

**BRUNSWICK SCHOOL DEPARTMENT
REVENUE AND EXPENSE REPORT FOR MAY 2015**

School Year 2014-2015

Revenues	Annual Budget	Revenues through 5/31/2015	Remaining Bal.	% Collected
Unapprop. Fund Bal.	3,337,000.00	3,337,000.00	0.00	100.00%
State Subsidy	9,946,831.00	7,880,804.85	2,066,026.15	79.23%
Federal Subsidy	0.00	13,758.19	-13,758.19	0.00%
Local Share	22,188,756.00	22,188,756.00	0.00	100.00%
Tuition	137,000.00	103,134.04	33,865.96	75.28%
Misc.	118,000.00	107,544.67	10,455.33	91.14%
Other	36,000.00	36,000.00	0.00	100.00%
Total Revenue	35,763,587.00	33,666,997.75	2,096,589.25	94.14%

Expenses By Warrant Number	Approved 06/--/14 Approved 08/--/14	Adjustments	Revised Budget	Expended Through 5/31/2015	Remaining Bal.	% Expended
1 Regular Instruction	15,438,450.62	0.00	15,438,450.62	11,450,269.87	3,988,180.75	74.17%
2 Spec. Ed. Instruction	5,024,342.65	0.00	5,024,342.65	3,832,760.28	1,191,582.37	76.28%
3 CTE	777,397.66	0.00	777,397.66	712,614.54	64,783.12	91.67%
4 Other Instruction	667,046.00	0.00	667,046.00	537,302.57	129,743.43	80.55%
5 Student & Staff Support	3,422,777.27	0.00	3,422,777.27	2,713,613.08	709,164.19	79.28%
6 System Administration	827,674.39	0.00	827,674.39	713,483.91	114,190.48	86.20%
7 School Administration	1,463,003.00	0.00	1,463,003.00	1,285,603.48	177,399.52	87.87%
8 Transportation	1,878,023.26	0.00	1,878,023.26	1,585,248.10	292,775.16	84.41%
9 Operation & Maintenance	4,301,719.30	0.00	4,301,719.30	3,211,536.37	1,090,182.93	74.66%
10 Debt Service	1,822,001.85	0.00	1,822,001.85	1,822,001.85	0.00	100.00%
11 All Other	36,000.00	0.00	36,000.00	36,000.00	0.00	100.00%
12 Adult Education	105,151.00	0.00	105,151.00	105,151.00	0.00	100.00%
Total Budget	35,763,587.00	0.00	35,763,587.00	28,005,565.05	7,758,001.95	78.31%

MEA Opt-Out Results
Brunswick 2015

Grade 11	70 students	36%
Grade 8	41 students	23%
Grade 7	19 students	12%
Grade 6	9 students	6%
Grade 5	26 students	14%
Grade 5 (science)	12 students	7%
Grade 4	20 students	11%
Grade 3	11 students	6%

196 total students on MEA not including science.

Estimated Time Training for and Administering Assessments

	<u>2014-2015</u>	<u>Assessments</u>
Coffin (K-2)	1168	Universal Screening, DRA, NWEA
HBS (2-5)	7827	MEA, NWEA, DRA/BAS
BJHS (6-8)	3270	MEA, NWEA, MIHYS, NAEP
BHS (9-12)	887	MEA, NWEA, PSAT
Total District Hours:	13,152	
	1644 work days	

Median teacher salary, MA13, \$53,073

Per diem rate \$290.8109

Teacher Days	1644.00
Per Diem Rate	<u>x 290.81</u>
	\$ 478,091.64
Assessment Materials	<u>+ 51,796.00</u>
	\$ 529,887.64

Assessment Guide Sheet

MEA stands for Maine Education Assessment

NWEA stands for Northwest Evaluation Association

DRA stands for Developmental Reading Assessment

NAEP stands for National Assessment of Educational Progress

BAS stands for Bureau of Assessment Services

MIHYS stands for Maine Integrated Youth Health Survey

PSAT stands for Practice Scholastic Aptitude Test

Universal Screening stands for brief assessments focused on target skills in an RTI model

Brunswick School Board Goals 2015/16

Philosophy/Vision of the Brunswick Public Schools

The Brunswick School Board envisions that all students are part of a community of lifelong learners who are able to contribute positively to society. We provide a comprehensive and rigorous academic program so that all students attain their full potential and make significant contributions to their communities. We strive to ensure that all students will acquire and apply the skills necessary to communicate effectively, to think critically and creatively, and to become responsible citizens of our democratic and global society.

To achieve our vision, the Brunswick School Board focuses on educating students as individuals within a community of lifelong learners. We recognize the worth and dignity of every student in order to provide for maximum intellectual, physical, social and emotional development. In order to reach their full potential, all students will demonstrate proficiency in basic skills, exercise responsible and creative decision making, explore ideas, embrace the aesthetics of life, and be responsible, productive citizens.

Student Achievement

Goal: Review with Administration the effectiveness of programs and services within the district and act to make improvements when deficiencies are identified

Strategic Planning

Goal: Complete community visioning by December

Goal: Draft a facilities plan for the purpose of issuing a bond to improve existing education infrastructure

Fiscal Management

Goal: Develop and adopt a budget that reflects the priorities of the board, the operational plan of the BSD, and maximizes cost efficiency for Brunswick taxpayers

Regional Collaboration

Goal: Reach out to SAD 75 Brunswick Task Force at the board level to evaluate opportunities for improved efficiencies

Goal: Explore opportunities with other districts

Compliance with State Mandates

Goal: Adopt a district wide teacher evaluation system according to state law

Goal: Adopt proficiency based graduation requirements in accordance with state law

Personnel

Goal: Approve a negotiated year extension of the teacher contract

Goal: Begin negotiations on a two year teacher contract as well as bus drivers and ed tech contracts

Evaluation

Goal: Review purpose and annual goals of standing committees

Goal: Conduct mid-year and end year review of these goals to measure school board success

Goal: Review opportunities for innovative programming developed by the Superintendent's working group

Improve Community Outreach

Goal: Hold two regional workshops in different locations in town

Goal: Allot time at board meetings for presentations from our schools and or community organizations involved in our schools on programs serving our students

Town Outreach

Goal: Improve information sharing between the Town Council and School Board

Goal: Explore opportunities for improved efficiencies between town and BSD

Adopted: _____

Unit 1 Introduction to the Hispanic World

Essential Understandings	<ul style="list-style-type: none">•Hispanic identity does not imply uniformity.•There is rich diversity amongst the various nations and places where Spanish is spoken as a result of the spread of the Spanish Empire and its impact on unique cultures.•Movies throughout the world reflect the cultures in which they are created.•Movies play an important roll in documenting history.
Essential Questions	<ul style="list-style-type: none">•What does it mean to be Hispanic?•How do movies reflect Hispanic culture?
Essential Knowledge	<ul style="list-style-type: none">•The Hispanic world encompasses 26 nations on four continents.•Movies are an integral part of popular culture in the U.S. and in the Spanish-speaking world.•Hispanics share a language but have many unique cultural perspectives and practices.•Identity is essential to human beings and can be linked to ethnicity, nationality and characteristics related to the groups one belongs to.
Vocabulary	<ul style="list-style-type: none">•Shot, point of view, character, plot, movie genres, (suspense, comedy, drama, romance, western) names of Hispanic countries, ethnic identity, separatist, indigenous.
Essential Skills	<ul style="list-style-type: none">•Define and use vocabulary properly.•Locate major concentrations of <i>Hispanics</i>.•Examine, compare and contrast the various genres.•Discuss, evaluate and defend, orally, various viewing choices in order to encourage students to think about their viewing choices.

**Related Maine
Learning
Results**

World Languages

Culture

B. Culture

B1. Practice and Perspectives

Students identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken

a. Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken.

b. Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken.

c. Identify differences in cultural practices among peoples that speak the same language.

B2. Products and Perspectives

Students explain how political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken.

B3. Comparison with Own Culture

Students explain how products, practices, and perspectives of a culture(s) in which the target language is spoken contribute to the culture in which the student lives.

a. Identify and compare influential figures from the two cultures.

b. Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the target language is spoken.

Social Studies

A2. Making Decisions Using Social Studies Knowledge and Skills Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.

a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.

b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information.

D1. Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.

	<p>Visual and Performing Arts E. Visual and Performing Arts Connections E1.The Arts and History and World Cultures Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.</p>
<p>Sample Lessons and Activities</p>	<ul style="list-style-type: none"> •Watch Spanish movie clips and identify and explain why they belong to a certain genres. •Watch videos and listen to songs showing Hispanic diversity •Act out/role play situations as Americans, as well as members of various Hispanic regions to demonstrate understanding of some of the basic differences in cultural values. •Analyze how these similarities/differences may reflect societal values. •Discuss stereotypes of Americans and of Hispanics in the world.
<p>Sample Classroom Assessment Method</p>	<ul style="list-style-type: none"> •Evaluation of student performance in class discussion •Oral and written analyses •Personal essay •Show clip- students tell how various elements influence scenes •Role play to demonstrate cultural knowledge
<p>Sample Resources</p>	<ul style="list-style-type: none"> • <u><i>CNN Uncovering America: What is Latino?</i></u> • Song: <u><i>Latinoamérica</i></u> – with English subtitles • Variety of film clips and trailers illustrating genres • News clips and images of Basque, Catalán, Maya peoples not identifying as being Hispanic • Possible film resources: 1492 <i>A Day Without Mexicans (selected parts to illustrate stereotypes)</i> <i>The Mission</i> <i>When Worlds Collide</i> <i>Apocalypto</i>

Unit 2: Family, Traditions and Customs

Essential Understandings	<ul style="list-style-type: none">•There are fundamental differences in the values, customs and traditions across cultures.•There are initiation rites, formal or informal, in all Hispanic cultures.•Education is valued differently in various cultures.•Traditions evolve over time and are passed on through generations•Societies preserve traditions and customs as part of their identities
Essential Questions	<ul style="list-style-type: none">•How is family defined in Hispanic cultures?•How have Hispanic cultures preserved their unique cultural practices?•How are Hispanic values represented in traditions and celebrations?•How is education valued in Hispanic cultures?
Essential Knowledge	<ul style="list-style-type: none">•In most Hispanic cultures family plays a prominent role in the lives of the people.•Initiation rites tend to be formal in third world countries and informal in industrialized societies.
Vocabulary	childhood, adolescence, rites of passage, nuclear and extended family, religion, individuality, nostalgia, customs, cultural identity, tradition, custom
Essential Skills	<ul style="list-style-type: none">•Define and use vocabulary properly.•Examine and discuss a given topic.•Compare and contrast a given topic.

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b. Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the target language is spoken.

Social Studies

A1. Students research, select, and present a position on a *current social studies issue* by proposing and revising research questions, and locating and selecting information from multiple and varied sources.

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a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.

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	<p>•Visual and Performing Arts. E. Visual and Performing Arts Connections E1.The Arts and History and World Cultures Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.</p>
<p>Sample Lessons and Activities</p>	<ul style="list-style-type: none"> •Watch Spanish movies and movie clips and identify unique cultural practices and family relationships •Compare and contrast family structure and relationships in Hispanic countries and the U.S. •Discuss the contrasts between American and Hispanic families •Examine and discuss the ways in which culture is preserved and reflected in customs and traditions •Students share their experiences and ideas about child rearing, education and traditions in order to formulate (an) American popular philosophy (philosophies) regarding these topics •Choose American movies that illustrate this philosophy and defend your choice (oral and written) •Structured, prepared classroom debate
<p>Sample Classroom Assessment Method</p>	<ul style="list-style-type: none"> •Evaluation of student performance in class discussion •Oral and written analyses •Personal essay •Evaluate student dramatization of assigned situation
<p>Sample Resources</p>	<p>Possible Films: <i>Mi Familia</i> <i>Real Women Have Curves</i> <i>Quinceañera</i> <i>El Estudiante</i> <i>The Book of Life</i> <i>La Misma Luna</i> <i>Recycled Lives</i></p> <p>Short videos, images and readings about family, education and various traditions</p>

Unit 3 Challenges and Adversity in the Hispanic World

Essential Understandings	<ul style="list-style-type: none">•Every human being is entitled to fundamental rights known as human rights.•Latin America has a long history of human rights violations.
Essential Questions	<ul style="list-style-type: none">•What are human rights?•How do people react when these rights are denied?•How can individuals change and shape their societies?
Essential Knowledge	<ul style="list-style-type: none">•Human rights abuses exist throughout the world, including Hispanic nations.
Vocabulary	Human rights, dictatorship, communism, free speech, political oppression, potable water, indigenous
Essential Skills	<ul style="list-style-type: none">•Define and use vocabulary properly.•Discuss human rights as defined by the United Nations•Examine, compare and contrast human rights violations and protection in the United States and Hispanic nations•Defend an argument.•Analyze differences/similarities in cultural attitudes toward human rights

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a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others.

b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information.

B1. Students understand the basic ideals, purposes, principles, structures, and processes of constitutional government in Maine and the United States as well as examples of other forms of government in the world.

B2. Students understand the constitutional and legal *rights*, the *civic duties and responsibilities*, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.

e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.

	<p>B3. b. Analyze the <i>political structures</i>, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various <i>historical and recent immigrant groups</i> in Maine and the United States, and those of various world cultures.</p> <p>C1 Students understand the principles and processes of personal economics, the role of market <i>economic systems</i> in the world, and how economics serves to inform decisions in the present and future.</p> <p>e. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth.</p>														
<p>Sample Lessons and Activities</p>	<ul style="list-style-type: none"> •Watch movie clips and identify behaviors and relationships that are different from those in the U.S. and discuss the contrasts •Students share their experiences, ideas, attitudes and opinions regarding death and old age and formulate (an) American popular philosophy (philosophies) regarding these topics •Choose American movies that illustrate this philosophy and defend one's choice (oral and written) •Compare/contrast them to Spanish language films of the same genre through discussion •Analyze how these similarities/differences may reflect societal values 														
<p>Sample Classroom Assessment Method</p>	<ul style="list-style-type: none"> •Evaluation of student performance in class discussion •Oral and written analyses •Personal essay 														
<p>Sample Resources</p>	<p>Possible Films:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>También la lluvia</i></td> <td style="width: 50%;"></td> </tr> <tr> <td><i>No</i></td> <td><i>It's Raining in Santiago</i></td> </tr> <tr> <td><i>Cautiva</i></td> <td><i>Sin Nombre</i></td> </tr> <tr> <td><i>Voces Inocentes</i></td> <td><i>Which Way Home</i></td> </tr> <tr> <td><i>The Devil's Miner</i></td> <td><i>La Lengua de las Mariposas</i></td> </tr> <tr> <td><i>Romero</i></td> <td><i>Pan's Labyrinth</i></td> </tr> <tr> <td><i>When the Mountains Tremble</i></td> <td><i>Bolivia</i></td> </tr> </table>	<i>También la lluvia</i>		<i>No</i>	<i>It's Raining in Santiago</i>	<i>Cautiva</i>	<i>Sin Nombre</i>	<i>Voces Inocentes</i>	<i>Which Way Home</i>	<i>The Devil's Miner</i>	<i>La Lengua de las Mariposas</i>	<i>Romero</i>	<i>Pan's Labyrinth</i>	<i>When the Mountains Tremble</i>	<i>Bolivia</i>
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Unit 4 Alienation & Assimilation

Essential Understandings	<ul style="list-style-type: none">• Native language and culture are integral to the daily lives of immigrants.• Immigrant communities preserve cultural practices as part of their identity.
Essential Questions	<ul style="list-style-type: none">• Why do people emigrate from their native countries?• How do immigrants integrate and assimilate in a new culture?• What happens to cultural perspectives and practices in a new culture?
Essential Knowledge	<ul style="list-style-type: none">• People throughout the world emigrate, many times seeking opportunity or fleeing danger.• Immigrants bring with them unique cultural values and practices.
Vocabulary	First generation, assimilation, immigration, emigration, custom, cultural heritage
Essential Skills	<ul style="list-style-type: none">•Discuss attitudes toward, and laws regarding immigration in Hispanic nations and the U.S..•Defend an argument (oral or written).•Analyze differences/similarities in cultural attitudes toward the societal role of immigrants in societies.

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b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information.

	<p>Visual and Performing Arts A. Artist’s Purpose A1.Artist’s Purpose Students research and explain how art and artists reflect and influence culture and periods of time. E. Visual and Performing Arts Connections E1.The Arts and History and World Cultures Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.</p>
<p>Sample Lessons and Activities</p>	<ul style="list-style-type: none"> •Watch Spanish movie clips and identify behaviors and customs •Discuss the contrasts in native customs observed and U.S. customs •Students share their experiences, ideas, attitudes and opinions regarding immigration and the concept of the “melting pot” and discuss historical and current attitudes toward this in the US and Latin American countries •View and discuss movies that illustrate Hispanic immigrant experiences •Analyze how attitudes toward cultural similarities/differences may reflect societal values
<p>Sample Classroom Assessment Method</p>	<ul style="list-style-type: none"> •Evaluation of student performance in class discussion •Oral and written analyses •Personal essay.
<p>Sample Resources</p>	<p>Possible films:</p> <ul style="list-style-type: none"> <i>A Better Life</i> <i>Almost a Woman</i> <i>Al Otro Lado</i> <i>Balseros</i> <i>La Misma Luna</i> <i>Which Way Home</i> <i>Sin Nombre</i> <i>Selena</i> <p style="text-align: right;"><i>Bolivia</i></p>

Memo

May 1, 2015

To : Curriculum Committee
Shanna Crofton, Principal
Kathy Tuttle, Department Head

From: Bill Clarke, Technology Ed. Teacher

Re: Formal request to extend credit for students who want to continue taking woodworking classes.

During the recent course sign up period, several students came to me and said they would love to continue taking woodworking classes but that they couldn't because they had already taken it and wouldn't receive credit. When I began to look into the situation I was directed to the top of page 5 in the Course of Study Booklet.

"No credit may be earned where credit has previously been awarded. The exceptions are Wind Ensemble, Honors Wind Ensemble, Concert Choir, Treble and Chamber Choir, Art and Culture, Speech and Debate, Math Team and Current Events, Service Learning Projects."

Brunswick High School currently offers 3 classes in the woodshop. Basic Woodworking Tech., Cabinetmaking and Furniture Design, and Production Woodworking Tech. Basic and Cabinet class's feature individual projects, the Production class features group and community-based projects such as set construction and bench seats we donated to a local preschool. All classes are one semester.

I propose we offer students the opportunity to continue to design and build for the full 4 years of their high school career for the following reasons:

- Woodworking classes compel students to apply math and science concepts in a unique and "hands on" way. This will reinforce the S.T.E.M. initiatives already underway at B.H.S.
- The Tech. Ed. Program at B.H.S. provides a highly authentic experience to students. Formally extending the program will enhance these opportunities.
- All the classes are already heterogeneously mixed, adding more experienced students will increase peer-teaching opportunities.
- Students will benefit by growing into more ambitious projects, experiencing different techniques and materials, exploring historical precedents and style influences. Successive classes will build on previous experience and knowledge.

- Additional course work will provide students with the time and resources to develop a unique portfolio demonstrating proficiencies in design, organization, and fabrication.

Thank you in advance for your consideration,

Best Regards,

Bill Clarke
B.H.S. Technology Ed. Teacher

Still developing UBD; however to be scheduled in May-the title of the class could be: open to suggestions!

Literacy Support grades 9 and 10: This semester course is primarily for incoming 9th graders who performed below benchmark on NWEA's. The class will be in addition to an English class. Students will earn a credit and be will graded on a Pass-Fail basis. All work is completed in class. Skills addressed with align with the CCSS for Vocabulary, Writing, Comprehension both (Literature and Informational Text,) close reading, fluency and developing critical thinking skills. In addition, this class is considered a Tier 2 and 3 interventions, thus progress will be monitored every 4 weeks. Class size limited to 8 students.

Literacy Support grades 11/12: This semester class is for students who may benefit from supplemental instruction in literacy. Entry into the class will be made by teacher referral and student performance. All work will be completed in class and it will be graded on a Pass/Fail basis. Support will be provided to assist with Junior and Senior research papers, understanding and using academic vocabulary, annotating to develop close reading, and synthesizing previously learned knowledge. This is considered a Tier2 and 3 interventions as part of the RTI model. Materials used will be from the English curriculum and/or other materials, which will enhance the classroom curriculum. Class size is limited to 9 students.

Let me know what you think—
Margaret