



Board of Education Meeting
Prospect and Beacon Falls, CT
30 Coer Road, Prospect, CT 06712
203-758-6671

Date: January 10, 2024
Place: Woodland Regional High School
Time: 7:00 p.m.

AGENDA

The order of business shall be at the discretion of the Chairman.

I. CALL TO ORDER

- A. Pledge of Allegiance**
- B. Roll Call**
- C. Revision/Addition to Agenda Order**

II. APPROVAL OF MINUTES

Minutes of December 11, 2023 Board of Education Meeting (Ex. 1)

III. COMMENT

- A. Town Officials**
- B. Public Comments - *Note: Public Comment will be limited to five (5) minutes per speaker with a maximum of 45 minutes per subject. The BOE will not reply to comments made at a meeting.***

IV. CORRESPONDENCE

- 1. Turf field article in the Waterbury Republican-American newspaper dated December 30, 2023.
- 2. Special Education Forum update - Michelle Fortuna.
- 3. Notice for weekly Monday meetings Capital Improvement Project.

V. TREASURER'S REPORT

VI. STUDENT REPRESENTATIVE'S REPORT (Charli Hughes, Kaltrina Ameti)

VII. EXEMPLARY PEOPLE, PROGRAMS and AWARDS

- ★ Custodian Ray Fortier at Woodland Regional High School caught being excellent.
- ★ Yasmeen Galal, a senior at Woodland Regional High School is one of only two outstanding young leaders to represent the State of Connecticut as a delegate to the United States Senate Youth Program.

VIII. REPORT OF THE SUPERINTENDENT

A. Superintendent's Update

- a. 2024-2025 School Budget Calendar.
- b. Leadership Team update. (PowerPoint included)
- c. Discussion about building steps w/railing from upper parking lot to fields at WRHS.
- d. Culinary program update and renovations to the classroom at Woodland Regional High School.
- e. South Central Area Superintendents Association Legislative Priorities 2023 / CAPSS priorities 2024.
- f. Presentation of Next Generation Accountability Index - Michele Raynor.

B. Director of Finance and Business Operations Report

C. Action Items

1. Act to accept Patricia Corey's letter of resignation.
2. Act to accept Peter MacDonald's letter of retirement.
3. Act to approve budget transfers for November in the amount of \$175,910.89.
4. Act to approve budget transfers for December in the amount of \$18,107.28.
5. Act to approve the opening of a short-term investment account & checking account at Ion Bank to function as the Region's capital non-recurring account.

IX. OLD BUSINESS

X. NEW BUSINESS

XI. ITEMS FOR NEXT BOE AGENDA

- CSDE required Special Education District Suspension/Expulsion Self-Assessment
- District-wide SEL program update - Ryan Mackenzie

XII. INFORMATION ITEMS

1. Expenditure Report - November 2023.
2. Expenditure Report - December 2023.
3. Coming Attractions - January 2024.
4. BOE Committees and Liaisons updated December 20, 2023.

XIII. ENROLLMENT

- December 2023
- January 2024

VIV. COMMITTEE REPORTS

- Personnel and Negotiations Committee - **Waiting for UPSEU to respond**
- Facilities and Transportation Committee - **Meeting, January 10, 2024, 6:15 p.m., Woodland Regional High School**
 - Woodland Regional High School Capital Improvement Update

- Curriculum Committee
- Policy Committee - **Meeting, March 13, 2024**
- Public Communications
- Technology Committee
- Recognition Committee
- Liaisons:
 - Schools
 - Wellness Committee
 - Professional Development Committee
 - 2COM
- Parent Advisory Council - **Meeting, February 14, 2024, 5:45 p.m., virtual**
- Interdepartmental Safety Committee - **Meeting, February 8, 2024, 9:30 a.m., District Office**

XV. ADJOURNMENT

DATE OF NEXT MEETING: February 14, 2024, District Office, 7:00 p.m.

REGIONAL SCHOOL DISTRICT No. 16
Special Board of Education Meeting
December 11, 2023

BOARD MEMBERS PRESENT:

		<u>Weighted Vote Per Member</u>
<i>Beacon Falls...</i>	Tiffany Burkitt-Lyga	.7
	Douglas Bousquet	.7
	Christine Arnold	.7
	Lisa Mariano	.7
<i>Prospect...</i>	Robert Hiscox	1.3
	Karima Jackson	1.3
	Nazih Noujaim	1.3
	Roxann Vaillancourt	1.3

STAFF MEMBERS PRESENT: Michele Raynor, Director of Curriculum
Tony DiLeone, Director of Business Operations

I. CALL TO ORDER

The Board of Education Meeting was called to order at 5:30 p.m. at District Office, Prospect, CT.

A. Pledge of Allegiance

B. Roll Call

The roll was called and a quorum was present.

C. Revision/Additions to Agenda Order

II. APPROVAL OF MINUTES

Minutes of November 15, 2023 Board of Education Meeting (Ex. 1)

A MOTION was made by Roxann Vaillancourt and SECONDED by Tiffany Burkitt-Lyga to approve the minutes of the November 15, 2023 Board of Education meeting.

ALL IN FAVOR (weighted vote totals 8.0) 23-169

III. COMMENT

A. Town Officials - *Note: There will be no comment due to the agenda of the Special Meeting.*

B. Public Comments - *Note: There will be no public comment due to the agenda of the Special Meeting.*

IV. Director of Finance and Business Operations Report

Mr. DiLeone shared the following updates with the Board; the State of Connecticut continues to explore health insurance options for paraeducators. The fuel, gasoline, and heating oil bid through the BOWA consortium was put out to bidders; they are due back on December 19, 2023. The Region's new electricity contract started on November 28th

at a rate of \$.1058/kwH. This is an increase from the prior rate. Additionally, Eversource has increased their delivery rates as of September 1st. Barry Bernabe from Phoenix Advisors continues to gather information from the towns for a bond/note issuance at the beginning of 2024. Interest rates are dropping and he believes that a 20 year bond will currently close with a 3.33% true interest cost.

A. Action Items

1. Act to elect new officers for Board of Education: Chair, Vice-Chair, Treasurer and Secretary.

A MOTION was made by Douglas Bousquet and SECONDED by Lisa Mariano to nominate Tiffany Burkitt-Lyga to serve as Chair.

ALL IN FAVOR (weighted vote totals 8.0)				23-170
Christine Arnold	YES	Nazih Noujaim	YES	
Lisa Mariano	YES	Robert Hiscox	YES	
Douglas Bousquet	YES	Karima Jackson	YES	
Tiffany Burkitt-Lyga	YES	Roxann Vaillancourt	YES	

A MOTION was made by Nazih Noujaim and SECONDED by Douglas Bousquet to nominate Robert Hiscox to serve as Vice-Chair.

ALL IN FAVOR (weighted vote totals 8.0)				23-171
Christine Arnold	YES	Nazih Noujaim	YES	
Lisa Mariano	YES	Robert Hiscox	YES	
Douglas Bousquet	YES	Karima Jackson	YES	
Tiffany Burkitt-Lyga	YES	Roxann Vaillancourt	YES	

A MOTION was made by Tiffany Burkitt-Lyga and SECONDED by Karima Jackson to nominate Nazih Noujaim to serve as Treasurer.

ALL IN FAVOR (weighted vote totals 8.0)				23-172
Christine Arnold	YES	Nazih Noujaim	YES	
Lisa Mariano	YES	Robert Hiscox	YES	
Douglas Bousquet	YES	Karima Jackson	YES	
Tiffany Burkitt-Lyga	YES	Roxann Vaillancourt	YES	

A MOTION was made by Nazih Noujaim and SECONDED by Roxann Vaillancourt to nominate Christine Arnold to serve as Secretary.

ALL IN FAVOR (weighted vote totals 8.0)				23-173
Christine Arnold	YES	Nazih Noujaim	YES	
Lisa Mariano	YES	Robert Hiscox	YES	
Douglas Bousquet	YES	Karima Jackson	YES	
Tiffany Burkitt-Lyga	YES	Roxann Vaillancourt	YES	

2. Act to accept teacher's letter of resignation. (Sandra Hines-Cumberledge)

A MOTION was made by Nazih Noujaim and SECONDED by Douglas Bousquet to accept teacher's letter of resignation. (Sandra Hines-Cumberledge).

ALL IN FAVOR (weighted vote totals 8.0)				23-174
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3. Act to accept teacher's letter of resignation. (Jill Drayton)

A MOTION was made by Tiffany Burkitt-Lyga and SECONDED by Roxann Vaillancourt to accept teacher's letter of resignation. (Jill Drayton).

ALL IN FAVOR (weighted vote totals 8.0) **23-175**

4. Act to hire Tracy Kerr, School Counselor for Laurel Ledge Elementary School and Long River Middle School for the 2023-2024 school year at MA, Step 7, \$63,970 (prorated).

A MOTION was made by Nazih Noujaim and SECONDED by Douglas Bousquet to hire Tracy Kerr, School Counselor for Laurel Ledge Elementary School and Long River Middle School for the 2023-2024 school year at MA, Step 7, \$63,970 (prorated).

ALL IN FAVOR (weighted vote totals 8.0) **23-176**

5. Act to hire Andrea Egan teacher for Prospect Elementary School for the 2023-2024 school year at MA, Step 1, \$52,217 (prorated).

A MOTION was made by Nazih Noujaim and SECONDED by Tiffany Burkitt-Lyga to hire Andrea Egan teacher for Prospect Elementary School for the 2023-2024 school year at MA, Step 1, \$52,217 (prorated).

ALL IN FAVOR (weighted vote totals 8.0) **23-177**

6. Act to to hire Nicole Lukeski, one-year contract, second grade teacher for Prospect Elementary School for the 2023-2024 school year at MA, Step 1, \$52,217 (prorated).

A MOTION was made by Nazih Noujaim and SECONDED by Tiffany Burkitt-Lyga to hire Nicole Lukeski, one-year contract, second grade teacher for Prospect Elementary School for the 2023-2024 school year at MA, Step 1, \$52,217 (prorated).

ALL IN FAVOR (weighted vote totals 8.0) **23-178**

V. ITEMS FOR NEXT BOE AGENDA

1. 2024-2025 School Budget Calendar.
2. Capital Improvement Update.
3. Leadership Team update. (PowerPoint included)
4. Special Education Forum update - Michelle Fortuna.
5. Discussion about building steps w/railing from upper parking lot to fields at WRHS.
6. Culinary program update and renovations to the classroom at Woodland Regional High School.
7. Presentation of Next Generation Accountability Index - Michele Raynor.

VI. COMMITTEE REPORTS

NOTE: The Committee Selection list for the following committees is included in the Board packets. Please review and select which committees you would like to serve and bring the selection list with you to the December 11, 2023 Board meeting in the District Office.

- A. Personnel and Negotiations Committee - **Waiting for UPSEU to respond**
- B. Facilities and Transportation Committee - **Meeting, January 10, 2024, 6:15 p.m.**
- C. Curriculum Committee
- D. Policy Committee - **Meeting, March 13, 2024**
- E. Public Communications

- F. Technology Committee
- G. Recognition Committee - **Minutes of November 13, 2024 meeting**
- H. Liaisons:
 - 1. Schools
 - 2. Wellness Committee
 - 3. Professional Development Committee
 - 4. 2COM
- I. Parent Advisory Council - **Meeting, February 14, 2024, 5:45 p.m. virtual**
- J. Interdepartmental Safety Committee - **Meeting, February 8, 2024, 9:30 a.m., District Office**

VII. ADJOURNMENT

A MOTION was made by Douglas Bousquet and SECONDED by Tiffany Burkitt-Lyga to adjourn the Special Board of Education meeting of December 11, 2023 at 5:40 p.m.
ALL IN FAVOR (weighted vote totals 8.0) **23-179**

DATE OF NEXT MEETING: January 10, 2024, Woodland Regional High School, 7:00 p.m.

Board Secretary,

Christine Arnold

*These minutes are subject to Board approval.
Submitted by Kelly Rodriguez, Board Clerk*

Turf field clears key hurdle

Drainage permit approved for Woodland High project

BY ANDREAS YILMA
REPUBLICAN-AMERICAN

BEACON FALLS — Woodland Regional High School's turf field project has cleared another hurdle and moved closer to reality.

The Inland Wetlands and Watercourses Commission on Dec. 13 approved wetlands enforcement officer David Keating signing off on the storm-water management permit due to changes in the field's drainage. The commission also approved

the project without a wetlands application and hearing due to the high school football field not being within 150 feet of a wetlands upland review area.

The Region 16 Board of Education on Nov. 15 approved the transfer of \$834,471 to the school district's capital nonrecurring account and appropriated \$1.7 million to pay for installation of the artificial turf multipurpose field, pedestrian lighting and public announcement system up-

grade. The school board last month selected H.I. Stone & Son of Southbury as the contractor.

The project is expected to be completed by August 2024.

It would be the same turf system as those used on nearby athletic fields in Waterbury and Naugatuck.

Woodland Regional High School is near Matthies Park and the football field is roughly 1,000 feet away from the park's Carrington Pond.

Town engineer Paul

DeStefano said he loves the plan from a drainage perspective.

There are important sediment and erosion controls due to the topography of the site in regard to the installation, maintenance and periodic inspection for the town to make sure there is no downstream effect, he noted.

Every year for eight years, discharged water in Carrington Pond would have to be tested, IWWC member Doug Bousquet said.

PARENT QUESTIONS from the Special Education Forum on 11-14-23

PROCESSES/PROGRAMMING:

- **How does a child with a learning disability who is far below grade level meet graduation requirements in high school?**
 - PPT Team determines what is required for an identified student to graduate, as well as, their meeting State credit requirements and school graduation mandates.

- **Does every student have a PATH program implemented?**
 - A PATH is a recommendation that comes from a PPT. It is not always necessary for every student to do a PATH. However, all PPT teams need to address and plan for the transition of an identified student. All students who require special education services are required to have transition goals.

- **What are special education services like for a student with a learning disability in middle school/high school?**
 - There are a variety of services that are offered to students in middle school and high school, based on their needs and what is recommended by the PPT.
For example:
 - Full Inclusion
 - Co-taught Classes
 - Peer Buddy Classes (Culinary, Art, Drama, Physical Education)
 - Resource Room Support/Skills Lab
 - Small Group Instruction
 - Life Skills Courses/Programs
 - Structured Literacy Support
 - Lunch Groups
 - Math Lab

- **How is the region building self-advocacy skills?**
 - Through student participation in the PPT process;
 - Course selection with counselors and interest inventory surveys;
 - Through our advisory programs and SEL lessons.
 - IEP goals may target and encourage self-advocacy skills

- **Are there certain diagnoses that would qualify a student to access Orton Gillingham services through their IEP, or can it simply be requested by parents?**
 - A diagnostic does not determine programming. Programming and course selection are made after evaluations, assessments, and staff input are considered in a PPT. The PPT team determines what program will best meet a student's needs.

- **Is a parent supposed to be notified if a special education teacher changes the reading program they are using with a child?**
 - It is only required if the specific program is listed by name in the IEP. However, it is good practice and we administratively in Region 16 would expect that kind of communication to be embedded in our relationship with families. It is critical and effective if we expect to have a positive and strong partnership with the family.

PARENT QUESTIONS from the Special Education Forum on 11-14-23

- **If a student is meeting the academic requirements but struggling socially and/or has behavioral issues can he qualify for special education?**
 - Yes, there are 15 disabilities defined by IDEA which is the Individual Disability Education Act which qualifies a student for special education.
 - Autism
 - Deaf-blindness
 - Developmental Delay (Ages 3 to 5 only)
 - Emotional Disability
 - Hearing Impairment (Deaf or Hard of Hearing)
 - Intellectual Disability
 - Multiple Disabilities
 - Orthopedic Impairment
 - Other Health Impairment (OHI)
 - OHI-ADD/ADHD
 - Specific Learning Disabilities (SLD)
 - SLD/Dyslexia
 - Speech or Language Impairment
 - Traumatic Brain Injury
 - Visual Impairment

- **Can the school suggest to the parent to have their child evaluated for an IEP instead of a 504?**
 - School staff can and should recommend a PPT that would determine eligibility for special education and/or a 504 meeting to determine eligibility if there is a concern. There are also child find laws that require school districts to identify, locate, and evaluate all children with disabilities, regardless of the severity of their disabilities. This obligation to identify all children who may need special education services exists even if the school is not providing special education services to the child.

- **Do you have co-teaching and exactly what does that look like?**
 - Yes, Region 16 utilizes co-teaching methods at all levels throughout the district. Some examples of the co-teaching strategies include:
 - One teach, One assist
 - One teach, One observe
 - Station Teaching
 - Parallel Teaching
 - Alternative (Differentiated) Instruction
 - Team Teaching

- **How are the regular education teachers brought into the process of supporting the student and held accountable for following the IEP?**
 - The regular education teacher is a critical member of the student's team. He/she attends all meetings to provide input on progress and improved programming. Administration carves out time for collaborative opportunities so that special education and general education can share ideas and best practices/strategies. Formal and informal observation tools are used by evaluators which are then followed by discussion and feedback.

PARENT QUESTIONS from the Special Education Forum on 11-14-23

- **Who is responsible for providing differentiated homework, the classroom teacher or special education teacher?**
 - All certified staff members are required to provide differentiated instruction. Differentiated instruction is a teaching approach that adjusts to an individual student's learning needs. It does not replace the goals and objectives of an IEP. The general education teacher and special education teacher work in concert to ensure that the individual needs of students are met which would include differentiating homework assignments as needed.

- **What is the referral process for Stokes?**
 - Any of the school staff (e.g. Social Work, School Psychologist, School Counselors, Special Education Teachers) may make a referral.
 - The referring counselor will inform the parents/guardians of the recommendation of the referral and are sent the Stokes Counseling Parent Referral Form.
 - Once the consent form is returned to the referring counselor the information is provided to Stokes Counseling.
 - Stokes Counseling will reach out to the parents/guardians with the next steps and handle the process from that point forward.
 - Are any special education students recommended?
 - Students are referred on an as-needed basis regardless of whether or not they receive special education and/or 504 services.

BEST BUDDIES/UNIFIED SPORTS/TYPICAL PEERS/EXTRA-CURRICULAR:

- **The Best Buddies high school program looks great, can we do it in middle school too?**
 - This will be an ongoing discussion with the middle school stakeholders
 - **Can unified sports be extended to the younger grades?**
 - Yes, this will also be an ongoing conversation and we will be looking at connecting with Special Olympics to gain insight in developing a program at the elementary level. Currently, we participate in the Special Olympic Young Athletes which is an early childhood program for children with and without intellectual disabilities. The Young Athletes Program introduces basic sports skills like running, kicking, and throwing.

- **What do you have for kids who can't do unified sports?**
 - At the elementary level, there are offerings for all students (STEM, world languages, band/chorus, and Kindness Council). All of these are opportunities for special needs students to interact with peers.
 - Woodland offers the Best Buddies and Woodland Strong programs after school and Peer Buddies programs during school.

- **Why a change in unified sports at the high school?**
 - We have two new advisors and the number of students that are participating in BB has changed and we were not able to have them join three sports. We will look into making changes that better meet student needs and parental wants. Unified Sports has always been designated to be a winter sport (basketball). A previous advisor volunteered extra time to extend the season. The current advisors will be running the Unified Sports Basketball program. The number of students showing interest in participating also drives the program.

PARENT QUESTIONS from the Special Education Forum on 11-14-23

- **Can we offer transportation for Best Buddies?**
 - Transportation to events will be provided and students can use our late buses or after-school buses but separate transportation will not be provided at this time.
- **Can we educate students without disabilities to interact with special education students?**
 - This is a practice that we instill in all of our students from an early age. Our goal is to create natural opportunities for students to work collaboratively in all settings. It is fostered and modeled within each building.
 - Woodland's Peer Buddies classes (Art Peer Tutors, Creative Dramatics, Culinary, Peer Buddies PE, and Peer Buddies) educate students on appropriate expectations and interactions with disabled peers.

STAFFING/CASELOADS:

- **BCBA's - What are their caseload sizes and How many?**
 - We currently have one full-time Region 16 BCBA who works at Woodland and Long River. We have also contracted with an outside agency for 2 part-time BCBA's who split their time between the elementary schools. The current caseload is approximately 17 students across the district.
- **How many students are typically on a caseload?**
 - This can vary from school to school and among grade levels. However, we monitor them monthly to evaluate our needs.
- **What is .25 & .5 in the staff chart on slide 5? Are they split between multiple schools?**
 - Our itinerant staff and pupil personnel are often split between buildings and grade levels.
 - .5 means the staff member goes between two schools & .25 means they go between four schools.
 - Our pupil personnel staffing is above State and NEASC-recommended percentages.
- **How are the paraprofessionals trained to support the needs of the students?**
 - Shadowing opportunities with other paraprofessionals or special education teachers/related service providers are provided, so new staff can learn about student needs including IEP goals and objectives, accommodations, and modifications.
 - Professional development opportunities are provided throughout the year.
 - Weekly collaboration with the Board Certified Behavior Analyst to address questions, analyze data, and adjust plans to meet the needs of students.
- **Given the high caseloads, is the district considering hiring additional special education teachers?**
 - Our caseloads are very manageable and reasonable at the high school level. If we expand our co-teaching program then additional staff will be required and funded.
- **Is the transition coordinator a new state mandate?**
 - Yes, this is a new state mandate that is required to be in place by January 1, 2024. Region 16 has a designated staff member for this position and the special education director works closely with the transition coordinator to monitor programming for students who require transition services.

PARENT QUESTIONS from the Special Education Forum on 11-14-23

COMMUNICATION:

- **For students who can't verbally communicate, how do you ensure the parents understand what you're doing with the child or where they need to focus?**
 - Frequent communication (weekly/biweekly) is vital to a team approach to student success. It is also the responsibility of the case manager or counselor to develop a system that works with each family to keep them informed regularly. (newsletters, communication logs/journals, emails, text messages, Schoology updates and so forth)
- **Can the PPT process be more collaborative with parents and in-home services to maximize the therapies and improve life skills?**
 - Yes, this is the goal for all students if outside services are provided. We foster ongoing communication between school staff, parents, and outside agencies. Our goal is for staff, families, and outside agencies to work in concert to meet the needs of the student.
- **How can there be a partnership between the parent and school without an individual communication log?**
 - In addition to communication logs at the elementary level, teachers share newsletters, exchange emails, conduct phone conversations, hold meetings outside of the PPT, and welcome classroom visits per request. Again our goal is to encourage and welcome a strong school and home partnership to work together to best meet the needs of your child and our student.

PRE-K:

- **What is the Prek-3 scheduled day?**
 - The preschool is split into two a.m. & p.m. sessions each Monday, Tuesday, Thursday & Friday.
 - The a.m. session hours are 8:45-11:30
 - The p.m. session hours are 12:30-3:15
 - **What do they do in 2.5 hours?**
 - We concentrate on early literacy and math skills as well as building in play-based/social learning experiences.
 - **Is that enough time?**
 - We do think expanding the program would be beneficial. We are going to explore increasing our program hours.
 - **Why is there no program in Beacon Falls?**
 - We do not have enough students. It is also a big advantage to have one program due to all the support services, staffing, and individual needs of students. We have been able to expand our services in one location and increase collaboration.

SAFETY:

- **How are we protecting kids from the violent behavior of other students?**
 - If a student's behavior escalates to a safety concern in the classroom then the student is subject to removal from the setting and provided with an opportunity to regulate his/her emotions. While not frequent, the other students may also be removed from an area of the school where instruction may continue in certain situations. Each school has several staff members who are trained to provide preventative support to ensure unsafe behaviors in a classroom setting are limited.

PARENT QUESTIONS from the Special Education Forum on 11-14-23

- All staff receive ongoing training related to assisting students with emotional regulation (ACES training or PMT training), and students are provided with guidance lessons/education related to social-emotional learning and self-regulation strategies.
- While we are fortunate that we do not frequently face issues with student violence, parents are always informed of unsafe behaviors and included as critical stakeholders for determining the next steps if students are exhibiting challenging behaviors.
- Safety is always our primary concern for all students. We believe in a proactive approach when dealing with student behavior. All special education staff including administrators, security guards, special education teachers, related service providers as well as paraprofessionals and behavior technicians are trained each year in Physical and Psychological Management Training. We have multiple layers of support for students.

ESY:

- **Can sending ESY students to Prospect Summer Camp be extended to students in middle and high school?**
 - The program is run by the Prospect Parks and Recreation Department and they set the age limits. It has been a healthy and collaborative partnership and beneficial for our students but we do not have a “vote” in the age restrictions.

CT-SEDS:

- **How do parents/guardians access the portal in CT-SEDS?**
 - Below is the link to the CT-SEDS Parent Portal Quick Start Guide containing all of the information you will need to access your child’s special education or 504 student portal. Parents should have received an email with the information allowing them access to the portal already. If you have not received or can’t find the email you may reach out to your student’s case manager who will resend the email through CT-SEDS. The instructions are also listed on the Region 16 school district website for your convenience.

<https://portal.ct.gov/-/media/SDE/Special-Education/New-IEP/Parent-Portal-Quick-Start-Guide-for-Parents.pdf>

ACCESSIBILITY:

- **Any plans to increase accessibility (i.e., Handicap doors, etc.)?**
 - There are no immediate plans because all our schools are handicap accessible. However, after hearing from parents, we will look into their concerns about changing rooms being more accessible and available.

REGULAR ED:

- **Why is the district eliminating the core group classes at Woodland? If so, what is the plan going forward?**
 - Core classes are not being eliminated but they may not run in a specific year if there are not enough students. We will however fully staff co-taught classes if that occurs. Running core classes can be challenging if they don't meet State and Federal requirements for time with non-disabled peers. There is also a socialization component that presents a concern, they turn into self-contained classes/programs.

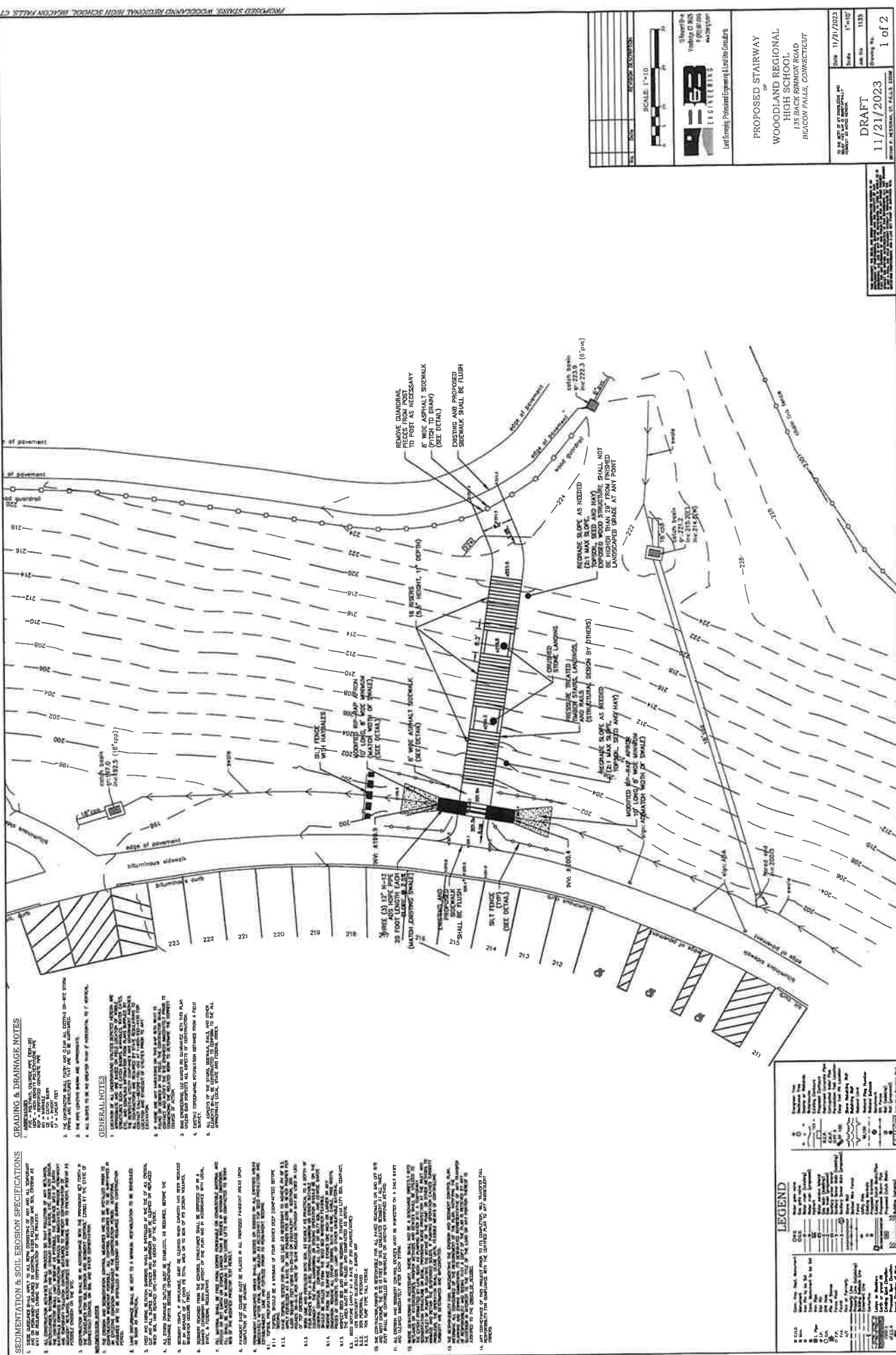
REGIONAL SCHOOL DISTRICT #16
Budget Calendar

2024 - 2025 School Budget

November 9	Budget Request and Enrollment projections provided to schools
December 15	Administrators submit budget packets to Business Office (Includes local control budget, regional control justification sheets and personnel requests)
December/January	Superintendent and Director of Finance & Business Operations review budgets with Administrators, Facilities, Technology and Capital Improvement Plan
January/February	Superintendent's draft budget prepared for Board of Education
March 13	<u>7:00 p.m. Regular BOE meeting Woodland Regional High School</u> <i>Initial Review of Superintendent's Budget</i> Administrator Attendance Required <ul style="list-style-type: none">- Regional/Local Control- Curriculum- Technology
March 27	<u>7:00 p.m. Regular BOE Meeting District Office</u> <ul style="list-style-type: none">- Facilities- Special Education
April 10	<u>7:00 p.m. Public Hearing Long River Middle School</u> Administrator Attendance Required Board of Education presents budget to voters at Public Hearing; approves final budget to present to district for vote and approves method of voting
May 6/7 (to be determined)	<u>7:00 p.m. Vote at Annual Meeting/Referendum Woodland Regional High School</u>

Community members and town officials of Prospect and Beacon Falls are welcome to attend Board of Education and Budget Workshop meetings, as the Board strives to provide an opportunity for open communication during this process.

Superintendent Update C.



GRADING & DRAINAGE NOTES

1. ALL GRADING SHALL BE TO FINISH GRADE UNLESS OTHERWISE NOTED.
2. ALL GRADING SHALL BE TO FINISH GRADE UNLESS OTHERWISE NOTED.
3. ALL GRADING SHALL BE TO FINISH GRADE UNLESS OTHERWISE NOTED.
4. ALL GRADING SHALL BE TO FINISH GRADE UNLESS OTHERWISE NOTED.

SEDIMENTATION & SOIL EROSION SPECIFICATIONS

1. ALL GRADING SHALL BE TO FINISH GRADE UNLESS OTHERWISE NOTED.
2. ALL GRADING SHALL BE TO FINISH GRADE UNLESS OTHERWISE NOTED.
3. ALL GRADING SHALL BE TO FINISH GRADE UNLESS OTHERWISE NOTED.
4. ALL GRADING SHALL BE TO FINISH GRADE UNLESS OTHERWISE NOTED.

GENERAL NOTES

1. ALL GRADING SHALL BE TO FINISH GRADE UNLESS OTHERWISE NOTED.
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3. ALL GRADING SHALL BE TO FINISH GRADE UNLESS OTHERWISE NOTED.
4. ALL GRADING SHALL BE TO FINISH GRADE UNLESS OTHERWISE NOTED.

LEGEND

Symbol	Description
[Symbol]	Proposed Stairway
[Symbol]	Proposed Sidewalk
[Symbol]	Proposed Driveway
[Symbol]	Proposed Parking
[Symbol]	Proposed Landscaping

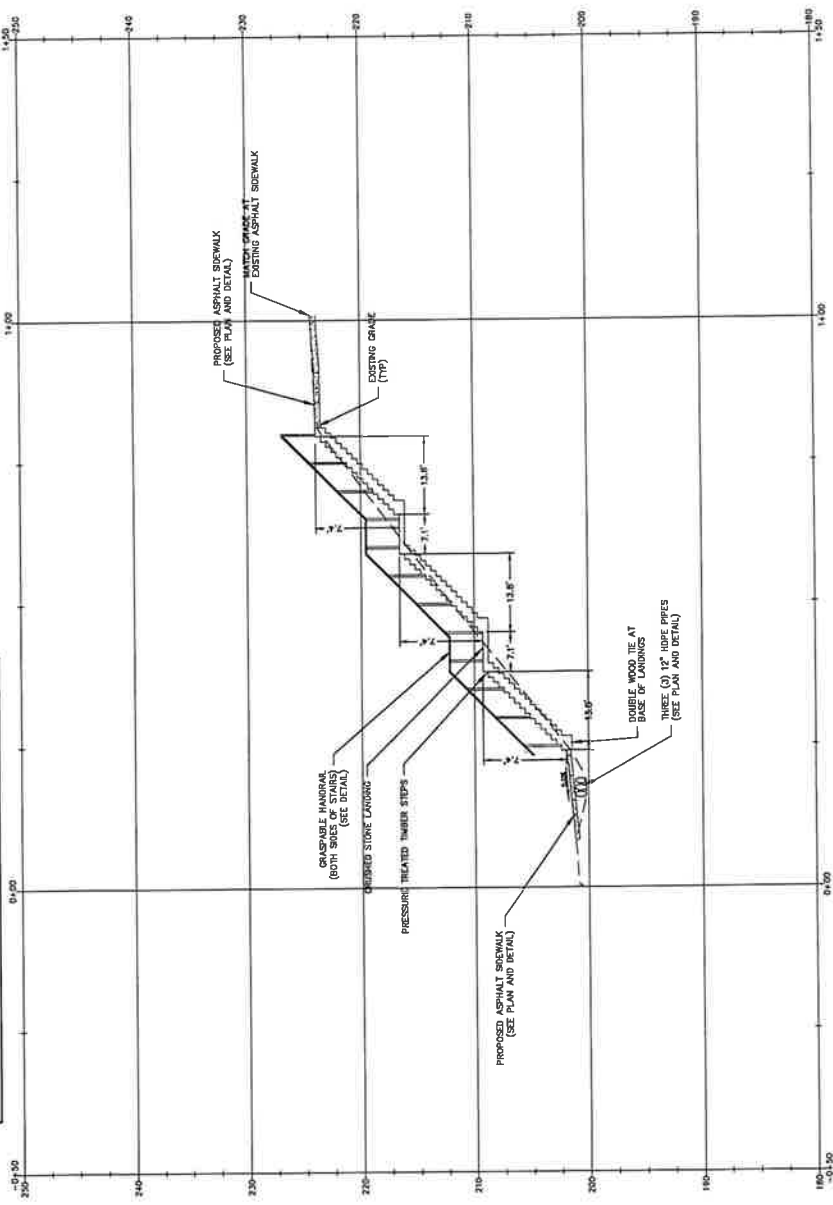
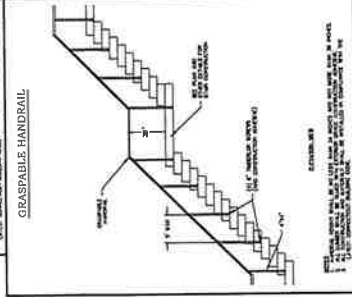
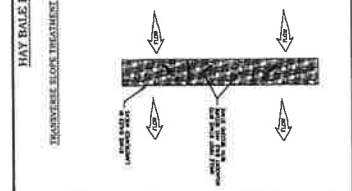
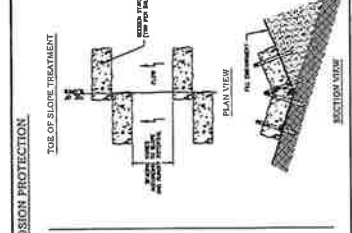
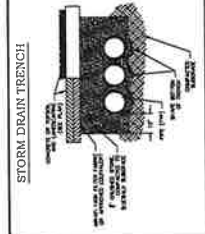
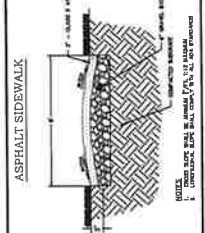
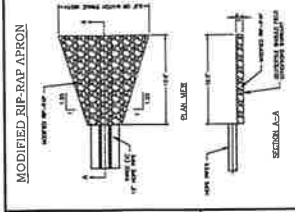
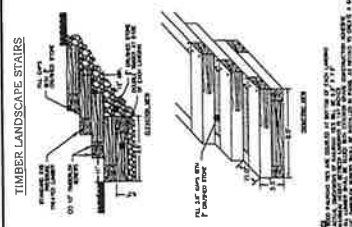
PROPOSED STAIRWAY
WOODLAND REGIONAL
HIGH SCHOOL
135 BACK BAYVIEW ROAD
BEACON FALLS, CONNECTICUT

SCALE: 1"=10'

11/21/2023
11/21/2023
1 of 2

PROPOSED STAIRWAY
WOODLAND REGIONAL
HIGH SCHOOL
135 BACK BAYVIEW ROAD
BEACON FALLS, CONNECTICUT

11/21/2023
11/21/2023
1 of 2



SECTION
SCALE: HORIZONTAL: 1"=10'
VERTICAL: 1"=5'

PROPOSED STAIRWAY SECTION & DETAILS
WOODLAND REGIONAL HIGH SCHOOL
135 BACK ROMAN ROAD
BEACON FALLS, CONNECTICUT

11/21/2023
DRAFT

DATE: 11/21/2023
DRAWN BY: JAS. HUNTER
JOB NO.: 1125
DRAWING NO.: 2 of 2

WOODLAND REGIONAL HIGH SCHOOL
135 BACK ROMAN ROAD
BEACON FALLS, CONNECTICUT



**South Central Area Superintendents Association
Legislative Priorities-2023**

Dear Members of the Connecticut General Assembly,

Thank you for your service to Connecticut and most importantly to the children and families who rely on your service for a positive school experience. The topics below outline some critical legislative priorities for the upcoming session as identified by our organization. We sincerely appreciate that you solicit our input and allow us the opportunity to share these with you. We look forward to continued communication throughout the year. Each legislative priority is addressed with a series of recommendations we respectfully ask you to consider. We encourage you to contact your local superintendent for feedback at any time. Again, thank you for the opportunity to collaborate.

Sincerely,
Anna Cutia, Ed.D., Superintendent
Milford Public Schools

Jeffrey F. Solan, Ed.D., Superintendent
Cheshire Public Schools

Right to Read

All SCASA districts embrace “the science of reading” as one of the most important educational initiatives of the last 50 years. We have been focused on addressing the tenets of the science of reading as outlined by the National Reading Panel through curriculum design and professional development since *TEACHING CHILDREN TO READ: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction* was published in 2000.

We believe that the legislative intention of CGS 10-14-hh and Public Act 23-167 was to ensure that ALL K-3 children in Connecticut have access to a strong reading curriculum to best ensure their success. Unfortunately, it appears that the SDE has gone beyond the legislation to dictate a limited scope of programs that meet the criteria the legislation established. This has significant adverse consequences and creates substantial concern for our Superintendents, teachers, and communities:

- The SDE is requiring districts to purchase specific programs to teach reading. Never before has the state mandated how districts will teach children. The programs SDE identified were simply published in EdReports, Curate, or listed as acceptable by the Colorado Department of Education.
- There are substantial costs (the reading program Cheshire is looking at is \$650,000 for materials alone. Professional training would be more costly.) to these programs which will likely mean that we are replacing teachers with programs.
- The rubric the SDE used does not mirror the legislation.
- The SDE notified districts nine months after waivers were submitted that district materials must be “replicated, peer-reviewed, and independent” meaning that the only acceptable materials are those created by major publishers and not local professionals.
- Districts have had to FOI the SDE to get specific feedback on their waiver.
- There was zero consideration of student performance in the waiver evaluation process in spite of the fact that the legislation directly asks for data to be submitted by districts.

We respectfully request that the Connecticut General Assembly intervene.

- Connecticut SDE be directed to modify their waiver review process to evaluate districts who developed their own resources against the criteria outlined in the legislation.

That the tremendous financial commitment made by CGA be directed to professional development in the key components of reading rather than the purchase of programs that have demonstrated little success in raising student achievement.

Existing/Potential Mandates Impacting Education

While education mandates are always implemented with the best of intentions, they can occasionally be adopted absent awareness of conflicting or existing mandates. The legislature should be applauded for working with the Connecticut Association of Boards of Education and Connecticut Association of Public School Superintendents and the Connecticut Association of School Business Officials in the effort to review and ultimately reduce mandates.

- We respectfully request that any consideration of future public education related mandates be made after review by and consultation with the aforementioned groups. Moreover, if adopted, educational mandates be reviewed every five years to determine relevance and cost impacts. CAPSS/CABE have even previously asked for a one-year moratorium on new legislation to catch up on existing mandates if possible.

Kindergarten

Public Act 23-159 Section 3 changes the kindergarten entry age from age 5 on January 1, to age 5 by September 1 of the entry year; and requires implementation in Fall of 2024. The statute provides for a parental request to waive the age/date requirement and an assessment as to whether the early entry would be “developmentally appropriate” for early admission to kindergarten.

- The Board of Education respectfully requests that the legislature retain the expectation that students must be 5 by September 1 to enter kindergarten, but no longer make the waiver/evaluation process for early kindergarten entry available. Research supports the implementation of a 5-year-old start for school and the waiver creates wild inequities across Connecticut.

Special Education Excess Cost Grant

Connecticut's identification rate of students with special education has risen from 11% of the total student population to 17%, and the proportion of local education expenses dedicated to special education has increased from roughly 20% to 30%. In addition, the debate over the responsibility for the cost of services for students in "choice schools", Connecticut's unique burden of proof requirements, the growing number and cost of out-of-district private placements, the lingering impact of the pandemic, and the recent judicial ruling requiring special education services to extend until age 22 have all contributed to escalating special education costs. The extension to age 22 will cost Connecticut districts millions of dollars this year alone.

Recommendations:

- Fully fund the Excess Cost grant using the most recent data available.
- Consider supporting an incentive system for providing special education services in the district, or the region, and in the State- while reducing out- of- district, and out- of- state placements.

Indoor Air Quality

The State's initiatives to improve indoor air quality in schools are of great importance to the health of students and staff, and have been very well received by our local communities. However, the complexity of assessing and remediating the infrastructure of schools, the need to address air-conditioning and year-round use of schools, the difficulty in estimating individual project costs, and the significant cost of annual inspections all point to a series of recommendations that require a longer time commitment, and an expectation of significant construction costs.

- Extend the Working Group deadline from 7/1/2024 to 1/1/2026, and expand the duties of the Working Group to include air-conditioning and heating.
- Address the issue of sufficient time (up to 3 years) to efficiently study, design and execute remedial plans that often include supply chain issues and cooperation from utilities. This should significantly reduce the costs associated with the tremendous demand from Connecticut school systems against the limited number of qualified firms doing this work.

National School Lunch and Breakfast Programs - Free and Reduced Meal Thresholds

The majority of CT school districts participate in the National School Lunch Program (NSLP) and National School Breakfast Program (NSBP) through the CT State Department of Education. It is a federally assisted meal program operating under the U.S. Department of Agriculture (USDA) that provides for nutritionally balanced, low-cost or free meals to children each school day.

Unfortunately, the income requirements are not adjusted for regional cost differences and are simply way too low for CT families. The increase in the CT minimum wage from \$10/hour to \$15/hour over the past five years has exacerbated the problem, with more and more families no longer qualifying for critical benefits for families with significant needs.

The current guidelines are that children from families with incomes at or below 130 percent of the Federal poverty level are eligible for free meals. Those with incomes between 130 and 185 percent of the Federal poverty level are eligible for reduced price meals. As shown in the chart below, a family of 4 qualifies for free meals if their annual gross income is below \$39,000 and reduced-priced meals if their annual gross income is below \$55,500.

Income Guidelines for Child Nutrition Programs: July 1, 2023, to June 30, 2024*											
Free meals						Reduced-price meals					
Household size	Annual gross income	Monthly gross income	Twice per month	Every two weeks gross income	Weekly gross income	Household Size	Annual gross income	Monthly gross income	Twice per month	Every two weeks gross income	Weekly gross income
1	18,954	1,580	790	729	365	1	26,973	2,248	1,124	1,038	519
2	25,636	2,137	1,069	986	493	2	36,482	3,041	1,521	1,404	702
3	32,318	2,694	1,347	1,243	622	3	45,991	3,833	1,917	1,769	885
4	39,000	3,250	1,625	1,500	750	4	55,500	4,625	2,313	2,135	1,068

- We respectfully request that you consider a substantial increase in the income threshold for Connecticut to ensure that students who need access to free or reduced-priced meals have it.

POSSIBLE LIST OF 2024 CAPSS LEGISLATIVE PRIORITIES

- Improve implementation of required reading curricula to include more time and financial assistance.
 - Although P.A. 23-167 provided additional time for SDE to review the reading curricula waivers according to C.G.S. 10-14hh, both the number and complexity of the waivers have been challenging for the SDE to complete and for the districts to implement. More time for waiver completion is needed (possibly one to two additional years).
 - CAPSS' survey of district implementation of one of the five SDE approved reading curricula could exceed \$100 million which is why additional state financial assistance is required and should be included as an implementation requirement.
 - As more than half of the local BOEs submitted waivers from the approved SDE curricula choices, it might be helpful for SDE to consider an iterative process where there is a "give and take" process to direct districts on ways to improve their waiver requests so more of the requests are approved.
- Consider Asking SDE To Submit Technical Adjustments to P.A. 23-208's new kindergarten entrance age to allow for consistent planning for districts, schools, and parents.
 - Request that SDE submit technical language to assign the implementation of the developmental assessments for the kindergarten age waivers to be determined by the superintendent or his designee.
 - Commissioner Russell-Tucker promised guidelines that will be produced by the end of the month that should address children's readiness for kindergarten.
- Fully fund the Excess Cost Grant.
 - Aligning judicial requirements with state law in P.A. 23-137 to allow students with disabilities to remain in school district funded programs until they are age 22 is expected to increase Excess Cost requirements.
 - These additional costs were not contemplated in the funding tiers found in P.A. 22-118 and P.A. 23-1.
 - Fully funding Excess Costs will eliminate the tiers and rectify the fiscal burden created by P.A. 23-137.
 - SDE should update its Excess Cost update in December of each fiscal year so districts are not surprised by their grant as they have been in recent years.
- Extend deadline and expand duties for the Indoor Air Quality Working Group.

- P.A. 23-167 expanded the working group's deadline to July 1, 2024 and made school indoor air quality inspections annual instead of triennial beginning in 2024.
- Extending the group's deadline to July 1, 2025 could enable the group to consider the costs of the annual inspections and the costs to implement statewide school air quality improvements. It is currently unknown how much statewide school air quality improvements would cost. To put these improvements in perspective, one recent (not whole school) air conditioning project cost \$1.8 million.
- About \$450 million in a combination of State General Obligation bonds and federal ARPA funding has been made available of which (according to the Department of Administrative Services) about \$60 million has been approved for projects. There are two issues to potentially address: 1, There is an ARPA deadline for the expenditure of these federal funds. Given the possible short timeframe (TBD), it might be helpful to expend these funds first; 2. Current CAPSS feedback might suggest that districts should have three years in which to complete their projects because the reception of the equipment has taken more time than originally expected.
- Ensure that each town's ECS is not reduced after FY 2025-26.
 - Starting in FY 2025-26, around 65 towns will have their ECS reduced because the 2017 formula made changes that negatively impacted many suburban and rural communities.
 - An additional 10 towns would have had their ECS reduced (because they are rural/suburban) towns if they had not been Alliance Districts. Alliance Districts are held harmless to the highest amount of ECS that they received since 2017 (even if they are not currently among the districts with the lowest district performance indices).

**Next Generation Accountability Results
Overview of Indicators
December 2023**

Number	Indicator	Description	Target
1A - 1F	Academic Achievement <i>SBA, CTAA, SAT, NGSS, CTAS</i>	<ul style="list-style-type: none"> Subject Performance Index in ELA, Math & Science based on results from SBA grades 3-8, SAT grade 11 and NGSS grades 5, 8 & 11 Index score based on scale scores Includes All Students and Students with High Needs 	<u>Elementary/Middle</u> 50 points each (300 points total) <u>High Schools</u> 150 points each ELA/Math 100 points for Science (400 points total)
2A - 2D	Academic Growth	<ul style="list-style-type: none"> Average % of growth target achieved by students in grades 4 - 8 in ELA and Math Scale score growth targets based on student's core in prior year Includes All Students and Students with High Needs 	100 points each (400 points total)
2E - 2F	Progress Toward English Proficiency	<ul style="list-style-type: none"> Average % of growth target achieved based on the LAS Links for all English Learners (Literacy & Oral Assessments) 	50 points (100 points total)
4A - 4B	Chronic Absenteeism	<ul style="list-style-type: none"> % of students chronically absent--students who miss 10% or greater of the total number of days enrolled in the school year for any reason Includes both excused and unexcused absences Includes All Students and Students with High Needs 	50 points (100 points total)
5	Preparation for Postsecondary & Career Readiness-Coursework	<ul style="list-style-type: none"> % of students in grades 11 & 12 participating in at least one of the following during high school: Two courses in AP/Dual Enrollment or two CTE courses 	50 points
6	Preparation for Postsecondary & Career Readiness-Exams	<ul style="list-style-type: none"> % of students in grades 11-12 achieving CCR benchmark on at least one of the following: SAT or ACT or AP OR earning three or more college credits through dual credit coursework cumulatively during their high school career. AP benchmark= 3 or higher SAT ERW = 480 Math = 530 	50 points
7	Graduation-On-Track in 9th Grade	<ul style="list-style-type: none"> % of 9th graders earning at least six full-year credits in the year Also an indicator of how well middle school is preparing students for success in the first year of high school 	50 points

Number	Indicator	Description	Target
8	Graduation - 4 Year Adjusted Cohort Graduation Rate - All Students	<ul style="list-style-type: none"> ● % of 9th graders who graduate with a regular high school diploma in 4 years or less - All Students 	100 points
9	Graduation - 6 Year Adjusted Cohort Graduation Rate - High Needs	<ul style="list-style-type: none"> ● % of 9th graders who graduate with a regular high school diploma in 6 years or less - High Needs Students 	100 points
10	Postsecondary Entrance Rate - All Students	<ul style="list-style-type: none"> ● % of graduating class who enrolled in a 2 or 4 year postsecondary institution any time during the first year after high school graduation 	100 points
11	Physical Fitness	<ul style="list-style-type: none"> ● % of students meeting/exceeding the "Health Fitness Zone Standard" in all four areas of the CT Physical Fitness Assessment ● Assesses muscular strength & endurance, flexibility and cardiovascular fitness ● Administered in grades 4, 6, 8 and 10. 	50 points
12	Arts Access	<ul style="list-style-type: none"> ● % of students in grades 9-12 participating in at least one dance, theater, music, visual arts or media arts course in the school year 	50 points

Next Generation Accountability Data 2022-2023



How did Region 16 perform as a district?

How did each school perform?

How did our subgroups perform?

How does R16 compare to the state and our DRG?

Connecticut's Accountability Systems Serves Important Purposes

- Provides a comprehensive snapshot of the Region and the individual schools
- Presents longitudinal data using 12 indicators to drive:
 - intervention
 - academic goals
 - areas of need
- Supplies data that recognizes successes which we cultivate
- Is a both a federal and state requirement

What are the 12 Indicators?

1. Academic achievement (Performance Index) ^H
2. Academic growth ^H and Progress toward English proficiency
3. Assessment participation rate ^H
4. Chronic absenteeism ^H
5. Postsecondary preparation--coursework
6. Postsecondary readiness--exams
7. Graduation – on track in ninth grade
8. Graduation – four-year adjusted cohort
9. Graduation – six-year adjusted cohort ^H
10. Postsecondary Entrance Rate
11. Physical fitness
12. Arts access

^H Separate set of points allotted for “High Needs” (students from low-income families, English learners (ELs), or students with disabilities)

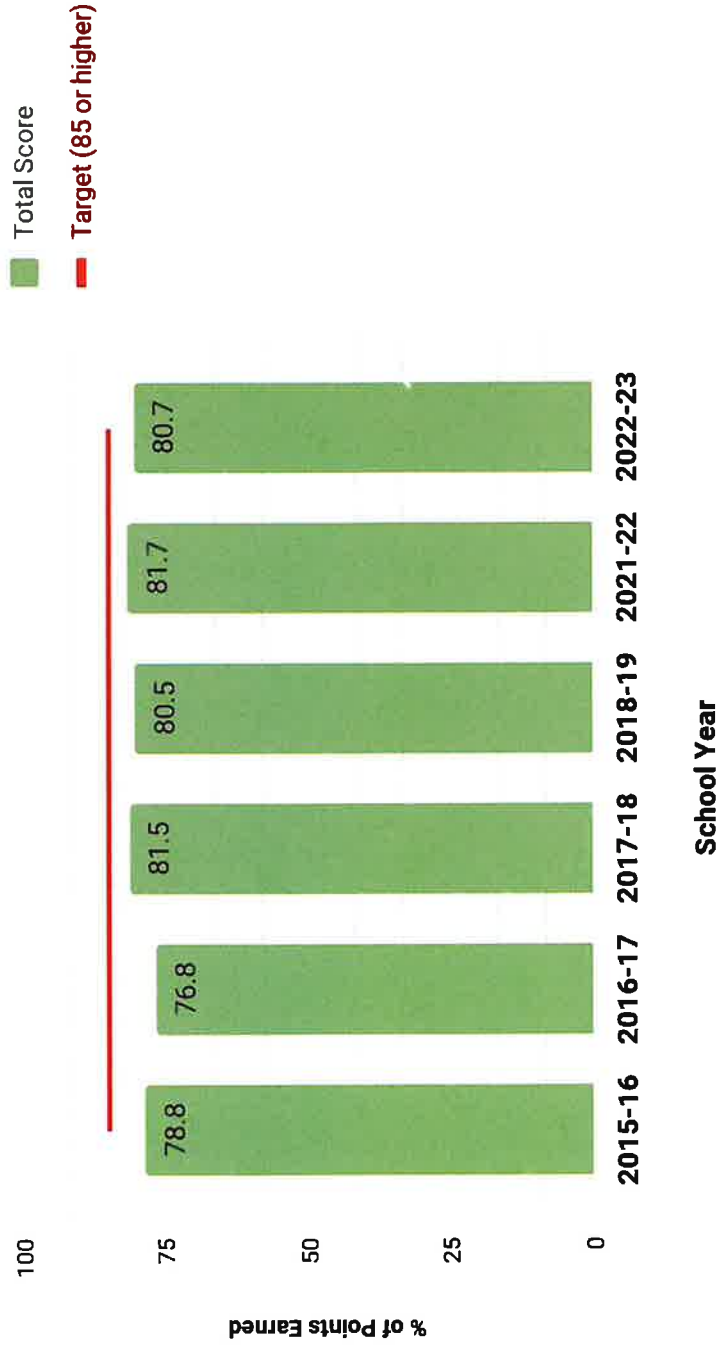
Regional School District 16 2022-23 Next Generation Accountability

Indicator	Index/Rate	Target	Points Earned	Max Points	% Points Earned	State Average % Points Earned
1a. ELA Performance Index - All Students	71.8	75	47.8	50	95.7	85.2
1b. ELA Performance Index - High Needs Students	61.2	75	40.8	50	81.6	72.1
1c. Math Performance Index - All Students	70.0	75	46.7	50	93.4	79.6
1d. Math Performance Index - High Needs Students	59.5	75	39.6	50	79.3	65.2
1e. Science Performance Index - All Students	72.8	75	48.5	50	97.1	82.1
1f. Science Performance Index - High Needs Students	61.0	75	40.7	50	81.4	68.2
2a. ELA Academic Growth - All Students	57.6	100%	57.6	100	57.6	57.2
2b. ELA Academic Growth - High Needs Students	47.4	100%	47.4	100	47.4	52.5
2c. Math Academic Growth - All Students	68.8%	100%	69.8	100	69.8	61.8
2d. Math Academic Growth - High Needs Students	66.4%	100%	66.4	100	66.4	55.5
2e. Progress Toward English Proficiency - Literacy	53.0%	100%	53.0	50	53.0	55.3
2f. Progress Toward English Proficiency - Oral	52.1%	100%	52.1	50	52.1	56.1
4a. Chronic Absenteeism - All Students	7.6%	<=5%	44.8	50	89.6	39.8
4b. Chronic Absenteeism - High Needs Students	13.7%	<=5%	32.6	50	65.3	6.0
5. Preparation for CCR - Percent Taking Courses	83.5%	75%	50.0	50	100	100
6. Preparation for CCR - Percent Passing Exams	61.5%	75%	41.0	50	82.0	59.0
7. On-track to High School Graduation	97.5%	94%	50.0	50	100.0	87.7
8. 4-year Graduation: All Students (2022 Cohort)	94.6%	94%	100.0	100	100.0	94.6
9. 6-year Graduation: High Needs Students (2020 Cohort)	93.2%	94%	99.2	100	99.2	91.1
10. Postsecondary Entrance (Graduating Class 2022)	79.4%	75%	100	100	100	88.2
11. Physical Fitness (estimated participation rate = 93.7%)	71.2%	75%	47.5	50	94.9	60.6
12. Arts Access	56.1%	60%	46.8	50	93.6	90.9
Accountability Index			1169.6	1450	80.7	69.3

Regional School District 16's District Report Comparison: 2017-18 to 2022-23

Indicator	Percentage of Points Earned				Change from Previous Year
	2017-18	2018-19	2021-22	2022-2023	
1a. ELA Performance Index - All Students	100.0	99.0	95.9	95.7	↓
1b. ELA Performance Index - High Needs Students	85.3	82.8	83.1	81.6	↓
1c. Math Performance Index - All Students	91.8	93.2	90.7	93.4	↑
1d. Math Performance Index - High Needs Students	76.8	75.4	76.7	79.3	↑
1e. Science Performance Index - All Students	.	88.7	88.0	97.1	↑
1f. Science Performance Index - High Needs Students	.	75.8	72.9	81.4	↑
2a. ELA Academic Growth - All Students	67.6	60.9	58.2	57.6	↓
2b. ELA Academic Growth - High Needs Students	61.5	56.9	53.5	47.4	↓
2c. Math Academic Growth - All Students	62.6	62.7	71.8	69.8	↓
2d. Math Academic Growth - High Needs Students	55.5	50.5	62.6	66.4	↑
2e. Progress Toward English Proficiency - Literacy	.	69.3	87.3	53.0	↓
2f. Progress Toward English Proficiency - Oral	.	56.9	70.7	52.1	↓
4a. Chronic Absenteeism - All Students	93.4	100.0	93.7	89.6	↓
4b. Chronic Absenteeism - High Needs Students	78.4	89.4	63.0	65.3	↑
5. Preparation for CCR - Percent Taking Courses	98.9	99.6	100	100	↑
6. Preparation for CCR - Percent Passing Exams	68.9	78.5	79.8	82.0	↑
7. On-track to High School Graduation	100.0	100.0	100	100.0	↑
8. 4-year Graduation: All Students (2021 Cohort)	94.4	100.0	100	100.0	↑
9. 6-year Graduation: High Needs Students (2019 Cohort)	100.0	97.1	96.9	99.2	↓
10. Postsecondary Entrance (Graduating Class 2021)	97.9	100.0	97.5	100	↑
11. Physical Fitness (estimated participation rate =93.7%)	67.3	80.1	86.5	94.9	↑
12. Arts Access	98.4	91.0	100	93.6	↓
Accountability Index	81.5	80.5	81.7	80.7	

Region 16 Accountability Index-- Total Score



ACCOUNTABILITY INDEX DRG E COMPARISON												
Total Percentage Points Earned												
2017-2018			2018-2019				2021-2022				2022-2023	
#	District	% Points Earned	#	District	% Points Earned	#	District	% Points Earned	#	District	% Points Earned	% Points Earned
1	Litchfield	85.9	1	Litchfield	83.9	1	Region 16	81.7	1	Litchfield	82.5	
2	Westbrook	82.4	2	Westbrook	83.8	2	N Branford	79.2	2	Westbrook	81.5	
3	Coventry	81.6	3	Coventry	83.4	3	Litchfield	78.6	3	Region 16	80.7	
4	Region 16	81.5	4	E Haddam	82.2	4	Thomaston	78.3	4	Coventry	78.9	
5	Portland	81.1	5	Region 16	80.5	5	Westbrook	78.1	5	N Branford	77.8	
6	Lebanon	79.5	6	Portland	79.1	6	Coventry	77.7	6	Thomaston	76.1	
7	N Stonington	79.0	7	Lebanon	79.4	7	N Stonington	76.3	7	E Haddam	76.0	
8	Region 6	77.2	8	N Stonington	80.1	8	Portland	75.7	8	Region 6	75.3	
9	E Haddam	76.2	9	Region 6	79.8	9	Region 6	74.2	9	Portland	74.4	
10	N Branford	75.5	10	Thomaston	78.1	10	E Haddam	73.4	10	N Stonington	73.3	
11	Thomaston	74.3	11	N Branford	78.0	11	Lebanon	71.5	11	Lebanon	72.6	
	STATE	74.9		STATE	74.2		STATE	69.7		STATE	69.8	
	DRG	79.5		DRG	80.8		DRG	76.8		DRG	77.2	

OTHER SCHOOLS	
School	% of Points Earned
Cheshire	82.8
Region 16	80.7
North Haven	77.8
Region 15	76.8
Seymour	75.2
Oxford	74.5
Wolcott	73.7
Southington	73.2
Wallingford	68.1

WRHS Next Generation Comparison: 2014-15 to 2022-23

WRHS Next Generation Accountability Index			
School Year	Woodland Average	CT State Average	WRHS above average %
2014-2015	77.3	76.1	1.2
2015-2016	77.6	73.1	4.5
2016-2017	78.7	73.2	5.5
2017-2018	82.6	74.9	7.7
2018-2019	83	74.2	8.8
2019-2020	N/A (Covid)		
2020-2021	N/A (Covid)		
2021-2022	76.7	69.7	7.0
2022-2023	81.1	69.3	11.8


Accountability Index % Comparison -- Other High Schools

School	Accountability Index %
Joel Barlow	85.7
Greenwich	84.6
Cheshire	83.4
Glastonbury	83.1
Amity	82.9
HK	82.5
Guilford	82.2
Woodland	81.1
Hall	78.4
Pomperaug	78.3
Coginchaug	77.6
Nonnewaug	77.3
RHAM	77.0
Lewis Mills	77.0
Conard	75.8
Clinton	75.5
Old Saybrook	75.1
Valley	75.1
Oxford	75.0
Southington	74.9
Newington	74.9
Branford	73.0
Seymour	71.9
Wolcott	69.0

NVL High Schools		
School	Year	
	21/22	22/23
Woodland	76.7	81.1
Oxford	74.6	75
Watertown	73.7	72
Seymour	71.3	71.9
Wolcott	75.2	69
Ansonia	64.4	65.4
WCA	65.1	65.2
Torrington	63.4	62.6
Naugatuck	61.8	60.4
Derby	61.8	59.3
Kennedy	52.2	52.8
Crosby	50.9	51.2
Wilby	48.9	47.8

Region 16 Schools by Category

Category 1: 85 - 100 Category 2: 70 - 84.99 Category 3: 0 - 69.99

School Name	Accountability Index	Any Participation Below 95%	Achievement Gap	Category
Laurel Ledge Elementary School	79.8	No	No	2 
Prospect Elementary School	77.7	No	No	2
Long River Middle School	73.2	No	Yes Math	3
Woodland Regional High School	81.1	Yes	Yes ELA & Science	3

School Categories

Total % Points Earned on Next Generation Accountability 2017-2023

<u>Category 1:</u> 85 - 100 <u>Category 2:</u> 70 - 84.99 <u>Category 3:</u> 0 - 69.99					
SCHOOL	2017-18	2018-19	2021-22	2022-23	
Laurel Ledge Elementary School	80.2	80.8	82.8	79.8	
Prospect Elementary School	72.8	76.8	73.5	77.7	
*Long River Middle School	73.2	71.7	76.4	72.9	
**Woodland Regional High School	82.6	83.0	76.7	81.1	

*School category lowered 1 level due to performance gaps between non-high needs and high needs

**School category lowered 1 level due to performance gaps between non-high needs and high needs and high needs students did not make the minimum assessment participation rate