

Woodbridge Board of Education  
Woodbridge Board of Education Regular  
Meeting  
Monday, November 16, 2009 7:00 PM

Woodbridge Board of Education Regular  
Meeting October 19, 2009 Library Media  
Center 7:00 PM Beecher Road School

## **Agenda**

- I. **Preliminary Business**
  - A. Call to Order
  - B. Salute to the Flag
  - C. Correspondence
  - D. Public Comment
- II. **Consent Agenda**
  - A. Approval of Meeting Minutes
    - 1. October 5, 2009 Special Meeting
    - 2. October 19, 2009 Regular Meeting
- III. **Reports**
  - A. Superintendent's Report
    - 1. BRS Update
      - a. BRS Monthly Enrollment Report
    - 2. Math Update
    - 3. Tri-State Update
    - 4. 2008/09 Strategic School Profile
    - 5. Act on Primary Mental Health Grant 2009/10
  - B. PTO Update
  - C. Facilities Committee Report
  - D. BRS Town Building Committee Update
  - E. Policy Committee
    - 1. Receive Policy 9132 for 30-Day Review
  - F. CABE Liaison Report
  - G. ACES Liaison
- IV. **Finance**
  - A. Approval of Financial Reports from Finance Committee
    - 1. Monthly Summary Financial Report Ending October 31, 2009
    - 2. Monthly Detail Financial Report Ending October 31, 2009
    - 3. Combining Financial Statements Ending October 31, 2009
    - 4. Monthly Cafeteria Report
  - B. Cafeteria Report Update
  - C. Operating Budget 2010/11 Update
- V. **Other**
  - A. Public Comment
  - B. Executive Session, in accordance with State Statute
- VI. **Adjournment**

## MINUTES OF THE SPECIAL BOARD OF EDUCATION MEETING

Monday, October 5, 2009

Library Media Center, Beecher Road School

**CALL TO ORDER:** Sheila McCreven, Chair called the meeting to order at 7:04 PM.

**BOARD MEMBERS PRESENT:** Ms. Sheila McCreven, Chair; Mr. David Barkin, Dr. Clotilde Dudley-Smith, Mr. Michael Ewing, Dr. Steve Fleischman, Secretary (7:15 PM); Dr. Thomas Handler, Vice Chair and Dr. YanYun Wu.

**STAFF:** Dr. Guy Stella, Superintendent; Chuck Zettergren, Business Manager and Marsha DeGennaro, Clerk of the Board.

**MEMBERS OF THE PUBLIC:** Nick Caruso, CABA; Margaret Hamilton, PTO; Joe Holowienko, WEA; Aldon Hynes, community.

**PUBLIC COMMENT** – None

### **ROLES OF FINANCE AND FACILITIES COMMITTEES FOR 2009/10 SY**

It is anticipated the Finance Committee will continue to meet on the first Monday of each month commencing at 7:00 PM. Should a holiday occur, the meeting will move to Tuesday. These meetings are generally held in the District Office. The Facilities Committee has targeted the fourth Friday of each month for their meetings beginning at 7:30 AM in the District Office.

### **CAPITAL PROJECTS 2010/2011**

The Board reviewed the proposed Capital Project schedule. It was agreed that all costs associated with the HVAC renovation would be collapsed into one figure. It was suggested that a separate line item be designated in the Capital Project budget for the boilers, as replacement will ultimately be necessary and it is not known whether the Board of Selectmen prefer this cost be incorporated into the current building project. A placeholder of approximately \$400,000 has been targeted for the boiler replacement.

The Board was apprised of the recent award notification for a \$200,000 STEAP Grant. Although, originally \$500,000 was applied for, it is anticipated the \$200,000 will be designated for the traffic pattern reconfiguration and possibly a front canopy. Clarification on what is included in the \$113,484 for the North Parking lot was requested. As it may be possible to address the asphalt resurfacing in the STEAP Grant, this figure may be adjusted once additional information is learned.

Dr. Fleischman arrives (7:15 PM).

An update was requested on the water issues pertaining to the loop and surrounding areas. Administration was asked to provide a breakout of the \$42,000 as well as a wish list that specifies individual project areas surrounding the grounds. It was suggested that perhaps a more comprehensive approach would be to fund the initial landscape study, which would then identify and prioritize specific areas of need.

It was urged that everything required outside of the building project should be incorporated in this budget as well as a detailed list what is needed. Should the referendum not pass, items should be identified in the Capital budget as a precaution. Administration cautioned that the building project entails significant dollars and there is hesitancy to overburden the Town and community with an additional tax burden. It was noted that Kitchen equipment replacement has been designated for fiscal year 2016.

### **SUPERINTENDENT'S EVALUATION PROCESS 2009/10**

The Superintendent's Evaluation process will adhere to current policies, incorporate initial goal setting and conclude with a formal evaluation at the end of the school year. Goals will be aligned with the current Board Goals and will be guided by the CABA/CAPSS Model for Superintendent Evaluation.

**MOTION #1 - EXECUTIVE SESSION**

Move that we go into Executive Session (7:41 PM).

Ms. McCreven  
Second by Dr. Handler  
UNANIMOUS

**CALL TO ORDER:** Sheila McCreven, Chair called the Executive Session to order (7:53 PM).

**BOARD MEMBERS PRESENT:** Ms. Sheila McCreven, Chair; Mr. David Barkin, Dr. Clotilde Dudley-Smith, Mr. Michael Ewing, Dr. Steve Fleischman, Secretary; Dr. Thomas Handler, Vice Chair and Dr. YanYun Wu.

**STAFF:** Dr. Guy Stella, Superintendent; Nick Caruso, CABE.

The Board conducted a Self-Evaluation.

**MOTION #2 - RETURN TO PUBLIC SESSION**

Move to return to Public Session (8:50 PM).

Dr. Handler  
Second by Dr. Dudley-Smith  
UNANIMOUS

Mr. Caruso left the meeting (8:50 PM).

**MOTION #3 - EXECUTIVE SESSION**

Move that we go return to Executive Session (8:51 PM) to discuss the evaluation of the Superintendent.

Dr. Handler  
Second by Mr. Ewing  
UNANIMOUS

**CALL TO ORDER:** Sheila McCreven, Chair called the Executive Session to order (8:51 PM).

**BOARD MEMBERS PRESENT:** Ms. Sheila McCreven, Chair; Mr. David Barkin, Dr. Clotilde Dudley-Smith, Mr. Michael Ewing, Dr. Steve Fleischman, Secretary; Dr. Thomas Handler, Vice Chair and Dr. YanYun Wu.

**STAFF:** Dr. Guy Stella, Superintendent.

The Board discussed the Superintendent's Evaluation for the 2009/10 school year.

**MOTION #4 - RETURN TO PUBLIC SESSION**

Move to return to Public Session (9:50 PM).

Dr. Handler  
Second by Dr. Wu  
UNANIMOUS

**MOTION TO ADJOURN:** (9:50 PM)  
Dr. Handler  
Second by Ms. McCreven  
UNANIMOUS

Recorded by Marsha DeGennaro, Clerk of the Board

# MINUTES OF THE REGULAR BOARD OF EDUCATION MEETING

Monday, October 19, 2009

Library Media Center, Beecher Road School

**CALL TO ORDER:** Sheila McCreven, Chair called the meeting to order at 7:02 PM.

**BOARD MEMBERS PRESENT:** Ms. Sheila McCreven, Chair; Mr. David Barkin (7:03 PM), Dr. Clotilde Dudley-Smith, Mr. Michael Ewing, Dr. Steve Fleischman, Secretary; Dr. Thomas Handler, Vice Chair; Mr. Carl Linskog, Mr. Mark Livesay (7:03 PM) and Dr. YanYun Wu.

**STAFF:** Dr. Guy Stella, Superintendent; Chuck Zettergren, Business Manager; Carol Bequary, Primary Grades Principal; MaryLou Torre, Intermediate Grades Principal; Sheila Haverkamp, Special Services Director; and Marsha DeGennaro, Clerk of the Board.

**MEMBERS OF THE PUBLIC:** Sandy Stein, Board of Selectmen; Joseph Holowienko, WEA; Caron Stebinger, Nancy White and Rick Wood, Teachers; Alex, Debra and Patrick Carpenter, community.

**BOARD CORRESPONDENCE** – None

**PUBLIC COMMENT** – None

## **CONSENT AGENDA**

### *Minutes*

#### **MOTION #1 – MINUTES, SEPTEMBER 8, 2009 SPECIAL MEETING**

Move that we approve the minutes of the September 8, 2009 Special Meeting.

Dr. Handler  
Second by Mr. Linskog  
UNANIMOUS

#### **MOTION #2 – MINUTES, SEPTEMBER 21, 2009 REGULAR MEETING**

Move that we approve the minutes of the September 21, 2009 Regular Meeting.

Dr. Handler  
Second by Mr. Ewing  
UNANIMOUS

## **REPORTS**

### **Superintendent's Report**

- **Beecher Road School Update** - Superintendent Stella provided highlighted the Kindergarten Social and the work completed over the Columbus Day weekend on the Nature Trail. A test will be performed on the Instant Alert system on November 4. Parents are urged to complete and update their contact information for how they wish to receive the various alerts. Information on H1N1 will be sent home to parents on Wednesday. The BOWA Boards of Education meeting is November 5 with a presentation on the Anti-Bullying program. There will be a new BOWA initiative in Math, Science and Engineering targeting female students as a result of the current disparity in AP courses.
- **Nature Trail Recognition** - Alex Carpenter, Anthony Taddei and Carl Quist were recognized for their efforts in restoring the Nature Trail.

- 2010/11 Capital Projects – Rick Wood provided an overview of the Technology enhancements. The support of the Boards of Education, Finance and Selectmen have allowed the district to move forward in their shared goal of developing 21<sup>st</sup> century skills to increase student achievement. A modification in installation has allowed for an increase in Smartboard installations this year and a reduction in 2010/11. It is anticipated that by the end of next year, all classrooms will contain a Smartboard and mobile computers will be provided for all faculty. The five-year computer replacement cycle will target computers purchased in 2005. Computer hardware is incorporated into Capital Projects while software and supporting materials are included in the Operating Budget. The building upgrade and boiler replacement remain the most urgent components of the Capital request.

### **MOTION #3 – 2010/11 CAPITAL PROJECTS**

Move that we approve the 2010/11 Capital Projects as presented by administration.

Dr. Handler

Second by Dr. Dudley-Smith

UNANIMOUS

### **CMT Action Plan**

Ms. Torre and Ms. White presented an outline for the 2009/10 Action Plan in response to CMT data analysis. The Action Plan articulates and defines the expectations for staff and student performance. Staff continue to use testing data to improve and guide daily student instruction through the integration and reinforcement of specific content strands and reading/writing strategies. Professional Learning Communities (PLC) are a vehicle for dialogue regarding student performance and achievement as we move forward. Faculty meetings and grade level team meetings facilitate the sharing of instructional strategies and the planning of common lessons. While expectations are different at each grade level, if students build a strong foundation in the four Reading strands - (1) Forming a General Understanding, (2) Developing Interpretation, (3) Making Reading/Text Connections and (4) Examining Content/Structure, these strengths will transcend into other aspects of testing and fluency in their development and growth as life-long learners and critical thinkers.

A sentiment existed for additional opportunities to be provided for students to familiarize themselves with the testing genre, perhaps after-school and/or Saturday sessions, weekly classes, take-home tests, daily reinforcement. The opposite also expressed that perhaps we may be pushing students too soon and compromising daily instruction for CMT learning.

### **PTO Report**

Work on the Student Directory continues, the Harvest Hike is Wednesday, the Halloween Hoot on October 31 and the Genevieve fund-raiser and Picture Day are completed. All communication will be disseminated electronically this year.

### **BRS Town Building Committee**

Mr. Barkin apprised the Board that four architectural/engineering firms were interviewed in response to the RFQ – Newman Architects, OakPark, Moser, Pilon & Nelson, & Tai Soo Kim Partners. RFP bids were received on Friday, October 16 and will be reviewed by the Committee on Wednesday, October 21. It is anticipated a recommendation for hire will be made to the Boards of Education and Selectmen in early November.

### **Facilities Committee**

Dr. Fleischman reviewed the items discussed at the October 9 Facilities Committee – 2009/10 STEAP Grant, 2010/11 Capital Projects, landscape assessment and erosion ground issues. It was agreed the traffic study and grounds assessment should be combined in one study with separate costs and an action plan developed.

CABE Liaison – Ms. McCreven inquired whether there were any volunteers to attend the Delegate Assembly as part of the CABE/CAPSS Convention in November. Additional information will be provided at the November 16 meeting.

### **NEW BUSINESS**

Board Meeting Dates – The Board reviewed the 2010/11 regular meeting dates.

**MOTION #4 – 2010/11 BOE REGULAR MEETING DATES**

Move that we approve the 2010/11 regular meeting dates as proposed.

Dr. Handler  
Second by Dr. Fleischman  
UNANIMOUS

Dr. Fleischman requested that Selection of Committee Chairs be added to this agenda.

**MOTION #5 - MODIFY AGENDA**

Move that we modify tonight’s agenda and add Committee Chair selection under New Business.

Dr. Fleischman  
Second by Mr. Linskog  
UNANIMOUS

Dr. Fleischman indicated that policy is not clear on appointments of Committee Chairs. The current practice is that the Board Chair makes the appointment. He requested that in accordance with Robert’s Rules, Committee Chair appointments be nominated and ratified by the full Board.

**MOTION #6 – POLICY COMMITTEE CHARGE**

Move that we charge the Policy Committee to develop policy that would make Committee Chair positions voted on by the Board.

Dr. Fleischman  
Second by Mr. Livesay

Discussion ensued as the Board has not voted on the role of committee chairs and the function of committees remains under Board consideration. The Policy Committee should not be expected to spend time drafting language when a recommendation on committee functions has not yet occurred. It was noted that to comply with this request, the Policy Committee will need to review current policies, research other districts to determine the best option and draft applicable language.

Mr. Linskog requested the question be moved. Ms. McCreven permitted a friendly amendment from Dr. Handler to reword the charge to reflect “*the policy committee consider changing the manner in which committee chairs are elected and to do the necessary research*”. Dr. Fleischman denied the friendly amendment and requested his original motion be voted upon.

**MOTION #6 – POLICY COMMITTEE CHARGE**

*Move that we charge the Policy Committee to develop policy that would make Committee Chair positions voted on by the Board.*

*Dr. Fleischman  
Second by Mr. Livesay*

IN FAVOR: Mr. Barkin, Dr. Fleischman, Mr. Linskog, Mr. Livesay  
AGAINST: Mr. Ewing, Dr. Handler and Ms. McCreven  
ABSTAIN: Dr. Dudley-Smith and Dr. Wu

***MOTION PASSES 4-3-2***

**FINANCE**

Dr. Handler presented the September 2009 Financial Reports reviewed by the Finance Committee on October 13 with Lori Patrick, Dr. Wu and Ms. McCreven in attendance. This Committee will meet on the second Monday of the month beginning at 7:00 PM.

Mr. Linskog noted that he was not comfortable approving these reports as a couple of major issues are not reflected in current reporting format. It was noted that these reports have not changed from the previous year.

**MOTION #7 – BOARD OF EDUCATION 2009/10 MONTHLY SUMMARY FINANCIAL REPORT**

Move that we accept the 2009/10 BOE Monthly Summary Financial Report, F1, submitted by the Business Manager for the period ending September 30, 2009.

Dr. Handler

Second by Dr. Dudley-Smith

IN FAVOR: Dr. Dudley-Smith, Mr. Ewing, Dr. Fleischman, Dr. Handler, Ms. McCreven and Dr. Wu

ABSTAIN: Mr. Barkin, Mr. Lindskog and Mr. Livesay

***MOTION PASSES 6-3***

**MOTION #8 – BOARD OF EDUCATION 2009/10 MONTHLY DETAIL FINANCIAL REPORT**

Move that we approve the 2009/10 BOE Monthly Detail Financial Report, F2-5, submitted by the Business Manager for the period ending September 30, 2009.

Dr. Handler

Second by Dr. Dudley-Smith

IN FAVOR: Dr. Dudley-Smith, Mr. Ewing, Dr. Fleischman, Dr. Handler, Ms. McCreven and Dr. Wu

ABSTAIN: Mr. Barkin, Mr. Lindskog and Mr. Livesay

***MOTION PASSES 6-3***

Dr. Handler noted that the Committee is anxiously awaiting the report from administration on the Cafeteria at the November meeting. A survey on the Summer Enrichment course offerings will be available online in the coming weeks. It was suggested that dissemination of the survey occur at the end of the program, while parents have fresh memories of the various activities.

**MOTION #9 – BOARD OF EDUCATION 2009/10 COMBINED FINANCIAL STATEMENTS**

Move that we approve the 2009/10 BOE Combined Financial Statements, F6-7, submitted by the Business Manager for the period ending September 30, 2009.

Dr. Handler

Second by Dr. Dudley-Smith

IN FAVOR: Dr. Dudley-Smith, Mr. Ewing, Dr. Fleischman, Dr. Handler, Ms. McCreven and Dr. Wu

ABSTAIN: Mr. Barkin, Mr. Lindskog and Mr. Livesay

***MOTION PASSES 6-3***

It was requested that spelling errors in the Finance Reports be corrected. Administration was requested to present updates on the budget and budget process to the PTO and community during November and December.

**OLD BUSINESS** - None

**PUBLIC COMMENT** - None

**MOTION TO ADJOURN:** (8:48 PM)  
Dr. Handler  
Second by Dr. Fleischman  
UNANIMOUS

Recorded by Marsha DeGennaro, Clerk of the Board

**Beecher Road School**  
**Woodbridge School District**  
 Student Enrollment As of November 3, 2009

Gr./Teacher	Boys	Girls	Total
<b>PRE-K</b>			
DePalma	11	8	19
<b>KINDERGARTEN</b>			
Belisle	9	10	19
Coleman	7	12	19
Dempsey	7	12	19
Salindardi	8	11	19
Wyman-Anctil	7	12	19
<b>TOTAL</b>			<b>95</b>

<b>GRADE 1</b>			
Chick	10	6	16
Hutchinson	7	8	15
Navudu	9	7	16
Piascyk	7	8	15
Regan	9	6	15
<b>TOTAL</b>			<b>77</b>

<b>GRADE 2</b>			
Echeverry	11	8	19
Krawec	10	10	20
Crespi	8	8	16
Nakouzi	10	8	18
<b>TOTAL</b>			<b>73</b>

<b>GRADE 3</b>			
Don	10	7	17
Halsey	10	8	18
Lavigne	10	8	18
Crawford	10	6	16
Reizfeld	11	8	19
<b>TOTAL</b>			<b>88</b>

**O.O.D.** **3**

**MAGNET** **3**

Gr./Teacher	Boys	Girls	Total
<b>GRADE 4</b>			
Eleck	11	8	19
Concilio	9	9	18
Russo	9	9	18
Vincitorio	10	9	19
Rourke	10	9	19
<b>TOTAL</b>			<b>93</b>

<b>GRADE 5</b>			
Blinstrubas	8	11	19
McCullom	7	11	18
Chase	10	8	18
Mumford	9	10	19
Ngov	11	7	18
<b>TOTAL</b>			<b>92</b>

<b>GRADE 6</b>			
Holowienko	13	8	21
Katzen	10	9	19
Osborn	7	12	19
Smerekanicz	10	11	21
Waldron	11	8	19
White	10	13	23
<b>TOTAL</b>			<b>122</b>

<b>MULTI-AGE</b>			
Sanders(yr 1)	10	10	20
Burness(Yr.2)	8	6	14
Golden(Yr.3)	6	10	16
Ahern(yr 4)	11	11	22
<b>TOTAL</b>			<b>72</b>

<b>ENROLLMENT DATA</b>	
B.R.S	731 (K-6:712/PreK:19)
Other	6
<b>TOTAL</b>	<b>737</b>


<b>COMPARISON TOTALS -November 4, 2008</b>	
B.R.S	751 (K-6:735/Pre-K:16)
Other	8
<b>TOTAL</b>	<b>759</b>



**STATE OF CONNECTICUT**  
*DEPARTMENT OF EDUCATION*



**TO:** Superintendents of Schools

**FROM:** Sarah S. Ellsworth, Chief   
Bureau of Data Collection, Research and Evaluation

**DATE:** October 29, 2009

**SUBJECT:** Final 2008-09 Strategic School Profiles

Attached please find the final version of the 2008-09 Strategic School Profiles (SSP) You are required by Connecticut General Statute section 10-220(c) to present these profiles to your local board of education at its first regularly scheduled meeting after November 1

While this year's profiles have the same format as last year, significant changes have been made over the past few years. We believe that the revised profiles will prove to be a valuable tool to the educational community and the public at large.

Thank you for your work in gathering, reporting and reviewing the data reported in these profiles. If you have any questions about the profiles, please contact Raymond Martin by phone at 860-713-6876 or via email at [raymond.martin@ct.gov](mailto:raymond.martin@ct.gov)

SSE:rm

**cc:** Mark K. McQuillan, Commissioner  
George Coleman, Deputy Commissioner  
Barbara Q Beaudin, Associate Commissioner

**STRATEGIC SCHOOL PROFILE 2008-09****Woodbridge School District**

GAETON F. STELLA, Superintendent  
Telephone: (203) 387-6631

Location: 4 Meeting House Lane  
Woodbridge,  
Connecticut

Website: [www.woodbridgesd.org](http://www.woodbridgesd.org)

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**COMMUNITY DATA**

County: New Haven	Per Capita Income in 2000: \$49,049
Town Population in 2000: 8,983	Percent of Adults without a High School Diploma in 2000*: 7.0%
1990-2000 Population Growth: 13.4%	Percent of Adults Who Were Not Fluent in English in 2000*: 1.5%
Number of Public Schools: 2	District Enrollment as % of Estimated. Student Population: 86.2%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

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District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

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**STUDENT ENROLLMENT**

Enrollment on October 1, 2008      755  
5-Year Enrollment Change      -16.6%

**DISTRICT GRADE RANGE**

Grade Range      PK- 6

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	27	3.6	6.4	30.3
K-12 Students Who Are Not Fluent in English	14	1.9	2.2	5.2
Students Identified as Gifted and/or Talented*	34	4.5	6.6	4.0
PK-12 Students Receiving Special Education Services in District	71	9.4	10.2	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	91	91.0	91.3	79.7
Homeless	0	0.0	0.0	0.2
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

\*97.1% of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	6	0.8
Asian American	79	10.5
Black	19	2.5
Hispanic	31	4.1
White	620	82.1
<b>Total Minority</b>	<b>135</b>	<b>17.9</b>

**Percent of Minority Professional Staff: 3.8%**

**Open Choice:** 11 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

**Non-English Home Language:** 9.7% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 26.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Beecher Road School is the only elementary school in Woodbridge for students in Grades PK-6 and has an enrollment of approximately 760 students. Woodbridge supports and participates in the Open Choice program. Through this program, 11 students are enrolled from New Haven in Grades K through 6. Additionally, Beecher Road School continues to participate with the Wintergreen Inter-district Magnet School. These partnerships allow Beecher Road School students opportunities to have direct contact with students of different racial, ethnic, and economic backgrounds.

Woodbridge has a long-standing tradition of integrating multicultural themes into its curriculum. A Writer's Workshop approach in all K-6 classrooms provides students with the added opportunity to share their personal identities and backgrounds with others through writing. Spanish is taught in Grades K-6 through a proficiency model that promotes language acquisition and cross-cultural understandings.

Responsive Classroom initiatives promote a more respectful and tolerant school culture---one that supports inter-cultural communication, tolerance of others and an appreciation of all forms of diversity. Using the internet as a vehicle of communication, students are involved in a number of instructional activities intended to broaden their perspective about world societies and multiculturalism.

During the 2008/09 school year, sixth grade classes engaged in an international project with students in Hong Kong. Grade six students participated in Global Knowledge Communities, a project designed to help students knowledge build with students in other countries, utilizing skills accumulated across the curriculum including scientific inquiry and writing in content areas, and using technological tools for gathering and analyzing data, and effective presentation. The project helps to broaden student's global perspective by incorporating the following components: (1) multi-cultural understanding; (2) writing for cross-cultural understanding; and, (3) and the use of the Arts to promote multi-cultural understanding. In the 2008/09 school year, sister-school relationships were established with two elementary schools in the Shandong Province of China. A staff exchange occurred and digital forms of communication have been established with both staff and students. These new relationships provide future opportunities for inter-cultural communication.

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## STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	71.4	54.6	71.7
Writing	80.6	62.5	82.4
Mathematics	80.6	62.8	79.2
Grade 4 Reading	85.5	60.7	95.1
Writing	89.7	64.2	99.4
Mathematics	82.6	63.6	82.3
Grade 5 Reading	86.6	66.0	90.7
Writing	84.2	66.5	87.0
Mathematics	87.5	68.8	88.3
Science	78.3	58.1	75.3
Grade 6 Reading	92.6	68.9	93.3
Writing	88.1	62.2	95.7
Mathematics	94.3	68.8	96.3
Grade 7 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 8 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scoreable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	N/A	N/A	N/A
Writing Across the Disciplines	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	38.6	36.2	52.6

SAT <sup>®</sup> I: Reasoning Test Class of 2008		District	State	% of Districts in State with Equal or Lower Scores
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

SAT<sup>®</sup> I. The lowest possible score on each SAT<sup>®</sup> I subtest is 200; the highest possible score is 800.

Graduation and Dropout Rates	District	State	% of Districts in State with Equal or Less Desirable Rates
Graduation Rate, Class of 2008	N/A	N/A	N/A
Cumulative Four-Year Dropout Rate for Class of 2008	N/A	N/A	N/A
2007-08 Annual Dropout Rate for Grade 9 through 12	N/A	N/A	N/A

Activities of Graduates	District	State
% Pursuing Higher Education (Degree and Non-Degree Programs)	N/A	N/A
% Employed (Civilian Employment and in Armed Services)	N/A	N/A

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

Full-Time Equivalent Count of District Staff	
General Education	
Teachers and Instructors	57.50
Paraprofessional Instructional Assistants	15.00
Special Education	
Teachers and Instructors	10.00
Paraprofessional Instructional Assistants	12.00
Library/Media Specialists and/or Assistants	4.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	2.50
School Nurses	3.50
Other Staff Providing Non-Instructional Services and Support	29.70

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

Teachers and Instructors	District	DRG	State
Average Years of Experience in Education	15.3	13.7	13.6
% with Master's Degree or Above	94.1	83.3	76.1

Average Class Size	District	DRG	State
Grade K	19.6	18.4	18.3
Grade 2	17.0	19.4	19.3
Grade 5	20.2	22.0	21.0
Grade 7	N/A	N/A	N/A
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	996	991	988
Middle School	N/A	N/A	N/A
High School	N/A	N/A	N/A

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.7	3.4	3.3
Middle School	N/A	N/A	N/A
High School	N/A	N/A	N/A

\*Excludes schools with no grades above kindergarten.

## DISTRICT EXPENDITURES AND REVENUES, 2007-08

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	Elementary Districts	DRG	State
Instructional Staff and Services	\$7,348	\$9,349	\$7,411	\$7,233	\$7,522
Instructional Supplies and Equipment	\$345	\$439	\$332	\$245	\$271
Improvement of Instruction and Educational Media Services	\$76	\$97	\$232	\$461	\$446
Student Support Services	\$139	\$177	\$796	\$862	\$806
Administration and Support Services	\$1,540	\$1,959	\$1,508	\$1,342	\$1,369
Plant Operation and Maintenance	\$1,162	\$1,479	\$1,249	\$1,386	\$1,377
Transportation	\$526	\$311	\$610	\$575	\$644
Costs for Students Tuitioned Out*	\$529	N/A	N/A	N/A	N/A
Other	\$26	\$33	\$87	\$164	\$151
<b>Total*</b>	<b>\$11,692</b>	<b>\$14,615</b>	<b>\$12,897</b>	<b>\$12,531</b>	<b>\$12,805</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$727	\$925	\$1,185	\$1,180	\$1,759

\*Town total expenditures (in 1000s) for PK-12 are: Total, \$22,853; Tuition Costs, \$11,386.  
Total town expenditures per pupil for PK-12 are \$14,142.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,502,331	21.4	19.2	20.5

**Revenue Sources, % of Expenditures from Source.** Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	92.7	5.4	1.8	0.1
Excluding School Construction	93.1	4.8	2.0	0.1

\*High school expenditures are not reported for districts without secondary schools.

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Woodbridge School District is committed to the equitable allocation of resources and has one educational facility. Beecher Road School, which is divided into a Primary House, Grades PK to 2, including a Multi-Age program, and an Intermediate House, Grades 3-6. The Board of Education built its annual budget in the following manner. An educational mission was developed, based on a carefully crafted, board approved Strategic Plan. Using a zero based approach, a budget was then created to support that educational mission. As part of the process of building the budget, Principals and the Special Services Director worked with their teams to develop budget requests that supported defined educational objectives. The Superintendent and the Business Manager review their proposals to ensure that budget requests: (a) met district goals; (b) served to further the district's strategic plan; (c) supported continuous improvement; (d) aligned with enrollment projections and class size guidelines; and, (e) assured equity in resource allocation. The Board of Education reviewed the Superintendent's proposed budget at the sub-committee and full board levels. Parents and community members had an opportunity to comment on the budget proposal during public comments at BOE meetings, and/or at special district or building based informational meetings. In December, the BOE approved a budget and forwarded it to the Town of Woodbridge for January submission and review. A formal, televised presentation of the budget was made to the Boards of Selectmen and Finance in February. The Boards of Finance and Selectmen approved the final general and capital budgets in May.

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### SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	72
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	9.7%

Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities				
Disability	Count	District Percent	DRG Percent	State Percent
Autism	7	0.9	1.0	0.8
Learning Disability	21	2.8	3.5	3.9
Intellectual Disability	0	0.0	0.3	0.5
Emotional Disturbance	2	0.3	0.6	1.0
Speech Impairment	24	3.2	2.1	2.3
Other Health Impairment*	13	1.7	2.1	2.1
Other Disabilities**	5	0.7	0.7	0.9
<b>Total</b>	<b>72</b>	<b>9.7</b>	<b>10.2</b>	<b>11.6</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible	District	State
% Who Graduated in 2007-08 with a Standard Diploma	N/A	81.4
2007-08 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.5

## STATE ASSESSMENTS

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	50.0	30.2	84.2	65.7
	Writing	33.3	19.5	85.3	64.1
	Mathematics	54.5	30.7	86.7	65.7
	Science	N/A	N/A	78.3	59.4
CAPT	Reading Across the Disciplines	N/A	N/A	N/A	N/A
	Writing Across the Disciplines	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	12.2
	% With Accommodations	87.8
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		6.5

Accommodations for a student's disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District's Schools		
Placement	Count	Percent
Public Schools in Other Districts	1	1.4
Private Schools or Other Settings	5	6.9

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	49	68.1	75.9	72.7
40.1 to 79.0 Percent of Time	21	29.2	17.2	16.1
0.0 to 40.0 Percent of Time	2	2.8	6.9	11.2

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

A major initiative was launched to update curriculum in the areas of reading, writing, mathematics and science. Likewise, work continued on developing a cohesive set of assessments in the core curriculum areas, grades K-6. As an example, the DRA was administered as a diagnostic tool to determine the literacy levels of every child and to inform instruction. Likewise, writing prompts were given in Grades K-6 to provide information about strengths and needs of students and to inform instruction. The use of teacher made assessments also have played an important part in the development of a school wide assessment design. The implementation of curriculum based on new state standards, the administration of a cohesive assessment design in grades K-6 and the development of professional learning teams for teachers have resulted in improved student achievement.

Major efforts have been made to strengthen literacy skills of students. As an example, in order to help develop a generation of life time writers and learners, Writer's Workshop has been implemented on grade levels, K-6. Reader's Workshop was introduced in the 2008/09 school year.

Beecher Road School continues to focus on improving student performance on the Connecticut Mastery Test. Teachers and administrators analyze areas of strength and weakness on the Connecticut Mastery Test at each grade level and develop an annual action plan to improve student performance. In the 2008/09 school year, students showed many indicators of success. The sixth grade scored among the highest districts in the State. The most important indicator of success was that every grade level of students that took the CMT demonstrated improvement over time in the core areas of Mathematics, Reading and Writing. A formal presentation of CMT results is given to the School Board and Community in September of each year. The district's CMT improvement plan is presented to the School Board and Community in October of each year. Both presentations can be found on the district's web site.

The cohort of special education students at Beecher Road School did make AYP (Adequate Yearly Progress) on the annual CMT tests. This area continues to be addressed in a child centered, developmentally appropriate action plan. A software system has been implemented to manage the creation and modification of Individualized Education Programs for students with disabilities. The result is a more consistent and cohesive approach to the development of IEPs.

Throughout the year, teachers, working in professional learning teams, focused on 4 main questions: (1) what do we want students to learn; (2) how do we know they are learning; (3) what do we do if a student is not learning; (4) how do we work with students if are ready to advance to another level. Added objectives included the use of assessments to inform instruction and the alignment of professional development with student needs as determined by data analysis. The emphasis was on promoting differentiated instruction and accelerated learning opportunities.

During the past several years, the School focused on continuous improvement of the language arts program. In support of delivery of the curriculum, initiatives included: Implementation of balanced literacy programs including the Writer's and Reader's Workshops.

Based on the belief that parent understanding of curriculum improves the home-school partnership, the district has developed a Parent's Guide to the Curriculum that has been distributed to parents, community members, administrators, teachers, and staff members.

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**STRATEGIC SCHOOL PROFILE 2008-09**

Elementary School K-3 Edition

**Beecher Road Primary School  
Woodbridge School District**CAROL B. BEQUARY, Principal  
Telephone: (203) 389-2195Location: 40 Beecher Road  
Woodbridge,  
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**School Type: Traditional/Regular Education  
School Grade Range: PK- 2**STUDENT ENROLLMENT**Enrollment on October 1, 2008: 308  
5-Year Enrollment Change: -15.4%**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	10	3.2	3.6	34.2
K-12 Students Who Are Not Fluent in English	6	2.1	1.9	7.0
Students with Disabilities	25	8.1	9.4	10.9
Students Identified as Gifted and/or Talented	1	0.3	4.5	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	91	91.0	91.0	79.7
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	178	92.7	94.1	84.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	996	988

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

**Type of Kindergarten:** This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	19.6	19.6	18.3
Grade 2	17.0	17.0	19.3

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	36	29
Computer Education	32	14
English Language Arts	521	496
Health	18	19
Library Media Skills	18	18
Mathematics	191	198
Music	36	30
Physical Education	36	36
Science	45	70
Social Studies	45	68
World Languages	18	6

**World Language**

Formal instruction (at least 1 hour per week) in a world language is not offered in this school. Spanish

**Lunch**

An average of 25 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	2.1	1.9	7.0
% of Identified Gifted and/or Talented Students Who Received Services	100.0	97.1	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	76.0	67.6	80.3

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.4	2.7	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	68.2	55.6	28.2
# of Print Periodical Subscriptions	6	6	13

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	27.00
Paraprofessional Instructional Assistants	11.00
Special Education: Teachers and Instructors	5.00
Paraprofessional Instructional Assistants	5.00
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.00
School Nurses	1.75
Other Staff Providing Non-Instructional Services and Support	11.05

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	16.6	15.3	13.3
% with Master's Degree or Above	97.1	94.1	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	10.5	10.1	8.6
% Assigned to Same School the Previous Year	88.2	90.3	83.3

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

The Beecher Road School Community welcomes and encourages parental involvement in all aspects of our school and fosters a strong partnership between home and school. We are committed to supporting the family's role in the education of our students. Regular communication systems with parent representatives active in the school community, including the PTO, are a way of life at Beecher Road School. We continue to offer evening events for parents including Learning through Play, Columbia Writing Institute for Parents, and Family Yoga Nights. In addition, the PTO continues to provide enriching experiences for our students through cultural programs, field trips, and other activities. The PTO also sponsors the Nutmeg Reading Challenge and two successful Scholastic Book Fairs. Data collected through family surveys supports future planning of events.

A monthly newsletter is published to apprise parents of instruction, events, and activities. Informational Programs are aired on cable television when available. Beecher Road School's new district website went online during the 2008/09 school year to enhance communication with parents and community. Teachers and administrators will post monthly newsletters, provide information on events, and provide curriculum support information and links for students and parents at home.

Open House Nights continue to boast nearly 100% attendance, establishing open lines of communication from the very beginning of the school year. We continue to host a Kindergarten Orientation that provides parents with an overview of the Kindergarten curriculum and the supports available at Beecher Road School.

Two important publications continue to be distributed to all Beecher Road families in order to promote school/home communication. The *Parent's Guide to the Curriculum* serves to inform families about the curriculum. Throughout the curriculum guide, explicit ideas to support the educational process are offered. In addition, the *Parent/Student Handbook* provides parents and students with pertinent information about the school and the district.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	1.3
Asian American	34	11.0
Black	7	2.3
Hispanic	14	4.5
White	249	80.8
Total Minority	59	19.2

**Percent of Minority Professional Staff: 2.6%**

**Open Choice:** 7 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

**Non-English Home Language:** 14.4% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 15.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Beecher Road School is Woodbridge's only elementary school. The lower school serves students in PK through Grade 2 and a Multi-age Program consisting of Grades 1-4. Woodbridge supports and participates in the Open Choice program. Seats are allocated to students in the primary grades in an effort to reflect a long-term commitment to the children and to provide the full resources of the elementary school program. BRS has an extended day before school and after school program for the students and families in Woodbridge. Experienced and dedicated school and community personnel staff these programs. They support families by providing a safe and nurturing environment for children both before and after school. These partnerships allow Beecher Road School students opportunities to have direct contact with students of different racial, ethnic, and economic backgrounds.

Woodbridge has a long-standing tradition of integrating multicultural themes into its curriculum. Teachers throughout the school continue to engage classes in multicultural units of study that involve research into different cultures. Celebrations are frequently held to demonstrate newfound knowledge with other students and family members. The visual presentations and articulate fact sharing by students is a powerful way to share information about the diversity in our global society.

A Writer's Workshop approach in all K-6 classrooms provides students with the added opportunity to share their personal identities and backgrounds with others through writing. Using the Internet as a vehicle of communication, students are involved in a number of instructional activities intended to broaden their perspective about world societies and multiculturalism.

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## STUDENT PERFORMANCE AND BEHAVIOR

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports](http://www.ctreports).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	93.8	92.5	96.2

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 3 students were responsible for these incidents. These students represent 0.9% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	4	0

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

The purpose of the Beecher Road Primary School is to provide educational programs that meet the highest standards of excellence and challenge each individual to strive to do their best as learners and citizens. Efforts in the 2008/09 school year focused on the implementation of our comprehensive curriculum, especially in the area of literacy. The Columbia Writer's Workshop program supports the delivery of the Balanced Literacy curriculum. Writing celebrations are regularly held throughout the primary school. Teachers and administrators continue to participate in in-class coaching and off-site institutes at Columbia University. The Columbia Reader's Workshop was piloted in the primary school during 2008/09. A weeklong institute was held at Beecher during the summer and many teachers attended Columbia for the beginning and advanced institutes in Reader's Workshop. Every teacher will implement this initiative in the primary house. During 2008/09, teachers and administrators attended training and professional development in the area of Professional Learning Communities. As a result, teams of teachers have developed consistent ways to collect data, analyze it at team level during common planning time, and use it in a timely manner to plan focused instruction. In the area of mathematics, pacing guides and teacher-made assessments were developed to support the implementation of Trailblazers as the anchor resource in this content area in the primary school. *Problems of the Month* continue to be administered to develop higher-order thinking and problem solving. Another school improvement effort focused on technology. A mobile computer project was very successful in moving teachers to a new level of technology through the use of laptops and professional development. This initiative has resulted in every teacher having a laptop. Also, SMART Boards continue to be installed throughout the school in classrooms and were piloted in the current school year in primary classrooms. BRS continues to support a Wellness Committee composed of parents, faculty, administrators, and community members. In 2008/09, a healthy snack initiative was expanded to the entire primary school. Also, a healthy salad bar was included in the cafeteria offerings with great response from students, faculty, staff, and parents. The Wellness Committee continues its work in the area of improving cafeteria offerings and promoting healthy lifestyles.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The community of Woodbridge has traditionally supported excellence in education. Beecher Road School is Woodbridge's only elementary school. The lower school serves students in Pre-kindergarten through second grade and a Multi-age Program consisting of grades one through four. Beecher Road School has an extended day before school and after school program for the students and families in Woodbridge. Experienced and dedicated school and community personnel staff these programs. They support families by providing a safe and nurturing environment for children both before and after school. Throughout the year the PTO provides many family and extra-curricular events/activities to supplement the district's educational programs.

The Responsive Classroom initiative continues to grow at Beecher Road School, focusing on the emotional and social development of children. The district continues to promote overall fitness and wellness among students, especially in light of new state legislation. The physical education staff members have been instrumental in educating students about the importance of eating well and staying physically fit. An important addition to our physical activity initiative is the addition of a quarter mile loop for walking and running built on the campus this past summer which will be integrated into the physical education and health curricula in the coming year. There is an active Wellness Committee that includes administrators, teachers, parents and community members. Beecher Road School continues to strive to build a strong academic program and to provide an atmosphere that inspires the love of learning with strong family and community support. The school celebrates the accomplishments of all stakeholders as a community of learners and leaders.

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**STRATEGIC SCHOOL PROFILE 2008-09**

Elementary School K-6 Edition

**Beecher Road Intermediate School  
Woodbridge School District**MARYLOU TORRE, Principal  
Telephone: (203) 392-3542Location: 40 Beecher Road  
Woodbridge,  
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**School Type: Traditional/Regular Education  
School Grade Range: 3- 6**STUDENT ENROLLMENT**Enrollment on October 1, 2008: 447  
5-Year Enrollment Change: -17.4%**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	17	3.8	3.6	34.2
K-12 Students Who Are Not Fluent in English	8	1.8	1.9	7.0
Students with Disabilities	46	10.3	9.4	10.9
Students Identified as Gifted and/or Talented	33	7.4	4.5	2.3
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	320	95.0	94.1	84.8

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	996	988

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	20.2	20.2	21.0

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	30
Computer Education <sup>1</sup>	15	17
English Language Arts	360	427
Family and Consumer Science	0	1
Health	18	22
Library Media Skills <sup>1</sup>	11	18
Mathematics	180	198
Music	30	32
Physical Education	54	40
Science	90	98
Social Studies	90	91
Technology Education	0	2
World Languages	60	12

<sup>1</sup>Interdisciplinary approach

#### World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 3 in this school. Statewide, 14.1% of elementary and middle schools that serve Grade 3 start world language instruction by this grade.

#### Lunch

An average of 25 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.8	1.9	7.0
% of Identified Gifted and/or Talented Students Who Received Services	97.0	97.1	78.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	63.0	67.6	80.3

#### LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	3.0	2.7	3.3
% of Computers with Internet Access	100.0	100.0	99.0
% of Computers that are High or Moderate Power	100.0	100.0	94.6
# of Print Volumes Per Student*	47.0	55.6	28.2
# of Print Periodical Subscriptions	6	6	13

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>	
General Education: Teachers and Instructors	30.50
Paraprofessional Instructional Assistants	4.00
Special Education: Teachers and Instructors	5.00
Paraprofessional Instructional Assistants	7.00
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	1.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	1.50
School Nurses	1.75
Other Staff Providing Non-Instructional Services and Support	10.65

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	14.2	15.3	13.3
% with Master's Degree or Above	92.1	94.1	78.1
Attendance, 2007-08: Average # of Days Absent Due to Illness or Personal Time	9.8	10.1	8.6
% Assigned to Same School the Previous Year	92.1	90.3	83.3

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Beecher Road School fosters a strong partnership between home and school. Parents and staff collaborated regarding PTO initiatives throughout the school year. We are committed to supporting the family's role in the education of our students. Regular communication systems with parent representatives' active in the school community, including the PTO, are a way of life at Beecher Road School. To understand child development through active participation, evening events were planned for parents. Events included Learning through Play seminars, Family Yoga Series, to name a few. In addition, the PTO provided enriching experiences for our students through cultural programs, field trips, and other activities. The PTO also sponsored the Nutmeg Reading Challenge and hosted a large book fair.

A monthly news letter is available to apprise parents of instruction, events, and activities. Informational programs are aired on cable television when available.

Two publications continue to be distributed to all Beecher Road families in order to promote school/home communication. The Parent's Guide to the Curriculum serves to inform families about the curriculum. Throughout the curriculum guide, explicit ideas to support the educational process are offered. In addition, the Parent/Student Handbook provides parents and students with pertinent information about the school and the district.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	2	0.4
Asian American	45	10.1
Black	12	2.7
Hispanic	17	3.8
White	371	83.0
Total Minority	76	17.0

**Percent of Minority Professional Staff:** 4.5%

**Open Choice:** 4 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

**Non-English Home Language:** 6.7% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 11.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

The Woodbridge Board of Education continues to support and embrace the concept of Open Choice and remains committed to accepting students to the program. Through this program, several students are enrolled from New Haven in Grades 3-6 at Beecher Road School. It is the goal of the district to have the students enroll during the early primary grades and remain with the district through the end of the Grade 6. The focus is on developing a long-term commitment with the children and their families. Woodbridge has a long-standing tradition of integrating multicultural themes into its curriculum. Teachers throughout the school continue to engage classes in multicultural units of study which involve research into diverse cultures. Celebrations are frequently held to demonstrate new-found knowledge with other students and family members.

A Writer's Workshop approach in Grades 3-6 classrooms provides students with the added opportunity to share their personal identities and backgrounds with others through writing. Spanish is taught at all intermediate grade levels beginning in kindergarten and continuing through sixth grade. Language teachers integrate information about cultures in which the target language is spoken, including a study of beliefs, festivals, and holidays. The goal is always on developing student proficiency.

Using the internet as a vehicle of communication, students are involved in a number of instructional activities intended to broaden their perspective about world societies and multiculturalism. For example, sixth grade students participate in a project (Global Knowledge Communities) which was designed to knowledge-build with students in Hong Kong and Singapore. This project allowed students to broaden their global perspectives by incorporating the following components: multicultural understanding, writing for cross-cultural understanding, and the use of the arts to promote multicultural understanding. This year students from Hong Kong visited Beecher Road School to share their presentations in person.

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## STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	26.5	26.5	33.6	38.0
Grade 6	47.1	47.1	35.3	75.4

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	71.4	71.4	54.6	76.9
Writing	80.6	80.6	62.5	84.0
Mathematics	80.6	80.6	62.8	79.5
Grade 4 Reading	85.5	85.5	60.7	93.0
Writing	89.7	89.7	64.2	96.5
Mathematics	82.6	82.6	63.6	81.7
Grade 5 Reading	86.6	86.6	66.0	89.9
Writing	84.2	84.2	66.5	84.7
Mathematics	87.5	87.5	68.8	87.5
Science	78.3	78.3	58.1	82.9
Grade 6 Reading	92.6	92.6	68.9	94.9
Writing	88.1	88.1	62.2	95.8
Mathematics	94.3	94.3	68.8	97.0

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports](http://www.ctreports).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	91.5	92.5	96.2

#### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2007-08 school year, 2 students were responsible for these incidents. These students represent 0.4% of the estimated number of students who attended this school at some point during the 2007-08 school year. For more information and data on disciplinary offenses, go to [www.sde.ct.gov](http://www.sde.ct.gov), click on "CEDaR" and then on "Student Data."

Number of Incidents by Disciplinary Offense Category, 2007-08		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	2	0

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

The Board of Education continues to be vigilant in its commitment to continuous improvement and is focused on the achievement of all students. Efforts in the 2008/09 school year have been focused on the continued implementation of our comprehensive curriculum, especially in the area of literacy. The Columbia Writer's Workshop program supports the delivery of the language arts curriculum. Students in K-6 participate in this program. Writing celebrations are regularly held throughout the school year; these celebrations are highly anticipated by parents as they eagerly look forward to listening to their children's insights and adventures as depicted through the written word. As well, teachers participate in off-site professional development activities at Columbia University to expand their intellectual horizons. BRS continues to focus on improving student performance on the Connecticut Mastery Test. At the start of the school year, the staff receives disaggregated CMT scores and meets to analyze and interpret this data. Teachers and administrators analyze areas of strength and weakness on the CMT at each grade level and develop action plans to support the improvement of student performance. Student performance during the 2008-2009 school year showed steady and solid improvement compared to the 2007-2008 school year. The percentage of students achieving goal continues to show steady improvement. Areas in need of improvement continue to be addressed through a thoughtfully crafted action plan.

During the 2008-2009 school year, teachers continued to work as a learning organization to best meet the changing needs of our students by working in professional learning teams. Staff meetings and ongoing dialogue sessions were used to further analyze student data from summative and formative data, including CMT scores. In summary, teams of teachers have developed consistent ways to collect data, analyze it at the team level, and use it in a timely manner to plan focused instruction.

SMART Boards are being used in at least one classroom per grade level. Teachers attended training during the 2008-2009 school year to learn ways to use this powerful tool; this innovative instructional tool is a gateway to 21st century learning. As well, I. E. P. Direct, a web-based program, helps teams us manage the creation and modification of individualized plans for students with special needs. The Child Study Team monitors students who experience difficulty with academics and regularly create individual plans to support those students in need.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

Beecher Road School continues to strive to build a strong academic program and to provide an atmosphere that inspires the love of learning with strong family and community support. The school celebrates the accomplishments of all stakeholders as a community of learners and leaders. Writer's Workshop is a vehicle to showcase student talent and progress in the area of written expression. Through on-site coaching by consultants from Columbia University Writing Project, teachers remain life-long learners who embed writing into their own life as well as into the lives of their children. Through the use of SMART Boards, teachers in the upper grades seamlessly infuse technology into their classrooms. Teachers use this interactive white board to incorporate instructional tools to actively engage and motivate learners. Plans to expand this initiative even further are underway.

We teach social responsibility through the Responsive Classroom Approach; classroom teachers lead morning meetings aimed at fostering attitudes, skills, and abilities characteristic of strong citizens. We are committed to building lifelong learners, capable of responding to the demands of a rapidly changing world. Over the course of the next year, Beecher Road School is dedicated to moving forward with Professional Learning Communities to build strong academic programs and to provide an atmosphere that fosters the love of learning and supports the Woodbridge School District's mission. Our mission is to prepare children to pursue knowledge and learning throughout their lives so they can become responsible, caring, and contributing members of an ever-changing and diverse global community.

Beecher Road School has an Extended Day Program for students and families of Woodbridge. They support families by providing a safe and nurturing environment for children both before and after school. Throughout the year, the PTO provides many family and extra-curricular events/activities to supplement the district's educational program.

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RFP. #026  
Sec. 10-76t-w  
Rev. 7/07

Project No: \_\_\_\_\_  
(For State Use Only)

Agency: Woodbridge Board of Education

**COVER PAGE**

Connecticut State Department of Education  
Division of Teaching and Learning Programs and Services  
Bureau of Health and Nutrition Services and Child/Family/School Partnerships  
Middletown

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Applicant Agency  
**Woodbridge Board of Education**  
**40 Beecher Road**  
**Woodbridge, Connecticut 06525**  
**203-387-6631**

Local Program Title:  
**Project SAFE (Schools are Friendly Environments)**

Name of School(s) Where Program Will Operate:  
**Beecher Road School**  
**40 Beecher Road, Woodbridge, CT 06525, 203-389-2195**  
Date of Initial PMHP Funding (for continuing programs): **July, 1997**

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Agency Contact Person  
**Ms. Sheila Haverkamp**  
**Director Special Services**  
**40 Beecher Road**  
**Woodbridge, CT 06525**  
**203-389-6598**  
**shaverkampf@woodbridge.k12.ct.us**

Program Dates:  
From: August 31, 2009 to June 18, 2010

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I, **Dr. Gaeton F. Stella**, the undersigned authorized chief administrative official of this agency, submit this application on behalf of the participating agency, attest to the appropriateness and accuracy of the information contained herein, and certify that this application, if funded, will comply with all relevant requirements of Connecticut General Statutes, Section 10-76t-w (inclusive) and that the Statement of Assurances and all other assurances made herein will be fully implemented.

Signature:  Title: Superintendent

Name: Gaeton F. Stella, Ph.D Date: 10/19/09

Agency: Woodbridge Board of Education

## ABSTRACT PAGE

**Applicant Agency:** Woodbridge School District / Beecher Road School

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**Local Project Title:** Project SAFE Schools are Friendly Environments)

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**Funds Requested:** \$25,000

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**Objectives:** Project SAFE promotes a secure and friendly school environment where all students have the opportunity to thrive socially, emotionally, and academically. This goal is accomplished through early intervention when adjustment problems are identified. The Child Associate and the School Psychologist support behavioral goals through PMHP Child-Led Play; Classroom Social Skills and Yoga; and lunch groups. Interventions involve partnerships with Parents and school support staff. Collaboration with community – based agencies and providers support interventions.

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### Project Activities:

- 
- Early identification of “at risk” students through AML State screening and School-based Child Study Team tracking
- 
- Goal-setting and Review contacts with Parents bi-monthly (through meetings, phone contacts, personal newsletters)
- 
- Individual, weekly Child-Led Play sessions
- 
- Parent Activity that target PMHP families that enhance parent/child relationships & foster community building
  - Parent/Community Workshops: Early Childhood; Behavioral Health, and Responsive Classroom
  - Consultation with Woodbridge Family Team
- 

### Procedures for Data Collection and Reports Expected:

- 
- AML-R to be completed by K-2 classroom teachers to aid in identification of “at risk” students
- 
- Children’s Institute State mandated forms (Roster, T-CRS, BIF, A-CRS) & Beecher Road School process notes
  - Review of progress with parents (phone, e-mail, individual newsletter)
- 
- Review of social/emotional/learning progress by School Based Child Study Team
- 
- PMHP end of the year Evaluation/Summary
  - Family Team end of the year Summary and individualized progress report.
  - Final cumulative report by Director of Special Services disseminated to staff, parents, administration and CSDE
-

## BUDGET FORM

ED 114 FISCAL Year 2010

GRANT <input checked="" type="checkbox"/> CONTRACT <input type="checkbox"/>		
GRANTEE NAME: <b>Woodbridge Board Of Education/Beecher Road School</b> TOWN CODE: 167-02		
GRANT TITLE: PRIMARY MENTAL HEALTH PROGRAM		
PROJECT TITLE: <b>Project SAFE (Schools are Friendly Environments)</b>		
CORE-CT CLASSIFICATION: FUND: 11000 SPID: 12198 PROGRAM: 82079 BUDGET REFERENCE: 2010 CHARTFIELD1: 170036		
GRANT PERIOD: 07/01/09 - 06/30/10 AUTHORIZED AMOUNT: _____		
CODES	DESCRIPTIONS	BUDGET (State Funds)
112A	EDUCATION AIDES	
112B	CLERICAL	
119	OTHER	
200	PERSONAL SERVICES EMPLOYEE BENEFITS	
322	INSERVICE	\$5,375
324	FIELD TRIPS	
325	PARENT ACTIVITIES	\$17,785
580	TRAVEL	\$200
590	OTHER PURCHASED SERVICES	
611	INSTRUCTIONAL SUPPLIES	\$940
690	OTHER SUPPLIES	\$700
700	PROPERTY/EQUIPMENT ONLY	
	<b>TOTAL</b>	<b>\$25,000</b>

\_\_\_\_ Original request date  
 \_\_\_\_\_ Revised request date  
 Approval

\_\_\_\_\_  
 CT State Department of Education  
 Program Manager Authorization

\_\_\_\_\_  
 Date of



Beecher Road School  
Parent Teacher Organization

**brspto.org**

**PTO Report  
11/16/09  
WBOE**

**PTO Budget – PTO is behind in fundraising**

- Gift Wrap Sale – under budget by approx. \$2,500
- HOOT – rescheduled for 2/27, so \$8,500 budgeted amount is unearned at this point, and combination of rescheduled date and general economy may result in lower than planned profit.
- Directory – under budget by approx. \$800 (higher printing costs and lower sales)

As a result of the above, we did NOT issue classroom and specialist support checks this fall – we will determine available amounts and send out checks after the rescheduled HOOT. All other PTO supported items (Special Activities, DARE, safety patrol, Artsweek, etc.) are being funded as usual – only checks to teachers are being delayed.

**PTO Ongoing and Upcoming Activities:**

- Thanksgiving Food Drive – more baskets needed this year, food and donations are being collected through this week.
- Directory – at the printers
- Toy Drive – Begins 11/30
- Book Fair – 12/7 – 12/11
- HOOT – rescheduled for 2/27

# MINUTES OF THE BOARD OF EDUCATION POLICY COMMITTEE

Thursday, November 12, 2009

Library Media Center - Beecher Road School

**CALL TO ORDER:** Mike Ewing, Chair called the meeting to order at 6:37 PM.

**IN ATTENDANCE:** Mr. Michael Ewing, Mr. Mark Livesay (6:50 PM), Ms. Sheila McCreven, Dr. Clotilde Dudley-Smith (7:00 PM), Board of Education Members; Dr. Guy Stella, Superintendent and Marsha DeGennaro.

Mr. Ewing presented an overview for how the committee would proceed in the coming months. As requested at the October 19, 2009 BOE meeting, the Policy Committee reviewed Policy By-Laws 9121 (Chairperson), 9132 (Standing Committees) and Roberts Rules of Order as they pertain to Committee Chair and membership appointments as well as voting rights of Board members.

The role of BOE Chair was discussed as well as committee chair appointments. There was a consensus among committee members that the BOE Chair should appoint committee members. Viewpoints existed indicating the current process allows committee chair appointments to become political tools and the intent of the language revision is to make committee chair appointments less political. Committees should be chaired by individuals who have knowledge and experience in the respective area. It was also noted that Committee Chairs must work closely with the BOE Chair and while experience may be important, there are other factors that weigh as heavily, i.e., interaction among Town board members, public presentations, and time commitment/constraints. Each individual Board member has a responsibility to make informed decisions, attend committee meetings, even if not a member, to serve the community as best as possible.

It was agreed Policy 9132 would be revised with two language options and forwarded to the full Board for further review and discussion at their November 16, 2009 meeting.

**MOTION TO ADJOURN:** (8:15 PM)  
Mr. Livesay  
Second by Dr. Dudley-Smith  
UNANIMOUS

## Bylaws of the Board

### Standing Committees

The following shall be the standing committees of the Woodbridge Board of Education. The Chairperson shall appoint at least three Board members to each committee *and designate a chairperson for each committee*. The Chairperson may revise committee appointments at any time. The Chairperson shall be an ex-officio member of each committee. The Woodbridge Education Association and the Beecher Road School PTO may each designate one individual per committee to represent the respective organization at committee meetings. The Superintendent is a member of each committee and may appoint up to two additional administrators/ supervisors to serve on each committee. Policy decisions of the committees are non-binding, only the Woodbridge Board of Education may determine policy.

The standing committees:

- A. Finance
- B. Policy
- C. Facilities
- D. Curriculum

### **ALTERNATE VERSION**

The following shall be the standing committees of the Woodbridge Board of Education. The Chairperson shall appoint at least three Board members to each committee. *The BOE shall elect a chairperson for each of the Standing Committees from the members appointed to the Committee by the Chairperson*. The Chairperson may revise committee appointments at any time. The Chairperson shall be an ex-officio member of each committee. The Woodbridge Education Association and the Beecher Road School PTO may each designate one individual per committee to represent the respective organization at committee meetings. The Superintendent is a member of each committee and may appoint up to two additional administrators/ supervisors to serve on each committee. Policy decisions of the committees are non-binding, only the Woodbridge Board of Education may determine policy.

The standing committees:

- A. Finance
- E. Policy
- F. Facilities
- G. Curriculum

Adopted by the Board: 11/05/79; Revised 1993; Approved 3/29/93; Revised 11/00; Revised 8/20/01; Revised 1/22/02; Revised and Approved 10/20/03; Revised 11/15/04; Revised 9/19/05; Reviewed 12/15/08; Revised

## FINANCE COMMITTEE

### WOODBRIIDGE BOARD OF EDUCATION

The Finance Committee held a meeting on Monday, November 9, 2009, in the District Office Conference Room, BRS South. Sheila McCreven and Dr. YanYun Wu members of the Committee were present. Dr. Guy Stella, Superintendent and Charles Zettergren, Business Manager; BOS Liaison, Sandy Stein; BOF Liaison, Tony Schaefer and WEA representative Lori Patrick attended as well.

The meeting was called to order by the Ms. McCreven at 7:03 PM.

The Committee reviewed and discussed the monthly financial reports - Summary, Detail, Combining and Cafeteria through October 31, 2009. Administration provided an update on the status of the Cafeteria program since the spring of 2009. Administration will provide a formal recommendation on this program to the full Board at the November 16, 2009 regular meeting. The Committee received a status update on the 2010/11 operating budget. This budget will again be predicated on a zero-based approach, with each submission reviewed and challenged prior to inclusion in the budget.

The meeting was adjourned at 8:38 PM by unanimous consent.

**WOODBIDGE BOARD OF EDUCATION  
MONTHLY SUMMARY FINANCIAL REPORT  
For 4 Month Ended October 31, 2009**

OBJ #	DESCRIPTION	Adopted Annual Budget w/Transfers	Monthly Budget	Monthly Actual	\$ Variance (Over) Under	Year To Date Budget	Year To Date Actual	Year To Date \$ Variance (Over)Under
100	TOTAL SALARIES	7,097,649	563,214	554,866	8,348	1,638,904	1,615,798	23,107
200	TOTAL BENEFITS	2,392,934	183,927	168,418	15,509	722,034	732,925	(10,891)
300	TOTAL PROFESSIONAL SERVICES	356,794	69,037	12,996	56,041	111,127	49,308	61,819
400	TOTAL PROPERTY SERVICES	569,401	43,756	41,681	2,075	131,613	116,571	15,042
500	TOTAL OTHER PURCHASED SERVICES	975,781	104,724	93,656	11,068	364,708	343,730	20,978
600	TOTAL SUPPLIES & MATERIALS	352,297	23,783	15,225	8,558	162,739	136,608	26,131
700	TOTAL PROPERTY	58,290	8,600	3,621	4,979	36,600	21,211	15,389
800	TOTAL DUES AND FEES	88,565	2,603	980	1,623	60,294	22,699	37,595
	<b>TOTAL ADOPTED BUDGET</b>	<b>11,891,711</b>	<b>999,643</b>	<b>891,443</b>	<b>108,200</b>	<b>3,228,020</b>	<b>3,038,850</b>	<b>189,170</b>

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8.

**COMMENTS**

1. Expected Savings \$11,066, Timing Diff \$12,041
2. Health Insurance reimbursements not yet received (\$6,451), MERF timing diff (\$4,440).
3. Other Prof timing \$41,962, Prof Dev (\$5,263), legal under budget \$5,348, subs under budget \$3,135, OT/PT timing diff \$9,609 audit timing \$4,596, Software Supp timing \$2,432
4. Elec. under bud. \$16,473, bldg imp under bud. \$3,158, leases timing \$5,710, serv. contracts timing (\$5,312), R&M timing (\$4,987)
5. Gen liab. & workers comp ins over budget (\$7,821), tuition timing \$29,699, transp. (\$12,083), phone timing diff \$3,077, internet timing diff \$4,060, misc timing \$4,046
6. Timing diff on supply invoices \$26,131
7. Timing diff on property invoices \$15,389
8. Timing on Ezra nurse inv \$24,570, savings \$10,660, other \$2,365

**SPECIAL EDUCATION BREAKOUT**

OBJ #	DESCRIPTION	Adopted Annual Budget	Monthly Budget	Monthly Actual	\$ Variance (Over) Under	Year To Date Budget	Year To Date Actual	Year To Date Variance (Over)Under
390	OT/PT SERVICES	37,500	3,750	0	3,750	3,750	0	3,750
3901	CONSULTANTS	18,000	1,800	175	1,625	1,800	1,491	309
510	TRANSPORTATION	67,200	5,840	11,375	(5,535)	20,480	25,810	(5,330)
560	TUITION	116,800	11,000	5,603	5,397	17,800	5,603	12,197
	<b>TOTALS</b>	<b>239,500</b>	<b>22,390</b>	<b>17,153</b>	<b>5,237</b>	<b>43,830</b>	<b>32,904</b>	<b>10,926</b>

**WOODBIDGE BOARD OF EDUCATION  
MONTHLY DETAIL FINANCIAL REPORT**

For 4 Month Ended: October 31, 2009

Object Code	Descriptions	Adopted Budget	Budget Transfers	Expended to Date	Encumbered to Date	% Used	Available Balance	Estimated Additional	Projected Year-End Balance
110	Administrators	577,996	-	201,639	379,142	100%	(2,785)	-	(2,785)
120	Teachers - Regular	4,064,734	-	820,415	3,161,994	98%	82,325	31,320	51,005
120	Teachers - Special Education	763,299	-	172,208	608,408	102%	(17,317)	-	(17,317)
1201	Psychologist	143,771	-	31,815	111,956	100%	-	-	-
1203	Counselor	32,490	-	6,280	26,210	100%	-	-	-
	<b>Sub-Total Certified Salaries</b>	<b>5,582,290</b>	<b>-</b>	<b>1,232,357</b>	<b>4,287,710</b>	<b>99%</b>	<b>62,223</b>	<b>31,320</b>	<b>30,903</b>
1303	Custodians	362,230	-	114,781	186,530	83%	60,919	60,919	-
140	Nurses	117,528	-	22,206	80,705	88%	14,617	14,617	-
150	Secretaries, Clerical	299,059	-	100,921	203,489	102%	(5,351)	(5,351)	-
160	Paraprofessionals	395,132	-	76,500	315,834	99%	2,798	-	2,798
1601	Special Education Paraprofess.	288,421	-	65,112	190,676	89%	32,633	21,000	11,633
190	Salaries, Miscellaneous	52,989	-	3,921	14,596	35%	34,472	34,472	-
	<b>Sub-Total Non-Certified Salaries</b>	<b>1,515,359</b>	<b>-</b>	<b>383,441</b>	<b>991,830</b>	<b>91%</b>	<b>140,088</b>	<b>125,657</b>	<b>14,431</b>
	<b>TOTAL SALARIES</b>	<b>7,097,649</b>	<b>-</b>	<b>1,615,798</b>	<b>5,279,540</b>	<b>97%</b>	<b>202,311</b>	<b>156,977</b>	<b>45,334</b>
1906	Retirement - Sick Pay-Out	38,903	-	6,500	-	17%	32,403	32,403	-
220	FICA	196,864	-	45,798	-	23%	151,066	151,066	-
230	Merf	125,753	-	39,000	-	31%	86,753	86,753	-
270	Medical Insurance	1,983,412	-	633,421	-	32%	1,349,991	1,349,991	-
280	Life Insurance	28,302	-	7,014	-	25%	21,288	21,288	-
2902	Other Employee Benefits	19,700	-	1,192	12,127	68%	6,381	6,381	-
	<b>TOTAL BENEFITS</b>	<b>2,392,934</b>	<b>-</b>	<b>732,925</b>	<b>12,127</b>	<b>31%</b>	<b>1,647,882</b>	<b>1,647,882</b>	<b>-</b>

**WOODBRIIDGE BOARD OF EDUCATION  
MONTHLY DETAIL FINANCIAL REPORT**

For 4 Month Ended: October 31, 2009

Object Code	Descriptions	Adopted Budget	Budget Transfers	Expended to Date	Encumbered to Date	% Used	Available Balance	Estimated Additional	Projected Year-End Balance
320	Professional Development	79,400	-	24,643	35,748	76%	19,009	19,009	-
330	Legal Fees	34,300		3,226	26,774	87%	4,300	4,300	-
340	Software Support	11,750		2,955	-	25%	8,795	8,795	-
350	Substitutes	31,800	-	3,225	-	10%	28,575	28,575	-
390/01	OT/PT/Consultant Services	55,500		1,491	46,354	86%	7,655	7,655	-
3902	Financial Audit	14,144		4,730	-	33%	9,414	9,414	-
390	Other Prof/Tech. Services	129,900	-	9,038	100,889	85%	19,973	19,973	-
	<b>TOTAL PROFESSIONAL SERVICES</b>	<b>356,794</b>	<b>-</b>	<b>49,308</b>	<b>209,765</b>	<b>73%</b>	<b>97,721</b>	<b>97,721</b>	<b>-</b>
410/01	Utilities - Electric and Water	267,403		50,377	211,824	98%	5,202	5,202	-
420	Heating Oil	117,212		(1,523)	-	-1%	118,735	118,735	-
430	Repairs and Maintenance	36,800	-	17,255	2,927	55%	16,618	16,618	-
450	Leases and Rentals	48,453		10,442	37,222	98%	789	789	-
4501	Building Improvements	28,000	-	10,036	6,643	60%	11,321	11,321	-
490	Other Purchased Services	23,200	-	8,560	3,940	54%	10,700	10,700	-
4901	Service Contracts	48,333	-	21,424	11,279	68%	15,630	15,630	-
	<b>TOTAL PROPERTY SERVICES</b>	<b>569,401</b>	<b>-</b>	<b>116,571</b>	<b>273,835</b>	<b>69%</b>	<b>178,995</b>	<b>178,995</b>	<b>-</b>
510	Pupil Transportation-Regular	430,916		92,937	320,729	96%	17,250	(5,738)	22,988
510	Pupil Transportation-Spec. Educ.	67,200		25,810	101,249	189%	(59,859)	11,000	(70,859)
520	Insurance-General Liability	80,152		89,221	-	111%	(9,069)	-	(9,069)
5201	Worker's Compensation	87,785	-	86,537	-	99%	1,248	-	1,248
530	Telephone Services	17,943		2,903	14,473	97%	567	567	-
535	Internet	12,975	-	265	6,642	53%	6,068	6,068	-
537	Postage	6,900		2,127	68	32%	4,705	4,705	-
540	Advertising	2,800	-	671	-	24%	2,129	2,129	-
550	Interns	113,363	-	37,444	75,856	100%	63	63	-
560	Tuition	139,307		5,604	55,787	44%	77,916	132,607	(54,691)
590	Other Purchased Services	16,440	-	211	300	3%	15,929	15,929	-
	<b>TOTAL OTHER PURCH SERVICES</b>	<b>975,781</b>	<b>-</b>	<b>343,730</b>	<b>575,104</b>	<b>94%</b>	<b>56,947</b>	<b>167,330</b>	<b>(110,383)</b>

**WOODBRIAGE BOARD OF EDUCATION  
MONTHLY DETAIL FINANCIAL REPORT**

For 4 Month Ended: October 31, 2009

Object Code	Descriptions	Adopted Budget	Budget Transfers	Expended to Date	Encumbered to Date	% Used	Available Balance	Estimated Additional	Projected Year-End Balance
610	Instructional Supplies	191,450	(700)	85,732	27,446	59%	77,572	77,572	-
620	Computer Software	63,412	-	33,711	2,349	57%	27,352	27,352	-
625	Supplies Nurses	2,000	-	10	1,376	69%	614	614	-
630	Supplies Custodial	42,500	-	10,496	9,149	46%	22,855	22,855	-
635	Supplies Office	14,100	-	5,069	2,075	51%	6,956	6,956	-
640	Books and Audio Visual	19,500	-	-	7,105	36%	12,395	12,395	-
645	Subscriptions	10,535	-	984	799	17%	8,752	8,752	-
650	Testing	5,800	-	294	550	15%	4,956	4,956	-
690	Misc. Supplies	3,700	-	312	-	8%	3,388	3,388	-
	<b>TOTAL SUPPLIES &amp; MATERIALS</b>	<b>352,997</b>	<b>(700)</b>	<b>136,608</b>	<b>50,849</b>	<b>53%</b>	<b>164,840</b>	<b>164,840</b>	<b>-</b>
730	Equipment - Office	-	-	-	-	0%	-	-	-
732	Computer Hardware	17,510	-	7,673	686	0%	9,151	9,151	-
735	Equipment - Teaching	20,450	-	3,681	1,410	25%	15,359	15,359	-
740	Equipment - Building	5,350	-	200	300	9%	4,850	4,850	-
745	Furniture	14,280	700	9,657	628	69%	4,695	4,695	-
	<b>TOTAL PROPERTY</b>	<b>57,590</b>	<b>700</b>	<b>21,211</b>	<b>3,024</b>	<b>42%</b>	<b>34,055</b>	<b>34,055</b>	<b>-</b>
810	Dues and Fees	24,835	-	13,002	1,134	57%	10,699	10,699	-
825	Unemployment	9,300	-	2,329	-	25%	6,971	6,971	-
900	Other Fees	54,430	-	7,368	26,312	62%	20,750	10,090	10,660
	<b>TOTAL DUES AND FEES</b>	<b>88,565</b>	<b>-</b>	<b>22,699</b>	<b>27,446</b>	<b>57%</b>	<b>38,420</b>	<b>27,760</b>	<b>10,660</b>
	<b>TOTAL ADOPTED BUDGET</b>	<b>11,891,711</b>	<b>-</b>	<b>3,038,850</b>	<b>6,431,690</b>	<b>80%</b>	<b>2,421,171</b>	<b>2,475,560</b>	<b>(54,389)</b>

Woodbridge Board of Education  
Expenditures by Object  
Financial Analysis  
For Fiscal Year 2009-2010

October 2009

**OBJECT 110 – ADMINISTRATORS**

The projected deficit is due to negotiated salary increases after budget finalization. The Superintendent is giving back his 2% salary increase for the year. That money will be used to support professional development for teachers and/or instructional resources for children.

**OBJECT 120 – SALARIES TEACHERS-REGULAR & SPECIAL EDUCATION**

These projected surplus' are a result of staffing changes after budget finalization.

**OBJECT 160/1601 – PARAPROFESSIONALS- REGULAR & SPECIAL EDUCATION**

These changes are a result of staffing changes after budget finalization.

**OBJECT 510 – PUPIL TRANSPORTATION**

The net deficit in the transportation line item is due to higher than anticipated transportation costs associated with special needs students.

**OBJECT 520 - INSURANCE-GENERAL LIABILITY**

We are experiencing a deficit in this account due to higher than anticipated insurance premiums.

**OBJECT 560 - TUITION**

The anticipated deficit in this line item is due to additional outplacements of special needs students unknown at time of budget development.

**OBJECT 900 – OTHER FEES**

We are projecting a surplus in this account due to utilizing grant money to offset some of the costs associated with EZRA nursing expenses.

Woodbridge Board of Education  
Combining Balance Sheets as of 10/31/09 (Unaudited)

	Total	Café	Special Revenue			Agency
			Extended Day	Field Trips	Expendable Trust/SEP	Activity Fund
<b>Assets:</b>						
Cash	\$ 71,662	\$ 5,035	\$ 41,154	\$ 9,714	\$ 14,277	\$ 1,482
Prepaid expenses	-					
Accounts receivable	4,700	3,648	225	\$ 415	\$ 412	
Intergovt Receivable	5,095	5,095		-		
Inventory	6,114	6,114				
<b>Total Assets</b>	<b>87,571</b>	<b>19,892</b>	<b>41,379</b>	<b>10,129</b>	<b>14,689</b>	<b>1,482</b>
<b>Liabilities and Fund Balance</b>						
<b>Liabilities:</b>						
Amounts held as agent	11,057	8,753	2,304		-	-
Accounts payable	4,774	1,027	1,718	1,925	104	-
Deferred revenue	9,600		9,600			
Wages payable	-					
<b>Total Liabilities</b>	<b>25,431</b>	<b>9,780</b>	<b>13,622</b>	<b>1,925</b>	<b>104</b>	<b>-</b>
<b>Fund Balance</b>	<b>62,140</b>	<b>10,112</b>	<b>27,757</b>	<b>8,204</b>	<b>14,585</b>	<b>1,482</b>
<b>Total Liabilities and Fund Balance</b>	<b>\$ 87,571</b>	<b>\$ 19,892</b>	<b>\$ 41,379</b>	<b>\$ 10,129</b>	<b>\$ 14,689</b>	<b>\$ 1,482</b>
<b>Activity Fund:</b>						
Administrative Fund						\$ -
Drama						744
ODAC						459
PTO						276
Technology						\$ 3
<b>Total</b>						<b>\$ 1,482</b>

Woodbridge Board of Education  
 Combining Statement of Revenues & Expenditures  
 for the 3 Months Ended 10/31/09 (Unaudited)

	Special Revenue						Agency Activity Fund
	Total	Café	Extended Day	Field Trips	Summer Programs	Expendable Trust	
<b>Revenues:</b>							
Charges for services	\$ 234,479	\$ 46,397	\$ 103,612	\$ 9,688	\$ 69,475	\$ 5,307	\$ -
Intergovernmental	5,000	5,000					
Donations	-						
Other income	-						
Additions	-						-
<b>Total revenues/additions</b>	<b>239,479</b>	<b>51,397</b>	<b>103,612</b>	<b>9,688</b>	<b>69,475</b>	<b>5,307</b>	<b>-</b>
<b>Expenditures:</b>							
Wages, FICA, MERF	170,365	21,158	78,037		71,170		
Medical Insurance	8,125	8,125					
Cost of food sold	23,049	23,049					
Equipment	-	-	-				
Other Expenses	30,894	3,685	15,795	3,265	6,261	947	941
Deductions	-						
<b>Total expenditures/deductions</b>	<b>232,433</b>	<b>56,017</b>	<b>93,832</b>	<b>3,265</b>	<b>77,431</b>	<b>947</b>	<b>\$ 941</b>
Excess (deficiency) of revenues over expenditures before operating transfer in	7,988	(4,620)	9,780	6,424	(7,956)	4,360	
Operating transfer in	7,000	7,000	-		-		
Excess (deficiency) of revenues over expenditures after operating transfer in	14,988	2,380	9,780	6,424	(7,956)	4,360	
<b>Fund Balance, ending</b>	<b>\$ 60,658</b>	<b>\$ 10,112</b>	<b>\$ 27,757</b>	<b>\$ 8,204</b>	<b>\$ 2,181</b>	<b>\$ 12,404</b>	

Woodbridge School District  
School Cafeteria Financial

	OCTOBER 2009			FISCAL YEAR TO DATE		
	Budget	Actual	Variance	Budget	Actual	Variance
<b><u>Sales Revenue</u></b>						
Sales	20,068	21,555	1,487	40,136	46,397	6,261
Government Grants	3,351	2,674	(677)	6,703	5,000	(1,703)
Other Income	3	0	(3)	6	-	(6)
<b>Total Operating Revenue</b>	<b>23,422</b>	<b>24,229</b>	<b>807</b>	<b>46,845</b>	<b>51,397</b>	<b>4,552</b>
<b><u>Cost of Food</u></b>						
	9,350	9,104	246	18,699	23,049	(4,350)
<b>Gross Profit</b>						
	14,073	15,125	1,052	28,145	28,348	203
<b><u>Labor Costs</u></b>						
Salaries/Taxes/Retirement	9,386	8,800	586	23,465	21,158	2,307
Medical Insurance	2,280	4,039	(1,759)	6,840	8,125	(1,285)
Total Labor Cost	11,666	12,839	(1,173)	30,305	29,283	1,022
Other Expenses	1,082	232	850	2,164	3,685	(1,521)
<b>Total Expenses</b>	<b>22,097</b>	<b>22,175</b>	<b>(78)</b>	<b>51,168</b>	<b>56,017</b>	<b>(4,849)</b>
<b>Income (Loss) from Operations</b>	<b>1,325</b>	<b>2,054</b>	<b>729</b>	<b>(4,323)</b>	<b>(4,620)</b>	<b>(297)</b>
<b>Board Subsidy</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7,000</b>	<b>7,000</b>	<b>0</b>
<b>Total Net Income (Loss)</b>	<b>1,325</b>	<b>2,054</b>	<b>729</b>	<b>2,677</b>	<b>2,380</b>	<b>(297)</b>
<b><u># Meals</u></b>						
Free	326	381	55	652	724	72
Reduced	110	132	22	221	217	(4)
Total	5,640	5712	72	11,280	11,360	80

# Woodbridge School District

## Essential Questions and Recommendations Concerning the BRS Cafeteria November 16, 2009

**1. *Has the reduction of one cafeteria position impacted service to students?***

Based upon observations there has not been any negative impact on students as to the quality of food or overall service being provided. It does not take students any longer to get through the lunch lines and begin eating their lunch.

**2. *Are there any other impacts to the lunch program as a result of the reduction in one cafeteria position?***

The supervisor is now actively working the lunch lines and participating in other hands-on duties as required.

**3. *Should expenses such as health insurance, duct cleaning and maintenance required of the food service equipment be recognized as part of the food service budget or be part of the general education operating budget?***

This is a question that must be discussed and answered by the Board of Education.

### **Recommendations of the Superintendent**

1. Maintain current staffing pattern in the Cafeteria.
2. Establish a *Point of Service* system in the Cafeteria with the objectives of improving efficiency, increasing sales and establishing a more comprehensive database to inform future decisions.
3. Continue to improve nutritional standards in alignment with Wellness Committee objectives as well as federal and state guidelines.
4. Include health insurance as part of the general budget.

# Woodbridge School District

## School Lunch Program

November 10, 2009

### FY 2009 - 2010

	Aug	Sept	YTD	Oct	YTD
# Type A Meals	114	5,664	5,778	5,921	11,699
# Meals Including Ala Carte	156	7,444	7,600	8,905	16,505
# Students K-6	714	714	714	712	712
Participation Rate	15.97%	39.66%	38.54%	39.60%	39.12%
Revised Participation Rate	21.83%	52.13%	50.68%	59.56%	55.19%
# Lunch Days	1	20	21	21	42
Meals Per Day	114	283	275	282	279
Meals Per Day w/Ala Carte	156	372	362	424	393
# Hours Worked	27	535	562	562	1,124
Meals Per Labor Hour	4	11	10	11	10
Revised Meals Per Labor Hour	6	14	14	16	15

### FY 2008 - 2009

	Aug	Sept	YTD	Oct	YTD
# Type A Meals	620	6,014	6,634	6,346	12,980
# Meals Including Ala Carte	844	7,743	8,587	8,862	17,449
# Students K-6	734	734	734	744	744
Participation Rate	28.16%	40.97%	39.30%	40.62%	39.65%
Revised Participation Rate	38.34%	52.74%	50.86%	56.72%	53.30%
# Lunch Days	3	20	23	21	44
Meals Per Day	207	301	288	302	295
Meals Per Day w/Ala Carte	281	387	373	422	397
# Hours Worked	92	615	707	646	1,353
Meals Per Labor Hour	7	10	9	10	10
Revised Meals Per Labor Hour	9	13	12	14	13

#### **INDUSTRY STANDARDS**

Revised Meals Per Labor Hour - 18-22

**\*\* NOTE: Revised Participation Rate and Revised Meals Per Day Include Ala Carte Meals**

**Woodbridge School District  
Point of Service Comparisons  
November 16, 2009**

**COSTS**

<b>Line Item</b>	<b>POS Vendor</b>	<b>PowerSchool</b>
Software	\$4,170	\$0
Terminals	\$3,780	\$0
Training	\$3,000	\$2,000
Sequal Server	\$4,000	\$0
Wiring	\$2,000	\$2,000
Programming	\$0	\$3,000
<b>Totals</b>	<b>\$16,950</b>	<b>\$7,000</b>
<b><u>ADVANTAGES</u></b>	<ol style="list-style-type: none"> <li>1. One stop shopping</li> <li>2. Customer support</li> <li>3. Vendor Specialization</li> </ol>	<ol style="list-style-type: none"> <li>1. Low cost entry</li> <li>2. Live data direct from SIS</li> </ol>
<b><u>DISADVANTAGES</u></b>	<ol style="list-style-type: none"> <li>1. Higher Cost</li> <li>2. Data must be uploaded from SIS</li> </ol>	<ol style="list-style-type: none"> <li>1. Must be customized internally</li> <li>2. Not as many features</li> <li>3. Parent information and ability to pay on-line limited.</li> </ol>