

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, June 10, 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. RSD 10 Retirement Recognition
 - B. 2024-2025 Region 10 Teacher of the Year
 - C. Class of 2024 Gift
 - D. Student Representatives' Report
 - a. Cameron Smith
 - E. Superintendent's Report
 - F. Board Chair Report
- IV. Approval of the Board of Education Minutes for:
 - A. Minutes BOE Regular Meeting, May 13, 2024 [Enclosure 1](#)
 - B. Minutes Special Meeting, April 25, 2024 [Enclosure 1A](#)
- V. Consent Agenda:
 - A. Approval of the Finance Reports dated: May 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 Sydlo

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. Leadership Evaluation Plan [Enclosure 4](#)
- B. Course Approval: LSM, ECE Seminar & Studio in Academic Writing & Multimodal Composition [Enclosure 5](#)
- C. Course Approval: Statistics [Enclosure 6](#)

VIII. Action Items

- A. July Board of Education Meeting
- B. Donation: HCS - Author visit Sara Levine [Enclosure 7](#)
- C. 24-25 School Breakfast and Lunch price increase [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:

~ [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. CREC

XI. Upcoming meeting:

Regular Meeting; Monday July 8, 2024; 7:00 p.m.

Regular Meeting: Monday, August 19, 2023

XII. Adjourn

Board of Education Meeting Minutes are placed on our web page (www.region10ct.org) within seven (7) workdays following the Board of Education Meeting.

The minutes are marked as DRAFT, pending Board of Education approval at the next regularly scheduled meeting.

When participating in or attending a Board of Education meeting or reviewing minutes, please note that the Board of Education uses formats prescribed by Robert's Rules of Order for conducting meetings and publishing minutes.

Robert's Rules state, "Minutes are a record of what was done at a meeting not a record of what was said" [RONR (11th ede.) P. 468, II, 16-18] which is the standards for which board minutes strive. For this reason, the minutes will typically not reflect the discussion surrounding a motion, only its outcome.

Additionally, Robert's Rules in brief advises "the name and subject of a guest speaker or other program may be given, but no summary of the talk." (RONRIB page 149)

Both books can be found at our local libraries for anyone interested in more information.

~ **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*

REGIONAL SCHOOL DISTRICT #10
Regular Meeting of the Board of Education
26 Lyon Road, Burlington, CT 06013
Monday, May 13, 2024
7:00 p.m.

Minutes

Board Members Present:

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

Absent:

Thomas Fausel

Also Present:

Howard Thiery, Superintendent
Vonetta Romeo-Rivers, Director of Teaching and Learning
Susan Laone, Director of Finance and Operations
Kelly Lyder, Board Clerk
Avery Dube, Senior at Lewis Mills
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> Senior Board Representative, Avery Dube, provided his last report to the Board. Seniors took their AP Exams last week and the Senior/Junior Prom is coming up May 18th. Avery thanked the Board and Administration for all their work to help students feel prepared for college. <u>Cameron Smith</u> shared with the Board that sports are going well. Several teams are having their Senior night, Lewis Mills will have

<i>Communication cont.</i>	award ceremonies this month and there is a Physics Lake Compounce field trip planned. <u>Middle School Update:</u> Har-Bur Middle School Student Representatives', Maria Lane and Bianca Hewston shared with the Board a variety of events that had taken place at Har-Bur over the course of this school year. Some of the events and fundraisers included food drives, a school dance, collection for animal shelter, spirit week to support CT Children Medical Center, staff appreciation week and many more. <u>Superintendent's Report:</u> Superintendent Thiery updated the Board on the successful interviews and hiring for open positions within the district. <u>Board Chair Report:</u> Chairman Ragaglia thanked everyone for their work on the district budget. Chairman Ragaglia on behalf of the Board recognized Senior student Avery Dube for his dedication to the Board and appreciation for his service.
<i>Approval of Minutes</i>	A motion was made by Cassandra DuBois and seconded by Scott Savelle to accept/approve the April 15, 2024, Regular Meeting minutes as presented. 7 in favor, none opposed; 2 abstained; motion passed. A motion was made by Scott Savelle and seconded by Matthew Szydlo to approve the minutes on the May 6, 2024, Annual Meeting on the District Budget as presented. All in favor, none opposed; motion passed.
<i>Consent Agenda</i>	Approval of the Financial Report dated April 30, 2024, and Personnel Report: A motion was made by Victoria Basile and seconded by Cassandra DuBois 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>	
<i>Action Items</i>	A motion was made by Cassandra DuBois and seconded by Matthew Szydlo as follows: Motion language for healthy food options: Pursuant to C.G.S. Section 10-21 Sf, the Regional School District 10 Board of Education certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State

<i>Action Items cont.</i>	Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2024, through June 30, 2025. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups. All in favor; none opposed; motion passed. A motion was made by Scott Savelle and seconded by Cassandra DuBois as follows: Motion language for combined food & beverage exemptions: The Regional School District 10 Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-2219 of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The "regular school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held and must be the same place as the food and beverage sales. All in favor; none opposed; motion passed. <u>Reschedule BOE Meeting 10/7/24 to 10/21/24:</u> A motion was made by Victoria Basile and seconded by Scott Savelle to accept/approve the reschedule of BOE Meeting 10/7/24 to 10/21/24 as presented. All in favor; none opposed; motion passed. <u>Approval of Phase II HVAC Contract:</u> A motion was made by Scott Savelle and seconded by Cassandra DuBois to approve the Phase II HVAC Contract. Scott Savell withdrew his original language of the motion. A motion was made by Scott Savelle and seconded by Cassandra DuBois to approve Phase II HVAC contract and award the contract to the PerfectTemp.
---	---

	All in favor; none opposed; motion passed.
<i>Board Committee Reports</i>	<u>Ad Hoc Athletic Strategic Planning</u> – Met last Wednesday to discuss updates of projects. <u>Building Committee</u> – Have not met. <u>Curriculum</u> – Met on April 23rd; had a presentation on K-12 Special Education and Student Services program overview. <u>Communication</u> – Have not met. <u>Facilities</u> – Have not met. The next meetings, the committee is planning to meet at LG and HC Schools. <u>Finance</u> – Have not met. <u>Policy</u> – Have not met. <u>Security</u> – Have not met. <u>Superintendent's Evaluation</u> – Have not met. <u>Technology</u> – Have not met.
<i>Liaisons</i>	<u>CREC</u> – Nothing to report.
<i>Upcoming Meetings</i>	Annual Meeting: Monday, June 13, 2024; 7:00pm.
<i>Adjourn</i>	A motion was made by Scott Savelle and seconded by Cassandra DuBois to adjourn at 7:36 pm; all in favor; none opposed; motion passed.

Respectfully submitted,
Kelly Lyder, Board Clerk

Cassandra DuBois, Secretary

Date

Board of Education Meeting Minutes are placed on our web page (www.region10ct.org) within seven (7) workdays following the Board of Education Meeting.

The minutes are marked as DRAFT, pending Board of Education approval at the next regularly scheduled meeting.

When participating in or attending a Board of Education meeting or reviewing minutes, please note that the Board of Education uses formats prescribed by Robert's Rules of Order for conducting meetings and publishing minutes.

Robert's Rules state, "Minutes are a record of what was done at a meeting, not a record of what was said." [RONR (11th ed.), p. 468, ll. 16-18] which is the standard for which board minutes strive. For this reason, the minutes will typically not reflect the discussion surrounding a motion, only its outcome.

Additionally, Robert's Rules in brief advises "The name and subject of a guest speaker or other program may be given, but no summary of the talk." [RONRIB page 149]

Both books can be found at our local libraries for anyone interested in more information.

[Back to Agenda](#)

BOE Minutes: Special Meeting
4/25/2024

Present:

Cassandra DuBois
Amy Boisvert
Rachel McFadden
Scott Ragaglia
Scott Savelle
Matt Szydlo
Melanie Wilhelm

Superintendent Howard Thiery

Meeting was called to order by Chair Scott Ragaglia at 6:35 pm

The Board Interviewed the Finalist Candidate

A Motion to enter into executive session was made at 7:10 pm to discuss a personnel issue

The Board came out of executive session at 7:20 pm

A Motion was made to appoint Jessica Bruenn as the Principal of Harwinton Consolidated School effective 7/1/2024. Motion Scott Ragaglia Second Matthew Szydlo

In Favor 7 Opposed 0

Motion passes

Motion to adjourn was made by Matt Szydlo Seconded by Cassandra DuBois

In Favor 7 Opposed 0

Meeting adjourned at 7:25 pm

[Back to Agenda](#)

Regional School District #10
Expenditure Report by Object May 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	\$ 16,464,194	\$ 3,787,943	20,252,136	99.11%	\$ 181,294
112 Non-Cert. Personnel	5,887,871	4,994,156	674,303	5,668,459	96.27%	219,412
120 Temporary Wages	342,900	264,141	-	264,141	77.03%	78,759
Total Personnel:	\$ 26,664,202	\$ 21,722,490	\$ 4,462,246	\$ 26,184,737	98.20%	\$ 479,465
210 Group Disability Insurance	\$ 38,714	\$ 25,129	\$ -	\$ 25,129	64.91%	\$ 13,586
220 Social Security	800,402	676,653	1,280	677,934	84.70%	122,468
230 Retirement Contributions	300,000	312,887	9,309	322,196	107.40%	(22,196)
240 Tuition Reimbursement	36,500	10,761	1,318	12,079	33.09%	24,421
250 Unemployment Comp.	12,520	17,144	-	17,144	136.93%	(4,624)
260 Workers Compensation	254,455	215,977	-	215,977	84.88%	38,478
270 Health/Life Benefits	5,096,800	4,896,469	17	4,896,485	96.07%	200,315
Total Benefits:	\$ 6,539,391	\$ 6,155,019	\$ 11,924	\$ 6,166,943	94.30%	\$ 372,448
310 Admin. Services	\$ 20,000	\$ 12,155	\$ 607	\$ 12,762	63.81%	\$ 7,238
320 Prof. Education Services	48,500	17,942	17,392	35,334	72.85%	13,166
330 Other Professional Services	329,540	363,327	19,934	383,262	116.30%	(53,722)
340 Technical Services	25,150	21,547	-	21,547	85.67%	3,603
Total Purchased Services	\$ 423,190	\$ 414,972	\$ 37,933	\$ 452,905	107.02%	\$ (29,715)
410 Utility Services	\$ 578,500	\$ 499,980	\$ -	\$ 499,980	86.43%	\$ 78,520
411 Septic/Water Systems	46,000	42,751	3,686	46,438	100.95%	(438)
412 LGS Sewer Annual Fee	28,500	5,890	-	5,890	20.67%	22,610
420 Cleaning Services	12,793	9,203	548	9,751	76.22%	3,042
421 Disposal Services	73,061	64,173	5,027	69,200	94.72%	3,861
422 Snowplowing Services	64,500	64,500	-	64,500	100.00%	-
424 Grounds Upkeep	44,200	32,854	5,256	38,110	86.22%	6,090
425 Security	34,300	25,312	400	25,712	74.96%	8,588
430 Repairs/Maintenance Ser.	429,337	354,675	41,102	395,777	92.18%	33,560
440 Facility Rentals	12,400	12,108	-	12,108	97.64%	292
490 Pest Control	3,400	2,301	2,769	5,070	149.12%	(1,670)
Total Facilities:	\$ 1,326,991	\$ 1,113,748	\$ 58,787	\$ 1,172,535	88.36%	\$ 154,456
519 Transport/Reimbursable	\$ 2,601,210	\$ 2,176,041	\$ 631,521	\$ 2,807,562	107.93%	\$ (206,352)
520 Insurance	311,637	271,294	-	271,294	87.05%	40,343
530 Communication/Telephone	59,500	49,927	-	49,927	83.91%	9,573
531 Postage	21,740	13,139	9,326	22,465	103.33%	(725)
540 Advertising	4,050	2,460	43	2,503	61.80%	1,547
550 Printing & Binding	16,570	8,926	-	8,926	53.87%	7,644
561 Tuition to LEAs	361,352	327,445	-	327,445	90.62%	33,907

Regional School District #10
Expenditure Report by Object May 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	1,941,333	319,809	2,261,142	100.00%	(0)
580 Prof Develop/Reimb Travel	51,054	27,362	1,095	28,457	55.74%	22,597
590 Misc. Purchased Services	239,659	193,578	24,554	218,132	91.02%	21,527
591 Student Activities	9,220	5,156	470	5,627	61.02%	3,594
Total Transport. & Other	\$ 5,937,134	\$ 5,016,661	\$ 986,819	\$ 6,003,480	101.12%	\$ (66,346)
610 Supplies	\$ 458,728	\$ 392,620	\$ 25,323	\$ 417,942	91.11%	\$ 40,785
611 Software	372,347	353,052	7,684	360,735	96.88%	11,612
621 Natural Gas	50,000	25,165	-	25,165	50.33%	24,835
623 Propane	15,000	7,753	-	7,753	51.69%	7,247
624 Fuel Oil	452,800	393,997	88,002	481,999	106.45%	(29,199)
626 Gasoline	6,500	4,552	-	4,552	70.02%	1,948
640 Textbooks	67,916	61,009	291	61,300	90.26%	6,616
641 Library Books	23,026	20,718	2,531	23,249	100.97%	(223)
642 Periodicals	31,568	31,088	-	31,088	98.48%	480
Total Supplies:	\$ 1,477,884	\$ 1,289,953	\$ 123,831	\$ 1,413,784	95.66%	\$ 64,101
741 Replace Inst. Equipment	\$ 25,296	\$ 25,280	\$ -	\$ 25,280	99.94%	\$ 16
742 Replace Non-Inst. Equip.	213,100	18,911	176,246	195,157	91.58%	17,943
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:	\$ 250,162	\$ 45,883	\$ 176,279	\$ 222,163	88.81%	\$ 27,999
810 Dues & Fees	\$ 55,671	\$ 42,681	\$ 594	\$ 43,275	77.73%	\$ 12,396
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	\$ 1,963,204	\$ 594	\$ 1,963,798	96.98%	\$ 61,248
GRAND TOTALS:	\$ 44,644,000	\$ 37,721,930	\$ 5,858,414	\$ 43,580,344	97.62%	\$ 1,063,656

Regional School District #10

Budget Journal Entries Report

Fiscal Year: 2023-2024

Type: Budget Journal

From Date: 5/1/2024

To Date: 5/31/2024

Entry Number Line	Memo Entry Date	Account	Line Memo	Batch / Reference	Voucher Check #	Journal Debits	Credits	User ID
73	Transfer funds to cover cost of document camera grade 5			Budget Transfers		0 Adjustment		995.slaone
1	05/03/2024	100.09.1130.03.640	TEXTBOOKS: LSM LANGUAGE ARTS	Check Number		\$0.00		(\$70.00)
2	05/03/2024	100.07.1120.03.610	SUPPLIES: HB LANGUAGE ARTS	Check Number		\$70.00		\$0.00
						\$70.00		(\$70.00)
74	TRANSFER FUNDS TO COVER TO COVER VANCORD INVOICE			Budget Transfers		0 Adjustment		995.slaone
1	05/06/2024	100.01.2220.16.430	REPAIRS & MAINT: MIS	Check Number		\$0.00		(\$178.00)
2	05/06/2024	100.01.2220.16.611	SOFTWARE: DISTRICT	Check Number		\$0.00		(\$648.80)
3	05/06/2024	100.01.2220.16.610	SUPPLIES: MIS	Check Number		\$826.80		\$0.00
						\$826.80		(\$826.80)
75	Transfer funds to cover Vancord Invoice			Budget Transfers		0 Adjustment		995.slaone
1	05/07/2024	100.01.2220.16.610	SUPPLIES: MIS	Check Number		\$910.00		\$0.00
2	05/07/2024	100.07.1500.00.561	TUITION: MS MAGNET SCHOOL	Check Number		\$0.00		(\$910.00)
						\$910.00		(\$910.00)
76	Transfer funds to cover the cost of Ceiling tile insall (per fire marshall) and urinal replacement HCS room 17			Budget Transfers		0 Adjustment		995.slaone
1	05/07/2024	100.01.2600.85.742	EQUIP REPLACE: DIST.NON-INST.	Check Number		\$0.00		(\$11,459.08)
2	05/07/2024	100.02.2600.85.742	EQUIP REPLACE: HCS NON-INST.	Check Number		\$4,889.18		\$0.00
3	05/07/2024	100.04.2600.85.742	EQUIP REPLACE: LGS NON-INSTR	Check Number		\$6,569.90		\$0.00
						\$11,459.08		(\$11,459.08)

Regional School District #10

Budget Journal Entries Report

Fiscal Year: 2023-2024

Type: Budget Journal

From Date: 5/1/2024

To Date: 5/31/2024

Entry Number Line	Memo Entry Date	Account Account	Line Memo	Batch / Reference	Voucher Check #	Journal Debits	Credits	User ID
77		to place an order for copy paper to cover end-of-year usage		Budget Transfers		0 Adjustment		995.slaone
1	05/08/2024	100.09.2900.00.591	STUDENT ACTIVITIES: LSM		Check Number	\$0.00	(\$400.00)	
2	05/08/2024	100.09.2410.00.610	SUPPLIES: LSM PRINCIPAL OFFICE		Check Number	\$400.00	\$0.00	
						\$400.00	(\$400.00)	
78		Transfer funds to cover the cost of the Seesaw invoice LGS		Budget Transfers		0 Adjustment		995.slaone
1	05/14/2024	100.04.1110.30.610	SUPPLIES: LGS EARLY LITERACY		Check Number	\$0.00	(\$170.00)	
2	05/14/2024	100.04.2220.00.610	SUPPLIES: LGS MEDIA		Check Number	\$0.00	(\$390.00)	
3	05/14/2024	100.04.2220.00.642	PERIODICALS: LGS		Check Number	\$560.00	\$0.00	
						\$560.00	(\$560.00)	
79		Transfer funds for media center wall at LGS - BEST Program		Budget Transfers		0 Adjustment		995.slaone
1	05/16/2024	100.04.2600.85.742	EQUIP REPLACE: LGS NON-INSTR		Check Number	\$4,721.00	\$0.00	
2	05/16/2024	100.01.2600.85.742	EQUIP REPLACE: DIST.NON-INST.		Check Number	\$0.00	(\$4,721.00)	
						\$4,721.00	(\$4,721.00)	
80		transfer funds to cover cost of PowerSchool Training		Budget Transfers		0 Adjustment		995.slaone
1	05/22/2024	100.09.2900.00.591	STUDENT ACTIVITIES: LSM		Check Number	\$0.00	(\$500.00)	
2	05/22/2024	100.01.2800.00.240	BENEFITS: ADMIN TUITION REIMB		Check Number	\$500.00	\$0.00	
						\$500.00	(\$500.00)	
Grand Total:						\$19,446.88	(\$19,446.88)	
End of Report								

REGIONAL SCHOOL DISTRICT #10
2023-2024
May 2024

Enclosure #2

ITEM	2023-2024 BUDGET	RECEIVED Y.T.D	%	REMAINING BALANCE
* * *OPERATING BUDGET* * *				
BURLINGTON	\$ 29,072,494.00	\$ 27,830,749.00	95.73%	\$ 1,241,745.00
HARWINTON	\$ 14,586,455.00	\$ 13,963,438.00	95.73%	\$ 623,017.00
INTEREST	\$ 130,000.00	\$ 165,681.07	127.45%	\$ (35,681.07)
TUITION	\$ 125,000.00	\$ 86,818.00	69.45%	\$ 38,182.00
MISCELLANEOUS	\$ -	\$ -		\$ -
TRANSPORTATION	\$ -	\$ -		\$ -
TOTAL OPERATING REVENUE	\$ 43,913,949.00	\$ 42,046,686.07		\$ 1,867,262.93

[Back to Agenda](#)

June 2024

Leaves of Absence:

Name

Position

School

Resignations:

Name

Position

School

Kris Nelson	Security	Harwinton Consolidated School
Robert Malaspina	Behavior Tech.	Lewis S. Mills High School
Sandra Steele	Special Education Paraeducator	Har-Bur Middle School
Eric Richard	Tech. Ed. Teacher	Lewis S. Mills High School
Lindsey Humphrey	English Language Arts Teacher	Lewis S. Mills High School
Lindsay McCarthy	Science Teacher	Lewis S. Mills High School

Retirements:

Name

Position

School

Effective

Appointments:

Name

Position

School

Nicole Silva	Reading Interventionist Teacher	Lake Garda Elementary School
Heather Loomis	Grade 6 Special Education Teacher	Har-Bur Middle School
Richard Miller	Director of Facilities	Districtwide
Rebecca Stoll	Dean of Students	Har-Bur Middle/Lewis S. Mills High Schools
Melissa Story	Kindergarten Teacher	Harwinton Consolidated School
Kristin O'Reilly	Supervisor of Student Services	Lake Garda/Harwinton Consolidated Schools
Michelle Castellano	Instrumental Music Teacher	Lake Garda/Harwinton Consolidated Schools

REGIONAL SCHOOL DISTRICT 10



Leadership Growth and Development Plan

June, 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.

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

RSD 10 ADMINISTRATORS:

Howard Thiery- Superintendent
 Vonetta Romeo-Rivers- Director of Teaching and Learning
 Chris Rau- Co Chair PDEC and Principal Lewis Mills High School
 Joeseeph Masi- Principal Har-Bur Middle School
 Stephanie Anderson- Principal Lake Garda Elementary School
 Meghan Mazzei- Principal Harwinton Consolidated School
 Jennifer Otte- Associate Principal Lewis Mills High School
 Jesse Darcy- Associate Principal Har-Bur Middle School
 Susan Laone- Director of Finance and Operations
 Joseph Sousa- Director of Technology
 Christopher Weaver- Assistant Director of Information Systems

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 Region 10 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.



PLAN PURPOSE AND GOALS

The Regional School District 10 Leadership Growth and Development Plan is designed to support a comprehensive educator and leader evaluation system adopted by the Connecticut State Board of Education in concert with a wide range of stakeholders and pursuant to educator evaluation regulations. This plan includes tools, guidance, and rubrics to support the evaluation of all educational leaders, within Regional School District 10. The plan is grounded in following principles that use high quality professional learning to advance leader practice, educator practice and promote high quality learning.

- **Allow for differentiation of roles** (*for example: the Director of Teaching and Learning, The Director of Student Support Services, The Director of Finance and Operations, the Director of Technology, Principal, Associate Principals, the Assistant Director of Information System, The Dean of Students, The Director of Facilities and Grounds*)
- **Simplify and reduce the burden** (*reduce technical challenges, paperwork and steps*)
- **Focus on things that matter** (*identity high leverage goal focus areas*)
- **Connect to best practices aimed at the development of the whole child** (focuses on high quality learning)
- **Focus leader growth and agency** (*meaningfully engage professional by focusing on growth and practices in partnership with others aligned to continuous Improvement Planning*)
- **Specific, timely, accurate, actionable and reciprocal feedback**

The Regional School District 10 Leadership Growth and Development Plan is designed as a continuous learning process. The goal of the continuous learning process is to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. The process provides an opportunity for leaders to address organizational system and structure questions. In this process, the leader serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the leader through the learning and growth process. Within the process, the leader collaborates and serves as a reflective practitioner to determine mutually agreed upon leader goal(s), professional practice and leader growth, and observation/site visit and feedback focus.

LEADER CONTINUOUS GROWTH PROCESS

Quality feedback paired with meaningful support serves as the catalyst for inspiring growth, reflection, and action among educators. Our commitment extends beyond fostering leader growth; it also aims to enhance student achievement through targeted and constructive feedback.

Within the continuous learning process, leaders check in with their evaluator a *minimum* of three times a year (fall goal setting, mid-year check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion about school or district progress, the sharing of evidence of professional learning, impact on growth, the identification of needs and mutually agreed upon next steps. The meetings are approached in the spirit of continuous improvement, reflection, and collaboration. The RSD 10 system of professional learning supports three types of growth: personalized, collaborative and organizational. While dialogue is important, there must be a balance of written and verbal feedback provided between check-ins based on observations/site

visits, reviews of practice, and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to professional learning and leadership standards and identifies strengths and areas of focus for growth. Within this continuous improvement process, orientation, training and support elements are provided annually to evaluators and leaders.

LEADERSHIP GROWTH AND DEVELOPMENT TIMELINE

Goal Setting	Formal Feedback & Learning Opportunities	Mid-Year Check-in	End of Year Reflection
<i>Completed by November 1st</i>	<i>Ongoing</i>	<i>Completed by March 1st</i>	<i>Completed by June 30th</i>
The Leader will: ✓ Complete a brief self-reflection. ✓ Review evidence. ✓ Draft goal(s) aligned to one of the following: School or District Continuous Improvement Plans, personal professional growth needs and or Strategic Plans ✓ Goals must also align to the Common Core of Leading: Connecticut School Leadership Standards Goal setting conference: ✓ Mutually agreed upon goal(s) and the duration of the goal(s) ✓ Mutually agreed upon professional learning and support ✓ Mutually agreed upon criteria for successful achievement of the goal(s)	Opportunities for Leaders to receive feedback. These include the following: ✓ Monthly 1-on-1 conferences with the Superintendent of Schools ✓ Administrator Institutes – Mid-Year and Summer ✓ End of year self-reflection ✓ Continuous Improvement Planning (CIP) meetings ✓ Leadership Rounds ✓ Budget Development Meeting Series ✓ Admin Council: Problems of Practice protocols ✓ Professional Learning Lunches: Summer Sequence	Mid-Year Conference: The Leader will: ✓ Review and discuss currently collected evidence towards goals. ✓ Review professional learning evidence and impact on organization, education and student learning, growth and achievement. The Evaluator will: ✓ Discuss evidence and provide feedback to the leader regarding progress towards goals. ✓ Mutually agree upon the need to adjust and or revise goals or to keep goals the same	End-of-Year Reflection and Feedback Process The leader will: ✓ Review and discuss professional learning, evidence of impact on organization, education and student learning, growth and achievement. The Evaluator will: ✓ Provide written summative feedback and next steps.

Goal Setting

Leaders and their evaluators mutually agree upon a high leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals. Goals should always be connected to the Common Core of Leading: Connecticut School Leadership Standards. This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with their evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

- ✓ Self-assess using the identified standards.
- ✓ Identify a high leverage goal that impacts leadership practice and educator and organizational growth.

- ✓ Identify an individual or a collaborative goal.
- ✓ Develop a proposed professional learning plan to build knowledge and skill.

The leader shares the above with their evaluator during an initial goal setting conference that consists of dialogue around the proposed goal(s) and professional learning plan. During this conference, reciprocal dialogue between the evaluator and leader takes place to refine the proposed goal and professional learning plan as needed. In partnership, the leader and evaluator come to mutual agreement on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment.

Midyear Check-in

The midyear check-in provides an opportunity for the leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional leadership practice; organizational growth; educator growth; and impact on student learning, growth, and achievement. Through reciprocal dialogue, the evaluator provides specific feedback based on evidence, standards, and the leader's goal(s). This is an overview of where the leader is in the process and what steps need to be taken to assist in continuous learning. During this check-in, revisions to the goal or learning plan, direction of tiered support, or next steps are determined.

End-of-Year Reflection and Summative Review

The end-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, like the midyear check-in, to discuss progress toward the leader's goal(s); professional learning as it relates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence.

A written end-of-year summary includes the impact on leader practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights of impact on educators, students, and school community; and completion of current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s). This summary is based upon the mutually agreed upon goal(s) and the Common Core of Leading: Connecticut School Leadership Standards. The summary will be an assessment of the leader's successful completion of the professional learning process as identified by the following performance expectations:

COMMON CORE OF LEADING: CT SCHOOL LEADERSHIP STANDARDS

PERFORMANCE EXPECTATION 1: *Vision, Mission and Goals*

Education leaders ensure the success and achievement of all students by guiding the development and implementation of a shared vision of learning, a strong organizational mission, and high expectations for student performance.

PERFORMANCE EXPECTATION 2: *Teaching and Learning*

Education leaders ensure the success and achievement of all students by monitoring and continuously improving teaching and learning.

PERFORMANCE EXPECTATION 3: *Organizational Systems and Safety*

Education leaders ensure the success and achievement of all students by managing organizational systems and resources for a safe, high-performing learning environment.

PERFORMANCE EXPECTATION 4: *Families and Stakeholders*

Education leaders ensure the success and achievement of all students by collaborating with families and other stakeholders to respond to diverse community interests and needs and to mobilize community resources.

PERFORMANCE EXPECTATION 5: *Ethics and Integrity*

Education leaders ensure the success and achievement of all students and staff by modeling ethical behavior and integrity.

The complete Common Core of Leading Standards can be found following this document.

TIERED SUPPORT AND CORRECTIVE SUPPORT

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective Support Plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative if applicable.

Tier 1

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader and

their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10- 153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan must contain:

- ✓ **clear objectives specific to the well documented area of concern;**
- ✓ **resources, support, and interventions to address the area of concern;**
- ✓ **timeframes for implementing the resources, support, and interventions; and**
- ✓ **supportive actions from the evaluator.**

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader and bargaining unit representative.

DISPUTE RESOLUTION

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should a leader disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report, but is not obligated to do so. The leader being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual's professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) workdays from the date the leader initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process:

1. Within *three school days* of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated, and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The following procedures will be followed:

Leaders evaluated by the Superintendent: The issue in dispute will be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party. The superintendent or designee and the respective collective bargaining unit for the leader or the leader (if not associated with a bargaining unit) may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party, as mutually agreed upon between the superintendent and the collective bargaining unit or the unaffiliated leader. It is the role of the subcommittee to determine the resolution of the dispute, identify any actions to be taken moving forward and to notify the superintendent of the decision. If the leader is affiliated with a collective bargaining unit, the leader being evaluated shall be entitled to collective bargaining representation at all levels of the process.

Leaders not evaluated by the Superintendent: The leader being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding. If the leader is affiliated with a collective bargaining unit, the leader being evaluated shall be entitled to collective bargaining representation at all levels of the process.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed-upon times.
3. The leader being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the leader shall be considered to have waived the right of appeal.
4. The leader being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

[Back to Agenda](#)

**REGIONAL SCHOOL DISTRICT 10
NEW COURSE PROPOSAL – K-12**

Deadline to Director of Teaching & Learning November 1st for inclusion in the following budget year

Priority will be given to new course proposals, which emphasize district goals, challenge students with diverse needs, target multicultural and gender equity and are innovative.

Date: May 2024

Title of Proposed Course: *ENGL 1007: Seminar and Studio in Academic Writing and Multimodal Composition*

Department(s): English		Level(s)		Credits:	0.5
Grade(s): 11/12	☐ Elementary	☐ Middle	☒ High School		
Required for graduation	☐	Yes	☒	No- English Elective	
Prerequisite(s):	☐	Yes	☒	No	
Pilot Course	☐	Yes	☒	No	
Replaces an Existing Course	☒	Yes – Replaces “College Composition”	☐	No	
Expansion of an Existing Course	☐	Yes	☒	No	
Estimated enrollment: For the 2024-2025, we have thirty students enrolled in College Composition, which is an average number of students per enrollment year. However, I do anticipate higher enrollment numbers with the UConn label attached to the course.					

Course Description:

From UConn: *UConn’s First-Year Writing courses introduce students to the work of college writing, which includes posing questions, developing sustained intellectual projects, and generating knowledge that invites engagement with wide and varied audiences. Writing, here, is project-building—a practice of making something, composing—and the courses reflect this attention to purposeful engagement and meaningful contribution. As a prerequisite to many University courses and all Writing Competency courses, First-Year Writing seminars foreground collaborative, student-driven inquiry developed in the context of a shared course investigation. Students work on projects in which they select and define places where they might advance the class conversation across various media.*

Initial Course Launch Expenditures:

Curriculum writing proposal	☒	Yes	☐	No	Estimated Cost	\$ 30 Hours X 43= \$1,290
Professional Development needed	☒	Yes	☐	No	Estimated Cost	\$ \$3,327- If the instructor is required to take the certification class (see attached)
Web-based licenses / software	☐	Yes	☒	No	Estimated Cost	\$
Additional cost:	☐	Yes	☒	No	Estimated Cost	\$
New workbook(s):	☐	Yes	☒	No	Estimated Cost	\$
New textbook(s)	☒	Yes	☐	No	Estimated Cost	\$ Approx. \$2625.00 (See below for breakdown of texts)
Estimated ongoing costs requested in annual budget:	☐	Yes	☒	No	Estimated Cost	\$
Total Cost:					\$	7,242.00

Texts based off of the course currently running at Berlin High School (Syllabus attached):

Bartholomae, David and Anthony Petrowski, eds. *Ways of Reading*. 10th ed.
New York: Bedford/St. Martin's, 2014. Print. Approx. \$80.00 each X25 =\$2000.00

Birkenstein, Cathy and Gerald Graff, They Say I Say: The Moves that Matter in
Academic Writing. 6th ed. New York: W. W. Norton & Company, 2024. Print. Approx. \$25 each X25= \$625.00

ADDITIONAL COURSE DETAILS:

1. Major goals of the course:

Essential Components of the course:

1. **COURSE INQUIRY**—drives the intellectual work of the writing/composing, linking: • assigned texts • field research/documentary elements • sequenced assignments.
 2. **FIELD RESEARCH COMPONENT** — engagement with people, sites, artifacts.
 3. **STUDIO PEDAGOGY** — at least one quarter of the course happens in a studio mode.
 4. **MULTIMODAL COMPOSITION** — a consequence of prioritizing access and inclusion; develops rhetorical flexibility and metacognition.
 5. **INFORMATION & DIGITAL MEDIA LITERACY** — a UConn General Education requirement.
 6. **REFLECTIVE WRITING**
2. State or national standards alignment:

CCSS Literacy Standards Writing:

- *Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (W1).*
- *Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content (W2).*
- *Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences (W3)*
- *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) (W4)*
- *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (W5).*
- *Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information (W6).*
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences (W10).

3. Alignment to current district goals/areas of focus:

LSM CIP Goal: 100% of students will have a postsecondary experience during their time at LSM.

4. List the major topics of study covered in the course:

Assignments and projects built around writing moves.

Readings and assigned texts that foster engagement and model inquiry.

Information and Digital Media Literacy.

A substantial amount of revised writing.

Reflective writing.

Additional short and informal writing; and

Feedback and circulation

See Attached for additional information

5. Special considerations: (targeted population, scheduling, off-campus, additional teacher training/certification)

While Mrs. Brynn Mandel will be the LSM teacher to submit her resume/credentials to teach the course, she will be required to take UConn's ENGL 5100: *The Theory and Teaching of Writing* If her credentials do not meet the requirements set by UConn's English Department. *The course* will run as an asynchronous/synchronous online course each summer and will serve in place of the two-course requirement that currently exists for applicants who do not have the approved English graduate coursework. This coursework would be similar to sending a teacher to AP training over the summer- The cost for this course (\$3,327) is included in the Professional Development category above.

6. Special features of this course: (interdisciplinary collaboration, student certification upon completion etc.)

Students who receive a passing score will earn UConn English Credit vs. the UConn Classical Ancient Mediterranean Studies Credit students currently earn through taking CAMS 1103: Classical Mythology.

7. Data to support student interest (if an elective):

Students are choosing courses that provide them with post-secondary outcomes, either a college transcript or AP Credit. For example, CAMS 1103: Classical Mythology went from twenty-seven students in its first year to forty-eight students in its second year. We anticipate solid enrollment numbers for this course as well.

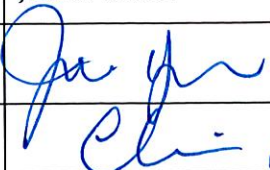
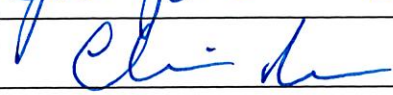
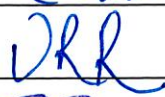
8. Course evaluation process:

UConn provides a course evaluation to each cohort of students, each semester or each year given the structure of the course. The survey results are given to the instructor at a later date.

9. Explanation of any additional cost if applicable:
See #5.

INDIVIDUALS INVOLVED IN CREATING AND DEVELOPING THIS COURSE:

Brynn Mandel	Jillian Yantz	

Submitted by:	Jillian Yantz			
Coordinator's Signature	 5/21/24		Endorsed	Not Endorsed
Principal's Signature		Date:	5/21/24	
Initials				
	Reviewed by the Coordinator	Date:		
	Reviewed by the Principal	Date:	5/21/24	
	Reviewed by the Director of Teaching & Learning	Date:	5.21.24	
	Acted on by the BOE Curriculum Subcommittee	Date:	5/21/24	
	Approved by the Board of Education	Date		

[Back to Agenda](#)

ADDITIONAL COURSE DETAILS:

1. Major goals of the course:

This course will continue to cover the material that the proposed Geometry & Statistics course will cover. This course will pick up where the Geometry & Statistics course left off. Students will take this course after successful completion of Algebra II or Precalculus. The class will primarily be taken by juniors and seniors so the goal is to help students attain mathematical/statistical tools that will serve them in their everyday lives. Students will learn about the statistics that are used in everything from medicine to manufacturing lines. This course aims at equipping students with the tools to use statistics to make decisions while evaluating the validity of other statistical claims they encounter.

2. State or national standards alignment:

Statistics Standards Covered:

- Interpreting Categorical and Quantitative Data
 - Summarize, represent, and interpret data on a single count or measurement variable
 - Summarize, represent, and interpret data on two categorical and quantitative variables
 - Interpret linear models
- Making Inferences and Justifying Conclusions
 - Understand and evaluate random processes underlying statistical experiments
 - Make inferences and justify conclusions from sample surveys, experiments and observational studies
- Conditional Probability and the Rules of Probability
 - Understand independence and conditional probability and use them to interpret data
 - Use the rules of probability to compute probabilities of compound events in a uniform probability model
- Using Probability to Make Decisions
 - Calculate expected values and use them to solve problems
 - Use probability to evaluate outcomes of decisions

3. Alignment to current district goals/areas of focus:

This course will offer several genuine connections to everyday life. One of the district's priorities is equity and inclusion which will lend itself well with this application-heavy course. Students will have several opportunities to carry knowledge with them that will help them make decisions about statistics they see in their everyday lives. In addition, these applications will also help all students access rigorous material which is part of another district goal of student access through UDL. There are several different ways to learn the material given the number of applicable contexts. This course will involve many levels of student choice and differentiation.

4. List the major topics of study covered in the course:

- One and Two Variable Statistics Review
 - Categorical Displays
 - Quantitative Displays
- The Normal Model
 - The Normal Distribution
 - The Empirical Rule
 - Normal Distributions: Finding Areas from Values
 - Normal Distributions: Finding Values from Areas
- Regression
 - Correlations
 - The Least-Squares Regression Line
 - Assessing a Regression Model
- Collecting Data
 - Sampling and Surveys
 - Observational Studies and Experiments
 - Inference for Sampling and Experiments
- Randomness
 - Review Probability Rules

- Discrete Random Variables
- Binomial Random Variables
- Sampling Distributions
 - Center and Variability
 - The Sampling Distribution of a Sample Proportion
 - The Sampling Distribution of a Sample Mean
 - The Central Limit Theorem
- Estimating a Parameter
 - Confidence Intervals and Margins of Error
 - Confidence Intervals for a Proportion
 - Confidence Intervals for a Mean
- Testing a Claim
 - Testing a Claim about a Proportion
 - Testing a Claim about a Mean
- Comparing Two Populations or Treatments
 - Testing a Claim about a Difference Between Two Proportions
 - Testing a Claim about a Difference Between Two Means
 - Testing a Claim about a Difference Between Two Means: Paired Data

5. Special considerations: (targeted population, scheduling, off-campus, additional teacher training/certification)

This course has no implications on additional teacher training/certification. This full year course is taking the place of our current half year trigonometry and half year statistics courses. The number of students that take Trigonometry & Statistics vs. Statistics should remain the same as well.

6. Special features of this course: (interdisciplinary collaboration, student certification upon completion etc.)

This course has been created based on the scope and sequence of another proposed and approved course, Geometry & Statistics.

7. Data to support student interest (if an elective):

There are currently 56 students in Trigonometry & Statistics for the 24/25 school year. This course is an alternative option for those not confident in taking Pre-Calc. Additionally, students who do not feel confident enough to take AP statistics will now have a level 1 option.

8. Course evaluation process:

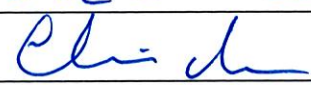
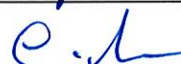
We will know that the course is successful by the evidence collected from student performance in the classroom and on assessments. We hope to see students actively engaged in discussions and thinking around data and data analysis. Assessments should show that students are able to use reasoning to back up their claims. In addition to student performance, we should also see strong enrollment in this full year math course option. We currently have about 40-60 students take Trig & Stats (each half year) and we would like to maintain this level of enrollment for a full year Statistics course.

9. Explanation of any additional cost if applicable:

N/A – current textbooks for statistics will be used (STATS Modeling the World). One other textbook is referenced, “Statistics and Probability with Applications” by Starnes Tabor and Wilcox. This was used for creating scope and sequence. While some lessons will be pulled from this book, we will not need to purchase a set for students to use.

INDIVIDUALS INVOLVED IN CREATING AND DEVELOPING THIS COURSE:

Rebecca Edwards		

Submitted by:	Rebecca Edwards				
Coordinator’s Signature		X	Endorsed		Not Endorsed
Principal’s Signature		Date:	5/21/24		
Initials					
	Reviewed by the Coordinator	Date:	5/21/24		
	Reviewed by the Principal	Date:	5/21/24		
	Reviewed by the Director of Teaching & Learning	Date:	5.21.24		
	Acted on by the BOE Curriculum Subcommittee	Date:	5/21/24		
	Approved by the Board of Education	Date			

Back to Agenda

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 5/13/2024

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 2024/2025} Author Visit-Sara Levine on 11/15 Approximate Value \$1500

Real Property X 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)

Full day author visit from Sara Levine on 11/15/24. Will include four presentations and lunch with a small group of students. The author will deliver personally signed books purchased from Breakwater Books.

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)

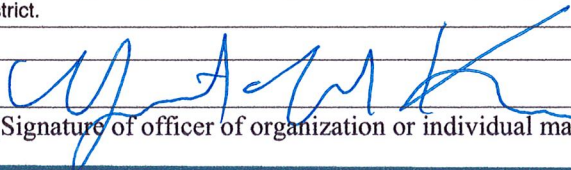
If yes, who will pay for these costs? _____

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:



Building Principal

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

Date Approved by Board (if applicable)

School Nutrition Pricing

23-24	Federal Recommended Average	\$	3.56
	Actual Average	\$	3.30

Actual Prices			
	Elementary		HB/LSM
Breakfast *		Free	Free
Lunch	\$	3.00	\$ 3.50

* Breakfast is free for all in school year 23-24, our pricing in place is \$1.50 elementary and \$2.00 HB/LSM

School year 23-24 there was an equity waiver that allowed districts to waive the price increases associated with the annual equity formula. Region 10 did not increase prices.

24-25	Federal Recommended Average **	\$	3.65
--------------	---------------------------------------	-----------	-------------

Recommending Pricing			
	Elementary		HB/LSM
Breakfast	\$	1.75	\$ 2.25
Lunch	\$	3.50	\$ 3.75

** using the 23-24 formula, 24-25 not available

It is unknown if a waiver will be available in 24-25.

Even if a waiver is available in 24-25, we are still recommending the price increase. The concern would be the larger impact of the price increase when the waiver goes away in addition to the rising cost of food and supplies.

Motion for the school breakfast and lunch proposed increase:

Motion: To set the school breakfast and lunch prices as follows to meet the paid lunch price increase requirement and non-Federal source requirement in Section 205 of the Healthy, Hunger-Free Kids Act of 2010 (paid lunch equity):

Breakfast:

Elementary (K-4) \$1.75 (current free, prior to 2020 \$1.50)

Middle and High School (5-12) \$2.25 (current free, prior to 2020 \$2.00)

Lunch:

Elementary (K-4) \$3.50 (current \$3.00)

Middle and High School (5-12) \$3.75 (current \$3.50)

[Back to Agenda](#)