

**GROTON BOARD OF EDUCATION
REGULAR MEETING MINUTES
JANUARY 23, 2023 @ 6:00 P.M.
TOWN HALL ANNEX, CR 1**

MEMBERS PRESENT: Chairperson Kim Shepardson Watson, Andrea Ackerman, Vice Chairperson, Dean Antipas, William Horgan (Remote), Elizabeth Porter, Matthew Shulman, Beverly Washington (Remote), Rita Volkmann (Remote), Jay Weitlauf (Remote)

ALSO PRESENT: Susan Austin, Philip Piazza, Clint Kennedy, Ken Knight (Remote), Sam Kilpatrick, Isaiah Anderson (Remote), Zoë Antipas, Katie Subashi

I. CALL TO ORDER – Chairperson Shepardson Watson called the meeting to order at 6:02 p.m.

A. Pledge of Allegiance

The first order of business was the Pledge of Allegiance to the flag led by Zoë Antipas.

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

The student representatives reported:

Isaiah Anderson (Senior)

- They are ready to make a deposit to the Marriott for the Senior Prom and are working on the Senior Trip to Six Flags.
- The Sprint Medley Relay Team has qualified for the Nationals.

Zoë Antipas (Junior)

- CK is holding a Super Supper on Feb. 15th from 5:30 – 7:30 p.m.
- CB has started a couple of before and after school Enrichment Clubs.
- The Magnet Themes have started the second round of cluster to be held on Fridays.
- They are starting the process for the Theater Club regarding the *Lion King*.
- They are starting the process for *Read Across America* week.

V. STUDENT REPRESENTATIVE REPORT cont.

Katie Subashi (Senior)

- FHS – Mid Terms are finally done.
- Drama Club has had auditions and now have a cast for *Little Shop of Horrors*.
- Music department is working on *Everything with Hawaii*. Rehearsals are held on Mondays and Wednesdays.
- Music department is preparing to sing at the *Pearl Harbor Memorial* as well as at a festival competition.
- Music Department is hosting *Beatle Mania*.

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS

A. Director of Buildings and Grounds

➤ Update re: School Facilities

- After School Food for Athletes – Mr. Kilpatrick stated that he has spoken with Mr. Koschmieder who is working on a program to provide food for athletes after school. They will provide the same for GMS as well.
- CB Roof – Last year we were granted a CIP for the CB roof; we were to go out to bid in the spring. However, the State has notified us that they have changed their procedure. Therefore, Mr. Kilpatrick is putting together a RFP for Architectural services in order for the funding to be reimbursable.
- Mr. Kilpatrick reviewed the submission of CIP requests made last fall:
 - FHS Football field re-crowning and irrigation in the amount of \$280,000.
 - Field House and Concession Stand in the amount of \$15,490,000.
 - NEA HVAC and FHS/CB HVAC upgrades will be pushing back until next year.
 - Culinary Construction in the amount of \$600,000.
 - Additional security request in the amount of \$245,000 for cameras and window film security items for the schools along with the purchase of Mutualink in the amount of \$150,000.
 - Bleachers in the amount of \$1,700,000 - \$1,500,000 for new bleachers and \$200,000 for the removal of the existing bleachers.
 - There is no update on the field lights at GMS. It is in the planning process.
 - The Superintendent has signed the PPA for the Solar Project.
 - Mr. Kilpatrick's team is at FHS to clear out a space in the Media Center for maker space.

B. Superintendent Report (**ATTACHMENT #1**)

Ms. Austin reviewed the revised FY24 Budget Development Schedule.

C. Assistant Superintendent Report

Dr. Piazza noted that there were 5 course/curriculum under New Business for Board approval

VI. SUPERINTENDENT AND ADMINISTRATION REPORTS – cont.

D. Business Manager Report (**ATTACHMENTS #2, 3**)

- Object Code Report FY23 – Mr. Knight gave an overview of the Object Code Summary dated January 19, 2023 that shows an unexpended balance in the amount of \$54,806.
- Health Insurance Report – Mr. Knight gave an overview of the Health Insurance Report for the month of November.

VII. COMMITTEE REPORTS

- A. Policy – Dr. Ackerman noted that the Policy Committee met and worked on the policies on the agenda for a first reading. Dr. Ackerman noted that the Policy Committee is working on the Graduation Requirement and the Library Material Selection policies
- B. Curriculum – There was no report. The next Curriculum Committee meet will be January 30, 2023 at 5:00 p.m.
- C. Finance/Facilities – There was no report.
- D. Communications – Mr. Shulman noted that the Communications Committee met tonight and is working on the Communications Plan. Mr. Shulman noted that he had asked Dr. Piazza to contact the PTOs to ask how the district can be supportive of their intra-district collaboration.
- E. Negotiations – Mrs. Shepardson Watson noted that the Town Council has discussed the Administrators contract. The Negotiation Committee is setting up dates to negotiate the Paraprofessional contract.
- F. LEARN – Mrs. Volkmann noted that the LEARN Board met and spent the meeting going over the LEARN budget.
- G. TCC/RTM/BoE Liaison – Mrs. Shepardson Watson stated that the TCC/RTM/BoE Liaison Committee will be meeting on a quarterly basis and will share leadership. They will meet on the second Thursday of the month at 5:00 p.m. The RTM will be have the leadership at the next meeting, a scribe will be assigned, and the agenda format will remain the same.
- H. AGSA/GEA/BoE Liaison – Mrs. Shepardson Watson noted that the AGSA/GEA/BoE Liaison Committee will meet on Wednesday, January 25, 2023, at 4 p.m., at the Central Office.
- I. Groton Scholarship – Mrs. Porter noted that if anyone would like to donate to the Groton Scholarship Committee they should contact her and she will provide them with the proper form to submit their donation.
- J. Athletic Fields – Mr. Weitlauf stated that the Athletic Fields did a presentation to the Town Council regarding the CC field.
- K. Trails – There was no report.
- L. Library Committee – Mr. Shulman stated that the Toy Lending Library is now functioning.
- M. PSBC – There was no report.
- N. State Council on Education Opportunities for Military Children – There was no report.

VIII. ACTION ITEMS

A. Consent Agenda

MOTION: Porter, Antipas: To approve the Consent Agenda with the correction to the special meeting minutes of January 17, 2023 (at 6:00 p.m.) with the addition of Mrs. Washington being present.
PASSED – UNANIMOUSLY

B. Old Business

C. New Business

1. Discussion and possible action regarding a first reading of policy P 6172.7 Mentoring Programs for Students (**ATTACHMENT #4**)

MOTION: Porter, Shulman: To approve policy P 6172.7 Mentoring Programs for Students as a first reading.
PASSED - UNANIMOUSLY

2. Discussion and possible action regarding the approval of the Ed Rising curriculum at Fitch High School

MOTION: Antipas, Porter: To approve the Ed Rising curriculum at Fitch High School.
YES – Shepardson Watson, Ackerman, Horgan, Porter, Shulman, Volkmann, Weitlauf
NO – Antipas
ABSTAINED - Washington
PASSED

3. Discussion and possible action regarding the approval of the Naval Science 1 curriculum at Fitch High School (**ATTACHMENT #5**)

MOTION: Volkmann, Porter: To approve the Naval Science 1 curriculum at Fitch High School.
PASSED – UNANIMOUSLY

4. Discussion and possible action regarding the approval of the Naval Science 2 curriculum at Fitch High School (**ATTACHMENT #6**)

MOTION: Weitlauf, Porter: To approve the Naval Science 2 curriculum at Fitch High School.
PASSED - UNANIMOUSLY

C. New Business – cont.

5. Discussion and possible action regarding the approval of the Naval Science 3 curriculum at Fitch High School (**ATTACHMENT #7**)

MOTION: Washington, Ackerman: To approve the Naval Science 3 curriculum at Fitch High School.

PASSED - UNANIMOUSLY

6. Discussion and possible action regarding the approval of the Naval Science 4 curriculum at Fitch High School (**ATTACHMENT #8**)

MOTION: Ackerman, Porter: To approve the Naval Science 4 curriculum at Fitch High School.

PASSED - UNANIMOUSLY

7. Discussion and possible action regarding the approval of the EMT curriculum at Fitch High School

MOTION: Horgan, Shulman: To approve the EMT curriculum at Fitch High School.

YES – Shepardson Watson, Ackerman, Antipas, Horgan, Porter, Shulman, Volkmann, Weitlauf

ABSTAINED – Washington

PASSED

IX. INFORMATION AND PROPOSALS

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

- Mrs. Washington noted that she had been contacted by a citizen regarding an integrated Science class where the teacher has been absent for 2 months and how that would affect the education of the student in that class.
- Mr. Shulman shared his delight with the Careers Pathways.
- Mr. Antipas noted his thanks to the people who put in work for the district.
- Dr. Ackerman noted:
 - The Ecumenical Service and noted the 16 students who received MLK Scholarships and noted the outstanding catering service by the Culinary Arts Program.
 - She received a letter from a former 8th grade student, back 47 years ago, who talked about the impact her class had on her. She is now an editor who helps people who write memoirs.
- Mrs. Shepardson Watson noted:
 - That two Connecticut Sun WNBA players will be coming to GMS this weekend and asked if we can get Parks and Recreation to advertise this event.
 - That on Tuesday the Town Council will be talking about whether they want to move forward on non-lapsing funds.

X. ADVANCE PLANNING

A. Future Meeting Dates and Calendar Items for Board Attention

As noted in the agenda.

B. Suggested Agenda Items

NONE

XI. ADJOURNMENT

MOTION: Ackerman, Porter:

To adjourn at 7:26 p.m.

PASSED UNANIMOUSLY

FY24 Budget Development Schedule
(Revised January 20, 2023)

Attachment #1

DATE	MEETING	SECTIONS	PAGES	ADD'L STAFF REQUESTED
1/3/23	Budget Work Session	Orientation of Budget materials Prior Year review Salaries/Retirements Health Insurance Reserve/OPEB Elementary Instruction	5-4 to 5-5	Ken Knight Ken Knight Laurie Lepine Ken Knight/Laurie Lepine
1/9/23	Budget Work Session	Secondary Instruction Enrichment Instruction Remedial Instruction Summer School Educational Media	5-6 to 5-39 5-50 to 5-51 5-52 to 5-53 5-60 to 5-61 5-82 to 5-83	
1/17/23	Public Hearing & Budget Work Session	Special Instruction Hearing Impaired High School Completion/Adult Ed Support Services – Pupils	5-40 to 5-49 5-54 to 5-55 5-56 to 5-59 5-64 to 5-75	Denise Doolittle/Nadine Macklin Denise Doolittle Melissa Manzione Denise Doolittle
1/23/23	Budget Work Session	Athletics Misc – Health Serv/Nonpublic Trans Athletics	5-62 to 5-63 5-100 to 5-103 5-106 to 5-108	Marc Romano Marc Romano
1/30/23	Budget Work Session	Operations/Maintenance Transportation Out of District Tuitions/Placements Review of CIP projects	5-92 to 5-95 5-96 to 5-97 5-104 to 5-105	Sam Kilpatrick Sam Kilpatrick Denise Doolittle
2/1/23	Joint BoE/Town Council/RTM Meeting @ 6:00 p.m.			
2/1/23	Budget Work Session @ 7:00 p.m.	Support Services – Staff/General Support District/Building Administration Technology Review of DOD Supplemental Impact Aid	5-76 to 5-81 5-84 to 5-91 5-98 to 5-99	Phil Piazza Clint Kennedy Ken Knight/Clint Kennedy
2/6/23	Budget Work Session	Operation Budget Plus Grants Detailed Revenue Source Coronavirus Relief Grants Sustainability Superintendent FY2024 Adjusted Budget		
2/13/23	Budget Work Session	Updated Adjusted Supt. Budget/Budget Finalization		
2/22/23	Budget Work Session	If needed		
2/27/23	Regular BoE Meeting	BoE votes on FY24 Budget		

Groton Public Schools

FY23 Budget Summary Review									
Date prep: 1/19/23 10:05 AM									
Account	Object #s	FY23 Budget 2022-2023	Expenditures	Encumbered	FY23 Actual Total	Remaining Balance	%	FY23 Estimate 01/19/2023	Favorable/ (Unfavorable) to Budget
Salaries									
1 Administrators	105-109	5,052,518	2,910,594	2,136,601	5,047,195	5,323	0.1%	5,052,518	0
2 Teachers	101-104,123-127,151-152	35,367,250	14,942,969	19,638,446	34,581,415	785,835	2.2%	35,267,115	100,135
3 Non-Cert Aides	110-111,130-131,136,139	4,284,903	1,748,769	24,598	1,773,367	2,511,536	58.6%	4,270,044	14,859
4 Substitute - Cert & Non-Cert	120-121	1,007,080	587,826	0	587,826	419,254	41.6%	1,007,080	0
5 Clerical	112-114,132-134,144	1,971,277	1,173,890	0	1,173,890	797,387	40.5%	1,971,277	0
6 Custodial/Maintenance/Techs	117-118,129,137-138,147-148	3,610,973	1,979,722	141,811	2,121,533	1,489,440	41.2%	3,610,973	0
7 Campus Security/Supervision	128	152,540	192,495	0	192,495	(39,955)	(26.2%)	152,540	0
8 Total Salaries	100	51,446,541	23,536,264	21,941,457	45,477,721	5,968,820	11.6%	51,331,547	114,994
Benefits									
9 Health Insurance	201-202	7,281,438	5,136,176	0	5,136,176	2,145,262	29.5%	7,281,438	0
10 Workers Comp & Town Pension	211,213	962,425	962,423	0	962,423	2	0.0%	962,423	2
11 Social Security & Medicare	212,214	1,511,750	811,857	0	811,857	699,893	46.3%	1,511,409	341
12 Other Benefits	222-227	283,493	316,154	0	316,154	(32,661)	(11.5%)	335,818	(52,325)
13 Total Benefits	200	10,039,106	7,226,611	0	7,226,611	2,812,495	28.0%	10,091,086	(51,982)
Purchased Services									
14 Instructional Services	321-324	184,475	130,024	5,850	135,874	48,601	26.3%	162,073	22,402
15 Professional Services	331	251,614	280,808	28,699	309,507	(57,893)	(23.0%)	256,412	(4,798)
16 Other Prof Services	332	571,885	289,491	92,879	382,370	189,515	33.1%	583,337	(11,452)
17 OT & PT Services	333	678,058	339,547	397,804	737,351	(59,293)	(8.7%)	700,558	(22,500)
18 Legal	334	71,054	27,395	0	27,395	43,660	61.4%	71,054	0
19 Athletic Officials & Other Athletic Serv	341-342	77,290	51,372	0	51,372	25,918	33.5%	77,594	(304)
20 Computer Network Services	343	164,483	187,282	1,366	188,648	(24,165)	(14.7%)	188,648	(24,165)
21 Total Purchased Services	300	1,998,859	1,305,919	526,597	1,832,516	166,343	8.3%	2,039,676	(40,817)
Property Services									
22 Water & Sewer	410-411	100,799	70,218	0	70,218	30,581	30.3%	100,799	0
23 Trash & Snow Removal	421-422	137,466	47,961	39,396	87,358	50,108	36.5%	137,466	0
24 Repair/Maintenance	430-435,490-491,499	481,216	303,712	45,402	349,114	132,102	27.5%	473,008	8,208
25 Rental	441	123,899	82,813	60,372	143,185	(19,286)	(15.6%)	134,234	(10,335)
26 Total Property Services	400	843,380	504,703	145,170	649,874	193,506	22.9%	845,507	(2,127)
Transportation, Insurance, Communications, Tuition									
27 Transportation: Schools	510-513	5,360,342	2,176,014	0	2,175,014	3,185,328	59.4%	5,488,984	(126,642)
28 Transportation: Student Activities	587-598	175,419	42,344	32,500	74,844	100,575	57.3%	170,698	4,721
29 Transportation: Staff	590-594	141,686	29,567	150	29,717	111,969	79.0%	125,151	16,535
30 Insurance	522,525	417,628	403,354	0	403,354	14,274	3.4%	416,866	762
31 Communications	530-552	142,592	153,195	12,192	165,388	(22,796)	(16.0%)	149,539	(6,947)
32 Tuition: Special Education	561-563,568	4,319,633	2,405,278	1,409,313	3,814,591	505,042	11.7%	4,023,848	295,785
33 Tuition: Other	564-567	1,197,359	1,195,559	0	1,195,559	1,800	0.2%	1,195,559	1,800
34 Total Trans, Ins, Comm, Tuition	500	11,754,659	6,404,312	1,454,156	7,858,468	3,896,192	33.1%	11,568,645	186,014
Supplies									
35 Instructional Supplies	601-609,613-619,622-623,628	499,046	168,881	29,727	198,608	300,438	60.2%	426,279	72,767
36 Computer Supplies	610-612	254,072	264,994	10,543	275,538	(21,466)	(8.4%)	247,333	6,739
37 Electricity & Heating	631-633	1,467,021	911,276	12,789	924,066	542,955	37.0%	1,610,187	(143,166)
38 Transportation Supplies	634,656	180,486	172,504	0	172,504	7,982	4.4%	302,141	(121,655)
39 Textbooks & Library Books	640-642,645,647	83,311	44,869	11,833	56,702	26,609	31.9%	72,832	10,479
40 Facility/Maintenance Supplies	650,652-655,657,659	300,884	195,864	16,469	212,333	88,551	29.4%	300,209	675
41 Other Supplies (staff dev, PPE, etc)	621,624-627,690	88,910	48,971	3,328	52,299	36,611	41.2%	89,239	(329)
42 Total Supplies	600	2,873,730	1,807,359	84,690	1,892,049	981,681	34.2%	3,048,219	(174,489)
Equipment									
43 Instructional Equipment	730,735	98,400	50,719	1,558	52,277	46,123	46.9%	84,787	13,613
44 Non-Instructional Equip	731,736	10,000	12,674	31,313	43,987	(33,987)	(339.9%)	10,000	0
45 Total Equipment	700	108,400	63,393	32,871	96,264	12,136	11.2%	94,787	13,613
46 Total Dues & Fees	800	92,596	80,322	119	80,441	12,155	13.1%	82,996	9,600
47 GRAND TOTAL		79,157,271	40,928,882	24,185,061	65,113,943	14,043,328	17.7%	79,102,465	54,806

Groton Public Schools

Date prep: 1/19/23 10:05 AM									
FY23 Budget Summary Review									
Account	Object #s	FY23 Budget 2022-2023	Expenditures	Encumbered	FY23 Actual Total	Remaining Balance	%	FY23 Estimate 01/19/2023	Favorable/ (Unfavorable) to Budget
Salaries									
Administrators									
48 Administrators	105	1,201,101	738,283	470,056	1,208,338	(7,237)	(0.6%)	1,201,101	-
49 Principals	106	1,150,292	663,924	485,408	1,149,330	962	0.1%	1,150,292	-
50 Asst. Principals/Sp.Ed., Supv	107	2,385,181	1,332,346	1,071,982	2,404,328	(19,147)	(0.8%)	2,385,181	-
51 6-12 Curriculum Coordinators	108	174,798	87,691	49,442	137,133	37,665	21.5%	174,798	-
52 Athletic Director	109	141,146	88,349	59,716	148,065	(6,919)	(4.9%)	141,146	-
53		5,052,518	2,910,594	2,136,601	5,047,195	5,323	0.1%	5,052,518	0
Teachers									
54 Classroom Teachers	101 & 151	25,154,553	10,296,911	14,178,474	24,475,385	679,168	2.7%	25,066,232	88,321
55 Sp.Ed Certified	102	7,830,521	3,592,542	4,421,467	8,014,009	(183,488)	(2.3%)	7,820,291	10,230
56 Media Specialist	103	690,181	323,347	398,914	722,261	(32,080)	(4.6%)	690,181	-
57 Guidance	104	1,175,535	513,475	639,591	1,153,066	22,469	1.9%	1,175,535	-
58 Adult Ed	124	42,230	12,613	0	12,613	29,617	70.1%	42,230	-
59 Coach Stipends	126	356,416	113,873	0	113,873	242,544	68.1%	355,081	1,336
60 Other Student Activities	127	117,814	41,690	0	41,690	76,124	64.6%	117,566	248
61		35,367,250	14,942,969	19,638,446	34,581,415	785,835	2.2%	35,267,115	100,135
Non-Cert Aides/Tutors									
62 Reg.Ed Aides - Kindergarten	110 & 130	456,375	144,576	0	144,576	311,799	68.3%	456,375	-
63 Sp.Ed Aides - Para I & Para II	111 & 131	2,906,920	668,392	0	668,392	2,238,528	77.0%	2,565,242	341,678
64 Tutors	125 & 152	432,500	688,248	0	688,248	(255,748)	(59.1%)	754,154	(321,654)
65 School Bus Aides	136	429,588	207,465	0	207,465	222,123	51.7%	429,588	-
66 Other Non-Certified Personnel	139 & 119	59,520	40,087	24,598	64,685	(5,165)	(8.7%)	64,685	(5,165)
67		4,284,903	1,748,769	24,598	1,773,367	2,511,536	58.6%	4,270,044	14,859
Substitute									
68 Substitute Sp.Ed Certified	121	85,588	0	0	0	85,588	100.0%	25,494	60,094
69 Substitute Reg.Ed Certified	120	921,492	587,826	0	587,826	333,666	36.2%	981,586	(60,094)
70		1,007,080	587,826	0	587,826	419,254	41.6%	1,007,080	0
Clerical									
71 Clerical	112*113*114*132*133*134*143*144	1,971,277	1,173,890	0	1,173,890	797,387	40.5%	1,971,277	0
Custodial/Maintenance/Techs									
72 Custodial	117 & 137	1,924,943	1,068,905	32,326	1,101,231	823,712	42.8%	1,924,943	-
73 Maintenance	118 & 138	857,425	463,082	39,323	502,385	355,040	41.4%	857,425	-
74 Custodial/Maintenance Overtime	147 & 148	108,500	32,298	0	32,298	76,202	70.2%	108,500	-
75 Technicians	129 & 149	720,105	415,457	70,162	485,619	234,486	32.6%	720,105	-
76		3,610,973	1,979,722	141,811	2,121,533	1,489,440	41.2%	3,610,973	0
Security									
77 Security/Supervision	128	152,540	192,495	0	192,495	(39,955)	(26.2%)	152,540	-
78 Total Salaries		51,446,541	23,536,264	21,941,457	45,477,721	5,968,820	11.6%	51,331,547	114,994
Benefits									
Health Insurance									
79 Group Ins. Prof	201	5,827,342	4,623,579	0	4,623,579	1,203,763	20.7%	5,827,342	-
80 Group Ins. Other	202	1,454,096	512,597	0	512,597	941,499	64.7%	1,454,096	-
81		7,281,438	5,136,176	0	5,136,176	2,145,262	29.5%	7,281,438	0
Workers Comp & Town Pension									
82 Worker's Compensation	211	405,825	405,823	0	405,823	2	0.0%	405,823	2
83 Town Pension	213	556,600	556,600	0	556,600	0	0.0%	556,600	-
84		962,425	962,423	0	962,423	2	0.0%	962,423	2
Social Security & Medicare									
85 Social Security	212	765,776	398,855	0	398,855	366,921	47.9%	766,376	(600)
86 Medicare	214	745,974	413,002	0	413,002	332,972	44.6%	745,033	941
87		1,511,750	811,857	0	811,857	699,893	46.3%	1,511,409	341
Other Employee Benefits									
88 Retirement Awards	222	135,993	198,038	0	198,038	(62,045)	(45.6%)	198,038	(62,045)
89 Unemployment	223	40,000	2,425	0	2,425	37,575	93.9%	24,789	15,211
90 Tuition Reimb Certified	224	106,000	111,491	0	111,491	(5,491)	(5.2%)	111,491	(5,491)
92 Mentor Stipend	227	1,500	4,200	0	4,200	(2,700)	(180.0%)	1,500	-
93		283,493	316,154	0	316,154	(32,661)	(11.5%)	335,818	(52,325)
94 Total Benefits		10,039,106	7,226,611	0	7,226,611	2,812,495	28.0%	10,091,088	(51,982)

Groton Public Schools

Date prep:	FY23 Budget Summary Review							
1/19/23 10:05 AM								

Account	Object #s	FY23 Budget 2022-2023	Expenditures	Encumbered	FY23 Actual Total	Remaining Balance	%	FY23 Estimate 01/19/2023	Favorable/ (Unfavorable) to Budget
Purchased Services									
Instructional Services									
95 Instructional Services	321 & 323	123,075	91,458	0	91,458	31,617	25.7%	99,080	23,995
96 Instruct Improvement Services	322 & 324	61,400	38,565	5,850	44,415	16,985	27.7%	62,993	(1,593)
97		184,475	130,024	5,850	135,874	48,601	26.3%	162,073	22,402
Professional Services									
98 Professional Services	331	251,614	280,808	28,699	309,507	(57,893)	(23.0%)	256,412	(4,798)
99 Other Professional Services	332	571,885	289,491	92,879	382,370	189,515	33.1%	583,337	(11,452)
100 OT & PT Services	333	678,058	339,547	397,804	737,351	(59,293)	(8.7%)	700,558	(22,500)
101 Legal Services	334	71,054	27,395	0	27,395	43,660	61.4%	71,054	-
102		1,572,611	937,241	519,382	1,456,622	115,989	7.4%	1,611,361	(38,750)
Athletic Officials & Other Athletic Services									
103 Athletic Officials	341	61,550	41,018	0	41,018	20,532	33.4%	61,854	(304)
104 Other Athletic Services	342	15,740	10,354	0	10,354	5,386	34.2%	15,740	-
105		77,290	51,372	0	51,372	25,918	33.5%	77,594	(304)
Computer Network Services									
106 Computer Network Services	343	164,483	187,282	1,366	188,648	(24,165)	(14.7%)	188,648	(24,165)
107 Total Purchased Services		1,998,859	1,305,919	526,597	1,832,516	166,343	8.3%	2,039,676	(40,817)
Property Services									
Water/Sewer									
108 Water	410	66,182	36,862	0	36,862	29,320	44.3%	66,182	-
109 Sewer	411	34,617	33,355	0	33,355	1,262	3.6%	34,617	-
110		100,799	70,218	0	70,218	30,581	30.3%	100,799	0
Trash & Snow Removal									
111 Trash Removal	421	87,466	47,961	39,396	87,358	108	0.1%	87,466	-
112 Snow Removal	422	50,000	0	0	0	50,000	100.0%	50,000	-
113		137,466	47,961	39,396	87,358	50,108	36.5%	137,466	0
Repair/Maintenance									
114 Equipment Repairs	430	118,095	62,077	582	62,659	55,436	46.9%	109,137	8,958
115 Grounds Repairs	431	189,614	127,522	42,286	169,808	19,806	10.4%	189,614	-
116 General Bldg Repairs	432	28,563	7,796	0	7,796	20,767	72.7%	28,563	-
117 Painting	433	5,095	2,821	0	2,821	2,274	44.6%	5,095	-
118 Heat & Plumbing	434	48,400	37,026	2,161	39,188	9,212	19.0%	48,400	-
119 Electrical	435	9,005	1,269	0	1,269	7,736	85.9%	9,005	-
120 Extermination Services	490	11,477	7,237	0	7,237	4,240	36.9%	11,477	-
121 Bldg Fire Protection	491	46,821	33,037	0	33,037	13,784	29.4%	46,821	-
123 Other Purch Services	499	24,146	24,927	373	25,300	(1,154)	(4.8%)	24,896	(750)
124		481,216	303,712	45,402	349,114	132,102	27.5%	473,008	8,208
Rental									
125 Rental	441	123,899	82,813	60,372	143,185	(19,286)	(15.6%)	134,234	(10,335)
126 Total Property Services		843,380	504,703	145,170	649,874	193,506	22.9%	845,507	(2,127)
Transportation, Insurance, Communications, Tuition									
Transportation: Schools									
127 Reg.Ed Pupil Transportation	510 & 516	3,160,976	1,154,869	0	1,154,869	2,006,107	63.5%	3,160,976	-
128 Sp.Ed - Trans - STA	511	1,243,367	513,027	0	513,027	730,340	58.7%	1,370,009	(126,642)
129 Sp.Ed - Trans - Curtin	512	943,749	507,118	0	507,118	436,631	46.3%	955,999	(12,250)
130 Pupil Transp Reimbursement	513	12,250	0	0	0	12,250	100.0%	-	12,250
131		5,360,342	2,175,014	0	2,175,014	3,185,328	59.4%	5,486,984	(126,642)
Transportation: Other									
132 Transportation - Athletics	587	107,800	17,979	28,345	46,324	61,476	57.0%	109,690	(1,890)
133 Transportation - Field Trips	588	50,149	16,566	3,570	20,135	30,014	59.8%	42,831	7,318
134 Entry Fees - Athletics	591 & 592	12,700	5,725	0	5,725	6,975	54.9%	12,605	95
135 Admission Fees	595	4,770	2,075	585	2,660	2,110	44.2%	5,573	(803)
137		175,419	42,344	32,500	74,844	100,575	57.3%	170,698	4,721
Transportation: Staff									
138 Travel - Education	580 & 581	7,500	1,780	0	1,780	5,720	76.3%	7,613	(113)
139 Travel - Admin	582 & 583	29,500	13,587	0	13,587	15,913	53.9%	27,227	2,273
140 Travel - Conferences	584	104,686	14,200	150	14,350	90,336	86.3%	90,311	14,375
141		141,686	29,567	150	29,717	111,969	79.0%	125,151	16,535
Liability & Accident Insurance									
142 Liability Insurance	522	402,456	388,944	0	388,944	13,512	3.4%	402,456	-
143 Accident Insurance	525	15,172	14,410	0	14,410	762	5.0%	14,410	762
144		417,628	403,354	0	403,354	14,274	3.4%	416,866	762

Groton Public Schools

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Account	Object #s	FY23 Budget 2022-2023	Expenditures	Encumbered	FY23 Actual Total	Remaining Balance	%	FY23 Estimate 01/19/2023	Favorable/ (Unfavorable) to Budget
Communications									
145 Telephone, Telephone Repairs	530	91,400	137,925	0	137,925	(46,525)	(50.9%)	103,745	(12,345)
146 Postage	531	31,150	4,434	10,000	14,434	16,716	53.7%	27,377	3,773
147 Advertisement	540	5,000	8,245	2,129	10,374	(5,374)	(107.5%)	5,000	-
148 Minority Recruitment	541	0	0	0	0	0		-	-
149 Printing Admin	550	11,542	2,592	63	2,655	8,887	77.0%	10,792	750
150 School Publications	551 & 552	3,500	0	0	0	3,500	100.0%	2,625	875
151		142,592	153,195	12,192	165,388	(22,796)	(16.0%)	149,539	(6,947)
Tuition: Special Education									
152 Sp.Ed Vocational	581	411,956	136,786	38,500	175,286	236,670	57.5%	411,956	-
153 Sp.Ed BoE Placements	582	2,557,392	1,096,795	1,214,555	2,311,349	246,043	9.6%	2,484,397	72,995
154 Sp.Ed State Placements	583	580,000	91,587	137,839	229,426	350,574	60.4%	307,210	272,790
155 Sp.Ed Magnet Choice	588	770,285	1,080,110	18,420	1,098,530	(328,245)	(42.6%)	820,285	(50,000)
156		4,319,633	2,405,278	1,409,313	3,814,591	505,042	11.7%	4,023,848	295,785
Tuition: Other									
157 Adult Ed	584	210,105	207,000	0	207,000	3,105	1.5%	207,000	3,105
158 Gen Ed Magnet Tuition	586	897,671	865,745	0	865,745	31,926	3.6%	865,745	31,926
159 Gen Ed Vo Ag Tuition	567	89,583	122,814	0	122,814	(33,231)	(37.1%)	122,814	(33,231)
160		1,197,359	1,195,559	0	1,195,559	1,800	0.2%	1,195,559	1,800
161 Total Transportation, Insurance, Communication, Tuition		11,754,699	6,404,312	1,454,156	7,858,468	3,896,192	33.1%	11,568,645	186,014
Supplies									
Instructional Supplies									
162 General Classroom	601	156,340	25,300	3,818	29,118	127,222	81.4%	117,555	38,785
163 Science	602	16,986	2,868	3,875	6,742	10,244	60.3%	13,042	3,944
164 Arts & Crafts	603	24,300	19,459	2,213	21,672	2,628	10.8%	21,204	3,096
165 Phys. Ed	604	15,400	3,157	0	3,157	12,243	79.5%	12,253	3,147
166 Music	605	24,000	7,823	1,478	9,301	14,699	61.2%	18,277	5,723
167 Kindergarten	606	5,100	942	0	942	4,158	81.5%	3,825	1,275
168 Pupil Tests	607	65,400	33,732	2,895	36,627	28,773	44.0%	57,681	7,719
169 Tech. Ed	609	8,000	115	648	763	7,237	90.5%	6,000	2,000
170 Home Ec Supplies	613	14,500	11,965	1,191	13,156	1,344	9.3%	10,875	3,625
171 Sp.Ed Supplies	615	56,000	18,345	3,478	21,823	34,177	61.0%	56,015	(15)
172 Athletic Supplies	616	52,950	21,585	9,406	30,992	21,958	41.5%	55,049	(2,099)
173 Math Supplies	617	10,350	1,432	527	1,959	8,391	81.1%	7,816	2,534
174 Health Supplies	618	1,950	0	0	0	1,950	100.0%	1,463	488
175 Other Supplies	619	3,000	853	0	853	2,147	71.6%	2,889	111
176 Health Serv Pathogen	622	7,000	239	0	239	6,761	96.6%	7,000	-
177 School Library Supplies	623	5,270	1,366	118	1,484	3,786	71.8%	3,953	1,318
178 Food, Drink, Snacks	628	32,500	19,701	80	19,781	12,720	39.1%	31,383	1,117
180		499,046	168,881	29,727	198,608	300,438	60.2%	426,279	72,767
Computer Supplies									
181 Computer Supplies	610 & 611	49,200	35,175	3,416	38,591	10,609	21.6%	45,518	3,682
182 Software	612	204,872	229,820	7,127	236,947	(32,075)	(15.7%)	201,815	3,057
183		254,072	264,994	10,543	275,538	(21,466)	(8.4%)	247,333	6,739
Electricity & Heating									
184 Electricity	631	971,513	704,844	12,789	717,634	253,879	26.1%	987,834	(16,321)
185 Propane/Natural Gas	632	325,362	126,914	0	126,914	198,448	61.0%	290,905	34,457
186 Heating Oil	633	170,146	79,518	0	79,518	90,628	53.3%	331,448	(161,302)
187		1,467,021	911,276	12,789	924,066	542,955	37.0%	1,610,187	(143,166)
Transportation Supplies									
188 Diesel for School Buses	634	138,070	155,131	0	155,131	(17,061)	(12.4%)	259,725	(121,655)
189 Gas for Maintenance	656	42,416	17,373	0	17,373	25,043	59.0%	42,416	-
190		180,486	172,504	0	172,504	7,982	4.4%	302,141	(121,656)
Textbooks & Library Books									
191 Textbooks	640	45,051	22,558	1,958	24,516	20,535	45.8%	36,948	8,103
192 Workbooks	641	12,460	19,384	183	19,567	(7,107)	(57.0%)	16,534	(4,074)
193 Textbook Rebind	642	500	0	0	0	500	100.0%	375	125
194 Library Books	645	22,900	2,667	8,929	11,586	11,304	49.4%	17,175	5,725
195 Periodicals	647	2,400	260	764	1,023	1,377	57.4%	1,800	600
196		83,311	44,869	11,833	56,702	26,609	31.9%	72,832	10,479

Groton Public Schools

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Account	Object #s	FY23 Budget 2022-2023	Expenditures	Encumbered	FY23 Actual Total	Remaining Balance	%	FY23 Estimate 01/19/2023	Favorable/ (Unfavorable) to Budget
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Facility/Maintenance Supplies

197 Equipment Repair	650	23,158	8,238	33	8,270	14,888	64.3%	23,158	-
198 Grounds Supplies	651	19,334	22,537	0	22,537	(3,203)	(16.6%)	19,334	-
199 General Bldg Repair	652	64,450	38,098	224	38,322	26,128	40.5%	58,005	6,445
200 Painting	653	2,500	1,496	0	1,496	1,004	40.2%	2,500	-
201 Heat & Plumbing	654	33,716	30,220	15,813	46,034	(12,318)	(36.5%)	33,716	-
202 Electrical	655	29,948	18,463	355	18,818	11,130	37.2%	29,948	-
203 Safety Supplies	657 & 659	12,976	18,109	0	18,109	(5,133)	(39.6%)	18,746	(5,770)
204 Custodial Supplies	658	114,802	58,703	45	58,747	56,055	48.8%	114,802	-
205		300,884	195,864	16,469	212,333	88,551	29.4%	300,209	675

Other Supplies

206 Sup Serv Guid Imp Ins	621	25,600	8,684	1,183	9,867	15,733	61.5%	23,700	1,900
207 Audio Visual	624 & 625	11,000	1,757	146	1,903	9,097	82.7%	10,625	375
208 General Admin Supplies	626	12,610	10,712	191	10,903	1,707	13.5%	12,475	135
209 School Admin Supplies	627	17,400	22,756	1,727	24,483	(7,083)	(40.7%)	22,942	(5,542)
210 Professional Materials	690	22,300	5,063	81	5,144	17,156	76.9%	19,497	2,803
212		88,910	48,971	3,328	52,299	36,611	41.2%	89,239	(329)
213 Total Supplies		2,873,730	1,807,359	84,690	1,892,049	981,681	34.2%	3,048,219	(174,489)

Equipment

Instructional Equipment

214 Replace Instr Equip	730	38,400	0	0	0	38,400	100.0%	14,050	24,350
215 Add Instr Equipment	735	60,000	50,719	1,558	52,277	7,723	12.9%	70,737	(10,737)
216		98,400	50,719	1,558	52,277	46,123	46.9%	84,787	13,613

Non-Instructional Equipment

217 Replace Non-Instr Equipment	731	10,000	7,928	31,313	39,241	(29,241)	(292.4%)	5,254	4,746
218 Add Non-Instr Equipment	736	0	4,746	0	4,746	(4,746)		4,746	(4,746)
219		10,000	12,674	31,313	43,987	(33,987)	(339.9%)	10,000	0
220 Total Equipment		108,400	63,393	32,871	96,264	12,136	11.2%	94,787	13,613

Dues - Fees

Dues/Fees

221 Dues BoE	810	25,541	21,904	0	21,904	3,637	14.2%	25,541	-
222 General Admin Dues	811	16,160	22,024	119	22,143	(5,983)	(37.0%)	16,185	(25)
223 School Admin Dues	812	44,050	32,619	0	32,619	11,431	26.0%	34,367	9,684
224 Other Dues	819	6,845	3,775	0	3,775	3,070	44.9%	6,904	(59)
225 Total Dues/Fees		92,596	80,322	119	80,441	12,155	13.1%	82,996	9,600

226 Grand Total

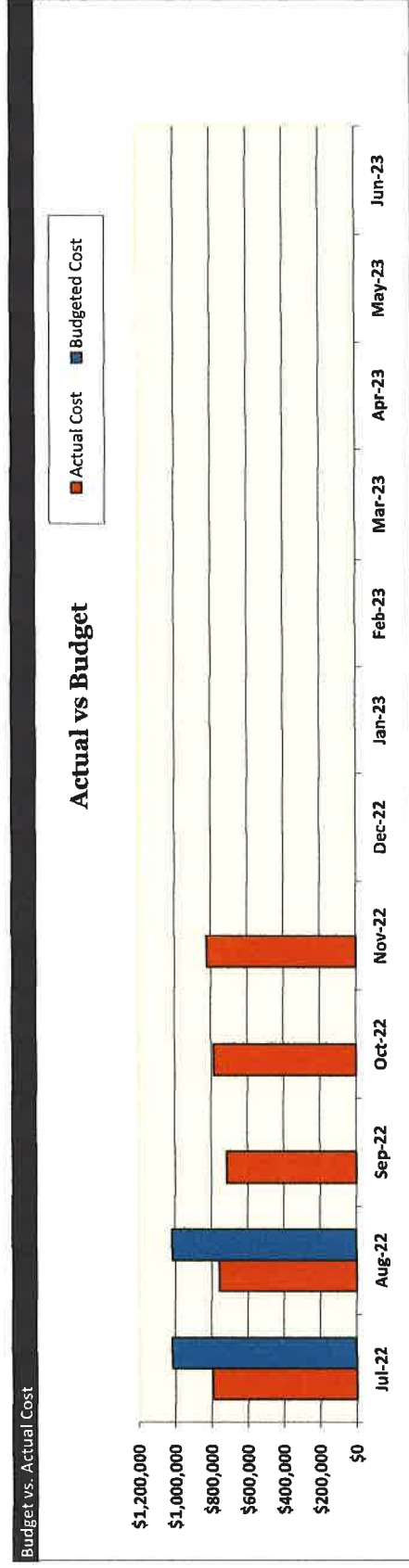
79,157,271	40,928,882	24,185,061	65,113,943	14,043,328	17.7%	79,102,465	54,806
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Groton Public Schools
FY23 Budget Summary Review
Summary at Program Level III

		FY23			FY23	FY23		01/19/2023	
Function		Budget	Expended	Encumbered	Total	Remaining		FY23	Favorable/
No.	Description	2022-2023	2022-2023	2022-2023	2022-2023	Balance	%	Estimated	(Unfavorable)
Regular Instruction									
1101	FUNCTION-1101 ELEMENTARY	13,582,263	5,262,651	6,203,414	11,466,065	2,116,198	15.6%	13,437,818	144,445
1102	FUNCTION-1102 ART	680,986	313,265	305,369	618,634	62,352	9.2%	678,994	1,992
1103	FUNCTION-1103 COMPUTER EDUCATION	0	0	0	0	0	0.0%	-	-
1104	FUNCTION-1104 LANGUAGE ARTS	2,394,305	1,143,953	1,107,326	2,251,280	143,025	6.0%	2,391,812	2,493
1105	FUNCTION-1105 WORLD LANGUAGES	1,438,860	675,499	699,645	1,375,144	63,716	4.4%	1,440,358	(1,498)
1106	FUNCTION-1106 CONSUMER SCIENCE	155,887	79,309	68,900	148,209	7,678	4.9%	152,112	3,775
1107	FUNCTION-1107 TECHNOLOGY EDUCATION	676,451	350,300	291,228	641,528	34,923	5.2%	684,628	(8,177)
1108	FUNCTION-1108 MATHEMATICS	2,073,160	1,030,375	971,233	2,001,608	71,552	3.5%	2,071,165	1,995
1109	FUNCTION-1109 MUSIC	731,202	333,207	341,119	674,326	56,876	7.8%	727,460	3,742
1110	FUNCTION-1110 PHYSICAL EDUCATION	1,026,099	458,963	440,989	899,953	126,146	12.3%	1,020,960	5,139
1111	FUNCTION-1111 SCIENCE	2,279,445	1,119,665	1,018,386	2,138,051	141,394	6.2%	2,252,490	26,955
1112	FUNCTION-1112 SOCIAL STUDIES	1,849,410	852,744	854,167	1,706,911	142,499	7.7%	1,848,647	763
1113	FUNCTION-1113 MYP	42,000	9,547	0	9,547	32,453	77.3%	31,910	10,090
1114	FUNCTION-1114 HEALTH EDUCATION	301,017	168,773	193,303	362,076	(61,059)	(20.3%)	300,740	277
1117	FUNCTION-1117 INTERN. BACCALAUREATE	56,500	35,418	419	35,838	20,662	36.6%	42,525	13,975
1118	FUNCTION-1118 IB - CAREERS-RELATED PROGRAM	13,500	0	0	0	13,500	100.0%	10,125	3,375
1119	FUNCTION-1119 UNCLASSIFIED	1,581,473	1,006,306	1,001	1,007,306	574,167	36.3%	1,590,432	(8,959)
1121	FUNCTION-1121 BUSINESS EDUCATION	329,624	162,110	153,304	315,415	14,209	4.3%	328,616	1,008
1124	FUNCTION-1124 HEALTH OCCUPATIONS	87,596	41,192	54,320	95,512	(7,916)	(9.0%)	86,758	838
1260	FUNCTION-1260 ENRICHMENT	39,639	32,673	0	32,673	6,966	17.6%	39,639	(0)
1270	FUNCTION-1270 REMEDIAL INSTRUCTION	3,034,885	1,387,591	1,496,430	2,884,021	150,864	5.0%	3,034,888	(3)
2220	FUNCTION-2220 EDUCATIONAL MEDIA SERVICE	1,109,189	552,085	408,725	960,810	148,379	13.4%	1,102,174	7,015
Total Regular Instruction		33,483,491	15,067,821	14,609,278	29,677,099	3,806,392	11.4%	33,274,252	209,239
Special Instruction									
1205	FUNCTION-1205 PRESCHOOL 3-5	1,274,524	505,690	419,164	924,854	349,670	27.4%	1,274,529	(5)
1210	FUNCTION-1210 SPED Summer School	20,290	0	0	0	20,290	100.0%	20,290	-
1220	FUNCTION-1220 OTHER SPECIAL INSTRUCTION	696,165	848,687	103,429	952,116	(255,951)	(36.8%)	695,134	1,031
1230	FUNCTION-1230 SPECIAL EDUCATION	8,423,248	3,289,164	2,504,358	5,793,522	2,629,726	31.2%	8,393,173	30,075
1250	FUNCTION-1250 BLIND	27,046	880	0	880	26,166	96.7%	27,046	0
1280	FUNCTION-1280 HEARING IMPAIRED	108,685	61,114	58,721	119,835	(11,150)	(10.3%)	108,700	(15)
Total Special Instruction		10,549,958	4,705,535	3,085,671	7,791,207	2,758,751	26.1%	10,518,872	31,086
Continuing Education									
1310	FUNCTION-1310 HIGH SCHOOL COMPLETION	85,865	26,537	6,317	32,854	53,011	61.7%	84,613	1,252
1320	FUNCTION-1320 ADULT EDUCATION	210,105	207,000	0	207,000	3,105	1.5%	207,000	3,105
Total Continuing Education		295,970	233,537	6,317	239,854	56,116	19.0%	291,613	4,357
Other Instructional Programs									
15**	STUDENT ACTIVITIES 6-12	968,926	404,192	122,816	527,008	441,918	45.6%	978,482	(9,556)
TOTAL INSTRUCTION		45,298,345	20,411,085	17,824,082	38,235,168	7,063,177	15.6%	45,063,220	235,125
Support Services - Pupils									
2101	FUNCTION-2101 SUPPORT SERVICES - SPED CO	893,602	554,447	341,957	896,404	(2,802)	(0.3%)	893,043	559
2110	FUNCTION-2110 SOCIAL WORK SERVICES	370,503	202,353	199,683	402,036	(31,533)	(8.5%)	370,506	(3)
2120	FUNCTION-2120 GUIDANCE SERVICES	1,650,104	733,100	640,234	1,373,334	276,770	16.8%	1,642,285	7,819
2130	FUNCTION-2130 HEALTH SERVICES	1,250,073	614,896	490,683	1,105,579	144,494	11.6%	1,284,025	(33,952)
2140	FUNCTION-2140 PSYCHOLOGICAL SERVICES	1,251,875	582,358	582,015	1,164,373	87,502	7.0%	1,251,882	(7)
2150	FUNCTION-2150 SPEECH & HEARING SERVICES	1,206,570	593,866	599,992	1,193,858	12,712	1.1%	1,206,574	(4)
Total Support Services - Pupils		6,622,727	3,281,020	2,854,564	6,135,584	487,143	7.4%	6,648,315	(25,588)
Support Services - Staff									
2201	FUNCTION-2201 SUPPORTING SERVICES - T&L	377,529	245,906	49,442	295,349	82,180	21.8%	377,529	(0)
2202	FUNCTION-2202 SUPPORTING SERVICES - DEI	15,000	6,669	2,400	9,069	5,931	39.5%	15,000	-
2210	FUNCTION-2210 IMPROVEMENT OF INSTRUCTION	278,542	154,634	4,200	158,834	119,708	43.0%	284,080	(5,538)
Total Support Services - Staff		671,071	407,209	56,042	463,252	207,819	31.0%	676,609	(5,538)
General Support Services									
2311	FUNCTION-2311 BOARD OF EDUCATION SERVICE	30,241	24,172	25	24,197	6,044	20.0%	30,241	-
2312	FUNCTION-2312 SUPERINTENDENT OFFICE SER	1,615,425	1,071,061	242,744	1,313,805	301,620	18.7%	1,614,605	820
2313	FUNCTION-2313 BUSINESS OFFICE	1,015,207	719,070	57,354	776,424	238,783	23.5%	1,014,978	229
2410	FUNCTION-2410 SCHOOL ADMINISTRATION	4,428,283	2,685,982	1,284,570	3,970,552	457,731	10.3%	4,433,202	(4,919)
Total General Support Services		7,089,156	4,500,285	1,584,694	6,084,978	1,004,178	14.2%	7,093,026	(3,870)
Operational Services									
2510	FUNCTION-2510 OPERATIONS AND MAINTENANCE	6,931,709	4,043,468	273,103	4,316,571	2,615,138	37.7%	7,074,703	(142,994)
2520	FUNCTION-2520 PUPIL TRANSPORTATION	6,021,328	2,642,140	41	2,642,181	3,379,147	56.1%	6,269,623	(248,295)
2540	FUNCTION-2540 COMPUTER SUPPORT SERVICES	1,528,954	1,216,817	221,721	1,438,537	90,417	5.9%	1,576,842	(47,888)
2560	FUNCTION-2560 HEALTH SERVICES STAFF	2,500	0	0	0	2,500	100.0%	2,500	-
9999	FUNCTION-9999 EXPENDITURE TRANSFER ACCT	0	1,169,808	0	1,169,808	(1,169,808)	0.0%	-	-
Total Operational Services		14,484,491	9,072,232	494,865	9,567,097	4,917,394	33.9%	14,923,668	(439,177)
TOTAL SUPPORT SERVICES		28,867,445	17,260,746	4,990,165	22,250,911	6,616,534	22.9%	29,341,617	(474,172)
Community Services									
3710	FUNCTION-3710-NONPUBLIC SCHOOL	96,550	0	0	0	96,550	100.0%	96,550	0
Non-Programmed Charges									
4100	TUITION PAYMENTS	4,894,931	3,257,051	1,370,813	4,627,864	267,067	5.5%	4,600,451	294,480
GRAND TOTAL		79,157,271	40,928,882	24,185,061	65,113,943	14,043,328	17.7%	79,101,838	55,433
									0.07%

BOE Groups Active & Retired

Self Insured - All Coverages												
All Enrollees												
Claim/Admin. Cost												
Date	Lives	Net Medical Paid		Rx Paid Claims	Dental Paid Claims	Total Net Paid Claims	Total Fixed Costs	Total Cost	Anthem Renewal Monthly	Variance - Total Cost vs BOE Anthem Renewal	Actual/Estimated BOE Anthem Renewal	Additional Laser Liability \$522,595 Max
		Claims										
Jul-22	520	\$515,691		\$141,902	\$34,113	\$691,706	\$104,766	\$796,472	\$1,014,798	(\$218,326)	78.5%	\$0
Aug-22	517	\$427,675		\$186,699	\$40,532	\$654,906	\$104,250	\$759,156	\$1,014,798	(\$255,642)	74.8%	\$0
Sep-22	507	\$387,069		\$204,284	\$23,500	\$614,854	\$102,531	\$717,384	\$1,014,798	(\$297,414)	70.7%	\$0
Oct-22	507	\$414,509		\$240,565	\$27,418	\$682,493	\$102,531	\$785,023	\$1,014,798	(\$229,775)	77.4%	\$0
Nov-22	505	\$460,910		\$230,560	\$28,895	\$720,365	\$102,187	\$822,552	\$1,014,798	(\$192,247)	81.1%	\$0
Dec-22												
Jan-23												
Feb-23												
Mar-23												
Apr-23												
May-23												
Jun-23												
YTD	2556	\$2,205,854		\$1,004,010	\$154,459	\$3,364,323	\$516,265	\$3,880,587	\$5,073,992	(\$1,193,404)	76.5%	\$0



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

P 6172.7

Instruction**Mentoring Programs for Students**

The Board of Education (Board) believes that effective mentoring of students by appropriately screened members of the community can contribute to a students' success in school. Mentoring is a structured and trusting relationship that brings together students with caring individuals who offer guidance, support, and encouragement aimed at developing the competence and character of the mentee.

Groton Public School's mentoring program shall meet the "Core Program Quality Standards," listed below and promulgated by the Connecticut Mentoring Partnership of the Governor's Prevention Partnership.

1. Trained program director,
2. Mentor screening/background checks,
3. Mentor training,
4. Criteria/process to determine mentor/mentee match,
5. On-going mentor supervision and support, and
6. Program evaluation.

The Board believes that responsible mentoring can take many forms, including traditional mentoring involving one adult to one young person, group mentoring involving one adult with a small group of young people, team mentoring involving several adults working with small groups of young people, peer mentoring involving caring youth mentoring other youth.

The Superintendent or his/her designee shall establish procedures for the operation of mentoring programs within the aforementioned "Quality Standards."

Legal Reference: Connecticut General Statutes

10-221 Boards of education to prescribe rules, policies and procedures.

Policy Adopted:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

Instruction

Mentoring Programs for Students

The following procedures will be used in the operation of the District's mentoring program for students.

Establishing Mentoring Programs

1. Appointment of Trained Program Director

A District and/or Mentor Director shall be appointed who has the training and knowledge to implement a quality program. The director will provide support for the mentors entering the program and will assure the safety of youth. The director will attend the training provided by the Connecticut Mentoring Partnership.

2. Mentee Selection

Potential mentees will have specific needs including, but not limited to, the following:

- Is unmotivated or unchallenged
- lacks adult support
- experiences poor peer relationships
- struggles with academics
- seeks inappropriate attention
- has poor school attendance

Potential mentee(s) will demonstrate a desire to participate in the program and be willing to abide by all Groton Public Schools policies and procedures.

The District will obtain parental/guardian permission for the mentee to participate in the program.

3. Mentor Recruitment/Screening/Background Check

Mentors will be recruited as a function of mentee need.

All potential mentors must be screened. Written applications shall be used to facilitate the review process. Face-to-face interviews shall be conducted. Reference and background checks shall be conducted as for new hires of the District.

4. Mentor Training

An initial two-hour training for mentors is required to ensure understanding of roles and responsibilities, guidelines, confidentiality and liability, and the avenue of reporting suspected abuse of mentee.

Ongoing trainings will be held to address additional concerns. Topics may include: communication skills, alcohol, tobacco, or other drugs; cultural diversity, problem solving, goal setting-

5. Criteria/Process to Determine Mentor/Mentee Match

At the beginning of the program, a process and criteria to match mentors and mentees will be established. Matching criteria may take into consideration some or all of the following: gender, age, language requirements, availability, needs, interests, preferences of mentor and mentee.

6. On-going Mentor Supervision and Support

Regular contact between the program coordinator and each mentor to allow the mentor to discuss concerns of the relationship will be provided. Contact should occur bi-weekly early in the program and then progress to a less frequent schedule.

Supervision and support may consist of, but not be limited to, mentor support groups, brown bag seminars, mentor recognition programs, and established methods of communication (website, email, phone, regular mail).

7. Program Evaluation

Evaluation must be program specific, depending on the program's mission and objectives.

Indicators of program implementation viability and volunteer fidelity, such as training hours, meeting frequency, and relationship duration must be selected.

8. Other Considerations

- Recognizing the contribution of all program participants
- Conducting of Sponsor recognition events
- Making the community aware of the contributions made by mentors, mentees, supporters, and providers of funds
- Soliciting feedback from mentors and mentees regarding their experiences
- Ensuring that mentors, mentees, and parent/caregivers understand program policy
- Establishing a process to identify students needing mentors
- Ensuring that parents approve the participation of their child in the mentoring program
- Determining when, where, and how often the mentoring activities shall occur, including the loss of instructional time and the requiring that all mentoring activities be held on campus unless approved in advance by the building principal or designee
- Ensuring that mentors do not transport mentees
- Conducting outreach to community partners to share mentor opportunities and recruit new mentors

Regulation approved:

GROTON PUBLIC SCHOOLS
Groton, Connecticut

**Groton Public Schools
Curriculum Map**

INTRODUCTION

Course Title: Naval Science One (NS-1)
Curriculum Area and Grade: Navy National Defense Cadet Corps (NNDCC)/NJROTC

Course Purpose: The Naval Science One course is a study of basic naval orientation, citizenship and government, leadership skills, and wellness, fitness, and first aid. The curriculum includes two areas of study: (1) the Cadet Field Manual with an introduction to military drill, uniforms, military customs, and courtesies, and (2) the introduction to NJROTC with the history of JROTC, citizenship, and laws-authority-responsibility. Cadets will study leadership skills, behavioral sciences, personal and group motivation and relationships.

Major Learning Goals and Understandings: Student Learning Expectation(s): • Navy Junior Reserve Officers Training Corps—its background, mission, curriculum, and activities, as well as its benefits to cadets. • Learn how to think about your career and your life goals. • Become a better leader by learning how to be a good follower. Understand the principles of leadership and how you can become a successful leader • Understand what it means to be a citizen of the United States, a representative democracy
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Units/Theme/Concept and # of Weeks	
Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks	
Unit 1- NJROTC and Your Future	Unit 2 - Leadership Skills
Unit 3 - Citizenship and American Government	Unit 4 - The US Navy
Unit 5 – Wellness, First Aid, Geography and Survival Skills	Unit 6 – General Military Training (GMT)

Mappers/Authors: LCDR Terance Henkle USN-Ret
Date Approved:

Unit 1 - NJROTC and Your Future		
Grade: 9	Subject: NNDCC/NJROTC	Course: Naval Science One (NS 1)
		Length of Unit: 6 weeks

NNDDC/NJROTC Standards

- Introduction to the Navy Junior Reserve Officer Training Corps (NS-1 Textbook)
- Cadet Field Manual (11th Edition revised) NAVEDTRA 37116-K
- Cadet Reference Manual
- The Bluejacket's Manual

Part 2 – Unit Standards

Key Performance Expectations (Content Knowledge and Concepts/Skills)

The students will know:

1. This chapter will introduce you to the Navy Junior Reserve Officers
2. Training Corps—its background, mission, curriculum, and activities, as well as its benefits to cadets.
3. To think about your career and your life goals.

The students will be able to explain or define:

1. What is the mission of the NJROTC program?
2. What are the goals of the NJROTC program?
3. What are the Navy Core Values?
4. What does the acronym LATAR stand for?
5. Describe selecting and charting a good career path
6. Explain careers versus jobs
7. Describe career direction—getting to know yourself
8. Explain career choices
9. Explain the US Navy as a career option
10. Explain how to develop good study habits

Big Idea

- **Big Ideas**
 - Promote patriotism
 - Develop informed and responsible citizens
 - Develop a high degree of personal honor, self-reliance, self-discipline, and leadership
 - Develop respect for and an understanding of the need for constituted authority in a democratic society
 - Develop leadership potential, promote high school completion
 - Provide information on military services as a possible career

Part 3 – Common Unit Assessments

• NNDCC academics • Formative and Summative assessments • Self-assessment: Review / grade own work; reflections • Peer assessment: Peer feedback/input • Personal Inspection • Drill (not drill teams) • Projects/Homework/Research • Physical fitness participation.
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Part 4 – Common / Assured Learning Experiences	
Students will participate in: • Group activities • Modeling • Peer assessment • Monitoring, guidance, support • Student-led class presentations • Field work • Encourage student leadership and teaching • Direct instruction	

Unit 2 - Leadership Skills		
Grade: 9	Subject: NNDCC/NJROTC	Course: NS 1
		Length of Unit: 6 weeks

Unit 2: Leadership Skills • Introduction to the Navy Junior Reserve Officer Training Corps (NS-1 Textbook) • Fundamentals of Naval Leadership • Ethics For the Junior Officer • Cadet Field Manual (11th Edition revised) NAVEDTRA 37116-K • The Bluejacket's Manual	
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Part 2 – Unit Standards	
Key Performance Expectations (Content Knowledge and Concepts/Skills)	
The students will know 1. Understand the principles of leadership and how you can become a successful leader	The students will be able to: 1. Discuss the two orientations to leadership behavior 2. Define the four leadership styles 3. Identify the primary factors of the leadership situation 4. List the six traits of an effective leader

	5. Describe the personal qualities of an effective leader 6. Explain the leadership opportunities in NJROTC
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Big Idea Big Ideas - What are the two primary orientations to leadership behavior? - What are the four styles of leadership? - What are the primary factors of the leadership situation? - What are the six leadership traits? - Which of CNO Anderson’s leader qualifications best describes you?	
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Part 3 – Common Unit Assessments - NNDCC academics - Formative and Summative assessments - Self-assessment: Review / grade own work; reflections - Peer assessment: Peer feedback/input - Personal Inspection - Drill (not drill teams) - Projects/Homework/Research - Physical fitness participation.	
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Part 4 – Common / Assured Learning Experiences Students will participate in: - Group activities - Modeling - Peer assessment - Monitoring, guidance, support - Student-led class presentations - Field work - Encourage student leadership and teaching - Direct instruction	
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Unit 3 - Citizenship and American Government		
Grade: 9	Subject: NNDCC/NJROTC	Course: NS-I Length of Unit: 6 weeks
NNDCC/NJROTC Standards		

- Introduction to the Navy Junior Reserve Officer Training Corps (NS-1 Textbook)
- Cadet Field Manual (11th Edition revised) NAVEDTRA 37116-K
- The Bluejacket's Manual

Part 2 – Standards	
Key Performance Expectations (Content Knowledge and Concepts / Skills)	
The students will know: 1. Understand what it means to be a citizen of the United States, a representative democracy 2. Understand the Declaration of Independence and the Constitution, with the Bill of Rights and the other amendments 3. Understand how the US armed forces are organized under the control of elected and appointed civilian leaders	The students will be able to: 1. Explain authority and laws 2. Define your role as a citizen—your rights and responsibilities 3. Discuss the role of government 4. Discuss the Declaration of Independence 5. Explain the United States Constitution 6. Describe the Bill of Rights 7. Review the other constitutional amendments 8. Explain the defense structure of the United States 9. Describe the organization of the US Navy 10. Discuss the roles of the US Army and Air Force 11. To whom do the United States armed forces answer? 12. Who are the Joint Chiefs of Staff? 13. What is the mission of the US Navy? 14. Explain the difference between operating forces and the shore establishment. 15. Which two service chiefs report to the Secretary of the Navy?

Big Idea	
• Big Ideas ○ What are the five parts of the Declaration of Independence? ○ What was the significance of Shays' Rebellion? ○ What are the three branches of the United States Government? ○ What are some examples of checks and balances in the Constitution? ○ Why is the Bill of Rights important to individuals?	

Part 3 – Common Unit Assessments

• NNDCC academics • Formative and Summative assessments • Self-assessment: Review / grade own work; reflections • Peer assessment: Peer feedback/input • Personal Inspection • Drill (not drill teams) • Projects/Homework/Research • Physical fitness participation.
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Part 4 – Common / Assured Learning Experiences Students will participate in: • Group activities • Modeling • Peer assessment • Monitoring, guidance, support • Student-led class presentations • Field work • Encourage student leadership and teaching • Direct instruction
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Unit 4 - The US Navy			
Grade: 9	Subject: NNDCC/NJROTC	Course: NS-1	Length of Unit: 6 weeks

NNDCC/NJROTC Standards • Introduction to the Navy Junior Reserve Officer Training Corps (NS-1 Textbook) • Cadet Field Manual (11th Edition revised) NAVEDTRA 37116-K • The Bluejacket's Manual

Part 2 – Standards Key Performance Expectations (Content Knowledge and Concepts / Skills)

The students will know: 1. Identify the ships of the Navy and understand how they fulfill the Navy mission 2. Understand the background of US Navy aviation and learn about Navy aircraft in use today	The students will be able to: 1. Explain the mission of Navy ships 2. Explain ship terminology 3. List types of Navy ships 4. Describe shipboard customs and courtesies 5. What are the three elements of the National Military Strategy? 6. What are the four parts of the Navy mission? 7. Explain the background of naval aviation 8. Describe naval aviation and missions
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• Big Ideas ○ What weapon is at the center of the modern carrier battle group? ○ What is the sole mission of the Fleet Ballistic Missile Submarines? ○ What is the procedure for boarding your ship while in uniform or while out of uniform? ○ What were the two achievements of Eugene Ely? ○ What were two turning points in naval aviation during World War II? ○ What were three important developments in aircraft carriers after World War II? ○ What does the combination of letters and numbers in the C-12F Huron signify? ○ What is the Navy's primary fighter aircraft?	Big Idea
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• NNDDC academics • Formative and Summative assessments • Self-assessment: Review / grade own work; reflections • Peer assessment: Peer feedback/input • Personal Inspection • Drill (not drill teams) • Projects/Homework/Research • Physical fitness participation.	Part 3 – Common Unit Assessments
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Part 4 – Common / Assured Learning Experiences

Students will participate in:

- Group activities
- Modeling
- Peer assessment
- Monitoring, guidance, support
- Student-led class presentations
- Field work
- Encourage student leadership and teaching
- Direct instruction

Unit 5 - Wellness, First Aid, Geography and Survival Skills

Grade: 9	Subject: NNDCC/NJROTC	Course: NS-1	Length of Unit: 6 weeks
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NNDCC/NJROTC Standards

- Introduction to the Navy Junior Reserve Officer Training Corps (NS-1 Textbook)
- Cadet Field Manual (11th Edition revised) NAVEDTRA 37116-K
- The Bluejacket's Manual

Part 2 – Standards

Key Performance Expectations (Content Knowledge and Concepts / Skills)

The students will know: 1. Develop a personal exercise program 2. Evaluate how diet impacts life 3. Analyze the impact sanitation and hygiene have on health 4. Assess how stress impacts your life 5. Assess the effects of drug and substance abuse on life today 6. Determine first aid procedures and apply them as needed 7. Understand the principles and tools of map reading and land navigation 8. Understand the basics of survival in several different environments	The students will be able to: 1. Classify exercises as aerobic, anaerobic, isometric, and isotonic 2. Compare the benefits of aerobic, anaerobic, isometric, and isotonic exercise 3. Identify the benefits of regular exercise 4. Determine the essential components of a good exercise program 5. Explain how calories consumed versus calories used 6. Effects body weight to health 7. Identify daily required food and portions 8. Identify sources and benefits of fiber in diet 9. Describe the importance of water 10. Explain the correlation between physical fitness and hygiene 11. Identify the physical and psychological effects of stress 12. Practice prevention of stress overload including relaxation and anger management techniques 13. Assess first aid situations 14. What are the ABCs of lifesaving steps? 15. Demonstrate life-saving skills in emergencies
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• Big Ideas ○ How does aerobic exercise differ from anaerobic exercise? ○ Give an example of each. ○ List three physical benefits of regular exercise. ○ Explain how your target heart rate affects the level of intensity of the exercise you perform to improve your cardiorespiratory endurance. ○ List two ways to reduce your risk of injury when you exercise. ○ Think about what you had for breakfast. ○ How could you have balanced your calories better? ○ Do you feel you have a slow or fast metabolism? ○ How can you plan your meals with this in mind? ○ Looking at the food pyramid, what food group do you need to eat more or less of? ○ Define the term metabolism. ○ What is the Good Samaritan Law? ○ What are the ABCs of lifesaving steps? ○ What are the three types of bleeding? ○ What is something you should not do when treating a fracture?	Big Idea
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- What are the signs of shock?
- What are the three types of burns?
- How do you orient a map without using a compass?
- Why is it important to vanquish fear and panic in a survival situation?
- What is improvising, and why is it important to a survivor?
- What is a survivor's two goals?
- What are some ways a survivor can signal for help?

Part 3 – Common Unit Assessments

- NNDCC academics
- Formative and Summative assessments
- Self-assessment: Review / grade own work; reflections
- Peer assessment: Peer feedback/input
- Personal Inspection
- Drill (not drill teams)
- Projects/Homework/Research
- Physical fitness participation.

Part 4 – Common / Assured Learning Experiences

Students will participate in:

- Group activities
- Modeling
- Peer assessment
- Monitoring, guidance, support
- Student-led class presentations
- Field work
- Encourage student leadership and teaching
- Direct instruction

Unit 6 - General Military Training (GMT)			
Grade: 9	Subject: NNDCC/NJROTC	Course: NS-1	Length of Unit: 9 weeks

NNDCC/NJROTC Standards

- Cadet Field Manual (11th Edition revised) NAVEDTRA 37116-K

- Naval Ceremonies, Customs and Traditions
- Cadet Reference Manual
- The Bluejacket's Manual

Part 2 – Standards	
Key Performance Expectations (Content Knowledge and Concepts / Skills)	
The students will know:	The students will be able to:
1. NJROTC Uniform Regulations 2. Personnel Inspection 3. NJROTC Rates/Ranks and U.S. Navy Rates/Ranks 4. Military Chain of Command 5. Military Customs, Courtesies, Etiquette and Ceremonies. 6. Orders To the Sentry 7. UCMJ 8. Code of Conduct	1. Understand how to properly wear the NNDDCC/NJROTC uniform 2. Understand the rank structure within the unit and within the U.S. Navy 3. Understand the Chain of Command within the organization 4. Understand Customs, Courtesies, Etiquette and Ceremonies of the Naval Service 5. Understand the 11 General Orders of a sentry 6. Know preparatory commands for facing, marching commands as individuals, groups 7. Know how to present and march with “colors” 8. Know the grooming standards within the organization 9. Know the manual of arms with rifle or sword.

Big Idea

- **Big Ideas**
 - See Part 2 above

Part 3 – Common Unit Assessments
• NNDDCC academics • Formative and Summative assessments • Self-assessment: Review / grade own work; reflections • Peer assessment: Peer feedback/input • Personal Inspection • Drill (not drill teams) • Projects/Homework/Research • Physical fitness participation.

Part 4 – Common / Assured Learning Experiences

Students will participate in:

- Group activities
- Modeling
- Peer assessment
- Monitoring, guidance, support
- Student-led class presentations
- Field work
- Encourage student leadership and teaching
- Direct instruction

**Groton Public Schools
Curriculum Map**

INTRODUCTION

Course Title: Naval Science Two (NS-2)
Curriculum Area and Grade: Navy National Defense Cadet Corps (NNDCC)/NJROTC

Course Purpose:
Prerequisite: Naval Science I or transfer from other JROTC program. This course is the even year curriculum for cadets to expand their knowledge and experience beyond the introduction to JROTC class. The curriculum includes two areas of study: (1) maritime history with studies of war at sea, the US Navy, strategy, and tactics, and (2) the nautical sciences with studies of maritime geography, oceanography-meteorology-astronomy, and physical science.

Major Learning Goals and Understandings:
Student Learning Expectation(s): ● Sea power is the ability to use the sea to meet a nation's needs. ● Alfred Thayer Mahan: The Influence of Sea Power Upon History, 1660–1783 ● Growth of American Sea Power ● Leadership (Continuing) ● Nautical Sciences that support maritime operations

Units/Theme/Concept and # of Weeks	
Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks	
Unit 1- Maritime History (Up to 1865)	Unit 2 - Maritime History (1884 to present day)
Unit 3 – Leadership II (Cont.)	Unit 4 – Nautical Science (Maritime Geography, Oceanography and Meteorology)
Unit 5 – Nautical Science (Meteorology, Astronomy and Physical Science)	Unit 6 – General Military Training (GMT)

Mappers/Authors: LCDR Terance Henkle USN-Ret

Date Approved:

Unit 1 - Maritime History (Up to 1865)		
Grade: 10	Subject: NNDCC/NJROTC	Course: Naval Science Two (NS 2)
		Length of Unit: 6 weeks

NNDCC/NJROTC Standards

- Introduction to the Navy Junior Reserve Officer Training Corps (NS-1 Textbook)
- Influence of Sea Power Upon History
- Sea Power: A Naval History
- Cadet Field Manual (11th Edition revised) NAVEDTRA 37116-K
- The Bluejacket's Manual

Part 2 – Unit Standards	
Key Performance Expectations (Content Knowledge and Concepts/Skills)	
The students will know: 1. Influence of Sea Power on Western Civilization 2. The American Revolution, 1775-1783 3. The Growth of American Sea Power 4. The Civil War, 1861-1865	The students will be able to explain or define: 1. Sea power played a significant role in the development of early Western civilization. 2. The defeat of the enemy's fleet kept it from supplying its land forces. 3. Early Seafarers explored all navigable waters for trade and commerce 4. Factors that influenced whether a country developed into a sea power 5. What is meant by a nation's sea power 6. How did navies start? 7. How did sea power influence the American Revolution? 8. When was the US Navy and U.S. Marine corps established? 9. What was the Navy act of 1794? 10. The growth of US maritime commerce influenced a growth of the US Navy 11. What were some of the major naval developments during America's civil war?

Big Idea
● Big Ideas ○ Why was the Mediterranean such an influence for nations building navies? ○ What countries or the dominant naval forces in the Mediterranean? ○ What was the age of discovery? ○ Why did England become such a successful naval power? ○ When was the naval forces of the US Navy and U.S. Marine Corps established? ○ Where were the first US Navy battles fought during the American Revolution? ○ Who were the Navy leaders in the early days of the American Revolution? ○ What was are the major navy battles during the American Revolution ○ Why was there conflict between Tripoli and the barbary pirates ○ What was the reason for the War of 1812? ○ What was the naval strategy during the war of 1812?

- What were the two different economies that developed in the north and in the South?
- What was the naval strategy for northern naval forces during the civil war?
- What were the southern naval forces strategies?

Part 3 – Common Unit Assessments

- NNDCC academics
- Formative and Summative assessments
- Self-assessment: Review / grade own work; reflections
- Peer assessment: Peer feedback/input
- Personal Inspection
- Drill (not drill teams)
- Projects/Homework/Research
- Physical fitness participation.

Part 4 – Common / Assured Learning Experiences

Students will participate in:

- Group activities
- Modeling
- Peer assessment
- Monitoring, guidance, support
- Student-led class presentations
- Field work
- Encourage student leadership and teaching
- Direct instruction

Unit 2 - Maritime History (1884 to present day)

Grade:	Subject:	Course:	Length of Unit:
10	NNDCC/NJROTC	NS 2	6 weeks

Unit 2: Leadership Skills

- Introduction to the Navy Junior Reserve Officer Training Corps (NS-1 Textbook)
- Influence of Sea Power Upon History
- Sea Power: A Naval History
- Cadet Field Manual (11th Edition revised) NAVEDTRA 37116-K
- The Bluejacket's Manual

Part 2 – Unit Standards

Key Performance Expectations (Content Knowledge and Concepts/Skills)

The students will know	The students will be able to:
- Why was it important to establish a naval training center? - Why is RADM Alfred Mahan important in the influence of Sea Power? - Why was there a need to rebuild the US Navy after the civil war? - How did the US Navy's influence grow during this time? - What naval vessels were most "feared" during World War One? - What happened to naval forces between WWI and WWII? - What was the US policy during WWII for naval forces? - What were US naval policies during 1950 – 1969? - What were the US naval policies during the Cold War Era?	- Discuss the need to continue to train naval personnel - Navy Act that Congress eventually passed in 1794 provided for only six frigates - US merchantmen and sailor were being held ransom by the barbary pirates - Know the major naval battles of 1812 - How clipper ships influence trade with the orient - Admiral Perry's influence with Japan - The Influence of Sea Power upon History, 1660-1783, - Major naval vessels and conflicts used battleships - Naval inventions(s) for 100 years - What two events nearly caused the United States to go to war with Germany in 1915 and 1916? - Last major battleship battles were during Jutland - Naval aviation has evolved between the wars. - Last of the great battleships - Establish treaties limiting the size and armament of warships during the interwar years - Two naval strategies and policies during WWII - Unification of the Services - The Truman Doctrine, the Marshall Plan, and the Cold War - Korea, Cuban Missile Crisis, Vietnam naval strategies - The Cold War and naval technology

Big Idea

- Big Ideas**
 - The invention of the submarine
 - What was the significance of the battle between the USS Monitor and CSS Virginia?
 - Naval Blockades and riverine warfare
 - What was the principal effect of the Confederate commerce raiders?
 - What were the geopolitical and strategic lessons of the Civil War regarding sea power versus land power?
 - Mahan argued that it was command of the sea that had enabled Britain to create its empire
 - The age of the Dreadnoughts through early WWII
 - Submarines, carries and airpower was the dominant force during WWII
 - Antisubmarine warfare innovations during this period
 - Island hopping was the strategy in the pacific
 - NATO was created after WWII
 - Atomic power
 - Terrorism and naval strategies with current conflicts since 1990

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Part 3 – Common Unit Assessments • NNDCC academics • Formative and Summative assessments • Self-assessment: Review / grade own work; reflections • Peer assessment: Peer feedback/input • Personal inspection • Drill (not drill teams) • Projects/Homework/Research • Physical fitness participation.
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Part 4 – Common / Assured Learning Experiences Students will participate in: • Group activities • Modeling • Peer assessment • Monitoring, guidance, support • Student-led class presentations • Field work • Encourage student leadership and teaching • Direct instruction

Unit 3 - Leadership (Cont.)			
Grade:	Subject:	Course:	Length of Unit:
10	NNDCC/NJROTC	NS-2	6 weeks

NNDCC/NJROTC Standards • Introduction to the Navy Junior Reserve Officer Training Corps (NS-1 Textbook) • Fundamentals of Naval Leadership • Ethics For the Junior Officer • Cadet Field Manual (11th Edition revised) NAVEDTRA 37116-K • The Bluejacket’s Manual
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Part 2 – Standards Key Performance Expectations (Content Knowledge and Concepts / Skills)
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The students will know: 1. After a year of being a follower now it is time to lead. 2. Your first rule must be to set the best example possible. 3. NNDCC/NJROTC needs effective leaders in squad, platoon, company, and staff positions. 4. How can you help incoming Naval Science 1 cadets? 5. Cadets must learn to manage increasingly complex situations. 6. Key to successful leadership, is fairness. 7. Essential Qualities of Leadership 8. What is the difference between physical and moral courage?	The students will be able to: 1. Teach what they have previously learned 2. Peer to peer assistance for new members of the unit 3. Ability to see and do what must be done. 4. Leaders think independently and use initiative in their jobs. 5. Loyalty to seniors, which means a willingness to serve them reliably and well. 6. Loyalty to juniors, which means consideration for their welfare and interests. 7. Develops self-confidence with increased experience, skills, professional knowledge 8. Know their juniors to evaluate them 9. Leaders must know the capabilities of each member of their group
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● Big Ideas ○ Leaders must be willing to take increased responsibility. ○ To build loyal and committed juniors it is important first to be loyal and committed to them. ○ Leaders must know the capabilities of each member of their group ○ Know people's needs and understand how these needs affect human behavior. ○ Understand, guide, and teach. ○ Listen effectively and give counsel wisely. ○ Plan. ○ Requirements to be a good leader i. Courage, Physical and Moral is required to be a leader ii. Honor, Honesty, and Truthfulness is required to be a leader iii. Self-Confidence is required to be a leader iv. Common Sense, Good Judgment, and Tact v. Sense of Responsibility vi. Concern for People	Big Idea
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Part 3 – Common Unit Assessments

- NNDCC academics
- Formative and Summative assessments
- Self-assessment: Review / grade own work; reflections
- Peer assessment: Peer feedback/input
- Personal Inspection
- Drill (not drill teams)
- Projects/Homework/Research
- Physical fitness participation.

Part 4 – Common / Assured Learning Experiences

Students will participate in:

- Group activities
- Modeling
- Peer assessment
- Monitoring, guidance, support
- Student-led class presentations
- Field work
- Encourage student leadership and teaching
- Direct instruction

Unit 4 - Nautical Science (Maritime Geography, Oceanography and Meteorology)

Grade:	Subject:	Course:	Length of Unit:
10	NNDCC/NJROTC	NS-2	6 weeks

NNDCC/NJROTC Standards

- Introduction to the Navy Junior Reserve Officer Training Corps (NS-1 Textbook)
- Cadet Field Manual (11th Edition revised) NAVEDTRA 37116-K
- Cadet Reference Manual
- The Bluejacket's Manual

Part 2 – Standards

Key Performance Expectations (Content Knowledge and Concepts / Skills)	
The students will know: 1. Why Study Geography? 2. What is Military Geography? 3. Maritime Geography of the Western and Eastern Seas 4. Oceans are the political, economic, and military lifeblood of the world. 5. Oceanography spans the past, the present, and the future of our world. 6. What is oceanography? 7. Why does our government maintain an active program of oceanographic research? 8. Undersea Landscape 9. Ocean Currents and Seawater 10. Our Atmosphere 11. Clouds and Fog	The students will be able to: 1. Know the commerce that travels the oceans. 2. Know the location of US Naval Bases 3. Why the Panama Canal still has strategic importance. 4. Know the most important military sea-lanes in the Atlantic for the United States 5. Know why is the Greenland-Iceland-United Kingdom gap important to the allies? 6. Why is the Suez Canal important to both Western Europe and the Middle Eastern nations? 7. Why is the Pacific area an important part of US Policy? 8. Know the formation of the oceans 9. Know why physical oceanography is important to naval operations 10. What is a current? 11. Know the layers of the atmosphere 12. The sun drive is the heat source for weather 13. What is a cloud made of? 14. What are the three basic clouds?
• Big Ideas ○ How much of Earth's surface is covered by water? ○ What are the various oceanography disciplines? ○ Why is the Persian Gulf important to the United States and its allies? ○ What are some of the major choke points for naval operations? ○ Why is keeping the sea lanes open for commerce important to the US? ○ What are the five layers of the atmosphere? ○ Why is the jet stream important to military operations? ○ What occurs as water ascends into the atmosphere? ○ Clouds are made of water. ○ Cirrus, cumulus, and stratus clouds are the three major types of clouds ○ Fog is a cloud that touches the ground Big Idea	
Part 3 – Common Unit Assessments	

• NNDCC academics • Formative and Summative assessments • Self-assessment: Review / grade own work; reflections • Peer assessment: Peer feedback/input • Personal Inspection • Drill (not drill teams) • Projects/Homework/Research • Physical fitness participation.
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Part 4 – Common / Assured Learning Experiences Students will participate in: • Group activities • Modeling • Peer assessment • Monitoring, guidance, support • Student-led class presentations • Field work • Encourage student leadership and teaching • Direct instruction
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Unit 5 - Nautical Science (Meteorology, Astronomy and Physical Science)			
Grade: 10	Subject: NNDCC/NJROTC	Course: NS-2	Length of Unit: 6 weeks
NNDCC/NJROTC Standards • Introduction to the Navy Junior Reserve Officer Training Corps (NS-1 Textbook) • Cadet Field Manual (11th Edition revised) NAVEDTRA 37116-K • The Bluejacket's Manual			
Part 2 – Standards Key Performance Expectations (Content Knowledge and Concepts / Skills)			

The students will know: 1. Wind and Weather 2. Fronts and Storms 3. Weather Forecasting 4. Weather Satellites 5. Astronomy 6. Astronomical Observations 7. The Moon, Sun, and Planets 8. The stars 9. Physical Science	The students will be able to: 1. What causes the wind 2. Know what causes weather 3. Know how weather forecasting occurs 4. Know the types of weather satellites 5. Know astronomical object in the solar system and universe 6. Know forces, motion, and aerodynamics 7. Know buoyancy as it applies to naval operations 8. Know basic electricity 9. Know basic electronics 10. Know basic computers 11. Know basic sound and sonar
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● Big Ideas ○ Wind is caused by atmospheric pressure and uneven heating of the earth. ○ Weather is created by temperature, dew point, relative humidity, and fronts ○ All military forces require meteorological support to support naval forces. ○ The Sun, stars are used for basic nautical navigation ○ The sun and moon influence the tides which are critical for naval operations. ○ The understanding of Newton's law is important for ship or aircraft maneuvering ○ Electronics, computers, sound, sonar, and radar are important systems used by the US Naval forces

Part 3 – Common Unit Assessments ● NNDCC academics ● Formative and Summative assessments ● Self-assessment: Review / grade own work; reflections ● Peer assessment: Peer feedback/input ● Personal Inspection ● Drill (not drill teams) ● Projects/Homework/Research
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Physical fitness participation.

Part 4 – Common / Assured Learning Experiences Students will participate in: - Group activities - Modeling - Peer assessment - Monitoring, guidance, support - Student-led class presentations - Field work - Encourage student leadership and teaching - Direct instruction
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Unit 6 - General Military Training (GMT)			
Grade: 10	Subject: NNDCC/NJROTC	Course: NS-2	Length of Unit: 9 weeks

NNDCC/NJROTC Standards - Cadet Field Manual (11th Edition revised) NAVEDTRA 37116-K - Naval Ceremonies, Customs and Traditions - Cadet Reference Manual - The Bluejacket’s Manual

Part 2 – Standards Key Performance Expectations (Content Knowledge and Concepts / Skills)

The students will know: • NJROTC Uniform Regulations • Personnel Inspection • NJROTC Rates/Ranks and U.S. Navy Rates/Ranks • Military Chain of Command • Military Customs, Courtesies, Etiquette and Ceremonies. • Orders To the Sentry • Code of Conduct • UCMJ	The students will be able to: ○ Understand how to properly wear the NNDCC/NJROTC uniform ○ Understand the rank structure within the unit and within the U.S. Navy ○ Understand the Chain of Command within the organization ○ Understand Customs, Courtesies, Etiquette and Ceremonies of the Naval Service ○ Understand the 11 General Orders of a sentry ○ Know preparatory commands for facing, marching commands as individuals, groups ○ Know how to present and march with “colors” ○ Know the grooming standards within the organization ○ Know the manual of arms with rifle or sword.
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• Big Ideas ○ See Part 2 above	Big Idea
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• NNDCC academics • Formative and Summative assessments • Self-assessment: Review / grade own work; reflections • Peer assessment: Peer feedback/input • Personal Inspection • Drill (not drill teams) • Projects/Homework/Research • Physical fitness participation.	Part 3 – Common Unit Assessments
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Students will participate in: • Group activities • Modeling	Part 4 – Common / Assured Learning Experiences
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- Peer assessment
- Monitoring, guidance, support
- Student-led class presentations
- Field work
- Encourage student leadership and teaching
- Direct instruction

**Groton Public Schools
Curriculum Map**

INTRODUCTION

Course Title: Naval Science Three (NS-3)
Curriculum Area and Grade: Navy National Defense Cadet Corps (NNDCC)/NJROTC

Course Purpose:
Prerequisite: Naval Science I or transfer from other JROTC program. This course is the odd year curriculum for cadets to expand their knowledge and experience beyond the introduction to JROTC class. The curriculum includes two areas of study: (1) naval knowledge with studies of sea power, national security, military law, and laws of the sea, and (2) naval skills with studies of shipboard life, seamanship, rules of the road, and navigation.

Major Learning Goals and Understandings:
Student Learning Expectation(s): - Students will understand how sea power is used for our national security - Students will learn the basics of naval operations - Students will understand the different warfighting organizations and their purpose in the US Navy. - Understand how a naval warship operates 24/7 - Become a better leader by with increased responsibilities. Increase understanding of the principles of leadership and how you can become a successful leader

Units/Theme/Concept and # of Weeks	
Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks	
Unit 1- Sea Power and National Security	Unit 2 – Naval Operations and Support Functions
Unit 3 – Naval Weapons	Unit 4 – Modern Naval Warfare
Unit 5 – Shipboard Organization and Watchstanding	Unit 6 – General Military Training (GMT)

Mappers/Authors: LCDR Terance Henkle USN-Ret
Date Approved:

Unit 1 - Sea Power and National Security		
Grade: 11	Subject: NNDCC/NJROTC	Course: Naval Science Three (NS 3)
		Length of Unit: 6 weeks

NNDECC/NJROTC Standards

- Introduction to the Navy Junior Reserve Officer Training Corps (NS-1 Textbook)
- Sea Power: A Naval History
- Influence of Sea Power Upon History
- Cadet Field Manual (11th Edition revised) NAVEDTRA 37116-K
- The Bluejacket's Manual

Part 2 – Unit Standards

Key Performance Expectations (Content Knowledge and Concepts/Skills)

The students will know:

1. The Importance of Sea Power
2. The U.S. Merchant Marine
3. Grand Strategy
4. U.S. Strategy and the Navy
5. National Security and Modern Conflict

The students will be able to explain or define:

1. What two major political developments since World War II have increased the importance of the oceans?
2. In what five ways does the U.S. merchant marine contribute to national defense?
3. Why is the U.S. merchant marine an important part of U.S. Sea power?
4. What governs U.S. grand strategy?
5. What are the four traditional core principles upon which
6. U.S. grand strategy has always been based?
7. What are joint operations?
8. What are combined operations?
9. What are the seven subdivisions of modern U.S. Navy and other military service command and control systems?
10. What are the three naval warfare areas?
11. What is the mission of the Navy?
12. What is the Navy's two basic functions?
13. What are the functional roles of the U.S. Navy?
14. What is our nation's strategic nuclear triad?
15. How may selective use of military force limit wars or reduce the danger of major power confrontations?
16. Why are naval and air operations less risky than ground force invasion?
17. What are the nine principles of war?
18. What is general war?
19. What are the three basic considerations in evaluating an external threat?
20. What main factors affect a nation's national strategy?

Big Idea

- **Big Ideas**
 - U.S. Navy is responsible for three functioning strategies: strategic nuclear deterrence, deployment of overseas forces, and security of the sea lines of communication
 - Sea Power: "the sum of a nation's capabilities to implement its interests by using the ocean areas for political, economic, and military activities in peace or war in order to attain national objectives."
 - The main components of sea power, he stated, are naval power, ocean science, ocean industry, and ocean commerce.
 - 80 percent of all world trade goods are transported by water.
 - Ships engaged in commerce that carry goods and liquids from one place to another over the world's oceans and water- ways
 - National strategy there are political, economic, diplomatic, legal, and naval and military strategies, both inter- national and domestic.
 - All the national strategies together constitute grand strategy
 - U.S. grand strategy is governed by the Constitution, U.S. law, government policy regarding international law, and the national interest as expressed by our national security policy.
 - Military strategy involves physical violence or the threat of such violence.
 - U.S. Navy is to be prepared to conduct prompt and sustained combat operations at sea in support of U.S. national interests.

Part 3 – Common Unit Assessments

- NNDDC academics
- Formative and Summative assessments
- Self-assessment: Review / grade own work; reflections
- Peer assessment: Peer feedback/input
- Personal Inspection
- Drill (not drill teams)
- Projects/Homework/Research
- Physical fitness participation.

Part 4 – Common / Assured Learning Experiences

Students will participate in:

- Group activities
- Modeling
- Peer assessment
- Monitoring, guidance, support
- Student-led class presentations
- Field work
- Encourage student leadership and teaching
- Direct instruction

Unit 2 - Naval Operations and Support Functions			
Grade: 11	Subject: NNDCC/NJROTC	Course: NS 3	Length of Unit: 6 weeks

● Introduction to the Navy Junior Reserve Officer Training Corps (NS-1 Textbook) ● Cadet Field Manual (11th Edition revised) NAVEDTRA 37116-K ● The Bluejacket's Manual	Unit 2:
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Part 2 – Unit Standards	
Key Performance Expectations (Content Knowledge and Concepts/Skills)	
The students will know 1. Naval Operations 2. Naval Communications 3. Naval Intelligence 4. Naval Logistics 5. Naval Research and Development	The students will be able to: 1. As set forth in Sea Power 21, what are the three concepts that will underlie all naval operations in the twenty-first century? 2. What is communication? 3. What is "naval communications"? 4. What are military intelligence and political intelligence? 5. What is the difference between information and intelligence? 6. What are the five steps in the intelligence process? 7. What are the six basic national intelligence sources? 8. What kind of information is naval intelligence primarily interested in collecting? 9. What is a military attaché? 10. What are the seven principles of logistics that must be reflected in logistics planning at all levels? 11. When did modern logistics begin? 12. What is the relationship between strategy, tactics, and logistics? 13. What is the mission of the Office of Naval Research? 14. What kinds of research does the Naval Research Laboratory do? 15. What is DARPA?

● Big Ideas ○ Military operations require understanding of the overall strategy and then broken down to individual naval forces ○ Effective communications are required to support naval forces weather through radio, satellite or visual ○ Intelligence is gathering, understanding, and reviewing various sources to exploit the enemy ○ Various military and civilian organization collect intelligence ○ Intelligence is based on a need-to-know basis ○ All forces require food, water and supplies to sustain operations for naval forces.	Big Idea
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○ US Navy needs to develop advanced technologies through research to support naval forces.			
Part 3 – Common Unit Assessments ● NNDCC academics ● Formative and Summative assessments ● Self-assessment: Review / grade own work; reflections ● Peer assessment: Peer feedback/input ● Personal Inspection ● Drill (not drill teams) ● Projects/Homework/Research ● Physical fitness participation.			
Part 4 – Common / Assured Learning Experiences Students will participate in: ● Group activities ● Modeling ● Peer assessment ● Monitoring, guidance, support ● Student-led class presentations ● Field work ● Encourage student leadership and teaching ● Direct instruction			
Unit 3 - Naval Weapons			
Grade: 11	Subject: NNDCC/NJROTC	Course: NS-3	Length of Unit: 6 weeks
NNDCC/NJROTC Standards ● Introduction to the Navy Junior Reserve Officer Training Corps (NS-1 Textbook) ● Cadet Field Manual (11th Edition revised) NAVEDTRA 37116-K ● The Bluejacket's Manual			
Part 2 – Standards			
Key Performance Expectations (Content Knowledge and Concepts / Skills)			

The students will know: 1. Naval Weapons 2. Naval Ship and Aircraft Guns 3. Navy Ship, Submarine, and Aircraft Missiles 4. Laser Weapons and Rail Guns	The students will be able to: 1. What is a weapon system? 2. What must a weapon system include? 3. When did the attack carrier supersede the battleship as the principal fleet unit? 4. What is the general term used for weapons and related physical equipment? 5. What are the distinct types of guns on a naval vessel? 6. What does the fuse in a projectile do? 7. What is a projectile, and what are its three main parts? 8. What are the three classes of naval gun projectiles? 9. What is the purpose of rifling in a gun barrel? 10. What are the two types of ammunition used in modern naval guns? 11. How do homing torpedoes operate? 12. What are the types of missiles in the naval forces? 13. What Navy missile is a part of the nation's strategic nuclear triad? 14. What are the four basic parts of a guided missile? 15. What type of weapon has become the main armament on most of today's armed naval aircraft? 16. New weapon systems will use advance technology
• Big Ideas ○ What weapon is at the center of the modern carrier battle group? ○ What are the weapons systems found on naval ships are guns and missiles ○ What is the sole mission of the Fleet Ballistic Missile and Fast Attack Submarines? ○ What is the Navy's primary fighter and attack aircraft? ○ What are weapons that support naval aircraft? ○ Technology will increase the range of current weapon systems.	
Big Idea	
Part 3 – Common Unit Assessments	

• NNDCC academics • Formative and Summative assessments • Self-assessment: Review / grade own work; reflections • Peer assessment: Peer feedback/input • Personal Inspection • Drill (not drill teams) • Projects/Homework/Research • Physical fitness participation.
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Part 4 – Common / Assured Learning Experiences Students will participate in: • Group activities • Modeling • Peer assessment • Monitoring, guidance, support • Student-led class presentations • Field work • Encourage student leadership and teaching • Direct instruction
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Unit 4 – Modern Naval Warfare			
Grade: 11	Subject: NNDCC/NJROTC	Course: NS-3	Length of Unit: 6 weeks

NNDCC/NJROTC Standards • Introduction to the Navy Junior Reserve Officer Training Corps (NS-1 Textbook) • Cadet Field Manual (11th Edition revised) NAVEDTRA 37116-K • The Bluejacket’s Manual

Part 2 – Standards Key Performance Expectations (Content Knowledge and Concepts / Skills)

The students will know: 1. Cyber Warfare 2. Special Warfare 3. Mine Warfare 4. Chemical, Biological, and Nuclear Warfare	The students will be able to: 1. What are the diverse types of modern warfare? 2. What is the difference between cyber terrorism and cyber warfare? 3. What is the concern about the use of cyber countermeasures by the United States in retaliation for cyber-attacks by foreign government entities? 4. What is spyware and what is adware? 5. What is DOD's definition of special warfare? 6. What characterizes special warfare operations? 7. What is the primary special warfare force within the U.S. Navy? 8. What is the Marine Corps' special warfare organization? 9. What is the premier special operations force within the US? Army? 10. What are the three principal aspects of mine warfare? 11. How is defensive and offensive mining used? 12. What are the categories by which mines are classified? 13. What are special weapons, or weapons of mass destruction? 14. What is chemical, biological, and nuclear warfare?
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• Big Ideas ○ The diverse warfare fields are specific and have unique functions for naval forces ○ Cyber terrorism is the biggest threat to our nation and naval forces ○ Special operations are specific tactical projections of power throughout the world ○ Navy SEAL and Marine Raiders are the premier Tier I naval special forces ○ Mine warfare consists of diverse types of mines that can be used offensively or defensively ○ CBN warfare has been used throughout history ○ Know the various type of chemical, biological agents ○ CBN has specific cleanup and protection procedures for naval forces ○ CBN has an agenda of causing mass casualties.	Big Idea
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• NNDCC academics • Formative and Summative assessments • Self-assessment: Review / grade own work; reflections • Peer assessment: Peer feedback/input • Personal Inspection • Drill (not drill teams) • Projects/Homework/Research • Physical fitness participation.	Part 3 – Common Unit Assessments
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Part 4 – Common / Assured Learning Experiences

Students will participate in:

- Group activities
- Modeling
- Peer assessment
- Monitoring, guidance, support
- Student-led class presentations
- Field work
- Encourage student leadership and teaching
- Direct instruction

Unit 5 - Shipboard Organization and Watchstanding

Grade: 11	Subject: NNDCC/NJROTC	Course: NS-3	Length of Unit: 6 weeks
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NNDCC/NJROTC Standards

- Introduction to the Navy Junior Reserve Officer Training Corps (NS-1 Textbook)
- Cadet Field Manual (11th Edition revised) NAVEDTRA 37116-K
- The Bluejacket's Manual

Part 2 – Standards

Key Performance Expectations (Content Knowledge and Concepts / Skills)

The students will know: 1. Shipboard Organization 2. Shipboard Watches	The students will be able to: 1. What are the three meanings for a "watch" in the Navy? 2. What do the eleven general orders of the sentry embody? 3. What are the readiness conditions for Navy ships? 4. When is each readiness condition set? 5. How many watch sections might a ship have during peacetime 6. What are the responsibilities of a command duty officer? 7. What are the responsibilities of the officer of the deck? 8. What are the responsibilities of the officer of the deck? 9. What are the two basic types of enlisted watches in a topside underway section? 10. Who is the main enlisted assistant to the OOD on the bridge when under way? 11. What do lookouts report during their watches? 12. What are the duties of the QMOW? 13. Where is the primary shipboard watch station in port?
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Big Idea • Big Ideas ○ How is a naval ship organized? ○ Who has ultimate command? ○ What are the major departments found on a naval vessel? ○ Who runs each major department on a naval vessel? ○ What are the watch sections aboard a naval vessel? ○ The 11 general orders are required for the safe operations of naval forces ○ Material conditions are required for safe navigation during different conditions of the marine or operational environment

Part 3 – Common Unit Assessments • NNDCC academics • Formative and Summative assessments • Self-assessment: Review / grade own work; reflections • Peer assessment: Peer feedback/input • Personal Inspection • Drill (not drill teams) • Projects/Homework/Research
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Physical fitness participation.

Part 4 – Common / Assured Learning Experiences			
Students will participate in: - Group activities - Modeling - Peer assessment - Monitoring, guidance, support - Student-led class presentations - Field work - Encourage student leadership and teaching - Direct instruction			

Unit 6 - General Military Training (GMT)			
Grade: 11	Subject: NNDCC/NJROTC	Course: NS-3	Length of Unit: 9 weeks

NNDCC/NJROTC Standards			
- Cadet Field Manual (11th Edition revised) NAVEDTRA 37116-K - Naval Ceremonies, Customs and Traditions - Cadet Reference Manual - The Bluejacket's Manual			

Part 2 – Standards			
Key Performance Expectations (Content Knowledge and Concepts / Skills)			

The students will know: 1. NJROTC Uniform Regulations 2. Personnel Inspection 3. NJROTC Rates/Ranks and U.S. Navy Rates/Ranks 4. Military Chain of Command 5. Military Customs, Courtesies, Etiquette and Ceremonies. 6. Orders To the Sentry 7. Code of Conduct 8. UCMJ	The students will be able to: 1. Understand how to properly wear the NNDCC/NJROTC uniform 2. Understand the rank structure within the unit and within the U.S. Navy 3. Understand the Chain of Command within the organization 4. Understand Customs, Courtesies, Etiquette and Ceremonies of the Naval Service 5. Understand the 11 General Orders of a sentry 6. Know preparatory commands for facing, marching commands as individuals, groups 7. Know how to present and march with “colors” 8. Know the grooming standards within the organization 9. Know the manual of arms with rifle or sword.
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• Big Ideas ○ See Part 2 above	Big Idea
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• NNDCC academics • Formative and Summative assessments • Self-assessment: Review / grade own work; reflections • Peer assessment: Peer feedback/input • Personal Inspection • Drill (not drill teams) • Projects/Homework/Research • Physical fitness participation.	Part 3 – Common Unit Assessments
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Part 4 – Common / Assured Learning Experiences

Students will participate in:

- Group activities
- Modeling
- Peer assessment
- Monitoring, guidance, support
- Student-led class presentations
- Field work
- Encourage student leadership and teaching
- Direct instruction

**Groton Public Schools
Curriculum Map**

INTRODUCTION

Course Title: Naval Science Four (NS-4)
Curriculum Area and Grade: Navy National Defense Cadet Corps (NNDCC)/NJROTC

Course Purpose:
Prerequisite: Naval Science III, SNSI approval, or transfer from other JROTC program.
This course is the continued study of more effective leadership and communication skills. The curriculum includes two areas of study: (1) leadership theory with studies of ethics and morals, and leadership case studies, and (2) the leadership laboratory with possible assignments to position of authority and responsibility of other cadets. Independent study by individual cadets in the areas of their interest in naval and leadership topics are required as specified by the Naval Science Instructors are included in this course.

Major Learning Goals and Understandings:
Student Learning Expectation(s): • Understand basic military law and the Uniform Code of Military Justice • Understand international law as it applies to naval vessels underway and in port. • Understand safe navigation and rules of the road. • Understand ship construction and basic damage control on a naval vessel • Personal Project approved by the Lead/SNI

Units/Theme/Concept and # of Weeks	
Quarter = 9 weeks, Semester=18 weeks, Trimester= 12 weeks, Year=36 weeks --- usually spread over 40 weeks	
Unit 1- Military Law	Unit 2 – International Law and The Sea
Unit 3 – Navigation and Rules of the Road	Unit 4 – Ship Construction, Damage Control, Deck Seamanship
Unit 5 – Select Senior Reading and Senior Project/Research	Unit 6: General Military Training (GMT)

Mappers/Authors: LCDR Terance Henkle USN-Ret
Date Approved:

Unit 1 - Military Law		
Grade: 12	Subject: NNDCC/NJROTC	Course: Naval Science Four (NS 4)
		Length of Unit: 6 weeks

NNDCC/NJROTC Standards

- Introduction to the Navy Junior Reserve Officer Training Corps (NS-3/4 Textbook)
- Ethics for the Junior Officer
- Cadet Field Manual (11th Edition revised) NAVEDTRA 37116-K
- Cadet Reference Manual
- The Bluejacket's Manual

Part 2 – Unit Standards

Key Performance Expectations (Content Knowledge and Concepts/Skills)

The students will know:

1. History of Law Codes
2. The U.S. Constitution and Military Law
3. Navy Regulations
4. Uniform Code of Military Justice (UCMJ)
5. Nonjudicial Punishment
6. Military Court Martial
7. Civil Jurisdiction and members of the armed services
8. Consequences for Other Than Honorable Discharge.

The students will be able to explain or define:

1. Why must discipline be handled in a consistent manner?
2. What is the basic difference between arrest and restriction?
3. When are service personnel subject to civil law?
4. What five judgment possibilities exist for the commanding officer after hearing a mast case?
5. What are the three types of courts-martial, in ascending order of the severity of the punishments that may be awarded?
6. What is meant by a trial by a jury of peers?
7. Why is there a separate body of military law
8. Why must naval personnel be familiar with the UCMJ?
9. What is the basic requirement of both military and civil law pertaining to individual rights?
10. Which three publications explain all matters concerning U.S. military law?

Big Idea

- **Big Ideas**
 - US service members fall under civil authority and the Uniform Code of Military Justice (UCMJ)
 - Are military service members subject to civil and military laws
 - What happens to a service member that is discharged with another than honorable discharge
 - Is military justice as fair as civil justice system

Part 3 – Common Unit Assessments

• NNDCC academics • Formative and Summative assessments • Self-assessment: Review / grade own work; reflections • Peer assessment: Peer feedback/input • Personal Inspection • Drill (not drill teams) • Projects/Homework/Research • Physical fitness participation.
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Part 4 – Common / Assured Learning Experiences	
Students will participate in:	
• Group activities • Modeling • Peer assessment • Monitoring, guidance, support • Student-led class presentations • Field work • Encourage student leadership and teaching • Direct instruction	

Unit 2 – International Law and The Sea		
Grade: 12	Subject: NNDCC/NJROTC	Course: NS 4
		Length of Unit: 6 weeks

• Introduction to the Navy Junior Reserve Officer Training Corps (NS-1 Textbook) • Ethics for the Junior Officer • Cadet Field Manual (11th Edition revised) NAVEDTRA 37116-K • The Bluejacket's Manual	Unit 2:
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Part 2 – Unit Standards	
Key Performance Expectations (Content Knowledge and Concepts/Skills)	
The students will know	The students will be able to:
1. Fundamentals of International Law 2. International Law of the Sea	1. What are the official representatives of our government in foreign capitals called? 2. What is the body of rules that have evolved to regulate many of the relations between nations called? 3. What aspect of international law pertains to relations between sovereign states? 4. How does the U.S. Constitution regard international treaties?

3. The Law of War at Sea 4. Geneva Conventions	5. What is diplomacy? 6. Where did the principles of early international law originate? 7. What are internal or inland waters? 8. What are territorial waters? 9. What are archipelagic waters? 10. What are contiguous zones? 11. What are exclusive economic zones? 12. A. What is meant by the term innocent passage? 13. What is a significant difference between land and sea warfare as regards private and neutral property? 14. Under the rules of warfare, what places, institutions, and ships are supposed to be exempt from attack? 15. What are the Hague Convention rules concerning mines? 16. What is the basic purpose of the rules of warfare? 17. Under international law, what is the legal status of a war- ship when in a foreign port? 18. What is the legal status of the officers and crew of a Navy ship on leave or liberty in a foreign port? 19. Whys does the preservation of law and order on the high seas fall within the scope of international law? 20. What requirements must be met under international law in order for a ship to be considered a warship? 21. Students will understand the four treaties and associated protocols for the Geneva Convention as a military service member.
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Big Idea

- **Big Ideas**
 - Students will understand that within a conflict there are rules and treaties in place to protect non-combatants and to protect forces that have surrendered

Part 3 – Common Unit Assessments

- NNDCC academics
- Formative and Summative assessments
- Self-assessment: Review / grade own work; reflections
- Peer assessment: Peer feedback/input
- Personal Inspection
- Drill (not drill teams)
- Projects/Homework/Research
- Physical fitness participation.

Part 4 – Common / Assured Learning Experiences

Students will participate in:

- Group activities
- Modeling
- Peer assessment
- Monitoring, guidance, support
- Student-led class presentations
- Field work
- Encourage student leadership and teaching
- Direct instruction

Unit 3 – Navigation and Rules of the Road

Grade: 12	Subject: NNDCC/NJROTC	Course: NS-4	Length of Unit: 6 weeks
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NNDCC/NJROTC Standards

- Introduction to the Navy Junior Reserve Officer Training Corps (NS-4 Textbook)
- Knight's Modern Seamanship
- Dutton's Navigation and Piloting .
- Navigation Rules, International-Inland
- Seamanship: Fundamentals for The Deck Officer
- Cadet Field Manual (11th Edition revised) NAVEDTRA 37116-K
- The Bluejacket's Manual

Part 2 – Standards

Key Performance Expectations (Content Knowledge and Concepts / Skills)

The students will know; 1. Introduction to Navigation 2. Marine Navigation 3. Aids to Navigation 4. Nautical Rules of the Road	The students will be able to: 1. What is navigation? 2. Who operates and maintains the GPS system? 3. What are aids to navigation? 4. What are the three principal phase characteristics of navigational lights? 5. What is the purpose of buoys and beacons? 6. What is the purpose of the rules of the road? 7. What running lights must a vessel show at night and in poor visibility conditions by day? 8. What are the two sets of rules governing the nautical rules of the road?
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• Big Ideas ○ What is latitude? ○ What is longitude? ○ What are running lights? ○ What are navigational buoys or beacons? ○ What are the rules of the road for all vessels?	Big Idea
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• NNDCC academics • Formative and Summative assessments • Self-assessment: Review / grade own work; reflections • Peer assessment: Peer feedback/input • Personal Inspection • Drill (not drill teams) • Projects/Homework/Research • Physical fitness participation.	Part 3 – Common Unit Assessments
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Part 4 – Common / Assured Learning Experiences

Students will participate in:

- Group activities
- Modeling
- Peer assessment
- Monitoring, guidance, support
- Student-led class presentations
- Field work
- Encourage student leadership and teaching
- Direct instruction

Unit 4 - Ship Construction, Damage Control, Deck Seamanship

Grade:	Subject:	Course:	Length of Unit:
12	NNDCC/NJROTC	NS-4	6 weeks

NNDCC/NJROTC Standards

- Introduction to the Navy Junior Reserve Officer Training Corps (NS-1 Textbook)
- Cadet Field Manual (11th Edition revised) NAVEDTRA 37116-K
- The Bluejacket's Manual

Part 2 – Standards

Key Performance Expectations (Content Knowledge and Concepts / Skills)

The students will know: 1. Deck Seamanship 2. Marlinspike Seamanship 3. Anchoring, Mooring, and Underway Replenishment 4. Small Boat Seamanship 5. Knight's Modern Seamanship 6. Dutton's Navigation and Piloting 7. Navigation Rules, International-Inland 8. Seamanship: Fundamentals for The Deck Officer	The students will be able to: 1. What is deck seamanship? 2. Which shipboard department is concerned with seamanship as its primary duty? 3. What is marlinspike seamanship? 4. What is the distinction between line and rope in the Navy? 5. What is the equipment associated with anchoring called? 6. What is the machinery used to weigh the anchor and its cable called? 7. What are the parts of a boat/ship?
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Big Idea • Big Ideas ○ This unit is the safe handling and navigation of small and large vessels

Part 3 – Common Unit Assessments • NNDCC academics • Formative and Summative assessments • Self-assessment: Review / grade own work; reflections • Peer assessment: Peer feedback/input • Personal Inspection • Drill (not drill teams) • Projects/Homework/Research • Physical fitness participation.

Part 4 – Common / Assured Learning Experiences Students will participate in: • Group activities
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- Modeling - Peer assessment - Monitoring, guidance, support - Student-led class presentations - Field work - Encourage student leadership and teaching - Direct instruction	
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Unit 5 – Select Readings and Senior project			
Grade: 12	Subject: NNDCC/NJROTC	Course: NS 4	Length of Unit: 6 weeks

- NS-4, Selected Readings in Naval Leadership For The NJ Student - Ethics for the Junior Officer - Cadet Field Manual (11th Edition revised) NAVEDTRA 37116-K - The Bluejacket's Manual		Unit 2:
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Part 2 – Unit Standards	
Key Performance Expectations (Content Knowledge and Concepts/Skills)	
The students will know - Thinking Ethically - Leadership Group Dynamics - Positive Leadership Techniques - Leading by Example - Criticism and the Naval Officer - Effective Communication - Communication a Two-way Exchange - Avoiding Communication Pitfalls	The students will be able to: - Leaders are challenged to exercise an ethical code. - Leaders must preserve the practice of telling the truth. - Leaders are not only required to act properly in accordance with “Standards of Conduct” regulation, they are expected to know them so well they can recognize unethical behavior in others. - Try to use the chain of command to resolve problems. - An indifferent attitude by leaders toward alcohol and drug abuse cannot be tolerated. Adequate education and training must be conducted. - The organization’s climate can adversely affect all aspects of operations and spill over into member’s personal lives. - Religious, racial, sexual, and ethnic biases are not ethical whether they are the basis for positive or negative personnel action. - Treat others as you would like to be treated. - Don’t talk negatively about anyone in front of his or her peers, especially when they are not present. - What influences people in a group? - A command must be definite. - A command must be positive. It must be given in a tone of voice that leaves no doubt that it is to be executed.

13. The leader must look at subordinates when giving them a command.
14. A command must be concise. It must not be so long or involved that it cannot be remembered.

- **Big Ideas**

- Leadership starts with first being a follower. Overtime, whether an enlisted or officer there will be greater responsibility to lead people within your unit or organization.
- Leadership can be defined as Giving commands, Giving orders, Getting cooperation, Establishing discipline, Improving morale that is low because of feelings of insecurity, Improving morale that is low because of feelings of lack of recognition and Properly using organization and administration

Part 3 – Common Unit Assessments

- NNDCC academics
- Formative and Summative assessments
- Self-assessment: Review / grade own work; reflections
- Peer assessment: Peer feedback/input
- Personal inspection
- Drill (not drill teams)
- Projects/Homework/Research
- Physical fitness participation.

Part 4 – Common / Assured Learning Experiences

Students will participate in:

- Group activities
- Modeling
- Peer assessment
- Monitoring, guidance, support
- Student-led class presentations
- Field work
- Encourage student leadership and teaching
- Direct instruction

Unit 6 - General Military Training (GMT)			
Grade: 12	Subject: NNDCCC/NJROTC	Course: NS-4	Length of Unit: 9 weeks

NNDCCC/NJROTC Standards • Cadet Field Manual (11th Edition revised) NAVEDTRA 37116-K • The Bluejacket's Manual

Part 2 – Standards	
Key Performance Expectations (Content Knowledge and Concepts / Skills)	
The students will know: 1. NJROTC Uniform Regulations 2. Personnel Inspection 3. NJROTC Rates/Ranks and U.S. Navy Rates/Ranks 4. Military Chain Of Command 5. Military Customs, Courtesies, Etiquette and Ceremonies. 6. Orders To The Sentry 7. Code of Conduct 8. UCMJ	The students will be able to: 1. Understand how to properly wear the NNDCCC/NJROTC uniform 2. Understand the rank structure within the unit and within the U.S. Navy 3. Understand the Chain of Command within the organization 4. Understand Customs, Courtesies, Etiquette and Ceremonies of the Naval Service 5. Understand the 11 General Orders of a sentry 6. Know preparatory commands for facing, marching commands as individuals, groups 7. Know how to present and march with “colors” 8. Know the grooming standards within the organization 9. Know the manual of arms with rifle or sword.

Big Idea • Big Ideas ○ See Part 2 above

Part 3 – Common Unit Assessments

- NNDDC academics
- Formative and Summative assessments
- Self-assessment: Review / grade own work; reflections
- Peer assessment: Peer feedback/input
- Personal Inspection
- Drill (not drill teams)
- Projects/Homework/Research
- Physical fitness participation.

Part 4 – Common / Assured Learning Experiences

Students will participate in:

- Group activities
- Modeling
- Peer assessment
- Monitoring, guidance, support
- Student-led class presentations
- Field work
- Encourage student leadership and teaching
- Direct instruction