**REGIONAL SCHOOL DISTRICT #10**
Regular Meeting of the Board of Education
24 Lyon Road, Burlington, CT 06013 (Enclosure 1)
Monday, September 14, 2026
7:00 p.m.

**Draft Minutes**

**Board Members Present:**
Scott Savelle, Chairman
Thomas Fausel, Vice Chairman
Melanie Wilhelm, Treasurer
Cassandra DuBois, Secretary
Amy Boisvert-Baltrush
Rachel McFadden
Scott Ragaglia

**Absent:**
Victoria Basile
Matt Cummings
Matthew Szydlo

**Also Present:**
Fran Thompson, Superintendent
Susan Laone, Director of Finance and Operations
Vonetta Romeo-Rivers, Director of Teaching and Learning
Deb Foley, Director of Student Services
Nick Paganini, Har-Bur Student Ambassador
Lainey Levine, Har-Bur Student Ambassador

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| ***Call to Order*** | The meeting was called to order by Chairman, Scott Savelle, at 7:04 p.m. |
| ***Pledge of Allegiance*** | The Pledge of Allegiance was recited. |
| ***Recognition*** | Superintendent Thompson recognized Senior class leaders for their assistance in welcoming the entire Region 10 staff to the district's 2026–2027 Convocation. |
| ***Communication*** | **Student Representatives' Report:**<br>**Nick Paganini and Lainey Levine** both students shared with the Board that many of the school's sports and clubs have begun at Har-Bur Middle School, with lots of students getting involved.<br><br>Both Nick and Lainey are members of the Student Ambassadors Club. Over the summer, the club welcomed incoming fifth-grade students during orientation. The student ambassadors led icebreakers and fun activities to help students get to know one another and feel more comfortable in their new school environment. They also provided tours of the school to help the incoming students become familiar with Har-Bur Middle School. |

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| ***Communication Continued*** | The Student Ambassadors Club also participates in school events, including open house and parent-teacher conferences.<br><br>**Superintendent's Report:** Superintendent Thompson congratulated Lake Garda Elementary School for being recognized as one of the top 10 schools in Connecticut for its participation in the Kids Heart Challenge, sponsored by the American Heart Association.<br><br>Superintendent Thompson recently spoke at the first annual Region 10 retiree luncheon, which was attended by 66 retired Region 10 staff members. The event was a wonderful reflection of the lasting impact Region 10 has had on those who dedicated their careers to making it such a special place.<br><br>The Superintendent shared exciting news that Deb Foley will be speaking at a national conference in October titled, *Beyond the Classroom: Exploring New Spaces for Innovation in Education*.<br><br>**Board Chair Report:** Chairman Savelle observed that holding Board meetings in the auditorium has provided Board members with an opportunity to see areas of the school they do not typically visit. Board members noted that the school facilities are in good condition, look well maintained, and are clean and welcoming.<br><br>The Board received a booklet from the Superintendent titled *The Employee Journey*, which provides information for new RSD 10 employees. The Chairman expressed his appreciation for the Superintendent's clear and consistent communication. Noting that providing information clearly and consistently to all staff is helpful and ensures that everyone receives the same message.<br><br>The Superintendent also provided the Chairman with a draft communication document outlining the facts and information related to the upcoming facilities referendum to be shared with the community. Chairman Savelle noted that the communication strategy is clear and emphasizes the importance of consistent messaging. |
| ***Approval of Minutes*** | A **motion** was made by Scott Ragaglia and seconded by Cassandra DuBois to accept/approve the August 31, 2026, Special meeting minutes. All in favor; none opposed; no abstention; motion passed.<br><br>A **motion** was made by Scott Ragaglia and seconded by Rachel McFadden to accept/approve the August 31, 2026 Public Hearing meeting minutes. All in favor; none opposed; no abstention; motion passed.<br><br>A **motion** was made by Scott Ragaglia and seconded by Cassandra DuBois to accept/approve the August 31, 2026, Regular meeting minutes. All in favor; none opposed; no abstention; motion passed. |

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| ***Consent Agenda*** | **Approval of the Financial Report and Personnel Report:**<br>A **motion** was made by Cassandra DuBois and seconded by Scott Ragaglia to accept/approve the consent agenda as presented. All in favor; none opposed; motion passed. |
| ***Public Participation*** | No one from the public chose to speak. |
| ***Business*** | **2026-2027 District strategy framework presentation:**<br>Superintendent Thompson presented the district's aspirational vs actionable goals. Outlining a strategic framework centered on setting clear goals focused improvement strategies. The presentation emphasized the importance of high quality learning in every classroom, every day.<br><br>**Donations - Kind works mural HCS:** After discussion, the Board agreed the donation for HCS will be on the October agenda. |
| ***Action Items*** | No action items on the agenda |
| ***Board Committee Reports*** | **Athletic Strategic Planning** – The committee has not met.<br><br>**Building Committee** – Have not met.<br><br>**Curriculum –** The committee is scheduled to meet September 22, 2026.<br><br>**Communication** – The committee is scheduled to meet September 29, 2026.<br><br>**Facilities** – The committee is planning to meet next month.<br><br>**Finance** – Have not met.<br><br>**Policy** – Have not met.<br><br>**Security** –Have not met.<br><br>**Superintendent's Evaluation** – The committee is scheduled to meet September 21, 2026.<br><br>**Technology –** Have not met. |
| ***Upcoming Meetings*** | Board of Education Regular meeting; Monday, October 19, 2026 at 7:00 p.m. in the Har-Bur Learning Center. |
| ***Adjourn*** | A **motion** was made by Scott Ragaglia and seconded by Cassandra DuBois to adjourn the meeting at 8:00p.m. All in favor; none opposed; motion passed. |

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Cassandra DuBois, Secretary Date

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.

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

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

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

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

(Enclosure 2)

# Regional School District #10
## Expenditure Report by Object
## September 30, 2026

| Account | Budget 2026-27 | Expended To Date | Encumbered To Date | Total Expend & Enc | % Expended and/or Encumb. To Date | Remaining Balance |
|---|---|---|---|---|---|---|
| 111 Certified Personnel | $ 22,454,554 | $ 3,079,556 | $ 18,795,050 | 21,874,605 | 97.42% | $ 579,949 |
| 112 Non-Cert. Personnel | 7,225,472 | 1,162,600 | 5,505,909 | 6,668,509 | 92.29% | 556,963 |
| 120 Temporary Wages | 328,500 | 8,198 | - | 8,198 | 2.50% | 320,303 |
| **Total Personnel:** | **$ 30,008,526** | **$ 4,250,353** | **$ 24,300,958** | **$ 28,551,311** | 95.14% | **$ 1,457,215** |
| 210 Group Disability Insurance | $ 40,909 | $ 8,375 | $ - | $ 8,375 | 20.47% | $ 32,534 |
| 220 Social Security | 969,203 | 148,749 | 5,387 | 154,136 | 15.90% | 815,067 |
| 230 Retirement Contributions | 309,500 | 40,729 | 159,271 | 200,000 | 64.62% | 109,500 |
| 240 Tuition Reimbursement | 42,000 | 843 | 165 | 1,008 | 2.40% | 40,992 |
| 250 Unemployment Comp. | 9,460 | 661 | 2,415 | 3,076 | 32.52% | 6,384 |
| 260 Workers Compensation | 299,900 | 112,430 | 168,663 | 281,093 | 93.73% | 18,807 |
| 270 Health/Life Benefits | 5,788,000 | (136,313) | 1,000 | (135,313) | -2.34% | 5,923,313 |
| **Total Benefits:** | **$ 7,458,972** | **$ 175,474** | **$ 336,901** | **$ 512,375** | 6.87% | **$ 6,946,597** |
| 310 Admin. Services | $ 23,350 | $ 5,124 | $ - | $ 5,124 | 21.95% | $ 18,226 |
| 320 Prof. Education Services | 45,000 | - | 20,950 | 20,950 | 46.56% | 24,050 |
| 330 Other Professional Services | 400,939 | 240,208 | 1,321,168 | 1,561,376 | 389.43% | (1,160,437) |
| **Total Purchased Services** | **$ 469,289** | **$ 245,332** | **$ 1,342,118** | **$ 1,587,450** | 338.27% | **$ (1,118,161)** |
| 410 Utility Services | $ 671,000 | $ 68,279 | $ 50,150 | $ 118,429 | 17.65% | $ 552,571 |
| 411 Septic/Water Systems | 57,000 | 2,715 | 14,818 | 17,533 | 30.76% | 39,467 |
| 412 LGS Sewer Annual Fee | 38,500 | - | 35,512 | 35,512 | 92.24% | 2,988 |
| 420 Cleaning Services | 8,800 | 731 | 7,204 | 7,935 | 90.17% | 865 |
| 421 Disposal Services | 78,000 | 9,043 | 64,957 | 74,000 | 94.87% | 4,000 |
| 422 Snowplowing Services | 110,000 | - | 135,000 | 135,000 | 122.73% | (25,000) |
| 424 Grounds Upkeep | 47,500 | 4,895 | 3,132 | 8,027 | 16.90% | 39,474 |
| 425 Security | 34,300 | 2,464 | 878 | 3,341 | 9.74% | 30,959 |
| 430 Repairs/Maintenance Ser. | 469,418 | 142,821 | 124,689 | 267,510 | 56.99% | 201,908 |
| 440 Facility Rentals | 16,750 | (5,035) | - | (5,035) | -30.06% | 21,785 |
| 490 Pest Control | 4,400 | 509 | 3,091 | 3,600 | 81.82% | 800 |
| **Total Facilities:** | **$ 1,535,668** | **$ 226,421** | **$ 439,431** | **$ 665,852** | 43.36% | **$ 869,816** |
| 519 Transport/Reimbursable | $ 2,923,037 | $ 547,484 | $ 2,469,318 | $ 3,016,802 | 103.21% | $ (93,765) |
| 520 Insurance | 351,062 | 182,176 | 148,696 | $ 330,872 | 94.25% | 20,190 |
| 530 Communication/Telephone | 62,407 | 13,363 | - | 13,363 | 21.41% | 49,044 |
| 531 Postage | 20,400 | 6,140 | 11,048 | 17,188 | 84.25% | 3,212 |
| 540 Advertising | 4,918 | 1,067 | 270 | 1,337 | 27.18% | 3,581 |
| 550 Printing & Binding | 20,986 | 3,811 | 178 | 3,989 | 19.01% | 16,997 |
| 561 Tuition to LEAs | 234,942 | (6,291) | - | (6,291) | -2.68% | 241,233 |

# Regional School District #10
# Expenditure Report by Object
# September 30, 2026

| Account | Budget 2026-27 | Expended To Date | Encumbered To Date | Total Expend & Enc | % Expended and/or Encumb. To Date | Remaining Balance |
|---|---|---|---|---|---|---|
| 563 Tuition to Private Sources | 2,508,482 | 395,152 | 2,102,383 | 2,497,536 | 99.56% | 10,946 |
| 580 Prof Develop/Reimb Travel | 43,275 | 3,322 | 2,265 | 5,587 | 12.91% | 37,688 |
| 590 Misc. Purchased Services | 250,928 | 43,166 | 167,666 | 210,832 | 84.02% | 40,096 |
| 591 Student Activities | 12,250 | 1,592 | 716 | 2,308 | 18.84% | 9,942 |
| **Total Transport. & Other** | **$ 6,432,687** | **$ 1,190,982** | **$ 4,902,539** | **$ 6,093,521** | 94.73% | **$ 339,166** |
| 610 Supplies | $ 479,736 | $ 127,671 | $ 110,813 | $ 238,484 | 49.71% | $ 241,253 |
| 611 Software | 469,249 | 397,402 | 20,642 | 418,045 | 89.09% | 51,204 |
| 621 Natural Gas | 45,000 | 2,141 | - | 2,141 | 4.76% | 42,859 |
| 623 Propane | 11,000 | - | - | - | 0.00% | 11,000 |
| 624 Fuel Oil | 413,750 | 5,973 | - | 5,973 | 1.44% | 407,777 |
| 626 Gasoline | 6,500 | 1,906 | - | 1,906 | 29.32% | 4,594 |
| 640 Textbooks | 88,746 | 61,420 | 3,078 | 64,498 | 72.68% | 24,248 |
| 641 Library Books | 20,800 | 5,755 | 1,925 | 7,680 | 36.92% | 13,120 |
| 642 Periodicals | 4,129 | 2,526 | - | 2,526 | 61.18% | 1,603 |
| **Total Supplies:** | **$ 1,538,910** | **$ 604,795** | **$ 136,458** | **$ 741,253** | 48.17% | **$ 797,657** |
| 741 Replace Inst. Equipment | $ 11,740 | $ 3,775 | $ 646 | 4,421 | 37.66% | $ 7,319 |
| 742 Replace Non-Inst. Equip. | 249,500 | 663 | 690 | 1,353 | 0.54% | 248,147 |
| 743 New Inst. Equipment | 11,658 | 25,303 | 244 | 25,547 | 219.13% | (13,889) |
| 744 New Non-Inst. Equipment | - | - | - | - | #DIV/0! | - |
| **Total Equipment:** | **$ 272,898** | **$ 29,740** | **$ 1,580** | $ 31,320 | 11.48% | **$ 241,578** |
| 810 Dues & Fees | $ 56,520 | $ 34,435 | $ 886 | $ 35,321 | 62.49% | $ 21,199 |
| 830 Interest Bond Expense | 71,009 | 42,591 | - | 42,591 | 59.98% | 28,418 |
| 831 Principal Bond Expense | 1,478,022 | 915,000 | - | 915,000 | 61.91% | 563,022 |
| 835 Capital Improvements | 193,800 | 133,280 | - | 133,280 | 68.77% | 60,520 |
| 840 Emergency/Contingency | - | - | - | - | #DIV/0! | - |
| **Total Bond & Misc.** | **$ 1,799,351** | **$ 1,125,306** | **$ 886** | **$ 1,126,192** | 62.59% | **$ 673,159** |
| **GRAND TOTALS:** | **$ 49,516,301** | **$ 7,848,404** | **$ 31,460,872** | **$ 39,309,276** | 79.39% | **$ 10,207,026** |

# Budget Journal Entries Report

**Fiscal Year:** 2026-2027

**Type:** Budget Journal **From Date:** 9/1/2026 **To Date:** 9/30/2026

| Entry Number / Line | Memo / Entry Date | Account | Line Memo | Batch / Reference / Check # | Voucher / Debits | Journal / Credits | User ID |
|---|---|---|---|---|---|---|---|
| 7 | This transfer will be used for a Hartford Courant subscription that Social Studies and other departments will be using. This is the CLC discounted price. and poster priniting supplies (HB.LSM) | | | Budget Transfers | 0 Adjustment | | 995.slaone |
| 1 | 09/10/2026 | 100.09.2220.00.611 | SOFTWARE/AV: LSM MEDIA CENTER | Check Number | $0.00 | ($1,144.00) | |
| 2 | 09/10/2026 | 100.09.2220.00.642 | PERIODICALS | Check Number | $1,144.00 | $0.00 | |
| 3 | 09/10/2026 | 100.09.2220.00.611 | SOFTWARE/AV: LSM MEDIA CENTER | Check Number | $0.00 | ($1,981.00) | |
| 4 | 09/10/2026 | 100.09.2220.00.610 | SUPPLIES: LSM MEDIA CENTER | Check Number | $1,981.00 | $0.00 | |
| | | | | | $3,125.00 | ($3,125.00) | |
| 8 | Additional (unexpected) processing fee, as described in the below copied message from the Member Relations Manager from the CLC. This will be added to the payment for the Hartford Courant subscription, which is to be paid from periodicals. | | | Budget Transfers | 0 Adjustment | | 995.slaone |
| 1 | 09/14/2026 | 100.09.2220.00.611 | SOFTWARE/AV: LSM MEDIA CENTER | Check Number | $0.00 | ($70.00) | |
| 2 | 09/14/2026 | 100.09.2220.00.642 | PERIODICALS | Check Number | $70.00 | $0.00 | |
| | | | | | $70.00 | ($70.00) | |
| 9 | transfer funds to cover SPED Supplies | | | Budget Transfers | 0 Adjustment | | 995.slaone |
| 1 | 09/15/2026 | 100.05.1210.00.111 | SALARIES: SS TEACHERS | Check Number | $0.00 | ($2,400.00) | |
| 2 | 09/15/2026 | 100.05.1200.00.610 | SUPPLIES: SS | Check Number | $2,000.00 | $0.00 | |
| 3 | 09/15/2026 | 100.05.1260.00.610 | SUPPLIES: SPED LSM | Check Number | $400.00 | $0.00 | |
| | | | | | $2,400.00 | ($2,400.00) | |

# Budget Journal Entries Report

**Fiscal Year:** 2026-2027

**Type:** Budget Journal **From Date:** 9/1/2026 **To Date:** 9/30/2026

| Entry Number / Line | Entry Date | Account | Memo / Line Memo | Batch / Reference | Voucher / Check # | Journal | Debits | Credits | User ID |
|---|---|---|---|---|---|---|---|---|---|
| 10 | | | Budget Transfers to reflect negotiated contracts, nonunion raises and variances due to hiring | Budget Transfers | | 0 Adjustment | | | 995.slaone |
| 1 | 09/01/2026 | 100.02.1110.20.111 | SALARIES: HCS KINDERGARTEN TCH | | Check Number | | $114,614.00 | $0.00 | |
| 2 | 09/01/2026 | 100.02.1110.24.111 | SALARIES: HCS GRADE 4 TEACHER | | Check Number | | $87,828.00 | $0.00 | |
| 3 | 09/01/2026 | 100.04.1110.23.111 | SALARIES: LGS GRADE 3 TEACHER | | Check Number | | $54,630.00 | $0.00 | |
| 4 | 09/01/2026 | 100.09.1130.04.111 | SALARIES: LSM WORLD LANG TEA | | Check Number | | $53,668.00 | $0.00 | |
| 5 | 09/01/2026 | 100.09.1130.11.111 | SALARIES: LSM READING TEACHER | | Check Number | | $19,500.00 | $0.00 | |
| 6 | 09/01/2026 | 100.09.1130.01.111 | SALARIES: LSM ART TEACH | | Check Number | | $11,500.00 | $0.00 | |
| 7 | 09/01/2026 | 100.09.2410.00.111 | SALARIES: LSM PRINCIPAL/ASST | | Check Number | | $10,250.00 | $0.00 | |
| 8 | 09/01/2026 | 100.07.2410.00.111 | SALARIES: HB PRINCIPAL/ASST | | Check Number | | $10,180.00 | $0.00 | |
| 9 | 09/01/2026 | 100.01.2320.00.111 | SALARIES: SUPERINTENDENT | | Check Number | | $7,350.00 | $0.00 | |
| 10 | 09/01/2026 | 100.01.2510.00.111 | SALARIES: DIRECTOR OF FINANCE AND OPERATIONS | | Check Number | | $7,350.00 | $0.00 | |
| 11 | 09/01/2026 | 100.05.1200.50.111 | SALARIES: SS DIRECTOR | | Check Number | | $6,514.00 | $0.00 | |
| 12 | 09/01/2026 | 100.01.2210.00.111 | SALARIES: DIRECTOR OF TEACHING AND LEARNING | | Check Number | | $6,395.00 | $0.00 | |
| 13 | 09/01/2026 | 100.02.1110.09.111 | SALARIES: HCS MUSIC TEACHER | | Check Number | | $5,000.00 | $0.00 | |
| 14 | 09/01/2026 | 100.07.1120.04.111 | SALARIES: HB WORLD LANG TCHR | | Check Number | | $3,333.00 | $0.00 | |
| 15 | 09/01/2026 | 100.07.1120.10.111 | SALARIES: HB PHYS ED TCHR | | Check Number | | $3,048.00 | $0.00 | |
| 16 | 09/01/2026 | 100.04.1110.22.111 | SALARIES: LGS GRADE 2 TEACHER | | Check Number | | $2,910.00 | $0.00 | |
| 17 | 09/01/2026 | 100.09.1130.08.111 | SALARIES: LSM MATH TEACHER | | Check Number | | $2,170.00 | $0.00 | |
| 18 | 09/01/2026 | 100.04.1110.08.111 | SALARIES: LGS MATH | | Check Number | | $2,031.00 | $0.00 | |
| 19 | 09/01/2026 | 100.04.1110.11.111 | SALARIES: LGS READING TEACHER | | Check Number | | $2,031.00 | $0.00 | |

# Budget Journal Entries Report

**Fiscal Year:** 2026-2027

**Type:** Budget Journal **From Date:** 9/1/2026 **To Date:** 9/30/2026

| Entry Number / Line | Memo / Entry Date | Account | Line Memo | Batch / Reference / Check # | Voucher / Journal | Debits | Credits | User ID |
|---|---|---|---|---|---|---|---|---|
| 10 | Budget Transfers to reflect negotiated contracts, nonunion raises and variances due to hiring | | Budget Transfers | | 0 Adjustment | | | 995.slaone |
| 20 | 09/01/2026 | 100.09.1130.03.111 | SALARIES: LSM LANGUAGE ARTS | Check Number | | $1,588.00 | $0.00 | |
| 21 | 09/01/2026 | 100.05.2150.00.111 | SALARIES: SS SPEECH | Check Number | | $0.00 | ($8,025.00) | |
| 22 | 09/01/2026 | 100.01.2210.99.111 | SALARIES: NONNEGOTIATED INCREASES | Check Number | | $0.00 | ($73,717.00) | |
| 23 | 09/01/2026 | 100.04.2220.00.111 | SALARIES: LGS LIBRARIAN | Check Number | | $0.00 | ($143.00) | |
| 24 | 09/01/2026 | 100.09.1130.13.111 | SALARIES: LSM SOC STUDIES TCHR | Check Number | | $0.00 | ($3,725.00) | |
| 25 | 09/01/2026 | 100.05.1210.00.111 | SALARIES: SS TEACHERS | Check Number | | $0.00 | ($36,336.00) | |
| 26 | 09/01/2026 | 100.05.2113.00.111 | SALARIES: SS SOCIAL WORKER | Check Number | | $0.00 | ($37,672.00) | |
| 27 | 09/01/2026 | 100.09.1130.10.111 | SALARIES: LSM PHYS ED TEACHERS | Check Number | | $0.00 | ($49,836.00) | |
| 28 | 09/01/2026 | 100.04.1110.21.111 | SALARIES: LGS GRADE 1 TEACHER | Check Number | | $0.00 | ($82,423.00) | |
| 29 | 09/01/2026 | 100.02.1110.23.111 | SALARIES: HCS GRADE 3 TEACHER | Check Number | | $0.00 | ($100,240.00) | |
| 30 | 09/01/2026 | 100.02.1110.21.111 | SALARIES: HCS GRADE 1 TEACHER | Check Number | | $0.00 | ($170,885.00) | |
| 31 | 09/01/2026 | 100.04.2410.00.112 | SALARIES: LGS PRINC SECRETARY | Check Number | | $19,775.00 | $0.00 | |
| 32 | 09/01/2026 | 100.05.1210.00.112 | SALARIES: SS TEACHING ASSIST | Check Number | | $11,871.00 | $0.00 | |
| 33 | 09/01/2026 | 100.02.2410.00.112 | SALARIES: HCS PRINC SECRETARY | Check Number | | $11,851.00 | $0.00 | |
| 34 | 09/01/2026 | 100.09.2410.00.112 | SALARIES: LSM PRINCIPAL SECY | Check Number | | $10,620.00 | $0.00 | |
| 35 | 09/01/2026 | 100.05.2130.00.112 | SALARIES: SS NURSE | Check Number | | $8,320.00 | $0.00 | |
| 36 | 09/01/2026 | 100.01.2510.00.112 | SALARIES: CO BOOKKEEPERS/SECYS | Check Number | | $8,002.00 | $0.00 | |
| 37 | 09/01/2026 | 100.02.1110.00.112 | SALARIES: HCS TEACHING ASST | Check Number | | $7,191.00 | $0.00 | |
| 38 | 09/01/2026 | 100.04.1110.00.112 | SALARIES: LGS TEACHING ASSIST | Check Number | | $6,241.00 | $0.00 | |

# Budget Journal Entries Report

**Fiscal Year:** 2026-2027

**Type:** Budget Journal **From Date:** 9/1/2026 **To Date:** 9/30/2026

| Entry Number / Line | Memo / Entry Date | Account | Line Memo | Batch / Reference / Check # | Voucher / Journal | Debits | Credits | User ID |
|---|---|---|---|---|---|---|---|---|
| 10 | Budget Transfers to reflect negotiated contracts, nonunion raises and variances due to hiring | | Budget Transfers | | 0 Adjustment | | | 995.slaone |
| 39 | 09/01/2026 | 100.05.1200.50.112 | SALARIES: SS SECRETARY | Check Number | | $3,680.00 | $0.00 | |
| 40 | 09/01/2026 | 100.09.2120.00.112 | SALARIES: LSM GUIDANCE SECY | Check Number | | $2,129.00 | $0.00 | |
| 41 | 09/01/2026 | 100.09.1130.00.112 | SALARIES: LSM CLERICAL ASSIST | Check Number | | $1,334.00 | $0.00 | |
| 42 | 09/01/2026 | 100.07.2410.00.112 | SALARIES: HB PRINCIPAL SEC | Check Number | | $1,229.00 | $0.00 | |
| 43 | 09/01/2026 | 100.02.2600.00.112 | SALARIES: HCS CUSTODIAL | Check Number | | $595.00 | $0.00 | |
| 44 | 09/01/2026 | 100.04.2600.00.112 | SALARIES: LGS CUSTODIAL | Check Number | | $595.00 | $0.00 | |
| 45 | 09/01/2026 | 100.07.2220.00.112 | SALARIES: HB MEDIA CENTER | Check Number | | $82.00 | $0.00 | |
| 46 | 09/01/2026 | 100.09.2220.00.112 | SALARIES: LSM MEDIA CENTER | Check Number | | $82.00 | $0.00 | |
| 47 | 09/01/2026 | 100.01.2210.99.112 | SALARIES: NONNEGOTIATED INCREASES | Check Number | | $0.00 | ($93,597.00) | |
| 48 | 09/01/2026 | 100.02.1110.22.111 | SALARIES: HCS GRADE 2 TEACHER | Check Number | | $151,112.00 | $0.00 | |
| | | | | | | $656,599.00 | ($656,599.00) | |
| | | | | **Grand Total:** | | $662,194.00 | ($662,194.00) | |

**End of Report**

REGIONAL SCHOOL DISTRICT #10 Enclosure #2
2026-2027
September 2026

| ITEM | 2026-2027 BUDGET | RECEIVED Y.T.D | % | REMAINING BALANCE |
|---|---|---|---|---|
| * * *OPERATING BUDGET* * * | | | | |
| BURLINGTON | $ 33,220,320.00 | $ 7,382,247.00 | 22.22% | $ 25,838,073.00 |
| HARWINTON | $ 15,482,684.00 | $ 3,440,576.00 | 22.22% | $ 12,042,108.00 |
| INTEREST | $ 140,000.00 | $ 25,745.84 | 18.39% | $ 114,254.16 |
| TUITION | $ 60,000.00 | $ 29,285.00 | 48.81% | $ 30,715.00 |
| MISCELLANEOUS | $ - | $ - | | $ - |
| TRANSPORTATION | $ - | $ - | | $ - |
| TOTAL OPERATING REVENUE | $ 48,903,004.00 | $ 10,877,853.84 | | $ 38,025,150.16 |

(Enclosure 3)

**Leaves of Absence:**

| Name | Position | School |
|---|---|---|

**Resignations:**

| Name | Position | School |
|---|---|---|
| Michelle Vaill | General Food Service Worker | Lewis S. Mills High School |
| Rebecca Wronski | Math Tutor | Har-Bur Middle School |

**Retirements:**

| Name | Position | School | Effective |
|---|---|---|---|
| John Reid | Custodian | Harwinton Consolidated School | 1/1/2027 |

**Appointments:**

| Name | Position | School |
|---|---|---|
| Alexia Bip | Special Education Paraeducator | Harwinton Consolidated School |

October
2026

(Enclosure 4)

**REGIONAL SCHOOL DISTRICT #10**

# 2026/2027 Schedule

**(For the preparation of the Superintendent's Proposed Budget for 2027/2028)**

| | |
|---|---|
| **Board of Education/Regular Mtg**<br>Meeting with Boards of Selectmen & Finance<br>To discuss FY 2027/2028 Budget | Monday, December 14, 2026 |
| **Submission of All Budget Requests for Superintendent's Review** | Tuesday December 22, 2026 |
| **Board of Education/Regular Mtg**<br>Superintendent's Proposed Budget FY 2027/2028 | Monday, February 8, 2027 |
| **Board of Education Workshop** | Monday, March 1, 2027<br>7 to 9pm |
| **Board of Education Workshop/Regular Mtg** | Monday, March 8, 2027<br>7 to 9 pm |
| **Board of Education – Final Review** | Monday, March 15, 2027 |
| **Copies of Superintendent's Proposed Budget to Town Clerks** | Wednesday, March 17, 2027 |
| **Public Hearing on Superintendent's Proposed Budget**<br>**Vote on Superintendent's Proposed Budget** | Monday, March 29, 2027<br>7 pm |
| **Annual Meeting on District Budget** | Monday, May 3, 2027<br>7pm |
| **Proposed Referendum Date – District Budget** | Tuesday, May 4, 2027 |

(Enclosure 5)

**REGIONAL SCHOOL DISTRICT #10**
**REGULAR MEETINGS OF THE BOARD OF EDUCATION**
**2027-2028**

| **DATE** | **TIME** | **LOCATION** |
|---|---|---|
| August 9, 2027 | 7:00 p.m. | Har-Bar Media Center |
| September 13 | 7:00 p.m. | Har-Bur Media Center |
| October 18 | 7:00 p.m. | Har-Bur Media Center |
| November 8 | 7:00 p.m. | Har-Bur Media Center |
| December 13 | 7:00 p.m. | Har-Bur Media Center |
| January 10, **2028** | 7:00 p.m. | Har-Bur Media Center |
| February 14 | 7:00 p.m. | Har-Bur Media Center |
| March 13 | 7:00 p.m. | Har-Bur Media Center |
| April 3 | 7:00 p.m. | Har Bur Media Center |
| May 8 | 7:00 p.m. | Har Bur Media Center |
| June 12 | 7:00 p.m. | Har-Bur Media Center |
| July 10 | 7:00 p.m. | Har-Bur Media Center |

(Enclosure 6)

## 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 9/17/2026
Organization/Individual Making Donation **LSM Athletic Booster Club**
Address **PO Box 1313 Burlington, CT 06013**
Daytime Phone No. **860-729-6145**

Gift/Donation **$2,593** Approximate Value **$2,593**

Real Property _____ Personal Property _____

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

Yes **X** 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)

**This donation will be used for 2026-27 rental of the POD storage container that houses trainer's cart. This has been a necessary and extremely helpful temporary solution for our cart storage that has kept the cart in proper condition and most importantly has provided our athletic trainer with manageable access to one of her most critical pieces of equipment.**

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)

*Note: None; the POD currently resides at LSM by the clock tower. This will fund it's continued use for the remainder of the school year.*

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.)

**None.**

_____
(Signature of officer of organization or individual making donation)

**Acceptance Signatures:**

_____
Building Principal

_____ _____
Superintendent of Schools ($101 - $999.99) Date Approved by Board (if applicable)

# Regional School District #10
## Field Trip Request Form

(Enclosure 7)

**School:** Lewis Mills **Grade(s) or Department:** social studies

**Teacher (s):** Josh Krampitz

**Destination:** Harvard Model UN Conference, Sheraton Hotel, Boston MA

**Educational Purpose of Trip/Curricular Area:**(Attach info. if needed) Attend Harvard Model UN Conference .

**Date of Trip:** 1/28/27-1/31/27 **Total Students:** 12 **Total Buses:** 1

**Any special transportation accommodations needed for students?** (i.e., wheelchair lift, harness, nurse)

None

**Advisor who will arrange for bus and payment to bus company:** Josh Krampitz

**Bus Company Using for Field Trip:** _All-Star & Peter Pan_ **Estimated Transportation Cost:** $55 per student

**Time Leaving:**8:00 am, 1/28 **Pick-Up Time at FieldTrip:**12:00 pm, 1/31**Approx. Return Time:**2:00 pm, 1/31

**Will students be eating lunch at school on the day of the Field Trip?** Yes _____ No __X_____

**Initial here that school cafeteria has been notified** __JK_____
**Initial here that school nurse has been notified:** __JK_____

**Total Cost to Each Students (Admission, etc.):** __$500___

**Bus costs will be paid by:** (Check all that apply)
Budget Acct #: _____ School PTA/PTO (Teacher to arrange for payment) _____
Student Acct #: 502.09.5253.00.591 Grant: _____
Other: Please specify: _____

**Substitute teacher/s needed:** Yes __X__ No ____ (If yes, please make arrangements) # **Needed** _____

**Number of Pre-Approved Chaperones:** _____2_____
**Chaperone Names:** Josh Krampitz **Cell Phone #:** 860-519-7784

TBD (Will let you know

as soon as I have someone)

Signature of Teacher — Date: 10/14/26

Signature of Principal — Date: 10/14/26

Signature of Director of Teaching & Learning — Date: 10.15.26

# *LEWIS S. MILLS HIGH SCHOOL*

***26 Lyon Road***
***Burlington, CT 06013***
***(860) 673-0423***

***Christopher C. Rau, Principal***
***Jennifer Otte., Associate Principal***

***Rebecca Lewis Stoll, Dean of Students***


October 14, 2026

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

The Model United Nations Club would like to request permission from the Board of Education to attend the Harvard Model United Nations conference to be held between Thursday, January 28, and Sunday, January 31, 2027 at the Sheraton Hotel in Boston.

As usual, I apologize for the very short notice on this request. Board members may recall that the request for this field trip has always come in the fall, as the Harvard conference does not announce which schools have been accepted until October.

To prepare for the conference, twelve students will be doing research and preparing position papers on the nation which we will be representing and on topics to be discussed in various UN committees. Students will pay for delegate fees, hotel rooms, and transportation. Total cost to students (including meals and incidental expenditures in Boston) will be approximately $500.

The Model UN Club participated in the Harvard Model UN conference every year from 2014-2019, and, after interruption by the COVID pandemic, returned the last four years. The Harvard Model UN conference offers students an excellent opportunity to take the skills they have learned in their classes at Mills, as well as the research they have conducted through their participation in Model UN, and to work together with other students from around the country and around the world to negotiate solutions to real-world problems.

For transportation, we would like to attempt the same method as the past three years, which we found to be easy and cost-effective. The cost of a charter bus to and from Boston has become prohibitively expensive, especially for a trip taking such a small number of students. Instead, we will take a school bus from Lewis Mills to Union Station in Hartford, where we will then take a regular public intercity bus (Peter Pan) to South Station in Boston. This will result in savings of more than $120 per student over a charter bus. We will leave from Lewis Mills at the beginning of the school day on Thursday, January 28, and will return to Union Station at approximately 3:00 pm on Sunday, January 31—parents will need to pick their students up in Hartford rather than at Lewis Mills.

Josh Krampitz will be chaperoning the trip; I'm working on finding another chaperone but did not want to delay submitting this request while I work to find someone. For further information, find a tentative schedule for the conference as well as the field trip request form.

Thank you for your consideration,

Josh Krampitz

Tentative Schedule, Harvard Model United Nations 2027

**Thursday, January 28, 2027**

9:00am - 2:00pm Registration

2:00pm - 3:30pm HMUN Academy (Delegate Training)

- MUN 101: Learning all about Model UN
- ROP 101: Knowing the Rules of Procedure
- Crisis 101: An Introduction to Specialized Agencies
- SPEECH 101: How to best use your voice

5:30pm - 6:30pm Opening Ceremonies and Keynote Address

7:30pm - 11:15pm Committee Session I

12:30am Curfew

**Friday, January 29, 2027**

2:30pm - 6:00pm Committee Session II

7:30pm - 11:15pm Committee Session III

12:30am Curfew

**Saturday, January 30, 2027**

9:00am - 12:30pm Committee Session IV

2:00pm - 6:15pm Committee Session V

7:45pm - 9:15pm Cultural Extravaganza

9:15pm - 12:00am Movie Night

9:45pm - 12:30am Delegate Dance

1:00am Curfew**

**Sunday, January 31, 2027**

9:00am - 11:30am Committee Session VI

12:15pm - 1:30pm Closing Ceremonies

(Enclosure 8 )

**Regional School District #10**
**Field Trip Request Form**

School: Lewis Mills Grade(s) or Department: Girls lacrosse

Teacher (s): Rose St. Hilaire

Destination: camp Jewell ymca

Educational Purpose of Trip/Curricular Area: (Attach info if needed) Team bonding trip

Date of Trip: 4/12-4/14 2027 Total Students 25 Total Buses: Ø

Any special transportation accommodations needed for students? (i.e., wheelchair lift, harness, nurse)

N/A

Advisor who will arrange for bus and payment to bus company: N/A

Bus Company Using for Field Trip: N/A Estimated Transportation Cost: Ø

Time Leaving: Pick-Up Time at Field Trip: _____ Approximate Time Returning:

Will students be eating lunch at school on the day of the Field Trip? Yes _____ No X

Initial here that school cafeteria has been notified
Initial here that school nurse has been notified:

**Cost from athlete - $140**
**Glax funding 130 per athlete**

Total Cost to Each Students (Admission, etc.): Cost From athlete - $140 Glax funding 130 per athlete

Bus costs will be paid by: (Check all that apply)
Budget Acct #: _____ School PTA/PTO (Teacher to arrange for payment) _____
Student Acct #: _____ Grant: _____
Other: Please specify: _____

Substitute teacher/s needed: Yes No X (If yes, please make arrangements) # Needed _____

Number of Pre-Approved Chaperones: 10 or 2
Chaperone Names: Rose St. Hilaire
Chris Borda
Matt Gilbert
Jean Otte
-Paternal parent

Cell Phone #: 860.593.0390

Signature of Teacher

10/2/26
Date

Signature of Principal

10/15/26

Signature of Director of Teaching & Learning
Superintendent

Dear Rose and the Lewis Mills Lacross Team Staff -

Thank you for choosing Camp Jewell YMCA for your upcoming camp experience! Whether you are a new or returning group, we hope you are as excited as we are!

Our desire at Camp Jewell YMCA is to create a place where friendships can grow, and people can learn. We believe that the camp experience is about developing the life skills that help build and maintain positive relationships, learning to appreciate the differences between others and feeling confident in the person you are becoming. We pride ourselves on our ability to meet each group's unique goals.

Our staff is selected for their maturity, character, and leadership capabilities as well as their desire to be a positive role model and mentor to our participants. Many of our staff were campers at Jewell and all have been through extensive training. We select our staff members from across the world, as well as from colleges throughout the U.S.

We hope you will partner with us this year in providing this experience for your group. This handbook will answer many of your questions concerning your upcoming trip to Camp Jewell. Please read and save this guide, you will need it now and as your trip approaches. Enclosed with this packet you will find all the tools necessary for you to plan your trip. We look forward to working with you!


Craig Dawson
Exec. Director
craig.dawson@ghymca.org

Jodi Gove
Assoc. Exe. Director
jodi.gove@ghymca.org

Anthony Amalfi
Sr. Program Director
anthony.amalfi@ghymca.org

Jamie Reed
Program Director
jamie.reed@ghymca.org

Jaz Anderson
Program Director
jazmine.anderson@ghymca.org

Ella Cheerva
Program Director
ella.cheerva@ghymca.org

Oceane Huet
Program Staff
oceane.huet@ghymca.org

# TABLE OF CONTENTS

Directions and Contact Information……..……..……..3
Check List……..……..……..4
General Information……6
Packing List……..……..……..9
Security & Safety at Camp……..……..10

# DIRECTIONS & CONTACT INFORMATION

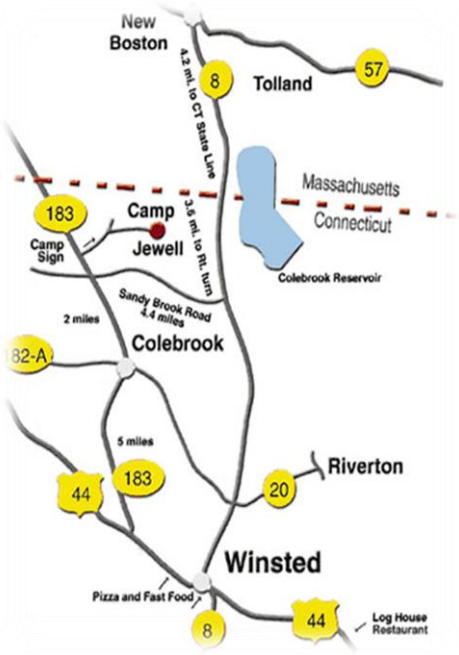
Camp Jewell YMCA: 6 Prock Hill Rd, Colebrook, CT 06021

Telephone: 860.379.2782

Email: camp.jewell@ghymca.org

Please call or email us at any time with any questions you may have.

We are here to ensure that your group has a great experience here!




## HOW TO GET TO CAMP

Camp Jewell is located about 1 hour northwest of downtown Hartford and less than 2½ hours from New York City and Boston. We are just 10 minutes from Winsted. We have full directions to camp at https://campjewell.org/about/location-and-directions/

From Winsted take Rt. #44 (Main Street) west. As you begin to leave town you will notice a blinking yellow caution light, and sign for Colebrook and Rt. #183. Turn RIGHT onto Rt. 183 and head NORTH 7.2 miles through Colebrook. There is a Camp Jewell sign indicating a RIGHT turn onto PROCK HILL RD., and into Camp Jewell YMCA. (If you reach the MA border, you have gone too far; Jewell is back about two miles!) Since you are using Hide-A-Way Ranch, please continue past the general Camp Jewell entrance and turn RIGHT onto MCCLAVE RD., you'll go over a bridge and then turn RIGHT into the Hide-A-Way Ranch driveway and parking lot.

## MY CAMP JEWELL GROUP LEADER IS:

**TBD – to follow up in a few weeks**

# TO DO CHECKLIST

Please use this checklist to ensure a successful time at Camp Jewell YMCA.

## PRIOR TO YOUR ARRIVAL

- ✓ **Within 30 days of booking (or sooner if you book within 30 days of your start)** your trip please provide us with the following:
  - Signed contract
  - Deposit (you can call our office at 860-379-2782 and speak with our office staff if you would like to pay via credit card – no additional fees).

- ✓ **4 weeks prior** to your arrival date please provide us with the following information:
  - A certificate of insurance from your organization's insurance carrier stating that your group will be covered during the dates that you are here at Camp Jewell. (This usually can be obtained by your business office.)
- ✓ **2-3 weeks prior** to your arrival date please provide us with the following information:
  - Finalized number of participants & chaperones
  - A list of any food allergies or dietary restrictions (including vegetarian, vegan, gluten-free, etc.)
  - Finalized arrival & departure time
  - As part of our safety protocols, we require the **legal name** and, if additional information is needed the **date of birth** for all participants and chaperones, ages 18 & older attending the program.
    - This information is used to conduct a mandatory check against the National Sex Offender Registry to ensure the safety and well-being of all guests during their stay.
- ✓ **2 weeks prior** to your arrival date please provide us with the following information:
  - Contact information for any & all participants
  - Any pre-arranged group lists such as:
    - Cabin assignments/final cabin numbers
    - Table assignments/final table numbers
    - Number of activity groups (if needed for school group)
  - A list of participants with medical conditions that the staff should be aware of (Allergies to food, insects, medication or any other possible anaphylactic reactions, asthma/inhalers, recent injuries, heart condition, etc.)
  - **Please note: All medical needs are the group's responsibility.**
  - Final group numbers (this is the number of participants you will be invoiced for unless you bring more participants to the trip).

## UPON ARRIVAL

- ✓ Hand in your Individual Acknowledgement of Risk and Liability Form (OC waiver) to your Camp Jewell group leader.
- ✓ Be prepared to show a completed and signed Camp Jewell Health and Emergency Permission form for anyone under the age of 18 who is at the camp without their own parent/guardian. The group leader may bring copies of school health forms. State Law requires that these forms be on site during your stay. Camp Jewell will not collect these forms.
- ✓ If you have not already submitted it, please hand in a signed "Use of Facilities Agreement and Release and Waiver of Liability and Indemnity Agreement" (Group waiver) signed by the Group Leader.
- ✓ If anyone is attending who was not previously submitted for the Raptor check, please have them report to the office upon arrival to complete the check-in process.

*__Prepare to arrive on site with at least one emergency vehicle__. If you are coming by means of a hired bus and have no emergency vehicle on site, please be aware that should an emergency or injury arise, the participant will need to be transported off site by an ambulance. That participant's insurance may not cover the cost of an ambulance if the injury is not a true emergency. Camp Jewell staff can provide basic first aid only. Maps to the nearest hospital are available from the Camp Jewell office.

# GENERAL INFORMATION

Camp Jewell YMCA is looking forward to your visit! On 540 acres, we provide a variety of activities and facilities to meet the needs of your group. Please help us to educate your group participants about our policies and procedures. You may copy this information and distribute it to the members of your group.

**Check-in:** Please check in at the Main Camp Office (on the Prock Hill Rd. site) when you arrive, unless you have made alternative arrangements with your group leader. The Camp Jewell staff will be waiting with cabin assignments and schedule information. Be sure that members of your group do not arrive before your scheduled arrival time. At this time all adults will be given a blue Camp Jewell wristband signifying that they have checked in & belong on camp property.

**Emergencies:** In case of an emergency during your stay, contact a Camp Jewell staff member. During the day you may go to the Dining Hall, Office, or any scheduled program area to find a staff member. For nighttime emergencies, please call the camp emergency number **(1-860-379-2782);** please follow the prompts for an emergency. There is a phone located in the upstairs lobby of the Main Camp Office and in the Hide-A-Way Ranch Dining Hall. Anyone needing to reach a member of your group can call camp and leave a message which will be delivered at the next meal. Please, leave the name of your group with anyone that may need to contact you; it will help staff find you more readily.

**Meals:** Most meals are served buffet style. Each table seats up to 12 people. Tables are pre-assigned, and it is your job at each meal to help set & clear tables. **Meals are generally served in the Dining Hall at the following times:**

- **Breakfast-8:00am**
- **Lunch-12:30pm**
- **Dinner-5:30pm**

Please work with your group leader if you would like to alter your mealtimes. Additionally, if there are multiple groups on site, we may adjust meals to serve at multiple times. Please be on time for meals. Coffee and tea are available 24 hours a day. For any specific dietary requests, including special snacks, contact your Program Director at least 3 weeks in advance. Additional charges may apply.

**Supervision:** Each group visiting Camp Jewell is required to bring at least 2 adult chaperones for youth groups. All groups are responsible for the screening of adult chaperones prior to the trip. We require additional chaperones at a ratio of 1 adult per 10 youth. We ask that you be fully responsible for the whereabouts and conduct of your group at all times. **All youth under the age of 18 must have a properly signed emergency medical treatment form if not accompanied by a parent.** These are sent with your group contract and should be copied for distribution to group members. We also note that both participants and adults should never be left 1:1 in a closed room/building. There should always be at least 3 people present when in a cabin/building or traveling throughout the camp.

**Quiet Hours:** Please be sure that your group respects Camp Jewell quiet hours after 10:00pm. Arrangements can be made to use the indoor meeting space after this hour, if necessary. It is likely that your group will be visiting the camp at the same time as other groups. Please be respectful of their belongings and program space.

**Alcohol and Drugs:** Alcohol and drugs are not permitted on YMCA property. Use of either may result in the dismissal of your group from camp.

**Smoking/Vaping:** Camp Jewell is a clean air zone. Smoking/vaping may only take place in the lower parking lot at Main Camp and behind the Dining Hall at Hide-A-Way Ranch. There is no smoking/vaping allowed in any building or in any program area.

**Pets:** Guest pets are not allowed due to the possible disruption to wildlife, our farm animals, and pets of resident staff.

**Cabins:** Cabins 4-9 have two bunkrooms, each sleeping 12 people, plus 2 beds in the center room, for a total of 26 people per cabin. Each bunkroom has an attached bathroom with a shower, a toilet and 2 sinks. Cabins 10-12 have 4 bunkrooms, each sleeping 6 people. They have identical bathrooms to cabins 4-9. Cabins 1-3, 16 have 2 bunkrooms, each sleeping 12 people. Additionally, there is a separate chaperone living space in each bunkroom with 2 beds as well. Each bunkroom has an attached bathroom with 2 toilets, 2 sinks and 2 showers. The Boathouse has a maximum capacity of 24 people with 10 in one bunkroom and 14 in the other. Each bedroom has an attached bathroom with 2 sinks, 2 toilets and 2 showers. Senior Lodge can accommodate 68 people with 30 people per side of the cabin. It also has 2 separate chaperone rooms with 4 bunks in them. Each side has its own bathroom with 2 toilets, 2 sinks and 3 showers. *Most* cabins have a center room with a working gas fireplace. Floor plans are available upon request.

**Hide-A-Way** – There are 2 "houses" set up for cabins – Longhouse and Bunkhouse. Each house has 4 cabins, and each cabin has 2 bedrooms. Each bedroom has 3 bunks (6 beds). There are 12 beds in total in each cabin. 48 beds in the Longhouse and 48 beds in the Bunkhouse. There are a total of 96 beds at Hide-A-Way. Floor plans are available upon request.

All cabins have central heating, carpeting and bathrooms. Please let us know if there is a problem with your cabin.

Please be sure to leave the cabins in the same condition you found them. We will bill your group for any damage to the cabins or if excessive cleaning is necessary at the end of your stay. Please report any problems with your cabin to the Camp Jewell staff immediately.

**Audio-visual Equipment:** We have easels, overhead and slide projectors, screens, microphones, speakers, televisions, VCRs, DVD players, and LCD projectors. Call ahead to reserve these items and meeting space as supplies and space are limited.

**Camp Store:** Our Trading Post is open every weekend and upon request mid-week, for souvenirs, clothing, snacks, and bait for fishing.

**Parking:** In Main Camp all cars must be parked in the upper or lower parking lots next to the Office. You may, at the discretion of the Host Program Coordinator, drive your car to the Main Camp cabin to unload, but cars must be immediately returned to the parking lot. The speed limit

on camp property is **10 mph.** At Hide-A-Way Ranch all cars must be parked in the parking lot. Please do not park behind the kitchen as access is needed for kitchen staff, ER vehicles and trash pickup.

**Telephones and Wireless Internet:** A public phone is in the upstairs lobby of our Office in Main Camp. Wireless internet is available, see your program director for more information regarding the login details and password.

# SUGGESTED PACKING LIST

Camp Jewell YMCA's 540 acres sit nestled in the foothills of the Berkshire Mountains in Colebrook, CT. We have several miles of hiking trails, a wilderness area, a full ropes course, and a 40-acre private lake. Our facilities enable us to serve thousands of visitors each year who enjoy our amazing facilities, friendly staff, and innovative programs.

**PLEASE COME PREPARED TO BE OUTSIDE ALMOST ALL DAY (if that is your group's schedule)!**

- Come with Layers! – Colebrook, CT weather has a mind of its own! We are typically ~10 degrees colder than West Hartford and do get rain!
- Camp Jewell does not provide bedding. Please bring everything you need for a good night's sleep in your cabin!
- Our cabins are fully winterized with heat, gas fireplaces, bathrooms, and showers.
- Do not bring your favorite clothes, or valuables. Your clothes and shoes WILL get dirty.
- **CLOSED TOED SHOES REQUIRED FOR ROPES ELEMENTS! BRING SNEAKERS!**

OUTDOOR CENTER OVERNIGHT PACKING LIST:

- Twin Bedding / Sleeping Bag
- Pillow
- Toiletries
- Rain gear
- Flashlight
- Water bottle
- Sweater/Warm Clothes for Campfire
- Shorts
- T Shirts
- Long Pants
- Long Sleeved Shirt
- Socks/Underwear
- Closed-toed Outdoor Footwear- Sneakers are best!
- Swimsuit
- Towel
- Day Pack (backpack)
- Insect Repellent
- Sunscreen

Please DO NOT Bring:

- Laptops or Tablets
- Weapons of any kind
    - Knives (including pocketknives)
    - Guns
- Fireworks
- Jewelry or personal items of value
- Alcoholic beverages
- Pets

# SAFETY & SECURITY AT CAMP JEWELL YMCA

The safety and security of our guests at Camp Jewell is our number one priority. We have numerous procedures in place in the event of an actual emergency at camp. In addition, we take steps to provide a safe and secure environment in which our participants can have an amazing experience. We are fortunate at Camp Jewell to have staff living throughout the camp from the entrance throughout all of camp; this provides a greater degree of security year-round. With almost 600 acres of land, we are also fortunate to have limited access points into camp, we have no trespassing signs posted around the edges of camp. Although we cannot prevent access to our lake from the bridge on McClave Rd. we are fortunate that it is rarely a problem. Our staff have backgrounds checks and must participate in a mandated Child Abuse prevention training prior to their first day of work (this is an annual requirement). In addition, staff must participate in additional training based on their position e.g., bloodborne pathogens, defensive driving, etc.

- When groups are present, or summer camp is in operation we have a Director on Duty present 24/7 who can be reached by radio and/or phone.
- All un-escorted adults (18+ years old) are required to wear a Camp Jewell wristband while at camp. Please check in at the office to receive this; you may also receive it during your orientation meeting with your assigned camp staff. If you see an adult without a bracelet, please ask them to report to the Main Office. Camp staff in uniform are not required to wear this bracelet.
- It is highly advised that all user groups screen their chaperones.
- Chaperones should not be in a 1:1 ratio with participants to ensure that two people are never together in a location to prevent incidents from occurring. Additionally, participants should never be left alone or in a group of 2 to further prevent incidents from occurring.
- When cabins and buildings are not in use, they are locked to prevent unauthorized use.
- Our maintenance building, office and kitchen are also locked when not open to prevent unauthorized entry. Where appropriate staff have keys to access those areas of camp that they need.
- Camp Jewell YMCA has two AED machines; each located in one of our two dining halls. There are always staff present on camp that are trained in the use of the AED machines. These machines are checked monthly and should only be used by trained camp staff.
- Although many of our staff are First Aid and CPR trained, we recommend that each group brings at least one adult who has a recognized First Aid and CPR certification (for Youth Groups this should include child specific training).
- To provide effective communication there are several emergency phones located around the camp which are clearly labeled and are tested monthly. The Director on Duty carries a two-way radio with them; in addition, while the office is open, they also have access to a two-way radio. For Outdoor Center Programs the program staff have access to the use of two-way radios when running programs.
- Outdoor Center groups are all required to bring a health form with emergency contact form to camp; these are not kept on file. All groups are responsible for their own medical needs.
- There is an emergency department in Winsted that operates from 9am-9pm (Hartford HealthCare HealthCenter, located at 80 S. Main St., Winsted, CT 06098). The closest 24-hour ER/hospital is in Torrington (Charlotte Hungerford Hospital, located at 540 Litchfield St., Torrington, CT 06790). For all 911 calls the Colebrook Fire Department and Winsted EMS will show up at camp.
- We collect and file liability waivers for all participants and groups in our programs. These must be signed for a participant to take part in a program.

# GENERAL CAMP EMERGENCY PLAN

**WHAT IS CONSIDERED AN EMERGENCY? -**Emergencies fall in one of several areas; they could arise due to threatening weather, a lost camper, a missing person at the waterfront or a fire. An Emergency is called any time a situation arises that calls for an immediate response from the camp.

**WHO CAN CALL AN EMERGENCY? -** The emergency signal should be called by the Director on duty. The DOD can be contacted through the office, or by calling their extension at night. If a supervisor or DOD is unavailable, then any staff member can call an emergency.

## TWO TYPES OF ALL CAMP EMERGENCIES

**CODE 66- ALL CAMP EMERGENCY**, come to the basketball courts with your kids, and line up on the courts. *Waterfront Variety* combine groups of kids as everyone makes their way to the courts. The staff that are the better swimmers head immediately to the waterfront. *Hide-A-Way participants would meet at the dining hall and call in their numbers via radio or phone.*

**CODE 99-LOCK DOWN** Get in a building, close all doors and windows and remain quiet until someone comes to get you or all clear is given. If you are out on the trail, get off the trail into the woods in a sheltered or low-lying area and wait where you are for someone to get you, or all clear to be given.

## When it has been determined that a person is lost or missing, the following procedures should also be followed:

## ON CAMP PROPERTY:

The Camp office should be notified by a staff member. They will contact the director on duty. Have the following information ready.

- Location participant was last seen.
- Participant Name.
- Probable state of mind of participant.
- Clothing worn, color and type.
- Intended destination.
    - Once an emergency is called, if a lost person is not found within 30 minutes, then the authorities will be called. For a waterfront emergency authorities will be called within 5 minutes. For outdoor center emergencies, authorities will be called after 15 minutes due to the smaller number of staff on site able to search.

The director on duty will determine the pattern of search or whether the assistance of professional authorities is needed. The all-camp public address system is in place just for such situations. *Do not be concerned that you lost a* participant, be concerned first about locating the participant in the quickest possible manner.

## PROCEDURE FOR LOST, MISSING OR RUNAWAY PARTICIPANTS

Camp Jewell's programs have been designed to avoid missing camper/participant situations. Taking a few vital, common-sense steps goes a long way to ensuring that we will not be facing such a dilemma this summer.

### PREVENTION STEPS:

- Never send a participant anywhere alone, always use the "truddy" (3-person groups) system. This system involves a minimum of three campers/participants going to the location; we ensure that two people are never sent together to a location to prevent incidents from occurring.
- Discuss what to do if you become separated from the groups and feel lost. If lost - sit down, relax, stay put and listen for help, someone will come! Never cross a road and therefore leave camp property. If you come to a road stay by the side of it.
- Outdoor Center group participate in a fire drill/safety meeting within their first 24 hours at camp to review emergency procedures. All adult chaperones are given an orientation meeting in their first hour at camp explaining in detail this same information.
- When hiking staff members should be placed in the lead and sweep positions.
- Be especially aware of those participants who are unhappy or disgruntled. Plenty of warning signs are available before someone decides to run away.
- At the beginning of every activity period take attendance and make sure you have only those participants assigned to you are present. Please check in with the group chaperone to ensure the correct group numbers. If a camper/participant shows up who is not on the roster they should be sent using the "truddy" system to the correct location. Using the two-way radio system, you should also inform the appropriate person that you have that participant.

FIELD TRIP PROPOSAL

# Girls Lacrosse Spring Break Trip

## CAMP JEWELL YMCA



### OVERVIEW

The Lewis Mills Girls Lacrosse team is proposing a Spring Break team trip to Camp Jewell YMCA for three days and two nights. This trip will provide a meaningful opportunity for athletes to build relationships, develop teamwork, and take part in outdoor activities in a safe and supportive environment.









### LOCATION

Camp Jewell YMCA
6 Prock Hill Rd
Colebrook, CT 06021

### TRIP DATES

April 12, 2027 – April 14, 2027
*Not dependent on weather!*

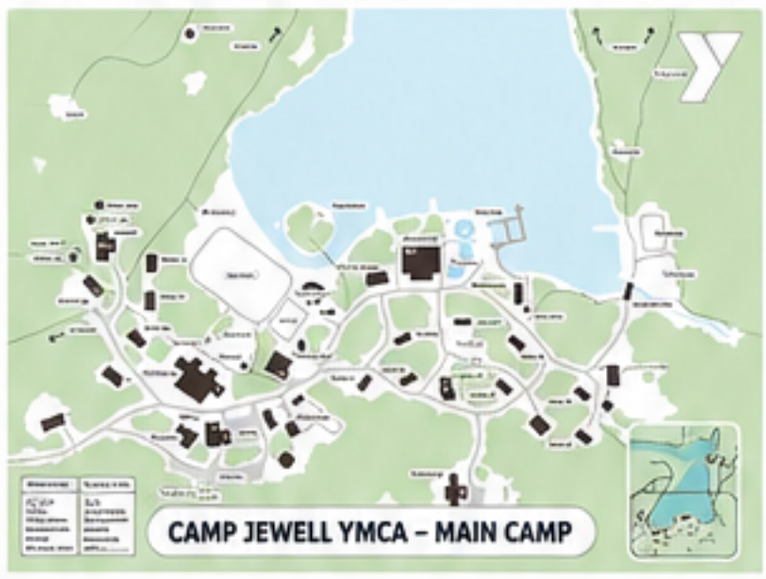
### TRANSPORTATION

No transportation from the school needed. Parent transportation will be provided (parent drop off and pick up).

### ARRIVAL & DEPARTURE TIMES

**Arrival (4/12): 11:00 AM**
Parent Drop Off / Carpool
**Departure (4/14): 10:00 AM**
Parent Pick Up / Carpool

### CAMP MAP




### CHAPERONES

- Included in total trip cost: 1 chaperone per 10 campers
- Looking to pay for 2 additional parent chaperones (preferably female/moms)

### COST PER ATHLETE

Total Price per Athlete

**$270**

| $140 | $130 |
|---|---|
| paid by each athlete | paid through Lewis Mills Girls Lacrosse per athlete |

### MEALS PROVIDED

Total of 7 meals included in cost

**Day 1 (4/12):** Lunch & Dinner
**Day 2 (4/13):** Breakfast, Lunch, Dinner and a snack
**Day 3 (4/14):** Breakfast

### POTENTIAL ACTIVITIES



Team Building Games



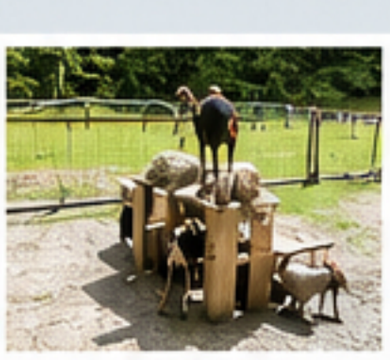
Crafts



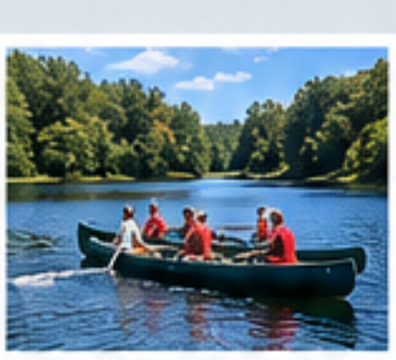
Ropes Course Activities



Archery



Outdoor Cooking



Kayaking/Canoeing (depending on water temp)

### PURPOSE OF THE TRIP

- **Understanding Strengths & Weaknesses:** Shared experiences and collaborative challenges off the field and outside of school to help athletes learn how peers think and work.
- **Building Trust:** Spending unstructured time together releases oxytocin—the bonding hormone—which reduces second-guessing and builds psychological safety.
- **Boosting Morale & Retention:** Stepping away from routine recharges the team, lowers stress, and cultivates a positive team culture that minimizes burnout and turnover.
- **Unstructured Socializing:** Shared meals and casual downtime that spark natural friendships and deeper peer connections.
- **Fostering Social and Task Cohesion:** Activities blend social bonding (friendship) with task cohesion (understanding individual roles and working toward common goals).
- **Creating Support Networks:** Shared victories and challenges forge lifelong friendships that extend well past an athletic career.

(Enclosure 9)

# 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: 8/26/26

Title of Proposed Course: **UConn ECE- KINS 1100- Exercise & Wellness for Everyone**

| | | | | | |
|---|---|---|---|---|---|
| Department(s): Wellness | | | | | |
| Grade(s): Juniors/Seniors | Level(s | UConn ECE | | Credits: .5 @ LSM & 3 UConn credits | |
| | [ ] Elementary | [ ] Middle | [x] High School | | |
| Required for graduation | [ ] | Yes | | [x] | No |
| Prerequisite(s): | [x] | Yes | | [ ] | No |
| Pilot Course | [ ] | Yes | | [x] | No |
| Replaces an Existing Course | [x] | Yes* | | [ ] | No |
| Expansion of an Existing Course | [ ] | Yes | | [x] | No |
| Estimated enrollment: | 25 per semester | | | | |

**Course Description**: Overview of the five pillars of health (exercise, nutrition, sleep, stress and relationships); role of exercise in health promotion and disease prevention across the lifespan; impacts of exercise in leisure time, culture, community, careers and the workplace.
*Will replace the current Personal Safety course offered at LSM for .5 credits

**Initial Course Launch Expenditures:**

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Curriculum writing proposal | [x] | Yes | [ ] | No | Estimated Cost | $ | (20hrs x 45) $900 | |
| Professional Development needed | [x] | Yes | [ ] | No | Estimated Cost | $ | | |
| Web-based licenses / software | [ ] | Yes | [ ] | No | Estimated Cost | $ | $34.95 x 40- $1,398 | |
| Additional cost: | [ ] | Yes | [x] | No | Estimated Cost | $ | | |
| New workbook(s): | [ ] | Yes | [x] | No | Estimated Cost | $ | | |
| New textbook(s): | [x] | Yes | [ ] | No | Estimated Cost | $ | $61.95 text | x 25- $1,548.75 |
| Estimated ongoing costs requested in annual budget: | [ ] | Yes | [x] | No | Estimated Cost | $ | | |
| | | | | | **Total Cost:** | **$** | **3, 846.75** (excludes shipping) | |

**ADDITIONAL COURSE DETAILS:**

## 1. Major goals of the course:

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

1. Summarize the **five pillars of health** (exercise, stress, sleep, nutrition, and relationships), using relevant statistics on trends, incidence and prevalence to understand the role that each play in health and disease in the United States and world.
2. Identify common tools for **assessing and measuring health** in each domain, using validated surveys, phone apps, online assessments, and accepted measurement techniques for themselves and others.
3. Present student **self-evaluations** of individual performance in the five pillars of health, identifying potential areas of improvement and strategies for optimizing health in each domain
4. Describe the current American College of Sports Medicine and United States Department of Agriculture recommended **exercise and dietary guidelines**, considering the risks, benefits and adequacy of these guidelines for the general population as well as athletes
5. Translate the phrase **"Exercise is Medicine"** into clinical knowledge, understanding the comprehensive role of exercise in treating and preventing disease as well as optimizing health
6. Explain the barriers to using **exercise as preventive medicine**, focusing on factors such as environment, behavior, government policy, social support, culture and socioeconomic status
7. Discuss a variety of strategies and considerations for using **exercise as a prescription for health** and disease, focusing specifically on the role of exercise in the U.S. Healthcare System, as an antiaging strategy, in work-life balance, in careers of health and wellness, and in the workplace.

## 2. State or National Standards Alignment

| SEL Competencies | Health & PE Education Academic Learning Standards |
|---|---|
| **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." | **Standard 2 Analyzing Influences: Students** will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.<br>- INF 2.1.12 Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.<br>- INF 2.2.12 Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.<br>- INF 2.5.12 Analyze the effect of media and technology on personal, family, and community health.<br>- 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.<br>**Standard 3 Accessing Information**:<br>- AI 3.1.12 Evaluate the validity and reliability of health information, products, and services.<br>- AI 3.2.12 Determine the accessibility of valid and reliable health products and services.<br>- AI 3.3.12 Determine when professional health services may be required.<br>- AI 3.4.12 Use resources that provide valid and reliable health information, products, and services.<br>- IC 4.1.12 Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, email, texting, websites, |

| | |
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| | phone and tablet applications) to protect the personal health and safety of oneself and others.<br>- IC 4.2.12 Demonstrate effective peer resistance (refusal skills), negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.<br>- IC 4.3.12 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.<br>- IC 4.4.12 Demonstrate how to effectively ask for assistance to improve personal health.<br>- IC 4.5.12 Demonstrate how to effectively offer assistance to improve the health of others.<br>**Standard 8 Advocacy**: Students will demonstrate the ability to advocate for personal, family, and community health.<br>- AV 8.1.12 Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.<br>- AV 8.2.12 Persuade and support others to make positive health choices. |
| **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. | **Standard 2 Analyzing Influences: Students** will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.<br>- INF 2.1.12 Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.<br>- INF 2.2.12 Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.<br>- INF 2.3.12 Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.<br>- INF 2.4.12 Analyze how laws, rules, and regulations influence health promotion and disease prevention.<br>- INF 2.5.12 Analyze the effect of media and technology on personal, family, and community health.<br>- 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. |
| **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. | **Standard 4 Interpersonal Communication:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.<br>- IC 4.1.12 Demonstrate how to manage personal information in electronic communications and when using social media |

| | |
|---|---|
| | (e.g., chat groups, email, texting, websites, phone and tablet applications) to protect the personal health and safety of oneself and others.<br>- IC 4.2.12 Demonstrate effective peer resistance (refusal skills), negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.<br>- IC 4.3.12 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.<br>- IC 4.4.12 Demonstrate how to effectively ask for assistance to improve personal health.<br>- IC 4.5.12 Demonstrate how to effectively offer assistance to improve the health of others. |
| **Self- Management:** Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks. | **Standard 7: Self-Management**: Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.<br>- SM 7.1.12 Analyze the role of individual responsibility in enhancing personal health.<br>- SM 7.2.12 Evaluate and assess personal practices and behaviors that reduce or prevent health risks.<br>- SM 7.3.12 Demonstrate healthy practices and behaviors to improve the health of oneself and others.<br>- SM 7.4.12 Make a commitment to practice healthy behaviors.<br>**Standard 6 Goal Setting:**<br>- GS 6.1.12 Assess personal health practices and behaviors.<br>- GS 6.2.12 Set a realistic personal health goal.<br>- GS 6.3.12 Assess the barriers to achieving a personal health goal.<br>- GS 6.4.12 Develop a plan to attain a personal health goal.<br>- GS 6.5.12 Implement strategies, including self-monitoring, to achieve a personal health goal.<br>- GS 6.6.12 Use strategies to overcome barriers to achieving a personal health goal.<br>- GS 6.7.12 Formulate an effective long-term plan to achieve a health goal. |
| **Responsible Decision Making: Students** will demonstrate the ability to use decision-making skills to enhance health. | **Standard 5: Decision Making: Students** will demonstrate the ability to use decision making skills to enhance health.<br>- DM 5.1.12 Examine barriers to healthy decision making.<br>- DM 5.2.12 Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision. |

| | |
|---|---|
| | - DM 5.3.12 Generate alternatives when making a health-related decision.<br>- DM 5.4.12 Predict potential short and long-term consequences of alternatives to health-related decisions.<br>- DM 5.5.12 Choose a healthy alternative when making a health-related decision.<br>- DM 5.6.12 Evaluate the effectiveness of health-related decisions. |

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

By adding the UConn ECE (KINS 1100) "Exercise & Wellness for Everyone" the addition of this course will add a second dual-enrollment class within the LSM Wellness department. The course content supports possible career exploration that is not limited to playing a sport. This course provides an overview of the five pillars of health (exercise, nutrition, sleep, stress and relationships), specifically emphasizing the role that exercise plays in health promotion and disease prevention across the lifespan by presenting the impacts of exercise in multiple domains including leisure time, culture, community, careers, and the workplace. In addition to this, by adding the ECE class to the Wellness department at LSM, this will support our CIP goal for guaranteeing post-graduate exposure/experiences.

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

There is a total of 4 modules that are a part of this course, which include the following:

| Module | Objectives |
|---|---|
| **Module 1: The Five Pillars of Health in our Society** | 1. Define the 5 pillars of health.<br>2. Describe the relative contributions of medical care, genetics, personal behaviors, and environmental factors and how they impact health and wellness.<br>3. Describe the health and wellness of the US population.<br>4. Analyze the objectives of how the American College of Sports Medicine, Exercise is Medicine and Healthy People work to improve the health and wellness of the US population. |
| **Module 2: Stress, Sleep & Relationships as Pillars of Health** | 1. Identify the prevalence of stress overload among Americans.<br>2. Describe the physiological effects of acute stress and chronic stress on human health.<br>3. Identify your unique stress patterns and behaviors.<br>4. Examine the effects of lifestyle and habits of thought and behavior on psychological function.<br>5. Identify risk factors for mental ill health.<br>6. Discuss the prevalence of disordered sleep in America and how it is related to poor health.<br>7. Discuss the impact of sleep deprivation on mental and physical function.<br>8. Analyze your sleep habits to promote better health strategies.<br>9. Examine determinants of social health for individuals and groups and how it applies to exercise adherence and sports.<br>10. Discuss the impact of social wellness on overall health.<br>11. Analyze your social wellness to promote improved overall wellness. |
| **Module** 3: **Nutrition as a Pillar of Health** | 1. Discuss the prevalence of poor nutrition and how it relates to overweight and obesity in the US.<br>2. Identify food patterns that promote health and barriers that present in our society to access healthy food patterns.<br>3. Describe the health consequences of overweight and obesity. |

| | |
|---|---|
| | 4. Analyze your nutritional needs to promote a healthy diet.<br>5. Describe the nutritional needs for improved fitness and sports performance. |
| **Module 4: Exercise as a Pillar of Health** | 1. Define physical activity, exercise, and physical fitness.<br>2. Describe the guidelines for physical activity.<br>3. Discuss the health benefits of regular physical activity and the risks of inactivity.<br>4. Analyze your fitness and personal risk for disease to create an exercise plan that meets recommended guidelines to improve health and reduce risk of type 2 diabetes, cardiovascular disease and cancer.<br>5. Explore how careers in exercise science serve to help individuals meet physical activity guidelines and improve health, fitness and sports performance.<br>6. Summarize the incidence, prevalence and trends seen specifically in diabetes, cardiovascular disease and cancer in the United States and world.<br>7. Define risk factors for developing type 2 diabetes, cardiovascular disease and cancer.<br>8. Discuss the role of exercise in treatment and prevention of disease. |

## 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, specially targeting Juniors/Seniors as a selective credit. Teacher instructing the class must be a certified UConn ECE instructor and will receive free professional development/trainings by UConn. There are 2-3 teachers in the department who are interested and would like to teach the course. Per UConn, they must go through the UConn ECE certification process, apply, and be granted approval before their ability to teach the course. Lastly, students who are enrolled in the class register for the course through UCONN and pay them directly for the ECE credits. When students successfully meet the requirements of the course, by earning a C or higher, they earn 3 credits that will be identified on a separate UCONN transcript.

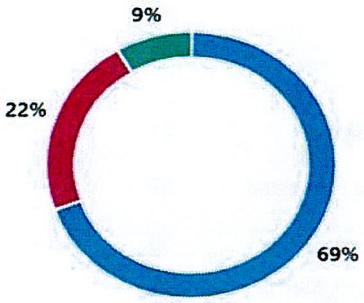
## 6. Special features of this course: (interdisciplinary collaboration, student certification upon completion etc.)

**Behavior Change Project**: We all can identify negative behaviors in our life, but the tough part is changing them. The purpose of this assignment is to assess your overall wellness; identify areas of strengths and weakness and determine a behavior you would like to change. Once determined, you will create a plan to improve your overall health and wellness by creating a behavior change plan. A presentation will be submitted that includes analysis of your health and wellness and a plan to improve it. Throughout the semester, you will work on your behavior change, setting short term goals and reflecting on your progress in four journals. A final reflection of your change will be submitted at the end of the semester.

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

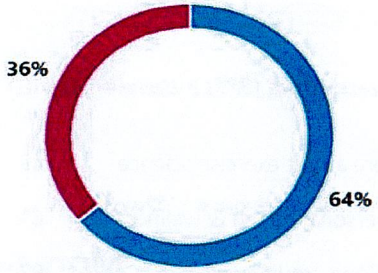
2. What is your current grade level?

| | |
|---|---|
| 10 | 98 |
| 11 | 31 |
| 12 | 12 |



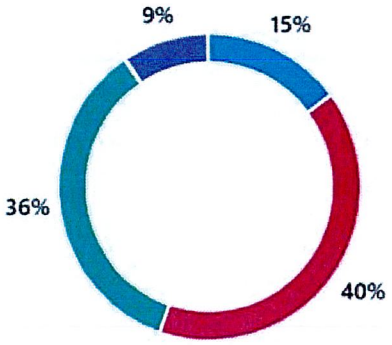

3. Have you heard of OR taken UConn ECE courses before?

| | |
|---|---|
| Yes | 90 |
| No | 51 |



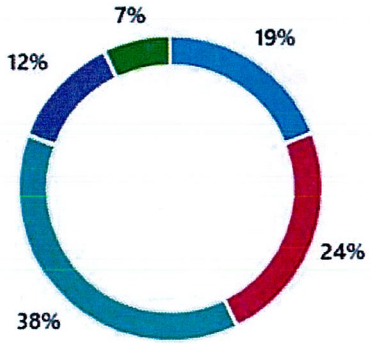
4. How interested are you taking KINS 1100: Exercise & Wellness for Everyone?

| | |
|---|---|
| Very interested | 21 |
| Somewhat interested | 57 |
| Not sure yet | 50 |
| Not interested | 13 |




5. What interests you most about this course?

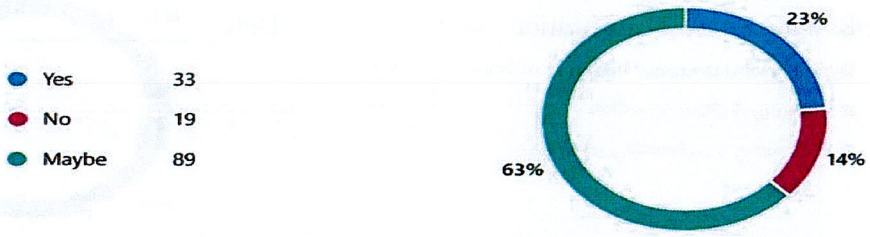
| | |
|---|---|
| Learning more about exercise science | 49 |
| Improving personal health & wellness | 61 |
| Earning 3 UConn credits | 97 |
| Exploring a potential career path | 31 |
| Other | 18 |



6. Do you currently participate in sports, fitness or wellness activities?




7. If this course was offered in the 2027-28 school year at Lewis Mills, would you enroll in this class?




## 8. Course evaluation process:

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

a. Total Enrollment #'s/semester or year
b. Total % of students earning college credit

## 9. Explanation of any additional cost if applicable:

The only additional cost would be the textbooks overtime when a new edition becomes available. The textbook for this class is new/relevant with the topics that are ongoing in exercise, nutrition, sleep, stress, and relationships.

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

| | | |
|---|---|---|
| Erik McKay | Chris Rau | Vonetta Romeo-Rivers |
| | | |
| | | |
| | | |

| | | | | | |
|---|---|---|---|---|---|
| Submitted by: | Erik McKay | | | | |
| Coordinator's Signature | | | Endorsed | | Not Endorsed |
| Principal's Signature | | Date: | 9/17/26 | | |

| Initials | | | |
|---|---|---|---|
| EM | Reviewed by the Coordinator | Date: | 9/17/26 |
| | Reviewed by the Principal | Date: | 9/17/26 |
| VKR | Reviewed by the Director of Teaching & Learning | Date: | 9.17.26 |
| SER RM | Acted on by the BOE Curriculum Subcommittee | Date: | 9-22-26 |
| | Approved by the Board of Education | Date | |

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# KINS 1100: Exercise and Wellness for Everyone

Department of Kinesiology

**Syllabus – Fall 2023**

Excluding materials for purchase, syllabus information may be subject to change. The most up-to-date syllabus is located within the course in HuskyCT.

## Course and Instructor Information

**Course Title: Exercise and Wellness for Everyone**
Class time: Tuesday & Thursday 9:30-10:45
Class location: Gant North 020
Credits: 3
Format: In Person
**Prerequisites:** None
**Professor:** Allison MacKenzie, MS
**Email:** allison.mackenzie@uconn.edu (preferred method of communication)
**Telephone:** 860-486-2569
**Office Hours:** Monday 10:30-12:00, Thursday 12:00-1:30 (book in Nexus, additional hours may be available)
**Graduate Teaching Assistant**: Alex Cairns, alexandrya.cairns@uconn.edu
**Undergraduate Teaching Assistant:** Pranav Sheshadri, Eddie Scott

## Course Materials

Required course materials should be obtained before the first day of class.Required textbooks are available for purchase through the UConn Bookstore (or use the Purchase Textbooks tool in HuskyCT). Textbooks can be shipped (fees apply).

**Required Materials:**

*Health Now, An Integrative Approach to Personal Health*, Version 3.2, Flat World Publishing, 2021.

The University has set minimum device requirements for all students.

Additional instructional materials and links to resources are available from within the HuskyCT course.

## Course Description

This course provides an overview of the five pillars of health (exercise, nutrition, sleep, stress and relationships), specifically emphasizing the role that exercise plays in health promotion and disease prevention across the lifespan by presenting the impacts of exercise in multiple domains including leisure time, culture, community, careers, and the workplace.

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## Course Objectives

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

1. Summarize the five pillars of health (exercise, stress, sleep, nutrition, and relationships), using relevant statistics on trends, incidence and prevalence to understand the role that each plays in health and disease in the United States and world.
2. Identify common tools for assessing and measuring health in each domain, using validated surveys, phone apps, online assessments, and accepted measurement techniques
3. Present student self-evaluations of individual performance in the five pillars of health, identifying potential areas of improvement and strategies for optimizing health in each domain
4. Describe the current American College of Sports Medicine and United States Department of Agriculture recommended exercise and dietary guidelines, considering the risks, benefits and adequacy of these guidelines for the general population as well as athletes
5. Translate the phrase "Exercise is Medicine" into clinical knowledge, understanding the comprehensive role of exercise in treating and preventing disease as well as optimizing health
6. Explain the barriers to using exercise as preventive medicine, focusing on factors such as environment, behavior, government policy, social support, culture and socioeconomic status
7. Discuss a variety of strategies and considerations for using exercise as a prescription for health and disease, focusing specifically on the role of exercise in the U.S. Healthcare System, as an antiaging strategy, in work-life balance, in careers of health and wellness, and in the workplace

## Learning Modules and Objectives

**Module 1: The Five Pillars of Health in our Society**

1. Define the 5 pillars of health.
2. Describe the relative contributions of medical care, genetics, personal behaviors, and environmental factors and how they impact health and wellness.
3. Describe the health and wellness of the US population.
4. Analyze the objectives of how the American College of Sports Medicine, Exercise is Medicine and Healthy People work to improve the health and wellness of the US population.

**Module 2: Stress, Sleep & Relationships as Pillars of Health**

1. Identify the prevalence of stress overload among Americans.
2. Describe the physiological effects of acute stress and chronic stress on human health.
3. Identify your unique stress patterns and behaviors.
4. Examine the effects of lifestyle and habits of thought and behavior on psychological function.
5. Identify risk factors for mental ill health.
6. Discuss the prevalence of disordered sleep in America and how it is related to poor health.
7. Discuss the impact of sleep deprivation on mental and physical function.
8. Analyze your sleep habits to promote better health strategies.
9. Examine determinants of social health for individuals and groups and how it applies to exercise adherence and sports.
10. Discuss the impact of social wellness on overall health.
11. Analyze your social wellness to promote improved overall wellness.

**Module 3: Nutrition as a Pillar of Health**

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1. Discuss the prevalence of poor nutrition and how it relates to overweight and obesity in the US.
2. Identify food patterns that promote health and barriers that present in our society to accessing healthy food patterns.
3. Describe the health consequences of overweight and obesity.
4. Analyze your nutritional needs to promote a healthy diet.
5. Describe the nutritional needs for improved fitness and sports performance.

**Module 4: Exercise as a Pillar of Health**

1. Define physical activity, exercise, and physical fitness.
2. Describe the guidelines for physical activity.
3. Discuss the health benefits of regular physical activity and the risks of inactivity.
4. Analyze your fitness and personal risk for disease to create an exercise plan that meets recommended guidelines to improve health and reduce risk of type 2 diabetes, cardiovascular disease and cancer.
5. Explore how careers in exercise science serve to help individuals meet physical activity guidelines and improve health, fitness and sports performance.
6. Summarize the incidence, prevalence and trends seen specifically in diabetes, cardiovascular disease and cancer in the United States and world.
7. Define risk factors for developing type 2 diabetes, cardiovascular disease and cancer.
8. Discuss the role of exercise in treatment and prevention of disease.

## Course Requirements and Grading

**Summary of Course Grading:**

| Course Components | Weight |
|---|---|
| Homework | 25% |
| Assignments | 25% |
| Behavior Change Project | 40% |
| Participation | 10% |

**Homework**

Each module will have integrative online assignments through the online textbook. These assignments are meant to help you better understand and apply the concepts presented in the chapter to your overall health and wellness. All assignment due dates are outlined in the course schedule. Late assignments will result in grade deductions.

**Assignments**

The course includes four assignments. These integrate the materials presented in class in open ended questions for students to reflect. All assignment due dates are outlined in the course schedule. Late assignments will result in grade deductions.

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**Behavior Change Project**

We all can identify negative behaviors in our life, but the tough part is changing them. The purpose of this assignment is to assess your overall wellness, identify areas of strengths and weakness and determine a behavior you would like to change. Once determined, you will create a plan to improve your overall health and wellness by creating a behavior change plan. A recorded presentation will be submitted that includes analysis of your health and wellness and a plan to improve upon it. Throughout the semester, you will work on your behavior change, setting short term goals and reflecting on your progress in four journals. A final reflection of your change will be submitted at the end of the semester.

**Participation**

Students will learn more by being present and engaged in the class. Classroom discussions and engagement will be assessed using slido and other methods of participation.

**Extra Credit**

There will be opportunities to get involved with a variety of wellness events and activities on campus. These will be announced through HuskyCT and in class. A brief reflection post will be submitted on your experience. Extra credit points will be determined by the extent and time of participation. For example, if you volunteer for 4 hours for the Wellness Fair you may earn more than simply attending the Wellness Fair, but both will count! Details on HuskyCT.

**Grading Scale:**

Information on grades and grading can be found on the Registrar's site and in the catalog:

- Registrar's Information on Grading Scales
- Undergraduate Catalog Grade Information

| Grade Quality | Letter Grade | Percentage |
|---|---|---|
| Excellent | A | 93.0 – 100.0 |
| | A- | 90.0 – 92.9 |
| Very Good | B+ | 87.0 – 89.9 |
| | B | 83.0 – 86.9 |
| Good | B- | 79.9 - 82.9 |
| | C+ | 77.0 - 79.9 |
| Average | C | 73.0 – 76.9 |
| | C- | 70.0 – 72.9 |
| Poor | D+ | 67.0 – 69.9 |
| | D | 63.0 – 66.9 |
| Merely Passing | D- | 60.0 – 62.9 |
| Failure | F | ≤59.9 |

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**Due Dates and Late Policy**
All course due dates are identified in the course schedule. Deadlines are based on Eastern Time; if you are in a different time zone, please adjust your submission times accordingly. *The instructor reserves the right to change dates accordingly as the semester progresses. All changes will be communicated in an appropriate manner.*

Late work that is not submitted via Husky CT before the deadline will receive a 10% grade reduction for every day that it is late. After 10 days the student will receive no credit for the assignment.

**Feedback and Grades**
I will make every effort to provide feedback and grades within a week of submission. To keep track of your performance in the course, refer to My Grades in HuskyCT.

**Weekly Time Commitment**
You should expect to dedicate 9 hours a week to this course. This expectation is based on the various course activities, assignments, and assessments and the University of Connecticut's policy regarding credit hours. More information related to hours per week per credit can be accessed at the Online Student website.

**Student Authentication and Verification**
The University of Connecticut is required to verify the identity of students who participate in online courses and to establish that students who register in an online course are the same students who participate in, complete the course activities and assessments, and receive academic credit. Verification and authentication of student identity in this course will include:

1. Secure access to the learning management system using your unique UConn NetID and password.

## Copyright

*My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I've recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.*

## Student Responsibilities and Resources

As a member of the University of Connecticut student community, you are held to certain standards and academic policies. In addition, there are numerous resources available to help you succeed in your

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academic work. Review these important standards, policies and resources, which include:

- The Student Code
  - Academic Integrity
  - Resources on Avoiding Cheating and Plagiarism
- Copyrighted Materials
- Credit Hours and Workload
- Netiquette and Communication
- Adding or Dropping a Course
- Academic Calendar
- Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships
- Sexual Assault Reporting Policy

## Student Health and Wellness

The University of Connecticut strives to support the optimal well-being of all students. Student Health and Wellness (SHaW) offers a comprehensive set of services including medical care, mental health, and health promotion.

## Students with Disabilities

The University of Connecticut is committed to protecting the rights of individuals with disabilities and assuring that the learning environment is accessible. Students who require accommodations should contact the Center for Students with Disabilities, Wilbur Cross Building Room 204, (860) 486-2020 or http://csd.uconn.edu/.

Blackboard measures and evaluates accessibility using two sets of standards: the WCAG 2.0 standards issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government." (Retrieved March 24, 2013 from Blackboard's website)

## Software/Technical Requirements (with Accessibility and Privacy Information)

The University has set minimum device requirements for all students. **NOTE:** Chromebooks do not meet the minimum requirements.

The software/technical requirements for this course include:

- HuskyCT/Blackboard (HuskyCT/ Blackboard Accessibility Statement, HuskyCT/ Blackboard Privacy Policy)
- Adobe Acrobat Reader (Adobe Reader Accessibility Statement, Adobe Reader Privacy Policy)
- Google Apps (Google Apps Accessibility, Google for Education Privacy Policy)
- Microsoft Office (free to UConn students) (Microsoft Accessibility Statement, Microsoft Privacy Statement)
- Dedicated access to high-speed internet with a minimum speed of 1.5 Mbps (4 Mbps or higher is recommended).
- WebCam

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For information on managing your privacy at the University of Connecticut, visit the University's Privacy page.

**NOTE:** This course has NOT been designed for use with mobile devices.

## Help

This course is facilitated online using the learning management platform, HuskyCT. The IT Knowledge Base provides students with support, troubleshooting, and how-to information about HuskyCT. The IT Knowledge Base includes a video tour of HuskyCT.

For technical help with HuskyCT, you have access to the in-person/live person support options available during regular business hours through the Technology Support Center. You also have 24x7 Course Support outside of business hours, including access to live chat, phone, and support documents.

Technical and Academic Help provides a guide to frequently asked questions for online students.

## Study Groups

Are you interested in forming a study group with other students in the class? There is a study group application in Nexus that can help you get started. View this video for more information.

## Minimum Technical Skills

To be successful in this course, you will need the following technical skills:

- Use electronic mail with attachments.
- Save files in commonly used word processing program formats.
- Copy and paste text, graphics or hyperlinks.
- Work within two or more browser windows simultaneously.
- Open and access PDF files.
- Play videos by Kaltura.

## Evaluation of the Course

Students will be provided an opportunity to evaluate instruction in this course using the University's Student Evaluation of Teaching (SET), which is administered by the Office of Budget, Planning and Institutional Research (BPIR).

Additional informal formative surveys may also be administered within the course as an optional evaluation tool.

## Trigger Warning

I acknowledge that each of you comes to UConn with your own unique life experiences. This contributes to the way you perceive several types of information. In Exercise and Wellness for Everyone, we will cover a variety of topics, some of which you may find triggering. These topics include a variety of topics

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that relate to mental and physical health that some may be sensitive to. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at SHaW Mental Health. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of wellness, and I will support you throughout your learning in this course.

(Enclosure 10)

# 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 9.4.26

Organization/Individual Making Donation HCS PTO
Address 115 LITCHFIELD RD HARWINTON CT 06791
Daytime Phone No. 860 605 8646

Gift/Donation $2450.00 Approximate Value TOTAL $14000 EXPLAINED IN ATTATCHMENT

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)
FUNDS TO BE USED FOR INSTALLATION, MATERIAL, LABOR ETC... FOR THE CREATION OF HCS KIND WORKS MURAL.
(BRIEF DESCRIPTION OF ORGNIZATIONS INITIATIVE ATTATCHED)

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? INSTALLATION, MATERIALS ETC ARE ALL INCLUDED IN THE FINAL COST.

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 REQUIRED

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.)
NOT APPLICABLE.

MELODIE ANDRIGHETTI
(Signature of officer of organization or individual making donation)

**Acceptance Signatures:**

Building Principal

Superintendent of Schools ($101 - $999.99)

Date Approved by Board (if applicable)

Kind Works Initiative

Proposed Community Mural Project for Harwinton Consolidated School

Project Overview

Harwinton Consolidated School is seeking approval to participate in a collaborative mural project through the Kind Works Initiative, a program centered on bringing students and school communities together through the creation of meaningful, large-scale public artwork.

The Kind Works mural program is designed to be much more than the installation of a finished piece of art. The process actively involves students in creating the individual components of the mural, allowing children to contribute directly to a permanent piece of artwork displayed within their school community. The completed mural becomes both a visual representation of school pride and a lasting reminder of what students can accomplish when they work together toward a common goal.

About the Kind Works Initiative

Kind Works uses collaborative art projects to promote themes of kindness, connection, inclusion, creativity, and community. Rather than having an artist simply create and install a mural for a school, the program provides students with an opportunity to participate in the artistic process themselves.

Under the guidance of the Kind Works team, students help create the individual pieces that ultimately come together to form the larger mural. This hands-on approach allows students of varying ages and artistic abilities to participate in a shared project while reinforcing the idea that every individual contribution has value.

The finished artwork serves as a visual representation of that concept: many unique pieces coming together to create one unified work.

Proposed HCS Mural

The proposed design for Harwinton Consolidated School would incorporate a Husky paw print, creating a piece that is immediately recognizable as a symbol of HCS and our school community.

Students would be heavily involved in the creation process, including making and staining the individual tiles or pieces that will ultimately form the completed mural. Kind Works would provide the guidance and structure necessary to bring the individual student-created components together into a cohesive, professionally finished installation.

The goal is to create something that feels distinctly connected to HCS while allowing students to have genuine ownership in its creation.

Project Funding

The total cost of the Kind Works mural project is $4,000.

HCS has been awarded a $1,550 grant through Kind Works to help support the project. The remaining $2,450 has been approved for funding by the HCS PTO.

As a result, the full project cost has been secured through the combination of grant funding and PTO support.

Purpose of Board of Education Approval

With funding now secured, approval from the Board of Education would allow HCS to move forward with Kind Works to coordinate the student participation portion of the project, finalize the mural design and location, and establish a timeline for creation and installation.

This project presents an opportunity to create something both meaningful and lasting for Harwinton Consolidated School, one that celebrates art, kindness, collaboration, and Husky pride while giving HCS students the unique experience of helping create a permanent piece of their school's story.

Melodie Andrighetti

HCS PTO Board Member

860.605.8646


Bethlehem Elementary School
be
kind
2026




Back to Enclosure 1