

Region 10 Schools

Serving the Towns of Burlington and Harwinton

Board of Education

24 Lyon Road, Burlington, CT 06013

www.region10ct.org

***Mission:** Regional School District #10 provides a safe and respectful learning environment to promote academic excellence and personal growth. We work collectively to cultivate the skills and knowledge of our students to create inquisitive learners, and responsible citizens.*

A G E N D A

Regular Meeting of the Board of Education

Monday, April 15, 2024

7:00 pm

The Board of Education Meeting will be held at the Learning Center in Har-Bur Middle School

- I. Call to Order
- II. Pledge of Allegiance
- III. Communication
 - A. Student Representatives' Report
 - a. Avery Dube
 - b. Cameron Smith
 - B. Superintendent's Report
 - C. Board Chair Report
- IV. Approval of the Board of Education Minutes for: ([Enclosure 1](#))
 - A. Minutes BOE Special Meeting February 29, 2024
 - B. Minutes BOE Regular Meeting, March 11, 2024
 - C. Minutes BOE Public Hearing Meeting, March 25, 2024
 - D. Minutes BOE Special Meeting, March 25, 2024
- V. Consent Agenda:
 - A. Approval of the Finance Reports dated: March 31, 2024 ([Enclosure 2](#))
 - B. Personnel Report: ([Enclosure 3](#))
- VI. Public Participation – The Region 10 Board of Education welcomes public participation.
 - Observers are always welcome.

The following guidelines are to assist those who wish to speak during the Public Participation Session:

~ **Board of Education Members** ~

Scott Ragaglia, Chairman*Scott Savelle, Vice Chairman*Melanie Wilhelm, Treasurer* Cassandra DuBois, Secretary
Victoria Basile*Amy Boisvert*Matt Cummings*Thomas Fausel*Rachel McFadden*Matthew Szydlo

A speaker's sign-in list is always available prior to the start of the meeting. Please sign in if you plan to address the Board of Education.

- Speakers are welcome to offer objective comments and/or suggestions to help improve school operations and programs.
- Speakers must be residents of the towns of Burlington or Harwinton. Parents of Region 10 students who reside outside of the school district may also speak.
- Expression of personal complaints should be directed to the appropriate Region 10 administrator via an appointment, telephone call, e-mail, or a letter.
- Personnel matters or concerns regarding a student(s) will not be discussed.
- Questions and or comments about pending litigation will not be discussed at Board of Education meetings.
- Testimony using an audio or video recording will not be permitted.
- When the Board Chairman recognized you to speak ... State your name and address for the record.
- Students, please state only your name.

The Board Chair has the discretion to limit comment time. Generally, three (3) minutes per speaker is allotted. The Chair may allow additional time.

- Written statements are always welcome, and copies are always provided to Board of Education Members.
- Immediate replies to questions and concerns should not be expected and will be delivered strictly on an as-available basis, at the discretion of the Chair.

VII. Business:

- A. Approval of Auditors
- B. 22-23 Surplus Allocation
- C. Technology Strategic Plan Presentation
- D. Revision to the 24/25 and 25/26 District Calendars ([Enclosure 4](#))

VIII. Action Items

- A. Har Bur overnight field trip: Quebec & Washington DC, February 2025 - 2nd read ([Enclosure 5](#))
- B. Donation: HCS Kindergarten Field trip - Winding Trails ([Enclosure 6](#))
- C. Proposed Educator Growth & Evaluation Plan: State Mandate ([Enclosure 7](#))
- D. Increasing Educator Diversity Plan: State Mandate ([Enclosure 8](#))

IX. Board Reports

- A. Committees:
 - 1. Ad Hoc Athletic Strategic Planning
 - 2. Building
 - 3. Curriculum
 - 4. Communication
 - 5. Facilities
 - 6. Finance
 - 7. Policy
 - 8. Security
 - 9. Superintendent's Evaluation
 - 10. Technology

X. Liaisons:
A: CREC

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Victoria Basile*Amy Boisvert*Matt Cummings*Thomas Fausel*Rachel McFadden*Matthew Szydlo*

- I Upcoming meeting:
Annual Meeting on District Budget; Monday, May 6, 202 @ 7pm
Regular Meeting; Monday May 13, 2024; 7:00 p.m.

II Adjourn

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Victoria Basile*Amy Boisvert*Matt Cummings*Thomas Fausel*Rachel McFadden*Matthew Szydlo*

**Special Meeting of the Board of Education
Expulsion Hearing
2/29/2024
Minutes**

Enclosure 1

Members Present:

1. Scott Ragaglia
2. Melanie Wilhelm
3. Cassandra DuBois
4. Rachel McFadden
5. Matthew Cummings

Also Present:

1. Howard Thiery
(Superintendent)
2. Chris Rau (LSM Principal)
3. Student
4. Parents

Meeting Called to Order: 6:36 pm by: Melanie Wilhelm

MOTION by Cassandra DuBois: I move that the Board of Education enter into executive session for the purpose of conducting a student expulsion hearing, during which matters of personal privacy of one or more students enrolled in the Region 10 School System are likely to be discussed, by name, and during which educational records not subject to disclosure under the Family Educational Rights and Privacy Act are likely to be discussed. The Board invites Superintendent Thiery, Principal Rau, the student, and their parents representatives into executive session.

Time: 6:37

Second: Rachel McFadden

Vote: All in Favor: 5 Opposed: 0

Return to public session time: 7:43

Motion: by Cassandra DuBois I move that the Board Adopt the Stipulated Agreement regarding all issues of fact.

Second: Rachel McFadden

Vote: All in Favor 5: Opposed 0

Motion: by Scott Ragaglia I move that the Board expel the student who was the subject of the expulsion hearing as follows:

The Student:

- a. will complete a 10-day suspension through March 4, 2024.
- b. will be expelled from participating in or attending any and all school sponsored or school related curricular and extracurricular classes, activities, programs and ceremonies, whether at school or other locations, for **180 school days** and that during the period of expulsion they shall be prohibited

from coming onto school property without making prior arrangements with the Superintendent. The student shall be offered an alternative educational opportunity off campus.

- c. The student will be allowed to return to school on March 18, 2024.
- d. The Board panel sets the following conditions for returning early, the student:
 - (1) Will meaningfully attend and participate in the alternative educational opportunities offered to the student during the student's period of expulsion and will make up all missed work in a reasonable amount of time.
 - (2) Will complete 60 hours of community service by the start of the 2024-2025 school year.
 - (3) Will participate in the Insight counseling program at Lewis Mills High School or a counseling program recommended by their parents and approved by the Superintendent.
 - (4) Will successfully pass a weekly drug test beginning with their return to school and lasting throughout the remaining period of their expulsion up to 180 days.
 - (5) The student will not have any further serious disciplinary incidents at the level of suspension or beyond.
 - (6) If, in the opinion of the Superintendent, the student meets all of these conditions they will be permitted to return to school early as stated above. If they do not, they will serve out the remaining period of their expulsion. If they are permitted to return to school early and fail to fulfill any of the conditions set forth above or becomes involved in any other discipline issue serious enough to warrant any form of suspension the student will immediately return to the student's status as an expelled student, without the need for another Board of Education hearing, and will serve out the remaining period of the student's expulsion.

Second: Melanie Wilhelm

Vote: All in favor: 5 Opposed:0

Motion and second to adjourn: Cassandra DuBois/Scott Ragaglia; All in favor
non opposed Meeting adjourned at

Time: 7:47 pm

REGIONAL SCHOOL DISTRICT #10
Regular Meeting of the Board of Education
24 Lyon Road, Burlington, CT 06013
Monday, March 11, 2024
7:00 p.m.

Board Members Present:

Scott Ragaglia, Chairman
Scott Savelle, Vice Chair
Melanie Wilhelm, Treasurer
Cassandra DuBois, Secretary
Amy Boisvert
Matt Cummings
Rachel McFadden
Thomas Fausel
Victoria Basile

Absent:

Matthew Szydlo
Avery Dube, Senior at Lewis Mills

Also Present:

Howard Thiery, Superintendent
Vonetta Romeo Rivers, Director of Teaching and Learning
Susan Laone, Director of Finance and Operations
Kelly Lyder, Board Clerk
Cameron Smith, Junior at Lewis Mills

<i>Call to Order</i>	The meeting was called to order by Chairman, Scott Ragaglia, at 7:00 pm.
<i>Pledge of Allegiance</i>	The Pledge of Allegiance was recited.
<i>Communication</i>	<u>Student Representatives' Report:</u> <u>Cameron Smith</u> shared with the Board that next week the Junior class will have their NGSS testing and spring sports will be starting. The World Language department will hold its Cultural Extravaganza on March 22. <u>Superintendent's Report:</u> Superintendent Thiery will discuss and review many topics throughout tonight's Board meeting that are on the agenda.

	<u>Board Chair Report:</u> Chairman Ragaglia welcomed everyone to the March Board meeting.
<i>Board of Education Budget Workshop</i>	Final Review: Superintendent Thiery and Director of Finance and Operations gave an overview of some reductions taken to the proposed 24-25 budget since the March 4, 2024 workshop. The Board members posed questions and concerns that were addressed during the meeting.
<i>Approval of Minutes</i>	A motion was made by Scott Savelle and seconded by Cassandra DuBois to accept/approve the February 12, 2024; minutes as presented. 7 in favor, none opposed; 2 abstained; motion passed. A motion was made by Scott Savelle and seconded by Cassandra DuBois to accept/approve the February 26, 2024; minutes as presented. 8 in favor, none opposed; 1 abstained; motion passed. A motion was made by Scott Savelle and seconded by Rachel McFadden to accept/approve the March 4, 2024; minutes as presented. 8 in favor, none opposed; 1 abstained; motion passed.
<i>Consent Agenda</i>	<u>Approval of the Financial Report dated February 29, 2024, and Personnel Report:</u> A motion was made by Scott Savelle and seconded by Melanie Wilhelm to accept/approve the consent agenda as presented. All in favor; none opposed; motion passed.
<i>Public participation</i>	No one from the public chose to speak.
<i>Business</i>	<u>Har-Bur Overnight field trip:</u> The Board reviewed the enclosures for Har-Bur middle school proposed field trip to Quebec and Washington DC in 2025. <u>Regional Career Pathway & Workforce Development Program Partnership: College & Career Accelerator (CCA):</u> A motion was made by Tom Fausel and seconded by Matt Cummings to move the College & Career Accelerator Program to Action item on the agenda. All in favor; none opposed; motion passed. <u>Proposed Educator Growth & Evaluation Plan- State Mandate:</u> The Superintendent & Director of Teaching & Learning informed the Board and answered questions on the proposed plan for the state mandate. <u>Increasing Educator Diversity Plan - State Mandate:</u> The Board reviewed and discussed the enclosure for RSD 10 Increasing Educators Diversity plan.

Action Items	<u>Updated Shipman & Goodwin Board policies:</u> A motion was made by Tom Fausel and seconded by Scott Savelle to accept/approve the updated Board policies with Shipman recommendations. All in favor; none opposed; motion passed. <u>Textbook recommendation: U. S. History 11th grade:</u> A motion was made by Cassandra DuBois and seconded by Rachel McFadden to accept/approve the US History 11th grade textbook. All in favor; none opposed; motion passed. <u>Regional Career Pathways & Workforce Development Program Partnership: College & Career Accelerator:</u> A motion was made by Melanie Wilhelm and seconded by Matt Cummings to accept/approve the College & Career Accelerator Program Partnership with EdAdvance. All in favor; none opposed; motion passed.
Board Committee Reports	<u>Ad Hoc Athletic Strategic Planning</u> – Nothing to report <u>Building Committee</u> – The Building & Facilities committee will be meeting tomorrow 3/12/24. <u>Curriculum</u> – A meeting was held on February 27. The committee continued their work with the EdAdvance’s College & Career Accelerator Partnership and AI. <u>Communication</u> – The committee has not met this month. <u>Facilities</u> – The facilities committee is meeting tomorrow. <u>Finance</u> – Committee has not met with the continuous work on the budget. <u>Policy</u> – The committee has not met. <u>Security</u> – Committee met February 27. <u>Superintendent’s Evaluation</u> – Have not met. <u>Technology</u> – Committee met to discuss the main topic of AI.
Liaisons	<u>CREC</u> – Nothing to report.
Upcoming Meetings	Public Hearing Monday, March 25, 2024; 7:00pm. Regular Meeting: Monday, April 15, 2024; 7:00pm
Adjourn	A motion was made by Scott Savelle and seconded by Cassandra DuBois to adjourn at 8:41 pm; all in favor; none opposed; motion passed.

Respectfully submitted,
Kelly Lyder, Board Clerk

Cassandra DuBois, Secretary

Date

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REGIONAL SCHOOL DISTRICT #10

Meeting of the Board of Education
Public Budget Hearing
24 Lyon Road, Burlington, CT 06013
Monday, March 25, 2024
7:00 p.m.

Scott Ragaglia, Chairman
Scott Savelle, Vice Chair
Melanie Wilhelm, Treasurer
Cassandra DuBois, Secretary
Amy Boisvert
Matt Cummings
Rachel McFadden
Thomas Fausel
Victoria Basile
Matthew Szydlo

Absent:

Also Present:

Howard Thiery, Superintendent
Vonetta Romeo Rivers, Director of Teaching and Learning
Susan Laone, Director of Finance and Operations
Kelly Lyder, Board Clerk

<i>Call to Order</i>	The meeting was called to order by Chairman, Scott Ragaglia at 7:00 pm
<i>Pledge of Allegiance</i>	The Pledge of Allegiance was recited.
<i>Reading of the Legal Notice</i>	The Board of Education Secretary, Cassandra DuBois, read the Legal Notice of Budget Hearing for Regional School District #10 Towns of Burlington and Harwinton. A Public Hearing for the purpose of presenting the proposed 2024/2025 Regional School District #10 budget will be held on Monday, March 25, 2024, at 7:00 p.m. in the Har-Bur Middle School Learning Center. Copies of proposed budget will be posted at www.Region10ct.org. Any resident may recommend the inclusion or deletion of expenditures at such time.

<i>Review the budget for 2024-25 School Year</i>	Superintendent Thiery presented an overview of the RSD #10 proposed 2024-2025 budget. The budget increase is \$1,315,531.00 over last year or 2.95%. Factoring in revenues, income and surplus allocations to the towns, the net budget increase is \$ 1,295,531 or 2.97 % increase.
<i>Public Participation</i>	No one from the public chose to speak.
<i>Adjourn</i>	A motion was made by Cassandra DuBois and seconded by Matt Szydlo to adjourn the meeting at 7:18 p.m.; all in favor; none opposed; motion carried unanimously.

Respectfully submitted,
Kelly Lyder, Board Clerk

Cassandra DuBois, Secretary

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REGIONAL SCHOOL DISTRICT #10
Special Meeting of the Board of Education
24 Lyon Road, Burlington, CT 06013
Monday, March 25, 2024
7:19 p.m.

Scott Ragaglia, Chairman
Scott Savelle, Vice Chair
Melanie Wilhelm, Treasurer
Cassandra DuBois, Secretary
Amy Boisvert
Matt Cummings
Rachel McFadden
Thomas Fausel
Victoria Basile
Matthew Szydlo

Also Present:

Howard Thiery, Superintendent
Vonetta Romeo Rivers, Director of Teaching and Learning
Susan Laone, Director of Finance and Operations
Kelly Lyder, Board Clerk

<i>Call to Order</i>	The meeting was called to order by Chairman, Scott Ragaglia at 7:19 pm
<i>Action Items</i>	Approval of the Final Budget for the RSD 10 School Year 2024-2025 The Board arrived at a 2.95% increase in the budget. With a 2024-2025 school year budget total of \$45,959,531. A motion was made by Cassandra DuBois and seconded by Scott Savelle to adopt a budget in the amount of \$45,959,531.00 for the 2024/2025 fiscal year beginning July 1, 2024 to be brought to the Annual Meeting on May 6, 2024. Cassie withdrew her motion. A motion was made by Cassandra DuBois and seconded by Matt Szydlo to adopt a budget in the amount of \$45,959,000.00 for the 2024/2025 fiscal year beginning July 1, 2024 to be brought to the Annual Meeting on May 6, 2024. Cassandra DuBois withdrew her motion.

	A motion was made by Cassandra DuBois and seconded by Matt Szydlo to adopt a budget in the amount of \$45,959,531.00 for the 2024/2025 fiscal year beginning July 1, 2024 to be brought to the Annual Meeting on May 6, 2024; all in favor; none opposed; motion passed. Approval of the Legal Call for the May 6, 2024, Annual Budget Meeting. A motion was made by Tom Fausel and seconded by Matt Cummings to accept/approve the Legal Call for the May 6, 2024 Annual Meeting as follows: NOTICE OF DISTRICT MEETING & REFERENDUM REGIONAL SCHOOL DISTRICT #10 TOWNS OF BURLINGTON & HARWINTON A meeting to discuss the 2024/2025 Regional School District #10 Estimate of Expenses will be held on Monday May 6, 2024 at 7:00 p.m. in the Har-Bur Middle School Learning Center. A referendum for the electors and citizens qualified to vote will be held at the Burlington and Harwinton Town Halls on Tuesday, May 7, 2024 from 6:00 a.m. to 8:00 p.m. to vote on the acceptance of the 2024/2025 Regional School District #10 budget in the amount of \$45,959,531.00 Absentee ballots will be available at the town halls starting April 18, 2024. Copies of the budget will be available at the office of the Town Clerk in both Burlington and Harwinton. All in favor; none opposed; motion carried unanimously.
<i>Adjourn</i>	A motion was made by Tom Fausel and seconded by Victoria Basile to adjourn the meeting at 7:25pm; all in favor; none opposed; motion carried unanimously.

Respectfully submitted,
Kelly Lyder, Board Clerk

Cassandra DuBois, Secretary

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Back to Agenda

Regional School District #10
Expenditure Report by Object March 31, 2024

Enclosure 2

Account	Budget 2023-24	Expended To Date	Encumbered To Date	Total Expend & Enc	% Expended and/or Encumb. To Date	Remaining Balance
111 Certified Personnel	\$ 20,433,431	\$ 13,229,734	\$ 7,079,464	20,309,198	99.39%	\$ 124,233
112 Non-Cert. Personnel	5,887,871	4,220,555	1,672,051	5,892,606	100.08%	(4,735)
120 Temporary Wages	342,900	185,282	-	185,282	54.03%	157,618
Total Personnel:	\$ 26,664,202	\$ 17,635,572	\$ 8,751,515	\$ 26,387,086	98.96%	\$ 277,116
210 Group Disability Insurance	\$ 38,714	\$ 22,676	\$ -	\$ 22,676	58.57%	\$ 16,038
220 Social Security	800,402	547,739	1,629	549,369	68.64%	251,033
230 Retirement Contributions	300,000	262,102	35,184	297,286	99.10%	2,714
240 Tuition Reimbursement	36,000	9,046	675	9,721	27.00%	26,279
250 Unemployment Comp.	12,520	9,663	-	9,663	77.18%	2,857
260 Workers Compensation	254,455	215,977	-	215,977	84.88%	38,478
270 Health/Life Benefits	5,096,800	4,169,776	50	4,169,826	81.81%	926,974
Total Benefits:	\$ 6,538,891	\$ 5,236,979	\$ 37,538	\$ 5,274,517	80.66%	\$ 1,264,374
310 Admin. Services	\$ 20,000	\$ 10,265	\$ 724	\$ 10,989	54.95%	\$ 9,011
320 Prof. Education Services	48,500	13,342	16,020	29,362	60.54%	19,138
330 Other Professional Services	329,540	323,687	50,604	374,291	113.58%	(44,751)
340 Technical Services	25,150	20,747	-	20,747	82.49%	4,403
Total Purchased Services	\$ 423,190	\$ 368,040	\$ 67,349	\$ 435,389	102.88%	\$ (12,199)
410 Utility Services	\$ 578,500	\$ 387,899	\$ -	\$ 387,899	67.05%	\$ 190,601
411 Septic/Water Systems	44,000	34,416	5,062	39,478	89.72%	4,522
412 LGS Sewer Annual Fee	28,500	-	-	-	0.00%	28,500
420 Cleaning Services	12,792	7,211	663	7,874	61.56%	4,918
421 Disposal Services	61,861	52,653	2,428	55,081	89.04%	6,780
422 Snowplowing Services	64,500	64,500	-	64,500	100.00%	-
424 Grounds Upkeep	44,200	27,831	7,938	35,769	80.92%	8,431
425 Security	34,300	19,530	2,482	22,012	64.18%	12,288
430 Repairs/Maintenance Ser.	444,800	303,787	69,058	372,845	83.82%	71,956
440 Facility Rentals	12,400	12,108	-	12,108	97.64%	292
490 Pest Control	3,400	2,217	2,853	5,070	149.12%	(1,670)
Total Facilities:	\$ 1,329,253	\$ 912,151	\$ 90,484	\$ 1,002,635	75.43%	\$ 326,618
519 Transport/Reimbursable	\$ 2,601,210	\$ 1,646,961	\$ 1,175,316	\$ 2,822,278	108.50%	\$ (221,068)
520 Insurance	312,637	271,294	-	271,294	86.78%	41,343
530 Communication/Telephone	59,500	38,189	-	38,189	64.18%	21,311
531 Postage	21,740	10,691	10,243	20,934	96.29%	806
540 Advertising	3,050	1,455	-	1,455	47.70%	1,595
550 Printing & Binding	16,570	5,077	-	5,077	30.64%	11,493
561 Tuition to LEAs	362,262	329,980	-	329,980	91.09%	32,282

Regional School District #10
Expenditure Report by Object March 31, 2024

Account	Budget 2023-24	Expended To Date	Encumbered To Date	Total Expend & Enc	% Expended and/or Encumb. To Date	Remaining Balance
563 Tuition to Private Sources	2,261,142	1,666,079	760,546	2,426,625	107.32%	(165,483)
580 Prof Develop/Reimb Travel	51,038	23,370	2,757	26,127	51.19%	24,911
590 Misc. Purchased Services	239,675	128,734	53,804	182,538	76.16%	57,137
591 Student Activities	10,120	3,620	370	3,991	39.43%	6,129
Total Transport. & Other	\$ 5,938,944	\$ 4,125,449	\$ 2,003,036	\$ 6,128,486	103.19%	\$ (189,542)
610 Supplies	\$ 454,398	\$ 320,916	\$ 50,868	\$ 371,784	81.82%	\$ 82,613
611 Software	372,996	352,653	1,476	354,129	94.94%	18,867
621 Natural Gas	50,000	17,485	-	17,485	34.97%	32,515
623 Propane	15,000	6,705	-	6,705	44.70%	8,295
624 Fuel Oil	452,800	327,488	124,951	452,439	99.92%	361
626 Gasoline	6,500	3,709	-	3,709	57.06%	2,791
640 Textbooks	68,484	55,826	4,082	59,907	87.48%	8,577
641 Library Books	23,022	13,113	4,359	17,472	75.89%	5,550
642 Periodicals	31,108	26,410	353	26,763	86.03%	4,345
Total Supplies:	\$ 1,474,308	\$ 1,124,305	\$ 186,090	\$ 1,310,395	88.88%	\$ 163,913
741 Replace Inst. Equipment	\$ 25,300	\$ 25,249	\$ 32	\$ 25,280	99.92%	\$ 20
742 Replace Non-Inst. Equip.	213,100	2,218	164,160	166,378	78.08%	46,722
743 New Inst. Equipment	6,835	1,290	33	1,323	19.35%	5,512
744 New Non-Inst. Equipment	4,931	403	-	403	8.17%	4,528
Total Equipment:	\$ 250,166	\$ 29,160	\$ 164,224	\$ 193,384	77.30%	\$ 56,782
810 Dues & Fees	\$ 55,671	\$ 38,677	\$ 125	\$ 38,802	69.70%	\$ 16,869
830 Interest Bond Expense	211,556	211,556	-	211,556	100.00%	-
831 Principal Bond Expense	1,495,000	1,495,000	-	1,495,000	100.00%	-
835 Capital Improvements	214,200	213,967	-	213,967	99.89%	233
840 Emergency/Contingency	48,619	-	-	-		48,619
Total Bond & Misc.	\$ 2,025,046	\$ 1,959,200	\$ 125	\$ 1,959,325	96.75%	\$ 65,722
GRAND TOTALS:	\$ 44,644,000	\$ 31,390,855	\$ 11,300,362	\$ 42,691,218	95.63%	\$ 1,952,782

Regional School District #10

Budget Journal Entries Report

Fiscal Year: 2023-2024

Type: Budget Journal

From Date: 3/1/2024

To Date: 3/31/2024

Entry Number Line	Memo Entry Date	Account	Line Memo	Batch / Reference	Voucher Check #	Journal Debits	Credits	User ID
50		Transfer funds to cover the cost of septic pump out at HB/LSM		Budget Transfers		0 Adjustment		995.slaone
1	03/05/2024	100.02.2600.85.411	SEPTIC/WATER: HCS		Check Number	\$0.00	(\$2,500.00)	
2	03/05/2024	100.04.2600.85.411	SEPTIC/WATER: LGS		Check Number	\$0.00	(\$1,500.00)	
3	03/05/2024	100.07.2600.85.411	SEPTIC/WATER: HBMS		Check Number	\$2,000.00	\$0.00	
4	03/05/2024	100.09.2600.85.411	SEPTIC/WATER: LSM		Check Number	\$2,000.00	\$0.00	
						\$4,000.00	(\$4,000.00)	
51		Transfer per Mary-Lynn Leon		Budget Transfers		0 Adjustment		995.mshailer
1	03/05/2024	100.07.1120.00.610	SUPPLIES: HB SCHOOLWIDE		Check Number	\$600.00	\$0.00	
2	03/05/2024	100.07.1120.07.610	SUPPLIES: HB INSTR TECH ED		Check Number	\$0.00	(\$600.00)	
						\$600.00	(\$600.00)	
52		The Classroom Video on Demand subscription from the previous librarian's budget plan was not renewed so that the library could instead create a Makerspace and order supplies for it. The library is also genrefying & reorganizing books		Budget Transfers		0 Adjustment		995.slaone
1	03/08/2024	100.09.2220.00.611	SOFTWARE/AV: LSM MEDIA CENTER		Check Number	\$0.00	(\$1,717.51)	
2	03/08/2024	100.09.2220.00.610	SUPPLIES: LSM MEDIA CENTER		Check Number	\$1,717.51	\$0.00	
						\$1,717.51	(\$1,717.51)	
53		NoodleTools is a research and citation tool used by Har-Bur students. Moving forward, the LSM library budget will cover the subscription cost for both HB and LSM for the 2024-2025 school year.		Budget Transfers		0 Adjustment		995.slaone
1	03/12/2024	100.07.2220.00.642	PERIODICALS: HBMS MEDIA CENTER		Check Number	\$0.00	(\$2.00)	
2	03/12/2024	100.07.2220.00.810	DUES & FEES: MEDIA CENTER		Check Number	\$2.00	\$0.00	
						\$2.00	(\$2.00)	

Regional School District #10

Budget Journal Entries Report

Fiscal Year: 2023-2024

Type: Budget Journal

From Date: 3/1/2024

To Date: 3/31/2024

Entry Number	Memo		Batch / Reference	Voucher	Journal	User ID
Line	Entry Date	Account	Line Memo	Check #	Debits	Credits
54	Transfer funds to cover the cost of repairing dugout fencing for baseball and softball fields/dugouts		Budget Transfers		0 Adjustment	995.slaone
1	03/12/2024	100.07.2600.85.742	EQUIP REPLACE: HBMS NON-INST	Check Number	\$0.00	(\$2,278.02)
2	03/12/2024	100.09.2600.85.742	EQUIP REPLACE: LSM NON-INST	Check Number	\$2,278.02	\$0.00
					\$2,278.02	(\$2,278.02)
55	I would like to transfer funds from "periodicals" to "supplies". The amount of transfer is \$225. This is for makerspace supplies.		Budget Transfers		0 Adjustment	995.slaone
1	03/12/2024	100.09.2220.00.642	PERIODICALS	Check Number	\$0.00	(\$225.00)
2	03/12/2024	100.09.2220.00.610	SUPPLIES: LSM MEDIA CENTER	Check Number	\$225.00	\$0.00
					\$225.00	(\$225.00)
56	Original transfer short by \$1		Budget Transfers		0 Adjustment	995.slaone
1	03/13/2024	100.07.2220.00.642	PERIODICALS: HBMS MEDIA CENTER	Check Number	\$0.00	(\$1.00)
2	03/13/2024	100.07.2220.00.810	DUES & FEES: MEDIA CENTER	Check Number	\$1.00	\$0.00
					\$1.00	(\$1.00)
57	Transfer funds to order paper		Budget Transfers		0 Adjustment	995.slaone
1	03/25/2024	100.09.1130.12.610	SUPPLIES: LSM INST SCIENCE	Check Number	\$0.00	(\$1,000.00)
2	03/25/2024	100.09.2410.00.610	SUPPLIES: LSM PRINCIPAL OFFICE	Check Number	\$1,000.00	\$0.00
					\$1,000.00	(\$1,000.00)
58	Transfer funds to cover annual bleacher inspections/repairs		Budget Transfers		0 Adjustment	995.slaone
1	03/26/2024	100.04.2600.85.430	REPAIRS & MAINT: LGS MAINT	Check Number	\$0.00	(\$4,250.00)
2	03/26/2024	100.07.2600.85.430	REPAIRS & MAINT: HBMS MAINT	Check Number	\$4,250.00	\$0.00
					\$4,250.00	(\$4,250.00)

Regional School District #10

Budget Journal Entries Report

Fiscal Year: 2023-2024

Type: Budget Journal

From Date: 3/1/2024

To Date: 3/31/2024

Entry Number Line	Memo Entry Date	Account	Line Memo	Batch / Reference	Voucher Check #	Journal Debits	Credits	User ID
59			let my subscription to Horn Book Magazine (professional book reviews) expire for the remainder of this school year & renew in the fall. that money & what is left in supplies, I will purchase ebooks & audiobooks of the 2025 Nutmeg book award titles	Budget Transfers		0 Adjustment		995.slaone
1	03/27/2024	100.07.2220.00.642	PERIODICALS: HBMS MEDIA CENTER		Check Number	\$0.00		(\$104.00)
2	03/27/2024	100.07.2220.00.610	SUPPLIES: HB MEDIA CENTER		Check Number	\$0.00		(\$45.92)
3	03/27/2024	100.07.2220.00.641	LIBRARY BOOKS: HB MEDIA CENTER		Check Number	\$149.92		\$0.00
						\$149.92		(\$149.92)
60			I am working with the High School ELA department to create 9th grade summer reading options right now, and therefore am requesting a transfer			0 Adjustment		995.slaone
1	03/27/2024	100.09.2220.00.810	DUES & FEES: LSM MEDIA CENTER		Check Number	\$0.00		(\$72.00)
2	03/27/2024	100.09.2220.00.641	LIBRARY BOOKS: LSM MEDIA CENTER		Check Number	\$72.00		\$0.00
						\$72.00		(\$72.00)

Regional School District #10

Budget Journal Entries Report

Fiscal Year: 2023-2024

Type: Budget Journal

From Date: 3/1/2024

To Date: 3/31/2024

Entry Number	Memo		Batch / Reference	Voucher	Journal	User ID
Line	Entry Date	Account	Line Memo	Check #	Debits	Credits
61		Transfers to cover quarter end line deficits	Budget Transfers		0 Adjustment	995.slaone
1	03/31/2024	100.01.2320.00.111	SALARIES: SUPERINTENDENT	Check Number	\$8,667.00	\$0.00
2	03/31/2024	100.01.2510.00.111	SALARIES: DIRECTOR OF FINANCE AND OPERATIONS	Check Number	\$3,442.25	\$0.00
3	03/31/2024	100.02.1110.01.111	ART HCS	Check Number	\$1,225.05	\$0.00
4	03/31/2024	100.02.1110.09.111	SALARIES: HCS MUSIC TEACHER	Check Number	\$1,334.09	\$0.00
5	03/31/2024	100.02.1110.20.111	SALARIES: HCS KINDERGARTEN TCH	Check Number	\$0.00	(\$14,000.00)
6	03/31/2024	100.02.2410.00.111	SALARIES: HCS PRINCIPAL/ASST	Check Number	\$5,000.00	\$0.00
7	03/31/2024	100.04.1110.01.111	SALARIES: LGS ART TEACH	Check Number	\$121.98	\$0.00
8	03/31/2024	100.04.1110.09.111	SALARIES: LGS MUSIC TEACH	Check Number	\$36.35	\$0.00
9	03/31/2024	100.04.1110.10.111	SALARIES: LGS P.E. TEACHER	Check Number	\$224.64	\$0.00
10	03/31/2024	100.04.1110.23.111	SALARIES: LGS GRADE 3 TEACHER	Check Number	\$2,736.72	\$0.00
11	03/31/2024	100.04.2220.00.111	SALARIES: LGS LIBRARIAN	Check Number	\$136.62	\$0.00
12	03/31/2024	100.05.1200.50.111	SALARIES: SS DIRECTOR	Check Number	\$5,000.00	\$0.00
13	03/31/2024	100.07.1120.08.111	SALARIES: HB MATH TCHR	Check Number	\$14,384.00	\$0.00
14	03/31/2024	100.07.1120.11.111	SALARIES: HB READING TEACH	Check Number	\$7,275.04	\$0.00
15	03/31/2024	100.07.1120.12.111	SALARIES: HB SCIENCE TCHR	Check Number	\$17,419.94	\$0.00
16	03/31/2024	100.07.2410.00.111	SALARIES: HB PRINCIPAL/ASST	Check Number	\$1,000.00	\$0.00
17	03/31/2024	100.09.1130.03.111	SALARIES: LSM LANGUAGE ARTS	Check Number	\$1,119.88	\$0.00
18	03/31/2024	100.09.1130.04.111	SALARIES: LSM WORLD LANG TEA	Check Number	\$0.00	(\$28,000.00)
19	03/31/2024	100.09.1130.08.111	SALARIES: LSM MATH TEACHER	Check Number	\$259.92	\$0.00
20	03/31/2024	100.09.1130.10.111	SALARIES: LSM PHYS ED TEACHERS	Check Number	\$0.00	(\$29,000.00)
21	03/31/2024	100.09.1130.13.111	SALARIES: LSM SOC STUDIES TCHR	Check Number	\$1,256.06	\$0.00
22	03/31/2024	100.09.2410.00.111	SALARIES: LSM PRINCIPAL/ASST	Check Number	\$1,000.23	\$0.00

Regional School District #10

Budget Journal Entries Report

Fiscal Year: 2023-2024

Type: Budget Journal

From Date: 3/1/2024

To Date: 3/31/2024

Entry Number Line	Memo Entry Date	Account	Line Memo	Batch / Reference	Voucher Check #	Journal Debits	Credits	User ID
61		Transfers to cover quarter end line deficits		Budget Transfers		0 Adjustment		995.slaone
23	03/31/2024	100.09.2220.00.111	SALARIES: LSM MEDIA CENTER	Check Number		\$0.00	(\$11,000.00)	
24	03/31/2024	100.02.2130.00.112	SALARIES: HCS NURSE	Check Number		\$301.00	\$0.00	
25	03/31/2024	100.04.2410.00.112	SALARIES: LGS PRINC SECRETARY	Check Number		\$5,661.42	\$0.00	
26	03/31/2024	100.05.1200.50.112	SALARIES: SS SECRETARY	Check Number		\$15,191.56	\$0.00	
27	03/31/2024	100.07.2130.00.112	SALARIES: HB NURSE	Check Number		\$3,500.00	\$0.00	
28	03/31/2024	100.07.2220.00.112	SALARIES: HB MEDIA CENTER	Check Number		\$85.25	\$0.00	
29	03/31/2024	100.07.2410.00.112	SALARIES: HB PRINCIPAL SEC	Check Number		\$0.00	(\$8,000.00)	
30	03/31/2024	100.07.2600.85.112	HBMS SECURITY PERSONNEL	Check Number		\$0.00	(\$3,000.00)	
31	03/31/2024	100.09.2410.00.112	SALARIES: LSM PRINCIPAL SECY	Check Number		\$0.00	(\$3,000.00)	
32	03/31/2024	100.09.2220.00.112	WERNER, A.	Check Number		\$0.00	(\$379.00)	
33	03/31/2024	100.09.2600.00.112	SALARIES: LSM CUSTODIAL	Check Number		\$16,874.04	\$0.00	
34	03/31/2024	100.09.2600.85.112	LSM SECURITY PERSONNEL	Check Number		\$6,000.00	\$0.00	
35	03/31/2024	100.04.2600.00.112	SALARIES: LGS CUSTODIAL	Check Number		\$0.00	(\$7,000.00)	
36	03/31/2024	100.01.2510.00.112	SALARIES: CO BOOKKEEPERS/SECYS	Check Number		\$0.00	(\$15,874.04)	
37	03/31/2024	100.04.2130.00.120	SALARIES SUBS: LGS NURSE	Check Number		\$665.75	\$0.00	
38	03/31/2024	100.05.1210.00.120	SALARIES SUBS: SS TEACH ASSIST	Check Number		\$11,070.00	\$0.00	
39	03/31/2024	100.05.1210.28.120	SALARIES SUBS: SS TEACHERS	Check Number		\$0.00	(\$11,070.00)	
40	03/31/2024	100.07.1120.28.120	SALARIES SUBS: HB TEACHERS	Check Number		\$0.00	(\$665.75)	
41	03/31/2024	100.01.2310.00.330	PROFESS SVS: LEGAL	Check Number		\$5,000.00	\$0.00	
42	03/31/2024	100.05.2310.00.330	PROFESS SVS: LEGAL	Check Number		\$0.00	(\$5,000.00)	
43	03/31/2024	100.01.2600.85.420	CLEANING SVS: CO	Check Number		\$324.00	\$0.00	
44	03/31/2024	100.04.2600.85.420	CLEANING SVS: LGS	Check Number		\$1,003.62	\$0.00	
45	03/31/2024	100.07.2600.85.420	CLEANING SVS: HBMS	Check Number		\$1,447.27	\$0.00	
46	03/31/2024	100.09.2600.85.420	CLEANING SVS: LSM	Check Number		\$1,417.12	\$0.00	
47	03/31/2024	100.09.2600.85.421	CLEANING SVS: LSM	Check Number		\$7,360.86	\$0.00	
48	03/31/2024	100.01.2600.85.430	REPAIRS & MAINT: CO MAINT	Check Number		\$0.00	(\$2,000.00)	

Regional School District #10

Budget Journal Entries Report

Fiscal Year: 2023-2024

Type: Budget Journal

From Date: 3/1/2024

To Date: 3/31/2024

Entry Number Line	Memo Entry Date	Account	Batch / Reference Line Memo	Voucher Check #	Journal Debits	Credits	User ID
61		Transfers to cover quarter end line deficits	Budget Transfers		0 Adjustment		995.slaone
49	03/31/2024	100.02.2600.85.430	REPAIRS & MAINT: HCS MAINT	Check Number	\$0.00		(\$3,000.00)
50	03/31/2024	100.04.2600.85.430	REPAIRS & MAINT: LGS MAINT	Check Number	\$0.00		(\$3,000.00)
51	03/31/2024	100.09.2600.85.430	REPAIRS & MAINT: LSM MAINT	Check Number	\$0.00		(\$3,552.87)
52	03/31/2024	100.01.2500.00.531	POSTAGE: CO	Check Number	\$135.78		\$0.00
53	03/31/2024	100.02.2500.00.531	POSTAGE: HCS	Check Number	\$0.00		(\$135.78)
54	03/31/2024	100.09.2120.00.550	PRINTING & BIND: LSM SCHOOL COUNSELING	Check Number	\$15.00		\$0.00
55	03/31/2024	100.09.1130.00.550	PRINTING & BIND: LSM	Check Number	\$0.00		(\$15.00)
56	03/31/2024	100.09.1500.00.561	TUITION: LSM MAGNET SCHOOL	Check Number	\$10,026.00		\$0.00
57	03/31/2024	100.07.1500.00.561	TUITION: MS MAGNET SCHOOL	Check Number	\$0.00		(\$10,026.00)
58	03/31/2024	100.09.2410.80.580	TRAVEL REIMB: LSM PRINC/AST PR	Check Number	\$155.89		\$0.00
59	03/31/2024	100.01.2210.00.580	TRAVEL REIMB: ASST. SUPT.	Check Number	\$0.00		(\$155.89)
60	03/31/2024	100.02.1110.19.610	SUPPLIES: HCS H EALTH/WEELLNESS	Check Number	\$43.43		\$0.00
61	03/31/2024	100.02.1110.13.610	SUPPLIES: HCS SOCIAL STUDIES	Check Number	\$0.00		(\$43.43)
62	03/31/2024	100.02.1110.30.610	SUPPLIES: HCS EARLY LITERACY	Check Number	\$2.90		\$0.00
63	03/31/2024	100.02.2130.00.610	SUPPLIES: HCS NURSE	Check Number	\$0.00		(\$2.90)
64	03/31/2024	100.07.1120.00.610	SUPPLIES: HB SCHOOLWIDE	Check Number	\$2.35		\$0.00
65	03/31/2024	100.07.1120.01.610	SUPPLIES: HB ART	Check Number	\$0.00		(\$2.35)
66	03/31/2024	100.07.1120.11.610	SUPPLIES: HB INSTR READING	Check Number	\$429.23		\$0.00
67	03/31/2024	100.07.1120.07.610	SUPPLIES: HB INSTR TECH ED	Check Number	\$0.00		(\$429.23)
68	03/31/2024	100.09.1130.01.610	SUPPLIES: LSM INSTR ART	Check Number	\$62.14		\$0.00
69	03/31/2024	100.09.1130.03.610	SUPPLIES: LSM LANGUAGE ARTS	Check Number	\$0.00		(\$62.14)
70	03/31/2024	100.07.2600.85.624	FUEL OIL: HBMS	Check Number	\$219.52		\$0.00
71	03/31/2024	100.09.2600.85.624	FUEL OIL: LSM	Check Number	\$219.53		\$0.00
72	03/31/2024	100.07.2600.85.624	FUEL OIL: HBMS	Check Number	\$0.00		(\$439.05)

Regional School District #10

Budget Journal Entries Report

Fiscal Year: 2023-2024

Type: Budget Journal

From Date: 3/1/2024

To Date: 3/31/2024

Entry Number Line	Memo Entry Date	Account Account	Line Memo	Batch / Reference	Voucher Check #	Journal Debits	Credits	User ID
61	Transfers to cover quarter end line deficits		Budget Transfers			0 Adjustment		995.slaone
73	03/31/2024	100.09.2210.03.810	DUES & FEES: LSM LANGUAGE ARTS		Check Number	\$5.65	\$0.00	
74	03/31/2024	100.09.2210.04.810	DUES & FEES: LSM WORLD LANG.		Check Number	\$0.00	(\$5.65)	
75	03/31/2024	100.01.5000.00.830	INTEREST EXP: BONDING		Check Number	\$0.26	\$0.00	
76	03/31/2024	100.01.2210.00.840	CONTINGENCY: SUP EMERG/CONTIN		Check Number	\$0.00	(\$0.26)	
						\$158,859.34	(\$158,859.34)	
62	Transfer funds to cover SPED Deficits and misc deficits					0 Adjustment		995.slaone
1	03/31/2024	100.05.1210.00.111	SALARIES: SS TEACHERS		Check Number	\$0.00	(\$129,651.12)	
2	03/31/2024	100.05.1210.29.111	SALARIES: SS HOMEBOUND/TUTOR		Check Number	\$20,753.75	\$0.00	
3	03/31/2024	100.05.2113.00.111	SALARIES: SS SOCIAL WORKER		Check Number	\$94,969.09	\$0.00	
4	03/31/2024	100.05.2150.00.111	SALARIES: SS SPEECH		Check Number	\$2,555.32	\$0.00	
5	03/31/2024	100.05.1210.29.112	SALARIES: SS TUTOR		Check Number	\$8.87	\$0.00	
6	03/31/2024	100.05.1210.00.112	SALARIES: SS TEACHING ASSIST		Check Number	\$11,364.09	\$0.00	
7	03/31/2024	100.07.2600.85.624	FUEL OIL: HBMS		Check Number	\$439.05	\$0.00	
8	03/31/2024	100.04.2600.85.624	FUEL OIL: LGS		Check Number	\$0.00	(\$439.05)	
9	03/31/2024	100.04.1110.09.111	SALARIES: LGS MUSIC TEACH		Check Number	\$30.00	\$0.00	
10	03/31/2024	100.02.1110.20.111	SALARIES: HCS KINDERGARTEN TCH		Check Number	\$0.00	(\$30.00)	
11	03/31/2024	100.09.1130.40.430	REPAIRS & MAINT: LSM COPIER/OFFICE		Check Number	\$3,400.00	\$0.00	
12	03/31/2024	100.01.2700.00.519	TRANS: ELEM STUDENT/REIMB		Check Number	\$0.00	(\$3,400.00)	
						\$133,520.17	(\$133,520.17)	

Regional School District #10

Budget Journal Entries Report

Fiscal Year: 2023-2024

Type: Budget Journal

From Date: 3/1/2024

To Date: 3/31/2024

Entry Number	Memo		Batch / Reference	Voucher	Journal	User ID
Line	Entry Date	Account	Line Memo	Check #	Debits	Credits
63		Transfer funds to cover copier expense	Budget Transfers		0 Adjustment	995.slaone
1	03/31/2024	100.02.1110.40.430	REPAIRS & MAINT: HCS COPIER/OFFICE	Check Number	\$1,000.00	\$0.00
2	03/31/2024	100.01.2210.00.840	CONTINGENCY: SUP EMERG/CONTIN	Check Number	\$0.00	(\$1,000.00)
					\$1,000.00	(\$1,000.00)
Grand Total:					\$307,674.96	(\$307,674.96)
End of Report						

REGIONAL SCHOOL DISTRICT #10
2023-2024
March 2024

Enclosure #2

ITEM	2023-2024 BUDGET	RECEIVED Y.T.D	%	REMAINING BALANCE
* * *OPERATING BUDGET* * *				
BURLINGTON	\$ 29,072,494.00	\$ 22,863,769.00	78.64%	\$ 6,208,725.00
HARWINTON	\$ 14,586,455.00	\$ 11,471,370.00	78.64%	\$ 3,115,085.00
INTEREST	\$ 130,000.00	\$ 113,134.64	87.03%	\$ 16,865.36
TUITION	\$ 125,000.00	\$ 77,204.00	61.76%	\$ 47,796.00
MISCELLANEOUS	\$ -	\$ -		\$ -
TRANSPORTATION	\$ -	\$ -		\$ -
TOTAL OPERATING REVENUE	<u>\$ 43,913,949.00</u>	<u>\$ 34,525,477.64</u>		<u>\$ 9,388,471.36</u>

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Leaves of Absence:

Name	Position	School
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Resignations:

Name	Position	School
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Tricia Jakubowicz	Behavior Tech.	Harwinton Consolidated School
Jordan Bowerman	General Food Service Worker	Har-Bur Middle/Lewis S. Mills High Schools

Retirements:

Name	Position	School	Effective
Sheila Faticoni	Paraeducator	Lake Garda Elementary School	6/14/2024

Appointments:

Name	Position	School
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Daniele Cosgrove	Special Education Paraeducator	Har-Bur Middle School
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Apr-24

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Regional School District #10
Serving The Towns of Burlington and Harwinton
2024-2025 Calendar

(Enclosure 4)

AUGUST 2024 (3)						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER 2024 (20)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER 2024 (21)						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

NOVEMBER 2024 (17)						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
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DECEMBER 2024 (15)						
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JANUARY 2025 (21)						
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FEBRUARY 2025 (17)						
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MARCH 2025 (20)						
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APRIL 2025 (17)						
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JUNE 2025 (8)						
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JULY 2025 (0)						
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EXPLANATION OF DATES		
Aug. 26 & 27		Teacher Professional Development
Aug. 28		First Day of School/Half Day with Teacher PD
Sept. 2		Labor Day
Sept. 18		Early Release/Teacher Prof. Development
Oct. 11		Teacher Professional Development
Oct. 14		Columbus Day
Nov. 1		Teacher Professional Development
Nov. 12		Early Release Har-Bur only (P/T Conferences)
Nov. 22		Early Release LGS/HCS only (P/T Conferences)
Nov. 27, 28 & 29		Thanksgiving Recess
Dec. 11		Early Release/Teacher Prof. Development
Dec. 23 - Jan. 1		Holiday Recess
Jan. 17		Early Release/Teacher Prof. Development
Jan. 20		Martin Luther King, Jr. Day
Feb. 14		Teacher Professional Development
Feb. 17 & 18		President's Day/Winter Break
March 14		Teacher Professional Development
March 21		Early Release LGS/HCS only (P/T Conferences)
April 11		Early Release/Teacher Prof. Development
April 14-April 18		Spring Break/Good Friday
May 9		Early Release/Teacher Prof. Development
May 26		Memorial Day
June 10		Half day students
June 11		Last Day of School if NO Snow Days/half day students

Early Release Times	
<u>Conferences & Teacher Professional Development</u>	
Lewis S. Mills High School	11:30 a.m. (lunch served)
Har-Bur Middle School	12:15 p.m. (lunch served)
Elementary Schools K-4	1:00 p.m. (lunch served)
AM Preschool	9:05 - 10:45
PM Preschool	11:20 - 1:00
<u>Inclement Weather*</u>	
Lewis S. Mills High School	11:30 a.m. (lunch served)
Har-Bur Middle School	12:15 p.m. (lunch served)
Elementary Schools K-4	1:00 p.m. (lunch served)
AM Preschool	11:35 parent transported, 1:00 bussed students
PM Preschool	Cancelled
*Dismissal times due to inclement weather are at the discretion of the Superintendent and on a case-by-case basis.	

Make up days due to school cancellations which cause RSD 10 schools to be closed will be scheduled as needed beginning with June 12. The Board of Education reserves the right, under unusual circumstances, to consider scheduling regular school days during Spring Recess(April 14-18), beginning with Monday, April 14

Students 180 days/Teachers 186 days

Board approved 1/9/23

Regional School District #10
Serving The Towns of Harwinton Burlington
2025/2026 Calendar

AUGUST 2025 (3)						
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OCTOBER 2025 (21)						
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DECEMBER 2025 (17)						
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FEBRUARY 2026 (17)						
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JUNE 2026 (9)						
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SEPTEMBER 2025 (21)						
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JANUARY 2026 (19)						
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MARCH 2026 (21)						
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MAY 2026 (20)						
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JULY 2026 (0)						
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EXPLANATION OF DATES

Aug. 25 & 26		Teacher Professional Development
Aug. 27		First Day of School/Half Day with Teacher PD
Sept. 1		Labor Day
Sept. 17		Early Release/Teacher Prof. Development
Oct. 10		Teacher Professional Development
Oct. 13		Columbus Day
Nov. 3		Teacher Professional Development
Nov. 11		Early Release Har-Bur only (P/T Conferences)
Nov. 21		Early Release LGS/HCS only (P/T Conferences)
Nov. 26, 27 & 28		Thanksgiving Recess
Dec. 10		Early Release/Teacher Prof. Development
Dec. 23		Half day students
Dec. 24 - Jan. 2		Holiday Recess
Jan. 16		Early Release/Teacher Prof. Development
Jan. 19		Martin Luther King, Jr. Day
Feb. 13		Teacher Professional Development
Feb. 16 & 17		President's Day/Winter Break
March 13		Teacher Professional Development
March 20		Early Release LGS/HCS only (P/T Conferences)
April 3		Good Friday
April 10		Early Release/Teacher Prof. Development
April 13-April 17		Spring Break
May 8		Early Release/Teacher Prof. Development
May 25		Memorial Day
June 10		Half day students
June 11		Last Day of School if NO Snow Days/half day students

Early Release Times

Conferences & Teacher Professional Development

Lewis S. Mills High School	11:30 a.m. (lunch served)
Har-Bur Middle School	12:15 p.m. (lunch served)
Elementary Schools K-4	1:00 p.m. (lunch served)
AM Preschool	9:05 - 10:45
PM Preschool	11:20 - 1:00

Inclement Weather*

Lewis S. Mills High School	11:30 a.m. (lunch served)
Har-Bur Middle School	12:15 p.m. (lunch served)
Elementary Schools K-5	1:00 p.m. (lunch served)
AM Preschool	11:35 parent transported, 1:00 bussed students
PM Preschool	Cancelled

*Dismissal times due to inclement weather are at the discretion of the Superintendent and on a case-by-case basis.

Make up days due to school cancellations which cause RSD 10 schools to be closed will be scheduled as needed beginning with June 12. The Board of Education reserves the right, under unusual circumstances, to consider scheduling regular school days during Spring Recess(April 13-17), beginning with Monday, April 13.

Students 180 days/Teachers 186 days

Board approved 2/12/24

[Back to Agenda](#)

Har-Bur Middle School
Student Overnight Field Trips
School Year 2024-2025

We would like to again take students on our annual trips to Quebec (February 2025) and Washington DC (May 2025). The purpose of the trips is to provide opportunities for students at Har-Bur to experience guided tours.

- To expand their knowledge of the world around them, discover more about themselves, improve confidence and independence, and understand people, places, and cultures.
- To blend classroom experiences with experiential learning.

Details of Proposed Trips

Quebec, Canada for Grade 7 students (up to 90 students)

1. Organization: WorldStrides Educational Travel and Experiences
2. Date: Friday, Feb 14 to Feb 17, 2024
3. Transportation: Deluxe Motorcoach
4. Price: Approximately \$1500
 - a. Price Includes:
 - i. Professional Course Leader
 - ii. Guided Sightseeing
 - iii. Accommodations and All Taxes and Gratuities
 - iv. All Admission Fees to Schedule Activities
 - v. Online Tour Management Tool
 - vi. 24/7 Emergency Support
 - vii. Overnight Hotel Security
 - b. Payment Plans
 - c. Fundraising option for individuals interested in raising money
 - d. Stipends and Scholarships available
5. Full Refund Program: Protects if a person needs to cancel registration for any reason before departure. The program refunds all money paid (less the cost of the Full Refund Program: \$147).

Washington D.C. for Grade 8 students

1. Organization: WorldStrides Educational Travel and Experiences
2. Date: Wednesday, May 21 to Friday, May 23, 2025
6. Transportation: Deluxe Motorcoach
7. Price: Approximately \$1030
 - a. Price Includes:
 - i. Professional Course Leader
 - ii. Guided Sightseeing
 - iii. Accommodations and all Taxes and Gratuities
 - iv. Breakfast, Lunch and Dinner
 - v. All Admission Fees to Schedule Activities
 - vi. Online Tour Management Tool
 - vii. 24/7 Emergency Support
 - viii. Overnight Hotel Security
 - b. Payment Plans
 - c. Fundraising option for individuals interested in raising money
 - d. Stipends and Scholarships available
8. Full Refund Program: Protects if a person needs to cancel registration for any reason before departure. The program refunds all money paid (less the cost of the Full Refund Program: \$99).

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DONATION TO REGIONAL SCHOOL DISTRICT #10

Completion of this form is required prior to the District's consideration of a proposed donation to the Regional School District #10. This form is to be completed in its entirety and submitted to the Building Principal or Director of Finance and Operations as far in advance as possible.

Date 3/4/2024

Organization/Individual Making Donation Harwinton Consolidated School PTO

Address 115 Litchfield Rd, Harwinton, CT 06791

Daytime Phone No. 860-309-6574

Gift/Donation Funds for Kindergarten field trip to Winding Trails on 5/23/24 Approximate Value \$1100

Real Property _____ Personal Property _____

Has the Superintendent or building principal been consulted concerning this gift?

Yes X Consulted with Megan Mazzei

If no, this request cannot be acted upon until one of these boxes is affirmatively checked.

Are there conditions of use attached to the gift? Yes No (circle one)

Explain if "yes" (use separate sheet if needed)

Funds to be used for the Kindergarten field trip to Winding Trails on 5/23/24.

Students will participate in a day full of team building activities and games immersed in nature.

Are there installation costs, site preparation costs, labor costs, or equipment needed for installation, etc.? If yes, please provide detailed costs on a separate sheet of paper. Yes No (circle one)

If yes, who will pay for these costs? _____

What is the annual maintenance cost of equipment donated? (be specific) (Example: might be the need to expand a room to house the equipment, or fencing to protect it.)

There are no annual maintenance costs.

Are there additional costs to the school district not indicated above? (be specific) (Example: continuing personnel costs to supervise use of equipment or space, new staff, replacements costs, etc.)

No, there are no additional costs to the school district.

(Signature of officer of organization or individual making donation)

Acceptance Signatures:

(Signature)
Building Principal

Superintendent of Schools (\$101 - \$999.99)

Date Approved by Board (if applicable)

REGION 10

Educator Growth

&

Development

Components

March 2024



MISSION STATEMENT

Regional School District #10 provides a safe and respectful learning environment to promote academic excellence and personal growth. We work collectively to cultivate the skills and knowledge of our students to create inquisitive learners, innovative leaders, and responsible citizens.

CORE VALUES

(Dolphin P.R.I.D.E., Husky P.R.I.D.E., Spartan P.R.I.D.E.)

A school's core values define those qualities that are foundationally desired to be both modeled by the educational practices within a school and to be intrinsically established in the practices of its students. Beyond academic proficiencies, these values are what we hope students take with them into their futures:

Perseverance

- All learners will continuously improve, overcoming setbacks, to maximize their potential.

Respect

- All learners will develop an appreciation for a diversity of voices and perspectives in an increasingly complex world.

Integrity

- All learners will consistently reflect on their behaviors to act with honesty, holding themselves to high ethical standards.

Discipline

- All learners will achieve when held to high standards of academic excellence.

Engagement

- All learners will develop skills to be productive in varied communities.

VISION OF THE GRADUATE & LEARNING EXPECTATIONS

A **Vision of the Graduate** emphasizes a holistic view of expectations for students, including the transferable skills, content, understandings, and disposition that students should have by the time they graduate and a method of assessing a student's progress toward that vision.

Region 10 graduates will be:

Inquisitive Learners	Innovative Leaders	Responsible Citizens
• Apply critical thinking skills across multiple disciplines • Demonstrate resourcefulness to independently gather and evaluate evidence • Demonstrate curiosity and creativity through questioning and exploration	• Develop creative solutions to authentic problems • Articulate and communicate evidence-based ideas clearly and concisely • Collaborate with diverse partners on topics & issues using a variety of resources	• Contribute to the well-being of society through cultural awareness, civic engagement, and personal responsibility • Examine and understand multiple perspectives to cultivate relationships and build community • Make informed, ethical, and responsible decisions, including the use of technology

2023-2024 PDEC Members:

Christopher Rau, Principal LSM (Co-Chair)
Vonetta Romeo-Rivers, Director of Teaching and Learning
Deborah Bell, Special Education Teacher LGS
Karen Fletcher, Special Education Teacher LSM
Dina Grant, Reading Interventionist HB
JoelPatrick Leger, K-12 Social Studies Coordinator
Megan Mazzei, Principal HCS
Sarah Rhoades, PK Teacher LGS

Sarah Urso, World Language Teacher HB/LSM (Co-Chair)
Stefanie Anderson, Principal LGS
Michael Dallis, Grade 3 Teacher LGS
Robert Gauvain, STEM Coordinator HCS
Kelly Tilton, Grade 3 Teacher HCS
Joseph Masi, Principal HB
Rhea O'Connor, ELA Teacher HB
Kathryn Rosenfield, Science Teacher LSM

DISTRICT EVALUATION PHILOSOPHY

Our district is committed to enhancing student achievement and elevating professional practices through the *RSD10 Educator Growth and Development Plan*. To realize this vision, the district is guided by the following principles:

Beliefs:

- **Commitment to Student Learning:** We firmly believe that all students possess the capacity to learn and thrive within a positive and respectful learning environment.
- **Support for Lifelong Learning:** We recognize that educators, like their students, are lifelong learners and deserve an environment that fosters ongoing growth and development.
- **Investment in Professional Growth:** We are dedicated to providing educators with professional development opportunities that directly enhance their practices, aligning closely with district goals and initiatives aimed at improving student outcomes.

Characteristics of Excellent Educators:

- **Continuous Learners:** They are committed to their own ongoing growth and development, remaining abreast of best practices and emerging trends in education.
- **Passionate Advocates:** They demonstrate a deep passion for their work and a genuine dedication to the success and well-being of their students.
- **Accountability:** They hold themselves accountable for their students' progress and actively seek opportunities to support and scaffold their learning journey.
- **Reflective Practitioners:** They engage in reflective practice, utilizing feedback and self-assessment to refine their instructional approaches and optimize student learning outcomes.
- **Collaborative Contributors:** They willingly participate in professional learning communities and other collaborative activities, sharing their expertise and insights with colleagues to enrich the collective knowledge base of the educational community.

The beliefs guiding RSD 10's approach to teaching and learning are evident in various components of our work:

- **RSD 10 Mission and Vision of the Graduate:** Both our Mission and VOG underscore our dedication to preparing students for success beyond graduation.
- **Definition of High-Quality Learning:** Crafted collaboratively by multiple stakeholders during the 2023-2024 academic year, our definition of high-quality learning serves as a compass for shaping teaching practices and instructional approaches.
- **Focus on Diversity, Equity, and Inclusion:** We prioritize diversity, equity, and inclusion to ensure that all students have equitable access to educational opportunities. Our commitment to Universal Design for Learning (UDL) serves as a model for creating inclusive learning environments.
- **Educator Growth and Development Plan:** RSD 10's *Educator Growth and Development Plan* embodies our commitment to enhancing teaching and learning. We recognize the multifaceted nature of effective teaching, which encompasses fostering critical thinking, problem-solving skills, lifelong learning habits, collaborative learning experiences, and deeper understanding.

Our administrators and faculty are guided by the following **practices**:

- **Recognizing Student Potential:** We affirm that all students can achieve at higher levels, fostering a professional culture where educators are committed to continuous growth.
- **Cultivating Inquiry and Collaboration:** We aim to cultivate a culture where students become researchers and problem solvers, fostering a community of flexible, independent thinkers. Similarly, our educators engage in ongoing learning and collaborative inquiry to refine their instructional practices.
- **Promoting Collaboration and Responsibility:** We encourage cooperative work among students and foster a sense of shared responsibility for one another's success. Likewise, our faculty collaboratively design and adjust professional practices to meet the diverse needs of their students.
- **Celebrating Growth and Success:** We celebrate student achievements at every stage of their educational journey and recognize the professional growth and leadership of our staff. By valuing continuous improvement and growth, we foster a culture of excellence.
- **Empowering Educators:** We empower educators to fulfill their multifaceted roles as teachers, learners, and leaders. This includes monitoring student progress, designing curriculum, engaging in professional learning, and contributing to continuous school improvement initiatives.
- **Supporting Professional Learning:** We prioritize ongoing professional learning opportunities tailored to individual teacher needs and strengths and the teaching and learning priorities of the district. These opportunities are identified through the evaluation process and may include peer observation, mentoring, participation in Professional Learning Communities, and targeted professional development based on multiple data sources.
- **Investing in Career Development:** We recognize career development and growth as essential components of our educator growth and development system. We provide opportunities for teachers to enhance their skills, build confidence, and contribute meaningfully to our educational community.

DISTRICT PROFESSIONAL LEARNING PHILOSOPHY

Here in Region 10, we prioritize the creation of cohesive conditions and structures for professional learning that encompass both formal and informal opportunities, fostering growth anytime and anywhere. We believe that everyone within our educational community is a learner, and as such, our district has designed professional learning experiences with the principles of Adult Learning Theory at the forefront:

1. **Leveraging Prior Experience:** Recognizing that adults bring a wealth of experience to the learning process, we ensure that professional learning opportunities are designed to build upon existing knowledge, facilitating meaningful connections between new learning and prior experiences.
2. **Fostering Motivation:** We understand that adults are intrinsically motivated to learn and grow. Our professional learning experiences are designed to ignite curiosity and enthusiasm, inspiring educators to actively engage in their own professional development journey.
3. **Ensuring Relevance and Alignment:** We recognize the importance of relevance and personal alignment in adult learning. Our professional learning offerings are tailored to address the "why" behind the learning, ensuring that content is personally meaningful and aligned with educators' aspirations and professional development goals in support of student growth.
4. **Promoting Problem-Solving:** Our professional learning experiences center around real-world problem-solving, empowering educators to apply their learning in practical contexts and address challenges encountered in their professional practice.
5. **Empowering Agency and Self-Direction:** We believe in providing educators with agency, choice, and self-direction in their learning journey. Our professional learning opportunities are designed to empower educators to take ownership of their learning, fostering a sense of autonomy and empowerment.
6. **Facilitating Mentorship and Collaboration:** We recognize the value of mentorship, coaching, and collaboration in fostering meaningful learning experiences. Our professional learning initiatives provide opportunities for educators to connect, collaborate, and learn from one another, enriching their learning journey.
7. **Emphasizing Application and Reflection:** We understand that true learning occurs when new knowledge is applied and reflected upon. Our professional learning experiences provide opportunities for educators to explore and implement new learning in their practice, fostering deep internalization and growth.

This commitment to professional learning aligned with Adult Learning Theory is evident in the multitude of systems and structures in Region10 designed to support educator growth and development. These structures include, but are not limited to, the types of professional learning systems described in the graphic on the next page:

RSD 10 PROFESSIONAL LEARNING SYSTEMS



1. DISTRICT-WIDE PROFESSIONAL LEARNING CALENDAR

This calendar supports district, school, department, and grade-level priorities, ensuring alignment and coherence in professional learning efforts.



2. MY PROFESSIONAL LEARNING (MYPL) AREAS OF STUDY

Educators have the flexibility to engage in focused areas of study over single or multiple years, catering to their individual professional development goals and district priorities.



3. PROFESSIONAL LEARNING CHOICE BOARD

Our multi-media district-wide Choice Board offers a diverse array of professional learning opportunities, allowing educators to customize their learning experience according to their interests and needs.



4. CHOOSE YOUR OWN (CYO) PROFESSIONAL LEARNING DAY

An annual day dedicated to professional learning workshops, for educators by educators with choice and flexibility in selecting sessions aligned with their professional goals.



5. PROFESSIONAL LEARNING COMMUNITIES (PLCS)

Regularly scheduled PLC meetings provide educators with dedicated time for collaboration, reflection, data analysis and shared learning experiences.



6. INTERNAL FACULTY DEVELOPMENT SERIES

These series offer targeted professional development opportunities tailored to the specific, long-term teaching and learning priorities needs.



7. EXTERNAL WORKSHOP AND CONFERENCE OPPORTUNITIES

Educators are encouraged to attend external workshops and conferences to further enrich their professional learning experiences and connect with broader educational communities.



INSTRUCTIONAL COACHING

Instructional Coaching in RSD 10 is a collaborative and empowering approach to professional learning aimed at supporting educators in their continuous growth and improvement. At its core, the philosophy behind instructional coaching is rooted in the belief that growth is possible for everyone, regardless of their current skill level or experience.

Key Principles:

1. **Coaching for All:** In our educational community, coaching is not reserved for a select few but is embraced as a resource available to all educators. We believe that every individual has the potential to grow and develop in their practice, and coaching provides the necessary support and guidance to facilitate this growth journey.
2. **Partnership in Learning:** Instructional coaches serve as partners in the learning process, collaborating with educators to co-construct meaningful learning experiences. Through this partnership, coaches work alongside educators to identify goals, explore strategies, and reflect on practice, fostering a sense of ownership and empowerment in the professional learning journey.
3. **Coaching Cycles:** Coaching is not a one-time event but rather a continuous and cyclical process. It involves regular cycles of goal-setting, observation, feedback, reflection, and adjustment, allowing educators to iteratively refine their practice and make meaningful progress towards their growth goals.
4. **Trust and Respect:** Central to the success of instructional coaching is the establishment of trust and a respectful relationship between the educator and their coach. This foundation of trust creates a safe and supportive environment where educators feel comfortable taking risks, seeking feedback, and engaging in reflective dialogue about their practice.
5. **Multiple Approaches:** Instructional coaches employ a variety of strategies and approaches to support the growth goals of individuals or teams. Whether through modeling, co-planning, observing, providing feedback, data analysis or facilitating professional learning communities, coaches tailor their support to meet the unique needs and preferences of educators.
6. **Distinct from Evaluation:** It's important to note that the instructional coach partnership exists outside of the administrator evaluation relationship. While administrators focus on performance evaluation and accountability, instructional coaches are dedicated to professional growth and development, providing a non-evaluative and supportive context for learning and improvement.

ANNUAL TIMELINE

The *RSD 10 Educator Growth and Development Plan* is structured around an annual timeline aimed at fostering ongoing dialogue between teachers and evaluators, providing regular opportunities for progress check-ins, and facilitating professional growth.

Goal Conference (By October 15th):

Each year, the goal conference must occur by October 15th, even if a teacher sets a goal spanning multiple years. Ahead of this conference, teachers engage in a self-reflection process to inform the goal-setting discussion. During the conference, educators and evaluators collaborate to establish new, mutually agreed-upon goals or make adjustments to existing multi-year goals. Additionally, this initial conference serves as an opportunity to discuss the resources, professional learning opportunities, and other supports that may be beneficial throughout the upcoming year.

Observation (By Mid-December):

Prior to mid-December, either a formal observation (for initial educators) or a series of mini-observations (for experienced educators) must take place. These observations provide teachers with timely feedback on their practice, allowing them to make any necessary adjustments before the mid-year conference.

Mid-Year Conference (By Mid-February):

The mid-year conference, a required progress check-in on goals and teacher practice, must occur by mid-February. During this conference, educators and evaluators revisit established goals, assess progress, and discuss any areas for refinement or additional support.

Summative Conference (By June 1):

By June 1st, the summative conference must take place, culminating the annual evaluation process. Teachers are expected to provide a self-reflection on their professional growth and its impact on student learning. Evaluators, in turn, provide a narrative report summarizing areas of growth, outlining next steps for the following year, and confirming successful completion of the annual evaluation process through a check-box assessment.

EDUCATOR PRACTICE

RSD10's *Educator Growth and Development Plan* recognizes the diverse roles and career stages of educators, offering a differentiated approach to evaluation structured by the evaluation cycles identified in the table below.

Educators undergo observations and professional evaluation of performance using a **single-point competency rubric** aligned with Connecticut's Common Core of Teaching (CCT). This streamlined version of the CCT ensures clarity and consistency in evaluation criteria. For access to the rubric, please refer to: [RSD 10 Single-Point Educator Performance Rubric](#)

Educators in roles such as school counselors, content area coaches, and others, who do not provide instruction in classroom settings **can also** utilize this modified version of the CCT as it also addresses the unique responsibilities and expectations of non-instructional roles.

The number and type of required observations vary based on the educator's role and years of experience. This ensures that evaluation expectations are aligned with the specific responsibilities and developmental needs of each educator.

TEAM/Novice	Non-Tenured	Tenured		
		Cycle 1: Baseline Observations	Cycle 2: Instructional Coaching Cycles	Cycle 3: Action Research Connected to MyPL
2 TEAM modules each year. Min. 2 formal observations by the mid-year conference* (minimum 30 minutes and includes pre-conference and post-conference) Min. 2 scheduled feedback conversations based on multiple classroom visits or reviews of practice. <i>*The feedback conversation must take place within a week of the most recent classroom visit or review of practice and must include written feedback no later than 5 days after the feedback conversation.</i> Professional Goals/MyPL = TEAM PGAP Goals may be tied to PGAP Mentorship (TEAM or Coordinator)	Min. 1 formal observation by the mid-year conference* (minimum 30 minutes and includes pre-conference and post-conference) Min. 2 scheduled feedback conversations based on multiple classroom visits or reviews of practice. <i>*The feedback conversation must take place within a week of the most recent classroom visit or review of practice and must include written feedback no later than 5 days after the feedback conversation.</i> Instructional coaching cycle Exploratory MyPL	Min. 1 formal observation by the mid-year conference* (minimum 30 minutes and includes pre-conference and post-conference) Min. 2 scheduled feedback conversations based on multiple classroom visits or reviews of practice. <i>*The feedback conversation must take place within a week of the most recent classroom visit or review of practice and must include written feedback no later than 5 days after the feedback conversation.</i> Exploratory MyPL	Min. 2 scheduled feedback conversations based on multiple classroom visits or reviews of practice. <i>*The feedback conversation must take place within a week of the most recent classroom visit or review of practice and must include written feedback no later than 5 days after the feedback conversation.</i> Instructional coaching cycle Deepening MyPL	Min. 1 scheduled feedback conversation based on multiple classroom visits or reviews of practice. <i>*The feedback conversation must take place within a week of the most recent classroom visit or review of practice and must include written feedback no later than 5 days after the feedback conversation.</i> MyPL Contribution (share-out to the professional community...PLC, Staff Meeting, Grade-Level Teams, CYO Day, Professional Conference, etc.)

THE MYPL CYCLE OF STUDY

The MyPL action research cycle is a component of the annual district professional learning calendar. As teachers progress through this cycle there will be increased opportunities for study, practice, collaboration and the sharing of new learning over time. The MyPL goal is the same as the Professional Learning Goal and through professional study, practice and collaboration by the educator, the intent is for there to be a positive impact on students. *

Year 1 Exploratory: Set a goal related to broad area of professional practice. While this goal is focused on an individual's professional growth it should also be connected to larger school or district priorities and have a positive impact on students and the learning environment. At the mid-year meeting educators will be able to refine their MyPL focus based on independent study in the first half of the year. This could be a narrowing of the initial focus or a shift to another goal that provides more robust opportunities for professional learning.

Year 2 Deepening: In the second year the MyPL focus and hoped for outcomes of study should be well established. Teachers should have already identified resources or learning opportunities that they will need to develop a deep understanding of the area they have chosen. This year will be focused on the deepening of learning and the incorporation of this learning into practice. This is the "research" segment of the action research cycle. Educators should be prepared to discuss student growth data relevant to the area of focus. This is also an opportunity to share anecdotal evidence, personal reflections and student response to the different strategies that have been tried.

Year 3 Sharing: This year will be the culmination of the MyPL work. This will include finalizing research and taking opportunities to share new learning with colleagues. This could take many forms depending on the scope and focus of the course of study and the outcomes of the research. Recommended venues/audiences: Grade Level PLCs/Department Meetings, Faculty Meeting, Choose Your Own (CYO) workshop presentation, Presentations at State/Regional Conferences.

*See RSD 10 Guiding Principles and Beliefs Companion Document for possible selections of MyPL study.

QUALITY FEEDBACK FUELS GROWTH

In RSD10's *Educator Growth and Development Plan*, quality feedback paired with meaningful support serves as the catalyst for inspiring growth, reflection, and action among educators. Our commitment extends beyond fostering teacher growth; it also aims to enhance student achievement through targeted and constructive feedback.

Key Principles of Effective Feedback

Feedback in Region 10's plan is designed to be *both constructive and celebratory*. It acknowledges and celebrates educators' strengths while providing clear guidance and support for ongoing professional growth. Feedback in RSD 10 aims to be:

- timely
- specific
- growth-oriented
- focused on patterns of performance
- actionable
- digestible
- reciprocal

The ultimate goal of feedback is to facilitate continuous professional growth among educators. By offering insights, suggestions, and resources, feedback empowers educators to refine their practice and maximize their impact on student learning.

Feedback is meant to be timely and provided at each of the three annual conferences outlined in our plan, as well as indicated in the Educator Practice chart. Written feedback is expected to be delivered within five school days following post-conference or scheduled feedback conversations, ensuring timely and actionable insights for educators.

To ensure the quality and consistency of feedback, all evaluators undergo training in the district's observation protocols and engage in annual calibration exercises with their peers. Additionally, evaluators receive regular professional learning on delivering high-quality, constructive feedback and support strategies, equipping them with the necessary tools to meaningfully support teachers' professional growth.

EDUCATOR GROWTH GOALS

Initial Goal-Setting Meeting

Before October 15th each year, every educator will meet with their evaluator to establish yearly goals. Prior to this meeting returning educators will revisit their summative growth report from the previous spring to aid in refining existing goals or establishing new goals. Educators new to the district will complete a self-reflection form prior to the meeting All educators will complete a new goal form. (See appendices)

Goal Creation By Mutual Agreement

Each teacher and their assigned evaluator must mutually agree on a professional growth goal and at least two associated measures of accomplishment. Measures of accomplishment (or indicators of educator growth) are ways the teacher can demonstrate progress toward their goal and may include, but not be limited to, a sample of lesson plans, a sample of student artifacts, newly developed performance assessments, and educator and/or student self-reflections.

Non-Tenured Teachers with an Initial Educators Certificate: Teachers with an initial educator certificate are required to set one professional growth goal each year. Teachers who are required to complete TEAM, are encouraged to align their goal with one of the TEAM modules. Teachers may also set collaborative goals if this is mutually agreed to.

Teachers with Provisional/Professional Certification: Non-Tenured teachers will create a professional growth goal focused on the upcoming year. This goal could be collaborative in nature.

Tenured teachers with provisional or professional certification are permitted to set one professional growth goal that spans from 1 to 3 years in duration. This goal may be collaborative and may be adjusted as needed each year based upon teacher placement in the cycles indicated in the table on page eight.

FOR SAMPLE GOALS AND INDICATORS, CLICK [HERE?](#) ([links to district docs will be added here](#)).

FOR THE GOAL SETTING FORM, CLICK [HERE](#) ([links to district docs will be added here](#)).

THE SUMMATIVE GROWTH REPORT

The summative growth report will be completed as part of the summative conference meeting by both the educator and evaluator.

Prior to the meeting, all teachers will complete a self-reflection highlighting their strengths and areas of growth related to the rubric. This reflection will also include a connection between the professional growth goal and how this work benefited students as measured by the agreed upon indicators of growth.

The report completed by the evaluator should celebrate the educator's accomplishments as well as identify two or three specific action steps to guide and support the educator's ongoing growth the following school year. The summary report must also, to comply with state requirements, include a box indicating successful completion of the annual growth and support process.

The purpose of the summative growth report is not to provide a rating or to indicate whether the educator has "passed" or "failed." The purpose of the report is to document and celebrate the growth the educator has made over the course of the year and to provide an opportunity for the teacher and evaluator to reflect on specific ways to build on this growth the following year.

DISPUTE RESOLUTION

In situations when an evaluator and a teacher are unable to mutually agree on goals, measures of accomplishment, feedback, or any other aspect of the growth and support process, a teacher or group of teachers may initiate the following dispute resolution process.

An informal attempt to resolve a dispute should occur prior to initiating the formal resolution process and involve the teacher's collective bargaining unit. If informal attempts to resolve the conflict are unsuccessful, a subcommittee from the PDEC will be convened to mediate a resolution. The subcommittee must include one person selected by the teacher(s) involved, one person selected by the administrator(s) involved. Those members will select a mutually agreed upon third member from the PDEC.

The dispute resolution committee should undergo a brief training in the district's evaluation protocols and be provided basic dispute resolution strategies. The sub-committee must ultimately reach a fair, mutually agreed upon settlement to the dispute.

CORRECTIVE ACTION PROCESS

Teachers may, from time to time, require more support than can be provided in the regular educator growth and support process, and, if the specific conditions described below are met, may need to be placed on the initial tier of a corrective action plan. By statute, this decision **must** involve the collective bargaining unit.

Criteria Must Be Met Before Placement on Support Plan

Before a teacher can be placed on a corrective action plan, the following conditions must be met:

- There must be a pattern of specific, ongoing concerns previously documented in the feedback to the teacher.
- There must be documented attempts to informally help and support the teacher prior to consideration of a corrective action plan.
- A collective bargaining representative should already be aware of concerns before consideration of a formal corrective action plan.

Levels of Scaffolded Support

Corrective action plans should never be punitive or overwhelming and must provide sequential levels of targeted, meaningful support. The duration of a plan should be at least 30 school days and be extended if a teacher is making some progress but not yet meeting all the criteria to exit the plan. Teachers who are not meeting any of the criteria of their plan upon its conclusion may move up to the next level of support.

The collective bargaining unit must be involved at each level. The two levels of support are:

Tier 1: Targeted Support

Tier 2: Intensive Support

Required Components

In accordance with state statute, corrective action plans must be created in consultation with the teacher and their collective bargaining representative and include the following: clear objectives, a specific timeline, resources and supports to be provided by the district, and criteria for success.

For an example of a Tier 1 Corrective Action Plan, [click here \(link to district doc will be added here\)](#).

APPENDIX

LINKS TO FORMS

[RSD 10 Definition of High-Quality Learning](#)

[RSD 10 Vision of the Graduate](#)

[RSD 10 Diversity, Equity and Inclusion Statement](#)

[RSD 10 Guiding Principles and Beliefs Companion Document](#)

[RSD 10 Single-Point Educator Performance Rubric](#)

[CT Common Core of Teaching \(CCT\) Rubric for Effective Teaching, 2017](#)

[Learning Forward – The Professional Learning Association Standards for Professional Learning](#)

[CT Code of Professional Responsibility for Teachers](#)

[Universal Design for Learning Guidelines \(UDL\)](#)

[The Collaborative for Academic, Social and Emotional Learning Competencies \(CASEL\)](#)

(Links to the newly aligned forms will be added below when they are developed)

[PDEC Survey](#)

[Model Observation Rubric: Classroom Teachers Model](#)

[Observation Rubric: Service Providers Sample](#)

[Teacher/Educator Goals and Indicators](#) [Teacher Goal-Setting Form](#)

[Teacher Midyear Form](#)

[Teacher Summative Form](#)

[Sample Corrective Action Support Plan](#) [Sample](#)

[Administrator Goals and Indicators](#) [Administrator Goal-Setting Form](#)

[Review of Practice Rubric for Administrators](#) [Site](#)

[Visit Rubric](#)

[Administrator Summative Form](#)

[Back to Agenda](#)



Regional School
District 10

Increasing Educator Diversity Plan

IMPORTANT NOTES:

1. Formal approval by your local or regional board of education, or equivalent governing body for schools must be obtained prior to submitting your Increasing Educator Diversity Plan. Be prepared to provide the day, month and year that the plan was approved by the board or equivalent governing body as part of the upload of your submission.

2. In the absence of an original motion or a preexisting board or board equivalent policy expressly conferring authority on the superintendent or equivalent schools administrator to make any necessary Plan revisions, the school board or equivalent governing body will be expected to formally approve any necessary revisions to its Plan prior to resubmitting the revised Plan by May 15, 2024

COVER PAGE	
District:	Regional School District 10
Vision:	In alignment with RSD 10's commitment to Diversity, Equity, and Inclusion (DEI), our vision for educator recruitment, hiring, and retention is built on the foundational belief that a diverse teaching and staff body is essential for creating an educational environment where every student feels seen, heard, and empowered. This vision encompasses several key components aligned with the RSD 10 Vision of the Graduate and the RSD 10 Diversity, Equity and Inclusion Statement: (1) Diverse Recruitment: We aim to attract a wide range of candidates from diverse backgrounds, experiences and perspectives. By broadening our search and outreach efforts, we intend to ensure that our recruitment process is inclusive and equitable, reaching underrepresented communities and bringing a wealth of diverse talent to our school community. At RSD 10, we uphold the conviction that fostering a diverse and welcoming environment nurtures a deep sense of belonging among all community members, irrespective of their race, ethnicity, gender identity, abilities, socio-economic status, age, religion, native language, or sexual orientation. (2) Equitable Hiring Practices: We will implement strategies such as structured interviews, interview questions addressing equity, diverse hiring panels, and unconscious bias training for those involved in the hiring process. This approach ensures that all candidates are evaluated based on their skills, experiences, and potential to contribute to our educational environment. (3) Retention Through Inclusion: Retention of diverse educators is as crucial as their recruitment and hiring. We are committed to fostering an inclusive workplace where all staff members feel valued and supported. This includes professional learning opportunities focused on DEI; curricular, instructional and climate efforts that enhance belonging; mentorship and affinity programs; and the creation of spaces that foster dialogue about diversity, equity, and inclusion . By investing in the growth and well-being of our staff, we enhance their ability to connect with and inspire our students. (4) Reflecting and Respecting Diversity: We believe that having a teacher and staff body which reflects the diversity of a global community is vital. It creates an environment where students either see themselves represented and respected or offers windows into the lives of others. This representation helps to build a strong sense of belonging and community, which is essential for student engagement and success. Diverse educators serve as role models, showing students of all backgrounds that they too can achieve their full potential. By bringing diverse perspectives into our classrooms, we enrich the learning experience and prepare our students to thrive in a global society. In conclusion, our vision for diversity in educator recruitment, hiring, and retention is a critical component of our broader DEI efforts. By embracing diversity, promoting equity, and practicing inclusion, we aim to create an educational environment where every student can excel, and every member of our school community feels valued and supported. Together, we can achieve our goal of preparing students to live and lead in a diverse world, affirming the value of every individual and fostering a culture of understanding, respect, and equity.
Theory of Action	If Region 10 administrators demonstrate that we value educator diversity through our recruitment, hiring, and retention processes and practices as well as our professional learning offerings, then we will be more likely to increase the diversity of our certified educator faculty to better reflect that of our student population.
Team Lead:	Vonetta Romeo-Rivers, Director of Teaching and Learning and District DEI Coordinator
Team Members:	Howard Thiery, Superintendent of Schools Deb Foley, Director of Student Services and District Climate Coordinator Sue Laone, Director of Finance and Operations Chris Rau, Principal of Lewis S. Mills High School Jen Otte, Associate Principal of Lewis S. Mills High School Joe Masi, Principal of Har-Bur Middle School Jesse Darcy, Associate Principal of Har-Bur Middle School Stefanie Anderson, Principal of Lake Garda School Megan Mazzei, Principal of Harwinton Consolidted School



Regional School
District 10

Increasing Educator Diversity Plan

RSD 10 RECRUITMENT PLAN								
Goal (What are we trying to do?)	Who Manages the Goal? (name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/ Engagement Efforts (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
Collect Accurate demographic data from faculty and staff	Director of Teaching and Learning	Diversity data collected is in alignment with the RSD 10 expansive definition of diversity - race, ethnicity, gender, language, higher education, ability, age.	Human Resources Coordinator, Assistant Director of Information Systems	Annually, beginning in 2024 - 2025 SY	Document will be created and data will be updated at time of hiring	Personnel files	Data not entered correctly or consistently. Create specific timeline for annual report. Hesitation by staff to share information - we must communicate the rationale for data collection and our goal of creating and supporting a diversified workforce.	Clear procedure created with Human Resources
Network with potential candidates and build awareness of our district while demonstrating our commitment to diversifying our faculty	Central Office and Building Administration	Send district representation annually to the RESC Alliance Increasing Educator Diversity recruitment conferences and fairs regardless of the number of current or anticipated openings. Establish a recruitment "season" with standard protocols and practices.	Central Office and Building Administration, Human Resources Coordinator	Annually, beginning in Spring, 2024 recruitment season	Track the fairs that are attended by district personnel, the number of contacts made at the fair, the number of contacts that then submit applications, and the number of applicants eventually hired.	Human Resources Coordinator, school administrators with open positions, and/or Directors of Teaching and Learning and Director of Student Services will attend the fairs. We need to develop informational fliers about the Region or cards with QR codes that link to our employment page on our website. No additional technology is needed.	Being a small district, we do not have many openings on an annual basis, so we may be going to the fairs with no openings at the time. While this cannot be mitigated, our goal for this strategy can still be met.	Human Resources Coordinator and Director of Teaching and Learning, dates and times of the fairs/conferences
Expand outreach and marketing efforts to raise the probability of attracting a more racially, culturally, and linguistically diverse pool of applicants	HR Coordinator and Director of Teaching and Learning.	Expand the target area of job postings to include all states with certification reciprocity with Connecticut: Delaware, District of Columbia, Maine, Massachusetts, Maryland, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Virginia, and Vermont as well as Puerto Rico. And explicitly state in all employment postings that candidates of diverse backgrounds are highly encouraged to apply.	Human Resources Coordinator	All postings for the 2024-2025 school year and beyond.	Utilize Applitracks to monitor how our applicants were referred to us.	Identify the most used sites in the reciprocity states for education postings and post our positions there. Make adjustments to the Applitrack application to include all of the posting sites. Include in all job postings "Candidates of diverse backgrounds are highly encouraged to apply."	We are not able to offer financial incentives for the move, so we will depend on reaching candidates who are already planning to move, willing to travel, or who can relocate easily.	Human Resources Coordinator to maintain and share a list of sites where positions are posted, where marketing material is sent.

RSD 10 HIRING & SELECTION PLAN								
Goal (What are we trying to do?)	Who Manages the Goal? (name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/ Engagement Efforts (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
Maintain an awareness of and mitigate our tendencies during the hiring process that result in bias.	Director of Teaching and Learning with Building Principals or Program Managers	Offer PD that includes how to recognize and avoid biases in hiring.	All hiring administrators who facilitate the hiring process that includes posting, screening, interviewing, hiring decisions.	Incorporated into the 2024-2025 Professional Development calendar.	When all Building administrators, Program Directors and all leadership involved in the hiring process are trained.	Access to quality professional development, literature and research on avoiding bias in the hiring process	The volume of quality professional development with a school calendar and professional development time. This will be mitigated by prioritizing the training and using summer months as well as other non-district PD days.	District leadership and administrative team communicating effectively to all stakeholders who participate in the hiring process about the goals of the professional learning and the hiring goals.
Incorporate culturally rich interview questions to gain an understanding of the applicant awareness of and experience with culturally rich teaching practices.	Building Principal and/or Program Directors	Develop a bank of interview questions related to pedagogy, curriculum and classroom management effective for diverse learners. Training hiring admins, who can then turnkey to interview committee members, on how to meaningfully interpret candidate responses about equity.	Director of Teaching and Learning, Building Administrators and Program Directors	Interview questions developed to support all hiring processes in the 2024-2025 school year. (work to begin in the spring of 2024)	The bank of questions is developed shared amongst all hiring administrators and implemented. A system of accountability is also developed to ensure a consistent practice across the district. Data from this accountability	Subcommittee of faculty, time and model best practices to develop a high-quality question bank	Need to ensure that appropriate questions are included in each step of the hiring process. Need to develop a system of accountability for submitting first round questions that must include questions from the bank. The ability of the interview committee to meaningfully interpret candidate responses. We may need to develop a basic level of training and support for interview committee members.	Partnership between with Human Resources Coordinator and all members of the Administrative team to streamline what and how we we communicate the importance of this to all stakeholders selected for interview teams.
Develop an intentional protocol for the selection of diverse stakeholders on first round interview panels	Building Principal and/or Program Directors	Strive to create interview committees that reflect the diversity of the school, program and community in alignment with the RSD 10 broad definition of diversity.	Building Principal and/or Program Directors	To be in effect for hires July 1, 2024 and beyond	Collect and monitor data on membership of our interview committees.	Time and technology to develop a tool to be used to collect data and identify trends.	The definition of diversity as applied to this goal might be too narrow. We need to provide supporting material around different types of diversity and the district/school demographics around diversity where available.	District leadership and administrative team will need to share the exisiting diversity of our students, families and professional staff. There are multiple identities that are diverse and they do exist here in RSD 10.

RSD 10 RETENTION PLAN								
Goal (What are we trying to do? How will you sustain educators in ways that increase their retention?)	Who Manages the Goal? (name, position)	Strategies/Key Activities (How are we going to do it?)			Indicators of Progress (How will we know if we are on track for success?)	Resources Required (What people, time, money, and technology will be needed?)	Risks and Mitigation (What could go wrong? How will we make that less likely to happen?)	Communication/ Engagement Efforts (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		What?	Who Owns This?	By When?				
Create a pathway for conversations between educators of color working in districts with similar educator demographics.	Director of Teaching and Learning	Provide affinity group conversation opportunities by pairing new linguistically and culturally diverse hires with veteran linguistically and culturally diverse educators already on staff, when possible, or with teachers in partnering school districts with similar demographics to Region 10 (Sharon, Cornwall, Kent, North Canaan, Falls Village/Canaan, Salisbury, Region 1, Region 14, Plymouth). We are parnering with EdAdvance to host these affinity conversations and they have also offered to facilitate the Affinity Groups once in place.	Director of Teaching and Learning	Mid-year 2024-2025 and beyond	A structure will be in place to connect educators of color within identified districts in the region who share similar demographics. Meeting attendance, participant feedback/questionnaires, changes as a result of meeting outcomes will all be measures of success.	Collaboration with partner districts to create the conditions under which the conversations can flourish: release time, travel time/reimbursement, ongoing partnership with EdAdvance, flexibility for hybrid meetings - both in-person and virtual.	The conversations may need to be held virtually to increase participation and reduce the time commitment required; developing a level of comfort and safety for participants.	Director of Teaching and Learning will connect with representatives from similar districts to develop a network of opportunities. The RSD 10 leadership and faculty will need a shared understanding of the purpose, goals, and the rationale for Affinity Groups and the role they play as Professional Learning Communities for People of Color.
Make our DEI commitments explitly visible through climate, culture, curriculum and pedagogical practices.	Full RSD 10 Administrative Team	Embed a DEI Module into our own RSD 10 TEAM Induction Programming. Internally train all TEAM Mentors and Cooperating Teachers in DEI best practices as part of the RSD 10 Professional Learning Calendar. Actively recruit diverse faculty to be TEAM certified as a component of teacher leadership. Continue and build the exisiting curriculum design process that includes our RSD 10 Equity Checklist, Differentiation Checklist and UDL Framework as a sign of DEI commitment throughout all access points for faculty.	Director of Teaching and Learning, RSD 10 TEAM District Facilitator, K - 12 Coordinators, Building Administrators	Summer, 2024	The development and delivery of the TEAM DEI module, planned DEI content scheduled throughtout the RSD 10 Professional Learningg Calendar, evidence of the three checklists being used as requirements in the curriculum review process.	TEAM training time, curriculum writing hours, scheduled time on the professional learning calendar.	The definition of diversity as applied to this goal might be too narrow as it is currently understood. We will need to continue to provide supporting material around different types of diversity and the district/school demographics around diversity where available.	Ongoing communication of the BOE approved RSD 10 Diversity, Equity and Inclusion commitments and how these commitments manifest themselves in the professional practices of faculty and staff.
Further develop and sustain a climate and culture in which educators feel a sense of belonging, inclusion and safety where they are free to be their authentic selves in the professional environment.	Director of Teaching and Learning, Director of Student Services	Add specific questions to the annual RSD 10 faculty and staff climate survey that address feelings of beloning and inclusion. Develop specific questions for administrators to include about staff sense of beloning at MOY and EOY meetings with faculty.	Building Administrators, Assistant Director of Information Systems	May, 2025	Feedback gained from climate survey results, retention data, exit survey data, one-on-one meetings and ficus group feedback.	Development of climate and exit surveys, time to analyze the results, leadership time to plan through the continuous improvement planning process.	Check-ins have been effective in ensuring this is occurring.	Full K - 12 Admin team effectively communicating to the professional community the importance of true and meaningful feedback on these surveys as component of our commitment to the RSD 10 DEI Statement.
Identify any areas for improvement in retaining diverse faculty.	Director of Teaching and Learning, Director of Student Services	Survey faculty each year to assess how supported they feel and identify any areas for improvement in retaining diverse faculty.	Central Office and Building Administrators, Human Resources Coordinator	May, 2025	Surveys will be received from at least 90% of the faculty annually	An internally developed survey based on best practices in soliciting genuine feedback on issues of diversity, inclusion and equity.	We have to ensure that time is given to the faculty to complete the surveys to increase the likelihood that all will respond thoughtfully and meaningfully.	Thoughtfully crafted intorduction of the surveys, an appropriate timeline that allows for meaningful input, and a timeline of action steps based on results that are transparently communicated to the professional community.