

**GROTON PUBLIC SCHOOLS
GROTON, CONNECTICUT**

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

Committee of the Whole

March 11, 2019

A Committee of the Whole of the Groton Board of Education was held on March 11, 2019 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

ABSENT

Mrs. Kim Shepardson Watson, Chairperson
Dr. Andrea Ackerman, Vice Chairperson
Mrs. Jane Giulini
Mrs. Katrina Fitzgerald
Mrs. Gretchen Newsome (arrived at 6:17 p.m.)
Mrs. Rosemary Robertson
Mr. Jay Weitlauf

Mrs. Rita Volkmann
Mrs. Lee White

Dr. Michael Graner, Superintendent of Schools
Ms. Susan Austin, Assistant Superintendent of Schools
Mr. Sam Kilpatrick, Director of Buildings and Grounds
Mr. Ken Knight, Business Manager
Mr. Daniel Gaiewski, Student Representative

1. Approval of Minutes of February 11, 2019

MOTION: Ackerman, Robertson: To approve the minutes of February 11, 2019.
PASSED – UNANIMOUSLY

2. 2017-2018 Next Generation Accountability Index [ATTACHMENTS #1, 2]

Ms. Austin gave a PowerPoint presentation of the Next Generation Accountability Index. Ms. Austin also noted an article on the performance rates.

3. Review of Curriculum Development [ATTACHMENTS #3, 4, 5, 6]

Ms. Austin gave an overview of policy P 6141 Curriculum Design/Development and the proposed changes to the policy. Ms. Austin reviewed how new courses/new curriculum or major revisions are approved. Ms. Austin reviewed the new course proposal timeline. She noted that the process would be an 18 month cycle.

Ms. Erin McGuire, Assistant Principal, gave an overview of the Unified Arts (Modification) and Unified Personal Finance proposed courses.

Ms. Kelley Donovan gave an overview of the Spanish for the Workplace (new), Ab initio French I (Modification, and the MYP Personal Project (new) proposed courses.

MOTION: Ackerman, Robertson: To send the course proposals outlined in Attachment #4 of today's agenda to the full Board with a recommendation that the courses be approved by the full Board so that curriculum writing can begin and the courses can be added to the high school program of study as of Tuesday.

PASSED - UNANIMOUSLY

4. Suggested Future Topics

Mrs. Fitzgerald made a referral for discussion of:

- the online Board of Education Drop Box
- Consensus versus Motion at COW meetings

Mrs. Watson noted that one item on the agenda had been taped and suggested a Board discussion of having one of the COW meetings taped. Mrs. Watson also suggested a Board discussion of having Board involvement at parent organization meetings.

5. Adjournment

MOTION: Ackerman, Newsome: To adjourn at 7:55 p.m.

PASSED – UNANIMOUSLY

Groton Public Schools Next-Generation Accountability Report 2017-18

Susan Austin, Assistant Superintendent
Groton Board of Education
Committee of the Whole
March 11, 2019

Connecticut Next Generation Accountability System for Districts and Schools

- Provides a more complete picture of a school or district
- Guards against narrowing of the curriculum to the tested subjects
- Expands ownership of accountability to all staff
- Encourages leaders to view accountability results not as a “gotcha” but as a tool to guide and track improvement efforts
- Developed by CT Department of Education with extensive feedback from district and school leaders, Connecticut educators, state and national experts, CSDE staff, and many others.

Accountability Systems Serve Important Purposes

- Track progress
- Help schools and districts make improvements
- Show where support is needed most
- Recognize successes
- Promote transparency
- Satisfy federal and state requirements

What are the 12 Indicators?

1. Academic achievement (Performance Index) ^H
2. Academic growth ^H
3. Assessment participation rate ^H
4. Chronic absenteeism ^H
5. Preparation for postsecondary and career readiness – coursework
6. Preparation for postsecondary and career readiness – exams
7. Graduation – on track in ninth grade
8. Graduation – four-year adjusted cohort
9. Graduation – six-year adjusted cohort ^H
10. Postsecondary Entrance Rate
11. Physical fitness
12. Arts access

^H Separate set of points allotted for “High Needs” (students from low-income families, English learners (ELs), or students with disabilities)

Indicators – What do they mean and what are they worth?

- 1. Academic achievement – SBAC, CTAA, SAT, Science - All and high needs – 100 points
- 2. Academic growth – SBAC, CTAA, SAT, Science – All and high needs – 200 points
- 3. Participation – 95% or better – All and high needs
- 4. Chronic Absenteeism – 50 – All and high needs <5% - 50 points
- 5. CCR – i.e. AP, UCONN, IB, career/tech, workplace experience - 50 points
- 6. Postsecondary/career – SAT, ACT, AP, IB - 50 points
- 7. Graduation on track in 9th grade – 5 credits - 50 points
- 8. Grad 4 yr. cohort (All) and 9. Grad 6 yr. cohort (high needs) - 100 pts each
- 10. Post secondary entrance – 2 to 4 yr. “institute” - 100 points
- 11. Physical fitness – grades 4, 6, 8, 10 per test/standards - 50 points
- 12. Arts Access – grades 9-12 per 1 course per year - 50 points

District Performance Index = DPI

School Performance Index = SPI

- Average Score
- Common Scale
- Ultimate target 75; means desired achievement
- All students success and growth contributes to DPI and SPI

For more information:

<https://youtu.be/tExjWk-IVAM>

Alliance District Identification

Step 1: Includes local and regional school districts only.

(excludes CT Technical High School, Endowed Academies,
Public Charter Schools, Regional Education Service Centers,
Unified School Districts)

Step 2: Include districts with at least 1000 students.

Step 3: [Sort districts based on 2015-2016 Accountability Index](#)

Step 4: Add any district previously identified as an Alliance District for the fiscal years ending June 30, 2013 to June 30, 2017 , inclusive, that does not meet the criteria outlined in steps 1-3.

State of Connecticut Report: 2017-18

Indicator	IndexRate	Target	Points Earned	Max Points	% Points Earned
1a. ELA Performance Index - All Students	67.6	75	45.1	50	90.1
1b. ELA Performance Index - High Needs Students	57.5	75	38.3	50	76.7
1c. Math Performance Index - All Students	62.7	75	41.8	50	83.6
1d. Math Performance Index - High Needs Students	52.0	75	34.7	50	69.3
1e. Science Performance Index - All Students	-	75	-	-	-
1f. Science Performance Index - High Needs Students	-	75	-	-	-
2a. ELA Academic Growth - All Students	60.7%	100%	60.7	100	60.7
2b. ELA Academic Growth - High Needs Students	55.8%	100%	55.8	100	55.8
2c. Math Academic Growth - All Students	61.9%	100%	61.9	100	61.9
2d. Math Academic Growth - High Needs Students	55.4%	100%	55.4	100	55.4
4a. Chronic Absenteeism - All Students	10.7%	≤5%	38.8	50	77.2
4b. Chronic Absenteeism - High Needs Students	16.6%	≤5%	26.8	50	53.6
5. Preparation for CCR - Percent Taking Courses	74.8%	75%	49.9	50	99.7
6. Preparation for CCR - Percent Passing Exams	44.8%	75%	29.9	50	59.7
7. On-track to High School Graduation	87.5%	94%	45.5	50	93.1
8. 4-year Graduation: All Students (2017 Cohort)	87.9%	94%	93.6	100	93.5
9. 6-year Graduation: High Needs Students (2015 Cohort)	81.8%	94%	87.0	100	87.0
10. Postsecondary Entrance (Graduating Class 2017)	70.9%	75%	94.5	100	94.5
11. Physical Fitness (estimated participation rate = 96.6%)	80.1%	75%	33.4	50	66.8
12. Arts Access	51.2%	80%	42.7	50	85.3
Accountability Index	-	-	896.3	1250	74.9

Groton Public Schools Next Generation Accountability, 2017-2018

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	98.8
ELA - High Needs Students	98.1
Math - All Students	98.7
Math - High Needs Students	97.9
Science - All Students	97.2
Science - High Needs Students	95.5

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	63.2	75	45.6	50	91.1	90.1
1b. ELA Performance Index - High Needs Students	60.2	75	40.2	50	80.3	76.7
1c. Math Performance Index - All Students	62.9	75	41.9	50	83.9	83.6
1d. Math Performance Index - High Needs Students	54.7	75	26.4	50	72.8	69.3
1e. Science Performance Index - All Students	-	75	-	-	-	-
1f. Science Performance Index - High Needs Students	-	75	-	-	-	-
2a. ELA Academic Growth - All Students	51.1%	100%	61.1	100	61.1	60.7
2b. ELA Academic Growth - High Needs Students	57.7%	100%	57.7	100	57.7	55.6
2c. Math Academic Growth - All Students	51.2%	100%	61.2	100	61.2	61.9
2d. Math Academic Growth - High Needs Students	55.0%	100%	55.0	100	55.0	55.4
4a. Chronic Absenteeism - All Students	11.8%	≤5%	26.9	50	73.7	77.2
4b. Chronic Absenteeism - High Needs Students	16.8%	≤5%	26.7	50	93.5	93.6
5. Preparation for CCR - Percent Taking Courses	64.1%	75%	42.8	50	85.5	99.7
6. Preparation for CCR - Percent Passing Exams	42.8%	75%	28.4	50	56.8	59.7
7. On-track to High School Graduation	90.7%	94%	48.3	50	96.5	93.1
8. 4-year Graduation: All Students (2017 Cohort)	84.8%	94%	90.2	100	90.2	93.5
9. 6-year Graduation: High Needs Students (2015 Cohort)	83.2%	94%	88.5	100	88.5	87.0
10. Postsecondary Entrance (Graduating Class 2017)	62.8%	75%	83.7	100	83.7	94.5
11. Physical Fitness (estimated participation rate = 84.6%)	52.9%	75%	25.3	50	70.6	66.3
12. Arts Access	54.2%	80%	45.2	50	90.3	85.3
Accountability Index			925.0	1250	74.0	74.9

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	60.2	14.8	15.9	N
Math Performance Index Gap	72.1	54.7	17.5	18.2	N
Science Performance Index Gap	-	-	-	-	-
Graduation Rate Gap (2015 Cohort)	94.0	83.2	10.8	12.7	N

Note: Non-High Needs Rate exceeds the current target (75%) for graduation rate and is not for graduation rate. The difference (10.8) is used for gap calculations.
The size of the gap exceeds the state mean plus one standard deviation, 15.9, and is an outlier.

Groton Public Schools Report: 2016-17 to 2017-18

No: Indicator	Percentage of Points Earned		
	2016-17	2017-18	
1a. ELA Performance Index – All Students	90.8%	91.1%	↗
1b. ELA Performance Index – High Needs Students	78.9%	80.3%	↗
1c. Math Performance Index – All Students	84.4%	83.9%	↘
1d. Math Performance Index – High Needs Students	73.0%	72.9%	↘
2a. ELA Avg. Percentage of Growth Target Achieved – All Students	60.0%	61.1%	↗
2b. ELA Avg. Percentage of Growth Target Achieved – High Needs Students	55.0%	57.7%	↗
2c. Math Avg. Percentage of Growth Target Achieved – All Students	58.7%	61.3%	↗
2d. Math Avg. Percentage of Growth Target Achieved – High Needs Students	55.9%	55.0%	↘
4a. Chronic Absenteeism – All Students	74.9%	73.7%	↘
4b. Chronic Absenteeism – High Needs Students	53.5%	53.5%	↔
5 Preparation for CCR – % taking courses	74.8%	85.5%	↗
6 Preparation for CCR – % passing exams	52.8%	56.8%	↗
7 On-track to High School Graduation	93.6%	96.5%	↗
8 4-year Graduation All Students	91.6%	90.2%	↘
9 6-year Graduation - High Needs Students	85.1%	88.5%	↗
10 Postsecondary Entrance	81.7%	83.7%	↗
11 Physical Fitness	57.9%	70.6%	↗
12 Arts Access	95.2%	90.3%	↘

Change between ±1 percentage point is indicated as 

Next Generation Accountability Elementary, 2017-18

School Category:

Indicator

	3	2	3	3	2	3	3	2	2
	CK % Points Earned	CB % Points Earned	CC % Points Earned	MM % Points Earned	NEA % Points Earned	SBB % Points Earned			
1a. ELA Performance Index - All Students	90.1	97.3	83.5	88.9	100	100			
1b. ELA Performance Index - High Needs Students	76.7	89.9	79	85.4	94.6	86.1			
1c. Math Performance Index - All Students	83.6	88.6	80.4	84.3	96.9	95.6			
1d. Math Performance Index - High Needs Students	69.3	79.8	76.5	81	85	84.1			
1e. Science Performance Index - All Students	*	*	*	*	*	*			
1f. Science Performance Index - High Needs Students	*	*	*	*	*	*			
2a. ELA Academic Growth - All Students	60.7	63	67.8	74.7	79	66.4			
2b. ELA Academic Growth - High Needs Students	55.6	62.6	65.7	73.5	74.2	61.8			
2c. Math Academic Growth - All Students	61.9	77.2	68.3	58.1	71.2	71.2			
2d. Math Academic Growth - High Needs Students	55.4	69.3	63.3	53.2	60.5	71			
4a. Chronic Absenteeism - All Students	77.2	64.3	68.9	61.8	100	95.3			
4b. Chronic Absenteeism - High Needs Students	53.6	52.7	61.5	53.3	100	82.1			
5. Preparation for CCR - Percent Taking Courses	99.7	*	*	*	*	*			
6. Preparation for CCR - Percent Passing Exams	59.7	*	*	*	*	*			
7. On-track to High School Graduation	93.1	*	*	*	*	*			
8. 4-year Graduation: All Students (2017 Cohort)	93.5	*	*	*	*	*			
9. 6-year Graduation: High Needs Students (2015 Cohort)	87	*	*	*	*	*			
10. Postsecondary Entrance (Graduating Class 2017)	94.5	*	*	*	*	*			
11. Physical Fitness (estimated participation rate = 100.0%)	66.8	34.4	85.9	60.3	92	51.1			
12. Arts Access	85.3	*	*	*	*	*			
Accountability Index	74.9	70.1	71	68.9	82.6	75.7			

Gap Indicators

Indicator

ELA Performance Index Gap

Math Performance Index Gap

	Is Gap an Outlier?	Is Gap an Outlier?	Is Gap an Outlier?	Is Gap an Outlier?	Is Gap an Outlier?
ELA Performance Index Gap	N	N	Y	N	N
Math Performance Index Gap	N	N	N	N	N

Next Generation Accountability Middle School, 2017-18

Indicator	State Average % Points Earned	CMS % Points Earned	WSMS % Points Earned	Assessment Participation Rates	CMS	WSMS
1a. ELA Performance Index - All Students	90.1	96.3	85.8	Indicator		
1b. ELA Performance Index - High Needs Students	76.7	77	79	ELA - All Students	99.8	99.8
1c. Math Performance Index - All Students	83.6	87.4	77.2	ELA - High Needs Students	100	99.7
1d. Math Performance Index - High Needs Students	69.3	67.8	68.8	Math - All Students	99.4	99.6
1e. Science Performance Index - All Students	*	*	*	Math - High Needs Students	99.5	99.3
1f. Science Performance Index - High Needs Students	*	*	*	Science - All Students	98.8	99.2
2a. ELA Academic Growth - All Students	60.7	58	52.9	Science - High Needs Students	98.4	98.7
2b. ELA Academic Growth - High Needs Students	55.6	51.3	50.6			
2c. Math Academic Growth - All Students	61.9	62.7	53.2			
2d. Math Academic Growth - High Needs Students	55.4	56.2	49.2			
4a. Chronic Absenteeism - All Students	77.2	79.1	70.3			
4b. Chronic Absenteeism - High Needs Students	53.6	52.6	57.3			
5. Preparation for CCR - Percent Taking Courses	99.7	*	*			
6. Preparation for CCR - Percent Passing Exams	59.7	*	*			
7. On-track to High School Graduation	93.1	100	97.5			
8. 4-year Graduation: All Students (2017 Cohort)	93.5	*	*			
9. 6-year Graduation: High Needs Students (2015 Cohort)	87	*	*			
10. Postsecondary Entrance (Graduating Class 2017)	94.5	*	*			
11. Physical Fitness (estimated participation rate = 93.9%)	66.8	64.5	64.3			
12. Arts Access	85.3	*	*			
Accountability Index	74.9	67.6	63.3			

Gap Indicators

Indicator	Is Gap an Outlier?	Is Gap an Outlier?
ELA Performance Index Gap	Y	N
Math Performance Index Gap	Y	N
Science Performance Index Gap		
Graduation Rate Gap (2015 Cohort)		

Achievement and Graduation Rate Gaps

Per the Connecticut State Department of Education, “The SBAC and SAT data shows that Connecticut continues to have significant disparities in the test scores between high-needs vs non-high-needs (special education, ELL, and free or reduced-price lunch vs non eligible).”

- A district/school is identified as having an “achievement gap” if its gap size is substantially different from the average statewide gap in any subject area.
- A district/school is identified as having a “graduation gap” if its gap size is substantially different from the average statewide gap.

Groton Public Schools Gap Report, 2017-18

Gap Indicators

Indicator	Non-High Needs Rate	High Needs Rate	Size of Gap	State Gap Mean +1 Stdev	Is Gap an Outlier?
ELA Performance Index Gap	75.0	60.2	14.8	15.9	N
Math Performance Index Gap	72.1	54.7	17.5	18.2	N
Science Performance Index Gap					
Graduation Rate Gap (2015 Cohort)	94.0	83.2	10.8	12.7	N

If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for Graduation Rate), the ultimate target is used for gap calculations.
 If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Assessment Participation Rates

Indicator	Participation Rate (%)
ELA - All Students	98.8
ELA - High Needs Students	98.1
Math - All Students	98.7
Math - High Needs Students	97.9
Science - All Students	97.6
Science - High Needs Students	96.5

Minimum participation standard is 95%.

What we will do to improve performance:

Utilize the Groton Public Schools 2017-2022 Strategic Plan and continue to monitor action plans around:

- Chronic absenteeism
- Implementation of CT Core Standards
- Monitor ALL student performance and growth
- College Career Readiness factors
- Graduation rate



Most local school districts see improved performance rates

Published February 22, 2019 11:13AM | Updated February 22, 2019 5:43PM

By **Erica Moser** (/apps/pbcs.dll/personalia?ID=e.moser) Day staff writer

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(http://www.twitter.com/Erica_Faith13)

Most school districts in southeastern Connecticut saw an increase in performance rates in the 2017-18 school year, whereas **most saw a drop the year before** (<https://www.theday.com/local-news/20180217/most-local-school-districts-see-drop-in-performance-rates>).

One thing that hasn't changed much is the ranking of top districts in the region: Lyme-Old Lyme Public Schools, also known as Regional School District 18, still is considered the best in the region, and East Lyme is the second-best. Rounding out the top five for the past two years are Stonington, Montville and North Stonington, though their order changed.

This is according to the 2017-18 Next Generation Accountability System Results, which the Connecticut State Department of Education released Friday morning.

Next Generation Accountability is a 12-factor system that most heavily weighs academic growth in English language arts (ELA), math, the four-year graduation rate, six-year graduation rate for high-needs students, and college enrollment after graduating.

The other factors are state assessment performance in ELA and math, assessment participation rate, chronic absenteeism, the share of students taking college and career readiness coursework, the share of students passing college and career readiness exams, the percent of students on track for high school graduation, physical fitness and arts access.

Scores on the factors are added up to an index out of 100 possible points, and the state average rose from 73.2 in 2016-17 to 74.9 last year.

"The 2017-18 accountability results show progress is being made on several performance and growth indicators and it is especially encouraging to see increases in performance and growth for our most vulnerable student groups," Education Commissioner Dianna R. Wentzell said in a news release.

While ELA and math performance remained flat for students overall, each increased by about 2 percent for high-needs students. In addition, the score for academic growth — which measures the progress of specific students over time — increased 5.8 percent in ELA and 1.7 percent in math for high-needs students.

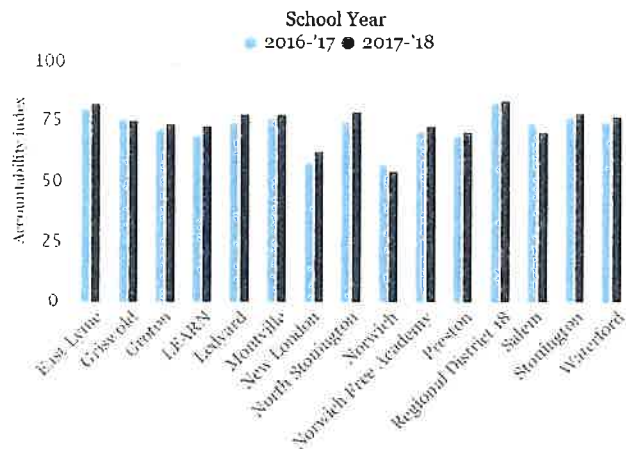
Another area that saw notable statewide growth, building upon growth from last year, was participation in Advanced Placement or International Baccalaureate classes, career and technical education, and workplace experiences.

A dim spot was that the statewide chronic absenteeism rate increased from 9.9 to 10.7 percent.

The Next Generation Accountability System is the basis for determining Alliance Districts, the lowest-performing districts in the state. New London, Norwich and Groton are among the state's 33 Alliance Districts, which must submit plans to the state for improvement. The designation means state aid to the district cannot be cut from its level the previous year.

Chronic absenteeism was one of the top factors landing Groton on the list in 2017, and the rate in Groton increased from 11.3 percent in 2016-17 to 11.6 percent last school year. Assistant Superintendent Susan Austin noted that the culture and climate committee developed an intervention plan last year, and the district will use grant money to hire an attendance-focused social worker.

Accountability index scores for southeastern Connecticut schools



Data source: Connecticut State Department of Education

While Groton's overall index was 0.9 below the state average, it performed better than the state in ELA and math — both overall and specifically for high-needs students.

Especially in a military community like Groton, Austin feels it is unfair that students entering the military after high school count against the postsecondary entrance score. Superintendent Michael Graner said he was "perplexed" by the district's low score on the share of students taking college and career readiness courses, and said there may be a course identification problem to address.

How did other local schools and districts perform?

Per the 12-factor system, the top school in the state is Center School in Litchfield School District.

Locally, Deans Mill School in Stonington and Marine Science Magnet High School in Groton came in at sixth and seventh best; their respective scores were 95.11 and 94.99. Marine Science Magnet is not part of the Groton Public Schools district but part of the LEARN system, which overall scored lower than the state average at 73.3.

Marine Science Magnet bucked the statewide trend on chronic absenteeism, decreasing its rate from 11.5 to 7.1 percent. Principal Nicholas Spera attributed this to "providing that safe atmosphere so kids want to come to school" and to "constant communication" with parents.

The school, which has 271 students, also made large strides in ELA and math performance.

Marine Science Magnet and Deans Mill were named Schools of Distinction, as were Flanders School, Niantic Center School and Lillie B. Haynes School in East Lyme; Mary Morrisson Elementary and Northeast Academy Elementary in Groton; Lyme Consolidated School and Mile Creek School in Regional School District 18; Mohegan School and Oakdale School in Montville; and Ledyard Center School.

The commendation means that each school scored in the top 10 percent in its grade level either overall, for academic growth, or for year-over-year improvement. There were 160 schools named statewide, including 43 in Alliance Districts.

On the other hand, the state identified Bennie Dover Jackson Middle School in New London as a "Turnaround School," meaning one with low overall performance, and New London High School as a "Focus School," meaning there is "consistently lagging academic achievement, growth, or graduation rates for the high needs group." Both designations were based on three-year averages, and both mean the schools will receive additional support from the state.

Veterans Memorial Elementary School in Norwich previously was a Turnaround School but has been removed from the list.

The state identified 36 Turnaround Schools overall, 34 of which are in Alliance Districts like New London, and 20 Focus Schools, 14 of which are in Alliance Districts.

Still, the New London school district overall saw an increase in its index from 58.65 to 62.8. The only local school districts to see drops in overall performance from 2016-17 to 2017-18 were Norwich Public Schools — this does not include Norwich Free Academy, which improved — and Salem Public Schools.

Norwich Assistant Superintendent Thomas Baird said the index "doesn't really work for a pre-K to 8 district that doesn't operate its own high school, especially one as large as us." His issue is that high school students are weighted more heavily but the only high school students Norwich Public Schools has are those who "have some pretty significant educational needs and are in outplacement settings" and ones who were expelled.

In Norwich, the two middle schools saw scores lower than the district average of 54.7, but the remaining seven elementary schools ranged from 57 to 76.2. The district average last year was 58.1.

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GROTON PUBLIC SCHOOLS
GROTON, CONNECTICUT

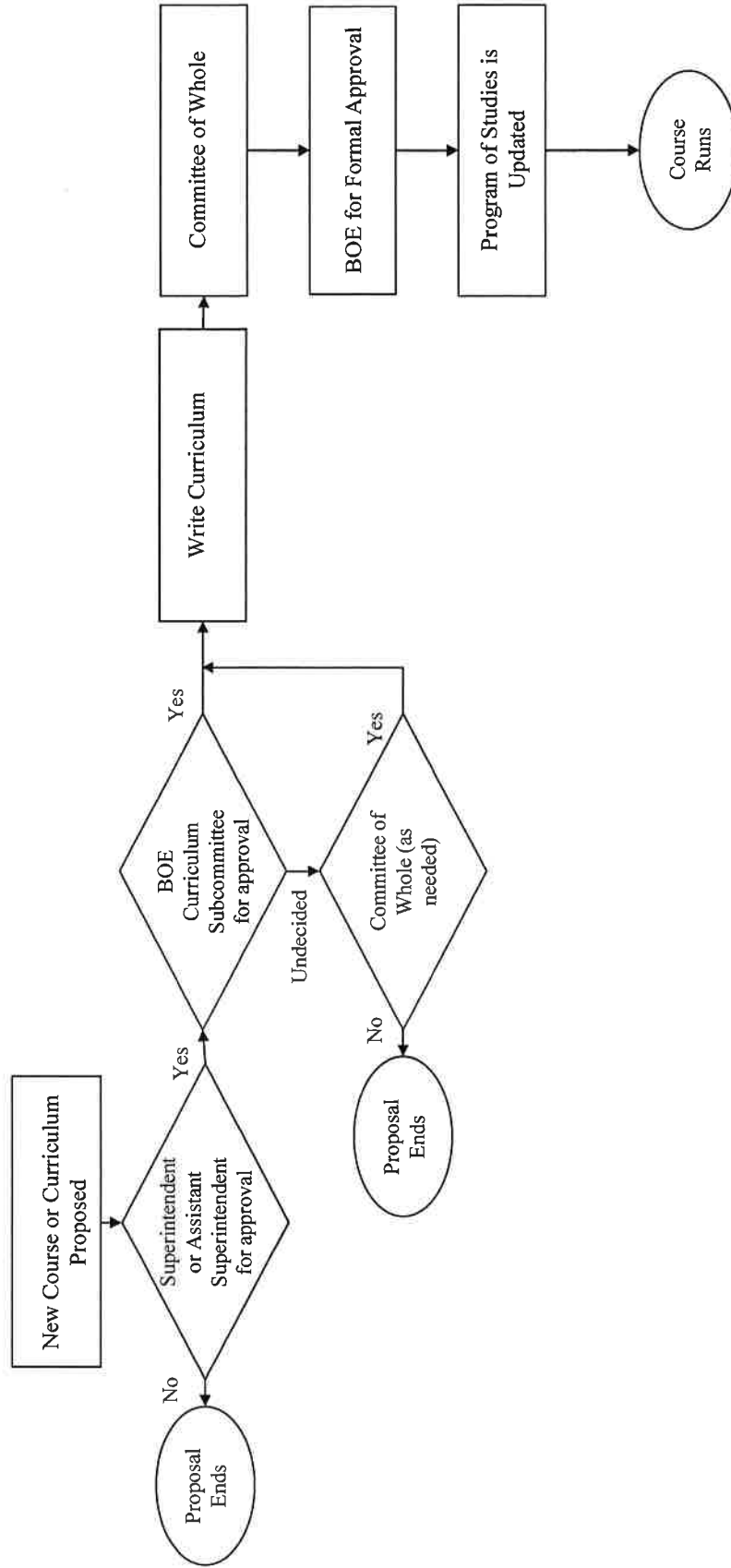
P 6141

Curriculum Design/Development

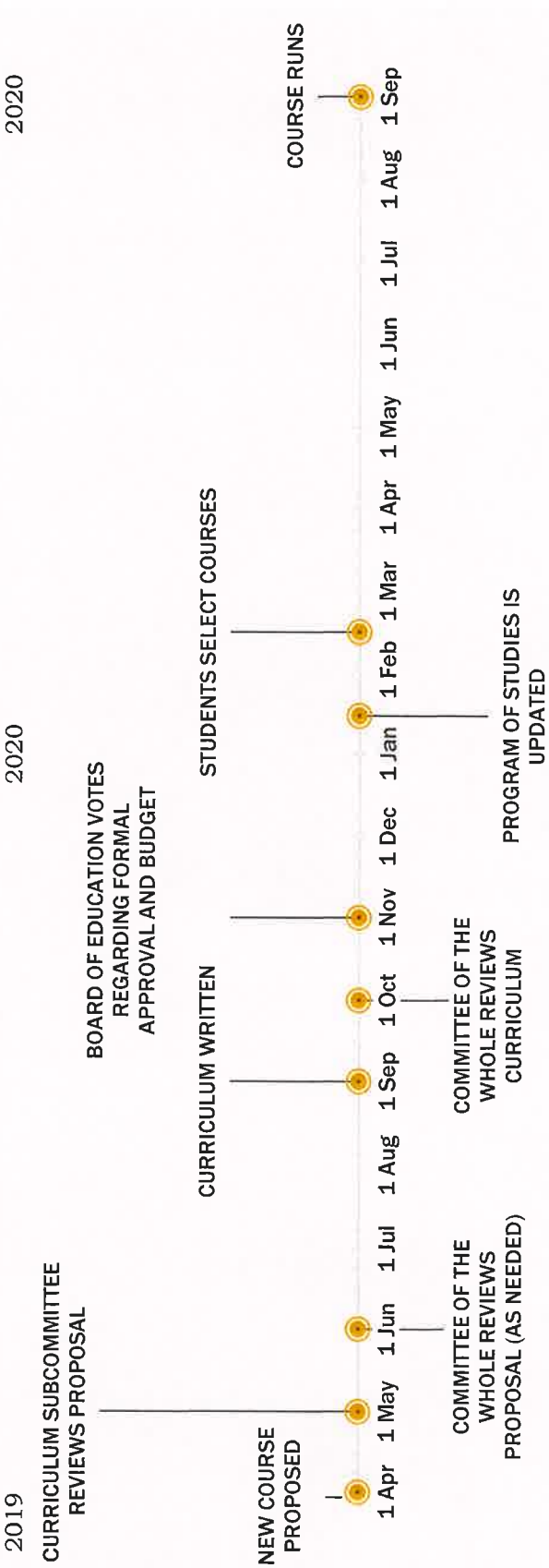
New courses and major course revisions which propose a major change in the objectives for a course or program or in instructional materials shall be presented to the Superintendent for approval. In order to ensure coordination with the Board's ultimate approval authority over curriculum, the Superintendent will present the plan for curriculum development/revision to the Board of Education's Curriculum Subcommittee for approval. If a pilot period is necessary, the superintendent will present the written curriculum and pilot plan to the Curriculum Subcommittee for approval. After completion of the district's Curriculum Development Process, (including any pilot period) the suggested revised and/or new curricula or materials shall be presented for review to the Board of Education's **Committee of the Whole (C.O.W.) Curriculum Subcommittee**. Once the curricula or instructional materials have been endorsed by the **C.O.W. Board of Education's Curriculum Subcommittee**, they will be submitted to the Board of Education for formal approval prior to implementation.

Policy Adopted: December 8, 2003
Revised: April 26, 2010
Revised:

How New Courses/New Curriculum or major revisions are Approved



New Course Proposal Timeline



DETAILS

DATE	MILESTONE
4/1/2019	New Course Proposed
5/1/2019	Curriculum Subcommittee Reviews Proposal
6/1/2019	Committee Of the Whole Reviews Proposal (as needed)
9/1/2019	Curriculum Written
10/1/2019	Committee Of the Whole Reviews Curriculum
11/1/2019	Board Of Education Votes Regarding Formal Approval and Budget
1/15/2020	Program of Studies is Updated
2/15/2020	Students Select Courses
9/1/2020	Course Runs

**GROTON PUBLIC SCHOOLS
GROTON, CT**

**FITCH HIGH SCHOOL
2019-2020 PROPOSED COURSES AND FISCAL IMPACT**

Proposed Course	Mappers	Credit Hours	Fiscal Impact
Spanish for the Workplace (New)	Lisa Dragoli & Kate Serio	1	None – Replacement of 1 Section of Spanish 3
Ab initio French I (Modification)	Lisa Dragoli & Kelley Donovan	1	Classroom Set: \$1088 <i>Panorama francophone 1 Coursebook</i> <i>Cambridge Elevate Edition (2 Years)</i> Textbook: \$43.50 @
Unified Art (Modification)	Christina Scala & Jason Wolfradt	.5	Curriculum Development & Adaptive Materials for Students (Autistic) - \$1000
Unified Personal Finance	Jason Wolfradt & Mike Porter	.5	None
MYP Personal Project (New)	Kelley Donovan	1	None