

## Responses for the Budget Committee to Questions on the Proposed 2013-2014 Itemized Estimate of the Cost of Maintenance for Stafford Public Schools

1. When can we expect the finalized study from NESDEC?

NESDEC plans to have its final report to the district the first week in March. I am awaiting a call back from Dr. Arthur Bettencourt, Director, regarding when we may anticipate interviews and focus group discussions to begin.

2. We had a substantial drop in enrollment last year, does this affect our class sizes and have we made any adjustments?

Below is a chart that details the district's enrollment as of October 1, since 2008, as well as the increase/decrease in enrollment at each grade configuration as compared to the previous year. We do not yet have a projection for the 13-14 school year at this time because we are awaiting pre-kindergarten/Head Start registration information, possible retention data, and the enrollment projections from the New England School and Development Council (NESDEC).

Because the decreases in enrollment are not concentrated in a particular grade level(s), we are not in a position to make adjustments (e.g. reduction of staff) at this time.

Grade Level	2008	Increase/Decrease 2007 vs. 08	2009	Increase/Decrease 08 vs. 09	2010	Increase/Decrease 09 vs. 10	2011	Increase/Decrease 10 vs. 11	2012	Increase/Decrease 11 vs. 12
PreK	135	-3	136	-1	137	+1	137	0	133	-4
K-1	248	+5	236	-12	241	+5	265	+24	243	-22
2-5	549	+23	524	-25	503	-21	498	-5	480	-18
6-8	427	-50	411	-16	417	+6	408	-9	384	-24
9-12	559	+38	548	-11	565	+17	523	-42	486	-37
<b>Totals</b>	<b>1918</b>	<b>+13</b>	<b>1855</b>	<b>-65</b>	<b>1863</b>	<b>+8</b>	<b>1830</b>	<b>-33</b>	<b>1726</b>	<b>-104</b>

3. While you mention the possible room allocations to accommodate full-day kindergarten at SVS, has there been consideration given to the configuration at WSS?

Administration at WSS is in the process of exploring options and will realign current program space to accommodate new classrooms, as warranted.

4. How many districts in CT offer pre K? Do we know how many of the 143 that offer full day K also offer pre K?

Attached is a document entitled, "Preschool and Kindergarten Data for 2012-2013 by District," a comparison of 30 districts (DRG F and surrounding towns). Two support staff spent numerous hours gathering and compiling the data which was then formatted by Mr. Michael Bednarz, Director of Curriculum & Instruction. Information for the 143 districts referenced above is not readily available.

5. May it be important to mention that only 3 year olds cuts from Pre K are being proposed, not the whole program?

First of all, we are mandated to provide services to eligible students with special needs, beginning at age three (3). Second, while our intent is to limit (not eliminate) PK slots for three-year-olds,

based on enrollment, we may also need to limit PK four-year-old slots. And lastly, decisions around enrollment in PK will also be driven by the grant requirements in order to maintain our eligibility for the funding.

6. What changes would be made to transportation with full-day kindergarten?

Since we will continue to offer a half-day preschool program, there will still be a need for mid-day buses. It may be possible, once we know the final make-up of our preschool enrollment, to reduce a bus at each school (maybe two) so there may potentially be some minimal savings in transportation. Until we have more information, reductions have not been factored into the proposal.

7. With the changes made to the full Day K plan our back up doc "Proposed budget to accommodate full day K" does not give an accurate cost to this change (\$408,150). What would it be?

Please see the attached spreadsheet entitled, "Cost of Full-Day Kindergarten as Currently in the Budget Proposal," which reflects a total of \$241,633.

8. Also how does the Tec Ed position help us with the new graduation requirements or Common Core?

The additional Technology Education position would assist Stafford Public Schools with the new graduation requirements. Starting with the class of 2017 (incoming freshmen), all students will be required to earn 25 credits (currently 22 credits). The new graduation requirements also specify that each student must earn one (1) Science, Technology, Engineering and Mathematics (STEM) Elective credit\* and two (2) Career and Life Skills Elective\*\* credits in addition to 3.5 General Elective credits (*The Connecticut Plan: Academic and Personal Success for Every Middle and High School Student*, p. 11; a copy of which is attached.).

While **BOE Policy #6146** requires students to earn 0.5 credit in Technology in order to meet graduation requirements, currently, we turn away over 100 students each year who sign up to take electives in this area. By adding a third teacher, we would be able to offer five (5) more sections per semester of Technology Education courses, which equates to an additional 85 seats.

\*Science, Mathematics, Math/Science Tutorial, Technology, Engineering or other STEM courses

\*\*Career & Technical Education, World Languages, English as a Second Language, Community Service, or other Career & Life Skills courses such as Personal Finance, Public Speaking, and Nutrition & Physical Activity.

9. Where do we see the reallocation of funds for the OT/PT position?

The funds for physical therapy, for which we currently contract with EASTCONN and are required to provide per students' Individualized Education Programs (IEPs), are budgeted under Contracted services. However, if and when the new Physical Therapist (PT) and Certified Occupational Therapy Assistant (COTA) positions are approved, the funds will be moved from contracted services to Non-Affiliated Salaries. With this change in the method of delivery by the district, students will be served more efficiently.

10. Under Salaries there is a deduction "Grant funding". Is this Head Start and Basic Head Start?

No, this is inclusive of ALL grant funding. The sheet was designed to show the full amount of salaries being utilized by the district and funded through the following grants: School Readiness, Family Resource Center, Basic Head Start, Early Head Start, IDEA 611, Title I, and Title IIA. They all have funds which cover the salary of staff during the contractual work day. They, and others, may have additional funds for stipends or, in the case of the After School Grant, funds to

accommodate the additional hours beyond the contractual work day. These funds are not included in the calculation as they do not apply to staff members' contractual work day.

11. Have we considered certified retirements, and, if so, how many have been assumed? What is our typical annual retirement rate?

While we have not yet received official notification, Certified Salaries includes the savings from anticipated retirements of two staff members. We hesitate budgeting for more as we would run the risk of being significantly under budget, however, we will certainly revise this number, if warranted, over the next few months. In the past, the district has budgeted for four (4) retirements (more if the retirements were made official in time to include in the Itemized Estimate).

Retirements in Non-Certified or Non-Affiliated for 2012-2013 have already been factored since the retirements occurred during the current fiscal year. There are no retirements pending for 2013-2014 of which we are aware at this time.

12. It appears that the centralized printing is costing us substantially more (+ \$26,784). Please explain.

The \$26,784 is not due strictly to the centralized printing. The centralized printing leases are adding \$18,064 to our leasing costs. The remainder of the increase is due to the addition of copiers to some of the schools to meet the district's need. As part of the centralized printing initiative, we have service contracts on the printers as well as the copiers, which includes replacement toner cartridges, previously purchased out of building supply and repair (the latter of which includes printer replacements) accounts. This savings is essentially captured in the instructional supplies budget, which does not reflect an increase as it includes educational supplies that had not been previously purchased due to years of level funding.

13. The Itemized Estimate reflects a \$20,525 increase in non-reimbursable transportation. Is there any offset of transportation fees?

The spreadsheet, entitled, "Athletic Budget Detail (13-14)", reflects the offset of transportation fees. In the transportation column, there is an offset of \$12,721 for high school transportation fees, and an offset of \$9,456 for middle school transportation fees.

The increase in non-reimbursable transportation is due mainly to the fact that these accounts are underfunded. Mr. Domanico, Business Manager, reviewed the actual number of athletic trips taken each year and factored in the annual increase per the contractual agreement with M & J Bus, Inc. Because there had been no discussion about increasing transportation fees or an indication that more students would be participating in athletics, the fees were kept level.

14. Why is there a decrease of \$41,168 under Reimbursable Transportation?

This decrease is partly due to the reduction of Head Start busing by 0.5 (No actual bus is being eliminated but the costs for one-half of a bus is being covered by Head Start grant). It is also due in part to a smaller percentage of excess cost reimbursement being applied last year to the special education transportation budget.

Mr. Domanico is using \$400,000, which is based on anticipated excess cost this year at a 70% reimbursement rate. The previous business manager split excess cost 13% for transportation and 87% for tuition (which are the two main components of excess cost). An analysis of this year's transportation and tuition costs indicated 21% and 79%, respectively. While districts are allowed to apply the full amount to tuition, they are able to justify that all reimbursed was excess cost eligible since the reimbursement rate is not 100%. Although the possibility of 100%



reimbursement by the State is slight to none, Mr. Domanico chose to use the cost percentages so that excess cost would be applied correctly.

Adjustment of the excess cost calculation coupled with the reduction of the 0.5 bus (funds only, not the bus) explains the decrease.

15. Please elaborate on the Liability Insurance increase.

Mr. Domanico contacted our insurance agent, who reportedly had not yet received renewal notices for next year's liability insurance and advised the district, based on the information currently available to the agency, to budget for a 15% increase over the current year's amount. The Itemized Estimate, therefore, reflects a 15% increase over our current year's expense. The actual renewal cost will not be known for some time, and is often not known until after the budget process has advanced. In each of the past two years, the district has been overspent in this area. The increase is based on inflationary factors as well as the claims experience of the district/town.

16. Do we know the status of the Honeywell initiative, and may we anticipate any savings in heating and electricity?

We do not yet know on which recommendations the Town will decide to act. Nor do we have any indication of the timing at which changes may be implemented. While we ultimately expect to see savings from this initiative, they may not be realized during this fiscal cycle. In addition, while there may be saving in usage, it is unknown if there will be any other costs (e.g. loan payments) to the Board of Education as a result.

17. Is there a discrepancy in the variance for WSS under Property (700 slide)?

The dollar variance of \$15,000 is correct, however, since the prior year's budget was zero, excel cannot calculate a percentage variance (as it is technically undefined). One should note that for SVS, the budget reflects a 1,870% increase, which is very deceptive when taken out of context. The program will not allow the entry, "Undefined", and if it did so, it would cause problems with other calculations on the page. If, for the sake of having a number, we use \$1 as last year's budget, the percent increase would be 1,500,000%, which is not a useful number for review.

18. How many laptops and carts are included in this proposal? Does this address a need or want?

Funding in the Technology budget is intended to replace two carts (\$46,000).

By the end of 2012- 2013 there will be 11 laptop carts. Since 2011, we have been able to redeploy older/slower laptops for classroom use (SMS science- 2, WS- grade 1, SV- grade1). This was a purposeful effort as per the Technology Plan- increase access to laptops for instructional purposes and SRBI intervention programs. These 4 laptop carts (small group capacity) are in addition to the seven laptop carts (full class capacity) we have had available for the past several years.

Full Class Laptop Carts		Small Group Laptop Carts*	
SHS	2	SMS Science	2 carts with 10 each
SMS	2	WS Grade 1	1 cart with 12
SES	3	SV Grade 1	1 cart with 12
*Using only redeployed machines			

The replacement cycle for laptop carts is shorter than workstations due the wear and tear caused by daily use/handling by several different groups of students and recharging. We have been able to maintain the functionality of laptops to extend the "life" of laptops from four to six years. With 7 laptop carts and assuming a replacement cycle of every 4- 6 years, every few years two laptop carts are required. With replacing one cart per year, and some years with no replacement, the

replacement cycle continues to be extended. Mobile laptop carts afford increased access to many different classrooms throughout the day to supplement the computer labs.

As per the district's Technology Plan, we are planning to expand the number of classrooms and percentage of students who have access to the Internet. As well, the trend is for more and better access to the Internet with testing requirements (SBAC), distance learning, 21<sup>st</sup> Century teaching and learning platforms, and complementary resources and programs.

One of the laptop carts at SES (purchased in the 2006- 2007 school year) has had significant issues. This laptop cart has frequently had numerous machines not functioning properly that cause the cart to be unavailable for use. This cart absolutely has to be replaced. The other laptop cart will replace a laptop cart that will be entering its seventh year of service in the next school year.

19. In the technology area, software was moved from code 600 to code 700. The reduction in "instructional supplies" was attributed to this reallocation. So if I assume that the \$35,469 reduction in 600 was basically added to 700, then the "real" increase in the 700 technology line is something like \$108,000. I have trouble understanding the backup information on the technology cost elements, and how they add up to the figure in code 700.

While this is the main reason for the decrease in instructional supplies, it is not the only one. There were seven areas which decreased and 9 areas which increased, the net effect being a \$35,469 reduction in this area. Overall there was a \$40,650 decrease for technology supplies. This was all for software which is now under code 735 in Line 700. The \$8900 budgeted are for technology supplies which were in other lines, mainly line 430. As with the 600 line, there are several factors which add up to the \$143,319 increase in Technology Equipment. In the backup material provided, \$9,000 has been allocated for musical equipment and \$18,000 budgeted for technology education equipment. This accounts for \$27,000 of the increase. While we had \$49,550 budget for software last year, the district is requesting \$50,765 this year (a slight increase, some of which is for different software needs than last year). Within this equipment line we have a few areas which show reductions (5) and a few which show increases (7). The main drivers of the increase are the mobile laptop cart (\$37,200 inc.), replacement switches (\$12,000 inc.), wireless access to add/increase access at SMS, WSS, SVS (\$24,000 inc.), funds for a file server (\$6,000 inc.) and funds needed in conjunction with a grant (\$65,000+ of which the district needs to fund \$5,000). As mentioned there are other minor increases as well as decreases which in total make up the increase in line 700.

20. We don't have any capital projects in the budget for SVS, yet we continue to talk about the poor shape of the building and physical plant. It looks like we are not investing in that building if there is a need to operate it for the longer term.

This school year, the district invested some funds for capital projects, for example, the rewiring of Staffordville School. Included in the Itemized Estimate are general maintenance funds for the upkeep of the building, and we budgeted an additional \$5,000 for carpet replacement. We have also installed wireless in the school. A roofing project (which is probably the primary capital project at this time) is very high cost (\$500,000 to \$1,000,000). We are also awaiting the findings of the ESCO.

21. Is there a technology and sports presentation at the next regular meeting?

While directors and coordinators will be available for comment and to address Board members' questions or concerns, we are not planning formal presentations to specifically address Technology and Athletics at this time.

22. What is the projected value of a mil, based on the current grand list?

Last year the grand list was valued at \$762,078,855. Normally used to calculate property taxes with an amount per thousand dollars, the mil or millage rate is 32.29. One (1) mil equals 762,079.

23. In order to get the increase down to just under 6%, we would need to reduce the proposed budget by about \$245,000. Do you have any ideas on how we could accomplish that?

The current Itemized Estimate includes reductions made by Administration (e.g. 1.0 FTE School Nurse, replacement of SMS gymnasium floor, limiting PK slots). In order to mitigate the cost of full-day kindergarten, we also explored staff transfers and the hiring of part-time paraprofessionals (who would not be eligible for benefits). Should we be directed to do so, we will explore options in order to make a recommendation relative to reductions to the Board. Obviously, these will be very difficult decisions. Hopefully, we may receive some positive news on the insurance front, which will affect the overall increase.

Additional Comments:

A. As we present this I think it would be important to highlight the fact that we have a huge challenge this year with preserving the quality of our school system and continue to enlighten people of the common core and how these changes are affecting our programs and needs. I like this slide. It also rolls nicely into why full day K is so important.

We are hopeful that the community will understand the importance of preserving the quality of our school district. This statement is in bold font to emphasize that very point.

B. On the background Statement slide, it was noted that the first point (*Institution of full-day kindergarten*) correlates with our strategic goal #2 the second point (*Reinstatement of elementary school assistant principal*) to goal #4, and the third (*Addition of technology education teacher at Stafford High School*) to goal #1.

## Preschool and Kindergarten Data for 2012- 2013 by District

District	DRG	Full Day K	Pre- K Days per week	Half/Full Day	Bussing	Fee	Scale	How many reg. ed. slots	Total students served	Ages	PK Program years	Comments
Ashford	E	Y	5	half	all bussed	No Fee	No Scale	varies	54	3 to 4	2	
Canterbury	F	N	5	half	Special Ed only	No Fee	No Scale	8	31	3 and 4	2	.5 day K program; no immediate plans to change
Chaplin	F	Y	5	both	all bussed	\$25.00 full 12.50 half	Sliding	25	29	3 and 4	2	
East Windsor	F	Y	5	half	all bussed	\$1,000 year \$500 yr. red. lunch 0 free lunch	lottery	No requirement	60	3 and 4	2	
Eastford	E	Y	5	half	all bussed	income based	Sliding	No requirement	18	3 and 4	2	
Ellington	C	N	5	1/2 & extended	Special Ed only	\$240/month am session \$340/month pm session \$180/mo ext. session	No Scale	33	65	3 to 5	2	
Enfield	F	LTD	5	half	Special Ed bussed Role model	Spec. Ed.-free Role Model \$600/year	No Scale	48	80-86	3 to 5	2	1 school has full K, part of Choice Program with Hartford, 20 students; all other students in .5
Griswold	F	N	5	Special Ed full day Role model	Special Ed bussed Role model	No Fee	No Scale	3 years old- Special Ed 4 years old-open	100+	3 yrs. old- Spec. Ed 4 yrs. old-	1 to 2	.5 day K program; Discussions started, but not for 2013- 2014
Manchester	G	Y	5	1/2 and full day	Special Ed only	Spec. Ed. And half day No fee . Full day \$40/wk.	No Scale	162	27	3 to 5	1 or 2	
Mansfield	C	Y	5	half	all bussed	No Fee	No Scale		59	3 and 4	2	
Montville	F	N	4	half	Special Ed only	No Fee	No Scale	30	45	3 to 5	2	.5 day K program; Discussions started, but not for 2013- 2014
North Canaan	F	Y	4	half	all bussed	Spec. Ed. No fee. Role Model \$800/yr.	No Scale	varies but they try to keep it 50/50	37	3 to 5	2	
Plainville	F	Y	3	half	Special Ed only	No Fee	No Scale	20	51	3 to 5	2	

Data gathered by Stafford Public Schools, January 2012 and November 2012

## Preschool and Kindergarten Data for 2012- 2013 by District

District	DRG	Full Day K	Pre- K Days per week	Half/Full Day	Bussing	Fee	Scale	How many reg. ed. slots	Total students served	Ages	PK Program years	Comments
Plymouth	F	Y	4	half	IEP (as needed)	\$1200/yr. lottery	No Scale	18	36	4	1	
Seymour	F	Y	5	half	all bussed	No Fee	No Scale	11	22	3 to 5	2	
Somers	C	N	4	half	Special Ed. Only	Spec. Ed.-free Role Model \$235/year	No Scale	13	20	3 and 4	2	
Sprague	F	Y	5	half	all bussed	No fee-Grant funded	No Scale		45	3 to 5	2	
Sterling	F	Y	5	half	all bussed	No fee-Grant funded	No Scale	11	33	3 and 4	2	
South Windsor	B	N	4	half	Special Ed bussed Role model	Special Ed.-Free Role Model \$1200/year	No Scale	35	90	3 and 4	2	
Stafford	F	N	5	half	all bussed	No fee	None	varies	140	3 and 4	2	
Suffield	C	N	4	half	Special Ed bussed Role model	Special Ed.-Free Role Model \$1200/year	No Scale	21	41	3 and 4	2	
Thompson	F	Y	5	half	all bussed	Special Ed.-Free Role Model \$300.00/mo.	Based Income for Readiness	28	34	3 and 4	2	
Tolland	C	N	4	half	Special Ed bussed Role model	No Fee	No Scale	Varies	48	3 and 4	2	
Union	E	N										NO PreK PROGRAM
Voluntown	F	Y	5	half	all bussed	No Fee	No Scale	3 yrs -15 4 yrs - 16	3 yrs - 19 4 yrs -	3 and 4	2	
Vernon	G	N	4	half	Special Ed bussed Lottery Role	No Fee	No Scale	Varies	154	3 and 4	2	

Data gathered by Stafford Public Schools, January 2012 and November 2012



## Preschool and Kindergarten Data for 2012- 2013 by District

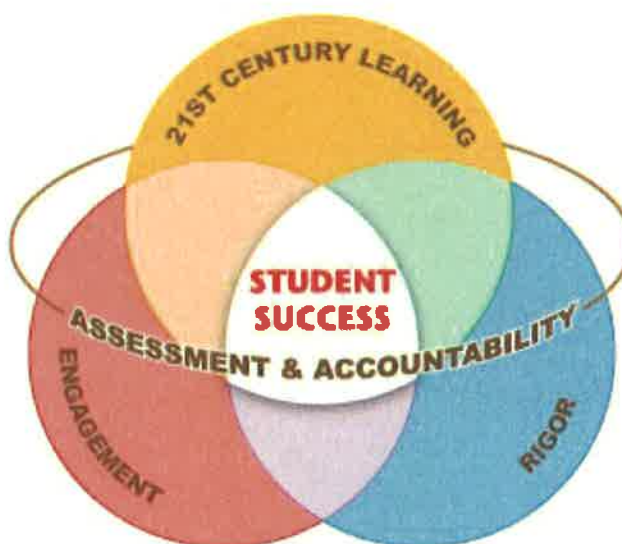
District	DRG	Full Day K	Pre- K Days per week	Half/Full Day	Bussing	Fee	Scale	How many reg. ed. slots	Total students served	Ages	PK Program years	Comments
<b>Willington</b>	E	Y	4	half/full if IEP	all bussed	No Fee	No Scale	Varies	20	3 and 4	2	
<b>Windsor</b>		D	5	half	Special Ed bussed Lottery Role	No Fee	No Scale	15	55	3 and 4	2	
<b>Windsor Locks</b>	F	Y	4	half	Special Ed bussed Lottery Role	No Fee	No Scale	15	48	3 and 4	2	
<b>Wolcott</b>	F	Y	5	half	Special Ed only	No Fee	No Scale	Varies	53	3 and 4	2	

# **COST OF FULL-DAY KINDERGARTEN AS CURRENTLY IN THE BUDGET PROPOSAL**

		Salary		Benefits		\$241,633 FDK
Kindergarten Teachers (3 new) BA Step 1	\$40,431	\$121,293	\$7,610	\$22,830	\$144,123	
Paraprofessionals for FDK (6 new PT) - First Year salary (\$12.38/hr)	\$9,585	\$57,510	\$21,737		\$57,510	
SVS - Renovation/Repairs of Room 9 (FDK)					\$5,000	
WSS - Playground Alterations (FDK)					\$5,000	
Furniture and Supplies for 2 Rooms (FDK)	\$15,000				\$30,000	
				<b>TOTAL:</b>	<b>\$241,633</b>	

Gym Floor SMS  
Painting Pinney  
SES Nurse

## **The Connecticut Plan: Academic and Personal Success for Every Middle and High School Student**



### **SECTION ONE: Organizing Concepts**

Reform of Connecticut's high schools was first identified as a major policy objective in 2001 when Associate Commissioner Sternberg wrote a concept paper describing how high schools might reorganize their practices to engage a new generation of adolescents. The effect of this paper, coupled with additional research and concerns over No Child Left Behind, resulted in the Department sponsoring a statewide conference on high school reform in 2005. This conference launched the work of The Connecticut High School Redesign Advisory Committee which developed a "Framework for Connecticut's High Schools: A Working Guide for High School Redesign." Shortly thereafter, the State Board of Education made high school reform Priority 3 of its 2006 five-year comprehensive plan, "A Superior Education for 21<sup>st</sup> Century Learners."

Among the steps taken to address Priority 3, the Department prepared a brochure detailing the concepts and expectations for all students to achieve academic and personal success in Connecticut. The brochure, whose symbol is highlighted above, explains how and why Connecticut's high schools must change and what policy makers must do to help prepare graduates for college and work in a "new economy." This brochure was further revised in 2008 to include middle schools as part of its call for *secondary* school reform.

The interlocking spheres above are the visual representation of what has finally settled into a comprehensive plan for reforming Connecticut's public schools in Grades 6-12. What follows are the details of this plan including the implications it holds for Connecticut teachers and students as well as the costs to the state and local districts to implement it over the next eight years. It is this plan - organized by the concepts of *Engagement*, *21<sup>st</sup> Century Learning*, and *Rigor* - that the Ad Hoc Committee for Secondary School Redesign recommends to the State Board of Education.

## High School Requirements (Grades 9-12)

### ■ Cluster 1: Science, Technology, Engineering and Mathematics (STEM) Total Credit Requirement: 8

<u>Mathematics:</u>	<u>Credits</u>	<u>Model Curricula</u>
Algebra I	1	x
Geometry	1	x
Algebra II or Statistics & Probability	1	x (2)
Calculus, Trigonometry, or other full-year course	1	--
<u>Science: Three Lab Science Courses</u>		
Biological/Life Science	1	x
Chemistry/Physical Science	1	--
Physical Science, Life Science, or Earth Science	1	--
<u>Required STEM Electives:</u>	1	
Science, Mathematics, Math/Science Tutorial, Technology, Engineering, or other STEM courses		
State Developed Final Examinations: Algebra I, Geometry, and Biological/Life Science		Total: 3

### ■ Cluster 2: Humanities Total Credit Requirement: 9

<u>English:</u>	<u>Credits</u>	<u>Model Curricula</u>
English Language Arts 1 (Genre Survey)	1	x
English Language Arts 2 (Genre Survey)		x
Literature and Composition:		--
American, World, or British Literature		
Full-year Elective	1	--
<u>Social Sciences and Fine Arts</u>		
International/World Studies		--
American History		x
Civics	0.5	--
Social Studies	0.5	--
Fine Arts: Art, Music, Theatre, or Dance	1	--
<u>Required Humanities Electives:</u>	1	
English, English Language Arts Tutorial, World Languages, Social Science, Fine Arts or other Humanities courses		
State Developed Final Examinations: English Language Arts 2, American History		Total: 2

### ■ Cluster 3: Career & Life Skills Credit Requirement: 3.5

<u>Career &amp; Life Skills:</u>	<u>Credits</u>	<u>Model Curricula</u>
Comprehensive Health Education	0.5	--
Physical Education	1	--
<u>Required Career &amp; Life Skills Electives:</u>	2	
Career and Technical Education, World Languages, English as a Second Language, Community Service, or other Career & Life Skills courses such as Personal Finance, Public Speaking, and Nutrition & Physical Activity.		
State Developed Final Examinations: None		Total: 0

■ Open Electives: 3.5

■ Capstone Experience: 1

**TOTAL CREDITS 25**