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, May 6, 2024; 6:05 p.m. (Immediately Following District Meeting)
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/Budget Presentation, Monday, March 25, 2024
   B. Regular Meeting/Public Hearing, Tuesday, March 26, 2024
   C. Regular Meeting, Monday, April 1, 2024

V. Superintendent's Report……..……..……..……Brian Murphy
   A. Student Representative Update
   B. Goodwin University Partnership
   C. Bethlehem Elementary School Development Plan
   D. Mitchell Elementary School Development Plan

VI. Committee Reports

A. Finance

1. Capital Reserve Fund Expenditures (Action Anticipated)
2. Nonnewaug Junior Parking Lot (Action Anticipated)
3. Woodbury Middle School Parking Lot Paving (Action Anticipated)
4. Woodbury Middle School Bathroom Partitions (Action Anticipated)
5. Woodbury Middle School 7th and 8th Grade Lockers (Action Anticipated)

B. Policy

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

1. Policy 6161.3 Comparability of Services
2. Policy 9700 Time, Place, and Notice of Meetings

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. Field Trip: (Action Anticipated)

1. Woodbury FFA Goes to Ireland; April 8th – 17th, 2026; Lee McMillan and Jennifer Jedd

XI. Other Business

XII. Adjournment

Minutes
Regular Meeting of the Region 14 Board of Education
Budget Presentation to the Boards of Selectmen and Boards of Finance
of the Towns of Bethlehem and Woodbury
Monday, March 25, 2024; 6:00 p.m.
Woodbury Middle School
Cafeteria

Present:
Jim Crocker, Chairman
Chris Matta
Carol Ann Brown
Alice Jones
Michael Carbonneau
Tikva Rose

Absent:
Chris Griffin
Caren Lipinski

Also Present:
Brian Murphy, Superintendent
Tina Tanguay, Director of Finance and Operations

I. Call to Order

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

II. Pledge of Allegiance/Introductions

III. Presentation of the Superintendent's proposed 2024-2025 budget to the Boards of Selectmen and Finance of the towns of Bethlehem and Woodbury

Superintendent Murphy presented his proposed 24/25 budget. The budget summary noted an increase of $1,441,231 over last year or 3.59%, with Contractual Salaries, Student Services, and New Positions the driving forces behind the increase at 56%, 31%, and 13% respectively.

Based on the data of 200 districts and their schools, Bethlehem Elementary is in the top 28% of all elementary schools in Connecticut; Mitchell is in the top 18%; Woodbury Middle 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 Connecticut and overall Region 14 is in the top 19%.

A number of new initiatives were highlighted, notably a plan to add a Talented

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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

and Gifted Program (afterschool) for students in grades 3-8, a Girls Middle School Volleyball team to Woodbury Middle School, a Spanish experience at Woodbury Middle School (Grades 6&7), and further implementation of a new Science Program, OpenSciEd, at Woodbury Middle School to name a few.

V. **Discussion of Superintendent's Proposed 2024-2025 Budget**

Talking points and/or questions included college credits through ECE courses, out-of-district Agriscience tuition, savings in health care costs, several curricula inquiries and capital expenditures.

XI. Adjournment

A motion was made by Chris Matta and seconded by Michael Carbonneau to adjourn the meeting at 6:51 p.m., all in favor, none opposed, motion carried unanimously.

Respectfully Submitted,



Patricia Paige
Board Clerk

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

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PUBLIC HEARING
Minutes
Tuesday, March 26, 2024; 6:00 p.m.
Auditorium, Nonnewaug High School
5 Minortown Road, Woodbury, CT

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

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

Patricia Paige, Board Recording Clerk

I. Call to Order
Mr. Crocker called the Public Hearing to order at 6:00 p.m.

II. Pledge of Allegiance/Introductions

III. Appointment of Moderator
Mr. Crocker appointed Mr. Jamie Mclaughlin as moderator of the meeting.

IV. Appointment of Meeting Clerk by the Moderator
Mr. Mclaughlin appointed Patricia Paige as meeting clerk.

V. Call of the Meeting
Mr. Mclaughlin read the Call of the Meeting:
To present and receive questions about the Regional School District 14 Superintendent's proposed budget for 2024-2025. Mr. Mclaughlin deferred to

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Superintendent Brian Murphy to present the proposed budget.

VI. Presentation of the Superintendent's proposed Region 14 Budget for the 2024/2025 School Year

Superintendent Murphy presented his proposed 24/25 budget. The budget summary noted an increase of $1,441,231 over last year or 3.59%, with Contractual Salaries, Student Services, and New Positions the driving forces behind the increase at 56%, 31%, and 13% respectively.

Based on the data of 200 districts and their schools, Bethlehem Elementary is in the top 28% of all elementary schools in Connecticut; Mitchell is in the top 18%; Woodbury Middle 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 Connecticut and overall Region 14 is in the top 19%.

A number of new initiatives were highlighted, notably a plan to add a Talented and Gifted Program (afterschool) for students in grades 3-8, a Girls Middle School Volleyball team to Woodbury Middle School, a Spanish experience at Woodbury Middle School (Grades 6&7), and further implementation of a new Science Program, OpenSciEd, at Woodbury Middle School to name a few.

VII. Budget Comments and Questions by the Public

There were no comments and/or questions

VIII. Adjournment

Hearing no further comments, Jamie Mclaughlin adjourned the Public Hearing at 6:28 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, April 1, 2024; 6:00 p.m.
Mitchell Elementary School
Flanders Room

Present:
Chris Matta, Presiding Board Member
Jim Crocker (via phone)
Carol Ann Brown
Chris Griffin
Alice Jones
Michael Carbonneau
Caren Lipinski
Tikva Rose

Absent:
N/A

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

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I. Call to Order
Chris Matta 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/Budget Workshop, Monday, March 11, 2024
A motion was made by Michael Carbonneau and seconded by Caren Lipinski to accept/approve the minutes as presented, all in favor, none opposed, motion carried unanimously.

B. Regular Meeting, Monday, March 18, 2024
A motion was made by Carol Ann Brown and seconded by Chris Griffin to accept/approve the minutes as presented, all in favor, none opposed, Tikva Rose and Chris Griffin abstained, motion carried.

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IV. Superintendent's Report

A. Student Representative Update

Student Representative Gianna Lodice reported on events at Woodbury Middle School and Nonnewaug High School. The many events at the high school included an internet safety presentation for juniors and seniors, SATs, the commencement of spring sports, The Leukemia and Lymphoma Society fundraising efforts, and the premiering of "Once Upon a Mattress", by the NHS Drama Club. At Woodbury Middle School events included WMS World Class Warrior trimester 2 breakfast, a lesson on maple syrup at Flanders for students in 7th grade, March Madness activities, and a paper mache experience for students in 8th grade.

B. Staff/Student Award Recognitions

The following students were recognized by the Superintendent and Board of Education for excellence in art:

- Melanie Boria- 2024 Connecticut Scholastic Arts Silver Portfolio Award- Late Stage Capitalism's Effects on the Common People- $100,000 Scholarship to the University of Hartford
- Madison Willis- 2024 Connecticut Scholastic Arts Silver Portfolio Award- Unconscious Expressions- $100,000 Scholarship to the University of Hartford
- Jiaqi Xie- 2024 Connecticut Scholastic Arts Silver Portfolio Award- Typography, Layout, and Branding Experientials- $100,000 Scholarship to the University of Hartford
- Luke Cenatiempo- 2024 Connecticut Scholastic Arts Gold Portfolio Award- Reminiscing Youth- $120,000 Scholarship to the University of Hartford
- Emily Matozzo- 2024 Connecticut Scholastic Arts Award- Drawing and Illustration- Outgrown
- Sami Sorcher- 2024 National Art Honor Society Juried Exhibition Awards Winner for her work "Tea with Granny"

The following staff members were also recognized:

- Michael Sturgess, The Outstanding Teacher of American History Award
- Nicole Cowles, The ATOMIC Albina Cannavaciolo Award

All were congratulated and provided with a certificate.

V. Committee Reports

A. Policy Committee Update

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

1. Policy 6161.3 Comparability of Services
   Policy 6161.3 is a mandated policy that states "All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable."
2. Policy 9700 Time, Place, and Notice of Meetings
   Policy 9700 provides for the time, place and notice of Board of Education regular meetings. Currently, there are two regular board meetings, one on the first and one on the third Monday of each month. The language has been revised to note that commencing January 1, 2025 regular meetings will be held on the first Monday of the month unless otherwise noted.

Board members were asked to review the policies, which will be brought back to the Board for a second read and anticipated approval at their next regular meeting.

VI. Board Chair Comments

Presiding Board Member, Chris Matta, thanked Mr. Crocker for always keeping the Board focused. He commented that the budget put forth was a fiscally responsible budget, which translates to a win, win for Region 14.

VII. Privilege of the Floor

There were no speakers

VIII. Old Business

Carol Ann Brown paid homage to the students and teachers who were acknowledged by Board this evening, most notably faculty member Michael Sturgess, and the acceptance of a Nonnewaug High School student into RISD College. She also acknowledged faculty member Leeza Desjardins for her outstanding art program at Nonnewaug High School.

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IX. New Business

A. **Discussion/possible action on Budget for 2024/2025**

> **Carol Ann Brown moved** that the Region 14 Board of Education approve and adopt the Superintendent's proposed budget for the fiscal year 2024/2025 in the amount of $41,590,505 as presented to the Board, seconded by Chris Griffin, all in favor, none opposed, motion carried unanimously.

B. **Calling of Referendum (action anticipated)**

> **Michael Carbonneau moved** that the Board of Education schedule and warn the Annual District Meeting for Monday, May 6, 2024 at 6:00 p.m. in the Flanders Room at Mitchell Elementary School, 14 School Street, Woodbury, CT concerning the 2024/2025 budget, with said meeting to be adjourned to a referendum on Tuesday, May 7, 2024 from 6:00 a.m. to 8:00 p.m. in the Towns of Bethlehem and Woodbury, CT, seconded by Chris Griffin, all in favor, none opposed, motion carried unanimously.

C. **Approval of Explanatory Text (action anticipated)**

> **Chris Griffin moved** that the Secretary of the Board of Education is authorized, in such official's discretion, to prepare and cause to be printed and distributed explanatory text regarding the 2024/2025 budget referendum scheduled for May 7, 2024, with such explanatory text subject to the review and approval of the District's legal counsel and to be prepared and distributed in accordance with Section 9-369b of the Connecticut General Statutes, seconded by Caren Lipinksi, all in favor, none opposed, motion carried unanimously.

X. Other Business

There was none

XI. Adjournment

A motion was made by Chris Matta and seconded by Jim Crocker to adjourn the meeting at 6:21 p.m., all in favor, none opposed, motion carried unanimously.

Respectfully Submitted,



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Patricia Paige
Board Clerk

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

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DEVELOPMENT PLAN

BETHLEHEM ELEMENTARY SCHOOL SCHOOL **INTRODUCTION**

Bethlehem Elementary School is a Pre-Kindergarten through grade 5 school with an enrollment of 280 students from the towns of Bethlehem and Woodbury. We aim to build strong relationships with all students and families. Bethlehem Elementary School includes a culture steeped in rich tradition, community values, and academic excellence. Our local history is revered and students are actively involved in their town events. Many students are second and third generation attendees.

DISTRICT 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.

THEORY OF ACTION

If we consistently partner with our school community in dynamic ways, we will form enduring relationships that will build trust with every stakeholder.

If we utilize student assessments to guide and inform instruction, then we will improve teaching and learning to meet the needs of all learners.

If we continue to assess and improve our safety protocols and procedures, then we will sustain a safe learning environment that will allow students to maximize their potential.

If we strategically identify necessary priorities in the best interest of students, we will provide the necessary resources to meet the needs of our students.

REGION 14 DISTRICT 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 & 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.

STATEMENT OF PURPOSE

In accordance with our *Vision of a Learner*, https://sites.google.com/ctreg14.org/r14visionofalearner/home we aim to support skills and qualities that students need to thrive in school and beyond. To this end, we will outline a detailed and thoughtful plan to strive for academic success and positive school climate and culture at Bethlehem Elementary School. We will engage students in their own learning and progress such that they are encouraged and invested in their success.

PRINCIPAL OF SCHOOL MISSION

To effectively lead our school by supporting teachers and students in quality instruction aimed at acquiring the skills articulated in the district's Vision of a Learner. Further, to support a safe and productive school climate focused on academic achievement. Lastly, to exemplify effective communication with stakeholders and build relationships.

GOAL #1 Academic Achievement IN ELA

SLI/SLO 1 ELA: ***Students in grades 3-5 will attain a 2% growth increase in SBAC scores in ELA***

Improve Student Performance in ELA -Students will increase their reading foundational skills of fluency to support comprehension of a text RF.4.

STRATEGIES

1. Begin Intervention at start of school year -see attached- pre cycle utilizing last year's EOY data Continue to revise SST Process utilizing data : https://docs.google.com/document/d/1ymBCYdB2xvKgzPAzUAXxcDkKscIpDU1KnYG4-1QMwtc/edit ***Sample attached labeled "1st Grade PRE SST."***
2. Continue to utilize student goals setting which includes familiarizing students with their own data and progress tracking.
3. Utilize After School Academy for all intervention students 23-24.
4. Set school wide goals for ELA.
5. Weekly grade level team meetings that will focus on data analysis, planning and progress monitoring results.
6. District diagnostic triennial assessment (Dibels) to benchmark test students as well as monthly mClass progress monitoring for all tier 1. students.https://docs.google.com/document/d/1DpEaA2ohQL9dY6KKTCI-jBc9LsM7GzwTjA3EpC14pJM/edit ***Sample attached labeled "BES MClass Progress Monitoring."*** 7. Addition of Lumos Learning SBAC Workbooks 23-24 (Grades 3-5).
8. Utilize Tri-annual assessments (Dibels) EOY 2023: ***Data attached labeled "BES BOY Dibels Data."***
9. Implementation of Fundations a program that is researched based to teach students foundational skills that correspond with the Science of reading for all students in grades

K-3.

10. Intervention Academy for all Tiered Intervention Student https://docs.google.com/document/d/1huT-W77hfcXCPp3TF4XSqwVDd7viJREtN4QzQI VPBmU/edit?exids=71471476,71471470 ***Sample attached labeled "Intervention Academy."***

INDICATORS

1. DIBELS 8th Edition tri annual assessments
2. Smarter Balanced Results (3-5)
3. Fundations unit tests
4. IAB's in grades 3,4,5

VISION OF A LEARNER CORRELATION

TAKING INITIATIVE: Students take ownership of learning by inquiry, setting personal goals, taking action and reflecting.

PERSEVERE - Students will persevere through learning challenges through collaborative conversations and group work with other students and staff.

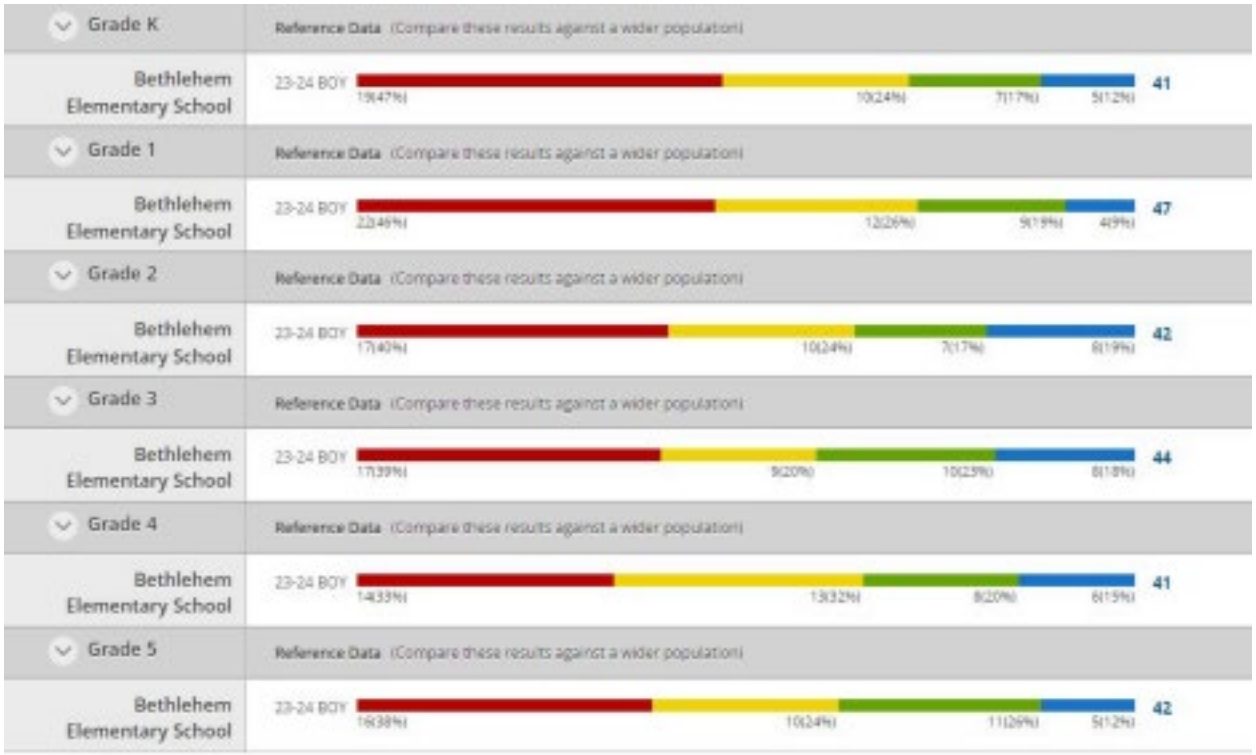
ADAPT AND ADJUST - Students will learn through monitoring of their own progress monitoring results to adjust the strategies they choose to focus on to help them grow as a learner as needed.

RELEVANT DATA

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

5th Grade	59.09 % 61.90	% 55%	

Dibels BOY 2023



GOAL #2 ACADEMIC ACHIEVEMENT IN MATH

SLI/SLO #2 Math Students in grades 3-5 will attain a 2% growth increase in SBAC (64-67%).

Whole school students will attain a 75% proficiency. (64% Spring 2023) increase in proficiency (10 % increase).

IMPROVE STUDENT PERFORMANCE IN MATH THROUGH THE EMPHASIS ON MATHEMATICAL PRACTICE 1: MAKE SENSE OF PROBLEMS AND PERSEVERE IN SOLVING THEM.

STRATEGIES

1. Begin Intervention at start of school year -see attached- pre cycle utilizing last year's EOY data Continue to revise SST Process utilizing data : https://docs.google.com/document/d/1ymBCYdB2xvKgzPAzUAXxcDkKsclpDU1KnYG4-1QMwtc/edit
2. Continue to utilize student goals setting which includes familiarizing students with their own data and progress tracking.
3. Utilize After School Academy for all intervention students 23-24
4. Set school wide goals for Math, including Principal's goals.
5. Weekly grade level team meetings that will focus on data analysis, planning and

progress monitoring results.

6. District diagnostic triennial assessment (NWEA) to benchmark test students as well as monthly reviews of the IXL skill plans. students.https://docs.google.com/document/d/1DpEaA2ohQL9dY6KKTCI-jBc9LsM7GzwTjA3EpC14pJM/edit
7. Addition of Lumos Learning SBAC Workbooks 23-24 (Grades 3-5).
8. Utilize Tri-annual assessments (Dibels), and monthly progress monitoring via mClass (schedule attached.)
9. Implement Illustrative Math.

INDICATORS

1. NWEA data- triannual administration
2. SBAC scores - annual
3. IAB's

VISION OF A LEARNER CORRELATION

TAKING INITIATIVE: Students take ownership of learning by inquiry, setting personal goals, taking action and reflecting.

PERSEVERE - Students will persevere through learning challenges through collaborative conversations and group work with other students and staff.
ADAPT AND ADJUST - Students will learn through monitoring of their own progress monitoring results to adjust the strategies they choose to focus on to help them grow as a learner as needed.

RELEVANT DATA

SBAC Math			
Year	**2020-2021**	**2021-2022**	**2022-2023**
3rd Grade			53%
4th Grade			87%
5th Grade			53%

NWEA

BES Whole School Analysis				
	Fall 2021	**Winter Spring 2022 2022 Fall 2022**	**Winter Spring 2023 2023**	**Fall 2023**
	G1-5	G1-5 G1-5 G1-5	G1-5 G1-5	G1-5
Total Below	76	80 57 62	60 58	45
<41%	37%	40% 29% 30%	29% 28%	22%
"Proficient/Average"	82	81 96 101	95 107	118
at or above 61%	40%	40% 49% 50%	47% 52%	58%
Low (<21%)	34	25 19 25	19 25	14
Low Average (21-40)	42	55 37 37	41 33	31
Average (41-60): Watch	48	40 45 41 41 44 51	49 41	41
High Average (61-80)	41		51 55	56
High (>80): Enrichment	41	40 52 50	44 52	62

GOAL #3 IMPROVE ABSENTEEISM

Reduce % of student absenteeism/truancy by 3% (13.4 %- 10.4%)

Systematic, scaffolded approach to addressing absenteeism.

STRATEGIES

1. Student Monitoring- weekly review of attendance via Attendance Committee formed 9/23.
2. Disseminate Attendance Brochure developed to all families https://docs.google.com/document/d/1RKf9__HLSzTY0LXGEFqQCStVH7yRp6hdGpgal uarr8A/edit ***Sample attached labeled "BES Attendance Brochure."***
3. Social Worker outreach to families.
4. Home visits where appropriate to include Chromebook, lunch, assignment purveyance to home.
5. Parent Conference at ten day mark.
6. PPT
7. DCF if warranted

INDICATORS

1. Monthly attendance reports

VISION OF A LEARNER CORRELATION

COLLABORATE AND COMMUNICATE EFFECTIVELY - work with parents collaboratively to improve attendance.

RELEVANT DATA

Absenteeism/Truancy

		2020-21 2021-22 2022-23	
District	**School**	**Student Count % Student Count % Student Count**	**%**
Region 14	Bethlehem Elementary School	11 4.3 40 16.3 34	13.4

GOAL #4 CLIMATE/SEL

STRATEGIES

1. Engage in PBIS Program (Bulldog Proud) refinement school wide rubric : https://docs.google.com/document/d/15Lnp4T8WHZkK8TzjlyDbUjlrEtgj8D86pK248_U2dEg/edit
   Sample attached labeled "PBIS Outline."
2. Continue Ticket/Incentive System

3. Survey to staff to solicit input for refinement- copy attached https://docs.google.com/forms/d/1NB-

L9mr7DK4kFIIo6ZwVJ8m3enO7DKAkeXDbeEQ3hLQ/edit ***Sample attached labeled "PBIS Survey .html."***

4. Dr. Nicole Peterson -PBIS Coach to guide us in refining and expanding our PBIS program.

INDICATORS

1. Disciplinary write-ups
2. Student/Staff/Parent participations in PBIS events
3. Climate Survey -annual

VISION OF A LEARNER CORRELATION

DEMONSTRATE EMPATHY

GOAL #5 BALANCED AND FOCUSED BUDGET

Develop an effective and fiscally responsible budget to support the academic and social/emotional curricula.

STRATEGIES

1. Meet with Instructional coaches as well as support staff in October to begin planning financial needs for the 2023-2024 budget year.
2. Detailed explanations of each of the budget items.

INDICATORS

1. Budget entries
2. Meeting notes/agendas

MES SCHOOL DEVELOPMENT PLAN

INTRODUCTION

Mitchell Elementary School is a Pre-Kindergarten through grade 5 school with an enrollment of 327 students from Woodbury. We aim to build strong relationships with all students and families and the community. Mitchell Elementary School includes a culture steeped in rich tradition, community values, and academic excellence. Our local history is revered and students are actively involved in town events. Many students are second and third generation attendees. Being a vital part of such an incredible community is a priority for staff and students.

DISTRICT 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.

THEORY OF ACTION

If we consistently partner with our school community in dynamic ways, then we
we will form enduring relationships that will build trust with every stakeholder

If we utilize student assessments to guide and inform instruction, then we will improve teaching and learning to meet the needs of all learners

If we continue to assess and improve our safety protocols and procedures, then we will sustain a safe learning environment that will allow students to maximize their potential

If we strategically identify necessary priorities in the best interest of students, we will provide the necessary resources to meet the needs of our students.

DISTRICT 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 & 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.

STATEMENT OF PURPOSE

In accordance with our *Vision of a Learner*, https://sites.google.com/ctreg14.org/r14visionofalearner/home we aim to support skills and qualities that students need to thrive in school and beyond. To this end, we will outline a detailed and thoughtful plan to strive for academic success and positive school climate and culture for all at Mitchell Elementary School. We strive to engage students in their own learning and progress so that they are encouraged and invested in their own success. Working in collaboration with parents, students and staff is of high importance to obtain this academically challenging community.

SCHOOL MISSION

We, the Faculty and Staff of Mitchell Elementary School, strive to create a secure and positive learning environment in which children are encouraged to develop their full potential intellectually, physically, socially and emotionally. We prepare children to become contributing members of society.

ACADEMIC PERFORMANCE

Goal 1A: Improve Student Performance in ELA. Students will increase their reading foundational skills of fluency to support comprehension of a text RF.4

Goal 1B: Maintain our School of Distinction status with state to be in the top 10% of schools in academic achievement and growth.

STRATEGIES

1. Begin Intervention at start of school year -see attached- pre cycle utilizing last year's EOY data Continue to revise MTI (Multi-tiered Interventions)/SST (Student Success Team)Process utilizing data. Groupings will be changed after MCLASS Dibbles has been completed with Fluency as the indicator for MTI/SST entrance and exits. SST groupings beginning of year
2. Continue the MTI/SST process with fidelity meeting weekly/monthly as needed to look at student data, goals and adjust strategies as needed. SST planning/tracking forms for individual students
3. Continue to utilize student goals setting which includes familiarizing students with their own data and progress trackingStudent goal sheet - MCLASS
4. Utilize After School Academy for all intervention students 23-24
5. Set school wide goals in ELA based on staff analysis of data at BOY, MOY and EOY
6. Weekly grade level team meetings that will focus on data analysis, planning and progress monitoring results. Planning agenda Data agenda
7. District diagnostic triennial assessment (Dibels) to benchmark test students as well as monthly mClass progress monitoring for all tier 1.
8. Addition of Lumos Learning SBAC Workbooks 23-24 (Grades 3-5)
9. Utilize Tri-annual assessments (Dibels), and monthly progress monitoring via mClass (schedule attached) Tier 1 Progress Monitoring calendar
10. Implementation of Fundations a program that is researched based to teach students foundational skills that correspond with the Science of reading for all students in grades K-3.

INDICATORS

Success Criteria : 75% of all students at MES will either maintain benchmark scores or improve by a category on the MCLASS Dibels diagnostic assessment.

1. DIBELS 8th Edition tri annual assessments and Progress monitoring graphs

Other sources to consider:

1. Smarter Balanced Results (3-5)
2. Fundations unit tests
3. IAB's in grades 3,4,5

Vision of a Learner Correlation

TAKING INITIATIVE: Students take ownership of learning by inquiry, setting personal goals, taking action and reflecting- see sample

PERSEVERE - Students will persevere through learning challenges through collaborative conversations and group work with other students and staff.

ADAPT AND ADJUST - Students will learn through monitoring of their own progress monitoring results to adjust the strategies they choose to focus on to help them grow as a learner as needed.

Relevant Data: See Appendixes 2,3,and 4

ACADEMIC ACHIEVEMENT

GOAL 2A IMPROVE STUDENT PERFORMANCE IN MATH THROUGH THE EMPHASIS ON MATHEMATICAL PRACTICE 1: MAKE SENSE OF PROBLEMS AND PERSEVERE IN SOLVING THEM

GOAL 2B: TO MAINTAIN OUR SCHOOL OF DISTINCTION STATUS WITH STATE AND BE IN THE TOP 10% OF ALL SCHOOLS IN ACADEMIC PERFORMANCE AND GROWTH.

STRATEGIES

1. Begin Intervention at start of school year -see attached- pre cycle utilizing last year's EOY data Continue to revise SST Process utilizing data : (same as ELA)

2. Continue to utilize student goals setting which includes familiarizing students with their own data and progress tracking- Student goal sheet - Math
3. Utilize After School Academy for all intervention students 23-24
4. Set school wide goals or Math through data analysis at BOY, MOY EOY with whole staff

5. Weekly grade level team meetings that will focus on data analysis, planning and progress monitoring results. (same agendas as ELA)
6. District diagnostic triennial assessment (NWEA) to benchmark test students as well as monthly reviews of the IXL skill plans. students.
7. Addition of Lumos Learning SBAC Workbooks 23-24 (Grades 3-5)
8. Utilize the IXL skill plans to hold monthly data reviews with grade level teams.
9. Implement Illustrative math K-5

INDICATORS

Success criteria: 75% of all students will achieve their RIT growth scores on the NWEA assessment.

Other Data to consider:

1. NWEA data- triannual administration
2. SBAC scores - annual
3. IAB's

Vision of a Learner Correlation

TAKING INITIATIVE: Students take ownership of learning by inquiry, setting personal goals, taking action and reflecting- see sample

PERSEVERE - Students will persevere through learning challenges through collaborative conversations and group work with other students and staff.

ADAPT AND ADJUST - Students will learn through monitoring of their own progress monitoring results to adjust the strategies they choose to focus on to help them grow as a learner as needed.

Relevant Data: See Appendixes 2 and 5

COMMUNICATION

Goal 1: Mitchell elementary staff will improve on the partnerships built with parents and keep them informed of the happenings at MES both regarding academics and social issues.

Background information: Survey target data from EOY survey done in Spring of 2023. 72% of parents feel they know how their child is doing before they get the report card

STRATEGIES

1. Weekly principal updates will go out to inform students of upcoming events and past happenings at MES. Included will be communications from the Nurse, Cafe and PTO as well. Parent update
2. Once a trimester a Mitchell Montage will go home to explain grade level curriculum standards that are being worked on during that quarter. MES Montage
3. Curriculum Nights - MES will hold a curriculum night hosted by the Director of Teaching and Learning along with the coaches to give an overview of the new curriculums being implemented in ELA, Math and Science.
4. Monthly coffee hours will be held with a special focus for parents to come and learn about and ask specific questions regarding their students.
5. All diagnostic scores will be sent home through the parent letters after benchmark testing at BOY, MOY and EOY.

INDICATORS

Success criteria: At least 80% of parents will feel they know what their child is doing before the report card goes home.

Vision of a Learner Correlation

COLLABORATE AND COMMUNICATE EFFECTIVELY - work with parents collaboratively to improve attendance.

SAFETY/CLIMATE

Goal 1: As a school we strive to have an chronic absenteeism rate that is less than 10%.

STRATEGIES

1. Student Monitoring- Weekly review of attendance via Attendance Committee (CAT)
2. Chronic students assigned a case manager from the CAT team
3. Attendance tracker that is updated on a monthly basis
4. Attendance letters to be mailed every 30 days
5. Awesome attendance awards given out every trimester - for both student and parents
6. Other - SW home visits, Juvenile Review Board, DCF, parent meetings, parent calls

INDICATORS

Success criteria: Mitchell school will end the year with a chronic absenteeism rate that is 10% or lower.

1. Monthly attendance reports
2. Chronic Absenteeism rates from state

Vision of a Learner Correlation

COLLABORATE AND COMMUNICATE EFFECTIVELY - work with parents collaboratively to improve attendance.

Relevant Data - see appendix 1

Goal 2:
1. The school community has a shared vision and plan for promoting, enhancing and sustaining a positive school climate. (National School Climate Standard 1)

1.1.3 School, family and youth members collaboratively develop, publicize and model codes of conduct that support positive and sustained school climate.

Background info: *EOY survey results from 2022-2023 parent survey

65% feel the school promotes understanding among students from different backgrounds - an area to work on

STRATEGIES

1. Partnership with Ben's Bells to become a Kind Campus - display on school outside wall models this commitment.
2. A Year of Kindness - students will be celebrated for their acts of kindness - through shout outs, kindness coins, kindness student of the month, kindness notes home.
3. Acts of kindness for the community - One book, one school night partnership with PTO to paint kindness rocks to spread throughout the community.
4. Weekly updates to the parents on Monday

5. Monday messages to staff to include a calendar of events and all the information they will need for the week.
6. School wide community meetings monthly to recognize acts of kindness and share students learning and ending with a team bonding activity
7. The Ruler approach will continue to be utilized in classes with a shared philosophy for improving social skills and self awareness.

INDICATORS

Success criteria: At least **80% of parents will answer that they feel the school promotes understanding among students from different backgrounds -an area to work on**

1. Disciplinary write-ups
2. Student/Staff/Parent participations in PBIS/Kindness Events events
3. Climate Survey -annual

Vision of a Learner Correlation

Demonstrate Empathy

BUDGET

Goal 1: Planning ahead for the financial needs to effectively implement the academic and social/emotional curriculum will help with maintaining a fiscal budget.

Strategies

1. Meet with Instructional coaches as well as support staff in October to begin planning financial needs for the 2023-2024 budget year.
2. Detailed explanations of each of the budget items.

INDICATORS

1. Budget entries
2. Meeting notes/agendas

Appendixes

SBAC Math			
Year	**2020-2021**	**2021-2022**	**2022-2023**
3rd Grade	45.76%	38.09%	38%
4th Grade	49.09%	71.40%	71%
5th Grade	52.75%	53.68%	54%

Appendix 1: Chronic Absenteeism Trends for Elementary Schools

Chronic Absenteeism, Trend							
		2020-21		**2021-22**		**2022-23**	

District	School	Student Count	%	Student Count	%	Student Count	%
Region 14	Mitchell Elementary School	17	5.3	23	6.9	39	11.6

Appendix 2: Smarter Balance Trends for Mitchell

Mitchell Elementary			
SBAC ELA			
Year	**2020-2021**	**2021-2022**	**2022-2023**
3rd Grade	60.35%	45.20%	49%

4th Grade	46.43%	70.30%	48%
5th Grade	56.37%	68.50%	75%
NGSS			
Year	**2020-2021**	**2021-2022**	**2022-2023**
5th Grade	60%	72.23%	74%

Appendix 3 BOY MCLASS Scores - Composite

Grade K	**Reference Data** Reference Point: **District**
	23-24 BOY 35(43%) 23(28%) 16(20%) 7(9%) 81
Mitchell Elementary School	23-24 BOY 16(39%) 13(33%) 9(23%) 2(5%) 40
Grade 1	**Reference Data** Reference Point: **District**
	23-24 BOY 39(40%) 24(24%) 20(20%) 16(16%) 99
Mitchell Elementary School	23-24 BOY 17(33%) 12(23%) 11(21%) 12(23%) 52
Grade 2	**Reference Data** Reference Point: **District**
	23-24 BOY 29(31%) 24(26%) 21(23%) 19(20%) 93
Mitchell Elementary School	23-24 BOY 12(24%) 14(27%) 14(27%) 11(22%) 51
Grade 3	**Reference Data** Reference Point: **District**
	23-24 BOY 29(32%) 19(20%) 23(24%) 23(24%) 94
Mitchell Elementary School	23-24 BOY 12(24%) 10(20%) 13(26%) 15(30%) 50
Grade 4	**Reference Data** Reference Point: **District**
	23-24 BOY 27(26%) 32(30%) 28(27%) 18(17%) 105
Mitchell Elementary School	23-24 BOY 13(20%) 19(30%) 20(31%) 12(19%) 64
Grade 5	**Reference Data** Reference Point: **District**
	23-24 BOY 30(35%) 19(22%) 26(30%) 11(13%) 86
Mitchell Elementary School	23-24 BOY 14(32%) 9(20%) 15(34%) 6(14%) 44

Appendix 4 MCLASS scores -Fluency



Appendix 5 NWEA Achievement by school and then by grade

Achievement - All Students

Mitchell Elementary School | Math K-12

Grade	Achievement Fall 2023-2024 Median and Distribution	Number of Students
All Grades	54th — 14% | 17% | 30% | 21% | 18%	262

Percentiles Key: 1st - 20th | 21st - 40th | 41st - 60th | 61st - 80th | >80th

More information about this chart

Math K-12
Mitchell Elementary School
Rostered Fall 2023-2024
Tested Fall 2023-2024

Achievement by Grade

Mitchell Elementary School | Math K-12

Grade↑	Achievement Fall 2023-2024 Median and Distribution (Sort by: -- select an option --)	Number of Students
Grade 1	60th — 13% | 10% | 28% | 26% | 23%	53
Grade 2	60th — 6% | 18% | 28% | 22% | 26%	50
Grade 3	50th — 16% | 24% | 26% | 26% | 8%	50
Grade 4	49th — 18% | 15% | 32% | 18% | 17%	66
Grade 5	44th — 16% | 21% | 35% | 14% | 14%	43

A mandated policy.

Instruction

Comparability of Services

The Superintendent or his/her designee shall pursue funding under Title I of the Academic Achievement of the Disadvantaged, as amended by the Every Student Succeeds Act (ESSA) to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Comparability, is defined, for purposes of this policy, that the District uses state and local funds to provide services to Title I schools that are comparable to those offered in non-Title I schools in order to get federal funding under ESSA.

The Board of Education believes that at all times its schools should be equally as well equipped and maintained as may be possible within existing financial limitations.

It shall be the policy of the Board of Education to insure comparability of services funded by state and local sources in both Title I project schools and non-project schools. The Board of Education will therefore:

1. Establish and maintain a district-wide salary schedule that is applicable to all staff whether assigned to Title I or non-Title I schools.
2. Provide services with federal, state and local funds in schools serving Title I project areas that are at least comparable to services in non-project areas.
3. Use federal, state and local funds to provide for an equivalence among all schools in all schools with the same grade levels in teachers, administrators, auxiliary personnel.
4. Use federal, state and local funds to provide for an equivalence among all schools with the same grade levels in the provision of curriculum and instructional materials, books and supplies.

The District shall maintain records that are updated biannually documenting its compliance with this ESSA requirement.

Instruction

Comparability of Services (continued)

For the purposes of determining comparability in compliance with 20 U.S.C. 6321(c), the District, may exclude

1. State and local funds expended for English Learners language instruction education programs.
2. Excess costs associated with providing services to students with disabilities.
3. Unexpected changes in enrollment or personnel assignments occurring after the beginning of the school year.
4. Staff salary differentials for years of employment.
5. Other expenditures from supplemental state or local funds consistent with the intent of Title I (serving only children who are failing, or most at risk of failing, to meet the State's standards)

The Superintendent or his/her designee shall provide in a timely manner all assurances, documentation, or other information required by the State Department of Education to demonstrate the District's compliance with Title I fiscal requirements.

The Superintendent or his/her designee shall maintain reports and other documentation demonstrating compliance with the requirements of this policy.

Nothing in this policy will prohibit the administration from addressing identified problems at individual schools.

Legal Reference: Title I Improving Basic Programs Operated by State and Local Educational Agencies, Improving Every Student Succeeds Act, P.L. 114-95, Section 1118c of Title I, ESEA/ESSA
20 U.S.C. Section 6321(c)
Agostini v. Felton 521 U.S. 103 (1997)

Policy adopted:
rev 5/17
rev 4/18

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.

Bylaws of the Board

Time, Place and Notice of Meetings

Time, Place and Notice of Regular Meetings

Commencing January 1, 2025, the Regional School District No. 14 Board of Education shall have regular meetings on the first ~~and third~~ Monday of each month unless otherwise noted. If any regular meeting falls on a holiday, such meeting shall be held on the next business day. The location of the meeting shall be included in the notice of the meeting.

The Board of Education shall file with the Town Clerk, not later than January 31st of each year, the schedule of the regular meetings of the Board of Education, and shall post notice of such schedule on the Board's website to the extent required by law. No regular meeting shall be held sooner than thirty days after such filing.

The annual organizational meeting of the Board shall be held at the first regular meeting in July, at which time the Board shall elect its officers from its membership.

Time, Place and Notice of Special Meetings

The Board may schedule special meetings that are supplementary to the schedule of regular meetings. The term "special meeting" includes make-up dates for regular meetings that may have been postponed.

The Superintendent shall notify each member of the Board in writing not less than 24 hours prior to the start of the special meeting of the time, place and business to be transacted. Any Board member may waive the 24 hour notification by a written waiver of delivery or such notice or telegram (including by electronic means), to the purpose. The 24 hour notification requirement may be dispensed with as to any member who is actually present at the meeting at the time it convenes.

Three members of the Board may request a special meeting of the Board to discuss a specific agenda item by making such request in writing to the Chairperson of the Board. The Chairperson shall schedule a special meeting in response to the request or add the specific agenda item to a regularly scheduled meeting. If no meeting is called with 14 days after such a request has been made, a special meeting may be called by any three members by giving the usual written notice to the other members with the agenda for the meeting included and properly posted in accordance with the law.

Notice of each special meeting of the Board of Education shall be posted not less than 24 hours before the meeting on the Board's website to the extent required by law and filed not less than 24 hours before the meeting with the Town Clerk of member towns. Such notice shall give the time and place of the special meeting and the business to be transacted. No other business shall be considered by the Board at the special meeting.

Bylaws of the Board

Time, Place and Notification of Meetings (continued)

Requests to Receive Notice of Meetings by Mail

Notice of all meetings will be mailed to persons filing a written request renewable in January o the meeting, except that the Board may give such notice as it deems practical for special meetings called less than seven days prior to the date set for the meeting. The Board of Education will charge a fee for these notices based upon cost of the service, as provided by law.

Construction of the Agenda

The Superintendent, in cooperation with the Chairperson of the Board of Education, shall prepare an agenda for each meeting. Any member of the Board of Education may contact the Chairperson of the Board to request that an item be placed on the agenda. Such requests should be made no later than 48 hours prior to the legally required public posting of the agenda. The Chairperson will take such requests into consideration when preparing the agenda but is not obligated to include them.

Posting of the Agenda

At least 24 hours prior to the time of the meeting, the agenda shall be posted on the Board's central offices and in the Town Hall of member towns as well as the Board's website to the extent required by law. Any subsequent business not included in such filed agendas may e considered and acted upon at **regular** Board meetings upon the affirmative vote of two-thirds of the members of the Board of Education present and voting; however, no such additional items may be considered by the Board at special or emergency meetings.

Legal Reference: Connecticut General Statutes
1-200 (2) Definitions. "Meeting"
1-206 Denial of access to public records or meetings.
1-225 Meetings of government agencies to be public, as amended by June 11 Special Session, PA 08-3
1-227 Mailing of notice of meetings to persons filing written request.
1-228 Adjournment of meetings. Notice.
1-229 Continued hearings. Notice.
1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.
10-218 Officers. Meetings

Policy adopted: December 4, 2017

REGIONAL SCHOOL DISTRICT NO. 14
Bethlehem and Woodbury, Connecticut

FIELD TRIP REQUEST FORM

Revised 12/20/2023

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

RECEIVED
MAR 21 2024

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

Field Trip Request Form

Date of Request: 3/21/24	**Title and Destination of Trip:** FFA GOES TO IRELAND	**Date of Trip:** APRIL 8th. 17th 2026
Sponsoring Department: AG	**Person in Charge:** MCMILLAN/ JEDD	**Is this an overnight trip?** YES ✓ No_____
Number of Students: 40 **Number of Busses** 0	**Number of Chaperones:** 8	**Names:** MCMILLAN/ JEDD TBD
Type of Trip: Educational [✓] Recreational [ ]	**Time of Departure:** TBD **Time to Arrive:** TBD	**Time of Expected Return:** TBD
Mode of Transportation: PLANE/ BUS	**Cost of Transportation:** FLYING (TBD)	**Cost of Food:** LUNCH ONLY Approx $150
Cost of Lodging: INCLUDED	**Other Costs:** INCLUDED	**Other Costs:** INCLUDED
Total Cost of Trip: $4,409	**Source of Revenue:** STUDENT/FUNDRAISING	**Student Cost:** $4,409

Cost Checklist:

_____ *Transportation*

_____ *Food*

_____ *Lodging*

_____ *Other*

$ 4,409 *Total*

Checklist: WILL BE approved

____ *Yes*	____ *No*	*Cafeteria Notified*	
____ *Yes*	____ *No*	*Substitute Arranged*	
____ *Yes*	____ *No*	*Master Calendar Notated*	
____ *Yes*	____ *No*	*Plans Made for Non-Attendees*	
____ *Yes*	____ *No*	*Tracphones needed* ____ *# of phones*	

Signature of Person in Charge of the Field Trip: _____ **Date of Signature:** 3/21/24

FIELD TRIP APPROVAL PROCESS

	Approved	Not Approved	Date
Department Chair	[signature]		
Principal	MIL		3/21/24
Superintendent	[signature]		3/27/24
Board of Education (For overnight, out-of-state trips)			

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

_____

Approved by Principal

_____

Approved by Superintendent

OUT-OF-STATE OVERNIGHT TRIPS

_____

Approved by Principal

_____

Approved by Superintendent

_____

Approved by Board of Education

USE OF ALL STAR TRANSPORTATION

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

Date of Trip: _____ Destination: _____

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

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

Secretary's Signature: _____

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

Field Trip Permission Form Parent Section

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

Field Trip date: April 8-17, 2026 Destination: Ireland

Mode of Transportation: PLANE/ BUS Cost to Student: $4,409

Departure Time: TBD Return Time: TBD

Overnight: Yes ✓ No_____ (If yes, roommates will be assigned; students' requests will be considered.)

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

_____.

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

_____

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

Parent Signature:_____ Date: _____

Field Trip Permission Form Student Section

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

Student's Signature:_____ Date: _____

Principal's Signature: _____

Field Trip:	Woodbury FFA Goes to Ireland! (Through Education First)
Location:	Ireland (Dublin, Kilkenny, Galway)
Date of trip:	April 8th-17th, 2026 (Dates TBD; 10 days)
Who:	40 students; 8 chaperones Woodbury FFA Students with the possibility of inviting other ag programs for a full trip
Overview:	Get your hands dirty (literally) as you experience the farm-to-table journey—an important part of life in Ireland—by visiting a variety of local farms around the country. Learn about organic and sustainable farming practices, the impact of climate change on traditional food production, and how each agricultural product requires specialized care. Get to know Irish farmers and fishermen, learn about the business of farming, and engage in hands-on projects at dairy, potato, shellfish, or sheep farms. Balance your time on the Emerald Isle by exploring the vibrant, culture-packed, and welcoming streets of Dublin, Kilkenny, and Galway, and admire the Atlantic Ocean from atop the Cliffs of Moher.
Standards:	CS.01.01 Research, examine and discuss issues and trends that impact AFNR (Agriculture, Food and Natural Resources) on local, state, national and global levels.
	CS.06.02 Analyze and explain the connection and relationships between different AFNR systems on a national and global level
	FPP.01.02 Apply food safety and sanitation procedures in the handling and processing of food products to ensure food quality
	FPP.04 Explain the scope of the food industry and the historical and current developments of food products and processing on local and global levels
	PS.02.01.02.b. Identify and describe important plants to agricultural and ornamental plant systems by common names
	PS.03.04. Apply principles and practices of sustainable agriculture to plant production.
	PS.03.04.02.a. Summarize national/international and local/regional food production systems
	PS.03.04.03.a. Identify and summarize impacts of environmental conditions on plants.
	PS.03.05.01.a. Identify and summarize harvesting methods and equipment
	PS.04.01 Apply/understand principles of design in plant systems to enhance an environment (e.g. floral, forest, landscape, farm)
	CRP.04.03.01.b.Apply active listening strategies (e.g., be attentive, observe non-verbal cues, ask clarifying questions, etc.).
	CRP.09.01.02.c.Model characteristics and actions of ethical and effective leaders in workplace and community situations (e.g.,integrity, self-awareness, etc.).
	CRP.09.03.02.c.Model respectful and purposeful behaviors that contribute to positive morale and culture in the workplace and community (e.g., effectively communicating, recognizing accomplishments of others, etc.).

Woodbury FFA Goes to Ireland!

April 2026

Why Education First?

They are a well known international travel group that thousands of schools use to plan international experiences, including GEMS. They are reliable, experienced, provide the lowest priced travel plans and provide 24 hour assistance.

What we will see and do:

Sightseeing tours of Dublin, Kilkenny and Galway, EPIC Museum of Irish Emigration, Irish National Stud and Gardens, Irish Racehorse Experience, Dairy Farm tour, Cliffs of Moher, Shellfish Farm Tour, Sheep Farm tour and MORE!

Fundraising!

In the spring, we will begin a series of fundraising endeavors to help lower the cost of the trip. The more your student sells, the more they make!

What if I register, and have to cancel?

Included in the price of the trip is the $190 global travel protection insurance. If you need to cancel your participation, you can do so up until 75 days before departure. You will receive your money back minus the $95 deposit and the $190 global travel protection. For $300 more, you may opt for the Global Travel Protection Plus plan, and can cancel up to 24 hours before departure.

What's Included:

Round Trip Airfare	Educational itinerary	Tour donation page
Safe, quality hotel rooms	Guided tours and activities	Travel backpack
24/7 bilingual tour guide	Breakfast and dinner daily	Global travel protection plan
On-tour transportation	24/7 on-tour support	

What's NOT included:

Passport and Visa fees	Airport baggage fees	Tips- tour guide/bus driver
Lunches and snacks	Spending money	

Cost of the trip:

Required Deposit:	$95.00 (by October 1, 2024)
Monthly:	$180/month (starting November 2024)
In-Full:	$4,409

TO ENROLL, go to:

https://www.eftours.com/tour-website/2779154FE

EDUCATIONAL TOURS



EF STEM

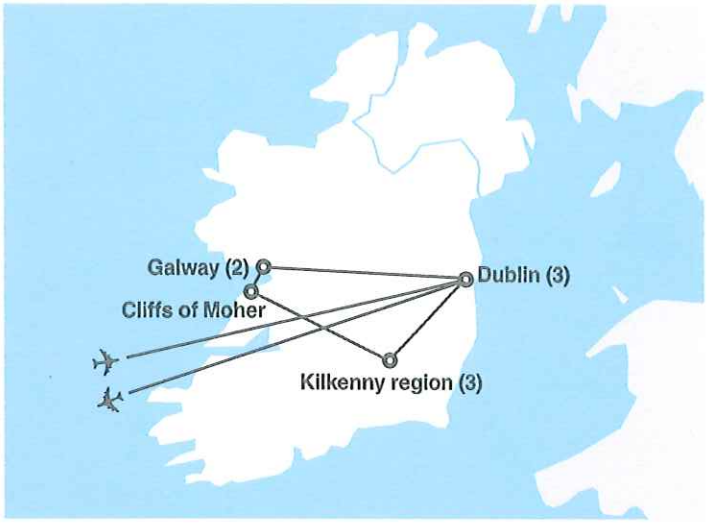
Agriculture in Ireland

10 days | Dublin, Kilkenny region, Galway

Get your hands dirty (literally) as you experience the farm-to-table journey—an important part of life in Ireland—by visiting a variety of local farms around the country. Learn about organic and sustainable farming practices, the impact of climate change on traditional food production, and how each agricultural product requires specialized care. Get to know Irish farmers and fishermen, learn about the business of farming, and engage in hands-on projects at dairy, potato, shellfish, or sheep farms. Balance your time on the Emerald Isle by exploring the vibrant, culture-packed, and welcoming streets of Dublin, Kilkenny, and Galway, and admire the Atlantic Ocean from atop the Cliffs of Moher.

Explore a world built on STEM

Science, Technology, Engineering, and Math shape communities across the globe. Our STEM-focused tours showcase the value of diverse ways of thinking and building, while also highlighting the powerful universality of STEM subjects. At EF, we've spent over 55 years witnessing the power of educational travel, and we know how it can transform STEM learners. Each STEM tour challenges travelers to think critically, and helps students develop innovative solutions to global problems.

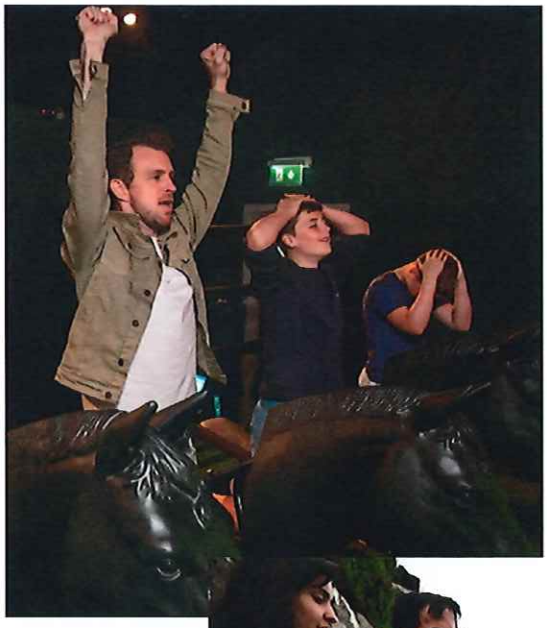


What to expect on a STEM tour

EXPERIENTIAL LEARNING
Apply STEM principles by participating in project-based learning that goes well beyond theory.

INNOVATIVE LOCATIONS
Tour exciting international destinations that host some of the world's most advanced laboratories, universities, and companies, or are simply perfect global "classrooms" to study analytical issues of the day in real life.

INDUSTRY EXPERTS
Collaborate and learn with scientists, engineers, researchers, and other STEM practitioners in the field.



< Play owner, trainer, and jockey at the Irish Racehorse Experience.



YOUR EXPERIENCE INCLUDES
Full-time Tour Director; sightseeing tours; walking tours; EPIC museum; Irish National Stud & Gardens and Irish Racehorse Experience; cattle or dairy farm visit and activities; Cliffs of Moher Interpretive Center; shellfish farm visit and activity; sheep farm visit and demonstration *(seasonal)*; round-trip flights; 8 overnight stays in hotels; European breakfast and dinner included daily

"This was an awesome tour for our group. They got to experience a different part of the world while learning about culture, science, and the real business of agriculture all around them."

Johana T., Agriscience Teacher and FFA Advisor



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Learn about organic and sustainable farming while helping care for livestock.



Day 1: Fly overnight to Ireland

Day 2: Dublin
Meet your Tour Director at the airport in Dublin, your starting point to exploring Ireland's colorful cities, rolling hills, and rich agricultural industry. Take a walking tour of Dublin's winding streets and see iconic areas like Grafton Street and Temple Bar district.

Day 3: Dublin
Take a guided tour of Dublin with your expert local guide, where you will see Georgian squares, O'Connell Street, St. Stephen's Green, and Phoenix Park. Visit St. Patrick's Cathedral and EPIC, the interactive museum of Irish emigration, before partaking in an Irish folklore evening.

Day 4: Dublin | Kilkenny region
Travel to Kildare, where you'll tour the Irish National Stud & Gardens. Naturally, you'll encounter horses, flowers, trees, and ponds that look like a painting come to life. You'll also explore the Irish Racehorse Experience, an interactive exhibition that takes you through the lifecycle of an Irish thoroughbred—so you can play owner, trainer, and jockey. Then head southwest to Kilkenny, nicknamed the "Marble City" because of the Kilkenny black marble (fun fact: it's actually not marble, but carboniferous limestone!) found there that was used to pave the foothpaths of the city streets. Wander these medieval streets on your walking tour, and visit places like the 12th–century Kilkenny Castle.

Days 5–6: Kilkenny region
Spend these days engaging in hands-on learning activities on several local cattle, produce, and dairy farms. While projects will vary by season and type of farm, you'll interact with local farmers and could assist them in harvesting, planting, or maintaining crops, processing milk, or feeding livestock. Then, explore a local farmers' market or livestock market to learn about sustainable farming and modern challenges facing the traditional business of agriculture. Top off your visit to Kilkenny with a locally sourced dinner.

Day 7: Kilkenny region | Galway
On your way to Galway, the cultural and artistic capital of Ireland's west coast, visit the Cliffs of Moher to walk the cliffside paths and learn about its history at the Cliffs of Moher Interpretive Center. When you arrive in Galway, take a walking tour with your Tour Director, where you might see Eyre Square, famous for its merchant town houses, or Lynch's Castle, built in the 15th century.

Day 8: Galway
Spend the morning learning about the sustainability of oyster, mussel, or seaweed farming in the region and their environmentally restorative practices. Partake in a hands-on activity, which includes a meet-and-greet with local fishermen and a walk-through of a shellfish farm's production and processing facilities. Weather and tide permitting, you might have an opportunity to collect shellfish along the shore or in the harbor. Then visit a sheep farm to see a sheepdog demonstration *(seasonal)*.

Day 9: Galway | Dublin
Spend your last day venturing back to Dublin, passing through the luscious, rolling hills of the Irish countryside. Take time to explore more of this lively city, and end your trip with a delicious farewell dinner.

Day 10: Depart for home