

**GROTON BOARD OF EDUCATION
REGULAR MEETING MINUTES
AUGUST 25, 2025 @ 6:00 P.M.
CENTRAL OFFICE, ROOM 11/HYBRID**

MEMBERS PRESENT: Beverly Washington – Chairperson (remote), Adrian Johnson Vice Chairperson, Andrea Ackerman (remote), Dean Antipas, Matthew Shulman, Jay Weitlauf (arrived at 6:34 p.m.) (remote), Jennifer White, Michael Whitney (remote)

MEMBERS ABSENT: Ian Thomas

ALSO PRESENT: Susan Austin, Anne Marie Mancini, Denise Doolittle (remote), Rita Parciak, Sam Kilpatrick (arrived at 9:00 p.m.)

I. CALL TO ORDER – Mrs. Beverly 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.

II. RECOGNITION AND PARTICIPATION OF VISITORS AND DELEGATIONS

- Mrs. Washington acknowledged departing Board Member, Matt Shulman, for all of his endeavors to the Groton Public Schools. Mrs. Washington noted a plaque from the Board of Education for his service.

III. COMMENTS FROM CITIZENS

- Mr. Jack Capalbo, FHS Robotics parent, addressed the importance of the Robotics Team.
- Mrs. Heather Capalbo, FHS Robotics parent, addressed the importance of the Robotics Team.
- Mr. Irwin Madison, FHS Robotics parent, addressed the importance of the Robotics Team.

IV. RESPONSE TO COMMENTS FROM CITIZENS

- Mr. Shulman thanked Board members for their well wishes.

V. STUDENT REPRESENTATIVE REPORT

NONE

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS

A. Superintendent & Assistant Superintendent Report

1. Opening of Schools – Superintendent Austin gave an overview of the Opening Day of School:
 - Camps
 - Curriculum, Writing
 - Applauded the staff for their efforts
 - Orientation
 - Congressman Courtney at Orientation
 - School Busses

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS – cont.

B. Reports and Information from the Staff

1. Interim Director Finance – Mrs. Parciak gave an overview of the Narrative dated August 21, 2025, and the General Fund Summary as of August 21, 2025 (Attachment #1) and an overview of the healthcare report throughout the month of July 2025 (Attachment #2).
2. Director of Buildings and Grounds – Mr. Kilpatrick reported on Facilities (see Attachment #3)

VII. COMMITTEE REPORTS

1. Policy – There was no report.
2. Curriculum - There was no report.
3. Finance – Mr. Antipas stated that the Finance/Facilities Committee met on August 5, 2025, and they received a report from Mr. Kilpatrick regarding facilities and from Mrs. Parciak regarding finances.
4. Ad Hoc Budget Procedure – There was no report.
5. AGSA/GEA/BOE Liaison – There was no report.
6. Athletic Fields – There was no report.
7. LEARN – There was no report.
8. Trails – There was no report.
9. Library – There was no report.

VIII. ACTION ITEMS

A. Consent Agenda

MOTION: Antipas, White: To approve the consent agenda with the following correction to the July 28, 2025 meeting minutes:

- Add to the end of Mr. Johnson’s comment under Response to Comments from Citizens, “in regard for support of a park at Pleasant Valley.”

PASSED - UNANIMOUSLY

B. Old Business

1. Discussion and possible action regarding a second reading of policy P 5131.911 Connecticut School Climate (Attachment #4)

MOTION: Shulman, White: To approve policy P 5131.911 Connecticut School Climate as a second reading.

YES – Weitlauf, Washington, Ackerman, Johnson, Shulman, White, Whitney

NO – Antipas

PASSED

B. Old Business – cont.

2. Discussion and possible action regarding a second reading of policy P 6163.33 Therapy Dogs (Attachment #5)

MOTION: Shulman, Antipas: To approve policy P 5131.33 Therapy Dogs as a second reading.

MOTION: Johnson, Antipas: To amend the motion to add item #7 under Exclusion/Removal from School to read, “Therapy dog and/or owner/handler does not adhere to “therapy dog standards and procedure” as outlined above.
YES – Shulman, Antipas, Johnson, Weitlauf, Washington
NO – Ackerman
ABSTAINED – White, Whitney
PASSED

MOTION: Shulman, Antipas: To amend the proposed motion for a second reading with a policy sunset date of June 30, 2026 unless renewed by the Board and subject to the contingencies that the insurance questions are satisfied by September 30, 2025 and potential union concerns are resolved by September 30, 2025 or the policy is revoked.
YES – Shulman, Weitlauf, Johnson, Antipas
NO – White, Washington, Ackerman, Whitney
MOTION FAILED

VOTE ON MAIN MOTION: To approve policy P 5131.33 Therapy Dogs as a second Reading.
YES – Shulman, Antipas, Ackerman, Weitlauf
NO – White, Whitney
ABSTAINED – Johnson, Washington
PASSED

Mr. Johnson requested to have a legal opinion before going forward.

C. New Business

1. Discussion and possible action regarding a first reading policy P 6131.3273/5GR01.AI Generative Artificial Intelligence (Attachment #6)

MOTION: Shulman, Antipas: To approve policy P 6131.3273/5GR01.AI as a first reading.
YES – Shulman, Johnson, Antipas, Weitlauf, Whitney
NO – White, Ackerman, Washington
PASSED

C. New Business – cont.

2. Discussion and possible action regarding recognition of National IT Professional Day

MOTION: Johnson, Ackerman: To recognize September 16, 2025, as National IT Professional Day, and to direct the Superintendent of Schools to send a letter of appreciation to the IT staff.
PASSED – UNANIMOUSLY

3. Discussion and possible action regarding approval of out-of-district tuition rates for the 2025-2026 school year (Attachment #7)

MOTION: White, Shulman: To approve the out-of-district tuition rates for the 2025-2026 school year.
PASSED - UNANIMOUSLY

Mr. Whitney left at 8:32 p.m.

4. Discussion and possible action regarding approval of the preferred class size guideline (Attachment #8)

MOTION: Johnson, Shulman: To approve the preferred maximum class size guidelines.

MOTION: Johnson, Weitlauf: To amend the motion to postpone action until the October Regular Meeting to give the administration time to collect staff input and to gather scientific data to justify individual class size.
YES – Weitlauf, Washington, Johnson, Antipas, White, Shulman
NO - Ackerman
PASSED

5. Discussion and possible action regarding the adoption of the Board of Education’s goals for 2025-2026

MOTION: Antipas, White: To adopt the following goals of the Board of Education for 2025-2026:

1. Focus on improving student learning outcomes
 - a. Create a dashboard to review live data
2. Continue to align our expenditures with district priorities
3. Review building capacity based on expected demographic trends
4. Improve the flow of the Board’s business
5. Community engagement
 - a. Board members attending events and being more visible in the community

PASSED - UNANIMOUSLY

C. New Business – cont.

6. Discussion and possible action regarding the ratification of the Groton Schools Custodian, Maintenance, and Secretaries Association contract for the period of July 1, 2025, through June 30, 2029.

MOTION: To ratify the Groton Schools Custodian, Maintenance, and Secretaries Association contract for the period of July 1, 2025, through June 30, 2029.

YES – Antipas, Washington, White, Weitlauf, Ackerman, Shulman

ABSTAINED – Johnson

PASSED

IX. INFORMATION AND PROPOSALS

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

- Mr. Shulman noted that on Thursday they will be videotaping at SECTV; 4 mentors will be interviewed by Joe de la Cruz. He noted the need for discussion regarding employee cost saving suggestions from staff
- Mrs. White asked about the bus schedule for the Magnet Program; October 6, 2025, the BOE/TC/RTM will be starting the Liaison Committee
- Mr. Johnson noted possible correlations and concerns with middle school students cut from participating with sports teams due to space limitations and the possible effect on chronic absenteeism; Cell phones at FHS; Robotics priority.
- Mr. Antipas stated that he agrees with Mr. Johnson's concern re: sports; Robotics. He thanked Mr. Shulman for his service to the Groton Public Schools
- Mr. Weitlauf noted that he received email from the President of Robotics. He thanked Mr. Shulman for his service to the Groton Public Schools.

X. ADVANCE PLANNING

A. Future Meeting Dates and Calendar Items

As noted in the agenda.

B. Suggested Agenda Items

➤ NONE

XI. ADJOURNMENT

MOTION: Ackerman, Weitlauf: To adjourn at 9:23 p.m.
PASSED UNANIMOUSLY

FY25 General Fund Expenditure Summary as of 08-21-25

Major Acct	DESCRIPTION	BUDGET	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	% Available
100	Salaries	\$ 53,994,462.00	\$ -	\$ 53,728,404.54	\$ 266,057.46	0.49%
200	Benefits	\$ 13,413,020.00	\$ 800,000.00	\$ 11,647,869.43	\$ 965,150.57	7.20%
300	Other Professional Services	\$ 2,072,326.00	\$ 4,201.00	\$ 2,170,815.57	\$ (102,690.57)	-4.96%
400	Purchased property services	\$ 906,174.00	\$ 15,896.21	\$ 1,227,146.02	\$ (336,868.23)	-37.17%
500	Other Purchased Services	\$ 12,806,411.00	\$ 6,775.01	\$ 12,583,021.50	\$ 216,614.49	1.69%
600	Supplies	\$ 4,608,032.00	\$ 140,535.35	\$ 4,737,663.11	\$ (270,166.46)	-5.86%
700	Equipment/Property	\$ 74,050.00	\$ 1,295.00	\$ 36,002.73	\$ 36,752.27	49.63%
800	Dues & Fees	\$ 84,009.00	\$ -	\$ 86,706.11	\$ (2,697.11)	-3.21%
Grand Total		\$ 87,958,484.00	\$ 968,702.57	\$ 86,217,629.01	\$ 772,152.42	0.88%

Major**Acct Narrative**

- 100** Salaries have an available balance mostly due to unfilled positions. Unpaid leave of absences and workers comp can have an impact on expenses as well.
- 200** Employee Health Benefit including OPEB contributions.
- 300** Other Professional Services, legal and computer network services were under budgeted.
- 400** Service contracts (including leases) and repairs and maintenance were under budgeted.
- 500** Tuition & Transportation including Field Trip/Athletic Transportation. SPED Magnet Tuition were under budgeted.
- 600** Supplies including computer software instructional and non-instructional. Utilities was underbudgeted.
- 730** Equipment and property.
- 800** Memberships, fees and dues.

FY25 General Fund Expenditure Detail as of 08-21-25

ACCOUNT	----- TITLE -----	FY25 BUDGET	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD	NOTES
101	CLASSROOM TEACHERS	\$ 25,446,855.00	\$ -	\$ 25,316,776.14	\$ 130,078.86	99.49%	Leave of absence covered by sub
102	SPECIAL EDUCATION C	\$ 8,281,901.00	\$ -	\$ 7,786,863.87	\$ 495,037.13	94.02%	unfilled, Transfers filled with subs while hiring.
103	MEDIA SPECIALIST	\$ 717,193.00	\$ -	\$ 634,572.58	\$ 82,620.42	88.48%	Savings 1 FTE
104	GUIDANCE	\$ 1,256,648.00	\$ -	\$ 1,236,535.78	\$ 20,112.22	98.40%	
105	ADMINISTRATION	\$ 1,361,451.00	\$ -	\$ 1,451,920.87	\$ (90,469.87)	106.65%	
106	PRINCIPALS	\$ 1,196,641.00	\$ -	\$ 1,202,206.80	\$ (5,565.80)	100.47%	
107	ASST PRINCIPALS/SCH	\$ 2,485,883.00	\$ -	\$ 2,419,117.64	\$ 66,765.36	97.31%	
108	DEAN/COORDINATOR	\$ 55,011.00	\$ -	\$ 77,577.52	\$ (22,566.52)	141.02%	
109	ATHLETIC DIRECTOR/O	\$ 154,799.00	\$ -	\$ 154,799.00	\$ -	100.00%	
111	SPEC EDUCATION AID	\$ 825,697.00	\$ -	\$ 816,473.13	\$ 9,223.87	98.88%	
112	CLERICAL, SPECIAL E	\$ 168,799.00	\$ -	\$ 171,909.24	\$ (3,110.24)	101.84%	
113	CLERICAL, SCHOOL	\$ 762,276.00	\$ -	\$ 767,812.96	\$ (5,536.96)	100.73%	
114	CLERICAL, ADMINSTR	\$ 1,061,278.00	\$ -	\$ 1,208,591.89	\$ (147,313.89)	113.88%	
117	CUSTODIAL	\$ 1,869,959.00	\$ -	\$ 1,678,081.22	\$ 191,877.78	89.74%	
118	MAINTENANCE	\$ 835,460.00	\$ -	\$ 682,418.02	\$ 153,041.98	81.68%	
119	OTHER	\$ 212,805.00	\$ -	\$ 165,609.84	\$ 47,195.16	77.82%	Athletic Trainer / BCBA
120	REGULAR SUBSTITUTE	\$ 733,200.00	\$ -	\$ 2,021,927.72	\$ (1,288,727.72)	275.77%	filling in for absences (long and short term)
121	SPEC ED SUBSTITUTE	\$ 94,360.00	\$ -	\$ -	\$ 94,360.00	0.00%	
123	SUMMER SCHOOL	\$ 161,418.00	\$ -	\$ 34,674.56	\$ 126,743.44	21.48%	
124	ADULT EDUC/H. S. CO	\$ 42,230.00	\$ -	\$ 24,313.78	\$ 17,916.22	57.57%	
125	HOMEBOUND	\$ 677,376.00	\$ -	\$ 1,046,783.26	\$ (369,407.26)	154.54%	
126	COACHING STIPENDS	\$ 353,571.00	\$ -	\$ 331,017.00	\$ 22,554.00	93.62%	
127	OTHER STUDENT ACTIV	\$ 139,383.00	\$ -	\$ 125,974.00	\$ 13,409.00	90.38%	unfilled positions
128	SCHOOL SECURITY	\$ 176,201.00	\$ -	\$ 276,643.00	\$ (100,442.00)	157.00%	
129	OTHER (TUTORS, ETC.	\$ 784,448.00	\$ -	\$ 818,256.79	\$ (33,808.79)	104.31%	Tutors
130	TEMP REGULAR TEACHE	\$ 295,351.00	\$ -	\$ 314,408.21	\$ (19,057.21)	106.45%	
131	TEMP SPEC ED TEACHE	\$ 2,827,935.00	\$ -	\$ 1,795,502.45	\$ 1,032,432.55	63.49%	unfilled Paras and aide positions
133	TEMP CLERICAL, SCHO	\$ 12,037.00	\$ -	\$ 22,260.00	\$ (10,223.00)	184.93%	substitute needs in school offices
134	TEMP CLERICAL, ADMI	\$ 92,287.00	\$ -	\$ 173,236.14	\$ (80,949.14)	187.71%	During enrollment
136	TEMP SCHOOL BUS AID	\$ 331,208.00	\$ -	\$ 393,385.72	\$ (62,177.72)	118.77%	Per IEP
137	TEMP CUSTODIAL PART	\$ 304,130.00	\$ -	\$ 196,988.43	\$ 107,141.57	64.77%	unfilled positions
139	TEMP SALARIES OTHER	\$ -	\$ -	\$ 38,642.82	\$ (38,642.82)	38642.82%	
143	CLERICAL,SCHOOL	\$ -	\$ -	\$ 67.50	\$ (67.50)	67.50%	
144	CLERICAL,ADMINISTRA	\$ 5,000.00	\$ -	\$ 131,066.44	\$ (126,066.44)	2621.33%	Under Budgeted
147	CUSTODIAL OVERTIME	\$ 92,400.00	\$ -	\$ 70,683.41	\$ 21,716.59	76.50%	
148	MAINTENANCE OVERTIM	\$ 20,200.00	\$ -	\$ 21,818.22	\$ (1,618.22)	108.01%	Unfilled positions

FY25 General Fund Expenditure Detail as of 08-21-25

ACCOUNT	TITLE	FY25 BUDGET	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD	NOTES
149	OTHER	\$ 39,500.00	\$ -	\$ 41,961.90	\$ (2,461.90)	106.23%	Media support / Computer support
151	RESIDENT TEACHER	\$ 119,571.00	\$ -	\$ 77,526.69	\$ 42,044.31	64.84%	similar to an intern & fill in as sub as needed
201	GROUP INSURANCE, PR	\$ 8,022,178.00	\$ -	\$ 8,149,554.40	\$ (127,376.40)	101.59%	OPEB & HC
202	GROUP INSURANCE, OT	\$ 2,031,065.00	\$ 800,000.00	\$ -	\$ 1,231,065.00	39.39%	OPEB & HC
211	WORKMAN'S COMPENSAT	\$ 429,210.00	\$ -	\$ 429,210.00	\$ -	100.00%	Fully dispersed
212	SOCIAL SECURITY	\$ 855,144.00	\$ -	\$ 918,246.03	\$ (63,102.03)	107.38%	
213	TOWN RETIREMENT	\$ 897,000.00	\$ -	\$ 897,000.00	\$ -	100.00%	Fully dispersed
214	MEDICARE	\$ 782,923.00	\$ -	\$ 885,067.82	\$ (102,144.82)	113.05%	
222	RETIREMENT AWARD	\$ 242,500.00	\$ -	\$ 152,795.68	\$ 89,704.32	63.01%	
223	UNEMPLOYMENT COMPEN	\$ 35,000.00	\$ -	\$ 112,304.00	\$ (77,304.00)	320.87%	
224	GRADUATE CREDIT COU	\$ 115,000.00	\$ -	\$ 81,913.50	\$ 33,086.50	71.23%	
226	EMPLOYEE ASS'T PROG	\$ 1,500.00	\$ -	\$ -	\$ 1,500.00	0.00%	
227	MENTOR STIPEND	\$ 1,500.00	\$ -	\$ 21,778.00	\$ (20,278.00)	1451.87%	
321	INSTRUCTIONAL SERVI	\$ 82,375.00	\$ -	\$ 100,503.60	\$ (18,128.60)	122.01%	Mystic, Denision Peq, Flock theater, CT story telling Project Ocean, CAHPERD membership, College board, 300k Wit & Wisdom to transfer budget to obj 640
322	INSTR. IMPROVEMENT	\$ 65,600.00	\$ -	\$ 60,766.90	\$ 4,833.10	92.63%	GREAT MINDS PBC, Rice Un, CES, PMT Assoc Ed Advance, Learn, CPR , CREC, Other PD Providers,
325	STUDENT INTERN	\$ -	\$ -	\$ 38,060.00	\$ (38,060.00)	38060.00%	Sacred Heart, CREC
331	PROFESSIONAL SERVIC	\$ 297,051.00	\$ 4,201.00	\$ 360,839.73	\$ (67,989.73)	122.89%	Piano Acc, Relay, BG Checks, CCLM, Surveillance Services, Audit allocations, CT Boiler Insp, Shredding, TOG Compliance fees, Air quality testing, Bio Serv
332	OTHER PROFESSIONAL	\$ 575,000.00	\$ -	\$ 451,333.46	\$ 123,666.54	78.49%	Red Cross, Health Services, CREC, Learn, EAST CONN, Psyc Evals, Frontline, Waterford Country School, Pro Care, NECHEAR, Interpreters, Learn well, American School for the Deaf, Therapist, Coun, Shoreline reading , New London PS, Learnwell, Neuro testing, Colchester PS

FY25 General Fund Expenditure Detail as of 08-21-25

ACCOUNT	----- TITLE -----	FY25 BUDGET	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD	NOTES
333	OT AND PT SERVICES	\$ 787,772.00	\$ -	\$ 765,647.40	\$ 22,124.60	97.19%	CREC, Lear, Physiocare, Waterford Country, Amercian school, New London PS
334	LEGAL SERVICES	\$ 71,100.00	\$ -	\$ 144,199.37	\$ (73,099.37)	202.81%	Expulsion hearings and BOE consultations
341	ATHLETICS OFFICIALS	\$ 71,950.00	\$ -	\$ 70,150.36	\$ 1,799.64	97.50%	Arbiter, all programs
342	OTHER SERVICES/ATHL	\$ 22,100.00	\$ -	\$ 16,840.75	\$ 5,259.25	76.20%	Scorekeeper, event workers, security
343	COMPUTER NETWORK SE	\$ 99,378.00	\$ -	\$ 162,474.00	\$ (63,096.00)	163.49%	Comcast, Breezeline, SHI, CEN
410	WATER	\$ 66,844.00	\$ -	\$ 72,705.50	\$ (5,861.50)	108.77%	Southeast water, WB,
411	SEWERAGE	\$ 34,963.00	\$ -	\$ 36,275.90	\$ (1,312.90)	103.76%	Town of Groton
421	GARBAGE REMOVAL	\$ 88,341.00	\$ -	\$ 101,144.41	\$ (12,803.41)	114.49%	
422	SNOW REMOVAL	\$ 50,000.00	\$ -	\$ 19,924.56	\$ 30,075.44	39.85%	
430	REPAIR OF EQUIPMENT	\$ 108,886.00	\$ 150.00	\$ 133,786.15	\$ (25,050.15)	123.01%	music equip repair, Kiln repair, Ryan bus sys, Science equip repair, cailbrate audiometers, Pitney lease, Kinsley Power, TOG maintenance & equip repair
431	REPAIRS TO GROUNDS	\$ 245,256.00	\$ -	\$ 273,632.72	\$ (28,376.72)	111.57%	Mystic Lanscape, Trugree, Replay sports, Kropp env, CAM, national lawn
432	GENERAL BUILDING RE	\$ 27,135.00	\$ 7,937.21	\$ 55,677.32	\$ (36,479.53)	234.44%	Kenvo floor, Columbus door, roof repair, Glass repair,
433	PAINTING	\$ 5,146.00	\$ -	\$ -	\$ 5,146.00	0.00%	
434	HEAT & PLUMBING REP	\$ 48,400.00	\$ 7,809.00	\$ 112,246.52	\$ (71,655.52)	248.05%	Emcor, Ratick Comb, Trane, Pump & Well, Energy system waste disp, Flow tech
435	ELECTRICAL REPAIRS	\$ 10,572.00	\$ -	\$ 1,845.60	\$ 8,726.40	17.46%	
441	RENTALS, OTHER	\$ 133,770.00	\$ -	\$ 304,244.43	\$ (170,474.43)	227.44%	Swim team pool rentals, st Marys church, Porta Potties, Canon financials, Leaf Capital, Dell
490	EXTERMINATING SERVI	\$ 12,926.00	\$ -	\$ 19,304.00	\$ (6,378.00)	149.34%	
491	BUILDING PROTECTION	\$ 48,289.00	\$ -	\$ 47,917.00	\$ 372.00	99.23%	
499	OTHER PURCHASED SER	\$ 25,646.00	\$ -	\$ 48,441.91	\$ (22,795.91)	188.89%	Eye to Eye, fire ext, Encore, CT inspections, vent cleaning, elevator insp & service, lighting services
510	REGULAR PUPIL TRANS	\$ 3,954,690.00	\$ -	\$ 4,023,912.92	\$ (69,222.92)	101.75%	Regular, midday and late bus costs
511	SPEC ED TRANSPORT C	\$ 1,787,832.00	\$ -	\$ 1,629,698.46	\$ 158,133.54	91.16%	
512	SPECIAL EDUCATION O	\$ 1,216,531.00	\$ -	\$ 1,174,062.02	\$ 42,468.98	96.51%	
522	LIABILITY INSURANCE	\$ 601,324.00	\$ -	\$ 576,092.50	\$ 25,231.50	95.80%	
525	STUDENT ACCIDENT IN	\$ 22,673.00	\$ -	\$ 13,410.00	\$ 9,263.00	59.15%	

FY25 General Fund Expenditure Detail as of 08-21-25

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530	TELEPHONE	\$ 275,155.00	\$ -	\$ 251,084.88	\$ 24,070.12	91.25%	
531	POSTAGE	\$ 30,650.00	\$ -	\$ 17,459.35	\$ 13,190.65	56.96%	
540	ADVERTISING	\$ 5,000.00	\$ -	\$ 7,277.35	\$ (2,277.35)	145.55%	
541	MINORITY RECRUITMEN	\$ -	\$ -	\$ 1,650.00	\$ (1,650.00)	1650.00%	
550	PRINTING, ADMINISTR	\$ 11,542.00	\$ -	\$ 4,040.90	\$ 7,501.10	35.01%	
551	SCHOOL PUBLICATIONS	\$ 4,000.00	\$ -	\$ 3,299.59	\$ 700.41	82.49%	
561	SPED VOCATIONAL/VOA	\$ 355,630.00	\$ -	\$ 375,197.04	\$ (19,567.04)	105.50%	
562	SPED BOARD PLACEMEN	\$ 2,513,182.00	\$ -	\$ 2,062,522.41	\$ 450,659.59	82.07%	
563	SPED, STATE AGENCY	\$ 382,840.00	\$ -	\$ 348,451.49	\$ 34,388.51	91.02%	
564	ADULT EDUCATION	\$ 210,105.00	\$ -	\$ 207,000.00	\$ 3,105.00	98.52%	
566	MAGNET SCHOOL TUITI	\$ 502,128.00	\$ -	\$ 461,196.00	\$ 40,932.00	91.85%	
567	VOAG REG ED TUITION	\$ 71,226.00	\$ -	\$ 59,360.10	\$ 11,865.90	83.34%	
568	SPED MEGNET CHOICE	\$ 542,895.00	\$ -	\$ 1,156,456.91	\$ (613,561.91)	213.02%	Learn, NL Public Schools
580	TRAVEL FOR REG INST	\$ -	\$ -	\$ 165.93	\$ (165.93)	165.93%	
581	TRAVEL FOR SPEC EDU	\$ 5,900.00	\$ -	\$ 4,962.75	\$ 937.25	84.11%	
582	TRAVEL FOR ADMN SCH	\$ 19,000.00	\$ -	\$ 27,188.10	\$ (8,188.10)	143.10%	
583	TRAVEL FOR MAINTENA	\$ 100.00	\$ -	\$ -	\$ 100.00	0.00%	
584	TRAVEL FOR WORKSH &	\$ 48,356.00	\$ 360.00	\$ 16,136.83	\$ 31,859.17	34.12%	
587	TRAVEL FOR ATHLETIC	\$ 123,400.00	\$ 5,780.47	\$ 117,191.79	\$ 427.74	99.65%	
588	FIELD TRIPS	\$ 99,977.00	\$ 634.54	\$ 28,203.18	\$ 71,139.28	28.84%	
591	ENTRY FEES	\$ 13,075.00	\$ -	\$ 10,839.00	\$ 2,236.00	82.90%	
592	GREEN FEES	\$ 1,200.00	\$ -	\$ 1,200.00	\$ -	100.00%	
595	ADMISSION FEES	\$ 4,600.00	\$ -	\$ 3,667.00	\$ 933.00	79.72%	
596	OTHER PURCHASED SER	\$ 3,400.00	\$ -	\$ 1,295.00	\$ 2,105.00	38.09%	
601	GENERAL CLASSROOM U	\$ 159,026.00	\$ 131,604.97	\$ 187,971.60	\$ (160,550.57)	200.96%	Amazon, Wilson Lang, ACCO, WB, S&S, Quill, NASCO, Blick, School Specialty, Demco, Mystery Science, Staples
602	SCIENCE	\$ 35,300.00	\$ 82.61	\$ 14,076.87	\$ 21,140.52	40.11%	Mystery Science, butterfly Kit, Staples, Amazon bird feeders, wards natural, Flinn Scientific
603	ARTS & CRAFTS	\$ 26,600.00	\$ -	\$ 19,478.34	\$ 7,121.66	73.23%	Blick, S&S, Amazon, WB, NASCO, B&H, Rio Grande
604	PHYSICAL EDUCATION	\$ 11,900.00	\$ -	\$ 7,896.40	\$ 4,003.60	66.36%	V-Bal test kit, BSN Sports, Staples, Toledo Physical, Gopher sport, Amazon
605	MUSIC	\$ 13,700.00	\$ 649.37	\$ 13,882.08	\$ (831.45)	106.07%	West Music Co, Alfred Sound innovation, Reeds, Valve oil, violin strings, rosin, Sax tips, sheet music, Johnson strings

FY25 General Fund Expenditure Detail as of 08-21-25

ACCOUNT	----- TITLE -----	FY25 BUDGET	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD	NOTES
606	KINDERGARTEN	\$ 3,350.00	\$ -	\$ 51.12	\$ 3,298.88	1.53%	Note: Prioritizing supply needs throughout the year
607	PUPIL TESTS	\$ 80,700.00	\$ 21.49	\$ 62,062.96	\$ 18,615.55	76.93%	
609	TECHNOLOGY EDUCATIO	\$ 11,000.00	\$ -	\$ 5,393.39	\$ 5,606.61	49.03%	
610	COMPUTER SUPPLIES	\$ 29,650.00	\$ 9.75	\$ 29,031.01	\$ 609.24	97.95%	
612	COMPUTER SOFTWARE	\$ 871,797.00	\$ 311.76	\$ 806,590.57	\$ 64,894.67	92.56%	
613	HOME ECONOMICS	\$ 20,000.00	\$ -	\$ 16,407.26	\$ 3,592.74	82.04%	
615	SPECIAL EDUCATION	\$ 34,750.00	\$ 60.99	\$ 22,292.46	\$ 12,396.55	64.33%	
616	ATHLETIC SUPPLIES	\$ 55,300.00	\$ 855.50	\$ 35,902.55	\$ 18,541.95	66.47%	
617	MATHEMATIC SUPPLIES	\$ 6,900.00	\$ -	\$ 640.69	\$ 6,259.31	9.29%	
618	HEALTH SUPPLIES	\$ 500.00	\$ -	\$ -	\$ 500.00	0.00%	
619	OTHER SUPPLIES	\$ 53,500.00	\$ -	\$ 14,158.80	\$ 39,341.20	26.47%	
621	SUPPORT SERV GUID I	\$ 24,600.00	\$ -	\$ 11,197.05	\$ 13,402.95	45.52%	
622	HEALTH SERVICES PAT	\$ 5,750.00	\$ 1,414.60	\$ 6,097.65	\$ (1,762.25)	130.65%	
623	SCHOOL LIBRARY SUPP	\$ 4,275.00	\$ -	\$ 1,554.44	\$ 2,720.56	36.36%	
624	AUDIO VISUAL	\$ 4,800.00	\$ -	\$ 2,403.44	\$ 2,396.56	50.07%	
626	GENERAL ADMINISTRATI	\$ 12,110.00	\$ -	\$ 13,031.41	\$ (921.41)	107.61%	
627	SCHOOL ADMINISTRATI	\$ 16,550.00	\$ 174.29	\$ 7,618.04	\$ 8,757.67	47.08%	
628	FOOD, DRINK, SNACKS	\$ -	\$ -	\$ 4,901.97	\$ (4,901.97)	4901.97%	PD
631	ELECTRICITY	\$ 1,184,118.00	\$ -	\$ 1,652,118.68	\$ (468,000.68)	139.52%	CCM Services, Eversource, Constellation, Groton Utilities, CEFIA Power purchase agreement, KS State Bank
632	GAS	\$ 386,868.00	\$ -	\$ 486,332.48	\$ (99,464.48)	125.71%	Hocon, Sprague, Eversource
633	FUEL OIL	\$ 242,780.00	\$ -	\$ 287,086.78	\$ (44,306.78)	118.25%	East River
634	GASOLINE FOR SCH BU	\$ 398,432.00	\$ -	\$ 345,302.94	\$ 53,129.06	86.67%	Town of Groton
640	TEXTBOOKS	\$ 325,500.00	\$ 5,129.22	\$ 246,761.77	\$ 73,609.01	77.39%	Budget transfer from 321 to correct budget
641	WORKBOOKS	\$ 21,435.00	\$ -	\$ 10,713.75	\$ 10,721.25	49.98%	Scholastics (workbooks all classes)
642	TEXTBOOK REBINDS	\$ 500.00	\$ -	\$ -	\$ 500.00	0.00%	
645	LIBRARY BOOKS	\$ 23,100.00	\$ 220.80	\$ 7,233.21	\$ 15,645.99	32.27%	Various books, Amazon, Mackin Ed, Follett
647	PERIODICALS FOR PUP	\$ 2,500.00	\$ -	\$ 1,065.88	\$ 1,434.12	42.64%	Day Pub, EBSCO CT mag, New Yorker, NG, Consumer Reports
650	REPAIR OF EQUIPMENT	\$ 24,315.00	\$ -	\$ 47,873.66	\$ (23,558.66)	196.89%	J Peila Elect, Johnson HDWR, Yantic River Auto, Amazon, Town of Groton

FY25 General Fund Expenditure Detail as of 08-21-25

ACCOUNT	----- TITLE -----	FY25 BUDGET	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD	NOTES
651	GROUNDS	\$ 19,527.00	\$ -	\$ 27,879.25	\$ (8,352.25)	142.77%	Home Depot, Tilcon Asphalt, Whittles (loom), Site One landscape, US playground
652	GENERAL BUILDING RE	\$ 62,839.00	\$ -	\$ 21,319.33	\$ 41,519.67	33.93%	Home Depot, Johnson HDWR, Best Plumbing, Allston Supply, Beacon, FW Web, Columbus Door
653	PAINTING	\$ 2,500.00	\$ -	\$ 9,992.31	\$ (7,492.31)	399.69%	S. Williams, Rings End, Johnson Hdwr (all schools)
654	HEAT & PLUMBING	\$ 214,053.00	\$ -	\$ 80,561.07	\$ 133,491.93	37.64%	J Piela Elec, Johnson Hdwr, Granite group, Airex Filter, grainger, FW Web, McMaster Carr
655	ELECTRICAL	\$ 30,247.00	\$ -	\$ 14,811.29	\$ 15,435.71	48.97%	Northeast Elec, Johnson Hdwr, Home Depot, Rexel, Grainger,
656	GASOLINE FOR MAINT	\$ 44,563.00	\$ -	\$ 30,945.29	\$ 13,617.71	69.44%	Town of Groton
657	CLOTHING ALLOWANCE	\$ 5,000.00	\$ -	\$ 4,700.00	\$ 300.00	94.00%	
658	CUSTODIAL SUPPLIES	\$ 106,150.00	\$ -	\$ 169,909.00	\$ (63,759.00)	160.07%	Amazon, Hillyard, WB, Amazon, CCP Inds, Grainger, dust covers, masks, gloves, eye wash, cardiac probs, defib,
659	SAFETY SUPPLIES	\$ 8,047.00	\$ -	\$ 4,948.60	\$ 3,098.40	61.50%	
690	PROFESSIONAL MATERI	\$ 23,500.00	\$ -	\$ 5,467.72	\$ 18,032.28	23.27%	Lang arts, lanyards Amazon, subscriptions,
730	REPL INSTRUCTNL EQU	\$ 27,150.00	\$ -	\$ 14,910.69	\$ 12,239.31	54.92%	Music repairs, science equip, Anthem sports, BB Backboard, Spec Ed washer repair
731	REPL NON-INST EQUIP	\$ -	\$ -	\$ 18,841.53	\$ (18,841.53)	18841.53%	Cisco switches, Access points
735	ADD INSTRUCTIONAL E	\$ 46,900.00	\$ 1,295.00	\$ 2,250.51	\$ 43,354.49	7.56%	Bookcase (elem)
810	DUES/BOARD OF EDUCA	\$ 22,604.00	\$ -	\$ 22,845.00	\$ (241.00)	101.07%	CABE (BOE)
811	DUES/GENERAL ADMINI	\$ 16,310.00	\$ -	\$ 21,966.11	\$ (5,656.11)	134.68%	Conn-Case (SPED), NCTM (Super), CAPPS, AASA, NEAS, CASPA, CASBO
812	DUES/SCHOOL ADMINIS	\$ 36,300.00	\$ -	\$ 35,380.00	\$ 920.00	97.47%	MYP Fee, CP annual fee, NEA, NHS
819	OTHER DUES	\$ 8,795.00	\$ -	\$ 6,515.00	\$ 2,280.00	74.08%	EastConn, Mystic Chamber, Speech & Hearing Services dues (recertification), CT License renewal maintenance personnel
	GRAND TOTAL	\$ 87,958,484.00	\$ 968,702.57	\$ 86,217,629.01	\$ 772,152.42		



Groton Town and Board of Education

MDG Underwriting Monthly Update – Data through July 2025

Total cost for the month for the Town ran at 102.1% of budget and BOE ran at 54.1% of Anthem's expected. Overall, the combined group ran at 70.8% of total expected costs in July. Here are some trends for the current 12-month period versus the prior 12-month period:

- Total enrollment has decreased -2% from the prior period
- Day to day claims under \$50,000 decreased -3% for the Town and increased 3% for the BOE
- Claims between \$50,000-\$200,000 increased by 7% for the Town and decreased by -13% for the BOE
- Total Medical and RX claims per employee per month excluding claims over \$200,000 increased by 5% for the Town and decreased by -2% for the BOE
- The Town has 4 large claims over \$200,000 and BOE has 3 large claims over \$200,000

There are 7 large claimants over \$200,000 in the most recent 12 months compared to 11 large claimants in the prior 12-month period. The amount paid for large claims has decreased -39% compared to the prior period. The amount paid for large claims over \$200,000 increased by \$107,595 between June and July. Claims paid between \$50,000 - \$200,000 decreased by -5% with 79 claims in the current period vs. 76 claims in the prior period. Net medical claims per employee per month excluding large claims have increased by 0.3% over the prior period.

Total costs for the first month of the plan year paid in July ran 70.8% of expected which is favorable by \$528,836.

Town of Groton & Groton Board of Education

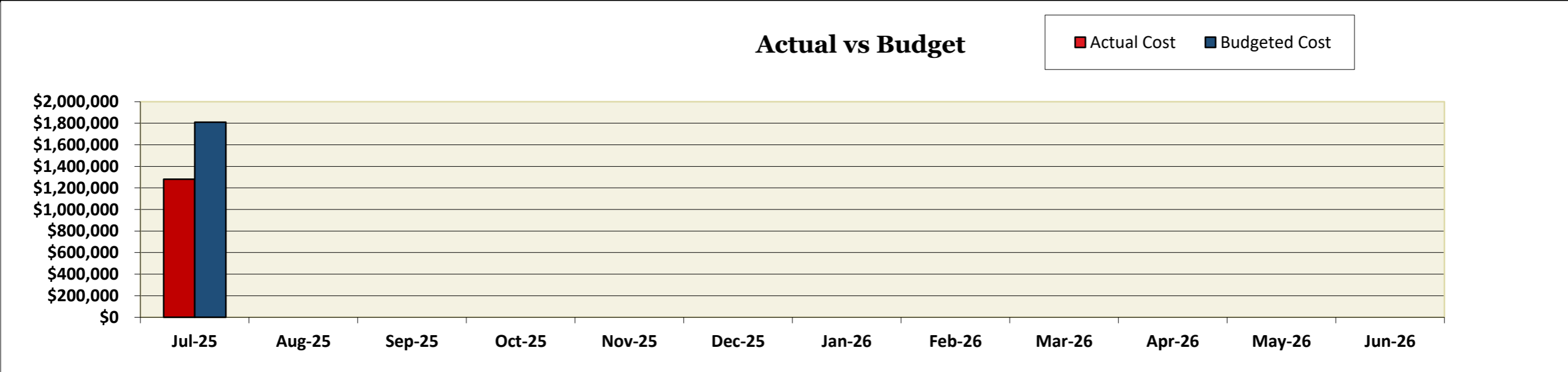
Cost vs Budget Dashboard - data through July 2025

Town and Board of Education Groups Combined - Active & Retiree

Self Insured - All Coverages All Enrollees

Claim/Admin. Cost										
Date	Lives	Net Medical Paid		Dental Paid	Total Net Paid	Total Fixed Costs	Total Cost	Town and BOE	Variance - Total	Actual/ Estimated
		Claims	Rx Paid Claims	Claims	Claims			Monthly Budget	Cost vs Town and BOE Budget	Town and BOE Budget
Jul-25	724	\$704,120	\$334,039	\$39,420	\$1,077,578	\$203,428	\$1,281,006	\$1,809,842	(\$528,836)	70.8%
Aug-25										
Sep-25										
Oct-25										
Nov-25										
Dec-25										
Jan-26										
Feb-26										
Mar-26										
Apr-26										
May-26										
Jun-26										
YTD	724	\$704,120	\$334,039	\$39,420	\$1,077,578	\$203,428	\$1,281,006	\$1,809,842	(\$528,836)	70.8%
PEPY		\$11,670	\$5,537	\$653	\$17,860	\$3,372	\$21,232			

Budget vs. Actual Cost



Estimated budget based on Anthem renewal expected claims and fixed costs renewal dated 3/18/25

Actual Town and BOE annual budget \$21,718,104

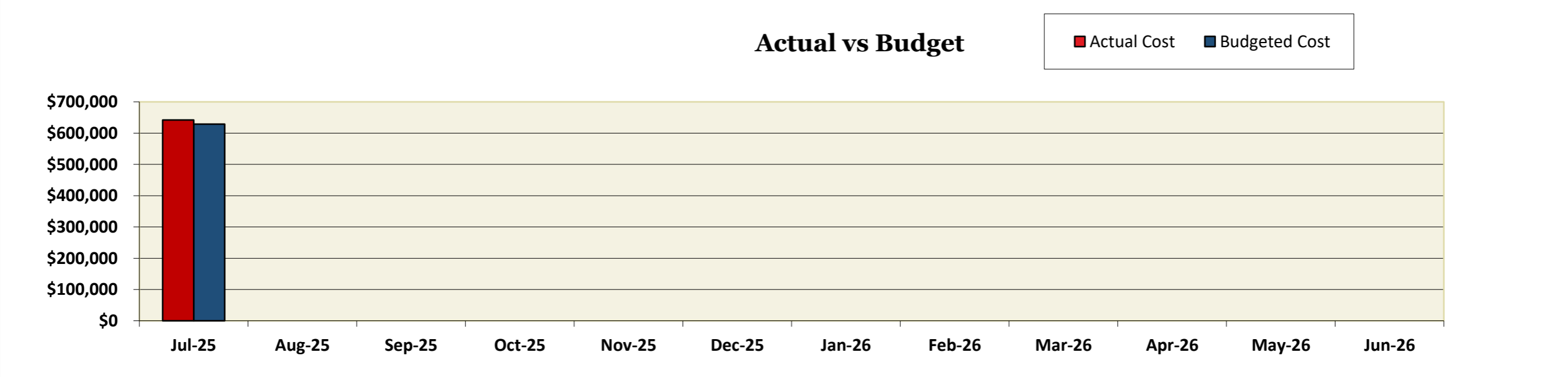
Cost vs Budget Dashboard - data through July 2025

Town Groups Active & Retired

**Self Insured - All Coverages
All Enrollees**

Date	Lives	Net Medical Paid Claims				Claim/Admin. Cost		Town Monthly Budget*	Variance - Total Cost vs Town Budget	Actual/ Estimated Town Budget
		Rx Paid Claims	Dental Paid Claims	Total Net Paid Claims	Total Fixed Costs	Total Cost				
Jul-25	253	\$332,790	\$220,686	\$15,721	\$569,196	\$72,870	\$642,066	\$628,812	\$13,255	102.1%
Aug-25										
Sep-25										
Oct-25										
Nov-25										
Dec-25										
Jan-26										
Feb-26										
Mar-26										
Apr-26										
May-26										
Jun-26										
YTD	253	\$332,790	\$220,686	\$15,721	\$569,196	\$72,870	\$642,066	\$628,812	\$13,255	102.1%
PEPY		\$15,784	\$10,467	\$746	\$26,997	\$3,456	\$30,454			

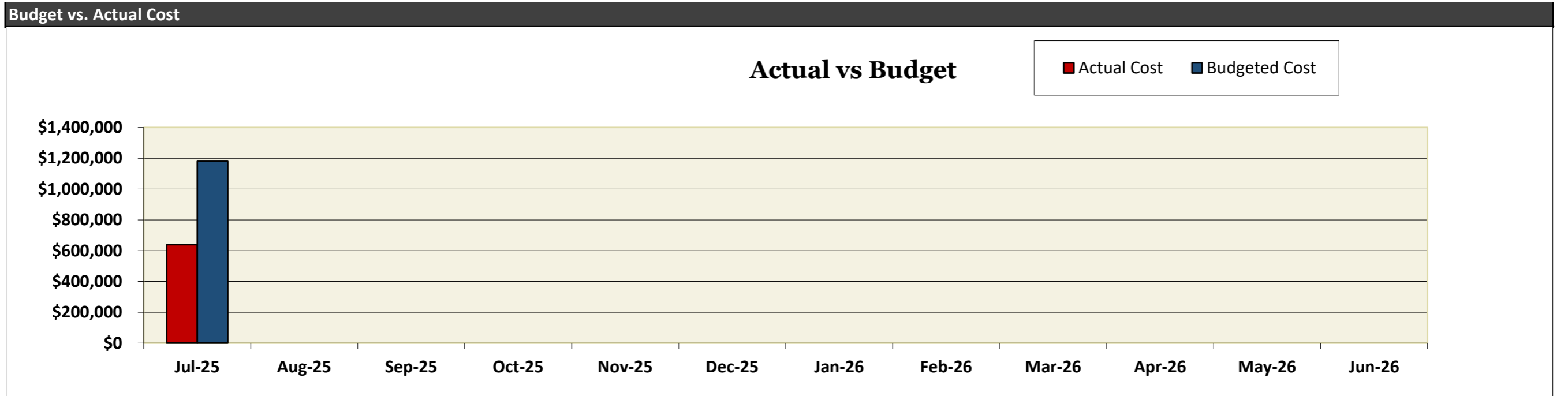
Budget vs. Actual Cost



Total fixed costs is taken from segmented Anthem Renewal dated 3/18/25 plus Network Access Fees of \$98,481

*Town monthly budget based on non-weighted Anthem segmented renewal dated 3/25/25

Self Insured - All Coverages										
All Enrollees										
Claim/Admin. Cost										
Date	Net Medical Paid			Dental Paid	Total Net Paid	Claim/Admin. Cost		Actual/Estimated	Variance - Total	Actual/Estimated
	Lives	Claims	Rx Paid Claims	Claims	Claims	Total Fixed Costs	Total Cost	BOE Anthem	Cost vs BOE	BOE Anthem
								Monthly	Anthem Renewal	Renewal
Jul-25	471	\$371,330	\$113,353	\$23,699	\$508,382	\$130,557	\$638,939	\$1,181,030	(\$542,091)	54.1%
Aug-25										
Sep-25										
Oct-25										
Nov-25										
Dec-25										
Jan-26										
Feb-26										
Mar-26										
Apr-26										
May-26										
Jun-26										
YTD	471	\$371,330	\$113,353	\$23,699	\$508,382	\$130,557	\$638,939	\$1,181,030	(\$542,091)	54.1%
PEPY		\$9,461	\$2,888	\$604	\$12,952	\$3,326	\$16,279			



Total fixed costs is taken from segmented Anthem Renewal dated 3/18/25 plus Network Access Fees of \$185,718

*BOE monthly renewal based on non-weighted Anthem segmented renewal dated 3/25/25

Town of Groton & Groton Board of Education

Cost vs Budget Dashboard - data through July 2025

Town & BOE Groups Active & Retired

Self Insured Medical/Rx/Dental - Rolling Claims Summary

		Medical/ Rx Ees	Dental Ees	Gross Medical Paid Claims	Gross Rx Paid Claims	Dental Paid Claims	Gross Med & RX Claims	Anthem Expected Net Medical & RX Claims	Med+Rx Claims Under \$50k	Med+Rx Claims Between \$50k- \$200k	Claims Over \$200,000 ISL	Actual Gross Med & RX Claims vs Anthem Expected	Net Medical & RX Claims - Excludes all claims over ISL	Total Net Med & RX Claims PEPM - Excludes claims >\$200k
Anthem	Aug-23	758	1,073	\$1,209,305	\$375,440	\$46,067	\$1,584,745	\$1,426,409				111%		
Anthem	Sep-23	749	1,065	\$814,312	\$264,769	\$43,028	\$1,079,081	\$1,426,409				76%		
Anthem	Oct-23	754	1,070	\$1,360,310	\$371,927	\$46,164	\$1,732,236	\$1,426,409				121%		
Anthem	Nov-23	749	1,067	\$852,226	\$349,892	\$34,590	\$1,202,118	\$1,426,409				84%		
Anthem	Dec-23	753	1,072	\$781,295	\$423,063	\$46,375	\$1,204,358	\$1,426,409				84%		
Anthem	Jan-24	745	1,065	\$1,027,017	\$445,250	\$39,565	\$1,472,268	\$1,426,409				103%		
Anthem	Feb-24	747	1,069	\$1,566,727	\$396,880	\$42,267	\$1,963,607	\$1,426,409				138%		
Anthem	Mar-24	741	1,063	\$1,090,247	\$405,537	\$49,492	\$1,495,785	\$1,426,409				105%		
Anthem	Apr-24	737	1,060	\$986,353	\$428,852	\$49,865	\$1,415,205	\$1,426,409				99%		
Anthem	May-24	736	1,060	\$1,181,196	\$517,584	\$47,836	\$1,698,780	\$1,426,409				119%		
Anthem	Jun-24	732	1,057	\$1,482,852	\$409,036	\$44,383	\$1,891,888	\$1,426,409				133%		
Anthem	Jul-24	734	1,063	\$696,325	\$302,089	\$44,761	\$998,414	\$1,623,175				62%		
Total		8,935	12,784	\$13,048,166	\$4,690,320	\$534,393	\$17,738,486	\$17,313,677	\$7,984,324	\$8,528,485	\$1,225,677	102%	\$16,512,809	\$1,848
										76 claims	11 claims	95%	Net Actual vs Expected claims	
Average Monthly		745	1,065	\$1,087,347	\$390,860	\$44,533	\$1,478,207	\$1,442,806					\$1,376,067	

		Medical/ Rx Ees	Dental Ees	Gross Medical Paid Claims	Gross Rx Paid Claims	Dental Paid Claims	Gross Med & RX Claims	Anthem Expected Net Medical & RX Claims	Med+Rx Claims Under \$50k	Med+Rx Claims Between \$50k- \$200k	Claims Over \$200,000 ISL	Actual Gross Med & RX Claims vs Anthem Expected	Net Medical & RX Claims - Excludes all claims over ISL	Total Net Med & RX Claims PEPM - Excludes claims >\$200k
Anthem	Aug-24	728	1,067	\$1,046,648	\$374,540	\$53,739	\$1,421,188	\$1,623,175				88%		
Anthem	Sep-24	728	1,068	\$963,540	\$382,619	\$36,734	\$1,346,158	\$1,623,175				83%		
Anthem	Oct-24	732	1,070	\$990,457	\$536,584	\$36,915	\$1,527,041	\$1,623,175				94%		
Anthem	Nov-24	728	1,068	\$1,086,835	\$326,759	\$40,086	\$1,413,593	\$1,623,175				87%		
Anthem	Dec-24	725	1,068	\$904,506	\$432,358	\$34,865	\$1,336,864	\$1,623,175				82%		
Anthem	Jan-25	725	1,068	\$890,152	\$400,411	\$49,859	\$1,290,564	\$1,623,175				80%		
Anthem	Feb-25	726	1,072	\$1,059,026	\$362,283	\$39,777	\$1,421,309	\$1,623,175				88%		
Anthem	Mar-25	727	1,071	\$1,086,954	\$353,674	\$38,882	\$1,440,628	\$1,623,175				89%		
Anthem	Apr-25	725	1,069	\$981,483	\$376,659	\$43,506	\$1,358,142	\$1,623,175				84%		
Anthem	May-25	727	1,069	\$1,080,845	\$508,343	\$43,765	\$1,589,189	\$1,623,175				98%		
Anthem	Jun-25	721	1,065	\$1,325,097	\$397,381	\$35,014	\$1,722,479	\$1,623,175				106%		
Anthem	Jul-25	724	1,069	\$704,120	\$334,039	\$39,420	\$1,038,158	\$1,556,680				67%		
Total		8,716	12,824	\$12,119,663	\$4,785,649	\$492,560	\$16,905,313	\$19,411,602	\$8,047,508	\$8,106,993	\$750,812	87%	\$16,154,501	\$1,853
										79 claims	7 claims	83%	Net Actual vs Expected claims	
Average Monthly		726	1,069	\$1,009,972	\$398,804	\$41,047	\$1,408,776	\$1,617,633					\$1,346,208	

Average Current vs Prior														
% Difference	-2%	0%	-7%	2%	-8%	-5%	12%	1%	-5%	-39%			-2%	0.3%

Self Insured Medical/Rx/Dental - Rolling Claims Summary

Carrier	Date	Medical/ Rx EDs	Dental EEs	Gross Medical Paid Claims	Gross Rx Paid Claims	Dental Paid Claims	Gross Medical & RX Claims	Anthem Expected Net Medical & RX Claims	Med+Rx Claims Under \$50k	Med+Rx Claims between \$50k- \$200k	Med & RX Claims Over \$200,000 ISL	Actual Gross Med & RX Claims vs Anthem Expected	Net Medical & RX Claims - Excludes all claims over ISL	Total Net Med & RX Claims PEPM - Excludes claims >\$200k
Anthem	Aug-23	261	399	\$297,691	\$181,106	\$18,119	\$478,797	\$556,300				86%		
Anthem	Sep-23	257	396	\$286,111	\$124,273	\$19,661	\$410,384	\$556,300				74%		
Anthem	Oct-23	257	396	\$434,306	\$150,332	\$20,031	\$584,638	\$556,300				105%		
Anthem	Nov-23	253	394	\$378,800	\$103,798	\$14,731	\$482,597	\$556,300				87%		
Anthem	Dec-23	257	399	\$300,292	\$197,533	\$20,763	\$497,825	\$556,300				89%		
Anthem	Jan-24	252	394	\$273,742	\$184,321	\$14,980	\$458,063	\$556,300				82%		
Anthem	Feb-24	255	399	\$687,264	\$146,846	\$15,468	\$834,110	\$556,300				150%		
Anthem	Mar-24	252	397	\$313,932	\$185,173	\$21,558	\$499,104	\$556,300				90%		
Anthem	Apr-24	248	394	\$289,999	\$172,786	\$25,118	\$462,785	\$556,300				83%		
Anthem	May-24	249	396	\$322,004	\$218,073	\$21,355	\$540,078	\$556,300				97%		
Anthem	Jun-24	248	396	\$400,152	\$199,251	\$14,295	\$599,403	\$556,300				108%		
Anthem	Jul-24	249	401	\$259,134	\$136,318	\$19,113	\$395,451	\$584,343				68%		
Total		3,038	4,761	\$4,243,425	\$1,999,809	\$225,192	\$6,243,234	\$6,703,638	\$2,468,440	\$3,364,752	\$410,042	93%	\$5,833,192	\$1,920
Average Mo.		253	397	\$353,619	\$166,651	\$18,766	\$520,270	\$558,637		31 claims	6 claims	87%	Net Actual vs Expected claims	\$486,099

Carrier	Date	Medical/ Rx EEs	Dental EEs	Gross Medical Paid Claims	Gross Rx Paid Claims	Dental Paid Claims	Gross Medical & RX Claims	Anthem Expected Net Medical & RX Claims	Med+Rx Claims Under \$50k	Med+Rx Claims between \$50k- \$200k	Claims Over \$200,000 ISL	Actual Gross Med & RX Claims vs Anthem Expected	Net Medical & RX Claims - Excludes all claims over ISL	Total Net Med & RX Claims PEPM - Excludes Claims >\$200k
Anthem	Aug-24	249	406	\$418,475	\$174,571	\$16,235	\$593,046	\$584,343				101%		
Anthem	Sep-24	249	407	\$263,626	\$174,164	\$12,761	\$437,789	\$584,343				75%		
Anthem	Oct-24	253	410	\$362,796	\$194,899	\$13,734	\$557,695	\$584,343				95%		
Anthem	Nov-24	249	408	\$408,234	\$176,078	\$21,426	\$584,312	\$584,343				100%		
Anthem	Dec-24	247	407	\$470,325	\$187,022	\$15,566	\$657,347	\$584,343				112%		
Anthem	Jan-25	247	407	\$294,219	\$146,183	\$22,091	\$440,402	\$584,343				75%		
Anthem	Feb-25	246	408	\$251,325	\$160,123	\$15,907	\$411,448	\$584,343				70%		
Anthem	Mar-25	248	410	\$335,500	\$129,467	\$13,456	\$464,967	\$584,343				80%		
Anthem	Apr-25	249	411	\$301,996	\$133,913	\$19,161	\$435,909	\$584,343				75%		
Anthem	May-25	249	411	\$331,218	\$277,675	\$21,247	\$608,892	\$584,343				104%		
Anthem	Jun-25	249	411	\$432,576	\$187,655	\$14,054	\$620,231	\$584,343				106%		
Anthem	Jul-25	253	417	\$332,790	\$220,686	\$15,721	\$553,475	\$536,721				103%		
Total		2,988	4,913	\$4,203,078	\$2,162,436	\$201,358	\$6,365,513	\$6,964,493	\$2,391,566	\$3,604,093	\$369,854	91%	\$5,995,659	\$2,007
Average Mo.		249	409	\$350,256	\$180,203	\$16,780	\$530,459	\$580,374		34 claims	4 claims	86%	Net Actual vs Expected claims	\$499,638

Avg Mo. Difference														
Current vs Prior	-2%	3%	-1%	8%	-11%	2%	4%	-3%	7%	-10%			3%	5%

Self Insured Medical/Rx/Dental - Rolling Claims Summary

Carrier	Date	Medical/ Rx Ees	Dental Ees	Gross Medical Paid Claims	Gross Rx Paid Claims	Dental Paid Claims	Gross Medical & RX Claims	Anthem Expected Net Medical & RX Claims	Med+Rx Claims Under \$50k	Med+Rx Claims between \$50k- \$200k	Claims Over \$200,000 ISL	Actual Gross Med & RX Claims vs Anthem Expected	Net Medical & RX Claims - Excludes all claims over ISL	Total Net Claims PEPM Excludes Claims >\$200k
Anthem	Aug-23	497	674	\$911,614	\$194,334	\$27,949	\$1,105,948	\$870,110				127%		
Anthem	Sep-23	492	669	\$528,201	\$140,496	\$23,367	\$668,697	\$870,110				77%		
Anthem	Oct-23	497	674	\$926,004	\$221,595	\$26,133	\$1,147,599	\$870,110				132%		
Anthem	Nov-23	496	673	\$473,427	\$246,094	\$19,859	\$719,521	\$870,110				83%		
Anthem	Dec-23	496	673	\$481,004	\$225,530	\$25,612	\$706,533	\$870,110				81%		
Anthem	Jan-24	493	671	\$753,276	\$260,929	\$24,586	\$1,014,205	\$870,110				117%		
Anthem	Feb-24	492	670	\$879,464	\$250,034	\$26,798	\$1,129,497	\$870,110				130%		
Anthem	Mar-24	489	666	\$776,316	\$220,365	\$27,934	\$996,680	\$870,110				115%		
Anthem	Apr-24	489	666	\$696,354	\$256,067	\$24,746	\$952,421	\$870,110				109%		
Anthem	May-24	487	664	\$859,191	\$299,511	\$26,481	\$1,158,702	\$870,110				133%		
Anthem	Jun-24	484	661	\$1,082,700	\$209,785	\$30,088	\$1,292,485	\$870,110				149%		
Anthem	Jul-24	485	662	\$437,191	\$165,771	\$25,649	\$602,962	\$1,038,832				58%		
Total		5,897	8,023	\$8,804,740	\$2,690,511	\$309,201	\$11,495,251	\$10,610,039	\$5,515,883	\$5,163,733	\$815,635	108%	\$10,679,616	\$1,811
Average Mo.		491	669	\$733,728	\$224,209	\$25,767	\$957,938	\$884,170		45 claims	5 claims	101%	Net Actual vs Expected claims	\$889,968

Carrier	Date	Medical/ Rx Ees	Dental Ees	Gross Medical Paid Claims	Gross Rx Paid Claims	Dental Paid Claims	Gross Medical & RX Claims	Anthem Expected Net Medical & RX Claims	Med+Rx Claims Under \$50k	Med+Rx Claims Between \$50k- \$200k	Claims Over \$200,000 ISL	Actual Gross Med & RX Claims vs Anthem Expected	Net Medical & RX Claims - Excludes all claims over ISL	Total Net Claims PEPM Excludes Claims >\$200k
Anthem	Aug-24	479	661	\$628,173	\$199,969	\$37,504	\$828,142	\$1,038,832				80%		
Anthem	Sep-24	479	661	\$699,914	\$208,455	\$23,973	\$908,369	\$1,038,832				87%		
Anthem	Oct-24	479	660	\$627,661	\$341,685	\$23,181	\$969,346	\$1,038,832				93%		
Anthem	Nov-24	479	660	\$678,601	\$150,680	\$18,659	\$829,281	\$1,038,832				80%		
Anthem	Dec-24	478	661	\$434,181	\$245,336	\$19,299	\$679,517	\$1,038,832				65%		
Anthem	Jan-25	478	661	\$595,934	\$254,228	\$27,768	\$850,162	\$1,038,832				82%		
Anthem	Feb-25	480	664	\$807,701	\$202,160	\$23,869	\$1,009,861	\$1,038,832				97%		
Anthem	Mar-25	479	661	\$751,454	\$224,207	\$25,426	\$975,661	\$1,038,832				94%		
Anthem	Apr-25	476	658	\$679,488	\$242,746	\$24,345	\$922,234	\$1,038,832				89%		
Anthem	May-25	478	658	\$749,628	\$230,669	\$22,518	\$980,296	\$1,038,832				94%		
Anthem	Jun-25	472	654	\$892,521	\$209,727	\$20,961	\$1,102,248	\$1,038,832				106%		
Anthem	Jul-25	471	652	\$371,330	\$113,353	\$23,699	\$484,683	\$1,019,959				48%		
Total		5,728	7,911	\$7,916,586	\$2,623,213	\$291,202	\$10,539,799	\$12,447,108	\$5,655,941	\$4,502,901	\$380,957	85%	\$10,158,842	\$1,774
Average Mo.		477	659	\$659,715	\$218,601	\$24,267	\$878,317	\$1,037,259		45 claims	3 claims	82%	Net Actual vs Expected claims	\$846,570

Average Mo. Difference														
Current vs Prior	-3%	-1%	-10%	-3%	-6%	-8%	17%	3%	-13%	-53%			-5%	-2%

Groton Town and Board of Education - Total Account - Large Claim Details - 8/1/24 through 7/31/25

	Current Period 8/1/24 - 7/31/25	Prior Period 8/1/23 - 7/31/24	% Change
Total Paid \$	\$16,905,313	\$17,738,486	-5%
Total High Claim Employer Paid \$	\$4,885,066	\$5,987,970	-18%
High Claim % of All Employer Paid \$	28.90%	33.76%	-14%
Number of High \$ Claims >\$100,000	32	39	-18%
Total High Claim Paid over \$200,000	\$750,812	\$1,225,677	-39%
Number of High \$ Claims >\$200,000	7	11	-36%

High Cost Claimant Detail with Paid Amounts > \$100,000

Rank	Active (Yes / No)	Relationship	Age Range	Active in Prior Period	Primacy Medical Diagnosis	Primary Health Condition Category	Medical	Pharmacy	Total	Pooled	
1	No	Employee/Self	55-64	Yes	Encounter For Other Aftercare	Neoplasms - Malignant	\$345,640	\$190,585	\$536,225	\$336,225	BOE
2	Yes	Spouse/Partner	65+	Yes	Acute Pancreatitis	Digestive System	\$41,851	\$326,575	\$368,425	\$168,425	Town
3	Yes	Child/Other Dependent	12-17	Yes	Epilepsy And Recurrent Seizures	Nervous System	\$27,840	\$316,701	\$344,541	\$144,541	Town
4	Yes	Employee/Self	65+	No	Sec Mal Neop Resp & Digestv Organs	Neoplasms - Malignant	\$244,865	\$8,956	\$253,822	\$53,822	Town
5	Yes	Spouse/Partner	55-64	Yes	Type 2 Diabetes Mellitus	Endocrine/Metabolic	\$226,227	\$16,332	\$242,559	\$42,559	BOE
6	Yes	Child/Other Dependent	00-04	No	Congn Absence Atresia St Sm Intest	Congenital Abnormalities	\$203,051	\$15	\$203,067	\$3,067	Town
7	Yes	Employee/Self	65+	No	Malignant Neoplasm Bronchus & Lung	Neoplasms - Malignant	\$16,508	\$185,666	\$202,174	\$2,174	BOE
8	Yes	Employee/Self	65+	Yes	Malignant Neoplasm Of Breast	Neoplasms - Malignant	\$187,298	\$670	\$187,968		
9	Yes	Employee/Self	55-64	No	Chronic Ischemic Heart Disease	Circulatory System	\$174,752	\$300	\$175,051		
10	No	Spouse/Partner	65+	Yes	Sec Mal Neop Resp & Digestv Organs	Neoplasms - Malignant	\$168,337	\$1,649	\$169,986		
11	Yes	Spouse/Partner	55-64	Yes	Immunodef Predomntly Antibdy Defect	Diseases of the Blood	\$136,531	\$32,522	\$169,053		
12	Yes	Spouse/Partner	65+	No	Malignant Neoplasm Of Breast	Neoplasms - Malignant	\$160,603	\$4,546	\$165,149		
13	Yes	Spouse/Partner	55-64	Yes	Endometriosis	Genitourinary System	\$151,433	\$3,756	\$155,189		
14	Yes	Employee/Self	35-44	Yes	Comp Gu Prosth Devices Impl Graft	Injury & Poisoning	\$21,609	\$133,327	\$154,936		
15	Yes	Spouse/Partner	65+	Yes	Transplanted Organ & Tissue Status	Health Status	\$34,821	\$118,107	\$152,928		
16	Yes	Employee/Self	55-64	Yes	Abnormal Findings Dx Imaging Lung	Ill-Defined Conditions	\$111,690	\$39,313	\$151,003		
17	Yes	Employee/Self	26-34	Yes	Multiple Sclerosis	Nervous System	\$147,366	\$335	\$147,701		
18	Yes	Employee/Self	55-64	No	Diverticular Disease Of Intestine	Digestive System	\$144,517	\$448	\$144,966		
19	Yes	Employee/Self	65+	Yes	Encounter For Other Aftercare	Neoplasms - Malignant	\$120,817	\$21,425	\$142,242		
20	No	Employee/Self	35-44	No	Pre-Eclampsia	Maternity	\$136,622	\$461	\$137,082		
21	Yes	Employee/Self	65+	Yes	Malignant Melanoma Of Skin	Neoplasms - Malignant	\$127,936	\$2,693	\$130,629		
22	Yes	Employee/Self	45-54	Yes	Chronic Ischemic Heart Disease	Circulatory System	\$40,118	\$88,557	\$128,674		
23	Yes	Spouse/Partner	55-64	No	Osteoarthritis Of Hip	Musculoskeletal System	\$43,035	\$82,636	\$125,671		
24	Yes	Employee/Self	45-54	No	Malignant Neoplasm Of Breast	Neoplasms - Malignant	\$122,714	\$2,380	\$125,094		
25	Yes	Child/Other Dependent	00-04	Yes	Oth Disorders Amino-Acid Metabolism	Endocrine/Metabolic	\$4,447	\$118,947	\$123,394		
26	Yes	Employee/Self	65+	Yes	Abdominal And Pelvic Pain	Ill-Defined Conditions	\$7,661	\$114,243	\$121,903		
27	Yes	Employee/Self	55-64	Yes	Enc F/U Ex Aftr Cmpl Tx Not Mal Neo	Health Status	\$121,667	\$175	\$121,842		
28	Yes	Spouse/Partner	65+	Yes	Transplanted Organ & Tissue Status	Health Status	\$19,548	\$100,287	\$119,835		
29	Yes	Employee/Self	55-64	No	Other Sepsis	Infectious/Parasitic	\$118,804	\$276	\$119,080		
30	Yes	Spouse/Partner	55-64	Yes	Thoracic Tl & Ls Intervert Disc D/O	Musculoskeletal System	\$90,741	\$17,075	\$107,816		
31	No	Employee/Self	65+	Yes	Pharmacy	Pharmacy	\$0	\$104,050	\$104,050		
32	Yes	Employee/Self	35-44	No	Premature Rupture Of Membranes	Maternity	<u>\$103,625</u>	<u>\$198</u>	<u>\$103,823</u>		
							\$3,602,674	\$2,033,204	\$5,635,878	\$750,812	

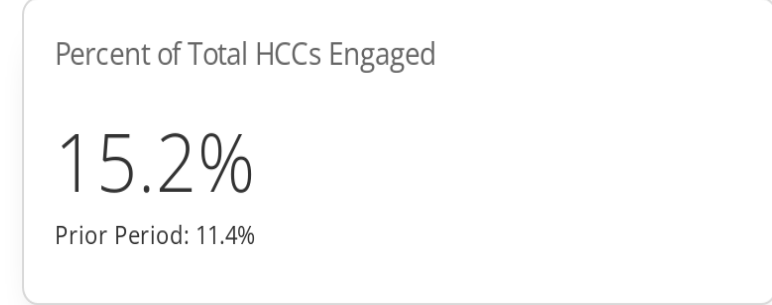
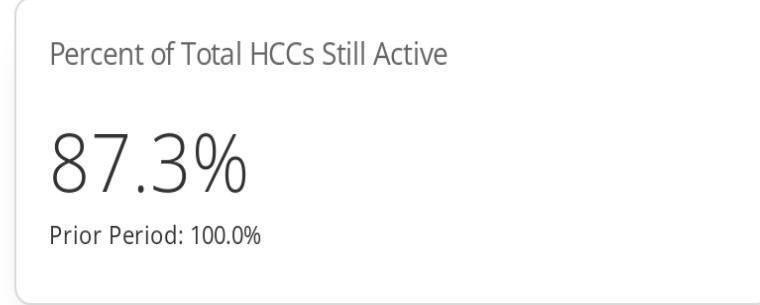
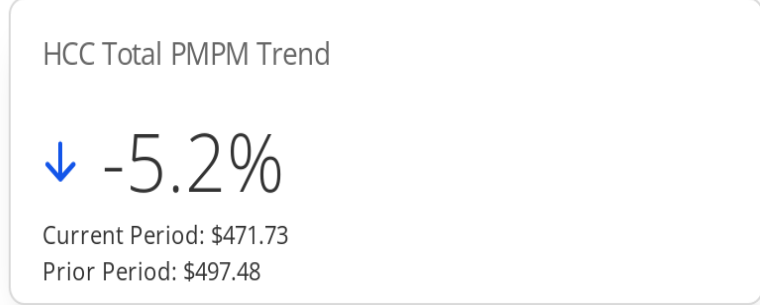
Groton Town and Board of Education - Total Account - Large Claim Details - 7/1/25 through 7/31/25

	Current Period 7/1/25 - 7/31/25	Prior Period 7/1/24 - 7/31/24	% Change
Total Paid \$	\$1,038,158	\$998,414	4%
Total High Claim Employer Paid \$	\$226,708	\$55,335	310%
High Claim % of All Employer Paid \$	21.84%	5.54%	16%
Number of High \$ Claims >\$50,000	3	1	200%
Total High Claim Paid >\$200,000	\$0	\$0	#DIV/0!
Number of High \$ Claims >\$200,000	0	0	#DIV/0!

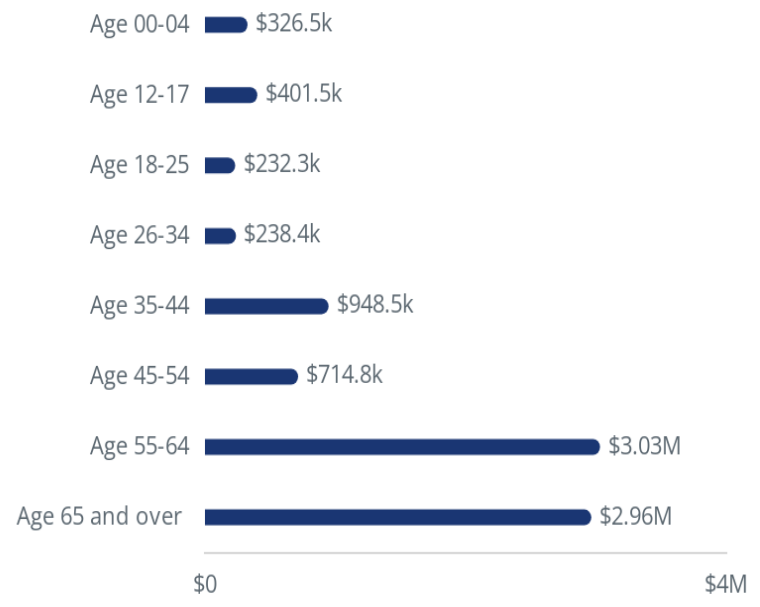
High Cost Claimant Detail with Paid Amounts > \$50,000											
Rank	Active (Yes / No)	Relationship	Age Range	Active in Prior Period	Primary Medical Diagnosis	Primary Health Condition Category	Medical	Pharmacy	Total	Pooled	
1	Yes	Child/Other Dependent	12-17	No	Epilepsy And Recurrent Seizures	Nervous System	\$9,654	\$98,790	\$108,444	\$0	Town
2	Yes	Spouse/Partner	65+	No	Dorsalgia	Musculoskeletal System	\$6,700	\$55,908	\$62,607	\$0	Town
3	Yes	Employee/Self	65+	No	Other Sepsis	Infectious/Parasitic	<u>\$55,634</u>	<u>\$22</u>	<u>\$55,656</u>	<u>\$0</u>	Town
							\$71,988	\$154,720	\$226,708	\$0	

High Cost Claimant > \$50,000

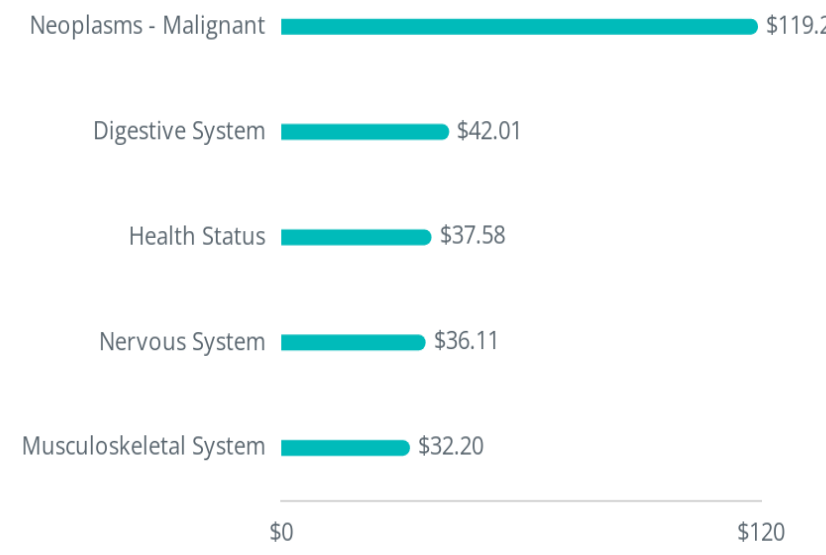
GROTON TOWN AND BOARD OF EDUCATION | Segmentation: Total Account excluding Over 65 products
 Current: Aug 2024 - Jul 2025 • Prior 1: Aug 2023 - Jul 2024 • Prior 2: Aug 2022 - Jul 2023 | Data Set: Medical & Pharmacy | Paid/Incurred: Paid



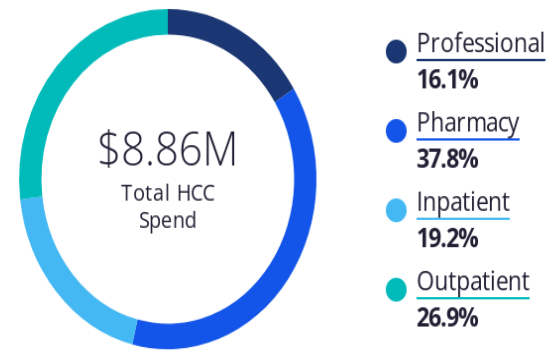
HCC Total Paid Amount by Age Band



Health Condition Category of Primary Diagnosis Contributing to High Cost



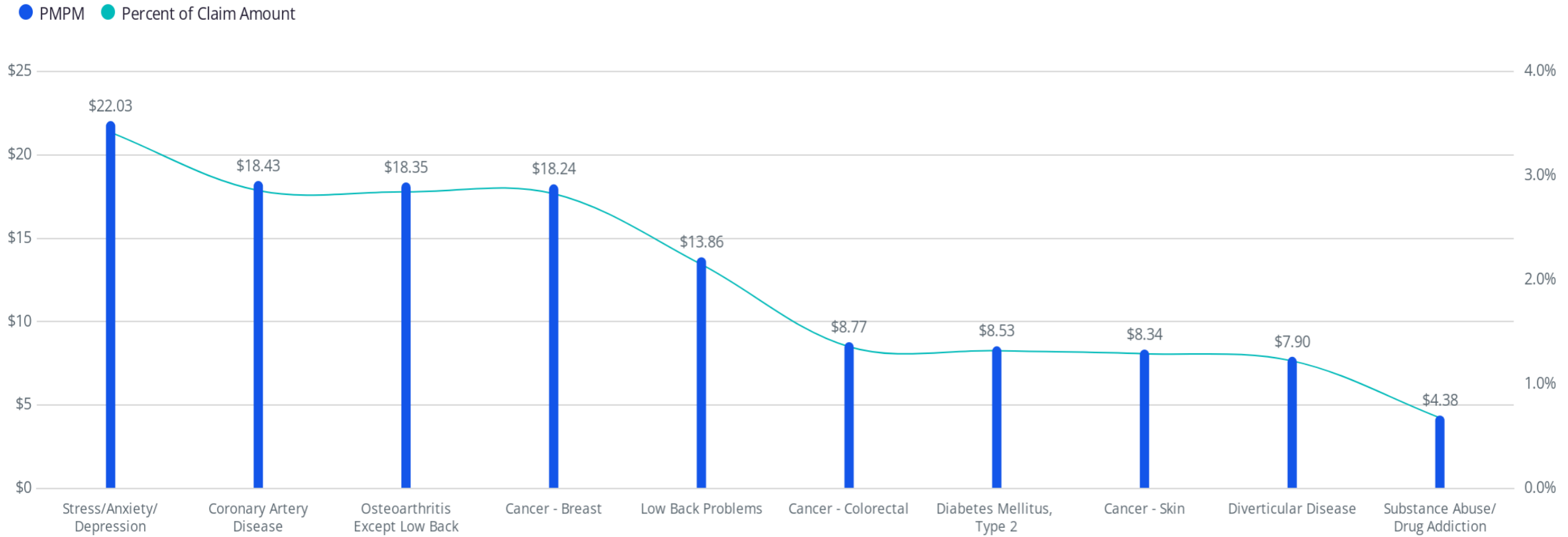
HCC Spend by Place of Service



Top 10 Prescribed Drugs by Paid Amount

Rank	Drug Name	Therapeutic Class	Scripts Per 1000	Claim Amount	Percent of Paid Script
1	Skyrizi Pen	Dermatologicals	12	\$383,052	0.1%
2	Dupixent Pen	Dermatologicals	39	\$302,319	0.2%
3	Daybue	Neuromuscular Agents	*	\$259,010	0.0%
4	Cabometyx	Antineoplastics And Adjunctive Therapies	6	\$240,784	0.0%
5	Humira(Cf) Pen	Analgesics - Anti-Inflammatory	16	\$232,693	0.1%
6	Revlimid	Miscellaneous Therapeutic Classes	7	\$190,251	0.0%
7	Ozempic	Antidiabetics	137	\$184,561	0.7%
8	Alecensa	Antineoplastics And Adjunctive Therapies	7	\$182,991	0.0%
9	Tremfya	Dermatologicals	8	\$168,970	0.0%
10	Carglumic Acid	Endocrine And Metabolic Agents - Misc.	8	\$118,947	0.0%
Top Ten Subtotal			*	\$2,263,577	1.2%
All Other Drugs			19,367	\$2,522,073	98.8%
Total			*	\$4,785,650	100.0%

Top 10 Chronic and Complex Conditions by PMPM with Claim Amount



NEA & CK HVAC – as the State of CT mandated testing was completed last Winter, our technicians are working on making any adjustments within our purview and we will be working with the Testing firm to complete what we are not able to do in district. We are also changing HVAC filters in all our schools this week. He sent the Opinion of Costs for CK & NEA generated by Fuss & O’Neill to John Burt on 11/27/24 to replace the existing units with deh_____ units.

We are preparing bid packages too for the testing of the next two schools with expectations it will go out early to mid-fall. The next schools are CB and MM schools, and we will in the Central Office.

Fitch High School, the (480vAC, 2000 amp) circuit break has been installed as of this morning, and all systems are up and running.

The generator at GMS had a new Circuit board installed this morning, so the generator rental was avoided \$\$\$\$. I am waiting for the submission from Cummings to share with the Fire Marshall as the generator is required to run the Fire Pump in the event of line power outage.

Both of these projects were completed in a timely fashion due to the efforts of Lauren Santacroe-Lyon who monitored/communicated with both outside contractors and GPS supervisors throughout the weekend to assure this came to a positive outcome.

The Maintenance/Custodial staff have worked diligently this summer to get the buildings ready. Thanks to them and Supervisors, Tom Bingham and Charlie Varner, the schools are in tip-top shape for the opening. All this done with summer school, parks and rec and Treehouse programs running in all our buildings.

He was able to get the minutes of the Town Council and RTM meetings in which the project was approved to be submitted for the State grant. I will be assisting Rita as she submits this in the nearest future, once schools are up and running.

Students

Connecticut School Climate Policy

Policy Statement

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board of Education (Board) recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

Definitions

1. **"School climate"** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. **"Positive Sustained School Climate"** is the foundation for learning and positive youth development and includes:
 - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
 - b. People who treat one another with dignity and are engaged, respected, and solve problems restoratively.
 - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
 - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
 - e. A school community that contributes to the operations of the school and the care of the physical environment.
3. **"Social and emotional learning"** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
4. **"Emotional intelligence"** means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) using emotions to facilitate cognitive activities, including, but not limited to, reasoning,

problem solving, and interpersonal communication, (C) understanding and identifying emotions, and (D) managing emotions in oneself and others.

P 5131.911

Connecticut School Climate Policy – cont.

5. **"Bullying"** means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. **"School environment"** means a school-sponsored or school-related activity, function, or program, whether on or off school grounds, including at a school bus stop, or on a school bus or other vehicle owned, leased, or used by the Board of Education (Board), and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function, or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. **"Cyberbullying"** means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephones, or other mobile electronic devices, or any other electronic communication.
8. **"Teen dating violence"** means any act of physical, emotional, or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in, or who have recently been in a dating relationship.
9. **"Mobile electronic device"** means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, text messaging devices, paging devices, personal digital assistants, laptop computers, equipment that is capable of playing a video game or digital video disks or equipment on which digital images are taken or transmitted.
10. **"Electronic communication"** means any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole, or in part, by wire, radios, electromagnetic, photoelectric, or photo-optical systems.
11. **"School climate improvement plan"** means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices, and relational practices that prevent, identify, and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment.
12. **"Restorative practices"** means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring that each such student has a role in repairing relationships and reintegrating into the school community.
13. **"School climate survey"** means a research-based, validated and developmentally appropriate survey administered to students, school employees, and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.

Connecticut School Climate Policy – cont.

14. "**Connecticut school climate policy**" means the school climate policy developed, updated, and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.
15. "**School employee**" means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator, or coach employed by the Board, or (B) any other individual who, in the performance of duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with Groton Public Schools.
16. "**School community**" means any individuals, groups, businesses, public institutions, and nonprofit organizations that are invested in the welfare and vitality of a public school and the community in which it is located, including, but not limited to, students and their families, members of the Board, volunteers, and school employees.
17. "**Challenging behavior**" means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.
18. "**Evidence Based Practices**" in education means instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.
19. "**Effective School Climate Improvement**" means a restorative process that engages all stakeholders in the following six essential practices:
 - A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;
 - B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and to inform the improvement process;
 - C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts, thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;

Connecticut School Climate Policy – cont.

- D. Building among school personnel and developing common staff skills to educate the whole child;
- E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as to address individual student barriers to learning and adult barriers to teaching; and
- F. Strengthening policies and procedures related to:
 - a. Climate and restorative informed teaching and learning environments;
 - b. Infrastructure to facilitate data collection, analysis, and effective planning;
 - c. Implementation of school climate improvement plans with the goal of becoming restorative;
 - d. Evaluation of the school climate improvement process;
 - e. Sustainability of school climate and restorative improvement efforts.
- G. Fostering adult learning in teams and/or professional learning communities to build capacity

Funding

The District shall allocate funding to satisfy the requirements of this policy for all schools in the District. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall use allocated resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The District community has a shared vision and plan for promoting and sustaining a positive school climate that focuses on prevention, identification, and response to all challenging behavior.
2. The District community adopts policies that promote:
 - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and

Connecticut School Climate Policy – cont.

- b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally reengaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to:
 - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
 - b. enhance engagement in teaching, learning, and school-wide activities;
 - c. address barriers to teaching and learning; and
 - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
 4. The school community creates a school environment where everyone is safe, welcomed, supported, and included in all school-based activities.
 5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Bullying

~~Hazing, bullying, menacing and abuse of students, in any form or format, is not acceptable behavior and is prohibited in the Groton Public Schools.~~

~~Any student in the Groton school district who engages in a repeated act against another student in the district that causes physical or emotional harm to a student or such student's property, places a student in reasonable fear of harm to himself or herself or of damage to his or her property, creates a hostile environment at school for such students, infringes on the rights of such student at school, or substantially disrupts the educational process shall be subject to appropriate disciplinary action.~~

~~Bullying is prohibited on school grounds, at any school sponsored or school related activity, function or program, whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education.~~

~~Bullying occurring outside of the school setting is also prohibited and will not be tolerated if such bullying creates a hostile environment at school for the targeted student, infringes on the targeted student's rights at school, or substantially disrupts the educational process or the orderly operation of school.~~

~~Appropriate disciplinary action in response to bullying may include suspension or expulsion. In addition, it is the policy of the Groton Board of Education that school principals or a principal's designee will notify the appropriate law enforcement agency when the principal or designee believes that any acts of bullying constitute criminal conduct.~~

DEFINITIONS:

~~Bullying is defined as the repeated use by one or more students of a written, oral or electronic communication, such as cyber bullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that:~~

- ~~a. Causes physical or emotional harm to such student or damage to such student's property;~~
- ~~b. Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property;~~

GROTON BOARD OF EDUCATION GROTON, CONNECTICUT

POLICY

P 5131.911

Students

Bullying—cont.

- ~~c. Creates a hostile environment at school for such student;~~
- ~~d. Infringes on the rights of such student at school, or~~
- ~~e. Substantially disrupts the education process or the orderly operation of a school.~~

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

~~Bullying may take many forms, such as but not limited to:~~

- ~~1. Physical violence and attacks;~~
- ~~2. Taunts, name calling or put downs or discriminatory slurs;~~
- ~~3. Targeting of a student based upon that person's actual or perceived "differentiating characteristics" such as race, religion, sex, sexual orientation, gender identity or expression, religion, national or ethnic background, disability, physical appearance, socioeconomic status, or a student's association with a person or group who has or is perceived to have one or more of such characteristics;~~
- ~~4. Threats and intimidation;~~
- ~~5. Extortion or stealing of money and possessions;~~
- ~~6. Cyber bullying.~~

~~Cyber bullying means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.~~

~~OTHER APPLICABLE DEFINITIONS:~~

~~“Mobile electronic device” means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, include, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.~~

**GROTON BOARD OF EDUCATION
GROTON, CONNECTICUT**

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Students

Bullying—cont.

~~“Electronic communication” means any transfer of sign, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photo electronic or photo-optical system.~~

~~“Hostile environment” means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.~~

~~“Outside of the school setting” means a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased, or used by a local or regional board of education.~~

~~“School employee” means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school, or (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.~~

~~“School climate” means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.~~

~~“Gender identity or expression” means a person’s gender related identity, appearance or behavior, whether or not that gender related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth.~~

~~REPORTING AND RESPONDING TO BULLYING:~~

~~The Board expects prompt and reasonable investigation and response to alleged acts of bullying. Reports of alleged acts of bullying will be addressed and responded to according to this policy and in accordance with Groton Public School’s Safe School Climate Plan and Bullying Prevention and Intervention Program.~~

~~Discrimination and retaliation are prohibited against an individual who reports or assists in the investigation of an act of bullying.~~

~~Immunity will be granted against damage claims in accordance with state law to the Board, and school employees acting within the scope of their duties, students, parents and others who, in good faith, report, investigate, or respond to bullying in accordance with the Groton Public Schools Safe School Climate Plan. The immunity does not extend to gross, wanton, reckless, or willful misconduct.~~

REGULATIONS:

~~The Superintendent of the Groton Public Schools will develop regulations to aid in the implementation of this policy. Such regulations shall be designed to improve overall school climate and to address the existence of bullying in the Groton Public Schools and shall provide for a Safe School Climate Plan and a Bullying Prevention and Intervention Program as required by law.~~

Legal Reference: Connecticut General Statutes
10-222d Policy on bullying behavior, as amended by Public Act 11-232.
10-222g Prevention and intervention strategy re bullying as amended by Public Act 11-232.
10-222h Analysis of bullying policies.
[Public Act 23-167 An Act Concerning Transparency in Education](#)

Policy Adopted: December 12, 2011

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Students

School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent or designee shall serve as the school climate coordinator for the District.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the District student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;
2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

School Climate Coordinator Roles and Responsibilities – cont.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator. The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.
3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Coordinator Roles and Responsibilities – cont.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training

For the school year commencing July 1, 2024, and each school year thereafter, training shall be provided to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Tiered Response

Beyond the above protocols and supports, the new school climate policy defines a specific subset of challenging behavior that requires districts to respond with certain tiered interventions (referred to hereinafter as “tiered response incidents”). Pursuant to C.G.S. Sec. 10-222hh(b)(6), a tiered response (as detailed in the table below) is required for an incident of challenging behavior that meets any of the following criteria:

- a. requires temporarily clearing a classroom or removing a majority of students to reduce the likelihood of injury;
- b. indicates a credible intention to cause bodily harm to self or others; or
- c. results in an injury requiring medical attention beyond first aid (or less severe injuries caused by the same person on more than one occasion, as verified by a school nurse or other medical professional). The law goes on to provide that, if a district determines that conduct meets the above criteria, school climate improvement plans must include the following responses:

School Climate Coordinator Roles and Responsibilities – cont.

Occasion Number – Tiered Response Incident	Tiered Intervention Required
First Offense	Principal must notify the parents/guardians of each student involved in a manner that complies with FERPA.
Second Offense	Principal must invite the parent/guardian of involved students to a meeting (virtual or in person) to discuss supports and interventions applicable to each student – including, but not limited to, restorative practices.
Multiple Subsequent Offenses (or single incident that causes severe harm)	Principal must notify the parents/guardians of involved students of other resources for supports and interventions, including, but not limited to the following: the 2-1-1 Infoline Program; services/programs available through the Behavioral Health Partnership, established through C.G.S. Sec. 17a-22h; or other resources for professional services, support, or crisis intervention.

Regulation Adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut



GROTON PUBLIC SCHOOLS

ADMINISTRATION OFFICES

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

Challenging Behavior Reporting Form

Instructions

This form is for students, parents or guardians of students enrolled in the school, and school employees to report any alleged challenging behavioral incidents. Challenging behavior is behavior that negatively impacts school climate or interferes, or is at risk with interfering, with the learning or safety of a student or the safety of a school employee. This form should also be used to report alleged bullying incidents, meaning: unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

Complete this form electronically, or in writing, or go to your school climate specialist (principal, vice principal, or other certified administrator) who will assist you with completing this form. All completed reports require a response from the school climate specialist, and every student, parent or guardian, and school employee who completed this form will receive a copy of the "Response Process(es) Notification Form" describing the action steps taken, within three (3) school days after an assessment has been completed.

Name: First _____ Last _____ or check here for any student who would like to submit anonymously.

I am a: Student , Parent and/or Guardian , or School Employee

Name of school: _____

Email: _____ Phone Number: _____ Contact me by: Phone Email

Was this previously reported to any school employee prior to this report? If yes, identify to whom, when, and what was reported? _____

Where did the incident occur? _____

Check any boxes that apply.

- On school property
- At a school-sponsored activity or off school property
- Electronic communication, internet, and social media
- On a school bus
- On the way to/from school
- Outside of school
- Other

Approximate date of incident (if known): _____

Please describe what happened?

Of the following statement(s) check any that may describe or include what happened:

- Teasing, name-calling, intimidating, or threatening, in person or through electronic communication
- Spreading rumors or gossip
- Hitting, kicking, shoving, spitting, hair pulling, or throwing something or other acts of physical aggression
- Making intimidating, and/or threatening gestures or remarks
- Getting another person to do any of the behaviors listed above
- Unwanted contact of a sexual nature (verbal, non- verbal, physical)
- Other (Specify) _____

Do you believe that the reported instance(s) of challenging behavior was in reference to a student's perceived or actual age, ancestry, color, learning disability, marital status, intellectual disability, national origin, physical disability, mental disability, race, religious creed, sex, gender identity or expression, sexual orientation, and status as a veteran? If so, why?

If known, provide the name(s) of any witness(es) of the alleged incident: _____

Date form submitted: _____

For classroom teacher use only:

Are you requesting a behavior intervention meeting with the crisis intervention team?

- Yes
- No

For school climate specialist use only:

Signature of receipt by school climate specialist: _____

Date received by school climate specialist: _____

cc: Principal

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.



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 of Incident of Challenging Behavior

(Date)

(Parent/Guardian)

(Address)

(City, State Zip)

Dear (Parent/Guardian):

Pursuant to Connecticut General Statute § 10-222hh, the Groton Public Schools is notifying you that **[Student's name]** engaged in challenging behavior that *[select applicable option from below and modify as needed]:*

[required temporarily clearing [Student Name's] classroom]

[required removing a majority of students to reduce likelihood of injury]

[indicated a credible intention to cause bodily harm to self and/or others]

[resulted in an injury to self and/or others that required medical attention beyond first aid]

[resulted in injuries to self and/or others on more than one occasion].

[If Applicable: Add language from Notice of Student Behavior Causing Disruption or Harm]

The District is also notifying you that **[Student's name]**'s behavior has caused a serious disruption to the instruction of other students, self-harm or physical harm to a teacher, another student or other school employee. This notice is to be provided to you as parent or guardian of the student within twenty-four hours after such behavior occurs. The purpose of this notice is to inform you that the teacher of record, **[Teacher's name]** may request a behavior intervention meeting with the crisis intervention team for the school.

If such a request is made, the District will provide you with separate notice of that request before the meeting convenes. At the behavior intervention meeting, the crisis intervention team will identify resources and supports to address **[Student's name]** social, emotional, and instructional needs.

Within 7 days after the behavioral intervention meeting, the crisis intervention team will also provide you with a written summary of the meeting which will include, but not be limited to, the resources and supports identified for **[Student's name]**.

[Moving forward, I would like to schedule a follow-up meeting to discuss this incident, in addition to the specific supports or interventions that may be applicable. Please contact my office to schedule an appointment. If necessary: A planning and placement team/Section 504 team meeting will also be convened to further discuss this incident].

Please contact the office if you have any questions regarding this notice.

Sincerely,

(Administrator/School Climate Specialist)



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 of Incident of Challenging Behavior
[For Student Involved in Incident of Challenging Behavior]

[Date]

[Parent/Guardian]

[Address]

[City, State Zip]

Dear [Parent/Guardian]:

Pursuant to Connecticut General Statute § 10-222hh, the District is notifying you that [Student's name] was involved in an incident of challenging behavior that [*select applicable option from below and modify as needed*]:

[required temporarily clearing [Student Name's] classroom]

[required removing a majority of students to reduce likelihood of injury]

[indicated a credible intention to cause bodily harm to self and/or others]

[resulted in an injury to self and/or others that required medical attention beyond first aid]

[resulted in injuries to self and/or others on more than one occasion].

The District is responding to the incident as required under state law and my office will follow-up as needed. State and federal law prohibit the disclosure of specific disciplinary or responsive action taken with respect to any student(s). If you have questions or would like to further discuss this incident, please contact my office to schedule an appointment. [***If necessary: A planning and placement team/Section 504 team meeting will also be convened to further discuss this incident and your Student's involvement.***]

Please contact the office if you have any questions regarding this notice.

Sincerely,

[Administrator/School Climate Specialist]



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 of Subsequent Incident of Challenging Behavior
[For Student Engaging in Challenging Behavior]

[Date]

[Parent/Guardian]

[Address]

[City, State Zip]

Dear [Parent/Guardian]:

Pursuant to Connecticut General Statute § 10-222hh, the District is notifying you that **[Student's name]** engaged again this school year in challenging behavior that *[select applicable option from below and modify as needed]*:

[required temporarily clearing [Student Name's] classroom]

[required removing a majority of students to reduce likelihood of injury]

[indicated a credible intention to cause bodily harm to self and/or others]

[resulted in an injury to self and/or others that required medical attention beyond first aid]

[resulted in injuries to self and/or others on more than one occasion].

[If Applicable: Add language from Notice of Student Behavior Causing Disruption or Harm]

The District is also notifying you that **[Student's name]**'s behavior caused a serious disruption to the instruction of other students, self-harm or physical harm to a teacher, another student or other school employee. This notice is to be provided to you as parent or guardian of the student within twenty-four hours after such behavior occurs. The purpose of this notice is to inform you that the teacher of record, **[Teacher's name]** may request a behavior intervention meeting with the crisis intervention team for the school.

If such a request is made, the District will provide you with separate notice of that request before the meeting convenes. At the behavior intervention meeting, the crisis intervention team will identify resources and supports to address **[Student's name]** social, emotional, and instructional needs.

Within 7 days after the behavioral intervention meeting, the crisis intervention team will also provide you with a written summary of the meeting which will include, but not be limited to, the resources and supports identified for **[Student's name]**.

Moving forward, I would like to schedule a follow-up meeting to discuss this incident, in addition to the specific supports or interventions that may be applicable. Please contact my office to schedule an appointment. **[A planning and placement team/Section 504 team meeting will also be convened to further discuss this incident].**

Please contact the office if you have any questions regarding this notice.

Sincerely,

[Administrator/School Climate Specialist]



GROTON PUBLIC SCHOOLS

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

Notice of Subsequent Incident of Challenging Behavior
[For Student Involved in Incident of Challenging Behavior]

[Date]

[Parent/Guardian]

[Address]

[City, State Zip]

Dear [Parent/Guardian]:

Pursuant to Connecticut General Statute § 10-222hh, the District is notifying you that [Student's name] was involved in an incident of challenging behavior that [*select applicable option from below and modify as needed*]:

[required temporarily clearing [Student Name's] classroom]

[required removing a majority of students to reduce likelihood of injury]

[indicated a credible intention to cause bodily harm to self and/or others]

[resulted in an injury to self and/or others that required medical attention beyond first aid]

[resulted in injuries to self and/or others on more than one occasion].

The District is responding to the incident as required under state law and my office will follow-up as needed. State and federal law prohibit the disclosure of specific disciplinary or responsive action taken with respect to any student(s). I would like to schedule a meeting to discuss this incident, in addition to the specific interventions and supports that may be applicable. Please contact my office to schedule an appointment, [*If necessary: A planning and placement team/Section 504 team meeting will also be convened to further discuss this incident and your Student's involvement*].

Please contact the office if you have any questions regarding this notice.

Sincerely,

[Administrator/School Climate Specialist]



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 of Incident of Challenging Behavior

[For Student Engaging in Challenging Behavior – Multiple Incidences/Severe Harm Incident]

[Date]

[Parent/Guardian]

[Address]

[City, State Zip]

Dear [Parent/Guardian]:

Pursuant to Connecticut General Statute § 10-222hh, the District is notifying you that **[Student's name]** engaged in challenging behavior that *[select applicable option from below and modify as needed]:*

[required temporarily clearing [Student Name's] classroom]

[required removing a majority of students to reduce likelihood of injury]

[indicated a credible intention to cause bodily harm to self and/or others]

[resulted in an injury to self and/or others that required medical attention beyond first aid]

[resulted in injuries to self and/or others on more than one occasion].

[If Applicable: Add language from Notice of Student Behavior Causing Disruption or Harm]

The District is also notifying you that **[Student Name]**'s behavior caused a serious disruption to the instruction of other students, self-harm or physical harm to a teacher, another student or other school employee. This notice is to be provided to you as parent or guardian of the student within twenty-four hours after such behavior occurs. The purpose of this notice is to inform you that the teacher of record, **[Teacher's name]** may request a behavior intervention meeting with the crisis intervention team for the school.

If such a request is made, the District will provide you with separate notice of that request before the meeting convenes. At the behavior intervention meeting, the crisis intervention team will identify resources and supports to address **[Student Name's]** social, emotional, and instructional needs.

Within 7 days after the behavioral intervention meeting, the crisis intervention team will also provide you with a written summary of the meeting which will include, but not be limited to, the resources and supports identified for **[Student's Name]**.

Moving forward, I would like to schedule a follow-up meeting to discuss this incident, in addition to the specific supports or interventions that may be applicable. Please contact my office to schedule an appointment. **[A planning and placement team/Section 504 team meeting will also be convened to further discuss this incident].**

In the meantime, please be aware that there are a variety of community resources available to you including but not limited to:

- 2-1-1 Infoline program
- Children and Family Agency of Southeastern CT
 - o Urgent Crisis Center, 255 Hempstead Street, New London, CT 06320, 860-437-4550
 - o Outpatient Mental Health Services, 591 Poquonnock Road, Groton, 860-437-4550

- School-Based Health Centers located at FHS, GMS, MRMS, TRMS, NEA, CKMS
- Groton Youth and family Services, 45 Fort Hill Road, Groton, 860-441-6760
- State of Connecticut's Behavioral Health Partnership, www.ctbhp.com
- Mobile Crisis Intervention, Dial 2-1-1, Press 1 and 1 again

Please contact the office if you have any questions regarding this notice.

Sincerely,

[Administrator/School Climate Specialist]



GROTON PUBLIC SCHOOLS

ADMINISTRATION OFFICES

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Notice of Incident of Challenging Behavior
[For Student Involved in Incident of Challenging Behavior
Subsequent Incident/Multiple Incidences/Severe Harm Incident]

[Date]

[Parent/Guardian]

[Address]

[City, State Zip]

Dear [Parent/Guardian]:

Pursuant to Connecticut General Statute § 10-222hh, the District is notifying you that **[Student's name]** was involved in an incident of challenging behavior that **[select applicable option from below and modify as needed]:**

- [required temporarily clearing [Student Name's] classroom]**
- [required removing a majority of students to reduce likelihood of injury]**
- [indicated a credible intention to cause bodily harm to self and/or others]**
- [resulted in an injury to self and/or others that required medical attention beyond first aid]**
- [resulted in injuries to self and/or others on more than one occasion].**

Moving forward, I would like to schedule a follow-up meeting to discuss this incident, in addition to the specific supports or interventions that may be applicable. Please contact my office to schedule an appointment. **[If necessary: A planning and placement team/Section 504 team meeting will also be convened to further discuss this incident].**

In the meantime, please be aware that there are a variety of community resources available to you including but not limited to:

- 2-1-1 Infoline program
- Children and Family Agency of Southeastern CT
 - o Urgent Crisis Center, 255 Hempstead Street, New London, CT 06320, 860-437-4550
 - o Outpatient Mental Health Services, 591 Poquonnock Road, Groton, 860-437-4550
 - o School-Based Health Centers located at FHS, GMS, MRMS, TRMS, NEA, CKMS
- Groton Youth and family Services, 45 Fort Hill Road, Groton, 860-441-6760
- State of Connecticut's Behavioral Health Partnership, www.ctbhp.com
- Mobile Crisis Intervention, Dial 2-1-1, Press 1 and 1 again

Please contact the office if you have any questions regarding this notice.

Sincerely,

[Administrator/School Climate Specialist]



GROTON PUBLIC SCHOOLS

ADMINISTRATION OFFICES

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

Challenging Behavior Investigation Form

This form is to be completed by the school climate specialist within a reasonable amount of time. Pursuant to the Federal Education Confidentiality Law (FERPA), students, parents or guardians, and school employees that completed the challenging behavior reporting form **cannot** receive a copy of this "Investigation Form" but will be provided with a copy of the "Response Process(es) Notification Form" within 3 school days after an assessment is completed.

Date "Challenging Behavior Reporting Form" Received: _____

Today's Date: _____

Name of School: _____

Name of school climate specialist who received the report: _____

Were these events already reported to any school employee? If yes, please identify to whom, when, and what was reported: _____

Name of school community member who is reporting the incident: (student, parent or guardian, school or district employee, bystander, anonymous): _____

Name of student or students who were allegedly subjected to the challenging behavior: _____

Name of person or persons who allegedly engaged in the challenging behavior: _____

Where did the alleged incident occur? _____

Date and time alleged incident occurred: (if known): _____

Description of the alleged incident: _____

What investigative processes occurred? Answer all of the following questions below. A single incident may require an assessment into multiple areas. Please check all that apply.

- Was this investigated as bullying? YES NO
- Was this a verified act of bullying? YES NO
- Was this investigated as cyberbullying? YES NO
- Was this a verified act of cyberbullying? YES NO
- Was this investigated as teen dating violence? YES NO
- Was this verified teen dating violence? YES or NO
- Was this investigated as an assault? YES NO
- Was this a verified assault? YES or NO
- Was this investigated as an act of physical violence? YES NO
- Was this a verified act of physical violence? YES or NO
- Was this investigated as a protected class violation/harassment? YES NO
- Was this a verified protected class violation/harassment? YES NO
- Was this a verified act of challenging behavior not listed above? YES NO
- Was this investigated as a Title IX violation? YES NO
- Was this a verified Title IX violation? YES or NO

What was the response by the school climate specialist? (E.g., utilization of restorative practices, school-based threat assessment, safety plan, student support services) Additionally, provide the date of each response.

If applicable, please provide any additional notes, observations, or actions taken as a result of this incident:

Signature or E-signature of responding school climate specialist: _____

Printed name: _____ Date of response: _____

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.

cc: Principal



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

Response Process(es) Notification Form for a Report of Challenging Behavior

The school climate specialist will complete and submit this form within 3 school days **after an assessment has been completed** and submit it to the student(s), parent(s), or guardian(s), and/or school employee(s) who completed the “Challenging Behavior Reporting Form”.

[Describe the steps taken to address and prevent future instance(s) of challenging behavior(s). Responses may include:

- **utilization of restorative practices;**
- **the completion of a school-based threat assessment;**
- **safety plan for student(s) involved in the instance of alleged challenging behavior;**
- **student support services;]**

Signature or E-signature of school climate specialist: _____

Name of School: _____

Printed name: _____

Date completed: _____

Definitions and Clarifying Terms

Restorative Practices: Evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

School based threat assessment: An evidence-based systematic evaluation process used to prevent violence, help troubled students, and avoid over-reactions to challenging behavior.

cc: Principal

This form does not modify or eliminate any rights or obligations under state and federal laws, including, any constitutional and civil rights protections, or any applicable policies and procedures or collective bargaining agreements. All students' private and personal information will remain confidential throughout this process, subject to any wavier rights or disclosure responsibilities as permitted or required by law.

Please note: when a student exhibits challenging behavior, our priority is to ensure the safety of the students and the school, and to work with the student(s) to prevent the recurrence of such behavior, including making amends for any challenging behaviors that occurred. Federal law protects the privacy of each student. Therefore, you cannot be provided with any specific information concerning the student alleged to have engaged in the challenging behavior.



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Notice of Request for Behavior Intervention Meeting

(Date)

(Parent/Guardian)

(Address)

(City, State Zip)

Dear (Parent/Guardian):

Pursuant to Connecticut General Statute § 10-222hh, please be advised that a behavior intervention meeting with the school's crisis intervention team has been requested due to **[Student name]**'s behavior dated **[Month, Day, Year]**.

The crisis intervention team will meet on **[insert meeting date]** to identify resources and supports to address **[Student name]**'s social, emotional, and instructional needs.

Within 7 school days after the behavior intervention meeting, you will receive a written summary of the meeting which will include, but not be limited to, the resources and supports identified for **[Student name]**.

Please contact the office if you have any questions regarding this notice.

Sincerely,

(Administrator/School Climate Specialist)



GROTON PUBLIC SCHOOLS

ADMINISTRATION OFFICES

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

Notice of Summary of Behavior Intervention Meeting

(Date)

(Parent/Guardian)

(Address)

(City, State Zip)

Dear (Parent/Guardian):

Pursuant to Connecticut General Statute § 10-222hh, please be advised that a behavior intervention meeting with the school's crisis intervention team was conducted on **[insert meeting date]** due to **[Student name]**'s behavior dated **[Month, Day, Year]**.

At the behavior intervention meeting, the crisis intervention team identified the following resources and supports to address **[Student name]**'s social, emotional, and instructional needs:

[Describe the resources and supports identified by the team. Responses may include:

- **utilization of restorative practices;**
- **the completion of a school-based threat assessment**
- **safety Plan for student(s) involved in the instance of alleged challenging behavior;**
- **student support services;]**

Please contact the office if you have any questions regarding this notice.

Sincerely,

(Administrator/School Climate Specialist)

Instruction

Live Animals in the Classroom

Therapy Dogs

The Board of Education (Board) supports teachers or other qualified school personnel ("Owner/Handler") to partner with a therapy dog for the benefit of its students subject to the conditions of this policy.

Definitions

Therapy Dog: Therapy dogs are individually trained, and are *registered* as a therapy dog team with their Owner/Handler, to provide appropriate interaction within the school community. Therapy dogs have been trained to provide emotional support that positively impacts reading skills, emotional functioning, and communication skills. Therapy dogs are not "service animals" as that term is used in the American with Disabilities Act. Therapy dogs are individually trained and certified/registered to provide appropriate interactions with students and others at school. The dog must be well behaved and have a temperament that is suitable for interaction with students and others in a public school. Therapy dogs are personal property of the teacher or employee and are not owned by the school district.

Owner/Handler: The individual who owns the dog and is responsible for caring and supervising the therapy dog, which includes toileting, feeding, grooming, and veterinary care. The District is not obligated to supervise or otherwise care for a therapy dog.

Therapy Dog Standards and Procedures. The following requirements must be satisfied before a therapy dog will be allowed in school buildings or on school grounds:

Request. An Owner/Handler who wants to bring a therapy dog to school must submit a written request to a principal or the Superintendent. The request must be renewed each school year or whenever working with a different therapy dog.

Training and Certification. Owner/Handler must submit the American Kennel Club's Canine Good Citizen Certification or its equivalent as determined by the Superintendent. The certification must remain current at all times. Therapy dogs must also be registered with an organization that requires an evaluation of the therapy dog and Owner/Handler. (example Pet Partners)

Health and Vaccination. The therapy dog must be clean, well groomed, in good health, house broken, and immunized against diseases common to dogs. The Owner/Handler must submit proof of current licensure from the local licensing authority and proof of the therapy dog's current vaccinations and immunizations from a licensed veterinarian.

Control. A therapy dog must be under the control of the Owner/Handler through the use of a leash, collar or harness unless the use of a leash or other tether (as approved by the Superintendent) would interfere with the therapy dog's safe, effective performance of its work or tasks. However, the therapy dog must be under the owner/Handler's control at all times.

Identification. The therapy dog must have appropriate identification identifying it as a therapy dog.

Therapy Dog Standards and Procedures – cont.

No Disruption. The therapy dog must not disrupt the educational process by barking, seeking attention, or any other behavior. The Owner/Handler will mitigate any distracting behaviors.

Health and Safety. The therapy dog must not pose a health and safety risk to any student, employee, or other person at school.

Supervision and Care of Therapy Dogs. The Owner/Handler is solely responsible for the supervision and care of the therapy dog, including any feeding, exercising, and clean up while the animal is in a school building or on school property. The school district is not responsible for providing any care, supervision, or assistance for a therapy dog.

Authorized Area(s). The Owner/Handler shall only allow the therapy dog to be in areas in school buildings or on school property that are authorized by school district administrators.

Insurance. The Owner/Handler must submit a copy of an insurance policy that provides liability coverage for the therapy dog while on school property.

Owner/Handler Responsibilities

The therapy dog's Owner/Handler, who must be an employee of the District, is responsible for the handling of the therapy dog. Therapy dogs are not the property of the District. The Owner/Handler, as the therapy dog's Owner/Handler, must adhere to the following requirements:

1. The District requires that a therapy dog be under the control of the Owner/Handler at all times. The District requires that a therapy dog shall have and use a harness or collar, leash at all times.
2. The Owner/Handler must abide by current city/town, county and state ordinances, laws, and/or regulations pertaining to licensing, vaccination, and other requirements for animals. It is the Owner's/Handler's responsibility to know and understand these ordinances, laws and regulations. The District has the right to require documentation of compliance with such ordinances, laws and/or regulations, which may include a vaccination certificate.
3. The Owner/Handler is required to clean up after and properly dispose of the animal's waste in a safe and sanitary manner. The Owner/Handler must always carry sufficient equipment to clean up the animal's waste.
4. The Owner/Handler agrees to abide by all equally applicable District policies such as assuring that the animal does not unduly interfere with the routine activities of the District.
5. The District's personnel shall not be required to provide care or food for any therapy dog including, but not limited to, removing the animal during emergency evacuation for such events as a fire alarm.
6. The Owner/Handler must possess proper insurance that provides liability coverage for the therapy dog while on school property.

Owner/Handler Responsibilities – cont.

Exclusion or Removal from School. A therapy dog may be excluded from school property and buildings if a school administrator determines that:

1. The therapy dog does not possess the required training/certification for performing therapy dog duties;
2. The therapy dog’s presence results in a fundamental alteration of a district program, service or activity;
3. A Owner/Handler does not have control of the therapy dog;
4. The therapy dog is not housebroken;
5. The Owner/Handler does not comply with the Owner/Handler’s responsibilities set forth above;
or
6. The therapy dog presents a direct and immediate threat to others in the school.

The Owner/Handler shall be required to remove the therapy dog from school premises immediately upon such a determination.

Allergic Reactions. If any student or school employee assigned to a classroom in which a therapy dog is permitted suffers an allergic reaction to the therapy dog, the Owner/Handler of the animal will be required to remove the animal to a different location designated by an administrator.

Damages to School Property and Injuries. The Owner/Handler shall indemnify and hold the District harmless from and against any injury or damages caused by the dog. Owner/Handlers are liable for any harm, damage, or injury caused by the therapy dog to students, staff, visitors, and/or property to the same extent other individuals who cause harm, damage or injury to persons or property are responsible for such harm, damage or injuries.

Parent Notice. The Superintendent or designee shall ensure that parents are notified in writing prior to the therapy dog being permitted to enter a District building. Such notice may be electronic.

Therapy Dog in Training. This policy shall also be applicable to therapy dogs in training that are accompanied by a bona fide trainer.

- Legal References:
- Connecticut General Statutes
 - 10-221 Boards of education to prescribe rules, policies and procedures.
 - 46a-42 Mobility impaired person.
 - 46a-44 through 46a-64 Public accommodations and transportation, admittance to. (Access of guide and assistance dogs to modes of public transportation and in places of public accommodation.)
 - Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b), 29 U.S.C. 705 (20), 794, 34 C.F.R. pt. 104; G.S. 130A-185, 168 article 1, 168A-3 through -7.
 - American Disability Act 42 U.S. C12101 *et seq.*, 28 C.F.R. pt. 35.

Owner/Handler Responsibilities – cont.

Legal References-cont.:

Individuals with Disabilities Act, 20 U.S.C. 1400 et seq.

28 C.F.R. Parts 35 & 36, “Nondiscrimination on the Basis of Disabilities in State and Local Government Services; Final Rules”

Policy Adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut



GROTON PUBLIC SCHOOLS

ADMINISTRATION OFFICES

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

R 6163.33

Therapy Dog Request Form

Name of Owner: _____

Mailing Address: _____

Contact Number: _____

Therapy Dog Breed: _____ Age: _____ Weight: _____ Color: _____

Please provide a brief description of the services or functions the Therapy Dog will be providing:

School(s) visiting: _____

Day(s) of visiting: _____

By signing below, I am affirming that I have read and understand the _____ School District's Therapy Dogs policy. I will abide by the terms of this policy. I understand my Therapy Dog may be excluded from a District building or District property if any of the following occur, including, but not limited to:

1. The Therapy Dog does not possess the required training/certification for performing therapy dog duties;
2. If any student or school employee assigned to a classroom in which a Therapy Dog is permitted suffers an allergic reaction to the Therapy Dog;
3. The Owner/Handler does not have control of the Therapy Dog;
4. The Therapy Dog is not housebroken;
5. The Therapy Dog presents a direct and immediate threat to others in the district building or on school property; or
6. The Therapy Dog's presence otherwise interferes with the educational process.

I understand handlers are liable for any harm, damage, or injury caused by the therapy dog to students, staff, visitors, and/or property to the same extent other individuals who cause harm, damage or injury to persons or property are responsible for such harm, damage or injuries. I also understand that the district is not responsible for any costs related to my Therapy Dog. I agree to indemnify, defend, and hold harmless the District from and against any and all claims, actions, suits, judgments and demands brought by any party arising on account of, or in connection with, any activity of or damage caused by my Therapy Dog.

The following documentation must be included with this request form:

1. Proof of annual vaccinations;
2. Documentation of state and/or city/town licensure of my Therapy Dog;
3. Documentation from an accredited agency pertaining to my Therapy Dog's training; and
4. Proof of insurance.

Once approved, proof of notice to parents/guardians of school/class where the Therapy Dog will be is required to be submitted prior to entering the building.

Therapy Dog Owner Signature	Date	Superintendent Signature	Date
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R 6163.33

Letter to The School Community

Date

Dear Parent/Guardian:

This letter is to inform you that, effective (date), there will be a Therapy Dog in our school. The dog will be in the school (times/days). Dates and times may change as required without further notice.

Therapy dogs are interactive dogs trained to work for an Owner/Handler to provide emotional support, well-being, comfort, or companionship to District students. The presence of a Therapy Dog can decrease anxiety and provide a level of comfort that enables students to work through a variety of challenging issues.

(Name of dog) is a highly trained and fully certified therapy dog, and we are thrilled to have (him/her) become a member of our school community. If you have any questions about (name of dog), please feel free to contact me.

There will be information sessions at the school to integrate (name of dog) into our daily routines and all of our staff and students will be instructed as to the proper procedures regarding the Therapy Dog.

If you have any specific concerns regarding the presence of the Therapy Dog in the school, please contact me. Thank you for your understanding, support, and interest.

Sincerely,

Principal

pc: Superintendent of Schools



GROTON PUBLIC SCHOOLS

ADMINISTRATION OFFICES

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R 6163.33

Letter to The Families of Children in the Class(es)

Date

Dear Parent/Guardian:

This letter is to inform you that, effective (date), there will be a Therapy Dog in our school assisting our students, and the Therapy Dog will be present in your child's class.

Therapy dogs are interactive dogs trained to work for an Owner/Handler to provide emotional support, well-being, comfort, or companionship to District students. The presence of a Therapy Dog can decrease anxiety and provide a level of comfort that enables students to work through a variety of challenging issues.

(Name of dog) is a highly trained and fully certified therapy dog, and we are thrilled to have (him/her) become a member of our school community. If you have any questions about (name of dog) please feel free to contact me.

There will be information sessions at the school to integrate (name of dog) into our daily routines and all of our staff and students will be instructed as to the proper procedures regarding the Therapy Dog.

If you have any specific concerns regarding the presence of the therapy dog in your child's class, please contact me.

Thank you for your understanding, support, and interest.

Sincerely,

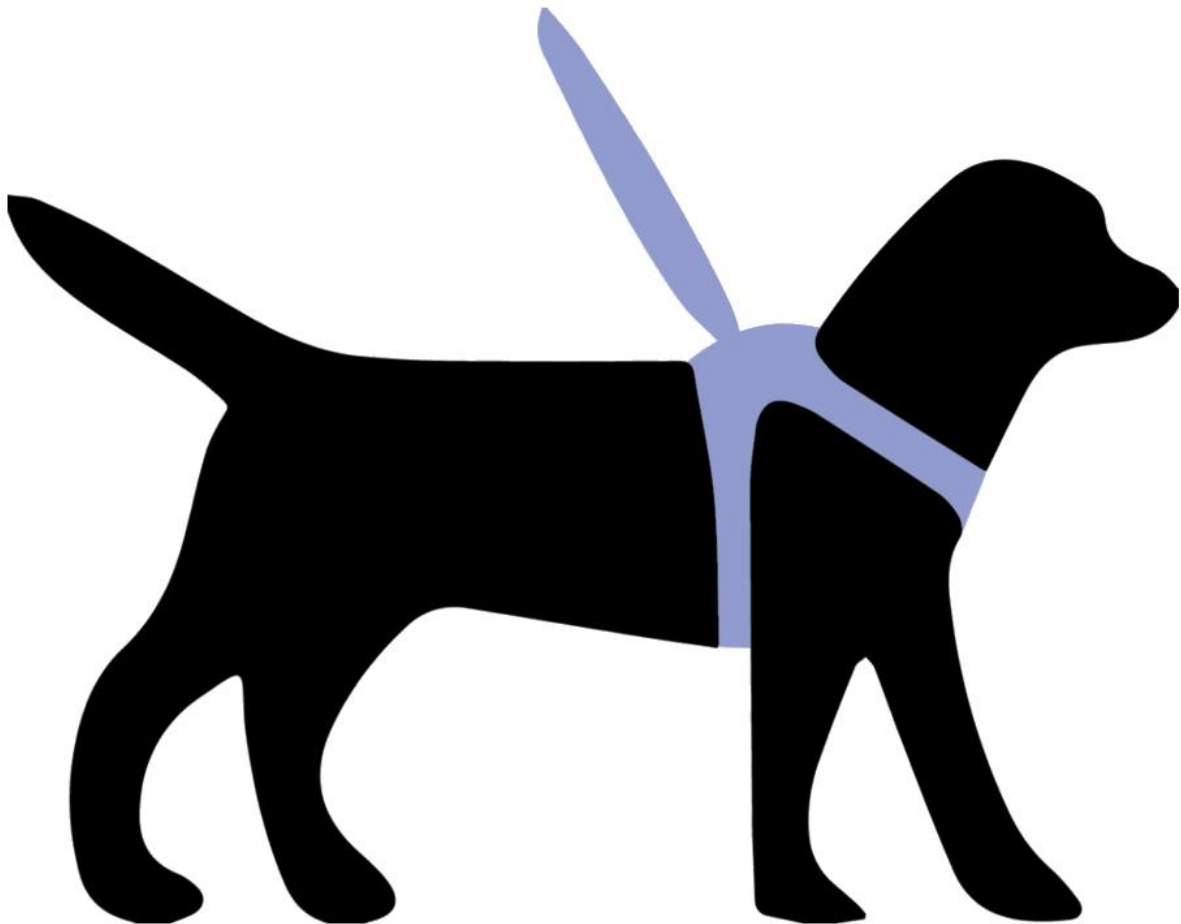
Principal

pc: Superintendent of Schools

SAMPLE SIGN TO BE POSTED ON EACH ENTRY DOOR TO THE SCHOOL

NOTICE:

**There is a working
THERAPY DOG
in this school today**



P 6131.3273 / 5GRO1.AI**Instruction/Students****Electronic Resources****Generative AI (Artificial Intelligence) [hereinafter “GAI”]****I. Statement of Purpose/Need**

Artificial Intelligence is a complex and evolving technology which demands user reflection in composing effective research questions, student analysis of reliability of computer-generated responses, verification of sources to distinguish fact from opinion, higher-level critical thinking to discern the absence of unintentionally-omitted data, and the ability to evaluate the veracity of knowledge and value claims.

Groton Public Schools (GPS) is committed to providing its students with the most innovative and effective educational experiences to foster high levels of teaching and learning. To prepare students for a future that demands adaptability, critical thinking, and digital literacy, we recognize the potential and challenges of Generative Artificial Intelligence (GAI) and related technology tools.

GAI refers to any subset of AI trained to create new and unique content based on human prompts that is programmed to resemble content created by humans. This includes “large language models” (LLMs) that produce text content, including ChatGPT, as well as GAI that create audio, images, videos, or other types of content.

While ensuring the responsible use for those interacting with and creating content from GAI technologies, Groton Public Schools underscores its commitment to fostering a dynamic and engaging learning environment that leverages advances in GAI to enhance student learning and equip students with the skills and dispositions needed for success in the digital age.

The regulations associated with this policy establish guidelines for the integration and use of GAI in the District’s teaching and administrative practices. It aims to enhance learning outcomes, support staff development, and improve operational efficiencies by fostering an environment in which students can safely explore the potential of artificial intelligence while prioritizing ethical practices.

II. Collaborative Approach

The Superintendent shall establish or designate a committee to serve in an advisory capacity in relation to matters pertaining to GAI. The Board of Education (Board) suggests the committee be comprised of administrators, teaching staff, parents, and Board members that will seek guidance from District counsel as necessary. It will study GAI’s evolving opportunities and challenges as they relate to teaching and learning. This committee will also make recommendations based on current GAI practices in all schools. Administrators will meet and work regularly with the designated GAI Advisory Committee and will schedule a yearly presentation at a Regular Board meeting.

Generative AI (Artificial Intelligence) [hereinafter “GAI”] -cont.

III. Elements of Operational Concern to be addressed in Regulations

Elements for students include:

1. Authorized GAI platforms, by grade level and subject matter;
2. Age-developmentally-appropriate access and equity;
3. Age-appropriate instructional modalities aligned with teaching and learning;
4. Student GAI ethical use standards, safety considerations, and clear guidance on permission to use specific tools;
5. Student GAI resource utilization (e.g. - analytic evaluation of GAI outputs, documentation, and critical thinking skills needed to discern the technology’s limitations);
6. Inclusion in the GPS Digital Literacy curriculum.

Elements for teaching staff will include:

1. Incorporating GAI tools into the curriculum to familiarize students with the technology and its ethical use appropriate to the lesson;
2. Providing on-going professional development focused on leveraging GAI to improve student outcomes by identifying learning gaps and providing targeted interventions;
3. Creating GAI-resistant assignments and assessments;
4. Integrating GAI as a creative tool within the teaching “palette”;
5. Fostering student discussion of ethical standards both within and beyond GAI use;

Elements for Administrative operational productivity and functionality will include:

The Superintendent will develop a process to assess and leverage GAI use across the District to achieve increased administrative efficiencies. The Superintendent will share the findings at a COW.

Generative AI (Artificial Intelligence) [hereinafter “GAI”] -cont.

IV. Mandated Review Process

The designated GAI Advisory Committee will regularly review District use of AI and recommend updates to the Board that address safety, privacy, staff and student needs, and other relevant areas. The Committee will provide an annual presentation to the Board to address relevant updates to State and Federal laws and guidance concerning GAI regulation.

The Board directs the Superintendent to include GAI updates at Regular Board monthly meetings on the designated GAI Advisory Committee’s work as well as other GAI-related initiatives needing potential policy update/modification.

Policy Adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Groton Public Schools

FY26 Proposed tuition rates for non-Groton resident students

	Approved FY2024-2025 Tuition Rates	Proposed FY2025-2026 Tuition Rates
General Education Tuition Rates		
Pre-K	\$ 6,871	\$ 16,727
Elementary School	\$ 13,742	\$ 16,727
Middle School	\$ 13,946	\$ 17,736
High School	\$ 15,382	\$ 17,736

ADDITIONAL COSTS**Special Education Program Costs**

Self-contained (Academy/NBA Program/Transition Academy)	\$ 33,664	\$ 19,203
ABA Program	\$ 34,515	\$ 28,709
Multiple Disabilities Program	\$ 31,730	\$ 28,709
Resource Room	\$ 12,418	\$ 11,111

General Education Program Costs

International Baccalaureate (IB) Diploma Program	\$ 2,861	\$ 2,733
AP Classes	Cost of test	Cost of test

Additional Services

OT/PT	\$149/hour (group rate for 2 or more - \$74.50/hour)	\$157/hour (group rate for 2 or more - \$78.50/hour)
Speech	\$149/hour (group rate for 2 or more - \$74.50/hour)	\$157/hour (group rate for 2 or more - \$78.50/hour)
Counseling/Social Skills	\$149/hour (group rate for 2 or more - \$74.50/hour)	\$157/hour (group rate for 2 or more - \$78.50/hour)
BCBA	\$160/hour	\$168/hour
Evaluations-OT	\$728/hour	\$750/hour
Evaluations-PT	\$448/hour	\$462/hour
Evaluations-SLP	\$896/hour	\$923/hour
Evaluations-Psych	\$1,036/hour	\$1068/hour
Evaluations-Educational	\$784/hour	\$808/hour
Evaluations-ASD	\$1,008/hour	\$1,039/hou
Evaluations-FBA	\$1,596/hour	\$1,644/hour
Evaluations-Developmental	\$784/hour	\$808/hour
RBTs	\$27.52/hour	\$28.20/hour
Paraprofessionals	\$19.97/hour	\$20.83/hour

PREFERRED MAXIMUM CLASS SIZE GUIDELINES

(Approved by Groton Board of Education at its Regular Meeting on _____)

ACADEMIC

PREFERRED MAXIMUM CLASS SIZE

Kindergarten – 1	20
Grades 2-3	23
Grades 4-12	25
Remedial Self-Contained 6-12	14
Remedial Individual/Small Group	40 (total teacher load)

SPECIAL AREAS

Technology Education (9-12)	20
Culinary Arts (9-12)	16
General Music (K-12)	25
Art (9-12)	20
Physical Education (6-12)	30

PUPIL – TEACHER RATIOS FOR SUPPORT PERSONNEL

Guidance Counselors	200:1
Library/Media Specialist	500:1
Special Education:	
Self-contained	12:1
Resource Room	20:1