

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, January 13, 2025

7:00 pm

The Board of Education Meeting will be held at the Learning Center in Har-Bur Middle School
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- 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, December 9, 2024 ([Enclosure 1](#))
- V. Consent Agenda:
 - A. Approval of the Finance Reports dated: December 31, 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 Savelle, Chairman* Thomas Fausel, Vice Chairman* Melanie Wilhelm, Treasurer* Cassandra DuBois, Secretary
Victoria Basile* Amy Boisvert* Matt Cummings* Rachel McFadden* Scott Ragaglia* 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 the 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:

- 2026-2027 District Calendar ([Enclosure 4](#))
- Donation: LSM Girls Basketball ([Enclosure 5](#))
- Donation: LGS Science Enrichment Program ([Enclosure 6](#))
- Donation: HCS Enrichment Program ([Enclosure 6A](#))

VIII. Action Items:

- New Course Proposal: UConn ECE – Contemporary Social Issues in Sport ([Enclosure 7](#))
- Textbook Adoption: Social Issues in Sport ([Enclosure 8](#))
- Formation of Superintendent Search Committee
- Capital and Nonrecurring Fund Revisions and Transfers

IX. Board Reports

- Committees:
 - Ad Hoc Athletic Strategic Planning
 - Building
 - Curriculum
 - Communication
 - Facilities
 - Finance
 - Policy
 - Security
 - Superintendent's Evaluation
 - Technology

X. Liaisons:

- CREC

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Victoria Basile* Amy Boisvert* Matt Cummings* Rachel McFadden* Scott Ragaglia* Matthew Szydlo*

XI. Upcoming meeting: Regular Meeting; Monday, February 10, 2025; 7:00 p.m.
Board of Education Workshop; Monday, February 24, 2025; 6:30 p.m.

XII. Adjourn

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

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

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

~ Board of Education Members ~

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

REGIONAL SCHOOL DISTRICT #10

Regular Meeting of the Board of Education

24 Lyon Road, Burlington, CT 06013

Monday, December 9, 2024

7:00 p.m.

Draft Minutes

Board Members Present:

Scott Ragaglia, Chairman

Scott Savelle, Vice Chairman

Melanie Wilhelm, Treasurer

Cassandra DuBois, Secretary - arrived @ 7:17pm

Rachel McFadden

Matthew Szydlo

Thomas Fausel

Absent:

Victoria Basile

Amy Boisvert

Matt Cummings

Also Present:

Howard Thiery, Superintendent

Vonetta Romeo-Rivers, Director of Teaching and Learning

Susan Laone, Director of Finance and Operations

Cameron Smith, Senior at Lewis Mills

Natalie Sliwka, Junior at Lewis Mills

<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>	<p><u>Burlington/Harwinton Leadership 25/26 Budget Development:</u></p> <p>It has been a standing tradition of the Region 10 Board of Education to invite town officials to speak as part of the district's initial budget preparation.</p> <p>Officials in attendance included First Selectmen Michael Criss and First Selectmen Douglas Thompson. Each provided an overview of their town's financial standing and demographics to aid the district in developing a budget.</p>

	<p><u>Student Representatives' Report:</u> <u>Cameron Smith</u> shared with the Board that Mr. Rau recently met with the Senior class regarding the students' portfolio. Lewis Mills will be holding a toy drive this Saturday called "stuff-a-bus".</p> <p><u>Natalie Sliwka</u> reported to the Board that the Senior class won Spirit Week. Sports have transitioned from Fall sports to Winter sports.</p> <p><u>Superintendent's Report:</u> Superintendent Thiery reported to the Board his plans to attend PTA meeting at LG this week.</p> <p>The kindergarten teacher position at Lake Garda has been filled. The new teacher is scheduled to start in January after the holiday break.</p> <p><u>Board Chair Report:</u> The Board Chairman congratulated the Lewis Mills girls soccer team on winning the state championship in their division.</p> <p>Chairman Ragaglia recently attended the production of Miracle on 34th street performed by Lewis Mills students and commentated on the wonderful performance by the district's students.</p> <p>The Chairman also attended the middle school Lego robotics team competition, reporting how wonderful it is to see the students working together as a team.</p>
<i>Approval of Minutes</i>	A <u>motion</u> was made by Melanie Wilhelm and seconded by Matt Szydlo to accept/approve the November 11, 2024, minutes. All in favor; none opposed; motion passed.
<i>Consent Agenda</i>	<p>Approval of the Financial Report dated November 30, 2024, and Personnel Report: A <u>motion</u> was made by Scott Savelle and seconded by Rachel McFadden 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>New Course Proposal – UConn ECE Contemporary Social Issues in Sport:</u> The Board reviewed and discussed the new course proposal.</p> <p><u>Textbook Adoption – Social Issues in Sport:</u> After discussion the Board agreed the textbook proposed will be an action item on January agenda.</p>

<p><i>Action Items</i></p>	<p><u>BOE Regular Meeting Schedule 2025/2026:</u> A motion was made by Scott Savelle and seconded by Cassandra DuBois to accept/approve the 2025-2026 Board of Education Regular Meeting Schedule. All in favor; none opposed; motion passed.</p> <p><u>Election of Board Leadership Position</u> A nomination was made by Scott Ragaglia to nominate Scott Savelle as Board Chairman for a 1-year term, seconded by Tom Fausel; no other nominations were cast. All in favor; none opposed; nomination passed.</p> <p>A nomination was made by Scott Savelle to nominate Tom Fausel as Board Vice Chairman for a 1-year term; seconded by Matt Szydlo; no other nominations were cast. All in favor; none opposed; nomination passed.</p> <p>A nomination was made by Tom Fausel to nominate Melanie Wilhelm as Board Secretary for a 1-year term, seconded by Scott Savelle; no other nominations were cast. All in favor; none opposed, nomination passed.</p> <p>A nomination was made by Melanie Wilhelm to nominate Cassandra DuBois as Board Treasurer for a 1-year term, seconded by Scott Ragaglia; no other nominations were cast. All in favor; none opposed, nomination passed.</p>
<p><i>Board Committee Reports</i></p>	<p><u>Athletic Strategic Planning</u> – Nothing to report.</p> <p><u>Building Committee</u> – Have not met</p> <p><u>Curriculum</u> – The committee met Nov 19th to review the proposed course and textbook presented at tonight’s meeting. They also received a report on the district wide Professional Development Day in October. The next committee meeting is scheduled for Dec. 17th.</p> <p><u>Communication</u> – Have not met. The committee will have a posting in the January issues of the “School Bell”.</p> <p><u>Facilities</u> – Committee reported and discussed with the Board vandalism in the high school locker room to school equipment.</p> <p><u>Finance</u> – Committee is scheduled to meet December 16th.</p>

	<p><u>Policy</u> – Committee is waiting for feedback from lawyers on a few policies.</p> <p><u>Security</u> – Have not met</p> <p><u>Superintendent's Evaluation</u> – Working on scheduling a meeting in January.</p> <p><u>Technology</u> – Have not met.</p>
<i>Liaisons</i>	<u>CREC</u> – Nothing to report
<i>Upcoming Meetings</i>	Board of Education Regular meeting; Monday, January 13, 2025; 7:00pm.
<i>Adjourn</i>	A motion was made by Scott Savelle and seconded by Cassandra DuBois to adjourn the meeting at 8:14 pm; all in favor; none opposed; motion passed

Cassandra DuBois, Secretary

Date

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Regional School District #10
Expenditure Report by Object
December 31, 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	\$ 21,174,247	\$ 8,064,905	\$ 12,963,409	21,028,314	99.31%	\$ 145,933
112 Non-Cert. Personnel	6,486,243	2,717,049	3,566,882	6,283,930	96.88%	202,313
120 Temporary Wages	342,900	80,820	7,784	88,604	25.84%	254,296
Total Personnel:	\$ 28,003,390	\$ 10,862,774	\$ 16,538,074	\$ 27,400,848	97.85%	\$ 602,542
210 Group Disability Insurance	\$ 30,000	\$ 17,099	\$ -	\$ 17,099	57.00%	\$ 12,901
220 Social Security	875,000	359,704	28,672	388,375	44.39%	486,625
230 Retirement Contributions	315,000	212,038	82,082	294,120	93.37%	20,880
240 Tuition Reimbursement	38,000	1,967	-	1,967	5.18%	36,033
250 Unemployment Comp.	9,000	3,588	-	3,588	39.87%	5,412
260 Workers Compensation	266,700	167,551	71,640	239,190	89.69%	27,510
270 Health/Life Benefits	5,210,000	3,013,805	117	3,013,922	57.85%	2,196,078
Total Benefits:	\$ 6,743,700	\$ 3,775,751	\$ 182,509	\$ 3,958,261	58.70%	\$ 2,785,439
310 Admin. Services	\$ 20,000	\$ 6,489	\$ -	\$ 6,489	32.45%	\$ 13,511
320 Prof. Education Services	48,200	32,280	352	32,632	67.70%	15,568
330 Other Professional Services	380,564	359,415	356,675	716,090	188.17%	(335,526)
340 Technical Services	26,850	15,886	3,569	19,455	72.46%	7,395
Total Purchased Services	\$ 475,614	\$ 414,071	\$ 360,596	\$ 774,666	162.88%	\$ (299,052)
410 Utility Services	\$ 526,000	\$ 252,672	\$ 71,353	\$ 324,025	61.60%	\$ 201,975
411 Septic/Water Systems	42,000	20,478	9,808	30,285	72.11%	11,715
412 LGS Sewer Annual Fee	30,000	-	-	-	0.00%	30,000
420 Cleaning Services	8,600	4,349	-	4,349	50.57%	4,251
421 Disposal Services	74,460	38,595	34,614	73,209	98.32%	1,251
422 Snowplowing Services	83,650	-	83,650	83,650	100.00%	-
424 Grounds Upkeep	46,600	15,602	595	16,197	34.76%	30,403
425 Security	34,300	6,261	1,883	8,144	23.74%	26,156
430 Repairs/Maintenance Ser.	449,284	183,732	40,854	224,586	49.99%	224,698
440 Facility Rentals	15,200	4,968	-	4,968	32.68%	10,232
490 Pest Control	3,800	898	2,912	3,810	100.26%	(10)
Total Facilities:	\$ 1,313,894	\$ 527,554	\$ 245,669	\$ 773,223	58.85%	\$ 540,671
519 Transport/Reimbursable	\$ 2,568,162	\$ 1,280,618	\$ 1,603,827	\$ 2,884,445	112.32%	\$ (316,283)
520 Insurance	314,119	238,376	67,311	305,687	97.32%	8,432
530 Communication/Telephone	57,000	15,349	-	15,349	26.93%	41,651
531 Postage	19,700	3,174	16,215	19,389	98.42%	311
540 Advertising	3,675	201	-	201	5.47%	3,474
550 Printing & Binding	16,445	3,478	1,174	4,652	28.29%	11,793
561 Tuition to LEAs	296,046	156,251	-	156,251	52.78%	139,795

Regional School District #10
Expenditure Report by Object
December 31, 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	1,600,680	1,294,652	2,895,332	138.42%	(803,662)
580 Prof Develop/Reimb Travel	43,815	8,621	1,802	10,423	23.79%	33,392
590 Misc. Purchased Services	253,379	97,926	93,327	191,253	75.48%	62,126
591 Student Activities	10,383	3,129	144	3,273	31.52%	7,110
Total Transport. & Other	\$ 5,674,394	\$ 3,407,803	\$ 3,078,452	\$ 6,486,255	114.31%	\$ (811,861)
610 Supplies	\$ 502,696	\$ 274,353	\$ 64,713	\$ 339,066	67.45%	\$ 163,630
611 Software	373,594	339,532	20,096	359,627	96.26%	13,967
621 Natural Gas	39,290	9,484	-	9,484	24.14%	29,806
623 Propane	15,000	1,907	-	1,907	12.71%	13,093
624 Fuel Oil	437,600	95,097	-	95,097	21.73%	342,503
626 Gasoline	6,500	3,009	-	3,009	46.29%	3,491
640 Textbooks	72,566	40,914	8,436	49,350	68.01%	23,216
641 Library Books	23,800	8,964	3,544	12,508	52.56%	11,292
642 Periodicals	31,281	23,387	880	24,267	77.58%	7,014
Total Supplies:	\$ 1,502,327	\$ 796,647	\$ 97,669	\$ 894,316	59.53%	\$ 608,011
741 Replace Inst. Equipment	\$ 7,399	\$ 6,644	\$ -	\$ 6,644	89.79%	\$ 756
742 Replace Non-Inst. Equip.	232,500	1,520	8,872	10,392	4.47%	222,108
743 New Inst. Equipment	5,112	386	830	1,216	23.78%	3,897
744 New Non-Inst. Equipment	-	-	-	-	#DIV/0!	-
Total Equipment:	\$ 245,012	\$ 8,549	\$ 9,702	\$ 18,251	7.45%	\$ 226,761
810 Dues & Fees	\$ 58,244	\$ 36,162	\$ 460	\$ 36,622	62.88%	\$ 21,622
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	236,100	-	236,100	98.97%	2,449
840 Emergency/Contingency	-	-	-	-		-
Total Bond & Misc.	\$ 2,001,199	\$ 1,910,228	\$ 460	\$ 1,910,688	95.48%	\$ 90,511
GRAND TOTALS:	\$ 45,959,530	\$ 21,703,377	\$ 20,513,131	\$ 42,216,509	91.86%	\$ 3,743,022

Regional School District #10

Budget Journal Entries Report

Fiscal Year: 2024-2025

Type: Budget Journal

From Date: 12/1/2024

To Date: 12/31/2024

Entry Number Line	Memo Entry Date	Account	Line Memo	Batch / Reference	Voucher Check #	Journal Debits	Credits	User ID
45		Tranfers funds to proper account to replace range in FACS Room		Budget Transfers		0 Adjustment		995.slaone
1	12/03/2024	100.07.1120.06.430	REPAIRS & MAINT: HB FAM/CON SC	Check Number		\$0.00	(\$1,147.94)	
2	12/03/2024	100.07.1120.06.741	EQUIP REPLACE: HBMS FAM & CONS	Check Number		\$1,147.94	\$0.00	
						\$1,147.94	(\$1,147.94)	
46		increase to our Pick a Time software		Budget Transfers		0 Adjustment		995.slaone
1	12/12/2024	100.07.2900.00.591	STUDENT ACTIVITIES: HBMS	Check Number		\$0.00	(\$165.00)	
2	12/12/2024	100.07.2210.00.611	SOFTWARE: HB SCHOOLWIDE	Check Number		\$165.00	\$0.00	
						\$165.00	(\$165.00)	
47		transfer funds to purchase a new refrigerator for MS FACS, it died		Budget Transfers		0 Adjustment		995.slaone
1	12/16/2024	100.07.1120.06.610	SUPPLIES: HB INST FAM/CON SCI	Check Number		\$0.00	(\$500.00)	
2	12/16/2024	100.07.2900.00.591	STUDENT ACTIVITIES: HBMS	Check Number		\$0.00	(\$397.00)	
3	12/16/2024	100.07.1120.06.741	EQUIP REPLACE: HBMS FAM & CONS	Check Number		\$897.00	\$0.00	
						\$897.00	(\$897.00)	
48		additional funding needed to cover replacement fridge		Budget Transfers		0 Adjustment		995.slaone
1	12/17/2024	100.07.1120.06.741	EQUIP REPLACE: HBMS FAM & CONS	Check Number		\$52.00	\$0.00	
2	12/17/2024	100.07.1120.06.430	REPAIRS & MAINT: HB FAM/CON SC	Check Number		\$0.00	(\$52.00)	
						\$52.00	(\$52.00)	
49		transfer funds to cover the cost of evaluation subscription of the BDI		Budget Transfers		0 Adjustment		995.slaone
1	12/19/2024	100.05.1260.60.580	PROF DEVEL: SS LGS	Check Number		\$0.00	(\$180.00)	
2	12/19/2024	100.05.1210.60.610	SUPPLIES: SS LAKE GARDA	Check Number		\$180.00	\$0.00	
						\$180.00	(\$180.00)	

Regional School District #10

Budget Journal Entries Report

Fiscal Year: 2024-2025

Type: Budget Journal

From Date: 12/1/2024 To Date: 12/31/2024

Entry Number		Memo	Line Memo	Batch / Reference	Voucher Check #	Journal		User ID		
Line	Entry Date	Account				Debits	Credits			
Grand Total:						\$2,441.94	(\$2,441.94)			
End of Report										

REGIONAL SCHOOL DISTRICT #10
2024-2025
December 2024

Enclosure #2

ITEM	2024-2025 BUDGET	RECEIVED Y.T.D	%	REMAINING BALANCE
* * *OPERATING BUDGET* * *				
BURLINGTON	\$ 30,294,833.00	\$ 14,687,165.00	48.48%	\$ 15,607,668.00
HARWINTON	\$ 14,659,660.00	\$ 7,107,115.00	48.48%	\$ 7,552,545.00
INTEREST	\$ 150,000.00	\$ 76,445.83	50.96%	\$ 73,554.17
TUITION	\$ 125,000.00	\$ 56,699.00	45.36%	\$ 68,301.00
MISCELLANEOUS	\$ -	\$ -		\$ -
TRANSPORTATION	\$ -	\$ -		\$ -
<hr/>				
TOTAL OPERATING REVENUE	<u>\$ 45,229,493.00</u>	<u>\$ 21,927,424.83</u>		<u>\$ 23,302,068.17</u>

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Leaves of Absence:

Name	Position	School	
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Resignations:

Name	Position	School	
JoAnne Morse	General Food Service Worker	Har-Bur Middle/Lewis S. Mills High Schools	

Retirements:

Name	Position	School	Effective
Mark Woodcox	Art Teacher	Lewis S. Mills High School	6/30/2025
Robert Gauvain	STEM Teacher	Harwinton Consolidated School	7/1/2025

Appointments:

Name	Position	School	
J. Chloe Ensiki	Behavior Tech.	Lake Garda Elementary School	
January 2025			

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Regional School District #10
Serving The Towns of Burlington Harwinton
2026-2027 Calendar

AUGUST 2026 (4)						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2026 (21)						
S	M	T	W	T	F	S
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27	28	29	30			

NOVEMBER 2026 (17)						
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22	23	24	25	26	27	28
29	30					

OCTOBER 2026 (20)						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

DECEMBER 2026 (17)						
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2027 (19)						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2027 (17)						
S	M	T	W	T	F	S
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2027 (21)						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2027 (17)						
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18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2027 (20)						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2027 (7)						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JULY 2027 (0)						
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

EXPLANATION OF DATES

Aug. 24 & 25		Teacher Professional Development
Aug. 26		First Day of School/Half Day with Teacher PD
Sept. 7		Labor Day
Sept. 16		Early Release/Teacher Prof. Development
Oct. 9		Teacher Professional Development
Oct. 12		Columbus Day
Nov. 2		Teacher Professional Development
Nov. 10		Early Release Har-Bur only (P/T Conferences)
Nov. 20		Early Release LGS/HCS only (P/T Conferences)
Nov. 25, 26 & 27		Thanksgiving Recess
Dec. 9		Early Release/Teacher Prof. Development
Dec. 23		Half day students
Dec. 24 - Jan. 1		Holiday Recess
Jan. 15		Early Release/Teacher Prof. Development
Jan. 18		Martin Luther King, Jr. Day
Feb. 12		Teacher Professional Development
Feb. 15 & 16		President's Day/Winter Break
March 5		Teacher Professional Development
March 19		Early Release LGS/HCS only (P/T Conferences)
March 26		Good Friday
April 9		Early Release/Teacher Prof. Development
April 12-April 16		Spring Break
May 7		Early Release/Teacher Prof. Development
May 31		Memorial Day
June 8		Half day students
June 9		Last Day of School if NO Snow Days/half day students

Early Release Times

Conferences & Teacher Professional Development

Lewis S. Mills High School	11:30 a.m. (lunch served)
Har-Bur Middle School	12:15 p.m. (lunch served)
Elementary Schools K-4	1:00 p.m. (lunch served)
AM Preschool	9:05 - 10:45
PM Preschool	11:20 - 1:00

Inclement Weather*

Lewis S. Mills High School	11:30 a.m. (lunch served)
Har-Bur Middle School	12:15 p.m. (lunch served)
Elementary Schools K-5	1:00 p.m. (lunch served)
AM Preschool	11:35 parent transported, 1:00 bussed students
PM Preschool	Cancelled

*Dismissal times due to inclement weather are at the discretion of the Superintendent and on a case-by-case basis.

Make up days due to school cancellations which cause RSD 10 schools to be closed will be scheduled as needed beginning with June 10. The Board of Education reserves the right, under unusual circumstances, to consider scheduling regular school days during Spring Recess(April 12-16), beginning with Monday, April 12.

Students 180 days/Teachers 186 days

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DONATION TO REGIONAL SCHOOL DISTRICT #10

Completion of this form is required prior to the District's consideration of a proposed donation to the Regional School District #10. This form is to be completed in its entirety and submitted to the Building Principal or Director of Finance and Operations as far in advance as possible.

Date 1/2/2025

Organization/Individual Making Donation The Walt Disney Company on behalf of Christie Dockman
 Address 6 Ventres Way, Burlington CT
 Daytime Phone No. 860-919-4083

Gift/Donation \$2,000 Approximate Value _____

Real Property _____ Personal Property _____

Has the Superintendent or building principal been consulted concerning this gift?

☒ Yes _____ Consulted with building principal

If no, this request cannot be acted upon until one of these boxes is affirmatively checked.

Are there conditions of use attached to the gift? ☒ Yes ☐ No (circle one)

Explain if "yes" (use separate sheet if needed)

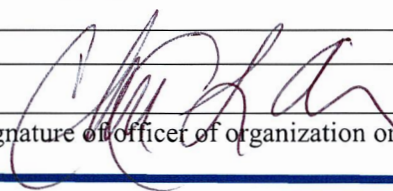
Donation is being made directly to the LSM Girls Basketball Program

Are there installation costs, site preparation costs, labor costs, or equipment needed for installation, etc.? If yes, please provide detailed costs on a separate sheet of paper. Yes ☒ No (circle one)

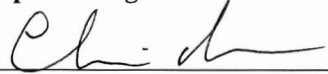
If yes, who will pay for these costs? _____

What is the annual maintenance cost of equipment donated? (be specific) (Example: might be the need to expand a room to house the equipment, or fencing to protect it.)

Are there additional costs to the school district not indicated above? (be specific) (Example: continuing personnel costs to supervise use of equipment or space, new staff, replacements costs, etc.)


 (Signature of officer of organization or individual making donation)

Acceptance Signatures:


 Building Principal

[Back to Agenda](#)

Superintendent of Schools (\$101 - \$999.99)

Date Approved by Board (if applicable)

Hello,

The PTA would like to sponsor an in school enrichment science program for grades K-4. The program is by each class (runs 45mins to 1 hr) long. HCS used the same vendor this year. We think this will be fun and educational for our students and the PTA is excited to cover this event. The plan is to run the event in January 2025.

- Lake Garda PTA
Farah Boucher

DONATION TO REGIONAL SCHOOL DISTRICT #10

Completion of this form is required prior to the District's consideration of a proposed donation to the Regional School District #10. This form is to be completed in its entirety and submitted to the Building Principal or Director of Finance and Operations as far in advance as possible.

Date 12/6/2024

Organization/Individual Making Donation Lake Garda PTA

Address 61 Mence Rd Burlington CT

Daytime Phone No. 860-682-2597

Gift/Donation enrichment Approximate Value 5,000 \$ 11.50 per student

Real Property _____ Personal Property _____ (event) - vendor run enrichment

Has the Superintendent or building principal been consulted concerning this gift?

Yes ✓ Consulted with Kevin Barlow

If no, this request cannot be acted upon until one of these boxes is affirmatively checked.

Are there conditions of use attached to the gift?

Yes

No (circle one)

Explain if "yes" (use separate sheet if needed)

Are there installation costs, site preparation costs, labor costs, or equipment needed for installation, etc.? If yes, please provide detailed costs on a separate sheet of paper.

Yes

No

(circle one)

If yes, who will pay for these costs?

What is the annual maintenance cost of equipment donated? (be specific) (Example: might be the need to expand a room to house the equipment, or fencing to protect it.)

none

Are there additional costs to the school district not indicated above? (be specific) (Example: continuing personnel costs to supervise use of equipment or space, new staff, replacements costs, etc.)

no

Tina Baker PTA Officer
(Signature of officer of organization or individual making donation)

Acceptance Signatures:

[Signature]
Building Principal

Superintendent of Schools (\$101 - \$999.99)

Date Approved by Board (if

applicable)



High Touch High Tech®

Science Experiences That Come To You™

New NGSS compatible programs

Plant My Food

K-LS1 From Molecules to Organisms: Structures and Processes

See plants absorb water from their roots and turn carnations blue. See how plants use water, carbon dioxide and sunlight to make their own food. See how we are all dependent on plants one way or another.

Surf the Waves

1-PS4 Waves and their Applications in Technologies for Information Transfer

Sound and vibrations are inter-related. Use tuning forks to make waves and vibrations. Understand how we need light to see an object. Experiment with how light behaves when it hits objects/surfaces that are opaque, translucent, transparent or reflective. Make your own musical instrument.

The Force is With You

K-PS2 Motion and Stability: Forces and Interactions

Use toys to understand how pushes and pulls are needed to make things move or change directions. Observe how objects in motion provide a force that moves other objects. Experiment with colliding cars. Use magnets to move objects.

Our Changing Earth

2-ESS1 Earth's Place in the Universe

Experiment with fast changes to the earth such as volcanoes and earthquakes. Understand how the rock cycle, mountain formation and erosion happen over a much longer time span. See how plants and manmade materials affect erosion.

It's a Sunny Day

K-PS3 Energy

Use Ice to measure how hot something is. Experiment with how the sun warms different surfaces. Shadows are not only cool but also provide a lot of other information. Build a sundial that uses the movement of shadows to tell time.

H₂O to Go

2-ESS2 Earth's Systems

Wind and water can change the shape of the land. Find out how wind gets made and feel how strong it can be. See how water moves around the world and changes between solid, liquid and gas. Make a cloud. Figure out different ways to protect against wind and water.

Zoom to the Moon

1-ESS1 Earth's Place in the Universe

Learn all about the moon and the phases we see. Experiment with Earth's orbit around the sun and how it causes the seasons. Engineer a sundial that uses the sun's movement to tell time.

Primarily Plants

2-LS2 Ecosystems: Interactions, Energy, and Dynamics

See roots absorb water and see how water moves through the plant by turning carnations blue. See how it uses water and sunlight to produce carbon dioxide and food. Experiment with different seeds and grow one into your own plant.

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[Facebook:HighTouchHighTechConnecticut](https://www.facebook.com/HighTouchHighTechConnecticut) • email: info@sciencemadefunct.org

My Home

2-LS4 Biological Evolution: Unity and Diversity

Identify different habitats and explore the diversity of plants and animals. Become a super insect by combining diverse strengths. Learn the many ways animals adapt. Build an animal adapted to a specific habitat.

Newton's Day at the Park

3-PS2 Motion and Stability: Forces and Interactions

Experiment with the effect of multiple forces on an object. See how gravity affects motion. Build a pendulum and predict its movement. Learn how magnetic forces can also affect motion and solve an engineering problem with magnets.

Things That Matter

2-PS1 Matter and Its Interactions

Get a hands-on look at the properties of matter and solids, liquids and gases. See how different properties can determine the use of any matter. Use Legos to build different things from the same pieces. Learn how temperature changes matter and how some changes are permanent.

Engineering Energy

4-ESS3 Earth and Human Activity

Get a hands-on look at how we get energy from different natural resources. Use solar power. Make a working windmill and water wheel.

We Are Family

3-LS2 Ecosystems: Interactions, Energy, and Dynamics

Forming groups benefits many animals. Pollinate flowers and build a beehive. Build your own ultra violet flower. See why geese fly in formation. Learn how groups provide safety, finding food and raising the young.

Info Waves

4-PS4 Waves and their Applications in Technologies for Information Transfer

Make model waves and understand their behavior affects sound and light. See how waves get reflected into our eyes. See how information is sent via fiber optic cables.

Survival Magic

3-LS4 Biological Evolution: Unity and Diversity

Examine fossils to learn about plants and animals that are extinct. Sort plants and animals by where they live (biomes). See how camouflage and mimicry help survival. Learn how changes to a biome helps some and hurts others.

Shoot for the Stars

5-ESS1 Earth's Place in the Universe

Shed light on night and day. Learn about lunar phases. Get a hands-on look at our orbit. See why the Earth's angle affects the seasons. Make and keep a sundial.

Spheres of Influence

5-ESS2 Earth's Systems

Discover how the geosphere, biosphere, atmosphere and hydrosphere interact by understanding the water cycle. Follow the water as it freezes, evaporates, and circulates. See how it shapes the Earth and sustains life. Purify water using distillation and filtration.

It's Energizing

4-PS3 Energy

Feel the power of magnets at a distance and use them to make electricity. Discover how to use electricity to make light, and sound. Build circuits using these devices.

Atoms Matter

5-PS1 Matter and its Interactions

Learn how all matter is made of atoms and build a model H₂O molecule. Discover the physical and chemical properties of matter. Use properties to identify substances.

Grounded by Gravity

5-PS2 Motion and Stability: Forces and Interactions

Figure out how gravity works by observing its effect. See how it keeps us glued to the earth. Simulate gravitational forces using magnets. Build fun toys that use gravity

It Makes Sense

4-LS1 From Molecules to Organisms: Structures and Processes

See how sense receptors work with our brain and the nervous system. Change sound to "brain signals". Make a pin-hole camera and a working nervous system to model the brain's response to a stimulus.

Don't see what you need here?

There's a good chance that we can customize a program for you in a timely manner. All you have to do is ask.

Elementary In-School Workshop Prices for 2024-2025

Prices effective September 1, 2024

	Price per Student Subject to minimum	Minimum per Class	Minimum per Day	Transport Surcharge per day
Price for school year 2024-2025	\$13.00	\$260	\$360	\$30
Discounted Rates				
Programs booked before October 31, 2024	\$12.50	\$250	\$345	\$30
All Programs during : September 1 to October 31, 2024 December 9 to 31, 2024	\$12.00	\$240	\$330	\$30
4 1hr programs per day (any time of year; same program for all 4 classes; selected programs only; minimum charge for 80 students)	\$11.50	N/A	\$920	\$30

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DONATION TO REGIONAL SCHOOL DISTRICT #10

Completion of this form is required prior to the District's consideration of a proposed donation to the Regional School District #10. This form is to be completed in its entirety and submitted to the Building Principal or Director of Finance and Operations as far in advance as possible.

Date 1-3-2025

Organization/Individual Making Donation Leke Garden PTA

Address 61 Monroe Rd

Daytime Phone No. 860-682-2597

Gift/Donation enrichment for PK-3 Approximate Value \$1200 for 2 shows in
handmade marionettes play April (up to 250 kids)
Real Property _____ Personal Property _____

Has the Superintendent or building principal been consulted concerning this gift?

Yes X Consulted with Kevin Barkow

If no, this request cannot be acted upon until one of these boxes is affirmatively checked.

Are there conditions of use attached to the gift? Yes ☐ No ☒ (circle one)

Explain if "yes" (use separate sheet if needed)

Are there installation costs, site preparation costs, labor costs, or equipment needed for installation, etc.? If yes, please provide detailed costs on a separate sheet of paper. Yes ☐ No ☒ (circle one)

If yes, who will pay for these costs? _____

What is the annual maintenance cost of equipment donated? (be specific) (Example: might be the need to expand a room to house the equipment, or fencing to protect it.)

none - 1 hour event for students in
Kindergarten Feb/March 2025

Are there additional costs to the school district not indicated above? (be specific) (Example: continuing personnel costs to supervise use of equipment or space, new staff, replacements costs, etc.)

no

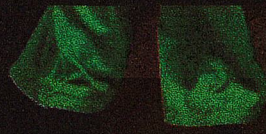
[Signature]
(Signature of officer of organization or individual making donation)

Acceptance Signatures:

[Signature]
Building Principal

Superintendent of Schools (\$101 - \$999.99)

Date Approved by Board (if applicable)



Featuring over twenty beautifully hand-crafted marionettes, ***The Fairy Circus*** is a showcase for turn-of-the-century-style trick puppetry. The puppets will dance, play instruments, juggle, contort, transform, and fly through the air with the greatest of ease, all to the best-loved music of favorite composers. This title is perfect for younger children and family audiences.

The Fairy Circus is performed by a solo puppeteer. The presentation includes a lively puppetry demonstration prior to the show, and a Question and Answer session following the performance.

Running time: **40 minutes**

Recommended grade levels: **Appropriate for pre-K - 6; best for pre-K - 2** ([More about recommended age-levels](#))

Maximum recommended audience size: **250**

DONATION TO REGIONAL SCHOOL DISTRICT #10

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Date 1/3/2025

Organization/Individual Making Donation Lake Garda PTA

Address 61 more Rd Burlington CT

Daytime Phone No. 860-682-2597

Gift/Donation "Buildwave" enrichment for 3rd Grade Approximate Value \$15 per student
appr. \$1,300

Real Property _____ Personal Property _____

Has the Superintendent or building principal been consulted concerning this gift?

Yes X Consulted with Kevin Barlow

If no, this request cannot be acted upon until one of these boxes is affirmatively checked.

Are there conditions of use attached to the gift? Yes No (circle one)

Explain if "yes" (use separate sheet if needed)

Are there installation costs, site preparation costs, labor costs, or equipment needed for installation, etc.? If yes, please provide detailed costs on a separate sheet of paper. Yes No (circle one)

If yes, who will pay for these costs? _____

What is the annual maintenance cost of equipment donated? (be specific) (Example: might be the need to expand a room to house the equipment, or fencing to protect it.)

none-in house stem enrichment (1 hour per 4 classes) for 3rd Grade April 2025

Are there additional costs to the school district not indicated above? (be specific) (Example: continuing personnel costs to supervise use of equipment or space, new staff, replacements costs, etc.)

no

[Signature]
(Signature of officer of organization or individual making donation)

Acceptance Signatures:

[Signature]
Building Principal

Superintendent of Schools (\$101 - \$999.99)

Date Approved by Board (if applicable)



Enrichment Courses

Experience the transformative power of Buildwave® through our multi-week enrichment courses, our flagship and most popular program offering. Each session introduces new building challenges that push kids' creativity and resilience skills, all in a format that keeps them engaged week after week. By the end of the course, their confidence in adapting to circumstances and their ability to think creatively will have significantly evolved from where they began in week one.

We offer flexible course lengths, starting at 6 weeks and extending up to 16 weeks or more. Each class lasts 1 hour and accommodates up to 20 students. If you're hoping to host more than 20 students, we also provide the option for back-to-back groups.

- ✓ **After-School Clubs**
- ✓ **Community Education Courses**
- ✓ **School Day STEAM/SEL Programs**
- ✓ **Rec Department Courses**
- ✓ **Library Programs**



One-Off Events

Kickstart your student's creativity with a Buildwave® event! From the moment the music plays and the visuals begin, your students will be fully engaged in an immersive, fun-filled building experience. The energy may start with just one session, but the creativity and inspiration it sparks will leave a lasting impression on your students and community.

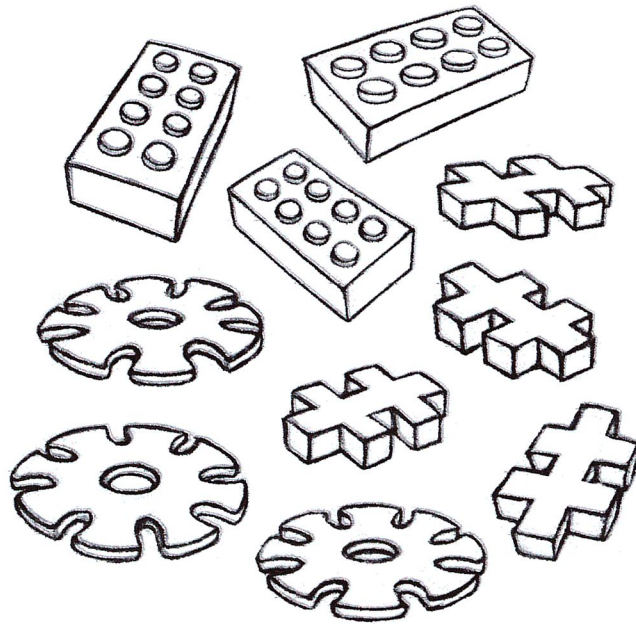
We have options for 45 minute to 1 hour sessions, and we can accommodate all types of groups sizes and back-to-back group formats.

- ✓ Early Release Days
- ✓ PTA/PTO Events
- ✓ Vacation Days

- ✓ Town Fairs
- ✓ Back-to-School Events

Request Booking Info

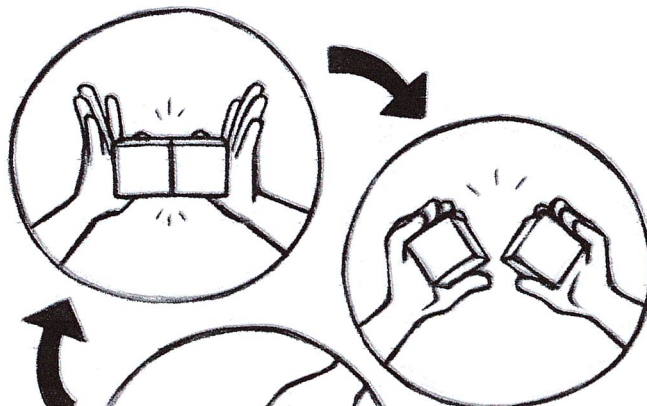
How Buildwave® Works

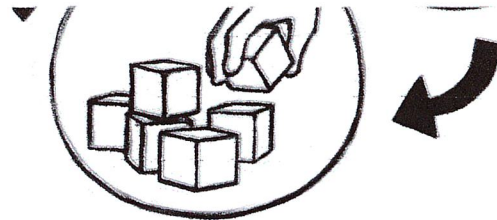


During each session, students receive wave after wave of materials they'll love like blocks, bricks, and other hands-on pieces



The waves of building are structured like a game, with energetic music and visuals elevating the experience for maximum engagement.

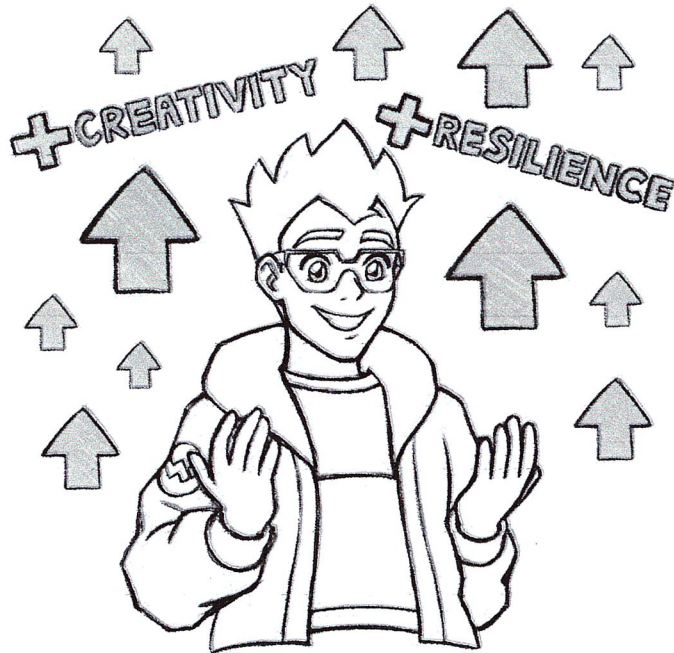




Each wave, students build, then disassemble. Build, disassemble. Repeat. It's an opportunity for them to discover their creativity again and again, but it's also an opportunity for them to fail without judgment.

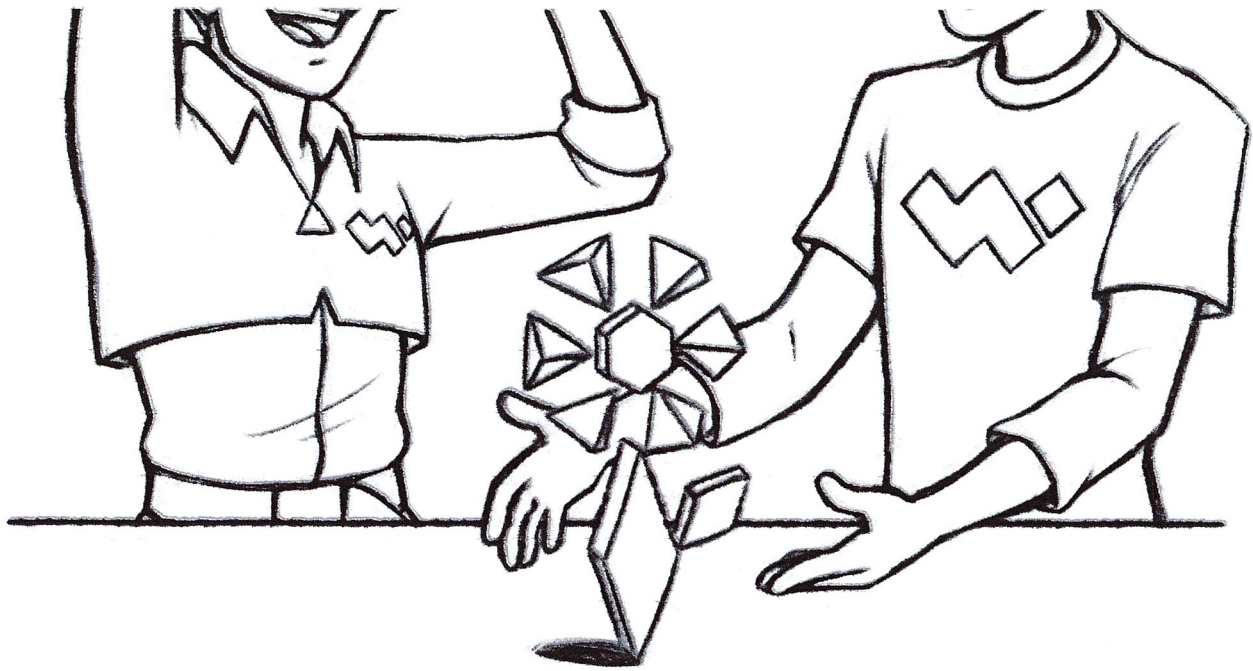


Builds will fall down. Friends will be reluctant to share.



We guide students through these moments of frustration and equip them with strategies to adapt.





To them, they're playing an outrageously fun game, but they're also learning fundamental skills they'll carry forever.

Request Booking Info

“

Programs have STEM, programs have STEAM, and they might have specialists in art, but I don't know of any other program that combines all of these elements together. It's sort of like a video game to the kids and they totally buy into that concept. After a week or two you might think the novelty would wear off but, because the materials were always changing,

DONATION TO REGIONAL SCHOOL DISTRICT #10

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Date 1-9-2025

Organization/Individual Making Donation Lake Garda PTA
Address 61 Monce Rd
Daytime Phone No. 860-682-2597

Gift/Donation Number of the stars _____ Approximate Value 3400

Real Property _____ Personal Property _____

Has the Superintendent or building principal been consulted concerning this gift?

Yes X Consulted with Kevin Barlow

If no, this request cannot be acted upon until one of these boxes is affirmatively checked.

Are there conditions of use attached to the gift? Yes ☐ No ☒ (circle one)

Explain if "yes" (use separate sheet if needed)

Are there installation costs, site preparation costs, labor costs, or equipment needed for installation, etc.? If yes, please provide detailed costs on a separate sheet of paper. Yes ☐ No ☒ (circle one)

If yes, who will pay for these costs? _____

What is the annual maintenance cost of equipment donated? (be specific) (Example: might be the need to expand a room to house the equipment, or fencing to protect it.)

None- this is an enrichment program for 4th grade that we do each year where Hartford Stage comes in

And provides this event.

Are there additional costs to the school district not indicated above? (be specific) (Example: continuing personnel costs to supervise use of equipment or space, new staff, replacements costs, etc.)

[Signature]
(Signature of officer of organization or individual making donation)

Acceptance Signatures:

[Signature]
Building Principal

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Superintendent of Schools (\$101 - \$999.99)

Date Approved by Board (if applicable)

DONATION TO REGIONAL SCHOOL DISTRICT #10

Completion of this form is required prior to the District's consideration of a proposed donation to the Regional School District #10. This form is to be completed in its entirety and submitted to the Building Principal or Director of Finance and Operations as far in advance as possible.

Date 1/3/25

Organization/Individual Making Donation HCS PTO

Address 115 Litchfield Road, Meriden CT 06461

Daytime Phone No. 860-309-6574

Gift/Donation Funding for 4th Grade Field Trip to CT Science Center Approximate Value \$1300.00

Real Property ☒ Personal Property ☐

Has the Superintendent or building principal been consulted concerning this gift?

Yes ☒ Consulted with Jessica Bruenn

If no, this request cannot be acted upon until one of these boxes is affirmatively checked.

Are there conditions of use attached to the gift? ☒ Yes ☐ No (circle one)

Explain if "yes" (use separate sheet if needed)

Funding for the 4th grade field trip to the CT Science Museum on 3/14/25.

Are there installation costs, site preparation costs, labor costs, or equipment needed for installation, etc.? If yes, please provide detailed costs on a separate sheet of paper. Yes ☒ No (circle one)

If yes, who will pay for these costs? _____

What is the annual maintenance cost of equipment donated? (be specific) (Example: might be the need to expand a room to house the equipment, or fencing to protect it.)

No annual maintenance costs.

Are there additional costs to the school district not indicated above? (be specific) (Example: continuing personnel costs to supervise use of equipment or space, new staff, replacements costs, etc.)

No additional costs.

[Signature]
(Signature of officer of organization or individual making donation)

Acceptance Signatures:

[Signature]
Building Principal

Superintendent of Schools (\$101 - \$999.99)

Date Approved by Board (if applicable)

DONATION TO REGIONAL SCHOOL DISTRICT #10

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Date 1/3/25

Organization/Individual Making Donation HCS PTO

Address 113 W Litchfield Road, Hamden CT 06711

Daytime Phone No. 860-369-6574

Gift/Donation Funding for all School assembly Approximate Value \$1600.00

Real Property ☒ Personal Property ☐

Has the Superintendent or building principal been consulted concerning this gift?

Yes ☒ Consulted with Jessica Bruem

If no, this request cannot be acted upon until one of these boxes is affirmatively checked.

Are there conditions of use attached to the gift? ☒ Yes ☐ No (circle one)

Explain if "yes" (use separate sheet if needed)

Funding for all School assembly on 2/24/25 presented by David Moreland - "The Great and Powerful Dave." The assembly will be focused on Character Building and is called 'Pirate Dave & the Treasure of Good'
Are there installation costs, site preparation costs, labor costs, or equipment needed for installation, etc.? If yes, Character, please provide detailed costs on a separate sheet of paper. Yes ☒ No ☐ (circle one) (see attachment)

If yes, who will pay for these costs? _____

What is the annual maintenance cost of equipment donated? (be specific) (Example: might be the need to expand a room to house the equipment, or fencing to protect it.)

No annual maintenance costs.

Are there additional costs to the school district not indicated above? (be specific) (Example: continuing personnel costs to supervise use of equipment or space, new staff, replacements costs, etc.)

No additional costs.

[Signature]
(Signature of officer of organization or individual making donation)

Acceptance Signatures:

[Signature]
Building Principal

Superintendent of Schools (\$101 - \$999.99)

Date Approved by Board (if applicable)

Call Now &

Get FREE info to

“AWESOME!!! Thank you again for kicking off our PAKP week. The students and teachers absolutely loved your show! I will definitely recommend it!”

Cristina Lopez

Kensington Elementary School, Kensington, NJ

Temple Elementary School, Marlton, NJ (Email: TMT)

Interactive & Educational Magic Shows for
Elementary Schools & Middle Schools
in New York, New Jersey, and Connecticut



Looking for a Fun Assembly Program to Support Your School's Character Education Curriculum?

My 45-minute Magic Show Will Help Your Students Discover How to Make Wise Choices and Be a Good Friend

It's no secret that social media and other outlets condone and, in some cases, celebrate cruelty or bad behavior. To counter these influences, school administrators, teachers, and parents throughout the tri-state area – New York, New Jersey, and Connecticut – are searching for ways to provide children with examples of the right way to live. I'm 'The Great & Powerful Dave', and that's why I created...



'Search for the Treasure of Good Character'

In this entertaining, educational school assembly program, I take your students on a hunt to find treasure. Not gold or jewels. No, the treasure is good character!

I use magic, puppets, age-appropriate humor, and loads of join-in fun to help your students understand the importance of making good choices. Each routine highlights one of the pillars of good character: **persistence, respect, responsibility, trustworthiness, kindness, and good citizenship**. By the end of the program, your students will discover the treasure that comes from making good character choices: the ability to be a good friend and to have good friends in return.



Get More Info & a Quote

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**REGIONAL SCHOOL DISTRICT 10
NEW COURSE PROPOSAL – K-12**

Deadline to Director of Teaching & Learning November 1st for inclusion in the following budget year

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

Date: 9/10/24

Title of Proposed Course: **UConn ECE- Contemporary Social Issues in Sport**

Department(s): Wellness		Level(s) UConn ECE		Credits: .5	
Grade(s): Juniors/Seniors		:		@ LSM & 3 UConn credits	
<input type="checkbox"/>	Elementary	<input type="checkbox"/>	Middle	<input checked="" type="checkbox"/>	High School
Required for graduation		<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
Prerequisite(s):		<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No
Pilot Course		<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
Replaces an Existing Course		<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
Expansion of an Existing Course		<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
Estimated enrollment:		20-25			

Course Description: This course examines issues, challenges, opportunities and constraints within the domain of sport. The course will explore socio-cultural, economic, political and other related issues in sport. Students will locate sport as a social institution, and as such, examine the impact of sport in American culture and how American culture impacts sport. The course will cover sport at the youth, intercollegiate, professional and international level, considering how sport at these levels is differently experienced by individuals, communities, organizations, and broadly by society. Students will also engage in discussion of issues in sport relative to gender, race(ethnicity), differing physical and intellectual ability, sexual identity, and gender identity.

Initial Course Launch Expenditures:

Curriculum writing proposal	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Estimated Cost	\$
Professional Development needed	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Estimated Cost	\$ 0 (free through UCONN)
Web-based licenses / software	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Estimated Cost	\$ 19 PP/additional online license
Additional cost:	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Estimated Cost	\$
New workbook(s):	<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No	Estimated Cost	\$
New textbook(s):	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Estimated Cost	\$ 134/text x 25 (one class set)
Estimated ongoing costs requested in annual budget:	<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No	Estimated Cost	\$ 475 (renewable online licenses each year)
Total Cost:					\$	\$4,300

ADDITIONAL COURSE DETAILS:

1. Major goals of the course:

By the end of the semester, students should be able to:

- a. Analyze and discuss current issues impacting sport in American culture and how American culture impacts sport
- b. Critically evaluate these issues and analyze the impact of these issues on the individual participant and/or spectator, impact at the local, state and national level, and the impact on the social institution of sport.
- c. Articulate the impact of sport on society and the impact of society on the institution of sport.
- d. Formulate actionable steps to help address current issues in sport to be implemented at either the individual, local, state, or national level.

2. State or national standards alignment:

SEL Competencies	Health Education Academic Learning Standards
<p>Self-awareness: The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."</p>	<p>Standard 2 Analyzing Influences: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</p> <ul style="list-style-type: none"> - INF 2.1.12 Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors. - INF 2.2.12 Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors. - INF 2.5.12 Analyze the effect of media and technology on personal, family, and community health. - INF 2.6.12 Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health practices and behaviors for oneself and others.
<p>Social awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school and community resources and supports.</p>	<p>Standard 3 Accessing Information: Students will demonstrate the ability to access valid information, products, and services to enhance health.</p> <ul style="list-style-type: none"> - AI 3.1.12 Evaluate the validity and reliability of health information, products, and services. - AI 3.4.12 Use resources that provide valid and reliable health information, products, and services
<p>Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed.</p>	<p>Standard 8 Advocacy: Students will demonstrate the ability to advocate for personal, family, and community health.</p> <ul style="list-style-type: none"> - AV 8.1.12 Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages. - AV 8.2.12 Persuade and support others to make positive health choices.
	<p>Standard 7: Self-Management: Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.</p> <ul style="list-style-type: none"> - SM 7.3.12 Demonstrate healthy practices and behaviors to improve the health of oneself and others.

- SM 7.4.12 Make a commitment to practice healthy behaviors

3. Alignment to current district goals/areas of focus:

Adding the UConn ECE (EDLR 2001) “Contemporary Social Issues in Sport” will add a dual-enrollment class within our department, which is a first for the LSM Wellness Department. The course content supports possible career exploration that’s not limited to playing a sport. Sports play a significant role within our society and exposing student to the expansion of world of sports in our society allows the student body of LSM to engage/explore a large job industry for a potential career path and/or participant. In addition to this, by adding the ECE class to the Wellness Department at LSM, this will support our CIP goal for 100% of students gaining a post-graduate exposure/experience.

4. List the major topics of study covered in the course:

There are a total of 16 units in the course, which include the following:

Part I Studying Sports in Society	Sport & How We Study It	Impact of Sport Participants & Sport Spectators	Impact of Sport Business, Management, & Media	
Part II- Sports as an Institution	Youth Sport & Development Through Sport	Coaching & Leadership in Sport	Interscholastic & Intercollegiate Sport	International Sport & the Modern Olympic Games
Part III- Sport, Society, and Culture	Sporting Behavior, Ethics, & Moral Behavior	Race, Ethnicity, & Sport	Gender & Sport	Social Class & Sport
Special Populations & Sport	Religion & Sport	Government, Politics, & Sport	Deviance, Doping, and Violence in Sport	Future Trends in Sport

5. Special considerations: (targeted population, scheduling, off-campus, additional teacher training/certification)

This class is a dual-enrollment class through UConn, it is part of their ECE offerings, especially targeting Juniors/Seniors as a selective credit. The high school instructor must be a certified UConn ECE instructor and will receive free professional development/trainings by UConn. LSM’s Wellness Coordinator is currently certified and has taught this course in a previous district. If there are additional wellness teachers who would like to teach the course, they can go through the UConn ECE certification process. Lastly, students who are enrolled in the class, pay for the ECE credits, and successfully meet the requirements of the course will earn 3 credits.

6. Special features of this course: (interdisciplinary collaboration, student certification upon completion etc.)

As part of this class, it is a goal/intention to include members of the community or outside the community, to guest speak (in person or virtually) about some of the topics that are being taught in the class. In addition to this, we hope to provide some field trip opportunities for students to gain a further understanding, appreciation, and exploration within the sport industry field.

7. Data to support student interest (if an elective):

After conducting a brief survey in the fall of 2024, **47 students** (current grade 10 wellness students or juniors/seniors enrolled in a current wellness selective) have indicated they would be interested in taking this class next year 2025-26 school year.

8. Course evaluation process:

When evaluating the implementation of this course, the following indicators will be considered:

- Total Enrollment #'s/semester or year


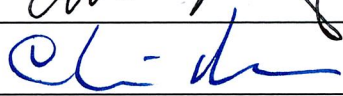
- b. Total % of students earning the college credit
- c. Annual UCONN Professional Development meetings to review course evaluations

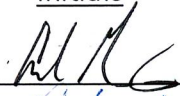



9. Explanation of any additional cost if applicable:

The only additional cost would be to update the textbooks overtime when a new edition becomes available. The textbook for this class is new/relevant with the topics that are ongoing in sport.

INDIVIDUALS INVOLVED IN CREATING AND DEVELOPING THIS COURSE:

Erik McKay	UCONN EDLR Department	

Submitted by:	Erik McKay			
Coordinator's Signature			Endorsed	Not Endorsed
Principal's Signature		Date:	9/13/24	

<u>Initials</u>		
	Reviewed by the Coordinator	Date: 9/13/24
	Reviewed by the Principal	Date: 9/13/24
	Reviewed by the Director of Teaching & Learning	Date: 9.13.24
	Acted on by the BOE Curriculum Subcommittee	Date: 11/12/24
	Approved by the Board of Education	Date:

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

Date: 9/24/24

PROCEDURE

(Submit a separate form for each textbook)

Title: Social Issues in Sport

Author, Editor, or Compiler: Ronald B. Woods & B. Nalani Butler

Type of Material: Paperback Textbook with access to digital text and online resources.

Publisher or Producer: Human Kinetics

Publication Date: 2021

General Overview: [Social Issues in Sport - Ron Woods, B. Nalani Butler - Google Books](#)

List Price: \$134 Paperback with online resource
 \$88 Loose-leaf with online resource
 \$101 Ebook with online resources

ISBN- 978-1-4925-9385-0 (Paperback)

Recommended for use in grade: 11th & 12th

Subject Area: Wellness- UConn ECE Selective

Recommended by: Erik McKay & UConn ECE Program (This is the assigned textbook for the UConn course).

PURCHASE OPTIONS * See attached breakdown for details of various textbook options

	<u>Year 1</u>	<u>Years 2-3</u>	<u>Total Cost</u>
<u>Human Kinetics</u> 30 paperback textbooks with 1 year of digital access (20% discount & 5% shipping)	\$134 x 30 = \$3,216 (Shipping- \$160.8) Total Cost \$3,376.80	25-50 licensures @ \$19/licensure (12- 24 months)= \$475-\$950	\$4,326.80 <i>(this total includes a 20% discount on texts and a 5% discount on shipping with the current quote from publisher)</i>
<u>Amazon</u> 25 paperback textbooks with 1 year of digital access	\$134 x 30= Total Cost 4,020	25-50 licensures @ \$19/licensure (12- 24 months)= \$475-\$950	\$4,970
<u>Human Kinetics</u> 25 loose-leaf with online resource	\$88 x 30= \$2,640 (Shipping \$528) Total Cost \$3,168	25-50 licensures @ \$19/licensure (12- 24 months)= \$475-\$950	\$4,118
<u>Human Kinetics</u> E-book with online resources	\$101 x 30= Total Cost \$3,030	25-50 licensures @ \$19/licensure (12- 24 months)= \$475-\$950	\$4,005

<u>Team Recommendation- Human Kinetics</u> 30 paperback textbooks with 1 year of digital access (20% discount & 5% shipping)	\$134 x 30 = \$3,216 (Shipping- \$160.8) Total Cost \$3,376.80	25-50 licensures @ \$19/licensure (12-24 months) \$475-\$950	\$4,326.80 <i>(this total includes a 20% discount on texts and a 5% discount on shipping with the current quote from publisher)</i>
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Cost in following years: The purchase figures are based on 30 copies to compare evenly with the purchase option. Likely, actual number of copies needed to purchase could be fewer, based on the total numbers of students enrolled in the class.

HOW DO THESE MATERIALS RATE?

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

This text will expose students to the content of the UConn ECE Contemporary Social Issues in Sport and will help them gain a furth understanding of the subject/content topics of the course. The book is noticeably much more up to date when compared to other text. The text is the required/assigned text for the ECE/UConn class.

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

The text is meant for college-aged students, typically aged 18, but appropriate for a Grade 11/12 UConn ECE class. In addition to this, there are online resources that will help students access the material/text with technology and include video segments or additional readings to help students understand the material.

3. Is there a specific targeted student audience?

The textbook is targeted for juniors/seniors who are enrolled in the UConn ECE- Contemporary Social Issues in Sport. This class will be offered to juniors & seniors as a Wellness selective and be able to potentially earn 3 UConn credits upon successful completion/passing grade of the class.

4. Are any critical reviews available to assist in determining appropriateness?

Critical reviews are unavailable for the text, but the text is required by UConn for the ECE college credit, and has been by UConn appropriately meet the necessary requirements of the course, both in content and in how current the material is for the field.

5. How does the content of the material add to the intellectual, social, and emotional development of the students?

Social Issues in Sport, Fourth Edition, is streamlined into three parts, maintaining an accessible and student-friendly format that aligns with a 16-week semester. Part I sets the stage for studying sport from a sociological perspective by defining key terms and presenting crucial social theories. This section examines participation in sport, from spectators to performers, and explores sport economics through sport management, sport marketing, and sport media. Part II discusses sport institutions at all levels, from youth sport to Olympic competition. Part III is devoted to current issues and critically analyzes the effects of gender, race, economic status, religion, and government on sport. It also offers a detailed look at both ethics and deviance in sport. The course does widen the students' perspective of the field of sports beyond play and encourages a more expansive vision of careers in sports beyond an athlete.

6. Identify any material or sensitive issues or ideas presented in the textbook.

As part of the course adoption process, which is separate from the textbook adoption process, the following topics of study in the college course were shared and reviewed.

1. Gender Equality: The book discusses the ongoing struggle for gender equality in sports, including issues like equal pay, representation, and access to opportunities for women athletes.
2. Racism and Diversity: It explores the impact of race and ethnicity in sports, highlighting instances of racism, the need for diversity, and the role of sports in promoting racial equality.
3. Mental Health: The text covers the importance of mental health for athletes, addressing the stigma around mental health issues and the need for better support systems.
4. Economic Disparities: It examines the economic aspects of sports, such as the commercialization of sports, the financial exploitation of athletes, and the disparities in funding and resources.
5. Political Activism: The book looks at how athletes use their platforms to advocate for social and political causes, including protests and activism related to human rights and social justice.
6. Youth Development: Discusses the role of sports in youth development, community building, and providing positive role models for young people.
7. Ethical Issues: Topics include doping, cheating, and the ethical responsibilities of athletes/sports organizations are also covered, emphasizing the importance of honesty/integrity in sports.

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

There will be no major change to the teaching approach on the text. Teachers will encourage and challenge students to think critically about these sensitive issues and how they are deeply ingrained in societal values, and in return can provoke strong opinions and debates. Students will be encouraged to acknowledge both sides of the argument and be respectful of each other's opinions/views.

8. To what extent does the material allow for flexible grouping?

The material will allow for flexible grouping.

9. To what extent does the material meet the district guidelines on gender equity?

Gender Equality: The book discusses the ongoing struggle for gender equality in sports, including issues like equal pay, representation, and access to opportunities for women athletes. The textbook specifically highlights Title IX and the affect it has had on sport participation. In addition to this, the textbook discusses the following topics:

- Role of gender and sex within sport
- Current challenges with gender identify & sport
- The historical roles of women in and out of sport
- Social issues and global status of women in sport
- Barriers for women in sport and how they may chance to increase the number of women in sport.

10. To what extent is the format attractive and pleasing and, if appropriate, to what extent is the material up-to-date?

The format is that of a standard textbook, with an appropriate number of illustrations visual aids, charts, discussion activities, etc. The latest edition was published in 2021 and covers recent events.

11. Was this textbook piloted? If so, please summarize the pilot results.

n/a- This book was not piloted at LSM.

12. What supplemental aids come with the materials?

The book comes with an online textbook version that students can use outside of class. In addition to this, it also features:

- Online learning tools delivered through *HKPropel*: case studies on current events, video lectures, and essay and multiple-choice questions to support applied learning and encourage critical thinking
- Discussions on the rise in popularity of esports and on the exploding influence of social media on athletes, spectators, and fans
- Updated sidebars that address current topics such as the effect of the COVID-19 pandemic on sport, offering a contemporary context to which students can apply the concepts in the text

13. Technology/Software uses?

There is an online version of the textbook, which includes online resources. The online resources are mentioned above and allow students access to different materials such as current events, essay/multiple choice questions, additional readings, video lectures, etc.

14. Teachers Guides/Manuals, Transparencies/Journals/Workbooks?

The teaching resources in the manual include:

- Instructor Guide
- Interactive group activities
- End-of-chapter discussion questions
- Supplemental readings
- Test Package
- Presentation Package (Full customizable for each chapter)

15. Any assessments/tests, books provided?

Yes, there is a test/quiz bank that comes at the end of each chapter, which include multiple choice, true/false, fill-in-the-blank, and discussion/open ended questions. Questions are categorized by chapter, making it easy to build tests/quizzes that are meaningful to the content being taught.

Approved by the Coordinator



Date 10/7/24

Reviewed by Principal(s)



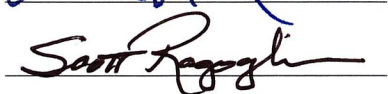
Date 10/7/24

Reviewed by Dir. of Teaching & Learning



Date 10.7.24

Reviewed by Curriculum Committee



Date 11/19/2024

Approved by Board of Education



Date _____

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