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, March 4, 2024; 6:00 p.m.
Mitchell Elementary School
Flanders Room

I. Call to Order……..…..James Crocker

II. Pledge of Allegiance……....James Crocker

III. Introductions…….…….…….James Crocker

IV. Approval of Minutes (Action Anticipated)…….James Crocker
  A. No Minutes for Approval

V. Superintendent's Report……..…….……..……Brian Murphy
  A. Student Representative Update
  B. Superintendent's 2024/2025 Budget Presentation

VI. Committee Reports

A. Finance Committee Update

1. Healthy Food Certification

Required motion language for participation in healthy food option of Healthy Food Certification:

Motion One

Pursuant to C.G.S. Section 10-215f, the **Regional School District 14 Board of Education** certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2024, through June 30, 2025. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.

Required motion language for combined food and beverage exemptions:

Motion Two

The **Regional School District 14 Board of Education** will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: 1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; 2) the sale is at the location of the event; and 3) the food and beverage items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but soccer practices, play rehearsals, and debate team meetings are not. The "regular school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held and must be the same place as the food and beverage sales.

B. Policy Committee

On a recommendation by the Policy to approve the following policies (First Read, No Action Anticipated)

1. Policy 4117.6 Exit Survey/Interview
2. Policy 6145.2 Interscholastic/Intramural Athletics

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

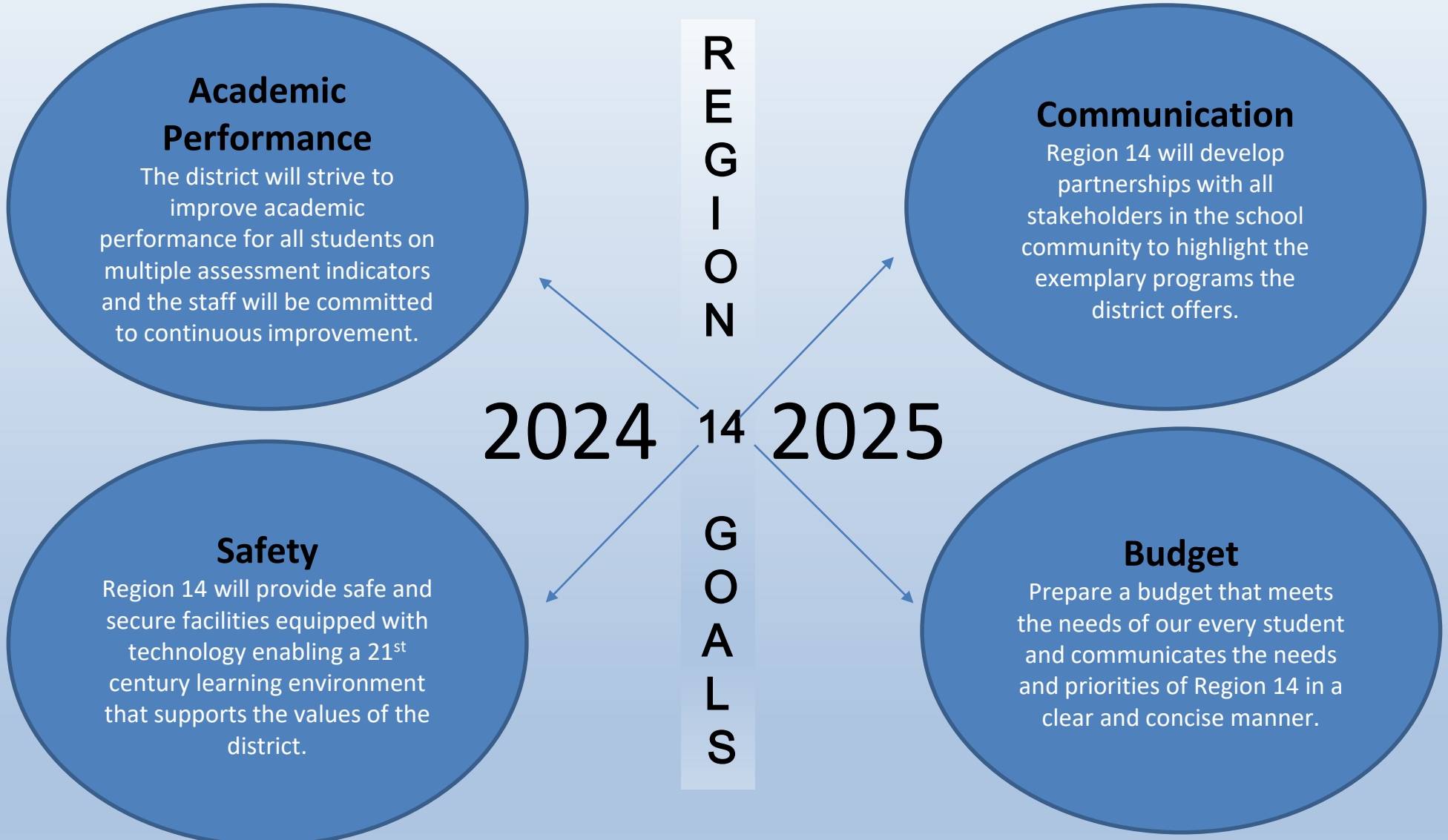
X. New Business
A. Increasing Education Diversity Plan (Action Anticipated)

XI. Other Business

XII. Adjournment

Region 14
Superintendent's Proposed Budget
2024-2025




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.
REGION 14 GOALS
2024 2025
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
Prepare a budget that meets the needs of our every student and communicates the needs and priorities of Region 14 in a clear and concise manner.

Vision of a Learner

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.

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

Vision of a Learner Progress

- The Vision of a Learner development process began in 2019 with the formation of the Guiding Coalition.
- Professional learning from September 2021 through November of 2022 focused on instructional practices that help students develop the skills and dispositions required to demonstrate the attributes.
- A graphic representing the Vision of a Learner, and the district as a whole, has been released and utilized on letterhead and throughout our website.
- Grade-band specific “I can” statements and single-point rubrics have been developed by the faculty to provide specific, measurable targets for students to demonstrate their achievement of the attributes.
- Teachers in grades 6-12 will utilize the rubrics on at least two assignments this year and record student achievement in PowerSchool for tracking.

Region 14

Instructional Core

Focus on three high impact areas of the instructional core during teacher observations:

1. Creating a positive learning environment that is responsive to and respectful of the learning needs of all students.

2. Leading students to construct meaning and apply new learning through the use of a variety of differentiated and evidence-based learning strategies.

3. Assessing student learning, providing feedback to students, and adjusting instruction.

Region 14

New Courses & Curricula

Approved by the Board

New Courses Approved by BOE

- Jazz Band
- Dramatic Musical Theater
- Work Study
- Video Game Design 2

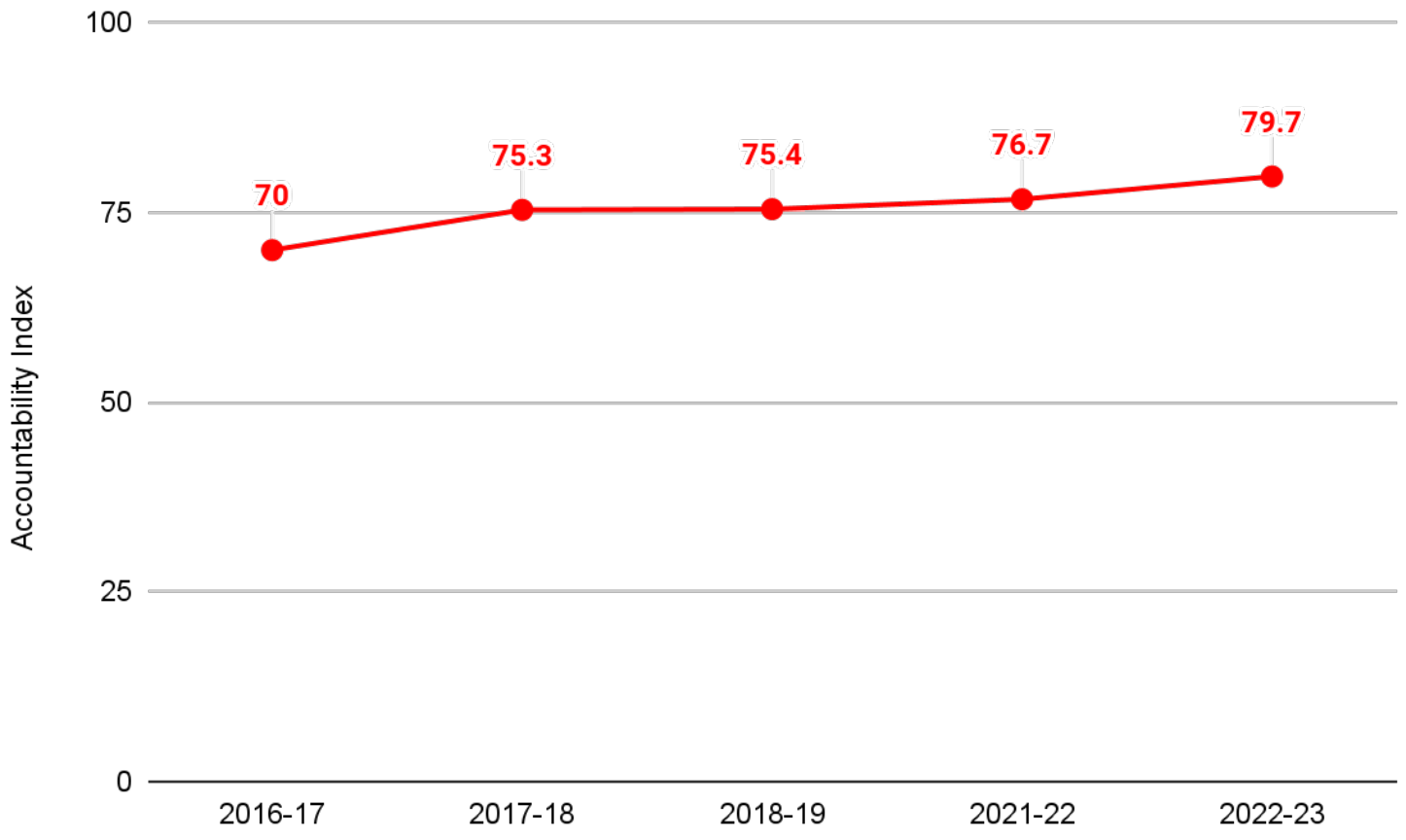
Curricula Approved by BOE

- Math, K-5
- English Language Arts, 6-8
- Agricultural Production/Large Animal Science, 10th Grade
- AP European History
- Building Bridges
- AP Calculus BC
- Conservation and Sustainability
- Catastrophic Events
- Integrated Science
- Equine Science, 10th Grade
- Journalism
- Leadership in Journalism
- Macroeconomics
- Microeconomics
- Veterinary Science, 10th Grade

Region 14

Accountability Index

Increased three full points from last year which was the highest in the previous 7 years



Talking Points

Talking points are based on the data of 200 Districts and their schools

Bethlehem Elementary is in the top 28% of all elementary schools in CT.

Mitchell Elementary School is in the top 18% of all schools in CT.

Region 14 is in the top 19% of school districts in CT.

Woodbury Middle School is in the top 23% of schools inclusive of grades 6-8.

Nonnewaug High School is in the top 25% of all high schools in CT.

Accountability Index Comparison

Comparison districts listed by overall accountability index from highest to lowest.

Rankings are out of 200 Districts

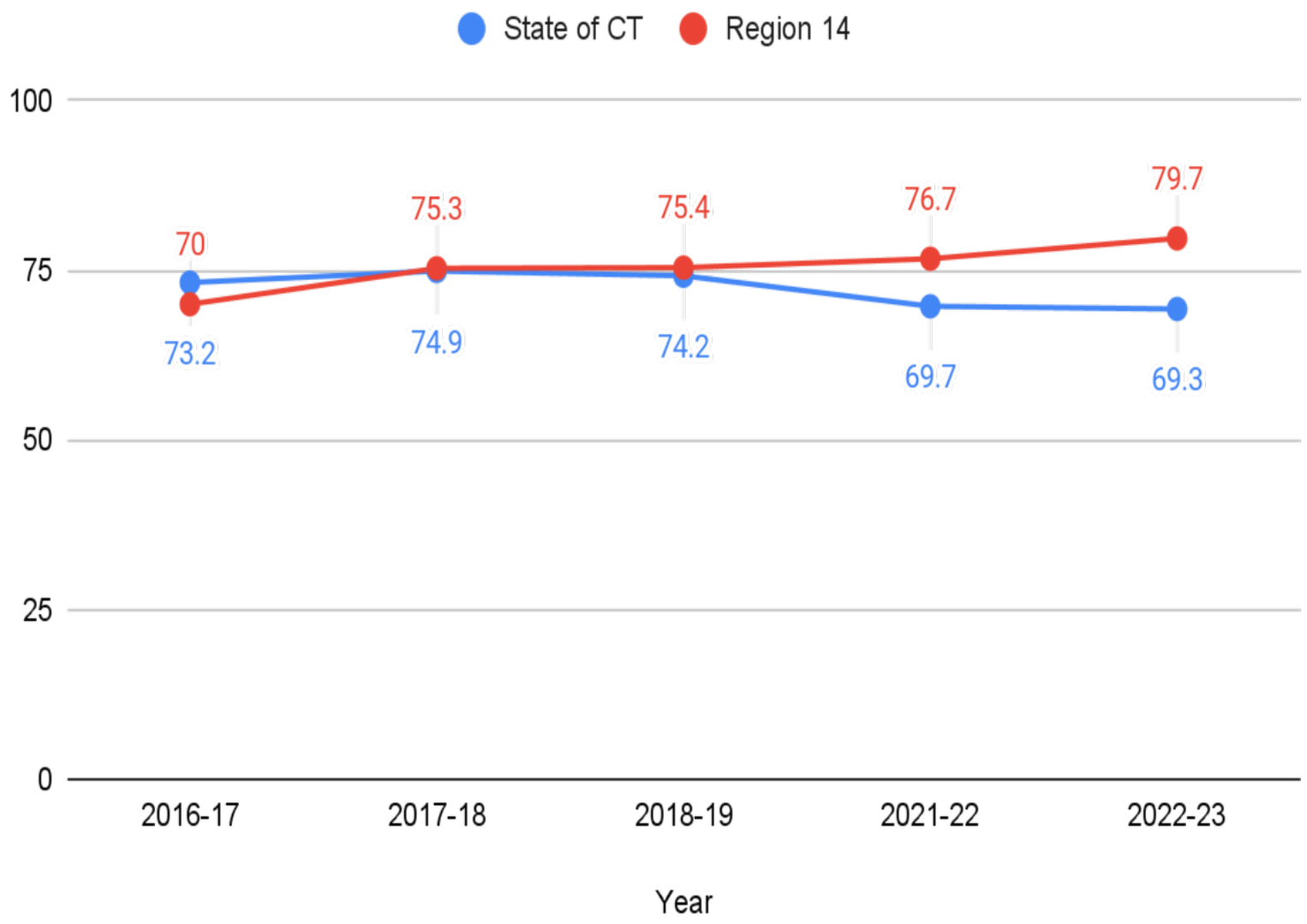
Region 14 is in the top 19% of districts in the State of CT (last year it was top 30%)

Rank/ 200 Districts	District	Total Points	Total Possible Points	Accountability Index
13	Litchfield School District	1113.854	1350	82.50768
26	Regional School District 16	1169.871	1450	80.68079
29	Regional School District 10	1165.79	1450	80.39932
37	**Regional School District 14**	**1075.395**	**1350**	**79.65887**
43	Regional School District 07	1059.956	1350	78.51524
45	Newtown School District	1132.427	1450	78.09838
54	Regional School District 12	1043.614	1350	77.30473
57	Regional School District 15	1114.019	1450	76.82892
69	Regional School District 06	1016.935	1350	75.32849
77	Oxford School District	1006.136	1350	74.52856
102	Watertown School District	1049.133	1450	72.35402

Region 14 & State of CT

Accountability Index

While the state average has trended down since 2017-2018, we continue to improve



Curriculum/Instructional Strategies 2023/2024

- Instructional Coaches working more closely with teachers to improve Tier 1 instructional practices
- Increase in oversight and support for Multilingual Learners
- Implementation of a new English Language Arts curriculum at WMS in grades 6-8 with a structured literacy lab in grades 6 & 7
- Expansion of NWEA testing: Math grades K-12, Reading grades 6-12, and science grades 3-11
- Implementation of Fundations in grades PreK-3 to ensure explicit and systematic instruction of phonics
- Implementation of state-approved mClass testing for literacy in K-5
- Implementation of Illustrative Math in grades K-5
- Further development of a robust data team across all schools
- Continuation of administrative instructional rounds with inclusion of some teachers in the last round scheduled for May
- Piloting of two reading programs for grades K-3 to begin Kindergarten implementation of the chosen program in 2024-2025
- Formation of a literacy leadership team to participate in the CT Science of Reading training and develop a district literacy plan

Curriculum/Instructional Strategies 2024/2025

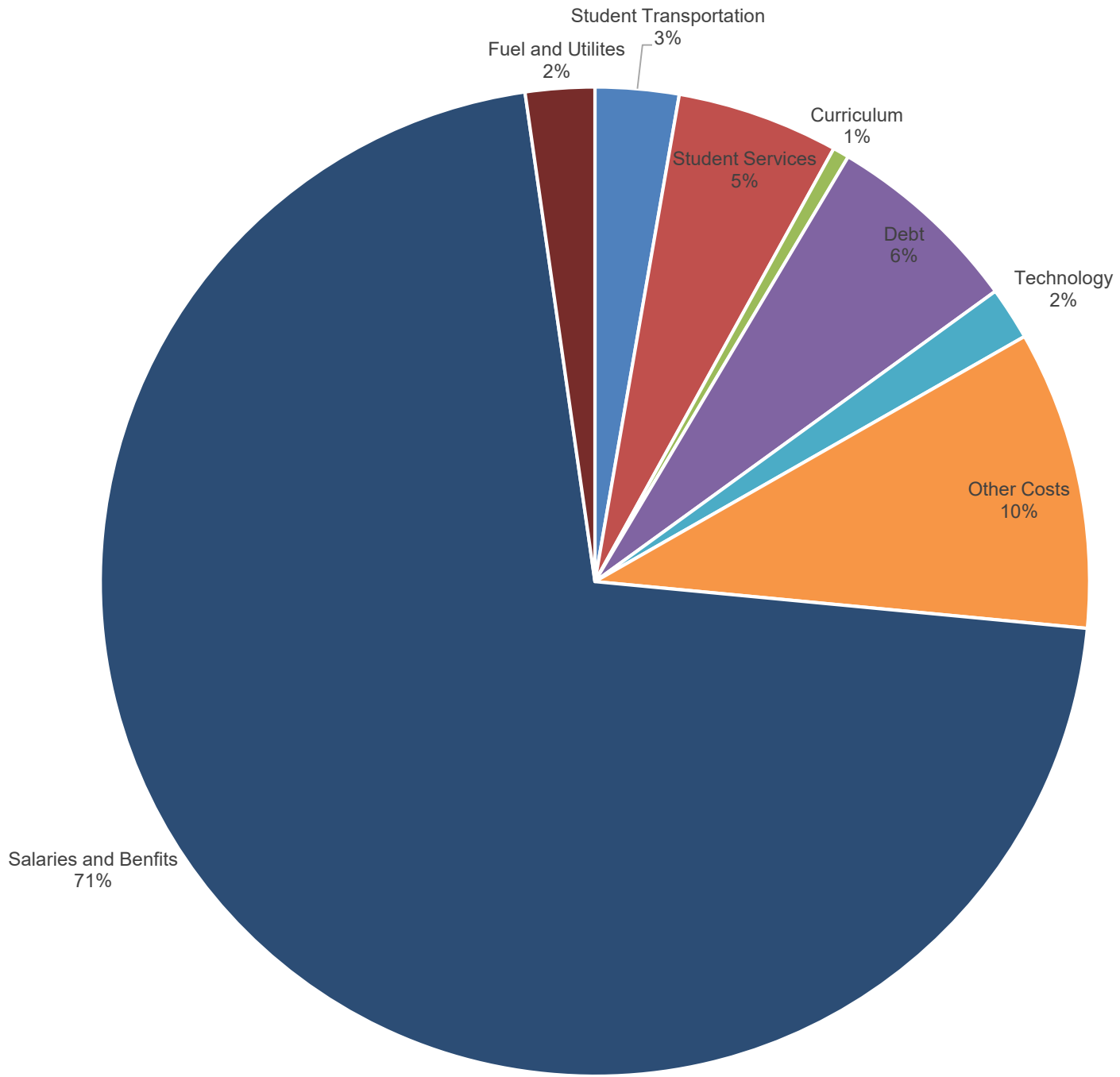
- Maintain all interventionist positions throughout the region
- Expand world language offerings to include Spanish in grades 6 & 7
- Implement a state-approved English language arts curriculum in Kindergarten in preparation for full K-5 implementation in 2025-2026
- Further utilize data from NWEA and mClass assessments to drive curricular and instructional decision making
- Fully integrate NGSS interim assessment blocks into all science classes to gain further experience with the NGSS performance standards
- Expand dual-credit enrollment opportunities at Nonnewaug High School in the arts, agriscience, and world languages
- Implement a new teacher and administrator evaluation and support plan centered on improving instructional practices to positively impact student performance
- Ensure all students in the Class of 2027 and beyond have a course in financial literacy
- Continue expansion of OpenSciEd curriculum in grades 6-8
- Fully implement Mystery Science in grades K-5
- Continue After School Tutoring Academy

New Initiatives
Budget 2024/2025

- Developed Region 14 Five-Year Strategic Plan
- Developed Individual School Development Plans/Director of Teaching and Learning Development Plan and Director of Student Services Development Plan
- Piloting new English Language Arts Program in Kindergarten
- Further implementation of new Science Program, OpenSciEd, at Woodbury Middle School
- Add World Language (Spanish) experience at Woodbury Middle School (Grades 6 and 7)
- Increase student Agriscience opportunities at Nonnewaug High School with additional teacher
- Add Talented and Gifted Program in grades 3-8 (Afterschool)
- Add Girls Middle School Volleyball to Woodbury Middle School
- Add Advanced Manufacturing to Woodbury Middle School in partnership with Goodwin University
- Plan for additional curriculum writing for high school courses(complete in 2024/2025 school year)
- Increase offerings at Nonnewaug to include Jazz Band, Dramatic Musical Theater, Video Game Design 2, and Work Study

Budget Summary

2023-2024	$ 40,149,274
2024-2025	$ 41,590,505
Increase	$ 1,441,231 3.59%
Per Pupil Expenditure	$ 24,508


2024-2025 Working Proposal
Student Transportation 3%
Fuel and Utilites 2%
Curriculum 1%
Student Services 5%
Debt 6%
Technology 2%
Other Costs 10%
Salaries and Benfits 71%
Student Transportation
Student Services
Curriculum
Debt
Technology
Other Costs
Salaries and Benfits
Fuel and Utilites

Summary Budget Increase

Contractual Salary Increases	$ 811,922	56%
New Positions Requested	$ 183,000	13%
Student Service Net Change	$ 453,600	31%
Other Items Net Change	$ (7,291)	-1%
Budget Increase	$1,441,231	

All Capital Projects are included in the Capital Reserve Fund

Staff Changes
Budget 2024/2025

New Staff

- 1.0 FTE Spanish Teacher
- 1.0 FTE Agriscience Teacher
- 1.0 FTE Registered Behavior Technician

Reductions to Staff

- 0.8 Music Position

Salaries

Contractual Increases	811,922		
Salary Positions request for 2024-2025			
Agri- Science Teacher	75,000		
Spanish Teacher	68,000		
Registered Behavior Technician (RBT)	40,000		
Subtotal Salary Increases	994,922		
Retructure of Districtwide Fine Arts (-.8)			(75,000)
Subtotal Salary Decreases			(75,000)

Student Services

	2023-2024 Approved Budget	2024/2025 Proposed Budget	$ Variance
Special Education Tuition	$ 792,339	$1,117,440	$325,101
Special Education Transportation	$1,016,040	$1,082,919	$ 66,879
Purchased Services	$ 60,450	$122,070	$61,620
	$1,868,829	$2,322,429	$453,600

Curriculum District Wide

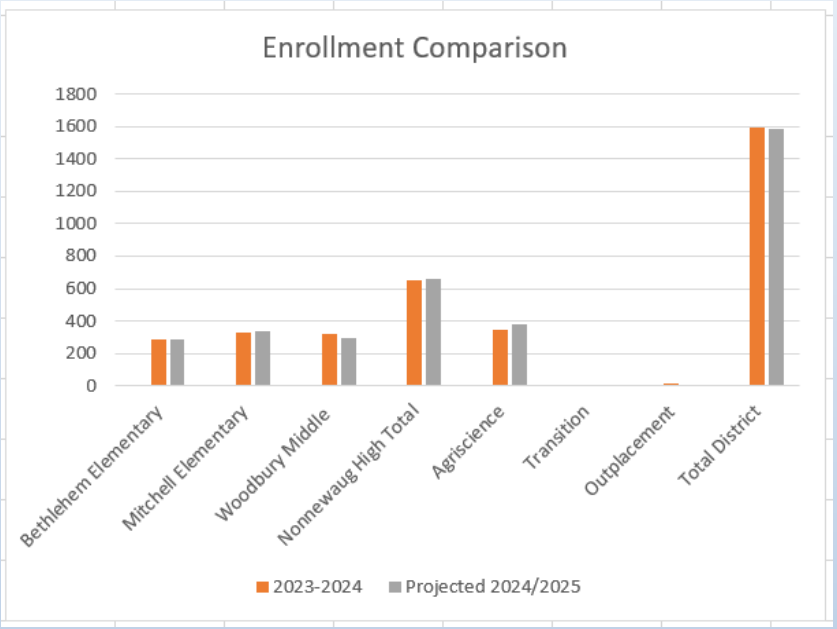
			2024-2025 Proposed Budget		2022-2023 Approved Budget		$ Variance
Resources and Materials							
Curriculum Programs Math/ELA 6-8	$ 18,335						
Curriculum Programs Math/ELA/Science K-8	$ 19,000						
Curriculum Programs Science K-5	$ 3,000						
Data Gathering Assessments Mclass/NWEA	$ 33,000						
Open SciEd 9-12	$ 12,000						
DW Online resources	$ 58,750						
Total Resources and Materials			$ 144,085		$ 221,862		$ (77,777)
Curriculum writing and training							
Agri-Science	$ 9,450						
High School AP Classes	$ 9,900						
High School Science	$ 3,150						
High School Math	$ 6,750						
High School ELA	$ 3,060						
High School Fine Arts	$ 10,350						
High School World Language	$ 5,400						
High School Other	$ 1,395						
Middle School Fine Arts	$ 4,140						
Middle School World Language	$ 720						
Middle School Other	$ 900						
Elementary Other	$ 22,700						
Total Curriculum Writing and Training			$ 77,915		$ 55,070		$ 22,845
Summary of Changes			$ 222,000		$ 276,932		$ (54,932)

Net Impact

	2023-2024 Budget	2024-2025 Proposed Budget	Variance	% Change
Budget Expenditures	$40,149,274	$41,590,505	$1,441,231	3.59%
Revenue – Region Only	$ 4,040,967	$ 4,193,191	$ 152,224	3.77%
Net to Towns (Before ECS)	**$36,108,307**	**$37,397,314**	**$1,289,007**	**3.57%**

Enrollment Comparison

School	2023-2024	Projected 2024/2025
Bethlehem Elementary	283	283
Mitchell Elementary	327	337
Woodbury Middle	318	294
Nonnewaug High Total	650	661
Agriscience	344	375
Transition	4	3
Outplacement	10	9
Total District	1592	1587



ENROLLMENT COMPARISON

Regional School District # 14						
Budget History						
		Approved Budget		$ Difference		% Difference
2013-2014		32,055,781		1,496,830		4.95%
2014-2015		32,055,775		(6)		0.00%
2015-2016		32,736,726		680,951		2.12%
2016-2017		33,028,116		291,390		0.91%
2017-2018		33,345,780		317,664		0.97%
2018-2019		33,988,629		642,849		1.95%
2019-2020		35,256,560		1,267,931		3.73%
2020-2021		36,894,179		1,637,619		4.64%
2021-2022		37,721,146		826,967		2.24%
2022-2023		38,640,279		919,133		2.44%
2023-2024		40,149,274		1,508,995		3.91%
2024-2025		41,590,505		1,441,231		3.59%
Not yet Board Approved						

Region 14 Capital Surplus Reserve Account

Engineering costs for Barn project	11/6/2023	$ (24,000.00)		
Driveway Modification for Barn Project	11/6/2023	$ (45,384.00)		
Gutters for Barn Project	11/6/2023	$ (22,495.00)		
			$ (91,879.00)	
Board Approved January 5, 2023	1/5/2024			
Ag Barn Project			$ (112,672.00)	
Total Set Aside as if 1/31/2024				$ (1,711,908.63)
Interest Income 7/1/2023- 1/31/23				$ 25,222.18
Available Balance				$ 871,017.07
Requests for Capital Improvements and Equipment for 24-25				
Woodbury Middle School				
Repave all driveways		$ 400,000.00		
Replace Lockers 7th and 8th		$ 120,000.00		
			$ 520,000.00	
Nonnewaug High School				
Cameras Jr Parking lot			$ 50,000.00	
Bethlehem Elementary				
School Signage			$ 10,000.00	
Mitchell Elementary				
Playground Equipment			$ 25,000.00	
Total Request for 24-25				$ 605,000.00
Balance to carry forward at 6/30/2025				$ 266,017.07

Budget Distribution By Member Town

	2022-2023 Actual	2023-2024 Budget	2023-2024 Projected	2024-2025 Proposed Budget	Variance	% Change
Budget Expenditures	$ 37,021,259	$ 40,149,274	$ 37,721,146	$ 41,590,505	$ 1,441,231	3.59%
Revenue - Region Only	$ 3,181,301	$ 4,040,967	$ 40,527,110	$ 4,193,191	$ 152,224	3.77%
Net to Towns	$ 33,839,958	$ 36,108,307	$ (2,805,964)	$ 37,397,314	$ 1,289,007	3.57%
Student Enrollment*						
Bethlehem	363	359	359	348	(11)	-3.06%
Woodbury	1,004	1,024	1,024	983	(41)	-4.00%
Total	1,367	1,383	1,383	1,331	(52)	-3.76%
Student Ratio *						
Bethlehem	26.5545%	25.9581%	25.9581%	26.1458%	0.1877%	0.72%
Woodbury	73.4455%	74.0419%	74.0419%	73.8542%	-0.1877%	-0.25%
Total	100.0000%	100.0000%	100.0000%	100.0000%		

** When the Region was formed, the towns agreed to the following formula to calculate each town's share of the budget: Take the average of the enrollment for the first day of each month - September - February and determine the percentage of students for each town. These percentages for the current year are used to calculate each town's share for the next school year.*

Budget Distribution By Member Town

Budget Distribution	2022-2023 Actual	2023-2024 Budget	2023-2024 Projected	2024-2025 Proposed Budget	2024-2025 Variance	2024-2025 % Change
Bethlehem	$ 8,986,031	$ 9,373,017	$ 9,373,017	$ 9,777,810	$ 404,793	4.32%
Woodbury	$ 24,853,927	$ 26,735,290	$ 26,735,290	$ 27,619,504	$ 884,214	3.31%
Total	$ 33,839,958	$ 36,108,307	$ 36,108,307	$ 37,397,314	$ 1,289,007	3.57%
Educational Cost Sharing Grant						
Bethlehem	$ 1,180,408	$ 1,218,610	$ 1,256,812	$ 1,256,812	$ 38,202	3.13%
Woodbury	$ 2,186,586	$ 2,476,242	$ 2,476,242	$ 2,765,899	$ 289,657	11.70%
Total	$ 3,366,994	$ 3,694,852	$ 3,733,054	$ 4,022,711	$ 327,859	8.87%
Bethlehem-Net	$ 7,805,623	$ 8,154,407	$ 8,116,205	$ 8,520,998	$ 366,591	3.91%
Woodbury-Net	$ 22,667,341	$ 24,259,048	$ 24,259,048	$ 24,853,605	$ 594,557	2.22%

POLICY SERVICES

A sample policy to consider.

Personnel - Certified/Non-Certified

Exit Survey/Interviews

The Board of Education shall develop an exit survey to be completed by a certified professional educator who is employed by the Board and voluntarily resigns. The exit survey will include questions relating to the reason why the certified educator is ceasing employment, whether or not the certified educator is leaving the profession, the demographics of the certified educator, and the areas in which the certified educator taught or served.

Exit interviews are viewed by the Board of Education as a good way to gain insights into problems, difficulties, and dissatisfactions that otherwise might not come to the school system's attention. Such interviews can also provide confirmation of suspected problems as well as information needed to begin to correct the problems.

Therefore, an employee who is separated from employment in the District will receive an exit interview.

Legal Reference: Connecticut General Statutes

P.A. 23-159 An Act Concerning Teachers and Paraeducators

Policy adopted:
cps 10/23

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

Exit Survey for Certified Faculty

As part of new Connecticut State legislation passed in July of 2023, Public Act 23-159 requires all Boards of Education to develop an exit survey to be completed by each teacher who voluntarily ceases employment with such board. Aside from helping us meet the legislative requirement, your responses will help us improve our educational environment and better understand teacher attrition in Region 14.

* Indicates required question

1. Email *

2. First and Last Name *

3. Date of first day in Region 14 *

Example: January 7, 2019

4. Date of last scheduled day in Region 14 *

Example: January 7, 2019

5. Location of position (choose all that apply): *

Check all that apply.

- [ ] Bethlehem Elementary School
- [ ] Mitchell Elementary School
- [ ] Woodbury Middle School
- [ ] Nonnewaug High School

6. Subject(s) Taught *

_____

Demographics

7. Gender *

Mark only one oval.

- ◯ Male
- ◯ Female
- ◯ Non-binary
- ◯ Prefer not to say

8. Age Range *

Mark only one oval.

- ◯ Under 30
- ◯ 30-39
- ◯ 40-49
- ◯ 50-59
- ◯ 60 or older

9. Race/Ethnicity *

Mark only one oval.

- White/Caucasian
- Black/African American
- Asian/Pacific Islander
- Native American
- Other: _____

10. Number of years in the teaching profession *

Mark only one oval.

- Less than 1
- 2-4
- 5-9
- 10-14
- 15-19
- 20+

Reason for Ceasing Employment

11. Please select the primary reason for leaving your position: *

Mark only one oval.

- ◯ Personal/family reasons
- ◯ Career Change
- ◯ Relocation
- ◯ Retirement
- ◯ Dissatisfaction with teaching/the profession
- ◯ Dissatisfaction with the district/school/position
- ◯ Length of commute
- ◯ Promotion or leadership opportunity
- ◯ Other: _____

12. Please briefly explain your primary reason for leaving: *

_____

_____

_____

_____

_____

13. Are you leaving the teaching profession entirely? *

Mark only one oval.

- ◯ Yes
- ◯ No

14. If yes, please briefly explain your reasons for leaving the teaching profession:

Feedback for the District

15. What did you enjoy most about your teaching experience in Region 14? *

16. What aspects of your teaching experience could have been improved? *

17. Do you have suggestions for enhancing the overall working environment for teachers in our district? *

18. Please describe your satisfaction level with the support and professional learning opportunities provided by the district during your tenure. *

Mark only one oval.

- ◯ Very satisfied
- ◯ Satisfied
- ◯ Neutral
- ◯ Dissatisfied
- ◯ Very dissatisfied

19. Did you feel your voice and concerns were heard and addressed by the school and/or district administration during your employment? *

Mark only one oval.

- ◯ Yes
- ◯ No

20. Please share any additional comments or suggestions you may have:

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Google Forms

Instruction

Interscholastic/Intramural Athletics

The Board of Education believes individual students will benefit from opportunities to grow physically and intellectually through experiences that provide the opportunity for self-discipline and team efforts made possible through competitive interschool and intramural team and individual sports activities.

District participation in interscholastic athletics will be subject to approval by the Board. This shall include approval of membership in any leagues, associations, or conferences, or rules for student participation.

It is the Board's policy to provide students interscholastic athletic competition in a variety of sports. Students will be allowed to participate in individual sports on the basis of their physical condition and desire. Qualified personnel shall be provided for coaching and supervising individual sports. In addition, it is the policy of the Board to provide intramural athletic activities as an outgrowth of class instruction in physical education commensurate with the grade level of the students involved.

Students with disabilities, possessing the required level of skill or ability to participate in a competitive program or activity, shall be afforded an equal opportunity to participate in extracurricular activities, which include club, intramural or interscholastic athletics. The District shall make reasonable modifications and provide those aids and services that are necessary to afford a "qualified" disabled student the opportunity to participate in extracurricular athletics, unless it results in a fundamental alteration to the District's program. The District will consider whether safe participation by a disabled student can be assured through reasonable modifications or the provision of aids and services.

The District shall/may (TBD) create additional opportunities for students with disabilities who cannot participate in the existing extracurricular athletics program, even with reasonable modifications or aids and services, in order to afford such students an equal opportunity to receive the benefits of extracurricular athletics.

Each student who chooses to participate in an interscholastic athletic program is required to have on file, in the offices of the building administrator and the Athletic Director, a certificate of consent which is signed by the parent or legal guardian. No student may start practice for any athletic team until he or she has been examined and approved by a medical doctor. This certificate of consent will be in effect for each student for each sports season.

The purpose of school athletics is both educational and recreational. The athletic program should encourage participation by as many students as possible and should be carried on with the best interests of the participants as the primary consideration. Participation should be without unreasonable interference with other obligations in the school, community and home.

Instruction

Interscholastic/Intramural Athletics (continued)

It is recognized that a well-organized and well conducted athletic program is a potent factor in the morale of a student body and an important phase of good community-school relations.

Every possible effort shall be made to offer equal opportunities for both sexes in sports and activities which shall include life sports that a student can carry through adulthood.

Legal Reference: Connecticut General Statutes
10-149 Qualifications for coaches of intramural and interscholastic athletics.

Stratton, PPA v. St. Joseph's High School, Bridgeport Superior Court, June 4, 1986 (12 CT 26)9/87.

U.S. Department of Education, Office for Civil Rights, "Dear Colleague Letter," 113 LRP 3326 (OCR 1/25/13)

Increasing Educator Diversity Plan Template

IMPORTANT NOTES:

1. Formal approval by your local or regional board of education, or equivalent governing body for schools must be obtained prior to submitting your Increasing Educator Diversity Plan. Be prepared to provide the day, month and year that the plan was approved by the board or equivalent governing body as part of the upload of your submission.

2. In the absence of an original motion or a preexisting board or board equivalent policy expressly conferring authority on the superintendent or equivalent schools administrator to make any necessary Plan revisions, the school board or equivalent governing body will be expected to formally approve any necessary revisions to its Plan prior to resubmitting the revised Plan by May 15, 2024

COVER PAGE	
District:	Region 14 Schools
Vision:	In Region 14, we envision a dynamic educational environment where the diversity of our educators mirrors that of our student body. By revitalizing our recruitment, hiring, and retention practices, we aim to significantly increase the presence of certified educators of color from 3% to more closely align with our 16% student population of color.
Theory of Action	If Region 14 administrators demonstrate that we value educator diversity through our recruitment, hiring, and retention processes and practices as well as our professional learning offerings, then we will be more likely to increase the diversity of our certified educator faculty to better reflect that of our student population.
Team Lead:	Dr. Taryn Fernández, Director of Teaching and Learning
Team Members:	Wendy Yatsenick, Kelly Pinho, William Nemec, Suzie Greene, Declan Curtin, Nicole Lewis, Mykal Kuslis, Tina Tanguay, Dina Ericson, Brian Murphy

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RECRUITMENT								
Goal (What are we trying to do?)	**Who Manages the Goal?** (name, position)	**Strategies/Key Activities** (How are we going to do it?)			**Indicators of Progress** (How will we know if we are on track for success?)	**Resources Required** (What people, time, money, and technology will be needed?)	**Risks and Mitigation** (What could go wrong? How will we make that less likely to happen?)	**Communication/ Engagement Efforts** (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		What?	**Who Owns This?**	**By When?**				
Network with potential candidates and build awareness of our district while demonstrating our commitment to diversifying our faculty	Taryn Fernandez, Director of Teaching and Learning	Send district representation annually to the RESC Alliance Increasing Educator Diversity recruitment conferences and fairs regardless of the number of current or anticipated openings	Wendy Rossi, HR Coordinator	Annually, beginning in 2024	Track the fairs that are attending by district personnel, the number of contacts made at the fair, the number of contacts that then submit applications, and the number of applicants eventually hired.	HR Coordinator, school administrators with open positions, and/or Director of Teaching and Learning will attend the fairs. We need to develop informational fliers about the Region or cards with QR codes that link to our employment page on our website. No additional technology is needed.	Being a small district, we do not have many openings on an annual basis, so we may be going to the fairs with no openings at the time. While this cannot be mitigated, our goal for this strategy can still be met.	HR Coordinator and Director of Teaching and Learning, dates and times of the fairs/conferences
Expand our applicant pool and the probability of attracting a more racially, culturally, and linguistically diverse pool of applicants	Wendy Rossi, HR Coordinator	Expand the target area of job postings to include all states with certification reciprocity with Connecticut: Delaware, District of Columbia, Maine, Massachusetts, Maryland, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Virginia, and Vermont as well as Puerto Rico. And explicitly state in all employment postings that candidates of diverse backgrounds are highly encouraged to apply.	Wendy Rossi, HR Coordinator	All postings for the 2024-2025 school year and beyond.	Utilize Applitracks to monitor how our applicants were referred to us. Track the number of referals from each posting resource, the number of educators of color, and the number of applicants and applicants of color hired.	Identify the most used sites in the reciprocity states for education postings and post our positions there. Make adjustments to the Applitrack application to include all of the posting sites. Include in all job postings "Candidates of diverse backgrounds are highly encouraged to apply."	The number of applicants willing to relocate to the Region 14 area is likely limited. We are not able to offer financial incentives for the move, so we will depend on reaching candidates who are already planning to move or who can relocate easily.	HR Coordinator to maintain a list of sites where positions are posted

Encouragement and preparation of the next generation of educators: Provide our current students with pathways to a career in education.	Taryn Fernandez, Director of Teaching and Learning; School Administrators - Kelly Pinho, Wendy Yatsenick, William Nemec, Suzie Greene, Nicole Lewis, Declan Curtin, Mykal Kuslis; club advisor and course instructors	1) Expand our dual enrollment offerings to include education courses in addition to our current offering of a Future Agriscience Educator course. 2) Reinstate our Young Educators Club that had previously been an extracurricular offering to provide high school students with the opportunity to work with elementary students in the district. Students of color will be encouraged to consider participating in the courses and/or extracurricular opportunities.	Director of Teaching and Learning, Club Advisor, School Counselors, High School Administration	The club has been reinstated for the 2023-2024 school year and beyond. Offering the courses will depend upon teacher interested in teaching the courses and approval by an institution of higher education.	Attendance will be taken at the Young Educators Club meetings to track interest and growth. Enrollment in the education courses over time will also be monitored.	Coordination between the club advisor and the elementary principals and classroom teachers to provide students with "internship" opportunities.	The expansion of course offerings requires student interest and enough requests to run the course. School counselors will encourage students during the registration process if there is interest in pursuing a career in education.	School counselors to students regarding opportunities, club advisor to elementary principals regarding school visits

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HIRING & SELECTION								
Goal (What are we trying to do?)	**Who Manages the Goal?** (name, position)	**Strategies/Key Activities** (How are we going to do it?)			**Indicators of Progress** (How will we know if we are on track for success?)	**Resources Required** (What people, time, money, and technology will be needed?)	**Risks and Mitigation** (What could go wrong? How will we make that less likely to happen?)	**Communication/ Engagement Efforts** (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		What?	**Who Owns This?**	**By When?**				
Gain an understanding of the applicants' experience with and awareness of culturally responsive teaching during the screening and interview process and indicate to applicants that an inclusive community is important to us	Wendy Rossi, HR Coordinator	Include an essay question in our Applitracks application for certified faculty positions about diversity and instructional strategies and supports they would employ to meet the needs of diverse learners, nurture respect and inclusiveness in their classroom, and enable all students to reach their potential. Ensure that a similar question is included in all interviews for certified faculty in the district.	Wendy Rossi, HR Coordinator	All postings for the 2024-2025 school year and beyond.	The applicants' responses to this question officially become part of the screening process and inform our decision to invite prospective candidates for interviews.	Develop a rubric and/or common understanding of appropriate responses to the question.	In the age of AI, it is quite easy to write a compelling response to this question and be moved to the interview pool. Reiterating the question during all interviews and asking for specific examples will help us determine if the candidate's response was their own.	Administrative team communicates with interview committees the purpose of the questions and the expectations for content of the responses.

Maintain an awareness of and challenge our tendencies during the application review and interview process that result in partiality.	Wendy Rossi, HR Coordinator and School and District Administrators	1) Review applications with the understanding that when candidates are equally qualified for a position, we should and will take advantage of the opportunity to interview and hire educators of color. 2) Recognize and avoid practices that may result in partiality such as considering residence proximity to the district, experience in the surrounding area districts, and referral by current employees as positive attributes of a candidate. 3) Invite students and/or parents of color to be part of the interview process either serving on interview committees for administrative positions or participating in the lesson demonstration of teacher candidates.	School and district administrators	All postings for the 2024-2025 school year and beyond.	Openly discuss with the administrative team and the interview committees the reasons each candidate was invited to interview and/or was selected over other candidates to ensure input from all members of the committee and accountability to the strategies for reducing partiality.	Provide discussion points for post-interview conversations between members of the interview committee as well as a common rating protocol to further reduce subjectivity.	Ensure common hiring and selection process across all district schools and positions.	HR Coordinator, Central Office Administration, School Administrators

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RETENTION								
Goal (What are we trying to do? How will you sustain educators in ways that increase their retention?)	**Who Manages the Goal?** (name, position)	**Strategies/Key Activities** (How are we going to do it?)			**Indicators of Progress** (How will we know if we are on track for success?)	**Resources Required** (What people, time, money, and technology will be needed?)	**Risks and Mitigation** (What could go wrong? How will we make that less likely to happen?)	**Communication/ Engagement Efforts** (Who needs to be consulted/ engaged? What needs to be communicated? To whom?)
		What?	**Who Owns This?**	**By When?**				
Create a pathway for conversations between educators of color working in districts with similar educator demographics.	Taryn Fernandez, Director of Teaching and Learning	Provide affinity group conversation opportunities by pairing new linguistically and culturally diverse hires with veteran linguistically and culturally diverse educators already on staff, when possible, or with teachers in partnering school districts with similar demographics to Region 14 (Sharon, Cornwall, Kent, North Canaan, Falls Village/Canaan, Salisbury, Region 1, Region 10, Plymouth). We are partnering with EdAdvance to host these affinity conversations.	Director of Teaching and Learning	Mid-year 2024-2025 and beyond	A structure will be in place to connect educators of color between districts	Collaboration with partner districts to create the conditions under which the conversations can flourish: release time, travel time/reimbursement	The conversations may need to be held virtually to increase participation and reduce the time commitment required.	Director of Teaching and Learning will connect with representatives from similar districts to develop a network of opportunities.
Further develop and sustain a climate and culture in which educators of color feel welcomed, valued, and part of the school community	Taryn Fernandez, Director of Teaching and Learning; School Administrators - Kelly Pinho, Wendy Yatsenick, William Nemec, Suzie Greene, Nicole Lewis, Declan Curtin, Mykal Kuslis; all faculty members	Continue to pair all new hires with a teacher within their grade level or subject area to support them in their transition into Region 14, check-in with them regularly and be available to answer questions and guide them in the right direction for answers and concerns.	Director of Teaching and Learning	Already occurring	The Superintendent and Director of Teaching and Learning meet with new faculty members mid-year and at the end of the year for a check-in and feedback. The Director of Teaching and Learning also checks in with new faculty members a few weeks into the school year.	We will use existing faculty members as supporters. They have all willingly volunteered their time to support new colleagues.	Check-ins have been effective in ensuring this is occuring.	Director of Teaching and Learning, new faculty members, supporting faculty members, and school administrators

Identify any areas for improvement in retaining diverse faculty.	Taryn Fernandez, Director of Teaching and Learning	Survey faculty each year to assess how supported they feel and identify any areas for improvement in retaining diverse faculty.	Director of Teaching and Learning	May, 2025	Surveys will be received from at least 90% of the faculty annually	We will use a Google Form	We have to ensure that time is given to the faculty to complete the survey to increase the likelihood that all will respond thoughtfully and meaningfully.	Director of Teaching and Learning will develop the survey and share with the administrative team prior to its release for suggestions and revisions, if necessary.
Engage diverse learners and foster an inclusive school culture where leadership consistently stresses the value of diversity	Taryn Fernandez, Director of Teaching and Learning; School Administrators - Kelly Pinho, Wendy Yatsenick, William Nemec, Suzie Greene, Nicole Lewis, Declan Curtin, Mykal Kuslis; all faculty members	Require participation by all faculty in professional learning opportunities focused on culturally responsive teaching practices that will be reflected in the classroom as well as in faculty meetings.	Director of Teaching and Learning	Second half of 2024-2025 school year and ongoing afterwards	Discussions around the strategies and their effectiveness through the sharing of specific examples will be on the agendas of team/grade level/department meetings, administrative meetings, and PLCs.	Budget for professional learning facilitators	With the numerous initiatives from the state, paired with the changes stemming from our district goal of continuous improvement, we need to be sure this is not seen as another initiative.	Professional learning facilitators, school administrators, all faculty - Communicate that this is who we are: people who care about engaging all learners and educators and recognizing their unique contributions as integral to sucess.