

**GROTON BOARD OF EDUCATION  
REGULAR MEETING MINUTES  
JUNE 27, 2022 @ 6:00 P.M.  
REMOTE MEETING**

**MEMBERS PRESENT:** Chairperson Kim Shepardson Watson, Andrea Ackerman Dean Antipas, Matthew Shulman, Beverly Washington, Jay Weitlauf

**MEMBERS ABSENT:** Elizabeth Porter, Rita Volkmann

**ALSO PRESENT:** Philip Piazza, Sam Kilpatrick, Denise Doolittle

I. CALL TO ORDER – Mrs. Shepardson Watson called the meeting to order at 6:03 p.m.

A. Pledge of Allegiance

The first order of business was the Pledge of Allegiance to the flag led by Dr. Piazza.

B. Election of Vice Chairperson

Mrs. Shepardson Watson asked for nominations for Vice Chairperson.

MOTION: Weitlauf, Washington: To nominate Dr. Andrea Ackerman as Vice Chairperson.

**PASSED – UNANIMOUSLY**

II. RECOGNITION AND PARTICIPATION OF VISITORS AND DELEGATIONS

NONE

III. COMMENTS FROM CITIZENS

NONE

IV. RESPONSE TO COMMENTS FROM CITIZENS

NONE

V. STUDENT REPRESENTATIVE REPORT

NONE

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS

A. Assistant Superintendent Report (**ATTACHMENTS 1, 2**)

- Climate Survey Presentation – Dr. Piazza gave a PowerPoint presentation of the Climate Survey 2021-2022.

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS – cont.

- Special Education Data System – Mrs. Doolittle stated that this is an initiative through the State for the purpose of writing new IEPs. The State has partnered with Solutions that Matters for this initiative. Dr. Doolittle, with input from Nadine Macklin, gave a PowerPoint presentation on the CT – Special Education Data System. This pilot was launched in February of 2022 and will go live on July 1, 2022 in 22 districts. The next steps are:
  - One – 4 hour virtual session in July and August
  - \$500.00 stipend for each participant provided by CSDE
  - 15 slots designated for GPS, 2 staff per building + PPS Director
  - Building Based Training at each school on August 26 by Expert CT-SEDS Navigation trainers
  - GPS participated in the Section 504 Pilot in March
  - Renewing Frontline for the 22-23 SY for limited functions to support the transition
  - Mrs. Doolittle also noted that we are offering Summer Curriculum work for special education staff and that there are 15 modules that staff will be working on this summer.
  
- Summer Activities (hosted in Groton Schools)
  - STEM Camp starting today at CB for this week and next week
  - Extended Day Special Education Summer School at MR for the month of July
  - STEAM Camp at Groton Middle School starting July 5
  - Regular FHS Summer School starting July 6 through August 5
  - Aluminum Falcons is helping to run a Robotics Camp at TR later in July

B. Business Manager Report

- Object Code Summary FY 22 (**ATTACHMENT #3**) – Mr. Knight gave an overview of the Object Code Summary dated June 22, 2022 that shows an unexpended balance of \$1,516.
- Health Insurance Report (**ATTACHMENT #4**) – Mr. Knight gave an overview of the Health Insurance Report for the month of April.

C. Director of Buildings and Grounds

- Update re: School Facilities – Mr. Kilpatrick noted:
  - The use of school facilities for camps and by Parks, Recreation, and Summer School
  - Deep cleaning of all facilities
  - Moving of staff from room to room or building to building
  - Repaving of FHS Cafeteria courtyard
  - Working on ordering of heating for the Greenhouse
  - GMS :
    - Solar Panels – the Power Purchase Agreement (PPA) is still in the hands of the Attorney; hope to sign this week
    - The materials are estimated to arrive in September
  - Athletic Field Light project – the material will not arrive until late August or early September

C. Director of Buildings and Grounds – cont.

- TR/MR – Site walk with an Architect last week regarding landscaping – planting needs to be done; will meet again in September
- NEA/CB/CK – Deep cleaning is being done
- CK – Tree House Program is operating there
- MM – We continue to prep for the Robotics program and the ECAT program; waiting for material to finish doorways before the Fire Marshall can come in to inspect for occupancy

VII. COMMITTEE REPORTS

- A. Policy – Dr. Ackerman noted that the Policy Committee met and reviewed on policies on the agenda.
- B. Curriculum – Dr. Ackerman noted that the Curriculum Committee met and discussed the proposed Meteorology curriculum.
- C. Finance/Facilities – Mr. Weitlauf noted that the Finance/Facilities Committee met on June 7, 2022 and discussed the Solar Panels, Field Lights, Dr. Kennedy gave an update on “OneCard” Library project, new Chromebook Agreement for GMS and FHS, Camera Equipment needs, Mr. Knight reviewed the end of the year financial process and the paper shortage, Electric School Buses, and the new schools’ punch list.
- D. Communications – Mrs. Shepardson Watson noted that the Communications Committee met and discussed the Communications survey, Dr. Piazza and Rebecca Beyus gave a report on the survey results.
- E. Negotiations – Mrs. Shepardson Watson noted that the Negotiations Committee met with the GEA and that the GEA Stipends are still under review by Mrs. LePine and her team. The Stipends need to be ratified by the GEA.
- F. LEARN – There was no report.
- G. TCC/RTM/BoE Liaison – There was no report.
- H. AGSA/GEA/BoE Liaison – Mrs. Horler noted that the AGSA/GEA/BOE Liaison Committee held their last meeting in May and discussed how the year went and Mental Health for staff and students.
- I. Groton Scholarship – There was no report.
- J. Athletic Fields – Mr. Weitlauf noted that there was a vision meeting held regarding what can be done with CC schools.
- K. Trails – Mr. Shulman noted that the Trails Committee met and did not discuss anything that pertains to the School District.
- L. Library Committee – Mr. Shulman noted that the Library Committee received applications for Student Representatives from FHS and Grasso Tech and regarding OneCard he noted that Jennifer Miele, Director at the Groton Library, noted her appreciation with the work that Dr. Kennedy is doing there, and she is writing code, asking if there can be collaboration with outreach to parents at FHS and GMS.
- M. State Council on Education Opportunities for Military Children – There was no report.

VII. ACTION ITEMS

A. Consent Agenda

MOTION: Antipas, Shulman:

To approve the Consent Agenda.

**PASSED - UNANIMOUSLY**

VII. ACTION ITEMS – cont.

B. Old Business

1. Discussion and possible action regarding a second reading of policy P 1112.3 Access to Information (**Attachment #5**)

MOTION: Shulman, Washington: To approve policy P 1112.3 Access to Information.  
**PASSED – UNANIMOUSLY**

C. New Business

1. Discussion and possible action regarding approval of the Meteorology and Climatology curriculum (**Attachment #6**)

MOTION: Antipas, Ackerman: To approve the Meteorology and Climatology curriculum.  
YES – Watson, Ackerman, Shulman, Washington, Weitlauf  
ABSTAINED - Antipas  
**PASSED**

2. Discussion and possible action regarding a first reading of policy P 6145.1 Eligibility to Participate in Interscholastic Athletics (**Attachment #7**)

MOTION: Washington, Shulman: To approve policy P 6145.1 Eligibility to Participate in Interscholastic Athletics  
**MOTION WAS WITHDRAWN**

3. Discussion and possible action regarding a first reading of policy/regulations P 6172.1 Gifted & Talented (**ATTACHMENT #8**)

MOTION: Weitlauf, Washington: To approve policy/regulations P 6172.1 Gifted & Talented as a first reading.  
**PASSED - UNANIMOUSLY**

IX. INFORMATION AND PROPOSALS

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

- Mr. Shulman noted:
  - He thanked Mrs. Doolittle for her PD.
  - He noted 2 separate communications regarding getting the bus routes well in advance.
- Dr. Ackerman noted receipt from a concern citizen that she forwarded to Ms. Austin.

IX. INFORMATION AND PROPOSALS - cont.

- Mrs. Washington asked about the hiring of a World Language Consultant.
- Mr. Weitlauf thanked Mrs. Doolittle for all that she does and noted that he attended graduation.
- Mrs. Shepardson Watson noted:
  - That the July 11, 2022 COW meeting was cancelled and purposed doing the Board Self Evaluation and the Superintendent's evaluation in its place.
  - That she would be sending Board members data on filling the vacancy on the Board.

X. ADVANCE PLANNING

A. Future Meeting Dates and Calendar Items for Board Attention

As noted in the agenda.

B. Suggested Agenda Items

Mr. Antipas requested discussion regarding "where did Latin go?"

Dr. Ackerman requested discussion regarding the format for the new Special Education IEP program (CT-SEDS).

XI. ADJOURNMENT

MOTION: Ackerman, Weitlauf:

To adjourn at 8:31 p.m.

**PASSED UNANIMOUSLY**



# Groton Public Schools Climate Survey

2021-2022



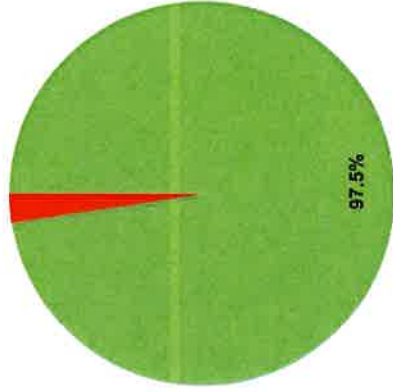
# Communication



# Communication: Elementary Parents

I am kept up to date about school events and activities.

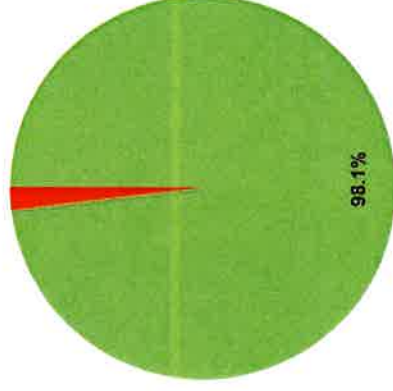
Parent Survey - Elementary



● Positive (Strongly Agree / Agree) ● Negative (Disagree / Strongly Disagree)

I feel comfortable talking to my child's teachers.

Parent Survey - Elementary

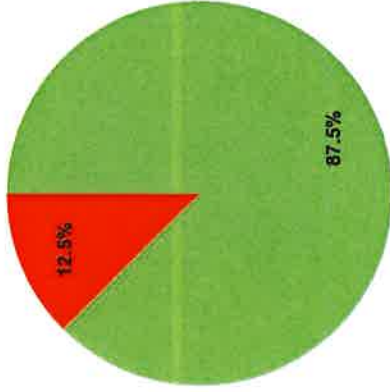


● Positive (Strongly Agree / Agree) ● Negative (Disagree / Strongly Disagree)

# Communication: Secondary Parents

I am kept up to date about school events and activities.

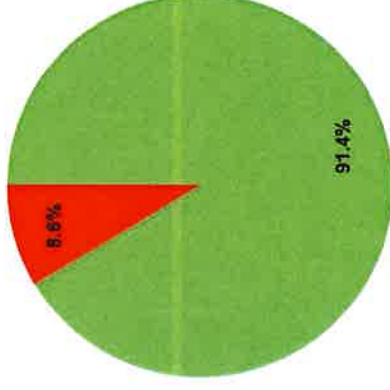
Parent Survey - Secondary



● Positive (Strongly Agree / Agree) ● Negative (Disagree / Strongly Disagree)

I feel comfortable talking to my child's teachers.

Parent Survey - Secondary

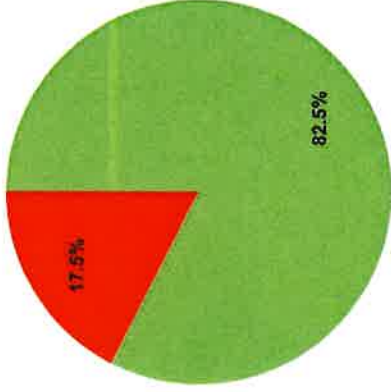


● Positive (Strongly Agree / Agree) ● Negative (Disagree / Strongly Disagree)

# Communication: Elementary Staff

I feel there are opportunities for me to communicate my thoughts and ideas at the building level.

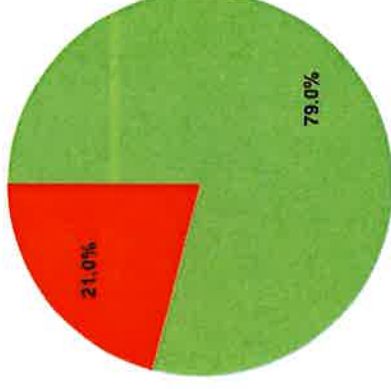
Staff Survey - Elementary



● Positive (Strongly Agree / Agree) ● Negative (Disagree / Strongly Disagree)

I feel I can approach the building administration with concerns, issues, or ideas.

Staff Survey - Elementary

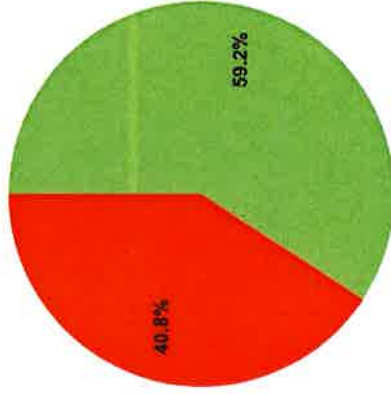


● Positive (Strongly Agree / Agree) ● Negative (Disagree / Strongly Disagree)

# Communication: Secondary Staff

I feel there are opportunities for me to communicate my thoughts and ideas at the building level.

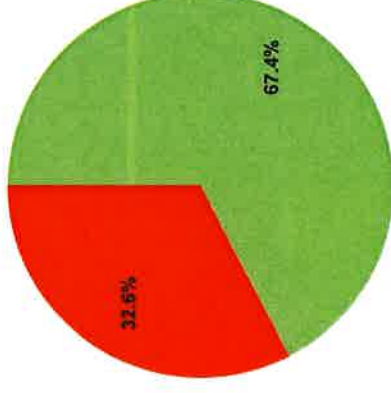
Staff Survey - Secondary



● Positive (Strongly Agree / Agree) ● Negative (Disagree / Strongly Disagree)

I feel I can approach the building administration with concerns, issues, or ideas.

Staff Survey - Secondary



● Positive (Strongly Agree / Agree) ● Negative (Disagree / Strongly Disagree)

# Safety



**Health**

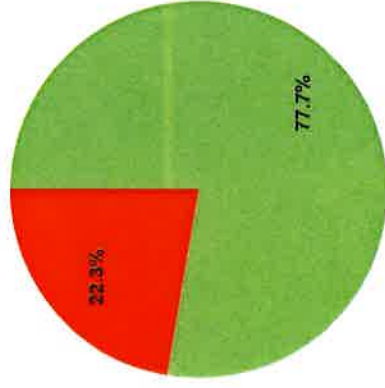


**Safety**

# Safety: Elementary Students

This is how safe I feel in my classroom in school.

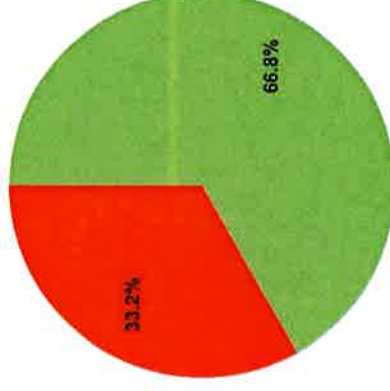
Student Survey - Early Elementary



● Positive (Very Safe) ● Negative (OK, Not Safe)

This is how safe I feel in my classroom in school.

Student Survey - Upper Elementary

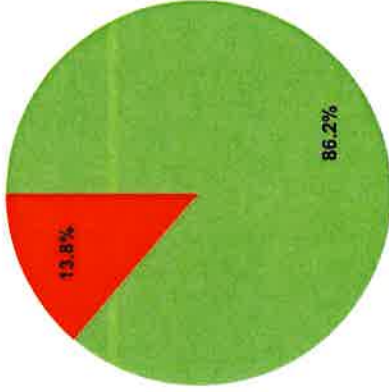


● Positive (Very Safe) ● Negative (OK, Not Safe)

# Safety: Secondary Students

I feel comfortable being in this school building.

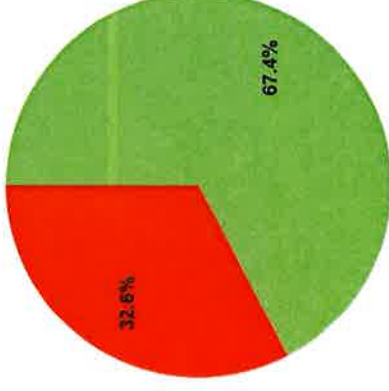
Student Survey - Secondary



● Positive (Strongly Agree / Agree) ● Negative (Disagree / Strongly Disagree)

I have gone to my school counselor for emotional support when I needed it at least once during this school year.

Student Survey - Secondary

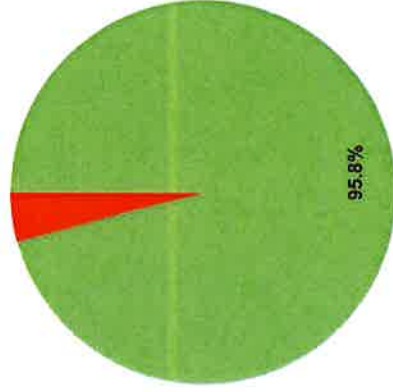


● Positive (Strongly Agree / Agree) ● Negative (Disagree / Strongly Disagree)

# Safety: Elementary and Secondary Parents

The school is a safe and secure place for my child to learn.

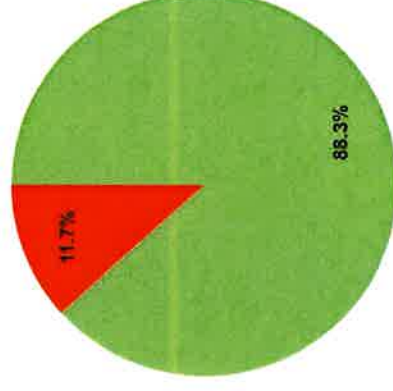
Parent Survey - Elementary



● Positive (Strongly Agree / Agree) ● Negative (Disagree / Strongly Disagree)

The school is a safe and secure place for my child to learn.

Parent Survey - Secondary



● Positive (Strongly Agree / Agree) ● Negative (Disagree / Strongly Disagree)

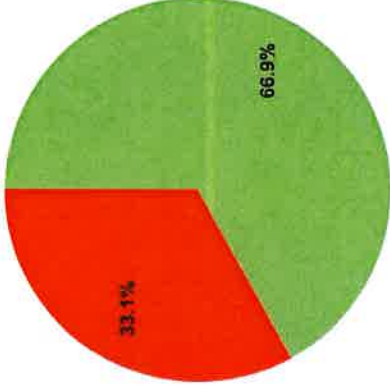
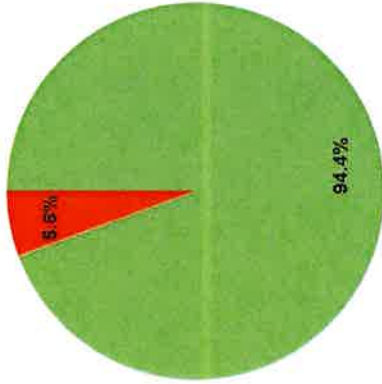
# Safety: Elementary and Secondary Staff

My building is safe and secure.

My building is safe and secure.

Staff Survey - Elementary

Staff Survey - Secondary



● Positive (Strongly Agree / Agree) ● Negative (Disagree / Strongly Disagree)

● Positive (Strongly Agree / Agree) ● Negative (Disagree / Strongly Disagree)

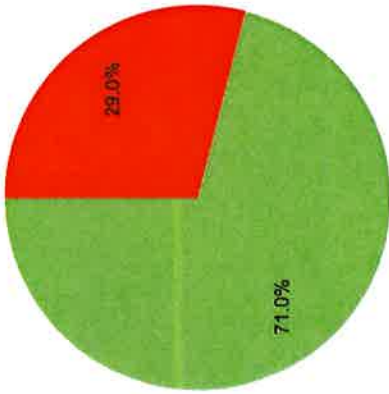
# Belonging



# Belonging: Elementary Students

This is how I feel about my school.

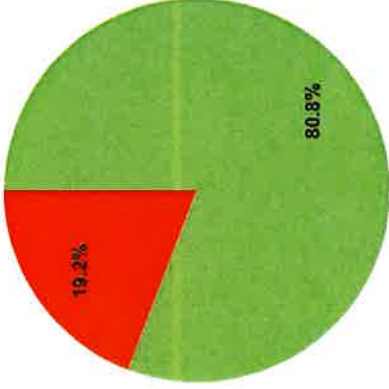
Student Survey - Elementary



● Negative (OK, Not Safe) ● Positive (Very Safe)

There is at least one adult at school who I can go to for help when something is bothering me.

Student Survey - Elementary

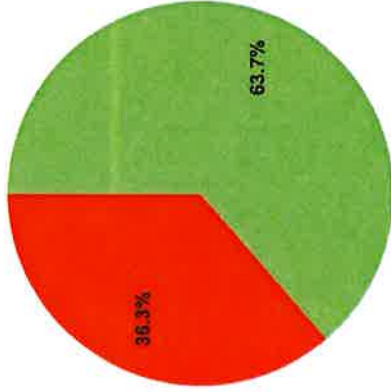


● Positive (Yes) ● Negative (Not Sure, No)

# Belonging: Secondary Students

I am involved in extra-curricular activities such as athletics, clubs, activities, school committees at some point this school year.

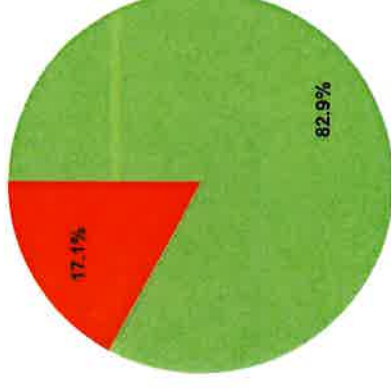
Student Survey - Secondary



● Positive (Strongly Agree / Agree) ● Negative (Disagree / Strongly Disagree)

I feel there are trusted adults in the school who I can go to/talk to for help.

Student Survey - Secondary



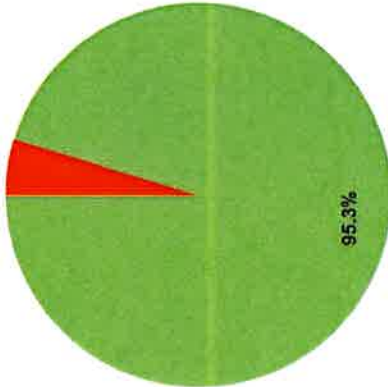
● Positive (Strongly Agree / Agree) ● Negative (Disagree / Strongly Disagree)

# Belonging: Elementary and Secondary Parents

My child likes to come to school each day.

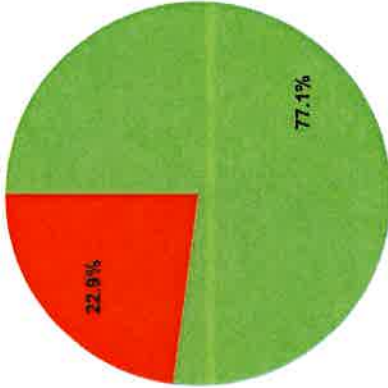
My child likes to come to school each day.

Parent Survey - Elementary



● Negative (Disagree / Strongly Disagree) ● Positive (Strongly Agree / Agree)

Parent Survey - Secondary



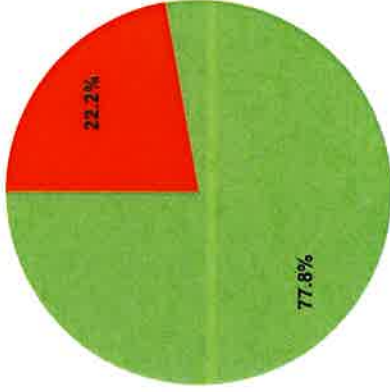
● Positive (Strongly Agree / Agree) ● Negative (Disagree / Strongly Disagree)

# Belonging: Elementary and Secondary Staff

The culture and climate of my school is positive.

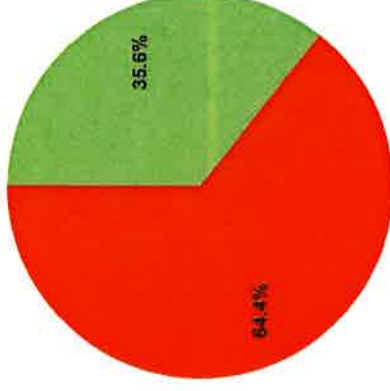
The culture and climate of my school is positive.

Staff Survey - Elementary



● Negative (Disagree / Strongly Disagree) ● Positive (Strongly Agree / Agree)

Staff Survey - Secondary



● Positive (Strongly Agree / Agree) ● Negative (Disagree / Strongly Disagree)

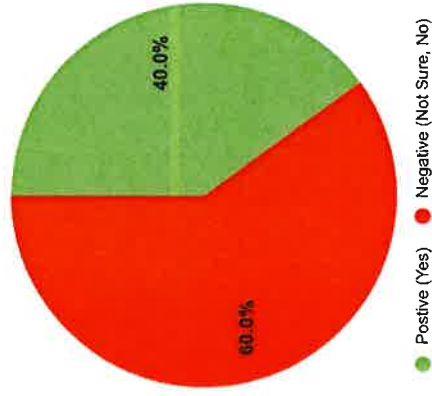
# Respect and Diversity

# Respect and Diversity: Elementary Students

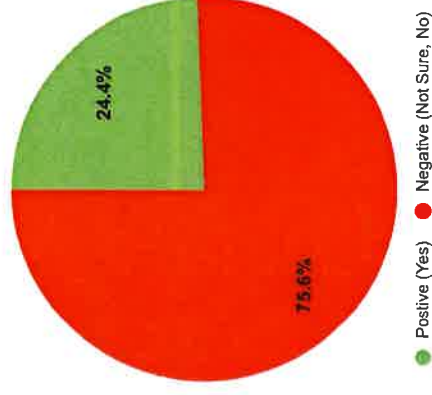
This school provides books with pictures of children who look like me.

This school provides books with pictures of children who look like me.

Student Survey - Early Elementary



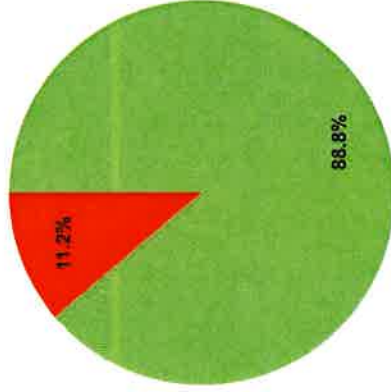
Student Survey - Upper Elementary



# Respect and Diversity: Secondary Students

I feel the adults interact with me in a respectful manner in this school.

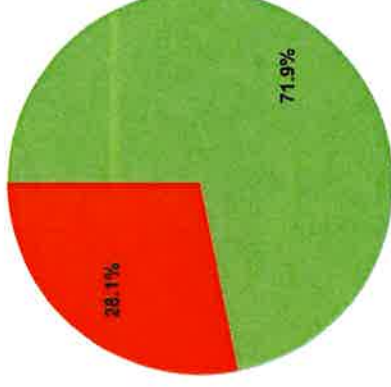
Student Survey - Secondary



● Positive (Strongly Agree / Agree) ● Negative (Disagree / Strongly Disagree)

This school provides instructional materials that reflect my cultural background, ethnicity and/or identity.

Student Survey - Secondary



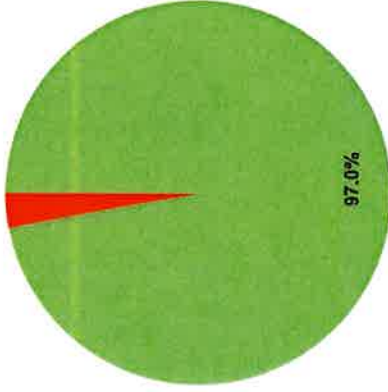
● Positive (Strongly Agree / Agree) ● Negative (Disagree / Strongly Disagree)

# Respect and Diversity: Elementary and Secondary Parents

My child's school is respectful of a diverse and inclusive community of learners.

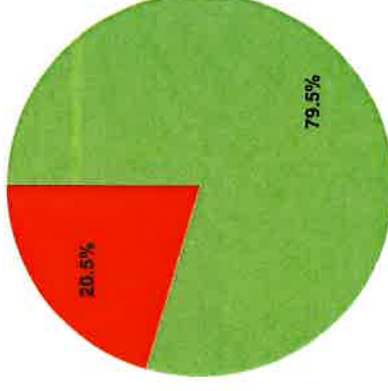
My child's school encourages students to take challenging classes no matter their race, ethnicity, nationality and/or cultural backgrounds.

Parent Survey - Elementary



● Positive (Strongly Agree / Agree) ● Negative (Disagree / Strongly Disagree)

Parent Survey - Secondary

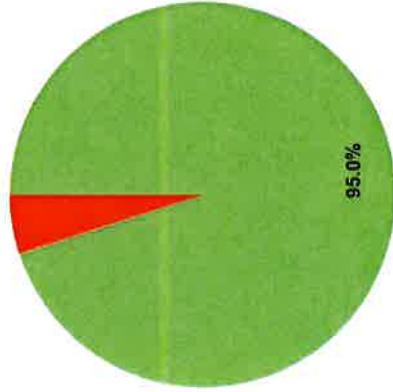


● Positive (Strongly Agree / Agree) ● Negative (Disagree / Strongly Disagree)

# Respect and Diversity: Elementary and Secondary Staff

Our building fosters an appreciation of student diversity and respect for each other.

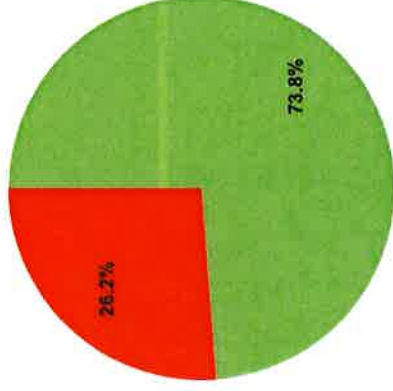
Staff Survey - Elementary



● Positive (Strongly Agree / Agree) ● Negative (Disagree / Strongly Disagree)

Our building fosters an appreciation of student diversity and respect for each other.

Staff Survey - Secondary



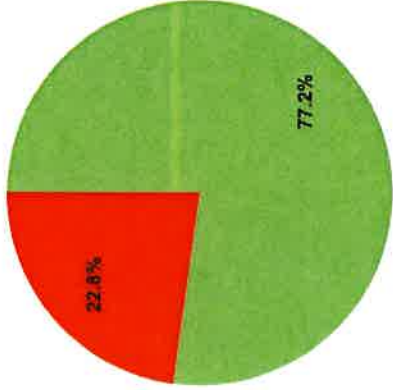
● Positive (Strongly Agree / Agree) ● Negative (Disagree / Strongly Disagree)

# Professional Development

# Professional Development: Elementary and Secondary Staff

The PD offered meets the needs I have to be successful in my position.

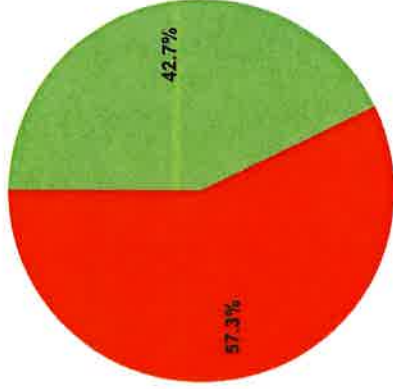
Staff Survey - Elementary



● Positive (Strongly Agree / Agree) ● Negative (Disagree / Strongly Disagree)

The PD offered meets the needs I have to be successful in my position.

Staff Survey - Secondary



● Positive (Strongly Agree / Agree) ● Negative (Disagree / Strongly Disagree)

# TAKEAWAYS

- **Communication will remain a priority**
  - Communication Subcommittee will use data to improve district-wide communication
  - Principals will continue to explore ways to strengthen home/school connection
  - Building leaders will create way to improve internal communications so all staff feel they approach administration with concerns, ideas, and issues.
- **Safety will remain a priority**
  - All levels will look closer at data to help improve feeling of safety within their classrooms
  - Counselors on secondary level will explore ways to connect more often with their students.
  - Building leaders will continue to dialogue with their staffs to develop policies and procedures to ensure a greater feeling of safety within the buildings.

## TAKEAWAYS

- **Building a Sense of Belonging will remain a priority**
  - Post-Covid, buildings will explore more ways to build community within their schools.
  - Post-Covid, buildings will explore more ways to increase the number of students involved in extracurricular activities.
  - Buildings will develop strategies to ensure all students have a trusted adult in the school to seek out when needed.
  - All schools **will** make culture and climate a priority when setting building goals for 2022-23.

## TAKEAWAYS

- **Diversity, Equity and Inclusion will remain a priority**
  - District, Schools and Library Media Specialists will continue to explore ways to provide more literature that reflects the cultures, races and ethnicities of its community.
  - District will continue to audit, review, and revise curriculum through an equity lens.
  - School personnel will increase efforts to encourage students to take challenging classes no matter their race, ethnicity, nationality and/or cultural backgrounds.
- **Professional Development will remain a priority**
  - District and Building leaders will increase efforts to provide professional development that meets the needs of teachers in an effort to improve planning, instruction and assessment in order to increase student success.



CONNECTICUT STATE DEPARTMENT OF EDUCATION

# CT-Special Education Data System Update

*Board of Education*

*June 27, 2022*

# Partnership



Solutions that Matter



# Purpose and Value of CT-SEDS

- Provide one statewide, web-based special education IEP and data management system at no cost to school districts.
- Support the development of IEPs that are compliant and of high quality.
- Access to student and aggregate reports for multiple users including teachers, parents, district personnel and CSDE.
- Consolidate the timely and accurate collection and reporting of data.
- Reduce local data reporting and paperwork burdens.
- Provide a document repository that facilitates timely record transfers.
- Ensure differentiated secure access to student data and parent portal.



# CT-SEDS

- IEP Module
- Documentation for Medicaid billing
- Services Plan Module
- MTSS/SRBI Management Module
- Section 504 Accommodation Plan Module
- Gifted and Talented Module
- Surrogate Parent Module
- Restraint/Seclusion Module
- Due Process Module
- Special Education Excess Cost Grant Module
- Office of Early Childhood data regarding notification reports
- Referral/Evaluation and Evaluation Timelines Module
- Early Childhood Outcomes data collection and reporting
- Parent Portal



# CT-SEDS



- 2020-21: CT-SEDS Build
- 2021-22: CT-SEDS Pilot
- 2022-23: CT-SEDS Statewide  
Implementation



**Go LIVE July 1, 2022**

# CT-SEDS- Pilot

- CT-SEDS Pilot Training for IEP: January 2022
- Pilot: February 2022 (4/5 weeks)
- 22 Districts
- 5-7 people
- Case Study Format



# CT-SEDS Pilot Districts (22)

- ACES
- Bethel
- Ellington
- Farmington
- Hartford
- Ledyard
- Meriden
- Manchester
- Middletown
- New London
- Plainville
- Region 4
- Region 6
- Region 8
- Salem
- Shelton
- Stafford
- Stamford
- Waterbury
- Watertown
- Wallingford
- Winchester

# IEP Document - Goals

- Create a template that would improve the quality of IEPs.
- Create a template that is easier for practitioners to use and easier for parents/students to understand.



# IEP Quality Training

- WHAT:** **Synchronous training:** 8 virtual sessions, 90 min each plus 30 min optional Q&A or 2 full in-person days non-consecutive
- Asynchronous Modules:** available to any educator at any time
- PLATFORM:** CANVAS – used for all training and resources available to all participants

# CSDE IEP Quality Training Topics



IEP Quality



Progress Monitoring

Synchronous



Supplementary Aids & Services



Secondary Transition



PWN



Pre-K Considerations



IEP: A Guide for Parents & Families

Asynchronous



# Next Steps

- **CT-SEDS Expert Navigation Training**
  - One - 4 hour virtual session in July and August
  - \$500.00 stipend for each participant provided by CSDE
  - 15 slots designated for GPS, 2 staff per building + PPS Director
  - Building Based Training at each school on August 26 by Expert CT-SEDS Navigation trainers
  - GPS participated in the Section 504 Pilot in March
  - Renewing Frontline for the 22-23 SY for limited functions to support the transition

CSDE website: [New IEP/CT-SEDS](#)





CONNECTICUT STATE  
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CONNECTICUT STATE DEPARTMENT OF EDUCATION

**Thank you!**

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Groton Public Schools

Date prep: 6/22/22 4:17 PM		FY22 Budget Summary Review							
Account	Object #s	FY22 Budget 2021-2022	Expenditures	Encumbered	FY22 Actual Total	Remaining Balance	%	FY22 Estimate 06/22/2022	Favorable/ (Unfavorable) to Budget
<b>Salaries</b>									
1	Administrators 105-109	4,766,290	4,888,875	0	4,888,875	(122,585)	(2.6%)	4,873,809	(107,519)
2	Teachers 101-104,123-127,151-152	34,767,979	29,344,154	5,135,841	34,479,995	287,984	0.8%	34,471,479	296,500
3	Non-Cert Aides 110-111,130-131,136,139	4,041,289	3,771,343	0	3,771,343	269,946	6.7%	3,771,343	269,946
4	Substitute - Cert & Non-Cert 120-121	996,774	1,026,708	0	1,026,708	(29,934)	(3.0%)	1,026,708	(29,934)
5	Clerical 112-114,132-134,144	1,893,198	2,059,900	0	2,059,900	(166,702)	(8.8%)	2,079,596	(186,398)
6	Custodial/Maintenance/Techs 117-118,129,137-138,147-148	3,549,251	3,274,654	0	3,274,654	274,597	7.7%	3,327,118	222,133
7	Campus Security/Supervision 128	149,542	250,918	0	250,918	(101,376)	(67.8%)	250,918	(101,376)
8	<b>Total Salaries 100</b>	<b>50,164,323</b>	<b>44,616,552</b>	<b>5,135,841</b>	<b>49,752,393</b>	<b>411,930</b>	<b>0.8%</b>	<b>49,800,972</b>	<b>363,351</b>
<b>Benefits</b>									
9	Health Insurance 201-202	7,059,237	7,059,360	52	7,059,412	(175)	(0.0%)	7,059,237	0
10	Workers Comp & Town Pension 211,213	952,114	952,115	0	952,115	(1)	(0.0%)	952,115	(1)
11	Social Security & Medicare 212,214	1,456,229	1,456,589	0	1,456,589	(360)	(0.0%)	1,457,349	(1,120)
12	Other Benefits 222-227	152,500	310,558	9,000	319,558	(167,058)	(109.5%)	319,558	(167,058)
13	<b>Total Benefits 200</b>	<b>9,620,080</b>	<b>9,778,623</b>	<b>9,052</b>	<b>9,787,674</b>	<b>(167,594)</b>	<b>(1.7%)</b>	<b>9,788,259</b>	<b>(168,179)</b>
<b>Purchased Services</b>									
14	Instructional Services 321-324	170,099	122,106	4,837	126,943	43,156	25.4%	126,812	43,287
15	Professional Services 331	254,739	437,290	16,719	454,009	(199,270)	(78.2%)	521,920	(267,181)
16	Other Prof Services 332	608,971	369,047	167,846	536,893	72,078	11.8%	582,043	26,828
17	OT & PT Services 333	671,345	190,192	555,362	745,554	(74,209)	(11.1%)	745,554	(74,209)
18	Legal 334	70,350	62,582	7,000	69,562	788	1.1%	69,562	788
19	Athletic Officials & Other Athletic Serv 341-342	75,350	72,912	0	72,912	2,438	3.2%	72,912	2,438
20	Computer Network Services 343	148,773	277,739	0	277,739	(128,966)	(86.7%)	277,739	(128,966)
21	<b>Total Purchased Services 300</b>	<b>1,999,627</b>	<b>1,531,848</b>	<b>751,764</b>	<b>2,283,612</b>	<b>(283,985)</b>	<b>(14.2%)</b>	<b>2,396,543</b>	<b>(396,916)</b>
<b>Property Services</b>									
22	Water & Sewer 410-411	99,801	84,425	6,148	90,573	9,228	9.2%	90,573	9,228
23	Trash & Snow Removal 421-422	136,600	130,561	15,110	145,670	(9,070)	(6.6%)	145,670	(9,070)
24	Repair/Maintenance 430-435,490-491,499	479,183	459,799	61,274	521,073	(41,890)	(8.7%)	521,176	(41,893)
25	Rental 441	132,605	134,357	6,640	140,997	(8,392)	(6.3%)	140,997	(8,392)
26	<b>Total Property Services 400</b>	<b>848,189</b>	<b>809,141</b>	<b>89,172</b>	<b>898,313</b>	<b>(50,124)</b>	<b>(5.9%)</b>	<b>898,416</b>	<b>(50,227)</b>
<b>Transportation, Insurance, Communications, Tuition</b>									
27	Transportation: Schools 510-513	5,211,674	4,758,708	411,789	5,170,497	41,177	0.8%	5,170,497	41,177
28	Transportation: Student Activities 597-596	194,418	106,762	1,736	108,498	85,920	44.2%	108,498	85,920
29	Transportation: Staff 590-584	116,920	43,137	0	43,137	73,783	63.1%	44,301	72,619
30	Insurance 522,525	340,321	370,720	5,393	376,112	(35,791)	(10.5%)	376,112	(35,791)
31	Communications 530-552	134,317	217,349	5,870	223,219	(88,902)	(66.2%)	223,219	(88,902)
32	Tuition: Special Education 561-563,568	4,481,290	3,415,773	476,400	3,892,173	589,117	13.1%	3,922,173	559,117
33	Tuition: Other 584-567	1,250,859	1,227,436	829	1,228,265	22,594	1.8%	1,228,265	22,594
34	<b>Total Trans, Ins, Comm, Tuition 500</b>	<b>11,729,799</b>	<b>10,139,884</b>	<b>902,016</b>	<b>11,041,901</b>	<b>687,898</b>	<b>5.9%</b>	<b>11,073,065</b>	<b>656,734</b>
<b>Supplies</b>									
35	Instructional Supplies 601-609,613-619,622-623,628	459,950	275,986	185,780	461,767	(1,817)	(0.4%)	507,366	(47,416)
36	Computer Supplies 610-612	288,106	174,475	3,781	178,257	109,849	38.1%	178,022	110,084
37	Electricity & Heating 631-633	1,461,070	1,599,985	138,788	1,738,773	(277,703)	(19.0%)	1,738,773	(277,703)
38	Transportation Supplies 634,656	170,435	342,157	5,000	347,157	(176,722)	(103.7%)	347,157	(176,722)
39	Textbooks & Library Books 640-642,645,647	106,175	42,888	17,728	60,616	45,559	42.9%	60,530	45,645
40	Facility/Maintenance Supplies 650,652-655,657,659	336,810	369,800	5,821	375,620	(38,810)	(11.5%)	375,620	(38,810)
41	Other Supplies (staff dev, PPE, etc) 621,624-627,690	67,490	83,312	10,306	93,618	(6,128)	(7.0%)	94,478	(6,988)
42	<b>Total Supplies 600</b>	<b>2,910,036</b>	<b>2,888,603</b>	<b>367,204</b>	<b>3,255,807</b>	<b>(345,771)</b>	<b>(11.9%)</b>	<b>3,301,947</b>	<b>(391,911)</b>
<b>Equipment</b>									
43	Instructional Equipment 730,735	67,201	23,597	29,443	53,040	14,161	21.1%	54,711	12,490
44	Non-Instructional Equip 731,736	10,000	49,662	2,195	51,857	(41,857)	(418.6%)	59,357	(49,357)
45	<b>Total Equipment 700</b>	<b>77,201</b>	<b>73,259</b>	<b>31,638</b>	<b>104,896</b>	<b>(27,695)</b>	<b>(35.9%)</b>	<b>114,068</b>	<b>(36,867)</b>
46	<b>Total Dues &amp; Fees 800</b>	<b>88,835</b>	<b>63,184</b>	<b>119</b>	<b>63,303</b>	<b>25,532</b>	<b>28.7%</b>	<b>63,303</b>	<b>25,532</b>
47	<b>GRAND TOTAL</b>	<b>77,438,090</b>	<b>69,901,095</b>	<b>7,286,806</b>	<b>77,187,901</b>	<b>250,189</b>	<b>0.3%</b>	<b>77,436,574</b>	<b>1,516</b>

**Groton Public Schools**

Date prep: FY22 Budget Summary Review  
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Account	Object #s	FY22 Budget	Expenditures	Encumbered	FY22 Actual	Remaining Balance	%	FY22 Estimate	Favorable/ (Unfavorable) to Budget
		2021-2022			Total			06/22/2022	
<b>Salaries</b>									
<b>Administrators</b>									
48 Administrators	105	1,143,399	1,224,351	0	1,224,351	(80,952)	(7.1%)	1,209,285	(65,886)
49 Principals	106	1,127,065	1,123,974	0	1,123,974	3,091	0.3%	1,123,974	3,091
50 Asst. Principals/Sp.Ed. Supv	107	2,196,406	2,231,103	0	2,231,103	(34,697)	(1.6%)	2,231,103	(34,697)
51 6-12 Curriculum Coordinators	108	171,203	171,203	0	171,203	(0)	(0.0%)	171,203	(0)
52 Athletic Director	109	128,217	138,243	0	138,243	(10,026)	(7.8%)	138,243	(10,026)
53		4,766,290	4,888,875	0	4,888,875	(122,585)	(2.6%)	4,873,809	(107,519)
<b>Teachers</b>									
54 Classroom Teachers	101 & 151	24,745,191	20,908,308	3,708,733	24,617,040	128,151	0.5%	24,632,106	113,085
55 Sp.Ed Certified	102	7,704,186	6,422,594	1,141,861	7,564,455	139,731	1.8%	7,564,455	139,731
56 Media Specialist	103	689,386	570,370	103,440	673,810	15,576	2.3%	673,810	15,576
57 Guidance	104	1,128,246	972,866	181,808	1,154,673	(26,427)	(2.3%)	1,154,673	(26,427)
58 Adult Ed	124	40,903	29,826	0	29,826	11,077	27.1%	29,826	11,077
59 Coach Stipends	126	347,709	312,535	0	312,535	35,174	10.1%	316,953	30,756
60 Other Student Activities	127	112,358	127,656	0	127,656	(15,298)	(13.6%)	99,656	12,702
61		34,767,979	29,344,154	5,135,841	34,479,995	287,984	0.8%	34,471,479	296,500
<b>Non-Cert Aides/Tutors</b>									
62 Reg Ed Aides - Kindergarten	110 & 130	412,952	328,407	0	328,407	84,545	20.5%	328,407	84,545
63 Sp.Ed Aides - Para I & Para II	111 & 131	2,782,766	2,284,100	0	2,284,100	498,666	17.9%	2,284,100	498,666
64 Tutors	125 & 152	423,247	718,316	0	718,316	(295,069)	(69.7%)	718,316	(295,069)
65 School Bus Aides	136	410,004	410,166	0	410,166	(162)	(0.0%)	410,166	(162)
66 Other Non-Certified Personnel	139 & 119	12,320	30,353	0	30,353	(18,033)	(146.4%)	30,353	(18,033)
67		4,041,289	3,771,343	0	3,771,343	269,946	6.7%	3,771,343	269,946
<b>Substitute</b>									
68 Substitute Sp Ed Certified	121	84,011	105	0	105	83,906	99.9%	105	83,906
69 Substitute Reg Ed Certified	120	912,763	1,026,603	0	1,026,603	(113,840)	(12.5%)	1,026,603	(113,840)
70		996,774	1,026,708	0	1,026,708	(29,934)	(3.0%)	1,026,708	(29,934)
<b>Clerical</b>									
71 Clerical	112 113 114 132 133 134 143 144	1,893,198	2,059,900	0	2,059,900	(166,702)	(8.8%)	2,079,596	(186,398)
<b>Custodial/Maintenance/Techs</b>									
72 Custodial	117 & 137	1,887,198	1,659,343	0	1,659,343	227,855	12.1%	1,685,632	201,566
73 Maintenance	118 & 138	835,584	755,045	0	755,045	80,539	9.6%	768,750	66,834
74 Custodial/Maintenance Overtime	147 & 148	106,500	111,849	0	111,849	(5,349)	(5.0%)	111,849	(5,349)
75 Technicians	129 & 149	719,989	748,416	0	748,416	(28,427)	(4.0%)	760,887	(40,918)
76		3,549,251	3,274,654	0	3,274,654	274,597	7.7%	3,327,118	222,133
<b>Security</b>									
77 Security/Supervision	128	149,542	250,918	0	250,918	(101,376)	(67.8%)	250,918	(101,376)
78 Total Salaries		50,164,323	44,616,552	5,135,841	49,752,393	411,930	0.8%	49,800,972	363,351
<b>Benefits</b>									
<b>Health Insurance</b>									
79 Group Ins. Prof	201	5,649,546	6,009,293	52	6,009,345	(359,799)	(6.4%)	5,645,535	4,011
80 Group Ins. Other	202	1,409,691	1,050,067	0	1,050,067	359,624	25.5%	1,413,702	(4,011)
81		7,059,237	7,059,360	52	7,059,412	(175)	(0.0%)	7,059,237	0
<b>Workers Comp &amp; Town Pension</b>									
82 Worker's Compensation	211	431,614	431,615	0	431,615	(1)	(0.0%)	431,615	(1)
83 Town Pension	213	520,500	520,500	0	520,500	0	0.0%	520,500	-
84		952,114	952,115	0	952,115	(1)	(0.0%)	952,115	(1)
<b>Social Security &amp; Medicare</b>									
85 Social Security	212	727,779	742,527	0	742,527	(14,748)	(2.0%)	743,167	(15,388)
86 Medicare	214	728,450	714,062	0	714,062	14,388	2.0%	714,182	14,268
87		1,456,229	1,456,589	0	1,456,589	(360)	(0.0%)	1,457,349	(1,120)
<b>Other Employee Benefits</b>									
88 Retirement Awards	222	0	104,336	0	104,336	(104,336)		104,336	(104,336)
89 Unemployment	223	50,000	18,407	9,000	27,407	22,593	45.2%	27,407	22,593
90 Tuition Reimb Certified	224	101,000	187,816	0	187,816	(86,816)	(86.0%)	187,816	(86,816)
92 Mentor Stipend	227	1,500	0	0	0	1,500	100.0%	-	1,500
93		152,500	310,558	9,000	319,558	(167,058)	(109.5%)	319,558	(167,058)
94 Total Benefits		9,620,080	9,778,623	9,052	9,787,674	(167,594)	(1.7%)	9,788,259	(168,179)

**Groton Public Schools**

Date prep: 6/22/22 4:17 PM FY22 Budget Summary Review

Account	Object #s	FY22 Budget	Expenditures	Encumbered	FY22 Actual	Remaining Balance	%	FY22 Estimate	Favorable/ (Unfavorable) to Budget	
		2021-2022			Total			06/22/2022		
<b>Purchased Services</b>										
<b>Instructional Services</b>										
95	Instructional Services	321 & 323	117,599	82,551	1,597	84,138	33,461	28.5%	85,012	32,587
96	Instruct Improvement Services	322 & 324	52,500	39,555	3,250	42,805	9,695	18.5%	41,800	10,700
97			170,099	122,106	4,837	126,943	43,156	25.4%	126,812	43,287
<b>Professional Services</b>										
98	Professional Services	331	254,739	437,290	16,719	454,009	(199,270)	(78.2%)	521,920	(267,181)
99	Other Professional Services	332	608,971	369,047	167,846	536,893	72,078	11.8%	582,043	26,928
100	OT & PT Services	333	671,345	190,192	555,362	745,554	(74,209)	(11.1%)	745,554	(74,209)
101	Legal Services	334	70,350	62,562	7,000	69,562	788	1.1%	69,562	788
102			1,605,405	1,059,092	746,927	1,806,019	(200,614)	(12.5%)	1,919,081	(313,676)
<b>Athletic Officials &amp; Other Athletic Services</b>										
103	Athletic Officials	341	61,850	68,602	0	68,602	(6,752)	(10.9%)	68,602	(6,752)
104	Other Athletic Services	342	13,500	4,310	0	4,310	9,190	68.1%	4,310	9,190
105			75,350	72,912	0	72,912	2,438	3.2%	72,912	2,438
<b>Computer Network Services</b>										
106	Computer Network Services	343	148,773	277,739	0	277,739	(128,966)	(86.7%)	277,739	(128,966)
107	<b>Total Purchased Services</b>		<b>1,999,627</b>	<b>1,531,848</b>	<b>751,764</b>	<b>2,283,612</b>	<b>(283,985)</b>	<b>(14.2%)</b>	<b>2,396,543</b>	<b>(396,916)</b>
<b>Property Services</b>										
<b>Water/Sewer</b>										
108	Water	410	65,527	51,163	3,588	54,752	10,775	16.4%	54,752	10,775
109	Sewer	411	34,274	33,262	2,560	35,822	(1,548)	(4.5%)	35,822	(1,548)
110			99,801	84,425	6,148	90,573	9,228	9.2%	90,573	9,228
<b>Trash &amp; Snow Removal</b>										
111	Trash Removal	421	86,600	105,568	15,110	120,678	(34,078)	(39.4%)	120,678	(34,078)
112	Snow Removal	422	50,000	24,992	0	24,992	25,008	50.0%	24,992	25,008
113			136,600	130,561	15,110	145,670	(9,070)	(6.6%)	145,670	(9,070)
<b>Repair/Maintenance</b>										
114	Equipment Repairs	430	116,791	110,071	11,600	121,671	(4,880)	(4.2%)	121,774	(4,983)
115	Grounds Repairs	431	184,989	171,666	1,289	172,955	12,034	6.5%	172,955	12,034
116	General Bldg Repairs	432	30,066	647	1,400	2,047	28,019	93.2%	2,047	28,019
117	Painting	433	5,045	9,515	0	9,515	(4,470)	(88.6%)	9,515	(4,470)
118	Heat & Plumbing	434	50,947	43,324	16,875	60,199	(9,252)	(18.2%)	60,199	(9,252)
119	Electrical	435	9,479	1,888	0	1,888	7,591	80.1%	1,888	7,591
120	Extermination Services	490	11,363	15,271	1,121	16,392	(5,029)	(44.3%)	16,392	(5,029)
121	Bldg Fire Protection	491	46,357	54,824	24,354	79,178	(32,821)	(70.8%)	79,178	(32,821)
123	Other Purch Services	499	24,146	52,593	4,635	57,228	(33,082)	(137.0%)	57,228	(33,082)
124			479,183	459,799	61,274	521,073	(41,890)	(8.7%)	521,176	(41,993)
<b>Rental</b>										
125	Rental	441	132,605	134,357	6,640	140,997	(8,392)	(6.3%)	140,997	(8,392)
126	<b>Total Property Services</b>		<b>848,189</b>	<b>809,141</b>	<b>89,172</b>	<b>898,313</b>	<b>(50,124)</b>	<b>(5.9%)</b>	<b>898,416</b>	<b>(50,227)</b>
<b>Transportation, Insurance, Communications, Tuition</b>										
<b>Transportation: Schools</b>										
127	Reg Ed Pupil Transportation	510 & 516	3,118,189	2,799,635	251,001	3,050,636	67,553	2.2%	3,050,636	67,553
128	Sp.Ed - Trans - STA	511	1,160,504	1,089,360	90,788	1,180,148	(19,644)	(1.7%)	1,180,148	(19,644)
129	Sp.Ed - Trans - Curtin	512	920,731	869,713	70,000	939,713	(18,982)	(2.1%)	939,713	(18,982)
130	Pupil Transp Reimbursement	513	12,250	0	0	0	12,250	100.0%	-	12,250
131			5,211,674	4,758,708	411,789	5,170,497	41,177	0.8%	5,170,497	41,177
<b>Transportation: Other</b>										
132	Transportation - Athletics	587	117,350	68,205	340	68,546	48,804	41.6%	68,546	48,804
133	Transportation - Field Trips	588	58,898	25,690	1,396	27,086	31,812	54.0%	27,086	31,812
134	Entry Fees - Athletics	591 & 592	12,100	10,965	0	10,965	1,135	9.4%	10,965	1,135
135	Admission Fees	595	6,070	1,901	0	1,901	4,169	68.7%	1,901	4,169
137			194,418	106,762	1,736	108,498	85,920	44.2%	108,498	85,920
<b>Transportation: Staff</b>										
138	Travel - Education	580 & 581	8,700	2,329	0	2,329	6,371	73.2%	4,281	4,419
139	Travel - Admin	582 & 583	29,100	22,904	0	22,904	6,196	21.3%	22,904	6,196
140	Travel - Conferences	584	79,120	17,904	0	17,904	61,216	77.4%	17,116	62,004
141			116,920	43,137	0	43,137	73,783	63.1%	44,301	72,619
<b>Liability &amp; Accident Insurance</b>										
142	Liability Insurance	522	325,149	356,310	5,393	361,702	(36,553)	(11.2%)	361,702	(36,553)
143	Accident Insurance	525	15,172	14,410	0	14,410	762	5.0%	14,410	762
144			340,321	370,720	5,393	376,112	(35,791)	(10.5%)	376,112	(35,791)

**Groton Public Schools**

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Account	Object #s	FY22 Budget	Expenditures	Encumbered	FY22 Actual	Remaining Balance	%	FY22 Estimate	Favorable/ (Unfavorable) to Budget
		2021-2022			Total			06/22/2022	
<b>Communications</b>									
145 Telephone, Telephone Repairs	530	67,925	175,565	5,275	190,840	(112,915)	(166.2%)	180,840	(112,915)
146 Postage	531	41,350	21,141	330	21,471	19,879	48.1%	21,471	19,879
147 Advertisement	540	5,000	9,301	265	9,566	(4,566)	(91.3%)	9,566	(4,566)
148 Minority Recruitment	541	5,000	0	0	0	5,000	100.0%	-	5,000
149 Printing Admin	550	11,542	7,747	0	7,747	3,795	32.9%	7,747	3,795
150 School Publications	551 & 552	3,500	3,596	0	3,596	(96)	(2.7%)	3,596	(96)
151		134,317	217,349	5,870	223,219	(88,902)	(66.2%)	223,219	(88,902)
<b>Tuition: Special Education</b>									
152 Sp Ed Vocational	561	461,250	372,262	74,200	446,462	14,788	3.2%	446,462	14,788
153 Sp Ed BoE Placements	562	2,557,392	1,918,410	356,328	2,274,739	282,653	11.1%	2,274,739	282,653
154 Sp Ed State Placements	563	600,000	418,196	28,774	446,970	153,030	25.5%	446,970	153,030
155 Sp Ed Magnet Choice	568	862,648	706,904	17,099	724,003	138,645	16.1%	754,003	108,645
156		4,481,290	3,415,773	476,400	3,892,173	589,117	13.1%	3,922,173	559,117
<b>Tuition: Other</b>									
157 Adult Ed	564	210,000	207,000	0	207,000	3,000	1.4%	207,000	3,000
158 Gen Ed Magnel Tuition	566	945,337	931,737	829	932,566	12,771	1.4%	932,566	12,771
159 Gen Ed Vo Ag Tuition	567	95,522	88,699	0	88,699	6,823	7.1%	88,699	6,823
160		1,250,859	1,227,436	829	1,228,265	22,594	1.8%	1,228,265	22,594
161 Total Transportation, Insurance, Communication, Tuition		11,729,799	10,139,884	902,016	11,041,901	687,898	5.9%	11,073,065	656,734
<b>Supplies</b>									
<b>Instructional Supplies</b>									
162 General Classroom	601	117,527	55,468	152,212	207,680	(90,153)	(76.7%)	210,476	(92,949)
163 Science	602	26,320	6,537	1,819	8,356	17,964	68.3%	8,356	17,964
164 Arts & Crafts	603	23,577	18,058	2,705	20,763	2,814	11.9%	20,763	2,814
165 Phys. Ed	604	13,540	6,073	7,225	13,298	242	1.8%	13,298	242
166 Music	605	22,700	12,780	3,075	15,855	6,845	30.2%	15,855	6,845
167 Kindergarten	606	5,600	2,332	0	2,332	3,268	58.4%	2,332	3,268
168 Pupil Tests	607	70,700	54,962	4,205	59,167	11,533	16.3%	62,817	7,883
169 Tech. Ed	609	7,500	0	0	0	7,500	100.0%	-	7,500
170 Home Ec Supplies	613	12,700	15,547	0	15,547	(2,847)	(22.4%)	15,547	(2,847)
171 Sp.Ed Supplies	615	56,000	44,387	6,519	50,907	5,093	9.1%	50,907	5,093
172 Athletic Supplies	616	52,554	42,425	2,601	45,026	7,528	14.3%	76,980	(24,426)
173 Math Supplies	617	11,082	3,028	715	3,743	7,339	66.2%	3,743	7,339
174 Health Supplies	618	2,400	0	0	0	2,400	100.0%	-	2,400
175 Other Supplies	619	3,000	588	0	588	2,412	80.4%	588	2,412
176 Health Serv Pathogen	622	6,500	508	2,897	3,404	3,096	47.6%	3,404	3,096
177 School Library Supplies	623	5,250	3,794	1,777	5,570	(320)	(6.1%)	5,570	(320)
178 Food, Drink, Snacks	628	23,000	16,701	30	16,731	6,269	27.3%	16,731	6,269
180		459,950	275,986	185,780	461,767	(1,817)	(0.4%)	507,366	(47,416)
<b>Computer Supplies</b>									
181 Computer Supplies	610 & 611	92,700	37,602	1,836	39,438	53,262	57.5%	39,438	53,262
182 Software	612	195,406	136,874	1,945	138,819	56,587	29.0%	138,584	56,822
183		288,106	174,475	3,781	178,257	109,849	38.1%	178,022	110,084
<b>Electricity &amp; Heating</b>									
184 Electricity	631	972,729	1,064,407	93,465	1,157,872	(185,143)	(19.0%)	1,157,872	(185,143)
185 Propane/Natural Gas	632	294,355	316,717	20,323	337,040	(42,685)	(14.5%)	337,040	(42,685)
186 Heating Oil	633	193,986	218,861	25,000	243,861	(49,875)	(25.7%)	243,861	(49,875)
187		1,461,070	1,599,985	138,788	1,738,773	(277,703)	(19.0%)	1,738,773	(277,703)
<b>Transportation Supplies</b>									
188 Diesel for School Buses	634	128,439	318,654	0	318,654	(190,215)	(148.1%)	318,654	(190,215)
189 Gas for Maintenance	656	41,996	23,503	5,000	28,503	13,493	32.1%	28,503	13,493
190		170,435	342,157	5,000	347,157	(176,722)	(103.7%)	347,157	(176,722)
<b>Textbooks &amp; Library Books</b>									
191 Textbooks	640	61,415	25,228	8,991	34,220	27,195	44.3%	34,134	27,281
192 Workbooks	641	19,410	5,780	223	6,003	13,407	69.1%	6,003	13,407
193 Textbook Rebind	642	950	0	0	0	950	100.0%	-	950
194 Library Books	645	21,700	9,727	8,514	18,242	3,458	15.9%	18,242	3,458
195 Periodicals	647	2,700	2,152	0	2,152	548	20.3%	2,152	548
196		106,175	42,886	17,728	60,616	45,559	42.9%	60,530	45,645

**Groton Public Schools**

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Account	Object #s	FY22 Budget	Expenditures	Encumbered	FY22 Actual	Remaining Balance	%	FY22 Estimate	Favorable/ (Unfavorable) to Budget	
		2021-2022			Total			06/22/2022		
<b>Facility/Maintenance Supplies</b>										
197	Equipment Repair	650	28,503	39,407	80	39,487	(10,984)	(38.5%)	39,487	(10,984)
198	Grounds Supplies	651	18,862	12,388	0	12,388	6,474	34.3%	12,388	6,474
199	General Bldg Repair	652	65,101	62,731	772	63,503	1,598	2.5%	63,503	1,598
200	Painting	653	2,500	6,896	0	6,896	(4,396)	(175.8%)	6,896	(4,396)
201	Heat & Plumbing	654	34,057	49,719	3,373	53,093	(19,036)	(55.9%)	53,093	(19,036)
202	Electrical	655	30,250	31,139	914	32,054	(1,804)	(6.0%)	32,054	(1,804)
203	Safety Supplies	657 & 659	13,555	4,963	163	5,126	8,429	62.2%	5,126	8,429
204	Custodial Supplies	658	143,982	162,556	518	163,074	(19,092)	(13.3%)	163,074	(19,092)
205			<u>336,810</u>	<u>369,800</u>	<u>5,821</u>	<u>375,620</u>	<u>(38,810)</u>	<u>(11.5%)</u>	<u>375,620</u>	<u>(38,810)</u>
<b>Other Supplies</b>										
206	Sup Serv Guid Imp Ins	621	24,400	16,833	1,611	18,444	5,956	24.4%	19,304	5,096
207	Audio Visual	624 & 625	7,502	6,185	339	6,524	978	13.0%	6,524	978
208	General Admin Supplies	626	13,110	15,289	10	15,299	(2,189)	(16.7%)	15,299	(2,189)
209	School Admin Supplies	627	15,800	33,849	5,406	39,255	(23,455)	(148.5%)	39,255	(23,455)
210	Professional Materials	690	26,678	11,045	2,940	13,985	12,693	47.6%	13,985	12,693
212			<u>87,490</u>	<u>83,312</u>	<u>10,306</u>	<u>93,618</u>	<u>(6,128)</u>	<u>(7.0%)</u>	<u>94,478</u>	<u>(6,988)</u>
213	<b>Total Supplies</b>		<b>2,910,036</b>	<b>2,888,603</b>	<b>367,204</b>	<b>3,265,807</b>	<b>(345,771)</b>	<b>(11.9%)</b>	<b>3,301,947</b>	<b>(391,911)</b>
<b>Equipment</b>										
<b>Instructional Equipment</b>										
214	Replace Instr Equip	730	12,730	3,747	19,093	22,840	(10,110)	(79.4%)	22,840	(10,110)
215	Add Instr Equipment	735	54,471	19,850	10,350	30,200	24,271	44.6%	31,871	22,600
216			<u>67,201</u>	<u>23,597</u>	<u>29,443</u>	<u>53,040</u>	<u>14,161</u>	<u>21.1%</u>	<u>54,711</u>	<u>12,490</u>
<b>Non-Instructional Equipment</b>										
217	Replace Non-Instr Equipment	731	10,000	5,948	0	5,948	4,052	40.5%	13,448	(3,448)
218	Add Non-Instr Equipment	736	0	43,714	2,195	45,909	(45,909)		45,909	(45,909)
219			<u>10,000</u>	<u>49,662</u>	<u>2,195</u>	<u>51,857</u>	<u>(41,857)</u>	<u>(418.6%)</u>	<u>59,357</u>	<u>(49,357)</u>
220	<b>Total Equipment</b>		<b>77,201</b>	<b>73,259</b>	<b>31,638</b>	<b>104,896</b>	<b>(27,695)</b>	<b>(35.9%)</b>	<b>114,068</b>	<b>(36,867)</b>
<b>Dues - Fees</b>										
<b>Dues/Fees</b>										
221	Dues BoE	810	25,541	21,088	0	21,088	4,453	17.4%	21,088	4,453
222	General Admin Dues	811	15,650	16,330	119	16,449	(799)	(5.1%)	16,449	(799)
223	School Admin Dues	812	43,669	22,860	0	22,860	20,809	47.7%	22,860	20,809
224	Other Dues	819	3,975	2,906	0	2,906	1,069	26.9%	2,906	1,069
225	<b>Total Dues/Fees</b>		<b>88,835</b>	<b>63,184</b>	<b>119</b>	<b>63,303</b>	<b>25,532</b>	<b>28.7%</b>	<b>63,303</b>	<b>25,532</b>
226	<b>Grand Total</b>		<b>77,438,090</b>	<b>69,901,095</b>	<b>7,286,806</b>	<b>77,187,901</b>	<b>250,189</b>	<b>0.3%</b>	<b>77,436,574</b>	<b>1,516</b>

**Groton Public Schools**  
**FY22 Budget Summary Review**  
**Summary at Program Level III**

Function No.	Description	FY22 Budget	FY22		FY22 Total	Remaining		08/22/2022 FY22 Estimated	Favorable/
		2021-2022	Expended 2021-2022	Encumbered 2021-2022	2021-2022	Balance	%	2021-2022	(Unfavorable)
<b>Regular Instruction</b>									
1101	FUNCTION-1101 ELEMENTARY	13,269,421	11,874,539	1,730,460	13,604,999	(335,578)	(2.5%)	13,646,427	(377,006)
1102	FUNCTION-1102 ART	670,468	578,712	89,268	667,980	2,488	0.4%	656,614	13,854
1103	FUNCTION-1103 COMPUTER EDUCATION	0	284	0	284	(284)	0.0%	-	-
1104	FUNCTION-1104 LANGUAGE ARTS	2,310,517	2,009,368	296,470	2,305,838	4,679	0.2%	2,309,796	721
1105	FUNCTION-1105 WORLD LANGUAGES	1,378,697	1,211,415	192,760	1,404,174	(25,477)	(1.8%)	1,418,523	(39,826)
1106	FUNCTION-1106 CONSUMER SCIENCE	149,479	130,310	17,416	147,726	1,753	1.2%	147,719	1,760
1107	FUNCTION-1107 TECHNOLOGY EDUCATION	636,478	537,744	92,172	629,916	6,562	1.0%	636,562	(84)
1108	FUNCTION-1108 MATHEMATICS	2,151,284	1,777,314	255,667	2,032,981	118,303	5.5%	2,031,019	120,265
1109	FUNCTION-1109 MUSIC	731,431	577,854	91,331	669,185	62,246	8.5%	675,371	56,600
1110	FUNCTION-1110 PHYSICAL EDUCATION	1,174,615	883,530	133,590	1,017,120	157,495	13.4%	1,147,952	26,663
1111	FUNCTION-1111 SCIENCE	2,249,495	1,867,904	272,589	2,140,493	109,002	4.8%	2,159,172	90,323
1112	FUNCTION-1112 SOCIAL STUDIES	1,821,305	1,495,794	204,664	1,700,458	120,847	6.6%	1,691,232	130,073
1113	FUNCTION-1113 MYP	23,350	41,102	43	41,146	(17,796)	(76.2%)	41,146	(17,796)
1114	FUNCTION-1114 HEALTH EDUCATION	220,609	287,365	50,782	338,147	(117,538)	(53.3%)	208,122	12,487
1117	FUNCTION-1117 INTERN. BACCALAUREATE	67,250	43,969	39	44,008	23,242	34.6%	44,008	23,242
1118	FUNCTION-1118 IB - CAREERS-RELATED PROGRAM	18,179	0	0	0	18,179	100.0%	-	18,179
1119	FUNCTION-1119 UNCLASSIFIED	1,371,266	1,452,040	54,086	1,506,125	(134,859)	(9.8%)	1,465,198	(93,932)
1121	FUNCTION-1121 BUSINESS EDUCATION	332,696	275,824	39,917	315,741	16,955	5.1%	311,624	21,072
1124	FUNCTION-1124 HEALTH OCCUPATIONS	71,898	3,058	0	3,058	68,840	95.7%	14,813	57,085
1260	FUNCTION-1260 ENRICHMENT	38,724	71,040	2,433	73,473	(34,749)	(89.7%)	43,473	(4,749)
1270	FUNCTION-1270 REMEDIAL INSTRUCTION	2,914,729	2,506,592	405,072	2,911,664	3,065	0.1%	2,883,605	31,124
2220	FUNCTION-2220 EDUCATIONAL MEDIA SERVICE	1,097,479	980,693	113,731	1,094,424	3,055	0.3%	1,104,090	(6,611)
<b>Total Regular Instruction</b>		<b>32,699,370</b>	<b>28,606,452</b>	<b>4,042,490</b>	<b>32,648,942</b>	<b>50,428</b>	<b>0.2%</b>	<b>32,636,465</b>	<b>62,905</b>
<b>Special Instruction</b>									
1205	FUNCTION-1205 PRESCHOOL 3-5	1,235,951	944,513	108,582	1,053,096	182,855	14.8%	1,082,867	153,084
1210	FUNCTION-1210 SPED Summer School	20,290	0	0	0	20,290	100.0%	-	20,290
1220	FUNCTION-1220 OTHER SPECIAL INSTRUCTION	792,073	954,813	21,648	976,462	(184,389)	(23.3%)	987,518	(195,445)
1230	FUNCTION-1230 SPECIAL EDUCATION	8,176,457	7,001,755	728,806	7,730,561	445,896	5.5%	7,813,882	362,575
1250	FUNCTION-1250 BLIND	26,599	936	0	936	25,663	96.5%	7,524	19,075
1280	FUNCTION-1280 HEARING IMPAIRED	107,224	105,892	15,075	120,967	(13,743)	(12.8%)	106,270	954
<b>Total Special Instruction</b>		<b>10,358,594</b>	<b>9,007,910</b>	<b>874,112</b>	<b>9,882,022</b>	<b>476,572</b>	<b>4.6%</b>	<b>9,998,060</b>	<b>360,534</b>
<b>Continuing Education</b>									
1310	FUNCTION-1310 HIGH SCHOOL COMPLETION	84,133	52,295	0	52,295	31,838	37.8%	52,439	31,694
1320	FUNCTION-1320 ADULT EDUCATION	210,000	207,000	0	207,000	3,000	1.4%	207,000	3,000
<b>Total Continuing Education</b>		<b>294,133</b>	<b>259,295</b>	<b>0</b>	<b>259,295</b>	<b>34,838</b>	<b>11.8%</b>	<b>259,439</b>	<b>34,694</b>
<b>Other Instructional Programs</b>									
15**	STUDENT ACTIVITIES 6-12	938,606	847,262	3,941	851,203	87,403	9.3%	874,192	64,414
<b>TOTAL INSTRUCTION</b>		<b>44,290,703</b>	<b>38,720,919</b>	<b>4,920,543</b>	<b>43,641,462</b>	<b>649,241</b>	<b>1.5%</b>	<b>43,768,156</b>	<b>522,547</b>
<b>Support Services - Pupils</b>									
2101	FUNCTION-2101 SUPPORT SERVICES - SPED CO	878,367	918,797	3,843	922,640	(44,273)	(5.0%)	910,548	(32,181)
2110	FUNCTION-2110 SOCIAL WORK SERVICES	355,751	312,678	29,900	342,578	13,173	3.7%	310,845	44,906
2120	FUNCTION-2120 GUIDANCE SERVICES	1,595,294	1,369,647	184,808	1,554,455	40,839	2.6%	1,566,735	28,559
2130	FUNCTION-2130 HEALTH SERVICES	1,237,137	551,938	726,105	1,278,043	(40,906)	(3.3%)	1,313,043	(75,906)
2140	FUNCTION-2140 PSYCHOLOGICAL SERVICES	1,241,410	1,011,297	160,522	1,171,819	69,591	5.6%	1,209,604	31,806
2150	FUNCTION-2150 SPEECH & HEARING SERVICES	1,162,998	1,037,869	164,070	1,201,939	(38,941)	(3.3%)	1,201,655	(38,657)
<b>Total Support Services - Pupils</b>		<b>6,470,957</b>	<b>5,202,227</b>	<b>1,269,247</b>	<b>6,471,474</b>	<b>(517)</b>	<b>(0.0%)</b>	<b>6,512,430</b>	<b>(41,473)</b>
<b>Support Services - Staff</b>									
2201	FUNCTION-2201 SUPPORTING SERVICES - T&L	369,442	458,111	0	458,111	(88,669)	(24.0%)	399,215	(29,773)
2202	FUNCTION-2202 SUPPORTING SERVICES - DEI	15,761	8,070	2,880	10,950	4,811	30.5%	10,950	4,811
2210	FUNCTION-2210 IMPROVEMENT OF INSTRUCTION	235,564	278,669	1,500	280,169	(44,605)	(18.9%)	281,476	(45,912)
<b>Total Support Services - Staff</b>		<b>620,767</b>	<b>744,851</b>	<b>4,380</b>	<b>749,231</b>	<b>(128,464)</b>	<b>(20.7%)</b>	<b>691,641</b>	<b>(70,874)</b>
<b>General Support Services</b>									
2311	FUNCTION-2311 BOARD OF EDUCATION SERVICE	30,241	24,166	0	24,166	6,075	20.1%	24,166	6,075
2312	FUNCTION-2312 SUPERINTENDENT OFFICE SER	1,565,287	1,607,842	7,579	1,615,421	(50,134)	(3.2%)	1,625,159	(59,872)
2313	FUNCTION-2313 BUSINESS OFFICE	976,596	987,154	0	987,154	(10,558)	(1.1%)	1,009,007	(32,411)
2410	FUNCTION-2410 SCHOOL ADMINISTRATION	4,150,463	4,311,930	5,994	4,317,924	(167,461)	(4.0%)	4,391,555	(241,092)
<b>Total General Support Services</b>		<b>6,722,587</b>	<b>6,931,093</b>	<b>13,573</b>	<b>6,944,665</b>	<b>(222,078)</b>	<b>(3.3%)</b>	<b>7,049,888</b>	<b>(327,301)</b>
<b>Operational Services</b>									
2510	FUNCTION-2510 OPERATIONS AND MAINTENANCE	6,830,961	6,604,719	242,383	6,847,101	(16,140)	(0.2%)	7,020,017	(189,056)
2520	FUNCTION-2520 PUPIL TRANSPORTATION	5,837,953	5,693,605	411,789	6,105,394	(267,441)	(4.6%)	6,018,653	(180,700)
2540	FUNCTION-2540 COMPUTER SUPPORT SERVICES	1,504,213	1,706,045	21,862	1,727,907	(223,694)	(14.9%)	1,782,010	(277,797)
2560	FUNCTION-2560 HEALTH SERVICES STAFF	2,500	253	0	253	2,247	89.9%	253	2,247
9999	FUNCTION-9999 EXPENDITURE TRANSFER ACCT	0	233,437	0	233,437	(233,437)	0.0%	-	-
<b>Total Operational Services</b>		<b>14,175,627</b>	<b>14,238,059</b>	<b>676,034</b>	<b>14,914,093</b>	<b>(738,466)</b>	<b>(5.2%)</b>	<b>14,820,933</b>	<b>(645,306)</b>
<b>TOTAL SUPPORT SERVICES</b>		<b>27,989,938</b>	<b>27,116,229</b>	<b>1,963,234</b>	<b>29,079,463</b>	<b>(1,089,525)</b>	<b>(3.9%)</b>	<b>29,074,892</b>	<b>(1,084,954)</b>
<b>Community Services</b>									
3710	FUNCTION 3710-NONPUBLIC SCHOOL	96,550	0	0	0	96,550	100.0%	96,550	0
<b>Non-Programmed Charges</b>									
4100	TUITION PAYMENTS	5,060,899	4,063,947	403,030	4,466,976	593,923	11.7%	4,496,976	563,923
<b>GRAND TOTAL</b>		<b>77,438,090</b>	<b>69,901,095</b>	<b>7,286,806</b>	<b>77,187,901</b>	<b>250,189</b>	<b>0.3%</b>	<b>77,436,574</b>	<b>1,516</b>
									0.00%

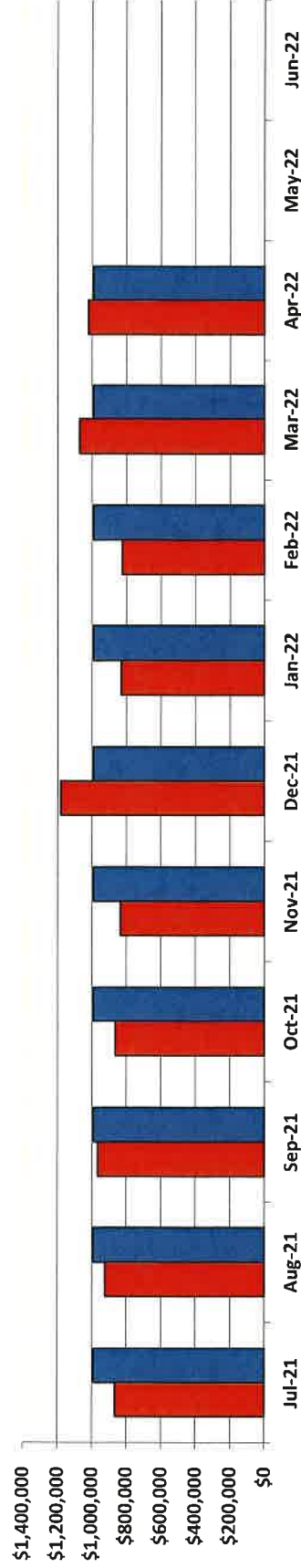
Cost vs Budget Dashboard - data through April 2022

BOE Groups Active & Retired

Self Insured - All Coverages All Enrollees													
Date	Net Medical Paid			Rx Paid Claims			Dental Paid Claims			Claim/Admin. Cost			
	Lives	Claims		Claims			Claims			Total Net Paid	Total Fixed Costs	Total Cost	
Jul-21	570	\$658,635	\$96,759	\$22,999	\$778,393	\$87,755	\$866,148	\$990,851	(\$124,703)				87.4%
Aug-21	569	\$608,837	\$193,338	\$33,942	\$836,117	\$87,629	\$923,746	\$990,851	(\$67,105)				93.2%
Sep-21	568	\$720,316	\$138,730	\$19,805	\$878,850	\$87,503	\$966,353	\$990,851	(\$24,498)				97.5%
Oct-21	575	\$508,503	\$242,986	\$24,808	\$776,297	\$88,386	\$864,683	\$990,851	(\$126,169)				87.3%
Nov-21	573	\$502,303	\$211,751	\$31,437	\$745,491	\$88,134	\$833,625	\$990,851	(\$157,226)				84.1%
Dec-21	574	\$860,615	\$208,410	\$24,099	\$1,093,124	\$88,260	\$1,181,384	\$990,851	\$190,533				119.2%
Jan-22	522	\$504,924	\$217,957	\$27,114	\$749,995	\$81,702	\$831,696	\$990,851	(\$159,155)				83.9%
Feb-22	520	\$521,027	\$184,782	\$37,896	\$743,705	\$81,449	\$825,154	\$990,851	(\$165,697)				83.3%
Mar-22	523	\$661,927	\$300,735	\$27,822	\$990,484	\$81,828	\$1,072,311	\$990,851	\$81,460				108.2%
Apr-22	525	\$694,777	\$218,301	\$25,138	\$938,215	\$82,080	\$1,020,295	\$990,851	\$29,444				103.0%
May-22													
Jun-22													
<b>YTD</b>	<b>5519</b>	<b>\$6,241,863</b>	<b>\$2,013,748</b>	<b>\$275,059</b>	<b>\$8,530,671</b>	<b>\$854,726</b>	<b>\$9,385,397</b>	<b>\$9,908,512</b>	<b>(\$523,115)</b>				<b>94.7%</b>

Budget vs. Actual Cost

Actual vs Budget



Total fixed costs is taken from segmented Anthem Report 4 dated 3/9/21 plus Network Access Fees of \$190,427  
 \*BOE monthly budget based on non-weighted Anthem proposal dated 3/9/21

## Community Relations

### Access to Information

The Board of Education (Board) acknowledges the need for an informed citizenry and, at the same time, recognizes the public's right to access information regarding the operations of the District. The Board, therefore, will make available statistics and other studies reported at public meetings and disseminated to the media. This action will be accomplished through information-sharing meetings, through presentations at regular Board meetings, at Board Committee meetings, and through meetings of parent organizations.

Moreover, in complying with Section 1-210 of the Connecticut General Statutes, and continuing to fulfill its obligation and desire to keep the public informed, while at the same time attempting to eliminate excessive expenditures of staff time in the compilation, assembly, and distribution of information pertaining to public school operation, the Board has adopted the following procedures to assist in determining access to information.

The Superintendent is responsible for developing regulations to implement this policy consistent with all applicable Federal and State Statutes and Regulations and in keeping with the Board's policy intent.

Legal Reference:            Connecticut General Statutes  
   1-210 Access to public records. Exempt records

Policy Adopted:

GROTON PUBLIC SCHOOLS  
Groton, Connecticut

## Regulations

## Community Relations

## Access to Information

### ADMINISTRATIVE REGULATIONS

#### Freedom of Information Requests

#### Purpose:

Title I, Chapter 3 of the Connecticut State Statutes, addresses the subject of Public Records and Meetings. This regulation details the procedures to be followed in the Groton Public Schools in compliance with the specifics and spirit of State law relative to requests for the release of public information.

#### Procedures:

1. ~~All requests for public information shall be complied with within a reasonable period of time.~~
2. ~~School officials shall not be required to create documents in response to requests for information. However, all documents requested, except those specifically protected and exempt under State and Federal statutes, shall be made available to the requesting party.~~
3. ~~When, and if, information requested is not made available, the requesting party shall be advised in writing of the reason(s).~~
4. ~~Persons wishing to inspect public documents without making copies may do so without charge. Appointments for this purpose shall be made through the Business Manager.~~
5. ~~Requests for public information may be filed with the Business Manager or with any building principal. The Business Manager shall review and approve/disapprove request for information. When requests are not approved, the Business Manager shall indicate the reason in writing to the requesting party.~~
6. ~~Questions relating to the determination of public versus exempt records shall be directed to the Superintendent of Schools, who The Superintendent of Schools may consult with the general counsel of the Board of Education in making a final determination of this question.~~

#### **Procedures for Accessing Information**

The Board of Education's (Board) policy pertaining to the access of information shall be administered according to the following guidelines.

1. The Board grants discretion, within all applicable statutes, to the Superintendent for implementation of this policy.
2. All requests for public information shall be filed on a form (FOI-1) which shall be provided upon request by the Business Manager.
3. FOI-1 forms must be completed and signed by the requesting party.
4. Any information covered by Section 1-210 of the Connecticut General Statutes that is readily available in the format in which it is requested will be supplied by the Superintendent or his/her designee for inspection and/or copying by the person or group making the request. A reasonable fee may be charged for the cost of reproducing requested information.

Fees:

- A. A fee of ~~fifty~~ ~~twenty-five~~ cents (~~\$.25~~ 50) per page shall be charged for copying. However, the first ten (10) pages requested shall be provided without such copying charge.
  - B. The actual cost of transcription and/or the actual cost of copyrighted material.
  - C. When the estimated cost of copying the information requested is ~~ten~~ fifteen dollars (~~\$10.00~~ 15.00) or more, prepayment of the estimated fee by the requesting part shall be required. The actual final fee shall be determined when all material requested, and ~~that which is~~ not exempt, is copied. At that time, a final adjustment in the fee shall be made.
  - D. Fees shall be paid by check or money order made payable to the Groton School Clearance Account.
  - E. USB digital storage – fee \$10
5. A document or record which is limited in its availability to the administration will not be released.
  6. Requests for studies or analyses of information which will result in staff members assuming responsibilities or performing tasks that are not ordinarily part of their day-to-day duties, will only be undertaken with the Superintendents endorsement.

Such requests shall contain the following information: the name of the person, agency, group, or organization requesting the information; the exact nature of information requested.

7. According to statute, the following records may not be disclosed:
  - a. Preliminary drafts or notes
  - b. Personnel or medical files
  - c. Information to be used in a prospective law enforcement action if prejudicial to such action
  - d. Records pertaining to such action
  - e. Test questions, scoring keys, and examinations
  - f. The contents of real estate appraisals, engineering or feasibility studies made relative to the acquisition of property
  - g. Records, reports, and statements of strategy, or negotiations with respect to collective bargaining
  - h. Student records covered by privacy law

i. And any other records, documents, or materials deemed confidential by the courts or FOI Commission.

8. Appeal process:

Questions relating to the determination of public versus exempt records shall be directed to the Superintendent of Schools, who ~~The Superintendent of Schools~~ may consult with the general counsel of the Board ~~of Education~~ in making a final determination of this question.

Legal Reference: Connecticut General Statutes  
1-210 Access to public records. Exempt records

Regulations adopted: September 12, 1995  
Revised:

GROTON PUBLIC SCHOOLS  
Groton, Connecticut

**Groton Public Schools  
Curriculum Map**

INTRODUCTION

Course Title: Meteorology and Climatology  
Curriculum Area: Science      Grade: 10-12

Course Purpose:

Meteorology and Climatology will serve as a true introductory course between the various physical processes underlying atmospheric and weather phenomena, including concepts related to global climate change, and the impacts of weather and climate in society. This course is a hands-on laboratory and technology-based approach that will promote and cultivate the development of student scientific inquiry, scientific method skills, which are important critical thinking skills for this course. This course will give students an understanding of how meteorologists use technology and forecasting models to predict the weather.

Students will be using long and short range weather models, Doppler Radar and Satellite data to understand and forecast the weather. Particular attention will be devoted to the analysis and interpretation of national and local weather charts and diagrams with the goal of creating a weather centered classroom.

With this perspective in mind, this course will also study Earth's climate through an analysis of climatic controls, classification schemes and feedback cycles, including an examination of past global climates and global climate change scenarios.

Core Disciplinary Ideas (DCI) in the Earth and Space Sciences as described in the Next Generation Science Standards (NGSS) including: Earth and Human Activity and Earth's Systems. In Earth and Human Activity, students analyze weather models and make an evidence-based forecast of the current rate of climate change. In Earth's Systems, students study the factors that change weather and climate.

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Major Learning Goals and Understandings:
<p><b>Student Learning Expectation(s):</b></p> <ul style="list-style-type: none"> <li>● Students will examine the physical characteristics of the atmosphere.</li> <li>● Students will understand how the meteorological conditions change at each mandatory atmospheric level creating “weather” on the surface.</li> <li>● Students will analyze, evaluate long-range and short range weather models needed to forecast weather</li> <li>● Students will understand and apply technology such as Satellite and Doppler Radar technology to support forecasting efforts.</li> <li>● Students will model the causes and impacts of Mesoscale, Thunderstorms, Nor’easters and Hurricanes, snow, rain or wind events.</li> <li>● Students will use data to discuss trends and predict future trends for hurricane activity.</li> <li>● Students will use data to illustrate the relationships among Earth’s systems and how those relationships are modified due to human activity.</li> <li>● Students will examine footage from various locations to begin to generate a list of possible causes and / or questions for the increase in extreme weather events.</li> <li>● Students will generate a list of cause-and-effect relationships relating to global climate.</li> <li>● Students will create a deliverable to demonstrate the significant role of oceans in climate change feedback loops.</li> </ul>

<b>Units/Theme/Concept and # of Weeks</b>	
Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks	
<p>1. Introductory weather activities to include definitions, graphing, history of meteorology, weather symbols, NOAA and the NWS organization, Seasons and Solar motion.</p> <p>3. Coriolis Force activity - Highs and Lows (Cyclones and Anticyclones), Global wind circulation systems, The Jet Stream - Upper air maps, Humidity - Heat Index and Wind Chill Factor.</p> <p>5. Interpreting satellite imagery from the Internet (Visible, Infra-Red, Water Vapor and specialized imagery), Doppler radar, Doppler radar image analysis, Analysis of</p>	<p>2. Earth’s Heat Balance, Heat Transfer activities and composition of atmosphere (Greenhouse Effect, Global Warming, Ozone layer).</p> <p>4. Vertical structure of the atmosphere (mandatory levels), Pressure Gradient Force - Wind, Surface contour map - isotherms, Surface contour map - isobars, Surface station plotting.</p> <p>6. When air masses collide: Fronts, Front laboratory activities, Cold, Warm, Occluded, and Stationary fronts. How geography: mountains, valleys, plains, deserts, and</p>

<p>Precipitation: Rain, Hail, Sleet, and Snow, Air Masses: Marine and Continental, Polar and Tropical, and location of Jet streams.</p>	<p>oceans, affect weather systems across the US, the world. Understanding the complete surface map.</p>
<p>7. Mesoscale events, Thunderstorms, Tornadoes, and Hurricanes, Killer weather: Deep Freeze, Nor'easters, Blazing Inferno, Blizzards, Droughts, Floods, and Lightning, Large scale weather phenomena: El Niño, Southern Oscillation, La Niña, Weather data graphical analysis (identify fronts by date, type, and duration).</p>	<p>8. Weather Forecasting: Step 1- Assembling the data, Weather Forecasting: Step 2 - Analyzing the data, Weather Forecasting: Step 3 - Making the forecast, Preparing your forecast web page or PowerPoint presentation.</p>
<p>9. Climate Change to include Air-Sea Interface and how this affects the weather throughout the world.</p>	<p>10.</p>

**Mappers/Authors: Terance J.W. Henkle**

Date Approved:

Part 1 - Unit/Theme/Concept		
Grade:	Subject:	Course:
10th Grade and up	Science	Meteorology and Climate
		<b>Length of Unit:</b> (# of weeks) 18

**Supporting Standards**

**Ocean Literacy Principle #3:** The ocean is a major influence on weather and climate.

3a: The ocean interaction of oceanic and atmospheric processes controls weather and climate by dominating the Earth's energy, water and carbon systems.

3c: Heat exchange between the ocean and atmosphere can result in dramatic global and regional water phenomena, impacting patterns of rain and drought. Significant examples include the El Niño Southern Oscillation and La Niña, which causes important changes in global weather patterns because they alter the sea surface temperature patterns in the Pacific.

3e: The ocean dominates the Earth's carbon cycle. Half the primary productivity on Earth takes place in the sunlit layers of the ocean and the ocean absorbs roughly half of all carbon dioxide added to the atmosphere.

3f: The ocean has had, and will continue to have, a significant influence on climate change by absorbing, storing, and moving heat, carbon and water. Changes in the ocean’s circulation have produced large, abrupt changes in climate during the last 50,000 years.  
 3g: Changes in the ocean-atmosphere system can result in changes to the climate that in turn, cause further changes to the ocean and atmosphere. These interactions have dramatic physical, chemical, biological, economic, and social consequences.

<b>Part 2 – Standards</b>		<b>Bloom’s Taxonomy Levels</b>
<b>Key (NGSS) Content Knowledge and Concepts/Skills</b>		
<p>Analyze geoscience data to make the claim that one change to Earth’s surface can create feedback that causes changes to other Earth systems. <b>HS-ESS2-2</b></p> <p>Use a model to describe how variations in the flow of energy into and out of Earth’s systems result in changes in climate. <b>HS-ESS2-4</b></p> <p>Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere. <b>HS-ESS2-6</b></p> <p>Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity. <b>HS-ESS3-1</b></p> <p>Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems. <b>HS-ESS3-5</b></p> <p>Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity. <b>HS-ESS3-6</b></p>		
<p>The students will know:</p> <ol style="list-style-type: none"> <li>The composition, structure and properties that make up Earth’s atmosphere.</li> </ol>	<p>The students will be able to:</p> <ul style="list-style-type: none"> <li>Describe the formation of Earth’s early atmosphere and key greenhouse gasses.</li> <li>Identify three methods of transferring energy through the atmosphere.</li> <li>Describe the different types of air masses.</li> <li>Describe the various properties of the atmosphere including temperature, air pressure, wind speed, direction and density.</li> <li>Describe cloud formation and the different types of cloud groups.</li> </ul>	<p>I.</p>

<p>2. The factors that affect weather patterns over the Earth's surface.</p> <p>3. The technology used to assist in forecasting weather.</p> <p>4. The factors that affect climate.</p>	<ul style="list-style-type: none"> <li>● Relate the Coriolis Effect to weather patterns.</li> <li>● Explain how warm, cold, stationary and occluded fronts affect weather patterns.</li> <li>● Analyze weather data to predict weather patterns.</li> <li>● Describe and interpret weather maps and reports using in-situ data, models, radar and satellite.</li> <li>● Understand how the air-sea interface affects weather and climate</li> <li>● Understand how extreme weather events are formed such as meso-scale, nor'easters, hurricanes and tornadoes.</li> <li>● Describe different types of climate data.</li> <li>● Explain why climates vary.</li> <li>● Describe the criteria used to classify climates.</li> <li>● Distinguish among different types of climatic changes and why they occur.</li> <li>● Identify how humans impact the global climate</li> <li>● Compare natural and human impact on climate change</li> </ul>	
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### Big Idea and Essential Questions

- **Big Ideas:**
  - a. What is weather and what is climate?
  - b. How is technology employed to create a forecast?
  - c. Why are meteorologist forecasts “sometimes” wrong?
  - d. How is mankind’s influence changing earth’s climate?
  - e. Can we solve climate change, or is it already out of control?
  
- **Essential Questions**
  - a. How the interactions between temperature, air pressure, wind, humidity, and precipitation create our weather?
  - b. How to forecast the weather on a daily basis?
  - c. How does a forecast change over time?
  - d. How to forecast severe weather, like tornados, hurricanes, nor’easters, meso-scale systems, thunderstorms/lightning?
  - e. How does the Air-Sea Interface influence weather and climate
  - f. How is the Earth's heat budget influencing weather and climate?
  - g. How is humanity changing or accelerating global climate change?

### Part 3 – Common Unit Assessments

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

#### **Numeracy skills:**

**Graphing:** (individual) of temperatures, dew points, relative humidity, wind speeds, precipitation.  
Determining mean, median and modes of atmospheric conditions  
Calculating and Estimating speeds of meteorological conditions within the atmosphere.  
Interpreting data and data-sets to form an educated guess  
Determine speed calculations of fronts, and jetstream.  
Determine Isobar and Isotherm analysis  
Determining Temperature at mandatory levels based on constant, then verifying real world data

**Literacy Skills:**

Oral presentations of weather phenomena and weather forecasts  
Written report and Case study based on research of a meteorological event.

**Formative assessments** will be based on material covered to create a building block of knowledge throughout the course

**Performance, Peer/Self- assessments** will be based on working as a meteorological team reviewing each team's forecast.

**Concept maps** will provide critical thinking and a visual representation/model of the environment, meteorological events.

**Summative Assessment** will be given to check for understanding based on one or two unit evaluations

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

At this time this course is a single semester course being taught by one teacher. Students in this class regardless when they take the class (Semester 1 or 2) will experience the same curriculum found in each unit of study.

I will be using the Next Generation Science Standards (NGSS) which employs the 3-Dimensional model. This 3-D Model incorporates Disciplinary Core Ideas (DCI) which are basically the “content”; Crosscutting Concepts (CC) such as Cause and Effect, Patterns, Stability and Change to name a few. The third portion is called the Science and Engineering Practices (SEP), in which students will Ask Questions, Analyze and Interpret Data, Develop and Use Models, Mathematical Thinking and Engage in Arguments from Evidence to name a few.

Students will research historical weather events, specific meteorological phenomena and use Project O excursions to understand the Air-Sea interface and how this influences weather and climate.

Students that have Individual Educational Plans (IEP) will have their assignments modified based on their specific requirements.

## Students

### Eligibility to Participate in Interscholastic Athletics

Any student enrolled in the Groton Public Schools shall be eligible to participate in the interscholastic athletics program at his/her school provided that the student:

- A. ~~Students must meet all criteria established by the Connecticut Interscholastic Athletic Conference (CIAC);~~ Students must meet all other CIAC eligibility requirements as outlined in the [CIAC handbook](#) plus one (1) additional full credit for a total of 5 credits.
- B. Students have 8 consecutive semesters (4 years) of eligibility to play athletics from that time they enter high school as a freshman.

~~It shall be the responsibility of the administration to determine each student's eligibility to participate in interscholastic athletics.~~ The administration shall be responsible to determine each student's eligibility to participate in interscholastic athletics. The principal shall publish eligibility criteria. ~~to all interested students annually.~~

~~The Superintendent of Schools shall issue administrative regulations implementing this policy which shall include an explanation of CIAC eligibility requirements.~~ The Board of Education shall be informed of any changes that the CIAC may, ~~from time to time,~~ make in its requirements.

Legal Reference:            Connecticut General Statutes 10-241  
   C.I.A.C. Regulations

Policy Adopted: April 8, 1996  
Revised:

GROTON PUBLIC SCHOOLS  
Groton, Connecticut

**Instruction****Gifted and/or Talented Students Program**

Gifted and/or talented students are those with outstanding academic learning abilities and/or talented students are those with outstanding talent in the creative and performing arts.

The District shall provide educational opportunities for the gifted and/or talented that include a broad spectrum of learning experiences that increase knowledge and develop skills while encouraging students to excel in areas of special competence and interest.

Though early identification of the gifted and/or talented is important, the identification of these students is a continuing process is essential in that special abilities and skills appear at different times in the lives of many children and new children are regularly being enrolled in the system.

Upon the identification of a student as gifted and/or talented, the District shall provide electronic notice of such identification to the parent/guardian of such student. Such notice shall include, but need not be limited to:

1. an explanation of how such student was identified as gifted and/or talented,
2. the information on the provision of services to gifted and/or talented students,
3. the District's employee in charge of the provision of special education and related services,
4. information from the State Department of Education which is responsible for providing information and assistance to boards of education and parents or guardians of students related to gifted and/or talented students, pursuant to section 10-3e of the General Statutes, and
5. any associations in the state that provide support to gifted and/or talented students.

The District shall utilize guidelines, developed and promulgated by the State Department of Education (SDE), for providing services to those students.

Legal Reference: Connecticut General Statutes

10-76a-(e) Definitions.

10-76d-(e) Duties and powers of Boards of Education to provide special education programs and services.

PA 17-82 An Act Concerning Services for Gifted and Talented Students

PA 19-184 An Act Concerning the Provision of Special Education

CSDE Gifted and Talented Education; Guidance Regarding Identification and Service, March 2019

Policy Adopted:

GROTON PUBLIC SCHOOLS  
Groton, Connecticut

**Instruction****Gifted and/or Talented Students Program****Definition of Gifted and/or Talented:**

1. **Extraordinary Learning Ability (Gifted):** A child identified by the Planning and Placement Team (PPT) as gifted and/or talented on the basis of either performance on relevant standardized measuring instruments, or demonstrated or potential achievement or intellectual creativity, or a combination of the above.
2. **Outstanding Talent in the Creative Arts (Talented):** A child identified by the PPT as gifted and/or talented on the basis of demonstrated or potential achievement in music, the visual arts, or the performing arts.
3. **Gifted and/or Talented:** A child identified by the PPT as (A) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative, or specific academic capability and (B) needing differentiated instruction or services beyond those being provided in the general education program to realize the child's intellectual, creative, or specific academic potential. The term includes children with extraordinary learning ability and children with outstanding talent in the creative arts.

**Gifted and/or Talented (G & T) Eligibility Criteria for Students in Grades 4 & 6****A. Extraordinary Learning Ability (Gifted):**

- a. Score in the highest band on Smarter Balance Assessment Consortium (SBAC) English Language Arts (ELA) and/or Math
- b. **ELA Scaled Score:** scores on the highest band in Grade 4 (Grade 3 SBAC), Grade 6 – (Grade 5 SBAC)
- c. **Math Scaled Score:** scores on the highest band in Grade 4 (Grade 3 SBAC), Grade 6 – (Grade 5 SBAC)
- d. Score in the recommended scaled score range on the *Scales for Rating the Behavioral Characteristics of Superior Students* in Learning, Motivation, Leadership, Math, Reading, Science, or Communication. May be completed by more than one teacher if appropriate. See addendum.

**B. Outstanding Talent in the Creative Arts (Talented):**

- a. Includes Music, Visual or Performing Arts- talent in single or multiple modes may be considered
- b. Teacher Recommendation. Scoring rubrics or other performance-based assessments are recommended.
- c. Score in the recommended scaled score range on the *Scales for Rating the Behavioral Characteristics of Superior Students* in Motivation, Creativity, Artistic, Musical, or Communication. May be completed by more than one teacher if appropriate.

**C. New transfers to Groton who have formerly been identified as gifted should be considered gifted in Groton.**

**Gifted and/or Talented Students Program – cont.**

**D. Identification Procedures:**

Evaluation and identification of gifted and/or talented students must be conducted by a Planning and Placement Team which may be conducted as a group or as an individual meeting according to parent preference.

**E. Curriculum and Instruction:**

Gifted and/or talented students benefit from differentiated instruction (i.e., adaptations and modifications) to the depth and complexity of the general education curriculum to meet their unique educational needs. Instruction should address variations in students' interests, learning styles, and their preferred modes of expression.

Examples include:

Advanced courses and programs such as the International Baccalaureate Program, Curriculum Compacting, Independent Study or Personalized Learning, Dual Enrollment, Subject Acceleration such as advanced level readings and math problems, STEM classes such as coding and robotics, creative arts including visual musical, dramatic arts, before and after school enrichment clubs, magnet themes and career pathways.

Regulation adopted:

GROTON PUBLIC SCHOOLS  
Groton, Connecticut

# Groton Public Schools

## Gifted and Talented Identification

### Scales for Rating the Behavioral Characteristics of Superior Students

#### (Renzulli Scales)

#### **Introduction**

Dr. Renzulli recommends that the selection of students for gifted identification be based on a relatively equivalent balance of test and nontest based information.

The *Scales for Rating the Behavioral Characteristics of Superior Students* represent the recommended nontest information and provide teacher input into the identification of students as gifted. The Scales can be modified for use in each district.

#### **Administration**

The first four scales (Learning, Creativity, Motivation, and Leadership) are generally consistent with the expectations for most accelerated curricula. The Reading and Mathematics scales are also being included in the district's identification process in order to identify students for cluster groups either in the classroom or across classrooms for accelerated instruction in reading and math.

Our magnet themes across the district have provided for the addition of the Artistic, Musical, Communication, and Science scales.

The scales provide teachers and administrators with the opportunity to focus on specific student strengths. Do not abbreviate the scales by reducing the number of items on each scale. Judgement may be used in determining if both the Reading and Mathematics scales need to be completed based on the student's academic performance in Reading and Mathematics.

#### **Interpreting the Results**

After at least 2 teachers (current classroom teacher, last year's classroom teacher, intervention specialist, library media specialist, STEM teacher) have completed the ratings, the teacher should compute and record the total points for each

scale. The school-based team should consider students for identification as gifted whose scores range in the 5-Frequently, and 6-Always areas on a majority of the items on the scales below.

Recommended Scaled Score Range for Identification as Gifted

Rating Scales	Recommended Scaled Score Range for Identification as Gifted
Learning Characteristics	55-66
Creativity Characteristics	45-54
Motivation Characteristics	55-66
Leadership Characteristics	35-42
Artistic	55-66
Musical	35-42
Communication (Precision)	55-66
Communication (Expressiveness)	20-24
Mathematics Characteristics	50-60
Reading Characteristics	30-36
Science	35-42

Current Achievement Levels

English Language Arts

Fountas & Pinnell Benchmark Book Assessment Level: \_\_\_\_\_

And/or ELA Interim Score \_\_\_\_\_

On-Demand Writing Score \_\_\_\_\_

ELA Interim Score \_\_\_\_\_

Mathematics

Unit Test Score (Post-Test) \_\_\_\_\_

Math Interim Score \_\_\_\_\_

Orleans Hannah (Grade 6) \_\_\_\_\_

Comprehensive SBAC

ELA \_\_\_\_\_

Math \_\_\_\_\_