

Region 10 Schools

Serving the Towns of Burlington and Harwinton

Board of Education

24 Lyon Road, Burlington, CT 06013

www.region10ct.org

***Mission:** Regional School District #10 provides a safe and respectful learning environment to promote academic excellence and personal growth. We work collectively to cultivate the skills and knowledge of our students to create inquisitive learners, and responsible citizens.*

A G E N D A

Regular Meeting of the Board of Education

Monday, October 21, 2024

7:00 pm

<p>The Board of Education Meeting will be held at the Learning Center in Har-Bur Middle School</p>

- I. Call to Order
- II. Pledge of Allegiance
- III. Communication
 - A. Student Representatives' Report
 - a. Cameron Smith
 - b. Natalie Sliwka
 - B. Superintendent's Report
 - C. Board Chair Report
- IV. Approval of the Board of Education Minutes for:
 - A. Minutes BOE Regular Meeting, September 9, 2024 ([Enclosure 1](#))
- V. Consent Agenda:
 - A. Approval of the Finance Reports dated: September 30, 2024 ([Enclosure 2](#))
 - B. Personnel Report ([Enclosure 3](#))
- 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.

~ **Board of Education Members** ~

Scott Ragaglia, Chairman*Scott Savelle, Vice Chairman*Melanie Wilhelm, Treasurer* Cassandra DuBois, Secretary
Victoria Basile*Amy Boisvert*Matt Cummings*Thomas Fausel*Rachel McFadden*Matthew Szydlo

- Speakers must be residents of the towns of Burlington or Harwinton. Parents of Region 10 students who reside outside of the school district may also speak.
- 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.
- Testimony using an audio or video recording will not be permitted.
- When the Board Chairman recognized you to speak ... State your name and address for the record.
- Students, please state only your name.

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

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

VII. Business:

- A. Continuous Improvement Presentations Grades K-8
- B. BOE Budget Schedule 2024-2025 ([Enclosure 4](#))
- C. HS Field Trips: ([Enclosure 5](#))
 - a. National Parks Spring 2026
 - b. Iceland Spring 2026

VIII. Action Items

- A. Increasing Educator Diversity Plan Revised ([Enclosure 6](#))

IX. Board Reports

- A. Committees:
 1. Ad Hoc Athletic Strategic Planning
 2. Building
 3. Curriculum
 4. Communication
 5. Facilities
 6. Finance
 7. Policy
 8. Security
 9. Superintendent's Evaluation
 10. Technology

X. Liaisons:

- A. CREC

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XI. Upcoming meeting:
Regular Meeting; Monday, November 11, 2024; 7:00 p.m.

XII. Adjourn

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

~ Board of Education Members ~

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Victoria Basile*Amy Boisvert*Matt Cummings*Thomas Fausel*Rachel McFadden*Matthew Szydlo*

REGIONAL SCHOOL DISTRICT #10

Regular Meeting of the Board of Education

26 Lyon Road, Burlington, CT 06013

Monday, September 9, 2024

7:00 p.m.

Minutes

Board Members Present:

Scott Ragaglia, Chairman

Scott Savelle, Vice Chair

Melanie Wilhelm, Treasurer

Victoria Basile

Matt Cummings

Thomas Fausel

Rachel McFadden

Matthew Szydlo

Absent:

Amy Boisvert

Cassandra DuBois, Secretary

Susan Laone, Director of Finance and Operations

Also Present:

Howard Thiery, Superintendent

Vonetta Romeo-Rivers, Director of Teaching and Learning

Cameron Smith, Senior Student Representative

Natalie Sliwka, Junior Student Representative

<i>Call to Order</i>	The meeting was called to order by Chairman, Scott Ragaglia, at 7:00 pm.
<i>Pledge of Allegiance</i>	The Pledge of Allegiance was recited.
<i>Communication</i>	<u>Student Representatives' Report:</u> <u>Cameron Smith</u> , returning student representative, shared with the Board that the Senior class is enjoying Senior privileges such as parking spaces and the school courtyard. The new ECE Chemistry class is going well with approximately 40 students enrolled across all sections in total. <u>Natalie Sliwka</u> , first year student representative, reported to the Board that the Junior class recently met and heard about test taking such as SAT. The schools "Link Leader" program that consists of Junior class members helping Freshman class members has been successful.

<i>Communication Continue</i>	<p>Natalie provided feedback on the new cell phone policy saying there are some benefits to having the phone away and some concerns about having the phone away during class time but overall, not much of a difference.</p> <p><u>Superintendent's Report:</u> Superintendent Thiery shared with the Board that RSD 10 had a great opening. Everything went smoothly for this school year and thanked BOE members that joined him on the 1st day while visiting the schools.</p> <p>The Superintendent introduced the new Director of Facilities, Rich Miller, to the entire Board and gave credit to the Administration team for the great job they did of hiring for any open positions that RSD 10 had this summer.</p> <p><u>Board Chair Report:</u> Chairman Ragaglia discussed his visit on the first day of school and how well everything went. He encouraged all Board members to visit the schools.</p>
<i>Approval of Minutes</i>	A motion was made by Scott Savelle and seconded by Matt Szydlo to accept/approve the August 19, 2024, Regular Meeting minutes. 7 in favor; none opposed; 1 abstention; motion passed.
<i>Consent Agenda</i>	<p>Approval of the Financial Report dated August 30, 2024, and Personnel Report:</p> <p>A motion was made by Scott Savelle and seconded by Matt Szydlo, to accept/approve the Consent Agenda as presented. All in favor; none opposed; motion passed.</p>
<i>Public participation</i>	No one from the public chose to speak.
<i>Business</i>	<p><u>HVAC Project Update:</u> Superintendent Thiery updated the Board that Phase 1 of the HVAC project was completed over the summer with 6 out of 9 units being replaced.</p> <p><u>Teacher and Administrator Union Negotiations Update:</u> Teacher and Administrator union negotiations begin this week. The district has invited a member from Burlington and Harwinton Board of Finance to observe during the meetings.</p>
<i>Action Items</i>	<p><u>Contract Renewal:</u></p> <p>A motion was made by Tom Fausel and seconded by Scott Savelle to renew contracts for a 3rd year for Director of Finance & Operations, Director of Teaching & Learning and Director of Student Services. 7 in favor; 1 opposed; motion passed.</p>

<i>Action Continue</i>	<p><u>Donation: Lewis Mills Football Booster Club</u> A motion was made by Matt Szydlo and seconded by Scott Ragaglia to accept the Lewis Mills High School Football Booster Club donation with the five facilities committee recommendations:</p> <ol style="list-style-type: none"> 1. The Director of Facilities will direct its location on the campus. 2. There will be no storage of hazardous materials, including propane tanks, in the shed. 3. At the conclusion of the football season, the Football Booster Club must remove stored items from the shed. 4. The color of the shed must be approved by the Director of Facilities. 5. Site preparation and installation costs must be covered, in full, by the Football Booster Club. <p>All in favor; none opposed; motion passed.</p>
<i>Board Committee Reports</i>	<p><u>Ad Hoc Athletic Strategic Planning</u> – The committee has not met.</p> <p><u>Building Committee</u> – Have not met.</p> <p><u>Curriculum</u> – The committee is scheduled to September 17th.</p> <p><u>Communication</u> – Have not met.</p> <p><u>Facilities</u> – Met last week.</p> <p><u>Finance</u> – Have not met.</p> <p><u>Policy</u> – A meeting will be scheduled this month or early October.</p> <p><u>Security</u> – Have not met.</p> <p><u>Superintendent's Evaluation</u> – Committee met last month. Members are working on the writing of Superintendent goals.</p> <p><u>Technology</u> – Have not met. The committee is planning to meet soon.</p>
<i>Liaisons</i>	<u>CREC</u> – Nothing to report.
<i>Upcoming Meetings</i>	Regular Meeting: Monday, October 21, 2024; 7:00pm.
<i>Adjourn</i>	A motion was made by Scott Savelle and seconded by Rachel McFadden to adjourn at 7:56 pm; all in favor; none opposed; motion passed.

Cassandra DuBois, Secretary

Date

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Regional School District #10
Expenditure Report by Object
September 30, 2024

Account	Budget 2024-25	s To Date	Encumbered To Date	Total Expend & Enc	% Expended and/or Encumb. To Date	Remaining Balance
111 Certified Personnel	\$ 21,185,928	\$ 3,035,837	\$ 18,036,251	21,072,088	99.46%	\$ 113,840
112 Non-Cert. Personnel	6,448,191	1,044,198	5,061,119	6,105,317	94.68%	342,874
120 Temporary Wages	342,900	12,904	-	12,904	3.76%	329,996
Total Personnel:	\$ 27,977,019	\$ 4,092,939	\$ 23,097,370	\$ 27,190,309	97.19%	\$ 786,710
210 Group Disability Insurance	\$ 30,000	\$ 7,161	\$ -	\$ 7,161	23.87%	\$ 22,839
220 Social Security	875,000	142,594	1,309	143,904	16.45%	731,096
230 Retirement Contributions	315,000	36,058	123,062	159,120	50.51%	155,880
240 Tuition Reimbursement	38,000	400	175	575	1.51%	37,425
250 Unemployment Comp.	9,000	(557)	-	(557)	-6.19%	9,557
260 Workers Compensation	266,700	95,575	143,324	238,899	89.58%	27,801
270 Health/Life Benefits	5,210,000	1,868,428	1,042	1,869,469	35.88%	3,340,531
Total Benefits:	\$ 6,743,700	\$ 2,149,659	\$ 268,912	\$ 2,418,571	35.86%	\$ 4,325,129
310 Admin. Services	\$ 20,000	\$ 2,063	\$ 104	\$ 2,167	10.84%	\$ 17,833
320 Prof. Education Services	48,200	15,000	13,455	28,455	59.04%	19,745
330 Other Professional Services	380,564	62,636	26,224	88,860	23.35%	291,704
340 Technical Services	26,850	11,296	3,569	14,865	55.36%	11,985
Total Purchased Services	\$ 475,614	\$ 90,996	\$ 43,352	\$ 134,348	28.25%	\$ 341,266
410 Utility Services	\$ 526,000	\$ 88,232	\$ 83,754	\$ 171,987	32.70%	\$ 354,013
411 Septic/Water Systems	42,000	14,269	19,892	34,161	81.34%	7,839
412 LGS Sewer Annual Fee	30,000	-	-	-	0.00%	30,000
420 Cleaning Services	8,600	2,483	-	2,483	28.87%	6,117
421 Disposal Services	74,460	14,954	58,255	73,209	98.32%	1,251
422 Snowplowing Services	64,500	-	-	-	0.00%	64,500
424 Grounds Upkeep	46,600	12,193	4,005	16,197	34.76%	30,403
425 Security	34,300	8,533	1,740	10,273	29.95%	24,027
430 Repairs/Maintenance Ser.	469,634	112,297	27,721	140,018	29.81%	329,616
440 Facility Rentals	15,200	(5,970)	6,031	61	0.40%	15,139
490 Pest Control	3,800	408	3,392	3,800	100.00%	-
Total Facilities:	\$ 1,315,094	\$ 247,399	\$ 204,790	\$ 452,189	34.38%	\$ 862,905
519 Transport/Reimbursable	\$ 2,568,162	\$ 146,152	\$ 661,646	\$ 807,798	31.45%	\$ 1,760,364
520 Insurance	314,119	171,065	134,622	305,687	97.32%	8,432
530 Communication/Telephone	57,000	4,880	-	4,880	8.56%	52,120
531 Postage	19,700	1,675	17,715	19,389	98.42%	311
540 Advertising	3,675	253	-	253	6.89%	3,422
550 Printing & Binding	16,445	611	100	711	4.33%	15,734
561 Tuition to LEAs	296,046	(5,843)	-	(5,843)	-1.97%	301,889

Regional School District #10
Expenditure Report by Object
September 30, 2024

Account	Budget 2024-25	s To Date	Encumbered To Date	Total Expend & Enc	% Expended and/or Encumb. To Date	Remaining Balance
563 Tuition to Private Sources	2,091,670	906,094	1,662,749	2,568,843	122.81%	(477,173)
580 Prof Develop/Reimb Travel	43,995	2,548	2,210	4,757	10.81%	39,238
590 Misc. Purchased Services	253,379	32,118	112,980	145,098	57.27%	108,281
591 Student Activities	10,945	380	750	1,130	10.32%	9,815
Total Transport. & Other	\$ 5,675,136	\$ 1,259,933	\$ 2,592,771	\$ 3,852,704	67.89%	\$ 1,822,432
610 Supplies	\$ 503,073	\$ 159,773	\$ 83,618	\$ 243,392	48.38%	\$ 259,681
611 Software	373,654	292,320	36,047	328,367	87.88%	45,287
621 Natural Gas	39,290	4,340	-	4,340	11.05%	34,950
623 Propane	15,000	529	-	529	3.52%	14,471
624 Fuel Oil	437,600	-	-	-	0.00%	437,600
626 Gasoline	6,500	1,531	-	1,531	23.56%	4,969
640 Textbooks	72,783	23,050	13,582	36,633	50.33%	36,150
641 Library Books	23,800	827	6,854	7,681	32.27%	16,119
642 Periodicals	30,760	17,427	1,342	18,769	61.02%	11,991
Total Supplies:	\$ 1,502,460	\$ 499,798	\$ 141,444	\$ 641,242	42.68%	\$ 861,218
741 Replace Inst. Equipment	\$ 5,450	\$ 676	\$ 3,158	\$ 3,835	70.36%	\$ 1,615
742 Replace Non-Inst. Equip.	232,500	-	8,834	8,834	3.80%	223,666
743 New Inst. Equipment	5,112	-	-	-	0.00%	5,112
744 New Non-Inst. Equipment	-	-	-	-	#DIV/0!	-
Total Equipment:	\$ 243,062	\$ 676	\$ 11,992	\$ 12,669	5.21%	\$ 230,393
810 Dues & Fees	\$ 58,119	\$ 29,704	\$ 552	\$ 30,256	52.06%	\$ 27,864
830 Interest Bond Expense	159,406	92,966	-	92,966	58.32%	66,440
831 Principal Bond Expense	1,545,000	1,545,000	-	1,545,000	100.00%	-
835 Capital Improvements	238,549	233,821	-	233,821	98.02%	4,728
840 Emergency/Contingency	26,371	-	-	-		26,371
Total Bond & Misc.	\$ 2,027,445	\$ 1,901,491	\$ 552	\$ 1,902,042	93.81%	\$ 125,403
GRAND TOTALS:	\$ 45,959,530	\$ 10,242,892	\$ 26,361,183	\$ 36,604,075	79.64%	\$ 9,355,456

Regional School District #10

Budget Journal Entries Report

Fiscal Year: 2024-2025

Type: Budget Journal

From Date: 9/1/2024

To Date: 9/30/2024

Entry Number Line	Memo Entry Date	Account	Batch / Reference Line Memo	Voucher Check #	Journal Debits	Credits	User ID
27	Transfer to purchase SS Textbooks				0 Adjustment		995.chowe
1	09/04/2024	100.09.1130.03.640	TEXTBOOKS: LSM LANGUAGE ARTS	Check Number	\$0.00		(\$1,000.00)
2	09/04/2024	100.09.2900.00.591	STUDENT ACTIVITIES: LSM	Check Number	\$0.00		(\$1,500.00)
3	09/04/2024	100.09.1130.13.640	TEXTBOOKS: LSM SOC STUDIES	Check Number	\$2,500.00		\$0.00
						\$2,500.00	(\$2,500.00)
28	Transfer to pay for NY Times subscription				0 Adjustment		995.chowe
1	09/10/2024	100.09.1130.13.611	SOFTWARE: LSM SOCIAL STUDIES	Check Number	\$0.00		(\$663.00)
2	09/10/2024	100.09.1130.03.611	SOFTWARE: LSM LANGUAGE ARTS	Check Number	\$663.00		\$0.00
						\$663.00	(\$663.00)
29	Transfer to pay for Comp. Science kits				0 Adjustment		995.chowe
1	09/17/2024	100.09.1130.08.611	SOFTWARE: LSM MATH	Check Number	\$0.00		(\$528.70)
2	09/17/2024	100.09.1130.08.610	SUPPLIES: LSM INSTR MATH	Check Number	\$528.70		\$0.00
						\$528.70	(\$528.70)
30	Special Ed transfer				0 Adjustment		995.chowe
1	09/19/2024	100.05.1210.62.611	SOFTWARE: SS HAR-BUR	Check Number	\$0.00		(\$227.25)
2	09/19/2024	100.05.1210.62.610	SUPPLIES: SS HAR-BUR/STARS 2	Check Number	\$227.25		\$0.00
						\$227.25	(\$227.25)
31	Transfer to purchase medical device for a student				0 Adjustment		995.chowe
1	09/26/2024	100.05.2130.65.743	EQUIP-NEW: NURSES	Check Number	\$397.43		\$0.00
2	09/26/2024	100.05.1200.00.610	SUPPLIES: SS	Check Number	\$0.00		(\$397.43)
						\$397.43	(\$397.43)
Grand Total:					\$4,316.38		(\$4,316.38)
End of Report							

ITEM	2024-2025 BUDGET	RECEIVED Y.T.D	%	REMAINING BALANCE
* * *OPERATING BUDGET* * *				
BURLINGTON	\$ 30,294,833.00	\$ 6,910,187.00	22.81%	\$ 23,384,646.00
HARWINTON	\$ 14,659,660.00	\$ 3,343,837.00	22.81%	\$ 11,315,823.00
INTEREST	\$ 150,000.00	\$ 52,034.71	34.69%	\$ 97,965.29
TUITION	\$ 125,000.00	\$ 30,942.00	24.75%	\$ 94,058.00
MISCELLANEOUS	\$ -	\$ -		\$ -
TRANSPORTATION	\$ -	\$ -		\$ -
TOTAL OPERATING REVENUE	\$ 45,229,493.00	\$ 10,337,000.71		\$ 34,892,492.29

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Oct-24

Enclosure

Leaves of Absence:

Name

Position

School

Resignations:

Name

Position

School

Ashley Motta

Behavior Tech.

Lake Garda Elementary School

Shannan Cavtorta

Assistant Cook

Har-Bur Middle/Lewis S. Mills High Schools

Retirements:

Name

Position

School

Effective

Appointments:

Name

Position

School

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REGIONAL SCHOOL DISTRICT #10



2024/2025 Schedule

(For the preparation of the Superintendent's Proposed Budget for 2025/2026)

Board of Education/Regular Mtg Meeting with Boards of Selectmen & Finance To Discuss FY 2025/2026 Budget	Monday, December 9, 2024
Submission of All Budget Requests for Superintendent's Review	Friday, December 20, 2024
Board of Education Workshop	Monday, February 24, 2025 6:30 pm to 9pm
Board of Education Workshop	Monday, March 3, 2025 7 to 9 p.m.
Board of Education – Final Review/Regular Mtg	Monday, March 10, 2025
Copies of Superintendent's Proposed Budget to Town Clerks	Wednesday, March 12, 2025
Public Hearing on Superintendent's Proposed Budget Vote on Superintendent's Proposed Budget	Monday, March 24, 2025 7 pm
Annual Meeting on District Budget	Monday, May 5, 2025 7pm
Proposed Referendum Date – District Budget	Tuesday, May 6, 2025

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U.S. National Parks

The Grand Canyon, Bryce, Zion

April Break 2026

40 students

4 chaperones

\$2949 (price increase 11/1)

Lewis Mills High School
Student Travel
Spring 2026

1). Interest:

- Survey sent out by Chris Rau to all parents of students in 9th-11th grade in 24/25 school year
- 126 Responses, 117 interested
- Quotes on survey: \$5,500 for Iceland and \$3,100 for National Parks
- 65 parents said they're interested in **either** trip
- 44 parents said they're only interested in **National Parks**
- 8 parents said they're only interested in **Iceland**
- If both trips are approved, we will need to figure out an appropriate system for distributing students to both trips

2). Purpose:

- Offer opportunity for students at LSM to experience a guided travel tour to several National Parks.
 - **Vision of the Graduate**
 - **Demonstrate curiosity and creativity through questioning and exploration** ~ Students will have several opportunities to learn about the creation of our National Parks which we hope will spark their curiosity to learn more. As they visit each park, they will explore the land and how it's been used in the past vs. how it's used now.
 - **Develop creative solutions to authentic problems** ~ When visiting these parks, students will be faced with many authentic problems like protecting endangered species and land erosion. They will be given insight into these problems which will help them start to problem solve and create their own solutions.
 - **Contribute to the well-being of society through cultural awareness, civic engagement, and personal responsibility** ~ Students will learn about the people who live in National Parks, like those who have land rights in the Grand Canyon. They will have the opportunity to engage with different cultures and the history behind these parks. They will also have the personal responsibility to leave these parks as they found them. Students do not always realize this is how to treat the land around them and can be a very powerful lesson.
 - **Shared Definition of High-Quality Learning**
 - **Creativity** ~ Students will be given several opportunities where they are in a safe environment to explore the world around them. They will have opportunities to question and grapple with history and the importance of preserving natural landscapes.
 - **Relevance** ~ Every part of this tour is real-world and relevant to our students. The importance of land conservation becomes clear with every park we visit. Students get to witness firsthand how incredible these landscapes are and why we have worked so hard to protect them.
 - **Collaboration** ~ Students will develop a shared responsibility to maintain these parks from a legislative standpoint to a leave-no-trace standpoint. They will also work together to traverse challenging landscapes which promotes positivity and community building.

- **Critical Thinking** ~ Students will engage in real-world problem solving when it comes to maintaining ecosystems, ensuring equitable access for native peoples, and preserving the land in the parks.
- **Student Agency** ~ Students will have several opportunities to choose which piece of land they explore. The tour has different points where more or less challenging hikes are offered. Their choices may be influenced by their new learning about the land. We hope that whichever path they take, they find meaning in that experience which drives their curiosity far beyond the timeframe of the trip.

3). Details of Proposed Trip:

Organization:

- EF “Education First” Educational Tours

Trip Type/Title:

- “U.S. National Parks: Grand Canyon, Bryce, Zion”
 - 6 days – Kanab, Coral Pink Sand Dunes, Bryce Canyon, Zion, Vermillion Cliffs, Glen Canyon, Colorado River flat trip, Flagstaff, Grand Canyon, Sedona, Oak Creek Canyon Vista Point, Sedona Airport Overlook

Date:

- April 2026 (week of April vacation) ~ 4/11/26-4/19/26 (travel dates requested 4/12-4/18 with one day on either side flexibility)

Price:

- \$2,949/student (price increase 11/1/24, likely no more than \$60)
 - Price includes:
 - 24/7 EF Tour Director
 - Airfare and all accommodations
 - Breakfast, lunch, and dinner (lunch is either included or they’re given a \$20 voucher)
 - Professional night security (on hotel floor, 10pm-6am)
 - Tips and gratuities
 - Entrance to all tourist locations
 - Travel at destination
 - Payment plans
 - Fundraising ideas/options for individuals interested in raising money.
 - Stipends and scholarships available for groups larger than 35.

Other:

- Our trip would be insured under a \$50 million General Liability Policy; helps to safeguard our Group Leaders and School
- Flexibility to change or postpone a tour.
 - “Peace of Mind” program can be enacted up to 45 days prior to departure.
 - Travelers can purchase an additional Travel Protection Plan as well.
- Student to Chaperone Ratio = 10:1
 - Looking to limit trip to a **maximum of 40 students** (one bus); would include 4 chaperones.
 - Groups of 10 students as group leader will also have a group of their own on this trip
- May take a bus to and from Bradley which would be an additional expense for students

U.S. NATIONAL PARKS: THE GRAND CANYON, BRYCE, AND ZION

6 days | Las Vegas | Bryce Canyon | Zion National Park | Grand Canyon | Sedona



Grand Canyon

Day 1: Las Vegas

- Arrive in Las Vegas
- Travel to Kanab
- Coral Pink Sand Dunes State Park

Day 2: Bryce Canyon

- Visit Bryce Canyon National Park
- Take a short hike with your Tour Director, such as the Inspiration Trail or Sunset Trail

Day 3: Zion Canyon

- Zion National Park
- Zion Human History Museum

Day 4: Grand Canyon

- Snap a photo at the Vermillion Cliffs
- Explore Glen Canyon National Recreation Area, which may include Glen Canyon Dam, Wahweap Overlook, and Glen Canyon Visitors Center
- Enjoy a Colorado River flat trip (March–October)
- Travel to Flagstaff

Day 5: Grand Canyon

- Visit Grand Canyon National Park
- See an IMAX film at the Grand Canyon Visitor Center
- Enjoy an evening activity

Day 6: Sedona | Return home

- Travel to Sedona
- Stop for photos at Oak Creek Canyon Vista Point
- Take a hike to the Sedona Airport Overlook
- Depart for home

THE GRAND CANYON

It's easy to think of the Grand Canyon in numbers: 277 miles long, up to 18 miles wide, as much as a mile deep. But once you're there, you'll see that numbers can't describe the seemingly never-ending view. Or the canyon's gradient rock walls, which serve as a natural timeline. Or the Colorado River, a winding streak of deep blue between red rock formations. As you hike along the rim trails of this iconic national site, you'll understand why it's one thing to know the canyon's dimensions and another to behold them.



Horseshoe bend

Itinerary subject to change. For complete financial and registration details, please refer to the Booking Conditions.











✚ **Customize this tour** by adding optional activities or extending your experience.

BRYCE CANYON

Bryce Canyon has remarkable crimson-colored hoodoos, or spire-shaped rock formations that tower up from the bottom of the canyon like an army of guards. Take in the incredible geography of this national park as you hike through the alpine environment and seek out the bristlecone pines that reside here—some of the oldest trees in the world.



Your experience includes

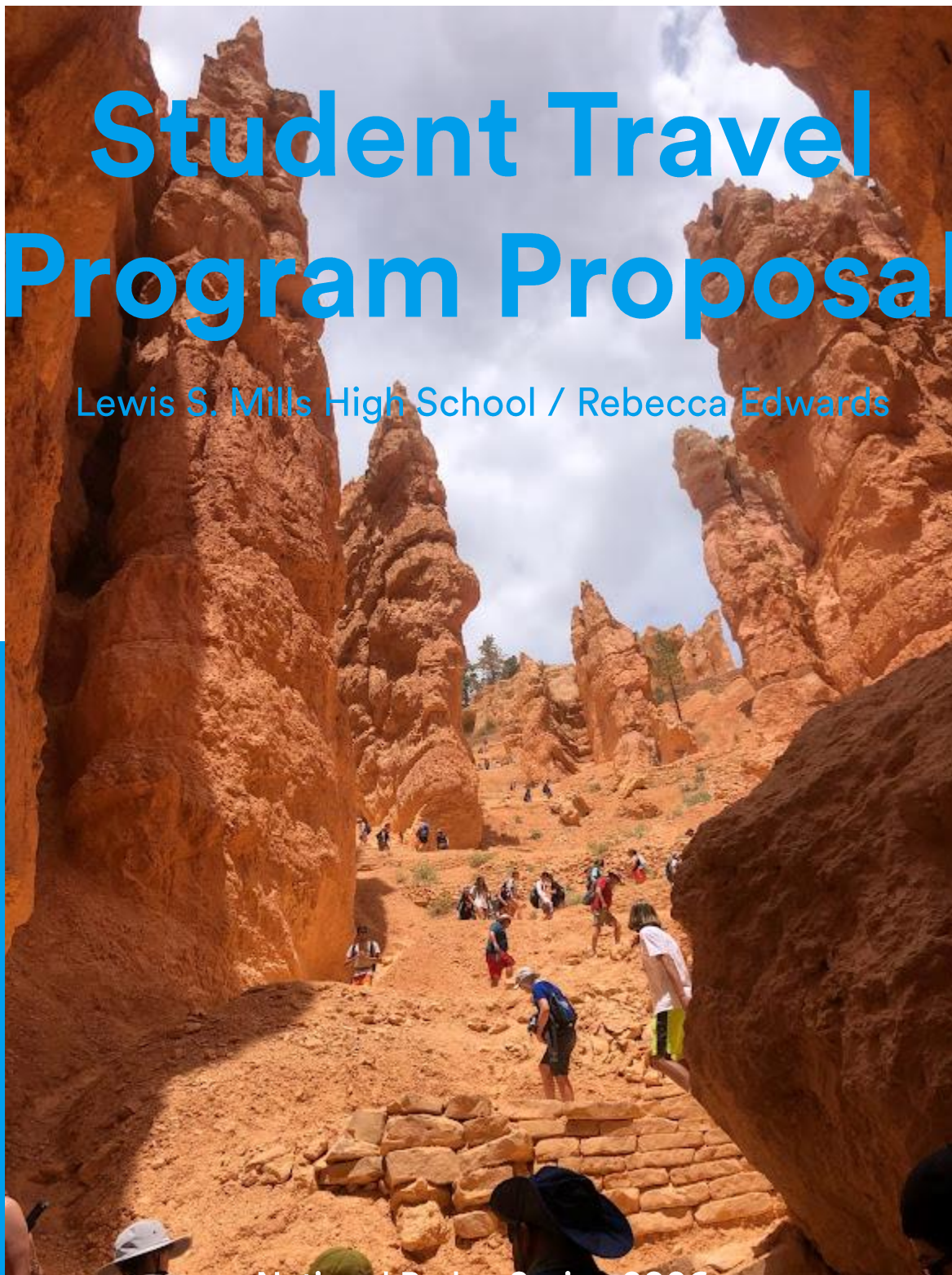
-  Round-trip and on-tour transportation
-  5 nights hotel accommodations
-  Round-the-clock Tour Director
-  Breakfast and dinner daily
-  Comprehensive sightseeing tours
-  Visits to special attractions
-  Overnight security at your hotel
-  Illness and accident coverage
-  Travel ID badges and backpacks
-  All gratuities

Options

- Lunches
- Earned credit for Group Leaders and students

Student Travel Program Proposal

Lewis S. Mills High School / Rebecca Edwards



National Parks · Spring 2026

efexploreamerica.com/NPA

Your partner in travel-based learning

EF Education First is the world leader in international education. For over 55 years, we've partnered with educators around the world to help more than 15 million students gain new perspectives and build skills for the future through experiential learning.

Our mission is to empower educators to do their best work. At EF Explore America, we're working to define the modern educational tour experience. Our itineraries are more than places to go and things to see. We build programs that challenge assumptions, spark connections, and inspire curiosity in young students. Students will expand their knowledge of the world around them, discover more about themselves, grow more confident and independent, and understand new people, places, and cultures.

We take care of every detail of the tour experience—transportation and lodging, meal reservations and menus, museum tickets and local tour guides, and much more. That also includes behind-the-scenes elements, like safety checks at hotels and background checks on adult travelers. With all that taken care of, educators and students can focus on the bigger picture.

You'll find all the details and more on the next few pages.

What's in this document

Pg. 3	Safety
Pg. 5	Traveler health & wellness
Pg. 5	Tour experience
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Pg. 10	Itinerary specifics
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This proposal is property of EF Education First and the educator/school for which it was intended. Distributing, copying, and/or sharing it are prohibited. The proposal, including pricing, is valid for the educator, tour, and date(s) specifically mentioned herein. For additions, subtractions, or modifications, please contact your EF Tour Consultant.

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For full terms and Booking Conditions, visit:
efexploreamerica.com/bc

Safety

Your students' safety is our number one priority. We would never send a traveler to a location we believe to be unsafe—and with our extensive global presence, our best-in-the-industry experience, and our close working relationships with U.S. and international authorities, that's a statement we can back up with real insight.

Whether it's a worldwide pandemic or a sprained ankle, a missed flight or confusing medical paperwork, we make sure every situation is taken care of.

*For specific information on EF's response to COVID-19, visit efexploreamerica.com/covid

Worldwide presence

EF's global presence is truly unmatched. We have staff on the ground 365 days a year in over 50 countries. And we don't just work in those countries—we call them home. EF team members live in nearly every one of our tour destinations, meaning we have the local knowledge to help keep our groups safe. That presence allows us to be there to support you on the ground wherever and whenever you need us.

24/7 emergency support

In the event that anything on tour goes wrong, EF staff is always available to help. Your Tour Director is your group's constant companion and first point of contact in an emergency. Additionally, our fully trained support teams are on hand 24/7 to walk teachers through any issues and provide the resources necessary to get things back on track. Our Safety and Incident Response Team—comprised of industry experts, healthcare experts, and even former FBI personnel—is ready to spring into action 24 hours a day, 365 days a year. And when they aren't directly helping EF travelers, they're actively innovating on and shaping the new worldwide standards for cleanliness and safety.

Your dedicated team

This group is fully committed to your school's trip and the safety of every traveler.

Operations Safety & Incident Response Team – This team is strategically based in our Boston, Panama, Tokyo, and Zurich offices to accommodate for all time zones. Available 24 hours a day, every day of the year, they are trained to react quickly if travelers need help. The team uses a combination of extensive training, simulations, incident response planning, and previous experience to manage emergencies. As needed, they can facilitate additional support for groups on tour, solve operational issues, arrange assistance from outside specialists, and liaise with local and international authorities.

Emergency Services & Support Team – Our support team is available 24/7 to help resolve any issue, from a missed flight to more serious on-tour incidents. They also facilitate communication between travelers and families in the event of an emergency at home. The team is made up of highly trained and dedicated EF staff in our Boston and Denver offices who are equipped to solve problems and answer questions that may come up, even outside of regular business hours.

Tour Director – Assigned exclusively to your tour for the length of the stay at your destination, your Tour Director meets your group at the airport and travels with you until your departure. All Tour Directors undergo an annual background check as permissible by local law and are required to participate in ongoing EF safety trainings. They're

the first point of contact in an emergency and they communicate information to help travelers stay safe in their tour destination. Tour Directors assist Group Leaders with hotel check-ins, coordinate meals, facilitate tours with local guides, and much more. They're also culturally connected and expertly trained to support impactful learning experiences.

Tour Consultant – This itinerary expert is devoted to the growth of your students. They are your school's partner, working with you on everything from finding the perfect tour and enrolling students to offering fundraising advice and creating long-term travel programs for your school community. They work directly alongside the Group Leader (a.k.a. local teacher), right up until the moment of departure to make sure everything goes smoothly.

Traveler Support – Our team of support specialists are readily available to walk families through insurance inquiries, payment plans, food allergy issues, and any other topics that arise.

Chaperones – For every ten travelers who enroll on your school's tour, your group is eligible to bring along a chaperone for free (the first spot goes to the Group Leader). This allows for a 10:1 ratio of students to chaperones, who assist Group Leaders with supervision of students to help keep them safe.

Traveler health & wellness

Telehealth Service provided – EF has identified Telehealth service providers for easy and convenient medical attention and advice. These third-party service providers make it possible for travelers to obtain medical advice either over a phone call or on a video call and, if not covered by their primary medical insurance, to submit a claim under the medical insurance benefits already included in the tour program fee.

Hand sanitizer & face masks – Explore America will have disposable face masks available to all Explore America travelers should local regulations require their use. Hand sanitizer will be available throughout your stay in hotels, restaurants and on the coach. We will also have hand sanitizer available should travelers need it during visits and sightseeing tours. We highly recommend travelers bring their own personal hand sanitizer and face masks for use throughout the tour.

Before you go – Closely monitor your health leading up to and while on tour. Should you feel ill during your journey, your EF team is specially trained in how to support you.

Tour experience

What this means for your actual tour today is that in addition to all of the rigorous safety and quality guidelines we have always required of all EF Explore America suppliers, we will also insist that they are further emphasizing the safety of your group with respect to COVID preparedness while traveling:

Air Travel – At this time, all major airlines are requiring face masks to be worn by all staff and customers during the flight. Aircrafts have enhanced cleaning procedures and state-of-the-art air circulation systems (a high-efficiency (HEPA) filter, like those found in hospitals) that removes up to 99.7% of airborne particles. Travelers are also encouraged to bring their own food and drinks as some carriers are completely removing on-board service.

Hotels – Hotels are increasing the frequency of cleaning high-touch public areas (lobby doors and handles, front desks, vending areas, handrails, public bathrooms, elevators) and using a hospital-grade disinfectant. Staff will follow strict guidelines when cleaning guest rooms. They are providing antibacterial hand sanitizers throughout the property and have added signage in lobbies to remind guests to maintain social distancing protocols. Therefore, the check-in process will be amended during the groups' arrival. Students may be required to sit on the bus or wait outside until their room is called. This means check-in could take longer.

Tour experience, continued

Added rooming comforts – We have developed flexible options to support individual traveler rooming preferences. Specifically, we offer room upgrades for students who prefer twin rooming (1 other person). For groups on shared tours with multiple schools, students will only share hotel rooms with students from their group.

Motor coaches – Before every trip, motor coach operators will clean and disinfect each vehicle with EPA/CDC approved disinfectants. During travel, critical touchpoints will be cleaned and sanitized daily with EPA/CDC approved disinfectants. Hand sanitizer will be made available to your group while on the bus throughout your trip. It is likely that your group will be required to have assigned seating for the duration of the tour.

Meals – We remain committed to the quality of meals and our ability to provide options, while adhering to new safety guidelines that our restaurants must follow. Breakfast, lunches (when included) and dinners will be plated or boxed meals as we opt to avoid buffet style dining until such time the CDC or other local authorities remove restrictions.

Attractions – Depending on the size of an attraction, new capacity limits may require a group to have staggered or separate visits, or might restrict visitor interactions in some way. We are in constant communication with all of our attractions to be certain that whatever modifications they need to make to ensure safe interactions will not diminish the quality and integrity of the experience. As such, attractions, such as some of our STEM activities, may be altered or substituted to ensure both safe conditions, and a quality experience, are available.



EF is among the first recipients of the **World Travel & Tourism Council's Safe Travels Stamp**, certifying that EF adheres to strict safety and hygiene protocols.

efexploreamerica.com/health-and-safety

Protection for travelers, schools, and districts

We understand that unpredictable things can happen, either on tour or before departure. We offer a variety of protections, programs, and policies to make sure that, no matter what happens, travelers, schools, and districts are covered. We're doing everything we can to make planning for the future as flexible as possible.

General liability insurance

All Group Leaders, schools, and districts who travel with EF are automatically added as additional insureds under our \$50 million General Liability Policy, regardless of whether the tour is affiliated with the school. EF's liability coverage is primary and non-contributory for covered third-party claims. The policy helps safeguard Group Leaders and their schools for covered third-party claims related to bodily injury or property damage, which includes providing a legal defense and covering legal costs for such claims. In addition, all travelers are required to sign EF's Release and Agreement, which includes a release of liability of their Group Leader, school, and school board.

Risk-Free Enrollment Period

New travelers traveling between October 1, 2023, and Sept 30, 2026, who enroll during the Early Enrollment period can cancel for any reason up to 14 days after enrollment for a full refund of 100% of the money paid to EF. The early enrollment period is defined as the window in which your program is eligible for an enrollment discount. To be eligible, the traveler must enroll on a tour at least 110 days prior to the scheduled departure date. Travelers must pay in full or enroll in our Automatic Payment Plan at the time of program enrollment and must remain either paid in full or enrolled in our Automatic Payment Plan and in good financial standing at the time of cancellation to remain eligible.

Flexibility to change tours

The world is always changing. And while our belief in the positive impact of travel is unwavering, it can feel hard to predict what life, here in the U.S. and abroad, will look like several months, a year, or even two years from now. When you decide to travel with EF, we want you to feel secure in that decision. That's why these benefits are built into every EF program.

Peace of Mind

Provided to all groups

We understand that plans can change due to unforeseen circumstances. EF provides this exclusive program to account for such situations. It provides

Protection for individual travelers

Travelers can help protect their investment and themselves from certain unexpected events and expenses while on tour with EF's Protection Plans.

Travel Protection Plan

Available to all travelers

Designed specifically with EF travelers in mind, this plan provides both pre-departure and post-departure benefits, including medical expense coverage that may apply on tour and tour cancellation for specified reasons.

Anytime Protection Plan

Available to all travelers

To further protect your investment from the unexpected, this plan provides all the benefits included in the Travel Protection Plan as well as expanded cancellation protection.

Background checks for adult travelers

EF requires all adults (18 years and older) to pass a criminal background check before traveling on our student tours. This provides a safer tour experience for all travelers and aligns with the process and expectations of many school districts for adults who volunteer in schools or chaperone school activities. The secure process, provided by a leading professional provider, only identifies those individuals who could present a risk to student travelers while on tour.

Educational value

Our tours help prepare students for the future by teaching them more about the world, themselves, and their place in the world. Combining the power of experiential learning with the thrill of travel, our tours help students:

- Expand their knowledge of the world around them
- Grow more confident and independent
- Understand new people, places and cultures
- Discover more about themselves

EF is an accredited institution

We echo your commitment to education. Our travel-based learning approach is designed to blend classroom and experiential learning. This allows us to meet the same rigorous standards as schools like yours, ensuring students gain valuable experiences that transform the way they look at the world.

Earning credit for new experiences

EF makes it easy for students to turn their tour experience into college credit, or to get a head start on their college essays—all while making their travel experience even more engaging.

- Students in grades 9-12 can earn 3.0 undergraduate credits, along with the confidence that comes with taking a college course, by completing a series of assignments and a final research project with our partner, Southern New Hampshire University—all for just \$215.
- Students in grades 6-12 can earn 0.5 high school credits by completing our Personalized Learning Guide before, during and after tour. And the best part? It's free!



Itinerary specifics







Below is a breakdown of the components included in an EF itinerary. For more robust details, the complete itinerary is attached to this document. It includes specific locations, each day's activities, travel plans and more.

Price of the proposed tour

The tour program price covers a wide range of services that ensure students have an incredible experience. It includes all the planning and preparation that leads up to departure, travel and accommodations, plus logistical support and details once the group reaches their destination.

Price details

Price valid until 6/30/2024

STUDENT	ADULT
\$2,949 or \$138/ 21 mos	\$3,399 or \$158/ 21 mos
Program Fee	\$2,770
Travel Protection Plan	\$119
Lunch included: \$20 per day	\$110
Early Enrollment Discount	-\$50
For every 10 paying travelers, 1 chaperone travels FREE. Unless explicitly stated, lunches are not included.	
YOUR TOUR	TEAM & SUPPORT
 Round-trip Transportation	
 Hotel Accommodations	
 Overnight Security	
 Meals	
 All Gratuities	
 Guided Tours and Activities	



Sample hotels

Every hotel we work with must meet our high standards for safety, quality and cleanliness. Hotels are vetted by our team to make sure they meet our requirements and subsequently inspected regularly to ensure they continue to satisfy those parameters.

Here are some examples of hotels students might stay in on tour:

La Quinta Inn
Flagstaff, AZ

Springhill Suites by Marriott
Flagstaff, AZ

Hampton Inn Express
Kanab, UT

Sample meals

Meals are selected to provide a balance of local, cultural experiences and more familiar cuisines that students know and love. Below are some examples of what travelers can expect at the destination, but please note that meals can vary from tour to tour.

Here are some examples of meals students may enjoy on tour:

NiMarco's
Flagstaff, AZ

Iron Horse
Kanab, UT

La Havana Cabana
Kanab, UT

“I am now more confident than ever in the safety and experiences of my students after working with EF on this trip. As a leader, I am committed to ensuring a global mindset throughout my district and student/teacher travel.”

Angela M., Administrator, Brunswick, ME

“I advocate for travel because the world is vast and diverse. If we want to truly understand our neighbors in other states or countries, we must reach out and meet them where they live. Travel provides a glimpse into another world that our students may have Googled or watched on a device, but living it with the smells, food, smiles, and various challenges teaches flexibility, tolerance, understanding, and empathy.”

Chuck C., Group Leader, Central, SC

From a single tour to a whole program

A single tour can open endless possibilities for a small group of students. Our goal at EF is to bring that experience to as many students as possible, including the broadest collection of students at your school. By progressing from a single tour to a consistent travel program, you'll not only build a culture of exploration, but you'll provide the opportunity of travel to even more students. We can work directly with you and your staff to establish a framework for your travel program that's tailored specifically to your school's needs and goals.



The essential checklist for choosing an educational travel partner

Educational travel matters. And who you travel with matters just as much. Whether you are planning your first tour or building upon a legacy of showing students the world, the travel partner you choose could mark the beginning of a lifelong relationship. While your students will feel the impact of your trip in the eye-opening interactions and experiences that happen on tour, you know its success will be measured from the moment you decide to lead them someplace new.

Picking a partner who can help plan, guide, and bring a seamless educational tour to life is even more important than selecting your destination. Because if you choose well, you only have to choose once.

Use this quick and comprehensive checklist to consider some of the most impactful factors in building a strong partnership and a successful travel program at your school.

Ready to learn more about traveling with EF?

Call 800-503-2323, and we'll connect you with an expert Tour Consultant who can answer all of your questions.

The essential checklist for choosing an educational travel partner



Long-term stability

Planning a tour often happens many months, if not years, in advance. Which means the travel partner you choose will be making financial commitments on behalf of your students—and with your and your administration's involvement—well ahead of the actual trip.

| ✓ | CONSIDER:

- ☐ Is this partner strong, established, and ready to deliver on your future tour, regardless of the economic climate?
- ☐ If necessary, will refunds or travel credits be available?
- ☐ Are there competing priorities or business challenges for the partner's staff that could distract them from being fully focused on your experience?

True global support

So often in travel, local relationships and on-the-ground experience are more valuable than the kind of knowledge that's gained from behind a desk. From exclusive access to off-the-beaten-path experiences to real-time, in-person assistance during an emergency, local expertise has the power to impact every aspect of your tour for the better.

| ✓ | CONSIDER:

- ☐ Does this partner have on-the-ground staff in the countries you want to visit?
- ☐ Does this partner have 24/7 global support to assist in any kind of emergency?
- ☐ Does this partner have the ability to re-route or reschedule tours at any time?

Family-first policies

As the world continues to change around us, families will want to know that you understand flexibility and peace of mind matter more than ever.

| ✓ | CONSIDER:

- ☐ Does this partner offer policies that are transparent, fair, and consistent?
- ☐ Will families feel confident that their investment is protected with this partner, and do they offer families alternatives if travel can't happen as planned?

Passion that matches yours

A strong relationship is rooted in shared values. Having a travel partner who understands what's important to you—and who values the same things—is critical. That's how you develop trust and the foundation for a travel program that's exactly right for you and your students.

| ✓ | CONSIDER:

- ☐ Is this organization built to serve teachers and students first?
- ☐ Does the leadership of this company have history and experience in education?
- ☐ Does this partner believe travel is for everyone—with pricing, policies, and scholarship options that support more students seeing the world?
- ☐ Does this partner promote and share diverse perspectives as a part of their travel programs?

Opportunities for professional & personal growth

The ability to earn high school, college, and professional learning credit should be built into any educational travel experience. But all credit-earning opportunities are not created equal.

| ✓ | CONSIDER:

- ☐ Does this partner offer a comprehensive learning tool that accompanies your tour to help guide, enhance, and celebrate a student-centered learning experience?
- ☐ Is this partner associated with organizations and institutions that will meaningfully improve your and your students' travel experience?
- ☐ Does the partner offer credit to you and your students from accredited educational institutions?
- ☐ Is the cost of their credit-earning programs affordable?

Iceland

Explore Iceland: North and South

Akureyri and Reykjavik

April Break 2026

41 students

7 chaperones

\$5300 (estimated total price)

Lewis Mills High School Spring 2026 Student Travel - Iceland

1). Interest:

- Survey sent out by Chris Rau to all parents of students in 9th-11th grade in 24/25 school year
- 126 Responses, 117 interested
- \$5,300 for Iceland and \$3,100 for National Parks
- 65 parents said they're interested in **either** trip
- 44 parents said they're only interested in **National Parks**
- 8 parents said they're only interested in **Iceland**
- If both trips are approved, we will need to figure out an appropriate system for distributing students to both trips

2). Purpose:

- Offer opportunity for 41 students at LSM to experience a guided travel tour to Iceland. I believe that this trip is an exciting opportunity especially for students who want to experience how important science is to all areas of a person's life.
 - **Vision of the Graduate**
 - **Demonstrate curiosity and creativity through questioning and exploration:**
Students will be given the opportunity to learn how the local culture is a mixture of the various peoples who have traveled to this island.
This experience would give students the opportunity to see many of the examples that are used in most of their science courses throughout Mills – this includes Integrated Earth and Space Science (9th) and Biology (10th), Chemistry (11th), Marine and Freshwater Science (11-12th) and Physics (12th)
Some of the trip's learning highlights include: Students exploring the country's volcanic history; visiting where the North American and Eurasian tectonic plates meet; learning about the name sake of every geyser in the world; whale watching and exploring the Herring museum for whaling and fishing history of the Icelandic people; receiving a lecture by an Oceanographer from the University of Akureyri about Iceland's biodiversity; touring a geothermal powerplant which provides 87% of the heat and hot water to Reykjavik.
 - **Develop creative solutions to authentic problems and**
 - **Contribute to the well-being of society through cultural awareness, civic engagement, and personal responsibility:**
Students will observe and experience local life, culture, and cuisine. They will learn how the locals live in balance with the environment around them. They will get to see how the country of Iceland harnesses geothermal power to their advantage. They will visit a farm which can grow delicate crops, like tomatoes and cucumbers, in a short and cool growing season. The students will also see how the country manages the influx of eco-tourism to their country.
 - **Shared Definition of High-Quality Learning**
 - **Creativity:** Students will explore, and experience scientific research currently being done in Iceland to make living their sustainable for the current population, the environment, and still have the ability to allow tourists to experience their portion of the world in a way that is not harmful to the local environment.
 - **Relevance:** The students will experience how the land is going through changes not only due to its location on two tectonic plates but also the proximity to the arctic circle. They will be able to apply lessons they have learned in every science course they have had with the world's interconnectedness.

- **Collaboration and Critical Thinking:** Students will learn how a tiny country in the upper portion of the Atlantic Ocean is leading the way for sustainable energy, farming and climate practices. They will be able to speak directly with people involved in working in those fields and how these practices are dependent on each other for success.
- **Student Agency:** Students will have several opportunities to choose different natural locations to explore. The tour has various walks, hikes, or mineral baths that the students can select to experience based on their comfort level and what they have experienced from their guides. They can also choose between local dishes or more familiar dishes.

3). Details of Proposed Trip:

Organization:

- EF “Education First” Educational Tours

Trip Type/Title:

- “Explore Iceland: North and South”
 - 8 total days (1/2 day for travel each way, 7 days in Iceland) – Reykyavik, Akureyri, Grabrok Crater, Lake Myvatn, Nammafjall, Dimmuborgir, Ektafiskur, Ehf, Pingvellir National Park, Geysir, Bessastadir, Krysuvik.
 - 7 sightseeing tours with an individual Tour Director, including 2 full days with local guides

Date:

- April 2026 (week of April vacation): 4/10/26 - 4/19/26 (travel dates requested 4/11 - 4/18 with one day on either side flexibility)

Price:

- \$5,300/student (Enrollment deadline before price increase 12/31/24)
 - Price includes:
 - 24/7 EF Tour Director
 - Local guides
 - Airfare and all accommodations in Iceland
 - European breakfast and dinner daily, 2 lunches are included
 - Tips and gratuities
 - Entrance to all tourist locations
 - Travel at destination
 - Payment plans are available
 - Fundraising ideas/options for individuals interested in raising money
 - Stipends and scholarships available for groups larger than 35 students.

Other:

- Our trip would be insured under a \$50 million General Liability Policy; helps to safeguard our Group Leaders and School
- Student flexibility to cancel tour.
 - \$0 cancellation fee if student cancels within 7 days of enrollment
 - \$95 if student enrolled in “Global Travel Protection Plan” to cancel up to 1 year prior to departure
 - Travelers can purchase an additional Travel Protection Plan as well.
- Student to Chaperone Ratio = 7:1
 - Looking to limit trip to a **maximum of 41 students** (one bus); this would include 7 chaperones.
- I have added the following to the total cost I quoted above:
 - The estimated cost for a bus to travel to and from JFK or Bradley airport and LSM High School
 - \$180 for the additional six lunches that is the responsibility of each student



**Educational
Tours**

Watch videos, read
reviews, and enroll on your
teacher's Tour Website

eftours.com/

This is also your tour number

EXPLORE ICELAND: NORTH AND SOUTH

8 days | Iceland

Welcome to a country that's so singular and environmentally diverse, you might as well be on a different planet. Experience stunning *fjords* and breathtaking waterfalls, then travel to a red mountain where mud boils and steam flows out of the earth. Journey through the Dimmuborgir lava formations, which some believe are trolls exposed to the sun, then walk along the gap separating two tectonic plates. This adventurous trip is not for the faint-of-heart or weak-of-limb; it will keep you moving, climbing, and hiking—and constantly questioning how your surroundings can possibly be real.

EVERYTHING YOU GET:

-  **Full-time Tour Director**
-  **Sightseeing:** 7 sightseeing tours led by your Tour Director; 2 full days with local guides
-  **Entrances:** Viking World; Whales of Iceland; Whale watching excursion, Herring Museum; Ektafiskur Ehf; Blue Lagoon
-  **Experiential learning:** Ektafiskur Ehf local experience; university lecture; Þingvellir National Park geology walk; greenhouse visit; Fríðheimar Farm; Gauksmyri Horse Stables
-  **weShare:** Our personalized learning experience engages students before, during, and after tour, with the option to create a final, reflective project for academic credit.
-   **All of the details are covered:** Round-trip flights on major carriers; comfortable motorcoach; 6 overnight stays in hotels with private bathrooms; European breakfast and dinner daily; 2 included lunches
-  



Anyone can see the world.

YOU'RE GOING TO EXPERIENCE IT.

As you can see, your EF tour includes visits to the places you've learned about in school. That's a given. But it's so much more than that. Immersing yourself in new cultures—surrounded by the people, the language, the food, the way of life—creates inspirational moments that can't be listed in an itinerary. They can only be experienced.

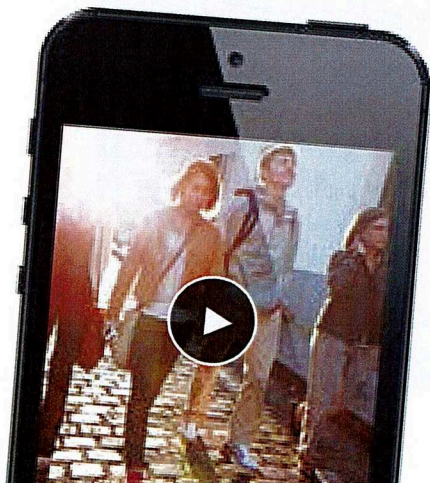
And the experience begins long before you get your passport stamped and meet your **Tour Director** in your arrival city. It begins the moment you decide to go. Whether it's connecting with other travelers on Facebook, Twitter, or Instagram, or delving deeper into your destinations with our personalized learning experience, **weShare**, the excitement will hit you long before you pack your suitcase.

When your group arrives abroad, everything is taken care of so you can relax and enjoy the experience. Your full-time Tour Director is with your group around the clock, handling local transportation, hotels, and meals while also providing their own insight into the local history and culture. **Expert local guides** will lead your group on sightseeing tours, providing detailed views of history, art, architecture or anything you may have a question about.

When your journey is over and you're unpacking your suitcase at home, you'll realize the benefits of your life-changing experience do not end. They have just begun.

@EFtours I attribute my college semester abroad to the love for travel I discovered on an EF Tour in high school #traveltuesday

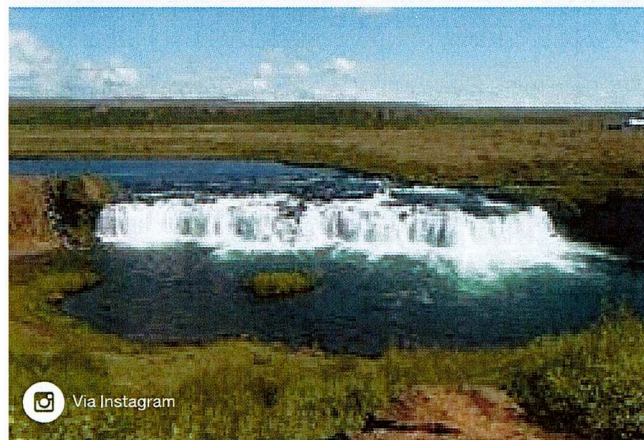
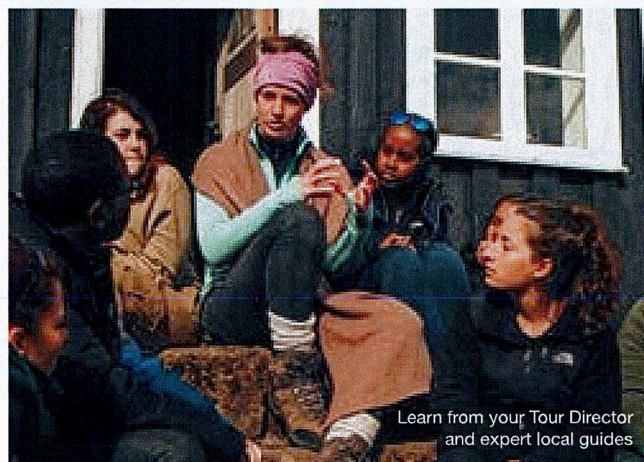
— MELISSA, TRAVELER



CHECK OUT WHAT A TOUR IS ALL ABOUT

Watch the videos at
eftours.com/

Your teacher's Tour Website



What you'll experience on your tour

Day 1: Overnight flight to Reykjavík

- Board your overnight flight to Iceland.

Day 2: Reykjavík

- Meet your tour director at Keflavík International Airport.
- Enjoy breakfast, then explore a replica viking ship at Viking World.
- Discover a blend of culture, history, and natural beauty during your walking tour of Reykjavík.
- Learn about various species of whales and see life-sized models during your visit to Whales of Iceland.

Day 3: Akureyri

- Journey away from Reykjavík towards Akureyri, a quaint seaside town in northern Iceland.
- Along the way, enjoy a hike to the top of Grábrók Crater for a bird's-eye view of mossy lava fields.
- Tour the charming yet surprisingly cosmopolitan Akureyri during a short sightseeing walk.

Day 4: Akureyri

- Stand in awe below Goðafoss, one of Iceland's most spectacular waterfalls.
- Walk along the shore of Lake Mývatn where you can spot volcanic rock formations or native Icelandic waterbirds.
- During lunch, enjoy a short hike. Or, choose to take a dip in the milky blue, mineral-rich Mývatn Nature Baths.
- Be transported to another planet as you walk among the boiling mud pots and steamy natural hot springs of Nammalfjall.
- Explore millennia-old lava formations that some believe to be ancient trolls exposed to the sun at Dimmuborgir.

Day 5: Akureyri

- Spend half a day searching for the tell-tale plume of mist from breaching whales during your whale watching excursion.
- At the mouth of Iceland's largest fjord, meet the fishermen of Ektafiskur Ehf and learn how this small business trades globally.
- Be transported to a 1930s Icelandic fishery and relive the Herring Era at the Herring Museum.

Day 6: Reykjavík

- Meet with a University of Akureyri Oceanographer for a personal take on Iceland's ocean, biodiversity, and climate changes.
- On your way back to Reykjavík, stop for lunch at the Gauksmyri Horse Stables. Then, enjoy a close up look at Iceland's unique horses.
- Stop for a short hike to Barnafoss, a waterfall that flows through the mossy riverbank into the Hvítá river.

Day 7: Reykjavík

- Stand where two tectonic plates meet at Þingvellir, a national park that played a pivotal role in Iceland's history.
- In a land of waterfalls, Gullfoss stands alone: walk to its edge and try to spy a rainbow in the mist.
- Visit Geysir, the namesake of every geyser in the world. Watch as Strokkur, another geyser, erupts every few minutes.
- Learn how one greenhouse produces 20% of Iceland's tomatoes so close to the Arctic Circle during your visit to the Fridheimar Farm.

Day 8: Reykjavík | Depart for home

- See Bessastadir, the official home of Iceland's President.
- Wander among steam vents, boiling mud pots, and flowing hot springs at Krýsuvík.
- After a few days of hiking, you deserve some spa time. Relax in the warm, geothermal waters of the Blue Lagoon.
- Board your flight home.

Experiencing Iceland has definitely been the greatest time of my life! Looking at the beauty, the nature was something that my eyes have never encountered before. Climbing up mountains, walking up glaciers, getting wet by waterfalls, and sinking my feet in the black sand beaches were moments that I cannot relive anywhere else but Iceland. EF Tours did an amazing job preparing this trip and anybody...everybody should be given the chance to travel the world!

– GENESIS, STUDENT

“ Tour review

I loved my tour of Iceland. The scenery is like nothing I have ever seen. I learned so much about geothermal energy, volcanoes, geysers, earthquakes, and more. Our tour guide was so informative about traditional Icelandic ways of life, so we learned so much more than we expected. We fell in love with this country, its people, its customs, and its way of life. Truly a trip of a lifetime!

– EMILY, STUDENT

“ Tour review

TOP THREE THINGS I WILL SEE, DO, TRY, OR EXPLORE

1. _____
2. _____
3. _____

— The easiest ways to —
ENROLL TODAY



Enroll on our website
eftours.com/enroll



Enroll by phone
800-665-5364



Enroll by mail
EF Educational Tours
Two Education Street
Cambridge, MA 02141

Our child came home a citizen of a global community with a greater understanding of her part in the world. Now, she understands that there is so much more out there than our everyday

—CHARLOTTE, DAUGHTER TRAVELED JUNE 2015



Tour review

THE WORLD LEADER IN INTERNATIONAL EDUCATION

For over 50 years EF has been working toward one global mission: Opening the World Through Education. Your teacher has partnered with EF because of our unmatched worldwide presence, our focus on affordability, and our commitment to providing experiences that teach critical thinking, problem solving, collaboration, and global competence. What's more:

- **We always offer the lowest prices, guaranteed** so more students can travel.
- **We're fully accredited, just like your school**, so you can earn credit while on tour.
- **All of our educational tours feature experiential learning activities** and visits to the best sites.
- **We're completely committed to your safety.** We have more than 500 schools and offices in over 50 countries around the world, so local EF staff members can react quickly and in person wherever you travel.
- **Your full-time Tour Director is with your group** every step of the way on tour, providing insight about your destinations as well as great local tips.





/ EDUCATIONAL
TOURS

International Travel Program Proposal

Lewis S Mills High School / Kathryn Rosenfield



Explore Iceland: North to South – Spring 2026

eftours.com/ICN

Your partner in travel-based learning

EF Education First is the world leader in international education. For over 55 years, we've partnered with educators around the world to help more than 15 million students gain new perspectives and build skills for the future through experiential learning.

Our mission is to empower educators to do their best work. At EF Educational Tours, we're working to define the modern educational tour experience. Our itineraries are more than places to go and things to see. We build programs that challenge assumptions, spark connections, and inspire curiosity in young students. Students will expand their knowledge of the world around them, discover more about themselves, grow more confident and independent, and understand new people, places, and cultures.

We take care of every last detail of the tour experience—transportation and lodging, meal reservations and menus, museum tickets and local tour guides, and much more. That also includes behind-the-scenes elements, like safety checks at hotels and background checks on adult travelers. With all that taken care of, educators and students can focus on the bigger picture.

You'll find all the details and more on the next few pages.

What's contained in this document

Pg. 2	Safety
Pg. 4	Liability protection
Pg. 6	Affordability
Pg. 7	Educational value
Pg. 8	Itinerary specifics
Pg. 8	Cost and payment options
Pg. 9	Sample hotels
Pg. 10	Sample meals
Pg. 11	Next steps

This proposal is property of EF Education First and the educator/school for which it was intended. Distributing, copying, and/or sharing it are prohibited. The proposal, including pricing, is valid for the educator, tour, and date(s) specifically mentioned herein. For additions, subtractions, or modifications, please contact your EF Tour Consultant.

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Safety

Your students' safety is our number one priority. We would never send a traveler to a location we believe to be unsafe—and with our extensive global presence, our best-in-the-industry experience, and our close working relationships with U.S. and international authorities, that's a statement we can back up with real insight. Whether it's a worldwide pandemic or a sprained ankle, a missed flight or confusing medical paperwork, we make sure every situation is taken care of.

Worldwide presence

EF's global presence is truly unmatched. We have staff on the ground 365 days a year in over 50 countries. And we don't just work in those countries—we call them home. EF team members live in nearly every one of our tour destinations, meaning we have the local knowledge to help keep our groups safe. That presence allows us to be there to support you on the ground wherever and whenever you need us.

24/7 emergency support

In the event that anything on tour goes wrong, EF staff is always available to help. Your Tour Director is your group's constant companion and first point of contact in an emergency. Additionally, our fully trained support teams are on hand 24/7 to walk teachers through any issues and provide the resources necessary to get things back on track. Our Safety and Incident Response Team—comprised of industry experts, healthcare experts, and even former FBI personnel—is ready to spring into action 24 hours a day, 365 days a year. And when they aren't directly helping EF travelers, they're actively innovating on and shaping the new worldwide standards for cleanliness and safety.

Your team

This group is fully committed to your school's trip and the safety of every traveler.

Operations Safety & Incident Response Team – This team is strategically based in our Boston, Panama, Tokyo, and Zurich offices to accommodate for all time zones. Available 24 hours a day, every day of the year, they are trained to react quickly if travelers need help. The team uses a combination of extensive training, simulations, incident response planning, and previous experience to manage emergencies. As needed, they can facilitate additional support for groups on tour, solve operational issues, arrange assistance from outside specialists, and liaise with local and international authorities.

Emergency Services & Support Team – Our support team is available 24/7 to help resolve any issue, from a missed flight to a lost passport to more serious on-tour incidents. They also facilitate communication between travelers and families in the event of an emergency at home. The team is made up of highly trained and dedicated EF staff in our Boston and Denver offices who are equipped to solve problems and answer questions that may come up, even outside of regular business hours.

Tour Director – Assigned exclusively to your tour for the length of the stay at your destination, your Tour Director meets your group at the airport and travels with you until your departure. All Tour Directors undergo a background check as permissible by local law every two years and are required to participate in ongoing EF safety trainings. They're the first point of contact in an emergency and also communicate information to help travelers stay safe in a foreign destination. Tour Directors assist Group Leaders with hotel check-ins, coordinate meals, facilitate excursions with local guides, and much more. They're also culturally connected and expertly trained to support impactful learning experiences.

EF Travel Team – This team is your point of contact at EF. This team is a dynamic duo, made up of a Tour Consultant and an Experience Specialist. Your Tour Consultant is an itinerary whiz & is devoted to the growth of your students. They are your school's partner, working with you on everything from finding the perfect tour and enrolling students to creating long-term travel programs for your school community. Your Experience Specialist is here to dive into all the little details that make your experience with EF special. They will work directly alongside the Group Leader (a.k.a. local teacher), right up until the moment of departure to make sure everything goes smoothly.

Traveler Support – Our team of support specialists are readily available to walk families through insurance inquiries, payment plans, food allergy issues, and any other topics that arise.

Chaperones – For every six travelers who enroll on your school's tour, your group is eligible to bring along a chaperone for free (the first spot goes to the Group Leader). This allows for a 6:1 ratio of students to chaperones, who assist Group Leaders with supervision of students to help keep them safe.

Protection for travelers, schools, and districts

We understand that unpredictable things can happen, either on tour or before departure. We offer a variety of protections, programs, and policies to make sure that, no matter what happens, travelers, schools, and districts are covered. We're doing everything we can to make planning for the future as flexible as possible.

General liability insurance

All Group Leaders, schools, and districts who travel with EF are automatically added as additional insureds under our **\$50 million General Liability Policy**, regardless of whether or not the tour is affiliated with the school. EF's liability coverage is primary and non-contributory for covered third-party claims. The policy helps safeguard Group Leaders and their schools for covered third-party claims related to bodily injury or property damage, which includes providing a legal defense and covering legal costs for such claims. In addition, all travelers are required to sign EF's Release and Agreement, which includes a release of liability of their Group Leader, school, and school board.

Flexibility to change tours

The world is always changing. And while our belief in the positive impact of travel is unwavering, it can feel hard to predict what life, here in the U.S. and abroad, will look like several months, a year, or even two years from now. When you decide to travel with EF, we want you to feel secure in that decision. That's why these benefits are built into every EF program.

Peace of Mind

Provided to all groups

We understand that plans can change due to unforeseen circumstances. EF provides this exclusive program to account for such situations. It provides groups with flexibility to change the dates and destination of their tours in uncertain times. This program accounts for such circumstances and can be enacted up to 45 days prior to departure at the group level for any reason, including terrorism or other world events.

Protection for individual travelers

Travelers can help protect their investment and themselves from certain unexpected events and expenses while on tour with the Global Travel Protection Plan and Global Travel Protection Plan Plus.

Global Travel Protection Plan

Available to all travelers

Designed specifically with EF travelers in mind, this plan provides both pre-departure and post-departure benefits, including medical expense coverage that may apply on tour and tour cancellation for specified reasons.

Global Travel Protection Plan Plus

Available to all travelers

To further protect your investment from the unexpected, this plan provides all of the benefits included in the Global Travel Protection Plan as well as expanded cancellation protection.

Background checks for adult travelers

EF requires all adults (20 years and older) to pass a criminal background check before traveling on our student tours. This provides a safer tour experience for all travelers and aligns with the process and expectations of many school districts for adults who volunteer in schools or chaperone school activities. The secure process, provided by a leading professional provider, only identifies those individuals who could present a risk to student travelers while on tour.

Affordability

We believe every student should have the opportunity to travel. That's why we're dedicated to providing the lowest prices possible and giving travelers multiple resources for managing payments.

Tour Consultants work closely with teachers to build a tour that's exactly right for your students. Through discussions with your teacher, they take into account learning objectives, cost, timing considerations, and any other factors to craft a tour that's accessible to as many students as possible.

Resources for managing cost and payments

Automatic Payment Plan – Our recommended payment plan offers the ability to break the tour fee into smaller installments. With most tours planned well in advance, travelers can enroll for only \$95, then pay over a long period of time—often up to 18 months or two years—with final payment due 30 days before departure. Families make payments directly to EF, with no payments going through the school.

Fundraising pages – Each student has access to their own unique and customizable fundraising page. The easy-to-share page makes it simple for friends and family to contribute a little something that is automatically applied to the balance of the tour, with no fees whatsoever.

Global Citizen Scholarship Fund – EF Educational Tours provides \$100,000 worth of scholarships to students across the country every year. Any student is able to apply for the Global Citizen Scholarship, which is awarded on both a merit and need basis.

Risk-free enrollment period - New travelers who enroll by their Enrollment Deadline can cancel for any reason up to 14 days after enrollment for a full refund of 100% of the money paid to EF. Travelers must pay in full or enroll in our Automatic Payment Plan at the time of program enrollment and must remain either paid in full or enrolled in our Automatic Payment Plan and in good financial standing at the time of cancellation to remain eligible. To be eligible, the traveler must enroll on a tour at least 110 days prior to the scheduled departure date.

Educational value

Our tours help prepare students for the future by teaching them more about the world, themselves, and the impact they can have on the world. Combining the power of experiential learning with the thrill of global travel, our tours help students:

- Expand their knowledge of the world around them
- Grow more confident and independent
- Understand new people, places, and cultures
- Discover more about themselves

To learn more about EF's educational philosophy, visit

<https://www.eftours.com/our-story/educational-approach>

EF is an accredited institution

We echo your commitment to education. Our travel-based learning approach is designed to blend classroom and experiential learning. This allows us to meet the same rigorous standards as schools like yours, ensuring students gain valuable experiences that transform the way they look at the world.



Earning credit for new experiences

EF makes it easy for students to turn their tour experience into high school credit, college credit, or to get a head start on their college essays—all while making their travel experience even more engaging.

- Students in grades 6 - 12 can earn .5 elective high school credit by successfully completing the final project as part of EF's Personalized Learning Guide. Tuition is free.
- Students in grades 9 - 12 can earn 3.0 undergraduate credits, along with the confidence that comes with taking a college course, by completing a series of assignments and a final research project with our partner, Southern New Hampshire University—all for just \$360.
- Educators traveling on student tours may earn up to 45 free hours toward relicensure OR 3 or 6 graduate level credits (\$360/\$720) through Southern New Hampshire University.

Itinerary specifics

For more robust details, the complete itinerary is attached to this document. It includes specific locations, each day's activities, travel plans, and more.

Price of the proposed tour

The tour program price covers a wide range of services that ensure students have an incredible experience. It includes all the planning and preparation that leads up to departure, travel and accommodations, plus logistical support and details once the group reaches their destination.

Full flexible travel window: April 10 - 19, 2026

Requested travel dates: April 11 - 18, 2026

Program Price ¹	\$4,759
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Includes:

- Round-trip airfare and on tour transportation
- Hotels with private bathrooms
- Breakfast and dinner (see your itinerary for meal details)
- Full-time Tour Director
- Daily activities, tours and entrances to attractions

Global Travel Protection	\$190
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EF's Peace of Mind Program *	Free
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Total for Students (under 20)	\$4,949
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25 monthly payments	\$195/mo
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Adult Supplement ²	\$640
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Total for Adults	\$5,589
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25 monthly payments	\$220/mo
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Quote created on 3/6/2024¹ Program price valid for today. Change and cancellation fees of up to the total price will apply. Applicable airline baggage fees are not included and can be found at eftours.com/baggage. All prices subject to verification by EF Tour Consultant. To view EF's Booking Conditions, visit eftours.com/bc.

² Adult supplement required for travelers age 20 and older at the time of travel.

* We understand that plans sometimes change due to unforeseen circumstances. EF's Peace of Mind Program allows your entire group to change your tour or departure date. Your group can feel secure planning your trip, knowing that your plans are flexible.

Itinerary shown is for 2026 travel. Itineraries are subject to change biannually, please call for more details

Sample hotels

Every hotel we work with must meet our high standards for safety, quality, and cleanliness. Hotels are vetted by our team to make sure they meet our requirements and are subsequently inspected regularly to ensure they continue to satisfy those parameters. Please note that hotels abroad may have different amenities than travelers are accustomed to in the United States.

Here are some examples of hotels students might stay in on tour:

Hotel Hvolsvöllur | Reykjavik

<http://hotelhvolsvollur.is/>

The Hotel Hvolsvöllur is situated in the town of Hvolsvöllur, on the south coast of Iceland, and is in close proximity to many natural wonders of the area, such as the Geysir, the Gullfoss waterfall, and Seljalandsfoss waterfall. The 64-room hotel also offers free Wi-Fi and a large restaurant.

Cabin Hotel | Reykjavik

hotelcabin.is/en

The Cabin Hotel, located in Borgartún, is a 30-minute walk from downtown Reykjavík and close to shops, convenience stores, and one of the largest outdoor heated pools in the city. The 249-room hotel also offers free Wi-Fi and a 24-hour reception service.

Hótel Dalvík | Akureyri

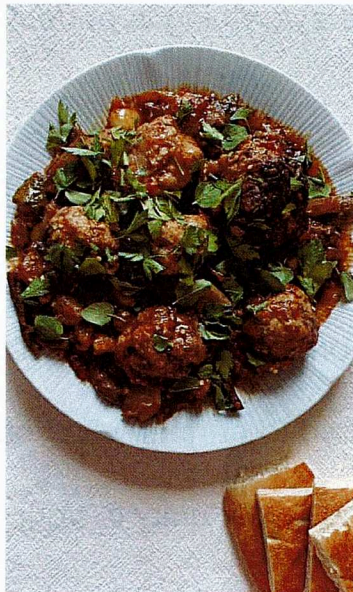
<https://hoteldalvik.com/>

With Akureyri situated on the southern shores of the Eyjafjörður fjord, guests of the Hótel Dalvík will find themselves a short 30-minute drive from the northern shores. Set in an intimate fishing village and just a three-minute walk from the seaside, this hotel offers stunning views of the Tröllaskagi mountains. Clean, cozy bedrooms are all furnished with desks and access to complimentary Wi-Fi, and a TV is available in the hotel lounge.

Sample meals

Meals are selected to establish a more immersive cultural experience and give students an idea of how locals eat. Below are some examples of local dishes travelers may try at the destination that your teacher has chosen, but please note that meals can vary from tour to tour.

On tour, breakfast generally is simple and will be at the hotel; it could be plated or buffet-style. **Lunch** typically is your chance to make culinary discoveries of your own. **Dinners** will be a mix of familiar dishes and local specialties. All meals will be a mix of familiar dishes and local specialties all served from a pre-set group menu.



Iceland: Sample Meals

Meatballs, potatoes & brown sauce

Fish balls with potatoes and butter

Fried vegetables

How I can help with next steps

My name is Kelly Coberley and I am Lewis S Mills High School's dedicated Tour Consultant. That means I'll be working with Kathryn Rosenfield every step of the way to make sure everything is perfectly planned.

I hope this overview has given you the information you need to feel confident in EF as an educational travel provider. Should you have any questions or need any additional information, please don't hesitate to reach out to me directly. EF is excited to partner with your school to bring this life-changing experiential learning opportunity to your students.

Sincerely,

Kelly Coberley

Senior Tour Consultant

kelly.coberley@ef.com

"I am now more confident than ever in the safety and experiences of my students after working with EF on this trip. As a leader, I am committed to ensuring a global mindset throughout my district and student/teacher travel."

Angela M., Administrator, Brunswick, ME

"I advocate for travel because the world is vast and diverse. If we want to truly understand our neighbors in other states or countries, we must reach out and meet them where they live. Travel provides a glimpse into another world that our students may have Googled or watched on a device, but living it with the smells, food, smiles, and various challenges teaches flexibility, tolerance, understanding, and empathy."

- Chuck C., Group Leader, Central, SC

From a single tour to a whole program

A single tour can open up endless possibilities for a small group of students. Our goal at EF is to bring that experience to as many students as possible, including the broadest collection of students at your school. By progressing from a single tour to a consistent travel program, you'll not only build a culture of exploration, but you'll provide the opportunity of travel to even more students. We can work directly with you and your staff to establish a framework for your travel program that's tailored specifically to your school's needs and goals.

[Back to Agenda](#)

Increasing Educator Diversity Plan

COVER PAGE	
District:	Regional School District 10
Vision:	<p>In alignment with RSD 10's commitment to Diversity, Equity, and Inclusion (DEI), our vision for educator recruitment, hiring, and retention is built on the foundational belief that a diverse teaching and staff body is essential for creating an educational environment where every student feels seen, heard, and empowered. This vision encompasses several key components aligned with the RSD 10 Vision of the Graduate and the RSD 10 Diversity, Equity and Inclusion Statement: (1) Diverse Recruitment: We aim to attract a wide range of candidates from diverse backgrounds, experiences and perspectives. By broadening our search and outreach efforts, we intend to ensure that our recruitment process is inclusive and equitable, reaching underrepresented communities and bringing a wealth of diverse talent to our school community. At RSD 10, we uphold the conviction that fostering a diverse and welcoming environment nurtures a deep sense of belonging among all community members, irrespective of their race, ethnicity, gender identity, abilities, socio-economic status, age, religion, native language, or sexual orientation. (2) Equitable Hiring Practices: We will implement strategies such as structured interviews, interview questions addressing equity, diverse hiring panels, and unconscious bias training for those involved in the hiring process. This approach ensures that all candidates are evaluated based on their skills, experiences, and potential to contribute to our educational environment. (3) Retention Through Inclusion: Retention of diverse educators is as crucial as their recruitment and hiring. We are committed to fostering an inclusive workplace where all staff members feel valued and supported. This includes professional learning opportunities focused on DEI; curricular, instructional and climate efforts that enhance belonging; mentorship and affinity programs; and the creation of spaces that foster dialogue about diversity, equity, and inclusion . By investing in the growth and well-being of our staff, we enhance their ability to connect with and inspire our students. (4) Reflecting and Respecting Diversity: We believe that having a teacher and staff body which reflects the diversity of a global community is vital. It creates an environment where students either see themselves represented and respected or offers windows into the lives of others. This representation helps to build a strong sense of belonging and community, which is essential for student engagement and success. Diverse educators serve as role models, showing students of all backgrounds that they too can achieve their full potential. By bringing diverse perspectives into our classrooms, we enrich the learning experience and prepare our students to thrive in a global society. In conclusion, our vision for diversity in educator recruitment, hiring, and retention is a critical component of our broader DEI efforts. By embracing diversity, promoting equity, and practicing inclusion, we aim to create an educational environment where every student can excel, and every member of our school community feels valued and supported. Together, we can achieve our goal of preparing students to live and lead in a diverse world, affirming the value of every individual and fostering a culture of understanding, respect, and equity.</p>
Theory of Action	<p>If Region 10 administrators demonstrate that we value educator diversity through our recruitment, hiring, and retention processes and practices as well as our professional learning offerings, then we will be more likely to increase the diversity of our certified educator faculty to better reflect that of our student population.</p>
Team Lead:	Vonetta Romeo-Rivers, Director of Teaching and Learning and District DEI Coordinator
Team Members:	<p>Howard Thiery, Superintendent of Schools Deb Foley, Director of Student Services and District Climate Coordinator Sue Laone, Director of Finance and Operations Chris Rau, Principal of Lewis S. Mills High School Jen Otte, Associate Principal of Lewis S. Mills High School Rebecca Lewis Stoll, Dean of Students 5 - 12 Joe Masi, Principal of Har-Bur Middle School Jesse Darcy, Associate Principal of Har-Bur Middle School Kristin O'Reilly, Supervisor of Student Support Services Kevin Barlow, Interim Principal of Lake Garda School Jessica Bruenn, Principal of Harwinton Consolidated School</p>

Increasing Educator Diversity Plan

RSD 10 RECRUITMENT PLAN								
Goal (What are we trying to do?)	Who Manages the Goal? (name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/ Engagement Efforts (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
Collect Accurate demographic data from faculty and staff	Director of Teaching and Learning, Vonetta Romeo-Rivers	Diversity data collected is in alignment with the RSD 10 expansive definition of diversity - race, ethnicity, gender, language, higher education, ability, age.	Human Resources Coordinator, Carrie Howe; Assistant Director of Information Systems, Chris Weaver	Annually, beginning in 2024 - 2025 SY	Document will be created and data will be updated at time of hiring	Personnel files	Data not entered correctly or consistently. Create specific timeline for annual report. Hesitation by staff to share information - we must communicate the rationale for data collection and our goal of creating and supporting a diversified workforce.	Clear procedure created with Human Resources
Continue partnerships with university teacher preparation programs to attract a diverse teacher candidate pool, including internships teaching practicums, nursing practicums and student teaching placements. withing RSD 10	Director of Teaching and Learning, Vonetta Romeo-Rivers; Director of Student Services: Deb Foley	Ensure pre-service faculty have opportunities for internships, student teaching and practicum experiences, network with expanded group of higher education faculty responsible for K - 12 partnerships; include pre-service faculty in the same professional learning experiences as RSD 10 faculty. Explore additional TEAM training for RSD 10 mentors to engage in cultural competencies.	Director of Teaching and Learning, Vonetta Romeo-Rivers and District Facilitator, Jillian Yantz	Annually, beginning 2024 - 2025 SY	Data regarding pre-service teacher placement from universities regarding feelings of belonging and professional growth at RSD 10 schools.	Collaboration time with higher education colleagues to share needs and observations made at both the K - 12 level and teacher preparation program level. Appropriate TEAM mentor/cooperating teacher trainings that evolve over time.	other than common meeting time, no obstacles anticipated.	University partners of existing and future colleges, Director of Teaching and Learning, Vonetta Romeo-Rivers and District Facilitator, Jillian Yantz. Annual review and revision of the partnership agreements.
Network with potential candidates and build awareness of our district while demonstrating our commitment to diversifying our faculty	Director of Teaching and Learning, Vonetta Romeo-Rivers; Director of Student Services: Deb Foley; Human Resources Coordinator: Carrie Howe	Send district representation annually to the RESC Alliance Increasing Educator Diversity recruitment conferences and fairs regardless of the number of current or anticipated openings. Establish a recruitment "season" with standard protocols and practices.	LSM Administration: Chris Rau, Jen Otte, Rebecca Lewis Stoll Har-Bur Administration: Joe Masi, Jesse Darcy HCS Administration: Jessica Bruenn LGS Administration: Kevin Barlow	Annually, beginning in Spring, 2024 recruitment season	Track the fairs that are attended by district personnel, the number of contacts made at the fair, the number of contacts that then submit applications, and the number of applicants eventually hired.	Human Resources Coordinator, school administrators with open positions, and/or Directors of Teaching and Learning and Director of Student Services will attend the fairs. We need to develop informational fliers about the Region or cards with QR codes that link to our employment page on our website. No additional technology is needed.	Being a small district, we do not have many openings on an annual basis, so we may be going to the fairs with no openings at the time. While this cannot be mitigated, our goal for this strategy can still be met.	Human Resources Coordinator, Carrie Howe and Director of Teaching and Learning, Vonetta Romeo-Rivers to communicate dates and times of the fairs/conferences and provide recruitment material.
Utilize the Edsight Secure Educator Diversity Dashboard resources and continue to analyze district data related to recruiting, applications, interviewing and hiring to inform our recruitment strategies.	Director of Teaching and Learning, Vonetta Romeo-Rivers; Director of Student Services: Deb Foley; Human Resources Coordinator: Carrie Howe	Review data annually and have as a standing item at leadership meetings throughout the year (Admin Council, Leadership Institutes).	Director of Teaching and Learning, Vonetta Romeo-Rivers; Director of Student Services: Deb Foley; Human Resources Coordinator: Carrie Howe	Annually	Data shows increase in diverse applicants	EdSight platform and internal interview and hiring data	No obstacles anticipated.	Data reviewed annually as another data set reviewed and analyzed each year to determine both efficacy and change in practices.
Expand outreach and marketing efforts to raise the probability of attracting a more racially, culturally, and linguistically diverse pool of applicants	HR Coordinator, Carrie Howe and Director of Teaching, Learning, Vonetta Romeo-Rivers; Director of Student Services, Deb Foley	Expand the target area of job postings to include all states with certification reciprocity with Connecticut: Delaware, District of Columbia, Maine, Massachusetts, Maryland, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Virginia, and Vermont as well as Puerto Rico. And explicitly state in all employment postings that candidates of diverse backgrounds are highly encouraged to apply.	Human Resources Coordinator, Carrie Howe	All postings for the 2024-2025 school year and beyond.	Utilize Applitracks to monitor how our applicants were referred to us.	Identify the most used sites in the reciprocity states for education postings and post our positions there. Make adjustments to the Applitrack application to include all of the posting sites. Include in all job postings "Candidates of diverse backgrounds are highly encouraged to apply."	We are not able to offer financial incentives for the move, so we will depend on reaching candidates who are already planning to move, willing to travel, or who can relocate easily.	Human Resources Coordinator, Carrie Howe to maintain and share a list of sites where positions are posted, where marketing material is sent.



Increasing Educator Diversity Plan

RSD 10 HIRING & SELECTION PLAN								
Goal (What are we trying to do?)	Who Manages the Goal? (name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/ Engagement Efforts (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
Maintain an awareness of and mitigate our tendencies during the hiring process that result in bias.	Director of Teaching and Learning, Vonetta Romeo-Rivers with Building Principals, Chris Rau, Joe Masi, Jessica Bruenn and Kevin Barlow.	Offer ongoing professional learning sessions that focus on how to recognize and avoid biases in hiring.	All hiring administrators who facilitate the hiring process that includes posting, screening, interviewing, hiring decisions.	Incorporated into the 2024-2025 Professional Development calendar and Admin Councils.	When all Building administrators, Program Directors and all leadership involved in the hiring process are trained.	Access to quality professional development, literature and research on avoiding bias in the hiring process	The volume of quality professional development with a school calendar and professional development time. This will be mitigated by prioritizing the training and using summer months as well as other non-district PD days.	District leadership and administrative team communicating effectively to all stakeholders who participate in the hiring process about the goals of the professional learning and the hiring goals.
Incorporate culturally rich interview questions to gain an understanding of the applicant awareness of and experience with culturally rich teaching practices.	Director of Teaching and Learning, Vonetta Romeo-Rivers; Director of Student Services, Deb Foley and Building Principals, Chris Rau, Joe Masi, Jessica Bruenn and Kevin Barlow.	Develop a bank of interview questions related to pedagogy, curriculum and classroom management effective for diverse learners. Training hiring admins, who can then turnkey to interview committee members, on how to meaningfully interpret candidate responses about equity.	Director of Teaching and Learning, Vonetta Romeo-Rivers; Director of Student Services, Deb Foley	Interview questions developed to support all hiring processes in the 2024-2025 school year. (work to begin in the spring of 2024)	The bank of questions is developed shared amongst all hiring administrators and implemented. A system of accountability is also developed to ensure a consistent practice across the district. Data from this accountability	Subcommittee of faculty, time and model best practices to develop a high-quality question bank	Need to ensure that appropriate questions are included in each step of the hiring process. Need to develop a system of accountability for submitting first round questions that must include questions from the bank. The ability of the interview committee to meaningfully interpret candidate responses. We may need to develop a basic level of training and support for interview committee members.	Partnership between with Human Resources Coordinator and all members of the Administrative team to streamline what and how we communicate the importance of this to all stakeholders selected for interview teams.
Adopt procedures that ensure hiring practices prioritize candidates whose professional and personal experiences demonstrate a high level of cultural awareness and appreciation.	Director of Teaching and Learning, Vonetta Romeo-Rivers; Director of Student Services, Deb Foley and Building Principals, Chris Rau, Joe Masi, Jessica Bruenn and Kevin Barlow.	Revise open-ended questions in Frontline Applitrack for both certified and non-certified staff that encourages sharing of experiences that have provided personal growth in the area of cultural appreciation and diverse experiences.	Human Resources Coordinator, Carrie Howe	By December, 2024	The addition to the open-ended questions to Frontline Applitrack	Appropriately researched questions to be added that convey both the intent and impact of a diverse work force.	Ineffective or superficial questions added that do not bring about the desired outcome.	Review open-ended questions with the entire hiring team K - 12 so that there is a shared understanding of the purpose and goal of the questions being added to the front end of the selection process.
Develop an intentional protocol for the selection of diverse stakeholders on first round interview panels	Building Principals, Chris Rau, Joe Masi, Jessica Bruenn and Kevin Barlow.	Strive to create interview committees that reflect the diversity of the school, program and community in alignment with the RSD 10 broad definition of diversity.	Building Principals and K - 12 Coordinators	To be in effect for hires July 1, 2024 and beyond	Collect and monitor data on membership of our interview committees.	Time and technology to develop a tool to be used to collect data and identify trends.	The definition of diversity as applied to this goal might be too narrow. We need to provide supporting material around different types of diversity and the district/school demographics around diversity where available.	District leadership and administrative team will need to share the existing diversity of our students, families and professional staff. There are multiple identities that are diverse and they do exist here in RSD 10.
Promote the RSD 10 Diversity, Equity and Inclusion Statement as a core component of our hiring process and include talking points about the statement that support RSD 10 as an inclusive, equitable environment to work.	Director of Teaching and Learning, Vonetta Romeo-Rivers; Director of Student Services, Deb Foley and Building Principals, Chris Rau, Joe Masi, Jessica Bruenn and Kevin Barlow.	Develop a system by which the RSD 10 Diversity, Equity and Inclusion commitment is a living component of our hiring practices and can be identified as part of the process; including the statement as a component of our "here's who we are" introduction during the hiring process.	Building Principals and K - 12 Coordinators	To be in effect for hires December, 2024 and beyond	The presence of the statement at different steps of the process, data to reflect that candidates are aware of our commitments.	No additional resources as this is an existing, BOE-approved document.	No obstacles anticipated.	District leadership and administrative team communicating effectively to all stakeholders who participate in the hiring process about the goals of the statement inclusion the hiring process.



Increasing Educator Diversity Plan

RSD 10 RETENTION PLAN								
Goal (What are we trying to do? How will you sustain educators in ways that increase their retention?)	Who Manages the Goal? (name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/ Engagement Efforts (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
Create a pathway for conversations between educators of color working in districts with similar educator demographics.	Director of Teaching and Learning, Vonetta Romeo-Rivers	Provide affinity group conversation opportunities by pairing new linguistically and culturally diverse hires with veteran linguistically and culturally diverse educators already on staff, when possible, or with teachers in partnering school districts with similar demographics to Region 10 (Sharon, Cornwall, Kent, North Canaan, Falls Village/Canaan, Salisbury, Region 1, Region 14, Plymouth). We are partnering with EdAdvance to host these affinity conversations and they have also offered to facilitate the Affinity Groups once in place.	Director of Teaching and Learning, Vonetta Romeo-Rivers	Mid-year 2024-2025 and beyond	A structure will be in place to connect educators of color within identified districts in the region who share similar demographics. Meeting attendance, participant feedback/questionnaires, changes as a result of meeting outcomes will all be measures of success.	Collaboration with partner districts to create the conditions under which the conversations can flourish: release time, travel time/reimbursement, ongoing partnership with EdAdvance, flexibility for hybrid meetings - both in-person and virtual.	The conversations may need to be held virtually to increase participation and reduce the time commitment required; developing a level of comfort and safety for participants.	Director of Teaching and Learning will connect with representatives from similar districts to develop a network of opportunities. The RSD 10 leadership and faculty will need a shared understanding of the purpose, goals, and the rationale for Affinity Groups and the role they play as Professional Learning Communities for People of Color.
Make our DEI commitments explicitly visible through climate, culture, curriculum and pedagogical practices.	Administration Team Members: Director of Teaching and Learning, Vonetta Romeo-Rivers; Director of Student Services, Deb Foley; LSM Administration: Chris Rau, Jen Otte, Rebecca Lewis Stoll Har-Bur Administration: Joe Masi, Jesse Darcy HCS Administration: Jessica Bruenn LGS Administration: Kevin Barlow	Embed a DEI Module into our own RSD 10 TEAM Induction Programming. Internally train all TEAM Mentors and Cooperating Teachers in DEI best practices as part of the RSD 10 Professional Learning Calendar. Actively recruit diverse faculty to be TEAM certified as a component of teacher leadership. Continue and build the existing curriculum design process that includes our RSD 10 Equity Checklist, Differentiation Checklist and UDL Framework as a sign of DEI commitment throughout all access points for faculty.	Director of Teaching and Learning, RSD 10 TEAM District Facilitator, K - 12 Coordinators, Building Administrators	Summer, 2024	The development and delivery of the TEAM DEI module, planned DEI content scheduled throughout the RSD 10 Professional Learning Calendar, evidence of the three checklists being used as requirements in the curriculum review process.	TEAM training time, curriculum writing hours, scheduled time on the professional learning calendar.	The definition of diversity as applied to this goal might be too narrow as it is currently understood. We will need to continue to provide supporting material around different types of diversity and the district/school demographics around diversity where available.	Ongoing communication of the BOE approved RSD 10 Diversity, Equity and Inclusion commitments and how these commitments manifest themselves in the professional practices of faculty and staff.
Increase efforts to welcome and retain multilingual faculty and staff	Director of Teaching and Learning, Vonetta Romeo-Rivers; Director of Student Services, Deb Foley	Adopt a multi-language translation platform for the district and school websites that is more accurately aligned to formal/professional standards of written world languages.	Director of IT, Joe Sousa	Summer, 2024	District and school websites will be accessible in multiple languages, with priority language options being those that represent our students and families.	Funding and appropriate technological integration between the language converter/translator and the website's platform.	No obstacles anticipated.	Full faculty needs to be aware of the language translation shift, RSD 10 families.
Further develop and sustain a climate and culture in which educators feel a sense of belonging, inclusion and safety where they are free to be their authentic selves in the professional environment.	Director of Teaching and Learning, Vonetta Romeo-Rivers; Director of Student Services, Deb Foley	Add specific questions to the annual RSD 10 faculty and staff climate survey that address feelings of belonging and inclusion. Develop specific questions for administrators to include about staff sense of belonging at MOY and EOY meetings with faculty.	Building Administrators, Assistant Director of Information Systems	May, 2025	Feedback gained from climate survey results, retention data, exit survey data, one-on-one meetings and focus group feedback.	Development of climate and exit surveys, time to analyze the results, leadership time to plan through the continuous improvement planning process.	Check-ins have been effective in ensuring this is occurring.	Full K - 12 Admin team effectively communicating to the professional community the importance of true and meaningful feedback on these surveys as component of our commitment to the RSD 10 DEI Statement.
Incorporate equitable teaching practices and professional learning standards into the new RSD 10 Educator Growth Plan going into effect July 1, 2024.	Director of Teaching and Learning, Vonetta Romeo-Rivers	Create coherent alignments between equity, inclusion and belonging to the components of the Educator Growth Plan; ensure the rollout and unpacking of the plan includes training about those alignments.	RSD 10 PDEC Members	Implementation year 2024 - 2025 and beyond.	Conversations and reflections at goal-setting, mid-year and end of year meetings.	Professional learning time.	Superficial or rushed roll-out that does not allow for deep understanding of the connections between educator growth that includes equitable practices and the development of a caring learning community for all.	Thoughtfully crafted introduction of the surveys, an appropriate timeline that allows for meaningful input, and a timeline of action steps based on results that are transparently communicated to the professional community.
Identify any areas for improvement in retaining diverse faculty.	Central Office Cabinet: Superintendent, Howard Thiery; Director of Teaching and Learning, Vonetta Romeo-Rivers; Director of Student Services, Deb Foley; Director of Finance and Operations, Sue Laone; and Building Administrators, Human Resources Coordinator	Survey faculty each year to assess how supported they feel and identify any areas for improvement in retaining diverse faculty.	All Admin Team	May, 2025	Surveys will be received from at least 90% of the faculty annually	An internally developed survey based on best practices in soliciting genuine feedback on issues of diversity, inclusion and equity.	We have to ensure that time is given to the faculty to complete the surveys to increase the likelihood that all will respond thoughtfully and meaningfully.	Thoughtfully crafted introduction of the plan, an appropriate timeline that allows for meaningful input, and a timeline of action steps based on results that are transparently communicated to the professional community.