REGIONAL SCHOOL DISTRICT 10
Regular Meeting of the Board of Education
Lewis S. Mills High School Auditorium
24 Lyon Road, Burlington, CT 06013
Monday, February 12, 2018
7:00 p.m.
AGENDA

I. Call to order

II. Pledge of Allegiance

III. Communications:
   A. Student Representatives' Reports:
   B. Superintendent's Report:
      1. Presentation of the 2018/2019 Estimate of Expenses

BRIEF RECESS

IV. Approval of the Board of Education Minutes for: (Enclosure 1)
   A. Regular Meeting of the Board of Education dated Monday, January 8, 2018
   B. Board of Education Workshop dated Saturday, January 27, 2018

V. Consent Agenda:
   A. Approval of the Financial Reports dated January 2018 (Enclosure 2)
   B. Leaves of Absence:
      1. Susan Geissler, Har-Bur Middle School, Grade 5, effective January 16, 2018 to on or about March 28, 2018
      2. Kelly Smith, Har-Bur Middle School, Wellness Teacher, effective February 20, 2018 to on or about March 27, 2018
   C. Resignations: n/a
   D. Retirements:
      1. Martha Rouleau, Dean of Students, Har-Bur Middle School, effective with the conclusion of the 2017/2018 school year
   E. Appointments:
      1. Rachel Lacourciere – Long Term Substitute, Grade 5, from January 23, 2018 to on or about March 28, 2018

VI. Public Participation - The Region 10 Board of Education welcomes public participation.
   • Observers are always welcome

The following guidelines are to assist those who wish to speak during the Public Participation Session:
A speaker's sign-in list is always available prior to the start of the meeting. Please sign-in if you plan to address the Board of Education.

- Speakers are welcome to offer objective comments and/or suggestions to help improve school operations and programs.
- Expression of personal complaints should be directed to the appropriate Region 10 administrator via an appointment, telephone call, e-mail, or a letter.
- Personnel matters or concerns regarding a student(s) will not be discussed.
- Questions and or comments about pending litigation will not be discussed at Board of Education meetings.
- When the Board Chairman recognizes you to speak...State your name and address for the record.
- Students please state only your name.

The Board Chair has the discretion to limit comment time. Generally three (3) minutes per speaker is allotted. The Chair may allow additional time.

- Written statements are always welcome and copies are always provided to Board of Education Members.
- Immediate replies to questions and concerns should not be expected, and will be delivered strictly on an as-available basis, at the discretion of the Chair.

VII. Actions:

B. Recommendations from the Board of Finance Committee:
   - Authorize the Superintendent of Schools to immediately replace three lifts at Harwinton Consolidated School: Paul Omichinski
   - Recommendation of the use of the 2016/2017 Surplus: Phillip Penn
   - Invite the Burlington and Harwinton Boards of Finance to appoint a member of their committee to serve as non-voting members of the Regional School District #10 Board of Finance Committee: Phillip Penn

C. Recommendations from the Curriculum Committee: E. Parente/A. Baccaro/C. Burke
   - Math/AP Computer Science Principles (Enclosure 4)
   - Career and Technical Education/Digital Photography 2 (Enclosure 5)
   - World Language/UCONN ECE Spanish 3179, Spanish Conversation: Cultural Topics (Enclosure 6)
   - World Language/UCONN French 3268, Grammar and Composition (Enclosure 7)
VIII. Business:
   A. Teacher Leadership Monthly Update
   B. Regional School District #10 2018/2019 Calendar (First Review, No Action Anticipated) P. Bogen (Enclosure 8)

IX. Committee Reports:
   A. Facilities
   B. Curriculum
   C. Superintendent’s Evaluation
   D. Finance Committee
   E. CREC
   F. Technology
   G. Ad hoc Athletic Conference Committee

X. *Next Meetings:
   Monday, February 26, 2018 - Budget Workshop
   Monday, March 5, 2018 - Budget Workshop
   Monday, March 12, 2018 – Regular Meeting
   Monday, March 26, 2018 – Public Hearing

   *Scheduled based upon weather conditions

XI. Adjourn

<table>
<thead>
<tr>
<th>Items for Future Board of Education Agendas</th>
<th>Anticipated Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concussion Update</td>
<td>April 2018</td>
</tr>
<tr>
<td>Policy 5113.1 Non-Resident Twelfth Grade Student Attendance</td>
<td>June 2018</td>
</tr>
<tr>
<td>Policy 5153 Transgender Students</td>
<td>June 2018</td>
</tr>
</tbody>
</table>

Board of Education Meeting Minutes are placed on our web page (www.region10ct.org) within seven (7) work days following the Board of Education Meeting.

The minutes are marked as DRAFT, pending Board of Education approval at the next regularly scheduled meeting.

When participating in or attending a Board of Education meeting or reviewing minutes, please note that the Board of Education uses formats prescribed by Robert’s Rules of Order for conducting meetings and publishing minutes.

Robert’s Rules state, "Minutes are a record of what was done at a meeting, not a record of what was said." [RONR (11th ed.), p. 468. ll. 16-18] which is the standard for which board minutes strive. For this reason the minutes will typically not reflect the discussion surrounding a motion, only its outcome.

Additionally, Robert’s Rules in brief advises "The name and subject of a guest speaker or other program may be given, but no summary of the talk." [RONRIB page 149]

Both books can be found at our local libraries for anyone interested in more information.

RSD10 Chair
UNOFFICIAL MINUTES

Board Members Present:
Thomas Fausel, Chairman
Bruce Guillemette, Vice Chairman
Phillip Penn
John Vecchitto
Paul Omichinski
Susan Baccaro

Absent:
Brooke Joiner
Eleanor (Ellie) Parente
John Goodno
Savanna Arcuri, Student Representative
Sam Dorman, Student Representative

Also Present:
Alan Beitman, Superintendent
Cheri Burke, Director of Student Learning
Susan Laone, Director of Finance and Operations
Patricia George, Recording Secretary

I. Call to Order:
Board Chairman Thomas Fausel called to order the regular meeting of the Board of Education at 7:04 p.m.

II. Mr. Fausel led the pledge of allegiance.

III. Communications:
A. Audit Report for 2016/2017
Michael VanDeventer and Lauren Blair, CPAs with Mahoney Sabol CPAs and Advisors were on hand and presented their findings on fiscal year 2017’s audit. The presentation included the Scope of the Work, Auditor’s Reports, Financial Highlights, Required Communications and concluded with an opportunity for questions. The assessment did not yield any significant or unusual outcomes.
B. Student Representatives' Reports
The students were not present to provide reports due to inclement weather and poor road conditions.

IV. Approval of the Board of Education Minutes:
A. Regular Meeting of the Board of Education dated Monday, December 11, 2017

A motion was made by Phillip Penn and seconded by John Vecchitto to accept/approve the minutes as presented; all in favor; none opposed; motion carried unanimously.

V. Consent Agenda:
A motion was made by Bruce Guillemette and seconded by Paul Omichinski to accept/approve the consent agenda as presented. Items exhibited included:

A. Financial reports dated December 2017;
B. A leave of absence requested by Stephanie Bufano, Grade 4 Teacher, Lake Garda School, on or about April 3, 2018;
C. A notice of intent to retire by Kathleen Rybak, Harwinton Consolidated School, effective June 2018.

For the record there were no resignations or appointments.

All in favor; none opposed; motion carried unanimously.

VI. Public Participation
There was no public participation

VII. Actions:
There were no action items

VIII. Business:
A. Teacher Leadership Monthly Update
Two members of the council, Darren Murphy and Marlenea Elsdon, provided an update to the Board. It was stated that a survey was recently made available to all teachers soliciting their input on what they require in order to be successful in the classroom. The next step is to analyze the data collected.

Three teachers of the council, along with Ms. Cheri Burke, the Director of Student Learning; Christopher Rau, Campus Principal, Lewis S. Mills High School and Har-bur Middle School; and Megan Mazzai, Principal, Harwinton Consolidated School are members of Teach to Lead at Central Connecticut State University. They, along with approximately 15 other school districts in the state, come together for teacher collaboration, creative problem-solving, and the like.
Ms. Burke reported that one of the themes that emerged from anecdotal conversations, (absent of data collected) was the idea that there are many demands placed on teachers as curriculum has changed, as has testing, and the students, themselves. She has started the process of researching other area districts to learn about the type of release time they provide to their teachers in order to accomplish the kind of professional learning that is desired.

One concern she had with the timing of her proposal, was the development of the district’s 19/20 calendar and how to coincide the two. A formal presentation is expected for the March board meeting.

IX. Committee Reports:

A. Board Committee Reports:
   1. Facilities: No Report
   2. Curriculum: Meeting Wednesday, the 10th
   3. Superintendent’s Evaluation: No Report
   4. Finance: Meeting planned for first week of February
   5. CREC: No Report
   6. Technology: Meeting on January 22nd
   7. Ad hoc Athletic Conference Committee: Met earlier this evening and established a timeline. Still waiting to hear from NVL.

X. Next Meeting:
The next regularly scheduled meeting of the Board of Education will be held on Monday, February 12, 2018, 7:00 p.m.; Lewis S. Mills Auditorium.

XI. Adjourn:
A motion was made by Phillip Penn and seconded by Susan Baccaro to adjourn the regular meeting of the Board of Education at 7:56 p.m; all in favor; none opposed; motion carried unanimously.

Respectfully submitted,

Eleanor Parente, Secretary

Date
Board of Education Meeting Minutes are placed on our web page (www.region10ct.org) within seven (7) work days following the Board of Education Meeting.

The minutes are marked as DRAFT, pending Board of Education approval at the next regularly scheduled meeting.

When participating in or attending a Board of Education meeting or reviewing minutes, please note that the Board of Education uses formats prescribed by Robert's Rules of Order for conducting meetings and publishing minutes.

Robert's Rules state, "Minutes are a record of what was done at a meeting, not a record of what was said." [RONR (11th ed.), p. 468, ll. 16-18] which is the standard for which board minutes strive. For this reason the minutes will typically not reflect the discussion surrounding a motion, only its outcome.

Additionally, Robert's Rules in brief advises "The name and subject of a guest speaker or other program may be given, but no summary of the talk." [RONRIB page 149]

Both books can be found at our local libraries for anyone interested in more information.

RSD10 Chair
UNOFFICIAL MINUTES

Board Members Present:
Thomas Fausel, Chairman
Bruce Guillemette
Phillip Penn
Eleanor Parente
Wendy Darasz
John Vecchitto
Paul Omichinski
Brooke Joiner
John Goodno

Absent:
Assuntina (Susan) Baccaro

Also Present:
Alan Beltman, Superintendent
Mark Sommaruga, Member, Pullman & Comley
Hon. Jan Krampitz, former Mayor of Plymouth
Ms. Melissa Johnson, Chairman, Plymouth Board of Education

The meeting was called to order at 8:40 a.m.

I. Future Professional Development for Staff
   Professional development and curriculum regarding diversity and inclusion; new subcommittee to be chaired by Brooke Joiner to study options and present recommendations to the full Board. Other members of the committee include Eleanor Parente and Susan Baccaro.

II. Long-term Planning
   New subcommittee to be chaired by Phillip Penn to study options and present recommendations to the full Board. Other members of the committee include Paul Omichinski and Bruce Guillemette.

III. Recent changes in legislation affecting Boards of Education
    Mr. Sommaruga led the conversations regarding legislative changes affecting Boards of Education.

IV. Robert's Rules of Order
    Discussion was led by Mayor Krampitz and Ms. Johnson.
V. How to better use student representatives to the Board of Education
No discussion

VI. Adjourn
A motion to adjourn the meeting was made by Bruce Guillemette and
seconded by Paul Omichinski at 12:23 p.m.; all in favor; none opposed;
motion carried unanimously.

Respectfully submitted,

Eleanor Parente, Secretary

Date

For all agendas and minutes:

Board of Education Meeting Minutes are placed on our web page (www.region11et.org) within seven (7) work days
following the Board of Education Meeting.

The minutes are marked as DRAFT, pending Board of Education approval at the next regularly scheduled meeting.

When participating in or attending a Board of Education meeting or reviewing minutes, please note that the Board of
Education uses formats prescribed by Robert's Rules of Order for conducting meetings and publishing minutes.

Robert's Rules state, "Minutes are a record of what was done at a meeting, not a record of what was said." [RONR
(11th ed.), p. 468, ll. 16-18] which is the standard for which board minutes strive. For this reason the minutes will
typically not reflect the discussion surrounding a motion, only its outcome.

Additionally, Robert's Rules in brief advises "The name and subject of a guest speaker or other program may be given,
but no summary of the talk." [RONRIB page 149]

Both books can be found at our local libraries for anyone interested in more information.

RSD10 Chair
REGIONAL SCHOOL DISTRICT #10
2017-2018
January 2018

<table>
<thead>
<tr>
<th>ITEM</th>
<th>2017-2018 BUDGET</th>
<th>RECEIVED Y.T.D</th>
<th>%</th>
<th>REMAINING BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>&quot;OPERATING BUDGET&quot;</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BURLINGTON</td>
<td>$26,141,548.00</td>
<td>$14,937,144.00</td>
<td>57.14%</td>
<td>$11,204,404.00</td>
</tr>
<tr>
<td>HARWINTON</td>
<td>$13,308,617.00</td>
<td>$7,689,789.00</td>
<td>57.78%</td>
<td>$5,618,828.00</td>
</tr>
<tr>
<td>INTEREST</td>
<td>$12,000.00</td>
<td>$6,900.32</td>
<td>57.50%</td>
<td>$5,099.68</td>
</tr>
<tr>
<td>TUITION</td>
<td>$82,000.00</td>
<td>$70,045.56</td>
<td>85.42%</td>
<td>$11,954.44</td>
</tr>
<tr>
<td>MISCELLANEOUS</td>
<td>$-</td>
<td>$-</td>
<td>-</td>
<td>$-</td>
</tr>
<tr>
<td>TRANSPORTATION</td>
<td>$-</td>
<td>$-</td>
<td>-</td>
<td>$-</td>
</tr>
<tr>
<td>PRIOR YEAR SURPLUS</td>
<td>$239,543.00</td>
<td>$-</td>
<td>0.00%</td>
<td>$239,543.00</td>
</tr>
</tbody>
</table>

TOTAL OPERATING REVENUE | $39,783,708.00 | $22,703,878.88 | $17,079,829.12
## Regional School District #10
### Expenditure Report by Object January 31, 2018

<table>
<thead>
<tr>
<th>Account</th>
<th>Budget 2017-18</th>
<th>Expended To Date</th>
<th>Encumbered To Date</th>
<th>Total Expend &amp; Enc</th>
<th>% Expended and/or Encumb.</th>
<th>Remaining Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>111 Certified Personnel</td>
<td>$18,572,709</td>
<td>$8,465,881</td>
<td>$9,778,359</td>
<td>$18,244,240</td>
<td>98.23%</td>
<td>$328,469</td>
</tr>
<tr>
<td>112 Non-Cert. Personnel</td>
<td>$4,753,141</td>
<td>$2,460,569</td>
<td>$3,335,173</td>
<td>$3,793,742</td>
<td>79.82%</td>
<td>$959,399</td>
</tr>
<tr>
<td>120 Temporary Wages</td>
<td>$295,000</td>
<td>$37,546</td>
<td>$12,383</td>
<td>$109,929</td>
<td>37.26%</td>
<td>$185,071</td>
</tr>
<tr>
<td><strong>Total Personnel:</strong></td>
<td><strong>$23,620,850</strong></td>
<td><strong>$11,023,996</strong></td>
<td><strong>$11,123,915</strong></td>
<td><strong>$22,147,911</strong></td>
<td><strong>93.70%</strong></td>
<td><strong>$1,472,939</strong></td>
</tr>
<tr>
<td>210 Group Disability Insurance</td>
<td>$30,000</td>
<td>$14,817</td>
<td>-</td>
<td>$14,817</td>
<td>49.39%</td>
<td>$15,183</td>
</tr>
<tr>
<td>220 Social Security</td>
<td>$770,000</td>
<td>$341,708</td>
<td>$26,544</td>
<td>$368,252</td>
<td>47.82%</td>
<td>$401,748</td>
</tr>
<tr>
<td>230 Retirement Contributions</td>
<td>$256,000</td>
<td>$69,673</td>
<td>$75,666</td>
<td>$145,539</td>
<td>54.71%</td>
<td>$120,461</td>
</tr>
<tr>
<td>240 Tuition Reimbursement</td>
<td>$26,000</td>
<td>$11,900</td>
<td>-</td>
<td>$11,900</td>
<td>45.77%</td>
<td>$14,100</td>
</tr>
<tr>
<td>250 Unemployment Comp.</td>
<td>$80,000</td>
<td>$13,894</td>
<td>$1,320</td>
<td>$15,214</td>
<td>19.02%</td>
<td>$64,786</td>
</tr>
<tr>
<td>260 Workers Compensation</td>
<td>$269,577</td>
<td>$199,824</td>
<td>$37,760</td>
<td>$237,584</td>
<td>88.13%</td>
<td>$31,993</td>
</tr>
<tr>
<td>270 Health/Life Benefits</td>
<td>$4,130,000</td>
<td>$2,703,290</td>
<td>$5,871</td>
<td>$2,709,161</td>
<td>65.60%</td>
<td>$1,420,839</td>
</tr>
<tr>
<td><strong>Total Benefits:</strong></td>
<td><strong>$5,571,577</strong></td>
<td><strong>$3,355,306</strong></td>
<td><strong>$147,161</strong></td>
<td><strong>$3,502,467</strong></td>
<td><strong>62.86%</strong></td>
<td><strong>$2,069,110</strong></td>
</tr>
<tr>
<td>310 Admin. Services</td>
<td>$60,000</td>
<td>$23,235</td>
<td>$3,817</td>
<td>$27,052</td>
<td>45.09%</td>
<td>$32,948</td>
</tr>
<tr>
<td>320 Prof. Education Services</td>
<td>$42,390</td>
<td>$28,568</td>
<td>-</td>
<td>$28,568</td>
<td>67.39%</td>
<td>$13,822</td>
</tr>
<tr>
<td>321 Instructional Improvement</td>
<td>$22,500</td>
<td>$11,846</td>
<td>-</td>
<td>$11,846</td>
<td>52.65%</td>
<td>$10,654</td>
</tr>
<tr>
<td>330 Other Professional Services</td>
<td>$513,154</td>
<td>$301,810</td>
<td>$141,032</td>
<td>$442,842</td>
<td>86.30%</td>
<td>$70,312</td>
</tr>
<tr>
<td>340 Technical Services</td>
<td>$7,750</td>
<td>$7,700</td>
<td>-</td>
<td>$7,700</td>
<td>99.35%</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Purchased Services:</strong></td>
<td><strong>$645,794</strong></td>
<td><strong>$373,159</strong></td>
<td><strong>$144,849</strong></td>
<td><strong>$518,008</strong></td>
<td><strong>80.21%</strong></td>
<td><strong>$127,786</strong></td>
</tr>
<tr>
<td>410 Utility Services</td>
<td>$569,983</td>
<td>$325,166</td>
<td>$35,096</td>
<td>$360,262</td>
<td>63.21%</td>
<td>$209,721</td>
</tr>
<tr>
<td>411 Septic/Water Systems</td>
<td>$40,300</td>
<td>$21,891</td>
<td>$5,698</td>
<td>$27,789</td>
<td>68.96%</td>
<td>$12,511</td>
</tr>
<tr>
<td>412 LGS Sewer Annual Fee</td>
<td>$25,730</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>$25,730</td>
</tr>
<tr>
<td>421 Disposal Services</td>
<td>$46,600</td>
<td>$24,901</td>
<td>$886</td>
<td>$25,787</td>
<td>55.34%</td>
<td>$20,813</td>
</tr>
<tr>
<td>422 Snowplowing Services</td>
<td>$68,100</td>
<td>$51,071</td>
<td>$17,024</td>
<td>$68,095</td>
<td>99.99%</td>
<td>5</td>
</tr>
<tr>
<td>424 Grounds Upkeep</td>
<td>$44,800</td>
<td>$16,751</td>
<td>$200</td>
<td>$16,851</td>
<td>37.61%</td>
<td>$27,949</td>
</tr>
<tr>
<td>425 Security</td>
<td>$45,630</td>
<td>$16,772</td>
<td>$2,400</td>
<td>$8,572</td>
<td>18.79%</td>
<td>$37,058</td>
</tr>
<tr>
<td>430 Repairs/Maintenance Ser.</td>
<td>$352,454</td>
<td>$182,905</td>
<td>$60,876</td>
<td>$243,781</td>
<td>69.17%</td>
<td>$108,673</td>
</tr>
<tr>
<td>440 Facility Rentals</td>
<td>$20,033</td>
<td>$4,457</td>
<td>-</td>
<td>$4,457</td>
<td>22.25%</td>
<td>$15,576</td>
</tr>
<tr>
<td>490 Pest Control</td>
<td>$2,800</td>
<td>$770</td>
<td>$1,925</td>
<td>$2,955</td>
<td>96.25%</td>
<td>$105</td>
</tr>
<tr>
<td><strong>Total Facilities:</strong></td>
<td><strong>$1,216,430</strong></td>
<td><strong>$634,084</strong></td>
<td><strong>$124,205</strong></td>
<td><strong>$758,289</strong></td>
<td><strong>62.34%</strong></td>
<td><strong>$458,141</strong></td>
</tr>
<tr>
<td>519 Transport/Reimbursable</td>
<td>$2,475,735</td>
<td>$1,436,682</td>
<td>$260,525</td>
<td>$1,697,207</td>
<td>68.44%</td>
<td>$782,528</td>
</tr>
<tr>
<td>520 Insurance</td>
<td>$194,073</td>
<td>$150,551</td>
<td>$43,522</td>
<td>$194,073</td>
<td>100.00%</td>
<td>-</td>
</tr>
<tr>
<td>530 Communication/Telephone</td>
<td>$69,400</td>
<td>$21,587</td>
<td>$562</td>
<td>$22,149</td>
<td>31.91%</td>
<td>$47,251</td>
</tr>
<tr>
<td>531 Postage</td>
<td>$31,700</td>
<td>$15,014</td>
<td>$985</td>
<td>$15,999</td>
<td>50.47%</td>
<td>$15,701</td>
</tr>
<tr>
<td>540 Advertising</td>
<td>$2,000</td>
<td>$536</td>
<td>-</td>
<td>$536</td>
<td>25.80%</td>
<td>$1,464</td>
</tr>
<tr>
<td>550 Printing &amp; Binding</td>
<td>$9,399</td>
<td>$4,757</td>
<td>$176</td>
<td>$4,933</td>
<td>49.63%</td>
<td>$4,066</td>
</tr>
<tr>
<td>561 Tuition to LEAs</td>
<td>$216,845</td>
<td>$197,606</td>
<td>$21,295</td>
<td>$218,901</td>
<td>100.95%</td>
<td>(2,056)</td>
</tr>
</tbody>
</table>
# Regional School District #10
## Expenditure Report by Object January 31, 2018

<table>
<thead>
<tr>
<th>Account</th>
<th>Budget 2017-18</th>
<th>Expended To Date</th>
<th>Encumbered To Date</th>
<th>Total Expend &amp; Enc To Date</th>
<th>% Expended and/or Encumb. To Date</th>
<th>Remaining Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>563 Tuition to Private Sources</td>
<td>1,008,000</td>
<td>1,115,549</td>
<td>638,887</td>
<td>1,754,836</td>
<td>174.09%</td>
<td>(746,836)</td>
</tr>
<tr>
<td>580 Prof Develop/Reimb Travel</td>
<td>75,852</td>
<td>17,511</td>
<td>-</td>
<td>17,915</td>
<td>23.62%</td>
<td>57,937</td>
</tr>
<tr>
<td>590 Misc. Purchased Services</td>
<td>184,801</td>
<td>71,500</td>
<td>52,769</td>
<td>134,269</td>
<td>72.66%</td>
<td>50,532</td>
</tr>
<tr>
<td>591 Student Activities</td>
<td>16,787</td>
<td>8,554</td>
<td>-</td>
<td>8,554</td>
<td>50.96%</td>
<td>8,233</td>
</tr>
<tr>
<td><strong>Total Transport. &amp; Other</strong></td>
<td><strong>$ 4,789,113</strong></td>
<td><strong>$ 3,040,747</strong></td>
<td><strong>$ 1,099,175</strong></td>
<td><strong>$ 4,069,377</strong></td>
<td><strong>94.88%</strong></td>
<td>$ 710,736</td>
</tr>
<tr>
<td>610 Supplies</td>
<td>$ 501,811</td>
<td>$ 234,610</td>
<td>$ 38,066</td>
<td>$ 272,676</td>
<td>54.34%</td>
<td>$ 229,135</td>
</tr>
<tr>
<td>611 Library/Audio Supplies</td>
<td>219,108</td>
<td>189,490</td>
<td>10,931</td>
<td>200,421</td>
<td>91.47%</td>
<td>18,687</td>
</tr>
<tr>
<td>621 Natural Gas</td>
<td>37,000</td>
<td>19,018</td>
<td>-</td>
<td>19,018</td>
<td>51.40%</td>
<td>17,982</td>
</tr>
<tr>
<td>623 Propane</td>
<td>12,000</td>
<td>4,579</td>
<td>-</td>
<td>4,579</td>
<td>38.35%</td>
<td>7,421</td>
</tr>
<tr>
<td>624 Fuel Oil</td>
<td>283,781</td>
<td>214,719</td>
<td>-</td>
<td>214,719</td>
<td>75.66%</td>
<td>69,062</td>
</tr>
<tr>
<td>626 Gasoline</td>
<td>6,000</td>
<td>2,816</td>
<td>-</td>
<td>2,816</td>
<td>46.93%</td>
<td>3,184</td>
</tr>
<tr>
<td>640 Textbooks</td>
<td>38,925</td>
<td>38,315</td>
<td>401</td>
<td>38,716</td>
<td>99.46%</td>
<td>209</td>
</tr>
<tr>
<td>641 Library Books</td>
<td>1,282</td>
<td>894</td>
<td>48</td>
<td>942</td>
<td>73.48%</td>
<td>340</td>
</tr>
<tr>
<td>642 Periodicals</td>
<td>11,451</td>
<td>8,323</td>
<td>-</td>
<td>8,323</td>
<td>72.68%</td>
<td>3,128</td>
</tr>
<tr>
<td><strong>Total Supplies:</strong></td>
<td><strong>$ 1,111,358</strong></td>
<td><strong>$ 712,764</strong></td>
<td><strong>$ 49,446</strong></td>
<td><strong>$ 762,210</strong></td>
<td><strong>68.58%</strong></td>
<td><strong>$ 349,148</strong></td>
</tr>
<tr>
<td>741 Replace Inst. Equipment</td>
<td>$ 1,300</td>
<td>-</td>
<td>$ 1,300</td>
<td>$ 1,300</td>
<td>0.00%</td>
<td>-</td>
</tr>
<tr>
<td>742 Replace Non-inst. Equip.</td>
<td>236,116</td>
<td>205,471</td>
<td>-</td>
<td>205,471</td>
<td>87.02%</td>
<td>30,645</td>
</tr>
<tr>
<td>743 New Inst. Equipment</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>-</td>
</tr>
<tr>
<td>744 New Non-inst. Equipment</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Equipment:</strong></td>
<td><strong>$ 237,416</strong></td>
<td><strong>$ 205,471</strong></td>
<td><strong>$ 1,300</strong></td>
<td><strong>$ 206,771</strong></td>
<td><strong>87.09%</strong></td>
<td><strong>$ 30,645</strong></td>
</tr>
<tr>
<td>810 Dues &amp; Fees</td>
<td>$ 30,084</td>
<td>$ 21,594</td>
<td>-</td>
<td>$ 21,394</td>
<td>71.11%</td>
<td>$ 8,690</td>
</tr>
<tr>
<td>830 Interest Bond Expense</td>
<td>513,962</td>
<td>266,431</td>
<td>-</td>
<td>266,431</td>
<td>51.84%</td>
<td>247,531</td>
</tr>
<tr>
<td>831 Principal Bond Expense</td>
<td>1,285,000</td>
<td>1,285,000</td>
<td>-</td>
<td>1,285,000</td>
<td>100.00%</td>
<td>-</td>
</tr>
<tr>
<td>835 Capital Improvements</td>
<td>215,264</td>
<td>207,698</td>
<td>-</td>
<td>207,698</td>
<td>96.61%</td>
<td>7,296</td>
</tr>
<tr>
<td>840 Emergency/Contingency</td>
<td>1,046,742</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>1,046,742</td>
</tr>
<tr>
<td><strong>Total Bond &amp; Misc.</strong></td>
<td><strong>$ 3,091,151</strong></td>
<td><strong>$ 1,780,793</strong></td>
<td>-</td>
<td><strong>$ 1,780,793</strong></td>
<td><strong>57.61%</strong></td>
<td><strong>$ 1,310,358</strong></td>
</tr>
<tr>
<td><strong>GRAND TOTALS:</strong></td>
<td><strong>$ 39,783,708</strong></td>
<td><strong>$ 21,125,820</strong></td>
<td><strong>$ 12,620,001</strong></td>
<td><strong>$ 33,745,821</strong></td>
<td><strong>84.82%</strong></td>
<td><strong>$ 6,037,887</strong></td>
</tr>
</tbody>
</table>
# Regional School District #10

## Budget Journal Entries Report

**Fiscal Year:** 2017-2018

**Type:** Budget Journal

### From Date: 1/1/2018  To Date: 1/31/2018

<table>
<thead>
<tr>
<th>Entry Number</th>
<th>Memo Description</th>
<th>Line Memo</th>
<th>Batch / Reference</th>
<th>Voucher</th>
<th>Journal</th>
<th>Debits</th>
<th>Credits</th>
<th>User ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Transfer music funds from LSM to LGS Music field Trip</td>
<td>100.09.2905.09.590</td>
<td>Budget Transfers</td>
<td>Check Number</td>
<td>0 Adjustment</td>
<td>0.00</td>
<td>($210.00)</td>
<td>995.siaone</td>
</tr>
<tr>
<td>1</td>
<td>Transportation for marching and concert performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>LSM Band</td>
<td>100.04.2905.09.590</td>
<td></td>
<td>Check Number</td>
<td>0 Adjustment</td>
<td>210.00</td>
<td>0.00</td>
<td></td>
</tr>
</tbody>
</table>

*Total:*

- $210.00 ($210.00)

---

<table>
<thead>
<tr>
<th>Entry Number</th>
<th>Memo Description</th>
<th>Line Memo</th>
<th>Batch / Reference</th>
<th>Voucher</th>
<th>Journal</th>
<th>Debits</th>
<th>Credits</th>
<th>User ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>to transfer funds to library books per C. Rau</td>
<td>100.09.2220.00.580</td>
<td>Budget Transfers</td>
<td>Check Number</td>
<td>0 Adjustment</td>
<td>0.00</td>
<td>($356.00)</td>
<td>995.siaone</td>
</tr>
<tr>
<td>1</td>
<td>PROF DEVELOP: MEDIA CTR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>EQUIP REPLACE: MEDIA CTR</td>
<td>100.09.2220.00.741</td>
<td></td>
<td>Check Number</td>
<td>0 Adjustment</td>
<td>0.00</td>
<td>($134.00)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>PERIODICALS: MEDIA CTR</td>
<td>100.09.2220.00.642</td>
<td></td>
<td>Check Number</td>
<td>0 Adjustment</td>
<td>0.00</td>
<td>($544.00)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>LIBRARY BOOKS: MEDIA CTR</td>
<td>100.09.2220.00.641</td>
<td></td>
<td>Check Number</td>
<td>0 Adjustment</td>
<td>1,034.00</td>
<td>0.00</td>
<td></td>
</tr>
</tbody>
</table>

*Total:*

- $1,034.00 ($1,034.00)

---

<table>
<thead>
<tr>
<th>Entry Number</th>
<th>Memo Description</th>
<th>Line Memo</th>
<th>Batch / Reference</th>
<th>Voucher</th>
<th>Journal</th>
<th>Debits</th>
<th>Credits</th>
<th>User ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Transfer funds to purchase texts at LSM, Per J Yantz</td>
<td>100.09.1120.03.810</td>
<td>Budget Transfers</td>
<td>Check Number</td>
<td>0 Adjustment</td>
<td>0.00</td>
<td>($500.00)</td>
<td>995.siaone</td>
</tr>
<tr>
<td>1</td>
<td>SUPPLIES: HB LANGUAGE ARTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>TEXTBOOKS: LSM LANGUAGE ARTS</td>
<td>100.09.1130.03.640</td>
<td></td>
<td>Check Number</td>
<td>0 Adjustment</td>
<td>500.00</td>
<td>0.00</td>
<td></td>
</tr>
</tbody>
</table>

*Total:*

- $500.00 ($500.00)

---

<table>
<thead>
<tr>
<th>Entry Number</th>
<th>Memo Description</th>
<th>Line Memo</th>
<th>Batch / Reference</th>
<th>Voucher</th>
<th>Journal</th>
<th>Debits</th>
<th>Credits</th>
<th>User ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>31</td>
<td>transfer funds to HCS for maintenance</td>
<td>100.02.1110.40.430</td>
<td>Budget Transfers</td>
<td>Check Number</td>
<td>0 Adjustment</td>
<td>2,000.00</td>
<td>0.00</td>
<td>995.siaone</td>
</tr>
<tr>
<td>1</td>
<td>REPAIRS &amp; MAINT: HCS COPIER/OFFICE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>REPAIRS &amp; MAINT: HCS MAINT</td>
<td>100.02.2600.85.430</td>
<td></td>
<td>Check Number</td>
<td>0 Adjustment</td>
<td>3,000.00</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>REPAIRS &amp; MAINT: LGS MAINT</td>
<td>100.04.2600.85.430</td>
<td></td>
<td>Check Number</td>
<td>0 Adjustment</td>
<td>0.00</td>
<td>($5,000.00)</td>
<td></td>
</tr>
</tbody>
</table>

*Total:*

- $5,000.00 ($5,000.00)

---

<table>
<thead>
<tr>
<th>Entry Number</th>
<th>Memo Description</th>
<th>Line Memo</th>
<th>Batch / Reference</th>
<th>Voucher</th>
<th>Journal</th>
<th>Debits</th>
<th>Credits</th>
<th>User ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>Transfer additional funds</td>
<td>100.02.2600.85.430</td>
<td>Budget Transfers</td>
<td>Check Number</td>
<td>0 Adjustment</td>
<td>2,000.00</td>
<td>0.00</td>
<td>995.siaone</td>
</tr>
<tr>
<td>1</td>
<td>REPAIRS &amp; MAINT: HCS MAINT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>REPAIRS &amp; MAINT: LGS MAINT</td>
<td>100.04.2600.85.430</td>
<td></td>
<td>Check Number</td>
<td>0 Adjustment</td>
<td>0.00</td>
<td>($2,000.00)</td>
<td></td>
</tr>
</tbody>
</table>

*Total:*

- $2,000.00 ($2,000.00)

---
# Regional School District #10

## Budget Journal Entries Report

**Fiscal Year:** 2017-2018  
**Type:** Budget Journal  
**From Date:** 1/1/2018  
**To Date:** 1/31/2018

<table>
<thead>
<tr>
<th>Entry Number</th>
<th>Memo</th>
<th>Line Memo</th>
<th>Batch / Reference</th>
<th>Voucher Check #</th>
<th>Journal Debits</th>
<th>Credits</th>
</tr>
</thead>
</table>

**Grand Total:**  
$8,744.00  
($8,744.00)  

**End of Report**
To: Region 10 Board of Education  
Re: Approval for Overnight Field Trip

The Lewis Mills Model United Nations Club would like to request permission from the Board of Education to attend the Future We Want Model United Nations conference to be held on March 9-11, 2018 at the United Nations Headquarters in New York.

I recognize that this is very short notice, and apologize for not approaching the Board with this request sooner. In fact, Lewis Mills was only just invited to attend the conference, and there are several features which make it very appealing. First, because the conference is held on a Friday night, Saturday, and Sunday, attendance at the conference would not require the students to miss much school. Second, because this is a new conference, the organizers are offering to cover the delegate and delegation fees for the first 1,500 students who register; they will also cover the hotel costs of schools on a first-come, first-served basis. This creates the potential for our students to participate at a remarkably low cost. Finally, I am particularly excited about the chance to attend a conference held at the United Nations itself, which should offer some great opportunities for the students to see where and how the actual UN operates.

Twenty-four students will be participating in the trip. All our delegate fees and hotel costs are being covered by the organizers of the conference. Transportation will be via MetroNorth, and will be paid for out of extra funds left over in our club account; there will be no cost to students to participate in the trip beyond the cost of their meals. The schedule for the conference includes an opening ceremony on Friday night, and committee sessions on Saturday and Sunday. (Full schedule is attached.) Because of the train schedule from Waterbury, students will need to be dismissed from school about an hour early on Friday, March 9. We will take a bus from Lewis Mills to the Waterbury train station to catch the 2:10 train to Grand Central. We will return via MetroNorth on Sunday evening, and students will be responsible for getting their own rides home from Waterbury.

I apologize again for the short notice; if you have any questions about the trip I would be happy to answer them.

Thank you for your consideration,

Josh Krampitz

Regional School District No. 10
Burlington – Harwinton
Tentative Schedule, Future We Want United Nations 2018

Friday, March 9, 2018
1:00-5:00pm  Registration
6:00-7:00pm  Entry to UN Headquarters and GA Hall seating
7:00-9:00pm  Opening Ceremony at UN General Assembly Hall
9:00-11:00pm UN Networking Event

Saturday, March 10, 2018
8:00-9:00am  Entry to UN Headquarters
9:00am-1:00pm Committee Session I
1:00-2:00pm  Lunch Break
2:00-6:30pm  Committee Session II
8:30-11:30pm Delegate Dance

Sunday, March 11, 2018
8:00-9:00am  Entry to UN Headquarters
9:00am-2:00pm Committee Session III
2:00-3:00pm  Lunch Break
3:00-5:00pm  Closing Ceremony at UN General Assembly Hall
REGIONAL SCHOOL DISTRICT #10
NEW COURSE PROPOSAL – GRADES 6-12
Deadline to Assistant Superintendent

Priority will be given to new program proposals, which emphasize district goals, challenge students with diverse needs, target multicultural and gender equity and are innovative.

Date: 11/16/17

I. BASIC DATA

Course or Program Proposal: AP Computer Science Principles

Department(s): Math

Grade(s): 10th, 11th, 12th Level(s): AP Credit(s): 1.00

Prerequisite(s): Geometry

Is a new textbook necessary? No Estimated cost:

Is a new workbook necessary? No Estimated cost:

Is there any additional cost to Individual Student and/or Department?

*We currently use CodeHS.com (in year 1 of a 3 year plan) and can utilize this same platform for the AP Course.*

Estimated enrollment: 12-20 students (max for computer classes is 20 per section).

Is a summer curriculum project proposed? 4 hours Cost: hourly cost

Please attach copy of summer curriculum proposal form with all staff and costs clearly stated.

Is additional staff development necessary? Yes, a self-paced PD supplied by CodeHS - $1500

Is this a pilot course or a program? Program

Is this proposal intended to replace an existing course or program? No.

Is this proposal intended as a graduation requirement? No.
II. DESCRIPTIONS: Be as specific as possible. You may want to attach additional information.

I. What are the major goals of the course or program?

*Why AP Computer Science Principles:* Computing is a fundamental part of our daily lives, commerce and can be found in an overwhelming majority of occupations in the modern world. It has become essential that students are exposed to the field of computer science in a K-12 setting, as it can transform the way students think. It not only teaches them about technology, but it teaches them how to problem solve and think differently about any problem. Virtually all Math, Science and Engineering majors and minors in college offer and require a basic level of computer science. According to CodeHS and Code.org, 71% of all new jobs require a Computer Science major, but only 8% of Science, Technology Engineering and Mathematics (STEM) graduates major in Computer Science. The discrepancy between market demand and supply of the skill is extremely large. Computer Science is the lagging section of STEM initiatives, and being able to offer an introductory course, with the vision of expanding to add an AP level course the following year will give opportunity to students to explore one of the quickest growing job markets.

The major goals of this course are to better prepare students for a 21st century world, increase student ability to problem solve both abstractly and creatively, and learn important lessons on perseverance in the process.

2. How do the goals of the new course or program relate to the school philosophy?

3. *Lewis Mills has encouraged all students and staff to embrace the Growth Mindset, which plays directly into Computer Science. Programming teaches students important lessons on perseverance, on reflection of practice and creativity. I believe it the class encompasses all five of the LSM learning expectation in some capacity, specifically hitting upon employing critical thinking, ethical and effective technology use and developing multiple perspectives on event.*

4. How will the goals of the course or program be evaluated?

The goals of this course will be evaluated through a number of formative and summative assessments throughout the school year. The course will take blended classroom approach, with the use of online platform CodeHS, and supplementary material in class, students will be given numerous problems to solve using a programming environment. They will debug their programs continuously (as it is virtually impossible to get correct on the first attempt) which build perseverance and character. They will learn to expand their abilities to collaborate, critically think, self-assess and learn how technologies can impact their environment, community and the world in general.

5. Special Considerations: Targeted population, scheduling, additional information, etc.

The course would target all students who have successfully completed Geometry, specifically those who are interested in a possible college or career path in math, science, engineering, robotic or computers. This course would be equivalent to a College semester introductory course in computer science. The focus would be on learning the basics of computer science, how technology impacts the world, and introductions to programming in whatever language students prefer most. It would be a full year course.
6. What are the special features of this course?: Interdepartmental cooperation, off-campus experiences, etc.

The course ties closely with Math, Science, Technology and Business departments in a variety of capacities. Through personal experience, the lessons learned in computer science actually go much deeper. I have witnessed students become better overall students, increasing positive academic risks, straying from comfort zones to try new things and an acceptance of the fact mistakes are a natural part of the learning process. The students know they can get the basics of every program to work. Once they get this, they add their own personal creativity and added depth to make it their own. There literally is no limit to what they can push themselves to create.

7. Why would students be interested in enrolling in this course?

The past 3 years, interest and enrollment of our current Computer Science program has increased form 7, to in the 30's. It is a field with incredible job opportunities and creativity is at the heart of what computer science can offer.

8. List the major topics covered in this course.

Topics include various ways we represent information digitally, including number systems, encoding data, programmatically creating pixel images, comparing data encodings, compressing and encrypting data. The structure and design of the internet, reliability of networks, security of data and personal privacy. Computational tools used to store massive amounts of data, manipulate and visualize data, find patterns in data, and pull conclusions from data. Web development with HTML, CSS. Introductions to JavaScript.

INDIVIDUALS INVOLVED IN CREATING AND DEVELOPING THIS COURSE:

Jesse Darcy.

Submitted by: __________________________

Coordinator’s Signature __________________________ Endorsed ____________

Not Endorsed ____________

Reviewed by principal(s) __________________________ Date ____________

Acted on by the District Council ____________

Reviewed by Curriculum Committee ____________

Reviewed by the District Council ____________

Acted on by the Superintendent ____________

Approved by the Board of Education ____________

Revised Format: 1/15/04
F: curdev
REGIONAL SCHOOL DISTRICT #10
NEW COURSE PROPOSAL – GRADES 6-12
Deadline to Assistant Superintendent
By November 1st for inclusion in the following budget year

Priority will be given to new program proposals, which emphasize district goals, challenge students with diverse needs, target multicultural and gender equity and are innovative.

Date: 11/01/17

I. BASIC DATA

Course or Program Proposal: Digital Photography 2

Department(s) Career & Technical Education

Grade(s): 10-12 Level(s): 2 Credit(s): .5

Prerequisite(s): Digital Photography 1

Is a new textbook necessary? no Estimated cost:

Is a new workbook necessary? no Estimated cost:

Is there any additional cost to Individual Student and/or Department? No. This course can use the same cameras and equipment as Digital Photography 1.

Estimated enrollment: 2-4 sections/year-offered in semester 2

Is a summer curriculum project proposed? yes Cost: $516.00 Please attach copy of summer curriculum proposal form with all staff and costs clearly stated.

Is additional staff development necessary? no

Is this a pilot course or a program? program

Is this proposal intended to replace an existing course or program? no

Is this proposal intended as a graduation requirement? no
II. DESCRIPTIONS: Be as specific as possible. You may want to attach additional information.

1. What are the major goals of the course or program?
This course is intended to be an extension and continuation of Digital Photography 1. Students will be able to take and edit quality photographs using various tools and functions of cameras and software programs.

2. How do the goals of the new course or program relate to the school philosophy?
These goals connect directly with the Student Learning Expectations:
- Demonstrates ethical and effective use of information, technology, and media
- Effectively employs critical thinking in the problem solving process

3. How will the goals of the course or program be evaluated?
Rubrics for projects, performance grading scales

4. Special Considerations: Targeted population, scheduling, additional information, etc. Students will need to successfully complete Digital Photography 1.

5. What are the special features of this course?:
Students will have more opportunities to take digital photographs in and out of studio settings. In this course the students will only use manual settings, the assignments will be more in-depth and challenging and it will require more work outside of the classroom.

6. Why would students be interested in enrolling in this course?
There has been a steady increase in enrollment for the Digital Photography course. This year, we have 4 sections scheduled and if there were more teaching spaces and more teachers, we could have offered more sections based on student requests.

7. List the major topics covered in this course.
The course will focus on the use of the manual functions of the camera. Students will become experts in using and adjusting both aperture and shutter speed. Topics will include the use of manual settings, aperture and shutter speed, lighting set up and studio photography, long exposure and action photography, portrait photography, and event photography.
INDIVIDUALS INVOLVED IN CREATING AND DEVELOPING THIS COURSE:

Joelle Gilbert

Submitted by:

Coordinator's Signature

Endorsed

Not Endorsed

Reviewed by principal(s)

Date

Acted on by the District Council

Reviewed by Curriculum Committee

Reviewed by the District Council

Acted on by the Superintendent

Approved by the Board of Education

revised Format: 1/15/04
F: currdev
REGIONAL SCHOOL DISTRICT #10
NEW COURSE PROPOSAL – GRADES 6-12
Deadline to Assistant Superintendent
By November 1st for inclusion in the following budget year

Priority will be given to new program proposals, which emphasize district goals, challenge students with diverse needs, target multicultural and gender equity and are innovative.

Date: 11/20/17

I. BASIC DATA

Course or Program Proposal: UCONN ECE SPAN 3179: Spanish Conversation: Cultural Topics

Department(s): World Language

Grade(s): 11 and 12  Level(s): College-Credit  Credit(s): 3

Prerequisite(s): UCONN ECE SPAN 3178 (will be offered in fall)

Is a new textbook necessary? Supplemental texts, videos  Estimated cost: $500

Is a new workbook necessary? No  Estimated cost:

Is there any additional cost to Individual Student and/or Department?

School cost: (see below)

Student cost: Students need to pay for the additional college credit, $125/student (compared to $1750 for a 3-credit course). Students who participate in the Government Subsidized Free/Reduced Lunch Program are eligible for a UConn ECE program fee waiver.

Estimated enrollment:
15 students.

Is a summer curriculum project proposed? Yes  Cost: $756

Teacher stipend for summer curriculum development - 3 days x 6 hours/day x $42/hour = $756

Please attach copy of summer curriculum proposal form with all staff and costs clearly stated.

Is additional staff development necessary? Teacher must attend an ECE workshop every two years to maintain certification.

Is this a pilot course or a program? No
Is this proposal intended to replace an existing course or program?

This course will be an addition to the currently offered UCONN ECE Grammar and Composition class. Students will sign up for a yearlong 6-credit course which will include the 3-credit Grammar and Composition class in the fall and the 3-credit Spanish Conversation class in the spring. UCONN recommended that we offer these two classes together as a full year course. (We may consider in the future breaking them up by semester).

Is this proposal intended as a graduation requirement? No.

II. DESCRIPTIONS: Be as specific as possible. You may want to attach additional information.

1. What are the major goals of the course or program?

From UCONN website: Three credits. Recommended preparation: SPAN 3178. In-depth development of speaking skills through cultural readings, group discussions and oral presentations on selected topics concerning the Spanish-speaking world.

2. How do the goals of the new course or program relate to the school philosophy?

This opportunity will allow students to earn additional undergraduate credit to build upon our existing UCONN ECE course.

3. How will the goals of the course or program be evaluated?

Student achievement will be assessed as outlined on the UConn sample syllabus. The success of the course will be evaluated by the number of students who receive a C or higher and thus are eligible for undergraduate college credit.

4. Special Considerations: Targeted population, scheduling, additional information, etc.

5. What are the special features of this course?: Interdepartmental cooperation, off-campus experiences, etc.

6. Why would students be interested in enrolling in this course?

To continue their Spanish studies and to earn reasonably-priced college credit.

7. List the major topics covered in this course.

The course focuses on conversation in response to authentic cultural topics, for example, short stories, news and cultural readings, and films. Specific topics TBD.
INDIVIDUALS INVOLVED IN CREATING AND DEVELOPING THIS COURSE:

Jodiann Tenney
Pamela Thomas

Submitted by:  
Jodiann Tenney

Coordinator’s Signature  
Jodiann Tenney

Endorsed  
Not Endorsed

Reviewed by principal(s)  

Date  
11/26/17

Acted on by the District Council

Reviewed by Curriculum Committee

Reviewed by the District Council

Acted on by the Superintendent

Approved by the Board of Education

Revised Format: 1/15/04
F: currdev
Migraciones

Curso temático de conversación. ESPAÑOL 3179. 18961
LMV 12-12:50, Arjona 243
Prof. Irizarry (Arjona 216)

En este curso estudiaremos un grupo de obras que tematizan la migración de personas y los acelerados intercambios transnacionales de mercancías y cultural que experimentamos en nuestra época. La clase tiene un objetivo doble: incrementar el conocimiento y la comprensión del tema de marras, y aumentar simultáneamente tu capacidad expresiva (vocabulario, pronunciación, estrategias comunicativa, gramática, sintaxis).

Para cumplir con dichas metas, emplearemos una metodología colaborativa: sostendremos discusiones abiertas, haremos presentaciones orales, y tomaremos varias pruebas. Imprescindible prepararse concienzudamente y metódicamente, y participar de manera activa y afirmativa.

Distribución de la nota:
- **Pruebas parciales** (20%): Un máximo de diez pruebas, sin previo aviso, con secciones de vocabulario, identificación, análisis y discusión de textos o problemas estudiados en el curso e independientemente.
- **Comentarios textuales** (20%): Cuatro ensayos breves (500 palabras) comentando cinco autores o textos no discutidos en clase.
- **Presentaciones orales** (30%): Tres presentaciones orales sobre un autor/a, obra, o tema discutido en clase. Se espera una presentación sofisticada, organizada, formal, clara y correcta, y con materiales visuales (hojas sueltas, posters, fotografías, etc.). El informe debe durar 15 minutos y será evaluado según vocabulario, claridad, organización, corrección y sofisticación (incluye sintaxis y vocabulario) del material.
- **Participación y preparación diaria** (30%): Consuetudinariamente, los estudiantes entregarán un comentario breve (de treinta a cincuenta palabras) sobre un aspecto de la obra del día. Asimismo, se espera que participen de forma activa y colaborativa. Las tardanzas y ausencias afectarán significativamente esta ración de la nota.
- **Asistencia**: Las tardanzas y ausencias afectarán notablemente la nota final.
- **Puntualidad**: Las tareas deberán entregarse al principio de cada clase. Se reducirá la nota de cualquier tarea a razón de 1/10 por cada día de retraso.
- **No se aceptan entregas por internet a menos que así se anuncie con antelación.**

Libros de texto (en el Coop o por Amazon.com)
3. Tomás Rivera. *...y no se lo tragó la tierra.*
4. Sandra Cisneros. *La casa en Mango Street.*

Lecturas/Vídeos en Husky CT
1. “Tratado de Guadalupe Hidalgo”
2. “Selecciones de Bernardo Vega”
3. Mojado. (video musical)
4. Selecciones de Manu Chau

**Películas:** Babidge, reserva audiovisual: Balada de Gregorio Cortés; El Norte; Frente al Mar; La guagua aérea; Flores de otro mundo.
PROGRAMA (sujeto a cambio)

31 de agosto: Introducción
2 de septiembre: Cabeza de Vaca, La relación (En otra voz 2-9)
4 de septiembre: Ruiz de Burton (En otra voz 78-83)

7 de septiembre: Libre
9 de septiembre: Cortina, “Proclama” (En otra voz 69-72)
11 de septiembre: “Tratado de Guadalupe Hidalgo” (HuskyCT)

14 de septiembre: “Tratado de Guadalupe Hidalgo” (HuskyCT)
16 de septiembre: “Corrido de Joaquín Murieta” (En otra voz 83-84).
18 de septiembre: “Corrido de Gregorio Cortez”.

21 de septiembre: The Ballad of Gregorio Cortez película.
23 de septiembre: Tomás Rivera. ... y no se lo tragó la tierra. (CC)
25 de septiembre: Tomás Rivera. ... y no se lo tragó la tierra. (CC)

28 de septiembre: Tomás Rivera. ... y no se lo tragó la tierra. (CC)
30 de septiembre: Memorias de Bernardo Vega (fragmentos) (EOV HuskyCT)
2 de octubre: Jesús Colón. “Un puertorriqueño en Nueva York” (HuskyCT)

5 de octubre: José Luis González. “La noche que volvimos a ser gente” (EOV)
7 de octubre: “En NuevaYork” (HuskyCT)
9 de octubre: Pedro Juan Soto. “Dios en Harlem”.

12-16 de octubre: La casa en Mango Street

19 de octubre: Manu Chau. Clandestino. (CD)
21 de octubre: “Corly” González, José Montoya (CC)
23 de octubre: Gloria Anzaldúa. Borderlands. (23-45) (PC)

26-28 de octubre: Borderlands
30 de octubre: Díaz. Negocios.

2-6 de noviembre: Díaz. Negocios.

9-11 de noviembre: Montero. Del rojo de su sombra.

16 de noviembre: Montero.
18 de noviembre: Sandra María Esteves, Judith Ortiz Cófer (CC)
20 de noviembre: Ruth Behar, Achy Obejas (CC)

22 a 28 de noviembre: Libre.
30-7 de noviembre: Valdez. La nada cotidiana.

9 de diciembre: Plenaria
11 de diciembre: Último día de clases.
REGIONAL SCHOOL DISTRICT #10
NEW COURSE PROPOSAL – GRADES 6-12
Deadline to Assistant Superintendent
By November 1st for inclusion in the following budget year

Priority will be given to new program proposals, which emphasize district goals, challenge students with diverse needs, target multicultural and gender equity and are innovative.

Date: 11/20/17

I. BASIC DATA

Course or Program Proposal: UCONN French 3268: Grammar and Composition
Department(s): World Language

Grade(s): 11 and 12  Level(s): College-Credit  Credit(s): 3

Prerequisite(s): French IV

Is a new textbook necessary? Used writing text (TBD)  Estimated cost: $1000

Is a new workbook necessary?  Estimated cost:

Is there any additional cost to Individual Student and/or Department?

School cost: Substitute teacher to cover teacher for UCONN PD.

Student cost: Students need to pay for the college credit, $125/student (compared to $1750 for a 3-credit course). Students who participate in the Government Subsidized Free/Reduced Lunch Program are eligible for a UConn ECE program fee waiver.

Estimated enrollment:
20 students.

Is a summer curriculum project proposed? Yes  Cost: $756

Teacher stipend for summer curriculum development  - 3 days x 6 hours/day x $42/hour = $756

Please attach copy of summer curriculum proposal form with all staff and costs clearly stated.

Is additional staff development necessary? Teacher must attend a UConn workshop every two years to maintain certification. Teacher will also need sub coverage to observe the course this year and collaborate with an instructor at UConn or at a high school offering the course.

Is this a pilot course or a program? No
Is this proposal intended to replace an existing course or program? No, the proposal is to alternate this course every other year with the existing UCONN ECE French conversation class.

Is this proposal intended as a graduation requirement? No.

II. DESCRIPTIONS: Be as specific as possible. You may want to attach additional information.

1. What are the major goals of the course or program?
This course focuses on the writing process to improve students written French. The course emphasizes research, notetaking, draft creation, and revision of different types of written text. In addition to formal writing, students will write informally in journals to develop ideas for writing that can be further developed into more extensive writing pieces. The course also address grammar and sentence structure as part of the writing process.

2. How do the goals of the new course or program relate to the school philosophy?
This opportunity will allow students to earn additional undergraduate credit to build upon our existing UCONN ECE French conversation course.

3. How will the goals of the course or program be evaluated?
Student achievement will be assessed as outlined in the UConn sample syllabus (attached). The success of the course will be evaluated by the number of students who receive a C or higher and are thus eligible for undergraduate college credit.

4. Special Considerations: Targeted population, scheduling, additional information, etc.

5. What are the special features of this course?: Interdepartmental cooperation, off-campus experiences, etc.
6. Why would students be interested in enrolling in this course?
   To continue their French studies and to earn reasonably-priced college credit.

7. List the major topics covered in this course.
   Specific writing topics will be determined. See attached sample syllabus for sample topics.

INDIVIDUALS INVOLVED IN CREATING AND DEVELOPING THIS COURSE:

Jodiann Tenney
Laura Faga

Submitted by: Jodiann Tenney
Coordinator’s Signature
Reviewed by principal(s)

Endorsed __________ Not Endorsed __________
Date 11/20/17

Acted on by the District Council
Reviewed by Curriculum Committee
Reviewed by the District Council
Acted on by the Superintendent
Approved by the Board of Education

Revised Format: 1/15/04
F: currdev
Français 3268W: Composition
Lundi, Mercredi, Vendredi, 10h-10h50, Arjona 245

Prof. Florence Marsal
Arjona 222
6-3173
florence.marsal@uconn.edu (bureau),
heures de bureau: lundi 12h-1h, jeudi 12h30-1h30, et sur rendez-vous.

Ce cours vous permettra d’améliorer votre français écrit, en travaillant sur les différentes étapes du processus d’écriture (la recherche d’information, la prise de note, les brouillons, les corrections, la mise au propre etc), en révisant le vocabulaire et la grammaire, et en étudiant différents types de textes écrits.

Textes
Loriot-Raymer, Vialet, Muyskens, À vous d’écrire
Becherelle, Conjugaison pour tous
Fred Vargas, Ceux qui vont mourir te saluent
Un bon dictionnaire français-anglais, Harper-Collins ou Larousse

Travail et note
Nous étudierons différentes stratégies d’écriture et certaines règles de grammaire que nous mettrons en pratique ensemble en classe avant de vous laisser les appliquer tout seul. Les devoirs sont à faire avant la classe, afin de faciliter ce processus et de vous permettre de participer activement. Vous aurez quelquefois des quizzzes sur ces règles de grammaire, et un examen final.

Vous devrez écrire 5 compositions au cours du semestre, correspondant aux types de textes que nous étudierons. Le processus d’écriture se fera par étapes (plan, premier brouillon corrigé par un camarade, deuxième brouillon corrigé par la prof, version finale). Il faudra faire des photocopies de votre premier brouillon avant de venir en classe. La note de chacune des 5 compositions prendra en compte toutes ces étapes et vos révisions, ainsi que les corrections que vous ferez sur les compositions de vos camarades.

Nous travaillerons beaucoup en groupe, pour trouver des idées, des mots, des tournures de phrases, mais aussi pour faire les corrections. Il est donc indispensable que vous veniez en classe. Votre note de participation diminuera après deux absences non-excuses. Si vous êtes absent, vous devez me contacter ou contacter un/e camarade de classe afin de savoir ce qu’il faut faire pour la classe suivante. Aucun devoir ou examen en retard ne sera accepté.

Le roman de Fred Vargas nous donnera des sujets de discussions et d’écriture. Vous devrez lire ce roman petit à petit.

Au cours du semestre, vous tiendrez un journal, écrit à la main (et non pas tapé à
l'ordinateur, contrairement à vos compositions). Vous pourrez écrire sur n'importe quel sujet qui vous intéresse (sujet d'actualité, expérience personnelle, etc.). Ce journal est une occasion pour vous d'écrire plus spontanément et de manière plus personnelle que dans vos compositions. Il vous faudra écrire au moins une page de journal chaque semaine, et je le ramasserais tous les vendredis. Il vous faudra aussi faire une liste de vocabulaire nouveau dans votre journal (avec la/les définitions et au moins une phrase de contexte).

Vous aurez un dossier ou portfolio à rendre le jour de l'examen final. Ce portfolio reprendra tout le travail que vous aurez fait pendant le semestre, vos notes de lecture de Vargas, les brouillons et corrections de vos compositions, certains passages de votre journal, avec en plus vos propres évaluations et commentaires (par exemple: vocabulaire nouveau et/ou important, règles de grammaire difficiles, fautes que vous faites régulièrement et que vous devez éviter, vos points forts et vos points faibles).

D'autre part, l'examen final portera sur les règles de grammaire vues pendant le semestre, ainsi que sur les différents thèmes et le vocabulaire du roman de Fred Vargas.

Participation et devoirs 10%
Compositions 30%
Quizzzes 10%
Portfolio 20%
Examen final : 10 %
Journal + liste de vocabulaire 20%

Programme du semestre

29/8 Prise de contact, introduction
31/8 Stratégie/Modèles 1, remue-méninge, rassembler ses idées.
2/9 Stratégie/Modèles 2: Utiliser le dictionnaire. Vargas.

7/9 Rappel de grammaire 1: Voix passive, comment l'éviter
9/9 Stratégie/Modèles 3: Corrections réciiproques et personnelles. Quiz sur la voix passive.

12/9 Chapitre 2: le résumé
14/9 Rappel de grammaire 2: l'infinitif
16/9 Le résumé. Quiz sur l'infinitif.

19/9 le résumé de texte
21/9 le résumé de texte
23/9 le résumé. Rappel de grammaire 3: les participes

26/9 Quiz sur les participes.
28/9 Fred Vargas
30/9 Chapitre 4: le portrait
3/10 Rappel de grammaire 4: l'adjectif
5/10 Le portrait. Quiz sur l'adjectif.
7/10 Le portrait

10/10 Le portrait.
12/10 Rappel de grammaire 7: les phrases relatives
14/10 Chapitre 6: le récit. Quiz sur les relatives.

17/10 Le récit
19/10 Rappel de grammaire 6: les temps du passé.
21/10 Le récit. Quiz sur les temps du passé.

24/10 Le récit. Vargas.
26/10 Rappel de grammaire 5: les compléments prépositionnels
28/10 Le récit. Quiz sur les compléments

31/10 Chapitre 8: compte-rendu
2/11 Rappel de grammaire 8: les subordonnées et les conjonctions
4/11 compte-rendu. Quiz sur les subordonnées

7/11 compte-rendu.
9/11 compte-rendu. Vargas.
11/11 Rappel de grammaire 9: le subjonctif

14/11 compte-rendu. Quiz sur le subjonctif.
16/11 Chapitre 9: l'essai argumentatif.
18/11 essai.

28/11 essai
30/11 essai
2/12 essai

5/12 Vargas
7/12 Portefolio.
9/12 Conclusion

Emploi du temps pour les compositions
Composition 1, Résumé de texte
1er brouillon et correction réciproque 23/09
2e brouillon 28/09
Version finale 3/10

Composition 2, Portrait
Plan 7/10
1er brouillon et correction réciproque 10/10
2e brouillon 14/10
Version finale 19/10

Composition 3, Récit
Plan 21/10
1er brouillon et correction réciproque 24/10
2e brouillon 28/10
Version finale 2/11

Composition 4, Compte-rendu
Plan 7/11
1er brouillon et correction réciproque 9/11
2e brouillon 14/11
Version finale 18/11

Composition 5, essai argumentatif
Plan 28/11
1er brouillon et correction réciproque 2/12
2e brouillon 7/12
Version finale à rendre le jour de l'examen oral
REGIONAL SCHOOL DISTRICT #10
Serving The Towns of Harwinton and Burlington
2019/2020 CALENDAR

EXPLANATION OF DATES

Aug. 22 & 23  New Teachers’ Orientation (2 Days)
Aug. 26, 27  Teacher Professional Development
Aug. 28  First Day of School

Sept. 2  Labor Day
Oct. 11  Teacher Professional Development
Oct. 14  Columbus Day

Nov. 1  Teacher Professional Development
Nov. 27, 28, 29  Thanksgiving Recess
Dec. 23 - Jan. 1  Holiday Recess

Jan. 20  Martin Luther King, Jr. Day
Feb. 17  Presidents’ Day
Feb. 18  Teacher Professional Development

March 16  Teacher Professional Development
April 10  Good Friday
April 13-17  Spring Break
May 22  Early Release
May 25  Memorial Day

June 10  Last Day of School if NO Snow Days

PARENT CONFERENCES are held at various times throughout the school year, however, the school day is modified at only the elementary schools. Check individual school calendars for dates.

HALF DAY DISMISSAL TIMES:

Elementary Schools 1:15 pm
AM PreK (HCS & LG) 11:00 am
PM PreK (HCS & LG) 11:20 - 1:15 pm
Har-Bur Middle School 12:30 pm
Lewis S. Mills High School 11:45 am

WEATHER RELATED EARLY DISMISSAL TIMES:

Elementary Schools K-4 12:35 pm
AM PreK 12:35 pm (lunch provided)
PM PreK CANCELLED
Har-Bur Middle School 11:45 am
Lewis S. Mills High School 11:00 am

Make up days due to school cancellations which cause RSD 10 schools to be closed will be scheduled as needed beginning with June 11. The Board of Education reserves the right, under unusual circumstances, to consider scheduling regular school days during Spring Recess (April 13-17), beginning with Monday, April 13.

Students 180 days/Teachers 186 days

Board Approved: xx/xx/2018

Note: Anticipated Last Day of School is posted on the RSD10 website beginning on or about Jan. 1 of each year.