

Woodbridge Board of Education  
Woodbridge Board of Education Regular  
Meeting  
Monday, June 18, 2012 6:30 PM

Woodbridge Board of Education Regular  
Meeting June 18, 2012 6:30 PM CAPSS  
Superintendent/ Student Awards 7:00 PM  
Public Session Library Media Center Beecher  
Road School

## Agenda

- I. **Preliminary Business**
  - A. CAPSS Student Awards - 6:30 PM
  - B. Call to Order
  - C. Salute to the Flag
  - D. Correspondence
  - E. Public Comment
- II. **Consent Agenda**
  - A. Approval of Meeting Minutes
    - 1. May 1, 2012 Special Meeting
    - 2. May 22, 2012 Regular Meeting
  - B. Monthly Summary Financial Report Ending May 31, 2012
  - C. Monthly Detail Financial Report Ending May 31, 2012
  - D. Combining Financial Statements Through May 31, 2012
  - E. 2011/12 Budget Transfers
  - F. Accept Policy 6141.326 (Social Media) for 30-day review
  - G. Accept Policy 6141.322 (District/School/Staff/Student Sites) for 30-day review
- III. **Reports**
  - A. Superintendent's Report
    - 1. BRS Update
      - a. BRS Monthly Enrollment Report
    - 2. Safety Committee Update
    - 3. World Language Assessments
    - 4. Administrative Recognition
  - B. PTO Update
  - C. BRS Building Committee
  - D. Facilities Committee
  - E. Policy Committee
  - F. Finance Committee
    - 1. Additional Budget Surplus Adjustments for 2011/12 Budget
  - G. CABE Liaison Report
  - H. ACES Liaison Report
- IV. **Other**
  - A. Public Comment
  - B. Executive Session, in accordance with State Statute
    - 1. Director of Business Services/ Operations Contract Review
  - C. Ratify 2012-15 Contract for Director of Business Services/Operations
- V. **Adjournment**



# MINUTES OF THE SPECIAL BOARD OF EDUCATION MEETING

Tuesday, May 1, 2012  
BRS Library Media Center

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

**BOARD MEMBERS PRESENT:** Ms. Margaret Hamilton, Chair; Mr. David Bernard, Dr. Steven Fleischman, Vice Chair; Mr. Matthew Gilbride, Secretary; Mr. Carl Lindskog, Ms. Sheila McCreven and Dr. YanYun Wu.

**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:** Peter Halsey, Lynn Piascyk, Ellen Regan, Michelle Shepard, Teachers; Kathy Adamovich, Gina and Ken Prisco and Pua Ford, community.

Superintendent Stella introduced Ms. Gina Prisco as the unanimous recommendation for Principal of Beecher Road School commencing July 1, 2012.

## **MOTION #1 – ADMINISTRATIVE APPOINTMENT (PRISCO)**

Move that we ratify the appointment of Gina Prisco as Principal of Beecher Road School at a salary of \$130,000 for the 2012/13 school year.

Dr. Fleischman  
Second by Mr. Gilbride  
UNANIMOUS

Ms. Prisco expressed sincere gratitude on her appointment and looked forward to an exciting new adventure as Principal of BRS.

Ms. Hamilton called a brief recess (7:17 PM).

## **MOTION #2 – EXECUTIVE SESSION**

Move that we enter Executive Session (7:25 PM)

Dr. Fleischman  
Second by Ms. McCreven  
UNANIMOUS

The Board entered Executive Session to discuss personnel qualifications for the Assistant Principal vacancy.

**BOARD MEMBERS PRESENT:** Ms. Margaret Hamilton, Chair; Mr. David Bernard, Dr. Steven Fleischman, Vice Chair; Mr. Matthew Gilbride, Secretary; Mr. Carl Lindskog, Ms. Sheila McCreven and Dr. YanYun Wu.

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

## **MOTION #3 RETURN TO PUBLIC SESSION**

Move that we return to Public Session (7:48 PM).

Dr. Fleischman  
Second by Mr. Lindskog  
UNANIMOUS

**MOTION TO ADJOURN:** (7:49 PM)  
Dr. Fleischman  
Second by Mr. Lindskog  
UNANIMOUS

Recorded by Marsha DeGennaro, Clerk of the Board

# MINUTES OF THE REGULAR BOARD OF EDUCATION MEETING

Tuesday, May 22, 2012  
BRS Library Media Center

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

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

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

**MEMBERS OF THE PUBLIC:** Laurence Grotheer, BOS Liaison; Teresa Nakouzi, WEA; James Crawford, Larry Hurwitz, Stephanie Goldberg, Lori Patrick, Stephanie Wolfson and Rick Wood, teachers; Pua Ford community.

**CORRESPONDENCE** – None

**PUBLIC COMMENT** – None

## **CONSENT AGENDA**

### **MOTION #1 – CONSENT AGENDA**

Move that we approve the consent agenda as presented.

Dr. Fleischman

Second by Mr. Gilbride

**UNANIMOUS**

Ms. McCreven left (7:15 PM).

## **REPORTS**

### **Superintendent's Report**

- **Beecher Road School Update** – Superintendent Stella highlighted the state-wide technology exhibition in Hartford on digital story-telling and student work on iPads; Rosetta Stone participation, eagle scout presentation and Amity High School students working at BRS.
- **World Language Update** – Ms. Goldberg and Ms. Wolfson provided an update on the revised Spanish curriculum. An in-depth data analysis on student progress/knowledge upon completion of Grade 6 will be provided at the June Board meeting. Several students presented their individual projects associated with specific units of study.
- **iPad Update** – Grade 2 students demonstrated to Board members the ease of using their iPads as part of the recent pilot program. The iPad pilot allows differentiated learning for each child and is adaptable to their individual styles and learning needs. This has become an extremely versatile tool for transforming student learning. Students have been able to develop a sense of where they are as learners, and as a result, have taken on the role of teaching other students. It is anticipated this pilot project will be expanded in the coming year with the purchase of additional iPads instead of desktop computers.
- **2012/15 Technology Plan** – Mr. Wood presented the 2012/15 Technology Plan. This plan focuses on five goals:
  - Engaging and Empowering Learning Experiences
  - Assessment
  - Connected Teaching and Learning
  - Infrastructure for Teaching and Learning
  - Productivity and Efficiency

The Plan has been approved by ACES for submission to the Connecticut State Department of Education (CSDE).

**MOTION #2 - 2012-2015 TECHNOLOGY PLAN**

Move that we adopt the 2012/2015 Technology Plan as presented for submission to the Connecticut State Department of Education.

Dr. Fleischman  
Second by Mr. Gilbride  
UNANIMOUS

- Data Warehouse – Mr. Crawford outlined the use of the new parent portal “Inform” as part of our data warehouse system that will allow for statistical analysis of linear growth of students K-6. The system provides easy tracking for students at risk as well as those who excel.
- Wellness Report – A summary report was provided on the work of the committee throughout the year as well as the goals established for next year.
- Assistant Principal Update – Over 51 applicants applied for the vacancy. A small committee will be convened and it is anticipated 5-6 candidates will be selected for interview.

PTO Update – No Report.

NSBA Conference – Four Board members attended the conference: Mr. Barkin, Drs. Fleischman, Wu, Ms. Hamilton and Dr. Stella. Dr. Fleischman highlighted the technology and STEM sessions with various discussions on “bring your own device”, Sal Kahn Academy and Rosetta Stone. Ms. Hamilton attended sessions focusing on identification of student work, national teacher of the year, and online summer programs to reduce learning loss over the summer. Dr. Wu attended workshops on policy development related to bullying versus freedom of speech, student/teacher technology trends and assessments, communication to parents and school forms. Dr. Stella attended sessions related to data reporting, compliance and accountability to propel learning, school safety and communication, and improving budget presentations.

Facilities Committee – No Report. The June meeting will be held June 8 rather than June 1.

Town Building Committee Charge – No Report.

Policy Committee – No Report.

Finance Committee – Dr. Fleischman noted that all monthly financial reports were reviewed and approved at the May 14 meeting. Also presented were adjustments to the 2011/12 operating budget in the amount of \$158,000. It is anticipated that approximately \$40,000 will be returned to the Town.

**MOTION #3 – 2011/12 BUDGET ADJUSTMENTS**

Move that we approve the 2011/12 budget surplus adjustments as presented by administration.

Dr. Fleischman  
Second by Mr. Lindskog  
UNANIMOUS

In addition, the Extended Day and Summer Enrichment program budgets were also reviewed at the Finance Committee meeting.

**MOTION #4 – 2012/13 SUMMER ENRICHMENT PROGRAM (SEP) BUDGET**

Move that we approve the 2012/13 Summer Enrichment program budget as presented.

Dr. Fleischman  
Second by Mr. Gilbride  
UNANIMOUS

It was suggested that the Summer Enrichment Program be highlighted on the district web site.

**MOTION #5 – 2012/13 EXTENDED DAY BUDGET**

Move that we approve the 2012/13 Extended Day program budget as presented.

Dr. Fleischman  
Second by Mr. Gilbride  
UNANIMOUS

The Finance Committee reviewed the 2012/13 Cafeteria budget, which included modest price increases for the 2012/13 school year.

**MOTION #6 – 2012/13 CAFETERIA BUDGET**

Move that we approve the 2012/13 Cafeteria program budget as presented.

Dr. Fleischman  
Second by Mr. Lindskog  
UNANIMOUS

CABE Liaison – No Report.

ACES Liaison – Mr. Bernard attended the May meeting which focused on the Technology Plan, 5-Year Strategic Plan and Objectives and the education reform bill.

Ms. Haverkamp presented the 2012/14 IDEA Grant in support of additional special services for children.

**MOTION #7 – 2012/14 IDEA GRANT**

Move that we approve the 2012/14 IDEA Grant as presented for submission to the Connecticut State Department of Education.

Dr. Fleischman  
Second by Mr. Gilbride  
UNANIMOUS

**PUBLIC COMMENT** – None

**MOTION TO ADJOURN:** (9:00 PM)  
Dr. Fleischman  
Second by Mr. Lindskog  
UNANIMOUS

Recorded by Marsha DeGennaro, Clerk of the Board



**WOODBIDGE BOARD OF EDUCATION  
MONTHLY SUMMARY FINANCIAL REPORT  
For 11 Months Ended May 31, 2012**

OBJ #	DESCRIPTION	Adopted Annual Budget w/Transfers	Monthly Budget	Monthly Actual	\$ Variance (Over) Under	Year To Date Budget	Year To Date Actual	Date \$ Variance (Over)Under
100	TOTAL SALARIES	7,221,944	896,825	851,433	45,392	6,183,090	6,067,089	116,001 1.
200	TOTAL BENEFITS	2,579,599	222,724	185,774	36,950	2,170,203	2,031,935	138,268 2.
300	TOTAL PROFESSIONAL SERVICES	347,946	41,438	35,970	5,468	307,199	292,638	14,561 3.
400	TOTAL PROPERTY SERVICES	595,552	67,505	57,585	9,921	536,686	512,440	24,246 4.
500	TOTAL OTHER PURCHASED SERVICES	1,200,250	88,374	173,337	(84,963)	1,069,306	1,089,670	(20,364) 5.
600	TOTAL SUPPLIES & MATERIALS	303,567	48,193	43,991	4,202	249,582	228,849	20,733 6.
700	TOTAL PROPERTY	33,000	3,276	6,803	(3,528)	29,725	26,542	3,183 7.
800	TOTAL DUES AND FEES	62,082	2,264	3,215	(951)	59,818	34,199	25,619 8.
	<b>TOTAL ADOPTED BUDGET</b>	<b>12,343,940</b>	<b>1,370,598</b>	<b>1,358,108</b>	<b>12,490</b>	<b>10,605,609</b>	<b>10,283,362</b>	<b>322,246</b>

**COMMENTS**

1. Savings realized from retirement savings and staff changes \$116,001
2. FICA Savings \$12,987; MERF Deficit (\$38,016); Life Insurance Savings \$10,632; Retirement Sick Payout (\$2,013) Health Insurance Savings \$154,678
3. Software Support Timing \$6,985; Substitutes (10,632); Other Professional Services timing \$18,208
4. Service contracts incl. custodial service (\$31,781); Repairs Timing \$15,530 Utilities Electric & Water Timing \$14,912; Heating Oil Savings \$25,585
5. Liability Ins. Savings \$4,085; Work Comp Ins Timing \$5,634; Interns Savings \$10,510; Tution Savings (Wintergreen) \$11,092 Sped Tuition (\$26,720), Sped Transportation (\$24,965)
6. Custodial Supplies Timing \$11,710; Book & A/V Timing \$3,500; Nurses Supplies\$1,062; Testing timing \$4,461
7. Equipment Timing \$3,183
8. Unemployment (\$4,925); Non-Public timing \$30,544

**SPECIAL EDUCATION BREAKOUT**

OBJ #	DESCRIPTION	Adopted Annual Budget	Monthly Budget	Monthly Actual	\$ Variance (Over) Under	Year To Date Budget	Year To Date Actual	Date Variance (Over)Under
390	OT/PT SERVICES	37,500	3,125	10,167	(7,042)	34,375	47,618	(13,243)
3901	CONSULTANTS	18,000	1,500	0	1,500	16,500	7,242	9,258
510	TRANSPORTATION	115,000	9,583	19,831	(10,248)	105,417	117,252	(11,835)
560	TUITION	263,000	21,917	62,867	(40,950)	241,083	248,227	(7,144)
	<b>TOTALS</b>	<b>433,500</b>	<b>36,125</b>	<b>92,865</b>	<b>(56,740)</b>	<b>397,375</b>	<b>420,339</b>	<b>(22,964)</b>

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

**For 11 Months Ended: May 31, 2012**

Object Code	Descriptions	Adopted Budget	Budget Transfers	Expended to Date	Encumbered to Date	% Used	Available Balance	Estimated Additional	Projected Year-End Balance
110	Administrators	613,200	-	569,935	31,653	98%	11,613		11,613
120	Teachers - Regular	4,252,008	-	3,587,772	677,383	100%	(13,147)		(13,147)
120	Teachers - Special Education	773,051		601,854	125,976	94%	45,221		45,221
1201	Psychologist	156,537		139,611	16,926	100%	0		0
1203	Counselor	37,643		30,536	7,107	100%	-		-
	<b>Sub-Total Certified Salaries</b>	<b>5,832,439</b>	<b>-</b>	<b>4,929,708</b>	<b>859,044</b>	<b>99%</b>	<b>43,687</b>	<b>-</b>	<b>43,687</b>
1303	Custodians	355,650	-	228,642	22,830	71%	104,178	11,110	93,068
140	Nurses	124,801	-	102,063	4,795	86%	17,944	2,650	15,294
150	Secretaries, Clerical	292,729	-	280,305	12,316	100%	108		108
160	Paraprofessionals	385,172	-	339,729	57,178	103%	(11,734)		(11,734)
1601	Special Education Paraprofess.	201,945	-	166,810	35,135	100%	-		-
190	Salaries, Miscellaneous	29,208	-	19,832	1,572	73%	7,803	5,303	2,500
	<b>Sub-Total Non-Certified Salaries</b>	<b>1,389,505</b>	<b>-</b>	<b>1,137,382</b>	<b>133,825</b>	<b>91%</b>	<b>118,298</b>	<b>19,063</b>	<b>99,235</b>
	<b>TOTAL SALARIES</b>	<b>7,221,944</b>	<b>-</b>	<b>6,067,089</b>	<b>992,870</b>	<b>98%</b>	<b>161,985</b>	<b>19,063</b>	<b>142,922</b>
1906	Retirement - Sick Pay-Out	25,000		27,013	-	108%	(2,013)		(2,013)
220	FICA	216,262		162,719	-	75%	53,543	30,000	23,543
230	Merf	130,281		154,068	-	118%	(23,787)	28,000	(51,787)
270	Medical Insurance	2,157,896		1,663,654	232,311	88%	261,931	52,000	209,931
280	Life Insurance	34,960		17,500	1,927	56%	15,534	3,100	12,434
2902	Other Employee Benefits	15,200		6,981	2,262	61%	5,957	2,200	3,757
	<b>TOTAL BENEFITS</b>	<b>2,579,599</b>	<b>-</b>	<b>2,031,935</b>	<b>236,499</b>	<b>88%</b>	<b>311,165</b>	<b>115,300</b>	<b>195,865</b>

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

For 11 Months Ended: May 31, 2012

Object Code	Descriptions	Adopted Budget	Budget Transfers	Expended to Date	Encumbered to Date	% Used	Available Balance	Estimated Additional	Projected Year-End Balance
320	Professional Development	67,625	-	48,988	17,400	98%	1,236	1,236	0
330	Legal Fees	35,000		26,982	8,018	100%	-	-	-
340	Software Support	12,828		5,843	1,500	57%	5,485	5,485	-
350	Substitutes	28,000	-	38,341	7,139	162%	(17,480)	-	(17,480)
390/01	OT/PT/Consultant Services	55,500		47,618	12,588	108%	(4,706)	-	(4,706)
3902	Financial Audit	14,691		675	14,016	100%	-	-	-
390	Other Prof/Tech. Services	134,302	-	124,190	250	93%	9,862	9,862	-
	<b>TOTAL PROFESSIONAL SERVICES</b>	<b>347,946</b>	<b>-</b>	<b>292,638</b>	<b>60,911</b>	<b>102%</b>	<b>(5,603)</b>	<b>16,583</b>	<b>(22,186)</b>
410/01	Utilities - Electric and Water	253,511		182,162	68,562	99%	2,788	-	2,788
420	Heating Oil	151,673		105,104	43,655	98%	2,914	1,200	1,714
430	Repairs and Maintenance	39,898	-	18,024	20,750	97%	1,124	1,124	-
450	Leases and Rentals	49,430		40,874	8,556	100%	-	-	-
4501	Building Improvements	28,500	-	69,065	91,886	565%	(132,451)	43,000	(175,451)
490	Other Purchased Services	22,000	-	17,214	4,772	100%	14	-	14
4901	Service Contracts	50,540	-	79,999	2,149	163%	(31,608)	2,150	(33,758)
	<b>TOTAL PROPERTY SERVICES</b>	<b>595,552</b>	<b>-</b>	<b>512,440</b>	<b>240,331</b>	<b>126%</b>	<b>(157,219)</b>	<b>47,474</b>	<b>(204,693)</b>
510	Pupil Transportation-Regular	434,349		407,772	11,171	96%	15,406	-	15,406
510	Pupil Transportation-Spec. Educ.	115,000		117,252	10,085	111%	(12,337)	-	(12,337)
520	Insurance-General Liability	89,926		85,841	-	95%	4,085	-	4,085
5201	Worker's Compensation	95,784	-	87,940	-	92%	7,844	2,800	5,044
530	Telephone Services	18,554		15,100	3,868	102%	(414)	-	(414)
535	Internet	12,100	-	2,656	9,000	96%	444	-	444
537	Postage	5,500		4,153	1,380	101%	(33)	-	(33)
540	Advertising	2,800	-	8,240	-	294%	(5,440)	-	(5,440)
550	Interns	127,710	-	110,081	-	86%	17,629	3,200	14,429
560	Tuition	282,102		248,227	49,503	106%	(15,628)	-	(15,628)
590	Other Purchased Services	16,425	-	2,409	225	16%	13,791	13,791	-
	<b>TOTAL OTHER PURCH SERVICES</b>	<b>1,200,250</b>	<b>-</b>	<b>1,089,670</b>	<b>85,233</b>	<b>98%</b>	<b>25,347</b>	<b>19,791</b>	<b>5,556</b>

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

For 11 Months Ended: May 31, 2012

F3

Object Code	Descriptions	Adopted Budget	Budget Transfers		Expended to Date	Encumbered to Date	% Used	Available Balance	Estimated Additional	Projected Year-End Balance
610	Instructional Supplies	146,700	-		123,912	23,048	100%	(261)	20,000	(20,261)
620	Computer Software	53,580	-		27,611	22,351	93%	3,618	2,605	1,013
625	Supplies Nurses	1,800	-		1,574	13	88%	213	-	213
630	Supplies Custodial	45,792	-		36,400	6,544	94%	2,848	2,848	-
635	Supplies Office	12,000	-		9,045	1,459	88%	1,495	1,495	-
640	Books and Audio Visual	16,000	-		12,569	4,057	104%	(625)	5,000	(5,625)
645	Subscriptions	13,995	-		8,389	5,839	102%	(234)	-	(234)
650	Testing	10,000	-		7,042	292	73%	2,666	-	2,666
690	Misc. Supplies	3,700	-		2,305	1,350	99%	45	-	45
	<b>TOTAL SUPPLIES &amp; MATERIALS</b>	<b>303,567</b>	<b>-</b>		<b>228,849</b>	<b>64,953</b>	<b>97%</b>	<b>9,765</b>	<b>31,948</b>	<b>(22,183)</b>
730	Equipment - Office	-	-		-	-	0%	-	-	-
732	Computer Hardware	10,600	-		8,294	875	87%	1,431	1,431	-
735	Equipment - Teaching	15,550	-		13,073	3,607	107%	(1,131)	-	(1,131)
740	Equipment - Building	4,600	-		4,963	-	108%	(363)	-	(363)
745	Furniture	2,250	-		211	-	9%	2,039	2,039	-
	<b>TOTAL PROPERTY</b>	<b>33,000</b>	<b>-</b>		<b>26,542</b>	<b>4,482</b>	<b>94%</b>	<b>1,976</b>	<b>3,470</b>	<b>(1,494)</b>
810	Dues and Fees	20,151	-		18,507	1,644	100%	-	-	-
825	Unemployment	5,835	-		9,400	2,435	203%	(6,000)	-	(6,000)
900	Other Fees	36,096	-		6,292	-	17%	29,804	29,804	-
	<b>TOTAL DUES AND FEES</b>	<b>62,082</b>	<b>-</b>		<b>34,199</b>	<b>4,079</b>	<b>62%</b>	<b>23,804</b>	<b>29,804</b>	<b>(6,000)</b>
	<b>TOTAL ADOPTED BUDGET</b>	<b>12,343,940</b>	<b>-</b>		<b>10,283,362</b>	<b>1,689,358</b>	<b>97%</b>	<b>371,220</b>	<b>283,432</b>	<b>87,787</b>

F4

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

May 2012

**OBJECTS 110-120 – CERTIFIED STAFF**

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

**OBJECT 1303 – CUSTODIANS**

We are projecting a surplus as a result of staffing changes and the use of a service contractor to aide in the building cleaning. Projections reflect the remedies mandated by a decision rendered by the Connecticut Labor Board.

**OBJECTS 140 – NURSES SALARIES**

The surplus reflects projected savings realized from vacancy savings.

**OBJECT 1601 – TEACHER ASSISTANTS**

We are currently projecting a deficit in this account due to increased level of services, which occurred after the budget submission, obligated under the special needs students' IEP

**OBJECT 190 – SALARIES MISCELLANEOUS**

The projected surplus is a result of actual expenditures coming in below projection.

**OBJECT 1906 Retirement-Sick Pay-Out**

We are projecting a deficit in this account due to contractual payouts connected with a retirement announcement after the budget submission.

**OBJECT 220 - FICA**

We are projecting a surplus in this account as a result of the use of a service contractor (non-employee) to aide in the building cleaning.

**OBJECT 230 - MERF**

We are projecting a deficit in this account as a result of the increased employer contribution charges passed through by the state of Connecticut as the pension plan administrator. The projected deficit is also a result of remedies mandated by a decision rendered by the Connecticut Labor Board.

**OBJECT 270– MEDICAL INSURANCE**

The projected surplus is a result of favorable premium renewal rates coupled with a favorable final enrollment census. As in the past, we continue to monitor monthly.

**OBJECT 280– LIFE INSURANCE**

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

**OBJECT 290 – OTHER EMPLOYEE BENEFITS**

The projected surplus is a result of actual expenditures coming in below projection.

**OBJECT 350 - SUBSTITUTES**

The projected deficit is the result of mid and end-of year leave of absences.

**OBJECT 390 – OT/PT CONSULTANT SERVICES**

We are currently projecting a deficit in this account due to increased level of services, which occurred after the budget submission, obligated under the special needs students' IEP

**OBJECT 410 – UTILITIES ELECTRIC AND WATER**

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

**OBJECT 420 – HEATING OIL**

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

**OBJECT 4501 – BUILDING IMPROVEMENTS**

The projected deficit is a result of the board's contribution for the replacement of North and South Playgrounds, as well as other year end building initiatives which include painting, door and lock replacements.

**OBJECT 4901 – SERVICE CONTRACTS**

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

**OBJECT 510 PUPIL TRANSPORTATION**

The net surplus is due to amended service for outplacement transportation arrangements.

**OBJECT 520 INSURANCE GENERAL LIABILITY**

The projected savings is a result of favorable premium renewal.

**OBJECT 5201 INSURANCE WORKER'S COMPENSATION**

The projected savings is a result of favorable premium renewal.

**OBJECT 540 – ADVERTISING**

The projected deficit is a result of consultant fees and related services for the Principal search.

**OBJECT 550 – INTERNS**

The projected savings is the result of vacancies during the school year.

**OBJECT 560 – TUITION**

The projected deficit is a result of mandated outplacement services, offset by the surplus generated by Wintergreen Magnet School tuition costs.

**OBJECT 610 – INSTRUCTIONAL SUPPLIES**

The projected deficit results from the end of year purchases of classroom PLC materials as approved by the Board of Education.

**OBJECT 640 – BOOKS AND AUDIO VISUAL**

The projected deficit results from the end of year purchases to expand library collection of classics as approved by the Board of Education.

**OBJECT 650 - SUBSCRIPTIONS**

The projected surplus is a result of actual expenditures coming in below projection.

**OBJECT 825 - UNEMPLOYMENT**

The projected deficit is a result of year to date claims.

Woodbridge Board of Education  
Combining Balance Sheets as of 05/31/12 (Unaudited)

	Special Revenue					Agency
	Total	Café	Extended Day	Field Trips	Expendable Trust/SEP	Activity Fund
<b>Assets:</b>						
Cash	\$ 137,661	\$ 50,284	\$ 39,987	\$ 3,617	\$ 41,152	\$ 2,621
Prepaid expenses	-	\$ -	-	-	-	\$ -
Accounts receivable	3,124	595	1,040	\$ 1,217	\$ 272	\$ -
Intergovt Receivable	15,813	15,813	-	-	-	-
Inventory	5,789	5,789	-	-	-	-
<b>Total Assets</b>	<b>162,386</b>	<b>72,481</b>	<b>41,027</b>	<b>4,833</b>	<b>41,424</b>	<b>2,621</b>
<b>Liabilities and Fund Balance</b>						
<b>Liabilities:</b>						
Amounts held as agent	-	-	-	-	-	-
Accounts payable	1,729	717	512	500	-	-
Deferred revenue	22,169	-	7,249	-	14,920	-
Wages payable	-	-	-	-	-	-
<b>Total Liabilities</b>	<b>23,898</b>	<b>717</b>	<b>7,761</b>	<b>500</b>	<b>14,920</b>	<b>-</b>
<b>Fund Balance</b>	<b>138,488</b>	<b>71,764</b>	<b>33,266</b>	<b>4,333</b>	<b>26,504</b>	<b>2,621</b>
<b>Total Liabilities and Fund Balance</b>	<b>\$ 162,386</b>	<b>\$ 72,481</b>	<b>\$ 41,027</b>	<b>\$ 4,833</b>	<b>\$ 41,424</b>	<b>\$ 2,621</b>
<b>Summary of Fund Balance</b>						
				Café	Extended Day	SEP
Current Fund Balance				\$ 71,764	\$ 33,266	\$ 13,962
Baseline - Minimum Fund Bal (30 Day Expenses Average)				\$ 17,000	\$ 28,000	\$ 10,000
Operating Reserve Fund Bala (90 Day Expenses Average)				\$ 51,000	\$ 84,000	\$ 30,000
# of Days Expenses in Fund Balance				\$ 127	\$ 36	\$ 42
Fund Balance Excess				\$ 20,764	\$ -	\$ -
<b>Activity Fund:</b>						
North Playground						\$ 1,047
Drama						308
Lego						264
ODAC						459
PTO						166
Technology						\$ 377
<b>Total</b>						<b>\$ 2,621</b>

Woodbridge Board of Education  
Combining Statement of Revenues & Expenditures  
for the 10 Months Ended 05/31/12 (Unaudited)

	Special Revenue						Agency Activity Fund
	Total	Café	Extended Day	Field Trips	Summer Programs	Expendable Trust	
<b>Revenues:</b>							
Charges for services	\$ 645,018	\$ 199,204	\$ 337,875	\$ 16,861	\$ 88,676	\$ 2,402	\$ -
Intergovernmental	36,682	36,682	-				
Donations	-	-	-				
Other income	104	104	-				
Additions	-	-	-				
<b>Total revenues/additions</b>	<b>681,804</b>	<b>235,990</b>	<b>337,875</b>	<b>16,861</b>	<b>88,676</b>	<b>2,402</b>	<b>-</b>
<b>Expenditures:</b>							
Wages, FICA, MERF	457,233	93,480	287,065	-	73,701	2,987	
Medical Insurance	-	-	-	-	-	-	
Cost of food sold	97,069	97,069	-	-	-	-	
Equipment	1,586	449	1,137	-	-	-	
Other Expenses	98,741	16,240	53,550	16,218	8,204	4,528	
Deductions	20,000	-	20,000	-	-	-	
<b>Total expenditures/deductions</b>	<b>674,629</b>	<b>207,238</b>	<b>361,752</b>	<b>16,218</b>	<b>81,905</b>	<b>7,515</b>	<b>\$ -</b>
<b>Excess (deficiency) of revenues over expenditures before operating transfer in</b>	<b>7,175</b>	<b>28,752</b>	<b>(23,877)</b>	<b>643</b>	<b>6,771</b>	<b>(5,113)</b>	
<b>Operating transfer in</b>	<b>-</b>	<b>-</b>	<b>-</b>				
<b>Excess (deficiency) of revenues over expenditures after operating transfer in</b>	<b>7,175</b>	<b>28,752</b>	<b>(23,877)</b>	<b>643</b>	<b>6,771</b>	<b>(5,113)</b>	
<b>Fund Balance, ending</b>	<b>\$ 135,867</b>	<b>\$ 71,764</b>	<b>\$ 33,266</b>	<b>\$ 4,333</b>	<b>\$ 13,962</b>	<b>\$ 12,542</b>	
<b>BOE Year to Date Cost of Health Insurance</b>		<b>\$ 21,025</b>					

**WOODBRIIDGE BOARD OF EDUCATION  
PROPOSED BUDGET TRANSFERS  
FINANCE COMMITTEE MEETING 6-11-2012**

<b>Org</b>	<b>Object</b>	<b>Description</b>	<b>From</b>	<b>To</b>
1201	61100	South Principal Salary	\$4,009.37	
1401	61101	Superintendent Salary		\$3,009.37
1401	61102	Business Manager Salary		\$1,000.00
1403	61201	Tutor/Homebound	\$ 2,445.04	
1403	61904	Degree Changes	\$ 1,889.61	
1403	61201	Stipends		\$ 4,334.65
1402	61303	Custodian Salaries	\$ 39,702.35	
1402	61305	Custodian Overtime		\$ 3,683.09
1402	64901	Service Contracts		\$ 36,019.26
1432	62700	Medical Insurance	\$ 132,450.83	
1402	64500	Building Improvements		\$ 132,450.83
1120	61200	Teacher Salaries	\$ 17,480.37	
1403	63500	Substitutes-DW		\$ 17,480.37
1404	61400	Nurses Salaries	\$ 14,174.70	
1303	61601	Special Education Paraprofessionals		\$ 14,174.70
1432	62700	Medical Insurance	\$ 23,787.07	
1432	62300	MERF Amortization	\$ 204.00	
1432	62301	MERF Pension		\$ 23,991.07
1432	62700	Medical Insurance	\$ 2,012.67	
1403	61906	Sick Pay Out - DW		\$ 2,012.67
1432	62700	Medical Insurance	\$ 6,015.59	
1403	65101	Transportation Non-Public	\$ 3,951.00	
1403	65102	Fuel for Buses	\$ 3,044.06	
1333	65100	Transportation SPED Summer	\$ 4,150.00	
1212	65100	Transportation South	\$ 1,410.00	
1303	65100	Transportation SPED		\$ 18,570.65
1333	65600	Tuition SPED Summer	\$ 19,200.00	
1403	65600	Tuition Wintergreen	\$ 11,612.00	
1401	65500	Interns	\$ 15,628.05	
1303	65600	Tuition SPED		\$46,440.05
1432	62700	Medical Insurance	\$ 6,000.00	
1401	68250	Unemployment		\$ 6,000.00
			<b>\$309,166.71</b>	<b>\$309,166.71</b>

## **Instruction**

### **Social Media Policy**

The Woodbridge School District recognizes that students, teachers, parents, and members of the Woodbridge Community engage in the use of social media for personal, educational, and professional uses.

The Woodbridge School District also recognizes that even though some under-age children may use social media sites intended only for those aged thirteen and above, it is not the intent of the District to encourage inappropriate use of social media sites. The District recognizes its responsibility to educate children in the appropriate use of social media and will use social media sites designed for use by children under that age of thirteen and that comply with the *Children's Online Privacy Protection Act* to do so.

The purpose of this policy is to provide direction on the acceptable use of social media by employees of the Woodbridge School District. The intent of the policy is to guide staff in the appropriate use of online community sites with students and to maintain professional standards in their own use of social media.

This policy addresses the use of social media sites in student learning activities and in teacher and student relationships. The policy also differentiates between online community sites and personal social networking sites.

- *Online community sites* are used primarily for collaboration and shared knowledge building.
- *Personal social networking* sites are centered on an individual rather than a group. Such sites are used primarily for sharing personal information such as photos and updates.

### **Guiding Principles**

1. Online behavior should at all times demonstrate respect for the dignity of each person.
2. The *Children's Online Privacy Protection Act*, the *Children's Internet Protection Act* and policies of the Woodbridge School District must always be observed.
3. Staff and student online interaction shall occur only in an educational context using school-approved sites.
4. Staff and students shall behave in an ethical manner when interacting and using online community sites and resources.
5. Staff personal social networking online shall be congruent with the Connecticut Code of Professional Responsibility for Educators (2011).
6. Professional development programs are provided in school for staff on the appropriate use of social media.
7. Educational programs are provided for students to ensure the appropriate use of social network and community learning sites on the Internet.

**Instruction****Social Media Policy (Cont.)****Staff Use Of *Online Community Sites* For Learning**

- Staff are encouraged to use *online learning communities* with their students in order to achieve educational outcomes.
- When using *online community sites* with students consideration shall always be given to the age and developmental level of the students.
- Staff shall ensure that they prepare students to act in accordance with the guiding principles before using *online community sites* for learning.
- The use of *online community sites* shall be authorized by the Principal or his / her delegate.
- Parental or guardian permission shall be obtained for students to register with *online learning communities*.
- Students shall not be asked to falsify their age or identity to register on any site for educational purposes.
- Staff shall respect students' rights to privacy in academic work, records and results when posting online.
- The learning activity shall not be linked back to a student's own personal social network pages.
- Staff shall not use *social networking sites* as learning tools for students.

**Procedures for Using *Online Learning Communities* with Students**

- Discuss any use of *online community sites* with the Principal or his / her delegate outlining the activity and its educational goals.
- If not included in the Student Responsible Use Agreement, obtain parental permission before students are asked to register with online community websites.
- Keep a record of the student's login names. (Students should not publish their real names on a public site.)
- Clearly communicate to students their responsibility for appropriate interaction with others and suitable content posting online.
- Obtain permission from the Principal before school or staff photographs or other identifying photographs are posted online.
- Ensure another teacher or member of the school leadership team has full administrator access to the site.
- Monitor the site frequently and actively review the content.

**Instruction****Social Media Policy (Cont.)****Staff Are Required To Educate Students Using Social Media Of Any Kind To:**

- Respect themselves and others when publishing or communicating online.
- Keep communication channels transparent and supervised by adults.
- Keep personal information private.
- Not share usernames and passwords with anyone.
- Report any attacks or inappropriate content directed at them.

**Policy****Staff Personal Social Network Pages**

- *Social networking sites* must not be used by staff as a platform for learning activities with students.
- Staff should not accept students as ‘friends’ on their own social network sites or interact with students on *social networking sites*.
- Staff are advised to use professional discretion before accepting ex-students or parents of current students as friends. Understand that the uneven power dynamics of schools, in which adults have had authority over former students, continues to shape those relationships.
- Staff must not discuss students or co-workers or publicly criticize District policies or personnel on *social networking sites*.
- Staff must not post images that include students on social networking sites.
- Appropriate professional standards required of staff employed in Woodbridge School District must be observed. These standards include but are not limited to documents outlined in the supporting document section of this policy.

## Instruction

### Social Media Policy – Administrative Regulations

#### **Basis of Discretion - Maintaining Professional Standards**

Faculty and Staff shall use discretion when using *social networking sites* both personally and professionally. Certified personnel should apply the *Connecticut Code of Professional Responsibility for Educators* to all social media.

- Be transparent. When using social media educationally, identify yourself with your real name.
- If you use a personal social networking site, you should ensure there is a clear distinction between your educational sites and your personal sites.
- Be judicious. Make sure that you are not sharing confidential information concerning Woodbridge School District, its staff, students or parents.
- Perception can become reality. By identifying yourself as a Woodbridge School District staff member, you are creating perceptions about your expertise and about the district. Be sure that all content associated with you is consistent with your work and with the district's professional standards.
- Weigh whether a particular posting could put your effectiveness as a teacher at risk. Post only what you want the world to see.
- Do not use commentary deemed to be defamatory, obscene, proprietary, or libelous.
- Exercise caution with regards to exaggeration, colorful language, guesswork, copyrighted materials, legal conclusions, and derogatory remarks or characterizations.
- Exercise appropriate discretion when using social media for personal communications with the knowledge that students may use adult behavior displayed on social networking sites as a model.
- Your responsibility. What you write is ultimately your responsibility. Participation in social media on behalf of the Woodbridge School District is not a right but an opportunity. Ultimately, what you publish is yours and so is the responsibility.
- Discuss with personal friends the need for discretion when they post images or information about you on their own social network pages. Explain to them that once material is posted and identifiable, it is impossible to control its rapid sharing into school communities.
- Conversely, be judicious in your postings to all friends' sites, and act immediately to remove any material that may be inappropriate from your site whether posted by you or someone else.
- Maintain control of security, privacy and access to your personal pages and information.
- Visit your profile's security and privacy settings. At a minimum, educators should have all privacy settings set to 'only friends'. Do not use 'Friends of Friends' and 'Networks and Friends' as these open your content to a large group of unknown people. Your privacy and that of your family may be a risk.

**Instruction****Social Media Policy – Administrative Regulations (Cont.)**

- Be cautious when installing external applications that work with the social networking site.

(cf. 6141.321-Computer Acceptable Use Policy)

Legal Reference: Connecticut General Statutes  
 1-19(b)(11) Access to public records. Exempt records.  
 10-15b Access of parent or guardians to student's records.  
 10-209 Records not to be public.  
 11-8a Retention, destruction and transfer of document  
 11-8b Transfer or disposal of public records. State Library Board to adopt regulations.  
 46b-56 (e) Access to Records of Minors.  
 Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of PL 93-568, codified at 20 U.S.C. 1232g.)  
 Dept. of Education. 34 CFR. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96.  
 Children's Internet Protection Act of 2000 (HR 4577, P.L.106-554)  
 Communications Act of 1934, as amended (47 U.S.C. 254[h],[I])  
 Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6801 et seq., Part F)  
 Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.  
*Reno v. ACLU*, 521 U.S. 844 (1997)  
*Ginsberg v. New York*, 390 U.S. 629, at 642, n.10 (1968)  
*Board of Education v. Pico*, 457 U.S. 868 (1988)  
*Hazelwood School District v. Kuhlmeier*, 484 U.S. 620, 267 (1988)

Policy adopted:

## **Instruction**

### **Explanatory Notes/Glossary**

#### **Web 2.0**

Web 2.0 is defined as the ‘read-write’ web; it provides all the services and applications to allow individuals to co-create content, collaborate and share it with others. It supports user-generated content rather than specialized authors or publishers. It uses a variety of affordable technologies like blogs, podcasts and wikis, and encourages the social aspect of the Web, through the use of social. These tools are privately used by staff and students and increasingly are providing a learning platform for knowledge building.

#### **Social Network Sites**

Web-based external, commercial, non-educational media sites for creation of connections and maintaining relationships and communities. There are many types including those intended for personal networking and those intended for group collaboration.

#### **Personal Social Network Sites**

Internet services intended for use primarily for private social networking.

#### **Professional Online Community Network Sites**

Sites intended for group collaboration and shared knowledge building.

#### **Friends and ‘Friending’**

Friends are those invited to access personal information on social network sites. Friends have access to photographs, text postings, and comments on a person’s page. There is no limit to the number of friends a person can have and many teenagers may acquire hundreds. The process of friending requires an invitation to be sent to an individual or a request to become a friend to be accepted by the owner of the page.

#### **Privacy Settings**

The creator of a page can set permissions to control who can view content on the page. The setting ‘everyone’ is usually the default on social network pages; but the page owner can also restrict all or parts of the content to be viewed only by ‘friends of friends’, ‘friends only’, or customize the access to the page.

#### **Registering**

When creating a personal page or registering to join an online community, users must first register with the site. This requires the user to provide their name and email address. The amount of information required varies. Many sites invite users to add a personal profile containing a photo and further personal information.

#### **Supporting Documents:**

- Student Responsible Use Agreement Form
- Employee Responsible Use Policy
- Children’s Online Privacy Protection Act
- Children’s Internet Protection Act

## Instruction

District/School/Staff/Student ~~Web Publications and Pages~~  
 (The intent of this policy is to cover ALL forms of publication.) **RICK – we need a definition ---- publication shall refer to any ....**

To enhance communication with students, parents/guardians, staff, community members, the public at-large and to foster creativity, the Board of Education encourages the development and ongoing maintenance of district and school ~~web~~ publications on the Internet. ~~Web All~~ publications shall support the educational vision of the district and shall be consistent with the District's plans for communications and media relations.

The Board of Education encourages the administration and staff to create and maintain ~~World-Wide-Web~~ publications for the district and individual schools for educational purposes. ~~The se web~~ publications shall serve as avenues for educating the community, providing information about our schools and communicating with the extended school community. District and individual school ~~web~~ publications shall be used to share information relating to the schools and the district mission. ~~Web These~~ publications may also provide instructional resources for staff and students. ~~Materials displayed on web publications are published on the Internet. Therefore, the Content published on these publications~~ should be of professional quality and consistent with the educational mission of the school system.

The Superintendent shall develop guidelines regarding the content of district and school ~~web~~ publications, which shall include standards for the ethical and responsible use of information and technology. These guidelines shall be consistent with law, Board policy and administrative regulations. All ~~web pages published content~~ must comply with these guidelines.

~~The District may develop publications through a variety of methods using a variety of services. These policies and regulations apply to such publications.~~

Failure to comply with this policy and applicable administrative regulations will result in discipline, including suspension of district ~~I~~nternet privileges and/or referral to law enforcement, if appropriate.

District ~~Web~~ Publications

~~The district's web site provides-~~ ~~District publications provide~~ a resource for obtaining information about the district and for informing patrons about instructional program, activities and Board policies. Requests for publication of information on the district ~~web~~ site should be directed to the Building Principal and/or Superintendent. ~~District administrators may publish web pages as part of the district's web site.~~ Personal information, not related to education, will not be permitted.

## Instruction

### District/School/Staff/Student ~~Web~~ Publications and Pages

#### School ~~Web~~ Publications

A school ~~web~~ site provides unique and ever-changing ways to interact with the community and improve student learning. School ~~web~~ publications:

1. Allow an individual school to provide current and complete information to its community at large.
2. Give the community a means to communicate effectively with students and personnel.
3. Create expanded means for student expression.
4. Provide new avenues for teachers to help students meet high standards of performance.

All school ~~web~~ publications shall conform to this policy and its accompanying regulations. The primary purpose of ~~a school's web~~ publications is to communicate effectively with its community. The Principal or designee shall ensure that the site is maintained in such a way that the community receives reasonably current and accurate information. A school may elect to have its ~~web~~ publications serve additional purposes related to its educational mission.

When a school allows student publications on ~~the Internet its~~ publications, the purpose of including such publications shall be clearly identified ~~in that section of the site~~. These publications shall be consistent with the mission, goals, policies, programs and activities of the district. All publications shall meet established district and school requirements related to student publications and in accordance with state and federal law related to student expression.

#### Staff ~~Web Pages~~ ~~Digital Publications~~

Staff may ~~create web pages~~ ~~use digital media~~ to implement curriculum goals, to provide instructional resources for other staff members and ~~to facilitate learning~~ ~~to serve as an informational resource about classroom activities~~. ~~Staff web pages~~ ~~This use of digital media~~ must reflect the educational goals and objectives of the district. Staff may not utilize ~~the Woodbridge Public Schools' web site or web pages~~ ~~publications~~ sponsored or supported by the Woodbridge Board of Education for personal use or for proprietary gain.

~~By choosing to create a web page for educational purposes through the Woodbridge Public Schools' web site,~~ ~~Use of District publications by~~ staff members ~~are required to shall~~ comply with all rules and regulations promulgated by the school administration. ~~Any violation of this policy or regulations may result in disciplinary action, up to and~~

~~including termination. Illegal uses of computers may also result in referral to law enforcement authorities.~~

## **Content**

The Superintendent or designee shall ensure that ~~web~~ publication content protects the privacy rights of students, parents/guardians, Board members and other individuals. The Superintendent or designee shall ensure that copyright laws are not violated in the use of material on district or school ~~web~~ publications. The Superintendent or designee may establish standards for the design of the district and school ~~web~~ publications in order to maintain a consistent identity, professional appearance and ease of use.

No personal information about students or their parents/guardians, including telephone numbers, home addresses or e-mail addresses shall be published on a district or school ~~site, web page~~. Student directory information shall not be published on school or district ~~web~~ publications.

~~Student work may be published with parent permission, only if related to a class project or other school activity. Such work shall not reveal personally identifiable information or prohibited directory information.~~

~~All publication of student pictures or works shall follow the guidelines included in this policy.~~

District and school ~~web~~ publications shall not include content which is obscene, libelous or slanderous or which creates a clear and present danger of inciting students to commit unlawful acts on school premises, violating school rules or substantially disrupting the school's orderly operation.

The Superintendent or his/her designee shall develop and implement regulations which set forth that the ~~web site~~ District publications may only be used for educational and non-commercial purposes, and that the Board of Education has no responsibility or liability for any damages resulting from the use of the ~~web~~ publications.

## Instruction

### District/School/Staff/Student ~~Web Publications and Pages~~ Digital Publications-Regulations

~~Staff and/or students may submit materials for web site publication to the Building Principal who shall ensure that the content adheres to district guidelines and policies.~~ All **digitally published** materials ~~to be published~~ must have educational value, relate to curriculum and instruction, school-authorized activities and/or support the District's guidelines, goals and policies.

All work should be free of any spelling or grammatical errors.

Prohibited Uses, include but are not limited to:

- Advertising for commercial purposes and/or products.
- Campaigning related to issues, individuals and/or groups.
- Documents that violate an individual's right to privacy or access the materials, information or files of another individual or organization without permission.
- Documents containing objectionable material, point directly to objectionable material or violate District policy. Objectionable material may be determined on a case-by-case basis by the building administrator.
- Spreading computer viruses or deliberately attempting to vandalize, damage, disable or disrupt the property of the district, another individual, organization or the network or any effort to locate, receive, transmit, store or print files or messages that are profane, obscene, sexually explicit or use language that is offensive or degrading to others.
- Violating copyright laws.

~~The district's web server is the property of the district and all work published thereon must adhere to district policy.~~ The Woodbridge School District reserves the right to remove any ~~web pages~~ **digital publication** that violates district policy.

All links to non-district publications must have educational value, relate to curriculum and instruction, school-authorized activities and/or support the District's guidelines, goals and policies.

~~Requests to link outside publications to the district server must be approved by the Superintendent or designee.~~ Staff may not use ~~the district's web pages~~ district publications to provide access to their personal pages on other servers or online services.

The following language will be included on each school **web** site:

The Woodbridge Board of Education maintains this **web** site to provide relevant information concerning the Woodbridge Public Schools. The Woodbridge Board of Education is not liable for any direct, incidental, consequential, indirect or punitive damages arising out of access to or use of this site. The Woodbridge Board of Education also assumes no responsibility and shall not be held liable for any damages to or viruses that may infect computer equipment or other property as a result of using, browsing or downloading any materials, data, images or text from this site or any **web** publications linked to this **web** site.

**Pages on** This site may provide **hyper**links to other publications that may not be maintained by the Woodbridge Board of Education. The Woodbridge Board of Education does not make any warranty, express or implied, with respect to the use of the links provided or guarantee the accuracy, completeness, usefulness or adequacy of any resources, information, apparatus, product or process available at or from this site. Accordingly, the Woodbridge Board of Education is not responsible for the contents of any off-site pages or any other publications linked from this site. Linking to off-site pages or publications is at your own risk.

### **Copyright Guidelines**

As an educational institution, we should be aware of the necessity of conforming to all laws, regardless of how they may be perceived on the Internet. The copyright law and the courts have provided exceptions to the rules that govern the behavior of teachers, students and schools. In general terms, teachers, students and schools are allowed to make “fair use” of materials for instructional purposes. “Fair use” has been interpreted to include those limited uses which are not likely to deprive a publisher or author from income.

“Fair use” of Internet resources by teachers, students, schools or district personnel should parallel the use of printed resources. Teachers and students might make limited use of some text and graphics within their own classrooms. They should not “publish” those same materials across other classrooms within the building by posting on ~~the World Wide Web~~ **any district site.**

Teachers, students and district personnel may not make use of others’ materials (graphics, text, etc.) when ~~they publish on the Web~~ **creating digital publications** unless they have requested and received formal written permission from the author. This ~~would~~ includes downloading **material from non-district publications, another web site’s material on the school server.** Unless there is a clear statement that art, photos and text are “public domain” **or “royalty-free”** and available for free.

## Posting of Student Work/Photographs

The District has an obligation to protect student safety and to balance this with the need for open communications when using the Internet. It is clear that there are significant risks, as well as significant advantages, involved with allowing students to be identified on the internet. Therefore, students should not be easily identifiable from materials they might publish on the internet. No directory information should be posted on school or district web publications.

### Guidelines:

- Only first names be used in published student work.
- Pictures that are a part of student publishing should not include identifying information.
- Under no circumstances should a student's home address or phone number be included.
- If replies to published student work are appropriate, the sponsoring teacher's school email address should be the e-mail address displayed, not the student's.
- In special circumstances with parent signed release, identifying information can be added.

These regulations provide general guidelines and examples of prohibited use and development of web publications, for illustrative purposes but do not attempt to state all required or prohibited activities by users. Employees who have questions regarding whether a particular activity or use is acceptable should seek further guidance from their building administrator.

Failure to comply with Board policy and/or regulations governing web site use and development may result in disciplinary action, up to and including, termination. Illegal uses of computers may also result in referral to law enforcement authorities.

### **Digital Publication of Student Pictures, Names, and Works**

In order to share the accomplishments, awards, and happenings in our district, pictures or first names of students can be published on a district site, but not both picture and first name together.

Student works that do not include personally identifiable information or material of a personal nature may be published on a district site using the student's first name only.

If a parent or guardian chooses to not have pictures, works and/or first names of their child appear on any district site, he or she should send a written request to the school principal.

If a teacher or the school believes that a student work including personally identifiable information or material of a personal nature should be published on a district site, the work may be published if a parent-signed release is obtained for the specific work.

No district employee may publish student pictures, names, or works on any non-district site without submitting to the principal explicit written permission from the child's parent. *(Reference Form:*

These regulations may be applied to other forms of publication on other forms of public media.

These regulations provide general guidelines but do not attempt to state all required or prohibited activities by users. Employees who have questions regarding whether a particular activity or use is acceptable should seek further guidance from the principal and/or designee.

All District publications on which student pictures, names, or works appear must include the following:

"The copyright of Student works and / or pictures accessible through this site is retained by the student. No student work or images including students may, in any form or by any means, be reproduced, reposted, redistributed, stored in a retrieval system or transmitted without prior written permission."

Pictures, works, and first names of students in grades Pre-K to Grade 2 shall not be published on publicly accessible publications except with permission from the parent. These works, pictures and first names may be published on District publications accessible only to students, school personnel, and parents using the guidelines stated above.

Pictures, works, and first names of students in Grades 3 to 6 may be published on publicly accessible District publications using the guidelines stated above, unless parents have specifically requested otherwise.

**Beecher Road School  
Safety & Security Committee  
Year-end Report  
June 2012**

**Committee Members:**

Carol Bequary, Chair  
Lola Johnson, Secretary  
Al Pullo  
Greg Kula  
Officer Lynch  
Anthony Taddei

Peter Halsey  
Allison Hamm  
Larry Hurwitz  
Ellen Regan

The Safety & Security Committee met weekly during the 2011-2012 school year. The work of the committee consisted of updating emergency handbooks, monitoring the building for safety and security issues, facilitating monthly emergency drills and debriefing to inform protocols and procedures. Throughout the year, the committee worked closely with the Fire Marshall, the Police Department, and the town Safety Committee in the development, rehearsal, and monitoring of safety and security practices and review of Employee Safety Regulations with the State.

**Accomplishments:**

- New protocols developed for missing child and extreme weather warnings
- New Emergency Binders distributed to entire school
- Space blankets distributed to all specialist classrooms
- Committee members attended faculty meeting for dissemination of information
- Maps developed for emergency manual for shelter from extreme weather warnings
- Streamlined, visual protocols developed to accompany detailed procedures for all drills
- Staff and visitor identification procedures revised and promulgated
- Building access systems reviewed and updated
- Fire and emergency procedures reviewed with Fire and Police Departments
- Custodial checklist recommended for security issues
- Monthly drills held throughout the year followed by debriefing and recommendations
- Report to BOE 6/18/12
- Safety walks through the building were conducted during the year resulting in:
  - Development of maintenance schedule for repair of outside doors and windows
  - Removal of clutter, particularly around heating units in classrooms
  - Schedule of slat replacement for window blinds
  - Distribution of classroom keys added to all emergency binder

**Drills for 2011-2012:**

September 6, 2011—Fire alarm  
October 22, 2011—Fire alarm  
November 9, 2011—Bus Evacuation Drill  
December 12, 2011—Lockdown Drill w/Woodbridge Police  
January 6, 2012—Fire alarm  
March 27, 2012—Shelter In School  
April 30, 2012—Fire Drill  
May 23, 2012—Lost Child  
May 24, 2012—Stranger on Campus

**Goals:**

- Update all zones and procedures in September
- Review Emergency Manual with faculty and staff in September
- Establish and train crisis team (professional development)
- Conduct drills throughout the year (1 per month – state guidelines)
- Continue to meet weekly through October (determine pace of meetings for balance of year)
- Work closely with Town to practice, review, and update safety and security protocols and procedures throughout the year
- Appoint representative to Town Safety Committee

BEECHER ROAD SCHOOL  
WORLD LANGUAGE PROGRAM  
THE 6<sup>TH</sup> GRADE EXIT EXAM  
JUNE 2012



# THE 6<sup>TH</sup> GRADE EXIT EXAM

- ▶ Utilized to monitor and evaluate progress of our students
- ▶ Provide data to inform instruction and improve the over all quality of the world language program.
- ▶ Based upon ACTFL Proficiency Guidelines and the National Standards for Foreign Language Learning

# GRADE 6 EXIT ASSESSMENT

1. Listening\* (2010)
2. Speaking\*(2011)
3. Reading\*(2012)
4. Writing(2013)



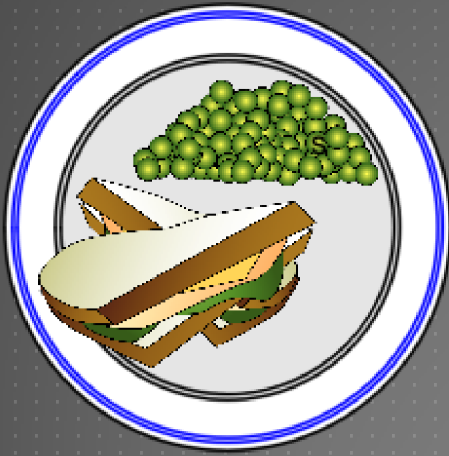
# LISTENING COMPREHENSION COMPONENTS



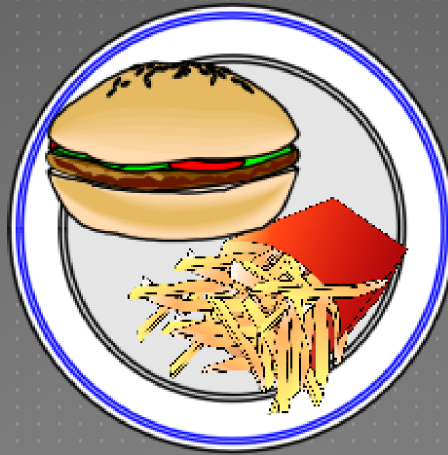
- ▶ Fifteen oral statements with visual cues: Student selects correct picture based on oral statement.
- ▶ Two recorded conversations: Student listens to recorded conversation and answers a set of questions (true/false, multiple choice, and fill-in the blank) .

# LISTENING COMPREHENSION SAMPLE QUESTION:

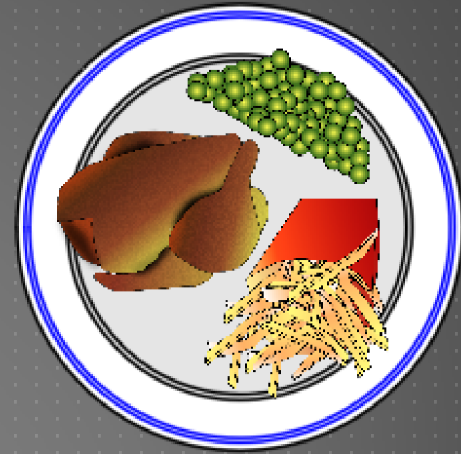
#4



A.



B.



C.





# LISTENING COMPONENT RUBRIC





# SPEAKING COMPONENT



- ▶ Consists of two visual prompts that students must respond to orally utilizing Quicktime Player.
- ▶ These prompts gauge each student's ability to utilize greetings, provide personal information (name, age, origin,) and respond to predictable topics (family and foods) in the target language.



# SPEAKING COMPONENT SAMPLE





# SPEAKING COMPONENT RUBRIC



# READING COMPONENT

- 15 multiple choice questions related to various authentic visuals (e.g., advertisements, cards, schedules, weather report,...) in Spanish.
- Spanish reading passage where students need to provide a written responses.



# READING COMPONENT SAMPLE

## Mi Horario de Clases

Marta Gonzalez

	lunes	martes	miércoles	jueves	viernes
9-10	Inglés	Inglés	Inglés	Inglés	Inglés
10-11:00	Matemáticas	Matemáticas	Matemáticas	Matemáticas	Matemáticas
11:00-12:00	Merienda/ recreo	Merienda/ recreo	Merienda/ recreo	Merienda/ recreo	Merienda/ recreo
12:00-13:00	Español	Lectura	Español	Lectura	Español
13:00-15:00	Almuerzo/ siesta	Almuerzo/ siesta	Almuerzo/ siesta	Almuerzo/ siesta	Almuerzo/ siesta
15:00-16:00	Música	Arte	Religión	Ciencias	Historia
16:00-17:00	Música	Arte	Religión	Ciencias	Historia



# READING COMPONENT SAMPLE

7. How many days of the week does the student have Spanish class?

- a) all days
- b) 2 days
- c) 3 days

8. What day of the week does the student have science class?

- a) Friday
- b) Thursday
- c) Monday

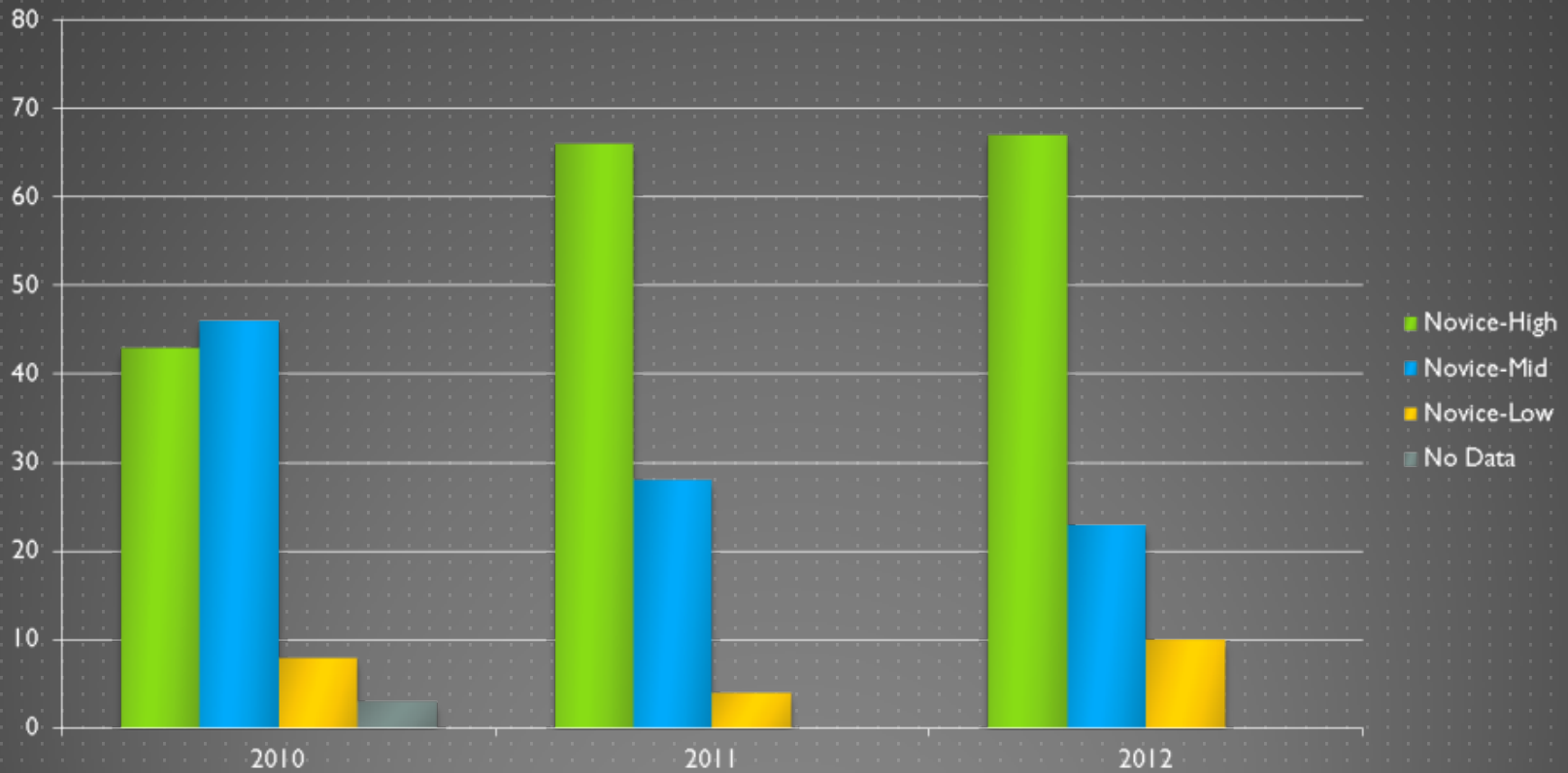
9.) What time does lunch begin?

- a) 1:00 p.m.
- b) 3:00 p.m.
- c) 11:00 a.m.



# READING COMPONENT RUBRIC

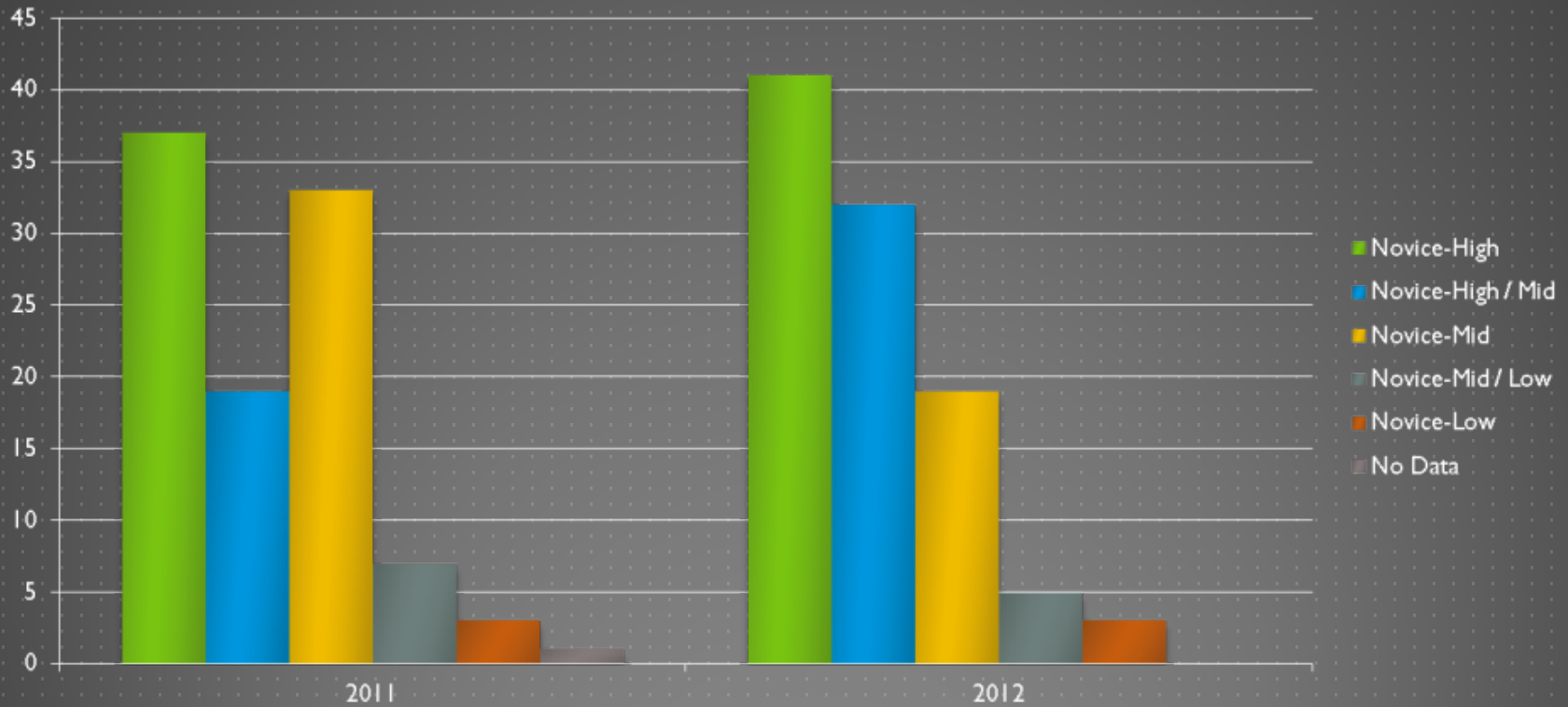
# LISTENING COMPREHENSION DATA



# LISTENING COMPONENT ANALYSIS

- Results show continuous steady progress
- Averages have been in the Novice-High range consistently in the last two years
- Student performance has increased due to the incorporation of daily listening activities

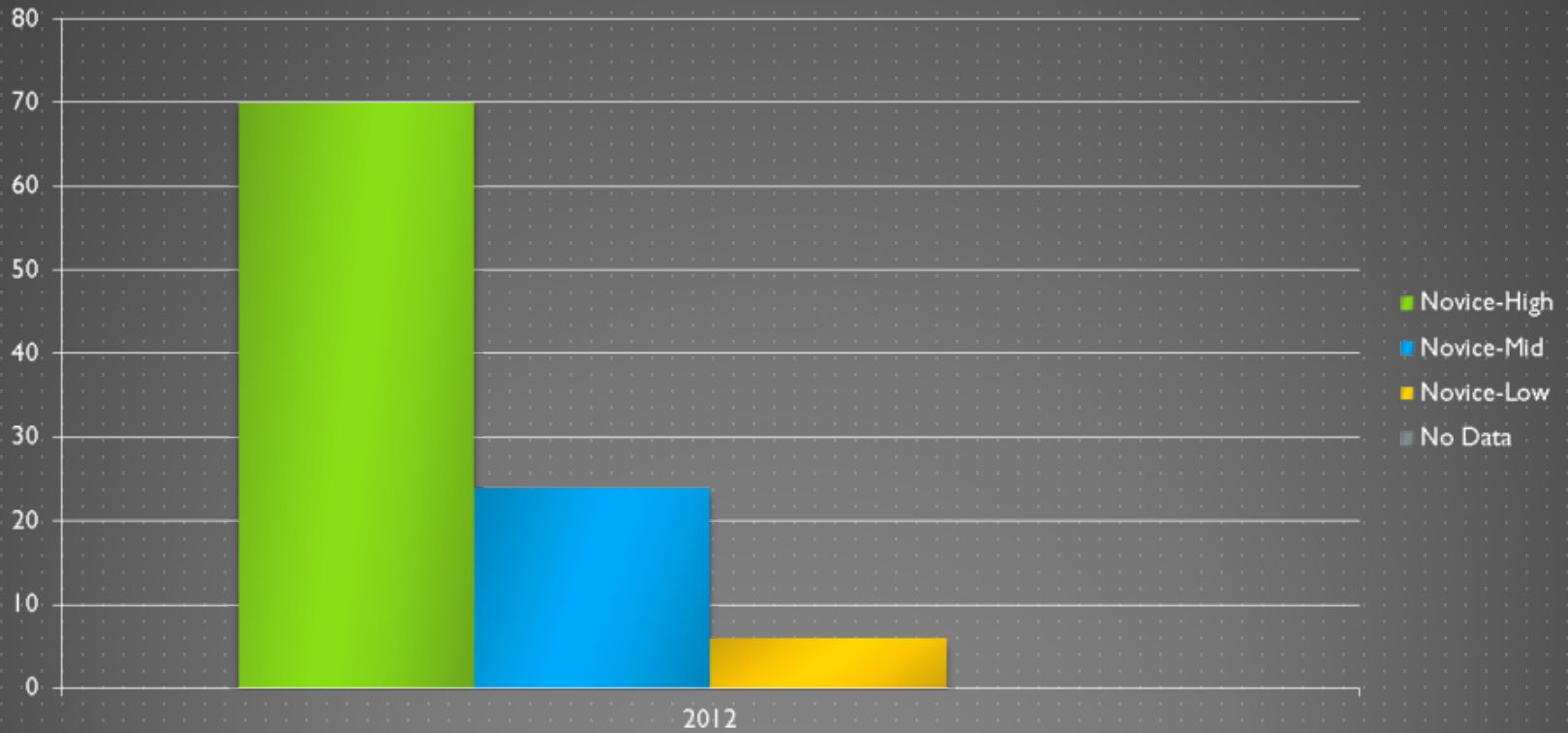
# SPEAKING COMPONENT DATA



# SPEAKING COMPONENT ANALYSIS

- More students fell in the Novice High and Novice High/Mid categories in 2012
- Extra oral practice activities and consistent use of technology (Quicktime Player) may be responsible for student progress
- Even after making challenging revisions to the test, students performed better than the previous year.


# READING COMPREHENSION DATA




# READING COMPONENT ANALYSIS

- Results show strength in the area of reading
- Future revisions and modifications will be made

# CONCLUSIONS

- Students are making consistent steady progress in the areas of listening and speaking.
  - Student performance level is high in the area of reading.
  - The Spanish Exit Exam is a valuable tool in helping to inform our instruction.
- 

# FUTURE PLANS

- Make revisions to reading section of test
  - Develop a writing component
  - Make additional test modifications to accommodate SPED/504/New students
  - Challenge advanced students
- 





**Woodbridge Public Schools**  
**Beecher Road School – Spanish Language Program**  
**Report and Analysis of 2012 Grade Six Assessment**

**Overview**

In May of 2012, the two Spanish teachers at Beecher Road School (Stephanie Goldberg and Stephanie Wolfson) administered three assessments (listening comprehension, oral communication and a pilot reading) to 109 Grade 6 Spanish language students at Beecher Road School. All of the assessments were developed by the two teachers in collaboration with the World Language consultant who has worked with the staff in the development of the Spanish language curriculum. The listening comprehension assessment was piloted in 2010 and revised in the spring of 2011 as per student test data, teacher observation and student feedback. The speaking assessment was developed in the spring of 2011, administered for the first time in June 2011 and revised in November 2012 as per student test data, teacher observation and student feedback. The pilot reading assessment was given in May 2012. The assessments were administered in the Spanish language classrooms and the computer labs, utilizing recordings by native speakers, Smart Boards and Quick Time (for recording student oral production).

The majority of current grade 6 students have studied Spanish exclusively for the past four years. Prior to that, students at Beecher Road School in grades 3-6 studied Spanish for a half-year and French for a half-year.

In the grade 6 population, there are 6 students who are new to Beecher Road School and had limited language experience/ no prior language experience. In addition, there are 8 students who have identified special education or 504 needs.

**Assessment Design**

**Listening Comprehension**

The revised Listening Comprehension Assessment has three parts.

1. In the first part of the assessment (15 items), students listened to brief statements in Spanish while viewing three visuals. After the third repetition of the statement, students were asked to identify the visual that corresponded to the statement. This section of the assessment gauged students' ability to comprehend general information and vocabulary when the communication was supported by visuals.
2. The second part of the assessment was a recorded conversation of 10 lines of dialogue between two students. The conversation included greetings, questions related to personal information, weather expressions, months and seasons of the year, expressions of like/dislike, and school subjects. Students heard the conversation repeated three times. They were asked to respond to four true/false statements and to complete three multiple choice statements (on their answer sheet) related to the conversation. Both groups of questions required students to understand the content of the conversation and to use higher order thinking skills. This section of the assessment gauged students ability to comprehend short, simple conversations that contain sentence length utterances, words and

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**Report and Analysis of 2012 Grade Six Assessment**

- phrases from simple questions, statements and courtesy phrases, and topics that go beyond basic personal information.
3. The final part of the assessment was a recorded student presentation containing information about the student, her family and her home. It consisted of 15 short sentences and included family names, ages, locations, descriptions, foods, sports, and personal preferences. Students heard the conversation repeated three times and were asked to respond to three true/false statements and to complete two multiple choice statements related to the presentation. The questions required students to listen critically and carefully to the information and to comprehend numbers, family relationships, question words and sports vocabulary. This section of the assessment also targeted student skills in comprehending short, simple conversations/ narratives (9 -15 lines/ sentences) that contain sentence length utterances, words and phrases from simple questions, statements and courtesy phrases, and topics that go beyond basic personal information.

**Oral Communication**

The Oral Communication (Speaking) assessment was designed in the spring of 2011 and revised in November 2011 by the teachers and the consultant. After a review of assessment tools used in online assessments of speaking skills and a discussion of the most effective and efficient methods for gathering student speaking samples, two oral prompts were developed.

1. The first prompt instructed students to introduce themselves to a class of native Spanish speakers. Their recording needed to include an appropriate greeting, their name, their age, where they were from and the name of their school. They also needed to include one of the following: number of people in their family and the names of their family members or two subjects they were studying and one favorite subject.
2. The second prompt consisted of a picture of a family enjoying a meal. Students were instructed to describe what they saw and include at least three of the following: location (e.g., beach, restaurant, etc.), people (e.g., number of persons, who they might be, names, ages, physical characteristics, etc.), clothing the individuals are wearing, weather condition/season, and foods being eaten/prepared.

Both oral prompts gauged student ability to exchange greetings, give their identity, provide the day, date and weather conditions, respond to predictable topics (school, family, clothing, foods) necessary for survival in the target language culture, such as providing basic personal information and naming basic objects and negotiate conversation related to limited number of activities, preferences and immediate needs (e.g., foods).

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**Reading Comprehension**

The Reading Communication assessment was designed in the spring of 2011 and revised in November 2011 by the teachers and the consultant. After a review of assessment tools used in online assessments of reading skills the following reading assessment was developed.

The assessment consisted of eighteen questions where fifteen questions were multiple-choice and three were short answer. The multiple choice questions were related to visuals which included the following: A train schedule, a nutrition guide, a party invitation, a student school schedule, an advertisement from a clothing catalogue and an advertisement for a rental apartment. Students were asked to select the best answer based on the information related to the visual. The last three questions centered upon a brief reading related to Los Mariachis. Students were asked to provide written responses based on the information found in the passage.

**Assessment Analysis**

Student assessment data was reviewed and analyzed by the two teachers and the consultant in the spring of 2012.

**Listening Comprehension**

The Listening comprehension assessment was scored with a rubric derived from the ACTFL (American Council of Teachers of Foreign Language) proficiency guidelines for listening. The rubric defines performance criteria and performance characteristics for each of the four criteria across the Novice-High (NH), Novice-Mid (NM) and Novice-Low (NL) continuum of performance. The entire listening comprehension rubric is noted in Appendix 1.1.

The listening comprehension assessment was analyzed by sections and an overall average score was derived.

<b>Year</b>	<b>Part 1</b> (15 items) Average Score	<b>Part 2</b> (7 items) Average Score	<b>Part 3</b> (5 items) Average Score	<b>Overall</b> (27 items) Average Score
2010	13.35	5.5	4.45	23.3
2011	14	5.9	4.92	24.9
<b>2012</b>	<b>13.88</b>	<b>6.03</b>	<b>4.92</b>	<b>24.84</b>

An average and total number of students in each category of achievement were identified from the listening comprehension assessment.

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Beecher Road School – Spanish Language Program  
Report and Analysis of 2012 Grade Six Assessment**

<b>2010</b> Number of Students = 115	<b>43%</b> <b>(49 Students)</b>	<b>46%</b> <b>(53 Students)</b>			
	<b>8%</b> <b>(9 Students)</b>			<b>3%</b> <b>(4 students)</b>	
	<b>27-25 Correct</b> <b>Total = 27</b>	<b>24-21 Correct</b> <b>Total = 27</b>	<b>20-16 Correct</b> <b>Total = 27</b>	<b>15-10 Correct</b> <b>Total = 27</b>	
	<b>Novice-High</b>	<b>Novice-Mid</b>	<b>Novice-Low</b>	<b>Sub Novice-Low</b>	

<b>2011</b> Number of Students = 89	<b>66%</b> <b>(59 Students)</b>			
		<b>28%</b> <b>(25 Students)</b>		
			<b>4%</b> <b>(4 Students)</b>	
	<b>27-25 Correct</b> <b>Total = 27</b>	<b>24-21 Correct</b> <b>Total = 27</b>	<b>20-16 Correct</b> <b>Total = 27</b>	<b>15-10 Correct</b> <b>Total = 27</b>
	<b>Novice-High</b>	<b>Novice-Mid</b>	<b>Novice-Low</b>	<b>Sub Novice-Low</b>

<b>2012</b> Number of Students = 109	<b>67%</b> <b>(73 Students)</b>			
		<b>23%</b> <b>(25 Students)</b>		
			<b>10%</b> <b>(11 Students)</b>	
	<b>27-25 Correct</b> <b>Total = 27</b>	<b>24-21 Correct</b> <b>Total = 27</b>	<b>20-16 Correct</b> <b>Total = 27</b>	<b>15-10 Correct</b> <b>Total = 27</b>
	<b>Novice-High</b>	<b>Novice-Mid</b>	<b>Novice-Low</b>	<b>Sub Novice-Low</b>

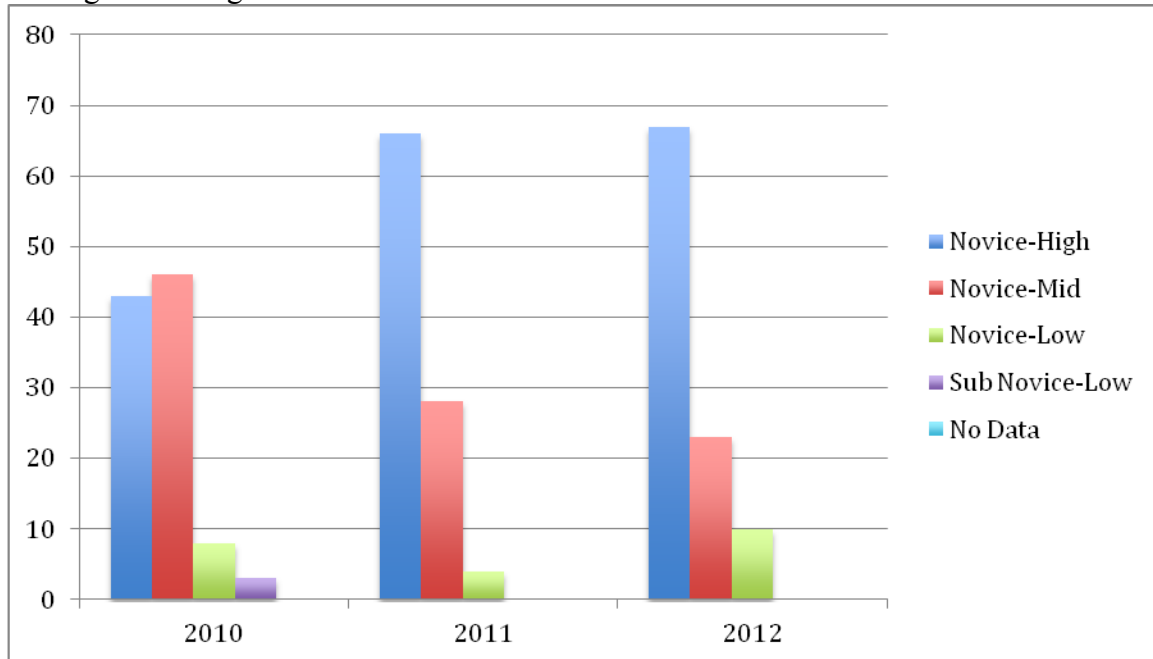
# Woodbridge Public Schools

## Beecher Road School – Spanish Language Program

### Report and Analysis of 2012 Grade Six Assessment

67% of the total population assessed (73) had 2 or fewer errors on the entire assessment.  
23% of the total population assessed (25) had 3-6 errors on the entire assessment.  
10% of the total population assessed (11) had between 7-11 errors on the assessment.  
There were no students who had more than 11 errors on the assessment.

Average Listening Scores from 2010-2012



Modifications made to the listening comprehension assessment that were implemented in the 2011 administration appeared to have been successful in mitigating student confusion and consequent error. These included providing an individual color copy of the visuals for the first section of the assessment (in addition to the Smart Board visuals), repositioning of related vocabulary, recordings provided by Spanish-speaking students and native Spanish-speaking staff at BRS, and classroom listening comprehension practice activities throughout the school year. Informal feedback from students culled by teachers indicated that the modifications were positively received by students and the assessment data shows that student scores improved in all three sections.

#### Oral Communication (Speaking)

The Oral Communication/Speaking assessment was scored with a rubric derived from the ACTFL (American Council of Teachers of Foreign Language) proficiency guidelines for speaking. The rubric defines performance criteria and performance characteristics for each of the four criteria across the Novice-High (NH), Novice-Mid (NM) and Novice-

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**Report and Analysis of 2012 Grade Six Assessment**

Low (NL) continuum of performance. The entire oral comprehension rubric is noted in Appendix 1.2.

A total number of students in each of three ranges of achievement was identified from the speaking assessment.

Total Number of Students in Sample = 89

2011	NH	NM	NL	ND = No Data
Prompt # 1	59	25	3	2
Prompt # 2	35	37	14	2

Total Number of Students in Sample = 109

2012	NH	NM	NL	ND = No Data
Prompt # 1	78	28	23	0
Prompt # 2	47	54	8	0

The total number and average of students, per achievement range, was identified by combining prompts 1 and 2 oral assessment scores.

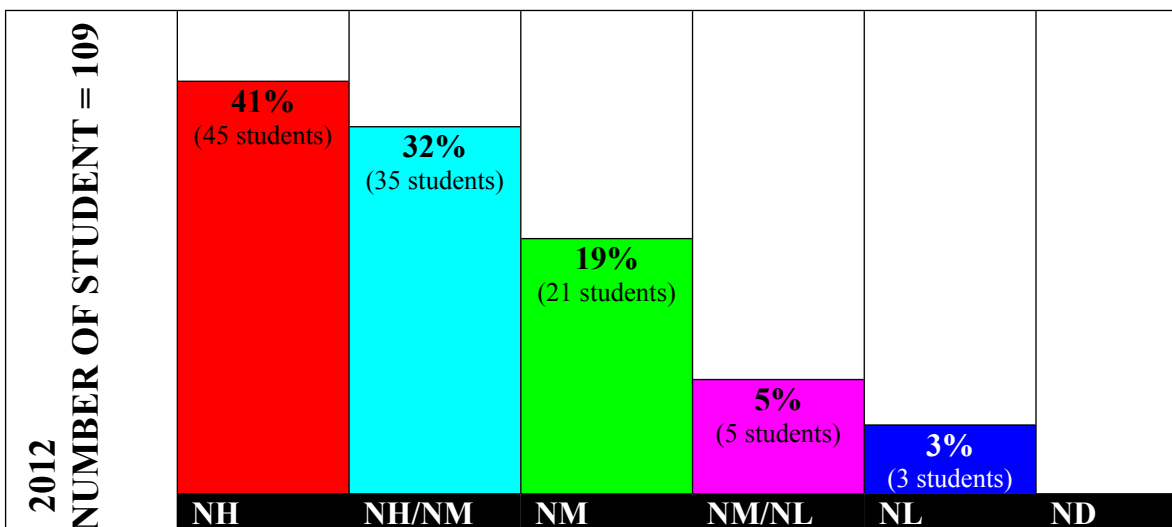
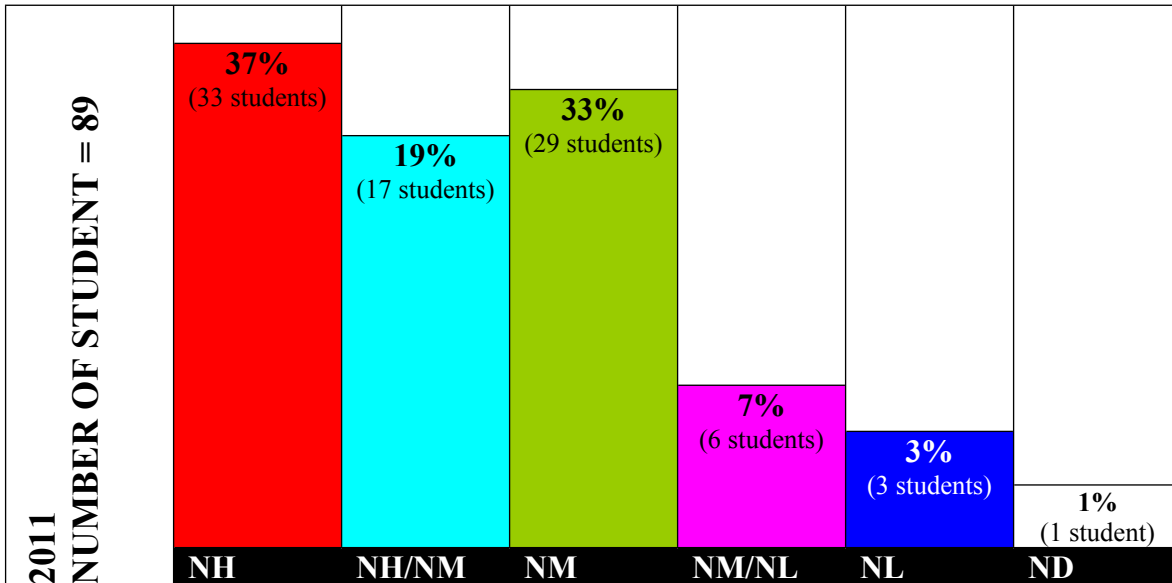
Total Number of Students in Sample =89

2011	NH	NH/NM	NM	NM/NL	NL	ND
Prompt 1 and 2 (Average Score)	33	17	29	6	3	1

Total Number of Students in Sample =109

2012	NH	NH/NM	NM	NM/NL	NL	ND
Prompt 1 and 2 (Average Score)	45	35	21	5	3	0

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Report and Analysis of 2012 Grade Six Assessment**



41% of the total population assessed scored at the Novice-High level on the entire assessment.

32% of the population assessed scored at the Novice-High or Novice-Mid level on the entire assessment.

19% of the total population assessed scored at the Novice-Mid level on the entire assessment.

5% of the total population assessed scored at the Novice- Mid or Novice-Low level on the entire assessment.

3% of the total population assessed scored at the Novice-Low level on the entire assessment.

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**Reading Comprehension**

The reading assessment was scored with a rubric derived from the ACTFL (American Council of Teachers of Foreign Language) proficiency guidelines for reading. The rubric defines performance criteria and performance characteristics for each of the four criteria across the Novice-High (NH), Novice-Mid (NM) and Novice- Low (NL) continuum of performance. The entire reading comprehension rubric is noted in Appendix 1.3.

A total and average number of students per achievement category were identified from the reading assessment data.

<b>2012 NUMBER OF STUDENT = 109</b>	70% (77 students)			
	24% (26 students)			
		6% (6 students)		
	<b>24-22 Correct Total = 24</b>	<b>21-19 Correct Total = 24</b>	<b>18-15 Correct Total = 24</b>	<b>14-0 Correct Total = 24</b>
	<b>Novice-High</b>	<b>Novice-Mid</b>	<b>Novice-Low</b>	<b>Sub Novice-Low</b>

70% of the total population assessed scored at the Novice-High level on the entire assessment.

24% of the population assessed scored at the Novice-Mid level on the entire assessment.

6% of the total population assessed scored at the Novice-Low level on the entire assessment.

**Recommendations for Future Assessment Design and Administration**

- Continue to start assessments earlier (May)
- Continue to give students practice before the test, including a practice test, demonstrations in class and “run-through” in the lab to familiarize students with the assessment format.

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**Report and Analysis of 2012 Grade Six Assessment**

- Use the recording strategy of Quicktime since it is similar to how NOELLA and STAMP online assessment tools are recorded.
- Use of drop boxes for student recordings worked well.
- Do not have both language teachers scheduled for the computer lab at the same time.
- Limit the number of students recording in the lab at the same time.
- Be aware that there will be make-up assessments and plan accordingly.
- Look at NOELLA and STAMP online assessment tools and how they are assessing writing skills in preparation for development of the Writing Comprehension Exit assessment in 2012-2013.
- Begin to gather authentic materials for the writing assessment and develop samples to be used in the Grade 5-6 classes for practice.

NOTE: Tech staff provided great assistance and guidance throughout the process.

**Recommended Instructional Modifications**

- Incorporate more writing comprehension activities and spelling tests throughout the sequence of instruction.
- Continue to emphasize common grammar elements (e.g., he/she forms of the verb).
- Continue to stress common verbs/linking words to help students express themselves in short, complete sentences.
- Review/revisit high frequency vocabulary and expressions regularly throughout the sequence of instruction in opening lesson activities.
- Incorporate more exposure to native speakers and authentic materials.
- Incorporate the use of Rosetta Stone software to reinforce language taught in the classroom.
- Use oral prompts in instruction and assessment throughout the year.

**Next Steps**

- Continue to refine the Oral Comprehension Assessment based on data analysis. Suggested refinements include: emphasis of common grammar elements (e.g., he/she forms of the verb), stress common verbs/linking words to help students express themselves in short, complete sentences and use oral prompts in instruction and assessment throughout the year.
- Refine Reading Assessment based on data analysis. Suggested refinements include: emphasis on the 24 hour clock, time, and clarity of visuals.
- Look at NOELLA and STAMP online assessment tools and how they are assessing writing skills in preparation for the development of the Writing Comprehension Exit assessment in 2012-2013.
- Begin to gather authentic materials for writing assessment and develop samples to be used in the Grade 5-6 classes for practice.

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**Future Plans**

- In 2012-2013, analyze student data from the 2012 administration of the listening comprehension, oral communication, and pilot reading assessments and refine the format, content and procedures as needed.
- In 2012-2013, develop a pilot writing assessment, a scoring protocol and a plan for the administration of the pilot writing assessment to all grade 6 students.
- In 2013-2014, analyze student data from the 2013 administration of the listening comprehension, oral communication, reading comprehension, and pilot writing assessments and refine the format, content and procedures as needed.
- Data from the grade six exit assessments should continue to be reviewed annually as students receive Spanish language instruction in the sequenced K-6 curriculum. As the current K-6 program was initiated in the 2008-09 school year, students in Grade 6 will have experienced the full sequence of instruction in 2014-2015. With each year the assessments should be revised to reflect the breadth and depth of language experience.

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**Report and Analysis of 2012 Grade Six Assessment**

**Appendix 1**

1.1 Listening Comprehension Rubric

<b>LISTENING COMPREHENSION RUBRIC</b>		
<b>NOVICE LOW (1)</b> 21-20 items answered correctly	<b>NOVICE MID (2)</b> 21-24 items answered correctly	<b>NOVICE HIGH (3)</b> 25-27 items answered correctly
<ul style="list-style-type: none"> <li>• Limited comprehension of isolated words, such as cognates, borrowed words, and high frequency social conventions (e.g. greetings, courtesy phrases)</li> <li>• Limited comprehension of general information and vocabulary when the communication is supported by objects, visuals and or gestures</li> <li>• Limited comprehension of high frequency questions, statements, and courtesy phrases as well as topics that relate to basic personal information.</li> <li>• Repetition may be required</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension of general information and vocabulary when the communication is supported by visuals. Comprehension may be uneven.</li> <li>• Comprehension of short, simple conversations/ narratives that contain sentence length utterances, words and phrases from simple questions, statements and courtesy phrases, and topics which go beyond basic personal information. Comprehension may be uneven.</li> <li>• Comprehension of isolated words, such as cognates, borrowed words, and high frequency social conventions.</li> <li>• Typically can comprehend a few phrases at a time and repetition may be required</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehension of general information and vocabulary, when the communication is supported by visuals</li> <li>• Comprehension of short, simple conversations/ narratives that contain sentence length utterances, words and phrases from simple questions, statements and courtesy phrases, and topics which go beyond basic personal information.</li> </ul>

1.2 Oral Comprehension Rubric

<b>ORAL COMPREHENSION RUBRIC</b>			
	<b>NOVICE LOW (1)</b>	<b>NOVICE MID (2)</b>	<b>NOVICE HIGH (3)</b>

Prepared by Donna de Recinos, Educational Consultant, Stephanie Goldberg and Stephanie Wolfson, June 2012

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**Report and Analysis of 2012 Grade Six Assessment**

<b>Oral Communication Skills</b>	Uses a limited number of isolated words, two to three word phrases,  No signs of originality  May attempt to create sentences but is unsuccessful	Uses high frequency expressions with reasonable ease  Signs of originality are beginning to emerge  Uses short complete sentences	Goes beyond memorized expressions and has the ability to create simple sentences  Uses original sentences frequently  Uses multiple full sentences
<b>Task completion</b>	Student completed less than half of the task.	Student completed most of the task.	Student completed the task.
<b>Grammar</b>	Grammatical errors are significant and cannot be interpreted	Grammatical errors lead to misunderstanding but can be interpreted	Minimal errors do not effect understanding
<b>Vocabulary</b>	Uses isolated words to talk about the prompt  Frequently searches for words  Uses English often	Uses vocabulary related to the prompt  Does not elaborate on thoughts	Uses a variety of vocabulary related to the prompt  Elaborates on thoughts
<b>Comprehensibility</b>	Significant errors in basic structure make interpretation of meaning difficult	Errors do not impede understanding	Easily understood

**Woodbridge Public Schools**  
**Beecher Road School – Spanish Language Program**  
**Report and Analysis of 2012 Grade Six Assessment**

1.3 Reading Comprehension Rubric

<b>READING COMPREHENSION RUBRIC</b>		
<b>NOVICE LOW (1)</b> 15-18 items answered correct	<b>NOVICE MID (2)</b> 19-21 items answered correct	<b>NOVICE HIGH (3)</b> 22-24 items answered correct
<ul style="list-style-type: none"> <li>• Recognizes a limited number of letters, symbols or characters.</li> <li>• Occasionally identifies high-frequency words and/or phrases when strongly supported by context.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes the letters or symbols of an alphabetic or syllabic writing system.</li> <li>• Identifies a number of highly contextualized words and phrases including cognates and borrowed words but rarely understand material that exceeds a single phrase.</li> <li>• Rereading is often required.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands fully and with relative ease, key words and cognates, as well as formulaic phrases across a range of highly contextualized texts.</li> <li>• Understands predictable/ previously learned language and messages such as those found on train schedules, maps, and advertisements.</li> <li>• Is able to derive meaning from short, non-complex texts that convey basic information for which there is contextual or extra linguistic support.</li> </ul>

# Meeting Minutes

WBOE Facilities Committee Meeting

Meeting Date: **6/8/12**

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

Attending: **Guy Stella**  
**Al Pullo**  
**David Barkin**  
**Margaret Hamilton**  
**Kathy Wick**

## Old Business

**Playground Update:** Surplus funds will be used to install the south Playground, the administration requested approval to add the installation of a bio-swale to the north side of A Wing to address drainage issues at that end of the building (one of the worst conditions at the school). The administration recommended adding this work to the contract for the playground since that company is on State Contract to provide playground design and installation. The Facilities Committee felt that under that scenario there would only be limited control of the project scope and quality with the engineer reporting directly to the builder. We therefore recommend that the administration hire Fuss and O'Neill to develop plans and specs for the installation of that work and either have the work bid or, if permitted under the State Contract consider awarding the work to the playground contractor. It is important to keep the engineer independent of the builder so that the engineer can act as the Agent for the WBOE and so that we can achieve the highest value of the installed work.

**STEAP Grant Update:** Out to bid – bids due by mid-June.

**Facilities / Grounds Projects 2012 / 2013:** Al Pullo presented projected work to be completed in the upcoming academic year (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 – 6/8/12 – *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. 6/8/12 – *nothing indicated on projected facilities / grounds projects for 12-13*

**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. 6/8/12 – *nothing new to report*

**Locks and Keying:** Assa / Abloy consultant should complete assessment by the end of May. 6/8/12 – *nothing new to report*

## Meeting Minutes (cont.)

**Discussion – Development of Grounds Maintenance Manual:** Working with “School Dude” software to populate data base and develop a schedule for maintenance. – 6/8/12 – nothing new to report

**Gas contract:** Town will fund the cost of conversion to LNG. 6/8/12 – *It is possible that the gas lines will be brought up to the school building this summer. Mr. Pullo will schedule a meeting with the gas utility and the TOW to determine the best location to have the lines enter the building. This work needs to be coordinated with the STEAP grant work to avoid conflict and to avoid the gas company from disrupting recently completed grounds / construction work. The timetable for the gas conversion of the boilers has not been finalized – need to understand impact of contracted oil purchases and possible loss of discounted pricing for prior deliveries. Discussion of only converting one of the two boilers to Gas initially to use up existing oil – administration needs to make sure that there are separate exhaust stacks (confirm if that is required for separate fuels) and to determine if any stack cleaning needs to be completed as a part of the conversion.*

## New Business

**Strategic Planning 2012-2013:** The majority of the meeting was focused on discussing recommended strategic goals for the upcoming year. It was noted that basic building and grounds maintenance is being handled at a consistently high level and this affords us the ability to look at longer term goals. The committee discussed in depth the following:

**Embracing Sustainability – Background –** the community has continuously demonstrated a high degree of interest in sustainability as both a practical goal (potential reduced energy consumption with associated savings) as well as a moral imperative in conserving resources for our children and future generations. Although BRS does have recycling in place and there are educational efforts underway that address various aspects of these issues we can do much more to embrace sustainability to shift the culture of the school to an holistic model. It is possible to simultaneously improve the facility and grounds aspects of sustainability as well as integrating and embracing that philosophy within the curriculum in a deliberate manner. We believe that our students will be our strongest allies in this regard and we believe that we can enhance STEM (Science, Technology, Engineering & Math) learning in conjunction with these efforts. AS an example of the potential of embracing an holistic approach to sustainability, we could engage other TOW resources, specifically the Massaro Farm, in developing a composting program in conjunction with our cafeteria; students would learn about separating their trash by understanding the benefits of composting and the life cycle of the products we consume; programs could be developed in conjunction with the farm and our students and the community would all be beneficiaries.

We can become leaders in sustainability not unlike other area schools and we can reach out to those institutions for guidance and advice so that we are not starting from scratch. Our efforts would reach across the school community and should involve educators, students and, possibly members of the community.

## Meeting Minutes (cont.)

The first step in such a process would be to develop an advisory committee that would be tasked with developing a plan – there is no initial cost other than time for this effort but it would establish the need for future budget requests in support of these efforts.

The very first step would be for the Board of Education to adopt this as a goal and then, if adopted, support the administration in its implementation. The facilities committee recommends this item be taken up by the Board at our monthly meeting for discussion and adoption.

## **Future Agenda Items:**

## 2012-2013 FACILITIES WORK PLAN

ITEM #	DESCRIPTION
1.	Completion of North Traffic Circle – STEAP Grant
2.	Replace 6 Fire Doors
3.	Upgrade Master Key System – Phase 1
4.	Paint Kitchen
5.	Painting Classrooms C-Wing
6.	Paint Principal & Asst. Principal Offices
7.	LineStripe – North and South Parking Lots
8.	Collaborate with Town on necessary building modifications for the installation of Natural Gas Line.
9.	Completion of South Playground
10.	Rain Garden & Biofiltration Swale – A Wing West
11.	Implement Tools for Schools
12.	Completion of Submission for new STEAP Grant
13.	Review Annual Fire Marshall Report
14.	Exterior Painting D Wing
15.	Upgrade Master Key System
16.	Complete Maintenance Manual
17.	Paint touch Up Hallways
18.	Ongoing Grounds Work

## Finance Committee Minutes

Date - 6/11/12

Attendance: Gaetan Stella, Al Pullo, Steven Fleischman, Lori Patrick, Carl Lindskog, YanYun Wu, Sandy Stein

The meeting was called to order at 7:00pm

The Committee discussed all matters on the agenda.

All financial statements were reviewed in detail.

The town audit was discussed with auditor.

The committee approved the line item transfers as presented.

The Meeting was adjourned 8:00pm

**FUSS & O'NEILL, INC.**

56 Quarry Road  
Trumbull, CT 06611

<b>Order of Magnitude / Opinion of Cost</b>		DATE PREPARED : 06/07/12	SHEET 1	OF 1	
PROJECT : Beecher Road School		BASIS : Experience with similar projects			
LOCATION : Woodbridge, CT					
DESCRIPTION: A Wing West Landscape Improvements					
		ESTIMATOR : BMH	CHECKED BY : TT/JAO		
<p>Since Fuss &amp; O'Neill has no control over the cost of labor, materials, equipment or services furnished by others, or over the Contractor(s) methods of determining prices, or over competitive bidding or market conditions, Fuss &amp; O'Neill's opinion of probable Total Project Costs and Construction Cost are made on the basis of Fuss &amp; O'Neill's experience and qualifications and represent Fuss &amp; O'Neill's best judgment as an experienced and qualified professional engineer, familiar with the construction industry; but Fuss &amp; O'Neill cannot and does not guarantee that proposals, bids or actual Total Project or Construction Costs will not vary from opinions of probable cost prepared by Fuss &amp; O'Neill. If prior to the bidding or negotiating Phase the Owner wishes greater assurance as to Total Project or Construction Costs, the Owner shall employ an independent cost estimator.</p>					
ITEM NO.	ITEM DESCRIPTION	UNIT MEAS.	NO. UNITS	PER UNIT	TOTAL COST
A	<b>A Wing West</b>				
	Mill Existing Pavement to Remain	SF	695	0.50	\$348
	Bituminous Concrete	SF	695	4.00	\$2,780
	Biofiltration Swale	SF	210	10.00	\$2,100
	Rain Garden	SF	870	15.00	\$13,050
	<b>Subtotal</b>				<b>\$18,278</b>
	Mobilization @ 4%	% Const. Cost		0.04	\$731
	Design @ 8%	% Const. Cost		0.08	\$1,462
	<b>A Wing West Total</b>				<b>\$20,471</b>
<b>TOTAL COST (WITH NO CONTINGENCY, ROUNDED TO NEAREST \$100)</b>					<b>\$20,500</b>
		-30%		50%	
CONTINGENCY (-30% / +50%)		-\$6,150	to	\$10,250	
<b>TOTAL COST RANGE (ROUNDED TO NEAREST \$100)</b>		<b>\$14,400</b>	<b>to</b>	<b>\$30,800</b>	