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 18, 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. Regular Meeting, Monday, February 26, 2024
   B. Regular Meeting, Monday, March 4, 2024

V. Superintendent's Report……..……..……..……Brian Murphy
   A. Student Representative Update
   B. Unified Champion School/Nonnewaug High School
   C. Nonnewaug High School Athletic Club Hall of Fame
   D. Woodbury Middle School Development Plan

E. Nonnewaug High School Development Plan
F. Agriscience Program Presentation
G. District Bus App – Tina Tanguay

VI. Committee Reports

A. Policy Committee

On a recommendation by the Policy Committee to approve the following policies (Second Read, 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. Nonnewaug High School Graduation Date for the Class of 2024: Saturday, June 15, 2024 (Action Anticipated)

XI. Other Business

XII. Adjournment

Minutes
Regular Meeting of the Region 14 Board of Education
Monday, February 26, 2024; 6:00 p.m.
Bethlehem Elementary School
Library Media Center

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

Absent:
Tikva Rose

Also Present:
Brian Murphy, Superintendent
Tina Tanguay, Director of Finance and Operations
Taryn Fernandez, Director of Student Learning
Dina Ericson, Director of Student Services

I. Call to Order

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

II. Pledge of Allegiance/Introductions

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

III. Approval of Minutes

A. Regular Meeting, Monday, February 5, 2024

A motion was made by Chris Matta and seconded by Caren Lipinski to accept/approve the minutes as presented, all in favor, none opposed, Alice Jones abstained, motion carried.

IV. Superintendent's Report

A. Student Representative Update

There was no update

DRAFT

The Regional School District 14 Board of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, gender identity or expression, sexual orientation, or disability in its programs, activities, and employment practices as set forth in compliance with the Office of Civil Rights, Title VI, Title IX, and Section 504. Any person having inquiries concerning Regional School District 14 Public Schools' compliance with Section 504, Title VI or Title IX should contact Dina Ericson, Director of Student Services, Regional School District 14, 5 Minortown Road, PO Box 469, Woodbury, CT 06798 (203) 263-6356

B. Student Award Recognition

The Board of Education, Superintendent Murphy, and school administrators acknowledged several students for their recent award standings. Mr. Ray Butkus, a Bethlehem Selectmen, was on hand to introduce Rubie Lombardi and provide a few words on the essence of the American Legion contest for which she was the silver medalist.

Hazel Brent	CAS Excellence in Art
William Ryan	CAS Excellence in Art
Fiona Haines	CAS Excellence in Music
Levi Chmielewski	CAS Excellence in Music
Alyxandra Pustola	CAS Excellence in Music
Tye Weaver	CAS Excellence in Art
Christopher Farisello	CAS Excellence in Music
Daisy Collett	CAS Excellence in Art
Rubie Lombardi	Second Place Standing, American Legion Oratorical Contest
Scott Meyer	Michael H. Savage Spirit of Sport Award
Kailey Townsend	First Place-Nonnewaug in the Voice of Democracy Essay

C. Department Development Plans

Ms. Dina Ericson, the Director of Student Services and Dr. Taryn Fernandez, the Director of Teaching and Learning presented their Development Plans. Focusses included Mission, Theory of Action, Departmental Goals, and indicators/strategies for each of the goals.

Dr. Fernandez also shared a Mid-Year Performance Update with mClass Dibels and NWEA District Assessments.

V. Committee Reports

A. Finance Committee Update

1. RFP/Health Insurance

Under the directive of Tina Tanguay, the Director of Finance and Operations, a request for proposal was initiated by the district's insurance vendor, Brown and Brown, for medical insurance submissions. Of the six proposals received and considered, it was the consensus of the Board to recommend Anthem.

A motion was made by Jim Crocker and seconded by Chris Griffin to accept/approve the bid proposal from Anthem with a decrease of 7.82% and a 12% cap for year 2 starting July 1, 2024, all in favor, none opposed, motion carried unanimously.

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B. Policy Committee Update

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

1. Policy 6141.232 Internet Safety Policy/Filtering with Regulation

The policy ensures that the District's Internet connection is used in an appropriate manner and that all users are protected from an appropriate information published on the internet. All internet access must be filtered.

A motion was made by Jim Crocker and seconded by Chris Matta to accept/approve Policy 6141.232 as presented, all in favor, none opposed, motion carried unanimously.

2. Policy 6172.1 Gifted and Talented Students

Current law indicates that districts are required to identify Gifted and Talented Students, but provision of services is at the discretion of the local district. Of note, Superintendent Murphy's budget for 24/25 includes an afterschool program for Gifted and Talented students in grades 3-8.

A motion was made by Jim Crocker and seconded by Chris Griffin to accept/approve Policy 6172.1 as presented, all in favor, none opposed, motion carried unanimously.

C. Safe Schools Committee Update

The committee met on Thursday, February 22, 2024 and adjourned due to lack of a quorum, no report

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. Three projects remain open: The CABE Policy review and the Nonnewaug building and horse barn projects, which are nearing finalization. Most notably, Chairman Crocker was happy to report that a Certificate of Occupancy was received last week from the Town of Woodbury for the high school. A temporary Certificate of Occupancy is anticipated tomorrow for the Sap Building.

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VII. Privilege of the Floor

Mr. Ray Butkus spoke on the importance of public speaking decorum

VIII. Old Business

There was none

IX. New Business

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

Faculty member Kate Peterson provided an overview of the field trip and highlighted some of the attractions students would be participating in including a visit to the Upper Town/St Louis Gate, The Chateau Frontenac, the Dufferin Terrace, the Assemblee Nationale building and the Musee de la Civilisation to name just a few.

A motion was made by Chris Matta and seconded by Jim Crocker to accept/approve the field trip to Quebec, Canada as presented, all in favor, none opposed, motion carried unanimously.

X. Other Business

Chris Matta commented on the recent pancake breakfast.

Carol Ann Brown plugged the upcoming high school play, "Once Upon A Mattress".

XI. Adjournment

A motion was made by Chris Matta and seconded by Chris Griffin to adjourn the Meeting, all in favor, none opposed, motion carried unanimously. The meeting adjourned at 7:48 p.m.

Respectfully Submitted,



Patricia Paige
Board Clerk

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

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Minutes
Regular Meeting of the Region 14 Board of Education
Monday, March 4, 2024; 6:00 p.m.
Mitchell Elementary School
Flanders Room

Present:
Jim Crocker, Chairman
Chris Matta
Carol Ann Brown
Alice Jones
Michael Carbonneau
Caren Lipinski

Absent:
Tikva Rose
Chris Griffin

Also Present:
Brian Murphy, Superintendent
Tina Tanguay, Director of Finance and Operations
Taryn Fernandez, Director of Teaching and Learning
Gianna Lodice, Student Representative

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

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

III. Approval of Minutes
A. No minutes for approval

IV. Superintendent's Report
A. Student Representative Update
Gianna had much to report on with many events occurring at both the middle and high schools. Events at the high school included the annual Red Out fundraising festivities, pep rally, "STALL" fundraiser, Spirit Week, FFA field trip to the capitol, and several athletic acknowledgements.

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Woodbury Middle School happenings included a super bowl pancake breakfast, Valentine's day dance, 8th grade open house, American Heart Association Challenge, and March Madness.

B. Superintendent's 2024/2025 Proposed Budget Presentation

Superintendent Murphy shared a first overview of his proposed 2024/2025 budget, which notes a 3.59% or $1,441,231 increase over last year. The Board members were asked to review the proposal in advance of next week's budget workshop and send any questions they may have to Ms. Tanguay.

The proposal included Vision of a Learner progress, Instructional Core Focuses, Courses and Curricula approved by the Board, Curriculum/Instructional Strategies for 2024/2025, New Initiatives, Staff Changes, and a Budget Distribution by Member Town.

V. 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

Jim Crocker moved that 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, **seconded by Michael Carbonneau, all in favor, none opposed, motion carried unanimously.**

Required motion language for combined food and beverage exemptions:

Motion Two

Jim Crocker moved that 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

DRAFT

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, **seconded by Chris Matta, all in favor, none opposed, motion carried unanimously.**

Policy Committee Update

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

1. Policy 4117.6 Exit Survey/Interview
   Newly implemented state mandated policy, which requires Boards of Education to develop an exit survey to be completed by a certified professional educator who is employed by the Board of Education and voluntarily resigns. Several revisions were made to the survey at the Board's request.

2. Policy 6145.2 Interscholastic/Intramural Athletics
   Policy revised to remove language that states the Board shall approve athletic schedules.

VI. Board Chair Comments

Budget well thought out, reasonable, and supports the changes and activities currently in place. Completed some of the projects, focus on academic performance, and manage distractions.

VII. Privilege of the Floor

Nicolas Gravalec
477 Main Street South, Bethlehem

Mr. Gravalec addressed a recent article in the newspaper

Diane Macleod
88 Weekeepeemee Road, Woodbury

Ms. Macleod spoke to self-worth and Erin's Law

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VIII. Old Business

There was none

IX. New Business

A. Increasing Education Diversity Plan (Action Anticipated)
Dr. Taryn Fernandez presented.

Legislative Mandate: Public Act 23-167 Section 10 (Effective July 1, 2023)

The goal of the plan is to increase educator diversity. Dr. Fernandez, in conjunction with her colleagues, developed a plan, which ultimately requires approval by the Board. The plan includes 3 recruitment goals, 2 hiring and selection goals, and 4 retention goals.

A motion was made Michael Carbonneau and was seconded by Jim Crocker to accept/approve the Increasing Education Diversity Plan as presented, all in favor, none opposed, motion carried unanimously.

X. Other Business

There was none

XI. Adjournment

A motion was made by Jim Crocker and seconded by Chris Matta to adjourn the meeting, all in favor, none opposed, motion carried unanimously. The meeting adjourned at 7:15 p.m.

Respectfully Submitted,

Patricia Paige
Board Clerk

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

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REGION 14
PUBLIC SCHOOLS

School Development Plan
Woodbury Middle School
2023-2024



Woodbury Middle School
Development Plan
2023-2024
William Nemec
Principal Woodbury Middle School
Susan Greene
Assistant Principal
67 Washington Ave.
Woodbury, CT

Introduction

Statement of Purpose

Region 14 Schools Mission

The mission of the Region 14 School District is to educate all students to reach 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 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 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 offer

Goal 3 Safety

Region 14 will provide safe & 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

Woodbury Middle School Theory of Action:

If Woodbury Middle School provides a school culture that fosters our core values of respect, responsibility, and relationships, then students and teachers will improve opportunities for academic and social-emotional growth.

Woodbury Middle School Mission:

The Woodbury Middle School's mission is to foster an inclusive learning environment where all students are lifelong learners. Our Warrior Way guides our core beliefs in respect, responsibility, and relationships, which form the foundation of our commitment to providing a quality education that addresses academic, social, emotional, and behavioral success.

Woodbury Middle School Goals:

Goal 1 Climate and Culture

Woodbury Middle School will improve school climate and culture by creating a positive learning environment that is respectful to the needs of all staff and students. WMS strives to include all students regardless of their backgrounds, abilities, or differences. We ensure that all students feel safe and foster

an environment of kindness and empathy for others. WMS promotes effective communication between students, staff, and parents to address ongoing concerns regarding school culture.

Strategies:

- Create a school climate committee that assesses the needs of the school climate
- From the needs assessment, create a plan to address behaviors that impact the climate and culture of WMS
- Review the WMS core values of our Warrior Way and define what these values look like in all areas of our school
- Create a behavior Matrix to define the core values and post them throughout the school
- Create a multi-tiered system of intervention and support
- Introduce Positive Behavior Supports to staff and then students. PBIS will support our Tier 1 plan to address schoolwide culture
- Acquire LiveSchool software program to track student points and award positive behaviors
- Create bi-weekly and long-term events to celebrate positive behavior
- Continue to meet with student leadership teams to design school-wide activities that promote a positive school culture
- Implementation of the Words Matter curriculum in counseling lessons
- Survey students on school culture
- Continue communication with families using the Weekly Warrior as the means of providing all information pertaining to WMS

Indicators:

- Student feedback from surveys
- Data from Live School monitoring student points
- Data from Live School monitoring teachers providing points
- Data from 112 Warrior Way and AIR
- District Parent Survey
- PASS Data

Goal 2 English Language Arts

Woodbury Middle School will increase the number of students meeting or exceeding CT State proficiency targets in English Language Arts SBAC Testing by 5 percentage points in each grade level.

Strategies:

- Successful implementation of Open Up ELA curriculum
- Schedule classes with small group and skills-based instruction in our literacy labs
- Students are assigned to the same ELA teacher for both ELA and Literacy Lab
- Provide additional time for teams to meet as an ELA department by grade level

- Analyze data to assist with intervention planning
- Observe instruction at levels above and below to fill gaps
- Offer opportunities for professional learning in and out of the district
- Provide opportunities for coaching discussions and strategies to improve instruction
- Targeted, tiered interventions focused on spelling, oral reading fluency, reading comprehension, and writing.
- ELA: Students will engage with grade-level texts, develop content knowledge and a robust vocabulary, build reading and writing stamina, and engage in activities to develop speaking and listening skills.
- Budget for materials in Open Up ELA curriculum

Indicators:

- NWEA diagnostic testing 3 times per year
- Smarter Balanced school-wide scores
- IAB assessments, formal and informal
- Summative and formative assessments within Open Up ELA
- Other intervention assessments:
    - Gallistel-Ellis spelling assessment
    - DIBELS Oral Reading Fluency
    - DIBELS Maze comprehension

Goal 3 Math

Woodbury Middle School will increase the number of students meeting or exceeding CT State proficiency targets in Math SBAC Testing by 5 percentage points in each grade level.

Strategies:

- Continue implementing the Illustrative Math Curriculum
- Ongoing professional learning of evidence-based practices to improve math outcomes
    - Provide opportunities for coaching discussions and strategies to improve instruction
    - Continue relationship with Illustrative Math Specialist and time to work with teachers
    - Offer opportunities for professional learning in and out of the district

- Analyze universal screeners and Unit pre-assessment data to assist with intervention planning
- Targeted, tiered interventions focused on increasing achievement on grade level content while providing just-in-time intervention to fill in gaps
- Continue with the intervention model of using push-in support as well as small group instruction during I-block
- Observe instruction at levels above and below to fill gaps
- Budget for IM supplies

Indicators:

- NWEA diagnostic testing 3 times per year
- Smarter Balanced school-wide scores
- IAB assessments, formal and informal
- Summative and formative assessments within IM curriculum

Goal 4 Science

Woodbury Middle School will increase the number of students meeting or exceeding CT State proficiency targets in Science SBAC Testing by 5 percentage points in each grade level.

Strategies:

- Continue implementing Open SciEd Curriculum
- Create a Budget to support specific supplies to implement the curriculum
- Provide professional learning time for the department to include remaining units in Open Sci Ed
- Provide opportunities for coaching discussions and strategies to improve instruction
- Ongoing professional learning of evidence-based practices to improve science outcomes
- Provide experience through IABs to NGSS assessment

Indicators:

- NWEA diagnostic testing 3 times per year
- NGSS school-wide scores
- IAB assessments, formal and informal
- Summative and formative assessments within Open SciEd curriculum

SBAC ELA								
Year	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
6th Grade	65.50%	56.60%	64.90%	57%		58.14%	58.90%	60%
7th Grade	50.90%	60.30%	54.90%	66%		51.51%	57.30%	61%
8th Grade	55.40%	55.50%	65.50%	55.30%		60.46%	56.60%	63%

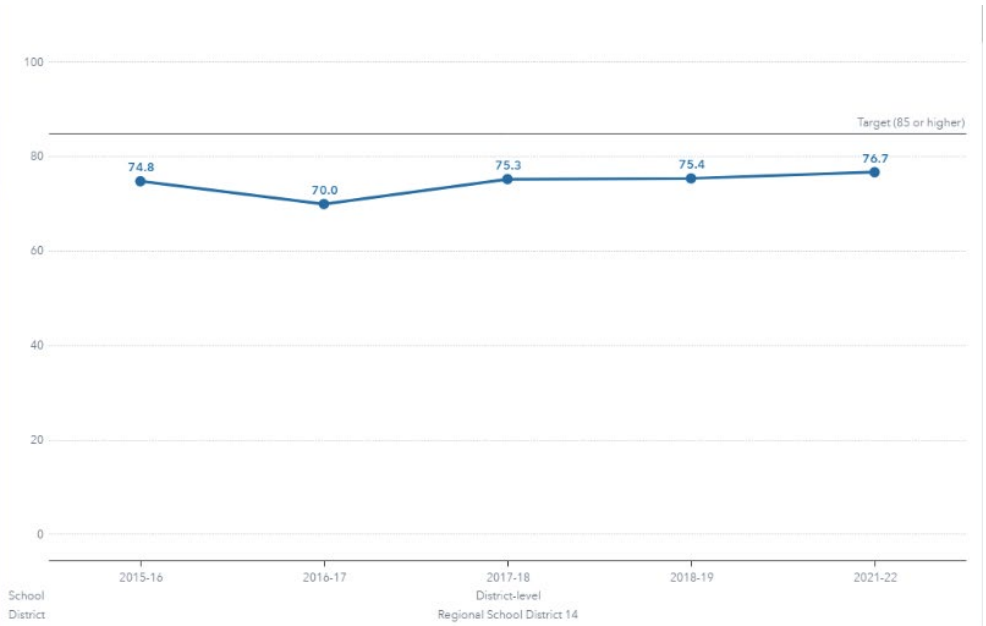
SBAC Math								
Year	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
6th Grade	40.50%	40.30%	31.60%	38.70%		38.37%	43.90%	43%
7th Grade	33.30%	35.30%	37.60%	53.80%		35.42%	57.30%	56%
8th Grade	42.60%	37%	50.90%	29.50%		51.19%	51%	64%

NGSS								
Year	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
8th Grade				49.20		57.14	50.50	64

Region 14 Accountability Index

2021-2022 Index = 76.7

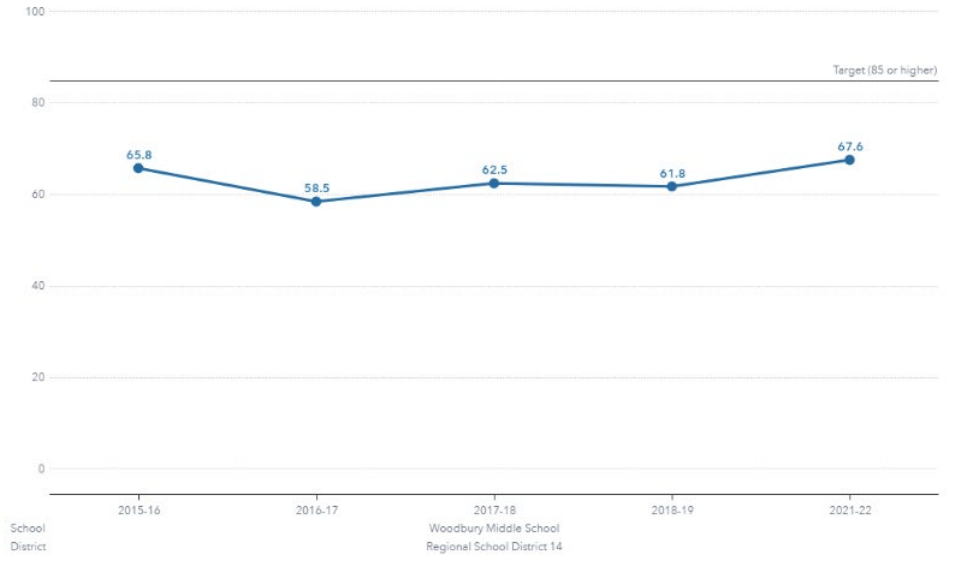
Highest in seven years!



WMS Accountability Index

2021-2022 Index = 67.6

Highest in seven years!



REGION 14 PUBLIC SCHOOLS

School Development Plan

Nonnewaug High School

2023-2024



Nonnewaug High School

Mykal Kuslis, Principal

Nicole Lewis, Assistant Principal

Declan Curtin, Dean of Students/Director of Athletics

5 Minortown Road

Woodbury, CT 06057

phone: 203.263.2186

fax: 203.263.3570

TABLE OF CONTENTS

NONNEWAUG HIGH SCHOOL STAFF **3**
INTRODUCTION **6**
- **STATEMENT OF PURPOSE** **6**
- **REGION 14 PUBLIC SCHOOLS MISSION** **6**
- **REGION 14 VISION OF A LEARNER** **6**
- **REGION 14 GOALS** **6**
- **REGION 14 PUBLIC SCHOOLS FIVE-YEAR GOALS** **7**
- **NONNEWAUG HIGH SCHOOL THEORY OF ACTION** **7**
- **NONNEWAUG HIGH SCHOOL MISSION** **7**
- **TEACHING AND LEARNING** **7**
- **REGION 14 STUDENT ACADEMIC GOALS** **7**
- NONNEWAUG HIGH SCHOOL GOALS 8
  - GOAL 1: VISION OF A LEARNER ATTRIBUTES 8
  - GOAL 2: ELA 8
  - GOAL 3: MATHEMATICS 9
  - GOAL 4: SCIENCE 11
  - GOAL 5: CLIMATE 11

LONGITUDINAL DATA: ACADEMIC RESULTS **13**
LONGITUDINAL DATA: SCHOOL CLIMATE RESULTS **14**
- **STUDENT SURVEY** **14**
- **PARENT SURVEY** **14**

NONNEWAUG HIGH SCHOOL STAFF

**Members of Building Leadership Team*

ADMINISTRATION

*Mykal Kuslis, Principal **

*Nicole Lewis, Asst. Principal **

*Declan Curtin, Dean/AD **

AGRISCIENCE

Lee McMillan Director

*Jennifer Jedd, Dept Chair **

Marisa Bedron

Eric Birkenberger

Thomas DiMarco

Kathleen Gorman

Leanne Golembeski

Jesse Hungerford

Andrew Zielinski

BUSINESS/TECHNOLOGY

*Devon Bares, Chair **

John Dominello, FCS

Adam Lengyel, Business

Deb Flaherty, LMS

COUNSELING

*Chris Maclean, Chair **

Lauren Buchta

Gail Defrancesco

Kathy Green

Stephanie Gutierrez

ENGLISH

*Jessica McKay, Chair **

Kathryn Aseltine

Rebecca Gambardella

Conor Gereg

Benjamin Guerette

Marisa Holtman

Kelly Nichols

Maura White

Darcy Lockwood, Literacy Interventionist/DML

FINE ARTS

*Jason Bouchard, Chair **

Leeza Desjardins, Art

Phaelon Koski- Music

William Michael, Media Arts

Genna Riggi, Digital Art

MATH

*Raymond Robillard, Chair **

Laurenn Bertoglio

Nicole Cowles

Jamie Lisevick

Tricia Marrone

Lauren O'Brien

Martin Malaspina

Laura Pearson

Kristen Pisano

PHYSICAL EDUCATION & HEALTH

Kathy Brenner

Ryan Campanario

Dave Green

PUPIL SERVICES

Sharon Gomes, Social Worker

Natalie Jaramillo, Speech

Alyssa Chouinard, BCBA,LBA (DW)

Gigi Leslie, PT (District wide)

Julianne Morin SSC (DW)

Sandra Snabaitis, Nurse

Sarah Marshall, Psychologist

Sara Klinger, OT

SCIENCE

*Chris York, Chair **

Toby Denman

Melissa Hodges

William Pease

Nick Sheikh

Shelly Stone

Kathleen Yocis

SOCIAL STUDIES

*Marisa Christoff, Chair **

Kyle Brennan

Steven Bunovsky

Scott Parkhouse

Michael Sturges

Rebecca Trzaski

SPECIAL EDUCATION

*Renee Harris, Chair **

Kellie Barber

Tami Gilbert

Matt Kayser

Marcello Lanquell

Nicholas Lucatino

Jennifer Trocolla

WORLD LANGUAGE

*Matthew Greaves, Chair **

Jane Caruso

Kate Peterson

Karen Sandor

Chad Williams

INSTRUCTIONAL AIDES

Arleigh Duff

Jean McDevitt–Lab Tech

PARAPROFESSIONALS

Karen Asselin

Sarah Augur

Amy Deluca

Stephanie Deering

Teresa Kelly

Dawn Maletzke

Rebecca Munday

Stephanie Shay

Jackie Smith

Julie Stewart

Catherine Thurston

SECRETARIAL STAFF

Jennifer Alena, Attendance

Debbie Brown, Agriscience

Lisa Gombos, Principal's

Jennifer Graziano, Dean/AD

Diane Licata, Counseling

SRO

Christopher O'Toole

Building Substitute

Mark Strumolo

CUSTODIAL STAFF

Brian Boccio, Head Custodian

Mike Chilinsky

Evaldo DeMelo

Greg Gaudiosi

Clayton Hilpertshasuer

Luke Paparazzo

Brandon Parrino

Regional – Kevin Rodgers

CAFETERIA STAFF

Costa Lefkimiatis, Manager

Lui-Amaral, Tamika, Manager

Jessica Ganchou, District Wide

Noela Llenga

Sandra Oldt

Cindy Wargo

Pamela Wendt

CAFÉ AIDS

Ellie Bruce

STUDENT TEACHER

Molly Malumphy

INTRODUCTION

STATEMENT OF PURPOSE

In order to maintain coherence within the Region 14 Public Schools, we must explicitly connect our mission, goals, theory of action, measures, and practices. Our expectations for student learning must reflect high impact goals and must embed the Region 14 Vision of a Learner needed for success in the 21st century. The achievement of these goals can only be achieved with full alignment of all Region 14 Public Schools' organizational systems, supports, and personnel. Thus, the 2023-2024 Nonnewaug High School Development Plan seeks to connect all aspects of the above mentioned areas with a focus on student growth and achievement.

REGION 14 PUBLIC 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 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 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.

REGION 14 PUBLIC SCHOOLS FIVE-YEAR GOALS

NONNEWAUG HIGH SCHOOL THEORY OF ACTION FOR CONTINUOUS IMPROVEMENT

If Nonnewaug High School intentionally and thoughtfully builds the capacity of teachers through differentiated professional learning, instructional coaching, provision of necessary resources, a continuous focus on data to improve instructional practices while simultaneously educating all stakeholders in the importance of student achievement, then student performance on state standardized assessments will improve.

NONNEWAUG HIGH SCHOOL MISSION

The Nonnewaug High School Community believes that all students have the right and responsibility to achieve their full potential and students are provided with the knowledge, skills, and understandings needed to become productive, compassionate citizens.

TEACHING AND LEARNING

Region 14's commitment to student achievement in all aspects of academics is critical. We continue to promote meaningful differentiation and specific, needs based instruction for students and professional development for teachers. While we focus on standards, we understand that there are multiple avenues for realizing success for all students. We are utilizing data from standardized assessments such as PSATs, SATs, NGSS, AP exams, and NWEA, in conjunction with our in-district data to identify areas of focus.

A positive school climate is at the heart of any successful school. During the last several years, we have placed an emphasis on a positive school climate for all members of our community. Additionally, all members of our school community are expected to follow our school-wide expectations, which we promote through many avenues. The work that we do is aligned with national and state school climate standards.

REGION 14 STUDENT ACADEMIC GOALS

- At least 75% of students will meet grade-level proficiency targets on state standardized assessments (SAT/PSAT/SBAC) in ELA and mathematics each year.
- A minimum of 2% improvement per year on all standardized state assessments.
- At least 75% of students will meet grade-level proficiency targets on state standardized assessments NGSS science each year.

NONNEWAUG HIGH SCHOOL GOALS

GOAL 1: VISION OF A LEARNER ATTRIBUTES

By the end of semester 1 of senior year, all students in the Class of 2025 will meet district proficiency on all six aspects of the Region 14 Vision of a Learner.

Strategies

What specific actions will lead us to our goal?

1. The leadership team will meet quarterly to examine Powerschool Data and identify students who have achieved VOL attributes and those who have not.
2. The leadership team will create a bank of assessments with specific VOL attributes for departments to use when planning common formative assessments.
3. Teachers and students will revisit the vision of the learner attributes and make connections to lessons by embedding such attributes in the curriculum.
4. VOL attributes will be combined with the "Pride in the Tribe" in order to expand into academic and community settings.

Indicators

How will we know if the teacher's actions that we engage in are making a difference?

- Powerschool data will be examined to identify VOL attributes and completion percentage.
- Lesson plans and curricula that reflect VOL attributes as well as a bank of a assessments created by the leadership team will be ready by March 2024

GOAL 2: ELA

The overall school score on the 2024 administration of the SAT ELA exam will improve by 2% from 61% to 63%.

SAT/PSAT Alignment

- Command of Evidence: Finding evidence in a passage that supports the answer to a question.
- Words in Context: Use context clues to determine the meaning of a word.
- Analysis in History/Social Science and Science: Examine hypotheses, interpret data, and consider implications
- Expression of ideas:These questions ask you to improve the substance and quality of the writer's message.

Strategies- directly connect to the indicator

What specific actions will lead us to our goal?

1. Principal and teachers will assess current practices in ELA to determine additional instructional

strategies, materials, and supports needed to address the CCSS and SAT standards. Additionally, the alignment between CCSS, NWEA, Khan Academy, and PSAT/SAT type questions in class will be reviewed. (District and School Goal relationships/indicators)- with an emphasis on command of evidence (literary, informational, and quantitative), words in context, and language (grammar/editing and revising).

2. All staff will engage in deep analysis of ELA data, including in-district data, Smarter Balanced summative data, and Smarter Balanced interim data, NWEA, PSAT/SAT and Khan Academy data. This analysis will include looking at trends across the school and the grade levels, as well as reviewing individual teacher and student results. Teams will create projections of scores based on past test results and future growth. Action steps will be identified to address areas of concern.
3. Curriculum updates (taking place in Summer 2024) will better align content to the Common Core Standards, and Vision of the Learner Attributes.
4. Principal will facilitate PLC meetings to discuss current practices in ELA instruction, including identification of gaps and overlaps, leading to clarity regarding the skills, concepts, and understandings that students must have by the end of each grade level.
5. Staff from multiple departments will engage in professional development in ELA based on their needs. Professional development sessions may occur in a variety of ways throughout the school year. Additionally, the literacy coach will provide in-class coaching to teachers.
6. Additional support will be provided to students who need it (as identified through SRBI, department meetings, and SST) through both in-school intervention and before-school tutoring sessions.
7. Professional development and common planning time to review and revise curricula for alignment and continued SAT/PSAT/KHAN workshops for teachers across disciplines.
8. All staff will participate in discipline-specific common planning time to review data, create CFAs, align curricula, discuss instructional strategies, develop individual student supports as needed, and plan units as well as IXL growth monitoring for designated students.
9. Designate a testing coordinator to oversee testing administration, communications, accommodations, and data analysis.
10. Interdisciplinary PL groups as well as a structured PL plan with a designated focus aligned to standardized test performance.

Indicators

How will we know if the teacher's actions that we engage in are making a difference?

- Student grades on department Common Formative Assessments.
- NWEA/MAP test performance data will improve from the fall to winter administration.
- PSAT Scores (Cohort and year over year) will improve in 2023 compared to 2022.
- SAT Scores will improve in 2024 as compared to 2023.

GOAL 3: MATHEMATICS

The overall school score on the 2024 administration of the SAT Math exam will improve by 2% from 45% to 47%.

SAT/PSAT Alignment

- Heart Of Algebra
    - Create, solve, or interpret a linear expression or equation in 1 variable.
    - Create, solve, or interpret linear inequalities in 1 variable.
    - Build a linear function that models a linear relationship between 2 quantities.
    - Create, solve, and interpret systems of linear inequalities in 2 variables. \
- Problem Solving and Data Analysis
    - Use ratios, rates, proportional relationships, and scale drawings to solve single- and multistep problems.
    - Solve single- and multi step problems involving percentages.
    - Solve single- and multi step problems involving measurement quantities, units, and unit conversion.
    - Use scatterplot, linear, quadratic, or exponential models to describe how the variables are related.
- Passport to Advanced Math
    - Create a quadratic or exponential function or equation that models a context.
    - Determine the most suitable form of an expression or equation to reveal a particular trait, given a context.
    - Create equivalent expressions involving rational exponents and radicals, which includes simplifying or rewriting in other forms.
    - Create an equivalent form of an algebraic expression by using structure and fluency with operations.
- Additional Topics in Math
    - Solve problems using volume formulas.
    - Use trigonometric ratios and the Pythagorean theorem to solve applied problems involving right triangles.
    - Add, subtract, multiply, divide, and simplify complex numbers.
    - Convert between degrees. Use radians to determine arc lengths. Use trigonometric functions of radian measure.
    - Apply theorems about circles to find arc lengths, angle measures, chord lengths, and areas of sectors.

Strategies

What specific actions will lead us to our goal?

1. All staff will engage in deep analysis of math data, including in-district data, NWEA MAP test data, and PSAT/SAT data. This analysis will include looking at trends across the school and the grade level, as well as reviewing individual teacher and student results. Action steps will be identified to address areas of concern.
2. Algebra 1 teachers will implement *Illustrative Math*, engaging in professional development

throughout the school year to ensure comprehensive understanding and implementation of the program. All staff will engage in professional development in math and will collaborate with colleagues to ensure cohesive and consistent implementation of *Illustrative Math*.

3. Teachers will utilize student-centered approaches to increase student engagement and differentiation in math. Strategies will include math workshop and purposeful discourse. These strategies will promote independence while students engage in meaningful activities.
4. Additional support will be provided to students who need it (as identified through SRBI) through both in-school intervention and after-school tutoring sessions.
5. Curriculum updates (taking place in Summer 2024) will better align content to the Common Core Standards, specifically with regard to Algebra 2 alignment, and integration of Probability and Statistics concepts woven into our Geometry courses.
6. Teachers will continue to integrate practice SAT problems into lessons pertaining to the concepts being taught.
7. The math department will review, survey, and formulate common formative assessments aligned to the SAT/PSAT/NWEA and determine which department, interim and universal assessments are needed to inform instruction.

Indicators

What information can we use to measure our progress toward our goal?

- Student grades on department Common Formative Assessments.
- NWEA/MAP test performance data will improve from the fall to winter administration.
- PSAT Scores (Cohort and year over year) will improve in 2023 compared to 2022.
- SAT Scores will improve in 2024 as compared to 2023.

GOAL 4: SCIENCE

The overall school score on the 2024 administration of the NGSS exam will improve by 2% from 42% to 44%.

Strategies

What specific actions will lead us to our goal?

1. All staff will engage in deep analysis of science data, including in-district data, Smarter Balanced summative data, and Smarter Balanced interim data. This analysis will include looking at trends across the school and using this to improve teaching and learning.
2. The science department will review testing data within the department, PLCs.
3. Within PLCs, teachers will develop a systemic process to review, collaborate on and analyze data from common formative, summative and benchmark assessments.
4. Curriculum updates (taking place in Summer 2024) will better align content to the Common Core Standards, and Vision of the Learner Attributes.
5. The science department will ensure all forms of assessment are authentic, meaningful and relevant.
6. Utilize interim NGSS assessments or embed canceled NGSS style questions in assessment given over a variety of classes.

7. The science department will utilize currently existing curricular strand examination and work to find ways all content is addressed prior to NGSS administration in the spring of students junior year.

Indicators

What information can we use to measure our progress toward our goal?

- Percentage of students taking 4 years of science classes will increase 20% from the class of 2024 to class of 2025
    - Right now (class of 2024) we have 57 of 163 students taking a 4th year of science (35%). We should try to increase this by 20% to 68 students.
- Percentage of students taking AP/ECE science courses will increase 20% from the class of 2024 to class of 2025.
    - Right now we have 54 students taking an AP science course. We should try to increase this by 20% to 65 students.
- Student grades on department Common Formative Assessments.
- NWEA/MAP test performance data will improve from the fall to winter administration.
- NGSSScores will improve in 2024 as compared to 2023.

GOAL 5: CLIMATE

At least 70% of parents will agree or strongly agree with the statement that "the PSAT/SATs are important to my child's education/post-secondary planning" as measured by the 2023-2024 NHS Parent Input Survey.

Strategies

What specific actions will lead us to our goal?

1. Principal and other staff will provide information and updates to the Board of Education.
2. Social media and other electronic communications (Instagram, Weekly News Updates) will be used to share information about student learning and school happenings. Particular emphasis will be placed on those areas tied to school and district goals.
3. Teachers will embed questions and conversations into their SLO's and classroom lessons.
4. Teachers and staff will communicate with parents on an ongoing basis throughout the year—open house, parent/teacher conferences, individual communications.

Indicators

What information can we use to measure our progress toward our goal?

- Climate Survey (Spring 2023)
- PSAT/SAT/NGSS Scores
- Parent feedback from weekly news updates
- Teacher reflection on SLO's, mid year and end of year conferences.

ADDITIONAL PRIORITIES

- **At least 98% of students will participate in the state standardized test assessments each year.**
- At least 80% of all grades students will participate in the Connecticut Physical Fitness Assessment.
- As part of our collective focus on emphasizing the importance of standardized test performance to stakeholders, Nonnewaug believes that all students benefit from opportunities to participate in college-preparation coursework (ex: AP, ECE). As such, it is our goal to have as many students as possible enroll in at least one dual-enrollment course during their high school career. With this in mind, we will continue to examine ways to increase the number of students passing such exams by engaging in meaningful reflection of scores and developing appropriate teaching strategies.
- Administrators and teachers will continue to participate in DC meetings and look to increase PLC and common plan time.
- NHS will use a Data Team to analyze data across the school and district, identifying priorities for professional learning, refined instructional programming, and student intervention.
- The Building Leadership Team will identify and plan for school improvement initiatives.
- PLCs will provide opportunities for teams to review student work and progress, and to plan for instruction.
- We will review common scoring of student work to ensure accuracy with reporting and continued student growth.
- NHS Climate Team will continue to identify programs and strategies that promote a positive school climate.
- We will promote opportunities for students to participate in community outreach.

LONGITUDINAL DATA: ACADEMIC RESULTS

Percentage of Students Meeting/Exceeding Goal on SAT's (ELA/Math)

SAT Scores						
Year	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**	**Spring 2023**
ELA	541	532		516	510	502
Math	531	520		503	492	501
SAT Meet or Exceed Benchmark %						
Year	**Spring 2018**	**Spring 2019**	**Spring 2020**	**Spring 2021**	**Spring 2022**	**Spring 2023**
ELA	76%	71%		69%	63%	61%
Math	50%	44%		40%	34%	45%

Percentage of Students Meeting Benchmark Standards in ELA

ELA				
		SAT	**PSAT**	
Testing Year	**2019-2020**	**2020-2021**	**2021-2022**	**2022-2023**
Class of 2022	75%	69%		
Class of 2023	9	78%	63%	
Class of 2024*	8		67%	61%
Class of 2025	7	54%	57%	67%
Class of 2026	6	55%	60%	66%
Class of 2027	5	56%	55%	63%
Class of 2028	4	59%	59%	61%
Class of 2029	3	53%	64%	61%
Class of 2030	2	59%	68%	68%
Class of 2031	1	2	52%	59%
Class of 2032	K	1	2	48%

Percentage of Students Meeting Benchmark Standards in Mathematics

Math				
		SAT	PSAT	
Testing Year	2019-2020	2020-2021	2021-2022	2022-2023
Class of 2022	36%	40%		
Class of 2023	9	37%	34%	
Class of 2024*	8		41%	45%
Class of 2025	7	42%	40%	41%
Class of 2026	6	37%	50%	53%
Class of 2027	5	39%	58%	63%
Class of 2028	4	51%	44%	54%
Class of 2029	3	52%	54%	43%
Class of 2030	2	40%	71%	57%
Class of 2031	1	2	57%	67%
Class of 2032	K	1	2	51%

Percentage of Students Meeting Benchmark Standards in Science

Science				
Testing Year	2019-2020	2020-2021	2021-2022	2022-2023
Class of 2022	10	48%		
Class of 2023	9		44%	
Class of 2024	8			42%
Class of 2025	7	57%		
Class of 2026	6		57%	
Class of 2027	5			64%
Class of 2028	4	67%		
Class of 2029	3		71%	

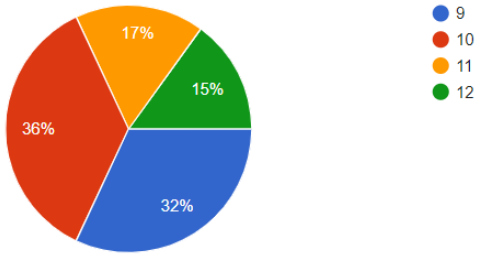
LONGITUDINAL DATA: SCHOOL CLIMATE RESULTS

PARENT SURVEY

Baseline Data from Fall 2023

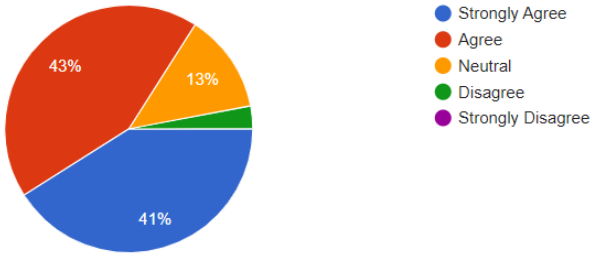
For the 2023-2024 school year, my student is in grade

100 responses



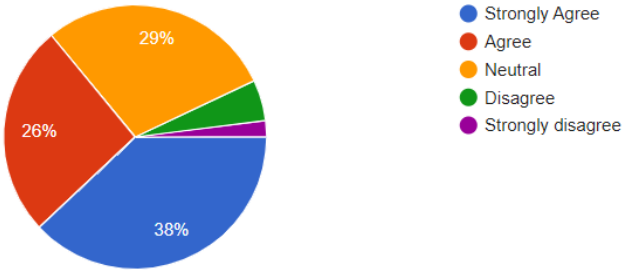
The education provided by Nonnewaug High School is preparing my child for their plans after high school.

100 responses



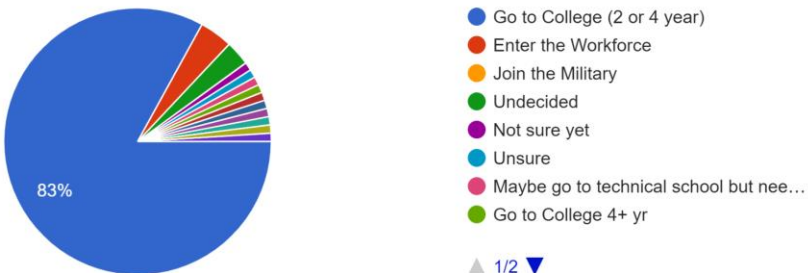
The PSAT/SATs are important to my child's education/post-secondary planning.

100 responses



After high school, my child plans to

100 responses



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)

NONNEWAUG HIGH SCHOOL

5 Minortown Road · Woodbury, Connecticut 06798 · (203) 263-2186
Dr. Mykal Kuslis, Principal · Nicole Lewis, Assistant Principal · Declan Curtin, Dean of Students/AD

Tuesday March 12, 2024

Dear Mr. Murphy,

Effective July 1, 2019 Public Act 19-195 removes the April 1st requirement and permits boards to establish a high school graduation date at any time during the school year, provided the chosen date falls not earlier than the 180th day noted in the original school calendar adopted by the board.

In accordance with Public Act 19-195 and the Nonnewaug High School Student /Parent handbook, I am writing to formally to request that the board consider approving Nonnewaug High School's graduation for the Class of 2024 be held on Saturday, June 15, 2024.

Thank you for your consideration.

Sincerely,

Mykal Kuslis, Ed.D.
Principal
Nonnewaug High School
5 Minortown Road Tel: (203) 263-2186 ext 2802
Woodbury, CT 06798 Fax: (203) 263-3570