

# **Temporary Regional School Study Committee Report**



**Litchfield Public Schools & Regional School District No. 6**

**April 4, 2022**



April 4, 2022

Charlene Russell-Tucker  
Education Commissioner  
Connecticut State Department of Education  
450 Columbus Boulevard  
Hartford, CT 06103

Dear Commissioner Russell-Tucker,

Pursuant to Connecticut General Statutes, this letter serves as notification to the Connecticut State Board of Education that the Temporary Regional School Study Committee, (TRSSC) representing the Town of Litchfield and the Towns of Regional School District No 6 has made the attached recommendation.

The TRSSC is individually appointed pursuant to Connecticut General Statute Section 10-40 and respectfully requests for the State Board of Education to approve this plan and allow the towns of Goshen, Litchfield, Morris, and Warren, to move forward with a referendum that asks the following question:

*Shall the Towns of Goshen, Litchfield, Morris, and Warren form a new regional school district, Regional School District No. 20, a regional school district covering grades kindergarten through 12?*

Upon passage by State Board of Education, and at least 30 days before the vote, the Town Clerk of the towns of Goshen, Litchfield, Morris, and Warren will call the referendum for Tuesday, June 28, 2022, with the specified question.

On June 28, 2022, the referendum will be held on a ballot on the same day, time, and location for voting in each town. A majority vote in each town is required for passage. The outcome of the referendum will be forwarded to the Connecticut Department of Education.

Regards,

William Davenport, Co-Chair TRSSC

Stephen Tracy, Co-Chair TRSSC

cc: The Honorable Governor Ned Lamont  
Christine Chinni, Esq., Regional School District No. 6 Counsel  
Fred Dorsey, Esq., Litchfield Public Schools Counsel  
Christine Lauretano, Regional School District No. 6, Chair  
Matthew Terzian, Litchfield Board of Education, Chair

DISTRICT OFFICE  
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# Temporary Regional School Study Committee Report



April 4, 2022

To the Citizens of Goshen, Litchfield, Morris, and Warren:

No community obligation is more precious than the promise to care for and educate our children. Over the decades, the citizens of Goshen, Litchfield, Morris, and Warren have fulfilled that promise through their support of the public schools of Litchfield and of Regional School District No. 6.

For several years, a persistent pattern of declining enrollment has made it increasingly difficult for our two districts to offer the quality of education that our students deserve with the degree of efficiency that our taxpayers expect. For that reason, the Litchfield and Region 6 Boards of Education decided to establish a Temporary Regional School Study Committee (TRSSC) for the purpose of determining whether it would be beneficial to merge the two districts and four communities into a single new entity to be known as Regional School District 20 (Region 20).

The TRSSC was made up of ten members, consisting of two RSD6 Board of Education members, two Litchfield Board of Education members, three citizens from the Litchfield community chosen at a Litchfield public town meeting, and three citizens chosen from the Region 6 community. The Committee held seven public meetings from October 25, 2021, to March 11, 2022, to conduct its work.

Having reviewed numerous documents and having considered several points of view on the matter before us, the Committee concluded that the interests of our students and our communities would best be served by creating a single K-12 school system serving all four of our towns. This report provides the educational, organizational, and financial information that led us to this conclusion, along with recommendations regarding the manner in which the new district should be organized, financed, and governed.

We believe that the recommendations presented here constitute a solid and progressive path forward, with an emphasis on educational opportunity for our students and due regard for the financial interests of our communities. We encourage you to consider the benefits and the costs of our plan, as well as the consequences of inaction.

We offer our thanks to our fellow Committee members who devoted their time and expertise to this important effort. Without exception, they brought a spirit of dialogue and serious purpose to our discussions that enabled us to find common ground.

Respectfully Submitted,



William Davenport, Co-Chair  
Litchfield, Connecticut



Stephen Tracy, Co-Chair  
Goshen, Connecticut

**TEMPORARY REGIONAL SCHOOL STUDY COMMITTEE MEMBERS**

**Representing:**

**Town of Litchfield:**

William Davenport, Litchfield

Margaret Hunt, Litchfield

Jill Johnson, Litchfield

John Morosani, Board of Education

Lynn Stone, Board of Education

**Regional School District No. 6 Public Schools:**

Mike Bergin, Board of Education – Goshen

Rob DeLayo – Warren

Billie Jean Sideris – Morris

Stephen Tracy – Goshen

Denise Weik, Board of Education – Morris

### RESPONSIBILITIES OF THE COMMITTEE

In October, the Temporary Regional School Study Committee (TRSSC) was formed by the Town of Litchfield and Regional School District No. 6 to explore the feasibility and desirability of merging Litchfield Public Schools (LPS) and Regional School District No. 6 (RSD6) in order to establish a new regional school district. The TRSSC has organized this report to address the following requirements of Section 10-43 of the Connecticut General Statutes (C.G.S.):

- 1) *the advisability of establishing a regional school district,*
- 2) *the towns to be included,*
- 3) *the grade levels for which educational programs are to be provided,*
- 4) *detailed educational and budget plans for at least a five-year period, including projections of enrollments, staff needs and deployment, and a description of all programs and supportive services planned for the proposed regional school district,*
- 5) *the facilities recommended,*
- 6) *estimates of the cost of land and facilities,*
- 7) *a recommendation concerning the capital contribution of each participating town based on appraisals or a negotiated valuation of existing land and facilities owned and used by each town for public elementary and secondary education which the committee recommends be acquired for use by the proposed regional school district, together with a plan for the transfer of such land and facilities,*
- 8) *a recommendation concerning the size of the board of education to serve the proposed regional school district and the representation of each town thereon,*
- 9) *such other matters as the TRSSC deems pertinent.*



### SUMMARY FINDINGS OF THE COMMITTEE

In combination with a review of historical documents, the TRSSC relied upon the following findings in reaching its conclusion:

- 1) *Two previous Temporary Regional School Study Committees were formed in 1988 and 1992 to consider a possible merging of LPS and RSD6. In each case, there was no move to a referendum. See, Appendix 1. b: Regionalization Study Committee Report on Course Offerings, Student Enrollment, and Staffing in Grades 9-12 in Regional School District No.6 and Litchfield Public Schools – September 6, 1988; and Appendix 1.c: Litchfield/Region 12 Merger Proposal for Educational Efficiencies - 1993*
- 2) *At the present moment, both LPS and RSD6 are grappling with challenges to long-term viability resulting from over a decade of declining enrollment and the consequent increase in fiscal and programmatic constraints. See, Appendix 3.b: Litchfield Public Schools Enrollment Report (NESDEC) and Appendix 3.c: Regional School District No. 6 Enrollment Report (NESDEC)*
- 3) *There is little projected enrollment change in Region 20 over the next 10 years. See, Appendix 1.d.*
- 4) *Each of Region 20's four towns has its own elementary school facilities and programs and is committed to keeping them localized.*
- 5) *The facilities for the State of Connecticut Agriculture Science and Technology Education (ASTE) program are located at WAMOGO High School, so the ASTE program must remain there. The location, facilities, and size of WAMOGO High School are suitable for the Region 20 9-12 students. The location, facilities, and size of the Litchfield Middle/High School are suitable for the new Region 20 6-8 students.*
- 6) *Consolidating Litchfield High School and WAMOGO programs will not only enrich and expand their strengths but will also offer new opportunities. The consolidation of the two districts will also sustain and enhance the already excellent elementary (grades K-5) curriculum and instruction currently being provided to the students, as well as positively impact the residents of Goshen, Litchfield, Morris, and Warren.*
- 7) *LPS and RSD6 have collaborated since 2019 to share services including: Superintendent, Assistant Superintendent, Curriculum Office, Business Office, Facilities, Operations, Human Resources, and Technology.*
- 8) *The formation of Region 20 can be completed in good faith with minimal impact on jobs with the vast majority of staff reductions coming from retirements and natural attrition.*
- 9) *The consolidation of the two districts will yield long-term fiscal savings for all four towns.*

## RECOMMENDATIONS

The TRSSC finds a merger of Litchfield Public Schools and Regional School District No. 6 to be feasible and desirable and recommends that the two districts consolidate to form a new K-12 regional district to be designated, in accordance with C.G.S. §10-45(b), as Regional School District No. 20 (Region 20).

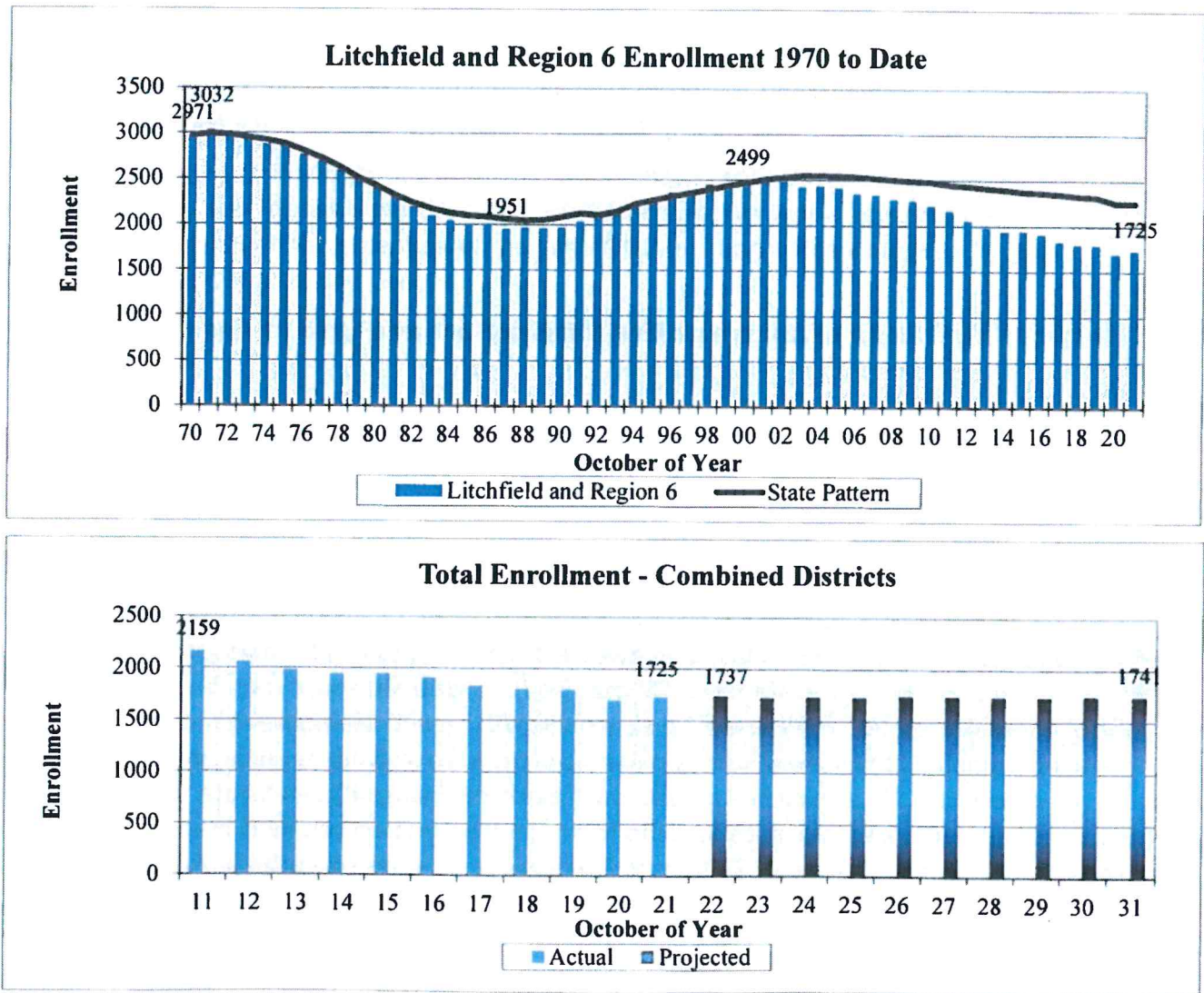
The following sections present the recommendations and provisions for the consolidation, as approved and recommended by the TRSSC:

### DISTRICT CONFIGURATION:

*Region 20* will serve the towns of Goshen, Litchfield, Morris, and Warren.

### ENROLLMENT PROJECTIONS:

The following enrollment history and projection were completed by Peter Prowda in November 2021.<sup>1</sup>



<sup>1</sup> Appendix 3.a: *Region 20 Enrollment Report*, Peter Prowda, November 2021 and Appendix 8.a: Regionalization Committee – Report Requirements (November 1, 2021).



## **FACILITIES--CONFIGURATION<sup>2</sup>:**

The following facilities will house secondary schools:

Current Litchfield Middle School / Litchfield High School will house the Region 20 Middle School, grades 6-8.

Current WAMOGO Regional High School will house the Region 20 High School, grades 9-12 including the ASTE program.

The following facilities will house the elementary schools:

Goshen Center School – Goshen resident students (grades K-5)

Litchfield Center School – Litchfield resident students (grades K-3)

Litchfield Intermediate School – Litchfield resident students (grades 4-5)

James Morris School – Morris resident students (grades K-5)

Warren School – Warren resident students (grades K-5)

No Kindergarten through Grade 5 students will be transported from their local, town-based school to another school in the region for their regular education.

Should the Region 20 Board of Education determine that a facility is no longer needed, and the public approves such decision per C.G.S. Sec. 10-47c, the facility would revert to the town in which it is located with the exception of the WAMOGO building which would revert to the towns of Warren, Morris, and Goshen.

All town programs (including Parks and Recreation) will have access to school facilities at no cost.

## **BOARD OF EDUCATION – STRUCTURE AND CONTROL<sup>3</sup>:**

A new Region 20 Board will preside over the regionalized district.

The Region 20 Board will have 12 members with 3 members each from Goshen, Litchfield, Morris, and Warren (hereinafter referred to collectively as “Member Towns”).

The first members of such Board (“Initial Members”) will be nominated and elected at a meeting of the legislative body of each Member Town held within thirty (30) calendar days after the referendum creating the district. The Board at its first meeting, called by the Commissioner of Education within ten (10) calendar days from the time the last Member Town to elect Initial Members to the Board has done so, will organize and the Initial Members will serve until their successors (“Regular Members”) are elected and qualify. At such initial meeting, the Board shall also determine the term of office of each Initial Member in accordance with principles established in Connecticut General Statute (C.G.S.) Sec. 10-46 as it is from time-to-time amended, with Regular Members serving terms of 4 years.

<sup>2</sup> See, Appendix 8.e : Memo, January 24, 2022, School Facilities Utilization and Appendix 8.c: Temporary Regional School District Study Committee – Frequently Asked Questions (FAQs)

<sup>3</sup> See, Appendix 8.h: Region 20 Governance – Overview (February 2022)

At least thirty (30) days before the expiration of the term of office of any Regular Member, a Member Town meeting will be held in accordance with C.G.S. Chapter 90 to nominate and elect a successor Regular Member. Any person who is an elector of such Member Town may vote at such meeting. If a vacancy occurs in the office of any Initial, or Regular, Member of the Board, the Member Town affected, at a Member Town meeting called within thirty (30) days from the beginning of such vacancy, will nominate and elect a successor Initial or Regular Member, as applicable, to serve for the unexpired portion of the term in accordance with the above procedure.

Regular Members will be nominated and elected in the same manner as Member Town Officers and take office in accordance with C.G.S. §10-46.

All Regular Members of the Board, except those Regular Members normally elected in the month of May, will take office on the first day of the month following their election. Those members of the Board regularly elected in the month of May will take office on the first day of July. Such Board will hold an organizational meeting in the month following the last election of members thereof held in the Member Towns in any calendar year at which time the Board shall elect by ballot from its membership a chairperson, a secretary, a treasurer, and other officer(s) deemed necessary by Region 20 and may annually thereafter elect such officers.

Each Board meeting of this section will be conducted in accordance with standard parliamentary practice.

To increase participation in the Board, it is recommended that the process for becoming a Board candidate in each Member Town be publicly posted on the district website, on each Member Town website, and in each Member Town Hall. It is also recommended that candidates be nominated no less than two weeks in advance of the election.

The voting power of each Initial, or Regular, Member from each Member Town will be weighted in the proportion, within permissible deviant limits consistent with federal constitutional standards, that the population of each Member Town bears to the population of the entire regional school district and must approve items with a weighted super-majority of at least 66% of the Board present and voting, including at least one member from each Member Town voting favorably.



#### FINANCIAL – OPERATIONS<sup>4</sup>:

The TRSSC reviewed several financial concepts in its work. The tables below depict estimated 5-year Budget Projections for Region 20. These can also be found in Appendix 2: *Region 20 Financial Overview*, January 2022. The savings for each of the four towns are predicted based on 2021-2022 actual budgets vs. proposed budgets in Region 20 for the school years starting with 2024-2025:

External Revenue (5-Year)					
Category	Concept District (Year 1)	Concept District (Year 2) 2 % Annual Escalator	Concept District (Year 3) 2 % Annual Escalator	Concept District (Year 4) 2 % Annual Escalator	Concept District (Year 5) 2 % Annual Escalator
<b>Tuition</b>					
ASTE Tuition (Regular Ed)	\$ 1,398,715.00	\$ 1,426,689.30	\$ 1,455,223.09	\$ 1,484,327.55	\$ 1,514,014.10
ASTE Tuition (Spec Ed)	\$ 350,000.00	\$ 357,000.00	\$ 364,140.00	\$ 371,422.80	\$ 378,851.76
Pre School Tuition	\$ 100,000.00	\$ 102,000.00	\$ 104,040.00	\$ 106,120.80	\$ 108,243.22
<b>State Revenue</b>					
ASTE Grant	\$ 1,350,000.00	\$ 1,377,000.00	\$ 1,404,540.00	\$ 1,432,630.80	\$ 1,461,283.42
Medicaid	\$ 60,000.00	\$ 61,200.00	\$ 62,424.00	\$ 63,672.48	\$ 64,945.93
Excess Costs (Special Education)	\$ 175,000.00	\$ 178,500.00	\$ 182,070.00	\$ 185,711.40	\$ 189,425.63
<b>Other (Local)</b>					
Misc (Including Tuition)	\$ 90,000.00	\$ 91,800.00	\$ 93,636.00	\$ 95,508.72	\$ 97,418.89
Interest	\$ 50,000.00	\$ 51,000.00	\$ 52,020.00	\$ 53,060.40	\$ 54,121.61
Rental Fees	\$ 10,000.00	\$ 10,200.00	\$ 10,404.00	\$ 10,612.08	\$ 10,824.32
FY Carryover	\$	\$ 378,000.00	\$ 382,000.00	\$ 387,000.00	\$ 392,000.00
Adjustments (State Revisions Grants, LPS)	\$ 200,000.00	\$ 204,000.00	\$ 208,080.00	\$ 212,241.60	\$ 216,486.43
<b>Total Revenue</b>	<b>\$ 3,783,715.00</b>	<b>\$ 4,237,389.30</b>	<b>\$ 4,318,577.09</b>	<b>\$ 4,402,308.61</b>	<b>\$ 4,487,614.40</b>

Town Assessments (5-Year)					
Category	Year 1	Year 2	Year 3	Year 4	Year 5
Warren	\$ 2,861,058.94	\$ 2,866,981.16	\$ 2,901,771.45	\$ 2,934,548.94	\$ 2,967,990.41
Morris	\$ 4,797,880.31	\$ 4,807,811.64	\$ 4,866,153.54	\$ 4,921,120.08	\$ 4,977,200.07
Goshen	\$ 7,298,758.43	\$ 7,313,866.44	\$ 7,402,618.84	\$ 7,486,236.50	\$ 7,571,547.98
Litchfield	\$ 19,021,624.64	\$ 19,060,998.29	\$ 19,292,299.94	\$ 19,510,219.70	\$ 19,732,553.83
<b>Total Town Assessments</b>	<b>\$ 33,979,322.32</b>	<b>\$ 34,049,657.53</b>	<b>\$ 34,462,843.77</b>	<b>\$ 34,852,125.22</b>	<b>\$ 35,249,292.29</b>
<b>Total Revenue</b>	<b>\$ 37,763,037.32</b>	<b>\$ 38,287,046.83</b>	<b>\$ 38,781,420.86</b>	<b>\$ 39,254,433.85</b>	<b>\$ 39,736,907.09</b>

<sup>4</sup> Appendix 2: *Region 20 Financial Overview*, January 2022; Appendix 4: Assessment Documents; Appendix 8.f: *Region 20 5-Year Financials* (January 236, 2022); and Appendix 8.i: *Region 20 Financial Overview* (February 2022)

Projected Expenses (5-Year)					
Category	Concept (Year 1)	Concept (Year 2)	Concept (Year 3)	Concept (Year 4)	Concept (Year 5)
1) Certified Salaries	\$16,351,544.50	\$16,678,575.39	\$17,012,146.90	\$17,352,389.84	\$17,699,437.63
2) Classified Salaries	\$4,478,415.30	\$4,567,983.61	\$4,659,343.28	\$4,752,530.15	\$4,847,580.75
3) Employee Benefits	\$7,275,553.00	\$7,275,553.00	\$7,275,553.00	\$7,275,553.00	\$7,275,553.00
4) Learning Programs and Contracted Services	\$2,068,550.35	\$2,068,550.35	\$2,068,550.35	\$2,068,550.35	\$2,068,550.35
5) Tuition	\$953,134.00	\$953,134.00	\$953,134.00	\$953,134.00	\$953,134.00
6) Transportation	\$1,902,306.00	\$1,940,352.12	\$1,979,159.16	\$2,018,742.35	\$2,059,117.19
7) Shared Services	\$1,811,079.00	\$1,811,079.00	\$1,811,079.00	\$1,811,079.00	\$1,811,079.00
8) Administration	\$554,612.22	\$554,612.22	\$554,612.22	\$554,612.22	\$554,612.22
9) Operations and Maintenance	\$1,117,842.95	\$1,117,842.95	\$1,117,842.95	\$1,117,842.95	\$1,117,842.95
0) Capital	\$1,250,000.00	\$1,250,000.00	\$1,250,000.00	\$1,250,000.00	\$1,250,000.00
CONTINGENCY	\$0.00	\$100,000.00	\$100,000.00	\$100,000.00	\$100,000.00
Total Expenses	\$37,763,037.32	\$38,317,682.64	\$38,781,420.85	\$39,254,433.85	\$39,736,907.09

Town	Previous Costs	Year 1 (Savings)	Year 2 (Savings)	Year 3 (Savings)	Year 4 (Savings)	Year 5 (Savings)	Cumulative Savings	Notes
Warren	\$ 3,456,083.67	\$ 595,024.73	\$ 586,522.97	\$ 554,312.22	\$ 521,534.73	\$ 488,093.26	\$ 2,745,487.91	
Morris	\$ 5,535,134.00	\$ 737,253.69	\$ 722,996.58	\$ 668,980.46	\$ 614,013.92	\$ 557,933.93	\$ 3,301,178.58	
Goshen	\$ 8,316,201.33	\$ 1,017,442.90	\$ 995,754.32	\$ 913,582.49	\$ 829,964.83	\$ 744,653.35	\$ 4,501,397.88	
Litchfield	\$ 19,277,500.00	\$ 875,875.36	\$ 819,351.79	\$ 605,200.06	\$ 387,280.30	\$ 164,946.17	\$ 2,852,653.69	Additional Annual Savings to Town of Litchfield includes estimated Capital \$380K: Plumb Hill \$60K; Electric \$180K
<b>TOTAL SAVINGS</b>		<b>-\$ 3,225,596.68</b>	<b>-\$ 3,124,625.66</b>	<b>-\$ 2,742,075.23</b>	<b>-\$ 2,352,793.78</b>	<b>-\$ 1,955,626.71</b>	<b>-\$ 13,400,718.06</b>	

To limit annual budget fluctuations in annual assessments and maintain stability for educational programs, the four member towns of Region 20 will commit to using a five-year average of student enrollment.

With agreement on membership and assessments, the four member towns of Region 20 are not expected to see an increase from their last local contributions over the first five years of Region 20. In the event that any, or all, of the member towns are wholly or partially prevented from the performance of such commitment by reason of a Force Majeure Event (e.g., act of God, natural disaster pandemic) then the member towns, through the Board of Education, will have a discussion on their budgetary commitment.

All assets will be itemized and accounted for before the creation of Region 20.

#### TRANSFER OF FACILITIES AND DEBT:

The TRSSC reviewed town assessments and appraisals on the school buildings and land belonging to the Town of Litchfield and Region 6 currently being used for the purposes of public elementary and secondary education to establish and value capital contributions of each town in accordance with C.G.S. §10-43(a). From this review, the TRSSC determined that the transfer by Litchfield and Region 6 of such land and facilities to Region 20 would provide sufficient and appropriate accommodations to meet the foreseeable educational needs of Region 20 and that the value of such lands and facilities represented a reasonable negotiated value of donated property from the four towns to provide a proportional capital contribution for each of such



towns approximately equal to the ratio of students sent by each town for enrollment in Region 20.

The properties and debt, including each building and the surrounding land, that the Litchfield and Region 6 Boards of Education, respectively, will transfer to Regional School District 20 are listed below, along with the negotiated value of each. These negotiated values are based upon existing debt, census figures, and enrollments at the time of the issuance of this report.

**From Litchfield:**

Litchfield Middle / High School	\$20,921,700
Litchfield Intermediate School	\$9,781,250
Litchfield Center School	\$8,158,801
Litchfield Education Debt (as of June 30, 2024)	(\$1,817,790)
Total from Town of Litchfield:	\$37,043,961

**From Region 6:**

WAMOGO High School	\$22,043,886
Goshen Center School	\$5,153,950
James Morris School	\$2,300,120
Warren School	\$2,397,279
RSD6 Education Debt (as of June 30, 2024)	(\$1,755,481)
Total from RSD6:	\$30,139,754

**TOTAL VALUE OF ALL**

**\$67,183,715**

Based upon the negotiated values of each property, and in conformance with C.G.S. Sec. 10-43(a), Litchfield will contribute approximately 55% of the total and Region 6 will contribute approximately 45% of the total<sup>5</sup>. There will be no transfer of funds.

Based upon the defined school debt on each property, and in conformance with C.G.S. Sec. 10-56(b) Region 20 will assume debt of the existing district.

The Region 6 Board of Education will transfer ownership of WAMOGO High School, Goshen Center School, James Morris School, and Warren School, all corresponding land, and school debt, to the Region 20 Board of Education at a negotiated date on or after January 1, 2024, and no later than June 30, 2024.

The Town of Litchfield will transfer ownership of Litchfield Middle School/High School, Litchfield Intermediate School, and Litchfield Center School, all corresponding land, and school debt, to the Region 20 Board of Education at a date on or after January 1, 2024, and no later than June 30, 2024.

<sup>5</sup> The precise percentages are: Litchfield - 55.14% and Region 6 - 44.86%.

### EXISTING NON-LAPSING CAPITAL ACCOUNTS AND FUTURE CAPITAL IMPROVEMENTS:

Based on the following results of a review of "Non-Lapsing Capital Fund Accounts," the TRSSC recommends that Region 20 not assume any funds from the Non-Lapsing Capital Fund Accounts from either LPS or RSD6.

Capital Accounts			
District	Town	Capital Fund	As of
Litchfield	Litchfield	\$253,000	12/1/2021
Regional School District No. 6	District	\$1,048,000	12/1/2021

Region 20 will continue to publish an annual capital needs plan and the district will make an annual operating budget expense of no less than one million dollars (\$1,000,000) per year for each of the first five years of its existence to a special account designated for the improvement of its facilities.

### EDUCATION, CURRICULUM, PROGRAM OFFERINGS:

The TRSSC, in a review of enrollment, along with educational program, makes no suggested revisions to the grade K-5 programs, or staffing, of Goshen Center School, James Morris School, Litchfield Center School, Litchfield Intermediate School, or the Warren School.<sup>6</sup>

The TRSSC focused on combined secondary programs, grades 6-12, and the following Course and Staffing Projections were used in the TRSSC work<sup>7</sup>:

#### Courses: Concept Middle School

Middle School [6-8] Exploratory Courses/Encore Subjects		
LMS	Wamogo	Concept School
Band	Band	Band/Beginner's Band (2)
Chorus	Chorus	Chorus
Art	Art	Art
PE	PE	PE
Health	Health	Health
World Language (Spanish)	World Language (Spanish/French) (2)	World Language (Spanish, French, Chinese) (3)
Mindset	Learning Lab	Learning Lab / Mindset
Information Tech Literacy		Information Tech Literacy
	Robotics	Robotics
	Digital Apps	Digital Media and Movie Making
	Agri Sci	Agri Sci
		Code 21
		Culinary
		Digital Music
		Digital Journalism and Social Media
<b>TOTAL: 8</b>	<b>TOTAL: 11</b>	<b>TOTAL: 18</b>

<sup>6</sup> See, Appendix 9 : Current Elementary Curriculum and Staffing

<sup>7</sup> See, Appendix 5: "Concept" Secondary School – Current v. Potential Course Program Offerings. (November 2021).



Courses: Concept High School:

High School Electives - Humanities		
LHS	WAMOGO	Concept School
African American, Latino and Puerto Rican Studies	African American, Latino and Puerto Rican Studies	African American, Latino and Puerto Rican Studies
	World Thought / Philosophy / Ethics	Philosophy and Ethics
	YourStory	YourStory (genealogy)
Intro To Psych	Psychology	Psychology
AP Psychology	AP Psychology	AP Psychology
Intro to Sociology	Sociology	Topics in Sociology:
		Woman and Social Justice
		LGBTQ Studies
		The American Dream
		Human Behavior
	Historical Genocides	Historical Genocides
	History through Pop Culture	History through Pop Culture
AP Gov and Politics	AP Gov and Politics	AP Gov and Politics
AP US History		AP US History
	UCONN ECE US History	UCONN ECE US History
LAW		Criminal Justice
		Asian Studies
Creative Writing	Creative Writing	Creative Writing Workshop
		Children's Literature
		Poetry
		Flash Fiction
AP Language and Composition	AP Language and Composition	AP Language and Composition
AP Lit and Comp		AP Lit and Comp
	UCONN ECE Writing Through Literature	UCONN ECE Writing Through Literature
Journalism		Journalism and Investigative Reporting
Public Speaking		Logic, Reasoning, and Persuasion (Public Speaking)
	Art I	Art I
	Art II	Art II
Digital Photography and Imaging	Photography	Photography
	Advanced Photography	Advanced Photography
Illustration and Character Design		Illustration and Character Design
Painting and Mixed Media		Painting and Mixed Media
Advanced Art		Advanced Art
Fashion Design		Fashion Design
Sculpture and Ceramics	Ceramics	Sculpture and Ceramics
Advanced Ceramics		Advanced Ceramics
Graphic Design	Computer Graphics	Graphic Design
Drawing	Drawing	Drawing
AP ART Studio	AP ART Studio	AP ART Studio
	2D Design	2D Design
	3D Design	3D Design
Choraleers	Chorus	Chorus
	Music Foundations	Music Foundations
Band	Band	Band
	Advanced Band	Advanced Band
	Beginner Band	Beginner Band
	Percussion Ensemble	Percussion Ensemble
Beginner Guitar	Guitar Basics	Guitar Basics
	Advanced Guitar	Advanced Guitar
	Music History	Music History
	Music Literacy	Music Literacy
Video Production	Video Production	Video Production
Computerized Music	Music Production & Technology	Music Production & Technology
	Advanced Video Production	Advanced Video Production
	Music/Vid Tech Lab Asst	
Small Group Music Making		Small Group Music Making
	History of 20th Century Music: from Blues to Rap	History of 20th Century Music: from Blues to Rap
Beginner Piano/Keyboard		Beginner Piano/Keyboard
Music Theory	AP Music Theory	AP Music Theory
	Drama	Drama & Theatre
TOTAL: 30	TOTAL: 40	TOTAL: 54



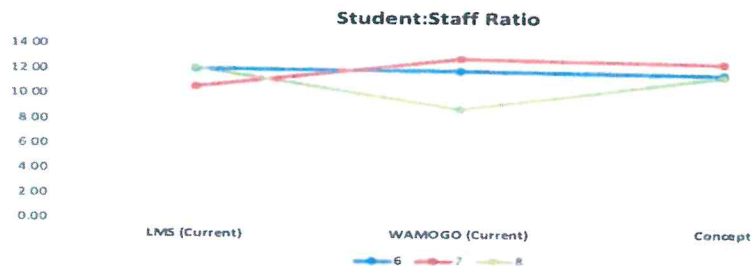
High School Electives - STEM		
LHS	WAMOGO	Concept School
Anatomy & Physiology	Anatomy & Physiology	Anatomy & Physiology
AP Biology	AP Biology	AP Biology
AP Chemistry	AP Chemistry	AP Chemistry
AP Environmental Science	AP Environmental Science	AP Environmental Science
	AP Computer Science Principles	AP Computer Science Principles
Forensic Science	Forensic Science	Forensic Science
	Human Biology	Human Biology
Physics	Physics	Physics
AP Physics		AP Physics
Zoology and Evolution		Zoology and Evolution
Ecology		Ecology
Horticulture		Horticulture
Embryology		Embryology
Biotechnology		Biotechnology
		Meteorology
		Genetics
		Astronomy
Trig/PreCalc H	Pre-Calculus	Pre-Calculus
AP Calculus	AP Calculus	AP Calculus
Calculus	Calculus	Calculus
Statistics	Probability & Statistics	Probability & Statistics
		AP Statistics
	UConn ECE Essentials of Economics	UConn ECE Essentials of Economics
Trig		
Concepts of Calculus		Mathematics Modeling & Application
Trig/PreCalc		Trig / PreCalc
Personal Finance	Personal Finance	Personal Finance
		Data Science
<b>TOTAL: 20</b>	<b>TOTAL: 14</b>	<b>TOTAL: 27</b>
High School Electives - CTE		
LHS	WAMOGO	Concept School
Money, Banking, and Investing		Money, Banking, and Investing
		Global Economics
	Restaurant Management & Culinary Arts Careers	Restaurant Management & Culinary Arts Careers
Computer Programming for Business	Skills 21	Computer Programming for Business
	Transportation/ Automotive Technology I	Transportation/ Automotive Technology I
	Transportation/Automotive Technology II	Transportation/Automotive Technology II
	ECE Essentials of Economics	ECE Essentials of Economics
Animation Technology		Animation Technology
Robotics		Robotics
		Childcare
		Nursing; pediatric and geriatric care
		Nutrition for life
		Distribution management
		Natural Resources Consumerism
<b>TOTALS: 15</b>	<b>TOTALS: 19</b>	<b>TOTALS: 32</b>

High School Electives - ASTE		
LHS	WAMOGO	Concept School
N/A	Agricultural Business	Agricultural Business
	Animal Biotechnology	Animal Biotechnology
	Applications in Animal Science - Livestock Management	Applications in Animal Science - Livestock Management
	Applications in Agricultural Mechanics	Applications in Agricultural Mechanics
	Applications in Natural Resources	Applications in Natural Resources
	Applications in Plant Science	Applications in Plant Science
	Canine Grooming & Kennel Management	Canine Grooming & Kennel Management
	Equine Science	Equine Science
	Large Animal Health	Large Animal Health
	Sustainable Agriculture/ Fruits & Vegetable	Sustainable Agriculture/ Fruits & Vegetable
	Sustainable Agriculture/Animals	Sustainable Agriculture/Animals
	Advanced Floral Art	Advanced Floral Art
<b>TOTAL: N/A</b>	<b>TOTAL: 12</b>	<b>TOTAL: 12</b>

Staffing<sup>8</sup>:

Concept Middle School (Staffing)

				Staff												
Grade	LPS	RSD6	Total	Math	Science	ELA	SS	ASTE	WL	PE Health SEL Wellness	Electives	Total Staff	Staff Per Student			
6	64	55	119	2	1.6	2	0.8	0.2	0.8	1.6	1.2	10.2	11.67			
7	64	64	128	2	1.6	2	0.8	0.2	0.8	1.6	1.2	10.2	12.55			
8	73	44	117	2	1.6	2	0.8	0.2	0.8	1.6	1.2	10.2	11.47			
TOTAL	201	163	364	6	4.8	6	2.4	0.6	2.4	4.8	3.6	30.6	11.90			

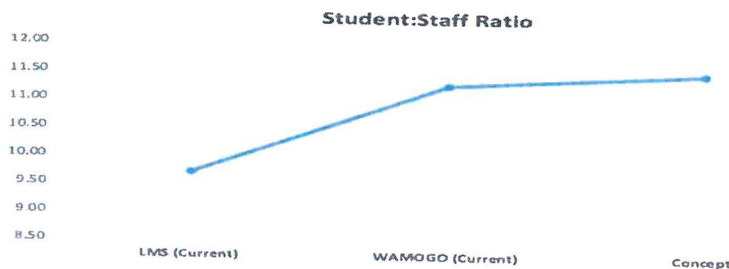


<sup>8</sup> See, Appendix 2: Regional 20 Financial Overview (January 2022); Appendix 6: "Concept" Secondary Extra-Curriculars (January 2022); and, Appendix 9: "Concept" Secondary School November 2021 – Current and Potential Staffing



### Concept High School (Staffing)

				Staff											
Grade	LPS	RSD6	Total	Math	Science	ELA	SS	ASTE	WL	PE Health SEL Wellness	Elective s	Total Staff	Staff Per Student		
9	53	94	147												
10	59	94	153												
11	57	98	155												
12	63	93	156												
HS Total	232	379	611	7	7	7	7	7	5	3.5	9.5	53	11.53		



The TRSSC recommends that Region 20 commit to the following<sup>9</sup>:

- 1) Enhancement and expansion of educational opportunities for all students (inclusive of, but not limited to, course offerings, enrichment programs, life skills, special education, mental health and social emotional needs, the arts, and athletics);
- 2) Equity of curriculum and instruction across all schools to ensure that students develop global good citizenship skills that allow them to be participating members of diverse communities.

### CULTURE /IDENTITY/HISTORY<sup>10</sup>:

The TRSSC recommends that Region 20 commit to the following:

- 1) Respect and honor the past of each of the four communities, while also creating a new cultural identity.
- 2) Work with students, staff, and community to develop new logos, mascots, school colors, uniforms (sports and band), vision statement, motto, signage, core values, school name, and traditions (regional and community);
- 3) Annually measure and share survey results on parent engagement and school climate.

### STAFFING/ORGANIZATION<sup>11</sup>:

Region 20 is required to collectively bargain with existing unions (AFSCME, LAA, LEA, WAA, and WEA) before opening. At least 75% of any reductions from current total staff levels resulting from the creation of -Region 20 will come from retirements and natural attrition.

<sup>9</sup> See, Appendix 6: "Concept" Secondary Extra-Curriculars (January 2022) and See, Appendix : Clubs and Activities 2021-2022.

<sup>10</sup> See, Appendix 8.g: Request for Increased Collaboration (February 1, 2022).

<sup>11</sup> See, Appendix: "Concept" Secondary School November 2021—Current v. Potential Staffing.



### **SUGGESTED PROCEDURES AFTER NEW DISTRICT CREATION**

TRSSC includes in its report the following suggested controls to ensure financial transparency and accountability:

- 1) Not less than two weeks before its annual meeting, the Region 20 Board of Education will hold a public meeting to present a proposed budget for the next fiscal year. Any person may recommend the inclusion or deletion of expenditures at such time.
- 2) At its annual meeting on the first Monday in May, the Board will present its budget. If a majority of such persons voting accept the budget, then the budget passes. If a majority of such persons voting reject the budget, the Board will, within two weeks thereafter and upon notice of not less than one week, call a public meeting to consider the same or an amended budget. Such meetings will be convened at such intervals until a budget is approved.
- 3) The Region 20 Board of Education may, when so authorized by a majority vote at a public meeting called for such purpose, borrow sums of money in an amount which shall not exceed in the aggregate five-hundred thousand dollars for a period not to exceed five years and pay interest thereon for acquiring lands, securing the services of architects and professional consultants, the operation and maintenance of regional schools, the installation of equipment therein and contingent or other necessary expenses connected therewith.

TRSSC recommends that channels of communication be maintained and promoted that will provide for better understanding and cooperation between the elected fiscal bodies and the communities. In this respect, TRSSC offers the following suggestions:

- 1) That the Region 20 Board of Education consult with the local finance boards during school district budget preparation prior to the public hearing;
- 2) That at the time of town budget meetings, local members of the Region 20 Board of Education be available to assist their boards of finance in the interpretation of their town's share of the district school budget;
- 3) That communities continue to work together based upon understanding of the district's responsibilities at the local level, and that they continue to provide support on the broadest base possible for a totally integrated system of education for their communities.

## APPENDIX

1. Previous Study Reports and Education Plans
  - a. Regional District #6 Study Committee Report – March 3, 1970
  - b. Regionalization Study Committee Report on Course Offerings, Student Enrollment, and Staffing in Grades 9-12 in Regional School District No.6 and Litchfield Public Schools – September 6, 1988
  - c. Litchfield/Region 12 Merger Proposal for Educational Efficiencies - 1993
  - d. June 19, 2021, Workgroup on Collaboration Recommendation
2. Region 20 Financial Overview (January 2022)
3. Enrollment Projections
  - a. Region 20 Enrollment Projection (Peter Prowda)
  - b. Litchfield Public Schools Enrollment Report (NESDEC)
  - c. Regional School District No. 6 Enrollment Report (NESDEC)
4. Assessment Documents
5. "Concept" Secondary School - Current v. Potential Course Program Offerings (November 2021)
6. "Concept" Secondary Extra-Curriculars (January 2022)
7. Clubs and Activities 2021-2022
8. Memo(s) to TRSSC
  - a. Regionalization Committee – Report Requirements (November 1, 2021)
  - b. Robert's Rules of Order Online – voting Procedures and Voting Methods
  - c. Temporary Regional School District Study Committee – Frequently Asked Questions (FAQs)
  - d. Litchfield Questions (December 15, 2021)
  - e. Region 20 School Facility Utilization (January 24, 2022)
  - f. Region 20 5-Year Financials (January 26, 2022)
  - g. Region 20 Request for Increased Collaboration (February 1, 2022)
  - h. Region 20 Governance – Overview (February 2022)
  - i. Region 20 Financial Overview (February 2022)
- 9) Current Elementary Curriculum Overview and Staffing

# Appendix





## **Previous Study Reports and Educational Plans**



# **Regional District #6 Study Committee Report**

## **March 3, 1970**





REGIONAL DISTRICT #6 STUDY COMMITTEE REPORT

March 3, 1970

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REGIONAL DISTRICT #6 STUDY COMMITTEE

WARREN: Mrs. Edna Cashion, Secretary  
member of Warren Board of Education

Henry Martineau  
member of Warren Board of Finance

Robert Fritch, Vice Chairman  
member of Wamogo Board of Education

MORRIS: Emilio Bongiolatti  
member of Morris Board of Education

Gillette K. Martin  
member of Morris Board of Finance

Ernest Anderson, Treasurer  
member of Wamogo Board of Education

GOSHEN: Mrs. Anne Horvay  
member of Goshen Board of Education

Robert D. Cron, Chairman  
member of Goshen Board of Finance

Dr. Ashbell Gulliver  
member of Wamogo Board of Education

Consultant Robert Winslow, State Department of Education  
Superintendent for Warren, Morris, Goshen, and  
Regional District #6 Schools

Legal Consultant Cramer and Anderson,  
Litchfield, Connecticut

Accounting Consultant Austin G. Chapman, Jr., Certified Public  
Accountant, Milford, Connecticut

Appraiser Municipal Consultant and Appraisal Associates, Inc.  
Wallingford, Connecticut

## INTRODUCTION

Because of the narrow margin by which K-12 Regionalization was defeated in the referendum held January 10, 1970 in Goshen, Morris and Warren, and the subsequent expression of many citizens of these communities concerning the resulting loss of educational and economic benefits, a new K-12 study has been recommended by a majority of the school boards of the three towns.

The new K-12 Study Committee has reviewed the previous report in great detail and the points of concern expressed at the several hearings held in each town before the referendum. As a result the new committee has recommended several major additions to the original proposed K-12 plan which it is felt will remove the main objections voiced by those questioning the expanded school district of the three towns.

## FINDINGS OF THE COMMITTEE

### EDUCATIONAL ADVANTAGES

By expanding the regional district to include all educational programs in member towns not presently administered by Regional High School District #6, such regionalization would:

- (1) greatly facilitate more effective and efficient long-range planning for the total educational needs of the communities;
- (2) provide more effective coordination and continuity in present programs, curriculum, and educational experiences for the children in grade levels K through 12;
- (3) make possible better deployment of staff personnel, thus providing more efficiently the services now required by state law;
- (4) provide a good guidance and placement program for transition of pupils from the elementary to the secondary level;
- (5) provide an identification greater than that of four separate school systems and therefore attract and retain teachers more successfully.

### ADMINISTRATIVE ADVANTAGES

An expanded regional school district would:

- (1) establish a single policy-making board of control with an organized division of responsibility, resulting generally in the reduction of duplication and conflict;
- (2) provide centralization of administration that will readily produce economies in purchasing, storage, distribution of commodities, and use of equipment;
- (3) facilitate centralized accounting for better control.

### FINANCIAL ADVANTAGES

An expanded regional school district would:

- (1) increase the efficiency of operational procedures under a single administration, such as consolidation of services, elimination of duplication in overhead costs;
- (2) readily produce economies through centralization of administration in areas of purchasing, storage, distribution of commodities, and use of equipment;



- (3) provide additional state subsidies available to regional school districts empowered to provide to the member towns all programs under the general supervision and control of the state board of education, such as:
- (a) state aid for school construction -- 80% in a lump sum, 20% bonding by the state at a guaranteed 4% rate of interest;
  - (b) additional 10% state aid for operations granted under the A. D. M. formula;
  - (c) one-half the cost of transportation, without the statutory limitation applied to local schools;
  - (d) under certain conditions, a supervising agent of the State Bureau of Field Services may be assigned as superintendent for a period of up to 2 years. This possibility is provided by statute. The decision to utilize this service is a responsibility that should be reserved for the regional board of education.

\*\*\*\*\*

## RECOMMENDATION

It is the unanimous recommendation of the study committee that the benefits of cooperative planning and administration be expanded to include the entire educational programs of Warren, Morris, and Goshen (commonly referred to as a K through 12 region).

Therefore, the regional study committee approves the original plan recommended by the previous committee in its entirety with the addition of items 5 through 9, as listed on pages 5 and 6.

## RECOMMENDED PLAN

(1) Regional High School District #6 shall hereafter be known as Regional School District #6. Said district shall assume the responsibility for all educational programs which are provided in the member towns and are under the general supervision and control of the state board of education for the towns of Warren, Morris, and Goshen. Facilities recommended are: (a) existing elementary school buildings in each member town, and (b) existing regional high school buildings.

(2) Regional School District #6 shall purchase the lands, buildings, and contents now owned and used by each member town for public elementary education. The capital contribution of each participating town is based on appraisals and is computed by the Average Daily Membership reported for the school year 1968-1969 to the state department of education, as shown in the equalization formula in Exhibit A. The plan for transfer of lands and facilities shall be implemented as shown in Exhibit B.

(3) Regional School District #6 shall assume the responsibility for completion of the new addition to the Goshen Elementary School and assume payment for the Town of Goshen for outstanding bond anticipation notes issued for that addition. Estimated cost for the addition is \$760,000.00.

(4) The composition of and representation on the regional board of education shall remain the same: i. e. , nine members, three from each town, serving for terms of 3 years.

(5) No Kindergarten through grade 6 pupils will be transported from their present local school to another town in the district.

(6) The three local K-12 district board members from each town will meet in their respective elementary schools on a regular basis for discussion of school matters with local school personnel, town officials, and interested citizens of the community.

(7) District Board of Education meetings will be rotated on a regular basis in each of the district schools.

(8) Community use of local school facilities will be continued on the same pattern as is now in existence. The three local district board members from each town will be constituted as a sub-committee to administer the utilization of their town's school facilities for community purposes.

(9) Local school contracts now in existence will be honored for their duration by the district board of education.



EXHIBIT A

ESTIMATE OF COST OF LANDS AND FACILITIES AND EQUALIZATION PLAN  
FOR PURCHASE OF SCHOOL PROPERTIES IN WARREN, MORRIS, AND GOSHEN

	Appraised Value				
	Region		<u>WARREN</u>	<u>MORRIS</u>	<u>GOSHEN</u>
Buildings	\$	778,000.00	\$197,400.00	\$429,000.00	\$151,600.00*
Contents		164,928.00	24,000.00	70,300.00	70,628.00
Land		<u>112,400.00</u>	<u>39,150.00</u>	<u>20,000.00</u>	<u>53,250.00</u>
Total		\$1,055,328.00	\$260,550.00	\$519,300.00	\$275,478.00
Less Bonded Indebtedness		<u>245,000.00</u>	<u>115,000.00</u>	<u>130,000.00</u>	<u>000,000.00</u>
Paid Up Value	\$	810,328.00	\$145,550.00	\$389,300.00	\$275,478.00
*This figure represents that portion of the original building that is available as school property.					
Town's Percentage Share			19% Warren's Obligation	44% Morris' Obligation	37% Goshen's Obligation
			\$150,721.00	\$359,056.00	\$300,550.00
Short of Obligation			\$ 5,171.00		\$ 25,072.00
Excess of Obligation				\$ 30,244.00	

Exhibit A (Continued)

Payment schedule of shortage of obligation:

(A) Warren owes the district \$5,171.00 and will make two equal annual payments of \$2,585.50 to the district for credit against Morris' obligation for the district budgets of 1970 and 1971, payable on October 1, 1970 and on October 1, 1971.

(B) Goshen owes the district \$25,072.00 and will make two equal annual payments of \$12,536.00 to the district for credit against Morris' obligation for the district budgets of 1970 and 1971, payable on October 1, 1970 and on October 1, 1971.

(C) Morris will receive credits as outlined in (A) and (B) above for the district budgets so designated. Morris' payments to the district for those designated budgets will be reduced by the amounts of equalization payments received by the district from Warren and Goshen.

(D) All of said equalization payments by the Towns of Warren and Goshen shall bear no interest.

Exhibit B

PLAN FOR TRANSFER OF LANDS AND FACILITIES

(A) Within ninety (90) days from date of referenda, the member towns will transfer and convey title to all school lands and school facilities to Regional School District #6, upon such terms and conditions as may be agreed upon by said district and said member towns.

(B) Purchase Agreement: In return for title to the equity of Warren and Morris in the elementary school facilities and school lands in the towns of Warren and Morris, Regional School District #6 shall pay to said towns an amount equal to the principal and interest owed on the date of such transfer by such towns on the existing bonds issued to finance such school building projects. Such amount shall be reduced by the amount of any state school construction grant paid to such towns for such projects after said date. Said payments by Regional School District #6 shall coincide with the dates on which payments on said bonds are due. The towns of Warren and Morris shall apply any such payments from Regional School District #6 or State grants to the payment of the principal and interest on such bonds.

QUESTION TO BE PRESENTED FOR DECISION BY REFERENDA  
ON APRIL 25, 1970

The designation of the question as it is to appear on the voting machine ballot labels is as follows:

"For expanding Regional High School District #6 in accordance with the plan approved by the Study Committee on February 28, 1970, YES \_\_\_\_\_"

"For expanding Regional High School District #6 in accordance with the plan approved by the Study Committee on February 28, 1970, NO \_\_\_\_\_"

Upon the completion of the referenda, the committee is dissolved. If the referenda held in the manner provided in Section 11 of Public Act #698 result in an affirmative vote in the regional district as a whole, the participating towns shall implement the plan.



## SUGGESTED PROCEDURES AFTER DISTRICT EXPANSION

Revisions have been made in the laws governing the operation of regional school districts. There has been criticism concerning loss of local control of school budgets in K-12 regional districts. The committee includes in its report the following pertinent controls that are designated in Public Act 698:

(A) Not less than two weeks before the annual district meeting, the board shall hold a public district meeting to present a proposed budget for the next fiscal year. Any person may recommend the inclusion or deletion of expenditures at such time.

(B) At the annual district meeting on the first Monday in May, the board shall present its budget. If a majority of such persons voting reject the budget, the board shall, within two weeks thereafter and upon notice of not less than one week, call a district meeting to consider the same or an amended budget. Such meetings shall be convened at such intervals until a budget is approved.

(C) The regional school board of education may, when so authorized by a majority vote at a regional school district meeting called for such purpose, borrow sums of money in an amount which shall not exceed in the aggregate two hundred thousand dollars for a period not to exceed five years and pay interest thereon for acquiring lands, securing the services of architects and professional consultants, the operation and maintenance of regional schools, the installation of equipment therein and contingent or other necessary expenses connected therewith.

It is the opinion of this committee that channels of communication should be maintained and promoted that will provide for better understanding and co-operation between the elected fiscal bodies of the communities. In this respect, the committee offers the following suggestions:

(A) When the regional board of education assumes the responsibility for administration of all programs provided in the member towns, the local boards of education are dissolved. In order to provide for a smooth transition period, this committee suggests that the local boards of education be requested to act in an advisory capacity for the remainder of this school year, and to assist in the preparation of the regional school budget for the fiscal year beginning July 1, 1970.

(B) The committee suggests that the regional board of education consult with the local finance boards during budget preparation prior to the district hearing.

(C) The committee suggests that at the time of town budget meetings, local members of the regional board of education be available to assist their board of finance in the interpretation of their town's share of the district school budget.

(D) The committee suggests that in the future the towns consider the option of election of regional board members by voting machine.

Our concern as expressed in the suggestions stated above is that our communities continue to work together as a district based upon understanding of the district's responsibilities at the local level, and that they continue to provide support on the broadest base possible for a totally integrated system of education for their communities.

**Regionalization Study Committee  
Report on Course Offerings, Student Enrollment,  
and Staffing in Grades 9-12 in Regional School  
District No. 6 and Litchfield Public Schools  
September 6, 1988**





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REGIONALIZATION STUDY COMMITTEE

Report on Course Offerings, Student Enrollment,  
and Staffing in Grades 9-12  
in  
Regional School District No. 6  
and  
Litchfield Public Schools

Prepared by

Dr. Vincent L. Ferrandino  
Superintendent of Schools  
Regional School District No. 6

Mr. Allan Walker  
Acting Superintendent of Schools  
Litchfield, CT

September 6, 1988

Grades 9-12

Course Title <u>Litchfield</u>	Course Title <u>Region 6</u>	Total No. of Students	Total No. of Teaching Sections	State Standard Recomm. (Sections)	Diff. Sections
<u>Language Arts</u>					
English I	English I/9	136	9	80:5 ( 9)	0
English II	English II	145	10	80:5 ( 9)	+1
English III	English III	90	6	80:5 ( 6)	0
English IV	English IV	101	5	80:5 ( 7)	-2
Eng. Electives	Eng. Electives	170	12	80:5 (11)	+1
Total					0
<u>Math</u>					
Basic/Consumer Math	Applied Math	35	4	88:5 ( 3)	+1
Elem. Alg. I	Alg. A	63	4	88:5 ( 4)	0
Elem. Alg. II	Alg. B	45	3	88:5 ( 3)	0
Alg. I	Alg. I	52	2	88:5 ( 3)	-1
Alg. II	Alg. IIB	59	3	88:5 ( 4)	-1
Alg. 10A	Alg. IIA	32	2	88:5 ( 2)	0
Geometry	Geometry	91	5	88:5 ( 5)	0
Analysis	Analysis	20	2	88:5 ( 2)	0
Computer Sci.	Computer Sci.	42	4	88:5 ( 3)	+1
	Integ. Math	23	1	88:5 ( 2)	-1
Review Math		10	1	88:5 ( 1)	0
Calculus I		14	1	88:5 ( 1)	0
Statistics		19	1	88:5 ( 2)	-1
Total					-2
<u>Industrial Arts</u>					
Woods I		15	2	62:5 ( 1)	+1
	Woods II	17	3	62:5 ( 2)	+1
Woods					
Special/PPT IA		10	2	62:5 ( 1)	+1
	Metals I	1	1	62:5 ( 0)	+1
	Metals II	7	1	62:5 ( 1)	0
	Metals III	6	1	62:5 ( 1)	0
Auto Tech	Auto Tech	45	4	62:5 ( 4)	0
	Tech. Ed	15	2	62:5 ( 1)	+1
Elect. I		6	1	62:5 ( 1)	0
Drafting I		57	3	88:5 ( 3)	0
Arch. Draft		11	1	88:5 ( 1)	0
Total					+5
<u>Art</u>					
Art I	Art I	66	3	125:5 ( 3)	0
Art II	Art II	35	3	125:5 ( 2)	+1
Art III & IV	Adv. Art	25	3	125:5 ( 1)	+2
Total					+3

<u>Course Title</u> <u>Litchfield</u>	<u>Course Title</u> <u>Region 6</u>	<u>Total</u> <u>No. of</u> <u>Students</u>	<u>Total</u> <u>No. of</u> <u>Teaching</u> <u>Sections</u>	<u>State</u> <u>Standard</u> <u>Recomm.</u> <u>(Sections)</u>	<u>Diff.</u> <u>Sections</u>
<u>Music</u>					
Chorus	Chorus	97	2	125:5	+1
	Chorale	29	2	125:5	+1
Band	Band	90	2	125:5	+1
Music Theory	Music Theory	8	1	125:5	0
	Theatre	10	1	125:5	0
Total					+3
<u>Business</u>					
Law/Inc. Tax	Bus. Law	30	2	100:5 ( 2)	0
	Bus. Math	19	1	100:5 ( 1)	0
Keyboarding I	Typing I	79	5	100:5 ( 4)	+1
Info. Proc.	Keyb/Wd. Proc.	23	2	100:5 ( 1)	+1
	Adv. Wd. Proc.	15	1	100:5 ( 1)	0
Acctg. I	Acctg. I	37	2	100:5 ( 2)	0
Acctg. II	Acctg. II	50	3	100:5 ( 2)	+1
Gen. Off. Prac/Adv.	Off. Machines	15	2	100:5 ( 1)	+1
Shorthand I		5	1	100:5 ( 1)	0
Shorthand II		2	1	100:5 ( 1)	0
Economics		7	1	100:5 ( 1)	0
Recordkeeping		10	1	100:5 ( 1)	0
Total					+4
<u>Home Economics</u>					
Foods I	Foods	27	3	62:5 ( 2)	+1
Foods II	Int. Foods	11	2	62:5 ( 1)	+1
Adv. Home Ec.		10	1	62:5 0	
	Child Exp.	5	1	62:5 ( 1)	0
Sp. Ed. Home Ec.		7	1	62:5 ( 1)	0
Total					+2
<u>Foreign Language</u>					
Latin I	Latin I	19	2	100:5 ( 1)	+1
Latin II	Latin II	20	2	100:5 ( 1)	+1
Latin III		3	1	100:5 ( 1)	0
Latin IV		3	1	100:5 ( 1)	0
Latin V AP		3	1	100:5 ( 1)	0
French II	French I	22	2	100:5 ( 1)	+1
French III	French II	20	2	100:5 ( 1)	+1
French IV/V		2	1	100:5 ( 1)	0
French IIA		10	1	100:5 ( 1)	0
French IIIA		19	1	100:5 ( 1)	0
French IV AP		14	1	100:5 ( 1)	0
French V AP		11	1	100:5 ( 1)	0
Spanish II	Spanish I	55	3	100:5 ( 3)	0
Spanish III	Spanish II	27	3	100:5 ( 2)	+1
	Spanish III	9	1	100:5 ( 1)	0
	Spanish IV	4	1	100:5 ( 1)	0



<u>Course Title</u> <u>Litchfield</u>	<u>Course Title</u> <u>Region 6</u>	<u>Total</u> <u>No. of</u> <u>Students</u>	<u>Total</u> <u>No. of</u> <u>Teaching</u> <u>Sections</u>	<u>State</u> <u>Standard</u> <u>Recomm.</u> <u>(Sections)</u>	<u>Diff.</u> <u>Sections</u>
<u>Foreign Language (Cont'd.)</u>					
Spanish IIA		10	1	100:5 ( 1)	0
Spanish IIIA		14	1	100:5 ( 1)	0
Spanish IV AP		11	1	100:5 ( 1)	0
Spanish V AP		3	1	100:5 ( 1)	0
Total					+5
<u>Science</u>					
Earth Science	Earch Science	72	5	80:5 ( 5)	0
Bio CP	Bio A	71	4	80:5 ( 4)	0
Gen. Bio	Bio B	44	4	80:5 ( 3)	+1
	AP Bio	9	1	80:5 ( 1)	0
Chem A	Chem A	23	2	80:5 ( 2)	0
	Chem B	9	1	80:5 ( 1)	0
Chem CP		9	1	80:5 ( 1)	0
Physics	Physics	30	2	80:5 ( 2)	0
Ecology		29	2	80:5 ( 2)	0
Physical Science		5	1	80:5 ( 1)	0
Anatomy/Physiology		53	3	80:5 ( 3)	0
Zoology		14	1	80:5 ( 1)	0
Embryology		7	1	80:5 ( 1)	0
Total					+1
<u>Social Studies</u>					
Social Stud. I,II, P		49	5	100:5 ( 3)	+2
Western Civ.	World History	110	5	100:5 ( 6)	-1
Mod. History		43	2	100:5 ( 2)	0
U.S. History	U.S. History	162	10	100:5 ( 8)	+2
	60's	65	3	100:5 ( 3)	0
	Law	14	1	100:5 ( 1)	0
Psych/Soc.	Psych	77	4	100:5 ( 4)	0
	Perspectives	11	1	100:5 ( 1)	0
UConn History		22	1	100:5 ( 1)	0
Total					+3
<u>Physical Education</u>					
PE 9-12	PE 9-12	559	26	125:5 (23)	+3
<u>CWE</u>					
	CWE I & II	26	5		0
<u>Patient Care</u>					
	Patient Care	2	1		0
<u>Vocational Agriculture</u>					
	Vo-Ag I	24	5		0
	Vo-Ag II	26	5		0
	Vo-Ag III/IV	35	5		0

<u>Course Title</u> <u>Litchfield</u>	<u>Course Title</u> <u>Region 6</u>	<u>Total</u> <u>No. of</u> <u>Students</u>	<u>Total</u> <u>No. of</u> <u>Teaching</u> <u>Sections</u>	<u>State</u> <u>Standard</u> <u>Recomm.</u> <u>(Sections)</u>	<u>Diff.</u> <u>Sections</u>
<u>Special Education</u>					
Resource Class	Sp. Ed. Eng./Math	47	10	N/A	0
EMR		10	5	N/A	0
Resource Room		30	5	N/A	0
Total					0

Grades 9-12

<u>Position</u>	<u>Current</u>	<u>State Standard</u>	<u>Full Position Diff.</u>
* High School Principal	2.0	1.0	+1.0
* High School Assistant Principal	2.0	1.0	+1.0
Psychologists	1.0	.6	+ .4
Guidance Counselors	3.0	200:1	0
Nurses	1.5	1.0 **	+ .5
Social Workers	0	.5	- .5
Reading Specialists	1.5	1.0	+ .5
Math Specialists	0	2.0	-2.0
Library/Media Personnel	1.0	2.0	-1.0
* Department Heads	3.4	2.0	+1.4
Athletic Directors	.4	.2	+ .2
Secretaries	7.0	4.0	+3.0
Teacher Aides	4.5	2.0 **	+2.5
Coaches ***			
In-house Supervision Aides	1.0	1.0 **	0
Hall Monitors	1.0	1.0 **	0
Special Education Aides	6.5	6.0 **	+ .5
Total			+7.5 (full positions)
* Administration	7.4	4.0	+3.4

\*\* Local Estimate

\*\*\* Duplication exists in all common sports; decisions need to be made regarding adding programs, adding levels to existing programs and/or additional intramural programs.



LITCHFIELD/WAMOGO COOPERATIVE PROGRAM  
1987 - 1988

(Courses Taught At)  
Litchfield

Latin III	2
French III	6
French IV	2
Auto I-II	5
Electricity	1
Anatomy	11
UConn History	9
UConn Computer	1
Calculus	1
Shorthand II	2
Clothing	4
Architectural	
Drafting	2
<hr/>	
46 Wamogo Students	

(Courses Taught At)  
Wamogo

Metals I	4
Metals II	1
Metals III	3
Theatre Arts	5
CWE	1
AP English	2
AP Biology	4
Integrated Math	2
Public Speaking	5
Computer Accounting	8
Spanish I	16
Spanish II	5
French I	6
French II	4
Soc./POD/Law	3
<hr/>	

69 Litchfield Students

12 Courses

15 Courses

**Proposed School District Merger:  
September 1992  
(Litchfield Public Schools & Region 6)**



PROPOSED SCHOOL DISTRICT MERGER: SEPTEMBER, 1992

CONFIDENTIAL

RATIONALE FOR POSITION PAPER:

The ultimate and over-riding responsibility of a school superintendent and a Board of Education is to provide the finest educational opportunities possible in the most cost effective manner to the students entrusted to their care.

With this ever-present responsibility in mind, we agreed to look as objectively as possible at the specific reasons for making such a proposal to our respective Boards.

EDUCATIONAL OPPORTUNITIES FOR STUDENTS AT THE SECONDARY LEVEL (7-12)

Given the well documented success of the Interdistrict Cooperative Program at the High School level during the past year and a half, it seemed logical and appropriate to extend the benefits of a merger at least to the seventh and eighth graders and possibly fifth and sixth graders in the two districts.

This statement came as a result of both superintendents supporting the position that seventh and eighth graders are better served in a facility removed from the high school and by faculty members whose primary focus is on middle school students. If such an organizational plan were acceptable, it could be housed in one of the following options in the designated facilities:



OPTION I

GRADES 9-12 HOUSED AT WAMOGO HIGH SCHOOL: SEPT. 1992

Projected Enrollments:	<u>Region 6</u>	<u>Litchfield</u>
Grade 9	59	84
Grade 10	62	62
Grade 11	59	64
Grade 12	<u>64</u>	<u>71</u>
	244	281
GRAND TOTAL:	525	

GRADES 7-8 HOUSED AT LITCHFIELD HIGH SCHOOL: SEPT. 1992

Projected Enrollments:	<u>Region 6</u>	<u>Litchfield</u>
Grade 7	71	95
Grade 8	<u>65</u>	<u>97</u>
	136	192
GRAND TOTAL:	328	

Close present Litchfield Middle School and return it to the Town for use as Town Offices, Recreation Department Offices, Adult Education, Administrative Offices for School District and other uses as devised by a joint committee studying Town facility needs.

Elementary Students: Litchfield 5-6 graders would be housed at renovated Bantam School; Region 6 students would remain in K-6 schools in Warren, Morris and Goshen.

Bantam School: (Litchfield Students Only)

Grade 5	98
Grade 6	105
GRAND TOTAL	203

	<u>Warren</u>	<u>Morris</u>	<u>Goshen</u>
K	10	15	23
1	8	13	23
2	4	14	21
3	7	13	25
4	15	12	28
5	9	17	28
6	21	26	28
	105	110	182

This pattern, as do all other patterns, maintains elementary school facilities for various towns and preserves the concept that elementary aged students are best served in their present communities or districts.

OPTION II

High School (9-12): Remains the same as in Option I

Middle School Students (5-8):

House the students from both districts in two separate buildings:

- Grades 5 and 6 at the present Litchfield Middle School:

Projected Enrollments:	Region 6	Litchfield
Grade 5	54	98
Grade 6	81	105
	<del>135</del> 135	203

GRAND TOTAL: ~~355~~ 338

- Grade 7-8 at the Present Litchfield High School

Same as in Option #1 or a Grade Total of 328 Students

- Elementary Schools (K-4)

Center School	453
Morris	67
Warren	45
Goshen	120
	<u>685</u>

OPTION III

- High School (9-12) Remains the same as in Option I and II

- Middle School (5-8) at the present Litchfield High School

House all students at the present Litchfield High School:

Projected Enrollments:	Region 6	Litchfield
Grade 5	54	98
Grade 6	81	105
Grade 7	71	95
Grade 8	65	97
	271	
GRAND TOTAL:	666	395

- Close present Bantam School and return it to the Town  
 - " " M/S " "

Elementary Schools K-4):

Center School	453
Morris	67
Warren	45
Goshen	120
	<u>685</u>
GRAND TOTAL:	685

It is quite obvious that each of these options has a number of pros and cons which would need considerable discussion between the respective Boards prior to any public testing of these concepts. The discussion could conceivably lead to a conclusion to maintain the status quo or proceed at some point to



air the issue in the open.

If the latter course is chosen, the five year lead time would allow for an in-depth discussion and analysis of the major issues - of which there are many - impacting on such a course of action.

#### PERSONNEL AND CONTRACT NEGOTIATIONS:

A review of the ages of current professional employees results in the following information:

#### PERSONNEL:

##### Age 55 or Over:

Litchfield:	12
Wamogo	4 9

##### By Area of Specialty/Certification:

	Litchfield	Region 6
Administration	1	
Elementary Teachers	4	5
Secondary		
Spanish	2	
Latin/French	1	
English	1	
Reading	1	
Math	1	
Social Studies	1	
Art		1
Language Arts		2

Certainly efforts will continue to be made to work cooperatively in hiring personnel as older staff chooses to retire no matter which option or none is chosen.

#### CONTRACTS

Each district has a contract with its respective education association which

requires a salary reopener for 1988-89. If this total plan is worth pursuing, a different process for negotiating contracts for 1989-90 and beyond should be considered so that by 1992-93 the "new district" would have only one contract.

(Question: Do we really want to go through this?)

### LEGAL COMPLICATIONS

To combine Litchfield and Region #6 into one school district will require a legal process comparable to forming a regional school district. On the other hand, leaving the elementary districts intact as proposed would require a different representative pattern than is the case in a regionalized school district, K-12. Not an insurmountable obstacle, but one which would require sensitive and skillful handling.

### NAME OF THE NEW DISTRICT

For the name of Litchfield not to appear in some form or fashion would be detrimental to the plan. Same holds true for Region 6. WAMOGOLI? WOW!

### MORALE

Without question, the impact on staff, student and community morale must be taken into account, even with a five year lead time. One must ask the critical question, "Is it worth it if the resentment among the three groups affected might prove to be forever injurious to the whole purpose of the proposal, i.e., a better overall educational system for all students?" Would the fact that there can be only five starters on the basketball team instead of ten starters on two teams be forever an obstacle? One valedictorian? One Department Head in Science, Grades 7-12? The list of potential morale problems is almost endless.

## FINANCIAL ANALYSIS

Twos become one very quickly with resounding financial implications:

One Superintendent?

One Assistant Superintendent?

One Business Manager

One High School Principal?

One Middle School Principal?

And so<sup>on</sup> down the line.

## FACILITIES ANALYSIS

Before any option is chosen - if ever - an analysis of spaces based on numbers of students and program offerings and support services needed would have to be made.

For example, would future enrollment studies indicate a need to preserve Bantam or the Middle School instead of closing them permanently at a considerable cost savings?

## CONCLUSION

As always - "Upon the Advocate of Change Rests the Burden of Proof."

No one would ever negate that credo. However, to proceed on such an in-depth analysis as needed is not worth the time or effort or potential harm if the policymakers, ala Boards of Education, are adamantly opposed to the pursuit of this concept. Best we talk first before proceeding any farther!

October 23, 1986



CONFIDENTIAL

OPTION IV:

Grade 9-12:      Housed at Wamogo      (525 Students)

Grades 6-8:      Housed at L.H.S.

	<u>Region 6</u>	<u>Litchfield</u>
Gr. 6	81	105
7	71	95
8	<u>65</u>	<u>97</u>
	217	297
Grand Total	514	

Grades 4-5 (from Litchfield Only) Housed at L.M.S.:

Grade 4	113
5	<u>114</u>
	227

Lower Elementary:

K-3	Litchfield Only	345
K-5	Warren	54
K-5	Goshen	148
K-5	Morris	84

March 6, 1987

**Litchfield/Region 12  
Merger Proposal for Educational Efficiencies  
1993**



# **LITCHFIELD / REGION 12**

## **MERGER PROPOSAL**

### **FOR**

## **EDUCATIONAL EFFICIENCIES**

**PREPARED BY:**

THE TEMPORARY REGIONAL STUDY COMMITTEE



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SECTION I

LETTER OF SUBMITTAL

LETTER OF SUBMITTAL

To: The Towns of Bridgewater, Litchfield,  
Roxbury and Washington

This proposal summarizes the findings and recommendations from the Merger feasibility study for education efficiencies. Work was begun on 11/91. The approach was to study the current environment in depth, take note of curriculum currently offered, administrative tasks, transportation needs, operating costs and projected needs. The following report is the culmination of that effort.



SECTION II

SYNOPSIS

### SYNOPSIS

At the request of the Towns of Bridgewater, Litchfield, Roxbury and Washington, a review of the curriculum, administration, transportation and other operating costs of the two school systems was conducted. The review was accomplished by interviewing principal parties who manage, instruct and administer the two systems performing analysis on key areas, costing current structures and planning for the future. Also included were references to State of Connecticut statutes.

The report shows the current methods for operating the two districts are similar. Both districts have gone through a number of years seeking cost efficiencies for both curriculum and administrative needs. There was also a shrinkage in student population over the years, although as of late, this seems to be bottoming in two towns. The crux of the problem for both districts can be highlighted in two areas:

- With fewer and fewer pupils, the course offerings, other than "core", were getting more difficult to justify.
- Administrative overhead in general is rising and state contributions are falling.

This committee found that the possible combination of the two districts would answer curriculum and administrative needs. There was also a cost saving afforded to a combined region. The prime downside is the skewing of costs that make-up the combined budget. Litchfield would be responsible for assuming a disproportionate share of the burden. This is due to their percent of student population in the district. The formula used to determine apportionment is standard state-wide.

The committee met on April 22, 1993 to vote on the feasibility of pursuing the merger. This meeting was held after two open town information meetings where the populace was given the opportunity to question the findings of various committees and make suggestions. This vote is required by state charter.

The majority of the committee voted not to continue the merger process. This consensus stemmed primarily from the fact that a merger for Litchfield would not be cost effective. Other considerations that led to this no vote were the travel requirements from the extremities of the Litchfield district and a lessening of influence to smaller towns in Region 12.

SECTION III

INTRODUCTION



### SYNOPSIS

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SECTION III

INTRODUCTION

### SECTION III

#### INTRODUCTION

It is the purpose of this report to outline the various curriculum offerings and operating concepts that would come into play should the Litchfield and Region 12 school systems elect to merge. There were four(4) primary topics the merger committee focused on as goals to be addressed to accomplish the objectives:

- (1) Provide the most economical and efficient means to achieve a well-balanced curriculum suitable to both regions' current and future needs.
- (2) Provide the most economical and efficient means to administer the newly created Region.
- (3) Provide a feasible transportation system for moving Litchfield high School students to and from Shepaug Middle / High School.
- (4) Develop a new Board of Education that is both representative of the new district as well as responsive to smaller communities' sense of identity.

The Combined Region would include the Towns of Bridgewater, Litchfield, Roxbury and Washington. This study shows in the following sections that the criteria set for the committee can be met with one major exception. Although there is a "net" dollar saving to a Combined Region, there is an adverse impact to Litchfield. Refer to Exhibit "A" on the following page for details.



# LITCHFIELD / REGION 12 CONSOLIDATION IMPACT

5/7/93

All Figures Including Debt Service Obligations

## A. Before consolidation

	91/92 Enroll	% Distr	92/93 Budget Proposal	93/94 Budget Proposal	94/95 Budget Proposal	95/96 Budget Proposal	96/97 Budget Proposal	97/98 Budget Proposal
Bridgewater	218	22.45	2,303,715	2,405,936	2,511,521	2,625,485	2,745,774	2,863,177
Roxbury	264	27.19	2,790,111	2,913,916	3,041,793	3,179,819	3,325,505	3,467,696
Washington	489	50.36	5,167,709	5,397,013	5,633,862	5,889,506	6,159,340	6,422,699
Total Region 12	971	100	10,261,535	10,716,865	11,187,177	11,694,810	12,230,619	12,753,572
Litchfield	1088	100	9,094,688	9,515,688	9,959,100	10,433,621	10,934,058	11,419,262
Consolidation adjustments			(782,404)	(913,102)	(958,782)	(1,007,636)	(1,059,964)	(1,116,102)
Total New Region	2059	200	18,573,819	19,319,451	20,187,495	21,120,795	22,104,713	23,056,732

## B. After Consolidation

	91/92 Enroll	% Distr	92/93 Budget Proposal	93/94 Budget Proposal	94/95 Budget Proposal	95/96 Budget Proposal	96/97 Budget Proposal	97/98 Budget Proposal
Bridgewater	218	10.59	1,966,967	2,045,930	2,137,856	2,236,692	2,340,889	2,441,708
Roxbury	264	12.82	2,381,164	2,476,754	2,588,037	2,707,686	2,833,824	2,955,873
Washington	489	23.75	4,411,282	4,588,370	4,794,530	5,016,189	5,249,869	5,475,974
Litchfield	1088	52.84	9,814,406	10,208,398	10,667,072	11,160,228	11,680,130	12,183,177
Total New Region	2059	100.00	18,573,819	19,319,451	20,187,495	21,120,795	22,104,713	23,056,732

## C. Net Town Impact

	92/93 Budget Proposal	93/94 Budget Proposal	94/95 Budget Proposal	95/96 Budget Proposal	96/97 Budget Proposal	97/98 Budget Proposal
Bridgewater	(336,747)	(360,006)	(373,666)	(388,793)	(404,885)	(421,469)
Roxbury	(408,948)	(437,162)	(453,757)	(472,133)	(491,681)	(511,823)
Washington	(756,427)	(808,644)	(839,332)	(873,318)	(909,470)	(946,725)
Litchfield	719,718	692,710	707,972	726,607	746,072	763,915
Total New Region	(782,404)	(913,102)	(958,782)	(1,007,636)	(1,059,964)	(1,116,102)

SECTION IV

CURRICULUM OFFERINGS

FINAL REPORT  
of the  
PROGRAM/CURRICULUM COMMITTEE  
of the  
TEMPORARY REGIONAL SCHOOL STUDY COMMITTEE

NOVEMBER 30, 1992

Respectively Submitted;

Dale W. Detrick, Chair  
Cindy Lester  
Gerald Geci  
Wayne Piskura

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Final Report of the Program/Curriculum Committee  
of the  
Temporary Regional School Study Committee

SUMMARY

Herein is a report of the findings of the Program and Curriculum Committee. We have met a number of times and have imposed upon the administrations of both school systems to gather information that will allow us to answer the questions asked of us.

We would bring to you the following findings:

1. The new district be configured with four towns, namely Bridgewater, Roxbury, Washington and Litchfield, each having its own primary school, namely Burnham in Bridgewater, Booth Free School in Roxbury, Washington Primary in Washington and The Litchfield Center School in Litchfield. The new school district will have two middle schools, one at the Shepaug Middle High School and one at the Litchfield Middle School. The new district will have one high school located at the Shepaug Middle High School in Washington. The following grade configurations will exist in these facilities:

Burnham School	K-5
Booth Free School	K-5
Washington Primary	K-5
Litchfield Center	K-4
Shepaug Middle	6,7,8
Litchfield Middle	5,6,7,8
District High	9-12

2. Having reviewed the program in both Litchfield and Shepaug at all levels, we can report that the joining of the two school systems will provide a significant improvement to the program offered to children in the high school and eventually the middle and primary schools. The immediate program improvements at the high school level are exciting and are delineated in our report. Our report to you includes a five year plan of improvements to the program that will result in an exceptional educational district.

3. We have reviewed the various aspects of both school systems such as graduations requirements, SAT scores, numbers of children going to college, etc. and have found both systems to be compatible.

4. We have reviewed and will provide as part of our report the enrollment projections for each system and a combined enrollment projection for the new district. It is clear from these projections that our school population is increasing, from 2074 students this year to 2235 students in 1995-1996.

5. We have reviewed and will provide staffing requirements for the new school district. The committee asked the administrations to fit the two systems together as they are now configured. With some increase in average class size, appropriate streamlining of courses and some reduction on Guidance Services, 6 (six) FTE certified staff along with 13.3 administrative and non-certified staff can be eliminated. Any additions or modifications to the program and staffing requirements are included in the five year plan of improvements.

Therefore, the Committee for Program and Curriculum advises the Temporary Regional School Study committee to regionalize the two entities, namely Litchfield and Region 12, with the following recommendations:

1. That the new district at the time of formation provide a member on its administrative staff whose sole responsibility is instruction and curriculum management district wide.

2. That the new district at the time of formation provide Preschool special education at all of its primary schools.

3. That the new district at the time of formation include in its high school program seven additions to its extra curricular program.



## INTRODUCTION

The Program/Curriculum Committee was appointed by the Chairman of the Regional School Study Committee. He assigned Mr. Dale Detrick the task of Chairman and placed on the committee Cindy Lester, a Board of Education member from Litchfield, Mr. Gerald Geci, a teacher from Litchfield; and Mr. Wayne Piskura, a selectman from Roxbury; all of these members being duly elected representatives from either Litchfield or Region 12. We were assigned the job of reviewing and reporting on the following subjects;

1. Towns to be included in the new region
2. Grade levels to be included and where these grades will be taught.
3. Those facilities recommended for use.
4. The Curriculum of both Litchfield and Region 12
5. A five year plan projecting enrollment, staffing needs and development of programs appropriate to the region

The committee has met on numerous occasions and has produced information to answer all of the questions stated above. This report includes the minutes of all of those meeting in Appendix A.

It should be noted here that the information presented herein is the result of the efforts of both of the administrations of the two districts involved, Litchfield and Region 12. When the committee asked a questions or required an answer, the Principals and the Superintendents were both responsive and supportive. This committee would like to thank all of the staff that contributed to this effort.

It is clear that the towns to be included in this new region are the towns participating in this Temporary School Study Committee and they are Litchfield, Washington, Bridgewater and Roxbury. These four towns are represented by two entities, namely the

Litchfield Public School System and The Shepaug Valley Regional School District #12. Both school systems are suffering from low enrollments and large overheads and the cost to educate students has driven these entities to join in discussion to find a more efficient method of providing the educational service.

Each of the towns brings to the table educational facilities. Litchfield has three facilities, a primary school called The Center School, a middle school facility and a high school facility. Region 12 has four facilities, a primary school in each of the three towns and a combined middle high school facility that is located in the town of Washington. After review of these buildings and talking to members of the committee, it has been decided to provide services in the following locations;

Burnham School-Bridgewater	K-5
Booth Free School-Roxbury	K-5
Washington Primary-Washington	K-5
Litchfield Center School-Litchfield	K-4
Shepaug Middle School-Washington	6,7,8
Litchfield Middle School-Litchfield	5,6,7,8
Regional High School-Washington	9-12

It should be noted here that the intention of this committee is that the current Middle School in Litchfield will be returned to the town for a use to be determined. The existing Litchfield High School building will become the Litchfield Middle School. All of these facilities are being appraised by the Temporary Regional School Study Committee.

#### COMPARISON OF SCHOOL PROFILES

The two school systems were compared in as many aspects as we could. It is clear that the two entities share similar demographics. Both communities are affluent and have a large proportion of college educated residents. The schools are both directed to college preparatory studies primarily with vocational programs for those students that chose them. Our students test on the SAT Test in very similar ranges. A majority of our graduates go to four year colleges after graduation from high



school. Neither school system has a dropout problem and both systems have yearly class sizes in the range of 60 to 80 students. The graduation requirements for the two high schools is similar with Litchfield requiring 20 credits and Shepaug requiring 21 credits. Both schools are accredited by the New England Association of Schools and Colleges. All of this data can be seen in Appendix B.

#### ENROLLMENT PROJECTIONS

Both school systems maintain a comprehensive bank of population data and are able to project yearly student enrollments with some accuracy. Using this information and the techniques that are accepted statewide, enrollments for the two system were projected to 1996 and then added to provide the data for the new region. The combined data is presented below in an abbreviated format.

SCHOOL YEAR	K-5	6-8	9-12	TOTAL
1991-92	1070	492	512	2074
1992-93	1072	504	530	2106
1993-94	1106	505	531	2142
1994-95	1132	524	541	2197
1995-96	1146	518	571	2235

As one can see from the data presented in Appendix C, the projections for grades 6-12 go from a total of 1089 students in 1996 to 1228 students in 2001. This growth will make better use of our facilities and staff.

## CURRICULUM

Many hours were spent by the committee discussing the curriculum and the impact that such a merger will have on our children and the education that we can provide to them. The administrative staffs were extremely helpful in generating information in this area and guiding the committee through some of the intricacies of operating a small school district. As part of this report we are including the program guides (Appendix H) from both high schools so the reader can compare both programs in both school systems.

Each of the three schools, ie. Primary, Middle and High school, has prepared a summary of it's findings with respect to the programs offered now, how they will fit together and what enhancements we can expect after they are together. The committee asked the administration to put the systems together without adding or embellishing the program in any way. The result are benefits for both systems because there are programs that one system has that the other doesn't and visa versa. These are all delineated in Appendix D.

In addition to those programs that are inherent to the basic curriculum, each school system has programs that will enhance the education we can provide to students. The committee asked the administrators to make these kinds of programs district wide in a five year planned approach. In this way, the district is able a assimilate the curriculum and make sure it works district wide and has a plan for enhancing its program with curriculum that it knows works and has experience with. In the case of the high school, no compensation was done to account for the benefits that will accrue because of the increased student body. These benefits include flexibility in scheduling, not only for program but for students and their relationships with teachers. There are intermural sports and freshman teams that will become available with the increased student body. This will provide more opportunity for students to participate in sports.

The larger student body will enable the administration to accomplish great strides in the delivery of the program. Combining the two systems, Litchfield and Region 12, brings program and curriculum together that cannot be supported by



either system alone. The enclosed charts show the enhancements that result by combining the schools. One must remember that this is a direct combination. When the new district is formed, the Board of Education and the administrators will sort out each and every class to insure their value and how they fit into the program. The students at Shepaug in the new system will have most of the business courses returned to them. The students from Litchfield will have new opportunities in English, Social Studies and in new initiatives now at Shepaug like Senior Projects. The Athletic program will be able to have freshman and varsity teams allowing the students to progress easily.

The combination of the Litchfield and Region 12 systems will allow the new Board of Education to think about building a truly excellent education program that can and will compete with the private school sector. The additional students in the building, allowing programs to exist that have been insupportable, will enhance the worth of the new regions education immensely. New programs in the technology field can be taught with minimal cost to the new district. Foreign languages can be taught in the elementary schools to prepare students for the shared experience with people around the world. With the addition of Litchfield to the system, many, many more talented people can be asked to provide short courses and seminars in the schools. All of these things and many others as yet unthought of will bring this new district to new educational heights.

#### STAFFING RECOMMENDATIONS

The committee spent some of its time together determining how the staffing would be impacted if a new district were formed. It became obvious that since the new district would keep all of its primary schools and middle schools in place, the staff in these schools would remain the same. However, in the high school, the economies of scale became apparent. Given our initial charge to the administrators to merge the two systems without embellishment, the resulting staff reduction amounted to 2.3 Full Time Equivalent Teachers (FTE). This result was presented to the Temporary Study Committee in July. The Study Committee directed the Program/Curriculum Committee to reduce the high school staff by approximately 6 FTE and return a report that reflects these changes and the resulting impact on the program. This was done at the end of July.

The total teaching staff of both systems is delineated on Page 1 of Appendix E. Note that Shepaug has more elementary teachers because it has three elementary school buildings. Litchfield appears to have more Middle school teachers but, in fact, Shepaug shares teachers between it's high school and the middle school. The resulting total staffs compare favorably.

For reference purposes, we have included the States recommended standards for staffing in Appendix G. After we merged the two system and tabulated the economies of scale in the high school, we compared favorably with the states model. This new staff is shown on Pages 2 and 3 of Appendix E. After the Study Committee asked for the reduction of Six Staff in the high school, the merged staff is as outlined on Page 4. The resulting program reduction because of this additional reduction in staff is outlined on Page 5 of Appendix E.

The Program/Curriculum Committee felt, after all of it's deliberations and listening to the staffing and curriculum of the new district, that a person should be hired to over see and direct the program in this new district. Both Litchfield and Shepaug coordinate curriculum through the use of staff and building administrators. Because of this, new programs and old programs that should be done away with are not addressed in a timely manner. Consequently, we recommended that the new district be formed with an Assistant Superintendent of Curriculum and Program in place.

#### FIVE YEAR PLANS

The instructions to the administrators were to merge the two programs but not to embellish the resulting program. The study committee felt that the public would be distraught if this committee would recommend an immediate increase in program. However, the problem we faced was evident in the Primary schools where, for instance, Region 12 had a TAG teacher and Litchfield had none. The solution that we arrived at is to merge the two programs leaving those programs in place wherever they were.



Since over time, the two systems would have to be equal, we used these programs that one had, but not the other, and built the five year educational plan from them. The high school extra-curricular program gets some automatic enhancements that will save taxpayers money. These are shown on Pages 5 and 6 of Appendix F. The Five Year Plan for the complete district are outlined in detail in pages 1 through 7 in Appendix F.

#### RECOMMENDATION

The program/curriculum committee having met and reviewed all of the information presented herein has voted unanimously to recommend the formation of a new school district. The committee has asked that with the formation of the new district, the following recommendations be incorporated so the success of the curriculum may be insured. These recommendations are;

1. That the new district, at the time of formation, provide a member on its administrative staff whose sole responsibility is instruction and curriculum management district wide.
2. The new district, at the time of formation, provide Preschool special education at all of its primary schools.
3. That the new district, at the time of formation, include in its high school program seven additions to its extra curricular program.

Respectively Submitted;

Dale W. Detrick  
Cindy Lester  
Gerald Geci  
Wayne Piskura

SECTION V

ADMINISTRATION

# REPORT OF THE ADMINISTRATIVE SUB-COMMITTEE

## CENTRAL OFFICE STAFFING

The Sub-Committee reviewed the Administrators' proposal on the Central office staff for a merged school district. This proposal called for a total Central Office Staff of 19, or 4.8 members less than the individual districts as they are currently organized. As the table below indicates, the reduction would take the form of one certified member and 3.8 classified personnel.

CATEGORY	CURRENT REGION #12	CURRENT LITCHFIELD	PROPOSED DISTRICT	ADJ'S
SUPERINTENDENT	1.0	1.0	1.0	-1.0
ASSISTANT SUPERINTENDENT	0.0	0.0	1.0	1.0
SUPT./SECRETARY	1.0	1.0	1.0	-1.0
BUSINESS MANAGER	1.0	1.0	1.0	-1.0
PUPIL PERSONNEL DIR.	1.0	1.0	2.0	0.0
PUPIL PERSONNEL SEC.	1.0	0.5	1.0	-0.5
CENTRAL OFFICE CLERICAL	2.8	2.0	3.5	-1.3
SOCIAL WORKER	1.0	0.0	1.0	0.0
PSYCHOLOGIST	1.0	1.0	2.0	0.0
MAINTENANCE DIR.	1.0	1.0	1.0	-1.0
MAINTENANCE	3.0	1.5	4.5	0.0
TOTAL CENTRAL OFFICE	13.8	10.0	19.0	-4.8

As the administrators had noted, this specific central office staffing plan was in the context of their expectation that the total staff of the combined district would drop by approximately twenty, from a current total of 280 personnel, evenly divided between the districts, to a new total of about 260.

The sense of the Sub-Committee members was that the proposed central office staff provides for an administration which would be capable of supervising the activity of the merged district with approximately 2,200 students.

The sub-committee therefore recommends that the administrators' proposal be submitted to the Finance Sub-Committee to reflect the cost of Central office Staffing.

SECTION VI

TRANSPORTATION



## TRANSPORTATION SUB-COMMITTEE REPORT

The Transportation Sub-committee's challenge was to explore various plans, routes and alternatives to find the safest, least expensive and most efficient means of transporting Litchfield's 9-12 graders to shepaug valley High School.

As they are now, both systems have contracts with Laidlaw Transit, Inc., and both are transporting students as efficiently as possible. Because there are areas sparsely populated by school-aged children some buses are not fully loaded. Merging will have little -if any- effect on this inefficiency. Costs for transporting students in the two districts are directly proportional to the miles of roads driven. See Exhibit "A".

With the cooperation and efforts of administrators and staff from the district and from Laidlaw Transit, Inc. this sub-committee has concluded:

(1.) Based on studies of present bus runs and on practice runs to S.V.H.S. it is possible to transport Litchfield students to S.V.H.S. in approximately one hour or in some cases a little less than an hour.

(2.) Except for Bantam, Milton, and Northfield, Litchfield students will be transported from their homes to the high school building where they will transfer to three (3) buses which will travel Rtes. 202 and 47 to S.V.H.S. Two (2) buses will transport students from Northfield via Moosehorn Road, Hickory Hill Road, and Rte. 109 to S.V.H.S. Bantam and Milton students will be bused to S.V.H.S. by extending routes of present Washington bus runs.

(3.) Two late buses (one to Northfield; one through Bantam to Litchfield) will run daily to transport Litchfield students from after-school activities.

(4.) Transporting Litchfield students in three waves (of high school, middle school and elementary school students) which administrators believe will best serve our students requires four (4) additional buses.

(5.) Excluding the kindergarten routes, Litchfield buses alone will cover 1,553 miles per day - an increase of 763 miles over existing routes. The total estimated increase for fuel and routes for regionalizing is \$132,453 per year. Add to this \$1,637 for two late buses and the total increase is \$134,090 per year.

(6.) Even though two routes will be extended to accommodate Litchfield students, the transportation budget for the present Region #12 should not be affected significantly.

(7.) Transportation for Oliver Wolcott Technical School students will be arranged in a manner similar to present procedures.

SECTION VII

BOARD OF EDUCATION

## REPORT OF THE ADMINISTRATIVE SUB-COMMITTEE

### BOARD COMPOSITION

Confirming the Committee vote of October 15, 1995, we recommend the combined school Board for Region 12 and Litchfield be organized with the basic structure of a 12 member board with the following membership:

TOWN	MEMBERS	VOTES PER MEMBER	TOTAL VOTES
Roxbury	2	0.5	1
Bridgewater	2	0.5	1
Washington	3	1.0	3
Litchfield	5	1.0	5
		-----	-----
TOTAL	12		10

Any vote to close an elementary school must carry by a majority vote from each town.

#### Background

Board size: The Board total membership was designed to be no smaller than Litchfield's to insure adequate committee staffing and no larger than Region 12's to insure manageability.

Voting Structures: The recommended structure avoids the complications inherent in weighted voting and complies with the requirements for "one person one vote."

Membership By providing each Town with at least two members, regardless of population we offer the school board a broader sense of the communities' which it serves.

School Closing Vote: The group felt that for the proposed regionalization to be acceptable the citizens of each town would expect assurance that the existence of their elementary school would not be subject to the routine action of the Board.

SECTION VIII

APPENDIX "A" - FINANCIAL PROJECTIONS



LITCHFIELD - CURRENT

Mar. 29, 1993

Five Year Projected Expenditures

DESCRIPTION	1992-93 Budget Proposal	ASSUMPTIONS FOR 5 YEAR PROJECTIONS	1993-94 Projected Expenses	1994-95 Projected Expenses	1995-96 Projected Expenses	1996-97 Projected Expenses	1997-98 Projected Expenses
100 Adult Education	1,800	5.000%	1,890	1,985	2,084	2,188	2,297
111 Certificated Salaries	4,912,463	3.500%	5,084,399	5,262,353	5,446,536	5,637,164	5,834,465
112 Classified Salaries	890,493	3.500%	921,660	953,918	987,306	1,021,861	1,057,626
113 Overtime	0	6.750%	0	0	0	0	0
114 Substitute Salaries	60,212	4.500%	62,922	65,753	68,712	71,804	75,035
115 Summer Help	0	4.500%	0	0	0	0	0
200 Pension	68,000	7.500%	73,100	78,583	84,476	90,812	97,623
201 Worker's Compensation	35,618	7.000%	38,111	40,779	43,634	46,688	49,956
202 Social Security	65,000	CALCULATED	63,013	65,259	67,585	69,995	72,490
203 Blue Cross/Blue Shield	1,140,948	12.500%	1,283,567	1,444,012	1,624,514	1,827,578	2,056,025
204 Medicare	33,000	CALCULATED	88,000	91,089	94,287	97,597	101,023
205 Life Insurance	24,800	CALCULATED	25,668	26,566	27,496	28,459	29,455
206 Unemployment Compensation	7,487	0.000%	7,487	7,487	7,487	7,487	7,487
321 Instruction	14,620	4.000%	15,205	15,813	16,446	17,103	17,787
322 Instructional Improvement	27,301	4.000%	28,393	29,529	30,710	31,938	33,216
323 Pupil Services	54,142	4.000%	56,308	58,560	60,902	63,338	65,872
324 Staff Develop. Admin. Exp.	0	4.000%	0	0	0	0	0
325 Hunter Program	0	4.000%	0	0	0	0	0
330 Other Prof. & Tech Service	44,347	4.000%	46,121	47,966	49,884	51,880	53,955
331 Computer Services	0	0.000%	0	0	0	0	0
332 Officials Fees	46,152	4.500%	48,229	50,399	52,667	55,037	57,514
333 Student Council	0	4.000%	0	0	0	0	0
410 Electricity	126,550	4.000%	131,612	136,876	142,352	148,046	153,967
411 Water Services	7,580	4.000%	7,883	8,199	8,526	8,868	9,222
412 Sewer Services	3,850	4.000%	4,004	4,164	4,331	4,504	4,684
413 Snow/Refuse removal	22,000	4.000%	22,880	23,795	24,747	25,737	26,766
430 Cleaning Repair Maint.	31,700	5.000%	33,285	34,949	36,697	38,532	40,458
431 Equipment repair	55,509	4.500%	58,007	60,617	63,345	66,196	69,174
432 Grounds Maintenance	0	5.000%	0	0	0	0	0
433 Other Repairs	1,550	4.000%	1,612	1,676	1,744	1,813	1,886
434 Purchased Maintenance Serv	0	4.000%	0	0	0	0	0
440 Rentals	2,171	3.000%	2,236	2,303	2,372	2,443	2,517
510 Pupil Transportation	334,205	3.000%	344,231	354,558	365,195	376,151	387,435
520 Property Insurance	50,591	7.000%	54,132	57,922	61,976	66,314	70,956

LITCHFIELD - CURRENT

DESCRIPTION	1992-93 Budget Proposal	ASSUMPTIONS FOR 5 YEAR PROJECTIONS	1993-94 Projected Expenditure	1994-95 Projected Expenditures	1995-96 Projected Expenses	1996-97 Projected Expenses	1997-98 Projected Expenses
521 Liability Insurance	7,735	7.000%	8,276	8,856	9,476	10,139	10,849
529 Other Insurance	5,275	7.000%	5,644	6,039	6,462	6,914	7,398
530 Communications	37,400	4.000%	38,896	40,452	42,070	43,753	45,503
531 Phone System	0	0.000%	0	0	0	0	0
540 Advertising	3,500	2.500%	3,588	3,677	3,769	3,863	3,960
550 Printing & Binding	13,207	4.000%	13,735	14,285	14,856	15,450	16,068
560 Tuition	153,123	8.000%	165,373	178,603	192,891	208,322	224,988
561 Private Tuition	0	8.000%	0	0	0	0	0
580 Travel	15,850	4.000%	16,484	17,143	17,829	18,542	19,284
590 Other Purchased Services	4,968	4.000%	5,167	5,373	5,588	5,812	6,044
611 Instructional Supplies	102,691	4.000%	106,799	111,071	115,513	120,134	124,939
612 Software	6,058	4.000%	6,300	6,552	6,814	7,087	7,370
613 Maintenance Supplies	44,618	5.000%	46,849	49,191	51,651	54,233	56,945
620 Heat Energy	59,349	5.000%	62,316	65,432	68,704	72,139	75,746
627 Transportation Supplies	31,090	5.000%	32,645	34,277	35,991	37,790	39,680
630 Food Services	0	0	0	0	0	0	0
641 Textbooks	47,180	4.000%	49,067	51,030	53,071	55,194	57,402
642 Library Books & Periodical	18,745	4.000%	19,495	20,275	21,086	21,929	22,806
643 Subscriptions/Periodicals	8,712	4.000%	9,060	9,423	9,800	10,192	10,599
690 Other Supplies	28,114	4.000%	29,239	30,408	31,624	32,889	34,205
730 Equipment	3,345	5.000%	3,512	3,688	3,872	4,066	4,269
739 Other Equipment	10,430	5.000%	10,952	11,499	12,074	12,678	13,312
810 Dues & Fees	10,999	4.000%	11,439	11,897	12,372	12,867	13,382
Sub-total Operating	8,674,478	ACTUAL	9,148,791	9,604,282	10,091,523	10,613,527	11,173,644
Net Debt Services	420,210		366,897	354,818	342,098	320,531	245,618
Total	9,094,688		9,515,688	9,959,100	10,433,621	10,934,058	11,419,262

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REGION 12 - CURRENT

Mar. 29, 1993

Five Year Projected Expenditures

DESCRIPTION	1992-93 Budget Proposal	ASSUMPTIONS FOR 5 YEAR PROJECTIONS	1993-94 Projected Expenses	1994-95 Projected Expenses	1995-96 Projected Expenses	1996-97 Projected Expenses	1997-98 Projected Expenses
100 Adult Education	2,700	5.000%	2,835	2,977	3,126	3,282	3,446
111 Certificated Salaries	4,840,759	3.500%	5,010,186	5,185,542	5,367,036	5,554,882	5,749,303
112 Classified Salaries	878,308	3.500%	909,049	940,865	973,796	1,007,879	1,043,154
113 Overtime	20,500	6.750%	21,884	23,361	24,938	26,621	28,418
114 Substitute Salaries	79,262	4.500%	82,829	86,556	90,451	94,521	98,775
115 Summer Help	7,850	4.500%	8,203	8,572	8,958	9,361	9,783
200 Pension	119,635	7.500%	128,608	138,253	148,622	159,769	171,752
201 Worker's Compensation	43,000	7.000%	46,010	49,231	52,677	56,364	60,310
202 Social Security	62,248	CALCULATED	65,406	67,799	70,281	72,856	75,528
203 Blue Cross/Blue Shield	1,111,671	12.500%	1,250,630	1,406,959	1,582,828	1,780,682	2,003,267
204 Medicare	32,052	CALCULATED	87,466	90,551	93,745	97,052	100,477
205 Life Insurance	36,440	CALCULATED	37,715	39,035	40,402	41,816	43,279
206 Unemployment Compensation	6,000	0.000%	6,000	6,000	6,000	6,000	6,000
321 Instruction	15,625	4.000%	16,250	16,900	17,576	18,279	19,010
322 Instructional Improvement	29,374	4.000%	30,549	31,771	33,042	34,363	35,738
323 Pupil Services	76,425	4.000%	79,482	82,661	85,968	89,406	92,983
324 Staff Develop. Admin. Exp.	2,100	4.000%	2,184	2,271	2,362	2,457	2,555
325 Hunter Program	25,027	4.000%	26,028	27,069	28,152	29,278	30,449
330 Other Prof. & Tech Services	57,427	4.000%	59,724	62,113	64,598	67,181	69,869
331 Computer Services	15,000	0.000%	15,000	15,000	15,000	15,000	15,000
332 Officials Fees	3,693	4.500%	3,859	4,033	4,214	4,404	4,602
333 Student Council	500	4.000%	520	541	562	585	608
410 Electricity	169,813	4.000%	176,606	183,670	191,017	198,657	206,603
411 Water Services	1,450	4.000%	1,508	1,568	1,631	1,696	1,764
412 Sewer Services	4,275	4.000%	4,446	4,624	4,809	5,001	5,201
413 Snow/Refuse removal	10,570	4.000%	10,993	11,433	11,890	12,365	12,860
430 Cleaning Repair Maint.	43,718	5.000%	45,904	48,199	50,609	53,140	55,796
431 Equipment repair	23,926	4.500%	25,003	26,128	27,304	28,532	29,816
432 Grounds Maintenance	8,500	5.000%	8,925	9,371	9,840	10,332	10,848
433 Other Repairs	43,085	4.000%	44,808	46,601	48,465	50,403	52,419
434 Purchased Maintenance Servi	12,100	4.000%	12,584	13,087	13,611	14,155	14,722
440 Rentals	17,000	3.000%	17,510	18,035	18,576	19,134	19,708
510 Pupil Transportation	685,511	3.000%	706,076	727,259	749,076	771,549	794,695
520 Property Insurance	55,570	7.000%	59,460	63,622	68,076	72,841	77,940

REGION 12 - CURRENT

DESCRIPTION	1992-93 Budget Proposal	ASSUMPTIONS FOR 5 YEAR PROJECTIONS	1993-94 Projected Expenditures	1994-95 Projected Expenditures	1995-96 Projected Expenses	1996-97 Projected Expenses	1997-98 Projected Expenses
521 Liability Insurance	19,575	7.000%	20,945	22,411	23,980	25,659	27,455
529 Other Insurance	9,175	7.000%	9,817	10,504	11,240	12,027	12,868
530 Communications	33,830	4.000%	35,183	36,591	38,054	39,576	41,159
531 Phone System	4,055	0.000%	4,055	0	0	0	0
540 Advertising	6,500	2.500%	6,663	6,829	7,000	7,175	7,354
550 Printing & Binding	7,775	4.000%	8,086	8,409	8,746	9,096	9,459
560 Tuition	191,500	8.000%	206,820	223,366	241,235	260,534	281,376
561 Private Tuition	129,800	8.000%	140,184	151,399	163,511	176,591	190,719
580 Travel	21,875	4.000%	22,750	23,660	24,606	25,591	26,614
590 Other Purchased Services	61,446	4.000%	63,904	66,460	69,118	71,883	74,758
611 Instructional Supplies	112,989	4.000%	117,509	122,209	127,097	132,181	137,468
612 Software	8,700	4.000%	9,048	9,410	9,786	10,178	10,585
613 Maintenance Supplies	18,000	5.000%	18,900	19,845	20,837	21,879	22,973
620 Heat Energy	172,950	5.000%	181,598	190,677	200,211	210,222	220,733
627 Transportation Supplies	39,860	5.000%	41,853	43,946	46,143	48,450	50,873
630 Food Services			0	0	0	0	0
641 Textbooks	32,927	4.000%	34,244	35,614	37,038	38,520	40,061
642 Library Books & Periodicals	15,884	4.000%	16,519	17,180	17,867	18,582	19,325
643 Subscriptions/Periodicals	3,558	4.000%	3,700	3,848	4,002	4,162	4,329
690 Other Supplies	17,868	4.000%	18,583	19,326	20,099	20,903	21,739
730 Equipment	63,896	5.000%	67,091	70,445	73,968	77,666	81,549
739 Other Equipment	12,750	5.000%	13,388	14,057	14,760	15,498	16,273
810 Dues & Fees	20,701	4.000%	21,529	22,390	23,286	24,217	25,186
Sub-total operating	9,546,728		10,066,607	10,560,234	11,091,822	11,660,435	12,269,537
Net Debt Services	714,807		650,258	626,943	602,988	570,184	484,035
Total	10,261,535		10,716,865	11,187,177	11,694,810	12,230,619	12,753,572

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Merger Committee - Combined 1992-93 after Adjustments

Mar. 29, 1993

DESCRIPTION	1992-93		1992-93		Combined		COMMITTEE INPUT					Adjusted Combined 1992-1993
	Budget	Litchfield	Budget	Region 12	Status Quo Budget	Combined Budget	(A) Certified Staff	(B) Class. Staff	(C) Trans. Expenses	(D) Close Bldg Costs	(E) Misc.	
Adult Education	1,800		2,700		4,500							4,500
Certificated Salaries	4,912,463		4,840,759		9,753,222		(409,000)				(107,000)	9,237,222
Classified Salaries	890,493		878,308		1,768,801			(225,980)				1,542,821
Overtime	0		20,500		20,500							20,500
Substitute Salaries	60,212		79,262		139,474							139,474
Summer Help	0		7,850		7,850							7,850
Pension	68,000		119,635		187,635							187,635
Worker's Compensation	35,618		43,000		78,618							78,618
Social Security	65,000		62,248		127,248			(14,010)				113,238
Blue Cross/Blue Shield	1,140,948		1,111,671		2,252,619		(59,500)	(58,500)				2,134,619
Medicare	33,000		32,052		65,052			(3,280)				61,772
Life Insurance	24,800		36,440		61,240					80,000		61,240
Unemployment Compensation	7,487		6,000		13,487							93,487
Instruction	14,620		15,625		30,245							30,245
Instructional Improvement	27,301		29,374		56,675							56,675
Pupil Services	54,142		76,425		130,567							130,567
Staff Develop. Admin. Exp.	0		2,100		2,100							2,100
Hunter Program	0		25,027		25,027							25,027
Other Prof. & Tech Service	44,347		57,427		101,774							101,774
Computer Services	0		15,000		15,000							15,000
Officials Fees	46,152		3,693		49,845							49,845
Student Council	0		500		500							500
Electricity	126,550		169,813		296,363					(46,700)		249,663
Water Services	7,580		1,450		9,030							9,030
Sewer Services	3,850		4,275		8,125							8,125
Snow/Refuse removal	22,000		10,570		32,570					(6,275)		26,295
Cleaning Repair Maint.	31,700		43,718		75,418					(8,500)		66,918
Equipment repair	55,509		23,926		79,435					(5,700)		73,735
Grounds Maintenance	0		8,500		8,500							8,500
Other Repairs	1,550		43,085		44,635					(500)		44,135
Purchased Maintenance Serv	0		12,100		12,100							12,100
Rentals	2,171		17,000		19,171							19,171
Pupil Transportation	334,205		685,511		1,019,716				117,578			1,137,294
Property Insurance	50,591		55,570		106,161					(10,000)		96,161

Merger Committee - Combined 1992-93 after Adjustments

DESCRIPTION	*****		COMMITTEE INPUT		*****				
	(A)	(B)	(C)	(D)	(E)				
	1992-93 Budget Litchfield	1992-93 Budget Region 12	Combined Status Quo Budget	Certified Staff	class. Staff	Trans. Expenses	Close Bldg Costs	Misc.	Adjusted Combined 1992-1993
Liability Insurance	7,735	19,575	27,310						27,310
Other Insurance	5,275	9,175	14,450						14,450
Communications	37,400	33,830	71,230						64,930
Phone System	0	4,055	4,055					(6,300)	4,055
Advertising	3,500	6,500	10,000						10,000
Printing & Binding	13,207	7,775	20,982						20,982
Tuition	153,123	191,500	344,623						344,623
Private Tuition	0	129,800	129,800						129,800
Travel	15,850	21,875	37,725						37,725
Other Purchased Services	4,968	61,446	66,414					(500)	65,914
Instructional Supplies	102,691	112,989	215,680						215,680
Software	6,058	8,700	14,758						14,758
Maintenance Supplies	44,618	18,000	62,618					(14,800)	47,818
Heat Energy	59,349	172,950	232,299					(19,949)	212,350
Transportation Supplies	31,090	39,860	70,950			16,512			87,462
Food Services	0	0	0						0
Textbooks	47,180	32,927	80,107						80,107
Library Books & Periodical	18,745	15,884	34,629						34,629
Subscriptions/Periodicals	8,712	3,558	12,270						12,270
Other Supplies	28,114	17,868	45,982						45,982
Equipment	3,345	63,896	67,241						67,241
Other Equipment	10,430	12,750	23,180						23,180
Dues & Fees	10,999	20,701	31,700						31,700
Sub-total Operating	8,674,478	9,546,728	18,221,206						0
Net Debt Services	420,210	714,807	1,135,017						18,221,206
Total	9,094,688	10,261,535	19,356,223	(468,500)	(301,770)	134,090	(119,224)	(27,000)	1,135,017
F.T.E. REDUCTION				9	9.30				18,573,819

NOTE EXPLANATION

(E) MISC = \$107,000 savings from Extracurricular & \$80,000 expense for unemployment  
COMBIN12.WK1

A. Certified Staff

- Salary - Certified Teacher	\$40,000	F.T.E.	6	(240,000)
Guidance(11 mos)	\$44,000		1	(44,000)
Principal	\$75,000		1	(75,000)
Business Mgr	\$50,000		1	(50,000)

TOTAL SALARY

9.0 (409,000)

- Medical/Benefits

\$6,500 x 7 = (45,000)  
\$7,000 x 2 = (14,000)

TOTAL BC/BS

(59,000)

TOTAL CERTIFIED SAVINGS

(468,500)

B. Classified Staff

- Salary - Nurse	\$30,000	F.T.E.	1	(30,000)
Supt Sectry	\$25,000		1	(25,000)
School Secretary	\$20,000		2.5	(50,000)
Custodial	\$21,840		2	(43,680)
Maint. Supr.	\$38,000		1	(38,000)
Central Office	\$21,834		1.8	(39,300)

TOTAL SALARY

9.3 (225,980)

- Medical/Benefits

(58,500)

- Social Security

(14,010)

- Medicare

( 3,280)

TOTAL CLASSIFIED SAVINGS

(301,770)



Merger Committee - Combined 1992-93 after Adjustments

C. Transportation	
- Additional buses	117,578
- Additional fuel costs	16,512
TOTAL TRANSPORTATION INCREASE	134,090
D. Close Building cost Savings	
- Electricity	(46,700)
- Snow/Refuse Removal	( 6,275)
- Cleaning repair/Maint	( 8,500)
- Equipment Repairs	( 5,700)
- Misc Repairs	( 500)
- Property Insurance	(10,000)
- Communications/Phones	( 6,300)
- Other Purchased Services	( 500)
- Maintenance Supplies	(14,800)
- Heat / Energy	(19,949)

TOTAL BUILDING SAVINGS (119,224)

E. Misc

1 - ExtraCurricular Salary	(107,000)
2 - Unemployment	80,000

Current is as follows:  
 \$288 per week per individual.  
 \$10 per dep. up to three

Max would be as follows:  
 \$318 per week  
 x 26 weeks eligibility

\$8,268 per F.T.E.  
 x 18.3 F.T.E.'s

-----  
 \$151,304 TOTAL

TOTAL MISC ( 27,000)

COMBIN12.WK1

# PROJECTED MERGED REGION OPERATING EXPENSES

Mar. 29, 1993

## Five Year Projected Expenditures

DESCRIPTION	1992-93 Adjusted Combined	ASSUMPTIONS FOR 5 YEAR PROJECTIONS	1993-94 Projected Expenses	1994-95 Projected Expenses	1995-96 Projected Expenses	1996-97 Projected Expenses	1997-98 Projected Expenses
Adult Education	4,500	5.000%	4,725	4,961	5,209	5,470	5,743
Certificated Salaries (1)	9,237,222	3.500%	9,560,525	9,895,143	10,241,473	10,599,925	10,970,922
Classified Salaries(2)	1,542,821	3.500%	1,596,820	1,652,708	1,710,553	1,770,423	1,832,387
Overtime	20,500	6.750%	21,884	23,361	24,938	26,621	28,418
Substitute Salaries	139,474	4.500%	145,750	152,309	159,163	166,325	173,810
Summer Help	7,850	4.500%	8,203	8,572	8,958	9,361	9,783
Pension	187,635	7.500%	201,708	216,836	233,098	250,581	269,374
Worker's Compensation	78,618	7.000%	84,121	90,010	96,310	103,052	110,266
Social Security	113,238	CALCULATED	113,450	117,565	121,831	126,255	130,841
Blue Cross/Blue Shield	2,134,619	12.500%	2,401,446	2,701,627	3,039,331	3,419,247	3,846,653
Medicare	61,772	CALCULATED	64,331	67,115	70,104	73,203	76,322
Life Insurance	61,240	CALCULATED	63,383	65,602	67,898	70,274	72,734
Unemployment Compensation	93,487	GIVEN	13,500	13,500	13,500	13,500	13,500
Instruction	30,245	4.000%	31,455	32,713	34,022	35,382	36,798
Instructional Improvement	56,675	4.000%	58,942	61,300	63,752	66,302	68,954
Pupil Services	130,567	4.000%	135,790	141,221	146,870	152,745	158,855
Staff Develop. Admin. Exp.	2,100	4.000%	2,184	2,271	2,362	2,457	2,555
Hunter Program	25,027	4.000%	26,028	27,069	28,152	29,278	30,449
Other Prof. & Tech Services	101,774	4.000%	105,845	110,079	114,482	119,061	123,824
Computer Services	15,000	0.000%	15,000	15,000	15,000	15,000	15,000
Officials Fees	49,845	4.500%	52,088	54,432	56,881	59,441	62,116
Student Council	500	4.000%	520	541	562	585	608
Electricity	249,663	4.000%	259,650	270,036	280,837	292,070	303,753
Water Services	9,030	4.000%	9,391	9,767	10,158	10,564	10,986
Sewer Services	8,125	4.000%	8,450	8,788	9,140	9,505	9,885
Snow/Refuse removal	26,295	4.000%	27,347	28,441	29,578	30,761	31,992
Cleaning Repair Maint.	66,918	5.000%	70,264	73,777	77,466	81,339	85,406
Equipment repair	73,735	4.500%	77,053	80,520	84,144	87,930	91,887
Grounds Maintenance	8,500	5.000%	8,925	9,371	9,840	10,332	10,848
Other Repairs	44,135	4.000%	45,900	47,736	49,646	51,632	53,697
Purchased Maintenance Services	12,100	4.000%	12,584	13,087	13,611	14,155	14,722
Rentals	19,171	3.000%	19,746	20,339	20,949	21,577	22,224
Pupil Transportation	1,137,294	3.000%	1,171,413	1,206,555	1,242,752	1,280,034	1,318,435
Property Insurance	96,161	7.000%	102,892	110,095	117,801	126,047	134,871



PROJECTED MERGED REGION OPERATING EXPENSES

DESCRIPTION	1992-93 Budget Proposal	ASSUMPTIONS FOR 5 YEAR PROJECTIONS	1993-94 Projected Expenses	1994-95 Projected Expenses	1995-96 Projected Expenses	1996-97 Projected Expenses	1997-98 Projected Expenses
Liability Insurance	27,310	7.000%	29,222	31,267	33,456	35,798	38,304
Other Insurance	14,450	7.000%	15,462	16,544	17,702	18,941	20,267
Communications	64,930	4.000%	67,527	70,228	73,037	75,959	78,997
Phone System	4,055	0.000%	4,055	0	0	0	0
Advertising	10,000	2.500%	10,250	10,506	10,769	11,038	11,314
Printing & Binding	20,982	4.000%	21,821	22,694	23,602	24,546	25,528
Tuition	344,623	8.000%	372,193	401,968	434,126	468,856	506,364
Private Tuition	129,800	8.000%	140,184	151,399	163,511	176,591	190,719
Travel	37,725	4.000%	39,234	40,803	42,435	44,133	45,898
Other Purchased Services	65,914	4.000%	68,551	71,293	74,144	77,110	80,194
Instructional Supplies	215,680	4.000%	224,307	233,279	242,611	252,315	262,408
Software	14,758	4.000%	15,348	15,962	16,601	17,265	17,955
Maintenance Supplies	47,818	5.000%	50,209	52,719	55,355	58,123	61,029
Heat Energy	212,350	5.000%	222,968	234,116	245,822	258,113	271,018
Transportation Supplies	87,462	5.000%	91,835	96,427	101,248	106,311	111,626
Food Services			0	0	0	0	0
Textbooks	80,107	4.000%	83,311	86,644	90,109	93,714	97,462
Library Books & Periodicals	34,629	4.000%	36,014	37,455	38,953	40,511	42,131
Subscriptions/Periodicals	12,270	4.000%	12,761	13,271	13,802	14,354	14,928
Other Supplies	45,982	4.000%	47,821	49,734	51,723	53,792	55,944
Equipment	67,241	5.000%	70,603	74,133	77,840	81,732	85,818
Other Equipment	23,180	5.000%	24,339	25,556	26,834	28,175	29,584
Dues & Fees	31,700	4.000%	32,968	34,287	35,658	37,085	38,568
Sub-total Operating	17,438,802		18,302,296	19,205,734	20,175,709	21,213,998	22,327,079
Net Debt Services	1,135,017		1,017,155	981,761	945,086	890,715	729,653
Total	18,573,819		19,319,451	20,187,495	21,120,795	22,104,713	23,056,732

NOTE: During FY 92/93, Region 12 approved a referendum project to its high school of \$3.4 million which will add approximately \$200,000 per year to the combined budgets over the next twenty years.

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## **June 19, 2021 Work Group on Collaboration Recommendation**



June 2021

Dear Board of Education,

During the fall of 2020, both the Litchfield Board of Education and Regional School District No. 6 Board of Education separately and unanimously approved the creation of "Work Group(s) on Collaboration." The goal of each respective group was to further explore the potential for collaboration, consolidation, and potential merger of two districts that have historically stood within miles of each other.

Since that time, the individual groups have reviewed the following historical documentation:

- Regional School District No. 6 – Study Committee Educational Plan (1970)
- Litchfield – Regional School District No. 6 – Study Committee (1988)
- Litchfield – Regional School District No. 6 – Merger Concept (1992)
- Litchfield – Regional School District No. 12 – Merger Concept (1993)
- Litchfield Public Schools – Historical Enrollment (2018)
- Regional School District No. 6 – Historical Enrollment (2019)
- Building Assessments (2019-2020)
- Litchfield Public Schools – Regional School District No. 6 – Board Retreat (2020)

Upon review and discussion of documents, and at the request of the members, the district created a "Concept School" that examined what programs could be offered to our students in a consolidated secondary program with a unified Middle School (grades 6-8) and High School (grades 9-12). This document (attached in Appendix) was delivered in January 2021.

The district was also asked to create a "Concept Budget" that explored fiscal cost and savings should a regional district be created. This budget examined current budgets and presented a detailed budget should the Litchfield Public Schools and Regional School District No. 6 create a new district. This document (attached in Appendix) was delivered in March 2021.

The work of these members is not only historic but demonstrates a willingness to see a different future for four towns: Goshen, Litchfield, Morris, and Warren. This was not easy work, as it came with decades of history and preconceived opinions. With that understood the members looked forward, not back, when considering the facts.

After a review, discussion, deliberation, and a joint meeting, the following constitutes the shared recommendations.

This is respectfully submitted to the Boards of Education for appropriate next action.



Christopher Leone

## COMMITTEE MEMBERS

### Representing the Litchfield Public Schools:

#### Elementary Parent

Kara Cruoglio  
Deanna Marchand  
Gianni Perugini  
Caroline Wilcox Ugurlu

#### Secondary Parent

Brenda Barnes  
David Foss  
Kathleen Tranquillo

#### Community Members

Cindy Blazek  
Bill Davenport  
Julia Hrica  
Margaret Hunt

#### District

Administrator - Dr. Michael Pascento,  
LIS Principal

Non-Certified Staff – Roe Cook, AFSCME  
President

Teacher – Lynn Rice Scozzafava, LEA  
President

Town Selectmen - Jodi Tenney,  
Litchfield

### Representing the Regional School District No. 6 Public Schools:

#### Goshen

Rachel Steier-White  
Stephen Tracy  
Julia Turtoro

#### Morris

Kip Finch  
Stephanie Paletsky  
Billie Jean Sideris  
Sharon Veatch

#### Warren

Cris Cicala  
Robert DeLayo  
Alexandrea Papp  
Stephen Warshaw

#### District

Administrator - KC Chapman, JMS  
Principal

Non-Certified Staff - Jeremiah  
Sattazahn, COO RSD6

Teacher - Darren Ranft, WEA President

#### Town Selectmen

Bob Valentine, Goshen  
Erica Dorsett Mathhews, Morris  
Tim Angevine, Warren



## **SUMMARY FINDINGS OF THE COMMITTEE**

**It is the finding of the workgroup that the towns of Goshen, Litchfield, Morris, and Warren, should merge and form a new district.**

## **PROGRAM FINDINGS OF THE COMMITTEE**

After a review of historical documents and documents created by the district, the Committee finds the following:

- 1) The Litchfield Public Schools (LPS) and Regional School District No. 6 (RSD6) have faced over a decade of declining enrollment and increased fiscal / programmatic constraints. As both districts grapple with these challenges to long-term viability, choosing to join together now will capitalize on the best opportunity for both districts to merge with a geographically and academically compatible partner.
- 2) With the consolidation of two districts (LPS and RSD6) the formation of a new consolidated middle school and a new consolidated high school will enrich, expand, and sustain educational programs (inclusive of, but not limited to, course offerings, Agriculture Science and Technology Education (ASTE), service organizations, special education, mental health services, the arts, music, theater, athletics, and extra curricular opportunities).
- 3) The consolidation of the two districts will sustain and enhance the already excellent elementary (grades K-5) education, curriculum, and instruction currently being provided to the students and positively impact the residents of Goshen, Litchfield, Morris and Warren.
- 4) The formation of a new district can be completed in good faith with minimal impact on jobs with the vast majority of staff reductions coming from retirements and attrition.
- 5) The consolidation of the two districts would yield fiscal savings for all four towns.

## **RECOMMENDATIONS**

It is the recommendation of the workgroup committee that the benefits of cooperative planning and administration be expanded to include the entire educational programs of Goshen, Litchfield, Morris, and Warren (commonly referred to as a K through 12 region).

The following constitutes the recommendations and provisions for those recommendations, as approved by the workgroups:

## **RECOMMENDED PLAN**

### **DISTRICT CONFIGURATION:**

A new district would be formed serving the towns of Goshen, Litchfield, Morris, and Warren. The district schools would have the following configuration(s):

K-5: Goshen, Morris, and Warren

K-3: Litchfield Center School

4-5: Litchfield Intermediate School

6-8: Region 20 Middle School

9-12: Region 20 High School (including the ASTE program)

(Use of school facilities is detailed further below)

### **BOARD OF EDUCATION - STRUCTURE:**

A new Board of Education would preside over the regionalized district. The Board would have 12 members with three members each from Goshen, Litchfield, Morris, and Warren. Each member would serve a three-year term.

Each town would have the autonomy to elect Board of Education members as it saw fit with an understanding that members would need to be seated by July 1<sup>st</sup>. If elected in November, term would start July 1<sup>st</sup> of following year.

In an effort to increase participation in the Board of Education, it is recommended that the process for becoming a Board of Education candidate in each town be publicly posted on the district website, on each town website, and in each town hall. It is also recommended that candidate be nominated no less than two weeks in advance of the election.

### **BOARD OF EDUCATION - CONTROL and VOTING:**

The 12-member board, while weighted per statute, must approve items with a super-majority. No less than 66%, or 8 members, of the Board must vote in the affirmative for an action item to gain approval.

**EDUCATION – CURRICULUM:**

The Board of Education for the new district commits to the following:

- 1) Enhancement and expansion of educational opportunities for all students (inclusive of, but not limited to, course offerings, enrichment programs, life skills, mental and social emotional needs, the arts, and athletics);
- 2) Equity of curriculum and instruction across all schools to ensure that students develop global citizenship skills that allow them to be participating members of diverse communities.

**FINANCIAL:**

The founding towns of the new district commit to a rolling five-year average of student enrollment that limits annual fluctuations in assessments and maintains stability for educational programs.

With agreement on membership and assessments, the founding towns of the new district will not see an increase from their last local contributions over the first five years of the new district. In the event that any, or all, of the founding towns shall be wholly or partially prevented from the performance of such commitment by reason of a Force Majeure Event (i.e. act of God, natural disaster pandemic) then the founding towns, through the Board of Education, shall have a discussion on their budgetary commitment.

All assets are itemized and accounted for before the creation of a new district.

**FACILITIES AND CAPITAL:**

The following facilities would house secondary schools:

Current Litchfield Middle School / Litchfield High School will house the new Regional Middle School.

Current WAMOGO Regional High School will house the new Regional High School.

The following facilities would house the elementary schools:

Goshen Center School – Goshen students (grades K-5)

Litchfield Center School – Litchfield students (grades K-3)

Litchfield Intermediate School – Litchfield students (grades 4-5)

James Morris School – Morris students (grades K-5)

Warren School – Warren students (grades K-5)



No Kindergarten through Grade 5 student will be transported out-of-town from their local, town based, school.

There would be no transfer of funds between entities for facilities with the creation of the new district.

Should the Board of Education for the new district determine that a facility is not needed and the public approves such decision, the facility would revert to the town in which it is located. The WAMOGO building would revert back to the towns of Warren, Morris and Goshen.

All town programs (including Parks and Recreation) will have access to school facilities at no cost.

The new district will continue past practice of annual capital needs plan and district contribution to facility improvement of no less than \$1M for the first five years of its existence.

#### **CULTURE /IDENTITY/HISTORY:**

The new district will respect and honor the past of each of the four communities, while also creating a new cultural identity.

The district will work with students, staff, and community to develop new logos, mascots, school colors, uniforms (sports and band), vision statement, motto, signage, core values, school name, and traditions (regional and community).

The district will annually measure and share survey results on parent engagement and school climate.

#### **STAFFING/ORGANIZATION:**

The new district is required to collectively bargain with existing unions (AFSCME, LAA, LEA, WAA, and WEA) before opening.

At least 75% of any reductions from current total staff levels resulting from the creation of a new district shall come from retirements and natural attrition.

## FACILITIES RECOMMENDATIONS / CONSIDERATIONS

A review of local assessments for school buildings shows the following:

Litchfield Public Schools			
Building	Town	Assessed Value	Assessment Date
Litchfield HS / MS	Litchfield	\$20,921,700	2019
Litchfield Intermediate	Litchfield	\$9,781,250	2019
Litchfield Center	Litchfield	\$8,158,810	2019
<b>TOTAL</b>		<b>\$38,861,760</b>	

Regional School District No. 6			
Building	Town	Assessed Value	Assessment Date
WAMOGO (7-12)	Litchfield	\$22,043,886	2019
Goshen Center School	Goshen	\$5,153,950	2019
James Morris School	Morris	\$2,300,120	2019
Warren School	Warren	\$2,397,279	2017
<b>TOTAL</b>		<b>\$31,895,235</b>	

As these assessments are over two years old it the workgroup recommends that a new independent assessment by an outside party be completed during the summer of 2021.

A review of debt for school buildings and districts shows the following:

Debt			
District	Town	Debt	As of
Litchfield	Litchfield	\$5,347,470	Apr-21
Regional School District No. 6	District	\$1,818,000	Apr-21
<b>TOTAL</b>		<b>\$7,165,470</b>	

The workgroup recommends that all debt be reconciled prior to the creation of the new district.

A review of "Capital Fund Accounts" shows the following:

Capital Accounts			
District	Town	Capital Fund	As of
Litchfield	Litchfield	\$136,000	Apr-21
Regional School District No. 6	District	\$1,048,000	Apr-21
<b>TOTAL</b>		<b>\$1,184,000</b>	

The workgroup recommends that all capital accounts be exhausted prior to the opening of the new district.



## **SUGGESTED PROCEDURES AFTER NEW DISTRICT CREATION**

There has been a perceived loss of local control of school budgets in K-12 regional districts. The committee includes in its report the following pertinent controls:

(A) Not less than two weeks before the annual district meeting, the board shall hold a public district meeting to present a proposed budget for the next fiscal year. Any person may recommend the inclusion or deletion of expenditures at such time.

(B) At the annual district meeting on the first Monday in May, the board shall present its budget. If a majority of such persons voting accept the budget then the budget passes. If a majority of such persons voting reject the budget, the board shall, within two weeks thereafter and upon notice of not less than one week, call a district meeting to consider the same or an amended budget. Such meetings shall be convened at such intervals until a budget is approved.

(C) The regional school board of education may, when so authorized by a majority vote at a regional school district meeting called for such purpose, borrow sums of money in an amount which shall not exceed in the aggregate one-million dollars for a period not to exceed five years and pay interest thereon for acquiring lands, securing the services of architects and professional consultants, the operation and maintenance of regional schools, the installation of equipment therein and contingent or other necessary expenses connected therewith.

It is the opinion of this committee that channels of communication should be maintained and promoted that will provide for better understanding and cooperation between the elected fiscal bodies and the communities. In this respect, the committee offers the following suggestions:

(A) The committee suggests that the regional board of education shall consult with the local finance boards during budget preparation prior to the district hearing.

(B) The committee suggests that at the time of town budget meetings, local members of the regional board of education be available to assist their board of finance in the interpretation of their town's share of the district school budget.

(C) Communities continue to work together based upon understanding of the district's responsibilities at the local level, and that they continue to provide support on the broadest base possible for a totally integrated system of education for their communities.



**TIMELINE POST DELIVERY OF RECOMMENDATIONS**  
**June 2021 – November 2021**

**June**

- Recommendations delivered in a joint meeting to Litchfield Board of Education and Regional School District No 6 Board of Education
- Notification of recommendations forwarded to the Acting Commissioner of Education

**July**

- Board of Education discussion and potential action to move recommendations to public hearing.

**August**

- Proposed time for public hearing for both LPS and RSD6
- Board of Education potential action to set referendum question for November 2021.

**September through October**

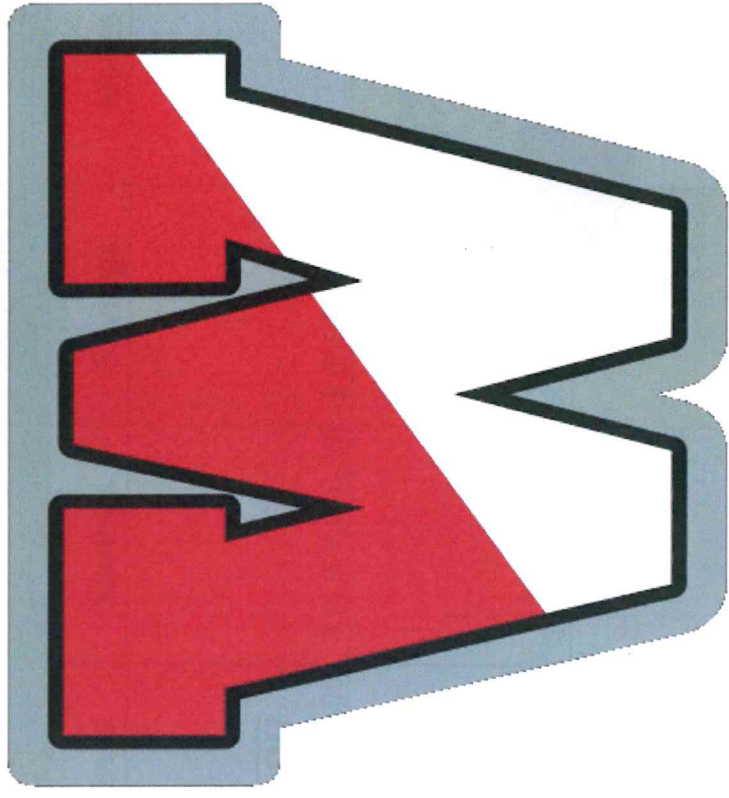
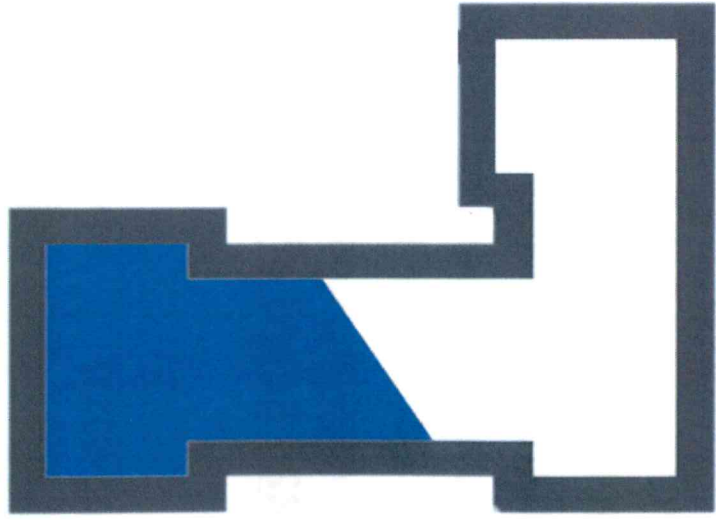
- If approved by the Board of Education, referendum question forwarded to Town Clerks in Goshen, Litchfield, Morris and Warren, by September 2, 2021.
- Public forums and town informational meetings on referendum question to create new regional school district

**November**

- Referendum question goes to voters (Election Day).

**Financial Overview  
Temporary Regional School District  
Study Committee  
February 2022**





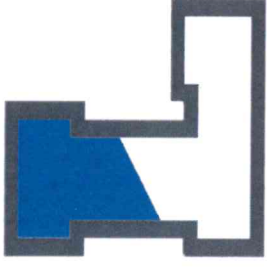
# Financial Overview

Temporary Regional School District Study Committee  
February 2022



- Completed in “Moment In Time”
- Difference in Municipal District vs. Regional District
- Unknown factors:
  - Enrollment Changes
  - Labor Contracts
  - Staff Attrition
  - Health Insurance
  - Negotiated Contracts
  - State Funding Changes
  - Special Education Placements
  - Other Variable Costs

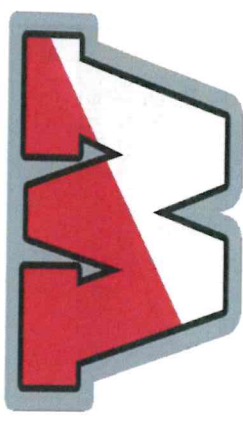
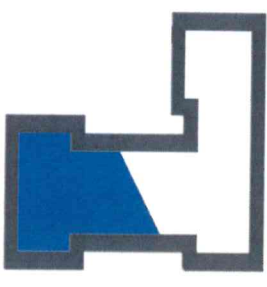
**New R20 Board of Education – Their Decision**



Town	Current (2021-2022)	1-Year Savings	2-Year Savings	3-Year Savings	4-Year Savings	Cumulative Savings	Notes
<b>Goshen</b>	\$ 8,680,921.92	\$ (1,312,388.88)	\$ (2,624,777.76)	\$ (3,853,544.05)	\$ (4,997,015.30)	\$ (6,053,485.60)	
<b>Litchfield</b>	\$ 19,277,500.00	\$ (514,032.61)	\$ (1,028,065.23)	\$ (1,284,165.22)	\$ (1,357,973.93)	\$ (1,205,045.54)	Annual Savings to Town of Litchfield is \$190K (Electric); Capital \$250K: = \$440K (Included)
<b>Morris</b>	\$ 5,578,649.88	\$ (734,902.84)	\$ (1,469,805.67)	\$ (2,149,738.72)	\$ (2,773,602.59)	\$ (3,340,275.89)	
<b>Warren</b>	\$ 3,047,847.20	\$ (159,437.14)	\$ (318,874.27)	\$ (445,531.97)	\$ (538,754.65)	\$ (597,873.61)	

## 5-Year Adjustments (November 2021)

- This concept budget is from 2024-2025 through 2028-2029
- Reality (7 Years from today)
  - No one knows...anything!
  - Economic conditions
  - Enrollment changes
- Not calculated
  - 2022-2023 Budget Changes
  - + \$1.5M in additional savings for Warren (based on 2022-2023)
  - \$1.5M in reduced savings for Goshen (based on 2022-2023)



**This must go beyond economics and must be also about education**

**Conclusions (November 2021)**



Memorandum

Date: January 26, 2022  
To: Temporary Regional School District Study Committee  
From: Christopher Leone, Superintendent  
RE: 5-Year Financials Questions (Updated 1.26.2022)

Over the past week I was asked to review the proposed 5-year financials for Region 20 and address three items:

- 1. What would 2%, 3% and 4% annual escalation due to the budget for both the Litchfield Public Schools and Regional School District No 6?

(See attached spreadsheet - file: Annual Escalation 1.26.2022)

- 2. Could Region 20 absorb the school debt for the Town of Litchfield and Region 6?

Debt (as of June 30, 2024)			
District	Town	Debt	Expected as of
Litchfield	Litchfield	\$1,817,790	6/30/2024
Regional School District No. 6	District	\$1,755,481	6/30/2024

I calculated and estimated \$3.5M over 20-years with 4% interest (which might be high). The annual payments for Region 20 on this loan would be \$254,508. I then took that number, rounded to \$250,000 and re-created the five-year financial for Region 20.

The following changes were made to the Region 20 budget in this work:

- Decrease by 1 bus (\$60K savings) – This is based on realized savings for 2022-2023.
- Reduction of Insurance / Benefits by an additional 2% - This is based on realized savings for 2022 -2023 and moving forward.
- No contingency in year 1 (\$100K savings)

(See attached spreadsheet - file: 5-Year Financial 1.26.2022 as back-up)

- 3. What are potential additional savings in Region 20 for the Town of Litchfield beyond the LPS School Budget?

When re-calculating the savings, the following were used:

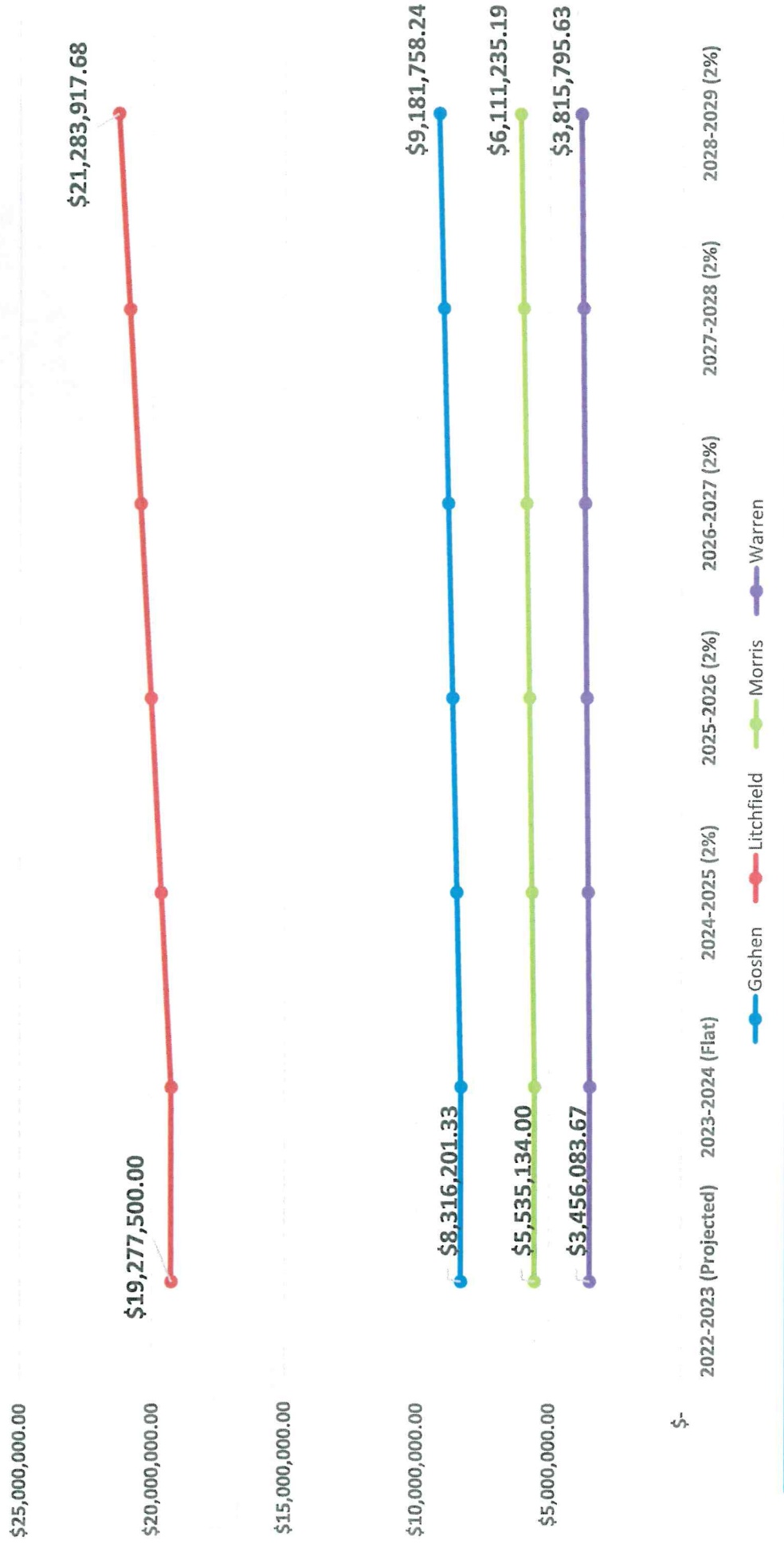
- \$380,000 average capital
- \$60,000 savings from Plumb Hill (which will be included in LPS and RSD6 budget for 2022-2023)
- \$180,000 average electric costs (which would need to be transferred to the buildings and Region 20)

(See attached spreadsheet - file: 5-Year Financial 1.26.2022) for estimates)

Town	Proposed (2022-2023)	1-Year Savings	2-Year Savings	3-Year Savings	4-Year Savings	5-Year Cumulative Savings	Notes
<b>Goshen</b>	\$ 8,316,201.33	\$ (1,017,442.90)	\$ (995,754.32)	\$ (913,582.49)	\$ (829,964.83)	\$ (4,501,397.88)	
<b>Litchfield</b>	\$ 19,277,500.00	\$ (875,875.36)	\$ (819,351.79)	\$ (605,200.06)	\$ (387,280.30)	\$ (2,852,653.69)	Additional Annual Savings to Town of Litchfield includes estimated Capital \$380K; Plumb Hill \$60K; Electric \$180K
<b>Morris</b>	\$ 5,535,134.00	\$ (737,253.69)	\$ (722,996.58)	\$ (668,980.46)	\$ (614,013.92)	\$ (3,301,178.58)	
<b>Warren</b>	\$ 3,456,083.67	\$ (595,024.97)	\$ (586,522.97)	\$ (554,312.22)	\$ (521,534.73)	\$ (2,745,487.91)	

5-Year Adjustments (Updated w/ Debt - January 2022)

## 7-Year Projection (2% Escalator)



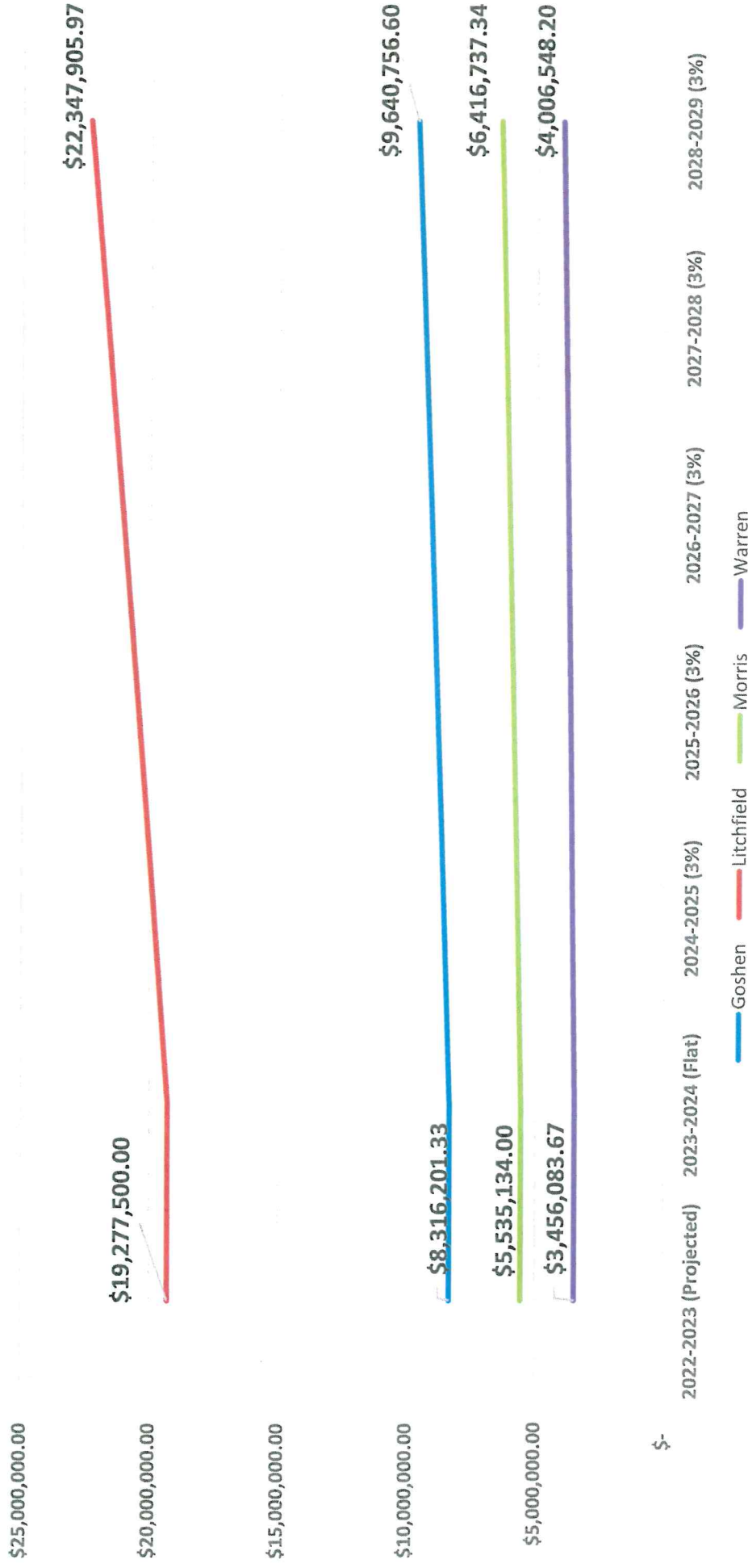
Per Pupil	2022-2023 (Projected)	2023-2024 (Flat)	2024-2025 (2%)	2025-2026 (2%)	2026-2027 (2%)	2027-2028 (2%)	2028-2029 (2%)	5- Year Change
RSD6	\$ 27,000.65	\$ 27,000.65	\$ 27,540.67	\$ 28,091.48	\$ 28,653.31	\$ 29,226.38	\$ 29,810.90	\$ 2,270.24
LPS	\$ 23,770.04	\$ 23,770.04	\$ 24,245.44	\$ 24,730.35	\$ 25,224.95	\$ 25,729.45	\$ 26,244.04	\$ 1,998.60

NOTES: For LPS N = 811; for RSD6 N=641; This table does not account for population change in LPS or RSD6

Risk Factor (2% Escalation)



## 7-Year Projection (3% Escalator)

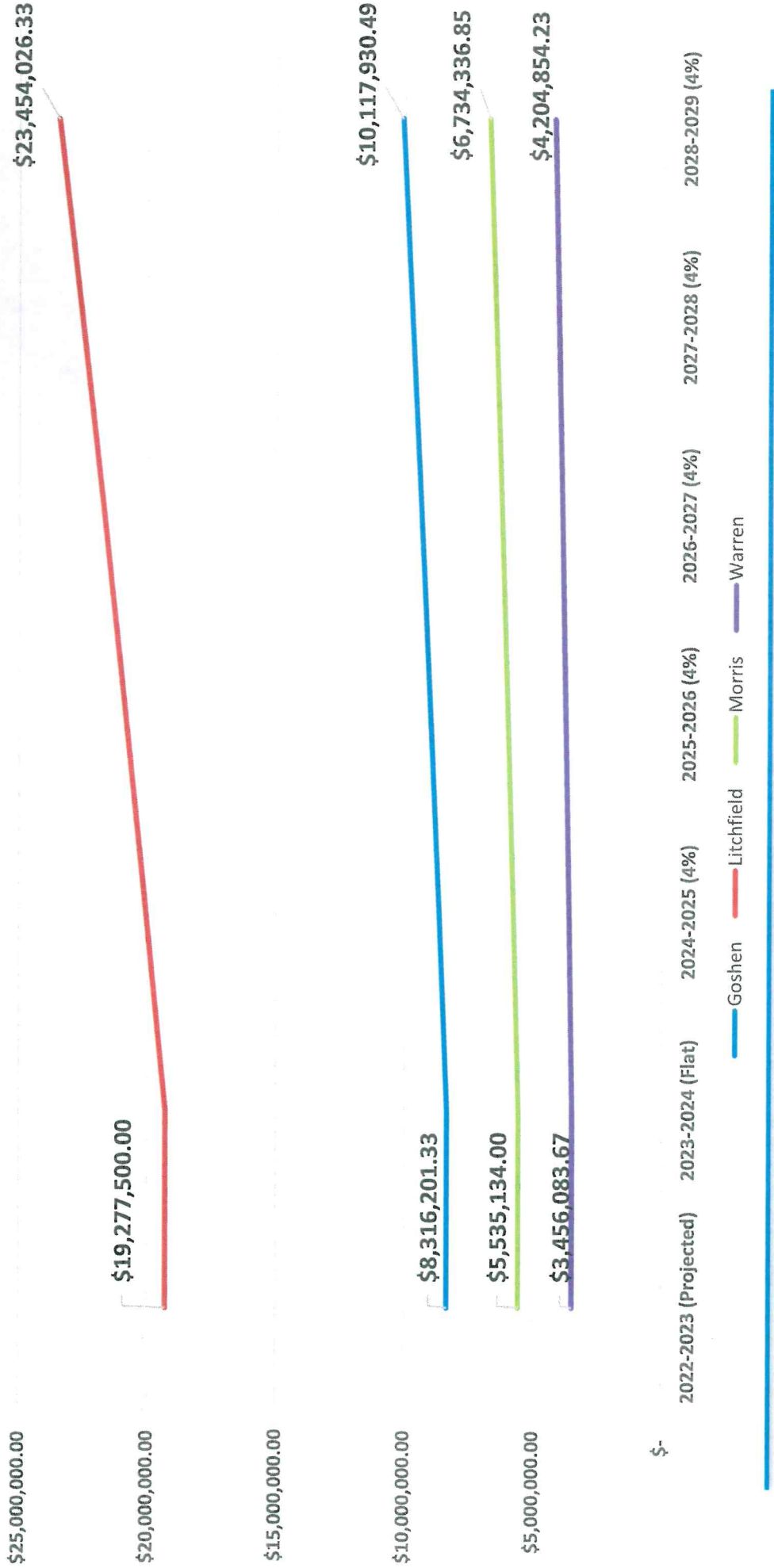


		Potential Impact on Per Pupil						
Per Pupil	2022-2023 (Projected)	2023-2024 (Flat)	2024-2025 (3%)	2025-2026 (3%)	2026-2027 (3%)	2027-2028 (3%)	2028-2029 (3%)	5- Year Change
RSD6	\$ 27,000.65	\$ 27,000.65	\$ 27,810.67	\$ 28,644.99	\$ 29,504.34	\$ 30,389.47	\$ 31,301.16	\$ 3,490.48
LPS	\$ 23,770.04	\$ 23,770.04	\$ 24,483.14	\$ 25,217.63	\$ 25,974.16	\$ 26,753.39	\$ 27,555.99	\$ 3,072.85

NOTES: For LPS N = 811; for RSD6 N=641; This table does not account for population change in LPS or RSD6

# Risk Factor (3% Escalation)

## 7-Year Projection (4% Escalator)



		Potential Impact on Per Pupil					
Per Pupil	2022-2023 (Projected)	2023-2024 (Flat)	2024-2025 (4%)	2025-2026 (4%)	2026-2027 (4%)	2027-2028 (4%)	2028-2029 (4%)
RSD6	\$ 27,000.65	\$ 27,000.65	\$ 28,080.68	\$ 29,203.91	\$ 30,372.06	\$ 31,586.95	\$ 32,850.42
LPS	\$ 23,770.04	\$ 23,770.04	\$ 24,720.84	\$ 25,709.67	\$ 26,738.06	\$ 27,807.58	\$ 28,919.88
NOTES: For LPS N = 811; for RSD6 N=641; This table does not account for population change in LPS or RSD6							

Risk Factor (4% Escalation)

## Education Cost Sharing Payments (not factored)

- ECS is legislated state aid (Year-to-Year adjustments)
- Per Pupil Amounts (for 2021-2022)

Town	Enrollment (10/1)	ECS Allocation (FY22)	ECS Per Pupil
Goshen	308	\$ 123,034	\$ 399
Litchfield	811	\$ 1,293,502	\$ 1,595
Morris	205	\$ 132,148	\$ 645
Warren	128	\$ 46,910	\$ 366

## Per Pupil (2022/23 v 2024/25 - Flexible based on enrollment w/ out ECS)

Town	Enrollment (10/1)	2022-2023 Education Cost. (w/ out ECS)	Per Pupil	2024-2025 Proposed Cost (w/ out ECS)	Per Pupil Proposed (Based on 5-Year Enrollment Avg)
Goshen	308	\$ 8,316,201	\$ 27,001	\$ 7,298,758	\$ 23,200
Litchfield	811	\$ 19,277,500	\$ 23,770	\$ 19,021,625	\$ 23,200
Morris	205	\$ 5,535,134	\$ 27,001	\$ 4,797,880	\$ 23,200
Warren	128	\$ 3,456,084	\$ 27,001	\$ 2,861,059	\$ 23,200



## Savings per citizen or taxpayer?

- a) This is not per the TRSDC
- b) This is not per R20 BOE
- c) Inflation Factor?
- d) “Grand List” Factor?
- e) Revaluation Factor?
- f) These savings can not just be calculated on census numbers  
(i.e. all residents are not taxpayers)
- g) Savings per resident are, and will, always be the purview of a local BOS and BOF. Just because there is education savings doesn’t mean savings for taxpayers

## Enrollment Projections

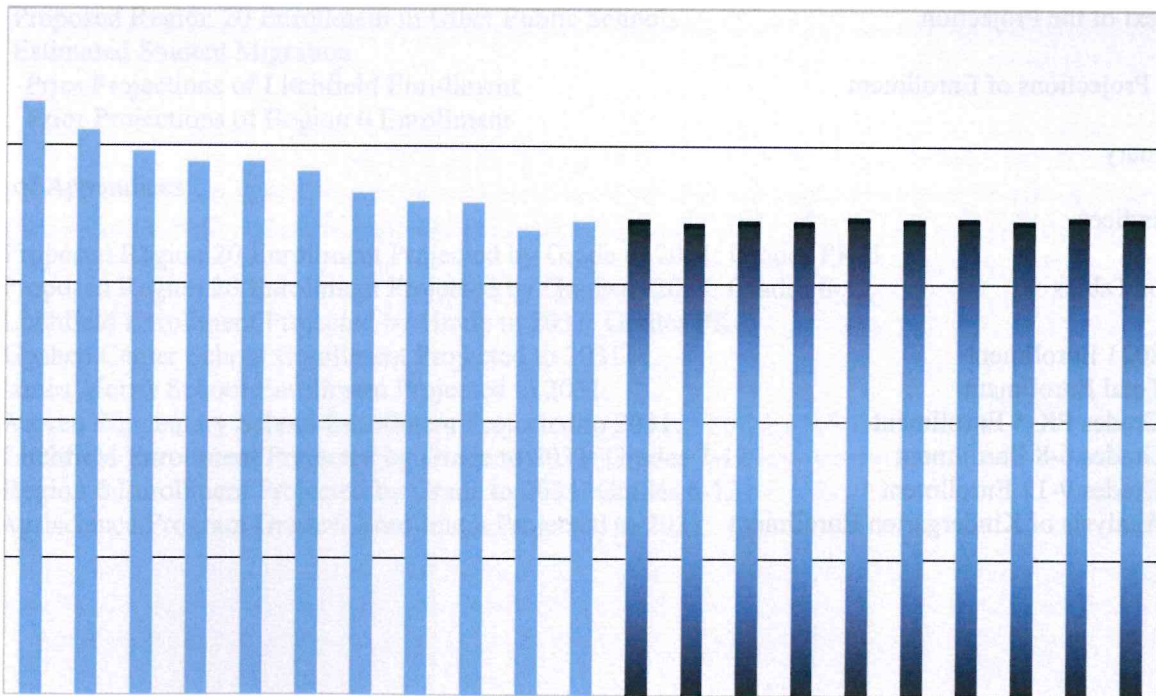


**Proposed Regional School District 20 (Litchfield  
and Region 6) Public Schools Enrollment  
Projected to 2031**





# PROPOSED REGIONAL SCHOOL DISTRICT 20 (LITCHFIELD AND REGION 6) PUBLIC SCHOOLS ENROLLMENT PROJECTED TO 2031



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November 3, 2021

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## **Introduction**

The Litchfield and Region 6 Public School Districts have formed a Temporary Regional Study Committee to study the feasibility of forming a new combined Regional School District 20. This report presents a ten-year projection of enrollment to inform that effort. It is based on resident and non-resident students enrolled and attending the two districts. The projection is divided into the three grade levels that represent how the Proposed Regional School District 20 might become organized: PK-5, 6-8 and 9-12. The report includes 52 years of enrollment to place the projection into a wider historical perspective. One of the primary drivers of future enrollment is births to residents. The report examines births and their relationship to kindergarten enrollment. Several factors that influence school enrollment - town population, women of child-bearing age, the labor force, housing, grade 9 repeaters, migration, non-public enrollment, non-resident enrollment in Litchfield and Region 6 schools and resident enrollment in other public schools - are presented. Finally, the accuracy of earlier projections is examined.

Enrollment projections are a valuable planning tool. For budgeting, the numbers can place requested expenditures into a per pupil context. This can inform the public about which expenditures represent continuing expenditures to support on-going programs and expenditures for school improvement and program expansion. They are an essential step in determining the staffing that will be needed in the future. This may facilitate the transfer of teachers from one grade to another or allow the hiring process to start earlier, which can increase the likelihood of attracting the best teachers in the marketplace. Projections are a critical and required step in planning for school facilities. The State of Connecticut requires eight-year school-based projections as a critical component of determining the size of the project for which reimbursement is eligible. This report may be used for that purpose at all schools. In some communities the projection can determine the number of places they can make available to urban students as part of a regional desegregation effort.

This projection was run during the Covid-19 pandemic which has had an impact mostly on elementary enrollment. In projections I have run, I have observed a continued decline in non-public school enrollment, a decline in births in 2020, a slight decrease in magnet school enrollment, an increase in dropouts, and more families deciding to home-school their children. Each town is a little different. The trick is to observe the data and make a judgement which patterns are transient and adjust the projection accordingly. A key assumption behind the method used in this report is that enrollment patterns in the near future will be reflected in the patterns of the recent past. I now believe that the pandemic will be substantially behind us in the fall of 2022. I have made what I feel are the best possible adjustments to this unique situation.

## **Perspective**

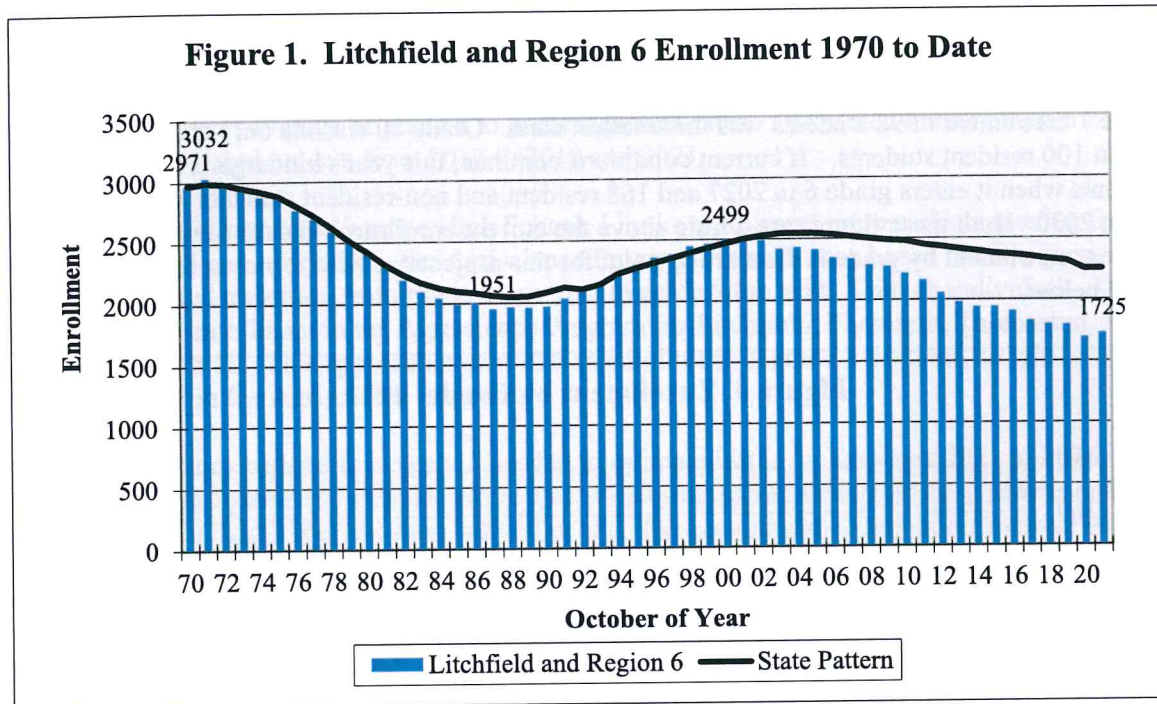
Enrollment projections typically use the most recent five years of data. While the most recent past is viewed as the best predictor of the near future, it is informative to look at a broader perspective. Figure 1 shows the enrollment in Litchfield and Region 6 from 1970 to date and compares it to public school enrollment statewide.

Enrollment in the Litchfield and Region 6 Public Schools grew from 2,971 students in 1970 to an all-time peak of 3,032 in 1971. Between then and 1987, enrollment moved downward to 1,951 students. In those 16 years, enrollment declined by 1,081 students or 35.7 percent. In the 13 years between 1987 and 2000, enrollment grew by only 548 students or 28.1 percent. Between 2004 and 2021, enrollment declined by 774 students. The October 1, 2021 enrollment of 1,725 students was 30.6 percent below the 2000 level.

Litchfield and Region 6's enrollment pattern is roughly similar to that of the state's public schools. Between its 1971 peak and 1988, Connecticut public school enrollment declined by 31.5 percent. State enrollment hit a secondary peak in 2004. It grew 24.5 percent between the 1988 low and 2004. I project



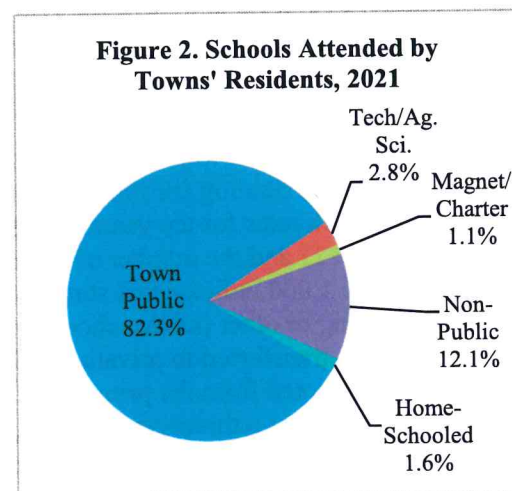
that state enrollment will have declined 9.4 percent between 2004 and 2021. The 1971 to 1987 decline in Litchfield and Region 6 was about the same duration but a little deeper than the state's. The subsequent enrollment gain in Litchfield and Region 6 was shorter in duration than the state but a little more robust. Litchfield and Region 6 started the second cycle of decline sooner than the state. Had Litchfield and Region 6 followed the state pattern of enrollment since 1970, it would have had 2,251 students on October 1, 2021 instead of the 1,725 that were enrolled on that date.



## Current Enrollment

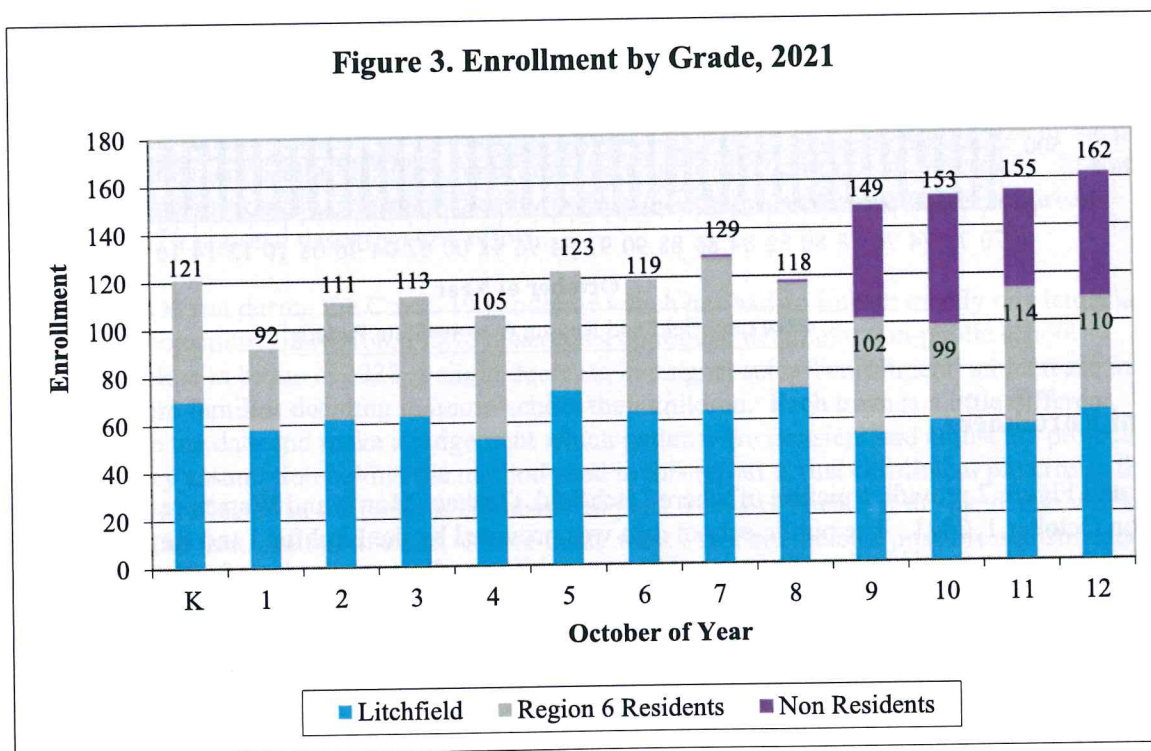
Table 1 and Figure 2 provide a picture of where Litchfield, Goshen, Morris and Warren residents attended school on October 1, 2021. The public-school data was provided by the Litchfield and Region 6 central office and should be considered preliminary. The non-public enrollment is projected. They show that 82.3 percent of school-age residents attended the Litchfield and Region 6 Public Schools in 2021. An estimated 12.1 percent attended a non-public school in state. The number attending private schools out-of-state is not known. Few school-age residents attended magnet or other public schools (1.1 percent) or a state technical high school or agriculture science and technology center (2.8 percent). There were

Table 1. 2021 Enrollment		
	Number	Percent
<b>Residents</b>		
A. Region Public	1,520	82.3%
B. Tech/Ag Sci.	52	2.8%
C. Magnets & Other	21	1.1%
D. Non-Public	224	12.1%
E. Home-Schooled	29	1.6%
<b>Total (A+B+C+D+E)</b>	1,846	
F. Non-Residents	205	
<b>Total Enrollment (A+F)</b>	1,725	



at least 29 students (1.6 percent) who were home-schooled. (The home-school count includes only students registered for school in either Litchfield or Region 6 and subsequently withdrew). There were 205 non-residents who attended the two school systems in 2021. Almost all were enrolled in Wamogo High School's Agriscience Program. The projections in this report are based upon the 1,725 residents and non-residents who were enrolled in the Litchfield and Region 6 Public Schools on October 1, 2021. (See "Total Enrollment" above).

Figure 3 shows the October 2021 grade-by-grade enrollment of students attending the proposed Region 20 Public Schools. The children in pre-kindergarten programs are not shown. Grade 7 had the most resident students, 129. It was followed by grade 5 with 123 students and kindergarten with 121 students. The grade 1 enrollment of 92 students was the smallest class. Grade 10 was the only other grade with fewer than 100 resident students. If current conditions continue, this year's kindergarten class will have 130 students when it enters grade 6 in 2027 and 168 resident and non-resident students when it enters grade 9 in 2030. Both these figures are a little above the current enrollment in each of those grades. The current year enrollment by grade is the starting point for this projection. How it moves forward is discussed below.



### Projection Method

The projections in this report were generated using the cohort survival method. This is the standard method used by people running enrollment projections. For the grades above kindergarten, I compute grade-to-grade growth rates for ten years (see Appendices A and B). For example, if the number of fourth graders this year is 121 and the number of third graders last year was 120, the growth rate is 1.008. Growth rates above 1.000 indicate that students moved in, transferred from non-public schools, returned from home-schooling or other public schools or were retained. Growth rates below 1.000 mean that students moved out, transferred to private or other public schools, transferred to home-schooling, dropped out, or were not promoted from the prior grade. For each grade I calculated five different averages of the year-to-year growth rates: a three-year average; a weighted three-year average; the average of 2017, 2018, 2019 and 2021; a five-year average and a weighted five-year average. I choose the average that seems to



best fit the data. The average growth rate for a grade is applied to the enrollment from the prior grade. The projection builds grade by grade and year by year.

I built the projection of enrollment in proposed Region 20 schools from individual projections of enrollment in the Goshen Center School, James Morris School, Warren Elementary School, enrollment in grades 6-12 at Wamogo Middle and High schools and Litchfield as a whole. In each projection I used grade-to-grade growth rates based on the average rates in 2017, 2018, 2019 and 2021 for the elementary grades and the five-year average for the secondary grades. I excluded 2020 because Covid-19 negatively impacted enrollment in the elementary grades. In Litchfield, the pattern of growth from grade 8 to grade 9 in both 2017 and 2018 was inexplicably small. I chose to project grade 9 enrollment in this instance from the higher three-year average of grade 8 to grade 9 growth rates. I projected kindergarten from births five years prior based on data from 2017 to 2019 and 2021.

To project grade 9 enrollment at Wamogo High School, I broke enrollment into residents moving from grade 8 to grade 9 and non-residents in the Agriscience Program. In each case I used the five-year average of the observed transition from grade 8 one year to grade 9 the next. I ran an individual projection of grade 9 enrollment in the Agriscience Program for Litchfield, Plymouth, Thomaston, Torrington and Region 10. This approach means that as enrollment in grade 8 declines, so will enrollment in grade 9 in the Agriscience Program.

To extend the projections beyond four years, I needed to estimate births for the years 2021 to 2026. The Connecticut State Department of Public Health recorded 78 births to Litchfield, Goshen, Morris and Warren residents in 2018. That is the latest official count. The provisional counts of births were 90 in 2019 and 74 in 2020. There were 77 in-state births recorded through September of 2021. I estimated the births in October to December 2021 using the five-year average percentage of October to December births compared to the number in January to September. Those two components along with the average out-of-state births in 2019 and 2020 resulted in an estimate of 102 births in 2021. To estimate births in 2022 to 2026, I used the Connecticut State Data Center's 2017 projection of Litchfield, Goshen, Morris and Warren's women of child-bearing ages in 2020, 2025 and 2030 and my estimate of 2019 fertility rates in similar communities (DRG E). From that I generated the expected annual growth rate in births between 2020 to 2025 and 2025 to 2030. I applied the appropriate annual growth rates to the three-year moving average of births starting in 2019 to 2021 to estimate births in 2022 to 2026. This resulted in an average of 89 births between 2022 and 2026.

Enrollment data from 2011 to 2020 were taken from files provided by the Connecticut State Department of Education. The Department counts students of non-resident staff members as residents. Note that current district-level data on the Department's website may include special education students educated outside of the district and exclude students in a Detention Center. These are recent changes to the way the Department reports enrollment data. Projections require consistency. The data I have chosen for this analysis **exclude** special education students educated outside of the district and may **include** students in a Detention Center. (The average stay in a Detention Center is 11 days.) Enrollment data can change daily until an audited final file is closed. This process can take up to two years. Thus, it is possible that the enrollment data in this report could differ slightly from data in earlier reports and that may have been reported by the Board of Education to the public. The Litchfield and Region 6 central office provided enrollment data for 2021. Minor changes should be anticipated. Births from 1980 to 2020 were provided by the Healthcare Quality, Statistics, Analysis and Reporting Unit of the State Department of Public Health.



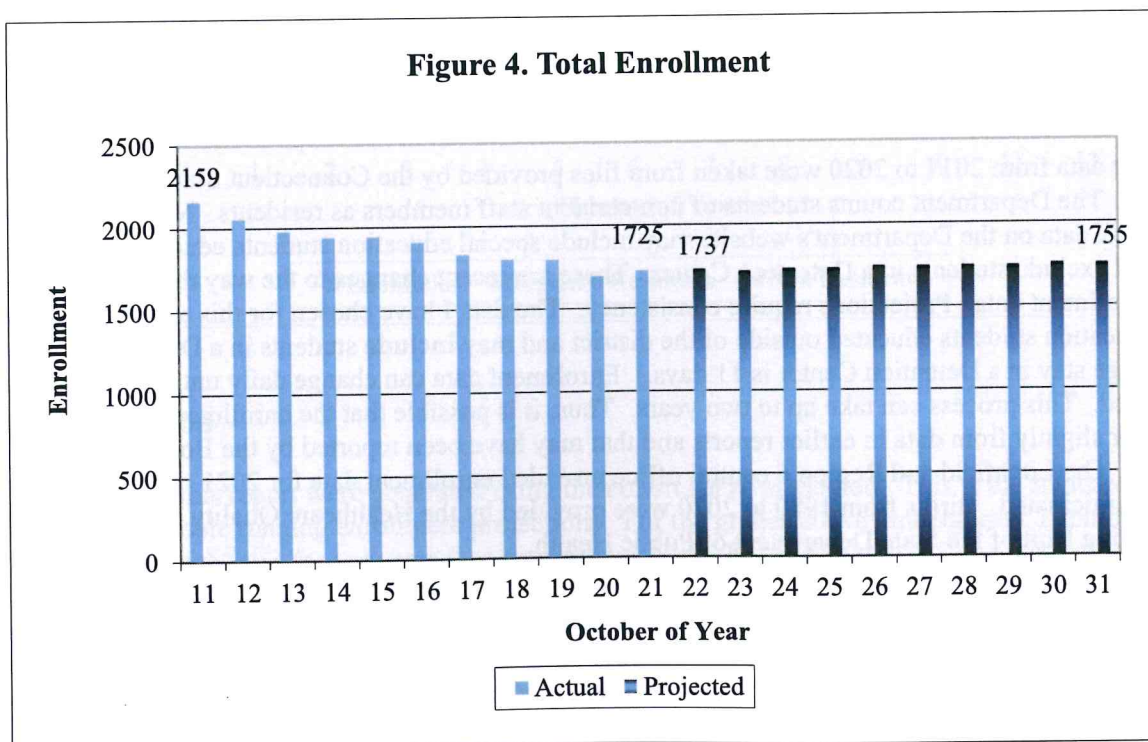
## Total Enrollment

Table 2 and Figure 4 present the observed total enrollment in proposed Region 20 schools from 2011 to 2021 and projected enrollment through 2031. Detailed grade-by-grade data may be found in Appendices A and B. Enrollment declined from 2,159 students in 2011 to 1,693 in 2020 and then rebounded to 1,725 students in 2021. Between 2011 and 2021, enrollment decreased by 434 students or 20.1 percent. I project that statewide public-school enrollment will have declined 8.1 percent in that period.

Between 2010 and 2020, the latest data available, the enrollment loss of 23.6 percent in Litchfield and Region 6 combined was in the middle of similar towns in the area. The declines in Portland (-9.8 percent), Region 6 (-16.2 percent) and Region 16 (-21.5 percent) were smaller than the Litchfield and Region 6 combined enrollment decline. The losses in Thomaston (-26.5 percent), North Branford (-29.8 percent) and Litchfield (-30.2 percent) were larger.

The enrollment decline may be over, but I do not expect a period of enrollment growth. Next year, I anticipate that total enrollment could decrease by 10-15 students. By the year 2031, I project enrollment could be about 1,755 students. The projected ten-year change is a gain of about 30 students or a little less than two percent. In the state's public schools, I am projecting a 6.4 percent decline between 2021 and 2031. Total enrollment in proposed Region 20 would average about 1,745 students over the ten-year projection period compared to an average total enrollment of 1,867 students over the past ten years.

Year	Students	Percent Change
2011	2,159	
2012	2,055	-4.8%
2013	1,980	-3.6%
2014	1,941	-2.0%
2015	1,943	0.1%
2016	1,907	-1.9%
2017	1,829	-4.1%
2018	1,799	-1.6%
2019	1,794	-0.3%
2020	1,693	-5.6%
2021	1,725	1.9%
2022	1,737	0.7%
2023	1,722	-0.9%
2024	1,735	0.8%
2025	1,734	-0.1%
2026	1,749	0.9%
2027	1,743	-0.3%
2028	1,751	0.5%
2029	1,746	-0.3%
2030	1,758	0.7%
2031	1,755	-0.2%



## PK-5 Enrollment

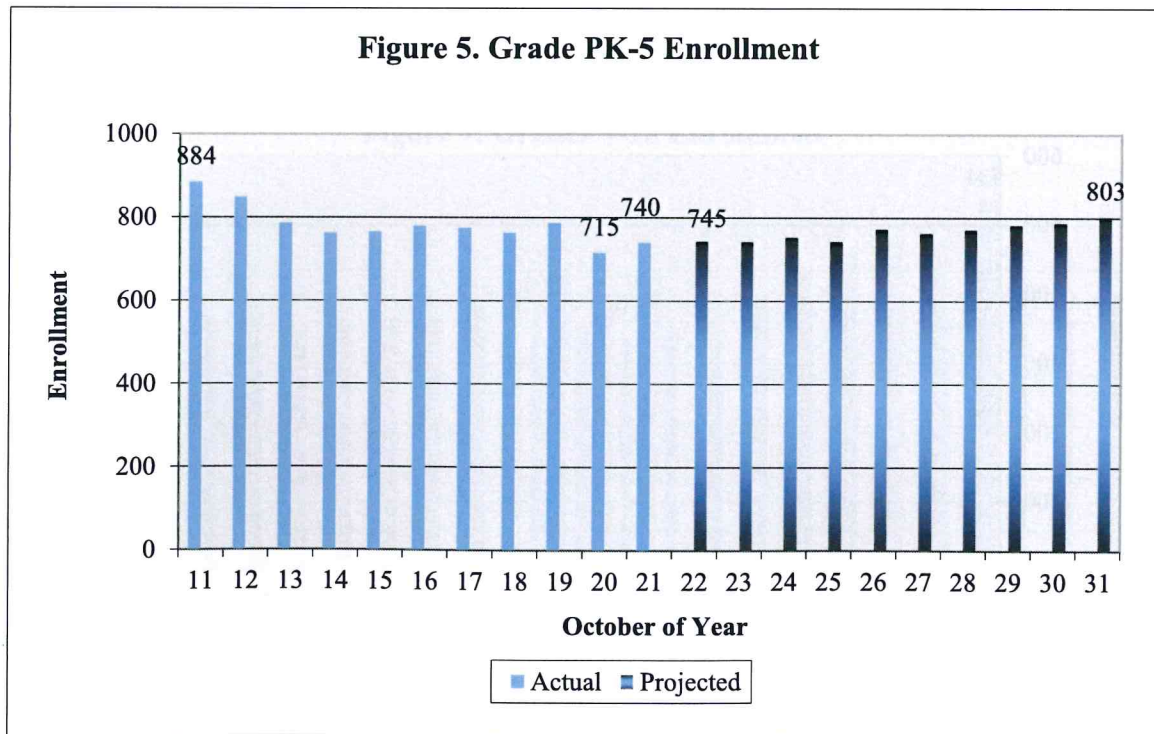
Table 3 and Figure 5 present actual enrollment in grades PK-5 in 2011 to 2021 and projected enrollment to 2031 at the districts' five elementary schools. Enrollment by grade may be found in Appendices A, C, D and E. Enrollment in grades PK-5 declined from 884 in 2011 to 715 in 2020 and then rebounded to 740 in 2021. There were losses of more than four percent in 2012, 2013, and 2020. The 10-year loss of 144 students represented 16.3 percent of the enrollment in 2011. I project that public-school enrollment statewide in grades K-5 will have declined by 11.7 percent in that period.

The elementary enrollment decline is likely over. Next year, I anticipate that enrollment in these grades will be close to this year's enrollment. By 2031, I project that grade PK-5 enrollment could be close to 800 students. That is close to the elementary enrollment in 2013. This would be about 60 students more than 2021, a gain of between eight and nine percent. In grades K-5 in the state's public schools, I am projecting a 4.2 percent enrollment decline over the next ten years. Over the ten-year projection period, I believe enrollment in grades PK-5 will average about 765 students compared to the average of 772 students observed over the past ten years.

These figures include the children in your pre-kindergarten programs. In the past ten years, pre-kindergarten enrollment ranged from 37 to 113 children. There were 75 children in these programs in 2021. My projection model now bases pre-kindergarten enrollment on the number of births three- and four-years prior. Over the next ten years, I project an average enrollment of 93 children with a range of 83-96.

**Table 3. Grades PK-5 Enrollment**

Year	Students	Percent Change
2011	884	
2012	848	-4.1%
2013	786	-7.3%
2014	762	-3.1%
2015	765	0.4%
2016	779	1.8%
2017	774	-0.6%
2018	763	-1.4%
2019	787	3.1%
2020	715	-9.1%
2021	740	3.5%
2022	745	0.7%
2023	742	-0.4%
2024	755	1.8%
2025	743	-1.6%
2026	773	4.0%
2027	764	-1.2%
2028	771	0.9%
2029	785	1.8%
2030	789	0.5%
2031	803	1.8%



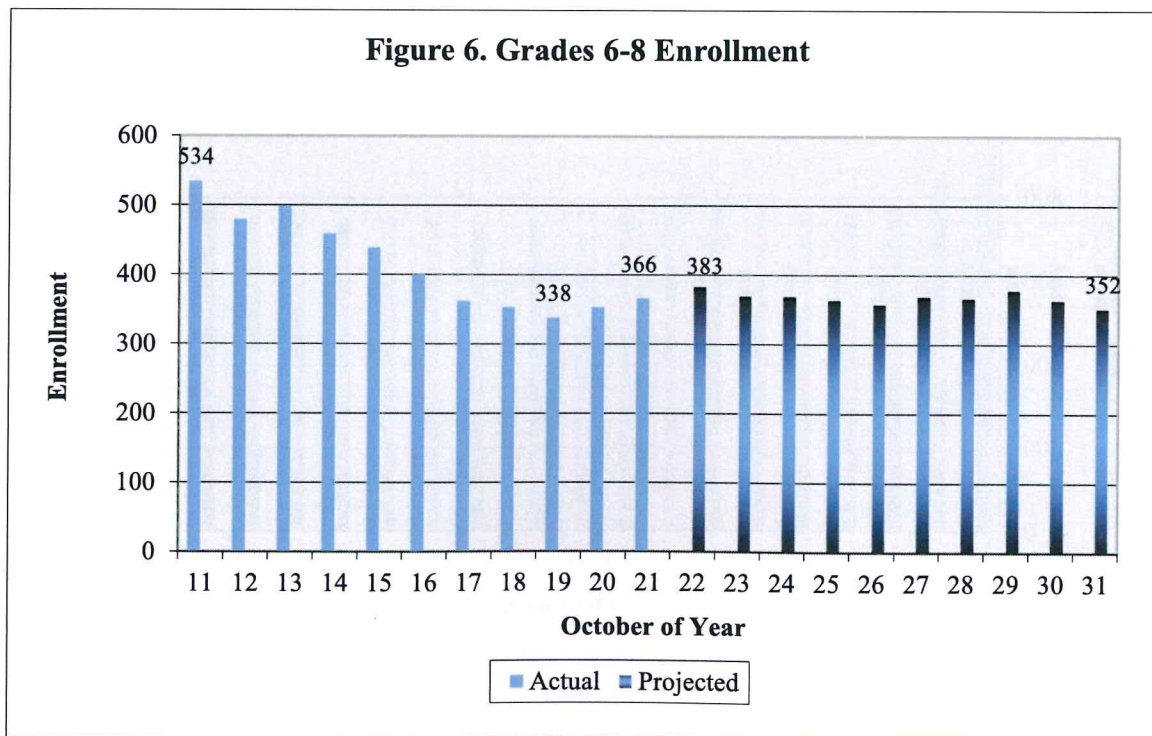


## Grades 6-8 Enrollment

Table 4 and Figure 6 present enrollment in grades 6-8 and projected enrollment to 2031. Grade 6 currently is housed in Litchfield Intermediate School and Wamogo Middle School. Prior to this year grade 6 was in Goshen Center, James Morris and Warren Elementary Schools. Enrollment by grade may be found in Appendices B, G and H. Enrollment in grades 6-8 declined irregularly from 534 students in 2011 to 338 students in 2019 and then rebounded to 36 students in 2021. There were declines of more than four percent in 2012, 2014, 2015, 2016, 2017 and 2019. There was a gain of 4.0 percent in 2013 and 4.4 percent in 2020. Between 2011 and 2021 enrollment in grades 6-8 declined by 168 students or 31.5 percent. I have projected that enrollment in grades 6-8 will have declined by 8.4 percent in that period in the state's public schools.

I believe that future enrollment in grades 6-8 will be fairly stable over the next ten years. Next year I anticipate an increase of 15-20 students as a grade 8 of 118 exits and a grade 6 projected to be 127 students enters. The peak enrollment over the next ten years could approach 380 students in 2029. At the projection's end, I believe enrollment could be about 350 students. Over the ten-years, I project a net loss of about 15 students, a little under four percent. Over the ten-year projection period, I project enrollment at the school could average a little under 370 students compared to the average of 405 students observed over the past ten years. In the state's public schools, I project that enrollment in grades 6-8 will decline by 6.7 percent in that period.

Year	Students	Percent Change
2011	534	
2012	479	-10.3%
2013	498	4.0%
2014	459	-7.8%
2015	439	-4.4%
2016	400	-8.9%
2017	362	-9.5%
2018	353	-2.5%
2019	338	-4.2%
2020	353	4.4%
2021	366	3.7%
2022	383	4.6%
2023	370	-3.4%
2024	369	-0.3%
2025	365	-1.1%
2026	359	-1.6%
2027	369	2.8%
2028	368	-0.3%
2029	379	3.0%
2030	365	-3.7%
2031	352	-3.6%



## Grades 9-12 Enrollment

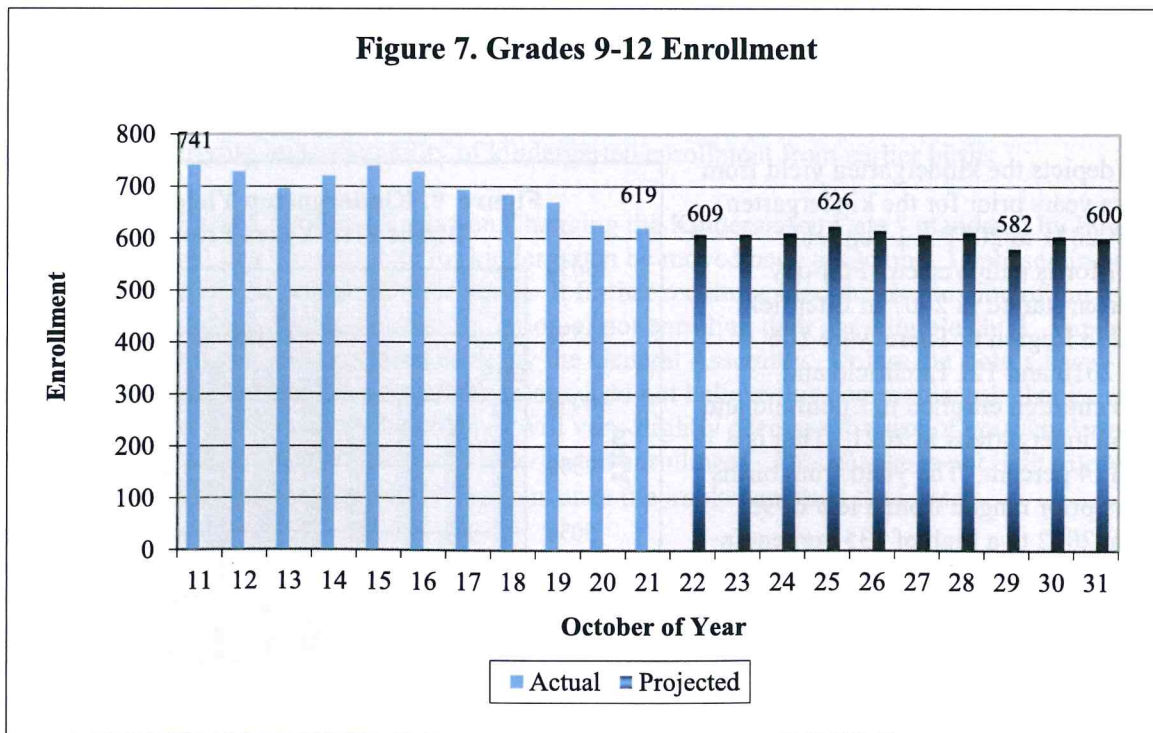
Grade 9 is when enrollment at state technical high schools and agriculture science and technology centers first becomes available. In October 2021, 70.7 percent of proposed Region 20 residents enrolled in grade 9 was enrolled in the district. A projected 16.2 percent was enrolled in non-public schools in state. Fully 17 students (11.8 percent) were enrolled in a state technical high school or an agriculture science program. (This excludes Region 6 students enrolled in Wamogo's Agriscience Program.) Only one 9th grader (0.7 percent) was enrolled in a magnet or another public high school. An estimated one student was being home-schooled. (0.7 percent).

Table 5 and Figure 7 present grades 9-12 enrollment at Litchfield and Wamogo high schools. Grade-by-grade enrollment may be found in Appendix B, G and H. Enrollment declined irregularly from 741 students in 2011 to 619 students in 2021. Between 2011 and 2021, enrollment in grades 9-12 decreased by 122 students or 16.5 percent. I project that statewide public-school enrollment in grades 9-12 will have fallen 4.4 percent in that 10-year period.

I believe that enrollment will drift downward through 2029. I expect that next year's enrollment in grades 9-12 will be 10 students less than this year. I anticipate the enrollment low could be about 580 students in 2029. At the projection's end, enrollment could be 600 students. That would be about 20 students below the October 2021 count, a loss of about three percent. Statewide, I have projected a 9.6 percent decline in public school grade 9-12 enrollment between 2021 and 2031. I believe enrollment in grades 9-12 could average about 610 students over the next ten years compared to the average of 690 students observed over the past ten years. All these counts include non-resident enrollment in Wamogo's Agriscience Program (see Appendix I).

**Table 5. Grades 9-12 Enrollment**

Year	Students	Percent Change
2011	741	
2012	728	-1.8%
2013	696	-4.4%
2014	720	3.4%
2015	739	2.6%
2016	728	-1.5%
2017	693	-4.8%
2018	683	-1.4%
2019	669	-2.0%
2020	625	-6.6%
2021	619	-1.0%
2022	609	-1.6%
2023	610	0.2%
2024	611	0.2%
2025	626	2.5%
2026	617	-1.4%
2027	610	-1.1%
2028	612	0.3%
2029	582	-4.9%
2030	604	3.8%
2031	600	-0.7%





## Factors Affecting the Projection

The primary reasons for the enrollment change lie in the births, yield from the birth cohort and grade-to-grade growth rates that are influenced by migration. Figure 8 presents the recorded and provisional births from 1980 to 2019 and estimated births through 2026. Births ranged from a low of 78 in 2018 to a high of 181 in 1990. The provisional counts of births are 90 in 2019 and 74 in 2020. From recorded in-state births through September, I estimate there will be 92 births in calendar year 2021. Between 2000 and 2009, there was an average of 114 births annually. In the five years from 2012 to 2016 (this fall's kindergarten through 4<sup>th</sup> graders) births averaged 90. Births in the 2017 through 2022 period will average very close to 85. The projection in years 2026 to 2031 assumes an average of 84 births annually between 2022 and 2026. That was based on the Connecticut State Data Center's 2017 projections of Litchfield, Goshen, Morris and Warren women of child-bearing ages in 2020, 2025 and 2030 and my estimate of similar communities' fertility rates in 2019.

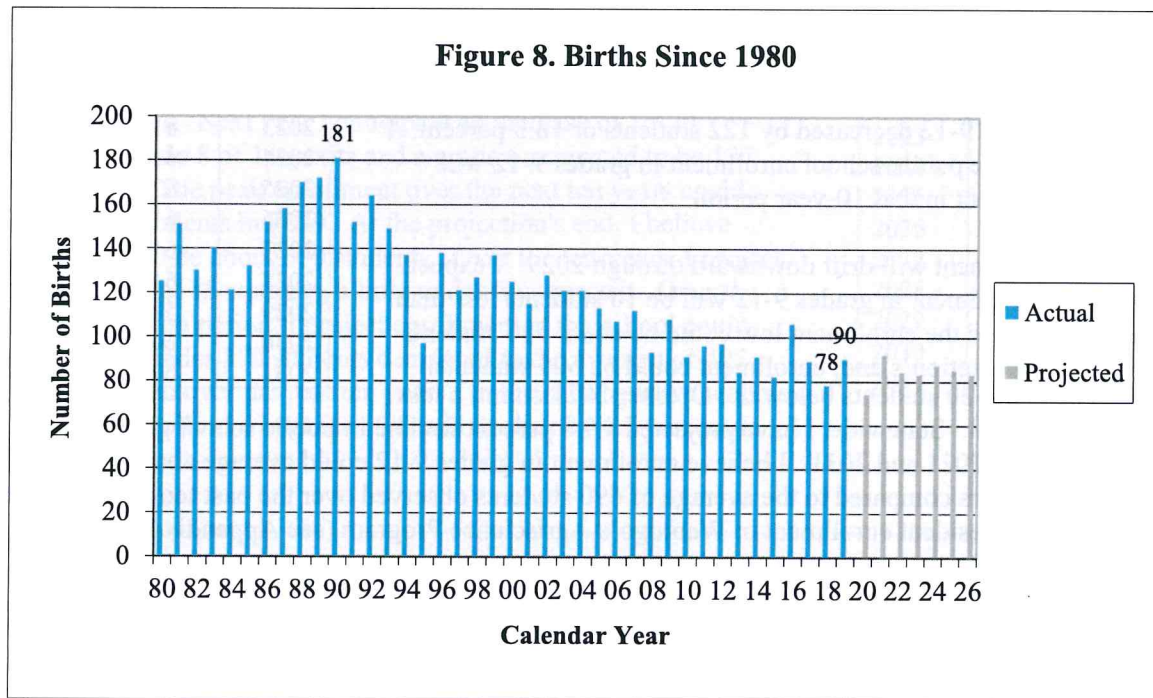


Figure 9 depicts the kindergarten yield from births five years prior for the kindergarten classes of 2011 to 2021 in Litchfield, Goshen, Morris and Warren. Full-day kindergarten started in 2007 in Litchfield and 2012 in Region 6. There were 106 births in 2016 and 121 Litchfield and Region 6 children enrolled in Litchfield and Region 6 kindergartens in 2021. That is a yield of 114 percent. The yield from births five-years prior ranged from a low of 95 percent in 2012 to a high of 135 percent in 2019. Yields above 100 percent generally mean that parents move into town after giving birth elsewhere. In the four-year look-back period of the projection the yield was 123 percent.

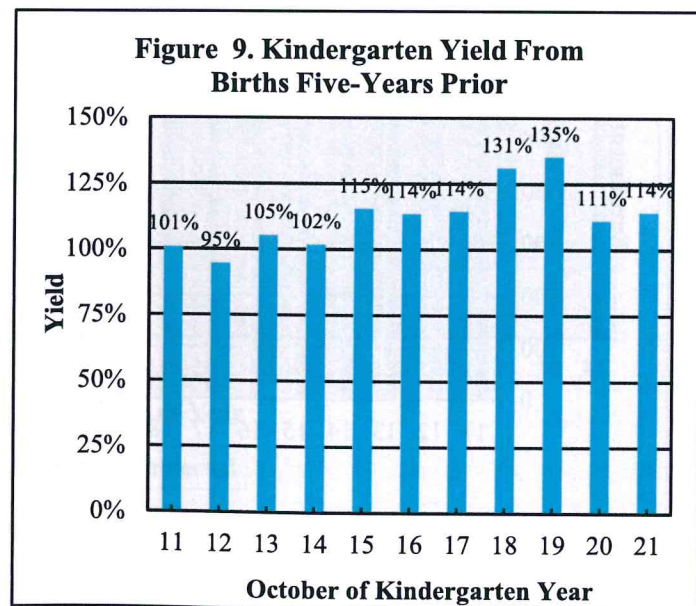




Table 6 gives a history of enrollment in kindergarten since 2011 Litchfield and the three towns (combined) from Region 6. In Region 6, kindergarten enrollment was built from births five-years prior in Goshen, Morris and Warren separately and then combined. To estimate kindergarten enrollment, I used the four-year averages (2017-2019, 2021) of kindergarten enrollment from births five-years prior. That figure ranged from 0.946 in 2012 (when the kindergarten enrollment of 2012 was less than births in 2007) to a high of 1.352 in 2019. The kindergarten class of 2021 was only 14.2 percent greater than the number of births in 2016. The comparable rate for the Covid-19 impacted kindergarten class of 2020 was 11.0 percent greater than births five-years prior. In other communities I have examined, the 2021 rebound was greater than I observed here.

**Table 6. Analysis of Kindergarten Enrollment**

Kinder- garten Year	Birth Year	Litchfield			Region 6			Combined		
		Births	K	Yield from Births 5-Years Prior	Births	K	Yield from Births 5-Years Prior	Births	K	Yield from Births 5-Years Prior
2011	2006	66	74	1.121	41	34	0.829	107	108	1.009
2012	2007	64	55	0.859	48	51	1.063	112	106	0.946
2013	2008	53	58	1.094	40	40	1.000	93	98	1.054
2014	2009	63	62	0.984	45	48	1.067	108	110	1.019
2015	2010	50	59	1.180	41	46	1.122	91	105	1.154
2016	2011	58	69	1.190	38	40	1.053	96	109	1.135
2017	2012	55	62	1.127	42	49	1.167	97	111	1.144
2018	2013	50	57	1.140	34	53	1.559	84	110	1.310
2019	2014	53	66	1.245	38	57	1.500	91	123	1.352
2020	2015	53	57	1.075	29	34	1.172	82	91	1.110
2021	2016	56	70	1.250	50	51	1.020	106	121	1.142
<b>3-Year Average</b>				1.191						1.201
<b>Weighted 3-Year Average</b>				1.191						1.166
<b>5-Year Average</b>				1.169						1.209
<b>Weighted 5-Year Average</b>				1.180						1.198
<b>2017-2019, 2021</b>				<b>1.192</b>						<b>1.230</b>

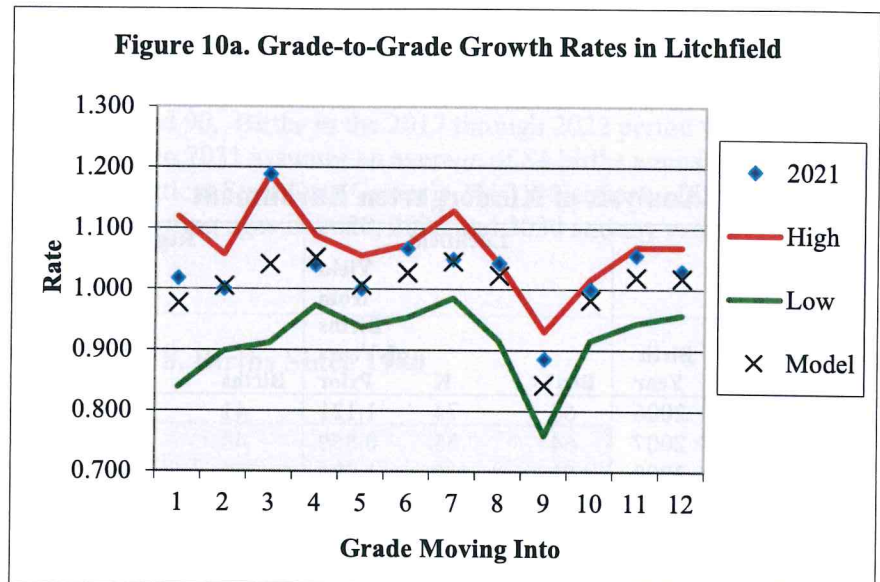
The correlation between births and kindergarten enrollment five-year later was 0.82 over the 2000 to 2021 period. If this relationship were used to predict kindergarten enrollment, the estimate would have been off by an average of nine children annually over the past ten years. The cohort survival method cannot overcome the underlying unpredictability of kindergarten enrollment from earlier births.

The "Connecticut Early Childhood Report on Changing the Kindergarten Date," mandated by Public Act 14-39, recommended that the start date for kindergarten be moved back to October 1<sup>st</sup> phased in one-month increments over the course of three years. It further recommended the elimination of the section of C.G.S Sec. 10-184 which allows parents the option of not enrolling their age-eligible child. Funds for the implementation have not been made available by the General Assembly. Unless the state's fiscal situation changes for the better or a court intervenes, I do not believe this common-sense change will be implemented. Once implemented, the changes will very slightly decrease the size of your kindergarten class for three years and increase your pre-kindergarten enrollment. This change is not built into this projection, but will be built into future projections once the implementation date is set.

Figures 10a and b give a perspective of the grade-to-grade growth rates for students attending the proposed Region 20 schools. An "x" indicates the average growth rate used in this projection. The diamond is the growth observed between last year and this year. The upper line indicates the largest growth rate observed over the past ten years and the lower line, the lowest. For example, in grade 2 in Litchfield the projection used a multiplier of 1.005 to generate grade 2 enrollment from the prior year's grade 1 enrollment. The growth observed between 2020 and 2021 was 1.000. Over the past ten years, the

growth has been as high as 1.057 and as low as 0.898. In general, the narrower the gap between the two lines is, the greater the accuracy of the projection. The growth rates used in the projection were based on average of the observed resident grade-to-grade growth in 2017, 2018, 2019 and 2021 in the elementary grades and the five-year averages in the middle and high school grades.

Most projection growth rates in Litchfield were close to the 2021 annual rates. The exception was grade 3. Seven of the eight elementary growth rates were above 1.000 indicating that more families with children moved into Litchfield than left. The grade 9 rate is reflective of the many choices have to attend high school. The average growth rate across grades 2-12 used for the projection was 1.003. The average for 2021 was 1.034 and the median over the past 20 years was 0.994.

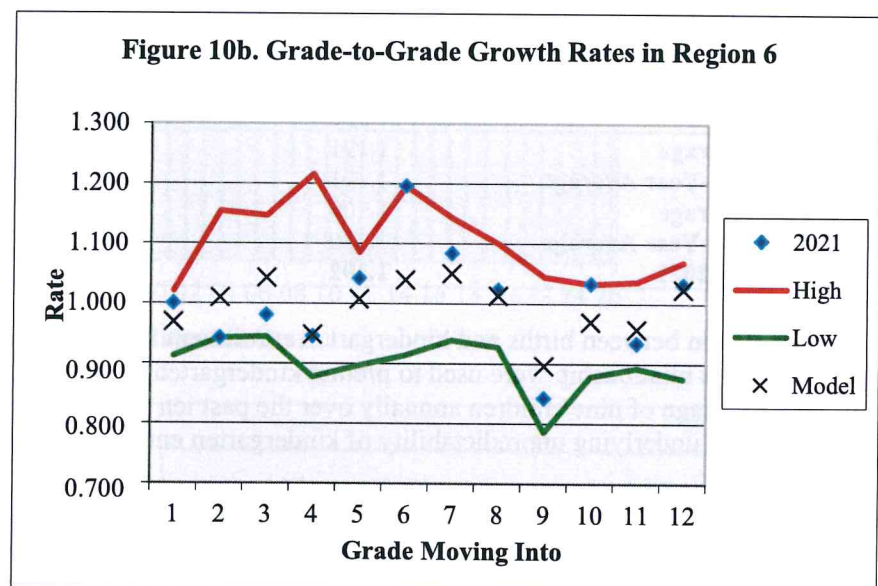


The elementary grade-to-grade growth rates in Region 6 are a composite of the growth rates from the three towns.

Remember that the Region 6 projection in grades PK-5 was built up from observed patterns in Goshen, Morris and Warren. Most projection

growth rates in Region 6 were close to the 2021 annual rates. The exceptions were grades 2, 3, 6, 9 and 10. Six of the eight elementary growth rates were above 1.000 indicating that more families with children moved into the towns of Region 6 than left. The grade 9 rate is reflective of the many

choices have to attend high school. The average growth rate across grades 2-12 used for the projection was 0.996. The average for 2021 was 1.005 and the median over the past 20 years was 0.997





## Context of the Projection

The cohort-survival method typically needs only births and a few years of recent enrollment data to generate a projection. Mathematically, nothing else matters. But enrollment changes do not occur in a vacuum. Events and policies in the district, community and region all have some bearing on enrollment. Remember that a basic assumption of the cohort-survival method is that the recent past can be a good predictor of the near future. It is incumbent for every receiver of a projection to determine what events happened in the past several years and whether they are likely to change.

To assist in this endeavor, this report examines several factors that could affect enrollment: town population growth, women of child-bearing age; the labor force; new home construction; sales of existing homes; dropouts; non-public enrollment; non-resident enrollment in Litchfield and Region 6 schools; resident enrollment in other public schools and student migration.

Figure 11 presents the US Census Bureau's census growth for Litchfield, Goshen, Morris and Warren 6 between 2010 and 2020. In that period, the population declined by 310 people in Litchfield and by 68 people in the three towns of Region 6. The combined 2.5 percent loss was 154<sup>th</sup> ranked in the state. In contrast, Litchfield County declined by 2.5 percent, the state grew by 0.89 percent and communities with similar economic and need characteristics (DRG E) declined by 2.5 percent.

**Figure 11. Population Growth, 2010 to 2020**

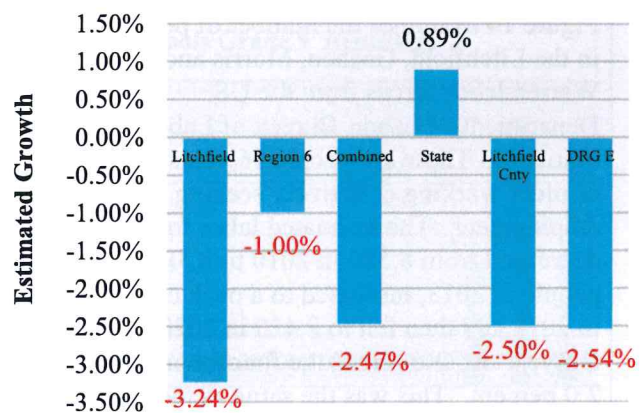


Figure 12 presents the Connecticut State Data Center's 2017 population projections for Litchfield and Region 6 residents 0-19 years of age in the years 2020, 2025 and 2030. They projected that the population ages 0-4 would increase from 566 children in 2020 to 637 children (+12.5 percent) in 2030. They projected the population ages 5-9 would grow from 755 in 2020 to 848 in 2030 (+12.3 percent). The number ages 10-14 could essentially remain around 870 children between 2020 and 2030. The number of youth ages 15-19 was projected to decline 13 percent from 938 in 2020 to 816 in 2030. This independent projection supports the enrollment pattern projected in this report.

**Figure 12. Projected Litchfield, Goshen, Morris and Warren Population Ages 0-19**

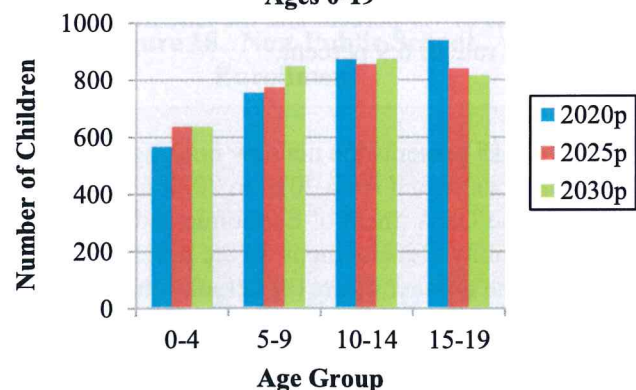




Figure 13 presents the Connecticut State Data Center's 2017 projections of Litchfield, Goshen, Morris and Warren women of child-bearing ages in 2015, 2020 and 2025. The Center projected that the number of women ages 15-45 would decline by 5.6 percent between 2015 and 2025. In similar communities (DRG E), women ages 30-34 have the highest rate of births. The Center projected the number in that age group would grow from 281 in 2015 to 390 in 2025. The second highest birth rate in communities like Litchfield and Region 6 is women ages 25-29. The Center projected the number in that age group would grow from 255 in 2015 to 317 in 2020 and then plunge to 213 in 2025.

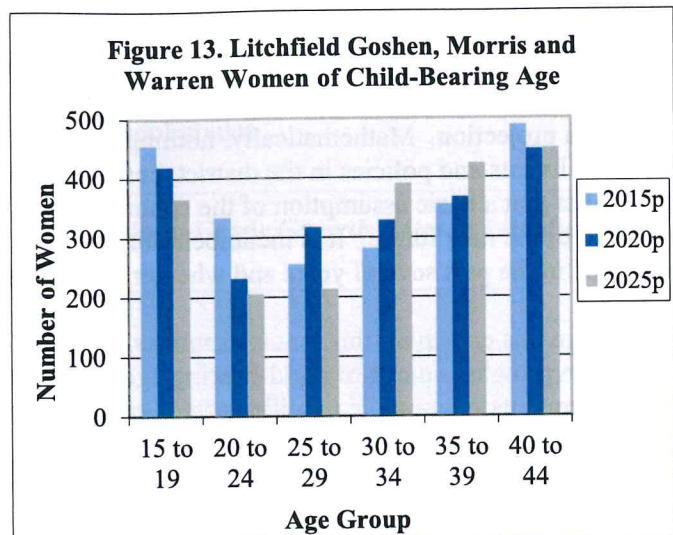


Figure 14 examines the number of people in the Litchfield, Goshen, Morris and Warren labor forces from the US Department of Labor, Bureau of Labor Statistics. These are people 16 years of age or older working or actively seeking employment. The estimated labor force decreased from 8,580 in 2010 to 8,387 people in 2013, increased to a peak of 8,748 in 2019 and then fell to 8,420 in 2020. The ten-year decline across the four towns was 2.0 percent. This was the same as the state, but better than Litchfield County (-5.6 percent). The towns' 2020 unemployment rate ranged from 5.3 to 5.6 percent. Each town's rate was up at least 2.5 percentage points from 2019, but below the 2010 highs. The towns' rates are better than the state rate of 7.9 percent and the Litchfield County rate of 6.9 percent.

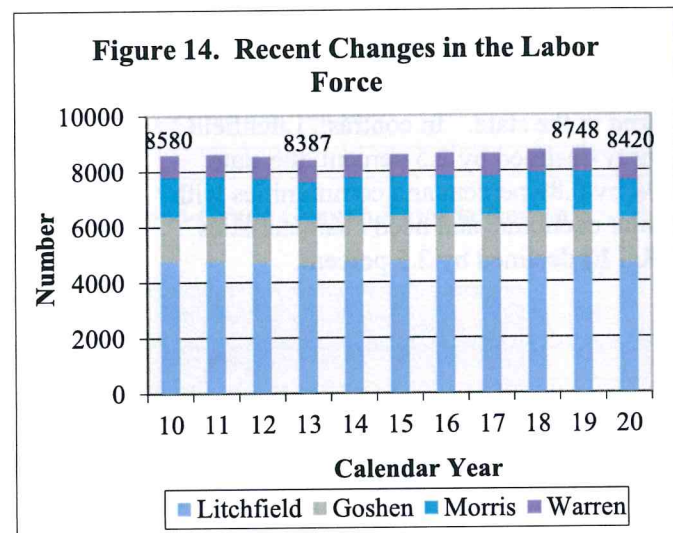


Figure 15 presents the net new housing units constructed from 2010 to 2020 from the State Department of Economic and Community Development. In the past ten years the number of net (of demolitions) new housing units permitted in the four towns ranged from a high 36 in 2020 down to a low of 10 in 2013. In the 2017-2020 look-back period for this projection, there was an average of 21 net permits for new housing units issued.

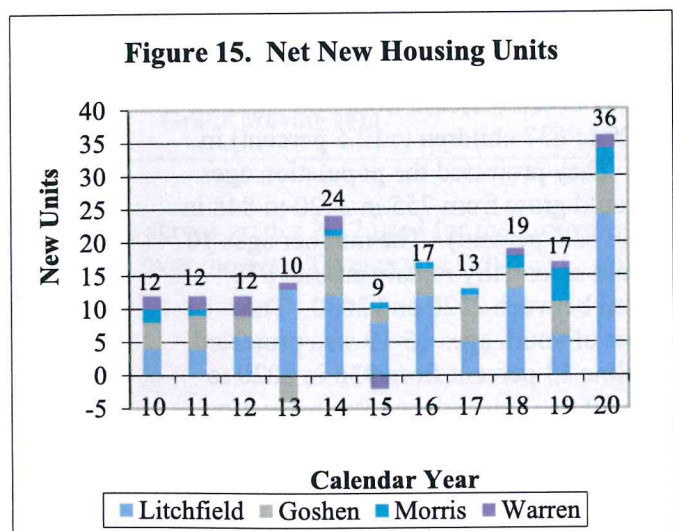




Figure 16 presents my estimate of the number of sales of existing single-family homes and condominiums. I derived it by taking the number of sales from The Warren Group/Commercial Record and subtracting the number of new single-family housing units authorized the prior year. The estimated number of sales of existing homes in the four communities ranged from a low of 122 in 2012 to a high of 278 in 2020. In the 2017-2020 look back period for the projection, there were 207 sales annually. Sales through August indicate sales of single-family homes and condominiums in 2021 will be about 265.

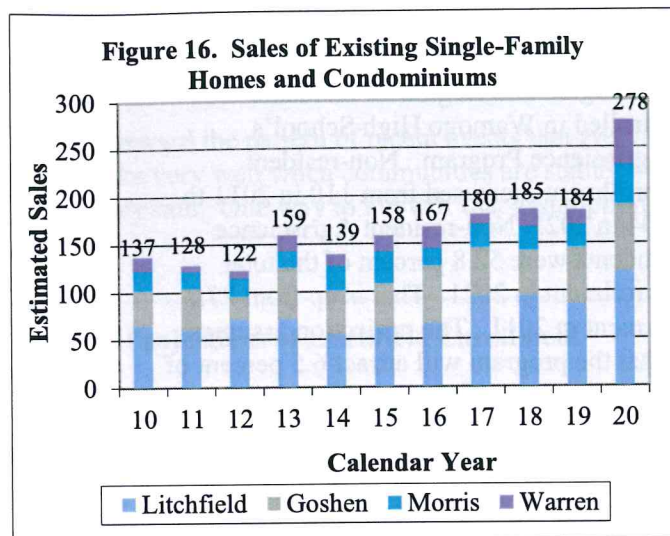


Figure 17 shows the annual percentage 9<sup>th</sup> grade students who did not earn enough credits to be designated a 10<sup>th</sup> grader. The data through 2020 were provided by the Connecticut State Department of Education. The central office for Litchfield and Region 6 provided the 2021 data. The grade 9 repeater rate ranged from zero in 2013 to 2018 to 1.3 percent in 2020. The rate in 2021 was 0.7 percent. Over the past five years, the two schools averaged less than one repeater per year or an average rate of 0.5 percent. The two schools also have a low dropout rate. In the past three years a total of three students dropped out from either school.

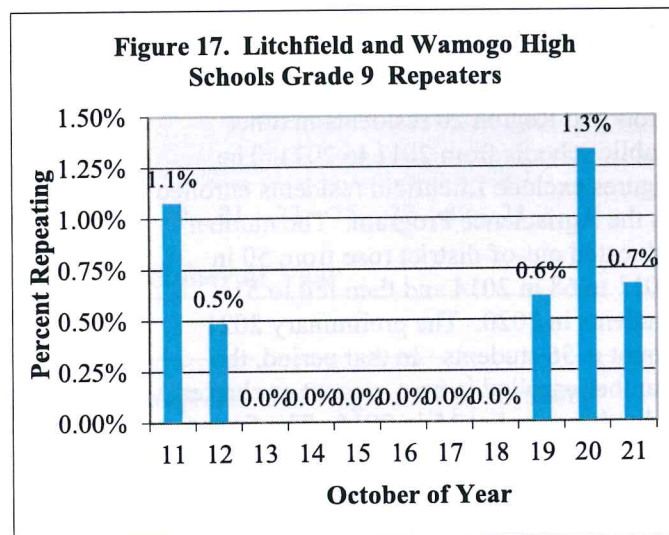


Figure 18 presents the non-public enrollment over the past ten years for students from the towns of Litchfield, Goshen, Morris and Warren. The data are from the records of the Connecticut State Department of Education. It includes private, religion-affiliated and special education schools. Non-public enrollment was remarkably steady, ranging from a low of 215 in 2019 to 236 in 2018. There were 226 students enrolled in 2020. In the past ten years, enrollment in the non-public schools decreased by only nine students or 3.8 percent. I project the non-public enrollment from Litchfield, Goshen, Morris and Warren will be about 225 students in 2021.

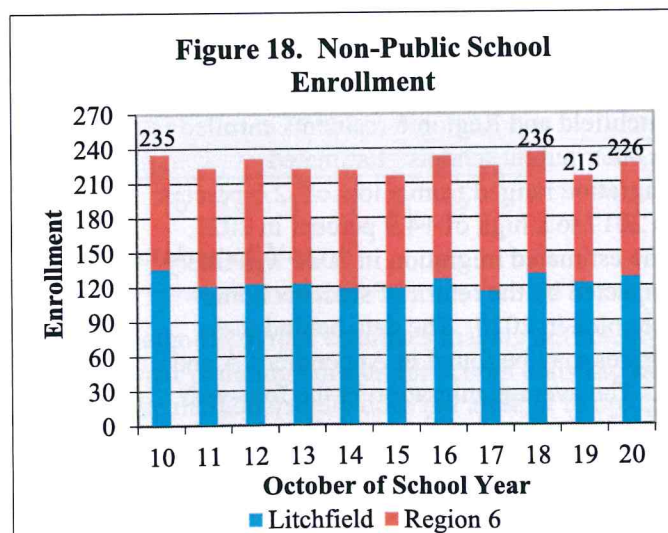




Figure 19 presents the number of Litchfield, Plymouth, Thomaston, Torrington and Region 10 residents enrolled in Wamogo High School's Agriscience Program. Non-resident enrollment increased from 110 in 2011 to 204 in 2021. Non-resident Agriscience students were 52.8 percent of the total enrollment in 2021. That is up from 27.7 percent in 2011. The projection assumes That the program will attract 6.5 percent of the prior year's 8<sup>th</sup> graders from the five sending towns. As grade 8 enrollments decline, the number projected in the program in grade 9 falls from 54 in 2022 to 38 in 2031. To offset this, the program will have to dig deeper into the waiting lists. (See Appendix I.)

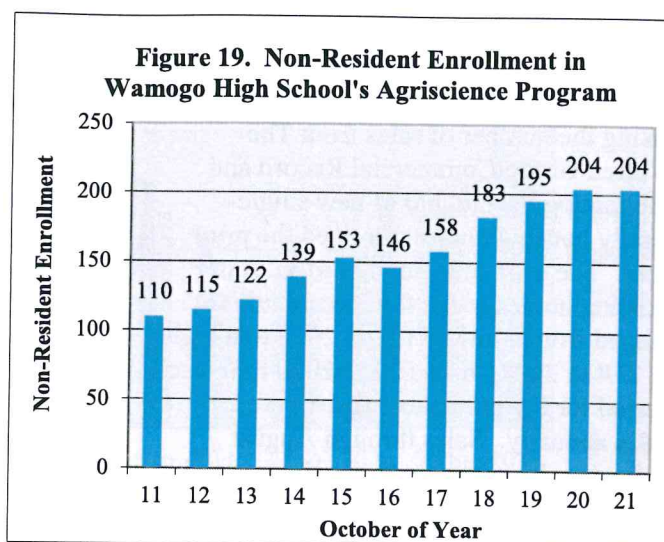


Figure 20 presents the enrollment of proposed Region 20 residents in other public schools from 2011 to 2021. The figures exclude Litchfield residents enrolled in the Agriscience Program. The number educated out-of-district rose from 50 in 2011 to 68 in 2014 and then fell to 51 students in 2020. The preliminary 2021 count is 56 students. In that period, the number enrolled in area magnet or charter schools peaked at 15 in 2014. The figure was four in 2021. The number attending a technical high school averaged 38. The preliminary 2021 count was 30.

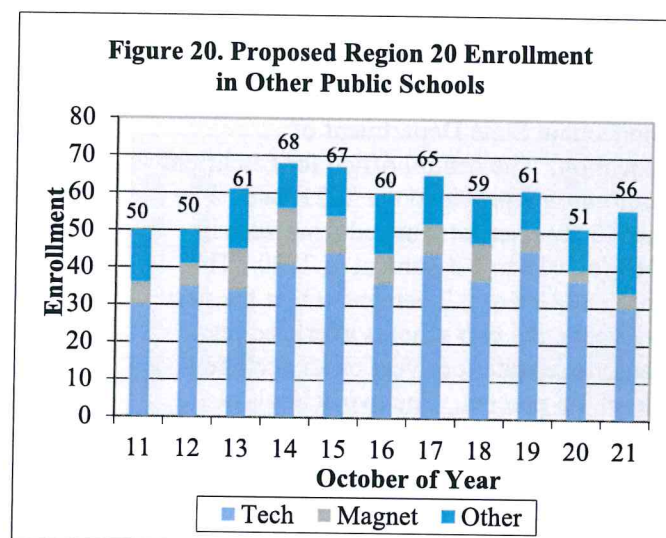
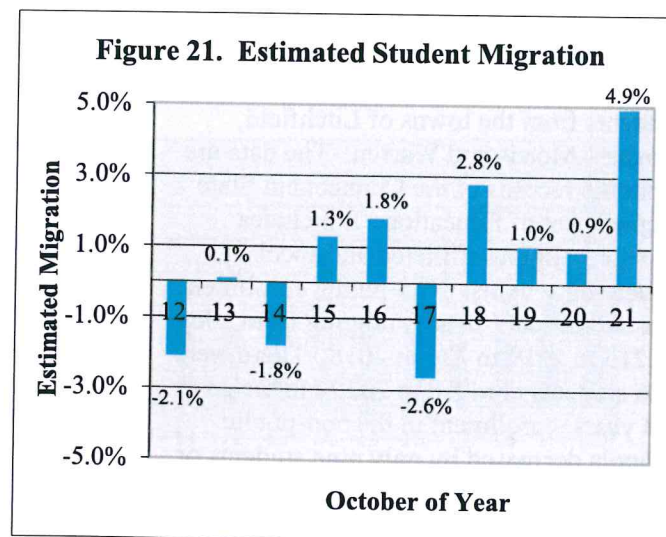


Figure 21 presents the estimated migration of students from proposed Region 20. The calculation takes into account non-residents enrolled in Litchfield and Region 6 and Litchfield and Region 6 residents enrolled in other public schools. Estimated migration ranged from a low of -2.6 percent in 2017 to a high of +4.9 percent in 2021. The estimated migration in 2021 was likely impacted by the return of students home-schooled in 2020. The data behind these figures may be found in Appendices A and B. The average migration in the four-year look-back period of the projection was +1.52 percent.





## Prior Projections of Enrollment

The cohort-survival projection method works by moving forward the pattern of recent events that are subsumed within the grade-by-grade enrollment. This works very well when communities are stable. That includes places that are growing or declining at a steady rate. One way to know if that assumption is valid is to examine how past projections have fared.

Figure 22a presents the enrollment projections that I have run for Litchfield since 2010. The four enrollment projections that I did between 2011 and 2019 had one-year error rates that averaged 1.9 percent. The four projections done between 2011 and 2016 had an average five-year error rate of 7.4 percent, which is 1.4 percent annualized. My latest projection, run in 2014, is running 9.4 percent low after seven years. That is an annual error rate of 1.4 percent.

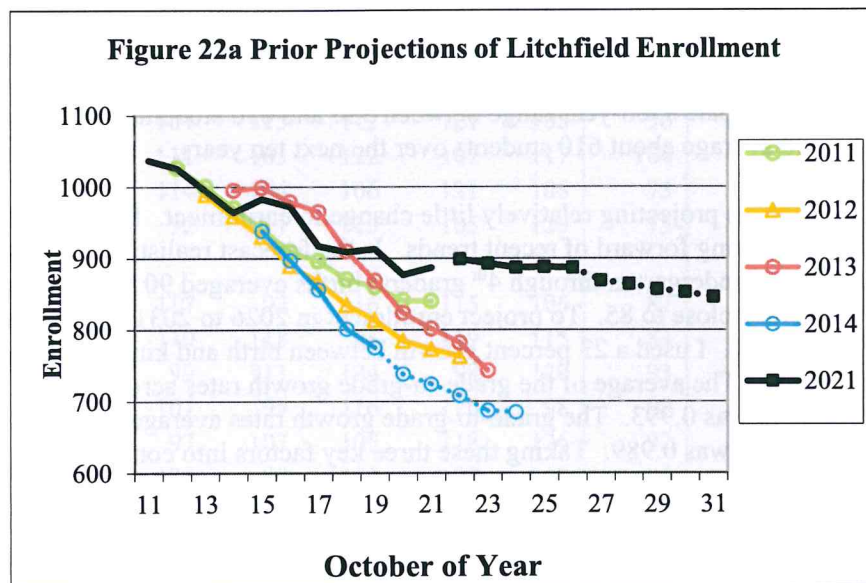
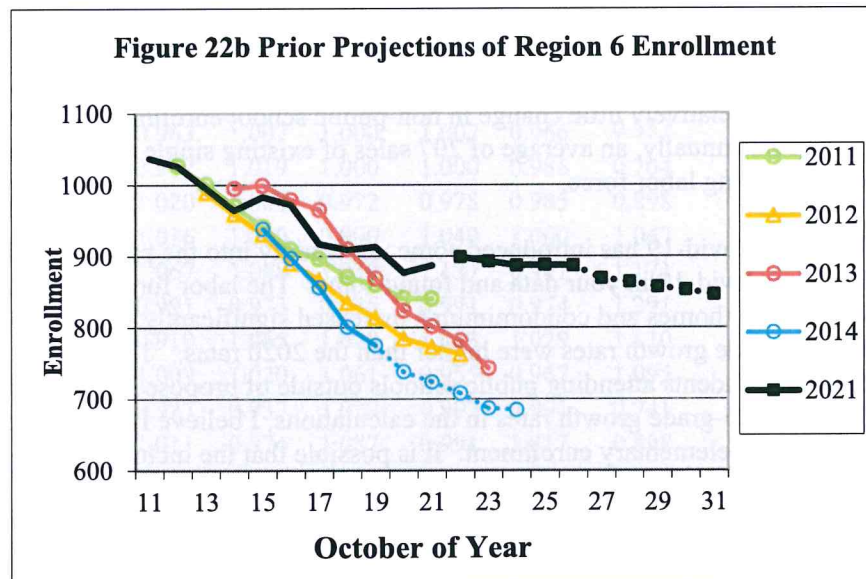


Figure 22b presents the enrollment projections that I have run for Region 6 since 2011. The four enrollment projections that I did between 2011 and 2019 had one-year error rates that averaged 2.1 percent. The four projections done between 2011 and 2016 had an average five-year error rate of 6.8 percent, which is 1.3 percent annualized. My latest projection, run in 2014, is running 18.4 percent low after seven years. That is an annual error rate of 2.9 percent.



Over the past forty years, I have found the cohort-survival method provides estimates that are sufficiently accurate for intermediate-range policy planning. The eight-year planning horizon for school construction grants is at the limit of the useful accuracy of the method. The method usually does not attempt to predict the future. Its key assumption is that the near future will be like the recent past. For example, projections done in the late 2000s did not anticipate the recession of 2011. Some policy changes such as full-day kindergarten or the elimination of grade 9 retentions can be built into a new projection. It is incumbent upon the receiver of a projection to identify planned changes so that they can be built into a projection.



## Summary

I project that the combined total enrollment could increase almost two percent, going from 1,725 students in 2021 to 1,755 students in 2031. Total enrollment in proposed Region 20 could average about 1,745 students over the ten-year projection period. I project that PK-5 enrollment could move upward from 740 students in 2021 to about 800 students in 2031. This would be about a 65-student gain, an increase between eight and nine percent. Over the ten-year projection period, I believe enrollment in grades PK-5 could average 765 students. I expect that future enrollment in grades 6-8 could go from 366 students in 2021 to about 350 students in 2031. The net decrease between 2021 and 2031 could be about 15 students or almost four two percent. I believe enrollment at the school will average about 370 students over the next ten years. I expect that enrollment in grades 9-12 could remain very close to the 2021 enrollment of 619. I anticipate a ten-year range between 580 and 630 students. I believe future enrollment in grades 9-12 could average about 610 students over the next ten years.

This report is projecting relatively little change in enrollment. It is critical to remember that a projection is just a moving forward of recent trends. Is the forecast realistic? In the five years from 2012 to 2016 (this fall's kindergarten through 4<sup>th</sup> graders) births averaged 90. Births in the 2017 through 2021 period will average close to 85. To project enrollment in 2026 to 2031, my model expects births to average 84 in 2022 to 2026. I used a 23 percent growth between birth and kindergarten enrollment. That may be a bit aggressive. The average of the grade-to-grade growth rates across grades 1-12 that I used to grow future enrollment was 0.993. The grade-to-grade growth rates averaged 1.017 in 2021 and the median over the last 10 years was 0.989. Taking these three key factors into consideration, I cannot consider the projected growth as overly optimistic.

These projections are based upon several other assumptions revolving around the notion that the recent past is a good predictor of the near future. The projection assumes that the following school policies will continue: kindergarten will remain full-day; 38-54 students from Litchfield, Plymouth, Thomaston, Torrington and Region 10 enrolled in grade 9 in the Agriscience Program; retention policies will not change; relatively few students enrolled in area magnet or charter schools; and no change in the drop-out rate. The projection assumes the following factors will not change appreciably: a student in-migration of 1.5 percent, relatively little change in non-public school enrollment; 21 new housing units will be constructed annually, an average of 207 sales of existing single-family homes and condominiums and a slowly growing labor force.

Obviously Covid-19 has introduced some uncertainty into the projection. I looked for evidence of the impact of Covid-19 in your data and found some. The labor force dropped significantly in 2020. Sales of single-family homes and condominiums increased significantly in 2020. Six of the eight elementary 2021 grade-to-grade growth rates were higher than the 2020 rates. There was a slight dip in 2020 in the number of students attending public schools outside of proposed Region 20. By eliminating the 2019 to 2020 grade-to-grade growth rates in the calculations, I believe I have reduced the likelihood of an under-projection of elementary enrollment. It is possible that the inclusion of the 2021 rates without being able to adjust for the return of students home-schooled in 2020, may result in a slight over-estimate of future enrollments.

It is important to remember that the cohort survival method relies on observed data from the recent past. Its key assumption is that those conditions will persist. It does not try to predict when the economic conditions might change. We cannot know today how long these conditions will continue. This projection should be used as a starting point for local planning. Examine the factors and assumptions underlying the method. You know your community best. Apply your knowledge of the specific conditions in Litchfield, Goshen, Morris and Warren and then make adjustments as necessary.



<b>Appendix A. Proposed Region 20 Enrollment Projected by Grade to 2031: Grades PK-5</b>										
<b>School Year</b>	<b>Birth Year</b>	<b>Births<sup>1</sup></b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>PK<sup>2</sup></b>	<b>Total PK-5</b>
2011-12	2006	107	108	135	131	143	177	153	37	884
2012-13	2007	112	106	104	136	131	144	171	56	848
2013-14	2008	93	98	103	106	136	131	142	70	786
2014-15	2009	108	110	100	103	103	133	129	84	762
2015-16	2010	91	105	114	102	102	108	133	101	765
2016-17	2011	96	109	112	124	106	115	107	106	779
2017-18	2012	97	111	108	109	116	105	112	113	774
2018-19	2013	84	110	101	115	112	121	108	96	763
2019-20	2014	91	123	111	103	122	107	117	104	787
2020-21	2015	82	91	114	104	106	121	106	73	715
2021-22	2016	108	121	92	111	113	105	123	75	740
<b>Projected</b>										
2022-23	2017	89	112	117	92	116	115	106	87	745
2023-24	2018	78	101	110	118	96	119	115	83	742
2024-25	2019	90	110	99	111	124	98	120	93	755
2025-26	2020	74	98	107	99	116	126	98	99	743
2026-27	2021	102	128	97	107	105	118	126	92	773
2027-28	2022	87	110	125	97	112	107	118	95	764
2028-29	2023	88	113	108	127	103	116	108	96	771
2029-30	2024	93	118	111	108	133	105	116	94	785
2030-31	2025	90	114	115	111	113	136	106	94	789
2031-32	2026	89	114	112	115	116	116	136	94	803
<b>Projection Growth Rates<sup>3,4</sup></b>			1.231	0.980	1.008	1.028	0.995	0.996	1.099	
<b>Annual Resident Growth</b>										<b>Estimated Migration<sup>5</sup></b>
2012			0.946	0.963	1.007	1.000	1.007	0.966	0.557	-2.11%
2013			1.054	0.972	1.019	1.000	1.000	0.986	0.704	0.11%
2014			1.019	1.020	1.000	0.972	0.978	0.985	0.898	-1.78%
2015			1.154	1.036	1.020	0.990	1.049	1.000	1.047	1.29%
2016			1.135	1.067	1.088	1.039	1.127	0.991	1.171	1.80%
2017			1.144	0.991	0.973	0.935	0.991	0.974	1.291	-2.65%
2018			1.310	0.910	1.065	1.028	1.043	1.029	1.110	2.79%
2019			1.352	1.009	1.020	1.061	0.955	0.967	1.095	1.03%
2020			1.110	0.927	0.937	1.029	0.992	0.991	0.741	0.88%
2021			1.120	1.011	0.974	1.087	0.991	1.017	0.898	4.90%
<b>3-Year Ave.</b>			1.194	0.982	0.977	1.059	0.979	0.991	0.911	
<b>Weighted 3-Year</b>			1.155	0.983	0.969	1.063	0.985	1.000	0.879	
<b>5-Year Ave.</b>			1.207	0.970	0.994	1.028	0.994	0.995	1.027	
<b>Weighted 5-year</b>			1.191	0.973	0.985	1.048	0.991	0.998	0.950	
<b>2017, 2018, 2019, 2021</b>			<b>1.231</b>	<b>0.980</b>	<b>1.008</b>	<b>1.028</b>	<b>0.995</b>	<b>0.996</b>	<b>1.099</b>	

<sup>1</sup> The 2019 and 2020 births are provisional. 2021 births were based on in-state births through September. 2022-26 births were based on the Connecticut State Data Center's 2017 projections of Litchfield and Region 6 women of child-bearing ages and Dr. Prowda's estimate of fertility rates in 2019 in similar communities (DRG E).

<sup>2</sup> Prekindergarten projected from births 3- and 4-years prior.

<sup>3</sup> Growth rates in grades 1-5 based on 4-year averages of annual growth rates by grade in 2017-2019 and 2021.

<sup>4</sup> Kindergarten based on 4-year averages (2017-2019, 2021) of births five-years prior.

<sup>5</sup> Estimated by comparing the enrollment in grades 3-8 one year with the enrollment in grades 2-7 the prior year with an adjustment for non-residents in and residents out to public schools.



<b>Appendix B. Proposed Region 20 Enrollment Projected by Grade to 2031: Grades 6-12</b>										
<b>School Year</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>6-8 Total</b>	<b>9-12 Total</b>	<b>PK-12 Total</b>
<b>2011-12</b>	178	163	193	186	173	193	189	534	741	2,159
<b>2012-13</b>	151	174	154	207	173	167	181	479	728	2,055
<b>2013-14</b>	170	155	173	192	194	158	152	498	696	1,980
<b>2014-15</b>	137	167	155	197	183	186	154	459	720	1,941
<b>2015-16</b>	131	139	169	178	184	190	187	439	739	1,943
<b>2016-17</b>	129	132	139	196	166	177	189	400	728	1,907
<b>2017-18</b>	104	129	129	165	188	164	176	362	693	1,829
<b>2018-19</b>	113	108	132	169	160	187	167	353	683	1,799
<b>2019-20</b>	106	118	114	163	160	157	189	338	669	1,794
<b>2020-21</b>	121	114	118	150	159	155	161	353	625	1,693
<b>2021-22</b>	119	129	118	149	153	155	162	366	619	1,725
<b>Projected</b>										
<b>2022-23</b>	127	125	131	156	145	150	158	383	609	1,737
<b>2023-24</b>	109	133	128	163	152	142	153	370	610	1,722
<b>2024-25</b>	119	114	136	158	159	149	145	369	611	1,732
<b>2025-26</b>	124	125	116	164	154	156	152	365	626	1,730
<b>2026-27</b>	101	130	128	147	160	151	159	359	617	1,745
<b>2027-28</b>	130	106	133	156	143	157	154	369	610	1,738
<b>2028-29</b>	122	137	109	160	152	140	160	368	612	1,740
<b>2029-30</b>	111	128	140	134	156	149	143	379	582	1,733
<b>2030-31</b>	119	116	130	168	131	153	152	365	604	1,745
<b>2031-32</b>	109	125	118	151	164	129	156	352	600	1,741
<b>Projection Growth Rates<sup>1</sup></b>	1.021	1.045	1.018	0.852	0.974	0.981	1.019			
<b>Annual Growth Rates</b>										<b>Migration<sup>2</sup></b>
<b>2012</b>	0.987	0.978	0.945	0.891	0.930	0.965	0.938			0.81%
<b>2013</b>	0.994	1.026	0.994	0.961	0.937	0.913	0.910			1.61%
<b>2014</b>	0.965	0.982	1.000	0.925	0.953	0.959	0.975			1.35%
<b>2015</b>	1.016	1.015	1.012	0.865	0.934	1.038	1.005			0.30%
<b>2016</b>	0.970	1.008	1.000	0.959	0.933	0.962	0.995			1.63%
<b>2017</b>	0.972	1.000	0.977	0.770	0.959	0.988	0.994			2.49%
<b>2018</b>	1.009	1.038	1.023	0.868	0.970	0.995	1.018			1.85%
<b>2019</b>	0.981	1.044	1.056	0.856	0.947	0.981	1.011			1.18%
<b>2020</b>	1.034	1.075	1.000	0.904	0.975	0.969	1.025			0.85%
<b>2021</b>	1.123	1.066	1.035	0.864	1.020	0.975	1.045			1.85%
<b>3-Year Ave.</b>	1.046	1.062	1.030	0.875	0.981	0.975	1.027			
<b>Weighted 3-Year</b>	1.070	1.066	1.027	0.876	0.993	0.974	1.033			
<b>5-Year Ave.</b>	1.024	<b>1.045</b>	<b>1.018</b>	<b>0.852</b>	<b>0.974</b>	<b>0.981</b>	<b>1.019</b>			
<b>Weighted 5-year</b>	1.046	1.056	1.024	0.867	0.983	0.978	1.026			
<b>2017-2019, 2021</b>	<b>1.021</b>	1.037	1.023	0.840	0.974	0.985	1.017			

<sup>1</sup> Based on 5-year averages annual growth rates by grade in grade 7-12 and 2017, 2018, 2019 and 2021 average in grade 6.

<sup>2</sup> Estimated by comparing the enrollment in grades 3-8 one year with the enrollment in grades 2-7 the prior year with an adjustment for non-residents in and residents out to public schools.

## Appendix C. Litchfield Enrollment Projected to 2031: Grades PK-6

School Year	Birth Year	Births <sup>1</sup>	K <sup>2</sup>	1	2	3	4	5	6	PreK	PK-3	4-6	PK-6
2011-12	2006	66	74	70	70	83	92	81	90	19	316	263	579
2012-13	2007	64	55	71	67	72	82	91	78	15	280	251	531
2013-14	2008	53	58	54	70	67	73	84	88	19	268	245	513
2014-15	2009	63	62	61	53	69	68	77	84	27	272	229	501
2015-16	2010	50	59	65	57	51	73	69	78	37	269	220	489
2016-17	2011	58	69	66	68	57	53	69	66	36	296	188	484
2017-18	2012	55	62	70	61	62	62	55	69	40	295	186	481
2018-19	2013	50	57	52	74	64	67	64	59	38	285	190	475
2019-20	2014	53	66	59	54	75	64	64	62	47	301	190	491
2020-21	2015	53	57	62	53	51	73	60	61	31	254	194	448
2021-22	2016	56	70	58	62	63	53	73	64	25	278	190	468
<b>Projected</b>													
2022-23	2017	44	52	68	58	65	66	53	75	36	279	194	473
2023-24	2018	40	48	51	68	60	68	66	54	36	263	188	451
2024-25	2019	61	73	47	51	71	63	68	68	36	278	199	477
2025-26	2020	41	49	71	47	53	75	63	70	39	259	208	467
2026-27	2021	59	70	48	71	49	56	75	65	36	274	196	470
2027-28	2022	51	61	68	48	74	52	56	77	37	288	185	473
2028-29	2023	50	60	60	68	50	78	52	58	38	276	188	464
2029-30	2024	54	64	59	60	71	53	78	53	36	290	184	474
2030-31	2025	52	62	62	59	62	75	53	80	36	281	208	489
<b>Projection Growth Rates</b>		1.191	0.976	1.005	1.041	1.052	1.006	1.027					
<b>Annual Growth Rates</b>										<b>Migration<sup>3</sup></b>			
2012		0.859	0.959	0.957	1.029	0.988	0.989	0.963	0.259	-2.35%			
2013		1.094	0.982	0.986	1.000	1.014	1.024	0.967	0.336	0.63%			
2014		0.984	1.052	0.981	0.986	1.015	1.055	1.000	0.500	2.36%			
2015		1.180	1.048	0.934	0.962	1.058	1.015	1.013	0.655	0.90%			
2016		1.190	1.119	1.046	1.000	1.039	0.945	0.957	0.686	-1.70%			
2017		1.127	1.014	0.924	0.912	1.088	1.038	1.000	0.777	0.77%			
2018		1.140	0.839	1.057	1.049	1.081	1.032	1.073	0.717	3.72%			
2019		1.245	1.035	1.038	1.014	1.000	0.955	0.969	0.862	0.51%			
2020		1.075	0.939	0.898	0.944	0.973	0.938	0.953	0.620	-1.59%			
2021		1.250	1.018	1.000	1.189	1.039	1.000	1.067	0.595	6.04%			
<b>3-Year Ave.</b>		1.190	0.997	0.979	1.049	1.004	0.964	0.996	0.693				
<b>Weighted 3-Year</b>		1.191	0.994	0.973	1.078	1.011	0.972	1.013	0.648				
<b>5-Year Ave.</b>		1.168	0.969	0.984	1.022	1.036	0.993	1.012	0.714				
<b>Weighted 5-year</b>		1.180	0.976	0.983	1.051	1.023	0.981	1.013	0.684				
<b>2017-2019, 2021</b>		1.191	0.976	1.005	1.041	1.052	1.006	1.027	0.738				

<sup>1</sup> 2006 to 2020 births are from the State Department of Public Health. Births in 2019 and 2020 counts are provisional. Births in 2021 were estimated from in-state births through June. 2022-26 births were based on the Connecticut State Data Center's 2017 projections of Litchfield and Region 6 women of child-bearing ages and Dr. Prowda's estimate of fertility rates in 2019 in similar communities (DRG E)..

<sup>2</sup> Based on the four-year averages (2017-2019, 2021) of kindergarten enrollment from births five-years prior.

<sup>3</sup> Migration based on 3-8 enrollment in current year compared to 2-7 enrollment the prior year with an adjustment for non-residents in and residents out.



Appendix D. Goshen Center School Enrollment Projected to 2031											
School Year	Birth Year	Births <sup>1</sup>	K <sup>2</sup>	1	2	3	4	5	6	PreK	PK-5
2011-12	2006	21	14	25	25	32	36	25	37	16	173
2012-13	2007	18	24	15	27	25	36	36	27	0	163
2013-14	2008	16	16	20	17	28	25	30	38	0	136
2014-15	2009	19	22	15	22	18	26	22	26	0	125
2015-16	2010	15	15	23	17	23	20	27	24	0	125
2016-17	2011	13	18	17	26	18	29	21	25	40	169
2017-18	2012	19	27	17	17	26	17	30	22	39	173
2018-19	2013	15	26	27	18	19	27	18	29	29	164
2019-20	2014	13	28	24	27	22	20	29	18	24	174
2020-21	2015	15	14	27	22	29	24	24	32	22	162
2021-22	2016	14	22	15	27	22	25	23	0	25	159
Projected											
2022-23	2017	20	34	22	15	30	22	27	0	27	177
2023-24	2018	17	29	34	22	16	30	23	0	29	183
2024-25	2019	10	17	29	34	24	16	32	0	39	191
2025-26	2020	20	34	17	29	37	24	17	0	36	194
2026-27	2021	20	34	34	17	32	37	26	0	35	215
2027-28	2022	17	29	34	34	19	32	39	0	37	224
2028-29	2023	19	33	29	34	37	19	34	0	36	222
2029-30	2024	19	33	33	29	37	37	20	0	36	225
2030-31	2025	18	31	33	33	32	37	39	0	36	241
2031-32	2026	19	33	31	33	36	32	39	0	36	240
Projection Growth Rates <sup>1</sup>			1.720	0.988	0.995	1.095	1.006	1.064	1.966		
Annual Growth Rates										Migration <sup>2</sup>	
2012			1.333	1.071	1.080	1.000	1.125	1.000	1.080	0.000	5.08%
2013			1.000	0.833	1.133	1.037	1.000	0.833	1.056	0.000	-2.91%
2014			1.158	0.938	1.100	1.059	0.929	0.880	0.867	0.000	-2.22%
2015			1.000	1.045	1.133	1.045	1.111	1.038	1.091	0.000	7.41%
2016			1.385	1.133	1.130	1.059	1.261	1.050	0.926	2.353	13.25%
2017			1.421	0.944	1.000	1.000	0.944	1.034	1.048	2.786	0.00%
2018			1.733	1.000	1.059	1.176	1.038	1.059	1.000	2.071	6.49%
2019			2.154	0.923	1.000	1.222	1.050	1.074	1.000	1.655	7.69%
2020			0.933	1.000	0.917	1.074	1.136	1.190	1.103	1.294	6.45%
2021			1.571	1.071	1.000	1.000	0.862	0.960	0.000	1.351	-4.90%
3-Year Ave.			1.553	0.998	0.972	1.099	1.016	1.075	0.701	0.977	
Weighted 3-Year			1.456	1.023	0.972	1.062	0.985	1.056	0.534	0.939	
5-Year Ave.			1.563	0.988	0.995	1.095	1.006	1.064	0.830	0.996	
Weighted 5-year			1.529	1.005	0.986	1.088	1.002	1.062	0.697	0.973	
2017-2019, 2021			1.720	0.985	1.015	1.100	0.974	1.032	0.762	1.966	

<sup>1</sup> 2006 to 2020 births are from the State Department of Public Health. Births in 2019 and 2020 counts are provisional. Births in 2021 were estimated from in-state births through June. 2022-26 births were based on the Connecticut State Data Center's 2017 projections of Goshen women of child-bearing ages and Dr. Prowda's estimate of fertility rates in 2019 in similar communities (DRG E).

<sup>2</sup> Based on the four-year averages (2017-2019, 2021) of kindergarten enrollment from births five-years prior.

<sup>3</sup> Migration based on 2-5 enrollment in current year compared to 1-4 enrollment the prior year.



# Appendix E. James Morris School Enrollment Projected to 2031

School Year	Birth Year	Births <sup>1</sup>	K <sup>2</sup>	1	2	3	4	5	6	PreK	PK-5
2011-12	2006	9	14	22	19	28	33	32	33	2	150
2012-13	2007	15	18	13	22	18	26	29	32	0	126
2013-14	2008	7	10	21	12	21	18	28	28	0	110
2014-15	2009	15	18	10	18	10	21	17	27	0	94
2015-16	2010	22	20	18	12	19	9	19	17	0	97
2016-17	2011	15	14	19	21	15	24	10	21	24	127
2017-18	2012	16	14	13	21	21	15	18	8	24	126
2018-19	2013	14	16	13	15	19	20	12	17	20	115
2019-20	2014	16	19	16	14	16	16	17	11	17	115
2020-21	2015	10	12	18	19	17	15	17	18	13	111
2021-22	2016	22	19	11	16	16	18	17	0	18	115
<b>Projected</b>											
2022-23	2017	21	21	18	12	16	16	17	0	17	117
2023-24	2018	12	12	20	20	12	16	15	0	14	109
2024-25	2019	14	14	11	22	20	12	15	0	18	112
2025-26	2020	7	7	13	12	22	19	11	0	22	106
2026-27	2021	20	20	7	14	12	21	17	0	19	110
2027-28	2022	14	14	19	8	14	12	19	0	20	106
2028-29	2023	14	14	13	21	8	14	11	0	21	102
2029-30	2024	16	16	13	14	21	8	13	0	20	105
2030-31	2025	15	15	15	14	14	20	7	0	20	105
2031-32	2026	15	15	14	16	14	14	18	0	20	111
<b>Projection Growth Rates<sup>1</sup></b>			1.017	0.955	1.084	1.015	0.972	0.917	0.755	1.323	
<b>Annual Growth Rates</b>			<b>Migration<sup>2</sup></b>								
2012			1.200	0.929	1.000	0.947	0.929	0.879	1.000	0.000	-6.86%
2013			1.429	1.167	0.923	0.955	1.000	1.077	0.966	0.000	0.00%
2014			1.200	1.000	0.857	0.833	1.000	0.944	0.964	0.000	-8.33%
2015			0.909	1.000	1.200	1.056	0.900	0.905	1.000	0.000	0.00%
2016			0.933	0.950	1.167	1.250	1.263	1.111	1.105	1.600	20.69%
2017			0.875	0.929	1.105	1.000	1.000	0.750	0.800	1.600	-5.06%
2018			1.143	0.929	1.154	0.952	0.952	0.800	1.000	1.538	-5.71%
2019			1.188	1.000	1.077	1.067	0.850	0.850	0.917	1.063	-5.97%
2020			1.200	1.000	1.188	1.214	1.000	1.059	1.059	0.605	9.68%
2021			0.864	0.917	0.895	0.842	1.059	1.125	0.000	1.091	-2.90%
<b>3-Year Ave.</b>			1.084	0.972	1.053	1.041	0.970	1.011	0.658	0.951	
<b>Weighted 3-Year</b>			1.030	0.958	1.023	1.004	1.004	1.057	0.506	0.925	
<b>5-Year Ave.</b>			1.054	<b>0.955</b>	<b>1.084</b>	<b>1.015</b>	<b>0.972</b>	<b>0.917</b>	<b>0.755</b>	0.950	
<b>Weighted 5-year</b>			1.056	0.958	1.058	1.011	0.983	0.984	0.652	0.941	
<b>2017-2019, 2021</b>			<b>1.017</b>	0.943	1.058	0.965	0.965	0.881	0.679	<b>1.323</b>	

<sup>1</sup> 2006 to 2020 births are from the State Department of Public Health. Births in 2019 and 2020 counts are provisional. Births in 2021 were estimated from in-state births through June. 2022-26 births were based on the Connecticut State Data Center's 2017 projections of Morris women of child-bearing ages and Dr. Prowda's estimate of fertility rates in 2019 in similar communities (DRG E).

<sup>2</sup> Based on the four-year averages (2017-2019, 2021) of kindergarten enrollment from births five-years prior.

<sup>3</sup> Migration based on 2-5 enrollment in current year compared to 1-4 enrollment the prior year.

Appendix F. Warren Elementary School Enrollment Projected to 2031											
School Year	Birth Year	Births <sup>1</sup>	K <sup>2</sup>	1	2	3	4	5	6	PreK	PK-5
2011-12	2006	9	6	18	17	0	16	15	17	0	72
2012-13	2007	11	9	5	20	15	0	15	14	1	65
2013-14	2008	17	14	8	7	20	15	0	16	0	64
2014-15	2009	9	8	14	8	6	18	12	0	0	66
2015-16	2010	4	10	7	16	9	6	18	12	0	66
2016-17	2011	10	8	10	9	16	9	7	17	6	65
2017-18	2012	7	8	8	10	7	11	9	4	10	63
2018-19	2013	5	11	9	8	10	7	14	8	9	68
2019-20	2014	9	10	12	8	9	7	7	15	16	69
2020-21	2015	4	8	7	10	9	9	5	10	7	55
2021-22	2016	16	9	8	5	12	9	10	0	7	60
Projected											
2022-23	2017	4	5	9	7	5	11	9	0	10	56
2023-24	2018	9	12	5	8	8	5	11	0	8	57
2024-25	2019	5	6	12	4	9	7	5	0	6	49
2025-26	2020	6	8	6	11	4	8	7	0	5	49
2026-27	2021	3	4	8	5	12	4	8	0	7	48
2027-28	2022	5	6	4	7	5	11	4	0	6	43
2028-29	2023	5	6	6	4	8	5	11	0	6	46
2029-30	2024	4	5	6	5	4	7	5	0	7	39
2030-31	2025	5	6	5	5	5	4	7	0	7	39
2031-32	2026	5	6	6	4	5	5	4	0	7	37
Projection Growth Rates <sup>1</sup>			1.282	0.989	0.894	1.086	0.921	1.004	0.849	1.373	
Annual Growth Rates			Migration <sup>2</sup>								
2012		0.818	0.833	1.111	0.882		0.938	0.933	0.077	-1.96%	
2013		0.824	0.889	1.400	1.000	1.000		1.067	0.000	5.00%	
2014		0.889	1.000	1.000	0.857	0.900	0.800		0.000	-12.00%	
2015		2.500	0.875	1.143	1.125	1.000	1.000	1.000	0.000	6.52%	
2016		0.800	1.000	1.286	1.000	1.000	1.167	0.944	1.000	7.89%	
2017		1.143	1.000	1.000	0.778	0.688	1.000	0.571	1.429	-15.91%	
2018		2.200	1.125	1.000	1.200	1.000	1.273	0.889	1.385	8.33%	
2019		1.222	1.091	0.889	1.125	0.917	1.000	1.071	1.600	-8.82%	
2020		2.000	0.727	0.833	1.125	1.000	0.636	1.429	0.700	-8.33%	
2021		0.563	1.000	0.750	1.200	1.000	1.111	0.286	1.077	2.86%	
3-Year Ave.			1.262	0.939	0.824	1.150	0.972	0.916	0.929	0.955	
Weighted 3-Year			1.152	0.924	0.801	1.163	0.986	0.934	0.798	0.934	
5-Year Ave.			1.426	0.989	0.894	1.086	0.921	1.004	0.849	0.957	
Weighted 5-year			1.335	0.962	0.850	1.137	0.963	0.976	0.847	0.956	
2017-2019, 2021			1.282	1.054	0.910	1.076	0.901	1.096	0.704	1.373	

<sup>1</sup> 2006 to 2020 births are from the State Department of Public Health. Births in 2019 and 2020 counts are provisional. Births in 2021 were estimated from in-state births through June. 2022-26 births were based on the Connecticut State Data Center's 2017 projections of Warren women of child-bearing ages and Dr. Prowda's estimate of fertility rates in 2019 in similar communities (DRG E).

<sup>2</sup> Based on the four-year averages (2017-2019, 2021) of kindergarten enrollment from births five-years prior.

<sup>3</sup> Migration based on 2-5 enrollment in current year compared to 1-4 enrollment the prior year.

# Appendix G. Litchfield Enrollment Projected by Grade to 2031: Grades 7-12

School Year	7	8	9	10	11	12	7-8 Total	9-12 Total	PK-12 Total
2011-12	94	105	76	69	94	105	199	344	1122
2012-13	89	86	91	71	71	90	175	323	1029
2013-14	85	87	80	85	67	68	172	300	985
2014-15	90	88	71	74	84	69	178	298	977
2015-16	84	91	71	65	77	83	175	296	960
2016-17	77	83	82	72	63	74	160	291	935
2017-18	68	78	63	79	77	66	146	285	912
2018-19	68	70	62	64	77	74	138	277	890
2019-20	61	70	56	60	65	78	131	259	881
2020-21	70	61	59	54	59	65	131	237	816
2021-22	64	73	54	59	57	63	137	233	838
<b>Projected</b>									
2022-23	67	65	62	53	60	58	132	233	838
2023-24	78	69	55	61	54	61	147	231	829
2024-25	56	80	58	54	62	55	136	229	845
2025-26	71	57	67	57	55	63	128	242	842
2026-27	73	73	48	66	58	56	146	228	858
2027-28	68	75	62	47	67	59	143	235	869
2028-29	81	70	63	61	48	68	151	240	876
2029-30	61	83	59	62	62	49	144	232	876
2030-31	55	62	70	58	63	63	117	254	892
2031-32	84	56	52	69	59	64	140	244	895
<b>Projection Growth Rates<sup>1</sup></b>									
	1.046	1.023	0.843	0.982	1.020	1.018			
<b>Annual Growth Rates</b>									<b>Migration<sup>2</sup></b>
2012	0.989	0.915	0.867	0.934	1.029	0.957			-2.35%
2013	1.090	0.978	0.930	0.934	0.944	0.958			0.63%
2014	1.023	1.035	0.816	0.925	0.988	1.030			2.36%
2015	1.000	1.011	0.807	0.915	1.041	0.988			0.90%
2016	0.987	0.988	0.901	1.014	0.969	0.961			-1.70%
2017	1.030	1.013	0.759	0.963	1.069	1.048			0.77%
2018	0.986	1.029	0.795	1.016	0.975	0.961			3.72%
2019	1.034	1.029	0.800	0.968	1.016	1.013			0.51%
2020	1.129	1.000	0.843	0.964	0.983	1.000			-1.59%
2021	1.049	1.043	0.885	1.000	1.056	1.068			6.04%
<b>3-Year Ave.</b>	1.071	1.024	<b>0.843</b>	0.977	1.018	1.027			
<b>Weighted 3-Year</b>	1.073	1.026	0.857	0.983	1.025	1.036			
<b>5-Year Ave.</b>	<b>1.046</b>	<b>1.023</b>	0.816	<b>0.982</b>	<b>1.020</b>	<b>1.018</b>			
<b>Weighted 5-year</b>	1.058	1.025	0.836	0.984	1.018	1.023			
<b>2017-2019, 2021</b>	1.025	1.029	0.810	0.987	1.029	1.022			

<sup>1</sup> The projection growth rates were based on 5-year averages in grades 7, 8, 10, 11 and 12. They were based on the 3-year average in grade 9.

<sup>2</sup> Migration based on enrollment in grades 3-8 one year compared to enrollment in grades 2-7 the prior year with an adjustment for residents in and non-residents out.



# Appendix H. Region 6 Enrollment Projected by Grade to 2031: Grades 6-12

School Year	6	7	8	9	10	11	12	6-8 Total	9-12 Total	6-12 Total
2011-12	88	69	88	110	104	99	84	245	397	1,037
2012-13	73	85	68	116	102	96	91	226	405	1,026
2013-14	82	70	86	112	109	91	84	238	396	995
2014-15	53	77	67	126	109	102	85	197	422	964
2015-16	53	55	78	107	119	113	104	186	443	983
2016-17	63	55	56	114	94	114	115	174	437	972
2017-18	35	61	51	102	109	87	110	147	408	917
2018-19	54	40	62	107	96	110	93	156	406	909
2019-20	44	57	44	107	100	92	111	145	410	913
2020-21	60	44	57	91	105	96	96	161	388	877
2021-22	55	65	45	95	94	98	99	165	386	887
<b>Projected</b>										
2022-23	52	58	66	94	92	90	100	176	376	899
2023-24	55	55	59	108	91	88	92	169	379	893
2024-25	51	58	56	100	105	87	90	165	382	887
2025-26	54	54	59	97	97	101	89	167	384	888
2026-27	36	57	55	99	94	93	103	148	389	887
2027-28	53	38	58	94	96	90	95	149	375	869
2028-29	64	56	39	97	91	92	92	159	372	864
2029-30	58	67	57	75	94	87	94	182	350	857
2030-31	39	61	68	98	73	90	89	168	350	853
2031-32	55	41	62	99	95	70	92	158	356	846
<b>Projection Growth Rates<sup>1</sup></b>	1.039	1.050	1.013	0.896	0.969	0.957	1.024			
<b>Annual Growth Rates</b>										<b>Migration<sup>2</sup></b>
2012	1.014	0.966	0.986	0.920	0.927	0.923	0.919			-1.83%
2013	1.025	0.959	1.012	1.000	0.940	0.892	0.875			-0.47%
2014	0.914	0.939	0.957	1.035	0.973	0.936	0.934			-6.90%
2015	1.019	1.038	1.013	1.045	0.944	1.037	1.020			1.79%
2016	0.984	1.038	1.018	1.026	0.879	0.958	1.018			6.47%
2017	0.921	0.968	0.927	0.786	0.956	0.926	0.965			-6.67%
2018	0.947	1.143	1.016	0.980	0.941	1.009	1.069			1.64%
2019	1.000	1.056	1.100	0.919	0.935	0.958	1.009			1.72%
2020	1.132	1.000	1.000	0.955	0.981	0.960	1.043			3.99%
2021	1.196	1.083	1.023	0.842	1.033	0.933	1.031			3.56%
<b>3-Year Ave.</b>	1.109	1.046	1.041	0.905	0.983	0.951	1.028			
<b>Weighted 3-Year</b>	1.142	1.051	1.028	0.892	0.999	0.946	1.032			
<b>5-Year Ave.</b>	<b>1.039</b>	<b>1.050</b>	<b>1.013</b>	<b>0.896</b>	<b>0.969</b>	<b>0.957</b>	<b>1.024</b>			
<b>Weighted 5-year</b>	1.088	1.056	1.025	0.902	0.982	0.955	1.031			
<b>2017-2019, 2021</b>	1.109	1.046	1.041	0.905	0.983	0.951	1.028			

<sup>1</sup> The projection growth rates were based on 5-year averages. The grade 9 rate is for residents only.

<sup>2</sup> Migration based on enrollment in grades 3-8 one year compared to enrollment in grades 2-7 the prior year with an adjustment for residents in and non-residents out.

<b>Appendix I. Agriscience Program Grade 9 Enrollment Projected to 2031</b>											
<b>October of Year</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>Pct. of prior year G8 Enrl.</b>
<b>2011</b>	768	830	819	848	800	873	908	909	936	39	
<b>2012</b>	769	793	810	824	841	783	864	893	901	35	3.7%
<b>2013</b>	738	786	761	796	832	829	773	859	889	44	4.9%
<b>2014</b>	682	760	767	758	806	826	835	785	870	37	4.2%
<b>2015</b>	719	686	750	754	779	790	827	843	782	44	5.1%
<b>2016</b>	684	722	687	743	765	785	786	826	835	34	4.3%
<b>2017</b>	698	693	686	677	756	773	780	781	829	58	6.9%
<b>2018</b>	638	689	683	673	695	763	746	767	773	57	6.9%
<b>2019</b>	649	649	697	678	687	709	763	767	779	50	6.5%
<b>2020</b>	554	635	634	663	664	679	695	779	760	47	6.0%
<b>2021</b>	665	612	663	666	691	700	714	710	828	47	6.2%
<b>2022</b>	567	677	610	658	678	702	697	721	718	54	6.5%
<b>2023</b>	584	576	673	607	670	690	700	703	730	49	6.8%
<b>2024</b>	604	594	574	668	619	681	688	706	712	47	6.4%
<b>2025</b>		614	591	572	680	630	679	695	714	47	6.6%
<b>2026</b>			614	588	584	692	629	686	705	46	6.4%
<b>2027</b>				613	598	595	690	636	696	45	6.4%
<b>2028</b>					625	609	594	697	644	45	6.5%
<b>2029</b>						636	607	599	706	40	6.2%
<b>2030</b>							636	613	606	47	6.7%
<b>2031</b>								643	619	38	6.3%

Grade 9 enrollment projected from five-year average of growth from prior year's grade 8 enrollment in each of the sending towns. Declining grade 8 enrollments in the sending towns will lower expected grade 9 enrollment in the program. If there are waiting lists in the towns, grade 9 enrollment may be manipulated by accepting more students off the lists.

# **NESDEC Litchfield, CT Historical Enrollment**

## **February 5, 2018**





# Litchfield, CT Historical Enrollment

School District:

Litchfield, CT

2/5/2018

Historical Enrollment By Grade

Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2002	70	2007-08	17	73	75	80	92	88	85	77	90	115	100	111	97	111	0	1194	1211
2003	76	2008-09	19	90	80	77	82	97	96	83	75	94	107	95	109	98	0	1183	1202
2004	71	2009-10	19	77	88	82	78	88	98	103	91	80	94	105	89	109	0	1182	1201
2005	58	2010-11	19	76	71	88	87	79	92	97	104	94	76	94	102	90	0	1150	1169
2006	66	2011-12	19	74	70	70	83	92	81	90	94	105	76	69	94	105	0	1103	1122
2007	64	2012-13	15	55	71	67	72	82	91	78	89	86	91	71	71	90	0	1014	1029
2008	53	2013-14	19	58	54	70	67	73	84	88	85	87	80	85	67	68	0	988	985
2009	65	2014-15	27	62	61	53	69	68	77	84	90	88	71	74	84	69	0	950	977
2010	50	2015-16	39	59	66	57	52	73	70	78	85	91	72	65	79	87	0	934	973
2011	57	2016-17	36	69	68	68	57	53	69	66	77	83	82	72	64	74	0	900	936
2012	43	2017-18	40	62	70	61	62	62	55	69	68	78	63	79	77	68	0	872	912

Historical Enrollment in Grade Combinations

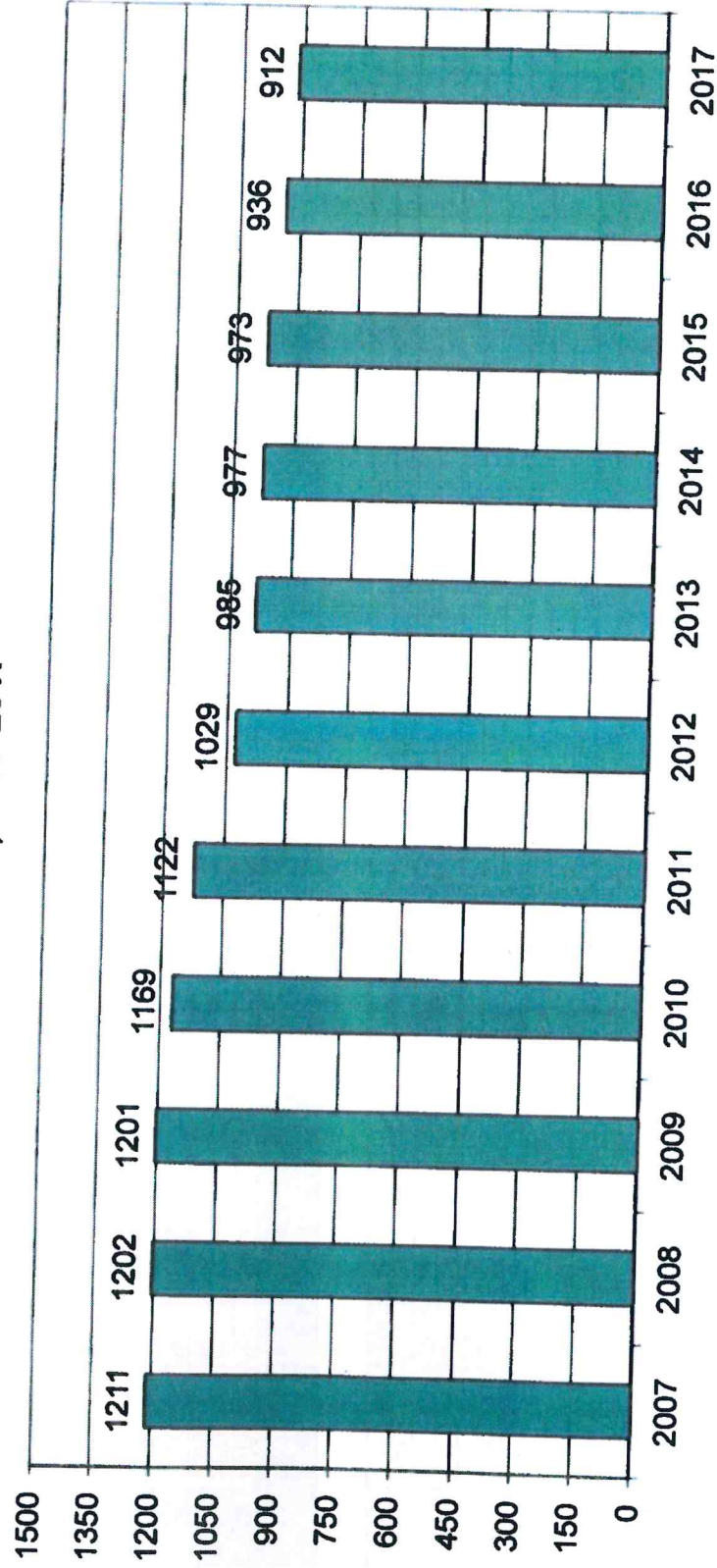
Year	K-3	4-6	K-6	K-8	5-8	6-8	7-8	7-12	9-12
2007-08	320	250	570	775	367	282	205	624	419
2008-09	329	276	605	774	348	252	169	578	409
2009-10	325	289	614	785	372	274	171	568	397
2010-11	322	268	590	788	387	295	198	560	362
2011-12	297	263	560	759	370	289	199	543	344
2012-13	265	251	516	691	344	253	175	498	323
2013-14	249	245	494	666	344	260	172	472	300
2014-15	245	229	474	652	339	262	178	476	298
2015-16	234	221	455	631	324	254	176	479	303
2016-17	260	188	448	608	295	226	160	452	292
2017-18	255	186	441	587	270	215	146	431	285

Historical Percentage Changes

Year	K-12	Diff.	%
2007-08	1194	0	0.0%
2008-09	1183	-11	-0.9%
2009-10	1182	-1	-0.1%
2010-11	1150	-32	-2.7%
2011-12	1103	-47	-4.1%
2012-13	1014	-89	-8.1%
2013-14	986	-48	-4.7%
2014-15	950	-16	-1.7%
2015-16	934	-16	-1.7%
2016-17	900	-34	-3.6%
2017-18	872	-28	-3.1%
Change	-322		-27.0%

# Litchfield, CT Historical Enrollment

PK-12, 2007-2017





# Litchfield, CT Projected Enrollment

School District: Litchfield, CT

2/5/2018

Enrollment Projections By Grade*																			
Birth Year	Births	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2012	43	2017-18	40	62	70	61	62	62	55	69	68	78	63	79	77	66	0	872	912
2013	52	2018-19	41	73	66	67	59	65	63	54	70	68	64	60	82	77	0	868	909
2014	53	2019-20	42	74	78	64	65	62	66	62	55	70	56	61	62	82	0	857	899
2015	52	2020-21	43	73	79	75	62	69	63	65	63	55	58	54	63	62	0	841	894
2016	56	(prov.)	44	78	78	76	72	65	70	62	66	63	45	56	56	63	0	850	894
2017	51	2022-23	45	72	83	75	73	76	66	69	63	66	52	43	58	56	0	852	897
2018	53	(est.)	46	74	77	80	72	77	77	65	70	63	55	50	45	58	0	863	909
2019	53	(est.)	47	74	79	74	77	76	78	76	66	70	52	53	52	45	0	872	919
2020	53	(est.)	48	74	79	76	71	81	77	77	77	66	58	50	55	52	0	893	941
2021	53	(est.)	49	74	79	76	73	75	82	76	78	77	55	56	52	55	0	908	957
2022	53	(est.)	50	74	79	76	73	77	76	81	77	78	64	53	58	52	0	918	968
Projections should be updated annually to reflect changes in infant, toddler, and preschool enrollment.																			

\*Projections should be updated annually to reflect changes in in/out-migration of families, real estate sales, residential construction, and births.

Based on an estimate of births

Based on children already born

Based on students already enrolled

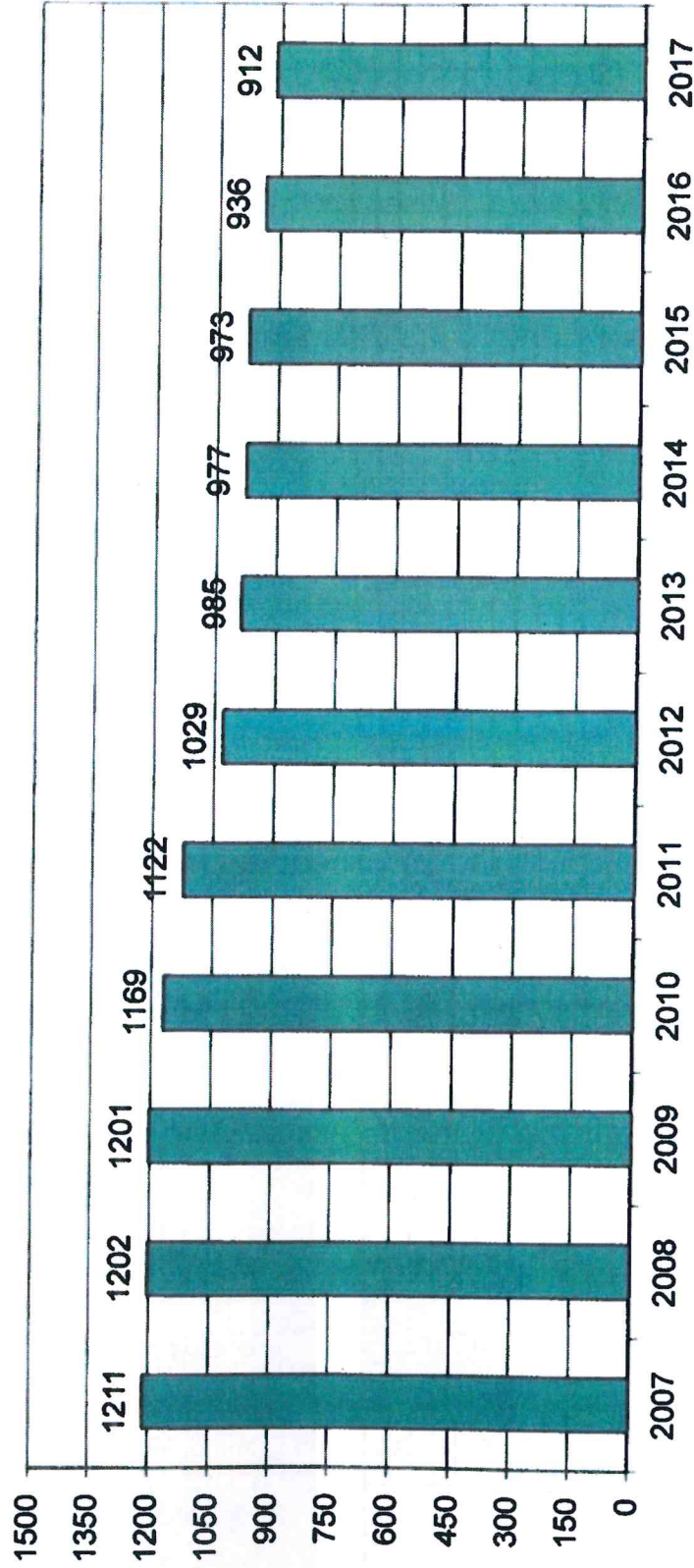
Projected Enrollment in Grade Combinations*									
Year	K-3	4-6	K-5	K-8	5-8	6-8	7-8	7-12	9-12
2017-18	255	186	441	587	270	215	146	431	285
2018-19	265	182	447	585	255	192	138	421	283
2019-20	281	190	471	596	253	187	125	366	261
2020-21	289	197	486	604	246	183	118	355	237
2021-22	304	197	501	630	261	191	129	349	220
2022-23	303	211	514	643	264	198	129	338	209
2023-24	303	219	522	655	275	198	133	341	208
2024-25	304	230	534	670	290	212	136	338	202
2025-26	300	235	535	678	297	220	143	358	215
2026-27	302	233	535	680	313	231	155	373	218
2027-28	302	234	536	691	312	236	155	382	227

Projected Percentage Changes			
Year	K-12	Diff.	%
2017-18	872	0	0.0%
2018-19	868	-4	-0.5%
2019-20	857	-11	-1.3%
2020-21	841	-16	-1.9%
2021-22	850	9	1.1%
2022-23	852	2	0.2%
2023-24	863	11	1.3%
2024-25	872	9	1.0%
2025-26	893	21	2.4%
2026-27	908	15	1.7%
2027-28	918	10	1.1%
Change		46	5.3%



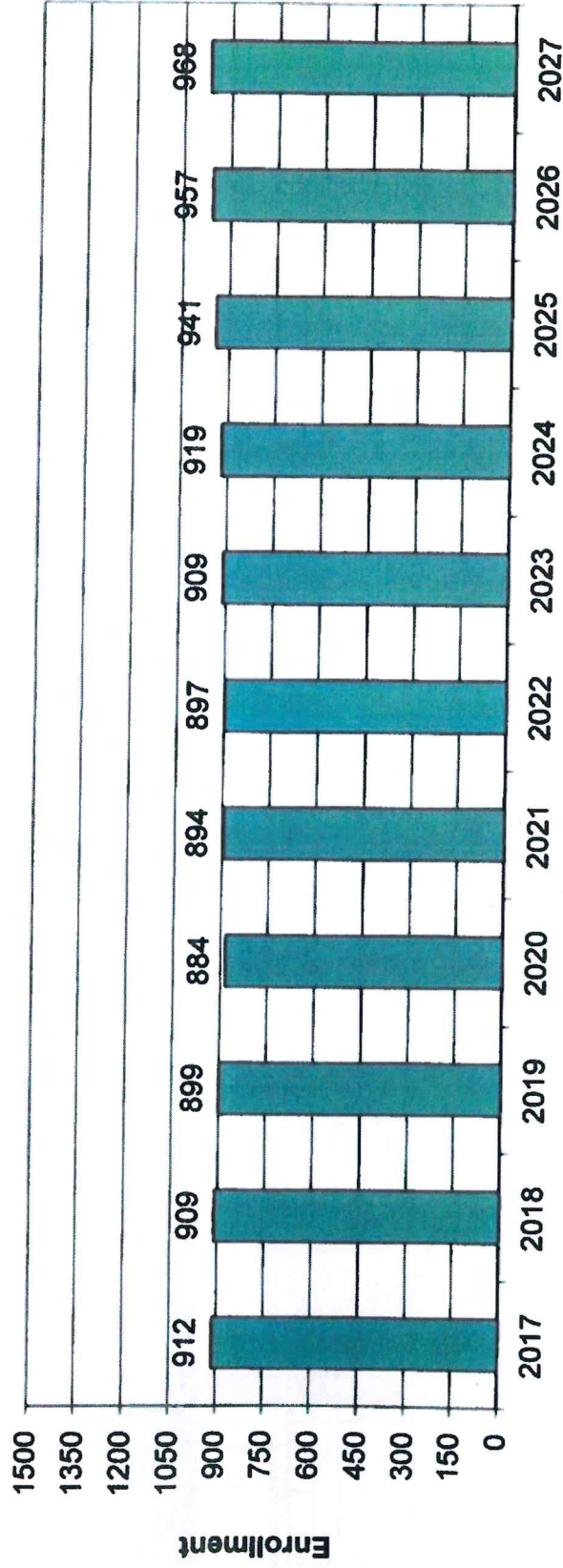
# Litchfield, CT Historical Enrollment

PK-12, 2007-2017



# Litchfield, CT Projected Enrollment

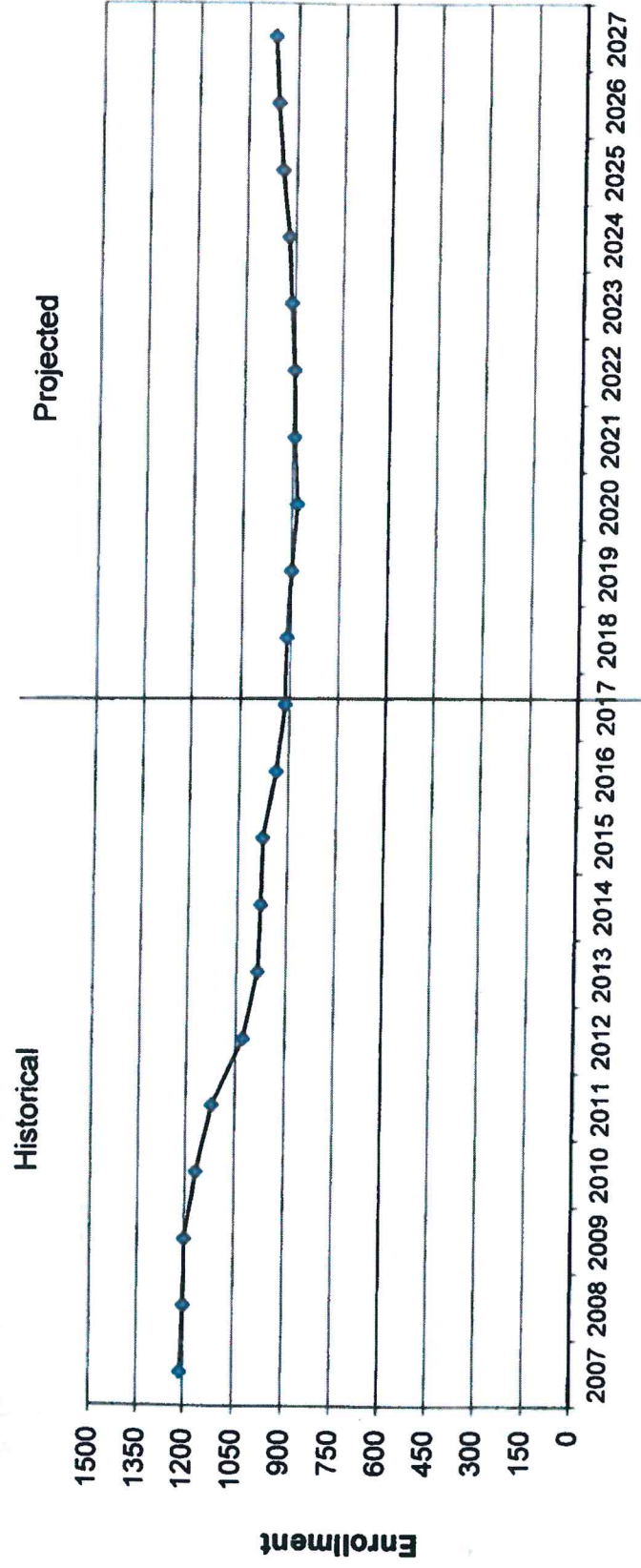
PK-12 To 2027 Based On Data Through School Year 2017-18





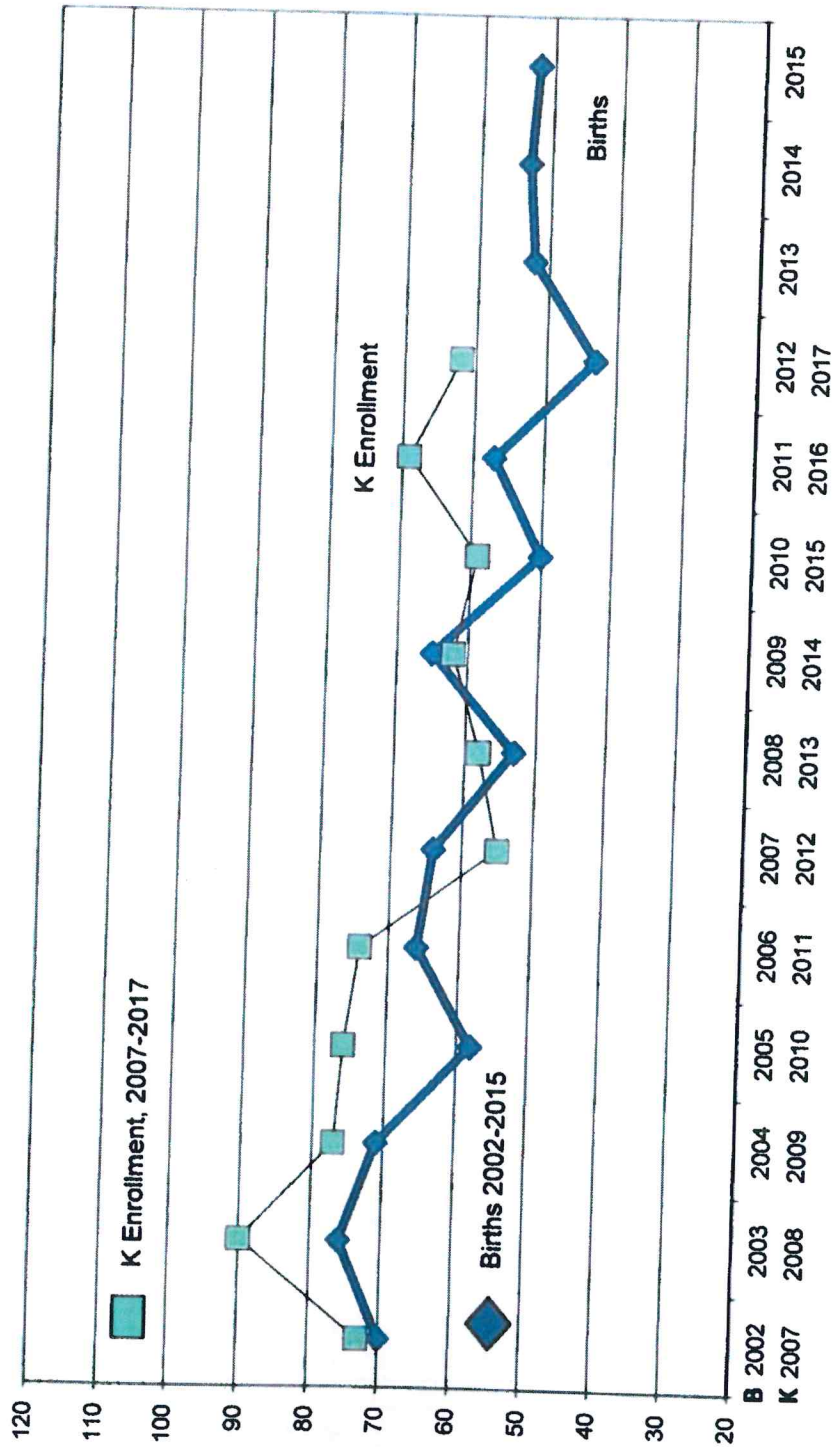
# Litchfield, CT Historical & Projected Enrollment

PK-12, 2007-2027





# Litchfield, CT Birth-to-Kindergarten Relationship



Enrollment History			
Year	Career-Tech 9-12 Total	Non-Public K-12 Total	
2005-06	n/a		176
2013-14	n/a		n/a
2014-15	34		n/a
2015-16	53		n/a
2016-17	38		n/a
2017-18	43		n/a

[illegible]

K-12 Choiced-In, Tuitioned-In, & Other Non-Residents	2017	5
--	------	---

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**NESDEC RSD #06, CT  
Warren-Goshen-Morris  
2021-22 Enrollment Projection Report**







**RSD #06, CT**  
**Warren-Goshen-Morris**  
**2021-22 Enrollment Projection Report**

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# Enrollment Summary

The global pandemic continues to influence our nation's public health and economic stability in unpredictable ways. As such, it is still too early to identify many of the factors that could impact school enrollments. Over the past school year, we have seen fluctuations in the real estate market and job trends, which have impacted student attendance patterns. Moreover, during the past school year, we have seen how school enrollment patterns can differ substantially from one district to another, with some districts losing students while others experience an influx of students.

We are pleased to send you the past, present, and projected enrollments for your District. New this year, we have added graphs that highlight Historical and Projected Enrollments in Grade Combinations. We have received the figures given to us by the District and we assume that the method of collecting the enrollment data has been consistent from year to year.

Of note, projections are generally more reliable when they are closest in time to the current year. Projections four to ten years out may serve as a guide to future enrollments. In light of this fact, NESDEC has added a "Second Semester refresher" enrollment projection at no cost to affiliates.

The NESDEC enrollment projection fell within 52 students of the K-12 total (881 projected vs 829 enrolled). One variance of 24 students occurred at Kindergarten: 74 students projected vs 50 enrolled. This variance could be attributed to family indecision regarding the pandemic.

Over the next three years, K-6 enrollments are projected to increase by a total of 5 students and Grades 7-12 enrollments are projected to increase by a total of 26 students, as students pass through the grades.



# Historical Enrollment

School District:

RSD #06, CT

12/20/2021

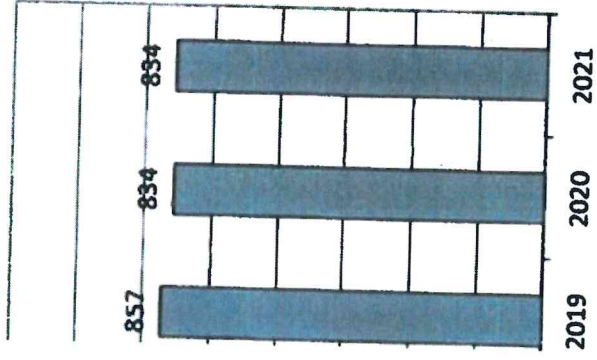
Historical Enrollment By Grade																		
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	PK-12
2006	41	2011-12	7	62	63	54	83	77	86	70	85	75	102	99	89	94	0	1039
2007	48	2012-13	18	34	65	61	60	85	72	88	69	88	110	104	99	84	0	1019
2008	40	2013-14	41	51	33	69	59	62	80	73	85	68	116	102	96	91	0	985
2009	47	2014-15	51	40	49	36	69	58	58	82	70	86	112	109	91	84	0	944
2010	41	2015-16	57	48	39	50	34	65	53	53	77	67	127	110	104	86	0	913
2011	39	2016-17	69	40	59	56	49	62	38	63	55	56	114	94	114	115	0	915
2012	44	2017-18	73	49	38	48	54	43	57	34	61	51	102	109	88	110	0	844
2013	36	2018-19	58	53	49	41	48	54	44	54	40	62	107	96	111	93	0	852
2014	36	2019-20	56	57	52	49	47	43	53	44	57	44	107	100	92	112	0	857
2015	29	2020-21	40	35	52	51	56	48	46	60	45	58	92	105	96	90	0	834
2016	52	2021-22	50	50	34	48	50	52	50	55	65	45	95	94	98	93	5	834
																		884

\*Birth data provided by Public Health Vital Records Departments in each state

Historical Enrollment in Grade Combinations												
Year	PK-6	PK-8	K-6	K-8	5-8	6-8	7-8	7-12	9-12			
2011-12	502	662	495	655	316	230	160	544	384			
2012-13	483	640	465	622	317	245	157	554	397			
2013-14	468	621	427	580	306	226	153	558	405			
2014-15	443	599	392	548	296	238	156	552	396			
2015-16	399	543	342	486	250	197	144	571	427			
2016-17	436	547	367	478	212	174	111	548	437			
2017-18	396	508	323	435	203	146	112	521	409			
2018-19	401	503	343	445	200	156	102	509	407			
2019-20	401	502	345	446	198	145	101	512	411			
2020-21	388	491	348	451	209	163	103	486	383			
2021-22	389	499	339	449	215	165	110	490	380			

Historical Percentage Changes			
Year	K-12	Diff.	%
2011-12	1039	0	0.0%
2012-13	1019	-20	-1.9%
2013-14	985	-34	-3.3%
2014-15	944	-41	-4.2%
2015-16	913	-31	-3.3%
2016-17	915	2	0.2%
2017-18	844	-71	-7.8%
2018-19	852	8	0.9%
2019-20	857	5	0.6%
2020-21	834	-23	-2.7%
2021-22	834	0	0.0%
Change		-205	-19.7%





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# Projected Enrollment

School District:

RSD #06, CT

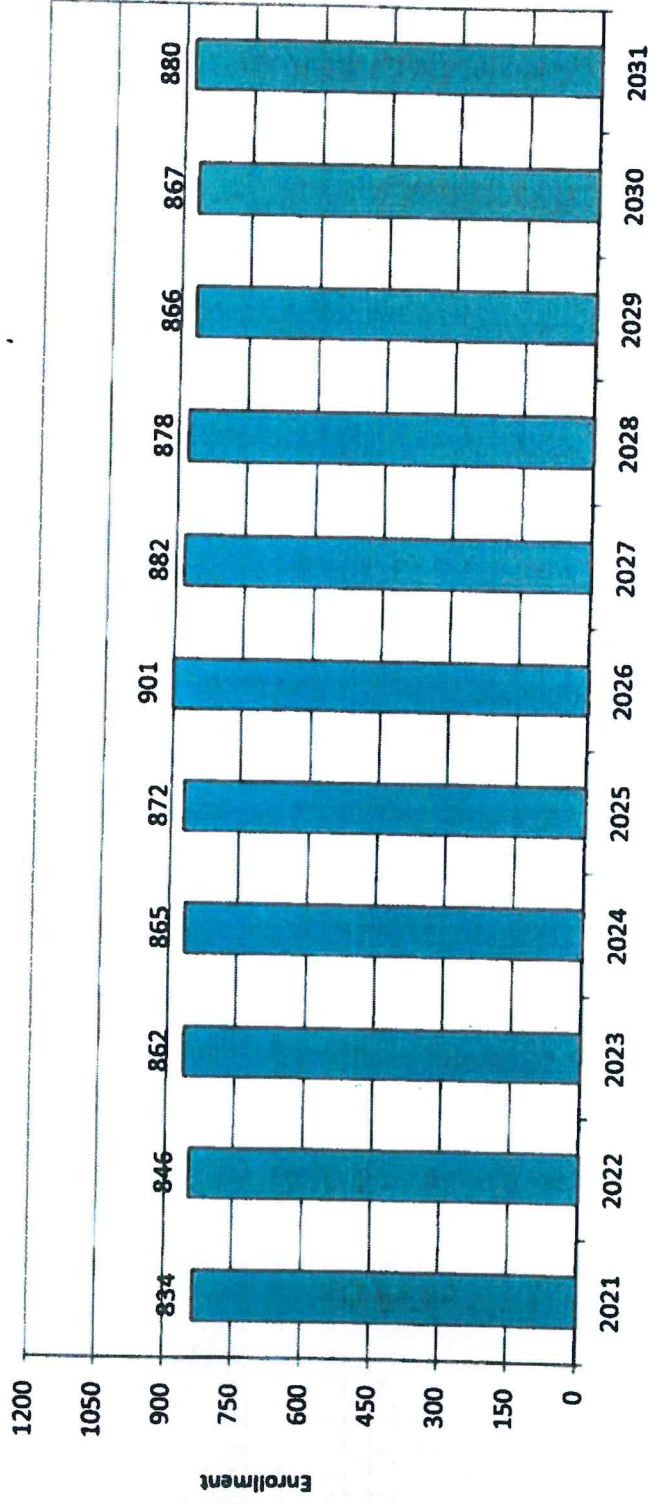
12/20/2021

Enrollment Projections By Grade*																			
Birth Year	Births*	School Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	UNGR	K-12	PK-12
2016	52	2021-22	50	50	34	48	50	52	50	55	65	45	95	94	98	93	5	884	884
2017	47	2022-23	51	60	50	35	50	50	52	53	58	68	83	91	92	99	5	846	857
2018	39	2023-24	52	49	60	52	37	50	50	55	56	60	126	80	89	93	5	862	914
2019	30	2024-25	53	38	49	62	55	37	50	53	58	58	111	121	78	90	5	865	918
2020	33	(prov.)	54	42	38	50	65	55	37	53	56	60	107	107	118	79	5	872	926
2021	40	(est.)	55	51	42	39	53	55	55	39	56	58	111	103	104	120	5	901	956
2022	38	(est.)	56	48	51	41	41	53	65	58	41	58	107	107	100	105	5	882	938
2023	36	(est.)	57	46	48	53	45	41	53	68	61	43	107	103	104	101	5	878	935
2024	35	(est.)	58	45	46	49	56	45	41	56	72	63	80	103	100	105	5	866	924
2025	36	(est.)	59	46	45	47	51	56	45	43	59	75	117	77	100	101	5	867	926
2026	37	(est.)	60	47	46	46	49	51	56	47	45	61	119	112	75	101	5	880	940



# Projected Enrollment

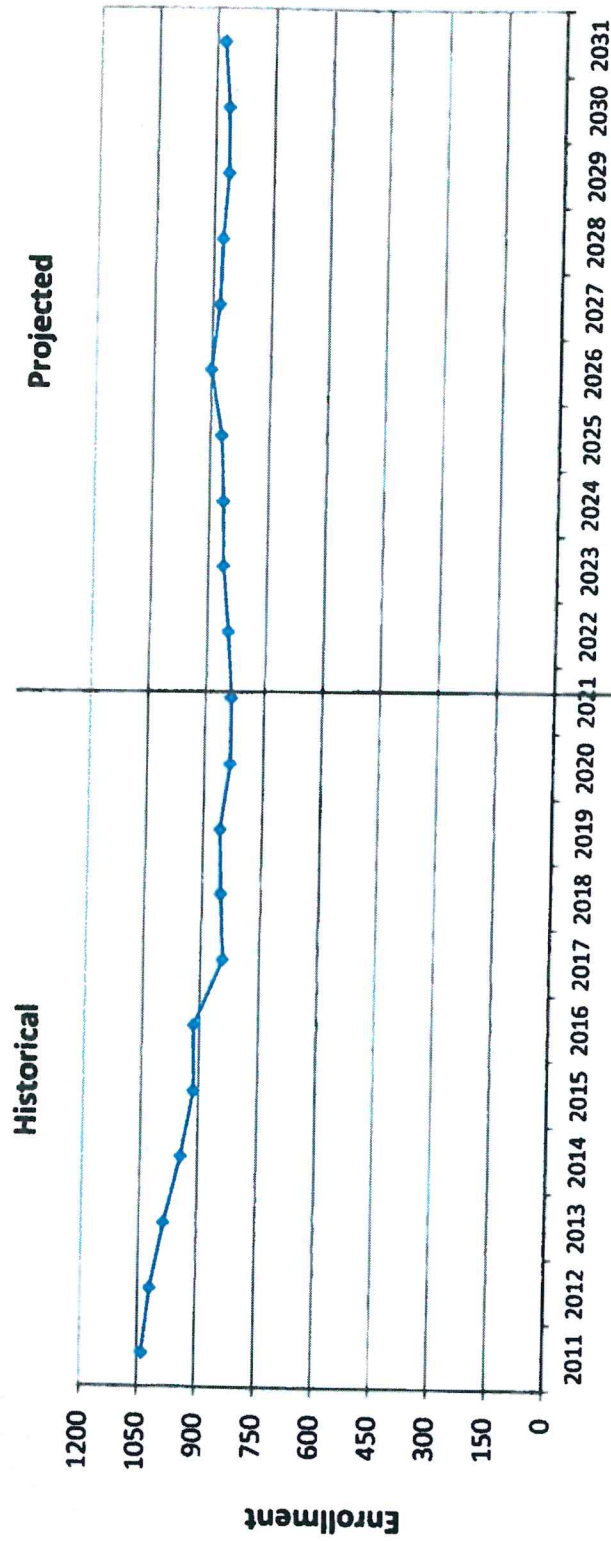
**K-12 To 2031 Based On Data Through School Year 2021-22**



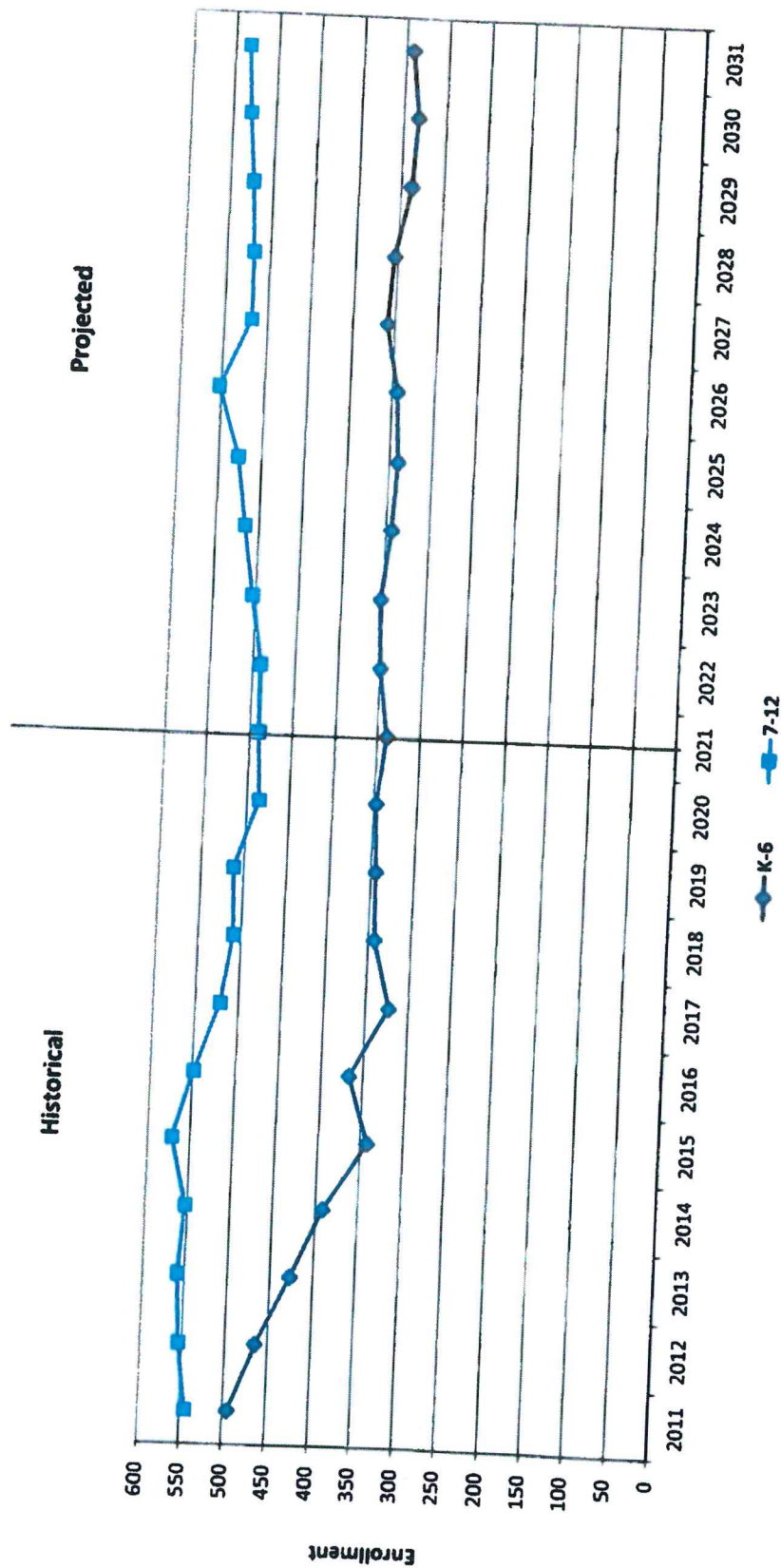


# Historical & Projected Enrollment

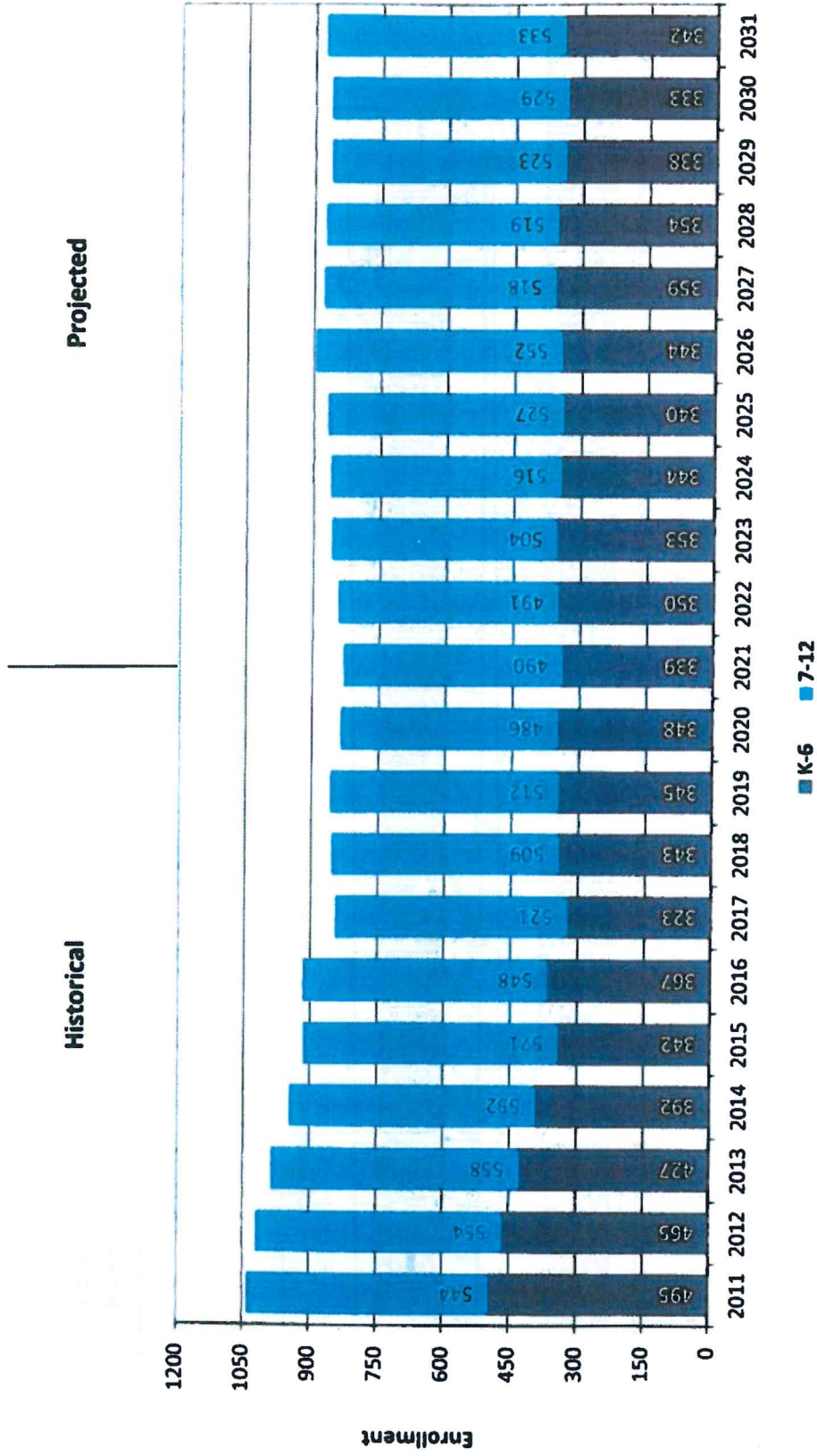
K-12, 2011-2031



# Historical & Projected Enrollments in Grade Combinations

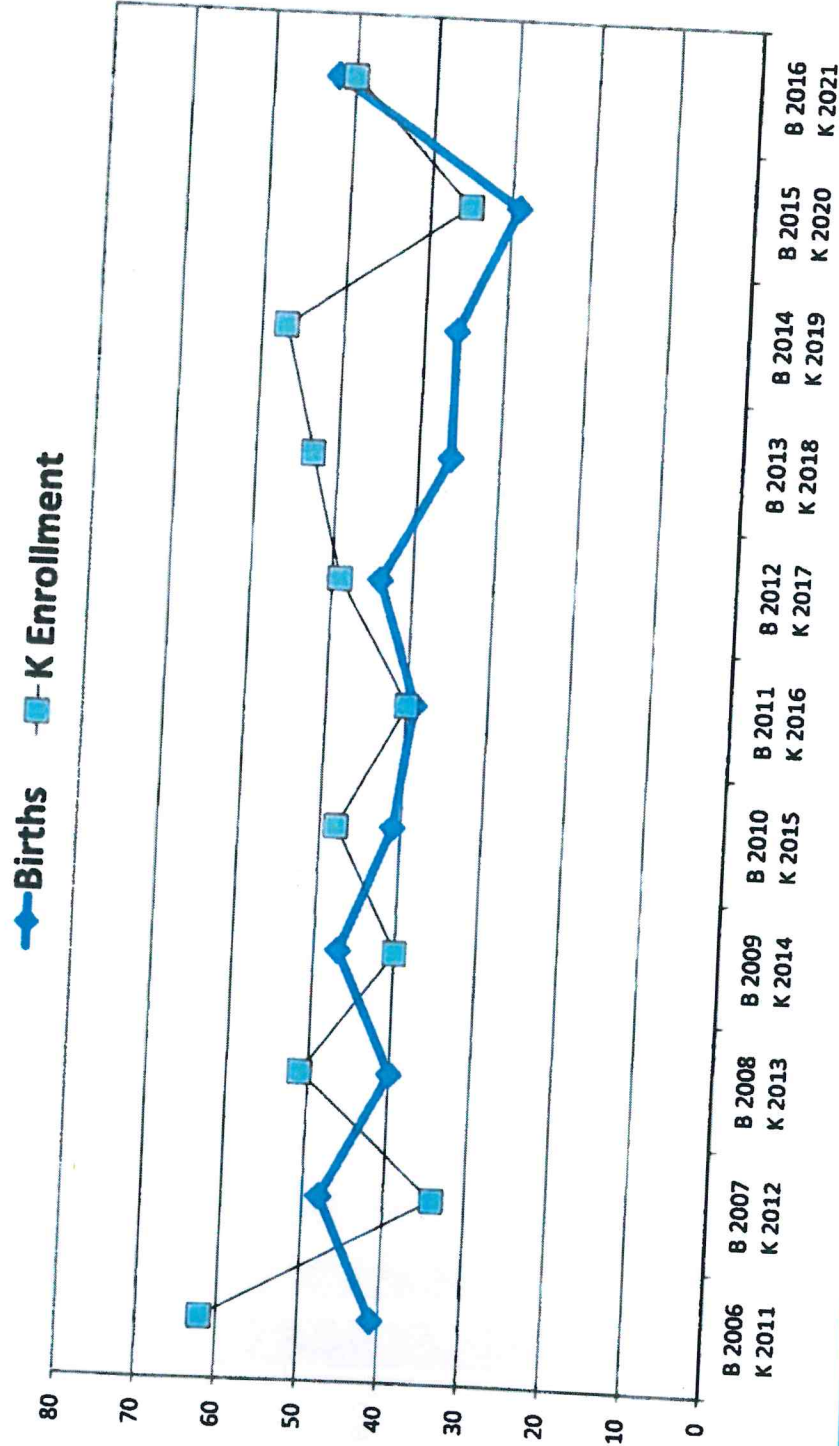


# Historical & Projected Enrollments in Grade Combinations





# Birth-to-Kindergarten Relationship



Year	Enrollment History*		
	Career-Tech	Non-Public	
	9-12 Total	K-12 Total	
2011-12	n/a	n/a	
2017-18	207	17	
2018-19	240	29	
2019-20	0	51	
2020-21	257	7	
2021-22	251	57	

K-12 Home-Schooled Students*	2021	30
------------------------------	------	----

K-12 Residents in Charter or Magnet Schools, or Choiced-out*	2021	3
--	------	---

K-12 Special Education Outplaced Students*	2021	3

K-12 Tuitioned-In, Choiced-In, & Other Non-Residents*	2021	3

\*The above data were provided by the district, with the exception of building permit data (provided by HUD).  
"n/a" signifies that information was not provided by District.



# New England's PK-12 Enrollments The "Big Picture"

From 2018 to 2029, the U.S. Department of Education anticipates changes in PK-12 enrollment of +3.3% in the South; +0.9% in the West, -1.8% in the Midwest; and -2.6% in the Northeast.

State	Fall 2018 PK - 12	Fall 2029 Projected	PK-12 Decline 2018-2029	% Change, 2018-2029
CT	526,634	478,000	-48,634	-9.2%
ME	180,461	174,500	-5,961	-3.3%
MA	962,297	945,400	-16,897	-1.8%
NH	178,515	166,100	-12,415	-6.9%
RI	143,436	139,900	-3,536	-2.5%
VT	87,074	82,000	-5,074	-5.8%

**SOURCE:** U.S. Department of Education, National Center for Education Statistics, Table 203.20, August 2020  
Note: Data collected prior to 2020 Coronavirus pandemic.

Although most New England districts are seeing a decline in the number of births, NESDEC's experience indicates that the impact on enrollment varies from one district to the next. Almost half of New England Districts have been growing in PK-12 enrollment, and a similar number are declining (often in rural areas), with the other districts remaining stable.



# Reliability and Use of this Document

## PROJECTION METHODOLOGY

Cohort component (survival) technique is a frequently used method of preparing enrollment forecasts. NESDEC uses this method, but modifies it in order to move away from forecasts that are wholly computer- or formula-driven. Such modification permits the incorporation of important, current district-specific information into the generation of enrollment forecasts (such as in/out-migration of students, resident births, HUD-reported building permits, etc.). Percentages are calculated from the historical enrollment data to determine a reliable percentage of increase or decrease in enrollment between any two grades. For example, if 100 students enrolled in Grade 1 in 2018-19 increased to 104 students in Grade 2 in 2019-20, the percentage of survival would be 104%, or a ratio of 1.04. Ratios are calculated between each pair of grades or years in school over several recent years.

After study and analysis of the historical ratios, and based upon a reasonable set of assumptions regarding births, migration rates, retention rates, etc., ratios most indicative of future growth patterns are determined for each pair of grades. The ratios thus selected are applied to the present enrollment statistics to project into future years. The ratios are the key factors in the reliability of the projections, assuming validity of the data at the starting point.

## RELIABILITY OF ENROLLMENT PROJECTIONS

Projections can serve as useful guides to school administrators for educational planning. Projections are generally most reliable when they are closest in time to the current year, and the more stable the variables noted above, the easier and more reliable the projections. Projections six to ten years out may serve as a guide to future enrollments and are useful for facility planning purposes, but they should be viewed as subject to change, given the likelihood of changes in the underlying assumptions/trends.

Projections that are based upon the children who already are in the district (the current K-12 population only) will be the most reliable; the second level of reliability will be for those children already born into the community but not yet old enough to be in school. The least reliable category is the group for which an estimate must be made to predict the number of births, thereby adding additional uncertainty. See these three multi-colored groupings on the "Projected Enrollment" slide/page.

Annual updates allow for early identification of recent changes in historical trends. When the actual enrollment in a grade is significantly different (higher or lower) from the projected number, it is important (yet difficult) to determine whether this is a one-year aberration or whether a new trend may have begun. In light of this possibility, NESDEC urges all school districts to have updated enrollment forecasts developed by NESDEC each October. This service is available at no cost to affiliated school districts.

## USING THIS INFORMATION ELECTRONICALLY

If you would like to extract the information contained in this report for your own documents or presentations, you can use screenshots, which can be inserted into PowerPoint slides, Word documents, etc. Because screenshots create graphics, the image is not editable. Please feel free to contact us if you need assistance in this matter, by phone (508-481-9444) or by email ([esp@nesdec.org](mailto:esp@nesdec.org)).

## Assessment Documents





RECORD OF OWNERSHIP									
Parcel ID	Issue Date	Type	Description	Amount	% Comp	Insp Date	% Comp	Date Comp	Comments
02-27-2020	02-27-2020	EL	Electric	200,000	0	08-24-2017	100	10-01-2017	SOLAR PANELS (357)
08-21-2017	08-21-2017	RP	Replacement	35,200					44 REPLACEMENT WINDOW
<b>BUILDING PERMIT RECORD</b> Permit ID: 02-27-2020, Issue Date: 02-27-2020, Type: EL, Description: Electric, Amount: 200,000, % Comp: 0, Insp Date: 08-24-2017, % Comp: 100, Date Comp: 10-01-2017, Comments: SOLAR PANELS (357) Permit ID: 08-21-2017, Issue Date: 08-21-2017, Type: RP, Description: Replacement, Amount: 35,200, % Comp: , Insp Date: , % Comp: , Date Comp: , Comments: 44 REPLACEMENT WINDOW									
LAND LINE VALUATION SECTION									
Use Code	Description	Zone	LA	Land Type	Land Units	Unit Price	I. Factor	Site Index	Cond.
920	Exempt Comm	2	1	11	3.350 AC	98,000	1.00000	C	1.00
					3.350 AC				
Total Card Land Units					3.350 AC	Parcel Total Land Area: 3.3500			
OTHER ASSESSMENTS									
Year	Code	Description	Amount	Code	Description	Number	Amount	Code	Description
2019	21	EX COM LN	430,880	21	EX COM BL	22	5,280,280	21	430,880
2018	22	EX COM BL	5,280,280	22	EX COM BL	22	5,280,280	22	5,280,280
Total			5,711,170	Total			5,711,170	Total	
<b>APPRaised VALUE SUMMARY</b> Appraised Bldg. Value (Card): 7,543,250 Appraised Xf (B) Value (Bldg): 0 Appraised Ob (B) Value (Bldg): 0 Appraised Land Value (Bldg): 615,560 Special Land Value: 0 Total Appraised Parcel Value: 8,158,810 Valuation Method: C									
PREVIOUS ASSESSMENTS (HISTORY)									
Year	Code	Description	Assessed	Year	Code	Description	Assessed	Year	Code
2018	21	EX COM LN	430,880	2018	21	EX COM BL	430,880	2018	21
2017	22	EX COM BL	5,280,280	2017	22	EX COM BL	5,280,280	2017	22
Total			5,711,170	Total			5,711,170	Total	
<b>APPRaised VALUE SUMMARY</b> Appraised Bldg. Value (Card): 7,543,250 Appraised Xf (B) Value (Bldg): 0 Appraised Ob (B) Value (Bldg): 0 Appraised Land Value (Bldg): 615,560 Special Land Value: 0 Total Appraised Parcel Value: 8,158,810 Valuation Method: C									
SUPPLEMENTAL DATA									
AR Pct ID: 188-47G-001 District: 1 Census Tr: HR20 Zoning: Neighborn Reval Nbn: 0 GIS ID: 0 Parent ID: 490 Assldng \$: SFLA Lot Size: 3.35 Assoc Pct#: 0									
BUILDING PERMIT RECORD									
Permit ID	Issue Date	Type	Description	Amount	% Comp	Insp Date	% Comp	Date Comp	Comments
02-27-2020	02-27-2020	EL	Electric	200,000	0	08-24-2017	100	10-01-2017	SOLAR PANELS (357)
08-21-2017	08-21-2017	RP	Replacement	35,200					44 REPLACEMENT WINDOW
LAND LINE VALUATION SECTION									
Use Code	Description	Zone	LA	Land Type	Land Units	Unit Price	I. Factor	Site Index	Cond.
920	Exempt Comm	2	1	11	3.350 AC	98,000	1.00000	C	1.00
					3.350 AC				
Total Card Land Units					3.350 AC	Parcel Total Land Area: 3.3500			











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Property Location: 50 NORTH STREET

Vision ID: 744

Account # 00074300

MAP ID: 05008 / 079/00 /

Blgd Name:

Blgd #:

State Use: 933

Print Date: 11/19/2020 15:00

Card 1 of 1

Sec #:

Blgd #:

Account # 00074300

Vision ID: 744

CURRENT OWNER		UTILITIES		STREET ADDRESS		LOCATION		CURRENT ASSESSMENT		PREVIOUS ASSESSMENTS (HISTORY)		VISION	
Year	Type	Description	Amount	Code	Description	Year	Code	Assessed Value	Yr	Code	Assessed Value	Yr	Code
2019	21	EX COM LN			EX COM LN	2019	21	103,350	2017	21	103,350	2017	21
2019	22	EX COM BL			EX COM BL	2019	22	3,461,010	2017	22	3,461,010	2017	22
2019	25	EX COM OTB			EX COM OTB	2019	25	43,470	2017	25	43,470	2017	25
Total: 3,607,770													
This signature acknowledges a visit by a Data Collector or Assessor													
APPROPRIATE VALUE SUMMARY													
Appraised Bldg. Value (Card)													
Appraised XF (B) Value (Bldg)													
Appraised OB (L) Value (Bldg)													
Appraised Land Value (Bldg)													
Special Land Value													
Total Appraised Parcel Value													
Valuation Method:													
Adjustment:													
Net Total Appraised Parcel Value													
5,153,990													
VISIT/CHANGE HISTORY													
Permit ID	Issue Date	Type	Description	Amount	Assess. Date	% Comp.	Date Comp.	Comments	Date	Yr	IS	IS	IS
20-71CA	08/20/2020	CC	REPL. 3 DOUBLE DOOR	36,125	0	100	08/20/2020	20-798 REPL. 3 DOORS	08/20/2020	JTW	00	00	00
19-54B	07/07/2019		NEW ENTRANCE	33,541	0	100	07/07/2019		07/07/2019	BL	16	16	16
17-43B	07/11/2017		REPLACE ROOF	452,000	0	100	09/01/2017		07/11/2017	ED	00	00	00
4274	04/02/2002		Reed Sub	1,200	0	100			04/02/2002	LH	45	45	45
3717	06/11/2000		ADDITION	1,226,000	0	100			07/20/1996	DA	00	00	00
Total: 5,153,990													
LAND LINE VALUATION SECTION													
Use Code	Use Description	Zone	D	Front Depth	Units	Unit Price	Area	I. Factor	S. A. Due	C. Factor	Ad. Id.	Ad. Id.	Ad. Id.
933	Pub School	RA2		2.00 AC	3.49 AC	72,000.00	0.5442	1.0000	0.9700	1.00	1.00	1.00	1.00
933	Pub School	RA2				6,400.00	1.0000	0		1.00	1.00	1.00	1.00
Total Card Land Units: 5.49 AC													
Perced Total Land Area: 5.49 AC													
Total Land Value: 147,590													



Card No: 1 of 2

Location:	21 SACKETT HILL RD
981 Address:	

811 Address

Owner of Record

800-451-0000

X

**Nequato Road:**

COM

Comm

**DAVID PRINCE**

THE UNIVERSITY OF CHICAGO

12-02-20	10-14-20
----------	----------

REGIONAL SCHOOL DISTRICT NO. 6  
RT 202 LITCHFIELD, CT 06759

## FROM GUN TO MACHETE

0040 / 0134

1

1

ON

2010

[illegible]

Census/Tract		Spatial Codes				Appraised Value	
Dev Map	Dev Lot	Code	Quantity	Value	Code	Quantity	Value
0		21 - Comm Land	16.15	184,960			Total Land Value
Date	10/06/2017	22 - Comm Bldg	2.00	1,480,600			Total Building Value
Inspector EQ		25 - Comm Outbldg	3.00	12,540			Total Outbuilding Value
Action Measure							Total Market Value

Land Type	Acres	490	Rate	Adj	Influence	Total Value	Land Type	Influence Factors	
								Influence Reason	Comment
Primary Site	4.00	0.00	150,000	1.00	0	150,000			
Comm Excess	12.15	0.00	10,000	0.94	0	114,210			
Total	16.15					264,210			

Assessment History (Pre-Valuation of Project)										
	Current	2018	2018	2017	2016	Type	Acres	490 Appraised Value	Acres	Value
Land Building	184,960	184,960	184,960	184,960	205,660					
Outbuilding	1,480,600	1,480,600	1,480,600	1,480,600	1,371,860					
	12,540	12,540	12,540	12,540	6,860					
Total	1,678,100	1,678,100	1,678,100	1,678,100	1,584,380					

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**COMMERCIAL FIELD CARD**

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REVALUATION DATE: 10/01/2017

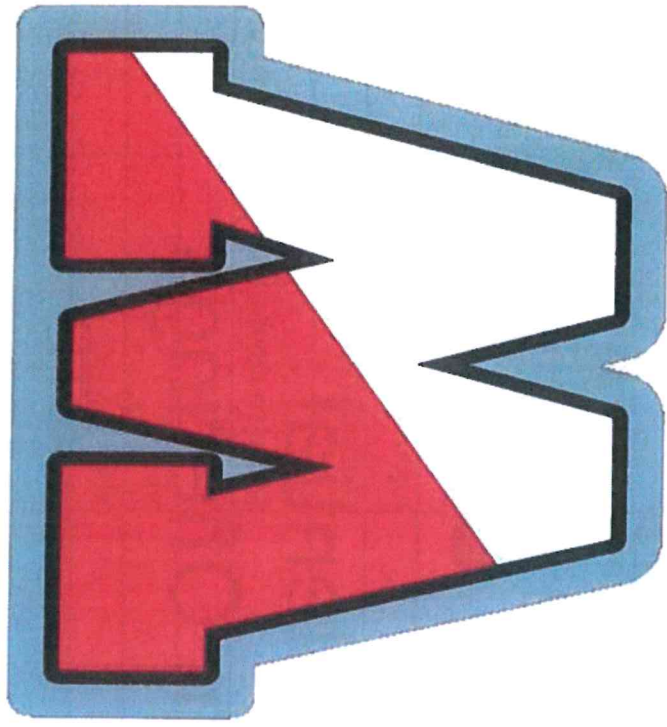
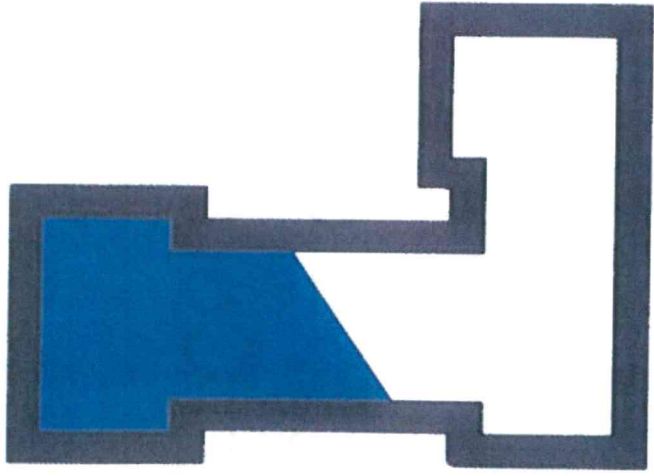


CURRENT OWNER		TOPO		UTILITIES		STRT/ROAD		LOCATION		CURRENT ASSESSMENT		6074	
REGIONAL SCHOOL DIST #6 WAMOG		1 Level		2 Water		1 Paved		11A		Description		LITCHFIELD, CT	
98 WAMOGO RD				3 Sewer						Code			
REAL OWNERS CT 06759-3204				5 Electric						Assessed			
		Air Pct ID 083-087-028								Year			
		District 23								Code			
		Census Tr								Assessed			
		Zoning RR								Year			
		Neighborhood 110								Code			
		Reval Nbn 0								Assessed			
		GIS ID								Year			
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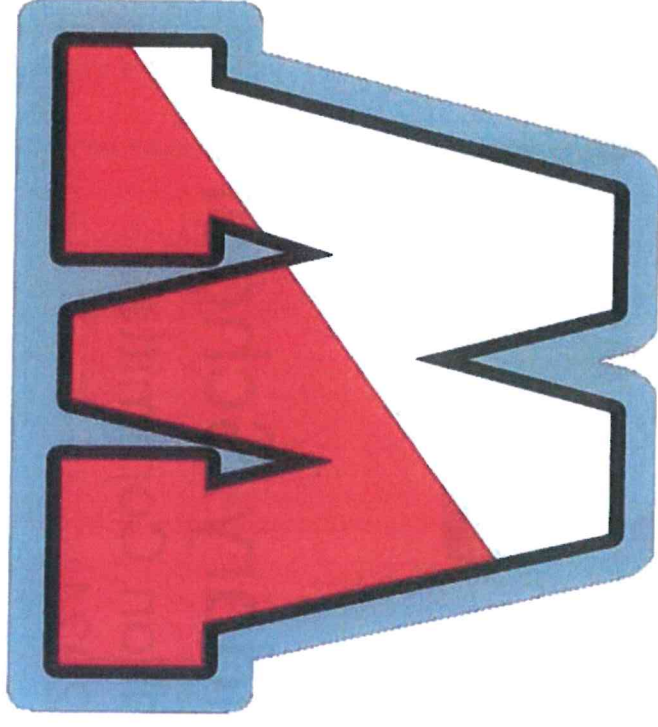
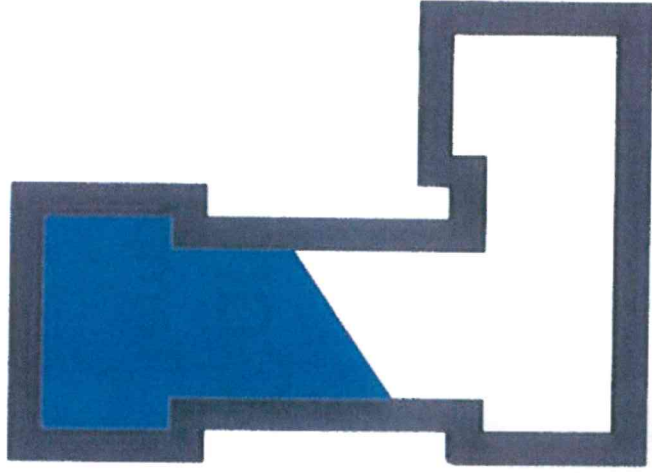


**“Concept” Secondary School -  
Current v. Potential Course Program Offerings  
(November 2021)**





**“Concept” Secondary School**  
Temporary Regionalization Committee  
November 2021



## Current v. Potential Course Program Offerings

- Humanities
- STEM
- CTE
- ASTE



## Middle School [6-8] Exploratory Courses/Encore Subjects

LMS	Wamogo	Concept School
Band	Band	Band/Beginner's Band (2)
Chorus	Chorus	Chorus
Art	Art	Art
PE	PE	PE
Health	Health	Health
World Language (Spanish)	World Language (Spanish/French) (2)	World Language (Spanish, French, Chinese) (3)
Mindset	Learning Lab	Learning Lab / Mindset
Information Tech Literacy		Information Tech Literacy
	Robotics	Robotics
	Digital Apps	Digital Media and Movie Making
	Agri Sci	Agri Sci
		Code 21
		Culinary
		Digital Music
		Digital Journalism and Social Media
<b>TOTAL: 8</b>	<b>TOTAL: 11</b>	<b>TOTAL: 18</b>

MS Course Offerings (Grades 6-8)

High School Electives - Humanities		
LHS	WAMOGO	Concept School
African American, Latino and Puerto Rican Studies	African American, Latino and Puerto Rican Studies	African American, Latino and Puerto Rican Studies
	World Thought / Philosophy / Ethics	Philosophy and Ethics
	YourStory	YourStory (genealogy)
Intro To Psych	Psychology	Psychology
AP Psychology	AP Psychology	AP Psychology
		Topics in Sociology: Woman and Social Justice LGBTQ Studies The American Dream Human Behavior
Intro to Sociology	Sociology	
	Historical Genocides	Historical Genocides
	History through Pop Culture	History through Pop Culture
AP Gov and Politics	AP Gov and Politics	AP Gov and Politics
AP US History		AP US History
	UConn ECE US History	UConn ECE US History
LAW		Criminal Justice
		Asian Studies
		Creative Writing Workshop Children's Literature Poetry Flash Fiction
Creative Writing	Creative Writing	
AP Language and Composition	AP Language and Composition	AP Language and Composition
AP Lit and Comp		AP Lit and Comp
	UConn ECE Writing Through Literature	UConn ECE Writing Through Literature
Journalism		Journalism and Investigative Reporting
Public Speaking		Logic, Reasoning, and Persuasion (Public Speaking)

## HS Elective Offerings - Humanities



High School Electives - Humanities			
LHS	WAMOGO	Concept School	
	Art I	Art I	
	Art II	Art II	
Digital Photography and Imaging	Photography	Photography	
	Advanced Photography	Advanced Photography	
Illustration and Character Design		Illustration and Character Design	
Painting and Mixed Media		Painting and Mixed Media	
Advanced Art		Advanced Art	
Fashion Design		Fashion Design	
Sculpture and Ceramics	Ceramics	Sculpture and Ceramics	
Advanced Ceramics		Advanced Ceramics	
Graphic Design	Computer Graphics	Graphic Design	
Drawing	Drawing	Drawing	
AP ART Studio	AP ART Studio	AP ART Studio	
	2D Design	2D Design	
	3D Design	3D Design	
Choraleers	Chorus	Chorus	
	Music Foundations	Music Foundations	
Band	Band	Band	
	Advanced Band	Advanced Band	

HS Elective Offerings - Humanities



High School Electives - Humanities			
LHS	WAMOGO	Concept School	
	Beginner Band	Beginner Band	
	Percussion Ensemble	Percussion Ensemble	
Beginner Guitar	Guitar Basics	Guitar Basics	
	Advanced Guitar	Advanced Guitar	
	Music History	Music History	
	Music Literacy	Music Literacy	
Video Production	Video Production	Video Production	
Computerized Music	Music Production & Technology	Music Production & Technology	
	Advanced Video Production	Advanced Video Production	
	Music/Vid. Tech Lab Asst.		
Small Group Music Making		Small Group Music Making	
	History of 20th Century Music: from Blues to Rap	History of 20th Century Music: from Blues to Rap	
Beginner Piano/Keyboard		Beginner Piano/Keyboard	
Music Theory	AP Music Theory	AP Music Theory	
	Drama	Drama & Theatre	
TOTAL: 30		TOTAL:40	TOTAL: 54

HS Elective Offerings - Humanities

High School Electives - STEM		
LHS	WAMOGO	Concept School
Anatomy & Physiology	Anatomy & Physiology	Anatomy & Physiology
AP Biology	AP Biology	AP Biology
AP Chemistry	AP Chemistry	AP Chemistry
AP Environmental Science	AP Environmental Science	AP Environmental Science
	AP Computer Science Principles	AP Computer Science Principles
Forensic Science	Forensic Science	Forensic Science
	Human Biology	Human Biology
Physics	Physics	Physics
AP Physics		AP Physics
Zoology and Evolution		Zoology and Evolution
Ecology		Ecology
Horticulture		Horticulture
Embryology		Embryology
Biotechnology		Biotechnology
		Meteorology
		Genetics
		Astronomy
Trig/PreCalc H	Pre-Calculus	Pre-Calculus
AP Calculus	AP Calculus	AP Calculus
Calculus	Calculus	Calculus

HS Elective Offerings - STEM



High School Electives - STEM			
LHS		WAMOGO	Concept School
Statistics		Probability & Statistics	Probability & Statistics
			AP Statistics
		UConn ECE Essentials of Economics	UConn ECE Essentials of Economics
Trig			
Concepts of Calculus			Mathematics Modeling & Application
Trig/PreCalc			Trig / PreCalc
Personal Finance		Personal Finance	Personal Finance
			Data Science
TOTAL: 20		TOTAL: 14	TOTAL: 27

HS Elective Offerings - STEM



High School Electives - CTE		
LHS	WAMOGO	Concept School
Accounting I	Accounting I	Accounting I
Accounting II	Accounting II	Accounting II
Architecture, Design, and Construction	Architecture, Design, and Construction	Architecture, Design, and Construction
Career Readiness	Career Exploration	Career Exploration
	Culinary Arts I	Culinary Arts I
Sports and Entertainment Marketing		Sports and Entertainment Marketing
	Digital Marketing & Communications	Digital Marketing & Communications
	E-Commerce	E-Commerce
Electrical Engineering Basics	Electricity, Circuitry, and Robotics I	Electricity, Circuitry, and Robotics I
	Electricity, Circuitry, and Robotics II	Electricity, Circuitry, and Robotics II
Entrepreneurship	Entrepreneurship	Entrepreneurship
	Exploration of STEM	Exploration of STEM
Web Design	Game Design & Dev. I	Web & Game Design & Dev. I
Advanced Web Design	Game Design & Dev. II	Web & Game Design & Dev. II
Intro to Business	Intro to Business	Intro to Business
		Business Ethics
	Materials & Design I	Materials & Design I
Computer Aided Design		Computer Aided Design

## HS Elective Offerings - CTE

High School Electives - CTE		
LHS	WAMOGO	Concept School
Money, Banking, and Investing		Money, Banking, and Investing
		Global Economics
	Restaurant Management & Culinary Arts Careers	Restaurant Management & Culinary Arts Careers
Computer Programming for Business	Skills 21	Computer Programming for Business
	Transportation & Automotive Technology I	Transportation & Automotive Technology I
	Transportation & Automotive Technology II	Transportation & Automotive Technology II
	ECE Essentials of Economics	ECE Essentials of Economics
Animation Technology		Animation Technology
Robotics		Robotics
		Childcare
		Nursing: pediatric and geriatric care
		Nutrition for life
		Distribution management
		Natural Resources Consumerism
TOTALS: 15	TOTALS: 19	TOTALS: 32

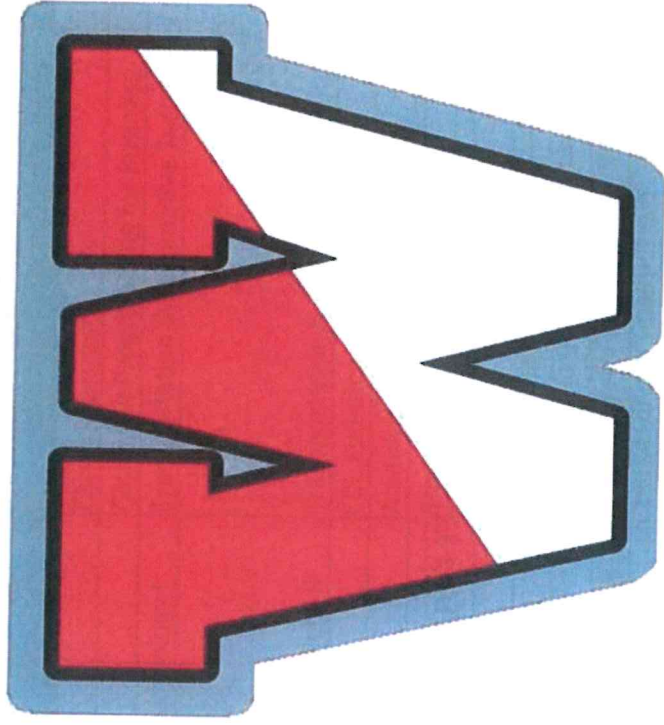
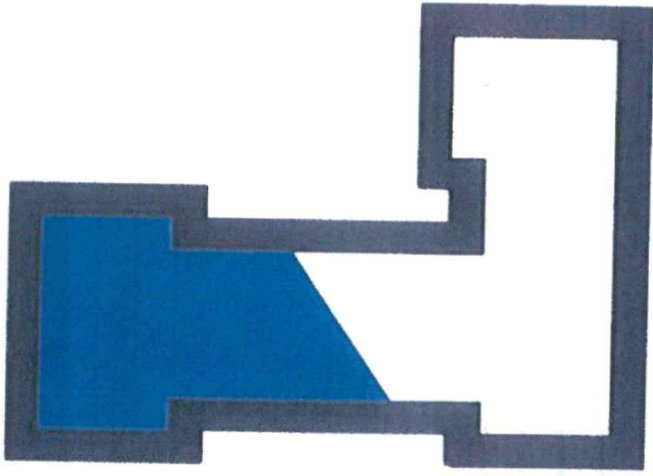
HS Elective Offerings - CTE



High School Electives - ASTE		
LHS	WAMOGO	Concept School
N/A	Agricultural Business	Agricultural Business
	Animal Biotechnology	Animal Biotechnology
	Applications in Animal Science -Livestock Management	Applications in Animal Science -Livestock Management
	Applications in Agricultural Mechanics	Applications in Agricultural Mechanics
	Applications in Natural Resources	Applications in Natural Resources
	Applications in Plant Science	Applications in Plant Science
	Canine Grooming & Kennel Management	Canine Grooming & Kennel Management
	Equine Science	Equine Science
	Large Animal Health	Large Animal Health
	Sustainable Agriculture/ Fruits & Vegetable	Sustainable Agriculture/ Fruits & Vegetable
	Sustainable Agriculture/Animals	Sustainable Agriculture/Animals
	Advanced Floral Art	Advanced Floral Art
<b>TOTAL: N/A</b>	<b>TOTAL: 12</b>	<b>TOTAL: 12</b>

HS Elective Offerings - ASTE





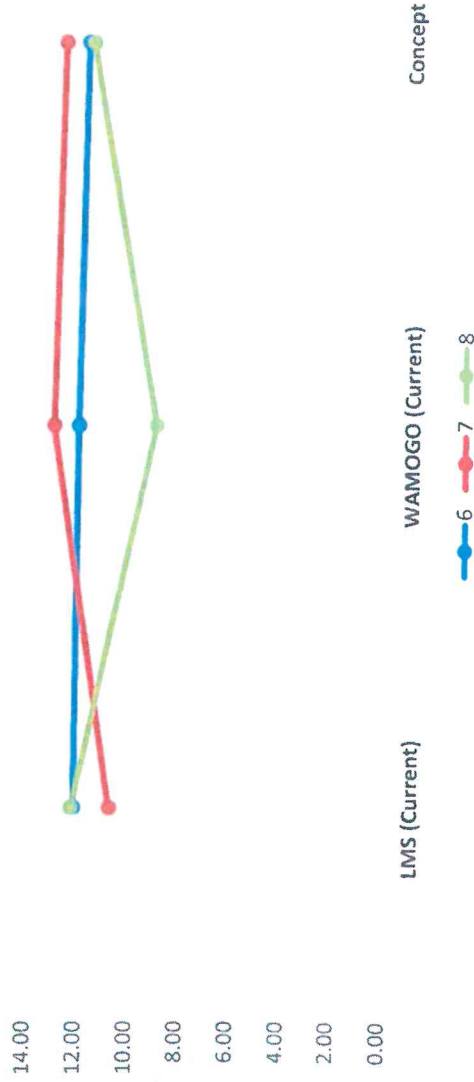
Current v. Potential  
Staffing

Litchfield Middle School (Current with LIS Enrollment)										
Grade	Enrollment	Staff						Total Staff	Staff Per Student	Staff Per Student
		Math	Science	ELA	SS	PE/Health	Electives			
6	64	1	1	1	1	0.3	1	5.3	12.08	
7	64	1	1	1	1	0.4	1.6	6	10.67	
8	73	1	1	1	1	0.4	1.6	6	12.17	
<b>TOTAL</b>	<b>201</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1.1</b>	<b>4.2</b>	<b>17.3</b>	<b>11.62</b>	
WAMOGO Middle School										
Grade	Enrollment	Staff						Total Staff	Staff Per Student	Staff Per Student
		Math	Science	ELA	SS	ASTE	PE/Health			
6	55	1	0.5	1	0.5	0	0.2	1.4	4.6	11.96
7	64	1	0.5	1	0.5	0.25	0.3	1.4	4.95	12.93
8	44	1	0.5	1	0.5	0.25	0.3	1.4	4.95	8.89
<b>TOTAL</b>	<b>163</b>	<b>3</b>	<b>1.5</b>	<b>3</b>	<b>1.5</b>	<b>0.5</b>	<b>0.8</b>	<b>4.2</b>	<b>14.5</b>	<b>11.24</b>

Current Staffing (Grades 6-8)

Grade	LPS	RSD6	Total	Math	Science	ELA	SS	ASTE	WL	PE Health			Total Staff	Staff Per Student
										SEL	Wellness	Electives		
6	64	55	119	2	1.6	2	2	0.8	0.2	0.8	1.6	1.2	10.2	11.67
7	64	64	128	2	1.6	2	2	0.8	0.2	0.8	1.6	1.2	10.2	12.55
8	73	44	117	2	1.6	2	2	0.8	0.2	0.8	1.6	1.2	10.2	11.47
<b>TOTAL</b>	<b>201</b>	<b>163</b>	<b>364</b>	<b>6</b>	<b>4.8</b>	<b>6</b>	<b>6</b>	<b>2.4</b>	<b>0.6</b>	<b>2.4</b>	<b>4.8</b>	<b>3.6</b>	<b>30.6</b>	<b>11.90</b>

Student:Staff Ratio



Concept Staffing (Grades 6-8)

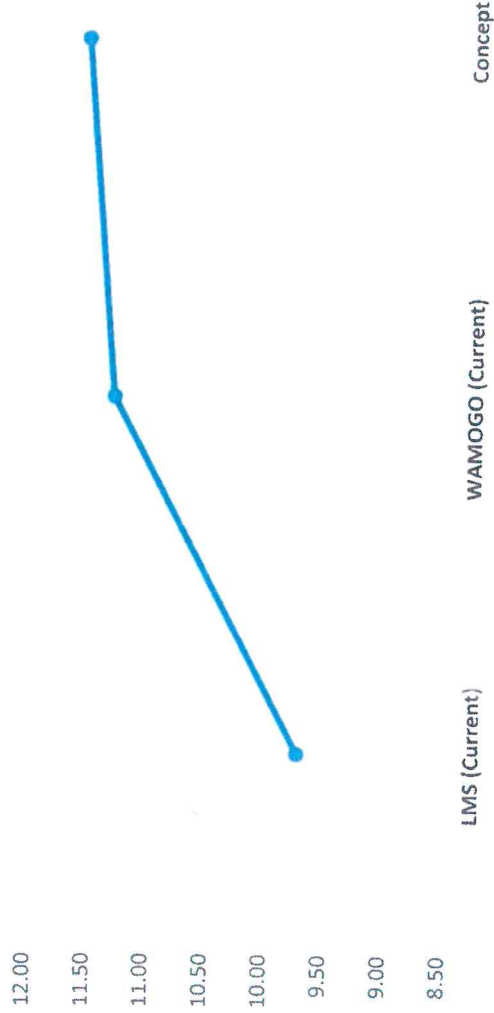


Litchfield High School (Current)											
		Staff									
Grade	Enrollment	Math	Science	ELA	SS	PE/Health	Electives	Total Staff	Staff Per Student		
9	53										
10	59										
11	58										
12	63										
LHS	233	4	4	3	4	4	1	8	24	9.71	
WAMOGO (Current)											
		Staff									
Grade	Enrollment	Math	Science	ELA	SS	ASTE	PE/Health	Electives	Total Staff	Staff Per Student	
9	94										
10	94										
11	98										
12	93										
WAMOGO	379	4	4	4	4	4	7	2.4	8.2	33.6	11.28

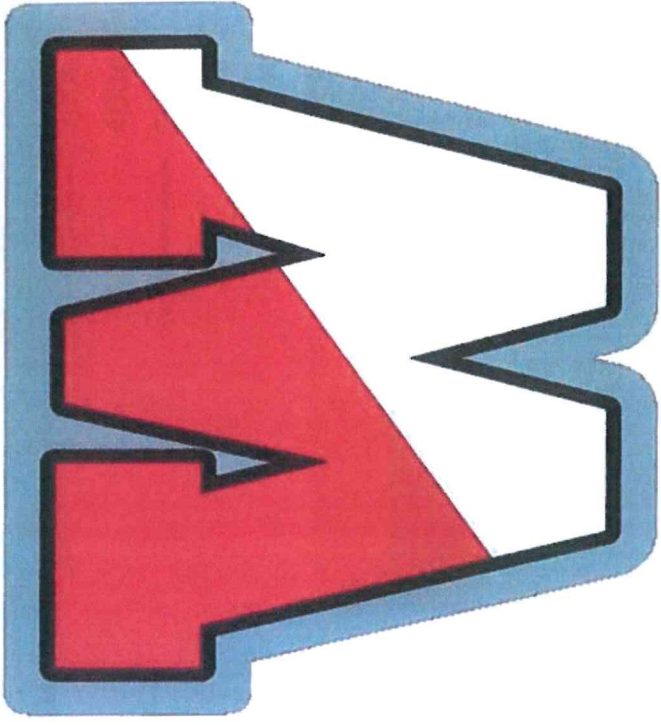
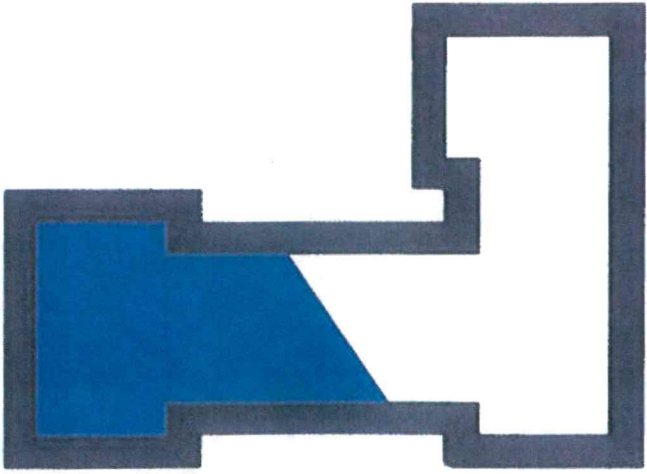
Current Staffing (Grades 9-12)

Grade	LPS	RSD6	Total	Staff								PE Health SEL Wellness	Elective s	Total Staff	Staff Per Student
				Math	Science	ELA	SS	ASTE	WL						
9	53	94	147												
10	59	94	153												
11	57	98	155												
12	63	93	156												
HS Total	232	379	611	7	7	7	7	7	7	5		3.5	9.5	53	11.53

Student:Staff Ratio



Concept Staffing (Grades 9-12)



## Secondary Facilities and Concept Capacity



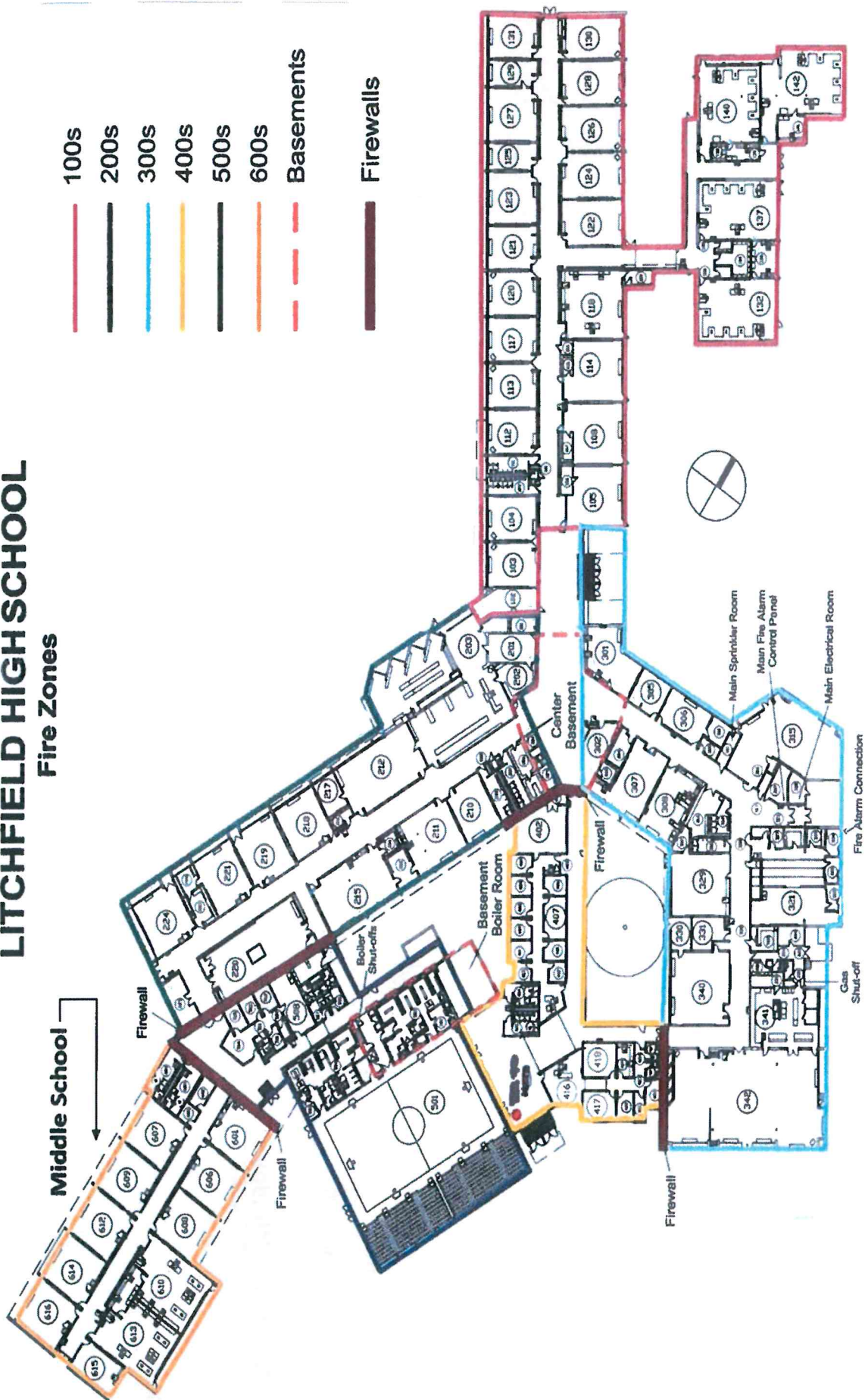
<b>Total Square Footage</b>	79,394
<b>Number of Classrooms</b>	52
<b>Year of Last Major Renovation</b>	2008
<b>What was included in that renovation?</b>	(1)Furnace, Roofs, Middle school addition, Flooring Painting & Energy Management System.
<b>Age of Furnaces</b>	1979, 2008 & 2018
<b>Age of Roof</b>	Various Main Roofs 2008, (Cafeteria & Band Room Replaced 2018)
<b>Age of Windows</b>	Various 5 to 11 years old
<b>Number of Windows</b>	678



(Litchfield High School Built in 1957)

# LITCHFIELD HIGH SCHOOL

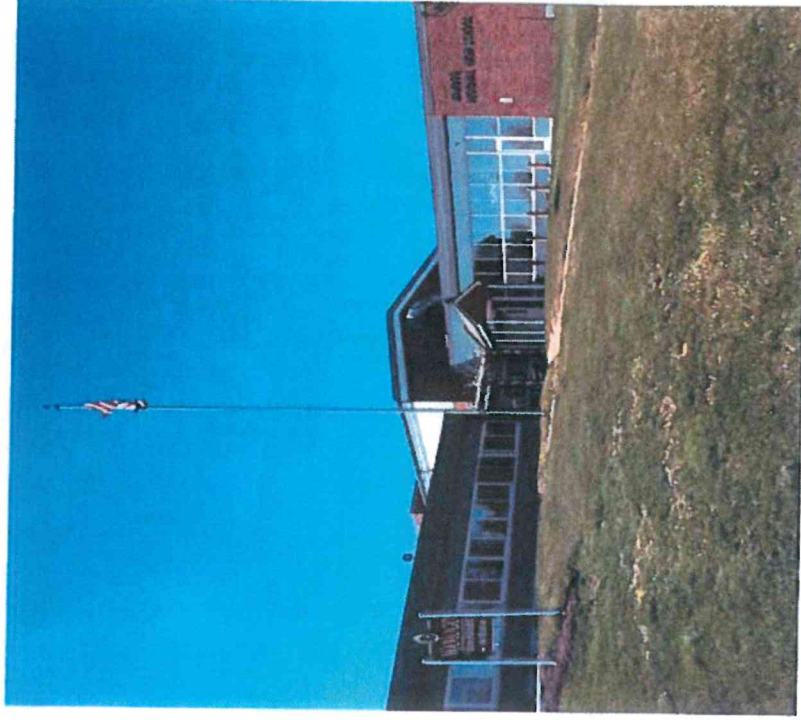
## Fire Zones



LHS/LMS Floor Plan

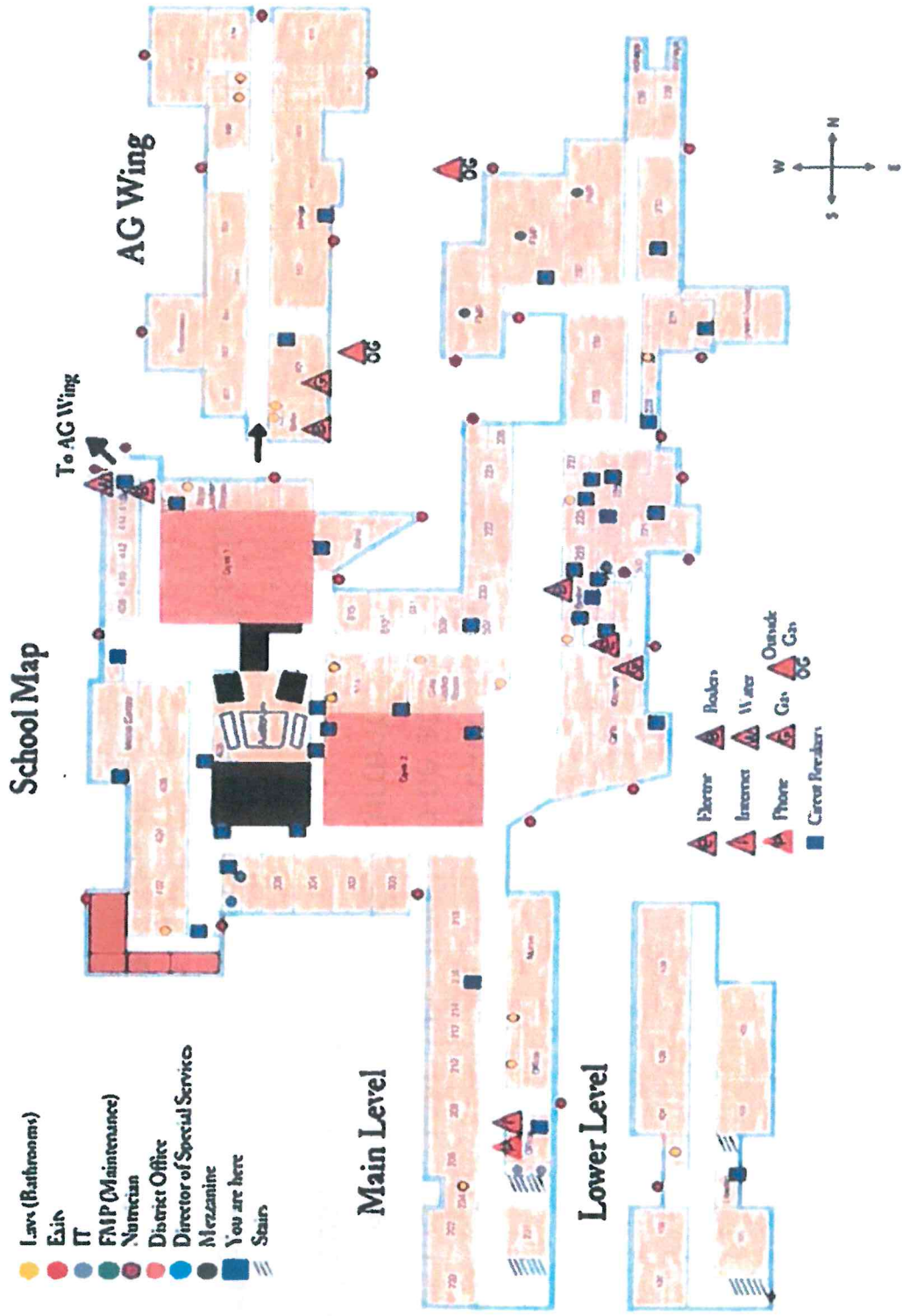


<b>Total Square Footage</b>	136,322
<b>Number of Classrooms</b>	49
<b>Number of Additional Learning Spaces (excluding library, gym, auditorium, cafeteria)</b>	7 (all full size)
<b>Small rooms</b>	Tech Ed Shop, Aquaculture lab Small animal lab, Large animal lab Mechanics shop, Ag Sales room
<b>Year of Last Major Renovation</b>	2000
<b>What was included in that renovation?</b>	Furnaces, ASTE expansion, upgraded electrical,
<b>Age of Furnace</b>	2000, and 2019
<b>Age of Roof</b>	3 year (1 year on ASTE)
<b>Age of Windows</b>	Various
<b>Number of Windows</b>	178 + 20 in ag labs/shop



**WAMOGO (Built in 1955)**





WAMOGO Floor Plan

Location	Fits Concept MS (Grades 6-8)	Fits Concept HS (Grades 9-12)	Fits ASTE Program
LHS	✓	✓	
WAMOGO	✓	✓	** ✓

Concept "Middle School" has approximately 360 students. With an 18:1 class size this means that there needs to be at least 20 rooms available for any given class period. This does not account for common special areas (cafeteria, library, PE, specials). There are more than enough current classrooms / sq ft at both LHS and WAMOGO to house concept MS.

Concept "High School" has approximately 620 students. With an 18:1 class size this means that there needs to be at least 35 rooms available. Similar to the MS there are more than enough current classrooms / sq ft at both LHS and WAMOGO to house concept HS.

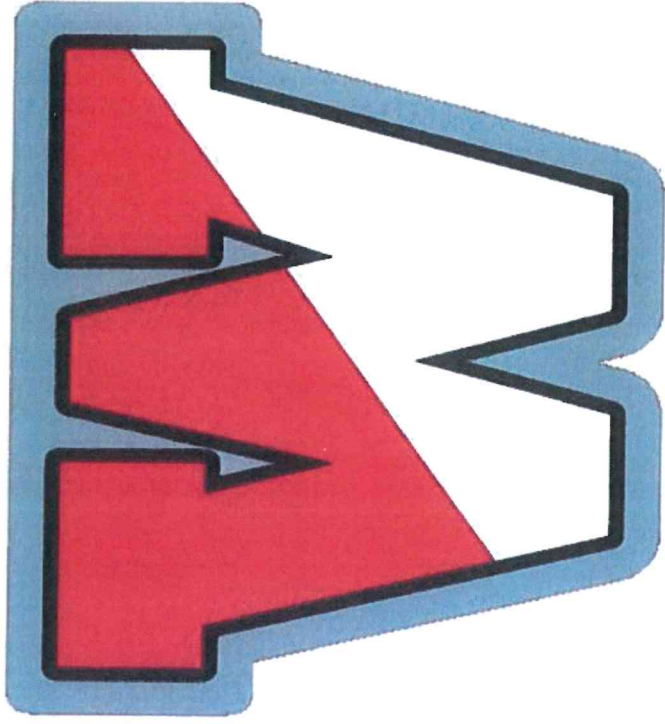
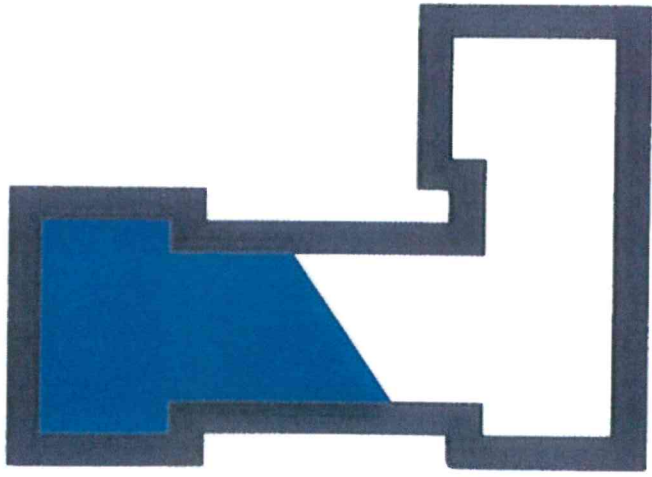
**\*\*Note:** Based on state legislation / grant funds / barns / animals the ASTE program must remain at WAMOGO.

## Concept School Facility Comparison

# **“Concept” Secondary Extra-Curriculars January 2022**







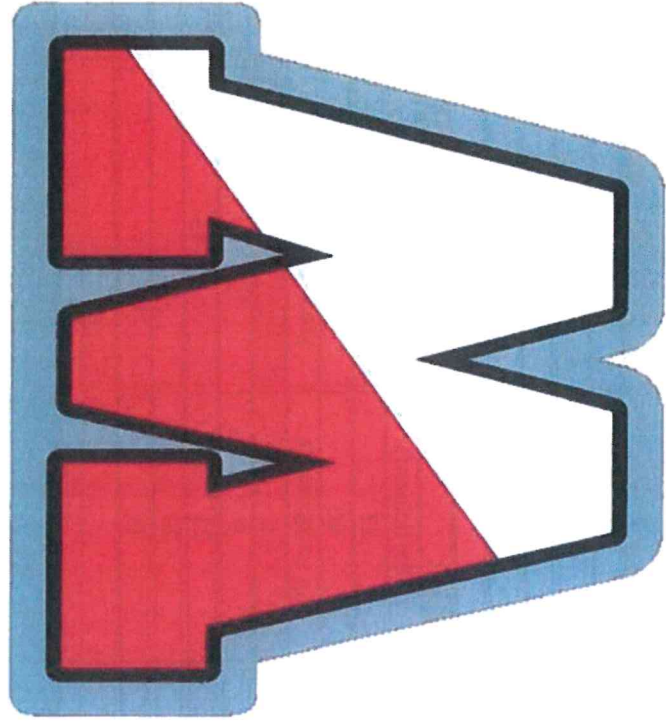
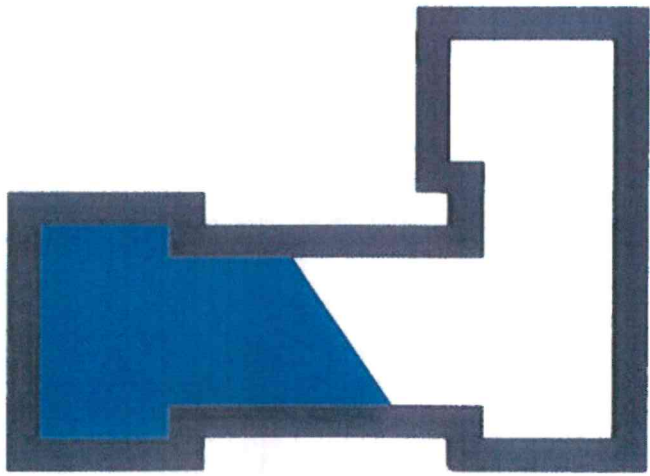
# "Concept" Secondary Extra Curriculars

Temporary Regionalization Committee

January 2022

It was the request of the Temporary Regional School Study Committee (TRSSC) to examine current extra curricular participation in sports, music, and theater, for the secondary programs of the Litchfield Public Schools (LPS) and Regional School District No. 6 (RSD6).

The following slides examine the current participation and the conceptual participation under a regionalized district.



## High School Athletics



Litchfield						
Sport	Total Participants LHS	Varsity Participants	JV Participants	Freshman Participants	CO-OP	
Cross Country (Boys)	20	20				
Cross Country (Girls)	7	7				
Field Hockey	18	17	1			
Football						
Golf (Boys Fall)	11	8	3			
Soccer (Boys)	26	18	8			
Soccer (Girls)	18	18				
E-Sports	11	6				w/ WAMOGO
WAMOGO						
Sport	Total Participants WHS	Varsity Participants	JV Participants	Freshman Participants	CO-OP	
Cross Country (Boys)	4	4				
Cross Country (Girls)	4					
Field Hockey	15	15				
Football	3	2	1			W / R14
Golf (Boys Fall)	8	6	2			
Soccer (Boys)	31	23	8			
Soccer (Girls)	22	15	7			
E-Sports	1	1				w/ LHS
Region 20						
Sport	Total	Varsity Participants	JV Participants	Freshman Participants	CO-OP	
Cross Country (Boys)	24	12	12			
Cross Country (Girls)	11	11	0			
Field Hockey	33	18	15			
Football	7	7	0			W / R14
Golf (Boys Fall)	19	10	9			
Soccer (Boys)	57	21	21	15		
Soccer (Girls)	40	20	20			
E-Sports	12	12	0			

## Fall Sports: High School



Litchfield						
Sport	Total Participants LHS	Varsity Participants	JV Participants	Freshman Participants	CO-OP	
Basketball (Boys)	19	13	10	4		
Indoor Track (Boys)	4	4			w/ Wamogo	
Swimming (Boys & Girls)	15	15				
Ice Hockey	2	2				
Basketball (Girls)	14	10	4		w/ R12, R14	
Cheerleading	4	4				
Ski	5	5			w/ Wamogo	
WAMOGO						
Sport	Total Participants WHS	Varsity Participants	JV Participants	Freshman Participants	CO-OP	
Basketball (Boys)	26	10	16	4		
Indoor Track (Boys)	2	2			W/ LHS	
Indoor Track (Girls)	2	2			W/ LHS	
Swimming (Boys & Girls)	14	14				
Ice Hockey	3	3				
Basketball (Girls)	13	10	3		W / R1, R7	
Cheerleading						
Ski	5	5				
Region 20						
Sport	Total	Varsity Participants	JV Participants	Freshman Participants	CO-OP	
Basketball (Boys)	45	15	15	10		
Indoor Track (Boys)	6	6				
Indoor Track (Girls)	5	5				
Swimming (Boys & Girls)	29	29				
Ice Hockey	5	5				
Basketball (Girls)	27	15	12		W / TBD	
Cheerleading	10	10				
Ski	10	10				

Winter Sports: High School

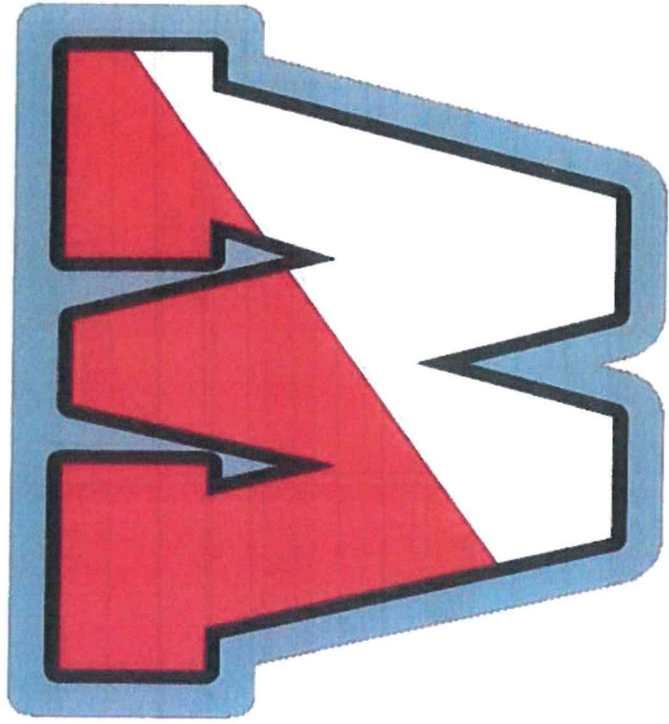
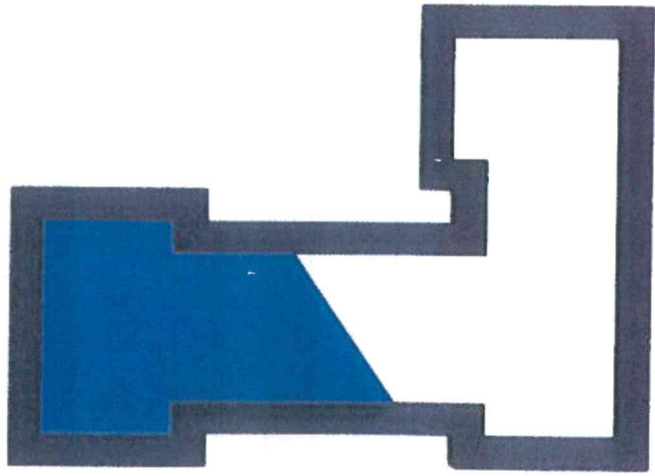
Litchfield						
Sport	Total Participants LHS	Varsity Participants	JV Participants	Freshman Participants	CO-OP	
Baseball	13	13				
Boys Tennis	12	12				
Girls Tennis	20	20				
Boys Golf	11	11				
Boys Outdoor Track	19	19				
Girls Outdoor Track	11	11				
Softball	7	7				w / Wamogo

WAMOGO						
Sport	Total Participants WHS	Varsity Participants	JV Participants	Freshman Participants	CO-OP	
Baseball	18	13	6			
Boys Tennis	11	7	5			
Girls Tennis	3	0	3			
Boys Golf	8	6	2			
Boys Outdoor Track	7	7				
Girls Outdoor Track	12	12				
Softball	16	10	6			W / LHS

Region 20						
Sport	Total	Varsity Participants	JV Participants	Freshman Participants	CO-OP	
Baseball	31	16	15			
Boys Tennis	23	12	11			
Girls Tennis	23	12	11			
Boys Golf	19	10	9			
Boys Outdoor Track	26	15	10			
Girls Outdoor Track	23	15	8			
Softball	23	13	10			

Spring Sports: High School





## Middle School Athletics

Litchfield			
Sport	Total Participants LMS	CO-OP	
Cross Country (Boys)	10	w/ Wamogo	
Cross Country (Girls)	8	w/ Wamogo	
Field Hockey	14		
Soccer (Boys)	15		
Soccer (Girls)	21		
WAMOGO			
Sport	Total Participants WMS	CO-OP	
Cross Country (Boys)	2	W / LMS	
Cross Country (Girls)	3	W/ LMS	
Field Hockey	10		
Soccer (Boys)	25		
Soccer (Girls)	20		
Region 20			
Sport	7/8 Team	6/7 Team	
Cross Country (Boys)	12		
Cross Country (Girls)	11		
Field Hockey	13		
Soccer (Boys)	20	12	
Soccer (Girls)	20	20	
		20	

Fall Sports: Middle School

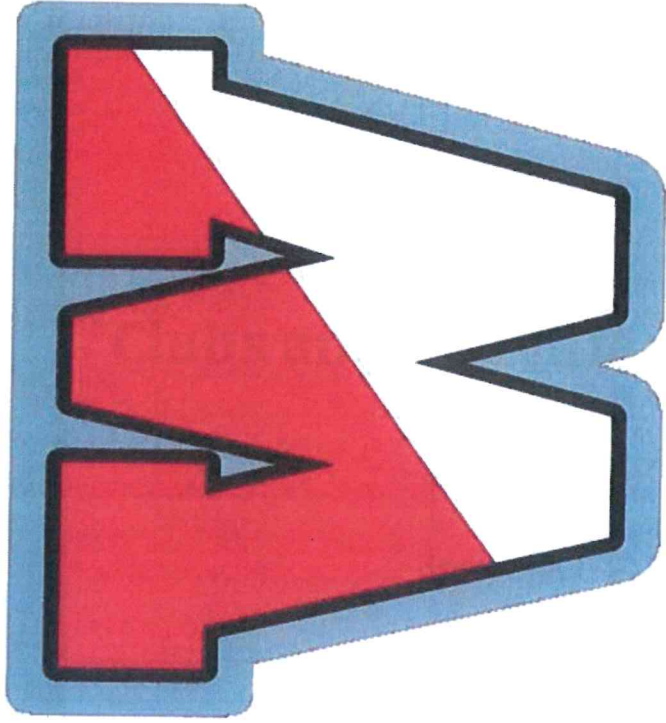
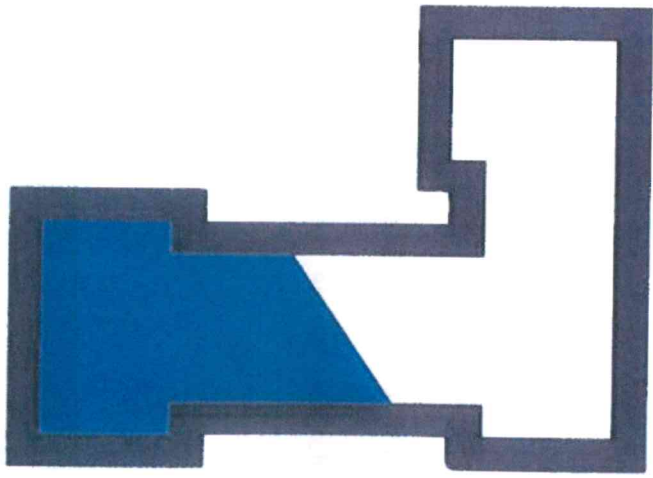
Litchfield			
Sport	Total Participants LMS		CO-OP
Basketball (Boys)	17		
Basketball (Girls)	12		
Swimming	15		
Ski	8		w/ WAMOGO
WAMOGO			
Sport	Total Participants WMS		CO-OP
Basketball (Boys)	16		
Basketball (Girls)	23		
Swimming	18		
Ski	3		w/ LMS
Region 20			
Sport	7/8 Team		6/7 Team
Basketball (Boys)	17		16
Basketball (Girls)	18		17
Swimming	17		16
Ski	11		

Winter Sports: Middle School



Litchfield			
Sport		Total Participants LMS	CO-OP
Baseball		18	
Boys Outdoor Track		10	w/ WAMOGO
Girls Outdoor Track		16	w/ WAMOGO
Softball		5	w/ WAMOGO
WAMOGO			
Sport		Total Participants WMS	CO-OP
Baseball		13	
Boys Outdoor Track		1	w/ LMS
Girls Outdoor Track		5	w / LMS
Softball		15	w / LMS
Region 20			
Sport		7/8 Team	6/7 Team
Baseball		16	15
Boys Outdoor Track			11
Girls Outdoor Track			21
Softball			20

Spring Sports: Middle School



## Music and Theater

High School			
Activity	LHS	WHS	R20
Band	34	28	62
Choir	15	18	33
Theater / Play (Co-op)	17	16	33
Theater / Play - Crew	10	5	15
Middle School			
Activity	LMS	WMS	R20
Band	40	27	67
Choir	27	17	44
Theater / Play	35	2	37
Theater / Play - Crew	10	0	10

**Notes:**

- Increase concerts – performances (not require students to double up on instruments or fill in for HS or MS)
- Two plays per year (both levels)

Currently WAMOGO holds fall play and LHS the spring play

Currently LMS has a fall play and WMS does not a play



## **Clubs and Activities 2021-2022**



<b>2021-2022 High School Clubs</b>		
<b>School</b>	<b>Name</b>	<b># of Students</b>
LHS	Art Club	6
LHS	Book Club	8
LHS	Debate Club	4
LHS	Future Business Leaders of America	22
LHS	Games Club	10
LHS	Interact	12
LHS	Acts of Kindness Club	28
LHS	National Honor Society	30
LHS	Peer Mediation Club	15
LHS	Pride/Gay Straight Alliance Club	10
LHS	Relay-for-Life	12
LHS	All School Student Council	12
LHS	Class of 2022 Student Council	12
LHS	Class of 2023 Student Council	14
LHS	Class of 2024 Student Council	12
LHS	Class of 2025 Student Council	12
LHS	Technology Student Association (TSA)	3
LHS	Yearbook	3
WAMOGO	Future Business Leaders of America	23
WAMOGO	Jazz Band	9
WAMOGO	National Art Honor Society	13
WAMOGO	National Honors Society	27
WAMOGO	Pride Coalition	17
WAMOGO	Student Council	19
WAMOGO	Yearbook	10
<b>2021-2022 Middle School Clubs</b>		
LMS	Art Club	10
LMS	Allies in Diversity	19
LMS	Link Crew	7
WAMOGO MS	Robotics	8
WAMOGO MS	Jazz Band	11

## Memo(s) TRSSC







## **Memorandum**

**Date:** November 1, 2021

**To:** Temporary Regional School District Committee Members

**From:** Christopher Leone

**Re:** Regionalization Committee - Report Requirements

---

Per the first meeting, the charge of the Regionalization Committee is as follows to determine feasibility of a merger and then:

"If the report indicates that the establishment of such a region is advisable, the report shall also include the following:

- 1) the findings concerning the advisability and feasibility of the establishment of the proposed regional school district;
- 2) a list of the towns to be included in the region (Litchfield, Morris, Goshen, and Warren)
- 3) the grades to be included in the region (preK-12);
- 4) detailed educational and budget plans for at least a 5- year period including projections of enrollments, staff needs and deployment and a description of all programs and supportive services planned for the proposed regional school district;
- 5) the facilities recommended (all existing schools);
- 6) estimates of the cost of land and facilities (none; existing facilities to be utilized);
- 7) a recommendation concerning the capital contribution of the Town of Litchfield and Regional School District No. 6 based on appraisals or negotiated valuation of existing land and facilities used by the Town of Litchfield and Regional School District No. 6;
- 8) a recommendation of the size of the Board of Education for the new region and representation and voting weights for each of the four towns; and
- 9) any other information the committee deems pertinent."

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## Art. VIII. Vote.

### 46. Voting

### 47. Votes that are Null and Void even if Unanimous

### 48. Motions requiring more than a majority

**46. Voting.** If the question is undebatable, or debate has been closed by order of the assembly, the chair, immediately after stating the question, puts it to vote as described under Putting the Question [9], only allowing time for members to rise if they wish to make a motion of higher rank.

If the question is debatable and no one rises to claim the floor, after the question is stated by the chair, he should inquire, "Are you ready for the question?" After a moment's pause, if no one rises, he should put the question to vote. If the question is debated or motions are made, the chair should wait until the debate has apparently ceased, when he should again inquire, "Are you ready for the question?" Having given ample time for any one to rise and claim the floor, and no one having done so, he should put the question to vote and announce the result.

The usual method of taking a vote is *viva voce* (by the voice). The rules require this method to be used in Congress. In small assemblies the vote is often taken by "show of hands," or by "raising the right hand" as it is also called. The other methods of voting are by rising; by ballot; by roll call, or "yeas and nays," as it is also called; by general consent; and by mail. In voting by any of the first three methods, the affirmative answer *aye*, or raise the right hand, or rise, as the case may be: then the negative answer *no*, or raise the right hand, or rise.

The responsibility of announcing, or declaring, the vote rests upon the chair, and he, therefore, has the right to have the vote taken again, by rising, if he is in doubt as to the result, and even to have the vote counted, if necessary. He cannot have the vote taken by ballot or by yeas and nays (roll call) unless it is required by the rules or by a vote of the assembly. But if the *viva voce* vote does not make him positive as to the result he may at once say, "Those in favor of the motion will rise;" and when they are seated he will continue, "Those opposed will rise." If this does not enable him to determine the vote, he should say, "Those in favor of the motion [or, Those in the affirmative] will rise and stand until counted." He then counts those standing, or directs the secretary to do so, and then says, "Be seated. Those opposed [or, Those in the negative] rise and stand until counted." After both sides are counted the chair announces the result as shown below. In a very large assembly the chair may find it necessary to appoint tellers to count the vote and report to him the numbers. In small assemblies a show of hands may be substituted for a rising vote.

When the vote is taken by voice or show of hands any member has a right to require a *division of the assembly* [25] by having the affirmative rise and then the negative, so that all may see how members vote. Either before or after a decision any member may call for, or demand, a count, and, if seconded, the chair must put the question on ordering a count. In organizations where it is desired to allow less than a majority vote to order a count or tellers, a special rule should be adopted specifying the necessary vote. Where no rule has been adopted a majority vote is required to order a count, or that the vote be taken by ballot or by yeas and nays (roll call).

**Announcing the Vote.** When the vote has been taken so that the chair has no doubt as to the result, and no division is called for, or, if so, the assembly has divided, the chair proceeds to announce, or declare the vote thus: "The ayes have it and the resolution is adopted." If he is not very positive, he may say, "The ayes seem to have it," and, if no one says he doubts the vote or calls for a division, after a slight pause he adds, "The ayes have it," etc. If the vote was by show of hands or by rising, it would be announced thus: "The affirmative has it (or, the motion is carried) and the question is laid on the table;" or if there was a count, the vote would be announced thus: "There are 95 votes in the affirmative, and 99 in the negative, so the amendment is lost, and the question is now on the resolution; are you ready for the question?" In announcing a vote the chair should state first whether the motion is carried or lost; second, what is the effect, or result, of the vote; and third, what is the immediately pending question or business, if there is any. If there is none, he should ask, "What is the further pleasure of the assembly?" One of the most prolific causes of confusion in deliberative assemblies is the neglect of the chair to keep the assembly well informed as to what is the pending business. The habit of announcing the vote by simply saying that the "motion is carried" and then sitting down, cannot be too strongly condemned. Many members may not know what is the effect of the vote, and it is the chair's duty to inform the assembly what is the result of the motion's being carried or lost, and what business comes next before the assembly.

When a quorum [64] is present, a majority vote, that is a majority of the votes cast, ignoring blanks, is sufficient for the adoption of any motion that is in order, except those mentioned in 48, which require a two-thirds vote. A plurality never adopts a motion nor elects any one to office, unless by virtue of a special rule previously adopted. On a tie vote the motion is lost, and the chair, if a member of the assembly, may vote to make it a tie unless the

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vote is by ballot. The chair cannot, however, vote twice, first to make a tie and then give the casting vote. In case of an appeal [21], though the question is, "Shall the decision of the chair stand as the judgment of the assembly?" a tie vote, even though his vote made it a tie, sustains the chair, upon the principle that the decision of the chair can be reversed only by a majority, including the chair if a member of the assembly.

It is a general rule that no one can vote on a question in which he has a direct personal or pecuniary interest. Yet this does not prevent a member from voting for himself for any office or other position, as voting for a delegate or for a member of a committee; nor from voting when other members are included with him in the motion, even though he has a personal or pecuniary interest in the result, as voting on charges preferred against more than one person at a time, or on a resolution to increase the salaries of all the members. If a member could in no case vote on a question affecting himself, it would be impossible for a society to vote to hold a banquet, or for a legislature to vote salaries to members, or for the majority to prevent a small minority from preferring charges against them and suspending or expelling them. By simply including the names of all the members, except those of their own faction, in a resolution preferring charges against them, the minority could get all the power in their own hands, were it not for the fact that in such a case all the members are entitled to vote regardless of their personal interest. A sense of delicacy usually prevents a member from exercising this right of voting in matters affecting himself except where his vote might affect the result. After charges are preferred against a member, and the assembly has ordered him to appear for trial, he is theoretically under arrest, and is deprived of all rights of membership and therefore cannot vote until his case is disposed of.

A member has the right to change his vote up to the time the vote is finally announced. After that, he can make the change only by permission of the assembly, which may be given by general consent; that is, by no member's objecting when the chair inquires if any one objects. If objection is made, a motion may be made to grant the permission, which motion is undebatable.

While it is the duty of every member who has an opinion on the question to express it by his vote, yet he cannot be compelled to do so. He may prefer to abstain from voting, though he knows the effect is the same as if he voted on the prevailing side.

*Voting by Ballot.* The main object of this form of voting is secrecy, and it is resorted to when the question is of such a nature that some members might hesitate to vote publicly their true sentiments. Its special use is in the reception of members, elections, and trials of members and officers, as well as in the preliminary steps in both cases, and the by-laws should require the vote to be by ballot in such cases. Where the by-laws do not require the vote to be by ballot, it can be so ordered by a majority vote, or by general consent. Such motions are undebatable. Voting by ballot is rarely, if ever, used in legislative bodies, but in ordinary societies, especially secret ones, it is habitually used in connection with elections and trials, and sometimes for the selection of the next place for the meeting of a convention. As the usual object of the ballot is secrecy, where the by-laws require the vote to be taken by ballot any motion is out of order which members cannot oppose without exposing their views on the question to be decided by ballot. Thus, it is out of order to move that one person cast the ballot of the assembly for a certain person when the by-laws require the vote to be by ballot. So, when the ballot is not unanimous it is out of order to move to make the vote unanimous, unless the motion is voted on by ballot so as to allow members to vote against it in secrecy.

In some cases black balls and white ones and a ballot box are provided for voting, where the question can be answered yes or no. The white ball answers yes, and the black one no. But in ordinary deliberative assemblies the ballots are strips of paper upon which are printed, or written, yes or no, or the names of the candidates, as the case may be. These ballots are first distributed and are afterwards collected by tellers, either by being dropped into a hat or box by the members, who remain in their seats, or by the members coming to the ballot box and handing their folded ballot to a teller, who deposits it in the ballot box. In the latter case it is necessary for the tellers to see that no member votes twice, which in large societies can be best done by checking off the names from a list of members as the ballots are deposited. The ballots should usually be folded so that if more than one is voted by the same person the tellers will detect it in unfolding the ballot. In satisfying themselves that only one ballot is voted, the vote may be exposed if the ballot is not folded.

When every one appears to have voted, the chair inquires, "Have all voted who wish to?" and if there is no response he says, "The polls are closed," whereupon the tellers proceed to count the ballots. If in unfolding the ballots it is found that two have been folded together, both are rejected as fraudulent. A blank piece of paper is not counted as a ballot and would not cause the rejection of the ballot with which it was folded. All blanks are ignored as simply waste paper, and are not reported, the members who do not wish to vote adopting this method of concealing the fact. Small technical errors, like the misspelling of a word, should not be noticed if the meaning of the ballot is clear. For instance, if at the trial of a member a ballot was written 'guilty,' every one knows what was intended. In all cases where the name on the ballot sounds like the name of one of the candidates it should be so credited. If a ballot is written 'Johnson,' or 'Johnston,' or 'Johnstone,' it should be credited to the candidate whose name is one of these: but if there are two candidates with these names and no eligible member with the name on the ballot, it must be rejected as illegal, or reported to the chair, who will at once submit the question to the assembly as to whom the ballot should be credited. If these doubtful ballots will not affect the result, the tellers may make their full report without asking for instructions in regard to them, placing these doubtful votes opposite the exact name as written on the ballot. Votes for ineligible persons and fraudulent votes should be reported under the heading of 'Illegal Votes,' after the legal votes. When two or



three filled-out ballots are folded together they are counted as one fraudulent vote. The names of the candidates should be arranged in order, the one receiving the highest number of legal votes being first. In reporting the number of votes cast and the number necessary for election, all votes except blanks must be counted. Suppose the tellers find 100 ballot papers, 4 of which are blank. 1 contains two filled-out ones folded together, and 50 are cast for a person who is ineligible because of having held the office as long as permitted by the constitution: the tellers' report should be in this form:

Number of votes cast.....	96
Necessary for election.....	49
Mr. A received.....	37
Mr. B received.....	8

#### **Illegal Votes.**

Mr. C (ineligible) received.....	50
One ballot containing two for Mr. D, folded together, rejected as fraudulent....	1

The teller first named, standing, addresses the chair, reads the report and hands it to the chairman, and takes his seat, without saying who is elected. The chairman again reads the report of the tellers and declares who is elected. In the case just given he says there is no election, stating the reason. If no one is elected, it is necessary to ballot again, and to continue balloting until there is an election. The chairman should always vote in case of a ballot. Should he fail to do so before the polls are closed, he cannot then do it without the permission of the assembly. When the tellers report, they should hand the ballots to the secretary, who should retain them until it is certain that the assembly will not order a recount which is within its power to do by a majority vote.

**Yeas and Nays,<sup>1</sup> or Roll Call.** When a vote has been ordered to be taken by yeas and nays [see 25 for the motion] the chair puts the question in a form similar to this: "As many as are in favor of the adoption of these resolutions will, as their names are called, answer *yes* [or *yea*]; those opposed will answer *no* [or *nay*]." The chairman then directs the clerk to call the roll. The negative being put at the same time as the affirmative, it is too late, after one person has answered to the roll call, to renew the debate. The clerk calls the roll, and each member, as his name is called, rises and answers "yes" or "no," or "present" if he does not wish to vote, and the clerk notes the answers in separate columns. Upon the completion of the roll call the clerk reads the names of those who answered in the affirmative, and afterwards those in the negative, and then those who answered "present," that mistakes may be corrected, he then gives the number voting on each side to the chairman, who announces the result. An entry must be made in the minutes of the names of all voting in the affirmative, and also of those in the negative, and those who answered "present." A convenient method of noting the answers at the roll call is to write the figure 1 on the left of the name of the first member answering in the affirmative, the figure 2 to the left of the second name in the affirmative, and so on. The negative answers are treated similarly, being entered on the right of the names, and those answering "present" should be entered similarly in a third column. In this way the last figures on each side at any time show how the vote stands at that time. The yeas and nays cannot be ordered in committee of the whole.

**General Consent.** Business can be expedited greatly by avoiding the formality of motions and voting in routine business and on questions of little importance, the chair assuming general (unanimous) consent until some one objects. It does not necessarily mean that every member is in favor of the motion, but, that knowing it is useless to oppose it, or even to discuss it, the opposition simply acquiesces in the informality. Thus, in the case of approving the minutes, the chair inquires if there are any corrections, and, if one is suggested, it is made. when no correction [or no further correction] is suggested, the chair says: "There being no corrections [or no further corrections] the minutes stand approved." While routine and minor matters can be rapidly disposed of in this way, if at any time objection is made with reasonable promptness, the chair ignores what has been done in that case even if he has announced the result, and requires a regular vote. [See also 48.]

**Absentee Voting.** In a strictly deliberative assembly no member can vote who is not present when the question is completely put. But in many societies the membership is scattered all over a state, or even still wider, and it has been found expedient to provide a method of voting that will enable all the members to vote upon certain matters, as upon amendments to constitutions, by-laws, and in elections of officers. This provision, when it is deemed advisable to adopt it, should be placed in the constitution or by-laws, as otherwise, unless the charter or state laws authorize absentee voting, no member can vote except in person. There are two forms of absentee voting -- by mail, and proxy voting.

**Voting by Mail** is used for election of officers, and for amendments to the constitution or by-laws, and for such other important matters as the society may order to be voted on in this way. If an amendment to the by-laws is to be voted on by mail, a printed copy of the proposed amendment is mailed to every member with the words "yes" and "no" printed underneath, or on a separate slip, with directions to cross out one of them, and return in the enclosed envelope, upon which should be printed the words, "Ballot for Amendment to Constitution." This envelope should usually have the signature of the voter on it, and be sealed and enclosed in another one addressed to the secretary, or to the chairman of the tellers, so that the inner envelope will not be opened except by the tellers when the votes are counted. If it is desired to present the arguments pro and con, the



society can allow the leaders on the two sides to prepare brief statements to be printed and mailed with the proposed amendment to every member. Instead of having the voter's signature on the inner envelope, it may be placed on the ballot, but a place for the signature should be indicated, so that there may be some means of protection against votes being cast by other than legal voters. Voting by mail cannot be a secret ballot, as it is necessary for the tellers to know by whom each vote is cast. By some such method as the above it is practicable to give all the members, however scattered they may be, an opportunity to vote on questions of great importance.

*Proxy Voting.* A proxy is a power of attorney given by one person to another to vote in his stead and it is also used to designate the person who holds the power of attorney. It is unknown to a strictly deliberative assembly, and is in conflict with the idea of the equality of members, which is a fundamental principle of deliberative assemblies. There can be but little use for debate where one member has more votes than another, possibly more than all the others combined. If the proxy voting is limited to the election of a board of directors, as it is practically in stock corporations, and if, also, the proxies must be given to members of the corporation in all cases where it requires an election to become a member -- with these two limitations proxy voting would be useful and do no harm. In stock companies the members meet only annually to elect directors, who elect the officers and transact the business of the corporation. Though the directors are elected largely by proxies, their own meetings, where all the business is done, are as secret as they choose to make them, no proxies being allowed in them, and therefore proxy voting does not interfere with their business. As any one can dispose of his stock to any one else, there is no objection to his appointing any one as his proxy. But the case is very different with many incorporated societies of a social, benevolent, or religious character, whose business meetings are sometimes secret. Their membership cannot be transferred by the members like stock, and therefore they should not be allowed to appoint any proxies who are not members of the organization. The state law is above the by-laws of the society, and if the state law empowers members of all corporations to appoint proxies to vote at all business meetings, no by-laws of an incorporated secret society could prevent non-members holding proxies from attending and voting at all business meetings of the society. This should not be the case. With stock corporations it does no harm, because all the business is done by directors, and no proxies are allowed in their meetings, and no one can be present without their consent. But in many societies of the kind mentioned the business is transacted in meetings attended by none but members, and unlimited proxies would be a serious interference with their work. If the state law requires proxy voting in all corporations, it should be limited to the election of officers, including directors, and also the proxies should be required to be held by members of the corporation in all organizations whose primary object is not pecuniary profit.

1. Taking a vote by yeas and nays, which has the effect to place on the record how each member votes, is peculiar to this country, and, while it consumes a great deal of time, is rarely useful in ordinary societies. While it can never be used to hinder business, as long as the above rule is observed, it should not be used at all in a mass meeting, or in any other assembly whose members are not responsible to a constituency. By the Constitution, one-fifth of the members present can, in either house of Congress, order a vote to be taken by yeas and nays. In representative bodies this method of voting is very useful, especially where the proceedings are published, as it enables the people to know how their representatives voted on important measures. If there is no legal or constitutional provision for the yeas and nays being ordered by a minority in a representative body they should adopt a rule allowing the yeas and nays to be ordered by a one-fifth vote, as in Congress, or even by a much smaller number. In some small bodies a vote on a resolution must be taken by yeas and nays upon the demand of a single member.

**47. Votes that are Null and Void even if Unanimous.** No motion is in order that conflicts with the laws of the nation, or state, or with the assembly's constitution or by-laws, and if such a motion is adopted, even by a unanimous vote, it is null and void. No rule that conflicts with a rule of a higher order is of any authority; thus, a by-law providing for the suspension by general consent of an article of the constitution would be null and void; so, the general parliamentary rule allowing a two-thirds vote to amend the by-laws after due notice, is only in force when the by-laws are silent on the subject. Rules that protect absentees cannot be suspended informally by general consent, or formally by a unanimous vote, as the absentees have not given their consent. For instance, a rule requiring the giving of a specified notice of certain motions, as an amendment of the by-laws, cannot be suspended by general consent or by a unanimous vote. When a vote is required to be taken by ballot, the object is to enable members to conceal their votes, and any motion that defeats this object is out of order. Thus, when the rules require the vote to be by ballot, as is usual in elections to office or membership, this rule cannot be suspended even by general consent, because no one can object without exposing his vote, which he cannot be compelled to do. When the election must be by ballot, a motion to have the ballot cast by one person is out of order. So, when the rules require the vote to be by ballot, a motion to make unanimous a vote that was not unanimous, must be voted on by ballot, as otherwise the vote would not be secret.

**48. Motions requiring more than a Majority Vote.** *Majority Vote.* Any legitimate motion not included among those mentioned below as requiring more than a majority vote, requires for its adoption only a majority; that is, more than half of the votes cast, ignoring blanks, at a legal meeting where a quorum is present, unless a larger vote for its adoption is required by the rules of the assembly.

*General Consent or Unanimous Vote.* By general, or unanimous, or silent, consent the assembly can do business with little regard for the rules of procedure, as they are made for the protection of the minority, and when there is no minority to protect, there is little use for the restraint of the rules, except such as protect the rights of absent members, or the right to a secret vote. In the former case the consent of the absentees cannot be given, and in the latter case the consent cannot be withheld by the minority without exposing their votes, which they cannot be compelled to do. When the election is not by ballot and there are several candidates one of whom receives a majority vote, sometimes a motion is made to make the vote unanimous. It should never be made except by the candidate with the largest number of votes after the successful one, or his representative, and even then its propriety is doubtful. One negative vote defeats a motion to make a vote unanimous, as a single objection defeats a request for general consent.

By the legitimate use of the principle that the rules are designed for the protection of the minority, and generally need not be strictly enforced when there is no minority to protect, business may be greatly expedited. When there is evidently no opposition, the formality of voting can be avoided by the chair's asking if there is any objection to the proposed action, and if there is none, announcing the result. The action thus taken is said to be done by general consent, or unanimous or silent consent. Thus, after an order has been adopted limiting the speeches to two minutes each, if a speaker is so interesting that when his time has expired there is a general demand for him to go on, the chair, instead of waiting for a motion and taking a vote, could accept it as the will of the assembly that the speaker's time be extended, and would direct him to proceed. Or, he might say that if there is no objection the member's time will be extended two minutes, or some other time. [See also 46:16]

*Two-thirds Vote.* A two-thirds vote means two thirds of the votes cast, ignoring blanks which should never be counted. This must not be confused with a vote of two-thirds of the members present, or two-thirds of the members, terms sometimes used in by-laws. To illustrate the difference: Suppose 14 members vote on a question in a meeting of a society where 20 are present out of a total membership of 70, a two-thirds vote would be 10; a two-thirds vote of the members present would be 14; and a vote of two-thirds of the members would be 47.

There has been established as a compromise between the rights of the individual and the rights of the assembly the principle that a two-thirds vote is required to adopt any motion that suspends or modifies a rule of order previously adopted, or prevents the introduction of a question for consideration; or closes, or limits, or extends the limits of debate; or limits the freedom of nomination or voting, or closes nominations or the polls; or deprives one of membership or office. It will be found that every motion in the following list belongs to one of the classes just mentioned.

#### Motions Requiring a Two-thirds Vote.<sup>1</sup>

<i>Amend (Annul, Repeal, or Rescind) any part of the Constitution, By-laws or Rules of Order, previously adopted; it also requires previous notice</i>	68
<i>Amend or Rescind a Standing Rule, a Program or Order of Business, or a Resolution, previously adopted, without notice being given at a previous meeting or in the call for the meeting</i>	37
<i>Take up a Question out of its Proper Order</i>	22
<i>Suspend the Rules</i>	22
<i>Make a Special Order</i>	20
<i>Discharge an Order of the Day before it is pending</i>	20
<i>Refuse to Proceed to the Orders of the Day</i>	20
<i>Sustain an Objection to the Consideration of a Question</i>	23
<i>Previous Question</i>	29
<i>Limit, or Extend the Limits, of Debate</i>	30
<i>Extend the Time Appointed for Adjournment or for Taking a Recess</i>	20
<i>Close Nominations [26] or the Polls</i>	25
<i>Limit the Names to be Voted for</i>	
<i>Expel from Membership. it also requires previous notice and trial</i>	75
<i>Depose from Office: it also requires previous notice</i>	
<i>Discharge a Committee when previous notice has not been given</i>	32
<i>Reconsider in Committee when a member of the majority is absent and has not been notified of the proposed reconsideration</i>	36



1 The U.S. Constitution requires a two-thirds vote of both Houses to pass a resolution proposing an amendment to the Constitution, to pass a vetoed bill, or to remove political disabilities; a two-thirds vote of either House to expel a member; and a vote of two-thirds of the Senators present to ratify a treaty or convict on an impeachment. The House requires a two-thirds vote to suspend the rules, but is obliged to allow a majority to order the previous question or to limit debate, as otherwise its business could never be transacted. Still, a bill cannot be passed without at least forty minutes of debate, as that is allowed after the suspension of the rules or the previous question has been ordered. [See foot note to 44.]

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**Temporary Regional School District Study Committee  
Frequently Asked Questions (FAQs)**

**1) What is the purpose of the Temporary Regionalization Committee?**

The committee is to study the feasibility of Regionalization and if feasible complete a report that should include the following:

- 1) the findings concerning the advisability and feasibility of the establishment of the proposed regional school district;
- 2) a list of the towns to be included in the region (Litchfield, Morris, Goshen and Warren)
- 3) the grades to be included in the region (preK-12);
- 4) detailed educational and budget plans for at least a 5- year period including projections of enrollments, staff needs and deployment and a description of all programs and supportive services planned for the proposed regional school district;
- 5) the facilities recommended (all existing schools);
- 6) estimates of the cost of land and facilities (none; existing facilities to be utilized);
- 7) a recommendation concerning the capital contribution of the Town of Litchfield and Regional School District No. 6 based on appraisals or negotiated valuation of existing land and facilities used by the Town of Litchfield and Regional School District No. 6;
- 8) a recommendation of the size of the Board of Education for the new region and representation and voting weights for each of the four towns; and
- 9) any other information the committee deems pertinent.

**2) Where can I find the June 2020 Recommendations from the Workgroup on Collaboration?**

You can find the previous "Recommendations" here: [Workgroup on Collaboration-Report](#)

**3) Are meetings open to the public?**

Yes, the meetings are public (in-person and remote). The meeting agendas and minutes are posted here: [Agendas & Minutes](#). You can also find supporting documents here: [Documents](#). You can also email the TRC via email at: 1) LPS: [Regionalization@lpsct.org](mailto:Regionalization@lpsct.org) 2) RSD6: [Regionalization@rsd6.org](mailto:Regionalization@rsd6.org).

**4) What are the per-pupil costs by district?**

The following is the CSDE Per Pupil Expenditure for LPS and RSD6:

Net Cost Expenditure Per Pupil						
District	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
LPS	\$ 18,526	\$ 19,497	\$ 20,454	\$ 20,656	\$ 21,086	\$ 22,832
RSD6	\$ 19.685	\$ 20.229	\$ 24.685	\$ 24.278	\$ 24.809	\$ 25.346

The following is the 2021 local per-pupil expenditure (excludes AgSci funding)

	Local Enrollment (10.1.2021) (K-12)	Local Funding (2020-2021)	Per Pupil (Local Only) (K-12)
RSD6	641	\$ 17,307,419.00	\$ 27,000.65
LPS	811	\$ 19,277,500.00	\$ 23,770.04

**5) What is the difference between the 2020 Census and 2020 Enrollment?**

Town	2020 Census Population	%	State Rank (out of 169)
Goshen	3150	21.07%	148
Litchfield	8192	54.80%	111
Morris	2256	15.09%	156
Warren	1351	9.04%	167
Total	14949		

Town	October 1, 2020, Student Count	%
Goshen	319	22.45%
Litchfield	785	55.24%
Morris	205	14.43%
Warren	112	7.88%
Total	1421	

**6) What is the current enrollment by district?**

Here is a table of local enrollment (not including AgSci Program) as of October 1, 2021:

10/1/2021 - Enrollment																	
TOWN	PK3	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12 TOTAL	R20%
Warren	3	3	9	9	4	12	9	10	10	12	15	7	8	13	10	128	8.82%
Morris	8	10	19	10	15	15	18	17	19	21	10	17	12	15	17	205	14.12%
Goshen	8	15	22	15	28	23	25	23	26	31	19	24	21	29	22	308	21.21%
Litchfield	25		70	58	62	63	52	73	64	64	73	53	59	57	63	811	55.85%
TOTALS	44	28	120	92	109	113	104	123	119	128	117	101	100	114	112	1452	100.00%

Here is a link to the most recent Enrollment Projection Report for Litchfield, Region 6, and the proposed Region 20. [Enrollment Projection Report](#)

**7) What are the education enhancements to a merger?**

You can find a presentation on "Concept Secondary School" here: [The Concept](#)

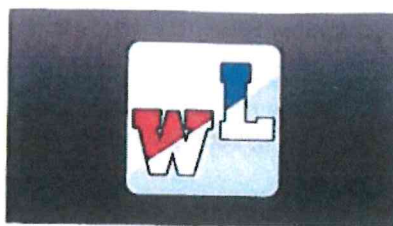
**8) What are the fiscal enhancements to a merger?**

You can find the previous fiscal analysis here: [Fiscal Analysis-Workgroup on Collaboration Report](#). A new 5-year budget is being developed and will be updated soon.

**9) If there is a referendum on a merger, when will it be held?**

There will not be a referendum before June of 2022. It is currently anticipated that a referendum may be held during the third week of June.





## Memorandum

Date: December 15, 2021

To: Temporary Regional School District Study Committee

From: Christopher Leone, Superintendent

Re: Litchfield Questions

Members,

The following includes questions that have been raised. The bold represents clarifications, answers, and potential solutions.

### **Town of Litchfield School Debt:**

- \$1.8 million in debt remaining in June 2024 - how will this be "reconciled?"
- If the town absorbs the debt, the taxpayers will be supporting an expense of debt service without the direct control of the asset it is indebted for; Region 6 owns its debt directly and the three towns in the region do not have an obligation on this debt - this is a difference in the how the debt is owned and by what entity - how will this be equalized?

**\*\*The difference in approximate debt for June 30, 2024: \$1.7M (RSD6) vs. \$1.8M (Town of Litchfield) would need to be reconciled. There is a misconception that the three towns of RSD6 don't have an obligation. A regional district is made up of the three towns and the current RSD6 budget pays debt obligation. One way to accomplish this request is that the previous (and not yet changed) language:**

A review of debt for school buildings and districts shows the following:

Debt			
District	Town	Debt	As of
Litchfield	Litchfield	\$5,347,470	Apr-21
Regional School District No. 6	District	\$1,818,000	Apr-21
TOTAL		\$7,165,470	

The workgroup recommends that all debt be reconciled prior to the creation of the new district.

**Revised to:**

**A review of debt for school buildings and districts shows the following:**

Debt			
District	Town	Debt	Expected as of
Litchfield	Litchfield	\$1,817,790	6/30/2024
Regional School District No. 6	District	\$1,755,481	6/30/2024

**The workgroup recommends that Region 20 does not assume any financial responsibility for the previous school debt from the Town of Litchfield or Region 6.**

**If nothing happens, each entity (Town of Litchfield or RSD6 and its towns) still owns the debt.**

**Solar PPA and Lease:**

- Litchfield absorbed BoE electric cost in 2020-2021 FY and completed solar PPA and lease with MEI in January 2021 with system going live in March 2021
- PPA can be transferred to new Region 20
- Lease may have an issue in being transferred due to opening up the lease. Town counsel Mike Rybak recommended to have Litchfield retain the lease with an easement from Region 20
- Litchfield will transfer the electric to the new Region 20 and will realize a reduction in operating expense, it would also realize a reduction in revenue if the lease was transferred.

**\*\*This is really a negotiation for Region 20 and the Town of Litchfield. The town could, and should, keep both. This would be separate from the Recommendation.**

**Plumb Hill Playing Fields:**

- PHPF is complex in that it is town owned land that was developed by a private entity, PHPF, for the purpose of building a sports complex for use by the town of Litchfield, it was not built by the town for the BoE, the improvements (track, building, fields, irrigation, etc.) are owned by PHPF and leased by Litchfield for town use at \$63K per year with escalation (to be used for maintenance and sinking fund), the PHPF asset is not owned by the town and it's not clear if it can be transferred to a new entity - Region 20. Mike Rybak recommended splitting it off of the LIS parcel and the town retaining land ownership and PHPF retaining improvements ownership with a lease to Region 20 for use (\$63K/year)

**\*\*The working theory is that LPS and RSD6 take the \$63K+ cost now (split it) and the town retains rights to land.**

**School Buildings:**

- How will the asset values for the buildings be reconciled?
- Litchfield owns three school buildings; Region 6 owns four buildings in the three towns



- What happens in the future if Region 20 decides it does not need a school building? A transfer back to a town will require a town meeting approval to accept the asset - what happens if the town rejects accepting back the asset?
- Will Region 20 assume the PILOT payment on the WAMOGO solar array that is due to Litchfield at \$2,000 per year?

**\*\*Building appraisals are due on December 15th. Previous recommendation is that no payment for land / buildings. In the current recommendation, if a building was not in use and that was agreement of a referendum (i.e. public process), then the building and land would revert back to the host town (i.e. Warren School to Warren, LIS to Litchfield with the exception of WAMOGO which would go back to Warren, Morris, and Goshen). The PILOT Payment on the WAMOGO solar field is paid by the solar company.**

**Region 20 Governance:**

- Litchfield will be giving up its independent Board of Finance oversight of budget development and approval of the school budget
- How will the town's financial interests be managed in the new Region 20? Will it be strictly one person, one vote?
- Will there be a supermajority required to pass a budget on the new BoE as outlined in the previous study? How will the supermajority be constituted?

**\*\*There is a difference between BOE governance and budget vote in a regional district. The BOE governance language, currently being reviewed, is 8 of 12 votes in the affirmative (with at least one affirmative vote from each town). The budget vote (held on the first Monday in May) is a popular vote and Litchfield, like Goshen today for RSD6, would easily have a majority of voters to approve/reject (i.e. Check and Balances).**





## Memorandum

Date: January 24, 2022

To: Temporary Regional School District Study Committee

From: Christopher Leone, Superintendent

RE: School Facility Utilization

With respect to the question raised by the Litchfield Board of Selectmen at a meeting on Tuesday, January 18, 2022, the following chart (based on 20 students per classroom capacity) displays current School Classroom Utilization for 2021-2022:

School	Classroom Capacity (Based on 20 students per classroom)	Enrollment K- 12 (2021-2022)	% Utilization
LCS	480	251	52.3%
LIS (4-6)	400	191	47.8%
LMS/LHS (7-12)	920	362	39.3%
Warren	160	51	31.9%
JMS	240	94	39.2%
GCS	300	131	43.7%
WAMOGO (6-12)	1060	548	51.7%

The second chart displays proposed School Classroom Utilization for the proposed Region 20:

School	Classroom Capacity (Based on 20 students per classroom)	R20 Enrollment K-12 (Estimated)	% Utilization
LCS	480	250	52.1%
LIS (4-5)	400	130	32.5%
LMS/LHS (6-8)	920	360	39.1%
Warren	160	50	31.3%
JMS	240	90	37.5%
GCS	300	130	43.3%
WAMOGO (9-12)	1060	620	58.5%

It is important to note that nearly every building has received construction reimbursement funds from the State of Connecticut. These funds come with terms and conditions that require a building to maintain being a working school facility for a set period (usually 20 years). For example, Region 6 received construction reimbursement funds from the state in 2017-2018 for roofing projects at Goshen Center School (GCS), James Morris School (JMS) and Warren School. The terms and conditions on these projects would not expire until 2037-2038. Failure to abide by the terms would result in repayment to the State of Connecticut or require special legislation (i.e., Forgiveness).

DISTRICT OFFICE  
35 WAMOGO ROAD  
LITCHFIELD, CT 06759  
(860) 361-9033 ~ (860) 361-6066 FAX



## Memorandum

Date: January 26, 2022

To: Temporary Regional School District Study Committee

From: Christopher Leone, Superintendent

RE: 5-Year Financials

Over the past week I was asked to review the proposed 5-year financials for Region 20 and address three items:

1. What would 2%, 3% and 4% annual escalation due to the budget for both the Litchfield Public Schools and Regional School District No 6? (See attached spreadsheet - *file: Annual Escalation 1.26.2022*)
2. Could Region 20 absorb the school debt for the Town of Litchfield and Region 6?

Debt (as of June 30, 2024)			
District	Town	Debt	Expected as of
Litchfield	Litchfield	\$1,817,790	6/30/2024
Regional School District No. 6	District	\$1,755,481	6/30/2024

I calculated and estimated \$3.5M over 20-years with 4% interest (which might be high). The annual payments for Region 20 on this loan would be \$254,508. I then took that number, rounded to \$250,000 and re-created the five-year financial for Region 20.

The following changes were made to the Region 20 budget in this work:

- Decrease by 1 bus (\$60K savings) – This is based on realized savings for 2022-2023.
- Reduction of Insurance / Benefits by an additional 2% - This is based on realized savings for 2022 -2023.
- No contingency in year 1 (\$100K savings)  
(See attached spreadsheet - *file: 5-Year Financial 1.26.2022* as back-up)

3. What is potential additional savings in Region 20 for the Town of Litchfield beyond the LPS School Budget?

When re-calculating the savings, the following were used:

- \$380,000 average capital (this is a place holder)
- \$60,000 savings from Plumb Hill (which will be included in LPS and RSD6 budget for 2022-2023)
- \$180,000 average electric costs (which would need to be transferred to the buildings and Region 20) (See attached spreadsheet - *file: 5-Year Financial 1.26.2022*) for estimates)

Still plenty more to address and answer.

Best to all,  
Chris



Town	(Projected)	2023-2024 (Flat)	2024-2025 (2%)	2025-2026 (2%)	2026-2027 (2%)	2027-2028 (2%)	2028-2029 (2%)
oshen (No Change)	\$ 8,316,201.33	\$ 8,316,201.33	\$ 8,482,525.36	\$ 8,652,175.86	\$ 8,825,219.38	\$ 9,001,723.77	\$ 9,181,758.24
tchfield (No Change)	\$ 19,277,500.00	\$ 19,277,500.00	\$ 19,663,050.00	\$ 20,056,311.00	\$ 20,457,437.22	\$ 20,866,585.96	\$ 21,283,917.68
lorris (No Change)	\$ 5,535,134.00	\$ 5,535,134.00	\$ 5,645,836.68	\$ 5,758,753.41	\$ 5,873,928.48	\$ 5,991,407.05	\$ 6,111,235.19
/arren (No Change)	\$ 3,456,083.67	\$ 3,456,083.67	\$ 3,525,205.34	\$ 3,595,709.45	\$ 3,667,623.64	\$ 3,740,976.11	\$ 3,815,795.63
oshen (R20)	\$ 8,316,201.33	\$ 8,316,201.33	\$ 7,313,400.10	\$ 7,313,866.44	\$ 7,396,301.19	\$ 7,480,187.01	\$ 7,565,772.04
tchfield (R20)	\$ 19,277,500.00	\$ 19,277,500.00	\$ 19,059,782.95	\$ 19,060,998.29	\$ 19,275,835.22	\$ 19,494,453.87	\$ 19,717,500.87
lorris (R20)	\$ 5,535,134.00	\$ 5,535,134.00	\$ 4,807,505.10	\$ 4,807,811.64	\$ 4,862,000.59	\$ 4,917,143.42	\$ 4,973,403.22
/arren (R20)	\$ 3,456,083.67	\$ 3,456,083.67	\$ 2,866,798.36	\$ 2,866,981.16	\$ 2,899,294.97	\$ 2,932,177.59	\$ 2,965,726.28

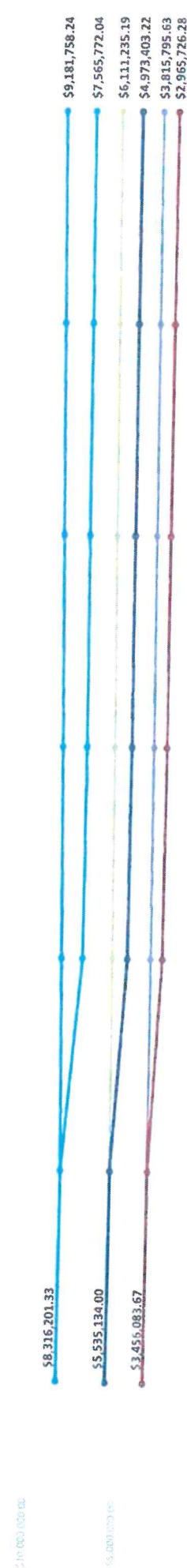
7-Year Comparison Projection

\$15,000,000.00



\$19,277,500.00

\$15,000,000.00



\$19,277,500.00

\$15,000,000.00



\$19,277,500.00

\$15,000,000.00



Category	Budgeted Revenue - LPS (2021-2022)	Budgeted Revenue - RSD6 (2021-2022)	Concept District (Year 1)	Difference
<b>Tuition</b>				
ASTE Tuition (Regular Ed)	\$ -	\$ 1,398,715.00	\$ 1,398,715.00	\$ -
ASTE Tuition (Spec Ed)	\$ -	\$ 275,000.00	\$ 350,000.00	\$ 75,000.00
Pre School Tuition	\$ 55,500.00	\$ 48,000.00	\$ 100,000.00	\$ -3,500.00
<b>State Revenue</b>				
ASTE Grant	\$ -	\$ 1,092,000.00	\$ 1,350,000.00	\$ 258,000.00
Medicaid	\$ 5,000.00	\$ 55,000.00	\$ 60,000.00	\$ -
Excess Costs (Special Education)	\$ 100,000.00	\$ 75,000.00	\$ 175,000.00	\$ -
<b>Other (Local)</b>				
Misc (Including Tuition)	\$ 25,110.00	\$ 40,000.00	\$ 90,000.00	\$ 24,890.00
Interest	\$ -	\$ 22,500.00	\$ 50,000.00	\$ 27,500.00
Rental Fees	\$ 1,000.00	\$ 7,500.00	\$ 10,000.00	\$ 1,500.00
FY Carryover	\$ -	\$ -	\$ -	\$ -
Adjustments (State Revisions Grants, LPS)	\$ 150,000.00	\$ 250,000.00	\$ 200,000.00	\$ -200,000.00
<b>Total Revenue</b>	<b>\$ 336,610.00</b>	<b>\$ 3,263,715.00</b>	<b>\$ 3,783,715.00</b>	<b>\$ 183,390.00</b>

## Town Assessments (Year 1)

Category	LPS	RSD6	Concept	Difference
Warren	\$ -	\$ 3,047,847.20	\$ 2,866,798.36	\$ -181,048.84
Morris	\$ -	\$ 5,578,649.88	\$ 4,807,505.10	\$ -771,144.78
Goshen	\$ -	\$ 8,680,921.92	\$ 7,313,400.10	\$ -1,367,521.82
Litchfield	\$ 19,277,500.00	\$ -	\$ 19,059,782.95	\$ -217,717.05
<b>Total Town Assessments</b>	<b>\$ 19,277,500.00</b>	<b>\$ 17,307,419.00</b>	<b>\$ 34,047,486.52</b>	<b>\$ -2,537,432.48</b>
<b>Total Revenue</b>	<b>\$ 19,614,110.00</b>	<b>\$ 20,571,134.00</b>	<b>\$ 37,831,201.52</b>	<b>\$ -2,354,042.48</b>



Projected Expenses (Year 1)

Category	LPS (2021-2022)	RSD6 (2021-2022)	CONCEPT	Difference	NOTES
1) Certified Salaries	\$8,497,556.00	\$8,743,988.50	\$16,351,544.50	-\$890,000.00	11 Staff
2) Classified Salaries	\$2,150,020.30	\$2,464,395.00	\$4,478,415.30	-\$136,000.00	4 Staff
3) Employee Benefits	\$3,973,750.00	\$3,934,459.78	\$7,433,717.19	-\$474,492.59	6% Savings
4) Learning Programs and Contracted Services	\$1,121,866.65	\$1,114,404.00	\$2,068,550.35	-\$167,720.30	7.5% Savings
5) Tuition	\$697,134.00	\$406,000.00	\$953,134.00	-\$150,000.00	2 Placement Savings
6) Transportation	\$1,086,027.00	\$996,279.00	\$1,962,306.00	-\$120,000.00	2 Buses
7) Shared Services	\$906,325.00	\$1,174,754.00	\$1,811,079.00	-\$270,000.00	4 Positions (Attrition)
8) Administration	\$228,805.80	\$387,430.00	\$554,612.22	-\$61,623.58	10% Savings
9) Operations and Maintenance	\$602,625.00	\$639,422.72	\$1,117,842.95	-\$124,204.77	10% Savings
0) Capital	\$250,000.00	\$640,000.00	\$1,000,000.00	\$110,000.00	Reduction of Debt (RSD6) 100% Capital Investment
CONTINGENCY	\$100,000.00	\$100,000.00	\$100,000.00	-\$100,000.00	
Total Expenses	\$19,614,109.75	\$20,601,133.00	\$37,831,201.52	-\$2,384,041.24	

Total Revenue	\$	37,831,201.52
Balance	\$	-

Town	Enrollment (5-Year Average)	Student %
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Warren	123.2	8.42%
Morris	206.8	14.12%
Goshen	314.6	21.48%
Litchfield	819.8	55.98%
	1464.4	100.00%

Projected Savings (Flat)					Notes
Town	Previous Costs (Flat)	Year 1 (Concept)	Year 1 Savings		
Goshen	\$ 8,316,201.33	\$ 7,313,400.10	\$ (1,002,801.23)		Additional Annual Savings to Town of Litchfield includes estimated Capital \$380K:
Litchfield	\$ 19,277,500.00	\$ 19,059,782.95	\$ (597,717.05)		
Morris	\$ 5,535,134.00	\$ 4,807,505.10	\$ (727,628.90)		
Warren	\$ 3,456,083.67	\$ 2,866,798.36	\$ (589,285.31)		
Projected Savings (w/ 2% Escalator)					
Town	Previous Cost (with 2% Escalator)	Year 1 (Concept)	Year 1 Savings		Notes
Goshen	\$ 8,482,525.36	\$ 7,313,400.10	\$ (1,169,125.25)		
Litchfield	\$ 19,663,050.00	\$ 19,059,782.95	\$ (983,267.05)		to Town of Litchfield includes estimated Capital \$380K:
Morris	\$ 5,645,836.68	\$ 4,807,505.10	\$ (838,331.58)		
Warren	\$ 3,525,205.34	\$ 2,866,798.36	\$ (658,406.98)		



# Revenue (Year 2)

Category	Concept District (Year 1)	Concept District (Year 2) 2 % Escalator	Difference	Notes
<b>Tuition</b>				
ASTE Tuition (Regular Ed)	\$ 1,398,715.00	\$ 1,426,689.30	\$ 27,974.30	2% Increase
ASTE Tuition (Spec Ed)	\$ 350,000.00	\$ 357,000.00	\$ 7,000.00	2% Increase
Pre School Tuition	\$ 100,000.00	\$ 102,000.00	\$ 2,000.00	2% Increase
<b>State Revenue</b>				
ASTE Grant	\$ 1,350,000.00	\$ 1,377,000.00	\$ 27,000.00	2% Increase
Medicaid	\$ 60,000.00	\$ 61,200.00	\$ 1,200.00	2% Increase
Excess Costs (Special Education)	\$ 175,000.00	\$ 178,500.00	\$ 3,500.00	2% Increase
<b>Other (Local)</b>				
Misc (Including Tuition)	\$ 90,000.00	\$ 91,800.00	\$ 1,800.00	2% Increase
Interest	\$ 50,000.00	\$ 51,000.00	\$ 1,000.00	2% Increase
Rental Fees	\$ 10,000.00	\$ 10,200.00	\$ 200.00	2% Increase
FY Carryover	\$ -	\$ 378,000.00	\$ 378,000.00	1% of GF Budget
Adjustments (State Revisions Grants, LPS)	\$ 200,000.00	\$ 204,000.00	\$ 4,000.00	2% Increase
Total Revenue	\$ 3,783,715.00	\$ 4,237,389.30	\$ 453,674.30	

Town Assessments (Year 2)			
Category	Year 1	Year 2	Difference
Warren	\$ 2,866,798.36	\$ 2,866,981.16	\$ 182.80
Morris	\$ 4,807,505.10	\$ 4,807,811.64	\$ 306.55
Goshen	\$ 7,313,400.10	\$ 7,313,866.44	\$ 466.33
Litchfield	\$ 19,059,782.95	\$ 19,060,998.29	\$ 1,215.33
Total Town Assessments	\$ 34,047,486.52	\$ 34,049,657.53	\$ 2,171.02
Total Revenue	\$ 37,831,201.52	\$ 38,287,046.83	\$ 455,845.32



Projected Expenses (Year 2)				
Category	Concept (Year 1)	Concept (Year 2)	Difference	NOTES
1) Certified Salaries	\$16,351,544.50	\$16,678,575.39	\$327,030.89	2% Increase
2) Classified Salaries	\$4,478,415.30	\$4,567,983.61	\$89,568.31	2% Increase
3) Employee Benefits	\$7,433,717.19	\$7,433,717.19	\$0.00	Flat
4) Learning Programs and Contracted Services	\$2,068,550.35	\$2,068,550.35	\$0.00	Flat
5) Tuition	\$953,134.00	\$953,134.00	\$0.00	Flat
6) Transportation	\$1,962,306.00	\$2,001,552.12	\$39,246.12	2% Increase
7) Shared Services	\$1,811,079.00	\$1,811,079.00	\$0.00	Flat
8) Administration	\$554,612.22	\$554,612.22	\$0.00	Flat
9) Operations and Maintenance	\$1,117,842.95	\$1,117,842.95	\$0.00	Flat
0) Capital	\$1,000,000.00	\$1,000,000.00	\$0.00	Flat
CONTINGENCY	\$100,000.00	\$100,000.00	\$0.00	Flat
Total Expenses	\$37,831,201.52	\$38,287,046.83	\$455,845.32	Flat

Total Revenue	\$34,049,657.53
Balance	\$37,831,201.52

Student %	
Town	
Warren	\$34,049,657.53
Morris	2,866,981.16
Goshen	4,807,811.64
Litchfield	7,313,866.44
	19,060,998.29
	34,049,657.53

Projected Savings (Flat)				
	Previous Costs (Flat)	Year 1 (Savings)	Year 2 (Savings)	Cumulative Savings
Town				
Goshen	\$8,316,201.33	\$1,002,801.23	\$1,002,334.89	\$2,005,136.12
Litchfield				
Morris	\$19,277,500.00	\$597,717.05	\$596,501.71	\$1,194,218.76
Warren	\$5,535,134.00	\$727,628.90	\$727,322.36	\$1,454,951.26
	\$3,456,083.67	\$589,285.31	\$589,102.51	\$1,178,387.81
TOTAL SAVINGS		\$2,917,432.48	\$2,915,261.47	\$5,832,693.95
Projected Savings (w/ 2% Escalator)				
	Previous Cost (with 2% Annual Escalator)	Year 1 (Savings)	Year 2 (Savings)	Cumulative Savings
Town				
Goshen	\$8,652,175.86	\$1,169,125.25	\$1,338,309.43	\$2,507,434.68
Litchfield				
Morris	\$20,056,311.00	\$983,267.05	\$1,375,312.71	\$2,358,579.76
Warren	\$5,758,753.41	\$838,331.58	\$950,941.77	\$1,789,273.35
	\$3,595,709.45	\$658,406.98	\$728,728.29	\$1,387,135.26

Additional Annual Savings to Town of Litchfield includes estimated Capital \$380K:

Additional Annual Savings to Town of Litchfield includes estimated Capital \$380K:



Category	Concept District (Year 1)	Concept District (Year 2). 2 % Escalator	Concept District (Year 3). 2 % Escalator	Difference	Notes
<b>Tuition</b>					
ASTE Tuition (Regular Ed)	\$ 1,398,715.00	\$ 1,426,689.30	\$ 1,455,223.09	\$ 27,974.30	2% Increase
ASTE Tuition (Spec Ed)	\$ 350,000.00	\$ 357,000.00	\$ 364,140.00	\$ 7,000.00	2% Increase
Pre School Tuition	\$ 100,000.00	\$ 102,000.00	\$ 104,040.00	\$ 2,000.00	2% Increase
<b>State Revenue</b>					
ASTE Grant	\$ 1,350,000.00	\$ 1,377,000.00	\$ 1,404,540.00	\$ 27,000.00	2% Increase
Medicaid	\$ 60,000.00	\$ 61,200.00	\$ 62,424.00	\$ 1,200.00	2% Increase
Excess Costs (Special Education)	\$ 175,000.00	\$ 178,500.00	\$ 182,070.00	\$ 3,500.00	2% Increase
<b>Other (Local)</b>					
Misc (Including Tuition)	\$ 90,000.00	\$ 91,800.00	\$ 93,636.00	\$ 1,836.00	2% Increase
Interest	\$ 50,000.00	\$ 51,000.00	\$ 52,020.00	\$ 1,020.00	2% Increase
Rental Fees	\$ 10,000.00	\$ 10,200.00	\$ 10,404.00	\$ 204.00	2% Increase
FY Carryover	\$ -	\$ 378,000.00	\$ 382,000.00	\$ 4,000.00	1% of GF Budget
Adjustments (State Revisions Grants, LPS)	\$ 200,000.00	\$ 204,000.00	\$ 208,080.00	\$ 4,080.00	2% Increase
Total Revenue	\$ 3,783,715.00	\$ 4,237,389.30	\$ 4,318,577.09	\$ 81,187.79	

### Town Assessments (Year 3)

Category	Year 1	Year 2	Year 3	Difference
Warren	\$ 2,866,798.36	\$ 2,866,981.16	\$ 2,899,294.97	\$ 32,313.81
Morris	\$ 4,807,505.10	\$ 4,807,811.64	\$ 4,862,000.59	\$ 54,188.95
Goshen	\$ 7,313,400.10	\$ 7,313,866.44	\$ 7,396,301.19	\$ 82,434.75
Litchfield	\$ 19,059,782.95	\$ 19,060,998.29	\$ 19,275,835.22	\$ 214,836.93
Total Town Assessments	\$ 34,047,486.52	\$ 34,049,657.53	\$ 34,433,431.97	\$ 383,774.44
Total Revenue	\$ 37,831,201.52	\$ 38,287,046.83	\$ 38,752,009.06	\$ 464,962.22



Projected Expenses (Year 3)				
Category	Concept (Year 1)	Concept (Year 2)	Concept (Year 2)	NOTES
1) Certified Salaries	\$16,351,544.50	\$16,678,575.39	\$17,012,146.90	2% Increase
2) Classified Salaries	\$4,478,415.30	\$4,567,983.61	\$4,659,343.28	2% Increase
3) Employee Benefits	\$7,433,717.19	\$7,433,717.19	\$7,433,717.19	Flat
4) Learning Programs and Contracted Services	\$2,068,550.35	\$2,068,550.35	\$2,068,550.35	Flat
5) Tuition	\$953,134.00	\$953,134.00	\$953,134.00	Flat
6) Transportation	\$1,962,306.00	\$2,001,552.12	\$2,041,583.16	Flat
7) Shared Services	\$1,811,079.00	\$1,811,079.00	\$1,811,079.00	2% Increase
8) Administration	\$554,612.22	\$554,612.22	\$554,612.22	Flat
9) Operations and Maintenance	\$1,117,842.95	\$1,117,842.95	\$1,117,842.95	Flat
0) Capital	\$1,000,000.00	\$1,000,000.00	\$1,000,000.00	Flat
CONTINGENCY	\$100,000.00	\$100,000.00	\$100,000.00	Flat
Total Expenses	\$37,831,201.52	\$38,287,046.83	\$38,752,009.06	Flat

Total Revenue	\$	\$34,433,431.97
Balance	\$	\$
Town	Student %	\$34,433,431.97
Warren	8.42%	\$2,899,294.97
Morris	14.12%	\$4,862,000.59
Goshen	21.48%	\$7,396,301.19
Litchfield	55.98%	\$19,275,835.22
	100.00%	\$34,433,431.97

Projected Savings (Flat)				
Town	Previous Costs (Flat)	Year 1 (Savings)	Year 2 (Savings)	Notes
Goshen	\$8,316,201.33	\$1,002,801.23	\$1,002,334.89	
Litchfield	\$19,277,500.00	\$597,717.05	\$596,501.71	Additional Annual Savings to Town of Litchfield includes estimated Capital \$380K:
Morris	\$5,535,134.00	\$727,628.90	\$727,322.36	
Warren	\$3,456,083.67	\$589,285.31	\$589,102.51	
<b>TOTAL SAVINGS</b>	<b>-\$</b>	<b>2,917,432.48</b>	<b>2,915,261.47</b>	<b>-\$</b>

Projected Savings (w/ 2% Annual Escalator to Previous Cost)				
Town	(with 2% Annual Escalator)	Year 1 (Savings)	Year 2 (Savings)	Notes
Goshen	\$8,825,219.38	\$1,169,125.25	\$1,338,309.43	
Litchfield	\$20,457,437.22	\$983,267.05	\$1,375,312.71	Additional Annual Savings to Town of Litchfield includes estimated Capital \$380K:
Morris	\$5,873,928.48	\$838,331.58	\$950,941.77	
Warren	\$3,667,623.64	\$658,406.98	\$728,728.29	
<b>TOTAL SAVINGS</b>	<b>-\$</b>	<b>3,649,130.86</b>	<b>4,393,292.19</b>	<b>-\$</b>

		4,770,776.75	\$	(12,813,199.81)
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Category	Concept District (Year 1)	Concept District (Year 2) 2 % Escalator	Concept District (Year 3) 2 % Escalator	Concept District (Year 4) 2 % Escalator	Difference	Notes
<b>Tuition</b>						
ASTE Tuition (Regular Ed)	\$ 1,398,715.00	\$ 1,426,689.30	\$ 1,455,223.09	\$ 1,484,327.55	\$ 29,104.46	2% Increase
ASTE Tuition (Spec Ed)	\$ 350,000.00	\$ 357,000.00	\$ 364,140.00	\$ 371,422.80	\$ 7,282.80	2% Increase
Pre School Tuition	\$ 100,000.00	\$ 102,000.00	\$ 104,040.00	\$ 106,120.80	\$ 2,080.80	2% Increase
<b>State Revenue</b>						
ASTE Grant	\$ 1,350,000.00	\$ 1,377,000.00	\$ 1,404,540.00	\$ 1,432,630.80	\$ 28,090.80	2% Increase
Medicaid	\$ 60,000.00	\$ 61,200.00	\$ 62,424.00	\$ 63,672.48	\$ 1,248.48	2% Increase
Excess Costs (Special Education)	\$ 175,000.00	\$ 178,500.00	\$ 182,070.00	\$ 185,711.40	\$ 3,641.40	2% Increase
<b>Other (Local)</b>						
Misc (Including Tuition)	\$ 90,000.00	\$ 91,800.00	\$ 93,636.00	\$ 95,508.72	\$ 1,872.72	2% Increase
Interest	\$ 50,000.00	\$ 51,000.00	\$ 52,020.00	\$ 53,060.40	\$ 1,040.40	2% Increase
Rental Fees	\$ 10,000.00	\$ 10,200.00	\$ 10,404.00	\$ 10,612.08	\$ 208.08	2% Increase
FY Carryover	\$ -	\$ 378,000.00	\$ 382,000.00	\$ 387,000.00	\$ 5,000.00	1% of GF Budget
Adjustments (State Revisions Grants, LPS)	\$ 200,000.00	\$ 204,000.00	\$ 208,080.00	\$ 212,241.60	\$ 4,161.60	2% Increase
Total Revenue	\$ 3,783,715.00	\$ 4,237,389.30	\$ 4,318,577.09	\$ 4,402,308.63	\$ 83,731.54	

## Town Assessments (Year 4)

Category	Year 1	Year 2	Year 3	Year 4	Difference
Warren	\$ 2,866,798.36	\$ 2,866,981.16	\$ 2,899,294.97	\$ 2,932,177.59	\$ 32,882.62
Morris	\$ 4,807,505.10	\$ 4,807,811.64	\$ 4,862,000.59	\$ 4,917,143.42	\$ 55,142.83
Goshen	\$ 7,313,400.10	\$ 7,313,866.44	\$ 7,396,301.19	\$ 7,480,187.01	\$ 83,885.83
Litchfield	\$ 19,059,782.95	\$ 19,060,998.29	\$ 19,275,835.22	\$ 19,494,453.87	\$ 218,618.65
Total Town Assessments	\$ 34,047,486.52	\$ 34,049,657.53	\$ 34,433,431.97	\$ 34,823,961.89	\$ 390,529.93
Total Revenue	\$ 37,831,201.52	\$ 38,287,046.83	\$ 38,752,009.06	\$ 39,226,270.52	\$ 474,261.47







Category	Concept District (Year 1)	Concept District (Year 2) 2 % Escalator	Concept District (Year 3) 2 % Escalator	Concept District (Year 4) 2 % Escalator	Concept District (Year 5) 2 % Escalator	Difference	Notes
<b>Tuition</b>							
ASTE Tuition (Regular Ed)	\$ 1,398,715.00	\$ 1,426,689.30	\$ 1,455,223.09	\$ 1,484,327.55	\$ 1,514,014.10	\$ 29,686.55	2% Increase
ASTE Tuition (Spec Ed)	\$ 350,000.00	\$ 357,000.00	\$ 364,140.00	\$ 371,422.80	\$ 378,851.26	\$ 7,428.46	2% Increase
Pre School Tuition	\$ 100,000.00	\$ 102,000.00	\$ 104,040.00	\$ 106,120.80	\$ 108,243.22	\$ 2,122.42	2% Increase
<b>State Revenue</b>							
ASTE Grant	\$ 1,350,000.00	\$ 1,377,000.00	\$ 1,404,540.00	\$ 1,432,630.80	\$ 1,461,283.42	\$ 28,652.62	2% Increase
Medicaid	\$ 60,000.00	\$ 61,200.00	\$ 62,424.00	\$ 63,672.48	\$ 64,945.93	\$ 1,273.45	2% Increase
Excess Costs (Special Education)	\$ 175,000.00	\$ 178,500.00	\$ 182,070.00	\$ 185,711.40	\$ 189,425.63	\$ 3,714.23	2% Increase
<b>Other (Local)</b>							
Misc (Including Tuition)	\$ 90,000.00	\$ 91,800.00	\$ 93,636.00	\$ 95,508.72	\$ 97,418.89	\$ 1,910.17	2% Increase
Interest	\$ 50,000.00	\$ 51,000.00	\$ 52,020.00	\$ 53,060.40	\$ 54,121.61	\$ 1,061.21	2% Increase
Rental Fees	\$ 10,000.00	\$ 10,200.00	\$ 10,404.00	\$ 10,612.08	\$ 10,824.32	\$ 212.24	2% Increase
NY Carryover	\$ -	\$ 378,000.00	\$ 382,000.00	\$ 387,000.00	\$ 392,000.00	\$ 5,000.00	1% of GF Budget
Adjustments (State Revisions Grants, LPS)	\$ 200,000.00	\$ 204,000.00	\$ 208,080.00	\$ 212,241.60	\$ 216,486.43	\$ 4,244.83	2% Increase
Total Revenue	\$ 3,783,715.00	\$ 4,237,389.30	\$ 4,318,577.09	\$ 4,402,308.63	\$ 4,487,614.80	\$ 85,306.17	

## Town Assessments (Year 5)

Category	Year 1	Year 2	Year 3	Year 4	Year 5	Difference
Warren	\$ 2,866,798.36	\$ 2,866,981.16	\$ 2,899,294.97	\$ 2,932,177.59	\$ 2,965,726.28	\$ 33,548.69
Morris	\$ 4,807,505.10	\$ 4,807,811.64	\$ 4,862,000.59	\$ 4,917,143.42	\$ 4,973,403.22	\$ 56,259.80
Joshen	\$ 7,313,400.10	\$ 7,313,866.44	\$ 7,396,301.19	\$ 7,480,187.01	\$ 7,565,772.04	\$ 85,585.02
Richfield	\$ 19,059,782.95	\$ 19,060,998.29	\$ 19,275,835.22	\$ 19,494,453.87	\$ 19,717,500.87	\$ 223,047.01
Total Town Assessments	\$ 34,047,486.52	\$ 34,049,657.53	\$ 34,433,431.97	\$ 34,823,961.89	\$ 35,222,402.42	\$ 398,440.52
Total Revenue	\$ 37,831,201.52	\$ 38,287,046.83	\$ 38,752,009.06	\$ 39,226,270.52	\$ 39,710,017.22	\$ 483,746.70



Projected Expenses (Year 5)						
Category	Concept (Year 1)	Concept (Year 2)	Concept (Year 3)	Concept (Year 4)	Concept (Year 5)	NOTES
1) Certified Salaries	\$16,351,544.50	\$16,678,575.39	\$17,012,146.90	\$17,352,389.84	\$17,699,437.63	\$347,047.80
2) Classified Salaries	\$4,478,415.30	\$4,567,983.61	\$4,659,343.28	\$4,752,530.15	\$4,847,580.75	\$95,050.60
3) Employee Benefits	\$7,433,717.19	\$7,433,717.19	\$7,433,717.19	\$7,433,717.19	\$7,433,717.19	\$0.00
4) Learning Programs and Contracted Services	\$2,068,550.35	\$2,068,550.35	\$2,068,550.35	\$2,068,550.35	\$2,068,550.35	\$0.00
5) Tuition	\$953,134.00	\$953,134.00	\$953,134.00	\$953,134.00	\$953,134.00	\$0.00
6) Transportation	\$1,962,306.00	\$2,001,552.12	\$2,041,583.16	\$2,082,414.83	\$2,124,063.12	\$41,648.30
7) Shared Services	\$1,811,079.00	\$1,811,079.00	\$1,811,079.00	\$1,811,079.00	\$1,811,079.00	\$0.00
8) Administration	\$554,612.22	\$554,612.22	\$554,612.22	\$554,612.22	\$554,612.22	\$0.00
9) Operations and Maintenance	\$1,117,842.95	\$1,117,842.95	\$1,117,842.95	\$1,117,842.95	\$1,117,842.95	\$0.00
10) Capital	\$1,000,000.00	\$1,000,000.00	\$1,000,000.00	\$1,000,000.00	\$1,000,000.00	\$0.00
11) CONTINGENCY	\$100,000.00	\$100,000.00	\$100,000.00	\$100,000.00	\$100,000.00	\$0.00
total Expenses	\$37,831,201.52	\$38,287,046.83	\$38,752,009.06	\$39,226,270.52	\$39,710,017.22	\$483,746.70

Local Share		\$35,222,402.42
Total Revenue	\$	39,226,270.52
Balance	\$	
Town	Student %	
Warren	8.42%	\$35,222,402.42
Morris	14.12%	2,965,726.28
Goshen	21.48%	4,973,403.22
Litchfield	55.98%	7,565,772.04
	100.00%	19,717,500.87
		35,222,402.42

Projected Savings (Flat)						
Year	Previous Costs (Flat)	Year 1 (Savings)	Year 2 (Savings)	Year 3 (Savings)	Year 4 (Savings)	Year 5 (Savings)
Warren	\$ 8,316,201.33	\$ 1,002,801.23	\$ 1,002,334.89	\$ 919,900.14	\$ 836,014.32	\$ (750,429.29)
Goshen	\$ 19,277,500.00	\$ 597,717.05	\$ 596,501.71	\$ 381,664.78	\$ 163,046.13	\$ 60,000.87
Morris	\$ 5,535,134.00	\$ 727,628.90	\$ 727,322.36	\$ 673,133.41	\$ 617,990.58	\$ (561,730.78)
Warren	\$ 3,456,083.67	\$ 589,285.31	\$ 589,102.51	\$ 556,788.70	\$ 523,906.08	\$ (490,357.39)
Additional Annual Savings to Town of Litchfield includes estimated Capital \$380K.						
<b>TOTAL SAVINGS</b>	<b>\$ -</b>	<b>\$ 2,917,432.48</b>	<b>\$ 2,915,261.47</b>	<b>\$ 2,531,487.03</b>	<b>\$ 2,140,957.11</b>	<b>\$ 1,742,516.58</b>

Projected Savings (w/ 2% Annual Escalator to Previous Cost)						
Year	(with 2% Annual Escalator)	Year 1 (Savings)	Year 2 (Savings)	Year 3 (Savings)	Year 4 (Savings)	Year 5 (Savings)
Warren	\$ 9,181,758.24	\$ 1,169,125.25	\$ 1,338,309.43	\$ 1,428,918.19	\$ 1,521,536.75	\$ (1,615,986.20)
Goshen	\$ 21,283,917.68	\$ 983,267.05	\$ 1,375,312.71	\$ 1,561,602.00	\$ 1,752,132.10	\$ (1,566,416.81)
Morris	\$ 6,111,235.19	\$ 838,331.58	\$ 950,941.77	\$ 1,011,927.89	\$ 1,074,263.63	\$ (1,137,831.97)
Warren	\$ 3,740,976.11	\$ 658,406.98	\$ 728,728.29	\$ 768,328.67	\$ 808,798.52	\$ (775,249.83)
Additional Annual Savings to Town of Litchfield includes estimated Capital \$380K.						
<b>TOTAL SAVINGS</b>	<b>\$ -</b>	<b>\$ 3,649,130.86</b>	<b>\$ 4,393,292.19</b>	<b>\$ 4,770,776.75</b>	<b>\$ 5,156,731.00</b>	<b>\$ 5,095,484.81</b>

(23,065,415.63)





## Memorandum

Date: February 1, 2022

To: Temporary Regional School District Study Committee

From: Christopher Leone, Superintendent

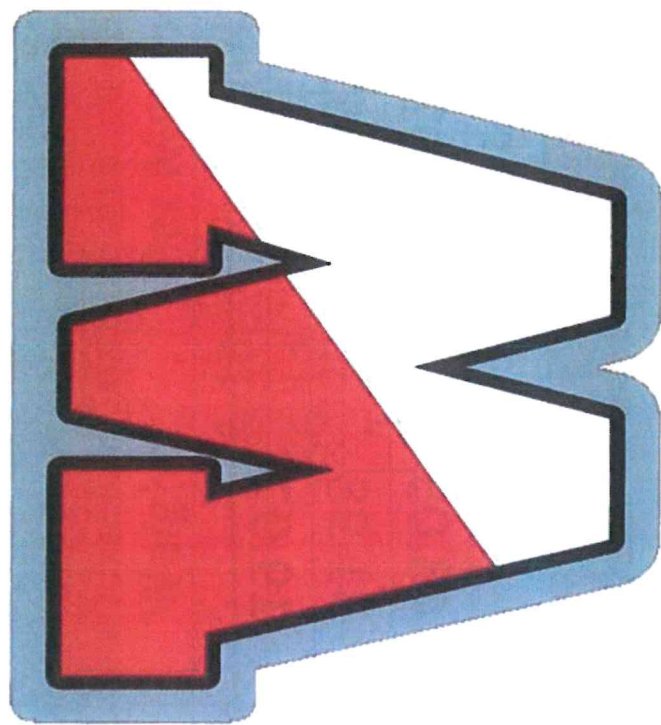
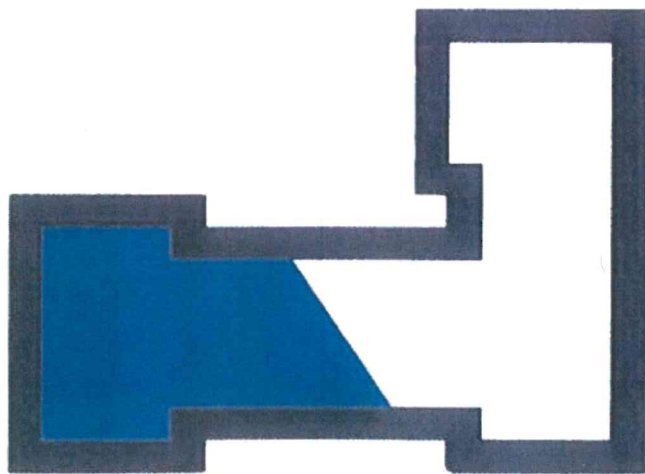
RE: Request for Increased Collaboration

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During our last meeting, it was proposed by a community member that continued or enhanced collaboration may be the best option for the secondary level.

Although this is an ongoing option, one must not overlook some realistic issues or obstacles:

- a) Creating a joint high school or middle school requires collective bargaining (in the same manner as R20). A district could not just assign students from one district to another district and then reduce staff. This practice would be a violation of collective bargaining agreements between the Litchfield Public Schools, Regional School District No. 6, and their respective unions.
- b) Currently, WAMOGO, as a high school, must maintain its location based on the Agriculture Science Technology Education (ASTE) program. As previously demonstrated and shared, there are state funds and legislation associated with this program and its location.
- c) The current Region 6 education plan (commonly called a charter) also states that students in grades 6-12 would attend school at WAMOGO. Any change to this would require an amendment to the education plan per CT. Gen Stat 10-49. In summary, a referendum would be needed to make this change.
- d) All shared or cooperative services are year-to-year per agreements between the Boards of Education representing LPS and RSD6. Employees under these agreements, such as the Superintendent of Schools, also have an exit clause.



# R20 Governance - Overview

Temporary Regional School District Study Committee  
February 2022



LPS BOE (2022-2023)		
Per Member	11.11%	
Per Party (5/4)	55.56%	44.44%

RSD6 (2022-2023)			
Town	Members	Weight	Per Member
Goshen	3	48.05	16.02
Morris	3	31.98	10.66
Warren	3	19.97	6.66

Current BOE Structures

## R20 (CURRENT PROPOSED)

Town	Members	Weight*	Per Member
Goshen	3	21.13	7.04
Litchfield	3	56.12	18.71
Morris	3	14.6	4.87
Warren	3	8.15	2.72

### Notes:

- 1) \*Weight changes annually based on enrollment as of October 1<sup>st</sup>. This is based on 10/1/2021.
- 2) Current language requires 8 of 12 votes in the affirmative including one affirmative vote from each town.

## R20 Proposed Structure



## R20 (ALT PROPOSED – Extra Seat)

Town	Members	Weight*	Per Member
Goshen	3	21.13	7.04
Litchfield	4	56.12	14.03
Morris	3	14.6	4.87
Warren	3	8.15	2.72

### Notes:

- 1) \*Weight still changes annually based on enrollment as of October 1<sup>st</sup>
- 2) Need revised language (for X of 13) votes in the affirmative including one affirmative vote from each town.

## R20 (ALT PROPOSED – Extra Seats)

Town	Members	Weight*	Per Member
Goshen	3	21.13	7.04
Litchfield	5	56.12	11.22
Morris	3	14.6	4.87
Warren	3	8.15	2.72

### Notes:

- 1) \*Weight still changes annually based on enrollment as of October 1<sup>st</sup>
- 2) Need revised language (for X of 14) votes in the affirmative including one affirmative vote from each town.

## R20 Alt Structure

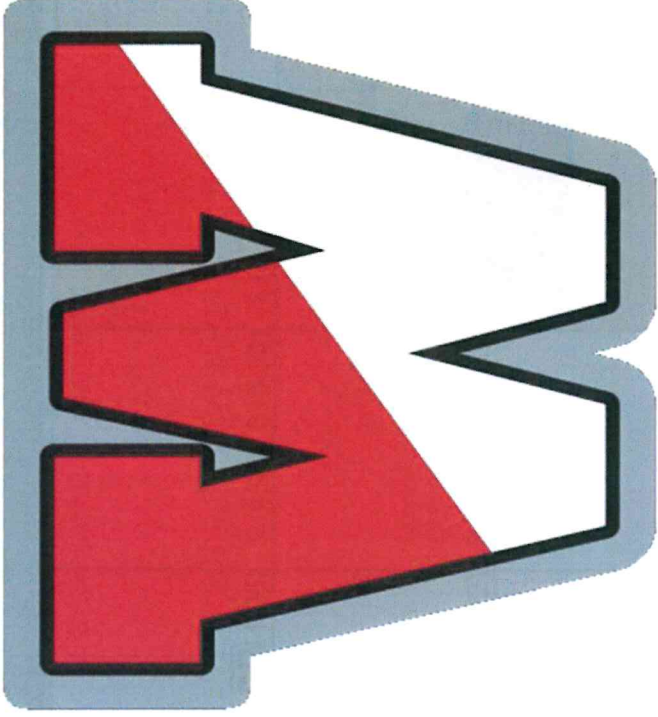
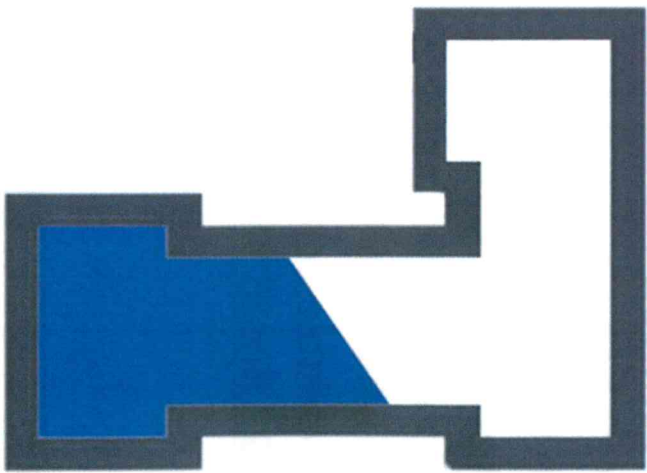


## Other Notes:

- 1) The annual budget vote is by popular vote. 2020 census data as follows:

Town	2020 Census Population	%	State Rank (out of 169)
Goshen	3150	21.07%	148
Litchfield	8192	54.80%	111
Morris	2256	15.09%	156
Warren	1351	9.04%	167
Total	14949		

- 2) Adding, changing, BOE seats, does not change the popular vote.



# Financial Overview

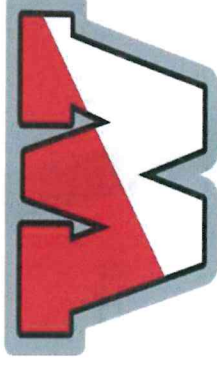
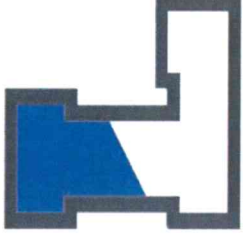
## Temporary Regional School District Study Committee

### February 2022



- Completed in “Moment In Time”
- Difference in Municipal District vs. Regional District
- Unknown factors:
  - Enrollment Changes
  - Labor Contracts
  - Staff Attrition
  - Health Insurance
  - Negotiated Contracts
  - State Funding Changes
  - Special Education Placements
  - Other Variable Costs

**New R20 Board of Education – Their Decision**

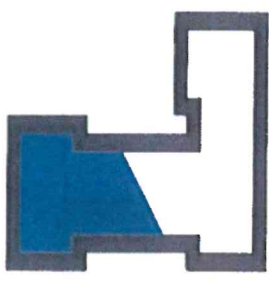


Town	Current (2021-2022)	1-Year Savings	2-Year Savings	3-Year Savings	4-Year Savings	Cumulative Savings	Notes
Goshen	\$ 8,680,921.92	\$ (1,312,388.88)	\$ (2,624,777.76)	\$ (3,853,544.05)	\$ (4,997,015.30)	\$ (6,053,485.60)	
Litchfield	\$ 19,277,500.00	\$ (514,032.61)	\$ (1,028,065.23)	\$ (1,284,165.22)	\$ (1,357,973.93)	\$ (1,205,045.54)	Annual Savings to Town of Litchfield is \$190K (Electric); Capital \$250K; = \$440K (Included)
Morris	\$ 5,578,649.88	\$ (734,902.84)	\$ (1,469,805.67)	\$ (2,149,738.72)	\$ (2,773,602.59)	\$ (3,340,275.89)	
Warren	\$ 3,047,847.20	\$ (159,437.14)	\$ (318,874.27)	\$ (445,531.97)	\$ (538,754.65)	\$ (597,873.61)	

## 5-Year Adjustments (November 2021)



- This concept budget is from 2024-2025 through 2028-2029



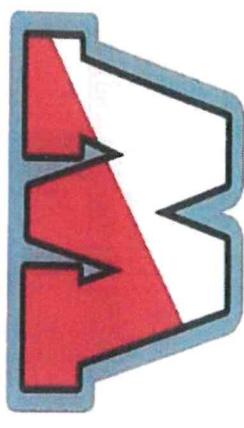
- Reality (7 Years from today)
  - No one knows...anything!
  - Economic conditions
  - Enrollment changes

- Not calculated

#### 2022-2023 Budget Changes

+\$1.5M in additional savings for Warren (based on 2022-2023)

-\$1.5M in reduced savings for Goshen (based on 2022-2023)



**This must go beyond economics and must be also about education**

Conclusions (November 2021)

# Memorandum

Date: January 26, 2022  
To: Temporary Regional School District Study Committee  
From: Christopher Leone, Superintendent  
RE: 5-Year Financials Questions (Updated 1.26.2022)

Over the past week I was asked to review the proposed 5-year financials for Region 20 and address three items:

1. What would 2%, 3% and 4% annual escalation due to the budget for both the Litchfield Public Schools and Regional School District No 6?

(See attached spreadsheet - file: Annual Escalation 1.26.2022)

2. Could Region 20 absorb the school debt for the Town of Litchfield and Region 6?

Debt (as of June 30, 2024)			
District	Town	Debt	Expected as of
Litchfield	Litchfield	\$1,817,790	6/30/2024
Regional School District No. 6	District	\$1,755,481	6/30/2024

I calculated and estimated \$3.5M over 20-years with 4% interest (which might be high). The annual payments for Region 20 on this loan would be \$254,508. I then took that number, rounded to \$250,000 and re-created the five-year financial for Region 20.

The following changes were made to the Region 20 budget in this work:

- Decrease by 1 bus (\$60K savings) – This is based on realized savings for 2022-2023.
- Reduction of Insurance / Benefits by an additional 2% - This is based on realized savings for 2022 -2023 and moving forward.
- No contingency in year 1 (\$100K savings)

(See attached spreadsheet - file: 5-Year Financial 1.26.2022 as back-up)

3. What are potential additional savings in Region 20 for the Town of Litchfield beyond the LPS School Budget?

When re-calculating the savings, the following were used:

- \$380,000 average capital
- \$60,000 savings from Plumb Hill (which will be included in LPS and RSD6 budget for 2022-2023)
- \$180,000 average electric costs (which would need to be transferred to the buildings and Region 20)

(See attached spreadsheet - file: 5-Year Financial 1.26.2022) for estimates)

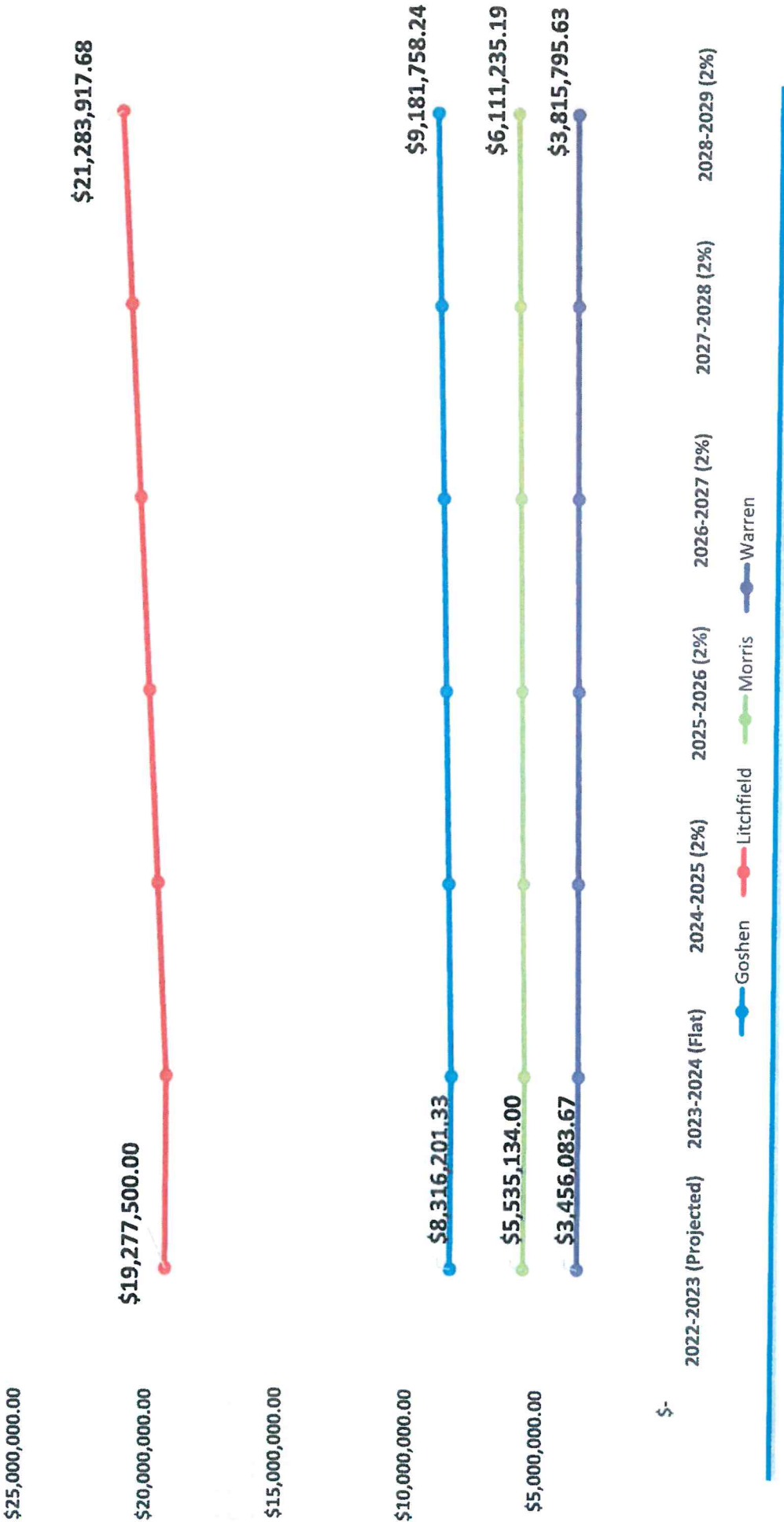
The Next Request (1/2022)



Town	Proposed (2022-2023)	1-Year Savings	2-Year Savings	3-Year Savings	4-Year Savings	5-Year Cumulative Savings	Notes
Goshen	\$ 8,316,201.33	\$ (1,017,442.90)	\$ (995,754.32)	\$ (913,582.49)	\$ (829,964.83)	\$ (4,501,397.88)	
Litchfield	\$ 19,277,500.00	\$ (875,875.36)	\$ (819,351.79)	\$ (605,200.06)	\$ (387,280.30)	\$ (2,852,653.69)	Additional Annual Savings to Town of Litchfield includes estimated Capital \$380K; Plumb Hill \$60K; Electric \$180K
Morris	\$ 5,535,134.00	\$ (737,253.69)	\$ (722,996.58)	\$ (668,980.46)	\$ (614,013.92)	\$ (3,301,178.58)	
Warren	\$ 3,456,083.67	\$ (595,024.97)	\$ (586,522.97)	\$ (554,312.22)	\$ (521,534.73)	\$ (2,745,487.91)	

5-Year Adjustments (Updated w/ Debt - January 2022)

# 7-Year Projection (2% Escalator)



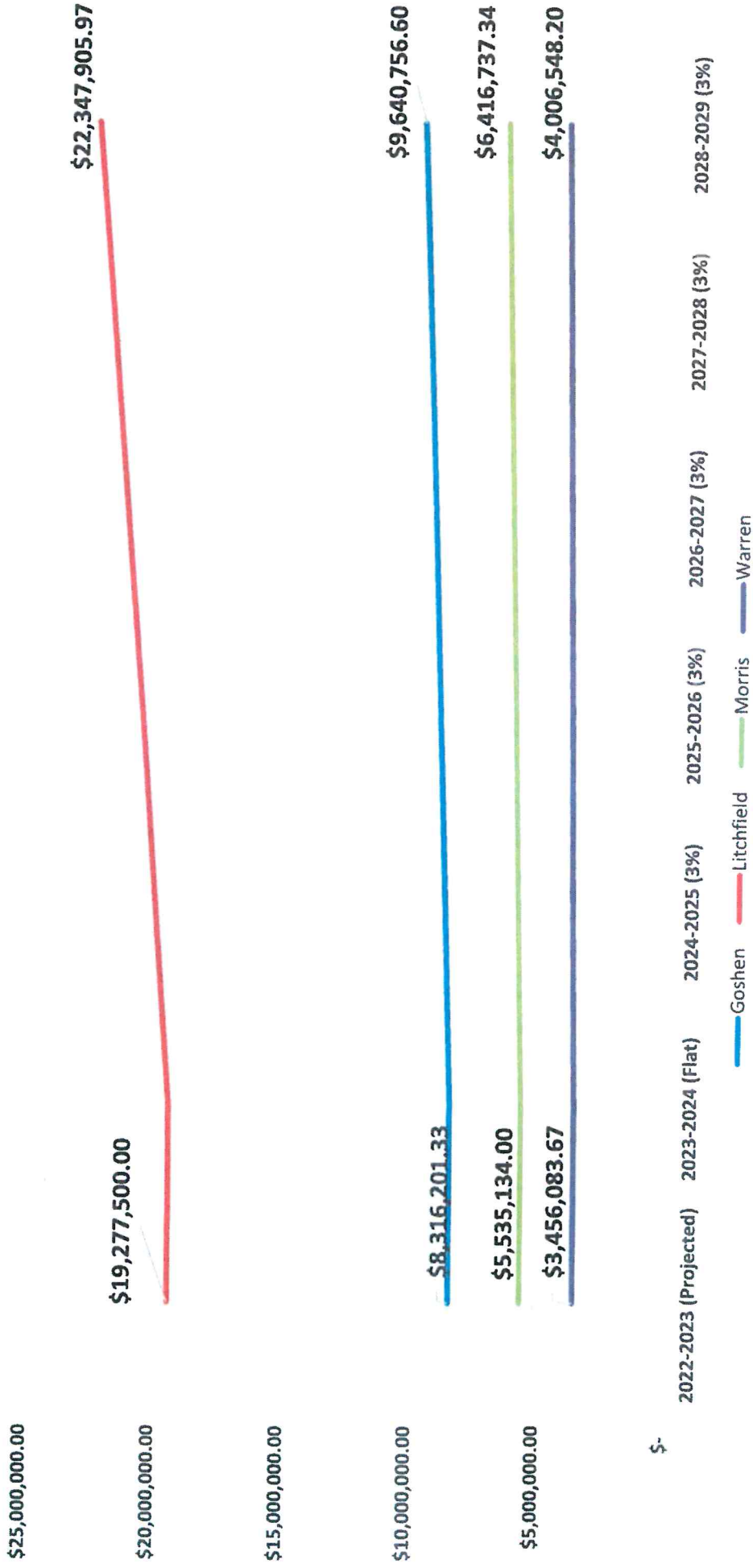
Per Pupil	2022-2023 (Projected)	2023-2024 (Flat)	2024-2025 (2%)	2025-2026 (2%)	2026-2027 (2%)	2027-2028 (2%)	2028-2029 (2%)	5- Year Change
RSD6	\$ 27,000.65	\$ 27,000.65	\$ 27,540.67	\$ 28,091.48	\$ 28,653.31	\$ 29,226.38	\$ 29,810.90	\$ 2,270.24
LPS	\$ 23,770.04	\$ 23,770.04	\$ 24,245.44	\$ 24,730.35	\$ 25,224.95	\$ 25,729.45	\$ 26,244.04	\$ 1,998.60

NOTES: For LPS N = 811; for RSD6 N=641. This table does not account for population change in LPS or RSD6

Risk Factor (2% Escalation)



## 7-Year Projection (3% Escalator)

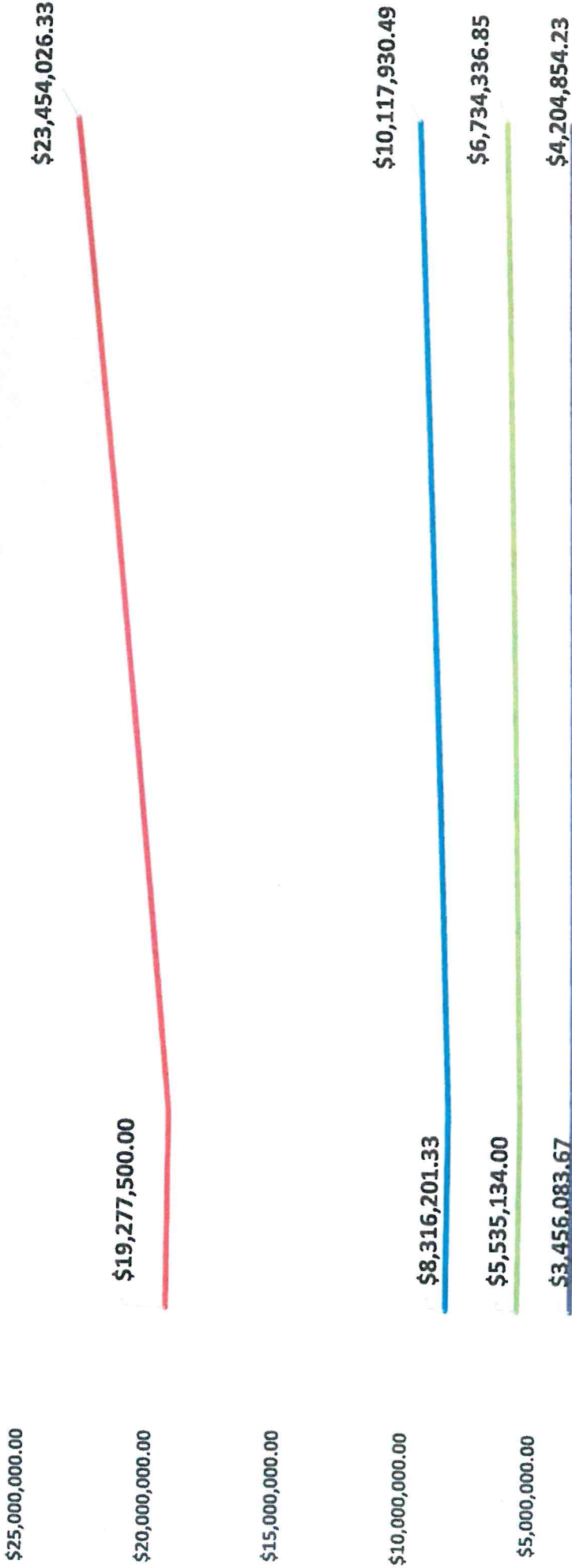


Potential Impact on Per Pupil							
Per Pupil	2022-2023 (Projected)	2023-2024 (Flat)	2024-2025 (3%)	2025-2026 (3%)	2026-2027 (3%)	2027-2028 (3%)	2028-2029 (3%)
RSD6	\$ 27,000.65	\$ 27,000.65	\$ 27,810.67	\$ 28,644.99	\$ 29,504.34	\$ 30,389.47	\$ 31,301.16
LPS	\$ 23,770.04	\$ 23,770.04	\$ 24,483.14	\$ 25,217.63	\$ 25,974.16	\$ 26,753.39	\$ 27,555.99
5-Year Change							

NOTES: For LPS N = 811; for RSD6 N=641; This table does not account for population change in LPS or RSD6

Risk Factor (3% Escalation)

# 7-Year Projection (4% Escalator)



\$-

		Potential Impact on Per Pupil					
Per Pupil	2022-2023 (Projected)	2023-2024 (Flat)	2024-2025 (4%)	2025-2026 (4%)	2026-2027 (4%)	2027-2028 (4%)	2028-2029 (4%)
RSD6	\$ 27,000.65	\$ 27,000.65	\$ 28,080.68	\$ 29,203.91	\$ 30,372.06	\$ 31,586.95	\$ 32,850.42
LPS	\$ 23,770.04	\$ 23,770.04	\$ 24,720.84	\$ 25,709.67	\$ 26,738.06	\$ 27,807.58	\$ 28,919.88
5- Year Change							
							\$ 4,769.74
							\$ 4,199.05

NOTES: For LPS N = 811; for RSD6 N=641; This table does not account for population change in LPS or RSD6

Risk Factor (4% Escalation)



## Education Cost Sharing Payments (not factored)

- ECS is legislated state aid (Year-to-Year adjustments)
- Per Pupil Amounts (for 2021-2022)

Town	Enrollment (10/1)	ECS Allocation (FY22)	ECS Per Pupil
Goshen	308	\$ 123,034	\$ 399
Litchfield	811	\$ 1,293,502	\$ 1,595
Morris	205	\$ 132,148	\$ 645
Warren	128	\$ 46,910	\$ 366

## Per Pupil (2022/23 v 2024/25 - Flexible based on enrollment w/ out ECS)

Town	Enrollment (10/1)	2022-2023 Education Cost. (w/ out ECS)	Per Pupil	2024-2025 Proposed Cost (w/ out ECS)	Per Pupil Proposed (Based on 5-Year Enrollment Avg)
Goshen	308	\$ 8,316,201	\$ 27,001	\$ 7,298,758	\$ 23,200
Litchfield	811	\$ 19,277,500	\$ 23,770	\$ 19,021,625	\$ 23,200
Morris	205	\$ 5,535,134	\$ 27,001	\$ 4,797,880	\$ 23,200
Warren	128	\$ 3,456,084	\$ 27,001	\$ 2,861,059	\$ 23,200

Notes

## Savings per citizen or taxpayer?

- a) This is not per the TRSDC
- b) This is not per R20 BOE
- c) Inflation Factor?
- d) “Grand List” Factor?
- e) Revaluation Factor?
- f) These savings can not just be calculated on census numbers  
(i.e. all residents are not taxpayers)
- g) Savings per resident are, and will, always be the purview of a local BOS and BOF. Just because there is education savings doesn't mean savings for taxpayers



## **Current Elementary Curriculum Overview and Staffing**





Staffing (2021-2022)			
School	Regular Education	Special Education (and related services)	Administration
Goshen Center School (PK-5)	12	2.3	1
James Morris School (PK-5)	6.5	2.1	1
Litchfield Center School (PK-3)	19	5.5	1
Litchfield Intermediate School (4-6)	12	4.5	1
Warren School (PK-5)	5.5	0.9	1

DISTRICT OFFICE  
35 WAMOGO ROAD  
LITCHFIELD, CT 06759  
(860) 361-9033 ~ (860) 361-6606 FAX





# Curriculum Overview Family Guide

## Kindergarten

Regional School District 6

# English Language Arts

Throughout the school year, kindergarten students will spend the most time working on the following topics. They should understand them well by the end of the year.\*

## *Learning to read and write:*

- Playing with language, rhyming, clapping out, or counting syllables. Identifying beginning, middle, and end sounds in spoken words (phonemic/phonological awareness).
- Naming all upper- and lower-case letters. Matching those letters with their sounds. Printing them clearly.
- Matching letters and sounds to sound out and write simple words. This may include inventive spelling for writing.
- Reading and rereading decodable words and sentences in simple texts so the reading is smooth.

## *Learning about the world through text:*

- Asking and answering questions about stories and texts read aloud. (Children may need some prompting.) Retelling what happened and explaining key ideas.
- Figuring out the meaning of unknown words by using pictures, context, etc.
- Showing something new they have learned from text or about a topic. This can be in lots of ways: speaking and conversation, illustrations, letters, journals, stories, posters, or sentences on the page.
- Using a combination of drawing, dictating, and writing to answer a question or describe an event or topic from a text.

\*from Achieve the Core [Kindergarten Family Guide](#)



# ELA - Reading

## Unit

## In this unit, students...

### Unit 1: Launching the Reading Workshop

*Students develop as readers as they learn the beginning reading strategies and use them to "read" familiar concept books and storybooks during their private and partner reading times.*

- ☐ Learn the routines and expectations of reading workshop
- ☐ Develop reading habits
- ☐ Become motivated to read
- ☐ Develop the foundational skills that will allow students to become readers

### Unit 2: Reading with Print Strategies and Sight Word Power

*Students learn and use their "superpowers" (a variety of word solving and information gathering strategies) to move toward more conventional reading.*

- ☐ Apply strategies for reading words (e.g., looking at beginning/ending letters along with meaning and structure, sounding out words, etc.)
- ☐ Monitor their own reading (e.g. matching words with sounds, reading the correct number of words, matching words with pictures, etc.)
- ☐ Make predictions while reading / retell the story / reread to build fluency

### Unit 3: Bigger Books, Bigger Reading Muscles

*Students strengthen their reading superpowers, and build their reading muscles, by adding more strategic actions to tackle the difficulties of new and harder books with greater agency and independence.*

- ☐ Read more challenging books
- ☐ Continue to apply strategies to read words
- ☐ Increase knowledge of letter-sound correspondence, comprehension, and fluency

### Unit 4: Becoming Avid Readers

*Students build their reading skills and enthusiasm for reading as they go on "reading playdates" with partners. As they participate in book clubs, students talk about the characters they meet in their fiction books as well all they learned in their nonfiction books.*

- ☐ Apply reading skills to harder books
- ☐ Talk about books like an expert
- ☐ Read for understanding



# ELA - Writing

## Unit

## In this unit, students...

### Unit 1: Launching the Writing Workshop

*Students learn all about the writer's workshop routines to work productively and respectfully as members of their classroom writing community. Students also develop the tools and strategies they need to write words that are most meaningful to them.*

- ☐ Learn the structures, rituals, and routines of the workshop
- ☐ Explore ways to find topics for writing
- ☐ Use basic shapes and lines to draw common objects
- ☐ Begin to use labels, words, and sentences to express thoughts and ideas

### Unit 2: Narrative Writing

*Students write true stories of events that happened in their lives, and use their superpowers to move toward spelling that is more conventional. They also work with partners in the writing process.*

- ☐ Generate true stories about their own lives
- ☐ Use tools to make their writing stronger
- ☐ Add more to stories, including narrative elements such as dialogue and character feeling to make stories come alive

### Unit 3: All About Books

*Students will write information about many different topics. Students will work through organization, elaboration, and revision, as well as preparing for a final publishing celebration.*

- ☐ Generate topics about which they are expert
- ☐ Develop cohesive information books with varied text features
- ☐ Use mentor texts to explore various strategies for writing information

### Unit 4: Persuasive Writing of All Kinds

*Students learn about the power of words as they share their opinions about ways to make the world a better place in the booklets, songs, letters, signs, and lists they write.*

- ☐ Generate ideas for writing by thinking about what they would like to change
- ☐ Use various forms of writing including signs, petitions, and letters to express opinions
- ☐ State opinions clearly and begin to convince others with supporting reasons and examples



# ELA - Phonics

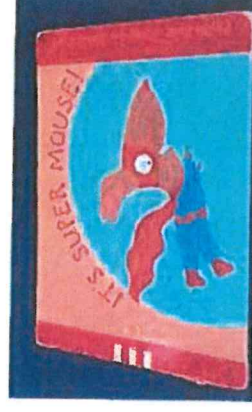
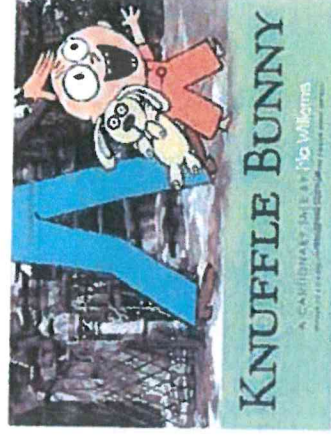
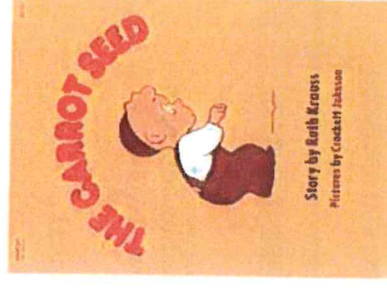
Unit	In this unit, students...
<b>Unit 1: Making Friends with Letters</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Are immersed in letters and sounds, rhyme and word play</li><li><input type="checkbox"/> Study names daily and build a name wall</li><li><input type="checkbox"/> Use their names and the names of their classmates to learn phonics concepts.</li></ul>
<b>Unit 2: Word Scientists</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Focus on letter knowledge and letter-sound correspondence, phonological awareness, and high-frequency words</li><li><input type="checkbox"/> Study the alphabet chart and use the alphabet to write</li><li><input type="checkbox"/> Use songs, games, poems, and nursery rhymes to support phonemic awareness and early reading concepts</li></ul>
<b>Unit 3: Word-Part Power</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Move from writing labels to writing sentences</li><li><input type="checkbox"/> Are introduced to the word wall to support learning a growing number of high-frequency words</li><li><input type="checkbox"/> Are introduced to digraphs (sh, th, wh, ch) and use them with word parts to make more words</li></ul>
<b>Unit 4: Vowel Power</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Further their study of short a and short i</li><li><input type="checkbox"/> Distinguish short-vowel sounds from one another</li><li><input type="checkbox"/> Study vowels in words that are longer than CVC words</li></ul>
<b>Unit 5: Playing with Phonics</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Are introduced to blends and consider how sounds are changed, muted, or manipulated by neighboring letters.</li><li><input type="checkbox"/> Are challenged to tackle longer words and to begin thinking about the sounds that they hear in word parts or phonograms.</li></ul>



# Mentor Texts

*The Carrot Seed* by Ruth Krauss  
*Mrs. Wishy-Washy* by Joy Cowley  
*The Beetle Alphabet Book* by Jerry Pallotta  
*The Three Billy Goats Gruff* by Paul Galdone  
*So Much!* by Trish Cooke  
*Wemberly Worried* by Kevin Henkes  
*Yoko* by Rosemary Wells  
*In the Garden* by Annette Smith, Jenny Giles  
*The Kissing Hand* by Audrey Penn  
*It's Super Mouse!* by Phyllis Root  
*Dragonflies* by Margaret Hall  
*My Bug Box* by Pat Blanchard and Joanne Suhr  
*Picnic* by Phyllis Root  
*Pizza* by Phyllis Root  
*Cat and Mouse* by Phyllis Root  
*Brown Bear, Brown Bear, What Do You See?* by Bill Martin  
*Vot Norman: A Goldfish Story* by Kelly Bennett

*Knuffle Bunny: A Cautionary Tale* by Mo Willems  
*Building Beavers* by Kathleen Martin-James  
*The Snowy Day* by Ezra Jack Keats  
*Can You See the Eggs?* by Jenny Giles  
*Ethan's Cat* by Johanna Hurwitz  
*Oh, the Places You'll Go!* by Dr. Seuss  
*Wake up, Dad* by Beverley Randell  
*Gossie* by Olivier Dunrea  
*Pet Show* by Ezra Jack Keats  
*Kitten's Full Moon* by Kevin Henkes  
*Honey Bees* by Martha E.H. Rustad





# Social Studies

In kindergarten, students engage in the study of themselves, their families, and their communities and learn how to participate and use effective citizenship skills. They will explore their classrooms, schools, neighborhoods, and home communities through an interdisciplinary approach including history, civics, economics, and geography.\*

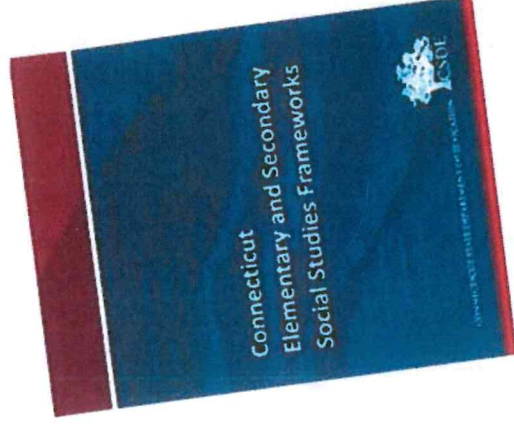
The study of themselves, their families, and their communities requires that students generate and research compelling questions such as:

- What is my role in my community?
- What is "history" and how is the past different from the present?
- How are we connected to the past?

Curricular Themes include:

- Citizenship in the Community
- The Impact of Geography on My Life
- Diversity and Culture in the World
- Using Evidence to Learn About our Past

*\*from the CT Social Studies Frameworks*



# Social Studies

Unit	In this unit, students...
Unit 1: Rules and Citizenship	<input type="checkbox"/> Explain the need for and purposes of rules in various settings inside and outside of school. Answers the question, "Why do we need rules?" & "What is a good citizen?"
Unit 2: Local and National History	<input type="checkbox"/> Learn that history tells the story of people in the past and things that happened in the past. Columbus, Veterans, Native Americans, Colonial Times, etc.
Unit 3: Seasons/Map Skills	<input type="checkbox"/> Identify basic landforms, bodies of water and cardinal directions; Explain that maps and globes help locate places; study how different cultures and countries celebrate holidays
Unit 4: American Symbols/Rights	<input type="checkbox"/> Demonstrate ways to resolve conflicts by being good citizens and will discuss ways for groups to make decisions fairly; Study presidents, buildings, statues, and monuments associated with American history
Unit 5: The Americas	<input type="checkbox"/> Focus their studies on world perspectives and research various people, places and cultures within North and South America
Unit 6: Economics	<input type="checkbox"/> Understand the difference between consumers and producers and between goods and services. They will discuss needs and wants and the way people get things they need and want.



# Math

The big ideas in kindergarten include: representing and comparing whole numbers, initially with sets of objects; understanding and applying addition and subtraction; and describing shapes and space. More time in kindergarten is devoted to numbers than to other topics.

## Unit Learning Goals

### Unit 1: Math in Our World

Students recognize numbers and quantities in their world.

### Unit 2: Numbers 1-10

Students answer “how many” questions, count out, and compare groups within 10. Students write a number to represent how many.

### Unit 3: Flat Shapes All Around Us

Students identify, describe, analyze, compare, and compose two-dimensional shapes.

### Unit 7: Solid Shapes All Around Us

Students identify, describe, analyze, compare, and compose two- and three-dimensional shapes. Counting, addition, and subtraction are revisited in the geometric contexts.

### Unit 4: Understanding Addition and Subtraction

Students relate counting to addition and solve addition and subtraction story problems within 10.

### Unit 8: Putting it All Together

Students consolidate and solidify their understanding of various concepts and skills on major work of the grade. They also continue to work toward fluency goals of the grade.

### Unit 5: Composing and Decomposing Numbers to 10

Students compose and decompose numbers within 10.

### Unit 6: Numbers 0-20

Students answer “how many” questions and count out groups within 20. They understand that numbers 11 to 19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. They write numbers within 20.

# Science

Unit	In this unit, students...
<b>Unit 1: Plant and Animal Secrets</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> use observations to understand what animals and plants need to survive.</li><li><input type="checkbox"/> explore how animals need things to eat and a safe place to live.</li><li><input type="checkbox"/> investigate the needs of plants and how those might be different from the needs of animals.</li></ul>
<b>Unit 2: Wild Weather</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> explore storms and severe weather.</li><li><input type="checkbox"/> obtain information from weather forecasts to prepare for storms and stay safe.</li><li><input type="checkbox"/> practice describing the various characteristics of weather (wind, clouds, temperature, and precipitation) in order to make their own predictions about storms.</li></ul>
<b>Unit 3: Circle of Seasons</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> gather evidence in order to identify daily and seasonal weather patterns</li><li><input type="checkbox"/> use patterns to explain mysteries like why you might lose your jacket during the day or why birds lay their eggs at certain times of the year.</li></ul>
<b>Unit 4: Sunny Skies</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> make observations to explore how sunlight warms the Earth's surface.</li><li><input type="checkbox"/> think about ways that shade and structures can reduce the warming effect of the Sun.</li></ul>
<b>Unit 5: Force Olympics</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> are introduced to pushes and pulls and how those affect the motion of objects.</li><li><input type="checkbox"/> observe and investigate the effects of what happens when the strength or direction of those pushes and pulls are changed</li></ul>



# Approved Resources

## ELA:

- ☐ Teachers College Units of Study in Reading, Writing and Phonics
- ☐ Lexia Core5
- ☐ Newsela
- ☐ Raz Kids
- ☐ Learning Ally
- ☐ Epic
- ☐ See Saw

## Social Studies:

- ☐ Core Knowledge
- ☐ Studies Weekly
- ☐ CT Magazine: Where I Live

## Mathematics:

- ☐ Illustrative Mathematics
- ☐ LearnZillion
- ☐ Dreambox
- ☐ Number Talks: Helping Children Build Mental Math and Computation Strategies
- ☐ Mastering the Basic Facts: Addition and Subtraction

## Science:

- ☐ Mystery Science
- ☐ CREC Science Units

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## Science:

- ☐ Mystery Science
- ☐ CREC Science Units



# Curriculum Overview Family Guide

## Grade 1

Regional School District 6

# English Language Arts

Throughout the school year, 1st grade students will spend the most time working on the following topics. They should understand them well by the end of the year.\*

*Learning to read and write:*

- Matching letters and sounds to sound out and write simple words. (This may include inventive spelling for writing). Students should be able to accurately decode and write all words with short vowel sounds, final -e, and common long vowel spellings.
- Recognizing, spelling, and properly using those little grammatical words that hold the language together (for example, “a”, “the”, “to”, “of”, “from”, “I”, “is”, “are”).
- Reading and rereading decodable words and sentences so that the reading is smooth.
- Writing in complete sentences.

*Learning about the world through text:*

- Accurately asking and answering questions about stories and texts read aloud. Retelling what happened /explaining key ideas.
- Figuring out the meaning of unknown words by using pictures, context, glossaries, etc.
- Showing something new they have learned from a text or about a topic. This can be in any form: speaking and conversation, illustrations, letters, journals, stories, posters, or sentences on the page.
- Using a combination of drawing and writing to describe an event in a text. Children should include a title, an introductory sentence, examples, and a conclusion sentence.

from Achieve the Core [Grade 1 Family Guide](#)



# English Language Arts

Throughout the school year, 1st grade students will spend the most time working on the following topics. They should understand them well by the end of the year.\*

*Earning to read and write:*

- Matching letters and sounds to sound out and write simple words. (This may include inventive spelling for writing). Students should be able to accurately decode and write all words with short vowel sounds, final -e, and common long vowel spellings.
- Recognizing, spelling, and properly using those little grammatical words that hold the language together (for example, “a”, “the”, “to”, “of”, “from”, “I”, “is”, “are”).
- Reading and rereading decodable words and sentences so that the reading is smooth.
- Writing in complete sentences.

*Earning about the world through text:*

- Accurately asking and answering questions about stories and texts read aloud. Retelling what happened /explaining key ideas.
- Figuring out the meaning of unknown words by using pictures, context, glossaries, etc.
- Showing something new they have learned from a text or about a topic. This can be in any form: speaking and conversation, illustrations, letters, journals, stories, posters, or sentences on the page.
- Using a combination of drawing and writing to describe an event in a text. Children should include a title, an introductory sentence, examples, and a conclusion sentence.



# ELA - Reading

Unit	In this unit, students...
<b>Unit 1: Building Good Reading Habits</b> <i>Students learn that readers with good habits preview their books, figure out tricky words, and linger with their books when they are finished by rereading or retelling the story to their reading partner.</i>	<input type="checkbox"/> Review the routines and expectations of reading workshop <input type="checkbox"/> Develop habits for before, during and after reading <input type="checkbox"/> Increase reading volume and stamina <input type="checkbox"/> Use multiple word solving strategies
<b>Unit 2: Learning About the World: Reading Nonfiction</b> <i>Students "get super smart" about nonfiction topics as they learn how to deepen their comprehension and improve their fluency while reading information books on topics that interest them.</i>	<input type="checkbox"/> Read many information books about various topics <input type="checkbox"/> Learn to organize their information to include naming their topic and giving facts <input type="checkbox"/> Participate in collaborative conversations with partners.
<b>Unit 3: Reader's Have Big Jobs to Do: Fluency, Phonics &amp; Comprehension</b> <i>As students begin to read higher level books and the pictures become less supportive for solving words, they learn more grown-up strategies to help them meet these challenges and become the bosses of their reading.</i>	<input type="checkbox"/> Read increasingly complex texts with accuracy, fluency, and comprehension <input type="checkbox"/> Monitor reading and apply strategies when problem solving unknown words <input type="checkbox"/> Use meaning, syntax, and visual strategies <input type="checkbox"/> Develop efficient strategies for word solving
<b>Unit 4: Meeting Characters and Learning Lessons: A Study of Story Elements</b> <i>Students build a strong literal understanding of the stories they read. They also grow ideas about the characters they have come to love and the lessons they teach readers</i>	<input type="checkbox"/> Get to know stories and show understanding through retelling and talking about peers <input type="checkbox"/> Determine importance by separating big events from tiny details <input type="checkbox"/> Notice how characters change throughout the story <input type="checkbox"/> Think about life lessons in books



# ELA - Writing

## Unit

### In this unit, students...

**Unit 1: Small Moments: Writing with Focus, Detail, and Dialogue Narrative**  
*Students use all they know about the way words work to write small moment stories. They also study what published authors do and use what they learn from them to bring their stories to life for their readers.*

- ☐ Understand the structures, rituals, and routines of the workshop
- ☐ Participate in teacher and peer conferences
- ☐ Explore ways to find writing topics
- ☐ Create personal narratives focused on small moments

**Unit 2: Informational Writing: Nonfiction Chapter Books**  
*Students write informational chapter books filled with interesting text elements and pictures. In the process, they learn new ways to elaborate and use punctuation purposefully to make their writing more interesting and meaningful for their readers.*

- ☐ Learn to write information in a chapter book format
- ☐ Revisit their writing to self-assess and revise
- ☐ Study mentor texts and try out techniques in those texts
- ☐ Share their work with an audience

**Unit 3: Opinion Writing: Writing Reviews**  
*Students write to support their opinions by writing about favorite items from their personal collections as well as reviews about books they know well. In the process, they learn to introduce their opinions, support their opinions with reasons, and end their writing with effective concluding statements.*

- ☐ Make and defend important decisions
- ☐ Learn to write their judgments and their reasons for those judgments
- ☐ Write a review to share their opinions.
- ☐ Supply details to support their reasons.
- ☐ Participate in collaborative conversations with partners.

**Unit 4: From Scenes to Series: Writing Fiction**  
*Students move with independence through the writing process as they write many fictional narrative stories just as their favorite series authors do.*

- ☐ Create a pretend character for a series of realistic fiction stories
- ☐ Elaborate character, setting, or event in their writing with each booklet story
- ☐ Develop conventions: capitalization, punctuation, and conventional spelling



# ELA - Phonics

Unit	In this unit, students...
Unit 1: Talking and Thinking about Letters	<ul style="list-style-type: none"><li><input type="checkbox"/> Engage in a cumulative review and reinforcement for key concepts in phonics that were encountered in kindergarten.</li><li><input type="checkbox"/> Study letter names and sounds, short vowels in CVC words, phonograms, blends, and digraphs, and a short list of approximately fifty high-frequency and high-utility words.</li></ul>
Unit 2: The Mystery of the Silent E	<ul style="list-style-type: none"><li><input type="checkbox"/> Use phonics workshop as a place to study words closely and make discoveries to help them understand how language works</li><li><input type="checkbox"/> Look closely at words and word parts to decode difficult words by breaking them into parts and putting those parts back together; Investigate CVCe words with different vowels each day</li></ul>
Unit 3: From Tip to Tail: Reading across Words	<ul style="list-style-type: none"><li><input type="checkbox"/> Read nonfiction closely and thoughtfully</li><li><input type="checkbox"/> Learn common phonograms that contain blends and digraphs</li><li><input type="checkbox"/> Study additional high-frequency words</li></ul>
Unit 4: Word Builders: Using Vowel Teams to Build Big Words	<ul style="list-style-type: none"><li><input type="checkbox"/> Are introduced to the theme of becoming word builders.</li><li><input type="checkbox"/> Use snap cubes with word parts and are challenged to build longer, bigger words.</li><li><input type="checkbox"/> Learn about less common vowel teams</li></ul>
Unit 5: Marvelous Bloopers: Learning Through Wise Mistakes	<ul style="list-style-type: none"><li><input type="checkbox"/> Focus on r-controlled vowels, high frequency words, capitalization</li><li><input type="checkbox"/> Revisit words they use and confuse</li></ul>

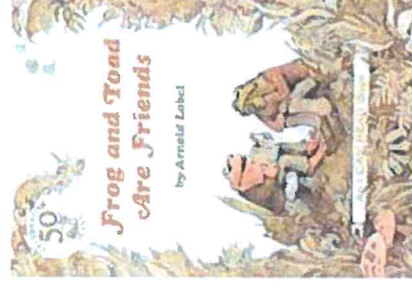
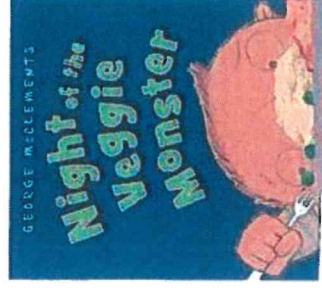


# Mentor Texts

Ish by Peter H. Reynolds  
Ollie the Stomper by Olivier Dunrea  
Gossie by Olivier Dunrea  
Gossie & Gertie by Olivier Dunrea  
Kazam's Birds by Amy Ehrlich  
Sharks! by Anne Schreiber  
Animal Families by DK Publishing  
Star Wars: Spaceships by Scholastic  
Trucks! by Will Mara  
Night of the Veggie Monster by George McClements  
The Dinosaur Chase by Hugh Price  
Frog and Toad Are Friends by Arnold Lobel  
Tumbleweed Stew by Susan Stevens Crummel  
Zelda and Ivy: The Runaways by Laura McGee Kvasnosky  
Iris and Walter and the Field Trip by Elissa Haden Guest  
Upstairs Mouse, Downstairs Mole by Wong Herbert Yett  
Mr. Putter & Tabby Drop the Ball by Cynthia Rylant  
George and Martha: One More Time by James Marshall



PETER H. REYNOLDS



# Math

The big ideas in grade 1 include developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; developing understanding of whole-number relationships and place value, including grouping in tens and ones; developing understanding of linear measurement and measuring lengths as iterating length units; and reasoning about attributes of, and composing and decomposing geometric shapes.

## Unit Learning Goals

### Unit 1: Adding, Subtracting, and Working with Data

Students add and subtract within 10, and represent and interpret categorical data.

### Unit 5: Adding Within 100

Students use place value understanding and properties of operations to add within 100.

### Unit 2: Addition and Subtraction Story Problems

Students solve new types of story problems within 10 using the relationship between addition and subtraction. They develop an understanding of the meaning of the equal sign and connect story problems to equations.

### Unit 6: Length Measurement Within 120 Units

Students measure length and count up to 120 length units. They solve addition and subtraction story problems with unknowns in all positions.

### Unit 3: Adding and Subtracting within 20

Students add and subtract within 20. Students apply the properties of operations and the relationship between addition and subtraction.

### Unit 7: Geometry and Time

Students reason with shapes and their attributes, partition shapes into equal pieces, and tell time to the hour and half hour.

### Unit 4: Numbers to 99

Students develop an understanding of place value for numbers up to 99.

### Unit 8: Putting it All Together

Students consolidate and solidify their understanding of various concepts and skills on major work of the grade. They also continue to work toward fluency goals of the grade.



# Science

## Unit

In this unit, students...

### Unit 1: Plant & Animal Superpowers

- ☐ explore how parts of plants and animals are essential for survival.
- ☐ make observations of parents and their offspring, determining how they are similar and how their behaviors help offspring survive.

### Unit 2: Spinning Sky

- ☐ students observe that the Sun, Moon, and stars seem to move in patterns in the sky.
- ☐ make observations of the Sun and shadows throughout the day and across the seasons.
- ☐ determine why stars are only visible at night.

### Unit 3: Lights & Sound

- ☐ investigate light and sound.
- ☐ explore how materials vibrate and how vibrating materials can make sounds.
- ☐ investigate light and illumination and use those investigations to create simple devices that allow them to communicate across a distance.

# Social Studies

In first grade, students explore their place in the world around them building on their work in kindergarten and expanding perspective beyond themselves. Through comparison of family, school, and community, students will explore multiple perspectives from the past and today.\*

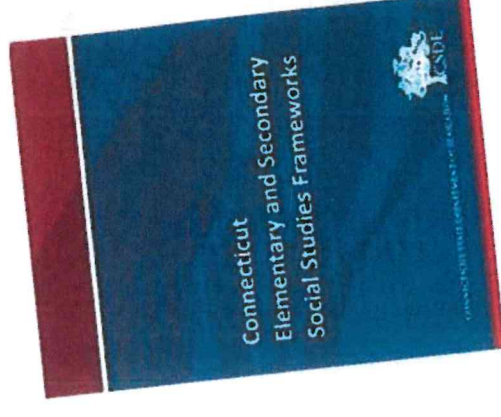
The study of how students fit into society requires that students generate and research compelling questions such as:

- What is the relationship between me, my family, my school, and my community?
- How do my family, school, and community influence each other?
- How do people and events from the past affect my community?

## **Curricular Themes include:**

- Perspectives and Diversity in Our World
- Using Evidence to Learn About Our Past
- The Role of Geography
- The Way We Live Today
- Principles and Values
- Connecting the Past and the Present

*\*from the CT Social Studies Frameworks*





# Social Studies

Unit	In this unit, students...
<b>Unit 1: Rules and Citizenship</b>	<input type="checkbox"/> Explain the need for and purposes of rules in various settings inside and outside of school. Students study community, time, locations & themes of geography
<b>Unit 2: Principles of Democracy</b>	<input type="checkbox"/> Explore the principles of Democracy and study topics such as: Patriotism, National Holidays, and Early Civilizations of the Americas
<b>Unit 3: Regions of the World</b>	<input type="checkbox"/> Study the regions of the World / regions of Our Country; Culture; Holidays Around the World; Culture of Mexico; Founders
<b>Unit 4: Explorers and Settlers</b>	<input type="checkbox"/> Explore the movement and impact of early explorers and settlers and study topics such as: From Colonies to Independence; Important Documents; National Symbols; Government Services
<b>Unit 5: World Perspectives</b>	<input type="checkbox"/> Engage in a study of the people, culture, location and resources of Ancient Egypt and conclude the unit with an exploratory project
<b>Unit 6: Changes Over Time &amp; Economics and Community</b>	<input type="checkbox"/> Study the following changes over time: Children, Community, Transportation, Communication. Also analyze needs vs. wants / goods vs. services; economic choices <input type="checkbox"/> First grade trip to Historical Society

# Approved Resources

## ELA:

- ☐ Teachers College Units of Study in Reading, Writing and Phonics
- ☐ Lexia Core5 and PowerUp
- ☐ Newsela
- ☐ Raz Kids
- ☐ Learning Ally
- ☐ Epic
- ☐ See Saw

## Social Studies:

- ☐ Core Knowledge
- ☐ Studies Weekly
- ☐ CT Magazine: Where I Live

## Mathematics:

- ☐ Illustrative Mathematics
- ☐ LearnZillion
- ☐ Dreambox
- ☐ Number Talks: Helping Children Build Mental Math and Computation Strategies
- ☐ Mastering the Basic Facts: Addition and Subtraction

## Science:

- ☐ Mystery Science
- ☐ CREC Science Units



# Curriculum Overview Family Guide

## Grade 2

Regional School District 6

# English Language Arts

**Throughout the school year, 2nd grade students will spend the most time working on the following topics. They should understand them well by the end of the year.\***

## *Learning to read and write:*

- Matching letters and sounds to sound out and write most words. (This may include inventive spelling for writing.) Students should be able to accurately decode and write most commonly spelled one and two syllable words.
- Recognizing, spelling, and properly using those little grammatical words that hold the language together (for example, "a," "the," "to," "of," "from," "I," "is," "are").
- Reading and rereading decodable texts and words/sentences independently so that the reading is smooth.
- Reading grade level texts smoothly and with expression, at a fluency rate of between 70-130 words per minute by the end of the year.
- Writing complete sentences, with mostly correct spelling, capitalization, and punctuation.

## *Learning about the world through text:*

- Asking and answering questions about stories and texts that are read aloud to them or they read to themselves.
- Figuring out the meaning of unknown words by using pictures, context, glossaries, etc.
- Showing something new they have learned from a text or about a topic. This can be in any form: speaking and conversation, illustrations, letters, journals, stories, posters or sentences on the page.
- Writing about what happened or information learned from the text. Children should include a title, an introduction, well developed examples, and a concluding statement or section.

from Achieve the Core [Grade 2 Family Guide](#)



# ELA - Reading

## Unit

### In this unit, students...

#### Unit 1: Second Grade Reading Growth Spurt

*Students read with energy and enthusiasm to tackle hard words and do the big work of reading with fluency and stamina. They also think deeply about the books they read as grown-up readers to build their comprehension skills.*

- ☐ Learn procedures for participating in their new classroom community, reading independently, and working with partners
- ☐ Analyze habits of good readers, and begin to demonstrate those same habits
- ☐ Use more than one strategy at a time to solve tricky words
- ☐ Set expectations for reading volume and build reading stamina

#### Unit 2: Becoming Experts: Reading Nonfiction

*Students grow ideas about a topic of their choice and discover the way in which nonfiction texts are written and organized. They also connect information from one text to another to become experts on their chosen topic.*

- ☐ Notice, learn, and question while reading nonfiction text
- ☐ Read and compare a variety of nonfiction books to become an expert on a topic
- ☐ Use text features and context clues to understand challenging vocabulary
- ☐ Grow their knowledge across texts as they read topic sets of texts, comparing, contrasting and connecting information across texts.

#### Unit 3: Bigger Books Mean Amping Up Reading Power

*Students learn to monitor for sense and to be active word solvers as they encounter trickier language and storylines in the longer books they read.*

- ☐ Read fluently with voice and meaning
- ☐ Accumulate and synthesize text and stay on task when books get challenging
- ☐ Tackle tricky words and new vocabulary with greater understanding.

#### Unit 4: Series Book Clubs

*Students work with partners and in book clubs to become experts on characters they read about and how the authors write about them to develop insights and make comparisons across the series they are reading.*

- ☐ Take on a series of their choice in a book club
- ☐ Notice predictable patterns in structure and character traits across a series
- ☐ Understand how and why characters grow and change throughout a story
- ☐ Discover craft moves an author makes across a series



# ELA - Writing

## Unit

### In this unit, students...

#### Unit 1: Lessons from the Masters: Improving Narrative Craft

Students write stories that matter to them. They bring characters to life by making them move and talk, think and feel and learn how to draw on simple craft moves such as choosing precise words

- ☐ Discuss the differences between personal and fictional narratives
- ☐ Choose meaningful moments in their lives to write about
- ☐ Establish a story structure that includes a beginning, middle, and end
- ☐ Draft stories that include the details, conversations, and actions of characters

#### Unit 2: How-To-Guide for Nonfiction Writing

This unit welcomes second graders into the world of nonfiction writing by rallying them to write lots of little nonfiction books.

- ☐ Navigate through various steps: generate ideas, plan, draft, revise, edit and publish
- ☐ Discover different types of informational text and the structures and features proficient writers utilize when writing for various purposes
- ☐ Write about topics in which they have personal expertise

#### Unit 3: Opinion Writing: Writing About Reading

Students are invited to formally express their reactions to books in this unit. They learn that readers have ideas about books and back up their ideas with reasons and evidence to convince others. This type of writing is one that students will use for years to come.

- ☐ Recognize the different genres of writing
- ☐ Write opinion pieces about various elements of stories
- ☐ Choose reasons and language that will convince readers of opinions
- ☐ Organize written pieces with introductions, transitions and conclusions
- ☐ Draft letters about the characters they have met in their books

#### Unit 4: Narrative Writing / Poetry

Students will strengthen their narrative writing in the areas of: structure and cohesion, elaboration, language, the process of generating ideas, drafting, revision, and editing.

- ☐ Write gripping fictional stories
- ☐ Focusing on storytelling, small moment scenes, and using detail to build tension
- ☐ Revise their stories to bring out greater meaning and tension
- ☐ Understand structure, metaphor, word choice and repetition strengthen the writing of poetry.



# ELA - Phonics

## Unit

## In this unit, students...

### Unit 1: Growing into Second-Grade Phonics

- ☐ Revisit previously learned phonics principles , giving particular attention to silent E, long vowels, vowel teams and R-controlled vowels. Students learn to spell tricky snap words correctly, punctuate sentences, and use capital letters. Students are introduced to homophones and explore rhymes and rimes in reading fluently.

### Unit 2: Big Words Take Big Resolve: Tackling Multisyllabic Words

- ☐ Transition to a focus on longer, more complex words. Students learn how to tackle challenges in their reading. They explore complex consonant combinations: kn, wr, and gn; how to be flexible with the hard and soft sounds of C and G; and the many facets of gh. Finally, students study the endings of words and their spelling patterns.

### Unit 3: Word Builders: Construction, Demolition, and Vowel Power

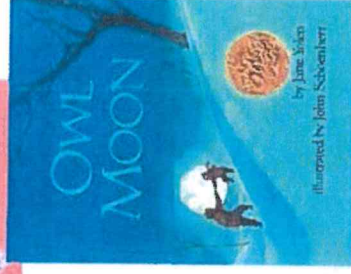
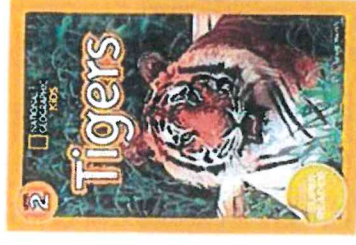
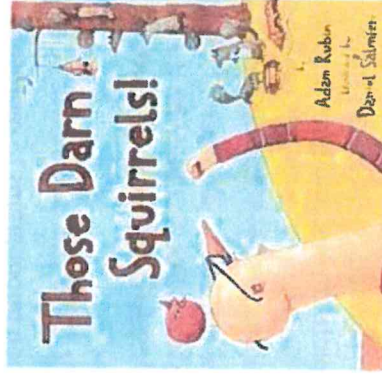
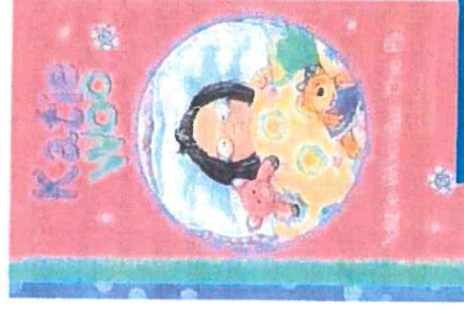
- ☐ Learn to build words, syllable by syllable. Students begin by using common phonograms to represent vowel sounds. Then they tackle long vowels, identifying some of the most common spellings for each vowel sound and creating word sorts with each of these spellings. Finally, the focus shifts from spelling big words to decoding big words.

### Unit 4: Word Collectors

- ☐ Focus on fostering word consciousness. Students study compound words and how breaking words apart can help determine meaning. Finally, students explore various prefixes and suffixes and their effect on base words.

# Mentor Texts

*Katie Woo Has the Flu* by Fran Manushkin  
*Those Darn Squirrels!* by Adam Rubin  
*Mercy Watson to the Rescue* by Kate DiCamillo  
*Knights in Shining Armor* by Gail Gibbons  
*Tigers* by Laura Marsh  
*Amazing Animals: Tigers* by Valerie Bodden  
*Owl Moon* by Jane Yolen  
*Minnie and Moo Go Dancing* by Denys Cazet  
*Happy Like Soccer* by Maribeth Boelts  
*Days with Frog and Toad* by Arnold Lobel  
*The Stories Julian Tells* by Ann Cameron





# Math

The big ideas in grade 2 include extending understanding of the base-ten number system, building fluency with addition and subtraction, using standard units of measure, and describing and analyzing shapes.

## Unit Learning Goals

**Unit 1: Adding, Subtracting, and Working with Data**  
Students represent and solve story problems within 20 through the context of picture and bar graphs that represent categorical data. Students build toward fluency with addition and subtraction.

**Unit 2: Add and Subtract within 100**  
Students add and subtract within 100 using strategies based on place value, properties of operations, and the relationship between addition and subtraction. They then use what they know to solve story problems.

**Unit 3: Measuring Length**  
Students measure and estimate lengths in standard units and solve measurement story problems within 100.

**Unit 4: Addition and Subtraction on the Number Line**  
Students learn about the structure of a number line and use it to represent numbers within 100. They also relate addition and subtraction to length and represent the operations on the number line.

**Unit 5: Numbers to 1,000**  
Students extend place value understanding to three-digit numbers.

**Unit 6: Geometry, Time, and Money**  
Students reason with shapes and their attributes and partition shapes into equal shares, building a foundation for fractions. They relate halves, fourths, and skip-counting by 5 to tell time, and solve story problems involving the values of coins and dollars.

**Unit 7: Add and Subtract within 1,000**  
Students use place value understanding, the relationship between addition and subtraction, and properties of operations to add and subtract within 1,000.

**Unit 8: Equal Groups**  
Students work with equal groups of objects to gain foundations for multiplication.

**Unit 9: Putting it All Together**  
Students consolidate and solidify their understanding of various concepts and skills related to major work of the grade. They also continue to work toward fluency goals of the grade.

# Science

Unit	In this unit, students...
Unit 1: Animal Adventures	<ul style="list-style-type: none"><li><input type="checkbox"/> students begin to develop an understanding of the world's animal biodiversity.</li><li><input type="checkbox"/> explore animal classification and the traits that define each group.</li><li><input type="checkbox"/> learn about habitats and how the surrounding environment affects what organisms live in a particular environment.</li></ul>
Unit 2: Plant Adventures	<ul style="list-style-type: none"><li><input type="checkbox"/> explore the needs of plants through hands-on investigations.</li><li><input type="checkbox"/> explore why and how plants disperse their seeds, what those seeds need in order to grow, and what the adult plants need in order to survive and thrive.</li></ul>
Unit 3: Work of Water	<ul style="list-style-type: none"><li><input type="checkbox"/> explore how water shapes the Earth's surface.</li><li><input type="checkbox"/> construct and use models of mountains to demonstrate that water flows downhill, and in the process, transforms huge rocks into the tiny grains of sand we find at the beach.</li><li><input type="checkbox"/> construct and use model hills to determine the causes of erosion, and to design solutions to problems caused by erosion.</li></ul>
Unit 4: Material Magic	<ul style="list-style-type: none"><li><input type="checkbox"/> explore the properties of materials and matter.</li><li><input type="checkbox"/> describe and classify different types of materials by properties like hardness, flexibility, and absorbency, and they investigate how those properties are useful in meeting basic human needs (such as clothing and cooking).</li><li><input type="checkbox"/> investigate how heating and cooling affect the properties of materials</li></ul>



# Social Studies

In second-grade, students will engage in the study of how people both past and present have made a difference in their community, country, and world as well as exploring how and what we decide to remember about the past.\*

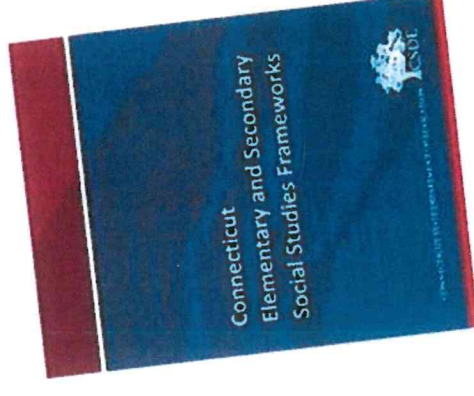
This interdisciplinary study incorporates history, civics, economics, and geography and requires that students generate and research compelling questions such as:

- How can people make a difference in society?
- How do both individuals and groups of people make a difference in our town, state, country, and world?
- How and what do we decide to remember about the past?
- How do things in the past connect to what happens today?

## Curricular Themes include:

- Perspectives and Diversity in our World
- Democratic Principles and Values
- Using Evidence to Learn About the Past
- Connecting the Past and Today

*from the CT Social Studies Frameworks*



# Social Studies

## Unit

### In this unit, students...

#### Unit 1: Rules, Citizenship, Map Skills

- ☐ Explain how people can work together to make decisions in the classroom. Answers the questions, "What does it mean to make a difference in society?"

#### Unit 2: Geography of the Americas

- ☐ Become explorers of the diverse landscapes of North and South America and discover the many ways people have found to survive and thrive in them. Students examine different types of maps and the tools needed to understand them.

#### Unit 3: Americans Move West

- ☐ Study how the development of major transportation systems accelerated westward expansion and contributed to the demise of Native American ways of life.

#### Unit 4: Civil Rights Leaders / Civil War

- ☐ Explore the growth of equality in the United States through iconic individuals. Students learn that when faced with injustice, ordinary people can make extraordinary changes for good. Examine the controversy between the North and the South over slavery, as well as differing points of view on other issues, and how it resulted in the Civil War.

#### Unit 5: World Perspectives: Japan

- ☐ Explore the physical geography and society of Japan, as well as the rich cultural traditions that still resonate within this modern, industrialized nation.

#### Unit 6: Economics

- ☐ Explore production methods through a simulation game and learn about taxes, decision making, and how money flows in an economy. Students learn about businesses and the many jobs those businesses offer in a community.



# Approved Resources

## ELA:

- ☐ Teachers College Units of Study in Reading, Writing and Phonics
- ☐ Lexia Core5 and PowerUp
- ☐ Newsela
- ☐ Raz Kids
- ☐ Learning Ally
- ☐ Epic
- ☐ See Saw

## Social Studies:

- ☐ Core Knowledge
- ☐ Studies Weekly
- ☐ CT Magazine: Where I Live

## Mathematics:

- ☐ Illustrative Mathematics
- ☐ LearnZillion
- ☐ Dreambox
- ☐ Number Talks: Helping Children Build Mental Math and Computation Strategies
- ☐ Mastering the Basic Facts: Addition and Subtraction

## Science:

- ☐ Mystery Science
- ☐ CREC Science Units

# Curriculum Overview Family Guide

## Grade 3

Regional School District 6



# English Language Arts

**Throughout the school year, 3rd grade students will spend the most time working on the following topics. They should understand them well by the end of the year.\***

*Learning to read and write:*

- Matching letters and sounds to sound out and write out most words. Students should be able to decode accurately and write words with several syllables and know and use suffixes and prefixes.
- Writing complete sentences and simple paragraphs about what they are learning, with mostly correct spelling, capitalization, and punctuation.
- Reading grade level texts smoothly and with expression, at a fluency rate of around 80-140 words per minute.

*Learning about the world through text:*

- Asking and answering questions about stories and texts read independently. Retelling what happened, explaining key ideas, and describing connections between ideas. Showing text evidence that supports their thinking.
- Figuring out the meaning of unknown words in text by using context or tools like dictionaries and glossaries.
- Using linking words and phrases to connect ideas (such as “also,” “another,” “more,” “but”).
- Showing something new they have learned from a text or about a topic. This can be in any form: speaking and conversation, illustrations, letters, journals, stories, posters, or sentences on the page.
- Writing about what happened or information learned from the text. Children should include a title, an introductory sentence or section, well developed examples, and a conclusion sentence or section.

\*from Achieve the Core [Grade 3 Family Guide](#)



# ELA - Reading

## Unit

### In this unit, students...

#### Unit 1: Building a Reading Life

*Students are introduced to the workshop model and taught how to use a reading log to keep track of their independent reading. They begin a reading notebook to capture their thoughts about reading*

- ☐ Preview fiction books to gain insight about the characters, setting, etc.
- ☐ Track characters' actions, thoughts, and feelings across books
- ☐ Determine themes and/or life lessons; Recognize point of view for a text
- ☐ Analyze author's' craft and perspective

#### Unit 2: Reading to Learn: Grasping Main Ideas & Text Structures

*This unit is focused on reading informational texts. Students learn and apply nonfiction reading strategies and what they know about the features and structures in these texts to read and learn new and interesting things about topics that they choose.*

- ☐ Work on reading non-fiction texts with fluency, and to do so in ways that allow them to determine importance and to ascertain the main ideas.
- ☐ Look at the structure of the texts and identify main ideas and supporting details.
- ☐ Read expository and narrative non-fiction and navigate their way through these texts, reading for higher-level comprehension

#### Unit 3: Character Studies

*Students learn about the story mountain, make careful, close observations of characters and draw on their insights to develop theories and predictions about the stories they read.*

- ☐ Observe what characters do and say to learn about them.
- ☐ Study character traits and making inference
- ☐ Use observations, ask questions, make predictions, and synthesize information.

#### Unit 4: Research Clubs: Elephants, Penguins, and Frogs, Oh My!

*Students work in small groups or clubs to read and research about animals, comparing and contrasting. They also research a third broad topic, to link their learning and building their overall knowledge..*

- ☐ Read in clubs using their nonfiction reading skills to research an animal.
- ☐ Work on asking and answering questions, using expert words, finding main idea, and using text features.
- ☐ Compare and contrast aspects of animals that were researched



# ELA - Writing

## Unit

### In this unit, students...

#### Unit 1: Crafting True Stories

*Moves students from writing a book a day (primary workshop) to work on longer projects. Students invest time in rehearsal for writing, collecting quick drafts of possible stories in notebook entries, and later select one to take through the writing process.*

- ☐ Use mental movies of events to help them write narratives in small details
- ☐ Use checklists, rubrics, and mentor texts to craft personal writing goals
- ☐ Collaborate with writing partners to help them ask and answer questions that will lead to revisions for greater clarity and meaning in their pieces.
- ☐ Study mentor texts to try new/different techniques to write with purpose and clarity

#### Unit 2: The Art of Information Writing

*Students learn to use text structures and features, as well as elaboration techniques, to write informational pieces to share all they know about topics of personal expertise with readers.*

- ☐ Use words to show sequence, highlight information/thoughts that do not fit, and connect ideas within and across categories of information.
- ☐ Include facts, definitions, details, and observations about the topic
- ☐ Choose expert words to teach readers a lot about a subject

**Unit 3: Changing the World: Persuasive Speeches, Petitions, and Editorials** *Students learn about the qualities of persuasive texts and the importance of selecting words with purpose as they write opinion pieces to support causes that matter to them.*

- ☐ write opinion pieces on topics or texts, supporting a point of view with reasons
- ☐ develop short- and longer-term writing projects
- ☐ engage in research, categorizing and organizing evidence
- ☐ understand how to use a repertoire of strategies to generate opinion writing.

#### Unit 4: Once Upon a Time: Adapting and Writing Fairy Tales

*Students practice writing well-structured narratives, using precise language to capture a moment, an image or an emotion, and develop their storyteller's voice as they write adaptations and original fairy tales.*

- ☐ Rehearse stories by telling them orally over and over
- ☐ Study mentor texts to explore and try different techniques to write with purpose.
- ☐ Apply fairy tale adaptations throughout a story via purposeful narration.
- ☐ Collaborate with writing partners to help them ask and answer questions that will lead to revisions for greater clarity and meaning in their pieces.



# ELA - Word Study

## Resources Include:

*How to Teach Spelling* by Laura Toby Rudginsky

Weekly Practice:

Pattern Words

High Frequency Words

Tier II and III Academic Words

Assessment:

Weekly Spelling Test

Diagnostic / Progress Monitoring Tool:

*Words Their Way* Spelling Inventory

## Student Program: *Lexia Core5*

Grade-level instruction includes:

### Structural Analysis

- Prefix & Suffix Meanings and Rules; Context Clues
- Word Analysis Strategies Morphological Awareness

### Automaticity/Fluency

- High-Frequency Sight Words
- Timed Silent Reading at Paragraph Level
- Modeled Prosody with Connected Text
- Rhyme Scheme; Intonation, Stress and Phrasing

### Vocabulary

- Idioms & Analogies
- Academic Vocabulary & Word Relationships

### Comprehension

- Connection and Integration of Ideas Within and Across Texts
- Grammar Concepts for Comprehension
- Building and Combining Sentences; Parts of Speech; Functions
- Inferences; Evidence; Cause and Effect; Summarization



# Mentor Texts

*Stone Fox* by John Reynolds Gardiner

*Gorillas* by Lisa MaManus

*Frogs and Toads* by Bobbie Kalman

*Because of Winn-Dixie* by Kate DiCamillo

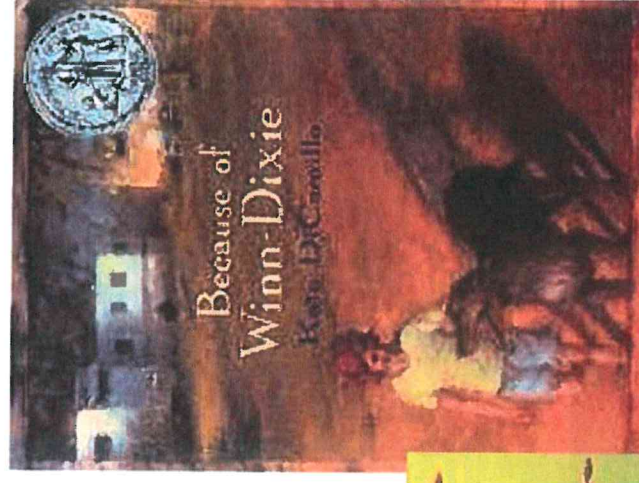
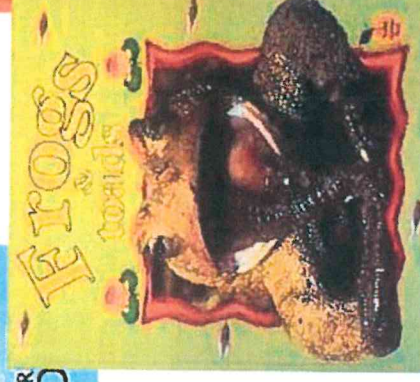
*Peter's Chair* by Ezra Jack Keats

*Make Way for Dymonde Daniel* by Nikki Grimes

*Penguins* by Bobbie Kalman

*The Penguin: A Funny Bird* by Béatrice Fontanal

*Frogs and Toads* by Bobbie Kalman





# Math

The big ideas in grade 3 include: developing understanding of multiplication and division and strategies for multiplication and division within 100; developing understanding of fractions, especially unit fractions (fractions with numerator 1); developing understanding of the structure of rectangular arrays and of area; and describing and analyzing two-dimensional shapes.

## Unit Learning Goals

### Unit 1: Introducing Multiplication

Students represent and solve multiplication problems through the context of picture and bar graphs that represent categorical data.

### Unit 2: Addition and Subtraction Story Problems

Students learn about area concepts and relate area to multiplication and to addition.

### Unit 3: Wrapping Up Addition and Subtraction Within 1,000

Students use place value understanding to round whole numbers and add and subtract within 1,000. They also represent and solve two-step word problems using addition, subtraction, and multiplication and assess the reasonableness of answers.

### Unit 4: Relating Multiplication to Division

Students learn about and use the relationship between multiplication and division, place value understanding, and the properties of operations to multiply and divide whole numbers within 100. They also represent and solve two-step word problems using the four operations.

### Unit 5: Fractions as Numbers

Students develop an understanding of fractions as numbers and of fraction equivalence by representing fractions on diagrams and number lines, generating equivalent fractions, and comparing fractions.

### Unit 6: Measuring Length, Time, Liquid Volume, and Weight

Students measure length and count up to 120 length units. They solve addition and subtraction story problems with unknowns in all positions.

### Unit 7: Two-dimensional Shapes and Perimeter

Students reason about shapes and their attributes, with a focus on quadrilaterals. They solve problems involving the perimeter and area of shapes.

### Unit 8: Putting it All Together

Students consolidate and solidify their understanding of various concepts and skills on major work of the grade. They also continue to work toward fluency goals of the grade.



# Science

Unit	In this unit, students...
<b>Unit 1: Animals Through Time</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> develop an understanding of how animals and their environments change through time.</li><li><input type="checkbox"/> analyze the traits of animals provides evidence for how those traits vary, how they are inherited, and how they have changed over time.</li><li><input type="checkbox"/> examine how the environment can affect inherited traits and determine which animals will survive in a particular environment.</li></ul>
<b>Unit 2: Power of Flowers</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> discover how plants reproduce by exploring the process of pollination and fruiting.</li><li><input type="checkbox"/> investigate how plant traits are inherited from parent plants, and how favorable plant traits can be enhanced by humans via artificial selection.</li></ul>
<b>Unit 3: Stormy Skies</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> investigate and make predictions about the weather through careful observation of the clouds and wind.</li><li><input type="checkbox"/> learn to differentiate between weather and climate and use models to reveal global climate patterns.</li></ul>
<b>Unit 4: Invisible Forces</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> explore the forces all around them.</li><li><input type="checkbox"/> investigate the effects of balanced and unbalanced forces, the pushes and pulls of bridge structures, and the effects of friction on the motion of objects.</li><li><input type="checkbox"/> explore the power of magnetic forces and investigate firsthand how these forces can be used to help us in our everyday lives.</li></ul>

# Social Studies

In third grade, students will engage in a yearlong study of Connecticut and local towns. They will analyze the impact of geography, economics, and government structures to study the history and contemporary society of Connecticut and local towns.\*

The study of Connecticut requires that students generate and research compelling questions across the four core disciplines. Such questions may include:

- How has our local community contributed to Connecticut's story, past and present?
- In what ways has our town and Connecticut changed and/or stayed the same over time?
- Why is our town, and our state, the way that it is?
- Is there a Connecticut state identity?
- What was the significance of Connecticut's contribution to America's story?

Curricular Themes include:

- Cultural Diversity and a Connecticut State Identity
- The Impact of Science, Technology, and Innovation on the Development of Connecticut Towns and the State
- Patterns and causes of population development in Connecticut towns and cities
- The Influence of Geography on the Social, Political, and Economic Development of CT Towns and the State

*\*from the CT Social Studies Frameworks*





# Social Studies

Unit	In this unit, students...
<b>Unit 1: Rules, Citizenship</b>	<input type="checkbox"/> Identify rights, responsibilities, and the various types of communities / what it means to be a citizen
<b>Unit 2: CT: Where I Live</b>	<input type="checkbox"/> Analyze the impact of geography, economics, and government structures to study the history and contemporary society of Connecticut and local towns. Students identify and examine connections between events in local and regional history.
<b>Unit 3: Earliest Americans</b>	<input type="checkbox"/> Are introduced to some of the different native peoples who populated America many years before the arrival of European explorers
<b>Unit 4: World Rivers</b>	<input type="checkbox"/> Use maps and globes to locate the continents, major oceans, and important world rivers. Students explore the benefits and dangers of rivers. They learn why ancient civilizations and modern cities were established near rivers, and how rivers are often associated with major historical events.
<b>Unit 5: World Perspectives: Ancient Greece</b>	<input type="checkbox"/> Investigate life in ancient Athens and Sparta; learn about the Persian wars; visit the early Olympic Games; hear about Greek gods and goddesses; and meet Socrates, Plato, Aristotle, and Alexander the Great.
<b>Unit 6: Economics and our State</b>	<input type="checkbox"/> Are introduced to financial literacy and learning objectives including how people manage their money and the importance of economic exchange within a city and within the state of CT.

# Approved Resources

## ELA:

- ☐ Teachers College Units of Study in Reading, Writing and Phonics
- ☐ Lexia Core5 and PowerUp
- ☐ Newsela
- ☐ Raz Kids
- ☐ Learning Ally
- ☐ Epic
- ☐ See Saw

## Social Studies:

- ☐ Core Knowledge
- ☐ Studies Weekly
- ☐ CT Magazine: Where I Live

## Mathematics:

- ☐ Illustrative Mathematics
- ☐ LearnZillion
- ☐ Dreambox
- ☐ Number Talks: Helping Children Build Mental Math and Computation Strategies
- ☐ Number Talks: Fractions, Decimals, and Percentages

## Science:

- ☐ Mystery Science
- ☐ Core Knowledge (pilot)



# Curriculum Overview Family Guide

## Grade 4

Regional School District 6

# English Language Arts

Throughout the school year, 4th grade students will spend the most time working on the following topics. They should understand them well by the end of the year.\*

## *Reading and Writing Skills:*

- Writing to complete sentences and paragraphs about what they are learning, with mostly correct spelling, grammar, capitalization, and punctuation.
- Reading 4th grade level texts smoothly and with expression, at a fluency rate of around 90-140 words per minute.

## *Learning about the world through text:*

- Asking and answering questions about stories and texts read independently. Using specific evidence to describe, to explain how ideas are connected, and to support inferences about the text.
- Figuring out the meaning of unknown words in text by using context or tools like dictionaries and glossaries.
- Linking opinions and reasons or ideas within categories using words and phrases to connect ideas (for example, “for instance,” “in order to,” “in addition,” “for example,” “also”).
- Showing something new they have learned from a text or about a topic. This can be in any form: speaking and conversation, illustrations, letters, journals, stories, posters, or essays.
- Writing about what happened or information learned from the text. Should include a title, an introductory sentence, well-developed examples, and a conclusion section. Spelling, capitalization, and punctuation should be mostly accurate.

\*from Achieve the Core [Grade 4 Family Guide](#)



# ELA - Reading

Unit	In this unit, students...
<b>Unit 1: Interpreting Characters: The Heart of Story</b> Students deepen their interpretation skills by studying characters in fictional text. Using text evidence that students gather as they follow characters' journeys across the story arc, they build big ideas and discover the themes that authors convey.	<input type="checkbox"/> Read with deep engagement to grow ideas about characters based on their thoughts, words, and actions. Identify themes in texts. <input type="checkbox"/> Identify character traits and change and support with text evidence <input type="checkbox"/> Develop interpretations that are supported across the whole text <input type="checkbox"/> Develop and revise theories about characters
<b>Unit 2: Reading the Weather, Reading the World</b> Students work together to research highly engaging topics, synthesizing information and analyzing the author's craft. They also use text structures and features to monitor their comprehension and solve content vocabulary.	<input type="checkbox"/> Determine main ideas and supporting details <input type="checkbox"/> Summarize texts <input type="checkbox"/> Identify nonfiction text structures <input type="checkbox"/> Figure out the meaning of unknown words
<b>Unit 3: Detail &amp; Synthesis</b> Students use earlier instruction around character and theme with greater independence as they read their own increasingly challenging books.	<input type="checkbox"/> Cite the text to elaborate on details in informal partnership conversations. <input type="checkbox"/> Learn to think between whole and part, to infer and to interpret. <input type="checkbox"/> Increase their knowledge and go beyond the text to form syntheses
<b>Unit 4: Historical Fiction Book Clubs</b> Students use the support of their book clubs to keep track of characters, as well as to research unfamiliar settings and time periods. They also develop their critical reading skills as they examine perspectives and power in their books.	<input type="checkbox"/> Develop ideas about characters, settings, and time periods that are grounded in text evidence; determine themes in and across texts <input type="checkbox"/> Grow critical ideas about power and perspective <input type="checkbox"/> Strengthen book club conversations and writing about reading skills <input type="checkbox"/> Synthesize information to develop theories about historical time periods



# ELA - Writing

Unit	In this unit, students...
<b>Unit 1: The Arc of Story: Writing Realistic Fiction</b> <i>Students bring all that they are learning about the story arc to write fictional narratives in which characters struggle, deal with setbacks and come to a resolution.</i>	<input type="checkbox"/> Focus stories on small moments <input type="checkbox"/> Understand and develop the important parts of stories <input type="checkbox"/> Add details and information to elaborate <input type="checkbox"/> Develop tension within stories
<b>Unit 2: Boxes and Bullets: Personal and Persuasive Essays</b> <i>Students learn the way in which personal essays are structured to write essays on topics they know well. They then revise their personal thesis statements into persuasive thesis statements to write persuasive essays.</i>	<input type="checkbox"/> Identify and develop ideas and opinions that can be topics for personal essays <input type="checkbox"/> Create an organizational structure to write an essay <input type="checkbox"/> Provide reasons that are supported by facts and details <input type="checkbox"/> Use transitional language within their paragraphs
<b>Unit 3: The Literary Essay: Writing about Fiction</b> <i>Students write literary essays that begin by defending basic ideas about a text and progress to writing more interpretative ideas. They then transfer all they learn to write essays that compare and contrast their interpretations across multiple texts.</i>	<input type="checkbox"/> Write essays on debatable topics supporting a point of view with reasons <input type="checkbox"/> Engage in research, integrating the information from a variety of resources <input type="checkbox"/> Organize information into reasons with evidence that supports the overall claim <input type="checkbox"/> Use transitional language within paragraphs
<b>Unit 4: Graphic Novels</b> <i>This unit kicks off with an inquiry into the format of graphic novels and helps students develop their understanding of this format. Students learn how to transfer what they have learned about narrative writing.</i>	<input type="checkbox"/> Study and compare various graphic novels <input type="checkbox"/> Work through the writing process to create an original graphic novel <input type="checkbox"/> Learn about the structure and layout of this new medium <input type="checkbox"/> Revise and strengthen their skills in creating a second graphic novel



# ELA - Word Study

## Resources Include:

*Words: Integrated Decoding and Spelling Instruction*  
by Marcia K. Henry  
Unit 1: Organizing Letter-Sound Correspondences  
Unit 2: Syllable Patterns

Weekly Practice:  
Pattern Words  
High Frequency Words  
Tier II and III Academic Words

Assessment:  
Weekly Spelling Test  
Diagnostic / Progress Monitoring Tool:  
*Words Their Way* Spelling Inventory

## Student Program: *Lexia Core5*

Grade-level instruction includes:

### Structural Analysis

- Root, Prefix & Suffix Meanings and Rules; Context Clues
- Word Analysis Strategies; Morphological Awareness

### Automaticity/Fluency

- High-Frequency Sight Words
- Timed Silent Reading at Paragraph Level
- Modeled Prosody with Connected Text
- Rhyme Scheme; Intonation, Stress and Phrasing

### Vocabulary

- Multiple Meaning Words; Idioms; Word Relationships
- Academic Vocabulary (General, Domain-specific, Connectives)

### Comprehension

- Connection and Integration of Ideas Within and Across Texts
- Grammar Concepts for Comprehension
- Building and Combining Sentences; Parts of Speech and Functions
- Text Features; Prediction; Compare/Contrast; Perspective



# Mentor Texts

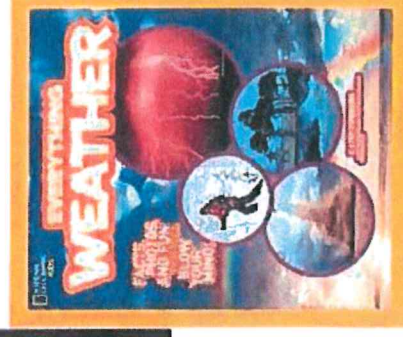
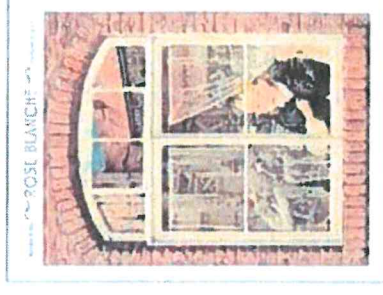
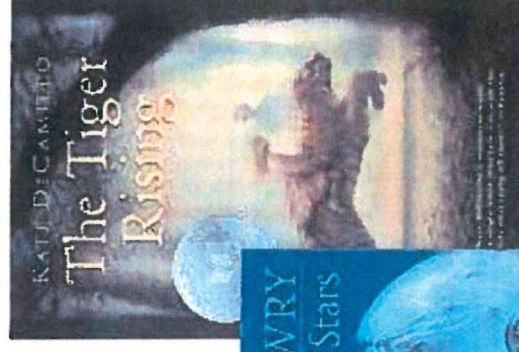
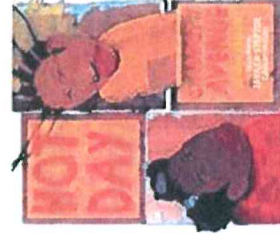
*The Tiger Rising* by Kate DiCamillo

*Everything Weather* by Kathy Furgang  
*Hurricane And Tornado* by Jack Challoner

*Rose Blanche* by Christophe Gallaz  
*Number the Stars* by Lois Lowry  
"Things" by Eloise Greenfield

Up the Ladder Reading: Nonfiction  
*Mummies* (National Geographic Kids) by Elizabeth Carney  
*Beastly Tales: Yeti, Bigfoot...* by Malcolm Yorke  
*Nubs: The True Story of a Mutt...* by Major Brian Dennis, Kirby Larson, and Mary Nethery

Up the Ladder Reading: Fiction:  
*The Year of the Dog* by Grace Lin  
*Hot Day on Abbott Avenue* by Karen English  
"Shells" from *Every Living Thing* by Cynthia Rylant





# Math

The big ideas in grade 4 include: developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

## Unit Learning Goals

### Unit 1: Factors and Multiples

Students apply understanding of multiplication and area to work with factors and multiples.

### Unit 2: Fraction Equivalence and Comparison

Students generate and reason about equivalent fractions and compare and order fractions with the following denominators: 2, 3, 4, 5, 6, 8, 10, 12, and 100.

### Unit 3: Extending Operations to Fractions

Students learn that a fraction  $\frac{a}{b}$  is a product of a whole number 'a' and a unit fraction  $\frac{1}{b}$  or  $\frac{a}{b} = a \times \frac{1}{b}$ , and that  $n \times \frac{a}{b} = (n \times a) \times \frac{1}{b}$ . Students learn to add and subtract fractions with like denominators, and to add and subtract tenths and hundredths.

### Unit 4: From Hundredths to Hundred-Thousands

Students read, write and compare numbers in decimal notation. They also extend place value understanding for multi-digit whole numbers and add and subtract within 1,000,000.

### Unit 5: Multiplicative Comparison and Measurement

Students make sense of multiplication as a way to compare quantities. They use this understanding to solve problems about measurements.

### Unit 6: Multiplying and Dividing Multi-digit Numbers

Students multiply and divide multi-digit whole numbers using partial products and partial quotients strategies, and apply this understanding to solve multi-step problems using the four operations.

### Unit 7: Angles and Angle Measurement

Students learn to draw and identify points, rays, segments, angles, and lines, including parallel and perpendicular lines. Students also learn how to use a protractor to measure angles and draw angles of given measurements, and identify acute, obtuse, right, and straight angles in two-dimensional figures.

### Unit 8: Properties of Two-dimensional Shapes

Students classify triangles and quadrilaterals based on the properties of their side lengths and angles, and learn about lines of symmetry in two-dimensional figures. They use their understanding of these attributes to solve problems, including problems involving perimeter and area.

### Unit 9: Putting it All Together

Students consolidate and solidify their understanding of various concepts and skills related to major work of the grade. They also continue to work toward fluency goals of the grade.



# Math

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Students make sense of multiplication as a way to compare quantities. They use this understanding to solve problems about measurements.

### Unit 7: Angles and Angle Measurement

Students learn to draw and identify points, rays, segments, angles, and lines, including parallel and perpendicular lines. Students also learn how to use a protractor to measure angles and draw angles of given measurements, and identify acute, obtuse, right, and straight angles in two-dimensional figures.

### Unit 8: Properties of Two-dimensional Shapes

Students classify triangles and quadrilaterals based on the properties of their side lengths and angles, and learn about lines of symmetry in two-dimensional figures. They use their understanding of these attributes to solve problems, including problems involving perimeter and area.

### Unit 9: Putting it All Together

Students consolidate and solidify their understanding of various concepts and skills related to major work of the grade. They also continue to work toward fluency goals of the grade.



# Science

## Unit 1: Human Machine

- ☐ investigate structures and functions of the human body.
- ☐ explore how our bones and muscles are interconnected, how our eyes interact with light and impact our vision, and how our brain responds to stimuli in our environment.

## Unit 2: Birth of Rocks

- ☐ investigate features and processes of the Earth's surface.
- ☐ explore the rapid process of volcanic eruptions.
- ☐ explore the gradual Earth processes of weathering and erosion. =
- ☐ apply their knowledge and design solutions to mitigate the impacts of these processes on humans.

## Unit 3: Waves of Sound

- ☐ construct physical devices to feel the vibrations that allow us to communicate across distances.
- ☐ use digital devices to visualize the characteristics of different sound waves that cause us to hear different things.

## Unit 4: Energizing Everything

- ☐ investigate how energy is stored, how it can make objects move, and how collisions transfer energy between objects
- ☐ construct devices that convert energy from one form into another, such as heat into motion and electricity into light.

# Social Studies

In Grade 4 students engage in the study of United States Geography as it relates to the regional cultural, economic, and political development of the United States. This approach supports in-depth inquiry through the examination and evaluation of multiple sources and allows students to explore regions of the United States supported by the disciplines of history, civics, and economics.

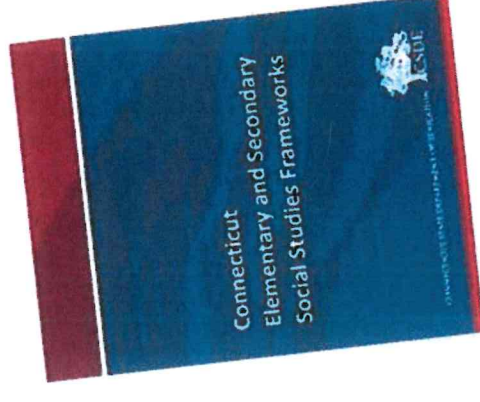
The study of geography requires that students generate and research compelling questions such as:

- How does where we live affect how we live? How and why do places change over time?
- What characteristics make groups of people unique?
- What role does climate play in people's lives?
- Why do people move from one region to another?

## **Curricular Themes include:**

- Human-Environment Interaction
- Environment and Climate
- Movements of People and Ideas
- Defining Regions

*\*from the CT Social Studies Frameworks*





# Social Studies

Unit	In this unit, students...
Unit 1: Exploring Maps and World Mountains	<input type="checkbox"/> Review skills of using maps and globes and then apply those skills in learning about major mountains and mountain ranges.
Unit 2: States and Capitals	<input type="checkbox"/> Identify the location of each of the fifty states and their capitals; Provide region specific examples to answer 'How does where you live influence how you live?'
Unit 3: United States Geography	<input type="checkbox"/> Reinforce map and globe skills as they learn about the geographic characteristics of different regions of the United States. Students explore each region's climate, natural resources, culture, and other distinctive characteristics.
Unit 4: Early Presidents and Social Reformers	<input type="checkbox"/> Focus on the first seven presidents of the United States. As students learn how our early presidents set precedents for the future of the new nation, they also consider different visions of how the nation and its government should evolve.
Unit 5: US Constitution	<input type="checkbox"/> Explore the creation and central ideas of the United States Constitution. Students learn how, after the Revolution, the Founding Fathers worked to form a new government.
Unit 6: Economics in Various Regions	<input type="checkbox"/> Are introduced to entrepreneurship and how entrepreneurs use resources to produce goods and services in a region.



# Approved Resources

## ELA:

- ☐ Teachers College Units of Study in Reading, Writing and Phonics
- ☐ Lexia Core5 and PowerUp
- ☐ Newsela
- ☐ Raz Kids
- ☐ Learning Ally
- ☐ Epic
- ☐ See Saw

## Social Studies:

- ☐ Core Knowledge
- ☐ Studies Weekly
- ☐ CT Magazine: Where I Live

## Mathematics:

- ☐ Illustrative Mathematics
- ☐ LearnZillion
- ☐ Dreambox
- ☐ Number Talks: Helping Children Build Mental Math and Computation Strategies
- ☐ Number Talks: Fractions, Decimals, and Percentages

## Science:

- ☐ Mystery Science
- ☐ CREC Science Units



# Curriculum Overview Family Guide

## Grade 5

Regional School District 6

# English Language Arts

Throughout the school year, 5th grade students will spend the most time working on the following topics. They should understand them well by the end of the year.\*

## *Learning to read and write:*

- Writing to complete sentences and well developed paragraphs about what they are learning, with mostly correct spelling, grammar, capitalization, and punctuation.
- Reading grade level texts smoothly and with expression, at a fluency rate of around 100-150 words per minute.
- Writing in response to text. Children should include an introduction with a simple thesis statement, examples that are logically ordered and grouped, a conclusion, and mostly accurate spelling, capitalization, and punctuation.

## *Learning about the world through text:*

- Asking and answering questions about stories and texts read independently.
- Figuring out the meaning of unknown words in text by using context, word relationships, or tools such as dictionaries and glossaries.
- Linking opinions and reasons or ideas within categories using words and phrases (for example, “consequently,” “specifically,” “in contrast,” “especially”).
- Showing something new they have learned from a text or about a topic- conversation, illustrations, journals, etc.

*\*from Achieve the Core [Grade 5 Family Guide](#)*



# English Language Arts - Reading

## Unit

### In this unit, students...

#### Unit 1: Interpretation Book Clubs: Analyzing Themes

Students work together in book clubs to identify the themes that thread through their books. They use their reader's notebooks to explore ideas / theories.

- ☐ Establish routines and procedures as a community of readers to discuss and read books critically
- ☐ Read thoughtfully and strengthen reading strategies of analyzing characters and identifying themes in literature
- ☐ Preview the features of a book to develop ideas about setting, characters, and possible themes.
- ☐ Launch reading partnerships to make their reading journeys through a book more meaningful

#### Unit 2: Tackling Complexity: Moving Up Levels of Nonfiction

Students learn new strategies to read more complex nonfiction text and meet the challenges they encounter. Students also use their strategies to research a topic of interest.

- ☐ Identify how texts at this level become more complex and develop reading strategies to deal with the difficulties they encounter
- ☐ Determine multiple main ideas and key details in nonfiction texts in order to summarize learning
- ☐ Learn how to be an independent researcher
- ☐ Become critical readers by not taking facts for face value, but making their own connections, raising their own questions, and growing their own ideas from the text

#### Unit 3: Argument & Advocacy: Researching Debatable Issues

Students compare ideas, information and perspectives as they read a number of different topics and positions.

- ☐ Read across a variety of nonfiction texts to research a specific topic / compare information
- ☐ Integrate information from multiple sources to synthesize learning
- ☐ Identify and think critically about the author's point of view and bias
- ☐ Share research-based learning with others

#### Unit 4: "Fantasy Book Clubs: The Magic of Themes and Symbols

Students draw from all they have learned about inference and interpretation and use these skills to understand the complex plot-lines, settings, themes, and symbols in fantasy texts.

- ☐ Understand how fantasy authors draw on the traditions of narrative tales to create fantastical stories and quests that reveal messages about heroism and good vs. evil.
- ☐ Analyze the common theme - of the essential goodness and courage of mankind - that makes fantasy stories so hopeful, intense, and ultimately satisfying.
- ☐ Engage in book club conversations with increasing independence and purpose



# English Language Arts - Writing

## Unit

### In this unit, students...

#### Unit 1: Narrative Craft

Students learn new strategies to generate ideas and write meaningful stories.

- ☐ Establish the expectations for grade five writers workshop and writer's notebooks through personal narrative writing
- ☐ Explore narrative writing by reflecting on significant and meaningful moments in their lives
- ☐ Practice collecting ideas for writing and growing ideas into stories by implementing specific writing strategies
- ☐ Move fluidly through the writing process of collecting ideas, drafting, revising, editing and publishing.

#### Unit 2: Lens of History: Research Reports

Students learn to write informational pieces with a logical structure, incorporate their thinking into their writing, and write to advance big ideas on a topic that interests them.

- ☐ Identify and develop areas of expertise and develop questions to extend knowledge through research and exploration
- ☐ Write informative/explanatory texts to examine a topic and convey ideas and information clearly through various text features and organizational structures
- ☐ Incorporate and blend known information with newly learned facts, details, research, and quotes
- ☐ Attend to audience, using specific vocabulary, varied sentence structure, and precise language

#### Unit 3: The Researched-Based Argument Essay

Students are provided with research on an issue and write argument essays in response.

- ☐ Write opinion pieces on debatable topics supporting a point of view with reasons
- ☐ Learn from each other through debate and collaboration in order to strengthen or restructure claims
- ☐ Engage in research, categorizing, organizing, and integrating evidence
- ☐ Organize information into reasons with supporting evidence that address the claim

#### Unit 4: Literary Essay / Fantasy Writing

Students draw on their knowledge of narrative writing, and the story elements that they learn about while reading this genre, to write essays about stories in the fantasy genre.

- ☐ Begin by writing an essay about a shared story
- ☐ Learn to design, write, and revise interpretive essays about short stories.
- ☐ Choose a person or topic to write about within the fantasy genre
- ☐ Examine the characters, settings, and problems that fantasy stories can include
- ☐ Study the craft of fantasy writing utilizing mentor texts



# Word Study

## Resources Include:

*Words: Integrated Decoding and Spelling Instruction*

by Marcia K. Henry

Unit 3: Layers of Language: Anglo-Saxon, Latin, Greek

Unit 4: Morpheme Patterns

Unit 5: Strategies for Decoding and Spelling Long,

Unfamiliar Words

Weekly Practice:

Pattern Words

High Frequency Words

Tier II and III Academic Words

Assessment:

Weekly Spelling / Vocabulary Review

Diagnostic / Progress Monitoring Tool:

*Words Their Way* Spelling Inventory

Student Program: *Lexia Core5* Grade-level instruction includes:

## Structural Analysis

- Accent Placement; Prefix & Suffix Meanings
- Greek Combining Forms; Context Clues

## Automaticity/Fluency

- High-Frequency Sight Words
- Timed Silent Reading at Paragraph Level
- Rhyme Scheme; Intonation, Stress and Phrasing

## Vocabulary

- Shades of Meaning; Advanced Analogies
- Academic Vocabulary ; Word Relationships

## Comprehension

- Application of Higher-Order Comprehension Skills
- Connection and Integration of Ideas Within and Across Texts
- Illustrations & Visual Information; Fact vs. Opinion

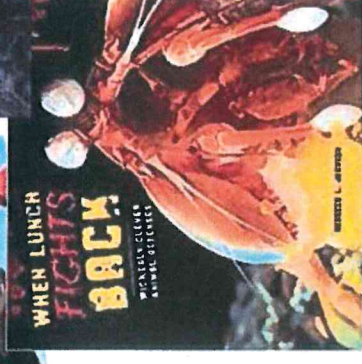
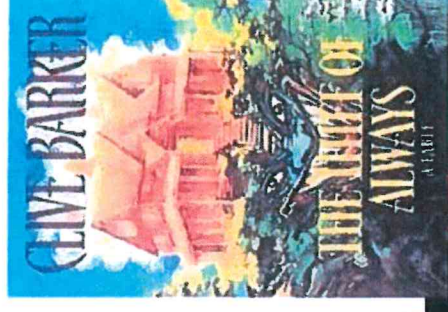
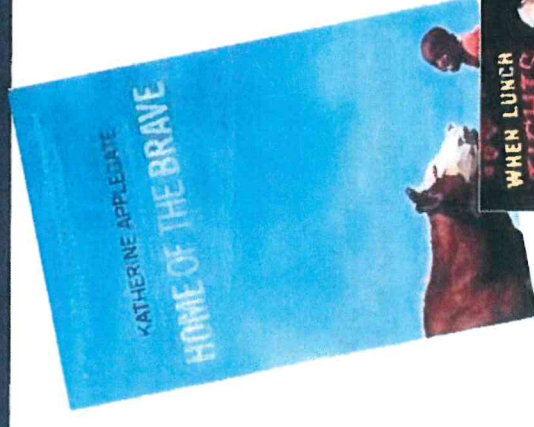
# Mentor Texts

*Home of the Brave* by Katherine Applegate  
*Fly Away Home* by Eve Bunting

*When Lunch Fights Back: Wickedly Clever Animal Defenses* by  
Rebecca L. Johnson  
*Alien Deep: Revealing the Mysterious Living World at the Bottom of  
the Ocean* by Bradley Hague

"A School Fight over Chocolate Milk" by Kim Severson.  
"Schools Ban Chocolate Milk; Kids Just Stop Drinking Milk  
Altogether" by Rachel Nuwer  
"It's a Plastic World"

*The Thief of Always* by Clive Barker  
*The Paper Bag Princess* by Robert Munsch  
*Mufaro's Beautiful Daughters: An African Tale* by John Steptoe





# Math

The big ideas in grade 5 include: developing fluency with addition and subtraction of fractions, developing understanding of multiplication and division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions), extending division to two-digit divisors, developing understanding of operations with decimals to hundredths, developing fluency with whole number and decimal operations, and developing understanding of volume.

## Unit Learning Goals

### Unit 1: Finding Volume

Students find the volume of right rectangular prisms and solid figures composed of two right rectangular prisms.

### Unit 2: Fractions as Quotients and Fraction Multiplication

Students develop an understanding of fractions as the division of the numerator by the denominator, that is  $a \div b = a \cdot \frac{1}{b} = ab$ , and solve problems that involve the multiplication of a whole number and a fraction, including fractions greater than 1.

### Unit 3: Multiplying and Dividing Fractions

Students extend multiplication and division of whole numbers to multiply fractions by fractions and divide a whole number and a unit fraction.

### Unit 5: Place Value Patterns and Decimal Operations

Students build from place value understanding in grade 4 to recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and  $\frac{1}{10}$  of what it represents in the place to its left. They use this place value understanding to round, compare, order, add, subtract, multiply, and divide decimals.

### Unit 6: More Decimal and Fraction Operations

Students solve multi-step problems involving measurement conversions, line plots, and fraction operations, including addition and subtraction of fractions with unlike denominators. They also explain patterns when multiplying and dividing by powers of 10 and interpret multiplication as scaling by comparing products with factors.

### Unit 7: Shapes on the Coordinate Plane

Students plot coordinate pairs on a coordinate grid and classify triangles and quadrilaterals in a hierarchy based on properties of side length and angle measure. They generate, identify, and graph relationships between corresponding terms in two numeric patterns, given two rules, and represent and interpret real world and mathematical problems on a coordinate grid.

# Science

Unit	In this unit, students...
<b>Unit 1: Web of Life</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> explore how organisms depend on one another and form an interconnected ecosystem.</li><li><input type="checkbox"/> investigate food chains, food webs, and the importance of producers, consumers, and decomposers.</li></ul>
<b>Unit 2: Watery Planet</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> consider the profound importance of water as a natural resource.</li><li><input type="checkbox"/> investigate the distribution of water, how it cycles through Earth's systems, and explore how it affects human societies</li></ul>
<b>Unit 3: Spaceship Earth</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> students explore the Earth, Sun, Moon, and stars using observations of shadows and changing patterns in the sky.</li><li><input type="checkbox"/> explore the planets of our Solar System and begin to consider what might lie beyond.</li></ul>
<b>Unit 4: Chemical Magic</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> investigate the properties of matter by dissolving everyday chemicals to make solutions and by exploring simple yet surprising chemical reactions.</li><li><input type="checkbox"/> begin to build conceptual models for the particulate nature of matter.</li></ul>



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# Social Studies

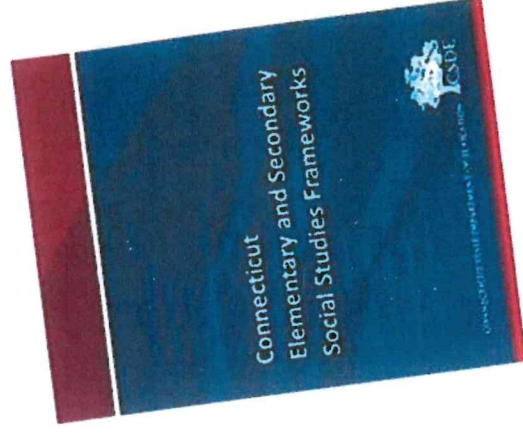
In Grade 5, students engage in the study of events early in United States history from indigenous peoples here prior to colonization through the American Revolution. An emphasis is placed on analyzing and evaluating a variety of documents, sources, and perspectives.

**The study of early American history requires that students generate and research compelling questions such as:**

- How do Americans define freedom and equality and how have American conceptions of freedom and equality changed over the course of U.S. history for members of various racial, ethnic, religious, and gender minority groups?
- Is America a land of political, economic, and social opportunity?
- What was the significance of Connecticut's contribution to America's story?
- Is the United States a "just" society and how has the concept of justice evolved over time?
- Is there an American national identity; what does it mean to be an American?
- What should be the current role of the United States in world affairs?

***Curricular Themes Include:***

- The Struggle for Freedom, Equality, and Social Justice
- Cultural Diversity and an American National Identity
- Gender Roles in Economic, Political, and Social Life
- The Role of Connecticut in U.S. History; The Role of U.S. in World Affairs





# Social Studies

Unit	In this unit, students...
<b>Unit 1: Map Skills / Kid Governor</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explore how to read maps and globes; countries, continents, major bodies of water.</li> <li><input type="checkbox"/> Learn about state government, elections and voting, and civic participation through the CT Kid Governor program.</li> </ul>
<b>Unit 2: Early Settlers in North America</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explore how three regions of English colonies in North America developed differently as a result of each region's geography and climate, as well as the different religions and beliefs of the colonists settling each area. Students study differences in climate and agriculture, as well as the growth of important cities.</li> </ul>
<b>Unit 3: Road to Revolution / American Revolution</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Study background information on the establishment of the thirteen colonies. Students learn about early alliances, the French and Indian War, and causes and provocations of the American Revolution</li> <li><input type="checkbox"/> Are introduced to major ideas in the Declaration of Independence and to key figures in the Revolution. Students are also introduced to art and literature representative of the period.</li> </ul>
<b>Unit 4: Native Americans and Westward Expansion</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Focus on the causes and effects of the westward movement of Americans in the late 1800s, which often led to conflict with Native Americans displaced from lands they had long inhabited. They learn about the Homestead Act, the myths and realities of the "wild west" and the idea of closing the American frontier.</li> </ul>
<b>Unit 5: Public Speaking Forum</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Annotate and interpret a historical speech; Compose their own research-based speech; Present their speech by integrating public speaking and performance skills</li> </ul>

# Approved Resources

## ELA:

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- ☐ Number Talks: Helping Children Build Mental Math and Computation Strategies
- ☐ Number Talks: Fractions, Decimals, and Percentages

## Science:

- ☐ Mystery Science
- ☐ CREC Science Units
- ☐ Core Knowledge Pilot (Warren)