.
 - Scheduling meetings with Board of Education and the Town.
 - Late Buses – Meeting with STA upper management this week (Thursday) to express the district's concerns.

VII. COMMITTEE REPORTS

- A. Policy – Mr. Shulman noted that the Policy Committee met and discussed the policies on the agenda for first and second readings.
- B. Curriculum – There was no report.
- C. Finance/Facilities – Mrs. White noted that the Finance/Facilities Committee met and had a report from Mr. Kilpatrick on the CIP summary sheet, report from Fuss and O'Neill of their study at NEA and CK regarding the excessive humidity at those schools. The Board had requested more detailed invoices from STA. Superintendent Austin stated that Senator Somers, Special Education Excess Costs reimbursement should go to the Board and not to the Town. She will follow up with John Burt. Mr. Kilpatrick reported:

- That the property damage to the truck plow is estimated to be approximately \$30,000.
- There will be a battery-operated beacon installed on the middle pole for the GMS field light project.
- He met with an architect for a roof and potential solar project at CB.
- The architect will be making a presentation to the Finance/Facilities Committee, BOE, Town Council, and RTM by the end of March in the hope of going out to bid in April.
- The Finance Director asked on behalf of the Board for a detailed invoice from STA.

Mrs. White stated that the next Finance/Facilities Committee meeting will be held on March 5, 2024.

- D. Communications – There was no report.
- E. Negotiations – There was no report.
- F. LEARN – Mrs. Washington noted that the LEARN met on February 8, 2024. They did a full review of the Audit Report and it was reviewed by the Board, discussed cyber security, lottery season January 1 to March 1, there are 400 applications for the Marine Magnet School and it is not diverse, the Governor's budget – there is no off set to the Town and there is a 3% increase; they reviewed the Diversity Plan, and the Teacher Resident Plan had 48 graduates last year.

VII. COMMITTEE REPORTS - cont.

- G. TCC/RTM/BoE Liaison – There was no report.
- H. AGSA/GEA/BoE Liaison – The AGSA/GEA/BoE Liaison Committee met February 22, 2024 and discussed the buses arriving late and researching scheduling changes at the secondary level.
- I. Groton Scholarship – Mr. Weitlauf noted that the Groton Scholarship Fund met on February 8, 2024 and discussed the challenges with FASA in their application process and they extended their deadline to February 16, 2024.
- J. Athletic Fields – There was no report. The Athletic Fields Committee met on February 21, 2024. However, they did not have a quorum.
- K. Trails Committee – There was no report.
- L. Library Committee – Mr. Shulman noted that the Library Committee met and discussed the State Nutrition Education Program.
- 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: Ackerman, Meade: To approve the Consent Agenda.
PASSED -UNANIMOUSLY

B. Old Business

- 1. Discussion and possible action regarding a second reading of policy P 3250 Material Fees. (Attachment #5)

MOTION: Thomas, Shulman: To approve policy P 3250 Material Fees as a second reading.
PASSED - UNANIMOUSLY

- 2. Discussion and possible action regarding a second reading of policy P 5141.5 Suicide Prevention/Intervention. (Attachment #6)

MOTION: Shulman, Thomas: To approve policy P 5141.5 Suicide Prevention/Intervention as a second reading.

Mr. Shulman made a statement on the grammar use in policies. (Attachment #7)

MOTION: Shulman, Meade: To return P 5141.5 back to the Policy Committee.
YES – Ackerman, Meade, Shulman, White, Weitlauf
NO – Johnson, Washington, Thomas
PASSED

VIII. ACTION ITEMS - cont.

C. New Business

1. Discussion and possible action regarding bylaw 9324 Meeting Conduct and Parliamentary Procedures as a first reading (Attachment #8)

MOTION: White, Thomas: To approve bylaw 9324 Meeting Conduct and Parliamentary Procedures as a first reading.
PASSED - UNANIMOUSLY

2. Discussion and possible action regarding policy P 3240 Tuition Fees as a first reading. (Attachment #9)

MOTION: Meade, Thomas: To approve policy P 3240 Tuition Fees as a first reading.
PASSED - UNANIMOUSLY

3. Discussion and possible action regarding policy P 5112 Ages of Attendance as a first reading. (Attachment #10)

MOTION: Thomas, Washington: To approve policy P 5112 Ages of Attendance as a first reading.
PASSED - UNANIMOUSLY

4. Discussion and possible action regarding the authorization of Groton Public Schools to file the Increasing Educator Diversity Plan with the Connecticut State Department of Education. (Attachment #11)

MOTION: Johnson, Thomas: To approve the authorization of Groton Public Schools to file the Increasing Educator Diversity Plan with the Connecticut State Department of Education.
YES – Weitlauf, Washington, Ackerman, Johnson, Shulman, Thomas, White
ABSTAINED – Meade
PASSED

5. Discussion & possible action regarding the approval of the FY25 budget

MOTION: Washington, Ackerman: To approve the FY25 budget in the amount of \$87,958,484, which is a 7.91% increase over the FY24 budget.

Mr. Thomas made a statement regarding his disagreement with the way the administration prepared the budget. (Attachment #12)

YES – Weitlauf, Washington, Ackerman Johnson, Meade, Shulman, White
NO - Thomas
PASSED

IX. INFORMATION AND PROPOSALS

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

- Mrs. Washington noted a question from one of her neighbors regarding the process for requesting a new bus stop. Mr. Kilpatrick responded to have the parent contact their child's school and the school will forward the request to the transportation department.
- Mr. Johnson explained his vote on the budget re: bringing positions back.
- Dr. Ackerman noted that she attended:
 - DEI concert and it was wonderful.
 - Calvin McCall has been invited to speak at the 9:30 a.m. service at the Mystic Congregational Church.
- Mrs. White said thank you to the Administration and fellow Board members for voting on something that is not at 0%.
- Mr. Shulman expressed his joy at the Black History concert. He stated that he hopes that there will be a cover letter when the budget is sent to the Town and that it notes the non-lapsing funds. He made two referrals to the Policy Committee: 1) regarding student cell phone use during instructional time and 2) appropriate student use of generative AI and to invite Dr. Kennedy to attend.
- Mr. Thomas received an email regarding fees for Summer School and Adult Education. Mr. Thomas thanked Mr. Shulman for bringing up the non-lapsing fund consistently.
- Mr. Weitlauf noted that:
 - He enjoyed the concert during Black History Month.

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 9:06 p.m.
PASSED UNANIMOUSLY

As Superintendent of Schools, in partnership with our administrative team and our Board of Education, we have prepared a responsible, rational, and efficient budget that focuses on our mission of teaching and learning. This is a budget that keeps our students at the heart and center of our work, with exemplary instructional programs, standards-based curriculum, new legislated initiatives like the Right to Read, while also caring for student and staff safety, security, and well-being.

With the ARP ESSER closeout this year, we always knew that most positions would go away and just a few may remain as needed. We first prepared a Post-COVID level-service budget, but after hearing from the Board, the town council, and the RTM education committee, we went back to scrutinize the budget further and what you will see tonight is a Pre-COVID level-service budget.

There are many challenges we face in the next year. . .

We are seeing escalating inflationary costs, a new more expensive bus contract, higher healthcare costs, numerous unfunded mandates, as well as contractual wage obligations. After a decade of budgets that averaged .5 percent annual increases, using the health-savings reserve, we are faced with increases in this year's budget for the same services.

Since the beginning of January, we have spent numerous hours during the day and into the evening working together to understand FY 25 budget deeply with a focus on student and staff learning, as well as student and staff safety and wellbeing. We labored over the budget at the building level, program level, operations level, and line by line in the function codes. The original proposed budget began as an 8.27% increase without healthcare, moved to a 13.43% budget with healthcare, followed by 8.76%, then 9.32% with Thursday night's additions to the budget.

After hearing from the many constituents on the council, RTM, and Board, we have gone back to review the ARP ESSER grant, which was initialized 4 years ago and needs to sunset. Tonight, after much reflection, we are proposing a 7.9% increased level-service budget. This is a responsible, rational, efficient budget that focuses on our mission of teaching and learning and keeps our students at the heart and center of our work together.

In partnership with the Board and the professional staff and leadership of the district, I make the recommendation of this 7.9% FY25 budget; A responsible, rational, sustainable Pre-COVID level service budget that is essential for our students and is affordable for our community.

AT TIME of VOTE: See chart that shows the many cuts to the original Post-COVID level-service budget that we began with to get to the 7.9% adjusted budget; reflecting the number of staff, supplies, security that students had prior to COVID19.

Groton Public Schools

Date prep:		FY24 Budget Summary Review					
2/22/24 7:42 AM							
Account	Object #s	FY24 Budget 2023-2024	Expenditures	Encumbered	FY24 Actual Total	Remaining Balance	%
Salaries							
1 Administrators	105-109	5,139,279	3,381,648	1,809,628	5,191,277	(51,998)	(1.0%)
2 Teachers	101-104,123-127,151-152	35,924,586	17,156,681	17,994,811	35,151,492	773,094	2.2%
3 Non-Cert Aides	110-111,130-131,136,139	4,621,663	2,459,293	1,369,053	3,828,346	793,317	17.2%
4 Substitute - Cert & Non-Cert	120-121	1,057,434	899,607	0	899,607	157,827	14.9%
5 Clerical	112-114,132-134,144	2,059,296	1,484,785	756,790	2,241,575	(182,279)	(8.9%)
6 Custodial/Maintenance/Techs	117-118,129,137-138,147-148	3,685,428	2,360,635	1,237,893	3,598,528	86,900	2.4%
7 Campus Security/Supervision	128	190,167	157,602	0	157,602	32,565	17.1%
8 Total Salaries	100	52,677,853	27,900,250	23,168,175	51,068,425	1,609,428	3.1%
Benefits							
9 Health Insurance	201-202	6,881,439	3,857,523	0	3,857,523	3,023,916	43.9%
10 Workers Comp & Town Pension	211,213	1,089,758	1,089,747	0	1,089,747	11	0.0%
11 Social Security & Medicare	212,214	1,571,584	976,641	0	976,641	594,943	37.9%
12 Other Benefits	222-227	394,000	318,675	0	318,675	75,325	19.1%
13 Total Benefits	200	9,936,781	6,242,586	0	6,242,586	3,694,195	37.2%
Purchased Services							
14 Instructional Services	321-324	235,375	118,831	2,860	121,691	113,684	48.3%
15 Professional Services	331	310,731	461,967	41,522	503,488	(192,757)	(62.0%)
16 Other Prof Services	332	595,000	376,035	143,457	519,492	75,508	12.7%
17 OT & PT Services	333	750,000	96,374	727,593	823,967	(73,967)	(9.9%)
18 Legal	334	71,100	58,908	0	58,908	12,193	17.1%
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	129,077	0	129,077	35,406	21.5%
21 Total Purchased Services	300	2,209,079	1,294,071	915,431	2,209,502	(423)	(0.0%)
Property Services							
22 Water & Sewer	410-411	101,807	64,990	252	65,241	36,566	35.9%
23 Trash & Snow Removal	421-422	138,341	55,990	32,221	88,211	50,130	36.2%
24 Repair/Maintenance	430-435,490-491,499	496,549	451,355	92,241	543,596	(47,047)	(9.5%)
25 Rental	441	135,267	87,556	37,213	124,769	10,498	7.8%
26 Total Property Services	400	871,964	659,890	161,927	821,818	50,146	5.8%
Transportation, Insurance, Communications, Tuition							
27 Transportation: Schools	510-513	6,171,636	2,979,032	3,145,748	6,124,781	46,855	0.8%
28 Transportation: Student Activities	587-596	175,933	51,721	52,176	103,897	72,036	40.9%
29 Transportation: Staff	580-584	153,750	28,371	0	28,371	125,379	81.5%
30 Insurance	522,525	457,874	455,364	0	455,364	2,510	0.5%
31 Communications	530-552	155,542	205,782	2,184	207,967	(52,425)	(33.7%)
32 Tuition: Special Education	561-563,568	4,068,674	2,577,744	1,205,983	3,783,727	284,947	7.0%
33 Tuition: Other	564-567	1,218,720	1,075,435	0	1,075,435	143,285	11.8%
34 Total Trans, Ins, Comm, Tuition	500	12,402,129	7,373,450	4,406,091	11,779,541	622,588	5.0%
Supplies							
35 Instructional Supplies	601-609,613-619,622-623,628	515,243	326,452	29,423	355,875	159,368	30.9%
36 Computer Supplies	610-612	235,900	215,265	1,890	217,155	18,745	7.9%
37 Electricity & Heating	631-633	1,652,798	1,176,778	9,701	1,186,479	466,319	28.2%
38 Transportation Supplies	634,656	374,029	217,099	3,753	220,852	153,177	41.0%
39 Textbooks & Library Books	640-642,645,647	90,168	34,382	75	34,457	55,711	61.8%
40 Facility/Maintenance Supplies	650,652-655,657,659	271,678	293,524	79,724	373,249	(101,571)	(37.4%)
41 Other Supplies (staff dev, PPE, etc)	621,624-627,690	89,760	44,660	1,671	46,331	43,429	48.4%
42 Total Supplies	600	3,229,576	2,308,160	126,238	2,434,398	795,178	24.6%
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	8,166	0	8,166	1,834	18.3%
45 Total Equipment	700	83,734	21,179	0	21,179	62,555	74.7%
46 Total Dues & Fees	800	99,511	77,596	0	77,596	21,915	22.0%
47 GRAND TOTAL		81,510,627	45,877,182	28,777,863	74,655,045	6,855,582	8.4%

Groton Public Schools

Date prep:	FY24 Budget Summary Review						
2/22/24 7:42 AM							

Account	Object #s	FY24 Budget			FY24 Actual	Remaining Balance	%
		2023-2024	Expenditures	Encumbered	Total		

Salaries

Administrators

48	Administrators	105	1,225,814	914,320	485,621	1,399,941	(174,127)	(14.2%)
49	Principals	106	1,176,065	719,171	406,190	1,125,361	50,704	4.3%
50	Asst. Principals/Sp.Ed. Supv	107	2,404,422	1,549,296	835,022	2,384,318	20,104	0.8%
51	6-12 Curriculum Coordinators	108	181,586	99,874	30,390	130,264	51,322	28.3%
52	Athletic Director	109	151,392	98,987	52,405	151,392	0	0.0%
53			5,139,279	3,381,648	1,809,628	5,191,277	(51,998)	(1.0%)

Teachers

54	Classroom Teachers	101 & 151	25,434,454	12,280,956	12,948,425	25,229,381	205,073	0.8%
55	Sp.Ed Certified	102	8,027,872	3,846,168	4,149,157	7,995,326	32,546	0.4%
56	Media Specialist	103	710,122	335,103	359,696	694,799	15,323	2.2%
57	Guidance	104	1,157,759	493,591	537,533	1,031,124	126,635	10.9%
58	Adult Ed	124	42,230	18,936	0	18,936	23,294	55.2%
59	Coach Stipends	126	350,867	125,174	0	125,174	225,693	64.3%
60	Other Student Activities	127	138,413	14,218	0	14,218	124,195	89.7%
61			35,924,586	17,156,681	17,994,811	35,151,492	773,094	2.2%

Other Staff

62	Reg.Ed Aides - Kindergarten	110 & 130	474,630	200,701	0	200,701	273,929	57.7%
63	Sp.Ed Aides - Para I & Para II	111 & 131	3,081,335	627,043	208,147	835,189	2,246,146	72.9%
64	Tutors	125 & 152	458,450	1,250,329	1,110,951	2,361,280	(1,902,830)	(415.1%)
65	School Bus Aides	136	446,772	279,410	0	279,410	167,362	37.5%
66	Other Non-Certified Personnel	139 & 119	160,476	101,809	49,955	151,765	8,711	5.4%
67			4,621,663	2,459,293	1,369,053	3,828,346	793,317	17.2%

Substitute

68	Substitute Reg.Ed Certified	120	967,567	899,607	0	899,607	67,960	7.0%
69	Substitute Spec.Ed Certified	121	89,867	0	0	0	89,867	100.0%
70			1,057,434	899,607	0	899,607	157,827	14.9%

Clerical

	Sp.Ed Clerical	112 & 132	102,429	108,009	58,369	166,379	(63,950)	0.0%
	School Clerical	113 & 133	770,888	526,253	313,858	840,111	(69,223)	(9.0%)
	Admin Clerical	114 & 134	1,142,100	744,194	384,563	1,128,757	13,343	1.2%
	Clerical Overtime	143 & 144	43,879	106,329	0	106,329	(62,450)	(142.3%)
71	Clerical	112'113'114'132'133'134'143'144	2,059,296	1,484,785	756,790	2,241,575	(182,279)	(8.9%)

Custodial/Maintenance/Techs

72	Custodial	117 & 137	1,963,442	1,310,105	637,865	1,947,970	15,472	0.8%
73	Maintenance	118 & 138	874,573	490,333	352,052	842,385	32,188	3.7%
74	Custodial/Maintenance Overtime	147 & 148	110,500	56,623	0	56,623	53,877	48.8%
75	Technicians	129 & 149	736,913	503,574	247,976	751,550	(14,637)	(2.0%)
76			3,685,428	2,360,635	1,237,893	3,598,528	86,900	2.4%

Security

77	Security/Supervision	128	190,167	157,602	0	157,602	32,565	17.1%
78	Total Salaries		52,677,853	27,900,250	23,168,175	51,068,425	1,609,428	3.1%

Benefits

Health Insurance

79	Group Ins. Prof	201	5,507,319	3,857,523	0	3,857,523	1,649,796	30.0%
80	Group Ins. Other	202	1,374,120	0	0	0	1,374,120	100.0%
81			6,881,439	3,857,523	0	3,857,523	3,023,916	43.9%

Workers Comp & Town Pension

82	Worker's Compensation	211	352,258	352,247	0	352,247	11	0.0%
83	Town Pension	213	737,500	737,500	0	737,500	0	0.0%
84			1,089,758	1,089,747	0	1,089,747	11	0.0%

Social Security & Medicare

85	Social Security	212	807,754	501,603	0	501,603	306,151	37.9%
86	Medicare	214	763,830	475,038	0	475,038	288,792	37.8%
87			1,571,584	976,641	0	976,641	594,943	37.9%

Other Employee Benefits

88	Retirement Awards	222	242,500	229,771	0	229,771	12,729	5.2%
89	Unemployment	223	35,000	15,374	0	15,374	19,626	56.1%
90	Tuition Reimb Certified	224	115,000	72,030	0	72,030	42,970	37.4%
92	Mentor Stipend	227	1,500	1,500	0	1,500	0	0.0%
93			394,000	318,675	0	318,675	75,325	19.1%
94	Total Benefits		9,936,781	6,242,586	0	6,242,586	3,694,195	37.2%

Groton Public Schools

Date prep:		FY24 Budget Summary Review					
2/22/24 7:42 AM							
		FY24 Budget			FY24 Actual	Remaining	
Account	Object #s	2023-2024	Expenditures	Encumbered	Total	Balance	%
Purchased Services							
Instructional Services							
Instructional Services	321 & 323	123,500	66,005	1,475	67,480	56,020	45.4%
Instruct Improvement Services	322 & 324	111,875	52,826	1,385	54,211	57,664	51.5%
		235,375	118,831	2,860	121,691	113,684	48.3%
Professional Services							
Professional Services	331	310,731	461,967	41,522	503,488	(192,757)	(62.0%)
Other Professional Services	332	595,000	376,035	143,457	519,492	75,508	12.7%
OT & PT Services	333	750,000	96,374	727,593	823,967	(73,967)	(9.9%)
Legal Services	334	71,100	58,908	0	58,908	12,193	17.1%
		1,726,831	993,283	912,571	1,905,855	(179,024)	(10.4%)
Athletic Officials & Other Athletic Services							
Athletic Officials	341	63,550	42,018	0	42,018	21,532	33.9%
Other Athletic Services	342	18,840	10,861	0	10,861	7,979	42.4%
		82,390	52,879	0	52,879	29,511	35.8%
Computer Network Services							
Computer Network Services	343	164,483	129,077	0	129,077	35,406	21.5%
Total Purchased Services		2,209,079	1,294,071	915,431	2,209,502	(423)	(0.0%)
Property Services							
Water/Sewer							
Water	410	66,844	38,427	252	38,678	28,166	42.1%
Sewer	411	34,963	26,563	0	26,563	8,400	24.0%
		101,807	64,990	252	65,241	36,566	35.9%
Trash & Snow Removal							
Trash Removal	421	88,341	55,990	32,221	88,211	130	0.1%
Snow Removal	422	50,000	0	0	0	50,000	100.0%
		138,341	55,990	32,221	88,211	50,130	36.2%
Repair/Maintenance							
Equipment Repairs	430	129,425	74,619	755	75,374	54,051	41.8%
Grounds Repairs	431	191,510	195,673	64,430	260,103	(68,593)	(35.8%)
General Bldg Repairs	432	27,135	16,662	3,430	20,092	7,043	26.0%
Painting	433	5,146	0	0	0	5,146	100.0%
Heat & Plumbing	434	48,400	70,769	7,733	78,503	(30,103)	(62.2%)
Electrical	435	10,239	10,703	2,765	13,468	(3,229)	(31.5%)
Extermination Services	490	12,259	10,336	4,629	14,965	(2,706)	(22.1%)
Bldg Fire Protection	491	48,289	37,301	8,500	45,801	2,488	5.2%
Other Purch Services	499	24,146	35,290	0	35,290	(11,144)	(46.2%)
		496,549	451,355	92,241	543,596	(47,047)	(9.5%)
Rental							
Rental	441	135,267	87,556	37,213	124,769	10,498	7.8%
Total Property Services		871,964	659,890	161,927	821,818	50,146	5.8%
Transportation, Insurance, Communications, Tuition							
Transportation: Schools							
Reg.Ed Pupil Transportation	510 & 516	3,580,347	1,713,523	2,139,274	3,852,797	(272,450)	(7.6%)
Sp.Ed - Trans - STA	511	1,573,150	633,956	1,006,474	1,640,431	(67,281)	(4.3%)
Sp.Ed - Trans - Curtin	512	1,018,139	631,553	0	631,553	386,586	38.0%
Pupil Transp Reimbursement	513	0	0	0	0	0	
		6,171,636	2,979,032	3,145,748	6,124,781	46,855	0.8%
Transportation: Other							
Transportation - Athletics	587	98,100	21,395	45,387	66,782	31,318	31.9%
Transportation - Field Trips	588	53,988	22,124	6,489	28,613	25,375	47.0%
Entry Fees - Athletics	591 & 592	14,475	7,125	150	7,275	7,200	49.7%
Admission Fees	595	9,370	1,077	150	1,227	8,143	86.9%
		175,933	51,721	52,176	103,897	72,036	40.9%
Transportation: Staff							
Travel - Education	580 & 581	5,900	2,188	0	2,188	3,712	62.9%
Travel - Admin	582 & 583	32,000	15,013	0	15,013	16,987	53.1%
Travel - Conferences	584	115,850	11,170	0	11,170	104,680	90.4%
		153,750	28,371	0	28,371	125,379	81.5%
Liability & Accident Insurance							
Liability Insurance	522	442,702	441,954	0	441,954	748	0.2%
Accident Insurance	525	15,172	13,410	0	13,410	1,762	11.6%
		457,874	455,364	0	455,364	2,510	0.5%

Groton Public Schools

Date prep:		FY24 Budget Summary Review					
2/22/24 7:42 AM							
		FY24 Budget			FY24 Actual	Remaining	
Account	Object #s	2023-2024	Expenditures	Encumbered	Total	Balance	%
Communications							
Telephone, Telephone Repairs	530	106,400	150,408	0	150,408	(44,008)	(41.4%)
Postage	531	30,100	7,646	0	7,646	22,454	74.6%
Advertisement	540	5,000	5,919	2,184	8,103	(3,103)	(62.1%)
Minority Recruitment	541	0	33,900	0	33,900	(33,900)	
Printing Admin	550	11,542	7,459	0	7,459	4,083	35.4%
School Publications	551 & 552	2,500	450	0	450	2,050	82.0%
		155,542	205,782	2,184	207,967	(52,425)	(33.7%)
tion: Special Education							
Sp.Ed Vocational	561	411,956	217,961	174,035	391,996	19,960	4.8%
Sp.Ed BoE Placements	562	2,557,373	1,187,049	877,737	2,064,786	492,587	19.3%
Sp.Ed State Placements	563	329,060	171,452	106,105	277,557	51,503	15.7%
Sp.Ed Magnet Choice	568	770,285	1,001,283	48,105	1,049,388	(279,103)	(36.2%)
		4,068,674	2,577,744	1,205,983	3,783,727	284,947	7.0%
tion: Other							
Adult Ed	564	210,105	207,000	0	207,000	3,105	1.5%
Gen Ed Magnet Tuition	566	885,801	772,913	0	772,913	112,888	12.7%
Gen Ed Vo Ag Tuition	567	122,814	95,522	0	95,522	27,292	22.2%
		1,218,720	1,075,435	0	1,075,435	143,285	11.8%
Total Transportation, Insurance, Communication, Tuition		12,402,129	7,373,450	4,406,091	11,779,541	622,588	5.0%
Supplies							
Instructional Supplies							
General Classroom	601	161,293	144,034	6,807	150,841	10,452	6.5%
Science	602	15,600	4,940	542	5,482	10,118	64.9%
Arts & Crafts	603	25,700	19,776	1,125	20,901	4,799	18.7%
Phys. Ed	604	11,800	4,054	50	4,104	7,696	65.2%
Music	605	22,800	8,094	101	8,195	14,605	64.1%
Kindergarten	606	4,200	0	0	0	4,200	100.0%
Pupil Tests	607	77,700	60,887	1,039	61,926	15,774	20.3%
Tech. Ed	609	12,750	5,792	926	6,718	6,032	47.3%
Home Ec Supplies	613	14,500	4,124	122	4,246	10,254	70.7%
Sp.Ed Supplies	615	56,000	29,750	11,222	40,972	15,028	26.8%
Athletic Supplies	616	55,950	27,729	6,012	33,741	22,209	39.7%
Math Supplies	617	9,250	1,006	401	1,407	7,843	84.8%
Health Supplies	618	2,200	0	0	0	2,200	100.0%
Other Supplies	619	3,000	547	0	547	2,453	81.8%
Health Serv Pathogen	622	5,750	603	0	603	5,147	89.5%
School Library Supplies	623	6,250	1,048	0	1,048	5,202	83.2%
Food, Drink, Snacks	628	30,500	14,067	1,077	15,144	15,356	50.3%
		515,243	326,452	29,423	355,875	159,368	30.9%
Computer Supplies							
Computer Supplies	610 & 611	36,500	20,087	405	20,492	16,008	43.9%
Software	612	199,400	195,178	1,485	196,663	2,737	1.4%
		235,900	215,265	1,890	217,155	18,745	7.9%
Electricity & Heating							
Electricity	631	1,097,073	806,091	9,603	815,694	281,379	25.6%
Propane/Natural Gas	632	338,350	209,936	99	210,035	128,315	37.9%
Heating Oil	633	217,375	160,751	0	160,751	56,624	26.0%
		1,652,798	1,176,778	9,701	1,186,479	466,319	28.2%
Transportation Supplies							
Diesel for School Buses	634	330,553	201,323	0	201,323	129,230	39.1%
Gas for Maintenance	656	43,476	15,776	3,753	19,528	23,948	55.1%
		374,029	217,099	3,753	220,852	153,177	41.0%
Textbooks & Library Books							
Textbooks	640	46,085	20,348	75	20,423	25,662	55.7%
Workbooks	641	16,633	10,848	0	10,848	5,785	34.8%
Textbook Rebind	642	500	0	0	0	500	100.0%
Library Books	645	24,550	1,932	0	1,932	22,618	92.1%
Periodicals	647	2,400	1,254	0	1,254	1,146	47.8%
		90,168	34,382	75	34,457	55,711	61.8%

Groton Public Schools

Date prep:		FY24 Budget Summary Review					
2/22/24 7:42 AM							
		FY24 Budget			FY24 Actual	Remaining Balance	
Account	Object #s	2023-2024	Expenditures	Encumbered	Total		
ility/Maintenance Supplies							
Equipment Repair	650	23,315	14,889	921	15,810	7,505	32.2%
Grounds Supplies	651	19,527	5,049	0	5,049	14,478	74.1%
General Bldg Repair	652	62,839	20,973	71	21,045	41,794	66.5%
Painting	653	2,500	13,349	0	13,349	(10,849)	(434.0%)
Heat & Plumbing	654	34,053	88,134	74,436	162,570	(128,517)	(377.4%)
Electrical	655	30,247	23,143	1,169	24,312	5,935	19.6%
Safety Supplies	657 & 659	13,047	5,139	0	5,139	7,908	60.6%
Custodial Supplies	658	86,150	122,847	3,127	125,974	(39,824)	(46.2%)
		271,678	293,524	79,724	373,249	(101,571)	(37.4%)
er Supplies							
Sup Serv Guid Imp Ins	621	26,100	9,620	1,378	10,998	15,102	57.9%
Audio Visual	624 & 625	10,300	918	0	918	9,382	91.1%
General Admin Supplies	626	12,110	10,911	167	11,078	1,032	8.5%
School Admin Supplies	627	16,550	8,557	126	8,683	7,867	47.5%
Professional Materials	690	24,700	14,653	0	14,653	10,047	40.7%
		89,760	44,660	1,671	46,331	43,429	48.4%
Total Supplies		3,229,576	2,308,160	126,238	2,434,398	795,178	24.6%
Equipment							
ructional 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%
-Instructional Equipment							
Replace Non-Instr Equipment	731	10,000	989	0	989	9,011	90.1%
Add Non-Instr Equipment	736	0	7,177	0	7,177	(7,177)	
		10,000	8,166	0	8,166	1,834	18.3%
Total Equipment		83,734	21,179	0	21,179	62,555	74.7%
Dues - Fees							
s/Fees							
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	4,960	0	4,960	9,185	64.9%
Total Dues/Fees		99,511	77,596	0	77,596	21,915	22.0%
Grand Total		81,510,627	45,877,182	28,777,863	74,655,045	6,855,582	8.4%



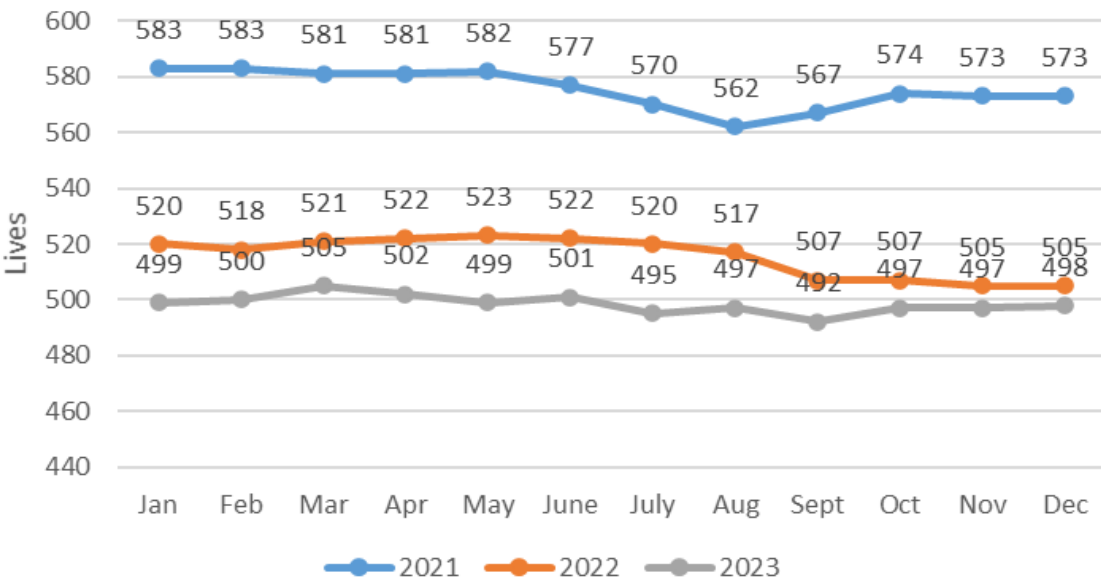
Health Insurance Dashboard

Updated: February 1, 2024

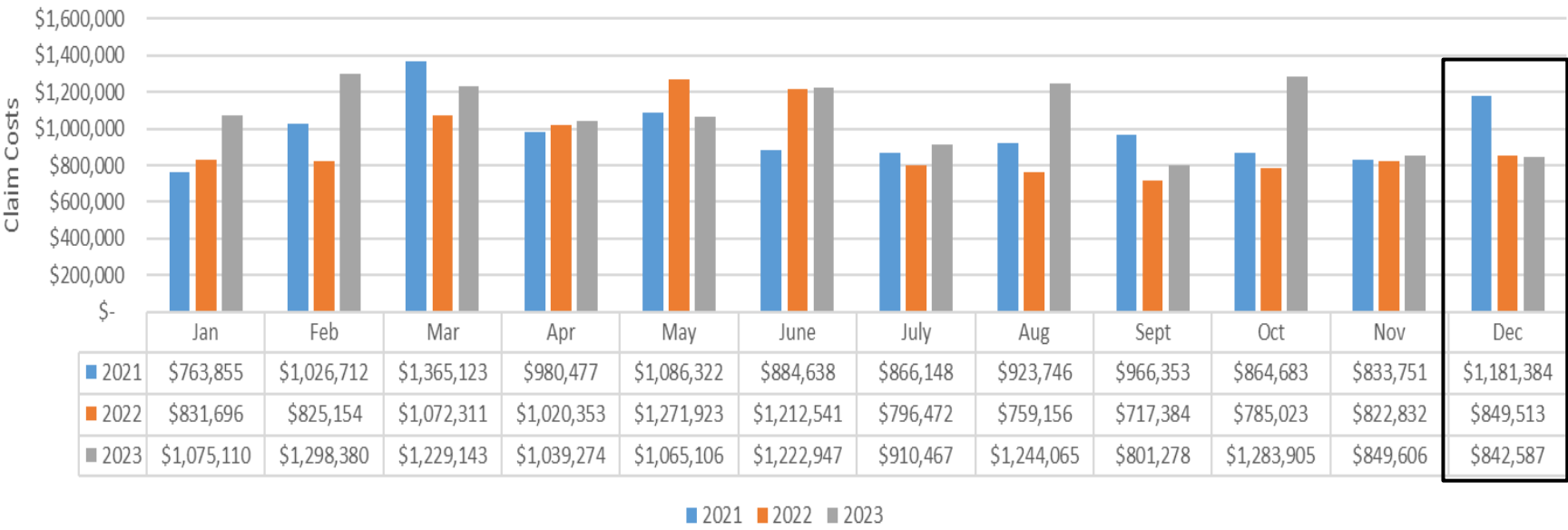
Notes:

Enrollment: Down (1.5%) from the same period last year.
Claim Costs: December 2023 monthly claim costs of ~\$843K are down slightly from December 2022. Fiscal YTD claim costs are up 25%.
Claim Costs: Day to day claims (under \$50K) have increased 2% and mid-tier claims (\$50k-\$200K) have increased 44%.
Claim Costs: Claims per employee per month has increased 22%.

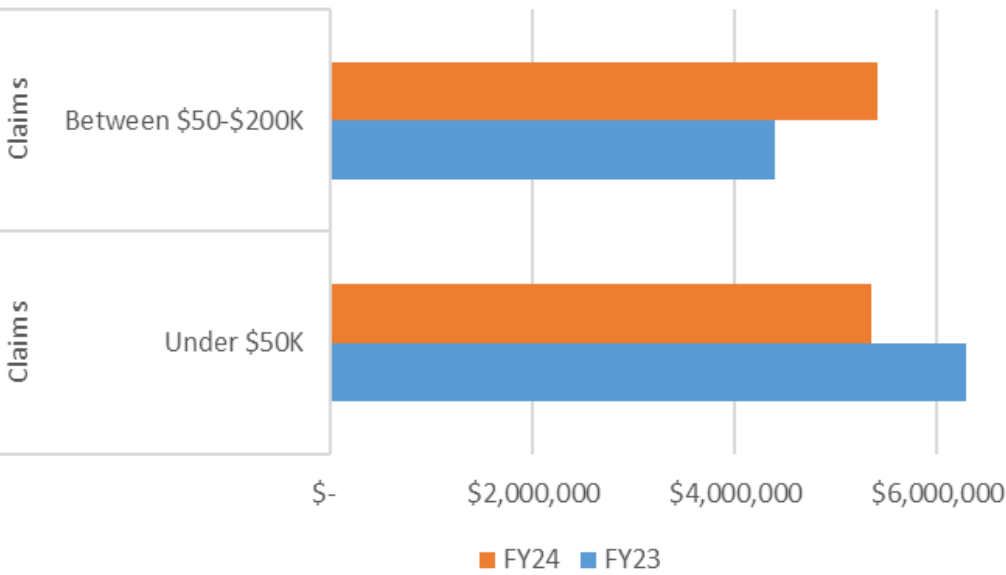
Enrollment in the Plan



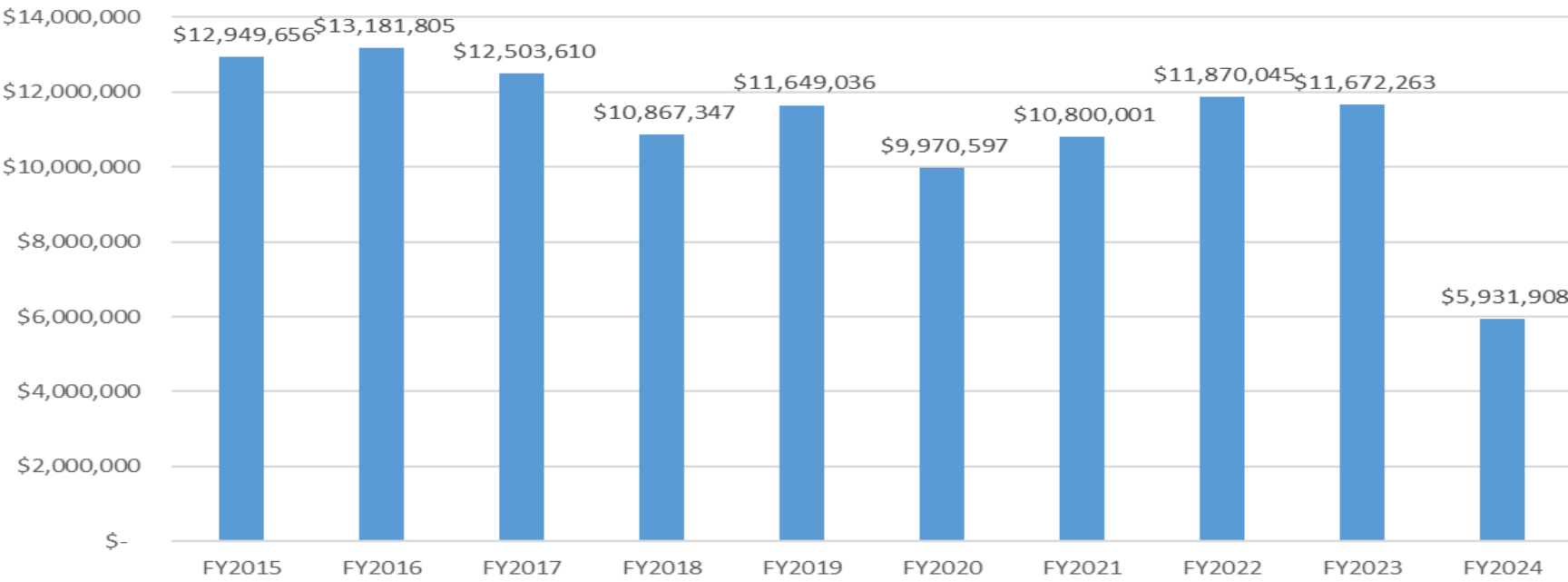
Monthly Claim Costs



Claims by Size



Annual Health Insurance Costs





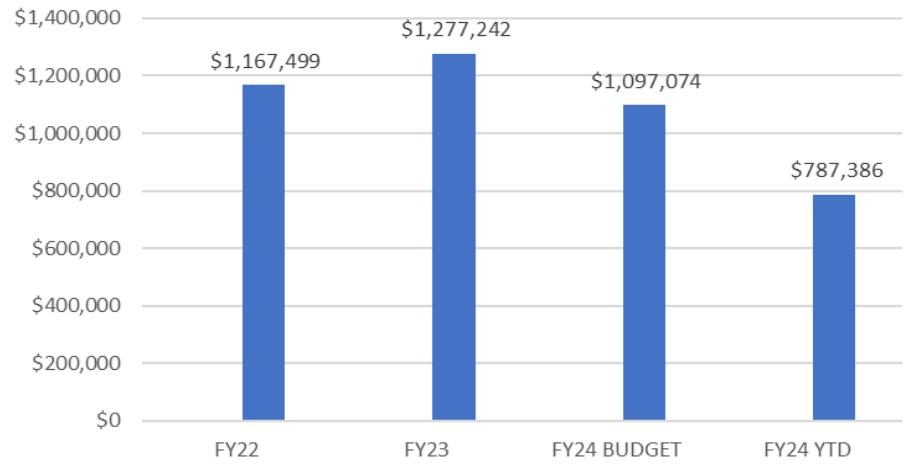
Energy Dashboard

Updated: February 20, 2024

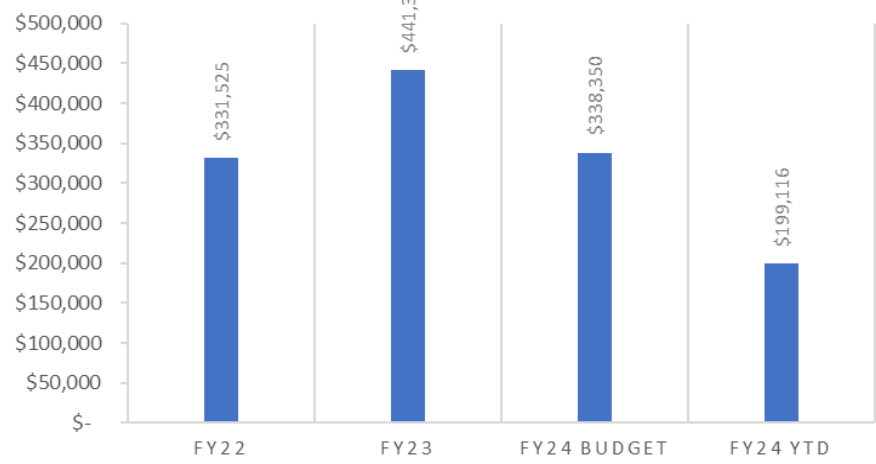
Notes:

Usage: Consumption is equal to or below 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: YTD Consumption and costs are running in parallel with the prior year.

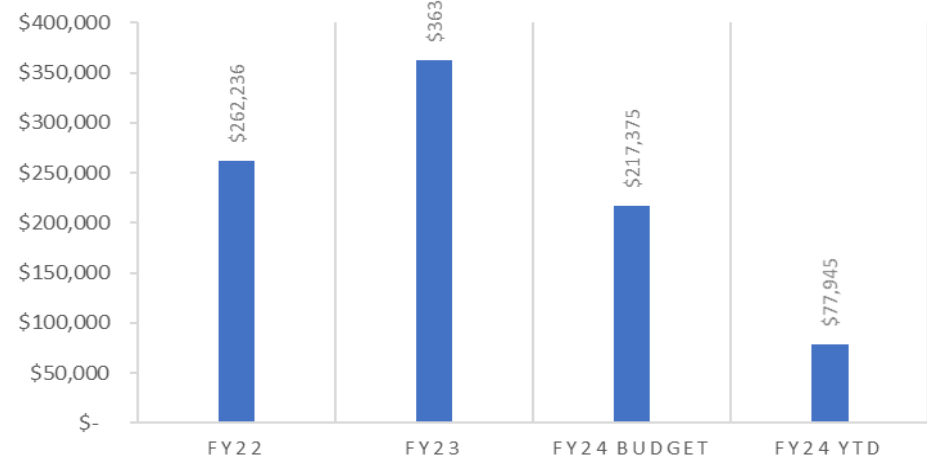
ELECTRICITY COSTS



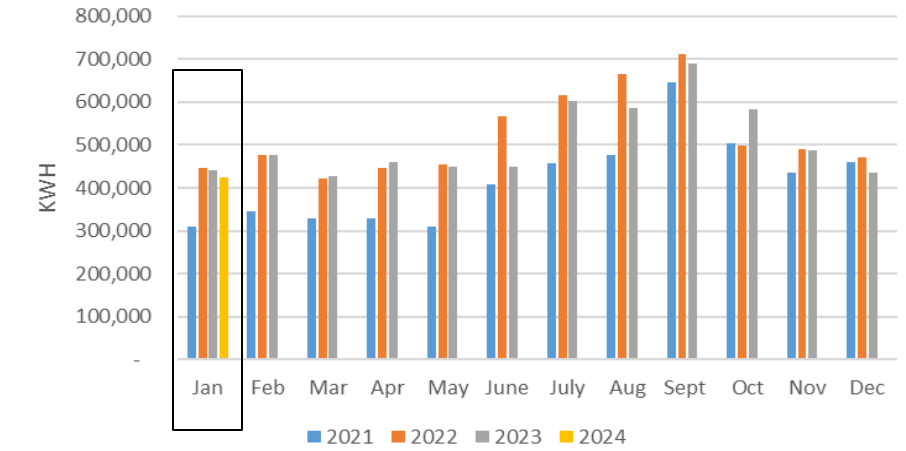
NATURAL GAS COSTS



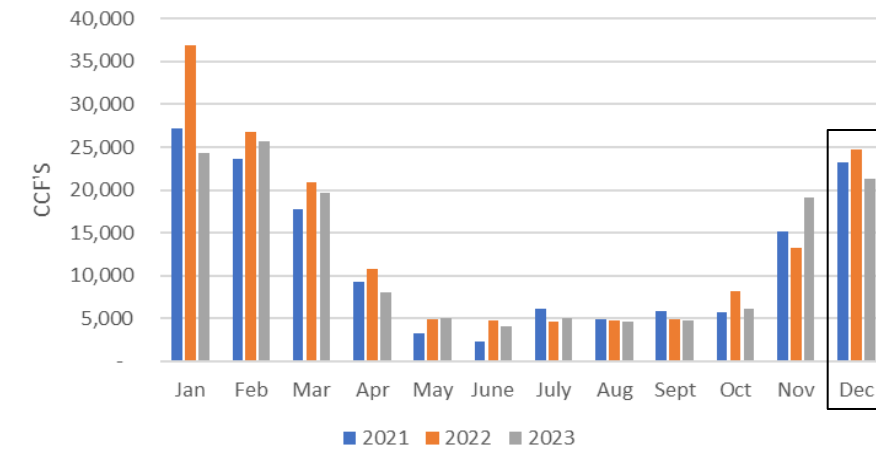
OIL COSTS



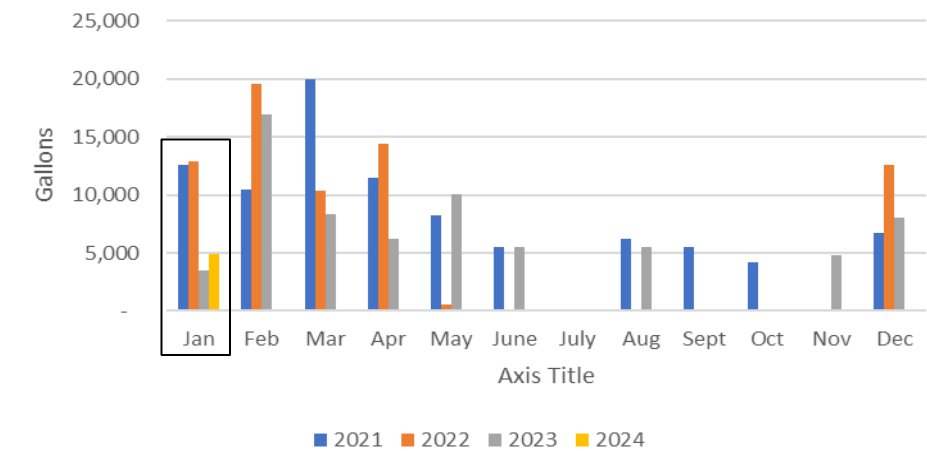
ELECTRICITY USAGE

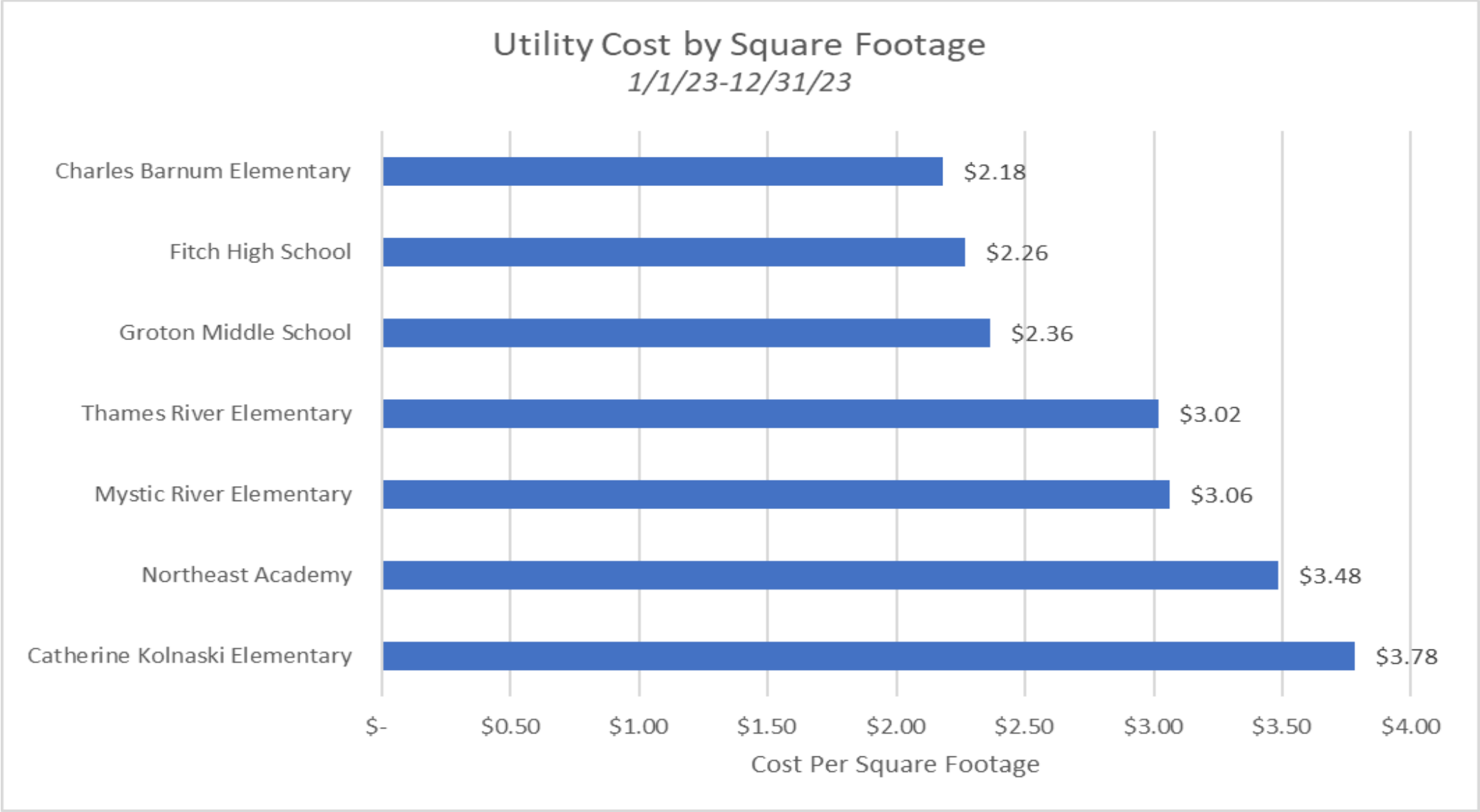


NATURAL GAS USAGE



OIL USAGE





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 An appropriate referral will be made as soon as possible. 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	
-------------------------	--	-----------	--

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
<input type="checkbox"/>	Debrief with Student		
<input type="checkbox"/>	Family follow up with outside provider		
<input type="checkbox"/>	Reentry Meeting		
<input type="checkbox"/>	Develop Safety Plan		
<input type="checkbox"/>	PPT/504 or Team Meeting to Review Student's plan		
<input type="checkbox"/>	Referral for outside services		
<input type="checkbox"/>	211 <input type="checkbox"/> 911 <input type="checkbox"/>		
<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

Good evening,

There was some respectful disagreement among Policy Committee members concerning the use of plural pronouns associated with singular nouns. Examples in the document before you include “their” or “themselves” instead of “his/her”.

The intent of such use, as raised by proponents, is that not all students identify as binary; that respect for diversity requires the use of alternative language forms.

I agree that we need to respect diversity. I disagree that doing so requires eviscerating language structures that bring consistency to written and oral communications -- particularly when employed by an educational institution such as ours.

We respect diversity and individual rights by using pronouns that reflect an individual’s self-identification. At the same time, the structure of language [at least the English language] does not have an non-gendered third-person singular pronoun. English requires accord between singular and plural both between nouns and verbs and with their subordinate adjectives and pronouns.

Trends come and go. Some trends are sustained; others are not sustained. Just look at the way reading has been taught in Groton across the past 50 years and how it is shifting once again as-we-speak.

Fortunately, English has enough flexibility to do this. Instead of “himself/herself”, we can use “oneself.” Instead of “the school Principal or ‘his/her’ designee”, we can use “the school Principal (or designee)”.

As long as we respect a student’s right to be addressed according to one’s self-identity, we have no right to revise our language. Our mission must continue to be “teaching and learning” within the constructs of correct usage or we fail our mission. The English language is strong enough to do both.

I request inclusion of this statement in the minutes of tonight’s meeting.

Respectfully,

Matthew Shulman, member

Bylaws of the Board

Meeting Conduct & Parliamentary Procedures

Meeting Protocol

To ensure that the Board's meetings are conducted with maximum effectiveness and efficiency, members will:

- come to meetings adequately prepared;
- identify issues of concern before the meeting, whenever possible;
- circulate proposed motions and amendments, whenever possible, at least 48 hours before meeting;
- speak only when recognized;
- not interrupt each other during debate;
- not engage in disruptive and disrespectful side conversations;
- minimize unnecessary repetition;
- not monopolize the discussion;
- address the merits of the issue being discussed without appealing to the biases, prejudices and emotions of the audience;
- support the chair of the meeting's efforts to facilitate an orderly meeting;
- communicate openly and actively in discussion and dialog to avoid surprises;
- value equal participation of all members;
- practice respectful body language;
- listen actively when other members speak;
- not surprise or embarrass each other or members of the staff; and
- limit discussion/comments to 5 minutes per member per round unless extended by the chairperson.

Legal Notice

All Board of Education meetings shall be appropriately posted and conducted as provided by Connecticut General Statutes; under governing statutes, a meeting is any quorum of the Board of Education convened in person or electronically to discuss or act upon a Board matter, but meetings shall not include:

1. any meeting of a personnel search committee for executive level positions;
2. any chance meeting or a social meeting neither planned nor intended for discussing Board of Education business;
3. strategy or negotiations with respect to collective bargaining;
4. a caucus of members of a single political party notwithstanding that such members also constitute a quorum of the Board of Education;
5. communications limited to notice of meetings of the Board of Education or the agendas for such meetings.

Upon written request to the Superintendent of Schools, any person(s) may receive by mail notice of any Board meeting at least one week prior to the meeting where practical. An annual fee, payable to the school district, shall be made for this service. The amount of the fee shall be determined by the Superintendent of Schools and shall be directly related to the cost of providing this service.

Meeting Conduct & Parliamentary Procedures – cont.

Recording, Broadcasting, or Photographing Meetings

~~The media may record, photograph, broadcast or record for broadcast by persons, newspapers, radio and television stations with 24 hour advance notification and approval by the Superintendent of Schools. Such recording, photographing, broadcasting or recording for broadcasting by persons, newspapers, radio and television stations shall be done as inconspicuously as possible and in such manner as not to disturb the Board of Education meeting.~~

At any meeting of the Board of Education or its committees which is open to the public, pursuant to the provisions of CGS sec. 1-226, the proceedings may be recorded, photographed, broadcast or recorded for broadcast by any person or by any newspaper, radio broadcasting company or television broadcasting company. The photographer or broadcaster and its personnel, or the person recording the proceedings, shall be required to handle the photographing, broadcast or recording as inconspicuously as possible and in such manner as not to disturb the proceedings of the meeting.

Conduct of Meetings

In the event that a Board of Education meeting is interrupted by any person or group of persons who render the orderly conduct of the meeting unfeasible and order cannot be restored by the removal of individuals who are willfully interrupting the meeting, the Chairman of the Board of Education may order the meeting room cleared and continue in session. Only regular items on the agenda may be considered in such case. Media representatives, unless they were disorderly, shall be permitted to attend the sessions held in this manner.

After time has passed, the Chairman, in his or her discretion, may suspend the Board meeting and invite back those members of the public not responsible for the disruption.

Voting Method

Voting at Board meetings shall be conducted in accordance with state statute and **Robert's Rules of Order**, newly revised.

Parliamentary Procedures

Board meetings shall be conducted according to the rules of parliamentary procedure laid down in **Robert's Rules of Order, Newly Revised**, unless otherwise specified by state law or in written Bylaws for Board of Education operating procedures.

(cf. 9321 - Time, Place, Notification for Meetings)

Reference: *Robert's Rules of Order, Newly Revised*

Legal Reference: Connecticut General Statutes
 1-200 Definitions. ("Public Agency")
 1-225 Meetings of government agencies to be public. Recording of votes. Schedule and agenda of meetings to be filed. Notice of special meetings. Executive sessions.
 1-226 Recording, broadcasting or photographing meetings.
 1-227 Mailing of notice of meeting to persons filing written request.

Bylaw adopted by the Board: November 13, 2023

GROTON PUBLIC SCHOOLS
 Groton, Connecticut

P 3240

Business**Tuition Fees**

The Board of Education (Board) will permit non-resident students to attend Groton Public Schools when they can be accommodated in existing classes. The Parent/Guardian shall pay a tuition fee to be established annually by the Board. They will be charged for excess costs for any programs and services provided beyond the general education curriculum in addition to the base tuition rate. Non-resident attendance with tuition shall be for one school year or less to be extended pending approval. If a student is no longer able to attend Groton Public Schools (i.e., leaves region or for medical reasons) an adjustment of tuition on a per diem basis may be made.

The tuition fee may be adjusted as changes in costs indicate.

The Board shall retain the right to terminate a non-resident student should the student violate school or District policy. Attendance by a nonresident tuition student may be terminated by Board action, upon recommendation of the Superintendent, if the Board deems such termination in the best interest of the District. An adjustment of tuition on a per diem basis will be made in this instance.

~~The Board of Education will permit students from other school district to attend the schools so long as there is room for them without undue crowding, and they or their sending district pays a tuition fee to be established by the Board of Education. The tuition fee may be changed as changes in costs indicate.~~

~~A tuition fee may be charged when any course is offered outside the regular school hours.~~

Legal Reference: Connecticut General Statutes

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

10-35 Notice of discontinuance of high school service to nonresidents.

10-55 Pupils to attend regional school.

10-220 Duties of boards of education.

10-253 School privileges for children in certain placements, nonresident children and children in temporary shelters.

10-266 Reimbursement for education of pupils residing in state property.

Policy Adopted: July, 1979

GROTON PUBLIC SCHOOLS
Groton, Connecticut

P 5112

Students**Ages of Attendance**

In accordance with Connecticut General Statute 10-186, the Groton Board of Education shall provide education for all persons, **residing in the District**, five years of age and **over, older, having attained age five on or before the first day of January** who reach age five on or before the first day of **September**, of any school year, and under twenty-one years of age **and age twenty-two for special education students** who is not a graduate of a high school or vocational school, except as provided in Connecticut General Statutes 10-233c and 10-233d. Additionally, according to Connecticut General Statutes 10-76d (b2), special education will be provided for children who have attained the age of three and who have been identified as being in need of special education, and whose educational potential will be irreparably diminished without special education.

Parents and those who have the control of children five years of age and over and under eighteen years of age, are obligated by Connecticut law to require their children to attend public day school or its equivalent in the District in which such child resides, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools. The parent or person having control of a child seventeen years of age may consent to such child's withdrawal from school. The parent or person shall exercise this option by personally appearing at the school District office to sign a withdrawal form. Such withdrawal form shall include an attestation from a guidance counselor or school administrator of the school that his District has provided the parent or person with information on the educational opportunities options available in the school system and in the community.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age. The parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age.

The parent or person shall exercise such option by personally appearing at the school District office and signing an option form. The District shall provide the parent or person with information on the educational opportunities available in the school system.

A child who has attained the age of seventeen and who has voluntarily terminated enrollment with parental consent in the District's schools and subsequently seeks readmission may be denied readmission for up to ninety (90) school days from the date of such termination, unless such child seeks readmission to the District not later than ten (10) school days after such termination in which case the Board shall provide school accommodations to such child not later than three (3) school days after such child seeks readmission.

A child who has attained the age of nineteen or older may be placed in an alternative school program or other suitable educational program if he/she cannot acquire a sufficient number of credits for graduation by age twenty-~~one~~**two**.

Legal Reference: Connecticut General Statutes:

4-176e to 4-180a Agency hearings

4-181a Contested cases. Reconsideration. Modifications.

10-15 Towns to maintain schools

Ages of Attendance – continued

10-15c Discrimination in public schools prohibited. School attendance by five-year-olds.

10-76a – 1076g re: special education.

10-184 Duties of parents (re: mandatory schooling for children ages five to sixteen, inclusive) as amended by P.A. 98-243, P.A. 00-157 and P.A. 09-6 (September Special Session).

10-186 Duties of local and regional boards of education re: school attendance.

Appeals to State Board. Establishment of hearing board.

10-233a – 10-233f Inclusive; re: suspend, expel, removal of students.

10-233c Suspension of students.

10-233d Expulsion of pupils

State Board of Education Regulations

10-76a-1 General definitions (c) (d) (q) (t)

P.A. 19-179 An Act Concerning Homeless Students' Access to Education

"Guidance for Connecticut School Districts: Enrollment Process and Practice," State Department of Education, December 2019.

P.A. 21-86 An Act Concerning the Enrollment of Children of Members of the Armed Forces in Public Schools and the Establishment of a Purple Star School Program

McKinney-Vento Homeless Assistance Act (PL 107-110 Sec. 1032) 42 U.S.C. §11431-11435, as amended by the ESSA, P.L. 114-95

Federal Register: McKinney-Vento Education for Homeless Children & Youths Program, Vol. 81 No. 52, 3/17/2016

Policy Adopted: July 1979
Policy Revised: August 27, 1984
Policy Revised: May 24, 1993
Policy Revised: August 12, 2002
Policy Revised: June 23, 2014

GROTON PUBLIC SCHOOLS
Groton, CT

Increasing Educator Diversity Plan

February 23, 2023

Public Act 23-167 Section 10 requires that beginning July 1, 2024, and each school year thereafter, an approved Increasing Educator Diversity Plan must be implemented in each school district, and made available on the school district's website. CSDE will also make approved plans available on its website.

The Plan was developed with a committee of district teachers and leaders according to the CSDE Toolkit framework. It will be shared with the DEI Committee, DEI Recruitment/Hiring/Retention Committee, School Administration and School Equity Teams upon filing with CSDE. It will also be shared on the district's website for visibility of all staff and the community to demonstrate our commitment to this work.

The IED Plan must be submitted by districts by March 15, 2024. The filing of the plan must be approved by the school district's board of education prior to filing. See attached plan document for details of the plan that will be filed with CSDE according to the state prescribed framework.

Increasing Educator Diversity Plan Template



IMPORTANT NOTES:

- 1. Formal approval by your local or regional board of education, or equivalent governing body for schools must be obtained prior to submitting your Increasing Educator Diversity Plan. Be prepared to provide the day, month and year that the plan was approved by the board or equivalent governing body as part of the upload of your submission.**
- 2. In the absence of an original motion or a preexisting board or board equivalent policy expressly conferring authority on the superintendent or equivalent schools administrator to make any necessary Plan revisions, the school board or equivalent governing body will be expected to formally approve any necessary revisions to its Plan prior to resubmitting the revised Plan by May 15, 2024**

COVER PAGE	
District:	Groton Public Schools
Vision:	Groton Public Schools embraces policies and practices that ensure that all people-especially those who have been historically marginalized based on race/ethnicity, disability, sexual orientation, gender, age, socioeconomic status, immigrant status, educational status, or religion have equitable opportunities. We acknowledge that systems of racial and economic injustice exist in our nation and community; however, as educators, we too recognize that we have the power to dismantle the practices, policies, and systems that perpetuate inequalities.
Theory of Action	An integral component of Groton Public Schools' mission is to cultivate an environment of diversity, equity, and inclusiveness. As a response, we strive to foster culturally responsive teaching and learning practices to ensure ALL groups feel valued, actively engaged, and empowered. If we make a commitment to increase the visibility of recruitment through diverse partners, support "Grow Our Own" Programs in high school students and non-certified staff members by reducing financial barriers to certification, implement a bias-free hiring process, and promote a culture of belonging, then we can significantly improve the recruitment, hiring, and retention of educators of color.
Team Lead:	Laurie LePine and Jemal Davis
Team Members:	Susan Austin Superintendent, Dr. Philip Piazza, Assistant Superintendent, Laurie LePine Human Resources Director, Jemal Davis District DEI Coordinator and Assistant Principal Groton Middle School, Carmita Hodge Assistant Principal Fitch High School, Christina Post Assistant Principal Charles Barnum Elementary School, Lauren Casini District Data Manager, Renita Casey Elementary Teacher Catherine Kolnaski Elementary School, Kathleen Wilson MYP Coordinator

Increasing Educator Diversity Plan Template



RECRUITMENT								
Goal (What are we trying to	Who Manages the (name, position)	Strategies/Key Activities			Indicators of (How will we know if	Resources Required (What people, time,	Risks and (What could go wrong?	Communication/ (Who needs to be
		What?	Who Owns This?	By When?				
Build teacher pathways through fostering "Grow Our Own Program" in the High School to become future educators of color	Matthew Brown, Fitch High School Principal, Assistant Principals and Career Pathway Counselor	Strategy 1: Implement Ed Rising Curriculum to foster high school student interest in teaching career pathway and provide scholarships for district high school students who pursue a career pathway in teaching. Encourage educators to seek out and inspire students of color to pursue teaching certification. Create articulation agreements and dual enrollment pathways with Three Rivers and other community colleges to provide a path for high school students to educator preparation programs at the college level.	Principal FHS	Classes began for Ed Rising curriculum in the 23-24 school year	Board approval of Ed Rising curriculum, Student enrollment in Teacher Pathway and associated classes.	Annual funding for Ed Rising Curriculum, career and pathway student supports and counseling through Guidance personnel. Teachers willing to teach classes for the pathway. Grant opportunities to reduce or eliminate financial barriers to education preparation programs.	Lack of student interest in pathway. Financial barriers to students which could prevent them from enrolling in higher education programs. Career Counselor at FHS to support students with grants, scholarships and financial aid programs.	Promotion of pathway and opportunities for students to experience the classroom environment through "TA" activities. High school partner with colleges and universities and monitor students in Ed Prep Programs. Guidance assist students with career counseling and financial aid programs.
Build supporting teacher pathways through "Grow Our Own" Programs for Non Certified Staff and Community Partners to become future educators of color	Laurie LePine HR Director, Jemal Davis DEI Coordinator and Administration Leaders in Schools and Director of Special Education	Strategy 2: Provide grow our own programs to support non certified staff on pathway to teaching through Teacher in Residence Program and a District Funded "Grow Our Own" Tuition program.Encourage educators to seek out and inspire non-certified staff members of color to pursue teaching certification.	HR Director and School Principals	Currently operating and candidates are interviews and selected for both programs annually.	Successful program completion and hire of educators of color who were selected for these programs.	Support from school administrators to support the program participants and their readiness for the classroom.	Lack of school support for the program or participants. Work with Administration to support the program participants in school buildings. Encouragement through strong mentorship.	Promote program opportunities within the school community. School Administrators seek out staff members who may have potential and encourage them to apply.

Increase recruitment visibility with Diverse partners.	Laurie LePine HR Director and Jemal Davis DEI Coordinator	Strategy 1: Host recruitment events and communicate job opportunities with diversity organizations such local NAACP and National Association of HBCU Students and Alumni (NAHSA) a K-12 recruitment network to reach 2.3 million students and alumni in HBCUs, HSIs (Hispanic-Serving Institutions) and Tribal Colleges. Outreach to local MLK Scholars. Enhance website diversity, equity and inclusion presence to attract applicants of color.	HR Director and HR Staff	Ongoing recruitment.	Applicant hires from these diverse recruitment avenues.	Annual budget for recruitment resources, branded materials and events. Communications Specialist time to collaborate and update website to be more culturally responsive	National and local workforce shortages impacting recruitment.	Promotion of recruitment activities across social media and throughout the educational and local community.
--	---	---	--------------------------	----------------------	---	--	---	---

Increasing Educator Diversity Plan Template



HIRING & SELECTION								
Goal (What are we trying to	Who Manages the (name, position)	Strategies/Key Activities			Indicators of (How will we know if	Resources Required (What people, time,	Risks and (What could go wrong?	Communication/ (Who needs to be
		What?	Who Owns This?	By When?				
Develop a hiring and selection process that addresses bias and ensures equity.	Jemal Davis, DEI Coordinator, Laurie LePine Human Resources Director and School Administrators	Strategy 1: Develop a selection rubric that supports diversity in the hiring process and protects against bias. Ensure hiring committees have diverse representation and expand questions regarding diversity, equity and inclusion	Laurie LePine, Director of Human Resources and School Administrators	Pilot process completed 22-24 school year. Need to implement with more fidelity in 24-25 school year.	More diverse applicants are being interviewed and selected for opportunities.	Committee members willing to support and implement with fidelity.	Lack of adequate process or controls to ensure the process is followed with fidelity. Consider process control documents to track interview stats to be shared with Superintendent and Assistant Superintendent prior to final interview.	Committee preparation efforts to ensure the process is bias free.
Implement a hiring and selection process that addresses bias and ensures equity.	School Principals	Strategy 2: Select and prepare hiring committees who have been trained on bias and selection processes. Have diverse representation and perspectives for the interview and selection process.	School Principals	Ongoing	Increased diversity in interview and selection processes. Ensure resume selection process includes looking for diversity. More educators of color are selected and hired.	Committee members willing to support and implement with fidelity.	Lack of adequate process or controls to ensure the process is followed with fidelity. Consider process control documents to track interview stats to be shared with Superintendent and Assistant Superintendent prior to final interview.	Committee preparation efforts to ensure the process is bias free.

Increasing Educator Diversity Plan Template



RETENTION								
Goal (What are we trying to)	Who Manages the (name, position)	Strategies/Key Activities What?	Who Owns This?	By When?	Indicators of (How will we know if)	Resources Required (What people, time,	Risks and Mitigation (What could go wrong?)	Communication/ (Who needs to be
Support and retain educators of color through cultural responsiveness	Dr. Philip Piazza, Assistant Superintendent and DEI Coordinator	Strategy 1: Provide Professional Development in culturally responsive teaching practices	Assistant Superintendent	Annual calendar with PD offerings on TLI days and full PD days	Professional Development agendas and survey feedback	funding for subject experts to present	Lack of participation by entire faculty, where only segments of faculty actively participate	Teacher and Learning Collaborate for PD Planning
	Matthew Brown, Principal Fitch High School and	Strategy 2: Partner with Equal Opportunity Schools to ensure high level courses are accessible to all students including students of color	Fitch High School Principal, Assistant Principals and Guidance Personnel	FY 2024 and FY 2025	Increased enrollment in higher level courses for students of color and successful completion	Faculty and guidance staff collaboration time and time with students in CTL classes to discuss academic opportunities	Students struggle academically, provide tutoring support to assist where needed	Guidance Counselors, Parents, Students and Teachers on who best to support students and their academic needs
	Dr. Philip Piazza, Assistant Superintendent, DEI Coordinator and School Principals	Strategy 3: School based equity committees and activities will focus on climate and culture of inclusion that prioritizes diversity	School Principals and Assistant Principals	FY2024 and FY2025	School based equity committees meet regularly and perform school based activities	Collaboration time	Difficulty in scheduling collaboration time, lack of volunteer interest to serve on school based committee	School Administration communicates and supports equity team work
Create a culture with a sense of belonging to ensure teacher retention	Susan Austin, Superintendent and Dr. Philip Piazza, Assistant Superintendent and School Administration	Strategy 1: Create a sense of belonging to ensure teacher retention through professional development and leadership opportunity	Superintendent, Assistant Superintendent, School Administration	FY 2025	Evaluate feedback through PD surveys, culture and climate surveys and exit surveys	PD time, surveys	Lack of leadership opportunities in district	Communicate through PD agendas and surveys to continue evolution of PD offerings
	Susan Austin, Superintendent, Dr. Philip Piazza, Assistant Superintendent and Jemal Davis, DEI Coordinator	Strategy 2: Partner with regional Affinity Group through LEARN. Develop a mentoring process for new teachers of color to be supported in the culture.	Superintendent and Assistant Superintendent	Partnership in 23-24 school year and 24-25 school year	Participation of educators of color in affinity group meetings and activities	Funding for LEARN Affinity Group fee and mentoring incentive	Lack of interest or participation of GPS staff in regional group	Promotion of group and schedule of activities needs to be communicated
	Dr. Philip Piazza Assistant Superintendent and Jemal Davis DEI Coordinator	Strategy 3: Ensure that leaders offer sponsorship for teachers of color by giving regular, positive feedback; extending offers to participate on hiring committees; revising curriculum to ensure it is cultural responsive; and celebrating accomplishments publicly and frequently	School Administrators	FY2025 & FY2026	Informal classroom walkthroughs are conducted regularly with follow up conversations. Positive responses on climate surveys	Time for administrators and staff to meet, and a process to communicate successes	Lack of available time to do informal classroom walkthroughs	Meet with all School Administration to review the strategy and provide support

In regard to my vote in opposition to the current proposed Board of Education budget on the February 26, 2024 agenda, I am submitting this statement to be included in the minutes and to be part of the permanent record as an explanation of my reasoning.

First and foremost, it should be known that I am a certified teacher for GED and Credit Diploma Programming, English for grades 7-12 and Middle School Math. I also hold a Master's Degree in Special Education. I am a parent of students who attended Groton Public Schools and a staunch advocate for public school systems as a means of building a firm foundation of well-educated, well-rounded young adults.

I am voting in opposition to this budget to highlight the procedural and philosophical problems that have produced the numbers in the package that is on the floor tonight.

I am voting in opposition to this budget to highlight the fact that -- as discussed in our deliberations during the preceding workshop sessions and the meeting tonight -- the numbers in this proposed package have not actually been fully approved by the board but rather they are being put forward as a placeholder to satisfy the requirements of the Town Charter that the Board of Education submit something to the Town Manager by February 28th of any given year.

I am voting in opposition to this budget to highlight the fact that -- as noted by many board members in different ways during the preceding workshop sessions and the meeting tonight -- the work is not done. The vote tonight is intended to satisfy the needs of the charter while also buying the Board more time to continue to work the numbers, to find further information, to make further adjustments and develop a budget that can be fully approved by the Board.

To be more specific, these are the aspects this year's budget process that I find to be highly problematic and therefore justifies my vote in opposition, as a protest to the following policy and procedural failures.

1. Procedural Difficulties: there has been no clearly stated review process, no clearly stated calendar for presentation, deliberations, and decisions on numbers for departments.
2. The budget package presented in January was incomplete from the very start and ever since, there has been insufficient information provided and an apparent resistance to providing details to answer Board members' inquiries, resulting in at least one or more members possibly filing FOI requests for information.
3. The Superintendent's initial proposed budget and subsequent proposed adjustments present a disproportionate approach to cuts being made with staff, students and the most vulnerable bearing the biggest impacts versus the minimal to no impacts on Administrative Costs and Professional Services. Some of the Superintendent's proposed cuts would have resulted in having students pay for summer school and cancelling Adult Education GED and ESL classes in Groton facilities. Thankfully, the Board voted to rescind

those cuts, as well as adding funds for financial software upgrades and funding for future state-mandate-required literacy curriculum based on the science of reading – which was not included in the superintendent’s initial budget.

4. Despite repeated requests, there has been no documented information on consultants, no idea of whether those have been critically assessed, no idea of who is paid to do what and where that money is coming from.
5. Despite repeated requests, there has been no clear answer to a number of Board members asking what student and staff supports will be displaced by the superintendent’s proposed usage of grant funding to patch together coverage for anticipated budget shortfalls in administrative areas.
6. There are missing and late audit items that create an uncertainty in these current numbers as a starting point for any adjustments, as well as further uncertainty in what obligations still need to be settled. These continued delays may yet still result in unnecessary and unaffordable penalty fees.
7. Furthermore, it is highly problematic that the annual audit items were not delivered on time, despite the required information being relatively the same year after year. It is problematic that, despite having multiple assistants in the financial department and the same Superintendent and Assistant Superintendent, the administration failed to fulfill the required duties of the financial office for the short duration of time that existed between the departure of previous financial director and the arrival of the current one.
8. Additionally, this breakdown in communication and fulfillment of annual obligations is more troubling when considering the full context of the situation – the breakdown occurred despite the current superintendent’s and previous board members’ many years worth of combined experience overseeing the annual obligations of the district. Why was there not a better plan in place when the previous financial director departed shortly after the close of the 2022-23 school year?
9. I am also greatly troubled by the revelation that the overdue annual audit items are being reconciled in great part by using the remaining Department of Defense (DODEA) grant funds. Are these transfers coming at the cost of funding for other areas that would be related to direct student or staff support? Had the reconciliation process not been late and in danger of imminent fee-laden violations, would the money have come from this grant? Or would it have come elsewhere?
10. It is also problematic that there has been an astounding lack of meaningful input from community prior to or in the midst of the Board workshop sessions. Typically, there has always been a public hearing combined with the joint budget presentation meeting of the RTM, Town Council and Board of Education. This year, that did not happen due to a

failure to properly post a notice. This should be considered inexcusable for a hearing that happens on an annual basis.

11. Also, there has been some contention and a lack of clarity on the authority of the Board of Education. The chair and attorney should be able to provide clear guidance on exactly what is allowable under law and make sure that the deliberations are properly framed in a productive area of discussion. Often, over the preceding workshops, it seems the Board has spent more time debating whether it CAN do something rather than discussing what the body has the WILL to do. This is not productive and must be corrected before we can continue to refine the numbers. What the BOE is able to do, legally, should be settled matter of combined considerations of state law, contracted definitions of roles, responsibilities, job descriptions, articulated duties and standing BOE Policy and Procedure. These parameters should be a matter of defined policy and procedure, publicly disclosed and understood by all BOE members and staff.
12. There seems to be a general lack of foresight and planning in regard to preparing for the end of ARP/ESSER grant funding, what should have been clearly anticipated increases in health care costs and OPEB obligations, and contracted increases in the STA Bus contract.