

**GROTON PUBLIC SCHOOLS
GROTON, CONNECTICUT**

(*Attachments are available upon request from the Superintendent's Office.)

Committee of the Whole

October 9, 2018

A Committee of the Whole of the Groton Board of Education was held on October 9, 2018 in Room 11 of the School Administration Building.

1. CALL TO ORDER

The meeting was called to order by Mrs. Kim Watson, Board Chairperson, at 6:05 p.m.

PRESENT

Mrs. Kim Shepardson Watson, Chairperson
Dr. Andrea Ackerman, Vice Chairperson
Mrs. Katrina Fitzgerald
Mrs. Rosemary Robertson
Mr. Jay Weitlauf
Mrs. Lee White

ABSENT

Mrs. Jane Giuliani
Mrs. Gretchen Newsome
Mrs. Rita Volkmann

Ms. Susan Austin, Assistant Superintendent of Schools
Mr. Sam Kilpatrick, Director of Buildings and Grounds

1. Approval of Minutes of September 17, 2018

MOTION: White, Robertson: To approve the minutes of September 17, 2018.
PASSED - UNANIMOUSLY

2. Collaboration between GPS and the Groton Public Library (Attachment #1, 2)

Ms. Jessica Franco gave an overview of some of the current collaborations between the Groton Public Schools and the Groton Public Library. Ms. Franco also presented a proposed program entitled, *WebJunction: The Learning Place for Libraries*. Presently, this program is utilized in the Hartford Public Library with the Hartford Public Schools.

Mrs. White suggested the initiation of an Ad Hoc Committee to develop this program for Groton. Mrs. White, Mrs. Robertson, and Mr. Weitlauf volunteered to serve on this committee. It was also suggested that Media Specialist be included on the committee. It was suggested that the program begin with the high school.

3. GASP Student Survey (Attachment #3)

Dr. Archie Swindell gave an overview of the results of the 2018 Groton Youth Survey.

4. SAT Results – Data Analysis (Attachment #4)

Mr. Arcarese and Mr. Brown gave an overview of the 2017-2018 SAT results. Mr. Brown noted that Groton was #1 in the DRG for ELA Performance and #2 in the DRG for Math.

5. Class Size Guidelines (Attachment #5)

Mrs. Watson gave an overview of the previous BOE class size guidelines.

6. Oct 1 Enrollment Report (Attachment #6)

Ms. Austin gave an overview of the October 1 enrollment data.

7. Adjournment

MOTION: Ackerman, Weitlauf: To adjourn at 7:56 p.m.
PASSED – UNANIMOUSLY

ONE CARD, ONE COMMUNITY

Building a school and public library collaboration to support student needs.

One Card, One Community is an initiative inspired by Nashville Limitless Libraries. In this program, student ID numbers act as public library cards and an interlibrary loan system is established between the schools and public library.

Teachers and librarians will collaborate on the types and topics of learning materials that need to be purchased. Ultimately, the school and library catalogs could be merged to increase access.

BENEFITS

STUDENTS

ACCESS & OPPORTUNITY

Increased access to learning materials, including nonfiction, audio, and databases.

TEACHERS

EDUCATIONAL RESOURCES

Additional resources are made available for teaching, student learning, and professional development

LIBRARY

COLLECTION SUPPORT

Increased use of core collection and guidance from schools on collection development.

PHASES

1

Student IDs become library cards. Pilot with one school (Fitch), followed by the others.

2

Interlibrary loan is established and delivery system implemented.

3

Teachers, school media specialists, & public librarians collaborate on collection development.

CURRENT COLLABORATIONS

How GPL and the Public Schools Work Together

SCHOOL VISITS

Librarians visit classrooms year round to promote literacy . The entire student body at Claude Chester walks to the library for activities and stories on Read Across America Day.

8TH GRADE BOOK CLUB

Ms. Jessa visits West Side every week to co-host 8th grade book club during lunch. The club reads on specific themes and talks about the student chosen topic.



INTERGENERATIONAL EVENTS

5th graders at Mary Morrison visit local senior living facilities with Ms. Kim. The students host crafts, stories, and journaling events for the residents.

BOOK DELIVERY TO STUDENTS AND STAFF

Ms. Jessa delivers books to the middle schools; the books have been checked out with the Media Specialist's library card.



SUMMER READING

Schools and the library collaborate on summer reading assignments. Fitch Students volunteered this summer for Book Hours.

**Hartford Public Library, Connecticut
Boundless, a ConnectED Experience**

This is the full Q&A with Mary Billings, Chief Public Services Officer, from [Hartford Public Library](#) referenced in the article [Library Access for All Students: Stories from Five ConnectED Libraries](#).

1. Can you briefly describe the nature and scope of your program and how you established the partnership and program in your community?

Boundless is a partnership between Hartford Public Library and the 21,000 students of the Hartford Public School system that is a formalized extension of the library/school collaboration that began in 2003 with the integration of school holdings into the library's catalog, enabling district wide searching and circulation. Students now have seamless access to the Library's many resources, including print, databases and digital media.

Librarians and teachers collaborate on programming, school literacy events and summer reading materials. All services have been expanded with enhanced communication between the school library media specialists or teacher contacts and the library branch managers and youth librarians, reducing duplication of materials and allowing expansion of collections in the face of tight collection budgets. The program was publicized in February, 2014, but was formalized in December, 2016 as Boundless.

2. Where were points of push back (internally? schools? parents?) and how did you overcome them?

The biggest concern came from school media specialists who were concerned about losing control of their collections and possibly losing their jobs with a public library "takeover." One successful strategy was to identify some supporters among the media specialists who helped mitigate their fears by promoting the reduction of daily tasks and the ability to easily generate reports. The lead contact at the library participated in quarterly in-service meetings with the school staff, offered training on the ILS software and fielded some pretty hostile questions in the early stages. Eventually a greater understanding and an enhanced level of trust convinced a majority that the collaboration would ultimately elevate the importance of school libraries, not the opposite.

3. Was there immediate interest with the schools you worked with or did that take some nurturing?

Youth staff at all branches of the Library has a long history of supporting the schools through homework clubs, library card sign up drives, purchasing summer reading materials and One Book Hartford programs; it's just much easier now. Because of this, along with the points addressed in the previous question, the response to the formal initiative has been positive from the start.

4. Were there many surprises as you planned and executed the initiative, good or bad?

The biggest—and best—surprise has been the level of interest and support for Boundless, among both library and school staff. We expect this to grow with the launch of the website and formal promotion made possible through a Nellie Mae Education Foundation grant supporting student-centered learning that was awarded to the schools. The primary focus of Boundless has been equity and access. The collective level of concern and commitment to level the playing field for Hartford students is amazing.

5. What was the response to the cards? Have you had increased usage/visits?

We have had student and teacher patron data loaded into our ILS since 2003, which allowed the school libraries to circulate their materials internally. Since then the Library has used that information as a basis for a public library card along with some additional information we require, including a parental signature acknowledging responsibility for materials. We have seen a marked increase both in attendance and circulation at the branches participating in the collaboration. Activity spiked initially, and continues to be sustained at a higher level than prior to the initiative.

This fall we will launch a Boundless card at two community elementary schools. These cards will have the Boundless logo on the front along with that of Hartford Public Schools and Hartford Public Library. Library card applications will be included in the parents' registration packet for signature, and recorded in the students' school record, which will generate the issue of the single full service card attached to a Boundless lanyard that can be used in both the schools and any library location.

6. Has this program led to any other school partnerships or programs?

Hartford is a portfolio school district, with a complicated process and lottery for choosing and applying for a school due to state mandated guidelines to integrate public schools following a lawsuit. The library now has a state-funded part-time staff person dedicated to assisting parents navigate the system. Three years ago, when the city dropped its support of providing summer lunches to youth in our branches, we were able to reach out successfully to the schools, which have a separate budget, allowing the program to continue. This year we have broadened our reach to the ELL students in some of the neighborhoods, with branch staff trained to use online resources for families such as Middlebury Interactive Languages and ESL Reading Smart.

7. If you had to do it all over again, what would you do differently?

This has been a very long process; it would have taken off faster if we had promoted our early success and leveraged the school/library collaboration for grant or donor funding sooner. The demand and need far outpaces our capacity to provide with existing staff and resources.

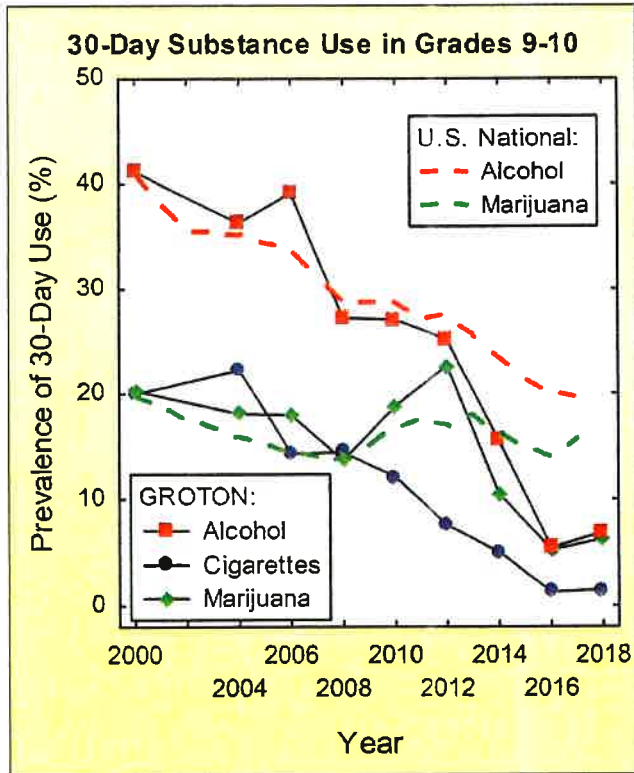
8. Any advice for libraries thinking about doing something like this? Any resources you would point them to?

It's important to bring decision making parties together to develop a clear vision and strategies for the collaboration. Create an action plan. In Hartford, school principals are critical to success. Use the school superintendent's strategy as a guide. In challenging economic times community engagement and collaboration are critical to student success, and we have found that most educators are willing to leverage resources to enhance student success.

Summary of Results from 2018 Groton Youth Survey

Attachment #3

Presented to Groton Board of Education by GASP, October 9, 2018



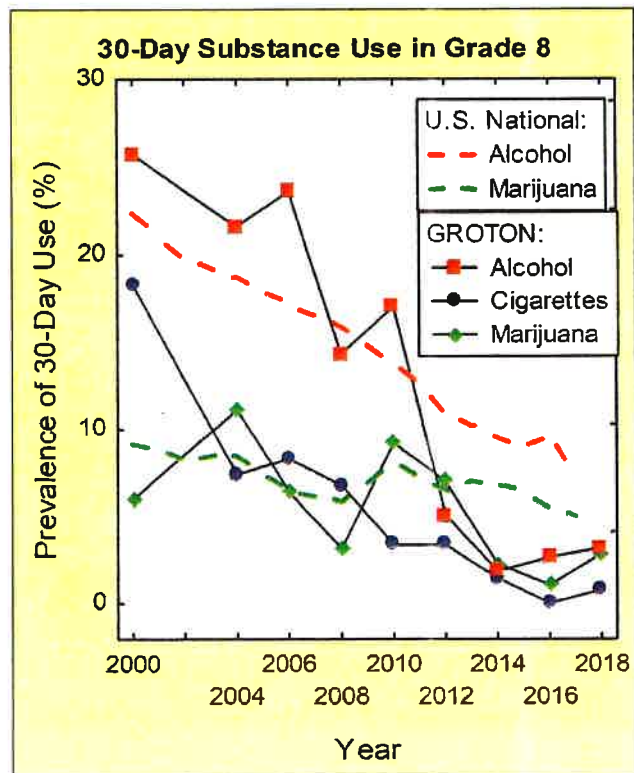
Until 2012, substance use in Groton closely tracked U.S. national experience, documented in the annual national Monitoring The Future survey. Starting in 2012 (grade 9-10) or 2010 (grade 8) and continuing for 6-8 years to 2018, Groton youth began using less alcohol and marijuana than other youth in the U.S.

The multi-year consistency, and the progression from grade 8 to grade 10 two years later, suggest this pattern is real, not a statistical anomaly.

Cigarette smoking has decreased to just 1.5%, but vaping of nicotine has increased to 6%. Vaping of active marijuana components (THC mainly) was not directly measured in the survey, but has been reported elsewhere to also be gaining popularity.

Surveying of grade 12 in Groton was not begun until 2010, so long-term history of usage cannot be tracked. However, use in grade 12 has changed little since 2012: 21-25% for alcohol, and 14-19% for marijuana.

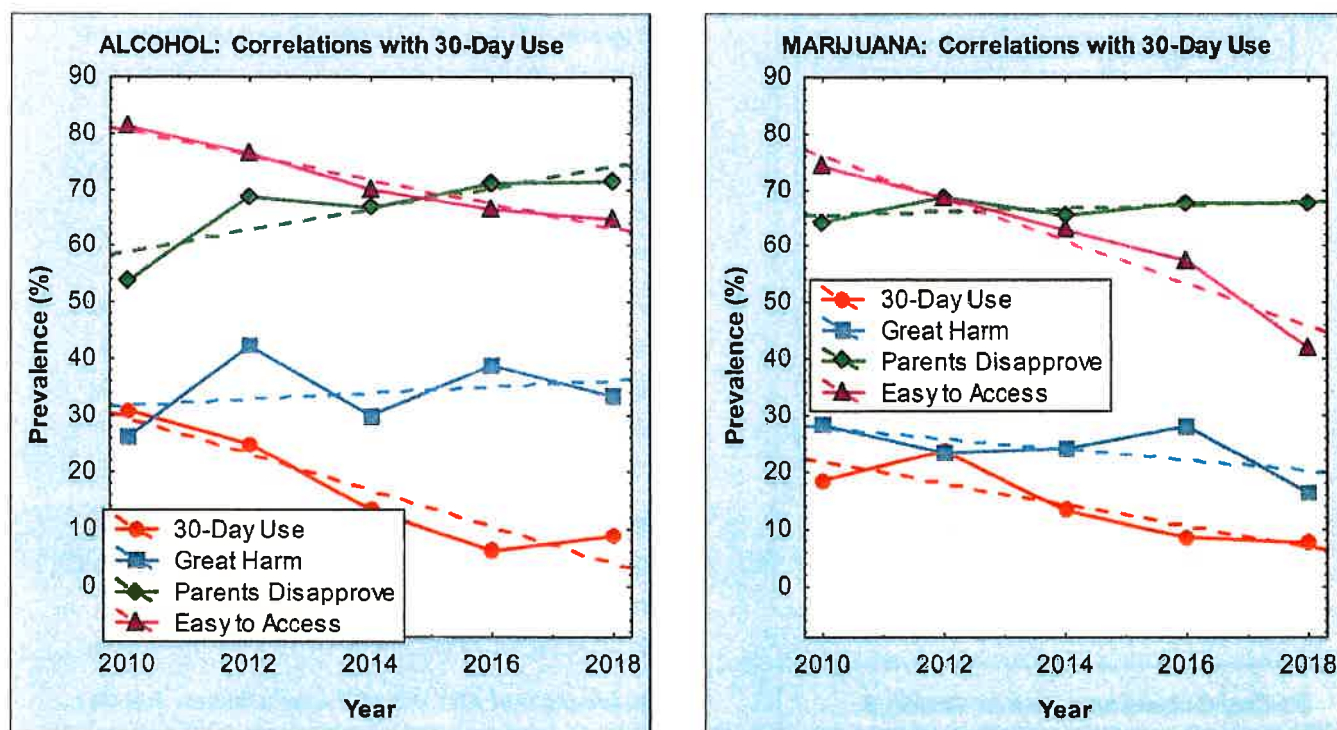
These are plots of ANY use of the substances. Heavier use has also been tracked, and is decreasing among Groton high school students, the table below documents. The exception is e-cigarettes.



SUBSTANCE	30-DAY USE	2012	2016	2018
		%	%	%
Alcohol	5+ days	4.9	4.6	2.9
Alcohol	5+ drinks	17.9	9.2	5.9
Marijuana	5+ days	11.1	4.9	—
Cigarettes	5+ days	5.1	1.2	0.9
E-Cigarettes	5+ days	—	1.9	4.2
Energy drinks	5+ days	9.1	4.5	4.9

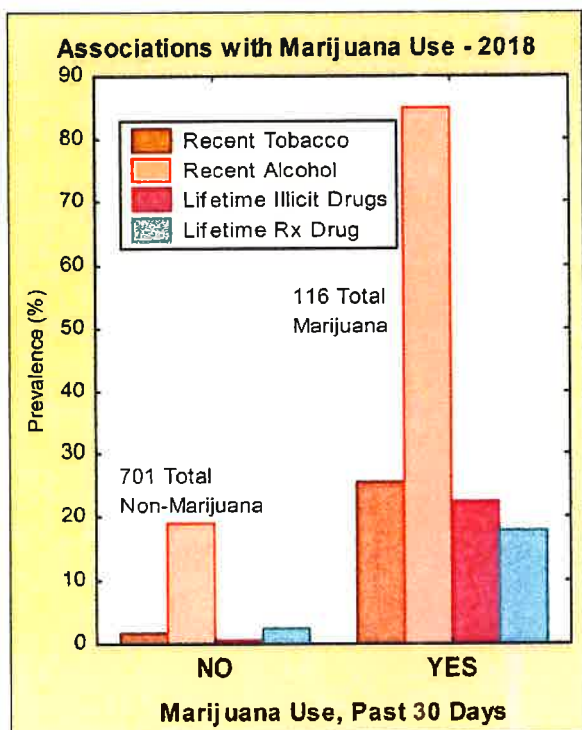
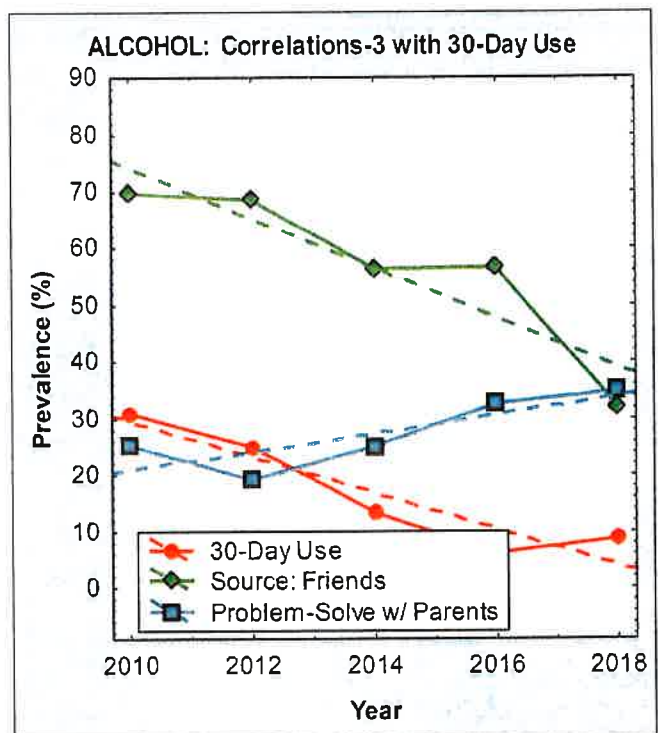
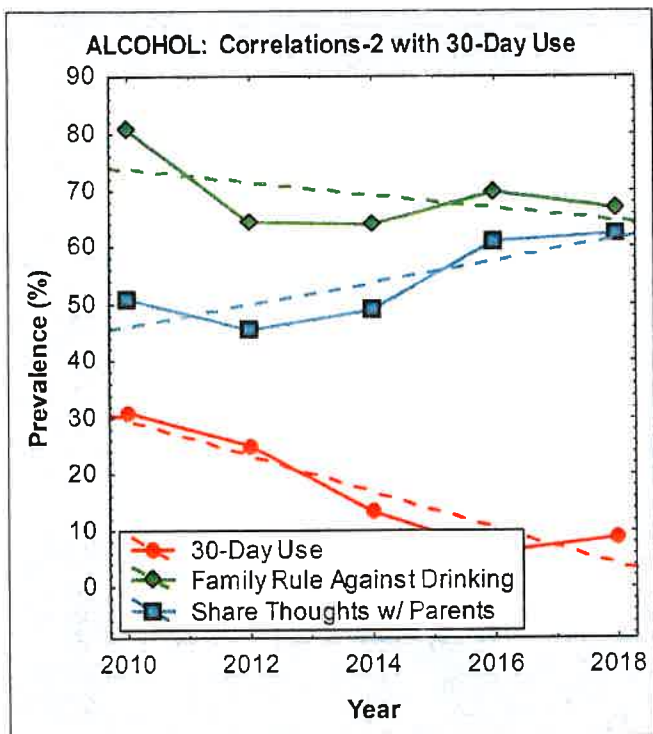
Groton youth surveys have always included questions about behaviors and attitudes that could be related to substance use. (Some are considered to be “core measures” by federal authorities.) The following graphs look at changes in some of these personal characteristics to see if they are correlated with substance use. Groton has an unusual opportunity to take advantage of the multi-year trend in decreasing use to better understand substance use, and possibly where to focus prevention efforts. Dashed lines are calculated linear regressions. Correlations are deduced graphically, not computationally.

GRADE 10



Decreased 30-day use of alcohol and marijuana by 10th graders (RED graphs) is accompanied by decreased ease of access to either substance (VIOLET graphs). With alcohol, but not marijuana, there has been increased parental disapproval (GREEN graphs). Surprisingly, changes in perceived risk of harm (BLUE graphs, a core measure) appear to have little effect on alcohol consumption, and may have even decreased over time with marijuana —perhaps as a result of marijuana’s designation as a “medicine”, by legislative fiat rather than by clinical trial.

Other personal characteristics are tracked against use of alcohol, on the next page. (Some questions for marijuana were not added to the survey until after 2010.) Decreased 30-day use of alcohol was accompanied by an increase in the closeness of youths to their parents, and sharing their thoughts and problems (BLUE graphs). Parental influence is clearly very important. There was no increase in explicit family rules discouraging drinking, according to youth (left GREEN graph). There was definitely less sharing of alcohol among friends who drink, as 30-day use decreased (right GREEN graph).



Use of marijuana at any time a youth's lifetime is strongly associated with lifetime or 30-day use of other substances, including alcohol, cigarettes, illicit drugs, and recreational use of prescription drugs. This association has been seen for years in surveys in Groton and throughout Connecticut.

That marijuana is a "gateway" to other substances is a possibility, but controversial. What is clear is that there exists a subset of youth who are more inclined to risky or antisocial behaviors— including gambling, theft, fighting, bullying, cheating in school, as well as use of substances.

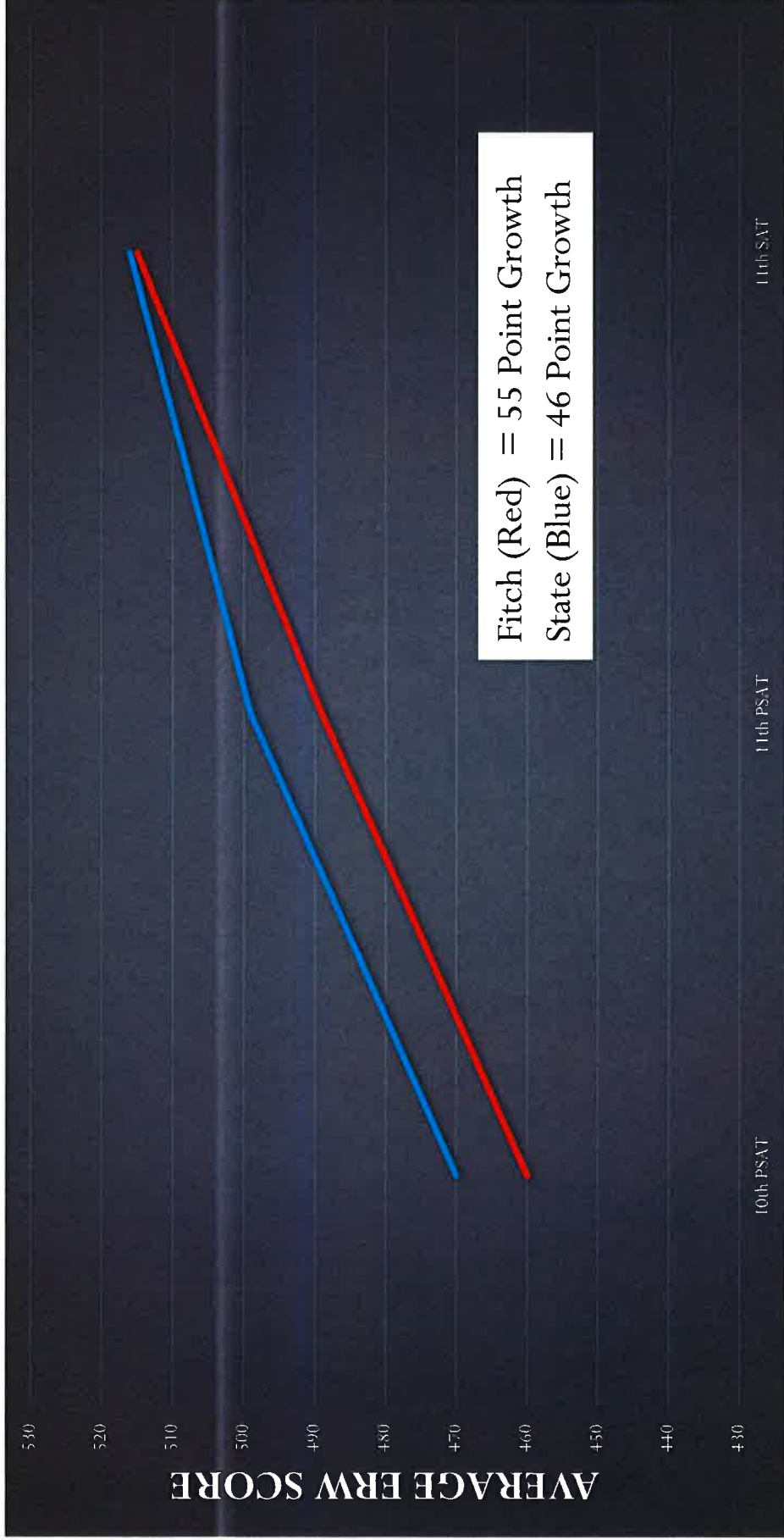
An argument has been advanced that marijuana may divert people away from using opioids. While this may possibly be true with some older people, preliminary evidence suggests that, with youth, marijuana use precedes and likely leads to experimentation with opioids.

2017/2018 SAT Analysis

Fitch High School

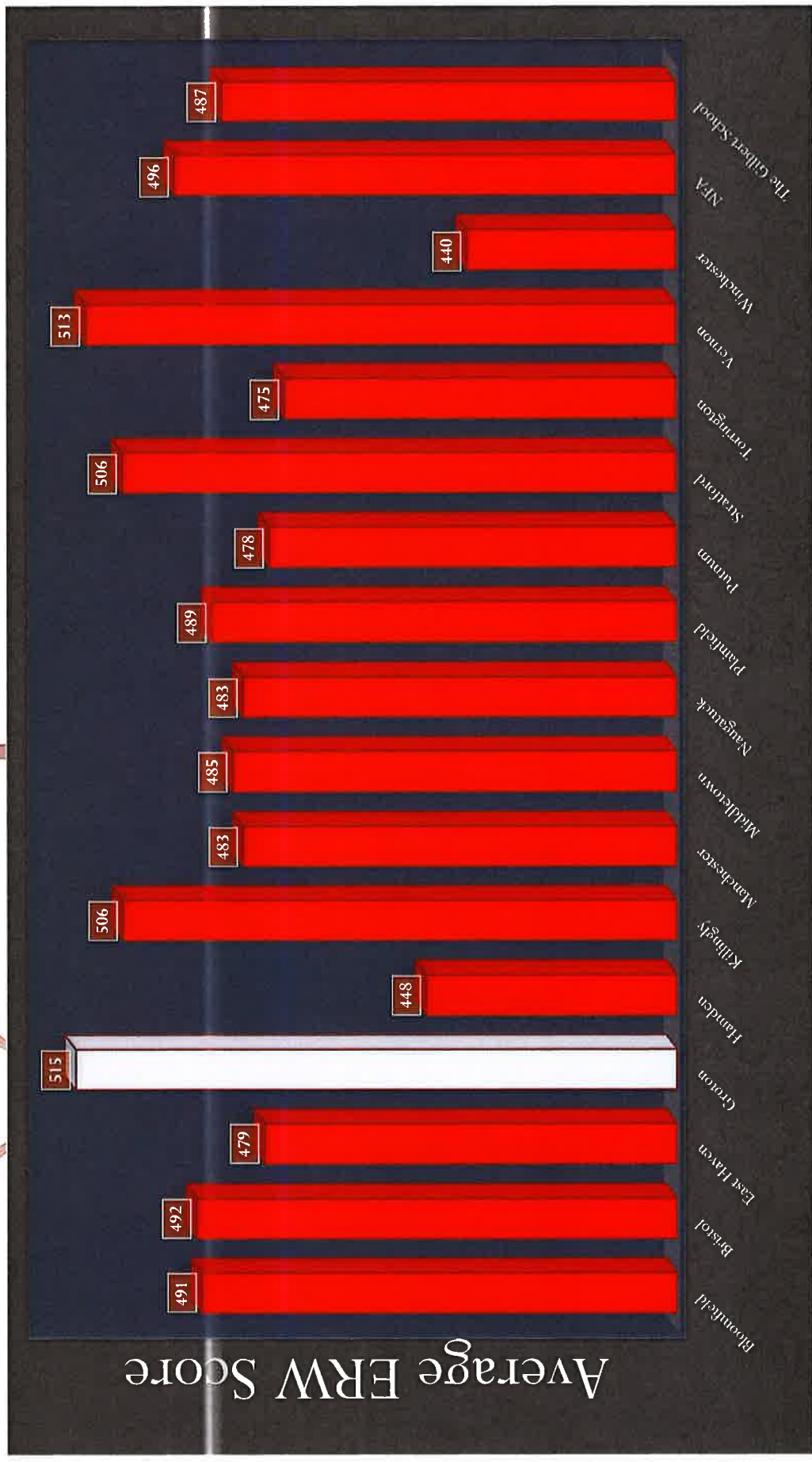


ELA Performance in Grade 11 SAT



	Fitch	State	FHS % Bench	CT % Bench
10th PSAT	460	470	63	64
11th PSAT	489	499	62	64
11th SAT	515	516	63	62

DRG (G) Comparison for ELA

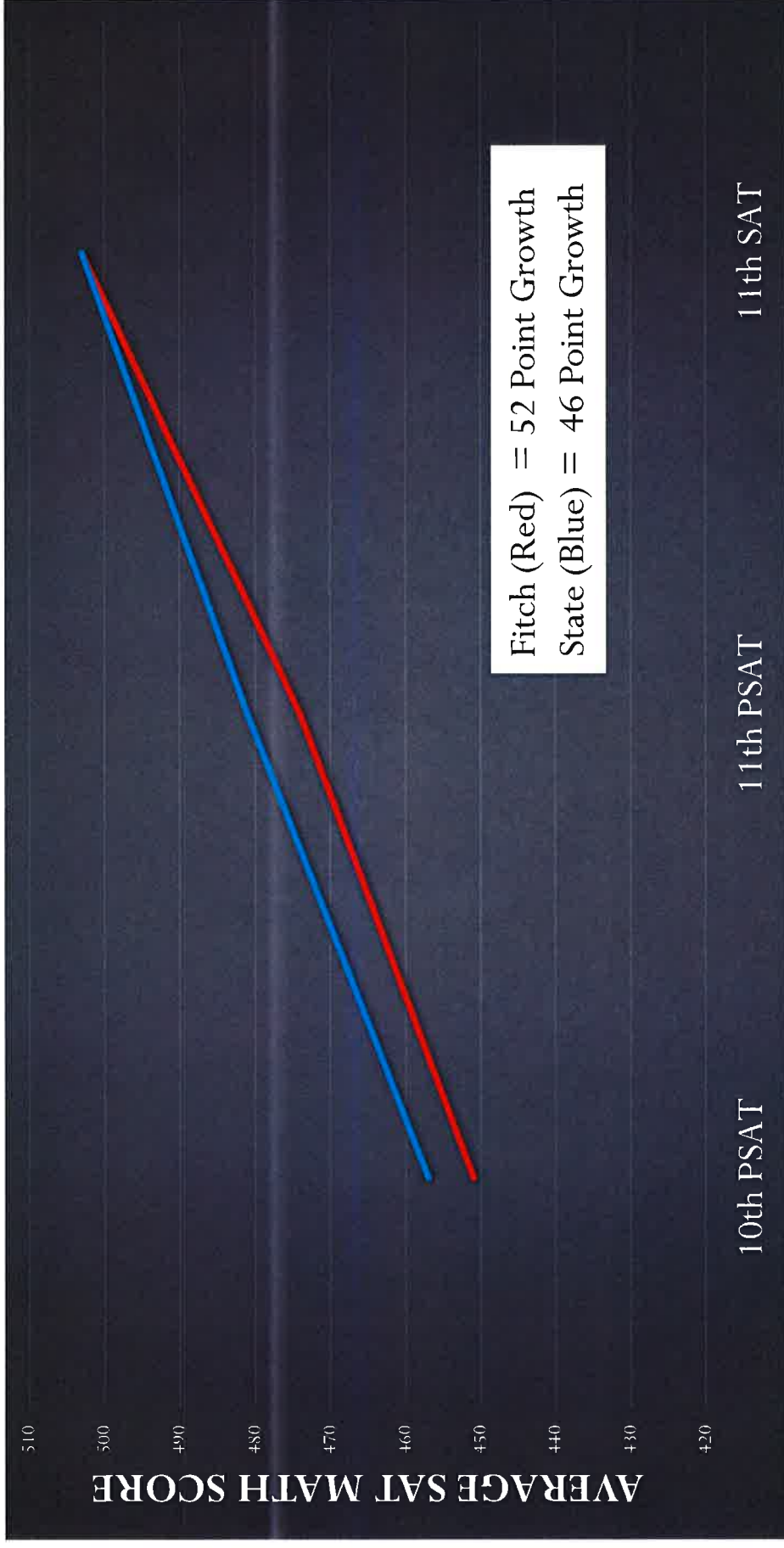


- FHS ranked 1st out of 17 schools in DRG G for ELA Performance
- The average SAT score at FHS was 515, the DRG average was 486

Local School SAT Verbal Comparison



Class of 2019 SAT Math Performance



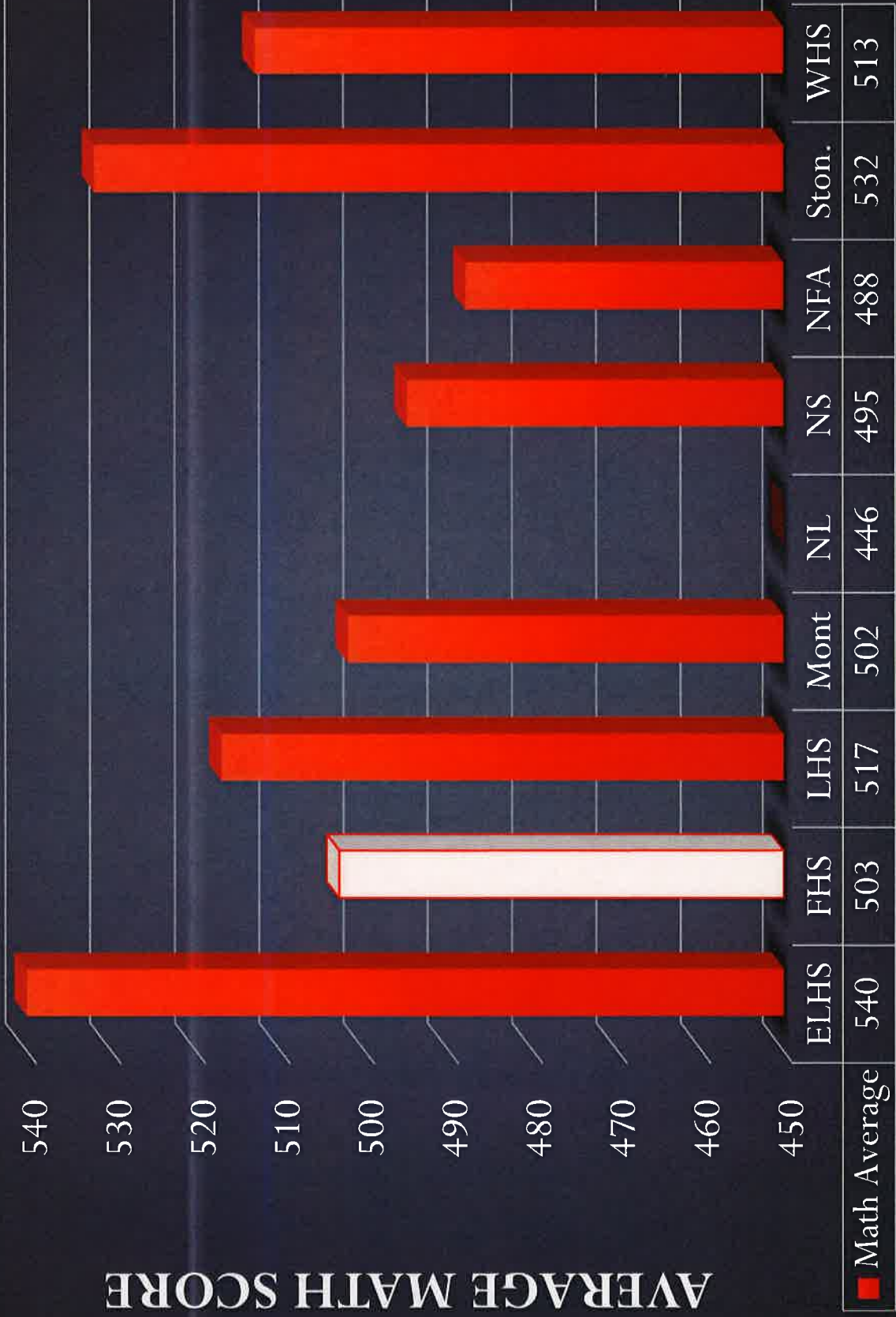
	Fitch	State	FHS % Benchmark	CT %
10th PSAT	451	457	38	Bench 38
11th PSAT	474	481	38	38
11th SAT	503	503	45	40.3

DRG (G) Comparison for Math



- FHS ranked 2nd out of 17 schools in DRG G for Math Performance
- 45% of FHS students reached Benchmark, this was highest in DRG

Local School SAT Math Comparison



ELA Performance by Subgroup

Race	CT % Met or Exceeded	FHS % Met or Exceeded	CT Ave. Score	FHS Ave. Score
Asian (n = 21)	77.1	*	565	507
Black (n = 24)	35.3	33.3	451	451
Hispanic (n = 36)	36.4	*	453	471
2 or More Races (n = 21)	64.3	*	522	468
White (n = 135)	75.7	77	547	549

*In 2016, the average score for our Black population was 452, Hispanic population was 473 and White population was 542.

Male (n = 125)	58.3	61.3	507	504
Female (n = 119)	66.6	64	525	524

Math Performance by Subgroup

	CT % Met or Exceeded	FHS % Met or Exceeded	CT Ave Score	FHS Ave Score
Asian (n = 21)	68.6	*	585	527
Black (n = 24)	12.3	*	431	451
Hispanic (n = 36)	15.7	30.6	440	463
2 or More Races (n = 21)	38.2	33.3	503	456
White (n = 135)	52.5	55.6	534	525

***In 2016, the average score for our Black population was 420, Hispanic population was 446 and White population was 521.**

Male (n = 125)	41.8	50.4	508	508
Female (n = 119)	38.7	40	499	494

		2015-16			2016-17			2017-18		
Subject	Race/Ethnicity	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Average Score	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Average Score	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Average Score
ELA	American Indian or Alaska Native	*	*	*	*	*	*	*	*	*
	Asian	16	*	*	20	*	558	21	*	507
	Black or African American	20	30.0	452	21	38.1	464	24	33.3	451
	Hispanic/Latino of any race	37	*	473	31	*	432	36	*	471
	Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*
	Two or More Races	17	*	*	11	*	*	21	*	468
	White	145	73.1	542	141	75.9	545	135	77.0	549

2015-16

2016-17

2017-18

Subject	Race/Ethnicity	2015-16				2016-17				2017-18			
		Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Average Score	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Average Score	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Average Score	Total Number with Scored Tests	Percentage Level 3 or 4 (Met or Exceeded) %	Average Score
Math	American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*
	Asian	16	*	*	20	*	532	21	*	527			
	Black or African American	20	*	420	21	*	464	24	*	451			
	Hispanic/Latino of any race	37	*	446	31	*	429	36	30.6	463 ^e			
	Native Hawaiian or Other Pacific Islander	*	*	*	*	*	*	*	*	*			
	Two or More Races	17	*	*	11	*	*	21	33.3	456			
	White	145	44.8	521	140	43.6	520	135	55.6	525			

SAT IMPROVEMENT ACTION PLAN

Mathematics

- PSAT portion on all tests (formula chart)
- PSAT Daily Warmups
- PSAT Benchmarks
- SLOs and School-Wide Goal
- Enrollment in SAT Prep
- APEX, Khan, etc.

English

- Close Reading (comprehension and vocab in context)
- Timed Readings at each grade level to boost stamina for SAT
- Timed Writings

SAT CFA in ALL departments and School-wide goal focused on student growth

PREFERRED MAXIMUM CLASS SIZE GUIDELINES

*(Approved by Groton Board of Education at its Regular Meeting on October 24, 2016)*ACADEMICPREFERRED MAXIMUM CLASS SIZE

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

SPECIAL AREAS

Technology Education	18
Consumer Science	18
Music	25
Art 9-12	20
Physical Education 9-12	25

PUPIL – TEACHER RATIOS FOR SUPPORT PERSONNEL

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

		2017-2018 as of 6-22-18				2018-2019 Enrolled to Date				
		GRADE	Enrollment	FTE	Avg Class Size	OCT 1 PSIS #	GRADE	Enrollment	FTE	Avg Class Size
with LLP comments Class Enrollment possibly over possibly under	Charles Barnum	Pre School	0	0.0	0.0	0	Pre School	0	0.0	0.0
		Pre-K	0	0.0	0.0	0	Pre-K	0	0.0	0.0
		Full day K	61	3.0	20.3	67	Full day K	62	3.0	20.7
		1	63	3.0	21.0	59	1	56	3.0	18.7
		2	49	3.0	16.3	53	2	62	3.0	20.7
		3	69	4.0	17.3	68	3	55	3.0	18.3
		4	62	3.0	20.7	60	4	67	3.0	22.3
		5	52	3.0	17.3	59	5	57	3.0	19.0
		Total	356	19.0		366	Total	359	18.0	
	10 SC Total									
	Total 366									367
	Claude Chester	GRADE	Enrollment	FTE	Avg Class Size	OCT 1 PSIS #	GRADE	Enrollment	FTE	Avg Class Size
		Pre-School	57	2.0	14.3	45	Pre School	37	2.0	9.3
		Speech		0.0	0.0	0	Speech		0.0	0.0
		Full day K	56	3.0	18.7	61	Full day K	53	3.0	17.7
		1	56	3.0	18.7	65	1	48	3.0	16.0
		2	38	2.0	19.0	41	2	59	3.0	19.7
		3	34	3.0	11.3	43	3	37	2.0	18.5
		4	49	3.0	16.3	50	4	39	2.0	19.5
		5	58	3.0	19.3	62	5	49	3.0	16.3
		Total	348	19.0		367	Total	322	19.0	
	Total 362									333
	Catherine Kolnaski	GRADE	Enrollment	FTE	Avg Class Size	OCT 1 PSIS #	GRADE	Enrollment	FTE	Avg Class Size
		Pre School	0	0.0	0.0	0	Pre School	0	0.0	0.0
		Pre-K	27	1.0	13.5	35	Pre-K	30	1.0	15.0
		Full day K	71	4.0	17.8	76	Full day K	71	4.0	17.8
		1	64	4.0	16.0	69	1	67	4.0	16.8
		2	61	3.0	20.3	64	2	67	3.0	22.3
		3	64	3.0	21.3	66	3	65	3.0	21.7
		4	60	3.0	20.0	62	4	67	3.0	22.3
		5	66	3.0	22.0	66	5	63	3.0	21.0
		Total	413	21.0		438	Total	430	21.0	
	Total 413									430
									</	

2018-2019 Enrolled to date

2017-2018 as of 6-22-18

1SC Need to fix FTE K has 4 not 3

1SC

1SC

2SC

2SC

1SC

7SC

-1 FTE

+1 FTE

1SC

1SC

1SC

1SC

1SC

1SC

1SC

1SC

1SC

1SC

1SC

1SC

1SC

1SC

1SC

1SC

1SC

1SC

1SC

[illegible]