I. Call to order

II. Pledge of Allegiance

III. Communications:
   A. Superintendent's Report
      1. Special Recognition
      2. Staffing Update
      3. Enrollment Update
      4. Summer Projects Update
   B. Student Representative Report – n/a

IV. Approval of the Board of Education Minutes for: (Enclosure 1)
   A. Special Meeting of the Board of Education dated Monday, June 6, 2016
   B. Special Meeting of the Board of Education dated Thursday, July 7, 2016

V. Consent Agenda:
   A. Approval of the Financial Reports dated June 2016 (Enclosure 2)
   B. Approval of the Financial Reports dated July 2016 (Enclosure 3)
   C. Appointments:
      1. Amanda Soucier, Grade 7 Math Teacher, Har-Bur Middle School
      2. Megan Rochford, Autism Teacher, Har-Bur Middle School
      3. Tara McCane, Grade 8 Social Studies Teacher (one-year), Har-Bur Middle School
      4. Denise Genest, Family and Consumer Science Teacher, Har-Bur Middle School
      5. Andrew Spargo, Grade 7 Social Studies Teacher, Har-Bur Middle School
      6. Amy Watson, .4 Wellness Teacher, Harwinton Consolidated School
      7. Jaclyn Nolan, Grade One Teacher, Lake Garda School
      8. Michael Dallis, Grade Three Teacher, Lake Garda School
      9. Meredith Porri, .6 English Teacher, Lewis Mills High School
     10. Zachary Vitali, .8 Social Studies Teacher, Lewis Mills High School
     11. Nicole Whitehall, Math Teacher, Lewis Mills High School
     12. Chia-Ying Chung, .8 Mandarin Chinese Teacher, Lewis Mills High School
   D. Leaves of Absence: n/a
E. Resignations:
1. Douglas Rohner, Wellness Teacher, Harwinton Consolidated School, effective with the conclusion of the 2015/2016 school year
2. Chung-Mei D’Attilio, Chinese Teacher, Lewis S. Mills High School, effective with the conclusion of the 2015/2016 school year
3. Daniel Czuchta, Math Teacher, Lewis S. Mills High School effective with the conclusion of the 2015/2016 school year
4. Haley Pellegrin, Special Education Teacher, Har-Bur Middle School, effective with the conclusion of the 2015/2016 school year
5. Haley Wheeler, Speech & Language Pathologist, Har-Bur Middle School, effective with the conclusion of the 2015/2016 school year

F. Retirements:

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:

A speakers’ 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.
- 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.
- When the Board Chairman recognizes 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. Actions:
A. Policy 6400 Homework (Second Review, Action Anticipated) C. Burke (Enclosure 4)
VIII. Business:
   A. Policy 6400A Homework Administrative Regulations – Informational (Enclosure 5)
   B. Policy 5113.1 Non-Resident Twelfth Grade Student Attendance (First Review, No Action Anticipated) (Enclosure 6)
   C. Policy 5113.1A Non-resident Twelfth Grade Student Attendance Administrative Regulation (Informational)(Enclosure 7)
   D. Policy 5153 Transgender Students (First Review, No Action Anticipated) (Enclosure 8)
   E. Rick Wormeli Presentation (Enclosure 9) C. Burke
   F. End-of-Year Concussion Update: D. Francialangia

IX. Committees:
   A. 2016 CABE/CAPSS Convention; November 18th and 19th, Mystic Marriott Hotel Groton (Enclosure 10)

X. Next Meeting:
   A reception to welcome new certified staff and Region 10's Teacher-of-the-Year will be held on Monday, September 12, 2016 beginning at 6:30 p.m. in the Learning Center. The regularly scheduled meeting will follow at 7:00 p.m.

XI. Adjourn

<table>
<thead>
<tr>
<th>Items for Future Board of Education Agendas</th>
<th>Anticipated Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Teams</td>
<td>September 2016</td>
</tr>
</tbody>
</table>

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

RSD10 Chair
REGIONAL SCHOOL DISTRICT #10
Special Meeting of the Board of Education
(Rescheduled from June 13, 2016)
Har-Bur Middle School Learning Center
26 LYON ROAD, BURLINGTON, CT 06013
Monday, June 6, 2016
6:00 p.m.

UNOFFICIAL

Board Members Present:
Phillip Penn, Chairman of the Board
Thomas Fausel, Vice Chairman
John Vecchitto
Bruce Guillemette
Brooke Joiner
Corey Rewenko
Eleanor (Ellie) Parente
Susan Baccaro
Paul Omichinski
John Goodno

Absent: n/a

Also Present:
Alan Beitman, Superintendent
Cheri Burke, Director of Student Learning
Susan Laone, Director of Finance and Operations
Jenna Sadecki, Student Representative
Brian Drisdelle, Student Representative
Patricia George, Recording Secretary

I. Call to Order:
Board Chairman Phillip Penn called to order the Special Meeting of the Board of Education at 7:00 p.m.

II. Mr. Penn recited the Pledge of Allegiance

III. Recognition of Retiring Staff Members/Teacher-of-the-Year
It was with mixed emotions that Superintendent Beitman, accompanied by the Board Chairman, Phillip Penn, paid homage to the district's retiring personnel; departing student representative; and the Teacher-of-the-Year, Robert Gauvain. All were presented with remembrances.
IV. Communications
A. Student Representatives' Reports (Jenna Sadecki and Brian Drisdelle)
The students presented reports consisting of information pertaining to final exams, National Honor Society elections, spring athletics, summer work, and several end-of-year events. Of particular significance, Jenna Sadecki reported that it was the first time in Lewis Mills' history that the senior crew team would be participating in the senior nationals.

B. Superintendent's Report
Superintendent Beitman reflected back positively on the school year stating that it had been a wonderful year with the least number of snow days in some time. The year would soon be concluding with the graduation of the senior class on Monday, June 13th.

V. Approval of the Board of Education Minutes
A motion was made by Paul Omichinski and seconded by Bruce Guillemette to accept/approve the minutes from the regular meeting of the Board of Education dated Monday, May 9, 2016; all in favor; none opposed; John Goodno abstained; motion carried.

VI. Consent Agenda:
A motion was made by Paul Omichinski and seconded by Corey Rewenko to accept/approve the consent agenda as presented;

Further Discussion:
A. Approval of the financial reports dated May 2016:
Excess costs funds were received on May 31st and covered all but approximately $100,000.

B. Appointments:
Superintendent Beitman introduced each of the district’s new employees; Christopher Rau, Principal, Lewis S. Mills High School; Dr. Jodiann Tenney, World Language Coordinator; and Nels English, a part-time Technology teacher at Lewis S. Mills High School

C. Leaves of Absence:
There were no leaves of absence

D. Resignations:
Kristen Michalski, an elementary teacher at Lake Garda School

E. Retirements:
Brenda Crowell, a Family and Consumer Science teacher submitted her resignation effective with the conclusion of the 2015/2016 school year.

All in favor; none opposed; motion carried unanimously.

-Brief Recess- 7:30 p.m. to 7:42 p.m.
VII. Public Participation
There was no public participation

VIII. Business:
A. Teacher Leadership Council
   Faculty members Susan Geissler, Christina Rogers and Christina Flaherty were on hand to present the newly established Teacher Leadership Council's vision, mission, and goals. Objectives of the council include improving teacher voice and retention and fostering relationships with the two communities.

B. Homework Policy 6400
   The district's current homework policy was adopted in July 1985. Board members Bruce Guillemette, Eleanor Parente, and John Vecchitto along with Ms. Cheri Burke, worked tirelessly to update the policy and are hoping to have it approved at the Board's August meeting.

C. Homework Policy 6400 Administrative Regulations
   Informational piece

IX. Action Items:
A. Cancel Board of Education meeting scheduled for July 11, 2016
   On a motion made by Bruce Guillemette and seconded by Susan Baccaro to cancel the Board of Education meeting scheduled for Monday, July 11, 2016; all in favor; none opposed; motion carried unanimously.

B. Proposed 2017 Spring Music Trip to Orlando, Florida (every three years)
   On a motion made by Susan Baccaro and seconded by Thomas Fausel to accept/approve the proposed Orlando, Florida music trip as presented; all in favor; none opposed; motion carried unanimously.

C. Proposed Washington Trip
   On a motion made by Paul Omichinski and seconded by John Vecchitto to accept/approve the proposed Washington, D. C. field trip as presented; all in favor; none opposed; motion carried unanimously.

D. Proposed Bermuda Trip
   On a motion made by Corey Rewenko and seconded by Thomas Fausel to accept/approve the proposed Bermuda trip as presented; all in favor; none opposed; motion carried unanimously.

E. Request to revise 2017/2018 School Calendar
   Music teacher, John Deeb, made a request to the Board to revise the 2017/2018 school calendar to accommodate the New England Music Festival for that year. The calendar would be revised to move a professional development day from February 16 to March 16, 2018.

   On a motion made by Brooke Joiner and seconded by John Vecchitto to revise the 2017/2018 school calendar as requested; all in favor; none opposed; motion carried unanimously.
XII. Executive Session

Mr. Penn, Chairman of the Regional School District No. 10 Board of Education called to order a hearing concerning a grievance filed by Bonnie Levandowski and her union, CSEA, Local 2001, SEIU.

This Board level grievance hearing was conducted pursuant to Article XVIII of the Collective Bargaining Agreement between the Board of Education and CSEA, Local 2001, SEIU. Article XVIII concerns the grievance procedure and this is a Step 3 level hearing. The hearing concerned a grievance brought by Ms. Levandowski relating to her claim that she should not have been transferred following an investigation and report concerning parent complaints alleging her mistreatment of students.

Andrew Sochaczewski, staff representative of CSEA/SEIU Local 2001 was the person representing the complainant, Bonnie Levandowski.

Similarly, Attorney William Connolly of Pullman & Comley, LLC was the person speaking on behalf of the administration of the Region 10 School District.

Non-contested exhibits included:

Exhibit: Grievance
Exhibit 2: Collective Bargaining Unit Agreement
Exhibit 3: Investigative Report
Exhibit 4: Letter informing grievant her position has been transferred

Attorney Connolly explained that student names may be in several of the exhibits and is information protected under FERPA. During the course of hearing this information may be revealed and therefore suggested that the Board move into executive session. Mr. Penn concurred and asked for a motion to move into executive session.

Paul Omichinski made a motion that the Board of Education go into Executive Session to conduct the grievance hearing because they had been informed that anticipated documentary and testimonial evidence concern confidential information contained in student records, excluded from the Freedom of Information Act disclosure requirements under Connecticut General Statutes Section 1-210(b), in particular, subsection 11: names of students enrolled in a public school, and subsection 17, educational records which are not subject to disclosure under the Family Educational Rights and Privacy Act; seconded by Susan Baccar; all in favor; none opposed; motion carried unanimously.

Mr. Penn invited the following people into executive session at 8:20 p.m.:
Bonnie Levandowski, the grievant  
Andrew Sochaczewski, Ms. Levandowski’s representative  
William Connon, Attorney for the Board  
Alan Beitman, Superintendent of Schools  
Cheri Burke, Director of Student Learning  
Susan Lalone, Director of Finance and Operations  
Stefanie Carbone, Principal at Lake Garda School  
Joyce Grouten, Teaching Assistant, Lake Garda School (at Mr. Andrew Sochaczewski’s request)

The Board returned to Public Session at 9:23 p.m.

VOTE OF THE BOARD

Thomas Fausel moved that the grievance be denied because the transfer was authorized by the collective bargaining agreement, in particular, management’s express right to transfer, as contained in Article II and to discipline, as expressed in Article XXII, and that the Board’s decision at this level be communicated in writing to the grievant and her union within ten working days of this meeting; seconded by Paul Omichinski; 8 were in favor, Bruce Guillemette abstained; motion carried 8/0/1.

XIII. Adjourn

A motion was made by Paul Omichinski and seconded by Susan Baccaro to adjourn the meeting at 9:23 p.m.; all in favor; none opposed; motion carried unanimously.

Respectfully submitted,

John Vecchitto, Secretary  

Date

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RSD10 Chair
BOARD OF EDUCATION SPECIAL MEETING
REGIONAL SCHOOL DISTRICT #10
CONFERENCE ROOM ONE
Thursday, July 7, 2016
6:00 pm

UNOFFICIAL

Hearing - Student 022802

Members Present: Phillip Penn, Presiding Board Member
John Vecchitto
Thomas Fausel
Brooke Joiner (Non-participatory alternate – departed the meeting at
7:45 p.m.)
Corey Rewenko (Non-participatory observer)

Also Present: Alan Beitman, Superintendent of Schools
Kenneth M. Smith, Principal, Har-Bur Middle School
Martha Rouleau, Assistant Principal, Har-Bur Middle School
Christopher Rau, Principal, Lewis S. Mills High School
Attorney William Connion, Representing Administration
Attorney Christine Chinni, Board of Education Procedural Advisor
Student 022802, who is the subject of the hearing
Family of Student 022802 (Mother, Father, Sibling)
Attorney Kerry Socha, Representing Student 022802 and
Family
Student 021602
Parent of Student 021602
Mr. Leigh Pont, Lead Technology Teacher

CALL TO ORDER
The special meeting was called to order by Phillip Penn at 6:17 pm.

A motion was made by Thomas Fausel and seconded by John Vecchitto to enter into
Executive Session at 6:18 p.m. The following people were invited into Executive
Session:

Board members
Student 022802, who is the subject of the hearing
Parents and Family Members of Student 022802
Attorney Kerry Socha, representing Student 022802
Student 021602 and her parents
Kenneth M. Smith, Principal, Har-Bur Middle School
Martha Rouleau, Assistant Principal, Har-Bur Middle School

Special Meeting – Thursday, July 7, 2016
- 1 -
Attorney William Connon, Representing Administration
Attorney Christine Chinni, Board of Education Procedural Advisor
Christopher Rau, Principal, Lewis S. Mills High School
Alan Beitman, Superintendent
Leigh Pont (When appropriate)

Return to Public Session
9:25 p.m.

Motion

John Vecchitto moved that the student (022802) who is the subject of the hearing and who engaged in conduct at Har-Bur Middle School on June 9th, 2016 during the school day that violated Section III paragraph 2, 9, and 16; that the student be expelled in accordance with the Superintendent’s recommendations with one exception, the counseling shall be on a weekly basis; seconded by Thomas Fausel; motion carried unanimously.

ADJOURN

A motion to adjourn the meeting was made by Thomas Fausel and was seconded by John Vecchitto at 9:26 pm; all in favor; none opposed; motion carried unanimously.

Respectfully submitted,

John Vecchitto, Secretary

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RSD10 Chair

Special Meeting – Thursday, July 7, 2016

- 2 -
## REGIONAL SCHOOL DISTRICT #10
### REVENUE STATEMENT 2015-2016
### JUNE 2016

<table>
<thead>
<tr>
<th>ITEM</th>
<th>2015-2016 BUDGET</th>
<th>RECEIVED Y.T.D</th>
<th>%</th>
<th>REMAINING BALANCE</th>
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<td>** <em>OPERATING BUDGET</em> **</td>
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<tr>
<td>BURLINGTON</td>
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<td>HARWINTON</td>
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<td>TOTAL OPERATING REVENUE</td>
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<td>$37,590,798</td>
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<td>$255,319</td>
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| ** * BONDING REVENUE * ** |                  |                |       |                   |
| BUILDING GRANTS           | $144,387         | $144,387       | 100.00% | $0                |
| TOTAL BONDING REVENUE     | $144,387         | $144,387       | 100.00% | $0                |

REGION 10 TOTAL

<p>|$37,990,504 | $37,735,185 | 99.33% | $255,319 |</p>
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<th>WEEK OF</th>
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<th>AMOUNT RECEIVED</th>
<th>DATE</th>
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$12,727,809 12,747,808.95 $24,619,048 $24,619,045
## Regional School District #10
### Expenditure Report by Object June 30, 2016

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<thead>
<tr>
<th>Account</th>
<th>Budget 2015-16</th>
<th>Expended To Date</th>
<th>Encumbered To Date</th>
<th>Total Expend &amp; Enc To Date</th>
<th>% Expended and/or Encumb. To Date</th>
<th>Remaining Balance</th>
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<td>$ 17,944,761</td>
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<td><strong>$ 22,886,773</strong></td>
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<td><strong>$ 22,886,773</strong></td>
<td>99.84%</td>
<td><strong>$ 37,159</strong></td>
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<td>$ 273,000</td>
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<td>$ 271,562</td>
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<td><strong>Total Benefits:</strong></td>
<td><strong>$ 5,399,559</strong></td>
<td><strong>$ 5,394,019</strong></td>
<td>-</td>
<td><strong>$ 5,394,019</strong></td>
<td>99.90%</td>
<td><strong>$ 5,540</strong></td>
</tr>
<tr>
<td>310 Admin. Services</td>
<td>$ 83,253</td>
<td>$ 83,553</td>
<td>-</td>
<td>$ 83,553</td>
<td>100.36%</td>
<td>($300)</td>
</tr>
<tr>
<td>320 Prof. Education Services</td>
<td>$ 58,968</td>
<td>$ 54,759</td>
<td>-</td>
<td>$ 54,759</td>
<td>92.86%</td>
<td>$ 4,209</td>
</tr>
<tr>
<td>321 Instructional Improvement</td>
<td>$ 21,824</td>
<td>$ 21,719</td>
<td>-</td>
<td>$ 21,719</td>
<td>99.52%</td>
<td>$ 105</td>
</tr>
<tr>
<td>330 Other Professional Services</td>
<td>$ 453,252</td>
<td>$ 449,606</td>
<td>-</td>
<td>$ 449,606</td>
<td>99.20%</td>
<td>$ 3,646</td>
</tr>
<tr>
<td>340 Technical Services</td>
<td>$ 6,667</td>
<td>$ 6,667</td>
<td>-</td>
<td>$ 6,667</td>
<td>100.00%</td>
<td>-</td>
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<tr>
<td><strong>Total Purchased Services</strong></td>
<td><strong>$ 623,964</strong></td>
<td><strong>$ 616,304</strong></td>
<td>-</td>
<td><strong>$ 616,304</strong></td>
<td>98.77%</td>
<td><strong>$ 7,660</strong></td>
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<tr>
<td>410 Utility Services</td>
<td>$ 488,765</td>
<td>$ 488,764</td>
<td>-</td>
<td>$ 488,764</td>
<td>100.00%</td>
<td>$ 1</td>
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<tr>
<td>411 Septic/Water Systems</td>
<td>$ 37,234</td>
<td>$ 37,222</td>
<td>-</td>
<td>$ 37,222</td>
<td>99.97%</td>
<td>$ 12</td>
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<tr>
<td>412 LGS Sewer Annual Fee</td>
<td>$ 25,234</td>
<td>$ 25,234</td>
<td>-</td>
<td>$ 25,234</td>
<td>100.00%</td>
<td>-</td>
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<tr>
<td>421 Disposal Services</td>
<td>$ 46,600</td>
<td>$ 42,110</td>
<td>-</td>
<td>$ 42,110</td>
<td>90.36%</td>
<td>$ 4,490</td>
</tr>
<tr>
<td>422 Snowplowing Services</td>
<td>$ 68,100</td>
<td>$ 68,095</td>
<td>-</td>
<td>$ 68,095</td>
<td>99.99%</td>
<td>$ 5</td>
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<tr>
<td>424 Grounds Upkeep</td>
<td>$ 51,130</td>
<td>$ 51,129</td>
<td>-</td>
<td>$ 51,129</td>
<td>100.00%</td>
<td>$ 1</td>
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<tr>
<td>425 Security</td>
<td>$ 61,392</td>
<td>$ 61,388</td>
<td>-</td>
<td>$ 61,388</td>
<td>99.99%</td>
<td>$ 4</td>
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<tr>
<td>430 Repairs/Maintenance Ser.</td>
<td>$ 575,712</td>
<td>$ 559,098</td>
<td>-</td>
<td>$ 559,098</td>
<td>97.11%</td>
<td>$ 16,614</td>
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<tr>
<td>440 Facility Rentals</td>
<td>$ 20,062</td>
<td>$ 20,062</td>
<td>-</td>
<td>$ 20,062</td>
<td>100.00%</td>
<td>$ (0)</td>
</tr>
<tr>
<td>490 Pest Control</td>
<td>$ 2,800</td>
<td>$ 2,420</td>
<td>-</td>
<td>$ 2,420</td>
<td>86.43%</td>
<td>$ 380</td>
</tr>
<tr>
<td><strong>Total Facilities:</strong></td>
<td><strong>$ 1,377,029</strong></td>
<td><strong>$ 1,355,522</strong></td>
<td>-</td>
<td><strong>$ 1,355,522</strong></td>
<td>98.44%</td>
<td><strong>$ 21,507</strong></td>
</tr>
<tr>
<td>519 Transport/Reimbursable</td>
<td>$ 2,335,619</td>
<td>$ 2,191,847</td>
<td>-</td>
<td>$ 2,191,847</td>
<td>98.04%</td>
<td>$ 43,772</td>
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<tr>
<td>520 Insurance</td>
<td>$ 184,672</td>
<td>$ 174,345</td>
<td>-</td>
<td>$ 174,345</td>
<td>94.41%</td>
<td>$ 10,327</td>
</tr>
<tr>
<td>530 Communication/Telephone</td>
<td>$ 54,800</td>
<td>$ 50,669</td>
<td>-</td>
<td>$ 50,669</td>
<td>92.46%</td>
<td>$ 4,131</td>
</tr>
<tr>
<td>531 Postage</td>
<td>$ 34,400</td>
<td>$ 29,923</td>
<td>-</td>
<td>$ 29,923</td>
<td>86.99%</td>
<td>$ 4,477</td>
</tr>
<tr>
<td>540 Advertising</td>
<td>$ 1,500</td>
<td>$ 1,311</td>
<td>-</td>
<td>$ 1,311</td>
<td>87.40%</td>
<td>$ 189</td>
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<tr>
<td>550 Printing &amp; Binding</td>
<td>$ 8,935</td>
<td>$ 5,951</td>
<td>-</td>
<td>$ 5,951</td>
<td>66.60%</td>
<td>$ 2,984</td>
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<tr>
<td>561 Tuition to LEAs</td>
<td>$ 249,937</td>
<td>$ 249,435</td>
<td>-</td>
<td>$ 249,435</td>
<td>99.80%</td>
<td>$ 502</td>
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</tbody>
</table>
## Regional School District #10
### Expenditure Report by Object June 30, 2016

<table>
<thead>
<tr>
<th>Account</th>
<th>Budget 2015-16</th>
<th>Expended To Date</th>
<th>Encumbered To Date</th>
<th>Total Exp &amp; Enc To Date</th>
<th>% Expended and/or Encumb. To Date</th>
<th>Remaining Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>563 Tuition to Private Sources</td>
<td>442,697</td>
<td>396,772</td>
<td>-</td>
<td>396,772</td>
<td>89.63%</td>
<td>45,925</td>
</tr>
<tr>
<td>580 Prof Develop/Reimb Travel</td>
<td>68,204</td>
<td>56,376</td>
<td>-</td>
<td>56,376</td>
<td>82.66%</td>
<td>11,828</td>
</tr>
<tr>
<td>590 Misc. Purchased Services</td>
<td>189,202</td>
<td>143,906</td>
<td>-</td>
<td>143,906</td>
<td>76.05%</td>
<td>45,296</td>
</tr>
<tr>
<td>591 Student Activities</td>
<td>21,836</td>
<td>21,231</td>
<td>-</td>
<td>21,231</td>
<td>97.23%</td>
<td>605</td>
</tr>
<tr>
<td><strong>Total Transport. &amp; Other</strong></td>
<td><strong>$ 3,481,802</strong></td>
<td><strong>$ 3,321,766</strong></td>
<td>-</td>
<td><strong>$ 3,321,766</strong></td>
<td><strong>95.13%</strong></td>
<td><strong>$ 170,036</strong></td>
</tr>
<tr>
<td>610 Supplies</td>
<td>$ 510,279</td>
<td>$ 492,140</td>
<td>-</td>
<td>$ 492,140</td>
<td>96.45%</td>
<td>$ 18,139</td>
</tr>
<tr>
<td>611 Library/Audio Supplies</td>
<td>227,551</td>
<td>226,183</td>
<td>-</td>
<td>226,183</td>
<td>99.40%</td>
<td>1,368</td>
</tr>
<tr>
<td>621 Natural Gas</td>
<td>29,702</td>
<td>26,651</td>
<td>-</td>
<td>26,651</td>
<td>90.73%</td>
<td>3,051</td>
</tr>
<tr>
<td>623 Propane</td>
<td>8,300</td>
<td>8,275</td>
<td>-</td>
<td>8,275</td>
<td>99.70%</td>
<td>25</td>
</tr>
<tr>
<td>626 Gasoline</td>
<td>6,000</td>
<td>4,455</td>
<td>-</td>
<td>4,455</td>
<td>74.25%</td>
<td>1,545</td>
</tr>
<tr>
<td>640 Textbooks</td>
<td>99,540</td>
<td>93,553</td>
<td>-</td>
<td>93,553</td>
<td>93.99%</td>
<td>5,987</td>
</tr>
<tr>
<td>641 Library Books</td>
<td>19,216</td>
<td>18,996</td>
<td>-</td>
<td>18,996</td>
<td>98.86%</td>
<td>220</td>
</tr>
<tr>
<td>642 Periodicals</td>
<td>10,994</td>
<td>8,223</td>
<td>-</td>
<td>8,223</td>
<td>74.80%</td>
<td>2,771</td>
</tr>
<tr>
<td><strong>Total Supplies:</strong></td>
<td><strong>$ 1,200,444</strong></td>
<td><strong>$ 1,167,313</strong></td>
<td>-</td>
<td><strong>$ 1,167,313</strong></td>
<td><strong>97.24%</strong></td>
<td><strong>$ 33,131</strong></td>
</tr>
<tr>
<td>741 Replace Inst. Equipment</td>
<td>$ 26,756</td>
<td>$ 26,256</td>
<td>-</td>
<td>$ 26,256</td>
<td>0.00%</td>
<td>$ 500</td>
</tr>
<tr>
<td>742 Replace Non-Inst. Equip.</td>
<td>263,711</td>
<td>263,506</td>
<td>-</td>
<td>263,506</td>
<td>99.92%</td>
<td>205</td>
</tr>
<tr>
<td>743 New Inst. Equipment</td>
<td>22,150</td>
<td>21,549</td>
<td>-</td>
<td>21,549</td>
<td>0.00%</td>
<td>601</td>
</tr>
<tr>
<td>744 New Non-Inst. Equipment</td>
<td>1,100</td>
<td>1,094</td>
<td>-</td>
<td>1,094</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total Equipment:</strong></td>
<td><strong>$ 313,717</strong></td>
<td><strong>$ 312,405</strong></td>
<td>-</td>
<td><strong>$ 312,405</strong></td>
<td><strong>99.58%</strong></td>
<td><strong>$ 1,312</strong></td>
</tr>
<tr>
<td>810 Dues &amp; Fees</td>
<td>$ 32,724</td>
<td>$ 29,533</td>
<td>-</td>
<td>$ 29,533</td>
<td>90.25%</td>
<td>$ 3,191</td>
</tr>
<tr>
<td>830 Interest Bond Expense</td>
<td>498,732</td>
<td>498,731</td>
<td>-</td>
<td>498,731</td>
<td>100.00%</td>
<td>1</td>
</tr>
<tr>
<td>831 Principal Bond Expense</td>
<td>1,530,000</td>
<td>1,530,000</td>
<td>-</td>
<td>1,530,000</td>
<td>100.00%</td>
<td>-</td>
</tr>
<tr>
<td>835 Capital improvements</td>
<td>498,601</td>
<td>498,361</td>
<td>-</td>
<td>498,361</td>
<td>99.95%</td>
<td>240</td>
</tr>
<tr>
<td>840 Emergency/Contingency</td>
<td>100,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>100,000</td>
</tr>
<tr>
<td><strong>Total Bond &amp; Misc:</strong></td>
<td><strong>$ 2,660,057</strong></td>
<td><strong>$ 2,556,625</strong></td>
<td>-</td>
<td><strong>$ 2,556,625</strong></td>
<td><strong>96.11%</strong></td>
<td><strong>$ 103,432</strong></td>
</tr>
</tbody>
</table>

**GRAND TOTALS:**

<table>
<thead>
<tr>
<th></th>
<th><strong>$ 37,990,504</strong></th>
<th><strong>$ 37,610,727</strong></th>
<th>-</th>
<th><strong>$ 37,610,727</strong></th>
<th><strong>99.00%</strong></th>
<th><strong>$ 375,777</strong></th>
</tr>
</thead>
</table>
REGIONAL SCHOOL DISTRICT #10
REVENUE STATEMENT 2015-2016
JULY 2016

* * OPERATING BUDGET* * *

<table>
<thead>
<tr>
<th>ITEM</th>
<th>2016-2017 BUDGET</th>
<th>RECEIVED Y.T.D</th>
<th>%</th>
<th>REMAINING BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BURLINGTON</td>
<td>$25,275,070</td>
<td>$2,311,796</td>
<td>9.15%</td>
<td>$22,963,274</td>
</tr>
<tr>
<td>HARWINTON</td>
<td>$13,143,998</td>
<td>$1,202,222</td>
<td>9.15%</td>
<td>$11,941,776</td>
</tr>
<tr>
<td>INTEREST</td>
<td>$4,000</td>
<td>$1,470</td>
<td>36.75%</td>
<td>$2,530</td>
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<tr>
<td>TUITION</td>
<td>$82,000</td>
<td>$1,620</td>
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<td>$80,380</td>
</tr>
<tr>
<td>MISCELLANEOUS</td>
<td></td>
<td>$0</td>
<td></td>
<td>$0</td>
</tr>
<tr>
<td>TRANSPORTATION</td>
<td>$146,916</td>
<td>$0</td>
<td>0.00%</td>
<td>$146,916</td>
</tr>
<tr>
<td>PRIOR YEAR SURPLUS</td>
<td>$178,866</td>
<td>$0</td>
<td>0.00%</td>
<td>$178,866</td>
</tr>
<tr>
<td>TOTAL OPERATING REVENUE</td>
<td>$38,830,850</td>
<td>$3,517,108</td>
<td>9.06%</td>
<td>$35,313,742</td>
</tr>
</tbody>
</table>

* * BONDING REVENUE * *

| BUILDING GRANTS       | $141,421         | $0             | 0.00%| $141,421          |

TOTAL BONDING REVENUE

| $141,421 | $0 | 0.00% | $141,421 |

REGION 10 TOTAL

<p>| $38,972,271 | $3,517,108 | 9.02% | $35,455,163 |</p>
<table>
<thead>
<tr>
<th>WEEK OF</th>
<th>DUE FROM</th>
<th>AMOUNT RECEIVED</th>
<th>DATE</th>
<th>DUE FROM</th>
<th>AMOUNT RECEIVED</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/20/2016</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td></td>
<td>$0</td>
<td></td>
</tr>
<tr>
<td>6/27/2016</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td></td>
<td>$0</td>
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</tr>
<tr>
<td>8/8/2016</td>
<td>$601,111</td>
<td>$1,155,898</td>
<td></td>
<td></td>
<td>$1,155,898</td>
<td></td>
</tr>
<tr>
<td>8/22/2016</td>
<td>$601,111</td>
<td>$1,155,898</td>
<td></td>
<td></td>
<td>$1,155,898</td>
<td></td>
</tr>
<tr>
<td>9/5/2016</td>
<td>$601,111</td>
<td>$1,155,898</td>
<td></td>
<td></td>
<td>$1,155,898</td>
<td></td>
</tr>
<tr>
<td>9/19/2016</td>
<td>$601,111</td>
<td></td>
<td></td>
<td></td>
<td>$1,155,898</td>
<td></td>
</tr>
<tr>
<td>10/3/2016</td>
<td>$497,103</td>
<td></td>
<td></td>
<td></td>
<td>$955,898</td>
<td></td>
</tr>
<tr>
<td>10/17/2016</td>
<td>$497,103</td>
<td>$955,898</td>
<td></td>
<td></td>
<td>$955,898</td>
<td></td>
</tr>
<tr>
<td>10/31/2016</td>
<td>$497,103</td>
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<td></td>
<td></td>
<td>$955,898</td>
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</tr>
<tr>
<td>11/14/2016</td>
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<td>$955,898</td>
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<td>$955,898</td>
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<tr>
<td>11/28/2016</td>
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<td>$955,898</td>
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</tr>
<tr>
<td>12/12/2016</td>
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<td>$955,898</td>
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<td></td>
<td>$955,898</td>
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</tr>
<tr>
<td>12/26/2016</td>
<td>$497,103</td>
<td>$955,898</td>
<td></td>
<td></td>
<td>$955,898</td>
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<tr>
<td>1/9/2017</td>
<td>$515,578</td>
<td>$991,422</td>
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<td></td>
<td>$991,422</td>
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</tr>
<tr>
<td>1/23/2017</td>
<td>$515,578</td>
<td>$991,422</td>
<td></td>
<td></td>
<td>$991,422</td>
<td></td>
</tr>
<tr>
<td>2/6/2017</td>
<td>$515,578</td>
<td>$991,422</td>
<td></td>
<td></td>
<td>$991,422</td>
<td></td>
</tr>
<tr>
<td>2/20/2017</td>
<td>$515,578</td>
<td>$991,422</td>
<td></td>
<td></td>
<td>$991,422</td>
<td></td>
</tr>
<tr>
<td>3/6/2017</td>
<td>$515,578</td>
<td>$991,422</td>
<td></td>
<td></td>
<td>$991,422</td>
<td></td>
</tr>
<tr>
<td>3/20/2017</td>
<td>$497,103</td>
<td>$955,898</td>
<td></td>
<td></td>
<td>$955,898</td>
<td></td>
</tr>
<tr>
<td>4/3/2017</td>
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<td>$955,898</td>
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<td></td>
<td>$955,898</td>
<td></td>
</tr>
<tr>
<td>4/17/2017</td>
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<td>$955,898</td>
<td></td>
<td></td>
<td>$955,898</td>
<td></td>
</tr>
<tr>
<td>5/1/2017</td>
<td>$497,103</td>
<td>$955,898</td>
<td></td>
<td></td>
<td>$955,898</td>
<td></td>
</tr>
<tr>
<td>5/15/2017</td>
<td>$497,103</td>
<td>$955,898</td>
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<td></td>
<td>$955,898</td>
<td></td>
</tr>
<tr>
<td>5/29/2017</td>
<td>$497,103</td>
<td>$955,898</td>
<td></td>
<td></td>
<td>$955,898</td>
<td></td>
</tr>
<tr>
<td>6/5/2017</td>
<td>$497,103</td>
<td>$955,898</td>
<td></td>
<td></td>
<td>$955,898</td>
<td></td>
</tr>
</tbody>
</table>

$13,143,988 1,202,222.40 $25,275,070 $2,311,796
### Regional School District #10
#### Expenditure Report by Object July 31, 2016

<table>
<thead>
<tr>
<th>Account</th>
<th>Budget 2016-17</th>
<th>Expended To Date</th>
<th>Encumbered To Date</th>
<th>Total EXPEND &amp; ENC To Date</th>
<th>% Expended and/or Encumb. To Date</th>
<th>Remaining Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>111 Certified Personnel</td>
<td>$18,659,610</td>
<td>$180,952</td>
<td>$17,662,732</td>
<td>$17,843,684</td>
<td>95.63%</td>
<td>$815,926</td>
</tr>
<tr>
<td>112 Non-Cert. Personnel</td>
<td>4,680,277</td>
<td>141,802</td>
<td>2,487,414</td>
<td>2,629,216</td>
<td>56.18%</td>
<td>2,051,061</td>
</tr>
<tr>
<td>120 Temporary Wages</td>
<td>295,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>295,000</td>
</tr>
<tr>
<td><strong>Total Personnel:</strong></td>
<td><strong>$23,634,887</strong></td>
<td><strong>322,754</strong></td>
<td><strong>20,150,146</strong></td>
<td><strong>20,472,900</strong></td>
<td><strong>86.62%</strong></td>
<td><strong>3,161,987</strong></td>
</tr>
<tr>
<td>210 Group Disability Insurance</td>
<td>$34,553</td>
<td>$2,027</td>
<td>-</td>
<td>$2,027</td>
<td>5.87%</td>
<td>$32,526</td>
</tr>
<tr>
<td>220 Social Security</td>
<td>710,000</td>
<td>25,000</td>
<td>11,988</td>
<td>36,988</td>
<td>5.21%</td>
<td>673,012</td>
</tr>
<tr>
<td>230 Retirement Contributions</td>
<td>325,000</td>
<td>(13,156)</td>
<td>-</td>
<td>(13,156)</td>
<td>-4.5%</td>
<td>338,156</td>
</tr>
<tr>
<td>240 Tuition Reimbursement</td>
<td>10,000</td>
<td>898</td>
<td>-</td>
<td>898</td>
<td>8.98%</td>
<td>9,102</td>
</tr>
<tr>
<td>250 Unemployment Comp.</td>
<td>80,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>80,000</td>
</tr>
<tr>
<td>260 Workers Compensation</td>
<td>270,000</td>
<td>45,959</td>
<td>183,813</td>
<td>229,772</td>
<td>85.10%</td>
<td>40,228</td>
</tr>
<tr>
<td>270 Health/Life Benefits</td>
<td>4,195,000</td>
<td>703,237</td>
<td>10,231</td>
<td>713,468</td>
<td>17.01%</td>
<td>3,481,532</td>
</tr>
<tr>
<td><strong>Total Benefits:</strong></td>
<td><strong>$5,624,553</strong></td>
<td><strong>763,965</strong></td>
<td><strong>206,031</strong></td>
<td><strong>969,996</strong></td>
<td><strong>17.25%</strong></td>
<td><strong>4,654,557</strong></td>
</tr>
<tr>
<td>310 Admin. Services</td>
<td>$65,000</td>
<td>5,308</td>
<td>123</td>
<td>5,431</td>
<td>8.35%</td>
<td>59,569</td>
</tr>
<tr>
<td>320 Prof. Education Services</td>
<td>25,700</td>
<td>(2,024)</td>
<td>259</td>
<td>(2,366)</td>
<td>-9.20%</td>
<td>28,666</td>
</tr>
<tr>
<td>321 Instructional Improvement</td>
<td>18,275</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>18,275</td>
</tr>
<tr>
<td>330 Other Professional Services</td>
<td>417,681</td>
<td>1,000</td>
<td>173</td>
<td>1,173</td>
<td>0.28%</td>
<td>416,508</td>
</tr>
<tr>
<td>340 Technical Services</td>
<td>6,750</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>6,750</td>
</tr>
<tr>
<td><strong>Total Purchased Services</strong></td>
<td><strong>$533,406</strong></td>
<td><strong>3,684</strong></td>
<td><strong>554</strong></td>
<td><strong>4,238</strong></td>
<td><strong>0.79%</strong></td>
<td><strong>529,168</strong></td>
</tr>
<tr>
<td>410 Utility Services</td>
<td>$487,400</td>
<td>$22,205</td>
<td>-</td>
<td>$22,205</td>
<td>4.56%</td>
<td>$465,195</td>
</tr>
<tr>
<td>411 Septic/Water Systems</td>
<td>36,100</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>36,100</td>
</tr>
<tr>
<td>412 LGS Sewer Annual Fee</td>
<td>25,234</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>25,234</td>
</tr>
<tr>
<td>421 Disposal Services</td>
<td>46,500</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>46,500</td>
</tr>
<tr>
<td>422 Snowplowing Services</td>
<td>58,100</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>58,100</td>
</tr>
<tr>
<td>424 Grounds Upkeep</td>
<td>39,000</td>
<td>234</td>
<td>-</td>
<td>234</td>
<td>0.60%</td>
<td>38,766</td>
</tr>
<tr>
<td>425 Security</td>
<td>45,630</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>45,630</td>
</tr>
<tr>
<td>430 Repairs/Maintenance Ser.</td>
<td>434,476</td>
<td>28,544</td>
<td>36,960</td>
<td>65,504</td>
<td>15.08%</td>
<td>368,972</td>
</tr>
<tr>
<td>440 Facility Rentals</td>
<td>20,136</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>20,136</td>
</tr>
<tr>
<td>490 Pest Control</td>
<td>2,800</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>2,800</td>
</tr>
<tr>
<td><strong>Total Facilities:</strong></td>
<td><strong>$1,205,476</strong></td>
<td><strong>50,984</strong></td>
<td><strong>36,960</strong></td>
<td><strong>87,944</strong></td>
<td><strong>7.30%</strong></td>
<td><strong>1,117,532</strong></td>
</tr>
<tr>
<td>519 Transport/Reimbursable</td>
<td>$2,295,856</td>
<td>(5,755)</td>
<td>-</td>
<td>(5,755)</td>
<td>-0.25%</td>
<td>$2,301,611</td>
</tr>
<tr>
<td>520 Insurance</td>
<td>191,650</td>
<td>55,616</td>
<td>111,402</td>
<td>167,018</td>
<td>87.15%</td>
<td>24,632</td>
</tr>
<tr>
<td>530 Communication/Telephone</td>
<td>61,554</td>
<td>12,122</td>
<td>1,688</td>
<td>13,809</td>
<td>22.43%</td>
<td>47,745</td>
</tr>
<tr>
<td>531 Postage</td>
<td>31,700</td>
<td>486</td>
<td>-</td>
<td>486</td>
<td>1.53%</td>
<td>31,214</td>
</tr>
<tr>
<td>540 Advertising</td>
<td>2,500</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>2,500</td>
</tr>
<tr>
<td>550 Printing &amp; Binding</td>
<td>10,699</td>
<td>466</td>
<td>-</td>
<td>466</td>
<td>4.36%</td>
<td>10,233</td>
</tr>
<tr>
<td>561 Tuition to LEAs</td>
<td>319,137</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>319,137</td>
</tr>
</tbody>
</table>
# Regional School District #10
## Expenditure Report by Object July 31, 2016

<table>
<thead>
<tr>
<th>Account</th>
<th>Budget 2016-17</th>
<th>Expended To Date</th>
<th>Encumbered To Date</th>
<th>Total Expend &amp; Enc To Date</th>
<th>% Expended and/or Encumb. To Date</th>
<th>Remaining Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>563 Tuition to Private Sources</td>
<td>765,614</td>
<td>(41,231)</td>
<td>-</td>
<td>(41,231)</td>
<td>-5.39%</td>
<td>806,845</td>
</tr>
<tr>
<td>580 Prof Develop/Reimb Travel</td>
<td>84,150</td>
<td>506</td>
<td>-</td>
<td>506</td>
<td>0.60%</td>
<td>83,644</td>
</tr>
<tr>
<td>590 Misc. Purchased Services</td>
<td>190,380</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>190,380</td>
</tr>
<tr>
<td>591 Student Activities</td>
<td>19,611</td>
<td>1,125</td>
<td>-</td>
<td>1,125</td>
<td>5.74%</td>
<td>18,486</td>
</tr>
<tr>
<td><strong>Total Transport. &amp; Other</strong></td>
<td><strong>3,972,851</strong></td>
<td><strong>23,395</strong></td>
<td><strong>113,090</strong></td>
<td><strong>136,425</strong></td>
<td><strong>3.43%</strong></td>
<td><strong>3,836,426</strong></td>
</tr>
<tr>
<td>610 Supplies</td>
<td>$ 564,513</td>
<td>$ 4,242</td>
<td>$ 78,900</td>
<td>$ 83,142</td>
<td>14.73%</td>
<td>$ 481,371</td>
</tr>
<tr>
<td>611 Library/Audio Supplies</td>
<td>163,247</td>
<td>68,527</td>
<td>1,509</td>
<td>70,036</td>
<td>42.90%</td>
<td>93,211</td>
</tr>
<tr>
<td>621 Natural Gas</td>
<td>40,000</td>
<td>1,708</td>
<td>-</td>
<td>1,708</td>
<td>4.27%</td>
<td>38,292</td>
</tr>
<tr>
<td>623 Propane</td>
<td>12,500</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>12,500</td>
</tr>
<tr>
<td>624 Fuel Oil</td>
<td>316,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>316,000</td>
</tr>
<tr>
<td>626 Gasoline</td>
<td>6,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>6,000</td>
</tr>
<tr>
<td>640 Textbooks</td>
<td>94,747</td>
<td>(22)</td>
<td>39,339</td>
<td>39,317</td>
<td>41.50%</td>
<td>55,430</td>
</tr>
<tr>
<td>641 Library Books</td>
<td>24,450</td>
<td>-</td>
<td>5,784</td>
<td>5,784</td>
<td>23.66%</td>
<td>18,666</td>
</tr>
<tr>
<td>642 Periodicals</td>
<td>11,928</td>
<td>-</td>
<td>3,824</td>
<td>3,824</td>
<td>32.06%</td>
<td>8,105</td>
</tr>
<tr>
<td><strong>Total Supplies:</strong></td>
<td><strong>$ 1,233,385</strong></td>
<td><strong>$ 74,485</strong></td>
<td><strong>$ 129,355</strong></td>
<td><strong>$ 203,811</strong></td>
<td><strong>16.52%</strong></td>
<td><strong>$ 1,029,575</strong></td>
</tr>
<tr>
<td>741 Replace Inst. Equipment</td>
<td>$ 8,390</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>$ 8,390</td>
</tr>
<tr>
<td>742 Replace Non-Inst. Equip.</td>
<td>302,000</td>
<td>81,059</td>
<td>95,791</td>
<td>176,850</td>
<td>58.56%</td>
<td>125,150</td>
</tr>
<tr>
<td>743 New Inst. Equipment</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>-</td>
</tr>
<tr>
<td>744 New Non-Inst. Equipment</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Equipment:</strong></td>
<td><strong>$ 310,390</strong></td>
<td><strong>$ 81,059</strong></td>
<td><strong>$ 95,791</strong></td>
<td><strong>$ 176,850</strong></td>
<td><strong>56.98%</strong></td>
<td><strong>$ 133,540</strong></td>
</tr>
<tr>
<td>810 Dues &amp; Fees</td>
<td>$ 37,015</td>
<td>$ 11,381</td>
<td>$ 840</td>
<td>$ 12,221</td>
<td>33.02%</td>
<td>$ 24,794</td>
</tr>
<tr>
<td>830 Interest Bond Expense</td>
<td>542,053</td>
<td>184,331</td>
<td>-</td>
<td>184,331</td>
<td>34.01%</td>
<td>357,722</td>
</tr>
<tr>
<td>831 Principal Bond Expense</td>
<td>1,560,000</td>
<td>873,422</td>
<td>-</td>
<td>873,422</td>
<td>55.99%</td>
<td>686,578</td>
</tr>
<tr>
<td>835 Capital improvements</td>
<td>218,263</td>
<td>187,065</td>
<td>9,529</td>
<td>196,594</td>
<td>90.07%</td>
<td>21,669</td>
</tr>
<tr>
<td>840 Emergency/Contingency</td>
<td>100,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>100,000</td>
</tr>
<tr>
<td><strong>Total Bond &amp; Misc.</strong></td>
<td><strong>$ 2,457,331</strong></td>
<td><strong>$ 1,256,199</strong></td>
<td><strong>$ 10,369</strong></td>
<td><strong>$ 1,266,568</strong></td>
<td><strong>51.54%</strong></td>
<td><strong>$ 1,190,763</strong></td>
</tr>
<tr>
<td><strong>GRAND TOTALS:</strong></td>
<td><strong>$ 38,972,279</strong></td>
<td><strong>$ 2,576,435</strong></td>
<td><strong>$ 20,742,296</strong></td>
<td><strong>$ 23,318,731</strong></td>
<td><strong>59.83%</strong></td>
<td><strong>$ 15,653,549</strong></td>
</tr>
</tbody>
</table>
REGIONAL SCHOOL DISTRICT #10

INSTRUCTION

Homework

Regional School District #10 defines “homework” as independent practice and learning that happens outside of the classroom. Homework aids in the creation of lifelong learners that employ skills for independence. These learning opportunities can help to serve as a connection between home and school. Independent practice reinforces skills that students should be able to practice with little support. Learning outside of the classroom may include work on long-term projects and tutorials or readings to prepare for new learning.

To be educationally meaningful, independent practice and learning assignments should:
1. Reinforce skills introduced in the classroom by providing additional practice.
2. Be at an appropriate level of challenge and allow for personalization.
3. Promote engagement in classroom activities and student success.
4. Provide opportunities for students to reflect on their learning and current performance.

GUIDELINES FOR HOMEWORK

A. Guidelines for teachers are:

1. Design practice opportunities tied to academic standards and assign only when necessary to reinforce skills.
2. When giving assignments, be sure to explain the purpose, give clear directions, provide timely and consistent feedback to students, and suggest a recommended time allotment.
3. Plan and support long-term assignments in and out of the classroom, in segments that allow students to receive feedback.
4. Long-term assignments and assessments should be scheduled in collaboration with grade level partners when possible.
5. Create opportunities for students to reflect on their learning and performance.
6. Encourage students to advocate for additional help and support as needed to reach mastery.
7. Homework will count for a maximum of 10% of a student’s academic grade.
B. **Guidelines for administrators are:**

1. Effectively communicate the philosophy and guidelines for homework with all staff and ensure staff communicates homework expectations and philosophy to students and parents.
2. Support staff with the implementation of the RSD10 Homework Policy and regulations for use.
3. Periodically monitor homework assignments for alignment to academic standards and clear purpose for learning.
4. Provide opportunities for teachers to communicate and coordinate major assignments and long-term projects with grade level peers and departments.
5. Monitor syllabus and website communication to ensure sharing of information related to homework assignments, grading practices, and expectations.

C. **Guidelines for students are:**

1. Follow the directions and complete each assignment to the best of his/her ability.
2. Reflect on learning and current performance.
3. Advocate for additional help and support as needed to reach mastery.
4. Budget time realistically and meet due dates.
5. Actively seek missed work/assignments by asking teachers before or upon return from an absence.

D. **Guidelines for parents are:**

1. Support students in identifying a time and place to carry out his/her assignments.
2. Encourage students to share reflections on their learning and performance.
3. Encourage independence and help students self-advocate for support as needed.
4. Encourage students to take pride in their work.
5. Contact the teacher in the event of questions or concerns.
Regional school District #10

ADMINISTRATIVE REGULATIONS - HOMEWORK

Regional School District #10 defines “homework” as independent practice and learning that happens outside of the classroom. These learning opportunities can help to serve as a connection between home and school. Independent practice reinforces skills that students should be able to practice with little support. Learning outside of the classroom may include work on long-term projects and tutorials or readings to prepare for new learning.

Families are encouraged to support learning opportunities outside of the classroom. They can do this by supporting students in identifying a time and place to carry out his/her assignments; encouraging students to share reflections on their learning and performance; encouraging independence and helping students self-advocate for support as needed and encouraging students to take pride in their work. Families should communicate with their child’s classroom teacher regarding homework, if needed.

ELEMENTARY SCHOOLS:
Reading and developing literacy skills is a priority in the elementary curriculum. Ideally, students should read outside of school on a daily basis, in addition to any other homework assigned. Students in grades 3 and 4 may also be expected to complete other independent practice assignments and long-term projects in addition to daily reading. Teachers are not expected to assign homework every day.

At the elementary level homework should not be assigned for weekends or vacations other than long-term projects that students can plan for accordingly.

Time allotments for homework are general guidelines. Some students may require less or more time than that which is indicated for a grade level.

- Kindergarten to Grade 2
  The expected length of time for reading at home is 10-20 minutes of reading/being read to each day.

- Grade 3 and 4
  The expected length of time for reading at home is 20-30 minutes each day, or 100-150 minutes across a week. Other independent practice assignments and work on long term projects should not exceed an average of 10-15 minutes daily.
MIDDLE SCHOOL:
Reading continues to be a priority for learners at the middle school. Ideally, students should read outside of school on a daily basis, in addition to any other homework assigned. Students in grades 5-8 may also be expected to complete other independent practice assignments and long-term projects in addition to daily reading.

At the middle school level homework should not be assigned for weekends or vacations other than long-term projects that students can plan for accordingly.

**Time allotments for homework are general guidelines.** Some students may require less or more time than that which is indicated for a grade level.

Grade 5 and 6  The expected length of time for reading at home is 30 minutes each day, or 150 minutes or more across a week. Other independent practice assignments and work on long term projects should not exceed an average of 15-20 minutes daily. Teachers are not expected to assign homework every day.

Grade 7 and 8  The expected length of time for reading at home is 30 minutes each day, or 150 minutes or more across a week. Other independent practice assignments, work on long term projects, and studying should not exceed an average of 15-20 minutes daily per course. Teachers are not expected to assign homework every day.

HIGH SCHOOL:
Reading through the content areas is a priority for learners at the high school. Ideally, students should read outside of school on a daily basis, in addition to any other homework assigned. Students in grades 9-12 may also be expected to complete other independent practice assignments and long-term projects in addition to daily reading.

Time allotments for homework will vary according to developmental ability, grade level, and coursework. Some students may require less or more time. Factors differ at the high school level that impact homework assignments and appropriate rigor. Departmental professional judgment is respected.

Departments should create criteria for a unified approach to homework expectations. Homework criteria and schedules of assignments must be shared with students and parents on the course syllabus and teacher webpage. Consistency across departments to ensure a shared experience for students is a priority.
REGIONAL SCHOOL DISTRICT # 10

Students

Nonresident Twelfth Grade Student Attendance

Definition

A nonresident student is a student who:

1. Resides outside of the school district; or
2. Resides within the school district on a temporary basis; or
3. Resides within the school district on a permanent basis but with pay to the person(s) with whom the student is living; or
4. Resides within the school district for the sole purpose of obtaining school accommodations; or
5. Is a child placed by the State of Connecticut Department of Children and Families or by other agencies in a private residential facility. Under this circumstance, however, children may attend local schools with tuition paid by the home district unless a special education student’s Planning and Placement Team determines that attendance in local schools and programs does not constitute an appropriate public education in the least restrictive environment. Children not requiring special education who live within the district as a result of placement by a public agency, other than another school board and except as provided otherwise in this paragraph, are resident students. Students requiring special education who are placed by a public agency other than another school board may attend local schools, with special education cost reimbursements in accordance with statutes, unless the student’s Planning and Placement Team determines that attendance in local schools and programs does not constitute an appropriate public education in the least restrictive environment.

Nonresident Twelfth Grade Students

Twelfth grade students who become nonresident students during the course of their senior year, may attend the Region 10 Public Schools on a tuition-free basis in accordance with the provisions of this policy. In order to be eligible for such tuition-free attendance, the student must have attended at least all of their eleventh grade year at Lewis S. Mills High School.

To be considered for tuition-free attendance such students’ parents, or the student, if aged eighteen (18) or older, must first apply to the Principal of Lewis S. Mills for a tuition waiver. In considering such applications, the Principal of Lewis S. Mills may consider the student’s disciplinary history, if any, grades, attendance and overall positive contribution to the school community. Whether a student receives special education services or Section 504 accommodations shall not be considered by the Principal in his or her consideration of such applications.
If the Principal initially approves the application it shall be considered by the Board of Education at its next scheduled Board meeting. Until such time the nonresident twelfth grade student shall attend the Region 10 Public Schools on a tuition free basis.

**COMMENTARY:** This is optional. The Board can choose to set whatever conditions and/or approval process it sees fit, so long as the policy makes clear that a student’s SPED status will not negatively impact their consideration for tuition waiver. Consideration of SPED status during the application process could be considered disability discrimination.

**Application for Nonresident Student Attendance**

Except as may be otherwise permitted by law, parents/guardians or twelfth grade students eighteen (18) years of age or older must complete the Application for Nonresident Attendance found under Administrative Regulation [number to be filled in] in order for to be considered for nonresident student attendance. Completed applications should be delivered to [where].

**Student Conduct**

Nonresident twelfth grade students attending the Region 10 Public Schools will be governed by the same student discipline and behavior policies applicable to resident students. Nonresident, twelfth grade tuition-free attendance is a privilege and not a right. Accordingly, such attendance may be revoked at the sole discretion of the Superintendent upon a finding that the student has violated the Lewis S. Mills High School Code of Conduct.

**COMMENTARY:** Whether or not this is enforceable is not clear. There may be an argument that once a student has been enrolled within the District on a tuition free basis or not that the student may not be removed from school without resort to student expulsion procedures or a student residency hearing if the student contests disenrollment.

**Special Education/Section 504**

Any nonresident twelfth student accepted into the Region 10 Public Schools who requires special education services or Section 504 accommodations, or who after admission is considered to be a candidate for special education services or Section 504 accommodations, shall not be referred to a Region 10 planning and placement team or 504 team, but shall be referred to the planning and placement team or 504 team in the community where the student would otherwise be attending school for all special education decisions. The Region 10 Board of Education will not be responsible for any special education or Section 504 costs of nonresident students unless required by law.

**COMMENTARY:** It’s not clear whether or not this would stand up to scrutiny, but it is useful to include. There is authority suggesting that SPED costs for a nonresident student would have to be incurred by Region #10.
Transportation

Nonresident twelfth grade students enrolled in the Region 10 Public Schools, pursuant to this policy, must make their own transportation arrangements at their own cost and expense. Upon acceptance for attendance, students over the age of eighteen, or parents or guardians shall inform the Principal of Lewis S. Mills High School of their intended daily transportation arrangements and shall likewise inform the Principal whenever there is a need to change such arrangements.

Legal Reference: Connecticut General Statutes

4-176e through 4-185 Uniform Administrative Procedure Act.

10-76d Duties and powers of boards of education to provide special education programs and services.


10-253 School privileges for students in certain placements and temporary shelters.

United States Code

REGIONAL SCHOOL DISTRICT # 10
ADMINISTRATIVE REGULATION

REGION 10 PUBLIC SCHOOLS

APPLICATION FOR TWELFTH GRADE NONRESIDENT ATTENDANCE

Date ____________________________

Student’s Name __________________ Date of Birth ____________________________

Current Address ____________________________

Junior-Year Address ____________________________

To be completed by parents/guardians of students under 18 years of age.

I/We ____________________________ am/are the parent(s) of _________________. I/we wish to enroll ____________________________ in the twelfth grade at Lewis S. Mills High School for the ________________ school-year. I/We understand that my/our son/daughter’s transportation to and from school is not the responsibility of the Region 10 Board of Education and that the costs of such transportation must be provided at our cost and expense. I/we further understand that my son/daughter’s twelfth grade, tuition-free attendance at Lewis S. Mills High School is conditioned upon my son/daughter’s continued good standing within the school community and that my son/daughter’s tuition-free, non-resident, twelfth grade attendance may be revoked at the sole discretion of the Superintendent upon a finding that my son/daughter has violated the Lewis S. Mills High School Code of Conduct.

By: ____________________________

Date: ____________________________
To be completed by students over 18 years of age.

I ____________________ wish to enroll in the twelfth grade at Lewis S. Mills High School for the __________________ school-year. I understand that transportation to and from school will be my responsibility and not the responsibility of the Region 10 Board of Education and that the costs of such transportation must be provided my own cost and expense. I further understand that my twelfth grade, tuition-free attendance at Lewis S. Mills High School is conditioned upon my continued good standing within the school community and that my tuition-free, non-resident, twelfth grade attendance may be revoked at the sole discretion of the Superintendent upon a finding that I have violated the Lewis S. Mills High School Code of Conduct.

By: ________________________________

Date: ________________________________
REGIONAL SCHOOL DISTRICT # 10

Students

Transgender Students

PURPOSE

The Board of Education is committed to providing a safe, supportive and inclusive learning environment for all students. In furthering this goal, the Board adopts this Policy to ensure all students, including transgender students, have equal educational opportunities and equal access to the district’s educational programs and activities. The Board, administration and all school staff members shall comply with federal and state law regarding transgender students and no student shall be discriminated against on the basis of their gender identity or expression.

This policy sets forth guidelines for schools and District staff to address the needs of transgender and gender non-conforming students and clarifies how state and federal law should be implemented in situations where questions may arise about how to protect the legal rights of such students. This policy does not anticipate every situation that might arise with respect to transgender or gender non-conforming students and the needs of each transgender or gender non-conforming student must be assessed on a case-by-case basis. Every student and school is unique and building administrators should discuss these issues with students and their families and draw on the experiences and expertise of their colleagues as well as external resources where appropriate. In all cases, the goal of the District is to ensure the safety, comfort and healthy development of all students.

DEFINITIONS

The following definitions are not labels. They are meant to assist in the application of this policy and to further the understanding of District staff. It is recognized that students may or may not use these definitions to define themselves.

“Gender Identity” is a person’s inner sense of being male or female, regardless of their sex assigned at birth.

“Transgender” is a term which describes people whose gender identity or gender expression is different from their assigned sex at birth.

“Gender Expression” refers to the way a person expresses gender to others in ways that are socially defined as either masculine or feminine, such as through behavior, clothing, hairstyles, activities, voice or mannerisms.

“Gender Non-Conforming” describes people whose gender expression differs from stereotypical expectations, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify as being both genders.
“Transition” or “Transitioning” is the process in which a person changes their gender expression to better reflect their gender identity. In order to feel comfortable and to express their gender identity to other people, transgender people may take a variety of steps such as using a nickname or legally changing their name; choosing clothes and hairstyles to reflect their gender identity; and generally living and presenting themselves to others, consistently with their gender identity. Some, but not all, transgender people take hormones or undergo surgical procedures to change their bodies to better reflect their gender identity.

“Bullying” means the (1) the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or (2) a physical act or gesture by one or more students repeatedly directed at another student attending school in the same district, that:

(a) Causes physical or emotional harm to such student or damage to such student’s property,

(b) Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,

(c) Creates a hostile environment at school for such student,

(d) Infringes on the rights of such student at school, or

(e) Substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

“Harassment” means unwelcome and offensive conduct that has the purpose or effect of unreasonably interfering with a student’s performance and/or learning opportunities or that is sufficiently severe, pervasive or persistent so as to create an intimidating, hostile or offensive educational environment. All forms of harassment are prohibited whether verbal, written, visual or physical and regardless of the medium through which it occurs.

PROCEDURES/GUIDELINES

Discrimination, Harassment and Bullying Complaints

Complaints alleging discrimination, harassment or bullying based on a student’s gender identity, actual or perceived transgender status or gender nonconformity, or retaliation for bringing such a complaint must be handled in accordance with the procedures set forth in the applicable Board
policies and regulations on such subjects including the following: Board Policy # 5150 – Sexual and Other Unlawful Harassment of Students; Administrative Regulation # 5150A – Sexual and Other Unlawful Harassment of Students; Board Policy # 5152 – Safe School Climate Plan/Bullying.

Privacy

All students have a right to privacy. Except as set forth herein, District personnel should not disclose information that may reveal a student’s transgender or gender non-conforming status, or transitioning status or desire to transition. Under the Family Education Rights Privacy Act (“FERPA”), only those District employees with a legitimate educational need should have access to a student’s records or the information contained within those records. Disclosing confidential student information to other employees, students, parents, or other third parties may violate privacy laws, including but not limited to FERPA. Transgender students have the ability, as do all students, to discuss and express their gender identity and expression openly and decide when, with whom, and how much of their private information to share with others.

Schools should work closely with the student and family in devising an appropriate plan regarding the confidentiality of a student’s transgender status that works for both the student and the school. Privacy considerations may also vary with the age of the student.

In some cases, transgender students may feel more supported and safe if other students are aware that they are transgender. In these cases, District staff should work closely with the student, families and other staff members on a plan to inform and educate the student’s peers. It may also be appropriate to engage external resources to assist with educational efforts.

District personnel should not disclose information that may reveal a student’s transgender status or gender non-conforming presentation to others, including parents and other school personnel, unless legally required to do so or unless the student has authorized such disclosure. Transgender and gender non-conforming students have the right to discuss and express their gender identity and expression openly and to decide when, with whom, and how much to share private information.

Official Records

The District recognizes that under FERPA a student has the right to request that the District change his or her name and gender on the student’s school records if the student, or his or her parents or guardians if the student is under 18 years of age, believe the school records are incorrect, misleading, or violate the student’s privacy. In situations where District staff or administrators are required by law to use or to report a transgender student’s legal name or gender, such as for purpose of standardized testing, District staff and administrators shall adopt practices to avoid the inadvertent disclosure of confidential information.

To the extent that the school is not legally required to use a student’s legal name or gender on school records and other documents, the school should use the name and gender preferred by the student.
42 U.S.C. 12101 Americans with Disabilities Act

Federal Case Law
- Schwenk v. Hartford, 204 F.3d 1187 (9th Cir. 2000)

Federal Agency Guidance
- "Dear Colleague Letter", by U.S. Department of Education, Office for Civil Rights, and U.S. Department of Justice, Civil Rights Division (May 13, 2016)
Regional School District #10 Presents

Rick Wormeli

Inspire * Engage * Innovate

Regional School District 10
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.

24 Lyon Rd.
Burlington, CT 06013
Phone: 860-673-2538
Fax: 860-675-4976

Lewis S. Mills High School
26 Lyon Road
Burlington, CT 06013

Inspire * Engage * Innovate

Presentation for parents and community members by Rick Wormeli
Homework, Mastery Based Learning, Grading and Reporting Practices

When: Sunday, August 28, 2016
Here: Lewis S. Mills High School
Time: 6:30 to 8:30 PM

If you plan to attend, please RSVP at: https://goo.gl/lwNeSg

Rick Wormeli
www.region1oct.org
Are you curious about current homework, grading and reporting practices in Region 10 and beyond? Would you like to be a part of our planning for the future? Join us to learn from renowned speaker and expert in the field, Rick Wormeli. In this address, Rick will present the essential elements of standards-based grading, including its merits, potential pitfalls, and candid responses to the most common concerns regarding its use. His research has been vetted by decades of work in the U.S. and around the world. He will discuss the misconceptions, and make a compelling case for standards-based learning and grading for our children.

What we teach is irrelevant. It’s what students carry forward after their time with us that matters.

- Rick Wormeli

Rick Wormeli’s Articles and Information

Article: The Differentiated Classroom: Doing What’s Fair  
http://goo.gl/5fOMZZ

Article: It’s Time to Stop Averaging Grades  
http://goo.gl/UKqzZS

Video: Defining Mastery Based Learning  
https://goo.gl/EYzV8i

Please visit the Region 10 website for more information.

www.regiomen.org
2016 CABE/CAPSS Convention
Children First: Opening Opportunities for All!
November 18-19, 2016
Mystic Marriott, Groton

Convention At A Glance (4/12/16)
Children First: Opening Opportunities for All!

Friday, November 18, 2016
7:30 - 8:30 AM
Registration Begins ............................................. Mystic Ballroom
Networking and Continental Breakfast | Exhibit Area Opens....... Mystic Ballroom

8:30 - 10:45 AM
Welcome..................................................................... Marriott Ballroom
Student Performance | Remarks | CAPSS Superintendent of the Year
Keynote Address - Tony Wagner

9:00 AM - 4:00 PM
Talented Student Showcase....................................... Marriott Ballroom Lobby

10:45 AM - 12:05 PM
Session A Workshops

A1 Steps for Success: Public School, Community College, and Industry Collaboration (PAP)
A2 Reclaiming School Climate and Culture (HPBAS, PAP, SOI)
A3 Trends (D, HPBAS, PAP, SOI)
A4 Collective Bargaining: Trends and Strategies to Reduce Costs (HPBAS)
A5 Policy (D, HPBAS, PAP, SOI)
A6 Legislative Issues (D, HPBAS, PAP, SOI)
A7 NextEd - Personalized Learning (D, HPBAS, PAP, SOI)
A8 Meeting with the State Board of Education (D, HPBAS, PAP, SOI)

12:05 - 12:35 PM
Networking, Reception, Exhibits .................................. Mystic Ballroom

12:35 - 1:35 PM
Luncheon .................................................................... Marriott Ballroom
Acknowledgment of Guests | Networking

1:35 - 2:05 PM
Dessert/Networking in Exhibit Area............................... Mystic Ballroom
2:05 - 3:20 PM
Session B Workshops

B1 Roles and Responsibilities of Board Members and Superintendents (D, HPBAS)
B2 Protecting Children from Sexual Assault by a Most Unlikely Source: School Staff (HPBAS)
B3 Leadership for District Coherence and High Performance: A Case Study (HPBAS, R)
B4 Speak No Evil: The Legal Contours of Board Member Speech (HPBAS, PAP)
B5 The Strategic Action Plan: Infusing Innovative Practices in Career Technology Programs (HPBAS)
B6 Family, School, and Community Partnerships for Student Success and District Excellence (PAP)

2:05 - 4:05 PM
Session C Clinics

C1 31st Annual Meeting of the Nutmeg Board of Education (D, HPBAS, PAP, SOI)
C2 Planning and Preparing for Mass Casualty Incidents (SOI)

3:25 - 5:00 PM
Session D Workshops

D1 Utilizing Today's Media to Tell Your District's Story (HPBAS, PAP, SOI)
D2 Open Doors: A Conversation About How Public Schools Can Work with the Community to Provide Program Individuals with Disabilities (D, PAP, SOI)
D3 Doing the Same Thing Just Wasn't Working: A District's Approach to Appropriate Practices in Kindergarten Outcomes (PAP, SOI)
D4 Brokering Community Partnerships to Foster Teacher Leadership (HPBAS, PAP, SOI)
D5 The Greenwich Schools Digital Learning Environment (HPBAS, SOI)

5:00 - 5:45 PM
Reception.......................................................... Mystic Ballroom

5:45 - 8:15 PM
Dinner............................................................... Marriott Ballroom
Election Results | President’s Remarks | Teacher of the Year Finalists
Evening Program

8:15 - 11:00 PM
Evening Reception.............................................. Mystic Ballroom ABC

Saturday, November 19, 2016
7:30 - 8:30 AM
Registration Begins – Networking and Continental Breakfast

8:30 - 9:30 AM
General Session...................................................... Marriott Ballroom
Welcome | Student Performance

9:35 - 10:45 AM
Student Session I: Student Representatives on Boards of Education: Policy into Practice

9:35 - 10:45 AM
Session E Workshops

E1 Understanding the Connecticut Freedom of Information Act and Access to Public Meetings and Records (H
E2 Inside a Disciplinary Investigation: How to Avoid District Liability (HPBAS)
E3 The Evolving Structure and Function of High Performing Governance/Leadership/Instructional Teams for the (HPBAS)
E4 Tomorrow's Technology Today (SOI)
E5 Leading for Equitable Classrooms: Research and Practice on What Works for Accelerating Learning and Pr... (HPBAS, PAP, SOI)
E6 Strive for a Better Tomorrow, Today: A Comprehensive Approach to Social, Emotional, and Mental Health N Students (SOI)

9:35 - 11:35 AM
Session F Clinics

F1 Race: It Does Matter... Practical Strategies to Improve School Climate through Social Emotional Learning (D)
F2 Rights and Responsibilities with Respect to Transgender Individuals in Public School Environments: Legal C and Practical Guidance (D)

10:50 AM - 12:00 PM
Session G Workshops

G1 How to Create and Sustain an Effective Advisory Program (D)
G2 Names, Numbers, and Narratives: Understand Students' Stories and Experiences (D, PAP)
G3 5 Questions Every Board of Education Should Ask (HPBAS)
G4 Transforming a Middle School into a Culturally Responsive Community of Learners (D, SOI)
G5 Building Capacity through School Turnaround Services (PAP)

11:30 AM - 12:00 PM
Networking and Reception....................................................... Marriott Ballroom Lobby

12:05 - 1:35 PM
Luncheon | Adjourn

D - Diversity • HPBAS - High Performing Boards and Superintendents • PAP - Pathways and Partners
SOI Spotlight on Innovation

The Connecticut Association of Boards of Education - 81 Wolcott Hill Road - Wethersfield, CT 06109
860-571-7446 • Fax: 860-571-7452
2016 C Abe/CAPSS Convention
Children First:
Opening Opportunities for All!
November 18-19, 2016
Mystic Marriott, Groton

Workshop Offerings As Of 08/4/16

Friday, November 18, 2016

10:45 AM – 12:05 PM    Workshop Session A

A1 Steps for Success - Public School, Community College and Industry Collaboration (PAP)

This workshop provides an opportunity to learn how Windham Public Schools has designed and implemented ECO (Early College Opportunity) program successfully in partnership with Electric Board and Quinebaug Valley College. This program provides pathways for students to earn an Associates Degree at no cost while attending high school. The session will illuminate how successful partnerships between committed school districts, industries and colleges can lead to developing entrepreneurial educational initiatives.

Presenters:

Patricia Garcia, Ph.D., Superintendent, Windham Public Schools
Carlee Drummer, Ph. D., President, Quinebaug Valley Community College
Howard Jenkins, Human Resource Manager, General Dynamics Electric Boat

A2 Reclaiming School Climate and Culture (HPBS, PAP, SOI)

This workshop will discuss how Newtown has rebuilt climate and culture through administration and board partnerships with union leaders, administration and board members we will share the two-year journey of what and how it has dramatically changed. We will discuss best practices and steps to move the dial on enhancing opportunity through collaboration and respect.

Presenters:

Joseph Erardi, Superintendent, Newtown Public Schools
Tom Kuroski, President, Newtown Teacher Union

A3 Trends (D, HPBAS, PAP, SOI)
A timely topic of the presenter's choosing.

Presenter:

Robert Rader, Executive Director, CABE

A4 Collective Bargaining: Trends and Strategies To Reduce Costs (HPBS)

This presentation will focus on trends in collective bargaining to reduce costs. A significant focus will be on the inclusion of retiree health insurance, with a discussion on the pros and cons of the State Partnership Plan 2.0.

Presenters:

Floyd J. Dugas, Attorney, Bercham, Moses & Devlin, P.C.
Rebecca Adams, Sr. Staff Attorney, CABE

A5 Recent Legislative Changes and Board Policy (D, HPBAS, PAP, SOI)

There have been many board policy updates resulting from recent legislative changes. It is your district in compliance with these changes that need to be made based upon the actions of the 2016 Connecticut General Assembly. A revised policy language is required or recommended for local boards to consider in numerous and significant foundational overview of the new legislation will be presented with the focus on policy implications for board actions.

Presenter:

Vincent Mustaro, Senior Staff Associate for Policy Services, CABE

A6 Legislative Issues (D, HPBAS, PAP, SOI)

With a brief look back at the 2016 session, the workshop will then hear from those serving on task forces, (Bullying and Professional Development Mandates) and discuss the Connecticut budget as it currently stands. What to expect in the 2017 session as well as an update on the CCJEF lawsuit and how it will impact Connecticut.

Presenters:

Patrice McCarthy, Deputy Director & General Counsel, CABE
Sheila McKay, Senior Staff Associate for Government Relations, CABE

A7 NextEd - Personalized Learning (D, HPBAS, PAP, SOI)

Since the publication of NextEd in 2011 and the publication of NextEd Next Steps in 2015 by the Connecticut Public School Superintendents (CAPSS,) many districts in Connecticut have made great strides in transforming to include Personalized Learning as an integral part of teaching and learning in their system. Two districts, Manchester, have taken significant steps to provide their students with multiple opportunities and multip success! During this presentation they will explain how their system works and their students will describe their personalized learning.

Presenter:
A8 Meeting with the State Board of Education (D, HPBAS, PAP, SOI)

Take advantage of this opportunity to meet with members of the State Board of Education and Commissione. We encourage you to share your views on issues of concern to you, your Board and your community, and to State Board's priorities for 2016-2017. The format will be as informal as group size permits. Topics will be determined on your questions.

Presenters:

Dianna R. Wentzell, Commissioner, Connecticut State Department of Education
Members of the State Board of Education

Friday, November 18, 2016

2:05 PM – 3:20 PM    Workshop Session B

B1 Roles and Responsibilities of Board Members and Superintendents (D, HPBAS)

Connecticut's educational leaders recognize the power and potential to improve teaching and learning in our through cooperative, purposeful and professional working relationships between superintendents and boards of education. A time when public education is under tremendous pressure from reform initiatives, tight budgets and other concerns, it is critical that this relationship be very strong. This workshop will communicate CACE's and CAPSS: the nature of and expectations for superintendents and board working relationships and focus, also, on the revised Statement and Team Assessment documents.

Presenters:

Ann Gruenberg, President, CACE
Alan Addley, President, CAPSS
Robert Rader, Executive Director, CACE
Joseph Cirasuolo, Executive Director, CAPSS

B2 Protecting Children From Sexual Assault By A Most Unlikely Source: School Staff (HPBS)

This session will include a case study of several high profile sexual assault cases; discussion regarding involved; and identify warning signs and steps which should be taken to minimize such assaults. Practical advice will be provided. The training needed and warning signs to identify at risk situations will be provided.

Presenter:

Floyd J. Dugas, Attorney, Berchem, Moses & Devlin, P.C.

B3 Leadership for District Coherence and High Performance: A Case Study (HPBS, SOI)

This session will introduce participants to the LEAD Connecticut District Leadership Capacity and Coherence tool for analyzing a district's theory of action, organizational structures, operating systems, leadership, strategic influence on schools, classrooms and student achievement. Participants will learn what the framework rev
school district.

**Presenters:**

Robert Villanova, *Director*, LEAD Connecticut  
Desi Nesmith, *Chief Turnaround Officer*, Connecticut State Department of Education  
Joseph Macary, *Superintendent*, Vernon Public Schools  
Richard Lemons, *Deputy Director*, Connecticut Center for School Change

**B4 Speak No Evil: The Legal Contours of Board Member Speech (HPBS, PAP)**

This presentation is designed to address what can too often be scourges of school districts: the board member lack of discretion, outright hostility against his/her board, or the district they share oversight of as a boar purpose is to help school board members avoid inadvertently crossing the line of appropriate speech, and th themselves and their district to potential liability. It will also assist school boards in walking the fine line between response and actionable overreaching, and to avoid escalating fractious coexistence in a civil rights disaster.

**Presenter:**

Michael P. McKeon, *Attorney*, Pullman & Comley LLC

**B5 The Strategic Action Plan: Infusing Innovative Practices in Career Technology Programs (HPBS)**

The Connecticut Technical High School System's strategic plan serves as a model blueprint for advancing career programs. The presenters will share successes in leading a strategic planning process to help manage a school district overcome with a variety of instructional, structural, and economic challenges while continuing to

**Presenters:**


**B6 Family, School and Community Partnerships for Student Success and District Excellence (PAP)**

Presenters will share their strategic plan and resulting action steps that have helped them to build partnership and the community to improve student outcomes. By leveraging resources through competitive grant process with organizations providing technical assistance, the Windsor Locks Public Schools are in the process of community around raising standards and creating a mastery-based, student-centered learning system.

**Presenters:**

Patricia King, *Chair*, Windsor Locks Board of Education  
Susan Bell, *Superintendent*, Windsor Locks Public Schools  
Kristin Wiegand, *Coordinator of Family and Community Engagement*, Windsor Locks Public Schools

**Friday, November 18, 2016**

2:05 PM – 4:05 PM   Clinic Session C

**C1 31st Annual Meeting of the Nutmeg Board of Education (D, HPBAS, PAP, SOI)**

Yet again, the Nutmeg Board meets and does all the wrong things to amuse and educate you. Their actions v
from the legal perspective. This mock board meeting is patterned on the CABE Journal's "See You in Court" co

Presenter:

Anne Littlefield, Attorney, Shipman & Goodwin LLP
Cast TBD

C2 Planning and Preparing for Mass Casualty Incidents (SOI)

This workshop provides best practices and resources to assist school leaders in developing emergency plan training programs to prepare for, respond to, and recover from large-scale school based incidents, including events. This course will draw on the experience and expertise of the presenters with a specific focus on the (Integrated Municipal Preparedness and Collaborative Training) program.

Presenters:

Michael J. Purcaro, Director of Business and Finance, Vernon Public Schools; Board Member, Ellington Board
Carmine Centrella, Homeland Security Planner, CRCOG
Corey LaFountaine, Logistics and Safety Coordinator, Town of Vernon
Craig Olson, Assistant Director of Global Security, Cigna Corporation

Friday, November 18, 2016

3:25 PM – 5:00 PM Workshop Session D

D1 Utilizing Today’s Media to Tell Your Districts Story (HPBS, PAP, SOI)

This workshop will focus on how to lay the ground work for putting together a year-round strategic communications program. Participants will see actual results from effective social media platforms to videos highlighting everything from polling processes to overall district initiatives that have opened up lines of communication. What Brookfield is doing and reviews from the entire school community, can be accomplished anywhere with minimal financial investment.

Presenters:

Ann Baldwin, Communications Specialist, Baldwin Media Marketing
John Barille, Superintendent, Brookfield Public Schools

D2 Open Doors - A Conversation About How Public Schools Can Work with the Community to Provide Programs for Individuals with Disabilities (D, PAP, SOI)

Be prepared for a lively discussion with representatives of the Educational Opportunities for Civil Rights which will address civil rights violations by public and private educational institutions, afterschool programs, summer camps, and other care centers. Participants will meet a representative of the Justice Department who investigates civil rights violations, and discuss how school boards and administrators can work with the entire community to remove participation barriers for individuals with mental or physical disabilities. The present actual cases and ask participants to select the outcome. The actual ruling or resolution will be addressed, and focus will be on the most common complaints brought and practical advice provided to schools on creating programs that facilitate an inclusive school environment that serves all community members with diverse needs.

Presenters:
D3 Doing the Same Thing Wasn’t Working: A District's Approach to Appropriate Practices In Kindergarten to Incr Outcomes (PAP, SOI)

Executive function skills have a long-term impact on school and life success. Purposeful play combines evidenced-based strategies promote all domains of children's development and learning, including Executive. Hear the commitment New Britain Public Schools (CSDNB) has made to changing instructional practices and how teachers are being supported to do so.

Presenters:

Nancy Sarra, Superintendent, New Britain Public Schools
Sharon Beloin-Saavedra, Chair, New Britain Board of Education
Elizabeth Aschenbrenner, Consultant, EASTCONN
Elizabeth Gaffney, Primary Coach, New Britain Public Schools

D4 Brokering Community Partnerships to Foster Teacher Leadership (HPBS, PAP, SOI)

This presentation will outline how one district, in partnership with local business leaders and the community, pric space and funding for teacher leadership to thrive as the district took its initial steps to a more person environment. This workshop will highlight information on how to align the focus of the school board with the school and district's vision, creative ways to provide personalized pathways for students, and resourceful steps to distribute innovative thinking amongst faculty.

Presenters:

Salvatore Menzo, Superintendent, Wallingford Public Schools
Ken Daly, English Department Chair, Wallingford Public Schools
Melanie Montagnon, Social Studies Teacher, Wallingford Public Schools

D5 The Greenwich Schools Digital Learning Environment (HPBS, SOI)

This workshop will provide ways to build the confidence of students, staff, community, teachers and boards with an approach to a transformative digital learning initiative. You will understand what effective digital learning classroom and get a clear vision for how digital learning may be leveraged in your district. Lastly, learn decisions that can be made to implement and sustain a digital learning initiative in diverse economic settings.

Presenters:

William McKersie, Superintendent, Greenwich Public Schools
Philip Dunn, Chief Information Officer, Greenwich Public Schools

Saturday, November 19, 2016

9:35 AM – 10:45 AM  Student Session I
Student Session I: Student Representatives on Board of Education: Policy into Practice

This workshop is designed for students from across the State of Connecticut to better understand responsibilities of being a student representative to their Board of Education and how their voice can impact all students in their district.

**Presenter:**

Eileen Baker, *Board Member*, Old Saybrook Board of Education

9:35 AM – 10:45 AM  Workshop Session E

**E1 Understanding the Connecticut Freedom of Information Act and Access to Public Meeting and Records (HPB)**

The Freedom of Information Act (FOI) contains open meetings and public records requirements, along with exceptions. Unfortunately, the FOIA has been misconstrued, especially with the advent of new technologies and public’s (and media’s) interest in a school board’s work. This workshop should serve to provide further guidance to members and school administrators seeking to navigate the maze of edicts and exceptions associated with it with updates on the FOIA from interesting cases.

**Presenters:**

Mark J. Sommaruga, *Attorney*, Pullman & Comley LLC

**E2 Inside A Disciplinary Investigation: How To Avoid District Liability (HPBS)**

This workshop will serve as a "how to" presentation for administrators and school board members on how to navigate disciplinary investigations and avoid liability. Board members and administrators alike often inadvertent investigations with official and unofficial statements and actions. Case studies of simple and complex investigations will allow participants understand the intricacies of disciplinary matters and their impact on the districts as a whole.

**Presenters:**

Daniel P. Murphy, *Attorney*, Kainen, Escalera & McHale

**E3 A Planned Revolution, through Evolution, of the Role of the High Performing Board/Superintendent Governance (HPBS)**

In a changing world, where cultural changes and rapid communications through social networks have rendered traditional leadership dysfunctional, we must redefine the role of the board/superintendent governance team.

Through sharing of perspectives, presentation, Q & A, and discussion, participants will develop an understanding of strengths and challenges of current governance design, short-term strategies to move toward high performing governance design that provides accountability while focusing on improvement and igniting potential. Presenters will draw lessons from business, education, and the military.

**Presenters:**

Mary Broderick, *Past President CABE, NSBA, Former Board Member*, East Lyme Board of Education
Jack Reynolds, *Retired Superintendent*, East Lyme
E4 Tomorrow's Technology Today

The CAPSS Technology Committee performed a statewide survey of technology leaders to predict how best be used in instruction. The results will be presented on what is projected to be the best uses of technology over years. This will help districts consider and plan for their future technology needs.

Presenter:

Kenneth DiPietro, Superintendent, Plainfield Public School

E5 Leading for Equitable Classrooms: Research and Practice on What Works for Accelerating Learning and Performance HPBS, PAP, SOI

Often efforts to shrink achievement gaps fall short and failing to improve student learning and performance because not address known systematic causes, or align with what research and proven practice demonstrates. This workshop will provide an overview of research on the root causes of educational inequity and on strategies that track record. In track record of shrinking gaps that plague districts.

Presenters:

Richard Lemons, Deputy Director, Connecticut Center for School Change
Evette Avila, Program Coordinator, Connecticut Center for School Change
Kerry Lord, Program Coordinator, Connecticut Center for School Change
Patrice Nelson, Program Coordinator, Connecticut Center for School Change
Isobel Stevenson, Program Coordinator, Connecticut Center for School Change

E6 Striving for a Better tomorrow, Today: A Comprehensive Approach to Social, Emotional and Mental Health Needs Students (SOI)

Providing support for students who struggle with social emotional and/or mental health issues has been a responsibility of schools. This workshop will focus on the Positive Foundations Program and the C.A.R.E. model that Waterford High School has developed to provide holistic, systemic support for students who need it most.

Presenters:

Thomas W. Giard, III, Superintendent, Waterford Public Schools
Andre Hauser, Principal, Waterford High School
Alison Moger, Assistant Principal, Waterford High School

Saturday, November 19, 2016
9:35 AM – 11:35 AM   Clinic Session F

F1 Race: It Does Matter... Practical Strategies to Improve School Climate Through Social Emotional Learning (D, I)

This interactive workshop will first examine the legal history of racial integration of our schools from Brown Education to Sheff v. O'Neil, moving from there to answer the question "What's next?" In an increasingly prevalent wisdom holds that teachers, staff and students need to be equipped with so-called "cultural competence" approaches to each individual in the equation approach others with empathy and understanding. But what are these "cultural and how do we go about inventing them in students and adults? Utilizing a social emotional learning (Si) approach schools can improve student outcomes while being culturally responsive.
Presenter:

Michelle C. Laubin, Attorney, Berchem, Moses & Devlin, P.C.
Typhanie Jackson, Director of Pupil Services and Special Education, New Haven Public Schools

F2 Rights and Responsibilities with Respect to Transgender Individuals in Public School Environments (D)

Providing the latest guidance and laws concerning the provision of equal education opportunities to transgender non-conforming students. The best practices for implementing policies and procedures that support this pop as community as a whole, will be included. Presenters will address federal and state anti-discrimination organization guidance for creating a safe school environment, recent case law and decisions from the Office and best practices. We will include real-world scenarios, and allow interactive discussion of effective supporting these students. In addition, the workshop will address district’s obligations with respect to transgender individuals, covering issues such as confidentiality and disclosure, community bias, and addressing discrimination complaints.

Presenters:

Anne H. Littlefield, Attorney, Shipman & Goodwin
Gwen J. Zittoun, Attorney, Shipman & Goodwin

Saturday, November 19, 2016
10:50 AM – 12:00 PM    Workshop Session G

G1 How to Create and Sustain an Effective Advisory Program (D)

Discussions regarding self-reflection, vision statements and developing/maintaining connections between faculty will guide this workshop. Creating an advisory program is often the easy part - sustaining the program is where lies. Participants will be given recommendations for an effective program. The presenters will discuss the process as well as the implementation of effective and relevant lessons year after year. The present examples of what was discovered going through the process, and what works and what doesn't. Students Advisory Program will offer a student perspective to participants.

Presenter:

Aaron Bunel, Advisory Advisor, Thomaston High School
John Perrucci, Principal, Thomaston High School
Kristin Raymond, Assistant Principal, Thomaston High School

G2 Names, Numbers, and Narratives: Understand Students’ Stories and Experiences (D, PAP)

This workshop will focus on the importance of eliciting and using the perspectives of culturally and lingu students on their schooling experiences to inform generating student voice to actively engage, empower, culturally affirming conjunction with more typical student performance and school improvement information preview of teaching and learning.

Presenters:

Gerald Hairston, Program Manager, CREC
Gloria Mengual, Education Resource Specialist, CREC, Hartford Region Choice Program
G3 5 Questions Every Board of Education Should Ask (HPBAS)

The Lighthouse Project, based on research of board effectiveness in improving student achievement, has board actions can have a profound impact on teaching and learning. We will share some of the results with participants how to use a rubric developed by the Connecticut Lighthouse team that can help them focus questions to ask before adopting new initiatives.

Presenters:

Nicholas Caruso, Jr., Sr. Staff Associate for Field Service and Coordinator of Technology, CABE
Warren Logee, Consultant, CABE

G4 Transforming a Middle School into a Culturally Responsive Community of Learners (D, SOI)

State Park Middle School in Windsor has embarked on a transformative process to build a more culturally responsive community of learners. This workshop will trace the steps undertaken by administration, faculty and students about a host of positive indicators. This workshop will focus on lessons learned, confronting resistance at the community level and the immediate and long term impacts on the school climate, achievement, discipline and attendance.

Presenters:

David Maloney, Director of Student Activities, CAS
Paul Cavaliere, Principal, Sage Park Middle School

G5 Building Capacity through School Turnaround Services (PAP)

The Connecticut State Department of Education maintains that high performing schools create and maintain high academic standards. This workshop will describe the C.E.S. partnership with the Bridgeport Public Schools to improve academic and social performance of students at Paul L. Dunbar School and Luis Munoz Marin School. The workshop will outline specific strategies implemented which have resulted in success.

Presenters:

Christopher La Belle, Associate Executive Director, C.E.S.
Fran Rabinowitz, Superintendent, Bridgeport Public Schools
Braulio Santiago, Turnaround Director, C.E.S.

G6 Getting the Most Out of the Connecticut SAT Experience: Innovative Practices for Opening Opportunities for All (SOI)

Now that the first year of the Connecticut SAT is behind up, it is time to learn by example from the innovative practices districts who have used the SAT experience to improve student opportunities and outcomes. Learn how districts have used several no-cost resources such as Khan Academy, AP Potential, and the online embedded mapping to the Common Core Standards as a way to open up opportunities for all.

Presenters:

Alan Bernstein, Sr. Director, New England Office, College Board