REGIONAL SCHOOL DISTRICT 10
Regular Meeting of the Board of Education
The Learning Center
24 Lyon Road, Burlington, CT 06013
Monday, December 12, 2016
7:00 p.m. - Meeting
AGENDA

I. Call to order
II. Pledge of Allegiance
III. Election of Officers- Superintendent Beitman
IV. Communications:
   A. Superintendent's Report
      1. Invited Guest, Robert Radar, CABE
   B. Student Representatives’ Reports – Savanna Arcuri and Brian Drisdelle

V. Approval of Board of Education Minutes for: (Enclosure 1)
   A. Regular Meeting of the Board of Education dated Monday, November 14, 2016

VI. Consent Agenda:
   A. Approval of the Financial Reports dated November 2016 (Enclosure 2)
   B. Leaves of Absence: n/a
   C. Resignations:
      1. Megan Rochford, Special Education Teacher, Har-Bur Middle School, effective 11/23/16
   D. Retirements: n/a
   E. Appointments:
      1. Margaret Dunlop, Special Education Teacher, Har-Bur Middle School,
         Effective 12/2/2016
      2. Renee Turley, Science Coordinator, effective January 3, 2017

VII. 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 speakers' 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.

VIII. Actions:
A. 2017/2018 Board of Education Meeting Schedule (Second Review – Action Anticipated) A. Beitman (Enclosure 3)
B. Course Proposals (Second Review, Action Anticipated) C. Burke
   1. Child Development (Enclosure 4)
   2. Advanced Video (Enclosure 5)
   3. Personal Safety (Enclosure 6)
   4. Personal Finance (Enclosure 7)
C. Superintendent's Goals (Second Review – Action Anticipated) A. Beitman (Enclosure 8)

IX. Business:
A. Teacher Leadership Monthly Update
B. 2018/2019 Region 10 School Calendar (First Review – No Action Anticipated) P. Bogen (Enclosure 9)
D. Potential move to the Central Connecticut Conference Update: C. Rau/D. Franchangia (Enclosure 11)
E. New Courses (First Review –No Action Anticipated)
   1. Intro to Computer Science (Enclosure 12)
   2. Marine and Freshwater Science (Enclosure 13)
   3. Astronomy (Enclosure 14)
   4. Spanish 3178 (Intermediate Composition) (Enclosure 15)
   5. UCONN French 3250 (Global Culture) (Enclosure 16)
   6. Advanced Topics in French (Enclosure 17)
   7. Chinese 4 (UCONN ECE) (Enclosure 18)
8. AP World History (Enclosure 19)

F. New Textbook
   1. Traditions and Encounters (First Review, No Action Anticipated)
      (Enclosure 20)

X. Committee Reports:
   A. Board Committee Reports
      1. Facilities
      2. Curriculum Committee
      3. Superintendent’s Evaluation
      4. Finance
      5. CREC: Proposed Legislative Agendas (Enclosure 21)
      6. Technology

XI. Next Meeting:
    The next regularly scheduled meeting of the Board of Education will be
    held on Monday, January 9, 2017 at 7:00 pm in The Learning Center.

XII. Adjourn

<table>
<thead>
<tr>
<th>Items for Future Board of Education Agendas</th>
<th>Anticipated Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy 5153 Transgender Students</td>
<td>January 2017</td>
</tr>
<tr>
<td>Co-op Sports Policy</td>
<td>January 2017</td>
</tr>
<tr>
<td>Concussion Update</td>
<td>January 2017</td>
</tr>
<tr>
<td>Policy 5113.1 Non-Resident Twelfth Grade Student Attendance</td>
<td>June 2017</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.

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(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.” [RONRII page 149]

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

RSD10 Chair
REGIONAL SCHOOL DISTRICT #10
Regular Meeting of the Board of Education
Lewis S. Mills Auditorium
26 LYON ROAD, BURLINGTON, CT 06013
Monday, November 14, 2016
7:00 p.m.

UNOFFICIAL MINUTES

Board Members Present:
Phillip Penn, Board Chairman
Thomas Fausel, Vice Chairman
John Vecchitto
Eleanor (Ellie) Parente
Bruce Guillemette
Corey Rewenko
Paul Omichinski

Absent:
Brooke Joiner
Susan Baccaro
John Goodno

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

I. Call to Order:
Board Chairman Phillip Penn called to order the Regular Meeting of the
Board of Education at 7:00 p.m.

II. Mr. Penn led the pledge of allegiance.

III. Communications:
A. Invited Guests/Elected Officials

Elected officials from the towns of Harwinton and Burlington are invited
annually to the November Board of Education meeting and are afforded
an opportunity to provide an update regarding the economic climate of
their individual towns. The information is taken into consideration as
Region 10 initiates the budget process for the ensuing school year. Mr.
Theodore Shafer, Mr. Gerald Mullen and Mr. Michael Criss were all on
hand and provided commentaries.
B. Superintendent’s Report
An ongoing priority of the Board has been to improve the high school late evening swim times, which have been occurring over the past few years. Athletic Director, David Francalangia, has been working diligently to address the situation and beginning this year more favorable times have been established utilizing the YMCA in Winsted and Miss Porters in Farmington.

Preliminary discussions are underway as the district explores a possible league change from the Berkshire League to the Central Connecticut Conference. An informational session for parents is planned for December 6, 2016 in the Lewis S. Mills Auditorium.

C. Student Representatives’ Reports: Savanna Arcuri & Brian Drisdelle

This month’s student reports covered topics relating to athletic standings, recent club activities, and the culmination of the first quarter with the distribution of report cards.

IV. Approval of the Board of Education Minutes:
A. Regular Meeting of the Board of Education dated Monday, October 3, 2016
B. Special Meeting of the Board of Education dated Thursday, October 13, 2016

A motion was made by Paul Omichinski and seconded by Bruce Guillemette to accept/approve the minutes with the following amendments:

Amendment
Board member, John Vecchitto, asked that the minutes from Regular Meeting dated October 3, 2016 be amended to read as follows:

Section VIII. Business, Item B
First Amendment:

“Although membership is not inexpensive at just under $10,000 per year” to “Although membership is not inexpensive at $9,700 (with half of that in the first year)"

Second Amendment:

“Some Board members expressed concern” to “A Board member expressed concern....”

all in favor; none opposed, motion carried unanimously.
V. Consent Agenda:
A motion was made by Corey Rewenko and seconded by John Vecchitto to accept/approve the consent agenda items as presented;

Further Discussion
Superintendent Beitman introduced Ms. Katie Blore who, upon Board approval, will be the newly appointed Assistant Principal of Lewis S. Mills.

all in favor; none opposed; motion carried unanimously.

Brief Recess
The Board reconvened at 7:44 p.m.

VI. Public Participation
There was no public participation

VII. Actions:
There were no action items

VIII. Business:
A. A draft of the 2017/2018 Board of Education meeting schedule was provided to the members as a first review with final acceptance and adoption planned for the December 12, 2016 meeting.

B. Members of the Teacher’s Leadership Council meet regularly at the district level and are representative of the district’s four schools. Council members Susan Geissler and Cheryl Hedrick were on hand and provided the Board with an update of their endeavors.

The purpose of teacher leadership is to increase teacher voice. Through a recent survey conducted by the council, it was determined that teachers desire more meaningful time in Professional Learning Communities also known as PLCs, a group of educators that meet regularly to share their expertise and work collaboratively to improve the academic performance of students.

Moving forward, the need for additional time was a significant consideration.

C. Four proposed courses for the high school were presented as a first read with action for approval scheduled for next month. Cheri Burke, Director of Student Learning, provided a brief synopsis of each of the courses under consideration for adoption.

D. Ms. Burke prepared a presentation of the 2016 SAT, CAPT, CMT and Smarter Balanced Results. The presentation objectives included Background Information, SBA Results by Grade District, CMT/CAPT Results, AP Assessment Data, PSAT Assessment Data, SAT Results by District and Reflections and Next Steps.
Ms. Burke recapped her presentation by stating that standardized assessments are a one day, one snap shot of a child's ability. She is extremely proud of the growth the district is seeing through its own data collection efforts in the classroom, school and at the district level. The data is being tracked very closely to ensure that teachers have the right tools at their fingertips to help students progress.

E. Superintendent Beitman offered a draft of his 2016/2017 goals. There are four primary goals with several as a continuation from last year's. He asked that the Board members take time over the next few weeks to review each of the goals and provide relevant feedback. He indicated that the goals are a good measure of where priorities need to be. His goals will be presented at the December 12, 2016 meeting for consideration of adoption.

IX. Committee Reports:

A. Board Committee Reports:
   1. Facilities: No Report

   2. Curriculum: Eleanor Parente spoke and noted that the committee met at the beginning of November. She was happy to report that the classes that were approved last year are all doing well. The Program of Studies was also reviewed.

   3. Superintendent's Evaluation: Paul Omichinski noted that the committee worked through several drafts of the Superintendent's goals and the format to use. Encouraged Board members to take some time to review the goals and provide any applicable feedback.

   4. Finance: No Report

   5. CREC: John Vecchitto, who is on the subcommittee for the Legislative Committee for CREC, noted that they are just about completed with their second draft of what they plan to move forward in the Legislature. He hopes to have a draft for the Board by next month.

   6. Technology: Thomas Fausel indicated that the committee met last Monday. The results of two surveys were shared, a student survey and a teacher's survey, which had 99% participation. A three year plan and comprehensive vision are current intentions of the committee.

XI. Next Meeting:
The next regularly scheduled meeting of the Board of Education will be held on Monday, December 12, 2016, 7:00 p.m.; Har-Bur Middle School Learning Center – Invited Guest, Mr. Robert Radar of CABE
XII. Adjourn:
A motion was made by Bruce Guillemette and seconded by Corey Rewenko to adjourn the regular meeting of the Board of Education at 8:56 p.m.; all in favor; none opposed; motion carried unanimously.

Respectfully submitted,

John Vecchitto, Secretary

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RSD10 Chair
### Regional School District #10
### Revenue Statement 2016-2017
### November 2016

#### Operating Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>2016-2017 Budget</th>
<th>Received Y.T.D</th>
<th>%</th>
<th>Remaining Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Burlington</strong></td>
<td>$25,275,070</td>
<td>$11,714,878</td>
<td>46.35%</td>
<td>$13,560,192</td>
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<tr>
<td><strong>Hartwinton</strong></td>
<td>$13,143,998</td>
<td>$6,092,182</td>
<td>46.35%</td>
<td>$7,051,816</td>
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<td><strong>Interest</strong></td>
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<td>$7,962</td>
<td>199.05%</td>
<td>($3,962)</td>
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<tr>
<td><strong>Tuition</strong></td>
<td>$82,000</td>
<td>$20,333</td>
<td>24.80%</td>
<td>$61,667</td>
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<tr>
<td><strong>Miscellaneous</strong></td>
<td>$4,579</td>
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<tr>
<td><strong>Transportation</strong></td>
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<td>$0</td>
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<td><strong>Prior Year Surplus</strong></td>
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<tr>
<td><strong>Total Operating Revenue</strong></td>
<td>$38,830,850</td>
<td>$17,839,934</td>
<td>45.94%</td>
<td>$20,995,495</td>
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#### Bonding Revenue

<table>
<thead>
<tr>
<th>Item</th>
<th>2016-2017 Budget</th>
<th>Received Y.T.D</th>
<th>%</th>
<th>Remaining Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Building Grants</strong></td>
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<td>$141,421</td>
<td>100.00%</td>
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<td><strong>Total Bonding Revenue</strong></td>
<td>$141,421</td>
<td>$141,421</td>
<td>100.00%</td>
<td>$0</td>
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**Region 10 Total**

<table>
<thead>
<tr>
<th>2016-2017 Budget</th>
<th>Received Y.T.D</th>
<th>%</th>
<th>Remaining Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>$38,972,271</td>
<td>$17,981,355</td>
<td>46.14%</td>
<td>$20,990,916</td>
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<tr>
<td>WEEK OF</td>
<td>DUE FROM</td>
<td>AMOUNT RECEIVED</td>
<td>DATE</td>
</tr>
<tr>
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<td>----------</td>
<td>-----------------</td>
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</tr>
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<td>6/20/2016</td>
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<td>601,111.20</td>
<td>9/19/2016</td>
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<td>10/31/2016</td>
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<td>497,103.20</td>
<td>10/31/2016</td>
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<td>11/14/2016</td>
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<td>497,103.20</td>
<td>11/14/2016</td>
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<td>12/12/2016</td>
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<td>12/26/2016</td>
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<td>1/9/2017</td>
<td>$515,578</td>
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<td>1/23/2017</td>
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<tr>
<td>2/20/2017</td>
<td>$515,578</td>
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<tr>
<td>3/6/2017</td>
<td>$515,578</td>
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<tr>
<td>3/20/2017</td>
<td>$497,103</td>
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<td>4/3/2017</td>
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<td>4/17/2017</td>
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<td>5/1/2017</td>
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<td>5/15/2017</td>
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<tr>
<td>5/29/2017</td>
<td>$497,103</td>
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<tr>
<td>6/5/2017</td>
<td>$497,103</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

$13,143,998 6,092,183.20 $25,275,070 $11,714,878
<table>
<thead>
<tr>
<th>Account Description</th>
<th>Budget 2016-17</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>
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<tbody>
<tr>
<td>111 Certified Personnel</td>
<td>$18,659,610</td>
<td>$5,577,136</td>
<td>$12,435,372</td>
<td>$18,012,508</td>
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<td>112 Non-Cert. Personnel</td>
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<td>$1,659,226</td>
<td>$1,635,961</td>
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<td>120 Temporary Wages</td>
<td>$295,000</td>
<td>$113,684</td>
<td>$4,863</td>
<td>$118,547</td>
<td>40.19%</td>
<td>$176,453</td>
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<tr>
<td><strong>Total Personnel:</strong></td>
<td><strong>$23,634,887</strong></td>
<td><strong>$7,350,964</strong></td>
<td><strong>$14,075,196</strong></td>
<td><strong>$21,426,242</strong></td>
<td><strong>90.66%</strong></td>
<td><strong>$2,208,645</strong></td>
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<td>210 Group Disability Insurance</td>
<td>$34,553</td>
<td>$10,327</td>
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<td>$10,327</td>
<td>29.89%</td>
<td>$24,226</td>
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<td>220 Social Security</td>
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<td>233,513</td>
<td>543</td>
<td>234,056</td>
<td>32.97%</td>
<td>475,944</td>
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<td>230 Retirement Contributions</td>
<td>$325,000</td>
<td>$16,993</td>
<td>$95,897</td>
<td>$112,890</td>
<td>34.74%</td>
<td>212,110</td>
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<td>240 Tuition Reimbursement</td>
<td>$10,000</td>
<td>$5,384</td>
<td>60</td>
<td>$5,444</td>
<td>54.44%</td>
<td>4,556</td>
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<td>250 Unemployment Comp.</td>
<td>$80,000</td>
<td>$7,932</td>
<td>$1,800</td>
<td>$9,732</td>
<td>11.79%</td>
<td>70,568</td>
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<tr>
<td>260 Workers Compensation</td>
<td>$238,000</td>
<td>$137,970</td>
<td>$91,884</td>
<td>$229,854</td>
<td>96.58%</td>
<td>8,146</td>
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<tr>
<td>270 Health/Life Benefits</td>
<td>$4,195,000</td>
<td>$2,076,867</td>
<td>$8,840</td>
<td>$2,085,707</td>
<td>49.72%</td>
<td>$2,109,293</td>
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<tr>
<td><strong>Total Benefits:</strong></td>
<td><strong>$5,592,553</strong></td>
<td><strong>$2,488,687</strong></td>
<td><strong>$199,024</strong></td>
<td><strong>$2,687,710</strong></td>
<td><strong>48.06%</strong></td>
<td><strong>$2,904,843</strong></td>
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<td>310 Admin. Services</td>
<td>$65,000</td>
<td>$28,724</td>
<td>$4,687</td>
<td>$33,420</td>
<td>51.42%</td>
<td>$31,580</td>
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<td>320 Prof. Education Services</td>
<td>$37,950</td>
<td>$11,818</td>
<td>700</td>
<td>$12,518</td>
<td>32.95%</td>
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<td>321 Instructional Improvement</td>
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<td>$7,752</td>
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<td>42.42%</td>
<td>10,523</td>
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<td>330 Other Professional Services</td>
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<td>$176,990</td>
<td>$279,760</td>
<td>$456,750</td>
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<td>$39,060</td>
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<tr>
<td>340 Technical Services</td>
<td>$6,750</td>
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<td>$6,750</td>
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<tr>
<td><strong>Total Purchased Services:</strong></td>
<td><strong>$546,656</strong></td>
<td><strong>$225,294</strong></td>
<td><strong>$285,146</strong></td>
<td><strong>$510,440</strong></td>
<td><strong>93.55%</strong></td>
<td><strong>35,216</strong></td>
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<td>410 Utility Services</td>
<td>$487,400</td>
<td>$184,527</td>
<td>$42,115</td>
<td>$226,642</td>
<td>46.50%</td>
<td>$260,758</td>
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<td>411 Septic/Water Systems</td>
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<td>$17,074</td>
<td>$16,316</td>
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<td>412 LGS sewer Annual Fees</td>
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<tr>
<td>421 Disposal Services</td>
<td>$46,600</td>
<td>$16,584</td>
<td>-</td>
<td>$16,584</td>
<td>35.59%</td>
<td>$30,016</td>
</tr>
<tr>
<td>422 Snowplowing Services</td>
<td>$68,100</td>
<td>$17,024</td>
<td>-</td>
<td>$17,024</td>
<td>25.00%</td>
<td>$51,076</td>
</tr>
<tr>
<td>424 Grounds Upkeep</td>
<td>$39,000</td>
<td>$33,753</td>
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<td>$33,753</td>
<td>86.55%</td>
<td>5,247</td>
</tr>
<tr>
<td>425 Security</td>
<td>$43,430</td>
<td>$9,644</td>
<td>-</td>
<td>$9,644</td>
<td>22.21%</td>
<td>$33,786</td>
</tr>
<tr>
<td>430 Repairs/Maintenance Serv.</td>
<td>$451,775</td>
<td>$163,975</td>
<td>$114,332</td>
<td>$278,308</td>
<td>61.60%</td>
<td>$173,468</td>
</tr>
<tr>
<td>440 Facility Rentals</td>
<td>$20,136</td>
<td></td>
<td></td>
<td>$20,136</td>
<td>0.00%</td>
<td>20,136</td>
</tr>
<tr>
<td>490 Pest Control</td>
<td>$2,800</td>
<td>$1,045</td>
<td>$1,595</td>
<td>$2,640</td>
<td>94.29%</td>
<td>160</td>
</tr>
<tr>
<td><strong>Total Facilities:</strong></td>
<td><strong>$1,220,576</strong></td>
<td><strong>$443,625</strong></td>
<td><strong>$174,358</strong></td>
<td><strong>$617,984</strong></td>
<td><strong>50.63%</strong></td>
<td><strong>$602,592</strong></td>
</tr>
<tr>
<td>519 Transport/Reimbursable</td>
<td>$2,295,856</td>
<td>$943,722</td>
<td>$349,027</td>
<td>$1,292,749</td>
<td>56.31%</td>
<td>$1,003,107</td>
</tr>
<tr>
<td>520 Insurance</td>
<td>$191,650</td>
<td>$112,773</td>
<td>$74,268</td>
<td>$187,041</td>
<td>97.60%</td>
<td>4,609</td>
</tr>
<tr>
<td>530 Communication/Telephone</td>
<td>$61,554</td>
<td>$29,539</td>
<td>$1,25</td>
<td>$30,664</td>
<td>49.82%</td>
<td>30,890</td>
</tr>
<tr>
<td>531 Postage</td>
<td>$31,700</td>
<td>$8,864</td>
<td>$1,613</td>
<td>$10,477</td>
<td>33.05%</td>
<td>21,223</td>
</tr>
<tr>
<td>540 Advertising</td>
<td>$2,500</td>
<td></td>
<td></td>
<td>$2,500</td>
<td>0.00%</td>
<td>2,500</td>
</tr>
<tr>
<td>550 Printing &amp; Binding</td>
<td>$10,699</td>
<td>$4,683</td>
<td>$1,03</td>
<td>$5,686</td>
<td>53.14%</td>
<td>5,013</td>
</tr>
<tr>
<td>561 Tuition to LEAs</td>
<td>$319,137</td>
<td>$138,785</td>
<td>-</td>
<td>$138,785</td>
<td>43.49%</td>
<td>180,352</td>
</tr>
</tbody>
</table>
# Regional School District #10

## Expenditure Report by Object November 30, 2016

<table>
<thead>
<tr>
<th>Account</th>
<th>Budget 2016-17</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>765,614</td>
<td>477,419</td>
<td>819,158</td>
<td>1,296,577</td>
<td>169.35%</td>
<td>(530,963)</td>
</tr>
<tr>
<td>580 Prof Develop/Reimb Travel</td>
<td>84,150</td>
<td>13,870</td>
<td>7,318</td>
<td>21,188</td>
<td>25.18%</td>
<td>62,962</td>
</tr>
<tr>
<td>590 Misc. Purchased Services</td>
<td>190,880</td>
<td>44,022</td>
<td>78,184</td>
<td>122,205</td>
<td>64.02%</td>
<td>68,675</td>
</tr>
<tr>
<td>591 Student Activities</td>
<td>19,611</td>
<td>5,566</td>
<td>200</td>
<td>5,765</td>
<td>29.40%</td>
<td>13,845</td>
</tr>
<tr>
<td><strong>Total Transport &amp; Other</strong></td>
<td><strong>$ 3,973,351</strong></td>
<td><strong>$ 1,779,244</strong></td>
<td><strong>$ 1,331,895</strong></td>
<td><strong>$ 3,111,139</strong></td>
<td><strong>78.30%</strong></td>
<td><strong>$ 862,212</strong></td>
</tr>
<tr>
<td>610 Supplies</td>
<td>$ 552,263</td>
<td>$ 232,281</td>
<td>$ 28,236</td>
<td>$ 260,517</td>
<td>47.17%</td>
<td>$ 291,746</td>
</tr>
<tr>
<td>611 Library/Audio Supplies</td>
<td>162,747</td>
<td>149,062</td>
<td>1,302</td>
<td>150,364</td>
<td>92.39%</td>
<td>12,383</td>
</tr>
<tr>
<td>621 Natural Gas</td>
<td>40,000</td>
<td>7,864</td>
<td>-</td>
<td>7,864</td>
<td>19.86%</td>
<td>32,136</td>
</tr>
<tr>
<td>623 Propane</td>
<td>12,500</td>
<td>1,464</td>
<td>-</td>
<td>1,464</td>
<td>11.71%</td>
<td>11,036</td>
</tr>
<tr>
<td>624 Fuel Oil</td>
<td>316,000</td>
<td>217,071</td>
<td>-</td>
<td>217,071</td>
<td>68.69%</td>
<td>96,929</td>
</tr>
<tr>
<td>626 Gasoline</td>
<td>6,000</td>
<td>1,657</td>
<td>-</td>
<td>1,657</td>
<td>27.61%</td>
<td>4,343</td>
</tr>
<tr>
<td>640 Textbooks</td>
<td>94,247</td>
<td>50,790</td>
<td>8,352</td>
<td>59,142</td>
<td>62.75%</td>
<td>35,105</td>
</tr>
<tr>
<td>641 Library Books</td>
<td>24,450</td>
<td>11,172</td>
<td>2,997</td>
<td>14,169</td>
<td>57.95%</td>
<td>10,281</td>
</tr>
<tr>
<td>642 Periodicals</td>
<td>12,928</td>
<td>7,563</td>
<td>456</td>
<td>8,120</td>
<td>62.81%</td>
<td>4,809</td>
</tr>
<tr>
<td><strong>Total Supplies:</strong></td>
<td><strong>$ 1,221,135</strong></td>
<td><strong>$ 679,024</strong></td>
<td><strong>$ 41,343</strong></td>
<td><strong>$ 720,367</strong></td>
<td><strong>58.95%</strong></td>
<td><strong>$ 500,768</strong></td>
</tr>
<tr>
<td>741 Replace Inst. Equipment</td>
<td>$ 8,390</td>
<td>$ 5,283</td>
<td>-</td>
<td>$ 5,283</td>
<td>0.00%</td>
<td>$ 3,107</td>
</tr>
<tr>
<td>742 Replace Non-Inst. Equip.</td>
<td>316,200</td>
<td>183,556</td>
<td>-</td>
<td>183,556</td>
<td>58.05%</td>
<td>132,644</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>$ 324,590</strong></td>
<td><strong>$ 188,840</strong></td>
<td>-</td>
<td><strong>$ 188,840</strong></td>
<td><strong>58.18%</strong></td>
<td><strong>$ 135,750</strong></td>
</tr>
<tr>
<td>810 Dues &amp; Fees</td>
<td>$ 37,015</td>
<td>$ 19,818</td>
<td>$ 3,403</td>
<td>$ 23,221</td>
<td>62.73%</td>
<td>$ 13,794</td>
</tr>
<tr>
<td>830 Interest Bond Expense</td>
<td>542,053</td>
<td>289,156</td>
<td>-</td>
<td>289,156</td>
<td>53.34%</td>
<td>252,897</td>
</tr>
<tr>
<td>831 Principal Bond Expense</td>
<td>1,560,000</td>
<td>1,543,422</td>
<td>-</td>
<td>1,543,422</td>
<td>98.94%</td>
<td>16,578</td>
</tr>
<tr>
<td>835 Capital Improvements</td>
<td>220,463</td>
<td>196,782</td>
<td>13,043</td>
<td>209,825</td>
<td>95.17%</td>
<td>10,638</td>
</tr>
<tr>
<td>840 Emergency/Contingency</td>
<td>100,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>100,000</td>
</tr>
<tr>
<td><strong>Total Bond &amp; Misc.</strong></td>
<td><strong>$ 2,459,531</strong></td>
<td><strong>$ 2,049,178</strong></td>
<td><strong>$ 16,446</strong></td>
<td><strong>$ 2,065,624</strong></td>
<td><strong>83.98%</strong></td>
<td><strong>$ 393,907</strong></td>
</tr>
<tr>
<td><strong>GRAND TOTALS:</strong></td>
<td><strong>$ 38,972,279</strong></td>
<td><strong>$ 15,203,937</strong></td>
<td><strong>$ 16,124,408</strong></td>
<td><strong>$ 31,328,345</strong></td>
<td><strong>80.39%</strong></td>
<td><strong>$ 7,643,934</strong></td>
</tr>
</tbody>
</table>
## Budget Journal Entries Report

**Regional School District #10**

**Fiscal Year:** 2016-2017

**Type:** Budget Journal

<table>
<thead>
<tr>
<th>Entry Number</th>
<th>Memo</th>
<th>Line Memo</th>
<th>Batch / Reference</th>
<th>Voucher</th>
<th>Journal Debits</th>
<th>Credits</th>
<th>User ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>23</td>
<td>transfer funds to cover new maintenance truck.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>11/30/2016</td>
<td>100.01.2800.00.280</td>
<td>BENEFITS: WORKERS' COMP</td>
<td>Check Number</td>
<td>$0.00</td>
<td>($32,000.00)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>11/30/2016</td>
<td>100.01.2600.85.742</td>
<td>EQUIP REPLACE: DIST.NON-INST.</td>
<td>Check Number</td>
<td>$32,000.00</td>
<td>$0.00</td>
<td></td>
</tr>
</tbody>
</table>

| Grand Total: | | | | | $32,000.00 | ($32,000.00) |

**End of Report**
<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>LOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 21, 2017</td>
<td>7:00 p.m.</td>
<td>The Learning Center</td>
</tr>
<tr>
<td>September 11 (6:15 reception)</td>
<td>7:00 p.m.</td>
<td>The Learning Center</td>
</tr>
<tr>
<td>October 2</td>
<td>7:00 p.m.</td>
<td>The Learning Center</td>
</tr>
<tr>
<td>November 13</td>
<td>7:00 p.m.</td>
<td>LSM Auditorium</td>
</tr>
<tr>
<td>December 11</td>
<td>7:00 p.m.</td>
<td>The Learning Center</td>
</tr>
<tr>
<td>January 8, 2018</td>
<td>7:00 p.m.</td>
<td>The Learning Center</td>
</tr>
<tr>
<td>February 12</td>
<td>7:00 p.m.</td>
<td>LSM Auditorium</td>
</tr>
<tr>
<td>March 12</td>
<td>7:00 p.m.</td>
<td>The Learning Center</td>
</tr>
<tr>
<td>April 9</td>
<td>7:00 p.m.</td>
<td>The Learning Center</td>
</tr>
<tr>
<td>May 14</td>
<td>7:00 p.m.</td>
<td>The Learning Center</td>
</tr>
<tr>
<td>June 11</td>
<td>7:00 p.m.</td>
<td>The Learning Center</td>
</tr>
<tr>
<td>July 9</td>
<td>7:00 p.m.</td>
<td>The Learning Center</td>
</tr>
</tbody>
</table>

Public Hearing/Vote 7:00 p.m. Monday, March 26, 2018 The Learning Center

Annual Budget Meeting 7:00 p.m. Monday, April 30, 2018 The Learning Center

Proposed Referendum Date 6 a.m. - 8 p.m. Tuesday, May 1, 2018 Town Halls
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: 10/04/16

I. BASIC DATA

Course or Program Proposal: Child Development

Department(s) Family and Consumer Science

Grade(s): 6 & 7 Level(s): Credit(s):

Prerequisite(s): none

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? Yes- we will need to purchase some teacher resource materials and supplies:

- American Red Cross-Babysitters Training Basic Instructors Kit $100.00
- DVDs-(list is representative of the type of DVDs we will purchase) $400.00
  - Self Management-What Should I Do?
  - All About Responsibility
- Various resource materials & supplies $500.00

Estimated enrollment: all students in grades 6 and 7 in year 2 of curriculum rotation OR all students in grade 6 or 7 each year

Is a summer curriculum project proposed? yes Cost: 3 teachers for 2 days = $756.00

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? no

Is this proposal intended to replace an existing course or program? Yes, it will replace a rotation of nutrition/foods for students in the UA program. All students will continue to experience a rotation of nutrition/foods through the UA program.

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?
   - Prepare middle school students for the responsibility of staying home alone, caring for younger siblings or babysitting
   - Understanding the steps for injury prevention and first aid
   - Recognizing, preventing and reacting to personal risks
2. How do the goals of the new course or program relate to the school philosophy?
E. Roles and responsibilities of parenting: analyze the roles and responsibilities of parenting.
13. Summarize expectations and responsibilities of the family unit.
14. Identify potential consequences of parenting practices for the individual, family, and society
F. Parenting Practices: Evaluate parenting practices that maximize human growth and development.
17. Describe communication and nurturing strategies that promote positive self-esteem in children.

3. How will the goals of the course or program be evaluated?
- Unit assessments, role plays, skill performance

4. Special Considerations: Targeted population, scheduling, additional information, etc
   All students in grades 6 & 7 are included in the course. Teachers will differentiate their assessments and instruction as required.

5. What are the special features of this course?: Interdepartmental cooperation, off-campus experiences, etc.
   This course will fulfill the requirements for Statewide K-12 Sexual Assault & Abuse Prevention & Awareness Program Guidelines for grades 6 and/or 7.
   - 1. Students will comprehend concepts related to sexual abuse and assault prevention and awareness, and the impact on self and others.
   - 3. Demonstrate ways to avoid or change situations that threaten sexual health safety (e.g. roles of bystander, perpetrator or victim)

6. Why would students be interested in enrolling in this course? N/A
7. List the major topics covered in this course.
   Personal Safety
   Babysitting, Family Responsibilities, Child Development
   First Aid

INDIVIDUALS INVOLVED IN CREATING AND DEVELOPING THIS COURSE:

______ Leanne Bemis ______, ______ Denise Genest ______, ______ Phyllis Jones ______, ______

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 ______
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: _____ 10/12/16 ________________

I. BASIC DATA

Course or Program Proposal: Advanced Video – level 1

Department(s) Career & Technical Education

Grade(s): 10-12

Level(s): 1

Credit(s): .5

Prerequisite(s): Video Production; grade B or higher

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

Estimated enrollment: 1-2 sections/year-offered in semester 2

Is a summer curriculum project proposed? yes

Cost: $504.00

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?
   - Gain experience in various production roles: director, producer, camera operator, gaffer, editor, actor, screenwriter
   - Create scripts, storyboards, shot sheets
   - Film, and edit movies

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

   In addition, this course will offer an increase of rigor appropriate for Level 1 and may require students to spend more time completing projects outside of school.

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.
   It is expected that students interested in boosting their GPA will be interested in a level 1 option
   in the technology area.

5. What are the special features of this course?:
   Off-campus experiences, creating and premiering a short film. Possible field trip to ESPN and a
   Premiere Movie Day in LSM auditorium in June to showcase the 20 minute movies students
   create.

6. Why would students be interested in enrolling in this course?
   Those pursuing a career or education in video production after high school would gain
   experience in the field. Video production is a skill that is rapidly expanding in both the art and
   business world and this class would expand their skill set in this area.
7. List the major topics covered in this course.
Pre-Production: writing a narrative script, creating a shot sheet, storyboard, & production schedule. Casting actors, scouting locations.
Production: operating all camera equipment, using special effects, directing actors.
Post-Production: Editing a short film using Final Cut Pro, adding special effects, cutting motion and action together, creating a soundtrack.

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: 10/01/16

I. BASIC DATA

Course or Program Proposal: Personal Safety

Department(s) Wellness

Grade(s): 11 or 12 Level(s): 2 Credit(s): .25

Prerequisite(s): none

Is a new textbook necessary? Estimated cost:

Is a new workbook necessary? Estimated cost:

Is there any additional cost to Individual Student and/or Department?
We already own adult training manikins and a few infant manikins. We will need some additional items listed below:
  • Several infant training manikins
  • Assorted first aid training supplies
  • Assorted CPR training supplies-lungs, valves, breathing barriers, etc.
  • Various safety videos and teacher resources TBD

Estimated enrollment: 2-3 sections in first year, possibly more in following years

Is a summer curriculum project proposed? Yes Cost: $1512.00
(5 teachers for 6 hours)

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

Is additional staff development necessary? Yes- we will need to provide training for all wellness teachers 9-12

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?
   i. Prepare students for living safely on their own at college or apartment
   ii. Increase students’ understanding of making safe choices
   iii. Instruct and practice basic first aid and CPR protocols and skills
   iv. Recognize and prevent sexual assault
   v. Know and practice strategies for intervention as a bystander
   vi. Practice safety with social media

2. How do the goals of the new course or program relate to the school philosophy?
   • This course will directly connect with the LSM Learning Expectations: 
i. The LSM graduate demonstrates knowledge and skills to assess, improve, and maintain personal wellness.
ii. The LSM graduate values and demonstrates personal responsibility, character, cultural understanding, and ethical behavior

3. How will the goals of the course or program be evaluated?
   There will be skill performance assessments, unit tests and reflection assignments embedded throughout the course. We will use the American Heart Association standards as reference for the first aid and CPR instruction.

4. Special Considerations: Targeted population, scheduling, additional information, etc.
   This course will be one of five selective PE courses for juniors and seniors. Students will gain experience administering first aid and CPR protocols. This course is not intended to certify students in either due to the cost required for American Heart Association or American Red Cross certification.

5. What are the special features of this course?: Interdepartmental cooperation, off-campus experiences, etc.
   - This course will fulfill three state mandates:
     i. Statute Sec. 17a-101q. A Statewide K-12 Sexual Assault & Abuse Prevention & Awareness Program (for grades 11 & 12 only)
     ii. C.G.S. Section J 0- J 9(a) Substance Abuse Prevention (for grades 11 & 12 only)
     iii. Public Act 15-96, An Act concerning the inclusion of CPR training

6. Why would students be interested in enrolling in this course?
   - It offers practical, life skill experiences and training

7. List the major topics covered in this course.
   - First Aid and CPR training, but NOT certification
   - Personal Safety
   - Sexual Assault and personal attack prevention
   - Social Media safety

INDIVIDUALS INVOLVED IN CREATING AND DEVELOPING THIS COURSE:

________________________  __________________________  __________________________

________________________  __________________________  __________________________

Submitted by:  ____________________________________________

Coordinator’s Signature ____________________________  Endorsed  ____________________________

Not Endorsed  ____________________________

Reviewed by principal(s)  ____________________________  Date  ____________________________

[Checkboxes indicating actions taken by various bodies]

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  ____________________________
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: November 1, 2016

I. BASIC DATA

Course or Program Proposal: Personal Finance – Level 1

Department(s) Business

Grade(s): 11 & 12  
Level(s): 1  
Credit(s): .5

Prerequisite(s): none

Is a new textbook necessary? No (see below)  
Estimated cost: 

Is a new workbook necessary? no  
Estimated cost: 

Is there any additional cost to Individual Student and/or Department? no

Estimated enrollment: maximum of 20 students/section. 1-2 sections each semester, preferably opposite Personal Finance level 2 sections so additional textbooks will not be necessary

Is a summer curriculum project proposed? 2 days  
Cost: $504.00  
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?

Students will be introduced to financial topics as they relate to their consumer and citizen roles. They will learn money management principles as they relate to themselves and society. They will learn to evaluate services provided by a variety of financial institutions. Students will be able to understand the need for sound financial decisions, budgeting, saving, protecting their assets and investing for now and their future.

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

Lewis Mills is a community that seeks to prepare students for post-secondary education, the military, or work. Knowing how to best budget, save, spend and protect their assets will prepare them for life beyond high school. This course connects directly with the following standards and LSM student learning expectations:

The LSM graduate effectively employs critical thinking in the problem solving process
The LSM graduate demonstrates ethical and effective use of information, technology, and media

RSD 10 Literacy Standards:
I can cite specific textual evidence to support analysis of source material
I can present information, findings, and supporting evidence clearly, concisely, and logically.

CTE Business & Finance Technology 2009
Standard 4 – Personal Management Skills Strand 1: Develop personal management skills to function effectively and efficiently in a business environment.

Standard 5 – Ethics and Social Responsibility Strand 1: Examine the role of ethics and social responsibility in decision making.

CTE Information & Technology Literacy—Standard 4—Application
Students will use appropriate information and technology to create written, visual, oral and multimedia products to communicate ideas, information or conclusions to others.

3. How will the goals of the course or program be evaluated?
Rubrics, written essay responses, projects, formative & summative assessments

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

Target 11th and 12th grade students, scheduling would be the same as all of the other course electives.

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

This course has the student explore their finances and spending habits. Throughout the course they will incorporate information gathered through research, speakers, interviews. They will use a variety of technology to complete work. The learning activities that are developed for this course are designed to be more rigorous than that of level 2. One example of a learning activity from level 2 to level 1 is reading an article and facilitating group discussions in level 2 and reading an article with an in-depth written response in
level 1. Atlantic Federal Reserve Bank offers activities that focus on credit reports, income & taxes and other topics appropriate for the level of rigor necessary for this course.

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

I want to encourage the student who is primarily a Level 1 student to take Personal Finance. This class would prepare them to handle their finances now and in the future.

7. List the major topics covered in this course.
   - Money & Income
   - Budget & Planning
   - Banks & Banking
   - Credit & Bankruptcy
   - Savings & Investing
   - Protecting your Assets & Insurance

INDIVIDUALS INVOLVED IN CREATING AND DEVELOPING THIS COURSE:

_________________________________  __________________________________
_________________________________  __________________________________

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  ____________
2016–2017 Goals of the Superintendent of Schools

Presented: November 14, 2016

Adopted:

PRIMARY GOALS

Goal #1:
The superintendent will promote teacher leadership at the building and then district level- multi-year goal. (Year 1)

Rational: The strength of any school district and specifically Region 10 rests with our teachers. Their leadership, nurtured and supported will strengthen curriculum, student success and student achievement. As a result of this goal teacher job satisfaction will improve and therefore we will be able to retain high quality staff members to ensure continuity for the students of region 10.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Timeline Year One</th>
<th>Resources/Restrictions</th>
</tr>
</thead>
</table>
| - Improved results on the Teacher Leadership Survey indicating overall teacher voice in decision-making, job satisfaction and professional learning opportunities.  
- Increase rate of retention of certified staff in Region 10. | Review Teacher Survey Data  
Develop Teacher Councils at District and School Level  
Review Data related to teacher | - Teacher Leadership Survey of all certified staff.  
- Time to meet with Teacher Leaders  
- Professional learning for Teacher Leaders. |

<table>
<thead>
<tr>
<th>Action</th>
<th>Mid-year status report</th>
<th>Time</th>
</tr>
</thead>
</table>
| - Create Teacher Leadership Councils at each school  
- Create Teacher Leadership Council at the District Level co-chaired by teachers and facilitated by Director of Student Learning  
- Teacher Leader representative at BOE meetings to observe and support BOE actions and increase communication to schools.  
- Teacher Leadership representatives meet with Superintendent of Schools to share concerns and ideas for improvement. | June 2017 | On-going 2016-2017 school year  
Survey- annual- review results  
Establishment of Councils fall of 2016  
Retention trends for 3-5 years |
<table>
<thead>
<tr>
<th>R: Who is Responsible</th>
<th>A: Who is Accountable</th>
<th>C: Who is Consulted?</th>
<th>I: Who is informed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(assigned to do the work)</td>
<td>(final decision and ultimate ownership)</td>
<td>(consulted before a decision is made)</td>
<td>(informed before decision/action is made)</td>
</tr>
</tbody>
</table>

**Goal #1**
Teacher Leadership

Director of Student Learning Principals Assistant Principals Director of Student Support Services Teacher Leaders

Superintendent of Schools

Board of Education Director of Student Learning Principals Assistant Principals Director of Student Support Services Certified Staff

Board of Education Region 10 Community

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11/14/2016 9:18:03 AM
Goal #2:

Provide three (3) updates, to the Region 10 Community on District Needs and District Progress towards addressing identified needs (Year 2).

Multi-year goal requested by the Board of Education

Rational: The Region 10 Board of Education seeks additional information of District needs and the administrations to address these needs to inform budget planning and prioritize long term historical needs.

<table>
<thead>
<tr>
<th>Indicator:</th>
<th>Timeline</th>
<th>Resources/Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication with confidential “feedback” opportunity for the Region 10 community.</td>
<td>Mid-year status report, June 2017</td>
<td>Gather input from administrators and departments for needs and rationale for needs</td>
</tr>
<tr>
<td>Action:</td>
<td></td>
<td>Monthly at admin council review needs with administrators to regularly assess any changes or updates to the needs of Region 10 schools.</td>
</tr>
<tr>
<td>• Web page- fully developed with information for all stakeholders.</td>
<td></td>
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<tr>
<td>• School Bell regular articles from Superintendent, Director of Student Learning and staff on Regional School District #10 informing the community of events and school district priorities.</td>
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<tr>
<td>• School Messenger- used regularly to communicate pertinent information to school community</td>
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<tr>
<td>• “Community Page” to district web site.</td>
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<tr>
<td>• Identify district needs and priorities to be shared regularly with BOE members to support short and long term goals.</td>
<td></td>
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</tr>
<tr>
<td>Goal #2 Communication</td>
<td>R: Who is Responsible (assigned to do the work)</td>
<td>A: Who is Accountable (final decision and ultimate ownership)</td>
</tr>
<tr>
<td>-----------------------</td>
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</tr>
<tr>
<td>Director of Student Learning Principals Assistant Principals Director of Student Support Services Director of Finance and Operations Director of Facilities School Resource Officer Food Services Director Athletic Director Technology Department</td>
<td>Superintendent of Schools</td>
<td>Board of Education Director of Student Learning Principals Assistant Principals Director of Student Support Services Director of Finance and Operations Director of Facilities School Resource Officer Food Services Director Athletic Director Technology Department</td>
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<tr>
<td>Regional School District #10</td>
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<tr>
<td><strong>Hayward Coordinated School</strong></td>
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<tr>
<td>Implementation of Readers Workshop, Bridges Math program, new assessment in writing EDA, pre and post writing assessment, shifts in Social Studies content, making the shift to inquiry-based instruction Tier 1 Instruction 6/1/2017</td>
<td></td>
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<tr>
<td>Managing resources to support reading and math interventions Early Intervention 6/1/2017</td>
<td></td>
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<tr>
<td>Autism Program - hiring and retaining teaching assistants Tier 1 Instruction 6/1/2017</td>
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<tr>
<td>Training new Assistant Secretary Tier 1 Instruction 6/1/2017</td>
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<tr>
<td>Shift to new leadership in the cafeteria Early Intervention 6/1/2017</td>
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<tr>
<td>New Playground installation (PTO Project) Early Intervention 6/1/2017</td>
<td></td>
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<tr>
<td>Julie Costello School</td>
<td></td>
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<tr>
<td>Support the implementation of Reading Workshop and Teacher College professional development, K-4. Tier One Instruction 6/1/2017</td>
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<tr>
<td>Continue implementation and refinement of the Bridge Mathematics program. Tier One Instruction 6/1/2017</td>
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<tr>
<td>Focus on increasing Tier 1 interventions, progress monitoring and data collection to result in more targeted interventions at Tier 2 &amp; 3. Tier One Instruction 6/1/2017</td>
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<tr>
<td>Continue to refine the process of identifying students in need of intervention and Tier 1 instruction across all grade levels. Early Intervention 6/1/2017</td>
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<tr>
<td>Work with Region 10 and the PTA on making improvements and updates to the outside of our school including the interior courtyard and the area outside of the nurse’s office. Outside Beautification 6/1/2017</td>
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<tr>
<td>Tier II Middle School</td>
<td></td>
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<tr>
<td>Extending teacher proficiency in Reading and Writing Workshop model to achieve Language Arts standards Tier One Instruction 6/1/2017</td>
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<tr>
<td>Integrating new math programs Tier One Instruction 6/1/2017</td>
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<tr>
<td>HAPCO (grades 3-5) - second-year implementation Tier One Instruction 6/1/2017</td>
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<tr>
<td>GLENCOE (Grades 6-8) - first-year implementation Tier One Instruction 6/1/2017</td>
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<tr>
<td>Continue to explore and expand the school-wide focus on pedagogical work related to Mastery-Based Learning - specifically related to separating the products of learning from the process of learning. Tier One Instruction 6/1/2017</td>
<td></td>
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<tr>
<td>Needs organizational practices to increase teacher knowledge of and engagement in school-based initiatives. District Goal 6/1/2017</td>
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<tr>
<td>Levels I, II &amp; III High School</td>
<td></td>
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<tr>
<td>Hire new assistant principal Tier One Instruction 6/1/2017</td>
<td></td>
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<tr>
<td>Develop plan for analyzing PSAT data upon its arrival in December. Make data accessible for teachers. (November/December 2016) Tier One Instruction 6/1/2017</td>
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<tr>
<td>Prepare new course proposals and changes to Program of Studies, bring to curriculum committee if necessary. (November/December 2016) Tier One Instruction 6/1/2017</td>
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<tr>
<td>Investigate improvement of internet/classroom speakers. Tier One Instruction 6/1/2017</td>
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<tr>
<td>Student Learning</td>
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<tr>
<td>Seeking Science Coordinator for grade 5-12 Tier One Instruction 6/1/2017</td>
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<tr>
<td>Seeking Mathematics Coordinator for grades 5-12 Tier One Instruction 6/1/2017</td>
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<tr>
<td>Developing new course proposals for BOE review Tier One Instruction 6/1/2017</td>
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<tr>
<td>Working with technology department and tech committees at each school to create a three-year plan for infrastructure and move towards 1:1 computing Tier One Instruction 6/1/2017</td>
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<tr>
<td>Students/Senior Services</td>
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<tr>
<td>Retain highly specialized paraprofessionals Tier One Instruction 6/1/2017</td>
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<tr>
<td>Assistive Technology needs are increasing for our special education students Tier One Instruction 6/1/2017</td>
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<tr>
<td>Increased needs for nursing services are having an effect on our budget Tier One Instruction 6/1/2017</td>
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<tr>
<td>Increased requests for independent evaluations due to new state statute Tier One Instruction 6/1/2017</td>
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<tr>
<td>Technology</td>
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<tr>
<td>Reorganize department for efficiency Tier One Instruction 6/1/2017</td>
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<td>Help desk software Tier One Instruction 6/1/2017</td>
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<td>Google/Office 365 Tier One Instruction 6/1/2017</td>
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<td>Security</td>
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<td>Installation of new security cameras at all locations Tier One Instruction 6/1/2017</td>
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<tr>
<td>Complete security door installations Tier One Instruction 6/1/2017</td>
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<tr>
<td>Specialized training for front door security staff for threat assessment (State Police/Secret Service) Tier One Instruction 6/1/2017</td>
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<tr>
<td>Safety/security staff Professional Development Group Tier One Instruction 6/1/2017</td>
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<tr>
<td>Middle School/High School Athletics</td>
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<tr>
<td>Consideration of leaving Berkshire League for Central Connecticut Conference Tier One Instruction 6/1/2017</td>
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<tr>
<td>Continue to improve summer tennis practice times and pool options Tier One Instruction 6/1/2017</td>
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<tr>
<td>Seek intern athletic coordinator for the middle school Tier One Instruction 6/1/2017</td>
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<tr>
<td>Food Services</td>
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<tr>
<td>Hire Team Leader for HCA Tier One Instruction 6/1/2017</td>
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<tr>
<td>Replace walk-in refrigerator at LCS Tier One Instruction 6/1/2017</td>
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<tr>
<td>Hire substitute foodservice workers Tier One Instruction 6/1/2017</td>
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<tr>
<td>Facilities</td>
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<tr>
<td>Paving at HCS (summer 2017) Tier One Instruction 6/1/2017</td>
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<tr>
<td>Playground resurfacing at LCS and LCS (summer 2017) Tier One Instruction 6/1/2017</td>
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<tr>
<td>Revisit Team Custodian position for Tier II/III Mills Campus Tier One Instruction 6/1/2017</td>
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<tr>
<td>LCS freezer replacement (summer 2017) Tier One Instruction 6/1/2017</td>
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<tr>
<td>Support and Operations</td>
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<tr>
<td>New or improved substitute call-in system Tier One Instruction 6/1/2017</td>
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<tr>
<td>Substitute teacher pay schedule to be revised Tier One Instruction 6/1/2017</td>
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<tr>
<td>Collective Bargaining Agreements:</td>
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<tr>
<td>Paraprofessionals</td>
<td>State mandated negotiations</td>
<td>7/1/2017</td>
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<tr>
<td>Administrative Assistants</td>
<td>State mandated negotiations</td>
<td>7/1/2017</td>
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<tr>
<td>Custodians/Maintenance</td>
<td>State mandated negotiations</td>
<td>7/1/2017</td>
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<tr>
<td>Time clocks for all hourly employees</td>
<td>Audit recommendation</td>
<td>7/1/2017</td>
</tr>
<tr>
<td>Explore bringing Fixed Assets in house for 7/1/17</td>
<td>State mandated training requirements</td>
<td>7/1/2017</td>
</tr>
<tr>
<td>Recertify HB for mandatory trainings</td>
<td>State mandated training requirements</td>
<td>7/1/2017</td>
</tr>
<tr>
<td>Explore what SchoolDude can do for us...Expanded capabilities</td>
<td>State mandated training requirements</td>
<td>7/1/2017</td>
</tr>
</tbody>
</table>
Goal #3:
The superintendent will provide leadership and support to allow for the Next Generation Science Standards (Year 1).

**Rational:** Region 10 is ready to begin full implementation of the Next Generation Science Standards (NGSS). This will require reorganization of our leadership teams and teacher empowerment and leadership at all levels. Curriculum will be revised following the state guidelines for implementation to prepare for new science assessment and graduation requirements.

<table>
<thead>
<tr>
<th>Indicator:</th>
<th>Timeline</th>
<th>Resources/Restrictions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Full integration of NGSS with curriculum and assessment revisions, staff professional learning and readiness for new assessment in 2019.</td>
<td>Monthly STEM committee meetings at schools and update to BOE curriculum committee. Updates to Full BOE at January and June meeting.</td>
<td>State Implementation Guide</td>
</tr>
<tr>
<td>- Strong NGSS leadership at all four schools from Director of Student Learning and STEM Coordinators (K-4) and Science and Math Coordinators (5-12)</td>
<td></td>
<td>Professional resources and materials for NGSS</td>
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<td>Curriculum Hours for writing and revising current units of study in science K-12</td>
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<td></td>
<td></td>
<td>Improved assessments for Science Technology that supports NGSS instruction</td>
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<td></td>
<td></td>
<td>Additional electives for science instruction in grades 9-12</td>
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<tr>
<td></td>
<td></td>
<td>Revision of course offerings for science instruction in grades 9-12</td>
</tr>
</tbody>
</table>

**Action:**

- Work with Consultant from CREC and STEM coordinators to build capacity for staff to provide NGSS curriculum and instruction in grades K-12.
- Provide professional development for all science teachers in the area of inquiry and STEM education.
- Revise Curriculum in grades K-3, 6 and 9 (2016-2017)
- Revise Curriculum in Grades 4,5,7 and 10/11 (2017-2018)
- On going 2016-2017 school year (curriculum revisions and professional learning)
- Continue into 2017-2018 (continue curriculum revisions and professional learning. Implement in grades K-3, 6 and 9)
- Continue into 2018-2019 (continue curriculum revisions and professional learning. Implement in grades 4,5,7 and grades 10/11)
<table>
<thead>
<tr>
<th>Goal #3</th>
<th>Next Generation Science</th>
<th>R: Who is Responsible</th>
<th>A: Who is Accountable</th>
<th>C: Who is Consulted?</th>
<th>I: Who is informed?</th>
</tr>
</thead>
<tbody>
<tr>
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<td>(informed before decision/action is made)</td>
</tr>
<tr>
<td></td>
<td>Director of Student Learning Principals and Assistant Principals STEM coordinators K-12 Teachers</td>
<td>Superintendent of Schools</td>
<td>Board of Education Director of Student learning Principals and Assistant Principals Employees</td>
<td>Board of Education Region 10 Community</td>
<td></td>
</tr>
</tbody>
</table>
**DRAFT** 5-Year NGSS Implementation Timeline

**January 2016**

<table>
<thead>
<tr>
<th>AWARENESS</th>
<th>NGSS PD for pre-service faculty &amp; district science leaders</th>
<th>Develop new system of State-led NGSS professional learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>CAPACITY BUILDING</td>
<td>Launch system of State-led NGSS professional learning</td>
</tr>
<tr>
<td>2016-17</td>
<td>PROFESSIONAL DEVELOPMENT</td>
<td>District curriculum upgrades begin</td>
</tr>
<tr>
<td>2017-18</td>
<td>IMPLEMENTATION** in Gr. K-3, 5-9</td>
<td>On-going PD</td>
</tr>
<tr>
<td>2018-19</td>
<td>IMPLEMENTATION** in Gr. 4-7, 10</td>
<td>On-going PD</td>
</tr>
<tr>
<td>2019-20</td>
<td>IMPLEMENTATION** in Gr. 5, 8-11</td>
<td>On-going PD</td>
</tr>
</tbody>
</table>

- CMT/CAPT SCIENCE 2004 State Science Standards
- CMT/CAPT SCIENCE 2004 State Science Standards
- CMT/CAPT SCIENCE 2004 State Science Standards
- LOW-STAKES NGSS STATE ASSESSMENTS
- NGSS STATE ASSESSMENTS

* Subject to change dependent on federal and state law and policies.
** An option for transitioning away from current state standards to teaching NGSS. Districts have flexibility to develop their own transition and implementation plans.
Goal #4:

The superintendent will implement a three-year technology improvement plan to leverage technology for teaching and learning in Regional School District #10. (Pending Board of Education approval, Year 2).

Rational: This multi-year goal will require a major reorganization of our staff and responsibilities to help make the IT department more responsive to the needs of students, teachers, parents. Technology is changing the landscape of education and Region 10 needs to remain current and progressive.

The Smarter Balance Assessment requires students to be competent tech users and demonstrate knowledge with technology. Technology plays a vital role in our STEM initiative and 21st Century Skills, as well as, all components of teaching and learning in the classroom today.

<table>
<thead>
<tr>
<th>Indicator:</th>
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</tr>
</thead>
</table>
|Highly efficient and effective IT department that supports teaching and learning in RSD10.||• CREC Technology Audit  
• Community resources  
• Board of Education Technology Committee  
• Tech working groups at each school  
• Reorganization of IT department to provide support at all 4 schools for infrastructure and instructional integration.|

Action:
- Transition to a one to one environment or BYOD/Hybrid  
- Laptop carts for each department before transitioning to 1:1  
- Needs assessment/platform decisions  
- Feedback from teachers and committees for short and long term goals  
- Plan for professional learning/training for staff  
- Implement a or BYOD/Hybrid

| | Monthly meetings with BOE tech committee | Needs Assessment and Survey Staff,  
Survey of students  
Create Tech Plan  
Reorganize IT department  
prepare budget for one to one |
<p>| | June 2017 status report to full BOE | |</p>
<table>
<thead>
<tr>
<th>Goal #4 Technology</th>
<th>R: Who is Responsible</th>
<th>A: Who is Accountable</th>
<th>C: Who is Consulted?</th>
<th>I: Who is informed?</th>
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<td>(consulted before a decision is made)</td>
<td>(informed before decision/action is made)</td>
</tr>
<tr>
<td>Director of Student Learning Principals and Assistant Principals Director of Student Support Services IT department staff</td>
<td>Superintendent of Schools</td>
<td>Board of Education Director of Student Learning Employees</td>
<td>Board of Education Region 10 Community</td>
<td></td>
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<td>Term</td>
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<td>Educational standards set by the State Board of Education</td>
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<td>Quarterly publication by Regional School District #10</td>
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<tr>
<td>SchoolMessenger</td>
<td>Automated voice/email system</td>
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<td>Smarter Balance Assessment</td>
<td>The “new” student State assessment to replace the Connecticut Mastery Test</td>
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<td>STEM</td>
<td>Science/Technology/Engineering/Mathematics</td>
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<td>Survey Monkey</td>
<td>Internet based survey instrument</td>
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If the Superintendent of Schools feels there are reasons a goal must be extended or modified, he will notify the Chair of the Board of Education.
**REGионаl School District #10**  
Serving The Towns of Harwinton and Burlington  
2018/2019 Calendar

<table>
<thead>
<tr>
<th>AUGUST (3)</th>
<th>SEPTEMBER (19)</th>
<th>EXPLANATION OF DATES</th>
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<tbody>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>Aug. 21 &amp; 22 New Teachers Orientation (2 Days)</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>2 3 4 5 6 7 8</td>
<td>Aug. 23, 24, 27 Teacher Professional Development</td>
</tr>
<tr>
<td>8 9 10 11 12 13 14</td>
<td>9 10 11 12 13 14 15</td>
<td>Aug. 29 First Day of School</td>
</tr>
<tr>
<td>15 16 17 18 19 20 21</td>
<td>16 17 18 19 20 21 22</td>
<td>Sept. 3 Labor Day</td>
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<tr>
<td>22 23 24 25 26 27 28</td>
<td>23 24 25 26 27 28 29</td>
<td>Oct. 5 Teacher Professional Development</td>
</tr>
<tr>
<td>29 October 21</td>
<td>30 November 10</td>
<td>Oct. 8 Columbus Day</td>
</tr>
<tr>
<td>NOVEMBER (10)</td>
<td>DECEMBER (15)</td>
<td>Nov. 6 Teacher Professional Development</td>
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<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>Nov. 21, 22, 23 Thanksgiving Recess</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5</td>
<td>Dec. 24 - Jan. 1 Holiday Recess</td>
</tr>
<tr>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12</td>
<td>Jan. 21 Martin Luther King, Jr. Day</td>
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<tr>
<td>15 16 17 18 19 20 21</td>
<td>13 14 15 16 17 18 19</td>
<td>Feb. 18 Presidents' Day</td>
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<tr>
<td>22 23 24 25 26 27 28</td>
<td>18 19 20 21 22 23 24</td>
<td>Feb. 19 No School</td>
</tr>
<tr>
<td>29 March 15</td>
<td>30 April 19</td>
<td>April 8 - 12 Spring Recess</td>
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<tr>
<td>JUNE (7)</td>
<td>JULY</td>
<td>April 19 Good Friday</td>
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<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>May 27 Memorial Day</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
<td>June 11 Last Day of School if NO Snow Days</td>
</tr>
<tr>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12</td>
<td>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.</td>
</tr>
<tr>
<td>15 16 17 18 19 20 21</td>
<td>10 11 12 13 14 15 16</td>
<td><strong>HALF DAY DISMISSAL TIMES:</strong></td>
</tr>
<tr>
<td>22 23 24 25 26 27 28</td>
<td>17 18 19 20 21 22 23</td>
<td>Elementary Schools 1:15 pm</td>
</tr>
<tr>
<td>29 30 31</td>
<td>24 25 26 27 28 29 30</td>
<td>AM PreK (HCS &amp; LG) 11:00 am</td>
</tr>
<tr>
<td></td>
<td>21 22 23 24 25 26 27</td>
<td>FM PreK (HCS &amp; LG) 11:20 - 1:15 pm</td>
</tr>
<tr>
<td></td>
<td>19 20 21 22 23 24 25</td>
<td>Har-Bur Middle School 12:30 pm</td>
</tr>
<tr>
<td></td>
<td>26 27 28 29 30 31</td>
<td>Lewis S. Mills High School 11:45 am</td>
</tr>
<tr>
<td>FEBRUARY (18)</td>
<td>MARCH (20)</td>
<td>WEATHER RELATED EARLY DISMISSAL TIMES:</td>
</tr>
<tr>
<td>S M T W T F S</td>
<td>S M T W T F S</td>
<td>Elementary Schools K-4 12:35 pm</td>
</tr>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>1 2 3 4 5 6 7</td>
<td>AM PreK 12:35 pm (lunch provided)</td>
</tr>
<tr>
<td>8 9 10 11 12 13 14</td>
<td>8 9 10 11 12</td>
<td>FM PreK CANCELLED</td>
</tr>
<tr>
<td>15 16 17 18 19 20 21</td>
<td>12 13 14 15 16 17 18</td>
<td>Har-Bur Middle School 11:45 am</td>
</tr>
<tr>
<td>22 23 24 25 26 27 28</td>
<td>19 20 21 22 23 24 25</td>
<td>Lewis S. Mills High School 11:00 am</td>
</tr>
<tr>
<td>29 30</td>
<td>26 27 28 29 30 31</td>
<td>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 8-12), beginning with Monday, April 8.</td>
</tr>
<tr>
<td>31</td>
<td></td>
<td>Students 180 days/Teachers 186 days</td>
</tr>
</tbody>
</table>

Calendar Revised and Board Approved: xx/xx/xxxx

Note: Anticipated Last Day of School is posted on the RSD10 website beginning on or about Jan. 1 of each year.
World Language Update for Board of Education  
December 2016

One goal of the WL Department is to increase students’ access to authentic multi-lingual and multi-cultural experiences beyond the classroom to develop students’ language proficiency and cultural understanding.

2016-2017 Action Steps to achieve this goal:

- Continue:
  - COLT Poetry Contest and Rhyme Celebration (Grades 3-12)
  - Grade 8 Quebec trip
  - Field trip opportunities as appropriate
  - HS WL National Honor Society

- Implementing Make-A-Mark funded after school program at Har-Bur

- Established a World Cultures Club at LSM

- Establish pen pals for students  (All LMS French students have been matched with pen pals)

- Host French exchange students from FACES organization (with BOE approval)

- Plan for student exchange opportunities beginning in 17-18 (Spanish, French, and Chinese) (will seek BOE approval in winter 2017)

**Current status on exchange planning:**
- We have submitted initial application to CCI Greenheart (organization was recommended by LSM parent) and are awaiting “acceptance” for Spanish Exchange
- We are deciding whether to use FACES or CCI with current penpals for the French exchange
- We are still investigating Chinese Exchange/Sister School programs
French Exchange Student Proposal 2016-2017

LSM would like to host French exchange students in April to give our students an authentic experience with the French language and culture and to help students to build global relationships. Lewis S. Mills High School is founded upon the core values and beliefs of "academic excellence, personal growth, and an appreciation for cultural diversity" and we believe that hosting and interacting with foreign exchange students will further encourage such an appreciation for cultural diversity and will help students better understand citizenship on a global scale.

Based on survey results, we estimate that we will be able to host 8-12 students. The French students, a group from Thionville, France needs host families April 10-April 22. Students are coming these weeks because it is spring vacation in France. Since this is part of our district's April vacation, families who are vacationing within driving distance may choose to host and bring the exchange student with them on vacation. While this period does limit the number of families who can host, it does provide the French students with an enhanced experience and more time with families. (We are also seeking a partnership with Litchfield and Wamogo to help place other French exchange students who are in need of host families.)

The only cost to the LSM families is providing food and lodging. As part of the week, we may try to arrange an excursion for American and French students, for example a trip into New York City. In this case, host students will have to pay their own cost to go on such a trip, but host students are not obligated to go on such a trip.

All French students come with medical insurance. A French chaperone also accompanies the students and will deal with emergencies. We will also have a list of back-up families in case a family emergency would necessitate the student being placed with another family.

Students are coming through the organization, Friends of America Cultural Exchanges (FACES). One reason we selected this company is that they interview every French student and Dr. Tenney has had positive experiences with students from this exchange program. The CEO of the company is fully bilingual and will be highly involved to promote a positive experience for all students and parents. We have met with him personally to go over initial details and he will return in winter to finalize details with us.

Thank you for considering this opportunity for our students. Once we have final approval, we will contact FACES to confirm our participation.

Mr. Rau
LSM Principal

Jodiann Tenney
World Language Coordinator and French Teacher
Potential move to the CCC

There is excitement and sadness over potentially moving to the CCC. Lewis Mills had a lot of history in the BL. The potential loss of our rivalries in the BL, we are going to miss, but at the same time we will be able to go back to our roots from when Mills was in the NWC. The old NWC teams are all in the CCC. The possibilities are significant in the CCC.

1) Transportation cost will be go down:
   a. Transportation to potential CCC:
      to Bristol Eastern – 9.1 miles – 15 minute drive
      to Bristol Central – 10.5 miles – 15 minute drive
      to Farmington – 8.4 miles – 12 minute drive
      to Plainville – 14.2 miles – 22 minute drive
      to Avon – 8.8 miles – 15 minute drive
      to Platt – 23.4 miles – 30 minute drive
      to Maloney – 24.7 miles – 34 minute drive
      to Berlin – 20 miles – 28 minute drive
   b. Transportation to BL schools
      to Housatonic – 35 miles – 65 minute drive
      to Nonnewaug – 25 miles – 45 minute drive
      to Shepaug – 28 miles – 50 minute drive
      to NWR – 16 miles – 30 minute drive
      to Gilbert – 16 miles – 35 minute drive
      to Litchfield – 16 miles – 25 minute drive
      to Wamogo – 18 miles – 30 minute drive
      to Terryville – 10 miles – 25 minute drive

2) JV Programs will have a complete schedule for all teams:
   a. Currently there are many teams in the BL that do not and can not field a JV team
   b. Schools and Teams that can not field a JV team
      • Field Hockey (only 6 teams have field hockey – currently
        Housatonic has 11 players)
        a. No JV programs – NWR, Thomaston, Housatonic, Wamogo
      • Girls Soccer
        a. Thomaston, Gilbert
        b. Other years Wamogo, Shepaug
      • Boys Soccer
        a. Years past – Thomaston, Shepaug
      • Girls Volleyball
        a. Only 6 teams in the conference have volleyball
        b. No JV program – Gilbert
• Softball
  a. No JV programs --- Gilbert, Litchfield, Wamogo, Shepaug, Thomaston
• Baseball
  a. No JV programs --- Litchfield, Thomaston,
• Boys and Girls Lacrosse --- are apart of WCLC
  a. Only 6 teams in conference
  b. No girls JV programs --- Amistad, Capital Prep, St. Paul, Housatonic, Holy Cross, Wamogo, Wolcott
  c. No boys JV programs --- Amistad, Capital Prep, Holy Cross, Wamogo, Wolcott
• Boys Volleyball struggles to get a complete schedule as no teams in the BL have a boys volleyball team
• Crew will have multiple opportunities to compete against Glastonbury, Farmington, Avon, Simsbury, E.O. Smith
• Unified Sports will be able to compete in more tournaments
• Both Basketball programs will have an opportunity to play freshman games

3) Better Competition to prepare our teams for state tournament
   a. Over the years our sports programs have done extremely well in conference play but in many cases we have had early exits in our respective State Tournament

4) Potential of BL schools consolidating and/or closing because of enrollment
   a. Concerns of sports programs for Housatonic fielding varsity programs
   b. Consolidation of Litchfield and Wamogo
   c. Shepaug and its enrollments

5) Playing a diverse group of schools that offer all programs we have

6) Difficult to find games for a complete schedule for Varsity and JV teams
   a. Girls and Boys Lacrosse
   b. Field Hockey
   c. Tennis
   d. Baseball and Softball
   e. Boys and Girls Volleyball
<table>
<thead>
<tr>
<th>Sport</th>
<th>2015-2016 Score</th>
<th>2016 Score</th>
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<tbody>
<tr>
<td>Soccer</td>
<td>17-1-1</td>
<td>15-2</td>
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<tr>
<td>Basketball</td>
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<tr>
<td>Cross Country</td>
<td>5-3</td>
<td>7-3</td>
</tr>
<tr>
<td>Football</td>
<td>7-3</td>
<td>3-5</td>
</tr>
<tr>
<td>Lax</td>
<td>11-5</td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
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<td></td>
</tr>
<tr>
<td>Volleyball</td>
<td>13-4</td>
<td></td>
</tr>
<tr>
<td>Baseball</td>
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<tr>
<td>Soccer</td>
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<tr>
<td>Basketball</td>
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<td>16-2</td>
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<tr>
<td>Cross Country</td>
<td>5-3</td>
<td>6-3</td>
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<tr>
<td>Field Hockey</td>
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<td>9-4-3-1</td>
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<td>Lax</td>
<td>11-5</td>
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<tr>
<td>Tennis</td>
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<td>14-8</td>
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<tr>
<td>Softball</td>
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## Dues and Fees

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<tr>
<td>Berkshire League</td>
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<td>WCLC</td>
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<tr>
<td>Peqiout League</td>
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<tr>
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<tr>
<td>3. New Britain</td>
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<td>15. East Hartford</td>
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<td>18. Conard</td>
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<td>34. Newington</td>
<td>174</td>
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<td>36. Middletown</td>
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<td>37. Farmington</td>
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<td>84. Tolland</td>
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<td>90. Bulkeley</td>
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<td>94. Lewis Mills</td>
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<td>Girls</td>
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**Transportation**

Approximate prices for games based on 4 hrs — Teams will be placed with

**CCC**

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<thead>
<tr>
<th>Town</th>
<th>Price</th>
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<tbody>
<tr>
<td>Bristol Eastern</td>
<td>$145.00</td>
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<td>Bristol Central</td>
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<td>Farmington</td>
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<td>Berlin</td>
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<td>Middletown</td>
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**Total = 1705**

**BL Schools**

<table>
<thead>
<tr>
<th>Town</th>
<th>Price</th>
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<tbody>
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<td>Nonnewaug</td>
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<td>Shepaug</td>
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<td>Thomaston</td>
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</tr>
<tr>
<td>Litchfield</td>
<td>$204.00</td>
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**Total = 1917**
Potential CCC Move – Frequently Asked Questions

Here are the questions we have heard most frequently from our meeting earlier this week and the responses to the survey. The answers are intended to help people make a decision, not to argue for one particular side. As always, feel free to reach out to us for more information.

Chris Rau
Principal
rauc@region10ct.org

Dave Francalangia
Athletic Director
francalangiad@region10ct.org

1. What schools would we be playing if we moved to the CCC?

- For the majority of sports such as: B & G Soccer, Golf, Volleyball, Baseball, Softball, Swim/dive, Cheer, B & G Basketball, Tennis, Track, Cross Country:
- Berlin, Bristol Central, Bristol Eastern, Platt, Maloney, Plainville, Middletown

- Field Hockey:
- East Catholic, E.O. Smith, Fermi, Southington, South Windsor, Wethersfield, and Windsor

- Boys and Girls Lax:
- Berlin, Bristol Central/Bristol Eastern, East Catholic, Newington, Northwest Catholic, RHAM, Rocky Hill, Rockville, Tolland and Windsor

- Football:
- Div III East - Avon, Berlin, RHAM, Tolland
- Div III West - Bloomfield, East Catholic, Northwest Catholic, Plainville, Rocky Hill

2. How does this impact transportation costs/time?

- For our core sports (see list above) it would either have little impact or actually lessen both travel times and potential costs.
- For some sports (especially field hockey and lacrosse, some longer trips might also be included as there are fewer subdivisions in the CCC that offer those sports.
- There is the possibility that when scheduling the remaining open dates after the CCC division schedule is produced that we would still compete with some Berkshire League schools or other schools outside our division in the CCC.
- Here is a chart outlining some of the projected costs versus our current costs / this document is from All-Star / one trip for one sport:
<table>
<thead>
<tr>
<th></th>
<th>Transportation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Approximate prices for games based on 4 hrs</strong></td>
<td></td>
</tr>
<tr>
<td><strong>CCC</strong></td>
<td></td>
</tr>
<tr>
<td>Bristol Eastern</td>
<td>$145.00</td>
</tr>
<tr>
<td>Bristol Central</td>
<td>$156.80</td>
</tr>
<tr>
<td>Farmington</td>
<td>$145.00</td>
</tr>
<tr>
<td>Plainville</td>
<td>$180.40</td>
</tr>
<tr>
<td>Total</td>
<td>1705</td>
</tr>
<tr>
<td>Avon</td>
<td>$145.00</td>
</tr>
<tr>
<td>Platt</td>
<td>$236.45</td>
</tr>
<tr>
<td>Maloney</td>
<td>$245.30</td>
</tr>
<tr>
<td>Berlin</td>
<td>$218.75</td>
</tr>
<tr>
<td>Middletown</td>
<td>$235.00</td>
</tr>
<tr>
<td><strong>BL Schools</strong></td>
<td></td>
</tr>
<tr>
<td>Housatonic</td>
<td>$298.40</td>
</tr>
<tr>
<td>Nonnewaug</td>
<td>$245.30</td>
</tr>
<tr>
<td>Shepaug</td>
<td>$263.00</td>
</tr>
<tr>
<td>Region # 7</td>
<td>$189.25</td>
</tr>
<tr>
<td>Total</td>
<td>1917</td>
</tr>
<tr>
<td>Gilbert</td>
<td>$189.25</td>
</tr>
<tr>
<td>Warnogo</td>
<td>$204.00</td>
</tr>
<tr>
<td>Terryville</td>
<td>$150.90</td>
</tr>
<tr>
<td>Thomaston</td>
<td>$175</td>
</tr>
<tr>
<td>Litchfield</td>
<td>$204.00</td>
</tr>
</tbody>
</table>

3. How will this impact the overall costs of the athletic program?

- There are no plans to add any additional sports. We already have a large and diverse athletic program at LSM.
- It is anticipated that we will have more games for our JV teams, but this should not add any costs as the majority of these contests happen in conjunction with varsity games. These games are and have always been budgeted for the upcoming year.
- There is the potential to have some Freshman teams where we have a lot of student athletes. This could potentially add costs if these programs grow. We do not anticipate immediate growth in the next year or two. The CCC does not mandate freshman games. In many cases these are extra games that the AD must agree to.
- We have facilities that meet all of our needs regardless of whether we are in the Berkshire League or CCC. The track and tennis courts were recently upgraded. We have enough fields and gym space for all our teams to practice and compete. In many cases, we do have better facilities than many schools.
4. How will this impact where we are placed in state tournaments?

- We would remain in Class M (where we are now) for most state tournaments. This is always based on school enrollment and has nothing to do with what conference a team plays in.
- Our wins and losses could potentially be impacted by the move which could impact seeding in state tournaments.
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: __11/10/16________

I. BASIC DATA

Course or Program Proposal:  Intro to Computer Science

Department(s):  Math

Grade(s):  10th & 11th  Level(s):  L1  Credit(s): .5

Prerequisite(s): None

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?

Online resources for teacher and online development environment for students through CodeHS.com - $2500/year.

Estimated enrollment:  30-40 students (max for computer classes is 20 per section).

Is a summer curriculum project proposed?  5 hours  Cost: $2500 each year.

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, but will build a foundation of students and become a prerequisite for AP Computer Science A (hopefully offered in 2018-19 school year)

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?

Why Intro to Computer Science: 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 Huffington Post 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?

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 5 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.

3. 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. With the use of online work via 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.

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

The course would target all students, specifically non-seniors who are interested in learning the basics of computer programming, and even those who may be looking towards Computer Science as a possible career. It would be a half year course, that would build a foundation for programming and prepare kids for an AP level course, which hopefully comes to fruition the following year.
5. 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.

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

The past 3 years, enrollment of our current Computer Science program has increased form 7, to 17 to 34 students. Upon polling current 8th graders at HarBur – 77 of 209 (37%) responded that they would take an entry level programming class as a freshman or sophomore if offered. This doesn’t include any current Mills students, which would make that number increase.

7. List the major topics covered in this course.

Commands, Defining and calling methods, designing methods, Program entry points, Control flow, Looping, Conditionals, Classes, Commenting code, Preconditions and Post conditions, Top Down Design

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

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: November 30, 2016

I. BASIC DATA

Course or Program Proposal: **Marine and Freshwater Science**

Department(s): Science

Grade(s): 11 and 12

Level(s): Levels 1 and Level 2 separated into different classes and the level of the course is run based on enrollment of the selected level (However I believe that this course could be run with as an integrated L1 and L2 class)

Credit(s): 0.5

Prerequisite(s): Biology, Chemistry or Topics in Physical Science with grades of C- or better.

Is a new textbook necessary? Not at this time.
I will expect that students would use data collected and information about topics as they related to current events. I think a textbook would be too cumbersome when dealing with this process. However, I would like to look at the program called Marine Science presented by the Pearson company (www.pearsonschool.com).

Is a new workbook necessary? Not at this time.

Is there any additional cost to Individual Student and/or Department? Yes
For the Science Department.

**Start Up Costs for the course:**
This includes new laboratory equipment, chemicals, field equipment and etc. for the course: $6000
- Fish Aquarium Equipment (freshwater and saltwater environments) = $1700
- Sample Collection tools and chemicals = $4300

**Course Cost Per Section Per Semester:**
- This include refills for the chemicals used in the course for sample analysis, the dissections, labs, fish tank maintenance = $850

There will be quite a bit of laboratory equipment that will have to be purchased initially but a lot of the materials can be reused or refilled so the initial cost will be high but to maintain the equipment should be minimal.
We will also be conducting some dissections (squid, bony fish, cartilaginous fish and jawless fish, crustaceans (crab/lobster)) different from anatomy and physiology and maintaining two fish tanks a freshwater and a saltwater for the class.

For students:
Covering the cost of buses for field trip to Long Island Sound (Hammonasset Beach) it would be approximately = $460.00 (This is an estimate from All-Star Transportation for a trip from 7:30 am – 1:50 pm)

Estimated enrollment: Hopefully 15 – 24 students

Is a summer curriculum project proposed? Yes – Since I will not have a textbook I will need to research articles and resources and prep the laboratory experiences. I would suggest 60 – 80 hours but I would be willing to take any number of hours.

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

Is additional staff development necessary? Not at this time.

Is this a pilot course or a program? Yes at this time

Is this proposal intended to replace an existing course or program?
No, the intent is to have this course as an additional science elective course available to Grade 11 and 12 students and enrich the STEM offerings at RSD 10.

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 designed to introduce students to the concepts of marine science. Topics explored are: chemical, physical, and biological oceanology with special emphasis on the organisms found in Long Island Sound. Various marine habitats will be studied in class and correlated with fieldwork on Long Island Sound (LIS). Students will participate in the collection and analysis of water quality data of a local stream to prepare for the fieldwork on LIS and give the students data to analyze and compare to the marine environment for inquiry based investigations. Special emphasis will be on the relationship between organisms and their environment and on the interdependence of organisms with each other. The class will also explore some environmental problems and possible solutions related to our water world. Students would have a better understanding of the local aquatic environment from the freshwater streams of Burlington to the saltwater environment of Long Island Sound.
2. How do the goals of the new course or program relate to the school philosophy?

This course would help to enrich the Science, Technology, Engineering and Math (STEM) concepts that all students need to compete in the 21st Century. It would give students who are interested in science but not necessarily the "traditional" progression to physics in their junior/senior year of high school. It also supports L.S.M.'s commitment to the Next Generation Science Standards (NGSS) by offering a course with a problem solving and inquiry based approach to science that is cross-disciplinary and will offer a variety of learning opportunities for students through open-ended discussions and experimentation.

NGSS

HS-PS1A Matter and its Interactions and HS-PS1.B Chemical Reactions
HS-PS1-5-Effects of changing temperature or concentration of particles on the rate at which a reaction occurs
HS-PS1-6 Refine and design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium.
HS-PS1-7 Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

HS-Earth’s Systems

HS-ESS2-2 Analyze geoscience data to make the claim that one change to Earth’s surface can create feedbacks that cause changes to other Earth systems.
HS-ESS2.C: The Roles of Water in Earth’s Surface Processes
HS-ESS2-5 Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
HS-ESS2.D: Weather and Climate & HS-ESS2.E: Bio-geology
HS-ESS2-6 Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.
HS-ESS2-7 Construct an argument based on evidence about the simultaneous coevolution of Earth’s systems and life on Earth.

HS-Weather and Climate
HS-ESS2-4 Use a model to describe how variations in the flow of energy into and out of Earth’s systems result in changes in climate.
HS-ESS3-5 Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.

HS-Human Sustainability

HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
HS-ESS3-2 Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

HS-ESS3-4 Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

HS-ESS3-6 Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

HS-LS.B-Matter and Energy in Organisms and Ecosystems

HS-LS2-4 Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

HW-LS2-5 Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere and geosphere.

HS-LS1.C-Organization for Matter and Energy Flow in Organisms

HS-LS1.6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. HS-LS1-7 Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy.

LS2.B-Cycles of Matter and Energy Transfer in Ecosystems

HS-LS2-4 Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

HS-LS2.A-Interdependent Relationships in Ecosystems

HS-LS2-1 Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

HS-LS2-2 Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

HS-LS2.C-Ecosystem Dynamics, Functioning, and Resilience and HS-LS4.D-Biodiversity and Humans

HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

HS-LS2.D-Social Interactions and Group Behavior

HS-LS2-8 Evaluate the evidence for the role of group behavior on individual and species’ chances to survive and reproduce.
HS-LS4.C-Adaptation

HS-LS4-6 Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

HS-LS4.A-Evidence of Common Ancestry and Diversity

HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.


HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS4-3 Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS4-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS4-5 Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

Crosscutting Concepts:

Scale, Proportional, and Quantity: In considering phenomena, it is critical to recognize what is relevant at different size, time, and energy scales, and to recognize proportional relationships between different quantities as scales change.

System Models: Models can be used for understanding and predicting the behavior of systems.

Stability and Change: For both designed and natural systems, conditions that affect stability and factors that control rates of change are critical elements to consider and understand.

Connections to the Nature of Science:

New technologies advance scientific knowledge.

Scientific investigations use a variety of methods, tools, and techniques to revise and produce new knowledge.

Science includes the process of coordinating patterns of evidence with current theory. Science knowledge has a history that includes the refinement of, and changes to, theories, ideas, and beliefs over time.

Scientific knowledge assumes an order and consistency in natural systems. Science assumes the universe is a vast single system in which basic laws are consistent.

Individuals and teams from many nations and cultures have contributed to science and to advances in engineering.
Not all questions can be answered by science.

*Connections to Engineering, Technology, and Applications of Science:*

Science and engineering complement each other in the cycle known as research and development (R&D).
Many R&D projects involve scientists, engineers, and others with wide ranges of expertise.
Developing Possible Solutions

3. How will the goals of the course or program be evaluated?
Projects, laboratory experiments, field experiences, written assessments

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

Science semester electives offer course options for juniors and seniors interested in pursuing science learning other than, or in addition to, Advanced Placement course, Physics, and Anatomy and Physiology (all full-year courses). Level 1 and 2 will be selected based on the projected course sign ups however, the two levels could be combined heterogeneously if needed.

Instead of the traditional offering of the course as one class per semester, the course could be offered for the spring semester (more daylight for marine fieldtrip(s)). If Sarah Huelin was teaching Astronomy and Kathryn Rosenfield was teaching Marine Science, then scheduling Astronomy, Marine Science, and section(s) of either Chemistry L1 or L2 into the same time slot would accommodate the logistics of room scheduling and teacher assignment since both Sarah and Kathryn could take over the teaching of a L1 or L2 Chemistry course at the semester break. This would also work if there is student enrollment for only one section each of Astronomy and Marine Science.

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

The course would offer students, interested in the marine sciences an opportunity to explore the marine environment to a traditionally “land-locked” portion of the Connecticut community.

The course would involve extensive practical, hands-on inquiry based activities. Since students are going to be collecting and analyzing data from actual freshwater and marine environments, they will have to draw their own conclusions based on what the data says rather than having a “correct” answer to base their conclusions on by the end of the course each semester.
I would like to develop a relationship between the local fish hatchery in Burlington with the students at LSM to show the various opportunities that are available for the students in their local community.

I would like to propose that two field trips are mandatory each time the course is offered. One on the Lewis S. Mills/Har-Bur campus (this should only take a half a school day) to collect data related to the freshwater portion of the course and the other to the shores of Long Island Sound (this would take an entire school day) to collect data for the marine study portion of the course.

Finally, more semester electives in Science provide the opportunity for a student to pair Computer Science semester elective with any Science semester elective to create a full-year STEM focus course study.

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

A survey was conducted (early fall 2016) of all current grade 10 and 11 science students at LSM. There was an enthusiastic response to the possibility of expanding the semester elective course offerings in the Science Department, as well as significant interest in the following specific courses. The 2016-2017 school year added Forensic Science. The 2017-2018 school year hopefully will include the additions of Astronomy and Marine Science.

7. List the major topics covered in this course.

- Marine ecosystems
- Marine animals – mammals vs. fish
- Ecosystems of Long Island Sound – estuaries, tidal marsh, sandy shore
- Comparison between freshwater and the marine environments
- Discussion/Investigation utilizing the Burlington Fish Hatchery

INDIVIDUALS INVOLVED IN CREATING AND DEVELOPING THIS COURSE:

Kathryn Rosenfield

Submitted by: Kathryn Rosenfield

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 – GRADERS 6-12

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: November 2016

I. BASIC DATA

Course or Program Proposal: Astronomy

Department: Science

Grade(s): 11 and 12 
Credit(s): 0.5 (Half-Year)
Level(s): L1 and L2 (can run as a heterogeneous section or level can be dependent on student sign-ups)

Prerequisite(s): Successful completion of Environmental Science, and completion of, or current enrollment in, Algebra II.

Is a new textbook necessary? Yes
Estimated cost: $ 125 per textbook; Instructor resources are available mostly on-line.
Total textbook cost for one class set = $ 3750.00

Is a new workbook necessary? No 
Estimated cost: N/A

Is there any additional cost to Individual Student and/or Department? Yes; Teacher Edition textbook and additional telescope and binoculars. (one time costs)
Telescope cost estimate = $ 800.00 
Binoculars cost estimate (set of 4 at $ 130 each) = $ 520.00

Estimated enrollment: 20-26 students

Is a summer curriculum project proposed? Yes
Cost: 40 hours paid curriculum time for 1 teacher (Sarah Huelin)

Is additional staff development necessary? No

Is this a pilot course or a program? Yes

Is this proposal intended to replace an existing course or program? No; Astronomy will enhance the elective course offerings in the Science Department at LSM and enrich the STEM offerings in RSD 10.

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?

Astronomy introduces students to the earth as a tiny portion of a vast universe. The universe will be examined from a physical perspective, on distance scales ranging from the very near (the local planets within our solar system) to the cosmological. An emphasis will be placed on understanding both observational astronomy (what we see when we look at the sky) and theoretical astronomy (the physics and chemistry that control what we see). Students will develop an understanding of how the history of astronomy has shaped the theories and laws of modern astronomy and also explore current events in astronomy and space exploration. Areas of study include: the process of science, including use of the tools used to observe the sky; stellar astronomy and how stars change over time; and planetary astronomy and how interstellar spacecraft are obtaining information about other bodies in the solar system.

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

This course would help to enrich the Science, Technology, Engineering and Math (STEM) concepts that all students need to compete in the 21st Century. It would give students who are interested in science but not necessarily the “traditional” progression to physics in their junior/senior year of high school. It also supports LSM’s commitment to the Next Generation Science Standards (NGSS) by offering a course with a problem solving and inquiry based approach to science that will offer a variety of learning opportunities for students interested in further exploration of topics introduced in the ninth grade science course.

NGSS:
ESS1.A. The Universe and Its Stars (going beyond the Sun)
PS1.C. Nuclear Processes (nucleus and energy during fission and fusion)
PS3.A. Definitions of Energy (radiation; energy moving across space)
ETS1.B. Developing Possible Solutions
ETS1.C. Optimizing the Design Solution
HS-ETS1-2. Design a solution to a complex real-world problem (space exploration – travel, information collection, possible energy resources) by breaking it down into smaller, more manageable problems that can be solved through engineering.
HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

Crosscutting Concepts:
Scale, Proportional, and Quantity: In considering phenomena, it is critical to recognize what is relevant at different size, time, and energy scales, and to recognize proportional relationships between different quantities as scales change.
System Models: Models can be used for understanding and predicting the behavior of systems.
Stability and Change: For both designed and natural systems, conditions that affect stability and factors that control rates of change are critical elements to consider and understand.
Connections to the Nature of Science:
New technologies advance scientific knowledge. Scientific investigations use a variety of methods, tools, and techniques to revise and produce new knowledge. Science includes the process of coordinating patterns of evidence with current theory. Science knowledge has a history that includes the refinement of, and changes to, theories, ideas, and beliefs over time. Science assumes the universe is a vast single system in which basic laws are consistent. Individuals and teams from many nations and cultures have contributed to science and to advances in engineering. Not all questions can be answered by science.

Connections to Engineering, Technology, and Applications of Science:
Science and engineering complement each other in the cycle known as research and development (R&D). Many R&D projects involve scientists, engineers, and others with wide ranges of expertise.

3. How will the goals of the course or program be evaluated?
Projects, laboratory and written assessments.

4. Special Considerations: Targeted population, scheduling, additional information, etc.
Science semester electives offer course options for juniors and seniors interested in pursuing science learning other than, or in addition to, Advanced Placement courses, Physics, and Anatomy and Physiology (all full-year courses). Level 1 and 2 could be combined heterogeneously if needed.

As an alternate to scheduling 2 sections of Astronomy as one each semester, Astronomy could be scheduled for the fall semester (more darkness for observing the sky) and Marine Science could be scheduled for the spring semester (more daylight for marine field trip(s)). If Sarah Huelin was teaching Astronomy and Kathryn Rosenfield was teaching Marine Science, then scheduling Astronomy, Marine Science, and section(s) of either Chemistry L1 or L2 into the same time slot would accommodate the logistics of room scheduling and teacher assignment. This would also work if there is student enrollment for only one section each of Astronomy and Marine Science.

5. What are the special features of this course? - Interdepartmental cooperation, off-campus experiences, etc.
Astronomy will offer in-house (no cost) field trips to come back to LSM after school or in the evening and use the telescope (already here) to do astronomical observations. Binoculars and solar telescope will also be used for daytime observations.
More semester electives in Science provide the opportunity for a student to pair Computer Science semester elective with any Science semester elective to create a full-year STEM focus course study.

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

A survey was conducted (fall 2016) of all current grade 10 and 11 students at LSM. There was an enthusiastic response to the possibility of expanding the semester elective course offerings in the Science Department, as well as significant interest in the following specific courses. The 2016-2017 school year added Forensic Science. The 2017-2018 school year hopefully will include the additions of Astronomy and Marine Science.

7. List the major topics covered in this course.

Observational Astronomy
Sun, Stars and Stellar Evolution
Galaxies and Cosmology
Solar System: (Planets and other bodies)

INDIVIDUALS INVOLVED IN CREATING AND DEVELOPING THIS COURSE:

Sarah Huelin

Submitted by: Sarah Huelin

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: 11/7/16

I. BASIC DATA

Course or Program Proposal: SPAN 3178: Intermediate Composition

Department(s): World Language

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

Prerequisite(s): Spanish IV, V, or Advanced Topics

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

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. (Students in AP course pay $93 to take the exam; thus, the UConn ECE credit costs $32 more than an AP exam).

Estimated enrollment:
20 students in 2016-2017

Is a summer curriculum project proposed? Yes  Cost: $504

Teacher stipend for summer curriculum development  - 2 days x 6 hours/day x $42/hour = $504

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

Is additional staff development necessary? Teacher must attend a summer workshop this summer and 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? No. We will continue to offer AP Spanish and anticipate one class of AP Spanish and one class of UConn Spanish next year.

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 provides a thorough review of grammar and methodical practice in composition leading to command of practical idioms and vocabulary. (Source: UConn ECE Course Description)

2. How do the goals of the new course or program relate to the school philosophy?
   This opportunity will allow for students to earn undergraduate credit, similar to AP courses. However, this course is more-aligned to the district’s growth-mindset philosophy as undergraduate credit is attained when students receive a grade of C of higher in the course as a whole rather than credit being awarded based on the result of one test score.

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 reading and responding to authentic cultural topics, for example, short stories, news and cultural readings, and films.

INDIVIDUALS INVOLVED IN CREATING AND DEVELOPING THIS COURSE:

Jodiann Tenney
Pamela Thomas

Submitted by: Jodiann Tenney
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: 11/7/16

I. BASIC DATA

Course or Program Proposal: UCONN French 3250: Global Culture

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? Supplemental texts, videos Estimated cost: $500

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. (Students in AP course pay $93 to take the exam; thus, the UConn ECE credit costs $32 more than an AP exam).

Estimated enrollment: 20 students in 2016-2017

Is a summer curriculum project proposed? Yes Cost: $720

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 this summer and an ECE 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? Yes, AP French.

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?
Intense study of oral French. Learning of oral techniques of communication in conjunction with weekly topics of conversation associated with various francophone cultures. Rigorous and active oral practice through dialogues, interviews, roundtables, and oral reports. (Source: UConn Catalogue Description)

2. How do the goals of the new course or program relate to the school philosophy?
This opportunity will allow for students to earn undergraduate credit, similar to AP courses. However, this course is more-aligned to the district’s growth-mindset philosophy as undergraduate credit is attained when students receive a grade of C of higher in the course as a whole rather than credit being awarded based on the result of only one test score.

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.
The course will be contingent upon the teacher receiving UConn certification (in January). If teacher does not receive certification, AP will continue to be offered.

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.
All topics will focus on French culture. Specific 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 ________________________
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 ______
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: 11/7/16

I. BASIC DATA

Course or Program Proposal: Advanced Topics in French

Department(s): World Language

Grade(s): 11 and 12 Level(s): 1 Credit(s): 3

Prerequisite(s): French IV

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

Is a new workbook necessary? Estimated cost:

Is there any additional cost to Individual Student and/or Department? No

Estimated enrollment:
20 students in 2016-2017

Is a summer curriculum project proposed? Yes Cost: $1008

Teacher stipend for summer curriculum development - 2 teachers x 2 days x 6 hours/day x $42/hour = $1008

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? No

Is this proposal intended to replace an existing course or program? No. Har-Bur MS French students now study 2 years’ worth of high school French content. As a result, we now have many students who take French IV in grade 10 and need an additional course. This course will enable these students, who want to continue French, but do not want to take a college-level
course to continue their studies. A survey showed that we have 15 French IV students who want to continue French, but do not want to take a college-credit course next year. This course will also be available to students who want to take a college-credit course in 11th grade, but a non-college level French course in 12th grade.

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?
To improve students' knowledge of the French language and Francophone culture through the use of French films. Similar to our Advanced Topics in Spanish, students will identify and analyze historic, economic, and political issues present in the films and continue to develop proficiency in the 4 skills (speaking, listening reading, and writing) within the 3 language modes: interpersonal, interpretive, and presentational.

2. How do the goals of the new course or program relate to the school philosophy?
The LSM program of studies recommends that students interested in attending four-year colleges take 3-4 years of one language at the high school level. Advanced Topics in French will enable students to fulfill this recommendation.

3. How will the goals of the course or program be evaluated?
Benchmark and other assessments.

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

5. What are the special features of this course?: Interdepartmental cooperation, off-campus experiences, etc.
N/A
6. Why would students be interested in enrolling in this course?
To continue their French studies and to fulfill the recommendation for 3-4 years of one language at the high school level.

7. List the major topics covered in this course.
All topics will focus on French culture, politics and history through film. Specific topics will be determined. One example would be the study of France during WWII using the film, *Au Revoir Les Enfants*. (The Advanced Topics in Spanish course curriculum will be used as a model.)

**INDIVIDUALS INVOLVED IN CREATING AND DEVELOPING THIS COURSE:**

Jodiann Tenney
Laura Faga

Submitted by: Jodiann Tenney

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 K-5
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: 11/23/16

I. BASIC DATA

Course or Program Proposal: Chinese 4 (UCONN ECE)

Department(s): World Language

Grade(s): 12

Prerequisite(s): Chinese 3

Level(s): college-credit

Credit(s)

Is a new textbook necessary? Yes (4 plus teacher text for 17-18)

Estimated cost: for 2016-2017 - $500 (with digital resources & teacher edition)

Note – Our program already uses the lower levels of this text. This is the next text in the same series.

Is a new workbook necessary? (included above) 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. (Students in AP course pay $93 to take the exam; thus, the UConn ECE credit costs $32 more than an AP exam).

Estimated enrollment: 4 students for 2016-2017. 10-12 students for 2017-2018. (Course will a “limited enrollment course” in 2017-2018 and in future as long as course enrollment is 10 or
fewer students. As defined by teacher contract, teachers may teach a limited enrollment course provide they are relieved from study hall obligations.

Is a summer curriculum project proposed? Yes Cost: 2 days x 2 people x 6 hours x $40 = $960

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

Is additional staff development necessary? Teacher will need to attend a summer UCONN PD in 2017 and a UCONN PD every 2 years to retain certification.

Is this a pilot course or a program?

Is this proposal intended to replace an existing course or program? We currently offer Chinese 3/4 as a combined course. This course will serve as a separate Chinese 4 course.

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?
   - To advance students' speaking, listening, reading and writing proficiency in Mandarin Chinese.
   - To increase students' understanding of Chinese culture and norms.
   - To improve student proficiency in 3 major areas: interpersonal communication, presentational communication, and interpretive understanding.

2. How do the goals of the new course or program relate to the school philosophy? This opportunity will allow for students to earn undergraduate credit, similar to upper level Spanish and French. Offering students the opportunity to experience college-level course and to earn college credit is important for LSM students as it better prepares them for competitive universities.

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.

If the course ever does exceed 10 students, it could affect budget as it would no longer be considered a limited enrollment course.

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.
See sample UConn syllabus and text scope and sequence (attached).

INDIVIDUALS INVOLVED IN CREATING AND DEVELOPING THIS COURSE:
Jodiann Tenney and Chia-Ying Chung

Submitted by: Jodiann Tenney
Coordinator’s Signature ___________________________ Endorsed
Reviewed by principal(s) ___________________________ Not Endorsed
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
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: Nov. 21, 2016

I. BASIC DATA

Course or Program Proposal: Advanced Placement World History

Department(s) Social Studies

Grade(s): 10-12 Level(s): A.P. Credit(s): 1

Prerequisite(s):

Is a new textbook necessary? yes Estimated cost: 129.60 + 10% S/H x 24 books = $3141.50

Is a new workbook necessary? yes Estimated cost: $11.29 + 10% S/H x 24 copies = $297.26

Is there any additional cost to Individual Student and/or Department? - students taking the course will need to pay the fee for the A.P. exam

Estimated enrollment: 16-24

Is a summer curriculum project proposed? yes Cost: $40 x 24 hours = $960

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

Is additional staff development necessary? - course instructor will need to complete the

Is this a pilot course or a program? no

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

Is this proposal intended as a graduation requirement? Yes (as part of the 3 credits needed in social studies – in order to graduate from L.S.M. H.S.)
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?**
   Students taking the course will pass the AP World History exam (receiving score of 3 or higher)

2. **How do the goals of the new course or program relate to the school philosophy?**
   The course will provide LSM students an additional social studies Advanced Placement course in the social sciences and prepare them for college through experiencing a rigorous curriculum – that focusing on critical thinking skills.

3. **How will the goals of the course or program be evaluated?**
   The course will be evaluated by how well the students perform on the AP World History exam.

4. **Special Considerations: Targeted population, scheduling, additional information, etc.**
   **Prerequisite:** Students must earn grade of A- or higher in Honors Global Studies 9 or 10.
   12th Grade students must be currently enrolled in Advanced Placement U.S. History or Honors U.S. History with a grade of B+ or higher, or teacher recommendation and approval of Department Coordinator.

5. **What are the special features of this course? Interdepartmental cooperation, off-campus experiences, etc.**
   Students practice answering Document-Based Questions (by analyzing primary source documents)
   Course follows the College Prep course outline – so students taking the course are prepared to successfully take the AP World History exam.

6. **Why would students be interested in enrolling in this course?**
   For students receiving a passing score on the AP World History exam, they will receive college credit for the same course (in colleges that accept AP credits). In addition, a number of universities value

7. **List the major topics covered in this course.**
   1. The Early Complex Societies (3500 to 500 B.C.E.)
   2. The Formation of Classical Societies (500 B.C.E. to 500 C.E.)
   3. The Postclassical Era (500-1000 C.E.)
   4. The Acceleration of Cross-Cultural Intersection (1000-1500 C.E.)
   5. The Origins of Global Interdependence (1500-1800 C.E.)
   6. An Age of Revolution, Industry, & Empire (1750-1914 C.E.)
   7. Contemporary Global Realignments (1914 to the Present)
INDIVIDUALS INVOLVED IN CREATING AND DEVELOPING THIS COURSE:

Zachery Vitali, (Edward Dorgan)

Submitted by: Edward Dorgan

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
RECOMMENDATION FOR ADOPTION OF TEXTBOOKS AND SUPPLEMENTARY MATERIALS FOR CLASSROOM USE (K-12)

Date: Nov. 28, 2016

PROCEDURE
Submit a separate form for each textbook adoption to the Assistant Superintendent by November 1st for inclusion in the following school year.

Title: Traditions & Encounters: A Global Perspective on the Past UPDATED AP Edition 6e, Student Bundle, 1-Year Subscription (Student Edition with ConnectED eBook)
MHID: 0076723291
ISBN 13: 9780076723294

Author, Editor, or Compiler: Bentley, Jerry

Type of Material: textbook

Publisher or Producer: McGraw-Hill

Publication Date: 2017

List Price: $129.60

Recommended for use in grades: 10-12

Subject Area: Social Studies (AP World History)

Recommended by: Edward Dorgan

HOW DO THESE MATERIALS RATE?

1. To what extent do these materials enhance the present curriculum? (for example e.g. the course goals, objectives)

   This textbook would be for a new Advanced Placement course at Lewis S. Mills High School, in the social studies department. The materials fit the current goals & objectives for the College Board AP World History curriculum.

2. What is the readability level (DRP)? 70 and please explain below the suitability of the material for the grade level.

   This readability level falls above the average DRP rating for high school textbooks. The textbook fits with the reading skills of the students who will be taking the AP World History course.

3. Is there a specific targeted student audience? Students (in grades 10-12) wanting to earn AP credits in the social sciences
4. Are any critical reviews available to assist in determining appropriateness? – no (a new edition) 
   Although this was a textbook recommended by the Connecticut Social Studies Supervisor – Stephen 
   Armstrong

5. How does the content of the material add to the intellectual, social, and emotional development of the 
   students?
   The content has been updated to reflect the revised AP World History exam from the College Board 
   The content adds to the intellectual development of students by offering more primary source 
   documents that require higher-order thinking skills.

6. Identify any material or sensitive issues or ideas presented in the textbook. - none

7. How will the teaching staff deal with these areas? - NA

8. To what extent does the material allow for flexible grouping? – although test prep materials are offered, 
   the supplemental materials are provided to assist students in learning how to analyze primary source 
   documents and practice critically thinking skills – students individually use the textbook as a study aid

9. To what extent does the material meet the district guidelines on gender equity? – Historical references 
   are made throughout the textbook about famous women from different eras and the influence of women on 
   the development of world civilizations

10. To what extent is the format attractive and pleasing and, if appropriate, to what extent is 
    the material up-to-date?
    The text is colorful, well organized, appropriate in reading level [for AP students], and includes 
    references to World news events through 2015.

11. Was this textbook piloted? NO (If so, please summarize the pilot results.)

12. What supplemental aids come with the materials?
    - ONboard Quick Start Guide, ONboard Implementation Guide = ONboard provides interactive online 
      instruction to help incoming AP students build the skills and background knowledge they need to 
      succeed in AP classes and beyond.

13. Technology/Software uses?
    - 1-year subscription to the online edition of the textbook.
    - Connect Quick Start Guide = Connect provides a dynamic eBook, auto-graded assignments and 
      assessments, adaptive diagnostic learning technology, and more.
14. Teachers Guides/Manuals, Transparencies/Journals/Workbooks?
   - SCOREboard Quick Start Guide
   - SCOREboard Implementation Guide
   - Registering Students for a Connect Course
   - Registering Students for a Course (Video)
   - SCOREboard Webinar Recording (Video)
   - SCOREboard: A Success Story

15. Any assessments/tests, books provided?

   SCOREboard provides adaptive online diagnostic test preparation, including four complete AP practice exams
   and an adaptive content review to help all students maximize the time leading up to the exam
   (see resources listed above - #14)

   COMMENTS:

   Approved by the Coordinator __________________________  Date__________

   Reviewed by Principal(s) _______________________________  Date__________

   Reviewed by the District Council _________________________  Date__________

   Reviewed by Curriculum Committee _______________________  Date__________

   Reviewed by the District Council _________________________  Date__________

   Approved by Superintendent ____________________________  Date__________

   Approved by Board of Education _________________________  Date__________

Revised 1/04
F: currdev
Priority: Predictability and Sustainability for School Districts

Good decision making at the district level, particularly during challenging financial times, is dependent on predictable resources. Predictable and sustainable investments in education will enhance student outcomes and improve the condition of the state’s economy. The CREC Council supports:

- Implementing a revised funding formula for all schools that is logical, transparent, and predictable and that ensures fair and equitable distribution of resources and opportunities to students;
- Pursuing best practice guidelines rather than developing new mandates; providing local flexibility for mandate implementation; and removing mandates that have not been sufficiently funded by the state;
- Predictable expectations for school districts regarding the Minimum Budget Requirement;
- Incentives and support for regional and collaborative efforts that offer cost efficiencies and/or program enhancements for students;
- Placing the burden of proof in special education due process hearings on the party challenging the placement; and
- A formula for the special education excess cost grant that offers predictable reimbursement to school districts.

Priority: Closing the Achievement Gap

Data show that children attending racially and economically integrated regional magnet schools and Hartford children attending suburban schools through the Hartford Region Open Choice Program are closing Connecticut’s racial and socioeconomic achievement gaps. In order to continue this progress and advance a plan to reduce racial, social, and economic isolation statewide, the CREC Council supports:

- Restoring funding for magnet schools and maintenance of effort on the part of the state to adequately fund Sheff schools;
- Reducing the relative burden of funding magnet schools that falls on local school districts by increasing magnet school funding annually through a sustainable funding formula;
- Allowing existing magnet schools to enroll to capacity and no new magnet schools;
- Further investment in Open Choice as a more fiscally prudent and responsible way to invest Sheff funds;
- Incentivizing and supporting districts that are committed to the Open Choice program by sustaining per pupil funding and restoring supplemental academic support grant funding; and
- Investing in programs that promote minority teacher recruitment and the hiring and retention of diverse, high-quality teachers.

CREC’s Vision:

Every student can and shall learn at high levels and, therefore, must have access to all educational resources within the region through the system of public schools served by CREC.

CREC’s Mission:

To work with boards of education of the Capitol Region to improve the quality of public education for all learners.
# EdAdvance Region: Comparison of:

**Total Cost of Education, Special Ed. Cost & NON-Special Ed Cost**

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Cost of Ed.</th>
<th>Special Ed. Cost</th>
<th>Non-Special Ed. Cost Only</th>
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<td>2013</td>
<td>$805,126,115</td>
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<td>2014</td>
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<td>2015</td>
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<td>2016</td>
<td>$856,794,123</td>
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<table>
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<th>5-Year Change</th>
<th>Total Cost of Ed.</th>
<th>Special Ed. Cost</th>
<th>Non-Special Ed. Cost Only</th>
</tr>
</thead>
<tbody>
<tr>
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<td>$26,804,119</td>
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<td>$38,000,258</td>
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EdAdvance Region Comparison of:
Five-Year Total Student Enrollment and Special Ed. Identification

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>5-Year Change</th>
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<tr>
<td>Total Regional Enrollment</td>
<td>55,291</td>
<td>54,221</td>
<td>52,813</td>
<td>51,715</td>
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<td>Count of Spec. Ed Students</td>
<td>6,423</td>
<td>6,402</td>
<td>6,411</td>
<td>6,465</td>
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<td>Average Prevalence Rates (%)</td>
<td>12.5%</td>
<td>12.9%</td>
<td>13.4%</td>
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