

Woodbridge Board of Education
Woodbridge Board of Education Regular
Meeting
Monday, April 25, 2011 7:00 PM

Woodbridge Board of Education Regular
Meeting 7:00 PM Library Media Center
Beecher Road School REVISED

Agenda

- I. **Preliminary Business**
 - A. Call to Order
 - B. Executive Session, in accordance with State Statute (6:45 PM)
 1. Discuss Legal Opinion from Board Counsel
 - C. Public Session (7:00 PM)
 - D. Salute to the Flag
 - E. Correspondence
 - F. Public Comment
- II. **Consent Agenda**
 - A. Approval of Meeting Minutes
 1. March 8, 2011 Special Meeting
 2. March 21, 2011 Regular Meeting
- III. **Reports**
 - A. Superintendent's Report
 1. BRS Update
 - a. BRS Monthly Enrollment Report
 2. Update on Principal Search
 3. Strategic Goal #1 - K-6 Reading Assessment Design
 4. Strategic Goal #2: School-wide Behavioral Supports
 5. 2009/10 Strategic School Profile
 - B. PTO Update
 - C. Ad Hoc Policy Committee
 - D. CABA Liaison Report
- IV. **New Business**
 - A. Act on Administrative Early Retirement
 - B. Act on Certified Staff Leave of Absence
- V. **Old Business**
- VI. **Other**
 - A. Public Comment
 - B. Executive Session, in accordance with State Statute
- VII. **Adjournment**

MINUTES OF THE SPECIAL BOARD OF EDUCATION MEETING

Tuesday, March 8, 2011

Library Media Center, Beecher Road School

CALL TO ORDER: Ms. McCreven, Chair called the meeting to order at 7:08 PM.

BOARD MEMBERS PRESENT: Ms. Sheila McCreven, Chair; Dr. Steve Fleischman, Secretary; Ms. Margaret Hamilton, Dr. Thomas Handler, Vice Chair; Mr. Carl Lindskog and Dr. YanYun Wu.

STAFF: Dr. Guy Stella, Superintendent; Al Pullo, Director of Business Services/Operations; Dr. Len Tomasello, Intermediate Grades Interim Principal; and Marsha DeGennaro, Clerk of the Board.

MEMBERS OF THE PUBLIC: Joe Holowienko, WEA and Lynn Piascyk, Teacher.

PUBLIC COMMENT – None

MOTION #1 – HIRE INTERMEDIATE GRADES PRINCIPAL

Move that we accept the recommendation of the Superintendent for hiring an Intermediate House Principal.

Dr. Handler

Second by Mr. Lindskog

Ms. McCreven suggested a friendly amendment striking the word “hiring” and substituting “post a job opening”.

MOTION #1A – HIRE INTERMEDIATE GRADES PRINCIPAL

Move that we accept the recommendation of the Superintendent for posting a job opening for an Intermediate House Principal.

Ms. McCreven

Second by Dr. Handler

Superintendent Stella indicated that over the last several months a great deal of thought and hours of reflection have been given to the administrative model that would best serve Beecher Road School. He has drawn on decades of his own educational administrative experience, and has looked at the progress of Beecher Road School, under the current model of co-principals. Several models of school administration were considered: namely, the principal/assistant principal model, the single principal model and the co-principal or dual principal model. The decision was attained after discussions with staff, parents and administrators as well as first-hand experience.

Superintendent Stella provided the rationale for his recommendation to continue with the dual principal model and proceed with the hiring of an Intermediate Grades Principal. Woodbridge is a unique district, with a large physical plant and student population, that is best served with individuals capable of advocating for the specialized needs in primary and intermediate grade levels. The dual principal model provides direct access for staff, parents and students to a position of power and influence, designated to serve the specific culture within each community. Each principal brings a different perspective with equal accountability levels. As an integral part of the administrative team, each serves as a direct report to the Superintendent. The Superintendent works as the team leader to attain a cohesiveness that benefits all students, staff and parent community. This model has served the district since the 1999/00 school year. Dr. Tomasello and Ms. Haverkamp provided their insights and each supported the recommendation for two principals.

The Principal/Assistant Principal model, while effective in some districts, would not provide the same cohesiveness. The Assistant Principal would report directly to the Principal, and as a result the administrative team and staff would function differently. In this model, the visibility and accessibility of the Principal would be reduced greatly as this individual would have the responsibility for management of the entire staff. The Assistant Principal position is generally a stepping-stone into administration, which could create a revolving door of administrators. There will also be a more viable pool of candidates in searching for a Principal versus an Assistant Principal position.

Concerns were expressed for the district being top heavy in administration to run one building that has 39 classrooms. It is important that the community understand what we are doing and why. Enrollment has declined and this is the perfect opportunity to make administrative staffing adjustments. Several Board members believed there was insufficient data provided to render a decision on what is the best option. For instance, how many schools have dual principals, what is the average size of a high-performing school, average tenure of assistant principals versus principals, does having two principals make our district desirable than if there was one principal and an assistant principal, how much time do we really have to discuss and assess our options, what would the job description of an Assistant Principal be for our district, do parents/students have similar experiences when moving from Primary to Intermediate administration. It was suggested that pros and cons, salary comparisons and a formalized position responsibility chart for each model be provided as well as a survey of parents conducted. The Board was urged to endorse the Superintendent's recommendation. The Board could continue their research to determine if the Principal/AP model is better suited to the district.

Superintendent Stella reminded the Board that the Curriculum Coordinator and PPT Coordinator positions were eliminated over the last several years. It is important to understand that the working relationship of the superintendent, administration and staff is what moves the district forward. Grades PK-2 and 3-6 require distinctly different developmental needs for children to grow. It is not always easy for everyone to see the whole picture or the connections and how they fit. He believed strongly that the dual principal model was a better fit for the culture of Beecher.

Mr. Lindskog called the question (8:34 PM).

Ms. McCreven urged the Board to continue this discussion and to postpone action to a certain time.

MOTION #2 – TABLE ACTION ON HIRING OF INTERMEDIATE HOUSE PRINCIPAL

Move that we table action on the hiring an Intermediate House Principal to the Special Board meeting on Monday, March 14.

	Ms. McCreven
	Second by Dr. Wu
IN FAVOR:	Ms. McCreven and Dr. Wu
AGAINST:	Dr. Fleischman, Mr. Lindskog and Ms. Hamilton
ABSTAIN:	Dr. Handler

MOTION FAILS 2-3-1

MOTION #1 – HIRE INTERMEDIATE GRADES PRINCIPAL

Move that we accept the recommendation of the Superintendent for hiring an Intermediate House Principal.

	<i>Dr. Handler</i>
	<i>Second by Mr. Lindskog</i>
IN FAVOR:	Mr. Lindskog and Ms. Hamilton
AGAINST:	Drs. Handler, Wu and Ms. McCreven
ABSTAIN:	Dr. Fleischman

MOTION FAILS 2-3-1

Several Board members hoped that additional information would be forthcoming at Monday's meeting. It was noted that the search committee membership did not include Board representation and perhaps it should.

MOTION TO ADJOURN: (8:51 PM)
Dr. Fleischman
Second by Dr. Handler
UNANIMOUS

Recorded by Marsha DeGennaro, Clerk of the Board

MINUTES OF THE REGULAR BOARD OF EDUCATION MEETING

Monday, March 21, 2011
Library Media Center, Beecher Road School

CALL TO ORDER: Ms. McCreven, Chair called the meeting to order at 6:31 PM.

BOARD MEMBERS PRESENT: Ms. Sheila McCreven, Chair; Mr. David Barkin, Dr. Clotilde Dudley-Smith, Dr. Steve Fleischman, Secretary; Ms. Margaret Hamilton, and Dr. YanYun Wu.

STAFF: Dr. Guy Stella, Superintendent.

The Board entered Executive Session for an administrative personnel discussion and invited Superintendent Stella.

MOTION #1 – EXECUTIVE SESSION

Move that we enter Executive Session (6:31 PM)

Ms. McCreven

Second by Dr. Dudley-Smith

UNANIMOUS

CALL TO ORDER: Ms. McCreven, Chair called the Executive Session to order at 6:31 PM.

BOARD MEMBERS PRESENT: Ms. Sheila McCreven, Chair; Mr. David Barkin, Dr. Clotilde Dudley-Smith, Dr. Steve Fleischman, Secretary; Ms. Margaret Hamilton, and Dr. YanYun Wu.

STAFF: Dr. Guy Stella, Superintendent.

MOTION #2 RETURN TO PUBLIC SESSION

Move that we return to Public Session (7:10 PM).

Dr. Fleischman

Second by Dr. Dudley-Smith

UNANIMOUS

CALL TO ORDER: Ms. McCreven, Chair called the Public Session to order at 7:12 PM.

BOARD MEMBERS PRESENT: Ms. Sheila McCreven, Chair; Mr. David Barkin, Dr. Clotilde Dudley-Smith, Dr. Steve Fleischman, Secretary; Ms. Margaret Hamilton, and Dr. YanYun Wu.

STAFF: Dr. Guy Stella, Superintendent; Al Pullo, Director of Business Services/Operations; Carol Bequary, Primary Grades Principal; Len Tomasello, Intermediate Grades Interim Principal; Sheila Haverkamp, Special Services Director and Marsha DeGennaro, Clerk of the Board.

MEMBERS OF THE PUBLIC: First Selectman, Edward M. Sheehy; Sandy Stein, BOS Liaison; Joe Holowienko, WEA; James Crawford, Debra Sokol, Teachers; George Bequary, Pua Ford, community.

PUBLIC COMMENT – None

BOARD MEMBER RECOGNITION

First Selectman Sheehy recognized the efforts of the Board members with a proclamation and declared March 21, 2011 as Board Member Appreciation Day. On behalf of the Boards of Selectmen and Finance thanks were extended for submission of a budget that was reflective of the needs of the district.

Superintendent Stella presented each member with a token symbolic gift on behalf of the district.

CONSENT AGENDA

Minutes

MOTION #3 – MINUTES, FEBRUARY 7, 2011 SPECIAL MEETING

Move that we approve the minutes of the February 7, 2011 Special Board meeting.

Dr. Fleischman
Second by Dr. Dudley-Smith
UNANIMOUS

MOTION #4 – MINUTES, FEBRUARY 28, 2011 REGULAR MEETING

Move that we approve the minutes of the February 28, 2011 Regular Board meeting.

Dr. Fleischman
Second by Dr. Dudley-Smith
IN FAVOR: Mr. Barkin, Drs. Fleishman, Wu, Ms. Hamilton, and Ms. McCreven
ABSTAIN: Dr. Dudley-Smith

MOTION PASSES 5-0-1

REPORTS

Superintendent's Report

- **Beecher Road School Update** – Superintendent Stella highlighted completion of CMT's, the new DARE Office, Mr. Vincent Lynch; the Extended Day Family Dinner, the new Summer Enrichment Program Director, Cathy Salinardi; and the SCASA Superintendent's Award Luncheon honoring two 6th Grade students.
- **BRS News Program** – James Crawford presented two broadcasts of the BRS News, a relatively new 6th grade program at BRS. All facets of the news, story writing, filming, production, lighting, editing, etc. are performed by students.

PTO Update – Ms. Hamilton apprised the Board of the Spring Book Fair, the May Spring Fling, a new social event for students and parents.

CABE Liaison – Ms. McCreven urged Board members to speak to State legislators regarding the governor's proposed budget. Town/district-specific reductions are obtainable at www.whatwillourchildrenlose.com.

NEW BUSINESS

- **Certified Staff Retirement** – Superintendent Stella apprised the Board of acceptance of the early retirement incentive by certified staff member, Miriam Edberg. Ms. Edberg is the ultimate professional and has served the district for 22 years.

MOTION #5 – CERTIFIED STAFF RETIREMENT (EDBERG)

Move that we accept the retirement of Miriam Edberg, effective June 30, 2011 with regret.

Dr. Fleischman
Second by Dr. Dudley-Smith
UNANIMOUS

- **Certified Staff Resignation** – Superintendent Stella apprised the Board of the resignation of certified staff member, Jennifer Crespi, who relocated out-of-state.

MOTION #6 – CERTIFIED STAFF RESIGNATION (CRESPI)

Move that we accept the resignation of Jennifer Crespi, effective January 31, 2011 with regret.

Dr. Fleischman
Second by Dr. Dudley-Smith
UNANIMOUS

FINANCIAL REPORTS

The Board reviewed the Financial Reports through February 28, 2011. Unanticipated Special Education costs continue to be offset by staff retirements and infrastructure changes. Trends are behaving as predicted. As a result of favorable unemployment costs, a surplus slightly higher than originally announced is projected for the 2010/11 school year.

MOTION #7 - 2010/11 BOARD OF EDUCATION MONTHLY SUMMARY FINANCIAL REPORT

Move that we approve the 2010/11 BOE Monthly Summary Financial Report through February 28, 2011, F1, as submitted by the Director of Business/Operations.

Dr. Fleischman
Second by Dr. Dudley-Smith
UNANIMOUS

MOTION #8 - 2010/11 BOARD OF EDUCATION MONTHLY DETAIL FINANCIAL REPORT

Move that we approve the 2010/11 BOE Monthly Detail Financial Report ending February 28, 2011, F2-6, as submitted by the Director of Business/Operations.

Dr. Fleischman
Second by Dr. Dudley-Smith
UNANIMOUS

The Board was encouraged to pre-spend the surplus on the landscape study/design and for technology initiatives that were reduced in the Capital Projects budget.

MOTION #9 - 2010/11 COMBINING FINANCIAL STATEMENTS

Move that we approve the 2010/11 BOE Combining Financial Statements through February 28, 2011, F7-8, as submitted by the Director of Business/Operations.

Dr. Fleischman
Second by Dr. Dudley-Smith
UNANIMOUS

OLD BUSINESS

Administrative Structure – Ms. McCreven indicated the Superintendent continues to bring information forth and the Board anticipates at their next regular scheduled meeting that there may be possible action on this item.

MOTION TO ADJOURN: (7:46 PM)
Dr. Dudley-Smith
Second by Ms. McCreven
UNANIMOUS

Recorded by Marsha DeGennaro, Clerk of the Board

Principal Search Committee

April 21, 2011

4 Classroom Teachers: Dan Chase, Joe Holowienko,
Peter Halsey, Maureen Krawec

1 Special Education Teacher: Doreen Merrill

1 Technology Coordinator: Rick Wood

2 Specialists: Jean Molot, Monique MacDonald

2 Administrators: Carol Bequary, Sheila Haverkamp

2 Board Members: (TBA)

1 Parent Representative: Lucy Healey

Superintendent as Chair

Total: 14 Members

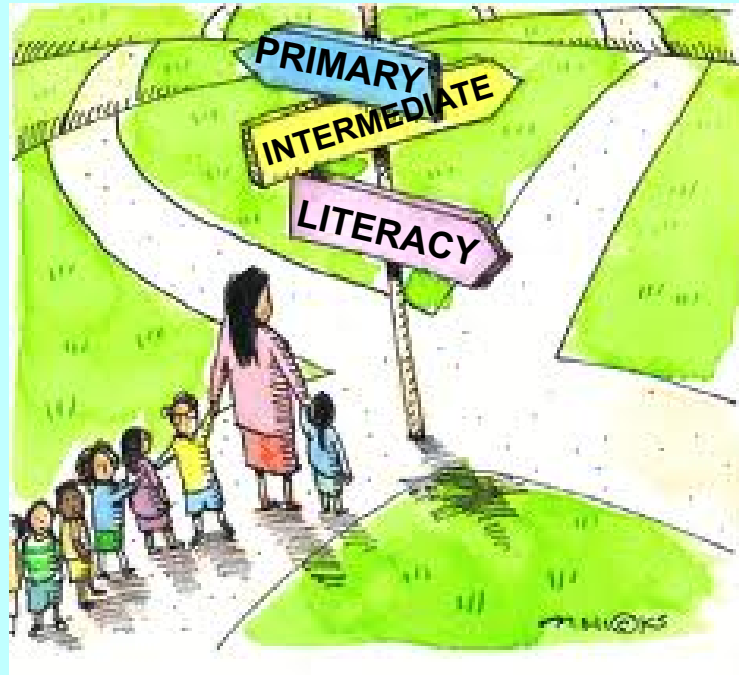
WOODBRIIDGE BOARD OF EDUCATION

INTERMEDIATE GRADES PRINCIPAL VACANCY

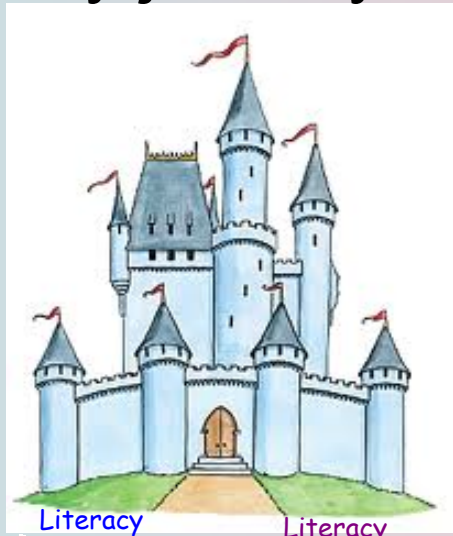
TENTATIVE TIMELINE

Superintendent meets with Board of Education	March 8, 2011
Authorization Vote by Board of Education	April 11, 2011
Advertise CT Post, Register, Courant, Ed Week, CT Reap	April 12-17, 2011
Electronic Dissemination to all School Districts	April 12, 2011
Survey (Parents, Staff, Administrators)	April 14-29, 2011
Closing Date for Applications	April 29, 2011
Application Screening	Commence May 2 - 6
Update to Board: Executive Session	May 9
Interviews/Reference Checks	May 10-20, 2011
Update to Board: Executive Session	May 23
Finalist(s) Interview with Superintendent	May 23-25, 2011
Staff Forum with finalist(s) (after school)	TBA
Parent Forum with finalist(s) (early evening)	TBA
Board Forum with finalist(s)	May 31, 2011
Special Meeting of the Board	June 6
Transition	June 2011
Anticipated Start Date	July 1, 2011

The Story of
A Child's Literacy Journey
at
Beecher Road School



Once upon a time in the kingdom of Woodbridge, Jack and Jill entered Beecher Road School and began their literacy journeys...



Literacy

Literacy



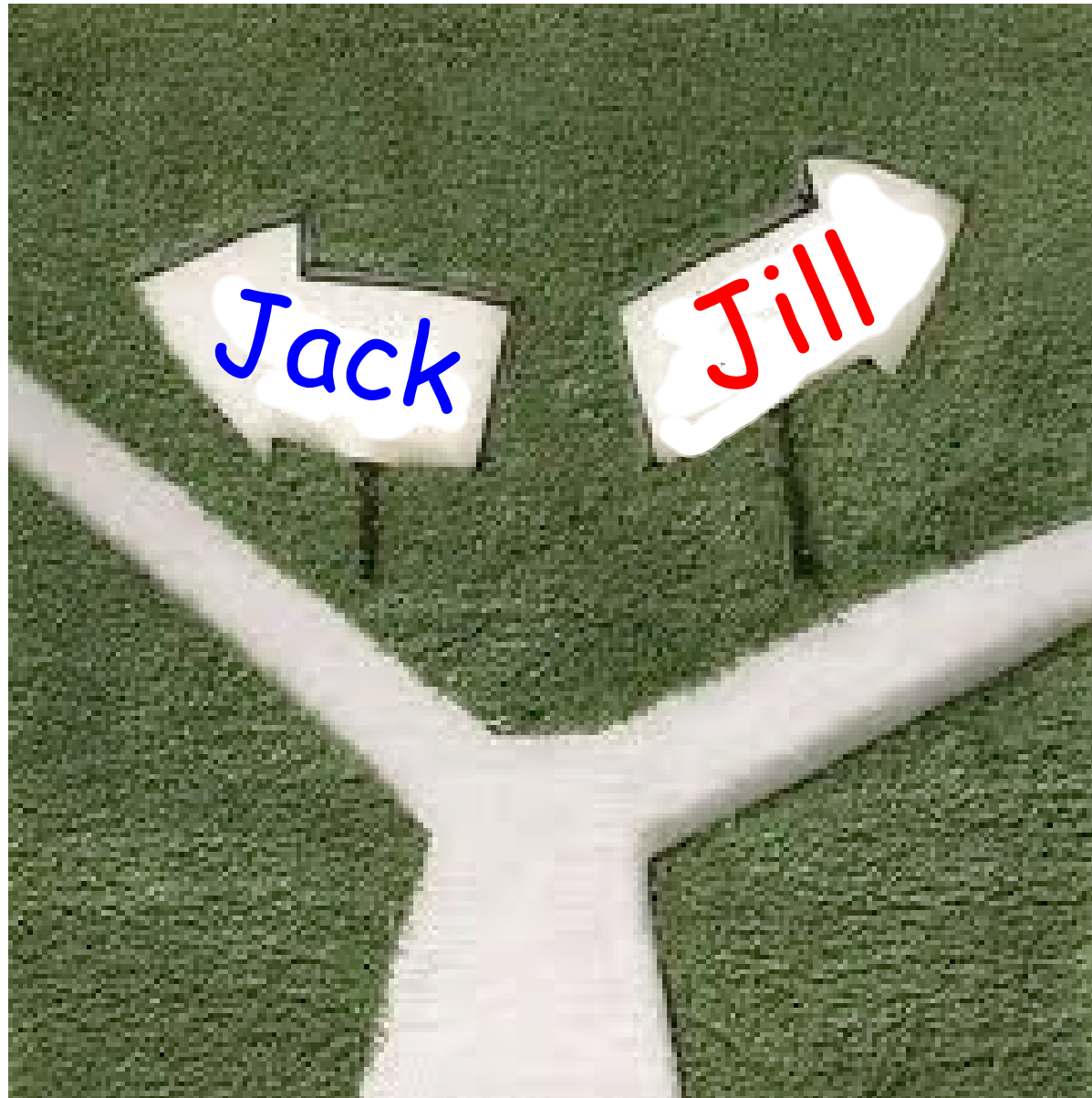
Literacy



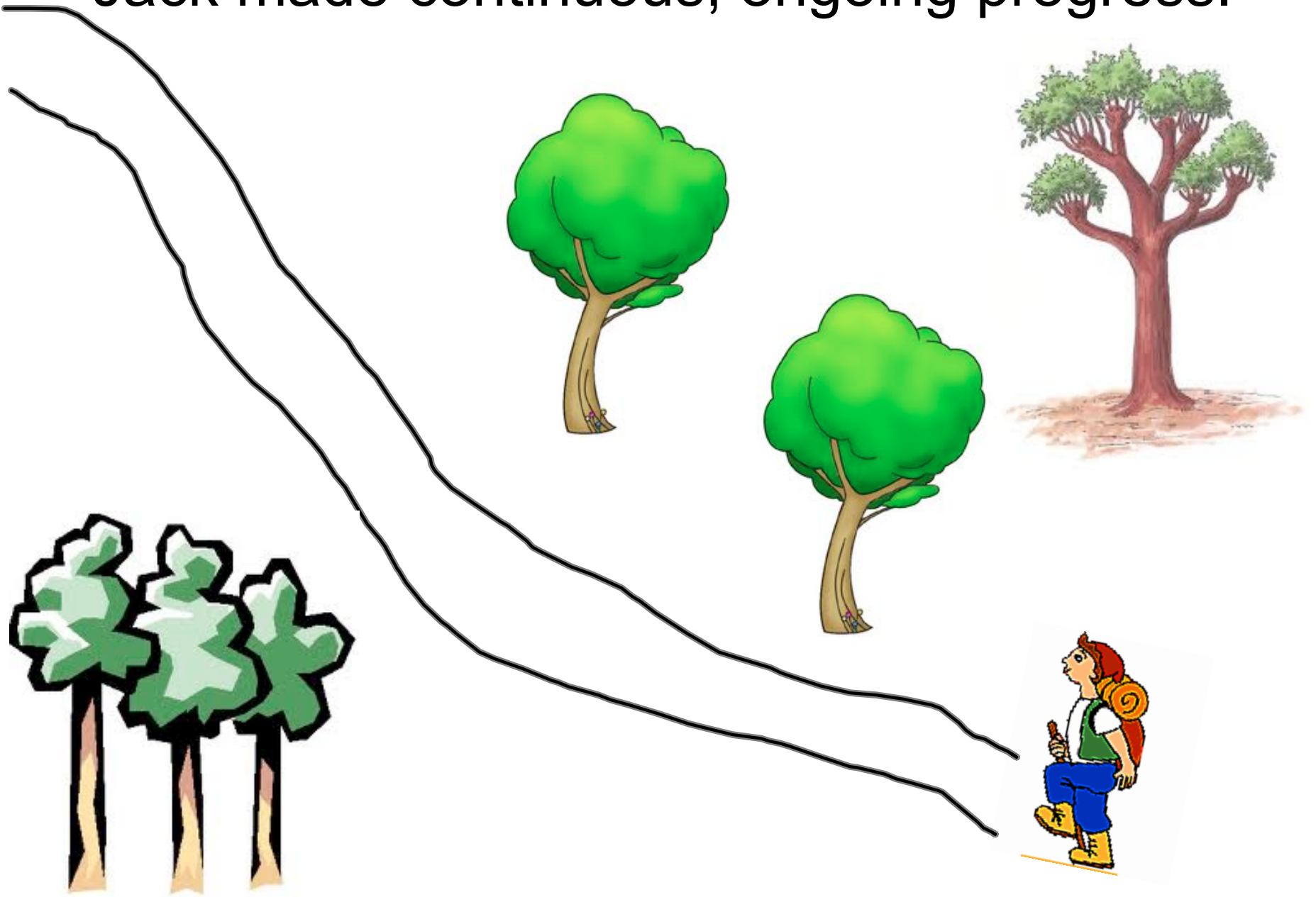
Literacy

Literacy

They each followed their own developmental pathway.



Jack made continuous, ongoing progress.



Meanwhile, Jill encountered a few twists and turns along the way.





Language Arts

Data



Developmental Reading Assessment (DRA) & Teacher's College Reading Assessment



Administered Individually

Provide Ongoing Assessment

Monitor Progress Which Drives Instruction

Help To Match Students With Just Right

Texts



Kindergarten Data



DRA

Developmental Reading Assessment

Kindergarten:

Oral Reading

Use of Reading Strategies &

Reading Cues

Directionality

1-to-1 Correspondence

Words & Letters



NOVEMBER

84 Kindergarten students completed the DRA...



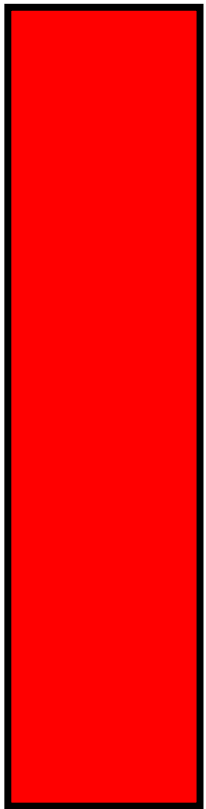
JANUARY

86 Kindergarten students completed the DRA...



November

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Benchmark



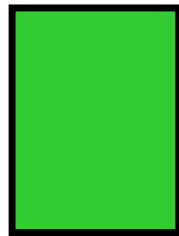
67%

At
Benchmark



7%

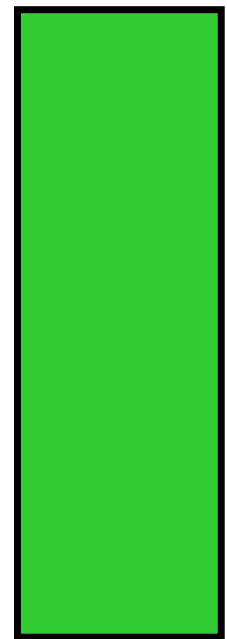
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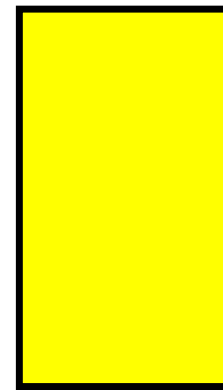
January

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Benchmark



56%

At
Benchmark



31%

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13%



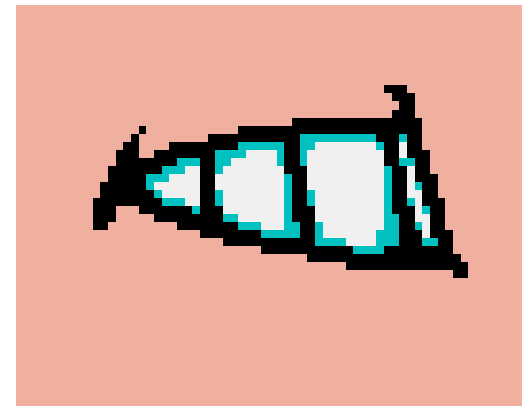
KINDERGARTEN

ADDITIONAL SCREENING

Assesses:

-Phonological Awareness (Ex: Rhyming, Syllables, Word Awareness)

-Letter Sounds



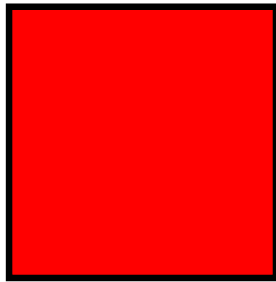
Phonological Awareness Skill Mastery

September

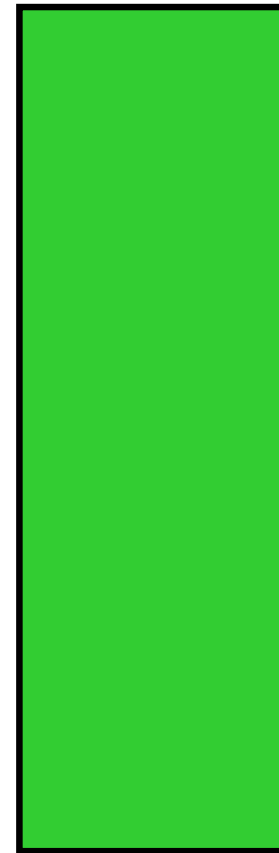
January

33% demonstrated mastery of assessed skills

100% demonstrated mastery of assessed skills



33%



100%

Letter Sounds

September

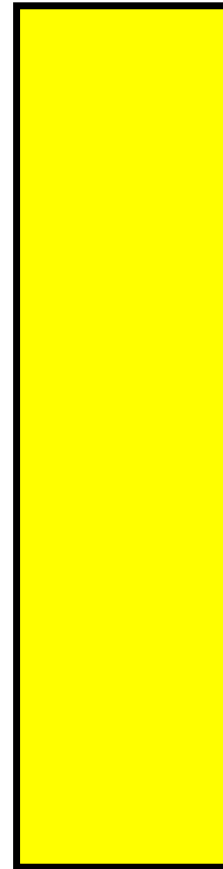
January

78% demonstrated mastery of letter sounds

18% demonstrated mastery of letter sounds



18%



78%

FIRST GRADE DATA



DRA

Developmental Reading Assessment

First Grade Assesses:

Text Preview

Word Attack Skills

Oral Reading: Fluency & Phrasing

Reading Strategy Application

Comprehension: Retelling,

Reflecting, & Making Connections

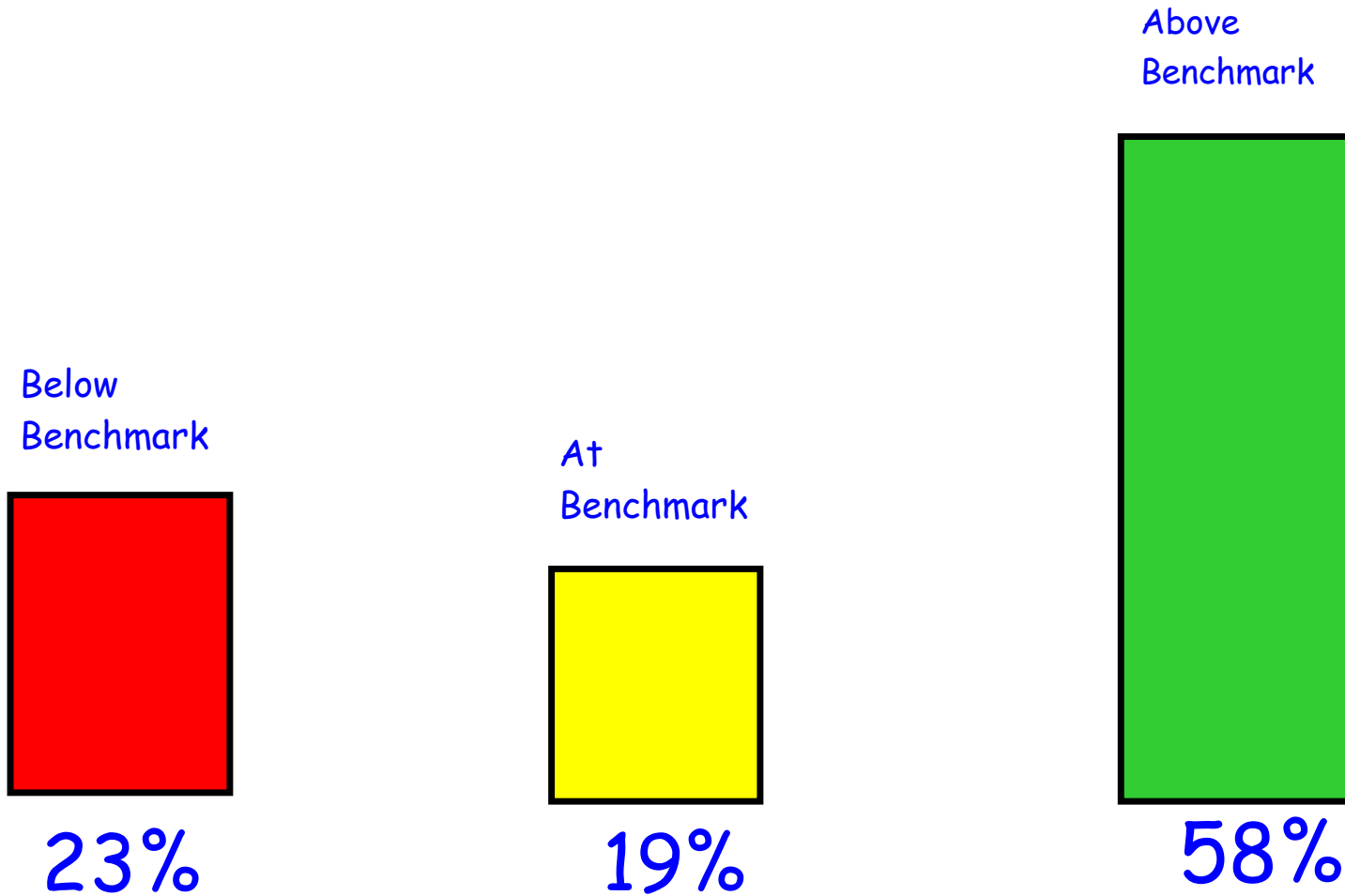
Vocabulary

JANUARY

85 First grade students completed the DRA...



January



GRADE 2

DATA



DRA

Developmental Reading Assessment Second Grade Assesses:

Prediction

Word Attack Skills

Oral Reading Fluency: Accuracy, Rate,
Phrasing & Expression

Reading Strategies

Comprehension: Retelling, Reflecting, &
Making Connections

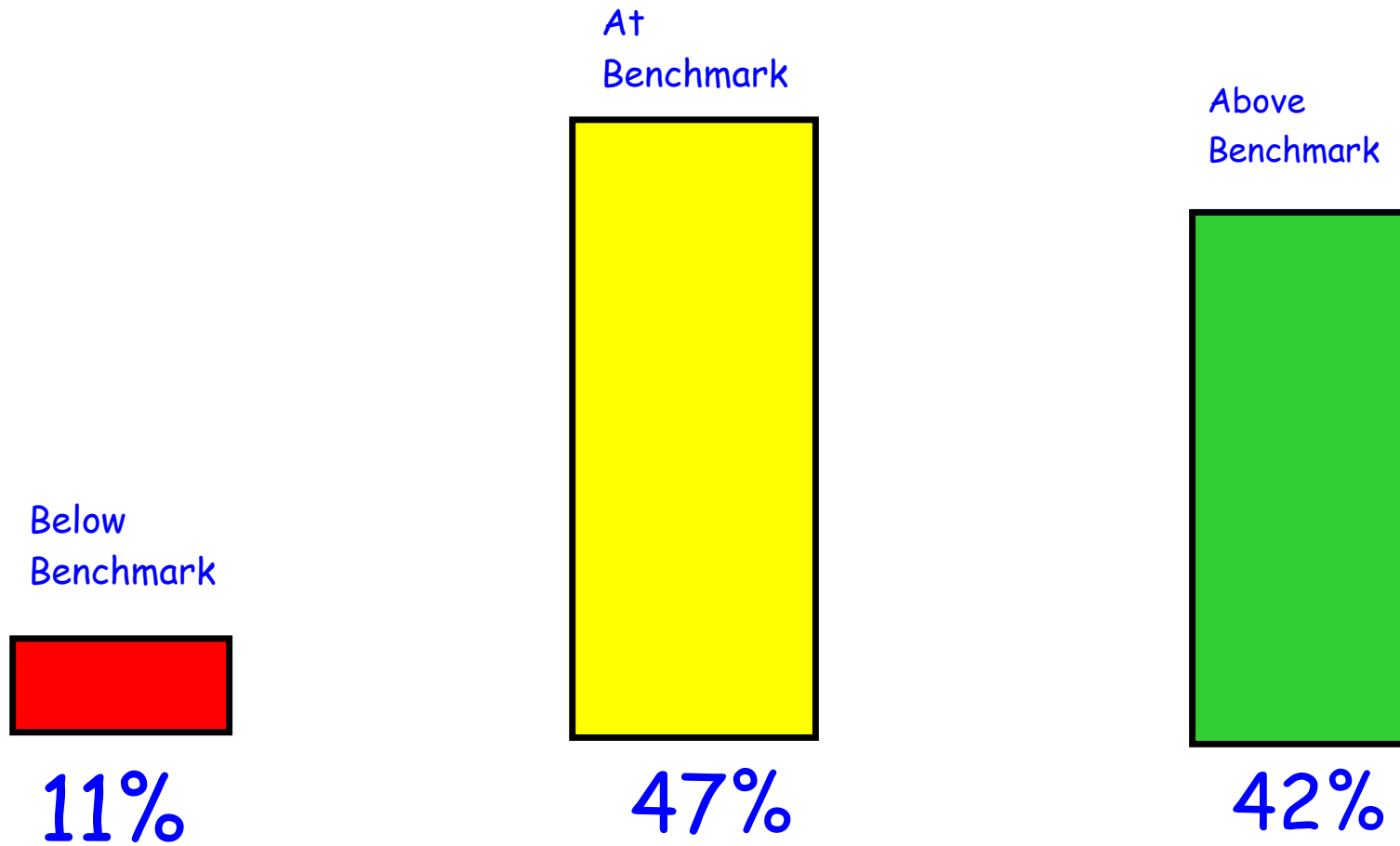
Vocabulary

JANUARY

81 Second grade students completed the
DRA...



January



Jack and Jill have now completed their literacy journey through the Primary School. Along with their friends, they have benefited from Reader's & Writer's Workshop for three full years.



GRADE 3 DATA



Teacher's College Reading Assessment



Grades 3 - 6:

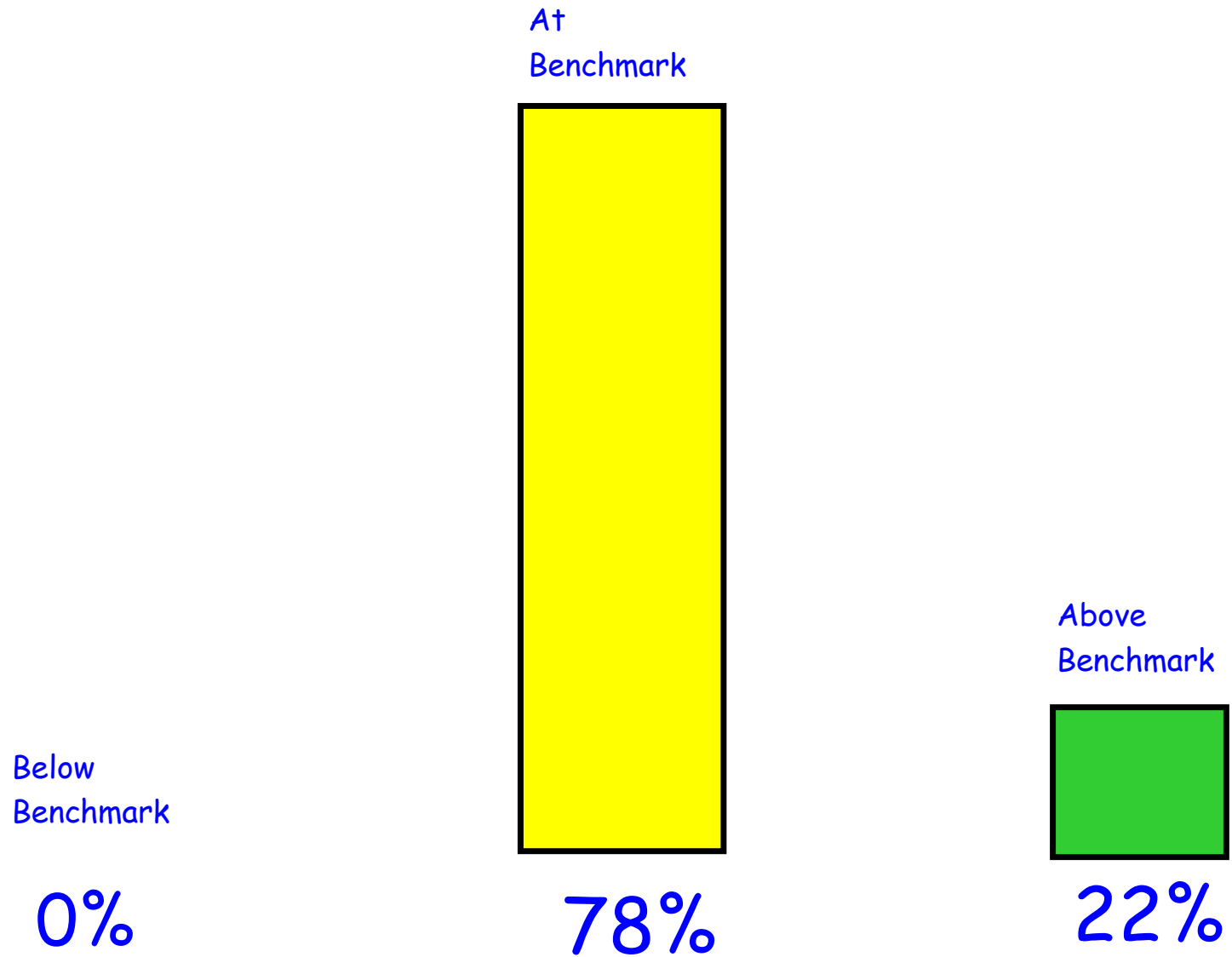
- Oral Reading Fluency:** Accuracy, Rate, Phrasing & Expression
- Comprehension:** Oral/Written Summarization
Literal, Inferential, Evaluative
- Vocabulary**

SEPTEMBER

74 Third grade students completed the *Teacher's College Reading Assessment*



SEPTEMBER



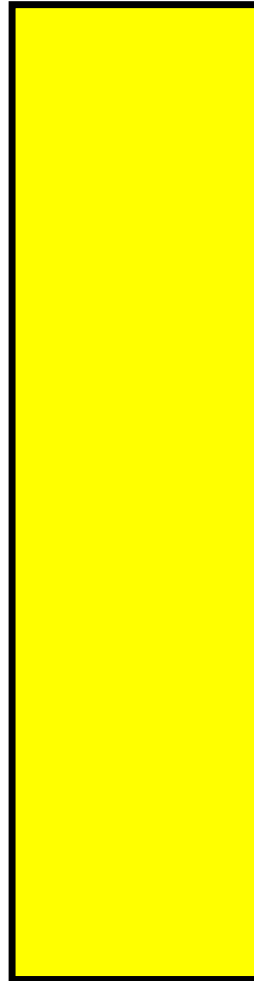
JANUARY

75 Third grade students completed the *Teacher's College Reading Assessment*



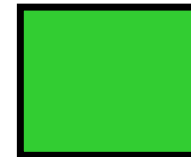
JANUARY

At Benchmark



80%

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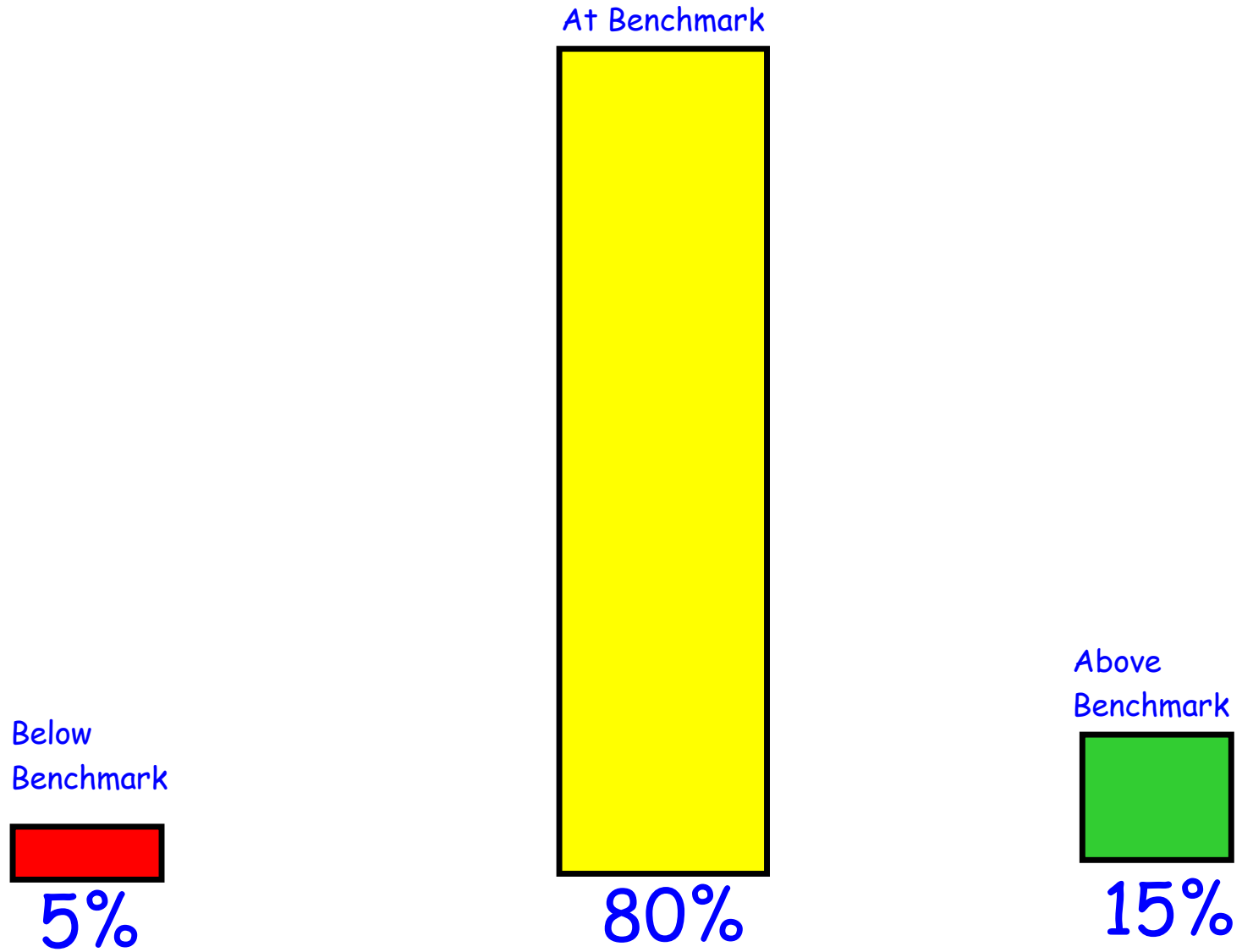


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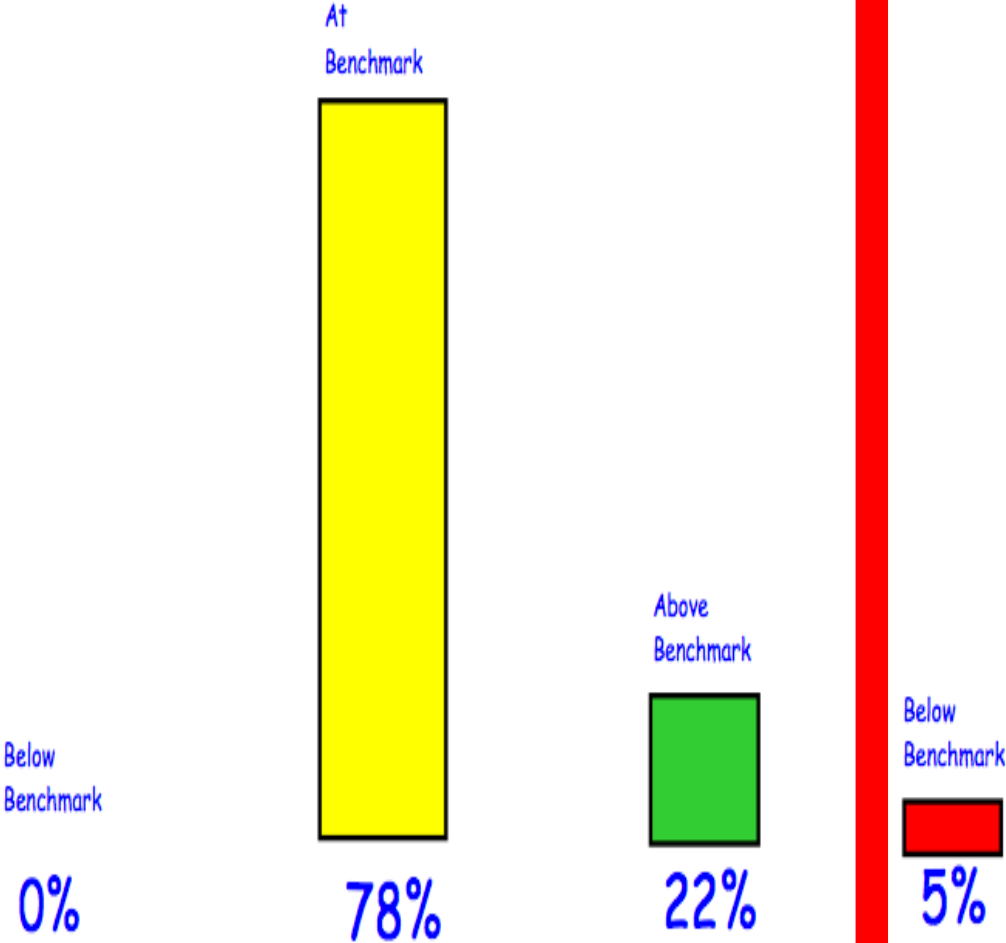
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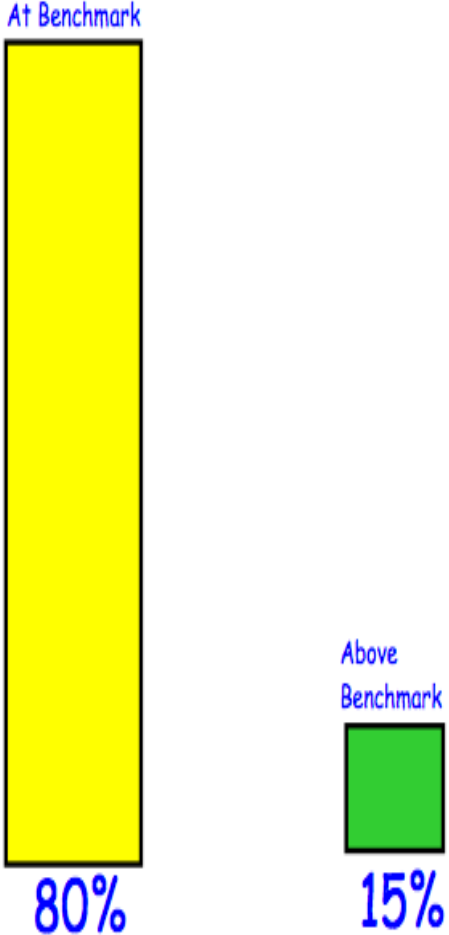
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SEPTEMBER



JANUARY



GRADE 4 DATA

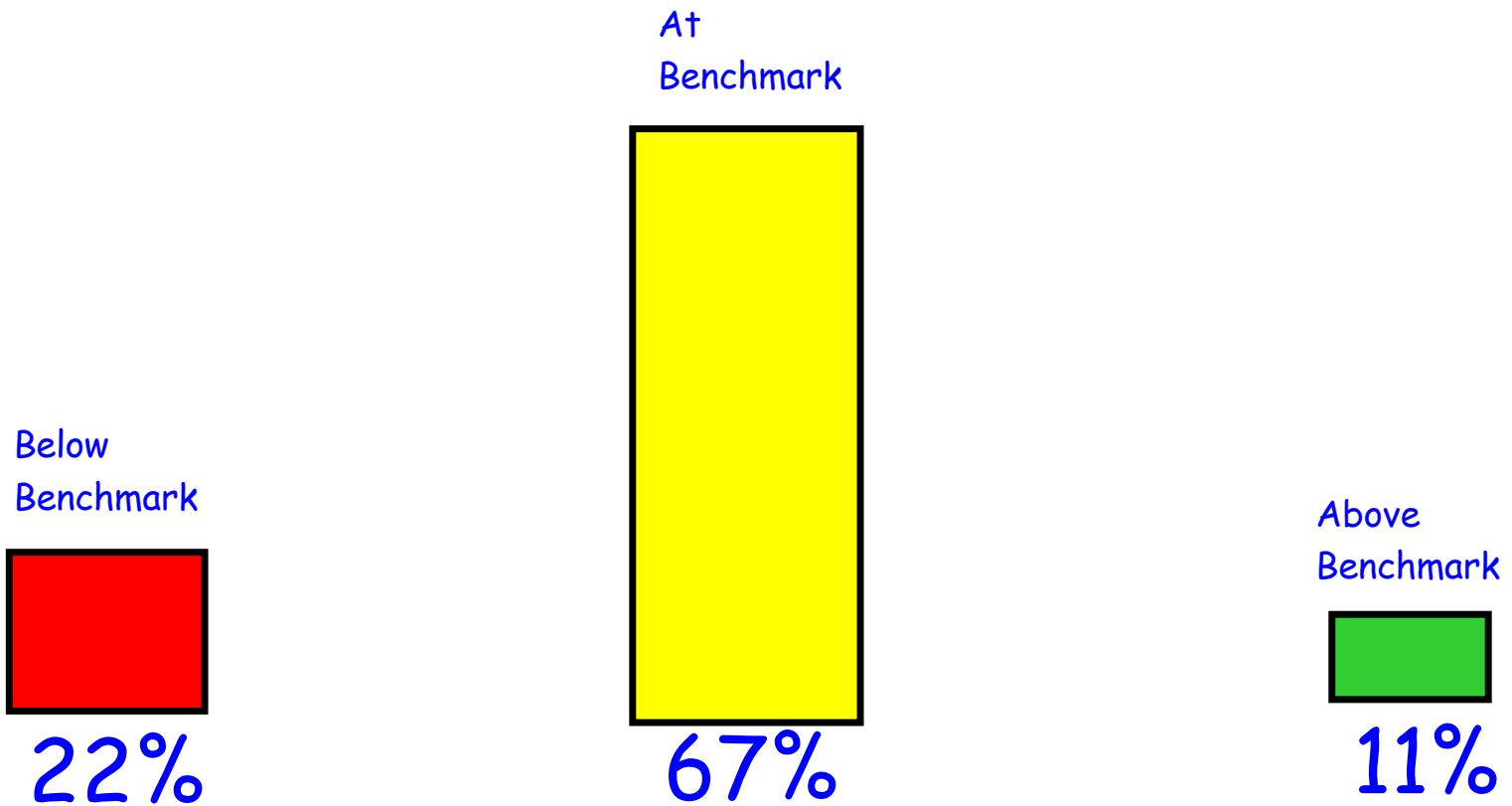


SEPTEMBER

88 Fourth grade students completed the *Teacher's College Reading Assessment*



SEPTEMBER

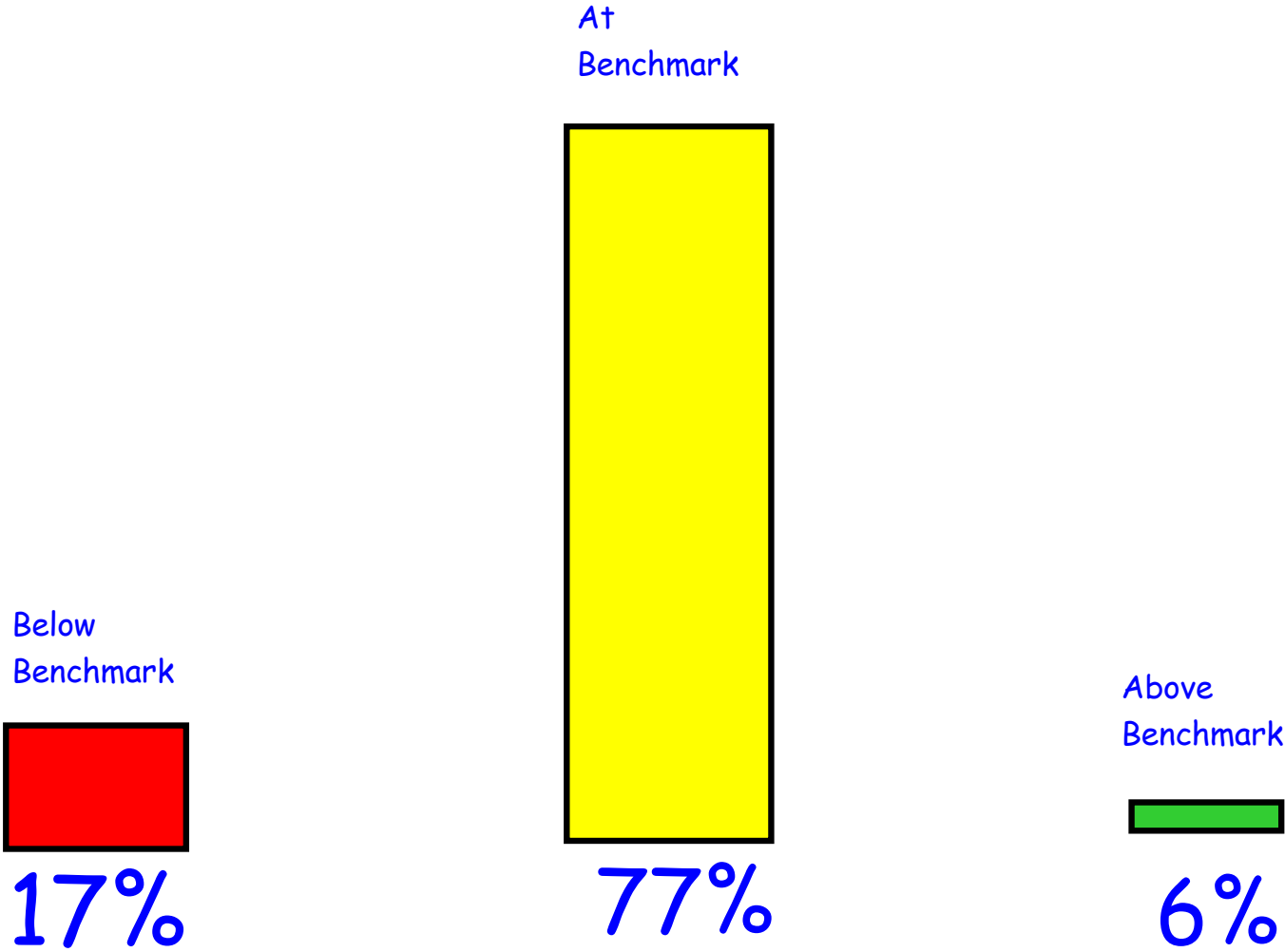


JANUARY

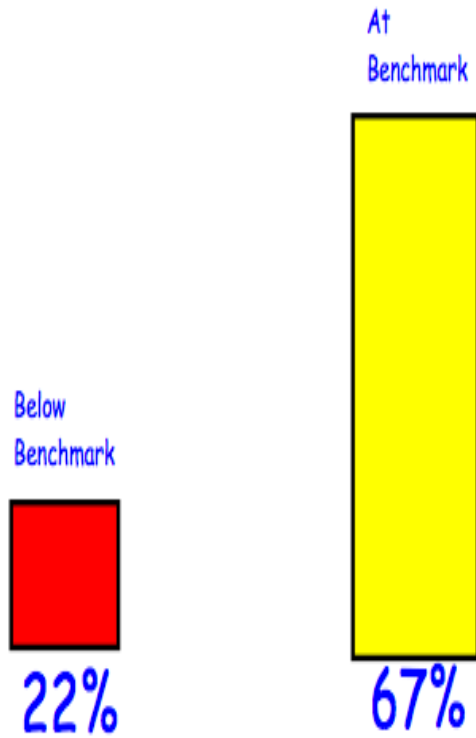
89 Fourth grade students completed the Teacher's College Reading Assessment



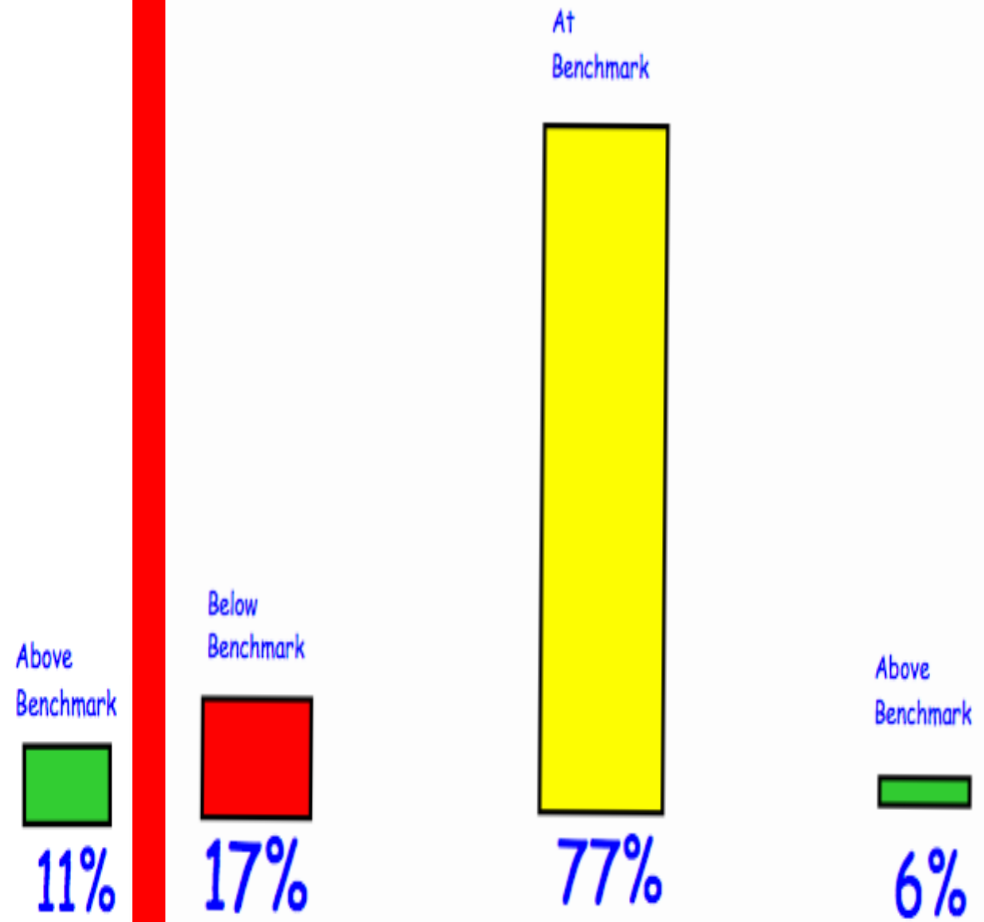
JANUARY



SEPTEMBER



JANUARY



GRADE 5 DATA

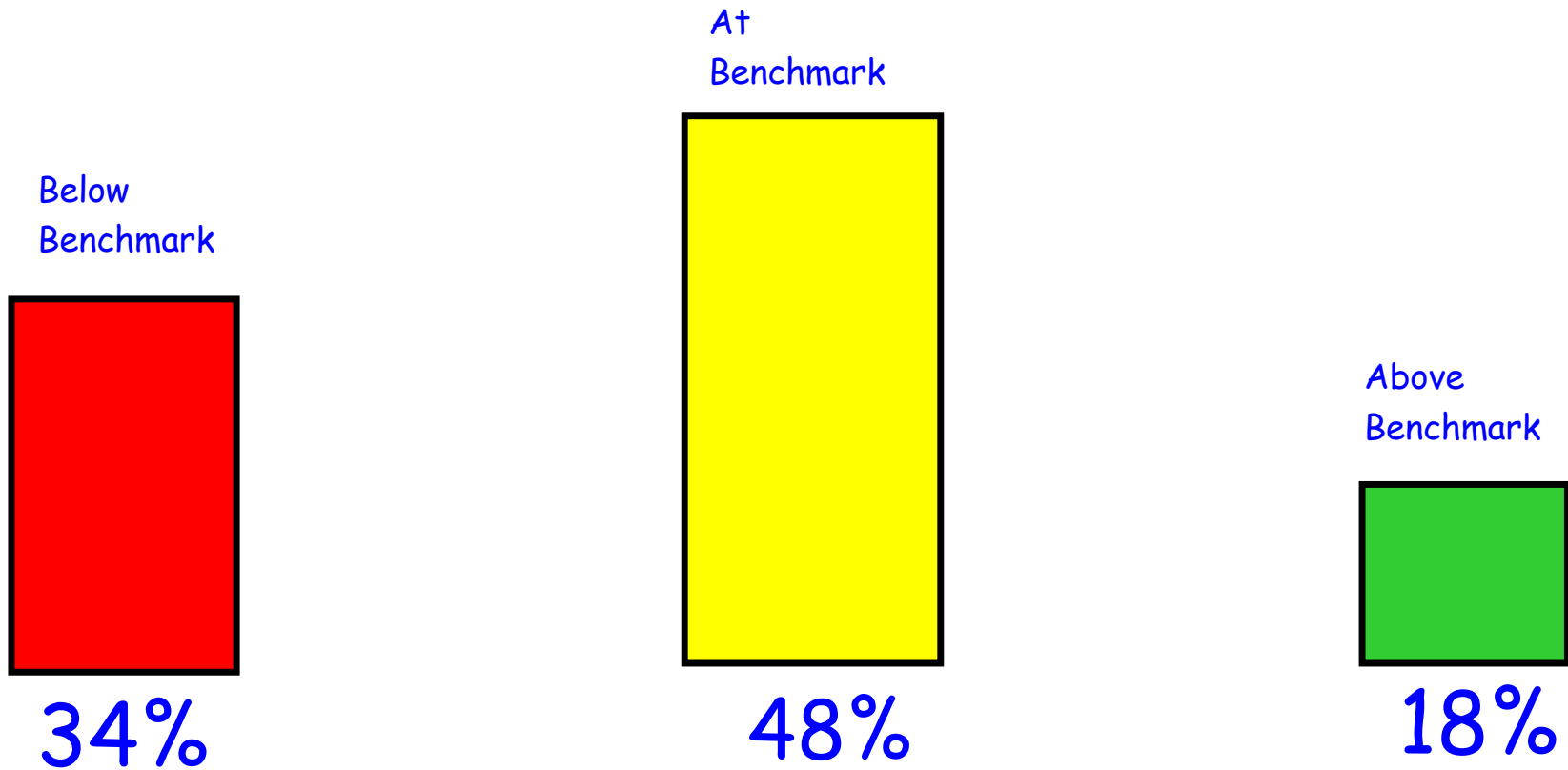


SEPTEMBER

119 Fifth grade students completed the *Teacher's College Reading Assessment*



SEPTEMBER



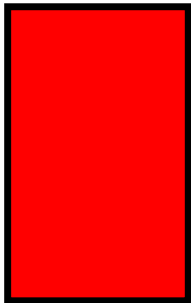
JANUARY

121 Fifth grade students completed the
Teacher's College Reading Assessment



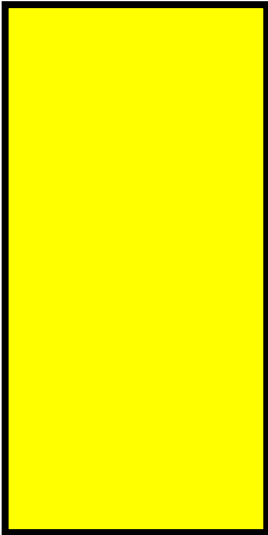
JANUARY

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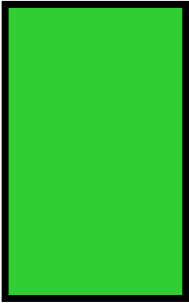
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Benchmark



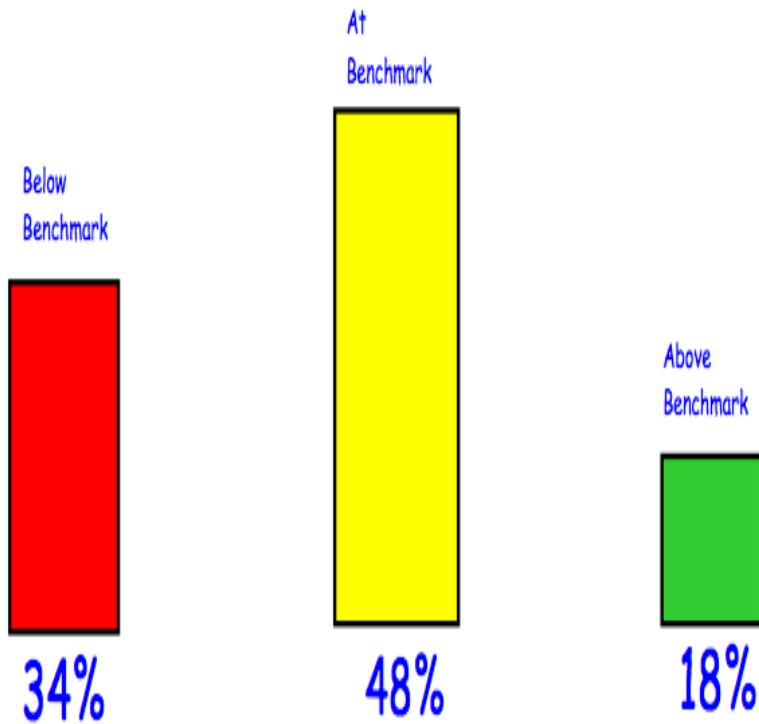
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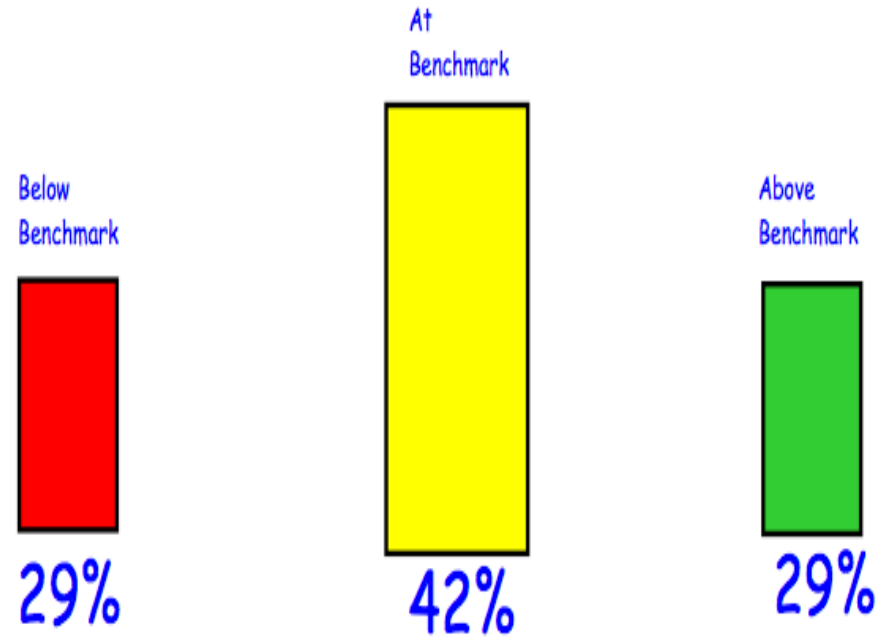


29%

SEPTEMBER



JANUARY



GRADE 6

DATA



SEPTEMBER

98 Sixth grade students completed the
Teacher's College Reading Assessment



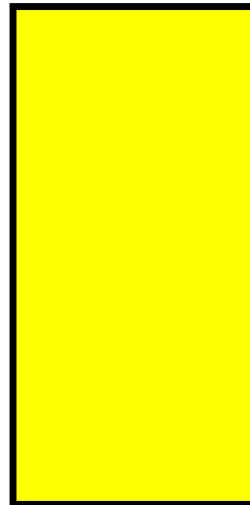
SEPTEMBER

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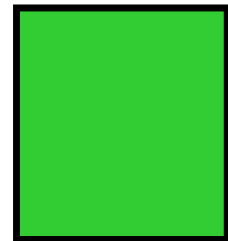
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At
Benchmark



58%

Above
Benchmark



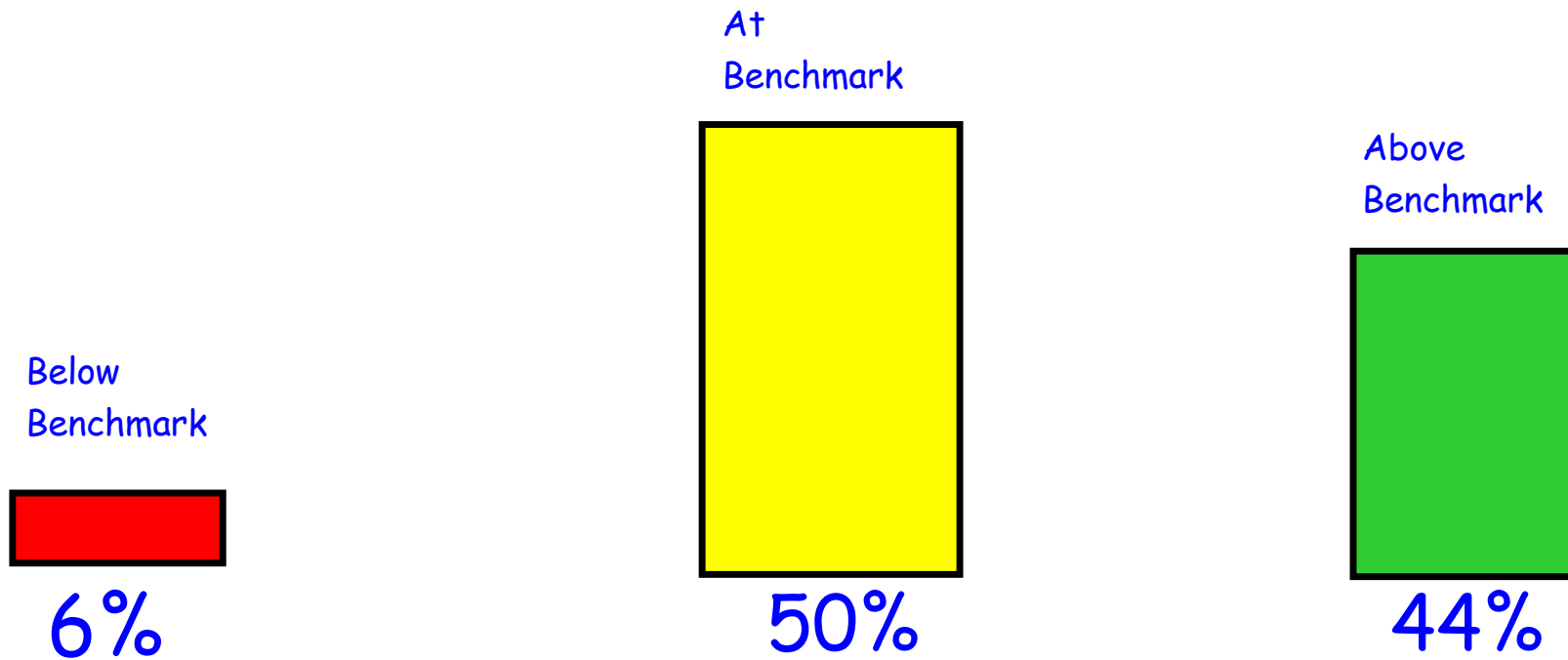
25%

JANUARY

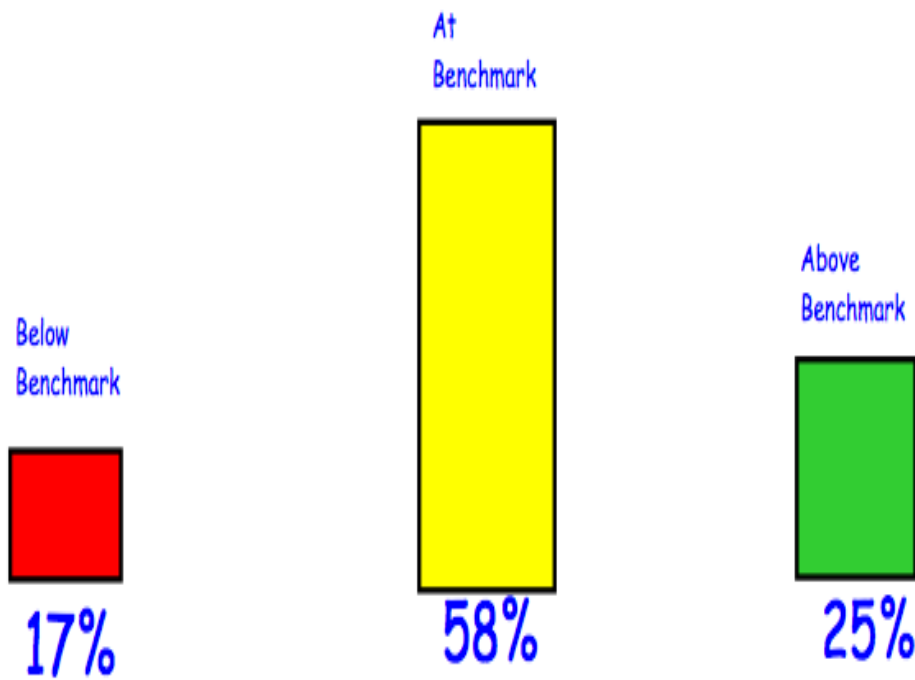
98 Sixth grade students completed the *Teacher's College Reading Assessment*



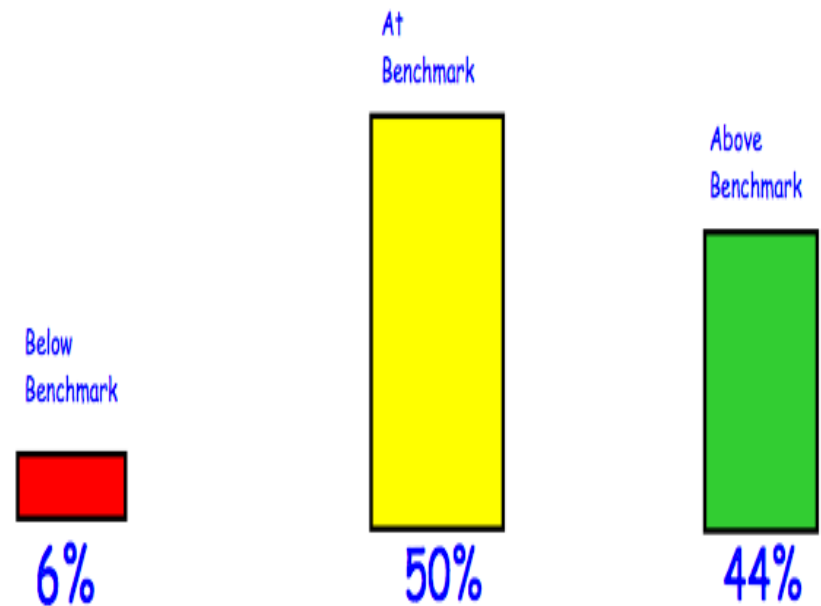
JANUARY



SEPTEMBER



JANUARY



How Do Teachers Respond?

- Attend Professional Learning Community Meetings (PLC)
- Analyze Data for Specific Instruction
- Change Instructional Plan (LAC and/or Classroom)
- Reteach, Review, Retry Through Differentiated Instruction
- Coach Teachers
- Instruct Whole Classes in LAC
- Support At-Risk Students in the Language Arts Center (Small Group/1-on-1)
- Participate in Child Study Team Meetings
- Provide ELL Instruction
- Utilize Various Forms of Technology
- Offer Summer Academic Literacy Program

Jack and Jill have now completed their journey through Beecher Road School.



They are prepared as a result of our balanced literacy approach and well developed support systems.

All of our "Jacks & Jills" are on the road to become lifelong learners for the 21st century.



The End



Beecher Road School-Wide Behavioral Supports
Guidelines for Positive Behavioral Supports for all Students

2011

Beecher Road School-Wide Behavioral Supports

Guidelines for Positive Behavioral Support for All Students

Committee

Maria DePalma
Diane Dolan
Peter Halsey
Sheila Haverkamp
Jean Molot
Teresa Nakouzi
Sandra Simowitz
Debra Sokol
Mary Vincitorio

2011

Beecher Road School
School-Wide Behavioral Supports

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Belief Statement
Discipline at Beecher Road School

In our school, teaching self-discipline is an important part of the curriculum. We believe that all students wish to participate fully in all school activities in a safe and respectful environment. We understand that to do so requires an appreciation and understanding of rules and guidelines. We believe all adults should model for children what it means to be excited about learning, what it means to have the time to stop and listen, and what it means to be kind, considerate and respectful. We encourage a learning process that examines and develops rules and guidelines. We hope students will understand and appreciate that self-discipline and order help create a successful academic and social environment. We want students to value and follow the rules because they have faith in themselves and the adults who have faith in them.

The School-wide Discipline Committee Report

The Committee has met to discuss school-wide discipline and develop recommendations and plans to improve all of the various aspects of discipline at our school. We have read and talked about the reasons for school-wide discipline and the most effective ways to implement it. We have several documents for the adults in our school to consider. The first is our Belief Statement that has been discussed by the faculty and revised to incorporate the views expressed. The second is an overview of school-wide discipline, including the goals and purposes of discipline and the purposes and characteristics of consequences. An understanding of them is important to all other ideas we present below.

An important underlying principle of school-wide discipline at the Beecher Road School should be that all children are our responsibility and the adults must interact with all of them as if they were in our classroom. This may sound simple, but a change in our trust level and cooperation is necessary for this to fully become a part of our practice. In our common areas, all adults need to participate in reminding children about our rules. In general, we should not directly intervene when a teacher has his/her class in full view. However children who are unaccompanied, or out of view of the responsible adult must be reminded of expected behavior. It is particularly important for all adults to support all of our TAs who are expected to supervise our children at the most difficult transition times in our day.

This requires an understanding that common area, cafeteria and bus rules must be developed and consistently followed by the entire Beecher Road community. These rules and the logical consequences of not following them will be developed through a process that involves students directly.

This further requires that adults follow the same rules in our common areas as the children. This will require a change in behavior that is supported by a great majority of faculty surveyed. The committee believes that it is crucial. This will mean that adults must duck into a room if a conversation in passing is required. We will also have to remind each other of this practice and acknowledge that we will all at some point mess up. Thoughtful and careful language and spirits are required.

The involvement of students in the development of classroom rules is an important part of their use and this practice should be followed early in each school year. Classroom teachers, Special Educators and Specialists need to understand the expectations for students working with all three. A coordinated process will make issues clearer for children as well as adults. It is recommended that Specialists visit classrooms during Morning Meeting times at the start of the year to involve the Specialists directly with the class as they develop rules. Further, during the year, a meeting with an individual student or class to resolve an issue in Specials might be arranged at that time.

Rules should be developed in each classroom through a process that links them to student expectations for their own success and involves the students directly. These rules and expected

behavior should be modeled by teachers and practiced by students regularly throughout the year. They should follow the goals and purposes in the overview. Consequences are developed by adults, but should follow the characteristics in the overview.

All classroom teachers and specialists should arrange for a buddy teacher who might assist in situations where a student needs time outside of his/her classroom to regain self-control. The circumstances and practices for the use of buddy teachers should be worked out between buddies, but it is expected that the practice of sending children to the office when a class is disrupted will in most instances be avoided by the use of a buddy teacher.

If a child is unable to develop self-control in a buddy teacher's room, there will always be a person available to escort that child from the classroom. There will be spaces identified in both North and South areas where a child can be taken to gain self-control. At times, the child will be in the care of his/her classroom teacher and the classroom will be covered by the adult who has been called. At other times, the child will be in that space with another adult. There may be times where extreme instances of loss of control may require the immediate removal of a student to a designated space with the adult who has been called.

As with any new plan or practice, this will require discussion and fine tuning. The goal of consistent expectations for behavior and productive responses for failure to meet them will only be met with the cooperation of all in the Beecher community. It is important to comment that there is no silver bullet to make behavior improve overnight. Rather, it is the tough work day by day from adults and students that will result in lasting change.

Overview

Goals for School Discipline

Establish a calm, orderly, and safe environment for learning

Foster an appreciation for the role of rules in school community

Help children develop self-control and self-discipline

Teach children to be responsible, contributing members of a democratic society

Promote respectful, kind, and healthy adult-child, child-child and adult-adult interactions

Purposes of Rules

Create a sense of order and predictability

Create a climate of respect and healthy interactions

Create a climate in which children feel safe enough to take risks

Serve as guidelines for behavior to help children learn self-control

Help develop social awareness and responsibility

Balance the needs of the group with the needs of individuals

Address issues as they arise

Purposes of Logical Consequences

Help children recognize, fix, and learn from their mistakes

Help children internalize the rules to enable them to better develop *self*-control

Maintain a safe and orderly school

Balance the needs of the group with the needs of the individual

Help children make reparations and maintain relationships when they hurt each other in any way

Characteristics of Logical Consequences

Logical consequences are:

Relevant: directly related to the child's action

Realistic: reasonable for a child to do and a teacher to follow through on

Respectful: communicated with firmness, but also with caring; focus on changing specific behavior rather than making general judgments

Beecher Road School
Expectations for Common Areas

In the hallways

We walk silently because it is safe and classes are working.

We keep our hands and feet to ourselves to respect others and our environment.

We walk together on the right in a single line.

We are trustworthy – we know the rules apply when we are alone and when we are together.

In the bathrooms

We demonstrate self-control by keeping the bathrooms clean.

We flush the toilet, clean up after ourselves and wash our hands.

We report problems to the adult in charge right away.

On the playground

We use only school equipment and stay within the playground boundaries.

We enter the Nature Trail and Kucinskas Loop only with an adult.

We respect others and welcome all to join in our play.

We play and use the playground equipment safely, respecting others' personal space and feelings.

We report problems to the adult in charge right away.

At programs, performances and special events

We enter and exit the area silently, following the directions of the adult in charge.

We stay in the program area and leave only with adult permission.

We are part of a respectful audience, listening, participating, and showing our appreciation appropriately.

Cafeteria Rules

- Use quiet voices (indoor voices) to speak to others at your table.
- Keep hands, feet, and other objects to yourself.
- Walk at all times in the cafeteria.
- Eat quietly and use appropriate table manners.
- Treat others with dignity and respect.
Clean up after yourself.
- Stay in your seat until dismissed. Raise your hand if you need assistance or have a question.
- Eat only your own food.

<p>Responsive Classroom</p> <p>9 Empowering and Encouraging Phrases</p>

I see...

I notice...

I hear...

Show me...

Remind me...

Tell me about...

What do you think of ...?

How does this work?

How do you feel about ...?

Behavior Support Classroom Level

Behavior

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> *calling out *getting out of seat *using verbal put-downs *not preparing for class *passing notes *not working well with others | <ul style="list-style-type: none"> *shouting *not following teacher's directions *not completing assignments *cheating *not following classroom rules *careless and impulsive misuse of property | <ul style="list-style-type: none"> *invading personal space *refusing to work *teasing *throwing objects *lying |
|--|--|--|

Prevention

- | | |
|--|--|
| <ul style="list-style-type: none"> *morning meeting *developing and posting rules *keeping extra materials on hand *using calm, neutral teacher response *using empowering language from RC (be assertive) *posting routines and schedules *using social reinforcement: smile, pat on back, thumbs up *implementing Premack's Principle (pair less desirable activity with a very desirable one) *using read alouds *providing clear instructional goals *initiating and maintaining parent communication | <ul style="list-style-type: none"> *teaching, modeling, and practice of expectations and specific behaviors *communicating among staff *using clear, simple, one-step directions *having a private chat with child before lesson begins *creating an intentional seating plan *cueing and previewing *using proximity *touch control *using role playing *providing movement breaks and energizers *using visual reminders *providing active supervision |
|--|--|

Intervention

- | | |
|--|--|
| <ul style="list-style-type: none"> *seating student next to positive peer role model *providing a safe place *preparing a daily schedule with pictures *regrouping the children *using a buddy teacher time out *contacting school psychologist/previous teacher *PLC problem solving *contacting parents (parent communication options include: communication log, weekly communication, as needed communication) | <ul style="list-style-type: none"> *providing take a break/time to think and change *using social (problem solving) conference *setting up a private signal *preparing a written agreement *targeting specific behaviors, including consequences *practicing specific behavior |
|--|--|

Consequence

- *using break it – fix it (restitution)
- *imposing a loss of privilege

- *providing time to think and change (take a break)

Behavior Support Team Level

Behavior

- *repeated patterns of classroom level behavior
- *careless, impulsive physical contact that may result in bodily injury
- *violation of school acceptable use policy
- *vulgarity

- *leaving without permission
- *use of personal electronics
- *persistent disruption
- *disrespectful use of personal or school property

Prevention

- *morning meeting
- *practicing expectations and specific behaviors
- *using clear, direct, simple directions
- *having a private chat with child before lesson begins
- *posting routines and schedules
- *using proximity
- *using social reinforcement: smile, pat on the back, thumbs up
- *implementing Premack's Principle (pair less desirable behavior with a very desirable one)
- *providing active supervision
- *communicating among staff
- *support staff check-in

- *reviewing posted rules
- *using calm, neutral teacher response
- *using empowering language from RC (be assertive)
- *creating an intentional seating plan
- *cueing and previewing
- *touch control
- *using role playing
- *providing movement breaks and energizers
- *using visual reminders for rule reminding
- *using read alouds
- *giving clear instructional goals
- *maintaining parent communication

Intervention

- *seating student next to positive peer role model
- *using a safe place
- *regrouping the children
- *targeting specific behaviors, including consequences
- *taking a break
- *PLC problem solving
- *using a daily schedule with pictures
- *contacting parents (parent communication options include: communication log, weekly communication, as needed communication)
- *referral to Child Study Team (if necessary after team interventions and data collection)
- *using a regain self control place
- *using a private signal
- *using a written agreement
- *using a buddy teacher time out
- *contacting school psychologist/previous teacher
- *practicing specific behavior
- *social (problem solving) conference

Consequence

- *using break it – fix it (restitution)
- *imposing a loss of privilege

- *providing time to think and change (take a break)

Behavior Support Administrative Level

Behavior

- *persistent pattern of team level behaviors
- *intentional, repeated, and/or malicious physical contact resulting in bodily injury
- *possession and/or use of tobacco, alcohol, and/or drugs
- *bullying

- *violation of school acceptable use policy
- *possession of weapons
- *deliberate and severe destruction of personal or school property
- *severe, persistent lying
- *selling unauthorized merchandise
- *pulling the fire alarm

Prevention

- *continued use of classroom and team prevention strategies

- *providing parent communication
- *revisiting Parent and Student Handbook

Intervention

- *continued use of classroom and team prevention strategies
- *referral to Child Study Team

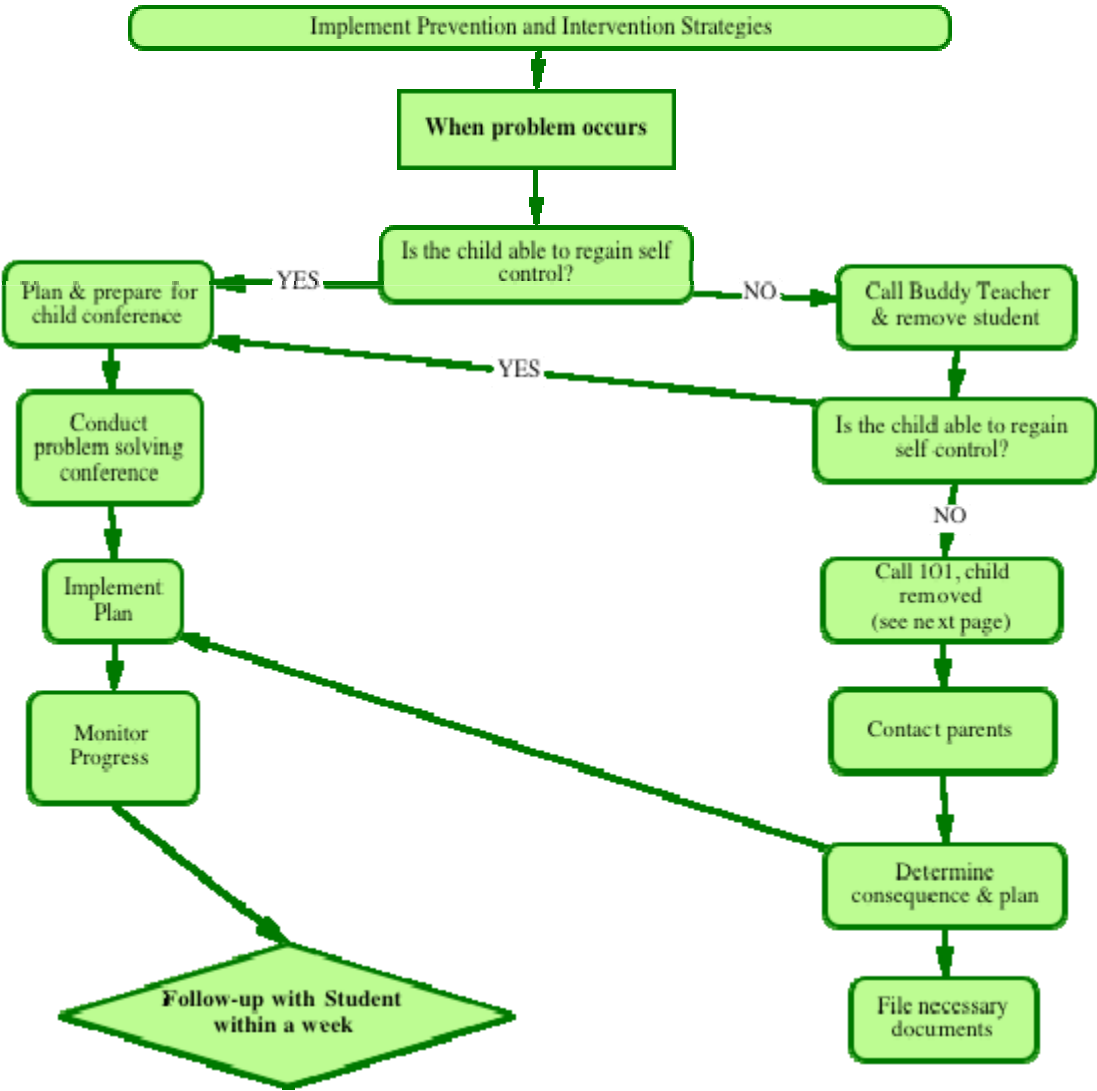
- *parent communication
- *revisiting Parent and Student Handbook

Consequence

- *using break it – fix it (restitution)
- *imposing a loss of privilege
- *notifying the parent

- *providing time to think and change (take a break)
- *confiscation
- *suspending the student (in and out of school)

General Procedure for Solving Persistent or Extreme Behavior Problems



**Woodbridge School District
Beecher Road School**

Crisis Intervention Protocol

Crisis is defined as a situation in which instruction is disrupted by behavior that is aggressive / explosive and threatens the safety of the classroom and the education of peers.

Primary

Call the Office 101

The Office staff will contact the appropriate personnel



Psychologist



Child Associate



Principal



Special Education Director

Intermediate

Call the Office 101

The Office staff will contact the appropriate personnel



Principal



School Psychologist



Child Associate



Special Education Director

Behavioral Support Team Glossary

1. **Acceptable Use Policy**- Communicate through computers, as you would deal with people in person. (See BRS Parent and Student Handbook for complete policy.)
2. **Active supervision** –Effective and efficient supervisory technique supporting appropriate student behavior: which includes teaching expected behaviors and routines, reminding and prompting, actively and positively scanning and moving, and interacting with students and acknowledging contextually appropriate behavior. (U. Oregon and U Conn.)
3. **Apology of Action** (See RESTITUTION)
4. **Behavior Plan** – Data driven intervention plan developed for an individual child, by the team, that articulates target behaviors, goals and objectives, and expectations and supports for students and staff involved
5. **Break it/Fix it**- Children take responsibility for fixing, as best they can, any problem or mess they created (See Responsive Classroom)
6. **Buddy Teacher**- a second teacher (in close proximity) who is enlisted for support to escort a child out of the child's classroom and into a suitable spot in his/her classroom visible to the teacher. A Buddy Teacher is useful when a child needs to leave the room due to continuing distracting behavior, repeated behavior after a time-out, the stimulation within the room is agitating a student, or when the teacher needs a break from a student. (See Responsive Classroom and Appendix)
7. **Bullying** – Threatening, harassing, humiliating, singling out or embarrassing individuals. When informed of a child being bullied, the staff member is expected to provide direction to the child, support resolution of the problem, or engage the assistance of the building administrator in resolving the situation and addressing the inappropriate behavior of the student who is doing the bullying or teasing. (See BRS Parent and Student Handbook)
8. **Communication log**- A tool for documentation and /or attempt to communicate with parents (See Appendix)
9. **Constructive behavior**-Serving to build or improve; positive relationships for self and with others
10. **Cueing** – Proactive strategies such as gestures, words or other signals to remind support or prevent specific behaviors.
11. **Cyber bullying**- The use of electronic means by a minor to torment, threaten, harass, humiliate, single out, embarrass or otherwise target another minor

12. **Destruction of property** – Damage to belongings; can be personal or school
13. **Developmental expectations**- Limitations of developmental characteristics and characterizations must be appreciated and considered in order to treat children fairly and equally.
14. **Developmental fit**- Ensuring a match between student’s developmental stage, expectations and chosen intervention
15. **Empowering language**-Divided into 3 categories; reinforcing, reminding and redirecting. Purpose of giving positive feedback and recognizing students’ efforts at self- discipline, using reminders when students are beginning to get off track or just before a specific time or situation when the rules are particularly challenging to use, and when a child needs to be stopped and pointed in the right direction. Teacher focuses on specific actions of the child and speaks in a non-judgmental tone. - (Responsive Classroom)
16. **Energizers** - Quick breaks that get children moving, breathing, and having fun together— into your classroom day. Energizers are great ways to get children refreshed and refocused on learning
17. **Expected behavior**- Expectations and routines are set forth so the school can prosper in an atmosphere of respect and dignity, through team building and problem solving. (See BRS Student and Parent Handbook)
18. **Explosive child**- Students demonstrating a developmental delay in flexibility, frustration, tolerance and problem solving which results in challenging behaviors including severe non-compliance, outbursts and non-compliance. (Ross Greene)
19. **Intervention**- Treatment: care provided to improve a situation
20. **Loss of Privilege**- (A type of Logical Consequence) When students are not responsible, misuse materials, or misuse work areas, the adult will remove the material or privilege from them until they are ready to make better choices and try again. Privileges are opportunities to learn to be reliable and to take responsibility for following the rules when acting autonomously
21. **Logical Consequences**-There are three types of Logical Consequences:
1) Reparation: you break it, you fix it, 2) Loss of Privilege, and 3) Time to think and change. Responding to inappropriate or undesired behavior in a natural way that allows children to fix and learn from their mistakes while preserving their dignity. The adult must remain calm, be brief, and use direct language. Logical Consequences are: Respectful, Relevant and Realistic (Responsive Classroom)
22. **Non-compliance**- Failure or refusal to conform to established rules or expectations (includes ignoring adult directions)
23. **Peer Mediation**- The use of peers to promote reconciliation, settlement or compromise between conflicting students

24. **Performance Anxiety**- A condition of persistent and uncontrollable uneasiness, nervousness, stress, and worry
25. **Positive Climate**- A respectful and caring learning environment where children feel trust and belonging
26. **Premack's Principle**- Pairing of a less desirable activity with a more desirable activity. Ex. Homework paired with time on the computer
27. **Prevention**- Actions carried out to deter expected negative behavior (includes **Cueing**)
28. **Problem Solving**- Using conferencing, role playing, and other strategies to resolve problems with students (known as **Collaborative Problem Solving**)
29. **Regrouping**- To reorganize for renewed effort, after a temporary setback or situation
30. **Reparation**- (See **Break-It Fix-It**) Students are responsible for fixing the mess, material, or even the friendship they broke
31. **Responsive Classroom**- A general approach to teaching, based on the premise that children learn best when they have both academic and social-emotional skills
32. **Restitution** (formerly **Apology of Action**) A type of Logical Consequence; Students develop their own way to fix a situation or a way to “right a wrong,” May or may not involve an apology
33. **Social Curriculum**- Curriculum that builds social-emotional competencies and enhances children's self-management skills to build a sense of community
34. **Take a Break**- See **Time to Think and Change**
35. **Teasing**- Words or actions that cause others to doubt their worthiness as persons or learners; annoy, make fun of, mock
36. **Thorny**- Difficult, hard to deal with
37. **Time to Think and Change**- (formerly **Take a Break**) Type of Logical Consequence used in a consistent, calm, and non-punitive way; used for subtle acting out and obvious misbehaviors and gives students opportunity to calm down, develop self-control, and redirect their focus.
38. **Time out**- (See **Time to Think and Change**)
39. **Verbal Abuse**- Involves use of language, expletives, oral communication and written word that significantly affect a person's self-esteem, emotional well-being, and physical state

40. **Verbal put-downs-** Name calling, insults, verbal abuse, racist remarks

41. **Vulgarity-** An act or expression that is offensive or mean/ profanity

APPENDIX

Problem Solving Conference Plan Sheet

Teacher's name:

Student name:

Time and place of conference:

Reaffirm rapport:

For example: *You worked so hard at math time.*

Yesterday I saw you help Melanie find her independent reading book.

Talking about the problem:

For example: *I noticed that when you write you often forget punctuation and spelling that I know you know. What have you noticed?*

Teacher	Student

Naming the behavior as a problem and why it's a problem:

For example: *When I see you poking kids in line, I noticed that they get annoyed.*

It's important to keep your papers in your own area so that your tablemates will have space to work.

It's important that you read a just-right book so you can learn to be a better reader.

Inviting the student to work on the problem:

For example: *Would you like to work on this together?*

It'd like to help you with this if you'd like to work on it.

(If the student declines, simply restate rules and redouble your efforts to use logical consequences)

Student and teacher suggesting possible causes of the problem:

For example: *Why do you think this is happening? Might it be that you think that kids will want to be your friend if you snatch their hats and run away?*

Sometimes kids forget their homework because they think it's too hard. Could that be what's happening here?

Articulating a clear, specific goal to work on:

For example: *Your classmates will want to work with you if you share your thoughts calmly and respectfully. What about if we thought about some ways to do that?*

Which one of these three goals would you like to work on first?

Suggest possible solutions for working on the problem:

For example: *What might help you remember to wait your turn to speak in a group discussion?*

Solution that the teacher and the student agree to try:

Plan for follow up:

Plan for communication:

Plan / strategy shared with specialists as appropriate

Plan / strategy shared with parents as appropriate

SAMPLE

PARENT/GUARDIAN COMMUNICATION LOG

Student Name:

_____ **Address:**

_____ **Phone: Home** _____ **Work** _____ **Cell**

_____ **Email address:**

Date
Communicated with
Initiated by
Type**
Reason
Outcome

Date
Communicated with
Initiated by
Type**
Reason
Outcome

****TYPE: E=EMAIL P=PHONE L=LETTER M=MEETING
SAMPLE**

Weekly Progress Report

_____ 's Weekly Report.

Please read, sign, and return this report to school with your child. If you would like to discuss any part of the report with me, you can contact me at _____, between the hours of _____ and _____.

Initials		Comments
Initials	Completed all classroom assignments.	
Initials	Completed all homework assignments.	
Initials	Used class time wisely.	
Initials	Understood the concepts covered.	
Initials	Contributed to class discussions and activities.	
Initials	Behaved appropriately.	
Initials	Respected the rights of other students.	
Initials	Respected authority.	

Parent/Guardian Signature: _____ Date: _____

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BEECHER ROAD SCHOOL
Woodbridge, CT 06525

CONDUCT REFERRAL

Notice to Parents/Guardian: The purpose of this report is to inform you of a disciplinary incident involving your child

Student Name: _____ Today's Date: _____
Grade: Pre K Date of Incident: _____ Teacher Name: _____

Reason(s) for Referral:

- | | | |
|--|---|--|
| <input type="checkbox"/> Threatening | <input type="checkbox"/> Destruction of School Property | <input type="checkbox"/> Rude/Discourteous/Uncooperative |
| <input type="checkbox"/> Hitting a Student/Teacher | <input type="checkbox"/> Bullying/Teasing | <input type="checkbox"/> Inappropriate Dress |
| <input type="checkbox"/> Disrespectful to Authority Figure | <input type="checkbox"/> Unacceptable Language | <input type="checkbox"/> Other _____ |

Action and Recommendation(s):

- | | | |
|---|--|--|
| <input type="checkbox"/> Conference Held with Student | <input type="checkbox"/> Teacher Consequence | <input type="checkbox"/> Parent Conference Requested |
| <input type="checkbox"/> Removed Student from Classroom | <input type="checkbox"/> Detention | <input type="checkbox"/> Financial Restitution |
| <input type="checkbox"/> Telephoned Parent | <input type="checkbox"/> Suspension | <input type="checkbox"/> Other: _____ |

ADMINISTRATIVE REPORT

Administrator _____ Date _____ Time _____

Action Taken _____

TEACHER REPORT

Date of Offense _____ Time of Offense _____ of Offense: _____ Location _____

Description of Offense

Previous Incidents Involving Student

Corrective Efforts

PARENT / GUARDIAN REPORT

Please sign and return

Need not be returned

Parent / Guardian Signature : _____

Comments _____

RESPONSIVE CLASSROOM NEWSLETTER

Fall 2004 Vol. 16, No. 4

"Teacher-Child Problem-Solving Conferences", *Responsive Classroom* Newsletter, Fall 2004, Vol. 16, No. 4. Northeast Foundation for Children

Teacher-Child Problem-Solving Conferences

An adapted excerpt from *Teaching Children to Care* by Ruth Sidney Charney

Derek was a fifth grader who was avoiding writing. Whenever we had writing time, he would ask to go to the bathroom, and there he would linger. After observing this for a week, I decided to have a problem-solving conference with him.

A problem-solving conference is a technique for addressing a specific problem that a child is having. What makes it powerful is that it invites the child into a conversation and asks for the child's take on the situation. It begins with the teacher noticing the child's moods, actions, and interactions before helping the child come up with possible solutions. Conducted in a nonjudgmental way, the conference sets behavioral boundaries while giving children the opportunity for autonomous thinking.

Below are the basic steps that I went through in the conference with Derek. These steps are intended as guidelines to be adjusted to fit different situations. Some conferences take five minutes; others are spread out over several days. In some cases a conference leads to an immediate solution; in others the teacher and child need to revisit the issue several times.

One thing that is true of all problem-solving conferences, though, is that I always hold them away from the eyes and ears of the child's classmates. It's important

About the Author

Ruth Sidney Charney has taught children in grades K–8 for over thirty years. She is a *Responsive Classroom* certified consulting teacher. She is the author of *Teaching Children to Care: Classroom Management for Ethical and Academic Growth, K–8* and *Habit of Goodness: Case Studies in the Social Curriculum*.

"Teacher-Child Problem-Solving Conferences", *Responsive Classroom* Newsletter, Fall 2004, Vol. 16, No. 4. Northeast Foundation for Children Page 1 of 5

that the student has privacy for these talks, and that the teacher and child can both focus on the conversation without interruptions.

Step 1. Establishing what the teacher and student notice

A problem-solving conference begins with the teacher saying positive things s/he has noticed about the student—the student's interests, efforts, and goings-on. When we tell students we noticed what they've done well, we begin to establish a supportive connection, an essential step before talking about a behavior that isn't working.

With Derek, I began by saying, "I notice that you've had good ideas when we've brainstormed what we could write about. I also notice you pay attention and make helpful comments when kids share about their writing." I try to be specific in my noticings, and I name the "what," not the "why," of behaviors.

Next I say what behavior I've noticed that isn't working well. Here again, it's important to name specific, observable behaviors. I don't make judgments, interpret, or label. I simply describe, using a matter-of-fact tone.

"I notice that every writing time, you have to go to the bathroom," I said to Derek. I was careful not to say, "You want to avoid writing, so you say you have to go to the bathroom."

By naming the behaviors rather than interpreting them, I open the door for children to take note of their actions and offer their own interpretation. They are then more likely to take responsibility for their behavior.

After I say what I notice, I ask for the child's observations. I say simply "What do you notice?" in a neutral tone.

When I posed this question to Derek, he said, "I just have to go to the bathroom a lot."

"So you also notice that writing has become a bathroom time for you?"

"Yeah."

Derek was agreeing with my observation. If he had disagreed, I might have said, "Well, I notice that you want to go to the bathroom at every writing time. You notice that it's only sometimes. Maybe we should both notice extra hard for the next few days and then come back and compare." I would have made a plan with Derek for how to remember our observations. But I also would have continued with the conference. It's possible to proceed in addressing a problem while we continue to gather data.

Step 2. Naming the problem and the need to solve it

The next step is to help the child see why her/his behavior is a problem and to establish that the child wants to work with the teacher to solve it.

To Derek I said, "When you go to the bathroom every writing period, you lose important work time. By the time you get back, you have to hurry and often you only get about a sentence written."

"Yeah. There's not enough time."

"Teacher-Child Problem-Solving Conferences", *Responsive Classroom* Newsletter, Fall 2004, Vol. 16, No. 4. Northeast Foundation for Children Page 3 of 4

"So your story doesn't get very far. For example, you don't have very much yet of the story you're writing now."

"Yeah. I only have the first page."

"I want you to be able to write complete stories that you can be proud of. So this seems like a problem we should work on. What do you think?"

"I guess so."

Here it's important for the teacher to express positive intent—for the student to get along with others, have friends, enjoy and take pride in his/her work, solve math word problems, or follow directions—and to show faith that the child will make progress.

Sometimes when we ask whether a child wants to work with us on the problem, we get only a slight nod or other gesture of agreement—which is fine. We go ahead. Other times, a child refuses adamantly: "No, I don't need help!" or "No, I don't think it's a problem." If this happens, it might be useless to push ahead with the conference. However, it's important that I state the expectations for behavior—for example, for the child to stop putting others down, to get work done, or to end aggressive behavior. I might say, "I see that it's hard to discuss this right now. I'd like to help. Let's see if the rude comments stop."

Step 3. Understanding the cause of the problem

When the student and I agree that there's a problem (even if there's only a moderate or muffled agreement from the student) and we agree there's a need to solve it, we explore the "why" behind the problem. I suggest possible causes based on an understanding of children's need to belong, feel competent, and have choices. I'm also aware that confusion or frustration about academics may be an underlying cause. I often use "Could it be..." questions to initiate this discussion.

"Teacher-Child Problem-Solving Conferences", *Responsive Classroom* Newsletter, Fall 2004, Vol. 16, No. 4. Northeast Foundation for Children Page 3 of 5

To Derek I said, "When I see kids go to the bathroom at a particular time every day, I think they want to avoid something they don't like or that's hard for them. Could it be that writing seems hard for you this year?"

Derek grinned and said, "Sort of. It's sort of hard."

Children don't always give a clear answer to our "Could it be..." questions. A "yeah, maybe," a slight nod, or sometimes a "yes" disguised as a shoulder shrug may be all we get. But those signals let us know it's okay to go on.

With Derek, I probed further to get at why writing was hard for him. As happens with many children, I needed to name several possible causes before he heard one that sounded right. "Could it be that writing is hard because you have trouble thinking of ideas? Or could it be that you know your main ideas, but you get confused about what words to use? Sometimes writers worry about the spelling or the handwriting. Could that be true for you?"

"Sometimes I can't think of the words I want," Derek replied. Even when the cause of the behavior is very clear to me, I ask rather than assert. We gain children's confidence when we invite them to participate in the conversation. This confidence grows not because the teacher has brilliantly solved the mystery, but because the child was part of the process.

Step 4. Generating alternatives

"Do you think we could come up with some ways to help you remember the words you need?" I said next to Derek.

It often helps to list several alternatives before seizing upon one solution. In Derek's case, we decided together that he could brainstorm a list of words before starting a story. He could try some story mapping exercises. Or he could jot down main ideas before starting to write.

Step 5. Choosing one strategy to try

The conference ends with an oral or written agreement to try one of the alternatives. With several possible strategies on the table, I asked Derek to choose one idea to try. He chose to try brainstorming a list of words.

Always, it's important that students choose an alternative that they believe will work, not one that just pleases the teacher. Over the next days and weeks, the student and teacher both take note of whether the problem they identified gets resolved. If not, they learn from the experience and return to the list of alternatives to make a better selection.

The strength of this problem-solving approach is its openness to the child's perspective and ideas. We try to see children as they really are, exploring with them what they need in order to do better at school. Ironically the correct solution is not what's most important. What's most important is inviting the child into the conversation, searching together for solutions, and expressing faith in the child's ability to solve the problem.

You can read more about problem-solving conferences in:

Charney, Ruth Sidney. 2002. *Teaching Children to Care*. Greenfield, MA: NEFC.

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85 Avenue A, P.O. Box 718 Turners Falls, MA 01376-0718
800-360-6332 Fax: 877-206-3952
www.responsiveclassroom.org

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The Northeast Foundation for Children  
71 Montague City Road,  
Greenfield, MA 01301  
1-800-360-6332  
[www.responsiveclassroom.org](http://www.responsiveclassroom.org)  
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Buddy Teachers

Lending a hand to keep time-out positive and productive
by Ruth Sidney Charney and Alice Yang

It's language arts time in Mr. Jeffrey's third grade class. The children have settled into their writing assignments. Mr. Jeffrey is working with a small group when he notices Lucia across the room distracting her neighbors with chatter.

"Lucia, do your work and let others do theirs," he says in an even voice. Lucia quiets down, but a moment later takes out some fingernail polish, starts doing her nails, and offers to do her neighbors'. "Lucia, time-out," Mr. Jeffrey says calmly and firmly. Lucia goes to the time-out area but protests angrily. While in time-out, she bangs her feet loudly against a nearby bookcase, mutters insults about the teacher, and tries to catch her classmates' eyes. After a minute or two of this, Mr. Jeffrey says to another student, "James, go tell Ms. Daniels that we need her." James quietly leaves the room, returning shortly with Ms. Daniels.

Upon Ms. Daniels's arrival, Mr. Jeffrey says to Lucia, "You need to go with Ms. Daniels now." Wordlessly, Ms. Daniels escorts Lucia to her own classroom for a time-out there while Mr. Jeffrey continues working with the class.

Mr. Jeffrey and Ms. Daniels are buddy teachers, a pair of teachers in nearby rooms who have agreed to lend each other a hand with time-out, a nonpunitive strategy for helping children regain their self-control. In most cases, time-out takes place in the children's own classroom: A child who is not following the rules is calmly and matter-of-factly asked to go to a designated spot in the room for a minute or more to refocus before returning to the group. (To read about the positive use of time-out in the *Responsive Classroom* approach, see "[Positive Time-Out](#)".) But for those times when a student refuses to go to time-out, continues to act out while there, or resumes disruptive behavior upon returning to the group, teachers need a simple and effective way to handle the situation. Buddy teacher time-out is one such method.

Benefits of the approach

"Buddy teacher time-out can stop a negative cycle of behavior," says Gail Sperling, first and third grade teacher at Yavneh Day School in Cincinnati, Ohio. "Some children continue to be stimulated by the other students in the room when they're in time-out, even if the teacher has taught children to focus only on themselves during this time," she says. "A change of scenery can help those children settle down." Other children might continue to act out with regular time-out as a way of testing the system. In these cases, says Gail, buddy teacher time-out shows them that the expectations for behavior are firm.

Another important benefit of buddy teacher time-out is that it allows the teacher to continue working with the class. With the buddy teacher taking care of the child for the moment, the teacher can continue with the lesson as planned. This shows the child and the rest of the class that disruptive behavior isn't going to derail the class's work.

Finally, buddy teacher time-out can help the teacher stay calm as well. "When you're at the end of your rope," says Gail, "having a buddy take the child gives you some distance." Later, when the teacher and child are both calmer, they can talk more constructively about the incident.

Tips for using buddy teacher time-out

Teach the procedure ahead of time

As with regular time-out, it's important to teach children the buddy teacher time-out procedure explicitly and give them opportunities to practice it.

Susan Smith, a third grade teacher at Rolling Hills Elementary School in Holland, Pennsylvania, introduces the procedure during the first weeks of school after introducing regular time-out. Just as with regular time-out, she explains that the purpose of buddy teacher time-out is to help children regain self-control. Keeping her message and tone of voice matter of fact, she talks with the class about how sometimes a person goes to time-out and still can't get calm. "I tell the children, 'When time-out in our own room isn't enough, we can try going to another room.'"

Then the class practices. Susan invites any child who wants to try a pretend buddy teacher time-out to do so. This year, over the course of several weeks, more than half the class went one at a time to sit for a few minutes in the time-out area in the buddy teacher's room.

Meanwhile, Susan and her buddy teacher also teach the rest of the class what to do if a classmate goes to a buddy teacher's room or a student comes to their room for a time-out. In both cases, the children are taught to keep doing what they were doing and not to interact with the child.

"All this practice makes the children feel that they know what to do, and it teaches them that time-out is for everyone," says Susan. It can help remove any stigma that children perceive around time-out, whether in their own room or another room.

Keep the talk to a minimum

In the opening example, Mr. Jeffrey does not argue, cajole, coax, or reason with Lucia. He simply gives her clear, brief instructions. The less the teacher engages with the student in this situation, the less interruption to the work of the class.

Similarly, Mr. Jeffrey does not make any extraneous comments to the messenger student or to Ms. Daniels. And Ms. Daniels does not ask what happened. She does not express sympathy for Lucia or scold her in any way. The job of the buddy teacher is to provide a safe haven for the student, not to interact with the child or process the incident. In any case, attempts to process or draw conclusions are seldom productive at this point.

Even the students are taught to be brief and to the point when they're asked to go get the buddy teacher. "Mr. Jeffrey needs you" or "Mr. Jeffrey says to please come to our room," a child might say, and leave it at that.

Show welcome when the child returns

After a while, perhaps at the end of the class period, the classroom teacher goes to the buddy teacher's room. If the child has regained control and is ready to rejoin the class, the two return to the classroom together. It's important at this point to convey welcome to the child and show that s/he is still liked and valued. "Have a seat at your desk, Lucia. We've just started our fish observations. I'll be over to help you in a minute," Mr. Jeffrey says with a smile. This conveys warmth and communicates Mr. Jeffrey's belief that Lucia can and will get back on task. Later, when Lucia and Mr. Jeffrey are both prepared to talk, they discuss what led to the need for a time-out. Mr. Jeffrey realizes that Lucia is a struggling writer and needs more support to initiate writing. The two talk about how Lucia will get that support in the future.

A reality of teaching

Teachers sometimes worry that needing to rely on a buddy teacher for help is a sign of incompetence. On the contrary, it's a sign of recognizing the reality of teaching. It's a simple fact that some children and some situations require greater intervention than can be provided by a single teacher who also needs to continue teaching the rest of the class. Turning to a colleague for help is a perfectly responsible way to make sure all children get the care and attention they need.

Common Questions about Buddy Teacher Time-Out

Isn't this a hassle for the buddy teacher?

Most teachers who have provided "buddy teacher service" say that the brief interruption is not a problem. Most children go to the buddy teacher's room quietly and recover quickly without incident. This is especially true if students in the buddy teacher's room know that their job is to leave the child alone.

Is it really safe for the buddy teacher to leave her/his class alone?

The two classrooms should be near each other so that the teacher only needs to be gone for about two minutes. The children should be taught that if their teacher needs to leave the room, then it's serious and their job is to keep working. However, if a teacher feels it's not safe to leave the room, another adult, such as someone from the office, should take the child to the buddy teacher's room.

Wouldn't it be simpler to have the child go to the buddy teacher's room alone?

For safety's sake, it's important to keep an upset child within adult sight. Left alone, an upset child may never make it to the buddy teacher's room, may deface the hallway or bathroom, or may go outside the building.

What if the teacher her/himself escorts the child to the buddy teacher's room?

The trouble is this pulls the teacher's attention away from the class. It could also send the message that disruptive behavior gets more attention from the teacher than cooperative behavior.

Isn't it embarrassing for a student to have to leave the classroom and walk into another one?

Children often feel bad when they're not functioning well in a group. Teachers can't and shouldn't try to take away all the uncomfortable feelings. However, they can prevent a child from feeling further humiliated by the time-out procedure if they explicitly teach it to the class, have all the children practice it, and maintain a matter-of-fact demeanor when using it. It also helps to remind children often that we all forget the rules sometimes and that time-out is a way to help us get back on track while keeping the group safe.

Ruth Sidney Charney has taught children in grades K–8 for over thirty years. She is a consulting teacher for NEFC.

Alice Yang is an editor and writer at NEFC.

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The Northeast Foundation for Children  
71 Montague City Road,  
Greenfield, MA 01301  
1-800-360-6332  
[www.responsiveclassroom.org](http://www.responsiveclassroom.org)  
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Seeing the "Inflexible-Explosive Child" in a New Light

Harvard University clinical psychologist Ross Greene has worked extensively with children, whom he has come to call "inflexible-explosive children." These are children who get frustrated very easily and often have explosive tantrums over seemingly trivial things. This July, Dr. Greene shared his insights about working with these children at NEFC's Responsive Leadership Institute in Greenfield, MA. In the following article, we report on some of Dr. Greene's key points.

Seeing the "Inflexible-Explosive Child" in a New Light

It's a typical afternoon in your classroom. The children are busy working on their art projects. You get their attention and tell them they have five minutes to finish up so the class can move into reading time. Five minutes later, most of the children are quietly getting their reading books out. Some are grumbling, reluctant to stop the art activity. One or two are trying to negotiate a few extra minutes of art time. Nothing unusual here.

But once in a while, you may have the child who simply won't budge. We'll call this child Karen. When you tell Karen again to put away the art, her face gets red and contorted. She hurls the art materials against the floor, yells expletives, and kicks her chair.

There is clearly something different about the Karens in our classes. Ross Greene, a Harvard University clinical psychologist who has worked with such children for 20 years, calls them "inflexible-explosive" children. While all children get frustrated sometimes, inflexible-explosive children – boys and girls – get frustrated far more easily than others do. They blow up or melt down over seemingly trivial things. During one of their episodes, they are genuinely unable to control their thinking and behavior. It's as if their brain has entered an altered state.

The unpredictability, frequency and intensity of inflexible-explosive children's explosions often alienate their classmates and cause deep pain to themselves, their families, and the adults they work with. A large number of these children are diagnosed with conditions such as oppositional defiant disorder, attention-deficit/hyperactivity disorder, and obsessive-compulsive disorder. But beyond knowing these labels, how do we help these children become more flexible and handle frustration more successfully?

"Unfortunately, there is no bible on how to deal with these children," says Greene. Experience has shown that standard behavior management strategies, such as using rewards and punishments, don't work very well to prevent or manage explosions in these children. The good

news, says Greene, is that once we understand why these children behave as they do, new ideas for helping them may begin to emerge.

A lack of skills

The most important thing to know about inflexible-explosive children is that they don't want to be inflexible or explosive, according to Greene. Their meltdowns aren't intentional or planned, not a way to manipulate adults, get attention, test limits or engage in a power struggle. Indeed, watch a child during a meltdown and you'll see how miserable he or she is feeling. No child would want to feel that way. Listen to the child afterwards, and you'll often hear how sorry he or she is for having lost control. So lack of motivation to behave is not the problem.

Rather, Greene has learned that these children "lose it" because they lack the thinking skills needed for coping with frustration – skills such as expressing needs and desires effectively, delaying gratification, shifting from one mindset to another, thinking through possible solutions, and moving beyond rigid, black-and-white thinking to seeing the grays in a given situation. "Just as some children lag in acquiring reading skills and other children do not develop great athletic skills, still others ... do not progress to the degree we would have hoped in the skills of flexibility and frustration tolerance," writes Greene in his book *The Explosive Child*.

What does this mean for teaching? Lots. If lack of motivation is not the problem, then attempts at motivating these children to control their tempers or punishing them for losing their tempers make no sense. If lack of skills *is* the problem, then we need to help create an environment that best allows children to catch up on these skills.

Increasing the odds of success

To be sure, helping an inflexible-explosive child is not a matter of following a simple recipe. It takes careful observations and assessments of the child, tailoring of strategies to fit the child, skill and art on the part of the adults, and a lot of effort. Progress may sometimes be slow or uneven. But, in his talk at the Responsive Leadership Institute, Greene outlined several steps that can increase the odds of success when working with an inflexible-explosive child:

Make sure all the adults who interact with the child work together. A lot of adults can help the child manage frustration, but it only takes one adult to make the frustration worse. So it's important that teachers, other school staff, and parents all reach a common understanding of the child and agree on the same strategies to try.

Reduce demands on the child's tolerance for frustration. Choose your battles. Is it really important for the child to do *everything* you'd like him or her to do? Probably not, at least not yet. Demanding that the child rise to all your expectations now will only add to his or her frustration. Better to focus on one or two key issues at a time and let the others go for now. Some teachers and parents have found it helpful to prioritize using Greene's three-basket approach. It goes like this: •

- Basket A – These are non-negotiable behaviors, things that are so important that the child must do them when you say to do them. Risk meltdowns for things in this basket only.
- Basket B – These are behaviors that you're willing to negotiate on. You're not willing to risk a meltdown for these, but they're important enough for the child to learn to handle eventually. Make a plan for working on these slowly with the child.
- Basket C – These are behaviors that, when you step back and look at the big picture, really aren't important for now. Drop these for the time being. Don't even mention them to the child.

[One educator's experience using the basket approach](#)

Get to know – in advance – which specific situations tend to frustrate the child and make some changes. Does the child get upset every time he or she is asked to do written math problems? Does working in small groups tend to cause trouble? Does the child get upset when he or she has to do the same activity for longer than a few minutes? If these are basket B behaviors, can you alter the assignment or task in some way that reduces frustration for the child, yet still achieves the main purpose? Let's say you want your class to write a paragraph on the story they've just read. But you know that Tina has trouble writing paragraphs and usually ends up throwing her pencil and yelling, "Writing is stupid!" If the purpose of the assignment is to get the child to reflect on the story, a reasonable alteration for Tina may be to have her tell her reflections orally to you or another student, with you or the student writing them down. If the purpose of the assignment is to reflect on the story *and* practice writing, could Tina dictate her thoughts, write one sentence, then have the listener write down the rest?

Learn to read the warning signs of a meltdown and take quick action to avert it. Signs may include sudden crankiness, whining, loss of energy, a certain look in the eyes, a change in voice, words like "I'm bored," "I'm tired," or "I hate you!" Maybe you back off, give the child some time to chill. Maybe you distract the child, directing his or her attention to something less frustrating. Or you can feed the child some words to help him or her articulate what's so frustrating. You can also coach the child in remembering what to do when frustrated. There's no one way to head off a meltdown. The trick is to know the child, have a repertoire of responses, and rehearse them ahead of time – in your own head and, if appropriate, with the child.

[More on coaching](#)

See past what comes out of a child's mouth during a meltdown. A lot of what a child says or screams in the grip of frustration is just "mental debris," says Greene. Taking the child's words personally, getting angry, or punishing him or her for offensive language will only further fuel the meltdown. Hard as it may be, the best thing to do is to read the child's behavior as a sign that his or her ability to think rationally is low or nonexistent. This is a time for keeping cool and helping the child find a way through his or her frustration.

An approach that opens doors

If there's one thing to remember about inflexible-explosive children, it's that they would behave well if they knew how, Greene emphasizes. This new way of seeing things is exciting because it

opens doors, says Ruth Charney, a co-founder of the Northeast Foundation for Children who has taught children and teachers for nearly 30 years. It lets us think past labels and try to understand what's going on in the child's head. It lets us ask what specific skills the child needs to have to behave a certain way, then think about how we can, in a nonjudgmental way, help the child learn and practice those skills one manageable step at a time. While the approach is far from a quick or guaranteed fix, it takes us in the right direction. Says Charney, "I've seen teachers energized where before they were demoralized."

Using "Baskets": A School Counselor Comments "

The basket approach helps avoid so many complications," says Rebecca Winborn, a clinical social worker and a counselor at the Atrium School in Watertown, Massachusetts. Harvard University clinical psychologist Ross Greene, who has worked with inflexible-explosive children for 20 years, suggests this approach as a way to decide when to stand your ground with a child, when to negotiate, and when to let things go.

What should go into which basket depends on the child and other specifics of the situation. "What are the resources this child has to bring to this challenge? What are realistic expectations for this day, this moment?" These are the questions to ask when deciding what to put in which basket, says Winborn, who has used the approach with children at school as well as with her own son.

Safety issues, of course, go into basket A. For a young child, says Winborn, an example might be that the child holds your hand when crossing the street. No matter how hard he or she protests, you insist on holding hands. If the child has a meltdown, you both endure it because staying safe while crossing the street is so important.

Basket B is also for high priority behaviors, but ones that you judge to be negotiable and that you're willing to take some time to work on. Basket B is where the child learns the important skills of problem solving, often by compromising, according to Greene. Let's say David always wants to choose which game to play during recess. If he doesn't get to choose, he explodes. During a calm time, teachers can introduce David to the idea of compromise and help him use it: "How about you choose the game on Mondays and Wednesdays, and let others choose on the other days."

And basket C? That's for everything else – things to put aside completely for now. In some cases, basket C might include writing in cursive (in the scheme of things, delaying learning cursive may not be such a big deal), sitting still for 15 minutes (it's probably fine to let the child get up and move around after only 5 minutes), letting the child come to storytime with a doodle pad when the other children are asked to come empty-handed (explain to the class that Monica listens better when her hands are busy). Basket C should be very full, at least at first, says Greene. "Basket C helps us work toward the goal of reducing your child's global frustration..., which should pay dividends the next time he does become frustrated," he writes in *The Explosive Child*.

Does putting things in baskets mean you permanently excuse the child from certain important behaviors? Certainly not. You can and should increase expectations of the child as his or her skills for handling frustration increase. And, says Winborn, "It's not a matter of losing your sense of authority. It's helping children learn to make the decisions they need to make." What about fairness? Is it fair to the other children that Tommy or Julie or Justin gets to do some things they don't get to do? "I've never seen children struggle with that. Adults struggle with that more," says Ruth Charney, a co-founder of the Northeast Foundation for Children with 30 years of teaching experience. Children are in fact very good at perceiving that different people have different needs and that "fair" means everyone gets what he or she needs. Fair means honoring our differences. The great thing about having a basket B and C for inflexible-explosive children, says Winborn, is that "their rigidity is honored."

Coaching at the Brink of Meltdown: Two Educators Reflect

There's a moment, when a child is teetering on the brink of meltdown, when teachers have a golden opportunity to teach frustration-coping skills through careful coaching.

Ruth Charney, a co-founder of the Northeast Foundation for Children and a teacher of nearly 30 years, says the keys to using this kind of coaching successfully are to use simple language, teach one clearly attainable skill at a time, give the child a clear action to take, and practice the action with him or her.

Charney talks about Sheila as an example. Asked to do something – tie her shoes, come indoors, or turn off the computer – Sheila would complain venomously before understanding what she was being asked to do or why. Her teachers realized that Sheila didn't know how to ask questions calmly and respectfully. So they provided her with language to use to respectfully request an explanation, namely, "Could you explain why I need to _____ (tie my shoes, come in, turn off the computer, etc.)?" They modeled the appropriate tone of voice. Then they practiced this with her during her calm times.

The teachers also knew that even with practice, Sheila would do it wrong sometimes. So they agreed that when Sheila slipped into verbal attacks when asked to do something, the teachers would say "Kachunk, rewind the tape," signaling to Sheila that she'd make a mistake and could try again. This was a quick, simple, nonjudgmental way to give her another chance to choose the effective way to handle the situation, says Charney. The method helped. "Ninety percent of the time she would speak more respectfully with adults," Charney says. "We worked on one skill. We changed that behavior." Then they could move on to her verbal skills with peers. "There were probably a hundred things she had to learn. But we worked on one at a time."

Rebecca Winborn, a clinical social worker and a counselor at the Atrium School in Watertown, Massachusetts, remembers working with Tim, an unusually bright kindergartner with strong verbal skills. Tim had a problem when anyone said he was wrong or made him feel less than the top kid around. Tim liked to play a certain card game with lots of complicated rules. When the other children challenged his understanding of the rules, he would break down into a long, intense tantrum. His teachers and other involved adults decided that it was important for him to be able to play the game without tantrums, which meant he had to learn to accept that the other children's understanding of the rules could be right and his could be wrong.

Tim's teachers learned to recognize his warning signs of meltdown. Just when things were getting tense during a game, they'd step in to help him deal with the moment. "It looks like this is difficult for you," they'd say. "Here are some choices you have. If you want to stay in the game, you'll need to understand that Andy knows the rules. Or you can leave the game." Sometimes Tim would choose to leave. Sometimes he'd choose to stay. Sometimes he'd have a tantrum, in which case he'd be removed from the game. Over the course of the year, as Tim became more able to gauge his own frustration level and more aware of the cost of meltdowns, he was able to stay in the game more and more often. But it took the teachers stepping in and

offering a roadmap for coping. "With caring coaching from parents and teachers, he was increasingly able to learn what the difficult situations were and what to do," says Winborn. Certainly the goal is to teach children to see the roadmap on their own more often. But while they're learning, they need others to do this work for them, says Winborn.

Like all strategies to handle difficult behaviors in children, this approach isn't a guarantee. But it can help, and it's one for educators to add to their repertoire.

Guiding Principles of Responsive Classroom

The social curriculum is as important as the academic curriculum.

How children learn is as important as what they learn: Process and content go hand in hand.

The greatest cognitive growth occurs through social interaction.

Knowing the families of the children we teach and working with them as partners is essential to children's education.

To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.

Knowing the children we teach – individually, culturally, and developmentally – is as important as knowing the content we teach.

How the adults at school work together is as important as their individual competence. Lasting change begins with the adult

How the adults at school work together is as important as their individual competence: Lasting change begins with the adult community.

STRATEGIC SCHOOL PROFILE 2009-10**Woodbridge School District**

GAETON F. STELLA, Superintendent

Location: 4 Meeting House Lane
Woodbridge,
Connecticut

Telephone: (203) 387-6631

Website: www.woodbridgesd.org

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.

COMMUNITY DATA

County: New Haven

Town Population in 2000: 8,983

1990-2000 Population Growth: 13.4%

Number of Public Schools: 2

Per Capita Income in 2000: \$49,049

Percent of Adults without a High School Diploma in 2000*: 7.0%

Percent of Adults Who Were Not Fluent in English in 2000*: 1.5%

District Enrollment as % of Estimated. Student Population: 86.5%

*To view the Adult Education Program Profiles online, go to www.sde.ct.gov and click on Adult Education, then Reports.

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.

STUDENT ENROLLMENTEnrollment on October 1, 2009 733
5-Year Enrollment Change -14.1%**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	28	3.8	7.7	32.6
K-12 Students Who Are Not Fluent in English	16	2.2	2.1	5.4
Students Identified as Gifted and/or Talented*	39	5.3	6.5	4.1
PK-12 Students Receiving Special Education Services in District	71	9.7	10.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	79	83.2	90.7	80.5
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

*97.4 % of the identified gifted and/or talented students received services.

SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	5	0.7
Asian American	88	12.0
Black	21	2.9
Hispanic	28	3.8
White	591	80.6
Total Minority	142	19.4

Percent of Minority Professional Staff: 5.1%

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:

9.5% 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 14.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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 730 students. Woodbridge supports and participates in the Open Choice program. Through this program, 12 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 2009/10 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 2009/10 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.

STUDENT PERFORMANCE

Connecticut Mastery Test, Fourth Generation, % 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	78.2	57.0	84.7
Writing	68.3	58.3	62.0
Mathematics	81.4	62.4	83.4
Grade 4 Reading	83.7	59.9	93.1
Writing	80.2	63.6	78.1
Mathematics	87.3	67.0	85.5
Grade 5 Reading	89.8	61.8	98.2
Writing	93.5	68.2	98.8
Mathematics	92.0	72.4	92.2
Science	90.2	59.4	97.0
Grade 6 Reading	88.9	74.9	76.1
Writing	84.3	65.9	78.7
Mathematics	89.6	70.7	84.0
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.

To see the NCLB Report Card for this school, go to 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 scorable 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. To see the NCLB Report Card for this school, go to 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
	53.5	50.7	53.4

SAT® I: Reasoning Test Class of 2009		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® I. The lowest possible score on each SAT® 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 2009	N/A	N/A	N/A
2008-09 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 School Staff	
General Education	
Teachers and Instructors	56.50
Paraprofessional Instructional Assistants	15.00
Special Education	
Teachers and Instructors	9.00
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)	1.00
Counselors, Social Workers, and School Psychologists	2.50
School Nurses	1.50
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	15.0	14.2	13.8
% with Master's Degree or Above	95.5	84.7	77.8

Average Class Size	District	DRG	State
Grade K	19.0	18.4	18.5
Grade 2	18.5	19.6	19.7
Grade 5	18.6	21.8	21.1
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	998	971	983
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*	2.6	3.3	3.2
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, 2008-09

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	PK-12 Districts	DRG	State
Instructional Staff and Services	\$7,769	\$10,290	\$7,843	\$7,576	\$7,829
Instructional Supplies and Equipment	\$466	\$617	\$336	\$268	\$279
Improvement of Instruction and Educational Media Services	\$80	\$107	\$252	\$503	\$459
Student Support Services	\$153	\$203	\$830	\$912	\$859
Administration and Support Services	\$1,642	\$2,175	\$1,627	\$1,364	\$1,426
Plant Operation and Maintenance	\$1,094	\$1,449	\$1,336	\$1,412	\$1,462
Transportation	\$510	\$310	\$658	\$617	\$694
Costs for Students Tuitioned Out*	\$203	N/A	N/A	N/A	N/A
Other	\$23	\$30	\$93	\$159	\$162
Total*	\$11,939	\$15,627	\$13,721	\$13,145	\$13,386
Additional Expenditures					
Land, Buildings, and Debt Service	\$707	\$937	\$1,232	\$1,228	\$1,825

*Town total expenditures (in 1000s) for PK-12 are: Total, \$23,559 Tuition Costs, \$11,442.
Total town expenditures per pupil for PK-12 are \$15,006.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,279,178	19.1	19.8	20.7

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	93.4	4.7	1.7	0.1
Excluding School Construction	93.9	4.1	1.8	0.1

EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS

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.

SPECIAL EDUCATION

Number of K-12 Students with Disabilities for Whom the District is Financially Responsible 69
 Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities 9.6%

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	3	0.4	1.1	1.0
Learning Disability	24	3.3	3.4	3.9
Intellectual Disability	0	N/A	N/A	N/A
Emotional Disturbance	4	0.6	0.5	1.0
Speech Impairment	23	3.2	2.0	2.2
Other Health Impairment*	12	1.7	2.1	2.1
Other Disabilities**	3	0.4	0.7	0.9
Total	69	9.6	10.1	11.6

*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 2008-09 with a Standard Diploma	N/A	N/A
2008-09 Annual Dropout Rate for Students Aged 14 to 21	N/A	4.1

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	48.5	31.6	85.1	67.5
Writing	43.8	19.6	81.3	63.3
Mathematics	54.3	32.9	87.5	68.1
Science	40.0	23.7	90.2	61.1
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. To see the NCLB Report Card for this school, go to 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	0.0
	% With Accommodations	100.0
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		5.7

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	0	0.0
Private Schools or Other Settings	4	5.8

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	60	87.0	77.2	73.4
40.1 to 79.0 Percent of Time	8	11.6	15.8	15.3
0.0 to 40.0 Percent of Time	1	1.4	7.0	11.3

SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES

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. 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 expanded in the 2009/10 school year in Grades K-6. 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 2009/10 school year, students showed many indicators of success. The 5th 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. 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 is distributed to parents, community members, administrators, teachers, and staff members and available on the district web site.

STRATEGIC SCHOOL PROFILE 2009-10

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

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.

TYPE OF SCHOOLSchool Type: Traditional/Regular Education
School Grade Range: PK - 2**STUDENT ENROLLMENT**Enrollment on October 1, 2009: 299
5-Year Enrollment Change: -13.6%**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	12	4.0	3.8	36.7
K-12 Students Who Are Not Fluent in English	7	2.5	2.2	7.4
Students with Disabilities	21	7.0	9.7	10.9
Students Identified as Gifted and/or Talented	1	0.3	5.3	2.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	79	83.2	83.2	80.5
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	176	95.1	94.0	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	996	983

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	19.0	19.0	18.5
Grade 2	18.5	18.5	19.7

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 2	School	State
Art	36	30
Computer Education	18	15
English Language Arts	530	489
Health	18	18
Library Media Skills	18	19
Mathematics	200	197
Music	36	31
Physical Education	36	36
Science	45	70
Social Studies	45	67
World Languages	18	8

World Language

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

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	2.5	2.2	7.2
% of Identified Gifted and/or Talented Students Who Received Services	100.0	97.4	76.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers.	76.2	85.9	80.9

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.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.4	2.6	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	100.0	100.0	89.9
# of Print Volumes Per Student*	46.8	49.1	28.9
# of Print Periodical Subscriptions	4	5	12

*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

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	25.00
	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		0.75
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.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	17.5	15.0	13.6
% with Master's Degree or Above	96.9	95.5	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	11.3	11.5	8.2
% Assigned to Same School the Previous Year	93.8	92.9	86.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

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

Online Homework Information: A portion of the school website is devoted to homepages.

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 Workshop Institutes, Math Information Night, and Responsive Classroom. In addition, the PTO continues to provide enriching experiences for our students through cultural programs, field trips, and other activities. The PTO sponsors the Nutmeg Reading Challenge and two successful Scholastic Book Fairs yearly. Data collected through family surveys supports future planning of events. A monthly principal newsletter is published to apprise parents of instruction, events, and activities, as well as information specific to the primary house curriculum. Beecher Road School's district website enhances communication with parents and community. Teachers and administrators post newsletters, provide information on events, and offer curriculum support information and links for students and parents at home. Open House Nights at Beecher 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 School families in order to promote school/home communication. The Parent's Guide to the Curriculum serves to inform families about the curriculum at each grade level. Throughout the curriculum guides, 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	3	1.0
Asian American	31	10.4
Black	8	2.7
Hispanic	15	5.0
White	242	80.9
Total Minority	57	19.1

Percent of Minority Professional Staff: 5.4%

Open Choice:

5 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:

13.2% 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 12.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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 Preschool through sixth. The Woodbridge Board of Education continues to support and participate in Open Choice. Through this program, twelve students are enrolled from New Haven in Grades K-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 sixth grade. Our focus is on developing a long-term commitment with the children and their families. Beecher Road School continues to participate with the Wintergreen Interdistrict Magnet School and the China Sister Schools. These partnerships allow Beecher Road School students to have direct contact with students of different racial, ethnic, and economic backgrounds.

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. To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.3	96.7	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.

Number of Incidents by Disciplinary Offense Category, 2008-09		
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	0	0

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

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

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 2009/10 school year have been 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. Teachers and administrators continue 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 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 were installed in all primary classrooms. Beecher Road School continues to support a Wellness Committee composed of parents, faculty, administrators, and community members. The entire Primary School participates a healthy snack initiative. Also, a healthy salad bar is 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.

SUPPLEMENTAL SCHOOL INFORMATION

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 PK-2 grades 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. 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 that is integrated into the physical education and health curricula. 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.

STRATEGIC SCHOOL PROFILE 2009-10

Elementary School K-6 Edition

Beecher Road Intermediate School**Woodbridge School District**

MARYLOU TORRE, Principal
Telephone: (203) 392-3542

Location: 40 Beecher Road
Woodbridge,
Connecticut

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.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
School Grade Range: 3 - 6

STUDENT ENROLLMENT

Enrollment on October 1, 2009: 434
5-Year Enrollment Change: -14.4%

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	16	3.7	3.8	36.7
K-12 Students Who Are Not Fluent in English	9	2.1	2.2	7.4
Students with Disabilities	50	11.5	9.7	10.9
Students Identified as Gifted and/or Talented	38	8.8	5.3	2.4
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	308	93.3	94.0	91.6

PROGRAM AND INSTRUCTION

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	1,000	983

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	18.6	18.6	21.1

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education	18	18
English Language Arts **	360	422
Family and Consumer Science	0	1
Health	18	22
Library Media Skills	0	19
Mathematics	180	199
Music	30	33
Physical Education	54	41
Science	90	97
Social Studies	90	88
Technology Education	0	2
World Languages	60	14

** Interdisciplinary approach

World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 3 in this school. Statewide, 10.1% 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	2.1	2.2	7.4
% of Identified Gifted and/or Talented Students Who Received Services	97.4	97.4	76.7
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	90.0	85.9	80.9

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.

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.8	2.6	3.2
% of Computers with Internet Access	100.0	100.0	99.1
% of Computers that are High or Moderate Power	100.0	100.0	89.9
# of Print Volumes Per Student*	50.7	49.1	28.9
# of Print Periodical Subscriptions	6	5	12

*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

Full-Time Equivalent Count of School Staff		
General Education:	Teachers and Instructors	31.50
	Paraprofessional Instructional Assistants	4.00
Special Education:	Teachers and Instructors	4.00
	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)		1.00
Counselors, Social Workers, and School Psychologists		1.50
School Nurses		0.75
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.

Teachers and Instructors	School	Elementary Schools	
		District	State
Average Number of Years of Experience in Education	14.7	15.0	13.6
% with Master's Degree or Above	94.7	95.5	79.9
Attendance, 2008-09: Average # of Days Absent Due to Illness or Personal Time	11.6	11.5	8.2
% Assigned to Same School the Previous Year	92.1	92.9	86.9

HOME AND SCHOOL COMMUNICATION AND SUPPORT

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

Online Homework Information: A portion of the school website is devoted to homepages.

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

At Beecher Road School, we are committed to supporting the family's role in the education of our students. Through the active PTO, parents, staff members, and administrators collaborate regularly regarding PTO initiatives throughout the school year. Some of the major events include: Nutmeg Reading Challenge, Family Social Nights, Halloween Hoot, Ice Cream Social, Harvest Hike, and Holiday Food Drives. Beecher Road School has an Extended Day Program for students and families of Woodbridge. These programs are staffed by experienced, dedicated, school and community personnel. They support families by providing a safe and nurturing environment for children both before and after school. The district has a range of support programs to involve the community. To help parents understand child development through active participation, evening events are planned throughout the year for parents. Events include: Learning Through Play seminars, Family Yoga Series, Woodbridge Family Team, Community Outreach Support, and PACT (Parents and Children Together) – a rite of passage for students and families who transition from sixth grade to the middle school. A monthly newsletter is available to parents on the Woodbridge School District Website to apprise parents of instruction, events, and activities. Board of Education meetings are aired on cable television to keep the parent community up-to-date with events at Beecher Road School. The Parent's Guide to the Curriculum serves to inform families about the academic goals and objectives at each grade level. Explicit ideas to support the educational process are infused throughout the guide. 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	0.5
Asian American	57	13.1
Black	13	3.0
Hispanic	13	3.0
White	349	80.4
Total Minority	85	19.6

Percent of Minority Professional Staff: 4.4%

Open Choice:

6 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 :

7.1% 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 9.

EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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.

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 three-five classrooms provides students with the added opportunity to share their personal identities and backgrounds with others through writing. Spanish is taught to all students in Woodbridge. The program begins in kindergarten and continues through the sixth grade. In addition to teaching students the language, Spanish instructors integrate information about cultures, including a study of beliefs, festivals, and holidays. 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, as a culminating project, sixth grade students at Beecher Road School present digital stories based on a personal theme. This project very often highlights a student's individual culture. Students engage in writing for cross-cultural understanding and they use the arts to promote multicultural understanding. Beecher Road School continues to be involved in the Choice Program which brings children from the city of New Haven to Woodbridge to attend school. This program has helped children in our school to recognize that they are more alike than different.

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	47.3	47.3	50.3	43.8
Grade 6	59.6	59.6	51.4	69.6

*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	78.2	78.2	57.0	86.6
Writing	68.3	68.3	58.3	69.8
Mathematics	81.4	81.4	62.4	82.8
Grade 4 Reading	83.7	83.7	59.9	91.0
Writing	80.2	80.2	63.6	79.8
Mathematics	87.3	87.3	67.0	86.1
Grade 5 Reading	89.8	89.8	61.8	97.6
Writing	93.5	93.5	68.2	97.8
Mathematics	92.0	92.0	72.4	90.4
Science	90.2	90.2	59.4	97.2
Grade 6 Reading	88.9	88.9	74.9	80.3
Writing	84.3	84.3	65.9	82.6
Mathematics	89.6	89.6	70.7	85.7

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.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.3	96.7	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 2008-09 school year, 4 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 2008-09 school year.

Number of Incidents by Disciplinary Offense Category, 2008-09		
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.

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

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 students. During the 2009/10 school year, the district engaged in an examination of the language arts curriculum using an outside lens - The TriState Consortium. This consortium is comprised of a group of high performing school districts who support each other by being critical friends. A team of educators visited Beecher Road School in May to review documents provided by staff members, interview staff, parents, and students, and visit classrooms. This year Beecher Road School began to update the mathematics curriculum using a consultant from ACES to guide the curriculum revision. With regard to literacy, Writer's Workshop and Reader's Workshop support the delivery of the language arts curriculum. Teachers continue to participate in job-embedded professional development provided by a consultant from Columbia University. Beecher Road School continues to maintain a Wellness Committee composed of parents, faculty, administrators, and community members. The healthy snack initiative continues to expand throughout the school. Professional Learning Communities continue to be the vehicle which allows teams of teachers to analyze collected student data and then use the data to inform instruction in a timely manner. For example, after an analysis of CMT scores, teams created, implemented and monitored SMART (specific, measurable, attainable, results-oriented, and time-bound) Goals. SMART Boards are available in all classrooms Grades 3 – 5. This innovative instructional tool continues to support student learning. CMT results show generally steady cohort growth. Areas in need of improvement (both at the individual level and the grade level) continue to be addressed through carefully crafted action plans.

SUPPLEMENTAL SCHOOL INFORMATION

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. The school celebrates the accomplishments of all stakeholders as a community of learners and leaders. 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. Beecher Road School has an extensive extended day program for the students and families in Woodbridge. School staff and extended day staff work closely to meet the social, academic, and emotional needs of the students year-round. Our energetic PTO provided many family and extra-curricular events/activities to supplement our school's educational programs. The Responsive Classroom initiative continues to grow at Beecher Road School, focusing on the emotional and social development of children. As a result, school culture and climate are enhanced through respectful academic and social interactions. Several staff members have attended advanced training workshops in Responsive Classroom techniques. We continue to promote overall fitness and wellness among our students, especially in light of the new legislation. The physical education staff members have been instrumental in educating students about the importance of eating well and staying physically fit. Students were provided with a Physical Activity Challenge Calendar designed to promote regular physical activity. The goal of this activity was to help students develop healthy behaviors for a lifetime. There is an active Wellness Committee that includes administrators, teachers, parents and community members. Writer's Workshop is a vehicle to develop and showcase student talent and progress in the area of written expression. Through on-site coaching by consultants from the Columbia University Writing Project, teachers remain life-long learners who embed writing into their own life as well as into the lives of their students. Through the support of the Board of Education and the Town Boards, there has been a major infusion of funds to provide state-of-the-art technology equipment at Beecher Road School. Students and teachers have easy access to computers and smart boards. The use of technology in Grades 3-6, serves as a powerful catalyst in promoting an environment for learning at the school. A strong professional development program for staff enhances the integration of technology as a tool of instruction in all subject areas. Beecher Road School has a state-of-the-art Science Lab to support the science program. Students at all grade levels use this lab and participate in