



Board of Education

5 Minortown Road ~ Woodbury, CT 06798

www.ctreg14.org

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

Board of Education Goals:

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

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

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

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

A G E N D A

Regular Meeting of the Region 14 Board of Education

Monday, February 26, 2024; 6:00 p.m.

Bethlehem Elementary School

Library Media Center

- I. Call to Order.....James Crocker
- II. Pledge of Allegiance.....James Crocker
- III. Introductions.....James Crocker
- IV. Approval of Minutes (Action Anticipated).....James Crocker
 - A. Regular Meeting, Monday, February 5, 2024
- V. Superintendent's Report.....Brian Murphy
 - A. Student Representative Update
 - B. Student Award Recognition
 - C. Department Development Plans: Dr. Taryn Fernandez, Director of Teaching and Learning and Ms. Dina Ericson, Director of Student Services

VI. Committee Reports

A. Finance Committee Update

1. RFP/Health Insurance (Action Anticipated)

B. Policy Committee

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

1. Policy 6141.323 Internet Safety Policy/Filtering (regulation also included)
2. Policy 6172.1 Gifted and Talented Students

C. Safe Schools 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

X. New Business

- A. World Language Field Trip to Quebec, Canada; May 3-5, 2024 (Action Anticipated)

XI. Other Business

XII. Adjournment



Minutes
Regular Meeting of the Region 14 Board of Education
Monday, February 5, 2024; 6:00 p.m.
Mitchell Elementary School
Flanders Room

Present:

Jim Crocker, Chairman
Chris Matta
Tikva Rose
Carol Ann Brown
Michael Carbonneau
Caren Lipinski

Absent:

Chris Griffin
Alice Jones

Also Present:

Brian Murphy, Superintendent
Tina Tanguay, Director of Finance and Operations
Taryn Fernandez, Director of Student Learning

I. Call to Order

Jim Crocker called the meeting to order at 6:01 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.

A moment of silence was held in memory of staff member Theresa Basile.

III. Approval of Minutes

A. Special Meeting, Friday, January 5, 2024

A motion was made by Chris Matta and seconded by Tikva Rose to accept/approve the minutes with the following amendment:

To note Board Member Tikva Rose as absent only

Tikva Rose abstained, none opposed, motion carried.

B. Special Meeting, Monday, January 22, 2024

A motion was made by Michael Carbonneau and seconded by Tikva Rose to accept/approve the minutes as presented, Tikva Rose abstained, none opposed, motion carried.

IV. Superintendent's Report

A. Personnel Update

A periodic update of new hires was offered by Superintendent Murphy, with the majority employed as paraprofessionals. Mr. Murphy extended a welcome to all. Of note, one paraprofessional position remains unfilled.

B. Teacher Exit Interview Process

A new law was passed by the State Legislature last year regarding exit interviews for certified staff which will require the Board of Education to develop an exit survey. The survey will be completed by any certified professional educator, who voluntarily ceases employment with the school district. The state has provided guidance on which questions were required. Dr. Fernandez has developed a survey in Google Forms, which will be used as one piece of the exit interview process.

C. New Kindergarten Registration Process

The Board recently adopted Policy 5112, which addresses the minimum age of admission to kindergarten. Two informational sessions were recently held, one at each of the elementary schools, informing the parents about the changes in the law. Dr. Fernandez explained the process that Region 14 will follow in alignment with district policy.

V. Committee Reports

A. Finance Committee Update

Ms. Tanguay recapped the Finance Committee meeting. Topics included a financial update, audit results, and health insurance RFP outcomes.

B. Policy Committee Update

The following policies were brought before the Board on a recommendation by the Policy Committee, first read, no action this evening, second read with action anticipated at the next Board meeting scheduled for Monday, February 26th.

1. Policy 6141.232 Internet Safety Policy/Filtering with Regulation
2. Policy 6172.1 Gifted and Talented Students

VI. Board Chair Comments

Chairman Crocker commented that the Board continues to remain on task with the four focus areas of academic performance, safety, budget and improved communications. The CAFE Policy audit continues, NHS renovation project is nearing a certificate of occupancy, and the horse barn is being constructed and nearing completion.

VII. Privilege of the Floor

There was none

VIII. Old Business

There was none

IX. New Business

Carol Ann Brown recognized Nonnewaug High School senior, Rubie Lombardi, as the second place winner of the American Legion Oratorical Contest and Scott Meyer as the recipient of the Michael H. Savage Spirit of Sport Award given by the CIAC.

She also plugged Red Out week encouraging donations and Grip and Grin.

X. Other Business

There was none

XI. Adjournment

A motion was made by Jim Crocker and seconded by Tikva Rose to adjourn the meeting at 6:42 p.m., all in favor, none opposed, motion carried unanimously.

Respectfully Submitted,

A handwritten signature in blue ink that reads "Patricia Paige". The signature is written in a cursive style with a large, stylized "P" and "P" at the end.

Patricia Paige
Board Clerk

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

Director of Teaching and Learning

Dr. Taryn Fernández

Development Plan



Statement of Purpose

To ensure that all of our learners are prepared for the opportunities and challenges of the 21st century, we have developed a common understanding of the skills and qualities that will help them to thrive in life. Our Vision of a Learner represents the core values that guide the work of our educators and students and aligns with the characteristics our community deemed necessary for our students to be positive contributors to society. Region 14's Vision of a Learner provides coherence across our schools from Pre-K through 12th grade and serves as a guide for instruction and decision making.

REGION 14 STUDENTS...

- ★ **THINK CRITICALLY AND CREATIVELY** – They evaluate an issue or problem and develop a solution or opinion using multi-disciplinary thinking, originality, and imagination.
- ★ **TAKE INITIATIVE** – They take ownership of learning by inquiring, setting goals, taking action, and consistently reflecting.
- ★ **ADAPT AND ADJUST** – They remain flexible and open to new ideas, and they adjust to new situations.
- ★ **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.
- ★ **PERSEVERE** – They persist through challenges to achieve goals and build resilience.



Mission and Theory of Action

Mission

The mission of the Director of Teaching and Learning is to create the conditions that support continued improvement in student performance across the region through building the capacity of faculty to develop and implement rigorous and engaging curricula, employ sound pedagogical practices based on current scientific research, and collect, analyze, and utilize data to drive decision making and inform instruction.

Theory of Action

If Region 14 Schools intentionally and thoughtfully builds the capacity of teachers to meet the needs of every student through differentiated professional learning, instructional coaching, provision of necessary resources, and a continuous focus on teachers' impact on student outcomes, then student performance will improve.



Director of Teaching and Learning

5-Year Goals



GOAL 1: ENGLISH LANGUAGE ARTS

Increase student performance on English Language Arts SBAC, PSAT, and SAT testing to 75% of students meeting or exceeding CT State proficiency targets in all schools.

GOAL 2: MATH

Increase student performance on Math SBAC, PSAT, and SAT testing to 75% of students meeting or exceeding CT State proficiency targets in all schools.

GOAL 3: SCIENCE

Increase student performance in science on NGSS testing to 70% of students meeting or exceeding CT State proficiency targets in all three grades.

GOAL 4: CURRICULUM

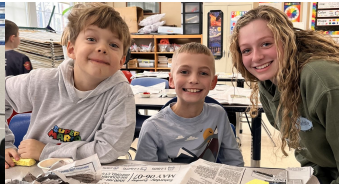
Update all curricular documents across the district to the new Understanding by Design format which includes Vision of a Learner attributes by the end of the 2025-2026 school year.

GOAL 5: TEACHER AND ADMINISTRATOR EVALUATION AND SUPPORT

Implement a new evaluation and support plan for certified faculty to include administrators for Region 14 Schools that aligns with the guidance from the State of Connecticut and centers improved student outcomes.

GOALS 1, 2, & 3 - ACADEMIC FOCUS STRATEGIES

- Support the Instructional Leaders in each elementary school and the middle school in the development and implementation of schedules that allot for collaborative time with each other as well as regular visitation and support of teachers in the implementation of curricular content: modeling good instruction; assisting with planning of lessons and small group instruction; analyzing data to assist with intervention planning; scheduling, planning, and facilitating data team meetings and discussions; and facilitating whole-group professional learning
- Support administration at the high school level in building the capacity of the Instructional/Department Leaders to coach teachers and facilitate professional learning communities centered around improving instructional practices: analyzing and interpreting data to inform instructional decisions; implementing scientific-based instructional strategies; and planning differentiated, engaging lessons that meet the needs of all students
- Develop a budget that takes into account the numerous resources needed for engaging math, literacy, and science instruction to ensure that teachers have the necessary materials readily available during instruction
- Plan and execute professional learning opportunities that enhance instruction in numeracy and literacy while also providing opportunities for teachers to collaboratively plan for its implementation
- Meet regularly with school-based administration to engage in improvement discussions and instructional rounds in support of the work



GOALS 1, 2, & 3 - ACADEMIC FOCUS INDICATORS

- SBAC Math scores in grades 3-8
- SBAC ELA scores in grades 3-8
- PSAT scores in grades 9-11
- SAT scores in grade 11
- NGSS scores in grades 3, 8, and 11
- NWEA MAP Growth Math in grades K-6 and some 11 and 12
- NWEA subject area tests in Algebra 1, Algebra 2, and Geometry
- IXL Math screener and usage data
- mClass Dibels 8th Edition screening assessments in grades K-5
- NWEA MAP Growth Reading in grades 6-12
- IXL Reading screener and usage data
- NWEA Science in grades 3-11
- NWEA subject area test in Biology
- IXL Science usage data in grades 3-8



Longitudinal English Language Arts Data

Percentage of Students Meeting or Exceeding Proficiency Benchmark

REGION 14 SCHOOLS			
Year	2020-2021	2021-2022	2022-2023
SBAC ELA	56.10%	60.00%	60%
SAT ELA	69.00%	63.00%	61%

Bethlehem Elementary			
SBAC ELA			
Year	2020-2021	2021-2022	2022-2023
3rd Grade	54.05%	62.50%	75%
4th Grade	60.46%	62.20%	69%
5th Grade	59.09%	61.90%	55%

Mitchell Elementary			
SBAC ELA			
Year	2020-2021	2021-2022	2022-2023
3rd Grade	60.35%	45.20%	49%
4th Grade	46.43%	70.30%	48%
5th Grade	56.37%	68.50%	75%

Woodbury Middle School			
SBAC ELA			
Year	2020-2021	2021-2022	2022-2023
6th Grade	58.14%	58.90%	60%
7th Grade	51.51%	57.30%	61%
8th Grade	60.46%	56.60%	63%

Nonnewaug High School			
PSAT's EBRW - Meet or Exceed Benchmark %			
Year	Fall 2020	Fall 2021	Fall 2022
9th Grade		57%	66%
10th Grade	78%	67%	55%
11th Grade	76%	69%	59%

SAT Meet or Exceed Benchmark %			
Year	Spring 2021	Spring 2022	Spring 2023
EBRW	69%	63%	61%



Longitudinal Math Data

Percentage of Students Meeting or Exceeding Proficiency Benchmark

REGION 14 SCHOOLS			
Year	2020-2021	2021-2022	2022-2023
SBAC Math	44.50%	55.20%	56%
SAT Math	40.00%	34.00%	45%

Bethlehem Elementary			
SBAC Math			
Year	2020-2021	2021-2022	2022-2023
3rd Grade	32.43%	77.50%	53%
4th Grade	55.82%	64.90%	87%
5th Grade	45.45%	54.76%	53%
Mitchell Elementary			
SBAC Math			
Year	2020-2021	2021-2022	2022-2023
3rd Grade	45.76%	38.09%	38%
4th Grade	49.09%	71.40%	71%
5th Grade	52.75%	53.68%	54%

Woodbury Middle School			
SBAC Math			
Year	2020-2021	2021-2022	2022-2023
6th Grade	38.37%	43.90%	43%
7th Grade	35.42%	57.30%	56%
8th Grade	51.19%	51%	64%
Nonnewaug High School			
PSAT's Math - Meet or Exceed Benchmark %			
Year	Fall 2020	Fall 2021	Fall 2022
9th Grade		40%	53%
10th Grade	37%	41%	42%
11th Grade	37%	29%	37%
SAT Meet or Exceed Benchmark %			
Year	Spring 2021	Spring 2022	Spring 2023
Math	40%	34%	45%



Longitudinal Science Data

Percentage of Students Meeting or Exceeding Proficiency Benchmark

REGION 14 SCHOOLS			
Year	2020-2021	2021-2022	2022-2023
NGSS	54.94%	53.20%	55%

Bethlehem Elementary			
NGSS			
Year	2020-2021	2021-2022	2022-2023
5th Grade	72.73%	69%	58%

Mitchell Elementary			
NGSS			
Year	2020-2021	2021-2022	2022-2023
5th Grade	60%	72.23%	74%

Woodbury Middle School			
NGSS			
Year	2020-2021	2021-2022	2022-2023
8th Grade	57.14%	50.50%	64%

Nonnewaug High School			
NGSS			
Year	2020-2021	2021-2022	2022-2023
11th Grade	48.00%	44.00%	42.00%



GOAL 4 - CURRICULUM STRATEGIES & INDICATORS

Strategies

- Develop a three-year plan that encompasses the remaining 166 curriculum documents that need to be transferred to or developed utilizing the new curriculum template
- Strategically spread-out the document creation timeline to allow for Board of Education approval of the documents through the committee-full board review and approval process
- Determine which faculty members will be authoring/contributing to the document development process
- Develop a budget that takes into account the curriculum writing hours beyond teacher contractual time that will be required as well as release time during the school year

Indicators

- Curriculum document completion and approval checklist for each grade level
- Board of Education minutes with curriculum document approvals



REGION 14 SCHOOLS CURRICULUM WRITING PLAN 2023-2026

(Subject to change based on teacher availability and budget)

GREEN CELL = BOARD APPROVED					
Summer 2023	2023-2024	Summer 2024	Summer 2024 (Continued)	2024-2025	2025-2026
Ag Production 10	2D Art 8	3D Sculpture	Equine Science 11/12	Accounting	Nutrition 6
Agriscience 9	3D Art 8	Advanced Culinary Arts	Financial Mathematics	Accounting II	Tasty Treats 8
Algebra 1	Advanced Math - 7th grade	Ag Engineering and Mechanics 11/12	Forensics	Agribus Mgmt	What's Cooking 8
AP European History	Ag Eng and Mech 10	Ag Production 11/12	French 4	AP/UCONN ECE Biology	
AP Psychology	Algebra 1 - 8th Grade	Algebra II	Geometry	AP/UCONN ECE Environmental Science	
Aquaculture and Fisheries Science 10	AP Spanish	AP (AP) 2-D Art and Design	Greenhouse Plant Prod and Proc 11/12	AP/UCONN ECE Physics 1	
Building Bridges	Art Elementary	AP 3-D Art and Design	Human Anatomy and Physiology	AP/UCONN ECE Physics 2	
Calculus BC	Band 6	AP Calculus AB	Integrated Language Arts	Aquaculture and Fisheries Science 11/12	
Catastrophic Events	Chorus 6	AP Chemistry	Music 7	Biology	
Conservation and Sustainability	Engineering/Video 6	AP Drawing	Music 8	Business Leadership and Management	
ELA - 6	Environmental Video Production	AP French	Orchestra	Chorus 8	
ELA - 7	Future Agricultural Educators	AP United States History	Physics	Computer Animation	
ELA 8	Greenhse Plant Prod and Proc 10	AP/UConn ECE Statistics	Precalculus	Counseling Grades 9-12	
Equine Science	Health 6	Art I Foundations	Probability & Statistics	Engineering/Production 8	
Integrated Science	Health 7	Art II Advanced	Social Studies 6	Farm to Table	
Journalism	Health 8	Art III Applied	Social Studies 7	Guitar/Piano Class	
Leadership in Journalism	Health K-5	Art IV Studio	Social Studies 8	Information Literacy 3-5	
Local Food Production 10	History Through Film	Band 7	Social Studies K-5	Information Literacy 6-8	
Macroeconomics	Intro to Art 6	Biotechnology	Strings 7	Information Literacy 9-12	
Math 6	Math K-5	Calculus	Tech Ed 7	Information Literacy PreK-2	
Math 7	MOS Certification	Ceramics I	Tech Ed 8	Leadership Dev	
Math 8	Music 6	Ceramics II	The Professional Chef	Marketing	
Microeconomics	Music Elementary	Chemistry	World Language 1	Marketing II	
Veterinary Science 10	Nursery Landscaping 10	Chorus 7	World Language 2	Medical Emergencies	
	Nursery Landscaping 11/12	Chorus Elementary	World Language 3	Natural Resources - 10	
	PE 6	Computer Programming	Yearbook	Natural Resources Management 11/12	
	PE 7	Computer-Aided Drafting		Orchestra 8	
	PE 8	Concert Choir		Professional Chef	
	PE K-5	Counseling 6-8		Song Writing	
	Personal Finance	Counseling PreK-5		Sound Engineering	
	Psychology	Creative Writing		Supervised Agricultural Experience	
	Science - 6	Culinary Arts I & 2		Video Game Design	
	Science - 7	Digital Design I - III		Video Production	
	Science - 8	Digital Photography			
	Science - K-5	Drawing/Painting 7			
	Spanish 4/UConn ECE	Engineering & Design			
	Strings 6	English 11: Surviving the Journey			
	Vet Skills and Practice	English 11/12: Global Contexts			



GOAL 5 - EVALUATION AND SUPPORT PLAN STRATEGIES & INDICATORS

Strategies

- Work with the district's Professional Development and Evaluation Committee (PDEC) to create a plan that aligns with the guidance from the State of Connecticut
- Present the plan to the Board of Education for approval
- Develop the documents necessary to implement the plan
- Provide professional learning to administration and faculty to ensure fidelity in implementation

Indicators

- Board of Education minutes with educator support and evaluation plan approval
- Professional learning calendar with training dates
- Summary documents of student outcomes resulting from teachers' goals



REGION 14 SCHOOLS – FIVE-YEAR CURRICULUM AND INSTRUCTION PLAN

(Subject to change based on student and teacher learning needs)

School Year	Professional Learning	Curriculum	Instruction	Assessment
2023-2024	<ul style="list-style-type: none"> Illustrative Math coaching through EdAdvance and instructional leaders (K-9) NWEA Essential Reports and Responsive Planning training for teachers (6-12) NWEA Essential Reports for Leaders training for administrators (districtwide) Foundations support through instructional leaders (PreK-5) OpenEL support through instructional leader (6-8) Vertical and horizontal alignment meetings (PreK-12) Professional Learning Communities led by Department Chairs (9-12) Data teams 	<ul style="list-style-type: none"> Include Region 14's Vision of a Learner in all curricular documents Further develop implementation guides for approved NHS curricula in business, math, ELA, social studies, and agriscience Develop curriculum documents in World Language (8-12), agriscience, social studies (9-12), business, the arts (K-6, 9-12), science (6-8), health (K-8), PE (K-8), and culinary (6) Propose new courses or opportunities for dual credit enrollment through State grant (10-12) <ul style="list-style-type: none"> Possible expansions - ASL, art, agriscience, history, and culinary 	<ul style="list-style-type: none"> Utilize data from NWEA and mClass assessments to differentiate instruction for small groups and personalize assignments on IXL (K-12). Utilize data from practice SATs to personalize SAT preparation on Khan Academy and inform instruction (9-12) Bring the Vision of a Learner to life (6-12) <ul style="list-style-type: none"> Intentionally demonstrate the attributes Plan opportunities for students to practice and demonstrate Implement curricula with fidelity (PreK-12) Utilize strategies learned in PL (PreK-12) 	<ul style="list-style-type: none"> mClass Dibels 8th Edition, mClass Vocabulary, mClass RAN for reading screeners (K-5) NWEA: MAP Growth Math (K-8, 11-12); subject specific tests in Algebra 1, Algebra 2, and Geometry; Science (3-11); Life Science (Biology students); Map Growth Reading (6-12) SBAC Interim Assessment Blocks (3-8) NGSS Interim Assessment Blocks (3-11) PSATs, SATs SBAC, NGSS AP Exams NAEP (BES-4, WMS-8) ASVAB (voluntary)



REGION 14 SCHOOLS – FIVE-YEAR CURRICULUM AND INSTRUCTION PLAN

(Subject to change based on student and teacher learning needs)

	Professional Learning	Curriculum	Instruction	Assessment
2024-2025	<ul style="list-style-type: none"> Illustrative Math coaching through instructional leaders (K-9) OpenSciEd training for science teachers (6-12) Science of Reading implementation support for kindergarten teachers Vertical and horizontal alignment meetings (PreK-12) Professional Learning Communities led by Department Chairs (9-12) Focus on enhancing small-group instruction and multi-tiered system of supports (PreK-12) Collaboration with colleges on dual credit enrollment courses (10-12) Data teams 	<ul style="list-style-type: none"> Implement a new reading program in all kindergarten classes aligned with the science of reading Continue to include Region 14's Vision of a Learner in all curricular documents Continue to develop and revise implementation guides for all approved curricula Summer '24 through school year 24-25 - Develop curriculum documents in all subject areas, completing all high school documents prior to NEASC visit Incorporate guaranteed experiences into Integrated Science, Biology, Chemistry, and Physics for NGSS alignment and utilize at least 75% of the Interim Assessment Blocks provided by CSDE Implement new dual credit opportunities for students Expand World Languages to 6-7 Enhance health instruction in K-5 	<ul style="list-style-type: none"> Utilize data from NWEA and mClass assessments to differentiate instruction for small groups and personalize assignments on IXL (K-12). Utilize data from practice SATs to personalize SAT preparation on Khan Academy and inform instruction (9-12) Bring the Vision of a Learner to life (expand to PreK-5, continue 6-12) <ul style="list-style-type: none"> Intentionally demonstrate the attributes Plan opportunities for students to practice and demonstrate Implement curricula with fidelity (PreK-12) Utilize strategies learned in PL (PreK-12) 	<ul style="list-style-type: none"> mClass Dibels 8th Edition, mClass Vocabulary, mClass RAN for reading screeners (K-5) NWEA: MAP Growth Math (K-8, 11-12); subject specific tests in Algebra 1, Algebra 2, and Geometry; Science (3-11); Life Science (Biology students); Map Growth Reading (6-12) SBAC Interim Assessment Blocks (3-8) NGSS Interim Assessment Blocks (3-11) PSATs, SATs SBAC, NGSS AP Exams ASVAB (voluntary)



REGION 14 SCHOOLS – FIVE-YEAR CURRICULUM AND INSTRUCTION PLAN

(Subject to change based on student and teacher learning needs)

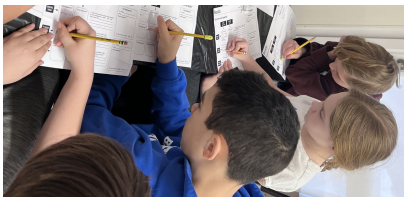
	Professional Learning	Curriculum	Instruction	Assessment
2025-2026	<ul style="list-style-type: none"> Continuous training and coaching for the new reading program in grades K-5 EdCamp for sharing of practices around data and Tier 1 instructional supports “Sharing the Vision” - discussions around samples of student work measuring Vision of a Learner attributes Further developing a culture of collaboration and continuous learning Data teams 	<ul style="list-style-type: none"> Expand implementation of the scientific-based reading program to grades 1-5 Begin 5-year revision cycle with PE/Health/Wellness (9-12), AP Capstone (9-12), ELA (9, 10, 12, AP), select history courses, AP Computer Science Continue to develop and revise implementation guides for all approved curricula Expand World Languages to K-5 	<ul style="list-style-type: none"> Vision of a Learner fully integrated into instruction and assessment (PreK-12) <ul style="list-style-type: none"> Intentionally demonstrate the attributes Plan opportunities for students to practice and demonstrate Utilization of data from districtwide and classroom-based assessments to provide effective multi-tiered systems of support Coherence in implementation of curriculum districtwide 	<ul style="list-style-type: none"> mClass Dibels 8th Edition, mClass Vocabulary, mClass RAN for reading screeners (K-5) NWEA: MAP Growth Math (K-8, 11-12); subject specific tests in Algebra 1, Algebra 2, and Geometry; Science (3-11); Life Science (Biology students); Map Growth Reading (6-12) SBAC Interim Assessment Blocks (3-8) NGSS Interim Assessment Blocks (3-11) PSATs, SATs SBAC, NGSS AP Exams ASVAB (voluntary)



REGION 14 SCHOOLS – FIVE-YEAR CURRICULUM AND INSTRUCTION PLAN

(Subject to change based on student and teacher learning needs)

	Professional Learning	Curriculum	Instruction	Assessment
2026-2027	<ul style="list-style-type: none"> Content-specific professional learning around instructional strategies, student engagement, assessment, differentiation, and specific teacher learning needs Further developing a culture of collaboration and continuous learning Data teams 	<ul style="list-style-type: none"> Continue 5-year revision cycle Continue to develop and revise implementation guides for all approved curricula 	<ul style="list-style-type: none"> Vision of a Learner fully integrated into instruction and assessment (PreK-12) Utilization of data from districtwide and classroom-based assessments to provide effective multi-tiered systems of support Coherence in implementation of curriculum districtwide 	<ul style="list-style-type: none"> mClass Dibels 8th Edition, mClass Vocabulary, mClass RAN for reading screeners (K-5) NWEA: MAP Growth Math (K-8, 11-12); subject specific tests in Algebra 1, Algebra 2, and Geometry; Science (3-11); Life Science (Biology students); Map Growth Reading (6-12) SBAC Interim Assessment Blocks (3-8) NGSS Interim Assessment Blocks (3-11) PSATs, SATs SBAC, NGSS AP Exams ASVAB (voluntary)



REGION 14 SCHOOLS – FIVE-YEAR TEACHING AND LEARNING PLAN

(Subject to change based on student and teacher learning needs)

	Professional Learning	Curriculum	Instruction	Assessment
2027-2028	<ul style="list-style-type: none"> Content-specific professional learning around instructional strategies, student engagement, assessment, differentiation, and specific teacher learning needs Further developing a culture of collaboration and continuous learning Data teams 	<ul style="list-style-type: none"> Continue 5-year revision cycle Continue to develop and revise implementation guides for all approved curricula 	<ul style="list-style-type: none"> Vision of a Learner fully integrated into instruction and assessment (PreK-12) Utilization of data from districtwide and classroom-based assessments to provide effective multi-tiered systems of support Coherence in implementation of curriculum districtwide 	<ul style="list-style-type: none"> mClass Dibels 8th Edition, mClass Vocabulary, mClass RAN for reading screeners (K-5) NWEA: MAP Growth Math (K-8, 11-12); subject specific tests in Algebra 1, Algebra 2, and Geometry; Science (3-11); Life Science (Biology students); Map Growth Reading (6-12) SBAC Interim Assessment Blocks (3-8) NGSS Interim Assessment Blocks (3-11) PSATs, SATs SBAC, NGSS AP Exams ASVAB (voluntary)





REGION 14 SCHOOLS

Director of Student Services Development Plan

2023-2024

Dina Ericson,
Director of Student Services
5 Minortown Road
Woodbury, CT 06798
203-263-6356 x1104

INTRODUCTION

STATEMENT OF PURPOSE

To ensure that all of our learners, including learners with disabilities, are prepared for the opportunities and challenges of the 21st century, we have developed a common understanding of the skills and qualities that will help them thrive in life. Our Vision of a Learner represents the core values that guide the work of our educators and students and aligns with the characteristics our community deemed necessary for our students to be positive contributors to society. Region 14's Vision of a Learner provides coherence across our schools from Pre-K through 12th grade and serves as a guide for instruction and decision making.

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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.

REGION 14 SCHOOLS MISSION

The mission of the Region 14 School District 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.

REGION 14 SCHOOLS THEORY OF ACTION

REGION 14 SCHOOLS FIVE YEAR GOALS

GOAL 1: 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.

GOAL 2: COMMUNICATION

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

GOAL 3: 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.

GOAL 4: 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.

DIRECTOR OF STUDENT SERVICES MISSION

The mission of the Director of Student Services is to develop the conditions that support continued improvement in student performance across the region through building the capacity of Special Education Teachers, Related Service Providers, Instructional Support Personnel, School Counselors and School Nurses to develop and implement rigorous and engaging interventions, employ sound pedagogical practices based on current scientific research, and collect, analyze, and utilize data to drive decision making and inform instruction.

DIRECTOR OF STUDENT SERVICES THEORY OF ACTION

If Region 14 Schools intentionally and thoughtfully builds the capacity of Special Education Teachers, Related Service Providers, Instructional Support Personnel, School Counselors and School Nurses to meet the needs of every student through differentiated professional learning, instructional coaching, provision of necessary resources, and a continuous focus on special services' impact on student outcomes, then students with disabilities performance will improve.

DIRECTOR OF STUDENT SERVICES GOALS

GOAL 1: ACADEMIC PERFORMANCE- LITERACY

In support of the district's goal to increase students' performance on English Language Arts SBAC, PSAT, and SAT testing to 75% of students meeting or exceeding CT State proficiency targets in all schools, 75% of students with disabilities will meet 80-100% of their SBAC/NWEA/mClass Dibels growth targets and/or demonstrate 1 years growth in order to decrease the gap between R14 students with disabilities and "all students".

Strategies

- Develop and build the capacity of staff to become exemplary educational practitioners by implementing research based reading practices for improved student outcomes.

- Enable conditions for Special Education Staff to participate in ongoing professional learning in the systematic teaching of basic literacy skills.
- Develop a budget that takes into account the foundational skills of reading using scientifically-based instructional strategies (phonemic awareness, phonological awareness, oral fluency, vocabulary, and reading comprehension) and ensures that there are sufficient resources and professional development available to Special Education Teachers to support all students with disabilities in the area of reading.
- Support administration of standardized individually administered diagnostic assessments of phonemic awareness skills for students with dyslexia and learning disabilities in the area of reading in order to develop prescriptive interventions to close the gap towards grade level expectations.
- Meet regularly with school-based support teams to analyze data, discuss progress towards goals and objectives in literacy across academic settings, promote collaboration, assist with intervention planning and scheduling to enhance student improvement.

Indicators

- mClass Screening Assessments grades K-5
- NWEA Reading Growth in Grades 6-12
- SBAC ELA scores in Grades 3-8
- PSAT scores in grades 9-11
- SAT scores in grade 11
- Mastery of Individualized Education Plan Goals and Objectives

GOAL 2: ACADEMIC PERFORMANCE- MATH

In support of the district's goal to increase students' performance on Math SBAC, PSAT, and SAT testing to 75% of students meeting or exceeding CT State proficiency targets in all schools, 75% of students with disabilities will meet 80-100% of their SBAC/NWEA growth targets and/or demonstrate 1 years growth in order to decrease the gap between R14 students with disabilities and "all students".

Strategies

- Enable conditions for Special Education Staff to participate in ongoing professional learning in numeracy while also providing opportunities for special education teachers to collaborate with each other and regular education teachers to collaboratively plan for its implementation.
- Support administration of standardized individually administered diagnostic assessments of essential mathematical concepts and skills for students with learning

disabilities in the area of numeracy in order to develop prescriptive interventions to close the gap towards grade level expectations.

- Develop a budget that takes into account the numerous resources needed for engaging math interventions to enhance implementation of Illustrative Math in grades K-9 as well as in Essential Math classes at the high school.
- Meet regularly with school-based support teams to analyze data, discuss progress towards goals and objectives in math, promote collaboration, assist with intervention planning and scheduling to enhance student improvement.

Indicators

- NWEA MAP Math Growth in grades K-8
- SBAC Math Scores in grades 3-8
- PSAT scores in grades 9-11
- SAT scores in grades 11
- Mastery of Individualized Education Plan Goals and Objectives

GOAL 3: SAFETY: SAFE SCHOOL CLIMATE

Implement current legislature and develop protocol for increased legal obligations to eradicate bullying and promote safe school climate in our schools.

Strategies

- Work with Council to develop a Safe School Climate Improvement Plan
- Ensure that the Safe School Climate Improvement Plan is updated Annually according to Connecticut General Statutes, posted on the district's website and ensure that students and parents are notified annually (via handbook) of the Plan and how to make a report.
- Work with building Administrators (Safe School Climate Specialists) to ensure implementation of intervention strategies at the building level to address matters of bullying and teen dating violence.
- As safe school climate coordinator- identify, prevent, address and respond to bullying issues.
- Create a safe school climate committee to review completed bullying reports, identify patterns of bullying and make recommendations to the districts safe school climate coordinator based upon the collection of data.
- Ensure that the district makes good faith efforts to report, investigate and respond to bullying.
- Document and maintain records relating reports and investigation of bullying.

- Maintain a list of the number of verified acts of bullying and make the list available for public inspection.
- Provide data and information, in collaboration with the Superintendent, to the State Department of Education regarding bullying, in accordance to the state law.
- Meet with the Safe School Climate Specialists at least twice during the school year and to make amendments to the districts Safe School Climate Plan.
- Ensure that each school year, the Safe School Climate Specialist (School Principal) establishes a committee (or designates an existing committee in the school) to be responsible for developing and fostering a safe school climate and addresses issues relating to bullying in the school. Ensure that the principal appoints at least one parent or guardian of a student enrolled in the school.
- Ensure that each building level school climate committee develops and collect protocols to prepare for the upcoming changes to Connecticut Bullying Laws in accordance with Public Act 23-167 and develops a School Climate Improvement Plan to replace the Safe School Climate Plan by July 1, 2024.

Indicators

- Committee Meeting Documentation
- Development of a School Climate Improvement Plan to align with Public Act 23-167
- Trainings initiated by 7/1/2024
- School Climate Survey results
- Reports submitted to the State Department of Education

GOAL 4: BUDGET: INCREASE THE CAPACITY OF SPECIAL EDUCATION STAFF

Build the capacity of Special Education Teachers, Related Service Providers, Instructional Support Personnel, School Counselors and School Nurses to meet the needs of every student to increase student performance.

Strategies

- Increase capacity of staff to deliver specialized literacy instruction using cohesive scientifically based literacy methodologies throughout the district.
- Provide opportunity for Special Education Teachers to engage in Professional Learning through Connecticut Alliance of Regional Educational Service Centers (RESC Alliance) entitled Structured Literacy Series: Systematic Teaching of Basic Literacy Skills workshops
- Implement Pupil Attitudes to Self and School (PASS) Survey in grades 3-12 to identify students in need of intervention and individualized support plans through SST.

- Appoint a school nurse to attend the Community of Practice and PD for School Nurses sessions and share out information with team.
- Provide opportunity for 4 Special Education Teachers to engage in professional learning to be able to implement a scientifically based explicit, multisensory, structured, sequential, diagnostic and prescriptive approach to teaching literacy while acquiring Orton-Gillingham Associates Level Instructor Certification through grant allocated budget.
- Provide professional learning opportunities regarding “play based learning” to Pre-K and Kindergarten Teachers to align with Public Acts 23-101 and Public Act 23-159.
- Provide opportunity for all Paraprofessionals and Instructional Assistants to engage in professional learning through a choice of 130+ courses and in house Professional Learning to create a transcript of credentials towards ability to support students with a wide range of disabilities through grant allocated budget.
- Support Literacy based Special Education Teacher position at Woodbury Middle School.
- Redefine PPT Coordinators at building level to provide an additional level of relatable leadership regarding Individual Education Plans and compliance with state mandates.

Indicators

- PASS Survey Results and SST intervention records
- Paraprofessional/ Instructional Support Staff Individual Transcripts in Master Teacher
- School Nurse Professional Development Documentation
- Special Education Teacher’s OG Certifications
- Development of PPT Coordinator Compliance Paperwork

A sample policy to consider. The Children's Internet Protection Act (CIPA) requires that schools and libraries receiving E-Rate discounts for Internet access, service or internal connections, must block or filter all access to visual depictions that are obscene, child pornography, harmful to minors, or that is determined by the school district or library authority as inappropriate to minors.

Instruction

Internet Acceptable Use: Filtering

The **Region 14** Public Schools is fortunate to have access to the Internet at all schools. This access provides increased opportunities for students and staff to conduct research and to communicate locally, nationally, and internationally.

This wonderful resource also provides access to material unsuitable for students and which has no educational value. It is the responsibility of all District staff to ensure that the Internet, as used in District Schools, is appropriately guided and monitored. Moreover, staff also has the responsibility to conduct themselves in an appropriate private manner when using the Internet.

In order to ensure that the District's Internet connection is used in the appropriate manner and that all users are protected from any inappropriate information published on the Internet, the District has and is continuing to implement the following:

1. Professional development opportunities to help teachers integrate the use of the Internet into classroom teaching.
2. Use of the computers, computer systems, software electronic access privileges and networks shall be restricted to those users who have signed the District's "Acceptable Use Policy." In the case of minors, the "Acceptable Use Policy" must also be signed by the student's parent or guardian.
3. Implementation of a system developed to filter out Internet sites with content/material considered inappropriate or harmful and unacceptable for student viewing. Such content includes that which is considered obscene, child pornography or harmful to minors. A committee of teachers, parents, and administrators shall be used to receive appeals from users who indicate that they have a specific need for using a filtered site.
4. All Internet access must be filtered, whether minors (under 18) or adults are using the computer system and regardless of the number of computers with Internet access provided by the school or library.

The Internet changes rapidly making it impossible to filter all objectionable sites. Therefore, the staff role in supervising and monitoring student access to the Internet is critical. In addition, each individual has the responsibility to monitor their own navigation on the Internet to avoid undesirable sites.

Internet Acceptable Use: Filtering (*continued*)

(cf. 6141.321 - Acceptable Use of the Internet)

(cf. 6141.322 - Web Sites/Pages)

Legal Reference: Connecticut General Statutes
 1-19(b)(11) Access to public records. Exempt records.
 10-15b Access of parent or guardians to student's records.
 10-209 Records not to be public.
 11-8a Retention, destruction and transfer of documents
 11-8b Transfer or disposal of public records. State Library Board to adopt regulations.
 46b-56 (e) Access to Records of Minors.
 Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).
 Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of PL 93-568, codified at 20 U.S.C. 1232g.).
 Dept. of Education. 34 CFR. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96.
 Public Law 106-554 Fiscal 2001 Appropriations Law containing the "Children's Internet Protection Act"
 Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.
 Public Law 110-385 Broadband Data Improvement Act/Protecting Children in the 21st Century Act
 Reno v. ACLU, 521 U.S. 844 (1997)
 Ginsberg v. New York, 390 U.S. 629, at 642, n.10 (1968)
 Board of Education v. Pico, 457 U.S. 868 (1988)
 Hazelwood School District v. Kuhlmeier, 484 U.S. 620, 267 (1988)

Policy adopted:

cps 7/01

rev 1/09

A sample regulation to consider.

Instruction

Internet Acceptable Use: Filtering

Preface

When minors are using the Internet, access to visual depictions that are obscene, child pornography or harmful to minors must be blocked or filtered. When adults are using the Internet, only material which is obscene or child pornography must be filtered or blocked.

Definitions

1. **Obscene** is to be determined by the following test:

- Whether the average person, applying contemporary community standards, would find the work, taken as a whole, appeals to the prurient interest;
- Whether the work depicts sexual conduct in a patently offensive way; and
- Whether the work, taken as a whole, lacks serious literary, artistic, political, or scientific value.

1. **Child Pornography**, as defined in 18 U.S.C. 2256 means any visual depiction, including any photograph, film, video, picture, computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:

- the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
- such visual depiction is, or appears to be, of a minor engaging in sexually explicit conduct;
- such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct; or
- such visual depiction is advertised, promoted, presented, described, or distributed in such a manner that conveys the impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct.

1. Material **“Harmful to Minors”** is any picture, graphic image file or other visual depiction that:

- taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
- depicts, describes, or represents, in a patently offensive way with respect to what is suitable to minors, an actual or simulated sexual act or sexual conduct, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- taken as a whole, lacks serious literary, artistic, political, or scientific value to minors.

Instruction

Internet Acceptable Use: Filtering

Criteria for Filtering of Objectionable Sites

Anything that falls under at least one of the categories below shall be blocked/filtered. This list will be updated/modified as required.

Nudity/Pornography

- Prevailing U.S. standards for nudity (e.g., genitalia, female breasts)
- Provocative semi-nudity (e.g., lingerie models)
- Sites which contain pornography or links to pornographic sites
- **Exceptions:** Classical nudity (e.g., Michelangelo), swimsuit models

Sexuality

- Sites which contain material of a mature level (elementary/middle school levels)
- Images or descriptions of sexual aids
- Descriptions of sexual acts or techniques
- Sites which contain inappropriate personal ads

Violence

- Sites which promote violence
- Images or a description of graphically violent acts (rape, dismemberment, torture, etc.)
- Graphic autopsy or crime-scene images

Crime

- Information of performing criminal acts (e.g., drug or bomb making, computer “hacking”)
- Illegal file archives (e.g., software piracy)

Drug Use

- Sites which promote the use of illegal drugs
- Material advocating the use of illegal drugs (e.g., marijuana, LSD) or abuse of any drug (e.g., drinking-game rules)
- **Exceptions:** Material with valid educational use (e.g., drug-use statistics)

Tastelessness

- Images or descriptions of excretory acts (e.g., vomiting, urinating)
- Graphic medical images outside of a medical context
- **Exception:** Graphic medical images within a medical context

Instruction

Internet Acceptable Use: Filtering

Criteria for Filtering of Objectionable Sites (continued)

Language/Profanity

- Passages/Words too coarse to be softened by the word filter
- Profanity within images/sounds/multimedia files
- Adult humor (e.g., sexually or racially tinged)

NOTE: The focus is on American English, but profanity in other languages or dialects is blocked if brought to our attention.

Discrimination/Intolerance

- Material advocating discrimination (e.g., racial or religious intolerance)
- Sites which promote intolerance, hate, or discrimination

Interactive Mail/Chat

- Sites which contain or allow inappropriate e-mail correspondence
- Sites which contain or allow inappropriate chat areas

Inappropriate Banner Acts

- Advertisements containing inappropriate images

Gambling

- Sites which allow or promote online gambling

Weapons

- Sites which promote illegal weapons
- Sites which promote the use of illegal weapons

Other Inappropriate Material

- * Body modification: tattooing, branding, cutting, etc.

Judgment Calls

- Whether a page is likely to have more questionable material in the future (e.g., sites under construction whose names indicate questionable material)

Instruction

Internet Acceptable Use: Filtering

Procedures For Suggesting Site Be Blocked or Unblocked

If District staff members observe a site which they believe to contain inappropriate material according to the criteria provided here, they may request that the site (URL) be blocked. Education Technology staff will review the site for inappropriateness. If the site meets the criteria for filtering, steps will be taken to block the site.

Disabling Blocking/Filtering Devices

The technology protection measures used to block or filter a site may/may not be disabled during use by an adult to enable access to bona fide research or other lawful purpose. (*NOTE: CIPA does not require schools or libraries to afford adults unfiltered Internet access.*)

There are no exceptions to the requirement that Internet access be blocked/filtered at all times for minors. If material has been wrongly blocked, it must be unblocked by the company providing the software, after a request has been made by the school or library.

Regulation approved:

cps 7/01

A mandated policy (as of July 1, 2022) to consider.

Instruction

Gifted and Talented Students Program

The Board of Education (Board) recognizes its responsibility to identify gifted and talented students within the school district [and to provide these students with appropriate instructional adaptations and services]. *(Districts are required to identify but provision of services is at the discretion of the local district.)* The Board is committed to providing identification and assessment which is responsive to students' economic conditions, gender, developmental differences, disabling conditions and cultural diversity.

For purposes of this policy, “gifted and talented students” means a child identified by the Planning and Placement Team (PPT) as (A) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (B) needing differentiated instruction or services beyond those being provided in the general education program in order to realize the child’s intellectual, creative or specific academic potential. The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts.

For purposes of this policy “outstanding talent in the creative arts” means a child identified by the Planning and Placement Team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts.

The Superintendent or his/her designee will develop procedures for an ongoing kindergarten through grade twelve identification process for gifted and talented students that includes multiple measures in order to identify student strengths in intellectual ability, creativity or a specific academic area.

Multiple measures may include, but are not limited to, tests of academic achievement, aptitude, intelligence, and creativity; achievement test scores; grades; student performance or products; samples of student work; parent, student, and/or teacher recommendations; and other appropriate measures. The identification methodology will include consideration of all students, including those who are English language learners and those with Individualized Education Plans (IEP) or 504 Plans, be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the District.

The final determination in the identification of students as gifted and/or talented must be done by a PPT. Such PPT charged with this responsibility shall be composed of a group of certified or licensed professionals representing each of the teaching, administrative and pupil personnel staffs.

Instruction

Gifted and Talented Students Program (continued)

Though early identification of the gifted and talented is important, it is essential that the identification of these students be recognized as a continuing process in that special abilities and skills appear at different times in the lives of many children and new children are regularly being enrolled in the system.

Upon the identification of a student as gifted and talented, the District shall provide electronic notice of such identification to the parent/guardian of such student. Such notice shall include, but need not be limited to:

1. an explanation of how such student was identified as gifted and/or talented;
2. the contact information for the District's employee in charge of the provision of services to gifted and talented students, or, if there is no such employee, the District's employee in charge of the provision of special education and related services;
3. the employee at the State Department of Education who has been designated as responsible for providing information and assistance to Boards of Education and parents or guardians of students related to gifted and talented students, pursuant to section 10-3e of the General Statutes; and
4. any associations in the state that provide support to gifted and talented students.

The school district, should it decide to offer services to the gifted and talented, shall utilize the guidelines, developed and promulgated by the State Department of Education (SDE), for providing services to those students. The guidelines include best practices for the district to consider for (1) addressing the intellectual, social and emotional needs of gifted and talented students in schools and (2) providing teacher training and professional development on gifted and talented students.

Legal Reference: Connecticut General Statutes
 10-76a-(e) Definitions.
 10-76d-(e) Duties and powers of Boards of Education to provide special
 education programs and services.
 Regulations of Connecticut State Agencies Sections 10-76a-1–10-76l-1.
 P.A. 19-184 An Act Concerning the Provision of Special Education.
 Gifted and Talented Education: Guidance Regarding Identification and
 Service. SDE Guidance, March 2019.
 P.A. 21-199 An Act Concerning Various Revisions and Additions to the
 Statutes Relating to Education and Workforce Development, Section 2.

Policy adopted:

rev 6/17

rev 7/19

rev 4/22

FIELD TRIP REQUEST FORM

Revised 12/20/2023

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.

Field Trip Request Form

Date of Request: <u>January 24, 2024</u>	Title and Destination of Trip: <u>World Language Trip to Québec</u>	Date of Trip: <u>Fri-Sun May 3, 4, 5, 2024</u> ²⁰²⁴ ^{PHX}
Sponsoring Department: <u>World Languages</u>	Person in Charge: <u>Kate Peterson</u>	Is this an overnight trip? YES <input checked="" type="checkbox"/> No <input type="checkbox"/>
Number of Students: <u>~40</u> Number of Busses: <u>1</u>	Number of Chaperones: <u>~4</u>	Names: <u>Kate Peterson</u> <u>Kathy Bremer</u> <u>Sandy Snabitis</u> <u>TBD</u>
Type of Trip: Educational <input checked="" type="checkbox"/> Recreational <input type="checkbox"/>	Time of Departure: <u>6:30 - 7:00 am</u> Time to Arrive: <u>3:30 - 4 pm</u>	Time of Expected Return: <u>Sunday, May 5 10 pm</u>
Mode of Transportation: <u>Coach BUS</u>	Cost of Transportation:	Cost of Food:
Cost of Lodging:	Other Costs:	Other Costs:
Total Cost of Trip: <u>~\$850⁰⁰ per student</u> <u>all inclusive</u>	Source of Revenue: <u>student</u>	Student Cost: <u>~\$850</u>

Cost Checklist:

_____ Transportation

_____ Food

_____ Lodging

_____ Other

~\$850 per student
\$ _____ Total

Checklist:

_____ Yes _____ No Cafeteria Notified

_____ Yes _____ No Substitute Arranged

_____ Yes _____ No Master Calendar Notated

_____ Yes _____ No Plans Made for Non-Attendees

_____ Yes _____ No Tracphones needed _____ # of phones

Signature of Person in Charge of the Field Trip: K. Peterson Date of Signature: 1/10/2024

RECEIVED

FEB 21 2024

FIELD TRIP APPROVAL PROCESS

		Approved	Not Approved	Date
Department Chair	X	<i>MA</i>		
Principal	X	<i>mic</i>		2/21/24
Superintendent		<i>JB</i>		2/21/24
Board of Education (For overnight, out-of-state trips)				

IN-STATE DAY TRIPS

OUT-OF-STATE DAY TRIPS

IN-STATE OVERNIGHT TRIPS

X *[Signature]*

 Approved by Principal

 Approved by Superintendent

OUT-OF-STATE OVERNIGHT TRIPS

[Signature]

 Approved by Principal

 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

CATHERINE.GOODFIELD@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 Trip Permission Form Parent Section

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: May 3-5

Destination: Québec, Canada

Mode of Transportation: Coach Bus

Cost to Student: ≈ \$850 TBD

Departure Time: 6:30-7:00 am Friday, May 3

Return Time: 10-11pm Sunday, May 5

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 Trip Permission Form Student Section

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:  _____



Friday, May 03, 2024

- 06:30 AM The day has arrived! The trip you've been waiting for is finally here!! Hop aboard your locally chartered luxury motorcoach, get comfortable and get ready for your adventure!
- Stops and lunch en route (at individual expense).
- 04:00 PM Hooray, you've arrived in Quebec City! Your tour leader will greet you and get the show underway. The fun begins now :)
- 04:01 PM Arrive at the hotel for check-in.
- > After the driver drops you off at the hotel, they will be off duty for the rest of the day.
- **Wear proper footwear, you'll be walking for the rest of the day!****
- Visit the Upper Town with your tour leader to see the St-Louis Gate, the Château Frontenac, the Dufferin Terrace, the Assemblée Nationale building and more.
- 06:30 PM Enjoy a delicious meal at maison Livernois.
- 08:30 PM Experience the daily military life of a British soldier in Quebec City as you become a soldat de la tour at the Martello Tower.
- 10:00 PM Departure for the hotel.
- Overnight stay at the hotel (hotel will only be confirmed upon receipt of deposit)
- > A security guard will monitor your hallway during each night.

Saturday, May 04, 2024

- 07:30 AM Everybody ready? Time to head out for your activities! Your tour leader will fill you in on all the fun that's in store.
- Morning exercise! Walk the quaint streets of Old Quebec as you make way to breakfast.
- 08:00 AM Enjoy a healthy breakfast of croissants, scrambled egg, fruit salad and a bowl of chocolat chaud at le Cochon Dingue, a quaint café in the historic Quartier Petit Champlain.
- 10:00 AM The Musée de la Civilisation is the perfect place to explore Quebec from many different angles: pop culture, politics, science and more. There's something for everyone, and you're going!
- 11:30 AM Meet back with your well-rested driver.
- The Côte-de-Beaupré, also referred to as Québec's breadbasket, has deep agricultural roots running back to the First Nations and New France's earliest settlers. Time to discover another part of Quebec and head out there for your next activity!
- 12:00 PM Let's grab some lunch on the Beaupré Coast (at individual expense). This is your chance to decide which local diner makes the best poutine!
- 01:30 PM Observe beautiful mosaics and a replica of Michelangelo's Pieta during your visit of the Ste-Anne de Beaupré shrine.
- 02:45 PM Discover some of Quebec's most famous legends and stories during your visit of l'Atelier Paré, the Economuseum of Wood Sculpture, followed by a musical spoon workshop!
- 04:15 PM The Montmorency Falls is a true Quebec icon. They're the tallest waterfalls in the Province, the site of historic battles and legends, and John Keats even references them in his poetry. Keats! Plus, there's also a sweet suspended bridge that spans the top and you're about to walk across it. Acrophobics: prepare to conquer your fear!
- 05:15 PM All aboard! It's time to head off to Wendake!



- 05:45 PM Located in the heart of Wendake, just north of Quebec City, the Huron-Wendat Museum is an institution created to preserve and promote the heritage of the Huron-Wendat people. Discover the flavors of the First Nations in their beautiful restaurant La Traite, sitting on the banks of the Rivière Akiawenrahk, followed by guided visits of the museum exhibitions and Ekionkiestha' National Longhouse.
- 08:45 PM Yiheh! Bienvenue! Welcome! The newest attraction in Wendake is a magical nocturnal lightshow along a 1.2 km path. Get ready to be transported!
- 10:15 PM Departure for the hotel.

Sunday, May 05, 2024

- 07:45 AM Morning exercise! Walk the quaint streets of Old Quebec as you make way to your next activity.
- 08:00 AM Be treated like royalty during your buffet breakfast at the Château Frontenac, named after Louis de Buade, Count of Frontenac, and governor of the colony of New France in the late 1600s.
- 09:30 AM Walk back to the hotel to pick up your luggage and meet with your well-rested driver.
- 11:00 AM Put on your thinking caps! You're about to embark on our legendary Fact-Finding Mission in Old Quebec. It's like a scavenger hunt on steroids, where your history, language and cardio skills are put to the test.
- 12:00 PM Time on your own to explore in Place Royale and le Quartier du Petit Champlain. Will you find the secret passageway?! Don't forget to buy some lunch (at own expense), you will eat it on the way back in the motorcoach!
- 01:00 PM Québec City got its name from "Kébec", a Franco-Algonquin term that roughly translates to "where the river narrows". You're going to learn why it earned this name on your ferry ride across the St. Lawrence River, from Québec City to Lévis.
- 01:30 PM Already time to leave! Wave goodbye to your tour leader and head back home.
Stops and dinner en route (at individual expense).
- 11:00 PM This is when you're expected to arrive back at your school, where your family and friends will be eager to hear all about your adventure!