

**GROTON BOARD OF EDUCATION
REGULAR MEETING MINUTES
MARCH 27, 2023 @ 6:00 P.M.
FITCH HIGH SCHOOL LIBRARY**

MEMBERS PRESENT: Chairperson Kim Shepardson Watson, Vice Chairperson Andrea Ackerman (remote), Dean Antipas, William Horgan, Matthew Shulman, Beverly Washington (remote), Jay Weitlauf

MEMBERS ABSENT: Elizabeth Porter, Rita Volkmann

ALSO PRESENT: Susan Austin, Philip Piazza, Laurie LePine, Clint Kennedy, Sam Kilpatrick, Katie Subashi, Zoe Antipas

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

A. Pledge of Allegiance

The first order of business was the Pledge of Allegiance to the flag led by Laurie LePine.

II. RECOGNITION AND PARTICIPATION OF VISITORS AND DELEGATIONS

A. Board Member Appreciation Month – Superintendent Austin stated that Board members would be recognized for their efforts over the next month starting with recognition in Board notes.

III. COMMENTS FROM CITIZENS

1. Mrs. Jennifer Corbeil, 46 Ivy Court, made a statement in support of an increase in pay for paraprofessionals. (ATTACHMENT #1)
2. Mrs. Madeline Perry, 198 Thames Street, made a statement in support of an increase in pay for paraprofessionals. (ATTACHMENT #2)
3. Mrs. Kristin Fournier, 15 Crown Knoll Court, made a statement in support of an increase in pay for paraprofessionals. (ATTACHMENT #3)
4. Mrs. Lisa Plan, 78 Ronald Road, made a statement in support of an increase in pay for paraprofessionals. (ATTACHMENT #4)
5. Mrs. Vivienne McKillop, 95 Latimer Point, made a statement in support of an increase in pay for paraprofessionals. (ATTACHMENT #5)
6. Mrs. Elizabeth A. Williams, 221 Pequot Avenue, S.E. Tutor, made a statement in support of an increase in pay for paraprofessionals.

III. COMMENTS FROM CITIZENS – cont.

7. Mr. Adrian Johnson, 4 Haley Farm Lane, made a statement regarding the reading program in the Groton Public Schools.
8. Mrs. Christine Johnson, 4 Haley Farm Lane, made a statement regarding the reading program in the Groton Public Schools. **(ATTACHMENT #6)**
9. Mrs. Meg Spenlinhauer, 135 Prospect Hill Road, made a statement regarding the reading program in the Groton Public Schools. **(ATTACHMENT #7)**
10. Mr. Spencer Bergendahl, 135 Prospect Hill Road, made a statement regarding the reading program in the Groton Public Schools. **(ATTACHMENT #8)**
11. Mrs. Portia Bordelon, 24 Jefferson Drive, addressed several issues of concern:
 - That she stands with the paraprofessionals regarding an increase in pay;
 - The lack of AED machines at the high school; she asked when they would be installed;
 - NARCAN;
 - Vaping in the bathrooms;
 - Reading program;
 - Writing program.
12. Mrs. Sarah Smigal, 47 Gales Ferry Road, made a statement in support of an increase in pay for paraprofessionals.
13. Mrs. Elizabeth P. Williams, 221 Pequot Avenue, made a statement in support of an increase in pay for paraprofessionals.
14. Mrs. Gina McGrade, 17 Laura Avenue, made a statement in support of an increase in pay for paraprofessionals.
15. Mrs. Kate Chanin, 8 Orchard Lane, made a statement regarding the reading program in the Groton Public Schools. **(ATTACHMENT #9)**
16. Mr. Ryan Brookhart, 4 Orchard Lane, submitted a statement regarding the reading program in the Groton Public Schools. **(ATTACHMENT #10)**

IV. RESPONSE TO COMMENTS FROM CITIZENS

Mr. Weitlauf thanked all who came to the meeting to address their concerns regarding increase in pay for paraprofessionals and the reading program.

V. STUDENT REPRESENTATIVE REPORT

The student representatives reported:

Katie Subashi (Senior)

- Music Program:
- She shared a slide show of the music field trip to Hawaii; noted that the Choir was in their first competition since getting a new Director last fall and placed in Bronze. She noted that the Band and Orchestra placed in Silver.
- She also noted that Jacob Fields received a personal award for being so dedicated to music.

Isaiah Anderson was at a Baseball skirmish today and asked that Katie share his report.

- Senior class had successful bake sales, one for the spring dance and the other for the Irish Parade.
- The SAT and Seal of Bi-Literacy test was held.
- She has had questions about the Graduation date.

Zoë Antipas (Junior)

- Stated that she had taken the SAT test and that she feels very good about it.
- The MYP Exhibition was held on March 8, 2023
- Last Friday a dinner fundraiser was held.
- Thames River held a crazy socks day.
- The turtles being watch by Thames River were taken around to classrooms.
- March 28, 2023 a Quilt Bee will be held.
- March 28, 2023 CK will hold their annual STEAM Night.
- CB finish their 2nd round of enrichment clusters; the final round will be held after spring break.
- After schools clubs are up and running.

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS

A. Superintendent Report

- Career Pathways Update (**ATTACHMENT #11**) – Superintendent Austin introduced Chelsey Courtright who gave an overview of the PowerPoint presentation of Career Pathways at Fitch High School.

B. Business Manager Report

- Object Code Summary FY23 (**ATTACHMENT #12**) – Superintendent Austin gave an overview of the Object Code Summary dated March 21, 2023 that showed an unexpended balance of \$60,060.
- Health Insurance Report (**ATTACHMENT #13**) – Superintendent Austin gave an overview of the Health Insurance Report for the month of January.

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS – cont.

C. Director of Buildings and Grounds

➤ Update re: School Facilities – Mr. Kilpatrick noted:

- Noted that his staff, Kevin Billy, Scott, and Toby, hung art work in the Media Center today.
- The Make a Space in the Media Center was made functional today.
- Noted that his staff, Wendell Gaston and Tom Bingham, are planning projects for April break.
- Spring sports have started.
- Solar project continues to move along.
- GMS Field Lights are in the final stage of plans along with the 2 elementary schools;
- He will be sending out bid specs and advertising for the NEA drainage. They will be going out the middle of April.
- He will be also sending out bid specs for architectural services for CB roof.

VII. COMMITTEE REPORTS

- A. Policy – Mrs. Shepardson Watson noted that the Policy Committee met and discussed the policies on the agenda for a first and second reading.
- B. Curriculum – Dr. Piazza stated that the Curriculum Committee met and plan to meet with Department Heads.
- C. Finance/Facilities – Mr. Weitlauf noted that the Finance/Facilities Committee met on March 7, 2023 and discussed the EP Beach Snack Bar and student meals/summer meals; received and update on non-lapsing funds; and an update on the GMS field lights and the Solar Panel project.
- D. Communications – There was no report.
- E. Negotiations – Mrs. Shepardson Watson noted that the Negotiations Committee will begin negotiations on the Paraprofessional contract next week.
- F. LEARN – There was no report.
- G. TCC/RTM/BoE Liaison – Mrs. Shepardson Watson noted that the group was scheduled to meet during the April break and are working to reschedule the meeting in May.
- H. AGSA/GEA/BoE Liaison – Mrs. Shepardson Watson noted that the AGSA/GEA/BoE Liaison Committee met last week and received information regarding the CT SEDS program; the group came together to develop a strong letter to the SDE regarding the amount of time staff are spending on CT SEDS. Concerns were shared regarding the different health procedures.
- I. Groton Scholarship – There was no report.
- J. Athletic Fields – Mr. Weitlauf noted that the task force has not met pending a decision by Town Council about the Claude Chester property, and the Recreation Department is surveying residents on their thoughts about the best uses for that site.
- K. Trails – There was no report.

VII. COMMITTEE REPORTS – cont.

- L. Library Committee – Mr. Shulman stated that the Library Committee met on March 15, 2023 and discussed:
- Planning for the 2023 Summer Reading Program: SUBmerge Yourself in Reading;
 - Passed policy on dealing with requests to remove “objectionable” material; If a complaint is filed, an informal meeting will first be held to hear and respond to an oral complaint. If no resolution, a formal complaint may be filed. If a formal complaint is filed, the revised policy requires that any complainant must be a Groton resident; must have read/viewed/listened to the entire material being objected to; must be specific in what one finds objectionable; and must describe how such material would harm library patrons. The formal complaint will be reviewed by library staff and librarian. A complainant dissatisfied with the termination may appeal to the library board. Its decision is final. No subsequent complaint about the same material will be accepted for years.
- M. State Council on Education Opportunities for Military Children – There was no report.

VIII. ACTION ITEMS

A. Consent Agenda

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

B. Old Business

1. Discussion and possible action regarding a second reading of policy P 6146 Graduation Requirements (**ATTACHMENT #14**)

MOTION: Weitlauf, Horgan: To approve policy P 6146 Graduation Requirements as a second reading.
PASSED – UNANIMOUSLY

C. New Business

1. Discussion and possible action regarding approval of Fitch High School’s World Language Department’s field trip request to Costa Rica and Panama scheduled for July 1, 2024 through July 9, 2024 (**ATTACHMENT #15**)

MOTION: Antipas, Shulman: To approve Fitch High School’s World Language Department’s field trip request to Costa Rica and Panama scheduled for July 1, 2024 through July 9, 2024.
PASSED – UNANIMOUSLY

VIII. ACTION ITEMS – cont.

2. Discussion and possible action regarding approval of June 16, 2023 as the graduation date for the 2022-2023 school year

MOTION: Washington, Horgan: To approve June 16, 2023 as the graduation date for the 2022-2023 school year.
PASSED - UNANIMOUSLY

3. Discussion and possible action regarding the implementation of the Healthy Food Option.

MOTION: Shulman, Horgan:

Pursuant to C.G.S. Section 10-215f, the Groton Board of Education certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2023, through June 30, 2024. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups

PASSED – UNANIMOUSLY

4. Discussion and possible action regarding food and beverage exemptions.

MOTION: Horgan, Shulman:

The Groton Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met:

- 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend;
- 2) the sale is at the location of the event; and
- 3) the food and beverage items are not sold from a vending machine or school store. An “event” is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The “regular school day” is the period from midnight before to 30 minutes after the end of the official school day. “Location” means where the event is being held and must be the same place as the food and beverage sales.

PASSED – UNANIMOUSLY

VIII. ACTION ITEMS – cont.

5. Discussion and possible action regarding a first reading of policy P 6161.1 Library Materials Selection (**ATTACHMENT #16**)

MOTION: To approve policy P 6161.1 Library Materials Selection as a first reading.

MOTION: Shulman, Antipas: To table this item.
PASSED – UNANIMOUSLY

6. Discussion and possible action regarding recognition of Paraprofessional Appreciation Day.

MOTION: Watson, Horgan: To recognize April 3, 2023 as Paraprofessional Appreciation Day, and to direct the Superintendent of Schools to send a letter of appreciation to the paraprofessionals.
PASSED - UNANIMOUSLY

7. Discussion and possible action regarding recognition of Administrative Professionals Day.

MOTION: Weitlauf, Antipas: To recognize April 26, 2023 as Administrative Professionals Day, and to direct the Superintendent of Schools to send a letter of appreciation to the administrative professionals.
PASSED - UNANIMOUSLY

8. Discussion and possible action regarding recognition of School Librarian Appreciation Day.

MOTION: Antipas, Weitlauf: To recognize April 4, 2023 as School Librarian Appreciation Day, and to direct the Superintendent of Schools to send a letter of appreciation to the school librarians.
PASSED - UNANIMOUSLY

IX. INFORMATION AND PROPOSALS

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

- Mr. Weitlauf noted:
 - His attendance at the MYP Personal Project;
 - His attendance at the Professional Development Day, which included Dr. Kennedy's workshop

IX. INFORMATION AND PROPOSALS - cont.

- Dr. Ackerman noted that:
 - Book by Elias Slocum on his reaction and interpretation of his reaction to music;
 - She attended workshops by Dr. Kennedy and Mr. Cornelius Miner
- Mrs. Shepardson Watson thanked Dr. Ackerman for her hard work in preparing the presentation in the naming of the Fitch High School media center for Dr. James E. Mitchell.
- Mr. Shulman noted:
 - He and his wife attended the music program at FHS.
 - He read at MR and CK for the Read Across America program.
 - He attended the spaghetti dinner at NEA.
- Dr. Horgan noted:
 - He attended the NEA Music Festival.
 - He secured \$30,000 for the Martin Luther King Scholarship Fund.
 - He noted the literacy program concerns.
- Mrs. Shepardson Watson noted:
 - The same emails that other Board members received.
 - That she, Ms. Austin, and Joyce will be meeting to review the yearly template.

X. ADVANCE PLANNING

A. Future Meeting Dates and Calendar Items for Board Attention

As noted in the agenda.

B. Suggested Agenda Items

Mr. Shulman requested to have an open house regarding the Solar Panels.

Mr. Shulman requested discussion in having sister school regarding field trips out of the country.

Superintendent Austin thanked the Board for all they do for the Groton Public Schools and noted that they will be receiving a cup and a bag that can be used for shopping.

XI. ADJOURNMENT

MOTION: Ackerman, Weitlauf: To adjourn at 8:37 p.m.
PASSED UNANIMOUSLY

Good evening: Board of Ed Members, Superintendent Austin, Assistant Superintendent Piazza, other members of Central Office,

My name is Jennifer Corbeil, I live at 46 Ivy Court Groton. I am a parent of a student in the district and I also work as a paraeducator at Groton Middle School. Tonight I am here representing myself and along with my co-workers as the president of the Groton Para Union. I am here tonight to let you know the very real struggle that I am facing every day due to the lack of pay that I am receiving in this position. I gross \$18,668 a year as a paraeducator. If I were to take the insurance that is offered to me I would then have to pay \$7,610 a year not counting a \$5,000 deductible which brings my gross now down to \$11,258 for the year. At this point in time I am not able to afford to pay my rent which comes to \$15,600 for the year. Before all my other expenses I am now negative \$4342. Therefore, I cannot afford to take the insurance offered. I have to work two part time jobs to make up the difference in order to pay for just my necessities such as groceries, utilities, a car payment and insurance and a phone. While I am working the two jobs, I am unable to be home to cook dinner and spend any time with my children and I am eating dinner at ten o'clock at night. I was attending college classes and I had to withdraw because the need for a roof over my head outweighed the need to further my education. For this reason I am finding it harder and harder to remain a paraeducator in the Town of Groton. I am aware that all of our surrounding towns are paying their paraeducators a significantly higher rate of pay. Myself and my co-workers deserve to be paid a liveable wage for the valuable role we play in the educational system. As a Paraeducator we play a critical role in the success a child is able to make in their education. We take on many roles to ensure that our students have the tools necessary to learn and thrive in their growth. We are seeking equity in relation to these roles so that we may continue to do the job we have chosen and love to do.

The other struggle that I am having is the loss of several paraeducators each year, often during the school year, to higher wage jobs, either to other districts or to jobs outside the school system. This hurts both the students involved, due to the disruption in services provided, as well as the staff, both certified and hourly, who now have to expand their workload to cover the responsibilities of the departed staff. One example is the Academy at GMS, which has lost two paras in February, 2023, this has left a hole that the current staff are juggling, rearranging their schedules so that students are properly attended to. Having a living wage could

persuade some of these excellent staff members to remain on the team, giving stability to students involved, who often yearn for a stable situation, and to the other staff members who rely on paraeducators for their skills. Our current wage scale does not provide for new hires, let alone veteran paraeducators, to have a quality of life. We need to be competitive with nearby districts in our wages to ensure that our staff stays within the Groton School System, not seek out a higher rate of pay elsewhere.

Thank you,

Jennifer Corbeil

My name is Madeline Perry, I have worked for the Groton Public School system for 27 years. My wage was \$6.35 an hour. It has taken 27 years for my current wage, which is now \$20.24 an hour. So in 27 years I have had \$13.85 as raises in the years I have worked for the school system; which is shockingly deplorable. As Paraeducators we work with students who have many difficult and different issues. When our students are having a bad day we have to find other places to work with them so that the other students in class can work with less distractions. We are the ones who deal with their bad days! For this reason I believe that we should get paid a real livable wage. With the wage I get now I am not able to live alone because my wage doesn't allow me to do so. If something were to happen to my roommate I would be in extreme financial trouble. I need to be able to afford a place to live. I should not have to choose whether I pay for my medication or my bills. They are both a necessity in order for me to live. It is also getting harder for me to continue with this job due to the fact that the cost of living is increasingly becoming more challenging to live on this wage. As much as I love this job, and do not want to leave, a more stable lifestyle is all I am asking for. Security equals happiness and safety; you can provide that to me. Please take my testimony in consideration while you make your decision as to let us have a better wage!

Thank you,

Madeline Perry

March 27, 2023

To Whom It May Concern,

Good evening. My name is Kristin Fournier and this letter is being written on behalf of the Groton Schools Paraeducators. As a collective group, we work alongside certified staff as valued members of the Special Education programs in our schools. Paraeducators fill the voids in the educational plans of the students, both Special Ed and non-Special Ed individuals. We all cherish our positions within the system, however, as Paraeducators, we are not adequately compensated for the work we do.

The Board of Education has heard from individual Paraeducators about their plights. For example, most of us have to work extra jobs in order to make ends meet, working over 12 hours a day, 5 days a week, so that we can provide for our families. As a result of having to work multiple jobs, Paraeducators often find themselves having to always care for others needs and don't have time to care for themselves. The outcomes of this are felt when a co-worker falls ill and has to stay out of work, creating a domino effect of sorts, as now we have to cover for that co-workers absence, taking on additional work to make sure that our students receive the support they need. A more competitive pay rate would alleviate the need to stretch ourselves beyond our limits.

The lack of proper pay for our Paraeducators creates other issues as well. We are consistently losing staff to other districts with higher wages. New London, our neighbors pay their Paraeducators \$17.28/hour to start while Groton's starting salary is \$15.00/hour. The disparity in pay has made it difficult to attract and retain Paraeducators. Short staffing and high turn-over affects all of us. We need to pay our Paraeducators a LIVABLE wage.

Paraeducators build relationships with students that are meaningful. Students rely on their staff for guidance, academic help, and emotional support. Paraeducators provide their students with the support they need so that they may succeed in all areas of their lives. Paraeducators are in every classroom: Core, STEM, Arts, and Physical Education classes, which are all under the purview of a Paraeducator. They have to be able to assist certified staff in every subject available to students. The Paraeducator has to be proficient in these subjects and meet students where they are at and guide them towards meeting their educational requirements. Paraeducators wear many hats and have to be ready for all kinds of

issues that may arise at any point of the day, while having vast amounts of patience. Our role can change many times throughout the course of a day.

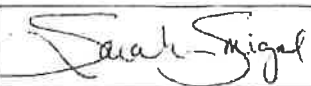



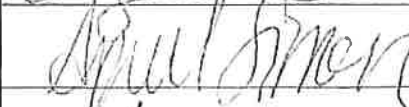
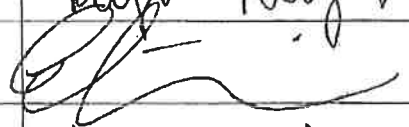
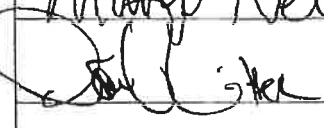
Our students bring their whole self to school every day, meaning a student can be emotionally in crisis and we have to work with them and address their needs so that they are able to participate in the tasks at hand. The Paraeducator is often the first person to recognize when a student is struggling and offer support. Occasionally this can become physical and if staff aren't properly trained, serious problems can arise. We have had to act as security guards when one isn't available. We record data on our students daily so that the certified staff can use that data to modify or add interventions to better support the student. Our rate of pay is not commensurate with these duties.

Groton has a talented and dedicated pool of Paraeducators. We are strongly committed to the work that we do. The amount of tasks that Paraeducators perform isn't at the rate of pay they deserve. Paraeducators need to be paid a livable wage, plain and simple.

Thank you for your time and consideration on this very important matter.


Groton Paraeducators

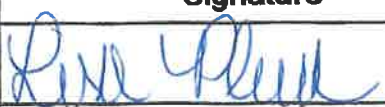


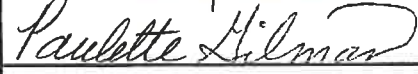

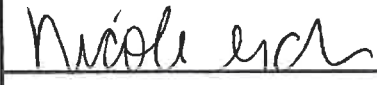








School Location: Fitch High School

Signature	Printed	Date
	SARAH SMIGAL	3.22.23
Kelly Nabung	Kelly Nabung	3.22.23
Christine Patterson	Christine Patterson	3/22/23
Ann Marie Avery	Ann Marie Avery	3/22/23
Hope H	Hope Howley Brigham	3/22/23
	Megan McNeil	3/24/23
Zane M	Zane Muxovero	3/24/23
Kristie Lawrence	Kristie Lawrence	3/24/23
	Susan D. Cramer	3/24/23
	Christina McFarlane	3/24/23
	Geo. Marshani	03/24/23
April Simon	April Simon	03/24/23
Joshua Pedraza	Joshua Pedraza	3/24/23
Kiya Thompson	Kiya Thompson	3/24/23
Booth Williams		3/24/23
Margo Newers	Margo Newers	3/24/23
	Lisa Ritter	3/24/23

School Location:

CKMS

Signature	Printed	Date
	Tricia Silvasmi	3/24/23
Jana Sidlinger	Jana Sidlinger	3-24-23
Ginger Waldron	Ginger Waldron	3/24/23
Solie Pollard	Solie Pollard	3-24-23
Ellen Liggett	Ellen Liggett	3/24/23
Ana Ruiz	Ana Ruiz	3/24/23
Mathenne Gutierrez	Mathenne Gutierrez	3/24/23
Olivia Martinez	Olivia Martinez	3/24/23
Courtney Hightower	Courtney Hightower	3/24/23
Laura Chester-Helme	Laura Chester-Helme	3/24/23
Yvette Morales	Yvette Morales	3/24/23
Tanya Ortiz	Tanya Ortiz	3/24/23
Suchita Patel	Suchita Patel	3/24/23
Hannah Storey	Hannah Storey	3/24/23
DEBBIE MORGAN	DEBBIE MORGAN	3-24/23
Diane Foster	Diane Foster	3/24/23

School Location: Mystic River		
Signature	Printed	Date
	Lisa Plan	3/21/23
	Jennifer Mitsko	3/21/23
	Patricia Selander	3/21/23
	Paulette Gilman	3/21/23
	Victoria Brouillard	3/21/23
	Nicole Eichelberg	3/21/23
	Shannon Jones	3/21/23
	Madison Selander	3/22/23
	Madeleine Allen	3/22/23
	Aleisha Roberts	3/22/23
	Brianna Drake	3-22-23
	Jennifer Becker	3-23-23
	David Porter	3-23-23
	Mandy Sandt	3/23/23

School Location: MRMS

Signature	Printed	Date
Rose Marie Buck	Rose Marie Buck	3/21/23
Christina White	Christina White	3/21/23
Paula Thibodeau	Paula Thibodeau	3-21-23
Julianne Carroll	Julianne Carroll	3/21/23
Michelle A. LaCourse	Michelle A. LaCourse	3/21/23
Nicole Wheeler	Nicole Wheeler	3/21/23
Brooke Cormier	Brooke Cormier	3/21/23
Shamima	Shamima Modabber	3/21/23
Jen Burroughs	Jen Burroughs	3/22/23
Paula Dickinson	Paula Dickinson	3/23/23
Sarah Long	Sarah Long	3/23/23
Theresa L. Seals	Theresa L. Seals	3/23/23
Kelly Caputo Shim	Kelly Caputo Shim	3/23/23
Tabitha Lowe	Tabitha Lowe	3/23/23
Amber Moore	Amber Moore	3/24/23
Taylor Day	Taylor Day	3/24/23
Kristina Perona	Kristina Perona	03/24/23

School Location: TRANSITION Academ

Signature

Lina (G) Chan

Printed

Gina M^cGrade

Date
3/22/23

Angela Raab

Angela Rauf

3/22/23

Jackie Latham

Jackie Latham

3/22/23

Jackie Latham

Jackie Latham

3/22/23

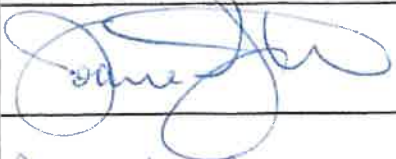



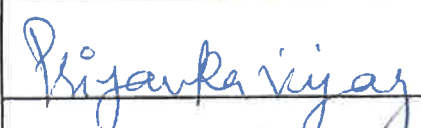
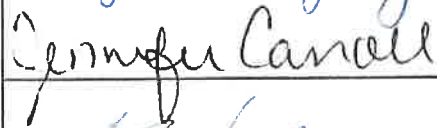
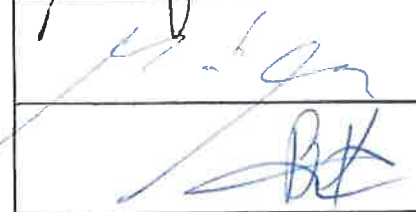



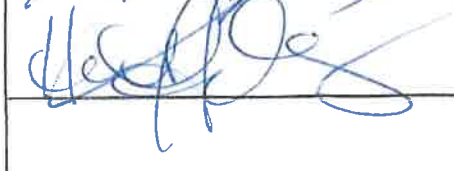
Samuel M Benz

Laurel m Berns

3/22/23

School Location:

TRMS

Signature	Printed	Date
	Joanne Flores	3/22/23
	Meaghan Newlon	3/22/23
Nathalie Traylor	Nathalie Traylor	3/22/23
	Kaelan Greene	3/22/23
	Robin Shaw	3/22/23
	Priyanka Vijay	3/22/23
	Jennifer Carroll	3/22/23
	Marica Marques	3/22/23
	Vasilika Karakosta	3/22/23
	Meghan Babb	3/22/23
	Mary Manning	3/22/23
	Heidi Hallusgg	3/22/23

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School Location: Groton Middle School

[illegible]

[illegible]

[illegible]

Testimony Monday March 27, 2023 BOE Meeting

Lisa Plan <lisaplan@yahoo.com>

Sun 3/26/2023 9:57 AM

To: Joan Johnson <jjohnson@groton.k12.ct.us>

Good Evening,

My name is Lisa Plan. I am a resident of Groton. I am a parent of two children receiving special education services in the Groton Public School District. I am also a para educator. My daughter is in elementary school and my son is in the middle school.

I know that the role of the para educator is essential to my children's success academically. The paraprofessional is crucial in providing both educational and emotional support to the academically challenged student. The para educator also helps to build and encourage the student's self-esteem. This is so important for each of these challenged students. As a parent, I have recognized that a para positively impacts the educational success and growth of my children. Because of this, I continue to advocate for a para educator to work with my children.

I believe there is an overwhelming need for more para educator positions in our schools. More students in the Groton Public Schools continue to need the extra support. There is only one main classroom teacher and he/or she can only do so much. It is impossible for one teacher to address the needs of a diverse student population with such varied learning abilities. Para educators are an important asset for the teacher in helping and supporting students learning.

The para educators in our school district deserve better recognition and increased wages. They work side by side with classroom teachers, special ed teachers and other professionals in our schools. The student and para educator form a strong relationship. Para educators should be included in IEP meetings and parent-teacher conferences. They are the important link to the child's educational success. Unfortunately, our para educators do not get the general recognition and acknowledgement for their devoted service to our students. I know that there is a significant number of para educators who have left the Groton School District because they can earn higher wages in other nearby school districts. The shortage of para educators in this school district makes it a burden on those paras that have continued their employment here. It is unacceptable that students requiring one-to-one support are not receiving it!!! Our children are the ones who are losing out and suffering because of our shortage of para educators in this district..

Thank you for your attention and consideration in supporting our para educators who work day in and day out with our students.

Lisa Plan

Vivienne McKillop

Imagine working in a job where no matter how well you perform, you're treated the same way as someone who is new to the role, an employee who has no experience working in a classroom or with Special Needs children. Imagine a job where there are no promotional prospects, little training and no guarantee of any increase in pay each year! It does not matter if you are the best or worst employee there are simply no prospects or recognition. Today I am here to share with you the conditions I currently work under as a Paraprofessional.

In my role as a Paraprofessional, I earn \$15.78 an hour. A new Paraprofessional in my district starts on \$15 an hour. I have been in the job for 5 years and when I took the job, I already had previous classroom and teaching experience. This is what my District chooses to pay an experienced and loyal teacher. I have shown Groton my loyalty, I am reliable and experienced, yet my district does not share the same loyalty back. I have no idea if I will get a pay increase this year or even keep my job next year. My 15-year-old daughter earns more than \$15 as a weekend ski instructor. How can this salary and conditions be justified and how can you hope to recruit loyal and motivated people? Isn't that what the children of Groton deserve.

My name is Vivienne McKillop and I have worked in the Groton School District as a Special Education Paraprofessional for 5 years. I absolutely love my job and the children that I work with. There is nowhere else that I want to work. However, the role as a Paraprofessionals has become less valued by the administration and with the increased cost of living, I may be forced to look for other options.

Let me share some background about myself. Prior to my current position I worked in England at Canterbury College as a Lecturer in Business Travel and Tourism. I had a class of students and created assignments, graded and mentored the class. On arrival in the USA, I returned to college to add to my existing teaching certificate. In April I graduate, opening many new opportunities for me. I am lucky I will have options in the future but most of my colleagues don't. There is no job progression for Paraprofessionals. The options available are to leave or take on a second or third job.

Within my district I am currently employed as an Enhanced Para (no this does not mean I get paid more). This means that I work full time with 3 students. I spend my days with these 3 kids going to every class, they are totally dependent on me to get through their day. I also provide reading support and check their work. The only break I get is 30 minutes for lunch. In Math class I work with them on a completely different curriculum and have to teach and check their work. My job is no different to the tutors in the district except they get paid DOUBLE what I earn. The Groton School District is certainly getting their money's worth out of me.

Even though I spend every day with my students when it comes to PPT's I am not invited along. These are conducted by a roomful of people some of whom spend less than 10 minutes with the child a week! These professionals decide what methods I need to implement in the classroom when working with my students without consulting me. The person who understands the child's learning needs the most is not required or rarely consulted. This makes me feel disrespected and not valued in my role.

The role of a Paraprofessional is essential to the support and development of a child. This support is written into students' IEP's and parents believe that their child is getting the full support which was legally agreed to when they attend a PPT. Yet currently on my team there is only one Para (me) and at least 5 kids that need a Para. I work with three of them and the other two are supported by my boss who is the team Special Ed teacher. Recruitment seems to be a huge problem for the district. During the year they have tried to attract people to the position,

one Para lasted a day and the other lasted a week. I believe this is because of the low wage (\$15 an hour), which is lower than any other position in the school district. Yes custodians, security guards and tutors are all paid more than a paraprofessional.

I believe that the Groton School District should review the job of a paraprofessional so it would provide an opportunity for job progression and benefits such as insurance and a health plan. This would mean that schools would be able to hire and retain quality trained staff. Paraprofessionals are crucial to support of Special Needs Children within the district of Groton. The children of Groton deserve the best chance to succeed and obtain a quality education.

Thank you for listening.

My name is Christine Johnson, I reside at 4 Haley Farm Lane. Today I want to address the BOE from a teacher's perspective in regards to the reading programs that are proposed in the GPS wavier. I have been teaching in another district for 21 years primarily in kindergarten and first grade.

The last 6 years our district adopted the workshop model for reading and writing. We developed our own units of studies and used parts of teacher's college curriculum. For those who may not know the workshop model works like this : you teach a mini lesson, have the students try it (what is being taught) and then come back to do the share. For example, if the lesson was on characters traits. The kids are to go off and read on their own or in partners and find the characters traits in their books. Well image 20 first graders going off to read for 20 minutes. You may ask yourself what happens to those students who can't read? My colleagues and I noticed "fake reading" thus bad reading were habits formed. Student who are struggling readers made up words.

In the last 3 years in our district we adopted more direct and explicit methods such as Heggarty, Messmer and recently some staff members are implementing University Florida. I'm pleased to read that some of these curriculums are proposed in the reading wavier for GPS. However, having taught these curriculums this is only a part of the reading curriculum they only take 30 minutes of the day. Once these explicit and directed phonic programs are in place. How are students going to apply these reading strategies? Are young readers in Groton going to go off and read on their own just like I described in workshop model?

As an educator it is disappointing to hear that Groton is going to continue with teacher's college the revised version. This program was not approved by Ed reports why should we trust something that does not work on our students in Groton. Going forward let's be proactive and choose a reading program that has shown and proved to work that will generate readers in our schools.

My question has anyone asked the teachers how they feel about teacher's college and Fontes and Pinnell? Have GPS teachers been asked in environment where they can speak freely about these programs? They are on the frontlines every day working with this curriculum. They are the experts. I do hope our Groton teachers have the opportunity to explore and pilot other reading programs that are approved by the state.

Hi,

My name is Meg Spenlinhauer, 135 Prospect Hill Road, Noank. I have 3 kids that have gone through or are currently going through the Groton Public School system. All three of my children attended SB Butler and now my oldest son is 18 and a freshman at the University of Miami, my daughter is 17 and a junior at the Marine Science Magnet High school and my youngest son is 13 years old, is a 7th grader at the Groton Middle school.

I am here tonight to discuss Groton's reading curriculum. Groton currently uses Lucy Caulkins Units of Study to teach the students how to read and by 8th grade only half of the children are reading at grade level. I think we can all agree that failing half of our children is not acceptable and we need to do better.

Due to statistics like this, in 2021 the state passed the Right to Read legislation which is trying to address how the states teach children to read.

When my youngest son Spencer was learning to read he was taught with the Lucy Caulkins Units of Study. When he was in kindergarten he started receiving SRBI, which is extra support in reading, and he continued to receive the services through 2nd grade. In the spring of 2nd grade, we had a meeting and they told me he was reading just below grade level and that they were going to be dismissing him, because he was on track.

The current reading curriculum, Lucy Caulkins Units of Study, uses a 3 cueing method to teach children to read. The children are given small books with pictures and very simple sentences under them. The students are taught to use the 3 cueing method because they don't have the phonics knowledge to sound it out. The 3 methods are meaning (drawn from context or pictures), visual (does it look right) and structure (does it sound right by looking at the first letter). Based on how my child was taught to read, he was good enough at guessing what the word should be to be considered "reading just below grade level."

From kindergarten through 2nd grade students are learning to read, but in the 3rd grade they are reading to learn. If the students don't have a good phonics based foundation by 3rd grade, everything becomes very hard because it involves reading.

The summer before Spencer's 2nd grade year, I had a neuropsych evaluation done and shared it with the school. You see, as they were telling me he was reading just below grade level, I had a document that said he was dyslexic. Even though I knew something was very wrong, how could I argue with them? Well, I didn't have all the facts.

That summer I hired an advocate, someone who could guide me and help me make sense of all this. Spencer was now starting 3rd grade, he was going to be reading to learn.

The first week of school I called the principle of SB Butler to let him know that I had hired an advocate and that I didn't think Spencer was reading just below grade level. A few weeks later he called me to discuss a math assessment that Spencer had taken. He got a 50 when he took the assessment by himself and then he had a teacher just read him the same assessment and he scored a 90. Only then did he call to tell me that I might be on to something. There were no pictures on the math test so Spencer's ability to guess was gone. I finally had their attention and with the help of my advocate I could get my son what he needed to be and feel successful. He is now in seventh grade and reading above grade level and on the final step of the Wilson program.

Dyslexic students are taught how to read using a systematic phonics based instruction and if you can teach a dyslexic student with this method, you can teach other students the same way. This is what the Right to Read legislation is fighting for.

The Groton reading waiver is a 45 page document asking the State Department of Education if we can still use the same reading curriculum that we have been using. In order to understand it, I want to share with you a couple of definitions.

Balanced Literacy is whole word language and a little phonics. This includes the 3 cueing method and it is what Groton has been using.

The other term is Structured Literacy and is at times, referred to as the Science of Reading. Structured literacy is explicit, systematic teaching that focuses on phonological awareness, phonics, decoding, spelling, and word recognition.

The Right to Read legislature is requiring all districts to choose a reading curriculum that is based on structured literacy. According to the Reading Waiver that Groton filed and I quote, "Groton's ELA curriculum is shifting the balance with a focus on science of reading, while it includes both "balanced literacy" and "structured literacy" approaches." That is at the bottom of page 7.

If we continue to use a balanced literacy curriculum in any way, we are continuing down the same path. The Right to Read legislature is requiring schools to teach reading with a Structured literacy program, NOT a balanced literacy or a version of it. I am not sure who helped Superintendent Austin with this Reading Waiver and reading curriculum, but my advice is to utilize the certified dyslexic practitioners that you have in the district. They have the training and experience needed to help guide the district in choosing the best structured literacy program.

I have done a lot of research, spoken to multiple advocates, education lawyers and other parents. The numbers do not lie. We are ranked in the lowest 33 districts in the state of CT. I have provided the Smarter Balanced Assessments for ELA for the state of Connecticut, the town of Groton as a whole, and then each individual school with in the district and the numbers are disturbing. Approximately half of all Groton students can not read at grade level. Let me repeat that, 50% of all students can not read at grade level. Groton has failed.

It is time for a change. We need to change the way we are teaching. It is time for a structured literacy reading program that is backed by science and proven to work on kids that have the hardest time learning to read. It is a fundamental right to know how to read. ALL learning begins with reading. Lets make sure all kids have the foundation for life long learning.

Thank you,
Meg Spenlinhauer
pmtbs@me.com
860-460-2912

**Smarter Balanced Assessments, Trend
State of Connecticut, ELA and Math, All Grades Combined, All Students**
[Export .csv file](#)

District		School Year										
		2015-16		2016-17		2017-18		2018-19		2021-22		
		Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	
State of Connecticut		ELA	234,884	55.6	234,595	54.2	233,297	55.3	230,952	55.7	220,491	49.1
		Math	234,284	44.0	233,844	45.6	232,806	46.8	230,334	48.1	219,466	40.0

[Export .csv file](#)[illegible]

Smarter Balanced Assessments, Trend
Groton School District, ELA, Grade 3, All Students

[Export .csv file](#)

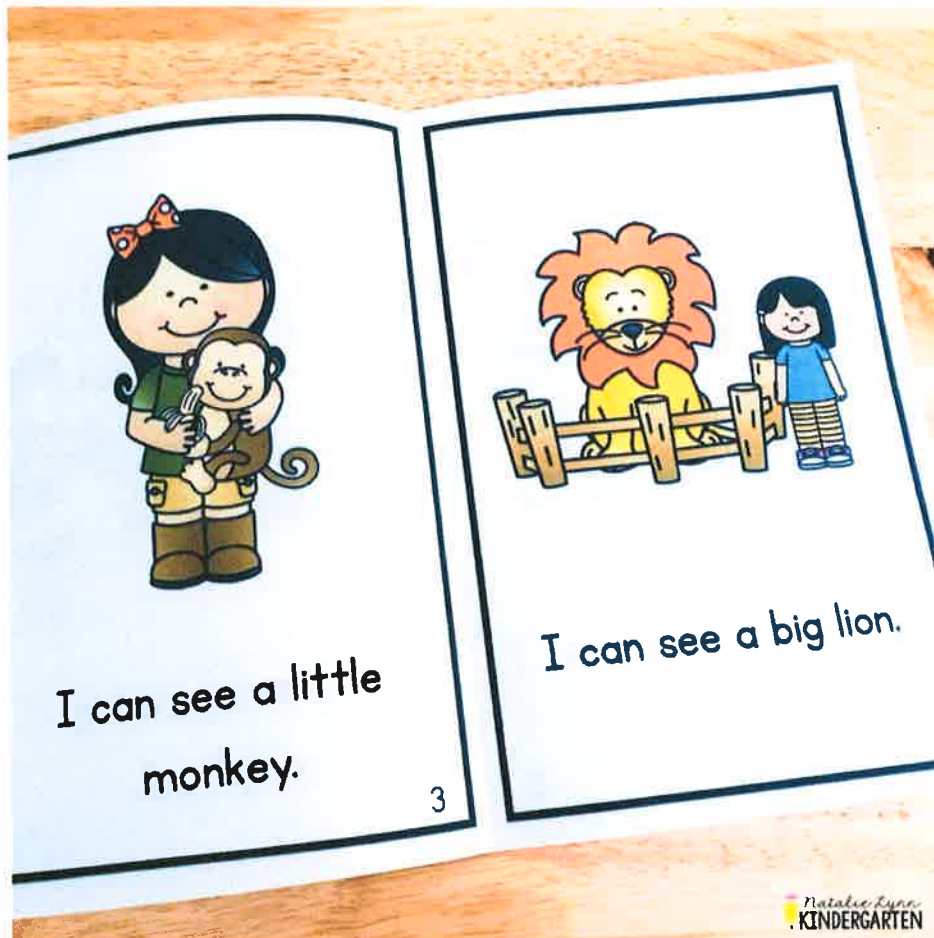
District	School	School Year						2021-22					
		2015-16			2016-17			2017-18			2018-19		
		Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Average VSS	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Average VSS	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Average VSS	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Average VSS
Groton School District	Catherine Kolnaski Magnet School	63	42.9	2413	56	51.8	2426	62	51.6	2432	63	55.6	2439
	Charles Barnum Magnet School	*	*	*	*	*	*	*	*	*	*	*	*
	Charles Barnum School	42	66.7	2449	38	*	2419	72	69.4	2456	53	58.5	2442
	Claude Chester School	60	30.0	2393	48	*	2383	39	*	2404	37	37.8	2400
	Mary Morrisson School	53	47.2	2428	42	50.0	2419	58	41.4	2409	37	59.5	2441
	Mystic River Magnet School	*	*	*	*	*	*	*	*	*	*	*	*
	Northeast Academy Elementary School	68	61.8	2459	65	*	2476	67	74.6	2479	69	72.5	2474
	Northeast Academy Magnet School	*	*	*	*	*	*	*	*	*	*	*	*
	Pleasant Valley School	53	45.3	2420	56	55.4	2427	*	*	*	*	*	*
	S. B. Butler School	34	73.5	2485	40	75.0	2465	37	70.3	2460	40	*	2454
	Thames River Magnet School	*	*	*	*	*	*	*	*	*	*	*	*
											56	51.8	2427

* The data are suppressed to ensure confidentiality.

This is an example of a book used in Kindergarten using the current Balanced Literacy curriculum. Balanced curriculum encourages guessing and using the pictures for clues.

GUIDED READING LEVEL B LESSON

Now it is time to read! Students at this level will be reading level B guided reading books. These books are still very patterned, but the pattern may change on 1-2 pages.



Level B guided reading books have longer sentences than level A. These sentences may fit on two lines. Students at a guided reading level B should be able to use a return sweep when reading.

Here is an example of Kindergarten reading instruction for a Balanced Literacy Curriculum.

In our **guided reading level B lesson plans**, we will read a book for two days. The first day is to focus on reading strategies and comprehension. The second day is to focus on reading fluency, comprehension, and guided writing.

Ladbugs **Day 1** **Level B**

Students: _____ Date: _____

Before Reading

Introduce: Ladybugs are insects. We are going to read all about ladybugs. Do a picture walk as a group.

During Reading

Students will whisper read to themselves. Listen to 1 student at a time and guide students if needed in checking the picture/beginning sound. Write any observations on the back of the lesson plan.

After Reading

Questions to ask:

1. What did the story tell us about ladybugs?
2. How are ladybugs similar to other insects?
3. Do you like ladybugs? Why or why not?

High Frequency Word

Word: _____

- ☐ Introduce the word
- ☐ What's missing?
- ☐ Mix and fix
- ☐ Noisy writing

Word Work

Ending Sounds:

Have students write the first 2 letters of a CVC word on their boards (hu). Say the sounds and blend them together with students. Then, tell them to add an ending to make the word say (hug). They will come up with the last letter on their own.

With the words: hop, mad, led, kit.

KINDERGARTEN

At a guided reading level B, your students should be reading independently. **We do not choral read or round robin read.** Why? Because then your students aren't doing the real work. They are relying on you or the rest of the group.

To see results, your students need to be doing the work. As students are whisper reading to themselves, I will listen to one student at a time. As I listen, I will take a running record or write notes on my lesson plans.

As you can see on the bottom right of the picture below, they do not encourage children to sound out words. They are using the 3 cueing method.

A cold read means that the student is reading a book or **leveled passage** that they have never been exposed to before. As they are reading, you will take a running record.

Natalie Lynn
KINDERGARTEN

Running Record

Date: _____

Ladybugs - B Name: _____

Pg.	Text	E	SC	E MSV	SC MSV
1	Ladybugs are insects. They have 6 legs.				
2	Ladybugs are insects. They have 4 wings.				
3	Ladybugs are insects. They are red.				
4	Ladybugs are insects. They have spots.				
5	Ladybugs have insects. They can fly.				
6	Ladybugs are insects. They have eggs.				
totals:					

Accuracy: _____
 (To calculate accuracy, subtract the errors from 38. Then divide that number by 38. Multiply by 100 to get the percentage.)

☐ First Read ☐ Familiar Read

Did they:
☐ Check the picture
☐ Use beginning sounds

Natalie Lynn 2018

This cold read will show you how independent students are at that level, what reading strategies they rely heavily on, and what areas you need to strengthen.

Hello, my name is **Spencer Bergendahl**, I live at 135 Prospect Hill Road, I have Dyslexia and will be speaking from experience. Back in 1st and 2nd grade when I wasn't able to read, when I had to read aloud or even just read anything, I noticed that I couldn't read as good as my classmates, and that negatively impacted my confidence in school.

Now in 7th grade and in the Wilson program at step 12.2 and have been working in the Wilson program for about 7 years. I can say with the utmost confidence that I am an amazing reader, I can also say that most of the kids in my classes do not have the reading capability that I have, or the level of understanding of phonics that I have.

It amazes me that most of my classmates can read small words easily, but the second they see a word they don't know it's almost impossible for them to read it. Therefore I have more confidence in class and I am able to read and understand articles better. This has caused me to be a better student and a better learner.

Being able to read almost perfectly just feels like a part of me, and I also feel that being an amazing reader has impacted my entire life as a whole.

From: Kate Chanin <kschanin@yahoo.com>
Sent: Monday, March 27, 2023 5:59 PM
To: Watson, Kim <kwatson@groton.k12.ct.us>
Subject: Board of Ed meeting tonight

Hi, Kim, my name is Kate Chanin and I'm a parent of a 6th grader at Groton Middle School. I was hoping to speak at tonight's board meeting but sadly my schedule won't allow me to attend in person. Will I be allowed to speak via Zoom or would you prefer to share my comments below with the board? My apologies for the last minute request!

Many thanks,

Kate Chanin
8 Orchard Lane
Mystic, CT

Good evening, my name is Kathryn Chanin and I live at 8 Orchard Lane in Mystic. I am a parent of a 6th grader at Groton Middle School and was a literacy volunteer at SB Butler for several years right before Covid. I would like to voice my support for Groton's use of phonics in teaching literacy, having seen first-hand the positive results. And while I've been told that the revised Teachers College literacy program may have introduced a phonics component in response to recent criticism, I don't know if the revised version is enough of an improvement to warrant doubling down when it doesn't appear to be achieving the results we would expect. I compared SBAC ELA results for Groton and Stonington from 2014-2019; Groton SBAC ELA scores were consistently 15-20% lower than Stonington's. I simply don't believe that Groton students are 15-20% less capable than Stonington students. I think the TC program is too focused on getting kids to write at an age when they are just getting proficient at reading. I don't know if any of the other programs mandated by the state last year are any more effective, but I would like to know what program Stonington is using, and whether that program has been granted a waiver. Thank you for your consideration.

From: Brookhart, Ryan K. <BrookhartR@zachrynuclear.com>
Sent: Monday, March 27, 2023 4:57 PM
To: Watson, Kim <kwatson@groton.k12.ct.us>; Ackerman, Andrea <aackerman@groton.k12.ct.us>
Cc: Melissa Brookhart (rmbrookhart@comcast.net) <rmbrookhart@comcast.net>
Subject: Groton Reading Programs

Groton School Board,

I am writing to the board in support of reading programs in the Groton School District.

In the February 2023 Board of Education meeting, Dr. Austin brought to the board a moving presentation about the newly unveiled state mandate to adopt one of six published reading program. Her entering position, one that I agree with, is that educators should have more flexibility to pick programs based on their knowledge and not have the state mandate programs of study. A learning program which claims to be the best for all students ignores the challenges faced by all students mastering the desired content from the lesson. Instructors should have a variety of tools to choose from based on the needs of each individual student.

Unfortunately, this is where my agreement with Dr. Austin ends. The Groton district has adopted a failed system which employs the cueing system to instruct students to read. This system involves guessing a word based on associated pictures and first letters rather than a system based on phonics. This system of reading development has been shown through national study to not fit the needs of over half of the elementary school population.

It is true that some students will learn to read regardless of the method of instruction used. I am very happy that Groton continues to produce some excellent students of the English language as evidenced by Dr. Austin's smiling student pictures and poetry star winner. This does not tell the full story of the district's performance.

When compared to surrounding communities, Groton students all a full 20% behind in the numbers who are reading at all grade levels. Groton is below the mid-point nationally and in the state of Connecticut by most measures of academic achievement in reading and other areas as well.

Fighting a state mandated curriculum only to stay entrenched in a system that has been proven nationally (and locally) not to work, makes me question if Dr. Austin's approach may actually be worse than trying something new.

Career Pathways at Fitch High School



Do Something Today That Your Future Will Thank You For

Career Cluster and Pathway Introduction



The Career Pathways Program consists of a variety of pathways that include an array of specialized courses, core required coursework and elective offerings.

All courses will prepare Fitch High School students for graduation, with the knowledge and skills required for postsecondary success.

The design of the pathways program takes into consideration the whole student, allowing them to explore and expand their experiences and opportunities throughout high school with a focus on their individual college and career aspirations.



Pathways Program Outline

- Students will select a career cluster and pathway during the spring semester of their freshman year.
- With support from school counselors students will:
 - Develop a four-year, sequential pathway plan
 - Must have a minimum of 4 pathway courses,
 - May include additional recommended courses to support the development of the chosen pathway knowledge and skills for the student.
 - Program will align with post secondary college and career goals.

Pathways Program Outline (Continued)



- Additional opportunities for:
 - Advanced Placement (AP)
 - International Baccalaureate (IB)
 - IB Career-Related Program
 - Dual enrollment credits
 - Industry recognized certifications (where applicable).
- Career connection activities
 - business/industry panels
 - career fairs
 - college fairs
 - internships, job shadowing, and possible employment related workshops
 - teacher externships to bring the work experience to the classroom. Create a connection between what the job/industry is looking for and what is being taught in the classroom.

Business, Arts & Communication Cluster



Pathway Options

Information & Technology Pathway

Finance Pathway

Marketing Pathway

Digital Communication Pathway

Journalism and Broadcasting Pathway

Recommended Clubs/Activities

Amphora

Debate Club/Debate Team

Key Club

Math Team

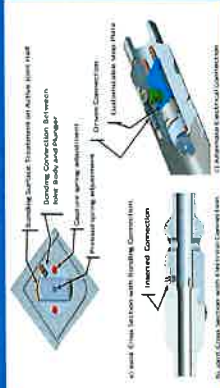
Photography Club

School Store

Student Leadership/Council

Technology Club

Manufacturing, Architecture & Engineering Cluster



Pathway Options

Manufacturing Pathway

Engineering Pathway

Architecture Pathway

S.T.E.M. Pathway

Recommended Clubs/Activities

Robotics

Gaming Club

Math Team

Technology Club



Human Services Cluster



Pathway Options

Culinary Pathway
Government, Public Administration Pathway
Education and Training Pathway
Military Science Pathway

Recommended Clubs/Activities

Animal Rights Club
American Sign Language Club
Best Buddies
Black Student Union
Environmental Club
EdRising
Key Club
Keyettes

Health Sciences Cluster



Pathway Options

Nursing Pathway

Emergency Medical Technician (EMT) Pathway

Biomedical Pathway (TBD)

Recommended Clubs/Activities

Key Club

Keyettes Club

National Honor Society

More Than Words

Student Leadership

Unified Sports

Our Pathways Program supports our students in their efforts to R.I.S.E.

They will be Resilient individuals

They will be Innovative learners

They will be Socially aware citizens and,

They will be Engaged communicators



https://www.canva.com/design/DAFd1NhcbHA/tpB1POgmQwvsa2kj4hYNA/view?utm_content=DAFd1NhcbHA&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

https://www.canva.com/design/DAFcE4RD1GU/fH_JWFgtZ8sCMQvylKaHHSg/view?utm_content=DAFcE4RD1GU&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

https://www.canva.com/design/DAFcE8PGGrPc/LDregmYHGSCblotE0CITIFQ/view?utm_content=DAFcE8PGGrPc&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

https://www.canva.com/design/DAFYxT6UPaE/8p3rPDZX6GnHqS6C7FrnRg/view?utm_content=DAFYxT6UPaE&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

“The best way to predict your future is to create it.”

~Abraham Lincoln

Groton Public Schools

Date prep: 3/21/23 8:43 AM FY23 Budget Summary Review

Account	Object #s	FY23 Budget 2022-2023	Expenditures	Encumbered	FY23 Actual Total	Remaining Balance	%	FY23 Estimate 03/20/2023	Favorable/ (Unfavorable) to Budget
Salaries									
1 Administrators	105-109	5,052,518	3,699,059	1,457,027	5,156,085	(103,567)	(2.0%)	5,052,818	(300)
2 Teachers	101-104,123-127,151-152	35,367,250	20,310,212	14,429,752	34,739,964	627,286	1.8%	35,202,517	164,733
3 Non-Cert Aides	110-111,130-131,136,139	4,284,903	2,770,486	16,445	2,786,930	1,497,973	35.0%	4,242,693	42,210
4 Substitute - Cert & Non-Cert	120-121	1,007,080	806,394	0	806,394	200,686	19.9%	1,007,911	(831)
5 Clerical	112-114,132-134,144	1,971,277	1,523,136	0	1,523,136	448,141	22.7%	1,979,577	(8,300)
6 Custodial/Maintenance/Techs	117-118,129,137-138,147-148	3,610,973	2,540,750	93,592	2,634,342	976,631	27.0%	3,618,796	(7,823)
7 Campus Security/Supervision	128	152,540	267,109	0	267,109	(114,569)	(75.1%)	152,540	0
8 Total Salaries	100	51,446,541	31,917,145	15,996,815	47,913,960	3,532,581	6.9%	51,256,851	189,690
Benefits									
9 Health Insurance	201-202	7,281,438	5,640,084	0	5,640,084	1,641,354	22.5%	7,274,642	6,796
10 Workers Comp & Town Pension	211,213	962,425	962,423	0	962,423	2	0.0%	962,423	2
11 Social Security & Medicare	212,214	1,511,750	1,112,494	0	1,112,494	399,256	26.4%	1,502,970	8,780
12 Other Benefits	222-227	263,493	325,286	0	325,286	(41,793)	(14.7%)	344,950	(61,457)
13 Total Benefits	200	10,039,106	8,040,288	0	8,040,288	1,998,818	19.9%	10,084,985	(45,879)
Purchased Services									
14 Instructional Services	321-324	184,475	139,477	16,876	156,352	28,123	15.2%	164,645	19,830
15 Professional Services	331	251,614	296,162	58,850	355,011	(103,397)	(41.1%)	268,683	(17,069)
16 Other Prof Services	332	571,885	410,456	140,803	551,259	20,626	3.6%	584,442	(12,557)
17 OT & PT Services	333	678,058	383,364	378,636	762,000	(83,942)	(12.4%)	700,558	(22,500)
18 Legal	334	71,054	32,181	0	32,181	38,873	54.7%	61,054	10,000
19 Athletic Officials & Other Athletic Serv	341-342	77,290	68,362	2,100	70,462	6,828	8.8%	74,492	2,798
20 Computer Network Services	343	164,483	205,992	2,518	208,510	(44,027)	(26.8%)	208,510	(44,027)
21 Total Purchased Services	300	1,998,859	1,535,994	599,782	2,135,776	(136,917)	(6.8%)	2,062,385	(63,528)
Property Services									
22 Water & Sewer	410-411	100,799	83,565	0	83,565	17,234	17.1%	104,779	(3,980)
23 Trash & Snow Removal	421-422	137,466	62,557	25,250	87,808	49,658	36.1%	122,808	14,658
24 Repair/Maintenance	430-435,490-491,499	481,216	406,009	64,478	470,488	10,729	2.2%	494,665	(13,449)
25 Rental	441	123,899	100,963	47,262	148,225	(24,326)	(19.6%)	134,159	(10,260)
26 Total Property Services	400	843,380	653,095	136,991	790,086	53,294	6.3%	856,411	(13,031)
Transportation, Insurance, Communications, Tuition									
27 Transportation: Schools	510-513	5,360,342	3,261,508	0	3,261,508	2,098,834	39.2%	5,486,984	(126,642)
28 Transportation: Student Activities	587-596	175,419	70,856	21,704	92,560	82,859	47.2%	160,411	15,008
29 Transportation: Staff	580-584	141,686	36,466	0	36,466	105,220	74.3%	117,543	24,143
30 Insurance	522-525	417,628	403,354	0	403,354	14,274	3.4%	416,866	762
31 Communications	530-552	142,592	210,080	1,652	211,733	(69,141)	(48.5%)	164,748	(22,156)
32 Tuition: Special Education	561-563,568	4,319,633	2,631,650	1,460,693	4,092,343	227,290	5.3%	4,024,633	295,000
33 Tuition: Other	564-567	1,197,359	1,195,559	0	1,195,559	1,800	0.2%	1,195,559	1,800
34 Total Trans, Ins, Comm, Tuition	500	11,754,659	7,809,472	1,484,050	9,293,522	2,461,137	20.9%	11,566,744	187,915
Supplies									
35 Instructional Supplies	601-609,613-619,622-623,628	499,046	232,084	21,705	253,789	245,257	49.1%	387,528	111,518
36 Computer Supplies	610-612	254,072	272,289	17,985	290,274	(36,202)	(14.2%)	303,190	(49,118)
37 Electricity & Heating	631-633	1,467,021	1,330,772	7,783	1,338,555	128,466	8.8%	1,610,187	(143,166)
38 Transportation Supplies	634,656	180,486	300,867	0	300,867	(120,381)	(66.7%)	302,186	(121,700)
39 Textbooks & Library Books	640-642,645,647	83,311	52,104	10,210	62,314	20,997	25.2%	82,189	1,122
40 Facility/Maintenance Supplies	650,652-655,657,659	300,884	276,048	16,376	292,424	8,460	2.8%	322,792	(21,908)
41 Other Supplies (staff dev, PPE, etc)	621,624-627,690	88,910	55,522	4,831	60,352	28,558	32.1%	87,022	1,888
42 Total Supplies	600	2,873,730	2,519,686	78,891	2,598,576	275,154	9.6%	3,095,094	(221,364)
Equipment									
43 Instructional Equipment	730,735	98,400	54,143	12,815	66,957	31,443	32.0%	75,012	23,388
44 Non-Instructional Equip	731,736	10,000	12,674	31,313	43,987	(33,987)	(339.9%)	11,099	(1,099)
45 Total Equipment	700	108,400	66,817	44,127	110,944	(2,544)	(2.3%)	86,111	22,289
46 Total Dues & Fees	800	92,596	82,232	119	82,351	10,245	11.1%	88,630	3,967
47 GRAND TOTAL		79,157,271	52,624,729	18,340,774	70,965,503	8,191,768	10.3%	79,097,211	60,060

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Account	Object #s	FY23 Budget 2022-2023	Expenditures	Encumbered	FY23 Actual Total	Remaining Balance	%	FY23 Estimate 03/20/2023	Favorable/ (Unfavorable) to Budget
Salaries									
Administrators									
48 Administrators	105	1,201,101	920,342	418,230	1,338,572	(137,471)	(11.4%)	1,201,401	(300)
49 Principals	106	1,150,292	840,436	308,895	1,149,330	962	0.1%	1,150,292	-
50 Asst. Principals/Sp.Ed. Supv	107	2,385,181	1,707,025	638,706	2,345,730	39,451	1.7%	2,385,181	-
51 6-12 Curriculum Coordinators	108	174,798	121,193	53,196	174,389	409	0.2%	174,798	-
52 Athletic Director	109	141,146	110,064	38,001	148,065	(6,919)	(4.9%)	141,146	-
53		5,052,518	3,699,059	1,457,027	5,156,085	(103,567)	(2.0%)	5,052,818	(300)
Teachers									
54 Classroom Teachers	101 & 151	25,154,553	14,461,743	10,418,397	24,880,140	274,413	1.1%	25,026,691	127,862
55 Sp.Ed Certified	102	7,830,521	4,478,864	3,249,785	7,728,649	101,872	1.3%	7,877,713	(47,192)
56 Media Specialist	103	690,181	403,864	292,537	696,401	(6,220)	(0.9%)	696,402	(6,221)
57 Guidance	104	1,175,535	642,852	469,033	1,111,885	63,650	5.4%	1,111,885	63,650
58 Adult Ed	124	42,230	15,816	0	15,816	26,414	62.5%	33,784	8,446
59 Coach Stipends	126	356,416	200,864	0	200,864	155,552	43.6%	341,895	14,522
60 Other Student Activities	127	117,814	57,690	0	57,690	60,124	51.0%	114,147	3,667
61		35,367,250	20,310,212	14,429,752	34,739,964	627,286	1.8%	35,202,517	164,733
Other Staff									
62 Reg.Ed Aides - Kindergarten	110 & 130	456,375	203,682	0	203,682	252,693	55.4%	456,375	-
63 Sp.Ed Aides - Para I & Para II	111 & 131	2,906,920	1,243,107	0	1,243,107	1,663,813	57.2%	2,539,206	367,714
64 Tutors	125 & 152	432,500	991,963	0	991,963	(559,463)	(129.4%)	754,154	(321,654)
65 School Bus Aides	136	429,588	282,808	0	282,808	146,780	34.2%	427,588	2,000
66 Other Non-Certified Personnel	139 & 119	59,520	48,925	16,445	65,370	(5,850)	(9.8%)	65,370	(5,850)
67		4,284,903	2,770,486	16,445	2,786,930	1,497,973	35.0%	4,242,693	42,210
Substitute									
68 Substitute Reg Ed Certified	120	921,492	806,394	0	806,394	115,098	12.5%	999,354	(77,862)
69 Substitute Spec.Ed Certified	121	85,588	0	0	0	85,588	100.0%	8,558	77,031
70		1,007,080	806,394	0	806,394	200,686	19.9%	1,007,911	(831)
Clerical									
71 Clerical	112*113*114*132*133*134*143*144	1,971,277	1,523,136	0	1,523,136	448,141	22.7%	1,979,577	(8,300)
Custodial/Maintenance/Techs									
72 Custodial	117 & 137	1,924,943	1,377,872	20,571	1,398,444	526,499	27.4%	1,958,434	(33,491)
73 Maintenance	116 & 138	857,425	580,369	27,784	608,153	249,272	29.1%	838,642	18,783
74 Custodial/Maintenance Overtime	147 & 148	108,500	50,602	0	50,602	57,898	53.4%	101,615	6,885
75 Technicians	129 & 149	720,105	531,906	45,236	577,142	142,963	19.9%	720,105	-
76		3,610,973	2,540,750	93,592	2,634,342	976,631	27.0%	3,618,796	(7,823)
Security									
77 Security/Supervision	128	152,540	267,109	0	267,109	(114,569)	(75.1%)	152,540	-
78 Total Salaries		51,446,541	31,917,145	15,996,815	47,913,960	3,532,581	6.9%	51,256,851	189,690
Benefits									
Health Insurance									
79 Group Ins. Prof	201	5,827,342	5,127,488	0	5,127,488	699,855	12.0%	5,821,357	5,985
80 Group Ins. Other	202	1,454,096	512,597	0	512,597	941,499	64.7%	1,453,285	811
81		7,281,438	5,640,084	0	5,640,084	1,641,354	22.5%	7,274,642	6,796
Workers Comp & Town Pension									
82 Worker's Compensation	211	405,825	405,823	0	405,823	2	0.0%	405,823	2
83 Town Pension	213	556,600	556,600	0	556,600	0	0.0%	556,600	-
84		962,425	962,423	0	962,423	2	0.0%	962,423	2
Social Security & Medicare									
85 Social Security	212	765,776	572,979	0	572,979	192,797	25.2%	759,612	6,164
86 Medicare	214	745,974	539,515	0	539,515	206,459	27.7%	743,358	2,616
87		1,511,750	1,112,494	0	1,112,494	399,256	26.4%	1,502,970	8,780
Other Employee Benefits									
88 Retirement Awards	222	135,993	198,038	0	198,038	(62,045)	(45.6%)	198,038	(62,045)
89 Unemployment	223	40,000	2,425	0	2,425	37,575	93.9%	24,789	15,211
90 Tuition Reimb Certified	224	106,000	120,623	0	120,623	(14,623)	(13.8%)	120,623	(14,623)
92 Mentor Stipend	227	1,500	4,200	0	4,200	(2,700)	(180.0%)	1,500	-
93		283,493	325,286	0	325,286	(41,793)	(14.7%)	344,950	(61,457)
94 Total Benefits		10,039,106	8,040,288	0	8,040,288	1,998,818	19.9%	10,084,985	(45,879)

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Purchased Services

Instructional Services									
95 Instructional Services	321 & 323	123,075	96,758	3,300	100,058	23,017	18.7%	103,375	19,700
96 Instruct Improvement Services	322 & 324	61,400	42,719	13,576	56,294	5,106	8.3%	61,270	130
97		184,475	139,477	16,876	156,352	28,123	15.2%	164,645	19,830
Professional Services									
98 Professional Services	331	251,614	296,162	58,850	355,011	(103,397)	(41.1%)	268,683	(17,069)
99 Other Professional Services	332	571,885	410,456	140,803	551,259	20,626	3.6%	584,442	(12,557)
100 OT & PT Services	333	678,058	383,364	378,636	762,000	(83,942)	(12.4%)	700,558	(22,500)
101 Legal Services	334	71,054	32,181	0	32,181	38,873	54.7%	61,054	10,000
102		1,572,611	1,122,162	578,289	1,700,451	(127,840)	(8.1%)	1,614,737	(42,126)
Athletic Officials & Other Athletic Services									
103 Athletic Officials	341	61,550	55,608	2,100	57,708	3,842	6.2%	61,738	(188)
104 Other Athletic Services	342	15,740	12,754	0	12,754	2,986	19.0%	12,754	2,986
105		77,290	68,362	2,100	70,462	6,828	8.8%	74,492	2,798
Computer Network Services									
106 Computer Network Services	343	164,483	205,992	2,518	208,510	(44,027)	(26.8%)	208,510	(44,027)
107 Total Purchased Services		1,998,859	1,535,994	599,782	2,135,776	(136,917)	(6.8%)	2,062,385	(63,526)

Property Services

Water/Sewer									
108 Water	410	66,182	44,968	0	44,968	21,214	32.1%	66,182	-
109 Sewer	411	34,617	38,597	0	38,597	(3,980)	(11.5%)	38,597	(3,980)
110		100,799	83,565	0	83,565	17,234	17.1%	104,779	(3,980)
Trash & Snow Removal									
111 Trash Removal	421	87,466	62,557	25,250	87,808	(342)	(0.4%)	87,808	(342)
112 Snow Removal	422	50,000	0	0	0	50,000	100.0%	35,000	15,000
113		137,466	62,557	25,250	87,808	49,658	36.1%	122,808	14,658
Repair/Maintenance									
114 Equipment Repairs	430	118,095	82,961	651	83,612	34,483	29.2%	107,790	10,305
115 Grounds Repairs	431	189,614	194,284	44,440	238,724	(49,110)	(25.9%)	238,724	(49,110)
116 General Bldg Repairs	432	28,563	8,785	0	8,785	19,778	69.2%	8,785	19,778
117 Painting	433	5,095	2,821	0	2,821	2,274	44.6%	2,821	2,274
118 Heat & Plumbing	434	48,400	38,519	1,764	40,283	8,117	16.8%	40,283	8,117
119 Electrical	435	9,005	1,269	756	2,025	6,980	77.5%	2,025	6,980
120 Extermination Services	490	11,477	10,429	0	10,429	1,048	9.1%	10,429	1,048
121 Bldg Fire Protection	491	46,821	42,015	15,300	57,315	(10,494)	(22.4%)	57,315	(10,494)
123 Other Purch Services	499	24,146	24,927	1,567	26,494	(2,348)	(9.7%)	26,494	(2,348)
124		481,216	406,009	64,478	470,488	10,729	2.2%	494,665	(13,449)
Rental									
125 Rental	441	123,899	100,963	47,262	148,225	(24,326)	(19.6%)	134,159	(10,260)
126 Total Property Services		843,380	653,095	136,991	790,086	53,294	6.3%	856,411	(13,031)

Transportation, Insurance, Communications, Tuition

Transportation: Schools									
127 Reg Ed Pupil Transportation	510 & 516	3,160,976	1,809,889	0	1,809,889	1,351,087	42.7%	3,160,976	-
128 Sp.Ed - Trans - STA	511	1,243,367	743,694	0	743,694	499,673	40.2%	1,370,009	(126,642)
129 Sp.Ed - Trans - Curtin	512	943,749	707,925	0	707,925	235,824	25.0%	955,999	(12,250)
130 Pupil Transp Reimbursement	513	12,250	0	0	0	12,250	100.0%	-	12,250
131		5,360,342	3,261,508	0	3,261,508	2,098,834	39.2%	5,486,984	(126,642)
Transportation: Other									
132 Transportation - Athletics	587	107,800	39,110	13,143	52,254	55,546	51.5%	88,225	19,575
133 Transportation - Field Trips	588	50,149	18,925	8,111	27,036	23,113	46.1%	51,344	(1,195)
134 Entry Fees - Athletics	591 & 592	12,700	8,610	0	8,610	4,090	32.2%	12,555	145
135 Admission Fees	595	4,770	4,210	450	4,660	110	2.3%	8,288	(3,518)
137		175,419	70,856	21,704	92,560	82,859	47.2%	160,411	15,008
Transportation: Staff									
138 Travel - Education	580 & 581	7,500	3,010	0	3,010	4,490	59.9%	7,697	(197)
139 Travel - Admin	582 & 583	29,500	18,151	0	18,151	11,349	38.5%	26,524	2,976
140 Travel - Conferences	584	104,686	15,304	0	15,304	89,382	85.4%	83,322	21,364
141		141,686	36,466	0	36,466	105,220	74.3%	117,543	24,143
Liability & Accident Insurance									
142 Liability Insurance	522	402,456	388,944	0	388,944	13,512	3.4%	402,456	-
143 Accident Insurance	525	15,172	14,410	0	14,410	762	5.0%	14,410	762
144		417,628	403,354	0	403,354	14,274	3.4%	416,866	762

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Communications									
145 Telephone, Telephone Repairs	530	91,400	181,292	0	181,292	(89,892)	(98.3%)	114,856	(23,456)
146 Postage	531	31,150	14,977	0	14,977	16,173	51.9%	22,480	8,670
147 Advertisement	540	5,000	10,595	1,589	12,184	(7,184)	(143.7%)	12,184	(7,184)
148 Minority Recruitment	541	0	625	0	625	(625)		625	(625)
149 Printing Admin	550	11,542	2,592	63	2,655	8,887	77.0%	11,103	439
150 School Publications	551 & 552	3,500	0	0	0	3,500	100.0%	3,500	-
151		142,592	210,080	1,652	211,733	(69,141)	(48.5%)	164,748	(22,156)
Tuition: Special Education									
152 Sp Ed Vocational	561	411,956	222,006	182,660	404,666	7,290	1.8%	411,956	-
153 Sp Ed BoE Placements	562	2,557,392	1,207,776	1,146,611	2,354,387	203,005	7.9%	2,479,387	78,005
154 Sp Ed State Placements	563	580,000	115,195	119,565	234,760	345,240	59.5%	234,760	345,240
155 Sp Ed Magnet Choice	568	770,285	1,086,672	11,858	1,098,530	(328,245)	(42.6%)	898,530	(128,245)
156		4,319,633	2,631,650	1,460,693	4,092,343	227,290	5.3%	4,024,633	295,000
Tuition: Other									
157 Adult Ed	564	210,105	207,000	0	207,000	3,105	1.5%	207,000	3,105
158 Gen Ed Magnet Tuition	566	897,671	865,745	0	865,745	31,926	3.6%	865,745	31,926
159 Gen Ed Vo Ag Tuition	567	89,583	122,814	0	122,814	(33,231)	(37.1%)	122,814	(33,231)
160		1,197,359	1,195,559	0	1,195,559	1,800	0.2%	1,195,559	1,800
161 Total Transportation, Insurance, Communication, Tuition		11,754,659	7,809,472	1,484,050	9,293,522	2,461,137	20.9%	11,566,744	187,915
Supplies									
Instructional Supplies									
162 General Classroom	601	156,340	34,611	2,681	37,292	119,048	76.1%	73,840	82,500
163 Science	602	16,986	7,662	154	7,816	9,170	54.0%	14,559	2,427
164 Arts & Crafts	603	24,300	20,685	1,401	22,085	2,215	9.1%	23,398	902
165 Phys. Ed	604	15,400	7,871	44	7,915	7,485	48.6%	13,787	1,613
166 Music	605	24,000	8,752	803	9,555	14,445	60.2%	22,655	1,345
167 Kindergarten	606	5,100	942	0	942	4,158	81.5%	5,100	-
168 Pupil Tests	607	65,400	42,867	2,897	45,763	19,637	30.0%	57,931	7,469
169 Tech. Ed	609	8,000	287	708	995	7,005	87.6%	6,000	2,000
170 Home Ec Supplies	613	14,500	16,081	119	16,201	(1,701)	(11.7%)	12,150	2,350
171 Sp.Ed Supplies	615	56,000	31,363	4,411	35,774	20,226	36.1%	56,015	(15)
172 Athletic Supplies	616	52,950	33,891	3,779	37,670	15,280	28.9%	47,671	5,279
173 Math Supplies	617	10,350	2,367	258	2,625	7,725	74.6%	6,447	3,904
174 Health Supplies	618	1,950	0	0	0	1,950	100.0%	1,575	375
175 Other Supplies	619	3,000	853	333	1,186	1,814	60.5%	3,436	(436)
176 Health Serv Pathogen	622	7,000	364	34	398	6,602	94.3%	4,625	2,375
177 School Library Supplies	623	5,270	1,690	2,035	3,724	1,546	29.3%	5,023	247
178 Food, Drink, Snacks	628	32,500	21,798	2,050	23,848	8,652	26.6%	33,317	(817)
180		499,046	232,084	21,705	253,789	245,257	49.1%	387,528	111,518
Computer Supplies									
181 Computer Supplies	610 & 611	49,200	38,878	8,598	47,476	1,724	3.5%	55,650	(6,450)
182 Software	612	204,872	233,411	9,387	242,798	(37,926)	(18.5%)	247,540	(42,668)
183		254,072	272,289	17,985	290,274	(36,202)	(14.2%)	303,190	(49,118)
Electricity & Heating									
184 Electricity	631	971,513	897,221	7,464	904,685	66,828	6.9%	987,834	(16,321)
185 Propane/Natural Gas	632	325,362	241,766	319	242,085	83,277	25.6%	290,905	34,457
186 Heating Oil	633	170,146	191,785	0	191,785	(21,639)	(12.7%)	331,448	(161,302)
187		1,467,021	1,330,772	7,783	1,338,555	128,466	8.8%	1,610,187	(143,166)
Transportation Supplies									
188 Diesel for School Buses	634	138,070	277,083	0	277,083	(139,013)	(100.7%)	269,725	(131,655)
189 Gas for Maintenance	656	42,416	23,783	0	23,783	18,633	43.9%	32,461	9,955
190		180,486	300,867	0	300,867	(120,381)	(66.7%)	302,186	(121,700)
Textbooks & Library Books									
191 Textbooks	640	45,051	25,010	189	25,199	19,852	44.1%	40,764	4,287
192 Workbooks	641	12,460	19,560	0	19,560	(7,100)	(57.0%)	18,800	(6,340)
193 Textbook Rebind	642	500	0	0	0	500	100.0%	375	125
194 Library Books	645	22,900	6,569	9,961	16,531	6,369	27.8%	20,450	2,450
195 Periodicals	647	2,400	964	59	1,023	1,377	57.4%	1,800	600
196		83,311	52,104	10,210	62,314	20,997	25.2%	82,189	1,122

Groton Public Schools

Date prep:	FY23 Budget Summary Review							
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Account	Object #s	FY23 Budget 2022-2023	Expenditures	Encumbered	FY23 Actual Total	Remaining Balance	%	FY23 Estimate 03/20/2023	Favorable/ (Unfavorable) to Budget
Facility/Maintenance Supplies									
197 Equipment Repair	650	23,158	12,191	0	12,191	10,967	47.4%	12,191	10,967
198 Grounds Supplies	651	19,334	23,543	0	23,543	(4,209)	(21.8%)	23,543	(4,209)
199 General Bldg Repair	652	64,450	49,229	348	49,577	14,873	23.1%	58,005	6,445
200 Painting	653	2,500	1,514	19	1,533	967	38.7%	1,533	967
201 Heat & Plumbing	654	33,716	49,851	14,073	63,924	(30,208)	(89.6%)	63,924	(30,208)
202 Electrical	655	29,948	23,679	292	23,971	5,977	20.0%	29,948	-
203 Safety Supplies	657 & 659	12,976	18,209	0	18,209	(5,233)	(40.3%)	18,846	(5,870)
204 Custodial Supplies	658	114,802	97,833	1,644	99,477	15,325	13.3%	114,802	-
205		300,884	276,048	16,376	292,424	8,460	2.8%	322,792	(21,908)
Other Supplies									
206 Sup Serv Guid Imp Ins	621	25,600	10,728	865	11,593	14,007	54.7%	24,350	1,250
207 Audio Visual	624 & 625	11,000	2,618	0	2,618	8,382	76.2%	3,743	7,257
208 General Admin Supplies	626	12,610	11,221	760	11,980	630	5.0%	11,980	630
209 School Admin Supplies	627	17,400	24,247	3,105	27,352	(9,952)	(57.2%)	27,350	(9,950)
210 Professional Materials	690	22,300	6,708	101	6,809	15,491	69.5%	19,599	2,701
212		88,910	55,522	4,831	60,352	28,558	32.1%	87,022	1,888
213 Total Supplies		2,873,730	2,519,686	78,891	2,598,576	275,154	9.6%	3,095,094	(221,364)
Equipment									
Instructional Equipment									
214 Replace Instr Equip	730	38,400	1,143	9,032	10,175	28,225	73.5%	15,057	23,343
215 Add Instr Equipment	735	60,000	53,000	3,783	56,783	3,217	5.4%	59,955	45
216		98,400	54,143	12,815	66,957	31,443	32.0%	75,012	23,388
Non-Instructional Equipment									
217 Replace Non-Instr Equipment	731	10,000	7,928	31,313	39,241	(29,241)	(292.4%)	6,353	3,647
218 Add Non-Instr Equipment	736	0	4,746	0	4,746	(4,746)		4,746	(4,746)
219		10,000	12,674	31,313	43,987	(33,987)	(339.9%)	11,099	(1,099)
220 Total Equipment		108,400	66,817	44,127	110,944	(2,544)	(2.3%)	86,111	22,289
Dues - Fees									
Dues/Fees									
221 Dues BoE	810	25,541	21,904	0	21,904	3,637	14.2%	21,904	3,637
222 General Admin Dues	811	16,160	23,319	119	23,438	(7,278)	(45.0%)	24,888	(8,728)
223 School Admin Dues	812	44,050	32,619	0	32,619	11,431	26.0%	34,729	9,321
224 Other Dues	819	6,845	4,390	0	4,390	2,455	35.9%	7,109	(264)
225 Total Dues/Fees		92,596	82,232	119	82,351	10,245	11.1%	88,630	3,967
226 Grand Total		79,157,271	52,624,729	18,340,774	70,965,503	8,191,768	10.3%	79,097,211	60,060

**Groton Public Schools
FY23 Budget Summary Review
Summary at Program Level III**

Function No.	Description	FY23			FY23			03/30/2023	Fiscal Year (Unencumbered)
		Budget	Expanded	Encumbered	Total	Remaining	%	Estimated	
		2022-2023	2022-2023	2022-2023	2022-2023	Balance		2022-2023	
Regular Instruction									
1101	FUNCTION-1101 ELEMENTARY	13,582,263	8,033,063	4,565,085	12,598,148	984,115	7.2%	13,562,561	12,702
1102	FUNCTION-1102 ART	680,986	376,166	224,068	600,235	80,751	11.9%	636,956	44,030
1103	FUNCTION-1103 COMPUTER EDUCATION	0	0	0	0	0	0.0%	0	0
1104	FUNCTION-1104 LANGUAGE ARTS	2,394,395	1,377,476	809,284	2,186,759	207,546	8.7%	2,368,143	26,162
1105	FUNCTION-1105 WORLD LANGUAGES	1,438,860	820,260	513,043	1,333,311	105,549	7.3%	1,446,364	(7,504)
1106	FUNCTION-1106 CONSUMER SCIENCE	155,887	98,647	50,030	148,677	7,210	4.6%	151,147	4740
1107	FUNCTION-1107 TECHNOLOGY EDUCATION	676,451	411,658	214,215	625,873	50,578	7.5%	665,225	11,226
1108	FUNCTION-1108 MATHEMATICS	2,073,160	1,234,174	709,566	1,943,740	129,420	6.2%	2,080,212	(7,052)
1109	FUNCTION-1109 MUSIC	731,202	406,707	251,864	660,571	70,631	9.7%	714,681	16,521
1110	FUNCTION-1110 PHYSICAL EDUCATION	1,026,099	552,307	323,436	875,743	150,356	14.7%	960,031	66,068
1111	FUNCTION-1111 SCIENCE	2,279,445	1,337,462	744,302	2,081,764	197,681	8.7%	2,225,665	53,780
1112	FUNCTION-1112 SOCIAL STUDIES	1,849,410	1,050,451	648,295	1,698,746	150,664	8.1%	1,845,707	3,703
1113	FUNCTION-1113 MYP	42,000	9,547	0	9,547	32,453	77.3%	31,910	10,090
1114	FUNCTION-1114 HEALTH EDUCATION	301,017	209,756	142,447	352,203	(51,186)	(17.9%)	362,500	(61,543)
1117	FUNCTION-1117 INTER. BACCALAUREATE	56,500	40,026	1,134	41,160	15,340	27.2%	45,670	10,830
1118	FUNCTION-1118 IB - CAREERS-RELATED PROGRAM	13,500	0	0	0	13,500	100.0%	10,125	3,375
1119	FUNCTION-1119 UNCLASSIFIED	1,581,473	1,062,819	546	1,063,365	518,108	32.8%	1,590,432	(8,959)
1121	FUNCTION-1121 BUSINESS EDUCATION	329,624	194,797	112,423	307,220	22,404	6.8%	328,616	1,008
1124	FUNCTION-1124 HEALTH OCCUPATIONS	87,596	56,025	40,387	96,412	(8,816)	(10.1%)	115,062	(27,466)
1260	FUNCTION-1260 ENRICHMENT	39,639	53,601	0	53,601	(13,862)	(35.0%)	39,639	(0)
1270	FUNCTION-1270 REMEDIAL INSTRUCTION	3,034,885	1,694,589	1,097,750	2,792,340	242,546	8.0%	2,952,973	81,912
2220	FUNCTION-2220 EDUCATIONAL MEDIA SERVICE	1,109,189	683,857	304,593	988,449	120,740	10.9%	1,112,831	(3,642)
Total Regular Instruction		33,483,491	19,755,488	10,754,468	30,509,955	2,973,536	8.9%	33,246,510	236,981
Special Instruction									
1205	FUNCTION-1205 PRESCHOOL 3-5	1,274,524	630,098	307,698	937,796	336,728	26.4%	1,283,496	(8,972)
1210	FUNCTION-1210 SPED Summer School	20,290	0	0	0	20,290	100.0%	20,290	0
1220	FUNCTION-1220 OTHER SPECIAL INSTRUCTION	696,165	1,196,643	75,848	1,272,491	(576,326)	(82.8%)	689,358	6,807
1230	FUNCTION-1230 SPECIAL EDUCATION	8,423,248	4,496,550	1,995,293	6,491,852	1,931,396	22.9%	8,407,916	15,332
1250	FUNCTION-1250 BLIND	27,046	880	0	880	26,166	96.7%	880	26,166
1280	FUNCTION-1280 HEARING IMPAIRED	108,685	73,809	43,063	116,872	(8,187)	(7.5%)	109,112	(427)
Total Special Instruction		10,549,958	6,397,989	2,421,902	8,819,891	1,730,067	16.4%	10,511,052	38,966
Continuing Education									
1310	FUNCTION-1310 HIGH SCHOOL COMPLETION	85,865	35,991	4,270	40,261	45,604	53.1%	75,522	10,343
1320	FUNCTION-1320 ADULT EDUCATION	210,105	207,000	0	207,000	3,105	1.5%	207,000	3,105
Total Continuing Education		295,970	242,991	4,270	247,261	48,709	16.5%	282,522	13,448
Other Instructional Programs									
1501	FUNCTION-1501 BASEBALL	27,669	6,677	0	6,677	20,992	75.9%	27,668	1
1503	FUNCTION-1503 BASKETBALL MEN	43,901	40,170	1,915	42,085	1,816	4.1%	42,088	1,813
1504	FUNCTION-1504 BASKETBALL WOMEN	43,901	31,461	1,900	33,361	10,540	24.0%	38,455	5,446
1505	FUNCTION-1505 CROSS COUNTRY MEN	16,945	17,744	674	18,418	(1,473)	(8.7%)	18,439	(1,494)
1506	FUNCTION-1506 CROSS COUNTRY WOMEN	16,945	7,206	0	7,206	9,739	57.5%	7,209	9,736
1507	FUNCTION-1507 FOOTBALL	61,494	56,940	370	57,310	4,184	6.8%	59,549	1,945
1508	FUNCTION-1508 GOLF	11,884	0	0	0	11,884	100.0%	11,884	(0)
1509	FUNCTION-1509 FIELD HOCKEY GIRLS	17,144	16,434	0	16,434	710	4.1%	16,434	710
1510	FUNCTION-1510 GYMNASTICS	5,323	0	0	0	5,323	100.0%	5,323	(0)
1511	FUNCTION-1511 SOCCER MEN	32,603	22,608	0	22,608	10,085	30.8%	24,670	8,023
1512	FUNCTION-1512 SOCCER WOMEN	30,893	27,820	150	27,970	2,923	9.5%	27,989	2,904
1513	FUNCTION-1513 SOFTBALL WOMEN	35,883	4,900	900	5,800	30,083	83.8%	35,883	(0)
1514	FUNCTION-1514 SWIMMING, MEN	27,978	14,590	150	14,740	13,238	47.3%	14,740	13,238
1515	FUNCTION-1515 TENNIS MEN	7,423	846	0	846	6,577	88.6%	7,423	(0)
1516	FUNCTION-1516 TENNIS WOMEN	7,423	846	0	846	6,577	88.6%	7,423	(0)
1517	FUNCTION-1517 TRACK/OUTDOOR MEN	29,284	462	1,170	1,632	27,652	94.4%	29,884	(600)
1518	FUNCTION-1518 TRACK/OUTDOOR WOMEN	32,984	492	600	1,092	31,892	96.7%	33,067	(83)
1519	FUNCTION-1519 WRESTLING	27,482	16,185	2,620	18,805	8,677	31.6%	24,153	3,329
1520	FUNCTION-1520 INTRAMURAL SPORTS, MEN/WOMEN	15,682	8,696	0	8,696	6,986	44.5%	16,284	(602)
1522	FUNCTION-1522 CHERLEADING	15,459	9,524	2,250	11,774	3,685	23.8%	12,088	3,371
1524	FUNCTION-1524 VOLLEYBALL	22,805	22,916	59	22,976	(171)	(0.7%)	22,990	(185)
1525	FUNCTION-1525 TRACK, INDOOR	25,200	21,793	2,660	24,453	747	3.0%	24,453	747
1526	FUNCTION-1526 LACROSSE, MEN	19,259	3,760	2,505	6,265	12,994	67.5%	19,519	(260)
1527	FUNCTION-1527 LACROSSE, WOMEN	18,259	3,560	0	3,560	14,699	80.5%	18,574	(315)
1528	FUNCTION-1528 SWIMMING, WOMEN	27,578	26,336	689	27,025	553	2.0%	27,025	553
1529	FUNCTION-1529 FENCING	15,399	12,662	380	13,042	2,357	15.3%	13,042	2,357
1530	FUNCTION-1530 UNIFIED SPORTS	12,260	5,101	0	5,101	7,159	58.4%	12,625	(365)
1549	FUNCTION-1549 OTHER EXPENSES, SPORTS	229,088	186,973	55,513	242,486	(13,398)	(5.8%)	234,398	(5,310)
1550	FUNCTION-1550 SCHOOL NEWSPAPERS	6,617	0	0	0	6,617	100.0%	6,616	1
1551	FUNCTION-1551 AMPHORA	6,219	0	0	0	6,219	100.0%	6,219	(0)
1552	FUNCTION-1552 YEARBOOKS	6,198	0	0	0	6,198	100.0%	6,197	1
1555	FUNCTION-1555 OTHER ACTIVITIES	71,654	16,302	333	16,635	55,019	76.8%	74,360	(2,706)
15**	STUDENT ACTIVITIES 6-12	968,926	583,005	74,839	657,844	311,082	32.1%	926,673	42,253
TOTAL INSTRUCTION		45,298,345	26,979,472	13,255,478	40,234,950	5,063,395	11.2%	44,966,758	331,587
Support Services - Pupils									
2101	FUNCTION-2101 SUPPORT SERVICES - SPED CO	893,602	685,951	176,873	862,824	30,778	3.4%	894,767	(1,165)
2110	FUNCTION-2110 SOCIAL WORK SERVICES	370,503	253,663	158,598	412,251	(41,748)	(11.3%)	432,582	(62,079)
2120	FUNCTION-2120 GUIDANCE SERVICES	1,650,104	898,369	469,465	1,367,834	282,270	17.1%	1,579,978	70,126
2130	FUNCTION-2130 HEALTH SERVICES	1,250,073	775,841	519,185	1,295,027	(44,954)	(3.6%)	1,284,025	(33,952)
2140	FUNCTION-2140 PSYCHOLOGICAL SERVICES	1,251,875	707,235	423,513	1,130,749	121,126	9.7%	1,227,098	24,777
2150	FUNCTION-2150 SPEECH & HEARING SERVICES	1,206,570	712,225	440,410	1,152,635	53,935	4.5%	1,233,725	(27,155)
Total Support Services - Pupils		6,622,727	4,033,285	2,188,034	6,221,319	401,408	6.1%	6,652,176	(29,449)
Support Services - Staff									
2201	FUNCTION-2201 TEACHING & LEARNING	377,529	305,651	172,026	477,677	(100,148)	(26.5%)	375,899	1,630
2202	FUNCTION-2202 DIVERSITY/EQUITY/INCLUSION	15,000	5,469	2,840	8,309	6,691	44.6%	13,800	1,200
2210	FUNCTION-2210 IMPROVEMENT OF INSTRUCTION	278,542	172,632	9,408	182,039	96,503	34.6%	216,738	61,804
Total Support Services - Staff		671,071	483,751	184,274	668,025	3,046	0.5%	606,437	64,634
General Support Services									
2311	FUNCTION-2311 BOARD OF EDUCATION SERVICE	30,241	25,422	25	25,447	4,794	15.9%	26,604	3,637
2312	FUNCTION-2312 SUPERINTENDENT OFFICE SER	1,615,425	1,254,674	152,112	1,406,786	208,639	12.9%	1,614,362	1,063
2313	FUNCTION-2313 BUSINESS OFFICE	1,015,207	804,296	36,701	840,997	174,210	17.2%	1,016,645	(1,438)
2410	FUNCTION-2410 SCHOOL ADMINISTRATION	4,428,283	3,389,695	820,446	4,210,141	218,142	4.9%	4,445,056	(16,773)
Total General Support Services		7,089,156	5,474,087	1,000,284	6,483,371	605,785	8.5%	7,102,667	(13,511)
Operational Services									
2510	FUNCTION-2510 OPERATIONS AND MAINTENANCE	6,931,709	5,179,705	229,277	5,408,982	1,522,727	22.0%	7,104,583	(172,874)
2520	FUNCTION-2520 PUPIL TRANSPORTATION	6,021,328	3,953,866	0	3,953,866	2,067,462	34.3%	6,279,263	(257,935)
2540	FUNCTION-2540 COMPUTER SUPPORT SERVICES	1,528,954	1,448,749	196,394	1,645,143	(116,189)	(7.6%)	1,687,417	(158,463)
2560	FUNCTION-2560 HEALTH SERVICES STAFF	2,500	125	0	125	2,375	95.0%	125	2,375
9999	FUNCTION-9999 EXPENDITURE TRANSFER ACCT	0	1,673,486	0	1,673,486	(1,673,486)	0.0%	0	0
Total Operational Services		14,484,491	12,255,931	425,671	12,684,601	1,802,890	12.4%	15,071,387	(586,896)
TOTAL SUPPORT SERVICES		28,867,445	22,247,054	3,807,263	26,054,317	2,813,128	9.7%	29,432,667	(565,222)
Community Services									
3710	FUNCTION-3710 NONPUBLIC SCHOOL	96,550	0	0	0	96,550	100.0%	96,550	0
Non-Programmed Charges									
4100	TUITION PAYMENTS	4,894,931	3,398,203	1,278,033	4,676,236	218,695	4.5%	4,601,236	293,695
GRAND TOTAL		79,157,271	52,624,729	18,340,774	70,965,503	8,191,768	10.3%	79,097,211	60,600

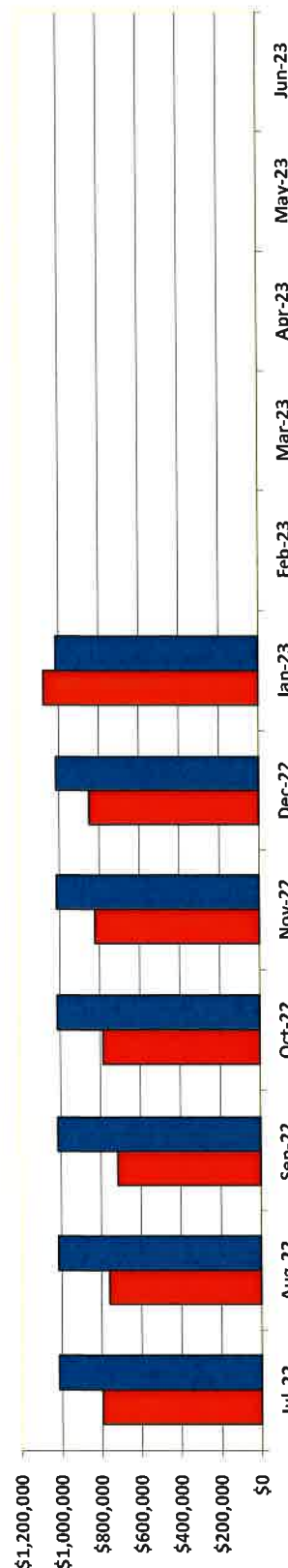
BOE Groups Active & Retired

Cost vs Budget Dashboard - data through January 2023

Self Insured - All Coverages All Enrollees												
Claim/Admin. Cost												
Date	Lives	Net Medical Paid Claims	Rx Paid Claims	Dental Paid Claims	Total Net Paid Claims	Total Fixed Costs	Total Cost	Anthem Renewal Monthly	Variance - Total Cost vs BOE Anthem Renewal	Actual/Estimated BOE Anthem Renewal	Additional Laser Liability \$522,595 Max	
Jul-22	520	\$515,691	\$141,902	\$34,113	\$691,706	\$104,766	\$796,472	\$1,014,798	(\$218,326)	78.5%	\$0	
Aug-22	517	\$427,675	\$186,699	\$40,532	\$654,906	\$104,250	\$759,156	\$1,014,798	(\$255,642)	74.8%	\$0	
Sep-22	507	\$387,069	\$204,284	\$23,500	\$614,854	\$102,531	\$717,384	\$1,014,798	(\$297,414)	70.7%	\$0	
Oct-22	507	\$414,509	\$240,565	\$27,418	\$682,493	\$102,531	\$785,023	\$1,014,798	(\$229,775)	77.4%	\$0	
Nov-22	505	\$460,910	\$230,840	\$28,895	\$720,645	\$102,187	\$822,832	\$1,014,798	(\$191,967)	81.1%	\$0	
Dec-22	505	\$487,228	\$233,867	\$26,231	\$747,326	\$102,187	\$849,513	\$1,014,798	(\$165,286)	83.7%	\$0	
Jan-23	499	\$706,902	\$239,887	\$27,164	\$973,952	\$101,155	\$1,075,107	\$1,014,798	\$60,308	105.9%	\$0	
Feb-23												
Mar-23												
Apr-23												
May-23												
Jun-23												
YTD	3560	\$3,399,984	\$1,478,044	\$207,853	\$5,085,880	\$719,606	\$5,805,487	\$7,103,588	(\$1,298,102)	81.7%	\$0	

Budget vs. Actual Cost

Actual vs Budget



Total fixed costs is taken from segmented Anthem Renewal dated 4/20/22 plus Network Access Fees of \$184,015
 *BOE monthly renewal based on non-weighted Anthem proposal dated 4/20/22 less expected claims for Retirees moving to Medicare Advantage plan effective 1/1/22
 Stop Loss Laser - Liver transplant; member lasered at \$600,000 (\$77,405 in claims included in expected claim cost)

Instruction

Graduation Requirements

Graduation from Groton Public Schools implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve, (2) that they have satisfactorily passed any examinations and satisfactorily demonstrated the District's performance standards established by the faculty and approved by the Groton Board of Education (Board), and (3) that they have fulfilled the legally mandated number and distribution of credits. Graduation shall not be held until 180 days and 900 hours of actual schoolwork are completed. The adopted school calendar shall indicate a graduation date which is no earlier than the 185th day. This date may be modified after April 1 in any school year in conformity with applicable statute.

Graduation Requirements/Exit Standards

To qualify for a diploma from Fitch High School, the following requirements must be met:

All students in grades nine through eleven must be enrolled in a minimum of 8 credits per year. All twelfth-grade students must be enrolled in a minimum of 6 credits. All students must pass the graduation requirements listed below to receive a diploma from Fitch High School. Early graduation for seniors who have met all of their graduation requirements must be approved by the Superintendent and building Principal.

Class of 2023, 2024 & 2025: Total Credits Required for Graduation: 26

All students must meet the following requirements:

Humanities:

4 years of English (Language and Literature)	4 credits
3 years of Social Studies (Individuals and Societies) *	3 credits
(Must include Civics and US History)	
1 year of World Language (Language Acquisition)	1 credit
Other Humanities Credits	<u>2 credits</u>
(Including English (Language and literature), Social Studies (Individuals and Societies), Art (Visual Arts), Music (Performing Arts), & World Language (Language acquisition)	10 credits

Graduation Requirements-cont.

Science, Technology, Engineering & Mathematics:

4 years of Sciences	4 credits
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4 years of Mathematics	4 credits
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1 additional STEM credits	<u>1 credit</u>
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(Including Math, Science, Technology	9 credits
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Business & Vocational Arts)	
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Physical Education & Wellness	1 credit
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Health & Safety Education	1 credit
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Mastery-based diploma assessment	<u>1 credit</u>
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	3 credits
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Electives	4 credits
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TOTAL: 26 Required Credits**Class of 2026 & Beyond: Total Credits Required for Graduation: 27**

All students must meet the following requirements:

Humanities:

4 years of English (Language and Literature)	4 credits
--	-----------

3 years of Social Studies (Individuals and Societies)	3 credits (Must include Civics and US History)
---	--

2 year of World Language (Language Acquisition)	2 credits
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Other Humanities Credits	<u>2 credits</u>
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(Including English (Language and literature),	10 credits
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Social Studies (Individuals and Societies),	
---	--

Art (Visual Arts), Music (Performing Arts),	
---	--

& World Language (Language acquisition)	
---	--

Graduation Requirements-cont.

Science, Technology, Engineering & Mathematics:

4 years of Sciences	4 credits
4 years of Mathematics	4 credits
1 additional STEM credits	<u>1 credit</u>
(Including Math, Science, Technology Business & Vocational Arts)	9 credits

Physical Education & Wellness: 1 credit

Health & Safety Education: 1 credit

Completion of the MYP Personal Project 1 credit

3 credits

Electives 4 credits

TOTAL: 27 Required Credits**Credit by high school grade****Class of 2023, 2024, 2025:**

Twenty-six (26) credits are required for graduation. Students are promoted to the next grade according to the following accumulation of credits:

Grade 9 to Grade 10	6 credits
Grade 10 to Grade 11	12 credits
Grade 11 to Grade 12	18 credits

Class of 2026 and beyond:

Twenty-seven (27) credits are required for graduation. Students are promoted to the next higher grade according to the following accumulation of credits:

Grade 9 to Grade 10	7 credits
Grade 10 to Grade 11	13 credits
Grade 11 to Grade 12	19 credits

Graduation Requirements-cont.

Students' grade classification depends upon their actual earned credit status, not on the number of years they have been in high school.

The Board will provide adequate student support and remedial services for all students. These services include, but are not limited to, alternate means for students to complete any of the high school graduation requirements previously listed if such students are unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) retaking courses in summer school or in an approved online credit recovery course; or (2) enrolling in a class offered at a constituent unit of the state system of higher education.

Groton Public School's graduation requirements apply to all students, including students requiring Special Education Services except when the Planning and Placement Team exercises the right to adjust the standards of performance on an individual basis. Performance standards for students participating in a functional, life skills curriculum will be based on the student's IEP goals and objectives.

Credits

At Fitch High School, a credit is defined as a class of block time, per year, equivalent to 200 minutes per week. One-half credit is given for courses that complete work in one semester. A student shall be excused from the physical education requirement upon presentation of a certificate from a physician or advanced practice registered nurse indicating that participation in physical education is medically contraindicated because of such student's physical condition. In such case, and by determination of the building Principal, the credit for physical education may be fulfilled by an online course or elective equivalent.

Students may also be waived from the world language requirement and/or Capstone (MYP Personal Project) credit through the decision of an IEP or 504 team. The credit will then be required to be fulfilled by an equivalent elective in this case.

Only courses taken in grades nine through twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education shall satisfy this graduation requirement except that a student may be granted credit (1) toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through education experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, high school courses taken during middle school (with the appropriate forms completed), dual enrollment and early college courses, internships and student designed independent studies or (2) for the successful completion of coursework at an institution accredited by the Department of Higher Education or regionally accredited. One three-credit semester course, or its equivalent shall equal one high school credit.

Note: Fitch High School students desiring to take for credit toward meeting the high school graduation requirements, a course at another educational institution or an on-line course must receive prior approval from the Fitch High School Principal.

Students at the middle school can receive high school credit for core courses taken at either the high school or at the middle school that have been designated by the Board for high school credit.

A credit shall consist of not less than the equivalent of 200 minutes per week during the school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the State Board of Education or regionally accredited, or (2) through on-line course work through an approved provider (such as APEX or Virtual High School).

Graduation Requirements-cont.

Student Success Plan

Working with faculty and guidance counselors, students shall create their personal success plan, beginning in grade 6 and ending in grade 12. Student success plans shall include a students' career and academic choices in grades six to twelve, inclusive. The student success plans will include time designated during advisory periods and selected curriculum on software such as Naviance.

Assessment Plan

Students are required to take the Connecticut SAT School Day and Next Generation Science Standards Assessment, or a designated equivalent, during their junior year.

International Baccalaureate (IB) and Diploma

The District offers the opportunity for all students to participate in the International Baccalaureate Program (IB). Students can enroll either in individual IB Courses, or, in the full International Baccalaureate Diploma Program to be eligible for the IB Diploma. To earn the diploma, students must successfully complete assessments for six core subjects in addition to Theory of Knowledge. Additionally, students must write an extended essay of 3000-4000 words on a topic of their choosing. Students must also complete a Creativity, Action, and Service project and report. Students who complete all requirements will receive an additional IB diploma.

Middle Years Program (MYP) and Requirements

International Baccalaureate Middle Years Programme (MYP) offers all students in grades sixth through tenth the opportunity to share a common learning experience. MYP is an instructional framework, not a curriculum. All schools use the curriculum and state standards established by the Board. In the classroom, MYP shifts the instructional focus from the teacher to the student. Inquiry drives unit explorations, and students are required to reflect on their learning and connect teacher support and feedback to their own learning goals and growth.

MYP Personal Project Graduation Requirement (Class of 2026 and beyond)

Students are required to complete a personal project with an emphasis on personal exploration and to demonstrate their knowledge of the approaches to teaching and learning skills by the end of their tenth grade year. Students will be introduced to the Personal Project and its components in their ninth grade year.

Students entering Groton Public Schools after the second semester of their tenth-grade year must complete the Personal Project or a school assigned Reflective Project to meet the graduation requirement.

Connecticut Seal of Biliteracy

The Board, using criteria established by the State Board of Education, may affix the "Connecticut State Seal of Biliteracy" to a diploma awarded to a student who has achieved a high level of proficiency in

English and one or more foreign languages. "Foreign language" means a world language other than English. The Board shall include on such a student's transcript and diploma a designation that the student received the "Connecticut Seal of Biliteracy."

Graduation Requirements-cont.

Awards of High School Diplomas

Students who complete all graduation requirements shall receive a diploma at the June commencement. Individuals also may fulfill graduation requirements by the satisfactory completion of the following:

1. Successful completion of a summer course or summer courses comparable as determined by the Principal to the subject(s) in which the student was deficient.
2. Honorable discharge from the United States Armed Forces after a minimum of ninety days of active service during World War II for individuals who withdrew from school to join the Armed Forces and for veterans of the Korean Hostilities and for veterans of the Vietnam Era.
3. Honorable discharge from the United States Armed Forces for individuals who left high school prior to graduation and did not receive a diploma as a consequence of such service.
4. Withdrawal from high school prior to graduation to work on a job that assisted the war effort during World War II, December 7, 1941, through December 31, 1946, not receiving a diploma as a consequence of such work and has been a resident of Connecticut for at least fifty (50) consecutive years.
5. A student who is under expulsion from Fitch High School but has satisfactorily completed all of the graduation requirements shall receive a diploma. However, that student shall not attend the commencement ceremony.

LEGAL REFERENCE

Connecticut General Statutes

10-5c Board examination series pilot program. Issuance of certificate (as amended by P.A. 13-247)

10-14n State-wide mastery examination. Conditions for reexamination. Limitation on use of test results. (as amended by Section 115 of PA 14-217)

10-16(l) Graduation exercises. (as amended by P.A. 96-26 An Act Concerning Graduation Requirements and Readmission and Placement of Older Students)

10-221a High school graduation requirements. (as amended by P.A. 00-124, An Act Concerning High School Diplomas and Veterans of World War II, P.A. 00-

156, An Act Requiring A Civics Course for High School Graduation and P.A. 08-138, An Act Concerning High School Credit for Private World Language Courses Other Subject Areas), P.A. 10-111, An Act Concerning Education Reform in Connecticut, P.A. 135, An Act Concerning Implementation Dates for Secondary School Reform, P.A.13-57, An Act Concerning Honorary Diplomas for Vietnam Veterans, P.A. 13-122, An Act Concerning Minor Revisions to the Education Statutes, P.A. 13-247, Budget Implementer Bill, P.A. 15-237 An Act Concerning High School Graduation.) and PA 17-42

10-233(a) Promotion and graduation policies.

Graduation Requirements-cont.

P.A. 13-108 An Act Unleashing Innovation in Connecticut Schools

P.A. 13-247 An Act Implementing Provisions of the State Budget

P.A. 15-237 An Act Concerning High School Graduation.

P.A. 16-44(SS) (Section 310)

Policy Adopted: April 8, 1996

Revised: May 12, 1997

Revised: July 8, 2002

Revised: April 28, 2008

Revised: August 24, 2015

Revised: October 28, 2019

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Attachment #6

GROTON PUBLIC SCHOOLS

SCHOOL-SPONSORED FIELD TRIP REQUEST FORM

(Itinerary must be attached to this form.)

Request must be submitted prior to field trip according to the following timeline:

Local – 1 month in advance Out-of-State – 2 months in advance Out-of-Country – 8 months in advance

Name (Trip Sponsor) Ivette Morales School Fitch High School Sponsor's # While on Trip TBD
 Department World Language Dept. Head Signature X. Dragoli 3/7/23
 Class Spanish or anyone interested # of Students TBD

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

- Reasons/Value of Trip: Students will be immersed in the culture while doing fun activities. While they are in the country they will be four experts talking about the different places we will be experiencing. Cultural activities & food will also take place. Details are included in proposal
- Curriculum Goals:
- Pre-trip activities:
- Activities:
- Follow-up activities:

Date(s) of Trip 7-1-2024 to 7-9-2024 Destination Costa Rica & Panama
 Departure Time TBD Arrival Time Back at School TBD

Is a Substitute Required? ☐ Yes ☒ No If yes, how many: Insurance Arrangements (not necessary if using our school bus company): General Liability Insurance with EF (attached in proposal)

Chaperones:

- Names of teachers/staff members (List trip's sponsor first) Ivette Morales
- Additional Chaperones TBD

Transportation: ☐ School Bus ☐ Commercial Bus ☐ Train ☐ Plane ☒ Car ☐ Other Parents drive to airport & meet with me.
 Transportation Cost: \$ included with program price Lodging: ☒ Hotel/Motel ☐ Private Home(s) ☐ Other
 Cost per Teacher/Chaperone: \$ 4379 Cost per Student: \$ 3719 (what it includes is attached in the proposal)
 Are Fundraising Activities Planned?: ☒ Yes ☐ No If yes, please describe: TBD

Trip Sponsor's Signature Imorals Date 3/7/2023

PRINCIPAL APPROVAL:

☒ Yes ☐ NoPrincipal's Signature Emil ulDate 3/9/23SUPERINTENDENT APPROVAL: ☐ Yes ☐ No

(For out-of-state trips or one missed school day)

Superintendent's Signature Date

DATE OF BOARD OF EDUCATION APPROVAL:

(For out-of-country trips or two or more missed school days)

P 6161.1

Instruction**Library Materials Selection**

~~It is the~~ The ~~policy of the~~ Groton Board of Education ~~to~~ provides a broad range of educational materials to enrich and support the curriculum and to meet the needs of individual students and teachers. The professional staff should provide students with a wide range of materials **reflecting a broad diversity of cultural and world views** ~~of diverse appeal~~. Materials should be available in a variety of formats and represent varying levels of difficulty and varying points of view. In selecting materials, principles outweigh personal opinion. Materials are considered for their quality and appropriateness.

Legal References: Connecticut Statutes Sec. 10-221

Adopted: March 8, 1999

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Instruction

Library Materials Selection

Responsibility

1. The Groton Board of Education (**Board**) assumes legal responsibility for the selection of materials in the **D**istrict's library **media information** centers.
2. Responsibility for the selection of all library materials is delegated to the professional **certified** library staff through the building principal. The selection process involves open opportunity for consultation with administrators, faculty, supervisors, and students. Selection is based upon evaluation by the professional library staff, using professional library tools and other review media.
3. In selecting materials, library, staff, administrators, and faculty are guided by the principles incorporated in the School Library Bill of Rights, the Freedom to Read Statement, standards adopted by the America Association of School Librarians; and ~~the School Library standards of the by~~ the Connecticut State Department of Education.
4. The collection will be developed systematically, ensuring a well-balanced coverage of subjects, opinions, and formats, and a wide range of materials on various levels of difficulty supporting the diverse interests, needs, and viewpoints of the school community.

Criteria

1. Materials should support and be consistent with the **D**istrict's general educational goals and the educational goals and objectives of ~~our~~ individual schools and specific courses.
2. Materials should be selected to support and enrich ~~both~~ the curriculum and the personal needs of ~~our~~ students and faculty, taking into consideration diverse interests, abilities, socioeconomic backgrounds, maturity levels, and students' extracurricular interests. ~~Materials selected should encourage an appreciation for extracurricular interests.~~ Materials selected should encourage an appreciation for both informational and recreational reading, viewing, or listening.
3. Care will be taken to select materials meeting standards of high quality including:
 - a. educational significance
 - b. physical format
 - c. presentation, including special features, such as indexes, table of contents, illustrations, photographs, maps, charts, graphs
 - d. readability
 - e. authenticity/accuracy in factual content
 - f. artistic quality or literary style
 - g. technical production/construction that is well-crafted, durable, manageable, and attractive.

4. Materials should be considered relating to their overall purpose and their direct relationship to instructional objectives and/or the curriculum. Selected materials should support needs in the content areas and be appropriate to the variety of ages, developmental stages, ability levels, and learning styles represented by the particular facility for which they are chosen.
5. Materials should be selected representing opposing points of view on controversial issues, encouraging individual analysis.
6. The literary style of a work should be appropriate and effective for the subject matter and its intended readers or viewers.
7. The value of any work must be examined as a whole. The impact of an entire work will be considered, transcending individual words, phrases, and incidents.
8. Resource sharing will be considered in purchasing decisions. Materials may be purchased or not purchased based on networking and collaborative relationships **with other community or consortium's collections** and depending upon extent of need.
9. Materials will be purchased in a variety of formats with efforts made to incorporate emerging technology when they meet the criteria outlined above.
10. Gift materials will be evaluated by the criteria outlined above and shall be accepted or rejected in accordance with those criteria.

Procedures for Selection

The ~~teacher-librarian~~ **Library Media Specialist** will be responsible for the selection of materials. In coordinating this process, the ~~teacher-librarian~~ **Library Media Specialist** will:

1. Use reputable, unbiased, professionally prepared selection aids. Among the sources which may be consulted are:

~~American Film & Video Association Evaluations~~

The Best in Children's Books

Book Report Booklist

Bulletin of the Center for Children's Books

Center for the Study of Multicultural Children's Literature

~~Children's Software Review~~

Horn Book

Kirkus Reviews

Library Journal

~~Library Talk~~

~~Multimedia Schools~~

Publisher's Weekly

~~Reference Books for School Libraries~~

School Library Journal

~~Technology Connection~~

VOYA

~~CD-ROMS for Schools and Libraries~~

Other sources as appropriate

2. When possible, examine items to be purchased.
3. Consider recommendations from faculty, administrators, students, and parents.
4. Judge gift items by standard selection criteria.
5. Purchase duplicates of extensively used materials.
6. Purchase replacements for worn, damaged, or missing materials basic to the collection.

Weeding

The collection of the ~~library technology information center~~ library media centers will be continually re-evaluated in relation to evolving curriculum, new formats of materials, new instructional methods, and the needs of its users. Materials no longer appropriate should be removed. Lost and worn materials of lasting value should be replaced, if possible. Weeding is essential to maintaining a relevant, attractive collection. Materials considered for weeding should include items in poor physical condition containing obsolete subject matter, incomplete information no longer needed to support the curriculum or student/faculty interests superseded by more current information containing inaccurate information.

Procedures for Challenged Materials

The following procedures will be followed when a citizen challenges the appropriateness of an item in the collection.

1. When a complaint is received which specifically relates to any materials in the library ~~media information technology~~ center, an informal discussion ~~is~~ **will be** held to determine the nature of the complaint.
2. When necessary, a form, Request for Reconsideration of Materials, ~~is~~ **will be** provided to the complainant to fill out and return to the building principal.
3. The Request for Reconsideration of Materials will be forwarded to an ad hoc library review committee, appointed by the superintendent, which will consist of the ~~teacher-librarian~~ **Library Media Specialist**, a reading specialist and/or teacher from the school, the building principal, ~~the director of library media services~~, and a parent ~~member~~ of the school ~~management team~~.
4. A meeting of this library review committee will be scheduled within two weeks of receipt of the Request for Reconsideration of Materials.
5. Material will be judged by the committee ~~as to~~ **regarding** its conformance with the criteria for selection listed in the selection policy.
6. The written decision of the committee will be forwarded to the superintendent, who will inform the Board ~~of Education~~ and the complainant of the committee's decision.
7. If the complainant is dissatisfied with the decision, a request may be submitted to the superintendent requesting the Board ~~of Education~~ or a subcommittee of the Board ~~of Education~~ to review all of the proceedings. The Board ~~of Education~~ will then render a final decision ~~as to~~ **regarding** the appropriateness of the materials in question.
8. Challenged materials **will** remain in circulation until the process is completed.
9. **Once a title has been challenged and been through the process, it cannot be challenged again for five years.**

~~Request for Reconsideration of Materials~~

~~Requested by (name):~~

~~Phone: _____ Address:~~

~~Group affiliation (if any):~~

~~Material in question:~~

~~Author:~~

~~Title:~~

~~Copyright Date:~~

~~Format: _____ Book _____ Periodical _____ CD-ROM _____ Video _____ Other~~

~~(Please Specify)~~

~~Publisher:~~

~~Address:~~

~~Please respond to the following questions. If you need more space, please attach additional pages.~~

~~1. _____ Did you read/hear/view the entire work? _____ Yes _____ No~~

~~2. _____ If not, which part did you read or view?~~

~~3. _____ Specifically what part of the information did you find objectionable, and why?~~

~~(Please cite pages, frames, sections, CD-ROMS, etc.)~~

~~4. _____ Would you like to recommend this title for another age group?~~

~~5. _____ Have you read our district's Materials Selection Policy? _____ Yes _____ No~~

~~6. _____ How do you perceive students would be affected by exposure to this work?~~

~~7. _____ What do you suggest the school/library do about this material?~~

~~Signature: _____ Date _____~~

Regulation approved: March 8, 1999

GROTON PUBLIC SCHOOLS
Groton, Connecticut

GROTON PUBLIC SCHOOLS
REQUEST FOR RECONSIDERATION OF LIBRARY OR INSTRUCTIONAL MATERIALS

~~In order for your challenge to be processed, you must respond fully and completely to all the following questions as well as be a resident of Groton, Connecticut:~~

For your challenge to be processed, you must be a resident of Groton, Connecticut. You must respond fully to all the following questions and provide the information required:

Request initiated by _____

Telephone _____ Email _____

Address _____ City _____

State _____ Zip Code _____

Are you a resident of Groton, Connecticut? Yes ☐ No ☐

~~Do you have a student/are you currently enrolled in Groton Public Schools?~~ Do you have a student in, or are you enrolled in, Groton Public Schools? Yes ☐ No ☐

If you are not a resident or do not have a student currently enrolled in Groton Public Schools, this challenge will not be reviewed.

~~If you are not a resident of Groton, CT, do not have a student enrolled in Groton Public Schools, or are yourself not enrolled in the Groton Public Schools, this challenge will not be reviewed.~~

Have you received and read ~~our~~ the ~~D~~district's material selection policy and regulation ~~R~~6161.1?

Yes ☐ No ☐

Title of material in question _____

Copyright Date _____ Publisher _____

Publisher's Address _____

Type of Material _____

Please respond to all of the following questions. If you need more space, please attach additional pages.

1. Did you read/hear/view the entire work? Yes ☐ No ☐

If not, your challenge will be dismissed; consequently, you may want to delay completing this form until you have read the material. If you have read or viewed it, please summarize below.

2. ~~Have you conferred with the principal and school staff member(s) regarding this material (required prior to submitting this form)?~~ As required, and prior to submitting this form, have you conferred with the principal and school staff member(s) regarding this material?

Yes ☐ No ☐ Date of Conference _____

3. ~~Explain the purpose of this material as you understand it. Does the general purpose for the use of the material, as described by the school staff member(s), seem a suitable one to you?~~ Explain the purpose of this material as you understand it. Does its general purpose, as described by the school staff member(s), seem suitable to? Yes ☐ No ☐

If not, please explain. (Attach additional information related to the material if applicable.)

4. Please cite page numbers or location and specific information in the material to support your objections.

5. ~~How has this material been assessed by others who have read it (particularly educators or professional book reviews)?~~ How has this material been assessed by others, in particular, educators or professional book reviewers who have read it.

Please identify the names or sources of the reviewers you identify.

6. How do you perceive students would be affected by this material?

7. In its place, what material of equal educational quality would you recommend?

8. What would you like the school to do about this material?

Signature _____ Date _____