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 3, 2025; 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 3, 2025

V. Superintendent's Report
   A. Student Representative Update
   B. Request for Leave of Absence (Action Anticipated)
   C. Superintendent's 2025/2026 Budget Presentation

VI. Committee Reports

A. Curriculum Committee

On a recommendation by the Curriculum Committee to accept/approve the following courses (Action Anticipated)

1. Music Appreciation
2. Music Fundamentals and Ear Training
3. The Writer's Studio/ENGL 3082

B. Policy Committee

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

1. Policy 3323 Soliciting Prices (Bids and Quotations)
2. Policy 6172 Alternative Education Programs

VII. Board Chair's Comments

VIII. Privilege of the floor

The Board of Education will recognize citizens of Bethlehem and Woodbury, any parent/guardian of a child enrolled in the Region 14 School District, or any current employee of the Region 14 School District 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

1. Healthy Food Certifications (Action Anticipated)

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

Motion One

Pursuant to C.G.S. Section 10-215f, the **Regional School District 14 Board of Education** certifies that all food items offered for sale to students in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2025, through June 30, 2026. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.

Required motion language for combined food and beverage exemptions:

Motion Two

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

XI. Other Business

XII. Adjournment

Minutes
Regular Meeting of the Region 14 Board of Education
Monday, February 3, 2025; 6:00 p.m.
Bethlehem Elementary School
Library

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
Addison Bushka, Student Representative
Dina Ericson, Director of Student Services, Presenter

I. Call to Order

Chairman 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, January 13, 2025

A motion was made by Jim Crocker and seconded by Alice Jones to accept/approve the minutes as presented, all in favor, none opposed, motion carried unanimously.

IV. Superintendent's Report

A. Board of Education Student Representative Report:

Addison Bushka reported on events at both elementary schools which included:

Mitchell Elementary School

- Mid-year diagnostic tests
- Donation of warm items to Saint Vincent DePaul
- Black History Month Celebrations
- Annual student-staff basketball game

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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

Bethlehem Elementary School

- Fuel Drive
- Scripps National Spelling Bee
- Winter Chess Champion, Hudson Magill
- Valentine's Day Grandparents' Dinner

B. Connecticut Chapter of the National Wrestling Hall of Fame Inductee
David Green, NHS Wrestling Team Coach and retired Nonnewaug High School Teacher, was being recognized as a Connecticut Chapter of the National Wrestling Hall of Fame Inductee. Superintendent Murphy said a few words on his behalf and presented him with a certificate. Mr. Green will be formally recognized at the Mohegan Sun later this spring.

C. Director of Student Services Development Plan
Dina Ericson, the Director of Student Services, presented her 2024/2025 Development Plan. The plan included the district's four goals, Academic Performance, Communication, Safety, and Budget along with Vision-of-a-Learner, the Department's specific Theory of Action as well as strategies and action plans to support the department's four goals. The plan also included data from various tests and screenings such as MClass Dibels, NWEA, and SBAC to identify the district's standings.

VI. **Committee Reports**

A. Curriculum Committee
Ms. Jones, Chair of the Curriculum Committee, recapped the curricula brought forward to the Board for approval on a recommendation of the subcommittee.

1. AP Spanish Language and Culture
Motion
A motion was made by Alice Jones and seconded by Michael Carbonneau to accept/approve the AP Spanish Language and Culture curriculum as presented, all in favor, none opposed, motion carried unanimously.

2. UConn Spanish/Spanish 4
Motion
A motion was made by Alice Jones and seconded by Michael Carbonneau to accept/approve the UConn Spanish/Spanish 4 curriculum as presented, all in favor, none opposed, motion carried unanimously.

3. UConn ASL/ASL 3
Motion
A motion was made by Alice Jones and seconded by Jim Crocker to accept/approve the UConn ASL/ASL 3 curriculum as presented, all in favor, none opposed, motion carried unanimously.

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4. World Regional Studies 1 (6th Grade Social Studies)
   Motion
   A motion was made by Alice Jones and seconded by Caren Lipinski to accept/approve the World Regional Studies 1 curriculum as presented, all in favor, none opposed, motion carried unanimously.

5. World Regional Studies 2 (7th Grade Social Studies)
   Motion
   A motion was made Alice Jones and seconded by Caren Lipinski to accept/approve the World Regional Studies 2 curriculum, all in favor, none opposed, motion carried unanimously.

B. Finance Committee

Ms. Tanguay, the Director of Finance and Operations, reported.
Budget and revenue status through January

- Revenue through January 31st reached $23,902,401 (57.9% of budget)
- Expenditures totaled $23,345,038 (56.55% of budget)
- VOAG tuition billing for second semester in process
- Miscellaneous revenue included, not expected
    - $37,000 from May 2023 project closure reimbursement
    - $39,000 from state para-educator medical stipend

C. Policy Committee

1. On a recommendation by the Policy Committee to accept/approve the following policies, second read, action anticipated
   a. Policy 6148 FAFSA
      Motion
      A motion was made by Chris Matta and seconded by Jim Crocker to accept/approve Policy 6148 as presented, all in favor, none opposed, motion carried unanimously.

   b. Policy 6172.4 Parent and Family Engagement Policy for Title I Students
      Motion
      A motion was made by Chris Matta and seconded by Caren Lipinski to accept/approve Policy 6172.4 as presented, all in favor, none opposed, motion carried unanimously.

2. On a recommendation by the Policy Committee to accept/approve the following policies, first read, no action anticipated:
   a. Policy 3323 Soliciting Prices (bids and Quotations)
      - Increases bidding threshold from $25,000 to $50,000 due to rising costs and procurement efficiency

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b. Policy 6172 Alternative Education Programs
   - Provides new language, which is relevant specifically to districts that provide a credit recovery program as part of their alternative education program

VII. Board Chair Comments

Chairman Crocker reiterated his sincere appreciation to each of the Board members for their dedication, experience, and commitment to the benefit of the Region 14 students, staff, and communities. He stated that Region 14 is a great place to be, learn, and work and is continuously improving.

VIII. Privilege of the Floor

There was none

IX. Old Business

A. Educator Evaluation and Support Plan Revisions

Dr. Fernandez reviewed the revised plan, which was specific to Appendix C, Observation Frequency for staff new to the profession/Region 14 and Tenured Staff.

Motion

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

X. New Business

A. Agriscience Field Trip (Jenn Jedd presented)
   - Miami, Florida
   - April 12-17, 2025

Motion

A motion was made by Jim Crocker and seconded by Caren Lipinski to accept/approve the field trip request as presented, all in favor, none opposed, motion carried unanimously.

B. 2025/2026 Region 14 School District Calendar (Tabled from January 13, 2025, Action Anticipated)

Superintendent Murphy noted several changes from previous calendars:
   - Professional Learning Wednesdays from 4 to 2 (1st and 3rd Wednesdays)
   - 182 student school days to 181 (The law is 180 days)

Motion

A motion was made by Jim Crocker and seconded by Alice Jones to accept/approve the 2025/2026 Region 14 School District Calendar as presented; all in favor; none opposed, motion carried unanimously.

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C. Discussion/Possible Action on Finalization of Horse Barn Project and Grant Submission (Action Anticipated)

Motions

Jim Crocker made a motion, seconded by Chris Matta that the Region 14 Board of Education accept as complete the Horse Barn project (Nonnewaug High School-State Project No. 214-0094 VA/EA-Vo-Ag Building Grant), reserving its rights under law to pursue any claims with respect to the same, all in favor, none opposed, motion carried unanimously.

Jim Crocker made a motion, seconded by Chris Matta that the Region 14 Board of Education authorize the School Administration to finalize and submit to the State Department of Administrative Services 1) the final grant application for Nonnewaug High School -State Project No. 214-0094 VA/EA (Vo-Ag Building Grant) and 2) the notice of project completion, all in favor, none opposed, motion carried unanimously.

The project is officially closed.

XI. Other Business

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

Motion

A motion was made by Jim Crocker and seconded by Caren Lipinski to move into Executive Session for the purpose of discussing Superintendent Murphy's mid-year evaluation, all were in favor, none opposed. The Board invited Superintendent Murphy into Executive Session at 7:25 p.m.

Public Session

The Board returned to Public Session at 8:21 p.m.

Motion

There was no action taken

XII. Adjournment

A motion was made by Chris Matta and seconded by Jim Crocker to adjourn the meeting at 8:22 p.m., all in favor, none opposed, motion carried unanimously.

Respectfully Submitted,



Patricia Paige

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

Minutes created with assistance of Circleback AI"

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Regional School District 14 New Course Proposal

Course Title: Music Appreciation

Grade Level(s): 9-12

Department: Fine Arts, Humanities

Faculty Member(s) Submitting Course Proposal: Todd Gorski

Course Description:

This semester-long class offers an approach toward intelligent listening, illustrated by recordings. It is designed to foster an appreciation of the art of music, in particular Western "Art" Music, in addition to examples of non-Western music, jazz and rock. Music Appreciation offers any student the opportunity to take a non-performing music class in order to earn 0.5 Fine Arts credit (Class of 2029) or 0.5 Humanities credit (Classes of 2026, 2027 and 2028).

Rationale for Offering this New Course:

With the introduction of a 1.0 Fine Arts graduation credit required for students beginning in the Class of 2029, this class is being proposed to fulfill two needs:

1. Current music offerings are tailored to performing musicians or music enthusiasts and require students to create or perform. This class focuses on two different artistic processes: responding and connecting.
2. This class offers students the opportunity to earn 3 UConn credits. By aligning the syllabus with MUSI1001 and using the same textbook, students have the option of taking this elective to fulfill high school and college graduation requirements simultaneously.

Prerequisites:

There are no prerequisites for this class.

Long-Term Course Outcomes:

This course provides a broad vision of artistic and humanistic themes. Its goals are:

1. To use the study of developments in Western music as a means to understanding some of the most important artistic, cultural and historical processes of humanity;
2. To develop the listening skills necessary to discern the genres and styles of "classical" music, essential for the accomplishment of goal #1;
3. To become familiar with masterworks of the repertoire, developing an understanding of the historical and cultural context that made them possible; and

4. To continue applying these listening and cultural skills to all music in the future, becoming critical listeners and thinkers.

Scope and Sequence:

- Unit 1: Fundamentals
  - Rhythm, Meter and Tempo
  - Pitch, Dynamics and Tone Color
  - Musical Instruments
  - Scales and Melody
  - Harmony, Texture, Tonality and Mode
  - Musical Form and Musical Style
- Unit 2: Early Music: an Overview
  - The Middle Ages
  - The Renaissance
  - The Early Baroque Period
- Unit 3: The Eighteenth Century
  - The Late Baroque Period
  - Baroque Instrumental Music
  - Baroque Vocal Music
  - Music and the Enlightenment
  - The Symphony
  - Other Classical Genres
- Unit 4: The Nineteenth Century
  - Beethoven
  - Music after Beethoven: Romanticism
  - The Early Romantics
  - Romantic Opera
  - The Late Romantics
- Unit 5: The Twentieth Century and Beyond
  - Music and Modernism
  - Early Modernism
  - Alternatives to Modernism
  - The Late Twentieth Century
  - Music in America: Jazz and Beyond

With listening examples embedded throughout the units, this class will develop the following Vision of a Learner attributes:

- **COLLABORATE AND COMMUNICATE EFFECTIVELY**: Students will find effective ways to work together and express, listen to, and exchange ideas and information in many forms.
  - Engage others in meaningful conversations while respecting multiple perspectives.
  - Lead group progress through active listening, questioning, and giving advice.
  - Express ideas in a variety of ways, according to context, purpose, and audience.
- **DEMONSTRATE EMPATHY**: Students will understand and respect the ideas, beliefs, and values of others to foster an inclusive environment.
  - Seek, listen to, and understand multiple perspectives.
  - Recognize and respect their own feelings and those of others.
  - Regulate their emotions to respond appropriately.

Required Resources and Projected Financial Needs:

This class uses the textbook *Listen (7th ed.)* by Joseph Kerman and Gary Tomlinson to align with UConn's syllabus. This textbook includes audio examples and is being sold for $75 a copy in the paperback version.

Textbooks for a class of 10 would cost $750. Access to audio examples is included.

Regional School District 14 New Course Proposal

Course Title: Music Fundamentals/Ear Training I

Grade Level(s): 9-12

Department: Fine Arts, Humanities

Faculty Member(s) Submitting Course Proposal: Todd Gorski

Course Description:

This semester-long course covers basic skills in note reading, rhythm, meter, pitch symbols, scales, key signatures, intervals, triads, sight-singing and dictation. Previous musical experience is recommended but not required. This course will provide students the opportunity to earn 0.5 Fine Arts credit (Class of 2029) or 0.5 Humanities credit (Classes of 2026, 2027 and 2028).

Rationale for Offering this New Course:

This course is not an entirely new offering. Over the past decade, Nonnewaug High School has offered this course as Music Theory and more recently, Songwriting. While Music Theory did run years ago, students have not expressed interest in Songwriting in recent years.

Given the similarities between the Songwriting curriculum (originally approved by the R14 BOE as Music Theory) and that of UConn's Music Fundamentals/Ear Training I, this course is being renamed and slightly revamped to attract musicians at Nonnewaug High School. Given the introduction of a 1.0 Fine Arts graduation credit required for students beginning in the Class of 2029, this course aims to meet two needs:

1. Current performing musicians have indicated verbally and through an anonymous survey that they would like to see increased rigor in music classes. This course meets that request, addressing all four artistic processes: using the voice to create and perform while focusing on responding and connecting to each student's primary instrument.
2. This course offers students the opportunity to earn 3 UConn credits. By aligning the syllabus with MUSI1011 and using the same textbook, students have the option of taking this elective to fulfill high school and college graduation requirements simultaneously.

Prerequisites:

Previous musical experience (e.g. private lessons, participation in a school ensemble) is recommended but not required.

Long-Term Course Outcomes:

At the conclusion of the course, students will be able to demonstrate the following:

- Write, sing, play major scales, all three forms of minor scales, pentatonic scale, whole-tone scale, Dorian, Phrygian, Lydian, and Mixolydian modes.
- Notate pitch and rhythm in standard notation with correct meter organization.
- Recognize all intervals within an octave and all four triad types.
- Compose simple melodies, melodies with harmonic chord progressions.
- Realize a figured bass line.
- Realize a Roman numeral progression.
- Write in standard notation melodic and harmonic dictation.
- Express creative ideas through composing two part compositions in small forms, such as: periods, double periods, and other small forms.
- Recognize,understand, and describe basic elements,materials and processes of music in both written score and aural form.
- Attend concerts of all types of music; analyze the concert for all musical elements.
- Sight-sing and count-sing melodies and rhythms in a variety of time signatures. Students will practice these skills on a daily basis.

Scope and Sequence:

Utilizing *The Musician's Guide to Theory and Analysis, Fourth Edition* by Jane Clendinning and Elizabeth Marvin, this course will cover Part I: Elements of Music as follows:

- Chapter 1: Pitch and Pitch Class
    - Introduction to Pitch (Letter Names)
    - The Piano Keyboard (White Keys, Black Keys - Flats & Sharps, Enharmonic Equivalents, Intervals - Half Steps and Whole Steps, Double Flats and Sharps)
    - Reading Pitches From a Score (Staff Notation, Treble Clef, Bass Clef, C-Clefs, Naming Registers, Ledger Lines, Writing Pitches on a Score)
    - Dynamic Markings
    - Style Periods
- Chapter 2: Simple Meters
    - Dividing Musical Time (Beat/Beat Division/Meter, Conducting Patterns, Tempo, Rhythm & Meter)
    - Rhythmic Notation for Simple Meters (Rhythmic Values, Meter Signatures)
    - Counting Rhythms in Simple Meters (Beat Subdivisions, Stems/Flags/Beaming, Counting Rests & Dots, Slurs/Ties, Metrical Accents & Syncopation, Hemiola, Anacrusis Notation)
    - Beat Units Other Than the Quarter Note
- Chapter 3: Pitch Collections, Scales and Major Keys
    - Chromatic and Diatonic Collections
    - Scales: Ordered Pitch-Class Collections (Scale Degrees, Spelling Major Scales, Spelling Chromatic Scales)
    - Major Keys (Key Signatures, The Circle of Fifths, Identifying a Key from a Key Signature, Writing Key Signatures, Identifying the Key of a Piece, Scale-Degree Names)
    - The Major Pentatonic Scale
    - Implications for Performance
- Chapter 4: Compound Meters
    - Hearing Compound Meters
    - Meter Signatures
    - Rhythmic Notation in Compound Meters (The Dotted-Quarter Beat Unit, Subdividing teh Beat, Beat Units Other Than the Dotted Quarter)
    - Syncopation
    - Mixing Beat Divisions and Groupings (Triplets, Duplets/Quadruplets/Polyrhythm, Hemiola in Compound Meter

    - Metric Accent and Implications for Performance
- Chapter 5: Minor Keys and the Diatonic Modes
    - Parallel Keys: Shared Tonic
    - Relative Keys (Relative Minor - Shared Key Signatures, Finding the Relative Minor and Major Keys)
    - Variability in the Minor Scale (The “Forms” of Minor, Identifying the Key of a Musical Passage, Hearing Minor Scale Types, Writing Minor Scales)
    - Scale Degrees in Minor
    - The Minor Pentatonic Scale
    - Modes of the Diatonic Collection (The “Relative” Identification of Modes, The “Parallel” Identifications of Modes, Spelling Modal Scales, Twentieth-Century and Contemporary Modal Practice)
- Chapter 6: Intervals
    - Combining Pitches (Interval Size/Melodic & Harmonic Intervals, Compound Intervals)
    - Interval Quality (Major/Minor/Perfect Intervals, Inverting Intervals)
    - Spelling Intervals (Smaller Intervals - 2/3/4, Larger Intervals - 5/6/7, Semitones & Interval Size, Augmented & Diminished Intervals, Enharmonically Equivalent Intervals)
    - Consonant & Dissonant Intervals (Analyzing Intervals in Music)
- Chapter 7: Triads
    - Chords & Triads (Triad Qualities in Major Keys, Triad Qualities in Minor Keys)
    - Spelling Triads (By Interval, By the C-Major Method, By Key Signature)
    - Triad Inversions
    - Figured Bass
    - Triads in Popular Music Notation
- Chapter 8: Seventh Chords
    - Seventh Chords (Diatonic Seventh Chords in Major Keys, Seventh Chords in Inversion, Diatonic Seventh Chords in Minor Keys, Spelling Seventh Chords)
    - Seventh Chords in Popular Styles (Less Common Seventh Chords)
    - Triads & Seventh Chords in Musical Textures (Arpeggiated Triads & Seventh Chords, Triads & Seventh Chords in Transposing Scores, Seventh Chords and Musical Style)
- Chapter 9: Connecting Intervals in Note-to-Note Counterpoint
    - Species Counterpoint
    - Connecting Melodic Intervals
    - Connecting Harmonic Intervals (Four Types of Contrapuntal Motion, Consonant Harmonic Intervals)
    - Writing Note-to-Note Counterpoint in Strict Style (Beginning & Ending a First-Species Counterpoint, Completing the Middle)
- Chapter 10: Melodic & Rhythmic Embellishment in Two-Voice Composition
    - Melodic Embellishment in Second-Species (2:1) Counterpoint (Passing Tones, Consonant Skips, Neighbor Tones)
    - Writing 2:1 Counterpoint (Opening & Closing Patterns, Melodic Considerations, Harmonic Considerations)
    - Further Melodic Embellishment in Third-Species (4:1) Counterpoint
    - Writing 4:1 Counterpoint
    - Rhythmic Displacement in Fourth-Species Counterpoint (Types of Suspensions, Rhythmic Character of Fourth Species, Breaking Species & Tying Consonances, Chains of Suspensions)
    - Writing Fourth-Species Counterpoint
    - Fifth Species & Free Counterpoint

This course develops the following Vision of a Learner attributes:

- THINK CRITICALLY AND CREATIVELY: Students evaluate an issue or problem and develop a solution or opinion using multi-disciplinary thinking, originality, and imagination.
    - Ask questions and engage in problem solving.

    - Synthesize information to develop innovative and relevant solutions.
    - Transfer new learning and skills to other contexts and settings beyond the classroom.
- COLLABORATE AND COMMUNICATE EFFECTIVELY: Students find effective ways to work together and express, listen to, and exchange ideas and information in many forms.
    - Engage others in meaningful conversations while respecting multiple perspectives.
    - Seek, accept, and apply actionable feedback.
    - Lead group progress through active listening, questioning, and giving advice.
    - Express ideas in a variety of ways, according to context, purpose, and audience.
- TAKE INITIATIVE: Students take ownership of learning by inquiring, setting goals, taking action, and consistently reflecting.
    - Find and apply resources to identify solutions and manage projects.
    - Ask questions to direct learning and self-advocate.
    - Reflect to understand oneself, anticipate challenges, and drive self-improvement.
- PERSEVERE: Students will persist through challenges to achieve goals and build resilience.
    - Identify and utilize personal strengths to overcome obstacles.
    - Believe that individuals can strengthen weaknesses through purposeful strategies, practice, and effort.
    - Demonstrate flexibility and acceptance of setbacks to reach success.
    - Engage in responsible risk-taking to grow and achieve.
- ADAPT AND ADJUST: Students remain flexible and open to new ideas, and they adjust to new situations.
    - Recognize that there is more than one path to success.
    - Reflect on prior experiences to recall successful pathways and strategies.
    - Cope with unanticipated changes and maintain a positive attitude.
    - Remain open to continuous learning and thinking flexibly.

Required Resources and Projected Financial Needs:

This course uses the textbook *The Musician's Guide to Theory and Analysis, Fourth Edition* by Jane Clendinning and Elizabeth Marvin and the *Workbook for The Musician's Guide to Theory and Analysis* to align with UConn's syllabus. The textbook lists for $114.93 and the workbook for $77.75; for one student, both of these would cost $192.68. Textbooks and workbooks for a class of 10 would cost $1,926.80.

Regional School District 14 New Course Proposal

Course Title: The Writer's Studio/ENGL 3082

Grade Level(s): 10-12

Department: English

Faculty Member(s) Submitting Course Proposal: Kelly Nichols

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

Grade Level(s): 10-12

The Writer's Studio Course is a semester-long tutor training and composition course that prepares students for the responsibilities of tutoring in the NHS Writing Center and encourages students to take on the role of academic leaders. Students will self-reflect on their own experiences as writers and learners, conduct field research and collect perspectives of their peers, read current scholarship on the development and maintenance of high school writing centers, and participate in a workshop model of writing revision. As individuals and as a class, students will identify their personal tutoring values and develop actionable plans to sustain a successful writing center. Assignments in this course will emphasize self-reflection, research, inquiry, and the recursive process of writing. Students who enroll in the UCONN Early College Experience credit will complete assignments that are specific to the UCONN Writing Center standards. Additional Writer's Studio enrollments will also count toward the Humanities elective requirements. Students would earn .5 credits per semester that students work in the NHS Writing Center.
Credit Type: Humanities, 1 Credit (ECE 1 Credit, pass/fail)

Rationale for Offering this New Course:

Please include the anticipated impact on students

The Writer's Studio course bases its learning objectives on UCONN's First Year Writing Program's "habits of practice." These habits encourage students to take ownership over their own thinking and writing processes. The overarching goal is that students participate in a recursive process of composing by thinking deeply, collecting research, reading scholarly writing, then developing your own ideas to circulate to an authentic audience. This course also asks students to identify academic and cultural needs of Nonnewaug's student population and generate solutions to address these needs (e.g. AI use, time management, etc.). UCONN's habits of practice integrated into this course ensure both college and career readiness.

how it complements existing course offerings

The Writer's Studio course complements existing course offerings like AP Literature, AP Language, and AP Seminar and Research by providing additional opportunities to participate in writing workshops and close reading activities at a granular level. The Writer's Studio course provides opportunities to transfer ownership of learning to the students as facilitators of the writing process by self-evaluating, modeling the revision process, and aiding other students with their work. It also gives students additional opportunities to take inventory of their school community's needs; they are encouraged to become active participants in ensuring that our school culture is inclusive, encouraging, and that students take ownership of their own learning.

and the identified educational need this course would address

In an age of instant gratification, many students often reject the arduous process of improving their writing because it takes time and patience. Struggling students may find it difficult to engage in the recursive process of writing because it feels uncomfortable while high-achieving students often take on many responsibilities and may take a "one draft and done" approach to writing in order to manage multiple AP classes. The Writer's Studio course emphasizes the need to slow down, be metacognitive, and be deliberate about the process of writing. This course encourages college and career readiness by allowing students to practice skills like self-reflection and independence. It also adds additional opportunities for students to improve SAT scores by focusing on revising and editing (structure, complexity of ideas, grammar, syntax, and other conventions).

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

Students must have taken, are taking, or plan to take ENGL 1007 if enrolled in The Writer's Studio course for ECE credit.

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

The intention of this course is to provide students with additional academic leadership opportunities at Nonnewaug, and to amplify a culture of personal responsibility and ownership over student learning. Over time, we hope students will be able to identify cultural and academic needs in our school and spearhead student-generated solutions.

We also hope to ingrain a culture of academic discourse around writing where students feel they can act as skillful facilitators of writing and writing tutoring.

Scope and Sequence: *(Please provide a bulleted overview of the course content to include anticipated units, skills students will develop,*

The Writer's Studio Course Syllabus

Vision of A Learner attributes that will be practiced/demonstrated, and any resources that have already been identified for use)

Summative Assignments

Unit 1: Autoethnography: Write a "memoir-style" personal narrative that teaches your audience about who you are and how you ended up in this course. You will preface this assignment by creating an autobiographical writing timeline, self-reflecting on your experiences, and collecting interviews from your

peers on their experiences. After noticing and discussing patterns, you will craft your own narrative to share in our class gallery.

- **VLA.912.P.1** - I can self-reflect and seek feedback to build upon my strengths, apply those strengths to overcome obstacles, and share my strategies with others.
- **VLA.912.TI.3** - I can formulate and investigate probing questions to further my learning.

Unit 2: Inquiry Paper: Identify a disconnect or inconsistency **(**between values and actions) that emerges as a problem for a high school student and pose it as a question.

- **T2(9-12):** I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
- **TI3(9-12)**: I can formulate and investigate probing questions to further my learning.

Unit 3: Tutoring Session Portfolio and Self Reflection: Based on our class experiences with practice tutoring sessions, you will create a portfolio that includes one recorded tutoring session and a series of self-reflections (4-5) on your tutoring experiences.

- **CCE4 CCE4(9-12):** I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- **P3(9-12)**: I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.

Unit 4: Multimodal Persuasive Project: Using one of your core values, create an action plan for a school initiative to encourage students to visit the NHS Writing Center. It can be a commercial, a series of ads, a TED talk, a series of tutor interviews, or any other mode you choose. Your aim is to generate excitement for the NHS Writing Center!

- **TCC4 (9-12):** I can integrate my learning to adapt to experiences in the classroom, career and life.
- **VLA.912.DE.4** - I can work respectfully with all members of my community and support the needs of others.

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

Curriculum development over the summer
Copies of *The Bedford Guide for Writing Tutors* by Ryan and Zimmerelli

Business/Non-Instructional Operations

Soliciting Prices (Bids and Quotations)

All contracts for, and purchases of supplies, materials, equipment and contractual services in the amount of ~~$25,000~~ $50,000 or more shall be based, when possible, on at least three competitive bids. All purchases less than ~~$25,000~~ $50,000 in amount may be made in the open market, but shall, when possible, be based on at least three competitive quotations or prices. (**NOTE:** This amount is established locally but C.G.S. 7-148v requires that sealed bidding is required for contracts or purchases greater than ~~$25,000~~ $50,000.) All purchases made in the open market shall be consummated after careful pricing. In an emergency situation these requirements may be waived by the Superintendent. The Superintendent shall notify the Board Chairman as soon as possible and the entire Board of Education at the next regularly scheduled meeting.

All contracts and all open market orders will be awarded to the lowest responsible qualified contractor or supplier, taking into consideration all of the factors set forth in policy #3320.

When bidding procedures are used, bids shall be advertised in the area newspapers for at least one day. Suppliers shall be invited to have their names placed on the mailing lists to receive invitations to bid. When specifications are prepared, they will be mailed to all merchants and firms who have indicated an interest in bidding on the items or services being bid.

All bids must be submitted in sealed envelopes, addressed to the appropriate school and plainly marked with the name of the bids and the time of the opening. Bids shall be opened at the time specified and all bidders and other interested persons shall be invited to be present.

The school district reserves the right to reject any or all bids and to accept that bid which appears to be in the best interest of the town/city. The school district reserves the right to waive any informalities in, or reject, any of all bids or any part of any bid. Any bid may be withdrawn prior to the scheduled time for the opening of bids. Any bid received after the time and date specified shall not be considered.

The school district, after going out for a good or service and receiving submissions shall consult with the town's legislative body if the town provides or uses such good or service, and, if the equivalent level of such good or service is provided by the town or through a town contract for a lower cost that the lowest qualified bid received by the school district. In such situations, the district shall consider a cooperative arrangement with the town for the provision of such good or service. A "good or service" includes but is not limited to, portable classrooms, motor vehicles or materials and equipment, such as telephone systems, computers and copy machines.

Nothing herein shall be deemed to affect the District's obligations under law (including but not limited to Connecticut General Statutes §10-287) or Board Policy (including but not limited to Board Policy 7211) to solicit bids, proposals, and/or quotes with respect to contracts for a building/construction project for which the District is receiving state grants.

Soliciting Prices (Bids and Quotations) (continued)

Legal Reference: Connecticut General Statutes
7-148v Requirements for competitive bidding
P.A. 13-71 An Act Concerning Requirements for Competitive Bidding for t
the Award of Contracts or Purchase of Property by Municipalities
June 7, 2017 Special Session PO 17-2, Section 161

Policy adopted: May 6, 2019

REGIONAL SCHOOL DISTRICT NO. 14
Bethlehem and Woodbury, Connecticut

Instruction

Alternative Education Programs

The purpose of this policy is to recognize the need for alternative education programs for some District students.

The Board of Education (Board) is dedicated to providing educational options for all students within available financial constraints. It is recognized that there will be students in the District whose needs and interests are best served by participation in an alternative education program. The Board believes alternative education is a student-focused perspective based on respect for students, the belief that all students can learn given the right environment, and participation in an alternative setting is an informed choice made by students and their families.

"Alternative education" means a school or program maintained and operated by the Board that is offered to students in a nontraditional educational setting and addresses the social, emotional, behavioral and academic needs of such students. Alternative education does not, for purposes of this policy, and Connecticut State Board of Education (CSDE) guidelines, include private schools, homeschooling, "*School Choice,"* adult education, approved private special education programs, gifted and talented programs, and schools or programs within the Connecticut Technical High School System.

The Board shall provide alternative education to students in accordance and compliance with the "Guidelines for Alternative Education Settings," established by the State Board of Education. Such guidelines shall include, but not be limited to, a description of the purpose and expectation of alternative education, criteria for student eligibility, and criteria for how and when a student may enter or exit alternative education. The philosophy of alternative education utilizes a whole-student approach. This approach promotes individualized programming to address students' personal, emotional, social, intellectual, work skills, safety and security needs and academic achievement. The Board views enrollment in an alternative setting not as punishment but as a learning opportunity.

In providing alternative education to students, the Board may use space in an existing school, establish a new school, or establish a program affiliated with one or more schools or districts. Programs must be affiliated with at least one district with a code previously assigned by CSDE. Such programs must comply with state laws pertaining to the number and length of school days in an academic year and shall be subject to all other federal and state laws governing public schools.

The Board may form a cooperative arrangement with other boards of education to provide alternative education pursuant to C.G.S. 10-158a.

Instruction

Alternative Education Programs (continued)

A list of alternative programs will be approved by the Board annually. The Superintendent may/shall provide for the involvement of staff, parents and the community in recommending alternative education programs for Board approval. The alternative education program, subject to Board approval, must have a transparent and defined purpose, including a description of the students that may benefit most from the program/school environment. Clear and objective admission criteria, consistent with stated program guidelines, must be evident. Also, to be a part of the alternative education program, clear and explicit criteria and procedural exit criteria frameworks must be used to address a student's return to the traditional school setting. There shall be an annual evaluation of alternative education programs.

The Board, as required, will post information about any alternative education offered on its website, including purpose, location, contact information, staff directory, and enrollment criteria. Determination of enrollment shall be made by the student support team, which includes, but is not limited to, parent or family representative, student (if in secondary school), appropriate representative of the alternative environment, student's teachers, school administrator and if the student is identified as disabled, a special education teacher or PPT/504 Team representative. In addition, the Board recognizes its responsibility to give all children in the District who receive alternative education as nearly equal advantages as may be practicable compared to other children in the District. In addition, the Board shall annually submit to the Commissioner of Education a strategic school profile report for each alternative school or program under its jurisdiction.

All students in an alternative education program shall receive instruction based on a curriculum aligned to the Connecticut Core State Standards, unless modified in particular curricular areas as indicated by the goals and objectives of an IEP.

Alternative education programs implemented by the District are meant to maintain flexible learning options regarding environment, structure, and pedagogy. Such programs include but are not limited to, a separate school, tutorial instruction, small group instruction, large group instruction, counseling and guidance, computer-assisted instruction, cooperative work experience, supervised community service activities, and supervised independent study. Before considering an alternative placement, a review of the student's academic, health, and behavioral records, including any PPT and Section 504 records, Student Success Plans, and other history of interventions, must occur.

Students may be placed in an alternative education program within available financial resources upon parent request if the District determines that the placement serves the student's educational needs and interests and assists the student in achieving district and state academic content standards. Families shall have a right of appeal if they disagree with the District's placement decisions.

Instruction

Alternative Education Programs (continued)

The Region 14 Board of Education provides a credit recovery program as part of the alternative education program. A student, if deemed at risk of not graduating, enrolled in the District's "traditional" program may access the credit recovery program without enrolling in the alternative program.

The implementation of this policy and any Board approval of an alternative education program are subject to the requirements and procedures enumerated in the administrative regulation.

(cf. 6172.11 – Relations with Charter Schools)
(cf. 6172.12 – Magnet Schools)
(cf. 6172.41 – Title I Program)
(cf. 6172.6 – Virtual/Online Courses)

Legal Reference Connecticut General Statutes

10-4p(b) Implementation plan to achieve resource equity and equality of opportunity. Assessment. Reports. (as amended by PA 15-133)

10-15 Towns to maintain schools.

10-16 Length of school year.

10-158a Cooperative arrangements among towns. School building projects. Student transportation.

10-220 Duties of boards of education (as amended by PA 15-133)

10-223h(c) Commissioner's network of schools. Turnaround committees. Operations and instructional audit. Turnaround plans. Report. (as amended by PA 15-133)

PA 15-133 An Act Concerning Alternative Education

Guidelines for Alternative Education Settings, State Department of Education, approved by CT State Board of Education, Oct. 5, 2016.

Public Act 24-45 An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth §9

Policy adopted:
cps 11/15
rev 4/17
rev 9/24

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.

A new administrative regulation to consider.

Instruction

Alternative Education Programs

In developing an alternative education program to be presented to the Board of Education for its approval and budgetary support, these regulations provide the basis for such a program.

Program Philosophy

The basic tenets of an alternative education program shall include the following basic principles:

1. A philosophy of high expectations is evidenced through the program's documented mission and vision statements that are visible and available to all school/program community members.
2. The school/program embraces the concept that all students are capable and can be successful.
3. As part of the overall philosophy of the alternative education setting, family involvement is welcomed and actively supported. Families are considered equal partners and involved in all decision-making processes for their child's learning and personal success.
4. A climate must be created that supports receiving input from families and bi-directional communication to share information about the student's progress at home and school.
5. Enrollment in the alternative setting is an informed choice by students and their respective families. An orientation or information session is provided to explain the program and student expectations.
6. Students and their families shall be regularly informed of their progress through the mandated and personalized "Student Success Plan."
7. All students in the program shall receive instruction based on a curriculum aligned to the CT Core State Standards (CSS) unless modified by the goals and objectives of an IEP or Section 504 plan in particular curricular areas.
8. Instructional practices must be culturally relevant to promote understanding and respect for enrolled students and include their perspectives and interests within an inclusive learning environment to accommodate different learning styles and abilities through flexible groupings.
9. Students are provided support to transition into postsecondary training and employment.
10. All staff, students, and families will consider cultural differences as critical to understanding personal needs, and accommodations will be made for cultural differences to allow for personal success within the learning alternative(s).

Instruction

Alternative Education Programs (continued)

Guidelines for Student Placement

Student placement in an alternative education setting must include the following written policy direction:

1. **Prior to Referral**

   Before consideration of alternative placement, the following need to take place:

   - A review of the student's academic, health and behavioral records, including planning and placement team (PPT) or 504 records, student success plans (SSP), and the efficacy of tier 1, 2, and 3 interventions;
   - Assurance that Child Find requirements have been complied with;
   - Students may be referred from the following sources: parent, student (self or peer), school or district.

2. **Entrance Criteria**

   The Board of Education is required to approve the development of alternative education settings to ensure the following:

   - The alternative education program/school has a transparent and defined purpose, including a description of the types of students that may benefit most from the program/school environment.
   - Alternative education schools and programs develop clear and objective criteria for admission consistent with stated program guidelines provided to students and their parents/guardians at the time of admittance into the alternative setting.

3. **Process**

   The student and parents/guardians are provided with an accurate and comprehensive description of the alternative education delivered. There are culturally and linguistically responsive family and student engagement practices regarding all aspects of decision-making related to placement. The team will ensure that parents/guardians know and understand how the alternative education placement will benefit their child.

   Determination of enrollment is made by the student support team involved in the placement, which includes but is not limited to parent or family representative, student, if in secondary school, appropriate representative of the alternative environment, student's teachers, school administrator (sending school), special education administrator or designee and PPT/504 Team (if the student has an identified disability).

   If there is disagreement with the placement decision, there must be a clear process written in policy by the Board delineating a family's right of appeal.

   The entrance criteria and procedures must be explicitly written in each alternative education program/school handbook and provided to parents/guardians and students in the language of the home at the time of admittance into the alternative setting.

Instruction

Alternative Education Programs (continued)

Guidelines for Continued or Discontinued Student Placement

To ensure that continued placement in the alternative setting is appropriate, the District's written policy must have a clear process to include the following:

1. **Annual Review**

   A review of the appropriateness of placement occurs at least annually with a team. The following issues are to be considered:

   - A review of program goals to reinforce student and parent choice regarding placement.
   - A review of the student's program of study and alignment to their Individualized Education Program (IEP) goals, where appropriate.
   - Members of the team include, but are not limited to, parent or family representative, student, if in secondary school, appropriate representative of the alternative environment, student's teachers, school administrator or designee (receiving school – if applicable), and if the student has an identified disability, special education administrator or designee.

2. **Exit Criteria**

   Alternative education settings must adopt clear and explicit criteria and procedural frameworks to address the following:

   - A return to the traditional school setting by an informed choice of the student and their family.
   - A determination that the setting is no longer beneficial to the student.

3. **Process**

   Student transition from an alternative education setting shall be made as follows:

   - Transition planning for placement outside of the alternative education setting is related to the annual review to ensure the continuity of support.
   - The transition plan provides recommendations consistent with the student's future educational plans as evidenced by their student success plan.
   - The transition plan is aligned with the student's IEP goals where appropriate.
   - Members of the team include, but are not limited to, parent or family representative, student, if in secondary school, the appropriate representative of the alternative environment, student's teachers, school administrator or designee (receiving school – if applicable), and if the student has an identified disability, special education administrator or designee.

Instruction

Alternative Education Programs

Guidelines for Continued or Discontinued Student Placement (continued)

If there is disagreement with the placement decision, there must be a clear process written in the Board's policy by the LEA Board of Education, delineating a family's right of appeal.

The exit criteria and procedures must be explicitly written in each alternative education program/school handbook and provided to parents/guardians and students in the language of the home at the time of admittance into the alternative setting.

Regulation approved:
cps 4/17
reviewed 9/24

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