



Board of Education

5 Minortown Road ~ Woodbury, CT 06798

www.ctreg14.org

Mission: The mission of Connecticut Region 14 Schools is to educate all students to their highest level of academic potential and to teach them the skills and knowledge to become capable, creative, collaborative lifelong learners and responsible members of the world community.

Board of Education Goals:

Academic Performance - The district will strive to improve academic performance for all students on multiple assessment indicators and the staff will be committed to continuous improvement.

Communication - Region 14 will develop partnerships with all stakeholders in the school community to highlight the exemplary programs the district offers

Safety - Region 14 will provide safe and secure facilities equipped with technology, enabling a 21st century learning environment that supports the values of the district

Budget - Region 14 will prepare a budget that meets the needs of every student and communicates the needs and priorities of Region 14 in a clear and concise manner.

A G E N D A

Regular Meeting of the Region 14 Board of Education

Monday, August 21, 2023; 7:00 p.m.

Mitchell Elementary School

Flanders Room

- I. Call to Order.....James Crocker
- II. Pledge of Allegiance.....James Crocker
- III. Introductions.....James Crocker
- IV. Approval of Minutes (Action Anticipated).....James Crocker
 - A. Regular Meeting, Monday, July 17, 2023
- V. Superintendent's Report.....Brian Murphy
 - A. Personnel Update
 - B. State Grant
- VI. Committee Reports
 - A. Curriculum Committee
 - On a recommendation by the Curriculum Committee to approve the following curricula:
(Action Anticipated)

- i. Integrated Science
- ii. Catastrophic Events
- iii. Conservation and Sustainability
- iv. AP Calculus BC
- v. Building Bridges

VII. Board Chair's Comments

VIII. Privilege of the floor

The Board of Education will recognize citizens of Bethlehem and Woodbury, who are asked to state their name and town of residence and to please limit comments to three (3) minutes. Up to 21 minutes of statements per topic are allowed. All comments should be addressed to the Board of Education Chair. Decorum will be enforced.

IX. Old Business

X. New Business

XI. Other Business

XII. Adjournment



Minutes
Regular Meeting of the Region 14 Board of Education
Monday, July 17, 2023 at 7:00 p.m.
Flanders Room
Mitchell Elementary School
14 School Street, Woodbury, CT

Present:

Jim Crocker
Chris Matta
Carol Ann Brown
Alice Jones
Caren Lipinski
Michael Carbonneau

Absent:

Tikva Rose
Christopher Griffin

Also Present:

Brian Murphy, Superintendent
Tina Tanguay, Director of Finance and Operations
Patricia Paige, Recording Clerk

Call to Order

Superintendent Murphy called the meeting to order at 7:00 p.m.

Pledge of Allegiance/Introductions

The Pledge of Allegiance was recited and members of the Board of Education and Central Office staff introduced themselves.

Election of Chairperson

Superintendent Murphy called for nominations for Board Chairperson.

A motion was made by Christopher Matta and seconded by Carol Ann Brown to nominate Jim Crocker to serve as Chairperson; no other nominations were cast; a rollcall vote was taken; all were in favor of the appointment of Jim Crocker; Mr. Crocker will serve as Chairperson.

Election of Board Officers

Vice Chairperson

Board Chairman Jim Crocker called for nominations for Vice Chairperson.

A motion was made by Jim Crocker and seconded by Carol Ann Brown to nominate Chris Matta as Vice Chairperson; no other nominations were cast; a rollcall vote was taken; all were in favor of the appointment of Mr. Matta; Mr. Matta will serve as Vice Chairman.

Secretary

A motion was made by Jim Crocker and seconded by Chris Matta to nominate Carol Ann Brown to serve as Secretary; no other nominations were cast; a rollcall vote was taken; all were in favor of the appointment of Carol Ann Brown; Ms. Brown will serve as Secretary.

Treasurer

A motion was made by Jim Crocker and seconded by Chris Matta to nominate Tikva Rose to serve as Treasurer; no other nominations were cast; a rollcall vote was taken; all were in favor of the appointment of Ms. Rose; Ms. Rose will serve as Treasurer.

Assistant Secretary/Treasurer

A motion was made by Jim Crocker and seconded by Chris Matta to nominate Chris Griffin to serve as Assistant Secretary/Treasurer; no other nominations were cast; a rollcall vote was taken; all were in favor of the appointment of Mr. Griffin; Mr. Griffin will serve as Assistant Secretary/Treasurer.

Board Appointments

A. Board Clerk

A motion was made by Jim Crocker and seconded by Chris Matta to accept/approve the appointment of Patricia Paige as Board Clerk; all in favor; none opposed; motion carried unanimously.

B. District's Physician

A motion was made by Jim Crocker and seconded by Chris Matta to accept/approve the appointment of Andrea Needleman, MD, Health as the School District's Physician; all in favor; none opposed; motion carried unanimously.

C. District's Dentist

A motion was made by Jim Crocker and seconded by Chris Matta to accept/approve the appointment of James Bauer, DMD, as the School District's Dentist; all in favor; none opposed; motion carried unanimously.

Approval of Minutes

Regular Meeting dated Monday, June 19, 2023

A motion was made Jim Crocker and seconded by Chris Matta to accept/approve the minutes as presented. The approval was tabled until the next regular meeting due to the abstention of the three new board members.

Acting Superintendent's Report

Personnel Update/Request for a Leave of Absence

A. A motion was made by Chris Matta and seconded by Jim Crocker to accept/approve the requested leave of absence for Brenda Williams for the 23/24 school year. Ms. Williams will not collect a salary nor have health care benefits during her absence; all in favor; none opposed; motion carried unanimously.

Committee Reports

Football/Sports

Chris Matta recapped the Sports Committee meeting, which was primarily a review of the 2022/2023 school year.

Board Chair Comments

Mr. Crocker thanked Brian and his team for an exceptionally positive 2022/2023 school year. A board workshop is tentatively scheduled for Monday, August 21st with presentations by Attorney Mark Sommaruga and CABA.

Privilege of the Floor

There were no partakers

Old Business

There was no Old Business

New Business

A. Food Service Update for 23/24

Ms. Tanguay performed a review of the Food Service Program, which should be self-funded with no cost to the Board of Education. Records indicate that breakfast prices have not increased since the program's inception in 2015 and lunch prices, since 2018.

Ms. Tanguay recommended that the cost of breakfast, lunch, and a la carte items be adjusted in attempt to breakeven. She offered a comparison with surrounding towns.

A motion was made by Jim Crocker and seconded by Carol Ann Brown to increase breakfast prices to \$1.75 at the elementary schools and \$2.25 for middle and high school and to increase lunch prices to \$3.25 at elementary schools and \$3.75 at both the middle and high schools; all in favor; none opposed; motion carried unanimously.

B. EdAdvance Food Services Contract for 23/24

Jim Crocker made a motion that the district continue with the EDAdvance Child Nutrition ten-month program for the 23/24 school year; Chris Matta seconded; all in favor; none opposed; motion carried unanimously.

Other Business

There was no Other Business

Adjournment

A motion was made by Jim Crocker and seconded by Chris Matta to adjourn the meeting at 7:30 p.m.; all in favor; none opposed; motion carried unanimously.

Respectfully Submitted,

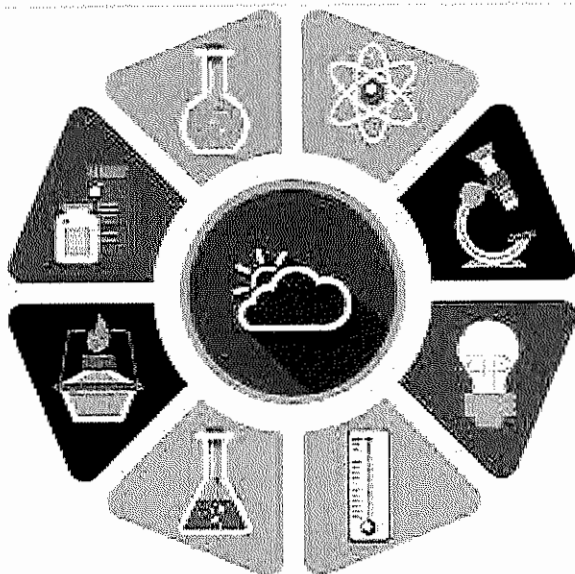


*Patricia Paige
Board Clerk*

Recorded and filed subject to Board of Education approval by: Patricia Paige, Board Clerk

DRAFT

Integrated Science Curriculum



Grade Level(s): 9

Curriculum Author: Melissa Hodges

Course Description: This course is designed to serve as a foundation for other high school science courses. It will emphasize the basic laws of chemistry, environmental science and physics. Laboratory and problem solving activities will be utilized to cover the curriculum. This course will include the following units:

- Scientific Inquiry
- Structure and Properties of Atoms/Matter
- Forces and Interactions/Electricity and Magnetism
- Nature and Properties of Mechanical and Electromagnetic Waves
- Nature, Conservation, and Transfer of Energy
- Weather/Climate and Human Sustainability
- History of the Earth
- Space Systems

Year At A Glance			
Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner "I Can" Statements
<u>Scientific Inquiry</u> (5 weeks)	How do scientists collect and analyze data?	All scientists collect data accurately and communicate that accuracy through data tables and graphs.	TI1(9-12); TCC3(9-12)
<u>Structure and Properties of Atoms/Matter</u> (5 weeks)	How do scientists explain the structure and properties of atoms and matter?	The periodic table can be used to make predictions about the properties of elements and compounds.	TCC2(9-12); TI3(9-12)
<u>Forces and Interactions/ Electricity and Magnetism</u> (9 weeks)	How do scientists explain and predict interactions between objects and within a system of objects?	Newton's Second Law and Coulomb's Law describe and predict the gravitational and electrostatic forces between objects.	TI3(9-12)
<u>Nature and Properties of Mechanical and Electromagnetic Waves</u> (2 weeks)	How are waves used to transfer energy and send and store information?	Combining waves of different frequencies can make a wide variety of patterns and thereby encode and transmit information.	TI3(9-12); TCC2(9-12)
<u>Nature, Conservation, and Transfer of Energy</u> (3 1/2 weeks)	How is energy transferred and conserved?	Energy is understood as a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system, and the total change of energy in any system is always equal to the total energy transferred into or out of the system.	AA3(9-12)



CATASTROPHIC EVENTS CURRICULUM



Grade Level(s): 11-12

Curriculum Author(s): Melissa Hodges

Course Description: This is a lab-based course that focuses on the causes and hazards associated with profound catastrophic events that impact humanity. The curriculum will explore topics such as hurricanes, earthquakes, volcanoes, tsunamis, global epidemics, radiation exposure, and major air pollution events including climate change. Students can study the nature, causes, and impacts of these events. They will apply science and engineering practices to explore solutions that may help to reduce environmental effects. Students will also investigate our universe's first catastrophic event, the Big Bang.

Year At A Glance			
Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner "I Can" Statements
<u>The Dynamic Earth</u> (6 weeks)	What are the effects of earthquakes and volcanoes?	Land masses are moving slowly across our planet's surface. The atmosphere is a swirling mix of gasses and vapor. Our planet, which may appear placid from space, is not stable and unchanging.	TCC1(9-12); TCC2(9-12); TI1(9-12); AA2(9-12)
<u>Aquatic Ecosystems</u> (5 weeks)	How do aquatic ecosystems function?	Water is of vital importance to the survival of all ecosystems.	TCC1(9-12); TCC2(9-12); TI1(9-12); AA2(9-12)
<u>Biodiversity</u> (5 weeks)	How much extinction is natural, how are humans impacting it, and should we prevent it?	Everyday somewhere on Earth, a unique species of organism becomes extinct, often because of human actions, which can have long range effects on ecosystems.	TCC1(9-12); TCC2(9-12); TI1(9-12); AA2(9-12)
<u>The Big Bang</u> (3 weeks)	How did our universe begin and how have we learned about its composition?	The Big Bang theory is supported by observations of distant galaxies receding from our own, of the measured composition of stars and non-stellar gasses, and of the maps of spectra of the primordial radiation (cosmic microwave background) that still fills the universe.	TCC1(9-12)

CONSERVATION AND SUSTAINABILITY CURRICULUM



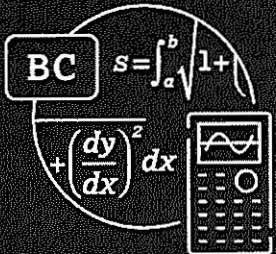

Grade Level(s): 11-12

Curriculum Author(s): Melissa Hodges

Course Description: Conservation and Sustainability is designed to cover topics such as fossil fuels, mining, alternative energy sources, climate change, air pollution and water pollution. The student will examine the complexities of solving current environmental problems at local, national and global levels and will provide practical knowledge of environmental issues that will help the student become an informed citizen and decision maker.

Year At A Glance			
Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner "I Can" Statements
<u>Science and the Environment</u> (4 weeks)	What is the relationship between individuals, society, and the environment? How are they all connected?	The environment is a complex web of relationships that connects with us and the world we live in.	TCC2(9-12); TI1(9-12); AA2(9-12); CCE4(9-12)
<u>Water</u> (3 weeks) *Unit should be done when access to the Nonnwaug river is available*	Why is water essential to life on Earth?	Water is essential to all life on Earth.	TCC2(9-12); CCE4(9-12)
<u>Weather and Climate</u> (5 weeks)	What regulates weather and climate?	Climate is the long-term prevailing weather conditions at a particular place based on records taken and has been impacted by human activity.	TCC2(9-12); TI1(9-12); AA2(9-12); CCE1(9-12); CCE4(9-12)
<u>Human Sustainability</u> (6 weeks)	How can humans impact and improve the environment?	There are complex and significant interdependencies between humans and the rest of Earth's systems through the impacts of natural hazards, our dependencies on natural resources, and the environmental impacts of human activities.	TCC2(9-12); TI1(9-12); AA2(9-12); CCE1(9-12); CCE4(9-12)

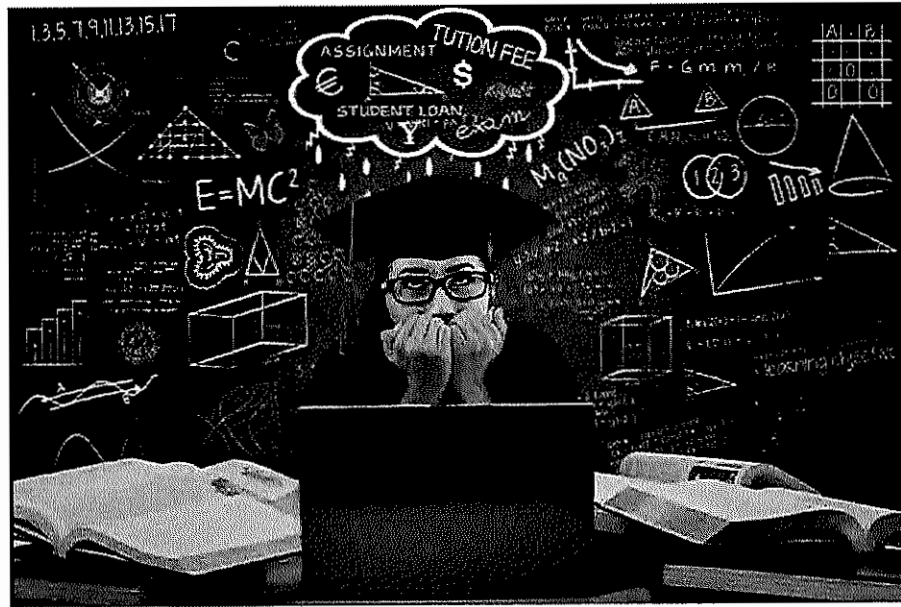
AP CALCULUS BC CURRICULUM

 <p>AP[®] Calculus BC</p>	
<p>Grade Level(s): 12</p>	<p>Curriculum Author(s): Raymond Robillard</p>
<p>Course Description: Students who wish to extend the challenge of AP Calculus AB may enroll in AP Calculus BC. AP Calculus BC encompasses all the material included in AP Calculus AB, but students will also explore advanced integration techniques, improper integrals, sequences and series, tests for convergence, and parametric and polar relationships. Students choosing this option will take the AP Calculus BC exam which assesses knowledge of topics covered on the AP Calculus AB exam as well as those listed above. Students can earn college credit for 2 semesters of Calculus based on their score on the AP exam. Because the additional content will require extra time on the part of the student, enrollment in AP Calculus BC will require the same course seat time as AP Calculus AB with an additional requirement on the part of students to put in time (120+ minutes per week for all of semester 2) in order to gain access to the additional content. Depending on enrollment, this may occur within the school day or after school.</p>	

Year At A Glance			
Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner "I Can" Statements
<u>Advanced Techniques for Integration</u>	How could we reverse differentiation techniques such as the chain rule, the product rule, and the quotient rule?	Recognizing opportunities to apply knowledge of geometry and mathematical rules can simplify integration.	TCC1(9-12); CCE3(9-12); TI3(9-12)
<u>Differential Equations and Arc Lengths</u>	What real world phenomena can we measure using logistic growth models?	Solving differential equations allows us to determine functions and develop models.	TCC4(9-12); CCE3(9-12); TI3(9-12)
<u>Sequences and Series</u>	What can using limits allow us to do?	<ul style="list-style-type: none"> The use of limits allows us to show that the areas of unbounded regions may be finite. Applying limits may allow us to determine the finite sum of infinitely many terms. 	TCC1(9-12); TCC3(9-12); CCE3(9-12); TI3(9-12)
<u>Parametric, Vector, and Polar Functions</u>	What are the real-world applications of derivatives, definite integrals, and initial value problems?	<ul style="list-style-type: none"> Derivatives allow us to solve real-world problems involving rates of change. Definite integrals allow us to solve problems involving the accumulation of change in length over an interval. Solving an initial value problem allows us to determine an expression for the position of a particle moving in the plane. Recognizing opportunities to apply derivative rules can simplify differentiation. 	CCE3(9-12); TI3(9-12); AA3(9-12)



Building Bridges Year One Curriculum



Grade Level(s): 9 & 10

Curriculum Author(s): Renee Harris, Kellie Barber, Jennifer Trocolla

Course Description: Building Bridges is a one-credit, elective course designed for Freshmen and Sophomores with individualized education plans to learn study skills, time management, test taking skills, and transition skills. The class would take the place of an academic lab and students would receive one credit for the year-long course. The course would have an opening lesson in which students would receive direct instruction on a skill to practice and then time in class to work on that skill using their own assignments from other content area classes or an assignment that has been made specifically for the course. The course is meant to bridge the gap between middle school and high school for students identified through special education, and to teach them skills to help bridge the gap between high school and post-secondary planning.

Year At A Glance			
Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner "I Can" Statements
<u>Self-Determination</u>	What role do I play in defining my future?	Self Determination is a combination of attitudes and abilities that lead people to set goals for themselves and to take initiative to reach those goals. It means making your own choices, learning effectively to solve problems, and taking control and responsibility for one's life.	TCC1 (9-12); TCC3 (9-12); CCE1 (9-12); TI3 (9-12); TI4 (9-12); AA1 (9-12)
<u>Executive Functioning</u>	How can I align my own strengths and weaknesses to a career or post-secondary path?	College and Career Planning is a lifelong process that is unique to each individual based on their interests, strengths and future aspirations in alignment with your own strengths and weaknesses	AA2 (9 -12); TCC4 (9 -12); TCC3 (9-12); TCC2 (9-12); TI1 (9-12)
<u>Goal Setting</u>	How can I make short term success that will help me achieve my long term goals?	Success in long term goals is established through short term successes	TI4 (9 -12); P3 (9 -12); AA3 (9-12); AA4 (9-12); P1 (9-12)
<u>Life Planning</u>	What is a cover letter and a resume, and how can I showcase myself in writing?	Interview skills are essential to learning about yourself and your own communication style.	P3 (9-12); AA4 (9-12); AA2 (9-12); TI2 (9-12); CCE2 (9-12)