**GROTON BOARD OF EDUCATION**
**SPECIAL MEETING MINUTES**
**JANUARY 27, 2025 @ 6:00 P.M.**
**CENTRAL OFFICE, ROOM 11/HYBRID**

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

**ALSO PRESENT:** Susan Austin, Anne Marie Mancini, Denise Doolittle, Sam Kilpatrick, Clint Kennedy, Melanie Fleming

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

A. Pledge of Allegiance

The first order of business was the Pledge of Allegiance to the flag led by Mrs. Washington.

II. RECOGNITION AND PARTICIPATION OF VISITORS AND DELEGATIONS

NONE

III. COMMENTS FROM CITIZENS

1. Mrs. Portia Bordelon, 24 Jefferson Drive, addressed the following concerns:
   - Recommendations and improvements on last year's budget.
   - The Board should completely finish a department during budget deliberations.
   - Closing of the Achievement Gaps.
   - Need for a full-time Career Counselor.
   - Noted that Mr. Goodrich had reached out re: ROTC.

IV. RESPONSE TO COMMENTS FROM CITIZENS

- Mr. Thomas stated that he shared a number of Mrs. Bordelon's concerns.
- Mr. Johnson stated that he also shared a number of Mrs. Bordelon's concerns.

V. STUDENT REPRESENTATIVE REPORT

Student Representative reported:
- That the Debate Team was having a great season so far with high scores.
- The spring Theater Production has been changed to "*Grease.*"
- National Honor Society has been getting an influx of tutoring requests.
- That the Student Council has received mixed reviews regarding the Cell Phone policy.

MOTION: Shulman, Thomas: To change the order of the agenda to address items under New Business regarding Field Trips and Curriculum.
PASSED – UNANIMOUSLY

VI. ACTION ITEMS

C. New Business

1. Discussion and possible action regarding approval of Charles Barnum Magnet School's 4th & 5tgrade field trip request to Nickerson Park Family Campground in Chaplin, CT scheduled for May 22, 2025, through May 25, 2025 (Attachment #1)

MOTION: Washington, Antipas: To approve Charles Barnum Magnet School's 4th & 5th grade field trip request to Nickerson Park Family Campground in Chaplin, Connecticut scheduled for May 22, 2025, through May 25, 2025.
PASSED - UNANIMOUSLY

2. Discussion and possible action regarding approval of the Robotics Team's field trip request to Eastern States Exposition in West Springfield, MA scheduled for April 3, 2025, through April 5, 2025 (Attachment #2)

MOTION: Washington, Whitley: To approve the Robotics Team's field trip request to the Eastern States Exposition in West Springfield, MA scheduled for April 3, 2025, through April 5, 2025
PASSED-UNANIMOUSLY

3.. Discussion and possible action regarding approval of Fitch High School's Music Department's field trip request to Orlando, Florida scheduled for April 9, 2026, through April 12, 2026 (Attachment #3)

MOTION: Washington, Johnson: To approve Fitch High School's Music Department's field trip request to Orlando, Florida scheduled for April 9, 2026, through April 12, 2026.
PASSED-UNANIMOUSLY

4. Discussion and possible action regarding the approval of the Ed Rising 2 curriculum (Attachment #4)

MOTION: Johnson, Whitley: To approve the Ed Rising 2 curriculum. Discussion and possible action regarding the approval of the Event and Sports Photography curriculum
YES – Washington, Johnson, Ackerman, Shulman, Thomas, Weitlauf, White, Whitney
NO – Antipas
PASSED

5. Discussion and possible action regarding the approval of the Event and Sports Photography curriculum (Attachment #5)

MOTION: Washington, Thomas: To approve the Event and Sports Photography curriculum.
PASSED-UNANIMOUSLY

C. New Business – cont.

6. Discussion and possible action regarding the approval of the Unified Music curriculum (Attachment #6)

MOTION: Washington, Whitney: To approve the Unified Music curriculum.
YES – Washington, Johnson, Ackerman, Shulman, Thomas, Weitlauf, White, Whitney
NO – Antipas
PASSED

## VII. SUPERINTENDENT AND ADMINISTRATION REPORTS

A. Superintendent Report
- Superintendent Austin gave an overview of the updated FY26 Budget Process schedule.

B. Director Finance
- Mr. Ray Engle gave an overview of the Narrative dated January 27, 2025, and the General Fund Financial Report for FY 25 dated 1/24/25 showing an ending balance of $13,320,185.75. (Attachment #7 & Attachment #8)

C. Director of Buildings and Grounds – Mr. Kilpatrick reported:
- Radon and testing have been completed.
- The bleachers at FHS are presently in the Field Study area; the recommendation is that they are not cost-effective at this time.

## VIII. COMMITTEE REPORTS

1. Policy – There was no report.
2. Curriculum – Mr. Johnson noted that the Curriculum Committee met and addressed the curriculums on the agenda and Honors Course offerings beyond the tenth grade.
3. Finance/Facilities – There was no report.
4. LEARN – Mrs. Washington noted that LEARN met on January 9, 2025. (Attachment #9)
5. Athletic Fields – There was no report.
6. Trails – There was no report.
7. Library – There was no report.
8. Mr. Shulman gave a report on the Legislative Breakfast.

## IX. ACTION ITEMS

A. Consent Agenda

MOTION: Antipas, Washington: To approve the Consent Agenda
PASSED – UNANIMOUSLY

B. Old Business

NONE

C. New Business – cont.

7. Discussion and possible action regarding a first reading of policy P 5131.81 Electronic Devices (Attachment #10)

MOTION: Shulman, Washington: To approve policy P 5131.81 Electronic Devices as a first reading.
PASSED - UNANIMOUSLY

8. Discussion and possible action regarding rescinding policy P 4118.112/P 5145.5 Prohibition of Sex Discrimination approved on January 7, 2025, and reinstate policies P 4118.112 & P 5145.5 Sexual Harassment revised on January 25, 2021 (Attachment #11 and Attachment #12)

MOTION: Washington, White: To rescind policy P 4118.112/P 5145.5 Prohibition of Sex Discrimination approved on January 7, 2025 and reinstate policies P 4118.112 & P 5145.5 Sexual Harassment revised on January 25, 2021.
MOTION RESCINDED

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

MOTION: Washington, Johnson: To recognize February 3, 3025 through February 7, 2025 as School Counselor Appreciation Week, and to direct the Superintendent of Schools to send a letter of appreciation to the school counselors.
PASSED – UNANIMOUSLY

10. Discussion and possible action regarding conducting a public hearing on the 2025-2026 budget on February 10, 2025.

MOTION: Washington, White: To conduct a public hearing on the 2025-2026 budget on February 10, 2025.
PASSED – UNANIMOUSLY

## IX. INFORMATION AND PROPOSALS

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

- Mr. Johnson noted:
  - School Safety
  - Chronic Absentee
- Dr. Whitney noted:
  - His attendance at concerts and sports activities.

## IX. INFORMATION AND PROPOSALS

- Mr. Thomas noted that he was disappointed in the way the budget has been rolled out.
- The remaining policy revisions will be dealt with on February 11, 2025 at a Policy Committee meeting.

## X. ADVANCE PLANNING

A. Future Meeting Dates and Calendar Items for Board Attention

As noted in the agenda.

Superintendent Austin noted that the IB Program will be addressed on February 3, 2025, 6:00 to 7:00 p.m. with Dr. Anne Marie Mancini. The consensus of the Board was not to hold this meeting.

Superintendent Goals review. The consensus of the Board was 8 YES and 1 NO (Ackerman).

## XI. ADJOURNMENT

MOTION: Ackerman, Johnson: To adjourn at 10:40 p.m.
PASSED UNANIMOUSLY

# GROTON PUBLIC SCHOOLS

## SCHOOL-SPONSORED FIELD TRIP REQUEST FORM

*(Itinerary must be attached to this 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): Seth Danner** **School: Charles Barnum Magnet School** **Sponsor's # While on Trip: 203-525-4526**

**Department: N/A** **Dept. Head Signature: N/A**

**Class: 4th and 5th Grade Students at CB** **# of Students: Approx. 25**

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

- Reasons/Value of Trip: Team Building; Life Skills; Exposure
- Curriculum Goals: Social Studies; Science; Physical Fitness; Reading; Writing; Team work; Problem-solving; Critical Thinking.
- Pre-trip activities: Meet for 2 hours each Friday afternoon (all year long); small hands-on projects; research about our goals and upcoming experiences
- Activities: Will hike around locations in CT and then a 3-day/4-night trip to Nickerson Park Family Campground in Chaplin, CT.
- Follow-up activities: Meetings will continue until the end of year and we will celebrate our accomplishments.

**Date(s) of Trip:** Thu. May 22 through Sun. May 25, 2025 **Destination**: Nickerson Park Family Campground, Chaplin, CT

**Departure Time**: 5/22/2025; 11:00 AM **Arrival Time Back at School:** 5/25/2025; 12:00 PM

**Is a Substitute Required?** [ ] Yes [X] No If yes, how many: 0

**Insurance Arrangements** (not necessary if using our school bus company): N/A

**Chaperones:**

- Names of teachers/staff members (List trip's sponsor first): Seth Danner; Amanda Phelps (subject to change based on need)
- Additional Chaperones: Laurie Atkins (former Kindergarten Teacher)

**Transportation:** [ ] School Bus [ ] Commercial Bus [ ] Train [ ] Plane [ ] Car [ X ] Other: Parent Drop-Off/Pick-Up

**Transportation Cost:** $ 0 **Lodging:** [ ] Hotel/Motel [ ] Private Home(s) [X] Other: Campground

**Cost per Teacher/Chaperone:** $ 0 **Cost per Student:** $ 50

**Are Fundraising Activities Planned?:** [X] Yes [ ] No If yes, please describe: Barnabee's Boulder; Scatterball and Dodgeball Tournament at CB

**Trip Sponsor's Signature** *Seth Danner* Date: 12/19/2024

**PRINCIPAL APPROVAL:** [X] Yes [ ] No *Seth Danner* *12/19/2024*
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)

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

Outlook

**Re: Invoice for Reservation 13976045**

**From** Seth Danner <ctrdanner@gmail.com>
**Date** Mon 12/16/2024 10:02
**To** Seth Danner <sdanner@groton.k12.ct.us>

On Fri, Dec 13, 2024 at 3:19 PM <confirmation@camplife.com> wrote:

Balance: $875.00

CampLife

**Thank you for choosing**
**Nickerson Park Family Campground**

Seth Danner
Invoice #20095902
11-10-2024

| Description | Quantity | Item Price | Amount |
|---|---|---|---|
| $875 $35 Minimum 25 PPL | 25 | $35.00 | **$875.00** |
| This invoice is for sites E,F,G and H. Minimum Persons is 25 and $35. per person from 5/22/25-5/25/25 | | | |
| **Total** | **$875.00** | **Balance** | **$875.00** |

Nickerson Park Family Campground
1036 Phoenixville Road Chaplin, CT 06235 United States
+1 (860) 455-0007
Camp@nickersonpark.com

Powered by CampLife

# 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)** Sherri Facas **School** FHS **Sponsor's # While on Trip** 860-460-8559

**Department** _____ **Dept. Head Signature** _____

**Class** Robotics Team **# of Students** 20

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

- Reasons/Value of Trip: FRC New England District Championship
- Curriculum Goals: STEM
- Pre-trip activities: sub-team specific training with mentor volunteers during the pre-season, 6 week robot build (design, build, wire, and program robot to meet this year's challenge)
- Activities: Students will compete in the NE District Championship Robotics competition with the robot they have designed, built, and programmed if they qualify after our March 29-30 District Competition
- Follow-up activities: analyze strategies, identify areas of success and areas in need of improvement, continue to troubleshoot and improve robot functionality for off-season competitions

**Date(s) of Trip** April 3-5 **Destination** Eastern States Exposition (BigE) 1305 Memorial Ave West Springfield, MA

**Departure Time** 6:30 AM each day **Arrival Time Back at School** 8:30 PM (Thursday and Friday), 6:30 PM Saturday

**Is a Substitute Required?** [x] Yes [ ] No If yes, how many: 1 for April 3-4 (Sherri Facas-TRMS)

**Insurance Arrangements** (not necessary if using our school bus company): _____

**Chaperones:**

- Names of teachers/staff members (List trip's sponsor first) Sherri Facas and Chris Jenkins
- Additional Chaperones _

**Transportation:** [ ] School Bus [ ] Commercial Bus [ ] Train [ ] Plane [ ] Car [x] Other parent drop-off/pick-up

**Transportation Cost:** $ _____

**Lodging:** [ ] Hotel/Motel [ ] Private Home(s) [ ] Other _____

**Cost per Teacher/Chaperone:** $ _____ **Cost per Student:** $125

**Are Fundraising Activities Planned?:** [ ] Yes [x] No If yes, please describe: Chipotle Fundraising Night, Munson's Chocolate fundraiser, Panera Bread Fundraising Night

**Trip Sponsor's Signature** *Sherri Facas* Date 1/21/25

**PRINCIPAL APPROVAL:** [ ] Yes [ ] No _____ 1/21/2025
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)

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

**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)** Andrea Shabazian **School** Fitch High School **Sponsor's # While on Trip** 860-816-1757

**Department** Music **Dept. Head Signature** [signature]

**Class** Music Department **# of Students** ~90

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

- Reasons/Value of Trip: Students will perform at a festival and attend masterclass workshops
- Curriculum Goals: Perform, recieve feedback, work with professional musicians
- Pre-trip activities: Rehearsal
- Activities: Performance and masterclasses
- Follow-up activities: Reflection

**Date(s) of Trip** April 2026 (1 week) **Destination** Orlando, Florida

**Departure Time** TBA **Arrival Time Back at School** TBA

**Is a Substitute Required?** ☑ Yes ☐ No If yes, how many: 2

**Insurance Arrangements** (not necessary if using our school bus company): _____

**Chaperones:**

- Names of teachers/staff members (List trip's sponsor first) Andrea Shabazian and Sandi Hall
- Additional Chaperones TBD

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

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

**Cost per Teacher/Chaperone: $** ~1,000 **Cost per Student: $** ~$1,500

**Are Fundraising Activities Planned?:** ☑ Yes ☐ No If yes, please describe: TBD

**Trip Sponsor's Signature** [signature] **Date** _____

**PRINCIPAL APPROVAL:** [✓] Yes [ ] No [signature] 12-12-24
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 ***

PERKINS TRAVEL CORPORATION
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www.perkinstravel.com

October 28, 2024

Andrea Shabazian
ROBERT E. FITCH HIGH SCHOOL
101 Groton Long Point Road
Groton, Ct. 06340

Dear Andrea

I have been diligently working on your trip proposal to Disney World staying onsite. I am pleased to offer you the package below

**ROBERT E. FITCH HIGH SCHOOL TO ORLANDO, FLORIDA- ON-SITE**
**THURSDAY, APRIL 9, 2026 TO SUNDAY, APRIL 12, 2026 (THREE NIGHTS/FOUR DAYS – DISNEY WORLD ONLY)**

- ROUNDTRIP MOTORCOACH TRANSPORTATION FROM THE HIGH SCHOOL TO TF GREEN AIRPORT (BASED ON TWO 52 PASSENGER COACHES IN EACH DIRECTION WITH DATTCO)
- ROUNDTRIP AIR TRANSPORTATION FROM TF GREEN AIRPORT TO ORLANDO **(WE HAVE ESTIMATED $575.00 ROUNDTRIP PER TICKET. PLEASE SEE THE PARAGRAPH BELOW FOR DETAILS.)**
- DELUXE MOTORCOACH TRANSPORTATION WHILE IN ORLANDO (WE HAVE PREDICATED THIS PRICE BASED ON SERVICES WITH MEARS TRANSPORTATION AS FOLLOWS):
  - 4/9 ONE 54 PASSEGER & ONE 25 PASSENGER COACH TO TRANSFER FROM ORLANDO AIRPORT TO DISNEY HOTEL
  - 4/10 ONE 54 PASSENGER & ONE 25 PASSENGER COACH TO HOLD FOR A 5 HOUR CHARTER FOR PERFORMANCE(S)
  - 4/11 ONE 54 PASSENGER & ONE 25 PASSENGER COACH TO HOLD FOR A 5 HOUR CHARTER FOR WORKSHOP
  - 4/12 ONE 54 PASSENGER & ONE 25 PASSENGER COACH TRANSFER FROM HOTEL TO AIRPORT

  **PLEASE NOTE ALL OTHER TRANSPORTATION THAT THE SCHOOL USES WILL BE PROVIDED BY DISNEY TRANSPORTATION. THE PARK TRANSFERS ARE ON A FIRST COME FIRST SERVE BASIS. YOUR GROUP WILL PROBABLY BE SPLIT ON MULTIPLE BUSES TO TRANSFER TO AND FROM THE PARK.**

  **MEARS CHARTERS ARE AN ESTIMATE AND SUBJECT TO CHANGE PENDING THE DISNEY WORKSHOP AND PERFORMANCE SCHEDULES. WE MAY BE ABLE TO REDUCE THE COST ONCE WE HAVE THE FINAL DETAILS FROM DISNEY.**

- BUS DRIVER'S GRATUITY WHILE IN ORLANDO
- THREE NIGHTS HOTEL ACCOMMODATIONS AT ONE OF THE ALL-STAR RESORTS **(PENDING HOTEL CONTACT AND BASED ON 2025 RATES)**
- HOTEL TAXES
- THREE- $20 DISNEY DINING DOLLARS CARDS FOR BREAKFAST EACH MORNING
- THREE - $25 DISNEY DINING DOLLARS CARDS VALID FOR ONLY FOOD IN THE DISNEY PARKS
- THREE DAY DISNEY WORLD **PERFORMANCE** HOPPER PASS WITH DISNEY IMAGINATION CAMPUS - PLEASE NOTE AT THE PRESENT TIME PARK HOPPING IS NOT ALLOWED UNTIL 2PM AFTER YOU HAVE VISITED YOUR FIRST PARK IN THE MORNING **(PENDING RECEIPT OF APPLICATION BY THE SCHOOL AND DISNEY ACCEPTANCE-BASED ON 2025 PRICIG)**
- ONE DISNEY IMAGINATION WORKSHOP PER STUDENT, BASED ON A MINIMUM OF 20 STUDENTS PER WORKSHOP **(PENDING RECEIPT OF APPLICATION BY THE SCHOOL AND DISNEY ACCEPTANCE)**
- FIVE CHAPERONES PAYING **$1,000.00** EACH WITH FOUR IN DOUBLE OCCUPANCY AND ONE IN SINGLE OCCUPANCY BASED ON THE ABOVE PACKAGE FEATURES
- TWO DIRECTOR'S COMPLIMENTARY IN SINGLE OCCUPANCY BASED ON THE ABOVE PACKAGE FEATURES
- TWO SECURITY OFFICERS EACH EVENING FROM 11PM TO 5AM WITH KNIGHTSWATCH SECURITY **(BASED ON 2025 PRICING)**
- PERKINS TRAVEL REPRESENTATIVE WILL SEE OFF YOUR GROUP AT THE AIRPORT ON DEPARTURE DAY (PENDING FLIGHT SCHEDULE)
- ON CALL PERKINS TRAVEL REPRESENTATIVE AVAILABLE 24/7 WHILE YOU ARE TRAVELLING
- TRAVEL AGENT ESCORT WHILE IN FLORIDA
- LUGGAGE TAGS

- TAXES AND GRATUITY ON THE ABOVE PACKAGE FEATURES

COST: $1,675.00 PER STUDENT BASED ON FOUR STUDENTS PER ROOM
$1,720.00 PER STUDENT BASED ON THREE STUDENTS PER ROOM
$1,809.00 PER STUDENT BASED ON TWO STUDENTS PER ROOM

**PLEASE NOTE WE ARE NOT HOLDING SPACE WITH ANY OF THE ABOVE VENDORS. PLEASE REVIEW AND LET ME KNOW IF ANY ADJUSTMENTS NEED TO BE MADE. ONCE THE TRIP HAS BEEN APPROVED, WE WILL THEN MOVE FORWARD IN SECURING SPACE.**

I have predicated the above costs on a minimum number of 60 paying students. If this number should increase or decrease the cost is subject to change. The final cost per student will depend on their placement on the rooming list. Once we receive the rooming list, we will then invoice you according to the number of quad, triple, and double student bedrooms.

The airfare in your package has been estimated at $575.00 per person. Please note to secure the air space, they require a $50.00 per seat non-refundable deposit. At the present time, JetBlue Airways and Southwest Airlines have not yet opened their calendars for April 2026.

***FYI – ALL AIRLINES REQUIRE FLIGHT MANIFEST WITH THE TRAVELLERS LEGAL NAME AS IT APPEARS ON THE GOVERNMENT ISSUED PHOTO ID (18 YEARS OF AGE AND OLDER), DATE OF BIRTH AND GENDER.**

**The above student trip cost does NOT include a luggage allowance for any oversized and/or overweight baggage or instruments. At the present time both Southwest and Jet Blue allow two checked bags per person in each direction within the given size and weight limitations.**

We offer limited insurance coverage. This travel protection is separate from the above trip cost. A link will be emailed to you along with the details. To cover CFAR (cancel for any reason) and pre-existing medical condition coverage the insurance must be purchased 14 days after the first deposit check is written by the parent. This information will be emailed to you.

**PRE-EXISTING CONDITIONS:**
PRE-EXISTING CONDITION IS COVERED FOR ALL PARTICIPANTS PROVIDED THE PREMIUM IS PURCHASED WITHIN 14 DAYS OF THE FIRST DEPOSIT CHECK SUBMITTED BY THE PARENTS. AFTER THAT DATE, THE PRE-EXISTING CONDITION AND CFAR COVERAGE IS NO LONGER AVAILABLE.

If you should have any questions or would like to make any adjustments, please let me know.

Sincerely,

Ashley Cunningham

Ashley Cunningham
Group Services
PERKINS TRAVEL MANAGEMENT

# Groton Public Schools
# Curriculum Map

INTRODUCTION

Course Title: Ed Rising 2 (1 credit)
Curriculum Area and Grade: Grade 11 & 12 (Prerequisite UConn Ed Rising)

## Course Purpose:

Educators Rising is cultivating a new generation of highly skilled educators by guiding young people on a path from high school through college and into their teaching careers. By working with aspiring educators who reflect the demographics of their communities and who are passionate about serving those communities through public education, Educators Rising is changing the face of teaching.

This course will serve as a follow up to the year one implementation. Rising educators will review the concepts from year one lessons with greater emphasis on application. Rising educators will spend the rest of the year exploring the following topics: reflective and responsive teaching practices, supporting all students, school systems and the evolution of teaching, and exploring careers in education. Rising educators will participate in a variety of clinical experiences in the elementary, middle, and high school, however different from year one, they will be more immersed with their cooperating teachers when it comes to planning and instruction for the class.

## Major Learning Goals and Understandings:

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**<br>Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks | |
|---|---|
| 1. Unit One: Review and Refresh | 2. Unit Two: Reflective and Responsive Teaching Practices |
| 3. Unit Three: All Means All | 4. Unit Four: School Systems and Evolution of Teaching Profession |
| 5. Unit Five: Exploring Careers in Education | 6. |
| 7. | 8. |

**Mappers/Authors:**
Date Approved:

| **Part 1 - Unit/Theme/Concept**<br><br>**Unit One: Review And Refresh** | | | |
|---|---|---|---|
| **Grade:**<br>11-12 | **Subject:**<br>Education Career Cluster | **Course:**<br>Educators Rising Year Two | **Length of Unit:**<br>(# of weeks)<br>Quarter One: Ten Weeks |

| Common Core State Standards |
|---|
| Supporting Standards<br><br>Educator Rising Standards<br><br>1. Standard One: Understanding the Profession<br>*Rising Educators learn about the profession to explore career opportunities, develop skills they need, and make informed decisions about pathways to accomplished teaching.*<br><br>2. Standard Two: Learning About Rising Educators<br>*Rising Educators learn about themselves and their students for the purpose of building relationships and supporting student development.* |

3. Standard Three: Building Content Knowledge
*Rising educators learn how to build content knowledge for the purpose of creating relevant learning opportunities for their students.*

4. Standard Four: Engaging in Responsive Planning
*Rising Educators learn how to respond to students' needs through thoughtful planning.*

5. Standard Five: Implementing Instruction
*Rising Educators learn effective instructional strategies to engage students and promote learning.*

6. Standard Six: Using Assessments and Data
*Rising Educators learn to use assessments and interpret data for the purpose of making decisions that will advance teaching and learning.*

7. Standard Seven: Engaging in Reflective Practice
*Rising Educators learn how reflective practice enables them to advance students' learning and grow professionally.*

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:<br><br>1. the importance of teambuilding with each other, and their future students upon returning to the classroom after a long break.<br><br>2. Equity is a key value for educators, which begins by understanding and | The students will be able to:<br><br>1. Know their peers, build relationships, reacclimate to being in a classroom environment, and help create an inclusive classroom environment.<br><br>2. Explore their personal biases and the presence or absence of equity in educational settings to examine how preconceptions can affect student performance.<br><br>3. Unpack the habits of mind that excellent teachers employ to maintain high expectations for themselves as professionals. Rising educators will explore how educators adopt a method of practice that internalizes ethical standards. Rising educators will explore ethical questions and examples of advocacy. Furthermore they will explore why this matters and what roles they can play in building a better future for teaching and learning in America.<br><br>4. Investigate how thoughtful classroom setup ensures that physical space, consistent social norms, rules, and procedures, and student centered pedagogical techniques support equitable | The unit incorporates all levels of Bloom's Taxonomy |

| | | |
|---|---|---|
| addressing one's own bias.<br><br>3. To maintain high expectations, it is necessary for educators to be familiar with the Model Code of Ethics.<br><br>4. An understanding of how safe and equitable learning spaces are developed and maintained so they will be up to the challenge when designing their future classrooms.<br><br>5. Building classroom culture begins with understanding and celebrating the different perspectives, experiences, and awareness that each student and educator brings into the classroom.<br><br>6. Lesson design is a tool that teachers will consistently be implementing and perfecting over the | participation for all students. Rising Educators will examine how they can combine their instructional styles with their knowledge of the classroom design to create an atmosphere that best fits their pedagogical philosophy. Rising Educators will understand the concepts and practice the skills needed to foster a positive classroom community in the future.<br><br>5. Revisit topics around understanding cultural competence and culturally responsive teaching to dive deeper into how these mindsets and strategies can support their own classroom culture and help them build it alongside their future students.<br><br>6. Each new class may have new learning needs, styles, and new technology could impact how a lesson is designed and implemented. At the heart of teaching is designing a lesson that is both educational and engaging. Carefully sequenced lessons help students develop their skills and deepen their understanding of content. Teachers design and sequence lessons to provide opportunities for student inquiry and discovery and include opportunities for students to master concepts and skills before moving to more advanced ones. Rising educators will examine how they can incorporate this into their teaching practice. | |

| | | |
|---|---|---|
| course of their careers. | | |

**Big Idea and Essential Questions**

- **Big Ideas**
  - In these Revisit lessons, rising educators will review the concepts from year one lessons with greater emphasis on application. As rising educators prepare for a range of clinical teaching experiences, their ability to apply knowledge in action will prove invaluable.

- **Essential Questions**
  - Team Building
    - Why is team building important in schools?
  - Revisit Understanding Bias and Equity
    - What is bias? What are some examples?
    - How can we recognize and reflect on our own biases to ensure we as teachers create a more equitable environment?
    - Why is it important to identify the role and significance of bias before, during, and after we enter a classroom?
  - Revisit Teacher Professionalism and Advocacy
    - What is professionalism, and why is it integral to teaching?
    - How can rising educators serve as role models with high expectations for themselves and others?
    - How can ethics guide teachers' decision-making to meet students' needs, honor diversity, and take action when necessary?
    - How and why should teachers serve as advocates for themselves and students?
  - Revisit Classroom Culture
    - How is culture defined?
    - What is cultural competence, and how does knowing students' backgrounds help create a positive classroom environment?
    - How are personal and interpersonal awareness, cultural knowledge, and pedagogy necessary to cultural competence?
    - How do cultural knowledge, inclusive practices, and high expectations lead to effective, safe, and supportive classroom culture?
  - Revisit Creating Classroom Environment

        - How can classrooms be set up to create a safe, inclusive, and equitable environment for all students?
        - How can the physical layouts and resources of learning environments create effective classroom management?
        - How do norms, routines, and student groupings affect classroom culture?
        - How can the physical and social aspects of the learning environment communicate clear and high expectations?
    - Revisit Lesson Design
        - How can single lessons be designed effectively within the context of a larger lesson sequence?
        - How does the ongoing cycle of planning, instruction, assessment, and adjustment work?
        - Which instructional methods, strategies, and resources help inform planning and influence teaching?
        - Which strategies and methods create sophisticated lesson plans that foster a culture of excellence within learning environments?

**Part 3 – Common Unit Assessments**

Clinical Experience One: *Preparing for Fieldwork* (rising educators spend time in their educators rising curriculum courses preparing for what to expect when they are immersed in the classroom and how to conduct themselves as representatives of the teaching profession)

- Rising educators will fill out clinical application
- Rising educators will complete a checklist/overview of expectations.
- Rising educators will review clinical guide.
- Rising educators will write a letter of introduction to parents
- Rising educators will get their parent permission form signed.

Teacher Generated Summative Assessment (can change based on needs of students)

- Thinking Journal that reflects on unit questions of inquiry.
- A Lesson Plan that has a focus of students doing simulations of professional conversations among colleagues about planning instruction)

**Part 4 – Common/Assured Learning Experiences**

National Activities:

- All students sign up in the EdRising Membership Portal

Team building with Educator Rising Students

- Hot potato student survey prompts about returning to school, student wants and needs, student plans, student likes and dislikes, etc.
- Various team building activities that get students engaged with each other: 5x5 (Five categories with five answers for each.
- Teamwork reflection
- Finding common ground activity: students go to separate parts of the room and try to find three things they have in common, then they reenact one of the things for the class and the class tries to guess.
- Silent Ball: stand in a circle, you must make eye contact with one person across the room and pass the ball to them without saying anything. If someone drops the ball they have to share something about themselves.
- Cross the line: students will hear various things that they can agree or disagree with based on where they stand on the line.
- Birthday lineup: silently line up by birthdays
- Formative assessment: why is team building important in schools?

Revisit Understanding Bias and Equity:

- Notes on similarities and differences
- Notes on schema
- Making sense of differences and schemas
- Group Activity: Look at various scenarios, and discuss, then come up with a scenario to share and discuss with class
- Notes on Bias and how to create equity, knowledge
- A look at Bronfenbrenner's Ecological System theory, then situate self in society.
- Look at various student scenarios and apply them to Bronfenbrenner's system
- Look at how to combat microaggressions in the classroom.
- Understanding the seven types of bias that can occur in the classroom.
- Read the Kappan article *Watch Your Language! Students as Citizen Sociolinguists*
- Formative Assessment:
    - Is it biased or fair that a student who was suspended last year should get less chances and stricter punishment for misbehaviors than other students in class?
    - Is it equity or equality that students with learning disabilities receive extra time or more scaffolding support than students without disabilities on assignments?

Revisit Teacher Professionalism and Advocacy

- Brainstorm what knowledge is required for teachers
- Look at Model Code of Ethics: See the Model Code of Ethics for Educators

- What happens when morals, ethics, and school policies conflict? Discuss
- Look at various scenarios of professionalism in colleagues:
    - Teacher thinks principal's approach to problem solving falls short
    - Teacher feels micromanaged
    - Teacher wonders if she should give in to double standard
    - Teacher frustrated with colleague who doesn't pull their weight
- Explorers or educators can advocate for students and the profession.
- Discussion on what is appropriate advocacy
- Discuss what setting boundaries looks like
- Explore laws teachers should know: FERPA, IDEA, Section 504, Protection of Pupils Rights Amendment
- Explore what professional organizations will join you: Unions, Associations, Membership Organizations
- Notes on 5 Core Propositions of the National Board for Professional Teaching Standards:
    1. Teachers are committed to students and student learning.
    2. Teachers know the subject area knowledge and pedagogy for the subject.
    3. Teachers are responsible for managing and monitoring students' learning.
    4. Teachers think about their progress and learn from experience.
    5. Teachers are all members of learning communities.
- Explore professionalism scenarios and social media:
    - Teachers and social media: A cautionary tale about the risks
    - Parent trashed teacher on social media: Should she speak up?
    - Teacher upset that principal plays favorites online
- Learn about self care and how to prevent burnout. Read the article "Burnout Prevention: 3 ways teachers can recharge their batteries."
- Formative Assessment: what does it mean to be a professional educator?

Revisit Classroom Culture:

- Explore the many cultures in schools
- Take notes on how schools show cultural competence
- Explore what a culturally responsive teacher is
- Take notes on how to embrace student cultures
- Participate in positive culture activity. Students are given a scenario to discuss with their groups and share out their findings.
- How is a positive classroom culture created?
    - Read the article Creating a Positive Classroom Culture, Minute by Minute by Ali Wright.
        - What are three ways a first year teacher can create a positive classroom culture?
        - What do teachers do before, during and after school to reinforce classroom culture?

- Explore how educators can create a positive school climate
- Explore how teachers can have shared values with students
- Look at scenario and determine what norms the teacher established with student to create a positive classroom culture and shared values
- Look at the scenario and determine how this teacher created a safe, positive, and equitable classroom environment.
- Take notes on how schools build culture.
- Formative Assessment: What is your ideal classroom culture?

Revisit Classroom Environment

- Review the goals of having a classroom environment
- Take notes on what elements are needed to create a positive physical environment.
- Read the article: Creating an Inviting Classroom Environment and create the ideal classroom
- Create a classroom environment that meets the social needs of students
- Take notes on classroom procedures, rules, and norms
- Take notes on how diversity affects the classroom environment.
- Look at teacher centered vs student centered learning environments and determine which is more effective
- Activity on choosing your pedagogy
- Take notes on setting up the physical classroom
- Look at classroom set up scenarios in small groups and share out findings
- Look at seating scenarios and discuss as a class the proper way to set up to accommodate all student needs
- Formative Assessment: Describe your ideal classroom

Revisit Lesson Design

- Take notes on lesson planning and backward design
- Understanding Stage One: Desired Results
    - Curriculum Activity: where does your lesson fit?
    - Standards Activity: what is the standard asking?
    - Objectives Activity: create SMART Objectives and Blooms Taxonomy
- Understanding Stage Two: Determine Acceptable Evidence
    - Assessment Activity using DOK (Depth of Knowledge)
- Understanding Stage Three: Creating the lesson plan
    - parts of a lesson
    - "I do" direct instruction

- "we do" guided discussion
- "you do" independent practice

- Understanding lesson closure
- Look at the Madeline Hunter Lesson Plan Model
- Understanding the beyond the lesson plan: How do you tie mastery into lessons?
- Mastery and Motivation Activity
- Take notes on lesson plan hacks
- Formative Assessment: Look at the provided lesson plan and evaluate it with the given checklist.

| **Part 1 - Unit/Theme/Concept**<br><br>**Unit Two: Reflective and Responsive Teaching Practices** | | | |
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| **Grade:**<br>11-12 | **Subject:**<br>Education Career Cluster | **Course:**<br>Educators Rising Year Two | **Length of Unit:**<br>(# of weeks)<br>Quarter Two: Eight Weeks |

| Common Core State Standards |
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| Supporting Standards<br><br>Educator Rising Standards<br><br>8. Standard One: Understanding the Profession |

*Rising Educators learn about the profession to explore career opportunities, develop skills they need, and make informed decisions about pathways to accomplished teaching.*

9. Standard Two: Learning About Rising Educators

*Rising Educators learn about themselves and their students for the purpose of building relationships and supporting student development.*

10. Standard Three: Building Content Knowledge

*Rising educators learn how to build content knowledge for the purpose of creating relevant learning opportunities for their students.*

11. Standard Four: Engaging in Responsive Planning

*Rising Educators learn how to respond to students ' needs through thoughtful planning.*

12. Standard Five: Implementing Instruction

*Rising Educators learn effective instructional strategies to engage students and promote learning.*

13. Standard Six: Using Assessments and Data

*Rising Educators learn to use assessments and interpret data for the purpose of making decisions that will advance teaching and learning.*

14. Standard Seven: Engaging in Reflective Practice

*Rising Educators learn how reflective practice enables them to advance students' learning and grow professionally.*

Connecticut State Standards

| **Part 2 – Standards** | | |
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| **Key (GLE) Content Knowledge and Concepts/Skills** | | **Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering |
| The students will know:<br>1. Classroom management includes the actions, norms, rules, and environment design that established and maintains a safe, | The students will be able to:<br>1. Understanding classroom management involves student ownership of classroom behavior norms and emphasizes fairness, equity, and the dignity of all members of the classroom community. Clear expectations for student behavior and careful work on the teacher's part to teach productive behavior to students, reward it, and strategically redirect off-task behavior will help create classrooms that are engaging learning environments for all.<br>2. Understand the features of well designed assessments. Some assessments (particularly standardized testing and multiple-choice tests) are designed with a specific measure in mind, but what is measured differs greatly from what was intended. This happens when assessments are designed that are disconnected from the students' lives and experiences. In attempts to standardize data and make tests impartial, some assessments fail as a tool | The unit incorporates all levels of Bloom's Taxonomy |

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| learning focused, inclusive, and accountable learning environment.<br>2. what an authentic assessment is, as they are defined by backwards design expert Grant Wiggins.<br>3. A variety of forms of data can be drawn from students' academic performance and behavior.<br>4. Teachers are lifelong learners, a quality they want to impart on their students as well.<br>5. Skilled teachers know how to help students deeply explore content.<br>6. Teachers pose questions that provoke students to share their thinking to evaluate understanding, guide | of measurement. Students will instead explore the concept of authentic assessments, which help teachers cut through some of the design issues of the testing/accountability system to truly understand what students know and what they need.<br>3. Understand how to identify relevant or illuminating data, as well as how to use that data to guide their next steps for shaping future instruction. Rising educators will examine how to build these skills and apply them to their teaching practice.<br>4. Understand that teachers are also continuing to learn more about their practice to analyze the effectiveness and impact on student learning. Teachers may analyze their instruction independently or with colleagues to reflect and make changes as needed to their skills and mindsets as educators. Rising educators will engage with a variety of practices that allow a teacher to reflect on their instruction and grow from these moments.<br>5. Understand that teachers must be well-versed as models in peeling back layers of topics to seek connections and deeper truths. Rising educators will practice thinking critically about issues to sharpen their abilities to support students' deeper learning.<br>6. Understand that to do this effectively a teacher draws out a student's thinking through carefully chosen questions and tasks and considers alternative interpretations. Rising educators will examine how they can incorporate this into their teaching practice.<br>7. Understand that skilled educators facilitate thoughtful peer conversations and student-driven inquiry, and they make it a main component of their teaching craft, a lesson that rising educators learned in the Year 1 lesson Collaborative Planning. In this lesson, rising educators will take their understanding of cooperation and collaborative learning to create activities and an environment where their students can do this effectively.<br>8. Understand that Social media allows misinformation and propaganda to spread rapidly. Additionally, the use of the internet for seeking information makes discernment increasingly important, given the openness of the internet as a medium; anyone can make a professional looking website and post information to a public audience. Therefore, it is critical for everyone in society to be media literate information consumers. This lesson will focus on defining and establishing a purpose for media literacy, providing some information on how to be media literate, and a portion on propaganda | |

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| instructional decisions, and surface ideas that will benefit others.<br>7. Collaborative and cooperative learning emphasizes meaningful small group interactions among students.<br>8. Media literacy is an important skill for individuals to become accurately informed on any topic, and it is an increasingly important discipline to protect our democracy from misinformation. Information is no longer gatekept by major news networks. | | |

**Big Idea and Essential Questions**

- **Big Ideas:** Policy and politics wield significant influence over schools and how they operate. Rising Educators will examine how education policy shapes what happens in a school and explore how governing structures, such as school boards, and their own school organizations shape local education policy and education in this country and in their district. Students interested in education will find that being an effective educator comes with experience and reflection. It's important to look back at their own instruction, make adjustments, and be on the lookout for new strategies or perspectives such as research-backed initiatives or from their own teacher mentors. In this unit, students will revisit and expand their knowledge around topics like classroom management and assessments, as well as focus on engaging their students and in turn, learn more about their own teaching.
    - Classroom Management Advanced Topics
    - Assessments Advanced Topics
    - Using Data to Inform Instruction
    - Analyzing Instruction for the Purpose of Improving It
    - Critical Thinking: Relating to Students' Experience
    - Eliciting and Interpreting Individual Students' Experience
    - Cooperative and Collaborative Learning
    - Media Literacy

- **Essential Questions**
    - Classroom Management Advanced Topics
        - What is classroom management and how can it be used to create a dynamic, productive, safe, and supportive learning environment?
        - What are the methods for determining and defining productive student behavior?
        - What are strategies for responding to student behavioral issues using values-based behavior management?
    - Assessments: Advanced Topics
        - What is authentic assessment?
        - What are the design features of authentic assessments?
        - What are the opportunities and challenges of assessments in education?
    - Using Data to Inform Instruction
        - What is data? How does it compare to assessments?
        - What role can data play in teaching and learning?
        - How do teachers gather and use data?
    - Analyze Instruction for the Purpose of Improving It:
        - What are self-selected areas a teacher may actively want to improve upon (differentiation, public speaking, eliminating bias, etc.)?

        - How do you analyze patterns of practice including how the teacher interacts with students, the learning environment design, and work with other teachers?
        - What are steps teachers can take to analyze, reflect on, and improve their practice?
        - How can teachers use student data to analyze their own practice?
    - Critical Thinking: Relating to Student Experience
        - What are the five steps to critical thinking? How do I apply the five steps of critical thinking to information?
        - What are the six levels of Bloom's taxonomy and how can the taxonomy be used to break down the cognitive nature and complexity of given tasks?
        - How can you demonstrate a commitment to openness and honesty when reflecting on experiences and perspectives?
    - Eliciting and Interpreting Individual Student Thinking:
        - Why do accomplished teachers engage students and learn to interpret their thinking?
        - What types of questions should teachers ask students to encourage them to share their thoughts?
        - What techniques are good for eliciting and interpreting individual students' thinking?
    - Cooperative and Collaborative Learning
        - What are the benefits of collaboration in the classroom?
        - What are the characteristics of effective collaboration and cooperative learning?
        - What are the steps and strategies for orchestrating collaboration and cooperative learning opportunities for students?
    - Media Literacy:
        - What is media literacy, and why is media literacy important to current students, rising educators, and teachers?
        - Why is it important to consider different and multiple perspectives while seeking new knowledge?
        - How do we find relevant, reliable, and quality information?
        - What is propaganda? How do we recognize propaganda?

**Part 3 – Common Unit Assessments**

Clinical Experience Two: *Observing Fieldwork*

- Rising educators hone their understanding of the complexities of teaching and learning through focused observations across elementary, middle, and secondary classroom settings.

Teacher Generated Summative Assessment (can change based on needs of students)

- Thinking Journal that reflects on unit questions of inquiry.
- A Lesson Plan that has a focus on students doing a simulation of effective teaching.

**Part 4 – Common/Assured Learning Experiences**

National Activities:

- Check out articles on high-interest topics in the EdRising Membership Portal
- Plan for national competitions
- Consider submitting a proposal for students to lead a breakout session at the Educators Rising National Conference or at state/regional conference.

Classroom Management Advanced Topics:

- Notes on what is classroom management
- Notes on why effective classroom management is important
- Look at the difference between productive and disruptive student behavior
- Understand student Misbehavior
- Understand various classroom management styles: values based, safe, supportive environment
- Lesson on when to use accountable talk and how to implement it.
- Watch the following video from this teacher's first grade ELA lesson on differentiating non-fiction from fiction. As you are watching, consider the following questions:
    1. How is this classroom organized to encourage a safe, supportive environment?
    2. What strategies does this teacher use to check for student understanding?
    3. What procedure or guidelines does the teacher use to transition from the whole group carpet lesson to groups?
    4. What small group expectations does the teacher review for students?
    5. What else did you notice about this teacher's classroom management?
- Take notes on strategies for inclusivity with turn and talk activity
- Take notes on strategies to implement restorative approaches
- Jigsaw common classroom management plans:
    - Get into groups of 3.
    - Read the article "The Dance of Elementary School Classroom Management" that discusses common dilemmas and then provides solutions to those dilemmas.
    - Each group member picks two dilemmas and their solutions to teach to the other group members.
    - Complete the graphic organizer in your notes with what you learn.
    -

- Take notes on surface management strategies
- Student Activity: using the chart create a classroom management plan
- Formative Assessment: Everyday in your 3rd grade class, you do small group reading lesson with the five lowest level readers at the reading table. One student, Evelyn, is always the last one to sit down. She often "forgets" the book and has to go back to her desk and look for it. Then she doesn't participate or participates in a way that is distracting. Sometimes you spend almost the entire 25 minutes of what should be a focused reading lesson asking her to stay on task.
- You have been consistent with your consequences; you give a reminder of the rule: "to be prepared for learning." Then, when she refuses to participate, she is asked to sit in the "reset" corner with another reminder that "following directions" is another classroom rule. When that doesn't work, you call home. She may behave for one or two days after the call home, but then the disruptive behavior begins again.
- **Exasperated, you go to your teaching coach, who cryptically tells you to think about things you can do to change the situation. What do you come up with?**

Assessments: Advanced Topics

- Think pair share notes on what is an assessment
- Take notes on assessment vs testing
- Take notes on how teachers use data
- Complete activity on Design Features of Authentic Assessment:
    - Split into pairs in a group of four, reading will be divided by section. After reading students will share what they read with their small groups
- Article Debrief: In paris of four, students will make a poster about authentic assessment that includes the following
    - a slogan for authentic assessments
    - characteristics
    - examples
    - Gallery walk to other group posters when completed.
- Take additional notes on authentic assessment characteristics
- Look at various assessment examples and determine if it is an authentic assessment
- Formative Assessment: students look at a standard and design an authentic assessment to fit that standard

Using Data to Inform Instruction

- Understand the definition of "data"
- Chalk Talk: think about the selected quote and write your thoughts around it, each person will participate, then respond to another's idea.
- Take notes on how assessments can provide teacher's data
- Look at statistics of data in the classroom
- In groups of 4, you are going to read the article "Toward more effective data use in teaching" by Joseph P. McDonald.
    - **1st person reads:** Intro + "Two kinds of data"
    - **2nd person reads**: Intro + Using data in the moment"
    - **3rd person reads:** Intro + "Components of a school-based approach to using data"
    - **4th person reads:** Intro + "Handing the keys over to the kids"

        - Once all of you have read your sections, come together and teach each other about what you read.
- Take notes on "hypothesis"
- Take notes on "data in real time"
- Teacher in practice: review the video Developing an Understanding of Opposition in Bowling (Grade 2), in small groups. Discuss the following with your group:
    - How did the teacher assess student learning and their understanding?
    - What was the teacher assessing?
    - What did the teacher learn about students and their understanding?
    - What did the teacher do as a result of her discoveries?
    - What do you think the teacher's next steps should be?
- Formative Assessment: How can teachers and students use data to help students reach classroom goals?
    - Think about your own data that has been collected in the past. How do you think this influenced your teacher's approach to your learning?

Analyze Instruction for the Purpose of Improving It:

- Take notes on reflection in the classroom
- Look at a sample reflection evaluation
- Video Analysis: Watch the following video of a math teacher discussing social media trends with her students: Exploring Real-World Scenarios of Algebraic Functions – Grades 10 & 11
    - While you are watching, look for the following:
        - Student engagement
        - Classroom management
        - Questioning strategies
        - Teacher-student interactions
- Take notes on how to analyze instruction
    - Method One: Filming Yourself
    - Method Two: Peer Review
    - Method Three: Reflecting the Moment
- Article Reading: In groups of 4, you are going to read the article "*Learning on the job: Teacher evaluation can foster real growth*" by Gary W. Ritter and Joshua H. Barnett
    - **1st person reads:** Intro + "*Finding #1: Business-as-usual fails*"
    - **2nd person reads:** Intro + "*Finding #2: Evaluation can provide a focus for professional development*"
    - **3rd person reads:** Intro + "*Finding #3: Meaningful evaluation creates a space for meaningful feedback*"
    - **4th person reads:** Intro + "*Finding #4: Teachers revealed an appetite for evaluation*"
        - Take notes as you read so you can share key details from your section with your group members.
- Take notes on "Action Research"
- Take notes on "Steps to Process Data"
- Coding Practice looking at a student interview and discuss your approach with a partner

- Formative Assessment: Now that you know more about data sources in your classroom: How will you use data collection and analysis to guide your instruction?

Critical Thinking: Relating to Student Experience

- Class discussion on what critical thinking is
- Take notes on five steps to critical thinking
- Take notes on critical thinking strategy
- Discuss Applied Critical Thinking
- Read through the following articles in groups and fill out the five steps to critical thinking.
  - *Is Homework Working?* By Lisa Mangione
  - *BACKTALK: Don't Eliminate Homework. Make it More Effective.* By Neil T. Heffernan
  - What would students do if they did not do their homeowork? By Dorothy Suskind
- Take notes on Bloom's Taxonomy
- Understand the difference between fact and opinion
- Opinion Spectrum Activity: Ground Rules
- Group Discussion:
  - How did you feel when choosing to agree or disagree with the statements?
  - Why do you think some people feel so strongly about their beliefs?
  - Why do you think it is important to question our beliefs or think critically about them?
  - Is it possible to have an open mind when it comes to opinions? Why or why not?
  - Did your opinion change during any of the discussions? If so, how and why?
  - If you were particularly divided on a prompt, where would you go to seek additional information? Why?
- Formative Assessment: Fill in the blanks
  - Fill in the blanks:
  - When I hear "critical thinking" I think about _____.
  - In my opinion, the purpose of using Bloom's Taxonomy to evaluate a students' critical thinking skills is to _____.
  - 3 ways I can improve my own critical thinking skills in my personal life include _____.

Eliciting and Interpreting Individual Student Thinking:

- Using a KWL chart, jot down what you already know about the topic: Eliciting and Interpreting Student Thinking.
- Discuss strategies teachers can use to deepen student listening skills
- Take notes on active listening
- Activity Challenge:
  - Select a moderator, the rest of the group will tell a story.
  - Each member must add on at least one point to the story. Start with something broad that can be taken in any direction (e.g., I went on a trip to... My dog had the best adventure..., etc.).
  - The moderator will add the closing line or conclusion to the story after time has expired.

- Take notes on mindmapping
- Video Example:
    - Watch the first 5 minutes of the video Capitalizing on Decoding Strategies to Support Students' Comprehension of "The Mask Makers"- Grade 3".
    - Identify moments when teachers interpret student responses or thinking.
    - Examples may include open ended questions, repeated prompts, restating, pausing, think time, wait time, positive reinforcement, and clear instructions.
- Take notes on depth of knowledge level one, level two, level three, level four
- Take notes on learning strategies: Go around, hot seat, big questions small answers, agree-build-challenge.
- Formative Assessment: Complete the KWL chart from the start of the lesson.
    - What lingering questions do you still have?
    - What strategies did you learn about?
    - What were other takeaways you had from this section of the lesson?

Cooperative and Collaborative Learning:

- Turn and Talk about what the traditional classroom looks like
- Take notes on the traditional classroom
- Turn and Talk about the cooperative and collaborative learning
- Take notes on cooperative and collaborative learning
- Article review using De Bono's Hats:
    - Read a section of the article from author Dr. Mehta. The section is called "For Learning Communities – a New Social Commitment."
    - You will read out individually but share out in a small group. Each person in your group will wear a different colored "hat" as they read to themselves.
    - For example, if you are the yellow hat, you will want to look for **positives** about collaboration/ cooperation in the article.
    - Record notes from your reading of the article on your worksheet, then share out in your group in the order listed.
    - Debrief
- Take notes on collaboration and why it is essential
- Discuss feelings about group work
- Take notes on the transition from traditional to cooperative learning
- Take notes on the characteristics of effective collaboration
- Article Debrief: read an assigned portion of an article from Timothy Quinn on effective collaboration.
- Create a mind map that demonstrates your understanding of cooperative learning and collaboration
- Practice executing collaboration:
    - Plan an activity to introduce collaboration in the classroom.
    - Utilize the standard provided on your notes or select your own.
    - Complete the graphic organizer on your handout.
    - Be sure to include one structured opportunity for collaboration in the classroom.

- Formative Assessment: Author Timothy Quinn states, "Assigning group work is very different than teaching collaborative skills."
    - What is the difference?
    - What is the difference between assigning group work, and teaching collaborative skills?
    - What must teachers do differently to teach effective collaboration?

Media Literacy:

- Define the word "Mass Media" and discuss in small groups, then share out
- Take notes on "what is media literacy"?
- Take notes on "misinformation"
- Why Media Literacy Matters: Read through the first page of the Highlighted and Underlined article.
    - Write down: three feelings, two takeaways, and one question.
- Take notes on "what is digital citizenship?"
- Becoming Expert Information Seekers: Read page 36-37 of the article, "Literacy instruction for life online" (read up to "Alarm bells should ring"). In your notes, record the five suggestions for being an expert information seeker.
- Take notes on "how to become and expert information seeker"
- Take notes on "confirmation bias"
- Take notes on "Media Literacy and Websites"
- Media Literacy Activity:
    - Pick a topic that you will need to know more about in the future – it can be related to teaching, another field of study, or a current project you are working on.
    - Create a web/mind-map to plan how you would find credible information on the topic.
- Take notes on "what is propaganda" and how to identify and understand it
- Produce Propaganda Activity: Design a piece of propaganda. Think about something you might try to convince someone to do or how you want people to change their behavior. For Example - If you want teachers to stop assigning homework.
- Formative Assessment: Complete a venn diagram for why media literacy matters to you as a student and as an educator.

| Part 1 - Unit/Theme/Concept<br><br>**Unit Three: All Means All** | | | |
|---|---|---|---|
| **Grade:**<br>11-12 | **Subject:**<br>Education Career Cluster | **Course:**<br>Educators Rising Year Two | **Length of Unit:**<br>(# of weeks)<br>Quarter Two: Two Weeks<br>Quarter Three: Four Weeks |

| Common Core State Standards |
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| Supporting Standards<br><br>Educator Rising Standards<br><br>15. Standard One: Understanding the Profession<br>*Rising Educators learn about the profession to explore career opportunities, develop skills they need, and make informed decisions about pathways to accomplished teaching.*<br><br>16. Standard Two: Learning About Rising Educators<br>*Rising Educators learn about themselves and their students for the purpose of building relationships and supporting student development.*<br><br>17. Standard Three: Building Content Knowledge<br>*Rising educators learn how to build content knowledge for the purpose of creating relevant learning opportunities for their students.*<br><br>18. Standard Four: Engaging in Responsive Planning<br>*Rising Educators learn how to respond to students' needs through thoughtful planning.*<br><br>19. Standard Five: Implementing Instruction<br>*Rising Educators learn effective instructional strategies to engage students and promote learning.*<br><br>20. Standard Six: Using Assessments and Data<br>*Rising Educators learn to use assessments and interpret data for the purpose of making decisions that will advance teaching and learning.*<br><br>21. Standard Seven: Engaging in Reflective Practice<br>*Rising Educators learn how reflective practice enables them to advance students' learning and grow professionally.* |
| Connecticut State Standards |

| Part 2 – Standards | | |
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| **Key (GLE) Content Knowledge and Concepts/Skills** | | **Bloom's Taxonomy Levels** Creating, Evaluating, Analyzing, Applying, Understanding and Remembering |
| The students will know:<br>1. Children facing trauma need and deserve specialized support and appropriate teaching methods.<br>2. Preventing and stopping bullying behavior is an essential aspect of effective teaching for all students.<br>3. Gifted education both from the student perspective of being identified as gifted and the teacher perspective of teaching these students.<br>4. personalized learning is the concept of | The students will be able to:<br>1. understand how to advocate for students facing trauma, as well as how to identify and implement effective classroom practices for supporting their students. Rising educators will explore strategies and make plans for how to support students and what other resources a teacher can use in and out of their classrooms. Working with the school counselor, keeping clear communication with the child's parent/guardian, and seeking mentorship from others are all tools that can help the students and teachers navigate this in their classroom.<br>2. Know successful practices for understanding the underlying causes and consequences of bullying, as well as how to prevent and stop bullying among students and others.<br>3. Understand that Gifted education is meant to support students who demonstrate a higher level of performance than their peers. Rising educators will define what gifted education is, explore how students are identified as gifted, and the strategies teachers use to teach to this population.<br>4. Getting to know the student's interests, strengths, and weaknesses will help with personalized learning. Rising educators will explore personalized learning, its different interpretations, and its impact on student learning<br>5. While many students returned to in-person classes, distance learning is still used in some areas. Rising educators will explore what distance learning is, its challenges, the possible benefits, and how best to incorporate teaching strategies that ensure active participation and learning is taking place, regardless of the environment | The unit incorporates all levels of Bloom's Taxonomy |

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| mapping out an individual student's needs and prior knowledge to develop optimal learning plan for the student to learn best.<br>5. Teachers have incorporated distance learning in a variety of ways throughout periods when access to a physical school environment was not always possible. | | |

**Big Idea and Essential Questions**

- **Big Ideas:** It's clear that students enter a classroom as their whole selves. This is important for teachers to consider when seeking to build relationships, and community, and ensure students are getting support in a more holistic way. In this unit, rising educators will explore topics like supporting students facing trauma and working with varying levels of student academic needs to get a breadth of factors that impact students' academics, mental health, and how they show up in the classroom.
    - Supporting Students Facing Trauma
    - Anti-Bullying Strategies
    - Gifted Learning and Teaching
    - Personalized Learning
    - Distance Learning

- **Essential Questions**
  - Supporting Students Facing Trauma
    - How is trauma defined and what are some symptoms?
    - What are the ways trauma affects student behavior and learning in the classroom?
    - What are strategies to support learners who experience trauma or traumatic events?
  - Anti-Bullying Strategies
    - What are the major types of bullying and the detrimental effects of bullying?
    - What are some strategies for preventing bullying that occurs inside or outside of the classroom?
    - How can teachers foster a safe and supportive school culture to strengthen student relationships?
  - Gifted Learning and Teaching
    - What does "gifted and talented" mean?
    - What is the placement process for students identified as gifted and talented?
    - In what ways does gifted education promote equity and/or inequity?
    - What are potential challenges for gifted learners?
    - What are best practices related to gifted teaching?
  - Personalized Learning:
    - What is personalized learning?
    - What are strategies used to implement personalized learning?
    - How does personalized learning compare to differentiation?
    - What are the benefits and challenges to personalized learning?
    - How can teachers implement personalized learning equitably and with an anti-bias lens?
  - Distance Learning:
    - What are the opportunities and challenges of distance learning?
    - What are some strategies for effective distance teaching? How can such courses be designed for equity?
    - What does an online lesson plan look like?
    - How does distance learning affect students and teachers?
  - Special Education Advanced Topics

**Part 3 – Common Unit Assessments**

Clinical Experience Three: *Assisting*

- Rising Educators assist in a learning environment (early childhood education, local school, or after school community organization) to provide targeted support to individuals or small groups of rising educators

Teacher Generated Summative Assessment (can change based on needs of students)

- Thinking Journal that reflects on unit questions of inquiry.
- Anti-bias instruction micro credential
- Lesson Plan with a focus on ensuring understanding of anti-bias instruction

**Part 4 – Common/Assured Learning Experiences**

National Activities:

- Check out articles on high-interest topics in the EdRising Membership Portal
- Plan for national competitions
- Consider submitting a proposal for students to lead a breakout session at the Educators Rising National Conference or at state/regional conference.

Supporting Students Facing Trauma:

- Write, pair, share what you know about trauma
- Take notes on "what is trauma"?
- Take notes on "types of trauma"
- Explore examples of trauma causing events
- Take notes on ACE (Adverse Childhood Experience)
- Student Activity: Research Question: What are some strategies to develop resilience in children?
    - Work either in pairs or alone.
    - Find at least three different sources discussing strategies and/or interventions that can help with child traumatic stress, trauma, and/or ACE's and read them.
    - Write a list of 3-5 strategies or interventions to share with the class.
- Take notes on "common behaviors of individuals who have experienced trauma: all ages
- Reflection: Turn and talk
    - Why might it be difficult to recognize when older students are suffering from traumatic stress?
    - What were some responses that surprised you? Why?
    - How does knowing common behaviors exhibited by different age groups help a teacher better identify students who may have experienced trauma?

- Identify the difference between ADHD and Trauma
- Student Activity: Read the article "Trauma and Learning in America's Classrooms".
    - Answer the following questions:
        - How does Michael's behavior change?
        - What is the traumatic event that his behavior is linked to?
        - Why are students often "too scared to learn?"
        - How does stress affect the brain?
        - How does Ms. Jones change her approach to Michael?
        - What does the author argue that schools must do to support teachers?
        - How do teachers create a network of support for their students and for themselves?
- Take notes on "trauma informed teaching"
- Take notes on "avoiding retraumatization"
- Take notes on "building relationships with and among students, implementing a pedagogy that supports diverse learners, and teacher self care
- Student Activity: Read the article "Building positive relationships with students struggling with mental health. "
    - Starting on page 58, the author discusses specific strategies for each of the categories below.
    - After reading, fill out the graphic organizer in your guided notes about the specific intervention strategies that are recommended for each category as well as one we have learned over the course of the lesson.
- Formative Assessment: Your teaching colleague, Mr. Romero, missed the professional development on trauma informed teaching.
    - To help him out, you are going to write an explanation of what it means with at least two examples of strategies he can use in his classrooms.

Anti-Bullying Strategies:

- Think about the question:what is bullying?
- Take notes on "what is bullying?"
- Take notes on "four types of bullying"
- Take notes on "detrimental effects of bullying"
- Article Activity: Please read the first section of the following article - "What Educators Need to Know About Bullying."
    - Focus on the 6 Myths about bullying.
- Take notes on "top strategies for intervening in a bullying situation"
- Article Activity: Please read the first section of the following article - "Interrupting the Cycle of Bullying and Victimization in the Elementary Classroom."
    - Place special focus on the sections: *Gathering Data, The Action Plan,* and *Assessment.*
- Take notes on "positive intervention tactics"
- Look at bullying scenarios and determine if bullying is or isn't present
- Take notes on "bullying prevention"
- Take notes on "demonstrating respect"
- Take notes on "anti-bullying pledge"

- Group Discussion:
    - What makes a school culture safe and supportive?
    - How can relationships be strengthened within a school community?
    - What are some strategies that can be used to prevent bullying in the classroom?
    - Why may some students engage in bullying behavior?
    - How can teachers intervene when they suspect bullying is happening?

Gifted Learning and Teaching:

- Take notes on "gifted learning"
- Take notes on "attributes of gifted learners"
- Take notes on "why is gifted learning important"
- What does gifted learning involve?
- Article Reading: Individually, you are each going to read the article titled *A call to reframe gifted education as maximizing learning* by Dante D. Dickson (2021).
    - Questions to discuss:
        - How should gifted students be identified (by national level, state, or local level)?
        - Is screening for gifted learning an equitable practice?
        - What type of services can schools offer gifted students?
- Activity: Access to gifted learning programs across the country vary by state and district laws. Take time to go online and search what the laws are in your state or district and see what programs they do or do not have in place.
    - Is your school supporting gifted learners?
    - What more could they be doing?
- Take notes on "diversity of giftedness"
- Take notes on "bias in gifted learners"
- Take notes on "inequities in access to gifted screenings"
- Moves Toward Equity Example
- Take notes on "twice exceptionalism"
- Take notes on "best practices for gifted learners: acceleration, curriculum compacting, grouping, student choice, pull out/specialized learning, teacher training, including service counselors, "
- Take notes on challenges
- Look at scenario with group and discuss: Assata, a 11th grader in your English class, has been identified as a gifted learner, but is taking all regular classes as the school does not offer gifted programs. She is finding that the lack of motivation academically as well as conflict with peers during group work is creating a lot of stress for her. She comes to you for help. What do you do?

- Formative Assessment: Write a short paragraph in response to this quote. After learning about gifted learning, what does this mean to you?

Personalized Learning:

- Think – Pair – Share: Why do you think students are grouped together in school by their ages? Do you think they should be grouped differently, if so, why?
- Take notes on "what is personalized learning"?
- Student Activity: You will form a group of three to read the article, "Personalized Learning for Every Student Every Day." Each student will read the introduction.Discussion questions:
    - How did the school and learning compare to traditional schooling?
    - What change did the school or district make to personalize learning? Why did they do this?
    - What was the role of the teacher in delivering instruction?
- Brainstorm: how do students learn in the classroom?
- Take notes on "blended learning"
- Take notes on "competence based learning"
- Take notes on "playlists"
- Take notes on "differentiation"
- Identify the difference between differentiation and personalized learning
- Benefits of personalized learning
- Challenges of personalized learning: Personalized learning is sometimes referred to as "competency education" because of the focus on mastery as a marker for progressing through curriculum. However, type of instruction raises equity issues.
    1. Read the article "Competency education offers promise and peril for students" about competency education.
    2. Record benefits and disadvantages from the article in your notes.
- Look at real examples and discuss with groups and share out with class.
- Equity and Bias issues in personalized learning
- Student Activity: personalizing a lesson
    - Click on the video and scroll to "Inspiring Participation in Government Through a Voting Rights and Responsibilities Debate." Watch first 2:00, then discuss.
- Formative Assessment: Complete the Venn diagram comparing personalized learning versus the learning you are used to. What is similar? What is different?

Distance Learning:

- A brief history of distance learning
- Review and take notes on "types of distance learning"
- Distance learning platforms
- Take notes on advantages and disadvantages of distance learning
- Look at examples of distance learning and determine if they are student centered
- Take notes on best practices in distance learning
    - How to build relationships in distance learning
    - Follow the 30/70 rule
    - Make sure learning platform is organized and manageable
    - Incorporate different learning modalities
- Video Assessment: Watch the first six minutes of the video below – think about how you might transition this lesson to a virtual format. Come up with one way you would accommodate different modalities, and one change you would make to implement the 30:70 rule?
- Universal Design for Learning Assessment
- Distance Learning Mind Map
- Student Simulation: Distance Learning
    - The middle school you work at is experimenting with distance learning. Students will now work from home on Fridays. As the teacher, it is your job to create a lesson that should take them 45 minutes or about 1 class period to complete.
        1. You can choose whether you want it to be synchronous, asynchronous, or hybrid.
        2. Then decide on 2 possible learning objectives (you can decide the specific grade and subject).
        3. Finally, decide on how students will learn this objective. You will need to provide:
            - Lecture content incorporating two different online resources
            - A learning activity/task
            - A link to a resource students could use
            - A formative Assessment
- Student Activity Part Two: Pair up with one of your peers. Review each other's lesson plan for your distance learning using the universal design guidelines as well as any of the best practices from this lesson. Use these questions to guide your discussion:
    - Does it use different learning modalities (VARK)? What are they?
    - If there are videos, do they include closed captions and/or a transcript?
    - Do students have a choice in how they express themselves? If so, how?
    - Are students active for 70% of the lesson?
- Formative Assessment: What are three strategies for making distance learning more equitable and accessible?

**Part 1 - Unit/Theme/Concept**

| Unit Four: School Systems and Evolution of the Teaching Profession | | | |
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| **Grade:**<br>11-12 | **Subject:**<br>Education Career Cluster | **Course:**<br>Educators Rising Year Two | **Length of Unit:**<br>(# of weeks)<br>Quarter Three: Four Weeks |

| Common Core State Standards |
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| Supporting Standards<br><br>Educator Rising Standards<br><br>22. Standard One: Understanding the Profession<br>*Rising Educators learn about the profession to explore career opportunities, develop skills they need, and make informed decisions about pathways to accomplished teaching.*<br><br>23. Standard Two: Learning About Rising Educators<br>*Rising Educators learn about themselves and their students for the purpose of building relationships and supporting student development.*<br><br>24. Standard Three: Building Content Knowledge<br>*Rising educators learn how to build content knowledge for the purpose of creating relevant learning opportunities for their students.*<br><br>25. Standard Four: Engaging in Responsive Planning<br>*Rising Educators learn how to respond to students' needs through thoughtful planning.*<br><br>26. Standard Five: Implementing Instruction<br>*Rising Educators learn effective instructional strategies to engage students and promote learning.*<br><br>27. Standard Six: Using Assessments and Data<br>*Rising Educators learn to use assessments and interpret data for the purpose of making decisions that will advance teaching and learning.*<br><br>28. Standard Seven: Engaging in Reflective Practice<br>*Rising Educators learn how reflective practice enables them to advance students' learning and grow professionally.* |
| Connecticut State Standards |

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

| | | |
|---|---|---|
| | | Creating, Evaluating, Analyzing, Applying, Understanding and Remembering |
| The students will know:<br><br>1. the role of teachers in society.<br>2. an overview of the concept of teaching effectiveness<br>3. types of schools found in the United States and their funding sources.<br>4. Teachers are an integral part of not only maintaining such an environment but also advocating for the resources, mindsets, and approaches needed to prepare students to maintain those same basic tenets of inclusivity, safety, and development as | The students will be able to:<br>1. Look at changes to schools and how that has shaped the profession. This lesson also includes information on the contributions of teachers and their value to society. To fully realize and maintain the impact teachers have on society, the role needs additional support. So, the lesson also touches on basic supports, as well as the concept of professionalization. The expanding and dynamic role of a teacher in society is not sustainable without adequate support.<br>2. Explore the idea of effectiveness through technical definitions from the National Board for Professional Teaching Standards, through the eyes of effective teachers, and through the opinions of the students themselves. Rising educators will also consider teacher leadership as it connects to teaching effectiveness, as it is a logical next step for effective teachers. As teacher leaders, effective educators step up as mentors, advocates, and collaborators with teams and across the building and district.<br>3. Have an awareness of the variety of school types available to students, a general understanding of funding sources, and a birds-eye view of school choice in the U.S., including why it is such an important topic of discussion.<br>4. Explore what social justice means in the context of education to better understand what mindsets, practices, and what kind of impact they can have as advocates for themselves, the profession, and their students. | The unit incorporates all levels of Bloom's Taxonomy |

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| they work to create more equitable opportunities for themselves, their communities, and their future students. | | |

**Big Idea and Essential Questions**

- **Big Ideas:** From moving to small school rooms, to the explosion of internet resources, to more distance learning, teachers have always been adaptable to the changes and continue to offer students a quality education. In this unit, rising educators will get a brief overview of how the role of an educator has evolved, the perceptions around education over time, as well as the changes in the schools themselves. It is important to remember that both teachers and schools exist within the students' own communities so all this change has come from the changes in the community, and this is an aspect that teachers in the future should still continue to learn from and grow with.
    - Valuing and Supporting the Role of Teachers in Society
    - Profiles of Effective Educators
    - Types of Schools
    - Supporting Social Justice in your Community

- **Essential Questions**
    - Valuing and Supporting the Role of Teachers in Society
        - How have the roles teachers play changed to reflect the changing needs of our society? How have the roles remained the same?
        - How has the value of teachers' contributions been acknowledged, celebrated, or used in areas of advocacy?
        - What does it mean to be a teacher today? What support do teachers need?
    - Profiles of Effective Educators:
        - What are the characteristics of highly effective professional educators?
        - What are some pathways to excellence in the profession?
        - What are the roles of highly effective educators in the school and community?
        - What expectations should I have for myself as an educator? What will success look, and sound like for me?

- Types of Schools and Funding
  - What are the different types of school systems and how does the federal government and other sources fund them?
  - What are the challenges, barriers, and unjust practices in school choice, separation of school districts, school quality, and school accountability?
  - What factors affect school choice and what are the predominant perspectives on school choice?
- Supporting Social Justice in your Community
  - What is social justice? What are some examples of social justice issues?
  - How does implicit bias influence both teachers and students?
  - How do social justice issues affect students and education?
  - How can teachers empower students and themselves to address issues of social justice?

**Part 3 – Common Unit Assessments**

Clinical Experience Four: *Teaching Internship*

- Rising Educators work closely under the guidance of a cooperating teacher in a classroom setting to assist with all aspects of instruction and, on occasion, lead lessons.

Project Based Learning:

- Interview one person about the value of teachers to society. This person should not be a teacher at your school, or a student.
- To demonstrate your knowledge of the roles and value of teaching in society, you will **design a monument to teaching**.
  - This can be a national, state or local monument to teaching, or a specific teacher from the past or present worthy of a monument.
  - Your project will be done in small groups.
  - You will include a visual/physical representation of the monument, or written description, as well as an explanation of how your monument connects the value of teaching.
- Social Justice FishBowl: Based on what you've read and your experience, what are some ways discrimination and bias impact the classroom?

- To demonstrate your knowledge of social justice in the field of education, you will read an article about the role of educators in supporting social justice.
    - After you read the article, you will prepare for a discussion on the topic "the role of teachers in supporting social justice."
    - You will share your opinion on the ideas shared in the article, as supported by evidence.
    - Your assessment grade is based on your participation in the **discussion around the article and the topic, "the role of teachers in supporting social justice."**

Teacher Generated Summative Assessment (can change based on needs of students)

- Thinking Journal that reflects on unit questions of inquiry.
- Students composing a sample lesson and unit plans; students conduct teaching and feedback simulations

**Part 4 – Common/Assured Learning Experiences**

National Activities:

- check out articles on high interest topics in the EdRising Membership Portal and use guided discussion questions to delve deeper into the topics.

Valuing and Supporting the Role of Teachers in Society:

- Look at a change in public poll from 1979 to 2010: what are the main things a school has to do to earn an "a"
- Take notes on timeline of school changes
- Independent Reading: Read the linked article just up until "Why the search for panaceas?"
    - As you read, look for 3 examples of changing expectations for schools.
    - Make a T-chart, and record each reform or expectation of schools, and what it hoped to achieve.
    - Debrief
- Create a social identity map for the role of a teacher
- Take notes on "value of being a teacher"
- Take notes on "teachers from history"
- Take notes on "famous education reformers"
- Professionalizing Teaching Article: In groups of three, read "A Snapshot," an article about teaching and professionalization.
    - All members read the intro up until "Preparation and Support."
    - Then each student reads to themselves a different section.
    - Everyone reads the conclusion
    - Each group member takes notes on problems faced by teachers as professionals, and possible improvements.
    - Then share with your group when everyone is done and add to your notes.

- Look at US Public Opinion of Teaching in 2022
- Take notes on "how schools can support teachers"
- Formative Assessment: Mind Map of the value of a teacher
- Project Based Learning Work Days

Profiles of Effective Educators:

- Effective Teaching KWL Chart with groups
- Take notes on "highly effective teaching"
- Take notes on "pathways to success for teachers: Licensure"
- Take notes on "persona"
- Watch a video of the teacher teaching and evaluate for the teacher's persona
- Around the Room Prompts: answer each prompt about teachers as you go around the room
- Take notes on "teacher leadership"
- Take notes on "ethical teaching"
- Look at ethical teaching scenarios
- Take notes on "teacher job descriptions: responsibilities"
- Formative Assessment: How has your understanding of teaching as a profession changed as you learned more about highly effective teachers and their characteristics?

Types of Schools and Funding:

- Take notes on "types of schools"
- Types of Public Schools Jigsaw Activity:
    - Read the article you have been assigned
    - Write down answers to the following:
        - What is the name of the school type you are investigating?
        - What are 2 features of this school type?
        - What is one benefit that students would have from attending this type?
        - Would you want to be an educator at this type of school? Why or why not?
- Name that school type
- Take notes on "types of private schools"
- Take notes on "differences between public and private schools"
- Take notes on "homeschools"
- Look at "public school funding overview chart"
- Activity: What is the government's obligation to fund schools?
    - To answer this question, do the following:
        - Read the article, "Gayr B. Espinoza, and the fight for school funding."
        - Explain the impact of *Gary B. v. Whitmer* on school choice.
        - Explain the impact of *Espinoza v. Montana Dept. of Revenue* on school choice.
        - To "explain the impact" of your assigned court case, start with two steps:

        - Summarize what was truly on trial and the result.
        - Describe how the trial (and the result) changed or impacted how school is approached **today, in our schools.**
        - Write down two "lightbulb" thoughts you have, so far, about school funding.
- Look at "basic state fundings formulas"
- Name that funding formula
- School Choice: A Brief History
- School Choice Reading: Each of you will either read about Vouchers/Charter Schools or Magnet Schools.
    - For Vouchers and Charters, Read pages 15-18 of the article, "The current landscape of school choice in the United States: What we know, and don't know, about vouchers and charter schools."
    - For Magnet schools, Read pages 12-13 in the article, "A broader conception of school choice."
    - Discuss:
        - How do each of these choices support students' rights?
        - How could each further equality and equity?
        - How do these play a role in funding?
- Think, Pair, Share: Do you think the school choice movements such as charter schools, voucher programs, and magnet schools have helped address inequality and inequity in education? Why or why not?
    1. Write down your ideas.
    2. Discuss with a partner
    3. Share your ideas with the class.
- School Choice: perceptions
- Formative Assessment:As a future educator, school choice, funding, and differences in school systems will have an impact on you and your career.
    - Reflect:
        - How might school types impact you as an educator?
        - How would you go about understanding your future school's funding model?
        - Why should a potential educator be aware of these specific programs, and school choice in general?

Supporting Social Justice in your Community:

- KWL Chart for Social Justice
- Take notes on "social justice and its issues"
- Take notes on "equity vs equality"
- Take notes on "Social Justice: obstacles, rights, benefits"
- Social justice and me: Complete an identity chart to begin to identify what social justice issues you value and are interested in.
- Take notes on "Impact of Discrimination and Bias on Students"
- Take notes on "supporting social justice inside and outside the classroom"

- Social Justice Reading Part One: Find a partner
    - Each of you read a different article on social justice issues.
    - Complete the graphic organizer for the "I learned" section, writing down what you learned about **how current social justice issues affect students.**
- Social Justice Reading Part Two: You will then share what you found with your partner, and they with you, to complete the "you learned" column.
    - Finally, you will complete the "we learned," column with commonalities from both readings.
- Take notes on "how teachers can support social justice"
- How to Empower Students Part One:
    - Identity:Students will develop a positive sense of self and their identity, without denying the dignity and humanity of others.Students will explore the idea of culture and identity in relationship to the dominant culture.
    - Diversity: Students will comfortably engage with people who are different and similar to them. Students will respectfully learn about others who are different than them and respond to diversity with respect and empathy
- How to Empower Students Part Two:
    - Justice: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
    - Action: Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice, and speak up with courage and respect
- Formative Assessment: How would you teach students about social justice?
    - Pick one of the social justice domains from the previous slides and briefly how you would teach it.
    - You can either teach to the standards, or you can connect the standards to content areas (ex. Incorporating Justice standards into a lesson on voting rights).
- Project Based Learning Workdays

**Part 1 - Unit/Theme/Concept**

**Unit Five: Exploring Careers in Education**

| Grade: | Subject: | Course: | Length of Unit: |
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| 11-12 | Education Career Cluster | Educators Rising Year Two | (# of weeks)<br>Quarter Four: Ten Weeks |

| Common Core State Standards |
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| Supporting Standards<br><br>Educator Rising Standards<br><br>29. Standard One: Understanding the Profession<br>*Rising Educators learn about the profession to explore career opportunities, develop skills they need, and make informed decisions about pathways to accomplished teaching.*<br><br>30. Standard Two: Learning About Rising Educators<br>*Rising Educators learn about themselves and their students for the purpose of building relationships and supporting student development.*<br><br>31. Standard Three: Building Content Knowledge<br>*Rising educators learn how to build content knowledge for the purpose of creating relevant learning opportunities for their students.*<br><br>32. Standard Four: Engaging in Responsive Planning<br>*Rising Educators learn how to respond to students' needs through thoughtful planning.*<br><br>33. Standard Five: Implementing Instruction<br>*Rising Educators learn effective instructional strategies to engage students and promote learning.*<br><br>34. Standard Six: Using Assessments and Data<br>*Rising Educators learn to use assessments and interpret data for the purpose of making decisions that will advance teaching and learning.*<br><br>35. Standard Seven: Engaging in Reflective Practice<br>*Rising Educators learn how reflective practice enables them to advance students' learning and grow professionally.* |
| Connecticut State Standards |

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

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| | | Understanding and Remembering |
| The students will know:<br>1. a variety of responsibilities to best support student learning.<br>2. The school community is made up of a variety of individuals that work collaboratively to ensure a successful school year.<br>3. As students continue to learn about the various roles in education and at a school site, they will learn more about other roles they may already be familiar with like a guidance counselor as well as roles they may not be familiar with like a media specialist.<br>4. Education has a variety of | The students will be able to:<br>1. focus on learning about the role and responsibilities of a general education teacher. Through their inquiry into what a general education teacher does, rising educators will also explore more specialized fields in the classroom like a special education teacher or a bilingual educator.<br>2. explore the roles of school administrators like principals and deans, the operations team that may include human resources and maintenance, as well as any additional staff like behavioral interventionists and more.<br>3. learn not only about these roles, but they will also have the opportunity to dig deeper on their own as they traverse their education career exploration.<br>4. focus on the policy side of education and learn how the various laws and policies around education are created, their impact, and the potential roles they can play in this process.<br>5. spend time on some broadly applicable concepts (soft skills, resume writing, interview techniques) as well as education-specific topics (tips from novice teachers, pathways to enter the profession, and qualities of an excellent educator). They will spend some time practicing interviewing strategies and reflecting on how their current situation as a high school student can set them up for success in an education career and beyond. | The unit incorporates all levels of Bloom's Taxonomy |

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| career opportunities.<br>5. the skills they need to develop to be a high-quality educator, and the many routes that individuals take to enter the classroom. | | |

**Big Idea and Essential Questions**

- **Big Ideas:** In this Unit, rising educators will get the opportunity to explore a variety of careers in the field of education. There are more opportunities for rising educators to conduct their own research, create presentations, or even shadow someone in the role at their school site or district.
  - Roles in Education: General Education and Specialties
  - Roles in Education: School Administrators & Operations Team
  - Roles in Education: Guidance Counselors, Media Specialists, & Other Support Services
  - Exploring Education Policy: Advocacy, Research, & Other Career Paths
  - How to Get a Job in Education

- **Essential Questions**
  - Roles in Education: General Education and Specialties:
    - What are the roles and responsibilities of a general education teacher?
    - What are the differences in pathways, training, day to day work, and additional responsibilities among the general education teacher and others (special education teacher, etc.).
    - How and with whom does a general education teacher or special education teacher collaborate?
  - Roles in Education: School Administrators & Operations Team:
    - What are the various roles that exist within a school community outside of teaching?
    - What are the pathways to entering these roles and the responsibilities held by these roles?

- How do these roles contribute to student safety, academic success, and overall school culture and operations?

- Roles in Education: Guidance Counselors, Media Specialists, & Other Support Services:
  - What are the various roles that exist within a school community outside of teaching?
  - What are the pathways to entering these roles and the responsibilities held by these roles?
  - How do these roles contribute to student safety, academic success, and overall school culture and operations?
- Exploring Education Policy: Advocacy, Research, & Other Career Paths
  - What are some possible career opportunities in education policy, advocacy and research?
  - What are the opportunities and challenges of these types of roles in education?
  - What are the skills, experience, and education needed to enter a career in education policy, research or advocacy?
- How to Get a Job in Education:
  - What are the skills needed to get a job as an educator?
  - What pathways are available for an individual looking to form a career as an educator?
  - How can I practice concrete skills to help me seek, find, and land a job as an educator?

**Part 3 – Common Unit Assessments**

Clinical Experience Four: *Teaching Internship*

- Rising Educators work closely under the guidance of a cooperating teacher in a classroom setting to assist with all aspects of instruction and, on occasion, lead lessons.

Project Based Learning:

- Portrait of a Teacher: Identify 2-3 roles of modern educators that you are interested in exploring in more depth. Consider which teacher you would like to interview.
- Discuss for Portrait of a teacher: What 2-3 roles of general and/or special education teachers would you like to explore?
- Portrait of a Teacher: Craft 3-5 interview questions related to the roles of modern educators that you are interested in exploring. Identify one teacher that you would like to interview, and email or meet with them to request an interview.
- Portrait of a Teacher: To explore the roles of modern teachers, you will:
    - Interview a teacher about these roles
    - Review responses and choose a common theme or focal point about teacher's roles
    - Write an article about that focal point that synthesizes the information from the interview responses and lesson material
- School support positions: Form groups of 3. Divide up some of the school support positions Research each position to find out the average salary, the degree requirements, and tw0 other qualifications. Based on what you learn, provide one reason why this position is important to school safety and success.
- School Support Positions: In a group of 3 or less, consider the support staff roles you learned about in the lesson this week. Complete a decision-making process to identify which support staff are most integral to the school based on values you identify as a group.Make a list of staff you would prioritize from that list in your staffing recommendations. Research the salaries of the staff you selected and determine the number of staff you can hire with $300,000.
- Support School Staff: Research the impact of a support staff role.Evaluate and identify information relevant to the task.Provide and receive rubric-based feedback.Create a visual that is designed for a viewer to easily learn about the impact of a support staff role.
- Education Policy Careers: To learn more about careers in education policy, research and advocacy, you will investigate a specific career in those fields and create a presentation. Then, you will deliver that presentation to your classmates.
- Timeline to Teaching: Identify your desired field of education and the state you would like to teach in. In tomorrow's lesson, look for the post-high school steps that a student would need to take to become a teacher.
- Timeline to Teaching: To learn about the specific pathways that could be used to enter the field of education, you will:
    - Investigate the steps a person would need to take to become a teacher in your desired field in your state
    - Create an organized, chronological timeline that clearly presents this information to the class for a gallery walk
    - Make a bibliography of your sources

Teacher Generated Summative Assessment (can change based on needs of students)

- Thinking Journal that reflects on unit questions of inquiry.
- Students develop action plan for advancing fairness and equity in a specific context

**Part 4 – Common/Assured Learning Experiences**

National Activities:

- Encourage students to participate in the national student officer selection
- Organize your end of year celebration and order graduation cords.

Roles in Education: General Education and Specialties:

- Think about the following:
  - When you think about your teaching career, what grade would you like to teach? Why?
  - Do you want to focus on a specific subject (ELA, Social Studies, Science, Math, etc.)? Why?
  - Do you want to focus on a particular group of students (special needs, English language learners, gifted)? Why or why not?
- Look at first pathway choice: general education teachers
- Turn and Talk about general education teachers responsibilities
- Take notes on "responsibilities and roles of general education teacher"
- Look at various types of general education teachers
- Look at credentials for the following: Early Education, Elementary Education, Middle School teaching, or Single Subject teaching, Secondary School teaching.
- Student Activity: For this activity, choose one of these credentials to explore. Do some informal research on the credential/age group. Then answer the questions below.
  - Why do you want to work with this age group?
  - Why do you think you will be an effective teacher with this age group?
  - If choosing a single subject credential, how do you think you feel about teaching the same subject 4 -5 times a day?
  - If choosing a multiple subject credential, how do you think you'll feel teaching multiple subjects?
  - What are some of the challenges of working with this age group?
  - What are some of the rewards with this age group?
- Warm-up: What do you think are some of the benefits of being a Special Education Teacher? What might be some of the challenges?
- Take notes on "special education teacher roles and responsibilities"
- Turn and Talk: What do you think are some differences in the roles and responsibilities between a general education teacher and a special education teacher? What are some similarities?
- Take notes on "general education vs special education"
- Look at "types of special education teachers: early childhood, Mild/Moderate/Severe Education Specialists"
- Go over questions to ask yourself when considering special education.
- Look at the role of reading and math interventionists
- Student Activity: For today's activity, you are going to watch the first five minutes of a video taken from a special education classroom called, "Developing Social Skills Through Interactive Game Playing - Grade 2."
  - While there are two students in the classroom, this lesson is targeted for the young man Alex. Think and then respond to the following questions:
    - What do you think are the goals for this lesson?
    - What do you notice about this teacher's teaching methods?

        - How would you describe this teacher?
        - How is this classroom different from a general education classroom?
        - Based on what you have observed, do you think this lesson was successful? Why or why not?
- Student Activity: For this activity, choose one of the specialties mentioned to explore. Do some informal research on the credential/age group. Then answer the questions below.
    - Why do you want to work in this specialty?
    - Why do you think you will be an effective teacher in this role?
    - What are some challenges you foresee in this role?
    - What age group would you like to work with?
    - What are some of the rewards in working in this specialty?
    - What additional questions do you have about this field?
- Time for Project Based Learning Activities

Roles in Education: School Administrators & Operations Team:

- Warm-up: What are some non-teaching positions who still work with students either at your school or at schools in general?
- Look at the" role of administration and their positions"
- Turn and Talk: What are the major responsibilities of a principal? What qualities do you think makes an effective principal?
- Look at "principals roles and responsibilities"
- Look at "vice principal roles and responsibilities"
- Look at "dean of culture"
- Student Activity: Read the article, "Effective Principals in Action " to learn more about the important and changing role of principals.
    - Write down a brief summary of each of the 5 characteristics the article discusses with an example.
    - Create a visual representation of one or more of the principles. You can create a poster, a meme, icons, a short video, or a cartoon.
    - You can work alone or in groups for #3.
- Look at "director of curriculum"
- Look at "director of special education"
- Write, pair, share: Write down what you think each of the following positions is responsible for at a school:
    - Data Manager/Testing Coordinator
    - Operations Manager
    - Front Desk/Office Manager
    - Informational Technology Specialist
- Look at "non-instructional administrative positions: director of operations, education technology specialist, front desk, data manager.
- Who are the support staff? Paraprofessionals. behavior interventionists, occupational therapists.
- Formative Assessments: After five years in the classroom, you decide you want to try a different position at your school. Based on what you learned today, what position are you going to apply for? Why?

Roles in Education: Guidance Counselors, Media Specialists, & Other Support Services:

- Warm-up: When you hear "school librarian," what do you think of? What do you think they do?

- Take notes on "the role of librarians, their training and degrees, career pathways, benefits and salaries"
- Article Reading: In groups of four, read: Why school Librarians Matter: What Years of Research Tell Us (Kachel, Lance, 2018).
    - **1st person reads:** Intro + "Librarians and student achievement"
    - **2nd person reads**: Intro + The work of librarians"
    - **3rd person reads:** Intro + "Leveraging school library programs"
    - **4th person reads:** Intro + "An asset in every school"
- Look at "media specialist responsibilities, training and degrees, benefits"
- Student Activity: For the following activity, students must take the place of a media specialist and educate each other about different classroom technologies.
    - Split into pairs
    - Decide on a website or application that you like to use in school
    - Create a short demo
    - Present it to the class
- Formative Assessment: Reflect and discuss: What are similarities between the position of librarian and media specialist? What are the differences? How does each role contribute to student success and development of skills?
- Look at "school counselor responsibilities, types, training and degrees, and benefits"
- Article Reading: For the next activity, you are going to read part of the following article: How school counselors make a world of difference By Patrick J. O'Connor (2018). Each of you will read the intro (Beginning of the article to the next section which is "The difference school counselors make). Afterwards, you will scroll down to the bottom and read the graphic.
- Formative Assessment: Name 3 things you did not know school counselors are responsible for and write at least one question you still have about counseling.
- Time for Project Based Learning

Exploring Education Policy: Advocacy, Research, & Other Career Paths:

- Education Policy Careers KWL Chart
- Take notes on "education policy and research"
- Take notes on "education policy careers, education research careers, education advocacy careers, project researching careers."
- Complete a career comparison chart
- What is needed for policy and research jobs?
- Take notes on "skills, experience, education needed for policy and research jobs"
- Formative Assessment: How do policy and research careers fit in your future plans?
- Time for Project Based Learning

How to get a job in Education:

- Warm-up: What makes you an excellent candidate to be an educator? Name at least 3 qualities, as if you were adding them to a job application.
- Working with the End in Mind: Read your assigned tip from Eckert (2014).
    - Would you be ready to meet this expectation today?
    - Share with others in the room.

- Once you've heard them all, select one tip that would challenge you the most, and resolve to work towards it!
- Look at two scenarios from two new educators and identify which skills the teachers could use to improve.
- Take notes on "soft skills and how they connect with teacher qualities"
- Early Preparation for career and technical education: Read your assigned article:Option 1: The Past, Present & Future of CTE Option 2: An Opportunity Framework for Career Pathway Programs
  - Pair up with someone who read the other article.
  - Together, answer:
  - What role does CTE play in preparing excellent educators? Other professionals?
  - What skills do CTE courses bolster?
  - Should a potential educator take a CTE course in high school? Why?
- Take notes on "developing teacher qualities"
- Take notes on "demonstrate teacher qualities"
- Read Phelps and Sykes (2020); focus on pages 20-22. Answer the three assessment questions given. Distinguish between the three areas the questions assess (Content Knowledge, Content Knowledge for Teaching, Teaching Skill)
  - How are they different?
  - Why would a preservice teacher need to know the difference?
  - Reflect: why would it be important for a potential teacher to demonstrate any or all of these? How does this relate to Shaw's quote (Pecheone & Whittaker, 2016)?
- Formative Assessment: Reflect:
  - What are your strong "educator" qualities? How have you developed them?
  - What are your weak "educator" qualities? Why are they weak? How can you strengthen them?
  - How do your strong and weak qualities relate to the pathway you have selected?
  - Which step to your dream job do you most need to prepare for? How can you prepare?
- Warm-up: What is your perception of careers in education? Do you know people who agree with your perception? Do you know people who disagree? Would you encourage your peers to pursue careers in the education field? Why or why not?
- Pathways to be an Educator: As an introduction to the many pathways to become an educator, read p. 61 of Starr (2020); focus on the section titled "More than one kind of career."
  - As you read:
    - Locate Starr's (2020) mention of the traditional pathway and the alternative pathway. What are his views?
    - Identify at least one "reimagine" or change that Starr (2020) suggests.
    - Brainstorm one pro and one con to that change.
    - Reflect: Why are there multiple pathways to be an educator? How can that make the educator force more robust and equitable?
- Take notes on "the traditional pathway"
- Take notes on "Non-traditional pathway"

- Student Activity: You are about to complete an activity regarding application of pathways to be an educator. In this activity, you take turns posing as a district recruiter canvasing the local community to find potential new educators. Each person you meet gives you their current story, and your job is to show them how they could enter the education field if they had some interest. Sell it! Above is an example.
- End Goal Teacher Quality: Regardless of pathway, the end goal is to place high-quality teachers in every classroom. There is some debate on what teacher quality entails (Preston, 2020). From Preston's (2020) article, read the section titled "Defining teacher quality" (pp. 6-7).
    - As you read, write down:
        - Two agreed-upon features of a high-quality teacher
        - At least one way that an individual can obtain each of those features from
            - A "traditional" pathway
            - A "non-traditional" pathway
- Take notes on "landing my dream job"
- Take notes on "resume building"
- Take notes on "wading through job postings"
- Look at resume examples, what is missing?
- Take notes on "the interview"
- Prepping for the interview: Read pages 22-23 of Clement (2009).
    - Select a few of Clement's (2009) "Sample Questions" and write down a brief answer for each.
    - Read "More Specific Questions," and direct yourself to any which would apply to the position which would interest you.
    - Pair up with a fellow student. Take turns asking one another questions from the "Sample Questions" list, and giving complete, real and professional responses based on your education and experience to date.
- Time to work on Project Based Learning

## Part 5-Teacher Notes

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

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

When selecting resources, teachers should consider:

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

**Groton Public Schools**
**Curriculum Map**

INTRODUCTION

Course Title: Event and Sports Photography (.5 credit)
Curriculum Area and Grade: Art 10-12

Course Purpose:

This course is designed to introduce students to the art and technical aspects of event and sports photography. Through hands-on assignments, students will develop technical skills in event and sport photography that are directly related to capturing fast-paced action and candid moments, focusing on the interplay between their subject and the event. Students will learn to create compelling visual narratives through the lens, within their school and possibly their community. Emphasis will be placed on practical experience, technical skills, and creative composition. Students will also explore ethical considerations, team collaboration, and portfolio development.

Major Learning Goals and Understandings:

1. Master the fundamentals of sports and event photography, including composition, lighting, storytelling, and action shots.
2. Understand the relationship between athletes, their brands, and community engagement.
3. Develop skills in photo editing and post-production techniques.
4. Develop skills in marketing their work in and out of the studio.
5. Create a portfolio showcasing diverse subjects from local athletic events, performances, and other community events.
6. Learn to work collaboratively with subjects such as athletes and musicians, people and organizations to capture their style and personalities.
7. Understand a foundation for shooting dynamic subjects in a variety of settings.

8. Learn valuable insights into getting those professional level photos at sporting events, music venues, plays, presentations, re-enactments, and many others.
9. Take Fast Action and a well exposed image
10. Understand composition and Framing for action shots, using leading lines and rule of thirds to create visually appealing photos
11. Understand Lighting Techniques: adjusting to various lighting conditions such indoor arena and auditoriums vs outdoor
12. Learn about panning and motion Blur
13. Understand anticipating the action: developing the ability to predict key moments, while keeping the subject in focus
14. Learn the ethical and Legal permission all while working with clients
15. Develop skills to tell stories through imagery
16. Build a portfolio to get clients

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<br>Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks | |
|---|---|
| **1. Photojournalism and Styles**<br>-Truth and Integrity:The responsibility of a photojournalist to present an accurate representation of reality<br>-Sensitivity and Privacy: Ethical considerations when photographing vulnerable subjects or individuals in distress.<br><br>-Staging vs. Candid Photography: The ethical dilemma of staging shots to convey a message versus capturing raw, unposed moments.<br><br>-Photojournalism and its Various Styles and the role of the photographer.<br><br>-Story telling, the history and the different styles a photographer can use to express, new, emotion, events, and narratives<br><br>-Students will learn about various techniques, ethical considerations, and the distinct visual languages that are associated with photojournalism. | **2. Capturing Sports, Action and Movement**<br>- Freezing Action vs. Motion Blur: How to decide which technique to use.<br>- Panning Shots: Technique for following motion with the camera<br>- Sports-Specific Challenges: Capturing the key moments in sports (goal shots, celebrations, etc.)<br>- Timing and Anticipation: Reading the scene and predicting moments in fast-paced events<br>- Focus and Tracking: Using continuous autofocus (AI Servo/AF-C)<br>- Equipment for Event and Sports Photography<br>Students will familiarize themselves with specialized equipment used in event and sports photography.<br>- Lenses: Understanding focal lengths (wide-angle, telephoto, prime lenses).<br>- External Flash and Lighting Equipment: Flash use in low-light environments.<br>- Camera Settings for Fast Action: Continuous shooting modes, focus settings |
| **3. Candid Moments and Event Coverage**<br>- Candid Photography: Capturing emotion and spontaneity without intruding<br>- Photojournalism Principles: Telling stories through images, ethical considerations<br>- Event Planning: Working with organizers, understanding the schedule and key moments<br>- Crowd and Environment Shots: Documenting the setting and atmosphere<br>- Types of events and styles of photography, equipment needed, composition and personal touches | **4. Post-Processing for Sports and Event Photography**<br>Students will learn how to enhance their images through post-processing and editing techniques.<br>- Basic Editing Techniques: Cropping, straightening, exposure adjustments<br>- Advanced Techniques for Sports Photos: Sharpening, noise reduction, and color grading<br>- Batch Editing: Using presets and synchronizing settings across multiple images<br>- Creating a Photo Story: Organizing photos to tell a narrative (event or game recap) |

| | |
|---|---|
| - Music, theater, sports, public affairs, social engagements, dances and more | |
| **5. Ethics, Copyright, and Publishing**<br>How the digital age and social media influences Photography<br>- Explore the evolving landscape of photos, from amatuer to professional<br>- Rapid spread of images to bring awareness<br>- How the digital age and social media influences Photography<br>Students will learn about the ethical responsibilities and legal aspects of photography, including copyright laws and the use of their images.<br>- Ethics of Photography: Respecting privacy, consent in candid and action shots<br>- Copyright Basics: Understanding ownership, fair use, and licensing<br>- Social Media and Publishing: Sharing photos online, creating portfolios<br>- Working with Clients or Editors: Understanding client needs and feedback | **6. Portfolio Development and Final Project**<br>- Students will compile a professional portfolio and present a final project that demonstrates their skills and creativity. |
| | |

**Mappers/Authors: Christina Scala**

Date Approved:

**Part 1 - Unit/Theme/Concept**

Photojournalism and its Various Styles and the role of the photographer. Story telling, the history and the different styles a photographer can use to express, new, emotion, events, and narratives

Students will learn about various techniques, ethical considerations, and the distinct visual languages that are associated with photojournalism.

| **Grade:** | **Subject:** | **Course:** | **Length of Unit:** |
|---|---|---|---|
| 10-12 | Art | Events and Sports Photography | (4 weeks) |

**Common Core State Standards**

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #3. Refine and complete artistic work.

Anchor Standard #4. Select, analyze and interpret artistic work for presentation.

Anchor Standard #5. Develop and refine artistic techniques and work for presentation.

Anchor Standard #6. Convey meaning through the presentation of artistic work

Anchor Standard #7. Perceive and analyze artistic work.

Anchor Standard #8. Interpret intent and meaning in artistic work.

Anchor Standard #9. Apply criteria to evaluate artistic work.

Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Supporting Standards

**National Educational Technology Standards for Students (NETS-S)**

. 2. Social, Ethical, and Human Issues Students:
a. understand the ethical, cultural, and societal issues related to technology.
3. Technology Productivity Tools Students:
a. use technology tools to enhance learning, increase productivity, and promote creativity.
4. Technology Communications Tools Students:
a. use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
5. Technology Research Tools Students:
a. use technology to locate, evaluate, and collect information from a variety of sources.

**21st Century Learning Expectation(s):** Teaching soft skills (as these skills are crucial for success in higher education and

| |
|---|
| the workplace.)such as but not limited too, Critical thinking, Communication skills, Creativity, Problem solving, Perseverance, Collaboration Technology skills and digital literacy, Media literacy, Global awareness, Self-direction, Social skills, Literacy skills, Civic literacy, Social responsibility, Innovation skills, Thinking skills |
| Connecticut State Standards<br>https://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf |

| **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:<br><br>What Photojournalism is<br><br>How to express and communicate through images<br><br>How to create meaningful images through a variety of techniques | The students will be able to:<br><br>Understand the history and impact of photojournalism.<br>Explore various photojournalistic styles and techniques.<br>Analyze how photographers use visuals to tell compelling stories.<br>Discuss the ethical considerations involved in photojournalism.<br>Apply different photographic styles to create their own photojournalistic works. | 1. Assignments & Projects: Weekly photo assignments, editing tasks, and in-class activities.<br>2. Final Project: A portfolio of 10–15 edited images and a written explanation of the process behind each shot.<br>3. Discussion on what they would have done differently and for future assignments<br>4. Class Participation: Engaging in critiques, peer feedback, and class discussions. |

## Big Idea and Essential Questions

- **Big Ideas**

The role of the photojournalist in shaping public opinion.
The balance between storytelling and ethical journalism.
Truth and Integrity:The responsibility of a photojournalist to present an accurate representation of reality
Sensitivity and Privacy: Ethical considerations
Staging vs. Candid Photography: Do you stage your images to convey a message versus capturing raw, unposed moments.

- **Essential Questions**

What makes a compelling photograph?
What ethical responsibilities do photojournalists have when capturing images?
How do photojournalists use the visual elements to communicate emotions and/or messages?
What role does the photojournalist play in shaping the public's view?
What is the impact that editing and manipulation have on photographers' ethical boundaries?
How does the context in which an image is presented, influence the viewer?

## Part 3 – Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment
Concept maps
Formative assessments
Portfolio / rubric
Self-assessment
Peer assessment

Summative assessments
Oral presentations/rubric
Written report/rubric
Performance assessment/rubric
Case study/ seminar/ mathematical thinking/ rubric

The photojournalism photography unit will mainly be, assessments will be created to evaluate students' technical, creative, and journalistic skills.

Examples but no limited too are;
1. Photo Essays: Students are asked to create a series of images that tell a story. This assessment tests their ability to capture a narrative visually, with an emphasis on sequencing and storytelling.
2. Single image story; Students might be asked to capture a single powerful image that conveys an important message or moment. The assessment focuses on composition, timing, and impact.
3. " In the Studio/field assessment" These are often considered class participation
4. "Critique Sessions"; time spent working in small group, whole group or teacher time discussing work, receiving and giving constructive criticism
5. Written reflections, self evaluate your work, their story telling ability and their ability to critically analyze their work and the journalistic process.
6. Final Project/Portfolio Review of a series of images that the student feels demonstrates their abilities and understanding of Photojournalism.

**Part 4 – Common/Assured Learning Experiences**

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.
The effective teaching strategies and 21st century learning skills listed below should be used as a reference when developing the common assured learning experiences.

When teaching photojournalism, it's important to guide students through critical thinking and exploration of both technical skills and ethical considerations. Lesson created may include such topics and skills as: Media literacy, Global awareness, Self-direction, Social skills, Literacy skills, Civic literacy, Social responsibility, Innovation skills, Thinking skills Photojournalism is a powerful form of storytelling that requires technical skill, an understanding of ethical considerations, and an ability to capture meaningful moments. By mastering the different styles and techniques discussed in this unit, students can create images that inform, move, and inspire audiences around the school, community and even the world. That may help to prepare students interested in a career or a degree in photography.

**Part 5-Teacher Notes**

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

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

When selecting resources, teachers should consider:

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

For teaching a photography/photojournalism class, it's essential to have a variety of resources that cover technical skills, storytelling, ethics, and historical context.

"On Photography" by Susan Sontag

A philosophical and critical examination of the role of photography in society, ideal for class discussions around ethics and the social implications of photojournalism.

International Center of Photography (ICP)

Provides online courses, articles, and exhibitions that focus on documentary and photojournalism

Magnum Photos (magnumphotos.com)

The site for Magnum Photos, a global photojournalism cooperative, offers a rich archive of iconic images along with interviews, exhibitions, and behind-the-scenes insights into the work of professional photojournalists. Teachers can use this to analyze images and teach students how to evaluate stories through visuals.

The New York Times Photo Desk(nytimes.com/section/photography)

The NYT's photo section regularly publishes compelling photojournalistic work, and can serve as a great resource for analysis. Teachers can have students critique images for storytelling, composition, and ethical considerations.

World Press Photo (worldpressphoto.org)

**Mappers/Authors: Christina Scala**

Date Approved:

| **Part 2- Unit/Theme/Concept** | | | |
|---|---|---|---|
| Sports, action and movement photography; in this unit, students will be introduced to the techniques and principles of sports and action photography. | | | |
| **Grade:** 10-12 | **Subject:** Art | **Course:** Events and Sports Photography | **Length of Unit:** (4-6 weeks) |

| Common Core State Standards |
|---|
| Anchor Standard #1. Generate and conceptualize artistic ideas and work. |

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #3. Refine and complete artistic work.

Anchor Standard #4. Select, analyze and interpret artistic work for presentation.

Anchor Standard #5. Develop and refine artistic techniques and work for presentation.

Anchor Standard #6. Convey meaning through the presentation of artistic work

Anchor Standard #7. Perceive and analyze artistic work.

Anchor Standard #8. Interpret intent and meaning in artistic work.

Anchor Standard #9. Apply criteria to evaluate artistic work.

Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Supporting Standards

**National Educational Technology Standards for Students (NETS-S)**

. 2. Social, Ethical, and Human Issues Students:
a. understand the ethical, cultural, and societal issues related to technology.
3. Technology Productivity Tools Students:
a. use technology tools to enhance learning, increase productivity, and promote creativity.
4. Technology Communications Tools Students:
a. use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
5. Technology Research Tools Students:
a. use technology to locate, evaluate, and collect information from a variety of sources.

**21st Century Learning Expectation(s):** Teaching soft skills (as these skills are crucial for success in higher education and the workplace.)such as but not limited too, Critical thinking, Communication skills, Creativity, Problem solving, Perseverance, Collaboration Technology skills and digital literacy, Media literacy, Global awareness, Self-direction, Social skills, Literacy skills, Civic literacy, Social responsibility, Innovation skills, Thinking skills

Connecticut State Standards

https://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf

| 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:<br><br>The principles of Sports Photography<br><br>Key camera techniques related to ISO, Shutter and aperture for action shots | The students will be able to:<br><br>Capture action shots to convey motion<br>Create compelling images that express the variety of sports and the emotions behind the sports<br>Set cameras to appropriate settings related to venues whether indoors or outdoors<br>Create images using framing composition techniques related to their artistic decisions and visual storytelling.<br>Capture key moments and emotions in sports<br>Analyze Sports Photography to understand what makes them successful<br>Master the fundamentals of sports photography, including composition, lighting, and action shots.<br>Understand the relationship between athletes, their brands, and community engagement.<br>Develop skills in photo editing and post-production techniques.<br>Develop skills in marketing their work in and out of the studio | 1. Assignments & Projects: Weekly photo assignments<br>2. Prepare a final presentation showcasing their work and explaining their creative choices. related to a variety of sporting events they have attended within school and outside of school<br>3. Analyze professional sports images, understanding what makes them successful.<br>4. Critique peers' work and discuss strengths and areas for improvement. |

## Big Idea and Essential Questions

- **Big Ideas**

The role of the sports photographer
The balance between storytelling and action photography.
To present an accurate representation of reality
How framing and angles can change the intensity of an image
Staging vs. Candid Photography: drama and energy vs athlete portraits
The role of cultural awareness and the avoidance of stereotypes or misrepresentation.

- **Essential Questions**

What makes a compelling photograph?
What should the focal point be of the photographer?
What are key moments and vantage points the photographer should anticipate?
What is the relationship between the athlete and the environment?
What are the challenges of shooting sporting events?
What are the strategic elements of sports the photographer should capture?
What is the impact that editing and photo manipulation have on the viewers ?

## Part 3 – Common Unit Assessments

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment
Concept maps
Formative assessments
Portfolio / rubric
Self-assessment
Peer assessment

Summative assessments
Oral presentations/rubric
Written report/rubric
Performance assessment/rubric
Case study/ seminar/ mathematical thinking/ rubric

Throughout the unit, students will reflect on their growth as sports photographers by comparing their early images to their final portfolio. The course will

emphasize self-improvement, and students will be encouraged to experiment with different sports, settings, and techniques to discover their personal style in sports photography.

- What are some qualities you notice in these sports photos that make them compelling? Add them to your list.
- Do any of these images challenge your ideas of what makes a good sports photograph? If so, which ones, and why?
- Which photos stand out to you most? What do you admire about them?
- What is a good shot?
- Engagement during hands-on practice and group discussions.
- Ability to articulate creative choices and respond to peer critique.
- Quality of completed assignments (photo shoots, critiques, research).
- Selection and quality of images, as well as the written narrative and captions.
- Students should be encouraged to attend sports games, school events, and other extracurricular activities to practice.
- Consider partnering with the school's media or yearbook staff to give students real-world experience in covering events.
- Cultural and community engagement is important and students would be more apt to get involved with their community if they feel a sense of belonging and prompting their work and the work of other athletes.
- Working with Athletes and potential business students cultivates collaboration and teamwork,

all while gaining expertise into professional practices and life long skills.
- Students interested in starting personal businesses after school will build a diverse portfolio all while preparing for future opportunities and career readiness.

**Part 4 – Common/Assured Learning Experiences**

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.
The effective teaching strategies and 21st century learning skills listed below should be used as a reference when developing the common assured learning experiences.

This unit will introduce students to the techniques and principles of sports photography. By the end of the unit, students will understand how to capture action shots, convey motion, and create exciting images that communicate the intensity of different sporting events. The unit will emphasize both technical skills, such as camera settings and composition, as well as artistic decisions in visual storytelling. Students will be able to stage media day photoshoots, practice action photography during PE classes, work within the school day and be encouraged to photograph at different sporting events. Working within the community to find local venues willing to host the class and allow them to shadow those students interested in furthering their knowledge, guest speakers

**Part 5-Teacher Notes**

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

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

When selecting resources, teachers should consider:

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

Sports Illustrated
https://www.si.com/photos
Inspiration
https://www.p8photos.com/connecticut-sports-photographer
https://greatbigphotographyworld.com/10-best-sports-photographers/
https://www.instagram.com/legends_linyc/?hl=en

**Mappers/Authors: Christina Scala**
Date Approved:

**Part 3 - Unit/Theme/Concept**

Candid moments and event/concert Photography; in this unit students will be introduced to the art and techniques of Event photography. Students will learn how to capture energy of live performances and explore the creative process behind documenting music events.

| Grade: | Subject: | Course: | Length of Unit: |
|---|---|---|---|
| 10-12 | Art | Events and Sports Photography | (4-6 weeks) |

Common Core State Standards

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #3. Refine and complete artistic work.

Anchor Standard #4. Select, analyze and interpret artistic work for presentation.

Anchor Standard #5. Develop and refine artistic techniques and work for presentation.

Anchor Standard #6. Convey meaning through the presentation of artistic work

Anchor Standard #7. Perceive and analyze artistic work.

Anchor Standard #8. Interpret intent and meaning in artistic work.

Anchor Standard #9. Apply criteria to evaluate artistic work.

Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Supporting Standards

**National Educational Technology Standards for Students (NETS-S)**

. 2. Social, Ethical, and Human Issues Students:
a. understand the ethical, cultural, and societal issues related to technology.
3. Technology Productivity Tools Students:
a. use technology tools to enhance learning, increase productivity, and promote creativity.
4. Technology Communications Tools Students:
a. use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
5. Technology Research Tools Students:

| |
|---|
| a. use technology to locate, evaluate, and collect information from a variety of sources.<br><br>**21st Century Learning Expectation(s):** Teaching soft skills (as these skills are crucial for success in higher education and the workplace.)such as but not limited too, Critical thinking, Communication skills, Creativity, Problem solving, Perseverance, Collaboration Technology skills and digital literacy, Media literacy, Global awareness, Self-direction, Social skills, Literacy skills, Civic literacy, Social responsibility, Innovation skills, Thinking skills |
| Connecticut State Standards<br>https://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf |

| **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:<br><br>The principles of Concert Photography<br><br>Key camera techniques related to exposure in motion and low light settings | The students will be able to:<br><br>Capture action shots to convey energy and emotion<br>create compelling images that express the variety concerts and the emotions behind the music<br>Understand and set equipment appropriate settings related to venues whether indoors or outdoors<br>Create images using framing composition techniques related to their artistic decisions and visual storytelling.<br>capture key moments and emotions at the Music Event<br>Analyze Event/concert Photographs to understand what makes them successful<br>Master the fundamentals of concert photography, including composition, lighting, and action shots.<br>Understand the relationship between musicians, their bands and community engagement.<br>Develop skills in photo editing and post-production techniques.<br>Develop skills in marketing their work in and out of the studio | 1. Assignments & Projects: Weekly photo assignments<br>2. Critique peers' work and discuss strengths and areas for improvement.<br>3. Collaborate effectively in peer reviews, critiques and group activities foster<br>4. communication and teamwork<br>5. Prepare a final presentation showcasing their work and explaining |

| | | |
|---|---|---|
| | | their creative choices. related to a variety of musical events they have attended within school and outside of school<br>6. Reflection paper on how they applied 21st century learning to their work<br>7. portfolio review and presentation<br>8. Possible coverage of a local concert and or event |

**Big Idea and Essential Questions**

- **Big Ideas**

The role of a concert photographer
The balance between storytelling and action photography.
To present an accurate representation of the event
How framing and angles can change the intensity of an image
Staging vs. Candid Photography: drama and energy vs portraits
The role of cultural awareness and the avoidance of stereotypes or misrepresentation.

- **Essential Questions**

What makes a compelling photograph?
How does concert Photography differ from other photography?
How to decide what moments to Photograph during a show
How do you prepare for a photoshoot?
How do you handle restrictive areas and poor lighting?
How to capture the energy of a live performance through your lens
What should the focal point be of the photographer?
What are key moments and vantage points the photographer should anticipate?

What is the relationship between the musician and the environment?
What are the challenges of shooting events?
What are the strategic elements the photographer should capture at an event?
What is the impact that editing and photo manipulation have on the viewers ?

**Part 3 – Common Unit Assessments**

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment
Concept maps
Formative assessments
Portfolio / rubric
Self-assessment
Peer assessment

Summative assessments
Oral presentations/rubric
Written report/rubric
Performance assessment/rubric
Case study/ seminar/ mathematical thinking/ rubric

These assessments will test a student's ability to observe, anticipate, and capture the world in its most honest and unposed form.
Throughout the unit, students will reflect on their growth as a candid/event photographer, their technical proficiency, creative vision to be an effective event/concert Photographer.

Participate in a group critique where students present their candid photographs and discuss the challenges they faced, including how they approached the images

Formative Assessments, by comparing their early images to their final portfolio, students will note their growth and weaknesses.
Reflection Process after each assignment, students will respond to some of the following bullets

- What are some qualities you notice in these music photos that make them compelling? Do any of these images

challenge your ideas of what makes a good concert photographer? If so, which ones, and why?

- How to capture the atmosphere while working with fast paced subjects
- Ethical considerations in concert photography: image rights, respect for performers and audience
- Which photos stand out to you most? What do you admire about them?
- What is a good shot? Introduction to specific challenges and techniques related to concert Photography
- Engagement during hands-on practice and group discussions.
- Ability to articulate creative choices and respond to peer critique.
- Quality of completed assignments (photo shoots, critiques, research).
- Selection and quality of images, as well as the written narrative and captions.
- Students should be encouraged to attend sports games, school events, and other extracurricular activities to practice.
- Consider partnering with the school's media photographer Mark Russell staff to give students real-world experience in covering events.
- Cultural and community engagement is important and students would be more apt to get involved with their community if they feel a sense of belonging and prompting their work and the work of other athletes.
- Working with Music Students and potential business students cultivates collaboration and teamwork, all while gaining expertise into professional practices and life long skills.

- Students interested in starting personal businesses after school will build a diverse portfolio all while preparing for future opportunities and career readiness.

**Part 4 – Common/Assured Learning Experiences**

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.
The effective teaching strategies and 21st century learning skills listed below should be used as a reference when developing the common assured learning experiences.

This unit will introduce students to the techniques and principles of event ( concert) photography. By the end of the unit, students will understand how to capture action shots, convey emotion, and create exciting images that communicate the intensity of different music events. The unit will emphasize both technical skills, such as camera settings and composition, as well as artistic decisions in visual storytelling. Students will be able to stage media day photoshoots, practice action photography during music performances and student off blocks, maybe even music classes, work within the school day and be encouraged to photograph at different school events. Working within the community to find local venues such as Mohegan Sun, so students can shadow their event photographers and those students interested in furthering their knowledge can set up 2nd shooter jobs/internships, guest speakers, documentaries and more

**Part 5-Teacher Notes**

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

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

When selecting resources, teachers should consider:

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

Photo Websites
https://www.nationalgeographic.com/photography

https://www.magnumphotos.com/

https://www.icp.org/

https://www.bhphotovideo.com/explora/learn-photography

https://www.masterclass.com/classes/annie-leibovitz-teaches-photography

**Mappers/Authors: Christina Scala**
Date Approved:

| Part 4 - Unit/Theme/Concept | | | |
|---|---|---|---|
| Post-Processing for Sports and Event Photography<br>Students will learn how to enhance their images through post-processing and editing techniques. | | | |
| **Grade:**<br>10-12 | **Subject:**<br>Art | **Course:**<br>Events and Sports Photography | **Length of Unit:**<br>(4-6 weeks) |

Common Core State Standards

Anchor Standard #1. Generate and conceptualize artistic ideas and work.

Anchor Standard #2. Organize and develop artistic ideas and work.

Anchor Standard #3. Refine and complete artistic work.

Anchor Standard #4. Select, analyze and interpret artistic work for presentation.

Anchor Standard #5. Develop and refine artistic techniques and work for presentation.

Anchor Standard #6. Convey meaning through the presentation of artistic work

Anchor Standard #7. Perceive and analyze artistic work.

Anchor Standard #8. Interpret intent and meaning in artistic work.

Anchor Standard #9. Apply criteria to evaluate artistic work.

Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Supporting Standards

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5. Technology Research Tools Students:
a. use technology to locate, evaluate, and collect information from a variety of sources.

**21st Century Learning Expectation(s):** Teaching soft skills (as these skills are crucial for success in higher education and the workplace.)such as but not limited too, Critical thinking, Communication skills, Creativity, Problem solving, Perseverance, Collaboration Technology skills and digital literacy, Media literacy, Global awareness, Self-direction, Social skills, Literacy skills, Civic literacy, Social responsibility, Innovation skills, Thinking skills

Connecticut State Standards
https://www.nationalartsstandards.org/sites/default/files/Visual%20Arts%20at%20a%20Glance%20-%20new%20copyright%20info.pdf

| **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:<br><br>Basic Photoshop skills to enhance sports and media day style photos<br><br>The difference between photo editing and photo manipulation<br><br>Batch Editing and preset functions<br><br>Illustrator basics | The students will be able to:<br><br>- Basic Editing Techniques: Cropping, straightening, exposure adjustments<br>- Advanced Techniques for Sports Photos: Sharpening, noise reduction, and color grading<br>- Batch Editing: Using presets and synchronizing settings across multiple images<br>- Creating a Photo Story: Organizing photos to tell a narrative (event or game recap)<br>- Develop skills in photo editing and post-production techniques.<br>- Develop skills in marketing their work in and out of the studio | 1. Assignments & Projects: Weekly photo assignments<br>2. Adobe online tutorials<br>3. collaborate effectively in peer reviews, critiques and group activities<br>4. Sports Media Day tutorials<br>5. Presentation and workflow critiques<br>6. Prepare a final presentation |

| | | |
|---|---|---|
| | | showcasing their work and explaining their creative choices. related to a variety of Media Day photoshoots<br>7. Reflection paper on how they applied 21st century learning to their work<br>8. portfolio review and presentation |

**Big Idea and Essential Questions**

- **Big Ideas**

The role of post production and how it affects photographers original images
Capture the intensity of athletes through posed portraits vs candid
Technical skill and artistic intuition
Capturing raw emotions, everyday life and real moments
Telling stories through images
How framing and angles can change the intensity of an image
Posed vs. Candid Photography
Timing and anticipation
Lighting, backdrops and atmosphere

- **Essential Questions**

What makes a compelling photograph?
How does candid photography differ from posed photography?
What is Media Day Photography
How do you prepare for a photoshoot?
How do you handle environmental setbacks?
What is the relationship between the subject and the light and mood?
What are key moments and vantage points the photographer should anticipate?
What emotional impact do candid photos have over posed photos?
What are the strategic elements the photographer should capture through editing?

What is the impact that editing and photo manipulation have on the viewers ?

**Part 3 – Common Unit Assessments**

Includes description of what students must produce/perform as indicators of mastery of this unit. Either **literacy** (reading, writing, listening, speaking, viewing and presenting) or **numeracy skills** should be required in the task. Students should apply age-appropriate content-specific technologies and **technology applications**. Assessments must be common to teachers of this unit.

Authentic assessment
Concept maps
Formative assessments
Portfolio / rubric
Self-assessment
Peer assessment

Summative assessments
Oral presentations/rubric
Written report/rubric
Performance assessment/rubric
Case study/ seminar/ mathematical thinking/ rubric

Before and after comparisons of final edits with student reflections
Creativity and technical Presentations with -High Quality professional-looking images ready to publish
Feedback and reflection after every assignment with peers in small groups and with teachers throughout the process.
Students will note their growth and weaknesses. The course will emphasize self-improvement, and students will be encouraged to experiment with different events, settings, and techniques to discover their personal style that is an unobtrusive approach

- How to capture the atmosphere, the moment without being a distraction
- Ethical considerations in candid photography
- Which photos stand out to you most? What do you admire about them?
- What is a good shot? Introduction to specific challenges and techniques related to Candid Photography
- Engagement during hands-on practice and group discussions.

- Ability to articulate creative choices and respond to peer critique.
- Quality of completed assignments (photo shoots, critiques, research).
- Selection and quality of images, as well as the written narrative and captions.
- Students should be encouraged to attend sports games, school events, and other extracurricular activities to practice.
- Consider partnering with the school's media photographer Mark Russell staff to give students real-world experience in covering events.
- Cultural and community engagement is important and students would be more apt to get involved with their community if they feel a sense of belonging and prompting their work and the work of other athletes.
- Working with Music Students and potential business students cultivates collaboration and teamwork, all while gaining expertise into professional practices and life long skills.
- Students interested in starting personal businesses after school will build a diverse portfolio all while preparing for future opportunities and career readiness.

**Part 4 – Common/Assured Learning Experiences**

Includes a description of what all students will have experienced in this unit district-wide, such as critical projects, readings, field trips, or experiments. Learning activities must: promote higher order thinking, use learning and technology, and respect learner differences.
The effective teaching strategies and 21st century learning skills listed below should be used as a reference when developing the common assured learning experiences.

This unit will introduce students to the techniques and principles of post photography production. By the end of the unit, students will understand how to capture action shots, convey emotion, and create exciting images that communicate the intensity of different events through simple and dramatic edits. The unit will emphasize both technical skills, such as personal styles vs social media influencers.

**Part 5-Teacher Notes**

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

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

When selecting resources, teachers should consider:

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

Sports Editing interviews
https://www.youtube.com/watch?v=DhmPq58Zi3A
UCONN Sports Photo Editor
https://www.youtube.com/watch?v=nNELfRs2F-M
Adobe Photoshop tutorials
https://www.youtube.com/watch?v=UVPSHsG8200&list=PLgI0R7WSr7KsNPLEh5Z_RPxHMTS9Mm6G9
Sports Illustrated Photos
https://www.si.com/photos

Note

**Groton Public Schools**
**Curriculum Map**

INTRODUCTION

Course Title: Unified Music (.5 credit)
Curriculum Area and Grade: Music 9-12

| Course Purpose: |
| --- |
| The purpose of Unified Music is to integrate students with disabilities and their typical peers. Students will be introduced to various musical concepts including vocal, instrumental and movement promoting music awareness for all students. This course will develop student creativity, strengthen motor coordination and problem solving skills through hands-on musical experiences. |

| Major Learning Goals and Understandings: |
| --- |
| Vision of the Graduate<br><br>**R**- Resilient Individual<br>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.<br>**I** - Innovative Learner<br>The Fitch graduate demonstrates continuous commitment to intellectual growth in critical thinking, problem solving, creativity, and knowledge across the disciplines.<br><br>**S** - Socially Aware Citizen<br>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.<br>**E** - Engaged Communicator<br>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. |

1) Students will use singing, movement, and instruments to explore musical ideas.
2) Students explore and experience musical concepts such as beat, high/low, loud/soft, fast/slow, same/different.
3) Students will explore the relationships between music and the other arts, other disciplines, and daily life.
4) Students will begin to learn to read and notate music.
5) Students will develop Social and Emotional Learning (SEL) through the lens of music.
6) Students will develop an understanding of Diversity, Equity and Inclusion (DEI) through the lens of music

| Units/Theme/Concept and # of Weeks<br>Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks | |
|---|---|
| 1. Introduction to Music<br>• Introduce varied genres of music through listening<br>• Identify sounds (high/low, fast/slow, etc)<br>• Instrument Family | 2. Rhythm and Percussion<br>• Creating percussion instruments (shakers, sand blocks, drum sticks…etc.)<br>• Creating rhythms using body percussion and varied percussion instruments. (clapping, stomping, patting)<br>• Focus on call and response and rote teaching.<br>• Playing simple percussion instruments (e.g., drums, tambourines, shakers) |
| 3. Music and Movement (focused on Dalcroze methods)<br>• Explore music through varied movement activities (dance, body movement, gestures.)<br>• Use various items to move with music (scarves, ribbon,puppets)<br>• Tempo and Dynamics | 4. Singing and Vocal Exploration<br>• Introduce varied genres of vocal music<br>• Singing in Tune<br>• Solo vs group singing ensembles<br>• Call and response singing<br>• Pitch, Dynamics, Rhythmic singing<br>• Cultural significance<br>• Alexander Technique for breath and connecting voice to body. |
| 5. Performance and Sharing<br>• Class performances<br>• Recording to share with teachers/families<br>• Showcase students musical talents | |

Mappers/Authors:
Date Approved:

| Part 1 - Unit/Theme/Concept **Finding and Keeping a Steady Beat** | | | |
|---|---|---|---|
| Grade:<br>9-12 | Subject:<br>Music | Course:<br>Unified Music | Length of Unit:<br>(4 weeks) |

| Common Core State Standards<br>MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour) |
|---|
| Supporting Standards<br>1) Students will use singing, movement, and instruments to explore musical ideas.<br>2) Students explore and experience musical concepts such as beat, high/low, loud/soft, fast/slow, same/different.<br>3) Students will explore the relationships between music and the other arts, other disciplines, and daily life.<br>4) Students will begin to learn to read and notate music.<br>5) Students will develop Social and Emotional Learning (SEL) through the lens of music.<br>6) Students will develop an understanding of Diversity, Equity and Inclusion (DEI) through the lens of music. |
| Connecticut State Standards |

| **Part 2 – Standards** | | |
|---|---|---|
| MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour)<br>**MU:Pr4.1.PKa With substantial guidance, demonstrate and state preference for varied musical selections.**<br>**MU:Pr4.2.PKa With substantial guidance, explore and demonstrate awareness of musical contrasts.** | | **Bloom's Taxonomy Levels**<br>Creating, Analyzing, Applying, Understanding and Remembering |
| **The students will know:**<br><br>The students will know how to keep a steady beat. | **The students will be able to:**<br><br>The students will be able to keep a steady beat through various movements, exploration with instruments and listening examples. | Creating, Applying, Understanding |

**Big Idea and Essential Questions**

- **Big Ideas**
  **1-Creating Music**
  **2-Performing Music**

**3-Responding to Music**
**4-Connecting to Music**

**Essential Questions**

- **What is the beat of the song we are listening to?**

- **Is the beat fast or slow?**
- **Can you move your body or be manipulative to the beat?**
- **How does the beat make you feel?**
- **Does the beat of a song make it more or less enjoyable?**

## Part 3 – Common Unit Assessments

**Formative Assessments: may include, but not be limited to:**

• Ongoing teacher observation of student work: quick and informal way to assess students and check for understanding. For example is the student able to tap with the tempo.

• Peer to peer interaction/discussion: listen to students as they discuss music. For example small group activities will be monitored for understanding of key concepts as well as personal interaction between the students.

**Summative Assessment:**

At the end of the unit the students will perform in groups for the class. Participation is the key factor.

The typical peer will write a 5 sentence paragraph reflection on the performance. This reflection will be based on personal thoughts of the activity outcome.

**Part 4 – Common/Assured Learning Experiences**

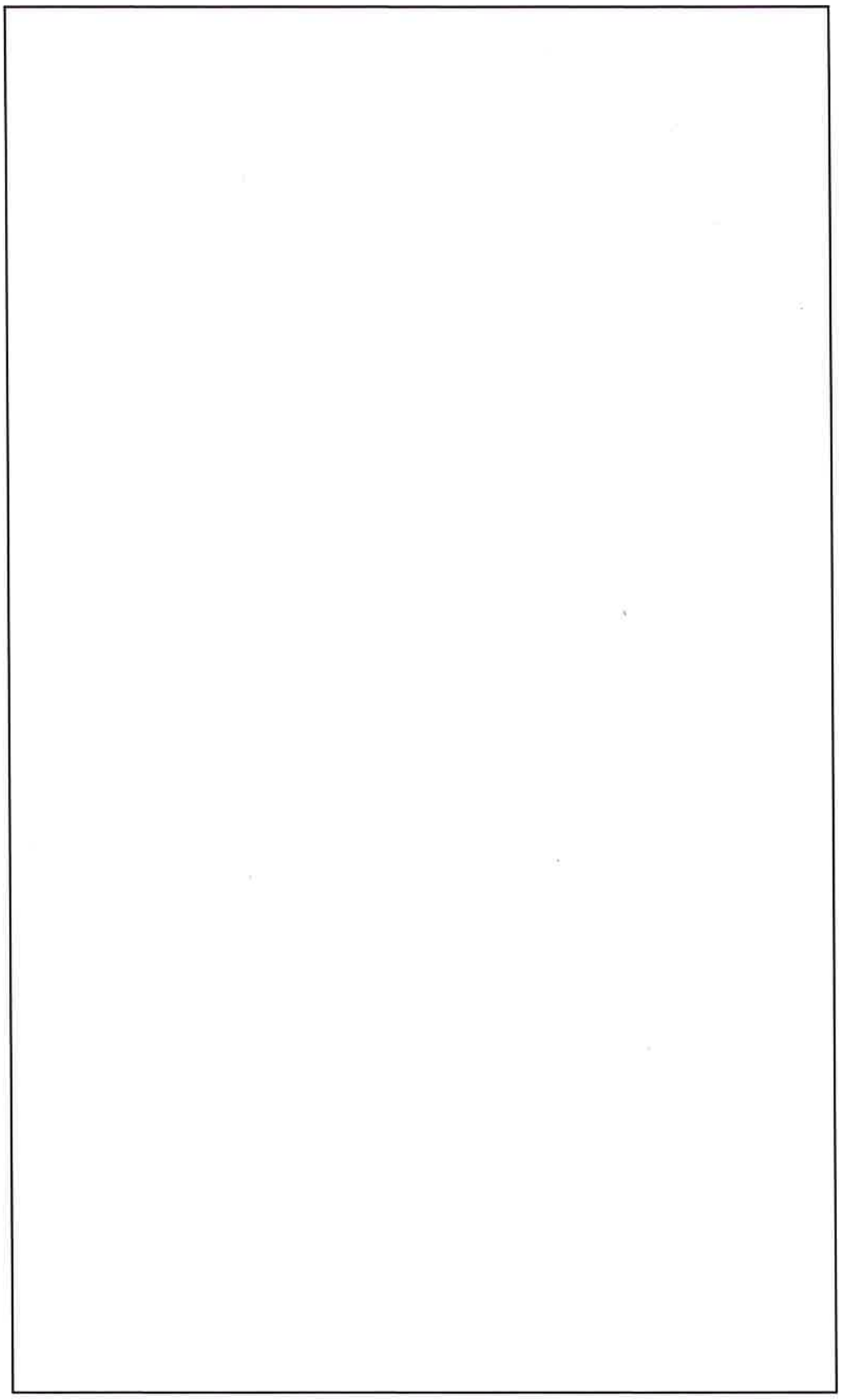
- Students will explore finding a steady beat through varied means of listening, playing instruments, movement and body percussion.

Students will

**Part 5-Teacher Notes**

**Each unit will include exploration of instruments and movement.**

**Wants for this class: Boomwhackers, Ukuleles, Buckets, Sticks, Egg Shakers, Jingle Bells**
**Use of stage and band room (when available)**



**Finance Report**

**Groton Public Schools**

**As of 01/27/25**

## Fiscal Year (FY) 2025 Budget to Actual Highlights:

As of 1.27.2024, the FY2025 Year to Date (YTD) Expended Budget is a total of $74,638,298, including actual expenditures in the amount of $40,881,877 and encumbrances in the amount of $33,756,420. The available budget for the remainder of fiscal year is $13,320,185 or 15.14%. When compared to prior fiscal years, FY2025 YTD expenditures are down 2.5% over FY2024 and .05% under FY2023. A majority in the decrease is attributed to Salaries and Equipment.

**Groton Public Schools**
**Fiscal Year (FY) 2025 General Fund**

**Groton Public Schools**
**Fiscal Year (FY) 2025 General Fund**
**As of 1.24.2025**

| Category Name | 2025 Budget | 2025 Budget(Book) | 2025 YTD Expenses As of 1.24.2025 | 2025 YTD Encumbrances As of 1.24.2025 | 2025 Available Budget As of 1.24.2025 | % Available |
|---|---|---|---|---|---|---|
| Salaries | $ 54,168,959.00 | $ 53,994,462.00 | $ 23,947,157.87 | $ 24,539,261.15 | $ 5,682,539.98 | 10.49% |
| Benefits | $ 13,413,032.00 | $ 13,413,020.00 | $ 5,653,428.24 | $ 361.26 | $ 7,759,242.50 | 57.85% |
| Purchased Services | $ 2,100,469.00 | $ 2,372,326.00 | $ 1,424,561.67 | $ 1,145,069.26 | $ (469,161.93) | -22.34% |
| Property Services | $ 906,174.00 | $ 906,174.00 | $ 781,923.64 | $ 347,762.09 | $ (223,511.73) | -24.67% |
| Trans, Ins, Comm, Tuition | $ 12,793,731.00 | $ 12,806,411.00 | $ 6,200,876.49 | $ 6,161,896.31 | $ 430,958.20 | 3.37% |
| Supplies | $ 4,417,803.00 | $ 4,308,032.00 | $ 2,761,102.81 | $ 1,554,468.41 | $ 102,231.78 | 2.31% |
| Equipment | $ 74,050.00 | $ 74,050.00 | $ 27,771.94 | $ 6,135.00 | $ 40,143.06 | 54.21% |
| Dues & Fees | $ 84,266.00 | $ 84,009.00 | $ 85,055.11 | $ 1,467.00 | $ (2,256.11) | -2.68% |
| Grand Total | $ 87,958,484.00 | $ 87,958,484.00 | $ 40,881,877.77 | $ 33,756,420.48 | $ 13,320,185.75 | 15.14% |

Electricity – Delivery cost increase
due to Pandemic Recoupment
applied to all the vendors consumers
(Government, Commercial, and

## Other Business:

- Fiscal Year (FY) 2024 Audit in progress.
- Fiscal Year (FY) 2026 Budget worksheets returned from Schools. Compiling information at this time.
- Policy Updates.

Respectfully submitted,
Ray Engle
Interim Director of Finance / Business Manager

**Groton Public Schools**
**Fiscal Year (FY) 2025 General Fund**
**As of 1.24.2025**

| Key | Line | Category Name | Account | Description | 2023 YTD Expenses As of 1.31.2023 | 2024 YTD Expenses As of 1.31.2024 | 2025 Budget | 2025 YTD Expenses As of 1.24.2025 | 2025 YTD Encumbrances As of 1.24.2025 | 2025 Available Budget As of 1.24.2025 | % Available |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 101 | 1 | Salaries | 101 | CLASSROOM TEACHERS | $ 10,547,748 | $ 10,355,452 | $ 25,609,384 | $ 9,781,146 | $ 15,488,318 | $ 339,920 | 1.33% |
| 102 | 2 | Salaries | 102 | SPECIAL EDUCATION CERT | $ 3,241,228 | $ 3,251,786 | $ 8,281,901 | $ 3,100,873 | $ 4,872,744 | $ 308,284 | 3.72% |
| 103 | 3 | Salaries | 103 | MEDIA SPECIALIST | $ 297,487 | $ 283,718 | $ 717,193 | $ 244,743 | $ 389,830 | $ 82,620 | 11.52% |
| 104 | 4 | Salaries | 104 | GUIIDANCE | $ 472,294 | $ 416,801 | $ 1,256,648 | $ 470,814 | $ 765,764 | $ 20,071 | 1.60% |
| 105 | 5 | Salaries | 105 | ADMINISTRATION | $ 738,283 | $ 814,693 | $ 1,361,451 | $ 842,998 | $ 686,315 | $ (167,862) | -12.33% |
| 106 | 6 | Salaries | 106 | PRINCIPALS | $ 663,924 | $ 629,236 | $ 1,196,641 | $ 691,748 | $ 504,893 | $ - | 0.00% |
| 107 | 7 | Salaries | 107 | ASST PRINCIPALS/SCH PHYSC | $ 1,326,137 | $ 1,363,736 | $ 2,485,883 | $ 1,387,909 | $ 1,031,209 | $ 66,765 | 2.69% |
| 108 | 8 | Salaries | 108 | DEAN/COORDINATOR | $ 90,795 | $ 93,121 | $ 55,011 | $ 32,387 | $ 30,979 | $ (8,355) | -15.19% |
| 109 | 9 | Salaries | 109 | ATHLETIC DIRECTOR/OTHER | $ 88,349 | $ 87,342 | $ 154,799 | $ 89,307 | $ 65,492 | $ - | 0.00% |
| 110 | 10 | Salaries | 110 | REGULAR TEACHER AIDES | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 111 | 11 | Salaries | 111 | SPEC EDUCATION AIDES | $ 498,742 | $ 457,889 | $ 825,697 | $ 421,261 | $ - | $ 404,436 | 48.98% |
| 112 | 12 | Salaries | 112 | CLERICAL, SPECIAL EDUCAT. | $ 66,735 | $ 95,299 | $ 168,799 | $ 93,058 | $ - | $ 75,741 | 44.87% |
| 113 | 13 | Salaries | 113 | CLERICAL, SCHOOL | $ 412,544 | $ 447,936 | $ 762,276 | $ 380,972 | $ - | $ 381,304 | 50.02% |
| 114 | 14 | Salaries | 114 | CLERICAL, ADMINISTRATION | $ 578,829 | $ 626,264 | $ 1,061,278 | $ 624,829 | $ 29,051 | $ 407,398 | 38.39% |
| 117 | 15 | Salaries | 117 | CUSTODIAL | $ 916,660 | $ 1,043,314 | $ 1,869,959 | $ 915,531 | $ 32,365 | $ 922,063 | 49.31% |
| 118 | 16 | Salaries | 118 | MAINTENANCE | $ 463,062 | $ 432,335 | $ 835,460 | $ 361,045 | $ 33,013 | $ 441,402 | 52.83% |
| 119 | 17 | Salaries | 119 | OTHER | $ 28,402 | $ 86,351 | $ 212,805 | $ 88,079 | $ 64,591 | $ 60,135 | 28.26% |
| 120 | 18 | Salaries | 120 | REGULAR SUBSTITUTE TEACH | $ 552,442 | $ 742,860 | $ 733,200 | $ 887,534 | $ - | $ (154,334) | -21.05% |
| 121 | 19 | Salaries | 121 | SPEC ED SUBSTITUTE TEACH | $ - | $ - | $ 94,360 | $ - | $ - | $ 94,360 | 100.00% |
| 123 | 20 | Salaries | 123 | SUMMER SCHOOL | $ 48,519 | $ 42,534 | $ 161,418 | $ (794) | $ - | $ 162,212 | 100.49% |
| 124 | 21 | Salaries | 124 | ADULT EDUC/H. S. COMPLET | $ 12,613 | $ 13,650 | $ 42,230 | $ 11,745 | $ - | $ 30,485 | 72.19% |
| 125 | 22 | Salaries | 125 | HOMEBOUND | $ 685,438 | $ 1,019,786 | $ 677,376 | $ 485,150 | $ - | $ 192,226 | 28.38% |
| 126 | 23 | Salaries | 126 | COACHING STIPENDS | $ 113,873 | $ 125,174 | $ 353,781 | $ 110,221 | $ - | $ 243,560 | 68.84% |
| 127 | 24 | Salaries | 127 | OTHER STUDENT ACTIVITIES | $ 25,190 | $ 14,218 | $ 151,141 | $ 20,348 | $ - | $ 130,793 | 86.54% |
| 128 | 25 | Salaries | 128 | SCHOOL SECURITY | $ 84,907 | $ 130,689 | $ 176,201 | $ 125,286 | $ - | $ 50,915 | 28.90% |
| 129 | 26 | Salaries | 129 | OTHER (TUTORS, ETC.) | $ 376,900 | $ 405,929 | $ 784,448 | $ 418,623 | $ 100,871 | $ 264,954 | 33.78% |
| 130 | 27 | Salaries | 130 | REGULAR TEACHER AIDES | $ 144,576 | $ 165,738 | $ 295,351 | $ 148,273 | $ - | $ 147,078 | 49.80% |
| 131 | 28 | Salaries | 131 | SPEC EDUCA TEACHER AIDES | $ 197,224 | $ 70,197 | $ 2,827,935 | $ 1,263,593 | $ - | $ 1,564,342 | 55.32% |
| 132 | 29 | Salaries | 132 | CLERICAL,SPEC EDUCATION | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 133 | 30 | Salaries | 133 | CLERICAL, SCHOOL | $ 3,710 | $ 3,103 | $ 12,037 | $ 20,160 | $ - | $ (8,123) | -67.48% |
| 134 | 31 | Salaries | 134 | CLERICAL,ADMINISTRATION | $ 42,617 | $ 31,505 | $ 92,287 | $ 51,149 | $ - | $ 41,138 | 44.58% |
| 135 | 32 | Salaries | 135 | COOKS | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 136 | 33 | Salaries | 136 | SCHOOL BUS AIDES | $ 207,465 | $ 233,730 | $ 331,208 | $ 222,276 | $ - | $ 108,932 | 32.89% |
| 137 | 34 | Salaries | 137 | CUSTODIAL PART TIME | $ 152,245 | $ 118,624 | $ 304,130 | $ 80,428 | $ - | $ 223,702 | 73.55% |
| 138 | 35 | Salaries | 138 | MAINTENANCE | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 139 | 36 | Salaries | 139 | OTHER | $ 11,685 | $ 3,945 | $ - | $ 18,931 | $ - | $ (18,931) | 100.00% |
| 140 | 37 | Salaries | 140 | TEACHER AIDES | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 141 | 38 | Salaries | 141 | SPECIAL EDUCATION AIDES | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 142 | 39 | Salaries | 142 | CLERICAL,SPEC EDUCATION | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 143 | 40 | Salaries | 143 | CLERICAL,SCHOOL | $ - | $ - | $ - | $ 68 | $ - | $ (68) | 100.00% |
| 144 | 41 | Salaries | 144 | CLERICAL,ADMINISTRATION | $ 69,455 | $ 97,542 | $ 5,000 | $ 71,642 | $ - | $ (66,642) | -1332.83% |

| Key | Line | Category Name | Account | Description | 2023 YTD Expenses As of 1.31.2023 | 2024 YTD Expenses As of 1.31.2024 | 2025 Budget | 2025 YTD Expenses As of 1.24.2025 | 2025 YTD Encumbrances As of 1.24.2025 | 2025 Available Budget As of 1.24.2025 | % Available |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 146 | 42 | Salaries | 146 | CIVIC ACTIVITIES | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 147 | 43 | Salaries | 147 | CUSTODIAL OVERTIME | $ 28,303 | $ 31,336 | $ 92,400 | $ 33,671 | $ - | $ 58,729 | 63.56% |
| 148 | 44 | Salaries | 148 | MAINTENANCE OVERTIME | $ 3,994 | $ 13,366 | $ 20,200 | $ 4,684 | $ - | $ 15,516 | 76.81% |
| 149 | 45 | Salaries | 149 | OTHER | $ 38,557 | $ 36,129 | $ 39,500 | $ 16,781 | $ - | $ 22,719 | 57.52% |
| 151 | 46 | Salaries | 151 | RESIDENT TEACHER | $ 26,990 | $ 56,578 | $ 119,571 | $ 37,813 | $ - | $ 81,758 | 68.38% |
| 152 | 47 | Salaries | 152 | MAGNET SPECIALIST | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 153 | 48 | Salaries | 153 | NURSES | $ - | $ - | $ - | $ 285,458 | $ 443,827 | $ (729,285) | 0.00% |
| 154 | 49 | Salaries | 154 | HEALTH AIDES | $ - | $ - | $ - | $ 107,419 | $ - | $ (107,419) | 0.00% |
| 191 | 50 | Salaries | 191 | FAMILY RESOURCE - DIR | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 192 | 51 | Salaries | 192 | FAMILY RESOURCE -ASST DIR | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 193 | 52 | Salaries | 193 | TREE HOUSE CLUB LEADER | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 194 | 53 | Salaries | 194 | FAMILY RESOURCE - AIDE | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 195 | 54 | Salaries | 195 | FAMILY RESOURCE - CUST | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 201 | 55 | Benefits | 201 | GROUP INSURANCE, PROF. | $ 4,439,514 | $ 3,314,811 | $ 8,022,178 | $ 4,454,074 | $ 361 | $ 3,567,743 | 44.47% |
| 202 | 56 | Benefits | 202 | GROUP INSURANCE, OTHER | $ 696,662 | $ 505,088 | $ 2,031,065 | $ - | $ - | $ 2,031,065 | 100.00% |
| 203 | 57 | Benefits | 203 | LIFE INSURANCE, PROFESSIO | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 204 | 58 | Benefits | 204 | LIFE INSURANCE, OTHER | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 211 | 59 | Benefits | 211 | WORKMAN'S COMPENSATION | $ 405,823 | $ 352,247 | $ 429,210 | $ - | $ - | $ 429,210 | 100.00% |
| 212 | 60 | Benefits | 212 | SOCIAL SECURITY | $ 419,989 | $ 455,978 | $ 855,157 | $ 497,271 | $ - | $ 357,886 | 41.85% |
| 213 | 61 | Benefits | 213 | TOWN RETIREMENT | $ 556,600 | $ 737,500 | $ 897,000 | $ - | $ - | $ 897,000 | 100.00% |
| 214 | 62 | Benefits | 214 | MEDICARE | $ 418,402 | $ 424,469 | $ 782,922 | $ 438,199 | $ - | $ 344,723 | 44.03% |
| 218 | 63 | Benefits | 218 | FLEX SPENDING ADVANCES | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 221 | 64 | Benefits | 221 | ANNUITY PAYMENT | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 222 | 65 | Benefits | 222 | RETIREMENT AWARD | $ 198,038 | $ 229,771 | $ 242,500 | $ 139,796 | $ - | $ 102,704 | 42.35% |
| 223 | 66 | Benefits | 223 | UNEMPLOYMENT COMPENSATION | $ 2,425 | $ 6,685 | $ 35,000 | $ 68,057 | $ - | $ (33,057) | -94.45% |
| 224 | 67 | Benefits | 224 | GRADUATE CREDIT COURSE | $ 111,491 | $ 67,145 | $ 115,000 | $ 56,032 | $ - | $ 58,968 | 51.28% |
| 225 | 68 | Benefits | 225 | RETIREMENT INCENTIVE | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 226 | 69 | Benefits | 226 | EMPLOYEE ASS'T PROGRAM | $ - | $ - | $ 1,500 | $ - | $ - | $ 1,500 | 100.00% |
| 227 | 70 | Benefits | 227 | MENTOR STIPEND | $ 4,200 | $ 1,500 | $ 1,500 | $ - | $ - | $ 1,500 | 100.00% |
| 300 | 71 | Purchased Services | 300 | PUR. PROF/TECH SERVICES | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 321 | 72 | Purchased Services | 321 | INSTRUCTIONAL SERVICES | $ 91,458 | $ 64,270 | $ 82,375 | $ 66,905 | $ 1,250 | $ 14,220 | 17.26% |
| 322 | 73 | Purchased Services | 322 | INSTR. IMPROVEMENT SERV. | $ 34,088 | $ 59,642 | $ 94,000 | $ 45,591 | $ 2,850 | $ 45,560 | 48.47% |
| 323 | 74 | Purchased Services | 323 | STUDENT SERVICES | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 324 | 75 | Purchased Services | 324 | HIGH SCHOOL ACCREDITATION | $ 4,477 | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 325 | 76 | Purchased Services | 325 | STUDENT INTERN | $ - | $ - | $ - | $ 38,060 | $ - | $ (38,060) | -100.00% |
| 326 | 77 | Purchased Services | 326 | PARENT ACTIVITIES | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 331 | 78 | Purchased Services | 331 | PROFESSIONAL SERVICES | $ 280,808 | $ 444,379 | $ 296,794 | $ 244,310 | $ 88,683 | $ (36,199) | -12.19% |
| 332 | 79 | Purchased Services | 332 | OTHER PROFESSIONAL SERV. | $ 289,491 | $ 335,658 | $ 575,000 | $ 348,445 | $ 539,500 | $ (312,945) | -54.43% |
| 333 | 80 | Purchased Services | 333 | OT AND PT SERVICES | $ 339,547 | $ 82,761 | $ 787,772 | $ 430,721 | $ 428,088 | $ (71,037) | -9.02% |
| 334 | 81 | Purchased Services | 334 | LEGAL SERVICES | $ 27,395 | $ 57,858 | $ 71,100 | $ 51,755 | $ 24,040 | $ (4,695) | -6.60% |
| 341 | 82 | Purchased Services | 341 | ATHLETICS OFFICIALS | $ 41,018 | $ 42,018 | $ 71,950 | $ 38,956 | $ 7,904 | $ 25,090 | 34.87% |
| 342 | 83 | Purchased Services | 342 | OTHER SERVICES/ATHLETICS | $ 10,354 | $ 10,861 | $ 22,100 | $ 13,041 | $ - | $ 9,059 | 40.99% |
| 343 | 84 | Purchased Services | 343 | COMPUTER NETWORK SERVICES | $ 187,282 | $ 120,586 | $ 99,378 | $ 146,778 | $ 52,755 | $ (100,155) | -100.78% |
| 400 | 85 | Property Services | 400 | PURCHASED PROPERTY SERV | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 410 | 86 | Property Services | 410 | WATER | $ 36,862 | $ 33,080 | $ 66,844 | $ 31,553 | $ 53,516 | $ (18,225) | -27.27% |
| 411 | 87 | Property Services | 411 | SEWERAGE | $ 33,355 | $ 23,843 | $ 34,963 | $ 15,187 | $ 33,945 | $ (14,169) | -40.53% |

| Key | Line | Category Name | Account | Description | 2023 YTD Expenses As of 1.31.2023 | 2024 YTD Expenses As of 1.31.2024 | 2025 Budget | 2025 YTD Expenses As of 1.24.2025 | 2025 YTD Encumbrances As of 1.24.2025 | 2025 Available Budget As of 1.24.2025 | % Available |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 421 | 88 | Property Services | 421 | GARBAGE REMOVAL | $ 47,961 | $ 48,114 | $ 88,341 | $ 56,664 | $ 73,555 | $ (41,878) | -47.40% |
| 422 | 89 | Property Services | 422 | SNOW REMOVAL | $ - | $ - | $ 50,000 | $ - | $ - | $ 50,000 | 100.00% |
| 424 | 90 | Property Services | 424 | FILM REPAIRS | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 430 | 91 | Property Services | 430 | REPAIR OF EQUIPMENT | $ 62,077 | $ 64,870 | $ 108,886 | $ 74,823 | $ 68,883 | $ (34,821) | -31.98% |
| 431 | 92 | Property Services | 431 | REPAIRS TO GROUNDS | $ 127,522 | $ 195,673 | $ 245,256 | $ 197,120 | $ - | $ 48,136 | 19.63% |
| 432 | 93 | Property Services | 432 | GENERAL BUILDING REPAIRS | $ 7,796 | $ 16,502 | $ 27,135 | $ 47,710 | $ - | $ (20,575) | -75.83% |
| 433 | 94 | Property Services | 433 | PAINTING | $ 2,821 | $ - | $ 5,146 | $ - | $ - | $ 5,146 | 100.00% |
| 434 | 95 | Property Services | 434 | HEAT & PLUMBING REPAIRS | $ 37,026 | $ 67,116 | $ 48,400 | $ 53,965 | $ 34,968 | $ (40,533) | -83.75% |
| 435 | 96 | Property Services | 435 | ELECTRICAL REPAIRS | $ 1,269 | $ 8,741 | $ 10,572 | $ 641 | $ - | $ 9,931 | 93.94% |
| 440 | 97 | Property Services | 440 | RENTALS, PROPERTY | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 441 | 98 | Property Services | 441 | RENTALS, OTHER | $ 82,813 | $ 79,721 | $ 133,770 | $ 225,373 | $ 64,515 | $ (156,118) | -116.71% |
| 451 | 99 | Property Services | 451 | IMPROVEMENT TO BUILDINGS | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 452 | 100 | Property Services | 452 | IMPROVEMENT TO SITE | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 490 | 101 | Property Services | 490 | EXTERMINATING SERVICE | $ 7,237 | $ 9,198 | $ 12,926 | $ 11,639 | $ - | $ 1,287 | 9.96% |
| 491 | 102 | Property Services | 491 | BUILDING PROTECTION FIRE | $ 33,037 | $ 36,174 | $ 48,289 | $ 31,924 | $ 14,585 | $ 1,780 | 3.69% |
| 492 | 103 | Property Services | 492 | BUILDING SAFETY SERVICES | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 499 | 104 | Property Services | 499 | OTHER PURCHASED SERVICES | $ 24,927 | $ 35,290 | $ 25,646 | $ 35,324 | $ 3,795 | $ (13,473) | -52.53% |
| 510 | 105 | Trans, Ins, Comm, Tuition | 510 | REGULAR PUPIL TRANSPORT | $ 1,154,869 | $ 1,366,417 | $ 3,954,690 | $ 1,421,652 | $ 2,787,263 | $ (254,225) | -6.43% |
| 511 | 106 | Trans, Ins, Comm, Tuition | 511 | SPEC ED TRANSPORT CONTRAC | $ 513,027 | $ 465,388 | $ 1,787,832 | $ 590,123 | $ 979,141 | $ 218,568 | 12.23% |
| 512 | 107 | Trans, Ins, Comm, Tuition | 512 | SPECIAL EDUCATION OTHER | $ 507,118 | $ 514,216 | $ 1,216,531 | $ 512,485 | $ 725,347 | $ (21,302) | -1.75% |
| 513 | 108 | Trans, Ins, Comm, Tuition | 513 | GRASSO TECH | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 514 | 109 | Trans, Ins, Comm, Tuition | 514 | VOC AGRICULTURAL TRANSP | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 516 | 110 | Trans, Ins, Comm, Tuition | 516 | PRIVATE SCHOOL | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 517 | 111 | Trans, Ins, Comm, Tuition | 517 | VOC EDUCTNL TRANSPORT | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 518 | 112 | Trans, Ins, Comm, Tuition | 518 | MAGNET SCHOOL | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 520 | 113 | Trans, Ins, Comm, Tuition | 520 | FIRE INSURANCE | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 521 | 114 | Trans, Ins, Comm, Tuition | 521 | BOILER INSURANCE | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 522 | 115 | Trans, Ins, Comm, Tuition | 522 | LIABILITY INSURANCE | $ 388,944 | $ 441,954 | $ 601,324 | $ 576,093 | $ - | $ 25,232 | 4.20% |
| 523 | 116 | Trans, Ins, Comm, Tuition | 523 | SCHOOL LEADERS POLICY | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 524 | 117 | Trans, Ins, Comm, Tuition | 524 | AUTOMOBILE INSURANCE | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 525 | 118 | Trans, Ins, Comm, Tuition | 525 | STUDENT ACCIDENT INSUR. | $ 14,410 | $ 13,410 | $ 11,293 | $ 13,410 | $ - | $ (2,117) | -18.75% |
| 530 | 119 | Trans, Ins, Comm, Tuition | 530 | TELEPHONE | $ 137,925 | $ 134,176 | $ 275,155 | $ 140,086 | $ 173,863 | $ (38,794) | -14.10% |
| 531 | 120 | Trans, Ins, Comm, Tuition | 531 | POSTAGE | $ 4,434 | $ 7,558 | $ 30,650 | $ 9,698 | $ - | $ 20,952 | 68.36% |
| 540 | 121 | Trans, Ins, Comm, Tuition | 540 | ADVERTISING | $ 8,245 | $ 5,919 | $ 5,000 | $ 3,651 | $ 2,651 | $ (1,302) | -26.05% |
| 541 | 122 | Trans, Ins, Comm, Tuition | 541 | MINORITY RECRUITMENT ADV | $ - | $ 1,000 | $ - | $ 1,650 | $ - | $ (1,650) | 100.00% |
| 550 | 123 | Trans, Ins, Comm, Tuition | 550 | PRINTING, ADMINISTRATION | $ 2,592 | $ 7,459 | $ 11,542 | $ 4,041 | $ - | $ 7,501 | 64.99% |
| 551 | 124 | Trans, Ins, Comm, Tuition | 551 | SCHOOL PUBLICATIONS | $ - | $ 450 | $ 4,000 | $ - | $ - | $ 4,000 | 100.00% |
| 552 | 125 | Trans, Ins, Comm, Tuition | 552 | PRINTING | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 560 | 126 | Trans, Ins, Comm, Tuition | 560 | TUITION | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 561 | 127 | Trans, Ins, Comm, Tuition | 561 | SPED VOCATIONAL/VOAG | $ 136,786 | $ 187,685 | $ 355,630 | $ 140,031 | $ 154,589 | $ 61,010 | 17.16% |
| 562 | 128 | Trans, Ins, Comm, Tuition | 562 | SPED BOARD PLACEMENTS | $ 1,096,795 | $ 997,813 | $ 2,513,182 | $ 1,037,635 | $ 1,088,073 | $ 387,474 | 15.42% |
| 563 | 129 | Trans, Ins, Comm, Tuition | 563 | SPED, STATE AGENCY PLACE | $ 91,587 | $ 118,065 | $ 382,840 | $ 114,314 | $ 40,030 | $ 228,496 | 59.68% |
| 564 | 130 | Trans, Ins, Comm, Tuition | 564 | ADULT EDUCATION | $ 207,000 | $ 207,000 | $ 210,105 | $ 207,000 | $ - | $ 3,105 | 1.48% |
| 565 | 131 | Trans, Ins, Comm, Tuition | 565 | FOSTER HOMES/TEMP SHELTER | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 566 | 132 | Trans, Ins, Comm, Tuition | 566 | MAGNET SCHOOL TUITION | $ 865,745 | $ 627,139 | $ 502,128 | $ 439,027 | $ 18,495 | $ 44,606 | 8.88% |

| Key | Line | Category Name | Account | Description | 2023 YTD Expenses As of 1.31.2023 | 2024 YTD Expenses As of 1.31.2024 | 2025 Budget | 2025 YTD Expenses As of 1.24.2025 | 2025 YTD Encumbrances As of 1.24.2025 | 2025 Available Budget As of 1.24.2025 | % Available |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 567 | 133 | Trans, Ins, Comm, Tuition | 567 | VOAG REG ED TUITION | $ 122,814 | $ - | $ 71,226 | $ 59,360 | $ - | $ 11,866 | 16.66% |
| 568 | 134 | Trans, Ins, Comm, Tuition | 568 | SPED MEGNET CHOICE | $ 1,080,110 | $ 876,913 | $ 542,895 | $ 849,724 | $ 139,377 | $ (446,206) | -82.19% |
| 580 | 135 | Trans, Ins, Comm, Tuition | 580 | TRAVEL FOR REG INSTR | $ 150 | $ 112 | $ - | $ 82 | $ - | $ (82) | 0.00% |
| 581 | 136 | Trans, Ins, Comm, Tuition | 581 | TRAVEL FOR SPEC EDUCATION | $ 1,630 | $ 1,764 | $ 5,900 | $ 1,975 | $ - | $ 3,925 | 66.53% |
| 582 | 137 | Trans, Ins, Comm, Tuition | 582 | TRAVEL FOR ADMN SCH & GEN | $ 13,587 | $ 13,971 | $ 19,000 | $ 12,251 | $ - | $ 6,749 | 35.52% |
| 583 | 138 | Trans, Ins, Comm, Tuition | 583 | TRAVEL FOR MAINTENANCE | $ - | $ - | $ 100 | $ - | $ - | $ 100 | 100.00% |
| 584 | 139 | Trans, Ins, Comm, Tuition | 584 | TRAVEL FOR WORKSH & CONV | $ 14,200 | $ 10,053 | $ 48,356 | $ 8,882 | $ - | $ 39,474 | 81.63% |
| 587 | 140 | Trans, Ins, Comm, Tuition | 587 | TRAVEL FOR ATHLETICS | $ 17,979 | $ 18,539 | $ 121,750 | $ 33,660 | $ 47,104 | $ 40,987 | 33.66% |
| 588 | 141 | Trans, Ins, Comm, Tuition | 588 | FIELD TRIPS | $ 16,566 | $ 21,638 | $ 99,977 | $ 14,136 | $ 5,883 | $ 79,958 | 79.98% |
| 590 | 142 | Trans, Ins, Comm, Tuition | 590 | OTHER PURCHASED SERVICES | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 591 | 143 | Trans, Ins, Comm, Tuition | 591 | ENTRY FEES | $ 5,725 | $ 7,125 | $ 13,425 | $ 8,364 | $ - | $ 5,061 | 37.70% |
| 592 | 144 | Trans, Ins, Comm, Tuition | 592 | GREEN FEES | $ - | $ - | $ 1,200 | $ - | $ - | $ 1,200 | 100.00% |
| 593 | 145 | Trans, Ins, Comm, Tuition | 593 | PARENT ADVISORY COUNCIL | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 595 | 146 | Trans, Ins, Comm, Tuition | 595 | ADMISSION FEES | $ 2,075 | $ 927 | $ 4,600 | $ 252 | $ 80 | $ 4,268 | 92.78% |
| 596 | 147 | Trans, Ins, Comm, Tuition | 596 | OTHER PURCHASED SERVICES | $ - | $ - | $ 3,400 | $ 1,295 | $ - | $ 2,105 | 61.91% |
| 601 | 148 | Supplies | 601 | GENERAL CLASSROOM USE | $ 25,300 | $ 138,182 | $ 214,521 | $ 146,562 | $ 13,995 | $ 53,964 | 25.16% |
| 602 | 149 | Supplies | 602 | SCIENCE | $ 2,868 | $ 4,722 | $ 35,300 | $ 13,248 | $ 426 | $ 21,627 | 61.27% |
| 603 | 150 | Supplies | 603 | ARTS & CRAFTS | $ 19,459 | $ 19,553 | $ 26,600 | $ 15,972 | $ 1,184 | $ 9,444 | 35.50% |
| 604 | 151 | Supplies | 604 | PHYSICAL EDUCATION | $ 3,157 | $ 4,054 | $ 11,900 | $ 1,703 | $ 4,241 | $ 5,955 | 50.04% |
| 605 | 152 | Supplies | 605 | MUSIC | $ 7,823 | $ 7,474 | $ 13,700 | $ 7,172 | $ 1,735 | $ 4,793 | 34.98% |
| 606 | 153 | Supplies | 606 | KINDERGARTEN | $ 942 | $ - | $ 3,350 | $ - | $ - | $ 3,350 | 100.00% |
| 607 | 154 | Supplies | 607 | PUPIL TESTS | $ 33,732 | $ 55,814 | $ 80,700 | $ 52,253 | $ 3,371 | $ 25,076 | 31.07% |
| 608 | 155 | Supplies | 608 | DRAFTING | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 609 | 156 | Supplies | 609 | TECHNOLOGY EDUCATION | $ 115 | $ 5,688 | $ 11,000 | $ 5,021 | $ 27 | $ 5,952 | 54.11% |
| 610 | 157 | Supplies | 610 | COMPUTER SUPPLIES | $ 35,175 | $ 19,245 | $ 29,650 | $ 24,913 | $ 1,151 | $ 3,586 | 12.09% |
| 611 | 158 | Supplies | 611 | BUSINESS EDUCATION | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 612 | 159 | Supplies | 612 | COMPUTER SOFTWARE | $ 229,820 | $ 180,936 | $ 871,797 | $ 788,967 | $ 1,674 | $ 81,156 | 9.31% |
| 613 | 160 | Supplies | 613 | HOME ECONOMICS | $ 11,965 | $ 3,098 | $ 20,000 | $ 8,826 | $ 1,550 | $ 9,624 | 48.12% |
| 615 | 161 | Supplies | 615 | SPECIAL EDUCATION | $ 18,345 | $ 28,308 | $ 34,750 | $ 11,003 | $ 6,479 | $ 17,268 | 49.69% |
| 616 | 162 | Supplies | 616 | ATHLETIC SUPPLIES | $ 21,585 | $ 24,925 | $ 56,000 | $ 18,587 | $ 8,642 | $ 28,771 | 51.38% |
| 617 | 163 | Supplies | 617 | MATHEMATIC SUPPLIES | $ 1,432 | $ 972 | $ 6,900 | $ 52 | $ 145 | $ 6,703 | 97.14% |
| 618 | 164 | Supplies | 618 | HEALTH SUPPLIES | $ - | $ - | $ 500 | $ - | $ - | $ 500 | 100.00% |
| 619 | 165 | Supplies | 619 | OTHER SUPPLIES | $ 853 | $ 547 | $ 53,500 | $ 11,630 | $ 196 | $ 41,674 | 77.89% |
| 621 | 166 | Supplies | 621 | SUPPORT SERV GUID IMP INS | $ 8,684 | $ 9,351 | $ 24,600 | $ 8,466 | $ 1,499 | $ 14,636 | 59.49% |
| 622 | 167 | Supplies | 622 | HEALTH SERVICES PATHOGEN | $ 239 | $ 603 | $ 5,750 | $ 3,225 | $ 378 | $ 2,148 | 37.35% |
| 623 | 168 | Supplies | 623 | SCHOOL LIBRARY SUPPLIES | $ 1,366 | $ 617 | $ 4,275 | $ 817 | $ - | $ 3,458 | 80.88% |
| 624 | 169 | Supplies | 624 | AUDIO VISUAL | $ 1,757 | $ 918 | $ 4,800 | $ 1,408 | $ 41 | $ 3,351 | 69.80% |
| 625 | 170 | Supplies | 625 | MEDIA SERVICES CENT/TRAC | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 626 | 171 | Supplies | 626 | GENRAL ADMINISTRATION | $ 10,712 | $ 9,912 | $ 12,110 | $ 8,307 | $ 624 | $ 3,179 | 26.25% |
| 627 | 172 | Supplies | 627 | SCHOOL ADMINISTRATION | $ 22,756 | $ 8,270 | $ 16,550 | $ 1,455 | $ 279 | $ 14,816 | 89.52% |
| 628 | 173 | Supplies | 628 | FOOD, DRINK, SNACKS | $ 19,701 | $ 13,043 | $ - | $ 998 | $ 955 | $ (1,953) | 100.00% |
| 631 | 174 | Supplies | 631 | ELECTRICITY | $ 704,844 | $ 708,290 | $ 1,184,118 | $ 762,937 | $ 867,356 | $ (446,175) | -37.68% |
| 632 | 175 | Supplies | 632 | GAS | $ 126,914 | $ 147,325 | $ 386,868 | $ 141,419 | $ 304,137 | $ (58,688) | -15.17% |
| 633 | 176 | Supplies | 633 | FUEL OIL | $ 79,518 | $ 99,755 | $ 190,000 | $ 121,500 | $ 74,345 | $ (5,845) | -3.08% |
| 634 | 177 | Supplies | 634 | GASOLINE FOR SCH BUSSES | $ 155,131 | $ 155,725 | $ 289,083 | $ 137,180 | $ 222,970 | $ (71,067) | -24.58% |

| Key | Line | Category Name | Account | Description | 2023 YTD Expenses As of 1.31.2023 | 2024 YTD Expenses As of 1.31.2024 | 2025 Budget | 2025 YTD Expenses As of 1.24.2025 | 2025 YTD Encumbrances As of 1.24.2025 | 2025 Available Budget As of 1.24.2025 | % Available |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 640 | 178 | Supplies | 640 | TEXTBOOKS | $ 22,558 | $ 18,849 | $ 241,605 | $ 226,521 | $ 2,600 | $ 12,483 | 5.17% |
| 641 | 179 | Supplies | 641 | WORKBOOKS | $ 19,384 | $ 10,848 | $ 21,035 | $ 9,085 | $ - | $ 11,950 | 56.81% |
| 642 | 180 | Supplies | 642 | TEXTBOOK REBINDS | $ - | $ - | $ 500 | $ - | $ - | $ 500 | 100.00% |
| 645 | 181 | Supplies | 645 | LIBRARY BOOKS | $ 2,667 | $ 1,932 | $ 23,100 | $ 2,109 | $ 1,998 | $ 18,992 | 82.22% |
| 646 | 182 | Supplies | 646 | LIBRARY BOOK REBINDS | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 647 | 183 | Supplies | 647 | PERIODICALS FOR PUPILS | $ 260 | $ 493 | $ 2,500 | $ 493 | $ - | $ 2,007 | 80.26% |
| 650 | 184 | Supplies | 650 | REPAIR OF EQUIPMENT | $ 8,238 | $ 10,185 | $ 24,315 | $ 28,252 | $ 2,294 | $ (6,231) | -25.62% |
| 651 | 185 | Supplies | 651 | GROUNDS | $ 22,537 | $ 5,049 | $ 19,527 | $ 25,849 | $ - | $ (6,322) | -32.38% |
| 652 | 186 | Supplies | 652 | GENERAL BUILDING REPAIRS | $ 38,098 | $ 16,773 | $ 62,839 | $ 10,121 | $ 607 | $ 52,111 | 82.93% |
| 653 | 187 | Supplies | 653 | PAINTING | $ 1,496 | $ 13,349 | $ 2,500 | $ 9,736 | $ - | $ (7,236) | -289.44% |
| 654 | 188 | Supplies | 654 | HEAT & PLUMBING | $ 30,220 | $ 87,065 | $ 214,053 | $ 38,316 | $ 11,842 | $ 163,895 | 76.57% |
| 655 | 189 | Supplies | 655 | ELECTRICAL | $ 18,463 | $ 20,697 | $ 30,247 | $ 9,020 | $ 515 | $ 20,712 | 68.48% |
| 656 | 190 | Supplies | 656 | GASOLINE FOR MAINT VEHICL | $ 17,373 | $ 13,361 | $ 44,563 | $ 11,441 | $ 4,168 | $ 28,954 | 64.97% |
| 657 | 191 | Supplies | 657 | CLOTHING ALLOWANCE | $ 4,900 | $ 5,000 | $ 5,000 | $ 4,700 | $ - | $ 300 | 6.00% |
| 658 | 192 | Supplies | 658 | CUSTODIAL SUPPLIES | $ 58,703 | $ 100,115 | $ 106,150 | $ 88,067 | $ 10,395 | $ 7,688 | 7.24% |
| 659 | 193 | Supplies | 659 | SAFETY SUPPLIES | $ 13,209 | $ - | $ 8,047 | $ 627 | $ 1,311 | $ 6,109 | 75.92% |
| 690 | 194 | Supplies | 690 | PROFESSIONAL MATERIALS | $ 5,063 | $ 14,292 | $ 23,500 | $ 3,143 | $ 1,338 | $ 19,020 | 80.93% |
| 691 | 195 | Supplies | 691 | DISTANCE LEARNING | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 692 | 196 | Supplies | 692 | STUDENT PPE | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 693 | 197 | Supplies | 693 | STAFF PPE | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 700 | 198 | Equipment | 700 | EQUIPMENT | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 730 | 199 | Equipment | 730 | REPL INSTRUCTNL EQUIPMENT | $ - | $ 2,237 | $ 27,150 | $ 12,341 | $ 710 | $ 14,099 | 51.93% |
| 731 | 200 | Equipment | 731 | REPL NON-INST EQUIPMENT | $ 7,928 | $ 989 | $ - | $ 13,417 | $ 5,425 | $ (18,842) | 0.00% |
| 735 | 201 | Equipment | 735 | ADD INSTRUCTIONAL EQUIP | $ 50,719 | $ 10,776 | $ 46,900 | $ 2,015 | $ - | $ 44,885 | 95.70% |
| 736 | 202 | Equipment | 736 | ADD NON-INSTRUCTNL EQUIP | $ 4,746 | $ 5,134 | $ - | $ - | $ - | $ - | 0.00% |
| 810 | 203 | Dues & Fees | 810 | DUES/BOARD OF EDUCATION | $ 21,904 | $ 22,540 | $ 22,604 | $ 22,845 | $ - | $ (241) | -1.07% |
| 811 | 204 | Dues & Fees | 811 | DUES/GENERAL ADMINISTRATI | $ 22,024 | $ 15,221 | $ 16,567 | $ 21,340 | $ 375 | $ (5,148) | -31.56% |
| 812 | 205 | Dues & Fees | 812 | DUES/SCHOOL ADMINISTRATIO | $ 32,619 | $ 34,875 | $ 36,300 | $ 35,380 | $ 1,092 | $ (172) | -0.47% |
| 819 | 206 | Dues & Fees | 819 | OTHER DUES | $ 3,775 | $ 4,471 | $ 8,795 | $ 5,490 | $ - | $ 3,305 | 37.58% |
| 820 | 207 | Dues & Fees | 820 | OTHER - WORLD LANGUAGE | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 830 | 208 | Dues & Fees | 830 | OTHER - MCASP | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 850 | 209 | Dues & Fees | 850 | STUDENT ACTIVITIES | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| 870 | 210 | Dues & Fees | 870 | UNCLASSIFIED | $ - | $ - | $ - | $ - | $ - | $ - | 0.00% |
| | | | | **GRAND TOTAL** | **$40,677,074** | **$39,881,718** | **$87,958,484** | **$40,881,878** | **$33,756,420** | **$13,320,186** | **15.14%** |

The legislative session officially begins this week, and a Senate Bill has been introduced, aimed at increasing resources for students, schools, and special education. However, there is a need for further clarification on the specifics of this bill. Lawmakers are aware of the pressing need for more educational funding, but challenges remain due to the end of federal funding and existing budgetary constraints in Connecticut. The upcoming session is expected to be competitive and full of negotiations.

In December, the Friendship School (TFS) held its Museum Night event, as part of the Magnet School Assistance Program (MSAP) Grant. The event was a huge success, attracting over 900 family members. The school was transformed into vibrant learning spaces, showcasing students' work. TFS is also preparing for a Parent Academy this spring, in collaboration with the Child and Family Agency, to offer support to parents on topics related to child development and creating a healthy family environment.

LEARN is undergoing significant changes as part of its evolving school structure. The Friendship School (TFS) will transition from a pre-K program to a Pre-K to K model next year. The school opened its lottery on January 1, with 250 applicants already received. Marine Science Magnet School (MSMHS) opened its lottery on October 1 and will close it in the coming weeks. The Regional Multicultural Magnet School (RMMS) will become a middle school, creating a seamless K-8 pathway across the agency. The agency plans to submit a request to the Office of Policy and Management (OPM) for $5 million in magnet school capital funds to support the renovations. Additionally, MSMHS is facing space constraints and will likely need three new classrooms. Architects have identified potential areas for expansion, and, if funding is approved, these costs will be covered by state funds.

Teacher Residency Program remains a key program for LEARN, which functions similarly to an apprenticeship, targeting individuals with a bachelor's degree who are looking to transition into teaching. These participants work as paraprofessionals in district while completing coursework through the agency's alternative route program, allowing them to earn certification within a year and begin teaching the following year. Initially designed for elementary education, the program has expanded to include special education and is set to further grow into secondary math education om the coming year. The program not only helps address the teacher shortage by providing a fast track to certification but also aims to diversify the workforce. Over the past four years, the program has successfully placed 134 diverse teachers.

**P 5131.81**

**Students**

~~Use of~~ **Electronic** ~~Communication~~ **Devices**

**Personal Technology Use in Schools – Cell Phones**

The Board of Education (Board) is committed to providing a safe, positive, and productive learning environment for its students. To maintain a secure and orderly learning environment, student use and possession of cellular telephones and other wireless communication devices shall be subject to the limitations set forth in this policy.

A growing body of research-based evidence that suggests student access to cellular telephones and other electronic communication devices may be detrimental to student emotional well-being and academic growth. While students may possess cellular telephones and other wireless communication devices on school property and school-sponsored transportation, students must adhere to the restrictions contained within this policy and regulation. Specific guidance regarding cell phones and other electronic devices is available in the Board Regulation and student handbooks. Any unauthorized use of cellular telephones and other wireless communication devices during the instructional school day or at such times as not authorized by the school principal or designee is prohibited.

Disciplinary action will be taken if the policy is violated. Details of such action appear in the regulation.

~~Using an electronic communication device which disrupts the educational environment. This includes using the device to compromise academic integrity, signal others, or otherwise violates school conduct rules of the student, or the confidentiality/privacy rights of another individual.~~

~~**Electronic communication devices are permitted under certain restricted conditions.**~~

~~All electronic communication devices may be used during the regular school day to support teaching and learning under the following circumstances:~~

~~a. the supervising teacher grants permission~~
~~b. use of the device is provided in a student's IEP~~
~~c. it is needed in an emergency that threatens the safety of students, staff or other individuals.~~

Legal Reference: Connecticut General Statutes
10-233j Student possession and use of telecommunications devices

~~P.A. 95-304 An Act Concerning School Safety~~
~~P.A. 96-108 An Act Concerning Student Use of Telecommunication Devices and the Establishment of Graduation Dates~~
~~P.A. 99-256 An Act Concerning AAC Laser Pointers~~

31-48d Employees engaged in electronic monitoring required to give prior notice to employees.

53a-182 Obstructing free passage: Class C misdemeanor.

53a-183 Harassment in the second degree: Class C misdemeanor.

53a-250 Definitions.

Electronic Communication Privacy Act, 28 U.S.C. §§2510 through 2520.

Eisner v. Stamford Board of Education, 440 F. 2d 803 (2nd Cir 1971)

Trachtman v. Anker, 563 F. 2d 512 (2nd Cir. 1977) cert. denied, 435 U.S. 925 (1978)

Hazelwood School District v. Ruhlmeir, 484 U.S. 260, 108 S Ct 562 (1988)

Bethel School District v. Fraser, 478 US 675 (1986)

Tinker v. Des Moines Independent Community Dist., 393 US 503, (1969)

**Policy Adopted:** March 10, 2008
**Revised:** December 15, 2014

**GROTON PUBLIC SCHOOLS**
**Groton, Connecticut**

**Electronic Devices Regulation**

Disciplinary action will be taken if the policy is violated. The use of cellular telephones or other wireless communication devices in any manner that disrupts the educational environment or violates the rights of others, including the use of the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules is prohibited. Prohibited conduct specifically includes creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person.

**Use of Electronic Communication Devices at the Elementary School**

Devices such as cellular phones, pagers, MP3 players or IPODS, radios, games, laser pointers, etc. are not to be used during the school day. If visible, they will be taken from the student and held until the end of the school day for the first offense. Subsequent violations will result in disciplinary action including devices being taken from the student and held until parents pick them up. The school is not responsible for lost or stolen articles. Therefore, it is recommended that these items not be brought to school.

**Use of Electronic Communication Devices at the Middle School**

Cell phones are restricted from the time students first enter the school building in the morning until the dismissal bell at the end of the school day.

Electronic communication devices (ECD) and their accessories, including, but not limited to, mobile phones, "smart" watches, earbuds, headphones, etc. should be turned off and be put away in the student's locker or backpack. When these expectations are not met, the following disciplinary steps will apply.

Disciplinary steps include:

- 1st Offense: Student has ECD confiscated and may retrieve ECD at office, at the end of school day.
- 2nd Offense: ECD is confiscated and parent/guardian must pick up from main office.
- 3rd Offense and beyond: Same as 2nd with other disciplinary consequences possible.

Additional disciplinary action may be taken against any student for using an electronic communication device which disrupts the educational environment. This includes using the device to compromise academic integrity, signal others, or otherwise violates school conduct rules of the student or the confidentiality/privacy rights of another individual. Please note that Groton Middle School and Groton Public Schools are not responsible for the theft or damage to ECDs.

**Electronic Communication Regulation – cont.**

**Use of Electronic Communication Devices at the High School**

**CELL PHONE EXPECTATIONS:**

Cell phones can be responsibly, safely, and respectfully used in the halls during passing time and the cafeteria. Upon entering a classroom/office, all cell phones must be turned off and out of sight. Failure to comply will result in disciplinary action. ***In the halls during class time, phones should **NOT** be visible or heard. The procedures are as follows:

**1st offense**

- Teacher reminds student to put device/item away

**2nd offense**

- Office will confiscate device for the rest of the school day
- 1.5 detention
- Parent/guardian will be notified

**3rd offense**

- Office will confiscate the device for the rest of the school day. Parent picks up the device.
- 3 hour detention
- Parent/Guardian will be notified

**4th offense**

- Office will confiscate the device for the rest of the school day. Parent picks up the device and meets with the administrator to arrange loss of device privileges for 1-2 school weeks.
- 4 hour detention

**Use of Earbuds/Sound Devices**

Safe, responsible and respectful use of earbuds prior to 7:45 AM, passing time, and lunch will be allowed. Earbud use in the classrooms will be allowed by the teacher for instructional purposes only. The use of all speakers in the building is prohibited.

Regulation adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

**P 4118.112**

**Personnel**

## Sexual Harassment

The Groton Public Schools recognize that sexual harassment, including sexual assault, is unlawful sex discrimination. The Board of Education (Board) prohibits sex discrimination/sexual harassment in the District's education program or activities. Education program or activity includes locations, events, or circumstances over which the school exercises substantial control over both the respondent (alleged perpetrator of sexual harassment) and the context in which the sexual harassment occurs. In addition to occurring on school grounds, sexual harassment may potentially occur off campus, in places or situations where athletic and extracurricular activities occur, on field trips, on the school bus, at school related conferences, or through use of school technology.

Schools shall respond to sexual harassment occurring in the District's education program or activities for which they have "actual knowledge." "Actual knowledge" means notice of sexual harassment or an allegation of sexual harassment brought to the attention of the Title IX Coordinator, any official of the school who has authority to institute corrective measures on the behalf or the school, as well as to any other employee of an elementary or secondary school.

Sexual harassment may take the form of student-on-student, employee-on-student, employee-on-employee, student-on-employee, or may be perpetrated against students or employees by third parties under the control of the District. Students who engage in proven sexual harassment may be subject to discipline, up to and including expulsion. Employees who engage in proven sexual harassment may be subject to disciplinary action, up to and including termination, as well as, other action required under the law including but not limited to a referral to DCF for suspected child abuse.

**Definition of Sexual Harassment for the Purposes of Title IX**

Sexual harassment is conduct on the basis of sex that satisfies one or more of the following:

(i) A school employee conditioning an education benefit or service on participation in unwelcome sexual conduct (i.e. quid pro quo)

(ii) Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity;

(iii) "Sexual assault" as defined in 20 U.S.C. 1092 (f)(6)(A)(v)(the Clery Act), "dating violence" as defined 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30) (the Violence Against Women Act (VAWA).

Examples of sexual harassment may include, but are not limited to:

- pressure for sexual activity
- repeated remarks with sexual or sexually demeaning implications
- unwelcome or inappropriate touching
- sexual assault
- suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning a student's grades or academic standing or an employee's employment status
- telling lewd jokes or sharing stories about sexual experiences – even if not directed at an individual but done in his/her presence to cause him/her discomfort
- sending unwanted suggestive or lewd emails, letters or other communications or sharing images of a sexual nature around the workplace or displaying posters, items, or screensavers of a sexual nature
- repeatedly asking for dates despite being rebuffed
- making sexually offensive gestures or facial expressions
- dating violence or stalking

**Other Definitions**

"Complainant" is defined as a person who is alleged to be the victim of conduct that could constitute sexual harassment.

"Respondent" is defined as a person who is alleged to be the perpetrator of conduct that could constitute sexual harassment.

"Supportive measures" are defined as non-disciplinary, non-punitive, individualized services, offered as appropriate and without charge to a complainant or respondent before or after the filing of a formal complaint, or where no complaint has been filed.

**Title IX Coordinator**

The Superintendent of Schools shall designate and authorize the Director of Pupil Personnel Services to be the District's Title IX Coordinator. This individual shall be given the title of, and shall be referred to as, the Title IX Coordinator and shall be responsible for ensuring compliance across the District with Title IX, corresponding state law, and applicable Board policy concerning sex discrimination/sexual harassment.

Applicants for admission and employment, students, parents, or legal guardians of elementary and secondary school students, employees, and, all unions shall be notified of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator.

The Title IX Coordinator's contact information shall be posted on the District's website and included in student and employee handbooks and published in other locations as deemed appropriate.

**Reporting Sexual Harassment**

Any person, including, but not limited to, students, parents or guardians, employees, bystander, or third parties (whether or not the person is the alleged victim), may report sexual harassment, including sexual assault, occurring in the District's education program or activities. Reporting may occur in person, by mail, by

telephone, or by electronic mail, using the contact information provided for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Reports may be made at any time, including during non-business hours.

A formal complaint is defined as a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against an individual and requesting that the District investigate the alleged sexual harassment. In an instance where the Title IX Coordinator signs the complaint, the Title IX Coordinator is not a party to the complaint nor is such action taken on behalf of the complainant.

The Title IX Coordinator will make forms available for both informal reports and formal complaints of sexual harassment. Additionally, such forms will be posted on the District's website. Informal reports are permissible and may be brought by any person. However, only a complainant and the District's Title IX Coordinator may file a formal complaint. All formal complaints shall be investigated. Supportive measures shall be offered to a complainant with or without the filing of a formal complaint.

There is no time limit on a complainant's decision to file a formal complaint, but complainants are encouraged to report incidents of sexual harassment promptly, and/or to file a formal complaint.

**Response including Supportive Measures**

Any school employee with actual knowledge of sex discrimination/sexual harassment shall promptly inform the District's Title IX Coordinator. The failure to do so may be grounds for disciplinary action.

Upon actual knowledge of sexual harassment, the Title IX Coordinator will promptly contact the complainant to advise and discuss with the complainant 1) the availability of supportive measures with or without the filing of a formal complaint, 2) the right to file a formal complaint, and 3) how to file a formal complaint.

A complainant, as well as a respondent shall be offered free, individualized "supportive measures" (e.g. counseling, course related adjustments, modification of work or class schedules, escort services, increased security/monitoring of certain areas, mutual restrictions on contact between the parties) designed to restore or preserve equal access to education with or without a formal complaint. These, as well as other measures, may be part of a final remedy.

Upon the filing a formal complaint, the complainant will be provided with a copy of this policy and its grievance procedures.

Written notice shall be provided to the respondent and to the complainant advising that a formal complaint has been filed. The respondent shall be entitled to a presumption of innocence during investigation of the complaint. Both parties will be treated fairly throughout the investigation and shall be entitled to an unbiased investigator who has not prejudged the matter being investigated.

Complaints that fail to allege a violation of Title IX shall be dismissed without investigation. This does not preclude the school administration from investigating or addressing the underlying conduct under relevant codes of conduct or Board policy.

**Emergency Removal/Administrative Leave**

An emergency removal of a respondent from the education program or activity is permissible provided that the District conducts an individualized safety and risk analysis and determines that emergency removal is necessary

to protect a student or other individual from an immediate threat to physical health or safety and notice and an opportunity to challenge the decision is provided. This does not modify any rights under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act (ADA).

An employee-respondent may be placed on administrative leave during the pendency of a grievance process.

**Informal Resolution**

At any point in the formal complaint process, the Districtwide Title IX Coordinator, in his/her discretion, may offer to facilitate an informal resolution option such as mediation or restorative justice.

Both parties must give voluntary, informed written consent.

Either party has a right to withdraw consent at any time, in which case the formal investigation shall proceed.

The informal resolution process shall not be available if the complainant/victim is a student and the respondent is an employee.

**Grievance Procedures**

The District will promptly and thoroughly investigate all formal complaints of sexual harassment in accordance with established grievance procedures.

District grievance procedures shall be established in the form of a regulation accompanying this policy.

The grievance procedure shall be used for the reporting and investigation of, and response to, a formal complaint of sexual harassment in the District's education program and activities against a person in the United States.

The District's grievance procedures shall be designed to comply with the regulation under Title IX as promulgated by the U.S. Department of Education, as it may be amended from time to time. Among other required provisions, the grievance procedures shall establish standards for fairness and equity, including a requirement that the decision maker not be the same individual as the Title IX Coordinator or the investigator shall:

- Explain how to file a complaint;
- address required notice;
- set out timelines for various components of the investigation and adjudication process;
- establish and explain grounds for the dismissal of a complaint;
- provide and explain the appeal process available to both parties;
- include a presumption of innocence for the respondent;
- state the evidence standard to be used to determine responsibility;
- require objective evaluation of all available evidence.

**Training**

Training shall be provided to Title IX personnel in accordance with the regulation under Title IX as promulgated by the U.S. Department of Education, as it may be amended from time to time. Additional training may be provided to all District employees as deemed advisable.

**Prohibition Against Retaliation**

Retaliation against any party, witness, or other participant to the grievance process is prohibited. Retaliation may form a basis for a complaint under this policy. The charging of a person with a code of conduct violation based upon a person making a materially false statement in bad faith in an investigation is not considered retaliatory.

**Dissemination, Posting, and Discussion of Policy**

This policy along with its accompanying regulation/grievance procedure shall appear in the Student Handbook, be discussed with students at least annually and more often as needed, be posted in prominent and accessible locations in each school building and in the Board of Education offices, and be published on the District's website along with the name/title and contact information for the Title IX Coordinator.

**Record Keeping**

The District shall keep records related to reports of alleged sexual harassment for a minimum of seven years, including investigation records, disciplinary sanctions, remedies, appeals, and records of any action taken, including supportive measures. Additionally, the District must also keep for a minimum of seven years any materials used to train Title IX Coordinators, investigators, decision makers, any employee designated to facilitate an informal process.

**Alternate Complaint Procedures**

In addition, or as an alternative to the filing of a sex discrimination/sexual harassment complaint through the District's grievance procedure, a person may choose to file a complaint with the Office for Civil Rights of the United States Department of Education.

**Statement of Protected Rights**

Application of this policy and its grievance procedure shall not be interpreted to restrict rights protected under the U.S. Constitution, including the right to free speech, to be free from self-incrimination, and to due process of law.

Legal References: Connecticut General Statutes

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

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

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

*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: September 14, 1992
Revised: February 27, 2017
Revised: January 25, 2021

GROTON PUBLIC SCHOOLS
Groton, Connecticut

## Regulations

## Personnel

## Sexual Harassment

### Prohibition Against Sexual Harassment: Response to Reports of Sexual Harassment and Grievance Procedures for Formal Complaints

The District will respond to all incidents of sexual harassment: (a) of which it has actual knowledge, and (b) that occurs within the school's education program or activity and (c) occurs against a person in the United States.

"Actual knowledge" means notice of sexual harassment or an allegation of sexual harassment brought to the attention of the Title IX Coordinator, any official of the school who has authority to institute corrective measures on the behalf or the school, as well as to any employee of an elementary and secondary school. Accordingly, any District employee with actual knowledge that sexual harassment is occurring shall notify the District's Title IX Coordinator.

Education program or activity includes locations, events, or circumstances over which the school exercises substantial control over both the respondent (perpetrator of sex discrimination/sexual harassment) and the context in which the sex discrimination/sexual harassment occurs. In addition to occurring on school grounds, sex discrimination/sexual harassment may potentially occur off campus, in places or situations where athletic and extracurricular activities occur, on field trips, on the school bus, at school related conferences, or through use of school technology, depending upon whether the District exercises control over both the respondent and the context in which the sexual harassment occurs.

### Reporting of Sexual Harassment

Informal Reports

Any person, including parent/guardians, students, employees, and third parties may report sexual harassment occurring in the District's education program or activity. Reporting may be in person, by mail, telephone, or by electronic mail, using the contact information provided for the Title IX Coordinator. Reports may be made during non-business hours. Reports may be made anonymously. When a reporter fails to identify a specific complainant (victim of sexual harassment), or to identify him/herself as the reporter, the District's response may be limited. Informal complaints will be accepted in any form; however, forms for making both informal reports and formal complaints are available on the District's website and from the Title IX Coordinator.

Formal Complaint

While third parties may make informal reports of sexual harassment occurring in the District's education program or activities, a formal complaint may only be made by a complainant or be signed by the Title IX Coordinator, triggering an investigation. A formal complaint is a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment and requesting that an investigation commence.

While there is no time limit for making an informal report or filing a formal complaint of sexual harassment, reporters/complainants are encouraged to promptly report incidents of sexual harassment to avoid the potential loss of evidence, a lapse in the memories of parties or witness, or the unavailability of persons key to an investigation. The District understands that a victim may decide not to report sexual harassment, to file a formal complaint, and/or may decide to wait to come forward with a report/formal complaint for a variety of reasons. The District respects complainants' decisions. However, the Title IX Coordinator has discretion to sign a formal complaint that initiates the grievance process where necessary to avoid deliberate indifference to sexual harassment even without a formal complaint from the complainant.

Forms for making both informal reports and formal complaints are available on the District's website and from the Title IX Coordinator.

Supportive measures will be offered to a complainant with or without a formal complaint.

**Response Including Supportive Measures**

Upon actual knowledge of sex discrimination/harassment, the Title IX Coordinator will promptly contact the complainant to advise and discuss with the complainant (1) the availability of supportive measures (with or without a formal complaint), and consider the complainant's wishes with respect to supportive measures (2) the right to file a formal complaint, and (3) how to file a formal complaint. The complainant shall be provided with a copy of the Board's policy prohibiting discrimination and these regulations containing its grievance procedure.

With or without the filing of a formal complaint, a complainant as well as a respondent, shall be offered, free of charge, non-disciplinary, non-punitive individualized supportive measures. Supportive measures are designed to restore or preserve equal access to the education program or activity, protect the safety of all parties and the educational environment, and deter sexual harassment, without unreasonably burdening the other party.

Supportive measures may include, but are not be limited to:

- Counseling
- Course adjustments
- Modification of work
- Modification of class schedules
- Escorts
- Increased monitoring
- Restrictions on contact

Supportive measures may be modified at any time as appropriate based upon changed or evolving circumstances and may be offered before or after the filing of a formal complaint or where no complaint has been filed at all. Supportive measures may also be part of any ultimate remedy.

No disciplinary action or other punitive measure for sexual harassment shall be taken against a respondent without first following the grievance procedures set out herein and a determination of responsibility has

been made. If the respondent has engaged in conduct other than sexual harassment in violation of a code of conduct or similar restriction, the respondent may be disciplined for such action(s) notwithstanding an ongoing investigation.

**Emergency Removal/Administrative Leave**

With or without the filing of a formal complaint, an emergency removal of a respondent from the education program or activity is permissible, provided that the District conducts an individualized safety and risk analysis and determines that emergency removal is necessary to protect a student or other individual from an immediate threat to physical health or safety, and provides notice and an opportunity to challenge the decision. This does not modify any rights under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act (ADA).

A non-student employee respondent may be placed on administrative leave during the pendency of an investigation.

**Dismissals of Complaints**

Mandatory Dismissal

A complaint of sexual harassment must be dismissed if:

1.) it fails to allege conduct that constitutes sexual harassment, even if proved;
2.) the alleged conduct did not occur in a District activity or program or
3.) the alleged conduct did not occur against a person in the United States.

Permissive Dismissal

A complaint of sexual harassment may be dismissed if:

1.) the complainant notifies the Title IX Coordinator that he/she wishes to withdraw the complaint or an allegation;
2.) the respondent's enrollment or employment ends;
3.) specific circumstances exist that prevent the District from gathering enough evidence to reach a determination i.e. significant passage of time between the formal complaint and the alleged conduct; failure of a complainant to cooperate with the grievance process.

The complainant and the respondent will promptly and simultaneously be provided written notice of the dismissal of a complaint or allegation, including the reasons for the mandatory or discretionary dismissal and an explanation of appeal rights.

**Grievance Procedures (to be used for formal complaints only)**

Grievance Procedures consistent with the regulations under Title IX as promulgated by the U.S. Department of Education and the principles of due process, the Board adopts the following Grievance Procedures responsive to formal complaints:

a. <u>Notice</u>

Written notice of the complaint shall be provided to the respondent prior to an initial interview with the respondent.

Written notice provided to the respondent shall include:

- notice of the Grievance Procedure, including any informal resolution process;
- notice of the allegations in sufficient detail to allow the respondent to prepare a response; a statement that the respondent is presumed innocent and that responsibility will be determined at the conclusion of the Grievance Process;
- notice of the right to have an advisor to inspect/review evidence; and
- notice of any provision in applicable codes of conduct that prohibit knowingly making false statements or providing false information in the grievance process.

The complainant shall be provided written notice of a formal complaint.

Additional written notice shall be provided to the parties in the event of additional or revised allegations of sexual harassment.

b. Investigation

The District will promptly investigate all formal complaints of sexual harassment in accordance with these grievance procedures. The District will designate personnel to investigate formal complaints, and such personnel shall be trained in accordance with this regulation. The person designated as the investigator will not be the same person as the Decision-Maker.

The respondent shall be entitled to a presumption of innocence until the investigation is complete. Both parties are to be treated fairly throughout the investigation and shall be entitled to an unbiased investigator who has not prejudged the matter being investigated.

The burden of proof shall be by a preponderance of the evidence. Both parties shall be provided with an equal opportunity to present facts and witnesses and other inculpatory or exculpatory evidence.

Each party shall have the opportunity to select an advisor of the parties "choice", which may, but does not have to be an attorney.

The District shall send written notice to both the complainant and respondent of any investigative interviews, meetings or hearing.

The complainant and respondent and their advisors, if applicable, shall be provided evidence directly related to the allegations (electronic or hard copy) with at least ten (10) days to inspect, review, and respond to the evidence. Such evidence shall not be further disseminated by the parties. The parties and advocates shall not further disseminate such evidence and may be required to execute a non-disclosure agreement.

The complainant and respondent shall not be prohibited from discussing the allegations or gather evidence, i.e. no "gag" orders. All parties First Amendment rights shall be honored.

Confidential information such as medical or psychological reports cannot be used as part of the investigation without written voluntary consent of the party.

Evidence of the complainant's prior sexual activity is not relevant and may not be introduced except to prove that someone other than the respondent committed the alleged misconduct or is offered to prove consent.

Pending a final resolution after consultation with them, supportive measures shall be offered to the complainant or respondent.

c. Investigative Report

At the conclusion of the investigation, the investigator shall prepare a report summarizing the evidence, shall provide a copy to the complainant and respondent, and shall give the parties ten (10) days to respond. Each party shall be provided an opportunity to submit written, relevant questions that a party wants asked of the other party, or a witness, and shall provide each party with the answers to each such questions.

d. Decision Maker

The Superintendent or designee must review the evidence applying the preponderance of the evidence standard and issue a written determination regarding responsibility with findings of fact, conclusions as to whether the conduct alleged occurred; the rational for the result as to each allegation; and any discipline imposed on the respondent, and any other remedies to be provided to the complainant to restore or preserve equal access to the District's education program or activity

The written determination will be sent simultaneously to the parties along with an explanation of how to file an appeal.

**Remedies**

Remedies will be provided to a complainant when a respondent it found responsible. Remedies shall be designed to maintain the complainant's equal access to education.

The range of remedies in the case a violation is found can range from counseling to serious discipline, up to and including expulsion/termination.

The range of remedies depends on the circumstances but may include previously provided supportive measures, grade changes, the opportunity to retake a test or resubmit an assignment, reassignment of class, school-based counseling, and reinstatement to a team or activity as well as other appropriate measures.

The Title IX Coordinator shall oversee the effectiveness of the remedies toward ensuring that no continued discrimination occurs.

**Appeal**

An appeal of the determination may be filed with the Superintendent of Schools by either party, for one of the following reasons:

1.) procedural irregularities

2.) newly discovered evidence that could affect the outcome

3.) the Title IX personnel (Title IX coordinator, investigator/decision maker, etc.) had a conflict of interest or bias that altered the outcome

**Retaliation**

Retaliation against any party, witness or other participant to an investigation is prohibited.
Any claim of such may be filed in accordance with this Grievance Procedure. Discipline for filing or making a false statement shall not constitute retaliation absent evidence of such motivation.

**Informal Resolution**

At any point in the formal complaint process, the Districtwide Title IX Coordinator, in his/her discretion, may offer an informal resolution option such as mediation or restorative justice. The staff member appointed to conduct the informal resolution shall be unbiased and receive appropriate training.

Both parties must give voluntary, informed written consent.

Either party has a right to withdraw consent at any time, in which case the formal investigation shall proceed.

The informal resolution process shall not be available if the complainant/victim is a student and the respondent is an employee.

Informal resolution may encompass a broad range of conflict resolution strategies, including, but not limited to, arbitration, mediation or restorative justice.

**Confidentiality**

The identities of the complainants, respondents, and witnesses, except as provided herein or as required by law, including FERPA, shall not be disclosed.

**Record Keeping**

The District shall keep records related to reports of alleged sexual harassment for a minimum of seven years, including investigation records, disciplinary sanctions, remedies, appeals, and records of any action

taken, including supportive measures. Additionally, districts must also keep for a minimum of seven years any materials used to train Title IX Coordinators, investigators, decision makers, or any employee designed to facilitate an informal process.

**Alternate Complaint Procedures**

In addition, or as an alternative to the filing of a sex discrimination/sexual harassment complaint through the District's grievance procedure, a person may choose to file a complaint with the Office for Civil Rights of the United States Department of Education, any other state or federal agency designated to receive such complaints, and/or report an incident of sexual harassment to law enforcement.

**Statement of Protected Rights**

Application of this policy and its grievance procedure shall not be interpreted to restrict rights protected under the U.S. Constitution, including the right to free speech, to be free from self-incrimination and to due process of law.

**Mandated Reporters**

Nothing in the Board's sexual harassment policy and this regulation shall interfere with or alter a mandated reporter's responsibility to report child abuse or neglect or sexual assault to DCF or the police as may be required by law.

**Training**

Training shall be provided to Title IX personnel, including, but not limited to, Title IX Coordinators, investigators, decision makers, and any employee designed to facilitate an informal process in accordance with the regulation under Title IX as promulgated by the U.S. Department of Education, as it may be amended from time to time.

Training shall include, but is not limited to, explanation or instruction regarding:

- the definition of "sexual harassment"
- grievance procedures
- how to conduct an investigation-
- how to prepare an investigative report
- training on any technology that might be needed to carry out responsibility for investigation or decision making, e.g. recording device for live hearing
- issues of relevance, including how to apply rape shield protections for complainants and application of legally recognized privilege

Training may additionally be provided to other school employees as deemed appropriate.

A record shall be kept reflecting the names of all employees who receive training along with the date and nature of the training.

Materials used to train personnel shall be posted to the District's website and maintained as required under the regulations under Title IX as promulgated by the U.S. Department of Education, as it may be amended from time to time.

Regulation approved: September 5, 2012
Revised: November 28, 2016
Revised: January 25, 2021

GROTON PUBLIC SCHOOLS
Groton, Connecticut

**Form A**

## GROTON PUBLIC SCHOOLS

## INFORMAL REPORT OF SEXUAL HARASSMENT

***This form may be used by any individual who wishes to make a report of sexual harassment occurring in the District's education program and activities. Anonymous reports are permitted but may limit the District's ability to respond. A complainant (student or employee believing he/she is a victim of sexual harassment) may choose to file an informal report using this form or to file a formal complaint triggering a full investigation by completing Form B. With or without a formal complaint, supportive measures will be offered to both a complainant and respondent (alleged perpetrator).***

*Return this form to the District Title IX Coordinator who may be contacted as follows:*
Director, Pupil Personnel Services, Groton Public Schools P.O. Box K Groton, CT 06340 (860-572-2150)

Reporter's Name_____
Home Address _____
Name of School (if a student/employee) _____
Home Phone_____Work Phone _____ Cell Phone _____
Email address_____
Preferred method of contact_____
Date of Alleged Incident(s) _____
Alleged victim's name (if not the reporter) _____
Name of person(s) you believe engaged in sexual harassment_____
List any witnesses that were present/have knowledge _____
_____
Where did the incident(s) occur?_____
Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used: any specific verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; what did you do to avoid the situation, etc. (Attach additional pages if necessary.)

_____
_____
_____

*I hereby certify that the information I have provided in this report is true, correct, and complete to the best of my knowledge and belief.*

_____ _____
(Reporter's Signature) (Date)

***All reports of sexual harassment will be responded to in accordance with Board Policy 4118.112 / 5145.5 and its regulation.***

Received By: _____ _____
(Name) (Date)

_____
(Signature)

**Form B**

**GROTON PUBLIC SCHOOLS**
**FORMAL COMPLAINT OF SEXUAL HARASSMENT**

***This form may be used by any student or employee of the District who believes he/she is a victim of sexual harassment occurring in the District's education program or activities and wishes to file a formal complaint. The filing/signing of this form will trigger a full investigation. With or without a formal complaint, supportive measures will be offered to both a complainant (alleged victim) and respondent (alleged perpetrator). To initiate this complaint, return this form to the District's Title IX Coordinator who may be contacted as follow:*** Director, Pupil Personnel Services, Groton Public Schools P.O. Box K Groton, CT 06340 (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) _____
Name of person(s) you believe engaged in sexual harassment _____
List any witnesses that were present/have knowledge _____
_____
Where did the incident(s) occur?_____
Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any specific verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; what did you do in 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 that a full investigation occur in accordance with Board Policy 4118.112 / 5145.5 and its regulations containing grievance procedures designed to address formal complaints of sexual harassment.*

_____ _____
(Reporter's Signature) (Date)

Received By: _____ _____
(Name) (Date)

_____
(Signature)

# 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


## STUDENT/EMPLOYEE NON-DISCLOSURE AGREEMENT
## TITLE IX INVESTIGATION

I have been selected by _____ to be his/her advisor related to the investigation of a Title IX complaint in which [insert name of student or employee] is a named complainant/respondent. On behalf of _____, I may permissibly discuss allegations under investigation, may review evidence, both exculpatory and inculpatory, and am authorized to review an investigative report issued by the officer assigned to investigate ("confidential information").

I understand and agree to use the materials provided for my inspection and review solely for the purpose of the Title IX Grievance Process. Any further dissemination or disclosure of these confidential materials along with the content therein is prohibited. I may not copy, share, provide or other disclose or disseminate them 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. At the conclusion of the matter, I will return and/or destroy any and all such confidential information provided to me in connection with the Title IX complaint and investigation.

I acknowledge that in the event that I breach this agreement, in addition to any other remedies, the 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 or disseminate the confidential information thereof, including any and all copies and reproductions of the same.

_____

(Name)

_____ _____

(Signature) (Date)

---

Received by: _____ _____

(Name/signature) (Date)

---

**The section below is to be completed upon the issuance of a decision of responsibility or at the conclusion of an appeal, if any.**

Materials reviewed/inspected provided:

_____

_____

_____

I hereby certify that the materials provided have been returned or destroyed.

Signature of advisor: _____

---

# 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 A COMPLAINANT/ALLEGED VICTIM OF SEXUAL HARASSMENT UPON THE FILING/SIGNING OF A FORMAL COMPLAINT**

[Date]

Dear [Student or Employee]

Please be advised that a formal sexual harassment complaint has been filed identifying you as a victim of sexual harassment in a District education program or activity. Specifically, it is alleged that **[insert description to provide sufficient detail. Where known, include the name of parties, the conduct alleged to be sexual harassment, the date and location of the conduct]**.

In accordance with Title IX and District policy, sexual harassment is prohibited in the education programs and activities of the Groton Public Schools. The Groton Public Schools follows its established grievance procedures for the investigation of and response to complaints of sex discrimination/sexual harassment.

Attached for your review is a copy of Groton Board of Education Policy 4118.112 / 5145.5, Prohibition Against Sex Discrimination and Sexual Harassment and its regulation containing the District's grievance procedures.

As someone alleged to be the victim of sexual harassment, you are referred to as a "complainant" and the person alleged to have perpetrated the conduct that could constitute sexual harassment is referred to as a "respondent."

The grievance procedures contain information about how the 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. Whether or not the respondent has engaged in sexual harassment will be determined at the conclusion of the District's grievance process. A respondent is presumed innocent (not responsible for the conduct) until proven otherwise. If sexual harassment is determined to have occurred, remedies will be provided. Retaliation for filing a complaint, or participation in the grievance process, is prohibited.

The respondent(s) has/have also been provided with written notification of the complaint. If you are subjected to new or continued sexual harassment, are physically threatened by the respondent, or retaliated against by anyone for your involvement in this complaint, contact the Title IX Coordinator so appropriate responsive action may be taken.

Be advised that anyone who knowingly makes false statements or provides false information in the grievance process may be subject to disciplinary action in accordance with Board of Education policy 4118.112 / 5145.5.

Your cooperation is appreciated while this matter is investigated.

Sincerely,

District Title IX Coordinator
Groton Public Schools
P.O. Box K
Groton, CT 06340

cc:

Enclosures: Board Policy and regulation P 4118.112/5145.5,
Grievance Procedures

# 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 A RESPONDENT/INDIVIDUAL ALLEGED TO HAVE COMMITTED SEXUAL HARASSMENT UPON THE FILING OF A FORMAL SEXUAL HARASSMENT COMPLAINT**

[Date]

Dear [Student or Employee]

Please be advised that a formal sexual harassment complaint has been filed naming you as a perpetrator of sexual harassment in a district education program or activity. Specifically, it is alleged that **[insert description to provide sufficient detail to allow the respondent to prepare a response. Where known, include the name of parties, the conduct alleged to be sexual harassment, the date and location of the conduct]**.

In accordance with Title IX and District policy, sexual harassment is prohibited in the education programs and activities of the Groton Public Schools. The Groton Public Schools responds promptly and thoroughly to all formal complaints of sexual harassment following its established grievance procedures for the investigation of and response to complaints of sex discrimination/sexual harassment.

The person alleged to be the victim of sexual harassment is referred to as a complainant. As someone accused of sexual harassment, you are referred to as a "respondent". A respondent is presumed innocent (not responsible for the conduct). Whether you have engaged in sexual harassment will be determined at the conclusion of the grievance process.

Attached for your review is a copy of Groton Board of Education Policy P 4118.112/5145.5, Prohibition Against Sex Discrimination and Sexual Harassment, and its regulation containing the District's grievance procedures.

The grievance procedures contain information about how the complaint will be investigated and your rights and that of the complainant including 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.

You have been provided with this notice and attached information so you may respond thoughtfully when interviewed. A school official designated as the District's official investigator in this matter will contact you to schedule an initial interview. The purpose of the initial interview is to explain the grievance process, discuss the allegations and provide you with an opportunity to ask questions, share information, and respond to the allegations. Interviews are part of the investigation process and are essential to the fact-finding process required prior to the issuance of a final determination.

Be advised that anyone who knowingly makes false statements or provides false information in the grievance process may be subject to disciplinary action in accordance with Board of Education policy 4118.112/5145.5.

Your cooperation is appreciated while this is matter is investigated.

Sincerely,

District Title IX Coordinator
Groton Public Schools
P.O. Box K
Groton, CT 06340

cc:

Enclosures: Board Policy and regulation P 4118.112/5145.5,
Grievance Procedures R 4118.112/5145.5

**P 5145.5**

**Students/Personnel**

## Sexual Harassment

The Groton Public Schools recognize that sexual harassment, including sexual assault, is unlawful sex discrimination. The Board of Education (Board) prohibits sex discrimination/sexual harassment in the District's education program or activities. Education program or activity includes locations, events, or circumstances over which the school exercises substantial control over both the respondent (alleged perpetrator of sexual harassment) and the context in which the sexual harassment occurs. In addition to occurring on school grounds, sexual harassment may potentially occur off campus, in places or situations where athletic and extracurricular activities occur, on field trips, on the school bus, at school related conferences, or through use of school technology.

Schools shall respond to sexual harassment occurring in the District's education program or activities for which they have "actual knowledge." "Actual knowledge" means notice of sexual harassment or an allegation of sexual harassment brought to the attention of the Title IX Coordinator, any official of the school who has authority to institute corrective measures on the behalf or the school, as well as to any other employee of an elementary or secondary school.

Sexual harassment may take the form of student-on-student, employee-on-student, employee-on-employee, student-on-employee, or may be perpetrated against students or employees by third parties under the control of the District. Students who engage in proven sexual harassment may be subject to discipline, up to and including expulsion. Employees who engage in proven sexual harassment may be subject to disciplinary action, up to and including termination, as well as, other action required under the law including but not limited to a referral to DCF for suspected child abuse.

**Definition of Sexual Harassment for the Purposes of Title IX**

Sexual harassment is conduct on the basis of sex that satisfies one or more of the following:

(i) A school employee conditioning an education benefit or service on participation in unwelcome sexual conduct (i.e. quid pro quo)

(ii) Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity;

(iii) "Sexual assault" as defined in 20 U.S.C. 1092 (f)(6)(A)(v)(the Clery Act), "dating violence" as defined 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30) (the Violence Against Women Act (VAWA).

Examples of sexual harassment may include, but are not limited to:

- pressure for sexual activity
- repeated remarks with sexual or sexually demeaning implications
- unwelcome or inappropriate touching
- sexual assault
- suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning a student's grades or academic standing or an employee's employment status
- telling lewd jokes or sharing stories about sexual experiences – even if not directed at an individual but done in his/her presence to cause him/her discomfort
- sending unwanted suggestive or lewd emails, letters or other communications or sharing images of a sexual nature around the workplace or displaying posters, items, or screensavers of a sexual nature
- repeatedly asking for dates despite being rebuffed
- making sexually offensive gestures or facial expressions
- dating violence or stalking

**Other Definitions**

"Complainant" is defined as a person who is alleged to be the victim of conduct that could constitute sexual harassment.

"Respondent" is defined as a person who is alleged to be the perpetrator of conduct that could constitute sexual harassment.

"Supportive measures" are defined as non-disciplinary, non-punitive, individualized services, offered as appropriate and without charge to a complainant or respondent before or after the filing of a formal complaint, or where no complaint has been filed.

**Title IX Coordinator**

The Superintendent of Schools shall designate and authorize the Director of Pupil Personnel Services to be the District's Title IX Coordinator. This individual shall be given the title of, and shall be referred to as, the Title IX Coordinator and shall be responsible for ensuring compliance across the District with Title IX, corresponding state law, and applicable Board policy concerning sex discrimination/sexual harassment.

Applicants for admission and employment, students, parents, or legal guardians of elementary and secondary school students, employees, and, all unions shall be notified of the name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator.

The Title IX Coordinator's contact information shall be posted on the District's website and included in student and employee handbooks and published in other locations as deemed appropriate.

**Reporting Sexual Harassment**

Any person, including, but not limited to, students, parents or guardians, employees, bystanders, or third parties (whether or not the person is the alleged victim), may report sexual harassment, including sexual assault,

occurring in the District's education program or activities. Reporting may occur in person, by mail, by telephone, or by electronic mail, using the contact information provided for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Reports may be made at any time, including during non-business hours.

A formal complaint is defined as a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against an individual and requesting that the District investigate the alleged sexual harassment. In an instance where the Title IX Coordinator signs the complaint, the Title IX Coordinator is not a party to the complaint nor is such action taken on behalf of the complainant.

The Title IX Coordinator will make forms available for both informal reports and formal complaints of sexual harassment. Additionally, such forms will be posted on the District's website. Informal reports are permissible and may be brought by any person. However, only a complainant and the District's Title IX Coordinator may file a formal complaint. All formal complaints shall be investigated. Supportive measures shall be offered to a complainant with or without the filing of a formal complaint.

There is no time limit on a complainant's decision to file a formal complaint, but complainants are encouraged to report incidents of sexual harassment promptly, and/or to file a formal complaint.

**Response including Supportive Measures**

Any school employee with actual knowledge of sex discrimination/sexual harassment shall promptly inform the District's Title IX Coordinator. The failure to do so may be grounds for disciplinary action.

Upon actual knowledge of sexual harassment, the Title IX Coordinator will promptly contact the complainant to advise and discuss with the complainant 1) the availability of supportive measures with or without the filing of a formal complaint, 2) the right to file a formal complaint, and 3) how to file a formal complaint.

A complainant, as well as a respondent shall be offered free, individualized "supportive measures" (e.g. counseling, course related adjustments, modification of work or class schedules, escort services, increased security/monitoring of certain areas, mutual restrictions on contact between the parties) designed to restore or preserve equal access to education with or without a formal complaint. These, as well as other measures, may be part of a final remedy.

Upon the filing a formal complaint, the complainant will be provided with a copy of this policy and its grievance procedures.

Written notice shall be provided to the respondent and to the complainant advising that a formal complaint has been filed. The respondent shall be entitled to a presumption of innocence during investigation of the complaint. Both parties will be treated fairly throughout the investigation and shall be entitled to an unbiased investigator who has not prejudged the matter being investigated.

Complaints that fail to allege a violation of Title IX shall be dismissed without investigation. This does not preclude the school administration from investigating or addressing the underlying conduct under relevant codes of conduct or board policy.

**Emergency Removal/Administrative Leave**

An emergency removal of a respondent from the education program or activity is permissible provided that the District conducts an individualized safety and risk analysis and determines that emergency removal is necessary

to protect a student or other individual from an immediate threat to physical health or safety and notice and an opportunity to challenge the decision is provided. This does not modify any rights under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act (ADA).

An employee-respondent may be placed on administrative leave during the pendency of a grievance process.

**Informal Resolution**

At any point in the formal complaint process, the Districtwide Title IX Coordinator, in his/her discretion, may offer to facilitate an informal resolution option such as mediation or restorative justice.

Both parties must give voluntary, informed written consent.

Either party has a right to withdraw consent at any time, in which case the formal investigation shall proceed.

The informal resolution process shall not be available if the complainant/victim is a student and the respondent is an employee.

**Grievance Procedures**

The District will promptly and thoroughly investigate all formal complaints of sexual harassment in accordance with established grievance procedures.

District grievance procedures shall be established in the form of a regulation accompanying this policy.

The grievance procedure shall be used for the reporting and investigation of, and response to, a formal complaint of sexual harassment in the District's education program and activities against a person in the United States.

The District's grievance procedures shall be designed to comply with the regulation under Title IX as promulgated by the U.S. Department of Education, as it may be amended from time to time. Among other required provisions, the grievance procedures shall establish standards for fairness and equity, including a requirement that the decision maker not be the same individual as the Title IX Coordinator or the investigator shall:

- Explain how to file a complaint;
- address required notice;
- set out timelines for various components of the investigation and adjudication process;
- establish and explain grounds for the dismissal of a complaint;
- provide and explain the appeal process available to both parties;
- include a presumption of innocence for the respondent;
- state the evidence standard to be used to determine responsibility;
- require objective evaluation of all available evidence.

**Training**

Training shall be provided to Title IX personnel in accordance with the regulation under Title IX as promulgated by the U.S. Department of Education, as it may be amended from time to time. Additional training may be provided to all school employees as deemed advisable.

**Prohibition Against Retaliation**

Retaliation against any party, witness, or other participant to the grievance process is prohibited. Retaliation may form a basis for a complaint under this policy. The charging of a person with a code of conduct violation based upon a person making a materially false statement in bad faith in an investigation is not considered retaliatory.

**Dissemination, Posting, and Discussion of Policy**

This policy along with its accompanying regulation/grievance procedure shall appear in the Student Handbook, be discussed with students at least annually and more often as needed, be posted in prominent and accessible locations in each school building and in the Board of Education offices, and be published on the District's website along with the name/title and contact information for the Title IX Coordinator.

**Record Keeping**

The District shall keep records related to reports of alleged sexual harassment for a minimum of seven years, including investigation records, disciplinary sanctions, remedies, appeals, and records of any action taken, including supportive measures. Additionally, the Districts must also keep for a minimum of seven years any materials used to train Title IX Coordinators, investigators, decision makers, any employee designated to facilitate an informal process.

**Alternate Complaint Procedures**

In addition, or as an alternative to the filing of a sex discrimination/sexual harassment complaint through the District's grievance procedure, a person may choose to file a complaint with the Office for Civil Rights of the United States Department of Education.

**Statement of Protected Rights**

Application of this policy and its grievance procedure shall not be interpreted to restrict rights protected under the U.S. Constitution, including the right to free speech, to be free from self-incrimination, and to due process of law.

Legal References: Connecticut General Statutes

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

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

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

*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)

**Adopted: September 14, 1992**
**Revised: February 27, 2017**
**Revised: January 25, 2021**

**GROTON PUBLIC SCHOOLS**
**Groton, Connecticut**

## Regulations

## Prohibition Against Sexual Harassment: Response to Reports of Sexual Harassment and Grievance Procedures for Formal Complaints

The District will respond to all incidents of sexual harassment: (a) of which it has actual knowledge, and (b) that occurs within the school's education program or activity and (c) occurs against a person in the United States.

"Actual knowledge" means notice of sexual harassment or an allegation of sexual harassment brought to the attention of the Title IX Coordinator, any official of the school who has authority to institute corrective measures on the behalf or the school, as well as to any employee of an elementary and secondary school. Accordingly, any District employee with actual knowledge that sexual harassment is occurring shall notify the District's Title IX Coordinator.

Education program or activity includes locations, events, or circumstances over which the school exercises substantial control over both the respondent (perpetrator of sex discrimination/sexual harassment) and the context in which the sex discrimination/sexual harassment occurs. In addition to occurring on school grounds, sex discrimination/sexual harassment may potentially occur off campus, in places or situations where athletic and extracurricular activities occur, on field trips, on the school bus, at school related conferences, or through use of school technology, depending upon whether the District exercises control over both the respondent and the context in which the sexual harassment occurs.

### Reporting of Sexual Harassment

Informal Reports

Any person, including parent/guardians, students, employees, and third parties may report sexual harassment occurring in the District's education program or activity. Reporting may be in person, by mail, telephone, or by electronic mail, using the contact information provided for the Title IX Coordinator. Reports may be made during non-business hours. Reports may be made anonymously. When a reporter fails to identify a specific complainant (victim of sexual harassment), or to identify him/herself as the reporter, the District's response may be limited. Informal complaints will be accepted in any form; however, forms for making both informal reports and formal complaints are available on the District's website and from the Title IX Coordinator.

Formal Complaint

While third parties may make informal reports of sexual harassment occurring in the District's education program or activities, a formal complaint may only be made by a complainant or be signed by the Title IX Coordinator, triggering an investigation. A formal complaint is a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment and requesting that an investigation commence.

While there is no time limit for making an informal report or filing a formal complaint of sexual harassment, reporters/complainants are encouraged to promptly report incidents of sexual harassment to avoid the potential loss of evidence, a lapse in the memories of parties or witness, or the unavailability of persons key to an investigation. The District understands that a victim may decide not to report sexual harassment, to file a formal complaint, and/or may decide to wait to come forward with a report/formal complaint for a variety of reasons. The District respects complainants' decisions. However, the Title IX Coordinator has discretion to sign a formal

complaint that initiates the grievance process where necessary to avoid deliberate indifference to sexual harassment even without a formal complaint from the complainant.

Forms for making both informal reports and formal complaints are available on the District's website and from the Title IX Coordinator.

Supportive measures will be offered to a complainant with or without a formal complaint.

**Response Including Supportive Measures**

Upon actual knowledge of sex discrimination/harassment, the Title IX Coordinator will promptly contact the complainant to advise and discuss with the complainant (1) the availability of supportive measures (with or without a formal complaint), and consider the complainant's wishes with respect to supportive measures (2) the right to file a formal complaint, and (3) how to file a formal complaint. The complainant shall be provided with a copy of the Board's policy prohibiting discrimination and these regulations containing its grievance procedure.

With or without the filing of a formal complaint, a complainant as well as a respondent, shall be offered, free of charge, non-disciplinary, non-punitive individualized supportive measures. Supportive measures are designed to restore or preserve equal access to the education program or activity, protect the safety of all parties and the educational environment, and deter sexual harassment, without unreasonably burdening the other party.

Supportive measures may include, but are not be limited to:

- Counseling
- Course adjustments
- Modification of work
- Modification of class schedules
- Escorts
- Increased monitoring
- Restrictions on contact

Supportive measures may be modified at any time as appropriate based upon changed or evolving circumstances and may be offered before or after the filing of a formal complaint or where no complaint has been filed at all. Supportive measures may also be part of any ultimate remedy.

No disciplinary action or other punitive measure for sexual harassment shall be taken against a respondent without first following the grievance procedures set out herein and a determination of responsibility has been made. If the respondent has engaged in conduct other than sexual harassment in violation of a code of conduct or similar restriction, the respondent may be disciplined for such action(s) notwithstanding an ongoing investigation.

**Emergency Removal/Administrative Leave**

With or without the filing of a formal complaint, an emergency removal of a respondent from the education program or activity is permissible, provided that the District conducts an individualized safety and risk analysis and determines that emergency removal is necessary to protect a student or other individual from an immediate threat to physical health or safety, and provides notice and an opportunity to challenge the decision. This does not modify any rights under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act (ADA).

A non-student employee respondent may be placed on administrative leave during the pendency of an

investigation.

**Dismissals of Complaints**

Mandatory Dismissal

A complaint of sexual harassment must be dismissed if:

1.) it fails to allege conduct that constitutes sexual harassment, even if proved;
2.) the alleged conduct did not occur in a District activity or program or
3.) the alleged conduct did not occur against a person in the United States.

Permissive Dismissal

A complaint of sexual harassment may be dismissed if:

1.) the complainant notifies the Title IX Coordinator that he/she wishes to withdraw the complaint or an allegation;
2.) the respondent's enrollment or employment ends;
3.) specific circumstances exist that prevent the District from gathering enough evidence to reach a determination i.e. significant passage of time between the formal complaint and the alleged conduct; failure of a complainant to cooperate with the grievance process.

The complainant and the respondent will promptly and simultaneously be provided written notice of the dismissal of a complaint or allegation, including the reasons for the mandatory or discretionary dismissal and an explanation of appeal rights.

**Grievance Procedures (to be used for formal complaints only)**

Grievance Procedures consistent with the regulations under Title IX as promulgated by the U.S. Department of Education and the principles of due process, the Board adopts the following Grievance Procedures responsive to formal complaints:

a. Notice

Written notice of the complaint shall be provided to the respondent prior to an initial interview with the respondent.

Written notice provided to the respondent shall include:

- notice of the Grievance Procedure, including any informal resolution process;
- notice of the allegations in sufficient detail to allow the respondent to prepare a response; a statement that the respondent is presumed innocent and that responsibility will be determined at the conclusion of the Grievance Process;
- notice of the right to have an advisor to inspect/review evidence; and
- notice of any provision in applicable codes of conduct that prohibit knowingly making false statements or providing false information in the grievance process.

The complainant shall be provided written notice of a formal complaint.

Additional written notice shall be provided to the parties in the event of additional or revised allegations of sexual harassment.

b. Investigation

The District will promptly investigate all formal complaints of sexual harassment in accordance with these grievance procedures. The District will designate personnel to investigate formal complaints, and such personnel shall be trained in accordance with this regulation. The person designated as the investigator will not be the same person as the Decision-Maker.

The respondent shall be entitled to a presumption of innocence until the investigation is complete. Both parties are to be treated fairly throughout the investigation and shall be entitled to an unbiased investigator who has not prejudged the matter being investigated.

The burden of proof shall be by a preponderance of the evidence. Both parties shall be provided with an equal opportunity to present facts and witnesses and other inculpatory or exculpatory evidence.

Each party shall have the opportunity to select an advisor of the parties "choice", which may but does not have to be an attorney.

The District shall send written notice to both the complainant and respondent of any investigative interviews, meetings or hearing.

The complainant and respondent and their advisors, if applicable, shall be provided evidence directly related to the allegations (electronic or hard copy) with at least ten (10) days to inspect, review, and respond to the evidence. Such evidence shall not be further disseminated by the parties. The parties and advocates shall not further disseminate such evidence and may be required to execute a non-disclosure agreement.

The complainant and respondent shall not be prohibited from discussing the allegations or gather evidence, i.e. no "gag" orders. All parties First Amendment rights shall be honored.

Confidential information such as medical or psychological reports cannot be used as part of the investigation without written voluntary consent of the party.

Evidence of the complainant's prior sexual activity is not relevant and may not be introduced except to prove that someone other than the respondent committed the alleged misconduct or is offered to prove consent.

Pending a final resolution after consultation with them, supportive measures shall be offered to the complainant or respondent.

c. Investigative Report

At the conclusion of the investigation, the investigator shall prepare a report summarizing the evidence, shall provide a copy to the complainant and respondent, and shall give the parties ten (10) days to respond. Each party shall be provided an opportunity to submit written, relevant questions that a party wants asked of the other party, or a witness, and shall provide each party with the answers to each such questions.

d. Decision Maker

The decision maker, Superintendent or designee must review the evidence applying the preponderance of the evidence standard and issue a written determination regarding responsibility with findings of fact, conclusions as to whether the conduct alleged occurred; the rational for the result as to each allegation; and any discipline imposed on the respondent, and any other remedies to be provided to the complainant to restore or preserve equal access to the District's education program or activity

The written determination will be sent simultaneously to the parties along with an explanation of how to file an appeal.

**Remedies**

Remedies will be provided to a complainant when a respondent it found responsible. Remedies shall be designed to maintain the complainant's equal access to education.

The range of remedies in the case that a violation is found can range from counseling to serious discipline, up to and including expulsion/termination.

The range of remedies depends on the circumstances but may include previously provided supportive measures, grade changes, the opportunity to retake a test or resubmit an assignment, reassignment of class, school-based counseling, and reinstatement to a team or activity as well as other appropriate measures.

The Title IX Coordinator shall oversee the effectiveness of the remedies toward ensuring that no continued discrimination occurs.

**Appeal**

An appeal of the determination may be filed with the Superintendent of Schools by either party, for one of the following reasons:

1.) procedural irregularities

2.) newly discovered evidence that could affect the outcome

3.) the Title IX personnel (Title IX coordinator, investigator/decision maker, etc.) had a conflict of interest or bias that altered the outcome

**Retaliation**

Retaliation against any party, witness, or other participant to an investigation is prohibited.
Any claim of such may be filed in accordance with this Grievance Procedure. Discipline for filing or making a false statement shall not constitute retaliation absent evidence of such motivation.

**Informal Resolution**

At any point in the formal complaint process, the Districtwide Title IX Coordinator, in his/her discretion, may offer an informal resolution option such as mediation or restorative justice. The staff member appointed to conduct the informal resolution shall be unbiased and receive appropriate training.

Both parties must give voluntary, informed written consent.

Either party has a right to withdraw consent at any time, in which case the formal investigation shall proceed.

The informal resolution process shall not be available if the complainant/victim is a student and the respondent is an employee.

Informal resolution may encompass a broad range of conflict resolution strategies, including, but not limited to, arbitration, mediation or restorative justice.

**Confidentiality**

The identities of the complainants, respondents and witnesses, except as provided herein or as required by law, including FERPA, shall not be disclosed.

**Record Keeping**

The District must keep records related to reports of alleged sexual harassment for a minimum of seven years, including investigation records, disciplinary sanctions, remedies, appeals, and records of any action taken, including supportive measures. Additionally, Districts must also keep for a minimum of seven years any materials used to train Title IX Coordinators, investigators, decision makers, any employee designed to facilitate an informal process.

**Alternate Complaint Procedures**

In addition, or as an alternative to the filing of a sex discrimination/sexual harassment complaint through the District's grievance procedure, a person may choose to file a complaint with the Office for Civil Rights of the United States Department of Education, any other state or federal agency designated to receive such complaints, and/or report an incident of sexual harassment to law enforcement.

**Statement of Protected Rights**

Application of this policy and its grievance procedure shall not be interpreted to restrict rights protected under the U.S. Constitution, including the right to free speech, to be free from self-incrimination and to due process of law.

**Mandated Reporters**

Nothing in the Board's sexual harassment policy and this regulation shall interfere with or alter a mandated reporter's responsibility to report child abuse or neglect or sexual assault to DCF or the police as may be required by law.

**Training**

Training shall be provided to Title IX personnel, including, but not limited to, Title IX Coordinators, investigators, decision makers, and any employee designed to facilitate an informal process in accordance with the regulation under Title IX as promulgated by the U.S. Department of Education, as it may be amended from time to time.

Training shall include, but is not limited to, explanation or instruction regarding:

- the definition of "sexual harassment"
- grievance procedures

- how to conduct an investigation-
- how to prepare an investigative report
- training on any technology that might be needed to carry out responsibility for investigation or decision making e.g., recording device for live hearing
- issues of relevance, including how to apply rape shield protections for complainants, and application of legally recognized privilege

Training may additionally be provided to other school employees as deemed appropriate.

A record shall be kept reflecting the names of all employees who receive training along with the date and nature of the training.

Materials used to train personnel shall be posted to the District's website and maintained as required under the regulations under Title IX as promulgated by the U.S. Department of Education, as it may be amended from time to time.

Approved: September 5, 2012
Revised: November 28, 2016
Revised: January 25, 2021

GROTON PUBLIC SCHOOLS
Groton, Connecticut

**Form A**

## GROTON PUBLIC SCHOOLS

## INFORMAL REPORT OF SEXUAL HARASSMENT

***This form may be used by any individual who wishes to make a report of sexual harassment occurring in the District's education program and activities. Anonymous reports are permitted but may limit the District's ability to respond. A complainant (student or employee believing he/she is a victim of sexual harassment) may choose to file an informal report using this form or to file a formal complaint triggering a full investigation by completing Form B. With or without a formal complaint, supportive measures will be offered to both a complainant and respondent (alleged perpetrator).***

*Return this form to the District Title IX Coordinator who may be contacted as follows:*
Director, Pupil Personnel Services, Groton Public Schools P.O. Box K Groton, CT 06340 (860-572-2150)

Reporter's Name_____
Home Address _____
Name of School (if a student/employee) _____
Home Phone_____Work Phone _____ Cell Phone _____
Email address_____
Preferred method of contact_____
Date of Alleged Incident(s) _____
Alleged victim's name (if not the reporter) _____
Name of person(s) you believe engaged in sexual harassment_____
List any witnesses that were present/have knowledge _____
_____
Where did the incident(s) occur?_____
Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used: any specific verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; what did you do to avoid the situation, etc. (Attach additional pages if necessary.)

_____
_____
_____

*I hereby certify that the information I have provided in this report is true, correct, and complete to the best of my knowledge and belief.*

_____ _____
(Reporter's Signature) (Date)

***All reports of sexual harassment will be responded to in accordance with Board Policy 4118.112 / 5145.5 and its regulation.***

Received By: _____ _____
(Name) (Date)

_____
(Signature)

**Form B**

**GROTON PUBLIC SCHOOLS**
**FORMAL COMPLAINT OF SEXUAL HARASSMENT**

***This form may be used by any student or employee of the District who believes he/she is a victim of sexual harassment occurring in the District's education program or activities and wishes to file a formal complaint. The filing/signing of this form will trigger a full investigation. With or without a formal complaint, supportive measures will be offered to both a complainant (alleged victim) and respondent (alleged perpetrator). To initiate this complaint, return this form to the District's Title IX Coordinator who may be contacted as follow:*** Director, Pupil Personnel Services, Groton Public Schools P.O. Box K Groton, CT 06340 (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) _____
Name of person(s) you believe engaged in sexual harassment _____
List any witnesses that were present/have knowledge _____
_____
Where did the incident(s) occur?_____
Describe the incident(s) as clearly as possible, including such things as: what force, if any, was used; any specific verbal statements (i.e. threats, requests, demands, etc.); what, if any, physical contact was involved; what did you do in 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 that a full investigation occur in accordance with Board Policy 4118.112 / 5145.5 and its regulations containing grievance procedures designed to address formal complaints of sexual harassment.*

_____ _____
(Reporter's Signature) (Date)

Received By: _____ _____
(Name) (Date)

_____
(Signature)

# 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


## STUDENT/EMPLOYEE NON-DISCLOSURE AGREEMENT
## TITLE IX INVESTIGATION

I have been selected by _____ to be his/her advisor related to the investigation of a Title IX complaint in which [insert name of student or employee] is a named complainant/respondent. On behalf of _____, I may permissibly discuss allegations under investigation, may review evidence, both exculpatory and inculpatory, and am authorized to review an investigative report issued by the officer assigned to investigate ("confidential information").

I understand and agree to use the materials provided for my inspection and review solely for the purpose of the Title IX Grievance Process. Any further dissemination or disclosure of these confidential materials along with the content therein is prohibited. I may not copy, share, provide or other disclose or disseminate them 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. At the conclusion of the matter, I will return and/or destroy any and all such confidential information provided to me in connection with the Title IX complaint and investigation.

I acknowledge that in the event that I breach this agreement, in addition to any other remedies, the 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 or disseminate the confidential information thereof, including any and all copies and reproductions of the same.

_____

(Name)

_____ _____

(Signature) (Date)

---

Received by: _____ _____

(Name/signature) (Date)

---

**The section below is to be completed upon the issuance of a decision of responsibility or at the conclusion of an appeal, if any.**

Materials reviewed/inspected provided:

_____

_____

_____

I hereby certify that the materials provided have been returned or destroyed.

Signature of advisor: _____

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# 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 A COMPLAINANT/ALLEGED VICTIM OF SEXUAL HARASSMENT UPON THE FILING/SIGNING OF A FORMAL COMPLAINT

[Date]

Dear [Student or Employee]

Please be advised that a formal sexual harassment complaint has been filed identifying you as a victim of sexual harassment in a District education program or activity. Specifically, it is alleged that **[insert description to provide sufficient detail. Where known, include the name of parties, the conduct alleged to be sexual harassment, the date and location of the conduct]**.

In accordance with Title IX and District policy, sexual harassment is prohibited in the education programs and activities of the Groton Public Schools. The Groton Public Schools follows its established grievance procedures for the investigation of and response to complaints of sex discrimination/sexual harassment.

Attached for your review is a copy of Groton Board of Education Policy 4118.112 / 5145.5, Prohibition Against Sex Discrimination and Sexual Harassment and its regulation containing the District's grievance procedures.

As someone alleged to be the victim of sexual harassment, you are referred to as a "complainant" and the person alleged to have perpetrated the conduct that could constitute sexual harassment is referred to as a "respondent."

The grievance procedures contain information about how the 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. Whether or not the respondent has engaged in sexual harassment will be determined at the conclusion of the District's grievance process. A respondent is presumed innocent (not responsible for the conduct) until proven otherwise. If sexual harassment is determined to have occurred, remedies will be provided. Retaliation for filing a complaint, or participation in the grievance process, is prohibited.

The respondent(s) has/have also been provided with written notification of the complaint. If you are subjected to new or continued sexual harassment, are physically threatened by the respondent, or retaliated against by anyone for your involvement in this complaint, contact the Title IX Coordinator so appropriate responsive action may be taken.

Be advised that anyone who knowingly makes false statements or provides false information in the grievance process may be subject to disciplinary action in accordance with Board of Education policy 4118.112 / 5145.5.

Your cooperation is appreciated while this matter is investigated.

Sincerely,

District Title IX Coordinator
Groton Public Schools
P.O. Box K
Groton, CT 06340

cc:

Enclosures: Board Policy and regulation P 4118.112/5145.5,
Grievance Procedures

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ADMINISTRATION OFFICES

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## NOTICE TO A RESPONDENT/INDIVIDUAL ALLEGED TO HAVE COMMITTED SEXUAL HARASSMENT UPON THE FILING OF A FORMAL SEXUAL HARASSMENT COMPLAINT

[Date]

Dear [Student or Employee]

Please be advised that a formal sexual harassment complaint has been filed naming you as a perpetrator of sexual harassment in a district education program or activity. Specifically, it is alleged that **[insert description to provide sufficient detail to allow the respondent to prepare a response. Where known, include the name of parties, the conduct alleged to be sexual harassment, the date and location of the conduct]**.

In accordance with Title IX and District policy, sexual harassment is prohibited in the education programs and activities of the Groton Public Schools. The Groton Public Schools responds promptly and thoroughly to all formal complaints of sexual harassment following its established grievance procedures for the investigation of and response to complaints of sex discrimination/sexual harassment.

The person alleged to be the victim of sexual harassment is referred to as a complainant. As someone accused of sexual harassment, you are referred to as a "respondent". A respondent is presumed innocent (not responsible for the conduct). Whether you have engaged in sexual harassment will be determined at the conclusion of the grievance process.

Attached for your review is a copy of Groton Board of Education Policy P 4118.112/5145.5, Prohibition Against Sex Discrimination and Sexual Harassment, and its regulation containing the District's grievance procedures.

The grievance procedures contain information about how the complaint will be investigated and your rights and that of the complainant including 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.

You have been provided with this notice and attached information so you may respond thoughtfully when interviewed. A school official designated as the District's official investigator in this matter will contact you to schedule an initial interview. The purpose of the initial interview is to explain the grievance process, discuss the allegations and provide you with an opportunity to ask questions, share information, and respond to the allegations. Interviews are part of the investigation process and are essential to the fact-finding process required prior to the issuance of a final determination.

Be advised that anyone who knowingly makes false statements or provides false information in the grievance process may be subject to disciplinary action in accordance with Board of Education policy 4118.112/5145.5.

Your cooperation is appreciated while this is matter is investigated.

Sincerely,

District Title IX Coordinator
Groton Public Schools
P.O. Box K
Groton, CT 06340

cc:

Enclosures: Board Policy and regulation P 4118.112/5145.5,
Grievance Procedures R 4118.112/5145.5