

Woodbridge Board of Education
Woodbridge Board of Education Regular
Meeting
Tuesday, January 21, 2014 7:00 PM

Woodbridge Board of Education January 21,
2014 Regular Meeting 7:00 PM CANCELLED
Library Media Center Beecher Road School

Agenda

- I. **Preliminary Business**
 - A. Call to Order
 - B. Salute to the Flag
 - C. Correspondence
 - D. Public Comment
- II. **Consent Agenda**
 - A. Approval of Meeting Minutes
 - B. Finance committee minutes 1/13/14
 - C. Monthly Summary Financial Report Ending December 31, 2013
 - D. Monthly Detail Financial Report Ending December 31, 2013
 - E. Combining Financial Statements through December 31, 2013
 - F. Quarterly Cafeteria Report
- III. **Reports**
 - A. PTO Update
 - B. Superintendent's Report
 1. BRS Update
 - a. BRS Monthly Enrollment Report
 2. Educator Evaluation Plan Update
 3. Tools for Schools Update
 - C. Facilities Committee Report
 - D. BRS Building Committee
 - E. Policy Committee
 1. Adopt 3000 Policy Series
 - F. Finance Committee
 - G. CABE Liaison Report
 - H. ACES Liaison Report
- IV. **Other**
 - A. Public Comment
 - B. Executive Session, in accordance with State Statute
- V. **Adjournment**

MINUTES OF THE REGULAR WOODBRIDGE BOARD OF EDUCATION MEETING

Monday, December 16, 2013

BRS Library Media Center

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

BOARD MEMBERS PRESENT: Ms. Margaret Hamilton, Chair; Ms. Lisa Connor, Dr. Steve Fleischman, Vice Chair; Mr. Matthew Gilbride, Ms. Chris Jaffe, Ms. Karen Kravetz, Mr. Carl Linskog, Ms. Keri Matthews, and Ms. Emily Melnick.

STAFF: Dr. Guy Stella, Superintendent; Al Pullo, Director of Business Services/Operations.

The Board entered Executive Session to review early retirement incentives for the WEA and CSEA unions.

MOTION #1 – EXECUTIVE SESSION

Move that we enter Executive Session (6:33 PM).

Mr. Gilbride

Second by Dr. Fleischman

UNANIMOUS

MOTION #2 – RETURN TO PUBLIC SESSION

Move that we return to Public Session (6:58 PM).

Mr. Linskog

Second by Ms. Hamilton

UNANIMOUS

CALL TO ORDER: Ms. Hamilton, Chair called the public session back to order at 7:03 PM.

BOARD MEMBERS PRESENT: Ms. Margaret Hamilton, Chair; Ms. Lisa Connor, Dr. Steve Fleischman, Vice Chair; Mr. Matthew Gilbride, Ms. Chris Jaffe, Ms. Karen Kravetz, Mr. Carl Linskog, Ms. Keri Matthews, and Ms. Emily Melnick.

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

MEMBERS OF THE PUBLIC: Brie Pfannenbecker, PTO; Laurence Grotheer, BOS Liaison; Teresa Nakouzi, WEA Sandy Simowitz, Teacher; and Pua Ford, Bettina Thiel, community.

CORRESPONDENCE – None

PUBLIC COMMENT – None

CONSENT AGENDA

MOTION #3 – CONSENT AGENDA

Move that we approve the consent agenda as presented.

Dr. Fleischman

Second by Mr. Linskog

UNANIMOUS

REPORTS

PTO Report – Ms. Pfannenbecker noted the successful Thanksgiving Food Drive, the Scholastic Book Fair and the Toy Drive sponsored by the Kaoud family to benefit the Yale Children's Center.

Superintendent's Report – Superintendent Stella highlighted the BRS News Program, the Book Fair and the placement of BRS on the recently released CSDE Performance Reports. This system uses a school performance index (SPI) score that recognizes improvement in student achievement at all performance levels, factors in all tested subjects, and sets higher expectations by aiming for “goal” rather than “proficient.” While the SPI is an important indicator, it is not the only determining factor in a school’s classification. Additional criteria—such as graduation rates, the size of achievement gaps, and attainment of annual SPI targets—also influence a school’s classification. BRS was the only BOWA district to place in the “excelling” category.

BRS Update – Ms. Prisco expressed appreciation to the many volunteers in coordinating the Book Fair and invited everyone to enjoy the special performances throughout the building in the coming week.

2014/15 Budget Presentation – Superintendent Stella presented the 2014/15 Budget. As has been done with previous budgets, the 2014/15 is predicated on a zero based approach. Staffing increases include one (1) additional certified staff member and a .5 cafeteria aide as well as the reduction of one (1) teacher assistant. The budget represents a total increase of 2.9% over the 2013/14 allocation. The initiatives supported in the budget have a strong emphasis on academics, as well as social/emotional development to meet the unique and complex needs of each individual child where space and location have no presence. Student learning is geared to preparing them for their future not our past with a personalized methodology on differentiated learning. Administration was cautioned to further analyze the behavior of costs regarding the continual cost escalations associated with staffing and per pupil expenditures.

MOTION #4 – 2014/15 BUDGET

Move that we adopt the 2014/15 budget as presented by administration for submission to the Boards of Selectmen and Finance.

Mr. Linskog
Second by Dr. Fleischman
UNANIMOUS

Facilities Committee – Ms. Kravetz apprised the Board of the items discussed at the December 5 meeting inclusive of updates on the boilers, grounds/sustainability projects and completion of the repairs to the North entrance doors. The next meeting is January 2 at 7:30 AM in the District Office Conference Room.

BRS Building Committee – Ms. Hamilton informed the Board that at the January 8 Boards of Selectmen meeting, the BOS will discuss moving the BRS building project forward either through referendum or scheduling of an additional Town meeting.

Finance Committee – Dr. Fleischman noted that the December 9 meeting focused on the 2014/15 budget presentation and the monthly financials approved earlier this evening. He presented the Early Retirement plans for the WEA and CSEA for endorsement by the Board.

MOTION #5 – EARLY RETIREMENT INCENTIVES

Move that we authorize the Superintendent to offer the early retirement incentives as presented to the memberships of the WEA and CSEA.

Mr. Gilbride
Second by Mr. Linskog
UNANIMOUS

Policy Committee – Mr. Gilbride reviewed the December 5 meeting where the committee has completed the review of the 3000 Series. The next meeting will be February 6 at 6:00 PM in the District Office Conference Room. It was noted that in Policy 3541 (Transportation), language pertaining to a “transition program” should be stricken.

CABE Liaison – Ms. Connor indicated she will be attending a discussion on PreK state initiatives on January 15.

ACES Liaison – No Report

FOI Workshop – Ms. Hamilton reviewed the FOI Workshop she attended on December 4 that was held for for town boards and urged Board members to review the video tape of the meeting available on the Town web site.

PUBLIC COMMENT – None

MOTION TO ADJOURN: (8:16 PM)
Dr. Fleischman
Second by Mr. Gilbride
UNANIMOUS

Recorded by Marsha DeGennaro, Clerk of the Board

Finance Committee Minutes

Date - 1/13/14

Attendance: Gaetan Stella, Al Pullo, Steven Fleischman, Carl Lindskog, Lori Patrick, Sandy Stein, Lisa Connor.

The meeting was called to order at 7pm

The Committee discussed all matters on the agenda.

All financial statements were reviewed in detail.

Preliminary discussion of the audit and details of the auditors attending the next Finance Committee

The meeting was adjourned at 7:45pm

**WOODBRIAGE BOARD OF EDUCATION
MONTHLY SUMMARY FINANCIAL REPORT
For 6 Months Ended December 31, 2013**

OBJ #	DESCRIPTION	Adopted Annual Budget w/Transfers	Monthly Budget	Monthly Actual	\$ Variance (Over) Under	Year To Date Budget	Year To Date Actual	Year To Date \$ Variance (Over)Under	
100	TOTAL SALARIES	7,646,706	694,668	598,000	96,668	3,217,500	3,196,628	20,872	1.
200	TOTAL BENEFITS	2,435,739	197,188	166,638	30,550	1,079,470	1,078,851	619	
300	TOTAL PROFESSIONAL SERVICES	384,607	14,222	12,759	1,463	158,073	155,470	2,604	2.
400	TOTAL PROPERTY SERVICES	580,273	48,783	30,401	18,382	130,097	109,147	20,950	3.
500	TOTAL OTHER PURCHASED SERVICES	1,324,372	89,382	151,561	(62,179)	558,814	578,728	(19,914)	4.
600	TOTAL SUPPLIES & MATERIALS	329,435	24,687	9,022	15,665	147,434	143,456	3,978	5.
700	TOTAL PROPERTY	39,400	5,800	3,368	2,432	8,750	10,230	(1,480)	6.
800	TOTAL DUES AND FEES	77,466	3,731	3,782	(52)	28,074	24,816	3,258	7.
	TOTAL ADOPTED BUDGET	12,817,998	1,078,460	975,531	102,929	5,328,211	5,297,326	30,886	

COMMENTS

1. Secretaries/Clerical Deficit (\$2,682); Other Pay Timing \$4,017; Savings from Certified Staff Vacancy & Retirements \$19,537.
2. Legal Fees Timing \$2,604.
3. Heating Timing \$7,000; Building Improvements Timing \$12,000; Repairs & Maintenance Timing \$,1950.
4. Liability Insurance Deficit (\$6,624); Worker's Comp Insurance Deficit (\$13,290).
5. Instructional Supplies Timing \$2,216; Computer Software Timing \$1,762.
6. Furniture Deficit (\$2,120); Equipment-Building Timing \$640.
7. Dues & Fees Timing \$3,258.

SPECIAL EDUCATION BREAKOUT

OBJ #	DESCRIPTION	Adopted Annual Budget	Monthly Budget	Monthly Actual	\$ Variance (Over) Under	Year To Date Budget	Year To Date Actual	Year To Date Variance (Over)Under
390	OT/PT SERVICES	36,500	3,650	258	3,392	14,600	8,475	6,125
3901	CONSULTANTS	14,000	1,400	0	1,400	5,600	2,200	3,400
510	TRANSPORTATION	148,224	14,822	11,391	3,431	59,290	69,423	(10,133)
560	TUITION	294,600	29,460	11,349	18,111	117,840	56,136	61,704
	TOTALS	493,324	49,332	22,998	26,334	197,330	136,234	61,096

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

For 6 Months Ended: December 31, 2013

Object Code	Descriptions	Adopted Budget	Budget Transfers	Expended to Date	Encumbered to Date	% Used	Available Balance	Estimated Additional	Projected Year-End Balance
110	Administrators	629,992		344,063	291,224	101%	(5,296)	-	(5,296)
120	Teachers - Regular	4,569,431		1,803,858	2,709,224	99%	56,349	107,774	(51,425)
120	Teachers - Special Education	802,441		289,218	425,868	89%	87,355	-	87,355
1201	Psychologist	168,985		59,022	90,209	88%	19,754	-	19,754
1203	Counselor	41,440		16,001	25,439	100%	-	-	-
	Sub-Total Certified Salaries	6,212,289	-	2,512,163	3,541,964	97%	158,162	107,774	50,388
1303	Custodians	369,103		194,368	170,193	99%	4,542	7,000	(2,458)
140	Nurses	132,778		56,618	71,815	97%	4,344	4,344	-
150	Secretaries, Clerical	314,253		171,577	148,042	102%	(5,365)	-	(5,365)
160	Paraprofessionals	377,025		158,287	237,614	105%	(18,876)	-	(18,876)
1601	Special Education Paraprofess.	212,443		92,253	110,386	95%	9,804	-	9,804
190	Salaries, Miscellaneous	28,815		11,362	14,213	89%	3,240	3,240	-
	Sub-Total Non-Certified Salaries	1,434,417	-	684,465	752,263	100%	(2,311)	14,585	(16,896)
	TOTAL SALARIES	7,646,706	-	3,196,628	4,294,227	98%	155,851	122,359	33,492
220	FICA	210,232		81,288	-	39%	128,944	128,944	-
230	Merf	197,029		104,456	-	53%	92,573	92,573	-
270	Medical Insurance	1,990,318		876,710	1,002,237	94%	111,371	87,802	23,569
280	Life Insurance	24,960		14,205	6,842	84%	3,914	3,914	-
2902	Other Employee Benefits	13,200		2,192	7,070	70%	3,938	3,938	-
	TOTAL BENEFITS	2,435,739	-	1,078,851	1,016,148	86%	340,740	317,171	23,569

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

For 6 Months Ended: December 31, 2013

Object Code	Descriptions		Budget Transfers		Expended to Date	Encumbered to Date	% Used	Available Balance	Estimated Additional	Projected Year-End Balance
320	Professional Development	77,805	-		12,276	33,446	59%	32,083	32,083	-
330	Legal Fees	38,000			1,277	23,724	66%	13,000	13,000	-
340	Software Support	13,078			6,614	-	51%	6,464	6,464	-
350	Substitutes	28,000	-		12,787	-	46%	15,213	15,213	-
390/01	OT/PT/Consultant Services	60,500			8,475	53,118	102%	(1,093)	(1,093)	-
3902	Financial Audit	15,600			-	-	0%	15,600	15,600	-
390	Other Prof/Tech. Services	151,624	-		114,041	-	75%	37,583	37,583	-
	TOTAL PROFESSIONAL SERVICES	384,607	-		155,470	110,287	69%	118,850	118,850	-
410/01	Utilities - Electric and Water	256,334			47,233	191,000	93%	18,102	18,102	-
420	Heating	112,200			5,575	105,713	99%	913	913	-
430	Repairs and Maintenance	47,627	-		2,923	5,710	18%	38,994	38,994	-
450	Leases and Rentals	52,411			11,312	41,099	100%	-	-	-
4501	Building Improvements	30,000	-		150	8,650	29%	21,200	21,200	-
490	Other Purchased Services	25,920	-		7,862	12,887	80%	5,172	5,172	-
4901	Service Contracts	55,781	-		34,094	16,652	91%	5,035	5,035	-
	TOTAL PROPERTY SERVICES	580,273	-		109,147	381,711	85%	89,415	89,415	-
510	Pupil Transportation-Regular	474,971			206,147	230,806	92%	38,018	19,000	19,018
510	Pupil Transportation-Spec. Educ.	148,224			69,423	78,801	100%	-	-	-
520	Insurance-General Liability	91,829			83,650	21,527	115%	(13,348)	-	(13,348)
5201	Worker's Compensation	111,821	-		113,544	22,791	122%	(24,514)	-	(24,514)
530	Telephone Services	16,670			5,754	10,916	100%	-	-	-
535	Internet	9,876	-		2,044	2,099	42%	5,733	5,733	-
537	Postage	5,400			1,981	1,192	59%	2,227	2,227	-
540	Advertising	2,800	-		-	-	0%	2,800	2,800	-
550	Interns	132,257	-		39,733	79,467	90%	13,057	925	12,132
560	Tuition	315,174			56,136	206,270	83%	52,768	32,594	20,174
590	Other Purchased Services	15,350	-		316	686	7%	14,348	14,348	-
	TOTAL OTHER PURCH SERVICES	1,324,372	-		578,728	654,554	93%	91,090	77,627	13,463

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

For 6 Months Ended: December 31, 2013

Object Code	Descriptions		Budget Transfers		Expended to Date	Encumbered to Date	% Used	Available Balance	Estimated Additional	Projected Year-End Balance
610	Instructional Supplies	154,558	-		102,719	5,991	70%	45,848	45,848	-
620	Computer Software	62,521	-		17,810	2,530	33%	42,181	42,181	-
625	Supplies Nurses	1,800	-		588	390	54%	822	822	-
630	Supplies Custodial	52,901	-		14,121	16,556	58%	22,224	22,224	-
635	Supplies Office	11,500	-		5,430	1,704	62%	4,365	4,365	-
640	Books and Audio Visual	18,000	-		1,431	7,935	52%	8,634	8,634	-
645	Subscriptions	14,855	-		646	3,373	27%	10,836	10,836	-
650	Testing	9,500	-		83	3,395	37%	6,023	6,023	-
690	Misc. Supplies - DW Security	3,800	-		628	576	32%	2,596	2,596	-
	TOTAL SUPPLIES & MATERIALS	329,435	-		143,456	42,451	56%	143,529	143,529	-
730	Equipment - Office	-	-				0%	-	-	-
732	Computer Hardware	15,500	-		1,575	-	0%	13,925	13,925	-
735	Equipment - Teaching	17,050	-		5,001	1,224	37%	10,824	10,824	-
740	Equipment - Building	4,600	-		977	1,533	55%	2,091	2,091	-
745	Furniture	2,250	-		2,677	1,693	194%	(2,120)	-	(2,120)
	TOTAL PROPERTY	39,400	-		10,230	4,450	37%	24,720	26,840	(2,120)
810	Dues and Fees	32,174	-		14,671	956	49%	16,547	16,547	-
825	Unemployment	12,596	-		4,244	1,162	43%	7,190	7,190	-
900	Other Fees	32,696	-		5,900	27,850	103%	(1,054)	-	(1,054)
	TOTAL DUES AND FEES	77,466	-		24,816	29,967	71%	22,683	23,737	(1,054)
	TOTAL ADOPTED BUDGET	12,817,998	-		5,297,326	6,533,796	92%	986,876	919,526	67,350

Woodbridge Board of Education
Expenditures by Object
Financial Analysis
For Fiscal Year 2013 - 2014

Month Ended December 31, 2013

OBJECTS 110-120 – CERTIFIED STAFF

The net projected surplus reflects savings from staff changes, retirements, and resignations.

OBJECT 1303 – CUSTODIANS

The net project deficit results from overtime costs for snow removal and K-wing classrooms damage from heating equipment failure.

OBJECT 150 – SECRETARIES, CLERICAL

The net project deficit results from contract negotiations being in process and final wage settlements being obtained in June, after budget approval.

OBJECT 160 – PARAPROFESSIONALS

The net project deficit results from an unbudgeted new hire to support the additional Kindergarten class.

OBJECT 1601 – SPECIAL EDUCATION PARAPROFESSIONALS

The net project surplus results from staff changes and resignations.

OBJECT 270 – MEDICAL INSURANCE

The net projected surplus reflects savings from staff changes, retirements, and resignations.

OBJECT 510 - TRANSPORTATION

The net projected surplus reflects savings from cancellation of Wintergreen bus due to current enrollment.

OBJECT 520 – INSURANCE – GENERAL LIABILITY

The projected deficit is the result of higher than anticipated premium renewal rates for policy as a result of carrier rate increase (i.e. Hurricane Sandy, Blizzard Nemo)

OBJECT 5201 – WORKER'S COMPENSATION

The projected deficit is the result of higher than anticipated premium renewal rates for policy as a result of claims experience rating.

OBJECT 550 - INTERNS

The net projected surplus reflects vacancy of one intern.

OBJECT 560 – TUITION

The projected surplus is the result of lower than anticipated enrollment in the Wintergreen Magnet School.

OBJECT 740 - FURNITURE

The net projected deficit is the result of furnishing one additional Kindergarten class.

Woodbridge Board of Education
Combining Balance Sheets as of 12/31/13 (Unaudited)

	Total	Special Revenue			Agency	
		Café	Extended Day	Field Trips	Expendable Trust/SEP	Activity Fund
Assets:						
Cash	\$ 169,307	\$ 57,234	\$ 62,545	\$ 4,465	\$ 43,774	\$ 1,289
Prepaid expenses	-	\$ -	-	\$ -	-	\$ -
Accounts receivable	4,151	1,513	1,040	\$ 1,326	\$ 272	\$ -
Intergovt Receivable	4,974	4,974	-	-	-	-
Inventory	4,115	4,115	-	-	-	-
Total Assets	182,547	67,836	63,585	5,791	44,046	1,289
Liabilities and Fund Balance						
Liabilities:						
Amounts held as agent	17,359	5,568	11,791			-
Accounts payable	1,795	768	1,027			-
Deferred revenue	2,324	-	2,324			-
Wages payable	-	-	-			-
Total Liabilities	21,478	6,336	15,142	-	-	-
Fund Balance	161,069	61,500	48,443	5,791	44,046	1,289
Total Liabilities and Fund Balance	\$ 182,547	\$ 67,836	\$ 63,585	\$ 5,791	\$ 44,046	\$ 1,289
Summary of Fund Balance Components						
				Café	Extended Day	SEP
Current Fund Balance				\$ 61,500	\$ 48,443	\$ 25,885
Baseline - Minimum Fund Balance	(30 Day Expenses Average)			\$ 17,000	\$ 28,000	\$ 10,000
Operating Reserve Fund Balance	(90 Day Expenses Average)			\$ 51,000	\$ 84,000	\$ 30,000
# of Days Expenses in Fund Balance				\$ 109	\$ 52	\$ 78
Fund Balance Excess				\$ 10,500	\$ -	\$ -

Woodbridge Board of Education
 Combining Statement of Revenues & Expenditures
 for the 6 Months Ended 12/31/13 (Unaudited)

	Total	Special Revenue				Agency Activity Fund	
		Café	Extended Day	Field Trips	Summer Programs		Expendable Trust
Revenues:							
Charges for services	\$ 360,904	\$ 88,930	\$ 169,077	\$ 17,276	\$ 81,787	\$ 3,834	\$ -
Intergovernmental	15,102	15,102	-	-	-	-	-
Donations	-	-	-	-	-	-	-
Other income	14.00	14.00	-	-	-	-	-
Additions	-	-	-	-	-	-	-
Total revenues/additions	376,020	104,046	169,077	17,276	81,787	3,834	-
Expenditures:							
Wages, FICA, MERF	248,111	48,371	131,147	-	65,955	2,638	
Medical Insurance	-	-	-	-	-	-	
Cost of food sold	43,062	43,062	-	-	-	-	
Equipment	268	268	-	-	-	-	
Repairs	2,223	2,223	-	-	-	-	
Other Expenses	50,874	5,047	24,909	13,059	7,835	24	
Total expenditures/deductions	344,538	98,971	156,056	13,059	73,790	2,662	-
Excess (deficiency) of revenues over expenditures before operating transfer in	31,481	5,075	13,021	4,216	7,997	1,172	
Operating transfer in	-		-		-		
Excess (deficiency) of revenues over expenditures after operating transfer in	31,481	5,075	13,021	4,216	7,997	1,172	
Fund Balance, ending	\$ 159,780	\$ 61,500	\$ 48,443	\$ 5,791	\$ 25,885	\$ 18,161	
BOE Year to Date Cost of Health Insurance		\$ 11,812					

Woodbridge School District
School Cafeteria Financial

	DECEMBER 2013			FISCAL YEAR TO DATE		
	Budget	Actual	Variance	Budget	Actual	Variance
<u>Sales Revenue</u>						
Sales	17,619	15,974	(1,645)	91,054	88,930	(2,124)
Government Grants	2,192	5,452	3,260	10,813	15,102	4,289
Other Income	2	4	2	10	14	4
Total Operating Revenue	19,813	21,430	1,617	101,877	104,046	2,169
<u>Cost of Food</u>	8,268	10,329	(2,061)	52,364	43,062	9,302
Gross Profit	11,545	11,101	(444)	49,513	60,984	11,471
<u>Labor Costs</u>						
Salaries/Taxes/Retirement	9,632	9,541	91	48,161	48,371	(210)
Medical Insurance	0	0	0	0	-	0
Total Labor Cost	9,632	9,541	91	48,161	48,371	(210)
Other Expenses	1,264	76	1,188	6,236	7,538	(1,302)
Total Expenses	19,164	19,946	(782)	106,761	98,971	7,790
Income (Loss) from Operations	648	1,484	836	(4,884)	5,075	9,959
Board Subsidy	0	0	0	0	-	0
Total Net Income (Loss)	648	1,484	836	(4,884)	5,075	9,959
<u># Meals</u>						
Free	386	364	(22)	1,635	1,606	(29)
Reduced	173	167	(6)	383	356	(27)
Paid	3,812	3,540	(272)	17,407	16,780	(627)
Total Meals	4,372	4,071	(301)	19,425	18,742	(683)
<u># Days</u>						
School Days	15	13	(2)	74	72	(2)

Grade/Teacher	Girls	Boys	Total	1/2/2014	Grade/Teacher	Girls	Boys	Total
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PreK

DePalma	11	10	21
Kindergarten			
Belisle	9	10	19
Coleman	10	10	20
Dempsey	8	10	18
Farnen	8	11	19
Salinardi	8	12	20
Wyman-Antcil	9	11	20

116

Grade 1

Fanelli	7	9	16
Domschine	10	6	16
Piascyk	8	9	17
DePalma	7	10	17
Sanders	8	9	17

83

Grade 2

Buzzard	12	9	21
Hamm	11	10	21
Ramia	10	11	21
Shepard	10	11	21

84

Grade 3

Concilio	9	9	18
Halsey	6	10	16
Hutchinson	11	10	21
Lavigne	8	9	17

72

ODD 2

Grade 4

Don	12	9	21
Echeverry	11	9	20
Krawec	10	10	20
Reizfeld	10	10	20
Waldron	13	7	20

101

Grade 5

Blinstrubas	8	10	18
Guerra	8	10	18
McCullom	8	12	20
Mulligan	7	12	19
Rourke	9	12	21
Szondy	11	9	20

116

Grade 6

Chase	9	11	20
Eleck	11	7	18
Holowienko	9	12	21
Ngov	9	10	19
Smerekanicz	10	9	19

97

M.A.G.

Hart-Rooney 1	11	7	18
Burness 2	11	7	18
Ahern 3	11	8	19
Golden 4	13	7	20

75

BRS 765

Plus 2 OOD 2

TOTAL 766



CONNECTICUT STATE DEPARTMENT OF EDUCATION



Common Core of Teaching (CCT) Rubric for Effective Teaching

The Common Core of Teaching (CCT) Instrument will be used to evaluate teacher performance and practice as required in the Connecticut Guidelines for Educator Evaluation and the System for Educator Evaluation and Development (SEED). The CCT Instrument will be used to determine 40% of a teacher's summative rating.

Each teacher shall be observed at a minimum as stated in the Connecticut Guidelines for Educator Evaluation. All observations should be followed by feedback, either verbal (e.g., a post-conference, comments about professional meetings/presentations, etc.) or written (e.g., via email, comprehensive write-up, etc.) or both, within days of an observation. Specific actionable feedback is also used to identify teacher development needs and tailor support to those needs. Further guidance on the observation protocol each teacher is provided in the Connecticut Guidelines for Educator Evaluation or in the SEED state model www.connecticutseed.org.

The CCT Instrument will be used by trained and proficient evaluators to observe a teacher, including the following processes:

- A. Pre-Conference: Before each observation, the evaluator will review planning documentation and other relevant and supporting artifacts provided by the teacher in order to understand the context for instruction, including but not limited to, the learning objectives, curricular standards alignment, differentiation of instruction for particular students, assessments used before or during instruction, resources and materials.
- B. Observation: The observation of practice may include formal or informal in-class observation, non-classroom observations or reviews of practice.
- C. Post-Conference: The post-observation conference gives the teacher the opportunity to reflect on and discuss the lesson/practice observed, progress of students, adjustments made during the lesson, further supporting artifacts as well as describe the impact on future instruction and student learning.
- D. Analysis: The evaluator analyzes the observation and other documentation for either formal or informal observations or reviews of practice and records the information as necessary and identifies the applicable performance descriptors contained in the CCT rubric.
- E. Ratings: Based on the training guidelines and decision rules for the CCT Instrument, the evaluator will provide domain level ratings and an overall rating.

The CCT rubric was developed with input from a team of regional educational service center instructional experts, practitioners and a team of CSDE assessment experts. It is based on the CCT competencies adopted by the State Board of Education in February 2010. The rubric focuses upon Domains 2 through Domains 6 of the original CCT competencies. Domain 1, Content and Essential Skills, **which includes the Common Core State Standards (CCSS) and/or state and national content standards is intended for demonstration at the pre-service level, as a pre-requisite to certification, but is also reflected and embedded in this rubric in the planning, instruction, assessment and professional responsibilities domains.** Because teaching is a complex, integrated activity, to develop this rubric, the domain indicators from the original CCT have been consolidated or reorganized for purposes of describing essential and critical aspects of a teacher's performance. The CCT rubric represents the criteria in which evaluators will be trained to describe the level of performance observed. NOTE: for the evaluation of non-classroom based educators such as intervention specialists, special service providers and others, an appendix to the rubric will be developed to address the performance criteria to guide the evaluation of these educators.

Accurate and reliable evaluation of these competencies and indicators can only be achieved through careful, rigorous training and demonstrated proficiency that build upon the experience base and professional judgment of the educators who use this instrument. The CCT Rubric should never be used without the grounding provided by experience and training. As part of the training, evaluators will be provided sample performances and artifacts, and decision rules to guide their ratings. The CCT Instrument is not a checklist with predetermined points. Rather it is a tool that is combined with training to ensure consistency and reliability of the observational evaluation decisions.

The CSDE will conduct pilot and validation studies of the CCT Instrument during the 2013-14 school year and thereafter to ensure technical sufficiency and legal defensibility. Data from these studies will inform further revision to the CCT Instrument and training of evaluators.

CCT DOMAIN 2: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2.a. Creating a positive learning environment that is responsive to and respectful of the learning needs of students</p> <p>Attributes</p> <ul style="list-style-type: none"> • Rapport and positive interaction • Respectful of student diversity 	<ul style="list-style-type: none"> • Demonstrating negative interactions or lack of interactions between teacher and students • Demonstrating disrespect toward the diversity of students and their learning needs 	<ul style="list-style-type: none"> • Establishing rapport and positive interaction with some but not all students • Establishing a learning environment that is respectful of students' cultural and developmental differences but does not reinforce respect for diversity among students 	<ul style="list-style-type: none"> • Maintaining rapport and positive interactions with students and promoting expectations that they are respectful of one another • Maintaining a learning environment that is respectful of students' cultural and developmental differences and reinforces expectations that students are respectful of one another's differences 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Involving learners in promoting a respectful learning environment • Using and incorporating the diversity of students' differences to enrich learning opportunities

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2.b. Promoting student engagement and shared responsibility for learning</p> <p>Attributes</p> <ul style="list-style-type: none"> • Student engagement • Shared responsibility for learning process 	<ul style="list-style-type: none"> • Some students are consistently not engaged and few attempts are made to re-engage them • Creating a learning environment in which students are reluctant to take intellectual risks or interact with teacher and other students 	<ul style="list-style-type: none"> • Some students are not engaged and attempts are made to re-engage them • Creating a learning environment in which students take some intellectual risks and/or interact positively with one another 	<ul style="list-style-type: none"> • Students are consistently engaged in learning • Creating a learning environment in which students are willing to take intellectual risks and share responsibility for learning 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Encouraging students to question or challenge ideas presented by the teacher or other students

CCT DOMAIN 2: Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2.c. Promoting appropriate standards of behavior</p> <p>Attributes</p> <ul style="list-style-type: none"> Communicates and reinforces appropriate standards of behavior Promotes social competence and responsible behavior 	<ul style="list-style-type: none"> Providing limited or inconsistent communication and/or enforcement of rules, consequences and expectations resulting in interference with student learning Providing ineffective instruction and/or opportunities for students to develop social skills and responsible behavior 	<ul style="list-style-type: none"> Communicating high standards of behavior but enforcement is inconsistent, resulting in some interference in student learning Promoting social competence with some effectiveness in building students' capacity to self-regulate and take responsibility for their actions 	<ul style="list-style-type: none"> Communicating and reinforcing high standards of behavior for all students resulting in little interference with student learning Promoting and positively reinforcing social competence by explicitly teaching and modeling social skills, building students' capacity to self-regulate and take responsibility for their actions 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> Students independently use proactive strategies and social skills and take responsibility for their actions

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>2.d. Maximizing instructional time by effectively managing routines and transitions</p> <p>Attributes</p> <ul style="list-style-type: none"> Time spent on routines and transitions appropriate to the purpose and the needs of the students 	<ul style="list-style-type: none"> Loss of significant instructional time due to ineffective management of routines or transitions 	<ul style="list-style-type: none"> Losing some instructional time due to ineffective planning or management of routines or transitions 	<ul style="list-style-type: none"> Maximizing instructional time by establishing and effectively managing routines and transitions 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> Students independently facilitate and engage in routines and transitions

CCT DOMAIN 3: Planning for Active Learning

Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>3.a. Planning of instructional content is aligned with standards, builds on students' prior knowledge and provides for appropriate level of challenge</p> <p>Attributes</p> <ul style="list-style-type: none"> • Content aligned with standards with coherent progression • Determination of students present level of knowledge and skills • Differentiation based on students' learning needs 	<ul style="list-style-type: none"> • Planning instruction that lacks alignment with CCSS and/or other appropriate content standards, or lacks coherent sequence of knowledge, skills or concepts • Using general curriculum goals with limited attention to student assessment data to guide planning • Differentiation and level of rigor of instruction are not based on student data 	<ul style="list-style-type: none"> • Planning instruction in alignment with CCSS and/or other appropriate content standards, lacks coherent sequencing, depth of knowledge or connections between knowledge, skills or concepts across lessons or units • Using some assessment data to develop a general understanding of students' level of knowledge and skill to guide planning • Differentiation and level of rigor of instructional content are based primarily on data of group needs 	<ul style="list-style-type: none"> • Planning instruction in alignment with CCSS and/or other appropriate content standards, that has a coherent progression, depth of knowledge and connects and integrates knowledge, skills, concepts and anticipates misconceptions • Using multiple sources of assessment data to develop a clear, detailed understanding of students' level of knowledge and skill to guide planning • Differentiation and level of rigor of instructional content are based on data of group and individual students' needs 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Planning anticipates content misconceptions, ambiguity, misunderstandings or challenges and considers multiple ways of how to address these in advance • Engaging students in identifying their own learning needs to individualize instruction

Text in RED is intended to reflect CCSS connections.

CCT DOMAIN 3: Planning for Active Learning

Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>3.b. Planning instructional strategies to actively engage students in the content</p> <p>Attributes</p> <ul style="list-style-type: none"> Strategies, tasks and questions Resources, technology and flexible groupings Literacy through the content areas 	<ul style="list-style-type: none"> Selecting or designing instructional strategies, tasks and questions that focus on low cognitive demand or recall of information providing students with an inappropriate level of challenge and few opportunities for problem-solving or critical thinking Selecting or designing resources, technology and groupings that insufficiently support access to and attainment of learning outcomes Planning instruction that lacks design of strategies for teaching literacy through the content area 	<ul style="list-style-type: none"> Selecting and designing instructional strategies, tasks and questions that build on prior knowledge and skills and provide students with some opportunities for problem-solving and critical thinking at an appropriate level of challenge Selecting or designing resources, technology and groupings to generally support access to and attainment of learning outcomes Planning instruction that includes some strategies for teaching literacy through the content area which may not assist students in accessing or understanding the content 	<ul style="list-style-type: none"> Selecting and designing instructional strategies, tasks and questions that build to higher order knowledge and skills and lead to problem-solving, critical thinking, discourse or inquiry at an appropriate level of challenge Selecting or designing resources, technology and groupings to consistently support access to and attainment of learning outcomes and their application within and beyond the classroom Planning instruction that consistently includes explicit strategies for teaching of literacy through the content area that supports students' content knowledge 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> Selecting and designing resources that extend learning opportunities beyond the classroom or school and provide for opportunities for interdisciplinary, real world, career or global connections

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>3.c. Selecting appropriate assessment strategies to monitor ongoing student progress</p> <p>Attributes</p> <ul style="list-style-type: none"> Formative assessment for learning 	<ul style="list-style-type: none"> Selecting or designing lesson-based assessments that insufficiently measure progress towards or attainment of learning outcomes 	<ul style="list-style-type: none"> Selecting or designing lesson-based assessment strategies that at times do not measure progress towards or attainment of the learning outcomes 	<ul style="list-style-type: none"> Selecting or designing lesson-based assessment strategies that are aligned with instruction and measure progress towards and contribute to attainment of the learning outcomes 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> Selecting and designing performance-based assessments that enable students to generalize learning to new contexts

Text in RED is intended to reflect CCSS connections.

CCT DOMAIN 4: Instruction for Active Learning

Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>4.a. Implementing instructional content for learning</p> <p>Attributes:</p> <ul style="list-style-type: none"> • Instructional purpose aligned with standards • Content coherence within and across instruction • Literacy through the content areas 	<ul style="list-style-type: none"> • Implementing instruction that lacks clarity of purpose, academic language and lacks alignment with CCSS and/or other appropriate content standards • Implementing instruction that lacks a coherent sequence and appropriate depth of knowledge, skills or concepts • Implementing instruction that provides few opportunities for students to engage in literacy through the content area 	<ul style="list-style-type: none"> • Implementing instruction that lacks some clarity of purpose and academic language or has limited alignment with CCSS and/or other appropriate content standards • Implementing instructional content that at times lacks a coherent progression and appropriate depth of knowledge, skills or concepts • Implementing instruction that provides some opportunities for students to engage in literacy through the content area which may not assist students in accessing or understanding the content 	<ul style="list-style-type: none"> • Implementing instruction that has a clear purpose and academic language that aligns with CCSS and/or other appropriate content standards, that students can articulate • Implementing instructional content that has a coherent progression and appropriate depth of knowledge, skills or concepts to advance learning • Implementing instruction that consistently includes explicit teaching of literacy through the content area that supports students' content knowledge 	<p><i>In addition to characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Students can explain how the learning is situated within a broader learning context/curriculum

Text in RED is intended to reflect CCSS connections.

CCT DOMAIN 4: Instruction for Active Learning

Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>4.b. Leading students to construct new learning through use of active learning strategies</p> <p>Attributes:</p> <ul style="list-style-type: none"> • Strategies, tasks, questions, discourse and inquiry • Resources, technology and groupings • Level of challenge • Varying teacher and student roles 	<ul style="list-style-type: none"> • Engaging students in strategies, tasks and questions that focus on low cognitive demand or recall of information • Using resources, technology and groupings insufficiently to support student engagement with the tasks and questions • Using an inappropriate balance of support and challenge • Varying of student and teacher roles provides some opportunities for students to work together 	<ul style="list-style-type: none"> • Engaging students in strategies, tasks and questions which lead them to build some problem-solving and critical thinking skills • Using resources, technology and groupings that support student collaboration and engagement with tasks and questions • Using a balance of support and challenge to help some students advance their learning • Varying the student and teacher roles allows for opportunities for students to work together to solve problems 	<ul style="list-style-type: none"> • Engaging students in purposeful strategies, tasks and questions which lead them to problem-solving, critical thinking, addressing misconceptions and discourse or inquiry and at times involve students in developing their own questions and problem-solving strategies • Using resources, technology and groupings that support student collaboration and engagement with tasks and questions and maximizes construction or use of learning in multiple ways • Using a balance of support and challenge to help students advance their learning • Varying the student and teacher roles provides multiple ways for students to direct their learning, solve problems and build independence 	<p><i>In addition to characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Students develop their own questions and problem-solving strategies that lead to purposeful discourse, building independence and interdependence • Promoting student ownership, self-direction and choice while achieving the lesson purpose • Providing opportunities for interdisciplinary, real world, career or global connections

Text in RED is intended to reflect CCSS connections.

CCT DOMAIN 4: Instruction for Active Learning

Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>4.c. Monitoring student learning, providing feedback to students and adjusting instruction</p> <p>Attributes</p> <ul style="list-style-type: none"> • Monitoring of student understanding during instruction • Feedback to students • Adjustment of instruction 	<ul style="list-style-type: none"> • Monitoring of task completion rather than student achievement of lesson purpose/objective • Providing feedback that may be limited, frequently does not help students improve learning, lacks specificity or is inaccurate • Adjusting instruction that is frequently not based on effective monitoring of students' achievement of learning objectives 	<ul style="list-style-type: none"> • Monitoring student achievement of the lesson purpose/objective but is sometimes inconsistent or incomplete • Providing feedback that may lack specificity but is accurate and helps some students improve their learning • Adjusting instruction during and between lessons that emphasize whole group achievement and focuses primarily on providing more time or re-teaching of content or process 	<ul style="list-style-type: none"> • Monitoring progress of individual and groups of students in order to evaluate the achievement of the lesson purpose/objective • Providing feedback that is accurate, specific and helps students advance their learning • Adjusting instructional content, strategies or assessments during and between lessons that is targeted to group and individual needs 	<p><i>In addition to characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Students independently monitor and self-assess or assess peers and help themselves or their peers to improve their learning • Feedback challenges students to extend their learning and thinking

CCT DOMAIN 5: Assessment for Learning

Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>5.a. Formative and summative assessment for learning</p> <p>Attributes</p> <ul style="list-style-type: none"> Formative and summative assessments aligned with curricular standards Connections between assessment results and the broader curricular standards 	<ul style="list-style-type: none"> Using formative and summative assessments that are frequently misaligned between measurement of students' knowledge, skills and concepts in the broader curricular standards Insufficiently using assessment results in alignment with CCSS and/or other appropriate content standards to inform planning and instruction 	<ul style="list-style-type: none"> Using formative and summative assessments to measure students' cumulative knowledge, skills and concepts in the broader curricular standards Beginning to make connections between the assessment results in alignment with CCSS and/or other appropriate content standards and the achievement of the broader curricular standards to inform planning and instruction 	<ul style="list-style-type: none"> Using a variety of formative and summative assessments and strategies to provide multiple measures of cumulative knowledge, skills and concepts in the broader curricular standards Making connections between the assessment results in alignment with CCSS and/or other appropriate content standards and the achievement of the broader curricular standards to inform planning and instruction 	<p><i>In addition to characteristics of proficient:</i></p> <ul style="list-style-type: none"> Modifying assessments to meet the needs of students and value the diversity of ways in which they learn

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>5.b. Assessment criteria and feedback to improve student performance and responsibility for learning</p> <p>Attributes</p> <ul style="list-style-type: none"> Assessment criteria Student use of assessment criteria Summative or cumulative feedback for learning 	<ul style="list-style-type: none"> Developing assessment criteria that lacks sufficient clarity or descriptiveness or may not be effectively communicated to students Providing insufficient opportunities for students to use criteria to self-assess work and assume responsibility for their own learning Providing feedback on summative and cumulative progress that is not individualized or descriptive 	<ul style="list-style-type: none"> Developing and using academic and behavioral assessment criteria that are generally clear, descriptive, aligned with learning outcomes but may not be communicated to students prior to assignments/assessments Providing some opportunities for students to use criteria to self-assess work and assume responsibility for their own learning Providing individualized feedback on summative and cumulative progress that may be general and/or overly focused on errors with some guidance for improvement toward learning goals 	<ul style="list-style-type: none"> Developing and using academic and behavioral assessment criteria that are consistently clear, descriptive, aligned with learning outcomes and communicated to students prior to assignments/assessments Providing frequent opportunities for students to apply criteria to self-assess work and assume responsibility for their own learning Providing individualized and descriptive feedback on summative and cumulative progress that guides students towards learning goals 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> Involving students in developing assessment criteria Students provide rationale for self-assessment results Students analyze their own results and progress toward achieving learning goals

Text in RED is intended to reflect CCSS connections.

CCT DOMAIN 5: Assessment for Learning

Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>5.c. Comprehensive data analysis, interpretation and communication</p> <p>Attributes</p> <ul style="list-style-type: none"> • Comprehensive data to understand student achievement at a particular point in time and over time • Collaborate to analyze, interpret data/results 	<ul style="list-style-type: none"> • Insufficiently collecting student academic or behavioral data/results to develop an understanding of students' progress • Insufficiently communicating or collaborating with colleagues to review, analyze and interpret assessment data to monitor and adjust academic or behavioral instruction 	<ul style="list-style-type: none"> • Collecting some student academic, behavioral, social emotional or other data/results to develop an understanding of students' progress • Communicating and collaborating with colleagues to review, analyze and interpret assessment data to monitor and adjust academic or behavioral instruction predominantly through organized structures or processes and not as needs arise 	<ul style="list-style-type: none"> • Collecting comprehensive student academic, behavioral, social emotional or other data/results to develop an understanding of students' progress • Communicating and collaborating with colleagues on an ongoing basis to review, analyze and interpret assessment data to monitor and adjust academic or behavioral instruction 	<p>NOTE: no exemplary performance descriptor is provided for this indicator</p>

CCT DOMAIN 6: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others and leadership by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>6.a. Engaging in continuous professional growth to impact instruction and student learning</p> <p>Attributes</p> <ul style="list-style-type: none"> • Reflection and self-evaluation to analyze practice and impact on student learning • Response to feedback • Learning opportunities to enhance skills and student learning 	<ul style="list-style-type: none"> • Reflecting or self-evaluating is insufficient for analyzing practice and impact on student learning • Responding negatively or reluctantly to supervisor or peer feedback and recommendations for improving practice • Participating in required professional learning that is limited to attendance at required sessions or opportunities 	<ul style="list-style-type: none"> • Reflecting on and self-evaluating practice and student learning but lacks depth of analysis • Responding constructively to supervisor or peer feedback and recommendations for professional growth • Participating in school-based professional learning but initiating few opportunities to strengthen skills and student learning or apply new learning to practice 	<ul style="list-style-type: none"> • Reflecting and self-evaluating demonstrates depth of analysis and direct impact on practice and student learning • Responding constructively to supervisor or peer feedback and proactively discussing areas for growth, professional learning and collaboration • Taking responsibility for own professional learning and actively initiating and participating in opportunities within and beyond the school to strengthen skills for student learning and apply new learning to practice 	<p><i>In addition to the characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Collaborates with colleagues to reflect upon, analyze and improve individual practices to address learning, school and professional needs

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>6.b. Collaborating to develop and sustain a professional learning environment to support student learning</p> <p>Attributes</p> <ul style="list-style-type: none"> • Contribution to school improvement processes • Collaboration with colleagues and administrators 	<ul style="list-style-type: none"> • Participating with colleagues but minimally contributing to school improvement initiatives • Collaborating with colleagues in limited ways or when required to plan and engage in professional learning 	<ul style="list-style-type: none"> • Participating on school or district committees and in activities as required and beginning to engage in implementation of the school improvement initiatives • Collaborating with colleagues and administrators to engage in professional learning that is team-based, job-embedded, sustained over time and aligned with CCSS and/or other appropriate content standards 	<ul style="list-style-type: none"> • Participating proactively with colleagues and administrators to develop and implement school or district improvement initiatives • Collaborating with colleagues and administrators to proactively plan, engage in and assist others in professional learning that is team-based, job-embedded, sustained over time and aligned with CCSS and/or other appropriate content standards 	<p><i>In addition to characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Leading and facilitating colleagues in efforts to develop school and district improvement initiatives • Facilitating or coaching others in professional learning to improve practice and providing others with constructive feedback

Text in RED is intended to reflect CCSS connections.

CCT DOMAIN 6: Professional Responsibilities and Teacher Leadership

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others and leadership by:

INDICATORS	Below Standard	Developing	Proficient	Exemplary
<p>6.c. Communicating and collaborating with colleagues, students and families to develop and sustain a positive school climate and support student learning</p> <p>Attributes</p> <ul style="list-style-type: none"> • Collaboration with colleagues and families to sustain positive school climate • Communication with families • Culturally respectful communication with families and students 	<ul style="list-style-type: none"> • Collaborating insufficiently with colleagues to develop a positive school climate and reach out to families or interactions demonstrate bias and/or negativity • Communicating with families about student progress is primarily through required reports and conferences • Communicating with students and families sometimes lacks respect for cultural differences 	<ul style="list-style-type: none"> • Collaborating with colleagues to engage students and families in efforts to develop and sustain a positive school climate • Communicating with families about student progress is provided through required reports and conferences and includes attempts to build relationships • Communicating with students and families in a generally culturally respectful manner 	<ul style="list-style-type: none"> • Collaborating with colleagues proactively to engage students and families to develop and sustain a positive school climate • Communicating frequently and proactively with families about the learning expectations and student progress and developing positive relationships with families to promote student success • Communicating with students and families in a consistently culturally respectful manner 	<p><i>In addition to characteristics of proficient:</i></p> <ul style="list-style-type: none"> • Leading efforts within and outside the school to improve and strengthen the school climate • Developing unique strategies or digital and technological resources to communicate frequently with families and students • Seeking input from families and communities to support student growth and development
<p>6.d. Conducting oneself as a professional</p> <p>Attributes</p> <ul style="list-style-type: none"> • Teacher behavior consistent with Connecticut's <i>Code of Professional Responsibility for Educators</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher actions are consistent with the commitment to students, the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators. <input type="checkbox"/> Teacher actions are not consistent with the commitment to students, the profession, the community and families that are set forth in the Code of Professional Responsibility for Educators. 			

CONNECTICUT STATE DEPARTMENT OF EDUCATION

2010 Common Core of Teaching: Foundational Skills

Introduction

I. A Vision for Teaching and Learning in Connecticut Public Schools

The CCT (CCT) articulates the knowledge, skills and qualities that Connecticut teachers need in order to prepare students to meet the challenges of the 21st century.

In the 21st century, the increasingly complex needs of students require sophisticated teaching strategies. As stated in Wagner (2008), Wagner et al. (2006) and cited in *Connecticut's Plan for Secondary School Reform*, "the old 'basics' of reading, writing, and mathematics are still essential, but not sufficient. Today's and tomorrow's students must learn to locate, analyze, interpret and communicate information in a variety of media and formats, and solve problems creatively and logically. Living and competing successfully in a global society and economy will require an understanding of our interconnectedness, collaboration and leadership skills, habits of personal and social responsibility, and adaptability to change." Teachers must help students foster the academic and social competence to become both independent and interdependent learners and workers who can successfully navigate a rapidly changing world.

The effectiveness of Connecticut schools depends upon skillful teaching. Teacher quality is one of the most significant contributors to student learning and achievement; what teachers know and do directly influences what students learn (National Commission on Teaching and America's Future, 1996; Darling-Hammond, 2000; Rice, 2003; National Council for Teacher Quality, 2004; Darling-Hammond & Bransford, 2005; Goe & Stickler, 2008). Effective teachers have deep knowledge of their content area and can present core ideas of the discipline in clear, compelling ways. They engage students in stimulating, challenging learning, support exploration of content, and lead students toward developing critical reasoning and leadership skills. They create rigorous and relevant¹ learning experiences characterized by higher-order thinking and the application of knowledge and skills in the world beyond the four walls of school.

The philosophy behind the CCT is that teaching requires more than simply demonstrating a certain set of technical skills. It requires command of subject matter and pedagogical skills combined with caring deeply about students and their successes. Effective teaching also requires:

- ◆ a deep commitment to student achievement and the belief that *all* students should be challenged to achieve,
- ◆ a willingness to work in collaboration with colleagues and families to meet the diverse learning needs of all students, and
- ◆ a commitment to analysis of one's teaching and continuous professional development.

The best teachers model a passion for learning and ignite the curiosity of their students. Teachers help students develop a sense of who they want to be in the world and find their own passions and directions for future learning.

¹ Rigorous learning stretches students beyond their "comfort zone," focusing on integrating knowledge in various disciplines and the world at large. Rigor in this context does not refer to difficulty of a course or content. Rigor is motivated by relevance which refers to helping students understand how their learning connects to their further studies and future work settings. (Wagner, 2006)

CONNECTICUT STATE DEPARTMENT OF EDUCATION
 2010 Common Core of Teaching: Foundational Skills

To be a passionate teacher is to be someone in love with a field of knowledge, deeply stirred by issues and ideas that challenge our world, drawn to the dilemmas and potentials of the young people who come into class each day ...only when teachers bring their passions about learning and life into their daily work can they dispel the fog of passive compliance or active disinterest that surrounds so many students... (Fried, 1995)

II. The Structure of the CCT

The CCT contains teaching standards which describe two levels of effective knowledge, skills and qualities:

1. The six domains and 46 indicators that identify the foundational skills and competencies that pertain to all teachers, regardless of the subject matter, field or age group they teach; and
2. The discipline-specific professional teaching standards that further define and expand the definition of effective teaching within a particular subject matter or field.

III. Uses of the CCT

The CCT is linked by state law and regulations to requirements across a teacher’s career including preparation, induction and teacher evaluation:

Career Phase	Uses of the CCT
Preparation & Pre-Service	<ul style="list-style-type: none"> ◆ State Program Approval and NCATE Accreditation to ensure that preparation programs are aligned with state teaching standards ◆ Guidance and information for testing of candidates seeking certification (Praxis I, Praxis II, etc.) ◆ Standards for evaluation of field and student teaching experiences
Beginning Teaching	<ul style="list-style-type: none"> ◆ Standards for state and district induction of beginning teachers ◆ Foundation for teacher evaluation and professional development
Experienced Teaching	<ul style="list-style-type: none"> ◆ Foundation for teacher evaluation and professional development

CONNECTICUT STATE DEPARTMENT OF EDUCATION

2010 Common Core of Teaching: Foundational Skills

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CONNECTICUT STATE DEPARTMENT OF EDUCATION
2010 Common Core of Teaching: Foundational Skills

Overview

The Common Core of Teaching articulates the art and science of teaching as essential knowledge, skills and qualities. These foundational skills and competencies are grouped by domains but, in practice, are to be viewed as integrated parts of the complex and dynamic process of effective teaching. The CCT should be used to help guide and build teacher competence beginning with pre-service and continuing throughout a teacher's career.

Domains of Teacher Performance

Domain 1. Content and Essential Skills:

Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field.

Domain 2. Classroom Environment, Student Engagement and Commitment to Learning:

Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.

Domain 3. Planning for Active Learning:

Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

Domain 4. Instruction for Active Learning:

Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

Domain 5. Assessment for Learning:

Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction.

Domain 6. Professional Responsibilities and Teacher Leadership:

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.

On the following pages, the detailed indicators of each of the six core domains are outlined.

CONNECTICUT STATE DEPARTMENT OF EDUCATION
2010 Common Core of Teaching: Foundational Skills

Domain 1. Content and Essential Skills:

Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field by:

- 1.1 Demonstrating proficiency in reading, writing, and mathematics skills;
- 1.2 Demonstrating discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards;
- 1.3 Using developmentally appropriate verbal, non-verbal and technological communications;
- 1.4 Using technological and digital resources to promote learning, collaboration with colleagues and communication within a learning community;
- 1.5 Demonstrating understanding of how to use content area literacy skills to enable students to construct meaning through reading, writing, listening, speaking, viewing and presenting; and
- 1.6 Demonstrating understanding of how to use content area numeracy and analytical skills to enable students to problem solve, interpret and use data and numerical representations.

CONNECTICUT STATE DEPARTMENT OF EDUCATION
2010 Common Core of Teaching: Foundational Skills

Domain 2. Classroom Environment, Student Engagement and Commitment to Learning

Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community by:

- 2.1 Creating a class climate that is responsive to and respectful of the [learning needs of students](#)² with diverse backgrounds, interests and performance levels;
- 2.2 Promoting engagement in and shared responsibility for the learning process and providing opportunities for students to initiate their own questions and inquiries;
- 2.3 Providing explicit instruction about social skills to develop students' [social competence](#)³ and responsible and ethical behavior by using a continuum of [proactive strategies](#)⁴ that may be individualized to student needs;
- 2.4 Fostering appropriate standards of behavior that support a productive learning environment for all students; and
- 2.5 Maximizing the amount of time spent on learning by effectively managing [routines and transitions](#)⁵.

² Addressing **student learning needs** includes understanding typical and atypical growth and development of PK-12 students including characteristics and functioning of students with disabilities, gifted students, and English language learners. Teachers understand the impact of culture, language, poverty and environment on the learning needs of students.

³ **Social competence** "is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation." (Boyatzis, Goleman, & Rhee, 2000).

⁴ **Proactive strategies** include self-regulation strategies, problem-solving strategies, conflict resolution processes, interpersonal communication and responsible decision making.

⁵ **Routines** are non-instructional organizational activities such as attendance, or distribution of materials in preparation for instruction. **Transitions** are non-instructional activities such as moving from one classroom activity, grouping, task or context to another.

CONNECTICUT STATE DEPARTMENT OF EDUCATION
2010 Common Core of Teaching: Foundational Skills

Domain 3. Planning for Active Learning:

Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 3.1 Determining students' prior knowledge to ensure that content instruction is at an appropriate level of challenge and differentiated to meet their [learning needs](#)²;
- 3.2 Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline;
- 3.3 Promoting the development and application of skills with conceptual understanding, and anticipating students' content misconceptions;
- 3.4 Selecting appropriate assessment strategies to monitor ongoing student progress;
- 3.5 Selecting or designing instructional strategies, [resources](#)⁶ and flexible groupings that provide opportunity for students to think critically and creatively, and solve problems;
- 3.6 Integrating learning activities that make real-world, career or global connections, and promote interdisciplinary connections whenever possible;
- 3.7 Designing or selecting academic and/or behavioral interventions through differentiated, supplemental, specialized instruction for students who do not respond to primary instruction alone;
- 3.8 Designing strategic questions and opportunities that appropriately challenge students and actively engage them in exploring the content through strategies such as [discourse](#)⁷ and/or [inquiry-based learning](#)⁸; and
- 3.9 Including strategies for teaching and supporting content area literacy skills and, when appropriate, numeracy skills.

⁶ **Instructional resources** may include materials, technology, and other support personnel such as paraprofessionals, parent volunteers, special service staff, or other educators.

⁷ **Discourse** is defined as the purposeful interaction between and among teachers and students, in which ideas and multiple perspectives are represented, communicated and challenged, with the goal of creating greater meaning or understanding. Discourse can be oral dialogue (conversation), written dialogue (reaction, thoughts, feedback), visual dialogue (charts, graphs, paintings or images that represent student and teacher thinking/reasoning), or dialogue through technological or digital resources.

⁸ **Inquiry-based learning** occurs when students generate knowledge and meaning from their experiences and work collectively or individually to study a problem or answer a question. Work is often structured around projects that require students to engage in the solution of a particular community-based, school-based or regional or global problem which has relevance to their world. The teacher's role in inquiry-based learning is one of facilitator or resource, rather than dispenser of knowledge.

CONNECTICUT STATE DEPARTMENT OF EDUCATION
2010 Common Core of Teaching: Foundational Skills

Domain 4. Instruction for Active Learning:

Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large by:

- 4.1 Using a variety of evidence-based strategies to enable students to apply and construct new learning;
- 4.2 Using technological and digital resources strategically to promote learning;
- 4.3 Leading students to construct meaning through the use of active learning strategies such as purposeful [discourse](#)⁷ and/or [inquiry-based learning](#)⁸;
- 4.4 Varying the student and [teacher roles](#)⁹ in ways that develop independence and interdependence with the gradual release of responsibility to students;
- 4.5 Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents;
- 4.6 Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks; and
- 4.7 Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance.

⁹ Teachers vary their roles by knowing when to provide information, clarify an issue, model, lead or let students grapple with issues or questions.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

2010 Common Core of Teaching: Foundational Skills

Domain 5. Assessment for Learning

Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction by:

- 5.1 Understanding the different [purposes](#)¹⁰ and [types of assessment](#)¹¹ that capture the complexity of student learning across the [hierarchy of cognitive skills](#)¹²;
- 5.2 Using and/or designing a variety of [formative](#)¹³ and [summative](#)¹⁴ assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn;
- 5.3 Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time;
- 5.4 Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress;
- 5.5 Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning;
- 5.6 Supporting students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators;
- 5.7 Understanding the role that lack of opportunity to learn, lack of effective instruction, and assessment bias can play in the overrepresentation in special education of students with cultural, ethnic, gender and linguistic differences; and
- 5.8 Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized education programs for students with disabilities.

¹⁰ **Assessment purposes** include but are not limited to screening, instructional planning, monitoring student progress, diagnostics, and program/curriculum evaluation.

¹¹ **Assessment types** may be created by the teacher or externally produced and include, but are not limited to, observation, functional behavior assessment, performance-based assessment of application of learning, or criterion referenced.

¹² **The hierarchy** of cognitive skills (Bloom's 1956 taxonomy of cognitive skills as revised by Anderson and Krathwohl, 2001) includes the following lower order to higher order thinking skills:

- **Remembering:** Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
- **Understanding:** Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
- **Applying:** Carrying out or using a procedure through executing or implementing.
- **Analyzing:** Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
- **Evaluating:** Making judgments based on criteria and standards through checking and critiquing.
- **Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

¹³ **Formative assessments** are designed and scored by an individual teacher or grade level or department team to assess student understanding of particular standards or objectives in order to inform instruction and guide teachers to adjust or differentiate instruction to meet the learner's needs. (Ainsworth, 2006)

¹⁴ **Summative assessments** identify the learner's achievement or progress made at a certain point in time against predetermined criteria.

CONNECTICUT STATE DEPARTMENT OF EDUCATION
2010 Common Core of Teaching: Foundational Skills

Domain 6. Professional Responsibilities and Teacher Leadership:

Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership by:

- 6.1 Continually engaging in reflection, self-evaluation and professional development to enhance their understandings of content, pedagogical skills, resources and the impact of their actions on student learning;
- 6.2 Seeking professional development opportunities to enhance skills related to teaching and meeting the needs of [all students](#)¹⁵;
- 6.3 Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate;
- 6.4 Collaborating with colleagues and administrators to examine student learning data, instructional strategies, curricula, and [organizational structures](#)¹⁶ to support continuous school and district improvement;
- 6.5 Guiding and coaching paraprofessionals and collaborating with colleagues, administrators, and special services staff to monitor the impact of instructional or behavioral support and interventions;
- 6.6 Proactively communicating in culturally respectful and sensitive ways with families in order to ensure their ongoing awareness of student progress and encourage opportunities to support their child's learning;
- 6.7 Understanding the legal rights of students with disabilities and their families within the intervention, referral, and individualized education plan process;
- 6.8 Understanding how one's race, gender and culture affect professional interactions with students, families and colleagues;
- 6.9 Using communication technology in a professional and ethical manner;
- 6.10 Collaborating with colleagues, administrators, and families in the development of individualized student success plans to address goal setting, personal and academic development, post secondary and career exploration, and/or capstone projects; and
- 6.11 Conducting themselves as professionals in accordance with the Connecticut's [Code of Professional Responsibility for Educators](#).

¹⁵ "All students" includes, but is not limited to, students with disabilities, English language learners, students with diverse cultural or linguistic backgrounds and students with gifts and talents.

¹⁶ **Organizational structures** include, but are not limited to, grade level teams, departments, committees, learning communities, common collaboration or planning time, multidisciplinary teams, etc.

CONNECTICUT STATE DEPARTMENT OF EDUCATION

2010 Common Core of Teaching: Foundational Skills

Code of Professional Responsibility for Educators

(a) Preamble

The Code of Professional Responsibility for Educators is a set of principles which the education profession expects its members to honor and follow. These principles set forth, on behalf of the education profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the educator accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the profession, the community and the family.

Consistent with applicable law, the Code of Professional Responsibility for Educators shall serve as a basis for decisions on issues pertaining to certification and employment. The code shall apply to all educators holding, applying or completing preparation for a certificate, authorization or permit or other credential from the State Board of Education. For the purposes of this section, "educator" includes superintendents, administrators, teachers, special services professionals, coaches, substitute teachers and paraprofessionals.

PROFESSIONAL CONDUCT

(b) Responsibility to the student

(1) The professional educator, in full recognition of his or her obligation to the student, shall:

- (A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
- (B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of content area matter;
- (C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability, religion, or sexual orientation;
- (D) Foster in students the full understanding, application and preservation of democratic principles and processes;
- (E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;
- (F) Assist students in the formulation of worthy, positive goals;
- (G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem-solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;
- (H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;
- (I) Maintain the confidentiality of information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;
- (J) Create an emotionally and physically safe and healthy learning environment for all students; and

CONNECTICUT STATE DEPARTMENT OF EDUCATION

2010 Common Core of Teaching: Foundational Skills

(K) Apply discipline promptly, impartially, appropriately and with compassion.

(c) Responsibility to the profession

(1) The professional educator, in full recognition of his or her obligation to the profession, shall:

- (A) Conduct himself or herself as a professional realizing that his or her actions reflect directly upon the status and substance of the profession;
- (B) Uphold the professional educator's right to serve effectively;
- (C) Uphold the principle of academic freedom;
- (D) Strive to exercise the highest level of professional judgment;
- (E) Engage in professional learning to promote and implement research-based best educational practices;
- (F) Assume responsibility for his or her professional development;
- (G) Encourage the participation of educators in the process of educational decision-making;
- (H) Promote the employment of only qualified and fully certificated, authorized or permitted educators;
- (I) Encourage promising, qualified and competent individuals to enter the profession;
- (J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;
- (K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;
- (L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;
- (M) Promote and maintain ongoing communication among all stakeholders; and
- (N) Provide effective leadership to ensure continuous focus on student achievement.

(d) Responsibility to the community

(1) The professional educator, in full recognition of the public trust vested in the profession, shall:

- (A) Be cognizant of the influence of educators upon the community-at-large, obey local, state and national laws;
- (B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
- (C) Promote the principles and ideals of democratic citizenship; and
- (D) Endeavor to secure equal educational opportunities for all students.

(e) Responsibility to the student's family

(1) The professional educator in recognition of the public trust vested in the profession, shall:

- (A) Respect the dignity of each family, its culture, customs, and beliefs;
- (B) Promote, respond, and maintain appropriate communications with the family, staff and administration;
- (C) Consider the family's concerns and perspectives on issues involving its children; and
- (D) Encourage participation of the family in the educational process.

CONNECTICUT STATE DEPARTMENT OF EDUCATION
2010 Common Core of Teaching: Foundational Skills

UNPROFESSIONAL CONDUCT*

- (f) The professional educator, in full recognition of his or her obligation to the student, shall not:
 - (A) Abuse his or her position as a professional with students for private advantage;
 - (B) Discriminate against students.
 - (C) Sexually or physically harass or abuse students;
 - (D) Emotionally abuse students; or
 - (E) Engage in any misconduct which would put students at risk; and

- (g) The professional educator, in full recognition of his or her obligation to the profession, shall not:
 - (A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
 - (B) Accept any gratuity, gift or favor that would impair or influence professional decisions or actions;
 - (C) Misrepresent his, her or another's professional qualifications or competencies;
 - (D) Sexually, physically or emotionally harass or abuse district employees;
 - (E) Misuse district funds and/or district property; or
 - (F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession; and

- (h) The professional educator, in full recognition of the public trust vested in the profession, shall not:
 - (A) Exploit the educational institution for personal gain;
 - (B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or
 - (C) Knowingly misrepresent facts or make false statements.

*Unprofessional conduct is not limited to the descriptors listed above. When in doubt regarding whether a specific course of action constitutes professional or unprofessional conduct please seek advice from your school district or preparation institution.

- (i) Code revision

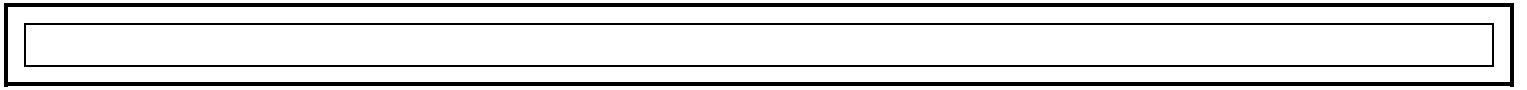
This Code shall be reviewed for potential revision concurrently with the revision of the Regulations Concerning State Educator Certificates, Permits and Authorizations, by the Connecticut Advisory Council for Teacher Professional Standards. As a part of such reviews, a process shall be established to receive input and comment from all interested parties.

Woodbridge

School District

Educator Evaluation and Professional Learning Plan

~ April 2013~



WOODBRIIDGE SCHOOL DISTRICT

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* The Woodbridge Teacher Evaluation and Development Plan will be reviewed annually.

TABLE OF CONTENTS

Vision and Belief Statements	1
Introduction	2-3
Overview of the Process	4
Process and Timeline	5-6
Summary of Plan	7-8
Resolution/Confidentiality	9
Connecticut Framework for Educator Evaluation and Support	10-17
Summative Educator Evaluation Rating Scoring.....	18
Effectiveness and Ineffectiveness/ Evaluator Training.....	20
Evaluation Based Professional Learning/Career Development and Growth.....	21
Appendices:	
A-Connecticut Common Core of Teaching.....	22
B-Connecticut Code of Professional Responsibility for Teachers.....	24-27
C-CCT Rubrics from SDE (will insert when received from SDE).....	28

WOODBIDGE SCHOOL DISTRICT

VISION STATEMENT

Vision of the Woodbridge School District: To become a high performing school district that provides a nurturing and stimulating learning environment that values achievement, creativity, respect, personal integrity, and engenders in children a love of learning.

Beliefs

- Students are capable of making decisions and accepting consequences of those decisions.
- Students can identify appropriate resources to support their learning.
- Students are capable of mastering basic skills necessary for participation in an ever-changing society.
- Students are capable of learning at high levels.
- Students learn in a variety of ways.
- Students need opportunities to learn responsibility in a variety of roles.
- Learning is a life long process.
- Diversity enhances life.

Educator Evaluation and Professional Learning Plan

Introduction

This document outlines a model for the evaluation and development of teachers in the Woodbridge School District. It is based on the Connecticut Guidelines for Educator Evaluation, Subsection (a) of Section 10-151b of the 2012 Supplemental to the Connecticut General Statutes (C.G.S.). The plan will serve as validation of teacher competencies and provide support to faculty in the attainment of state and district goals. The entire evaluation process should be viewed as a cooperative undertaking of professionals who are striving to achieve the stated purposes of the evaluation system, the most important of which are the improvement of instruction and enhancement of student learning. Educators will be supported and acknowledged for their growth, improvement and contributions.

The Plan is organized into three phases: the Induction Phase for first and second year teachers/initial year in district, the Continuous Professional Growth Phase for experienced teachers who received ratings of *accomplished or exemplary*, and the Structured Assistance Phase for teachers who have received ratings of *developing or below standard*.

**Note: In the 2013-14 school year teachers previously in the Continuous Growth Phase will be considered Accomplished. First and Second year Teachers and teachers new to Woodbridge will be evaluated in the Induction Phase.*

*Note: For state reporting purposes, the word “accomplished” will be replaced by the word “proficient”.

Purpose and Rationale of the Evaluation System

Research has proven that no school-level factor matters more to students’ success than high-quality teachers. When teachers succeed, students succeed. To support teachers, Woodbridge clearly defines excellent practice; gives accurate, useful information about teachers’ strengths and development areas; and provides opportunities for professionals to advance their practice. Collaboration between teachers and administrators is integral in creating a culture and learning climate in which all educators become reflective practitioners in order to improve student learning and encourage creativity and innovation.

Core Design Principles

The following principles guided the design of the teacher model:

- *Consider multiple, standards-based measures of performance*
An evaluation system that uses multiple sources of information and evidence results in a fair, accurate and comprehensive picture of a teacher’s performance. The new model

defines four categories of teacher effectiveness: student learning (45%), teacher performance and practice (40%), parent feedback (10%) and school-wide student learning or student feedback (5%). These categories are grounded in research-based standards: The Common Core State Standards (CCSS), The Connecticut Common Core of Teaching (CCT) (See Appendix A), The Connecticut Framework K-12 Curricular Goals and Standards, The CMT/CAPT Assessments¹, Connecticut Code of Professional Responsibility for Teachers (See Appendix B) and locally-developed curriculum standards.

¹**Connecticut Mastery Test (CMT):** The CMT is the standard assessment administered to students in Grades 3 through 8. Students are assessed in the content areas of reading, mathematics and writing in each of these grades and science in grades 5 and 8.

Connecticut Academic Performance Test (CAPT): The CAPT is the standard assessment administered to students in Grade 10. Students are assessed in the content areas of reading, mathematics, writing and science.

- *Promote both professional judgment and consistency*
Assessing a teacher's professional practice requires evaluators to constantly use their professional judgment. No rubric or formula, however detailed, can capture all of the nuances in how teachers interact with students, and synthesizing multiple sources of information into performance ratings is inherently more complex than checklists or numerical averages. At the same time, teachers' ratings should depend on their performance, not on their evaluators' biases. Accordingly, the model aims to minimize the variance between school leaders' evaluations of classroom practice and to support fairness and consistency within and across schools.
- *Foster dialogue about student learning*
This model hinges on improving the professional conversation between and among teachers and administrators who are their evaluators. The dialogue in the model occurs more frequently and focuses on what students are learning and what teachers and their administrators can do to support teaching and learning.
- *Encourage aligned professional development, coaching and feedback to support teacher growth*
Novice and veteran teachers alike deserve detailed, constructive feedback and professional development, tailored to the individual needs of their classrooms and students. Woodbridge Educator Evaluation Plan promotes a shared language of excellence to which professional development, coaching and feedback can align to improve practice

Overview of the Process

The evaluation and support system consists of multiple measures to paint an accurate and comprehensive picture of teacher performance. All teachers will be evaluated in four categories, grouped in two major focus areas: Teacher Practice and Student Outcomes.

1. Teacher Practice Related Indicators: An evaluation of the core instructional practices and skills that positively affect student learning. This focus area is comprised of two categories:

- (a) **Observation of teacher performance and practice (40%)** which is defined in the Common Core of Teaching rubrics.
- (b) **Parent feedback (10%)** on teacher practice through surveys

2. Student Outcomes Related Indicators: an evaluation of the teacher's contribution to student academic progress, at the school and classroom levels in alignment with district goals. There is also an option in this focus area to include student feedback. This focus area is comprised of two categories:

- (a) **Student growth and development (45%)** as determined by the teacher's student learning objectives (SLOs)
- (b) **Whole-school measures of student learning** as determined by aggregate student learning indicators or **student feedback (5%)** through student surveys

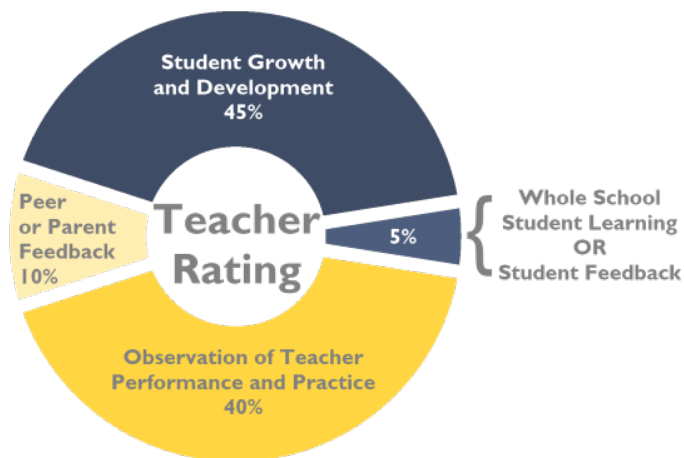
Scores from each of the four categories will be combined to produce a summative performance rating of Exemplary, Accomplished, Developing or Below Standard. The performance levels are defined as:

Exemplary – Substantially exceeding indicators of performance

Accomplished – Meeting indicators of performance

Developing – Meeting some indicators of performance but not others

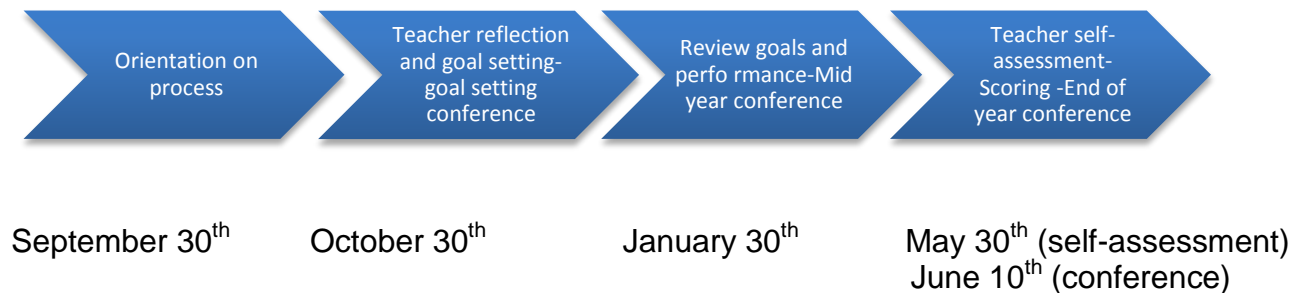
Below Standard – Not meeting indicators of performance



Teacher Evaluation Process and Timeline

The annual evaluation process between a teacher and an evaluator (principal or designee) is anchored by three performance conversations at the beginning, middle and end of the year. The purpose of these conversations is to clarify expectations for the evaluation process, provide comprehensive feedback to each teacher on his/her performance, set development goals and identify development opportunities. These conversations are collaborative and require reflection and preparation by both the evaluator and the teacher in order to be productive and meaningful.

Orientation Goal Setting and Planning Mid-year check-in End of Year Review



Goal-Setting and Planning

Timeframe: **September 30th** (Orientation); **October 30th** (Reflection and Goal Setting)

- 1. Orientation on Process* – To begin the evaluation process, evaluators meet with teachers, in a group or individually, to discuss the evaluation process and their roles and responsibilities within it. In this meeting, they will discuss any school or district priorities that should be reflected in teacher practice goals and student learning objectives (SLOs), and they will commit to set time aside for the types of collaboration required by the evaluation process.
- 2. Teacher Reflection and Goal-Setting* – The teacher examines student data, prior year evaluation and survey results to draft one proposed student learning objective (SLO) goal as measured by Indicators of Academic Growth and Development (IAGDs). The teacher may collaborate in grade-level or subject-matter teams to support the goal-setting process. The teacher will develop one performance and practice/professional learning goal to focus evidence collection in observations.
- 3. Goal-Setting Conference* – The evaluator and teacher meet to discuss the teacher's proposed goals in order to arrive at mutual agreement. The teacher collects evidence about his/her practice and the evaluator collects evidence about the teacher's practice to support the review. The evaluator may request revisions to the proposed goals and objectives if they do not meet approval criteria.

Mid-Year Check-In

Timeframe: **January 30th**

1. *Reflection and Preparation* – The teacher and evaluator collect and reflect on evidence to date about the teacher’s practice and student learning in preparation for the check-in.
2. *Mid-Year Conference* – The evaluator and teacher complete at least one mid-year check-in conference during which they review progress on goals. The mid-year conference is an important point in the year for addressing concerns and reviewing results for the first half of the year. Evaluators can deliver mid-year formative information on components of the evaluation framework for which evidence has been gathered and analyzed. If needed, teachers and evaluators can mutually agree to revisions on the strategies or approaches used and/or mid-year adjustment of SLOs to accommodate changes (e.g., student populations, assignment). They also discuss actions that the teacher can take and supports the evaluator can provide to promote teacher growth in his/her development areas.

End-of-Year Summative Review

Timeframe: **May 30th** (Self- Assessment) and **June 10th** (End-of Year Conference)

1. *Teacher Self-Assessment* – The teacher reviews all information and data collected during the year and completes a self-assessment for review by the evaluator. This self-assessment may focus specifically on the areas for development established in the goal-setting conference.
2. *Scoring* – The evaluator reviews submitted evidence, self-assessments and observation data to generate category and focus area ratings. The category ratings generate the final, summative rating. After all data, including state test data, are available, the evaluator may adjust the summative rating if the state test data change the student-related indicators significantly to change the final rating. Such revisions should take place as soon as state test data are available and before September 15th.
3. *End-of-Year Conference* – The evaluator and the teacher meet to discuss all evidence collected to date and to discuss category ratings. Following the conference, the evaluator assigns a summative rating and generates a summary report of the evaluation before the end of the school year and before June 10th.

Summary of Plan

According to the provisions of the plan, all teachers participate in the annual evaluation process. The design of each teacher's plan reflects individual needs, years of experience, and evaluator approval. An outline of the core elements of the plan is provided below. Detailed explanations of the plan's expectations and options follow.

Required of all teachers annually

- Orientation with Administrator by September 30th
- Goal-Setting: Teachers submit three proposed goals; two student learning objectives with Indicators of Academic Growth and Development –IAGD (student growth and development 45%) with performance measures linked to student learning, and one performance and practice/professional learning goal for approval by October 30th
- Teachers will provide evidence of supporting the achievement of the whole school parent feedback goal
- Mid-year conference goal update with evaluator by January 30th
- Self-reflection submitted to evaluator by May 30th
- End of year goal conference
- Formal in class observations
- Preliminary summative assessment with conference by June 10th to be finalized in September following reporting of state standardized assessment.

Teachers New to Woodbridge (First or Second Year in Woodbridge)

- Orientation by September 30th
- Teacher assigned a mentor by September 15th
- Initial goal setting conference by October 30th
- Formal observations: focused, site-based observations (at least 3 per year), with pre- and post- conference, with timely written and verbal feedback
- Informal observations and feedback by evaluator
- Mid-year conference goal update with evaluator by January 30th
- Self-reflection submitted to evaluator by May 30th
- End of year goal conference
- Preliminary summative assessment with conference by June 10th to be finalized in September following reporting of state standardized assessment.

Experienced Teachers (More than Two Years in Woodbridge)

Continuous Growth Phase (Teachers who have received ratings of ***Accomplished or Exemplary***)

- Initial goal setting conference by October 30th
- Observations - three formal, including at least one in-class observation (with pre- and post-conference) and one review of practice with feedback, the third observation to be determined by administrator
- Informal observations(s) and feedback by evaluator as appropriate
- Mid-year conference goal update with evaluator by January 30th

- Self-reflection submitted to evaluator by May 30th
- End of year goal conference
- Preliminary summative assessment with conference by June 10th to be finalized in September following reporting of state standardized assessment.

Structured Assistance (Teachers who have received ratings of *Developing* or *Below Standard*)

A written improvement plan will include:

- Statement of deficiency or concern
- Expectations for performance improvement
- Peer/mentor support as needed
- Timeline for improvement and assessment
- Observations- a minimum of three in class formal, at least two of the three must include pre-conference, and all must include post-conference with timely written and verbal feedback

Structured Assistance Phase For Developing/Below Standard Overview of the Phase

The Structured Assistance phase is intended to assist the developing/below standard educator who is having difficulty consistently demonstrating effectiveness.

Staff members assigned to the Structured Assistance Phase will work cooperatively with their supervisors to develop and implement an individualized remediation plan designed to assist the staff member in meeting expectations.

The Structured Assistance Phase will include sufficient opportunities for the staff member to obtain assistance from peers and supervisors and/or participate in special training that is purposefully designed to improve specific areas of performance concerns.

The staff member shall be advised by the supervisor to discuss placement in the Structured Assistance Phase with a representative of the Woodbridge Education Association (WEA). The staff member has a right to WEA representation in all subsequent meetings.

- Who: Teachers who received ratings of *developing* or *below standard*
- Support: Supervisor and other district professionals
- Focus: The Structured Assistance Plan should be based on the identified performance deficiencies and aligned with the CCT and the Connecticut Code of Professional Responsibilities for Teachers. The plan should focus on the improvement of student learning.

The plan is designed by the teacher in consultation with and approved by their supervisor. The plan should meet the needs of the individual teacher, the school and the district.

Resolution of Difference

Dispute-Resolution Process

A panel, composed of the superintendent, teacher union president and a neutral third person, shall resolve disputes where the evaluator and teacher cannot agree on objectives/goals, the evaluation period, feedback on performance and practice, or final summative rating. Resolutions must be topic-specific and timely. Should the process established not result in resolution of a given issue, the determination regarding that issue will be made by the superintendent.

Notice of Concern

The granting of tenure in the Woodbridge School District indicates that a staff member has demonstrated competence as defined by the standards of the *Connecticut Common Core of Teaching* and the *Connecticut Code of Professional Responsibility for Teachers*. The district recognizes that circumstances may arise which result in a tenured staff member performing unsatisfactorily in one or more areas. At any point during the school year, if a supervisor determines that a tenured staff member's performance is less than satisfactory in one or more areas, these concerns will be promptly discussed with that staff member, and may result in an addendum of action steps related to the area of concern to the teacher's professional growth plan. The addendum will include:

- ❖ Expectations of outcome
- ❖ Methods of support
- ❖ Timeline (suggested 30- 45 working days)

Failure to successfully address the concern(s) will result in placement in the Professional Assistance Phase.

Confidentiality

All evaluative reports are strictly confidential. The evaluator and the teacher will sign one copy of the evaluation report, which will be placed in his/her personnel file.

Connecticut Framework For Educator Evaluation and Support

NOTE: Common Core Teaching rubrics to be included when developed by the Connecticut State Department of Education

TEACHER PRACTICE RELATED INDICATORS

Category #1: Teacher Performance and Practice (40%)

The Teacher Performance and Practice category of the model is a comprehensive review of teaching practice against a rubric of practice, based on multiple observations. It comprises 40% of the summative rating. Following observations, evaluators provide teachers with specific feedback to identify teacher development needs and tailor support to those needs.

Observation Process

Pre-conferences and Post-conferences

Pre-conferences are valuable for giving context for the lesson and information about the students to be observed and for setting expectations for the observation process. A pre-conference can be held with a group of teachers, where appropriate.

Post-conferences provide a forum for reflecting on the observation against the CCT rubrics and for generating action steps that will lead to the teacher's improvement. A good post-conference:

- begins with an opportunity for the teacher to share his/her self-assessment of the lesson observed;
- cites objective evidence to paint a clear picture for both the teacher and the evaluator about the teacher's successes, what improvements will be made, and where future observations may focus;
- involves written and verbal feedback from the evaluator; and
- occurs within two days of the observation.

Non-Classroom Reviews of Practice

Because the new evaluation model aims to provide teachers with comprehensive feedback on their practice as defined by the CCT rubrics all interactions with teachers that are relevant to their instructional practice and professional conduct may contribute to their performance evaluations. These interactions may include, but are not limited to, reviews of lesson/unit plans and assessments, planning meetings, data team meetings, professional learning community meetings, call-logs or notes from parent-teacher meetings, observations of coaching/mentoring other teachers, and attendance records from professional development or school-based activities/events.

Feedback

The goal of feedback is to help teachers grow as educators and become more effective with each and every one of their students. With this in mind, evaluators should be clear and direct, presenting their comments in a way that is supportive and constructive.

Feedback should include:

- specific evidence and ratings, where appropriate, on observed components of the CCT rubrics;
- prioritized commendations and recommendations for development actions;
- next steps and supports the teacher can pursue to improve his/her practice; and
- a timeframe for follow up.

Teacher Performance and Practice Goal-Setting

Teachers develop one performance and practice goal. These goals provide a focus for the observations and feedback conversations. At the start of the year, each teacher will work with his or her evaluator to develop their practice and performance goal through mutual agreement. All goals should have a clear link to student achievement and should move the teachers towards *accomplished* or *exemplary* on the Woodbridge Educator Evaluation and Development Plan.

Teacher Performance and Practice Scoring

Individual Observations

Evaluators are not required to provide an overall rating for each observation, but they should provide ratings for the four levels of the CCT Rubric and evidence for the CCT components that were observed. During observations, evaluators should take evidence-based notes capturing specific instances of what the teacher and students said and did in the classroom. Evidence-based notes are factual (e.g., the teacher asks: Which events precipitated the fall of Rome?) and not judgmental (e.g., the teacher asks good questions). Once the evidence has been recorded, the evaluator can align the evidence with the appropriate component(s) on the rubric and then make a judgment about which performance level the evidence supports.

Summative Observation of Teacher Performance and Practice Rating

At the end of the year, primary evaluators must determine a final teacher performance and practice rating and discuss this rating with teachers during the End-of-Year Conference. The evaluator in a three-step process will calculate the final teacher performance and practice rating:

- 1) Evaluator holistically reviews evidence collected through observations and interactions (e.g., team meetings, conferences) and uses professional judgment to determine component ratings for each of the six domains of teacher performance.
- 2) Average components within each domain based on evidence collected.

Category #2: Parent Feedback (10%)

Feedback from parents will be used to help determine the remaining 10%.

The process described below focuses on:

- (1) conducting a whole-school parent survey (meaning data is aggregated at the school level);
- (2) determining school-level parent goal(s) based on the survey feedback;
- (3) identifying **one** related parent engagement goal and setting improvement targets;
- (4) measuring progress on growth targets; and
- (5) determining a teacher’s summative rating. This parent feedback rating shall be based on four performance levels.

1. Administration of a Whole-School Parent Survey

Parent surveys should be conducted at the whole-school level as opposed to the teacher-level, meaning parent feedback will be aggregated at the school level. This is to ensure adequate response rates from parents.

Surveys should be confidential and survey responses should not be tied to parents’ names. The parent survey should be administered every spring and trends analyzed from year-to-year.

NOTE: CSDE recognizes that in the first year of implementation, baseline parent feedback may not be available.

2. Determining School-Level Parent Goals

Principals and teachers should review the parent survey results at the beginning of the school year to identify areas of need and set general parent engagement goals based on the survey results. Ideally, this goal-setting process would occur between the principal and teachers (possibly during faculty meetings) in August or September so agreement could be reached on 1-2 improvement goals for the entire school.

3. Arriving at a Parent Feedback Rating

The Parent Feedback rating should reflect the degree to which a teacher successfully reaches his/her parent goal and improvement targets.

Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
Exceeded the goal	Met the goal	Partially met the goal	Did not meet the goal

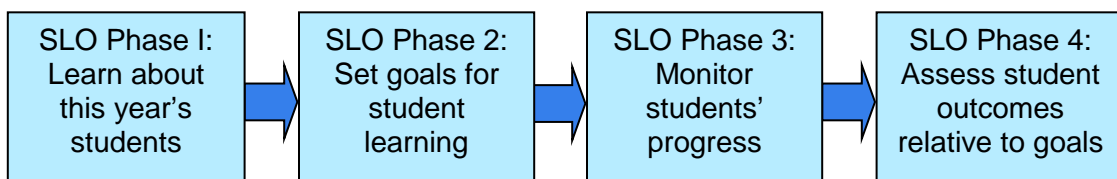
STUDENT OUTCOMES RELATED INDICATORS

Category #3: Student Growth and Development (45%)

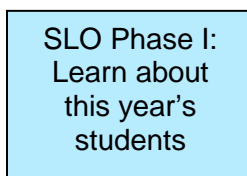
Overview of Student Learning Objectives (SLOs)

Each teacher's students, individually and as a group, are different from other teachers' students, even in the same grade level or subject at the same school. For student growth and development to be measured for teacher evaluation purposes, it is imperative to use a method that takes each teacher's assignment, students and context into account. Connecticut, like many other states and localities around the nation, has selected a goal-setting process called **Student Learning Objectives (SLOs)** as the approach for measuring student growth during the school year.

SLOs will support teachers in using a planning cycle that will be familiar to most educators:



While this process should feel generally familiar, we will ask teachers to set more specific and measurable targets than they may have done in the past, and to develop them through consultation with colleagues in the same grade level or teaching the same subject and through mutual agreement with supervisors. The four SLO phases are described in detail below:



This first phase is the discovery phase, just before the start of the school year and in its first few weeks. Once teachers know their rosters, they will access as much information as possible about their new students' baseline skills and abilities, relative to the grade level or course the teacher is teaching. End-of-year tests from the prior spring, prior grades, benchmark assessments and quick demonstration assessments are all examples of sources teachers can tap to understand both individual student and group strengths and challenges. This information will be critical for goal setting in the next phase.

The teacher and administrator must agree on the weighting of the indicators used for assessing student achievement. Each teacher will write two SLOs. Teachers whose students take a standardized assessment will create one SLO based on standardized indicators that will count for 22.5% of the final rating and one based on non-standardized indicators that will count for the remaining 22.5%. All other teachers will develop their two SLOs based on non-standardized indicators.

Woodbridge uses a specific definition of “standardized assessment.” As stated in the CT Guidelines for Educator Evaluation, a **standardized assessment** is characterized by the following attributes:

- o Administered and scored in a consistent – or “standard” – manner;
- o Aligned to a set of academic or performance “standards;”
- o Broadly-administered (e.g., nation-or statewide;
- o Commercially-produced; and
- o Often administered only once a year, although some standardized assessments are administered two or three times per year.

To create their SLOs, teachers will follow these four steps:

Step 1: Decide on the Student Learning Objectives

The objectives will be broad goals for student learning. They should each address a central purpose of the teacher’s assignment and it should pertain to a large proportion of his/her students. Each SLO reflect high-expectations for student learning – at least should reflect high expectations for student a year’s worth of growth (or a semester’s worth for shorter courses) – and should be aligned to relevant state, national (e.g., common core), or district standards for the grade level or course. Depending on the teacher’s assignment, the objective might aim for content mastery (more likely at the secondary level) or it might aim for skill development (more likely at the elementary level or in arts classes.)

Teachers are encouraged to collaborate with grade-level and/or subject matter colleagues in the creation of SLOs. Teachers with similar assignment may have identical objectives although they will be individually accountable for their own students’ results.

SLO Phase 2:
Set goals for
student
learning

Step 2: Select Indicators of Academic Growth and Development (IAGDs)

An **Indicator of Academic Growth and Development (IAGD)** is the specific evidence, with a quantitative target, that will demonstrate whether the objective was met. Each SLO must include at least one indicator and address a significantly proportionate amount of their total student population.

Each indicator should make clear (1) what evidence will be examined, (2) what level of performance is targeted, and (3) what proportion of students is projected to achieve the

targeted performance level. Indicators can also address student subgroups, such as high or low – performing students or ELLs. It is through the Phase I examination of student data that teachers will determine what level of performance to target for which students.

Since indicator targets are calibrated for the teacher’s particular students, teachers with similar assignments may use the same evidence for their indicators, but they would be unlikely to have identical targets. For example, all 2nd grade teachers in a district might use the same reading assessment as their IAGD, but the performance target and/or the proportion of students expected to achieve proficiency would likely vary among 2nd grade teachers.

Taken together, an SLO’s indicators, if achieved, would provide evidence that the objective was met. Here are some examples of indicators that might be applied to the previous SLO examples:

Sample SLO-Standardized IAGD(s)

Teacher Category	Student Learning Objective	Indicators of Academic Growth and Development (<i>at least one is required</i>)
4th Grade	My 22 students will demonstrate improvement in or mastery of reading comprehension skills by June 2013.	<ol style="list-style-type: none"> <li data-bbox="820 766 1472 947">1. All 17 (77%) students assessed on the standard CMT will maintain proficiency, goal or advanced performance, or will gain a proficiency band on 4th grade CMT Reading in March 2013. <li data-bbox="820 972 1472 1106">2. All 5 students (23%) assessed on the MAS for Reading CMT will achieve at the proficient or goal level on 4th grade CMT Reading MAS in March 2013.

Step 3: Provide Additional Information

During the goal-setting process, teachers and evaluators will document the following:

- the rationale for the objective, including relevant standards;
- any important technical information about the indicator evidence (like timing or scoring plans);
- the baseline data that was used to set each IAGD;
- interim assessments the teacher plans to use to gauge students’ progress toward the SLO during the school year (optional); and
- any training or support the teacher thinks would help improve the likelihood of meeting the SLO (optional).

Step 4: Submit SLOs to Evaluator for Approval

SLOs are proposals until the evaluator approves them. While teachers and evaluators should confer during the goal-setting process to select mutually agreed-upon SLOs, ultimately, the evaluator must formally approve all SLO proposals.

The evaluator will examine each SLO relative to three criteria described below. SLOs must meet all three criteria to be approved. If they do not meet one or more criteria, the evaluator will provide written comments and discuss their feedback with the teacher during the fall Goal-Setting Conference. SLOs that are not approved must be revised and resubmitted to the evaluator within ten days.

SLO Approval Criteria

Priority of Content	Quality of Indicators	Rigor of Objective/Indicators
Objective is deeply relevant to teacher's assignment and addresses a large proportion of his/her students.	Indicators provide specific, measurable evidence. The indicators provide evidence about students' progress over the school year or semester during which they are with the teacher.	Objective and indicator(s) are attainable but ambitious and taken together, represent at least a year's worth of growth for students (or appropriate growth for a shorter interval of instruction).

SLO Phase 3:
Monitor
students'
progress

Once SLOs are approved, teachers should monitor students' progress towards the objectives. They can, for example, examine student work products, administer interim assessments and track students' accomplishments and struggles. Teachers can share their interim findings with colleagues during collaborative time, and they can keep their evaluator apprised of progress.

If a teacher's assignment changes or if his/her student population shifts significantly, the SLOs can be adjusted during the Mid-Year Conference between the evaluator and the teacher.

SLO Phase 4:
Assess student
outcomes
relative to goals

At the end of the school year, the teacher should collect the evidence required by their indicators and submit it to their evaluator. Along with the evidence, teachers will complete and submit a self-assessment which asks teachers to reflect on the SLO outcomes by responding to the following four statements:

1. Describe the results and provide evidence for each indicator.
2. Provide your overall assessment of whether this objective was met.
3. Describe what you did that produced these results.
4. Describe what you learned and how you will use that going forward.

Evaluators will review the evidence and the teacher’s self-assessment and assign one of four ratings to each SLO: Exceeded (4 points), Met (3 points), Partially Met (2 points), or Did Not Meet (1 point). These ratings are defined as follows:

Exceeded (4)	All or most students met or substantially exceeded the target(s) contained in the indicator(s).
Met (3)	Most students met the target(s) contained in the indicators within a few points on either side of the target(s).
Partially Met (2)	Many students met the target(s) but a notable percentage missed the target by more than a few points. However, taken as a whole, significant progress towards the goal was made.
Did Not Meet (1)	A few students met the target(s) but a substantial percentage of students did not. Little progress toward the goal was made.

Category #4: Whole-School Student Learning Indicator and/or Student Feedback (5%)

Whole-School Student Learning Indicator

For districts that include the whole-school student learning indicator in teacher evaluations, a teacher’s indicator rating shall be equal to the aggregate rating for multiple student learning indicators established for the principal’s evaluation rating at that school. For most schools, this will be based on the school performance index (SPI), which correlates to the whole-school student learning on a principal’s evaluation.

Summative Educator Evaluation Rating Scoring

The rating will be determined using the following steps:

- 1) Calculate a Teacher Practice Related Indicators score by combining the observation of teacher performance and practice score and the parent feedback score
- 2) Calculate a Student Outcomes Related Indicators score by combining the student growth and development score and whole-school student learning indicator or student feedback score
- 3) Use Summative Matrix to determine Summative Rating

Each step is illustrated below:

- 1) Calculate a Teacher Practice Related Indicators rating by combining the observation of teacher performance and practice score and the parent feedback score.

The observation of teacher performance and practice counts for 40% of the total rating and parent feedback counts for 10% of the total rating. Simply multiply these weights by the category scores to get the category points, rounding to a whole number where necessary. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Observation of Teacher Performance and Practice	2.8	40	112
Parent Feedback	3	10	30
TOTAL TEACHER PRACTICE RELATED INDICATORS POINTS			142

Rating Table

Teacher Practice Indicators Points	Teacher Practice Indicators Rating
50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

- 2) Calculate a Student Outcomes Related Indicators rating by combining the student growth and development score and whole-school student learning indicator or student feedback score.

The student growth and development category counts for 45% of the total rating and the whole-school student learning indicator or student feedback category counts for 5% of the total rating. Simply multiply these weights by the category scores to get the focus area points. The points are then translated to a rating using the rating table below.

Category	Score (1-4)	Weight	Points (score x weight)
Student Growth and Development (SLOs)	3.5	45	158
Whole School Student Learning Indicator or Student Feedback	3	5	15
TOTAL STUDENT OUTCOMES RELATED INDICATORS POINTS			173

Rating Table

Student Outcomes Related Indicators Points	Student Outcomes Related Indicators Rating
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50-80	Below Standard
81-126	Developing
127-174	Proficient
175-200	Exemplary

Use the Summative Matrix to determine Summative Rating

Identify the rating for each focus area and follow the respective column and row to the center of the table. The point of intersection indicates the summative rating. For the example provided, the Teacher Practice Related Indicators rating is *accomplished* and the Student Outcomes Related Indicators rating is *accomplished*. The summative rating is therefore *accomplished*. If the two focus areas are highly discrepant (e.g., a rating of *exemplary* for Teacher Practice and a rating of *below standard* for Student Outcomes), then the evaluator should examine the data and gather additional information in order to make a summative.

		<i>Teacher Practice Related Indicators Rating</i>			
		Exemplary	Accomplished	Developing	Below Standard
<i>Student Outcome Related Indicators Rating</i>	Exemplary	Exemplary	Exemplary	Accomplished	<i>Gather further information</i>
	Accomplished	Accomplished	Accomplished	Accomplished	<i>Gather further information</i>
	Developing	Accomplished	Developing	Developing	Below Standard
	Below Standard	<i>Gather further information</i>	Below Standard	Below Standard	Below Standard

Adjustment of Summative Rating Summative ratings must be completed for all teachers by June 10th of a given school year. Should state standardized test data not be available at the time of a final rating, a rating must be completed based on evidence that is available. When the summative rating for a teacher may be significantly impacted by state standardized test data, the evaluator may recalculate the teacher's summative rating when the data is available and submit the adjusted rating no later than September 15. These adjustments should inform goal setting in the new school year.

DEFINITION OF EFFECTIVENESS AND INEFFECTIVENESS

Novice teachers shall generally be deemed effective if said educator receives at least two sequential *accomplished* ratings, one of which must be earned in the fourth year of a novice teacher's career. A *below standard* rating shall only be permitted in the first year of a novice teacher's career, assuming a pattern of growth of *developing* in year two and two sequential *accomplished* ratings in years three and four.

A post-tenure educator shall generally be deemed ineffective if said educator receives at least two sequential *developing* ratings or one *below standard* rating at any time.

EVALUATOR TRAINING, MONITORING AND AUDITING

The district will provide comprehensive training and support to district administrators and evaluators in implementing the revised educator evaluation plan. Training from the RESCs, identified by the CSDE in providing support to member districts, and other resources will be employed to ensure the proficiency of evaluators in conducting teacher evaluations.

EVALUATION-BASED PROFESSIONAL LEARNING

In any sector, people learn and grow by honestly co-assessing current performance, setting clear goals for future performance, and outlining the supports they need to close the gap. Utilizing the Woodbridge School District's Professional Learning Plan, every teacher will be identifying their professional learning needs in mutual agreement between the teacher and his/her evaluator. This will serve as the foundation for ongoing conversations about the teacher's practice and impact on student outcomes. Professional learning opportunities will be provided for teachers based on their individual strengths and weaknesses identified through the evaluation process. The process may also reveal areas of common need among teachers, which can then be targeted with school-wide professional development opportunities in alignment with the district vision and goals.

CAREER DEVELOPMENT AND GROWTH

Rewarding exemplary performance identified through the evaluation process with opportunities for career development and professional growth is a critical step in both building confidence in the evaluation system itself and in building the capacity of all teachers.

Examples of such opportunities include, but are not limited to: observation of peers; mentoring early-career teachers; participating in development of teacher improvement and remediation plans for peers whose performance is *developing* or *below standard*; leading Professional Learning Communities; differentiated career pathways; and focused professional development based on goals for continuous growth and development.

Appendix A

Teacher Practice Framework: **Connecticut Common Core of Teaching (CCT)**

The Structure of the CCT: The CCT contains teaching standards which describe two levels of effective knowledge, skills and qualities:

1. The six domains and 46 indicators that identify the foundational skills and competencies that pertain to all teachers, regardless of the subject matter, field or age group they teach; and
2. The discipline-specific professional teaching standards that further define and expand the definition of effective teaching within a particular subject matter or field.

Domains of Teacher Performance

Domain 1: Content and Essential Skills: Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field.

Domain 2: Classroom Environment, Student Engagement and Commitment to Learning:

Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.

Domain 3: Planning for Active Learning: Teachers plan instruction in order to engage students in rigorous and relevant learning and to improve their curiosity about the world at large.

Domain 4: Instruction for Active Learning: Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

Domain 5: Assessment for Learning: Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction.

Domain 6: Professional Responsibilities and Teacher Leadership: Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership.

Rubrics are currently being developed by the CSDE that will use **four performance levels with the following labels**:

Exemplary (4)	Accomplished (3)	Developing (2)	Below Standard (1)
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Appendix B

Connecticut Code of Professional Responsibility for Educators

Regulations of Connecticut State Agencies Section 10-145d-400a

(a) PREAMBLE

The Code of Professional Responsibility for Educators is a set of principles which the education profession expects its members to honor and follow. These principles set forth, on behalf of the education profession and the public it serves, standards to guide conduct and the judicious appraisal of conduct in situations that have professional and ethical implications. The Code adheres to the fundamental belief that the student is the foremost reason for the existence of the profession.

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professionalism. Therefore, the educator accepts both the public trust and the responsibilities to practice the profession according to the highest possible degree of ethical conduct and standards. Such responsibilities include the commitment to the students, the profession, the community and the family.

Consistent with applicable law, the Code of Professional Responsibility for Educators shall serve as a basis for decisions on issues pertaining to certification and employment. The Code shall apply to all educators holding, applying or completing preparation for a certificate, authorization or permit or other credential from the State Board of Education. For the purposes of this section, "educator" includes superintendents, administrators, teachers, special services professionals, coaches, substitute teachers and paraprofessionals.

(b) Responsibility to the Student:

(1) The professional educator, in full recognition of his or her obligation to the student, shall:

- (A) Recognize, respect and uphold the dignity and worth of students as individual human beings, and, therefore, deal justly and considerately with students;
- (B) Engage students in the pursuit of truth, knowledge and wisdom and provide access to all points of view without deliberate distortion of content area matter;
- (C) Nurture in students lifelong respect and compassion for themselves and other human beings regardless of race, ethnic origin, gender, social class, disability,

religion, or sexual orientation;

(D) Foster in students the full understanding, application and preservation of democratic principles and processes;

(E) Guide students to acquire the requisite skills and understanding for participatory citizenship and to realize their obligation to be worthy and contributing members of society;

(F) Assist students in the formulation of worthy, positive goals;

(G) Promote the right and freedom of students to learn, explore ideas, develop critical thinking, problem solving, and necessary learning skills to acquire the knowledge needed to achieve their full potential;

(H) Remain steadfast in guaranteeing equal opportunity for quality education for all students;

(I) Maintain the confidentiality of information concerning students obtained in the proper course of the educational process, and dispense such information only when prescribed or directed by federal or state law or professional practice;

(J) Create an emotionally and physically safe and healthy learning environment for all students; and

(K) Apply discipline promptly, impartially, appropriately and with compassion.

(c) Responsibility to the Profession:

(1) The professional educator, in full recognition of his or her obligation to the profession, shall:

(A) Conduct himself or herself as a professional realizing that his or her actions reflect directly upon the status and substance of the profession;

(B) Uphold the professional educator's right to serve effectively;

(C) Uphold the principle of academic freedom;

(D) Strive to exercise the highest level of professional judgment;

(E) Engage in professional learning to promote and implement research-based best educational practices;

(F) Assume responsibility for his or her professional development;

(G) Encourage the participation of educators in the process of educational decision-making;

(H) Promote the employment of only qualified and fully certificated, authorized or permitted educators;

(I) Encourage promising, qualified and competent individuals to enter the profession;

(J) Maintain the confidentiality of information concerning colleagues and dispense such information only when prescribed or directed by federal or state law or professional practice;

(K) Honor professional contracts until fulfillment, release, or dissolution mutually agreed upon by all parties to contract;

(L) Create a culture that encourages purposeful collaboration and dialogue among all stakeholders;

(M) Promote and maintain ongoing communication among all stakeholders; and

(N) Provide effective leadership to ensure continuous focus on student achievement.

(d) RESPONSIBILITY TO THE COMMUNITY

(1) The professional educator, in full recognition of the public trust vested in the profession, shall:

- (A) Be cognizant of the influence of educators upon the community-at-large; obey local, state and national laws;
- (B) Encourage the community to exercise its responsibility to be involved in the formulation of educational policy;
- (C) Promote the principles and ideals of democratic citizenship; and
- (D) Endeavor to secure equal educational opportunities for all students.

(e) RESPONSIBILITY TO THE STUDENT'S FAMILY

(1) The professional educator in full recognition of the public trust vested in the profession, shall:

- (A) Respect the dignity of each family, its culture, customs, and beliefs;
- (B) Promote, respond, and maintain appropriate communications with the family, staff and administration;
- (C) Consider the family's concerns and perspectives on issues involving its children; and
- (D) Encourage participation of the family in the educational process.

UNPROFESSIONAL CONDUCT*

(f) The professional educator, in full recognition of his or her obligation to the student, shall not:

- (A) Abuse his or her position as a professional with students for private advantage;
- (B) Discriminate against students;
- (C) Sexually or physically harass or abuse students;
- (D) Emotionally abuse students; or
- (E) Engage in any misconduct which would put students at risk; and

(g) The professional educator, in full recognition of his or her obligation to the profession, shall not:

- (A) Obtain a certificate, authorization, permit or other credential issued by the state board of education or obtain employment by misrepresentation, forgery or fraud;
- (B) Accept any gratuity, gift or favor that would impair or influence professional

decisions or actions;

(C) Misrepresent his, her or another's professional qualifications or competencies;

(D) Sexually, physically or emotionally harass or abuse district employees;

(E) Misuse district funds and/or district property; or

(F) Engage in any misconduct which would impair his or her ability to serve effectively in the profession; and

(h) The professional educator, in full recognition of the public trust vested in the profession, shall not:

(A) Exploit the educational institution for personal gain;

(B) Be convicted in a court of law of a crime involving moral turpitude or of any crime of such nature that violates such public trust; or

(C) Knowingly misrepresent facts or make false statements.

* Unprofessional conduct is not limited to the descriptors listed above. When in doubt regarding whether a specific course of action constitutes professional or unprofessional conduct please seek advice from your school district or preparation institution.

(i) Code revision

This Code shall be reviewed for potential revision concurrently with the revision of the Regulations Concerning State Educator Certificates, Permits and Authorizations, by the Connecticut Advisory Councils for Administrator and Teacher Professional Standards. As a part of such reviews, a process shall be established to receive input and comment from all interested parties.

Stefan Pryor

Commissioner of Education

Nancy L. Pugliese

Chief, Bureau of Educator Standards and Certification

Appendix C

Click below to access the CCT Rubrics

[CCT Rubric for Effective Teaching](#)

Woodbridge Board of Education Facilities Committee

January 2, 2014 Meeting Minutes

Present: Karen Baldwin Kravetz, Committee Chair; Chris Jaffe, Board Members; Dr. Gaeton Stella, Superintendent; Al Pullo, Director of Business Services/Operations and Greg Kula, Facilities Manager.

1. Called to Order 7:43 AM
2. Update on boiler installation – on scheduled for installation to be complete by mid Jan, if not sooner.
3. Building Project update – Town Joint Meeting of BOS, BOF will be held Jan. 16 at 6 pm. It is anticipated that action will be taken with respect to moving the project to referendum. Ms. Kravetz will set up meeting with PTO rep. next week for update on PTO efforts regarding the Building Project.
4. Sustainability update - tabled until next meeting.
5. Tools for Schools Update – survey information has been collected from half of teaching staff, committee tours of the building will now begin. Most issues were with temperature consistency in certain wings, classrooms. Most improvements from last year involved elimination of unapproved outside cleaning products in the classroom.

Meeting Adjourned (Approximately 8:10 AM)

Next Meeting: 7:30 AM February 6, 2014

Existing policies, presently numbered 3000 and 3001 adopted 1/20104, appropriate as combined and renumbered

Business/Non-Instructional Operations

Concept and Roles in Business and Non-Instructional Operations

The Board of Education recognizes that money and money management comprise the foundational support of the whole school program. To make that support as effective as possible, the Board of Education shall:

1. Encourage advance planning through the best possible budget procedures.
2. Explore all practical sources of dollar income.
3. Guide the expenditure of funds so as to extract the greatest educational returns.
4. Establish top-quality accounting and reporting procedures.
5. Maintain the level of unit expenditure needed to provide high quality education within the ability of the community to pay.

Non-Instructional Operations

The operation and maintenance of school plant and equipment shall set high standards of safety, to promote the health of students and staff, to reflect prudent management of available resources and to support environmentally the efforts of the staff to provide a good education.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, presently numbered 3110 adopted 10/18/04, appropriate as renumbered except for update to legal reference.

Business/Non-Instructional Operations

Budget/Budgeting System

Annual Operating Budget

General

The Board of Education shall prepare an annual operating budget for the school district, consistent with provisions of State statutes and Board of Finance requirements that govern preparation, timelines and available appeal procedures of reductions to the educational budget.

Establishing Budget Priorities

Before developing and adopting a proposed budget, the Board of Education shall study school programs in relation to present and future students and community needs and establish budget priorities for the fiscal year.

Supplemental Appropriations

State law provides procedures through which, subsequent to approval of the annual budget, additional appropriations may, if required, be requested by the Board of Education from the Board of Finance. Prior to requesting supplemental funds, the Board shall make every reasonable effort to live within the original appropriation and maintain essential educational programs.

Legal Reference: Connecticut General Statutes

10-222 Appropriations and budget. Financial information system

Policy adopted:

WOODBRIAGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3150 adopted 10/18/04, appropriate as written.

Business/Non-Instructional Operations

Adoption of Budget

The Board of Education will present an itemized estimated cost for the operation of the public schools to the Board of Finance on or before the requested date for review prior to the annual town meeting at which appropriations are to be made. The estimated cost for operation of the public schools for the ensuing year shall be the final budget for the schools, modified, if necessary, by any difference in the amount requested by the Board of Education and the amount appropriated by the town for the operation of the schools.

Legal Reference: Connecticut General Statutes

10-222 Appropriations and budget.

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3160 adopted 7/19/04, appropriate as written except for update to legal reference.

Business/Non-Instructional Operations

Transfer of Funds Between Categories; Amendments

The Board of Education may transfer any unexpended or uncontracted for portion of any appropriation for school purposes to any other item of such itemized estimate, but all expenditures shall not exceed the total appropriation made by the fiscal authority combined with such money as may be received from other sources for school purposes. The approval of such transfers shall be based upon need, emergencies, and/or circumstances that were unforeseen at the time of the adoption of the budget, or a reordering of priorities during the fiscal year.

The Board authorizes the Superintendent and/or Business Manager to make limited transfers under emergency circumstances if the urgent need for a transfer prevents the Board from meeting in a timely fashion to consider such transfer.

The Board establishes the following criteria for authorization of above transfers:

Principals, ~~the Curriculum Coordinator~~ and the Special Education Director have the authority to transfer funds within object codes (i.e. supplies, furniture, equipment, etc. from one department to another) within their budgets for amounts not to exceed \$1,000.

The Superintendent has the authority to:

- Transfer funds between object codes not to exceed \$5,000.

All other transfers shall require authorization from the Board of Education. In all cases transfers will be reported at the subsequent Board of Education meeting.

**Legal Reference: Connecticut General Statutes
10-222 Appropriations and budget (as amended by PA 98-141)**

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3170 adopted 6/20/94, appropriate as written, except for addition of legal reference if still current practice.

Business/Non-Instructional Operations

Budget Administration Extended Day Programs Board Sponsored Programs

The Board of Education may offer an Extended Day Program, a Summer Enrichment Program, a Summer Reading Program and other similar programs. The Extended Day Program shall be in conformity with existing State Department of Education specifications and requirements for extended school day programs. A goal is to provide an enrichment program while meeting the needs of as many families as possible.

1. Reports and Record-keeping

The Superintendent will insure that all legally required and other appropriate and necessary records are maintained on file by the Woodbridge School District, including financial accounts, business records, personnel and program enrollment information and other information appropriate to program operation. The Superintendent will provide to the Board of Education for review periodic income/expense reports.

2. Program Fees

Program fees shall be set by the Superintendent/Extended Day Program Director at such a rate to fully support the program, including the cost of personnel, insurance, materials, bookkeeping and record-keeping, overhead costs and other costs associated with the program. Any surplus or deficit in the Program shall be reviewed by the Board of Education. Any surplus monies spent outside of the goals of the program will be determined by the Board of Education.

3. Employment and Contracts

Teachers and other staff members, including the Director, are employees of the Board of Education. Employment contracts for all Directors, including all stipends, shall be reviewed and approved by the Board of Education.

4. On Site Medical Coverage

The Extended Day Program Director shall maintain a current CPR/First Aid Certification. It will be the responsibility of the Director to insure that the program has continuous on site coverage by an employee certified in CPR/First Aid.

**Legal Reference: Connecticut General Statutes
10-222 Appropriations and budget (as amended by PA 98-141)**

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3250 adopted 11/15/04, appropriate a written.

Business/Non-Instructional Operations

Materials/Services Fees, Charges

In line with the responsibility of the state to provide a free public school education, the Board of Education will provide all instructional equipment, books and materials needed to maintain the desired instructional program free of charge, subject to reasonable rules concerning their care and use.

Copies of Records

Any person who applies in writing will receive a plain or certified copy of any public record. A fee not to exceed fifty cents per page will be established.

(cf. 9330 Board/School District Records)

Legal Reference: Connecticut General Statutes

1-15 Application for copies of public records.

10-221 Boards of education to prescribe rules.

10-228 Free textbooks, supplies, material and equipment.

10-228a Free textbook loans to pupils attending non-public schools.

10-229 Change of textbooks.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3280 adopted 7/12/08, appropriate as written.

Business/Non-Instructional Operations

Gifts, Grants and Bequests

The Superintendent of Schools shall be authorized to accept, on behalf of the Board of Education, gifts, grants and bequests to the school system valued at \$1,000 or less and shall inform the Board of such gifts, grants and bequests. Contributions of gifts, equipment or services in excess of \$1,000 in value or that may involve major costs for installation or maintenance, or initial or continuing financial commitments from school funds, or special requests by donors shall be presented to the Board of Education for approval. Gifts, grants and bequests from the PTO, however, shall be brought to the Board at the discretion of the Superintendent.

Review and approval of gift, grants and bequests shall adhere to Board Policy 1324 and the following guidelines:

1. Gifts, grants and bequests deemed eligible for acceptance may include money, services, programs, equipment, furniture, works of art, library materials and/or other items of value.
2. Anticipated gifts, grants and bequests shall not supplant Board of Education responsibility for educational funding, nor shall outside funding produce major educational inequities.
3. School staff and the educational program shall be safe-guarded against any inappropriate influence or constraints from individual or corporate donors because of their contributions to the school district.
4. Public recognition for received gifts, grants and bequests shall be appropriate and balanced.
5. Gifts and equipment contributed to the schools shall become the property of the Board of Education and subject to the same controls and regulations that govern the use of other district-owned property. All gifts and equipment shall be used and expended at the Board of Education's discretion. The Board shall consider the special requests of donors before the acceptance of any gift and evaluate the donor's requests in light of the laws of this state, the policies and procedures of the school district, and the short and long-term interests of the district.

Legal Reference: Connecticut General Statutes
7-194 Powers
10-9 Bequests for Educational Purposes

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3313 adopted 4/16/01, appropriate as written except for addition of legal reference.

Business/Non-Instructional Operations

Relations with Vendors

The Board of Education desires good working relationships with vendors who supply materials, supplies and services to the school system. Constructive efforts by the administration, and other district employees, to seek the advice and counsel of vendors about how to continue and to improve such relationships are encouraged.

Cooperative Purchasing

The Board of Education authorizes the Business Manager to participate in cooperative purchasing of materials, equipment, supplies, and services with other school districts or municipal sub-divisions where the participation will serve the best interests of the school system.

Requisitions

A requisition, duly signed, must be completed prior to issuance of a purchase order. Exceptions may be made in emergency situations.

Purchase Orders

A purchase order is required for all purchases and must be approved by the Business Manager or Superintendent.

Routine purchases (such as fuel, some equipment repair, and some maintenance services, and other items of a repetitive nature) do not require a purchase order.

Estimates

Where no firm price is obtainable, an estimate shall be made prior to placing a purchase order.

Soliciting Prices

Whenever possible and/or practical, competitive pricing will be secured on all materials, equipment, supplies, and services needed by the school system. Competitive pricing may consist of formal bidding, negotiations or informal pricing such as by letter or telephone, and by price quotations.

Expenditures up to \$1,000

Quotations, verbal or written, should be obtained prior to placing an order, except in emergencies or when specialized equipment or products are involved.

Business/Non-Instructional Operations

Relations with Vendors (continued)

Expenditures from \$1,000 - \$10,000

Quotations based on general specifications FOR A SINGLE ITEM must be obtained from at least two (2) suppliers before placing an order.

Expenditures in Excess of \$10,000

Formal written bids, based on specific written specifications, shall be invited by advertising in area newspapers or by mailing to a bid list, if one exists, and shall be received sealed at a specified date, time, and place and publicly opened.

Award of Orders

In general the lowest responsible bidder will be awarded the order. Consideration shall be given to quality, delivery, terms, and other conditions required by the order.

State Bids

When Connecticut state bids are available for services and materials, such services and materials may be purchased without additional quotes or bids from suppliers who have been awarded the state bids.

Exceptions

Professional and consulting services, specialty items, repetitive services and supplies, equipment service contracts, and other non-competitive categories may be exempted from above procedures if it can be demonstrated that such an exception is favorable to the Town of Woodbridge and the Woodbridge School District.

Legal Reference: Connecticut General Statutes

4a-60 Nondiscrimination and Affirmative Action Provisions in Contracts of the State and political subdivisions rather than municipalities.

4a-60a contracts of the state and political subdivisions, other than municipalities to contain provisions re nondiscrimination on the basis of sexual orientation.

46a-58 through 46a-81 re discriminatory practices

Title VII, Civil Rights Act, 42 U.S.C. 2000e et seq. as amended by

Title IX, Equal Employment Opportunity Act

Title IX of the Education Amendments of 1972; 42 U.S.C. 1134n et seq. (Higher Education Act)

Existing policy, number 3320 adopted 5/16/06, appropriate as written.

Business/Non-Instructional Operations

Purchasing Procedures

The duties of purchasing for the Board of Education shall be directed by the Superintendent through the School Business Manager, who shall conduct all purchase transactions for the district in accordance with the annual budget spending plan.

The procurement function is one of the major business responsibilities of the Board of Education. The duties of purchasing for Board of Education approval should be centralized under the Business Manager. The Business Manager shall conduct all purchase transactions for the district.

The Business Manager shall be familiar with and perform all purchasing activities within the limitations prescribed by law, legal opinions, and in accordance with Board of Education policies. Four fundamental functions of the Business Manager are as follows:

1. Buy the proper product for the purpose required.
2. Have the product available when needed.
3. Buy the proper amount of the product.
4. Pay the proper price.

Every transaction between a buyer and seller involving the transfer of property shall be by purchase order or formal contract.

Purchase orders and other purchase obligations shall be signed by the Superintendent or designee.

Specifications governing materials are a joint responsibility of the educational and business department. In the procurement of the required materials, the Business Manager shall ensure that all materials procured will meet the needs of the educational program.

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3321 adopted 5/16/06, appropriate as written.

Business/Non-Instructional Operations

Requesting Goods and Services

Requisitions for budgeted items shall originate from the key personnel directly responsible for their use. The Superintendent of Schools shall arrange appropriate administrative reviewing channels whereby all requisitions will be examined and approved, or disapproved, for purchasing.

The Business Manager shall receive the process requisitions in a manner most beneficial to the overall purposes of the school.

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3324.1 adopted 4/26/04, appropriate as written except for update to legal reference.

Business/Non-Instructional Operations

Contracts

All contracts between the district and outside agencies shall conform to prescribed standards as required by law.

All contracts between the district and outside agencies shall be prepared under the supervision of the Business Manager, and where appropriate, subject to approval of the legal advisor of the district.

All contracts or obligations which commit funds to a subsequent budget year shall be approved by the Board of Education.

Affirmative Action

The Woodbridge School District shall not enter into any contract with a person, agency, or organization if it has knowledge that such person, agency or organization discriminates on the basis of race, color, religious creed, age, marital status, national origin, sex, or physical handicap or disability, either in employment practices or in the provision of benefits or services to students or employees.

Ordering Goods and Services

The Board of Education authorizes the Superintendent to purchase and to supervise the purchase of all materials, equipment, supplies, services, and contracts for the school division in accordance with accepted purchasing practices.

Legal Reference: **Connecticut General Statutes**
 Title VII, Civil Rights Act, 42 U.S.C. 2000e et seq. as amended by
 Title IX, Equal Employment Opportunity Act
 Title IX of the Education Amendments of 1972; 42 U.S.C. 1134n et seq.
 (Higher Education Act)
 4a-60 Nondiscrimination and Affirmative Action Provisions in Contracts
 of the State and political subdivisions rather than municipalities.
 4a-60a contracts of the state and political subdivisions, other than
 municipalities to contain provisions re nondiscrimination on the basis of
 sexual orientation.
 10-248 Payment of School Expenses

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3326 adopted 5/16/06, appropriate as written, except for addition of legal references.

Business/Non-Instructional Operations

Paying for Goods and Services

The Superintendent is authorized by the Board of Education to pay for goods and services under the following conditions:

1. When contracted for within budgetary limits.
2. When purchased according to relevant purchasing policies and regulations.
3. As certified by the Business Manager as having been received in acceptable condition.

**Legal Reference: Connecticut General Statutes
10-248 Payment of School Expenses**

Policy adopted:

WOODBRIAGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3434 adopted 11115/04, appropriate as written.

Business/Non-Instructional Operations

Periodic Audit

An audit of all accounts of the Woodbridge School District shall be made annually by a certified public accountant selected by the town.

The audit shall include all funds of the district including appropriated budget funds, all student activity funds, cafeteria funds and accounts, and any other funds under the control or jurisdiction of the Board of Education, or pursuant to a joint powers agreement. The audit shall identify all expenditures by source of funds, and shall contain (1) a statement that the audit was conducted pursuant to standards and procedures approved by the state of Connecticut and (2) a summary of audit exceptions and management recommendations. Auditors also shall follow procedures outlined in CGS 10-260a Auditing of State Grants for Public Education. Review of Procedures Manual.

Any communications from the auditor which result from the annual financial audit will be placed on the agenda of the Board of Education at a regularly scheduled public meeting and shall be reviewed by the Board of Education. The Certified Public Accountant shall be asked to attend the meeting, when appropriate.

Legal Reference: **Connecticut General Statutes**
 7-392 Making of Audits
 7-393 Working papers of accountant; preservation for inspection
 10-260a Auditing of state grants for public education

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3510 adopted 8/20101, appropriate as written except for addition of legal reference.

Business/Non-Instructional Operations

Operation and Maintenance of Plant

An effective educational program requires clean, healthful, safe, businesslike and attractive physical facilities. The maintenance and custodial staff is charged with the responsibility of caring for and protecting these facilities. In order to carry out an efficient maintenance program, the custodians must receive the cooperation of the pupils, the teachers and administrators.

Each custodian must have a daily work schedule in order to accomplish his/her part of the overall task. He/she must be given directions on how to perform the various duties assigned to him/her. The Facilities Manager must supervise and check to ensure that all custodians are doing their share of the work to the best of their ability. The Facilities Manager shall keep the Superintendent and Building Principals informed of all of the ongoing maintenance issues and interact on a daily basis with the Building Principals in matters of daily operation of the school building.

Legal Reference **Connecticut General Statutes**
10-203 Sanitation

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3515 adopted 3/15/04, appropriate as written except for addition of legal reference.

Business/Non-Instructional Operations

Use of School Facilities

The Board encourages programs that benefit the community and its school children and supports such programs through the use of its facilities.

The building and grounds of the school district are public property. The Board of Education may allow their use for purposes other than education when they are not in use for school purposes.

The Board of Education may grant the use of the school facilities for activities of an educational, cultural, civic, social, recreational, governmental and general political nature which are sponsored by responsible local persons, organizations, agencies, or institutions, as permitted by law.

In collaboration with the school district, the Recreation Commission may determine whether the building or grounds is to be used by another organization or group.

Types of Activities Which Will Not be Permitted

1. Activities propagating the overthrow of the United States the State of Connecticut, or local governmental agencies.
2. Any activity that may violate the canons of good morals, manners or taste, or be injurious to the buildings, grounds or equipment of the schools.
3. Any purpose, which is in conflict with school activities.
4. Any activity, which includes commercial advertising.
5. Fund-raising campaigns except as permitted by Board of Education policy or by special action of the Board of Education.
6. Activities, which are discriminatory in the legal sense.
7. Any activity that would include alcoholic beverages on school grounds or in the building.

Application for Use of the Building or Grounds

1. Application for all activities will be filed on the prescribed form in the Principal's Office or the Office of the Superintendent.
2. The Superintendent or his/her designee will have the right to act on all applications. The Superintendent, however, may refer any individual request to the Board of Education or the Recreation Commission for its action.
3. All fees and policies associated with the use of facilities by other than school groups shall be set by the Superintendent.
4. A schedule of costs/fees for activities in the school or on its grounds outside the hours of the school day is provided in the attached regulations.

Business/Non-Instructional Operations

Community Use of School Facilities

Legal Reference: **Connecticut General Statutes**
10-239 Use of School Facilities for Other Purposes
Equal Access Act, 20 U.S.C. ss 4071-4074
20 U.S.C. 7905 (Boy Scouts of America Equal Access Act contained in
No Child Left behind Act of 2001)

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing regulation, number 3515 approved 3/15/04, appropriate as written.

Business/Non-Instructional Operations

Use of School Facilities

Rental of Beecher Road School

Category "A" -No Charge for Use

1. Official Town activities, such as Town Meetings, Hearings, Elections and meetings of Boards, Commission, Committees, etc.
2. Local political party Town Committee Meetings and Caucuses.
3. Political Party Conventions.
4. Town sponsored activities.
5. Other government agencies (State representatives, federal, census).
6. Organizations composed primarily of Woodbridge residents, open to all residents of the Town, designated by the Board of Education as falling into this category.
7. Such other organizations as may from time-to-time be designated by the Board of Education.

Category "B" - Reduced Rentals

1. Organizations composed primarily of Woodbridge residents, which are not open to all residents of the Town, such designations to be made by the Board of Education.
2. Woodbridge religious institutions.
3. Such other organizations as may from time-to-time be designated by the Board of Education.

Category "C" - Full Rental

1. Those organizations not falling into Category "A" or "B" - Private Parties.
2. Rental Schedule- Four (4) Hours or portion thereof:

	<u>Schedule B</u>	<u>Schedule C</u>
Classroom	\$20	\$50
Cafeteria	\$50	\$75
Gymnasium	\$50	\$100

Business/Non-Instructional Operations

Use of School Facilities (continued)

Private Groups

Will be charged for use of room(s) plus the per hour charge of the custodian (including costs of benefits).

\$100 refundable damage deposit per area rented- Gym \$100; Cafe \$100. Exclusive Use
Any private group having exclusive use of a given space will be charged on a per footage basis.

Legal Reference: **Connecticut General Statutes**
10-239 Use of School Facilities for Other Purposes
Equal Access Act, 20 U.S.C. ss 4071-4074
Good News Club vs. Milford Central School, Sup. Ct., 6-11-01
20 U.S.C. 7905 (Boy Scouts of America Equal Access Act contained in
No Child Left behind Act of 2001)

Regulation approved:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Regulations and Procedures for Use and Rental of DRS

1. The presence of one building custodian is required.
2. No kitchen equipment may be used by outside agencies.
3. The public address system is to be set up by the building custodian.
4. If, in the judgment of the Board of Education, police or other services are required, the organization using the facilities must provide them and pay for them.
5. All rental fees are to be paid prior to the event. Checks are to be made payable to the Town of Woodbridge and are due three (3) days prior to the rental date.
6. Fees for special attendance services are to be paid within five (5) working days after the event. Checks are to be made payable to the Town of Woodbridge.
7. Sponsoring organizations are responsible for the conduct of all persons in attendance and for any property damage done.
8. No organization shall use the facility after 11:00 PM.
9. The consumption and sale of alcohol on school property is forbidden by Ordinance.
10. Smoking is prohibited in the building as well as on all grounds.
11. Gambling is prohibited in the building as well as on all grounds.
12. Category C sponsoring organizations will be required to have a public liability and property insurance policy and workers compensation policy when applicable. A certificate shall be provided to the Board of Education prior to the event. Insurance coverage required: \$300,000 per person; \$500,000 each occurrence; and \$25,000 property damage or \$500,000 single limit.
13. BRS shall be available Monday - Friday, 3:45 PM - 11:00 PM. The going rate for custodial fees will be set by the Board of Education based on contractual obligations.
14. All rental information and applications are available at the Beecher Road North and South School Offices. An agreement for use or rental must be signed by the Building Principal and the Superintendent.

Existing policy, number 3516 adopted 4/16/01, appropriate as written except for addition of legal references

Business/Non-Instructional Operations

Safety

The Woodbridge Board of Education is committed to providing the resources necessary to establish and maintain a safe and orderly environment in support of the instructional mission of the school system. The procedures related to monitoring and the action(s) taken by school administration to insure a safe school setting for all children, staff and authorized visitors to the school grounds and building(s) will be reviewed by the Board of Education annually.

A detailed plan implementing this policy, will be maintained in the offices of the Board of Education and school administration. The plan will be reviewed on an annual basis by the Superintendent and a report to the Board of Education will be made regarding the status of school safety and security. The Board may exercise its prerogative to conduct this evaluation of school safety in Executive Session.

It shall be the responsibility of all school personnel to be alert to any hazard within or outside school buildings which may jeopardize the safety of school children, school employees, or the public; and it shall be the responsibility of all school personnel to report promptly to an administrator any condition, incident or suspicion which in their judgment warrants investigation. Nothing stated herein is intended to diminish the responsibility of teachers to supervise students or the Principal's role in implementing policies of the Board of Education.

The following is a partial but not necessarily complete listing of items requiring administrative monitoring:

1. Building access and surveillance
2. Security evaluation
3. Existing policies and guidelines for a full range of emergency situations
4. Visitor identification procedures
5. Risk evaluation
6. Preventative measures
7. Security alarm and notification systems
8. Local energy response conduct (for instance, power outages, communications failure)
9. Educational programs
10. Identification and determination of appropriate equipment required to meet the district Safety and Security Plan
11. Communication system
12. Lockdown procedures
13. Crisis management plan(s)
14. Boilers, housekeeping and facility procedures
15. Oversight of personnel charged with responsibilities for Safety and Security
16. Training of personnel in proper response procedures
17. Traffic patterns and procedures for the drop-off and pick-up of students

Business/Non-Instructional Operations

Safety (continued)

Precautionary measures against fire, explosion or other hazards shall be established together with appropriate instructions and drill for students and other school personnel in procedures to be followed in event of potential emergencies. Specific protocols for events and emergency procedures shall be maintained by the Building Principals; and staff shall be apprised annually of the location and requirements associated with the protocols. Protocols shall be maintained in a central book labeled Crisis Manual, which shall be reviewed and updated annually by Building Principals and distribution is school-wide to professional staff and substitutes.

Precautionary measures for safety of students on streets and sidewalks in the vicinity of school buildings shall be established and observed. Precautionary measures for safety of students within school buildings shall be established and observed. For example, rules established by administrators in charge should:

1. Prevent the accumulation of materials anywhere, especially in areas, which are flammable, noxious or otherwise dangerous unless adequate safeguards are provided.
2. Keep stage auditorium and large meeting areas free of debris. Custodians shall observe standing instructions to discard anything not part of regular stage equipment within 24 hours following the completion of performance.
3. Keep walkways clear of snow or other obstructions and safe for pedestrian traffic at all times.
4. Meet federal, state and local requirements related to health and safety.
5. Defined procedures to address emergency response and provide school communication support as needed through an identified Crisis Team of school personnel.

Legal Reference: Connecticut General Statutes
10-203 Sanitation
10-207 Duties of Medical Advisors
10-231 Fire Drill
9-389 Stairways and fire escapes on certain buildings

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3517 adopted 8/20101, appropriate as written except for addition of legal reference.

Business/Non-Instructional Operations

Maintenance and Security of Buildings and Grounds

Buildings constitute one of the greatest investments of the School District. It is in the best interest of students and taxpayers to protect that investment adequately. Facility maintenance requires:

1. Identification and maintenance of procedures intended to provide for the maintenance and upkeep of the facility and the well-being of students and staff when in the charge of the Board of Education.
2. Minimizing fire hazards.
3. Reducing the probability of faulty equipment.
4. Guarding against the chance of electrical shock.
5. Keeping records and funds in a safe place.
6. Protection against vandalism and burglary.
7. Adherence to the policies and procedures established by the Board of Education State and official in matters of health, safety and security of the facility.

The Business Manager is charged with establishing and monitoring, under direction of the Superintendent, insuring follow-up through the office of the Facilities Manager such rules and regulations as may be needed to provide for maintenance at buildings, grounds and facilities.

Day-to-day building operations, of a custodial or maintenance nature related to students, staff and instruction, will fall under the direction of the Principal(s).

Legal References: Connecticut General Statute
9-389 Stairways and fire escapes in certain buildings

Policy adopted:

WOODBRIAGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy adopted 11/21/2011, appropriate as written.

Business/Non-Instructional Operations

Hazardous Material in Schools – Pesticide Management Plan

Pesticide Application

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

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

The District shall:

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

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

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

Business/Non-Instructional Operations

Hazardous Material in Schools – Pesticide Management Plan

Pesticide Application (continued)

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

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

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

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

Definitions

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

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

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

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

Business/Non-Instructional Operations

Hazardous Material in Schools – Pesticide Management Plan

Legal Reference: Connecticut General Statutes

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

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

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

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

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

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

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

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

Policy adopted: November 21, 2011

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing regulation approved 1112112011, appropriate as written.

Business/Non-Instructional Operations

Hazardous Material in Schools/Pesticide Application

Pesticide Management Plan

Purpose

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

Definitions

Emergency use	an application of pesticides necessary to eliminate an immediate threat to human health where it is impractical to obtain the services of a licensed pesticide applicator.
Pesticide	a fungicide used on plants, an insecticide, a herbicide, or a rodenticide excluding sanitizers, disinfectants, antimicrobial agents, and pesticide baits.
Restricted use	pesticides classified by the Federal Environmental Protection Agency or the State of Connecticut Department of Environmental Protection under Connecticut General Statute 22a-47 which may present a hazard to the applicator or other people by reason of acute dermal or inhalation toxicity or which may have an unreasonable adverse effect on the environment.

General Procedures

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

Business/Non-Instructional Operations

Hazardous Material in Schools/Pesticide Application

Pesticide Management Plan

General Procedures (continued)

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

Non-Emergency Procedures

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

Business/Non-Instructional Operations

Hazardous Material in Schools/Pesticide Application

Pesticide Management Plan

Non-Emergency Procedures (continued)

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

Emergency Procedures

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

Regulation approved: November 21, 2011

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

PESTICIDE APPLICATION PLAN

Date of planned application: _____ Day of Week: _____
(It is recommended for application to occur on a weekend or during a vacation period)

Which pesticide (s) will be used? (Attach MSDSA if available) _____
(Choose for safety and effectiveness.)

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

Name(s) _____

License number(s) _____

Firm (if applicable) _____

For interior treatment:
Does the building have active ventilation that can be left on after the application? _____
If not, who is responsible for opening windows at least six (6) hours before staff and students reenter?

For all applications:

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

Will pesticides be stored on school grounds: ___ YES ___ NO

If "YES" where: _____
(Read label carefully)
Keep all pesticides locked up and away from occupied areas.

Approved by school/district administrator: _____ Date: _____

School Nurse: _____ Informed: _____

Other(s): _____ Informed: _____

Existing policy, number 3541 adopted 8/20/01, appropriate as written except for addition of legal reference.

Business/Non-Instructional Operations

Transportation

The Board of Education shall provide transportation for students under provisions of state law and regulations. The Superintendent of Schools is directed to administer the transportation system so as to:

1. Provide for the safety of the students.
2. Insure desirable student behavior while students are being transported.
3. Arrange appropriate modified transportation for handicapped students based on need.
4. Employ bus contractors.

Transportation by private carrier may be provided whenever such practice is preferable to using school district-owned vehicles. A parent may be reimbursed for the transportation of an eligible student(s) whenever such a practice is justified by economics, district inconvenience, hazards, location, or any other reason deemed justifiable by the Superintendent.

Personal Qualifications

1. Bus contracts shall be awarded to individuals who are at least 21 years of age. A bus contract holder shall become ineligible to drive upon reaching his/her 70th birthday.
2. Prior to the granting of a contract, the Superintendent shall insure that each applicant is interviewed to help to determine the applicant's suitability as a bus contract holder. The Superintendent shall, as part of the selection procedures, secure a police background check on all candidates and a detailed history of any driving accidents or infractions.
3. Prospective bus contract holders shall furnish a list with the names of five (5) people each of whom is willing to submit a written character reference for the applicant.

License

Each bus contract recipient and bus operator shall hold a public service license which covers the type of vehicle driven.

Medical Examination

Prior to the opening of school each fall, each bus contract holder shall submit to the Superintendent, a copy of his/her most recent, legally required, medical examination.

Business/Non-Instructional Operations

Transportation (continued)

Drivers

Prior to the opening of school in the fall, each bus contract holder shall submit, the name or names of duly licensed bus drivers who may operate the school bus(es).

Insurance

Each bus contract holder shall be insured for coverage with limitations and in a form acceptable with carriers and to district administration with combined single limits required by the district administration or by law (whichever is greater) as follows: ~~\$50,000~~ **\$1,000,000** personal property; ~~\$1,000,000~~ ~~\$500,000~~ for each person; and ~~\$1,000,000~~ ~~\$5,000,000~~ for each accident.

Maintenance

1. Each bus contract holder is required to maintain his/her bus(es) in excellent operable condition. Any bus contract holder whose bus fails to pass state inspection, because of improper maintenance or other causes considered to be hazardous to the safe transportation of students, shall be subject to disciplinary action by the Superintendent and the Board of Education.
2. Any bus contract holder found guilty of operating a bus declared operationally unsafe shall be subject to disciplinary action by the Superintendent and the Board of Education.
3. The Superintendent is empowered to take whatever steps he/she deems necessary in cases where bus contract holders have violated the policy in proper maintenance of a bus. The Superintendent's action will be reviewed by the Board of Education at its first regular meeting or a special meeting subsequent to the action of the Superintendent.

Bus Routes/Bus Stops

The Board of Education desires to provide an effective, efficient, and safe transportation system.

Bus routes shall be established under the direction of the Superintendent. The establishment of bus routes shall take into consideration time on the road, hazardous conditions, crossing highways, distribution of students, and other safety factors. Safety of students shall be a primary consideration.

The designation of bus stops shall be the responsibility of the Superintendent. Safety shall be determined by road visibility, waiting areas for students, distance from the bus stop to the home, walking terrain to the stop, and other such pertinent factors.

Business/Non-Instructional Operations

Transportation (continued)

Dead-end or Cul-de-sac Roads

1. These roads will be traversed if the distance to the furthest house in which a Beecher Road School student resides is greater than .5 mile (grades K-2) or .8 mile (grades 3-6).
2. These roads may be traversed if the road is to be used for bus turn-around purposes.
3. Students who reside on such roads will be picked up at the juncture of the road and the nearest thoroughfare.
4. When necessary, students will wait for the bus at the designated spots located at least 50 feet from the thoroughfare (bus stop) with such pick up locations designated by the school district.

Thoroughfares

1. Thoroughfares which are state highways with posted speeds at or above 40 mph: whenever possible (safety, bus turnarounds, etc.), students will be picked up and discharged at or near the driveway of their residency in such a way as to preclude a student from having to cross the state highway.
2. Thoroughfares which are relatively major traffic arteries, but not state highways, specifically Newton Road, Peck Hill Road, and Northrop Road: when sight lines for a child are inadequate and unsafe for the bus, children will be picked up and discharged at or near the driveway of their residency. Students will be asked to cross these highways to board or disembark from the bus when sight lines are adequate.
3. Cul-de-sac provisions for non-traversed thoroughfares: some thoroughfares may not need to be traversed. In such cases these guidelines apply:
 - a. These roads will be traversed if the distance to the furthest house in which a Beecher Road School student resides is greater than .5 mile (grades K-2) or .8 mile (grades 3-6).
 - b. These roads may be traversed if the road is to be used for bus turn-around purposes.
 - c. Students who reside on such roads will be picked up at the juncture of the road and the nearest traversed thoroughfare.
 - d. When necessary, students will wait for the bus at designated spots located at least 50 feet from the traversed thoroughfare (bus stop) with such pick up locations designated by the school district.

Business/Non-Instructional Operations

Transportation (continued)

Kindergarten

Kindergarten students, when asked to wait or disembark at a bus stop in the absence of older students, will be picked up and disembarked at a point as near as possible to the driveway to their home.

Transition Students

Transition students are considered as first grade students in these policies.

Walking Distance

The maximum walking distance from home to a designated bus stop shall be no more than one-half mile for kindergarten, transition, and first grade students and no more than one mile for second through sixth grade students.

Hazardous Conditions

Students shall not be required to walk to a bus stop if a hazardous condition exists en route, provided that an alternative stop is available.

1. Any street, road, or highway with speed limits in excess of thirty-nine miles per hour, which does not have pedestrian crossing guards or other safety provisions at points where students must cross when going to or from school or the bus stop, shall be deemed hazardous.
2. The frequent presence of any tempting, but dangerous nuisance such as open manholes, a narrow bridge or a bridge without sufficient side barriers, bridge, road or guard rail construction, and the like, shall be deemed a hazard.
3. Any street, road, or highway which has no sidewalk or raised walk areas shall be deemed hazardous when the line-of-sight visibility together with posted speed limits do not permit vehicular braking/stopping in accordance with the Connecticut Drivers Manual or Department of Transportation, Division of Design guidelines.
4. A lake, pond, or stream within 50 feet of the walkway, culvert, water-way, or bridge shall be deemed a hazard in the absence of a fence or other suitable barrier fixed between the designated route of the student and the hazard.

Business/Non-Instructional Operations

Transportation

Hazardous Conditions (continued)

5. Any area adjacent to a roadway, walkway, sidewalk, or bridge having a drop of three or more feet per four feet of travel length on either side of the established walkway with the absence of a fence, guardrails or other suitable barrier shall be deemed a hazard.
6. Any street, road, walkway, sidewalk, or path designated as a walking route for students which passes through an area which has a recent history of aggressive acts of molestation resulting in actual or threatened physical harm or moral degradation during the hours when students ordinarily walk to or from shall be deemed hazardous.
7. Walking to or from the bus stop at any time prior to one-half hour before sunrise or any time one-half hour after sunset shall be deemed a hazard.

Extensions

The Superintendent may approve extensions and modifications of a bus route for medical (student) and other reasons provided that road conditions are such that the bus can operate safely and efficiently. The Superintendent may grant exceptions for health or medical reasons only upon the submission of an application which includes a physician's certificate that the student merits special consideration.

Handicapped Students

Transportation arrangements for handicapped students shall be determined by the Superintendent on an individual case basis.

Non-Public School

Transportation shall be provided by the school district to Woodbridge students attending private, non-profit elementary schools within Woodbridge.

Transportation will not be provided by the school district to Woodbridge students attending private elementary schools located outside of Woodbridge.

Transportation Equipment

No buses or other transportation vehicles shall be used for transporting school children to and from school or on school-sponsored activities which minimally do not conform to the requirements of law and the regulations of the Commissioner of Education.

Student Conduct on Buses

The Board of Education considers the transportation of students a privilege to be enjoyed by eligible students and believes the safety of students while on school buses to be of paramount importance. The Superintendent shall develop regulations governing student conduct while on school buses and in loading and unloading areas, with these regulations written to stress student safety.

Business/Non-Instructional Operations

Transportation (continued)

Disciplinary Action

The driver is responsible to monitor the conduct of students on the bus. The driver has no authority to take disciplinary action against a student other than to reprimand, change a student's seat on the bus, explain a rule, ask a student to refrain from breaking rules, or ask a parent to help improve student's conduct. The driver shall report all major violations of bus regulations to the Principal of the school. The Principal has the responsibility for disciplinary action in such cases.

Suspension of Bus Privileges

Consistent or flagrant violations of regulations of the Superintendent pertaining to student conduct on buses may result in the temporary or permanent suspension of bus privileges for a student. The Principal may suspend bus privileges temporarily for infractions of those regulations; and the Board of Education can revoke bus privileges permanently.

Parents may appeal any suspension of bus privileges to the Superintendent and, if dissatisfied with his/her decision, to the Board of Education.

Legal Reference: **Connecticut General Statutes**
 10-220 Duties of Boards of Education
 10-186 Duties of local and regional boards of education
 14-275 Equipment and color of school buses
 14-275a Use of standard school bus required, when
 14-275b Transportation of handicapped students.
 14-275c Regulations re school buses and motor vehicles used to
 transport Special education students.
 14-276a(c) Town/school district may require its school bus operators to
 have completed a safety training course.
 14-280 Letters and signals to be concealed when not used in
 transporting children. Signs on other vehicles.
 20 U.S.C. NCLB Act of 2001, P.L. 107-110, Title I, Section 1116
 McKinney-Vento Homeless Education Assistance Act of 2001,
 P.L. 107-110, 42 U.S.C., sections 11431-11435

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

Business/Non-Instructional Operations

Records and Reports

Transportation Complaints

All complaints concerning school transportation safety will be made to the BRS Transportation Committee. The BRS Transportation Committee will maintain a written record of all such complaints, and will conduct appropriate investigations of the allegations. If required, the Superintendent shall provide the Commissioner of Motor Vehicles with a copy of the written record of complaints.

**Legal Reference: Connecticut General Statutes
10-221c Development of policy for reporting complaints re school transportation safety.**

Policy adopted:

**WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut**

Business/Non-Instructional Operations

Records and Reports

Transportation Safety Complaints – Administrative Regulations

The BRS Transportation Committee will review all school transportation safety complaints and conduct appropriate investigations of the allegation(s). The BRS Transportation Committee will consist of the following members:

- BOWA Transportation Coordinator**
- Owner/Operator Representative(s)**
- Director of Business Services/Operations**
- Building Principal and/or Designee**
- School Resource Officer**

The committee will maintain a written record of all such complaints.

The Committee will report the disposition of all complaints and/or its findings to the Superintendent within five (5) days.

If the Committee is unable to resolve the complaint, the complaint may be submitted to the Superintendent for resolution.

Legal Reference: Connecticut General Statutes
10-221c Development of policy for reporting complaints re school transportation safety.

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3542.1 adopted 4/26/04, appropriate as written.

Business/Non-Instructional Operations

Food Service

Purposes and Facilities

The school lunch program shall be an integral part of our total educational program. An attractive, wholesome, well-balanced lunch is essential for the best work from the students.

To accomplish this objective with appropriate economy, all administration of the food services program will be coordinated in the office of the Business Manager. Business functions to be centralized will include central purchasing of food and supplies, a district-wide salary schedule for all food service employees, centrally planned menus, and regular audit of all accounts.

The educational aspects of the school lunch program will be the responsibility of Principals, subject to advice, counsel and direction from the Business Manager, and the Superintendent of Schools, who is ultimately responsible for executing this policy.

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and other feeding programs for public school children and employees.

State Board of Education Regulations.

10-215b-1 School lunch and nutrition programs.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3542.31 adopted 4/26/04, appropriate as written except for update to legal reference.

Business/Non-Instructional Operations

Free or Reduced Price Lunches

Participation in the National School Lunch Program

National School Lunch Program regulations require that lunches be provided for needy students when family income is insufficient to provide the basic necessities, including food of the proper quality and amount for good nutrition.

Parents shall be informed of the district policy concerning "Free or Reduced Price Lunches". A letter and application form will be distributed to all parents during the first few weeks of school. The letter will contain information on the eligibility standards, procedures for applying for free or reduced price lunches, and how an appeal may be filed for an adjustment in the decision with respect to their application. This information and an application form will be provided whenever a new student is enrolled.

A public news release containing this same information will be made available to local news representatives early in the school year. Copies of this public release will be made available upon request to any interested party. Subsequent changes in the district eligibility standards during the school year, which are approved by the state agency, will also be publicly announced.

1. Free or reduced price lunches and/or supplementary milk will be provided for all students who qualify on the basis of financial need. Breakfast snacks may be provided in cases of extreme nutritional deficiency.
2. There shall be no discrimination in the furnishings of meals or supplementary milk (because of race, religion, source of income, etc.).
3. The anonymity of students receiving assistance under this policy shall be protected. The names of these students will be treated in a confidential manner.
4. Requests for free lunches, reduced price lunches, and/or supplementary milk which have been denied may be appealed to the Superintendent.
5. Records of students receiving assistance will be kept in each school.

Business/Non-Instructional Operations

Free or Reduced Price Lunches

Participation in the National School Lunch Program (continued)

6. Eligibility for the "Free or Reduced Price Lunches" program will be based on the following:

a. Emergency Situations

A child's statement of need is sufficient for providing assistance on a temporary basis. A family contact should be made immediately to determine extent and probable duration of need. In cases of family emergency such as sudden unemployment, illness, death, desertion, etc., assistance will be provided as needed.

b. Objective Standards of Need

Eligibility for assistance, other than that for emergency situations, will be determined on the basis of income and family size as indicated on the scale provided by the district.

7. If school authorities feel that a family's financial situation has changed, and the students are no longer eligible for free meals, a hearing procedure will be used by the Superintendent to challenge the continued eligibility. In the event of such a challenge, the family will be given a reasonable period of time in advance of the hearing to review the information on which the challenge is based. Children will continue to receive free meals until the conclusion of the hearing.

Legal References: **Connecticut General Statutes**
 10-214 Lunches, Breakfasts and the Feeding Programs for Public School
 Children and Employees
 10-215a Non-Public School Participation in Feeding Program
 10-215b Duties of state board of Education Re: Feeding Programs.
 10-216 Payment of Expenses
 Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq. as amended by Title IX,
 Equal Employment Opportunity Act.
 United States Department of Agriculture 7 C.F.R. 15, re nondiscrimination.
 42 U.S.C. Sec 1758, 7 CFR Part 145, Sec. 245.5, 245.6, 245.7, 210.9, 210.20

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

Existing policy, number 3542.42 adopted 4/26/04, more appropriately written as a regulation.

Business/Non-Instructional Operations

Food Service

Finance

Food in the school cafeteria shall be sold to patrons of the food service program at such price as will pay the cost of maintaining the program, exclusive of certain overhead costs such as utilities which are consistent with the regulations of the State Board of Education.

Participation in the National School Lunch Program

Participation in the National School Lunch Program is herewith authorized. Authorization is granted to the Superintendent to act on behalf of the Board of Education for purposes of participating in the National School Lunch Program.

Food Storage Provisions

Storage of food and supplies shall be done so as to prevent waste, spoilage, pilferage, and the issuance of food and supplies shall be restricted to purposes of school food service only.

Approval of Menu Prices

Prices of all items on the menu shall be submitted to the Board of Education annually for its approval and otherwise as changes are needed. Revenues from lunchroom sales should offset the costs which are to be borne by the food service program.

Monthly Financial Report

A financial report, current and accumulative, of the operation of the Food Services Program shall be presented monthly to the Board of Education. Yearly, a complete audit of the operation of the Food Service Program shall be performed in accordance with legal requirements and Policy 3434.

Legal Reference: Connecticut General Statutes
10-215 Lunches, breakfasts and other feeding programs for public school children and employees.
10-216 Payment of expenses.
Title VII, Civil Rights Act, 42 U.S.C. 2000e, et seq. as amended by Title IX, Equal Employment Opportunity Act.
United States Department of Agriculture 7 C.F.R. 15, re nondiscrimination.

Regulation approved:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3543.13 adopted 2/27/06, appropriate as written.

Business/Non-Instructional Operations

Mail and Delivery

A mail service system shall be maintained within the school system in order that communications from inside and outside sources may be delivered to the intended recipient in the most practicable way.

The use of district mail facilities and personnel shall be restricted mainly to the distribution of materials and communications that further the educational purposes of the district. The Superintendent may, by regulation, authorize certain exceptions without defeating the intent of this policy.

The Board of Education directs the Superintendent to establish procedures for the safe handling of all mail received by the district.

Political, non-educational or commercial materials shall not be distributed through the school system mailboxes or school mail system unless received through the United States mail.

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, number 3560 adopted 4/26/04, appropriate as written.

Business/Non-Instructional Operations

Capital Outlay

Except for emergencies or reasons of economy, the purchase of major pieces of equipment shall be scheduled so that annual budgetary appropriations for capital outlay will be of similar size or will show a continuous trend without severe fluctuations.

A long-and short-range plan for capital outlay shall be developed by the Superintendent in order to prevent severe fluctuation in the annual capital outlay fund, and to provide an orderly process for acquisition of needed equipment and facilities within budgetary constraints. Development of the capital outlay will be carried out in coordination with the Town's Capital Improvement Projects (CIP).

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut