REGIONAL SCHOOL DISTRICT #10
Regular Meeting of the Board of Education
24 Lyon Road, Burlington, CT 06013
Monday, October 19, 2026,
7:00 p.m.

Enclosure 1

Draft Minutes

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

Absent:
Scott Savelle, Chairman
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
John Osowiecki, Senior at Lewis Mills
Guiliana Battisto, Junior at Lewis Mills

Acting Chair: Vice Chairman Thomas Fausel presided in the absence of the Chairman.

Call to Order	The meeting was called to order by Chairman, Thomas Fausel, at 7:00 p.m.
Pledge of Allegiance	The Pledge of Allegiance was recited.
Recognition	Region 10 athletic teams and students were recognized for their support and efforts to raise awareness and funds to promote Breast Cancer Awareness during the month of October.
Communication	**Student Representatives' Report:** **John Osowiecki,** shared with the Board that Lewis Mills recently celebrated Spirit Week, which included activities such as Pajama Day, Backpack Day, and Color Day. Homecoming was also recently held and had a good turnout. The senior class took a field trip to Boston, MA, while other high school students took the PSAT. The first quarter ends on October 30th.

Communication Continued	Upcoming events include parent-teacher conferences, college application, Senior Halloween Parade, and the Senior Citizen Prom. **<u>Guiliana Battisto</u>** reported to the Board that Spirit Week and the Homecoming dance were recently held, with strong attendance and participation. Lewis Mills High School athletic teams are performing well. The girls' rowing team will be going to Saratoga Springs, NY to compete. Fall sports teams will be holding their Senior Nights over the next several weeks to recognize and celebrate their Senior athletes. **<u>Superintendent's Report:</u>** Superintendent Thompson recently attended the Burlington Chamber of Commerce's monthly meeting. In April, RSD 10 will host a meeting of the Burlington Chamber of Commerce. Last weekend district administrators met with a representative from Shipman & Goodwin LLP to learn about recent changes to Connecticut statutes affecting public education. Over the weekend the Superintendent attended the Husky Hustle event at Harwinton Consolidated School, sponsored by the PTO. Although the air was cool, spirits were high. Lake Garda Elementary School recently held a successful Read-a-Thon. At the end of the week, the school celebrated students' hard work and dedication to reading with a school-wide assembly, during which the principal was slimed! **<u>Board Chair Report:</u>** Chairman Fausel discussed the upcoming November 2nd election, which will include a referendum related to RSD 10. He encouraged everyone to vote and to remind members of the community to participate in the election.
Approval of Minutes	A **motion** was made by Cassandra DuBois and seconded by Rachel McFadden to accept/approve September 14, 2026, minutes. All in favor; none opposed; 1 abstain; motion passed.
Consent Agenda	**Approval of the Financial Report dated September 30, 2026, and Personnel Report:** 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	**<u>Budget Schedule - 2026-2027 BOE budget season schedule:</u>** The Board will review the 2026- 2027 budget schedule. This will be an action item on November agenda.

Business Continued	**Regular Meeting Schedule - 2027-2028 BOE meeting schedule:** After discussion the Board agreed this item will be an action item on November agenda. **Donation - Lewis Mills - Athletic booster club**: The donation will be an action item on the November BOE agenda. **Field trip - Lewis Mills - Harvard Model UN conference Boston, MA:** The field trip will be an action item on November BOE meeting agenda. **Field trip - Lewis Mills - Girl's lacrosse, Camp Jewell:** Camp Jewel field trip will be an action item on the November BOE agenda. **New course proposal - UCONN ECE Exercise & Wellness for everyone:** After review and discussion, the Board agreed the new course proposal will be an action item on the November BOE agenda. **Continuous Improvement:** The Elementary and Middle School Principals presented an overview of the 2025-2026 student achievement data along with their 2026-2027 School Continuous Improvement Plans.
Action Items	**Donation - Kind works mural HCS:** A **motion** was made by Scott Ragaglia and seconded Cassandra DuBois to accept/approve the HCS Kind works mural donation. All in favor; none opposed; motion passed.
Board Committee Reports	**Athletic Strategic Planning** – Have not met. **Building Committee** – Have not met. **Curriculum** – The committee met on September 22nd to review the new ECE class. The Director of Teaching & Learning provided an overview of the start of the school year. The next meeting is scheduled for November 3, 2026. **Communication** – The committee met on September 29th to review Superintendent Thompson's proposed communication schedule for the district's facilities referendum. The committee also discussed the upcoming issue of *The School Bell*. **Facilities** – The committee met on October 14th. The Director of Facilities presented an overview of the work completed on district buildings and grounds over the summer. The HCS donation mural was also discussed and reviewed. **Finance** – The committee is scheduled to meet November 4th. **Policy** – Have not met. They will meet if needed to review Board policies with the up-and-coming statutory changes. **Security** –Have not met.

Board Committee Reports Continued	**<u>Superintendent's Evaluation</u>** –Met September 21st to review the Superintendents goals. **<u>Technology</u> –** Is planning to meet in November.
Upcoming Meetings	Board of Education Regular meeting; Monday, November 9, 2026, 7:00 p.m. in the Har-Bur Media Center.
Adjourn	A **motion** was made by Cassandra DuBois and seconded by Scott Ragaglia to adjourn the meeting at 8:40 p.m. All in favor; none opposed; motion passed.

_____ _____

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
October 31, 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	$ 4,858,365	$ 17,130,218	21,988,583	97.92%	$ 465,971
112 Non-Cert. Personnel	7,225,472	1,752,622	4,979,862	6,732,484	93.18%	492,988
120 Temporary Wages	328,500	24,433	10,088	34,520	10.51%	293,980
Total Personnel:	**$ 30,008,526**	**$ 6,635,420**	**$ 22,120,167**	**$ 28,755,587**	95.82%	**$ 1,252,939**
210 Group Disability Insurance	$ 40,909	$ 14,323	$ -	$ 14,323	35.01%	$ 26,586
220 Social Security	969,203	219,588	42,915	262,503	27.08%	706,700
230 Retirement Contributions	309,500	55,669	144,331	200,000	64.62%	109,500
240 Tuition Reimbursement	42,000	843	165	1,008	2.40%	40,993
250 Unemployment Comp.	9,460	661	2,415	3,076	32.52%	6,384
260 Workers Compensation	299,900	131,351	149,742	281,093	93.73%	18,807
270 Health/Life Benefits	5,788,000	2,479,628	989	2,480,617	42.86%	3,307,383
Total Benefits:	**$ 7,458,972**	**$ 2,902,062**	**$ 340,557**	**$ 3,242,619**	43.47%	**$ 4,216,353**
310 Admin. Services	$ 23,350	$ 5,258	$ 200	$ 5,458	23.38%	$ 17,892
320 Prof. Education Services	45,000	12,575	8,450	21,025	46.72%	23,975
330 Other Professional Services	400,939	629,228	1,186,621	1,815,849	452.90%	(1,414,910)
Total Purchased Services	**$ 469,289**	**$ 647,061**	**$ 1,195,271**	**$ 1,842,332**	392.58%	**$ (1,373,043)**
410 Utility Services	$ 671,000	$ 143,807	$ 42,684	$ 186,492	27.79%	$ 484,508
411 Septic/Water Systems	57,000	4,798	13,268	18,066	31.69%	38,934
412 LGS Sewer Annual Fee	38,500	-	35,512	35,512	92.24%	2,988
420 Cleaning Services	8,800	1,700	6,315	8,015	91.08%	785
421 Disposal Services	78,000	19,457	54,543	74,000	94.87%	4,000
422 Snowplowing Services	110,000	-	135,000	135,000	122.73%	(25,000)
424 Grounds Upkeep	47,500	10,684	767	11,451	24.11%	36,049
425 Security	34,300	4,528	1,667	6,195	18.06%	28,105
430 Repairs/Maintenance Ser.	469,807	180,431	111,752	292,183	62.19%	177,624
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:	**$ 1,536,057**	**$ 360,879**	**$ 404,600**	**$ 765,478**	49.83%	**$ 770,579**
519 Transport/Reimbursable	$ 2,923,037	$ 907,457	$ 2,078,227	$ 2,985,684	102.14%	$ (62,647)
520 Insurance	351,062	182,176	148,696	$ 330,872	94.25%	20,190
530 Communication/Telephone	62,407	18,259	-	18,259	29.26%	44,149
531 Postage	20,400	6,770	10,768	17,538	85.97%	2,862
540 Advertising	4,918	1,348	6	1,354	27.52%	3,564
550 Printing & Binding	20,986	6,216	-	6,216	29.62%	14,770
561 Tuition to LEAs	234,942	93,939	57,380	151,318	64.41%	83,624

Regional School District #10
Expenditure Report by Object
October 31, 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	1,015,849	1,233,025	2,248,873	89.65%	259,609
580 Prof Develop/Reimb Travel	43,275	6,944	962	7,906	18.27%	35,369
590 Misc. Purchased Services	250,928	72,932	139,175	212,107	84.53%	38,821
591 Student Activities	12,250	2,392	1,368	3,760	30.69%	8,490
Total Transport. & Other	**$ 6,432,687**	**$ 2,314,281**	**$ 3,669,606**	**$ 5,983,887**	93.02%	**$ 448,800**
610 Supplies	$ 480,237	$ 176,288	$ 89,919	$ 266,207	55.43%	$ 214,030
611 Software	468,359	412,397	8,759	421,156	89.92%	47,203
621 Natural Gas	45,000	3,794	-	3,794	8.43%	41,206
623 Propane	11,000	715	-	715	6.50%	10,285
624 Fuel Oil	413,750	25,733	-	25,733	6.22%	388,017
626 Gasoline	6,500	2,507	-	2,507	38.57%	3,993
640 Textbooks	88,746	69,018	4,109	73,127	82.40%	15,619
641 Library Books	20,800	8,048	3,213	11,260	54.14%	9,540
642 Periodicals	4,129	3,457	-	3,457	83.73%	672
Total Supplies:	**$ 1,538,521**	**$ 701,956**	**$ 106,000**	**$ 807,956**	52.52%	**$ 730,565**
741 Replace Inst. Equipment	$ 11,740	$ 4,421	$ 832	5,253	44.75%	$ 6,487
742 Replace Non-Inst. Equip.	249,500	7,414	2,224	9,638	3.86%	239,862
743 New Inst. Equipment	11,658	20,297	-	20,297	174.10%	(8,639)
744 New Non-Inst. Equipment	-	-	-	-	#DIV/0!	-
Total Equipment:	**$ 272,898**	**$ 32,131**	**$ 3,057**	$ 35,188	12.89%	**$ 237,710**
810 Dues & Fees	$ 56,520	$ 36,956	$ 699	$ 37,655	66.62%	$ 18,865
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	139,749	45,632	185,382	95.66%	8,418
840 Emergency/Contingency	-	-	-	-	#DIV/0!	-
Total Bond & Misc.	**$ 1,799,351**	**$ 1,134,296**	**$ 46,331**	**$ 1,180,628**	65.61%	**$ 618,724**
GRAND TOTALS:	**$ 49,516,302**	**$ 14,728,086**	**$ 27,885,588**	**$ 42,613,674**	86.06%	**$ 6,902,627**

Budget Journal Entries Report

Fiscal Year: **2026-2027**

Type: Budget Journal **From Date:** 10/1/2026 **To Date:** 10/31/2026

Entry Number / Line	Entry Date	Account	Memo / Line Memo	Batch / Reference	Voucher / Check #	Journal	Debits	Credits	User ID
13			Kiln repair	Budget Transfers		0	Adjustment		995.slaone
1	10/30/2026	100.07.1120.01.610	SUPPLIES: HB ART		Check Number		$0.00	($389.00)	
2	10/30/2026	100.09.2210.01.430	REPAIR & MAINT: LSM ART		Check Number		$389.00	$0.00	
							$389.00	($389.00)	
					Grand Total:		$389.00	($389.00)	

End of Report

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

ITEM	2026-2027 BUDGET	RECEIVED Y.T.D	%	REMAINING BALANCE
* * *OPERATING BUDGET* * *				
BURLINGTON	$ 33,220,320.00	$ 10,250,453.00	30.86%	$ 22,969,867.00
HARWINTON	$ 15,482,684.00	$ 4,777,334.00	30.86%	$ 10,705,350.00
INTEREST	$ 140,000.00	$ 40,546.67	28.96%	$ 99,453.33
TUITION	$ 60,000.00	$ 34,040.00	56.73%	$ 25,960.00
MISCELLANEOUS	$ -	$ -		$ -
TRANSPORTATION	$ -	$ -		$ -
TOTAL OPERATING REVENUE	$ 48,903,004.00	$ 15,102,373.67		$ 33,800,630.33

Enclosure 3

Leaves of Absence:

Name	Position	School

Resignations:

Name	Position	School
Crystal Protinick	Special Education Paraeducator	Lake Garda Elementary School

Retirements:

Name	Position	School	Effective

Appointments:

Name	Position	School
William (Bill) Adam	Special Education Paraeducator	Lake Garda Elementary School
Matthew Gergley	One Year Building Sub.	Lewis S. Mills High School
Lisa Drew	Special Education Paraeducator	Lake Garda Elementary School

Nov-26

Enclosure 4

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 10/20/2026

Organization/Individual Making Donation Lake Garda PTA
Address 61 monce rd burlington CT
Daytime Phone No. 860-682-2597

Gift/Donation 2 day Animal program Approximate Value $1,600

Real Property _____ Personal Property _____

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

Yes X Consulted with _____

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

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

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

_____

_____

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

If yes, who will pay for these costs? _____

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

_____

_____

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

~~No cost- 45 minute program for prek, k and 1st with animal lesson and animal visit~~ (spread across 2 days)
~~Event to be held in March 2027~~

_____
(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)

1ST - 2ND GRADE PROGRAMS

Five Senses: Students will engage their five senses through hands-on activities with live animals, discovering how both humans and animals use their senses to navigate the world. This program emphasizes sensory adaptations in nature.

Backyard Nature: Students will explore their local environment and meet live animals that thrive in backyard habitats. They'll learn how wildlife interacts with human spaces and discuss ways to protect and support local ecosystems.

Habitats: This program introduces students to different types of habitats, from forests to deserts and ponds. They'll learn about the animals that live in these environments and how each has adapted to survive there, with live animal encounters enhancing the experience.

It's Alive!: Students will explore the variety of life forms on Earth, learning how different species of animals, plants, and insects grow and survive. The program includes live animal demonstrations to illustrate concepts of diversity and adaptation.

Life Cycles: Through live examples, students will learn about the life cycles of various organisms, from butterflies to chickens. They will investigate how different animals grow from young to adult and the factors that influence their development.

Predator/Prey: This program helps students understand food chains and ecosystems by exploring the relationship between predators and their prey. Live animals representing both predator and prey species will be present to make these concepts tangible.

Preparing for Winter: In this program, students will discover how animals prepare for winter, whether through hibernation, migration, or food storage. The program includes live animals that experience these seasonal changes to engage students with real-world examples.

Storybook Series: Students will engage with literature through stories paired with live animals that bring the narrative to life. Stories are selected to reflect natural themes, helping students connect with nature and animals in an interactive way.

PK - KINDERGARTEN PROGRAMS

Movement in Nature: Discover how animals use their bodies to move in different ways. Students will meet live animals like snakes, chinchillas, and geckos, learning how creatures jump, slither, and climb to survive.

Five Senses: Explore the five senses through interactive experiences with live animals. Students will learn how humans and animals use hearing, sight, smell, taste, and touch to interact with the world around them.

Backyard Nature: Dive into your backyard and discover the creatures living around us. From butterflies to birds, students will meet live animals and learn how they interact with the environment.

Habitats: Take a trip through various habitats and learn how animals adapt to survive in places like forests, ponds, and deserts. Students will meet creatures from each environment, including mice, snakes, and turtles.

It's Alive!: Explore the fascinating diversity of life on Earth! Students will investigate animals, insects, and plants, learning what makes them similar and different through hands-on activities and live animal encounters.

Life Cycles: Discover how animals grow and change over time, from eggs to adulthood. Students will explore the life stages of butterflies, chickens, and mealworms, with live examples to bring the lesson to life.

Predator/Prey: Explore the dynamic relationship between predators and their prey. Through live demonstrations, students will learn about food chains and how animals adapt to catch their food—or avoid being caught.

Preparing for Winter: Learn how animals survive the cold months by preparing for winter. Students will explore behaviors like migration, hibernation, and food storage with live animals that experience these changes.

Storybook Series: Step into the world of classic children's stories, paired with live animals that bring the stories to life. Whether it's The Very Hungry Caterpillar or The Mitten, students will engage with literature in a hands-on way.

Enclosure 5

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

Date: 9/24/26

PROCEDURE

Title: Health Now: An Integrative Approach to Personal Health v4.0
Author, Editor, or Compiler: Linda B. White & Jennifer K. Frediani
Type of Material: Textbook
Publisher or Producer: Flatworld
Publication Date: 2024
List Price: $61.95
ISBN-979-8-88794-085-4 (Digital) ISBN-979-8-88794-084-7 (Paperback)
Recommended for use in grade: 11th & 12th
Subject Area: Wellness- UConn ECE Selective
Recommended by: Erik McKay & UConn ECE Program (This is the assigned textbook by UConn)

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

	Year 1	Each subsequent year (2-6)	Total for 7 Years
Flatworld **RECOMMENDED**	$61.95 x 25 = $1,548.75 (Shipping $83.00) Total Cost- $1631.75	15 licensures/yr @ $34.95= $524.25 (5 additional years TOTAL = $2,621,25 (Accessibility Tool)	**$4,253**
Amazon (V- 3.2, 4.0 not available on Amazon currently)	$94.00 x 25 = $2,350.00 (Free Shipping w/ Amazon) Total Cost- $2,350.00	15 licensures/yr @ $34.95= $524.25 (5 additional year TOTAL = $2,621.25 (Accessibility Tool)	**$4,971.25**
Vital Source	n/a	15 licensures/yr @ $64.95= $974.25 (5 additional year TOTAL = $4,871.25 (Accessibility Tool)	**$4,871.25 (Still no paperback copies included with this option)**

HOW DO THESE MATERIALS RATE?

1. **To what extent do these materials enhance the present curriculum? (for example e.g. the course goals, objectives)**
   This text will be used as the consistent resource for students taking the UConn ECE Exercise & Wellness for Everyone (KINS 1100) and will help them gain a firm, guided understanding of the subject/content/ topics of the course. The paperback text is noticeably more current when compared to other texts and is the required/assigned text for the ECE/UConn class.

2. **What is the readability level (DRP) and please explain below the suitability of the material for the grade level.**
   DRP NOT AVAILABLE. The text is meant for college-aged students, typically aged 18, but appropriate for a Grade 11/12 UConn ECE class. In addition to this, there are online resources that will help students

access the material/text with technology and include video segments or additional readings to help students access the material.

3. **Is there a specific targeted student audience?**
   The textbook is targeted for juniors/seniors who are enrolled in the UConn Early College Experience (ECE) - Exercise & Wellness for Everyone. This class will be offered to juniors & seniors as a Wellness selective and earn 3 UConn credits upon successful completion/passing grade of the class. (currently a grade of C or higher as dictated by UCONN).

4. **Are any critical reviews available to assist in determining appropriateness?**
   Critical reviews are unavailable for the text, but this text has been vetted by UCONN and has been in use as a required text for this course in excess of four years, including earlier published versions of the text.

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

   Based on the stated goals and features of Health Now: An Integrative Approach to Personal Health v4.0, the material supports students' intellectual, social, and emotional development by promoting health literacy, critical thinking, personal responsibility, and informed decision-making. The text encourages students to evaluate credible health information, understand the effects of lifestyle choices, and develop skills for maintaining lifelong wellness.

   Socially, the text helps students recognize how personal health behaviors affect relationships, families, communities, and the broader environment. Topics such as diversity, contemporary health issues, and discussion-based learning activities encourage respect for others, effective communication, and awareness of different perspectives.

   Emotionally, the textbook promotes self-reflection through self-assessments, discussion questions, and wellness-focused content that helps students develop self-awareness, stress-management strategies, healthy habits, and the confidence to make positive health choices. Its emphasis on prevention, healthy aging, and overall well-being supports students in developing resilience and lifelong healthy behaviors

6. **Identify any material or sensitive issues or ideas presented in the textbook.**
   After speaking with the UConn ECE advisor, the following chapters/content are **not** a part of the coursework for this particular class.
   - Ch. 7- Sexual & Reproductive Health
   - Ch. 12- Personal Safety
   - Ch. 13- Immune System Health
   - Ch. 16. Environmental Health
     - Ch. 6- Social & Gender Health (Only the social health sec 6.1- Defining Social Health) is covered, which explores the influence of social connectedness on health factors that foster healthy relationships.

7. **How will the teaching staff deal with these areas?**
   When addressing topics related to social health (all instruction/lessons will **exclude** topics on sex, gender, and sexual relationships). Topics and lessons will be facilitated by developmentally and age-appropriate discussions that emphasize respect, empathy, personal responsibility, and healthy decision-making. Instruction will focus on helping students understand the concepts of social health, healthy relationships, and internal/external influences outside of sexual health. As outlined in the course approval document submitted and approved by the subcommittee on September 22nd, 2026, covered topics will be in chapters 1 – 6, 8 – 11, 14, 15. (See copy of the text submitted for review).

Teachers will create a safe, inclusive, and respectful learning environment where students are encouraged to consider diverse perspectives, respect individual differences, and recognize the impact of their choices on themselves and others. As previously mentioned, there will be no conversation in the chapters on gender/sexuality. The focus of the course and use of the text will be on social health with an emphasis on communication skills, mutual respect and emotional well-being.

All instruction will align with district expectations, state standards, and school policies while remaining sensitive to the developmental needs and maturity levels of students in grades 11 and 12.

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

More so than the text allowing for flexible grouping, our High-Quality Learning components that guide our instructional design and delivery will ensure.

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

Health Now: An Integrative Approach to Personal Health v4.0 appears to strongly support district guidelines related to gender equity by presenting health information in an inclusive and respectful manner. The textbook includes contemporary coverage of diverse health topics and emphasizes the importance of understanding health issues across diverse populations. The content promotes respect for individual differences, avoids limiting discussions to traditional gender roles, and encourages students to consider health and wellness from multiple perspectives. Based on the available review materials, the text provides equitable access to health information and supports an inclusive learning environment for all students.

The material generally aligns with district expectations for gender equity by representing diverse identities and experiences within a health education context while focusing on evidence-based health literacy, wellness, and personal decision-making.

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

The format is that of a standard textbook, with an appropriate number of illustrations, visual aids, charts, discussion activities, etc. The latest edition was published in 2024 and covers current/up to date information as of that time.

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

n/a- This book was not piloted at LSM

12. What supplemental aids come with the materials?

Health Now: An Integrative Approach to Personal Health v4.0 is supported by a variety of supplemental instructional aids designed to enhance student learning and teacher implementation. These materials include an instructor's manual, presentation slides, test banks, integrated quizzes, flashcards, and an online homework system. The text also features more than 60 curated video links, chapter podcasts, self-assessments, discussion questions, key terms, learning objectives, and end-of-section key takeaways that reinforce content and promote student engagement. In addition, the digital platform provides searchable online access and AI-supported study tools to assist students in reviewing and understanding course material. Flatworld uses its own proprietary AI tool, only meant to support the textbook and is a closed-circuit instrument.

13. Technology/Software uses?

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

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

The teaching resources in the manual include:

- Homework
- Instructor's Manual
- PowerPoint Lecture Notes
- Test/Quizzes
- Other Supplements (Video learning segments, cases, lab manuals, etc.)

15. Any assessments/tests, books provided?

Yes, there is a test/quiz bank that comes at the end of each chapter, which include multiple choice, true/false, fill-in-the-blank, and discussion/open ended questions. Questions are categorized by chapter, making it easy to build tests/quizzes that are meaningful to the content being taught. The ECE-approved course syllabus directs major assessments, including long-term projects and the weights of the categories within the course.

Approved by the Coordinator _____ Date 10/30/26

Reviewed by Principal(s) _____ Date 10/30/26

Reviewed by Dir. of Teaching & Learning Donetta Romeo-Rivera Date 10.20.26

Reviewed by Curriculum Committee Rachel McFarlane Date 11-3-26

Approved by Board of Education _____ Date _____

(Enclosure 6)

REGIONAL SCHOOL DISTRICT #10

2026/2027 Schedule

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

Board of Education/Regular Mtg Meeting with Town Selectman & Board of Finance 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 Superintendent's Proposed Budget FY 2027/2028	Monday, February 8, 2027
Board of Education Workshop	Monday, March 1, 2027 7 to 9pm
Board of Education Workshop/Regular Mtg	Monday, March 8, 2027 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 **Vote on Superintendent's Proposed Budget**	Monday, March 29, 2027 7 pm
Annual Meeting on District Budget	Monday, May 3, 2027 7pm
Proposed Referendum Date – District Budget	Tuesday, May 4, 2027

(Enclosure 7)

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

DATE	**TIME**	**LOCATION**
August 23, 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 8)

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 9)

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 10)

Regional School District #10
Field Trip Request Form

Revised 9/2025

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: 4/12/27-4/14/27 **Total Students:** ≈ 20-25 **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.00

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: RS

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

Bus costs will be paid by: (Check all that apply)
Budget Acct #: _____ School PTA/PTO (Teacher to arrange for payment) _____
Student Acct #: 502.09.5132.00.591 Grant: _____
Other: Please specify: _____

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

Number of Pre-Approved Chaperones: 4

Chaperone Names:
Rose St.Hilaire
Jen Otte
Chris Borda
Matt Gilbert

Cell Phone #: 860-593-0390 (Rose primary contact)

Signature of Teacher — Date: 10/15/26

Signature of Principal — Date

Signature of Director of Teaching & Learning: Vonetta Romeo-Rivera — Date: 10.15.26

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

DIRECTIONS & CONTACT INFORMATION

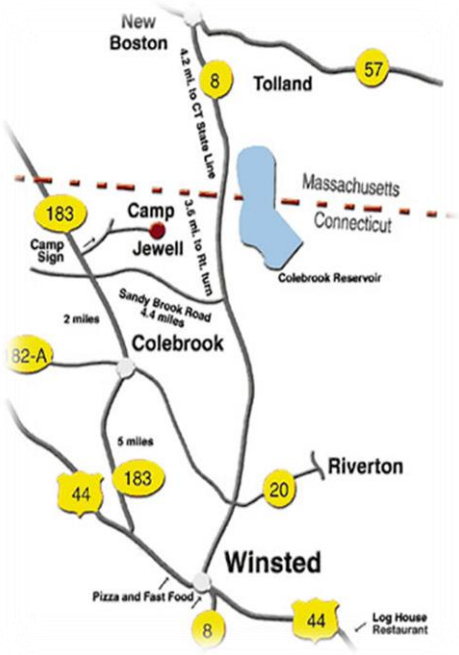
Camp Jewell YMCA: 6 Prock Hill Rd, Colebrook, CT 06021

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!

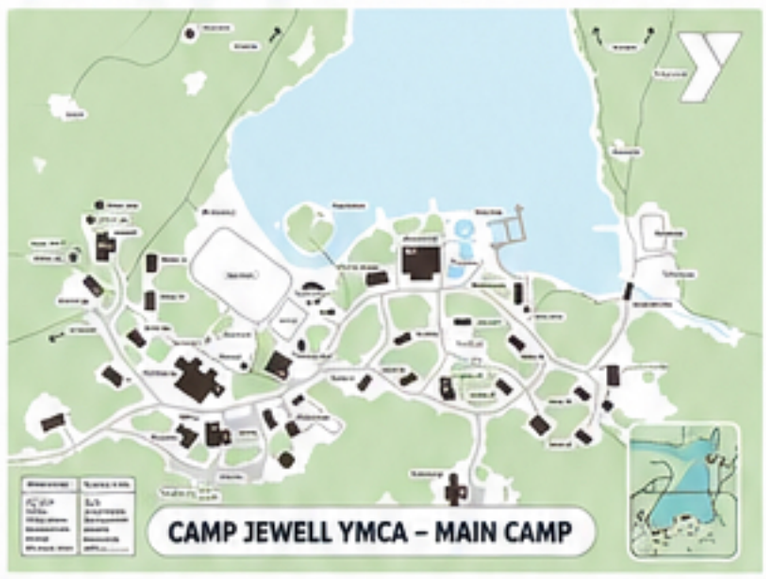
TRANSPORTATION

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



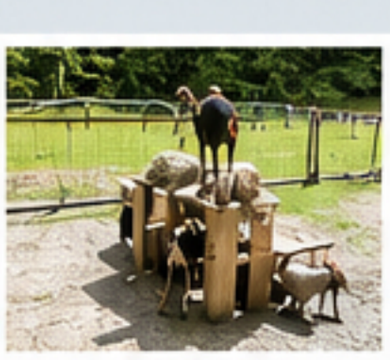
Crafts



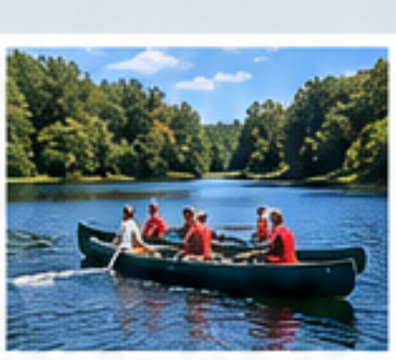
Ropes Course Activities



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 11)

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. - INF 2.1.12 Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors. - INF 2.2.12 Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors. - INF 2.5.12 Analyze the effect of media and technology on personal, family, and community health. - INF 2.6.12 Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health practices and behaviors for oneself and others. **Standard 3 Accessing Information**: - AI 3.1.12 Evaluate the validity and reliability of health information, products, and services. - AI 3.2.12 Determine the accessibility of valid and reliable health products and services. - AI 3.3.12 Determine when professional health services may be required. - AI 3.4.12 Use resources that provide valid and reliable health information, products, and services. - 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. - IC 4.2.12 Demonstrate effective peer resistance (refusal skills), negotiation, and collaboration skills to avoid engaging in unhealthy behaviors. - IC 4.3.12 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict. - IC 4.4.12 Demonstrate how to effectively ask for assistance to improve personal health. - IC 4.5.12 Demonstrate how to effectively offer assistance to improve the health of others. **Standard 8 Advocacy**: Students will demonstrate the ability to advocate for personal, family, and community health. - AV 8.1.12 Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages. - AV 8.2.12 Persuade and support others to make positive health choices.
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. - INF 2.1.12 Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors. - INF 2.2.12 Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors. - INF 2.3.12 Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors. - INF 2.4.12 Analyze how laws, rules, and regulations influence health promotion and disease prevention. - INF 2.5.12 Analyze the effect of media and technology on personal, family, and community health. - INF 2.6.12 Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health practices and behaviors for oneself and others.
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. - 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. - IC 4.2.12 Demonstrate effective peer resistance (refusal skills), negotiation, and collaboration skills to avoid engaging in unhealthy behaviors. - IC 4.3.12 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict. - IC 4.4.12 Demonstrate how to effectively ask for assistance to improve personal health. - 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. - SM 7.1.12 Analyze the role of individual responsibility in enhancing personal health. - SM 7.2.12 Evaluate and assess personal practices and behaviors that reduce or prevent health risks. - SM 7.3.12 Demonstrate healthy practices and behaviors to improve the health of oneself and others. - SM 7.4.12 Make a commitment to practice healthy behaviors. **Standard 6 Goal Setting:** - GS 6.1.12 Assess personal health practices and behaviors. - GS 6.2.12 Set a realistic personal health goal. - GS 6.3.12 Assess the barriers to achieving a personal health goal. - GS 6.4.12 Develop a plan to attain a personal health goal. - GS 6.5.12 Implement strategies, including self-monitoring, to achieve a personal health goal. - GS 6.6.12 Use strategies to overcome barriers to achieving a personal health goal. - 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. - DM 5.1.12 Examine barriers to healthy decision making. - 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. - DM 5.4.12 Predict potential short and long-term consequences of alternatives to health-related decisions. - DM 5.5.12 Choose a healthy alternative when making a health-related decision. - 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. 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**	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 access 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.

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.

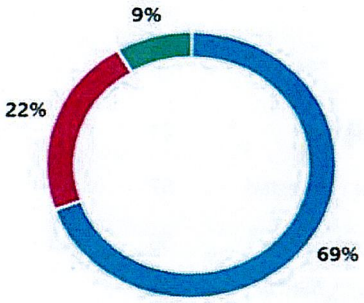
6. Special features of this course: (interdisciplinary collaboration, student certification upon completion etc.)

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):

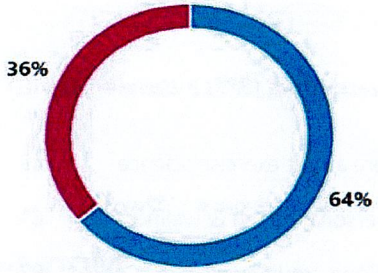
2. What is your current grade level?

10	98
11	31
12	12



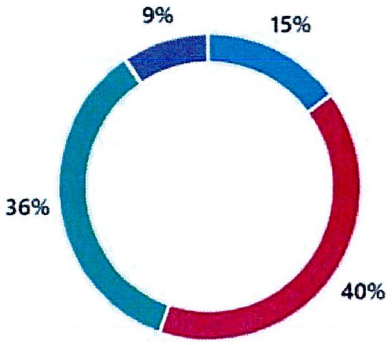
3. Have you heard of OR taken UConn ECE courses before?

Yes	90
No	51



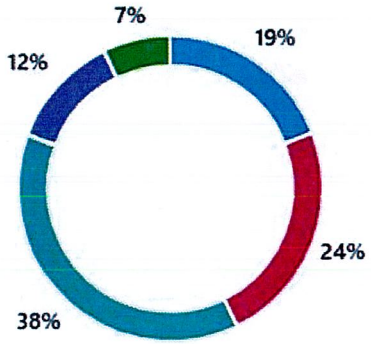
4. How interested are you taking KINS 1100: Exercise & Wellness for Everyone?

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



5. What interests you most about this course?

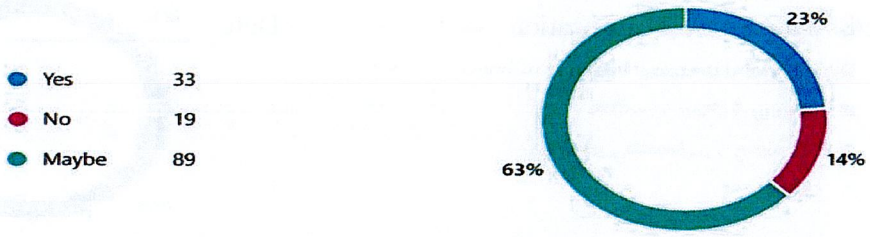
Learning more about exercise science	49
Improving personal health & wellness	61
Earning 3 UConn credits	97
Exploring a potential career path	31
Other	18



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.

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