

Business



ENCLOSURE **IA**

Chariho Regional School District
Office of the Director of Administration & Finance

455A Switch Road
Wood River Junction, Rhode Island 02894

All Kids. All of the Time.



LINDA D. LYALL
School Committee Chairperson

GINA M. PICARD
Superintendent of Schools

EDWARD DRAPER
Director of Administration & Finance

GAIL E. WILCOX
Asst. Director of Administration & Finance

To: Gina Picard

From: Ned Draper

Date: September 20, 2021

Subject: Chariho Regional School District bussing cost and Rhode Island Department of Education (RIDE) support

Per attached summary spreadsheet/graph the revenue and expense associated with providing student transportation is provided.

The transportation portion of the budget, roughly \$5 million, represents 7.6% of the local budget.

RIDE, through legislative approval, provides two offsetting revenue sources for transportation (attached for FY22). One portion is to incentivize regional school participation and supports in district bussing, the other is non-public support. The non-public transportation support is RIDE controlled at this time, and is removed if the district does not use the State-wide bus system to provide services. The RIDE revenue portion on the attached table refers to the two categorical transportation aid items. The Chariho revenue is the remainder of the transportation budget that must be covered to make the Chariho transportation expense a balanced budget category.

Each fiscal year the Governor and Legislature, in reaction to recommendation of RIDE, evaluate the educational state aid to the cities and towns in accordance with RI General law ([chapter 16](#)). Categorical aid is subject to legislative control and is adjusted during the budget approval process.

Due to Covid pandemic impact the FY18, FY19 and FY22 transportation operations are expected to be near normal operating capacities. FY20 and FY21 were significantly impacted by reduced or eliminated routes. Areas of greatest savings to budget in FY21 were Non-Public (\$267K) and In District Special Education (\$277K). I anticipate the trend of expense with normal operations will roughly follow the blue dotted line of the graph in FY22 and FY23, with a significant uptick in expense if the RIDE Statewide transportation system recovers and passes on the increased bus contract expenses they are now encountering.

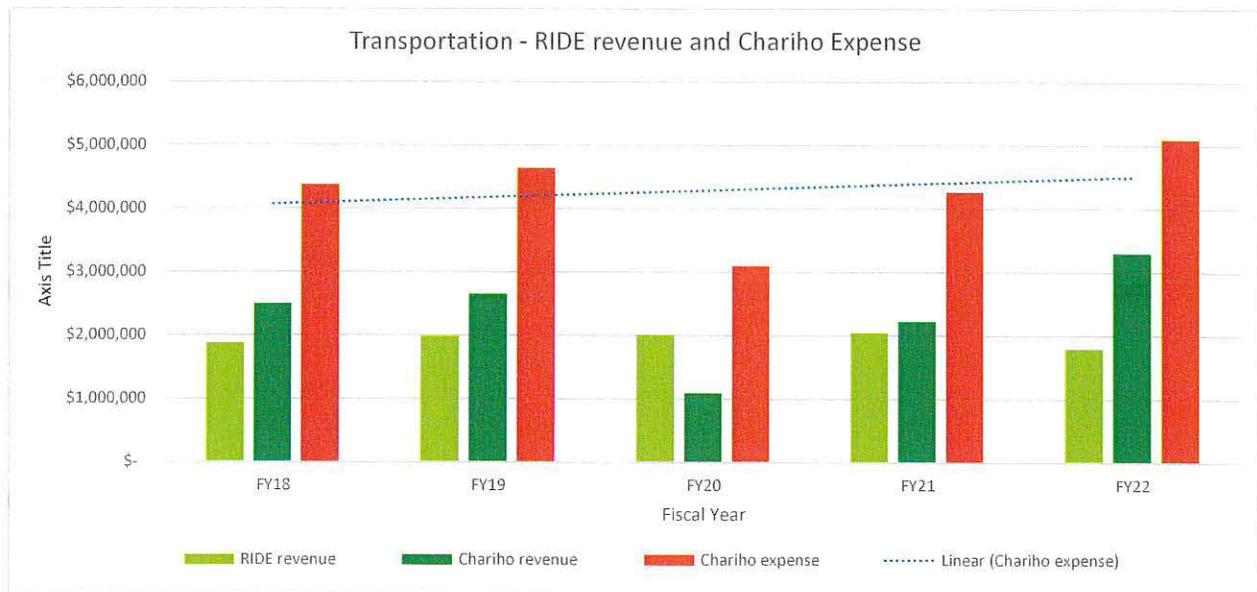
A proposal to share the out of district private school bussing responsibility was provided to RIDE in March and again in September. In both instances we were advised that state aid is legislatively controlled and aid would be removed if Chariho took on statewide out of district bus routes.

Thank you.

Chariho Transportation Summary - actual FY18-20, budget FY21-22

Enrollment 3284 3273 3313 3258 3325* Oct 1, except FY22

	FY18	FY19	FY20	FY21	FY22	FY22 vs FY21	\$ Difference
Revenue							
RIDE revenue	\$ 1,872,716	\$ 1,978,323	\$ 1,998,643	\$ 2,040,025	\$ 1,788,881	-12.3%	\$ (251,144)
Chariho revenue	\$ 2,490,316	\$ 2,645,614	\$ 1,084,522	\$ 2,215,663	\$ 3,295,403	48.7%	\$ 1,079,739
Expense							
Chariho expense	\$ 4,363,032	\$ 4,623,937	\$ 3,083,166	\$ 4,255,688	\$ 5,084,284	19.5%	\$ 828,595



	A	B	C	D	E	A+B+C+D+E=F	**	***	F+G+H=I
LEA	Formula Aid	Group Home Aid	High-Cost Special Ed. Categorical	Regional Transportation Categorical	PSOC Density Aid	FY 2022 Education Aid	Non-Public Transportation Offset	Multilingual Learner Categorical	FY 2022 Enacted Aid
WEST GREENWICH	\$2,344,535								
FOSTER-GLOC	\$5,104,254	\$0	\$112,667	\$546,028	\$0	\$5,762,949	\$0	\$386	\$5,763,335
FOSTER	\$1,682,786								
GLOCESTER	\$3,421,468								
Subtotal District Aid	\$903,570,145	\$2,949,934	\$4,491,882	\$4,185,284	\$1,010,500	\$916,207,745	\$3,476,076	\$4,564,031	\$924,247,852
ACHIEVEMENT FIRST	\$24,030,958	\$0	\$0	\$0	\$0	\$24,030,958	\$0	\$85,529	\$24,116,487
BEACON	\$3,679,348	\$0	\$0	\$0	\$0	\$3,679,348	\$0	\$2,100	\$3,681,448
BLACKSTONE ACADEMY	\$4,251,850	\$0	\$0	\$0	\$0	\$4,251,850	\$0	\$7,076	\$4,258,926
BLACKSTONE VALLEY PREP	\$21,986,168	\$0	\$232	\$0	\$0	\$21,986,400	\$0	\$55,740	\$22,042,140
CHARETTE	\$2,099,907	\$0	\$0	\$0	\$0	\$2,099,907	\$0	\$0	\$2,099,907
COMPASS	\$599,755	\$0	\$0	\$0	\$0	\$599,755	\$0	\$0	\$599,755
GREENE SCHOOL	\$1,480,497	\$0	\$0	\$0	\$0	\$1,480,497	\$0	\$868	\$1,481,365
HIGHLANDER	\$7,322,522	\$0	\$0	\$0	\$0	\$7,322,522	\$0	\$36,104	\$7,358,626
HOPE ACADEMY	\$3,175,063	\$0	\$0	\$0	\$0	\$3,175,063	\$0	\$11,548	\$3,186,611
INTERNATIONAL	\$3,948,410	\$0	\$0	\$0	\$0	\$3,948,410	\$0	\$41,218	\$3,989,628
KINGSTON HILL	\$855,530	\$0	\$0	\$0	\$0	\$855,530	\$0	\$68	\$855,598
LEARNING COMM	\$7,479,749	\$0	\$5,746	\$0	\$0	\$7,485,495	\$0	\$66,860	\$7,552,355
NEW ENG LABORERS	\$1,403,715	\$0	\$0	\$0	\$0	\$1,403,715	\$0	\$3,694	\$1,407,409
NOWELL ACADEMY	\$1,923,063	\$0	\$0	\$0	\$0	\$1,923,063	\$0	\$8,814	\$1,931,877
NUESTRO MUNDO	\$1,697,640	\$0	\$0	\$0	\$0	\$1,697,640	\$0	\$0	\$1,697,640
NURSES INSTITUTE	\$4,088,777	\$0	\$0	\$0	\$0	\$4,088,777	\$0	\$6,236	\$4,095,013
PAUL CUFFEE	\$9,848,158	\$0	\$2,140	\$0	\$0	\$9,850,298	\$0	\$29,939	\$9,880,237
PROVIDENCE PREP	\$1,550,019	\$0	\$0	\$0	\$0	\$1,550,019	\$0	\$0	\$1,550,019
RISE MAYORAL	\$3,641,901	\$0	\$0	\$0	\$0	\$3,641,901	\$0	\$3,102	\$3,645,003
SEGUE INSTITUTE	\$3,751,730	\$0	\$0	\$0	\$0	\$3,751,730	\$0	\$15,995	\$3,767,725
SOUTHSIDE	\$1,765,915	\$0	\$0	\$0	\$0	\$1,765,915	\$0	\$6,416	\$1,772,331
TIMES2 ACADEMY	\$8,698,561	\$0	\$0	\$0	\$0	\$8,698,561	\$0	\$16,680	\$8,715,241
TRINITY	\$2,535,389	\$0	\$0	\$0	\$0	\$2,535,389	\$0	\$6,416	\$2,541,805
VILLAGE GREEN	\$2,513,153	\$0	\$0	\$0	\$0	\$2,513,153	\$0	\$5,102	\$2,518,255
Subtotal Charter Aid	\$124,327,778	\$0	\$8,118	\$0	\$0	\$124,335,896	\$0	\$409,505	\$124,745,401
DAVIES C&T	\$14,437,904	\$0	\$0	\$0	\$0	\$14,437,904	\$0	\$3,073	\$14,440,977
MET CENTER	\$9,342,007	\$0	\$0	\$0	\$0	\$9,342,007	\$0	\$16,548	\$9,358,555
UCAP	\$1,630,145	\$0	\$0	\$0	\$0	\$1,630,145	\$0	\$6,843	\$1,636,988
Total	\$1,053,307,979	\$2,949,934	\$4,500,000	\$4,185,284	\$1,010,500	\$1,065,953,697	\$3,476,076	\$5,000,000	\$1,074,429,773

* Does not include career and technical or early childhood, which is allocated through a separate process

** State funding for non-public transportation categorical is not paid directly to school districts and instead processed as a credit on the invoice, up to the amount for actual services rendered.

*** The Multilingual Learner funds require pre-approval from the department prior to expenditure (RIGL 16-7.2-6(g)). Funding will be released on a reimbursement basis upon receipt of the required approval.

Note, Charino Non Public Transportation Offset aid has been: FY18- \$385K, FY19- \$310K, FY20- \$276K, FY21- \$244K

ENCLOSURE **IB**
Chariho Regional School District
Course Proposal

OFFICE OF THE SUPERINTENDENT
 OCT 22 2021

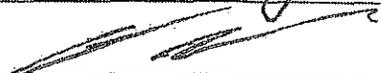
Because of Program of Studies publishing deadlines, new course proposals with all attachments for the 2020-2021 school year are due to the Assistant Superintendent's office no later than October 1, 2021 after SIT review.

Name of Course: Statistics Number of Credits: 1

Grade Level/s: 11/12 Credit Designation: Honors CP Not Rated

Person Submitting Proposal: Robert Mayne Date: 05/21/21

Department: Mathematics Proposed Implementation Date: 2022 - 2023

Steps:	Date	Signature
1. Department Head Recommendation	9/30/21	Robert W. Mayne
2. Consultation with Guidance	9-30-21	
3. STEM/Humanities Recommendation	9/30/21	M. Scaramia
4. Consultation with Technology Department, if applicable	N/A	N/A
5. School Improvement Team Recommendation (with Principal's signature)	9/30/21	Andy
6. District Curriculum Planning Council Recommendation	10/12/21	Michael O'Connell
7. Superintendent Recommendation	10/20/21	Joe W. Francis
8. School Committee Approval		
<i>Please attach any comments and concerns.</i>		

Please develop a narrative to address the following:

- Course Description: *(Please attach a copy of the proposed curriculum or curriculum outline.)*
- Rationale for Proposal
- Standards Addressed (Please submit the relevant Common Core math and ELA standards as well)
- Impact on Other Departments
- Budgetary Considerations
- Professional Development Considerations
- Facility Considerations
- Equipment Considerations
- Other Remarks

If this is an Advanced Placement course, has the College Board given its approval? NO

If this is a course being offered for college credit, has a college agreed to give credit? NO

Course Description

The Statistics Honors/College Prep course will introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content and skills: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. The major difference between the H/CP designation would be in units 2 and 5. While the honors class would re-express data for regression analysis, the CP class will use technology to determine non-linear regression equations. Additionally, any type of regression inference will be eliminated. Prerequisites for this class would be successful completion of, or dual enrollment within, Algebra II.

Curriculum Outline

Unit 1: Exploring and Understanding Data. Displaying and describing categorical data. Displaying and summarizing quantitative data. Understanding and comparing distributions of data. Using the standard deviation as a ruler and the Normal model.

Unit 2: Exploring Relationships Between Variables. Exploring bi-variate data through scatter plots to determine their association and correlation. Using linear regression to make predictions based on bi-variate data relationships.

Unit 3: Gathering Data. Understanding randomness. Sample surveys, observational studies, and experimental design.

Unit 4: Randomness and Probability. From randomness to probability. Rules for probability distributions. Probability of random variables. Probability models.

Unit 5: From the Data at Hand to the World at Large. Sampling distribution models. Confidence intervals for proportions. Testing hypotheses about proportions. Comparing two proportions.

Rationale for Proposal

Statistics is one of the most widely used and rapidly growing math fields in a data driven society. Both STEM and humanities career fields require some amount of statistical understanding. Here at Chariho, the only opportunities for students to be exposed to statistics is through small units within the core math classes or by taking the AP Statistics course. College bound students need alternative mathematics courses to AP Calculus, Calculus Honors, and AP Statistics, after taking Pre-Calculus. Additionally, students may wish to take a statistics course but do not want the demands of another AP course on their schedule. This is the same reason the Calculus Honors class was created. The rationale for the honors designation is that the vast majority of students taking this fourth year math course would be in the advanced track where they enrolled in Algebra I as an eighth grader or doubled up at some point in mathematics. It would be more appealing to them to have the honors designation for GPA calculation and class rank.

Standards Addressed

CCSS Content Standards:

Interpreting Categorical & Quantitative Data

- Summarize, represent, and interpret data on a single count or measurement variable
 - CCSS.MATH.CONTENT.HSS.ID.A.1
 - CCSS.MATH.CONTENT.HSS.ID.A.2
 - CCSS.MATH.CONTENT.HSS.ID.A.3
 - CCSS.MATH.CONTENT.HSS.ID.A.4
- Summarize, represent, and interpret data on two categorical and quantitative variables
 - CCSS.MATH.CONTENT.HSS.ID.B.5
 - CCSS.MATH.CONTENT.HSS.ID.B.6

- ▣ CCSS.MATH.CONTENT.HSS.ID.B.6.A
- ▣ CCSS.MATH.CONTENT.HSS.ID.B.6.B
- ▣ CCSS.MATH.CONTENT.HSS.ID.B.6.C
- Interpret linear models
 - CCSS.MATH.CONTENT.HSS.ID.C.7
 - CCSS.MATH.CONTENT.HSS.ID.C.8
 - CCSS.MATH.CONTENT.HSS.ID.C.9

Making Inferences & Justifying Conclusions

- Understand and evaluate random processes underlying statistical experiments
 - CCSS.MATH.CONTENT.HSS.IC.A.1
 - CCSS.MATH.CONTENT.HSS.IC.A.2
- Make inferences and justify conclusions from sample surveys, experiments, and observational studies
 - CCSS.MATH.CONTENT.HSS.IC.B.3
 - CCSS.MATH.CONTENT.HSS.IC.B.4
 - CCSS.MATH.CONTENT.HSS.IC.B.5
 - CCSS.MATH.CONTENT.HSS.IC.B.6

Conditional Probability & the Rules of Probability

- Understand independence and conditional probability and use them to interpret data
 - CCSS.MATH.CONTENT.HSS.CP.A.1
 - CCSS.MATH.CONTENT.HSS.CP.A.2
 - CCSS.MATH.CONTENT.HSS.CP.A.3
 - CCSS.MATH.CONTENT.HSS.CP.A.4
 - CCSS.MATH.CONTENT.HSS.CP.A.5
- Use the rules of probability to compute probabilities of compound events.
 - CCSS.MATH.CONTENT.HSS.CP.B.6
 - CCSS.MATH.CONTENT.HSS.CP.B.7
 - CCSS.MATH.CONTENT.HSS.CP.B.8
 - CCSS.MATH.CONTENT.HSS.CP.B.9

Using Probability to Make Decisions

- Calculate expected values and use them to solve problems
 - CCSS.MATH.CONTENT.HSS.MD.A.1
 - CCSS.MATH.CONTENT.HSS.MD.A.2
 - CCSS.MATH.CONTENT.HSS.MD.A.3
 - CCSS.MATH.CONTENT.HSS.MD.A.4
- Use probability to evaluate outcomes of decisions
 - CCSS.MATH.CONTENT.HSS.MD.B.5
 - ▣ CCSS.MATH.CONTENT.HSS.MD.B.5.A
 - ▣ CCSS.MATH.CONTENT.HSS.MD.B.5.B
 - CCSS.MATH.CONTENT.HSS.MD.B.6
 - CCSS.MATH.CONTENT.HSS.MD.B.7

CCSS Standards for Mathematical Practice

- CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.
- CCSS.MATH.PRACTICE.MP2 Reason abstractly and quantitatively.
- CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.
- CCSS.MATH.PRACTICE.MP4 Model with mathematics.
- CCSS.MATH.PRACTICE.MP5 Use appropriate tools strategically.
- CCSS.MATH.PRACTICE.MP6 Attend to precision.
- CCSS.MATH.PRACTICE.MP7 Look for and make use of structure.
- CCSS.MATH.PRACTICE.MP8 Look for and express regularity in repeated reasoning.

Impacts on Other Departments

There should not be much impact for other departments. However, this is an option for a fourth year math course for seniors, so it may impact other electives. The impact would most likely be felt within the math department itself by students taking the Statistics H course instead of AP Calculus, Calculus Honors, AP Statistics. The Statistics CP

course would draw students from Pre-Calculus CP and Math Applications. This would also eliminate the semester long Intro to Statistics and SAT Prep classes.

Budgetary Considerations

The textbook we currently use for the AP Statistics course would be perfect for this course. Our text is currently digitally stored and does not require a renewal of any kind. However, when we update our AP Statistics books, those resources could be used for Statistics H/CP. The only budget impact would be to create designed experiments students can design and observe over the long run. This could be done with less than \$500 annually.

Professional Development Opportunities

There are currently two teachers (Bassett and Mayne) who have been trained in AP Statistics. While this is not an AP course, much of the material being taught is similar to that from the training. There is no need for PD.

Facility Considerations

None

Equipment Considerations

None

This document, once completed, is to be kept on file in the office of the Assistant Principal for Teaching and Learning.
Rev 5.17.21