I. Call to order

II. Pledge of Allegiance

III. Communications:
A. Superintendent’s Report
   2. Concussion Update (Enclosure 1)
   3. Matching Donation
B. Student Representatives’ Reports: Savanna Arcuri and Brian Drisdelle

IV. Approval of Board of Education Minutes for: (Enclosure 2)
Regular Meeting of the Board of Education dated Monday, December 12, 2016

V. Consent Agenda
A. Approval of the Financial Reports dated December 2016 (Enclosure 3)
B. Leaves of Absence: n/a
C. Resignations:
   1. Paula Moscato-Biondino, Speech and Language Pathologist, Har-Bur Middle School/Lewis S. Mills High School, effective January 31, 2017
D. Retirements: n/a
E. Appointments: n/a

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

```
The following guidelines are to assist those who wish to speak during the Public Participation Session:

A speaker’s sign-in list is always available prior to the start of the meeting. Please sign in if you plan to address the Board of Education.

• Speakers are welcome to offer objective comments and/or suggestions to help improve school operations and programs.
• Expression of personal complaints should be directed to the appropriate Region 10 administrator via an appointment, telephone call, e-mail, or a letter.
• Personnel matters or concerns regarding a student(s) will not be discussed.
• Questions and/or comments about pending litigation will not be discussed at Board of Education meetings.
• When the Board Chairman recognizes you to speak, please state your name and address for the record.
• Students – please state only your name.
```
The Board Chairman has the discretion to limit comment time. Generally, three (3) minutes per speaker is allotted. The Chairman 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 Chairman.

VII. Actions:
A. 2018/2019 Region 10 School Calendar (Second Review, Action Anticipated) A. Beitman (Enclosure 4)
C. New Course Approvals (Second Review, Action Anticipated) C. Burke
   1. Intro to Computer Science (Enclosure 6)
   2. Marine and Freshwater Science (Enclosure 7)
   3. Astronomy (Enclosure 8)
   4. Spanish 3178 (Enclosure 9)
   5. UCONN French 3250 (Enclosure 10)
   6. Advanced Topics in French (Enclosure 11)
   7. Chinese 4 (UCONN ECE) (Enclosure 12)
   8. AP World History (Enclosure 13)
D. New Textbook
   1. Traditions and Encounters (Second Review, Action Anticipated) C. Burke

VIII. Business:
A. Teacher Leadership Monthly Update
B. Spain Exchange (First Review, No Action Anticipated) C. Rau/J. Tenney (Enclosure 14)
C. STEM Update: C. Burke
D. M.O.R.E. Lapse/ECS Reductions

IX. Committee Reports
1. Facilities
2. Curriculum Committee
3. Superintendent’s Evaluation
4. Finance
5. CREC
6. Technology

X. Next Meeting
The next meeting of the Board of Education is scheduled for Monday, February 13, 2017, 7:00 p.m., Lewis S. Mills Auditorium

XI. Adjourn
<table>
<thead>
<tr>
<th>Item for Future Board of Education Agendas</th>
<th>Anticipated Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nepotism Policy</td>
<td>March 2017</td>
</tr>
<tr>
<td>Co-op Sports Policy</td>
<td>March 2017</td>
</tr>
<tr>
<td>Central Connecticut Conference Update</td>
<td>April 2017</td>
</tr>
<tr>
<td>Policy 5153 Transgender Students</td>
<td>June 2017</td>
</tr>
<tr>
<td>Policy 5113.1 Non-Resident Twelfth Grade Student Attendance</td>
<td>June 2017</td>
</tr>
<tr>
<td>Concussion Update</td>
<td>August 2017</td>
</tr>
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</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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Additionally, Robert's Rules in brief advises "The name and subject of a guest speaker or other program may be given, but no summary of the talk." [RONRIB page 149]

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

RSD10 Chair
Lewis S. Mills High School (2015-2016)

Fall Season: 11 total
Girls Soccer: 1 student athlete (42 participants)
Boys Soccer: 1 student athlete (44 participants)
Boys Cross Country: None (27 participants)
Girls Cross Country: None (13 participants)
Field Hockey: None (33 participants)
Girls Volleyball: 1 student athlete (27 participants)
Crew: 1 student athlete (47 participants)
Football: 6 student athletes (57 participants)
Cheerleading: 1 student athlete (15 participants)

Winter Season: 0 total
Girls Basketball: None (15 participants)
Boys Basketball: None (18 participants)
Boys Indoor track: None (44 participants)
Girls Indoor track: None (24 participants)
Swim and Dive: None (21 participants)
Cheerleading: None (16 participants)

Spring Season: 3 total
Track and Field: None (41 participants)
Crew: None (47 participants)
Softball: None (29 participants)
Golf: None (12 participants)
Girls Tennis: None (21 participants)
Boys Tennis: None (18 participants)
Baseball: None (36 participants)
Girls Lacrosse: None (44 participants)
Boys Volleyball: 1 (25 participants)
Boys Lacrosse: 2 (39 participants)

***Students with concussions that do not participate in a sport 10***
***2015-2016 school year: total of 14 concussions for student athletes at Mills***
Har-Bur Middle School Athletics (2015-2016)

Fall Season -- 0:
Girls Soccer: None (25 participants)
Boys Soccer: None (20 participants)
Cross Country: None (60 participants)
Field Hockey: None (25 participants)

Winter Season -- 0:
Girls Basketball: None (15 participants)
Boys Basketball: None (18 participants)
Cheerleading: None (16 participants)

Spring Season -- 0:
Softball: None (12 participants)
Baseball: None (16 participants)
Track and Field: None (95 participants)
Lewis S. Mills High School (2016-2017)

Fall Season: 11 total
Girls Soccer: 2 student athlete (38 participants)
Boys Soccer: 2 student athlete (42 participants)
Boys Cross Country: None (34 participants)
Girls Cross Country: None (14 participants)
Field Hockey: None (44 participants)
Girls Volleyball: 3 student athlete (31 participants)
Crew: 0 student athlete (51 participants)
Football: 3 student athletes (46 participants)
Cheerleading: 0 student athlete (12 participants)

Har-Bur Middle School Athletics (2016-2017)

Fall Season -- 0:
Girls Soccer: None (23 participants)
Boys Soccer: None (21 participants)
Cross Country: None (83 participants)
Field Hockey: None (27 participants)
REGIONAL SCHOOL DISTRICT #10
Regular Meeting of the Board of Education
The Learning Center
26 LYON ROAD, BURLINGTON, CT 06013
Monday, December 12, 2016
7:00 p.m.

UNOFFICIAL MINUTES

Board Members Present:
Thomas Fausel
Bruce Guillemette
Eleanor Parente
Corey Rewenko
John Vecchitto
Paul Omichinski
Brooke Joiner
Susan Baccaro
John Goodno (arrived 7:02 p.m.)

Absent:
Phillip Penn, Chairman

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

I. Call to Order:
Superintendent Beitman called to order the regular meeting of the Board of Education at 7:00 p.m.

II. Superintendent Beitman led the Pledge of Allegiance

III. Election of Officers

Board Chairman
Superintendent Beitman called for nominations for the position of Board Chairman.

A nomination was cast by Paul Omichinski and seconded by Corey Rewenko to appoint Phillip Penn as Chairman of the Board; no other nominations were cast; all in favor; none opposed; motion carried unanimously.
V. A motion was made by Paul Omichinski and seconded by John Vecchitto to accept/approve the minutes from the regular meeting of the Board of Education dated Monday, November 14, 2016 as presented; all in favor; none opposed; motion carried unanimously.

VI. Consent Agenda:
A motion was made by Bruce Guillemette and seconded by Eleanor Parente to accept/approve the consent agenda items as presented. Items exhibited were:

- Financial Reports dated November 2016;
- Resignation of Megan Rochford, a Special Education Teacher at Har-Bur Middle School effective 11/23/2016;
- Appointments of Margaret Dunlop, a Special Education Teacher at Har-Bur Middle School effective 12/2/2016 and Renee Turley, Science Coordinator, effective 1/3/17.

All in favor; none opposed; motion carried unanimously.

VII. Public Participation
Robert Martinotti
Harwinton, CT

Mr. Martinotti offered his views regarding the potential move of the athletic program from the Berkshire League to the Central Connecticut Conference

VIII. Actions:
A motion was made by Corey Rewenko and seconded by Bruce Guillemette to accept/approve the action items as presented. Action items exhibited:

A. A second review of the Board meeting schedule for the 2017/2018 school year with no further discussion or changes;
B. A second review of four course proposals: Child Development, Advanced Video, Personal Safety, and Personal Finance with no further discussion or changes;
C. A second review of the Superintendent’s Goals, which were modified to meet the needs and priorities of the district from the previous year, rendered no further suggestions for changes.

All in favor; none opposed; motion carried unanimously.

IX. Business:
A. Teacher Leadership Monthly Update
The Region 10 Teacher Leadership Council, headed by Ms. Cheri Burke, the Director of Student Learning and several of its committee members were recently invited to present at Central Connecticut State University. The university, which recently began a Teacher Leadership Fellow Program, is facilitated by Betty Sternberg, the
former commissioner and comprised of superintendents, assistant superintendents and building administrators, and teachers at the district level. The presentation was designed to encourage other districts to follow in the footsteps of Region 10 by implementing teacher leadership initiatives at their local levels.

The council was also accepted to present at the upcoming “Compliance to Coherence” conference.

B. 2018/2019 School Calendar
The 2018/2019 school calendar was brought before the Board for a first review by Mr. Peter Bogen, Assistant Principal at Har-Bur Middle School, who has also chaired the Calendar Committee for many years. This year, the district was under mandate to follow a regional calendar and once reviewed by CREC, it was found to be in compliance with state regulations. The calendar will be brought before the Board in January for a second review and subsequent approval for adoption.

C. French Exchange Student Proposal

A primary goal of the proposal is to expand opportunities for students in authentic context. Dr. Tenney, the World Language Coordinator, is currently working on new connections with one organization in particular, FACES. With the Board’s approval, Dr. Tenney would like to initiate hosting French exchange students in April 2017. It is then anticipated that Region 10 students would be afforded the opportunity to travel abroad the following year. The proposal is expected to go before the Board again in January for their approval.

D. Potential Move to Central Connecticut Conference

Mr. Christopher Rau, the Principal at Lewis S. Mills High School, provided the Board with a packet of information that had been distributed to the public at an informational meeting, which was held on Tuesday, December 6th. The report, also included in the Board packet, outlined the benefits of such a move including a decrease in transportation costs, a complete schedule for all JV programs, better competition to prepare teams for state tournaments, and the opportunity to play a diverse group of schools that offer all programs currently available in Region 10. He expressed concerns of the potential closing or consolidation of the Berkshire League due to lowering enrollment.

Mr. Rau indicated that the conference is looking to fill its last spot and therefore, minimally, the application process would need to commence prior to the end of the week.

Board member Paul Omichinski felt that the Board was not provided adequate time to gather data and felt the presentation was a sales pitch and extremely biased towards moving to the CCC. He also mentioned that there is an existing Board policy that governs school
athletics and it has specific goals set forth within. Student feedback was also under consideration. Superintendent Beitman was concerned about the students' opinions as they are the end users. Mr. Omichinski concluded the discussions by suggesting that the policy be found and reviewed, so that an appropriate solution could be reached.

E. New Courses (8)
Eight new courses were brought before the Board for a first read. The courses presented included Intro to Computer Science, Marine and Freshwater Science, Astronomy, Spanish 3178, UCONN French 3250, Advanced Topics in French, Chinese 4, and AP World History. A description of each was included in the Board packet. A second read and vote to accept/approve is tentatively scheduled for the January 4, 2017 Board meeting.

F. New Textbook
Traditions and Encounters: First read with second read and vote to accept/approve tentatively scheduled for the January 4, 2017 Board meeting.

X. Standing Board Committee Reports
A. Board Committee Reports
1. Facilities: No report
2. Curriculum Committee: The committee met last week and voted to bring the aforementioned eight new courses to the Board as a first review and subsequent approval.
3. Superintendent's Evaluation: The Board recently completed its approval of the Superintendent's goals for 2016/2017
4. Finance: No report
5. CREC: Board member John Vecchitto included documents in the agenda for Board members to review. He noted that there are two significant items under consideration that could have an impact on the district, a revision of the ECS formula to one that shows equity and moving the burden of proof for special education student services from the district to that of the parents. He suggested that many IEPs make unsubstantiated claims for services that can be very costly to the district.

He also provided several graphs comparing special education costs vs. enrollment and the total overall cost of an education.

6. Technology: No report

XI. Upcoming Meetings

Board members were reminded that their next regularly scheduled meeting is January 9, 2017 at 7:00 p.m. in the Learning Center.
XII. Adjourn:

A motion was made by Paul Omichinski and seconded by Eleanor Parente to adjourn the regular meeting of the Board of Education at 9:12 p.m.; all in favor; none opposed; motion carried unanimously.

Respectfully submitted,

_________________________________________________________________  ___________________________________________________________________
John Vecchitto, Secretary                                      Date

For all agendas and minutes:

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RSD10 Chair
REGIONAL SCHOOL DISTRICT #10  
REVENUE STATEMENT 2016-2017  
DECEMBER 2016

<table>
<thead>
<tr>
<th>ITEM</th>
<th>2016-2017 BUDGET</th>
<th>RECEIVED Y.T.D</th>
<th>%</th>
<th>REMAINING BALANCE</th>
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<td>** * OPERATING BUDGET** **</td>
<td></td>
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<tr>
<td>BURLINGTON</td>
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<td>0</td>
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<td>$178,866</td>
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<tr>
<td>** TOTAL OPERATING REVENUE**</td>
<td>$38,830,850</td>
<td>$20,750,228</td>
<td>53.44%</td>
<td>$18,085,201</td>
</tr>
</tbody>
</table>

| ** * BONDING REVENUE ** ** |                 |                |    |                  |
| BUILDING GRANTS            | $141,421        | $141,421       | 100.00%  | $0  |

| ** TOTAL BONDING REVENUE** | $141,421        | $141,421       | 100.00%  | $0  |

| ** REGION 10 TOTAL**      | $38,972,271     | $20,891,649    | 53.61%  | $18,080,622 |

Enclosure #2
<table>
<thead>
<tr>
<th>WEEK OF</th>
<th>DUE FROM HARWINTON</th>
<th>AMOUNT RECEIVED</th>
<th>DATE</th>
<th>DUE FROM BURLINGTON</th>
<th>AMOUNT RECEIVED</th>
<th>DATE</th>
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<td>1/23/2017</td>
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<tr>
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<td>3/6/2017</td>
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$13,143,998  7,086,389.60

$25,275,070  $13,626,674
### Regional School District #10

#### Expenditure Report by Object December 31, 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.</th>
<th>% Expended and/or Encumb. To Date</th>
<th>Remaining Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>111 Certified Personnel</td>
<td>$ 18,659,610</td>
<td>$ 7,072,300</td>
<td>$ 11,157,686</td>
<td>$ 18,229,986</td>
<td>97.70%</td>
<td>$ 429,624</td>
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<td>112 Non-Cert. Personnel</td>
<td>$ 4,680,277</td>
<td>$ 2,055,658</td>
<td>$ 1,512,711</td>
<td>$ 3,568,369</td>
<td>76.24%</td>
<td>$ 1,111,908</td>
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<td>120 Temporary Wages</td>
<td>$ 295,000</td>
<td>$ 148,355</td>
<td>$ 8,452</td>
<td>$ 156,805</td>
<td>53.15%</td>
<td>$ 138,195</td>
</tr>
<tr>
<td><strong>Total Personnel:</strong></td>
<td><strong>$ 23,634,887</strong></td>
<td><strong>$ 9,276,311</strong></td>
<td><strong>$ 12,678,849</strong></td>
<td><strong>$ 21,955,160</strong></td>
<td>92.89%</td>
<td><strong>$ 1,679,727</strong></td>
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<td>210 Group Disability Insurance</td>
<td>$ 34,553</td>
<td>$ 12,411</td>
<td>-</td>
<td>$ 12,411</td>
<td>35.92%</td>
<td>$ 22,142</td>
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<tr>
<td>220 Social Security</td>
<td>$ 710,000</td>
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<td>$ 313,930</td>
<td>44.22%</td>
<td>$ 396,070</td>
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<td>230 Retirement Contributions</td>
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<td>$ 83,761</td>
<td>$ 111,463</td>
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<td>$ 213,537</td>
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<td>$ 8,274</td>
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<td>$ 1,726</td>
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<td>$ 230,490</td>
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<td>$ 5,397</td>
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<td><strong>$ 183,823</strong></td>
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<td>310 Admin. Services</td>
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<td>$ 41,315</td>
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<td>$ 23,685</td>
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<td>320 Prof. Education Services</td>
<td>$ 37,950</td>
<td>$ 15,001</td>
<td>$ 600</td>
<td>$ 15,601</td>
<td>41.11%</td>
<td>$ 22,349</td>
</tr>
<tr>
<td>321 Instructional Improvement</td>
<td>$ 18,275</td>
<td>$ 7,752</td>
<td>-</td>
<td>$ 7,752</td>
<td>42.42%</td>
<td>$ 10,523</td>
</tr>
<tr>
<td>330 Other Professional Services</td>
<td>$ 417,681</td>
<td>$ 210,941</td>
<td>$ 245,254</td>
<td>$ 456,194</td>
<td>109.22%</td>
<td>(38,513)</td>
</tr>
<tr>
<td>340 Technical Services</td>
<td>$ 6,750</td>
<td>$ 6,750</td>
<td>-</td>
<td>$ 6,750</td>
<td>100.00%</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Purchased Services:</strong></td>
<td><strong>$ 545,656</strong></td>
<td><strong>$ 278,557</strong></td>
<td><strong>$ 294,056</strong></td>
<td><strong>$ 527,613</strong></td>
<td>96.69%</td>
<td><strong>$ 18,043</strong></td>
</tr>
<tr>
<td>410 Utility Services</td>
<td>$ 487,400</td>
<td>$ 236,427</td>
<td>$ 35,096</td>
<td>$ 271,523</td>
<td>55.71%</td>
<td>$ 215,877</td>
</tr>
<tr>
<td>411 Septic/Water Systems</td>
<td>$ 36,100</td>
<td>$ 21,925</td>
<td>$ 12,187</td>
<td>$ 34,112</td>
<td>94.49%</td>
<td>$ 1,988</td>
</tr>
<tr>
<td>412 LGS Sewer Annual Fee</td>
<td>$ 25,234</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
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<tr>
<td>421 Disposal Services</td>
<td>$ 46,600</td>
<td>$ 19,436</td>
<td>-</td>
<td>$ 19,436</td>
<td>41.71%</td>
<td>$ 27,164</td>
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<tr>
<td>422 Snowplowing Services</td>
<td>$ 68,100</td>
<td>$ 29,792</td>
<td>-</td>
<td>$ 29,792</td>
<td>43.75%</td>
<td>$ 38,308</td>
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<tr>
<td>424 Grounds Upkeep</td>
<td>$ 39,000</td>
<td>$ 39,264</td>
<td>-</td>
<td>$ 39,264</td>
<td>100.68%</td>
<td>(264)</td>
</tr>
<tr>
<td>425 Security</td>
<td>$ 43,430</td>
<td>$ 11,733</td>
<td>-</td>
<td>$ 11,733</td>
<td>27.02%</td>
<td>$ 31,697</td>
</tr>
<tr>
<td>430 Repairs/Maintenance Ser.</td>
<td>$ 451,776</td>
<td>$ 212,347</td>
<td>$ 88,632</td>
<td>$ 300,979</td>
<td>66.62%</td>
<td>$ 150,797</td>
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<tr>
<td>440 Facility Rentals</td>
<td>$ 20,136</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>$ 20,136</td>
</tr>
<tr>
<td>490 Pest Control</td>
<td>$ 2,800</td>
<td>$ 1,265</td>
<td>$ 1,375</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>$ 572,188</strong></td>
<td><strong>$ 137,250</strong></td>
<td><strong>$ 709,478</strong></td>
<td>58.13%</td>
<td><strong>$ 511,098</strong></td>
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<tr>
<td>519 Transport/Reimbursable</td>
<td>$ 2,295,856</td>
<td>$ 1,152,182</td>
<td>$ 313,487</td>
<td>$ 1,465,669</td>
<td>63.84%</td>
<td>$ 830,187</td>
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<tr>
<td>520 Insurance</td>
<td>$ 191,650</td>
<td>$ 150,493</td>
<td>$ 37,134</td>
<td>$ 187,327</td>
<td>97.74%</td>
<td>$ 4,323</td>
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<tr>
<td>530 Communication/Telephone</td>
<td>$ 61,554</td>
<td>$ 36,833</td>
<td>$ 583</td>
<td>$ 37,416</td>
<td>60.79%</td>
<td>$ 24,138</td>
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<td>531 Postage</td>
<td>$ 31,700</td>
<td>$ 14,319</td>
<td>$ 1,613</td>
<td>$ 15,931</td>
<td>50.26%</td>
<td>$ 15,769</td>
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<tr>
<td>540 Advertising</td>
<td>$ 2,500</td>
<td>$ 587</td>
<td>-</td>
<td>$ 587</td>
<td>23.50%</td>
<td>$ 1,913</td>
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<tr>
<td>550 Printing &amp; Binding</td>
<td>$ 10,659</td>
<td>$ 5,853</td>
<td>$ 1,228</td>
<td>$ 7,081</td>
<td>65.18%</td>
<td>$ 3,518</td>
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<tr>
<td>561 Tuition to LEAs</td>
<td>$ 319,137</td>
<td>$ 235,945</td>
<td>$ 5,075</td>
<td>$ 241,020</td>
<td>75.52%</td>
<td>$ 78,117</td>
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## Regional School District #10
### Expenditure Report by Object December 31, 2016

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<th>Account</th>
<th>Budget 2016-17</th>
<th>Expended To Date</th>
<th>Encumbered To Date</th>
<th>% Expended and/or Encumb.</th>
<th>Remaining Balance</th>
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<tr>
<td>563 Tuition to Private Sources</td>
<td>765,614</td>
<td>639,231</td>
<td>820,258</td>
<td>1,439,489</td>
<td>188.02%</td>
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<tr>
<td>580 Prof Develop/Heimb Travel</td>
<td>84,150</td>
<td>19,356</td>
<td>4,565</td>
<td>23,921</td>
<td>28.43%</td>
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<tr>
<td>590 Misc. Purchased Services</td>
<td>190,880</td>
<td>54,864</td>
<td>74,127</td>
<td>128,991</td>
<td>67.88%</td>
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<tr>
<td>591 Student Activities</td>
<td>19,611</td>
<td>7,586</td>
<td>369</td>
<td>7,954</td>
<td>40.56%</td>
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<tr>
<td><strong>Total Transport. &amp; Other</strong></td>
<td><strong>$ 3,973,351</strong></td>
<td><strong>$ 2,296,949</strong></td>
<td><strong>$ 1,258,438</strong></td>
<td><strong>$ 3,555,387</strong></td>
<td><strong>89.48%</strong></td>
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<tr>
<td>610 Supplies</td>
<td><strong>$ 552,253</strong></td>
<td><strong>$ 268,216</strong></td>
<td><strong>$ 24,396</strong></td>
<td><strong>$ 292,612</strong></td>
<td><strong>52.98%</strong></td>
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<tr>
<td>611 Library/Audio Supplies</td>
<td>162,747</td>
<td>149,318</td>
<td>1,520</td>
<td>150,838</td>
<td>92.68%</td>
</tr>
<tr>
<td>621 Natural Gas</td>
<td>40,000</td>
<td>11,486</td>
<td>-</td>
<td>11,486</td>
<td>28.72%</td>
</tr>
<tr>
<td>623 Propane</td>
<td>12,500</td>
<td>2,486</td>
<td>-</td>
<td>2,486</td>
<td>19.89%</td>
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<tr>
<td>624 Fuel Oil</td>
<td>316,000</td>
<td>217,071</td>
<td>-</td>
<td>217,071</td>
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<tr>
<td>626 Gasoline</td>
<td>6,000</td>
<td>1,883</td>
<td>-</td>
<td>1,883</td>
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<tr>
<td>640 Textbooks</td>
<td>94,247</td>
<td>59,836</td>
<td>2,676</td>
<td>62,512</td>
<td>66.33%</td>
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<tr>
<td>541 Library Books</td>
<td>24,450</td>
<td>13,831</td>
<td>3,459</td>
<td>17,290</td>
<td>70.72%</td>
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<tr>
<td>642 Periodicals</td>
<td>12,928</td>
<td>8,095</td>
<td>456</td>
<td>8,551</td>
<td>66.14%</td>
</tr>
<tr>
<td><strong>Total Supplies:</strong></td>
<td><strong>$ 1,221,135</strong></td>
<td><strong>$ 732,222</strong></td>
<td><strong>$ 32,508</strong></td>
<td><strong>$ 764,730</strong></td>
<td><strong>62.52%</strong></td>
</tr>
<tr>
<td>741 Replace Inst. Equipment</td>
<td><strong>$ 8,350</strong></td>
<td><strong>$ 5,283</strong></td>
<td>-</td>
<td><strong>$ 5,283</strong></td>
<td>0.00%</td>
</tr>
<tr>
<td>742 Replace Non-Inst. Equip.</td>
<td>316,200</td>
<td>215,056</td>
<td>1,585</td>
<td>216,641</td>
<td>68.51%</td>
</tr>
<tr>
<td>743 New Inst. Equipment</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
</tr>
<tr>
<td>744 New Non-Inst. Equipment</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>$ 220,340</strong></td>
<td><strong>$ 1,585</strong></td>
<td><strong>$ 221,924</strong></td>
<td><strong>68.37%</strong></td>
</tr>
<tr>
<td>810 Dues &amp; Fees</td>
<td><strong>$ 37,015</strong></td>
<td><strong>$ 23,955</strong></td>
<td><strong>$ 215</strong></td>
<td><strong>$ 24,170</strong></td>
<td><strong>65.30%</strong></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>
</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>
</tr>
<tr>
<td>835 Capital Improvements</td>
<td>220,463</td>
<td>200,258</td>
<td>8,768</td>
<td>209,026</td>
<td>94.81%</td>
</tr>
<tr>
<td>840 Emergency/Contingency</td>
<td>246,916</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
</tr>
<tr>
<td><strong>Total Bond &amp; Misc.</strong></td>
<td><strong>$ 2,606,447</strong></td>
<td><strong>$ 2,056,791</strong></td>
<td><strong>$ 8,983</strong></td>
<td><strong>$ 2,065,774</strong></td>
<td><strong>79.26%</strong></td>
</tr>
<tr>
<td><strong>GRAND TOTALS:</strong></td>
<td><strong>$ 38,972,279</strong></td>
<td><strong>$ 18,298,110</strong></td>
<td><strong>$ 14,550,532</strong></td>
<td><strong>$ 32,848,642</strong></td>
<td><strong>84.29%</strong></td>
</tr>
</tbody>
</table>
### Regional School District #10

**Budget Journal Entries Report**

**Fiscal Year:** 2016-2017

**Type:** Budget Journal  
**From Date:** 12/1/2016  
**To Date:** 12/31/2016

<table>
<thead>
<tr>
<th>Entry Number</th>
<th>Memo</th>
<th>Line Memo</th>
<th>Batch / Reference</th>
<th>Voucher Check #</th>
<th>Journal Debits</th>
<th>Credits</th>
<th>User ID</th>
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<tbody>
<tr>
<td>21</td>
<td>to transfer funds to cover LGS music students coming to LSM</td>
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<td>Budget Transfers</td>
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<td>995.slaone</td>
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<tr>
<td>1</td>
<td>12/01/2016</td>
<td>100.04.1110.00.430</td>
<td>Repairs to audio/visual equipment</td>
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<td>2</td>
<td>12/01/2016</td>
<td>100.04.2905.09.590</td>
<td>PURCH SVS: LGS FIELD TRIP/MUSIC</td>
<td>Check Number</td>
<td>$500.00</td>
<td>$0.00</td>
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<tr>
<td>22</td>
<td>to transfer funds for ipad purchase...security</td>
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<td>Budget Transfers</td>
<td></td>
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<tr>
<td>1</td>
<td>12/02/2016</td>
<td>100.07.2600.85.425</td>
<td>SECURITY: HBMS</td>
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<td>SECURITY: LSM</td>
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<tr>
<td>3</td>
<td>12/02/2016</td>
<td>100.01.2220.16.835</td>
<td>CAPITAL EXP: MIS TECH</td>
<td>Check Number</td>
<td>$2,200.00</td>
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<tr>
<td>24</td>
<td>Transfer funds to cover loss of revenue - Transportation Grant</td>
<td></td>
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<tr>
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<td>12/05/2016</td>
<td>100.01.2800.00.270</td>
<td>BENEFITS: MED INS-DIST WIDE</td>
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<td>$0.00</td>
<td>($146,916.00)</td>
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<tr>
<td>2</td>
<td>12/05/2016</td>
<td>100.01.2210.00.840</td>
<td>CONTINGENCY: SUP EMERG/CONTIN</td>
<td>Check Number</td>
<td>$146,916.00</td>
<td>$0.00</td>
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<tr>
<td>25</td>
<td>Per K Mazini, Transfer funds from Math to LA</td>
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<td>Budget Transfers</td>
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<td>995.slaone</td>
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<tr>
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<td>12/22/2016</td>
<td>100.02.1110.08.840</td>
<td>TEXTBOOKS: HCS MATH</td>
<td>Check Number</td>
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<td>TEXTBOOKS: LGS LANGUAGE ARTS</td>
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**Grand Total:**  
$150,416.00  
($150,416.00)

**End of Report**

---

**Printed:** 01/03/2017 10:20:55 AM  
**Report:** rptGLDailyJournalEntries  
**2016.4.10**  
**Page: 1**
# 2018/2019 Calendar

## Regional School District #10

Serving The Towns of Harwinton and Burlington

### August (3)

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<th>W</th>
<th>T</th>
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### September (19)

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### October (21)

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### November (18)

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### December (15)

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### Explanation of Dates

- Aug. 27 & 22: New Teachers' Orientation (2 Days)
- Aug. 23, 24, 27: Teacher Professional Development
- Aug. 29: First Day of School
- Sept. 3: Labor Day
- Oct. 5: Teacher Professional Development
- Oct. 8: Columbus Day
- Nov. 6: Teacher Professional Development
- Nov. 21, 22, 23: Thanksgiving Recess
- Dec. 24 - Jan. 1: Holiday Recess
- Jan. 21: Martin Luther King, Jr. Day
- Feb. 18: Presidents' Day
- Feb. 19: No School
- March 15: Teacher Professional Development
- April 8 - 12: Spring Recess
- April 19: Good Friday
- May 27: Memorial Day
- June 11: Last Day of School if NO Snow Days

### Parent Conferences

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

### Half Day Dismissal Times

<table>
<thead>
<tr>
<th>School Type</th>
<th>Time</th>
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<tbody>
<tr>
<td>Elementary Schools</td>
<td>1:15 pm</td>
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<tr>
<td>AM PreK (HCS &amp; LG)</td>
<td>11:00 am</td>
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<tr>
<td>PM PreK (HCS &amp; LG)</td>
<td>11:20 - 11:15 pm</td>
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<tr>
<td>Har-Bur Middle School</td>
<td>12:30 pm</td>
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<tr>
<td>Lewis S. Mills High School</td>
<td>11:45 am</td>
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### Weather Related Early Dismissal Times

<table>
<thead>
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<th>School Type</th>
<th>Time</th>
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<tr>
<td>Elementary Schools K-4</td>
<td>12:35 pm</td>
</tr>
<tr>
<td>AM PreK</td>
<td>12:35 pm (lunch provided)</td>
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<tr>
<td>PM/PreK</td>
<td>CANCELLED</td>
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<td>Har-Bur Middle School</td>
<td>11:45 am</td>
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<tr>
<td>Lewis S. Mills High School</td>
<td>11:00 am</td>
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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.

Students 180 days/Teachers 186 days

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:
  o COLT Poetry Contest and Rhyme Celebration (Grades 3-12)
  o Grade 8 Quebec trip
  o Field trip opportunities as appropriate
  o 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
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 ________________

[Checkboxes and dates for various reviews]

Revised Format: 1/15/04

F: currdev
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.pearonschool.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 (Hammonassett 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.

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 – 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 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.
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 or 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 __________
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: 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
Spain Exchange Materials

This packet includes the following information:
• Overview of the non-profit exchange company, CCI Greenheart, Program
• Timeline
• Information about Sister School
• Reference for CCI Greenheart
• Sample itinerary
• PowerPoint with additional information
School to School

Travel with your high school class to Spain

What is the School to School Exchange Program?
CCI Greenheart matches US schools with partner schools in Spain and other countries, providing a cost-effective travel experience for high school students and teachers.

Program Features
Program price of $1,800-$2,300 per student includes:

- Round-trip international airfare
- Activities provided by partner school abroad
- Medical/accident insurance abroad
- General liability insurance for schools while hosting
- 24/7 CCI Greenheart emergency support
- Assistance with ground transportation and hotel bookings abroad
- 1-2 teachers travel free with the group

How It Works
CCI Greenheart works with US teachers and administrators and our Madrid-based Spanish partner to match schools in the US and Spain.

Within the same academic year, your school will host a group of Spanish students and teachers and travel to visit them in Spain.

Please note: Matches with other countries will be considered on a case-by-case basis.

https://www.cci-exchange.com/educators/high-school/school-to-school/
Timeline:
NOTE: All points are dependent on date of school’s application submission and dates of travel

Year round
___Schools can apply for the School to School Exchange

December 2015 – March 2016
___School matches are finalized for the 2016-2017 season
___Dates and group sizes are confirmed
___School to School agreement is signed

March 2016
___Teacher Coordinator is in communication with counterpart
___Submit a tentative hosting calendar to CCI Greenheart

By April 2016
___International groups have booked flights
___American students and families are completing applications to be sent to International school participants

By May 2016
___All participant applications complete on both sides
___Teacher coordinators make all student matches
___Submit a tentative hosting calendar to CCI Greenheart

By August 2016
___Submit a final hosting calendar to CCI Greenheart

September 2016
___International school visits American school community

October 2016
___Non-refundable deposit of $150 per travelling participant is due to CCI Greenheart

December 2016-January 2017
___Full program payment is due to CCI Greenheart
___Travel roster with full names of participants is required
___Travelers are enrolled in insurance by CCI Greenheart

March-April 2017
___American school visits International school community
Community: León, Spain

Leon is a big and varied province with mountains in the north and plains in the south. In the north there are mines and cattle and in the south, agriculture. There is a beautiful landscape with rivers and skiing stations. It is a very old town and there is much art and culture. The university makes Leon a "service and administrative" town, with not much industry. It is very nice to live in and very well connected with the rest of the country.

School Details:
Website: http://ieserasderenueva.centros.educa.jcy.l.es/sitio/
School Type: Public
School Population: 824 students
Languages taught: English, French, Latin, Greek
Extra-Curricular Activities: exchanges, skiing, class trips to European countries, sporting events

Exchange Details:
Proposed hosting: In February or Spring but NOT during our spring break
Preferred travel: Three weeks starting September 15th approx.
Capacity to host: 25-30 students
Number of travelling students: 25-30
Average age of students: 16

We have done many schools exchanges with the US (Massachusetts, New York, California, Las Vegas, etc.) as well as class trips all over Europe (France, Italy, UK, Greece, Holland, etc.) for about 10 days every year.
Hi Tenney,

I am happy to help and give a reference without reservations for CCI and their Student Exchanges. It took me several years to find CCI and I am so glad I did. Here are a few reasons why.

First: My CCI reps (local and in Madrid) are always readily available via email or phone. They consistently get back to me very quickly when I have questions or needs. They are knowledgeable, pleasant and easy to work with. One year we were stranded in Madrid for an extra 4 days at the end of our exchange due to a general strike in Madrid. Many of our host families had travel plans for Easter - so we could not simply stay with them. CCI went to the Barajas Airport with me and negotiated with the Airlines on our behalf. They were able to get us hotel and meal accommodations - at the airline’s expense - for those 4 days - while other flight arrangements could be made. This is excellent "customer service" - to say the least!

Second: I appreciate how well CCI has worked with my school to find a sister school in Madrid that is a good match. When our first school dropped out of the exchange on very short notice, CCI found me a "temporary" school to fill in that one year. We now have a very good relationship with a school that is very stable.

Third: The dollar value to students and families cannot be matched. My community is very modest. The school to school exchange provides a very rich environment (for culture, language and building personal relationships) at a very good price point.

Finally: I have several students who have gone back to school as University students - based on the experience they had while on our exchange. Students & families stay in touch long after the exchange ends. They truly establish long lasting relationships.

As for tips: 1. Be organized but also flexible. Our exchange has evolved over the years. When we build our hosting calendar - we leave the weekends open for families to fill. Once you decide to go with CCI - I can send you examples of our calendar.

2. I have found I need to add about $300 to the price CCI gives me to cover the cost of the hosting activities.

3. We look very carefully at the student applications to try to match students together who are compatible.

4. Plan on holding at least 3 parent meetings to keep parents informed and engaged.

5. Plan on multiple meetings with your students - to get them travel ready.

6. Use whatsapp or a similar app to stay in touch with students and parents.

7. We always send 2 teachers. You really need to have a back up - just in case. This came in very handy 2 years ago when both of our traveling teachers got ill while in Spain - one after the other - so I was always able to be with the students.

The Exchanges are a lot of work - but very much worth it. Let me know if you have further questions.

Good Luck to you!

Happy Holidays

Linda Radke, NBCT
CAS World Languages
https://outlook.office.com/owa/?viewmodel=ReadMessageItem&ItemID=AAMkADc4ZDRjY2c1LTc3NGQ1NGE3Ny1hNTRfiWU5N2Y4N2MwNzRjQABGAAA...
On Wed, Dec 21, 2016 at 10:41 AM, Tenney, Jodiann <Tenney1@region10ctorg.onmicrosoft.com> wrote:

Hi Linda,

Elisa Meggs gave me your contact info. We would like to use CCI Greenheart for student exchanges and before getting board of education approval, I wanted to touch base with a school or two to have a reference.

Would you mind either e-mailing or calling (860) 733-2108 to let me know if you experiences with CCI Greenheart have been positive? Would you recommend them? Is there anything I should know/tips you have when planning such trips?

E-mail or phone is Ok - whichever is easiest for you.

Thanks so much!

Jodi Tenney

Jodiann Tenney

World Language and ELL Coordinator

Regional School District # 10

24 Lyon Road

Burlington, CT 06013

(860) 673-0423
## School to School Exchange Sample Itinerary (East Coast Area)

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<td>Welcome Breakfast &amp; Orientation/ school tour</td>
<td>Morning: Shadow Classes</td>
<td>Morning: Shadow Classes</td>
<td>Spanish Group arrives to JFK</td>
<td>Free time with host families</td>
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<td></td>
<td>Afternoon: Shadow classes</td>
<td><strong>Half Day Activity</strong> Nature Excursion: Hike and picnic</td>
<td>Greenheart Volunteer Project Food Bank</td>
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<td></td>
<td>Free time with host families</td>
<td>Morning: Shadow Classes</td>
<td>Morning: Shadow Classes</td>
<td>Full Day Excursion New York City</td>
<td>Spanish cultural presentation in middle school Spanish classes</td>
<td>Free time with host families</td>
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<td>Half Day Activity Museum</td>
<td><strong>Half Day Activity</strong> Fun Excursion: Trampoline Park, Shopping, Apple picking</td>
<td>Spanish cultural presentation in primary school</td>
<td>Full Day Excursion Boston</td>
<td>All day: Shadow classes Evening: Farewell Party</td>
<td>Depart for Spain</td>
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School to School Exchange
CCI Greenheart's Cultural Exchange Program for Students and Teachers
Who is CCI Greenheart?

- A nonprofit cultural exchange sponsor with 30 years of experience
- Headquartered in Chicago, IL
- Recognized by the US Department of State as an official exchange visitor program
Program Information

- CCI Greenheart organizes a reciprocal exchange between schools in the US and abroad
- Students attend classes and participate in cultural/community activities
- Each group travels to their partner school for 2-3 weeks during the same school year
What is the Role of the Teacher Coordinator?

- Promote exchange in school
- Collect and submit forms and payments from selected participants and host families
- Conduct orientation sessions
- Arrange a hosting calendar
- Travel with both sets of students throughout program
- Attend school daily while overseas and cooperate with International Teacher Coordinator
Sample Proposal for Board of Education

- A 2-3 week exchange will take place between two schools; US High School and School Abroad
- Cost: Between $1800-$2300 per student includes: airfare, host family lodging & food, medical/travel & liability insurance, 24-hr emergency support, school chaperone costs
- 15-20 families will host 15-20 students and a teacher for 2-3 weeks: host families will provide food and basic transportation
- In spring (or any board approved dates) 12-15 students and Spanish language teacher will travel abroad to complete the exchange
- Each school will set up activities and trips for visiting students and teachers. All participants will actively participate in these events
- US High School Students and Teacher will miss (X) instructional days
A Community Experience

- The entire student body and community can benefit from the exchange.
- Past groups have done local sightseeing, met local politicians, volunteered in the community and attended sporting events.

Americans invited the Spaniards to learn how to bake their own apple pies and bring them home to their host families!
How Does The School District Benefit From This Exchange?

- Showcases school and community domestically and internationally
- Encourages international awareness and global interest
- Helps build global understanding
- Enhances foreign language program
What Do the Students Gain From Hosting and Traveling Abroad?

- Fluency in another language and culture
- International friendships
- A competitive edge on college and job applications
- Cultural engagement

"I created a connection with my host family that will never be forgotten." Dreannen McConnell, American participant
While in Spain...

Fifth grade Spanish students were very excited to interview some "Americanos" and use their English skills!

Students from North Carolina experienced a professional fútbol game with their Spanish host siblings.

New York to Leon group visiting Roman ruins
Planning the Exchange: Hosting

1. Choose dates and confirm with partner school
2. Announce/Promote program and select participants
3. Submit applications
4. Match visiting students with participants in collaboration with International Teacher Coordinator (ITC)
5. Develop hosting calendar and coordinate with ITC to refine
6. Collect preliminary hosting fees
Planning the Exchange: Travelling

1. Conduct orientation sessions for participants and natural parents
2. Collect deposit and final payment from students
3. Confirm travel itinerary and passport requirements
4. Communicate directly with International Teacher Coordinator to confirm travel details