GROTON BOARD OF EDUCATION
REGULAR MEETING MINUTES
OCTOBER 28, 2024 @ 6:00 P.M.
CENTRAL OFFICE, ROOM 11

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

ALSO PRESENT: Susan Austin, Anne Marie Mancini, Irene Lynch, Denise Doolittle, Sam Kilpatrick, Clint Kennedy, Lauren Casini

I. CALL TO ORDER – Mr. Jay Weitlauf Chairperson, called the meeting to order at 6:06 p.m.

A. Pledge of Allegiance

II. RECOGNITION AND PARTICIPATION OF VISITORS AND DELEGATIONS

NONE

III. COMMENTS FROM CITIZENS

1. Mrs. Portia Bordelon,24 Jefferson Drive, addressed the following:
    a. She thanked the Board for working on the non-lapsing funds.
    b. She welcomed the new Financial Director.
    c. Acknowledged Dr. Ackerman for her tireless work on the MLK Scholarship.
    d. The need for a full-time Career Counselor.
    e. The need for Honor level classes at FHS.

IV. RESPONSE TO COMMENTS FROM CITIZENS

NONE

V. STUDENT REPRESENTATIVE REPORT

NONE

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS

A. Superintendent Report
- Review of October 1, 2024, Enrollment Data (Attachment #1)
  Lauren Casini gave an overview of the PowerPoint presentation of Enrollment Updates, 2024-2025.

B. Reports and Information from the Staff

1. Director of Finance – Ms. Irene Lynch reported: (Attachment #2, 3, 4, 5)
    - Narrative
    - Object Code Summary FY25 – Ms. Lynch gave an overview of the Object Code Summary dated 9/30/24 showing an ending balance of $25,951,658.
    - Health Insurance
    - Utilities Report

2. Director of Buildings and Grounds
    - Update re: School Facilities – Mr. Kilpatrick reported the following:
    - Charles Barnum Roof Project:
        - Going to the Town Council for: authorization to apply for the State grant, establish a building committee and authorize the preparation of drawings and specifications for the project.
        - Estimated cost - $999,810.00 with reimbursement rate of 47.5%, to be completed in the summer of 2025.
    - Submission of CIP projects:

        1. Fitch High School football field recrowning, sod, and irrigation. Est.$367,000.00
        2. Northeast Academy HVAC Replacement with dehumidification capacity. Est. $3,963,000.00
        3. Catherine Kolnaski HVAC Replacement with dehumidification capacity. Est. $4,191,000.00
        4. FHS Culinary Arts upgrade. Est. $600,000.00
        5. FHS Water Heater Replacement. Est. $85,000.00

    - State Required HVAC Testing at Northeast Academy and Catherine Kolnaski.
        - Friday, October 25th. received two (2) bids. Will be qualifying the apparent low bid this week.

VII. ACTION ITEMS

A. Consent Agenda

MOTION: Shulman, Washington: To approve the Consent Agenda
PASSED - UNANIMOUSLY

B. Old Business

NONE

VII. ACTION ITEMS - cont.

C. New Business

1. Discussion and possible action regarding a first reading of policy P 5145.53 Transgender and Gender Non-Conforming Youth (Attachment #6)

MOTION: White, Thomas: To approve policy P 5145.53 Transgender and Gender Non-Conforming Youth as a first reading.

MOTION: Thomas, Washington: To make a friendly amendment to change the language of "Gender Non-Conforming" to "Gender Diverse".

Mr. Whitney suggested this policy should be reviewed by the DEI Committee and the Spectrum Club at the High School.

MOTION: Thomas, Washington: To amend his friendly amendment to change the language of "Gender Non-Conforming" to "Gender Diverse" or whatever term is determined by the Board to be the preferred term after consultation with the DEI Committee and the Spectrum Club.
YES – Weitlauf, Washington, Ackerman, Johnson, Shulman, Thomas, White, Whitney
ABSTAINED – Antipas
PASSED

MOTION: White, Thomas: To approve policy P 5145.53 Transgender and Gender Diverse Youth as a first reading as amended.
YES – Weitlauf, Washington, Ackerman, Johnson, Shulman, Thomas, White, Whitney
ABSTAINED – Antipas
PASSED

2. Discussion and possible action regarding a first reading of policy P 4115.3 Evaluation of Coaches. (Attachment #7)

MOTION: Shulman, Thomas: To approve policy P 4115.3 Evaluation of Coaches as a first reading.

After discussion, the Board determined to send policy P 4115.3 Evaluation of Coaches back to the Policy Committee for reconsideration.

Mr. Shulman and Mr. Thomas withdrew their previous motion.

VII. ACTION ITEMS – cont.

C. New Business – cont.

3. Discussion and possible action regarding a first reading of policy P 5145.5/4118.112 Prohibition of Sex Discrimination/Sex-based Harassment (Attachment #8)

MOTION: Thomas, Johnson: To approve policy P 5145.5/4118.112 Prohibition of Sex Discrimination/Sex-base Harassment as a first reading.
YES – Weitlauf, Washington, Ackerman, Johnson, Shulman, Thomas, White, Whitney
ABSTAINED – Antipas
PASSED

4. Discussion and possible action regarding approval of the UConn EPSY 1100: Introduction to Special Education Curriculum (Attachment #9)

MOTION: Antipas, Thomas: To approve the UConn EPSY 1100 Introduction to Special Education Curriculum.
YES – Weitlauf, Ackerman, Antipas, Johnson, Shulman, Thomas, White
ABSTAINED – Washington, Whitney
PASSED

5. Discussion and possible action regarding approval of Fitch High School's Travel Club's field trip request to Portugal and Spain scheduled for July 9, 2026, through July 20, 2026 (Attachment #10)

MOTION: Johnson, Thomas: To approve Fitch High School's Travel Club's field trip request to Portugal and Spain scheduled for July 9, 2026, through July 20, 2026
PASSED - UNANIMOUSLY

VIII. COMMITTEE REPORTS

A. Policy – Mr. Shulman noted that the Policy Committee will meet on November 19, 2024.
B. Curriculum – Dr. Ackerman noted that the Curriculum Committee met on October 21, 2024, and discussed unified Music, Ed Rising 2, Sports Photograph, and UConn EPSY 1100 as well as ECE UConn Intro to Special Education curriculum.
C. Finance/Facilities – Mr. Antipas noted that the Finance/Facilities Committee met on October 1, 2024, and had reports from the Director of Buildings and Grounds and the Director of Finance, they discussed the budget calendar and the Object Code Summary. Mr. Kilpatrick discussed the HVAC contract.
D. Ad Hoc Budget Procedure – Mr. Thomas noted that the Ad Hoc Budget Procedure Committee met on October 10, 2024, and approved the interim report which was presented to the COW. The Ad Hoc Budget committee referred 9 policy revisions; the COW met on it. The Policy Committee met on it, and he withdrew them to better incorporate CABE language; 5 were high priority and 4 was secondary priority.

E. LEARN – Mrs. Washington noted that the LEARN Board met on October 10, 2024. And discussed:
   - the parents Bill of rights for English Learners and Multilingual Learners.
   - The Infant Title Program that will begin in January 2025 or February 2025.
   - An IT Tech at LEARN has developed an app for doing teacher evaluations and it noted that Glen might make the app available to other school districts.
   - Kate Erickson updated the LEARN Board on the progress of the regional collaboration of districts to offer combined course programs in the region. Five courses are on the table and they need to narrow it down to three courses.

F. Athletic Fields – There was no report.
G. Trails Committee – Mr. Thomas noted that the Trail Committee will meet in December.
H. Library Committee – Mr. Shulman noted that the Library Director asked Mr. Shulman to extend their gratitude to the Groton Public Schools. CB invited the Library to Teacher Conferences. The library set up a table to sign up students for library cards.

IX. INFORMATION AND PROPOSALS

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

- Mr. Weitlauf noted:
  - He attended the MLK Scholarship Dinner.
  - He will be proposing a referral regarding a change to the agenda order.
- Mr. Shulman thanked Dr. Ackerman for her efforts regarding the MLK Scholarship Dinner.
- Mr. Thomas noted:
  - He attended the MLK Scholarship Dinner.
  - Parent communication.
  - That the Board should look at the terms of Board and District to define them better.
  - He made a referral regarding policy P 1312.4 to look at how anonymous complaints are handled and how they are cleared up.
- Mr. Johnson noted the lack of teacher conferences at the high school.
- Mr. Thomas requested a discussion regarding the 2nd Union Grievance.

X. ADVANCE PLANNING

A. Future Meeting Dates and Calendar Items for Board Attention

As noted in the agenda.

B. Suggested Agenda Items

Mrs. Washington requested that Ms. Mancini discuss absenteeism with the Board and how to use research-based practices to improve absenteeism.

Mr. Shulman requested a discussion at the next Board meeting regarding a motion to disconnect the public charging stations until we find a fiscally and technically viable solution; he wants the Board to consider what they want the State legislature to consider and would like to invite them to address the Board in November; he would like to have a discussion regarding space in our schools.

Mrs. White requested a review of curriculum regarding Honor classes.

Mr. Johnson asked how items are removed from the tracking sheet.

Mr. Thomas asked how agendas are determined.

XI. ADJOURNMENT

MOTION: Washington, Ackerman: To adjourn at 10:51 p.m.
PASSED UNANIMOUSLY

Enrollment Updates

2024-2025

October 28, 2024

Elementary Enrollment

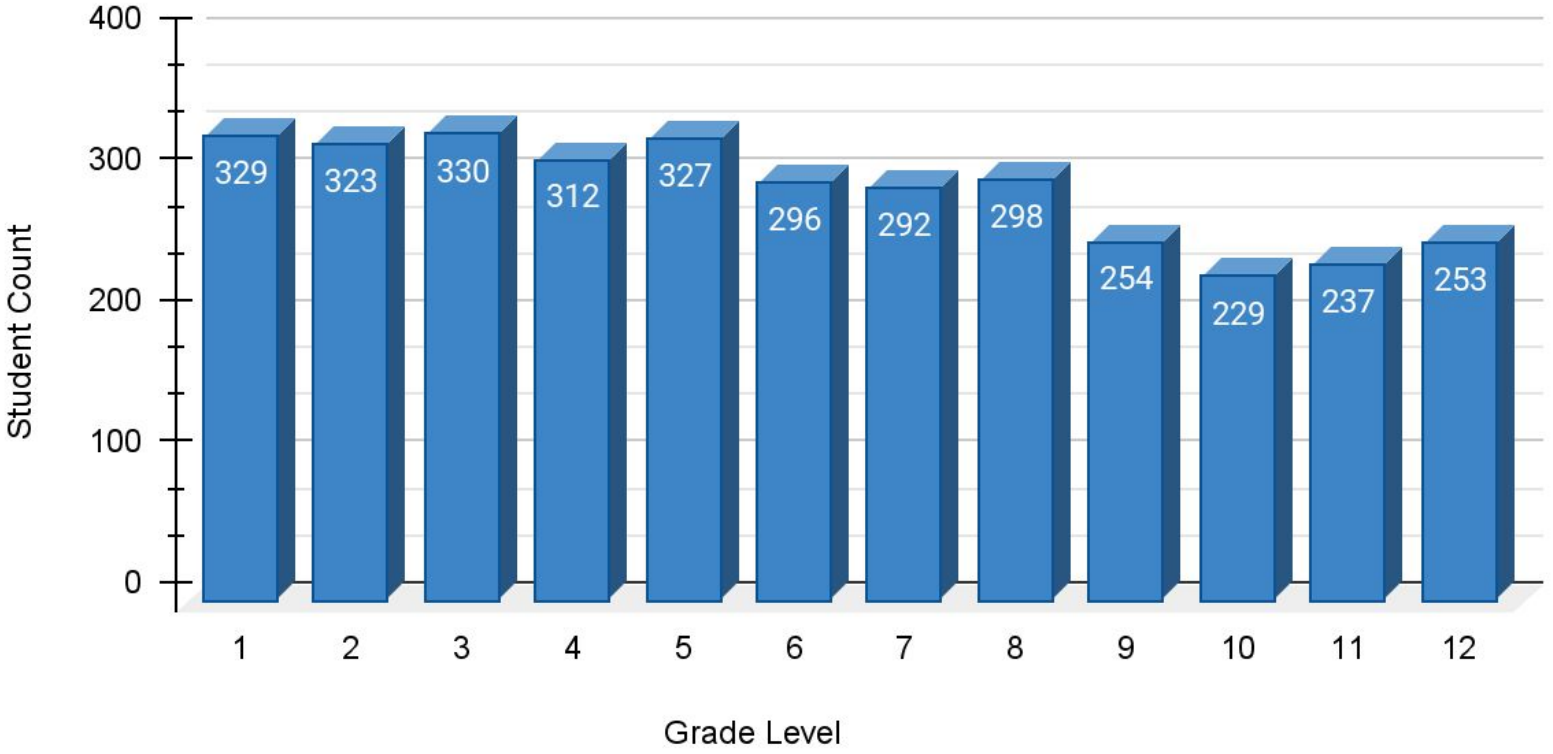
	Enrollment: October 1, 2023	Enrollment: October 1, 2024	Change: Positive(+) / Negative(-)
Catherine Kolnaski Magnet School	369	375	+6
Charles Barnum Magnet School	332	339	+7
Mystic River Magnet School	511	520	+9
Northeast Academy Magnet School	392	392	=
Thames River Magnet School	531	501	-30

Secondary Enrollment

	Enrollment: October 1, 2023	Enrollment: October 1, 2024	Change: Positive(+) / Negative(-)
Groton Middle School	898	885	-13
Fitch High School	1,019	943	-76
Other Placements	25	32	+7
District Total	**4,077**	**3,987**	-90
Out of District	*461*	*477*	*+16*
Combined Total	**4,538**	**4,464**	-74

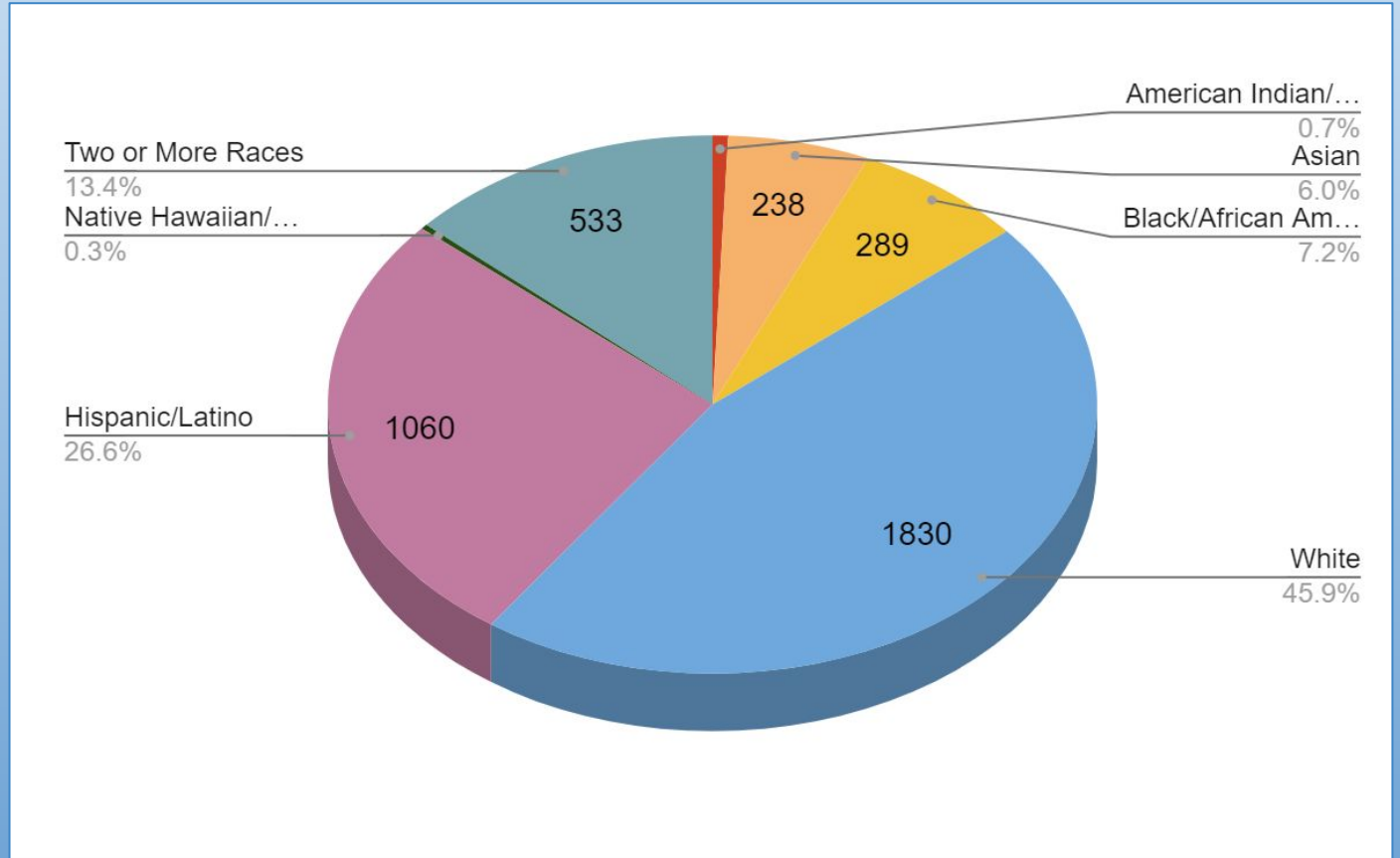
Grade-level Enrollment

October 1, 2024 Snapshot



Enrollment by Race/Ethnicity

October 1, 2024 Snapshot

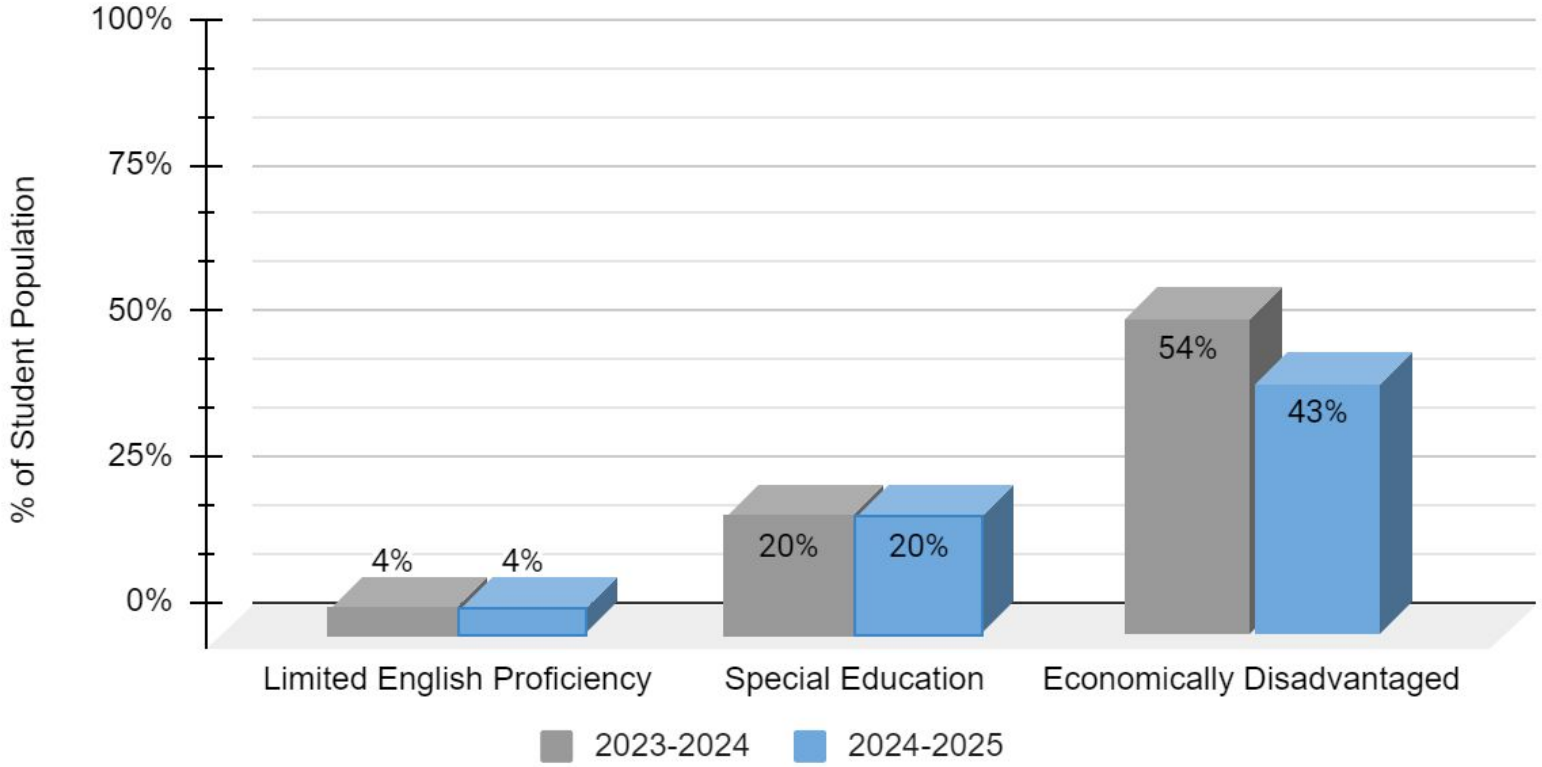


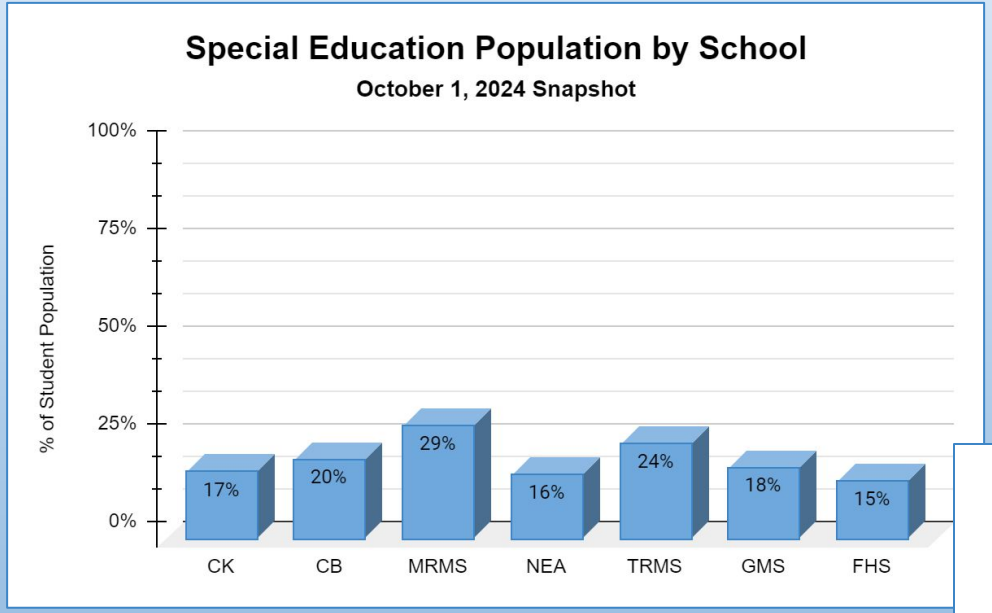
Groton Public Schools
Enrollment & Primary Languages

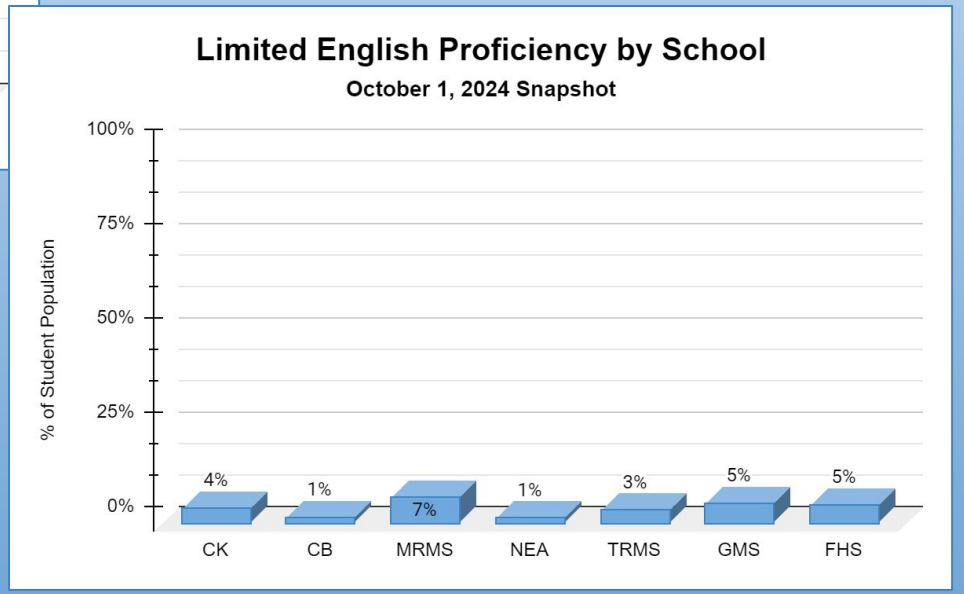
Total Languages Spoken: 39	
Top Languages Spoken:	
English	3572
Spanish	254
Mandarin	19
Urdu	11
Pilipino	11

GPS "High Needs" Subgroup

October 1, 2024 Snapshot

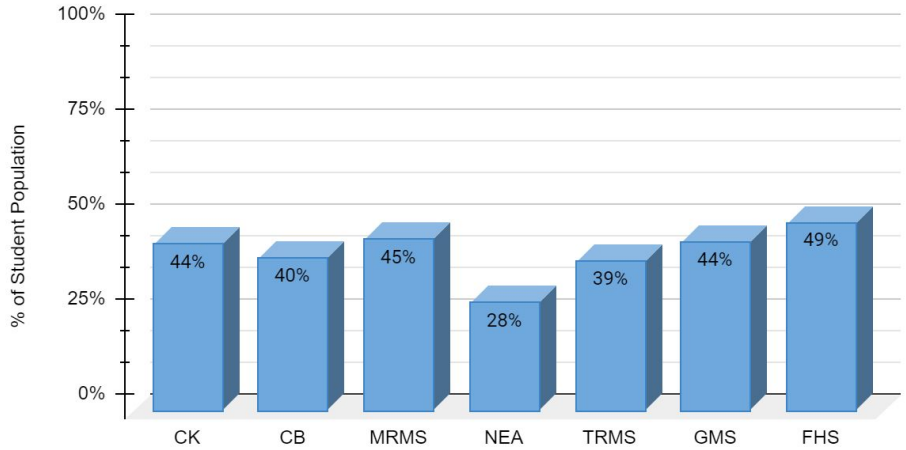



Special Education Population by School
October 1, 2024 Snapshot
% of Student Population
100%
75%
50%
25%
0%
17%
20%
29%
16%
24%
18%
15%
CK
CB
MRMS
NEA
TRMS
GMS
FHS


Limited English Proficiency by School
October 1, 2024 Snapshot
% of Student Population
100%
75%
50%
25%
0%
4%
1%
7%
1%
3%
5%
5%
CK
CB
MRMS
NEA
TRMS
GMS
FHS

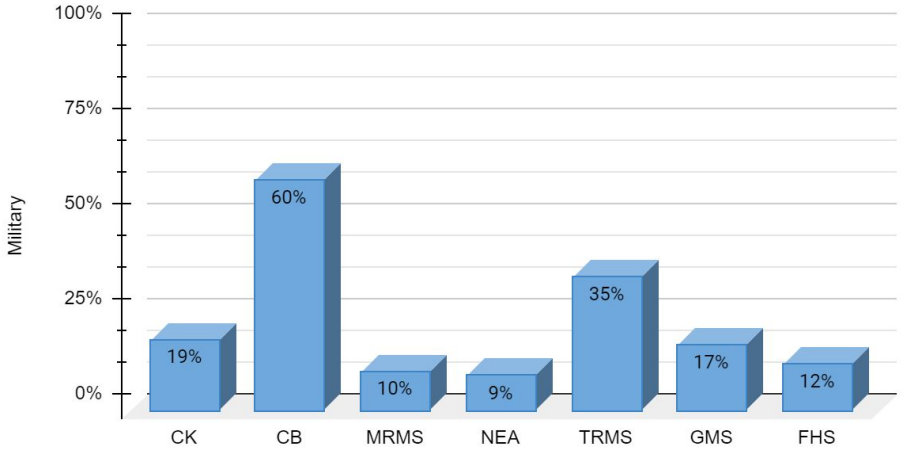
Economically Disadvantaged Population by School

October 1, 2024 Snapshot



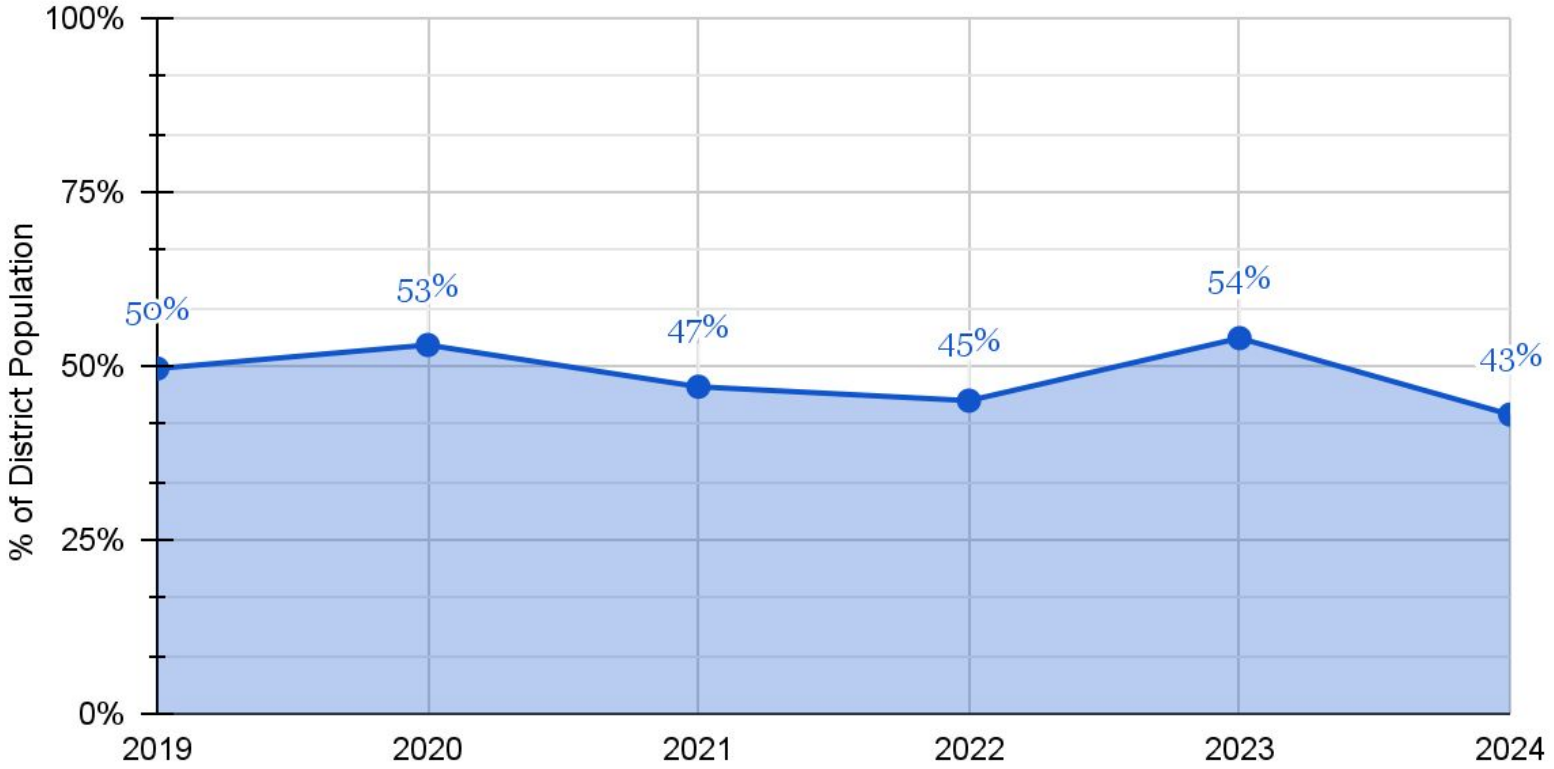
Military Population by School

October 1, 2024 Snapshot



Groton Public Schools

Economically Disadvantaged Over Time



Enrollment at a Glance

New/Returning Students

2023-2024 School Year

- 1075 students delivered to SIS

2024-2025 School Year (to date)

- 656 students delivered to SIS

Student Exits

2023-2024 School Year

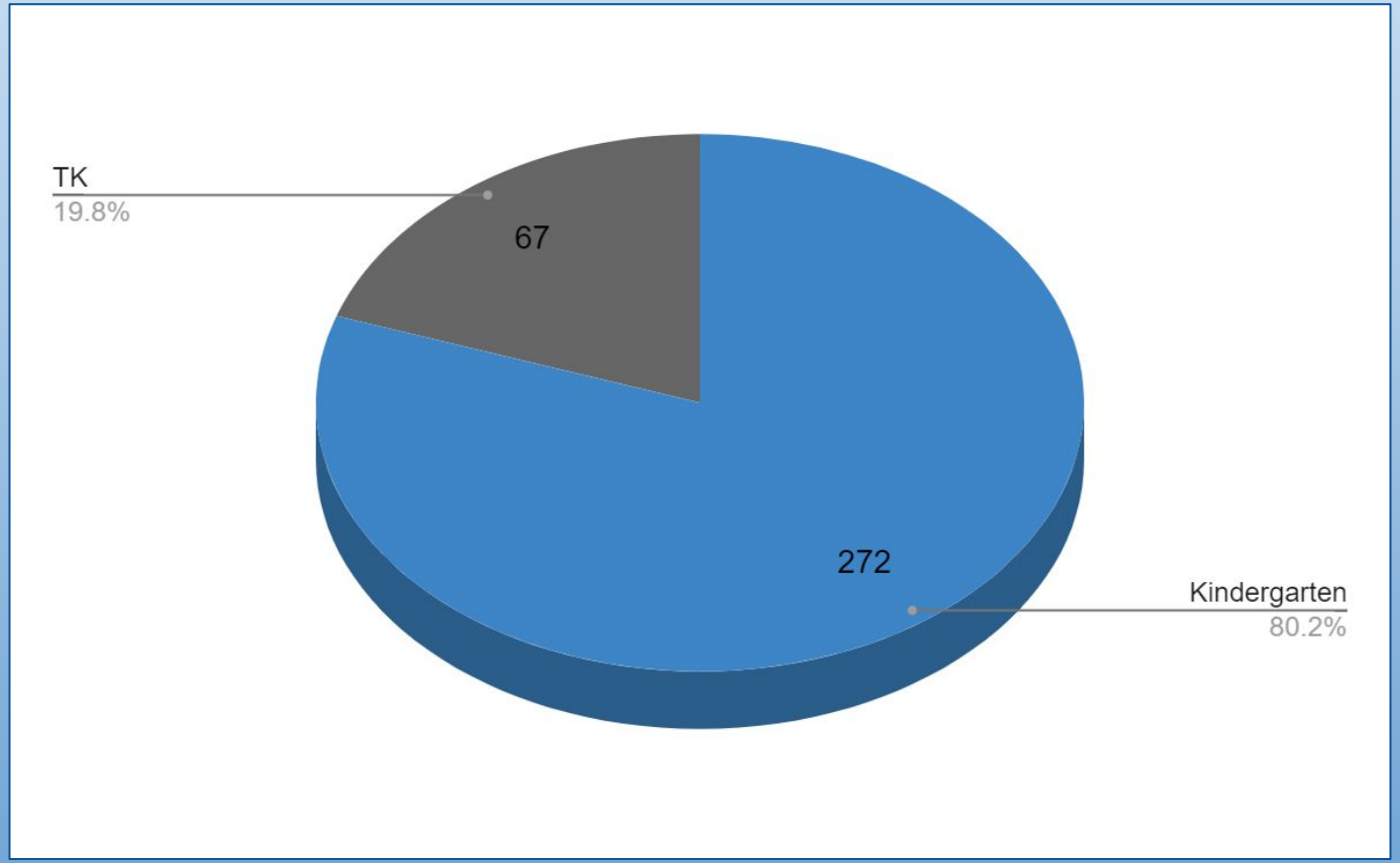
- 701 transferred out of GPS

2024-2025 School Year

- 329 transferred out of GPS

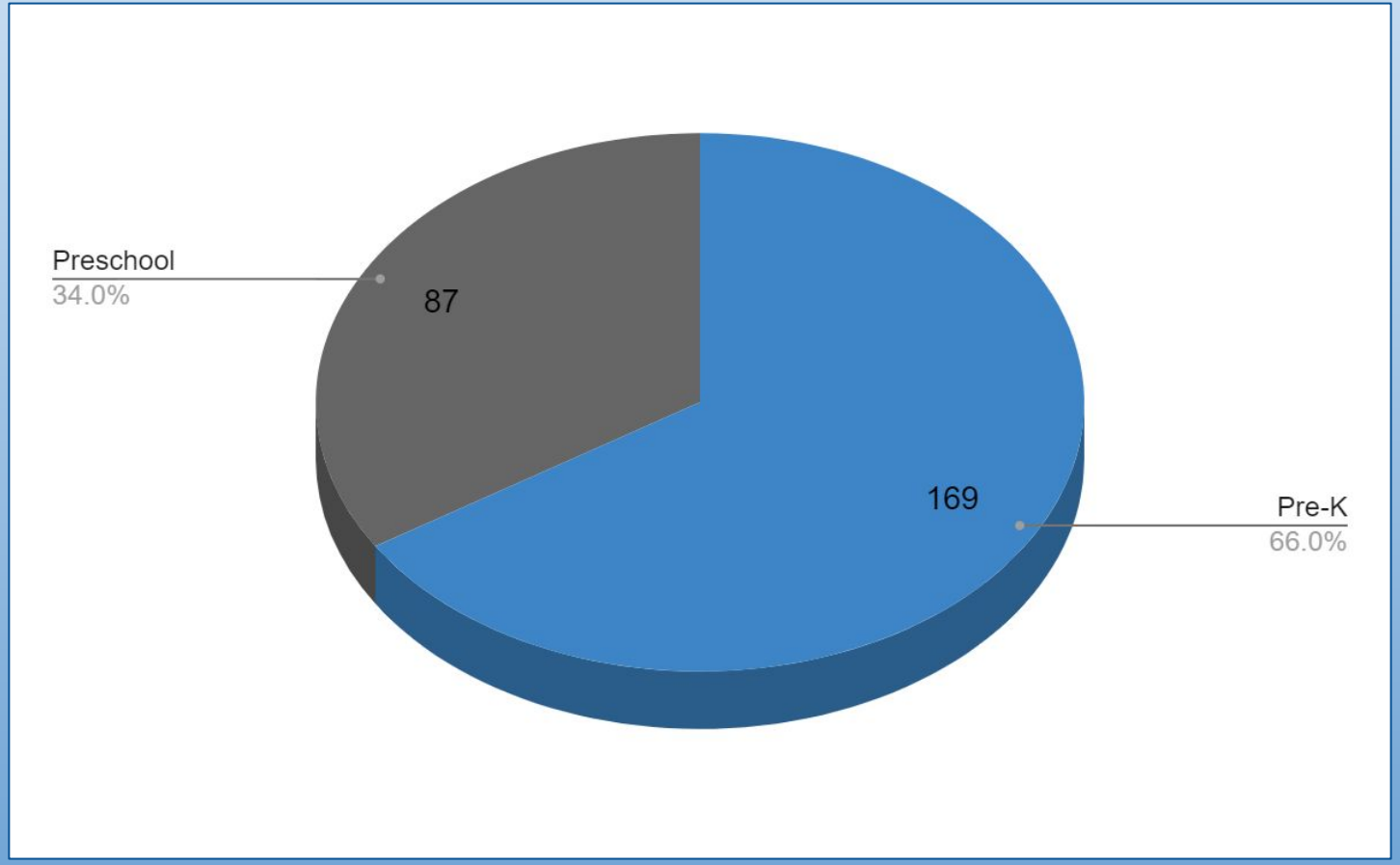
Kindergarten & Transitional Kindergarten Enrollment

October 1, 2024 Snapshot



Pre-Kindergarten & Preschool Enrollment

October 1, 2024 Snapshot



Enrollment Analysis

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

Finance Report

Groton Public Schools

As of 10/23/2024

Fiscal Year (FY) 2025 Budget to Actual Highlights:

As of 09.30.24, the FY2025 YTD Expended Budget is a total of $62,006,826, including actual expenditures in the amount of $12,922,220 and encumbrances in the amount of $49,084,606. The available budget for the remainder of fiscal year is $25,951,658 or 29.5%. When compared to prior fiscal years, FY2025 expenditures are down 3.1% over FY2024 and 0.5% over FY2023. A majority in the decrease is attributed to Salaries and Equipment.

Groton Public Schools
Fiscal Year (FY) 2025 General Fund
As of 09.30.24

Category	2025 Budget	2025 YTD Expenses As of 09.30.24	2025 YTD Encumbrances As of 09.30.24	2025 Available Budget As of 09.30.24	% Available
Salaries	$ 54,168,959	$ 6,247,427	$ 37,207,404	$ 10,714,128	19.8%
Employee Benefits	$ 13,413,032	$ 2,376,409	$ 484	$ 11,036,139	82.3%
Purchased Services	$ 2,100,726	$ 379,978	$ 610,746	$ 1,110,002	52.8%
Property Services	$ 906,174	$ 502,090	$ 519,055	$ (114,971)	-12.7%
Trans, Ins, Comm, Tuition	$ 12,793,731	$ 1,666,328	$ 8,410,653	$ 2,716,750	21.2%
Supplies	$ 4,417,803	$ 1,670,929	$ 2,333,847	$ 413,028	9.3%
Equipment	$ 74,050	$ 4,235	$ -	$ 69,815	94.3%
Dues & Fees	$ 84,009	$ 74,825	$ 2,417	$ 6,767	8.1%
Grand Total	$ 87,958,484	$ 12,922,220	$ 49,084,606	$ 25,951,658	29.5%

Areas to Watch:

- Electricity – Delivery cost increase due to Pandemic Recoupment applied to all the vendors consumers (Government, Commercial, and Residential)
- Repair & Replacement Equipment – May experience increases due to deferred vehicle replacement
- Transportation – Rising costs associated with Special Education Out of District Transportation.

Other Business:

- Health Insurance Dashboard provided on a quarterly basis.
- Utilities Dashboard is being revised to provide updates a monthly basis consistent with budget to actual reports (Ex. Year to Date for October 31, 2024, will be provided in November 2024.)
- Fiscal Year (FY) 2024 Audit in progress. Wrapping up two remaining action items over the next week.
- Fiscal Year (FY) 2026 Budget worksheets provided to Principals on 10/21/2024.

Respectfully submitted,

Irene Lynch

Director of Finance / Business Manager

Groton Public Schools
Fiscal Year (FY) 2025 General Fund
As of 09.30.24

Line	Account	Description	2025 Budget	2025 YTD Expenses As of 09.30.24	2025 YTD Encumbrances As of 09.30.24	2025 Available Budget As of 09.30.24	% Available
1	101	CLASSROOM TEACHERS	$ 25,609,384	$ 2,000,527	$ 23,412,635	$ 196,222	0.77%
2	102	SPECIAL EDUCATION CERT	$ 8,281,901	$ 641,973	$ 7,386,722	$ 253,206	3.06%
3	103	MEDIA SPECIALIST	$ 717,193	$ 48,729	$ 585,844	$ 82,620	11.52%
4	104	GUIIDANCE	$ 1,256,648	$ 86,732	$ 1,046,093	$ 123,823	9.85%
5	105	ADMINISTRATION	$ 1,361,451	$ 372,247	$ 958,167	$ 31,037	2.28%
6	106	PRINCIPALS	$ 1,196,641	$ 320,505	$ 876,137	$ -	0.00%
7	107	ASST PRINCIPALS/SCH PHYSC	$ 2,485,883	$ 637,938	$ 1,781,180	$ 66,765	2.69%
8	108	DEAN/COORDINATOR	$ 55,011	$ 9,857	$ 26,755	$ 18,400	33.45%
9	109	ATHLETIC DIRECTOR/OTHER	$ 154,799	$ 41,677	$ 113,122	$ -	0.00%
10	110	REGULAR TEACHER AIDES	$ -	$ -	$ -	$ -	0.00%
11	111	SPEC EDUCATION AIDES	$ 825,697	$ 82,602	$ -	$ 743,095	90.00%
12	112	CLERICAL, SPECIAL EDUCAT.	$ 168,799	$ 40,491	$ -	$ 128,308	76.01%
13	113	CLERICAL, SCHOOL	$ 762,276	$ 118,448	$ -	$ 643,828	84.46%
14	114	CLERICAL, ADMINISTRATION	$ 1,061,278	$ 264,963	$ 50,179	$ 746,136	70.31%
15	117	CUSTODIAL	$ 1,869,959	$ 394,124	$ 55,904	$ 1,419,931	75.93%
16	118	MAINTENANCE	$ 835,460	$ 151,007	$ 57,022	$ 627,431	75.10%
17	119	OTHER	$ 212,805	$ 41,103	$ 111,567	$ 60,135	28.26%
18	120	REGULAR SUBSTITUTE TEACH	$ 733,200	$ 154,360	$ -	$ 578,840	78.95%
19	121	SPEC ED SUBSTITUTE TEACH	$ 94,360	$ -	$ -	$ 94,360	100.00%
20	123	SUMMER SCHOOL	$ 161,418	$ (794)	$ -	$ 162,212	100.49%
21	124	ADULT EDUC/H. S. COMPLET	$ 42,230	$ 2,421	$ -	$ 39,809	94.27%
22	125	HOMEBOUND	$ 677,376	$ 99,657	$ -	$ 577,719	85.29%
23	126	COACHING STIPENDS	$ 353,781	$ -	$ -	$ 353,781	100.00%
24	127	OTHER STUDENT ACTIVITIES	$ 151,141	$ -	$ -	$ 151,141	100.00%
25	128	SCHOOL SECURITY	$ 176,201	$ 23,998	$ -	$ 152,203	86.38%
26	129	OTHER (TUTORS, ETC.)	$ 784,448	$ 178,920	$ 174,232	$ 431,296	54.98%
27	130	REGULAR TEACHER AIDES	$ 295,351	$ 32,860	$ -	$ 262,491	88.87%
28	131	SPEC EDUCA TEACHER AIDES	$ 2,827,935	$ 244,411	$ -	$ 2,583,524	91.36%
29	132	CLERICAL,SPEC EDUCATION	$ -	$ -	$ -	$ -	0.00%
30	133	CLERICAL, SCHOOL	$ 12,037	$ 9,225	$ -	$ 2,812	23.36%
31	134	CLERICAL,ADMINISTRATION	$ 92,287	$ 20,998	$ -	$ 71,289	77.25%
32	135	COOKS	$ -	$ -	$ -	$ -	0.00%
33	136	SCHOOL BUS AIDES	$ 331,208	$ 65,141	$ -	$ 266,067	80.33%
34	137	CUSTODIAL PART TIME	$ 304,130	$ 22,479	$ -	$ 281,651	92.61%
35	138	MAINTENANCE	$ -	$ -	$ -	$ -	0.00%
36	139	OTHER	$ -	$ 5,623	$ -	$ (5,623)	100.00%
37	140	TEACHER AIDES	$ -	$ -	$ -	$ -	0.00%
38	141	SPECIAL EDUCATION AIDES	$ -	$ -	$ -	$ -	0.00%
39	142	CLERICAL,SPEC EDUCATION	$ -	$ -	$ -	$ -	0.00%
40	143	CLERICAL,SCHOOL	$ -	$ 68	$ -	$ (68)	100.00%
41	144	CLERICAL,ADMINISTRATION	$ 5,000	$ 29,247	$ -	$ (24,247)	-484.95%
42	146	CIVIC ACTIVITIES	$ -	$ -	$ -	$ -	0.00%
43	147	CUSTODIAL OVERTIME	$ 92,400	$ 8,025	$ -	$ 84,375	91.31%
44	148	MAINTENANCE OVERTIME	$ 20,200	$ 2,671	$ -	$ 17,529	86.78%
45	149	OTHER	$ 39,500	$ 4,559	$ -	$ 34,941	88.46%
46	151	RESIDENT TEACHER	$ 119,571	$ 11,457	$ -	$ 108,115	90.42%
47	152	MAGNET SPECIALIST	$ -	$ -	$ -	$ -	0.00%
48	153	NURSES	$ -	$ 55,304	$ 571,846	$ (627,150)	0.00%
49	154	HEALTH AIDES	$ -	$ 23,878	$ -	$ (23,878)	0.00%
50	191	FAMILY RESOURCE - DIR	$ -	$ -	$ -	$ -	0.00%
51	192	FAMILY RESOURCE -ASST DIR	$ -	$ -	$ -	$ -	0.00%
52	193	TREE HOUSE CLUB LEADER	$ -	$ -	$ -	$ -	0.00%
53	194	FAMILY RESOURCE - AIDE	$ -	$ -	$ -	$ -	0.00%
54	195	FAMILY RESOURCE - CUST	$ -	$ -	$ -	$ -	0.00%
55	201	GROUP INSURANCE, PROF.	$ 8,022,178	$ 1,887,167	$ 484	$ 6,134,527	76.47%
56	202	GROUP INSURANCE, OTHER	$ 2,031,065	$ -	$ -	$ 2,031,065	100.00%
57	203	LIFE INSURANCE, PROFESSIO	$ -	$ -	$ -	$ -	0.00%
58	204	LIFE INSURANCE, OTHER	$ -	$ -	$ -	$ -	0.00%
59	211	WORKMAN'S COMPENSATION	$ 429,210	$ -	$ -	$ 429,210	100.00%
60	212	SOCIAL SECURITY	$ 855,157	$ 161,535	$ -	$ 693,622	81.11%
61	213	TOWN RETIREMENT	$ 897,000	$ -	$ -	$ 897,000	100.00%
62	214	MEDICARE	$ 782,922	$ 185,283	$ -	$ 597,639	76.33%
63	218	FLEX SPENDING ADVANCES	$ -	$ -	$ -	$ -	0.00%

Page 1

Line	Account	Description	2025 Budget	2025 YTD Expenses As of 09.30.24	2025 YTD Encumbrances As of 09.30.24	2025 Available Budget As of 09.30.24	% Available
64	221	ANNUITY PAYMENT	$ -	$ -	$ -	$ -	0.00%
65	222	RETIREMENT AWARD	$ 242,500	$ 116,296	$ -	$ 126,204	52.04%
66	223	UNEMPLOYMENT COMPENSATION	$ 35,000	$ -	$ -	$ 35,000	100.00%
67	224	GRADUATE CREDIT COURSE	$ 115,000	$ 26,129	$ -	$ 88,872	77.28%
68	225	RETIREMENT INCENTIVE	$ -	$ -	$ -	$ -	0.00%
69	226	EMPLOYEE ASS'T PROGRAM	$ 1,500	$ -	$ -	$ 1,500	100.00%
70	227	MENTOR STIPEND	$ 1,500	$ -	$ -	$ 1,500	100.00%
71	300	PUR. PROF/TECH SERVICES	$ -	$ -	$ -	$ -	0.00%
72	321	INSTRUCTIONAL SERVICES	$ 82,375	$ 57,734	$ 235	$ 24,406	29.63%
73	322	INSTR. IMPROVEMENT SERV.	$ 94,000	$ 14,726	$ 47,990	$ 31,284	33.28%
74	323	STUDENT SERVICES	$ -	$ -	$ -	$ -	0.00%
75	324	HIGH SCHOOL ACCREDITATION	$ -	$ -	$ -	$ -	0.00%
76	325	STUDENT INTERN	$ -	$ 8,280	$ 8,280	$ (16,560)	-100.00%
77	326	PARENT ACTIVITIES	$ -	$ -	$ -	$ -	0.00%
78	331	PROFESSIONAL SERVICES	$ 297,051	$ 159,519	$ 14,794	$ 122,738	41.32%
79	332	OTHER PROFESSIONAL SERV.	$ 575,000	$ 54,661	$ 366,053	$ 154,286	26.83%
80	333	OT AND PT SERVICES	$ 787,772	$ 13,054	$ 20,699	$ 754,019	95.72%
81	334	LEGAL SERVICES	$ 71,100	$ 16,110	$ 56,544	$ (1,554)	-2.18%
82	341	ATHLETICS OFFICIALS	$ 71,950	$ 25,560	$ -	$ 46,390	64.47%
83	342	OTHER SERVICES/ATHLETICS	$ 22,100	$ 4,370	$ -	$ 17,730	80.23%
84	343	COMPUTER NETWORK SERVICES	$ 99,378	$ 25,964	$ 96,151	$ (22,737)	-22.88%
85	400	PURCHASED PROPERTY SERV	$ -	$ -	$ -	$ -	0.00%
86	410	WATER	$ 66,844	$ 8,132	$ 69,099	$ (10,388)	-15.54%
87	411	SEWERAGE	$ 34,963	$ 2,355	$ 45,820	$ (13,212)	-37.79%
88	421	GARBAGE REMOVAL	$ 88,341	$ 23,770	$ 106,449	$ (41,878)	-47.40%
89	422	SNOW REMOVAL	$ 50,000	$ -	$ -	$ 50,000	100.00%
90	424	FILM REPAIRS	$ -	$ -	$ -	$ -	0.00%
91	430	REPAIR OF EQUIPMENT	$ 108,886	$ 25,683	$ 104,058	$ (20,855)	-19.15%
92	431	REPAIRS TO GROUNDS	$ 245,256	$ 167,841	$ 23,216	$ 54,200	22.10%
93	432	GENERAL BUILDING REPAIRS	$ 27,135	$ 26,726	$ 15,481	$ (15,072)	-55.54%
94	433	PAINTING	$ 5,146	$ -	$ -	$ 5,146	100.00%
95	434	HEAT & PLUMBING REPAIRS	$ 48,400	$ 29,969	$ 49,337	$ (30,906)	-63.85%
96	435	ELECTRICAL REPAIRS	$ 10,572	$ -	$ -	$ 10,572	100.00%
97	440	RENTALS, PROPERTY	$ -	$ -	$ -	$ -	0.00%
98	441	RENTALS, OTHER	$ 133,770	$ 164,658	$ 94,036	$ (124,923)	-93.39%
99	451	IMPROVEMENT TO BUILDINGS	$ -	$ -	$ -	$ -	0.00%
100	452	IMPROVEMENT TO SITE	$ -	$ -	$ -	$ -	0.00%
101	490	EXTERMINATING SERVICE	$ 12,926	$ 5,966	$ 700	$ 6,261	48.43%
102	491	BUILDING PROTECTION FIRE	$ 48,289	$ 24,654	$ 7,560	$ 16,075	33.29%
103	492	BUILDING SAFETY SERVICES	$ -	$ -	$ -	$ -	0.00%
104	499	OTHER PURCHASED SERVICES	$ 25,646	$ 22,337	$ 3,300	$ 9	0.04%
105	510	REGULAR PUPIL TRANSPORT	$ 3,954,690	$ 163,233	$ 4,148,350	$ (356,893)	-9.02%
106	511	SPEC ED TRANSPORT CONTRAC	$ 1,787,832	$ 89,235	$ 1,479,539	$ 219,058	12.25%
107	512	SPECIAL EDUCATION OTHER	$ 1,216,531	$ 89,497	$ 1,085,124	$ 41,910	3.45%
108	513	GRASSO TECH	$ -	$ -	$ -	$ -	0.00%
109	514	VOC AGRICULTURAL TRANSP	$ -	$ -	$ -	$ -	0.00%
110	516	PRIVATE SCHOOL	$ -	$ -	$ -	$ -	0.00%
111	517	VOC EDUCTNL TRANSPORT	$ -	$ -	$ -	$ -	0.00%
112	518	MAGNET SCHOOL	$ -	$ -	$ -	$ -	0.00%
113	520	FIRE INSURANCE	$ -	$ -	$ -	$ -	0.00%
114	521	BOILER INSURANCE	$ -	$ -	$ -	$ -	0.00%
115	522	LIABILITY INSURANCE	$ 601,324	$ 576,093	$ -	$ 25,232	4.20%
116	523	SCHOOL LEADERS POLICY	$ -	$ -	$ -	$ -	0.00%
117	524	AUTOMOBILE INSURANCE	$ -	$ -	$ -	$ -	0.00%
118	525	STUDENT ACCIDENT INSUR.	$ 11,293	$ 13,410	$ -	$ (2,117)	-18.75%
119	530	TELEPHONE	$ 275,155	$ 50,616	$ 253,921	$ (29,382)	-10.68%
120	531	POSTAGE	$ 30,650	$ 6,199	$ -	$ 24,451	79.78%
121	540	ADVERTISING	$ 5,000	$ 2,066	$ 927	$ 2,007	40.14%
122	541	MINORITY RECRUITMENT ADV	$ -	$ 1,000	$ -	$ (1,000)	100.00%
123	550	PRINTING, ADMINISTRATION	$ 11,542	$ 3,896	$ -	$ 7,646	66.24%
124	551	SCHOOL PUBLICATIONS	$ 4,000	$ -	$ -	$ 4,000	100.00%
125	552	PRINTING	$ -	$ -	$ -	$ -	0.00%
126	560	TUITION	$ -	$ -	$ -	$ -	0.00%
127	561	SPED VOCATIONAL/VOAG	$ 355,630	$ 13,932	$ -	$ 341,698	96.08%
128	562	SPED BOARD PLACEMENTS	$ 2,513,182	$ 433,116	$ 1,378,763	$ 701,303	27.90%
129	563	SPED, STATE AGENCY PLACE	$ 382,840	$ 4,988	$ 27,600	$ 350,252	91.49%
130	564	ADULT EDUCATION	$ 210,105	$ 207,000	$ -	$ 3,105	1.48%

Page 2

Line	Account	Description	2025 Budget	2025 YTD Expenses As of 09.30.24	2025 YTD Encumbrances As of 09.30.24	2025 Available Budget As of 09.30.24	% Available
131	565	FOSTER HOMES/TEMP SHELTER	$ -	$ -	$ -	$ -	0.00%
132	566	MAGNET SCHOOL TUITION	$ 502,128	$ -	$ -	$ 502,128	100.00%
133	567	VOAG REG ED TUITION	$ 71,226	$ -	$ -	$ 71,226	100.00%
134	568	SPED MEGNET CHOICE	$ 542,895	$ -	$ -	$ 542,895	100.00%
135	580	TRAVEL FOR REG INSTR	$ -	$ -	$ -	$ -	0.00%
136	581	TRAVEL FOR SPEC EDUCATION	$ 5,900	$ 7	$ -	$ 5,893	99.89%
137	582	TRAVEL FOR ADMN SCH & GEN	$ 19,000	$ 4,852	$ -	$ 14,148	74.46%
138	583	TRAVEL FOR MAINTENANCE	$ 100	$ -	$ -	$ 100	100.00%
139	584	TRAVEL FOR WORKSH & CONV	$ 48,356	$ 3,048	$ -	$ 45,308	93.70%
140	587	TRAVEL FOR ATHLETICS	$ 121,750	$ -	$ 29,820	$ 91,930	75.51%
141	588	FIELD TRIPS	$ 99,977	$ 2,200	$ 6,335	$ 91,442	91.46%
142	590	OTHER PURCHASED SERVICES	$ -	$ -	$ -	$ -	0.00%
143	591	ENTRY FEES	$ 13,425	$ 1,940	$ 275	$ 11,210	83.50%
144	592	GREEN FEES	$ 1,200	$ -	$ -	$ 1,200	100.00%
145	593	PARENT ADVISORY COUNCIL	$ -	$ -	$ -	$ -	0.00%
146	595	ADMISSION FEES	$ 4,600	$ -	$ -	$ 4,600	100.00%
147	596	OTHER PURCHASED SERVICES	$ 3,400	$ -	$ -	$ 3,400	100.00%
148	601	GENERAL CLASSROOM USE	$ 214,521	$ 107,636	$ 17,504	$ 89,382	41.67%
149	602	SCIENCE	$ 35,300	$ 7,505	$ 5,769	$ 22,026	62.40%
150	603	ARTS & CRAFTS	$ 26,600	$ 5,771	$ 8,153	$ 12,676	47.65%
151	604	PHYSICAL EDUCATION	$ 11,900	$ 99	$ 99	$ 11,702	98.34%
152	605	MUSIC	$ 13,700	$ 5,319	$ 2,823	$ 5,559	40.57%
153	606	KINDERGARTEN	$ 3,350	$ -	$ -	$ 3,350	100.00%
154	607	PUPIL TESTS	$ 80,700	$ 21,778	$ 3,723	$ 55,199	68.40%
155	608	DRAFTING	$ -	$ -	$ -	$ -	0.00%
156	609	TECHNOLOGY EDUCATION	$ 11,000	$ 30	$ 4,236	$ 6,734	61.22%
157	610	COMPUTER SUPPLIES	$ 29,650	$ 17,338	$ 2,621	$ 9,691	32.69%
158	611	BUSINESS EDUCATION	$ -	$ -	$ -	$ -	0.00%
159	612	COMPUTER SOFTWARE	$ 871,797	$ 694,522	$ 38,023	$ 139,253	15.97%
160	613	HOME ECONOMICS	$ 20,000	$ 683	$ 1,407	$ 17,911	89.55%
161	615	SPECIAL EDUCATION	$ 34,750	$ 2,591	$ 3,168	$ 28,992	83.43%
162	616	ATHLETIC SUPPLIES	$ 56,000	$ 3,626	$ 13,490	$ 38,884	69.44%
163	617	MATHEMATIC SUPPLIES	$ 6,900	$ -	$ 55	$ 6,845	99.20%
164	618	HEALTH SUPPLIES	$ 500	$ -	$ -	$ 500	100.00%
165	619	OTHER SUPPLIES	$ 53,500	$ 10,976	$ 263	$ 42,261	78.99%
166	621	SUPPORT SERV GUID IMP INS	$ 24,600	$ 1,403	$ 4,343	$ 18,854	76.64%
167	622	HEALTH SERVICES PATHOGEN	$ 5,750	$ 1,921	$ 274	$ 3,555	61.83%
168	623	SCHOOL LIBRARY SUPPLIES	$ 4,275	$ 134	$ 498	$ 3,643	85.22%
169	624	AUDIO VISUAL	$ 4,800	$ -	$ 397	$ 4,403	91.74%
170	625	MEDIA SERVICES CENT/TRAC	$ -	$ -	$ -	$ -	0.00%
171	626	GENRAL ADMINISTRATION	$ 12,110	$ 2,101	$ 4,601	$ 5,408	44.66%
172	627	SCHOOL ADMINISTRATION	$ 16,550	$ 354	$ 185	$ 16,011	96.74%
173	628	FOOD, DRINK, SNACKS	$ -	$ 963	$ -	$ (963)	100.00%
174	631	ELECTRICITY	$ 1,184,118	$ 334,381	$ 1,295,912	$ (446,175)	-37.68%
175	632	GAS	$ 386,868	$ 29,772	$ 412,047	$ (54,950)	-14.20%
176	633	FUEL OIL	$ 190,000	$ 51,292	$ 144,552	$ (5,845)	-3.08%
177	634	GASOLINE FOR SCH BUSSES	$ 289,083	$ 15,498	$ 344,652	$ (71,067)	-24.58%
178	640	TEXTBOOKS	$ 241,605	$ 234,786	$ 12,848	$ (6,029)	-2.50%
179	641	WORKBOOKS	$ 21,035	$ -	$ 8,952	$ 12,083	57.44%
180	642	TEXTBOOK REBINDS	$ 500	$ -	$ -	$ 500	100.00%
181	645	LIBRARY BOOKS	$ 23,100	$ -	$ 472	$ 22,628	97.96%
182	646	LIBRARY BOOK REBINDS	$ -	$ -	$ -	$ -	0.00%
183	647	PERIODICALS FOR PUPILS	$ 2,500	$ 493	$ -	$ 2,007	80.26%
184	650	REPAIR OF EQUIPMENT	$ 24,315	$ 11,642	$ 499	$ 12,174	50.07%
185	651	GROUNDS	$ 19,527	$ 20,806	$ 195	$ (1,474)	-7.55%
186	652	GENERAL BUILDING REPAIRS	$ 62,839	$ 4,837	$ -	$ 58,002	92.30%
187	653	PAINTING	$ 2,500	$ 1,603	$ -	$ 897	35.87%
188	654	HEAT & PLUMBING	$ 214,053	$ 21,033	$ 337	$ 192,683	90.02%
189	655	ELECTRICAL	$ 30,247	$ 6,244	$ -	$ 24,003	79.36%
190	656	GASOLINE FOR MAINT VEHICL	$ 44,563	$ 5,100	$ -	$ 39,463	88.56%
191	657	CLOTHING ALLOWANCE	$ 5,000	$ 4,700	$ -	$ 300	6.00%
192	658	CUSTODIAL SUPPLIES	$ 106,150	$ 43,122	$ 1,750	$ 61,278	57.73%
193	659	SAFETY SUPPLIES	$ 8,047	$ 195	$ -	$ 7,852	97.58%
194	690	PROFESSIONAL MATERIALS	$ 23,500	$ 674	$ -	$ 22,826	97.13%
195	691	DISTANCE LEARNING	$ -	$ -	$ -	$ -	0.00%
196	692	STUDENT PPE	$ -	$ -	$ -	$ -	0.00%
197	693	STAFF PPE	$ -	$ -	$ -	$ -	0.00%

Page 3

Line	Account	Description	2025 Budget	2025 YTD Expenses As of 09.30.24	2025 YTD Encumbrances As of 09.30.24	2025 Available Budget As of 09.30.24	% Available
198	700	EQUIPMENT	$ -	$ -	$ -	$ -	0.00%
199	730	REPL INSTRUCTNL EQUIPMENT	$ 27,150	$ 4,090	$ -	$ 23,060	84.94%
200	731	REPL NON-INST EQUIPMENT	$ -	$ -	$ -	$ -	0.00%
201	735	ADD INSTRUCTIONAL EQUIP	$ 46,900	$ 145	$ -	$ 46,755	99.69%
202	736	ADD NON-INSTRUCTNL EQUIP	$ -	$ -	$ -	$ -	0.00%
203	810	DUES/BOARD OF EDUCATION	$ 22,604	$ 22,845	$ -	$ (241)	-1.07%
204	811	DUES/GENERAL ADMINISTRATI	$ 16,310	$ 13,095	$ 1,325	$ 1,890	11.59%
205	812	DUES/SCHOOL ADMINISTRATIO	$ 36,300	$ 35,380	$ 1,092	$ (172)	-0.47%
206	819	OTHER DUES	$ 8,795	$ 3,505	$ -	$ 5,290	60.15%
		GRAND TOTAL	**$87,958,484**	**$12,922,220**	**$49,084,606**	**$25,951,658**	**29.50%**

Page 4

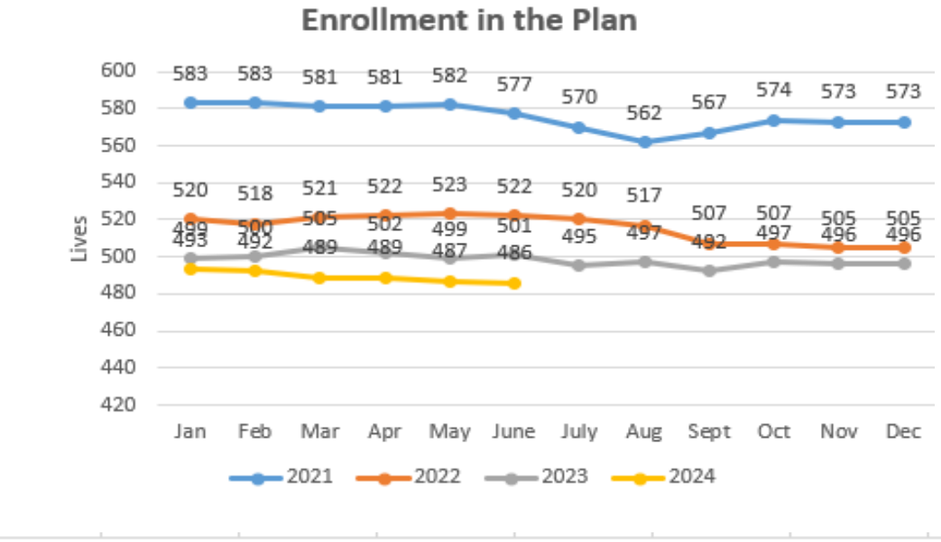
Health Insurance Dashboard

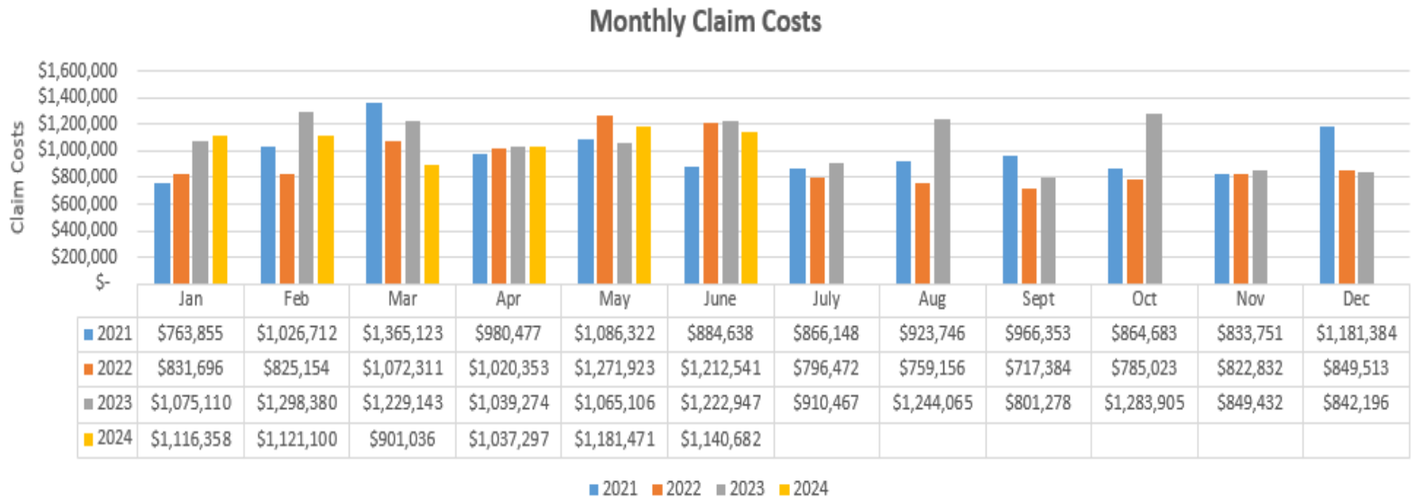
Updated: July 22, 2024

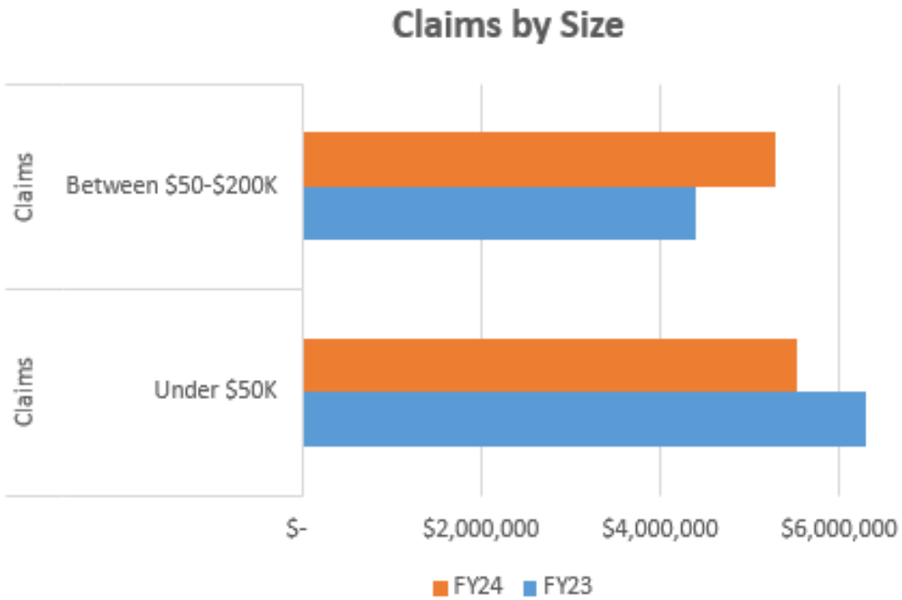
Notes:

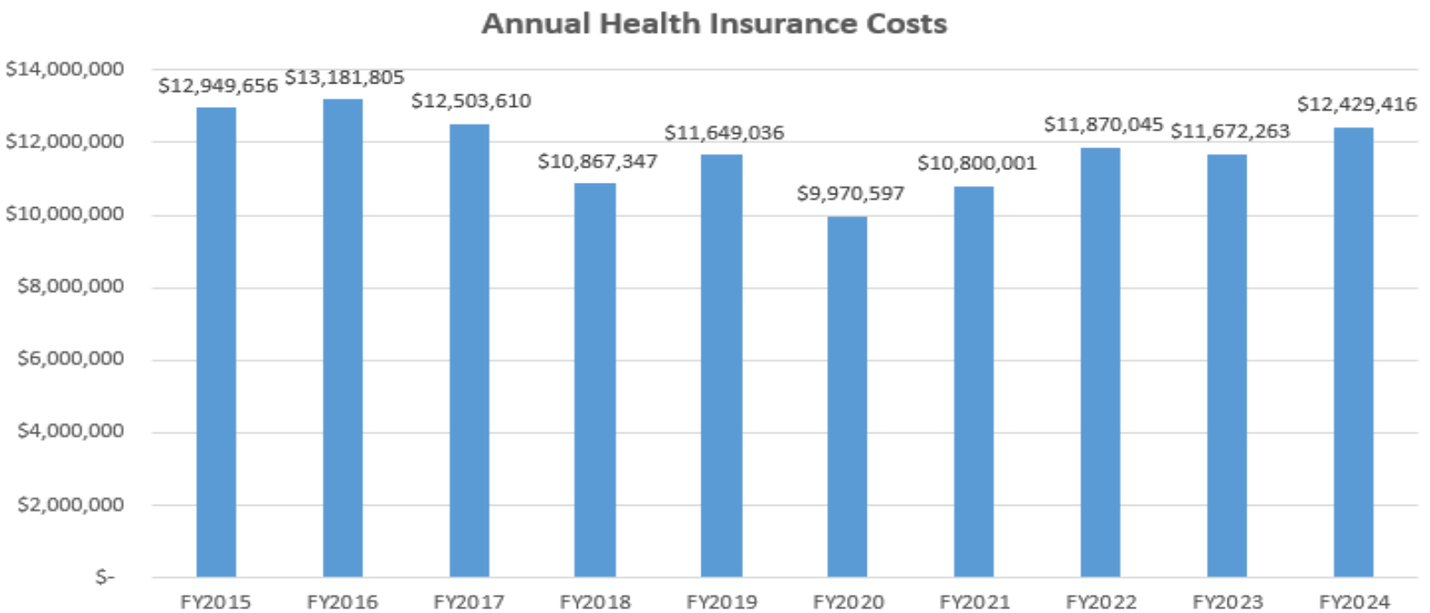
Enrollment: Remains down (3.0%) from the same period last year.
Claim Costs: June 2024 monthly claim costs of ~$1.150k are down from June 2023. Fiscal YTD claim costs are up 6.5%.
Claim Costs: Day to day claims (under $50k) have decreased (20%), yet mid-tier claims ($50k-$200K) have increased 17%

NOTE: The funding of the February claims has triggered the use of the Corridor reserve.







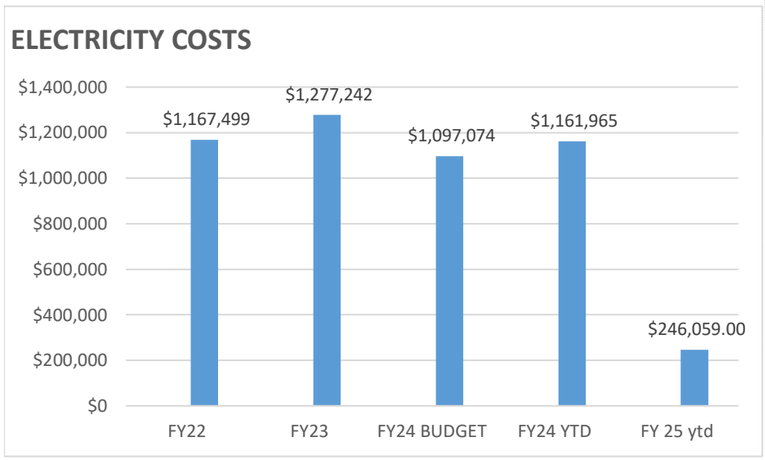


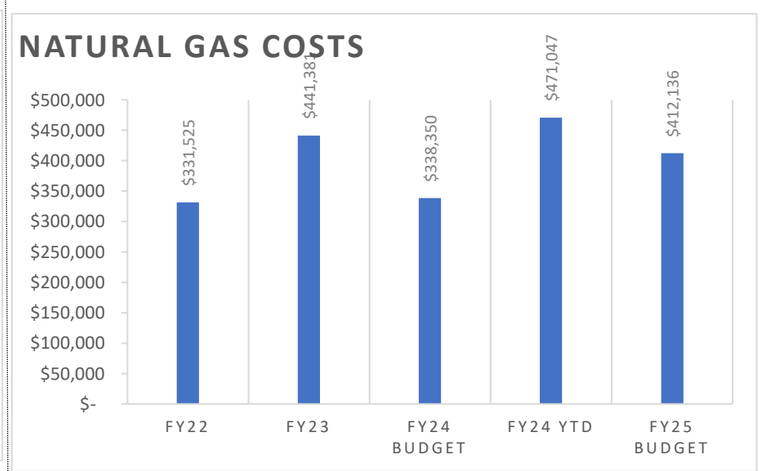
Energy Dashboard

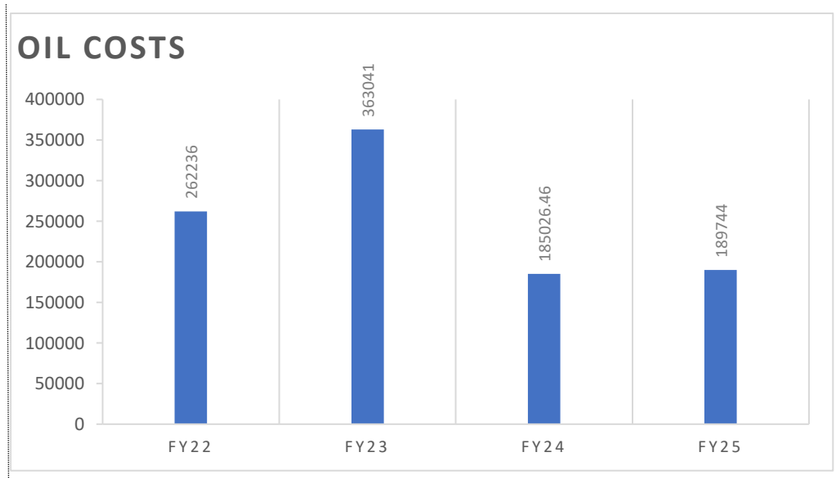
Updated: September 20, 2024

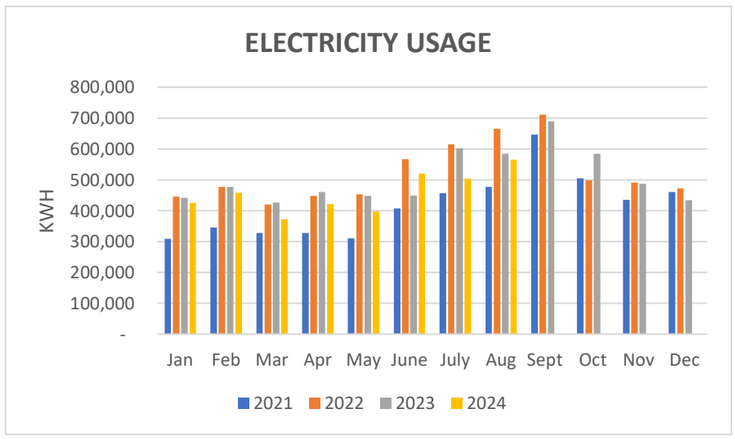
Notes:

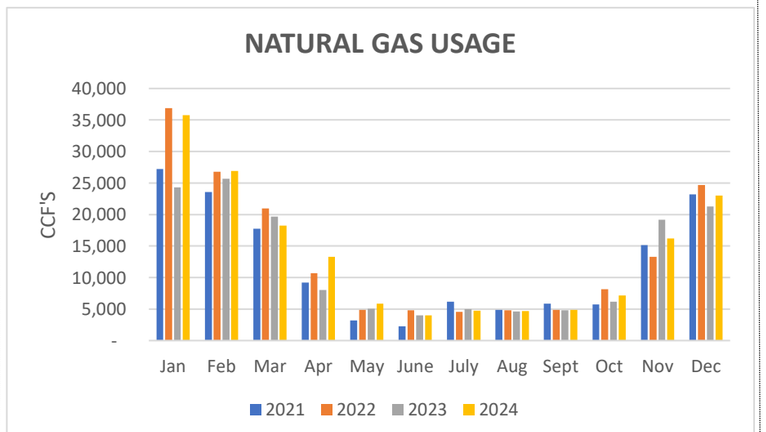
Usage: Consumption is equal to or below the prior year.
Electricity: YTD consumption is 1% less than FY 23 for tha same time period. YTD costs are up slightly due to increases in delivery charges.
Natural Gas: Based upon calendar year,. Please note the data source in the spreadsheet need updating.
Oil: YTD consumption has not been reported as of this report. The oil cost is updated due to prepayment of the fuel.

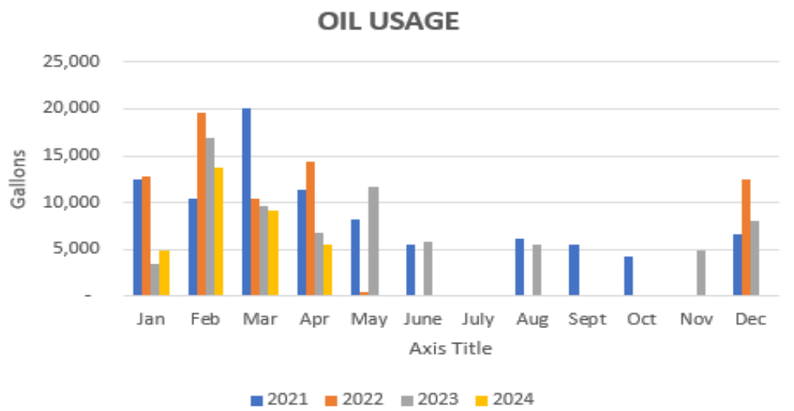












P 5145.53

Students

Transgender and Gender Non-Conforming Youth

Purpose

Federal and state law and district policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, or gender identity or expression. This policy is designed in keeping with these mandates to create a safe learning environment for all students and to ensure that every student has equal access to all school programs and activities.

This policy sets out guidelines for schools and District staff to address the needs of transgender and gender non-conforming students and clarifies how state law should be implemented in situations in which questions may arise about how to protect the legal rights or safety of such students. This policy does not anticipate every situation that may occur with respect to transgender or gender non-conforming students, and the needs of each transgender or gender non-conforming student must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the transgender or gender non-conforming student while maximizing the student's social integration and minimizing stigmatization of the student.

Legal Reference: Connecticut General Statutes

1-1n "Gender identity or expression" defined.

10-15c Discrimination in public school prohibited. (Amended by P.A. 97-247 to include "sexual orientation"

247 to include “sexual orientation” and PA 11-55 to include “gender identity or expression”

10-222g Prevention and intervention strategy re bullying and teen dating violence as amended by P.A. 19-166

~~PA 11-55 to include "gender identity or expression")~~

46a-51 Definitions.

46a-58(a) Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty.

46a-60 Discriminatory employment practices prohibited Federal Law.

46a-64(a)(1)(2) Discriminatory public accommodations practices prohibited. Penalty.

10-209 Records not to be public.

46a-60 Discriminatory employment practices prohibited.

Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b).

Public Act 07-62 An Act Concerning the Deprivation of Rights on Account of Sexual Orientation.

Public Act 11-55 An Act Concerning Discrimination.

Title IX of the Education Amendments of 1972, 20 U.S.C. §1681(a).

Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986).

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998).

Transgender and Gender Non-Conforming Youth – cont.

Burlington Industries, Inc. v. Ellerth, No. 97-569, (U.S. Supreme Court, June 26,1998).

Gebbser v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26,1998).

Davis v. Monroe County Board of Education, No. 97-843 (U.S. Supreme Court, May 24, 1999).

Federal Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g

"Guidance on Civil Rights Protections and Supports for Transgender Students," Connecticut State Department of Education, June 2017

Bostock v. Clayton County, Georgia, 140 S.Ct. 1731, 2020 WL3146686 (June 15, 2020)

PA 23-145 An Act Revising the State's Antidiscrimination Statutes

PA 23-137 An Act Concerning Resources and Support for Persons with an Intellectual or Developmental Disability.

Policy adopted: January 22, 2018

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Students

Transgender and Gender Non-Conforming Youth

To plan for a safe learning environment, parents/guardians, or students with gender identity or expression concerns are encouraged to alert the District and schedule a meeting with the principal. Upon request, the Superintendent or ~~his/her~~ their designee shall schedule a meeting with the parent/guardian and the student for the purpose of evaluating the needs of the student and planning any accommodations necessary to the student's achievement.

Definitions

The definitions provided herein are not intended to label students but rather to assist in understanding this policy and the legal obligations of District staff. It is recognized that students may or may not use these terms to describe themselves.

"Gender identity" is a person's deeply held sense or psychological knowledge of their own gender, regardless of the gender they were assigned at birth. One's gender identity can be the same or different than the gender assigned at birth. Everyone has a gender identity.

"Transgender" describes people whose gender identity, expression, or behavior is different from those typically associated with an assigned sex at birth.

"Gender expression" refers to the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, or mannerisms.

"Gender non-conforming" describes a person whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous. This includes persons who identify outside traditional gender categories or identify as both genders.

"Sexual Orientation" refers to 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 to hold.

"Cisgender" refers to individuals whose gender identity, expression, or behavior conforms with those typically associated with their sex assigned at birth.

"Gender Fluid" may be a form of both gender identity and gender expression. It generally describes individuals who may not identify as the same gender all the time and whose gender expression may change accordingly.

"Gender Minority" is an umbrella term referring to individuals not identifying as cisgender.

"Gender Transition" is the process in which a person changes their ~~his or her~~ gender expression to better reflect their gender identity. In order to feel comfortable and to express their gender identity to other people, transgender people may take a variety of steps such as using a nickname or legally changing their name, choosing clothes and hairstyles to reflect their gender identity, and generally living and presenting themselves to others, consistently with their gender identity. Some, but not all, transgender people take hormones or undergo surgical procedures to change their bodies to better reflect their gender identity. Transitioning may or may not include changing identity documents (e.g., driver's license, Social Security record) to reflect one's gender identity.

Transgender and Gender Non-Conforming Youth – cont.

"Bullying" means the repeated use by one or more students of a written, oral, or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that

(1) causes physical or emotional harm to such student or damage to such student's property,
(2) places such student in reasonable fear of harm to themself ~~himself or herself~~, or of damage to ~~his or her~~ their property,
(3) creates a hostile environment at school for such student,
(4) infringes on the rights of such student at school, or
(5) substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral, or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

"Harassment" means written, verbal, or physical conduct that adversely affects the ability of one or more students to participate in or benefit from the school's educational programs or activities because the conduct is so severe, persistent, or pervasive. This includes conduct that is based on a student's actual or perceived race, color, national origin, sex, disability, sexual orientation, sexual identity or expression, or religion. This also includes conduct that targets a student because of a characteristic of a friend, family member, or other person or group with whom a student associates.

Privacy

All persons, including students, have a right to privacy. This includes the right to keep private one's transgender status or gender non-conforming presentation at school. Information about a student's transgender status, legal name, or gender assigned at birth also may constitute confidential medical information. School personnel should not disclose information that may reveal a student's transgender status or gender non-conforming presentation to others, including parents and other school personnel, unless legally required to do so or unless the student has authorized such disclosure. Transgender and gender non-conforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

When contacting the parent or guardian of a transgender or gender non-conforming student, school personnel should use the student's legal name and the pronoun corresponding to the student's gender assigned at birth unless the student, parent, or guardian has specified otherwise.

Official Records

~~The District is required to maintain a mandatory permanent student record ("official record") that includes a student's legal name and legal gender. However, the District is not required to use a student's legal name and gender on other school records or documents. The District will change a student's official record to reflect a change in legal name or legal gender upon receipt of documentation that such change has been made pursuant to a court order. In situations where school staff or administrators are required by law to use or to report a transgender student's legal name or gender, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.~~

Transgender and Gender Non-Conforming Youth – cont.

The District recognizes, under FERPA, that a student has the right to request the school to change their ~~his or her~~ name and gender on such student's school records if the student or parent/guardian, if such a student is under 18 years of age, believe the records are incorrect, misleading, or violate a student's privacy. (In general, a school should treat requests to change student records based on transgender status no differently than it would treat any other request for a change to student records.) Upon such a request, schools should correct student education records to accurately reflect the student's chosen name and gender identity, regardless of whether the student has completed a legal name change.

Names/Pronouns

A student has the right to be addressed by a name and pronoun that corresponds to the student's gender identity. A court-ordered name or gender change is not required, and the student need not change their ~~his or her~~ official records.

The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity) is a violation of this policy.

Gender-Segregated Activities

To the extent possible, schools should reduce or eliminate the practice of segregating students by gender. In situations where students are segregated by gender, such as for selected health education classes, students should be included in the group that corresponds to their ~~his or her~~ gender identity.

Student Information Systems

The District shall modify its student information system, as necessary, to prevent disclosure of confidential information and ensure that school personnel use a student's preferred name and pronouns consistent with the student's gender identity.

Restroom Accessibility

Students shall have access to the restroom that corresponds to their ~~his or her~~ gender identity consistently asserted at school. Any student who has a need or desire for increased privacy, regardless of the underlying reason, should be provided access to a single user restroom. However, no student shall be required to use such a restroom because they are ~~he or she is~~ transgender or gender non-conforming.

Locker Room Accessibility

The use of locker rooms by transgender students shall be assessed on a case-by-case basis with the goals of maximizing the student's social integration and equal opportunity to participate in physical education classes and sports, ensuring the student's safety and comfort, and minimizing stigmatization of the student. In most cases, transgender students should have access to the locker room that corresponds to their ~~his or her~~ gender identity consistently asserted at school, like all other students. Any student, transgender or not, who has a need or desire for increased privacy, regardless of the underlying reason, should be provided with a reasonable alternative changing area such as the use of a private area (e.g., a nearby restroom stall with a door, an area separated by a curtain, a P.E. instructor's office in the locker room, or a nearby health office restroom), or with a separate changing schedule (e.g., using the locker room that corresponds to their ~~his or her~~ gender identity before or after other students).

Any alternative arrangement should be provided in a way that protects the student's ability to keep their ~~his or her~~ transgender status confidential. In no case shall a transgender student be required to use a locker room that conflicts with the student's gender identity.

Physical Education Classes & Intramural Sports

Transgender and gender non-conforming students shall be permitted to participate in physical education classes and intramural sports in a manner consistent with their gender identity.

Transgender and Gender Non-Conforming Youth – cont.

Interscholastic Competitive Sports Teams

Transgender and gender non-conforming students shall be permitted to participate in interscholastic athletics in a manner consistent with their gender identity and in compliance with the applicable regulations of the Connecticut Interscholastic Athletic Association (CIAC).

Dress Codes

Transgender and gender non-conforming students have the right to dress in a manner consistent with their gender identity or gender expression. In general, District schools may not adopt dress codes that restrict students' clothing or appearance on the basis of gender.

Discrimination/Harassment

It is the responsibility of each school and the District to ensure that transgender and gender non-conforming students have a safe school environment. This includes ensuring that any incident of discrimination, harassment, or violence is given immediate attention, including investigating the incident, taking appropriate corrective action, and providing students and staff with appropriate resources.

Complaints alleging discrimination or harassment based on a person's actual or perceived transgender status or gender nonconformity are to be handled in the same manner as other discrimination or harassment complaints.

Transferring a Student to Another School (Opportunity Transfers)

In general, schools should aim to keep transgender and gender non-conforming students at the original school site. Opportunity transfers should not be a school's first response to harassment and should be considered only when necessary for the protection or personal welfare of the transferred student, or when requested by the student or the student's parent/guardian. The student or the student's parent or guardian must consent to any such transfer.

Professional Development

The Board of Education directs the Superintendent to provide for the training of District staff in transgender sensitivity in what it means to treat all people respectfully and equally. Developmentally age-appropriate training shall also be provided for students.

(cf. 5125 R Students-Access to Student Records-Regulations)

Regulations adopted: January 22, 2018

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Request for Correction or Amendment of Educational Record
Name and or Gender Specific

Groton Public Schools
1300 Flanders Road, Mystic CT 06355

In Accordance with CSDE regulations and the following legislation:

- Connecticut Public Act 11-55, "An Act Concerning Discrimination"
- Family Educational Rights and Privacy Act (FERPA)
- Title IX of the Education Amendments of 1972, 20 U.S.C. 1681 et seq.
- Guidance on Civil Rights*

Please clearly print the following information.

Current Legal Name: _____
First Middle Last

Groton Student ID #: _____

Select one of the following options:

☐Add the chosen first name listed below as my "preferred" name in PowerSchool

☐Remove the chosen first name listed below from my record and "preferred name" in PowerSchool

Stated First Name: _____

Stated gender:
☐No change ☐ Male ☐ Female ☐ Non-Binary

I would like my legal name and/or gender on all my educational records changed to the chosen name and/or gender, as stated above, and *I have been informed of the potential consequences that can result in inconsistent records on college materials, driver's licenses and other future documents.*** *(Students under the age of 18 must have a parent signature to change legal name and gender on all educational records)*

Student Signature _____ Date _____

Parent Signature _____ Date _____

All protocols related to Name/Gender Change Requests were followed and the students/parents/guardians were advised on related options and implications

Counselor Signature (If Applicable): _____ Date _____

Administrator Signature _____ Date _____

*"Guidance on Civil Rights Protections and Supports for Transgender Students," Connecticut State Department of Education, January 2024.

**If the student has not completed a legal name change, districts should advise the parent, guardian, or eligible student of the potential consequences of inconsistent records on college, materials, driver's licenses, and other future documents.

P 4115.3

Personnel - Certified

Evaluation

Coaches

There shall be an annual evaluation of all coaches, to be conducted by the Athletic Director or the coach's immediate supervisor. Each coach shall receive a written copy of the evaluation.

The purposes of evaluation are:

1. To provide a systematic process whereby coaches may increase the effectiveness of their services to the athletic program utilizing the available professional resources.
2. To provide an opportunity for coaches to analyze their strengths and weaknesses, and to discuss objectively the contributions they have made to the athletic program.
3. To provide an opportunity for the administrative staff to analyze the strengths and weaknesses of individual coaches, and to utilize this knowledge to develop supervisory service to assist individuals in developing their competence.
4. To provide an effective means by which administrators may make recommendations concerning the continued employment of personnel, the granting of increments, and/or other recommendations to the Board of Education (Board).

It is the responsibility of all administrators, coaches and other professional staff members to recognize that Groton Public Schools intend to seek and maintain the best qualified staff to provide quality coaching for student athletes. In keeping with this goal, all personnel are expected to participate fully in the evaluation process.

An integral part of this process is self- evaluation. The self and administrative evaluations include: knowledge of sports area, coaching skills and techniques, attitudes, behavior patterns, values and ethics.

Any coach that has held the same coaching position for three or more years, for which the Board terminates or non-renews the contract shall be informed of the Board's decision within ninety (90) days of the completion of the sport season covered by the contract. The coach may request a written statement from the Board specifying the reason(s) for the Board's action. The statement shall be provided within thirty (30) days of the request. The decision to terminate or non-renew the coach's contract may be appealed by the coach in a manner prescribed by the Board.

The Board may terminate the contract of any coach at any time for reasons of moral misconduct, insubordination or a violation of the rules of the Board or because a sport has been cancelled by the Board.

Evaluation – cont.

Legal Reference: Connecticut General Statutes

10-149 Qualifications for coaches of intramural and interscholastic athletic coaches (as amended by P.A. 13-41)

10-151b Evaluation by superintendent of certain educational personnel

10-220a In-service training

10-222e Policy on evaluation and termination of athletic coaches (as amended by P.A. 13-41)

P.A. 13-41 An Act Concerning Hiring Standards for Athletic Directors

P.A. 02-243 An Act Concerning Notification in Cases of Termination of Coaches

Policy adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

P 5145.5/ 4118.112

Prohibition of Sex Discrimination/Sex-based Harassment

Students/Personnel

The Groton Board of Education (Board) does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in employment.

Prohibited sex discrimination includes discrimination based upon sex stereotypes, sex characteristics, pregnancy and related conditions, sexual orientation and gender identity as well as sex-based harassment.

Inquiries about Title IX may be referred to the District's Title IX Coordinator who is the Director of Pupil Personnel, 860-572-2150 or the U.S. Department of Education's Office for Civil Rights (https://ocrcas.ed.gov/contact-ocr) or both.

The Superintendent of Schools shall establish a regulation to accompany this policy that shall contain grievance procedures in accordance with Title IX and its implementing Regulations to guide the District's response to reports and complaints of sex discrimination including sex-based harassment under this policy.

To report information or make a complaint about conduct that may constitute sex discrimination including sex-based harassment under Title IX, please refer to https://www.boardpolicyonline.com/bl/?b=groton .

This policy and the regulation directed herein shall apply to complaints of conduct occurring on or after August 1, 2024. Complaints of conduct occurring on or before July 31, 2024 will be addressed using the Board's policy and accompanying regulation in effect as of July 31, 2024. If a complaint alleges some conduct occurring on or before July 31, 2024 and some conduct occurring on or after August 1, 2024, the Title IX Coordinator shall determine which policy and regulation shall govern.

Legal References:

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

United States Constitution, Article XIV.

Title IX of the Education Amendments of 1972, 20 U.S.C. 1681, *et seq.*

Title IX of the Education Amendments of 1972, 34 C.F.R. 106.1, *et seq.*

Title IX Regulation, 34 C.F.R. Part 106 (revised 2024)

20 U.S.C. 1092 (f)(6)(A)(v)

34 U.S.C. 12291 (a)(8), (a)(10), (a)(36)

Prohibition of Sex Discrimination/Sex-based Harassment – cont.

Franklin v. Gwinnett County Public Schools, 503 U.S. 60 (1992)

Gebser v. Lago Vista Independent School District, 524 U.S. 274 (1998)

Davis v. Monroe County Bd. Of Educ.,526 U.S. 629 (1999)

Policy adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Prohibition of Sex Discrimination/Sex-based Harassment

The District has adopted grievance procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX or the Title IX regulations.

This regulation applies to complaints of conduct occurring on or after August 1, 2024. Complaints of conduct occurring on or before July 31, 2024 will be addressed using the Board's policy and accompanying regulation in effect as of July 31, 2024. If a complaint alleges some conduct occurring on or before July 31, 2024 and some conduct occurring on or after August 1, 2024, the Title IX Coordinator shall determine which policy and regulation shall govern.

Definitions:

Complainant means:

(1) A student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations; or

(2) A person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations and who was participating or attempting to participate in the recipient's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to the recipient that objectively can be understood as a request for the recipient to investigate and make a determination about alleged discrimination under Title IX or its regulations.

Disciplinary sanctions means consequences imposed on a respondent following a determination under Title IX that the respondent violated the recipient's prohibition on sex discrimination.

Party means a complainant or respondent.

Relevant means related to the allegations of sex discrimination under investigation as part of these grievance procedures. Questions are relevant when they seek evidence that may aid in showing whether the alleged sex discrimination occurred, and evidence is relevant when it may aid a decisionmaker in determining whether the alleged sex discrimination occurred.

Remedies means measures provided, as appropriate, to a complainant or any other person the recipient identifies as having had their equal access to the recipient's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the recipient's education program or activity after a recipient determines that sex discrimination occurred.

Respondent means a person who is alleged to have violated the recipient's prohibition on sex discrimination.

Prohibition of Sex Discrimination/Sex-based Harassment – cont.

Retaliation means intimidation, threats, coercion, or discrimination against any person by the recipient, a student, or an employee or other person authorized by the recipient to provide aid, benefit, or service under the recipient's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the Title IX regulations.

Sex-based harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is:

(1) ***Quid pro quo harassment***. An employee, agent, or other person authorized by the recipient to provide an aid, benefit, or service under the recipient's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;

(2) ***Hostile environment harassment***. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the recipient's education program or activity (*i.e.*, creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:

(i) The degree to which the conduct affected the complainant's ability to access the recipient's education program or activity;

(ii) The type, frequency, and duration of the conduct;

(iii) The parties' ages, roles within the recipient's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;

(iv) The location of the conduct and the context in which the conduct occurred; and

(v) Other sex-based harassment in the recipient's education program or activity; or

(3) ***Specific offenses***.

(i) Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;

(ii) Dating violence meaning violence committed by a person:

(A) Who is or has been in a social relationship of a romantic or intimate nature with the victim; and

(B) Where the existence of such a relationship shall be determined based on a consideration of the following factors:

(1) The length of the relationship;

(2) The type of relationship; and

(3) The frequency of interaction between the persons involved in the relationship;

(iii) Domestic violence meaning felony or misdemeanor crimes committed by a person who:

(A) Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the recipient, or a person similarly situated to a spouse of the victim;

Prohibition of Sex Discrimination/Sex-based Harassment – cont.

(B) Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;

(C) Shares a child in common with the victim; or

(D) Commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction; or

(iv) Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

(A) Fear for the person's safety or the safety of others; or

(B) Suffer substantial emotional distress.

Supportive measures means individualized measures offered as appropriate, as reasonably available, without unreasonably burdening a complainant or respondent, not for punitive or disciplinary reasons, and without fee or charge to the complainant or respondent to:

(1) Restore or preserve that party's access to the recipient's education program or activity, including measures that are designed to protect the safety of the parties or the recipient's educational environment; or

(2) Provide support during the recipient's grievance procedures or during an informal resolution process.

Complaints:

The following people have a right to make a complaint of sex discrimination, including complaints of sex-based harassment, requesting that the District investigate and make a determination about alleged discrimination under Title IX:

- A "complainant," which includes:
  - a student or employee of the District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
  - a person other than a student or employee of the District who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in the District's education program or activity;
- A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or
- The District's Title IX Coordinator.

Note that a person is entitled to make a complaint of sex-based harassment only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal right to act on behalf of such person, or if the Title IX Coordinator initiates a complaint consistent with the requirements of 34 C.F.R. § 106.44(f)(1)(v). When a Title IX Coordinator is notified of conduct that reasonably may constitute sex discrimination under Title IX (and in the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, and in the absence or termination of an informal resolution process), the Title IX Coordinator must determine whether to initiate a complaint of sex discrimination as required under Title IX.

Prohibition of Sex Discrimination/Sex-based Harassment – cont.

With respect to complaints of sex discrimination other than sex-based harassment, in addition to the people listed above, the following persons have a right to make a complaint:

- Any student or employee of the District; or
- Any person other than a student or employee who was participating or attempting to participate in the District's education program or activity at the time of the alleged sex discrimination.

The District may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. Consolidation of complaints is not permitted if consolidation would violate the Family Educational Rights and Privacy Act ("FERPA"), unless prior written consent from the parents or eligible students is obtained. When more than one complainant or more than one respondent is involved, references below to a party, complainant, or respondent include the plural, as applicable.

Basic Requirements of Title IX Grievance Procedures:

The District will treat complainants and respondents equitably.

The District requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Title IX Coordinator or investigator.

The District presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.

The District has established the following timeframes for the major stages of the grievance procedures:

- Within 10 **business** days after receiving a report of possible sex discrimination, if the Complainant is known, the Title IX Coordinator or designee shall communicate with the Complainant to discuss supportive measures and inform the Complainant of the right to file a Complaint.
- Within 10 **business** days after communicating with the Complainant as described above, the Title IX Coordinator or designee shall assess whether to file a Complaint if the Complainant has not done so or has indicated an unwillingness to file a Complaint.
- Within 5 **business** days after receiving a Complaint or initiating a Complaint, the Title IX Coordinator or designee shall evaluate whether to dismiss the Complaint or assign the Complaint for investigation.
- Within 60 **calendar** days after the assignment of the Complaint for investigation, the parties shall be provided access to the evidence or a description of the evidence and the matter shall be assigned to the decisionmaker, which may be the same person as the investigator.
- Within 30 **calendar** days after the assignment of the Complaint to the decisionmaker, a written determination shall be issued.
- If an appeal is filed, the decision on appeal shall be rendered within 10 **business** days after all parties have submitted their statements regarding the appeal or the deadline to do so has passed.

Prohibition of Sex Discrimination/Sex-based Harassment – cont.

For purposes of this policy, the term "business days" excludes weekends and school holidays, but includes vacation periods. For example, "business days" includes winter break, but not Christmas Day.

The District has also established the following process that allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay: A party may request a reasonable extension of timeframes by written request to the Title IX Coordinator stating the reason for delay. An individual carrying out a role within the Title IX process (such as the investigator or decisionmaker) may request a reasonable extension of timeframes by written request to the Title IX Coordinator stating the reason for delay. If the individual requesting extension is the Title IX Coordinator, the request is to be made to the Superintendent or a designee. If the Title IX Coordinator requests the extension, the deadline shall be presumptively extended until the Superintendent or designee indicates otherwise, and any delay pending such decision shall not be deemed a violation of these protocols.

The District will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties cannot engage in retaliation, including against witnesses.

The District will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

The following types of evidence, and questions seeking that evidence, are impermissible (*i.e.*, will not be accessed or considered, except by the District to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional in connection with the provision of treatment to the party or witness, unless the District obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

Prohibition of Sex Discrimination/Sex-based Harassment – cont.

Notice of Allegations:

Upon initiation of the District's Title IX grievance procedures, the District will notify the parties of the following:

- The District's Title IX grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
- Retaliation is prohibited; and
- The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence. If the District provides a description of the evidence, the parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.

If, during an investigation, the District investigates additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice provided or that are included in a complaint that is consolidated, the District will notify the parties of the additional allegations.

Dismissal of a Complaint:

The District may dismiss a complaint of sex discrimination if:

- The District is unable to identify the respondent after taking reasonable steps to do so;
- The respondent is not participating in the District's education program or activity and is not employed by the District;
- The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and the District determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
- The District determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, the District will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, the District will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then the District will also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.

The District will notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then the District will also notify the respondent that the dismissal may be appealed. Dismissals may be appealed on the following bases:

Prohibition of Sex Discrimination/Sex-based Harassment – cont.

- Procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and
- The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, the District will:

- Notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;
- Implement appeal procedures equally for the parties;
- Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint;
- Ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations;
- Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
- Notify the parties of the result of the appeal and the rationale for the result.

When a complaint is dismissed, the District will, at a minimum:

- Offer supportive measures to the complainant as appropriate;
- If the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and
- Take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that sex discrimination does not continue or recur within the District's education program or activity.

If a party wishes to appeal the dismissal of a complaint, the party must submit a written notice of the appeal within 5 business days after notice of dismissal was sent. The notice must state the basis of the appeal. The Title IX Coordinator will notify the parties of the receipt of an appeal, after which the parties shall have 5 business days to submit a statement in support of, or challenging, the outcome. The parties will be notified of the result of the appeal and the rationale for the result.

Investigation:

The District will provide for adequate, reliable, and impartial investigation of complaints.

The burden is on the District—not on the parties—to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred.

The District will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible.

Prohibition of Sex Discrimination/Sex-based Harassment – cont.

The District will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.

The District will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, in the following manner:

- The District will provide an equal opportunity to access either the relevant and not otherwise impermissible evidence, or an accurate description of this evidence. If the District provides a description of the evidence, the District will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.
- The District will provide a reasonable opportunity to respond to the evidence or the accurate description of the evidence; and
- The District will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

Questioning the Parties and Witnesses:

The decisionmaker may question parties and witnesses to adequately assess a party's or witness's credibility to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. The decisionmaker may contact the party or witness to pose questions directly, which may be in-person, telephonically, or virtually, as determined by the decisionmaker.

Determination Whether Sex Discrimination Occurred:

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, the decisionmaker will:

- Use the preponderance of the evidence standard of proof to determine whether sex discrimination occurred. The standard of proof requires the decisionmaker to evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker is not persuaded under the applicable standard by the evidence that sex discrimination occurred, whatever the quantity of the evidence is, the decisionmaker will not determine that sex discrimination occurred.
- Notify the parties in writing of the determination whether sex discrimination occurred under Title IX including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal, if applicable;
- Not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination.
- If there is a determination that sex discrimination occurred, the Title IX Coordinator will, as appropriate:
    - Coordinate the provision and implementation of remedies to a complainant and other people the decisionmaker identifies as having had equal access to the District's education program or activity limited or denied by sex discrimination;

Prohibition of Sex Discrimination/Sex-based Harassment – cont.

  - Coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and
  - Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within the District's education program or activity.
- Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent; and
- Not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination whether sex discrimination occurred. False statements may be addressed by initiating a disciplinary process under the District's code of conduct as long as there is evidence independent of the determination whether sex discrimination occurred.

Informal Resolution:

In lieu of resolving a complaint through the District's Title IX grievance procedures, the parties may instead elect to participate in an informal resolution process. The District does not offer informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary school or secondary school student, or when such a process would conflict with Federal, State, or local law.

Supportive Measures:

The District will offer and coordinate supportive measures as appropriate for the complainant and/or respondent to restore or preserve that person's access to the District's education program or activity or provide support during the District's Title IX grievance procedures or during the informal resolution process. For complaints of sex-based harassment, these supportive measures may include but are not limited to: counseling; extensions of deadlines and other course-related adjustments; campus escort services; increased security and monitoring of certain areas of the campus; restrictions on contact applied to one or more parties; leaves of absence; changes in class, or extracurricular or any other activity, regardless of whether there is or is not a comparable alternative; and training and education programs related to sex-based harassment.

Disciplinary Sanctions and Remedies:

Following a determination that sex-based harassment occurred, the District may impose disciplinary sanctions, which may include disciplinary action up to and including expulsion or termination, as applicable. The District may also provide remedies, which may include safety plans, separation of the parties, increased monitoring, training, or any other remedy the decisionmaker deems appropriate.

If a student respondent is a special education student or a 504 student, prior to implementation of a disciplinary remedy, such students will be afforded due process as required by state and federal law, as applicable. For example, a Manifestation PPT shall be scheduled and conducted prior to the expulsion of a special education student and likewise, a Manifestation 504 Meeting is required prior to the expulsion of a 504 student.

Prohibition of Sex Discrimination/Sex-based Harassment – cont.

A respondent who is a regular education student shall be afforded due process in accordance with applicable state law related to student discipline.

Policy adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

GROTON PUBLIC SCHOOLS

ADMINISTRATION OFFICES

P.O. Box K, Groton, Connecticut 06340 • 1300 Flanders Road, Mystic, Connecticut 06355

PHONE (860) 572-2100 • FAX (860) 572-2107

Form A

GROTON PUBLIC SCHOOLS

COMPLAINT OF SEX DISCRIMINATION, SEX-BASED HARASSMENT OR OTHER HARASSMENT BASED ON SEX

Students or employees of the District who believe they are a victim of sex-discrimination occurring in the District's education program or activity may use this form to lodge a complaint of sex-discrimination, sex-based harassment or other harassment on the basis of sex, including discrimination on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation and gender identity.

An individual other than a student or employee may use this form to complain of sex discrimination other than sex-based harassment that occurred while participating in or attempting to participate in the District's education program or activity.

To initiate this complaint, return this form to the District's Title IX Coordinator who may be contacted as follows: Director of Pupil Personnel Services 860-572-2150

Complainant's Name_____

Home Address _____

Name of School of attendance or employment _____

Home Phone_____Work Phone Cell Phone_____

Grade (student) _____ _

Current position/job (employee) _____

Email address_____

Preferred method of contact _____

Date of Alleged Incident(s) _____

Full name of person(s) you believe engaged in prohibited sex discrimination/harassment

_____

List any witnesses that were present/have knowledge

_____

Where did the incident(s) occur?_____

Describe the incident(s) as clearly as possible, including information such as: where, when and what happened; if applicable, specific verbal or written statements made (e.g., threats, requests, demands, etc.); what, if any, physical contact was involved and what force, if any, was used; your response to the situation, etc. (Attach additional pages if necessary.) _____
_____
_____
_____
_____

I hereby certify that the information provided in this complaint is true, correct, and complete to the best of my knowledge and belief. By signing below, I request an investigation and determination occur in accordance with the District's Sex Discrimination/Sex-Based Harassment Board Policy [insert#] and its regulations.

_____ _____
(Complainant's Signature) (Date)

Received By: _____ _____
(Name) (Date)

GROTON PUBLIC SCHOOLS

ADMINISTRATION OFFICES

P.O. Box K, Groton, Connecticut 06340 • 1300 Flanders Road, Mystic, Connecticut 06355

PHONE (860) 572-2100 • FAX (860) 572-2107

NON-DISCLOSURE AGREEMENT

TITLE IX INVESTIGATION

I, _____ am a party (either a complainant or respondent) or advisor to a Title IX complaint and investigation. As a party or advisor, I may permissibly discuss allegations under investigation. I will be provided a description of or access to evidence collected for the purposes of the Title IX investigation that includes both exculpatory and inculpatory evidence and evidence that is not otherwise impermissible. Accordingly, some of the information I access or that is described to me may include "confidential information" about others.

I understand and agree that the information described to or accessed by me is for the sole purpose of the Title IX Grievance Process. I agree that I will not disclose confidential information disclosed to me about others (i.e., the complainant, respondent, witnesses, etc.) with anyone other than my legal representatives, including any advisor that I have authorized to act on my behalf. I am free to treat information that is solely about me in any manner I choose.

I may not copy, share, provide or otherwise disclose or disseminate confidential information about the opposing party to any individuals, organizations, groups or entities either in person, in writing, or by use of electronic technology or social media or in any other manner.

I acknowledge that in the event that I breach this agreement, in addition to any other remedies which are available, the school district would be entitled to injunctive relief in that there may not be an adequate remedy at law in the event of such a breach.

I agree by signing below not to further disclose the confidential information thereof. In so doing, I do not waive my First Amendment rights to discuss the allegations or to gather evidence.

_____

(Name of Student/Employee)

_____ _____

(Signature) (Date)

Received by: _____ _____

(Name/signature) (Date)

GROTON PUBLIC SCHOOLS
ADMINISTRATION OFFICES
P.O. Box K, Groton, Connecticut 06340 • 1300 Flanders Road, Mystic, Connecticut 06355
PHONE (860) 572-2100 • FAX (860) 572-2107

GROTON PUBLIC SCHOOLS
NOTICE OF DISMISSAL
OF A COMPLAINT OF SEX DISCRIMINATION
AND APPEAL RIGHTS

Date:

Dear _____:

On [insert date], a complaint of sex discrimination was initiated by [insert name of the complainant or the name of parent/guardian initiating the complaint on behalf of their child [insert name of child] or the Title IX Coordinator [insert name and title] against [insert name of the respondent if known].

You are hereby notified of the dismissal of the complaint for the following reason or reasons as checked below:

____ the District is unable to identify the respondent after taking reasonable steps to do so

____ the respondent is not participating in the District's education program or activity or employed by the District.

____ the complainant voluntarily withdrew any or all allegation in the complaint, the Title IX Coordinator declines to initiate a complaint, and the District determines that, with out the Complainant's withdrawn allegation, the conduct that remains alleged, if any, would not constitute sex discrimination under Title IX even if proven

____ the District determined that conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Prior to dismissing the complaint for this reason, the District has made reasonable efforts to clarify the allegations with the Complainant.

Right to Appeal the Dismissal

The Complainant has the right to appeal the dismissal of the complaint based upon the following reasons only:

1. procedural irregularity that would change the outcome
2. new evidence that would change the outcome and that was not reasonably available when the determination whether sex discrimination occurred, or dismissal was made
3. the Title IX personnel (Title IX coordinator, investigator/decision maker, etc.) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome

A Complainant wishing to contest the dismissal for one or more of the above reasons may file an appeal by providing a written, signed and dated communication to the Superintendent of Schools. This communication must contain an explanation of the basis for the appeal and provide supporting documentation and/or argument to support the appeal. All appeals must be received by the Superintendent on or before [*insert the final date for bringing an appeal. Note: Check your District's regulation for the correct timeline*] or the right to appeal is waived. The other party shall be provided with an opportunity to respond with a statement challenging the appeal. The Superintendent or designee will serve as the Appeal Decisionmaker will issue a decision on the appeal. The decision on appeal is final and is not further appealable. Refer to Groton Board of Education Policy **P 5145.5/ 4118.112/4218.112 Prohibition of Sex Discrimination/Sex-based Harassment** for complete appeal procedures.

The initiation of an appeal does not impact the provision of supportive measures to the parties.

Sincerely,

Director of Pupil Personnel Services

GROTON PUBLIC SCHOOLS
ADMINISTRATION OFFICES
P.O. Box K, Groton, Connecticut 06340 • 1300 Flanders Road, Mystic, Connecticut 06355
PHONE (860) 572-2100 • FAX (860) 572-2107

NOTICE TO COMPLAINANT OF A COMPLAINT OF SEX DISCRIMINATION

[Date]

Dear [Student or Employee]

This letter is to confirm that you filed a complaint of sex discrimination or one has been brought on your behalf. Specifically, it has been alleged that **[insert description to provide sufficient detail. Where known, include the name of parties, including the respondent, the conduct alleged to be sex-based harassment, the date and location of the conduct]**.

The **[**Town] Public Schools prohibits sex discrimination including sex-based harassment in its educational program and activities and follows its established grievance procedures for the investigation of and response to complaints of sex discrimination/sex-based harassment. When deemed appropriate, the district may offer informal resolution to resolve a complaint. Use of informal resolution requires the consent of the parties and consent may be withdrawn any time prior to a final determination of responsibility.

An individual alleged to be the subject of conduct that could constitute sex discrimination under Title IX, is referred to as a "complainant" and the person alleged to have violated the district's prohibition on sex discrimination is referred to as a "respondent." **P 5145.5/ 4118.112/4218.112 Prohibition of Sex Discrimination/Sex-based Harassment** and its regulation containing the district's grievance procedures in its entirety.

The Title IX grievance procedures contain information about how a complaint will be investigated and explain the rights of both the complainant and respondent. One right is the right to designate an advisor of your choosing to review and inspect evidence on your behalf prior to a final determination. An advisor may be, but is not limited to, a parent, a relative, an advocate or a lawyer, but need not be a lawyer. Additionally, the complainant and respondent are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or to receive an accurate description of the evidence collected through investigation of the complaint. If provided with a description of the evidence, the parties are entitled to an equal opportunity to access the evidence upon the request of any party.

Whether or not the respondent has violated the district's prohibition on sex discrimination will be determined at the conclusion of the district's grievance process. A respondent is presumed not responsible for the alleged conduct until proven otherwise. If sex discrimination is determined to have occurred, remedies will be provided. Supportive measures may be offered and modified as appropriate during the investigation of the complaint and may continue after the conclusion of this matter.

Retaliation is prohibited against any party, witness or other individual involved in the grievance process. The respondent(s) has/have also been provided with written notification of the complaint. If you are subjected to new or continued sex discrimination, are threatened by the respondent or others, or retaliated against by anyone for your involvement in this matter, contact the Title IX Coordinator so appropriate responsive action may be taken.

Efforts will be made to promptly resolve this complaint. Your cooperation, patience and understanding are appreciated as the timeline for resolution may vary depending upon the number of parties, allegations, complexity of the case and other factors.

Sincerely,

Director of Pupil Personnel Services

cc:

Enclosure: 5145.5 4118.1124218.112 P Complaint of Sexual Harassment and other harassment based on sex

GROTON PUBLIC SCHOOLS

ADMINISTRATION OFFICES

P.O. Box K, Groton, Connecticut 06340 • 1300 Flanders Road, Mystic, Connecticut 06355

PHONE (860) 572-2100 • FAX (860) 572-2107

NOTICE TO RESPONDENT OF A COMPLAINT OF SEX DISCRIMINATION

[Date]

Dear [Student or Employee]

This letter is to advise you a complaint of sex discrimination has been brought naming you as the individual alleged to be responsible for the discrimination (respondent). Specifically, it has been alleged that **[insert description to provide sufficient detail. Where known, include the name of parties, including the respondent, the conduct alleged to be sex-based harassment, the date and location of the conduct]**.

The Groton Public Schools prohibits sex discrimination including sex-based harassment in its educational program and activities and follows its established grievance procedures for the investigation of and response to complaints of sex discrimination/sex-based harassment. When deemed appropriate, the district may offer informal resolution to resolve a complaint. Use of informal resolution requires the consent of the parties, and consent may be withdrawn any time prior to a final determination of responsibility.

An individual alleged to be the subject of conduct that could constitute sex discrimination under Title IX, is referred to as a "complainant" and the person alleged to have violated the district's prohibition on sex discrimination is referred to as a "respondent."

Attached for your review is a copy of Groton Board of Education Policy **P 5145.5/ 4118.112/4218.112 Prohibition of Sex Discrimination/Sex-based Harassment** and its regulation containing the district's grievance procedures in its entirety.

The Title IX grievance procedures contain information about how a complaint will be investigated and explain the rights of both the complainant and respondent. One right is the right to designate an advisor of your choosing to review and inspect evidence on your behalf prior to a final determination. An advisor may be, but is not limited to, a parent, a relative, an advocate or a lawyer, but need not be a lawyer. Additionally, the complainant and respondent are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or to receive an accurate description of the evidence collected through investigation of the complaint. If provided with a description of the evidence, the parties are entitled to an equal opportunity to access the evidence upon the request of any party.

Whether or not a respondent has violated the district's prohibition on sex discrimination will be determined at the conclusion of the district's grievance process. A respondent is presumed not responsible for the alleged sex discrimination until a determination is made otherwise at the conclusion of this process. If sex discrimination is determined to have occurred, remedies will be provided. Supportive measures may be offered and modified as appropriate during the investigation of the complaint and may continue after the conclusion of this matter.

Retaliation is prohibited against any party, witness or other individual involved in the grievance process. If you are retaliated against by anyone for your involvement in this matter, contact the Title IX Coordinator so appropriate responsive action may be taken.

Efforts will be made to promptly resolve this complaint. Your cooperation, patience and understanding are appreciated as the timeline for resolution may vary depending on the number of parties, allegations, complexity of the case and other factors.

Sincerely,

Director of Pupil Personnel Services

cc:

Enclosure: 5145.5 4118.1124218.112 P Complaint of Sexual Harassment and other harassment based on sex

Groton Public Schools
Curriculum Map

INTRODUCTION

Course Title: UConn EPSY 1100: Introduction to Special Education
Curriculum Area and Grade:

Course Purpose:
This course is designed to provide a better understanding of special education services in American education. This understanding will come from gaining a familiarity of the history, laws, regulations and concepts related to special education students and special education in American schools. Students will gain an understanding of various exceptionalities and how the characteristics of these exceptionalities affect learning taking into consideration the roles of various professionals in working with exceptional students in the classroom. Finally, this knowledge will allow students to explore their own attitudes regarding exceptional students and people with disabilities.

Major Learning Goals and Understandings:
FHS Vision of the Graduate **R**- Resilient Individual The Fitch graduate demonstrates continuous commitment to personal growth and wellness by independently accepting challenges, engaging in hard work, and developing resilience to thrive as an individual. **I** - Innovative Learner The Fitch graduate demonstrates continuous commitment to intellectual growth in critical thinking, problem solving, creativity, and knowledge across the disciplines. **S** - Socially Aware Citizen The Fitch graduate demonstrates continuous commitment to cultural understanding and interaction by actively promoting social awareness, civic responsibility, and dedication to the local and global community. **E** - Engaged Communicator

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

Units/Theme/Concept and # of Weeks Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks	
<u>MODULE ONE:</u> Special Education Issues and Trends (Weeks 1-6)	**<u>MODULE FOUR:</u> Special Education Services under IDEA (Weeks 28-32)** Gifted and Talented Birth to Three-Infants with Disabilities Transition Services Assistive technology
<u>MODULE TWO:</u> Special education law, processes, and concepts (Weeks 7-10)	**<u>MODULE FIVE :</u> Exploring careers in special education (Week 33-38)** Special Education settings Related Service Providers
<u>MODULE THREE:</u> Exploring Special Education Disabilities and Classifications (Weeks 11-27) Learning Disabilities including Dyslexia Attention Deficit Hyperactivity Disorder Traumatic Brain Injury Autism Spectrum Disorders Emotional/Behavior Disorders Intellectual Disabilities Physical Disabilities	

Mappers/Authors: Stacey Noreika
Date Approved:

Module One: Special Education Issues and Trends

Grade:	Subject:	Course:	Length of Unit:
11-12		EPSY 1100: Introduction to Special Education	6 weeks

Common Core State Standards

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem

CCSS.ELA-LITERACY.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Supporting Standards

Council for Exceptional Children Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers

Standard #1: Foundations

CC1K1 Models, theories, and philosophies that form the basis for special education practice.
CC1K3 Relationship of special education to the organization and function of educational agencies
CC1K8 Historical points of view and contribution of culturally diverse groups.

Connecticut State Standards

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

		Understanding and Remembering
The students will know: 1. The definition of exceptional learners 2. The history of disability and special education 3. Examples of disability in the media, literature and entertainment. 4. how to identify and differentiate between the different models of disability and how they are incorporated into learning experiences. 5. how to explore attitudes towards special education	The students will be able to: 1. Discuss the meaning of exceptional learners as well as identify specific examples. 2. Accurately describe the history of disability and special education in our society. 3. Identify and discuss how disability is currently, and has been in the past, portrayed in media, entertainment and literature. 4. Evaluate their own and society as a whole's attitudes towards disability and special education. 5. Compare and contrast different types of languages ie: person first and universal design for learning in schools.	All levels of Bloom's Taxonomy will be addressed in a recursive manner.

Big Idea and Essential Questions

- **Big Ideas**
  Special education and disabilities are often misunderstood through lack of knowledge as well as inaccurate portrayals in our society.
  In order to make positive changes in special education, we must first understand how our society has historically viewed exceptional learners.
  It is important to consider the exceptional learners as people first.

- **Essential Questions**
  How has limited information about exceptional learners formed society's views of them?
  What can we do now to improve educational experiences for exceptional learners?

Part 3 – Common Unit Assessments

1) Develop a timeline (using any modality desired) depicting disability and special education in our society- including specific examples from media, literature, etc.
2) Oral presentation of this timeline

Part 4 – Common/Assured Learning Experiences

.

1. Daily journals
2. Small group activities
3. Multimedia presentations
4. Oral Presentations
5. Class discussion
6. In-class video viewing
7. Quizzes and exams
8. Guided reading reflections for *Stuck in Neutral*

Part 5-Teacher Notes

- *Stuck in Neutral* **-** Terry Trueman
- *Able Lives* – Series from CPTV on people with disabilities
- Various examples providing context of portrayal of disability in literature, media, etc.

Module Two: Special education law, processes, and concepts			
Grade: 11-12	**Subject:**	**Course:** EPSY 1100: Introduction to Special Education	**Length of Unit:** 4 weeks

Common Core State Standards

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem

CCSS.ELA-LITERACY.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Supporting Standards

Council for Exceptional Children Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers

Standard #1: Foundations

CC1K2 Laws, policies, and ethical principles regarding behavior management planning and implementation

CC1K3 Relationship of special education to the organization and function of educational agencies

CC1K4 Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.

CC1K5 Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds

CC1K6 Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services

CC1K7 Family systems and the role of families in the educational process

CC1K9 Impact of the dominant culture on shaping schools and the individuals who study and work in them

CC1K10 Potential impact of differences in values, languages, and customs that can exist between the home and school

Connecticut State Standards

Part 2 – Standards		
Key (GLE) Content Knowledge and Concepts/Skills		**Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: 1) an overview of special education law and procedural safeguards. 2) important considerations when working with multicultural students. 3) Effective ways to work with parents and families.	The students will be able to: 1) Identify specific examples of special education law/ procedural safeguards , as well as examples of these laws in real life. 2) Accurately describe specific examples of special education laws/ procedural safeguards to a peer/adult. 3) Identify important things to consider when working with multicultural students as well as develop strategies to address these. 4) Identify key roles that parents and families make in the decision making process.	All levels of Bloom's Taxonomy will be addressed in a recursive manner.

Big Idea and Essential Questions

- **Big Ideas**
  Special education in our country has evolved and students and parents are now protected by many laws.
  It is important to understand these laws and safeguards in order to best work with students and their families.
  We must consider each learner as an individual who brings different backgrounds with them.
  In order to be successful, families should be included in all decision making.

- **Essential Questions**
  How have the laws and safeguards that have been developed better protected our exceptional learners and their families?
  What happens if we don't consider our exceptional learner's culture and family?

Part 3 – Common Unit Assessments

1) Book review for *Stuck in Neutral*

Part 4 – Common/Assured Learning Experiences

1. Small group activities
2. Multimedia presentations
3. Oral Presentations
4. Class discussion
5. In-class video viewing
6. Quizzes and exams
7. Guided reading reflections for *Stuck in Neutral*

Part 5-Teacher Notes

- *Stuck in Neutral* **-** Terry Trueman
- YouTube videos of interviews with parents
- Various websites (US DOE : IDEA site, Wrights Law)

Module Three: Exploring Special Education Disabilities and Classifications			
Grade: 11-12	**Subject:**	**Course:** EPSY 1100: Introduction to Special Education	**Length of Unit:** 14 weeks

Common Core State Standards

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem

CCSS.ELA-LITERACY.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding

comprehension.

Supporting Standards

Council for Exceptional Children Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers

Standard #2: Development and Characteristics of Learners

CC2K1 Typical and atypical human growth and development

CC2K2 Educational implications of characteristics of various exceptionalities

CC2K3 Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family

CC2K4 Family systems and the role of families in supporting development

CC2K5 Similarities and differences of individuals with and without exceptional learning needs

CC2K7 Effects of various medications on individuals with exceptional learning needs

Connecticut State Standards

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

Big Idea and Essential Questions

- **Big Ideas**
  It is important to fully understand the characteristics of specific disabilities in order to best address needs.
  We learn best about disabilities by hearing directly from those affected.
  Students with similar disabilities may present with varying needs in the classroom.
  The disability affects more than the learner– we must consider the learner, family, and schools.

- **Essential Questions**
  How do we effectively account for each disability in the school setting?

Part 3 – Common Unit Assessments

1) Book review for *The Short Bus*
2) Project and presentation on an assigned disability

Part 4 – Common/Assured Learning Experiences

.

1. Daily journals
2. Small group activities
3. Multimedia presentations
4. Oral Presentations
5. Class discussion
6. In-class video viewing
7. Quizzes and exams
8. Guided reading reflections for *The Short Bus*
9. Case studies on specific disabilities

Part 5-Teacher Notes

- *The Short Bus – A Journey Beyond Normal* -Jonathan Mooney
- Various websites specific to each disability.
- Various examples providing context of portrayal of disability in literature, media, etc.

Module Four: Special education law, processes, and concepts				
Grade: 11-12	**Subject:**		**Course:** EPSY 1100: Introduction to Special Education	**Length of Unit:** 5 weeks

Common Core State Standards

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem

CCSS.ELA-LITERACY.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Supporting Standards

Council for Exceptional Children Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers

Standard #1: Foundations

CC3K2 Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development.

CC1K3 Relationship of special education to the organization and function of educational agencies.

CC1K4 Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.

CC1K5 Issues in definition and identification of individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds

CC1K6 Issues, assurances and due process rights related to assessment, eligibility, and placement within a continuum of services

CC1K7 Family systems and the role of families in the educational process

Connecticut State Standards

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

The students will know: 1) The characteristics of gifted and talented students. 2) definitions and processes used in Birth to Three program 3) the types of of transition services to adult life 4) the types of assistive technology and when/how they are used	The students will be able to: 1) Accurately describe how gifted and talented students are identified as well as specific programs that schools may offer. 2) Describe the process of the Birth to Three program available to young learners (including identification and services available). 3) Explain the importance of, and identify specific examples for, transition services for young adults 4) identify examples of assistive technology that can be used with specific disabilities.	All levels of Bloom's Taxonomy will be addressed in a recursive manner.

Big Idea and Essential Questions

- **Big Ideas**
  The needs of students who present with **strong** skills, need to be considered within the school community.
  Often our students and families have been a part of special education since before entering preschool.
  We must consider the needs of our young adults as they will transition out of school and will need to be prepared.
  There are a multitude of options available to assist teachers and students as they focus on developing their skills.

- **Essential Questions**
  What would happen if we didn't prepare our students for life after high school?
  Is it okay to just simply expect our students to learn the way others may, when we have options available?

Part 3 – Common Unit Assessments

1) Book review for *The Lottery*
2) Develop a group slide presentation for different assistive technology options

Part 4 – Common/Assured Learning Experiences

8. Small group activities
9. Multimedia presentations
10. Oral Presentations
11. Class discussion
12. In-class video viewing
13. Quizzes and exams
14. Guided reading reflections for *The Lottery*

Part 5-Teacher Notes

- *Lottery* - Patricia Wood
- Various websites: PACER Center, NEAT Center

Module Five: Exploring Careers in Special Education			
Grade: 11-12	**Subject:**	**Course:** EPSY 1100: Introduction to Special Education	**Length of Unit:** 6 weeks

Common Core State Standards

CCSS.ELA-LITERACY.SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.RI.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem

CCSS.ELA-LITERACY.W.11-12.2.A

Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Supporting Standards

Council for Exceptional Children Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers

Standard #2: Development and Characteristics of Learners

CC1K1 Models, theories, and philosophies that form the basis for special education

CC2K2 Educational implications of characteristics of various exceptionalities

CC1K4 Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs

Connecticut State Standards

Part 2 – Standards	
Key (GLE) Content Knowledge and Concepts/Skills	**Bloom's Taxonomy Levels**

		Creating, Evaluating, Analyzing, Applying, Understanding and Remembering
The students will know: 1. the roles of related service providers 2) Identify different special education settings and careers available within those settings.	The students will be able to: 1. Identify other needs that students may have (speech, counseling, etc) and how these needs will be addressed. 2) Identify careers in special education based on a variety of available settings.	All levels of Bloom's Taxonomy will be addressed in a recursive manner.

Big Idea and Essential Questions

- **Big Ideas**
  - Special education professionals are responsible for providing individuals with disabilities the accommodations they need to access school, daily living routines and social interactions with friends.
  - Related service professionals play a key role in providing individuals with disabilities the support and services they need.
  - There are a wide range of careers available in the field of special education , both in and out of schools.

- **Essential Questions**

  - Why is it important that a special education teacher be able to fully collaborate and communicate with other professionals involved in the individual's team?

Part 3 – Common Unit Assessments

3) Research paper on Special Education Issue
4) Presentation of research paper

Part 4 – Common/Assured Learning Experiences

.

10. Daily journals
11. Small group activities
12. Multimedia presentations
13. Oral Presentations
14. Class discussion
15. In-class video viewing
16. Quizzes and exams

Part 5-Teacher Notes

-

GROTON PUBLIC SCHOOLS

SCHOOL-SPONSORED FIELD TRIP REQUEST FORM

Request must be submitted prior to field trip according to the following timeline:
Local – 1 month in advance *Out-of-State – 2 months in advance* *Out-of-Country – 8 months in advance*

Name (Trip Sponsor) Laurel Holubecki **School** FHS **Sponsor's # While on Trip** 8609083394

Department Travel Club **Dept. Head Signature** _____

Class Travel Club **# of Students** TBD

Trip Rationale: (If necessary, give further explanation on back of this request form.)

- Reasons/Value of Trip: Students adventure outside comfort zone
- Curriculum Goals: to become global citizens. Gain larger
- Pre-trip activities: perspectives. There will be several club meetings
- Activities: to prepare for trips. There will be several
- Follow-up activities: activities for students. Project for college credit

Date(s) of Trip 7/9/26 - 7/20/26 **Destination** Portugal and Spain

Departure Time TBD **Arrival Time Back at School** N/A TBD

Is a Substitute Required? ☐ Yes ☑ No If yes, how many: _____

Insurance Arrangements (not necessary if using our school bus company): EF offers travel insurance

Chaperones:

- Names of teachers/staff members (List trip's sponsor first) Laurel Holubecki, Jacob Jones
  Will ask additional chaperones when needed.
- Additional Chaperones 1 Chaperone for every 6 Students

Transportation: ☐ School Bus ☐ Commercial Bus ☑ Train ☑ Plane ☐ Car ☐ Other _____

Transportation Cost: $ included in price **Lodging:** ☐ Hotel/Motel ☐ Private Home(s) ☐ Other _____

Cost per Teacher/Chaperone: $ Free **Cost per Student: $** _____

Are Fundraising Activities Planned?: ☑ Yes ☐ No If yes, please describe: Students have access to fundraising page through EF. Students get 100% of donations.

Trip Sponsor's Signature Laurel Holubecki **Date** 10/8/24

PRINCIPAL APPROVAL: [☑ Yes [ ] No _____ 10/9/24
Principal's Signature Date

SUPERINTENDENT APPROVAL: [ ] Yes [ ] No _____
(For out-of-state trips or one missed school day) Superintendent's Signature Date

DATE OF BOARD OF EDUCATION APPROVAL: _____
(For out-of-country trips or two or more missed school days) Date

*** Refer to Board Policy 6153 for Complete Details Regarding School-sponsored Trips ***

EDUCATIONAL TOURS

International Travel Program Proposal

Robert E Fitch Sr High School / Laurel Holubecki



Portugal & Spain – Summer 2026

eftours.com/PSF

Your partner in travel-based learning

EF Education First is the world leader in international education. For over 55 years, we've partnered with educators around the world to help more than 15 million students gain new perspectives and build skills for the future through experiential learning.

Our mission is to empower educators to do their best work. At EF Educational Tours, we're working to define the modern educational tour experience. Our itineraries are more than places to go and things to see. We build programs that challenge assumptions, spark connections, and inspire curiosity in young students. Students will expand their knowledge of the world around them, discover more about themselves, grow more confident and independent, and understand new people, places, and cultures.

We take care of every last detail of the tour experience—transportation and lodging, meal reservations and menus, museum tickets and local tour guides, and much more. That also includes behind-the-scenes elements, like safety checks at hotels and background checks on adult travelers. With all that taken care of, educators and students can focus on the bigger picture.

You'll find all the details and more on the next few pages.

What's contained in this document

Pg. 2 **Safety**

Pg. 4 **Liability protection**

Pg. 6 **Affordability**

Pg. 7 **Educational value**

Pg. 8 **Itinerary specifics**

Pg. 8 **Cost and payment options**

Pg. 9 **Sample hotels**

Pg. 10 **Sample meals**

Pg. 11 **Next steps**

This proposal is property of EF Education First and the educator/school for which it was intended. Distributing, copying, and/or sharing it are prohibited. The proposal, including pricing, is valid for the educator, tour, and date(s) specifically mentioned herein. For additions, subtractions, or modifications, please contact your EF Tour Consultant.

© 2024 EF Education First. For full terms and Booking Conditions visit eftours.com/bc

Safety

Your students' safety is our number one priority. We would never send a traveler to a location we believe to be unsafe—and with our extensive global presence, our best-in-the-industry experience, and our close working relationships with U.S. and international authorities, that's a statement we can back up with real insight. Whether it's a worldwide pandemic or a sprained ankle, a missed flight or confusing medical paperwork, we make sure every situation is taken care of.

Worldwide presence

EF's global presence is truly unmatched. We have staff on the ground 365 days a year in over 50 countries. And we don't just work in those countries—we call them home. EF team members live in nearly every one of our tour destinations, meaning we have the local knowledge to help keep our groups safe. That presence allows us to be there to support you on the ground wherever and whenever you need us.

24/7 emergency support

In the event that anything on tour goes wrong, EF staff is always available to help. Your Tour Director is your group's constant companion and first point of contact in an emergency. Additionally, our fully trained support teams are on hand 24/7 to walk teachers through any issues and provide the resources necessary to get things back on track. Our Safety and Incident Response Team—comprised of industry experts, healthcare experts, and even former FBI personnel—is ready to spring into action 24 hours a day, 365 days a year. And when they aren't directly helping EF travelers, they're actively innovating on and shaping the new worldwide standards for cleanliness and safety.

Your team

This group is fully committed to your school's trip and the safety of every traveler.

Operations Safety & Incident Response Team – This team is strategically based in our Boston, Panama, Tokyo, and Zurich offices to accommodate for all time zones. Available 24 hours a day, every day of the year, they are trained to react quickly if travelers need help. The team uses a combination of extensive training, simulations, incident response planning, and previous experience to manage emergencies. As needed, they can facilitate additional support for groups on tour, solve operational issues, arrange assistance from outside specialists, and liaise with local and international authorities.

Emergency Services & Support Team – Our support team is available 24/7 to help resolve any issue, from a missed flight to a lost passport to more serious on-tour incidents. They also facilitate communication between travelers and families in the event of an emergency at home. The team is made up of highly trained and dedicated EF staff in our Boston and Denver offices who are equipped to solve problems and answer questions that may come up, even outside of regular business hours.

Tour Director – Assigned exclusively to your tour for the length of the stay at your destination, your Tour Director meets your group at the airport and travels with you until your departure. All Tour Directors undergo a background check as permissible by local law every two years and are required to participate in ongoing EF safety trainings. They're the first point of contact in an emergency and also communicate information to help travelers stay safe in a foreign destination. Tour Directors assist Group Leaders with hotel check-ins, coordinate meals, facilitate excursions with local guides, and much more. They're also culturally connected and expertly trained to support impactful learning experiences.

EF Travel Team – This team is your point of contact at EF. This team is a dynamic duo, made up of a Tour Consultant and an Experience Specialist. Your Tour Consultant is an itinerary whiz & is devoted to the growth of your students. They are your school's partner, working with you on everything from finding the perfect tour and enrolling students to creating long-term travel programs for your school community. Your Experience Specialist is here to dive into all the little details that make your experience with EF special. They will work directly alongside the Group Leader (a.k.a. local teacher), right up until the moment of departure to make sure everything goes smoothly.

Traveler Support – Our team of support specialists are readily available to walk families through insurance inquiries, payment plans, food allergy issues, and any other topics that arise.

Chaperones – For every six travelers who enroll on your school's tour, your group is eligible to bring along a chaperone for free (the first spot goes to the Group Leader). This allows for a 6:1 ratio of students to chaperones, who assist Group Leaders with supervision of students to help keep them safe

Protection for travelers, schools, and districts

We understand that unpredictable things can happen, either on tour or before departure. We offer a variety of protections, programs, and policies to make sure that, no matter what happens, travelers, schools, and districts are covered. We're doing everything we can to make planning for the future as flexible as possible.

General liability insurance

All Group Leaders, schools, and districts who travel with EF are automatically added as additional insureds under our **$50 million General Liability Policy**, regardless of whether or not the tour is affiliated with the school. EF's liability coverage is primary and non-contributory for covered third-party claims. The policy helps safeguard Group Leaders and their schools for covered third-party claims related to bodily injury or property damage, which includes providing a legal defense and covering legal costs for such claims. In addition, all travelers are required to sign EF's Release and Agreement, which includes a release of liability of their Group Leader, school, and school board.

Flexibility to change tours

The world is always changing. And while our belief in the positive impact of travel is unwavering, it can feel hard to predict what life, here in the U.S. and abroad, will look like several months, a year, or even two years from now. When you decide to travel with EF, we want you to feel secure in that decision. That's why these benefits are built into every EF program.

Peace of Mind
Provided to all groups
We understand that plans can change due to unforeseen circumstances. EF provides this exclusive program to account for such situations. It provides groups with flexibility to change the dates and destination of their tours in uncertain times. This program accounts for such circumstances and can be enacted up to 45 days prior to departure at the group level for any reason, including terrorism or other world events.

Protection for individual travelers

Travelers can help protect their investment and themselves from certain unexpected events and expenses while on tour with the Global Travel Protection Plan and Global Travel Protection Plan Plus.

Global Travel Protection Plan
Available to all travelers
Designed specifically with EF travelers in mind, this plan provides both pre-departure and post-departure benefits, including medical expense coverage that may apply on tour and tour cancellation for specified reasons.

Global Travel Protection Plan Plus
Available to all travelers
To further protect your investment from the unexpected, this plan provides all of the benefits included in the Global Travel Protection Plan as well as expanded cancellation protection.

Background checks for adult travelers

EF requires all adults (20 years and older) to pass a criminal background check before traveling on our student tours. This provides a safer tour experience for all travelers and aligns with the process and expectations of many school districts for adults who volunteer in schools or chaperone school activities. The secure process, provided by a leading professional provider, only identifies those individuals who could present a risk to student travelers while on tour.

Affordability

We believe every student should have the opportunity to travel. That's why we're dedicated to providing the lowest prices possible and giving travelers multiple resources for managing payments.

Tour Consultants work closely with teachers to build a tour that's exactly right for your students. Through discussions with your teacher, they take into account learning objectives, cost, timing considerations, and any other factors to craft a tour that's accessible to as many students as possible.

Resources for managing cost and payments

Automatic Payment Plan – Our recommended payment plan offers the ability to break the tour fee into smaller installments. With most tours planned well in advance, travelers can enroll for only $95, then pay over a long period of time—often up to 18 months or two years—with final payment due 30 days before departure. Families make payments directly to EF, with no payments going through the school.

Fundraising pages – Each student has access to their own unique and customizable fundraising page. The easy-to-share page makes it simple for friends and family to contribute a little something that is automatically applied to the balance of the tour, with no fees whatsoever.

Global Citizen Scholarship Fund – EF Educational Tours provides $100,000 worth of scholarships to students across the country every year. Any student is able to apply for the Global Citizen Scholarship, which is awarded on both a merit and need basis.

Risk-free enrollment period - New travelers who enroll by their Enrollment Deadline can cancel for any reason up to 7 days after enrollment for a full refund of 100% of the money paid to EF. Travelers must pay in full or enroll in our Automatic Payment Plan at the time of program enrollment and must remain either paid in full or enrolled in our Automatic Payment Plan and in good financial standing at the time of cancellation to remain eligible. To be eligible, the traveler must enroll on a tour at least 110 days prior to the scheduled departure date.

Educational value

Our tours help prepare students for the future by teaching them more about the world, themselves, and the impact they can have on the world. Combining the power of experiential learning with the thrill of global travel, our tours help students:

- **Expand their knowledge of the world around them**
- **Grow more confident and independent**
- **Understand new people, places, and cultures**
- **Discover more about themselves**

To learn more about EF's educational philosophy, visit
https://www.eftours.com/our-story/educational-approach

EF is an accredited institution

We echo your commitment to education. Our travel-based learning approach is designed to blend classroom and experiential learning. This allows us to meet the same rigorous standards as schools like yours, ensuring students gain valuable experiences that transform the way they look at the world.

Earning credit for new experiences

EF makes it easy for students to turn their tour experience into high school credit, college credit, or to get a head start on their college essays—all while making their travel experience even more engaging.

- Students in grades 6 - 12 can earn .5 elective high school credit by successfully completing the final project as part of EF's Personalized Learning Guide. Tuition is free.
- Students in grades 9 - 12 can earn 3.0 undergraduate credits, along with the confidence that comes with taking a college course, by completing a series of assignments and a final research project with our partner, Southern New Hampshire University—all for just $360.
- Educators traveling on student tours may earn up to 45 free hours toward relicensure OR 3 or 6 graduate level credits ($360/$720) through Southern New Hampshire University.

Itinerary specifics

For more robust details, the complete itinerary is attached to this document. It includes specific locations, each day's activities, travel plans, and more.

Price of the proposed tour

The tour program price covers a wide range of services that ensure students have an incredible experience. It includes all the planning and preparation that leads up to departure, travel and accommodations, plus logistical support and details once the group reaches their destination.

Full flexible travel window: July 6 - July 23

Tour Price Quote

Portugal and Spain

Prepared For
Laurel Holubecki

Prepared On
September 25, 2024

Your Tour Number
2813956VZ

Your Tour Website
www.eftours.com/2813956VZ

Alternate Tour Choice
2nd Choice: Spanish Fiesta (11 Days)

Lowest Price

Price valid for travelers enrolled September 25, 2024 - September 30, 2024*

Student	Adult
$4,409	$5,409
or $206 / 21 mos	or $254 / 21 mos

Price Breakdown

Program Price	$4,109
Gibraltar	$160
Flamenco Evening Barcelona	$60
Sintra and Cascais	$80

Protect your travelers with the Global Travel Protection Plan for $190. Ask your Tour Consultant for details.

This is the amount of $ students will get a large discount for signing up early. - They also don't have to go on extra excursions

Your travel details

Total Length
12 days

Departing From
Boston (MA)

Requested Travel Dates
Thursday, July 9, 2026 - Monday, July 20, 2026

Your Departure Date Range

Earliest	Requested	Latest
Mon, Jul. 6	Thu, Jul. 9	Sun, Jul. 12

Your experience includes

An All-Inclusive Tour
Round trip airfare, hotels with private baths, regional-style meals, on-tour transportation and sightseeing activities are covered. Discover all of your itinerary details at www.eftours.com/2813956VZ.

Full-time Tour Director
Your culturally connected Tour Director is with your group 24/7, providing deep local insight while handling all on-tour logistics.

Expert Local Guides
Your expert local guides are natural historians, adding cultural insight and global perspective on your sightseeing tours.

Personalized Learning Support
Our personalized learning experience engages students before, during and after tour, with the option to create a final, reflective project for academic credit.

Continuous Support
Your dedicated EF team helps you every step of the way—from recruiting and enrolling travelers to planning and managing your tour.

Worldwide Presence
EF has over 500 schools and offices in more than 50 countries worldwide so wherever you go, we're there too.

24-hour Emergency Service
Travelers and their families can count on EF's dedicated emergency service team.

Sample hotels

Every hotel we work with must meet our high standards for safety, quality, and cleanliness. Hotels are vetted by our team to make sure they meet our requirements and are subsequently inspected regularly to ensure they continue to satisfy those parameters. Please note that hotels abroad may have different amenities than travelers are accustomed to in the United States.

Here are some examples of hotels students might stay in on tour:

Alegria Pineda Splash | Barcelona

www.alegria-hotels.com

Located on the beach of Pineda de Mar, the 246-room Alegria Pineda offers three outdoor pools, water slides, and plenty of spots to soak up Spain's sunshine. Guests also have access to free Wi-Fi throughout the property

THR Paraiso Beach and Golf Hotel | Costa Del Sol

www.hoteladriano.es

The TRH Paraiso Beach and Golf Hotel is a beautiful 4-star resort situated in Spain's Costa del Sol. Conveniently located near Saladillo Beach, this hotel features amenities such as indoor and outdoor swimming pools, a game room, and complimentary Wi-Fi. Each of the hotel's 176 air-conditioned rooms boast private balconies for guests to enjoy the scenic Estepona views

Lido Hotel | Lisbon

https://www.hotellido.pt/

Lido Hotel is located just 500 meters from the Famous Estoril Casino. All rooms have air conditioning and parquet floors, and a private bathroom with a hairdryer. The beds have bedside lamps and there is also a desk in the room. Hotel Lido includes a 24-hour front desk as well as room service. Guests can soak up the sun on the grass-covered rooftop terrace or enjoy a swim in the beautifully situated pool.

Sample meals

Meals are selected to establish a more immersive cultural experience and give students an idea of how locals eat. Below are some examples of local dishes travelers may try at the destination that your teacher has chosen, but please note that meals can vary from tour to tour.

On tour, breakfast generally is simple and will be at the hotel; it could be plated or buffet-style. **Lunch** typically is your chance to make culinary discoveries of your own. **Dinners** will be a mix of familiar dishes and local specialties. All meals will be a mix of familiar dishes and local specialties all served from a pre-set group menu.







How I can help with next steps

My name is Kelly Coberley and I am Robert E Fitch Sr High School's dedicated Tour Consultant. That means I'll be working with Laurel Holubecki every step of the way to make sure everything is perfectly planned.

I hope this overview has given you the information you need to feel confident in EF as an educational travel provider. Should you have any questions or need any additional information, please don't hesitate to reach out to me directly. EF is excited to partner with your school to bring this life-changing experiential learning opportunity to your students.

Sincerely,

Kelly Coberley
Senior Tour Consultant
kelly.coberley@ef.com

"I am now more confident than ever in the safety and experiences of my students after working with EF on this trip. As a leader, I am committed to ensuring a global mindset throughout my district and student/teacher travel."

Angela M., Administrator, Brunswick, ME

"I advocate for travel because the world is vast and diverse. If we want to truly understand our neighbors in other states or countries, we must reach out and meet them where they live. Travel provides a glimpse into another world that our students may have Googled or watched on a device, but living it with the smells, food, smiles, and various challenges teaches flexibility, tolerance, understanding, and empathy."

- Chuck C., Group Leader, Central, SC

From a single tour to a whole program

A single tour can open up endless possibilities for a small group of students. Our goal at EF is to bring that experience to as many students as possible, including the broadest collection of students at your school. By progressing from a single tour to a consistent travel program, you'll not only build a culture of exploration, but you'll provide the opportunity of travel to even more students. We can work directly with you and your staff to establish a framework for your travel program that's tailored specifically to your school's needs and goals.



Geographically, culturally, and linguistically linked—yet distinct in their traditions and histories—Spain and Portugal make fascinating neighbors. In the landmarks of Lisbon, Evora, and Algarve, Portugal's personality comes into focus. In Spain, a wide range of influences are revealed, from the Andalusian cities of Seville and Granada to the Catalan capital of Barcelona.





EVERYTHING YOU GET:

- Full-time Tour Director
- **Sightseeing:** 5 sightseeing tours led by expert, licensed local guides; 4 walking tours led by your Tour Director *(7 with extension)*
- **Entrances:** Mercado Ribeira scavenger hunt; Mosteiro dos Jerónimos; Fortaleza de Sagres; Seville Cathedral; Alhambra; "City Challenge" scavenger hunt; Park Güell; Chapel of Bones; *with extension: perfume factory*
- **Personalized learning guide:** Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project for academic credit.
- **All of the details are covered:** Round-trip flights on major carriers; comfortable motorcoach; 10 overnight stays in hotels with private bathrooms *(13 with extension)*; European breakfast and dinner daily

Anyone can see the world.

YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

And the experience begins long before you get your passport stamped and meet your Tour Director in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travelers on Facebook, Twitter, or Instagram, or delving deeper into your destinations with our personalized learning experience, the excitement will hit you long before you pack your suitcase.

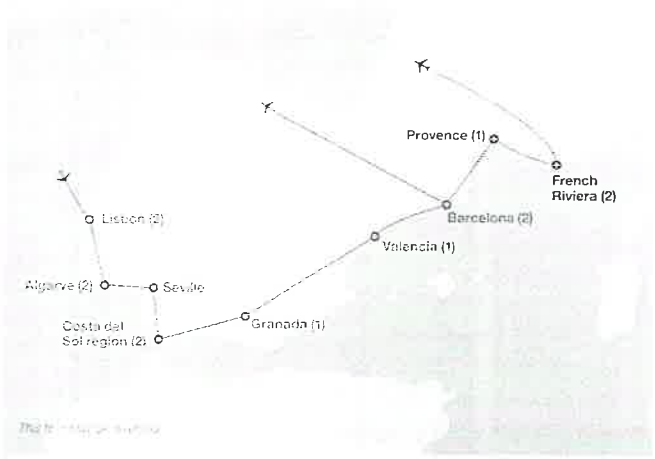
When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels, and meals while also providing their own insight into the local history and culture. Expert local guides will lead your group on sightseeing tours, providing detailed views on history, art, architecture, or anything you may have a question about.

When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

@EFtours** I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school **#traveltuesday

– MELISSA, TRAVELER

Via Twitter




Learn from your Tour Director and expert local guides



Algarve


Plaza de España in Seville



CHECK OUT WHAT A TOUR IS ALL ABOUT

Watch the videos at **eftours.com/**

Your teacher's Tour Website

What you'll experience on your tour

Day 1: Fly overnight to Portugal

Day 2: Lisbon
- Meet your Tour Director at the airport in Lisbon. During your stay, you'll experience Old-World atmosphere as you make your way through the labyrinth of winding streets in Lisbon's Alfama district. Discover the hidden balconies, archways, terraces, and courtyards of this hillside medieval quarter as you explore Lisbon's former center of Moorish aristocracy. See where Portugal's early kings resided at the Castelo de São Jorge, built to overlook the city and Tagus River. Recall the Age of Discovery at the Monument to Discoveries and the Belém Tower.
- Take a walking tour of Lisbon.
- Participate in a food-themed scavenger hunt in the historic and bustling Mercado Ribeira.

Day 3: Lisbon
- Take an expert-led tour of Lisbon.
- During a photo stop, enjoy a panoramic view of Lisbon's red-tiled roofs.
- Visit the Mosteiro dos Jerónimos.
- Time to see more of Lisbon or
  - ✪ visit Sintra and Cascais.
  - ✪ attend a Lisbon Fado Evening.

Day 4: Lisbon | Evora | Algarve
- Travel to Evora.
- Take an expert-led tour of Evora.
- Visit the Chapel of Bones.
- Continue on to the Algarve.

Day 5: Algarve
- Take a day trip to Sagres and tour the Cape St. Vincent, a prominent headland located nearby known for its dramatic cliffs.
- Visit the Fortaleza de Sagres, a historical fort with a rich history dating back to the 15th century.
- Enjoy time on the beach.

Day 6: Algarve | Seville | Costa del Sol region
- Travel to Seville, the heartbeat of Andalusian culture. During your stay, follow narrow, twisting alleys through the Barrio de Santa Cruz, where picturesque whitewashed houses, flower-filled patios, and tiled benches are pleasant reminders of an unhurried lifestyle. Pass by Maria Louisa Park to admire the mosaics and fountains of Plaza de España, centerpiece of the 1929 Ibero-American Fair. Visit the grave of Christopher Columbus inside Seville's Cathedral. And imagine the spectacle of a traditional Spanish bullfight at the Plaza de Toros, celebrated for its Baroque architecture and historical significance.
- Take an expert-led tour of Seville.
- Visit the Seville Cathedral.
- Continue on to Costa del Sol region.

Day 7: Costa del Sol region
- Explore the charming, seaside region of Costa del Sol or
  - ✪ visit Gibraltar.

Day 8: Costa del Sol region | Granada
- Travel to Granada.
- Take an expert-led tour of Granada.
- Learn more about the vibrant city with a "City Challenge" scavenger hunt.
- Visit the Alhambra, widely recognized as the world's premier example of Moorish architecture—and Granada's crowning jewel. Built as an all-in-one *alcazaba* (fortress), *alcazar* (palace) and small *medina* (city), the Alhambra was home to the last of the Nasrid Sultans. It was elaborately embellished in the 14th century, and being surrounded by lush green trees, earned the nickname "a pearl set in emeralds" by Moorish poets. See the exotic mosaics, fountains, latticed windows, arabesques, and ornamented courtyards that made this vast stronghold worthy of royal occupancy. It was here that King Ferdinand and Queen Isabella agreed to finance the historic voyage of Christopher Columbus.

Day 9: Granada | Valencia
- Travel to Valencia.
- Take a walking tour of Valencia.

Day 10: Valencia | Barcelona
- Travel to Barcelona, an art lover's dream city and the place where masters like Miró, Picasso, and Dalí flourished. During your stay you'll explore open-air plazas dotted with avant-garde gems, like the Plaza de Catalunya and Plaza España. Snap photos of the twisting spires of La Sagrada Familía and admire the architectural wonders of Casa Batlló and Casa Milà. These iconic buildings, designed by Antoni Gaudí, showcase his unique style and innovative designs. Flower vendors and street performers greet you on your walking tour of the tree-lined Las Ramblas.

Day 11: Barcelona
- Take an expert-led tour of Barcelona.
- Marvel at the landscaped greenery and playful Modernist mosaics on your visit to Park Güell.
- Take a walking tour of Barcelona.
- More time to explore Barcelona or
  - ✪ attend a Barcelona Flamenco evening.

Day 12: Depart for home

✪ 3-DAY TOUR EXTENSION

Day 12: Provence
- Take a tour of Montpellier.
- Continue on to Provence.

Days 13-14: Provence | St. Tropez | French Riviera
- Travel via St. Tropez to the French Riviera.
- Visit the principality of Monaco.
- Tour a French perfume factory in Eze.
- Take a walking tour of Nice.

Day 15: Depart for home

TOP THREE THINGS I WILL SEE, DO, TRY OR EXPLORE

1. _____

2. _____

3. _____

✪ Optionals and excursions

The easiest ways to

ENROLL TODAY

Enroll on our website
eftours.com/enroll

Enroll by phone
800-665-5364

Enroll by mail
EF Educational Tours
Two Education Circle
Cambridge, MA 02141

2024 | PSF25+

My daughter has gained such an amazing view of the world and history from this experience. She has not stopped talking since I picked her up at the airport. Thank you for all the organization, helpful hints, flexible payment plan, and knowledgeable tour guides.

–CHARLOTTE, PARENT OF TRAVELER

THE WORLD LEADER IN INTERNATIONAL EDUCATION

For over 55 years, EF has been working toward one global mission: *Opening the World Through Education*. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem solving, collaboration, and global competence. What's more:

- **We always offer the lowest prices** so more students can travel.
- **We're fully accredited, just like your school,** so you can earn credit while on tour.
- **All of our educational tours feature experiential learning activities** and visits to the best sites.
- **We're completely committed to your safety.** We have more than 600 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person wherever you travel.
- **Your full-time Tour Director is with your group** every step of the way on tour, providing insight about your destinations as well as great local tips.

Education First