

Woodbridge Board of Education
Woodbridge Board of Education Regular
Meeting
Tuesday, May 22, 2012 7:00 PM

Woodbridge Board of Education May 22, 2012
Regular Meeting 7:00 PM Library Media
Center Beecher Road School

Agenda

- I. **Preliminary Business**
 - A. Call to Order
 - B. Salute to the Flag
 - C. Correspondence
 - D. Public Comment
- II. **Consent Agenda**
 - A. Approval of the April 23, 2012 Meeting Minutes
 - B. Monthly Summary Financial Report Ending April 30, 2012
 - C. Monthly Detail Financial Report Ending April 30, 2012
 - D. Combining Financial Statements through April 30, 2012
 - E. Accept 1000 Policy Series for 30-Day Review
- III. **Reports**
 - A. Superintendent's Report
 - 1. BRS Update
 - a. BRS Monthly Enrollment Report
 - 2. 2011/12 Wellness Report
 - 3. World Language Curriculum Update
 - 4. iPad Pilot Update
 - 5. Adopt 2012-2015 Technology Plan
 - B. PTO Update
 - C. NSBA Conference Update
 - D. Facilities Committee Report
 - E. BRS Building Committee
 - F. Policy Committee
 - G. Finance Committee
 - 1. Act on Superintendent's Recommendations for 2011/12 Budget Surplus
 - 2. Adopt 2012/13 Summer Enrichment Program Budget
 - 3. Adopt 2012/13 Extended Day Program Budget
 - 4. Adopt 2012/13 Cafeteria Budget
 - H. CABE Liaison Report
 - I. ACES Liaison Report
- IV. **New Business**
 - A. Act on 2012/14 IDEA Grant
- V. **Other**
 - A. Public Comment
 - B. Executive Session, in accordance with State Statute
- VI. **Adjournment**

MINUTES OF THE REGULAR BOARD OF EDUCATION MEETING

Monday, April 23, 2012
Center Building Cafeteria

CALL TO ORDER: Ms. Hamilton, Chair called the meeting to order at 6:07 PM.

BOARD MEMBERS PRESENT: Ms. Margaret Hamilton, Chair; Mr. David Barkin, Mr. David Bernard, Dr. Clotilde Dudley-Smith, Dr. Steven Fleischman, Vice Chair (6:21 PM); Mr. Matthew Gilbride, Secretary (6:23 PM), Mr. Carl Lindskog, Ms. Sheila McCreven (6:09 PM) and Dr. YanYun Wu (6:47 PM).

STAFF: Dr. Guy Stella, Superintendent; Al Pullo, Director of Business Services/Operations; Sheila Haverkamp, Special Services Director; and Marsha DeGennaro, Clerk of the Board.

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

CORRESPONDENCE – None

PUBLIC COMMENT – None

CONSENT AGENDA

MOTION #1 – CONSENT AGENDA

Move that we approve the consent agenda as presented.

Mr. Barkin

Second by Dr. Dudley-Smith

IN FAVOR: Messrs. Bernard, Barkin, Dr. Dudley-Smith and Ms. Hamilton

ABSTAIN: Mr. Lindskog

MOTION PASSES 4-0-1

Ms. McCreven arrived (6:09 PM)

REPORTS

Superintendent's Report

- **Beecher Road School Update** – Superintendent Stella highlighted recent completion of the North Playground, the NSBA Convention, Superintendent/Parent Curriculum Academy on Literacy, and vacation week cleaning of the building and grounds.
- **NSBA Conference Update** – The Conference was attended by Mr. Barkin, Drs. Fleischman, Wu and Ms. Hamilton. Mr. Barkin and Ms. Hamilton provided a brief overview of the workshop sessions they attended. A full report will be given by Board members at the May meeting.
- **Principal Search Update** – Of the 31 applicants, 6 were selected for interview by the 15 member Interview Committee. Membership was comprised of teachers, administrators, support staff and Board members. Two candidates withdrew prior to interview. The committee had four strong candidates and has selected one for recommendation. Several members from the Interview Committee will conduct an on-site visit on April 30. It is anticipated that appointment will occur at a Special Board meeting on May 1 at 7:00 PM.

Dr. Fleischman arrived (6:21 PM).

- Dr. Stella congratulated Ms. Bequary who recently completed her doctorate program. He invited everyone to attend *Alice in Wonderland* on Friday at 7:00 PM in the South Assembly Room.

Mr. Gilbride arrived (6:23 PM).

- Gas Contract – Dr. Stella apprised the Board on the contract proposal to bring a natural gas line into Woodbridge. The contract has been reviewed by the Town Attorney and signed off by Amity, the Trinity and Assumption Churches, and B'nai Jacobs. Regardless of the recommendation from the Building Committee, it is anticipated that a cost savings would be attained by switching from oil to gas. It is highly unlikely that any changes will occur in the next year and the 2012/13 budget would not be affected.

MOTION #2 – SOUTHERN CT GAS CONTRACT

Move that we authorize the Superintendent to enter into a contract agreement with the Southern Connecticut Gas Company.

Dr. Fleischman
Second by Mr. Lindskog
UNANIMOUS

PTO Update – No Report.

Facilities Committee – The April 5 meeting focused on the STEAP Grant. It was also noted that design work for the North parking lot will be reviewed prior to bidding and additional clearings have occurred on the North campus. A presentation on the STEAP Grant was given to the Board of Selectmen as well as an update on the North playground. It is anticipated the South Playground will be in place prior to the start of the 2012/13 school year.

Town Building Committee Charge – Ms. McCreven apprised the Board that the committee will be requesting the Board of Selectmen to approve an RFP in pursuit of third party financing.

Policy Committee

Mr. Bernard noted the Policy Committee has not met.

Finance Committee – Dr. Fleischman informed the Board of the discussion at the April 9 meeting pertaining to the expanded utilization of Powerschool for vertical integration of student reporting as well as the Gas Contract. All financial reports were reviewed and approved.

CABE Liaison – Ms. McCreven attended Board of Directors meeting on May 3. As part of the legislative wrap-up, language regarding small district consolidation in the education reform bill was removed.

Dr. Wu arrived (6:47 PM).

ACES Liaison – Mr. Bernard attended the April 12 meeting and has the materials available if anyone wishes to review them.

PUBLIC COMMENT – None

MOTION TO ADJOURN: (6:50 PM)
Mr. Lindskog
Second by Dr. Fleischman
UNANIMOUS

Recorded by Marsha DeGennaro, Clerk of the Board




WOODBRIAGE SCHOOL DISTRICT

40 Beecher Road – South
Woodbridge, Connecticut 06525

Gaeton F. Stella, Ph.D. – Superintendent

Sheila Haverkamp – Special Services Director | Alfred Pullo, Jr. – Director of Business Services/Operations

MEMORANDUM

TO: Mr. Vin Mustaro
FROM: Marsha DeGennaro, Clerk of the Board 
DATE: February 6, 2012
RE: **POLICIES REVIEWED AND COMPLETED
BY BOE POLICY COMMITTEE**

Attached please find the 1000 Series that have been reviewed and completed by the WBOE Policy Committee. Please note that only those policies deemed necessary have been included.

Should you have any questions or require additional information, please do not hesitate to contact our office.

Attachments

Existing policy, number 1000 adopted 12/16/02, appropriate as written.

Community Relations

Concept and Roles in Community Relations

The Board of Education recognizes that high performing elementary schools encourage and promote parent and community engagement activities to improve student performance.

Community, is defined broadly as the State of Connecticut and specifically, the Town of Woodbridge and the businesses and individuals affected directly or indirectly that have reason to care about local education. We believe that our community includes students, parents, faculty, staff, town officials, media, senior citizens and taxpayers, law enforcement and other community agencies, churches and synagogues, all of whom help to determine the quantity of educational resources available and the quality of the educational output.

The goal of establishing and maintaining good community relations is a reflection of our understanding that schools depend on community good-will and public financing devoted to providing the best learning environment possible for our children. It is imperative that members of the community, particularly those who serve on other Town boards and school personnel participate in planning, policy development, implementing programs and evaluating results. Hence, a principle goal of the Board is the promotion of open communication and good relations with the community.

School-community relations, then, are not merely reporting and interpreting activities; but involve members of the community and school personnel fulfilling their respective roles in view of the best interests of the school, its vision and mission.



Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, presently numbered 1001 adopted 12/16/02, appropriate as renumbered.

Community Relations

School-Community Relations

Purpose

The Woodbridge Board of Education recognizes its responsibility in developing a comprehensive two-way program of school community relations to:

1. Stimulate productive relationships among teachers, parents and community members to benefit students and to foster the highest possible levels of student achievement.
2. Make maximum use of learning resources within the community.
3. Provide information and activities to build understanding of the purposes and content of the programs in the district.
4. Promote open communication and good relations with other Town Boards and the taxpayers of Woodbridge.



Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, presently numbered 1002 adopted 12/16/02, appropriate as renumbered except for addition of legal reference. A sample follows for comparison and consideration.

Community Relations

Communications Among the Board of Education, the Administration, the Parents and the Staff at Beecher Road School

The PTO (Parent Teacher Organization) is the official liaison organizations between the parents and the Board of Education and Administration.

The PTO will be the primary vehicle for keeping the Board of Education and Administration apprised of major concerns of the parents, while at the same time informing the parents of important matters being considered by the Board.

In the best interest of promoting and encouraging effective and efficient communications with the Board membership, a parent and a teacher shall be invited, as full members, to the standing and other committees of the Woodbridge Board of Education ~~except for Labor and Personnel~~. Additional members representing the ~~parent~~ and ~~teacher~~ organizations may be added at the discretion of the Board.

~~PTO~~ PTO WEA ~~PTO~~

It shall be the responsibility of invited members to identify and to report to their committees the needs and concerns of their respective groups, and to report to the respective memberships.

The final decision for all policies and practices within the school remains with the Board of Education.

Committee members and liaison representatives of Town boards will be notified of committee meetings.

Legal Reference:

Connecticut General Statutes

1-200 - 1-241 Public records and meeting

10-220 Duties of boards of education

C.F. 9132 Standing Committees

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, presently numbered 1002.1 adopted 12/16/02, appropriate as renumbered except for addition of legal reference. A sample follows for comparison and consideration.

Community Relations

Parent/Family Involvement

Parent, family and community are important educators of children. The Woodbridge Board of Education recognizes that parent involvement is vital to student achievement. A child's education is a responsibility shared by the school and family during the entire period the child spends in school. A comprehensive parent involvement plan for Beecher Road School may include:

1. Promotion and support for responsible parenting.
2. A school setting that welcomes parents and seeks their support and assistance.
3. Recognition that parents play an integral role in assisting student learning.
4. Regular communications between home and school that are reciprocal and meaningful.
5. Inclusion of parents in the decision making process as it affects children and families.
6. Provision of community resources to enhance school programs, family practices and student learning.

It is the policy of the Board that Beecher Road School, in its mission of education, will involve parents, families, advocates for children, and the community in the education of children and shall have an active organization for fostering parent and community involvement. The words "parent" or "family", as used in this policy, denote any form of extended family or acceptable adult who is advocating for a student.

Parents and families are assured access to their school, their child's classroom and/or school sponsored activities for the purposes of observing class procedures, teaching materials and class conduct so long as this observation is not disruptive to the normal classroom procedures or learning activity. Procedures for visiting schools shall be provided in parent handbooks or other communications from the schools.

School personnel will be available to students, parents and others at mutually convenient times.

Legal Reference:

Connecticut General Statutes

10-221(f) Boards of Education to prescribe rule(s), policies, and procedures as amended by PA 97-290 and by P.A. 10-111, An Act Concerning Education Reform in Connecticut.

Policy adopted:



WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

new
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Community Relations

Use of Education Television Channel

Operational Guidelines

Access

The use of the Education Channel shall be limited to the Board of Education programming. The use of studio facilities operated by the Board of Education shall have student instruction as its primary goal.

Board of Education sponsored programs include, but are not limited to:

1. Direct instruction
2. Presentation of school programs, including political discussions or debates, provided they are sponsored, organized and controlled by school personnel (such activities must be balanced as to content)
3. Presentation of school activities, performances or ceremonies
4. Meetings and hearings (Such coverage shall be "gavel to gavel" and will depict all speakers.)
5. Other school related activities as approved by the Superintendent

Political Issues

Political programs will be limited to one local "candidates night" per elected body of a non-partisan format within 30 days of a town election. The appearance of an elected official, (example: the Governor, Senator) in his/her official capacity shall not be considered a political program unless the elected official is running for office and the appearance is within 60 days of that election.

Total Policy

Authority

All matters regarding the use and implementation of programming for the Education Channel for educational programming will rest with the Superintendent of Schools or his/her designee(s).

Advertising

Advertising will be limited to product, ticket sales, and free events sponsored or approved by the Board of Education.

Existing policy, number 1112 adopted 2/24/03, appropriate as written except for addition of legal reference. A sample follows for comparison and consideration.

Community Relations

News Media Relationships

The Board of Education shall cooperate with the news media in providing the public with pertinent facts concerning the schools. The Superintendent shall serve as the basic source of information regarding the school system.

The Board of Education encourages the attendance of the news media at all open Board meetings.

The Woodbridge Board of Education supports the recognition efforts of local and regional publications and media in reporting the accomplishments, achievements, awards and honors of students. Local cable access, TV, newspaper and school newsletters from time-to-time seek opportunities to take pictures or write of school activities and student accomplishments. It is the policy of the Woodbridge School District to make this information routinely available, under most conditions, unless parents have requested in writing, in advance, that they do not wish to have information concerning the school activities of their child published.

The Board permits the interviewing, videotaping or photographing of students during the school day only when such activities, in the judgment of the Principal or Superintendent, do not disrupt the educational program, tend to cause undue confusion, or involve a controversial issue of a political nature. Publicity efforts as noted would take place under the guidance of school staff and with the restriction that the names or other identifying information of the involved students will not be provided without the prior written approval of the parent(s) or legal guardian of the student.

Individual interviews of students on camera or for publications will not be permitted without the prior written approval of the student's parent or guardian.

The Woodbridge School District will comply with parents' written requests in support of the interests and wishes of parents.

Legal Reference:

Connecticut General Statutes

1-226 Recording, broadcasting or photographing meetings

Policy adopted:



WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 1120 adopted 5/18/04, appropriate as written except for addition of legal reference. A sample follows for comparison and consideration.

Community Relations

Public Participation at Board of Education Meetings

The regular and special meetings of the Board of Education are open to the public and representatives of the press except that a part of any meeting may be designated an executive session as provided by law.

The Board of Education welcomes participation of interested organizations and individuals. Advance announcement of all regular, and all special meetings of the Board of Education is made through the posting of the agenda on school premises, and directly to those citizens, newspapers and community and professional organizations who specifically request such notification. *through district web site*

Legal Reference:

Connecticut General Statutes

1-225 Meetings of government agencies to be public.

1-226 Broadcasting or photographing meetings.

19a-342 Smoking in public meetings in rooms of public building prohibited.

1-227 Mailing of notice of meetings to persons filing written request. Fees.

1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.

1-232 Conduct of meetings.

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

10-238 Petition for hearing by board of education.

Policy adopted:

WOODBRIAGE PUBLIC SCHOOLS
Woodbridge, Connecticut

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Existing policy, number 1210 adopted 5/18/04, appropriate as written.

Community Relations

School-Community Associations

The Board of Education looks upon school-community organizations such as the Parent-Teacher Organization as integral parts of the school community which can aid substantially in promoting a quality educational program.

WJL
~~Among the many services which such organizations can offer, the Board of Education especially endorses their participation in developing and maintaining a voluntary assistance program in our schools.~~

The Board of Education encourages active support with school-community organizations by teachers and other employees.

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 1220 adopted 6/21/04, appropriate as written.

Community Relations

Citizens' Ad Hoc Committees

The Board of Education supports the concept of ad hoc committees, both for the Board of Education directly and for the staff.

When the Board of Education establishes a committee, the Board shall provide guidelines for membership and delineate its responsibilities and authority.

The involvement of the members of the public in assisting the Board of Education and the staff in reaching for the best possible decisions is a well-established principle in public school education except in those situations where insufficient time will prevent the committee from functioning properly.

(cf. 1312 - Public Complaints)

(cf. 6144 - Controversial Issues)

(cf. 6161 - Equipment, Books, Materials: Provision/Selections)

Legal Reference: Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)



Policy adopted:

WOODBRIAGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 1250 adopted 8/20/01, appropriate as written except for addition of legal reference.

Community Relations

Visits to the Schools

The Board of Education welcomes and strongly encourages members of the community and other interested persons to visit the schools. ~~School improvements often come from suggestions originating in such visits.~~ *delete*

The Superintendent is authorized to establish such regulations ~~as well~~ *to*.

1. Encourage visitors to observe our schools;
2. Provide for appropriate hospitality for visitors;
3. Channel expressions of approval as well as constructive criticism to the Board of Education;
4. Ensure that such visits will enhance the effect of the educational program rather than hinder it; and
5. Require all visitors to register in the office of the Principal upon their arrival at the school.

Board of Education members who visit schools of their own volition have no more authority than any other citizen.

Legal Reference:

Connecticut General Statutes

53a-185 Loitering in or about school grounds: Class C misdemeanor

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing regulation, number 1250 approved 8/20/01, appropriate as written.

Community Relations

Guidelines for Visitors

1. Statement of Purpose

The establishment and maintenance of an effective and successful school environment that protects the educational integrity of instructional time invites the full participation of parents, community members and visitors with the children. The cooperation of all including others with business requirements is necessary in meeting the expectations of the school district in this regard in providing for the safety and well being of all.

In an effort to communicate the policies and expectation of the district to the school community, the following is an outline of the responsibilities and expectations for parents, community members, vendors and others visiting Beecher Road School.

2. Access

Safety and Security is a concern and interest of the school community. In order to ensure the integrity of the learning environment, promote successful learning experiences for children, and provide a safe and orderly school environment, it is necessary to identify procedures that provide guidance and direction for appropriate access to the school facility.

To that end, every person entering the school building or present on school grounds during the school day is required to report to a designated location at either of the main entrances to the school and:

- a. Specify purpose and destination for visit.
- b. Sign-in and later, upon completion of the visit, sign-out.
- c. Be prepared to show identification.
- d. Obtain a visitors pass in the Main Office.

3. Adherence

Failure to follow the procedures of this policy may lead to restriction or denial of visitation privileges for violators.

4. Building Administration

- a. Develop, review, and monitor procedures related to this policy.
- b. Enforce procedures as approved by the Board of Education.
- c. Communicate procedures and policy to staff and community.
- d. Address situations of failure to comply.

Community Relations

Guidelines for Visitors (continued)

5. Faculty & Staff

- a. Notify the office of all visitors expected in advance of the visit
 - of special events, plays, performances including a list of dates, times and locations.
 - of scheduled visits of volunteers, chaperones, parents conferencing and others business.
- b. At times other than normal dismissal, release children from the classroom only to the Nurse or School Office. Children will be met at the designated School Office or Nurse Office.
- c. Redirect any person anywhere in the building not carrying a visitor pass to the Office and notify the Office.
- d. Refer any person(s) who have not followed the procedures to the Office and report the incident to the Office.

6. Parents, Family & Care Providers

- a. Understand and comply with procedures outlined in Section 1 above.
- b. Report to the Office on every visit.
- c. Notify in writing your child's classroom teacher of any scheduled change in dismissal times.
- d. Come into the building and report to the Main Office and Nurse, when the child is ill, to pick up and drop-off your child during school day hours.
- e. Bring forgotten items such as homework, lunch or bathing suits to the Main Office.
- f. Bring child medications, as required by policy, directly to the Nurse after signing in the Main Office.

7. Other Vendors

- a. Understand and comply with procedures as reflected in Sections 1 and 2 of this Policy.

Regulation approved:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 1251 adopted 5/18/04, appropriate as written except for addition of legal reference.

Community Relations

Loitering or Causing Disturbance

Any person is guilty of loitering on school grounds when he/she loiters or remains in or about a school building or grounds, not having any reason or relationship involving custody of or responsibility for a student or any other license or privilege to be there. For this reason it is required that all visitors register in the office of the Principal. Staff members should be alert to the presence of unauthorized visitors and report their presence to the Principal promptly.

Legal Reference:

Connecticut General Statutes

53a-185 Loitering in or about school grounds; Class C misdemeanor.



Policy adopted:

WOODBRIAGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 1311.1 adopted 5/18/04, appropriate as written.

Community Relations

Staff Participation in Community Activities

The Board of Education encourages staff members to become active participants in the activities of the community in which they live so long as these activities do not interfere with their responsibilities as school district employees. This involvement provides a community with better understanding of educational programs and gains support of better education for every student. Such activity, however, is not required for initial or continued employment or advancement.

Political Activities of School Employees

School employees are encouraged to assume full responsibilities as citizens of a democracy.

Performance of Civic Duties by Employees

Employees should be expected to perform their civic duties commensurate with democratic ideals. These duties may include:

1. Voting and taking an interest in the social, political, and economic issues of the day.
2. Exercising democratic rights and responsibilities, which are shared in common with other citizens. These rights and privileges may include:
 - a. Electioneering for candidates.
 - b. Accepting positions in political campaigns.
 - c. Holding an office in a political party organization.
 - d. Serving as a delegate to political party conventions.

Individual Responsibility in Participating in Political Functions

Employees engaging in political activities shall:

1. Realize their obligation is to their work as educators;
2. Help others understand that employee opinions and actions are expressed as individuals and not as representatives of the educational institution.
3. Engage in no political activities on school premises during school hours.

Legal Reference: Connecticut General Statutes
 7-421 Political activities of classified municipal employees
 7-421b Limitation on restriction of political rights of municipal employees
 10-156e Employees of boards of education permitted to serve as elected officials; exception

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

*Maintain this
replace all
entirely* 1312

Community Relations

Public Complaints

The Board of Education welcomes comments and suggestions for improvement from the citizens whom it serves. Constructive criticism of the schools is welcome whenever it is motivated by a sincere desire to improve the quality of the educational program or to allow the schools to do their tasks more effectively. However, the Board has confidence in its professional staff and desires to support their actions in order that they be free from unnecessary, spiteful or negative criticism and complaint. Therefore, whenever a complaint is made directly to the Board as a whole or to a Board member as an individual, it will promptly be referred to the school administration for study and possible solution.

Since individual Board members have no authority to resolve complaints, other than by formal Board action, Board members shall refer persons making complaints about the schools to the most immediate level at which the problems can be resolved and, as may be necessary, through lines of organization to the Superintendent of Schools. The Board expects that the administration will develop a procedure for receiving complaints courteously and that it will take steps to make a proper reply to the complainant. Follow-up shall be in the form of a written memorandum to the Board members.

Anonymous complaints provide no avenue for response or redress of the complaint. Therefore, it is the policy of the Board that such complaints will not be pursued. An unsigned complaint will not be read or acted upon at any meeting of the Board and anonymous telephone complaints will not be brought to the Board by any individual Board member, administrator or other District employee. The administration will not act on any anonymous complaint.

Parents should be made aware of the proper channels of communication and appeal. Complaints for which specific resolution procedures are provided shall be directed through those channels. The decision of the Principal regarding a student must include notice to the parents of the next step of appeal. Any appeal from the decision of the Superintendent to the Board shall be in writing and signed.

Complaints should be resolved at the lowest possible level of authority. If the complaint cannot be resolved at the building level, either party is encouraged to bring the matter to the attention of the Superintendent of Schools.

If all other remedies have been exhausted and a complaint cannot be satisfactorily resolved, the complaint may be appealed to the Board of Education. No appeal will be heard by the Board and no charges or accusations against an employee will be investigated unless the accusations are reduced to writing, signed by the party making the complaint, and presented to the Board through the Superintendent.

The Board will not consider or act upon complaints that have not been explored at the appropriate level or complaints for which specific resolution procedures have been established that do not include Board review. If the Board decides to hear the complaint, the Board shall make a decision which shall be sent to all interested parties. The Board's decision is final.

~~Upon receipt of a written petition signed by one percent of the voters or fifty voters, whichever is greater, the Board of Education shall hold a public hearing on any question specified in the petition within three weeks of receipt of the petition.~~

Challenged Material

A procedure for processing and responding to criticism of approved materials shall be established and followed. This procedure shall include a formal, signed complaint of standard format and an appointed committee to re-evaluate the material in question.

In all cases, the decision to retain or reject shall be made on the basis of whether the material represents life in its true proportions, whether circumstances are realistically dealt with, and whether the material has literary or social value. Factual material shall be included in all instructional material collections.

(cf. [1220](#) - Citizens' Advisory Committees)

(cf. [5145.2](#) - Freedom of Speech/Expression)

(cf. [6144](#) - Controversial Issues)

(cf. [6161](#) - Equipment, Books, Materials: Provision/Selection)

Legal Reference:: *Keyishian v. Board of Regents* 385 U.S. 589, 603 (1967)

President's Council, District 25 v. Community School Board No. 25 457 F.2d 289 (1972), cert. denied 409 U.S. 998 (1976)

Minarcini v. Strongsville City School District, 541 F. 2d 577 (6th Cir. 1976).

Board of Education, Island Trees Union Free School District No. 26 v. Pico, 457 U.S. 853 (1982).

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81).
Connecticut General Statutes

[10-238](#) Petition for hearing by board of education.

Policy adopted:

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Existing regulation, presently numbered 1312.1 and 1312.2, approved 3/15/04 and 6/21/04, appropriate as combined and renumbered.

Community Relations

Delete in its Entirety

Public Complaints

All complaints regarding the school system or individuals employed by the Board shall follow appropriate protocol. Issues concerning staff should first be discussed with the individual. If satisfaction has not been achieved, complaints should be directed to the Principal of the school or to the Superintendent. The individual making such complaints shall expect a courteous and prompt reply after an investigation of such complaints. The Board shall be informed of such complaints when, in the opinion of the Superintendent, they are of such magnitude as to damage the image or reputation of the schools.

Board members and district employees shall refer persons registering with them complaints or concerns about the schools to the most immediate level at which the problems can be resolved. Parents should be made aware of the proper channels of communication and appeal.

To secure the earliest possible solutions, public complaints or concerns from parents or other members of the community should follow this sequence:

1. Classroom complaints, concerns, or problems are first directed to the teacher involved. If the matter cannot be settled by the teacher, it should be brought to the Principal.
2. Complaints and concerns concerning the school, its operation and its instructional programs are first directed to the school Principal. He/she may try to resolve the matter or request an appropriate person to investigate the complaint. *Satisfactorily*
3. If the matter cannot be settled satisfactorily by the Principal, it may be brought to the Superintendent of Schools.
4. If the matter is not resolved by the Superintendent, it may be directed in writing to the Chairperson, Woodbridge Board of Education, who shall review the matter with the members of the Board of Education. *Satisfactorily*
5. The Board of Education's decision is final and binding unless the law allows additional recourse. *

Challenged Material

A procedure for processing and responding to criticism of approved materials shall be established and followed. This procedure shall include a formal, signed complaint of standard format and an appointed committee to re-evaluate the material in question.

In all cases, the decision to retain or reject shall be made on the basis of whether the material presents life in its true proportions, whether circumstances are realistically dealt with, and whether the material has literary or social value. Factual material shall be included in all collections of instructional materials.

Existing policy, number 1313 adopted 4/15/02, appropriate as written except for addition of legal reference.

Community Relations

Gifts to School Personnel

Gifts from Vendors

Employees of the school system shall not directly solicit, accept, or receive personal gifts from vendors or contractors in the performance of their official duties. The acceptance of entertainment and hospitality is prohibited where the employee is the sole or major recipient as opposed to large group gatherings as may be the case at seasonal parties, receptions or conventions sponsored by vendors.

This prohibition shall not be construed to prevent vendors from providing opportunities for school employees to see or hear about new ideas, equipment and/or materials.

Acceptance by employees of gifts from commercial organizations is discouraged.

Gifts from Students/Parents

Teachers and other staff members may accept token and inexpensive gifts from students or parents of students.

Legal Reference:

Connecticut General Statutes

7-479 Conflicts of interest.



Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 1321 adopted 6/21/04, appropriate as written.

Community Relations

Public Performances by Students

The Board of Education recognizes that worthy educational values may be served by student participation in civic and community affairs. Instructors are encouraged to provide students for public performances when such performances contribute to the educational process and objectives of that particular class and when it does not interfere unduly with other classes or activities within the school. School groups and individuals may, with the permission of the Principal, participate in local public events which fall into the following classifications:

1. Events sponsored by the schools. Educational events in which the school serves as host shall have priority in scheduling appearances.
2. Community functions organized in the interests of the school, such as those originated by the PTO or other parent group.
3. Non-commercial civic occasions of community, county, state or national interest of sufficient breadth to enlist general sympathy and cooperation.
4. Events that are primarily patriotic in nature, such as Veterans' Day.
5. Charity benefit activities provided such activity has been specifically approved in advance by the Superintendent.
6. Programs sponsored by established character-building agencies, or programs sponsored jointly by the school system and mass communication media where the time or space given to the programs are of a public nature.

School groups may not participate in events that fall into any of the following classifications:

1. Events that are for the purpose of private gain or for the advertising of any commercial project or product. A school name, the names of school-sponsored groups or school equipment shall not be exploited in events of a commercial nature.
2. Events that are for the furtherance of any politically partisan interest. In questionable cases the matter shall be referred to the Board of Education.
3. Events that are primarily for the furtherance of any religious concern, whether sectarian or non-sectarian in nature.
4. Events that cause undue amount of interference with the regular school program, or that cause an excessive amount of absence due to rehearsal or preparation.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 1323 adopted 10/21/02, appropriate as written.

Community Relations

Research Projects

The Board of Education recognizes that worthy educational values may be served by permitting independent research projects to be carried out in the schools. The Superintendent, or his/her designee, may approve research proposals. Those of a sensitive nature will be reviewed by the Board of Education. All research projects must:

1. Preserve the privacy of all individuals,
2. Promote professional interest,
3. Significantly contribute to the body of knowledge about education,
4. Refrain from using the results for commercial or private gain, and
5. Not interfere with the instructional process or take undue time away from it.

OK

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Community Relations

Soliciting Funds From and By Students

The Board of Education supports school activities that engage children in raising funds as a means of encouraging and nurturing the development of values reflecting charitable giving and concern for others in need.

Fundraising activities must be designed to advance the educational mission of the school district, be directly related to financing the school or curricular activities or character development and must be undertaken under the direction and guidance of the administration and staff. School fundraising activities must also comply with the following conditions.

1. No fund raising activities are to be conducted by non-school agencies or for non-school activities among or by the school children, except as provided under law and consistent with the policies of the Board of Education.
2. Selling is not permitted on the school campus without administrative approval.

The Board of Education requires, as a condition of approval, that the sponsoring individual, group or organization fully comply with any and all sales tax requirements of the State or Federal Government.

The Superintendent may approve and authorize fund raising activities consistent with the following guidelines:

1. Requests for fundraisers shall be made and approved, in writing, in advance of initiating the activity by the building Principal in consultation with the Superintendent.
2. Significant educational or financial benefits will accrue to the school and/or students, either directly or indirectly, from the activity.
3. The mechanics and procedures of fund raising will not result in an unacceptable burden to teachers, other school staff, or families of school children, nor subject the school to inappropriate risks or responsibilities in handling funds.
4. With the exception of PTO activities, all school directed fund raising activities involving children whether sponsored by a class, grade level, individual or the school shall follow Board of Education financial accounting procedures.
5. Fund raising proceeds shall be processed through the student activity account properly documenting receipt and distribution of the funds.
6. Collections of items, personal appeals of individual staff, and requests made of children to bring in a specific amount of money to cover a classroom activity or program shall be cleared with the Principal in advance.

Community Relations

Soliciting Funds From and By Students (continued)

7. The organizations for which funds are solicited must either be governmental or charitable.

Upon approval of the Superintendent, information from recognized charitable and other organizations, which could eventually result in voluntary student and/or parental activities, contributions, or memberships of benefit to the organization, may be distributed through the schools under established guidelines affecting such notifications. In these instances, the distribution of material would be the only school involvement on behalf of the organizations.

OK

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 1325 adopted 10/17/05, appropriate as written. A sample follows for comparison and consideration.

Community Relations

Distribution of Outside Communications

Students shall not be used to distribute notices or communications which do not originate within the schools or do not support the educational mission of the district. Students may transmit communications to parents from parent organizations affiliated with the schools and communications, which, in the judgment of the Superintendent, have significant educational value or widespread community importance. The District website and/or the use of the racks located in the school lobby entrances will also be used to disseminate these materials.

A red handwritten signature or initials, possibly reading 'OK', is written in the center of the page.

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 1340 adopted 10/18/04, appropriate as written.

Community Relations

Access to School Procedures and Materials

Operating procedures, records and publications developed in or for the school district shall be made available to members of the public consistent with law. No outside organization shall be granted exclusive access to or control over the material made available to it.

Records containing privileged or confidential information about staff or students will be restricted to the extent permitted by law in the interests of the person or persons involved.

(cf. 5125/51251 - Student Records; 4112.6 - Certified Personnel Records; 4212.6 - Non-Certified Personnel Records)

A reasonable charge may be made for copying available records.

Legal Reference: Connecticut General Statutes
 1-15b Access of parent or guardians to student's records. Inspection and subpoena of school or student records.
 1-212 Application for copies of public records. Certified copies. Fees.
 1-16 Reproductions.
 1-154a Professional communication between teacher/nurse and student. Surrender of physical evidence obtained from students.
 1-200 Definitions.
 1-206 Denial of access of public records or meetings. Notice. Appeals.
 1-210 Access to public records. Exempt records.
 1-209 Records not to be public. (Medical or psychological examination records.)
 1-211 Access to computer-stored records.
 1-213 Agency Administration. Disclosure of personnel, birth and tax records. Judicial records and proceedings.
 1-214 Public employment contracts as public record. Objection to disclosure of personnel or medical files.
 1-215 Record of an arrest as public record.
 1-225 Meetings of governmental agencies to be public.
 1-226 Recording, broadcasting or photographing meetings.
 1-227 Mailing of notice of meetings to persons filing written request. Fees.
 1-240 Penalties.

OK

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

Existing policy, number 1411 adopted 10/18/04, appropriate as written, with update to legal references.

Community Relations

Law Enforcement Agencies/Fire Departments

Because of the many support services which the local law enforcement agencies and fire departments provide to the schools, staff and students, the Board of Education desires to maintain the best possible relationship with those agencies, bearing in mind the responsibility the schools have to see that the legal rights of staff and students are properly protected.

The Superintendent is directed to establish lines of communication with the local law enforcement agencies and Fire Departments in order to effect the kinds of cooperation needed for the security of the school facilities, the safety of students and staff, and better education of the students concerning law enforcement agencies and fire and safety protection.

(cf. 6114 Emergencies and Disaster Preparedness)

Legal Reference: **Connecticut General Statutes**

10-221 Boards of Education to prescribe rules

53a-185 Loitering in or about school grounds: Class C Misdemeanor

54-76j Disposition upon adjudication as youthful offender

New Jersey vs. T.L.O. U.S. 325 (1985)

OK

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 1416 adopted 10/18/04, appropriate as written.

Community Relations

Fiscal Authority

The Board of Education believes that it has an obligation beyond that imposed by law to work with the appropriate fiscal authority at all stages of the budgeting process in order to develop a clearer understanding of school and student needs to improve education in our community.

The Board of Education will meet and confer with the fiscal authority prior to collective bargaining, and further, it will cooperate with the fiscal authority in development of a sound fiscal base for school operation.

Legal Reference: Connecticut General Statutes

10-153d Meeting between Board of Education and Fiscal Authority required. Duty to negotiate.

OK

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 1500 adopted 10/18/04, appropriate as written.

Community Relations

Relations Between Area, State, Regional & National Associations and the School District

Membership in recognized associations such as the Connecticut Association of Boards of Education will be maintained by the schools for several reasons, including:

1. The in-service educational benefits to employees and members of the Board of Education which come from participation in meetings, conferences, clinics and conventions.
2. Access to the communication media of such associations, such as newsletters, periodicals and advisory services.
3. Representation in actions affecting education in general and the Woodbridge School District in particular.

The Board of Education in maintaining such membership in no way abdicates its authority over the responsibility for the District as outlined in State law and Board of Education policy.

The Superintendent is authorized to budget funds for such memberships, and for paying the costs of adequate participation of Board of Education, administration and staff in the activities of such associations to achieve the purposes listed above.

OK

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

**Beecher Road School
Wellness Committee
Year-end Report
May 2012**

Committee Members:

Carol Bequary, Chair	Lola Johnson, Secretary
Elisa Black	Jane Roddy
Josephine Bucci	Sandy Simowitz
Sharon DeKadt	Anthony Taddei
Brian Hocking	Penny Zamkov
Patti McKeon	Al Pullo
Brie Pfannenbecker	

The Wellness Committee met monthly during the 2011-2012 school year. Thanks to everyone for their contribution to the work of this committee.

Accomplishments:

Café:

- Taste testing was again offered throughout the year. Students sampled different homemade lentil and beef barley soups with lentil being the favorite along with chicken noodle.
- The pasta day implemented this past year continues to be popular. The ingredients of the sauces are all vegetable, i.e., Alfredo is made with white beans, cauliflower, zucchini and parsnip.
- New USDA guidelines are coming and Jane Roddy will be attending an all-day workshop at the end of May to develop a plan for implementing the new guidelines next year. In the meantime, white rice has been replaced with brown rice and all milk served in the café will be fat-free or 1% fat-free only.
- The salad bar remains very popular and busy throughout all lunch waves.

Future Goals:

- Implement new USDA guidelines
- Revisit Healthy Snack/Celebration Initiative K-6
- Develop recipes combining legumes and rice and offer taste testing

Recycling:

- **Classroom/School:**

An email questionnaire (Survey Monkey) was sent to all teachers and staff to identify spaces needing bins and to get general feedback. Comments and feedback were prioritized. As a result, new bins were purchased and placed where needed. A colorful poster to attract and educate adults and students as to what should go into the bins was designed and distributed to teachers to hang over the bins.

- **Campus:**

As part of our work to expand the recycling initiative, the committee focused efforts on providing recycling outside the building. Patti McKeon and Al Pullo Various investigated several options and compared prices. The decision was made to purchase two 55-gallon containers constructed of durable plastic (ideal for outdoor use). Each bin will bear the universal recycling logo and have separate slots for plastic and aluminum recyclables. One recycle bin will be placed on campus near each of the playgrounds. This is part of a pilot program that will expand with additional containers on campus as funding permits.

Future Goals:

- Continue “paperless” initiative
- Continue to work with Facilities Manager and Business Manager to substitute green options for the building
- Establish regular “Did You Know” postings (PTO/BRS Websites) to highlight Wellness and Green initiatives ongoing in the school (similar to café announcements).



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THE WALL STREET JOURNAL

WSJ.com

April 2, 2012

Here Come Tablets. Here Come Problems.

As companies flock to the devices, they're learning a lot from their mistakes

By SHARA TIBKEN

American Airlines was an early adopter of tablet computers. As a result, it learned a lot about how best to use tablets—and where it could go wrong.

More in Leadership in IT

[Employees, Measure Yourselfs](#)

[IT Is From Venus, Non-IT Is From Mars](#)

[Better Leadership Through Social Media](#)

[Some Cyberattackers Watch and Wait](#)

Read the [complete report](#) .

CIO Journal

[CIO Journal](#) aims to be the single destination for time-pressed, business-minded corporate technology professionals to find the news and analysis they need to perform at their peak.

The airline, for instance, figured out early that one device would not fit all. The pilots wanted high-end tablets, to replace paper charts and such, while mechanics and engineers needed something more rugged. For flight attendants, small and light were key. Meanwhile, to its first- and business-class passengers, the airline lent models that played new movies without risk of illegal copying.

"When you're in a conference room, you might think, 'This is great,' " says Maya Leibman, chief information officer for American, owned by [AMR Corp.](#), about the airline's effort to choose models that worked for everyone. "But then you get out in the field and realize it doesn't work in a driving snowstorm."

Companies everywhere are adopting tablets. [Forrester Research](#) Inc. estimates that about 25% of computers used for work globally are tablets and smartphones, not PCs.

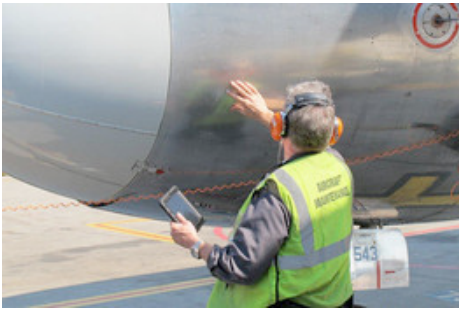
But in the process, companies are making a lot of the same mistakes—from not researching ahead of time how workers can best use the devices, to underestimating the costs and the additional challenges tablets present for IT networks.

Here's a rundown of five of the biggest mistakes, and what companies have learned from them.

No. 1: Failing to have a plan before rolling out the devices

Too many companies start using tablets without a clear strategy.

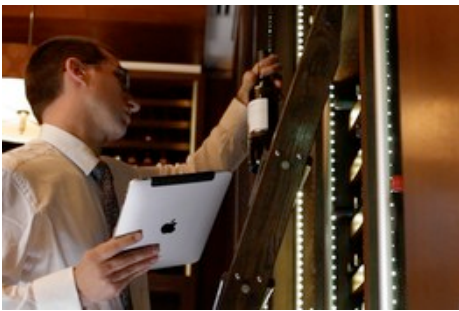
"There are organizations that throw caution to the wind and say, 'We need tablets,' then buy 20,000, push them out and wait for people to tell them how they're using them," says Chris Curran, a principal at PricewaterhouseCoopers overseeing technology strategy and innovation. This is wasting money and causing lots of frustration, he says.



American Airlines

TO EACH HIS OWN American Airlines quickly discovered that one device wouldn't suit all needs.

traditional computer programs won't work on tablets, and documents sent from a computer to a mobile device may end up losing some key characteristics.



Apple

CATCHING UP At Hyatt Hotels, management found it needed better tools to manage mobile devices.

monitors, making it difficult to read them properly on a smaller screen.

John Prusnick, director of IT innovation and strategy for Hyatt, says the company is considering changing some of its PC applications to make them more tablet-friendly.

No. 3: Expecting to easily obtain all the apps you need

Some companies think it will be easy to obtain the right apps for their needs. But most companies don't have the means to produce and constantly update mobile applications for themselves. And while iPad and Android app stores have many more offerings than the stores of less popular tablets, even those have limitations.



Apple

MAKING IT WORK At Jackson Kayak, it took some time to find the right mobile apps for certain needs.

Analysts advise putting tablets in the hands of small but key groups of employees before attempting a wide deployment. Let them see what works and what can be done better.

Policy issues should be ironed out ahead of time, too, like who will own the devices and how they will be managed.

"You can't just say, 'Here's a tablet, go forth,' without a plan of attack," Mr. Curran says.

No. 2: Not understanding what tablets are—and are not—good for

Tablets have a lot of capabilities, but they're not right for everything and can't yet replace notebooks for many uses. Many

"If you send someone files from their desktop infrastructure, there's no guarantee everything in those files will be presented to the end user correctly," says Ken Dulaney, an analyst at [Gartner](#) Inc., an IT research and consulting firm based in Stamford, Conn. "And an application that sits on the device might not show them there's something missing."

Some companies try to get around this by using virtual desktop applications, Web-based programs that give users remote access to their PC desktop, but those also don't always translate well to the smaller screen. Hyatt Hotels Corp. says some of its employees with tablets work with such an app but sometimes can't navigate all of the programs without a mouse or keyboard. In addition, most PC programs are designed for larger

In Sparta, Tenn., kayak maker Jackson Kayak, which supplies iPads to about half of its 130 employees, struggled early on with finding tablet-specific applications to meet certain needs, such as production management. And apps for some programs it used didn't have the full functionality of the PC versions, such as the ability to upload many photos at once to a blog.

"At the beginning there was a lot we couldn't do," says James McBeath, the chief marketing officer. The company used some iPhone apps at first, which required zooming in on everything to make it legible on the iPad screen. Eventually, however, Jackson Kayak found almost all of the tablet applications it needed in

Related Video

The new iPad offers fast speed and one of the most spectacular displays ever seen in a mobile device, Walt Mossberg discusses on digits. Photo: Getty Images.

the app store, Mr. McBeath says. The only app the company had to create for itself was one for customers to learn about its business.

No. 4: Thinking tablets are cheaper than laptops

The \$500 price tag for a tablet can seem pretty attractive compared with the prices for notebooks and desktops. But that ignores a crucial element: Tablets have to be replaced more often than PCs.

Software giant [SAP](#) AG has distributed about 14,000 tablets to employees and says it will be replacing them about every 18 months to two years to take advantage of the latest software and hardware improvements and if there's a compelling business reason. What to do with the old devices and how many replacements to stock are issues as well. Wireless connections and apps for the tablets all cost money, too.

Printer maker Ricoh Americas Corp., a unit of Japan's [Ricoh](#) Co., allows workers to supply their own tablets. It hasn't yet bought products en masse for employees. It's considering rolling the devices out to the company's sales reps but is waiting for tablets to reach the functionality of PCs before distributing them companywide.

"I don't want to pay \$1,000 for a laptop and \$800 for a tablet. I would much rather pay \$800 once and be done," says Tracey Rothenberger, chief information officer at Ricoh Americas.

No. 5: Misjudging the ease of support and security

Putting a lot of data on the devices is necessary for their usefulness, but there has to be some way to make sure that information is protected.

There are issues of control as well. When employees use personal tablets for work, can the IT staff remotely wipe the hard drive if the device gets stolen? Employees also can download thousands of programs on their own, which can be a security nightmare for a corporate network and cause compatibility issues when the company wants to update operating systems and apps.

At Hyatt, there were no security problems, but "the growth of mobile devices broadly outpaced our ability to quickly manage them," Mr. Prusnick says. "We thought we could manage it on our own, but we realized we really needed better tools and support to manage all the devices we have."

To address the problem, Hyatt implemented mobile-device management systems that allow it to deal with multiple operating systems more smoothly and address security, monitoring and technical-support issues more efficiently.

Ultimately, companies need to recognize that tablets are a new breed of devices that require new methods of management. Says Lars Kamp, strategy lead for Accenture Mobility Services, part of consultants [Accenture](#) Ltd.: "Don't think tablets are an extension of existing legacy IT systems. They are not."

Ms. Tibken is a reporter for Dow Jones Newswires in New York. She can be reached at shara.tibken@dowjones.com.

A version of this article appeared April 2, 2012, on page R3 in some U.S. editions of The Wall Street Journal, with the headline: Here Come Tablets. Here Come Problems..

SmartMoney Glossary: [Wall Street](#), [CIO](#), [rundown](#), [SAP](#), [analyst](#)

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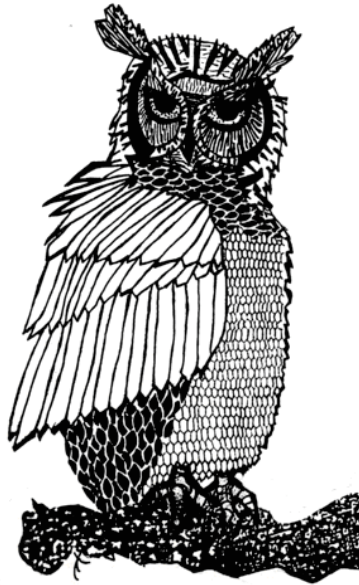
DRAFT - March 26, 2012

Woodbridge School District

Beecher Road School

Educational Technology Plan

July 1, 2012 – June 30, 2015



Woodbridge School District
40 Beecher Road
Woodbridge, CT 06525

Cover Page

EDUCATIONAL TECHNOLOGY PLAN – July 1, 2012-June 30, 2015

District/Agency:	Woodbridge School District	
LEA Code:	167	
Educational Technology Plan Contact:	Rick Wood	
Phone:	203.389.2195	
Fax:	203.389.2196	
E-mail:	RCWood@woodbridgeps.org	
Address:	40 Beecher Road	
Name of Superintendent or Director:	Dr. Gaeton Stella	
E-mail:	GStella@woodbridgeps.org	
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:

Preparation Check-Off Page

The submitted plan has the following:

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

** The LEA is encouraged to complete a technology funding source list and budget to submit with the technology plan.*

Signature of Authorized LEA Agent

Date

Local Education Agency (LEA) Federal Grant Program Compliance Form

Woodbridge School District Local Education Agency Submitting this Plan

Developing a comprehensive educational 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 educational 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)

Yes
_____ 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. _____

Yes
_____ Has applied for E-Rate funding.

The LEA’s comprehensive educational 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: _____

Certified by:

Signature of Superintendent or Director

Date

Printed Name of Superintendent or Director

LEA Profile

LEA NAME: Woodbridge School District

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.

Educational Technology Literacy

Questions	Your District's Numbers
During the 2010-11 school year, how many Grade 8 students were evaluated for technological literacy based on your district's standards?	N/A
How many of those students were considered technologically literate based on that evaluation?	N/A
How many hours of technology-related professional development (PD) were offered to certified educators in 2010-11, including 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.	29
How many hours of technology-related professional development were offered to administrators in 2010-11? Count only those PD hours offered specifically for administrators.	0
In Grades K-8 what fraction of your certified staff does your district consider technologically literate? 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.	68/75
In Grades 9-12, what fraction of your certified staff does your district consider technologically literate? The fraction's denominator should reflect the actual number of professional 9-12 staff.	N/A

Policies

How often are your Acceptable Use Policy (AUP) and other technology-related policies updated? **At least every three years**

Insert a link to your district's AUP below if it is stored on the Web:

<http://www.woodbridge.k12.ct.us./subsite/brs/page/library-technology-center-acceptable-use-138>

Online Assessments

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

- *The number and percentage of students at each grade level that can have high-speed Internet access at the same time.*
- *The students are grouped in clusters of no more than 30 and no less than 10 students.*
- *The students remain in their own school.*

The maximum number of Grade 4 students who could be accommodated under the above conditions.	78
The percentage of Grade 4 students who could be accommodated under the above conditions (number accommodated/total number of Grade 4 students).	83%
The maximum number of Grade 6 students who could be accommodated under the above conditions.	78
The percentage of Grade 6 students who could be accommodated under the above conditions (number accommodated/total number of Grade 6 students).	67%
The maximum number of Grade 8 students who could be accommodated under these conditions.	N/A
The percentage of Grade 8 students who could be accommodated under the above conditions (number accommodated/total number of Grade 8 students).	N/A
The maximum number of Grade 10 students who could be accommodated under the above conditions.	N/A
The percentage of Grade 10 students who could be accommodated under the above conditions (number accommodated/total number of Grade 10 students).	N/A

Planning Committee

The Educational Technology Planning Committee should represent all stakeholders. Development of the educational 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
Rick Wood, Chair	Technology Coordinator	Library Tech Team
Larry Hurwitz	Technology & Assistive Technology Specialist	
James Crawford	Technology Specialist	
Lori Patrick	Library Media Specialist	
Dr. Gaeton Stella	Superintendent of School	Administration
Sheila Haverkamp	Director of Special Services	
Sheila McCreven	Member	Board of Education
Steve Fleischman	Vice Chair	
Faculty Members – Faculty forums		Faculty
Parents and Community members – Parent Forum		Parents & Community

The Committee must:

- *Write a description of the educational 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 educational technology vision statement.*
- *Develop an educational technology needs assessment.*

The Woodbridge School District employed a modified approach to Technology Plan Development during the 2011 – 2012 school year. The Library Technology Team consisting of four teachers were charged with convening focus groups with all Woodbridge School District constituents to address the various aspects of this Technology Plan.

The Team first conducted two surveys of the faculty and staff and held two open sessions with faculty and staff to discuss current issues in technology as they relate to the school and to discern major needs and goals for the next three years.

The Team held a three-hour evening presentation and open discussion with parents and community. Major technology issues facing students were discussed and goal areas identified.

The Team held two meetings with representatives of the Board of Education and Administration to review the results of the faculty and staff and parent discussions and to set forth the goals for this technology plan.

The Team convened on multiple occasions to draft the plan. The plan was reviewed with the administrative representatives and published for review and comment by all constituents.

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 educational 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 educational technology status** in five categories: curriculum integration, professional development, equitable use of educational 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;*
- *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.*

Review

- Data was gathered through teacher survey and open meetings with the faculty.
- Students have access to computers in the classroom (limited) and full class access in 4 locations in the building.
- Software selection and access hampered by need for professional development
- Increased use of personal devices for students in need
- Beginning of use of web based storage and document sharing
- Increased use of online resources such as Discovery Tools
- Widespread use of SMART Boards in classrooms for instruction
- Use of document cameras to show opaque objects, display student work, and enhance versatility of the white board
- Listening stations in primary classes are obsolete

Needs

- Teacher training in implementation of software
- Faster startup time in fall for accounts
- Consistent time to meet with grade level teams/PLCs to discuss ways to integrate technology
- More access to computers in the classroom
- Increased use of iPads, iPods, and other personal digital devices in the classroom
- Software to support and extend the curriculum
- Development of an instructional resource website / More access to curricular materials in and out of school (home)
- Provide alternate access to text for all students in need
- Access to web-based applications and storage for all students and faculty
- Interfaces for gathering of data in PE and Science
- Digital reporting systems for parents
- Updated listening centers for primary students

Professional Development

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

Review

- The district completed a survey of teachers' use of technology in the classroom in the spring of 2011. The survey asked about the teachers' use of technology in the classroom, knowledge of software uses, access to technology for planning, teaching and student learning in the classroom.
- Certified staff and administration completed a survey in the spring of 2011 about professional development needs of the certified staff. The survey looked at the faculty's perceived level of technology competency and needs for future professional development.
- The district has provided Tech Academy courses to meet the basic needs of certified and non-certified staff. The courses were organized to specifically meet the needs of the non-certified staff during teacher conference days.
- At the conclusion of each Tech Academy the participants are required to provide evaluation of the course and are provided an option for requesting future courses in any area of technology.
- Technology consultation and support is available to teachers for individual projects and in support of individual technology needs
- Tech "help videos" are created to common user issues.

Needs

- Time for future PD during faculty meetings
- Time for full training before roll-out of major technology advances
- Completion of Technology competency assessments by administration and non-certified staff
- Training for central and main office staff for effective use of technology for data management
- More frequent training of TA and Office staff for efficient use of technology
- Need for future PD on efficient means of record keeping and data collection for teachers and Office staff

Equitable Use of Educational 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.*

Review Student Access

- Classroom Computers - All classrooms have 2 to 4 computers each
- Technology Center - Computers for 2 full classes plus independent students, faculty, and staff. Assistance is available to all users.
- Library Media Center - Computers for 1 full class
- Grade 5 & 6 Computer Lab - Computers for 1 full class. Scheduling and organization of the Lab is managed by Grade 5 & 6 Teachers.
- Mobile devices - The District is piloting the use of mobile devices in the classroom.
- All students have equal access to technology in the school.

Review Faculty & Administration Access

- All faculty and administrators are provided mobile computers with seamless wireless access throughout the school building.
- Some administrators have iPads, and smartphones.
- Noncertified staff have access to desktop computers in school and access to email outside of school.
- Students with needs have access to mobile computers, iPads, iPods, computers with touch screens, speech recognition, and many other assistive technologies.

Needs

- Maintain current replacement plan for computers, infrastructure and other technology
- Expand access to technology resources in the classrooms

Infrastructure and Telecommunications

- *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.*

Review

The school has a direct OC-3 fiber optic connection to the Connecticut Education Network. The central backbone of the internal network is 1Gb Ethernet utilizing fiber optic connections between switching closets. All classroom and office spaces have multiple 100Mb Ethernet. All lab computers connect at 1 Gb directly to the central switches. All classroom computers connect at 100Mb. The entire school is covered by a managed 10Mb wireless system updated in 2011.

The District maintained Email server is in the process of being phased out as the District converts to a cloud-based system for email and apps. File Servers provide individual user accounts for students, faculty, staff, and administration and backup faculty and administration mobile computer systems. 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. The District uses hosted services for the District website, student information system, IEP management system, library circulation system, and health record management system. The fiscal management system is shared with the Town offices.

The internal cable system for video is minimally used as the District has moved to digital distribution of video via the data network.

Needs:

Network Assessment: Throughout the year, the district experiences network service slowdowns during peak use. A network assessment should be conducted.

Administrative Needs

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

Review

- Current limited use of Pearson PowerSchool for basic record keeping and demographic data
- IEP Direct and AIMS Web are used for data management of special needs and assessment
- Teacher created short term spreadsheet systems for data analysis

Needs

- Centralizing and standardizing data entry and management for all related systems: nurse; library; computer network; student information; lunch system; ProTrax; ...
- Telecommunications system is out of date; messages should be available through text and voice; current limited number of outside lines; automated systems for reporting absences;
- Need for longitudinal data collection that is sharable, accessible, and teacher friendly
- CMT data as well as in school assessments should be accessible to PLCs
- Migrate data system storage to online services
- Online purchasing - paperless
- Intensive professional development for office staff, administration, teachers, and TA's is needed in all management systems
- District website should be reorganized to represent one school - easier navigation
- Training of staff in Google Applications to foster greater collaboration and communication

Parent involvement

- Provide a parent portal for student progress in PowerSchool
- Parents should have the ability to input student information online, to report absences, to schedule conferences, to conduct transactions for field trips and after school programs, and to make purchases online.

Plan Implementation

National and State Technology Goals

Goal 1: Engaging and Empowering Learning Experiences

National Educational Tech Plan	State Educational Tech Plan
<p>1.0 Learning: Engage and Empower <i>All learners will have engaging and empowering learning experiences both in and out of school that prepare them to be active, creative, knowledgeable and ethical participants in our globally networked society.</i></p>	<p>Goal 1: Engaging and Empowering Learning Experiences <i>All learners will have engaging and empowering learning experiences both inside and outside of school that prepare them to be active, creative, knowledgeable and ethical participants in our globally networked society.</i></p>

Goal 1: Engaging and Empowering Learning Experiences - Action Plan for Access

Determine the variance in access to technology and Internet services for students and faculty outside of school and address issues of equitable access.

Steps	Responsibility	Timeline	Measurement
Survey students and teachers to determine Internet access outside of school	Library Tech Team	Year 1 Then annually	Annually review results of surveys
Develop strategies to ensure that students can complete school work at home 1. Explore free or reduced access from local services 2. Explore local venues with free access	Tech Committee Faculty Administration	Year 1	Annually review list of alternatives and low cost ISP's

Provide cloud-based access to applications and document storage for faculty, staff, and students that allows for integrated access by class, grade, and school.

Steps	Responsibility	Timeline	Measurement
Introduce Google Apps for Education to Faculty and Staff, providing Professional Development in the use of apps for professional use	Library Tech Team Administration	Year 1 Then annually	Review records of PD provided and accounts established Annually survey faculty professional use aligned with NETS for Teachers
Provide professional development in the use of Google Apps for Education in teaching and learning	Library Tech Team Administration	Year 1 On-Going	
Provide access to Google Apps for Education for students	Library Tech Team Faculty	Year 2 On-Going	Review introductions, lessons, and students' access

Goal 1: Engaging and Empowering Learning Experiences - Action Plan for Resources

Provide access to differentiated information at the point of need to promote individualized, self-facilitated learning.

Steps	Responsibility	Timeline	Measurement
Provide access to information at the point of need <ul style="list-style-type: none"> Increase use and availability of mobile technologies 	Library Tech Team Administration BOE	Year 1 On-going	Annually review access to mobile devices Survey faculty
Provide differentiated resources <ul style="list-style-type: none"> Train teachers in techniques for locating, integrating, and managing online resources and mobile apps. <ul style="list-style-type: none"> Provide professional development in detailed techniques for locating and evaluating resources Provide professional development in use of specific resources and applications Provide quality online resources <ul style="list-style-type: none"> Establish grade-appropriate criteria aligned with standards and curriculum for selection of resources and apps Evaluate digital resources and content and select resources to be used Adopt a centralized system for sharing digital curriculum resources 	Library Tech Team Curriculum Coordinators Faculty	Year 1 On-going	Review PD schedule Survey faculty Annually review lists of resources provided Annually review sharing system and make recommendations for modifications
<ul style="list-style-type: none"> Update filtering policies and management to allow students access to designated resources 	Library Tech Team Administration BOE	Year 1 Every 3 years	Review Policy Survey faculty to determine access

Goal 1: Engaging and Empowering Learning Experiences - Action Plan for Expression

Integrate technology to promote original creative expression through writing, arts, music, video, invention, performance, publishing, and other means

Steps	Responsibility	Timeline	Measurement
Review and revise the <i>Beecher Road School Library Media and Technology Performance Indicators for Students</i> to match current school curriculum	Library Tech Team	Year 2	Publish the document
Provide for regular collaboration among classroom teams, specialists, and technology specialists for the purpose of integrating technology tools into all areas of creativity	Administration	Year 2 On-Going	Review <ul style="list-style-type: none"> schedules of meetings lists of projects sample projects
Provide training for teachers in the use of a wide variety of applications (local and online) for creative expression	Library Tech Team Administration	Year 2 On-Going	
Provide access and instruction for students in a wide variety of applications for creative expression	Library Tech Team Classroom Teachers	Year 2 On-Going	

Goal 1: Engaging and Empowering Learning Experiences - Action Plan for Audience

Provide authentic audiences for student work

Steps	Responsibility	Timeline	Measurement
Develop guidelines for student publication <ul style="list-style-type: none"> Adopt policies that provide the ability for the school to share student work but continue to provide privacy of student information Develop protocols for posting of student works Develop criteria for quality of student work to be posted 	Library Tech Team Administration BOE Teachers	Year 1 Annually	Annually review policy, protocols, and criteria Annually survey faculty on use and effectiveness of policy, protocols, criteria
Expand systems for sharing of student work within the school <ul style="list-style-type: none"> Provide in-school displays of student-created digital works Provide in-school network-based source for students to share their works for viewing and use by their peers Provide professional development in use of internal digital services for sharing student works 	Library Tech Team Teachers	Year 2	Review PD Schedules List display points Review list of students works shared
Utilize the district website and other online services to share student works with parents, community, and the world <ul style="list-style-type: none"> Develop the district website for sharing of student works Select appropriate online services for sharing of student works Provide professional development in use of digital services for sharing student works 	Library Tech Team Teachers Administration Office Personnel	Year 3	Review secure site to determine extent of use by faculty, students, parents Review PD Schedule Annually review list of approved online services

Goal 2: Assessment

National Educational Tech Plan	State Educational Tech Plan
2.0 Assessment: Measure What Matters <i>At all levels, our education system will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i>	Goal 2: Assessment <i>At all levels, our education system will leverage the power of technology to measure what matters and use assessment data for continuous improvement.</i>

Goal 2: Assessment - Action Plan

Investigate and select appropriate digital assessments to support student learning.

Steps	Responsibility	Timeline	Measurement
Convene a committee of all administrators and curriculum leaders to: <ul style="list-style-type: none"> Determine specific assessment needs Develop strategies for selecting assessments Develop a methodology for sharing and evaluating results 	Administration Teachers BOE	Year 2 Annually	Review Committee Schedule and Needs Assessment Publish results
Establish routine assessment schedule using selected assessments.	Administration Teachers	Year 3	Review schedule

Goal 3: Connected Teaching and Learning

National Educational Tech Plan	State Educational Tech Plan
<p>3.0 Teaching: Prepare and Connect <i>Professional educators will be supported individually, and in teams, by technology that connects them to data, content, resources, expertise and learning experiences that enable and inspire more effective teaching for all learners.</i></p>	<p>Goal 3: Connected Teaching and Learning <i>Professional educators will be supported individually, and in teams, by technology that connects them to data, content, resources, expertise and learning experiences that can empower and inspire them to provide more effective teaching for all learners.</i></p>

Goal 3: Connected Teaching and Learning - Action Plan for Professional Development

Develop a long-range plan for technology integration training

Steps	Responsibility	Timeline	Measurement
Engage teachers in professional development activities that create excitement for embedding technology into the 21st Century classroom	Professional Development Committee	Year 1 On-going	Review PD Schedule Survey teachers to determine effectiveness
Develop teacher leaders in a variety of methods of technology integration and provide mentoring for all teachers	Administration Library Tech Team	Year 2 On-Going	Faculty complete self-assessment based on NETS for Teachers
Provide digital professional development resources to support all areas of technology		Year 3 On-Going	Review digital PD used by teachers

Goal 3: Connected Teaching and Learning - Action Plan for Teacher Evaluation

Review and plan for the digital component of professional development and teacher evaluation

Steps	Responsibility	Timeline	Measurement
Review the capacity of ProTraxx to manage the District needs for tracking professional development and teacher evaluations	Administration Professional Development Committee	Year 3 On-going	Publish review results
Develop plan for digital management of professional development and teacher evaluation	Administration Professional Development Committee	Year 3 On-going	Publish plan

Goal 4: Infrastructure for Teaching and Learning

National Educational Tech Plan	State Educational Tech Plan
<p>4.0 Infrastructure: Access and Enable <i>All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.</i></p>	<p>Goal 4: Infrastructure for Teaching and Learning <i>All students and educators will have access to a comprehensive infrastructure for learning, when and where they need it.</i></p>

Goal 4: Infrastructure for Teaching and Learning - Action Plan

Maintain sufficient infrastructure to support the technology needs of students, faculty and administration.

Steps	Responsibility	Timeline	Measurement
Ensure access to digital technologies through routine maintenance, replacement, and improvement of infrastructure, hardware, and systems that support the educational program.	BOE Administration	On-going	Review system logs. Review maintenance records. Review system specifications and requirements for compatibility and scope. Annually review personnel and staffing records to assure adequate personnel Survey faculty and staff on effectiveness of support
Continue to improve the infrastructure necessary to maintain connectivity to the Connecticut Education Network.	Library Tech Team	On-Going	
Revise and implement the Integrated Data Architecture Plan to ensure future interoperability of all systems.		Year 3	
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.		On-Going	

Goal 5: Productivity and Efficiency

National Educational Tech Plan	State Educational Tech Plan
<p>5.0 Productivity: Redesign and Transform <i>At all levels, our education system will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.</i></p>	<p>Goal 5: Productivity and Efficiency <i>At all levels, our education system will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money and staff.</i></p>

Goal 5: Productivity and Efficiency - Action Plan for Data Management

Adopt a common longitudinal data collection system to simplify and standardize student

Steps	Responsibility	Timeline	Measurement
Coordinate with Administration, Curriculum Committees and Coordinators to: <ul style="list-style-type: none"> Identify and address goals in the school improvement plan. Identify data points that can be used at the classroom level to improve instruction. Identify data points that can be used by the District to improve operations. Identify which data points will be collected by which tool. 	Data Leadership Team Administration	Year 1	Publish list of data points
Assess and select the system to provide a common longitudinal data collection system		Year 1	Publish selection criteria Identify system
Develop strategies for implementing the system across the school constituents including administration, faculty, office personnel, and parents		Year 3	Publish implementation plan with strategies
Provide for effective fiscal management through the use of technology.		On-going	Annually survey personnel on effective use of fiscal tools Annually review fiscal management systems

Goal 5: Productivity and Efficiency - Action Plan for Parent - Teacher Communication

Adopt a teacher / parent portal for communication and reporting

Steps	Responsibility	Timeline	Measurement
Expand the District / School website	Administration Library Tech Team	Year 1 On-going	Review traffic analytics and data
Develop a Communication and Reporting Leadership Team to <ul style="list-style-type: none"> Assess and select the system to provide a parent portal Develop strategies for implementing the system across the school constituents including administration, faculty, office personnel, and parents Coordinate with the District's revision of student report cards 	Administration Teachers	Year 2	Publish strategies Review digital report card
Utilize PowerSchool as appropriate to provide home - school connection		Year 3	

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, 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

Educational Technology Plan Review Guide

Name of District: Woodbridge School District District Contact: Rick Wood Email RCWood@woodbridgeps.org
 Phone: 203.389.2195

	RESC	Final	
	Complete? Yes/No	Complete? Yes/No	additional information required/comments
Cover Page: Superintendent or Executive Director Signature			
Cover Page: Board of Education Date Submitted			
Cover Page: Board of Education Date Approved			
Educational Technology Plan Preparation Check-Off: Agent Signature			
Local Education Agency (LEA) Federal Grant Program Compliance Form: Superintendent or Executive Director Signature			
LEA Profile			
Technology Committee			
Vision Statement			
Needs Assessment			
Goal 1: Engaging and Empowering Learning Experiences			
Goal 2: Assessment			
Goal 3: Connected Teaching and Learning			
Goal 4: Infrastructure for Teaching and Learning			
Goal 5: Productivity and Efficiency			
CIPA Form: Superintendent/ Executive Director Signature			
Questions/Comments			
I have reviewed the plan for alignment and completeness and provided feedback to the district.			

(print) Name of RESC Reviewer

Signature of RESC Reviewer

Date

Please attach this sheet to your revised and completed tech plan (one hard copy and one CD and send this to:

Cathy Bradanini
 Connecticut LEA Educational Technology Plans
 LEARN
 44 Hatchetts Hill Road
 Old Lyme, CT 06371

NSBA notes from two sessions

Reported by David Barkin

Inquiry, Collaboration, Exploration-5: Making a Difference in Elementary Science Education for Teachers and Students: Blue Springs R-IV Schools Kansas City, MO (enrollment 14,000)

- Inquiry based science instruction
- Similar to the Columbia program in terms of early adopters and focused training to build momentum and change
- Partnered with Professional Development Network, KC STEM Alliance, Houghton / Mifflin
- Website: Sciencematters.com includes an Ezine developed in conjunction with a local ad agency
- Utilized instructional coaches
- Survey of teacher acceptance and preparedness (teacher survey) when asked if they were “very well prepared” to teach science in the classroom rose from 7% to 50% after engaging the instructional coaches
- This was an urban regional district that achieve significant gains in successful engagement of boys and girls who view science positively based on this new approach to science
- Biggest stumbling block to successful science learning are teachers lack of comfort with the material and how to present it in an exciting manner; this approach addressed that deficit.

Linking Teacher Evaluation to Professional Learning and Student Growth Measures: One District’s Race to the Top Journey: Dublin OH School district (enrollment 14,000)

Presenters included the Superintendent, The Director of Data and Assessment, one Principal and one 3rd grade classroom teacher. A very polished and rehearsed presentation with smooth transitions and no or limited reading from the slides.

- Alignment with Ohio Educator Standards – offers continuous professional development
- Teacher Standards are defined and levels of success are defined – sort of a rubric.
- More frequent observations with specific feedback following observations – “teachers thrive on the feedback”
- Assessments are aligned with objectives
- A “capacity building model”
- District Data Teams meet 6x per year
 - School Data Team
 - School Staff
- “Understanding Student Achievement – measuring teachers on growth versus Achievement”
- Value added Data (EVOS / Cary NC?)
- Pioneers – Settlers – Resisters

Meeting Minutes

WBOE Facilities Committee Meeting

Meeting Date: **5/4/12**

Upcoming Meetings: **6/1/12 (first Friday at 7:30 – 8:30 am)**

Attending: **Guy Stella**
Al Pullo
Brie Pfannenbecker
David Barkin
Margaret Hamilton
Kathy Wick
Ron Dagan (Luchs Engineering)

Old Business

Playground Update: Playground committee meeting on 5/8 to discuss South Playground, possibly installed this summer.

STEAP Grant Update: Plans were presented and appeared generally complete. It is unlikely that the project will support complete paving at North though the work is being bid as an alternate. Bids will be going out at the end of May.

Facilities / Grounds Projects 2011 / 2012: Updated schedule attached.

Overview of Maintenance Management Systems: Scheduled and Emergency: Draft document of a custodial procedure manual was presented. Need to expand to include HVAC operating and maintenance materials – 5/4/12 – nothing new to report

Status / Plan to clear additional areas of invasive species: No additional work will be completed in this fiscal year. BRS administration to present a plan for additional clearing for 2012 - 2013.

Well Heads: Need to investigate removal of well heads. Administration to speak with F&O civil engineers to determine scope and fees to remove abandoned well vaults. 5/4/12 – nothing new to report

Locks and Keying: Assa / Abloy consultant should complete assessment by the end of May.

Discussion – Development of Grounds Maintenance Manual: Working with “School Dude” software to populate data base and develop a schedule for maintenance. – 5/4/12 – nothing new to report

Gas contract: Town will fund the cost of conversion to LNG.

New Business

Meeting Minutes (cont.)

Facilities Utilization plan: Graphic presentation of school utilization presented, it indicates how the school is currently occupied and could be used as a tool to evaluate available space within the building.

Future Agenda Items:

Finance Committee Minutes

Date - 5/14/12

Attendance: Gaetan Stella, Al Pullo, Steven Fleischman, Margaret Hamilton, Lori Patrick, Carl Lindskog, Larry Hurwitz

The meeting was called to order at 7:00pm

The Committee discussed all matters on the agenda.

All financial statements were reviewed in detail.

All budgets were reviewed for Summer enrichment, extended day and cafeteria.

A discussion was held regarding the use of surplus funds due to favorable renewal on the health insurance. It was agreed that the funds be used for the South Playground, Pearson Inform IT platform, Lock replacement program for the entire school to be purchased now and phased in over the next two to three years, Replacement of fire doors, library books, painting of exterior and interior as described in the report presented to board, and PLC grade level instructional resources/ideas to benefit classrooms as decided on by the PLCs.

The Meeting was adjourned at 8:30pm

2011-2012 Superintendent Budget Surplus Recommendations:

Projected Surplus as of: 4/30/12	<u>\$ 198,796</u>
Superintendent's Recommendations for Expenditures:	
South Playground	\$ 82,500
Pearson Inform Module	\$ 19,000
Painting - Exterior - D-Wing & Touchups, Interior - C-Wing Classrooms, A,B,C Wing Hallways Touch-Up, Kitchen, Offices	\$ 11,000
Replace (6) Fire Doors, to complete the 2 other priority doors that have been replaced.	\$ 9,000
Library Books - (Focus on Classics)	\$ 5,000
Locks Upgrade - (Phase 1: Key Making Machine, Locks - District, SpEd, and North Offices, purchase all materials in 2011-2012)	\$ 12,000
PLC grade level instructional resources / ideas to benefit classrooms	\$ 20,000
Subtotal - Recommendations	<u>\$ 158,500</u>
Net Projected Surplus	<u>\$ 40,296</u>

Woodbridge School District
 School Lunch Program Budget Proposal Summary
 2012-2013

	2010-2011 Actual	2011-2012 Budget	2011-2012 Projected	2012-2013 Request	\$ Increase (Decrease)	% Inc (Dec)
Sales Revenue:						
Food Sales	\$ 200,919	\$ 181,383	\$157,626	\$161,558	(\$19,825)	(10.9)%
Government grants	30,403	28,489	54,419	59,026	\$30,537	107.2%
Other income	14	25	25	25	\$0	0.0%
Total revenue	231,336	209,897	212,070	220,609	\$10,712	5.1%
Cost of food sold	90,185	85,644	88,834	90,014	\$4,370	5.1%
Gross margin on sales	141,151	124,253	123,236	130,595	\$6,342	5.1%
% Gross margin on sales	61.0%	59.2%	58.1%	59.2%	0	0.0%
Operating expenses:						
Salaries	85,711	88,119	87,497	91,309	\$3,190	3.6%
Substitutes	5,745	8,200	2,341	8,200	\$0	0.0%
FICA	7,511	6,741	7,059	6,985	\$244	3.6%
MERF	5,738	6,609	9,552	8,848	\$2,239	33.9%
Medical Insurance	-	-	-	-	\$0	0.0%
Supplies & repairs	1,764	6,359	13,870	6,359	\$0	0.0%
Equipment	646	500	-	8,894	\$8,394	1678.8%
Unemployment	-	-	-	-	\$0	0.0%
Other	3,826	-	-	-	\$0	0.0%
Total operating expenses	110,941	116,528	120,319	130,594	\$14,066	12.1%
Revenues over (under) expenses	30,210	7,725	2,917	0	(\$7,725)	
Board of Education subsidy****	-	-	-	-	\$0	
Revenues over (under) expenses after subsidy	30,210	7,725	2,917	0	(\$7,725)	
Fund Balance @ Beginning of Year	12,862	43,072	43,072	45,989		
Fund Balance @ End of Year	\$ 43,072	\$ 50,797	\$ 45,989	\$ 45,989		
# Students K-6	733	730	744	744		
Participation Rate	42.26%	40.82%	51.32%	51.15%		
Revised Participation Rate	57.98%	57.40%	57.11%	57.34%		
# Lunch Days	182	182	180	182		
Meals Per Day W/Ala Carte	425	419	425	427		
# Hours Worked	4,876	4,876	4,876	4,876		
Revised Meals Per Labor Hour	15	15	16	16		
INDUSTRY STANDARDS						
Food Costs 35% - 37%						
Labor 50% - 55%						
Other 5% - 8%						
Revised Meals Per Labor Hour - 18-22						
NOTES:**						
1. Revenues assume an increase in student and adult lunch prices						

MEMORANDUM

TO: Gaeton Stella,
Superintendent of Schools

FROM: Al Pullo
Director of Business Services & Operations

DATE: May 9, 2012

SUBJECT: School Lunch Program –
Price Recommendations 2012-2013

I have included below my recommendations for price increase the School Lunch Program, effective July 1, 2012. There primary considerations driving the price increase include increases in both the cost of food products as well as costs for delivery. The district last increased lunch prices in July 2008.

	Current	Proposed	Increase \$	Increase %
Lunch	\$ 2.50	\$ 2.60	\$ 0.10	4.0%
Hearty Lunch	\$ 3.50	\$ 3.60	\$ 0.10	2.9%
Adult Salad	\$ 4.00	\$ 4.50	\$ 0.50	12.5%
Student Hearty Salad - Lunch	\$ 3.50	\$ 3.60	\$ 0.10	2.9%
Student Salad - Lunch	\$ 2.50	\$ 2.60	\$ 0.10	4.0%
Hot dog, sandwich, or entrée	\$ 2.50	\$ 2.60	\$ 0.10	4.0%
Bagel (3 oz)	\$ 1.25	\$ 1.30	\$ 0.05	4.0%
Bagel & cream cheese	\$ 1.50	\$ 1.55	\$ 0.05	3.3%
Baked Potato	\$ 1.50	\$ 1.55	\$ 0.05	3.3%
16 oz. Water	\$ 1.00	\$ 1.10	\$ 0.10	10.0%
8 oz. Water	\$ 0.50	\$ 0.55	\$ 0.05	10.0%
Milk	\$ 0.50	\$ 0.55	\$ 0.05	10.0%
Orange Juice	\$ 0.50	\$ 0.55	\$ 0.05	10.0%

CONNECTICUT STATE DEPARTMENT OF EDUCATION

DIVISION OF FAMILY AND STUDENT SUPPORT SERVICES

BUREAU OF SPECIAL EDUCATION

SPECIAL EDUCATION GRANT PROGRAMS
FY 2013

Grant Application For:

*Two Entitlement Grant Programs under the Individuals with Disabilities Education Act
(IDEA)*

*Assistance for Education of all Children with Disabilities
and Preschool Grants for Children with Disabilities*

RFA 118

Legislative Authority

Individuals with Disabilities Education Act

20 U.S.C. Sections 1411 and 1419

(hereinafter referenced as Sections 611 and 619 of Public Law 108-446)

Due Date

May 18, 2012



REV 2/2012
P.L. 108-446

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



SPECIAL EDUCATION GRANT PROGRAMS

GRANT PERIOD

July 1, 2012 to June 30, 2014

GRANT COVER PAGE

To Be Completed and Submitted with the Grant Application

<p><u>Applicant</u></p> <p>Woodbridge Board of Education 40 Beecher Road Woodbridge, CT 06525 (203) 387-6631 (203) 397-0724 (fax) gstella@woodbridge.k12.ct.us</p>	<p><u>Program Funding Dates</u> From July 1, 2012 to June 30, 2014</p> <p><u>Preliminary Funding Amount</u></p> <p>IDEA Special Education Assistance (611 funds) \$ 167,412</p> <p>IDEA Preschool Education (619 funds) \$11,269</p>
<p><u>Contact Person</u></p> <p>Sheila Haverkamp / Special Services Director Beecher Road School 40 Beecher Rd. Woodbridge, CT 06525 (203)389-6598 (203)389-8164 (fax) shaverkampf@woodbridge.k12.ct.us</p>	<p><u>Check if Consolidated Application</u></p> <p><input type="checkbox"/> For IDEA, Section 611 Participating Districts: <i>(list districts)</i></p> <p><input type="checkbox"/> For IDEA, Section 619 Participating Districts: <i>(list districts)</i></p> <p>*Please attach list of districts, if needed.</p>

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

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

Signature (Superintendent) *Gaeton F. Stella*

Name: Gaeton Stella, PhD

School District: Woodbridge School District

GOALS AND RELATED ACTIVITIES
IDEA, SECTION 611
Special Education and Related Services (Ages 3-21)

District Goal # 1 :

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

School District Planned Special Education Activities:

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

District Goal # 2 :

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

School District Planned Special Education Activities:

1. Promote student growth in social skills and pragmatic language through direct instruction from and collaboration among Special Education teacher, school counselor, SLP, teacher assistants and occupational therapist.
2. Promote student growth in social/emotional / behavioral skills through collaboration, instruction and alternate materials.

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

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

District Goal # 1 :

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

School District Planned Special Education Activities:

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

District Goal # 2 :

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

School District Planned Special Education Activities:

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

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

ED114 FISCAL YEAR 2013

BUDGET FORM

FUNDING STATUS:

GRANTEE NAME: Woodbridge School District
TOWN CODE: 167

GRANT TITLE: IDEA, PART B, SECTION 611
PROJECT TITLE: IDEA, PART B, Section 611 ENTITLEMENT GRANT
CORE-CT CLASSIFICATION:
FUND: 12060 SPID: 20977 PROGRAM: 82032
BUDGET REFERENCE: 2013 CHARTFIELD1: 170002
CHARTFIELD2:

GRANT PERIOD: 7/01/12 - 6/30/14

AUTHORIZED AMOUNT:\$

AUTHORIZED AMOUNT by SOURCE:

CURRENT DUE:\$

LOCAL BALANCE:\$

CARRY-OVER DUE:\$

CODES	DESCRIPTIONS	PUBLIC	NON PUBLIC	TOTAL
111A	ADMINISTRATOR/SUPERVISOR SALARIES	15,000		15,000
111B	TEACHERS	38,000		38,000
112A	EDUCATION AIDES	47,200		47,000
112B	CLERICAL			
119	OTHERS			
200	PERSONAL SERVICES-EMPLOYEE BENEFITS			
321	TUTORS			
322	IN SERVICE		4388	4388
323	PUPIL SERVICES	2000		2000
324	FIELD TRIPS	50,000		50,000
325	PARENT ACTIVITIES			
330	OTHER PROFESSIONAL/TECHNICAL SERVICES			
331	AUDIT			
400	PURCHASED PROPERTY SERVICES			
510	PUPIL TRANSPORTATION			
530	COMMUNICATIONS			
560	TUITION			
580	TRAVEL			
590	OTHER PURCHASED SERVICES			
611	INSTRUCTIONAL SUPPLIES			
612	ADMINISTRATIVE SUPPLIES			
690	OTHER SUPPLIES			
700	PROPERTY			
890	OTHER OBJECTS	11,024		11,024
940	INDIRECT COSTS			
	TOTAL	163,024		167,412

ED114 FISCAL YEAR 2013

BUDGET FORM

FUNDING STATUS:

GRANTEE NAME:

TOWN CODE:

GRANT TITLE: IDEA, PART B, SECTION 619
 PROJECT TITLE: IDEA, PART B, Section 619 Preschool Entitlement
 CORE-CT CLASSIFICATION:
 FUND: 12060 SPID: 20983 PROGRAM: 82032
 BUDGET REFERENCE: 2013 CHARTFIELD1: 170002
 CHARTFIELD2:

GRANT PERIOD: 7/01/12 - 6/30/14

AUTHORIZED AMOUNT:\$

AUTHORIZED AMOUNT by SOURCE:
 LOCAL BALANCE:\$

CURRENT DUE:\$
 CARRY-OVER DUE:\$

CODES	DESCRIPTIONS	PUBLIC	NON PUBLIC	TOTAL
111A	ADMINISTRATOR/SUPERVISOR SALARIES			
111B	TEACHERS	3000		3000
112A	EDUCATION AIDES	6900		6900
112B	CLERICAL			
119	OTHERS			
200	PERSONAL SERVICES-EMPLOYEE BENEFITS			
321	TUTORS			
322	IN SERVICE			
323	PUPIL SERVICES			
324	FIELD TRIPS			
325	PARENT ACTIVITIES			
330	OTHER PROFESSIONAL TECHNICAL SERVICES			
331	AUDIT			
400	PURCHASED PROPERTY			
510	PUPIL TRANSPORTATION			
530	COMMUNICATIONS			
560	TUITION			
580	TRAVEL			
590	OTHER PURCHASED SERVICES			
611	INSTRUCTIONAL SUPPLIES			
612	ADMINISTRATIVE SUPPLIES			
690	OTHER SUPPLIES	1369		1369
700	PROPERTY			
890	OTHER OBJECTS			
940	INDIRECT COSTS			
	TOTAL	11,269		11,269