

To view this meeting, the livestream link is: <https://vimeo.com/event/729428>

To make a public comment, the call in number is (US) 1-302-440-4930
The PIN is 357 240 825#

Board of Education Meeting
June 18, 2024

Council Chambers
3 Primrose Street, Newtown, CT
7:00 p.m.

As citizens of our community, we will conduct ourselves in accordance with Newtown's Core Character Attributes as displayed in our character tree. We will be responsible for our actions and show respect for each other. We will interact peacefully, productively, and politely. We will be trustworthy and honest and show compassion toward others. Newtown's continued success is contingent upon our ability to persevere, to follow through with our commitments, and to stay focused on the greater good.

AGENDA

- | | |
|---------|---|
| Item 1 | PLEDGE OF ALLEGIANCE |
| Item 2 | CONSENT AGENDA |
| | <ul style="list-style-type: none">• Correspondence Report |
| Item 3 | **PUBLIC PARTICIPATION |
| Item 4 | REPORTS |
| | <ul style="list-style-type: none">• Chair Report• Superintendent's Report• Committee and Liaison Reports• Action on Financial Report and Transfers Month Ending May 31, 2024 |
| Item 5 | OLD BUSINESS |
| | <ul style="list-style-type: none">• Update on the Kindergarten Readiness Program• Discussion and Possible Action on Grade 6 Science Curriculum |
| Item 6 | NEW BUSINESS |
| | <ul style="list-style-type: none">• Discussion and Possible Action on Reed School Stage Lighting Contract• First Read of Policies:<ul style="list-style-type: none">○ 6114 Security and Safety○ 6114 Emergencies and Disaster Preparedness – current policy○ 6114.1 Fire Emergency Drills/Crisis Response Drills/Bus Safety Drills○ 6114.1 Fire Emergency – current policy○ 6114.7 School Security and Safety – to be rescinded○ 8-401.1 School Ceremonies and Observances○ 6115 Pledge of Allegiance○ 6121 Nondiscrimination in the Instructional Program• Discussion and Possible Action on Acceptance of Superintendent's Resignation• Action on Minutes of June 4, 2024 |
| Item 7 | PUBLIC PARTICIPATION |
| Item 8 | EXECUTIVE SESSION |
| | <ul style="list-style-type: none">• Discussion and Action on Assistant Superintendent Contract Extension• Discussion and Action on Director of Business Contract Extension• Discussion and Action on Student Matter |
| Item 9 | PUBLIC SESSION FOR ACTION ON EXECUTIVE SESSION ITEMS |
| Item 10 | ADJOURNMENT |

***During the first Public Participation, the Board welcomes commentary regarding items on the agenda. After being recognized, please state your name and address for the record. We request that speakers be respectful and limit comments to not more than three minutes. The Board of Education does not discuss personnel items or student matters in public. During the second Public Participation, commentary may address the agenda or may introduce issues for the Board to consider in the future. The Board does not engage in dialogue during either public comment period. If you desire more information or answers to specific questions, please email the BOE: NewtownBOE@newtown.k12.ct.us*

**NEWTOWN BOARD OF EDUCATION
MONTHLY FINANCIAL REPORT
MAY 31, 2024**

SUMMARY

The eleventh financial report for the year continues to provide year to date expenditures, encumbrances and information for anticipated obligations. The majority of balances within our anticipated obligation column are for expenses that are not encumbered (such as benefits, salary and professional service costs) as well as expenses that have been encumbered in June (these costs will show up in the “encumbered” column next month).

During the month of April, the district spent approximately \$7.9M for all operations. About \$6.3M was spent on salaries (includes three pay periods in May) with the remaining balance of \$1.6M was spent on all other objects.

The change in our estimated year-end balance has resulted in a reduction of -\$432,007, now showing a balance of \$81,523. This change is primarily due to the pre-purchase of textbooks and equipment that were included in our 2024-25 budget. These items were pre-purchased as a way to accommodate for a portion of the large budget cut that was imposed by the Legislative Council earlier in the month.

In April, the Board of Education approved \$366,658 to be transferred from various accounts in Purchased Property Services and Supplies, for the pre-purchase of textbooks. An additional amount of \$75,000 was transferred from Other Equipment to Technology Equipment for pre-purchases. The combined transfer totaled \$441,358. All items have been accounted for and included in this month’s report. The actual cost for these items came in a bit higher at \$469,177.

TRANSFER REQUEST

The transfer request included in this report is for the realignment of various sub accounts. We are requesting a total of \$407,000 in transfers and an outline is provided below that summarizes this request. Detail for the transfer request is included at the end of this report.

- Requesting \$148,000 to be transferred from Teacher & Paraeducators to cover shortfall in coaching, certified subs and other non-certified salary accounts.
- Requesting \$81,000 to be transferred from Paraeducators and Certified Extra Work to cover FICA & MCR, Unemployment and additional costs incurred in Pensions.
- Requesting \$28,000 from Homebound Tutors to cover a portion of Professional Services for a 1:1 nurse that was needed for a student.
- Requesting \$50,000 from Building Contracted Services to cover a portion of the shortfall in Transportation.
- Requesting to transfer our Special Ed Contingency account in the amount of \$100,000 to cover the shortfall in Contracted Services (specifically for the Behavioral Tech Service) and Professional Services to cover the costs of the SLP service that was required for our students due to two teachers being out on leave.

SALARY OBJECT

The overall salary object currently displays a positive position of \$150,639, decreasing over the prior month by \$93,577.

- Certified salaries decreased by \$27,720 primarily due to the additional costs incurred for our certified subs. This time of year, our long-term subs are very active filling in for teachers that have decided to continue their leave times through the end of the year. We also experience an uptick in the costs for our daily subs who fill in for teachers that call out for various reasons. Our homebound tutoring salaries were also a bit higher than anticipated, incurring an additional \$11,037 over the prior month. This account is somewhat difficult to predict as students may require tutoring within their home without notice.
- Non-certified salaries also decreased this month by -\$65,857. All balances in this category decreased slightly; however, the driver behind the overall decrease can be attributed to custodial overtime. We have had several custodians out on FMLA, which by contract, increases the overtime for the remaining custodians as they are required to work additional hours.

EMPLOYEE BENEFITS

This area of the budget remains negative with a balance of -\$81,477. Last month the Board was informed that additional funding may be required for our FIC & MCR accounts. Our forecasts continue to suggest that we will experience a shortfall in this area of roughly \$40,000.

PROFESSIONAL SERVICES – This object has decreased by -\$25,148 over the prior month, now showing a negative balance of -\$90,158.

- The negative balance that we have been carrying since January primarily comes from the SLP services that were acquired in order to cover two teachers that have been out on leave. Our projections are showing that we are in need of an additional \$4,687 for the remainder of the school year.
- We have also included additional costs of over \$10,000 for psychological testing for students. This cost falls under the special education budget and can be difficult to predict. Each year in October (when we begin our budgets) we try and determine how many existing students as well as unknown new students may need testing. The testing is initiated through the students' IEP and can range from medical, vocational, psychoeducational and neuropsychological which are all very costly. In years past, we have only spent a portion of this budget; however, this year (as of My) we anticipate all but \$10,000.
- Nixon (our DEI consultant) has been funded through a grant all year; however, the grant dollars fell short and the remaining balance will need to be covered in the general fund. This is an additional cost of just under \$7,000.

OTHER PURCHASED SERVICES - The balance on this object has increased by \$45,160, now at -\$86,241. The majority of the change has come from out-of-district tuition.

- Most of the sub objects under Other Purchased Services have not fluctuated all that much with the exception of our Out-of-District Tuition account. This is one of the most volatile accounts in the general fund and this year, we have done a pretty good job at anticipating the costs. However, some of the frustration in trying to predict the costs is due to unanticipated increases, additional services that are not billed in a timely manner as well as incorrect billing. The bookkeeping alone in this area consumes a lot of time from our Pupil Services Department as they continuously try and keep us up to date with the costs.

SUPPLIES – Our supply accounts have decreased due to the large pre-purchase that was made in our textbooks account; however, we continue to show a positive balance of \$34,175. The total amount of the pre-purchase came in at \$469,177 and a transfer was approved by the Board last month to cover these costs. This pre-purchase was primarily for the 6-8 reading program and was necessary in order to accommodate a portion of the 2024-25 budget reduction that was approved by the Legislative Council in May.

PROPERTY – This object continues to show a positive balance of \$21,300; however, our equipment account was also affected by the 2024-25 budget reduction where the Board of Education was forced to pre-purchase a portion of our technology equipment. Last month the Board approved a transfer in the amount of \$75,000 from Other Equipment to Technology Equipment to cover the majority of these costs which came in a bit higher at \$84,349.

ALL OTHER OBJECTS

Our account-by-account analysis will continue throughout the year and we will keep the board apprised of any issues or concerns as they arise.

REVENUE

The Board of Education received \$2,096.25 and \$1,026.38 in miscellaneous revenue.

BUDGET ADJUSTMENTS

Attached you will find the 2024-25 budget adjustments as of June 14, 2024. Our pre-purchase costs have exceeded the budget request by \$15,071; however, the amount to be reduced from next year's budget will remain at \$454,106. At this time, we are currently in need of an additional \$18,455 reduction in order to fulfill the total adjustment of \$1,936,436. As soon as this amount is identified, we will bring the information to the Board for approval.

Tanja Gouveia
Director of Business
June 14, 2024

**NEWTOWN BOARD OF EDUCATION
2023-24 BUDGET SUMMARY REPORT
FOR THE MONTH ENDING MAY 31, 2024**

OBJECT CODE	EXPENSE CATEGORY	2023-2024		YTD		CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
		EXPENDED 2022 - 2023	APPROVED BUDGET	TRANSFERS 2023-2024	2023-2024							
GENERAL FUND BUDGET												
100	SALARIES	\$ 53,196,025	\$ 55,194,736	\$ 39,633	\$ 46,337,372	\$ 8,640,187	\$ 256,810	\$ 106,171	\$ 150,639	99.73%		
200	EMPLOYEE BENEFITS	\$ 11,895,625	\$ 12,775,678	\$ 21,500	\$ 12,579,094	\$ 4,370	\$ 213,714	\$ 295,191	\$ (81,477)	100.64%		
300	PROFESSIONAL SERVICES	\$ 606,860	\$ 597,698	\$ 42,725	\$ 576,242	\$ 120,759	\$ (56,579)	\$ 33,579	\$ (90,158)	114.08%		
400	PURCHASED PROPERTY SERV.	\$ 1,771,351	\$ 1,807,982	\$ (36,538)	\$ 1,540,339	\$ 178,575	\$ 52,530	\$ 18,600	\$ 33,930	98.08%		
500	OTHER PURCHASED SERVICES	\$ 10,671,028	\$ 10,779,567	\$ 77,367	\$ 9,378,855	\$ 1,201,680	\$ 276,400	\$ 362,641	\$ (86,241)	100.79%		
600	SUPPLIES	\$ 3,195,338	\$ 3,177,330	\$ 35,418	\$ 2,680,491	\$ 363,849	\$ 168,408	\$ 134,233	\$ 34,175	98.94%		
700	PROPERTY	\$ 540,847	\$ 560,749	\$ (180,105)	\$ 166,967	\$ 12,778	\$ 200,899	\$ 179,599	\$ 21,300	94.40%		
800	MISCELLANEOUS	\$ 75,483	\$ 75,911	\$ -	\$ 73,112	\$ 3,443	\$ (644)	\$ -	\$ (644)	100.85%		
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	0.00%		
TOTAL GENERAL FUND BUDGET		\$ 81,952,557	\$ 85,069,651	\$ -	\$ 73,332,473	\$ 10,525,641	\$ 1,211,537	\$ 1,130,014	\$ 81,523	99.90%		
900	TRANSFER NON-LAPSING (unaudited)	\$ 182,082										
<i>this amount has been recommended for transfer into the BoE's Non-Lapsing Fund</i>												
GRAND TOTAL		\$ 82,134,639	\$ 85,069,651	\$ -	\$ 73,332,473	\$ 10,525,641	\$ 1,211,537	\$ 1,130,014	\$ 81,523	99.90%		

OBJECT CODE	EXPENSE CATEGORY	2023-2024		YTD TRANSFERS 2023-2024		CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
		EXPENDED 2022-2023	APPROVED BUDGET									
100	SALARIES											
	Administrative Salaries	\$ 4,208,912	\$ 4,253,224	\$ 84,655	\$ 4,337,879	\$ 4,337,879	\$ 3,917,819	\$ 419,828	\$ 231	\$ -	\$ 231	99.99%
	Teachers & Specialists Salaries	\$ 33,987,089	\$ 35,332,530	\$ (222,126)	\$ 35,110,404	\$ 28,396,583	\$ 6,650,863	\$ 62,958	\$ 13,806	\$ 49,152	\$ 49,152	99.86%
	Early Retirement	\$ 89,000	\$ 13,000	\$ -	\$ 13,000	\$ 13,000	\$ -	\$ -	\$ -	\$ -	\$ -	100.00%
	Continuing Ed./Summer School	\$ 100,943	\$ 112,606	\$ 1,583	\$ 114,189	\$ 108,140	\$ 4,181	\$ 1,868	\$ 1,868	\$ -	\$ -	100.00%
	Homebound & Tutors Salaries	\$ 184,211	\$ 198,460	\$ -	\$ 198,460	\$ 146,448	\$ 9,796	\$ 42,216	\$ 3,907	\$ 38,309	\$ 38,309	80.70%
	Certified Substitutes	\$ 787,241	\$ 760,023	\$ -	\$ 760,023	\$ 692,720	\$ 39,402	\$ 27,902	\$ 35,343	\$ (7,441)	\$ (7,441)	100.98%
	Coaching/Activities	\$ 719,019	\$ 688,567	\$ -	\$ 688,567	\$ 728,888	\$ -	\$ (40,321)	\$ -	\$ (40,321)	\$ (40,321)	105.86%
	Staff & Program Development	\$ 128,011	\$ 130,250	\$ -	\$ 130,250	\$ 45,899	\$ 73,934	\$ 10,417	\$ (13,251)	\$ 23,668	\$ 23,668	81.83%
	CERTIFIED SALARIES	\$ 40,204,427	\$ 41,488,660	\$ (135,888)	\$ 41,352,772	\$ 34,049,497	\$ 7,198,004	\$ 105,271	\$ 41,673	\$ 63,598	\$ 63,598	99.85%
	Supervisors & Technology Salaries	\$ 1,000,730	\$ 1,020,284	\$ 27,057	\$ 1,047,341	\$ 957,193	\$ 89,674	\$ 474	\$ -	\$ 474	\$ 474	99.95%
	Clerical & Secretarial Salaries	\$ 2,326,236	\$ 2,420,059	\$ 53,116	\$ 2,473,175	\$ 2,246,929	\$ 233,009	\$ (6,763)	\$ 3,472	\$ (10,235)	\$ (10,235)	100.41%
	Paraeducators	\$ 2,885,257	\$ 3,023,349	\$ -	\$ 3,023,349	\$ 2,569,404	\$ 274,869	\$ 179,077	\$ 6,675	\$ 172,402	\$ 172,402	94.30%
	Nurses & Medical Advisors	\$ 892,743	\$ 957,221	\$ -	\$ 957,221	\$ 772,767	\$ 173,056	\$ 11,398	\$ 2,000	\$ 9,398	\$ 9,398	99.02%
	Custodial & Maint. Salaries	\$ 3,249,642	\$ 3,391,717	\$ 72,039	\$ 3,463,756	\$ 3,054,323	\$ 426,831	\$ (17,398)	\$ 8,243	\$ (25,641)	\$ (25,641)	100.74%
	Non-Certified Adj	\$ -	\$ 191,783	\$ (191,783)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
	Career/Job Salaries	\$ 158,051	\$ 180,335	\$ 1,714	\$ 182,049	\$ 146,403	\$ 32,729	\$ 2,917	\$ (2,896)	\$ 5,813	\$ 5,813	96.81%
	Special Education Svcs Salaries	\$ 1,378,049	\$ 1,437,033	\$ 203,378	\$ 1,640,411	\$ 1,479,875	\$ 153,610	\$ 6,926	\$ 16,119	\$ (9,193)	\$ (9,193)	100.56%
	Security Salaries & Attendance	\$ 652,247	\$ 700,574	\$ -	\$ 700,574	\$ 666,892	\$ 54,207	\$ (20,524)	\$ 1,500	\$ (22,024)	\$ (22,024)	103.14%
	Extra Work - Non-Cert.	\$ 123,294	\$ 115,721	\$ 10,000	\$ 125,721	\$ 105,556	\$ 4,200	\$ 15,965	\$ 15,651	\$ 314	\$ 314	99.75%
	Custodial & Maint. Overtime	\$ 290,185	\$ 236,000	\$ -	\$ 236,000	\$ 257,981	\$ -	\$ (21,981)	\$ 13,734	\$ (35,715)	\$ (35,715)	115.13%
	Civic Activities/Park & Rec.	\$ 35,166	\$ 32,000	\$ -	\$ 32,000	\$ 30,551	\$ -	\$ 1,449	\$ -	\$ 1,449	\$ 1,449	95.47%
	NON-CERTIFIED SALARIES	\$ 12,991,598	\$ 13,706,076	\$ 175,521	\$ 13,881,597	\$ 12,287,875	\$ 1,442,184	\$ 151,539	\$ 64,498	\$ 87,041	\$ 87,041	99.37%
	SUBTOTAL SALARIES	\$ 53,196,025	\$ 55,194,736	\$ 39,633	\$ 55,234,369	\$ 46,337,372	\$ 8,640,187	\$ 256,810	\$ 106,171	\$ 150,639	\$ 150,639	99.73%
200	EMPLOYEE BENEFITS											
	Medical & Dental Expenses	\$ 8,772,698	\$ 9,556,747	\$ -	\$ 9,556,747	\$ 9,547,641	\$ 620	\$ 8,486	\$ 2,192	\$ 6,294	\$ 6,294	99.93%
	Life Insurance	\$ 89,281	\$ 88,000	\$ -	\$ 88,000	\$ 80,981	\$ -	\$ 7,019	\$ 7,450	\$ (431)	\$ (431)	100.49%
	FICA & Medicare	\$ 1,651,662	\$ 1,702,277	\$ -	\$ 1,702,277	\$ 1,509,920	\$ -	\$ 192,357	\$ 232,357	\$ (40,000)	\$ (40,000)	102.35%
	Pensions	\$ 905,790	\$ 931,687	\$ 21,500	\$ 953,187	\$ 947,248	\$ 3,750	\$ 2,189	\$ 15,000	\$ (12,811)	\$ (12,811)	101.34%
	Unemployment & Employee Assist.	\$ 52,413	\$ 81,600	\$ -	\$ 81,600	\$ 77,957	\$ -	\$ 3,643	\$ 38,192	\$ (34,549)	\$ (34,549)	142.34%
	Workers Compensation	\$ 423,781	\$ 415,367	\$ -	\$ 415,367	\$ 415,349	\$ -	\$ 18	\$ -	\$ 18	\$ 18	100.00%
	SUBTOTAL EMPLOYEE BENEFITS	\$ 11,895,625	\$ 12,775,678	\$ 21,500	\$ 12,797,178	\$ 12,579,094	\$ 4,370	\$ 213,714	\$ 295,191	\$ (81,477)	\$ (81,477)	100.64%

OBJECT CODE	EXPENSE CATEGORY	2023-2024		YTD		CURRENT BUDGET	YTD		ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
		EXPENDED 2022 - 2023	APPROVED BUDGET	TRANSFERS 2023-2024	EXPENDITURE		ENCUMBER	BALANCE			
300	PROFESSIONAL SERVICES										
	Professional Services	\$ 497,713	\$ 436,643	\$ 43,000	\$ 479,643	\$ 453,485	\$ 90,681	\$ (64,523)	\$ 38,614	\$ (103,137)	121.50%
	Professional Educational Serv.	\$ 109,147	\$ 161,055	\$ (275)	\$ 160,780	\$ 122,757	\$ 30,078	\$ 7,944	\$ (5,035)	\$ 12,979	91.93%
	SUBTOTAL PROFESSIONAL SERV.	\$ 606,860	\$ 597,698	\$ 42,725	\$ 640,423	\$ 576,242	\$ 120,759	\$ (56,579)	\$ 33,579	\$ (90,158)	114.08%
400	PURCHASED PROPERTY SERV.										
	Buildings & Grounds Contracted Svc.	\$ 691,835	\$ 691,550	\$ (10,000)	\$ 681,550	\$ 560,527	\$ 51,382	\$ 69,641	\$ 19,000	\$ 50,641	92.57%
	Utility Services - Water & Sewer	\$ 122,590	\$ 135,620	\$ (13,358)	\$ 122,262	\$ 80,141	\$ -	\$ 42,121	\$ 16,421	\$ 25,700	78.98%
	Building, Site & Emergency Repairs	\$ 507,151	\$ 475,000	\$ -	\$ 475,000	\$ 488,911	\$ 106,748	\$ (120,659)	\$ (73,353)	\$ (47,306)	109.96%
	Equipment Repairs	\$ 218,088	\$ 249,170	\$ (3,180)	\$ 245,990	\$ 184,801	\$ 20,445	\$ 40,744	\$ 39,101	\$ 1,643	99.33%
	Rentals - Building & Equipment	\$ 231,687	\$ 256,642	\$ (10,000)	\$ 246,642	\$ 225,960	\$ -	\$ 20,682	\$ 17,431	\$ 3,252	98.68%
	Building & Site Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
	SUBTOTAL PUR. PROPERTY SERV.	\$ 1,771,351	\$ 1,807,982	\$ (36,538)	\$ 1,771,444	\$ 1,540,339	\$ 178,575	\$ 52,530	\$ 18,600	\$ 33,930	98.08%
500	OTHER PURCHASED SERVICES										
	Contracted Services	\$ 1,299,344	\$ 904,744	\$ 77,367	\$ 982,111	\$ 895,463	\$ 103,498	\$ (16,850)	\$ 42,895	\$ (59,745)	106.08%
	Transportation Services	\$ 4,596,980	\$ 4,907,573	\$ -	\$ 4,907,573	\$ 4,308,249	\$ 358,613	\$ 240,711	\$ 326,211	\$ (85,500)	101.74%
	Insurance - Property & Liability	\$ 443,316	\$ 446,219	\$ -	\$ 446,219	\$ 435,965	\$ -	\$ 10,254	\$ -	\$ 10,254	97.70%
	Communications	\$ 179,879	\$ 174,170	\$ -	\$ 174,170	\$ 173,294	\$ 13,191	\$ (12,316)	\$ 3,227	\$ (15,543)	108.92%
	Printing Services	\$ 25,262	\$ 22,966	\$ -	\$ 22,966	\$ 14,906	\$ 7,152	\$ 908	\$ 2,200	\$ (1,292)	105.62%
	Tuition - Out of District	\$ 3,883,847	\$ 4,072,363	\$ -	\$ 4,072,363	\$ 3,347,621	\$ 712,655	\$ 12,087	\$ (15,000)	\$ 27,087	99.33%
	Student Travel & Staff Mileage	\$ 242,400	\$ 251,532	\$ -	\$ 251,532	\$ 203,356	\$ 6,571	\$ 41,605	\$ 3,108	\$ 38,497	84.69%
	SUBTOTAL OTHER PURCHASED SERV.	\$ 10,671,028	\$ 10,779,567	\$ 77,367	\$ 10,856,934	\$ 9,378,855	\$ 1,201,680	\$ 276,400	\$ 362,641	\$ (86,241)	100.79%
600	SUPPLIES										
	Instructional & Library Supplies	\$ 944,749	\$ 792,074	\$ 2,060	\$ 794,134	\$ 704,516	\$ 48,971	\$ 40,647	\$ 40,559	\$ 88	99.99%
	Software, Medical & Office Supplies	\$ 221,527	\$ 198,452	\$ -	\$ 198,452	\$ 181,742	\$ 20,719	\$ (4,010)	\$ 4,709	\$ (8,719)	104.39%
	Plant Supplies	\$ 398,008	\$ 365,600	\$ (30,000)	\$ 335,600	\$ 335,156	\$ 2,574	\$ (2,130)	\$ 5,000	\$ (7,130)	102.12%
	Electric	\$ 303,101	\$ 950,982	\$ (130,000)	\$ 820,982	\$ 898,429	\$ -	\$ (77,447)	\$ (77,747)	\$ 300	99.98%
	Propane & Natural Gas	\$ 472,827	\$ 469,981	\$ (73,000)	\$ 396,981	\$ 308,071	\$ -	\$ 88,910	\$ 42,410	\$ 46,500	88.29%
	Heating Oil	\$ 93,031	\$ 94,098	\$ (10,000)	\$ 84,098	\$ 83,874	\$ -	\$ 224	\$ -	\$ 224	99.73%
	Fuel for Vehicles & Equip.	\$ 130,729	\$ 238,356	\$ (90,000)	\$ 148,356	\$ 123,925	\$ -	\$ 24,431	\$ 16,431	\$ 8,000	94.61%
	Textbooks	\$ 631,365	\$ 67,787	\$ 366,358	\$ 434,145	\$ 44,777	\$ 291,584	\$ 97,784	\$ 102,872	\$ (5,087)	101.17%
	SUBTOTAL SUPPLIES	\$ 3,195,338	\$ 3,177,330	\$ 35,418	\$ 3,212,748	\$ 2,680,491	\$ 363,849	\$ 168,408	\$ 134,233	\$ 34,175	98.94%

OBJECT CODE	EXPENSE CATEGORY	EXPENDED 2022 - 2023	2023-2024 APPROVED BUDGET	YTD TRANSFERS 2023-2024	CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
700	PROPERTY										
	Technology Equipment	\$ 355,440	\$ 422,996	\$ (106,500)	\$ 316,496	\$ 132,816	\$ 12,201	\$ 171,479	\$ 171,479	\$ -	100.00%
	Other Equipment	\$ 185,407	\$ 137,753	\$ (73,605)	\$ 64,148	\$ 34,151	\$ 577	\$ 29,420	\$ 8,120	\$ 21,300	66.80%
	SUBTOTAL PROPERTY	\$ 540,847	\$ 560,749	\$ (180,105)	\$ 380,644	\$ 166,967	\$ 12,778	\$ 200,899	\$ 179,599	\$ 21,300	94.40%
800	MISCELLANEOUS										
	Memberships	\$ 75,483	\$ 75,911	\$ -	\$ 75,911	\$ 73,112	\$ 3,443	\$ (644)	\$ -	\$ (644)	100.85%
	SUBTOTAL MISCELLANEOUS	\$ 75,483	\$ 75,911	\$ -	\$ 75,911	\$ 73,112	\$ 3,443	\$ (644)	\$ -	\$ (644)	100.85%
910	SPECIAL ED CONTINGENCY	\$ -	\$ 100,000	\$ -	\$ 100,000	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	0.00%
	TOTAL LOCAL BUDGET	\$ 81,952,557	\$ 85,069,651	\$ -	\$ 85,069,651	\$ 73,332,473	\$ 10,525,641	\$ 1,211,537	\$ 1,130,014	\$ 81,523	99.90%
900	Transfer to Non-Lapsing										
	GRAND TOTAL	\$ 81,952,557	\$ 85,069,651	\$ -	\$ 85,069,651	\$ 73,332,473	\$ 10,525,641	\$ 1,211,537	\$ 1,130,014	\$ 81,523	99.90%

OBJECT CODE	EXPENSE CATEGORY	2023-2024		YTD		CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
		EXPENDED 2022-2023	APPROVED BUDGET	TRANSFERS 2023-2024	STATE ESTIMATE							
SPECIAL REVENUES												
	EXCESS COST GRANT REVENUE		APPROVED BUDGET @ 70%	12/1/23	70%	3/1/24	68%	3/1/2024 @ 66.71%				
51266	Special Education Svcs Salaries ECG	\$ (7,750)	\$ (408,408)	\$ (50,725)	\$ (395,314)	\$ (48,339)	\$ (386,778)	\$ (48,339)	\$ (21,630)	\$ 33,747	\$ 14,592	94.70%
54116	Transportation Services - ECG	\$ (1,373,396)	\$ (1,423,941)	\$ (1,378,921)	\$ (1,338,441)	\$ (1,311,846)	\$ (1,311,846)	\$ (1,311,846)	\$ (112,095)	\$ 915,852	\$ 395,994	92.13%
54160	Tuition - Out of District ECG	\$ (1,870,788)	\$ (1,832,349)	\$ (1,824,960)	\$ (1,782,379)	\$ (1,746,963)	\$ (1,746,963)	\$ (1,746,963)	\$ (85,386)	\$ 1,219,625	\$ 527,338	95.34%
	Total									Total*	\$ 1,746,963	
				\$2,607,086		\$2,621,146		\$2,618,742		*75% of Jan Proj		
110000												
	SDE MAGNET TRANSPORTATION GRANT	\$ (13,000)		\$ (15,600)		\$ (15,600)						100.00%
OTHER REVENUES												
BOARD OF EDUCATION FEES & CHARGES - SERVICES												
	LOCAL TUITION				\$37,620	\$37,620	\$51,622	\$51,622	(\$14,002)			137.22%
	HIGH SCHOOL FEES FOR PARKING PERMITS				\$30,000	\$30,000	\$30,000	\$30,000	\$30,000			0.00%
	MISCELLANEOUS FEES				\$6,000	\$6,000	\$6,193	\$6,193	(\$193)			103.22%
	TOTAL SCHOOL GENERATED FEES				\$73,620	\$73,620	\$57,815	\$57,815	\$15,805			78.53%
OTHER GRANTS												
214	ESSER II - 9/30/2023				\$573,735	\$573,735	\$51,797	\$51,797	\$0			100.00%
218	ESSER III (estimated \$809k for 21-22 use) 9/30/2024				\$709,840	\$709,840	\$535,658	\$535,658	\$8,229			99.34%
	August											
	September											
	October				\$1,123,923	\$1,123,923	\$2,593.31	\$2,593.31				
	November											
	December											
	January											
	February											
	March											
	April											
	May											
	June											
	Total				\$4,535,256.00	\$4,535,256.00	\$51,621.62	\$51,621.62	\$1,026.38			

OBJECT CODE	EXPENSE CATEGORY	2023-2024		YTD		CURRENT BUDGET	YTD EXPENDITURE	ENCUMBER	BALANCE	ANTICIPATED OBLIGATIONS	PROJECTED BALANCE	% EXP
		EXPENDED 2022-2023	APPROVED BUDGET	TRANSFERS 2023-2024	STATE ESTIMATE							
	HEALTH GRANT											
	August											
	September											
	October											
	November											
	December											
	January											
	February											
	March											
	April											
	May											
	June											
	Total				\$26,886.00	\$26,886.00	\$0.00	\$0.00	\$4,535,256.00	\$51,621.62	\$1,026.38	

**2023 - 2024
 NEWTOWN BOARD OF EDUCATION
 TRANSFERS RECOMMENDED
 MAY 31, 2024**

AMOUNT	FROM		TO		REASON
	CODE	DESCRIPTION	CODE	DESCRIPTION	
ADMINISTRATIVE					
\$40,000	100	TEACHERS & SPECIALISTS SALARIES	100	COACHING/ACTIVITIES	TRANSFER TO COVER COACHING AND ACTIVITIES SALARIES AND CERTIFIED SUBSTITUTES
\$7,000			100	CERTIFIED SUBSTITUTES	
\$47,000					
\$10,000	100	PARAEDUCATORS	100	CLERICAL & SECRETARIAL SALARIES	TO PROVIDE FUNDS FOR PROJECTED NON-CERTIFIED SALARY COSTS
\$25,000			100	CUSTODIAL & MAINT. SALARIES	
\$9,000			100	SPECIAL EDUCATION SVCS SALARIES	
\$22,000			100	SECURITY SALARIES & ATTENDANCE	
\$35,000			100	CUSTODIAL & MAINT. OVERTIME	
\$101,000					
\$40,000	100	PARAEDUCATORS	200	FICA & MEDICARE	TO PROVIDE FUNDS FOR PROJECTED EMPLOYEE BENEFIT COSTS
\$29,000			200	UNEMPLOYMENT & EMPLOYEE ASSIST.	
\$12,000	100	STAFF & PROGRAM DEVELOPMENT	200	PENSIONS	
\$81,000					
\$70,000	910	SPECIAL ED CONTINGENCY	300	PROFESSIONAL SERVICES	TO TRANSFER SPECIAL ED. CONTINGENCY FOR SPEECH PATHOLOGISTS AND BEHAVIORAL THERAPISTS SERVICES
\$30,000			500	CONTRACTED SERVICES	
\$100,000					
\$50,000	400	BUILDINGS & GROUNDS SERVICES	500	TRANSPORTATION SERVICES	TO PROVIDE FUNDING FOR LOCAL REGULAR EDUCATION TRANSPORTATION
\$28,000	100	HOMEBOUND & TUTORS SALARIES	300	PROFESSIONAL SERVICES	TO PROVIDE FUNDING FOR NURSING SERVICES AT REED
\$407,000	TOTAL TRANSFER REQUEST				

2023 - 2024
NEWTOWN BOARD OF EDUCATION
DETAIL OF TRANSFERS RECOMMENDED
MAY 31, 2024

		FROM		TO	
OBJECT CODE	AMOUNT		OBJECT CODE	AMOUNT	
100	\$47,000	TEACHERS & SPECIALISTS SALARIES \$5,000 001500100000-51121 M.S. - ENGLISH \$15,000 001750580000-51131 SP ED - SPEECH & HEAR \$7,000 001760560000-51133 PUPIL SERV - PSYCH \$20,000 001760560000-51133 PUPIL SERV - PSYCH	TEACHERS SPECIALISTS SPECIALISTS - ELEM SPECIALISTS - ELEM	100	\$40,000 COACHING/ACTIVITIES \$1,500 001450320000-51410 RIS. - SPORTS \$16,000 001500320000-51410 M.S. - SPORTS \$22,500 001600320000-51410 H.S. - SPORTS CERTIFIED SUBSTITUTES \$7,000 001840880000-51311 DISTRICT - OTHER SERV
100	\$101,000	PARAEDUCATORS \$56,000 001750610000-51230 SP ED - PREK-8 SP ED \$35,000 001750610000-51234 SP ED - PREK-8 SP ED \$10,000 001750610000-51236 SP ED - PREK-8 SP ED	ED ASSISTANTS - PREK ED ASSISTANTS - HOM ED ASSISTANTS - MS	100	\$10,000 CLERICAL & SECRETARIAL SALARIES \$10,000 001600010000-51221 H.S. - ADMIN. \$25,000 CUSTODIAL & MAINT. SALARIES \$10,000 001900960000-51256 B&G - CUSTODIAL \$15,000 001900960000-51257 B&G - CUSTODIAL \$9,000 SPECIAL EDUCATION SVCS SALARIES \$9,000 001750610000-51366 SP ED - PREK-8 SP ED \$22,000 SECURITY SALARIES & ATTENDANCE \$2,000 001500010000-51261 M.S. - ADMIN. \$16,000 001850880000-51264 DISTRICT - SECURITY \$4,000 001850880000-51265 DISTRICT - SECURITY \$35,000 CUSTODIAL & MAINT. OVERTIME \$35,000 001900960000-51557 B&G - CUSTODIAL
100	\$69,000	PARAEDUCATORS \$26,000 001750610000-51236 SP ED - PREK-8 SP ED \$43,000 001750630000-51232 SP ED - H.S. SP ED	ED ASSISTANTS - MS ED ASSISTANTS	200	\$40,000 FICA & MEDICARE \$25,000 001860900000-52410 DISTRICT - BENEFITS \$15,000 001860900000-52420 DISTRICT - BENEFITS \$29,000 UNEMPLOYMENT & EMPLOYEE ASSIST. \$29,000 001860900000-52600 DISTRICT - BENEFITS \$12,000 PENSIONS \$12,000 001860900000-52500 DISTRICT - BENEFITS \$70,000 PROFESSIONAL SERVICES \$70,000 001750580000-53000 SP ED - SPEECH & HEAR \$30,000 CONTRACTED SERVICES \$30,000 001750610000-54000 SP ED - PREK-8 SP ED
100	\$12,000	STAFF & PROGRAM DEVELOPMENT \$12,000 001800800000-51421 DISTRICT - CURRICULUM EXTRA WORK - CERT		200	\$12,000 PENSIONS \$12,000 001860900000-52600 DISTRICT - BENEFITS
910	\$100,000	SPECIAL ED CONTINGENCY \$100,000 001750500000-59100 SP ED - ADMIN.	UNFORESEEN EXPENSES	300	\$70,000 PROFESSIONAL SERVICES \$70,000 001750580000-53000 SP ED - SPEECH & HEAR \$30,000 CONTRACTED SERVICES \$30,000 001750610000-54000 SP ED - PREK-8 SP ED
400	\$50,000	BUILDINGS & GROUNDS SERVICES \$50,000 001900940000-53210 B&G - MAINTENANCE	B&G CONTRACTED SERVICES	500	\$50,000 TRANSPORTATION SERVICES \$50,000 DISTRICT - TRANSITRANS - LOCAL REG ED
100	\$28,000	HOMEBOUND & TUTORS SALARIES \$28,000 001600380000-51312 H.S. - CLASSROOM	BLDG SUBS/HOMEBOUND TUTOR	300	\$28,000 PROFESSIONAL SERVICES \$28,000 001770430000-53000 HEALTH/MED - ELEM/INT
	\$407,000	TOTAL TRANSFER REQUEST			\$407,000 TOTAL TRANSFER REQUEST

2024-25 Budget Reductions & 2023-24 Pre-Purchase Plan
Legislative Council Budget Reduction -\$1,936,436

BoE Approved 5/21/24

<i>24-25 BoE Approved Budget</i>	\$89,826,756
<i>BoE Technical Adjustments</i>	-\$25,343
<i>Capital Non-recurring Projects</i>	-\$455,911
<i>24-25 BoE Budget (failed at referendum)</i>	\$89,345,502

2023-24 Pre-Purchases + Additional Needs:	24-25 Budget Reduction	23-24 Actual Cost (preurchased)
<u>Curriculum</u>		
Reading Program 6-8	-\$282,700	\$282,700
Spanish Textbooks - NMS & NHS	-\$123,000	\$15,190
K-5 Classroom Companion Libraries	-\$72,000	\$75,000
AP Psych - updated textbook	-\$45,700	\$11,938
Total Curriculum Pre-Purchases	-\$523,400	\$384,828

FTE	Additional Requirements		
1.0	MGS SPED Teacher	\$67,139	
1.0	Kinder Readiness (SPED)	\$67,139	
0.77	Project Adventure Para (restore)	\$21,654	
2.8	Total Additional Needs	\$155,932	\$0

<u>Other Pre-purchases</u>			
	NMS Music Lab I-mac/monitor Repl. (21)	-\$12,808	\$4,395
			\$5,754
	NHS Music Lab I-mac & Monitor Repl.	-\$22,482	\$21,556
	Replacement Desktop Computers (30)	-\$17,700	\$13,200
	Replacement Monitors for Classrooms (30)	-\$11,160	\$6,447
	NHS graphics and film I-mac	-\$14,988	\$24,877
	NMS Café Tables	-\$7,500	\$8,120
	Total Other Pre-Purchases	-\$86,638	\$84,349

Subtotal 23-24 Pre-Purchases + Needs	-\$454,106	\$469,177
---	-------------------	------------------

2024-25 Budget Reductions

Staffing

-1.0	BCBA - (newly added position)	-\$75,000
-1.0	NHS Social Studies Teacher	-\$107,423
	Elementary Spanish (4.0 FTE reinstated \$271,262)	\$0
-1.0	HOM 4th grade Classroom Teacher	\$0
-1.0	HAW 1st Grade Classroom Teacher	\$0
-0.77	RIS Classroom Para	-\$16,996
-0.77	NMS Classroom Para	-\$17,670
-1.0	Consolidation of CO Secretary	-\$57,218
-0.5	Health & Wellness Coordinator	-\$92,153
-0.5	Speech & Language Pathologist	-\$46,134
-1.0	HS English Teacher	-\$56,527
-1.0	Dean of Students NMS (newly added to budget)	-\$72,510
-1.0	Dean of Students NHS (newly added to budget)	-\$73,853
	RIS Classroom Teachers (2.0 FTE reinstated \$134,27)	\$0
-1.0	Custodian 1.0 FTE	-\$59,388
	Security Guards (4.0 FTE reinstated \$115,620)	\$0
-0.25	NHS Science Teacher (one section)	-\$16,459
-11.8	Total Staffing Reductions	-\$691,331

Other Salary Reductions

Summer School (newly added to budget)	-\$25,000
Non-certified Salary Allowance	-\$120,000
Library Paras - additional hours	-\$20,648
Tech Liaison Stipends	-\$27,066
Asst. Softball & Baseball Coaching Stipends - NMS	-\$3,974
Elementary Clubs (Combined)	-\$7,506
RIS & NMS Clubs (\$5,000 each)	-\$10,000
Security Salary Increase	-\$49,784
Technical Adjustment - (para line item)	-\$9,000
Total Other Salary Reductions	-\$272,978

Buildings & Grounds

Excise Tax Fuel Credit	-\$75,000
Oil Adjustment - HOM	-\$35,000
B&G Contracted Services	-\$7,500
B&G General Repairs	-\$6,500
B&G Rental Equipment	-\$3,500
B&G Supplies	-\$20,000
B&G Repairs (HS, MS, RIS)	-\$30,000
Furniture Reduction - District Wide	-\$20,000
Total Other Salary Reductions	-\$197,500

Contracted Services

I-ready (personalized pathways section)	-\$30,000
Rosetta Stone - NMS	-\$8,400
PT Athletic Trainer (newly added to budget)	-\$29,428
NHS Library Media Center Contracted Services	-\$5,000
Total Contracted Services	-\$72,828

Textbooks

Social Studies Textbooks - NMS	-\$11,363
--------------------------------	-----------

Equipment

Chromebook Reduction	-\$50,000
MGS Conference Table	-\$2,500
NHS French Horn	-\$2,500
NHS High Jump Mat	-\$10,000
Total Contracted Services	-\$65,000

Transportation

NHS Transportation	-\$9,000
--------------------	----------

School Level Supplies

RIS General Supplies	-\$10,000
NMS General Supplies	-\$13,875
NHS General Supplies	-\$20,000
Total Supplies	-\$43,875

Benefits

OPEB (other post employment benefits)	-\$100,000
---------------------------------------	------------

Subtotal 24-25 Budget Reductions	-\$1,463,875	\$0
---	---------------------	------------

Total 24-25 Budget Adjustment	-\$1,917,981	
<i>Over / under amount required for adj.</i>	<i>-\$18,455</i>	<i>Unaccounted</i>



Science 6 (Under Review/Revision)

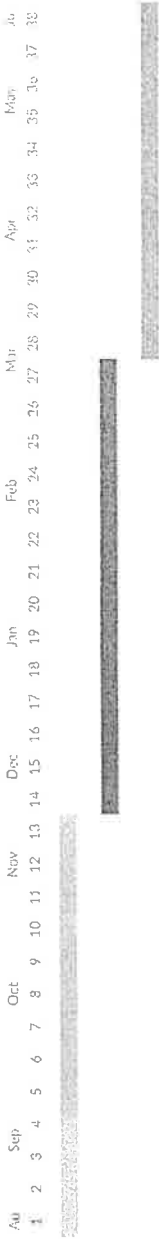
4 Curriculum Developers | Last Updated: Thursday, May 23, 2024 by Stentford, Todd

Unit Calendar by Year

Unit

- Physical Science (Properties of Matter)
- Earth Space Science (Climate/Weather)
- Life Science (Ecosystems)

3 Units found





Unit Plan

Physical Science (Properties of Matter)

Reed Intermediate School / Grade 6 / Science

🏠 Week 1 - Week 13 | 4 Curriculum Developers | Last Updated: May 23, 2024 by Stentiford, Todd

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will have a basic understanding of physical science in terms of atoms, molecules, chemical and physical changes and The Law of Conservation of Matter

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens: Matter and Interactions

Concepts: Models, Data, Analysis, Energy, Explanations/Argument, Change, Conservation of Matter

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

1. Models illustrate relationships and conservation of matter.
2. Data analysis determines change in state of matter.
3. Changes in state indicate when energy is added or removed.
4. Data supports scientific argument and explanation..

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

1. Models illustrate relationships and conservaion of matter.
 - How can models represent something that is too small to be seen? (C)
 - What is the value of making a model in science? (P)
 - What is an atom? (F)
 - What is a model? (C)
 - What constitutes a molecule versus an extended structure? (C)
 - What is matter? (F)
 - What is conservation of matter? (F)
 - How do scientists determine conservation of matter? (C)
 - What factors distinguish between elements and compounds? (C)
 - How can scientists measure the amount of matter to determine whether or not there is a chemical change? (F)
 - How can scientists determine if matter is gained or lost in a physical change? (C)
 - Can matter be created or destroyed? (F)
 - How can models represent a chemical change on the molecular level? (C)
 - What is the Law of Conservation of Matter? (F)
2. Data analysis determines change in state of matter.
 - What is a chemical reaction? (F)
 - How is the difference between a solution and a mixture explained? (C)

Unit Plan

- How do scientists use data to determine changes in matter? (C)
 - How do scientists define physical and chemical changes? (F)
 - What are indicators of chemical reactions? (F)
 - What are some examples of physical/chemical changes? (F)
3. Changes in state indicate when energy is added or removed.
- What are different forms of energy? (C)
 - What is heat? (C)
 - How does temperature change contribute to change of state (phase change)? (C)
 - How can a model be used to demonstrate how substances change state? (C)
 - If matter can not be created or destroyed, does energy have that same property? Where does it go?(P)
4. Data supports scientific argument and explanation.
- What is a scientific argument? (F)
 - How do scientists use claims, evidence, and reasoning to construct an argument? (C)
 - Are scientific arguments a necessary part of the scientific process? (P)

Content Knowledge

Critical facts and information that students are expected to KNOW at the end of the unit.

MSPS1-1 Substances are made from different types of atoms, which combine with one another in various ways. Atoms form molecules that range in size from two to thousands of atoms.

MSPS1-1 Solids may be formed from molecules, or they may be extended structures with repeating sub-units (e.g., crystals).

MSPS1-2 Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.

MSPS1-2 (Also found in PS1-5) Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.

MSPS1-4 Gases and liquids are made of molecules or inert atoms that are moving about relative to each other.

MSPS1-4 In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations.

MSPS1-4 The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter.

MSPS1-5 Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.

MSPS1-5 The total number of each type of atom is conserved, and thus the mass does not change.

Critical Skills

Critical skills that students are expected to be able to DO at the end of the unit.

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
- 7. Other.

Notes

Develop a model to describe a scientific phenomenon

Develop an argument using claim, evidence and reasoning (CER)

Standards

The content standards that are taught and/or assessed in this unit.

NGSS: Science Performance Expectations

NGSS: MS Physical Science

MS.Structure and Properties of Matter

Performance Expectations [Show Details](#)

- MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures. [Show Details](#)
- MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed. [Show Details](#)

MS.Chemical Reactions

Performance Expectations [Show Details](#)

- MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred. [Show Details](#)
- MS-PS1-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved. [Show Details](#)

[Interactive version of NGSS](#)

[NGSS Resources](#)

© Copyright 2013 Achieve, Inc. All rights reserved.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

All lesson details are linked in the calendar under "Resources"

Establish Classroom Norms

Mystery Tubes

"Water's the Matter"

Water on a Penny

"Ball and Ring" (solid molecules)

Hot and Cold Molecules

"Air: Is it Really There?"

"Cookie Crumble"

What happens to atoms during a chemical reaction?

Reaction in a Bag

Optional

Egg Drop Engineering Challenge

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

atom, molecule, compound, mixture, solution, chemical change, physical change, extended structure, exothermic, endothermic, substance, physical property, chemical property, matter, element, energy, precipitate, properties, structure, matter phases, reactions

Resources

Teacher and student resources used to support the learning.

[Grade 6 Physical Science Unit Guide](#)

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Unit Pre-assessment | Formative | Other written assessments

Unit Pre-assessment: This assessment is not recorded in students' graded marks; rather, it is used as a tool to expose pre/misconceptions

Pre-assessment

No State Standards Assessed

DLE (Draw, Label, Explain) | Formative | Other Visual Assessments

Other written assessments

DLE (draw, label, explain) assessment asks students to demonstrate their understanding of a concept through a 2-D systems model

DLE modeling assessment

2 State Standards Assessed

Practice CER | Formative | Other written assessments

Students refresh prior learning about sharing evidence-based argument through this CER tool

CER Rubric Generic CER Template

1 State Standard Assessed

"Does Air Have Mass?" CER (Claim Evidence Reasoning) | Summative | Other written assessments

Use the CER tool as a formative and summative assessment during the middle school physical science unit. Familiarize yourself with the rubric and share these expectations with your students. The multiple choice assessment can be given at the start and end of the unit.

CER Rubric CER template (shareable and printable)

1 State Standard Assessed

Unit post-assessment | Summative | Other written assessments

Same form as pre-assessment

Unit post-assessment

No State Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

Extra time when appropriate

Charts

Note taking support

- Graphic organizers
- Small group cooperative learning
- Teacher conference
- Break down assignments
- Google translate and picture support for ELLs

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.

- Vocabulary development
- NGSS based learning



Unit Plan

Earth Space Science (Climate/Weather)

Reed Intermediate School / Grade 6 / Science

⤴ Week 14 - Week 27 | 4 Curriculum Developers | Last Updated: May 23, 2024 by Stentiford, Todd

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will have a basic understanding of earth and space science in terms of the water cycle, transfer of energy and the impact of the unequal heating of the earth.

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens: Patterns and Cycles

Concepts: Systems, Energy, Matter, Data, Explanation/Argument, Weather, Location

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

1. Cycles are driven by energy from the sun.
2. Patterns indicate changing weather conditions.
3. Weather and climate are influenced by location.
4. Data supports scientific argument and explanation.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

1. Cycles are driven by energy from the sun.
 - What is a system? (F)
 - How does water cycle through Earth's system? (C)
 - What are the components of the water cycle? (F)
 - What drives the water cycle? (C)
 - What roles do gravity and sun play as drivers of weather/water cycle? (C)
 - How does weather impact human life? (P)
2. Patterns indicate changing weather conditions.
 - How does weather move? (high/low pressure) (C)
 - What is weather? (F)
 - What contributes to local weather patterns? (ex. land forms, ocean temps., currents and wind) (C)
 - What is a front? (F)
 - How do scientists track the movement of weather patterns? (C)
 - Why is weather so difficult to predict? (P)
3. Weather and climate are influenced by location.
 - What is the difference between weather and climate? (F)
 - How does proximity to the equator affect weather and climate? (C)
 - What is the Coriolis Effect? (F)
 - How does latitude affect weather and climate? (C)

- How do coastlines affect the flow of energy in ocean currents? (C)
4. Data supports scientific argument and explanation.
- What is a scientific argument? (F)
 - How do scientists use claims, evidence, and reasoning to construct an argument? (C)
 - Are scientific arguments a necessary part of the scientific process? (P)

Content Knowledge

Critical facts and information that students are expected to KNOW at the end of the unit.

MSESS2-4 Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land.

MSESS2-4 Global movements of water and its changes in form are propelled by sunlight and gravity.

MSESS2-5 The complex patterns of the changes and the movement of water in the atmosphere, determined by winds, landforms, and ocean temperatures and currents, are major determinants of local weather patterns.

MSESS2-5 Because these patterns are so complex, weather can only be predicted probabilistically.

Critical Skills

Critical skills that students are expected to be able to DO at the end of the unit.

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.
- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
- 7. Other.

Notes

Develop a model to describe a scientific phenomenon
Develop an argument using claim, evidence and reasoning (CER)

Standards

The content standards that are taught and/or assessed in this unit.

NGSS: Science Performance Expectations

NGSS: MS Earth & Space Science

MS.Earth's Systems

Performance Expectations [Show Details](#)

- MS-ESS2-4. Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity. [Show Details](#)

MS.Weather and Climate

Performance Expectations [Show Details](#)

- MS-ESS2-5. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. [Show Details](#)
- MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. [Show Details](#)

[Interactive version of NGSS](#)

[NGSS Resources](#)

© Copyright 2013 Achieve, Inc. All rights reserved.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

All lessons are linked in the calendar under "Resources"

Year Without a Summer (Anchoring phenomenon)
 Water Cycle -DLE (revisited throughout the unit)
 Main components of the water cycle
 Water Phase Change card sort
 A Year of Weather
 Heating and Cooling of Earth Materials
 Water cycle web quest
 A Day in March
 3 Cities Temperature Graph
 Compare and Contrast High and Low Pressure Systems
 Can Crush
 Heat Probes
 3 Types of Heating
 Weather Front Simulation
 Water Columns/Density Box -DLE
 Greenhouse Effect/Coriolis Effect
 Thunderstorm Simulation
 Boats and Clouds video -CER
 Optional:
 Daily Weather Log
 Cloud in a bottle
 Potable Water demonstration
 Watch Daily Weather Report (WTNH)
 Weather on the Moon
 Air Pressure Investigation using syringes

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

conduction, convection, radiation, crystallization, humidity, transpiration, evaporation, condensation, precipitation, sublimation, pressure, temperature, wind, air mass, front, latitude, longitude, Water Cycle, Air Mass, Unequal Heating, Earth Rotation, Ocean Currents

Resources

Teacher and student resources used to support the learning.


[Earth Space Science Unit](#)

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Pre-assessment | Formative | Other written assessments

Unit Pre-assessment: This assessment is not recorded in students' graded marks; rather, it is used as a tool to expose pre/misconceptions

 Unit Pre-assessment

No State Standards Assessed

Water Cycle DLE | Summative | Other Visual Assessments

Students demonstrate their understanding of the water cycle through 2-D models with labels and explanations. Revisions to the model are made throughout the unit. The final product reflects multiple reflections and sessions of revision and is more inclusive of an understanding of the system.

 Model (DLE) rubric

2 State Standards Assessed

"Cloud Elevation" Probe CER | Formative | Other written assessments

Students use what they are learning about the hydrosphere to explain why very heavy clouds do not fall out of the sky.

 Cloud Elevation CER  CER Rubric

1 State Standard Assessed

Summative | Other written assessments

Unit Post-assessment

 Unit-Post-assessment

3 State Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

- Extra time when appropriate
- Charts and Models
- Note taking support
- Graphic organizers
- Small group cooperative learning
- Teacher conference
- Break down assignments
- Google translate and picture support for ELLs

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.

- Vocabulary development
- NGSS based learning



Unit Plan

Life Science (Ecosystems)

Reed Intermediate School / Grade 6 / Science

🏠 Week 28 - Week 38 | 4 Curriculum Developers | Last Updated: May 23, 2024 by Stentiford, Todd

Concept-Based Curriculum Unit Template

Purpose of the Unit

The overarching goal(s) of the unit.

Students will have a basic understanding of Life Science in terms of ecosystems, flow of energy and human impact

Conceptual Lens/Concepts

Concepts are the "big ideas" of the unit. The conceptual lens is a particular concept that focuses the thinking of the unit.

Lens : Systems and Models

Concepts: Patterns, Systems, Explanations/Argument, Ecosystem, Natural Resources, Matter and Energy, Population, Relationships, Biodiversity

Generalizations

Critical conceptual relationships that students are expected to UNDERSTAND at the end of the unit.

1. Natural resources support/limit populations in an ecosystem.
2. Relationships among organisms translate across multiple ecosystems.
3. Matter and energy cycle through the ecosystem in predictable patterns.
4. Changes in ecosystem impact changes in populations.
5. Biodiversity supports healthy ecosystems.
6. Human population and consumption of natural resources impact Earth systems.
7. Data supports scientific argument and explanation.

Guiding Questions

A combination of Factual (F), Conceptual (C) and Provocative/Debatable (P) questions that lead to the generalizations. Label each questions (F), (C) or (P).

1. Resource availability regulates organisms and populations in an Ecosystem.
 - What is an ecosystem? (F)
 - What are components of an ecosystem? (F)
 - What data could be collected to determine available resources of an ecosystem? (F)
 - How do available resources affect organisms and populations in an ecosystem? (C)
 - Why is it important for an ecosystem to be in balance? (P)
2. Relationships among organisms translate across multiple ecosystems.
 - What is a biotic factor? (F)
 - What is an abiotic factor? (F)
 - What role do abiotic factors play in an ecosystem? (F)
 - What are the different relationships among organisms in an ecosystem? (F)
 - How do organisms interact with one another in ecosystems (C)
 - How can one ecosystem affect another? (C)
 - How can scientists use data to predict patterns of change in populations across ecosystems? (C)
3. Matter and energy cycle through the ecosystem in predictable patterns.
 - What is a cycle? (F)

Unit Plan

- What is a food chain? (F)
 - What is a food web? (F)
 - How does energy cycle through an ecosystem? (C)
 - What types of energy cycle through the ecosystem? (F)
 - How do scientists use patterns to make predictions? (C)
4. Changes in ecosystem impact changes in populations.
- What is an invasive species? (F)
 - What makes a species invasive? (F)
 - Are there any benefits from invasive species? (P)
 - Can native species become invasive? (C)
 - How does the increase or decrease of a species impact an ecosystem? (C)
 - Can the removal of one species from an ecosystem result in ecosystem collapse? (P)
5. Biodiversity supports healthy ecosystems.
- What is biodiversity? (F)
 - What is a pollinator? (F)
 - Can a pollinator garden decrease human impact on an ecosystem? (C)
 - What can be done to increase pollinators chance of survival? (C)
 - How can citizens know if a bee hotel is actually having a positive effect? (C)
 - How do scientists design methods to monitor and minimize human impact on the environment?(C)
 - How can competing designs for biodiversity be evaluated? (C)
 - What constitutes a successful design for maintaining biodiversity and ecosystem services? (C)
 - Should non - native plants be banned? (P)
 - Do humans have a responsibility to address the impact of invasive species on an ecosystem? (P)
6. Human population and consumption of natural resources impact on Earth systems
- What is the human population of the earth? (F)
 - What impact does an increasing human population have on earth's resources? (C)
 - What information would scientists need to show that human consumption of resources impacts earth's systems? (C)
7. Data supports scientific argument and explanation.
- What is a scientific argument? (F)
 - How do scientists use claims, evidence, and reasoning to construct an argument? (C)
 - Are scientific arguments a necessary part of the scientific process? (P)

Content Knowledge

Critical facts and information that students are expected to KNOW at the end of the unit.

MS-LS2-1: Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and with nonliving factors.

Critical Skills

Critical skills that students are expected to be able to DO at the end of the unit.

- 1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.
- 2. Work independently and collaboratively to solve problems and accomplish goals.
- 3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.

MS-LS2-1 In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction.

MS-LS2-1: Growth of organisms and population increases are limited by access to resources.

MS-LS2-2: Similarly, predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared.

MS-LS2-3: Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem.

Transfers of matter into and out of the physical environment occur at every level. Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem.

MS-LS2-4: Ecosystems are dynamic in nature; their characteristics can vary over time. Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations.

MS-ESS3-3: Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things.

MS-ESS3-4: Typically as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.

- 6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
- 7. Other.

Notes

Develop a model to describe a scientific phenomenon

Develop an argument using claim, evidence and reasoning (CER)

Standards

The content standards that are taught and/or assessed in this unit.

NGSS: Science Performance Expectations

NGSS: MS Life Science

MS.Matter and Energy in Organisms and Ecosystems

Performance Expectations [Show Details](#)

- MS-LS2-1. Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. [Show Details](#)
- MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. [Show Details](#)

MS.Interdependent Relationships in Ecosystems

Performance Expectations [Show Details](#)

- MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. [Show Details](#)

NGSS: MS Earth & Space Science

MS.Human Impacts

Performance Expectations [Show Details](#)

- MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. [Show Details](#)
- MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. [Show Details](#)

[Interactive version of NGSS](#)

[NGSS Resources](#)

© Copyright 2013 Achieve, Inc. All rights reserved.

Core Learning Activities

The learning activities that support the acquisition of content knowledge, attainment of critical skills and lead to the generalizations of the unit. Activities should be clearly articulated, include teacher instructions and identify optional vs. assured experiences.

All lessons are linked in the calendar under "Resources"

"Need of Seeds " probe (Keely)
 "Is it Living" probe (Keely)
 "Cucumber Seeds" probe (Keely)
 Backyard Ecosystem - DLE
 Ecosystems Brainpop- vocabulary
 Ecosystem card sort
 "Eat or Be Eaten" card game
 On-line Food Chain Game
 "Food Chain Energy" probe(Keely)
 Ecosystem simulation
 Invasive species videos
 Invasive Species in CT web-quest
 "43 Frightening Bee Statistics" activity
 Pollinator Garden Design Challenge

Optional

Courtyard Observations
[School yard interactions](#)
 Brainpop- Food web/ food chain
 Brain pop - Food pyramid
 NEWSELA Invasive species articles

Vocabulary

Academic and content-specific vocabulary needed to support knowledge, understanding and/or skills.

Individual, population, community, ecosystem, biotic, abiotic, habitat, producer, consumer, decomposer, scavenger, predator, prey, natural resources, food chain, food web, native species, invasive species, biodiversity, herbivore, carnivore, omnivore, pollinator, human impact, cause and effect, cycles, stability/balance

Resources

Teacher and student resources used to support the learning.

[Grade 6 Life Science Unit](#)

Assessments

The means by which students will demonstrate what they know (content knowledge), what they can do (critical skills), and what they understand (generalizations) as a result of their learning from the unit.

Grade 6 Ecosystems Pre-assessment | Formative | Other written assessments

This assessment is not recorded in students' graded marks; rather, it is used as a tool to expose pre/misconceptions.

Grade 6 Ecosystems Unit pre-assessment

No State Standards Assessed

Local Ecosystem DLE | Summative | Other Visual Assessments

Draw, Label and Explain how matter and energy cycle through a local ecosystem.

DLE Rubric

1 State Standard Assessed

Human Intervention on Ecosystems CER | Summative | Other written assessments

Students respond to the provocative question: "Do humans have a responsibility to address the impact of invasives on ecosystems?"

CER Rubric Ecosystem Intervention CER

3 State Standards Assessed

Grade 6 Unit Post-assessment | Summative | Other written assessments

Grade 6 Ecosystems Assessment

Grade 6 Ecosystems Assessment

5 State Standards Assessed

Differentiation

Core learning activities, resources and assessments that meet the needs of all learners.

- Extra time when appropriate
- Charts and Models
- Note taking support
- Graphic organizers
- Small group cooperative learning
- Teacher conference
- Break down assignments
- Google translate and picture support for ELLs

Test Prep Connections

As appropriate, include activities that build skills for standardized testing, such as IABs.

- Vocabulary development
- NGSS based learning

Instruction

Security and Safety

Emergencies and Disaster Preparedness

The Board of Education shall establish a District Security and Safety Committee (“DSSC”) composed of the Superintendent, the Director of Security and other designated district personnel as the Superintendent may determine. The DSSC shall develop and maintain the District’s Emergency Operations Plan (“EOP”) including district-level and individual school-level security and safety plans.

The crisis management plan for each school shall be developed within the context of the four recognized phases of crisis management:

Mitigation/Prevention addresses what schools and the District can do to reduce or eliminate the risk to life and property

Preparedness focuses on the process of planning for the worst-case scenario

Response is devoted to the steps to take during a crisis.

Recovery pertains to how to restore the learning and teaching environment after a crisis.

Such security and safety plans shall utilize an all-hazards approach and utilize the School Security and Safety Plan standards made available by the Department of Emergency Services and Public Protection and the Department of Emergency Management and Homeland Security (DESPP/DEMHS). The district-level and individual school-level security and safety plans shall be in compliance with the National Incident Management System (NIMS), incorporate the National Incident Command System, and adhere to the requirements of state law.

The DSSC shall meet on a regular basis and will rely on community involvement, including but not limited to the chief executive officer of the municipality, law enforcement, fire, public health, and emergency medical services to develop and maintain the EOP. At least one Board of Education member shall serve as a Board liaison to the DSSC, and the Superintendent shall report to the full Board of Education on matters of security and safety promptly following each meeting of the DSSC.

Each school shall establish a school security and safety committee (“SSSC”), to meet at least annually, that will assist in the development and implementation of the school’s security and safety plan. In accordance with statutory requirements, each SSSC shall consist of a local police officer, a local first responder, a teacher, an administrative employee of the school, a mental health professional, a parent or guardian of a student enrolled at the school, and any other person the Board deems necessary. Similar to the DSSC, the SSSC should invite subject matter experts to participate in the committee as needed, including, for example, the public works director, the high school student council president, and/or the food services director. The Director of Security shall work closely with school principals and their respective SSSC to develop the district wide and individual school security and safety plans. Each individual school security and safety plan

Instruction

Security and Safety

Emergencies and Disaster Preparedness

and any subsequent changes shall be approved in writing by the Superintendent. Each individual school security and safety plan shall be reviewed annually, and updated, as necessary.

Each school security and safety plan shall include an overview of emergency response procedures and violence prevention training. Each school employee shall receive an orientation to such plan and shall receive such violence prevention training on an annual basis. The violence prevention training shall be conducted in cooperation with each school's SSSC. The Board of Education shall direct the Superintendent, or designee, to conduct a security and vulnerability assessment of each school every two years, the results of which shall be incorporated into the EOP, as may be necessary, including district-level and individual school security and safety plans, and reported to the DESPP/DEMHS Regional Coordinator. By November 1st of each year, the Board shall submit to the DESPP/DEMHS Coordinator a copy of its plan for that year.

A crisis management plan shall be developed and maintained as part of the EOP and included in each school's security and safety plan to ensure an established set of directives to guide the actions of those involved and responsible for the safety of students and property. The crisis management plan shall be developed and maintained within the context of the four recognized plans for crisis management (1) Preparedness, (2) Response, (3) Recovery, and (4) Mitigation. In accordance with Policy 6114.1, district-level and school-level emergency response drill activities related to fire safety and other emergencies will be conducted by the District to ensure adherence to the EOP and individual school security and safety plan processes and procedures, incident command, internal and external communication, and the orderly movement and placement of students to the safest available space(s) should an emergency occur, including, but not limited, to the following:

- Severe weather
- Fire
- Flood
- Terrorism
- Missing student(s)
- Suicide
- Threatening person(s)
- Weapons/ explosives found on school site
- Any other situation the Safe Schools Committee deems appropriate

The Superintendent, or designee, is responsible for maintaining communication with other community agencies to share information on preparedness and planned emergency response procedures set forth in the EOP. The Superintendent shall also ensure that each school in the district works in cooperation with these other community agencies during such emergencies.

Instruction

Security and Safety

Emergencies and Disaster Preparedness

Emergency preparedness and response procedures should be periodically discussed with teachers, parents/guardians and students as deemed appropriate by the district and/or individual school-level administrators. All District personnel shall receive training on such school security plan and violence prevention training as prescribed in the school security plan. Each classroom shall have ready access to emergency response procedures, including, but not limited to fire, safe school mode, shelter in place, and evacuation (“Classroom Emergency Materials”) and such Classroom Emergency Materials shall be made readily accessible to parents/guardians at the start of each school year and thereafter at any time upon request. All District personnel shall make themselves familiar with these procedures.

Crisis management must be viewed as a continuous process in which all phases of the EOP are being reviewed and revised. The EOP must be continuously updated based upon experience, research and changing vulnerabilities.

(cf. 3516 – Safety)

(cf. 5142 – Student Safety)

(cf. 6114.1 – Fire Emergency (Drills)/Crisis Response Drills/Bus Safety Drills)

(cf. 6114.3 – Bomb Threats and Explosive Devices)

Legal References:

Connecticut General Statutes

10-221 Boards of education to prescribe rules

10-231 Fire drills

52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.

10-222m – School security and safety plans. School security and safety committees

10-222n – School security and safety plan standards

State Standards:

Connecticut Department of Emergency Services and Public Protection, All Hazards
School Security and Safety Plan Standards.

Policy adopted: 6/3/2014

Policy amended:

Emergencies and Disaster Preparedness

The Board of Education recognizes its obligation to students, staff and the community to be prepared to deal with various emergencies as they arise, ensuring to the greatest extent possible the safety of District students, staff and visitors.

The administration shall require the Building Principal to maintain procedures for fire, civil defense, and other emergencies, in accordance with the District's plan and to ensure the maintenance of the fire alarm system and regular and emergency exits of all buildings. Each school shall establish a school security and safety committee that will assist in developing and administering the school's security and safety plan.

In addition to the District Emergency Preparedness Plan, all building safety and security plans must be compliant with the National Incident Management System (NIMS), incorporate the National Incident Command System and be based upon the standards issued by the Department of Emergency Services and Public Protection. Governmental agencies and bodies vested with the responsibility for directing and coordinating emergency services on local and state levels shall be included in the preparation and implementation of the plan.

The District will cooperate with local law enforcement, fire department and civil defense authorities and other civic agencies in the event of a declared emergency situation.

First Aid

At least one person at each school site should hold current first aid and/or CPR certification.

- (cf. 5141.6 – Crisis Prevention/Response)
- (cf. 5142 – Student Safety)
- (cf. 6114.1 – Fire Emergency/Crisis Response Drills)
- (cf. 6114.3 – Bomb Threats)
- (cf. 6114.6 – Emergency Closings)
- (cf. 6114.7 – Safe Schools)

Legal Reference: Connecticut General Statutes
 10-221 Boards of education to prescribe rules
 10-231 Fire drills
 52-557b Immunity from liability for emergency medical assistance, first aid or medication by injection. School personnel not required to administer or render.

P.A. 13-3 An Act Concerning Gun Violence Prevention and Children's Safety (Section 86, 87, 88)

Policy adopted: New, 6/3/2014

Instruction

Fire Emergency Drills/Crisis Response Drills/Bus Safety Drills

A fire drill shall be held at least once a month in each school building. The initial fire drill must be held not later than ten days after the first day of school each year. In addition to the initial fire drill, each school shall conduct a safe school mode drill, shelter in place drill, fire/ campus evacuation drill and a lockdown drill no later than thirty days after the first day of school. Afterwards, a crisis response drill shall be substituted for one of the required monthly school fire drills every three months. All emergency response drills shall be scheduled and the results documented in the district's emergency exercise software.

Each Building Principal shall prepare a comprehensive fire emergency plan, as to route and manner of exit and furnish it to all staff and students. Fire drills shall be planned and conducted to accomplish the evacuation of school buildings in the shortest possible time and in the most efficient and orderly fashion.

The Board shall develop crisis response drill protocols in consultation with the appropriate law enforcement agency and the District Security and Safety Committee (DSSC). Such protocols shall meet the statutory requirements. Further, a representative of the local law enforcement agency, fire department, and/or town emergency management team may supervise and participate in any of the required crisis response drills. Such drills shall incorporate the basic protocols of fire evacuation, safe school mode lockdown, campus evacuation and shelter-in-place responses. The activation and utilization of the Incident Command System shall also be a part of these crisis response drills.

The school bus transportation company (contractor) shall conduct a minimum of two (2) bus safety drills each school year. The purpose of these drills is to educate students in safe riding practices, and how to safely and expeditiously evacuate a school bus during an emergency incident. At least one of these drills shall require students to actually physically perform the evacuation procedures. The transportation company shall coordinate the dates and times of bus safety drills in advance with each school principal to ensure that local first responders have the opportunity to evaluate, score, and provide feedback. The Board's contract with the transportation company shall require these bus safety drills to be completed.

Principals shall maintain a record of all fire and crisis response and bus safety drills held in their schools in the district's emergency exercise software, stating the date and time the drill was held, the time required to complete the drill utilizing the appropriate response procedures, actions taken prior to the drill to notify parents/ students of the drill (if needed), as well as actions taken following the drill to address opportunities for improvement.

As required by Connecticut General Statutes § 10-222n, local law enforcement and other local public safety officials shall evaluate, score and provide feedback on fire drills and crisis response drills conducted pursuant to Connecticut General Statutes § 10-231. "Public Safety Officials" include the local emergency management director, fire marshal, building inspector and emergency medical services representative. Each of the named officials shall evaluate and provide feedback on a representative sampling of fire/crisis response drills each year. The Board of Education shall annually submit reports to the Department of Emergency Services and Public Protection regarding such fire drills and crisis response drills.

(cf. 5142 – Student Safety)
(cf. 6114 – Emergencies and Disaster Preparedness)

Legal References: Connecticut General Statutes

10-231 Fire drills. (as amended by PA 00-220 and PA 09-131)

P.A. 13-3 An Act Concerning Gun Violence Prevention and Children’s Safety

10-222m – School security and safety plans. School security and safety committees

10-222n – School security and safety plan standards

Policy adopted: 6/3/2014

Instruction

Fire Emergency (Drills)/Crisis Response Drills/Bus Safety Drills

A fire drill shall be held at least once a month in each school building. The initial fire drill must be held not later than thirty days after the first day of each school year. A crisis response drill shall be substituted for one of the required monthly school fire drills every three months. Each Building Principal shall prepare a definite fire emergency plan, and furnish to all teachers and students information as to route and manner of exit. Fire drills shall be planned in such a way as to accomplish the evacuation of school buildings in the shortest possible time and in the most efficient and orderly fashion.

The format of the crisis response drill shall be developed in consultation with the appropriate local law enforcement agency. Further, a representative of the law enforcement agency may supervise and participate in any of the required crisis response drills. Such drills shall incorporate the basic protocols of lock-in open lockdown, lock-in closed lockdown, evacuation and shelter-in-place responses. The activation and utilization of the Incident Command System shall also be a part of the crisis response drills.

Bus safety drills shall be conducted at least two (2) times during each school year to instruct students in safe riding practices and emergency evacuation. The school principals and the designated school transportation authority will develop schedules and plans to implement the required safety drills.

Principals shall keep a record of all fire, crisis response and bus safety drills held in their schools, stating the date the drill was held and the time required for the response protocols utilized in the drill. They shall furnish such reports to the Superintendent or his designate as may from time to time be required.

Local law enforcement and other local public safety officials shall evaluate, score and provide feedback on fire drills and crisis response drills conducted pursuant to Connecticut General Statutes 10-231. The Board of Education shall annually submit reports to the Department of Emergency Services and Public Protection regarding such fire drills and crisis response drills.

(cf. 5141.6 – Crisis Management Plan)
(cf. 5142 – Student Safety)
(cf. 6114 – Emergencies and Disaster Preparedness)

Legal Reference: Connecticut General Statutes

10-231 Fire drills. (as amended by PA 00-220 and PA 09-131)

Instruction

School Security and Safety

The Board of Education is committed to the prevention of violence against people or property in the schools or at school activities, whether by students, staff, or others. While committed to the protection of each person's constitutional rights, including due process rights, the Board does not condone lawlessness. Any individual committing violent acts on school property will be disciplined according to applicable Board policy and regulations.

Staff members who implement this or any other Board policy will receive the full support of the Board and the administration.

Each school's School Security and Safety Committee will review specific policies, regulations, plans and procedures in order to ensure a comprehensive and effective program to prevent and punish vandalism and violence occurring in the schools and on district property. Simultaneously with the work of the committee, the Superintendent of Schools and appropriate school administrators shall review the practices at each school and shall submit a separate report to the Board including any findings and recommendations on the implementation of committee suggestions on these and other policies, regulations, plans and procedures concerning safety.

The advisory committee shall examine the policies, regulations, plans and procedures concerning:

1. student conduct and discipline;
2. the maintenance of public order on school property;
3. the banning of weapons on school property with the exception of approved security personnel;
4. drug and alcohol abuse;
5. school emergency management;
6. coordination efforts with law enforcement agencies;
7. searches and seizures by school officials;
8. training for staff and students in conflict resolution and violence prevention; and
9. building security measures including procedures governing visitors to the schools and access to school buildings.

The Board shall conduct a security and vulnerability assessment of each school annually and use the results to maintain the District's Emergency Operations Plan and each school's security and safety plan.

Development of the District's Emergency Operations Plan and each school's security and safety plan will be the responsibility of the Director of Security in partnership with the District Security and Safety Committee (DSSC). The DSSC includes a variety of professionals with expertise in emergency management, (e.g., chief executive officer of the municipality, police, fire, district security, superintendent, and emergency medical services personnel), as well as community partners such as public and mental health professionals and school based staff. The DSSC shall work closely with school-based crisis response teams to develop district-wide and building-specific emergency management plans. Such plans shall be compliant with the National Incident Management System (NIMS) and incorporate the Incident Command System (ICS), and remain compliant with the standards for such plans issued by the Department of Emergency Services and Public Protection (DESPP).

Instruction

School Security and Safety (continued)

The crisis management plan shall be developed within the context of the four recognized phases of crisis management:

- **Mitigation/Prevention** addresses what schools and the District can do to reduce or eliminate the risk to life and property.
- **Preparedness** focuses on the process of planning for the worst-case scenario.
- **Response** is devoted to the steps to take during a crisis.
- **Recovery** pertains to how to restore the learning and teaching environment after a crisis.

Crisis management must be viewed as a continuous process in which all phases of the plan are being reviewed and revised. The plan must be continuously updated based upon experience, research and changing vulnerabilities.

(cf. 5131 - Conduct at School and Activities)

(cf. 5131.5 - Vandalism)

(cf. 5131.6 - Drugs/Alcohol and Tobacco)

(cf. 5131.8 - Out of School Misconduct)

(cf. 5131.9 - Gang Action by or Association)

(cf. 5141.6 – Crisis Management Plan)

(cf. 5146 - Child Abuse and Neglect)

(cf. 5142 - Student Safety)

(cf. 5147 - Suicide Prevention)

(cf. 5143 - Student Health Assessments and Immunizations)

(cf. 5144 - Administering Medications)

Instruction

School Security and Safety (continued)

(cf. 5145 - Communicable and Infectious Diseases)
(cf. 5114 - Suspension/Expulsion/Exclusion/Removal)
(cf. 6114 - Emergencies)
(cf. 6161.11 - Drugs/Alcohol and Tobacco)

Legal Reference: Connecticut General Statutes

4-176e through 4-185 Uniform Administrative Procedure Act.
10-19 Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome. Training of personnel.
10-221 Boards of education to prescribe rules.
10-233a through 10-233f re in-school suspension, suspension, expulsion. (As amended by PA 95-304, An Act Concerning School Safety).
52-572 Parental liability for torts of minors. Damage defined.
53a-3 Firearms and deadly weapons.
53-206 Carrying and sale of dangerous weapons.
53a-217b Possession of firearms and deadly weapons on school grounds.
PA 94-221 An Act Concerning School Safety.
PA 95-304 An Act Concerning School Safety.
PA 97-290 An Act Enhancing Educational Choices and Opportunities.
GOALS 2000: Education America Act.
18 U.S.C. 921 Definitions.
Title III - Amendments to the Individuals with Disabilities Education Act.
Sec. 314 (Local Control Over Violence).
Elementary and Secondary Education Act of 1965 as amended by the Gun Free Schools Act of 1994.
New Jersey v. TLO., 469 U.S. 325; 1055. CT. 733.

Policy adopted: June 3, 2014
Policy revised: August 14, 2018

NEWTOWN PUBLIC SCHOOLS
Newtown. Connecticut

Instruction

Pledge of Allegiance

Each district school shall provide time each school day for students to recite the Pledge of Allegiance. Such recitation is voluntary. If, due to personal philosophy or belief, a student has made the personal decision not to recite the "Pledge," he/she/they may choose to remain seated and silent. Students may wish to use this time to reflect. All students must be courteous and respectful of the beliefs of others.

~~[Alternate language: Non-participants are expected to maintain order and decorum appropriate to the school environment.]~~

Legal Reference: Connecticut General Statutes

[10-16a](#) Silent meditation.

[10-29a](#) Certain days to be proclaimed by governor. Distribution and number of proclamations

[10-230](#) Flags for schoolrooms and schools

PA 02-119, An Act Concerning Bullying Behavior in Schools and Concerning the Pledge of Allegiance

Policy adopted:

Instruction

Nondiscrimination in the Instructional Program

This school system pledges to avoid discriminatory actions and seeks to foster good human and educational relations which will help to attain:

1. equal right and opportunities for students and staff members in the school community.
2. equal opportunity for all students to participate in the total school program of the schools.
3. continual study and development of curricula toward improving human relations and understanding and appreciating cultural differences.
4. training opportunities for improving staff ability and responsiveness to educational and social needs.
5. opportunities in educational programs which are broadly available to all students.
6. an appropriate learning environment for students which includes (1) adequate instructional books, supplies, materials, equipment, staffing, facilities and technology, (2) equitable allocation of resources among district schools and (3) a safe school setting.

Students who are eligible for participation in school programs have a right to an equal opportunity to participate in such school programs without discrimination of any kind.

Legal Reference: Connecticut General Statutes

[10-15](#) Towns to maintain schools.

[10-15c](#) Discrimination in public school prohibited.

[10-18a](#) Contents of textbooks and other general instructional materials.

[10-226a](#) Pupils of racial minorities.

[10-145a\(b\)](#) Certificates of qualification for teachers; Intergroup relations programs.

[10-220](#) Duties of boards of education.

Title IX of the Education Amendments of 1972, 20 U.S.C., 1681 et seq.
Section 504, U.S. Rehabilitation Act, 1973, 29 U.S.C. 791

Policy adopted:

Please Note: These minutes are pending Board approval.
Board of Education
Newtown, Connecticut

Minutes of the Board of Education meeting held on June 4, 2024 at 7:00 p.m. in the Reed Intermediate School Library, 3 Trades Lane, Newtown, CT.

A. Plante, Chair	C. Melillo
J. Vouros, Vice Chair (absent)	A. Uberti
D. Ramsey, Secretary	T. Gouveia
S. Tomai	10 Staff
C. Gilson	60 Public
D. Linnetz	1 Press
B. Leonardi	
G. Peteronjes	
I. Khazadian	

Mrs. Plante called the meeting to order at 7:05 p.m.

MOTION: Mrs. Tomai moved that the Board of Education go into executive session to interview the interim superintendent candidate. Mrs. Linnetz seconded. Motion passes 4-0. Mr. Ramsey and Mr. Leonardi arrived at 6:40 p.m.

Item 1 – Executive Session to interview Interim Superintendent Candidate

The Board exited executive session at 7:02 p.m.

Item 2 – Pledge of Allegiance

Item 3 – Celebration of Excellence

Mr. Melillo said that tonight we express our deepest gratitude to our retiring teachers who have dedicated their careers to shaping the minds and hearts of our students. Their unwavering commitment, tireless dedication, and boundless passion have left an indelible mark on our school community. The retirees at the meeting were Anne Annesley, Laura Cooper and Kris Fedra. Those unable to attend were Lisa Burke, Lisa Carpenter, Tim Smith and Chester Washburn. Students who received the CAFE Student Leadership Award were presented certificates. The students were Ali El-Awa and Jessup Burton from the middle school and Aadit Jerfy and Isabel Khazadian from the high school.

Dr. Kim Longobucco, Principal of Newtown High School, read the names of the students in the top 5% of the 2024 graduating class. The students include Ellie Arcario, Andrew Arena, Alyssa Beatrice, Grace Fischer, Bennett Gogliettino, Miguel Gutierrez, Evan Johnson, Braden Macey, Noah Masotta, Ava Mitchell, Grant Ricks, Lauren Smiley, Carissa Soriano, Adrian Totir, and Jessica Zhang. Grace Chiriatti is the Salutatorian and Tyler White is the Valedictorian. The students were presented with certificates from the Board and a reception followed.

Item 4 - Consent Agenda

MOTION: Mr. Ramsey moved that the Board of Education approve the consent agenda which includes the Newtown High School International-Intercultural Learning Tour to South Korea and the correspondence report. Mrs. Linnetz seconded. Motion passes unanimously.

Item 5 – Public Participation

Item 6 – Reports

Chair Report: Mrs. Plante noted that they received 331 responses to the superintendent's search survey. The full profile is attached to the last meeting's minutes. The Board will review the applications and begin to deliberate next week.

Superintendent's Report: Mr. Melillo provided an update on our budget concerns. Our surplus remains volatile and susceptible to fluctuations as we approach the close of the 2023-2024 school year. We are facing a \$90,000 deficit to cover necessary funds for pre-purchasing all items allocated within this year's budget. We have taken proactive measures by encumbering accounts and instituting measures by encumbering accounts and monitoring our funding allocations. He reminded the Board that the middle school moving up ceremonies are June 11 and high school graduation is June 12 with a rain date of June 13.

Committees and Liaisons:

Mr. Ramsey spoke about the May 28 Curriculum and Instruction meeting. There was a presentation by Reed teacher Todd Stentiford regarding the grade 6 science curriculum and he spoke about interactive projects the students were working on.

Mr. Gilson said Mr. Stentiford has a science view of teaching and he was very impressed with him.

Mrs. Linnetz asked if the best way to access the C & I presentations was from the minutes. Mrs. Uberti said we can include the slides with the Board agenda when they are presented.

Mr. Leonardi congratulated the PTA and school administration on the Hawley School field day and the Newtown High School class of 2032 which are the fourth graders moving to Reed.

Mrs. Linnetz spoke about the Policy Committee meeting May 31 where they covered the security policies and policy 3152 regarding public advocacy with public participation with the Registrars of Voters. We started reviewing the policy on age of attendance. On June 18 two policies will come for first read to the Board on ceremonies and observances and the one on non-discrimination in the instructional program which are required policies. Our next policy meeting is June 10 at 1:00 p.m.

Student Reports:

Mr. Petertonges spoke about end-of-year activities and events. The under and upper classmen award celebrations were held last week. Athletics are coming to a close with the track and field team going to nationals this Saturday. The spring talent show is being held on Friday.

Ms. Khazadian reported that the last few weeks have been bittersweet for seniors with end of year activities. Seniors enjoyed the last sunset on the back field and will prepare for their elementary school walkthrough. She congratulated the seniors and wished everyone good luck in their future journeys. She thanked the Board of Education for allowing them to give reports on the high school activities and wished the future students good luck having this experience.

Mrs. Plante said it was bittersweet for the Board too and thanked the students for making them feel very connected to the high school.

Dr. Longobucco introduced the two new students representatives for next year who are Aadit Jerfy and Abigail Ihlefeld.

Item 7 – Old Business

MOTION: Mr. Ramsey moved that the Board of Education approve Policy 6153.1 Educational Tours. Mrs. Linnetz seconded.

Mrs. Linnetz received two questions on the regulations. We didn't require that chaperones would be a man and women as recommended by our faculty members who arranged this tour but they will have gender representation on the tours. The other question was on medical screening for international travel.

Mrs. Linnetz said the only other modification to this policy was the references at the end of the policy. There are four represented in the draft that should be removed.
Motion passes unanimously.

MOTION: Mr. Ramsey moved that the Board of Education approve the Sports Literature curriculum. Mrs. Tomai seconded. Motion passes unanimously.

MOTION: Mr. Ramsey moved that the Board of Education approve the Project Adventure & Beyond grade 7 curriculum. Mr. Leonard seconded.

Mrs. Linnetz has questions about this curriculum and would like to learn more about the program for grades 5 to 12.

Mr. Ramsey agreed and looks forward to having all of the project adventure teachers at a Board meeting sometime next school year.

Vote: 6 ayes, 1 abstained (Mrs. Linnetz)

MOTION: Mr. Ramsey moved that the Board of Education approve the Project Adventure & Beyond grade 8 curriculum. Mrs. Tomai seconded. Vote: 5 ayes, 1 abstained (Mrs. Linnetz)
Motion passes.

Item 8 – New Business

Grade 6 Science Curriculum:

Mr. Ramsey asked the Board to reach out to him with any questions.

MOTION: Mr. Ramsey moved that the Board of Education approve deleting Adrienne Kraus and Carol Danenberg and adding Joni Besse and Karen Dreger as authorized check signers on Head O'Meadow School activity account #729519851. Mrs. Linnetz seconded. Motion passes unanimously.

Minutes of May 21, 2024:

MOTION: Mr. Ramsey moved that the Board of Education approve the minutes of May 21, 2024. Mrs. Tomai seconded.

Mrs. Linnetz asked for clarification when she reported on the Policy Committee. At their May 13 meeting regarding policy 6163.1 Selection of Library Media Resources the updates are on the regulations, not on the actual policy.

Motion passes unanimously.

Minutes of May 28, 2024:

MOTION: Mr. Ramsey moved that the Board of Education approve the minutes of May 28, 2024. Mrs. Tomai seconded. Motion passes unanimously.

Item 9 – Public Participation

MOTION: Mr. Ramsey moved that the Board of Education go into executive session to discuss the non-union salaries and invite Chris Melillo and Tanja Gouveia. Mr. Gilson seconded. Motion passes unanimously.

Public session ended at 8:05 p.m.

Item 10 – Executive Session

MOTION: Mr. Ramsey moved that the Board of Education approve the salary adjustments for all non-union employees for the 2024-2025 school year at no more than the BOE's budgeted amount of \$117,758, based on the current staffing level. Mr. Gilson seconded. Motion passes unanimously.

The Board exited executive session at 9:14 p.m.

MOTION: Mr. Ramsey moved to adjourn. Mr. Leonardi seconded. Motion passes unanimously.

Item 12 – Adjournment

The meeting adjourned at 9:15 p.m.

Respectfully submitted:

Donald Ramsey
Secretary