

Woodbridge Board of Education
Woodbridge Board of Education Regular
Meeting
Monday, October 17, 2011 7:00 PM

Woodbridge Board of Education October 18,
2010 Regular Meeting Library Media Center
7:00 PM Beecher Road School

Agenda

- I. **Preliminary Business**
 - A. Call to Order
 - B. Salute to the Flag
 - C. Correspondence
 - D. Public Comment
- II. **Approval of Consent Agenda**
 - A. September 12, 2011 Special Meeting Minutes
 - B. September 19, 2011 Regular Meeting Minutes
 - C. Accept Policies for 30-Day Review
 1. 5141.3(a) Health Assessments and Immunizations; 5141(a) School Medical Advisor; 3524.1 Pesticides; and 5131.3 Bullying
 - D. Financial Reports through September 30, 2011
 1. Monthly Detail
 2. Monthly Summary
 3. Combining Financial Statements
 4. Quarterly Cafeteria Report
- III. **Reports**
 - A. Superintendent's Report
 1. BRS Update
 - a. BRS Monthly Enrollment Report
 2. Math Curriculum Update
 3. CMT Action Plan
 - B. PTO Update
 - C. Facilities Committee Report
 - D. Finance Committee
 1. Act on 2012/13 Capital Budget Submission
 - E. Policy Committee
 1. Adopt Policy 9000 and 0000 Series as revised and presented
 - F. CAFE Liaison Report
 - G. ACES Liaison Report
- IV. **Other**
 - A. Public Comment
 - B. Executive Session, in accordance with State Statute
- V. **Adjournment**

MINUTES OF THE SPECIAL BOARD OF EDUCATION MEETING

Monday, September 12, 2011

BRS Library Media Center

CALL TO ORDER: Ms. Hamilton, Chair called the Public Session to order at 7:17 PM.

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

STAFF: Dr. Guy Stella, Superintendent; and Marsha DeGennaro, Clerk of the Board.

MEMBERS OF THE PUBLIC: Laurence Grotheer, BOS Liaison; and Pua Ford, community.

PUBLIC COMMENT – None

Ms. Hamilton announced BOE Committee assignments and chairs.

FINANCE

Meets second Monday of the Month, 7:30 PM

Dr. Fleischman, Chair

Mr. Lindskog

Dr. Wu

POLICY

Meets as needed, 6:00 PM

Mr. Bernard, Chair

Mr. Gilbride

Ms. McCreven

FACILITIES

Meets first Friday of the Month, 7:30 AM

Mr. Barkin, Chair

Dr. Dudley-Smith

Dr. Fleischman

Ms. Hamilton presented the policies drafted by the Policy Committee that outline the roles and responsibilities for each committee.

Dr. Dudley-Smith left the meeting (7:43 PM)

Dr. Stella apprised the Board of the release of STEAP Grant funds by the CSDE in the amount of \$200,000 that will be utilized to address parking lot lighting, creation of a canopy at the North entrance and reconfiguration of traffic patterns at the North School.

2011/12 Board Goals

The Board reviewed the draft proposal outlining specific categories, goals and timelines. As part of this process, the Board will develop protocols to identify and track action items.

Dr. Fleischman outlined the purpose of the Consent Agenda and noted that monthly financial reports, personnel ratifications, and other routine matters that do not require Board discussion would be included within the Consent Agenda and moved with one motion.

Discussion ensued regarding the proposed curriculum goal, the interpretation of the roles and responsibilities in the proposed policy and the role of the Board in oversight. As the Board does not develop curriculum, how does BRS implement the common core standards, individualize them to influence individual student learning and what metrics and/or objective criteria could be developed to measure and define success of student learning. Suggestions were made to

focus on the three-year Technology Plan slated for revision in the spring. The Board could select specific tangible objectives from the plan and assess their impact on instruction.

The Board was urged to focus on the upgrade of the BRS facility and grounds as its primary Facility Goal. Unless the Board actively advocates support of this project, financing could remain at a standstill.

The goals for Communications, Professional Development and Policy were accepted as proposed. Final goals will be presented to the Board for ratification at their September 19 regular meeting.

MOTION TO ADJOURN: (9:11 PM)
Dr. Fleischman
Second by Mr. Bernard
UNANIMOUS

Recorded by Marsha DeGennaro, Clerk of the Board

MINUTES OF THE REGULAR BOARD OF EDUCATION MEETING

Monday, September 19, 2011

BRS Library Media Center

CALL TO ORDER: Ms. Hamilton, Chair called the Public Session to order at 7:05 PM.

BOARD MEMBERS PRESENT: Ms. Margaret Hamilton, Chair; Dr. Clotilde Dudley-Smith (7:36 PM), Dr. Steve Fleischman, Vice Chair; Mr. Matthew Gilbride, Secretary (7:19 PM); Mr. Carl Linskog, Ms. Sheila McCreven, and Dr. YanYun Wu.

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

MEMBERS OF THE PUBLIC: Teresa Nakouzi, WEA; Kris Kaloides, Brenda Knudsen, Psychologists; Kiki Cahn, Chief Operating Officer-Surviving Bullies Charity; Laurence Grotheer, BOS Liaison; and Pua Ford, community.

CORRESPONDENCE – None

PUBLIC COMMENT – None

CONSENT AGENDA

MOTION #1 – CONSENT AGENDA

Move that we approve the consent agenda as presented.

Dr. Fleischman

Second by Mr. Linskog

UNANIMOUS

REPORTS

Superintendent's Report

- **Beecher Road School Update** – Superintendent Stella highlighted the opening of school, that start of before/after school programs.

Mr. Gilbride arrived (7:19 PM).

- **School Climate Project** – Ms. Cahn presented the results of the survey conducted with 5th and 6th grade students in the Spring as part of the School Climate Project. Students were surveyed in six areas: School Connectedness; Bullying, Bystanders, Sleep, Weight Bias and Loneliness. Approximately 20 students were referred for services. Overall, children at BRS feel secure and results were similar to students in other districts.

Dr. Dudley-Smith arrived (7:36 PM).

- **CMT Report** – Superintendent Stella presented the CMT results from the 2010/11 school year. Students in Grades 3-6 are tested in Mathematics, Reading/Writing and Science (Grade 5 only).

PTO Update – No report.

Policy Committee – Ms. Hamilton noted this committee will meet on Tuesday, September 20 at 6:00 PM to review several “hot topic” policies and commence review of the 1000 Series.

CABE Liaison – Ms. McCreven attended the directors meeting last week. Board members were urged to attend the CABE/CAPSS Convention in November.

FINANCIAL REPORTS

The Board reviewed the Financial Reports through August 30, 2011. A surplus is currently projected and is attributable to cost savings associated with staff retirements and the custodial reorganization.

MOTION #2 – 2011/12 BOARD OF EDUCATION MONTHLY SUMMARY FINANCIAL REPORT

Move that we approve the 2011/12 BOE Monthly Summary Financial Report through August 30, 2011, F1, as submitted by the Director of Business/Operations.

Dr. Fleischman
Second by Mr. Gilbride
IN FAVOR: Mr. Gilbride, Drs. Dudley-Smith, Fleischman, Wu, Ms. Hamilton
and Ms. McCreven
AGAINST: Mr. Linskog

MOTION PASSES 6-1

It was noted that figures on the Summer Enrichment program presented last month did not include the final payroll. The adjusted figure presented this evening, is truly final.

MOTION #3 – 2011/12 BOARD OF EDUCATION MONTHLY DETAIL FINANCIAL REPORT

Move that we approve the 2011/12 BOE Monthly Detail Financial Report ending August 30, 2011, F2-5, as submitted by the Director of Business/Operations.

Dr. Fleischman
Second by Mr. Gilbride
IN FAVOR: Mr. Gilbride, Drs. Dudley-Smith, Fleischman, Wu, Ms. Hamilton
and Ms. McCreven
AGAINST: Mr. Linskog

MOTION PASSES 6-1

MOTION #4 – 2011/12 COMBINING FINANCIAL STATEMENTS

Move that we approve the 2011/12 BOE Combining Financial Statements through August 30, 2011, F6-7, as submitted by the Director of Business/Operations.

Dr. Fleischman
Second by Mr. Gilbride
IN FAVOR: Mr. Gilbride, Drs. Dudley-Smith, Fleischman, Wu, Ms. Hamilton
and Ms. McCreven
AGAINST: Mr. Linskog

MOTION PASSES 6-1

OLD BUSINESS

Board Goals – Ms. Hamilton presented the Board Goals for 2011/12 developed the Special meeting on September 12.

MOTION #5 – 2011/12 DISTRICT GOALS

Move that we adopt the 2011/12 Board Goals as presented.

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

MOTION PASSES 6-0-1

PUBLIC COMMENT – None

Ms. Hamilton called a brief recess (9:04 PM). The Board entered Executive Session to discuss Superintendent performance expectations and objectives for the 2011/12 school year.

MOTION #6 – EXECUTIVE SESSION

Move that we enter Executive Session (9:08 PM)

Dr. Fleischman

Second by Mr. Gilbride

UNANIMOUS

CALL TO ORDER: Ms. Hamilton, Chair called the Executive Session to order at 9:08 PM.

BOARD MEMBERS PRESENT: Ms. Margaret Hamilton, Chair; Dr. Steve Fleischman, Vice Chair; Mr. Matt Gilbride, Secretary; Mr. Carl Lindskog, Ms. Sheila McCreven, Drs. Dudley-Smith and Wu.

STAFF: Dr. Guy Stella, Superintendent.

MOTION #7 RETURN TO PUBLIC SESSION AND ADJOURN

Move that we return to Public Session and adjourn (9:55 PM).

Ms. McCreven

Second by Dr. Fleischman

UNANIMOUS

Recorded by Marsha DeGennaro, Clerk of the Board

MINUTES OF THE BOARD OF EDUCATION POLICY COMMITTEE
Thursday, October 6, 2011
District Office Conference Room
Beecher Road School South

CALL TO ORDER: David Bernard, Chair called the meeting to order at 6:02 PM.

IN ATTENDANCE: David Bernard, Margaret Hamilton, Sheila McCreven, Board of Education Members; Dr. Guy Stella, Superintendent; Sheila Haverkamp, Special Services Director; Lori Patrick, Rick Wood, Teachers; Teresa Nakouzi, WEA and Marsha DeGennaro, Clerk of the Board.

The committee discussed pertinent areas for policy revisions pertaining to technology, web sites, internet usage, social networking and outlined the process that will be followed. Ms. Haverkamp presented the revised policy on Bullying. Policies 3524.1 (Pesticides) and 5131.3 (Bullying) have been revised in their entirety in response to recent legislative changes. Policies 5141.3 (Health Assessments and Immunizations) and 5141 (School Medical Advisor) were reviewed with minor language revisions and/or modifications. The Committee forwarded each of the above policies to the Board for 30-day review at their October 17, 2011 meeting.

The next meeting will be held on October 27 at 6:00 PM.

MEETING ADJOURNED: 7:40 PM

Recorded by Marsha DeGennaro

CABE's suggested policy.

Students

Health Assessments and Immunizations

The Board of Education recognizes the importance of periodic health assessments according to state health regulations.

To determine health status of students, facilitate the removal of disabilities to learning and find whether some special adaptation of the school program may be necessary, the Board of Education requires that students have health assessments.

The Board of Education adheres to those state laws and regulations that pertain to school immunizations and health assessments. It is the policy of the Board of Education to insure that all enrolled students are adequately immunized against communicable diseases. The Board may deny continued attendance in school to any student who fails to obtain the health assessments required under C.G.S. 10-206, as may be periodically amended.

The Board of Education shall annually designate a representative to receive reports of health assessments and immunizations from health care providers.

Parents wishing their children exempted or excused from health assessments must request such exemption to the ~~Superintendent of Schools~~ in writing. This request must be signed by the parent/guardian. *Nursing Supervisor.*

It is the responsibility of the Principal to insure that each student enrolled has been adequately immunized and has fulfilled the required health assessments. The school nurse shall check and document immunizations and health assessments on all students enrolling in school and to report the status to the school principal. The school nurse shall also contact parents or guardians to make them aware if immunizations and/or health assessments are insufficient or not up-to-date. The school nurse will maintain in good order the immunization and health assessment records of each student enrolled.

No record of any student's medical assessment may be open to the public.

As required, the District will annually report to the Department of Public Health and to the local health director the asthma data, pertaining to the total number of students per school and for the district, obtained through the required asthma assessments, including student demographics. Such required asthma diagnosis shall occur at the time of mandated health assessment ~~at the time of enrollment, in either grade six or seven, and in either grade ten or eleven (Effective July 1, 2008; grade nine or ten).~~ Such asthma diagnosis shall be reported whether or not it is recorded on the health assessment form, at the aforementioned intervals. The District, as required, will also participate in annual school surveys conducted by the Department of Public Health pertaining to asthma.

Students

Health Assessments and Immunizations (continued)

(cf. 5111 - Admission)
 (cf. 5141.31 - Physical Examinations for School Programs)
 (cf. 5125 - Student Records)
 (cf. 5125.11 - Health/Medical Records – HIPAA)
 (cf. 5141 - Student Health Services)

Legal Reference: Connecticut General Statutes
~~10-204 Vaccination~~
 10-204a Required immunizations ~~as amended by PA 96-244.~~
 10-204c Immunity from liability
 10-205 Appointment of school medical adviser
 10-206 Health assessments ~~(as amended by June Special Session PA 01-1, PA 05-272 and PA07-58)~~
 10-207 Duties of medical advisors
 10-206a Free health assessments
 10-208 Exemption from examination or treatment
 10-208a Physical activity of student restricted; board to honor notice
 10-209 Records not to be public. Provision of reports to schools.
 10-212 School nurses and nurse practitioners
 10-214 Vision, audiometric and postural screenings. When required. Notification of parents re defects; record of results. ~~as amended by PA 96-229, An Act Concerning Seoliosis Screening~~
 Department of Public Health, Public Health Code, ~~10-204a-2a, 10-204a-3a, 10-204a-4~~
 20 U.S.C. Section 1232h, No Child Left Behind Act
 Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g)
 42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Policy adopted:

cps rev. 4/00
 cps rev. 11/01
 cps rev. 5/03
 cps rev. 6/03
 cps rev. 7/05
 cps rev. 7/07
 cps rev. 6/11

TUBERCULOSIS CONTROL SCREENING GUIDELINES

The Connecticut Department of Public Health and the School Health Committee of the Connecticut Chapter of the American Academy of Pediatrics have revised their recommended guidelines pertaining to tuberculin testing requirements.

C.G.S. 10-206 (b) and (c) mandate that each student have a health assessment at three times during his/her primary and secondary school education. Such assessments are required just before school entry, during grade 6 or 7, ~~and during grade 10 or 11.~~ This assessment, per the statute, "shall include a test for tuberculosis when the local or regional board of education determines, after consultation with the school medical advisor and local health department that such a test is necessary."

Routine tuberculin testing at each of the required examinations is not recommended, based upon the current low rates of transmission of tuberculosis in Connecticut.

The Connecticut Department of Public Health recommends that at *each* mandated examination, an assessment be made of the risk of exposure to tuberculosis. Students not already known to have a positive test should be tested if they have any of the following risk factors for tuberculosis infection:

- a. were born in a high risk country* of the world and do not have a record of a tuberculin skin test performed in the United States (*all countries in Africa, Asia, the former Soviet Union, Central and South America, Dominican Republic and Haiti);
- b. have traveled to a high risk country since the previously required examination;
- c. have had extensive contact with persons who have recently come to the United States since the previously required examination;
- d. had contact with persons suspected to have tuberculosis;
- e. have been living in a homeless shelter; or
- f. have HIV infection.

Schools should assure that all students originally from high risk countries who are entering school in Connecticut for the first time receive a tuberculin skin test.

The intradermal injection test (Mantoux) should be used if possible, in preference to multiple puncture (e.g. Monovac, Tine) tests. If a multiple puncture test is used, any reaction should be followed up immediately with a Mantoux test.

Although not required by law, it is recommended that children with significant reactions be reported to the local health department and the Connecticut Department of Public Health Tuberculosis Control Program.

CABE's sample regulation to consider.

Students

Health Assessments and Immunizations

In accordance with Connecticut General Statutes 10-206, as amended, 10-204a, and 10-214, the following health assessment procedures are established for students in the district:

- 1) Proof of immunization shall be required prior to school entry. A "school-aged child" also includes any student enrolled in an adult education program that leads to a high school diploma. This immunization verification is mandatory for all new school enterers and must include complete documentation of those immunizations requiring a full series. A required immunization record includes:
 - a) **For initial entry into school for kindergarten, regular and special education pre-school programs, grades 1-6:**
 - 4 doses of DTP/DaP vaccine (Diphtheria - Pertussis - Tetanus). At least one dose is required to be administered on or after the 4th birthday for children ~~entering school at 48 to 71 months of age~~ enrolled in school at kindergarten or above. Students who start the series at age 7 or older need a total of 3 doses.

(Pertussis immunization shall not be required after a student's sixth birthday),
 - 3 doses of Polio Vaccine either trivalent oral polio vaccine (TOPV) or inactivated polio vaccine (IPV) with at least one dose of polio vaccine administered on or after the 4th birthday and before school entry. (This then usually results in 4 doses in total.)
 - 2 doses of MMR vaccine (measles, mumps and rubella). One dose at one (1) year of age or after and a second dose, given at least 4 weeks twenty-eight (28) days after the first dose, prior to school entry in kindergarten through grade twelve (12) OR disease protection, confirmed in writing, by a physician, physician assistant or advanced practical registered nurse that the child has had a confirmed case of such disease based on specific blood testing conducted by a certified laboratory. One dose on or after the child's first birthday for enrollment in preschool.
 - 3 doses of Hepatitis B vaccine (HBV) or confirmed blood test has had protection confirmed in writing by a physician, physician assistant or advanced practice registered nurse based on specific blood testing by a certified laboratory.
 - ~~1 booster~~ dose of Hib (Hemophilus Influenza type b) given on or after the first birthday, is required of all school children who enter school prior to their fifth birthday or had a laboratory confirmed infection at age 24 months or older, confirmed in writing by a physician, physician assistant or advanced practice registered nurse. Children five and older do not need proof of Hib vaccination. (Note: Primary Hib vaccine 3-dose series given at ages 2, 4 and 6 months.)

Students

Health Assessments and Immunizations (continued)

a) **For initial entry into school for kindergarten, regular and special education pre-school programs, grades 1-6: (continued)**

- **Varicella (Chickenpox) Immunity –**

(i) 1 dose on or after the 1st birthday or must show proof of immunity to varicella (chickenpox) for entry into licensed pre-school programs and kindergarten; ~~or on or after August 1, 2011 for entry into kindergarten two (2) doses shall be required, given at least three (3) months apart, the first dose on or after the 1st birthday.~~

(ii) Proof of immunity includes any of the following:

- * Documentation of age appropriate immunizations considered to be one dose administered on or after the student's first birthday (if the student is less than 13 years old) or two doses administered at least 30 days apart for students whose initial vaccination is at thirteen years of age or older.

Note: ~~In June 2006,~~ The National Advisory Committees on Immunization Practices (ACIP) changed the recommendation for routine vaccination against chicken pox (Varicella) from a single dose for all children beginning at 12 months of age to two doses, with the second dose given just prior to school entry. The ACIP also recommends that all school-aged children, up to 18 years of age, who have only had a single dose of Varicella vaccine to be vaccinated with a second dose.

- * ~~Serologic evidence of past infection, confirmed in writing by a physician, physician assistant or advanced practice registered nurse based on specific blood testing by a certified laboratory, or~~
- * Statement signed and dated by a physician, physician assistant or advanced practice registered nurse indicating a child has already had varicella (chickenpox) based on ~~diagnosis of varicella or verification of history of varicella, family and/or medical history.~~ (Date of chickenpox illness not required)

~~(iii) All students are required to show proof of immunity (see above) to Varicella for entry into 7th grade.~~

~~Note: The Connecticut Department of Public Health has indicated that a school-aged child, 13 years of age or older, will only be considered fully immunized if he/she has had two doses of the Varicella vaccine, given at least 4 weeks apart.~~

Students

Health Assessments and Immunizations (continued)

a) For initial entry into school for kindergarten, regular and special education pre-school programs, grades 1-6: (continued)

- Hepatitis A – Requirement for PK and K for children born on or after January 1, 2007 or enrolled in preschool or kindergarten on or after August 1, 2011.
 - (i) Two (2) doses of hepatitis A vaccine given at least six (6) months apart, the first dose given on or after the child's first birthday; or
 - (ii) Has had protection against hepatitis A confirmed in writing by a physician, physician assistant or advanced practice registered nurse based on specific blood testing by a certified laboratory.
- Influenza Requirement for PK.
 - (i) Effective January 1, 2012 and each January 1 thereafter, children aged 24-59 months enrolled in preschool are required to receive at least one (1) dose of influenza vaccine between August 1 and December 31 of the preceding year (effective August 1, 2011).
 - (ii) Children aged 24-59 months who have not received vaccination against influenza previously must be given a second dose at least twenty-eight (28) days after the first dose.
- Pneumococcal Disease Requirement for PK and K.
 - (i) Effective August 1, 2011 all students born on or after January 1, 2007, enrolled in PK and K who are less than five (5) years of age must show proof of having received one (1) dose of pneumococcal conjugate vaccine on or after the student's first birthday.
 - (ii) An individual shall be considered adequately protected if currently aged five (5) years or older.

Students

Health Assessments and Immunizations (continued)

b) For entry into seventh (7th) grade:

All students in grades K-12 are required to show proof of 2 doses of measles, mumps, rubella vaccine at least 28 days apart with the first dose administered on or after the first (1st) birthday, or laboratory confirmation of immunity confirmed in writing by a physician, physician assistant or advanced practice registered nurse.

- Proof of having received 2 doses of measles-containing vaccine.

In those instances at entry to seventh grade, where an individual has not received a second dose of measles contained vaccine, a second dose shall be given. If an individual has received no measles containing vaccines, the second dose shall be given at least 4 weeks after the first. (Students entering 7th grade must show proof of having received 2 doses of measles-containing vaccine)

- Proof of Varicella (Chickenpox) Immunity.

(i) On or after August 1, 2011, two doses, given at least 4 weeks three (3) months apart, the first dose on or after the individual's first (1st) birthday and before the individual's thirteenth (13th) birthday or two doses given at least twenty-eight (28) days apart if the first dose was given on or after the individual's thirteenth (13th) birthday, for students whose initial vaccination is at 13 years of age and older or

(ii) Serologic evidence of past infection, or

(iii) A statement signed and dated by a physician, physician assistant, or advanced practice registered nurse indicating that the child has already had varicella (chickenpox) based on family and/or medical history. (Date of chickenpox illness not required)

- Proof of at least three doses of Hepatitis B vaccine or show proof of serologic evidence of infection with Hepatitis B

- Proof of Diphtheria-Pertussis-Tetanus Vaccination (Adolescent Tdap Vaccine Requirement for Grade 7 Students)

(i) On or after August 1, 2011, an individual eleven (11) years of age or older, enrolled in the seventh (7th) grade, shall show proof of one (1) dose of diphtheria, tetanus and pertussis containing vaccine, (Tdap booster) in addition to completion of the recommended primary diphtheria, tetanus and pertussis containing vaccination series unless:

Students

Health Assessments and Immunizations (continued)

b) For entry into seventh (7th) grade – (continued)

- Proof of Diphtheria-Pertussis-Tetanus Vaccination (Adolescent Tdap Vaccine Requirement for Grade 7 Students) (continued)

- (ii) Such individual has a medical exemption for this dose confirmed in writing by a physician, physician assistant or advanced practice registered nurse based on having last received diphtheria, tetanus and pertussis containing vaccine less than five (5) years earlier and no increased risk of pertussis according to the most recent standards of care for immunization in Connecticut (C.G.S. 19a-7f)

- Meningococcal Vaccine (MCV4) Required for Grade 7 Students

- (i) Effective August 1, 2011, one dose of meningococcal vaccine

NOTE: Students must show proof of 3 doses of Hepatitis B vaccine or serologic evidence of infection to enter eighth grade.

- Immunization requirements are satisfied if a student:
 - (i) presents verification of the above mentioned required immunizations;
 - (ii) presents a certificate from a physician, physician assistant, advanced practice registered nurse or a local health agency stating that initial immunizations have been administered to the child and additional immunizations are in process;
 - (iii) presents a certificate from a physician stating that in the opinion of the physician immunization is medically contraindicated in accordance with the current recommendation of the National Centers for Disease Control and Prevention Advisor Committee on Immunization Practices because of the physical condition of the child;
 - (iv) presents a statement from the parents or guardian of the child that such immunization would be contrary to religious beliefs of the child;
 - (v) he/she has had a natural infection confirmed in writing by a physician, physician assistant, advanced practice registered nurse or laboratory.

Students

Health Assessments and Immunizations (continued)

Health assessment and health screening requirements are waived if the parent legal guardian of the student or the student (if he or she is an emancipated minor or is eighteen years of age or older) notifies the school personnel in writing that the parent, guardian or student objects on religious grounds. (CGS 10-204a)

Students failing to meet the above requirements shall not be allowed to attend school.

- 2) A physical examination including blood pressure, height, weight, hematocrit or hemoglobin, and a chronic disease assessment which shall include, but not be limited to, asthma and which must include public health related screening questions for parents to answer and other screening questions for providers and screenings for hearing, vision, speech, gross dental and posture shall be required for all new school enterers, ~~and students in grade 6 and grade 11* (Effective July, 2008: grade 9 or 10).~~ This health assessment must be completed either prior to school entry or 30 calendar days after the beginning of school for new school enterers. ~~This assessment must be conducted within the school year for students in grade 6 or 11* (Effective July 1, 2008: grade 9 or 10). Parents of students in grade 6 or 11* (Effective July 1, 2008: grade 9 or 10) shall be notified in writing of the requirement of a health assessment and shall be offered an opportunity to be present at the time of assessment.~~

~~The assessment shall also include tests for tuberculosis, sickle cell anemia or Cooley's anemia and test for lead levels in the blood when the Board of Education, after consultation with the school medical advisor and the local health department, determine such tests are necessary.~~

A test for tuberculosis, as indicated above, is not mandatory, but should be performed if any of the following risk factors prevail:

1. birth in a high risk country of the world (to include all countries in Africa, Asia, the former Soviet Union, Eastern Europe, Central and South America, Dominican Republic and Haiti);
2. travel to a high risk country staying at least one week with substantial contact with the indigenous population since the previously required examination;
3. extensive contact with persons who have recently come to the United States since the previously required examination;
4. contact with persons suspected to have tuberculosis; or
5. had contact with anyone who was in a homeless shelter, jail or prison, uses illegal drugs or has HIV infection.

Students

Health Assessments and Immunizations (continued)

Health assessments completed within ^{one} ~~two~~ calendar years of new school entry ~~or grades 6 or 7~~* (Effective July 1, 2008: ~~grade 7 or 10~~) will be accepted by the school system. Failure of students to satisfy the above mentioned health assessment timeliness and/or requirements shall result in exclusion from school.

(*Note: As an alternative health assessment could be held in grades 7 and 10.)

The District shall annually report to the Department of Public Health and to the local health director the asthma data pertaining to the total number of students per school and in the district obtained through school assessments, including student demographics. Such required asthma diagnosis shall occur at the time of mandated health assessment at the time of enrollment, ~~in either grade 6 or 7, and in either grade ten or eleven~~ (Effective July 1, 2008: ~~grade 9 or 10~~). Such asthma diagnosis shall be reported whether or not it is recorded on the health assessment form, at the aforementioned intervals.

- 3) Parents or guardians of students being excluded from school due to failure to meet health assessment requirements shall be given a thirty calendar day notice in writing, prior to any effective date of school exclusion. Failure to complete required health assessment components within this thirty day grace period shall result in school exclusion. This exclusion shall be verified, in writing, by the Superintendent of Schools or his/her designee. Parents of excluded students may request administrative hearing of a health assessment-related exclusion within five days of final exclusion notice. An administrative hearing shall be conducted and a decision rendered within fifteen calendar days after receipt of request. A subcommittee of the Board of Education shall conduct an administrative hearing and will consider written and/or oral testimony offered by parents and/or school officials.
- 4) Health screenings shall be required for all students according to the following schedule:

Vision Screening	Grades K-6,
Audiometric Screening	Grades K-3, 5
Postural Screening	Grades 5, 6, 7, 8, 9

~~The school system shall provide these screening~~ ^s to students at no cost to parents. ~~Parents shall be provided an annual written notification of screenings to be conducted.~~ Parents wishing to have these screenings to be conducted by their private physician shall be required to report screening results to the school nurse.

(Health assessments may be conducted by a licensed physician, advanced practice registered nurse, registered nurse, physician assistant or by the School Medical Advisor.)

Students

Health Assessments and Immunizations (continued)

- 5) Parents of students failing to meet standards of screening or deemed in need of further testing shall be notified by the ~~Superintendent of Schools~~ ^{School Nurse} ^{school medical Advisor and/or Design}.
- Students eligible for free health assessments shall have them provided by the ~~health services staff~~. Parents of these students choosing to have a health assessment conducted by medical personnel outside of the school system shall do so at no cost to the school system.
- 6) Health records shall be maintained in accordance with Policy #5125.
- ~~7) All candidates for all athletic teams shall be examined annually by the designated school physician at a time and place determined by the Director of Athletics and/or coach.~~
- ~~No candidate will be permitted to engage in either a practice or a contest unless this requirement has been met, and he or she has been declared medically fit for athletics.~~
- ~~An athlete need not be re-examined upon entering another sport unless the coach requests it.~~
- ~~If a student is injured, either in practice, a contest, or from an incident outside of school activities at requires him or her to forego either a practice session or contest, that student will not be permitted to return to athletic activity until the school physician examines the student and pronounces him/her medically fit for athletics.~~

- Legal Reference: Connecticut General Statutes
- ~~10-204 Vaccination~~
 - 10-204a Required immunizations
 - 10-204c Immunity from liability
 - 10-205 Appointment of school medical adviser
 - 10-206 Health assessments (as amended by June Special Session PA 01-4, PA 01-9, PA 05-272 and PA 07-58)
 - 10-207 Duties of medical advisers
 - 10-206a Free health assessments (as amended by June Special Session PA 01-1)
 - 10-208 Exemption from examination or treatment

Students

Health Assessments and Immunizations

Legal Reference: Connecticut General Statutes (continued)

- 10-208a Physical activity of student restricted; board to honor notice
- 10-209 Records not to be public. Provision of reports to schools.
- 10-212 School nurses and nurse practitioners
- 10-214 Vision, audiometric and postural screenings. When required. Notification of parents re defects; record of results, as amended by PA 96-229, An Act Concerning Scoliosis Screening.
- Department of Public Health, Public Health Code, 10-204a-2a, 10-204a-3a and 10-204a-4
- 20 U.S.C. Section 1232h, No Child Left Behind Act

Regulation approved:

- rev 2/97
- rev 4/00
- rev 11/01
- rev 3/03
- rev 5/03
- rev 7/05
- rev 7/07
- rev 12/09
- rev 7/10
- rev 6/11

A succinct sample regulation to consider.

Students

Health Assessments and Immunizations

A complete immunization record must be presented before a child enters any District school. For all students, this record must show dates of adequate immunizations against:

- Diphtheria;
- Pertussis;
- Tetanus;
- Poliomyelitis (initial series plus booster given on or after the fourth birthday); and
- Hepatitis B (three doses).

In addition, the following immunizations are also required:

Hib	1 dose given on or after the first birthday for students under five years of age.
Pneumococcal	1 dose given on or after the first birthday for students under five years of age who were born on or after January 1, 2007 and are enrolled in Pre-Kindergarten or Kindergarten on or after August 1, 2011.
Hepatitis A	2 doses for all students born on or after January 1, 2007 who are enrolled in Pre-Kindergarten or Kindergarten, on or after August 1, 2011. First dose given on or after the first birthday.
Influenza	1 dose for students under five years of age enrolled in pre-school, on or after August 1, 2011. Vaccine should be administered annually between August 1 and December 31 st . Individuals receiving the vaccine for the first time require two doses.
Measles, Mumps, Rubella	2 doses for all students enrolled in Kindergarten through grade 12, on or after August 1, 2011. First dose given on or after the first birthday.
Varicella	2 doses for those enrolled in Kindergarten or 7 th grade, on or after August 1, 2011. First dose given on or after the first birthday.
Tdap	1 dose, given after the 7 th birthday, of diphtheria, tetanus and pertussis vaccine for those enrolled in 7 th grade, on or after August 1, 2011.
Meningococcal	1 dose for those enrolled in 7 th grade, on or after August 1, 2011.

Under certain circumstances, proof of immunity based upon specific blood testing or disease certification is acceptable in lieu of immunization. Parents/guardians should be instructed to contact the school nurse for further information.

Regulation approved:

cps 6/11

STATE OF CONNECTICUT
Department of Public Health

IMMUNIZATION REQUIREMENTS FOR ENROLLED STUDENTS IN CONNECTICUT
SCHOOLS FOR 2011-2012 SCHOOL YEAR

PRESCHOOL

(Children entering after age 3 but before age 5)

DTaP:	4 doses
Polio:	3 doses
MMR:	1 dose on or after the 1 st birthday
Hep B:	3 doses, last one on or after 24 weeks of age
Varicella:	1 dose on or after the 1 st birthday or verification of disease
Hib:	1 dose on or after the 1 st birthday
Pneumococcal	1 dose on or after the 1 st birthday
Influenza:	1 dose administered each year between Aug. 1-Dec. 31 st (2 doses separated by at least 28 days required for those receiving flu for the first time)
Hepatitis A	2 doses given six months apart, 1 st dose on or after 1 st birthday

KINDERGARTEN

DTaP:	At least 4 doses. The last dose must be given on or after 4 th birthday
Polio:	At least 3 doses. The last dose must be given on or after 4 th birthday
MMR:	2 doses separated by at least 28 days, 1 st dose on or after the 1 st birthday
Hep B:	3 doses, last dose on or after 24 weeks of age
Varicella:	2 doses separated by at least 3 months-1 st dose on or after the 1 st birthday; or verification of disease
Hib:	1 dose on or after 1 st birthday for children less than 5 years old

GRADES 1-6

DTaP /Td/Tdap:	At least 4 doses. The last dose must be given on or after 4 th birthday. Students who start the series at age 7 or older only need a total of 3 doses.
Polio:	At least 3 doses. The last dose must be given on or after 4 th birthday
MMR:	2 doses separated by at least 28 days, 1 st dose on or after the 1 st birthday
Hep B:	3 doses, last dose on or after 24 weeks of age
Varicella:	1 dose on or after the 1 st birthday; or verification of disease

GRADE 7

Tdap/Td	1 dose for students who have completed their primary DTaP series Students who start the series at age 7 or older only need a total of 3 doses of tetanus-diphtheria-containing vaccine, one of which must be Tdap
Polio:	At least 3 doses. The last dose must be given on or after 4th birthday

GRADE 7 (continued)

MMR: 2 doses separated by at least 28 days, 1st dose on or after the 1st birthday
Meningococcal 1 dose
Hep B: 3 doses, last dose on or after 24 weeks of age
Varicella: 2 doses separated by at least 3 months-1st dose on or after the 1st birthday; or verification of disease

GRADE 8-12

Td/Tdap: At least 3 doses. The last dose must be given on or after 4th birthday. Students who start the series at age 7 or older only need a total of 3 doses one of which should be Tdap.
Polio: At least 3 doses. The last dose must be given on or after 4th birthday
MMR: 2 doses separated by at least 28 days, 1st dose on or after the 1st birthday
Hep B: 3 doses, last dose on or after 24 weeks of age
Varicella: For students <13 years of age, 1 dose given on or after the 1st birthday; for unvaccinated students 13 years of age or older, 2 doses given at least 4 weeks apart; or verification of disease

Important Reminders:

- DTaP vaccine is not given on or after 7th birthday
- DTaP may be given for all doses in the primary series
- Tdap can be given in lieu of Td vaccine for children 7 years and older unless contraindicated. Tdap is only licensed for one dose.
- Hib is not given or required for children 5 years of age or older
- Pneumococcal is not required for children 5 years of age or older. Pneumococcal is required for all Pre-K students born on or after 1/1/2007. The vaccine will be required for any K student less than 5 years of age and born on or after 1/1/2007 in the 2012-13 school year.
- Hepatitis A is required for all Pre-K students born on or after 1/1/2007. The vaccine will be required for all Kindergarten students born on or after 1/1/2007 in the 2012-13 school year.
- Hep B requirement for school year 2011-2012 applies to all students in grades K-12
Spacing intervals for a valid Hep B series are at least 4 weeks between dose #1 and dose #2; 8 weeks between dose #2 and dose #3; at least 16 weeks between dose #1 and dose #3; dose #3 should not be given before 24 weeks of age.
- Second MMR for school year 2011-2012 applies to all students in grades K-12
- Laboratory confirmation of immunity is **only** acceptable for Hepatitis B, Measles, Mumps, Rubella, Hepatitis A, and Varicella
- **VERIFICATION OF VARICELLA DISEASE:** Confirmation in writing by a MD, PA, or APRN that the child has a previous history of disease, based on family or medical history

New Entrant Definition:

*New entrants are any students who are new to the school district, including preschoolers and all students coming in from Connecticut private, parochial and charter schools located in the same or another community. All students entering kindergarten, including those moving from any public or private pre-school program, even in the same school district, are considered new entrants. The one exception is students returning from private approved Special education placements-they are not considered new entrants.

Risk Assessment Questionnaire for Tuberculosis Exposure

1. Was your child born outside the United States?

If yes, where was your child born? If born in Africa, Asia, (including the former Soviet Union), Latin America, (including Haiti and the Dominican Republic) or Eastern Europe, a TST should be placed.

2. Has your child traveled outside the United States?

If yes, where did the child travel, with whom did the child stay, and how long did the child travel? If the child traveled to any of the above continental areas, stayed for one week or more and interacted with local people, including local friends or local family, then a TST should be placed.

3. Has your child been exposed to anyone with TB disease?

If yes, determine whether the person had TB disease or LTBI, when the exposure occurred, and what the nature of the contact was. If confirmed that contact was with a person with known or suspected TB disease, a TST should be placed.

4. Does your child have close contact with someone with a positive TST?

If yes, see the previous question for follow-up questions.

5. Does your child spend time with anyone who has been in jail (or prison) or a shelter, inject illegal drugs, or has HIV?

If yes, then a TST should be placed.

6. Has your child drunk raw milk or eaten unpasteurized cheese since the last tuberculin skin test?

If yes, then a TST should be placed.

7. Does your child have a household member who was born outside the United States?

If yes, from what country? If country is one of the countries included in question #1, then a TST should be placed.

8. Does your child have a household member who has traveled outside the United States?

Included as a household member are persons who take care of the child in the home. If yes, and the person is from one of the countries included in question #1, a TST should be placed.

_____, PUBLIC SCHOOLS
_____, Connecticut

Medical Exemption Form

Children with medical exemptions shall be permitted to attend school except in the case of a vaccine-preventable disease outbreak in the school. All susceptible students will be excluded from school based on public health officials' determination that the school is a primary site for disease exposure, transmission and spread into the community. Students excluded from school for this reason will not be able to return to school until (1) the danger of the outbreak has passed as determined by public health officials, (2) the student becomes ill with the disease and completely recovers, or (3) the student is immunized. For example, for measles the complete incubation period is 18 days from the onset of symptoms for the last case in the community. Outbreaks like measles may last for several months.

According to State statutes (Connecticut General Statutes Sections 19a-7f and 10-204a), no child may be admitted to school without proof of immunization or a statement of exemption. Parents or guardians seeking an exemption on the basis that a given immunization is medically contraindicated should attach to this form a statement signed by their physician stating that in the physician's opinion, such immunization is medically contraindicated and why it is contraindicated (e.g., hypersensitivity to a vaccine component, demonstrated reaction to vaccine, etc.). In addition, the parents/guardians should complete the following statement and return it to the school nurse.

To Whom It May Concern:

As the parent(s)/guardian(s) of _____
(Name of Student)

I/we are submitting the enclosed documentation from a physician that immunization of this child is medically contraindicated. Therefore, this child is exempt from receiving the required immunization as specified by physician, and shall be permitted to attend school except in the case of a vaccine-preventable disease outbreak in the school.

Signature of Parent(s)/Guardian(s) / Date

Signature of Parent(s)/Guardian(s) / Date

Address

Telephone #

PUBLIC SCHOOLS
_____, Connecticut

Religious Exemption from Immunizations Certificate

Children with religious exemptions shall be permitted to attend school except in the case of a vaccine-preventable disease outbreak in the school. All susceptible students will be excluded from school based on public health officials' determination that the school is a primary site for disease exposure, transmission and spread into the community. Students excluded from school for this reason will not be able to return to school until (1) the danger of the outbreak has passed as determined by public health officials, (2) the student becomes ill with the disease and completely recovers, or (3) the student is immunized. For example, for measles the complete incubation period is eighteen (18) days from the onset of symptoms for the last case in the community. Outbreaks like measles may last for several months.

According to state statutes (Connecticut General Statutes Sections 19a-7f and 10-204a), no child may be admitted to school without proof of immunization or a statement of exemption. Parents or guardians seeking an exemption on the basis that immunizations would be contrary to religious beliefs of the child should complete the following statement and return it to the school nurse.

To Whom It May Concern:

As the parent(s)/guardian(s) of _____
Name of student

I/we hereby assert that the immunization of this student would be contrary to the religious beliefs of this child. Therefore, this child shall be exempt from the required immunizations under Section 10-204a of the Connecticut General Statutes and shall be permitted to attend school except in the case of a vaccine-preventable disease outbreak in the school.

Date

Signature of Parent(s)/Guardian(s)

Date

Signature of Parent(s)/Guardian(s)

Street Address

City, State, Zip Code

Telephone Number

A revised sample policy to consider.

Students

Student Health Services

School District Medical Advisor

The Board of Education shall appoint a school district medical advisor and appropriate medical support service personnel including nurses.

School health efforts shall be directed toward detection and prevention of health problems and to emergency treatment, including the following student health services:

1. Appraising the health status of student and school personnel;
2. Counseling students, parents, and others concerning the findings of health examination;
3. Encouraging correction of defects;
4. Helping prevent and control disease;
5. Providing emergency care for student injury and sudden illness;
6. Maintaining school health records.

Health Records

There shall be a health record for each student enrolled in the school district which will be maintained in the school nurse's room. For the purposes of confidentiality, records will be treated in the same manner as the student's cumulative academic record.

Student health records are covered by the Family Educational Rights and Privacy Act (FERPA) and are exempt from the Health Insurance Portability Accountability Act (HIPAA) privacy rule. However, it is recognized that obtaining medical information from health care providers will require schools to have proper authorization and to inform parents that such information once released by health care providers is no longer protected under HIPAA but is covered under FERPA.

Students

Student Health Services (continued)

Regular Health Assessments

Prior to enrollment in kindergarten, each child shall have a health assessment by one of the following medical personnel of the parents or guardians choosing to ascertain whether the student has any physical disability or other health problem tending to prevent him or her from receiving the full benefit of school work and to ascertain whether such school work should be modified in order to prevent injury to the student or to secure for the student a suitable program of education:

1. a legally qualified physician;
2. an advanced practice registered nurse;
3. a registered nurse;
4. a physician's assistant.

Such health assessment shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure;
2. Updating of immunizations required under ~~10-204~~ and ~~C.G.S.~~ 10-204a as periodically amended;
3. Vision, hearing, postural, and gross dental screening;
4. If required by the school district medical advisor, testing for tuberculosis and sickle cell anemia or Cooley's Anemia;
5. Any other information including a health history as the physician believes to be necessary and appropriate.

Add: Chronic Health Assessments

Students

Student Health Services (continued)

~~Health assessments shall also be required in grades 6 or 7 and in grade 10 or 11 (Effective July 1, 2008: grades 9 or 10 by a legally qualified physician of each student's parents or guardians own choosing, or by the school medical advisor, or the advisor's designee, to ascertain whether a student has any physical disability or other health problem. Such health assessments shall include:~~

- ~~1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure;~~
- ~~2. Updating of immunizations required under 10-204 and C.G.S. 10-204a and the Department of Public Health, Public Health Code, 10-204a-2a, 10-204-3a and 10-204a-4;~~
- ~~3. Vision, hearing, postural, and gross dental screening;~~
- ~~4. If required by the school district medical advisor, testing for tuberculosis and sickle cell anemia or Cooley's Anemia; *OPTIONAL: TB screening will be required as determined by the child's health care provider or required from children who are at increased risk of acquiring tuberculosis infection and disease. Students entering from outside the United States will be required to have a new tuberculin test and results reported prior to entry into the District's schools.*~~

~~Any other information including a health history as the physician believes to be necessary and appropriate.~~

A child will not be allowed, as the case may be, to begin or continue in district schools unless health assessments are performed as required. Students transferring into the district must provide evidence of required Connecticut vaccinations, immunizations, and health assessments at enrollment and prior to school attendance.

Health assessments will be provided by the school medical advisor or the advisor's designee without charge to all students whose parents or guardians meet the eligibility requirement of free and reduced priced meals under the National School Lunch Program or for free milk under the special milk program.

The Nursing Supervisor is designated
~~The Board of Education shall annually designate a representative to receive reports of health assessments and immunizations from health care providers.~~

Health assessment results and recommendations signed by the examining physician or authorized medical personnel shall be recorded on forms provided by the Connecticut State Board of Education and kept on file in the school the student attends. Upon written authorization from the student's parent or guardian, original cumulative health records shall be sent to the chief administrative officer of the school district to which such student moves and a true copy of the student's cumulative health records maintained with the student's academic records. The Superintendent of Schools, or designee, shall notify parents of any health-related problems detected in health assessments and shall make reasonable efforts to assure that further testing and treatment is provided, including advice on obtaining such required testing or treatment.

Students

Student Health Services (continued)

Students who are in violation of Board requirements for health assessments and immunizations will be excluded from school after appropriate parental notice and warning.

Vision Screening

All students in grades K-6, ~~and grade 9~~ will be screened using a Snellen chart, or equivalent screening, by the school nurse, ~~or school health aide~~. Additional vision screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student in question. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the ~~superintendent~~ ^{Nurse} shall cause a written notice to be given to the parent or guardian of each student found to have any defect of vision, with a brief statement describing such defect.

As necessary, special educational provisions shall be made for students with disabilities.

Hearing Screening

All students will be screened for possible hearing impairments in grades K-3, grade 5, ~~and grade 8~~. Additional audiometric screening will be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the ~~superintendent~~ ^{Nurse} shall cause a written notice to be given to the parent or guardian of each student found to have any defect of hearing, with a brief statement describing such defect.

As necessary, special educational provisions shall be made for students with disabilities.

Postural Screening

School nurses will screen all students in grades 5 ~~through 9~~ ^{and 6} inclusive for scoliosis or other postural problems. Additional postural screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the ~~superintendent~~ ^{Nurse} shall cause a written notice to be given to the parent or guardian of each student found to have any postural defect of problem, with a brief statement describing such defect or disease.

As necessary, special educational provisions shall be made for students with disabilities.

Students

Student Health Services (continued)

Tuberculin Testing

In addition to tuberculin testing required by the school district medical advisor as part of regular student health assessments, all new students, including preschool students, will be required to have at least one test for tuberculosis prior to entry in district schools.

A test for tuberculosis should be performed if any of the following risk factors prevail:

1. birth in a high risk country of the world (to include all countries in Africa, Asia, the former Soviet Union, Eastern Europe, Central South America, Dominican Republic, and Haiti);
2. travel to a high risk country staying at least a week with substantial contact with the indigenous population since the previously required examination;
3. extensive contact with persons who have recently come to the United States since the previously required examination;
4. contact with persons suspected to have tuberculosis, or
5. had contact with anyone who was in a homeless shelter, jail or prison, uses illegal drugs or has an HIV infection.

Immunizations/Vaccinations

No student will be allowed to enroll in any program operated as part of the district schools without adequate immunization against the following diseases:

1. Measles
2. Rubella
3. Poliomyelitis
4. Diphtheria
5. Tetanus
6. Pertussis
7. Mumps
8. Hemophilus influenza type B
9. Any other vaccine required by Section 19a-7f of Connecticut General Statutes.
10. Hepatitis B
11. Varicella (chickenpox)
12. Hepatitis A
13. Pneumococcal disease
14. Influenza
15. Meningococcal disease

Students

Student Health Services

Immunizations/Vaccinations (continued)

~~Before entering the seventh grade, each child shall show proof of having received 2 doses of measles containing vaccine or serologic evidence of infection with measles.~~

~~All students in grades K-12 are required to have received 2 doses of measles, mumps and rubella vaccine or serologic proof of immunity. Students entering kindergarten and seventh grade shall show proof of having received 2 doses of varicella vaccine, laboratory confirmation of immunity, or present a written statement signed by a physician, physician assistant or advanced practice registered nurse indicating the individual has had varicella based on family or medical history. (Varicella requirement effective August 1, 2011)~~

~~Effective August 1, 2011, all seventh grade students must show proof of 1 dose of meningococcal vaccine and 1 dose of Tdap in addition to the completion of the primary DTP series.~~

~~Students entering the eighth grade must show proof of 3 doses of Hepatitis B vaccine or serologic evidence of infection. All students in grades K-12 are required to have 3 doses of Hepatitis B vaccine or serologic evidence of immunity.~~

Students shall be exempt from the appropriate provisions of this policy when:

1. they present a certificate from a physician or local health agency stating that initial immunizations have been given and additional immunizations are in process under guidelines and schedules specified by the Commissioner of Health Services; or
2. they present a certificate from a physician stating that in the opinion of such physician, immunization is medically contraindicated because of the physical condition of such child; or
3. they present a statement from their parents or guardians that such immunization would be contrary to the religious beliefs of such child; or
4. in the case of measles, mumps or rubella, present a certificate from a physician, physician assistant or advanced practice registered nurse or from the Director of Health in such child's present or previous town of residence, stating that the child has had a confirmed case of such disease; or
5. in the case of Hemophilus influenza type B has passed his or her fifth birthday; or
6. in the case of diphtheria, tetanus and pertussis, has passed his or her sixth birthday has a medical exemption confirmed in writing by a physician, physician assistant or advanced practice registered nurse (per C.G.S. 19a-7f).

The school nurse will report to the local Director of Health any occurrence of State of Connecticut defined reportable communicable diseases.

Students

Student Health Services

Health Assessments/Interscholastic Sports Programs

~~Any student participating in an interscholastic sports program must have a health assessment, within the past thirteen months prior to the first training session for the sport or sports. After the initial examination, repeat examinations are required every two years. Each participant in a sport program must complete a health questionnaire before participating in each sport.~~

~~Parents are expected to use the services of their private physician. If a student is unable to obtain a health assessment from his/her personal physician for financial or other reasons, an examination can be arranged with school medical advisor. Health assessment results shall be recorded on forms provided by the Connecticut State Board of Education, signed by the examining physician, school medical advisor, or advisor's designee, filed in the student's health folder, and maintained up to date by the school nurse.~~

~~Coaches and physical education staff shall insure appropriate monitoring of an athlete's physical condition.~~

Student Medical Care at School

School personnel are responsible for the immediate care necessary for a student whose sickness or injury occurs on the school premises during school hours or in school-sponsored and supervised activities.

Schools shall maintain files of emergency information ^{F&M} ~~cards~~ for each student. If a child's injury requires immediate care, the parent or guardian will be called by telephone by the nurse, the building principal, or other personnel designated by the principal, and advised of the student's condition. When immediate medical or dental attention is indicated, and when parents or guardians cannot be reached, the student will be transported to the nearest hospital unless otherwise indicated on the student's Emergency Information ^{F&M} ~~card~~. In this event, the family physician/dentist and school district medical advisor will be notified of school district actions.

- (cf. 5125.11 - Health/Medical Records HIPAA)
- (cf. 5142 - Student Safety)
- (cf. 5141.3 - Health Assessments & Immunizations)
- (cf. 5141.4 - Child Abuse and Neglect)
- (cf. 5141.5 - Suicide Prevention)
- (cf. 6142.1 - Family Life and Sex Education)
- (cf. 6145.2 - Interscholastic/Intramural Athletics)
- (cf. 6171 - Special Education)

Students

Student Health Services (continued)

Legal Reference: Connecticut General Statutes

- 10-203 Sanitation.
- ~~10-204 Vaccination.~~
- 10-204a Required immunizations.
- 10-204c Immunity from liability
- 10-205 Appointment of school medical advisors.
- 10-206 Health assessments, as amended by PA 07-58.
- 10-206a Free health assessments.
- 10-207 Duties of medical advisers.
- 10-208 Exemption from examination or treatment.
- 10-208a Physical activity of student restricted; boards to honor notice.
- 10-209 Records not to be public. (as amended by P.A. 03-211)
- 10-210 Notice of disease to be given parent or guardian.
- 10-212 School nurses and nurse practitioners.
- 10-212a Administration of medicines by school personnel.
- 10-213 Dental hygienists.
- 10-214 Vision, audiometric and postural screening: When required; notification of parents re defects; record of results. (As amended by PA 96-229 An Act Concerning Scoliosis Screening)
- 10-214a Eye protective devices.
- 10-214b Compliance report by local or regional board of education.
- 10-217a Health services for children in private nonprofit schools. Payments from the state, towns in which children reside and private nonprofit schools. Department of Public Health, Public Health Code – 10-204a-2a, 10-204a-3a and 10-204a-4
- Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g).
- 42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Policy adopted:

rev 3/03
 rev 6/03
 rev 8/05
 rev 7/07
 rev 12/07
 rev 6/11

A concise version of this policy to consider.

Students

Student Health Services

The Board of Education recognizes the need to protect and improve the health of students in order to allow each student to achieve their greatest educational potential. In order to do this the Board will negotiate and enter into an agreement for nursing services in district schools. The Board also employs the professional services of a School Medical Advisor and appropriate professional support services. The Superintendent or appointee shall manage these health services. Health services shall be directed toward detection, prevention, on going monitoring of health problems and to provide emergency interventions.

Legal Reference: Connecticut General Statutes

- 10-203 Sanitation.
- 10-204 Vaccination.
- 10-204a Required immunizations.
- 10-204c Immunity from liability
- 10-205 Appointment of school medical advisors.
- 10-206 Health assessments.
- 10-206a Free health assessments.
- 10-207 Duties of medical advisers.
- 10-208 Exemption from examination or treatment.
- 10-208a Physical activity of student restricted; boards to honor notice.
- 10-209 Records not to be public.
- 10-210 Notice of disease to be given parent or guardian.
- 10-212 School nurses and nurse practitioners.
- 10-212a Administration of medicines by school personnel.
- 10-213 Dental hygienists.
- 10-214 Vision, audiometric and postural screening: When required; notification of parents re defects; record of results. (As amended by PA 96-229 An Act Concerning Scoliosis Screening)
- 10-214b Compliance report by local or regional board of education.

Department of Public Health, Public Health Code - 10-204a-2a, 10-204a-3a and 10-204a-4

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g).

42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Policy adopted:

cps 9/03
rev 6/11

Existing policy, #3561 adopted 9/18/00, recodified and with suggested modifications and addition of legal reference.

Business/Non-Instructional Operations

Hazardous Material in Schools – Pesticide Management Plan

Pesticide Application

The intent of this policy is to ensure that students, employees and parents/guardians receive adequate notice, in conformity with applicable statutes, prior to pesticide application in school buildings and on school grounds. Further, ~~effective July 1, 2000~~, the District will only employ certified pesticide applicators for any non-emergency pesticide use in school buildings or on school grounds.

The application of lawn care pesticides on the grounds of schools with students in grade eight or lower must be according to an integrated pest management plan (IPM). Such application is prohibited except in emergencies. An emergency application may be made to eliminate a human health threat in any school per statute, with students through grade eight as determined by the Superintendent of Schools.

The District shall:

- Provide notice of planned pesticide application to students, parents/guardians and employees in the manner required by law.
- Post the areas scheduled to receive pesticide application(s).
- Maintain written records for five years of all pesticide applications.
- Provide continuing instruction to those students who, based upon written medical request, find it necessary to absent themselves during the period of application.
- Inform annually parents/guardians and staff of the District's pest application/management policy.
- Establish a registry of parents/guardians and staff who want to receive advance notice of all pesticide use and provide such notice as required by law.

Pest control applicators employed by the District shall provide the Facilities Manager with notice at least seventy-two (72) hours prior to the date and time the pesticide application is to occur, including in such notice the brand name, concentration, rate of application, pesticide label, material safety data sheet, list of the area or areas where the pesticide is to be applied and any use restrictions required by the pesticide label. Prior to the application, the applicator shall provide the school contact person with a written pre-application notification containing the following information:

- The brand name, concentration, rate of application and any use restrictions required by the label of the herbicide or specific pesticide.
- The area or areas where the pesticide is to be applied.
- The date and time the application is to occur.
- The pesticide label and the material safety data sheet.

Business/Non-Instructional Operations

Hazardous Material in Schools – Pesticide Management Plan

Pesticide Application (continued)

In case of pesticide applications performed for or by public health agencies or emergency applications because of immediate threat to the public health, the licensed applicator, if required for restricted use application, shall give the school site office oral and, if possible written notice, with posting of the area to be treated.

The Superintendent or his/her designee may require the pest control applicator to make the required postings in accordance with all applicable statutes and with District policy and regulations. The name and address of the applicator shall be a part of any posting.

Someone other than a certified pesticide applicator may apply a pesticide in an emergency to eliminate an immediate human health threat when (1) it is impractical to obtain the services of a certified pesticide applicator and (2) a restricted use pesticide is not used, as defined in C.G.S. 22a-47.

Pesticide purchases shall be limited to amounts authorized by the Superintendent or his/her designee for use during the year. Pesticides shall be stored in a secure site not accessible to students or unauthorized staff. They shall be stored and disposed of in accordance with EPA registered label directions and applicable state statutes.

Definitions

Pesticides are defined as fungicides used on plants, insecticides, herbicides or rodenticides, but not sanitizers, disinfectants, antimicrobial agents or pesticide baits.

Integrated pest management is the use of all available pest control measures, including the judicious use of pesticides when warranted to maintain a pest population at or below an acceptable level while decreasing the unnecessary use of pesticides. Such plan is consistent with an applicable model plan provided by the Commissioner of Environmental Protection under section 22a-661.

Lawn care pesticides are pesticides registered by the EPA and labeled according to the Federal Insecticide, Fungicide and Rodenticide Act for lawn, garden and ornamental use.

The Superintendent shall prepare and disseminate regulations for the implementation of this policy.

Business/Non-Instructional Operations

Hazardous Material in Schools – Pesticide Management Plan

Pesticide Application (continued)

Legal Reference: Connecticut General Statutes

10-231b. Pesticide applications at schools: Authorized applicators, Exception, as amended by PA 09-56

10-231c. Pesticide applications at schools without an integrated pest management plan.

22a-46. Short title: Connecticut Pesticide Control Act.

22a-54. Pesticide applicators, certification, classification, notice, fees, reciprocity; financial responsibility; aircraft, tree, public employee applicators.

22a-58. Records to be kept by distributors and applicators.

23-61a. Definitions. Tree protection examining Board within Department of Consumer Protection. Regulations.

23-61b. Licensing for arboriculture; examination; fees; renewal; suspension, revocation. Nonresidents. Records. Pesticides.

Federal Insecticide, Fungicide, and Rodenticide Act (FIFRA) 7 U.S. Code 136 et seq.

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Stafford's regulation and forms to consider.

Business/Non-Instructional Operations

Hazardous Material in Schools/Pesticide Application

Pesticide Management Plan

Purpose

This pesticide management plan is designed to assure proper control of any pesticides or other harmful chemicals which might be used or stored at Woodbridge Public Schools facilities. The intent is to prevent unnecessary exposure of staff, students, and the public to potentially harmful substances.

Definitions

Emergency use an application of pesticides necessary to eliminate an immediate threat to human health where it is impractical to obtain the services of a licensed pesticide applicator.

Pesticide a fungicide used on plants, an insecticide, a herbicide, or a rodenticide excluding sanitizers, disinfectants, antimicrobial agents, and pesticide baits.

Restricted use pesticides classified by the Federal Environmental Protection Agency or the State of Connecticut Department of Environmental Protection under Connecticut General Statute 22a-47 which may present a hazard to the applicator or other people by reason of acute dermal or inhalation toxicity or which may have an unreasonable adverse effect on the environment.

General Procedures

1. The Facilities Manager will be the contact person for providing information regarding pesticide applications, including oral and written notifications, and for maintaining records.
2. Restricted use pesticides will only be applied by a State of Connecticut licensed pesticide applicator.
3. At the beginning of each school year, the Board of Education will provide the staff of each school and the parents/guardians of each child enrolled in each school with a written statement of the Board's policy on pesticide applications and a description of any pesticide applications made at the school during the previous school year. Such statements and descriptions will also be provided to the parents/guardians of any child who transfers to a school during the school year. The statement will indicate to staff, parents, and guardians that they may register for prior notice of school pesticide applications and notice of emergency pesticide applications.

Business/Non-Instructional Operations

Hazardous Material in Schools/Pesticide Application

Pesticide Management Plan

General Procedures (continued)

4. Each school will maintain a registry of persons requesting notification of pesticide applications.
5. The records of each pesticide application at a school will be maintained for five (5) years.
6. All pesticides will be chosen for low levels of human toxicity. The least toxic formulations and safest methods of application will be selected when there is a choice of products with comparable effectiveness. Non-chemical controls will be used wherever practical.
7. Storage of pesticides on school property will be kept to a minimum. Only enough product for a given application will be purchased. Storage instructions on labels will be followed. All such products and the application equipment will be stored away from other activities and from food products or occupied rooms. All storage facilities will be maintained as a locked area and will be clearly marked as containing pesticides.
8. All pesticide products will have complete label instructions, will remain in the original container, and will have a material safety data sheet on file in a readily available location to any employee who must handle the product or who may have been exposed to the product. The information will be made available to the public upon request.
9. All pesticide applications will be made in strict conformance with the label instructions.
10. A written plan for the application of a pesticide will be filed in the Business Office and be approved by the Facilities Manager before any pesticide application. The plan will contain the purpose of the application, product to be used, formulation of the product, location and extent of area to be treated, date and time of application, and amount of the product to be applied. Warnings that would restrict use of the area following such application will be included and will be appropriately posted to notify the public.

Non-Emergency Procedures

1. Only State of Connecticut licensed and certified pesticide applicators will be used for any non-emergency pesticide use in school buildings or on school grounds.
2. The pesticide application plan for non-emergency applications will be approved at least seventy-two (72) hours before the planned application.

Business/Non-Instructional Operations

Hazardous Material in Schools/Pesticide Application

Pesticide Management Plan

Non-Emergency Procedures (continued)

3. Before any non-emergency application of pesticides within any school building or on school grounds, the parents/guardians who have registered for notification will receive a written notice by mail no later than twenty-four (24) hours prior to the application. Staff who have registered for such notice will be notified by any means practicable. The notice will include the (1) name of the active ingredient of the pesticide to be applied, (2) target pest, (3) location of the application, (4) date of application, (5) name of the school administrator who may be contacted for further information.
4. Oral notification to all students and school employees will be provided by means of the school public address system or assembly communications or staff meeting announcements or any similar means reasonably expected to give at least twenty-four (24) notice in advance of any non-emergency pesticide application.
5. Not less than forty-eight (48) hours prior to application, signs will be posted to identify pesticide application areas. The signs will display the words "Warning Pesticides", the date and time of the planned application, the pesticide to be used, instructions on when areas may be used for recreational purposes, and a telephone number for the school contact person and for the licensed pesticide applicator. The signs will be placed at the main entrance to the school and at playing fields where pesticide is to be applied. The signs will remain in place for at least forty-eight (48) hours after the pesticide is applied.
6. Non-emergency applications will not be carried out during regular school hours or during planned activities at the school.

Emergency Procedures

1. Emergency use of pesticides by school or town employees will not involve a restricted use pesticide.
2. On or before the day of emergency use of a pesticide, registered parents/guardians will be notified by the method indicated on their registration. Registered staff will be notified by any means practicable.
3. Students will not be allowed to enter the area of emergency application until it is safe to do so according to the provisions on the pesticide label.

Regulation approved:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

PESTICIDE APPLICATION PLAN

Date of planned application: _____ Day of week: _____

(It is recommended for application to occur on a weekend or during a vacation period.)

Which pesticide (s) will be used? (Attach MSDSA if available) _____

(Choose for safety and effectiveness.)

Location/size of area(s) to be treated:

Who will do the pest control? (check one) Staff Contractor

Name (s) _____

License number(s) _____

Firm (if applicable) _____

For interior treatment:

Does the building have active ventilation that can be left on after the application? _____

If not, who is responsible for opening windows at least six (6) hours before staff and students reenter? _____

For all applications:

Who will post the building or treated grounds with (1) date of application; (2) pesticide used; and (3) when the area can be used again? _____

Will pesticides be stored on school grounds? YES NO

If "YES" where : _____

(Read label carefully!)

Keep all pesticides locked up and away from occupied areas.

Approved by school/district administrator: _____ Date: _____

School nurse _____ informed _____

Other (s) _____ informed _____

WOODBRIIDGE BOARD OF EDUCATION

SERIES 5000: STUDENTS

P#5131.92

BULLYING

Hazing, bullying, menacing and abuse of students, in any form or format, is not acceptable behavior and is prohibited in the Woodbridge School District.

Any student in the Woodbridge School District who engages in a repeated act against another student in the district that causes physical or emotional harm to a student or such student's property, places a student in reasonable fear of harm to himself or herself or of damage to his or her property, creates a hostile environment at school for such student, infringes on the rights of such student at school, or substantially disrupts the educational process shall be subject to appropriate disciplinary action.

Bullying is prohibited on school grounds, at any school-sponsored or school-related activity, function or program, whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education.

Bullying occurring outside of the school setting is also prohibited and will not be tolerated if such bullying creates a hostile environment at school for the targeted student, infringes on the targeted student's rights at school, or substantially disrupts the educational process or the orderly operation of school.

Appropriate disciplinary action in response to bullying may include suspension or expulsion. In addition, it is the policy of the Woodbridge Board of Education that school principal or a principal's designee will notify the appropriate law enforcement agency when the principal or designee believes that any acts of bullying constitute criminal conduct.

DEFINITIONS

Bullying is defined as the repeated use by one or more students of a written, oral or electronic communication, such as cyberbullying, directed at or referring to another student attending school in the same school district, or a physical act or gesture by one or more students repeatedly directed at another student attending school in the same school district that:

- a) Causes physical or emotional harm to such student or damage to such student's property,

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- b) Places such student in reasonable fear of harm to himself or herself, or of damage to his or her property,
- c) Creates a hostile environment at school for such student,
- d) Infringes on the rights of such student at school, or
- e) Substantially disrupts the education process or the orderly operation of a school.

Bullying shall include, but is not be limited to, a written, oral or electronic communication or physical act or gesture based on any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression, socioeconomic status, academic status, physical appearance, or mental, physical, developmental or sensory disability, or by association with an individual or group who has or is perceived to have one or more of such characteristics.

Bullying may take many forms, such as but not limited to:

1. physical violence and attacks;
2. taunts, name-calling or put-downs or discriminatory slurs;
3. targeting of a student based upon that person's actual or perceived "differentiating characteristics" such as race, religion, sex, sexual orientation, gender identity or expression, religion, national or ethnic background, disability, physical appearance, socioeconomic status, or a student's association with a person or group who has or is perceived to have one or more of such characteristics;
4. threats and intimidation;
5. extortion or stealing of money and possessions;
6. cyberbullying.

Cyberbullying means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.

OTHER APPLICABLE DEFINITIONS:

"Mobile electronic device" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk, or equipment on which digital images are taken or transmitted.

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"Electronic communication" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

"Hostile environment" means a situation in which bullying among students is sufficiently severe or pervasive to alter the conditions of the school climate.

"Outside of the school setting" means at a location, activity or program that is not school related, or through the use of an electronic device or a mobile electronic device that is not owned, leased or used by a local or regional board of education.

"School employee" means (a) a teacher, substitute teacher, school administrator, school superintendent, guidance counselor, psychologist, social worker, nurse, physician, school paraprofessional or coach employed by a local or regional board of education or working in a public elementary, middle or high school; or (b) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public elementary, middle or high school, pursuant to a contract with the local or regional board of education.

"School climate" means the quality and character of school life with a particular focus on the quality of the relationships within the school community between and among students and adults.

"Gender identity or expression" means a person's gender related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth.

REPORTING AND RESPONDING TO BULLYING

The Board expects prompt and reasonable investigation and response to alleged acts of bullying. Reports of alleged acts of bullying will be addressed and responded to according to this policy and in accordance with Woodbridge School District's Safe School Climate Plan and Bullying Prevention and Intervention Program.

Discrimination and retaliation are prohibited against an individual who reports or assists in the investigation of an act of bullying.

Immunity will be granted against damage claims in accordance with state law to the Board, and school employees acting within the scope of their duties, students, parents and others who, in good faith, report, investigate, or respond to bullying in accordance with the Woodbridge School District Safe School Climate Plan. The immunity does not extend to gross, wanton, reckless, or willful misconduct.

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The Superintendent of the Woodbridge School District will develop regulations to aid in the implementation of this policy. Such regulations shall be designed to improve overall school climate and to address the existence of bullying in the Woodbridge School District and shall provide for a Safe School Climate Plan and a Bullying Prevention and Intervention Program as required by law.

Legal Reference: Connecticut General Statutes
§10-222d Policy on bullying behavior, as amended by Public Act 11-232.
§10-222g Prevention and intervention strategy re bullying, as amended by Public Act 11-232.
§10-222h Analysis of bullying policies.

Policy Adopted: _____

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REGULATIONS

SAFE SCHOOL CLIMATE PLAN

It is the shared responsibility of the Woodbridge Board of Education, in consultation with the Superintendent of the Woodbridge School District, the District Safe School Climate Coordinator, Safe School Climate Specialist and Safe School Climate Committee to develop, approve and adopt a Safe School Climate Plan in accordance with state law. The Plan is to be periodically reviewed and revised. The Plan is to be posted on the District website.

The Safe School Climate Plan is a multi-faceted approach to improving overall school climate and to addressing the existence of bullying in the Woodbridge School District. The Plan includes the following elements:

1. Students are permitted to make an anonymous report of bullying or to make an oral or written report of bullying to a Safe School Climate Specialist or to any school employee; a form to aid students in the making of such reports is available on Woodbridge District website, at Beecher Road School, and at the Board of Education offices.
2. Parents and students must be notified annually of the process by which students may make such reports; such notification is to be included in Student-Parent Handbooks, Student Code of Conduct, on the District website, and posted in the main office of the school building, at the Woodbridge Board offices, and at other appropriate locations throughout the school district.
3. Parents or guardians of students are permitted to file written reports of suspected bullying; a form to aid parents in making written reports is available on Woodbridge School District's website, at Beecher Road School, and at the Board of Education offices; no anonymous parent reports will be accepted.
4. School employees who witness acts of bullying or receive reports of bullying are required to orally notify the safe school climate specialist or another school administrator if the safe school climate specialist is unavailable, not later than one school day after such school employee witnesses or receives a report of bullying, and to file a written report not later than two school days after making such oral report; school administrators receiving such oral or written reports are to share that information with the school specialist as soon as possible without undue delay. In the event of an extended absence of the school specialist from school for a period longer than one school week, the school administrator receiving the report should assume full responsibility for the investigation of the complaint, and for the school's response following all established guidelines and procedures for the investigation of bullying reports, being careful to keep a written record of the investigation, witness statements, copies of any parent invitations for a meeting, parent notifications, or any student safety plans generated. This documentation should be

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provided to the safe school climate specialist upon his/her return to school. In the event of an emergency situation, the receiving administrator assumes full responsibility immediately in the absence of the coordinator.

5. Beginning with the 2012-2013 school year and each school year thereafter, the Superintendent of the Woodbridge School District shall appoint from existing school staff a District Safe School Climate Coordinator charged with implementing the Safe School Climate Plan, collaborating with the Safe School Climate Specialist, the School Board, and the Superintendent to prevent, identify, and respond to bullying in district schools. The District Safe School Climate Coordinator is to meet with Safe School Climate Specialist at least twice during a school year to discuss bullying issues in the district and to recommend changes to the plan; the Safe School Climate Coordinator shall develop procedures and guidelines for the acceptance of reports, steps for investigation, and suggestions for resolution of bullying reports including specific deadlines to be followed, and will provide these guidelines/procedures to the principal for dissemination to all school employees at the start of each school year with continued availability throughout the school year. The deadlines set forth in the guidelines/procedures shall provide for a prompt response/resolution to reports taking into consideration all the circumstances of each individual case. The Coordinator will determine, what if any other appropriate methods of dissemination/notification of these procedures are recommended. The guidelines/procedures shall apply district-wide.

6. Requires, beginning with the 2012-2013 school year and each school year thereafter, the school principal shall serve, or designate some one to serve, as the Safe School Climate Specialist charged with the responsibilities of investigating or supervising the investigation of all reports of bullying and ensuring that such investigation is completed promptly after receipt of any written reports, of collecting and maintaining records of the school's bullying reports and investigations and serving as the primary person responsible for preventing, identifying, and responding to bullying reports in the school.

7. Beginning with the 2012-2013 school year and each school year thereafter, the school principal shall establish or designate at least one new or existing committee as the Safe School Climate Committee to be responsible for fostering a safe school climate and addressing school bullying. The Committee is to include at least one parent of a current student. Specific responsibilities of the committee include: receiving copies of completed bullying investigation reports; identifying and addressing bullying patterns; reviewing and amending school bullying policies; reviewing the district Plan and making recommendations to the district coordinator based on issues at the school; educating students, parents, and others about bullying; collaborating with the district coordinator to collect data on bullying. A parent member(s) shall not receive copies of completed bullying investigation reports or engage in identifying and addressing bullying patterns or engage in any other activities that may compromise student confidentiality.

8. Beginning July 1, 2012 and every two years thereafter, the school shall assess its school climate using assessment instruments, including surveys, approved and

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disseminated by the Connecticut State Department of education in collaboration with the Connecticut Association of Schools.

9. The safe school climate specialist shall review any anonymous student reports, except that no disciplinary action shall be taken solely on the basis of an anonymous report.
10. A prevention and intervention strategy shall be included as required by statute for school employees to deal with bullying.
11. The student code of conduct shall include language concerning prohibition of bullying.
12. The principal or the principal's designee shall notify the parents or guardians of students who commit any verified acts of bullying and the parents or guardians of students against whom such acts were directed, no later than forty-eight hours after the completion of the investigation. The notification must include a description of the response of school employees to such acts and any consequences that may result for the commission of further acts of bullying.
13. The principal or the principal's designee shall invite the parents or guardians of a student who commits any verified act of bullying and the parents or guardians of the student against whom such act was directed to a meeting to communicate to such parents or guardians the measures being taken by the school to ensure the safety of the student against whom such act was directed and to prevent further acts of bullying; the invitation is to include information about the school's response to the incident and the consequences for further bullying. It is recommended that two separate meetings be held.
14. A procedure shall be established for each school to document and maintain records related to reports and investigations of bullying in such school and to maintain a list of the number of verified acts of bullying in such school and make such list available for public inspection, and annually report such number to the Department of Education, and in such manner as prescribed by the Commissioner of Education.
15. Case-by-case interventions shall be developed for addressing repeated incidents of bullying against a single individual or recurrently perpetrated bullying incidents by the same individual that may include both counseling and discipline; in all instances, any responsive disciplinary action is to be taken in accordance with district policies including the Student Code of Conduct.
16. Discrimination and retaliation against an individual who reports or assists in the investigation of an act of bullying shall be prohibited.
17. Documented student safety support plans shall be developed for students against whom an act of bullying was directed that address safety measures the school will take to protect such students against further acts of bullying;

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18. The principal or the principal's designee, shall notify the appropriate local law enforcement agency when such principal, or the principal's designee, believes that any acts of bullying constitute criminal conduct.

19. Bullying is prohibited (a) on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, at a school bus stop, on a school bus or other vehicle owned, leased or used by a local or regional board of education, or through the use of an electronic device or an electronic mobile device owned, leased or used by the local or regional board of education, and (b) outside of the school setting if such bullying (i) creates a hostile environment at school for the student against whom such bullying was directed, (ii) infringes on the rights of the student against whom such bullying was directed at school, or (iii) substantially disrupts the education process or the orderly operation of the school,

20. At the beginning of each school year, the school is required to provide all school employees with a written or electronic copy of the school district's safe school climate plan;

21. All school employees shall annually complete the training described in C.G.S.10-220a, which shall include identifying and responding to bullying and preventing and responding to youth suicide.

BULLYING PREVENTION AND INTERVENTION PROGRAM

A bullying prevention and intervention program shall be implemented in the Woodbridge School District that strives to develop a school environment:

- which limits unacceptable behavior;
- where consequences are consistently applied in cases of violations of rules and other unacceptable behaviors;
- where adults act as authorities and positive role models;
- and where students are included in efforts to improve the school climate.

In addition, the Superintendent shall develop rules and procedures to carry out the provisions of this policy and to comply with applicable law. The Superintendent shall be responsible for developing a prevention and intervention strategy for school staff to deal with bullying. Such a “prevention and intervention strategy” may include, but is not limited to:

1. Implementation of a positive behavioral interventions and supports process or another evidence-based model approach for safe school climate or for the prevention of bullying identified by the Department of Education;
2. School rules prohibiting bullying, harassment and intimidation and establishing appropriate consequences for those who engage in such acts;

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3. Adequate adult supervision of outdoor areas, hallways, the lunchroom and other specific areas where bullying is likely to occur;
4. Inclusion of grade-appropriate bullying education and prevention curricula in Kindergarten to grade six;
5. Individual interventions with the bully, parents and school employees, and interventions with the bullied child, parents and school employees;
6. School-wide training related to safe school climate;
7. Student peer training, education and support;
8. Promotion of parent involvement in bullying prevention through individual or team participation in meetings, trainings and individual interventions.
9. School climate assessments using instruments including surveys approved and disseminated by the State Department of Education in collaboration with the Connecticut Association of Schools.

MINUTES OF THE BOARD OF EDUCATION FINANCE COMMITTEE
Tuesday, October 11, 2011
District Office Conference Room
Beecher Road School - South

Attendees: Steven Fleischman, Carl Lindskog, Margaret Hamilton, Board Members; Dr. Gaeton Stella, Superintendent; Al Pullo, Director of Business Services/Operations; Laurence Grothier, BOS Liaison; Sandy Stein, BOF Liaison, Larry Hurwitz, Lori Patrick, Teachers.

Dr. Fleischman, Chair called the meeting to order at 8:00 PM.

The Finance Committee met to discuss the monthly financial reports as described in the agenda. No modifications were made to the reports. On the Cafeteria report it was suggested that on a quarterly basis a tally of insurance costs be noted, but not removed from the medical insurance costs from the district-wide report.

A discussion was held regarding the fund balances for the separate accounts reported. Those being the Summer Enrichment Program and the Extended Day Program. It was the feeling of the committee that for Extended day we aim to maintain cash on hand of 30-90 days. Once a fund balance exceeds this range or falls below the business manager would bring recommendations related to this. For the Summer Enrichment Program a fund balance of \$10,000 was felt to be an appropriate margin. Should the balance grow larger than this evaluation would be undertaken to bring the fund balance back in line.

Discussion of the Capital Budget occurred. The recommendations will be present in the documents accompanying this report. Due to issues surrounding the age of the roof and leaks in the A wing, it was the feeling of the group to pull this item out as a line item in the overall building project given the need to move on this regardless of the timeframe for a building wide project. In addition, the committee agreed with the feelings of the Facilities Committee capital budget recommendations.

At the next meeting of the Finance Committee, we will look at the Policy Committee charge and discuss items that may fit into this charge.

Meeting Adjourned: 9:17 PM

Minutes recorded by Dr. Fleischman

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

For 3 Month Ended: September 30, 2011

Object Code	Descriptions	Adopted Budget	Budget Transfers	Expended to Date	Encumbered to Date	% Used	Available Balance	Estimated Additional	Projected Year-End Balance
110	Administrators	613,200	-	146,316	456,691	98%	10,193		10,193
120	Teachers - Regular	4,252,008	-	540,817	3,712,703	100%	(1,511)		(1,511)
120	Teachers - Special Education	773,051		96,453	632,252	94%	44,346	18,106	26,240
1201	Psychologist	156,537		19,944	136,593	100%	-		-
1203	Counselor	37,643		4,362	33,281	100%	-		-
	Sub-Total Certified Salaries	5,832,439	-	807,893	4,971,519	99%	53,028	18,106	34,922
1303	Custodians	355,650	-	45,902	107,381	43%	202,367	44,000	158,367
140	Nurses	124,801	-	11,269	97,498	87%	16,035	16,035	-
150	Secretaries, Clerical	292,729	-	78,939	213,790	100%	-	-	-
160	Paraprofessionals	385,172	-	42,181	332,493	97%	10,498	-	10,498
1601	Special Education Paraprofess.	201,945	-	32,336	169,609	100%	-	-	-
190	Salaries, Miscellaneous	29,208	-	1,864	26,184	96%	1,160	1,160	-
	Sub-Total Non-Certified Salaries	1,389,505	-	212,490	946,955	83%	230,060	61,195	168,865
	TOTAL SALARIES	7,221,944	-	1,020,383	5,918,474	96%	283,087	79,300	203,787
1906	Retirement - Sick Pay-Out	25,000		25,000	-	100%	-	-	-
220	FICA	216,262		29,783		14%	186,479	171,479	15,000
230	Merf	130,281		37,043		28%	93,238	93,238	-
270	Medical Insurance	2,157,896		484,993	1,530,452	93%	142,452	93,235	49,217
280	Life Insurance	34,960		6,402	13,025	56%	15,534	9,716	5,818
2902	Other Employee Benefits	15,200		531	5,997	43%	8,673	8,673	-
	TOTAL BENEFITS	2,579,599	-	583,752	1,549,473	83%	446,374	376,340	70,034

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

For 3 Month Ended: September 30, 2011

Object Code	Descriptions	Adopted Budget	Budget Transfers	Expended to Date	Encumbered to Date	% Used	Available Balance	Estimated Additional	Projected Year-End Balance
320	Professional Development	67,625	-	3,221	53,363	84%	11,041	11,041	-
330	Legal Fees	35,000		5,573	29,428	100%	-		-
340	Software Support	12,828		1,879	2,239	32%	8,710	8,710	-
350	Substitutes	28,000	-	6,587	3,211	35%	18,201	18,201	-
390/01	OT/PT/Consultant Services	55,500		-	2,082	4%	53,418	53,418	-
3902	Financial Audit	14,691		-	-	0%	14,691	14,691	-
390	Other Prof/Tech. Services	134,302	-	5,893	104,837	82%	23,572	23,572	-
	TOTAL PROFESSIONAL SERVICES	347,946	-	23,153	195,160	63%	129,633	129,633	-
410/01	Utilities - Electric and Water	253,511		30,651	218,945	98%	3,915		3,915
420	Heating Oil	151,673		(1,457)	-	-1%	153,130	153,130	-
430	Repairs and Maintenance	39,898	-	36	4,839	12%	35,023	35,023	-
450	Leases and Rentals	49,430		1,062	51,909	107%	(3,541)	-	(3,541)
4501	Building Improvements	28,500	-	11,629	254	42%	16,617	16,617	-
490	Other Purchased Services	22,000	-	4,095	17,475	98%	430	430	-
4901	Service Contracts	50,540	-	18,334	126,731	287%	(94,525)		(94,525)
	TOTAL PROPERTY SERVICES	595,552	-	64,351	420,153	81%	111,048	205,199	(94,151)
510	Pupil Transportation-Regular	434,349		51,317	332,185	88%	50,847	50,847	-
510	Pupil Transportation-Spec. Educ.	115,000		15,947	97,092	98%	1,962	1,962	-
520	Insurance-General Liability	89,926		85,841	-	95%	4,085	4,085	-
5201	Worker's Compensation	95,784	-	89,855		94%	5,929	5,929	-
530	Telephone Services	18,554		1,240	15,310	89%	2,004	2,004	-
535	Internet	12,100	-	1,179	699	16%	10,222	10,222	-
537	Postage	5,500		93	-	2%	5,407	5,407	-
540	Advertising	2,800	-	320	-	11%	2,480	2,480	-
550	Interns	127,710	-	-	-	0%	127,710	127,710	-
560	Tuition	282,102		3,135	33,000	13%	245,967	245,967	-
590	Other Purchased Services	16,425	-	79	100	1%	16,246	16,246	-
	TOTAL OTHER PURCH SERVICES	1,200,250	-	249,007	478,386	61%	472,858	472,858	-

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

For 3 Month Ended: September 30, 2011

Object Code	Descriptions	Adopted Budget	Budget Transfers	Expended to Date	Encumbered to Date	% Used	Available Balance	Estimated Additional	Projected Year-End Balance
610	Instructional Supplies	146,700		41,586	25,368	46%	79,745	79,745	-
620	Computer Software	53,580	-	20,386	-	38%	33,194	33,194	-
625	Supplies Nurses	1,800	-	-	-	0%	1,800	1,800	-
630	Supplies Custodial	45,792	-	11,287	24,875	79%	9,630	9,630	-
635	Supplies Office	12,000	-	5,364	1,190	55%	5,446	5,446	-
640	Books and Audio Visual	16,000	-	560	10,000	66%	5,440	5,440	-
645	Subscriptions	13,995	-	2,833	166	21%	10,996	10,996	-
650	Testing	10,000	-	-	70	1%	9,930	9,930	-
690	Misc. Supplies	3,700	-	-	-	0%	3,700	3,700	-
	TOTAL SUPPLIES & MATERIALS	303,567	-	82,016	61,670	47%	159,881	159,881	-
730	Equipment - Office	-	-	-	-	0%	-	-	-
732	Computer Hardware	10,600	-	-	523	0%	10,077	10,077	-
735	Equipment - Teaching	15,550	-	467	547	7%	14,537	14,537	-
740	Equipment - Building	4,600	-	1,539	-	33%	3,061	3,061	-
745	Furniture	2,250	-	138	-	6%	2,112	2,112	-
	TOTAL PROPERTY	33,000	-	2,143	1,070	10%	29,787	29,787	-
810	Dues and Fees	20,151	-	8,186	2,945	55%	9,021	9,021	-
825	Unemployment	5,835	-	1,348	4,487	100%	-	-	-
900	Other Fees	36,096	-	1,973	500	7%	33,623	33,623	-
	TOTAL DUES AND FEES	62,082	-	11,506	7,932	31%	42,644	42,644	-
	TOTAL ADOPTED BUDGET	12,343,940	-	2,036,311	8,632,317	86%	1,675,313	1,495,643	179,670

Woodbridge Board of Education
Expenditures by Object
Financial Analysis
For Fiscal Year 2011 - 2012

October 2011

OBJECT 120 – CERTIFIED STAFF

The projected surplus reflects savings realized from staff retirements and the interim principal vacancy savings.

OBJECT 1303 – CUSTODIANS

We are projecting a surplus as a result of staffing changes and the use of a service contractor to aide in the building cleaning.

OBJECT 160 – TEACHER ASSISTANTS

The projected surplus reflects savings realized from staff retirements

OBJECT 270– MEDICAL INSURANCE

The projected surplus is a result of favorable premium renewal rates and interim principal waiver of benefits.

OBJECT 220 – FICA

The projected surplus is a result of custodial staffing changes and the use of an outside service contractor to aide in the building cleaning.

OBJECT 280– LIFE INSURANCE

The projected surplus is a result of favorable premium renewal rates.

OBJECT 410 – UTILITIES ELECTRIC AND WATER

The projected surplus is a result of anticipated savings on consumption.

OBJECT 4901 – SERVICE CONTRACTS

The projected deficit is the result of using a service contractor for custodial services. The anticipated surplus in custodial salaries and benefits is greater than the anticipated deficit in this account.

**WOODBRIAGE BOARD OF EDUCATION
MONTHLY SUMMARY FINANCIAL REPORT
For 3 Month Ended September 30, 2011**

OBJ #	DESCRIPTION	Adopted Annual Budget w/Transfers	Monthly Budget	Monthly Actual	\$ Variance (Over) Under	Year To Date Budget	Year To Date Actual	Year To Date \$ Variance (Over)Under
100	TOTAL SALARIES	7,221,944	282,700	274,971	7,730	1,046,683	1,020,383	26,300
200	TOTAL BENEFITS	2,579,599	232,669	14,917	217,751	598,901	583,752	15,149
300	TOTAL PROFESSIONAL SERVICES	347,946	16,801	6,650	10,151	30,920	23,153	7,767
400	TOTAL PROPERTY SERVICES	595,552	36,615	17,779	18,836	109,845	64,351	45,494
500	TOTAL OTHER PURCHASED SERVICES	1,200,250	83,689	23,974	59,715	309,629	249,007	60,623
600	TOTAL SUPPLIES & MATERIALS	303,567	21,499	17,356	4,143	92,542	82,016	10,526
700	TOTAL PROPERTY	33,000	2,821	1,539	1,282	3,009	2,143	865
800	TOTAL DUES AND FEES	62,082	26,160	1,737	24,423	34,706	11,506	23,200
	TOTAL ADOPTED BUDGET	12,343,940	702,953	358,922	344,031	2,226,234	2,036,311	189,923

COMMENTS

1. Savings realized as a result of interim principal vacancy \$14,203, staff retirements \$6,113, custodial reorganization \$5,984
2. Timing health insurance cost share reimbursements (15,149).
3. Timing items legal fees (\$2,200), other professional services \$9,967
4. Service contracts custodial (\$10,344) timing electricity \$32,727, timing repairs & maintenance \$9,946, timing leases/rentals \$13,165
5. Timing items tuition \$25,210, regular transportation \$21,406, sped transportation \$14,007
6. Timing items testing \$3,000, subscriptions \$4,200, books and a/v \$3,326
7. Timing dues & fees (\$5,300), nursing fees \$28,500.

SPECIAL EDUCATION BREAKOUT

OBJ #	DESCRIPTION	Adopted Annual Budget	Monthly Budget	Monthly Actual	\$ Variance (Over) Under	Year To Date Budget	Year To Date Actual	Year To Date Variance (Over)Under
390	OT/PT SERVICES	37,500	3,750	0	3,750	7,500	0	7,500
3901	CONSULTANTS	18,000	1,800	0	1,800	3,600	0	3,600
510	TRANSPORTATION	115,000	10,455	5,699	4,756	20,909	15,947	4,962
560	TUITION	263,000	26,300	14,219	12,081	52,600	3,135	49,465
	TOTALS	433,500	42,305	19,918	22,387	84,609	19,082	65,527

Woodbridge Board of Education
Combining Balance Sheets as of 9/30/11 (Unaudited)

	Total	Special Revenue				Agency
		Café	Extended Day	Field Trips	Expendable Trust/SEP	Activity Fund
Assets:						
Cash	\$ 177,780	\$ 41,913	\$ 101,089	\$ 3,439	\$ 29,591	\$ 1,748
Prepaid expenses	-					
Accounts receivable	4,269	1,953	735	\$ 905	\$ 676	
Intergovt Receivable	7,311	7,311	-			
Inventory	5,789	5,789	-			
Total Assets	195,149	56,966	101,824	4,344	30,267	1,748
Liabilities and Fund Balance						
Liabilities:						
Amounts held as agent	-					-
Accounts payable	22,767	9,023	12,749	995		-
Deferred revenue	13,888		13,888			
Wages payable	-					
Total Liabilities	36,655	9,023	26,637	995	-	-
Fund Balance	158,494	47,943	75,187	3,349	30,267	1,748
Total Liabilities and Fund Balance	\$ 195,149	\$ 56,966	\$ 101,824	\$ 4,344	\$ 30,267	\$ 1,748
Activity Fund:						
Administrative Fund						\$ -
Drama						748
ODAC						459
PTO						166
Technology						\$ 375
Total						\$ 1,748

Woodbridge Board of Education
 Combining Statement of Revenues & Expenditures
 for the 3 Months Ended 9/30/11 (Unaudited)

	Special Revenue						Agency Activity Fund
	Total	Café	Extended Day	Field Trips	Summer Programs	Expendable Trust	
Revenues:							
Charges for services	\$ 210,641	\$ 34,817	\$ 84,255	\$ 763	\$ 88,676	\$ 2,130	\$ -
Intergovernmental	2,358	2,358					
Donations	-						
Other income	6	6					
Additions	-						-
Total revenues/additions	213,005	37,181	84,255	763	88,676	2,130	-
Expenditures:							
Wages, FICA, MERF	139,611	13,224	52,686		73,701		
Medical Insurance	-						
Cost of food sold	12,552	12,552					
Equipment	449	449					
Other Expenses	32,339	6,025	13,525	1,105	7,794	3,890	
Deductions	-						
Total expenditures/deductions	184,951	32,250	66,211	1,105	81,495	3,890	\$ -
Excess (deficiency) of revenues over expenditures before operating transfer in	28,054	4,931	18,044	(342)	7,181	(1,760)	
Operating transfer in	-	-	-				
Excess (deficiency) of revenues over expenditures after operating transfer in	28,054	4,931	18,044	(342)	7,181	(1,760)	
Fund Balance, ending	\$ 156,746	\$ 47,943	\$ 75,187	\$ 3,349	\$ 14,372	\$ 15,895	

Woodbridge School District
School Cafeteria Financial

	SEPTEMBER 2011			FISCAL YEAR TO DATE		
	Budget	Actual	Variance	Budget	Actual	Variance
Sales Revenue						
Sales	18,686	34,817	16,131	21,636	34,817	13,181
Government Grants	2,635	2,358	(277)	3,051	2,358	(693)
Other Income	3	6	3	3	6	3
Total Operating Revenue	21,324	37,181	15,857	24,691	37,181	12,490
Cost of Food	8,941	12,552	(3,611)	10,352	12,552	(2,200)
Gross Profit	12,383	24,629	12,246	14,338	24,629	10,291
Labor Costs						
Salaries/Taxes/Retirement	9,386	13,224	(3,838)	14,079	13,224	855
Medical Insurance	0	0	0	0	-	0
Total Labor Cost	9,386	13,224	(3,838)	14,079	13,224	855
Other Expenses	716	6,474	(5,758)	829	6,474	(5,645)
Total Expenses	19,043	32,250	(13,207)	25,261	32,250	(6,989)
Income (Loss) from Operations	2,281	4,931	2,650	(570)	4,931	5,501
Board Subsidy	0	0	0	0	-	0
Total Net Income (Loss)	2,281	4,931	2,650	(570)	4,931	5,501
# Meals						
Free	295	373	78	342	373	31
Reduced	100	119	19	116	119	3
Total	5,267	5319	52	6,499	5319	(1,180)

Beecher Road School Mathematics Curriculum

3rd Grade (Topic 3)

<p>Topic 3: Exploring Measurement and Data (7 weeks) November (Weeks 3-5) – December (Weeks 1-4)</p> <p>Key Vocabulary: estimate, cubic (units), gram, mass, weight, liter, milliliter, volume, cup, gallon, pint, quart, height, length, width, yard, inches, feet (foot), miles, millimeter, centimeter, meter, kilometer, longer, measure, sort, Venn diagram, analog clock, digital clock, hour, minute, month, P.M (as in afternoon), noon, quarter (as in money, fraction, time in minutes), week, year, survey, data table, horizontal, vertical, prediction, population, sample, bar graph, line plot</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do we use a calendar and clocks in our daily lives? 2. How do the different units of time (minutes, day, weeks) relate to each other? 3. How do we determine how much time has passed between events? 4. How can we organize data so that we can understand it more easily? 5. How do we use data to answer questions? 6. Why is scale important when we represent data? <p>Big Ideas:</p> <ol style="list-style-type: none"> 1. Calendars and clocks allow us to plan and schedule events and times. We need to be able to tell time to the nearest minute. Knowing how to measure time will enable us to solve problems and make sense of the world. 2. A variety of strategies can be used to determine how much time has passed. The value of a time line is in seeing where noon is and keeping track of the different parts of the interval. 3. Data can be organized using a bar graph, pictograph (picture graph), and a line plot. 4. We can summarize data using range, median, and mode to draw conclusions and support them with evidence. We can make inferences about the population from a sample. For example, we can describe how most people like ___ because the sample tells us ____. 5. A scaled graph helps us understand the value of the data based on its range. Some common scales are 1, 2, 5, and 10.
Common Core State Standards	Assessment
<p>(MD.1) Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p> <p>(MD.2) Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilogram (kg), and liters (l). (Excludes compound units such as cm³ and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Excludes multiplicative comparison problems [problems involving notions of “times as much”; see Glossary, Table 2]).</p> <p>(MD.3) Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</p> <p>(MD.4) Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units-whole numbers, halves, or quarters.</p>	<p>Common Grade Level Assessment Pre/Post Test</p> <p>CMT 14A, 14B, 15A, 16A, 16B, 16C, 19A, 19B, 21A, 24A</p> <p>*RED = CMT Strands that are not related to CCSS **</p>

Beecher Road School Mathematics Curriculum

6th Grade (Topic 2)

<p>Topic 2: Statistical and Data Analysis (4 weeks) September (Week 4-5) – October (Weeks 1-2)</p> <p>Key Vocabulary: average, axis, ordered pairs, integers (as positive and negative whole numbers), coordinate plane, coordinates, quadrants, reflections, statistical question, set of data, number line, bar graph, dot plots (scatter plots), histograms, box plot (box-whisker plot), line plot, line graph, stem-and-leaf plot, circle graph, scale, measures of central tendency, mean, median, mode, outliers, variability, trend, conclusion, interval</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do statistical questions guide the collection of data? 2. How can you organize and appropriately display data? 3. How do you summarize data? <p>Big Ideas:</p> <ol style="list-style-type: none"> 1. Statistical questions anticipate varied data from a population. 2. Data is appropriately displayed in the following graphs; number line, dot plots, histograms, box plots. 3. Data is summarized by reporting the number of observations, describing the nature of the attribute, giving quantitative measures of central tendency and variability, describing overall patterns and deviations.
Common Core State Standards	Assessment
<p>(NS.6b) Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <p>(NS.6c) Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p> <p>(SP.1) Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</p> <p>(SP.2) Understand that a set of data collected to answer a statistical question has a distribution that can be described by its center, spread, and overall shape.</p> <p>(SP.3) Recognize that a measure of center for a numerical data set summarizes all of its values using a single number, while a measure of variation describes how its values vary using a single number.</p> <p>(SP.4) Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p> <p>(SP.5) Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by:</p> <ol style="list-style-type: none"> a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data was gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered. 	<p style="text-align: center;">Common Grade Level Assessment Pre/Post Test</p> <p>CMT 19A, 19B, 20A, 20B, 21A, 21B</p> <p>*RED – taught for CMT ONLY *</p>

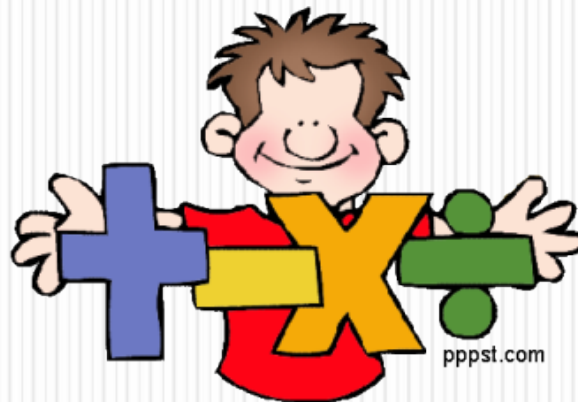
Beecher Road School Mathematics Curriculum

Kindergarten

<p>Topic 1: Number Identification September and October <i>Know number names and the count sequence.</i> (Counting and Cardinality)</p> <p>Key Vocabulary: zero, one, two, three, four, five, six, seven, eight, nine, ten, number, count, digit</p>	<p>Essential Questions: Why do we count? When do we count? Why do we need to know how to write numbers? When we begin counting how can we figure out the next number to say or write?</p>
Common Core State Standards	Assessment
<p>(CC.1) Count to 100 by ones and by tens. (CC.2) Count forward beginning from a given number within the known sequence (instead of having to begin at 1). (CC.3) Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 – 20 (with 0 representing a count of no objects).</p> <p>Note: students will count to 10 and write the numerals 0 – 9 at this point in the year.</p>	<p>Informal assessments on number identification and counting</p>

<p>Topic 2: Counting November and December <i>Know number names and the count sequence.</i> (Counting and Cardinality) <i>Count to tell the number of objects.</i> (Counting and Cardinality)</p> <p>Key Vocabulary: ten frame, total</p>	<p>Essential Questions: How do we know how many objects there are all together? How can we be sure that we have counted all the objects in a collection? Why is the number of objects the same even though the arrangement may be different?</p>
Common Core State Standards	Assessment
<p>(CC.1) Count to 100 by ones and by tens. (CC.2) Count forward beginning from a given number within the known sequence (instead of having to begin at 1). (CC.3) Write numbers from 0 – 20. Represent a number of objects with a written numeral 0 – 20. (CC.4a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (CC.4b) Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. (CC.5) Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1 – 20, count out that many objects.</p> <p>Note: students will count to 10 and write the numerals 0 – 10 at this point in the year.</p>	<p>Beginning of Kindergarten Assessment</p>

Mathematics Curriculum at Beecher Road School



**Board of Education Presentation
October 17, 2011**

Philosophy

- Children begin school with mathematical intuition and the ability to think mathematically.
- Beecher Road School provides a child-centered mathematical environment that seeks to move children along their individual learning pathways.
- Children's experiences with mathematics in school affect their experiences with mathematics outside of school.
- Through their experiences at Beecher Road School, children will develop an understanding of the world as a mathematical environment.

Guiding Principles

NCTM has established six principles for school mathematics:

1. **Equity** – excellence in math requires equity: high expectations and strong support for all students.
2. **Curriculum – must be coherent, focused, and well articulated across the grades.**
3. **Teaching** – teachers need to understand what students know and need to learn and then need to challenge them and support them to learn it well.
4. **Learning** – students must learn math with understanding, building new knowledge from experience and prior knowledge.
5. **Assessment** – should support the learning of mathematics and furnish useful information to both teachers and students.
6. **Technology** – essential in teaching and learning math.

Common Core State Standards for Mathematics

K-8 Mathematics Content

DOMAINS	Counting & Cardinality	Operations & Algebraic Thinking	Number & Operations in Base Ten	Measurement & Data	Geometry	Number & Operations: Fractions	Ratios & Proportional Relationships	The Number System	Expressions & Equations	Statistics & Probability	Functions
K	X	X	X	X	X						
1		X	X	X	X						
2		X	X	X	X						
3		X	X	X	X	X					
4		X	X	X	X	X					
5		X	X	X	X	X					
6					X		X	X	X	X	
7					X		X	X	X	X	
8					X			X	X	X	X

Mathematics Curriculum Topics Breakdown

Mathematics Curriculum Topics Breakdown

Kindergarten

#	Topic
1	Number Identification
2	Counting
3	Further Exploration of Counting
4	Comparing Numbers
5	Addition and Subtraction
6	Place Value
7	Measurement
8	Geometry

1st Grade

#	Topic
1	Data and Measurement
2	Addition
3	Subtraction
4	Place Value
5	Geometry
6	Further Exploration of Addition and Subtraction
7	Further Exploration of Place Value
8	Further Exploration of Measurement

Mathematics Curriculum Topics Breakdown

2nd Grade

#	Topic
1	Addition and Subtraction
2	Foundations of Multiplication
3	Place Value
4	Using Place Value Understanding to Add & Subtract
5	Time and Money
6	Measurement
7	Data
8	Geometry

3rd Grade

#	Topic
1	Computing with Whole Numbers
2	Understanding Multiplication and Division
3	Exploring Measurement and Data
4	Understanding Area and Perimeter
5	Reasoning about Two-Dimensional Shapes
6	Fractions
7	Further Exploration of Whole Numbers

Mathematics Curriculum Topics Breakdown

4th Grade

#	Topic
1	Whole Numbers
2	Multiplication and Division
3	Comparing and Understanding Fractions and Decimal Notation
4	Building Understanding of Addition, Subtraction, and Multiplication of Fractions
5	Measurement and Data
6	Exploring Angles and Angle Measurement
7	Geometry
8	Further Exploration of Multiplication and Division

5th Grade

#	Topic
1	Understanding the Place Value System
2	Computing with Whole Numbers and Decimals
3	Addition and Subtraction of Fractions
4	Multiplication and Division of Fractions
5	Measurement and Data
6	Geometry
7	Logical and Algebraic Reasoning
8	Review of Fractions

Mathematics Curriculum Topics Breakdown

6th Grade

#	Topic
1	Whole Number Operations
2	Statistical and Data Analysis
3	Decimal Operations
4	Fractions, Percents, Ratios
5	Applications of Geometry
6	Integers
7	Functions and Equations

Mathematics

Sample Curriculum Maps

Beecher Road School Mathematics Curriculum

Kindergarten

<p>Topic 1: Number Identification September <i>Know number names and the count sequence.</i> (Counting and Cardinality)</p> <p>Key Vocabulary: zero, one, two, three, four, five, six, seven, eight, nine, ten, number, count, digit</p>	<p>Essential Questions: Why do we count? When do we count? Why do we need to know how to write numbers? When we begin counting how can we figure out the next number to say or write?</p>
Common Core State Standards	Assessment
<p>CC.1 Count to 100 by ones and by tens. CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0 – 20 (with 0 representing a count of no objects).</p> <p>Note: students will count to 10 and write the numerals 0 – 9 at this point in the year.</p>	<p>Informal assessments on number identification and counting</p>

<p>Topic 2: Counting October <i>Know number names and the count sequence.</i> (Counting and Cardinality) <i>Count to tell the number of objects.</i> (Counting and Cardinality) Key Vocabulary: ten frame, total</p>	<p>Essential Questions: How do we know how many objects there are all together? How can we be sure that we have counted all the objects in a collection? Why is the number of objects the same even though the arrangement may be different?</p>
Common Core State Standards	Assessment
<p>CC.1 Count to 100 by ones and by tens. CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). CC.3 Write numbers from 0 – 20. Represent a number of objects with a written numeral 0 – 20. CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1 – 20, count out that many objects.</p> <p>Note: students will count to 10 and write the numerals 0 – 10 at this point in the year.</p>	<p>Beginning of Kindergarten Assessment</p>

Beecher Road School Mathematics Curriculum

3rd Grade (Topic 3)

<p>Topic 3: Exploring Measurement and Data (7 weeks) November (Weeks 3-5) – December (Weeks 1-4)</p> <p>Key Vocabulary: estimate, cubic (units), gram, mass, weight, liter, milliliter, volume, cup, gallon, pint, quart, height, length, width, yard, inches, feet (foot), miles, millimeter, centimeter, meter, kilometer, longer, measure, sort, Venn diagram, analog clock, digital clock, hour, minute, month, P.M (as in afternoon), noon, quarter (as in money, fraction, time in minutes), week, year, survey, data table, horizontal, vertical, prediction, population, sample, bar graph, line plot</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do we use a calendar and clocks in our daily lives? 2. How do the different units of time (minutes, day, weeks) relate to each other? 3. How do we determine how much time has passed between events? 4. How can we organize data so that we can understand it more easily? 5. How do we use data to answer questions? 6. Why is scale important when we represent data? <p>Big Ideas:</p> <ol style="list-style-type: none"> 1. Calendars and clocks allow us to plan and schedule events and times. We need to be able to tell time to the nearest minute. Knowing how to measure time will enable us to solve problems and make sense of the world. 2. A variety of strategies can be used to determine how much time has passed. The value of a time line is in seeing where noon is and keeping track of the different parts of the interval. 3. Data can be organized using a bar graph, pictograph (picture graph), and a line plot. 4. We can summarize data using range, median, and mode to draw conclusions and support them with evidence. We can make inferences about the population from a sample. For example, we can describe how most people like __ because the sample tells us ____. 5. A scaled graph helps us understand the value of the data based on its range. Some common scales are 1, 2, 5, and 10.
Common Core State Standards	Assessment
<p>(MD.1) Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.</p> <p>(MD.2) Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilogram (kg), and liters (l). (Excludes compound units such as cm³ and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Excludes multiplicative comparison problems [problems involving notions of “times as much”; see Glossary, Table 2]).</p> <p>(MD.3) Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</p> <p>(MD.4) Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units-whole numbers, halves, or quarters.</p>	<p>Common Grade Level Assessment Pre/Post Test</p> <p>CMT 14A, 14B, 15A, 16A, 16B, 16C, 19A, 19B, 21A, 24A</p> <p>*RED = CMT Strands that are not related to CCSS **</p>

Beecher Road School Mathematics Curriculum

6th Grade (Topic 2)

<p>Topic 2: Statistical and Data Analysis (4 weeks) September (Week 4-5) – October (Weeks 1-2)</p> <p>Key Vocabulary: average, axis, ordered pairs, integers (as positive and negative whole numbers), coordinate plane, coordinates, quadrants, reflections, statistical question, set of data, number line, bar graph, dot plots (scatter plots), histograms, box plot (box-whisker plot), line plot, line graph, stem-and-leaf plot, circle graph, scale, measures of central tendency, mean, median, mode, outliers, variability, trend, conclusion, interval</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do statistical questions guide the collection of data? 2. How can you organize and appropriately display data? 3. How do you summarize data? <p>Big Ideas:</p> <ol style="list-style-type: none"> 1. Statistical questions anticipate varied data from a population. 2. Data is appropriately displayed in the following graphs; number line, dot plots, histograms, box plots. 3. Data is summarized by reporting the number of observations, describing the nature of the attribute, giving quantitative measures of central tendency and variability, describing overall patterns and deviations.
Common Core State Standards	Assessment
<p>(NS.6b) Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <p>(NS.6c) Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p> <p>(SP.1) Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</p> <p>(SP.2) Understand that a set of data collected to answer a statistical question has a distribution that can be described by its center, spread, and overall shape.</p> <p>(SP.3) Recognize that a measure of center for a numerical data set summarizes all of its values using a single number, while a measure of variation describes how its values vary using a single number.</p> <p>(SP.4) Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p> <p>(SP.5) Summarize and describe distributions. Summarize numerical data sets in relation to their context, such as by:</p> <ol style="list-style-type: none"> a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data was gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered. 	<p style="text-align: center;">Common Grade Level Assessment Pre/Post Test</p> <p>CMT 19A, 19B, 20A, 20B, 21A, 21B</p> <p>*RED – taught for CMT ONLY *</p>

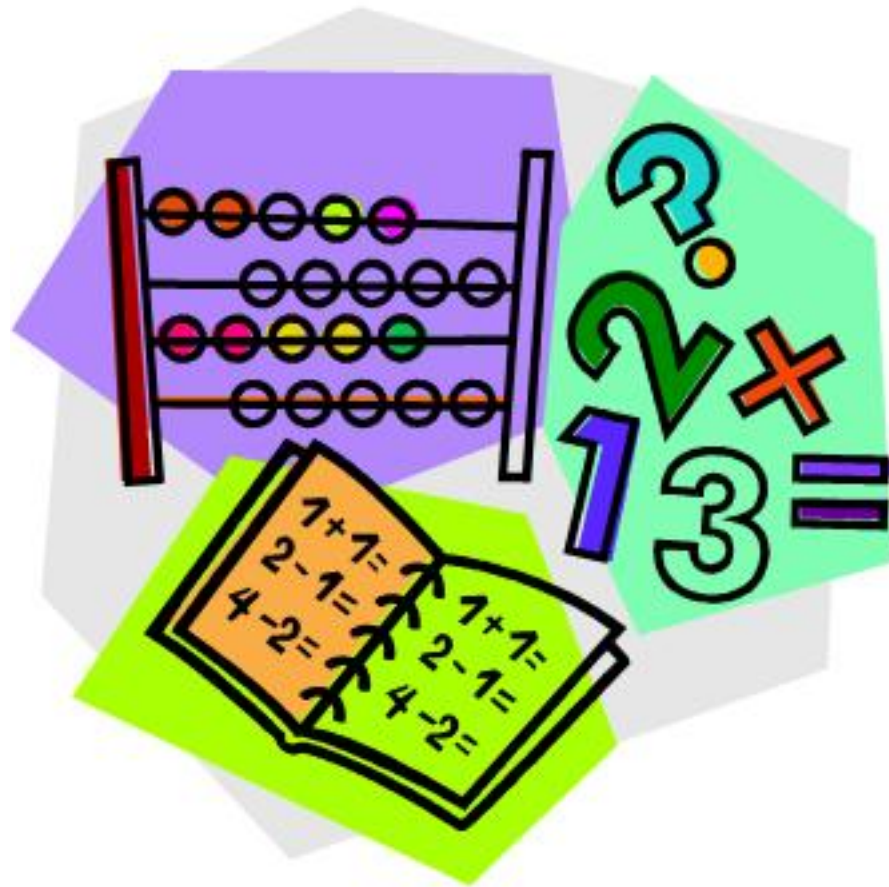
Our mathematics curriculum is based upon the six principles for school mathematics established by the NCTM.

1. **Equity** – excellence in math requires equity: high expectations and strong support for all students.
2. **Curriculum** – must be coherent, focused, and well articulated across the grades.
3. **Teaching** – teachers need to understand what students know and need to learn and then need to challenge them and support them to learn it well (Differentiated Instruction)
4. **Learning** – students must learn math with understanding, building new knowledge from experience and prior knowledge.
5. **Assessment** – should support the learning of mathematics and furnish useful information to both teachers and students.
6. **Technology** – essential in teaching and learning math and assessing.

Where are we going?



Thank You!



Beecher Road School
CMT Action Plan 2011-2012

October 12, 2011

Beecher Road CMT Action Plan

2011-2012 School Year

School Goals and Performance Targets:

We continue to focus on increased student achievement in the areas of literacy and mathematics, especially specific content strands at each grade level that require strategic interventions. Areas of focus in grades K-3 will be determined by curriculum-based assessments. In grades 4-6, strands where students scored less than 85% on the CMT in two or more grade levels will be targeted areas for improvement.

Professional Learning Communities continue to be a vehicle for dialogue regarding student performance and achievement. Faculty meetings and grade level team meetings are structured to facilitate examination of student work as well as sharing of instructional strategies and planning of common lessons.

We will pay particular attention to developing consistency between and among classes. This will be accomplished through clear articulation between primary and intermediate grades and strong communication between primary and intermediate administrators. As BRS transitions to a K-6 school, these efforts should ensure a cohesive K-6 program of excellence.

Connecticut Mastery Test – Action Plan – Reading

District Goal: Increase student achievement in reading.

School Goal: At least 85% of students will meet or exceed the goal standard on the CMT in reading.

Areas in Need of Improvement	Action Steps	Individuals Responsible	Timeline	Evaluation/Outcome Data
Making Reader Text Connections	<ol style="list-style-type: none"> 1) Analyze CMT, TC, and other formal/informal assessments to determine students’ specific instructional needs. 2) Match reading instruction to identified student needs through implementation of Reader’s Workshop and strategic reading groups. 3) Implement Tier II and Tier III Interventions for students identified in below basic, basic, and proficient range utilizing a continuum of services. 4) Model making connections between text and outside experiences. 5) Model how to synthesize information from text to write personal responses. 6) Include non-fiction texts and corresponding instructional strategies into reading instruction. 7) Develop additional common formative assessments that align with the reading comprehension strands and objectives measured by the CMT. 8) Monitor the progress of students receiving special education, language arts, and ELL support and interventions. 9) Incorporate test-taking strategies into program of studies. 10) Ensure consistent implementation of best instructional practices/ givens. 	<p>1)-3), 8), 10) Teachers K-6, Language Arts Specialists, Principals</p> <p>4-7), 9) Teachers Grades 3-6, Language Arts Specialists, Principals</p>	<p>1) On-going</p>	<p>1)-9) DRA Results, Informal Reading Assessment information, Reading Journals, Common Assessments, CMT results...</p>

Connecticut Mastery Test – Action Plan – Writing

District Goal: Increase student achievement in writing.

School Goal: At least 85% of students will meet or exceed the goal standard on the CMT in writing.

Areas in Need of Improvement	Action Steps	Individuals Responsible	Timeline	Evaluation/Outcome Data
Composing and Revising	<ol style="list-style-type: none"> 1) Administer, analyze, and utilize common grade level assessments to inform instruction. 2) Develop lessons as part of instruction in areas of composing, revising, and editing. 3) Implement Tier II and Tier III Interventions for students identified in below basic, basic, and proficient range utilizing a continuum of services 4) Monitor the progress of students receiving special education, language arts, and ELL support and interventions. 5) Maintain writing portfolios on all students 6) Provide CMT practice opportunities and specific instruction in test taking. 7) Ensure consistent implementation of best instructional practices/given. 	<p>1)-4), 7) Classroom Teachers 3-6 and Language Arts Specialists</p> <p>5)-6) Classroom teachers K-6, Language Arts Specialists Administrators</p>	<p>1)- 6) Ongoing</p>	<p>1)-6) Analysis of: Writer’s Notebooks, Writing Prompts, Harcourt Assessments, On-Demand Writing Assessments, CMT practice tests, Common Assessments</p>

Connecticut Mastery Test – Action Plan – Math

District Goal: Increase student achievement in math.

School Goal: At least 85% of students will meet or exceed the goal standard on the CMT in math.

Areas in Need of Improvement	Action Steps	Individuals Responsible	Timeline	Evaluation/ Outcome Data
<p>Estimating Solutions to Problems</p> <p>Approximating Measures/ Customary and Metric Measures</p> <p>Mathematical Applications</p> <p>Fractions</p>	<ol style="list-style-type: none"> 1) Employ differentiated instruction to address students’ specific strengths and needs. 2) Utilize SRBI process to develop flexible groups for math intervention. 3) Work on targeted objectives/strands on a topic by-topic basis. 4) Develop and administer assessments aligned with Common Core state standards and CMT objectives. 5) Analyze current data at team meetings to drive instruction. 6) Monitor acceleration of students receiving interventions through special education and math center services. 7) Ensure consistent implementation of best instructional practices/given 8) Routinely incorporate word problems (Strand 11 type) with estimation into daily lessons. 9) Provide opportunities for classroom practice in testing- taking strategies and the CMT format. 10) Utilize Daily Math Review packets and Computation Fluency Homework. 	<p>1)-7): Classroom teachers K-6 and Math Specialist</p> <p>8)-10): Classroom teachers 3-6 and Math Specialist</p>	<p>On-going</p>	<p>Daily Math Review Packets</p> <p>Common Formative/Summative Topic Assessments</p>

STATUS OF PREVIOUSLY APPROVED CAPITAL PROJECTS

Department/Program Board of Education

Date Prepared: October 1, 2011

Prepared By: Al Pullo

1) Project Title	2) FY Authorized or Indicate Reserve	3) Project Status	4) Completion Date	5) Total Budget	6) Expenditures/ Encumbrances to Date	7) Available Budget	8) Comments
*** NON- RESERVE PROJECTS ONLY ***							
Kitchen Equipment	2011-2012	In Process	12/31/2011	\$12,000	\$5,900	\$6,100	

TOWN OF WOODBRIDGE
SIX-YEAR CAPITAL IMPROVEMENT PROGRAM PROJECT PROPOSALS
FISCAL YEAR 2013

1) **Project:** Computers, Servers, and Technology Replacement

2) **Department:** Board of Education

3) **Project Background, Purpose & Objectives:** Cyclical replacement of computer and services to maintain current technology infrastructure

Estimated Expenditures by Fiscal Year

4) Project Costs & Schedule	FY13	FY14	FY15	FY16	FY17	FY18	Six-Year Total
A. Planning & Engineering							\$ -
B. Land & ROW							\$ -
C. Construction							\$ -
D. Equipment Purchase							
Student Dsktp Computers - Rplcmt	\$ 50,000						
Faculty Mobile Computers - Rplcmt	\$ 20,000						
Office computers - Rplcmt	\$ 3,000						
Classroom Projector - Rplcmt	\$ 10,000						
Document Server & Internet Router	\$ 25,000						
Video Display Units (2)	\$ 4,000						
Rotunda Mounted Projector	\$ 4,000						
Total Equipment Purchase	\$ 116,000	\$ 110,000	\$ 110,000	\$ 110,000	\$ 110,000	\$ 110,000	\$ 666,000
TOTALS	\$ 116,000	\$ 110,000	\$ 110,000	\$ 110,000	\$ 110,000	\$ 110,000	\$ 666,000
E. Operating Costs							\$ -

5) **Proposed Financing**

	% Percent		% Percent
General Fund _____	_____	Federal Aid _____	_____
Bond Issue _____	_____	Other _____	_____

Comments:

TOWN OF WOODBRIDGE
SIX-YEAR CAPITAL IMPROVEMENT PROGRAM PROJECT PROPOSALS
FISCAL YEAR 2013

1) Project: Major Infrastructure Upgrade & Building Renovations
 2) Department: Board of Education
 3) Project Background,

Purpose & Objectives: Much of the building and its infrastructure are over 35 years old. Operation is inefficient and maintenance requirements are more difficult and less cost effective. There is also increased risk of failure to much of the HVAC equipment.

Estimated Expenditures by Fiscal Year

4) Project Costs & Schedule	FY13	FY14	FY15	FY16	FY17	FY18	Six-Year Total
A. Planning & Engineering							\$ -
B. Land & ROW							\$ -
C. Construction							
1. HVAC, Electrical, Pumbing, Fire Protection, Technology, Emergency Generator	\$ 7,281,954						
2. Windows, Roofing, Exterior Paint	\$ 2,004,513						
3. Ceilings, Casework	\$ 626,168						
4. Code Upgrades - i.e. ramps	\$ 640,687						
5. Entrance Canopy, Classroom Equipment	\$ 330,634						
6. Architectural & Engineering, F.F.&E, Bonds, Permits, Insurance, Misc.	\$ 6,008,645						
**** Roof Replacement A- Wing (Priority)							
Total Construction	\$ 16,892,601	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,892,601
D. Equipment Purchase							\$ -
TOTALS	\$ 16,892,601	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,892,601
E. Operating Costs							\$ -

5) Proposed Financing

General Fund	\$ -	% Percent	90%	Federal Aid	_____	% Percent
Bond Issue	_____	_____	_____	Other (State Aid)	\$ -	10%

Comments: Capital plan item request amount is an estimate provided by Newman Architects to Board of Education. Project "Scheme B" costs range in estimates from \$15M to \$19M. This request was also included in 2011-2012 Capital Plan request of the Board of Education.

**** The Board of Education requests priority consideration be given to roof replacement, to the A-Wing cost of which is included in the \$2,004,513 request for Windows, Roofing, Exterior Paint.

TOWN OF WOODBRIDGE
SIX-YEAR CAPITAL IMPROVEMENT PROGRAM PROJECT PROPOSALS
FISCAL YEAR 2013

1) **Project:** Ground & Landscaping

2) **Department:** Board of Education

3) **Project Background, Purpose & Objectives:** Proceed with priority recommendations contained in the 2011-2012 Beecher Road School Erosion and Sediment Control Plan.

Estimated Expenditures by Fiscal Year

4) **Project Costs & Schedule**

	FY13	FY14	FY15	FY16	FY17	FY18	Six-Year Total
A. Planning & Engineering							\$ -
B. Land & ROW							\$ -
C. Construction	\$ 78,153	\$ 58,221	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 336,374
D. Equipment Purchase							\$ -
TOTALS	\$ 78,153	\$ 58,221	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 336,374

E. Operating Costs \$ -

5) **Proposed Financing**

	% Percent		% Percent
General Fund _____	_____	Federal Aid _____	_____
Bond Issue _____	_____	Other _____	_____

Comments:

TOWN OF WOODBRIDGE
SIX-YEAR CAPITAL IMPROVEMENT PROGRAM PROJECT PROPOSALS
FISCAL YEAR 2013

1) Project: North & South Walkway Entries & Parking Lots

2) Department: Board of Education

3) Project Background, Purpose & Objectives: Resurface asphalt paving north and south parking lots. Install new curbing and concrete walkway north and south entries. Includes engineering fee estimates.

Estimated Expenditures by Fiscal Year

4) Project Costs & Schedule	FY13	FY14	FY15	FY16	FY17	FY18	Six-Year Total
A. Planning & Engineering							\$ -
B. Land & ROW							\$ -
C. Construction							\$ -
North Entry & Parking	\$ 197,400	\$ 147,392					\$ 344,792
South Entry & Parking	\$ 105,800	\$ 119,570					\$ 225,370
D. Equipment Purchase							\$ -
TOTALS	\$ 303,200	\$ 266,962	\$ -	\$ -	\$ -	\$ -	\$ 570,162

E. Operating Costs \$ -

5) Proposed Financing

	% Percent		% Percent
General Fund _____	_____	Federal Aid _____	_____
Bond Issue _____	_____	Other _____	_____

Comments: (FY 2012-2013): North sidewalk entry (concrete) bus lane and partial parking lot (asphalt) plus south sidewalk entry (concrete) and traffic circle area (asphalt).

Year #2 (FY2013 - 2014): South parking lot (asphalt), remainder north parking lot (asphalt)

TOWN OF WOODBRIDGE
SIX-YEAR CAPITAL IMPROVEMENT PROGRAM PROJECT PROPOSALS
FISCAL YEAR 2013

1) **Project:** Kitchen Equipment

2) **Department:** Board of Education

3) **Project Background, Purpose & Objectives:** Periodic replacement of kitchen equipment based on life cycle.

Includes cafeteria tables, chairs.

Estimated Expenditures by Fiscal Year

4) **Project Costs & Schedule**

	FY13	FY14	FY15	FY16	FY17	FY18	Six-Year Total
A. Planning & Engineering							\$ -
B. Land & ROW							\$ -
C. Construction							\$ -
D. Equipment Purchase	\$ -	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	\$ 10,000
TOTALS	\$ -	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	\$ 10,000

E. Operating Costs

\$ -

5) **Proposed Financing**

	% Percent		% Percent
General Fund _____	_____	Federal Aid _____	_____
Bond Issue _____	_____	Other _____	_____

Comments:

TOWN OF WOODBRIDGE
SIX-YEAR CAPITAL IMPROVEMENT PROGRAM PROJECT PROPOSALS
FISCAL YEAR 2013

	FY13	FY14	FY15	FY16	FY17	FY18	Six-Year Total
Technology	\$ 116,000	\$ 110,000	\$ 110,000	\$ 110,000	\$ 110,000	\$ 110,000	\$ 666,000
Building Upgrades	\$ 16,892,601	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 16,892,601
Grounds - Site Needs Assessment	\$ 78,153	\$ 58,221	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 336,374
Grounds - Asphalt & Concrete	\$ 303,200	\$ 266,962	\$ -	\$ -	\$ -	\$ -	\$ 570,162
Kitchen	\$ -	\$ 5,000	\$ 5,000	\$ -	\$ -	\$ -	\$ 10,000
							\$ -
							\$ -
							\$ -
							\$ -
TOTALS	\$ 17,389,954	\$ 440,183	\$ 165,000	\$ 160,000	\$ 160,000	\$ 160,000	\$ 18,475,137

E. Operating Costs

\$ -

5) Proposed Financing

	% Percent		% Percent
General Fund _____	_____	Federal Aid _____	_____
Bond Issue _____	_____	Other _____	_____

Comments:



Catch Basin Cleaning

**\$300.00 EA,
43 Basins =
\$12,900.00**

**Rip Rap Energy
Dissipater Outfalls
\$13.50 /SF
450 SF =
\$6,075.00**

**Total Construction
Cost
\$18,975.00**

**Remove sediment build up
within all on site catch
basins. Provide rip-rap
energy dissipaters at all
outfalls.**



Biofiltration Swale

\$10.00 / SF

450 SF =

Total Construction Cost

\$4,500.00

Create bio-filtration swale in eroded area from basketball court to catch basin.



**Re-vegetate Slope
(High Visibility)**

\$4.00 / SF

2,150 SF =

\$8,600.00

New Concrete Walk

\$6.00 / SF

850 SF =

\$5,100.00

Total Construction Cost

\$13,700.00

**Provide new accessible
walk from B and C wing
plaza to basketball court.
Re-vegetate eroded area
with ornamental shrubs.**



Revegetate Slope

\$2.50 /SF

2,360 SF =

\$5,900.00

Total Construction Cost

\$5,900.00

Re-vegetate severely eroded slopes and increase habitat with erosion control seed mix and hardy understory shrubs.



Bio-filtration Swale

\$10.00 / SF

190 SF =

\$1,900.00

Gravel / Stone Dust

\$2.00 / SF

1,720 SF =

\$3,440.00

Total Construction Cost

\$5,340.00

Widen gravel loop along fence edge to establish viewing area and dugouts. Plant and grade remainder as bio-filtration swale.



Rip Rap Energy Dissipater
\$13.50 / SF
150 SF =
\$2,025.00

Re-vegetate Slope
\$2.50 / SF
400 SF =
\$1,000.00

Total Construction Cost
\$3,025.00

Provide 10' X 10' rip rap energy dissipater at outfall. Re-vegetate surrounding slopes with erosion control seed mix and hard understory shrubs fir habitat and erosion prevention.



Rain Garden

\$15.00 / SF

870 SF =

\$13,050.00

Selective Clear Cut

\$0.50 / SF

800 SF =

\$400.00

Total Construction Cost

\$13,450.00

Convert lawn area west of A wing to rain garden. Modify grades so water drains away from building. Raise invert of catch basins and convert to dome top yard drains to ensure first flush filtration.

Cover Page

EDUCATIONAL TECHNOLOGY PLAN – July 1, 2009-June 30, 2012

District/Agency:	Woodbridge School District	
LEA Code:	167	
Technology Plan Contact:	Rick Wood	
Phone:	203-389-2195	
Fax:	203-389-2196	
Email:	RCWood@woodbridge.k12.ct.us	
Address:	40 Beecher Road, Woodbridge, CT 06525	
Name of Superintendent or Director:	Dr. Gaeton Stella	
Email:	GStella@woodbridge.k12.ct.us	
Signature of Superintendent or Director:		Date:
Date Submitted to Board of Education:		
Date Approved by Board of Education:		

For RESC/SDE Use Only:

RESC Regional Reviewer:		Date:
RESC Recommendation for Approval:	Yes / No / Conditional	Date:
CSDE Authorization:		Date:

Technology Plan Preparation Check-Off Page

The submitted plan has the following:

- Cover Page
- Technology Plan Preparation Check-Off Page
- LEA Federal Grant Program Compliance Form
- LEA Profile
- Technology Planning Committee
- Vision Statement
- Needs Assessment
- Goal 1
- Goal 2
- Goal 3
- Goal 4
- Goal 5
- Goal 6
- Goal 7
- Technology Funding Sources and Costs
- Children's Internet Protection Act (CIPA) Certification
- Optional Reporting

Signature of Authorized LEA Agent

Date

LEA Federal Grant Program Compliance Form

Woodbridge School District

Local Education Agency (LEA) submitting this plan.

Developing a comprehensive technology plan based on the educational goals of the school system will ensure that the most appropriate technologies are effectively infused into your instructional and/or administrative programs. Thorough planning also ensures that all parties have equitable access and achieve the greatest benefit from routine use of educational technology. The comprehensive technology plan should demonstrate clear targets for technology use, spell out desired goals for learners, create visions for future directions, build "buy-in" from stakeholders, and demonstrate to those who might provide funding that a district or charter holder is ready to act.

School districts, consortia or charter schools (LEAs) who apply for technology funding through any Federal grant program are required to have developed a comprehensive, three-year plan, which outlines how the agency intends to utilize and integrate educational technology.

The applying agency (check all that apply)

is compliant with the provisions of the Children’s Internet Protection Act (CIPA) [20 U.S.C. § 6777]

will be CIPA compliant by this date. _____

has applied for E-Rate Funding for FY 2008.

The LEA’s comprehensive technology plan must be approved by the local board of education.

Date the plan was approved: _____

OR

Date the plan is to be submitted for board approval: June 15, 2009

Certified by:

Signature of Superintendent or Director

Date

Gaeton Stella
Printed Name of Superintendent or Director

LEA Profile

This information should provide a “snapshot” of your district and help planners and reviewers to understand areas of need. This information will also assist the CSDE to establish priorities in the provision of resources to districts. The CSDE is particularly interested in the capability that each LEA has to access resources that will be placed onto the Connecticut Education Network (CEN). The new questions about technological literacy and professional development are asked as a result of additional federal reporting requirements.

LEA NAME:	Woodbridge School District
How many Grade 8 students were evaluated for technological literacy, based on your district's standards, during the 2007-08 school year?	N/A
Based on that evaluation, how many of those students were considered technologically literate?	N/A
How many hours of technology related professional development were offered to certified educators in 2007-08? (Include workshop hours that are offered to all of your educators-both teachers and administrators. These sessions may be online and may include full-day or partial-day sessions provided by RESC personnel. Although both mentoring and coaching are considered very effective methods of offering pd, do not include any of those hours.)	12
How many hours of technology related professional development were offered to administrators in 2007-08? (Count only those pd hours offered specifically for administrators.)	0
What fraction of your certified staff in Grades K-8 does your district consider technologically literate? (Do not reduce the fraction to lowest terms; the fraction's denominator should reflect the actual number of professional K-8 staff. For example, if out of 120 certified staff, 110 are considered technologically literate-the answer would be 110/120.)	67/75
What fraction of your certified staff in Grades 9-12 does your district consider technologically literate? (Do not reduce the fraction to lowest term. The fraction's denominator should reflect the actual number of professional 9-12 staff.)	N/A

When filling out the table below, please consider the following conditions:

- the number and percentage of each grade level of students that can have high-speed internet access at the same time;
- that students are grouped in clusters of no more than thirty and no less than ten; and
- that students remain in their own school.

Maximum number of Grade 4 students who could be accommodated under the above conditions.	96
Percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students).	100%
Maximum number of Grade 6 students who could be accommodated under the above conditions.	96
Percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students).	75%
Maximum number of Grade 8 students who could be accommodated under these conditions.	N/A
Percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students).	N/A
Maximum number of Grade 10 students who could be accommodated under the above conditions.	N/A
Percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students).	N/A

TECHNOLOGY PLANNING COMMITTEE

The Technology Planning Committee should represent all stakeholders. Development of the technology plan and implementation of the plan should enable parents, educators, students and community members to benefit from the investment in technology and all should have representation on the committee.

Member	Title	Constituency Represented
Sheila McCreven	BOE Chair Parent	Board of Education
Tom Handler	BOE Member Parent	Board of Education
Penny Zamkov	PTO Board Member Parent	PTO
Margaret Hamilton	PTO Chair Parent	PTO
Aldon Hynes	Parent	Parents
Mark Sills	Community Member	Woodbridge Community
MaryLou Torre	Principal	Woodbridge School District Administration
Peter Halsey Stephanie Eleck Katherine McCollum	Classroom Teachers	Woodbridge School District
James Crawford Diane Dolan	Special Educaion Teachers	Woodbridge School District
Lori Patrick	Library Media Specialist	Woodbridge School District
Larry Hurwitz	Technology Teacher, Assistive Technology Coordinator	Woodbridge School District
Rick Wood	Technology Coordinator, Tech Committee Chair	Woodbridge School District

The Committee must:

- *write a description of the technology committee's role in developing, implementing and evaluating the technology plan. This description should include how committee members were selected and the role each is expected to play. Tentative plans for scheduling meetings for the next school year should also be included;*
- *describe the evaluation strategies (e.g., interviews, questionnaires, classroom observations, teacher-driven action research projects, analysis of student products or scores) that will be used to provide the data needed to address your evaluation questions;*
- *create the LEA's technology vision statement; and*
- *develop a technology needs assessment.*

The Woodbridge School District Technology Committee has met during the fall 2008 and winter 2009 to develop this technology plan. The Committee will meet in the fall and spring of subsequent years.

Committee Formation:

- The Board of Education and the PTO were invited to submit nomination to the Superintendent.

- Faculty and Staff members were invited to submit their names to the Superintendent.
- All nominees were invited to participate.
- The Superintendent appointed the Technology Coordinator to chair the Committee.
- The Superintendent attended the first meeting and gave the Committee its charge.

Process:

- The Committee reviewed the current Technology Plan (2006 – 2009) to evaluate progress. The committee concluded that the intent of the previous plan (to upgrade infrastructure and hardware base) had made significant progress. Some areas of implementation are on-going.
 - The Committee conducted needs assessments with the faculty and staff (interviews, discussion forums), technical staff (research and observations), and parents (survey).
 - Reviewing each set of data from the needs assessments, the Committee identified major goals for the next three years.
 - The Committee then set priorities and the Technology Faculty wrote the plan for Committee review.
-

VISION STATEMENT

A vision statement expresses thoughts about what the LEA's future technology-rich educational environment will look like. It should be written in broad terms and guide the development of the technology plan.

In keeping with the spirit of the Woodbridge School District Mission Statement, technology is fully integrated into the teaching, learning, and working environments of our Beecher Road School Learning Community.

As lifelong learners, members of this learning community use technology ethically and responsibly

- to locate, access, analyze, evaluate, organize, and apply information,
- to design and develop products, systems, and environments to solve problems innovatively,
- to express themselves creatively, and
- to communicate and collaborate effectively.

Beecher Road School Learning Community members are prepared to lead in an ever-changing, information-rich global society.

NEEDS ASSESSMENT

In this section you are to assess and describe your LEA's **current technology status** in five categories: curriculum integration, professional development, equitable use of technology, infrastructure and telecommunications services, and administrative needs.

Curriculum Integration

- *When evaluating your needs, consider:*
 - *current curriculum strengths and weaknesses and the process used to determine these strengths and weaknesses;*
 - *how curriculum strategies are aligned to state standards;*
 - *the current procedures for using technology to address any perceived curriculum weaknesses;*
 - *how teachers integrate technology into their lessons - including ways technology is presently used for entire classroom and for small group instruction; and*
 - *how students use technology - including ways students presently use technology for purposes beyond practice of skills.*

The Technology Committee conducted focus meetings with the Beecher Road School Faculty and Staff. Members of the Technology Committee reviewed the minutes of the focus meetings and held discussions with a variety of groups. Results showed:

-
- Keyboarding skills are a focus in grades 2 through 4.
- Students use technology in writing and data analysis in grades 2 through 6.
- Students in Grades 4 through 6 use inline resources for research.
- Students in grades 5 & 6 use technology for presentations.
- Students in Kindergarten through Grade 2 engage in projects that use the rudiments of Digital Storytelling.
- Fundamentals of the technology involved in digital storytelling are being introduced to all students in grades 3 – 6.
- Student engagement in global knowledge building projects with students in other countries is being developed.

Needs: The focus meetings indicated the need for:

- More access to computers in the classroom
- More whole-class access to computers
- Software to support and extend the curriculum
- Development of an instructional resource website / More access to curricular materials in and out of school (home)
- Teacher / classroom websites
- ESL support
- Additional hardware to support instruction (document cameras, projectors, digital cameras, iPods, etc.)
- Further deployment of SMART Boards
- Higher performing computers
- More access to printers including more color printers
- More access to still and video digital cameras
- Provide alternate access to text for all students in need
- Digital reporting to parents
- Access to web-based applications and storage for all students and faculty
- Scientific data gathering interfaces
- New listening stations for primary classrooms
-

Professional Development

- *When evaluating your needs, consider:*
 - *the process the LEA uses for assessing the technology professional development needs of teachers, administrators and noncertified staff;*
 - *the technology professional development activities that have been offered to teachers; and*
 - *how the effectiveness of the professional development activities will be assessed.*

Needs:

A survey of faculty and staff professional needs was conducted.

- The faculty survey indicated many needs for professional development:
 - There are many technology solutions available at Beecher. Knowledge of these solutions and how to use them varies significantly among members of the faculty.
 - Use of technology in the classroom varies significantly and appears to be directly related to personal experience and knowledge of technology.
 - There is a need to expand digital record keeping and reporting, and training in these areas.
- The introduction of the Tech Academy is welcomed by the faculty and is beginning to address some of the needs.
- TAs and Office Assistants have had little training in recent years in many common uses of technology and need extensive training in order to move forward.

Equitable Use of Technology

- *When evaluating your needs, consider:*
 - *the availability of technology to students and staff in the district – all students should have equal access to the technology;*
 - *the amount of time available for the use of technology by students and staff; and*
 - *a description of the types of assistive technology tools that are provided for students with disabilities where necessary/applicable.*

Beecher Road School currently has an Exceptional Technology Committee that oversees many assistive technology evaluations and assists with providing of assistive technology solutions.

Needs:

- Greater accessibility to computers with assistive technology software
- Provide alternate access to text for all students in need
- More training for staff
 - Knowledge of types of software
 - How to teach children to use assistive technology software
- Assistive Technology solutions must be child and teacher friendly

The following matrix may be used to determine the extent technology is available to staff.

	Please include information about the type and availability of staff access both on and off campus.
Administrators	All administrators are provided with mobile computers with wireless access throughout the school.
Teachers (preschool)	The pre-school teacher has a mobile computer with wireless access.
Teachers	80% of the teachers have been provided with mobile computers with wireless access throughout the school. The remaining teachers are scheduled to be provided with mobile computers in the next fiscal year.
Noncertified staff	All office staff and all teacher assistants have access to networked desktop computers throughout the school.

The following matrix *may* be used to determine the extent technology is available to students.

	Please include information about availability in classrooms, the library-media center and all other areas where students have access. Mention the extent of supervised access before and after school.
Students (preschool)	There are two networked desktop computers in the Preschool classroom.
Students (elementary)	All classrooms have 2 – 4 networked desktop computers. The Library-media Center has 24 networked desktop computers in addition to catalog search stations. The Technology Center has 60 networked desktop computers. The Intermediate Computer Room has 24 networked computers. The Extended-Day Program provides opportunity for computer use for one hour before school and two hours after school.
Students (middle school)	N/A
Students (high school)	N/A
Students (with disabilities)	Computers are available in all classrooms and a resource rooms. Mobile computers are available to students with an identified need. A large variety of assistive technologies (hardware and software) are available to students with identified needs.

Infrastructure and Telecommunication

- *When evaluating your needs, consider:*
 - *the current technology infrastructure of each school in your district - explaining the type of data and video networking and Internet access that is available;*
 - *the effectiveness of the present infrastructure and telecommunication services that have been provided by the district; and*
 - *how E-Rate has allowed the district to improve or increase its technology infrastructure.*

The school has a direct connection to the Connecticut Education Network. The central backbone of the internal network operates at 1Gb Ethernet. All classroom and office spaces have multiple 100Mb Ethernet. All lab computers connect at 1 Gb. All classroom computers connect at 100Mb. 95% of the school has wireless access.

The District maintains an Email server, a Web Server, and File Servers to provide individual user accounts for students, faculty, staff, and administration. A firewall, web filter, and SPAM filter protect the connection to the Internet. Web filtering is granular by grade level. E-Rate has been used to offset telecommunications service fees.

To use internal tech support needs more efficiently and to move toward access for all, some services are being moved to hosted environments outside of the school.

Administrative Needs

- *When evaluating your needs, consider:*
 - *how do administrative (certified and non-certified) staff use technology, including accessing data for decision-making, student information system reporting, communication tools, information gathering, and record keeping; and*
 - *the professional development opportunities that are available to administrative staff.*

Currently: Administration in the School and District use technology for:

- communication and presentation,
- analyzing CMT scores from State data
- research,
- recordkeeping,
- basic student information and attendance data management
- emergency notification system
- disseminating information via the district website

Needs:

- student assessment data management for decision-making
- improve and expand student information data management

home – school communications

PLAN IMPLEMENTATION

LEA Technology Goals and Strategies

The LEA technology plan should be aligned to the State Plan and include the State Goals. The LEA may include any additional goals that apply to their technology plan.

Goal 1: Improve student academic achievement through the use of technology in elementary and secondary schools.

Goal 2: Ensure that all educators are proficient in the use and integration of technology and ongoing professional development activities are provided.

Goal 3: Ensure that all K-12 educational institutions have the capacity, infrastructure, staffing, and equipment to meet academic and business needs for effective and efficient operations.

Goal 4: Ensure that K-12 resources are available for all students, regardless of race, ethnicity, income, geographical location, or disability, so they can become technologically literate by the end of eighth grade and achieve their academic potential.

Goal 5: Develop a continuous process of evaluation and accountability for the use of educational technology as: a teaching and learning tool, a measurement and analysis tool for student achievement, and a fiscal management tool.

Goal 6: Develop a schema of current and future financing requirements to support the LEA's Technology Plan.

Goal 7: Develop a telecommunications services plan that will support both instructional needs and administrative requirements.

Goal 1: Improve student academic achievement through the use of technology in elementary and secondary schools.

Your plan must:

- o describe how the LEA will ensure all students have educational opportunities to achieve academic success through proven strategies of researched-based successful practices;
- o describe how the LEA will address the National Educational Technology Standards for Students;
- o describe how the LEA will provide resources that reflect scientifically-based research and best practices focused on improving student achievement; and
- o describe how the LEA will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology. Include any plans to promote technology-based distance learning opportunities to meet the educational needs of those who have limited access to such courses and curricula due to geographical isolation or insufficient resources.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Promote communication and collaboration among all constituents of the Beecher Road School Learning Community through effective use of technology.	Increase parental involvement in the educational process through increased communication between school and home.	<ol style="list-style-type: none"> 1. Review survey results of parents, students, and faculty. 2. Analyze established systems and logs to determine usage. 3. Review the breadth and depth of services offered at all levels. 	Develop: 2009 – 2011 Ongoing: 2012
	Increase community involvement to support the educational process through the exchange of information between the school and community.		Develop: 2008 – 2010 Ongoing: 2011
	Encourage digital collaboration among students, classes, and faculty.		Develop: 2009 – 2011 Ongoing: 2012
	Engage students in collaborative knowledge building with peers around the world.		Ongoing: 2009
	Evaluate and upgrade the telecommunications systems to reflect current needs and technologies.		Ongoing: 2009

Improve student learning and faculty efficacy through appropriate integration of digital technologies and resources throughout the curriculum.	Create personalized learning environments for all students.	<ol style="list-style-type: none"> 1. Collect reports and products of classroom-based projects and units of study. 2. Analyze established systems and logs to determine usage. 3. Review the breadth and depth of services offered at all levels. 	Develop: 2009 – 2012 Ongoing: 2013
	Develop critical thinking skill by engaging students in research and project planning and management. (NETS for Students 2007 #3)		Develop: 2009 – 2011 Ongoing: 2012
	Develop creative thinking and innovation through technology by encouraging students to apply existing knowledge to generate new ideas, products, or processes. (NETS for Students 2007 #1)		Ongoing: 2009
	Develop digital literacy skills to gather, evaluate, and use information. (NETS for Students 2007 #3)		Develop: 2006 – 2009 Ongoing: 2010
	Provide mobile access to digital tools and resources for all faculty.		Develop: 2007 – 2011 Ongoing: 2012
	Provide interactive instructional systems (SMART Boards and other tools) in all instructional settings as appropriate.		
Develop responsible global-minded digital citizens.	Practice safe, legal, and responsible use of information and technology. (NETS for Students 2007 #5)	<ol style="list-style-type: none"> 1. Review lessons and presentations related to safety, ethics, and responsible use. 2. Analyze established systems and logs to determine usage. 3. Review the breadth and depth of services offered at all levels. 	Ongoing: 2009
	Interact, collaborate, and publish with peers and others in digital environments. (NETS for Students 2007 #2)		Develop: 2009 – 2011 Ongoing: 2012
	Develop cultural understanding and global awareness by engaging with learners of other cultures. (NETS for Students 2007 #2)		Develop: 2007 – 2010 Ongoing: 2011
	Develop student understanding of technology concepts, systems, and operations. (NETS for Students 2007 #6)		

Goal 2: Ensure that all educators are proficient in the use and integration of technology and ongoing professional development activities are provided.

Your plan must:

- describe how the LEA will provide all teachers, (including library-media specialists, bilingual and ESL teachers, special and alternative education teachers) non-instructional staff, principals and administrators, incentives to become technologically competent;
- describe how the LEA will monitor staff technological literacy. Indicate how the LEAs monitoring of technological literacy impacts professional development;
- describe how the LEA will provide specific research-based professional development opportunities to all staff; and
- describe how the LEA will provide specific professional development opportunities to all staff that demonstrates the research connecting student achievement and the use of technology.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Engage faculty, staff, and administration in professional growth to continuously improve their professional use of digital tools and resources to improve learning.	Continue development of the Tech Academy to provide: <ul style="list-style-type: none"> • Ongoing workshops • Mentoring • Peer coaching • Introduction to new technologies • User groups to support new technologies • Training in the use of technology to improve student achievement. 	<ol style="list-style-type: none"> 1. Meet with teachers to review NETS for Teachers performance indicators. 2. Review Tech Academy workshop session evaluations. 3. Review faculty professional development records. 4. Review the services offered to all faculty and staff. 	Develop: 2008 – 2010 Ongoing: 2011
	Engage teachers in regular self-evaluation of their technology competency using NETS for Teacher 2008 Performance Indicators.		
	Maintain a database of teacher participation in technology professional development activity.		
Improve student learning and faculty efficacy through appropriate integration of digital technologies and resources throughout the curriculum.	Provide mobile computers and access to digital tools and resources for all faculty.	<ol style="list-style-type: none"> 1. Meet regularly with faculty to review use of mobile computers and interactive instructional systems. 2. Provide a digital library for collecting sample materials developed. Review the materials. 	Develop: 2006 – 2011 Ongoing: 2011
	Provide interactive instructional systems (SMART Boards and other tools) in all instructional settings as appropriate.		
Provide research-based professional development for all faculty to improve student achievement through the effective use of technology.	Engage faculty and staff in research-based training provided by the technology leadership and the assistive tech teams through the Tech Academy and mentoring. Provide training for the technology leadership teams through attendance at regional and national technology conferences and workshops.	<ol style="list-style-type: none"> 1. Review Tech Academy workshop session evaluations. 2. Review faculty professional development records. 3. Review the services offered to all faculty and staff. 	Ongoing: 2009

Goal 3: Ensure that K-12 educational institutions have the capacity, infrastructure, staffing and equipment to meet academic and business needs for effective and efficient operations.

Your plan must:

- o describe how the LEA will ensure that all facilities meet minimum standards of technology infrastructure and provide connectivity to the Connecticut Education Network (CEN);
- o describe how the LEA will ensure continued maintenance and support of existing infrastructure and end user technology; and
- o describe the specific provisions the LEA intends to make for the interoperability of the technologies. (Interoperability is the capability of the technology to be acquired to function compatibly with technologies that exist or will be acquired in the near future at the local and state level.)

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Ensure access to digital technologies through routine maintenance, replacement, and improvement of infrastructure, hardware, and systems that support the educational program.	Maintain and upgrade the current infrastructure, servers, switches, and routers.	1. Review system logs. 2. Review maintenance records. 3. Review system specifications and requirements for compatibility and scope.	Ongoing: 2009
Continue to provide the infrastructure necessary to maintain connectivity to the CEN.	Maintain an infrastructure that supports connectivity to the Connecticut Education Network (CEN). Develop long-range plan for upgrading the classroom network from the current 100 / 1000 MB system. Adjust infrastructure improvement plans as needed to address new initiatives.		Ongoing: 2009
Continue implementation of Integrated Data Architecture Plan to ensure future interoperability of all systems.	Review all internal data systems and develop upgrade plans to extend systems interoperability.		Ongoing: 2009
Continue to provide the Technical Support Staff, Technology Integration Specialists, and service contracts necessary to continue efficient operations and effective use of technology for academic and business needs.	Provide certified and non-certified technology integration personnel to meet the educational needs of all student.		Ongoing: 2009
	Review the technical support needs of the district for current and planned uses of technology. Develop plans for improving technical support to meet these needs.		2009 – 2010 Ongoing: 2010
Provide for effective fiscal management through the use of technology.	Review all fiscal management systems and develop continual upgrade program.		Ongoing: 2009
	Develop plan for training of staff in use of fiscal management systems.		

Goal 4: Ensure that K-12 resources are available for all students, regardless of race, ethnicity, income, geographical location or disability, so they can become technologically literate by the end of eighth grade and achieve their academic potential.

Your plan must:

- describe how the LEA will ensure that students with special needs will have those needs addressed through technology;
- describe how the LEA will encourage innovative practices to support equity and reduce performance gaps based on race, national origin, sex and physical or mental disability;
- describe how the LEA will ensure that all students will become technologically literate by the end of eighth grade and how the LEA will ensure that all students maintain or increase their technology literacy and improve their academic achievement; and
- describe how the LEA will ensure equal access to all students, teachers, staff and administrators.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Provide technologies to assist in meeting the needs of all students.	Develop a unified method of providing digital alternatives to access text.	<ol style="list-style-type: none"> 1. Technology Specialists to meet regularly with teachers to monitor progress. 2. Analyze established systems and logs to determine usage. 3. Review the breadth and depth of services offered at all levels. 4. Report results to Technology Committee annually for evaluation. 	Develop: 2008 – 2010 Ongoing: 2011
	Make digital tools available for all students to be able to express themselves.		
	Encourage students to utilize digital alternatives to text.		
Develop access for all members of the Beecher Road School Learning Community to digital applications and resources.	Make digital resources available to students and others both in and outside of the school.		
	Research and implement web-based applications for collaborative use by students and faculty to expand accessibility to a digital work environment.		
	Provide digital access to textbooks and other resources as a regular part of resource replacement procedures.		
Innovative practices will continue to be used to encourage all children reach their potential.	Encourage faculty and administration to seek innovative technology solutions for meeting student needs.		
	Continue to provide on-going funding to meet assistive technology needs.		
Provide access to applications to reduce performance gaps for all students.	Continue to make applications available that address specific language and mathematical skill development.		Ongoing: 2009
Provide equal access to technology for all students, faculty, staff, and administrators.	Continue to make technology accessible to all within the school.		Ongoing: 2009
	Create a study committee to develop plans for assuring equal access to technology for all students outside of school.		

Goal 5: Develop a continuous process of evaluation and accountability for the use of educational technology as a teaching and learning tool, a measurement and analysis tool for student achievement, and a fiscal management tool.

Your plan must:

- describe how the LEA will evaluate and make changes to this plan on a yearly basis;
- describe how the LEA will provide access for students to take on-line tests, when available;
- describe how the LEA will provide professional development to enable teachers and administrators to use data from the CMTs, CAPT and district- or classroom-based formative and summative assessments to improve instruction;
- describe how the LEA will create, maintain or improve electronic resources to ensure administrative needs are addressed and solutions developed; and
- describe how the LEA will implement technology initiatives to improve student achievement.

<u>Objective</u>	<u>Strategy</u>	<u>Timeline</u>
Annually review and improve the Woodbridge School District Technology Plan.	Annually review and evaluate the progress of each initiative of this plan. Make recommendations for changes and improvements, and make budgetary recommendations.	Ongoing
Provide access for students to take online assessments.	Continue to provide access for students to take online tests provided by the state.	Ongoing
	Provide online access for students to use skill development applications that provide on-going assessment for use in school and at home.	
Support decision-making to improve instruction through the use of long-term and short-term analysis of student assessment data.	Continue the development of systems that support faculty in the collection, management and analysis of data that informs instruction.	Ongoing
	Continue to provide faculty with mobile computer to facilitate the collection, management, and analysis of data.	
	Provide faculty with training to improve data collection, management, and analysis techniques.	
Provide efficient methods for managing financial matters and for replacing paper systems with digital systems.	Provide support for centralized accounting systems.	Ongoing
	Expand and develop digital systems for purchasing, maintenance, technical help services, and facilities scheduling.	
	Provide support for further development and expansion of the student information system.	
Improve student learning through the effective use of technology.	See objectives under goals 1 and 4.	Ongoing

Goal 6: Develop a schema of current and future financing requirements to support the LEA’s Technology Plan.

Your plan must:

- describe how the LEA will meet current and future funding requirements to support plan implementation;
- describe how the LEA will develop policies and procedures related to maintenance of hardware, software, infrastructure and security; and
- describe how the LEA will meet current and future funding requirements to keep the technology updated.

<u>Objective</u>	<u>Strategy</u>	<u>Accountability Measure</u>	<u>Timeline</u>
Annually review policies related to technology.	Review and enhance policies that establish routine replacement purchasing and procedures for technologies and infrastructure.		Ongoing
	Review and enhance policies that address technology usage by students and all school personnel.		
	Develop policies and guidelines to address constantly changing methods of communication and social networking.		
Provide on-going funding to support the technology necessary to meet district educational goals.	Develop annual technology requirements for the district operating budget.		
	Develop long-term hardware purchases and infrastructure improvements for the town capital budget.		
	Seek alternative methods of funding the technology needs.		

Goal 7: Develop a telecommunications services plan that will support both instructional needs and administrative requirements.

If your entity does not receive any NCLB related funding (Title 1-5) and is only applying for E-Rate reimbursement, then you must include items B-F. Public schools and those entities that do receive NCLB related funding only need to include items A-C.

To qualify for participation in the E-Rate Program the plan must include:

- A. an assessment of the telecommunications services that will be needed to improve education;*
- B. clear goals and a realistic strategy for using telecommunications and information technology to improve education;*
- C. a sufficient budget to acquire and support the non-discounted elements of the plan (e.g. the hardware, software, professional development and other services that will be needed to implement the strategy);*
- D. an evaluation process that enables the school to monitor progress toward the specific goals (of the eligible entity) and make mid-course corrections in response to new developments and opportunities as they arise;*
- E. a professional development strategy to ensure that staff know how to use these new technologies to improve education; and*
- F. an assessment of the telecommunications services, hardware, software and other services that will be needed to improve education.*

Telecommunications services are at the heart of this entire plan. All aspects of providing the necessary services are embedded in the Woodbridge School District Technology Plan.

1) Data Architecture and Data Management

A data architecture and Data Management plan has been set in place during the past three years. This plan defines the structure for all data systems used by the District. This structure forms the core requirement for the selection of all data management systems, therefore allowing ease of integration of all systems.

2) Communications (Home / School / Community)

A centralized web based system that facilitates the diverse, interactive needs of the Beecher Road School Learning Community is in progress. This system tailors a personalized, end-user interface to:

- Improve communications at all levels
- Provide better access to information for all stakeholders
- Develop a centralized system for academics and learning
- Lower the total cost of ownership
- Implement a system that has low maintenance costs

3) Curriculum Resources (Instructional Website, Online Subscriptions, Curriculum Software)

The District provides appropriate software and Internet resources to support all areas of the curriculum. Access to the best online resources available for improving instruction and student performance is a regular part of the District technology budget. Resources are reviewed by the Library Media Technology Team regularly. Access is provided through the Connecticut Education Network.

4) Core Curriculum Centers

In order to fully integrate technology into all areas of the curriculum, to actively involve students from all grade levels in the effective use of technology, and to take advantage of advances in technology and research-based best practices, the district will continue to provide centers for leadership in information and technology.

5) Professional Development

In order to fully integrate technology into teaching and learning, faculty, administrative and staff members must have continuous access to technology and the skills and knowledge necessary to utilize the technology effectively to assess student performance, to analyze student progress, and to determine student needs. Therefore, the District will empower all members of the faculty and staff to effectively use technological tools by providing each with an iBook (mobile computer) for professional use and by providing regular on-going professional development in Technology to meet their individualized needs.

6) Infrastructure and Hardware Replacement Plan

The district operates with an organized replacement and budgeting strategy for network infrastructure, switches, routers, servers and related hardware and software, workstation hardware and all end-user equipment and software.

7) Global Access

The District provides protected and efficient access to all network and Internet services for all Beecher Road School users.

8) Technology Committee

The District Technology Committee reviews the Technology plan and emerging technologies regularly, making recommendations to the Superintendent for future development and budget.

9) Improve Education by Using Telecommunications and Information Technologies

Improve student learning and faculty efficacy through appropriate integration of digital technologies and resources throughout the curriculum.

- Create personalized learning environments for all students accessible via the Internet.
- Provide access to digital resources for all students. Make access to resources available from school and home.
- Provide mobile access to digital tools and resources for all faculty.
- Provide interactive instructional systems (SMART Boards and other tools) in all instructional settings as appropriate with full access to online resources.

10) Support

Continue support dedicated to online access, filtering, online subscription services, online textbooks, and online applications. Continue to provide and upgrade all necessary network hardware and software to maintain network services. Continue on-going professional development to assure on-going access to information services.

- o Full OC3 Internet connection is provided by Connecticut Education Network.
- o Internet service is available in every classroom and office with a minimum network speed of 100Mbps.
- o Telephone services are available in every office and classroom.
- o Access to online subscription services (curriculum-related resources) is available for in-school and at-home use.
- o Access to student information systems, library management systems, special education management systems, school scheduling services, and other services are available through secure Internet access.

Objectives/Activities/Strategies	Monitoring and Evaluation Procedure
<p>2009-10 To meet the ten objectives above:</p> <ol style="list-style-type: none"> 1. Annually review infrastructure and communications systems 2. Annually develop implementation plan for improvements 3. Annually budget for improvements 4. Annually apply for E-rate funds and other funding 5. Annually implement previously designed improvements 	<ol style="list-style-type: none"> 1. July 2009 – Implement improvements developed for 2009 – 2010 school year 2. June 2009 - Annual evaluation of infrastructure and systems by ACES Tech Support. 3. September 2009 – Recommendations for 2010 – 2011 school year to Tech Committee 4. October 2009 – Budget proposal by Technology Coordinator to Superintendent of Schools 5. January 2010 – Apply for E-rate funds 6. May 2010 – Budget approval
<p>2010-11 To meet the ten objectives above:</p> <ol style="list-style-type: none"> 1. Annually review infrastructure and communications systems 2. Annually develop implementation plan for improvements 3. Annually budget for improvements 4. Annually apply for E-rate funds and other funding 5. Annually implement previously designed improvements 	<ol style="list-style-type: none"> 1. July 2010 – Implement improvements developed for 2010 – 2011 school year 2. June 2010 - Annual evaluation of infrastructure and systems by ACES Tech Support. 3. September 2010 – Recommendations for 2011 – 2012 school year to Tech Committee 4. October 2010 – Budget proposal by Technology Coordinator to Superintendent of Schools 5. January 2011 – Apply for E-rate funds 6. May 2011 – Budget approval
<p>2011-12 To meet the ten objectives above:</p> <ol style="list-style-type: none"> 1. Annually review infrastructure and communications systems 2. Annually develop implementation plan for improvements 3. Annually budget for improvements 4. Annually apply for E-rate funds and other funding 5. Annually implement previously designed improvements 	<ol style="list-style-type: none"> 1. July 2011 – Implement improvements developed for 2011 – 2012 school year 2. June 2011 - Annual evaluation of infrastructure and systems by ACES Tech Support. 3. September 2011 – Recommendations for 2012 – 2013 school year to Tech Committee 4. October 2011 – Budget proposal by Technology Coordinator to Superintendent of Schools 5. January 2012 – Apply for E-rate funds 6. May 2012 – Budget approval

Goal 8 : Additional LEA Goals (Optional)

- 1) Promote communication and collaboration among all constituents of the Beecher Road School Learning Community through effective use of technology.
 - Increase parental involvement in the educational process through increased communication between school and home.
 - Increase community involvement to support the educational process through the exchange of information between the school and community.
 - Encourage digital collaboration among students, classes, and faculty.
 - Engage students in collaborative knowledge building with peers around the world.
 - Evaluate and upgrade the telecommunications systems to reflect current needs and technologies.
- 2) Develop access for all for members of the Beecher Road School Learning Community to digital applications and resources.
 - Make digital resources available to students and others both in and outside of the school.
 - Research and implement web-based applications for collaborative use by students and faculty to expand accessibility to a digital work environment.
 - Provide educational opportunities for parents and community members.
- 3) Create a learning environment for students to:
 - Practice safe, legal, and responsible use of information and technology.
 - Interact, collaborate, and publish with peers and others in digital environments.
 - Develop cultural understanding and global awareness by engaging with learners of other cultures.
- 4) Improve student learning and faculty efficacy through appropriate integration of digital technologies and resources throughout the curriculum.
 - Create personalized learning environments for all students.
 - Develop creative thinking and innovation through technology by encouraging students to apply existing knowledge to generate new ideas, products, or processes.
 - Develop digital literacy skills to gather, evaluate, and use information.
 - Provide mobile access to digital tools and resources for all faculty.
 - Provide interactive instructional systems (SMART Boards and other tools) in all instructional settings as appropriate.
- 5) Provide technologies to assist in meeting the needs of all students.
 - Develop a unified method of providing digital alternatives to access text.
 - Make tools available for all students to be able to express themselves.
 - Encourage students to utilize alternatives to text.
- 6) Engage faculty, staff, and administration in professional growth to continuously improve their professional use of digital tools and resources to improve learning.
 - Continue development of the Tech Academy to provide:
 - Ongoing workshops
 - Mentoring
 - Peer coaching
 - Introduction to new technologies
 - User groups to support new technologies

Technology Funding Sources and Costs

ANNUAL BUDGET SUMMARY

YEAR 2009 - 2010

NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED

- List the professional development and technologies to be acquired during each year of the agency's plan.
- Note: At least 25 percent of the funds allocated to an LEA through the *Title II-D ED Tech Program* must be allocated for professional development activities. (*Assume that Title II D funding [or its replacement] will remain flat.*)
- Estimate the cost of the professional development and technologies in the appropriate column(s) from which the agency intends to take the funds.
- Describe how your LEA coordinates or aligns the other federal, state, local funds with LEA consolidated plans and/or individual school's School Improvement Plans.

Acquired Technologies and Professional Development	Ed Tech Competitive/ Title II-D	Ed Tech Formula/ Title II-D	State Bond Funds	Capital	E-Rate	NCLB/other than Title II-D	District Operating Budget
General Technology Supplies							\$15,250
Software							\$22,900
Hardware				\$174,000			\$13,900
Repairs & Maintenance							\$6,800
Services							\$2,500
Online Resource Subscriptions							\$5,300
Professional Development		\$236					\$5,800
Telephone Services					\$2,400		\$14,100
Technology Support							\$90,000
TOTAL		\$236		\$174,000	\$2,400		\$176,550

Technology Funding Sources and Costs

ANNUAL BUDGET SUMMARY

YEAR 2010 - 2011

NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED

- List the professional development and technologies to be acquired during each year of the agency's plan.
- Note: At least 25 percent of the funds allocated to an LEA through the *Title II-D ED Tech Program* must be allocated for professional development activities. (Assume that *Title II D funding [or its replacement]* will remain flat.)
- Estimate the cost of the professional development and technologies in the appropriate column(s) from which the agency intends to take the funds.
- Describe how your LEA coordinates or aligns the other federal, state, local funds with LEA consolidated plans and/or individual school's School Improvement Plans.

Acquired Technologies and Professional Development	Ed Tech Competitive/ Title II-D	Ed Tech Formula/ Title II-D	State Bond Funds	Capital	E-Rate	NCLB/other than Title II-D	Other (Specify)
General Technology Supplies							\$15,250
Software							\$22,900
Hardware				\$174,000			\$13,900
Repairs & Maintenance							\$6,800
Services							\$2,500
Online Resource Subscriptions							\$5,300
Professional Development		\$236					\$5,800
Telephone Services					\$2,500		\$14,100
Technology Support							\$90,000
TOTAL		\$236		\$174,000	\$2,500		\$176,550

Technology Funding Sources and Costs

ANNUAL BUDGET SUMMARY

YEAR 2011 - 2012

NOTE: DUPLICATE THIS PAGE FOR EACH YEAR AS NEEDED

- List the professional development and technologies to be acquired during each year of the agency's plan.
- Note: At least 25 percent of the funds allocated to an LEA through the *Title II-D ED Tech Program* must be allocated for professional development activities. (*Assume that Title II D funding [or its replacement] will remain flat.*)
- Estimate the cost of the professional development and technologies in the appropriate column(s) from which the agency intends to take the funds.
- Describe how your LEA coordinates or aligns the other federal, state, local funds with LEA consolidated plans and/or individual school's School Improvement Plans.

Acquired Technologies and Professional Development	Ed Tech Competitive/ Title II-D	Ed Tech Formula/ Title II-D	State Bond Funds	Capital	E-Rate	NCLB/other than Title II-D	Other (Specify)
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Telephone Services					\$2,600		\$14,100
Technology Support							\$90,000
TOTAL		\$236		\$177,000	\$2,600		\$176,550

CHILDREN'S INTERNET PROTECTION ACT (CIPA) CERTIFICATION

Schools and libraries that plan on receiving E-Rate discounts on Internet access and/or internal connection services after July 1, 2002, must be in compliance with the CIPA. CIPA compliance means that schools and libraries are filtering their Internet services and have implemented formal Internet safety policies (also frequently known as Acceptable Use Policies). Information on the CIPA requirements is located at http://E-Ratecentral.com/CIPA/cipa_policy_primer.pdf.

I, Gaeton Stella, Superintendent of Schools, certify that one of the following conditions (as indicated below) exists in

Name of Superintendent/Director

Woodbridge School District
LEA

- My LEA/agency is E-Rate compliant; or
 My LEA/agency is not E-Rate compliant. (Check one additional box below):

X	Every "applicable school*" has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA**.
	Not all "applicable schools*" have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA**. However, the LEA has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.
	The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet, for elementary and secondary schools that do not receive E-Rate services under the Communications Act of 1934, as amended.

*An applicable school is an elementary or secondary school that does *not* receive E-Rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet.

** Codified at 20 U.S.C. § 6777. See also, <http://www.ed.gov/legislation/ESEA02/pg37.html>

Signature of Superintendent/Director

Date

APPENDIX A: Educational Technology Planning Toolkit

It is recommended that the following companion documents be utilized when developing local educational technology plans.

Educational Technology Planning	Site
CSDE Position Statement on Educational Technology	http://www.state.ct.us/sde/board/ed_technology.pdf
National Educational Technology Plan	http://www.nationaletechplan.org/default.asp
CT Educational Technology BLOG	http://cteducationaltechnology.blogspot.com/
CT Administrator Technology Standards	http://www.state.ct.us/sde/dtl/technology/CATSv2.pdf
CT Teacher Technology Competencies	http://www.state.ct.us/sde/dtl/technology/CTTCt.pdf
National Educational Technology Standards for Students	http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm
CT Education Network (CEN)	http://www.ct.gov/cen/site/default.asp
CT Commission for Educational Technology (CET)	http://www.ct.gov/ctedtech/site/default.asp?cenPNavCtr=#30930
<i>SETDA Toolkits</i>	http://www.setda.org/web/guest/toolkits
CAPSS Position Statements on E-Learning and Educational Technology	http://www.capss.org/statements
Partnership for 21 st . Century Skills	http://www.21stcenturyskills.org/
A Guide For Assessing Technology (<i>published in 2002 but still relevant</i>)	http://nces.ed.gov/pubs2003/2003313.pdf
<i>ICT Literacy Skill maps</i>	http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=31&Itemid=33
Interactive School Technology and Readiness Assessment	http://www.iste.org/inhouse/starchart/index.cfm?Section=STaRChart&CFID=1752780&CFTOKEN=91033516
ISTE's Center for Applied Research in Educational Technology	http://caret.iste.org/

APPENDIX B: Technology Plan Review Guide

Technology Plan Review Guide

Reviewer _____ LEA _____

	<i>Complete? (Y/N)</i>	<i>additional information required/comments</i>
LEA Profile		
Technology Committee		
Needs Assessment		
Goal 1		
Goal 2		
Goal 3		
Goal 4		
Goal 5		
Goal 6		
Goal 7		
Goal 8		
Technology Funding Sources		

I _____ verify that _____ has successfully completed all of the requirements as stated in the
 Signature of Reviewer Name of LEA

technology plan template.

APPENDIX C: This section is optional.

As a result of your district's 2006-09 technology plan, please describe, in no more than three pages, one or two initiatives that have added significant value to curriculum and/or instruction. If you are willing to share additional details of these initiatives with other districts (which may be made available on the web), please include the appropriate contact information.

MINUTES OF THE BOARD OF EDUCATION POLICY COMMITTEE
Thursday, June 16, 2011
District Office Conference Room
Beecher Road School South

CALL TO ORDER: Margaret Hamilton, Board member called the meeting to order at 6:00 PM.

IN ATTENDANCE: Ms. Margaret Hamilton, Board of Education Member; Mr. David Bernard, incoming Board member; Dr. Guy Stella, Superintendent and Marsha DeGennaro, Clerk of the Board.

The Committee commenced review of the 9000 Series (BOE By-Laws). Policies 9000 – 9310 were reviewed.

Minor language revisions were made to Policies 9122, 9123, 9222 and 9300. The committee agreed to add CABE recommended Policies 9124 and 9260 in their entirety.

As Ms. McCreven was not in attendance, and had recommended language revisions to Policies 9130, 9132, 9132.5 and 9272, it was agreed these would be deferred to the next meeting.

The committee recommended deletion of Policy 9212. It was also recommended that the current Policy 9271 be replaced in its entirety with the CABE suggested Policy.

It was agreed the committee would continue review of the 9000 Series on June 23 at 6:00 PM.

MEETING ADJOURNED: 7:10 PM

Recorded by Marsha DeGennaro

MINUTES OF THE BOARD OF EDUCATION POLICY COMMITTEE
Thursday, June 23, 2011
District Office Conference Room
Beecher Road School South

CALL TO ORDER: Sheila McCreven, Board Chair called the meeting to order at 6:15 PM.

IN ATTENDANCE: Ms. Margaret Hamilton, Ms. Sheila McCreven, Board of Education Members; Mr. David Bernard, incoming Board member; Dr. Guy Stella, Superintendent and Marsha DeGennaro, Clerk of the Board.

The Committee continued review of the 9000 Series (BOE By-Laws). Policies 9130, 9132, 9132.5 and 9272, deferred from the June 16 meeting, were reviewed as well as Policies 9311 through 9325.4.

Minor language revisions were made to Policies 9121, 9133, 9321, 9322 and 9325.1. The committee agreed to add CABE recommended Policy 9325.3 (Rules of Order) in its entirety.

The committee recommended deletion of Policy 9272. It also recommended deletion of Policy 9271 and replacing it with CABE suggested policy 9271 and replacing the current 9311 with CABE suggested version 9311.1a.

It was agreed the committee would continue review of the 9000 Series, commencing with Policy 9325.43, on July 7 at 6:00 PM. The committee will also begin review of the 0000 Series (Mission/Goals/Objectives) and will continue to meet throughout the summer.

MEETING ADJOURNED: 7:41 PM

Recorded by Marsha DeGennaro

MINUTES OF THE BOARD OF EDUCATION POLICY COMMITTEE
Thursday, July 7, 2011
District Office Conference Room
Beecher Road School South

CALL TO ORDER: Sheila McCreven, Board Chair called the meeting to order at 6:05 PM.

IN ATTENDANCE: Ms. Margaret Hamilton, Ms. Sheila McCreven, Matthew Gilbride (6:20 PM) Board of Education Members; Ms. Rachel Kinsdseth, PTO; Dr. Guy Stella, Superintendent and Marsha DeGennaro, Clerk of the Board.

The Committee completed the review of the 9000 Series (BOE By-Laws). Policies 9325.43 through 9420 were reviewed. Minor language revisions were made to Policy 9327. The committee agreed to add CBE recommended Policies 9325.43 (Attendance of Meetings via Electronic Communication) and 9326 (Minutes/Taping/Broadcasting) in their entirety.

It was agreed the committee would review the 9000 Series changes and begin review of the 0000 Series (Mission/Goals/Objectives) on July 21 at 6:00 PM.

MEETING ADJOURNED: 7:30 PM

Recorded by Marsha DeGennaro

MINUTES OF THE BOARD OF EDUCATION POLICY COMMITTEE
Thursday, July 21, 2011
District Office Conference Room
Beecher Road School South

CALL TO ORDER: Margaret Hamilton, Board Chair called the meeting to order at 6:35 PM.

IN ATTENDANCE: David Bernard, Matthew Gilbride, Margaret Hamilton, Sheila McCreven, Board of Education Members; Laurence Grotheer, Board of Selectmen Liaison; Ms. Rachel Kinsdseth, PTO; Dr. Guy Stella, Superintendent and Marsha DeGennaro, Clerk of the Board.

The Committee reviewed changes in the 9000 Series (BOE By-Laws) that would be submitted to CABE. Policy 9325.43 through 9420 were reviewed. Additional changes were made to Policy 9311. The committee reviewed the 0000 Series. Changes were made to Policies 0000 (Mission/Goals/Objectives), 0520 Comprehensive Improvement Plans/Schedules and 0521 (Nondiscrimination).

It was agreed the committee would review the 1000 Series changes on September 1 at 6:00 PM.

MEETING ADJOURNED: 8:22 PM

Recorded by Marsha DeGennaro

MINUTES OF THE BOARD OF EDUCATION POLICY COMMITTEE
Thursday, September 1, 2011
District Office Conference Room
Beecher Road School South

CALL TO ORDER: Margaret Hamilton, Board Chair called the meeting to order at 6:03 PM.

IN ATTENDANCE: David Bernard, Matthew Gilbride, Margaret Hamilton, Sheila McCreven, Board of Education Members; Dr. Guy Stella, Superintendent and Marsha DeGennaro, Clerk of the Board.

Ms. Hamilton announced that Mr. Bernard will be the new Committee Chair. Policy 9132 was reviewed and additional changes were made. The Committee drafted language for creation of 9132.2 (Policy Committee); 9132.3 (Curriculum); 9132.4 (Finance). The committee will consult with CABE to ascertain which policies require immediate review for compliance based on recent legislative changes.

It was agreed the committee would review the 1000 Series on September 20 at 6:00 PM. Additional meetings were scheduled for October 6 and 27 at 6:00 PM.

MEETING ADJOURNED: 8:12 PM

Recorded by Marsha DeGennaro

WOODBRIIDGE PUBLIC SCHOOLS

BYLAWS OF THE BOARD

SERIES 9000

	Bylaw Number	
0.	Role of Board and Members (Powers, Purposes, Duties).....	9000 B
A.	Limits of Authority.....	9010 B
B.	Public Statements	
(1)	Advocacy.....	9020.1 B
C.	Board-Related Responsibilities.....	9040 B
1.	Organization	
A.	Number of Members; Terms of Office.....	9110 B
B.	Officers and Auxiliary Personnel.....	9120 B
(1)	Chairperson.....	9121 B
(2)	Vice-Chairperson.....	9122 B
(3)	Secretary.....	9123 B
(4)	Recording Secretary/Clerk.....	9124 B
(5)	Auditor.....	9127 B
C.	Committees.....	9130 B
(1)	Committee of the Whole.....	9131 B
(2)	Standing Committee.....	9132 B
(3)	Facilities Committee.....	9132.5 B
(4)	Special/Advisory Committees.....	9133 B
2.	Members	
A.	Election	
(1)	Qualifications of Board Members.....	9210 B
(2)	Filling Vacancies.....	9221 B
(3)	Resignation/Removal from Office.....	9222 B
B.	New Board Member Orientation.....	9230 B
C.	Board Member Protection.....	9260 B
D.	Conflict of Interest.....	9270 B
(1)	Code of Ethics.....	9271 B
3.	Methods of Operation.....	9300 B
A.	Development, Distribution and Maintenance of Manual of Policies, Regulations, Bylaws	
(1)	Formulation, Adoption, Amendment of Policies.....	9311 B
(a)	Review of Board Policy.....	9311.1 B
(2)	Formulation, Adoption, Amendment of Bylaws.....	9312 B
(3)	Formulation, Adoption, Amendment of Administrative Regulations.....	9313 B
(4)	Suspension of Policies, Bylaws, Regulations.....	9314 B

WOODBRIIDGE PUBLIC SCHOOLS

BYLAWS OF THE BOARD

SERIES 9000

Bylaw Number

B.	Meetings		
(1)	Time, Place, Notification of Meetings	9321	B
(2)	Work Sessions.....	9321.1	B
(3)	Public and Executive Sessions	9322	B
(4)	Construction of the Agenda.....	9323	B
(5)	Meeting Conduct.....	9325	B
	(a) Quorum.....	9325.1	B
	(b) Consent Agenda.....	9325.21	B
	(c) Parliamentary Procedures.....	9325.3	B
	(d) Attendance via Electronic Communications	9325.43	B
(6)	Minutes/Taping/Broadcasting.....	9326	B
(7)	Electronic Mail Communications.....	9327	B

Existing bylaw, number 9000 adopted 12/15/08, appropriate as written.

Bylaws of the Board

Role of the Board and Member (Powers, Purposes, Duties)

The Woodbridge Board of Education is the governing body of the Woodbridge School District and derives its authority from, and exists under the Constitution and General Statutes of the State of Connecticut and the Charter of the Town of Woodbridge.

Legal Reference: Connecticut General Statutes

1-200 Definitions

10-186 Duties of local and regional boards of education

10-220 Duties of boards of education.

10-221 Boards of education to prescribe rules

10-240 Control of schools

10-241 Powers of school districts

Charter of the Town of Woodbridge

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing bylaw, number 9010 adopted 12/15/08, appropriate as written.

Bylaws of the Board

Limits of Authority

The nine member Woodbridge Board of Education is the unit of authority. A Board member has no individual authority. Individually, a Board member may not commit the district to any policy, act or expenditure. A Board member is prohibited from doing business with the Woodbridge School District, and from being employed for compensation by the Woodbridge School, nor shall the Board member have an interest in any contract with the Woodbridge School District. A Board member does not represent any factional segment of the community, but is rather a part of the body which represents and acts for the community as a whole.

No individual member of the Board, by virtue of holding office, shall exercise any administrative responsibility with respect to the schools, nor as an individual command the services of any school employee.

No members of the Board of Education shall be asked to perform any routine or clerical duties which may be assigned to an employee.

Legal Reference: Connecticut General Statutes

10-220 Duties of boards of education.

10-232 Restrictions on employment of members of the board of education.

Bylaw adopted by the Board:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

A new bylaw.

Bylaws of the Board

Public Statements

Advocacy

The Board of Education believes that advocacy is a critical part of its activity and an important responsibility of school Board members. Advocacy is engagement in the political process at local, state and national levels to influence the public policies that affect Boards of Education and school children.

Education advocacy requires the Board of Education to publicly state what is needed to achieve effective public education. It is a recognition that the Board of Education has an important message to deliver to all governmental levels, the media and community, that affect educational policy and power to influence outcomes.

Education must be a priority in local, state and national policy and actions. Advocacy is necessitated by the many laws mandated on the school district by the state and federal government as well as regulations promulgated by State and Federal Departments of Education.

School Board members, respected by legislators are powerful advocates, with the responsibility to explain to legislators, the local impact of state and federal policy decisions. Local school Board members must help the Connecticut Association of Boards of Education deliver its message to legislators.

In fulfilling its advocacy responsibilities, the Board of Education will cooperate with parent groups, other educators, special interest groups, business and service organizations other school Boards, CABE, and community members to achieve favorable legislation on education issues. Coalition building is critical to effective advocacy.

The Board of Education will develop a plan to fulfill its advocacy responsibilities.

Bylaws of the Board

Public Statements

Advocacy (continued)

To fulfill its advocacy role, the Board of Education will:

1. join a broad advocacy network, including CABA membership, at the state and national levels;
2. nominate, at the annual organizational meeting, a point person to be the conduit for information and action; with the power to write and contact legislators on behalf of the entire Board;
3. schedule time at Board meetings for a report on state and national advocacy issues;
4. recognize the Board of Education Chairperson, or his/her designee, as the press spokesperson for the Board of Education on state and national educational issues;
5. use varied available means of communication, such as newsletter, general media, public forums to publicize federal and state legislative policy issues being addressed by the Board;
6. agree, as a Board, in its lobbying effort on the particular issues and tactics, to be given priority;
7. cooperate, in a coalition with other Boards of Education, teachers parents, administrators, local elected officials, business and community leaders on agreed upon education lobbyist issues;
8. use media as an advocacy tool, meeting with the editorial board of newspapers serving the local area, writing letters to the editor and talking with reporters on educational legislative issues.

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing bylaw number 9040 adopted 12/13/08, appropriate as written.

Bylaws of the Board

Board-Related Responsibilities

The Board of Education shall:

1. Employ an able and qualified Superintendent of Schools.
2. Adopt policies to govern the operation of the school system.
3. Communicate the educational program to the people of the community.
4. Keep abreast of future educational needs of the Town as well as the present.
5. Adopt an annual budget.
6. Take such specific actions as are required by law.

Legal Reference: Connecticut General Statutes
10-186 Duties of local and regional boards of education.
10-220 Duties of boards of education.
10-221 Boards of education to prescribe rules.

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing bylaw, number 9110 adopted 6/13/09, appropriate as written.

Bylaws of the Board

Number of Members, Terms of Office, Election of Members

The Board of Education shall consist of nine members. Their terms of office shall be four years in length in accordance with the Woodbridge Town Charter and any other governing laws. Before entering upon their official duties, members of the Board of Education shall take the oath of office before the Town Clerk or their designee.

No more than five nor less than four members of the Board of Education shall be elected to each serve for a four year term at each regular town election.

The Board of Education shall elect from its members at the organizational meeting, a Chairperson, Vice-Chairperson and a Secretary. The organizational meeting shall be called to order by the current Board Chairperson who will preside until a Chairperson is elected. In the absence of the Chairperson, the Vice-Chairperson or Secretary in that order shall preside until a new Chairperson is elected. Election of officers shall be in writing and the vote of each member shall be made available for public inspection within forty-eight hours and recorded in the minutes of the meeting. If a Chairperson and/or Secretary are not chosen within one month, because of a tie vote of the members, Town Selectmen shall choose such officers from the Board membership.

(cf. 9321 – Time, Place, Notification of Meetings)

Legal Reference: Connecticut General Statutes

10-218 Officers. Meetings

Charter of the Town of Woodbridge Section 8-15(a)(b)

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing bylaw, number 9120 adopted 6/13/09, appropriate as written.

Bylaws of the Board

Officers

The officers of the Board of Education shall consist of the Chairperson, the Vice-Chairperson and the Secretary.

Legal Reference: Connecticut General Statutes

10-218 Officers. Meetings

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing bylaw, number 9121 with modifications.

Bylaws of the Board

Chairperson

A Chairperson of the Woodbridge Board of Education shall be elected by a majority of the members of the Board biannually at the July organizational meeting of the Board. There is no restriction on the number of terms a Board member may serve as Chairperson.

The Chairperson shall preside at all meetings of the Board, appoint committees, sign financial and other records of the Board, and perform such other duties as may be prescribed by law, State Department of Education regulations, or the action of the Board.

In carrying out these responsibilities, the Chairperson shall:

1. Sign the instruments, acts, and orders necessary to carry out state requirements and the will of the Board.
2. Consult with the Superintendent in the planning of the Board's agendas.
3. Confer with the Superintendent on crucial matters which may occur between Board meetings.
4. ~~Appoint Board committees, subject to Board approval.~~ **Appoint members to committees in accordance with Bylaws 9132 and 9133.**
5. Call special meetings of the Board as necessary.
6. Be public spokesperson for the Board at all times except as this responsibility is specifically delegated to others.
7. Be responsible for the orderly conduct of all Board meetings.

As presiding officer at all meetings of the Board, the Chairperson shall:

1. Call the meeting to order at the appointed time.
2. Announce the business to come before the Board in its proper order.
3. Enforce the Board's policies relating to the order of business and the conduct of the meetings.
4. Recognize persons who desire to speak, and protect the speaker who has the floor from disturbance or interference.
5. Explain what the effect of a motion would be if it is not clear to every member.
6. Restrict discussion to the question when a motion is before the Board.
7. Answer all parliamentary inquiries, referring questions of legality to the Board attorney.
8. Put motions to a vote, stating definitely and clearly the vote and result thereof.
9. Declare the meeting adjourned.

The Chairperson shall have the right, as other Board members have, to offer resolutions, discuss questions, and to vote.

The Chairperson of the Board may be removed as Chairperson by the affirmative vote of six (6) members taken at a duly constituted meeting for which the matter appeared as an agenda item.

Bylaws of the Board

Chairperson (continued)

(cf. 9121 - Bylaws of the Board of Education Officers)

(cf. 9132 – Standing Committees)

(cf. 9133 – Special Committees)

(cf. 9324 - Meeting Conduct and Parliamentary Procedure)

Legal Reference: Connecticut General Statutes
 10-218 Officers. Meetings.
 10-224 Duties of the Secretary.
 10-225 Salaries of Secretary and Attendance Officers.

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing bylaw, modified.

Bylaws of the Board

Vice-Chairperson

A Vice-Chairperson of the Woodbridge Board of Education shall be elected by a majority of the members of the Board bi-annually at the July organizational meeting of the Board. The Vice-Chairperson shall assume the duties of the Chairperson for the unexpired term in the event of a vacancy in that office and a new Vice-Chairperson shall be elected by a majority of all Board members to serve for the unexpired term.

In the absence or inability of the Chairperson, the Vice-Chairperson shall preside at Board meetings and shall perform such other duties of the Chairperson as necessary ~~due to the absence or inability of the Chairperson.~~

(cf. 9324 Meeting Conduct and Parliamentary Procedure)
 (cf. 9121 Chairperson)
~~(cf. 9321 Time, Place, Notification of Meetings)~~

Legal Reference: Connecticut General Statutes
 10-218 Officers. Meetings.
 10-224 Duties of the Secretary.
 10-225 Salaries of Secretary and Attendance Officers.

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing bylaw, number 9123 adopted 1/17/06, appropriate as written.

Bylaws of the Board

Secretary of the Board

A Secretary of the Board of Education shall be selected by a majority of the members of the Board bi-annually at the July organizational meeting of the Board.

In the absence of the Clerk of the Board, the Secretary shall record and maintain a record of all meetings and proceedings of the Board.

In the absence of the Chairperson and the Vice-Chairperson, the Secretary is authorized to release checks for payment of Board of Education accounts.

(cf. 9324 - Meeting Conduct and Parliamentary Procedure)

(cf. 9121 - Bylaws of the Board of Education Officers)

Legal Reference: Connecticut General Statutes
 10-218 Officers. Meetings.
 10-224 Duties of the Secretary.
 10-225 Salaries of Secretary and Attendance Officers.

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

A new bylaw.

Bylaws of the Board

Clerk of the Board

The Woodbridge Board of Education shall be staffed by an individual who will serve as Clerk of the Board.

The Clerk of the Board shall be responsible for accurate records of the proceedings of the Board; and for the preservation of reports of committees and communications addressed to the Board; reports of the Chairperson and reports of the Superintendent.

Legal Reference: Connecticut General Statutes

10-218 Officers.

10-224 Duties of secretary.

10-225 Salaries of secretary and attendance officers.

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

A new bylaw.

Bylaws of the Board

Auditor

The Board shall appoint an Auditor at its regular June meeting for the ensuing year.

The duties of the independent auditor shall be as follows:

1. To examine the balance sheet of the district as at the close of its fiscal year and the related statements of transactions in the various funds for the fiscal year then ended.
2. To conduct such examination in accordance with generally accepted auditing standards and to include such tests of the accounting records and such other auditing procedures as are necessary in the circumstances.
3. To render an opinion on the financial statements prepared at the close of the fiscal year.
4. To prepare such financial statements for publication as may be required by law.
5. To make such recommendations to the Board concerning its accounting records, procedures, and related activities as may appear necessary or desirable.
6. To perform such other related services as may be requested by the Board of Education.
7. To submit an annual auditor's report to the Chairman of the Board, the Treasurer and Superintendent of Schools. A copy of the annual auditor's report shall be filed with the Town Treasurer of _____.

(name the towns in the regional school district)

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing bylaw, number 9131 reised.

Bylaws of the Board

Committee of the Whole

The Woodbridge Board of Education shall ~~act as a committee of the whole in final consideration of all matters. No member or committee has authority to act as an individual or group on behalf of the Board unless specifically directed to do so by the Board as a whole.~~ conduct its Curriculum Committee as a Committee of the Whole.

Legal Reference: Connecticut General Statutes
 10-218 Officers. Meetings.
 10-224 Duties of the Secretary.
 10-225 Salaries of Secretary and Attendance Officers.

Bylaw adopted by the Board:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Bylaws of the Board

Standing Committees

The following shall be the standing committees of the Woodbridge Board of Education. The Chairperson shall appoint at least three Board members to each committee and may revise committee appointments at any time. The Chairperson shall be an ex-officio member of each committee. **Each of the following may designate one individual per committee to represent their respective organization at committee meetings: the Superintendent and/or his/her designee(s), the Board of Selectmen, the Board of Finance, the Woodbridge Education Association and the Beecher Road School PTO.** ~~may each designate one individual per committee to represent their respective organization at committee meetings. The Superintendent is a member of each committee and may appoint up to two additional administrators/ supervisors to serve on each committee.~~

Policy decisions of the committees are non-binding, only the Woodbridge Board of Education may determine policy.

All committees of the Woodbridge Board of Education shall follow the provisions of the Freedom of Information Act as required by statute.

The standing committees:

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

Legal Reference

Connecticut General Statutes

1-200 through 1-241 of the Freedom of Information Act

1-200 Definitions

1-226 Meetings of Government Agencies to be Public

10-220 Duties of Boards of Education

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

Bylaws of the Board

Standing Committees

Policy Committee

A Policy Committee shall be a standing committee of the Woodbridge Board of Education with membership appointed in adherence with Board Policy 9132.

The Policy Committee shall meet as needed to consider matters pertaining to the creation, deletion, revision or interpretation of Board policies and bylaws and make recommendations for action to the Woodbridge Board of Education as necessary.

(cf. 9132 Standing Committees)

Adopted by the Board:

Bylaws of the Board**Standing Committees****Curriculum Committee**

Unless otherwise specified by action of the Board, The Woodbridge Board of Education shall operate as a Committee-of-the-Whole in consideration of all matters pertaining the review and approval of curriculum for the district. Curriculum, of the Woodbridge School District, guides the teaching/learning process by defining what is to be learned, how it is to be learned and how the students' understanding of the content will be assessed. The Woodbridge Board of Education will ensure that the district has a planned and systematic process to develop and review curriculum in order to maintain programs consistent with quality standards.

Curriculum recommendations will be presented by the Superintendent to the Woodbridge Board of Education, which acts as a Curriculum Committee-of-the-Whole. The Woodbridge Board of Education recognizes its obligation to oversee the curriculum development/revision process and acknowledges its statutory responsibility to recommend, develop, revise and approve all curriculums for the school district. The Board will also review and take formal action on modifications which represent a significant change in the direction for a given program or subject area, which will have an impact on the continuity or coordination of another program or subject area; which will require a substantial increase in resources, either immediately or in foreseeable future; or which will have high visibility and interest in the public eye.

Responsibility for the specific content, sequence and organization framework of the curriculum shall rest with the Superintendent and/or his/her designee(s).

(cf. 9132 Standing Committees)

Adopted by the Board:

Bylaws of the Board

Standing Committees

Finance Committee

A Finance Committee shall be a standing committee of the Woodbridge Board of Education with membership appointed in adherence with Board Policy 9132. The Finance Committee shall meet as needed to monitor, review and make recommendations to the full Board regarding the fiscal status of the school district as well as the following items:

- **Requests for additions to the budget as identified by the Superintendent.**
- **Requests for line item transfers as identified by the Superintendent.**
- **Annual town audit reports.**

The Finance Committee will review, monitor, and make recommendations to the full Board on any other issues that arise relating to the finances of the district.

A new bylaw.

Bylaws of the Board

Special Committees/Advisory Committees

The Chairperson of the Woodbridge Board of Education shall create and assign membership to the Ad Hoc committees as shall be deemed necessary or advisable by the Board of Education, and the Chairperson shall be, *ex officio*, a member of each committee. The duties of the committee shall be outlined at the time of appointment, and the committee shall be considered dissolved when its final report has been made to the Board of Education. Such final report shall be given to the Board within one (1) year of creation.

All committees of the Board of Education shall follow the provisions of the Freedom of Information Act as required by statute.

In contrast to standing committees, Ad hoc committees are created to perform a specific task. Ad Hoc committees may include administrators, staff, parents, students and/or community representatives as well as Board members. When it has made its final report or recommendation to the Board, the Ad Hoc ceases to exist.

(cf. 9130 – Committees)

(cf. 9131 – Committee of the Whole)

(cf. 9132 – Standing Committees)

Legal Reference: Connecticut General Statutes

1-200 through 1-241 of the Freedom of Information Act.

1-200 Definitions.

1-226 Meetings of government agencies to be public.

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing bylaw, number 9210 adopted 11/21/05, appropriate as written.

Bylaws of the Board

Qualifications of Board Members

A member of the Board of Education must be a resident of Woodbridge. No member of the Board of Education may be employed by the Woodbridge School District.

(cf. 9324 - Meeting Conduct and Parliamentary Procedure)

(cf. 9121 - Bylaws of the Board of Education Officers)

Legal Reference: Connecticut General Statutes
 10-218 Officers. Meetings.
 10-224 Duties of the Secretary.
 10-225 Salaries of Secretary and Attendance Officers.

Bylaw adopted by the Board:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing bylaw number 9222 adopted 6/15/09, modified.

Bylaws of the Board

Resignation/Removal From Office/Censure

A prospective Board member should realize that there is a great deal of investment in time, effort and dedication expected of each member of the Board. Before he/she seeks an appointment, this should be made clear to the candidate and that it is expected that he/she will serve a full four-year term of office.

However, if for reasons of health, change in domicile, or any other compelling reason a member does decide to terminate service, the Board requests earliest possible notification of intent to resign so that the Board may plan appropriately for this exigency.

Whenever a member of the Board of Education shall cease to be a bona fide resident of the Town of Woodbridge, membership in the Board shall immediately cease. Any member who fails to attend three consecutive meetings of the Board without good cause may be removed by ~~it~~ **a two-thirds vote of the membership of the whole Board.**

A Chairperson or Vice-Chairperson of the Board of Education may be removed from their position as Chairperson/Vice-Chairperson by the affirmative vote of six (6) members of the Board, and in case the office of the Chairperson or Vice-Chairperson shall become vacant the Board shall, within 30 days thereafter, fill the vacancy for the unexpired term.

The Board may vote to censure or reprimand a member by a two-thirds vote of the membership of the whole Board.

(cf. 9324 - Meeting Conduct and Parliamentary Procedure)

(cf. 9120 - Officers of the Board)

(cf. 9121 - Chairperson)

(cf. 9122 - Vice-Chairperson)

Legal Reference: Connecticut General Statutes
 7-103 Resignation of Municipal Officers

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing bylaw number 9320 adopted 12/19/05, appropriate as written.

Bylaws of the Board

Orientation of Board Members

The Board of Education and the administrative staff shall assist each new member-elect to understand the Board of Education's functions, policies and procedures and operation of the school system before the member takes office. The following methods shall be employed:

1. The incoming member shall be given selected material on the function of the Board of Education and the school system.
2. The incoming member shall be invited to attend Board meetings and to participate in its discussions.
3. The incoming member shall be invited to meet with the Superintendent and other administrative personnel to discuss their duties and responsibilities, and continuing Board members shall be notified and invited to such meetings.
4. Immediately following the election, incoming members shall be provided with a copy of the Board's policies and bylaws, administrative regulations and copies of pertinent materials developed by the Connecticut Association of Boards of Education.
5. The incoming member may attend, at district expense, workshops for newly elected members as approved by the Board of Education.

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

A new bylaw.

Bylaws of the Board

Board Member Protection

The Woodbridge School District shall maintain adequate insurance to protect the district and its Board of Education against loss because of fire, damage to school property, loss to other property, or general liability resulting as a responsibility of the school district, and save harmless its Board and staff while acting in behalf of the school district.

Legal Reference: Connecticut General Statutes

10-235 Indemnification of teachers, board members and employees in damage suits; expenses of litigation.

10-236 Liability insurance.

10-236a Indemnification of educational personnel assaulted in the line of duty.

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing bylaw, number 9120 adopted 6/13/09, appropriate as written.

Bylaws of the Board

Conflict of Interest

Board members shall comply with laws regarding conflict of interest and attempt to avoid situations which might have even the appearance of a conflict and avoid actions that might embarrass themselves or the Board. Two areas of Board operations must be approached with particular care to prevent any real or seeming conflict of interest - purchasing and personnel hiring. Therefore:

No member of the Board of Education or employee shall have any direct monetary interest in contracts with the school system nor shall he/she furnish directly any labor, equipment or supplies to the district. However, the district may contract with corporations or businesses in which a Board member is an employee. In such instances, the member must declare his/her association with the firm and refrain from debating or voting on any related votes.

No member of the Board of Education may be employed for compensation by the Woodbridge School District.

The following rules shall govern conflict of interest in the employment of staff and members of the Board of Education:

1. No spouse, including a domestic partner of a civil union, minor child or dependent of a Board of Education member shall be appointed to a full-time position in the Woodbridge School District.
2. Persons related otherwise by blood or marriage to a Board of Education member may be employed following full disclosure of the relationship by the Board of Education member in a public meeting and sufficient vote of appointment without counting the vote of the related Board of Education member.
3. A spouse or child of a Board of Education member may be employed for limited term or short-term employment on a competitive basis among persons who are eligible.

All members and employees of the Board of Education are prohibited from accepting gifts other than of minimal value as defined by current IRS regulations from any person(s) doing or planning to do business with the school system.

This policy should not be construed so as to prohibit an employee or member of the Board of Education who is a candidate for any office (including re-election to the Board of Education) from receiving campaign contributions that he/she would otherwise be legally entitled to accept.

Bylaws of the Board

Conflict of Interest

Legal Reference: Connecticut General Statutes
7-479 Conflict of Interest
10-156e Employees of Boards of Education Permitted to Serve as Elected Officials; Exception
10-225 Salaries of Secretary and Attendance Officers
10-232 Restrictions on Employment of Members of the Board of Education

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing bylaw, number 9271 adopted 12/19/05, with modification.

Bylaws of the Board

Code of Ethics for Board Members

The success of every school system depends on an effective working relationship between the Board of Education and Superintendent. This code incorporates those standards and responsibilities most critical to productive Board and Superintendent relations. Members of the Board of Education subscribe to the “Standards of Leadership for Members of Boards of Education” recommended by the Connecticut Association of Boards of Education Board of Directors, as follows:

1. I will be a staunch advocate of high quality free public education for all Connecticut children. In fulfilling my responsibilities, I will think of “children first”.
2. I will, as an agent of the state, uphold and enforce all laws, rules, regulations and court orders pertaining to public schools. I will strive to bring any needed change only through legal and ethical procedures.
3. I will strive to help create public schools which meet the individual educational needs of all children regardless of their ability, race, creed, sex, physical condition or social standing.
4. I will work unremittingly to help my community understand the importance of proper support for public education.
5. I will recognize the need for fiscal responsibility in the decision-making process especially as it relates to cost/benefit considerations.
6. I will join with my Board, staff, community and students in becoming fully informed about the nature, value and direction of contemporary education in our society. I will support needed change in our schools.
7. I will strive to serve as a communications link between the community and our schools to ensure that the community is fully and accurately informed about our schools, and that the school staff understands the aspirations and desires of the community.
8. I will recognize that my responsibility is not to “run the schools” through administration, but together with my fellow Board members to see that they are well-run through effective policies.
9. I will confine my Board action to policy-making, planning and appraisal, and will help to frame policies and plans only after my Board has consulted those who will be affected by its actions.
10. I will arrive at conclusions only after discussing all aspects of the issue at an open meeting. I will respect the opinions of others, and abide by the principle of majority-rule.
11. I will recognize that authority rests only with the whole Board assembled in meeting, and will make no personal promises nor take any private action which may compromise the Board.

Bylaws of the Board

Code of Ethics for Board Members (continued)

12. I will acknowledge that the Board represents the entire school community, and will refuse to surrender my independent judgment to special interests or partisan political groups. I will never use my position on the Board for personal gain or for friends.
13. I will hold confidential all matters pertaining to schools which, if disclosed, might needlessly injure individuals or the schools.
14. I will insist that all school business transactions be open and ethical.
15. I will strive to appoint the best professional leader available when a vacancy exists in the chief administrative position.
16. I will strive to appoint the best trained professional personnel available, upon recommendation by the appropriate administrative officer.
17. I will support and protect school personnel in the proper performance of their duties. I will strive to ensure that all personnel have not only the requisite responsibilities, but the necessary authority to perform effectively.
18. I will refer all complaints through the proper "chain of command" within the system, and will act on such complaints at public meetings only when administrative solutions fail.
19. The Board as a whole shall request data and/or reports from district personnel not as an individual.

Reference: "Connecticut Code of Ethics for Boards of Education" printed in Responsibilities of Board of Education Membership (revised June, 1989)

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing bylaw number 9300 adopted 12/19/05, modified.

Bylaws of the Board

Methods of Operation

The Woodbridge Board of Education shall concern itself only with broad questions of policy and not with administrative details. The Board shall rely upon the Superintendent to recommend policies for adoption and to administer policies enacted by the Board. Such policies shall be broad enough to indicate a line of action to be taken by the Superintendent in meeting a number of ~~problems and jobs~~ situations and potential problems. Application of such policies to individual ~~problems and jobs~~ cases is an administrative function to be performed by the Superintendent.

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing bylaw, number 9311 adopted 12/19/05, modified.

Bylaws of the Board

Formulation, Adoption, Amendment of Policies

~~Policy proposals, suggested amendments to or revisions of existing policies shall normally be submitted in writing to all members of the Board of Education by the Superintendent of Schools prior to a regularly scheduled Board of Education meeting. Proposed policies, amendments, or revisions, thereof, shall be read and discussed.~~

~~Policies will, barring emergencies, be adopted or amended after consideration at two meetings of the Woodbridge Board of Education. The agenda and minutes shall be marked to indicate policy matters.~~

~~The formal adoption of policies shall be by majority vote of all members of the Board of Education present and the action shall be recorded in the minutes of the meeting. Only those written statements so adopted and so recorded shall be regarded as official policy.~~

Within the context of current law, the District shall be guided by Board-adopted written policies that are given appropriate distribution and are accessible to staff members, parents, students, and community residents.

Legally referenced policies contain provisions from federal and state statutes and regulations, case law, and other legal authority that together form the framework for local decision making and implementation. These policies are binding on the District until the cited provisions are repealed, revised, or superseded by legislative, regulatory, or judicial action.

No policy or regulation, or any portion thereof, shall be operative if it is found to be in conflict with applicable law.

If any portion of a policy or its application to any person or circumstance is found to be invalid, that invalidity shall not affect other provisions or applications of policy that can be given effect without the invalid provision or application; and to this end the provisions of this policy manual are declared to be severable.

Policies and policy amendments may be initiated by the Superintendent, Board members, school personnel, or community citizens, but generally shall be recommended for the Board's consideration by the Superintendent.

The Board shall maintain a publicly accessible on-line copy of the policy manual as the official policy manual of the district.

Bylaws of the Board

Formulation, Adoption, Amendment of Policies (continued)

Local policies may be adopted or amended by a majority of the Board at any regular or special meeting, provided that Board members have advance written notice of the proposed change and that it has been placed on the agenda for such meeting.

Local policies become effective upon Board adoption or at a future date designated by the Board at the time of adoption.

After Board review of legally referenced policies and adoption of local policies, the new material shall be incorporated into the official policy manual and into other localized policy manuals maintained by the District.

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to Prescribe Rules, Policies and Procedures.

Robert's Rules of Order, Newly Revised

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing bylaw, number 9123 adopted 12/19/05 appropriate as written.

Bylaws of the Board

Formulation, Adoption Amendment of Bylaws

Proposed new bylaws and suggested amendments to or revisions of existing bylaws shall be adopted by a majority vote of all members of the Woodbridge Board of Education. This will usually occur during the second of two regularly scheduled meetings of the Board not less than four (4) weeks apart. The proposed additions, amendments, or revisions shall be described in writing in the Board member packet prepared for the first Board meeting at which the changes shall be considered by the Board.

Legal Reference: Connecticut General Statutes
 10-221 Boards of Education to Prescribe Rules, Policies and Procedures.
 Robert's Rules of Order, Newly Revised

Bylaw adopted by the Board:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing bylaw, number 9313 adopted 12/19/05 appropriate as written.

Bylaws of the Board

Formulation, Adoption Amendment of Administrative Regulations

The Woodbridge Board of Education normally does not adopt administrative regulations unless specifically required to do so by law, or unless requested to do so by the Superintendent of Schools. When required by law to adopt administrative regulations, the Woodbridge Board of Education-adopted regulations shall be by the same procedure as that specified for policies in the Bylaw numbered 9311, regarding formulation, adoption, amendment of policies.

The Board reserves the right to review and direct revisions of administrative regulations should, in its judgment, the Board find a regulation to be inconsistent with the policies adopted by the Woodbridge Board of Education.

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to Prescribe Rules, Policies and Procedures.

Robert's Rules of Order, Newly Revised

Bylaw adopted by the Board:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing bylaw, number 9314 adopted 12/19/05 appropriate as written.

Bylaws of the Board

Suspension of Policies, Bylaws, and Regulations

Policies, bylaws and Woodbridge Board of Education adopted regulations shall be subject to suspension for a specified purpose and a limited time by a majority vote of all members of the Board at a meeting in the call for which the proposed suspension is described in writing, or upon a two-thirds vote of all members of the Woodbridge Board of Education when no such written notice has been given.

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to Prescribe Rules, Policies and Procedures.

Robert's Rules of Order, Newly Revised

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing bylaw, number 9321 adopted 6/15/09, modified.

Bylaws of the Board

Time, Place and Notification of Meetings

Organizational Meeting

The Board of Education shall conduct its organizational meeting at its first meeting in July following Board elections, and at this meeting Board officers shall be elected — Chairperson, Vice-Chairperson and Secretary. The organizational meeting shall be called to order by the current Chairperson who will preside until his/her successor is chosen by a majority vote of the Board. In the absence of the Chairperson, the Vice- Chairperson or Secretary in that order shall preside until a new Chairperson is elected.

Election of officers shall be in writing and the vote of each member shall be made available for public inspection within forty-eight hours and recorded in the minutes of the meeting. If a Chairperson, and/or Secretary are not chosen within one month, Town Selectmen shall choose such officers from the Board membership.

Upon his/her election the Chairperson shall assume the chair and proceed with the election of the Board Vice Chairperson and Secretary.

If the office of Chairperson, Vice Chairperson or Secretary becomes vacant between organizational meetings, ~~the Board shall, within 30 days thereafter,~~ fill the vacancy for the unexpired term ~~shall be filled by a majority vote~~ of the members of the Board present, at a meeting warned for that purpose. ~~until the subsequent organizational meeting.~~

Regular Meetings

There shall be a regular meeting of the Board each month unless canceled by special action of the Board. The Woodbridge Board of Education shall file with the Woodbridge Town Clerk, not later than January 31st of each year, the schedule of the regular meetings of the Board of Education, for that year. No regular meeting shall be held sooner than thirty (30) days after such filing. The schedule will include the date, time, and location of each meeting.

All regular meetings shall be open to the public and the press. Changes of regular meetings from normal dates shall be filed with the Town Clerk and publicized in accordance with requirements of the Freedom of Information Commission. Only items on the regular meeting agenda may be taken up by the Board unless a two-thirds vote of the Board approves additions to a regular meeting agenda.

Special Meetings

Special meetings may be called by the Chair ~~or Vice-Chairperson when the Vice-Chairperson is acting as Chairperson or acting Chair~~ whenever he/she deems it necessary and must call a special meeting when requested to do so by three members of the Board. ~~The Vice-Chairperson shall, in the absence of the Chairperson or in his/her inability to act, have the powers of the Chairperson to call special meetings as outlined herein.~~

Bylaws of the Board

Time, Place and Notification of Meetings (continued)

Notice of each special meeting of the Woodbridge Board of Education shall be given at least twenty-four hours in advance of the meeting by filing a notice of the time, place and business to be conducted in the Office of the Town Clerk; however, in case of emergency, any such special meeting may be held without complying with the foregoing requirement for the filing of notice, but a copy of the minutes of any such special meeting adequately setting forth the nature of the emergency and the proceedings occurring at such meeting shall be filed with the Town Clerk not later than 72 hours following the holding of such meeting. No other business shall be considered by the Board at that special meeting. In addition, such written notice delivered to the Town Clerk less than 24 hours in advance of the meeting must also be delivered to the residence of each Board member, unless at, or prior to, the time the special meeting convenes a Board member files with the Town Clerk or Clerk of the Board of Education a written waiver of such notice.

In determining the time within which or by when a notice is required to be given, made available, posted or filed, Saturdays, Sundays, legal holidays, and any other day when the Town Clerk's office is closed shall be excluded.

- (cf. 1331 - Smoke Free Environment)
- (cf. 9121 - Board of Education Officers)
- (cf. 9323 - Agenda Construction)
- (cf. 9325 - Meeting Conduct & Parliamentary Procedures)
- (cf. 93251 - Quorum)
- (cf. 93252 - Order of Business)
- (cf. 9326 - Minutes)

Legal Reference: Connecticut General Statutes
 1-200 (2) Definitions. "Meeting"
 1-206 Denial of access to public records or meetings.
 1-225 Meetings of government agencies to be public, as amended by June 11 Special Session, PA 08-3
 1-227 Mailing of notice of meetings to persons filing written request.
 1-228 Adjournment of meetings. Notice.
 1-229 Continued hearings. Notice.
 1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.
 10-218 Officers. Meetings

Bylaw adopted by the Board:

WOODBIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing bylaw, number 9322 adopted 11/21/05, modified.

Bylaws of the Board

Public and Executive Sessions

All meetings, as defined in the Freedom of Information statutes, of the Woodbridge Board of Education shall be open to the public with the exception of executive sessions which shall be held as consistent with law. A chance or social meeting, a caucus or a discussion of strategy or negotiations with respect to collective bargaining are not defined as "meetings" under the Freedom of Information Act.

Executive Sessions

The public may be excluded from meetings of the Board of Education which are declared to be executive sessions. Executive sessions may be held on a two-thirds vote of the members present and voting taken at a public meeting for one or more of the following reasons, consistent with law:

1. Discussion concerning the appointment, employment, performance, evaluation, health or dismissal of a public officer or employee, provided that such individual may require that discussion be held at an open (public) meeting.
2. Strategy and negotiations with respect to pending claims or pending litigation, as defined by law.
3. Matters concerning security strategy or the deployment of security personnel, or devices affecting public security.
4. Discussion of the selection of a site or the lease, sale or purchase of real estate when publicity regarding such subjects would cause a likelihood of increased price until such time as all of the property has been acquired or all proceedings or transactions concerning same have been terminated or abandoned.
5. Discussion of any matter which would result in the disclosure of public records or the information therein described in Connecticut General Statutes section 1-19(b).

At an executive session of the Board of Education, attendance shall be limited to members of the Board and persons invited by the Board to present testimony or opinion pertinent to matters before the Board, provided that such persons' attendance shall be limited to the period for which their presence is necessary to present such testimony or opinion; minutes of executive sessions shall disclose all persons in attendance with the exception of job applicants who attend the executive session to be interviewed by the Board.

~~Smoking will not be permitted in any room in which a meeting of the Board of Education is being conducted, nor during the time immediately prior to the meeting.~~

Bylaws of the Board

Public and Executive Sessions (continued)

(cf. 1330 Use of School Facilities)

~~(cf. 1331 Smoke Free Environment)~~

(cf. 9314 Suspension of Policies, Bylaws, Regulations)

(cf. 9321 Time, Place, and Notification for Meetings)

(cf. 9323 Agenda Construction/Advance Delivery of Meeting Materials)

(cf. 9324 Meeting Conduct & Parliamentary Procedure)

(cf. 9325.1 Quorum)

(cf. 9325.2 Order of Business)

(cf. 9326 Minutes)

Legal Reference: Connecticut General Statutes

1-200 Definitions. (as amended by PA 02-130)

1-206 Denial of access to public records or meetings.

1-210 Access to public records.

1-225 Meetings of government agencies to be public.

1-226 Recording, broadcasting or photographing meetings.

1-231 Executive sessions.

19a-342 Smoking prohibited in certain places.

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing bylaw, number 9323 adopted 1/17/06, appropriate as written.

Bylaws of the Board

Construction of Agenda

The Superintendent shall prepare all agendas and supportive materials for meetings of the Board. In doing so, the Superintendent shall consult with the Board Chairperson and appropriate members of the administrative staff. Any Board member who wishes to have an item included on the agenda should notify the Superintendent in sufficient time for the Superintendent to review the request with the Board Chairperson for his/her decision on agenda placement.

The agenda shall provide time for members of the public who wish to speak briefly on an item before the Board. The agenda and supporting materials will contain matters to be considered and shall be distributed to Board members prior to the Board meeting in sufficient time to allow the members to consider the issues carefully. A notation of "provided for informational purposes only" will be included on all agendas. Agendas shall also be made available to others upon request to the Board Clerk.

Posting of Agenda

Agendas for regular Board of Education meetings shall be made available to the public in the Superintendent's Office and shall be filed with the Town Clerk, not less than 24 hours in advance of the meeting time. The same requirements shall be met for special meetings of the Board unless called in an emergency with less than 24 hours notice.

(cf. 1120 Public Participation at Board Meetings)
 (cf. 1331 Smoke Free Environment)
 (cf. 9121 Board Officers)
 (cf. 9321 Time, Place, Notification for Meetings)
 (cf. 9324 Meeting Conduct & Parliamentary Procedures)
 (cf. 9325.1 Quorum)
 (cf. 9325.2 Order of Business)
 (cf. 9326 Minutes)

Legal Reference: Connecticut General Statutes

1-225 Meetings of Government Agencies to be Public. Recording of Votes. Schedule and Agenda of Meetings to be Fixed. Notice of Special Meetings. Executive Sessions. (subsection (a) re Agenda)

Bylaw adopted by the Board:

WOODBIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing bylaw, number 9325 adopted 7/21/03, modified.

Bylaws of the Board

Meeting Conduct

Meetings of the Woodbridge Board of Education shall be conducted by the Chairperson in a manner consistent with the bylaws of the Board.

All Board meetings shall commence at the stated time, or ~~at which time~~ as soon thereafter as a quorum ~~of at least five (5) members~~ is present, and shall be guided by an agenda which will have been prepared and delivered in advance to all Board members and other ~~designated~~ persons designated by the Chairperson. ~~All votes of the Board will be by the majority vote of those members present unless these bylaws state otherwise.~~

~~The conduct of meetings shall, to the fullest possible extent, enable members of the Board: (1) to consider problems to be solved, weigh evidence related thereto, and make wise decisions intended to solve the problems; (2) to receive, consider and take any needed action with respect to reports of accomplishment both as to students and as to school system operations; and (3) to plan for the future of the school district.~~

~~Members of the Board may express opinions, raise questions, ask for information or reports, make motions, and otherwise address the Board at the properly designated time for Board member comments and reports.~~

~~The meeting shall, to the fullest possible extent, enable members to conduct the business of the Board in an orderly, expeditious manner.~~

Provisions for permitting any individual or group to address the Board concerning any subject that lies within its jurisdiction shall be as follows:

1. The Chairperson may allot to each speaker 5 minutes and 20 minutes to each subject matter. A 3 minute time limit may be allowed to each speaker with a maximum of 20 minutes per meeting being allocated for any one item of the agenda. Speakers are asked to express themselves in a civil manner, with due respect for the dignity and privacy of others who may be affected by their comments. While it is not the Board's intent to stifle public comment, speakers should be aware that if their statements violate the rights of others under the law of defamation or invasion of privacy, the speaker may be held legally responsible. ~~Speakers unsure of the legal ramification of what they are about to say are urged to consult first with the legal advisor.~~
2. ~~No boisterous conduct shall be permitted at any Woodbridge Board of Education meeting. Persistence in boisterous conduct shall be grounds for summary termination, by the chair, of that person's privilege of address. If necessary, the chairperson may ask a disruptive individual to leave the meeting and/or clear the room so that the Board may continue the meeting. The Chairperson shall not permit actions which disrupt or interrupt the orderly conduct of the Board Meeting. A willful participant in such conduct will be asked to leave the meeting of the Board. In case of general disturbance the meeting room may be cleared except for non-participating representatives of the press.~~

Bylaws of the Board

Meeting Conduct (continued)

3. ~~No oral presentation shall include charges or complaints against any employee of the Board, regardless of whether or not the employee is identified in the presentation by name or by another reference which tends to identify. All charges or complaints against employees shall be submitted to the Board under provisions of Woodbridge Board of Education policy. The Board may, by a majority vote, decide to extend the 20 minutes allotted per item of the agenda.~~
4. ~~The Board may, by a majority vote, decide to cancel, reduce or extend the 20 minutes allotted per item of the agenda.~~
4. Questions which can be answered during the meeting may be answered at the option of the Board. Other inquiries, which may require analysis/investigation will, at the option of the Board, be answered at a future specified time.

Legal Reference: Connecticut General Statutes

1-200 Definitions

1-206 Denial of access of public records or meetings. Notice. Appeal

1-210 Access to public records

1-225 Meetings of government agencies to be public

1-226 Recording, broadcasting or photographing meetings

19a-342 Smoking prohibited in certain places. Sign required. Penalty

1-231 Executive sessions

1-232 Conduct of meetings (re disturbances)

10-224 Duties of the Secretary

Bylaw adopted by the Board:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

A new bylaw. (Please select one)

Bylaws of the Board

Quorum

A majority of the members of the Board shall constitute a quorum for the transaction of business.

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Another version of this bylaw to consider. (Please select one)

Bylaws of the Board

Quorum and Voting Procedures

1. The majority of all members of the Board shall be necessary to constitute a quorum for the transaction of business.
2. No member can vote on a question in, which he/she has a direct personal or pecuniary interest.
3. Members may vote for themselves for any office or other position.
4. While it is the duty of every members who has an opinion on a question to express it by vote, he/she cannot be compelled to do so.
5. A member may abstain from voting (with the knowledge that the effect is the same as if he/she had voted on the prevailing side).
6. The votes of each member of the Board upon any issue before the Board shall be recorded in the minutes of the session at which the vote is taken.
7. Any Board member shall have the opportunity to explain his/her vote for recording in the minutes.

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

A new bylaw.

Bylaws of the Board

Order of Business

Consent Agenda

To make more efficient use of meeting time, the Board of Education authorizes the use of a consent agenda as part of its regular meeting agenda. The consent agenda will condense the routine business of the Board (e.g., approving Board minutes, reviewing monthly expenses) into either a single motion or several categorical motions.

The consent agenda will be prepared by the Superintendent of Schools in consultation with the Chairperson of the Board.

Items on a consent agenda will not be discussed prior to action. However, if any Board member believes that any item on the consent agenda requires discussion, that Board member may remove the item from the consent agenda merely by requesting same. The exempted item then moves to the regular agenda, and the Board may take action as it deems appropriate. All non-exempted items will be moved, seconded, and voted upon either in one motion or in several categorical motions without discussion.

Routine, standard, non-controversial, and self explanatory items are those that will be placed on the consent agenda. Examples include:

- Committee and previous Board meeting minutes
- Office reports
- Routine correspondence
- Minor changes in a procedure (i.e., e-mail added as method of communication to announce a change in a meeting schedule)
- Routine revisions of a policy (changes in dates, dollar amounts due to changes in law or regulation, changes to legal references)
- Standard contracts used regularly (i.e., confirmation of using the traditional in-house contract with a new vendor)
- Confirmation of conventional actions required in the bylaws (Signatory authority for a bank account, acceptance of gifts)

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

A new bylaw.

Bylaws of the Board

Parliamentary Procedures

Rules of Order

The current edition of Robert's Rules of Order, Newly Revised, shall govern the proceedings of the Board of Education except when in conflict with Board policy.

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

A new bylaw.

Bylaws of the Board

Attendance at Meetings via Electronic Communications

Except as provided hereafter, the Board of Education shall not conduct any meeting wherein the public business is discussed or transacted through telephonic, video, electronic, or other communication means where the members are not physically assembled.

A Board member may participate in a meeting through electronic communication means, only from a remote location that is not open to the public.

Electronic participation may only occur if the member is prevented from physically attending by (1) personal illness or disability, (2) employment purposes, (3) a family emergency or (4) another emergency.

Such participation by a Board member shall be limited each fiscal calendar year to two meetings.

A Board member may participate in a meeting by electronic means only when the voice of the remote participant can be heard by all persons at the primary meeting location.

Minutes of all meetings shall specify if a member was physically present or present electronically. Lack of such a specification shall be deemed to indicate that the member in question was physically present.

When a member attends a meeting electronically, all votes shall be by roll call vote. A member who is attending electronically must identify him/herself by name and be recognized by the Chairperson before speaking.

(cf. 9321 – Time, Place, Notification of Meetings)

(cf. 9322 – Public and Executive Sessions)

(cf. 9325.1 – Quorum)

(cf. 9325.4 – Voting Method)

(cf. 9326 – Minutes)

(cf. 9327 – Electronic Mail Communications)

Legal Reference: Connecticut General Statutes
1-225 Meetings of government agencies, as amended by June 11 Special
Session, PA 08-3

Bylaw adopted by the Board:

WOODBRIAGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

CABE's suggested bylaw to consider. (Please select one version)

Bylaws of the Board

Minutes

The Secretary of the Board of Education shall keep minutes of all meetings of the Board. Copies of the proceeding shall be made for distribution to the Board members with the agenda for the next regular meeting. The official minutes of the Board of Education meetings and the master copy of the policy manual shall be kept in a fireproof vault. Minutes shall be made available to the public for inspection within seven days after each meeting.

Recording of Votes

Motions or resolutions shall be recorded as having passed or failed, and individual votes will be recorded. All motions and resolutions shall be numbered for each fiscal year beginning July 1.

Maintaining the Minutes

The minutes of meetings of the Board of Education shall be maintained as outlined below:

- 1. Content -- Board of Education procedure**
 - A. The date, place, and type of meeting
 - B. Members present and members absent, by name
 - C. Call to order, and opening ceremony
 - D. Arrival of tardy members by name and time
 - E. Departure of members by name before adjournment, or if absent when any agenda items are acted upon
 - F. Record of written notice of special meetings
 - G. Records of items of business to be considered at future regular or special meetings

Bylaws of the Board

Maintaining the Minutes (continued)

2. Content - Board of Education actions

- A. Approval or amended approval of the minutes of preceding meetings
- B. Complete information as to each subject of the Board of Education's deliberations
- C. Complete information as to each subject including the roll call record of the vote on a motion if not unanimous
- D. All Board of Education resolutions in complete context, numbered serially for each fiscal year
- E. A record of all contracts entered into
- F. All employment decisions and resignations or termination of employment
- G. A record by number of all purchase orders approved
- H. A record of all bid procedures, including calls for bids authorized, bids received, and other action taken
- I. A record by number of all warrants approved for payment
- J. Adoption of the annual budget
- K. Financial reports, including collections received and deposited, and sales of personal property, as presented to the Board of Education each month
- L. A record of all important correspondence
- M. A record of the Superintendent's reports to the Board
- N. Adoption of all policies and bylaws, and approval of regulations as required
- O. A record of all delegations appearing before the Board
- P. Adoption of the annual school calendar
- Q. Approval of job descriptions for each employee

Legal Reference: Connecticut General Statutes
 1-225 Meetings of government agencies, as amended by June 11 Special Session, PA 08-3 and PA 10-171.
 10-218 Election of officers.
 10-224 Duties of the secretary.

Bylaw adopted by the Board:

cps 4/99
 rev 8/08
 rev 7/10

Another version of this bylaw.

Bylaws of the Board

Broadcasting/Taping of Meetings

Photographic and electronic audio and video broadcasting and recording devices may be used at regular and special Board of Education meetings legally open to the public according to the following guidelines:

- Photographs, broadcasting, and recordings of meetings are permitted only when all parties involved have been informed that cameras, broadcasting, and/or recording devices will be used.
- Persons operating cameras, broadcasting, and/or recording devices must do so with a minimum of disruption to those present at the meeting. Specifically, the view between Board members and the audience must not be obstructed, interviews must not be conducted during the meeting, and no commentary is to be given in a manner that distracts Board members or the audience.
- The Board will make the necessary arrangements to have video recordings of all regular meetings and any special meeting that it deems appropriate. Through the facilities of public television, the Board will televise all regular meetings and any special meetings that it deems appropriate to meet the needs of the community and to better educate citizens about the schools. Following approval of the minutes which will be the official record of the meeting, video recordings will be held for six months for reference, then erased.
- Video recordings of special hearings will be retained for a minimum of three years. Video recordings, as specified, are for the use of staff members, residents of the school district, and representatives of the news media. Audio recordings are not to be considered part of the minutes of any meeting.
- Persons who wish to review any of the above should contact the Superintendent's office. The school system also will utilize the facilities of cable television in interpreting and promoting its various programs.

Legal Reference: Connecticut General Statutes

1-225 Meetings of government agencies

Bylaw adopted by the Board:

cps 11/00

Existing bylaw, number 9327 adopted 11/21/05, modified.

Bylaws of the Board

Electronic Mail Communication

~~The Board of Education believes that Board members electronically connected to other Board members is an efficient and convenient way to communicate. The main goal of electronic mail (email) is to expedite the passage of information. Email gives Board members quick access to one another. Communication among Board members via email should conform to the same standards as other forms of communication. (i.e., committee meetings, etc.) as directed by the Freedom of Information Act. When used properly, email is an effective communications tool and can provide a formal record.~~

~~Guidelines for Board E-Mail Usage~~

~~The Freedom of Information Act mandates that all meetings of public bodies such as school Boards be open to the public. It is the policy of the Board of Education that email shall not be used in such a manner as to deprive the public of the rights given to it under the Freedom of Information Act. For this purpose, this bylaw sets forth guidelines for the uses intended to be made of email by Board members when communicating with other Board members.~~

- ~~1. Email, like other written forms of communication relating to the conduct of the public business is subject to the Freedom of Information Act and subject to disclosure.~~
- ~~2. Board members shall not use e-mail as a substitute for deliberations at public Board meetings, and/or shall not discuss policy matters or vote informally on any issues.~~
- ~~3. Email should be used to pass along factual information.~~
- ~~4. Security of email communication cannot be assured. Board members shall not reveal their passwords to anyone. If any Board member has reason to believe a password has been lost or stolen, or that e-mail is being accessed by someone without authorization, he/she shall notify the Superintendent.~~
- ~~5. Personnel issues and other sensitive subjects should never be discussed online. The confidentiality of employee data, student data, and other sensitive subjects must always be maintained. Any usage contrary to the aforementioned shall be reported immediately to the Superintendent.~~

Legal Reference: Connecticut General Statutes
 The Freedom of Information Act.
 1-200 Definitions.
 1-210 Access to public records. Exempt records. 1
 1-211 Disclosure of computer-stored public records.

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

WOODBIDGE PUBLIC SCHOOLS

MISSION-GOALS-OBJECTIVES

SERIES 0000

		Number	Policy or Regulation
1.	Vision, Mission, Goals	0000	P
2.	*District Goals	0200	P
3.	Policies for the Woodbridge Public Schools.....	0300	P
4.	Educational Evaluation and Remedial Assistance	0500	P
5.	Equal Opportunity Plan/Nondiscrimination.....	0521	P

***Bolted line indicates policies which boards of education must have due to federal or state law**

Recommended replacement for existing policy numbered 0000 adopted 11/18/02.

Mission-Goals-Objectives

Vision, Mission, Goals

Vision

To accomplish our mission, Beecher Road School must be a nurturing and stimulating community that values achievement, creativity, personal integrity and self-discipline. Here, each child will develop intellectually, socially, emotionally, physically and ethically in an environment that promotes self-awareness and respect.

Mission

To work together to prepare our children to pursue knowledge and learning throughout their lives so they can become responsible, caring and contributing members of an ever changing and diverse global community. In the best interests of our children, we are committed to:

- Learning as a challenging process of choice, discovery, change and growth for all
- Inspiring the development and sharing of everyone's unique gifts and talents
- Providing a learning community that nurtures and integrates social, emotional, physical and academic development

Goals

1. Prepare every child to be a highly successful and independent reader, writer, critical thinker and problem solver by the end of sixth grade.
2. Build the foundations of character and wellness that are essential for responsible participation as a local, national and global citizen.

Legal Reference: Connecticut General Statutes

10-22 Duties of Boards of Education

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

A new policy to consider.

Mission - Goals - Objectives

Policies for Woodbridge Public Schools

The Board of Education is the policy-making body for the Woodbridge Public School District.

The District is administered by the Superintendent and those to whom he/she delegates. The role of the Board in this process is limited to the adoption of written policies, which are codified in a Policy Manual and may be further articulated by administrative regulations. The policies must at all times be in harmony with applicable law.

The Board of Education's policies shall have their sources in the Board-adopted Vision, Mission, and Goals.

The Board of Education views its policies as aids to decision-making and will, to the best of its abilities, make all its actions consistent with those policies.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Existing policy, presently numbered 0522 adopted 3/29/93, modified.

Mission - Goals - Objectives

Educational Evaluation and Remedial Assistance

If required by law, the Board of Education shall prepare, maintain and submit to the State Board of Education, a plan for educational evaluation and remedial assistance as required. Said plan shall include at least (a) annual testing in ~~grades four and six~~, ~~three through six~~, to examine basic reading, language arts, ~~and~~ mathematics ~~and science~~ skills; (b) provision for application of local testing and for instructional improvement and identification of individual student needs; and (c) provision for remedial assistance. Said plan also shall be in conformity with existing State Department of Education specifications and requirements.

The Board, in order to help defray the costs of remedial instruction, will ~~annually~~ apply to the State Board of Education for ~~any~~ remedial assistance grants ~~as such are provided by law~~. ~~as may be provided~~.

Legal Reference: Connecticut General Statutes

~~10-14m through 10-14r. Education Evaluation and Remedial Assistance~~

~~10-220 Duties of boards of education~~

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

Recommended replacement for existing policy #0410 adopted 3/18/02. This is a mandated policy.

Mission – Goals – Objectives

Nondiscrimination

The District shall promote nondiscrimination and an environment free of harassment based on an individual's race, color, religion, sex, sexual orientation, (including gender identity/expression) national origin, disability, marital status or age or because of the race, color, religion, sex, sexual orientation, national origin, disability, marital status or age of any other persons with whom the individual associates.

In keeping with requirements of federal and state law, the District strives to remove any vestige of discrimination in employment, assignment and promotion of personnel; in educational opportunities and services offered to students; in student assignment to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials; and in accommodating the public at public meetings.

The Board encourages staff to improve human relationships within the schools and to establish channels through which citizens can communicate their concerns to the administration and the Board.

The Superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1974, Title VI, Title VII, Title IX and other civil rights or discrimination issues. The Board will adopt and the District will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints.

Federal civil rights laws prohibit discrimination against an individual because he/she has opposed any discrimination act or practice or because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing. ADA further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising the rights guaranteed under the Act.

- (cf. 4111 – Recruitment and Selection)
- (cf. 4111.1/4211.1 – Affirmative Action)
- (cf. 4118.11 – Nondiscrimination)
- (cf. 4118.111 – Grievance Procedure-Title IX)
- (cf. 4118.113/4218.113 – Harassment)
- (cf. 5145.4 – Nondiscrimination)
- (cf. 5145.5 – Sexual Harassment)
- (cf. 5145.51 – Peer Sexual Harassment)
- (cf. 5145.52 – Harassment)
- (cf. 5145.6 – Student Grievance Procedure)
- (cf. 6121 – Nondiscrimination)
- (cf. 6121.1 - Equal Educational Opportunity)

Mission – Goals – Objectives

Nondiscrimination

Legal Reference: Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq.
 29 CFR 1604.11, EEOC Guidelines on Sex Discrimination.
 Title IX of the Educational Amendments of 1972, 20 U.S.C. 1681 et seq.
 34 CFR Section 106.8(b), OCR Guidelines for Title IX.
 Definitions, OCR Guidelines on Sexual Harassment, Fed. Reg. Vol 62, #49, 29 CFR Sec. 1606.8 (a) 62 Fed Reg. 12033 (March 13, 1997) and 66 Fed. Reg. 5512 (January 19, 2001)
Meritor Savings Bank. FSB v. Vinson, 477 U.S. 57 (1986)
Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998)
Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998)
Davis v. Monro County Board of Education, No. 97-843, (U.S. Supreme Court, May 24, 1999.)
 The Vietnam Era Veterans' Readjustment Act of 1974, as amended, 38U.S.C. §4212
 Title II of the Genetic Information Nondiscrimination Act of 2008
 Connecticut General Statutes
 46a-60 Discriminatory employment practices prohibited.
 10-15c Discrimination in public schools prohibited. School attendance by five-year olds. (Amended by P.A. 97-247 to include "sexual orientation")
 10-153 Discrimination on account of marital status.
 17a-101 Protection of children from abuse.
 The Americans with Disabilities Act as amended by the ADA Amendments Act of 2008
Meacham v. Knolls Atomic Power Laboratory 128 S.Ct. 2395, 76 U.S.L.W. 4488 (2008)
Federal Express Corporation v. Holowecki 128 S.Ct. 1147, 76 U.S.L.W. 4110 (2008)
Kentucky Retirement Systems v. EEOC 128 S.Ct. 2361, 76 U.S.L.W. 4503 (2008)
Sprint/United Management Co. v. Mendelsohn 128 S.Ct. 1140, 76 U.S.L.W. 4107 (2008)

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)