

**NEW MILFORD BOARD OF EDUCATION**  
New Milford Public Schools  
25 Sunny Valley Road, Suite A  
New Milford, Connecticut 06776

RECEIVED  
TOWN CLERK *gmp*

**COMMITTEE ON LEARNING SUB-COMMITTEE**  
**MEETING NOTICE**

2025 JAN 29 P 3:55  
NEW MILFORD, CT

**DATE: February 4, 2025**  
**TIME: 7:15 P.M.**  
**PLACE: Sarah Noble Intermediate School – Library Media Center**

**AGENDA**

**New Milford Public Schools Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family, and community is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

**1. Call to Order**

**2. Public Comment**

An individual may address the Board concerning any item on the agenda for the meeting subject to the following provisions:

- A. A three-minute time limit may be allocated to each speaker with a maximum of twenty minutes being set aside per meeting. The Board may, by a majority vote, cancel or adjust these time limits.
- B. If a member of the public comments about the performance of an employee or a Board member, whether positive, negative, or neutral, and whether named or not, the Board shall not respond to such comments unless the topic is an explicit item on the agenda and the employee or the Board member has been provided with the requisite notice and due process required by law. Similarly, in accordance with federal law pertaining to student confidentiality, the Board shall not respond to or otherwise discuss any comments that might be made pertaining to students.

**3. Items for Discussion and Approval:**

- A. ECE Calculus
- B. ECE Statistics
- C. ECE Microeconomics
- D. ECE Chinese Studies
- E. ECE Middle Eastern Studies
- F. ECE US History Since 1877
- G. ECE English
- H. ECE Intermediate Marketing
- I. ECE Exercise Physiology

**4. Items of Information**

- A. Pilot Course at SMS - Cultural Connection



## Request for a New Program or Course

Refer to Curriculum Proposal Process Document for All Deadlines

Signature of Principal: \_\_\_\_\_

Date: 12/23/24

Signature of Dept. Chair (if applicable): \_\_\_\_\_

Date: 1/2/25

Title of Proposal: ECE Calculus Course

Person Submitting Proposal: Stephen Donahue

Curriculum Area: Mathematics

Number of Credits/Level (if applicable): Prerequisite Courses: 1 credit, Honors Pre-calculus

Grade(s): 11th or 12th grade

**1. Description of Program/Course** (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This proposal is not for a new course. This is a proposal to align our calculus curriculum with Western Connecticut State University's curriculum in an effort to facilitate New Milford High School students earning ECE credits at WCSU. I have been reviewing the curricula for both our Advanced Placement Calculus AB and our Honors Calculus courses, and I believe we can align the courses so that they cover all the material that is offered in WCSU's MAT-181 course, Calculus 1. Calculus in general does not really align with Connecticut's Common Core State Standards. Students that reach a calculus class at New Milford High School have already demonstrated that they are well above average in math. This proposal is an attempt to award university credits to students that are already performing college level work.

**2. Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

Again, this is not a proposal for a new course. There really are no disadvantages. By aligning the topics and curricula students would be afforded the opportunity to earn college credits for work that they are doing anyway.

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3. **Forecasted impact of change** (use attachment if more space is needed):

- A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

The impact on students will be minimal. The biggest change would be on the AP Calculus students that select to take the ECE track. These students will have to sit and take and pass the WCSU final exam in addition to the AP Exam.

- B. Will it have an impact on other students, if so how?

This proposal will have no impact on students that choose to not participate in the ECE program. These students will still take the AP exam, or the final exam for Honors Calculus.

- C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

This option will only be available to students that are enrolled into AP Calculus AB or Honors Calculus at New Milford High School. If a student fits the criteria to enroll in either class, then they will be exposed to all the concepts and topics they will need to successfully earn the WCSU credits.

- D. What is the impact of this proposal on staffing?

This proposal should have zero impact on staffing. Both of these courses run every year. The students will be sitting in a class that will be taught whether they sign up for the ECE credits or not.

- E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

There should be no scheduling implications that are not already happening. Honors Calculus is traditionally a singleton course. Based on that fact, there is traditionally only one section. This can lead to some scheduling issues, but those issues would be there in either case.

- F. Are there space implications associated with the program/course?

There are no space implications involved with offering this course.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

Students may opt to sign up for Honors Calculus rather than AP Calculus so the enrollment in AP Calculus may decrease.

**4. What resources are required for the program?**

A. Is there a need for new technology? If so, please explain.

There will be no need for additional technology.

B. What current materials will need replacement?

It is possible that if the IHE requires a specific textbook to be used with the class, that additional textbooks will either have to be purchased by the school or the individual student.

C. Are there staffing needs required because of the resources?

There will be no additional staffing requirement

D. Would there be specific needs for materials for SPED or ELL?

No

E. Is specialized training required for staff?

No

**5. Who will be involved in curriculum writing and when does one envision it will occur?**

The curriculum already exists for both the AP Calculus course and the Honors Calculus course. If a curriculum needs to be written it would be written by Stephen Donahue.

6. Develop a projected budget of impact costs for three years and show below.

<b>Description</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
Cost of Texts	0	0	0	0
Supplies	0	0	0	0
Professional Development	0	0	0	0
Curriculum Writing	0	0	0	0
Staffing	0	0	0	0
Other (identify)	0	0	0	0
<b>Total</b>	0	0	0	0

Additional explanation of budget impact (if budgeted funds are being requested).:

There are no additional costs that would impact the budget. WCSU has informed me that they will not require a specific textbook. If a new curriculum needs to be written that will be an additional cost, but at this point, I feel we will cover all of the topics required for the ECE course just by executing our regular curriculum.

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## Request for a New Program or Course

Refer to Curriculum Proposal Process Document for All Deadlines

Signature of Principal:  Date: 12/23/24

Signature of Dept. Chair (if applicable):  Date: 1/2/2025

Title of Proposal: ECE Statistics course

Person Submitting Proposal: Colleen Peterson

Curriculum Area: Mathematics

Number of Credits/Level (if applicable): 1 Prerequisite Courses (if applicable): CP Algebra 2 or above  
Grade(s): 11-12

**1. Description of Program/Course** (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This proposal is not for a new course. This is a proposal to align our statistics curriculum with Western Connecticut State University's curriculum in an effort to facilitate New Milford High School students earning ECE credits at WCSU.

**2. Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

Again, this is not a proposal for a new course. There really are no disadvantages. By aligning the topics and curricula students would be afforded the opportunity to earn college credits for work that they are doing anyway.

**3. Forecasted impact of change** (use attachment if more space is needed):

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A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

There are no anticipated changes on the students intended to be served by this course

B. Will it have an impact on other students, if so how?

This proposal will have no impact on students that choose to not participate in the ECE program.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

Not applicable

D. What is the impact of this proposal on staffing?

This proposal should have zero impact on staffing. The honors statistics course runs every year. The students will be sitting in a class that will be taught whether they sign up for the ECE credits or not.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

No

F. Are there space implications associated with the program/course?

No

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

Students may opt to sign up for Honors Statistics rather than AP statistics so the enrollment in AP statistics may decrease.



**4. What resources are required for the program?**

A. Is there a need for new technology? Is so, please explain.

No

B. What current materials will need replacement?

Possibly the course textbook (if a certain book is required by WCSU)

C. Are there staffing needs required because of the resources?

No

D. Would there be specific needs for materials for SPED or ELL?

No

E. Is specialized training required for staff?

No

**5. Who will be involved in curriculum writing and when does one envision it will occur?**

The curriculum is already written - it is the honors statistics course

6. Develop a projected budget of impact costs for three years and show below.

<b>Description</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
Cost of Texts	0	0	0	0
Supplies	0	0	0	0
Professional Development	0	0	0	0
Curriculum Writing	?	?	?	?
Staffing	0	0	0	0
Other (identify)	0	0	0	0
<b>Total</b>	?	?	?	?

Additional explanation of budget impact (if budgeted funds are being requested):

? = If the curriculum needs to be rewritten that could add extra costs, otherwise I don't anticipate any impact to the budget from this course

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## Request for a New Program or Course

Refer to Curriculum Proposal Process Document for All Deadlines

Signature of Principal:  Date: 12/23/24

Signature of Dept. Chair (if applicable):  Date: 1/2/25

Title of Proposal: ECE Microeconomics

Person Submitting Proposal: Cara Abraham

Curriculum Area: Social Studies

Number of Credits/Level (if applicable): 1

Prerequisite Courses (if applicable): None

Grade(s): 11/12

**1. Description of Program/Course** (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

A WCSU ECE Microeconomics course is designed to acquaint the student with basic microeconomic concepts, theories and their applications. Topics include scarcity, different types of economies, the theory of consumer demand, costs of production, short and long run equilibrium, economies of scale, theories of firm behavior in different market structures (pure competition, pure monopoly, oligopoly, and monopolistic competition), allocation of resources (labor, capital, and land), market failure and the role of government, income distribution and international trade.

Students will actively engage with the content by actively solving problems about supply and demand, marginal analysis, comparative advantage, calculating elasticity, efficiency, deadweight loss, profit and loss, utility maximization and optimal combination of resources, and dominant strategies. Students will also be active in how they present their learning through audio-visual presentations and modeling through drawing graphs of shifting curves, taxes and subsidies, perfect competitors, monopolies, monopsonies, and externalities.

This course will offer practice in many Common Core standards including citing specific data to support analysis of economic scenarios, connecting insights gained from specific details to an understanding of the economic concept as a whole; evaluating various explanations for actions or events and determine which explanation best accords with the data, acknowledging where the data leaves matters uncertain; and integrating and evaluating multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

A course such as Microeconomics will offer NMHS students an opportunity to understand

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how and why consumers and producers make decisions in markets.

**2. Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

The WCSU ECE Microeconomics course at New Milford High School is part of a school-wide initiative to offer more ECE courses for college credit. An ECE course in Microeconomics is needed to introduce college level coursework as an alternative to College Board's AP curriculum. The course will allow aspiring students who wish to pursue majors in economics, business, finance, and public policy to start their required coursework in high school. While NMHS currently offers this course as an AP option, adding an ECE component allows students who already know what they want to study to start earning college credit in high school.

**3. Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

A likely impact of change on students includes a sense of accomplishment to earn college credits while still in high school. Enrollment in economics electives has been steadily growing in the last few years and this opportunity is a chance for all levels of students (CP, Honors, AP) to participate in an early college experience.

B. Will it have an impact on other students, if so how?

No other students would be impacted as NMHS already offers a year long AP course in Microeconomics and could easily co-seat ECE and AP students.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

Students currently planning on enrolling in the CP economics course and/or the AP Microeconomics course will now have the ability to choose which option (AP or ECE) best fits their future college and career plans.

D. What is the impact of this proposal on staffing?

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To teach an ECE course, teachers must apply to the respective university to be designated as adjunct professors. They need to demonstrate success in teaching economics at a high level. Currently, there are teachers in the Social Studies department who meet the requirements to teach an ECE course. Having multiple certified teachers ensures continuity in case the designated teacher leaves the district.

The WCSU ECE Microeconomics course will be offered as a junior/senior elective, similarly to the current AP Microeconomics course. There is no need for additional staffing since the course will be included into teachers' regular teaching assignments.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

The Social Studies Department currently offers seven (7) elective courses on a biannual rotating basis. This course is already offered as an AP Microeconomics course and so would have no further impact on scheduling.

F. Are there space implications associated with the program/course?

The anticipated enrollment for this course is in line with current demand for economics courses. No negative space implications are anticipated.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

The anticipated enrollment for this course is in line with current demand for economics courses. No negative enrollment implications are anticipated.

#### **4. What resources are required for the program?**

A. Is there a need for new technology? If so, please explain.

There is no need for new technology as students already possess school-issued Chromebooks and teachers have school-issued laptops and TV style smart boards.

B. What current materials will need replacement?

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Current materials and books used in the existing course are in excellent condition.

C. Are there staffing needs required because of the resources?

There are no additional staffing needs to offer this course on our established rotating basis. However, more electives could be offered each year by the Social Studies Department to our students if the department added an additional teacher.

D. Would there be specific needs for materials for SPED or ELL?

Materials for SPED and ELL students can be created digitally by the teacher and/or accessed digitally by the students.

E. Is specialized training required for staff?

No specialized training is required for staff beyond collaboration with their counterpart at WCSU. Any additional PD recommended by WCSU could be paid for out of the ECE grant money.

5. Who will be involved in curriculum writing and when does one envision it will occur?

Cara Abraham  
The current AP Microeconomics curriculum is up for revision in Spring 2028.

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	0	0	0	0
Supplies	0	0	0	0
Professional Development	0	0	0	0
Curriculum Writing	\$1240.00	0	0	\$1240.00
Staffing	0	0	0	0

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Other (identify)	0	0	0	0
<b>Total</b>	\$1240.00	\$0	\$0	\$1240.00

Additional explanation of budget impact (if budgeted funds are being requested):

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# Request for a New Program or Course

Refer to Curriculum Proposal Process Document for All Deadlines

Signature of Principal: [Signature] Date: 12/23/24

Signature of Dept. Chair (if applicable): [Signature] Date: 1/2/25

Title of Proposal: ECE Chinese Studies  
Person Submitting Proposal: Cara Abraham  
Curriculum Area: Social Studies  
Number of Credits/Level (if applicable): .5  
Prerequisite Courses (if applicable): None  
Grade(s): 11/12

**1. Description of Program/Course** (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

A WCSU ECE Chinese Studies course will present a historical-cultural approach to the study of China, including topics such as the land, people, and language systems of China; the evolution of Chinese world views; thought and religions; economic and political institutions; art and literature; family structure and social life. Students will actively engage with the content by reading fiction and non-fiction books, journal articles, and current news articles and write about how different author's perspectives and intended audiences create deeper meaning and nuanced interpretations. Students will also be active in how they present their learning through audio-visual presentations and demonstrations. This course will offer practice in many Common Core literacy standards including citing specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole; evaluating various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain; and integrating and evaluating multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. A course such as Chinese Studies will offer NMHS students a rich opportunity to learn about a long-standing civilization and emerging world power at a time when contacts between our two countries are navigating complex economic and political affairs.

**2. Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

The WCSU ECE Chinese Studies course at New Milford High School is part of a school-wide initiative to offer more ECE courses for college credit. An ECE course in Chinese Studies is needed to introduce college level coursework in an area not offered by College Board's AP curriculum (AP Chinese Language and Culture is much more focused on language acquisition). The course will allow aspiring students who wish to pursue majors in international affairs, public policy, economics, world history, cross-cultural studies and anthropology to start their required coursework in high school. While NMHS currently offers this course as an Honors level option, adding an ECE component is an obvious advantage for students who already know what they want to study, or are still undecided and would like a chance to explore their options.

**3. Forecasted impact of change (use attachment if more space is needed):**

- A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

A likely impact of change on students includes a sense of accomplishment to earn college credits while still in high school. Enrollment in area studies electives has been steadily growing in the last few years and this opportunity is a chance for all levels of students (CP, Honors, AP) to participate in an early college experience.

- B. Will it have an impact on other students, if so how?

No other students would be impacted as NMHS already offers a semester long Honors course in Chinese Studies and could easily co-seat ECE and non-ECE students.

- C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

Students currently planning on enrolling in Honors level area studies courses will now have the ability to choose which option (Honors or ECE) best fits their future college and career plans.

- D. What is the impact of this proposal on staffing?

To teach an ECE course, teachers must apply to the respective university to be designated as adjunct professors. They need to have a MA in History. Currently, there are several

teachers in the Social Studies department who meet the requirements to teach an ECE course. Having multiple certified teachers ensures continuity in case the designated teacher leaves the district.

The WCSU ECE Chinese Studies course will be offered as a junior/senior elective, similarly to the current Honors Chinese Studies course. There is no need for additional staffing since the course will be included into teachers' regular teaching assignments.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

The Social Studies Department currently offers seven (7) elective courses on a biannual rotating basis. This course is already offered as an Honors Chinese Studies course and so would have no further impact on scheduling.

F. Are there space implications associated with the program/course?

The anticipated enrollment for this course is in line with current demand for area studies courses. No negative space implications are anticipated.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

The anticipated enrollment for this course is in line with current demand for area studies courses. No negative enrollment implications are anticipated.

#### **4. What resources are required for the program?**

A. Is there a need for new technology? If so, please explain.

There is no need for new technology as students already possess school-issued Chromebooks and teachers have school-issued laptops and TV style smart boards.

B. What current materials will need replacement?

Current materials and books used in the existing course are in good condition.

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C. Are there staffing needs required because of the resources?

There are no additional staffing needs to offer this course on our established rotating basis. However, more electives could be offered each year by the Social Studies Department to our students if the department added an additional teacher.

D. Would there be specific needs for materials for SPED or ELL?

Materials for SPED and ELL students can be created digitally by the teacher and/or accessed digitally by the students.

E. Is specialized training required for staff?

No specialized training is required for staff beyond collaboration with their counterpart at WCSU. Any additional PD recommended by WCSU could be paid for out of the ECE grant money.

5. Who will be involved in curriculum writing and when does one envision it will occur?

Cara Abraham  
The current Chinese Studies curriculum is up for revision in 24-25.

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	0	0	0	0
Supplies	0	0	0	0
Professional Development	0	0	0	0
Curriculum Writing	\$1240.00	0	0	\$1240.00
Staffing	0	0	0	0
Other (identify)	0	0	0	0

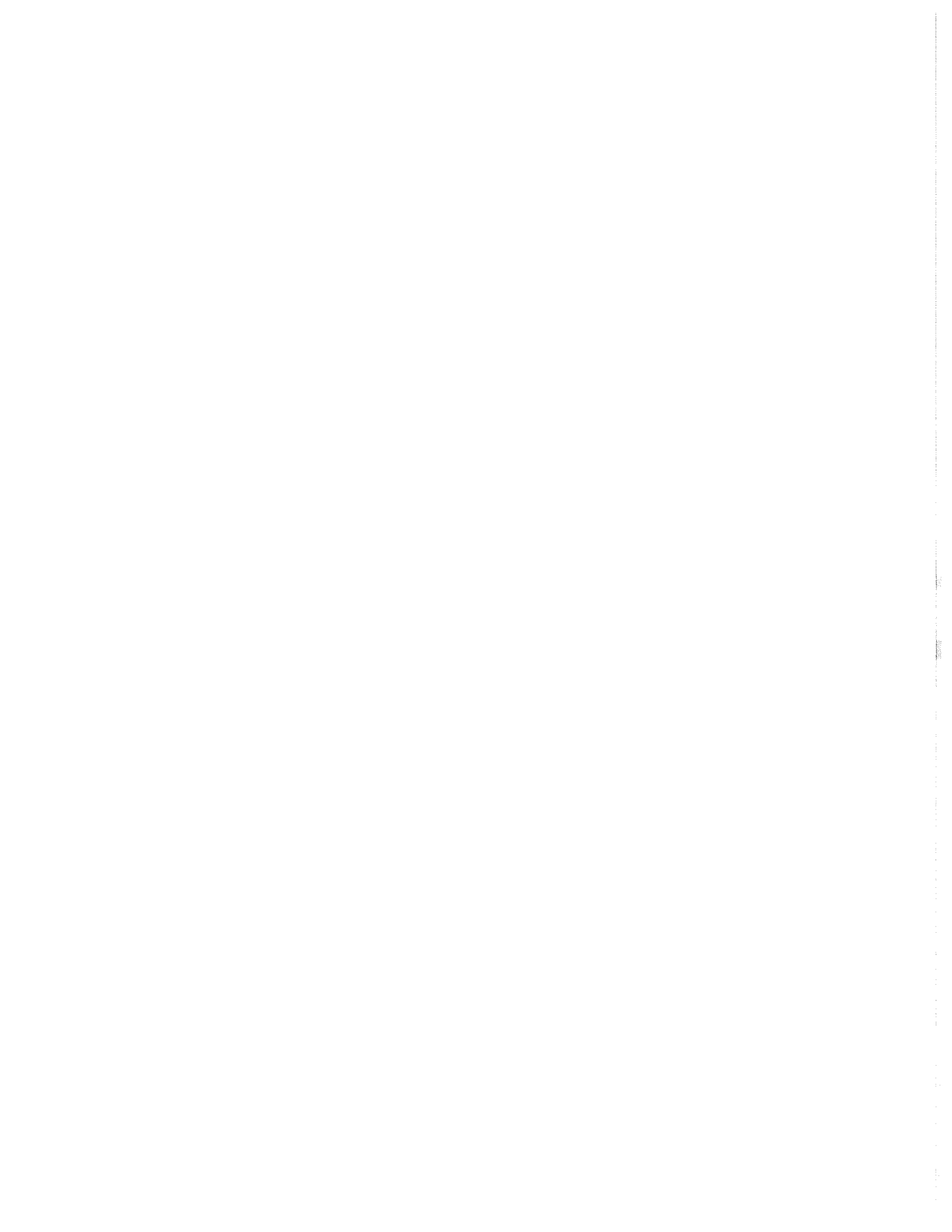
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<b>Total</b>	\$1240.00	\$0	\$0	\$1240.00
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Additional explanation of budget impact (if budgeted funds are being requested):

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## Request for a New Program or Course

Refer to Curriculum Proposal Process Document for All Deadlines

Signature of Principal:  Date: 12/23/24

Signature of Dept. Chair (if applicable):  Date: 1/2/25

Title of Proposal: ECE Middle East Studies  
Person Submitting Proposal: Cara Abraham  
Curriculum Area: Social Studies  
Number of Credits/Level (if applicable): .5  
Prerequisite Courses (if applicable): None  
Grade(s): 11/12

**1. Description of Program/Course** (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

A WCSU ECE Middle East Studies course will present a historical-cultural approach to the study of Middle East cultures, including the three monotheistic religions of Judaism, Christianity, and Islam; the place of Arabic language and various examples of literature; geography and politics; society, including the role of women; the influence of foreign powers; and the origins and development of regional movements, conflicts and crises. Students will actively engage with the content by reading fiction and non-fiction books, journal articles, and current news articles and write about how different author's perspectives and intended audiences create deeper meaning and nuanced interpretations. Students will also be active in how they present their learning through audio-visual presentations and demonstrations. This course will offer practice in many Common Core literacy standards including citing specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole; evaluating various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain; and integrating and evaluating multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. A course such as Middle East Studies will offer NMHS students a rich opportunity to learn about a region centered around the rise of the first civilizations and continued relevance at a time when relationships between the United States and the MENA region are complicated by complex economic and political affairs.

**2. Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

The WCSU ECE Middle East Studies course at New Milford High School is part of a school-wide initiative to offer more ECE courses for college credit. An ECE course in Middle East Studies is needed to introduce college level coursework in an area not offered by College Board's AP curriculum. The course will allow aspiring students who wish to pursue majors in international affairs, public policy, economics, world history, cross-cultural studies and anthropology to start their required coursework in high school. While NMHS currently offers this course as an Honors level option, adding an ECE component is an obvious advantage for students who already know what they want to study, or are still undecided and would like a chance to explore their options.

**3. Forecasted impact of change (use attachment if more space is needed):**

- A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

A likely impact of change on students includes a sense of accomplishment to earn college credits while still in high school. Enrollment in area studies electives has been steadily growing in the last few years and this opportunity is a chance for all levels of students (CP, Honors, AP) to participate in an early college experience.

- B. Will it have an impact on other students, if so how?

No other students would be impacted as NMHS already offers a semester-long Honors course in Middle East Studies and could easily co-seat ECE and non-ECE students.

- C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

Students currently planning on enrolling in Honors level area studies courses will now have the ability to choose which option (Honors or ECE) best fits their future college and career plans.

- D. What is the impact of this proposal on staffing?

To teach an ECE course, teachers must apply to the respective university to be designated as adjunct professors. They need to have a MA in History. Currently, there are several teachers in the Social Studies department who meet the requirements to teach an ECE course. Having multiple certified teachers ensures continuity in case the designated teacher leaves the district.

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The WCSU ECE Middle East Studies course will be offered as a junior/senior elective, similar to the current Honors Middle East Studies course. There is no need for additional staffing since the course will be included into teachers' regular teaching assignments.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

The Social Studies Department currently offers seven (7) elective courses on a biannual rotating basis. This course is already offered as an Honors Middle East Studies course and would have no further impact on scheduling.

F. Are there space implications associated with the program/course?

The anticipated enrollment for this course is in line with current demand for area studies courses. No negative space implications are anticipated.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

The anticipated enrollment for this course is in line with current demand for area studies courses. No negative enrollment implications are anticipated.

#### **4. What resources are required for the program?**

A. Is there a need for new technology? If so, please explain.

There is no need for new technology as students already possess school-issued Chromebooks and teachers have school-issued laptops and TV style smart boards.

B. What current materials will need replacement?

Current materials and books used in the existing course are in good condition.

C. Are there staffing needs required because of the resources?

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There are no additional staffing needs to offer this course on our established rotating basis. However, more electives could be offered each year by the Social Studies Department to our students if the department added an additional teacher.

D. Would there be specific needs for materials for SPED or ELL?

Materials for SPED and ELL students can be created digitally by the teacher and/or accessed digitally by the students.

E. Is specialized training required for staff?

No specialized training is required for staff beyond collaboration with their counterpart at WCSU. Any additional PD recommended by WCSU could be paid for out of the ECE grant money.

5. Who will be involved in curriculum writing and when does one envision it will occur?

Cara Abraham  
The current Middle East Studies curriculum is up for revision in 25-26.

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	0	0	0	0
Supplies	0	0	0	0
Professional Development	0	0	0	0
Curriculum Writing	\$1240.00	0	0	\$1240.00
Staffing	0	0	0	0
Other (identify)	0	0	0	0
<b>Total</b>	\$1240.00	\$0	\$0	\$1240.00

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Additional explanation of budget impact (if budgeted funds are being requested):

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## Request for a New Program or Course

Refer to Curriculum Proposal Process Document for All Deadlines

Signature of Principal: Reginald Mark Date: 1/2/25

Signature of Dept. Chair (if applicable): [Signature] Date: 1/3/25

Title of Proposal: Early College Experience US History Since 1877

Person Submitting Proposal: Mark Pernerewski

Curriculum Area: Social Studies (United States History)

Number of Credits/Level (if applicable): 1(High School), 3 (College) Prerequisite Courses (if applicable): Successful completion of a one-year high school history course.

Grade(s): 11

**1. Description of Program/Course** (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

Today's high school students will grow up to become involved citizens, voters, and possibly even political leaders. These roles require an understanding of the founding of the United States, the growth and development of the country, and the challenges it has faced (both successfully and unsuccessfully). This is why United States History has always been part of the high school social studies sequence. This course will give students the opportunity to explore the second half of US History at a college level through the reading of textbook sections and primary and secondary sources, in addition to independent research and critical thinking about argument writing. Units may include: The Gilded Age, The Progressive Era, The New Era and the Great Depression, World War II and the Cold War, and The Turbulent Sixties and Beyond. This course meets the requirements of the Common Core. Key standards addressed include Speaking and Listening, Writing, Reading for Information, and Critical Thinking.

The guiding question for the course is: What made the United States the country it is today?

**2. Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

While students have always studied United States History at New Milford High School, the increasing costs of college and concern over high-stakes testing are leading the school to seek alternatives to the Advanced Placement system. Early College Experience courses will give students the opportunity to earn transferable credit from a university and complete actual college work through their adjunct professor teachers. A disadvantage of the proposal may be confusion and discomfort of stakeholders because of the perception that this will eliminate AP opportunities. In fact, it will offer another option for students and their families to get a head start on college.

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3. **Forecasted impact of change** (use attachment if more space is needed):

- A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

The course is designed to give college-bound Honors students the opportunity to experience college-level rigor and expectations, even if they do not consider themselves “AP Material.” They will earn real transferable college credits while building their confidence about their postsecondary futures.

This course will be the equivalent of HIS 149 at WCSU.

- B. Will it have an impact on other students, if so how?

The existence of ECE courses will have a positive impact on school climate, as the entire student body will gain an increased prestige by attending a high school that offers real college courses.

- C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

As stated previously, some students and families may need guidance in order to choose between ECE and AP options for earning college credit. They will come to see it as an increase in the amount of choice and self-direction students have in their high school careers.

- D. What is the impact of this proposal on staffing?

The proposal may place the department one staff member down until enrollment is sufficiently large, unless the course is dual-enrolled with another US History course.

- E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

This course may lead to slightly larger class sizes in other US History sections until enrollment is sufficiently large.

F. Are there space implications associated with the program/course?

No; the course will be taught in existing classrooms.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

Since all juniors take United States History currently, there will be no effect on other departments.

**4. What resources are required for the program?**

A. Is there a need for new technology? If so, please explain.

There is not.

B. What current materials will need replacement?

The district would simply need to ensure that currently-used textbooks and secondary reading materials are approved by WCSU.

C. Are there staffing needs required because of the resources?

No.

D. Would there be specific needs for materials for SPED or ELL?

There would be no need for additional resources, since current accommodations happen in all US History classes.

E. Is specialized training required for staff?

The staff member would need training in the policies and procedures of the cooperating university, especially in terms of grading and reporting. These policies and procedures would need to coexist alongside the policies and procedures of New Milford Public Schools and New Milford High School.

**5. Who will be involved in curriculum writing and when does one envision it will occur?**

As United States History has always been taught at New Milford High School, the existing curriculum can simply be adapted to conform to the university's syllabus. If an entirely new curriculum is necessary, I will work in conjunction with the appropriate college documents to write it during the fall 2024 semester.

6. Develop a projected budget of impact costs for three years and show below.

<b>Description</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Total</b>
Cost of Texts	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Professional Development	\$0	\$0	\$0	\$0
Curriculum Writing	\$650	\$0	\$0	\$0
Staffing				
Other (identify)				
<b>Total</b>	\$650			

Additional explanation of budget impact (if budgeted funds are being requested):

The only expense will be a new curriculum writing, if this is deemed necessary.

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## Request for a New Program or Course

Refer to Curriculum Proposal Process Document for All Deadlines

Signature of Principal:  Date: 2/23/24 Signature of

Dept. Chair (if applicable):  Date: 1/21/25

Title of Proposal: **UCONN ECE English**

Person Submitting Proposal: **Jeff Bronn (English Department Chairperson) and Jenny Cox**

Curriculum Area: **English**

Number of Credits/Level (if applicable): Prerequisite Courses (if applicable): **1 credit course with 3 Credits of English as a prerequisite**

Grade(s): **12**

1. **Description of Program/Course** (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

UCONN ECE English introduces students to the work of college writing, which includes posing questions, developing sustained intellectual projects, and generating knowledge that invites engagement with wide and varied audiences. The course will emphasize the elements of effective composition and an awareness of writing for different rhetorical situations. Students will participate in writers' workshops in which revision of their work is emphasized as students are coached to approach writing as a process.

Students are introduced to multimodal approaches to composition and become aware of, and respond to, a variety of rhetorical situations; students compose through multiple forms of literacy, including rhetorical, digital, and information literacies, providing students with the necessary tools to navigate and evaluate information in the digital age. The course also focuses on developing media literacy skills. Students will engage with visual texts such as photography, art, comics, music, podcasts, and film, gaining a deeper understanding of narrative meaning and becoming skilled readers of multimedia culture. Students will effectively communicate their ideas and arguments in various contexts, preparing them for college and beyond.

The UCONN ECE English course includes a studio component that provides additional opportunities for creative and collaborative projects, further enhancing the learning experience and preparing students for success in their academic and professional endeavors.

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experiences, and inspiring students to pursue their dreams and aspirations. 1

Through UCONN ECE English (Honors), students will develop their writing and composing skills along with a deeper appreciation of effective communication in the 21st century world.

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

The UCONN ECE English course at New Milford High School is part of a school-wide initiative to offer more ECE courses for college credit. This course is specifically designed for students who have successfully completed 3 credits of English. For seniors who do not wish to take AP English, there are limited options available, with only one full-year honors level course and two half-year honors courses in Literature and Media Studies. UCONN ECE English fills the gap by providing a rigorous, college-level course for students who want to challenge themselves academically without taking a second AP English course. One of the key focuses of this course is on developing multi-modal literacies and compositions, which will greatly benefit students in their future college English courses. It is worth noting that while many students take AP Language and Composition during their junior year, only half of them continue on to take AP Literature and Composition in their senior year. UCONN ECE English provides an alternative option for these students, leveraging their skills in AP Language, such as rhetoric and argument, to build a strong foundation for this course.

In addition, UCONN ECE English is an option for students who have passed English 3 Honors in their junior but do not wish to take an AP course. UCONN ECE English allows these students to continue on an "honors track" but also have the opportunity to earn college credit.

3. **Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

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The enrollment numbers for AP Language and AP Literature at our school have shown interesting trends over the past few years. In the 2022-2023 school year, there were 80 students enrolled in AP Language, and this number increased to 113 students in the 2023-24 school year. It is worth noting that over 90% of these students were juniors.

In comparison, during the same time frame, AP Literature had 77 students in the 2022-23 school year and 72 students in the 2023-24 school year. The majority of these students, over 90%, were seniors.

The differences in enrollment numbers indicate that there is a significant portion of honors-AP caliber students who do not take AP Literature in their senior year. However, UCONN ECE English offers an option for these students, providing them with a rigorous, college-level course that meets their academic needs.

B. Will it have an impact on other students, if so how?

The ECE UCONN English course provides students with flexibility in their course selection. Students have the option of taking a full-year English course instead of a half-year or elective course that focuses on a specific genre.

ECE UCONN English offers college credit to students who successfully complete the course with a grade of "C" or higher. By completing the course, students can gain college credit.

The ECE UCONN English course is a cost-effective option for students. The cost of the course is only \$200 for a four-credit course, which is significantly lower compared to the cost of undergraduate courses, which would cost \$2,836 for an undergraduate.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

UCONN ECE English will allow students to earn college credit for completion of their high school English course. Currently, only students who are enrolled in AP classes may earn college credit if they score a 3 or higher on the AP exam. This option allows students to earn credit for the completion of a course rather than a score on an exam.

In addition, ECE courses are weighted the same as an AP course. Therefore, students who are concerned about GPA or ranking will not be negatively impacted by taking this course.

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society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations. 3

D. What is the impact of this proposal on staffing?

To teach an (ECE) course, teachers must apply to the respective university to be designated as an adjunct professors. They need to have a Master's degree in English rather than Secondary Education. Teachers who don't meet these requirements can enroll in a training course offered by UCONN to fulfill the qualifications.

Currently, there are several teachers in the English department who meet the requirements to teach an ECE course. Having multiple certified teachers ensures continuity in case the designated teacher leaves the district.

The UCONN ECE English course will be offered as a senior elective which will be taught by one of the UCONN certified teachers from the English department. There is no need for additional staffing since the UCONN ECE English course will be included into their regular teaching assignments.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

Yes, there are scheduling implications. The NMHS English department currently offers 14 different elective courses. Therefore, adding another elective may reduce the number of enrollments in other electives and add another prep to the overall teacher course load. However, the English department formed a sub-committee last spring to review current course offerings. The solution is to not offer as many electives (those with lower numbers) and/or offer electives on a rotating basis each year. Therefore, adding an additional elective will not overburden current elective offerings.

F. Are there space implications associated with the program/course?

UCONN ECE English emphasizes a maximum class size of 20 (no minimum). There are no physical space implications for the course

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

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embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations. 4

Since UCONN ECE English will be offered to seniors for college credit, enrollment in AP Literature (which many seniors take) may be affected along with some other honors level courses. However, the number of students enrolled in courses for college credit will most likely be the same or even higher.

**4. What resources are required for the program?**

A. Is there a need for new technology? Is so, please explain.

There is no need for new technology.

B. What current materials will need replacement?

There are no materials in need of replacement.

C. Are there staffing needs required because of the resources?

There are no staffing needs required because of the resource.

D. Would there be specific needs for materials for SPED or ELL?

There are no *specific* needs for materials for SPED or ELL

E. Is specialized training required for staff?

Each teacher of the course must be an approved adjunct professor from UCONN.

**5. Who will be involved in curriculum writing and when does one envision it will occur?**

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Jenny Cox - English teacher  
 Jasmina Ferizovic - English teacher

Currently writing should be completed by April 2025

**6. Develop a projected budget of impact costs for three years and show below.**

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	<i>Conversations in</i> Review and revise  <i>American Literature</i> budget as needed - \$145.75/each. from Year 1. For Estimated 20 example, if the students = \$2,915 class grows in popularity, there  <i>The Academic</i> will be a need for  <i>Writer -</i> additional texts \$33.99/each. cost.	Review and revise budget as needed from Year 2. For example, if the class grows in popularity, there will be a need for additional texts cost.		

	<p>Estimated 20 students = \$679.88</p> <p><i>Conversations in American Literature</i> - \$145.75/each. Estimated 20 students = \$2,915</p> <p><i>The Academic Writer</i> - \$33.99/each. Estimated 20 students = \$679.8</p>	
Supplies	No additional supplies needed	
Professional Development	No additional professional development (PD) paid for through	

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	grant)	
Curriculum Writing	Per teacher's contract - \$1240	
Staffing	No Additional Staffing needed	
Other (identify)		
<b>Total</b>	<b>\$4,834.88 \$3,594.80</b>	

Additional explanation of budget impact (if budgeted funds are being requested):

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and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations. 7



## Request for a New Program or Course

Refer to Curriculum Proposal Process Document for All Deadlines

Signature of Principal:  Date: 12/23/24

Signature of Dept. Chair (if applicable):  Date: 1/3/25

Title of Proposal: Marketing ECE Course Proposal: Intermediate Marketing for High School Students

Person Submitting Proposal: Eileen Wargo

Curriculum Area: Business

Number of Credits/Level (if applicable): Prerequisite Courses (if applicable): College credit

Grade(s): 10-12

1. **Description of Program/Course** (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This full-year course is designed for high school students seeking college credit. It provides a comprehensive introduction to marketing principles and practices, suitable for students with some basic knowledge of business concepts. It relates to the Common Core by emphasizing a deep understanding of marketing principles and application of critical thinking skills to allow for in-depth exploration of topics and hands-on activities. They will develop their analytical skills and strengthen their leadership and management tools in developing and presenting marketing plans. Students will utilize 21st century thinking skills by utilizing digital marketing tools and techniques. They will also acknowledge their cross-cultural fluency in carrying out business activities and analyze local marketing issues at a global level.

2. **Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

Currently, Marketing is taking a much larger global vantagepoint. It is imperative that our students understand the ethical considerations in marketing to be socially and culturally responsible. They will be in charge of creating a global brand through learning and applying creative marketing strategies. Marketing is much more than a one-sided, closed door department. The advantages of this proposal are that each topic will include global considerations. The students will be able to discuss and view each marketing topic through the global marketplace lens. Some disadvantages of this proposal might be access to hands-on simulations that would enhance the students' understanding and application of certain marketing topics. The topics covered might be so in-depth, we might not be able to cover all of the material. Some alternatives to address these shortfalls might be to research simulations and weave them into the lessons so that they can be used interchangeably. This would also cover the shortfalls of not being able to cover everything, as we can weave multiple topics that are similar together.

3. **Forecasted impact of change** (use attachment if more space is needed):

A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

This would have a positive impact on students because they would be able to get college credit while also learning and applying their advanced marketing skills in a real-world setting. The students would be able to receive college-level, challenging material to realize their full potential while still in high school.

(Please see above box)

B. Will it have an impact on other students, if so how?

This will not have an impact on other students.

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

N/A

D. What is the impact of this proposal on staffing?

This will not impact staffing because the current marketing teacher would teach this class.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

There aren't any scheduling implications with this proposal.

F. Are there space implications associated with the program/course?

There aren't any space implications associated with this course.

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

This would not impact other programs because students who take Marketing would take this course instead.

**4. What resources are required for the program?**

A. Is there a need for new technology? Is so, please explain.

We might need to purchase a marketing simulation package that includes a digital marketing tool. This would allow students to see the topics that they are learning come to life. This package would allow the students to design and analyze their own marketing research so they can market their own product or service that they design from this class.

B. What current materials will need replacement?

None

C. Are there staffing needs required because of the resources?

No. There just might need to be some training on how to use these resources.

D. Would there be specific needs for materials for SPED or ELL?

Graphic organizers and/or translated materials.

E. Is specialized training required for staff?

No.

**5. Who will be involved in curriculum writing and when does one envision it will occur?**

I (Eileen Wargo) and the other marketing teachers will be involved in curriculum writing. I envision one will occur when this course is approved.

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6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	\$100 each or \$50 digital version	N/A	N/A	\$100 each or \$50 each digital version
Supplies	Advanced Marketing Simulation: \$150 - \$300+ per student Features: Highly detailed scenarios, real-time data, advanced analytics, integration with other tools	N/A	N/A	Advanced Marketing Simulation: \$150 - \$300+ per student Features: Highly detailed scenarios, real-time data, advanced analytics, integration with other tools
Professional Development	Depends on the delivery method.  In-person workshops or conferences: <ul style="list-style-type: none"> <li>• Cost: \$500 - \$2,000 per teacher, travel included</li> <li>• Duration: 1-3 days</li> </ul> Online workshop to train on the simulation: \$500 per teacher	N/A	N/A	Depends on the delivery method.  In-person workshops or conferences: <ul style="list-style-type: none"> <li>• Cost: \$500 - \$2,000 per teacher, travel included</li> <li>• Duration: 1-3 days</li> </ul> Online workshop to train on the simulation: \$500 per teacher
Curriculum Writing	\$570 (\$38/hour * 15 hours)	\$380 (\$38 * 10 hours)	\$304 (\$38 * 8 hours)	\$1254
Staffing	Regular FTE	Regular FTE	Regular FTE	Regular FTE
Other (identify)	N/A	N/A	N/A	N/A

<b>Total</b>	Depending on the number of students	\$380 for curriculum writing + other costs	\$304 for curriculum writing + other costs	Depending on the number of students
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Additional explanation of budget impact (if budgeted funds are being requested):

N/A



## Request for a New Program or Course

Signature of Principal: \_\_\_\_\_

Date: 1/2/25

Signature of Dept. Chair (if applicable): \_\_\_\_\_

Date: 1/2/25

Title of Proposal: Exercise Physiology/Intro to Exercise Science (Sacred Heart University)

Person Submitting Proposal: Mason Flynn

Curriculum Area: Health/PE

Number of Credits/Level (if applicable): Prerequisite Courses (if applicable): N/A

Grade(s): 10-12

**1. Description of Program/Course** (what is it this course/program addresses? How does it relate to the Common Core? What other pertinent information about the proposal do you wish to share?)

This is a course that addresses the science of exercise physiology. The course teaches students the anatomy, physiology, and kinesiology related to exercise science. Students learn how to write exercise programs and will apply the knowledge and skills to training plans they will implement and practice in the weight room. This course will benefit students who are interested in a career in Strength and Conditioning, or Sports Medicine. Additionally, this course is advantageous for students interested in their personal health.

This would be a course that aligns incredibly well with a course that already exists, Exercise Physiology.

SHU's Course Description is as follows: "Aspects of a healthy lifestyle including epidemiology, basic cardiovascular and musculoskeletal fitness principles, energy systems, and an introduction to exercise prescription are presented in addition to strategies to promote wellness. This course provides instruction in proper performance of musculoskeletal and cardiovascular type exercise for promoting personal health and fitness. Students will learn and become competent at performing conditioning exercises safely while utilizing bodyweight, machines and other equipment. Proper body alignment, coordination, and movement proficiency will be emphasized."

**2. Describe the Current Situation and why the new proposal seems needed.** Please also describe what alternatives were considered and what you believe are the advantages and disadvantages of the proposal.

The field of Sports Medicine is growing at a rapid rate with potential for future career paths for our students. This gives students the opportunity to learn and apply skills they can use for the duration of their life.

**3. Forecasted impact of change** (use attachment if more space is needed):

- A. Please describe the likely impact of change on the students intended to be directly served by the program/course.

Students will have the opportunity to earn college credit, while also being able to learn and be able to apply information and skills related to exercise science. This will benefit their health and will give an opportunity to learn critical information for Sports Medicine careers.

B. Will it have an impact on other students, if so how?

N/A

C. How will it affect students currently being served or who may be caught in a transition process (if applicable)?

Students who are currently taking Sports Medicine classes will be enriched with more information and skills that will help in a career of Sports Medicine.

D. What is the impact of this proposal on staffing?

This will not have a significant impact on staffing.

E. Are there scheduling implications associated with this proposal? If yes, detail those implications.

This class cannot be scheduled during the same time as the Boot Camp class due to needing shared instructional spaces in the weight room.

F. Are there space implications associated with the program/course?

This class will be taught in the weight room and in the classroom (1405).

G. How might this impact other programs? (For example: Is a new elective likely to affect enrollment in other departments?)

This will also increase enrollment for Anatomy and Physiology classes.

#### **4. What resources are required for the program?**

A. Is there a need for new technology? If so, please explain.

New Technology is not required.



B. What current materials will need replacement?

Equipment will need to be maintained but not replaced.

C. Are there staffing needs required because of the resources?

There would not be additional staffing needs for this course.

D. Would there be specific needs for materials for SPED or ELL?

No

E. Is specialized training required for staff?

Staff should have certifications and/or experience in Strength and Conditioning.

5. Who will be involved in curriculum writing and when does one envision it will occur?

Curriculum writing will be completed by current Health and PE staff as soon as possible.

6. Develop a projected budget of impact costs for three years and show below.

Description	Year 1	Year 2	Year 3	Total
Cost of Texts	0	0	0	0.00
Supplies	0	0	0	0.00
Professional Development	0	0	0	0.00
Curriculum Writing	0	0	0	0.00
Staffing	0	0	0	0.00
Other (identify)	0	0	0	0.00
<b>Total</b>	0	0	0	0.00

Additional explanation of budget impact (if needed):

N/A

