

Agenda

- I. **Preliminary Business**
 - A. Call to Order
 - B. Salute to the Flag
 - C. Correspondence
 - D. Public Comment
- II. **Consent Agenda**
 - A. Approval Meeting Minutes
 - 1. April 26, 2010 Regular Meeting
- III. **Reports**
 - A. Superintendent's Report
 - 1. BRS Update
 - a. BRS Monthly Enrollment Report
 - 2. Update on Tri-State Visit
 - 3. School Climate Project
 - 4. Race to the Top
 - B. PTO Update
 - C. Facilities Committee Report
 - D. BRS Building Committee
 - E. Policy Committee
 - F. Ad Hoc Strategic School Profile Committee
 - G. CABA Liaison Report
 - H. ACES Liaison Report
- IV. **New Business**
 - A. Act on Certified Staff Resignation
 - B. Act on 6th Grade Party Request
 - C. Act on IDEA Grant Submission
- V. **Finance**
 - A. Approval of Financial Reports from Finance Committee
 - 1. Monthly Summary Financial Report Ending April 30, 2010
 - 2. Monthly Detail Financial Report Ending April 30, 2010
 - 3. Combining Financial Statements Through April 30, 2010
- VI. **Old Business**
 - A. Ratify Wintergreen Magnet School Contract
- VII. **Other**
 - A. Public Comment
 - B. Executive Session, in accordance with State Statute
 - 1. Conduct Board Self-Evaluation
- VIII. **Adjournment**

MINUTES OF THE REGULAR BOARD OF EDUCATION MEETING

Monday, April 26, 2010

Library Media Center, Beecher Road School

CALL TO ORDER: Ms. McCreven, Chair called the meeting to order at 7:00 PM.

BOARD MEMBERS PRESENT: Ms. Sheila McCreven, Chair; Mr. David Barkin, Dr. Clotilde Dudley-Smith (7:59 PM), Mr. Michael Ewing, Dr. Steve Fleischman, Secretary; Dr. Thomas Handler, Vice Chair; Mr. Carl Lindskog, Mr. Mark Livesay (7:10 PM) and Dr. YanYun Wu (7:02 PM).

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

MEMBERS OF THE PUBLIC: Dr. Craig Edmondson, ACES; Donna de Recinos, World Language Consultant; Joe Holowienko, WEA; Stephanie Goldberg, Larry Hurwitz, Stephanie Wielgoszinski, Teachers; Jane Roddy, Cafeteria; Margaret Hamilton, PTO; Aldon Hynes, Pua Ford, community.

BOARD CORRESPONDENCE – None

PUBLIC COMMENT – None

CONSENT AGENDA

Minutes

MOTION #1 – MINUTES, FEBRUARY 22, 2010 REGULAR MEETING

Move that we approve the minutes of the February 22, 2010 Regular Meeting.

Dr. Handler

Second by Dr. Fleischman

IN FAVOR: Mr. Ewing, Drs. Fleischman and Handler

ABSTAIN: Messrs. Barkin, Lindskog and Ms. McCreven

MOTION PASSES 3-0-3

Dr. Wu arrived (7:02 PM)

MOTION #2 – MINUTES, MARCH 15, 2010 REGULAR MEETING

Move that we approve the minutes of the March 15, 2010 Regular Meeting.

Dr. Handler

Second by Dr. Fleischman

IN FAVOR: Messrs. Barkin, Ewing, Lindskog, Drs. Fleischman, Handler and Ms. McCreven

ABSTAIN: Dr. Wu

MOTION PASSES 6-0-1

REPORTS

Superintendent's Report

- **Beecher Road School Update** – Superintendent Stella highlighted Opening Day of the Woodbridge Father's Baseball League, the BRS Marching Band, the selection of Ms. Torre as the leader for the Tri-State Team she served on recently and the resignation of the Business Manager, Charles Zettergren.

Mr. Livesay arrived (7:10 PM)

- **World Language Program Update** – Ms. Goldberg and Wielgoszinski provided an overview of the curriculum, student progress, assessments and the infusion of technology into the World Language program for Grades 5 and 6. Two BRS students gave a digital photo presentation, in Spanish, incorporating family, hobbies, pastimes and sports about their life in the U.S. Concern was expressed for the limited amount of time per week spent on Spanish and the potential for not attaining language fluency. It was also noted that practice time is just as crucial as instruction and we could become more creative in emphasizing language skill development.

- CES Title II Grant – Ms. de Recinos outlined the specifics of the urban/suburban grant that will enable BRS to participate with the Six-to-Six Magnet School in Bridgeport and SCSU to enhance the delivery of instruction in Chinese and Spanish for students in Grades K-8. This grant will provide specific professional development and technology to create a 21st century learning environment in support of attaining fluency in a world language. Student performance and progress will also be captured in a digital portfolio specific to them.

MOTION #3 – CES, TITLE II, GRANT

Move that we approve our participation in the CES Title II, Part D, Application for Educational Technology Entitlement Grant (AARA) for submission to the CSDE.

Dr. Handler
 Second by Dr. Fleischman
 UNANIMOUS

- ACES Update – Dr. Craig Edmondson, Executive Director, provided an overview the Wintergreen Magnet School program. Magnet Schools were designed to voluntarily reduce racial/ethnic isolation and provide different educational opportunities as each school is theme-based. Hamden, New Haven, Wallingford, Meriden and Woodbridge participate in Wintergreen with the current allocation for Woodbridge set at five slots. It was requested that the Board enter into a new Articulation Agreement from July 1, 2010 thru June 30, 2015. The Board was urged to appoint a representative to the Steering Committee as well as an ACES Liaison. The Steering Committee meets quarterly while the ACES Council meets on the 2nd Thursday of the month from 12:00-2:00 PM. Language modification in the agreement was requested that eliminates the use of “encourage” under “Specific Responsibilities”.

MOTION #4 – WINTERGREEN MAGNET SCHOOL PARTICIPATION

Move that we continue our participation in the Wintergreen Magnet School and allocate 5 slots for the 2010/11 school year.

Dr. Fleischman
 Second by Mr. Lindskog
 UNANIMOUS

- Open Choice – Superintendent Stella apprised the Board of a sibling request for one additional slot for the 2010/11 sy for participation in Open Choice. The recommendation from administration was to maintain the current allocation of 12 slots.

MOTION #5 – OPEN CHOICE PARTICIPATION

Move that we modify the number of available slots for participation in the Open Choice program and allocate 13 slots for the 2010/11 school year.

	Dr. Handler
	Second by Mr. Ewing
IN FAVOR:	Messrs. Ewing, Lindskog, Livesay, Drs. Fleischman, Handler, Wu and Ms. McCreven
AGAINST:	Mr. Barkin
	<i>MOTION PASSES 7-1</i>

PTO Report – Ms. Hamilton reviewed the Class Gifts for 2009 (engraved rock in front of Kucinskaskas Loop), 2008 (Banquet Tables) and 2007 (related to peace garden, monies on hold). Social nights will be scheduled for Grades 5 and 6 during May and June, the Spring Book Fair generated \$3,400, Opening Art Night is June 3, End-of-the-Year Picnic June 17 and a Summer Book Swap is on tap for summer reading lists.

Facilities Committee – Dr. Fleischman reported on the meeting held on April 23, which focused on an update on the STEAP Grant.

BRS Town Building Committee – Mr. Barkin, Vice Chair of the Building Committee indicated this committee is currently meeting on a weekly basis. The committee is currently reviewing reimbursables, accessibility compliance options and assessing cost proposals that were substantially higher than anticipated. They are still seeking staff input and the

indebtedness to the Town remains an unresolved issue. The committee anticipates drafting a proposal depicting what work could be completed for the original 9.8m as well as alternative options and funding costs. It was noted that the current work by this committee appears to be a change from the original charge and perhaps the scope should be broadened to address all the pertinent pieces as it appears a larger chunk of money will be required. The work of the committee continues to be “work in progress” and the Boards of Finance, Selectmen and Education will be kept apprised of all developments.

Policy Committee – No Report, the Committee plans to meet in May.

Ad Hoc SSP Committee – It is anticipated this committee will meet following the May Finance Committee meeting.

Mr. Ewing left the meeting (8:57 PM).

CABE – Dr. Fleischman provided an overview of the workshops he attended at the NSBA Conference April 9-12 in Chicago.

Board Committees – Ms. McCreven reminded Committee Chairs of their responsibility to draft minutes for each meeting for posting on eMeeting. The requirements for minutes include those in attendance, items discussed, the times for call to order/adjournment and any action(s) taken. It was suggested that minutes also record the “sense of work” conducted at the meeting.

Mr. Barkin left the meeting (9:19 PM).

NEW BUSINESS

Superintendent Stella presented a three retirement requests in response to the Early Retirement offering.

MOTION #6 – CERTIFIED STAFF RETIREMENTS

Move that we accept the retirements of Jan Brown, Emily Cosenza and Monique Osborn, effective June 30, 2010 with regret.

Dr. Handler
Second by Mr. Livesay
UNANIMOUS

As announced earlier, Dr. Stella presented the resignation of Mr. Zettergren.

MOTION #7 –STAFF RESIGNATION (ZETTERGREN)

Move that we accept the resignation of Charles Zettergren, effective June 30, 2010 with regret.

Dr. Handler
Second by Mr. Lindskog
UNANIMOUS

FINANCE

Dr. Handler reviewed the April 8 Finance Committee meeting and presented the Financial Reports. Concerns were expressed regarding the lack of information supplied to Board as only the opinions/findings were included and not the actual audits for the Medical Reserve and CSDE Grants. It was noted that the detailed Audit Report is available in the Business Office.

MOTION #8 – 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 March 31, 2010.

IN FAVOR: Dr. Handler
 Second by Dr. Fleischman
AGAINST: Mr. Livesay, Drs. Dudley-Smith, Fleischman, Handler, Wu and Ms. McCreven
 Mr. Lindskog
MOTION PASSES 6-1

Mr. Zettergren noted that minimal changes were expected regarding the anticipated end-of-the-year surplus amount.

MOTION #9 – BOARD OF EDUCATION 2009/10 MONTHLY DETAIL FINANCIAL REPORT

Move that we approve the 2009/10 BOE Monthly Detail Financial Report, F2-6, submitted by the Business Manager for the period ending March 31, 2010.

Dr. Handler
Second by Dr. Fleischman
IN FAVOR: Mr. Livesay, Drs. Dudley-Smith, Fleischman, Handler, Wu and Ms. McCreven
AGAINST: Mr. Lindksog
MOTION PASSES 6-1

MOTION #10 – BOARD OF EDUCATION 2010/11 COMBINED FINANCIAL STATEMENTS

Move that we approve the 2010/11 BOE Combined Financial Statements, F7-8, submitted by the Business Manager for the period ending March 31, 2010.

Dr. Handler
Second by Dr. Fleischman
IN FAVOR: Mr. Livesay, Drs. Dudley-Smith, Fleischman, Handler, Wu and Ms. McCreven
AGAINST: Mr. Lindksog
MOTION PASSES 6-1

Dr. Handler noted that the discount for 5-week participation in Summer Enrichment would not be offered this year and the end-of-the-year survey would become a formalized process this year.

MOTION #11 - 2010/11 SUMMER ENRICHMENT/LA PROGRAM BUDGET

Move that we approve the proposed 2010/11 Summer Enrichment/Language Arts Program Budget, F10, as submitted by the Business Manager.

Dr. Handler
Second by Dr. Fleischman
UNANIMOUS

Mr. Zettergren indicated that would not be a fee increase in the 2010/11 Extended Day Program.

MOTION #12 – 2010/11 EXTENDED DAY PROGRAM BUDGET

Move that we approve the proposed 2010/11 Extended Day Program Budget, F11, as submitted by the Business Manager.

Dr. Handler
Second by Dr. Fleischman
UNANIMOUS

Mr. Zettergren indicated that lunch prices were not slated to increase for 2010/11.

MOTION #13 - 2010/11 CAFETERIA BUDGET

Move that we approve the proposed 2010/11 Cafeteria Budget, F12, as submitted by the Business Manager.

Dr. Handler
Second by Dr. Fleischman
UNANIMOUS

Point of Service Contract

Mr. Zettergren indicated that the Point-of-Service Subcommittee had discussed the pros and cons of the two vendor finalists. The consensus was that Horizon provided a better product, with greater growth potential. This is also the same program used by the Amity system. It is anticipated that a trial implementation will commence prior to the end of the 2009/10 school year with full implementation slated for September 2010.

MOTION #14 – POINT-OF-SERVICE CONTRACT

Move that we authorize administration to enter into a Point-of-Service contract with Horizon for implementation in the 2010/11 school year.

Dr. Handler
Second by Mr. Lindskog
UNANIMOUS

2009/10 Budget Adjustment

Mr. Zettergren apprised the Board that an adjustment to the 2009/10 budget will be made by the BOS/BOF pending receipt of ECS Grant monies from the CSDE. This action will have a “net zero” affect on the budget. In the past the town received these monies, however, recent legislation changes mandate these monies transfer directly to the educational system.

GASB 43/45

Concern was expressed again regarding the status of GASB 45, the medical reserve and the investment fund. It was noted that the Town Investment Committee had met earlier in the day at 5:00 PM and approved a 60/40 split for the Medical Reserve fund. Further, it was agreed that a detailed presentation would be given at a Tri-Board meeting in the near future to allow all members to develop a better understanding for what the Town has agreed to. The Investment Committee will continue to review documents quarterly. It was suggested that the BOE form an Ad Hoc GASB 43/45 Committee.

MOTION #15 – GASB 43/45 AD HOC COMMITTEE

Move that the Board create an Ad Hoc GASB 43/45 Committee and that the charge be (1) to inform itself of, and to report in timely fashion, to the Woodbridge Board of Education the current status of all matters relating to the funding of GASB 43/45 and (2) to recommend to the full Board a schedule of meetings and agendas sufficient to continue to discharge its ongoing fiduciary obligation to exercise due diligence regarding the actions of the other fiduciaries.

Mr. Lindskog
Second by Mr. Livesay

Sentiment existed that it was not necessary for the Board to create another committee, that the Town is pleased with the direction of the Investment Committee and that the Board of Education has a limited role, if any, in this Committee. Others believed that the Board has a fiduciary responsibility to oversee and develop a thorough understanding of the reports and actions of this Committee.

Ms. McCreven suggested a friendly amendment that the motion be tabled until after the TriBoard meeting, which was rejected.

IN FAVOR:	Mr. Livesay, Dr. Fleischman, Mr. Lindskog
AGAINST:	Ms. McCreven
ABSTAIN:	Drs. Dudley-Smith, Handler and Wu

MOTION PASSES 3-1-3

Mr. Lindskog indicated that he, Dr. Fleischman and Mr. Livesay will serve on this committee.

PUBLIC COMMENT – None

MOTION TO ADJOURN: (10:07 PM)
Dr. Fleischman
Second by Mr. Livesay
UNANIMOUS

Recorded by Marsha DeGennaro, Clerk of the Board

Beecher Road School
Woodbridge School District
 Student Enrollment As of May 4, 2010

Gr./Teacher	Boys	Girls	Total
PRE-K			
DePalma	12	9	21
KINDERGARTEN			
Belisle	9	11	20
Coleman	8	12	20
Dempsey	7	12	19
Salindardi	8	11	19
Wyman-Anctil	7	12	19
TOTAL			96

GRADE 1			
Chick	10	6	16
Hutchinson	8	8	16
Navudu	9	7	16
Piascyk	8	8	16
Regan	9	7	16
TOTAL			80

GRADE 2			
Echeverry	12	7	19
Krawec	10	10	20
Crespi	7	9	16
Nakouzi	9	8	17
TOTAL			72

GRADE 3			
Don	10	7	17
Halsey	10	8	18
Lavigne	10	8	18
Crawford	11	6	17
Reizfeld	11	8	19
TOTAL			89

O.O.D. 5

MAGNET 3

Gr./Teacher	Boys	Girls	Total
GRADE 4			
Eleck	10	7	17
Concilio	9	9	18
Russo	9	9	18
Vincitorio	11	9	20
Rourke	10	10	20
TOTAL			93

GRADE 5			
Blinstrubas	8	11	19
McCollom	8	10	18
Chase	10	8	18
Mumford	9	10	19
Ngov	11	7	18
TOTAL			92

GRADE 6			
Holowienko	13	8	21
Katzen	9	10	19
Osborn	8	12	20
Smerekanicz	10	11	21
Waldron	12	7	19
White	10	13	23
TOTAL			123

MULTI-AGE			
Sanders(yr 1)	10	10	20
Burness(Yr.2)	9	6	15
Golden(Yr.3)	6	10	16
Ahern(yr 4)	11	10	21
TOTAL			72

ENROLLMENT DATA			
B.R.S	738	(K-6:717/PreK:21)	
Other	8		
TOTAL	746		

COMPARISON TOTALS -May 4, 2009			
B.R.S	751	(K-6:733/Pre-K:18)	
Other	8		
TOTAL	759		

The School Climate Project



Goal #2



Build the foundations of character and wellness that are essential for responsible participation as a local, national, and global citizen

School Climate Project

- **The Goals of the Project are:**
- To identify students who are being bullied;
- To help bullied students deal with the potentially devastating consequences of bullying;
- To provide critical “School Climate” data in the form of succinct summary reports on aggregate data to the Superintendents and to the School Principals; and
- To improve the overall school climate of each school, allowing students to concentrate on learning and teachers to concentrate on educating.

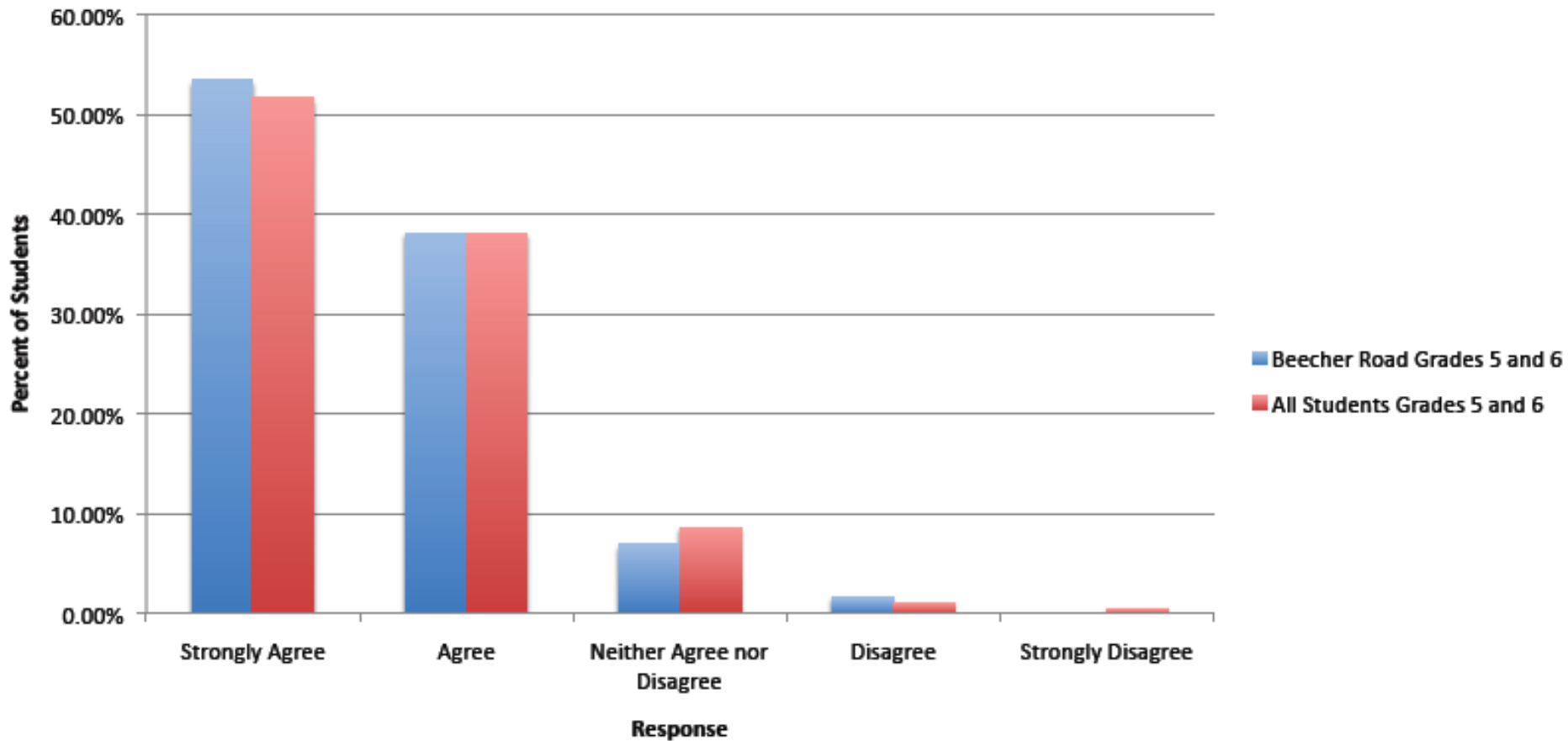
School Climate Project Components

- Training video
- On-Line questionnaires – computer scored
- Confidential
- Research-based Yale, Johns Hopkins, Columbia, NIH
- Parents contacted by SCP team if student score suggests bullying or emotional distress
- Data shared with school district

School Connectedness

BRS student body rated the school highly by showing they feel connected to the school.

The high percentage of students who feel safe may reflect well on the lack of overt bullying.



SCHOOL5: I feel safe in my school.

91% of students agree that they feel safe at school; 2% (3 students) disagree.

School Connectedness depends on adult modeling...

- Language Use
- Moral Behavior
- Demonstrating Compassion
- Elements of respect
- Listening
- Mentorship – not Friendship
- Conflict Resolution
- Display of Common Courtesy

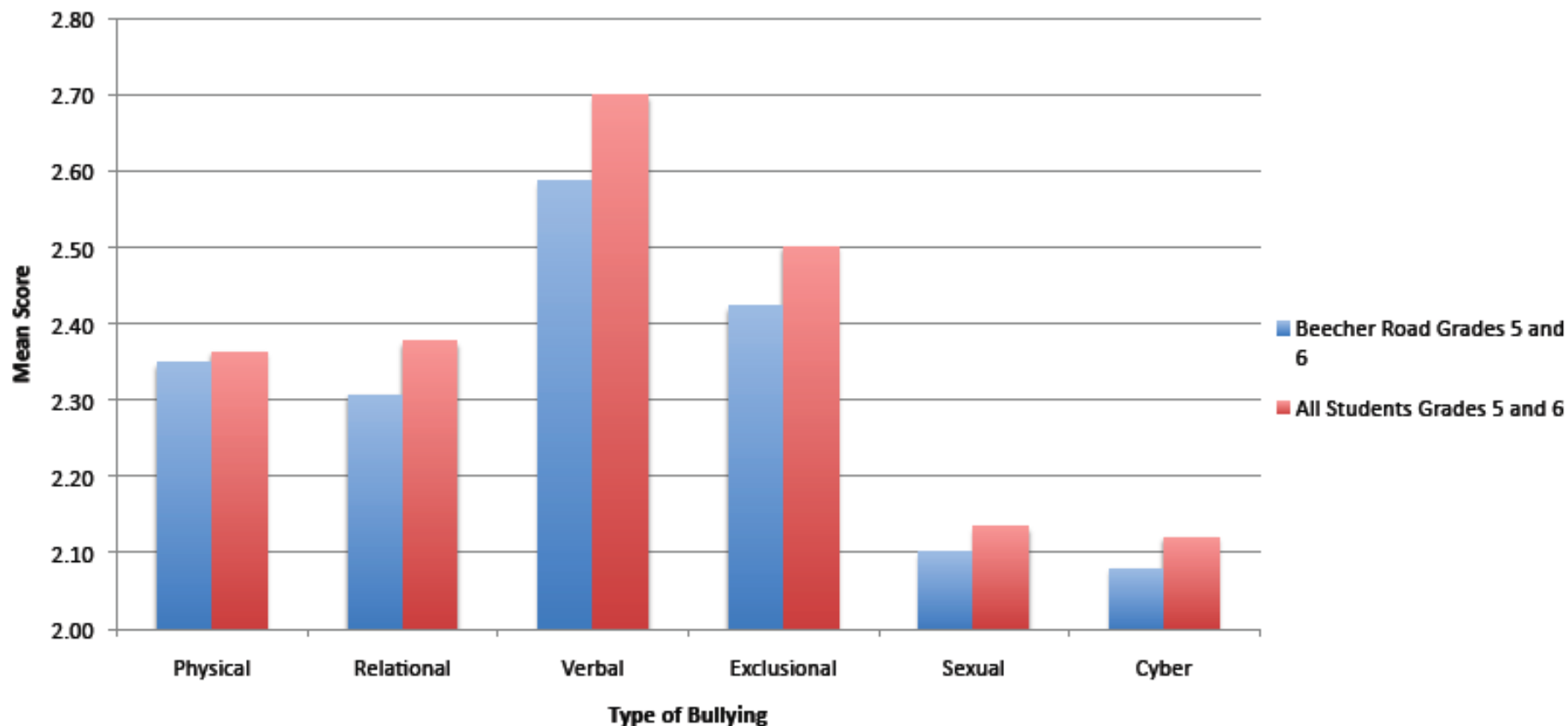
Bullying

Connecticut statute defines “bullying” as any overt acts by a student or group of students directed against another student with the intent to ridicule, humiliate or intimidate the other student while on school grounds or at a school sponsored activity which acts are repeated against the same student over time. Bullying may occur in many different forms such as but not limited to:

- Physical violence and attacks.
- Taunting, teasing, name calling, put downs, including racially or ethnically biased verbal remarks or threats and gender-based put downs.
- Threats, intimidation or hitting another.
- Extortion or stealing money or possessions.
- Exclusion or social isolation from the peer group.

School Climate Project

- Questionnaires address six types of bullying:
 - Physical
 - Relational
 - Verbal
 - Exclusional
 - Sexual
 - Cyberbullying



Average scores for DBQ1 to DBQ6, showing relative frequency of different types of bullying. Scores range from 2 to 5, with 2 being "Never" and 5 being "More than once a month."

This chart clearly shows that there is less of all 6 types of bullying at Beecher Road than at the other schools that we have surveyed. However, the relative frequency of each type of bullying is the same. Verbal bullying is the most common, followed by exclusional; cyberbullying is the least common followed closely by sexual bullying.

Bullying

Physical

Has someone at school pushed you, kicked you, hit you or otherwise tried to hurt you as a way of bullying?

Relational Bullying

Has someone intentionally and harmfully spread rumors about you to try and hurt your feelings?

Bullying

Verbal Bullying

Has someone called you an offensive name, teased you over something you can't control, taunted you or otherwise verbally bullied you?

Exclusional Bullying

Has someone tried to exclude you and ensure that you were left out of a particular situation in order to make you feel bad?

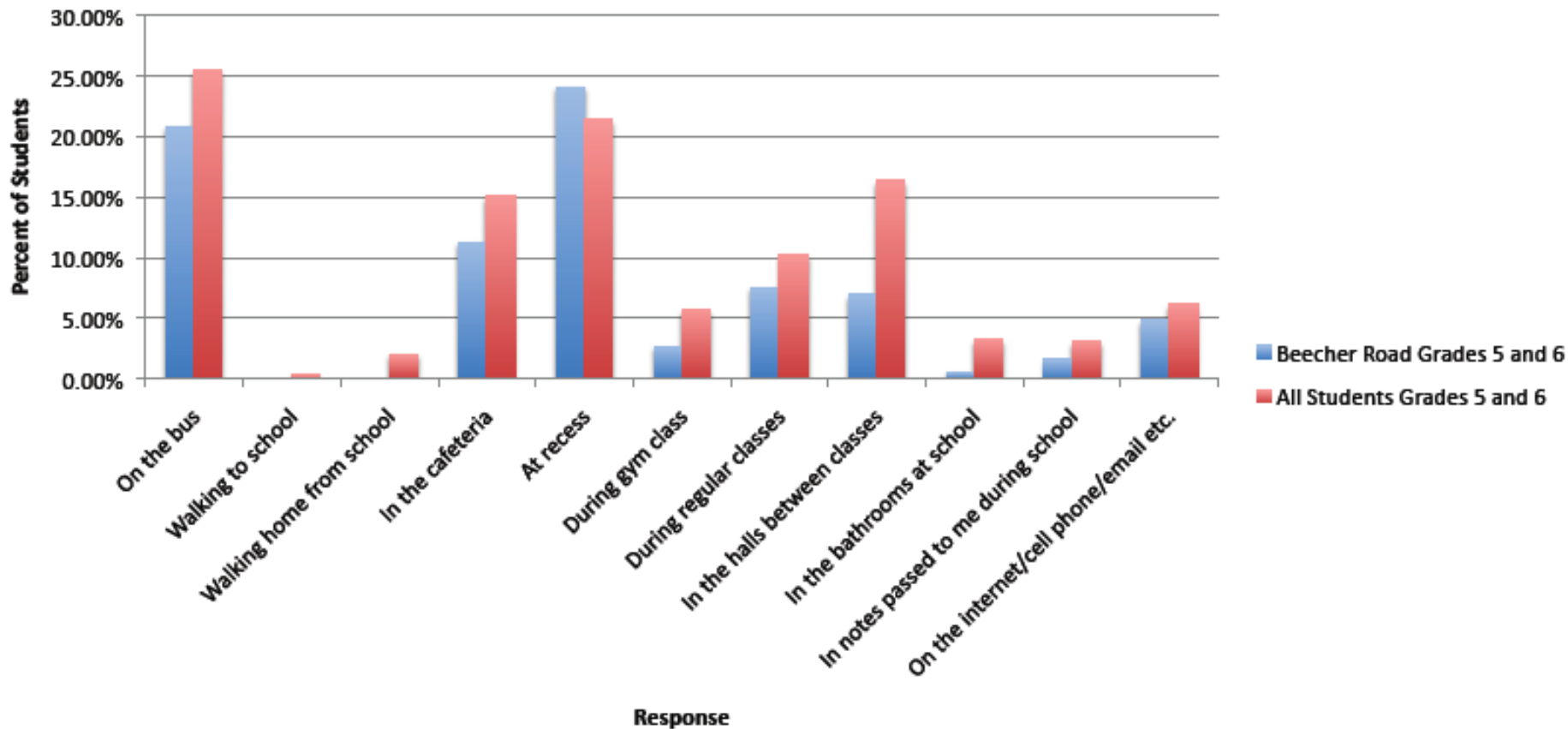
Bullying

Sexual Bullying

Has someone intentionally physically harassed you against your will by touching you inappropriately, calling you sexually explicit names, pulling on your clothing, etc?

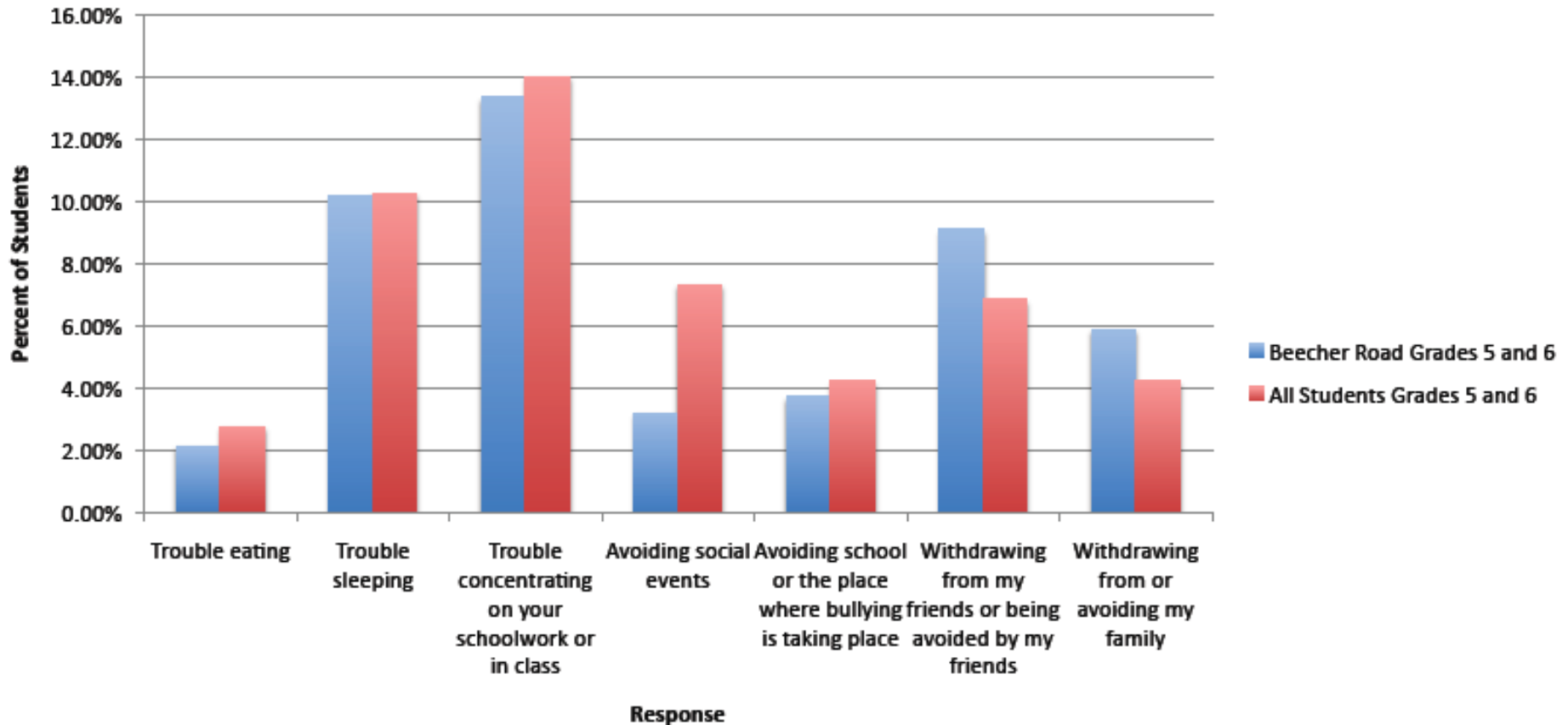
Cyberbullying

Has someone intentionally tried to make you feel bad by spreading rumors about you on an electronic device (email ,cell phone, IM, social networking page...?)



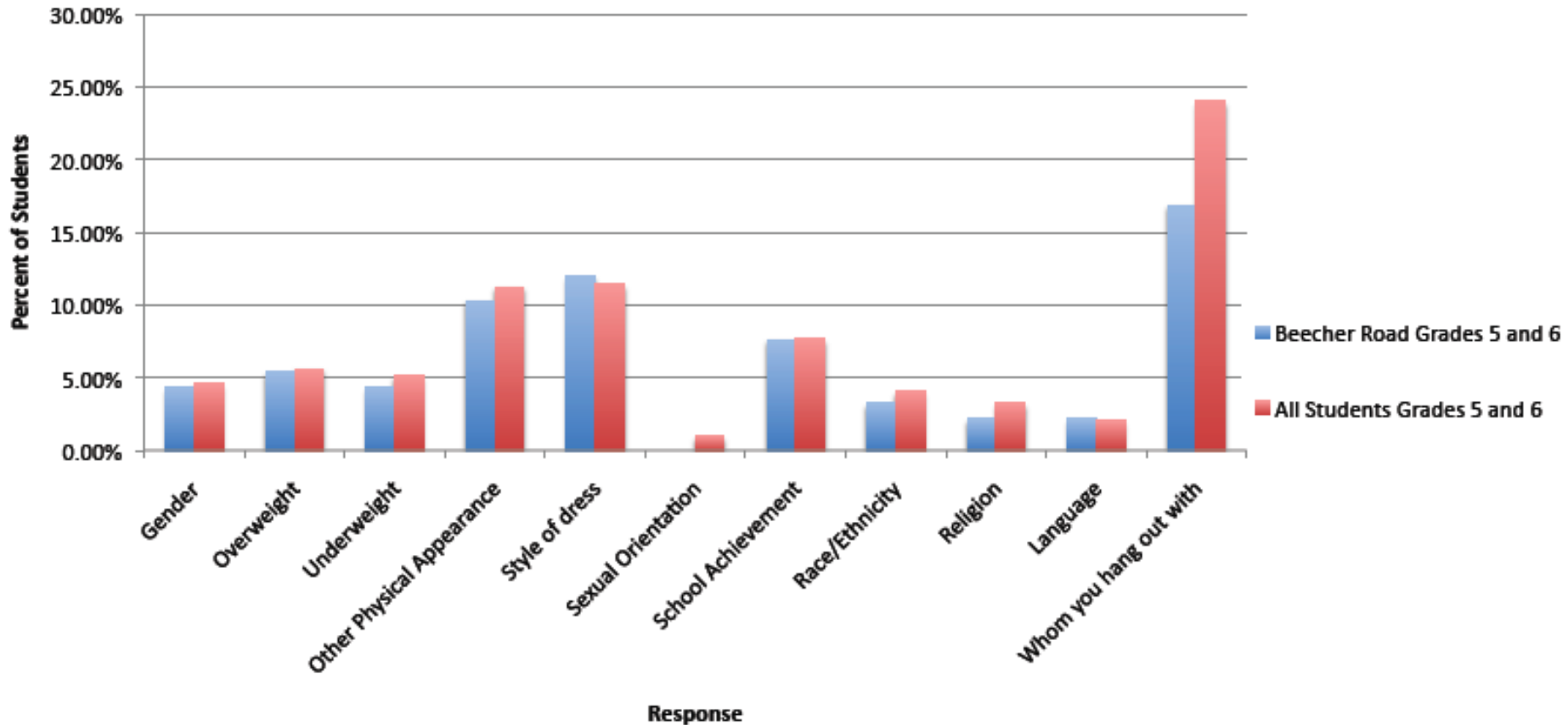
DBQ7: If you have ever experienced bullying (i.e. you answered something other than "never" to any of the questions above), check off the locations where it has happened.

As to be expected, bullying takes place where adults are least present: at recess, on the bus, in the cafeteria. The other 5th and 6th graders that we surveyed are all in middle school which explains why they have less problems at recess and more problems in the halls between classes.



DBQ10: If you have ever experienced bullying, in which ways do you think it affected you (check all that apply.)

The most common effect of bullying on kids of all ages is that they have trouble concentrating on schoolwork or in class. 10% and 9% of students respectively claim they have trouble sleeping and find themselves withdrawing from their friends.



PVQ19: Were [you picked on or excluded] due to your gender, physical appearance, sexual orientation, race/ethnicity, or was it due to other reasons? Please check ALL the reasons that apply.

Students report being picked on for 'who they hang out with' more than for any other reason, but much less than at other schools. Style of dress and other physical appearance are the next highest, followed by school achievement.

Where does the data take us?

to the cafeteria



to the bus



to the playground

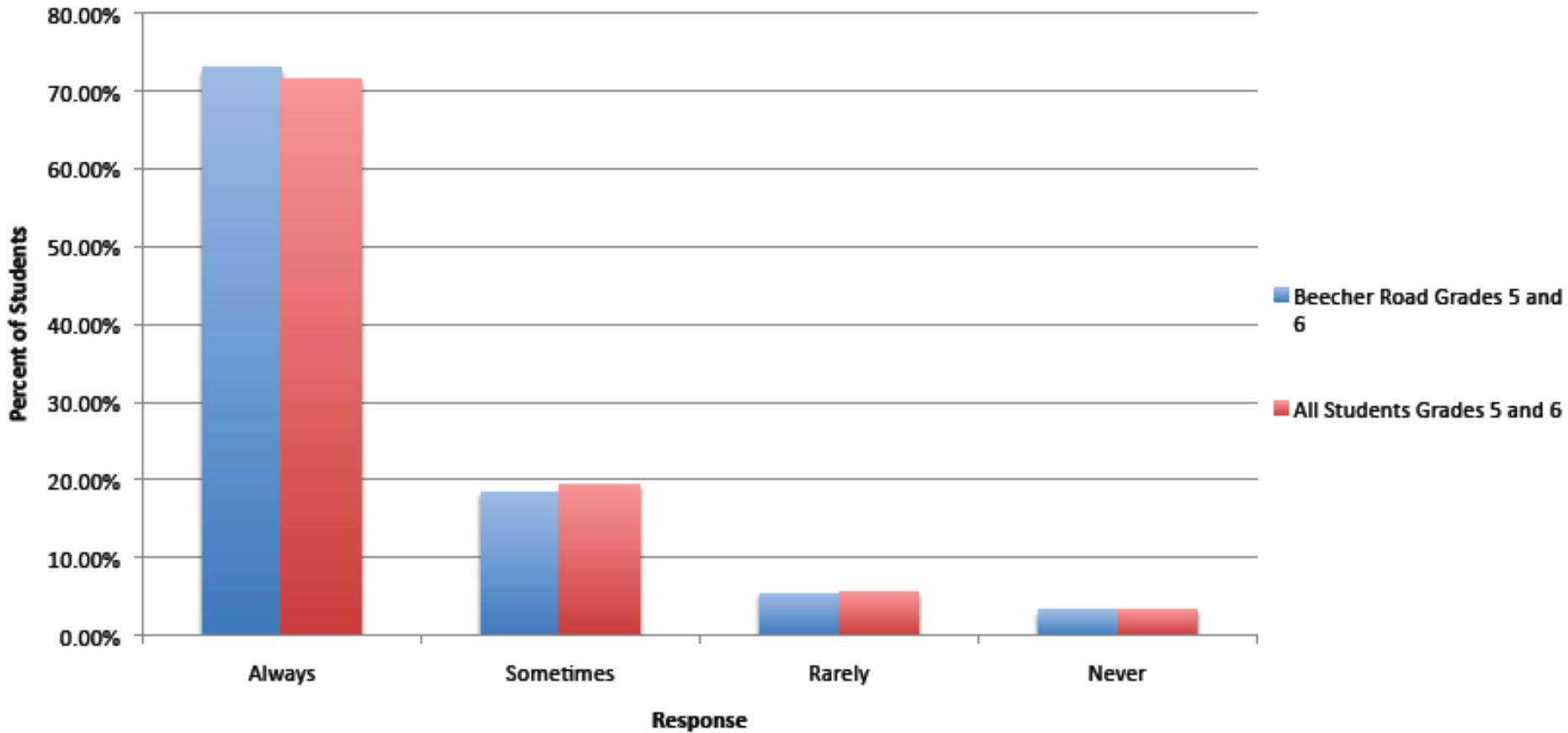


Bystanders

- Bullies thrive on an audience, as it gives them “power”.
- By converting bystanders into “allies”, we can take away the bullies’ audience and decrease the incidence of bullying
- There is a large percentage of the student body at Beecher Road that claims they do help targets, and wants to do more.

Loneliness

- Loneliness is a powerful force for adolescents as they often push close family members away and don't always have consistent support from their friends.
- We look at 4 indicators of loneliness
 - Feeling “alone”
 - Feeling “left out”
 - Having people to “talk to”
 - Having people to “turn to”



LS19: How often do you feel that there are people you can talk to?

73% of students feel there is always someone for them to talk to; 9% (16 students) feel there is rarely or never someone to talk to.

Loneliness: Saving “At Risk” Children

- The single most important factor in helping children who are “at risk” in *any* way is the presence in their life of at least one caring adult/mentor
 - *More often than not, that caring adult is a teacher or mentor and not a family member*

School Climate Project – Intervention Program

- **Intervention 1 – VideoBook Five Mission Program**

The VideoBook was sent to 15 students whose survey results indicated they were distressed by bullying, plus another 4 who specifically requested help

- **Intervention 2 – Family called by an independent Psychologist**

Twelve students (6%) were identified as having high survey scores that indicated that the student was at emotional risk*. (9 of these were also sent the VideoBook.)

When the families were contacted by the psychologist, several students were already in therapy and many families had lengthy conversations with the psychologist and were offered referrals to medical specialists.

Three students who specifically requested help were also called by the psychologist.

Twenty-four students in total asked for help on the questionnaires.

*They scored highly on 5 or more of the questionnaires out of 18

Next Steps

- Develop an Action Plan that :
 - Provides continued training on bullying for staff, bus drivers, cafeteria workers
 - Considers the implementation of the Bystanders Program to support students as “allies”
 - Continues to use data to inform decision making
- Advocate **zero tolerance** by teachers of verbal abuse
- Educate kids about the power of words
- Review and refine implementation of Responsive Classroom

Connecticut's ROUND II Race to the Top Application: Frequently Asked Questions¹

“Every child in America deserves a world-class education. Today, more than ever, a world-class education is a prerequisite for success. America was once the best educated nation in the world. A generation ago, we led all nations in college completion, but today, 10 countries have passed us. It is not that their students are smarter than ours. It is that these countries are being smarter about how to educate their students. And the countries that out-educate us today will out-compete us tomorrow.

We must do better. Together, we must achieve a new goal, that by 2020, the United States will once again lead the world in college completion. We must raise the expectations for our students, for our schools, and for ourselves – this must be a national priority. We must ensure that every student graduates from high school well prepared for college and a career.”

Secretary of Education Arne Duncan

A Blueprint for Reform: Reauthorization of the Elementary and Secondary Education Act

March 2010

Reframing Connecticut's Race to the Top Round II Application: Academic and Personal Success for All

1. What is the Race to the Top theory of change for comprehensive school reform? How does this relate to ESEA reauthorization proposals?
 2. By what process did Connecticut get feedback on its Round I application?
 3. What is new in the ROUND II Race to the Top application?
 4. What is our vision for comprehensive reform of Connecticut public education, pre-school to post-secondary?
 5. What will LEAs and SDE/other statewide organizations do to implement Connecticut's agenda for change?
 6. How will we measure progress?
 7. How will we sustain the RTTT fiscal investment at the end of four years?
-

As of May 13, 2010

1. What is the Race to the Top theory of change for comprehensive school reform? How does this relate to ESEA reauthorization proposals?

The Race to the Top theory of change has four interlocking components that together result in comprehensive school reform: High common standards and assessments; P-20 longitudinal data systems; Great teachers and principals; Turning around low performing schools. These four areas constitute the four goals of every Race to the Top application in the country.

Common Standards and Assessments

This assurance requires statewide adoption and use of national Common Standards (what students should know and be able to do), national Common Assessments and state-specific formative and other assessments of student progress.

Data Systems Development and Use

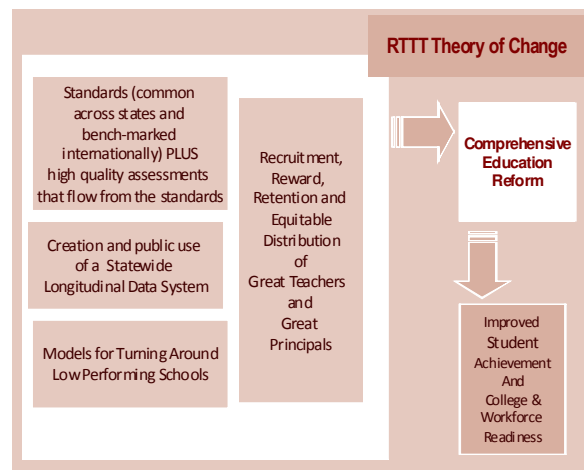
This assurance requires development and use of P-20 longitudinal student, teacher, principal and higher education data to track performance change in real time, provide timely feedback to guide instruction at the classroom level each year for each grade, make data on performance and effectiveness publicly available to parents, practitioners and policy makers, and engage researchers in the use of data to determine what programs and practices contribute most to student, teacher and principal performance. Performance data includes student achievement and growth, LEA teacher and principal effectiveness, and the effectiveness of higher institutions in the preparation of effective teachers and principals.

Effective Teachers and Principals

This assurance requires states to increase the numbers and equitable distribution of effective (and highly effective) teachers and principals, anchored in a performance evaluation system that includes student growth as a “significant” measure. In this new system, “effective” is defined as student growth of one grade level a year and “highly effective” is defined as at least one and a half years of student growth in one year. Race to the Top also expects states to have to develop alternative pathways for individuals to become teachers and principals and to share data on K-12 student performance with the institutions of higher education in the state that have prepared their teachers. Finally, Race to the Top expects states to support LEAs in this work by providing access to a comprehensive, effective system of professional development for all educators.

Turning Around Low Performing Schools

Race to the Top requires restructuring of the lowest 5% of the state’s persistently low performing schools, with resulting student achievement gains, using one of four specified turnaround models: (a) turnaround model; (b) restart model; (c) school closure model; and (d) transformation model. To support the work of state’s in implementing this goal of Race to the Top, federal grants have been



As of May 13, 2010

made available through the School Improvement Grant, just recently awarded to states. NOTE: Connecticut has received just over \$26 million dollars for use over a three-year period to do this work.

Linking Race to the Top to ESEA Reauthorization

Based on the March 2010 US Department of Education's report *A Blueprint for Reform: Reauthorization of the Elementary and Secondary Education Act*, it is clear that the federal government sees a very significant overlap in RTTT goals and theory of change and the framework for reauthorizing the Elementary and Secondary Education Act. Indeed, Race to the Top is embedded in one of the six priorities identified for investment of ESEA resources, both formula funding and competitive grants.

The ESEA proposal explicitly supports and continues the four components of the Race to the Top theory of change, and the Race to the Top initiative is itself embedded in the proposed reauthorization of ESEA. Attention to building and supporting effective educators under the Race to the Top definition is explicitly continued in two of the six ESEA priorities.

Notably, four of the six priorities in the ESEA proposal focus on the academic and personal well-being of students, from the years before formal schooling through post-secondary completion and work. This expands the strongly K-12 focus of Race to the Top.

The final two priority areas are dedicated to fostering innovation, excellence and choice in K-12 education, and to the articulation of a series of cross-cutting priorities that include resource expansion and flexibility for successful programs, the promotion and reward of efficiencies, evaluation and knowledge development, and technology.

The bottom line?

The connections between Race to the Top and the ESEA reauthorization proposal are clear and explicit. When ESEA is reauthorized over the next year, all of the voluntary requirements of RTTT will be required under federal law.

Given the opportunity for new federal funding to support the change process now available, it is in the best interest of all Connecticut K-12 teachers, superintendents and boards of education to sign onto Connecticut's Round II RTTT reform effort. Once ESEA is reauthorized, all districts will have to do so anyway.

ESEA Priorities for Investment	
College- and Career-Ready Students Standards/ Assessments; Data systems/ use; Challenge Schools; Turnaround school grants; Resource equity	Successful, Safe, Healthy Students Cradle to Career continuum in high poverty communities Redesign & expand school schedule, quality afterschool, comprehensive supports
Effective Teachers & Leaders RTTT effectiveness definitions Student growth measurement T & P Evaluation Systems Public reports on T & P performance Teacher/Leader Innovation Fund Teacher pathways Transformation leaders for Turnaround Schools	Fostering Innovation & Excellence Race to the Top Investing in Innovation Supporting Effective Charters Promoting school choice Magnet school assistance program
Programs for Diverse Learners English Learner education...Students With disabilities, Migrant education...Homeless, neglected & Delinquent student, Impact Aid	Cross-Cutting Priorities 1 ESEA funding flexibility Expansion funding for success Evaluation and Knowledge Base Cross-Cutting Priorities 2 Technology, Evidence, Efficiency English Learners/ Special Ed/ Rural

2. By what process did Connecticut get feedback on its Round I application?

The Connecticut State Department of Education engaged in a multi-level process to get feedback and critiques of its Round I application. First, it solicited a section-by-section review by two outside individuals within Connecticut and invited CSDE staff to do the same. These comments were consolidated and shared within the Department. Second, it obtained – as did all applicant states – the scoring and federal reviewer comments from the formal Race to the Top Round I review process. This information – available to the general public on the federal Race to the Top website -- was consolidated and analyzed by the department’s RTTT Steering Committee. Finally, the Commissioner of Education hosted two lengthy conversation forums with key stakeholders in later March to solicit ideas and comment that would be used as input to the Round II application.

Based on all of this information, the department’s grant writer began drafting the application incorporating information learned from these various sources.

Results of the Round I Federal Review

Connecticut’s Round I Race to the Top application received a score of 346 out of 500 points. Based on its score, Connecticut’s rank among the 40 applicant states and the District of Columbia was 25th. Points awarded by section are shown below.

Table X. Summary of Round I Race to the Top Scores for Connecticut						
Section A	Section B	Section C	Section D	Section E	Section F	Section G
State Success Factors	Standards & Assessments	Data Systems & Use	Great Teachers & Principals	Turnaround Schools	General (Ed funding, charters , other reforms)	STEM
88 out of 125	62 out of 70	29 out Of 47	95 out Of 138	35 out of 50	35 out Of 55	0 out Of 15

3. What’s new in the ROUND II Race to the Top application?

Connecticut’s Round II Race to the Top application represents substantial rethinking and improvement over our first application. This process was aided immeasurably by the opportunity to receive internal and external reviews of our Round I application, including those of the federal scorers. In addition, we have examined the solid proposals of other states, and we have carefully reviewed the U.S. Department of Education’s *Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act* (March 2010).

For Connecticut, the period between January 19th and June 1, 2010 has been a time of intensive work and learning. We believe that the reform agenda outlined below will not only accelerate student achievement gains over the next four years, but also give strong evidence that “public education” in Connecticut is itself capable of learning and change over a short period of time. Important changes that illustrate our interim learning process are summarized below.

As of May 13, 2010

First, we have sharpened our vision for change based on new analyses of student achievement data. We did not include quantitative goals in our Round I application, but we do so here.

Second, we will make our proven instructional improvement process – the Connecticut Accountability for Learning Initiative (CALI) – accessible to all school districts in the State of Connecticut. CALI was described in the September 2009 Interim Evaluation in this way: “CALI is a strong model for school and district improvement. It is likely that few states have created a statewide system that is as comprehensive, as well thought out, and as intensive in what it does as CALI (see Appendix A-1 for a copy of the Interim Evaluation Report).

Third, we have identified six levers for change through which to implement the required assurances of Race to the Top. Connecticut’s six levers for making comprehensive educational change are: (1) Family and community engagement; (2) Pre-service training and professional development; (3) Teacher, Principal effectiveness and accountability; (4) Curriculum innovation and technology, including STEM; (5) High school, college and workforce alignment; and (6) Financing sustainable change.

Fourth, we have expanded our view of project management from one directed largely by the Connecticut State Department of Education (CSDE) to one anchored in broadly inclusive, public-private leadership. While it brings the same high level of CSDE fiscal and program administration that characterized our Round I application, the modified framework includes a strong public-private *Shared Leadership Council* responsible for project learning and management and six new public-private *Partnerships for Change*, each of which is assigned responsibility for one of the six levers of change.

Finally, our application includes seven landmark changes adopted on May 5, 2010 by the Connecticut General Assembly. These changes are:

1. Increase the rigor and requirements for high school graduation in Connecticut;
2. Expand the capabilities of the State Longitudinal Data System;
3. Implement a teacher evaluation system linking student and teacher performance;
4. Give the Commissioner of Education the authority to reconstitute local or regional Boards of Education in persistently low-performing districts;
5. Create a fast-track route for principal development and certification;
6. Authorize school governance councils in persistently low-performing schools including parents, teachers and community leaders who may call for school restructuring; and
7. Remove enrollment caps on high performing Connecticut charter schools.

Section (A) of the application requires the presentation of the state’s vision for comprehensive educational reform along with a summary of what we will get there in partnership with educators at the district and school level and a broad group of other essential partners at the family, comment and state level.

The following elements of Connecticut’s agenda for change are outlined in this section of the grant application:

- Connecticut’s Vision for Change
- Connecticut’s Bold but Achievable Goals for Student Achievement
- The Connecticut Accountability for Learning Initiative (CALI)
- Connecticut’s Six Levers of Change

As of May 13, 2010

- Shared Leadership Council and Partnerships for Change
- Reform Elements: Responsibilities of the State
- Reform Elements: Responsibilities of Participating Districts
- Resource Allocations
- The Context for Making Education Change in Connecticut.

4. What is our vision for coherent, comprehensive reform of Connecticut public education, pre-school to post-secondary?

Connecticut's vision for change is built upon but expands the theory of change set out in Race to the Top. At its heart, Connecticut's plan for comprehensive educational reform is about "success," specifically the academic and personal success of *all* students.

Preparation for this success must begin before students stand at the door to kindergarten for what should be, for all, a sustained and grand adventure in learning. And the success we seek does not end as high school seniors walk across the dais to receive their diplomas. Connecticut students must complete their K-12 experience both college- and career-ready, with a base of knowledge, skills and behaviors that will enable them to remain constant learners in a world where dramatic expansion of knowledge is the norm and not the exception. Our current trajectory for educational change predicts that *all* students who enter the 5th grade in 2010 will graduate in 2018 fully college- and career-ready. With financial support from the Race to the Top initiative coupled with the opportunity to become a member of the resulting Race to the Top cohort of educational change leaders, we plan to accelerate the pace of change.

As state data analyses have clearly shown, about a third of Connecticut's young students are thoroughly "ready for kindergarten" when they begin school and eight out of ten progress through the K-12 system with high levels of proficiency on state assessments (see Section (A)(3)). Emerging data from our institutions of higher education indicates, however, that many of these students are not actually "college-ready" at graduation and require an extensive period of post-secondary remediation in order to enroll in credit-bearing courses. Our vision for these students is that achievement performance will progress from proficiency to the state's goal level and beyond and that those with exceptional records and competencies will successfully complete more AP courses, participate in dual enrollment programs that allow college courses to be taken in high schools, and – based on exceptional records, competencies and examinations – actually graduate as early as the end of 10th grade.

This vision of change cannot be accomplished by the state's 166 LEAs, or its excellent charter, magnet or inter-district schools, its fine Technical High School System or the State Department of Education alone. The change that Connecticut seeks for all of its students from their pre-school years through post-secondary education must be anchored in an expanding set of partnerships -- inclusive in membership, focused on outcomes, and willing to share leadership, resources and accountability for results – coupled with public confirmation of a higher set of expectations and much more rigor at all levels and among all partners.

As of May 13, 2010

How will we make this vision real for all students and all educators?

First we will adopt the four “assurances” that serve as the Race to the Top Theory of Change

These assurances – common standards and assessments, data systems and their use, the equitable distribution of effective teachers and principals, and models for restructuring persistently low-performing schools -- were described earlier. See Question #1.

Second, we will require and support LEA participation in the CT Accountability for Learning Initiative

The Connecticut Accountability for Learning Initiative (CALI) brings school districts and schools into a continuous change process based on altering the culture, beliefs, behaviors and leadership of teachers and administrators. Core elements of CALI include data-driven analysis, goal setting and decision-making supported through intensive professional development and coaching. The goal of CALI is to change *adult* behaviors which lead to where increased student achievement can flourish. CALI has been employed with 15 of Connecticut’s most challenged school districts over the past three years, supported by strong accountability legislation passed in 2007. Connecticut’s Round II Race to the Top application will enable *all* districts who sign on to receive the technical, human resource and fiscal supports necessary to implement CALI in their districts and communities. See Question #9 for more detail.

Third, we will employ six public-private partnerships to support implementation of Connecticut’s reform agenda. Each of these partnerships represents one of Connecticut’s six levers of change.

To assist the State Department of Education in building and managing this complex process of education reform, the Commissioner of Education has established a leadership structure that includes six “Partnerships for Change.” Each Partnership consists of a highly competent team of leaders who, with their host organizations, have made a multi-year commitment to helping to implement Connecticut’s comprehensive education reform agenda.

In addition to its work on supporting the six levers of change, each partnership operates as an analytic and knowledge resource to the Department of Education, examining the progress of the initiative, recommending solutions to the inevitable challenges and barriers that we will face, providing advice on the uses of Race to the Top and other funding, and representing Connecticut’s Race to the Top initiative to key stakeholder audiences. Members of each partnership will include statewide and local leaders from inside and outside of the K-12 education sector in Connecticut. Sectors represented on the partnerships include the business and employment sector, philanthropy, higher education, early childhood, local government and the nonprofit human service sector.

The partnerships – and, thus, the six levers of change – are:

- Partnership for Family and Community Engagement
- Partnership for Pre-Service Training and Professional Development
- Partnership for Teacher, Principal Effectiveness and Accountability
- Partnership for Curriculum Innovation and Technology
- Partnership for High School, College and Workforce Alignment
- Partnership for Financing Sustainable Change.

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Fourth, we will pay special attention to four key Connecticut reform themes.

Throughout our Round II application and as part of our ongoing reform agenda, systematic attention will be given to each of these four themes:

- Establishing a PreK-3 framework for early education in Connecticut to assure young children's readiness for school and their early learning success
- The integration of STEM experiences at all levels of Connecticut's preschool to post-secondary education system
- Targeted attention to the special needs of English Language Learners and other subgroups that constitute Connecticut's significant achievement gap, and
- Development of a "knowledge network" with Connecticut's vast but often under-utilized higher education research community.

Finally, we will implement a new shared leadership and management structure to guide and support Connecticut's comprehensive reform agenda.

While much of the responsibility for creating a culture of learning with high expectations, high standards and high accountability resides at the school district and community level, statewide policies, resources and institutions can also support or hinder the change we seek. To assist, the Department of Education will draw upon the Shared Leadership of the state's P20 Council. The Shared Leadership Council represents stakeholder groups essential to make the policy, practice and program changes necessary for dramatic improvement in student achievement. The Council is chaired by the Connecticut Commissioner of Education. Connecticut is committed to learning from our successful LEAs, other states and stakeholder sectors (particularly around innovation) and then disseminating this knowledge in a persistent, consistent and compelling way. These two functions – knowledge development and knowledge dissemination – are the core functions of Connecticut's Race to the Top *Knowledge Network*.

5. What will LEAs and SDE/other statewide organizations do to implement Connecticut's agenda for change?

Race to the Top Reform Elements: Responsibilities of the State

Over the period January through May 2010, we have assimilated and considered hundreds of comments from our original signatories - from LEAs to stakeholder groups - from internal and external reviews of the Round I application (including the highly useful federal review released in late March 2010), and from groups representing vulnerable populations of our student population, preschool through postsecondary. We have also read the applications of the finalist states, learning where we have strengths and where our application needs to change. The information below summarizes the core components of our Round II application.

Standards and Assessments

Connecticut will adopt both the Common Standards (July 2010) and Common Standards (once they have been developed and reviewed nationally). In addition, the Connecticut General Assembly enacted legislation increasing high school graduation credits from 20 to 25 beginning with the freshman class that enters in the fall of 2014. Legislation was also enacted authorizing pathways to early high school graduation including implementation of the Board Examination System. We aim to become the 32nd

As of May 13, 2010

state to adopt College- and Career Ready Standards and we will also align our K-12 standards down to reach into preschool and up to achieve concordance with college entry requirements.

We will support the vital work at the local school district and school levels with comprehensive professional development to assist in the transition of existing curricula to content, activities and expectation more in line with both the Common Standards and emerging research on next generation learners. Training on CALI and SRBI will be available to all districts. We will also provide LEAs with training and technical support for the development and increased use of formative and benchmark assessments that flow from the Common Standards. Finally, the state's curriculum website will be enhanced to carry the Common Standards, aligned curriculum modules and activities for LEA use and standards-aligned home learning materials for parents and the community.

Data Systems to Support Instruction and Guide Decision-Making Related to Student Success

Connecticut fully supports the ever-improving *collection and use* of data as one of the core areas of educational improvement infrastructure. To support this, Connecticut's education reform agenda and state reform plan ensure compliance with the three core components explicit in the RTTT data systems assurance. First, Connecticut's Statewide Longitudinal Data System (SLDS) will be completed to include the final work on the remaining six America COMPETES requirements that are in progress but not completely accomplished. Second, the CSDE will implement a series of outreach and data access strategies to make data more accessible to a broad group of RTTT defined constituencies, as well as improve timely access to data essential to improving educational policymaking, operation and research. Third, Connecticut will continue its current track efforts — implemented most fully through CALI — to use data-driven decision making at the LEA level to build and operate formal instructional improvement systems.

Great Teachers and Leaders

Connecticut's plan for great teachers and leaders will integrate all the innovations contemplated for the statewide reform plan as well as Departmental support for school and district improvement, including CALI. It will build upon nationally recognized programs and practices that have historically placed Connecticut as a leader in teacher quality, and it will build and implement a new framework for training teachers and administrators among the next decade. The RTTT opportunity comes at a time when Connecticut is already building and implementing a comprehensive teacher quality system.

Our Round II plan for great teachers and leaders includes the following reform elements:

- Implementation of 2010 state reform legislation authorizing fast-track development of alternative pathways for principal development
- Expansion of Connecticut's Grade 3-8 student growth measurement model up to grades 9-12 and down to grades K-2
- Exploration of an earlier completion date for the data architecture to connect student records to teachers, principals and the Connecticut public institutions of higher education that prepare our in-state educators
- Development of a proxy "effectiveness performance model" created in a small set of pilot schools while statewide work is completed on a new evaluation system for all teachers and administrations that includes student growth measures
- Development and adoption of a new formal process to determine the "effectiveness" of schools of education based on the performance of their teacher and principal graduates in advancing student learning
- Extensive statewide professional development for school and administrators/principals and teachers

As of May 13, 2010

- Support for full implementation of the CT Accountability for Learning Initiative coupled with expansion of Scientific Research Based Interventions (serving as an early warning system for students in need of additional support and intervention).

Turnaround Schools

CSDE will continue to expand the use of CALI as a core intervention process. In addition, the Department is expanding support for the use of Scientific Research Based Interventions for low performing districts (and, indeed, for statewide use through our Round II Race to the Top application). In April 2010, Connecticut received a federal School Improvement Grant of \$26 million dollars that will be allocated, based on approved districts' plans, to the state's lowest performing districts (Tier I). The work to implement the SIG grant will be tightly coordinated with Connecticut's Race to the Top efforts in districts with Tier I schools. In addition, Connecticut will continue its strong emphasis on the expansion of choice programs and high performing innovative charter, magnet and inter-district schools.

Reform Conditions: Responsibilities of Participating Districts

Each LEA that agrees to participate in the Round II Race to the Top reform effort agrees to each of the following activities, listed below by reform category.

Standards and Assessments

Each LEA will support the transition to and implementation of Common Standards and high quality assessments and participate in activities designed to create high school, college and workforce alignment. Districts will also collaborate with the State Department of Education to design and provide input on initiatives concerning high school, college and workforce transitions. On an optional basis, LEAs may elect to participate in a pilot of the Board Examination Project sponsored by the National Center for Education and the Economy (NCEE).

Data Systems to Support Instruction

Each LEA will participate in the on-going development of the State's integrated PK-16 Student Longitudinal Data Systems (SLDS). LEAs agree to and participate in professional development on the use of data and use data to improve instruction. LEAs will also participate in the expansion of the state longitudinal data system to include student schedule, staff modules and other indicators as specified in the new education reform legislation passed by the Connecticut General Assembly. LEAs will integrate the CMT vertical scale results as a component of local accountability to measure student growth. LEAs will use and provide data to the Connecticut Education Data and Research (CEDaR) to support evaluation of the RTTT initiatives and make available appropriate data for research and program evaluation.

Great Teachers and Leaders: 21st Century Teaching, Learning and Assessment

21st Century Teaching, Learning and Assessment. Each LEA will implement aspects of the Connecticut Eight-Year Plan for Secondary School Reform. LEAs may elect to pilot the NCEE Board Examination Project (see above) but must expand access to Advanced Placement opportunities for students. LEAs will initiate or participate in projects promoting innovative instructional practices promoting STEM innovation initiatives. LEAs will be called upon to participate in projects and professional development programs to enhance parental and community involvement; while promoting strong school cultures and that foster equity, diversity, and respect for individual differences as integral components of effective classroom instruction.

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Supervision and Evaluation. Each LEA agrees to implement a new, comprehensive system for supporting, supervising and evaluating teachers and principals, to be developed by CSDE in collaboration with external partners and LEAs. LEAs will use the new evaluation system to conduct annual evaluations that will inform professional development and personnel decisions around compensation, retention, tenure and removal.

Equitable Distribution of Effective Teachers and Principals. All LEAs will collaborate with CSDE to ensure equitable distribution of effective teachers and principals via competitive grants and state-sponsored incentive programs. Grants will assist districts in recruiting, hiring, and retaining highly effective teachers and principals in shortage areas and disadvantaged communities (*LEAs must apply for these incentive funds from CSDE*).

Connecticut Accountability for Learning Initiative (CALI). Each LEA will implement – over a period of four years – the core CALI training modules: Data Driven Decision Making; Making Standards Work; Effective Teaching Strategies; Common Formative Assessments; and School Climate to Support Student Achievement. LEAs will develop a measurable District Improvement Plan and school improvement plans with limited focus and annual targets for improving student achievement. Each LEA will implement the three-tiered system of accountability through district, school and instructional data teams.

Turn Around Schools

For eligible schools in the following districts -- Bridgeport, Hartford, New Britain, New Haven, Windham and the Stamford Academy, participating districts will implement all of the requirements of Section 1003 (g) of the ESEA Title I School Improvement Grants. For each approved school, the LEA will implement all of the federal requirements of one of four reform models: turn around schools; transformational schools; restart schools; and closure. The principals of SIG schools will participate in a professional learning community with the State Department of Education.

6. How will we measure progress?

A series of processes and formats will be developed, with LEA input and input from the six Partnerships of Change, by which Connecticut will track (a) the implementation process, and (b) specific outcomes to be documented with data over time.

7. How will we use RTTT funds and sustain the RTTT fiscal investment at the end of four years?

If funded under Race to the Top, Connecticut will receive up to \$175 million dollars over the four-year period, 2010-2104. Our Round II application budgets for and requests the maximum amount. A requirement for use of half of the funding is specified in federal law. As required, half -- \$87.5 million -- will be allocated directly to Title I LEAs to support the state's education reform agenda as outlined in the ROUND II application and in the LEA Memorandum of Understanding signed by participating LEAs.

In addition to their Title I allocation described above, Title I LEAs that participate in Race to the Top and operate grades Kindergarten through 12 schools, will each receive an additional \$140,000 over a four-year period. All other LEAs that opt to sign onto the Race to the Top application will each receive \$100,000 over a four-year period. Regional Educational Service Centers and the Connecticut Technical High School System will also receive \$140,000 in this additional allocation of the state portion of Race to

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the Top funds. This use of funds from the state's portion is equal to \$23.9 million. The total amount of Race to the Top funding allocated directly for LEA use is \$111,360,000 (64%).

Of the remaining funds, roughly \$12.5 million will be retained by the Connecticut State Department of Education for staffing and other support required to accomplish its responsibilities in each of the four assurance areas. The balance, \$50.8 million will be guided by recommendations of the six partnerships described earlier.

Please note: The exact dollar amounts may change prior to submittal of Connecticut's Round II application and then again in negotiations with the U.S. Department of Education when Connecticut has been selected as Round II grantee. Despite the possibility of some change in resource amounts, the general distribution of funds outlined above will give you an idea of current State of Connecticut intent.

Sustainability through State Funds Repurposing

In Connecticut's Round I application, we committed to a multi-year process, beginning in 2010-2011 to develop a plan for sustainability without the reliance on new state, local or federal funding. While we believe that the conditions for change instilled in the Race to the Top will be substantially included in the upcoming reauthorization of the Elementary and Secondary Education Act, we do not anticipate that large amounts of new federal funding will become available through this process.

Knowing this, the Commissioner of Education has established a Partnership for Financing Sustained Change, to be co-led by a senior leader at the State Department of Education with one or more co-chairpersons from the higher education and private business sector. This group will convene first in September 2010 to develop a plan of action and analysis that will result, by December of 2011, in a set of findings describing Connecticut's current educational funding patterns and a set of recommendations for change, including repurposing existing federal and state funding across agencies to focus on expanding and sustaining the conditions resulting in dramatic improvements in student achievement as predicted in this application. Second, the State Board of Education created an Ad Hoc Committee to review and recommend changes in the state's funding methodologies for charter and magnet schools. That report is due later in 2010.

Taken together, these steps will move Connecticut closer to a better strategy to finance its public schools.

¹ **Please Note:** Connecticut's Round II RTTT Application is still in development and these FAQ's are subject to change.

**Ad Hoc Strategic School Profile Committee
(Committee of the Whole)
Woodbridge Board of Education
Monday, May 10, 2010**

In attendance: Ms. Sheila McCreven, Chair; Dr. Dudley-Smith (8:47 PM), Dr. Thomas Handler, Vice Chair; Dr. Steve Fleishman, Secretary; Dr. YanYun Wu, BOE Members; Dr. Guy Stella, Superintendent; Chuck Zettegren and Marsha DeGennaro, Clerk.

Ms. McCreven called the meeting to order at 8:21 PM. The Committee reviewed and discussed the Committee Charge.

To examine the data that comprises the state's Strategic School Profile for our school district, in order to enhance the community's understanding of public education in Woodbridge and facilitate the district's continuous improvement.

Woodbridge offers a strong educational program but is it better than what other districts are paying for. We have decreasing enrollment yet our budgets continue to increase and our per pupil expenditure remains one of the highest in the State. The Per Pupil Expenditure number appears to be the largest differential. We should be able to define and explain, in a comprehensive manner, why we are higher than other elementary districts as well as BOWA and surrounding areas. The behavior of our costs and justification of costs is different and it is important that we understand how our costs behave. A K-6 district bears similar costs as a K-12, however, the absorption of those costs is significantly different. What are the disparities when our costs are compared to other districts. It was noted that not all districts include the same costs, i.e., Transportation, Nursing, GASB 45, facility, staffing nor is the interpretation for inclusion of data the same from district-to-district. Each district is unique with wide philosophical differences. We are a one school district and declining enrollment does not translate to an automatic budget decrease.

Questions requiring answers include:

- ◆ What do we offer that is different?
- ◆ Why are we providing multiple teachers, i.e., (2) Art, Music, Library Media, Technology, World Language, etc.
- ◆ What does that extra provide in education for our children?
- ◆ How does the “extra” equate to a better education for our children?
- ◆ How does instructional staff and services drive this cost?

Concern existed for how much time and effort is it worth for administration to research, analyze and assess differences, when the question of “why we spend too much money” will not be answered. How much data collection is necessary for justification to a small group of people who will continue to say our data is wrong. The Boards of Selectmen and Finance have supported our budget requests. There is a level of trust between administration and the Board of Education. The BOE and the Finance Committee of the Board review the budget monthly and believe the money is being spent appropriately and correctly. Overall, parents are happy with the education their children are receiving and are proud that Beecher is different.

Dr. Dudley-Smith arrived (8:47 PM).

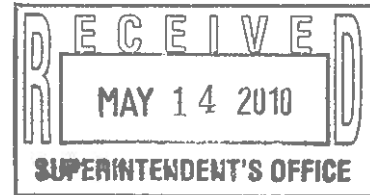
There was general consensus that the explanations provided in the 2010/11 budget presentation would formulate the basis for quantification of differences. While not necessarily extras, they are what set us apart from other communities. The primary focus will be to develop an adequate response to the differential in per pupil expenditure and a value statement for what makes BRS unique. It was suggested that this be generated in a narrative format. It may be possible to incorporate this into the description on Page 6 (Equitable Allocation of Resources Among School Districts) of the actual SSP document. The Committee will meet during between July and August to review the final document. It was suggested that parents be surveyed for validation and opinions regarding education at BRS.

It was also noted that BRS is a community building with extensive use by Recreation and outside organizations, however, the expenses are borne by the BOE budget. Perhaps a discussion with the Recreation Commission could also occur.

The meeting concluded at 9:05 PM by general consent.

Record by Marsha DeGennaro, Clerk of the Board

May 14, 2010



Woodbridge Board of Education
40 Beecher Road
Woodbridge, CT 06525

Dear members of the Board,

As a representative of the Beecher PTO and Co-Chair of the 6th Grade Graduation Committee, I am submitting this letter to request permission for the Sixth Grade Graduation Party to be held at the Country Club of Woodbridge, located at 50 Woodfield Road, on Wednesday, June 23rd 2010, from 1:00 to 5:00 pm, including set-up and clean-up.

The festivities will include swimming, entertainment provided by DJ Joshua Berrios, and food to be provided by the Beecher PTO. Parents will be on hand to chaperone all activities.

Thank you for your time and attention.

Respectfully,

A handwritten signature in black ink, appearing to read "Jeanette Glicksman". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Jeanette Glicksman

REV 3/2010

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Division of Family and Student Support Services

P.L.108-446



SPECIAL EDUCATION GRANT PROGRAMS

GRANT PERIOD

July 1, 2010 to June 30, 2012

GRANT COVER PAGE

To Be Completed and Submitted with the Grant Application

<p><u>Applicant</u> Woodbridge Board of Education 40 Beecher Road / South Woodbridge, CT 06525 203/387-6631 203/397-0724 (fax) gstella@woodbridge.k12.ct.us</p>	<p><u>Program Funding Dates</u> From July 1, 2010 to June 30, 2012</p> <p><u>Preliminary Funding Amount</u></p> <p>IDEA Special Education Assistance (611 funds) = \$ <u>170,212</u></p> <p>IDEA Preschool Education (619 funds) = \$ <u>11,282</u></p>
<p><u>Contact Person</u> Sheila Haverkamp / Director of Special Services Beecher Road School 40 Beecher Road Woodbridge, CT 06525 203/389-6598 203/389-8164 (fax) shaverkampf@woodbridge.k12.ct.us</p>	<p><u>Check if Consolidated Application</u></p> <p><input type="checkbox"/> For IDEA, Section 611 Participating Districts: <i>(list districts)</i></p> <p><input type="checkbox"/> For IDEA, Section 619 Participating Districts: <i>(list districts)</i> *Please attach list of districts, if needed.</p>

I, Gaeton Stella, the undersigned authorized chief administrative official, submit this proposal on behalf of the applicant agency, attest to the appropriateness and accuracy of the information contained herein, and certify that this proposal, if funded, will comply with all relevant requirements of the state and federal laws and regulations.

In addition, funds obtained through this source will be used solely to support the purpose, goals and objectives as stated herein.

Signature (Superintendent):

Gaeton F. Stella

Date:

5/10/2010

Name: Dr. Gaeton Stella
School District: Woodbridge School District

Date: 5/10/2010

Date: 5/10/2010

<p>GOALS AND RELATED ACTIVITIES IDEA, SECTION 611 <i>Special Education and Related Services (Ages 3-21)</i></p>

District Goal # 1 :

Prepare every child to be a highly successful and independent reader, writer, critical thinker and problem solver.

School District Planned Special Education Activities:

1. Provide professional development and consultation to staff to support student access to general education curriculum in LRE.
 2. Provide professional development and consultation to staff to continue to improve academic outcomes for students with diverse special needs.
 3. Continue to improve student outcomes with direct instruction from and collaboration among Special Education teachers, SLP, teacher assistants, occupational therapist and physical therapist
 4. Continue to support student progress and participation through use of alternate materials, and assistive technology.
-

District Goal # 2 :

Build the foundations of character and wellness that are essential for responsible participation as a local, national, and global citizen.

School District Planned Special Education Activities:

1. Promote student growth in social skills and pragmatic language through direct instruction from and collaboration among Special Education teacher, school counselor, SLP, teacher assistants and occupational therapist.
-
-
-

Prepare as many pages of the Goals and Related Activities Form as necessary to describe your school district's goals and activities that ensures positive student outcomes.

GOALS AND RELATED ACTIVITIES
IDEA, SECTION 619
Preschool Special Education (Ages 3-5)

District Goal # 1 :

Prepare every child to be a highly successful and independent reader, writer, critical thinker and problem solver.

School District Planned Special Education Activities:

1. Continue to improve outcomes for preschoolers with disabilities through multisensory activities, use of assistive technology, total communication strategies and visual supports based on communication goals and the Preschool Curriculum Frameworks.

District Goal # 2 :

Build the foundations of character and wellness that are essential for responsible participation as a local, national and global citizen.

School District Planned Special Education Activities:

1. Promote student growth in social skills and pragmatic language through direct instruction from and collaboration among Special Education teacher, teacher assistants and occupational therapists.

Prepare as many pages of the Goals and Related Activities Form as necessary to describe your school district's goals and activities that ensures positive student outcomes.

ED114 FISCAL YEAR 2011

BUDGET FORM

FUNDING STATUS:

GRANTEE NAME: Woodbridge School District
TOWN CODE: 167

GRANT TITLE: IDEA, PART B, SECTION 611
PROJECT TITLE: IDEA, PART B, Section 611 ENTITLEMENT GRANT
CORE-CT CLASSIFICATION:
FUND: 12060 SPID: 20977 PROGRAM: 82032
BUDGET REFERENCE: 2011 CHARTFIELD1: 170002
CHARTFIELD2:

GRANT PERIOD: 7/01/10 - 6/30/12 AUTHORIZED AMOUNT:\$

AUTHORIZED AMOUNT by SOURCE: CURRENT DUE:\$
LOCAL BALANCE:\$ CARRY-OVER DUE:\$

CODES	DESCRIPTIONS	PUBLIC	NON PUBLIC	TOTAL
111A	ADMINISTRATOR/SUPERVISOR SALARIES	15,000		15,000
111B	TEACHERS	38,000		38,000
112A	EDUCATION AIDES	47,200		47,200
112B	CLERICAL			
119	OTHERS			
200	PERSONAL SERVICES-EMPLOYEE BENEFITS			
321	TUTORS		9395	9395
322	IN SERVICE	2,000		2,000
323	PUPIL SERVICES	50,000		50,000
324	FIELD TRIPS			
325	PARENT ACTIVITIES			
330	OTHER PROFESSIONAL/TECHNICAL SERVICES			
331	AUDIT			
400	PURCHASED PROPERTY SERVICES			
510	PUPIL TRANSPORTATION			
530	COMMUNICATIONS			
560	TUITION			
580	TRAVEL	200		200
590	OTHER PURCHASED SERVICES			
611	INSTRUCTIONAL SUPPLIES			
612	ADMINISTRATIVE SUPPLIES			
690	OTHER SUPPLIES			
700	PROPERTY			
890	OTHER OBJECTS	8417		8417
940	INDIRECT COSTS			
	TOTAL	160,817	9395	170,212

ED114 FISCAL YEAR 2011

BUDGET FORM

FUNDING STATUS:

GRANTEE NAME: Woodbridge School District
TOWN CODE: 167

GRANT TITLE: IDEA, PART B, SECTION 619
PROJECT TITLE: IDEA, PART B, Section 619 Preschool Entitlement
CORE-CT CLASSIFICATION:
FUND: 12060 SPID: 20983 PROGRAM: 82032
BUDGET REFERENCE: 2011 CHARTFIELD1: 170002
CHARTFIELD2:

GRANT PERIOD: 7/01/10 - 6/30/12 AUTHORIZED AMOUNT:\$

AUTHORIZED AMOUNT by SOURCE: CURRENT DUE:\$
LOCAL BALANCE:\$ CARRY-OVER DUE:\$

CODES	DESCRIPTIONS	PUBLIC	NON PUBLIC	TOTAL
111A	ADMINISTRATOR/SUPERVISOR SALARIES			
111B	TEACHERS	3000		3000
112A	EDUCATION AIDES	6900		6900
112B	CLERICAL			
119	OTHERS			
200	PERSONAL SERVICES-EMPLOYEE BENEFITS			
321	TUTORS			
322	IN SERVICE			
323	PUPIL SERVICES			
324	FIELD TRIPS			
325	PARENT ACTIVITIES			
330	OTHER PROFESSIONAL TECHNICAL SERVICES			
331	AUDIT			
400	PURCHASED PROPERTY			
510	PUPIL TRANSPORTATION			
530	COMMUNICATIONS			
560	TUITION			
580	TRAVEL			
611	INSTRUCTIONAL SUPPLIES			
612	ADMINISTRATIVE SUPPLIES			
690	OTHER SUPPLIES	1382		1382
700	PROPERTY			
940	INDIRECT COSTS			
	TOTAL	11,282		11,282

**Finance Committee
Woodbridge Board of Education**

Monday, May 10, 2010 Meeting Minutes

In attendance: Dr. Thomas Handler, Chair; Ms. Sheila McCreven; Dr. YanYun Wu, BOE Members; Dr. Guy Stella, Superintendent; Chuck Zettergren, Business Manager; Tony Schaefer, BOF; and Lori Patrick, WEA.

Chair Handler called the meeting to order at 7:07 PM.

Agenda Items:

- Monthly Summary Financial Report through April 30, 2010
- Monthly Detail Financial Report through April 30, 2010
- Combining Financial Statements through April 30, 2010
- Monthly Cafeteria Financial Report April 2010

Old Business:

- Horizon Point-of-Service System
- Business Manager Search
- Post Employment Benefits

The Committee reviewed and discussed each of the above items. The meeting concluded at 7:45 PM.

**WOODBIDGE BOARD OF EDUCATION
MONTHLY SUMMARY FINANCIAL REPORT
For 10 Months Ended April 30, 2010**

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	543,675	19,539	5,318,259	5,191,720	126,539
200	TOTAL BENEFITS	2,392,934	183,927	165,572	18,355	1,838,939	1,824,970	13,969
300	TOTAL PROFESSIONAL SERVICES	356,794	24,374	32,704	(8,330)	308,288	287,746	20,542
400	TOTAL PROPERTY SERVICES	569,401	56,949	42,756	14,193	461,865	428,282	33,583
500	TOTAL OTHER PURCHASED SERVICES	975,781	66,937	79,849	(12,912)	804,118	828,237	(24,119)
600	TOTAL SUPPLIES & MATERIALS	353,297	23,783	20,907	2,876	305,439	261,405	44,034
700	TOTAL PROPERTY	57,290	2,250	1,124	1,126	53,380	29,870	23,510
800	TOTAL DUES AND FEES	88,565	2,603	316	2,287	82,912	55,529	27,383
	TOTAL ADOPTED BUDGET	11,891,711	924,036	886,903	37,133	9,173,199	8,907,759	265,440

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COMMENTS

1. Expected Savings \$132,240, Timing Diff (\$5,701)
2. Expected Savings \$51,231, Health Insurance reimbursements not yet received (\$24,763), Ret/Sick timing diff (\$12,500).
3. Other Prof timing (\$4,030), Prof Dev \$4,921, legal under budget \$8,469 subs savings \$3,048, OT/PT timing \$4,593, Software Supp timing \$3,541
4. Elec. savings \$32,548, Elec/Water timing \$24,615 leases timing \$1,627, serv. contracts timing proj. deficit (\$40,199) Bldg Imp. timing \$9,191 Other Purch Srvs timing (\$2,338), Heating Oil timing \$8,139
5. Gen liab. & workers comp ins over budget (\$8,659), tuition timing/deficit (\$20,666), transp. Timing/deficit (\$17,447), phone timing diff \$3,814, other purch srvs timing diff \$11,406, misc timing \$7,433
6. Timing diff on supply invoices \$44,034
7. Timing diff on property invoices \$23,510
8. Savings \$16,410, other \$10,973

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	(4,864)	8,614	30,000	24,721	5,279
3901	CONSULTANTS	18,000	1,800	0	1,800	14,400	5,579	8,821
510	TRANSPORTATION	67,200	5,840	5,728	112	55,520	98,751	(43,231)
560	TUITION	116,800	11,000	25,655	(14,655)	94,800	125,424	(30,624)
	TOTALS	239,500	22,390	26,519	(4,129)	194,720	254,475	(59,755)

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

For 10 Months Ended: April 30, 2010

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	-	491,571	89,210	100%	(2,785)	7,500	(10,285)
120	Teachers - Regular	4,064,734	-	2,916,784	1,085,196	98%	62,754	6,620	56,134
120	Teachers - Special Education	763,299	-	584,417	196,375	102%	(17,493)	-	(17,493)
1201	Psychologist	143,771	-	110,635	33,136	100%	-	-	-
1203	Counselor	32,490	-	22,606	9,884	100%	-	-	-
	Sub-Total Certified Salaries	5,582,290	-	4,126,013	1,413,801	99%	42,476	14,120	28,356
1303	Custodians	362,230	-	223,279	20,153	67%	118,798	4,500	114,298
140	Nurses	117,528	-	82,539	21,719	89%	13,270	1,500	11,770
150	Secretaries, Clerical	299,059	-	257,538	49,520	103%	(7,999)	-	(7,999)
160	Paraprofessionals	395,132	-	285,400	106,773	99%	2,959	-	2,959
1601	Special Education Paraprofess.	288,421	-	202,220	66,879	93%	19,322	-	19,322
190	Salaries, Miscellaneous	52,989	-	14,731	4,282	36%	33,976	31,976	2,000
	Sub-Total Non-Certified Salaries	1,515,359	-	1,065,707	269,326	88%	180,326	37,976	142,350
	TOTAL SALARIES	7,097,649	-	5,191,720	1,683,127	97%	222,802	52,096	170,706
1906	Retirement - Sick Pay-Out	38,903	-	19,000	-	49%	19,903	19,903	-
220	FICA	196,864	-	134,691	-	68%	62,173	45,000	17,173
230	Merf	125,753	-	93,200	-	74%	32,553	21,000	11,553
270	Medical Insurance	1,983,412	-	1,538,686	-	78%	444,726	394,000	50,726
280	Life Insurance	28,302	-	22,876	-	81%	5,426	4,400	1,026
2902	Other Employee Benefits	19,700	-	16,517	1,534	92%	1,649	1,649	-
	TOTAL BENEFITS	2,392,934	-	1,824,970	1,534	76%	566,430	485,952	80,478

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

For 10 Months Ended: April 30, 2010

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	-	61,999	12,189	93%	5,212	5,212	-
330	Legal Fees	34,300		17,253	12,747	87%	4,300	-	4,300
340	Software Support	11,750		2,955	-	25%	8,795	8,795	-
350	Substitutes	31,800	-	22,452	-	71%	9,348	6,300	3,048
390/01	OT/PT/Consultant Services	55,500		39,807	42,333	148%	(26,640)	-	(26,640)
3902	Financial Audit	14,144		18,250	-	129%	(4,106)	-	(4,106)
390	Other Prof/Tech. Services	129,900	-	125,030	3,674	99%	1,196	1,196	-
	TOTAL PROFESSIONAL SERVICES	356,794	-	287,746	70,943	101%	(1,895)	21,503	(23,398)
410/01	Utilities - Electric and Water	267,403		141,578	86,767	85%	39,058	-	39,058
420	Heating Oil	117,212		98,019	14,446	96%	4,747	-	4,747
430	Repairs and Maintenance	36,800	-	31,573	2,658	93%	2,569	2,569	-
450	Leases and Rentals	48,453		39,656	9,313	101%	(516)	-	(516)
4501	Building Improvements	28,000	-	15,309	1,478	60%	11,213	11,213	-
490	Other Purchased Services	23,200	-	21,668	4,398	112%	(2,866)	-	(2,866)
4901	Service Contracts	48,333	-	80,479	12,836	193%	(44,982)	17,550	(62,532)
	TOTAL PROPERTY SERVICES	569,401	-	428,282	131,896	98%	9,223	31,332	(22,109)
510	Pupil Transportation-Regular	430,916		318,952	78,022	92%	33,942	2,406	31,536
510	Pupil Transportation-Spec. Educ.	67,200		98,751	40,948	208%	(72,499)	-	(72,499)
520	Insurance-General Liability	80,152		89,221	-	111%	(9,069)	-	(9,069)
5201	Worker's Compensation	87,785	-	87,375	-	100%	410	20,000	(19,590)
530	Telephone Services	17,943		11,136	6,256	97%	551	551	-
535	Internet	12,975	-	6,907	-	53%	6,068	6,068	-
537	Postage	6,900		4,245	343	66%	2,312	2,312	-
540	Advertising	2,800	-	671	-	24%	2,129	4,000	(1,871)
550	Interns	113,363	-	75,211	38,089	100%	63	-	63
560	Tuition	139,307		133,474	94,167	163%	(88,334)	-	(88,334)
590	Other Purchased Services	16,440	-	2,294	-	14%	14,146	14,146	-
	TOTAL OTHER PURCH SERVICES	975,781	-	828,237	257,825	111%	(110,281)	49,483	(159,764)

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

For 10 Months Ended: April 30, 2010

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	300	149,127	10,617	83%	32,006	32,006	-
620	Computer Software	63,412	-	51,668	5,769	91%	5,975	5,975	-
625	Supplies Nurses	2,000	-	1,683	191	94%	126	126	-
630	Supplies Custodial	42,500	-	26,369	2,857	69%	13,274	13,274	-
635	Supplies Office	14,100	-	11,056	1,324	88%	1,720	1,720	-
640	Books and Audio Visual	19,500	-	7,676	11,715	99%	109	109	-
645	Subscriptions	10,535	-	9,207	400	91%	928	928	-
650	Testing	5,800	-	2,137	-	37%	3,663	3,663	-
690	Misc. Supplies	3,700	-	2,482	-	67%	1,218	1,218	-
	TOTAL SUPPLIES & MATERIALS	352,997	300	261,405	32,873	83%	59,019	59,019	-
730	Equipment - Office	-	-	-	-	0%	-	-	-
732	Computer Hardware	17,510	-	9,665	-	55%	7,845	7,845	-
735	Equipment - Teaching	20,450	(1,000)	7,354	3,185	54%	8,911	8,911	-
740	Equipment - Building	5,350	-	1,808	300	39%	3,242	3,242	-
745	Furniture	14,280	700	11,043	679	78%	3,258	3,258	-
	TOTAL PROPERTY	57,590	(300)	29,870	4,164	59%	23,256	23,256	-
810	Dues and Fees	24,835	-	16,178	-	65%	8,657	8,657	-
825	Unemployment	9,300	-	4,896	-	53%	4,404	4,404	-
900	Other Fees	54,430	-	34,455	291	64%	19,684	3,768	15,916
	TOTAL DUES AND FEES	88,565	-	55,529	291	63%	32,745	16,829	15,916
	TOTAL ADOPTED BUDGET	11,891,711	-	8,907,759	2,182,653	93%	801,299	739,470	61,829

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

April 2010

OBJECT 110 – ADMINISTRATORS

The projected deficit is due to negotiated salary increases after budget finalization and payout of accumulated vacation days. 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 1303 – CUSTODIANS

This surplus is a result of staffing changes and the use of a service contractor during the transition period required to hire new staff.

OBJECT 160/1601 – PARAPROFESSIONALS- REGULAR & SPECIAL EDUCATION

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

OBJECT 220,230 – FICA & MERF

This surplus in these accounts is a result of custodial staffing changes and the use of a service contractor during the transition period required to hire new staff.

OBJECT 270 – MEDICAL INSURANCE

We are currently projecting a surplus in this account due to staffing changes and individuals changing plan options.

OBJECT 330 – LEGAL FEES

We are currently projecting a surplus in this account due to lower than anticipated legal advice/issues.

OBJECT 350 – SUBSTITUTES

We are currently projecting a surplus in this account due to lower than anticipated usage through usage of attendance tracking and efficient use of the intern model.

OBJECT 390/01 – OT/PT CONSULTANT SERVICES

The deficit in this account is due to additional children with special needs requiring these types of services.

OBJECT 390/02 – FINANCIAL AUDIT

The projected deficit in this account is due to a higher than anticipated fee structure.

OBJECT 410/01 – UTILITIES – ELECTRIC & WATER

The projected surplus in this account is due to electricity usage tracking better than budget and favorable rates obtained through consortium purchasing.

OBJECT 4901 – SERVICE CONTRACTS

The projected deficit is the result of using a service contractor for custodial services during the transition period required to hire new staff. The surplus in custodial salaries more than offsets the deficit in this account.

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 520 – WORKER’S COMPENSATION

We are anticipating a \$20,000 assessment from MIRMA based upon prior worker’s compensation experience.

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. Also the funding for the second half of the cafeteria subsidy in the amount of \$7,000 will not be made due to accounting changes initiated by the Board.

Woodbridge Board of Education
Combining Balance Sheets as of 04/30/10 (Unaudited)

	Total	Café	Special Revenue			Agency
			Extended Day	Field Trips	Expendable Trust/SEP	Activity Fund
Assets:						
Cash	\$ 94,412	\$ 12,118	\$ 68,464	\$ 1,454	\$ 10,893	\$ 1,483
Prepaid expenses	-					
Accounts receivable	7,459	3,920	887	\$ 2,380	\$ 272	
Intergovt Receivable	5,562	5,562		-		
Inventory	6,114	6,114				
Total Assets	113,547	27,714	69,351	3,834	11,165	1,483
Liabilities and Fund Balance						
Liabilities:						
Amounts held as agent	6,619	-	6,619		-	-
Accounts payable	8,991	4,113	2,908	1,560	410	-
Deferred revenue	13,370		13,370			
Wages payable	-					
Total Liabilities	28,980	4,113	22,897	1,560	410	-
Fund Balance	84,567	23,601	46,454	2,274	10,755	1,483
Total Liabilities and Fund Balance	\$ 113,547	\$ 27,714	\$ 69,351	\$ 3,834	\$ 11,165	\$ 1,483
Activity Fund:						
Administrative Fund						\$ -
Drama						745
ODAC						459
PTO						276
Technology						\$ 3
Total						\$ 1,483

Woodbridge Board of Education
 Combining Statement of Revenues & Expenditures
 for the 10 Months Ended 04/30/10 (Unaudited)

	Special Revenue						Agency Activity Fund
	Total	Café	Extended Day	Field Trips	Summer Programs	Expendable Trust	
Revenues:							
Charges for services	\$ 545,518	\$ 147,892	\$ 294,036	\$ 28,726	\$ 69,475	\$ 5,389	\$ -
Intergovernmental	26,594	26,594					
Donations	-						
Other income	72	72					
Additions	-						-
Total revenues/additions	572,184	174,558	294,036	28,726	69,475	5,389	-
Expenditures:							
Wages, FICA, MERF	366,783	77,972	217,610		71,201		
Medical Insurance	9,977	9,977					
Cost of food sold	69,975	69,975					
Equipment	300	300	-				
Other Expenses	95,676	7,465	47,949	28,232	6,937	4,152	941
Deductions	-						
Total expenditures/deductions	542,711	165,689	265,559	28,232	78,138	4,152	\$ 941
Excess (deficiency) of revenues over expenditures before operating transfer in	30,414	8,869	28,477	494	(8,663)	1,237	
Operating transfer in	7,000	7,000	-		-		
Excess (deficiency) of revenues over expenditures after operating transfer in	37,414	15,869	28,477	494	(8,663)	1,237	
Fund Balance, ending	\$ 83,084	\$ 23,601	\$ 46,454	\$ 2,274	\$ 1,474	\$ 9,281	