



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

Special Meeting of the Region 14 Board of Education

Monday, January 22, 2024; 6:00 p.m.

Flanders Room

Mitchell Elementary School

- 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, Tuesday, January 2, 2024
- V. Superintendent's Report.....Brian Murphy
 - A. Board of Education Student Representative Update
 - B. Nonnewaug High School Fundraiser Update

VI. Committee Reports

A. Policy Committee Update

On a recommendation by the Policy Committee to approve the following policies (Second Read, Action Anticipated):

1. Policy 3542.3 Food Services/Charging Policy
2. Policy 4000.1 Title IX
3. Policy 5112 Attendance (Kindergarten)
4. Policy 5141.72 Student Sports - Emergency Action Plans

B. Curriculum Committee Update

On a recommendation by the Curriculum Committee to approve the following course proposals (Action Anticipated)

1. Video Game Design 2
2. Jazz Band
3. Dramatic Musical Theater
4. Work Study

On a recommendation by the Curriculum Committee to approve the following curriculum (Action Anticipated)

1. Large Animal Science (10th Grade)

C. Sports Committee Update

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

- A. Region 14 2024/2025 School District Calendar (Second Read, Action Anticipated)

X. New Business

A. Field Trip:

1. Yellowstone and Grand Teton National Parks; April 15-20, 2024 (Tabled from January 2, 2024) (Action Anticipated)

XI. Other Business

- A. Superintendent's Evaluation (Executive Session Anticipated)

XII. Adjournment



Minutes
Regular Meeting of the Region 14 Board of Education
Tuesday, January 2, 2024; 6:00 p.m.
Mitchell Elementary School
Flanders Room

Present:

Jim Crocker, Chairman
Chris Griffin
Carol Ann Brown
Michael Carbonneau
Caren Lipinski
Alice Jones

Absent:

Chris Matta
Tikva Rose

Also Present:

Brian Murphy, Superintendent
Tina Tanguay, Director of Finance and Operations
Gianna Lodice, Student Representative
Attorney for the Board, Mark Sommaruga, Pullman and Comley, LLC

I. Call to Order

Jim Crocker called the meeting to order at 6:00 p.m.

II. Pledge of Allegiance/Introductions

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

III. Approval of Minutes

A. Regular Meeting, Monday, December 4, 2023

A motion was made by Michael Carbonneau and seconded by Caren Lipinski to accept/approve the minutes as presented; Chris Griffin and Alice Jones abstained; none opposed; motion carried.

IV. Superintendent's Report

A. Board of Education Student Representative

Student Representative Gianna Lodice reported on events at Woodbury Middle School and Nonnewaug High. Of note was the 2023 Baseball State Championship Ring Ceremony and recognition of Nonnewaug High School's first Olympic qualifier, Jess Davis at a recent basketball game.

Other newsworthy events reported on included the newly conceived live basketball game broadcasts, National Honor Society inductions, with 36 new members, Kindness Challenge, Nonnewaug High School Open House for students in grade 8 and the upcoming midterm exam schedule.

At Woodbury Middle School, students created gratitude books to express appreciation for specific aspects of their lives. A faculty vs. student basketball game was recently enjoyed by all.

V. Committee Reports

A. Policy Committee

The following policy was brought before the board on a recommendation by the Policy Committee; first read; no action anticipated.

1. Policy 5112 Attendance (Kindergarten)

Revisions were made to Policy 5112, specifically with regards to the kindergarten entrance age, to reflect the new state legislation, which strives to ensure that students are developmentally ready to begin school. The minimum age for admission of any child to kindergarten shall be five years on or before the first day of September; however, any child who has not reached the age of five on or before September 1st may be admitted after meeting certain conditions as outlined in the policy.

B. Curriculum Committee

On a recommendation by the Curriculum Committee to approve the following course proposals (First Read, No Action Anticipated)

Carol Ann Brown, chair of the committee, offered a brief summary of each proposals.

1. Video Game Design 2

Video Game Design 2 is a half-year course proposed for students in grades 10-12 that will be offered through the Tech Ed Media Arts Department. Gdevelop Game Design Software will be used to code and design games.

2. Jazz Band

Jazz Band is a course proposed for students in grades 9-12. The course is a curricular-performing orchestra available to all students who presently play or have an interest in learning a jazz

instrument.

VI. Board Chair Comments

Chairman Crocker recapped the four focuses of Safety, Academic Performance, Budget, and Communication. Three major projects are the CAFE policy review, finalization of the high school project, and the completion of the horse barn and sugar shack.

VII. Privilege of the Floor

There was none

VIII. Old Business

There was none

IX. New Business

- A. Proposed Region 14 2024/2025 School District Calendar (First Read, No Action Anticipated)

A copy of the proposed 24/25 district calendar was provided to Board members for a first review and consideration. Changes to the calendar include the notation of Open House dates as well as parent/teacher conferences. Second read and Board approval anticipated at their meeting on January 16th.

- B. Field Trip:
Yellowstone and Grand Teton National Parks; April 15-20, 2024 (Item Tabled for January 16, 2024)

- C. Horse Barn Update (Item Tabled)

- D. School Bus Issue (Executive Session)

Jim Crocker moved that the Board enter into executive session for the purpose of conducting a student transportation hearing during which matters concerning the personal privacy of the students involved are likely to be discussed. He further moved that the following persons be invited into executive session, Mr. Murphy, Ms. Tanguay, Mark Summaruga and the parents of the students involved. The motion was seconded by Mike Carbonneau, all in favor, none opposed, the Board entered into executive session at 6:20 p.m.

Public Session

The Board returned to public session at 7:46 p.m.

Motion

Jim Crocker moved that:

-The school administration has proven by a preponderance of the evidence that the children discussed in executive session are receiving transportation services in accordance with Board Policy 3541 and state law.

-The parents' appeal is denied.

-However, the Board requests that the school administration continue to work with the bus company to explore possible solutions within current/available resources and within policy regarding the students' transportation.

-The Board of Education's legal counsel draft and provide written notice to the parents of the Board's decision and findings and conclusions.

Motion was seconded by Chris Griffin all in favor, none opposed, motion carried unanimously.

X. Other Business

XI. Adjournment

A motion was made Jim Crocker and seconded by Chris Griffin to adjourn the meeting at 8:30 p.m., all in favor, none opposed, motion carried unanimously.

Respectfully Submitted,

A handwritten signature in blue ink, appearing to read "Patricia Paige".

Patricia Paige
Board Clerk

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

DRAFT

Sample policy to consider, with several options to consider.

Business/Non-Instructional Operations

Food Service

Charging Policy

The goal of the food service program is to provide students with nutritious and healthy foods, through the District's food services program, that will enhance learning. The school nutrition program is an essential part of the education system and by providing good-tasting, nutritious meals in pleasant surroundings; we are helping to teach students the value of good nutrition.

The Board of Education (Board) has an agreement with the Connecticut State Department of Education to participate in one or more school Child Nutrition Programs and accepts full responsibility for adhering to the federal and state guidelines and regulations pertaining to these school Child Nutrition Programs. The Board also accepts full responsibility for providing free or reduced price meals to eligible elementary and secondary students enrolled in the District's schools. Applicants for such meals are responsible to pay for meals until the application for the free or reduced price meals is completed and approved. All applications for free and reduced price lunch and any related information will be considered strictly confidential and not to be shared outside of the District's food services program. Meals are planned to meet the specified nutrient standards outlined by the United States Department of Agriculture for children based on their age or grade group.

Although not required by law, because of the District's participation in the Child Nutrition Programs, the Board approves the establishment of a system to allow a student to charge a meal.

The Board realizes that funds from the non-profit school food service account, according to federal regulations, cannot be used to cover the cost of charged meals that have not been paid.

Moreover, federal funds are intended to subsidize the meals of children and may not be used to subsidize meals for adults (teachers, staff and visitors). Adults are not allowed to charge meals and shall pay for such meals at the time of service or through pre-paid accounts.

The Board prohibits the public identification or shaming of a child/student for any unpaid charges, including, but not limited to, the following:

- Delaying or refusing to serve a meal to such student,
- Designating a specific meal option for such student or otherwise taking any disciplinary action against such student.

A student needing to charge a meal will be informed of his/her right to purchase a meal, which may exclude a la carte items, for any school breakfast, lunch or other feeding.

In order to sustain the District's food services program, the District cannot permit the excessive charging of student meals. Therefore, any charging of meals must be consistent with this policy and any accompanying regulations. The Superintendent or his/her designee shall develop regulations designed to effectively and respectfully address family responsibility for unpaid meals.

Business/Non-Instructional Operations

Food Service

Charging Policy (continued)

Any parent/guardian who anticipates a problem with paying for meals is encouraged to contact the Food Services Manager/Director and/or the applicable school Principal for assistance. The Board encourages all families who may have a child eligible for free or reduced price lunch to apply.

Definitions

“Delinquent Debt” are unpaid meal charges, like any other money owed to the nonprofit school food service account when payment is overdue, as defined by state or local policies.

“Bad Debt” are when unpaid meal charges are not collected and are considered a loss. Such debt must be written off as an operating loss, which cannot be absorbed by the nonprofit school food service account, but must be restored using nonfederal funds.

Delinquent Debt and Bad Debt

The District’s efforts to recover from households money owed due to the charging of meals must not have a negative impact on the children involved and shall focus primarily on the adults in the household responsible for providing funds for meal purchases. The school food authority is encouraged to consider whether the benefits of potential collections outweigh the costs which would be incurred to achieve those collections.

Money owed because of unpaid meal charges shall be considered “delinquent debt,” as defined, as long as it is considered collectable and reasonable efforts are being made to collect it. Such debt must be paid by June 30, effective with the 2017-2018 school year.

After reasonable attempts are made to collect the delinquent debt, and it is determined that further collection efforts are useless or too costly, the debt must be reclassified as “bad debt.” Such debt shall be written off as an operating loss not to be absorbed by the nonprofit school food service account but must be restored using non-federal funds.

Dissemination of Policy

This policy shall be provided in writing to all households at the start of each school year and to households transferring to the school or school district during the school year.

This policy shall be included in student/parent handbooks, on online portals that households use to access student accounts, placed on the District’s website, on the website of each school, and published at the beginning of each school year at the time information is distributed regarding free and reduced price meals and again to the household the first time the policy is applied to a specific child.

This policy shall be provided to all school staff and/or school food authority staff responsible for its enforcement. In addition, school social workers, nurses, the homeless liaison, and other staff members assisting children in need or who may be contacted by families with unpaid meal charges also should be informed of this policy.

Business/Non-Instructional Operations

Food Service

Charging Policy (continued)

The District's school food authority shall maintain, as required, documentation of the methods used to communicate this policy to households and school or school food authority-level staff responsible for policy enforcement.

(cf. 3542 – Food Service)

(cf. 3542.31 – Free or Reduced Price Lunch Program)

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and other feeding programs for public school children and employees. (as amended by PA 21-46)

10-215a Nonpublic school and nonprofit agency participation in feeding programs.

10-215b Duties of State Board of Education re feeding programs.
State Board of Education Regulations

State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education Operational Memorandum No. 4-17, "Guidance on Unpaid Meal Charges and Collection of Delinquent Meal Payments," Nov. 2, 2016

Operational Memorandum #19-10, State of Connecticut, Bureau of Health/Nutrition, Family Services and Adult Education "Unallowable Charges to No-profit School Food Service Accounts and the Serving of Meals to No-paying Full and Reduced Price Students"

National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol 45 No. 20, Tuesday, January 29, 1980, pp 6758-6772

USDA Guidance:

- SP 46-2016, "Unpaid Meal Charges: Local Meal Charge Policies"
- SP 47-2016, "Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payment"
- SP 57-2016 "Unpaid Meal Charges: Guidance and Q and A"
- SP 58-2016 "2016 Edition: Overcoming the Unpaid Meal Challenge: Proven Strategies from Our Nation's Schools"

Policy adopted:

rev 4/17

rev 7/21

An administrative regulation to consider/modify which complies with USDA regulations requirements.

Business/Non-Instructional Operations

Food Service

Charging Policy

Purpose for Administrative Regulation

School boards must adopt a policy pertaining to student lunch accounts. Every effort must be made to collect delinquent debt. If the uncollectible debt is a student lunch account, it cannot be an expense to the school food service account and must be covered by non-Federal funds. A board of education can decide if it wants to develop separate procedures for primary-aged children versus secondary-aged children.

The following prohibitions must be adhered to when developing a student lunch/meal account procedure. Schools are not allowed to deny meals to any child for disciplinary reasons. Schools cannot deny a meal to a reduced or paid child, if the child has money in hand for the day's meal, and schools cannot deny a meal to a student eligible for free meals even if money is owed. Whatever the procedure the school or food service establishes, the school must assure that the procedure does not discriminate against or single out any group of students.

Procedures for Student Lunch/Meal Accounts

The National School Lunch Program (NSLP) requires school food authorities to establish written administrative guidelines and procedures for meal charges.

The District will adhere to the following meal charge procedures:

1. Students may pay at the time of service by cash or check. Students may pre pay electronically via credit card for meals by logging onto Myschoolbucks.com.
2. A student with a negative balance will not be able to charge or purchase "a la Carte" items including a second main meal.

Collection Process for Region 14 Schools:

Every Monday, Wednesday, and Friday, an email of notification will be generated from the District's Point of Sale system and sent to families with students who have outstanding balances.

The notification will include information of the current meal prices, a link for the application for free and reduced priced meals, payment options and contact information for any questions.

When a child's unpaid meal charges equal or exceed the cost of thirty (30) meals, such child's parent/guardian shall be referred to the District's homeless education liaison.

Any child who has an outstanding balance greater than \$50.00.

A letter will be sent home from the Director of Finance and Operations or his/her designee informing the parent/guardian of the outstanding balance including options for payment. Additionally, the link for the free and reduced application will be included in this letter.

The student will continue to be served a full reimbursable meal and the account will be charged accordingly.

After reasonable attempts are made to collect the delinquent debt, and it is determined that further collection efforts

Business/Non-Instructional Operations

Food Service

Charging Policy

Purpose for Administrative Regulation

are useless or too costly, the debt must be reclassified as "bad debt." Such debt shall be written off as an operating loss not to be absorbed by the nonprofit school food service account but must be restored using non-federal funds.

Regulation approved:

cps 6/17

rev 7/21

A new sample policy to consider.

Personnel -- Certified/Non-Certified

Students

Title IX

The Board of Education (Board) policy is to maintain a learning and working environment free from any form of sex discrimination or sexual harassment. The Board agrees to comply with Title IX of the Education Amendments of 1972 and the Regulations as amended in the Final Rule promulgated pursuant thereto.

The Board, as required, shall respond whenever any employee has notice of sexual harassment, including allegations of sexual harassment. Title IX applies to persons in this District because its education programs or activities receive Federal financial assistance. This policy applies to all of the District's programs or activities, whether such programs or activities occur on or off campus.

The District's response shall be triggered by notice to a Title IX Coordinator, or to an official with authority to institute corrective measures on the recipient's behalf, which charges a school with actual knowledge.

Notifications

The District shall notify all students, employees, applicants for admission and employment, parents or legal guardians of students, and all unions/bargaining units of the Title IX Coordinator's contact information. Such information shall include the name or title, office address, e-mail address, and telephone number of the Title IX Coordinator. The required contact information shall also be prominently displayed on District and school websites.

Reporting Procedures/Formal Complaint

Any person may report sex discrimination, including sexual harassment, whether or not the person reporting is the person alleged to be the victim of conduct that would constitute sex discrimination or sexual harassment. Such report may be made in person, by mail, by telephone, or by e-mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

Personnel -- Certified/Non-Certified

Students

Title IX

Reporting Procedures/Formal Complaint (continued)

Such report may be made at any time, including during non-business hours, by using the Title IX Coordinator's listed telephone number, e-mail address or by mail to the office address.

Any third party as well as the complainant may report sexual harassment. This includes parents and guardians of students.

At the time of filing a formal complaint, the complainant must be participating in or attempting to participate in the education program or activity of the District with which the formal complaint is filed.

District/School's Mandatory Response Obligations

The District and its schools recognize its mandatory obligations to respond promptly to Title IX sexual harassment in a manner that is not deliberately indifferent, as defined. The following mandatory response obligations will be fulfilled:

1. Supportive measures shall be offered to the person alleged to be the victim ("complainant"). A respondent will not be disciplined without the District first following the Title IX grievance process, which includes investigating formal complaints of sexual harassment.
2. The Title IX Coordinator to discuss promptly with the complainant the availability of supportive measures, consider the complainant's wishes with respect to such measures, inform the complainant of the availability of such measures with or without filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
3. Follow a grievance procedure that complies with the Title IX Final Rule before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent.
4. The rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment and Fourteenth Amendment shall not be restricted when complying with Title IX.
5. Sexual harassment allegations in any formal complaint will be investigated. The formal complaint can be filed by a complainant or signed by the Title IX Coordinator.
6. The complainant's wishes regarding whether the District/school investigates shall be respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances.

Personnel -- Certified/Non-Certified

Students

Title IX

District/School's Mandatory Response Obligations (continued)

7. Compliance efforts, where applicable, to be coordinated with special education staff members.

If the allegations in a formal complaint do not meet the definition of sexual harassment contained within this policy, or did not occur in the District's educational; program or activity against a person in the United States, the District will, as required, dismiss such allegations for purposes of Title IX but may still address the allegations in any manner deemed appropriate by the District.

Notice of Allegation to the Parties

The District shall provide notice to the parties upon receipt of a formal complaint and on an ongoing basis if the District decides to include additional allegations during the course of the investigation.

The notice shall inform the parties of the allegations that potentially constitute sexual harassment as defined in this policy and include the identities of the parties involved in the incident, sufficient details about the allegations, including the identities of the parties if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known.

The written notice shall also include notice of the applicable grievance process, and advise the parties that they may have an advisor of their choice and that the parties may inspect and review evidence obtained in the investigation.

The notice shall also inform the parties of any provisions in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Grievance Process

The District, as required, will utilize a consistent, transparent grievance process for resolving formal complaints of sexual discrimination and/or sexual harassment. Such process, as detailed in the administrative regulation accompanying this policy, applies to all District schools equally.

A presumption that the respondent is not responsible for the alleged conduct shall be maintained until a determination is made regarding responsibility at the conclusion of the grievance process.

Personnel -- Certified/Non-Certified

Students

Title IX

Investigations

Allegations contained in any formal complaint will be investigated. Written notice shall be sent to both the complainant(s) and respondent(s) of the allegations upon receipt of the formal complaint.

During the grievance process and when investigating:

1. The burden of gathering evidence and burden of proof remains with the District.
2. The parties will be provided equal opportunity to present fact and expert witnesses and evidence.
3. The ability of the parties to discuss the allegations or gather evidence shall not be restricted.
4. The parties shall have the same opportunity to select an advisor of their choice, who may be, but need not be, an attorney.
5. The District shall send written notice of any investigative interviews or meetings.
6. The District shall send the parties, and their advisors, evidence directly related to the allegations, electronically or hard copy, with at least 10 days for the parties to inspect, review and respond to the evidence.
7. The District shall send the parties, and their advisors, an investigative report, electronically or hard copy, that summarizes relevant information with at least 10 days for the parties to respond.
8. After the District has sent the investigative report to the parties and before reaching a determination regarding responsibility, the decision maker(s) shall afford each party an opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

<p>Note: The final Title IX regulations specify that the decision-maker(s) in the investigation and adjudications of formal complaints cannot be the same person as the Title IX Coordinator or investigator(s).</p>

The District shall dismiss allegations of sexual harassment that do not meet the definition contained in this policy or if such conduct did not occur in a District educational program or activity against a person in the United States. Such dismissal is for Title IX purposes.

Personnel -- Certified/Non-Certified

Students

Title IX

Investigations (continued)

The District, in its discretion, may dismiss a formal complaint or allegations therein if the Title IX Coordinator is informed by the complainant in writing to withdraw the formal complaint or allegations therein, if the respondent is no longer enrolled or employed by the District, or if specific circumstances prevent the District from gathering sufficient evidence to reach a determination.

The District shall give the parties written notice of a dismissal, mandatory or discretionary, and the reasons for such dismissal.

The District, in its discretion, may consolidate formal complaints where the allegations arise out of the same facts.

The privacy of an individual's medical, psychological, and similar treatment records will be protected. Such records will not be accessed by the District unless the party's voluntary, written consent is obtained. [The District cannot access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or para professional acting in their recognized capacity or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless the district obtains that party's voluntary, written consent to do so.]

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior, per the Title IX Final Rule, are considered irrelevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or offered to prove consent.

Standard of Evidence and Written Determination

The District's Grievance Process, as required by the Title IX Final Rule, shall state whether the standard of evidence to determine responsibility is the preponderance of evidence standard or the clear and convincing evidence standard. The District shall provide the same standard of evidence to all formal complaints of sexual harassment whether the respondent is a student or an employee, including a faculty member.

The Board has chosen to use as the District's standard of evidence the

- ☐ preponderance of evidence standard. (*previous existing standard*)
- ☐ clear and convincing evidence standard. (*a higher bar*)

Personnel -- Certified/Non-Certified

Students

Title IX

Standard of Evidence and Written Determination (continued)

The decision maker, who cannot be the Title IX Coordinator or the investigator, shall issue a written determination regarding responsibility with findings of fact, conclusions about whether the alleged conduct occurred, rationale for the result as to each allegation, any disciplinary sanctions imposed on the respondent, and whether remedies will be provided to the complainant.

Such written determination shall be sent simultaneously to the parties and include information about how to file an appeal.

Appeals

The District shall offer both parties an appeal from a determination regarding responsibility and from the District's dismissal of a formal complaint or any allegations therein, based on the following:

1. Procedural irregularity that affected the outcome of the matter;
2. Newly discovered evidence that could affect the outcome of the matter; and/or
3. Title IX personnel (Title IX Coordinator, investigator(s), or decision maker(s)) that had a conflict of interest or bias, that affected the outcome of the matter.
4. Additional reasons identified by the District and offered equally to both parties.

The District shall provide both parties a reasonable opportunity to submit a written statement in support of, or challenging the outcome. The appeal decision-maker shall issue simultaneously to the parties, a written decision describing the appeal result and the rationale for the result. *(The appeal decision-maker may not be the same person as the decision-maker(s) that reached the determination of responsibility or dismissal, the investigator(s) or the Title IX Coordinator.)*

Informal Resolution Process

The District may exercise the option to offer and to facilitate an informal resolution option, such as, but not limited to, mediation or restorative justice, provided both parties give voluntary, informed, written consent to attempt informal resolution.

The Board shall not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, the waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment. The District will not require the parties to participate in an informal resolution process and will not offer such process unless a formal complaint is filed.

At any time prior to agreeing to a resolution, the Board recognizes the right of any party to withdraw from the informal resolution process and to resume the grievance/investigative process with respect to the formal complaint.

Personnel -- Certified/Non-Certified

Students

Title IX

Informal Resolution Process (continued)

The Board specifically prohibits the offering or facilitating of an informal resolution process to resolve any allegation that an employee sexually harassed a student.

Record Keeping

The District shall maintain for a period of seven years the records of each sexual harassment investigation, any disciplinary sanctions imposed on the respondent or remedies provided to the complainant; any appeal and the results of the appeal; informal resolution, if any, and the results of informal resolution; and the materials used to train coordinators, investigators, decision-makers and facilitators of informal resolution.

The District shall also create and maintain for a period of seven years records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, it shall be documented the basis or the conclusion reached and the measures taken to restore or preserve access to the District's educational program or activity. Reasons must be cited when supportive measures are not provided to a complainant.

Retaliation

The District shall maintain confidentiality regarding the identity of complainants, respondents, and witnesses, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), as required by law, or as necessary to carry out a Title IX proceeding.

The District expressly prohibits retaliation against any individual for exercising Title IX rights

No school or person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in a Title IX investigation or proceeding.

Complaints alleging retaliation may be filed according to the grievance procedures pertaining to sex discrimination.

The Board recognizes that the following does not constitute retaliation:

1. The exercise of rights protected under the First Amendment of the U.S. Constitution.
2. The charging of an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a bad faith materially false statement.

Personnel -- Certified/Non-Certified

Students

Title IX

Retaliation (continued)

The charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation.

Training

The Board shall provide and/or make available training for any person designated as a Title IX coordinator, investigator, and decision maker and any person designated to facilitate an informal resolution process. Such training shall include:

- The definition of sexual harassment under the new Final Rule
- The scope of the District's education programs and activities;
- The manner in which to conduct an investigation and grievance process, including appeals, hearings and informal resolution process, as applicable;
- How to serve impartially, including the avoidance of prejudgment of the facts at issue, conflicts of interest, and bias;
- The promotion of impartial investigations and adjudications of sexual harassment;
- A presumption that the respondent is not responsible for the alleged conduct until a determination is made regarding responsibility at the conclusion of the grievance process;
- Description of the range or list of the possible remedies the district may provide a complainant and disciplinary sanctions that can be imposed on a respondent, following determinations of responsibility;
- The utilization of the preponderance of evidence standard or the clear and convincing evidence standard;
- Issues of relevance of questions and evidence; and
- The creation of the investigative report to fairly summarize relevant evidence.

The District shall, as required, retain its training materials for a period of seven years and to make such materials available on its website (or upon request if the district does not maintain a website).

Nondiscrimination Notice

The Board of Education, in compliance with federal and state law, affirms its policy of equal educational opportunity for all students and equal employment opportunity for all persons. The Board shall not discriminate on the basis of sex in the education programs or activities it operates. This policy of nondiscrimination in the education program or activity also extends to employment and admission.

Personnel -- Certified/Non-Certified

Students

Title IX

Nondiscrimination Notice (continued)

Notice of the Board's nondiscrimination policy and grievance procedure, including how to file or report sexual harassment and how the District will respond shall be provided to applicants for admission and employment; students; parents or legal guardians; and unions or professional organizations holding agreements with the District.

This notice of nondiscrimination shall be posted on district and school websites and placed in any handbooks provided to the above cited groups.

(cf. 0521 – Nondiscrimination)

(cf. 0521.1 – Grievance Procedure for Section 504, Title IX, and Title VII)

(cf. 4118.11/4218.11 – Nondiscrimination)

(cf. 4118.112/4218.112 – Sex Discrimination and Sexual Harassment in the Workplace)

(cf. 5131.911 – Bullying/Safe School Climate Plan)

(cf. 5145.5 – Sexual Harassment)

(cf. 5145.51 – Peer Sexual Harassment)

Legal Reference: United States Constitution, Article XIV
Civil Rights Act of 1964, Title VII, 42 U.S.C. §2000-e2(a).
Equal Employment Opportunity Commission Policy Guidance
(N-915.035) on Current Issues of Sexual Harassment, Effective 10/15/88.
Title IX of the Education Amendments of 1972, 20 USCS §1681, *et seq.*
Title IX of the Education Amendments of 1972, 34 CFR §106, *et seq.*
Title IX Final Rule, 34 CFR §106.45, *et seq.*, May 6, 2020
34 CFR Section 106.8(b), OCR Guidelines for Title IX.
Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62,
#49, 29 CFR Sec. 1606.8 (a) 62 Fed Reg. 12033 (March 13, 1997) and 66
Fed. Reg. 5512 (January 19, 2001)
The Clery Act, 20 U.S.C. §1092(f)
The Violence Against Women Act, 34 U.S.C. §12291(a)
Mentor Savings Bank, FSB v. Vinson 477 US.57 (1986)
Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June
26,1998)

Personnel -- Certified/Non-Certified

Students

Title IX

Legal Reference: continued

Burlington Industries, Inc. v. Ellerth, No. 97-569, (U.S. Supreme Court, June 26, 1998)

Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998)

Davis v. Monroe County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)

Connecticut General Statutes

46a-60 Discriminatory employment practices prohibited.

Conn. Agencies Regs. §46a-54-200 through §46a-54-207

Constitution of the State of Connecticut, Article I, Section 20.

P.A. 19-16 An Act Combatting Sexual Assault and Sexual Harassment

Policy adopted:
cps 6/20

A new administrative regulation to consider. A complaint procedure is legally required.

Personnel -- Certified/Non-Certified

Students

Title IX: Grievance Procedure/Complaint Process

Filing of a Formal Complaint

The Board of Education (Board) encourages all victims of sexual discrimination based on the Title IX policy, whether students or employees, to promptly report such claims. Timely reporting of complaints facilitates the investigation and resolution of such complaints. Any person may report sex discrimination, including sexual harassment, whether or not the person reporting is the person alleged to be the victim of conduct that would constitute sex discrimination or sexual harassment.

Such report may be made in person, by mail, by telephone, or by e-mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

Such report may be made at any time, including during non-business hours, by using the Title IX Coordinator's listed telephone number, e-mail address or by mail to the office address. Any third party as well as the complainant may report sexual harassment. This includes parents and guardians of students.

Any employee who believes that he/she has been sexually harassed or otherwise discriminated against on the basis of sex should submit a complaint to the Title IX Coordinator. If the Title IX Coordinator is the subject of the complaint, the written complaint should be submitted to the Superintendent of Schools.

A student who believes that he/she has been subjected to sex discrimination or sexual harassment, should make a written complaint to The Title IX Coordinator, or to the building principal, or his/her designee. A student may also notify any employee of any school in the District who shall bring the allegation to the attention of the Title IX Coordinator.

The complaint should state the:

1. Name of the complainant,
2. Date of the complaint,
3. Date(s) of the alleged harassment/discrimination,
4. Name(s) of the harasser(s) or discriminator(s),
5. Location/manner where such harassment/discrimination occurred,
6. Names of any witness(es) to the harassment/discrimination,
7. Detailed statement of the circumstances constituting the alleged harassment/discrimination,
and
8. Remedy requested.

Personnel -- Certified/Non-Certified

Students

Title IX: Grievance Procedure/Complaint Process

Filing of a Formal Complaint (continued)

At the time of filing a formal complaint, the complainant must be participating in or attempting to participate in the education program or activity of the District with which the formal complaint is filed.

This grievance/investigative procedure shall be followed before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent.

Sexual harassment allegations in any formal complaint will be investigated. The formal complaint can be filed by a complainant or signed by the Title IX Coordinator.

The complainant's wishes regarding whether the District/school investigates shall be respected unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the wishes of the complainant is not clearly unreasonable in light of the known circumstances.

If the allegations contained in a formal complaint do not meet the definition of sexual harassment contained within the policy, or did not occur in the District's educational; program or activity against a person in the United States, the District will, as required, dismiss such allegations for purposes of Title IX but may still address the allegations in any manner deemed appropriate by the District.

The District shall keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who made a report or filed a formal complaint of sexual harassment, including any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness except as permitted by the Family Educational Rights and Privacy Act (FERPA) or required by law or to conduct any investigations or judicial proceeding under the final sexual harassment regulations.

Any student or employee making a complaint shall be provided a copy of the Title IX policy and administrative regulation (#4000.1/#5145.44)

Definitions

Sex discrimination for purposes of the Title IX policy occurs when an individual, because of his or her sex, is denied participation in or the benefits of any program or activity receiving federal financial assistance. It includes when the District, as an employer, refuses to hire, disciplines or discharges any individual, or otherwise discriminates against an individual with respect to such individual's compensation, terms, conditions or privileges of employment on the basis of the individual's sex.

Personnel -- Certified/Non-Certified

Students

Title IX: Grievance Procedure/Complaint Process

Definitions (continued)

Sexual harassment for purposes of this Title IX policy includes any of the three types of misconduct on the basis of sex, all of which jeopardize the equal access to education that Title IX is designed to protect:

1. Any instance of *quid pro quo* harassment by a school's employee;
2. Any unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person's equal educational access; or
3. Any instance of sexual assault (as defined in the Clery Act), dating violence, domestic violence, or stalking (as defined in the Violence Against Women's Act).

Program or activity includes those locations, events, or circumstances over which the District exercises substantial control over both the respondent and the context in which the sexual harassment occurred.

Actual knowledge means notice of sexual harassment or allegations of sexual harassment to the District's Title IX Coordinator or to any employee of the school district.

Title IX Coordinator is the individual designated by the Board to coordinate its efforts to comply with Title IX responsibilities.

Complainant is the individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Respondent is the individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Formal complaint is the document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the District investigate the allegation of sexual harassment.

Supportive measures are individualized services reasonably available that are non-punitive, non-disciplinary and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, or deter sexual harassment. Supportive measures may include counseling, course-related adjustments, modifications of work or class schedules, campus escort services, increased security and monitoring of certain areas of campus, and mutual restrictions on contacts between the parties.

Personnel -- Certified/Non-Certified

Students

Title IX: Grievance Procedure/Complaint Process (continued)

Grievance/Investigative Process

The following investigative procedure will be utilized upon the receipt of a written formal complaint or when knowledge of a sexual harassment allegation is made available to an employee of the District. The District personnel involved in the implementation of this process shall operate under the presumption that the respondent is not responsible (a presumption of innocence) so that the District bears the burden of proof and the standard of evidence is correctly applied.

Step 1: Notification of the Involved Parties

The Title IX Coordinator will notify the involved parties that a complaint exists, and also on an ongoing basis if the District decides to include additional allegations during the course of the investigation, and that an investigation will promptly begin.

The notice shall contain information about the grievance/investigation process, including information about any informal resolution process, and sufficient details about the allegations at hand, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known, and include the identities of the parties involved in the incident, the complainant's and respondent's rights, the policy that the alleged behavior violates, and the contact information for the investigator.

The notice shall contain a statement that the respondent is presumed not responsible for the alleged conduct and that responsibility will be determined at the conclusion of the grievance/investigation process.

The written notice shall also advise the parties that they may have an advisor of their choice, who may be, but does not need to be, an attorney, and that they may inspect and review evidence obtained in the investigation, throughout the investigation.

The notice shall also inform the parties of any provisions in the District's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

The notice can also be used to schedule an intake meeting, either in person or electronically, to discuss basic information about the allegations and to determine the next steps of the investigation.

The District's response shall include refraining from disciplining a respondent without following the Title IX grievance/investigative process, which includes investigating the formal complaint of sexual harassment.

Personnel -- Certified/Non-Certified

Students

Title IX: Grievance Procedure/Complaint Process

Grievance/Investigative Process (continued)

Step 1: Notification of the Involved Parties (continued)

The Title IX Coordinator shall discuss promptly with the alleged victim (complainant) the availability of supportive measures and consider the complainant's wishes with respect to such measures. The complainant shall be offered such measures with or without the filing of a formal complaint. The process for filing a formal complaint will be explained to the complainant.

A complaint may be dismissed if the complainant notifies the Title IX Coordinator at any time that he/she wishes to withdraw the complaint or allegation. The complaint shall also be dismissed if the respondent's enrollment or employment in the District ends, or if specific circumstances prevent the District from gathering evidence sufficient to reach a determination about the complaint.

The District may choose to remove a respondent from its education program or activity on an emergency basis after the District has conducted a safety and risk analysis and determined that such emergency removal is necessary to protect a student or other individual from an immediate threat to physical health or safety.

The District may also, as applicable, place an employee-respondent on administrative leave during the pendency of the grievance/investigative process.

Step 2: Fact Gathering

If the complainant decides to proceed with the investigative process, information is to be gathered related to the allegations. This process shall include, but not be limited to, the collection of documents, audio and video recordings, social media posts, and cell phone records.

The complainant and the respondent are to be interviewed, asking them to explain their side of the occurrence(s) and their relationship with the other party. The names of potential witnesses and any other details that may be pertinent to the investigation shall be sought.

A party's written consent shall be required before using the party's medical, psychological, or similar treatment records during the grievance/investigative process. The District shall not access, consider, disclose, or otherwise use a party's records that are maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in such individual's capacity, unless the District obtains that party's voluntary written consent.

Personnel -- Certified/Non-Certified

Students

Title IX: Grievance Procedure/Complaint Process

Grievance/Investigative Process (continued)

Step 2: Fact Gathering (continued)

All questioning shall exclude evidence about the complainant's sexual predisposition or prior sexual behavior unless such questions and evidence are offered to prove someone other than the respondent committed the conduct alleged by the complainant or if the questions or evidence are offered to prove consent.

The District recognizes that during the time frame needed to promptly conclude the grievance/investigative process there may be temporary delays based on good causes, including but not limited to, law enforcement involvement, absence of a party, witness or advisor, or translation or accommodation needs. Notice of such delays will be provided by the investigator explaining any reasons for the delay.

Step 3: Review and Analysis of Information

The trained Title IX investigator, after collecting as much relevant information as possible, shall evaluate such evidence without prejudgment of the facts at issue and free from conflicts of interest or bias for or against either party.

The investigator shall provide both the complainant and the respondent at least ten days to review the collected and provided information before any determination is reached regarding responsibility. Such review period is to allow for any additional information from either party or the opportunity to address a discrepancy. The decision-maker(s) shall afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.

The investigator will then review, weigh, analyze, and compare the information to see if there is sufficient information to determine whether a violation occurred.

Step 4: Determine a Violation (Determinations of Responsibility)

A separate decision-maker will determine if a violation has occurred. (The decision –maker is not the same person as the investigator or the Title IX Coordinator.) The District will apply its chosen standard of evidence to determine responsibility. The District shall provide the same standard of evidence to all formal complaints of sexual harassment whether the respondent is a student or an employee, including a faculty member.

Personnel -- Certified/Non-Certified

Students

Title IX: Grievance Procedure/Complaint Process

Grievance/Investigative Process (continued)

Step 4: Determine a Violation (Determinations of Responsibility) (continued)

The Board has chosen to use as the District's standard of evidence the

- ☐ preponderance of evidence standard. (*previous existing standard*)
- ☐ clear and convincing evidence standard. (*a higher bar*)

The *preponderance of evidence standard* of proof means that the information gathered concludes that the allegations are 'more likely than not' to be true, or more than 50 percent likely. This standard requires more convincing proof than 'probable cause' and less than "beyond a reasonable doubt.

The *clear and convincing evidence standard* of proof means that the evidence points to the allegations being "substantially more probable to be true" than not, or well over 50 percent likely.

Step 5: Written Report and Notification of Outcome to the Parties

After a determination has been made, the final investigative report shall be prepared. The report shall contain the initial allegations, the policy violated, the parties involved, the evidence gathered, a summary of the interviews and any other relevant information, an explanation of how and why the decision-maker reached the conclusions. The written determination shall also include a statement of and rationale for result as to each allegation including a determination of responsibility, any disciplinary sanctions, and whether remedies to restore or preserve equal access to the educational program or activity will be provided.

A copy of the final report shall be sent to each party at least ten days before it is finalized in order to give the respective parties the opportunity to respond.

After the outcome is finalized, a written determination of the outcome shall be sent to both parties. This notice shall include information about the outcome, reasons supporting the determination and, depending on the conclusion, the next steps in the Title IX process.

The District shall implement remedies for a complainant if a respondent is found responsible for sexual harassment. Such remedies should be reasonably calculated to end the discrimination, and appropriate corrective action and/or disciplinary action aimed at preventing the recurrence of the harassment or discrimination, as deemed appropriate by the Superintendent or his/her designee.

Remedies offered may include the same actions described as supportive measures, but remedies need not avoid punishing or burdening the respondent.

Personnel -- Certified/Non-Certified

Students

Title IX: Grievance Procedure/Complaint Process

Grievance/Investigative Process (continued)

Step 6: Appeal Process

After notification to the complainant and respondent of the outcome, either or both parties may appeal the decision in writing, within ten days, to the Superintendent of Schools or his/her designee to request an administrative review. An appeal can be filed on the basis of procedural irregularity that affected the outcome, newly discovered evidence that was not reasonably available at the time of determination and could affect the outcome, and/or conflict of interest or bias of the Title IX personnel (Title IX Coordinator, investigator, or decision maker) that affected or could affect the outcome of the matter. The District reserves its right to offer additional bases for an appeal which shall be offered equally to both parties.

Such written appeal shall be filed within thirty calendar days to the Superintendent of Schools, who shall review the decision maker's written report, the information collected by the Title IX Coordinator and the investigator(s). The Superintendent will determine if further action and/or investigation is warranted. The Superintendent shall respond to the party(s) requesting the appeal within fifteen school days following the receipt of the written appeal request.

<p>Note: The decision maker for an appeal may not be the Title IX Coordinator, investigator, or initial decision maker. The appeal decision maker must have also received the training previously described.</p>

Step 7: Informal Resolution Process

The District shall offer and facilitate an informal resolution option, such as, but not limited to, mediation or restorative justice, provided both parties, complainant and respondent, give voluntary, informed, written consent to attempt an informal resolution to the complaint.

The Board shall not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, the waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment. The District does not require the parties to participate in an informal resolution process and will not offer such process unless a formal complaint is filed.

Personnel -- Certified/Non-Certified

Students

Title IX: Grievance Procedure/Complaint Process

Grievance/Investigative Process (continued)

At any time prior to agreeing to a resolution, the Board recognizes the right of any party to withdraw from the informal resolution process and to resume the grievance/investigative process with respect to the formal complaint.

The Board will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

Other Provisions

If a sex discrimination complaint raises a concern about bullying behavior, the Title IX Coordinator shall notify the Safe School Climate Specialist or designee who shall coordinate any bullying investigation with the Title IX Coordinator in order to ensure that any such bullying investigation complies with the requirements of applicable Board policies.

Retaliation against any individual who complains pursuant to the Board's policy is strictly forbidden. The District will take the necessary actions to prevent retaliation as a result of filing a complaint or the involvement of any individual in the grievance/investigative process.

The District shall create and maintain for a period of seven years records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment as detailed in the Title IX policy.

The District, in responding to any claim of sexual discrimination under Title IX, shall never deprive any individual of his/her rights guaranteed under the U.S. constitution.

At any time, a complainant alleging sex discrimination or sexual harassment may file a formal complaint with the Office for Civil Rights, Boston Office, U.S. Department of Education, 8th Floor, 5 Post Office Square, Boston, MA 02109-3921 (1-617-289-0111)

The Title IX Coordinator for the District is _____, whose office is located at _____ and whose telephone number is _____, and whose email address is _____.

Legal Reference: United States Constitution, Article XIV
 Civil Rights Act of 1964, Title VII, 42 U.S.C. S2000-e2(a).
 Equal Employment Opportunity Commission Policy Guidance
 (N-915.035) on Current Issues of Sexual Harassment, Effective 10/15/88.

Personnel -- Certified/Non-Certified

Students

Title IX: Grievance Procedure/Complaint Process

Legal Reference: (continued)

Title IX of the Education Amendments of 1972, 20 USCS §1681, *et seq.*

Title IX of the Education Amendments of 1972, 34 CFR §106, *et seq.*

Title IX Final Rule, 34 CFR 106.45 *et seq.*, May 6, 2020

34 CFR Section 106.8(b), OCR Guidelines for Title IX.

Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (a) 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)

The Clery Act, 20 U.S.C. §1092(f)

The Violence Against Women Act, 34 U.S.C. §12291(a)

Mentor Savings Bank, FSB v. Vinson 477 US.57 (1986)

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998)

Burlington Industries, Inc. v. Ellerth, No. 97-569, (U.S. Supreme Court, June 26, 1998)

Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998)

Davis v. Monroe County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)

Connecticut General Statutes

46a-60 Discriminatory employment practices prohibited.

Conn. Agencies Regs. §46a-54-200 through §46a-54-207

Constitution of the State of Connecticut, Article I, Section 20.

P.A. 19-16 An Act Combatting Sexual Assault and Sexual Harassment

_____ PUBLIC SCHOOLS

**COMPLAINT FORM REGARDING SEX DISCRIMINATION AND
SEXUAL HARASSMENT**

Name of the complainant: _____

Date of the complaint: _____

Date of the alleged discrimination/harassment: _____

Name or names of the discriminator(s) or harasser(s): _____

Location where such discrimination/harassment occurred: _____

Name(s) of any witness(es) to the discrimination/harassment: _____

Detailed statement of the circumstances constituting the alleged discrimination or harassment:

Signature of Complainant

Date

STUDENTS

ATTENDANCE

Duty to provide public school accommodations

The Board of Education shall provide school accommodations for all residents within the school district who are five years of age and older and under twenty-one years of age who have not graduated from a high school or vocational school, except as provided by the laws pertaining to student suspension and expulsion. Special education will be provided for children age three to five experiencing a developmental delay that causes such child to require special education.

A student enrolling in school who is nineteen years of age or older and can not acquire a sufficient number of credits for graduation by age twenty-one may be placed in an alternative school program or other suitable educational program.

Attendance required

The parent or other person having control of a child five years of age and over and under eighteen years of age shall cause such child to attend a public school regularly during the hours and terms the public school is in session, unless such child is a high school graduate or the parent or person having control of such child is able to show that the child is elsewhere receiving equivalent instruction in the studies taught in the public schools.

The parent or person having control of a child five years of age shall have the option of not sending the child to school until the child is six years of age and the parent or person having control of a child six years of age shall have the option of not sending the child to school until the child is seven years of age. This option may be exercised by personally appearing at the school district office and signing an option form; the school district shall provide that parent or person with information on the educational opportunities available within the school system. (Appendix A)

Entrance Age

The minimum age for admission of any child to kindergarten shall be five years on or before the first day of ~~January~~ **September** of the school year in which admission is made. ~~A child not less than five years old who has satisfactorily completed a year in a kindergarten which provides instruction equivalent to that of the elementary school may be enrolled in first grade.~~ ***Any child who has not reached the age of five on or before the first day of September of the school year may be admitted 1) upon the written request to the school principal by the parent or guardian of the child, and 2) following an assessment of the child, conducted by the school principal and/or an appropriate certified staff member, to ensure that admitting such child is developmentally appropriate, in accordance with such standards/assessment(s) that may be implemented by the Superintendent and consistent with applicable state requirements. Any child that is born after January 1 of the school year in which admission is made, will not be considered.***

Option to withdraw from enrollment at age ~~17~~18

The parent or person having control of a child ~~seventeen~~ **eighteen** years of age may consent to such child's withdrawal from school.

Readmission after voluntary withdrawal

Legal Reference:

- Connecticut General Statutes
 - 10-15 Towns to maintain schools
 - 10-15c School attendance by five-year olds
 - 10-76a Definitions
 - 10-76d Duties and powers of boards of education to provide special education programs and services
 - 10-184 Duties of parents. School attendance age requirements
 - 10-186 Duties of local and regional Board of Education re school attendance
 - 10-220 Duties of Boards of Education
 - 10-233c Suspension of pupils
 - 10-233d Expulsion of pupils

**ACKNOWLEDGEMENT OF OPTION TO EXEMPT ATTENDANCE
OF A CHILD FIVE OR SIX YEARS OF AGE FROM SCHOOL**

Pursuant to Section 10-184 of the Connecticut General Statutes,

I _____, of _____
Name of Parent, Guardian or Other Address

the parent, guardian or other person charged with the care of the following minor child

_____, of _____
Name of Child Address

born on _____ do hereby choose not to send my child to public
Child's Date of Birth

school during the _____ school year.
School Year

Furthermore, before signing this form, _____, a
Name of representative from school district

representative of Regional School District 14 met with me and provided me with
information concerning the educational opportunities and school accommodations
available in the school system.

ACKNOWLEDGED BY:

Signature of Parent, Guardian or Other

Date

**ACKNOWLEDGEMENT OF OPTION TO WITHDRAW STUDENT
~~SEVENTEEN~~ EIGHTEEN YEARS OF AGE FROM
SCHOOL**

Pursuant to Section 10-184 of the Connecticut General Statutes,

I _____, of _____
Name of Parent, Guardian or Other Address

the parent, guardian or other person charged with the care of the following minor child

_____, of _____
Name of Student Address

born on _____ do hereby elect to withdraw my child from public
Date of birth of student

school. Furthermore, before signing this form, I was provided with information on the
educational opportunities available to my child in the school system and the community.

Signature of Parent, Guardian or Other

Date

ATTESTATION OF GUIDANCE COUNSELOR/SCHOOL ADMINISTRATOR:

I, _____, met with the parent/guardian or other person
Name of guidance counselor or administrator

charged with the care of _____ on _____
Name of student Date of meeting

and provided such parent or person with information on the educational opportunities
available in the school system and in the community.

*Signature of Guidance Counselor or School
Administrator*

Date

A mandated policy to consider.

Students

Student Sports – Emergency Action Plans

The Board of Education (Board) recognizes that emergency situations may arise at any time during interscholastic and intramural athletic events. Expedient action must be taken in order to provide the best possible care to the sport participant's emergency and/or life threatening conditions. The development and implementation of an emergency plan will help ensure that the best care will be provided.

As emergencies may occur at any time and during any activity, all school employees (and sports medicine teams) must be prepared. This preparation involves formulation of an emergency plan, proper coverage of events, maintenance of appropriate emergency equipment and supplies, utilization of appropriate emergency medical personnel, and continuing education in the area of emergency medicine and planning. Through careful pre-participation physical screenings, adequate medical coverage, safe practice and training techniques, and other safety avenues, some potential emergencies may be averted. However, accidents and injuries are inherent with sports participation, and proper preparation on the part of the staff should enable each emergency situation to be managed appropriately.

Emergency Action Plan Development

The Board directs the Superintendent or his/her designee to create and apply, starting with the school year beginning July 1, 2022, an emergency action plan (plan) to respond to serious and life-threatening sports-related injuries during interscholastic or intramural athletic events. Such plan must have procedures to follow when a student sustains a serious injury or illness while participating in an interscholastic or intramural athletic event, and include required components enumerated in P.A. 21-92.

The plan must be developed in consultation with local emergency medical services providers and allied health professionals. The plan must be reviewed annually, updated as necessary, and annually rehearsed by the implementing staff.

Plan Components

In compliance with P.A. 21-92, the plan must include the following:

1. A list of the school employees, coaches, or licensed athletic trainers who will be responsible for implementing the plan and a description of responsibilities for each person;
2. The location or venue where the athletic events occur;
3. A description, including the location, of the equipment and supplies available at athletic event sites that will help these people respond to an emergency;

Students

Student Sports – Emergency Action Plans

Plan Components (continued)

4. The procedures to follow when a student sustains a serious sports-related injury, including:
 - a. responding to the injured student;
 - b. summoning emergency medical care;
 - c. assisting first responders arriving for the student; and
 - d. documenting the actions taken.
5. The protocols to follow during cardiac or respiratory emergencies, including operating an automatic external defibrillator; using cardiopulmonary resuscitation (CPR); or administering medication in accordance with state law on school staff administering medication to students at school athletic events;
6. The protocols to follow when a student shows signs, symptoms, or behaviors consistent with a concussion or is diagnosed with one, in accordance with the state law on concussions, including immediately removing the student from a game;
7. The protocols to follow when a student suffers a traumatic brain injury or spinal cord injury, which must:
 - a. include instructions based on the level of training of the person implementing the plan;
 - b. meet best practices and state law; and
8. The protocols to follow for heat and cold-related emergencies, which must meet current professional standards.

Staff Requirements

Any District employee, coach, or licensed athletic trainer identified in the emergency action plan must be CPR certified and have completed a first aid course offered by the American Red Cross (ARC), the American Heart Association (AHA), the Department of Public Health, a health director, or an organization using AHA and ARC first aid guidelines.

Plan Distribution

The Emergency Action Plan is to be distributed to all school employees, coaches, and licensed athletic trainers identified in the plan. It shall also be posted in all athletic facilities and at all sites where interscholastic and intramural athletic events take place and is must be posted on District and/or school's websites.

Students

Student Sports – Emergency Action Plans

(cf. 5125.11 – Health/Medical Records HIPAA)
(cf. 5141 – Student Health Services)
(cf. 5141.21 – Administration of Medications)
(cf. 5141.25 – Food allergy Management)
(cf. 5141.26 – Emergency Situations with No Nurse in School)
(cf. 5141.27 – Use of Automatic External Defibrillators)
(cf. 5141.28 – Sudden Cardiac Arrest)
(cf. 5141.7 – Student Sports-Concussions/Head Injuries)
(cf. 5141.71 – Exertional Heat Awareness Plan)
(cf. 5142 – Student Safety)
(cf. 5141.3 – Health Assessments & Immunizations)
(cf. 6145.2 – Interscholastic/Intramural Athletics)

Legal Reference: Connecticut General Statutes
 P.A. 21-92 An Act Concerning Emergency Action Plans for Interscholastic
 and Intramural Athletic Events.
 10-204a Required immunizations, as amended by PA 15-174 & PA 15-242
 and PA 21-6.
 10-204c Immunity from liability.
 10-205 Appointment of school medical advisors.
 10-206 Health assessments, as amended by PA 07-58, PA 11-179 and PA
 18-168.
 10-207 Duties of medical advisers.
 10-208 Exemption from examination or treatment.
 10-208a Physical activity of student restricted; boards to honor notice.
 10-209 Records not to be public.
 10-212 School nurses and nurse practitioners.
 10-212a Administration of medicines by school personnel.
 Federal Family Educational Rights and Privacy Act of 1974 (section 438 of
 the General Education Provisions Act, as amended, added by section 513 of
 P.L. 93-568, codified at 20 U.S.C. 1232g).
 42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and
 Accountability Act of 1996 (HIPAA)

Policy adopted:

cps 11/21



Regional School District 14 New Course Proposal

Course Title: Video Game Design 2

Grade Level(s): 10 - 12
0.5 Credit - half year

Department: Tech Ed Media Arts

Faculty Member(s) Submitting Course Proposal: Will Michael

Course Description: *(Please include a brief description of the course, the graduation requirements the course would help students meet (STEM/Humanities), and whether it is a year long or semester long course.)*

This course will use Gdevelop Game Design Software to code and design games. This will meet a STEM graduation requirement. A Prerequisite is Video Game Design 1. Students will expand into more detailed hierarchies of coding and game creation. Increased number of codes, variables, and behaviors will be practiced in Game Design 2. This course can be offered as a full-year with half year option for students that have completed Game Design 1.

Rationale for Offering this New Course: *(Please include the anticipated impact on students, how it complements existing course offerings, and the identified educational need this course would address.)*

Video Game Design 1 is the most popular class that I currently teach regarding student numbers. Currently, students do not have a second level course to pursue an interest in video game design. The work in video game design 1 offers practice in learning common codes found in 5 genres of games. Game Design 2 would allow for further development of details and quality in platform and side scrolling games. It would also allow for practice in additional games genres.

Prerequisites: *(Please list any prerequisite knowledge, skills, or coursework that must be completed in order for students to be prepared for the course.)*

Students should complete and pass Video Game Design 1.

Long-Term Course Outcomes: *(Please list the projected long-term student outcomes as a result of students being enrolled in the course.)*

Long term outcomes include:

Knowledge in coding logic including:

Conditions, actions, boolean, number variables, input controls, menus, and structures, sprite creation, spriter interactions, level design, game layout and game flow.

If desired, students have the opportunity to share their designs with college admissions agents and

community members. For students interested in pursuing game design as a career or in higher education, the material can be shared or used to develop their own games that could someday become commercially successful.

Scope and Sequence: *(Please provide a bulleted overview of the course content to include anticipated units, skills students will develop, Vision of A Learner attributes that will be practiced/demonstrated, and any resources that have already been identified for use)*

Game design provides a heavy amount of problem solving and multiple-solution outcomes. There are several methods to create a specified action within a game. Depending on the game developer's particular way to solve a coding problem, various codes will be created. Additionally, feedback is important to game development as troubleshooting is a major component of coding. It takes collaboration to help determine what line of code is broken. Some VOL attributes are outlined below to serve as an example:

TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.

TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.

TCC4(9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.

CCE2(9-12): I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success.

An overview of topics covered include, but not limited to:

- Game Menu creation - create menus to select items that players can choose between.
- Add save-data to game - information will be carried to multiple levels to create and preserve sequential game progress
- Open world game with rooms and tasks integrating number and boolean variables
- Grid motion to snap objects to grid for defined motion
- Physics engine for realistic object interaction with boundaries
- *Boolean logic - True/False code statements that allow code to be turned off and on based on particular variables*
- *Number variables - Create code that counts items to be used for tallying objects within a game.*
- *Array variables - Build code that allows lists to be created for variables including high-score storage.*
- *Input variations including keyboard vs mouse control*

A note on collaboration:

Collaboration with the coding class run by the math department. Students can work to identify needs and work to create platforms that address those areas.

Through all content created in class:

Students will troubleshoot and repair problems within their own codes and provide feedback to the games that other students developed.

Class-code-bank will serve as a communal portal of solutions and codes that help achieve a desired game

action.

Required Resources and Projected Financial Needs: *(Please list any resources that would be required to teach the course and their projected cost.)*

Gdevelop Software.

(Nonnewaug High School already used this software. There is no additional cost)



Regional School District 14 New Course Proposal

Course Title: Jazz Band

Grade Level(s): 9 - 12

Department: Music

Faculty Member(s) Submitting Course Proposal: Dr. Bouchard

Course Description: *(Please include a brief description of the course, the graduation requirements the course would help students meet (STEM/Humanities), and whether it is a year long or semester long course.)*

The Jazz Band course is a curricular performing ensemble open to all students who presently play or have a deep interest in learning a jazz band instrument. Students will develop musicianship and technical proficiency on their instruments. Jazz band literature of various Jazz styles and genres will be performed. Students will gain a knowledge and appreciation of Jazz music and the styles of swing, bebop, cool, modern big band, fusion, dixieland, and the blues. The students will learn about the only American created music style. The students will learn about improvisation, creating solo's through improvisation, and improvisational styles in relation to jazz form and theory. Students will study jazz theory and chord harmony in relation to the different jazz styles and improvisation. The musical aspects of jazz styles in relation to interpretation, phrasing, ensemble balance and blend are emphasized in both the Jazz combo and Jazz big band settings and styles. The music that is performed is meant to be challenging and musically fulfilling. The ensemble will perform at concerts, public, and civic functions.

Rationale for Offering this New Course: *(Please include the anticipated impact on students, how it complements existing course offerings, and the identified educational need this course would address.)*

The Jazz Band class will add another ensemble performance option for students to study music at Nonnewaug High School. The course is one that is offered at high schools across the state and nation. The study of jazz is an important aspect to the study of music, American Composers, and American history due to it being an American music style and creation. The course will allow students who play Guitar, Bass, Piano, and Drum Set a curricular option for them to study music and instrumental technique and pedagogy. Students who currently play jazz wind instruments will have a course to take for the study of Jazz technique and pedagogy on Jazz wind instruments such as the Saxophone, Trumpet, or Trombone. Students will have the ability to study the art of improvisation and the Jazz Theory behind the performance of improvisation in a Jazz style piece of music.

Prerequisites: *(Please list any prerequisite knowledge, skills, or coursework that must be completed in order for students to be prepared for the course.)*

Students should have taken concert band, orchestra, chorus, piano class, or guitar class.

Long-Term Course Outcomes: *(Please list the projected long-term student outcomes as a result of students being enrolled in the course.)*

Long term outcomes include:

Demonstrating pitch and rhythmic accuracy

Reading and notating rhythmic and melodic patterns

Identifying and applying traditional symbols and terms, and using appropriate terminology

Composing music in a jazz style.

Listening to, analyzing, and evaluating jazz music and improvisation.

Performing on Jazz instruments

Learning to improvise on Jazz instruments.

Developing an understanding of Jazz music in relation to history, culture, and other content areas.

Performing for their peers and others in concert.

Scope and Sequence: *(Please provide a bulleted overview of the course content to include anticipated units, skills students will develop, Vision of A Learner attributes that will be practiced/demonstrated, and any resources that have already been identified for use)*

Course Content

MU:Cr1.1.E

Anchor Standard: 1. Generate and conceptualize artistic ideas and work.

MU:Cr2.1.E

Anchor Standard: 2. Organize and develop artistic ideas and work.

MU:Cr3.1.E

Anchor Standard: 3. Refine and complete artistic work.

MU:Pr4.1.E

Anchor Standard: 4. Analyze, interpret, and select artistic work for presentation.

MU:Pr5.1.E

Anchor Standard: 5. Develop and refine artistic work for presentation.

MU:Pr6.1.E

Anchor Standard: 6. Convey meaning through the presentation of artistic work.

MU:Re7.1.E

Anchor Standard: 7. Perceive and analyze artistic work.

MU:Re8.1.E

Anchor Standard: 8. Interpret intent and meaning in artistic work.

MU:Re9.1.E

Anchor Standard: 9. Apply criteria to evaluate artistic work.

Course Units

Instrumental Development

Jazz Rhythm

Jazz Melody & Harmony

Jazz Form

Jazz Style & Expression

Jazz Composing/ Arranging

Jazz Improvisation

Performance Etiquette

Vision of A Learner Attributes

Think Critically and Creatively

Collaborate and Communicate Effectively

Demonstrate Empathy

Take Initiative

Persevere

Adapt and Adjust

.

Required Resources and Projected Financial Needs: *(Please list any resources that would be required to teach the course and their projected cost.)*

The purchase of Jazz Music for the students to study, this would be an additional cost of 250.00 every two years. Once a Jazz Music Library had been built those costs would come down. The rest of the equipment is owned by the district already and no other costs would be projected for the new course.



Regional School District 14 New Course Proposal

Course Title: Dramatic Musical Theater

Grade Level(s): 9 - 12

Department: Fine Arts - Music

Faculty Member(s) Submitting Course Proposal: Dr. Bouchard

Course Description: *(Please include a brief description of the course, the graduation requirements the course would help students meet (STEM/Humanities), and whether it is a year long or semester long course.)*

The Dramatic Musical Theater course is a curricular performance class. Students will focus on introducing and interpreting drama through the art of acting and the development of individual insights, skills, and disciplines in presentation of dramatic material to audiences. The following skills will be taught and reinforced throughout the course:

- Reading and translating musical notation in treble clef;
- Defining common musical terminologies;
- Basic rhythm-reading and diatonic sight-singing in all major keys;
- Exploration of text and lyrics of musical theater piece, song cycle, or specific composer's work from the actors' point of view;
- Research, character observation, and improvisation;
- Emphasis on creating and sustaining character through singing;
- Singing techniques, focusing on strategies for producing consistently dynamic, efficient, and musical vocal sound, and how to build stamina and range while preserving vocal health with greater emphasis on group and/or solo performance projects that present targeted vocal and textual challenges.

This would be a year long course that would meet the graduation requirements in Humanities and Fine Arts.

Rationale for Offering this New Course: *(Please include the anticipated impact on students, how it complements existing course offerings, and the identified educational need this course would address.)*

The Dramatic Musical Theater course will add another performance option for students to study music at Nonnewaug High School. The course will also be the first course that will allow students to study drama and theater craft at Nonnewaug High School. The course is one that is offered at high schools across the state and nation. The study of Musical Theater is an important aspect to the study of music, American composers, and American history due to its design to inform its audience about stories that focus on history, human condition, and our world. The music style and creation of this art form is an important aspect of our society and the larger world. The course will allow students to study theater craft and the art of acting focusing on technique and pedagogy. Students who currently sing or are interested in learning to sing will have a course to take for the study of vocal technique and pedagogy in musical theater and solo and ensemble techniques. Students will have the ability to study the art of character development

through acting and through song. They will learn what is needed for the performance of solos and ensembles in relation to movement, dance, and choreography.

Prerequisites: *(Please list any prerequisite knowledge, skills, or coursework that must be completed in order for students to be prepared for the course.)*

No prerequisites.

Long-Term Course Outcomes: *(Please list the projected long-term student outcomes as a result of students being enrolled in the course.)*

Long term outcomes include:

- Demonstrating pitch and rhythmic accuracy
- Reading and notating rhythmic and melodic patterns
- Identifying and applying traditional symbols and terms, and using appropriate terminology
- Composing music in a distinct style
- Listening to, analyzing, and evaluating music theater and character
- Vocal Performance
- Learning to improvise characters and monologues
- Developing an understanding of Musical Theater in relation to history, culture, and other content areas
- Performing for peers and others in concert

Scope and Sequence: *(Please provide a bulleted overview of the course content to include anticipated units, skills students will develop, Vision of A Learner attributes that will be practiced/demonstrated, and any resources that have already been identified for use)*

Course Content

MU:Cr2.1.E

Anchor Standard: 2. Organize and develop artistic ideas and work.

MU:Cr3.1.E

Anchor Standard: 3. Refine and complete artistic work.

MU:Pr4.1.E

Anchor Standard: 4. Analyze, interpret, and select artistic work for presentation.

MU:Pr5.1.E

Anchor Standard: 5. Develop and refine artistic work for presentation.

MU:Pr6.1.E

Anchor Standard: 6. Convey meaning through the presentation of artistic work.

MU:Re7.1.E

Anchor Standard: 7. Perceive and analyze artistic work.

MU:Re8.1.E

Anchor Standard: 8. Interpret intent and meaning in artistic work.

TH:Cr1.1.HSI.a - Apply basic research to construct ideas about the visual composition of a drama/theater work.

TH:Cr1.1.HSI.c - Use script analysis to generate ideas about a character that is believable and authentic in a drama/theater work.

TH:Cr3.1.HSI.b - Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theater work.

Course Units

Theater Craft

The Art of Acting

Rhythm

Melody & Harmony
Musical Form
Musical Theater Style & Expression
Composing/ Arranging
Staging
Choreography/Movement
Performance Etiquette

Vision of A Learner Attributes

Think Critically and Creatively
Collaborate and Communicate Effectively
Demonstrate Empathy
Take Initiative
Persevere
Adapt and Adjust

Required Resources and Projected Financial Needs: *(Please list any resources that would be required to teach the course and their projected cost.)*

We would need the following textbooks:

Musical Theatre Song A Comprehensive Course in Selection, Preparation, and Presentation for the Modern Performer. 19.28, one teacher copy and 30 student copies. 578.40 (number of copies required will depend on projected enrollment)

The New Broadway Fake Book 645 Songs from 285 Shows 49.99, one teacher copy and five student copies, these would be shared and used to select music, but would only be used in the classroom. 299.94

The equipment is owned by the district already and no other costs would be projected for the new course.

Total start up cost is 878.34, one time purchase.



Regional School District 14 New Course Proposal

Course Title: Work Study Program
Grade Level(s): 11 and 12
Department: Elective
Faculty Member(s) Submitting Course Proposal: Mykal Kuslis, Nicole Lewis, Chris Maclean
<p>Course Description: <i>(Please include a brief description of the course, the graduation requirements the course would help students meet (STEM/Humanities), and whether it is a year long or semester long course.)</i></p> <p>The Work Study Program will allow students to receive elective credits for their time spent in a vocational setting. Students can earn up to 2 elective credits proportional to 400+ hours of work over their junior and/or senior years. Time spent in the work experience will be reviewed at the end of each semester, and credits awarded based on the amount of time spent working. Enrollment in this course will be very selective, and students will be expected to develop an updated resume to reflect their job experience and obtain a letter of recommendation from the work study placement supervisor in order to receive credit.</p>
<p>Rationale for Offering this New Course: <i>(Please include the anticipated impact on students, how it complements existing course offerings, and the identified educational need this course would address.)</i></p> <p>The Work Study Program provides select junior and senior students an opportunity to meet their academic requirements for graduation while gaining valuable work experience. Through this employment experience, students will build the knowledge, skills and self-confidence to be successful in higher education, the workplace, and all aspects of post-secondary life.</p>
<p>Prerequisites: <i>(Please list any prerequisite knowledge, skills, or coursework that must be completed in order for students to be prepared for the course.)</i></p> <p>Students need to be a junior or senior, and be in good academic standing. This course experience cannot be combined with a Supervised Agricultural Experience. Students will need administrator approval in order to enroll, and will be expected to maintain passing grades in all of their other classes. Continued participation on the course requires that the student not exceed 9 absences in any course per semester.</p>
<p>Long-Term Course Outcomes: <i>(Please list the projected long-term student outcomes as a result of students being enrolled in the course.)</i></p> <p>As a result of participating in the Work Study Program, students will have practical, authentic workplace experience in a field of interest and in support of their academic and vocational pursuits. These skills will help make students valuable and competitive in both post secondary and workplace settings.</p>

From the community-building perspective, Region 14 will enhance our relationship with local businesses and the Woodbury Chamber of Commerce.

Scope and Sequence: *(Please provide a bulleted overview of the course content to include anticipated units, skills students will develop, Vision of A Learner attributes that will be practiced/demonstrated, and any resources that have already been identified for use)*



This experience will help students develop and enhance their Vision of a Learner attributes.

- THINK CRITICALLY AND CREATIVELY - They evaluate an issue or problem and develop a solution or opinion using multi-disciplinary thinking, originality and imagination.
- COLLABORATE AND COMMUNICATE EFFECTIVELY - They find effective ways to work together and express, listen to, and exchange ideas and information in many forms.
- DEMONSTRATE EMPATHY - They understand and respect the ideas, beliefs, and values of others to foster an inclusive environment.
- TAKE INITIATIVE - They take ownership of learning by inquiring, setting goals, taking action, and consistently reflecting.
- PERSEVERE - They persist through challenges to achieve goals and build resilience.
- ADAPT AND ADJUST - They remain flexible and open to new ideas, and they adjust to new situations.

Required Resources and Projected Financial Needs: *(Please list any resources that would be required to teach the course and their projected cost.)*

There will be no financial investment required with this course. We have all the necessary structures in place. It will be the responsibility of the family and/or student to provide transportation to and from the experience.

LARGE ANIMAL SCIENCE CURRICULUM

 <p>The logo for Nonnewaug Agricultural Production features the word "NONNEWAUG" in large, bold, black capital letters at the top. Below it is a black silhouette of a barn with a white arched doorway. Inside the doorway are two white goats. To the right of the barn is a black silhouette of a cow standing behind a white fence. Below the entire graphic is the text "AGRICULTURAL PRODUCTION" in large, bold, black capital letters.</p>	 <p>The logo for Region 14 School District is a circular emblem. The top arc of the circle contains the text "REGION 14 SCHOOL DISTRICT" in blue capital letters. The bottom arc contains the text "VISION OF A LEARNER" in blue capital letters. The center of the emblem features a stylized blue graduation cap with three yellow rays emanating from it. Below the cap is an open book with a red flame-like shape rising from its pages.</p>
Grade Level(s): 10	Curriculum Author: Kathleen Gorman
<p>Course Description: Students will explore a wide variety of experiences related to the science, art, and practical methods of caring for, improving, and managing livestock, as well as concepts of food science and technology. Course topics will include livestock behavior, handling, and restraints; livestock business facility maintenance; and livestock products and processing. Students will be using the Nonnewaug High School Education Farm laboratory spaces to complete hands-on, skill-based laboratory experiences. Every student is required to maintain and document an approved supervised agriculture experience (SAE) project, as well as participate in FFA activities and event planning.</p>	

SEMESTER AT A GLANCE

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner “I Can” Statements
Livestock Husbandry	How can individuals work safely and efficiently while working with livestock production animals?	Productive livestock producers develop skills over time to become trusted and respected professionals.	TI4, TCC2, TCC4, CCE1, CCE3, CCE4, P3
Livestock Facility Design	How can animal producers raise animals in a way that balances production as well as economic, environmental, and societal needs?	Livestock producers must consider legal, economic, environmental, and societal needs when designing their livestock businesses.	TCC3, CCE2, CCE4, P4, AA1
Animal Products	What products and services do animals provide to society?	Animal products are the largest sector of the agriculture industry with a multitude of possible careers.	TI3, TCC4, CCE3, AA1, AA3

UNIT 1 - LIVESTOCK HUSBANDRY

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Agriculture, Food and Natural Resources Framework

AS.02.01.01.b Design programs that assure the welfare of animals and prevent abuse or mistreatment.

AS.02.01.02.b Analyze documented animal welfare procedures used to ensure safety and maintain low stress when moving and restraining animals.

AS.02.01.03.b Interpret domestic livestock and companion animal behaviors and outline safety procedures for working with those species.

AS.02.01.05.b Explain the importance of biosecurity in relation to domestic livestock and companion animals.

AS.02.02.01.b Utilize tools, technology, and equipment to perform animal husbandry and welfare tasks.

AS.05.02.01.b Analyze animal facilities to determine if standards have been met.

AS.06.01.01.b Explain how animals are classified using a taxonomic classification system.

AS.06.01.03.b Analyze the visual characteristics of an animal or animal product and select correct classification terminology when referring to companion and production animals.

AS.08.02.02.b Implement and evaluate the effectiveness of methods to ensure optimal environmental conditions for animals.

AFNR.NRS.03.03.01.b Apply cartographic skills, tools, and technologies (e.g., land surveys, geographic coordinate systems, etc.) to locate natural resources.

Common Core State Standards

CCSS.ELA-Literacy.W.9-10.9b Delineate and evaluate a text's argument and specific claims, assessing whether the reasoning is valid and the evidence is relevant and sufficient: identify false statements and fallacious reasoning.

Next Generation Science Standards

HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

HS.LS4-6 Create or revise a simulation to test a solution to mitigate the adverse impacts of human activity on biodiversity.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

TI: TAKE INITIATIVE

TI4: I can apply my strengths and anticipate challenges to reach my current and future goals.

TCC: THINK CRITICALLY AND CREATIVELY

TCC2: I can evaluate evidence from multiple perspectives and recognize its limitations and implications in order to justify new conclusions.

TCC4: I can integrate my learning to adapt to experiences in the classroom, career, and life.

CCE: COLLABORATE AND COMMUNICATE EFFECTIVELY

CCE1: I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively

listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.

CCE3: I can show initiative in prompting group discourse, fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.

CCE4: I can communicate and express my understanding in an authentic, respectful, and relevant way, using the most effective mode of expression.

P: PERSEVERE

P3: I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.


Understandings: Students will understand that...

- Livestock terminology is the universal language animal production professionals use to communicate their business stock and needs.
- Meeting the needs of livestock species requires attention to detail to meet animal health and wellness standards.
- The design of a livestock production facility determines the ease of maintenance and quality of care.
- Animal restraints must be applied while considering animal and handler safety.

Essential Questions:

- How can understanding Latin Names, adjectives, and gender terminology be valuable in the agriculture production industry?
- What animal health and wellness requirements need to be met to care for animals meeting animal welfare standards?
- How can a livestock facility be designed to have ease of maintenance for livestock producers to increase animal's quality of care?
- How dangerous is working with livestock animals, and what can you do to reduce the risks to ourselves and others?
- How does the type of animal determine what type of restraint is needed?

<p>Students will know...</p> <ul style="list-style-type: none"> • Industry terminology for common livestock species. • The animal welfare requirements of livestock animals. • Industry tools utilized in livestock facilities to meet animal welfare requirements. • Facility design characteristics utilized in livestock facilities to meet animal welfare requirements. • The story of the Wilodrado FFA Chapter and their students' groundbreaking work in the first student-led cattle company in the United States. • Animal behavior identifying markers. • Safety risks associated with working with livestock. • Common knots used to complete tasks when working with livestock animals. • The ideal methods to restrain livestock animals including, but not limited to: poultry, cattle, camelids, sheep, goats, and swine. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Match Latin and English terms common to livestock animal species. • Meet the needs of livestock species by demonstrating animal care techniques - pen cleaning, feeding, and water. • Create a map identifying essential facility design characteristics and tools by applying mapping essentials such as scale, legends, and a north indicator. • Write a reflection sharing their future goals for their career and how their time as a Woodbury FFA member can be an asset to that future. • Create a public safety announcement informing the public of safety risks associated with working with livestock animals. • Demonstrate common knots used to work with livestock animals. • Perform animal restraints safely and effectively on poultry, cattle, small ruminants, and swine.
<p>Key Vocabulary: aggression, animal communication, behavior cues, biohazards, blind spot, bowline knot, clove hitch, double half hitch knot, flight zone, livestock senses, livestock species gender terminology, livestock species Latin name terminology, mechanoreception, overcrowding, point of balance, quick release knot, restraints, square knot, temperament, the five freedoms, visual fields</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks: <i>Summative:</i> Demonstration of animal restraints on poultry, cattle, small ruminants and swine. TCC4</p>	<p>Other Evidence: <i>Interim:</i> Design of a map depicting the Nonnewaug High School Education Farm, including essential features of a map - scale, legends, and a north indicator. CCE3</p> <p><i>Interim:</i> Complete an interim (quiz) assessment on Livestock Terminology</p> <p><i>Classwork:</i> Creation of a video project for a public service announcement to inform the public about safety when working with livestock animals. CCE4</p> <p><i>Classwork:</i> Demonstrate knot-tying skills that are performed on a</p>

	livestock facility. P3
Learning Plan	
<ul style="list-style-type: none"> • Demonstrate animal restraints on the following species: poultry, cattle, small ruminants, and swine. TCC4 • Review industry standard terminology of the livestock industry. CCE1 • Present a public service announcement to peers or the community about youth safety in the livestock industry. CCE4 	
Teacher Resources:  WILDORADO (2019) – an I Am Angus Documentary (HD) Teacher Created Resources	

UNIT 2 - LIVESTOCK FACILITY DESIGN

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Agriculture, Food and Natural Resources Framework

AS.01.02.01.b Analyze the impact of animal production methods on end product quantities (e.g., price, sustainability, marketing, labeling, animal welfare, etc.).

AS.01.03.02.b Analyze sustainable animal agriculture practices' local and global impact on human-environmental systems.

AS.02.01.b Utilize tools, technology, and equipment to perform animal husbandry and welfare tasks.

AS.05.01.c Design an animal facility focusing on animal requirements, economic efficiency, sustainability, safety, and ease of handling.

AS.05.02.c Select, use, and evaluate equipment, technology, and handling procedures to enhance sustainability and production efficiency.

AS.05.02.01.b Analyze animal facilities to determine if standards have been met.

Common Core State Standards

CCSS.ELA-LITERACY.W.9-10.9b Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and evidence is relevant and sufficient; identify false statements and fallacious reasoning").

CCSS.ELA-LITERACY.RI.9-10.1 Cite textual evidence to support analysis of explicitly what the text says and inferences drawn from the text.

Next Generation Science Standards

HS-ETS1-1 Analyze a major global challenge to specific qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

HS-ETS1-2 Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

TCC: THINK CRITICALLY AND CREATIVELY

TCC3: I can integrate relevant information to produce multiple valid solutions.

CCE: COLLABORATE AND COMMUNICATE EFFECTIVELY

CCE2: I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.

CCE4: I can communicate and express my understanding in an authentic, respectful, and relevant way, using the most effective mode of expression.

P: PERSEVERE

P4: I can take on challenges and continuously engage in my own long-term strategies to overcome them to demonstrate through

personal experience that failures are more instructive than discouraging.

AA: ADAPT AND ADJUST

AA1: I can evaluate different approaches and justify the best pathway to success.

Understandings: Students will understand that...

- Livestock facilities are legally obligated to meet animal quality of care standards but are restricted by the available space and finances.
- Agricultural production is deeply rooted in American culture and tradition.
- Within each livestock species, specific breeds have been developed to meet the needs of humans more effectively.
- The essential needs of animals are under the obligation of the livestock producer to provide.
- Farm layout decisions affect operational efficiency.
- Agricultural engineers assist producers in designing livestock handling areas using the research from Dr. Temple Grandin.
- Land management is crucial to the success of a farm business and the well-being of the environment.
- The increasing costs of production, with a lack of corresponding increase in revenue in the livestock production industry.

Essential Questions:

- How can a facility be designed to meet animal welfare needs while maintaining finances and space limitations?
- Who are the individuals behind our food supply?
- What are common large animal species and breeds?
- How can producers provide for the essential needs of animals while still raising them for production purposes?
- How do farm managers and producers utilize topography, natural resources, and space to create an efficient farm?
- How has Dr. Temple Grandin's work altered the way in which agricultural engineers and producers create livestock management facilities?
- How does land management affect the larger life cycle of the animal industry?
- Do the majority of farmers make a profit each year?

Students will know...

- The legal requirements of livestock animal production facilities.
- The priorities and concerns of the modern agricultural producer.
- Common breeds and species in the United States livestock animal industry.
- The essential needs of livestock animals.
- Methods to provide the essential needs of livestock animals.
- Concepts of indirect measurement.
- Common land management best practices such as rotational grazing.
- The definitions of income and expense.
- Facility design components that modern agricultural producers apply to ensure animal and human welfare.

Students will be able to...

- Plan the animal welfare tools and facilities that would need to be purchased to start a livestock production business.
- Interpret demographic data about cattle ranchers.
- Create a mission statement for a livestock production business.
- Match animal characteristics and descriptions to the name of the breed.
- Use property maps to create a scale and draw an example livestock production facility map.
- Apply concepts of flight zones to design a corral system that uses the research of Dr. Temple Grandin.
- Use a pasture map to select land and define grazing plots.
- Modify an income statement to calculate profit margins.
- Create a business proposal portfolio of a livestock agricultural business that includes a business profile, description of proposed breeds, expense planner, blueprint design, location

	<p>analysis, and a physical scale model.</p> <ul style="list-style-type: none"> • Present a business proposal to peers in a mock bank loan request of a board of managers.
<p>Key Vocabulary: animal rights, animal welfare, breed, business loan, business profile, culture, demographic, engineering process, economic requirements, environmental needs, ethics, expense, gross revenue, income, income statement, mission statement, native grasses, net income, overgraze, personal loan, revenue, rotational grazing, societal needs, specie, stocking density, sustainability, sustainable agriculture, total operating expenses, ventilation</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks: <i>Summative:</i> Presentation of student's livestock production business - business portfolio and diorama - to peers. CCE4</p>	<p>Other Evidence: <i>Classwork:</i> Participation during in-person and virtual farm tours to investigate animal business profiles. CCE2</p> <p><i>Classwork:</i> Group assignment to design an animal chute system using the engineering process and students' knowledge of animal behavior. TCC3</p> <p><i>Summative:</i> Creation of a business portfolio including a business profile, description of proposed breeds, expense planner, blueprint design, and location analysis. P4</p>
<p style="text-align: center;">Learning Plan</p>	
<ul style="list-style-type: none"> • Students attend a minimum of one livestock industry field trip at a local business. CCE2 • Students will complete a livestock business project to design their own livestock facility meeting best management practices while considering financial, environmental and social restrictions. AA1 	
<p>Teacher Resources: Teacher Created Resources</p>	

UNIT 3 | ANIMAL PRODUCTS

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Connecticut Agriculture, Food and Natural Resources Framework

FPP.01.02.01.b Outline procedures to eliminate possible contamination hazards associated with food products and processing.

FPP.02.03.01.b Examine, interpret, and explain the meaning of required components on a food label.

FPP.03.02.02.b Outline appropriate methods and prepare foods for sale and distribution for different markets.

FPP.04.02.03.b Evaluate desirable and undesirable outcomes of emerging technologies used in the food products and processing systems.

FPP.04.03.01.b Assess and summarize the application of industry standards in the food products and processing industry.

Common Core State Standards

CCSS.ELA-LITERACY.W.9-10.9b Apply grades 9-10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

CCSS.ELA-Literacy.W.9-10.9b Delineate and evaluate a text's argument and specific claims, assessing whether the reasoning is valid and the evidence is relevant and sufficient: identify false statements and fallacious reasoning.

Vision of A Learner Attributes: Students will be able to independently use their learning to...

TI: TAKE INITIATIVE

TI3: I can formulate and investigate probing questions to further my learning.

TCC: THINK CRITICALLY AND CREATIVELY

TCC4: I can integrate my learning to adapt to the experiences in the classroom, career, and life.

CCE: COLLABORATE AND COMMUNICATE EFFECTIVELY

CCE3: I can show initiative in prompting group discourse, fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.

AA: ADAPT AND ADJUST

AA1: I can evaluate different approaches and justify the best pathway to success.

AA3: I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.

Understandings: Students will understand that...

- Food safety is the responsibility of many individuals in the food industry.
- There are a variety of properties that fat provides in milk.
- Labeling and marketing in the agriculture industry is a professional skill.

Essential Questions:

- What are the essential food safety rules to prevent foodborne illness?
- Why does raw milk need to be processed prior to consumption?
- What types of products can be made from milk?
- What are the characteristics that define a cheese?

<ul style="list-style-type: none"> • Cheesemaking is a science, art, and craft that requires specifically honed skills dependent on the specialty cheese being created. • The characteristics of a fiber are determined by the type of fiber used and the weave or knitting technique used. • Meat is the muscle tissue of animals. • The poultry industry is the primary source of animal protein in the United States. • Determining the qualities sought by consumers in products allows professionals to identify high-quality products. • Safety procedures must be followed to protect the quality and efficacy of a consumer product. 	<ul style="list-style-type: none"> • How are the properties of fibers different from each other? • How can the characteristics of a fiber determine its uses in the textile industry? • How can areas depend on a specific industry but still be forgotten by most consumers? • Why do we need regulations for processing and labeling meat products in the United States? • Why are grading and evaluation of products important to the poultry industry? • How can knowledge of the quality indicators of further processed poultry products be used to select high-quality products? • How can meat be processed to protect food safety?
<p>Students will know...</p> <ul style="list-style-type: none"> • Types of foodborne illness, their prevention, and the people and organizations that are involved in food safety. • The lactation process. • How fluid milk is processed for consumption. • The types of available dairy products and the method by which they are processed. • The steps to create mozzarella cheese. • The types and sources of different fibers. • The difference between natural and synthetic fibers. • The steps to animal processing and procedures developed to ensure a wholesome product for consumers. • The primal and retail cuts of livestock species. • The grading components applied to poultry products. • The grading specifications used to determine the quality of further processed poultry products. • The steps to safely prepare sausage. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Inoculate petri dish samples to properly grow bacterial cultures. • Analyze reactions in fluid dairy product samples to determine milk fat content in each sample. • Analyze dairy product labels to identify marketing strategies applied. • Follow a recipe to process milk in order to create mozzarella cheese. • Analyze clothing labels to identify fibers and other consumer information. • Perform scientific analysis to evaluate the differences between natural and synthetic fibers. • Identify the required elements of a meat package label. • Grade eggs using the USDA quality standards. • Organize, write, and present a set of oral reasons. • Prepare sausage using meat processing equipment.
<p>Key Vocabulary: agar plate, air cell, albumen, alveoli, bacterial colony, beef, broilers, bulk tank, butterfat, by-products, candling, chalaza, chevon, colostrum, contamination, curds, Dairy Class I, Dairy Class II, Dairy Class III, Dairy Class IV, dehide, dry eggs, evisceration, exsanguination, fiber, foodborne illness, food safety, Food Safety and Inspection Service (FSIS), germinal disc/blastoderm, gland cistern, homogenization, hot carcass weight, Humane Slaughter Act, inoculate, lactation, layers, liquid eggs, marbling, microorganism, mutton, oxytocin, parasite, pasteurization, pathogen, pork, poultry, primal, quarters, rennet, retail cuts, slaughter, stunning, table eggs, teat, textile, udder, virus, warp, weft, whey, yolk</p>	

Assessment Evidence

Performance Tasks:

Classwork: Process milk into mozzarella cheese. **AA3**

Classwork: Process meat into sausage. **AA1**

Interim: Utilize the USDA and National FFA standards to evaluate and grade further processed poultry and present those reasons orally to peers. **CCE3**

Other Evidence:

Classwork: Conduct an experiment to determine the fat content of milk samples. **TI3**

Interim: Complete an interim (quiz) assessment on Dairy Products.

Learning Plan

- Students will identify food safety procedures to apply in the food laboratory setting. **AA1**
- Students will investigate the United States dairy industry. **TCC4**
- Students will evaluate the quality of different milk products. **TCC4**
- Students will learn the primary cuts of beef and poultry. **TCC4**
- Students will evaluate the quality of poultry products - meat and eggs. **TI3**

Teacher Resources:

Teacher Created Resources

DRAFT 2024/2025 REGIONAL SCHOOL DISTRICT 14 CALENDAR

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

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

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

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

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

January 2025						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
					(21)	(21)

February 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	
					(18)	(18)

March 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31				(21)	(20)

April 2025						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
					(17)	(17)

May 2025						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
					(21)	(21)

June 2025						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
					(8)	(8)

- Early Dismissal Times: NHS and WMS 11:55 am; MES and BES 12:55 pm
- Professional Learning/Early Dismissal Wednesdays: NHS/WMS 1:35 pm; MES/BES 2:35 pm
- School Year includes **182 student days** and **186 faculty days**
- *The Last day of school and high school finals schedule is dependent upon cancellations due to weather or other emergencies*

Board Approved xx/xx/xxxx

Date	Event/Holiday
August 21 and 22	New Teacher Orientation
August 26	Convocation/Teacher Prof. Develop.
August 27	Teacher Professional Development
August 28	First day of School
September 2	Labor Day – Schools Not In Session
September 19	NHS Open House
September 26	BES/MES Open House
October 3	WMS Open House
October 14	Columbus Day – Schools Not In Session
November 5	Teachers' Professional Learning Day - Schools Not In Session
November 11	Veteran's Day Observed – Schools Not in Session
November 19	Planned Early Dismissal for BES/MES (Parent/Teacher Conferences)
November 21	Planned Early Dismissal for BES/MES (Parent/Teacher Conferences)
November 22	Planned Early Dismissal for BES/MES (Parent/Teacher Conferences)
November 27	Early Dismissal
November 28-29	Thanksgiving – Schools Not In Session
December 9	Planned Early Dismissal for WMS (Parent/Teacher Conferences)
December 10	Planned Early Dismissal for WMS (Parent/Teacher Conferences)
December 12	Planned Early Dismissal for WMS (Parent/Teacher Conferences)
December 20	Early Dismissal
December 23 – January 1	Winter Break – Schools Not In Session
January 17	Early Dismissal – Teacher Prof Lrng.
January 20	Martin Luther King, Jr. Day – Schools Closed
February 11	Planned Early Dismissal for BES/MES (Parent/Teacher Conferences)
February 13	Planned Early Dismissal for BES/MES (Parent/Teacher Conferences)
February 14	Planned Early Dismissal for BES/MES (Parent/Teacher Conferences)
February 17 - 18	Presidents' Day/February Break – Schools Not In Session
March 21	Teachers' Professional Learning Day - Schools Not In Session
April 14 – 18	April Break – Schools Not In Session
May 23	Early Dismissal – Teacher Prof Lrng.
May 26	Memorial Day – Schools Not In Session
June 11, 2025	Last Day of School* EARLY DISMISSAL



2024-2025 SPECIAL OBSERVANCE DAYS

Faculty will make appropriate accommodations for students who commemorate these and other special observance days.

(Begins eve of July 6 th) July 7, 2024 – August 5, 2024	Muharram (Islamic New Year)
(Begins eve of July 16 th) July 17, 2024	Ashura (Islamic)
August 19, 2024	Raksha Bandhan (Hindu)
August 26, 2024	Krishna Janmashtami (Hindu)
(Begins eve of October 2 nd) October 3, 2024 – October 4, 2024	Rosh Hashanah (Jewish)
October 3, 2024 – October 12, 2024	Navaratri (Hindu)
(Begins eve of October 11 th) October 12, 2024	Yom Kippur (Jewish)
(Begins eve of October 16 th) October 17, 2024 – October 23, 2024	Sukkot (Jewish)
November 1, 2024	Diwali (Hindu)
December 25, 2024	Christmas (Christian)
(Begins eve of December 25 th) December 26, 2024 – January 2, 2025	Hanukkah (Jewish)
December 26, 2024 – January 1, 2025	Kwanzaa (African American)
January 6, 2025	Epiphany/Three Kings Day (Christian)
January 7, 2025	Orthodox Christmas
January 29, 2025	Chinese New Year
(Begins eve of February 28 th) March 1, 2025 – March 30, 2025	Ramadan (Islamic)
March 5, 2025	Ash Wednesday (Christian)
(Begins eve of March 13 th) March 14, 2025	Purim (Jewish)
March 14, 2025	Holi (Hindu)
(Begins eve of March 30 th) March 31, 2025	Eid al-Fitr (Islamic)
(Begins eve of April 12 th) April 13, 2025 – April 20, 2025	Passover (Jewish)
April 20, 2025	Easter (Christian)
April 20, 2025	Orthodox Easter
(Begins eve of June 6 th) June 7, 2025	Eid al-Adha (Islamic)
June 19, 2025	Juneteenth

FIELD TRIP REQUEST FORM

Revised 10/11/2023

Procedural Guidelines: Field trips are covered under Board policy 6153. Field trips should support course or club curriculum. The following parameters will be applied to all field trips:

- Three weeks prior to the field trip (or six weeks prior to an out of state overnight trip) submit this field trip request form with a curriculum justification statement and a proposed roster of students.
- Upon approval of the trip, formalize all arrangements for transportation and other costs.
- Ensure that all students and parents complete and sign the permission form.
- Provide alternative plans for students who are not attending the field trip.
- Submit a final roster of participating students to all faculty and administrators at least 7 calendar days prior to trip. The list cannot be changed after this point. (There are no refunds after this point.)
- Blackout dates apply including: first week of each semester, last week of each quarter, week before, during and after Smarter Balance; exam week; last week of April; the month of June. SAT & PSAT (see your school administrator for more information).
- On the morning of the trip, submit the final roster and a copy of every permission form to the attendance secretary.
- Keep the original permission forms in your possession throughout the trip.
- Students will be allowed to take 5 field trip days per marking period/ 12 trip days per year. It is both the student's and the sponsoring teacher's responsibility to know this. The main office will publish a field trip attendance report upon request.

RECEIVED

DEC 01 2023

Field Trip Request Form

Date of Request: <u>12/1/23</u>	Title and Destination of Trip: <u>Yellowstone + Grand Teton National Park</u>	Date of Trip: <u>April 5-20, 2024</u>
Sponsoring Department: <u>Ag</u>	Person in Charge: <u>Jeddi</u>	Is this an overnight trip? YES <u>X</u> No <u> </u>
Number of Students: <u>12</u> Number of Busses: <u>0</u>	Number of Chaperones: <u>2</u>	Names: <u>L. Kostka</u>
Type of Trip: Educational <input checked="" type="checkbox"/> Recreational <input checked="" type="checkbox"/>	Time of Departure: <u>8am flight</u> Time to Arrive: <u>2pm</u>	Time of Expected Return: <u>8pm return</u>
Mode of Transportation: <u>Plane, van</u>	Cost of Transportation: <u>~ 650 p/p</u>	Cost of Food: <u>~ 35/day p/p</u>
Cost of Lodging: <u>~ 180 p/p</u>	Other Costs: <u>~ 125 - fees + entrance</u>	Other Costs: <u>possible ranger program 35 p/p</u> <u>possible horseback - 120 p/p</u>
Total Cost of Trip: <u>~ 13,000</u>	Source of Revenue: <u>Fundraising, student paid</u>	Student Cost: <u>~ 900 + dinners</u>

Cost Checklist:

8900 Transportation

250 + open dinner Food

2870 Lodging

915 Other

\$ 13,000 Total

Checklist:

 Yes X No Cafeteria Notified

 Yes X No Substitute Arranged

 Yes X No Master Calendar Notated

 Yes X No Plans Made for Non-Attendees

X Yes No Tracphones needed 1 # of phones

Signature of Person in Charge of the Field Trip: Jennifer Date of Signature: 12/1/2023

FIELD TRIP APPROVAL PROCESS

	Approved	Not Approved	Date
Department Chair	<i>JK</i>		12/1/23
Principal	<i>MC</i>		12/1/23
Superintendent	<i>Bm</i>		12/4/23
Board of Education (For overnight, out-of-state trips)			

~~IN-STATE DAY TRIPS
OUT-OF-STATE DAY TRIPS
IN-STATE OVERNIGHT TRIPS~~

~~_____
Approved by Principal~~

~~_____
Approved by Superintendent~~

OUT-OF-STATE OVERNIGHT TRIPS

Approved by Principal

JK

Approved by Superintendent

Approved by Board of Education

USE OF ALL STAR TRANSPORTATION

When the field trip is approved, the main office secretary will fax this form to All Star Transportation at (203) 263-0841.

Date of Trip: _____ Destination: _____

Departure Time: _____ Time to arrive at event: _____ Time to leave event: _____ Return Time: _____

Number of Students and Chaperones: _____ Number of Busses needed: _____

Secretary's Signature: _____

TEACHER IN CHARGE MUST EMAIL PAM.NEWTON@ALL-STARTRANSPORTATION.COM, SHE WILL THEN RESPOND WITH A PRICE QUOTE AND ESTIMATED TIME AND MILEAGE OF EACH TRIP. ALSO, WHEN A FIELD TRIP IS CANCELED, THE PERSON IN CHARGE OF THE TRIP MUST NOTIFY THE TRANSPORTATION COMPANY.

Field Trin Permission Form Parent

Dear Parent or Guardian: A field trip has been planned involving your child. If you approve of your child's participation, please complete the following information.

Field Trip date: Apr 15-20, 2024

Destination: Yellowstone + Grand Teton national park

Mode of Transportation: Airplane / Van

Cost to Student: ~900 + dinners

Departure Time: 8am flight JFK

Return Time: 8pm return to JFK

Overnight: Yes ☒ No ☐ (If yes, roommates will be assigned; students' requests will be considered.)

My child, _____, has my permission to go on the described field trip. I give my permission for emergency medical care if the need should arise. The trip sponsor should know about the following medical conditions (if applicable):

Here is the emergency contact and any other additional medical information that may assist in caring for my child:

I understand that field trip arrangements are based on the number of students who choose to participate. Students may receive a refund if they cancel their reservations eight or more days before the field trip date. Refunds cannot be given after that time.

Parent Signature: _____ Date: _____

Field Trin Permission Form Student

I understand that I am responsible for obtaining permission from teachers to attend this field trip. I am responsible for all work missed during this activity, making prior arrangements for missed tests and quizzes, obtaining class notes, and completing missed homework. I also understand that I am responsible to follow the rules established by the school and the organization hosting the field trip.

Student's Signature: _____ Date: _____

Principal's Signature: _____

Costs: 12 students, 2 chaperones- Price calculated with 4 boys, 8 girls, 2 chaperones in one room so 4 hotel rooms total. If more students sign up the price will go up. I will have to cap based on availability of flight tickets, etc.

Item	Info	Price	Price extended for group
Flight	JFK 4/15 8am, 4/20 8am	~\$500 p/p	7,000
15 passenger van	Avis, Unlimited miles	\$1,500 (107 p/p)	1,500
Car for bags, driven by chaperone	Avis, Unlimited miles	\$400 (28.50 p/p)	400
America the Beautiful Pass	Admission to Teton and Yellowstone	\$80 (6 p/p)	80
Hotel Jackson Hole	Mountain Modern Inn, has breakfast	\$150 per room x 2 nights (4 rooms)	1,200
Hotel Yellowstone West Entrance	Gray Wolf Inn, has breakfast	\$140 per room x 2 nights (4 rooms)	1,120
Hotel Salt Lake City	Hampton Inn and Suites Salt Lake City Airport, has breakfast	\$130 per room x 1 night (4 rooms)	520
Grocery Trip	Park lunches, snacks, bear spray, whistles	\$250	250
Teton Raptor Center	Programming	\$35 p/p	490
Grizzly and Wolf Discovery Center	Programming and Giant Screen Movie	\$12.50 p/p	175
Yellowstone Wildlife Sanctuary	Private Tour	\$250 for group	250
		Total for trip (above)	12,985
		Total per Student	About \$900 per student
Ranger led programming	Trying to arrange	\$500	500
Horseback Riding	2 hr. Trying to find outfitter in off season	\$120 p/p	1,680

If I am able to get ranger led programming and/or trail ride, will remove another programming option above

Students pay for dinners on own

Monday 4/15/24

Arrive at JFK Airport ~ 4:30AM- Parents drive or carpool

Fly out of JFK, layover, Arrive at Salt Lake City in afternoon, lunch at airport

Pick up rental van and car

Jedd drive van, parent drive car with bags

Drive to Teton National Park~4.5 hours

Jackson Town Square Antler Arch and Dinner Downtown

Grocery Shopping for week for lunches in park

Hotel: Mountain Modern, Antler Inn (\$125/2 nights with breakfast)

Tuesday 4/16/24

Breakfast at hotel

Jackson Hole & Greater Yellowstone Visitor Center/Teton Ranger Activity (Free, 9-5)

National Elk Refuge (9-5, Free)- Jackson National Fish Hatchery 10-4pm, drive refuge road and look for bighorn sheep on Miller Butte

Teton Raptor Center

Wildlife viewing- Scenic drive through Teton

Overnight at Teton

Hotel: Mountain Modern, Antler Inn (\$125/2 nights with breakfast)

Wednesday 4/17/24

Breakfast at hotel, Check out of hotel and drive to Yellowstone

Morning- Hayden Valley wildlife viewing

Yellowstone- Drive to Old Faithful found in the Upper Geyser Basin along with stops at Hayden Valley, Midway geyser basin, Hike to fairy falls, Mud Volcano Boardwalk, Yellowstone Lake and Fisher Bridge Visitor Center, and West Thumb Geyser Basin, Grand Prismatic Spring and Grand Prismatic Overlook Trail/Grand Prismatic Spring, Fountain paint pot trail

Evening wildlife viewing- Tower-Roosevelt area and Yellowstone's Northern Range

Hotel: Gray Wolf Inn \$119/night w/breakfast

Thursday 4/18/24

Yellowstone- Lamar Valley 6am

Hikes in Lamar Valley- Trout Lake, Slough Creek Hike, Yellowstone Picnic Area Hike

Tower Fall

Dunraven Pass

Mount Washburn Trail

Grand Canyon of Yellowstone- Artist Point, Inspiration Point, Brink of the Upper Falls Trail

Grizzly and Wolf Discovery Center- tour and big screen movie

Hotel: Gray Wolf Inn \$119/night w/breakfast

Friday 4/19/24

Yellowstone

North entrance Arch

Albright Visitor Center

Mammoth Hot Springs- Walk upper and lower terraces, hike near mammoth- The Bunsen Peak Trail is a 4.6-mile hike where you climb to a peak for great views of north Yellowstone. The Beaver Ponds Loop Trail is an easy 5-mile hike with a good chance to spot wildlife
Beartooth highway

Yellowstone Wildlife Sanctuary

Drive back to Salt Lake City and stay overnight

Hotel: Hampton Inn and Suites Salt Lake City Airport (Free Breakfast, \$115/night)

Saturday 4/20/24

Arrive at airport at 6AM

Return rental vehicles

Depart 8am and arrive at JFK for pickup at 5:30pm

Trip Justification

Create a more worldly student who gets outside of Connecticut and has new experiences

Provide an educational agricultural based trip

Content areas addressed: Animal Science, Natural Resources, Plant Science

Encourage physical activity and fitness

Learn about ecosystems in other parts of the country

Learn how the environment and agriculture work together

Learn how the national park system works and how it is beneficial to all Americans

Learn how climate change is impacting wildlife populations

Yellowstone is home to more than half of the world's geysers

We will see two National Parks in this trip

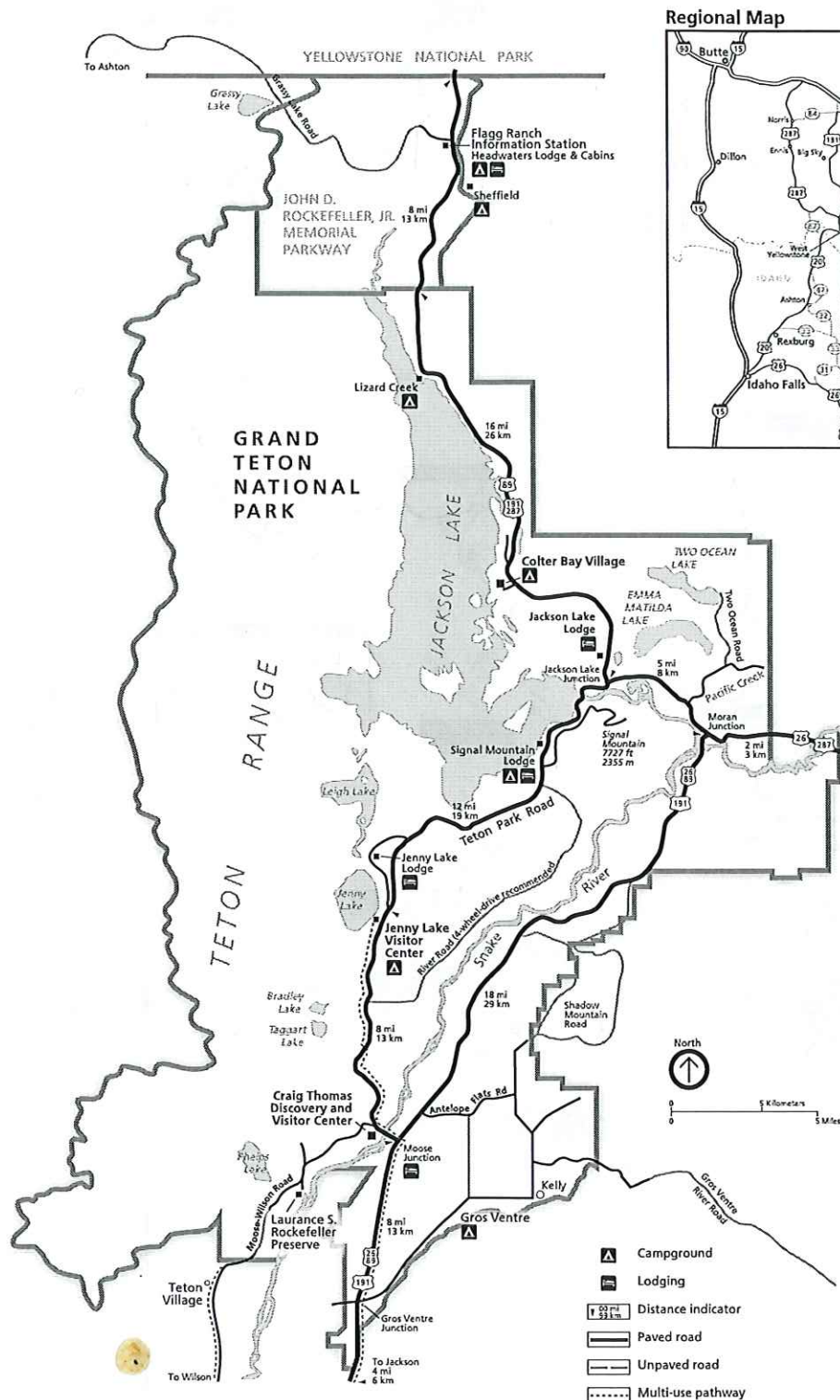
Observe wildlife in their natural habitat most active time of year- spring

Practice responsible wildlife viewership

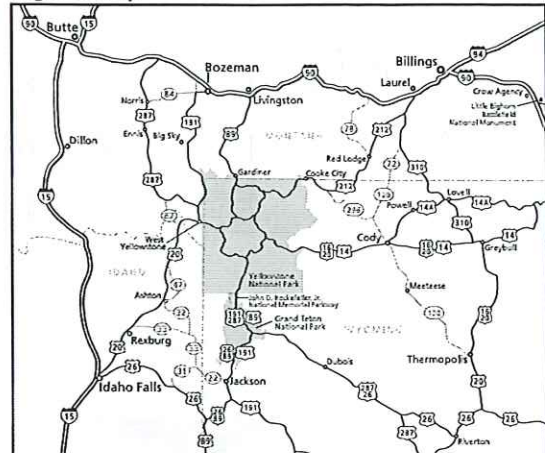
Having a large trip like this every year is a recruitment tool

Grand Teton National Park

www.nps.gov/grte



Regional Map



Visit Yellowstone's Website
www.nps.gov/yell

Download the Free
National Park Service App

Follow @YellowstoneNPS



Yellowstone National Park
PO Box 168, Yellowstone, WY 82190
Park Info 307-344-7381
TDD 307-344-2386

Yellowstone National Park Lodges
Lodging, activities 307-344-7311
TDD 307-344-5395

Keep your distance. Stay at least 100 yards (91 m) from bears and wolves. A distance of 25 yards (23 m) is required from elk, bison, and other animals. Regardless of distance, if any wild animal changes its behavior due to your presence, you are too close.

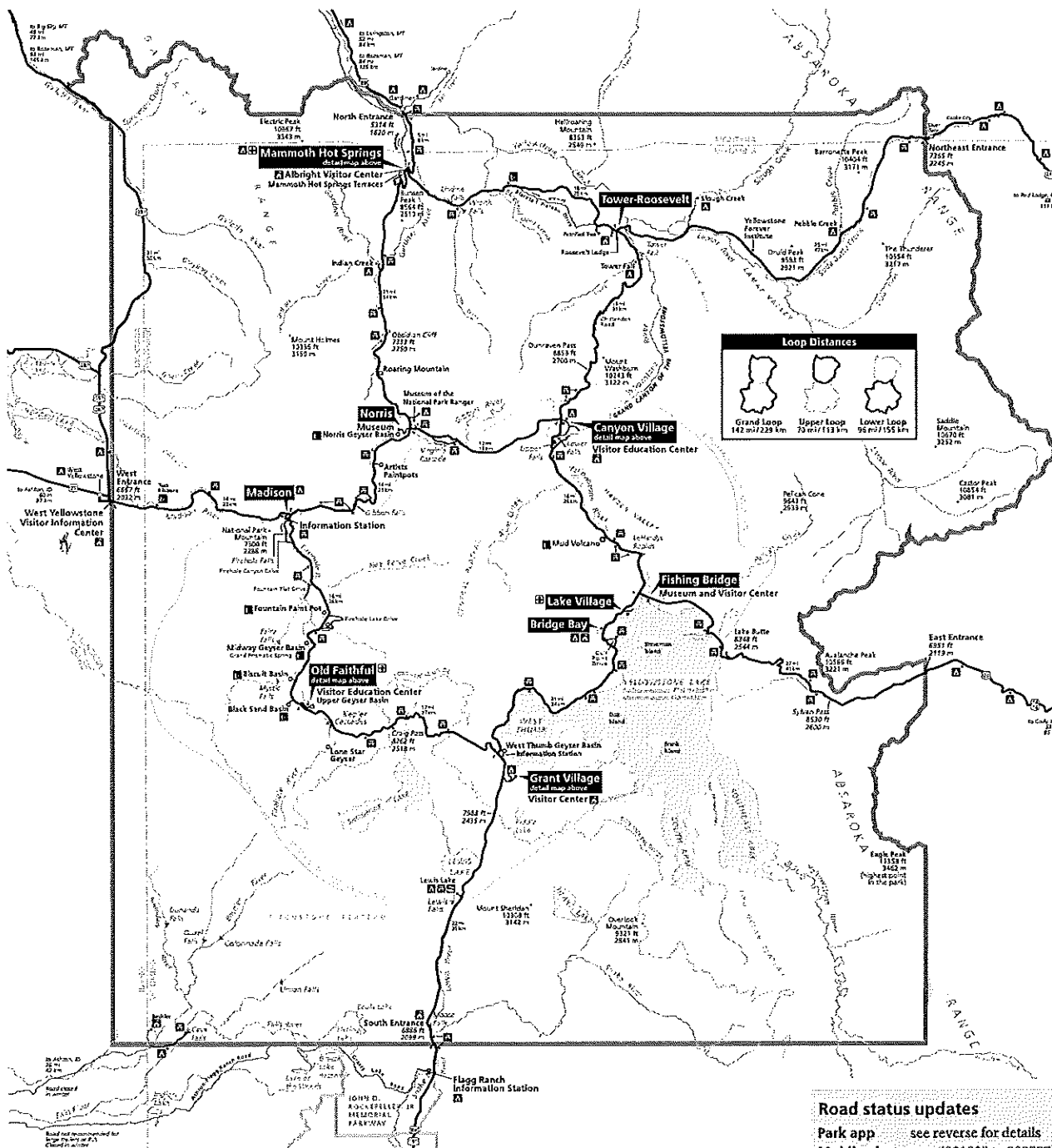
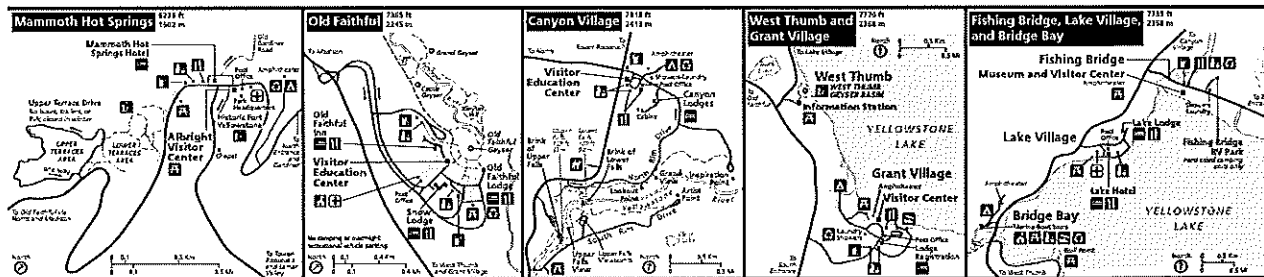
Be bear aware. Hike in groups of three or more. In areas of low visibility, make noise to avoid surprise encounters. Do not run from a bear under any circumstance. Carry bear spray and know how to use it safely.

Watch from pullouts. If you see wildlife while driving, do not stop in the road. Regardless of what others may do, keep moving to the next established pullout, park, and watch from a safe distance.

Give wildlife a break. More than 100 large animals are killed on park roads each year. Unless posted slower, top speed here is 45 mph (72 kph).

Yellowstone National Park

www.nps.gov/yell



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|--------------------|-------------|---------------------|----------------------|--------------------|
| Medical Clinic | Gas Station | Recycling | Hydrothermal feature | One-way road |
| Backcountry Office | Store | Self-guiding trails | Walking trail | Distance indicator |
| Lodging | Campground | Trail rides | Boardwalk | |
| Food Service | Picnic Area | | | |

Road status updates

Park app see reverse for details
 Mobile alert text "82190" to 888777
 Hotline 307-344-2117
 Online go.nps.gov/yellroads

Do not use this map for hiking or winter trip planning. Most roads are closed to wheeled vehicles November–April. Most facilities are open May–September.