

Woodbridge Board of Education
Woodbridge Board of Education Regular
Meeting
Tuesday, May 20, 2014 7:00 PM

Woodbridge Board of Education Regular
Meeting August 22, 2011 7:00 PM Library
Media Center Beecher Road School

Agenda

- I. **Preliminary Business**
 - A. Call to Order
 - B. Salute to the Flag
 - C. Correspondence
 - D. Public Comment
- II. **Consent Agenda**
 - A. Approval of Meeting Minutes
 - 1. April 22, 2014 Regular Meeting
 - 2. April 28, 2014 Special Meeting
 - B. Monthly Summary Financial Report Ending April 30, 2014
 - C. Monthly Detail Financial Report Ending April 30, 2014
 - D. Combining Financial Statements Through April 30, 2014
- III. **Reports**
 - A. PTO Update
 - B. Superintendent's Report
 - 1. BRS Update
 - a. BRS Monthly Enrollment Report
 - 2. Differentiation Initiative Update - TAG, Classroom/ School-Wide Efforts
 - 3. Science Update
 - 4. SBAC Update
 - C. Facilities Committee Report
 - D. BRS Building Committee
 - E. Policy Committee
 - 1. Adopt 6000 Policy Series
 - F. Finance Committee
 - 1. Accept Superintendent's Recommendations for 2013/14 Budget Surplus
 - 2. Adopt 2014/15 Extended Day Budget
 - 3. Adopt 2014/15 Summer Enrichment Budget
 - 4. Adopt 2014/15 Cafeteria Budget
 - G. CABE Liaison Report
 - H. ACES Liaison Report
- IV. **New Business**
 - A. Act on Certified Staff Resignation
 - B. Act on IDEA Grant
- V. **Other**
 - A. Public Comment
 - B. Executive Session, in accordance with State Statute
- VI. **Adjournment**

MINUTES OF THE REGULAR WOODBRIDGE BOARD OF EDUCATION MEETING

Tuesday, April 22, 2014
BRS Library Media Center

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

BOARD MEMBERS PRESENT: Ms. Margaret Hamilton, Chair; Ms. Lisa Connor, Dr. Steven Fleischman, Vice Chair (7:11 PM); Dr. Chris Jaffe, Ms. Karen Kravetz (7:05 PM), Ms. Keri Matthews, and Ms. Emily Melnick.

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

MEMBERS OF THE PUBLIC: Tim Kelley, PTO; Laurence Grotheer, BOS Liaison; Teresa Nakouzi, WEA; Monica Kaczmarczyk, Rebecca Menkle, Lee Nakouzi, Pua Ford, community.

CORRESPONDENCE – None

PUBLIC COMMENT – None

CONSENT AGENDA

MOTION #1 – CONSENT AGENDA

Move that we approve the consent agenda as presented.

Ms. Hamilton

Second by Ms. Matthews

UNANIMOUS

REPORTS

PTO Report – Mr. Kelley noted the Book Fair raised \$4,100 with \$2,000 spent on books as part of the “Wish” list program, another \$400 on student gift certificates and \$500 donated to the BRS Library to purchase new books. Upcoming events include Spring Picture Day, Kindergarten Registration, presenters Allison Staudard and Julie Collier, and Teacher Appreciation. It was suggested that based on parent feedback from the Supt. Academy on SBAC/Common Core that a follow-up meeting be held or an opportunity provided for parents to submit questions that could be answered in the Superintendent’s Newsletter and that Q&A sessions be equitable by establishing time limits similar to those at the BOS meeting.

Superintendent’s Report – Superintendent Stella highlighted the removal of the boiler during vacation week, classroom visits, relocation of summer programs to Amity High School, the preliminary budget hearing where the Board was acknowledged for its transparency in budget development, the official notification by the CSDE that BRS is a *School of Distinction* and will be recognized at a special ceremony in May and the Arts at BRS inclusive of the beginning band, Earth Day celebration, Arts and the upcoming production of *Peter Pan* by the Drama Club. It was noted that the Student Council update would not be provided due to scheduling conflicts.

Wellness Committee Update – Ms. Prisco provided the annual report on the activities of the Wellness Committee during the 2013/14 school year. Topics covered included the education of students on height and weight requirements for booster seats, new menu items in the Café, the exploration of Subway as a menu option, auditing of our recycling program as well as educating students on what is “not” recyclable, expansion of the Massaro Farm initiative and alternative options for birthday celebrations, i.e., pencils, markers, seed packets, bubble wands, books etc.

BRS Update – Ms. Prisco noted the Little Readers/Little Leaders program, the generosity of the PTO for their donation of books as part of the Book Fair and guest readers. Ms. White indicated SBAC testing is slated for April 28 – May 16. The maximum testing time for each student is approximately one hour. Tests are untimed and nine (9) different computer venues throughout the school will be used. Student will be using iPads as well as desktop computers. While the test will not count this year, it will next year.

Facilities Committee – Ms. Kravetz reviewed the April 3 meeting which included an update on removal of the boiler, planning arrangements for classroom moves and storage items, the STEAP Grant and sustainability initiatives.

BRS Building Committee – Ms. Hamilton informed the Board that this committee is currently reviewing the contracts, which will hopefully be signed on May 1. It is anticipated the Board will meet next week to review the

Policy Committee – Ms. Hamilton presented Policy 5125 for adoption. The next meeting is scheduled for May 1 at 5:30 PM and will commence review of the one remaining policy 7551 Naming of Facilities.

MOTION #2 – POLICY 5125 ADOPTION

Move that we adopt Policy 5125 as revised.

Dr. Jaffe

Second by Ms. Hamilton

UNANIMOUS

Finance Committee – Ms. Hamilton stated the April 7 meeting focused on the monthly financials approved earlier this evening as well as the 2013/14 budget surplus recommendations slated for approval this evening. These recommendations reduce Town funding of our Technology request from \$135,000 to \$45,000. It is anticipated that upon conclusion of the 2013/14 school year, approximately \$28,000 will be returned to the Town.

MOTION #3 – 2013/14 BUDGET SURPLUS

Move that we approve the 2013/14 budget surplus recommendations as presented by administration.

Dr. Fleischman

Second by Ms. Connor

UNANIMOUS

CABE Liaison – Ms. Connor noted the CSDE mandated school calendar compliance will be pushed back to the 2015/16 school year and the legislative wrap-up session is May 13 in Hartford. She attended CABE Day on the Hill in March where suburban schools were urged to make their voices heard as the CSDE appears to be focused only on specific issues and urban needs.

ACES Liaison – No Report

NEW BUSINESS

Certified Staff Leave Request – Superintendent Stella presented a certified staff leave of absence request for the 2014/15 school year.

MOTION #4 – CERTIFIED STAFF LEAVE OF ABSENCE (CHICK)

Move that we grant a leave of absence for the 2014/15 school year to Nicole Chick.

Dr. Fleischman

Second by Ms. Matthews

UNANIMOUS

MOTION TO ADJOURN:

7:45 PM)

Dr. Fleischman

Second by Ms. Matthews

UNANIMOUS

Recorded by Marsha DeGennaro, Clerk of the Board

MINUTES OF THE SPECIAL WOODBRIDGE BOARD OF EDUCATION MEETING

Monday, April 28, 2014
BRS Library Media Center

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

BOARD MEMBERS PRESENT: Ms. Margaret Hamilton, Chair; Ms. Lisa Connor, Mr. Matthew Gilbride, Dr. Christianne Jaffe, Secretary and Ms. Keri Matthews.

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

The Board entered Executive Session to review proposed safety and security recommendations as part of the BRS building upgrade.

MOTION #1 – EXECUTIVE SESSION

Move that we enter Executive Session (6:37 PM).

Ms. Connor
Second by Ms. Hamilton
UNANIMOUS

MOTION #2 – RETURN TO PUBLIC SESSION

Move that we return to Public Session (7:38 PM).

Mr. Gilbride
Second by Ms. Matthews
UNANIMOUS

MOTION #1 – SAFETY AND SECURITY RECOMMENDATIONS

Move that we approve the facility upgrade security recommendations as presented.

Dr. Jaffe
Second by Ms. Matthews
UNANIMOUS

MOTION TO ADJOURN: (7:55 PM)
Mr. Gilbride
Second by Ms. Matthews
UNANIMOUS

Recorded by Dr. Christianne Jaffe, Secretary of the Board

**WOODBRIAGE BOARD OF EDUCATION
MONTHLY SUMMARY FINANCIAL REPORT
For 10 Months Ended April 30, 2014**

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	701,789	891,810	(190,021)	5,912,789	5,864,913	47,876	1.
200	TOTAL BENEFITS	2,435,739	197,188	185,454	11,734	1,816,964	1,772,705	44,259	2.
300	TOTAL PROFESSIONAL SERVICES	384,607	23,034	17,600	5,434	240,436	209,654	30,783	3.
400	TOTAL PROPERTY SERVICES	580,273	58,783	38,853	19,930	311,698	275,025	36,674	4.
500	TOTAL OTHER PURCHASED SERVICES	1,324,372	90,910	141,903	(50,993)	1,007,203	956,921	50,282	5.
600	TOTAL SUPPLIES & MATERIALS	329,435	27,687	28,593	(906)	205,840	203,722	2,118	6.
700	TOTAL PROPERTY	39,400	-	8,570	(8,570)	17,575	27,656	(10,081)	7.
800	TOTAL DUES AND FEES	77,466	2,106	2,226	(120)	66,372	28,716	37,656	8.
	TOTAL ADOPTED BUDGET	12,817,998	1,101,497	1,315,009	(213,512)	9,578,878	9,339,312	239,566	

COMMENTS

1. Secretaries/Clerical Deficit (\$4,471); Custodial Overtime Deficit (4,985); Savings from Certified Staff Vacancy & Retirements \$57,332.
2. Medical Insurance Surplus \$44,259.
3. Legal Fees Timing \$13,000; Other Prof/Tech Services Timing 17,783.
4. Electricity Surplus \$12,764; Heating Surplus \$23,910.
5. Liability Insurance Deficit (\$13,348); Worker's Comp Insurance Deficit (\$30,265);
Tuition & Transportation Savings (Reg. & SpED) \$80,838; Interns Timing & Savings \$13,057
6. Instructional Supplies Timing \$3,023.
7. Furniture Deficit (\$2,217); Equipment Building Deficit (\$7,864);
7. Ezra Nursing Services Timing \$32,696; Unemployment Savings \$4,960

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	42,500	4,250	6,979	(2,729)	34,000	15,984	18,016
3901	CONSULTANTS	18,000	1,800	1,895	(95)	14,400	14,321	79
510	TRANSPORTATION	148,224	14,822	14,509	314	118,579	120,956	(2,377)
560	TUITION	295,000	29,500	21,740	7,760	236,000	111,043	124,957
	TOTALS	503,724	50,372	45,123	5,249	402,979	262,305	140,674

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

For 10 Months Ended: April 30, 2014

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		562,759	72,528	101%	(5,295)	-	(5,295)
120	Teachers - Regular	4,569,431		3,438,425	1,090,590	99%	40,416	89,229	(48,813)
120	Teachers - Special Education	802,441		526,997	185,453	89%	89,992	-	89,992
1201	Psychologist	168,985		110,793	39,938	89%	18,254	-	18,254
1203	Counselor	41,440		30,403	11,037	100%	-	-	-
	Sub-Total Certified Salaries	6,212,289	-	4,669,376	1,399,546	98%	143,367	89,229	54,138
1303	Custodians	369,103		321,456	45,399	99%	2,248	8,210	(5,962)
140	Nurses	132,778		105,292	21,176	95%	6,310	6,310	-
150	Secretaries, Clerical	314,253		281,591	38,028	102%	(5,365)	-	(5,365)
160	Paraprofessionals	377,025		298,976	95,758	105%	(17,709)	-	(17,709)
1601	Special Education Paraprofess.	212,443		164,809	37,503	95%	10,131	-	10,131
190	Salaries, Miscellaneous	28,815		23,412	4,800	98%	602	602	-
	Sub-Total Non-Certified Salaries	1,434,417	-	1,195,537	242,663	100%	(3,783)	15,122	(18,905)
	TOTAL SALARIES	7,646,706	-	5,864,913	1,642,209	98%	139,584	104,351	35,233
1906	Retirement - Sick Pay-Out	-		-	-	#DIV/0!	-	-	-
220	FICA	210,232		159,366	-	76%	50,866	50,866	-
230	Merf	197,029		164,165		83%	32,864	32,864	-
270	Medical Insurance	1,990,318		1,416,988	303,371	86%	269,959	184,959	85,000
280	Life Insurance	24,960		24,456	504	100%	-	-	-
2902	Other Employee Benefits	13,200		7,730	3,307	84%	2,163	2,163	-
	TOTAL BENEFITS	2,435,739	-	1,772,705	307,182	85%	355,852	270,852	85,000

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

For 10 Months Ended: April 30, 2014

Object Code	Descriptions	Adopted Budget	Budget Transfers	Expended to Date	Encumbered to Date	% Used	Available Balance	Estimated Additional	Projected Year-End Balance
320	Professional Development	77,805		23,016	42,162	84%	12,627	12,627	-
330	Legal Fees	38,000		8,393	16,607	66%	13,000	13,000	-
340	Software Support	13,078		6,614	-	51%	6,464	6,464	-
350	Substitutes	28,000		14,759	-	53%	13,241	13,241	-
390/01	OT/PT/Consultant Services	60,500		30,305	30,195	100%	-	-	-
3902	Financial Audit	15,600		1,200	-	8%	14,400	14,400	-
390	Other Prof/Tech. Services	151,624		125,367	26,257	100%	-	-	-
	TOTAL PROFESSIONAL SERVICES	384,607	-	209,654	115,221	84%	59,733	59,733	-
410/01	Utilities - Electric and Water	256,334		122,215	105,427	89%	28,692	-	28,692
420	Heating	112,200		43,503	19,843	56%	48,854	-	48,854
430	Repairs and Maintenance	47,627		6,809	37,247	93%	3,571	3,571	-
450	Leases and Rentals	52,411		35,003	17,408	100%	-	-	-
4501	Building Improvements	30,000		8,800	19,993	96%	1,207	1,207	-
490	Other Purchased Services	25,920		17,142	8,961	101%	(182)	-	(182)
4901	Service Contracts	55,781		41,554	12,235	96%	1,992	1,992	-
	TOTAL PROPERTY SERVICES	580,273	-	275,025	221,115	86%	84,134	6,770	77,364
510	Pupil Transportation-Regular	474,971		375,906	57,401	91%	41,665	-	41,665
510	Pupil Transportation-Spec. Educ.	148,224		120,956	22,268	97%	5,000	-	5,000
520	Insurance-General Liability	91,829		105,177	-	115%	(13,348)	-	(13,348)
5201	Worker's Compensation	111,821		135,086	-	121%	(23,265)	7,000	(30,265)
530	Telephone Services	16,670		13,860	2,810	100%	-	-	-
535	Internet	9,876		10,468	10,784	215%	(11,376)	-	(11,376)
537	Postage	5,400		2,758	2,001	88%	640	640	-
540	Advertising	2,800		163	-	6%	2,637	2,637	-
550	Interns	132,257		79,733	39,467	90%	13,057	-	13,057
560	Tuition	315,174		111,043	115,665	72%	88,465	-	88,465
590	Other Purchased Services	15,350		1,771	3,679	36%	9,899	9,899	-
	TOTAL OTHER PURCH SERVICES	1,324,372	-	956,921	254,075	91%	113,375	20,177	93,198

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

For 10 Months Ended: April 30, 2014

Object Code	Descriptions	Adopted Budget	Budget Transfers	Expended to Date	Encumbered to Date	% Used	Available Balance	Estimated Additional	Projected Year-End Balance
610	Instructional Supplies	154,558		119,972	15,621	88%	18,965	18,965	-
620	Computer Software	62,521		20,450	3,400	38%	38,671	38,671	-
625	Supplies Nurses	1,800		978	775	97%	47	47	-
630	Supplies Custodial	52,901		27,490	27,446	104%	(2,035)	20,455	(22,490)
635	Supplies Office	11,500		10,424	521	95%	555	555	-
640	Books and Audio Visual	18,000		4,646	5,528	57%	7,826	7,826	-
645	Subscriptions	14,855		6,114	-	41%	8,741	8,741	-
650	Testing	9,500		12,507	290	135%	(3,297)	4,200	(7,497)
690	Misc. Supplies - DW Security	3,800		1,141	576	45%	2,083	2,083	-
	TOTAL SUPPLIES & MATERIALS	329,435	-	203,722	54,157	78%	71,555	101,542	(29,987)
730	Equipment - Office	-				0%	-	-	-
732	Computer Hardware	15,500		3,298	6,036	60%	6,166	6,166	-
735	Equipment - Teaching	17,050		7,959	255	48%	8,836	8,836	-
740	Equipment - Building	4,600		8,785	3,679	271%	(7,864)	-	(7,864)
745	Furniture	2,250		7,614	-	338%	(5,364)	-	(5,364)
	TOTAL PROPERTY	39,400	-	27,656	9,970	95%	1,774	15,002	(13,228)
810	Dues and Fees	32,174		15,596	8,627	75%	7,951	7,951	-
825	Unemployment	12,596		4,244	1,162	43%	7,190	2,230	4,960
900	Other Fees	32,696		8,876	20,304	89%	3,516	3,516	-
	TOTAL DUES AND FEES	77,466	-	28,716	30,093	76%	18,657	13,697	4,960
	TOTAL ADOPTED BUDGET	12,817,998	-	9,339,312	2,634,023	93%	844,664	592,124	252,540

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

Month Ended April 30, 2014

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 enrollment changes, retirements, and resignations.

OBJECT 410/01 – UTILITIES ELECTRIC & WATER

The net projected surplus reflects favorable year-to-date consumption vs. budget.

OBJECT 420 – HEATING

The net projected surplus reflects favorable year-to-date consumption vs. budget.

OBJECT 510 - TRANSPORTATION

The net projected surplus reflects savings from cancellation of Wintergreen bus due to current enrollment, in addition to reduction outplacement transportation costs.

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, and reduction of one outplaced student.

OBJECT 630 – SUPPLIES CUSTODIAL

The projected deficit is the reflects the cost estimates related to relocation of Summer Programs to alternative locations

OBJECT 740-745 – FURNITURE & EQUIPMENT

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

OBJECT 825 – UNEMPLOYMENT

The net projected surplus reflects favorable year-to-date claims paid vs. budget.

Woodbridge Board of Education
Combining Balance Sheets as of 04/30/14 (Unaudited)

	Total	Special Revenue			Agency	
		Café	Extended Day	Field Trips	Expendable Trust/SEP	Activity Fund
Assets:						
Cash	\$ 192,682	\$ 55,321	\$ 88,814	\$ 4,119	\$ 43,139	\$ 1,289
Prepaid expenses	-	\$ -	-	\$ -	-	\$ -
Accounts receivable	4,818	2,472	1,040	\$ 1,035	\$ 272	\$ -
Intergovt Receivable	4,115	4,115	-	-	-	-
Inventory	7,791	7,791	-	-	-	-
Total Assets	209,406	69,699	89,854	5,153	43,411	1,289
Liabilities and Fund Balance						
Liabilities:						
Amounts held as agent	3,164	-	3,164	-	-	-
Accounts payable	2,428	863	1,566	-	-	-
Deferred revenue	5,945	-	5,945	-	-	-
Wages payable	-	-	-	-	-	-
Total Liabilities	11,537	863	10,675	-	-	-
Fund Balance	197,869	68,836	79,179	5,153	43,411	1,289
Total Liabilities and Fund Balance	\$ 209,406	\$ 69,699	\$ 89,854	\$ 5,153	\$ 43,411	\$ 1,289
				Café	Extended Day	SEP
Current Fund Balance				\$ 68,836	\$ 79,179	\$ 25,482
Baseline - Minimum Fund Bal (30 Day Expenses Average)				\$ 17,000	\$ 28,000	\$ 10,000
Operating Reserve Fund Bala (90 Day Expenses Average)				\$ 51,000	\$ 84,000	\$ 30,000
# of Days Expenses in Fund Balance				\$ 121	\$ 85	\$ 76
Fund Balance Excess				\$ 17,836	\$ -	\$ -
Activity Fund:						
Drama / Band / Lego						\$ 308
ODAC						459
Target for Education						523
Total						\$ 1,289

Woodbridge Board of Education
Combining Statement of Revenues & Expenditures
for the 10 Months Ended 04/30/14 (Unaudited)

	Special Revenue						Agency Activity Fund
	Total	Café	Extended Day	Field Trips	Summer Programs	Expendable Trust	
Revenues:							
Charges for services	\$ 581,380	\$ 163,508	\$ 304,241	\$ 27,952	\$ 81,787	\$ 3,892	\$ -
Intergovernmental	26,063	26,063	-	-	-	-	
Donations	-	-	-	-	-	-	
Other income	23	23	-	-	-	-	
Additions	-	-	-	-	-	-	-
Total revenues/additions	607,466	189,594	304,241	27,952	81,787	3,892	-
Expenditures:							
Wages, FICA, MERF	371,434	88,187	214,340	-	65,955	2,952	
Medical Insurance	-	-	-	-	-	-	
Cost of food sold	80,925	80,925	-	-	-	-	
Equipment	-	-	-	-	-	-	
Repairs	2,693	2,693	-	-	-	-	-
Other Expenses	84,133	5,378	46,143	24,374	8,238		
Total expenditures/deductions	539,185	177,182	260,484	24,374	74,193	2,952	\$ -
Excess (deficiency) of revenues over expenditures before operating transfer in	68,281	12,411	43,757	3,579	7,594	940	
Operating transfer in	-	-	-	-	-	-	
Excess (deficiency) of revenues over expenditures after operating transfer in	68,281	12,411	43,757	3,579	7,594	940	
Fund Balance, ending	\$ 196,580	\$ 68,836	\$ 79,179	\$ 5,153	\$ 25,482	\$ 17,929	
BOE Year to Date Cost of Health Insurance		\$ 19,674					

Grade/Teacher	Girls	Boys	Total	5/1/2014	Grade/Teacher	Girls	Boys	Total
---------------	-------	------	-------	----------	---------------	-------	------	-------

PreK
DePalma 12 11 23

Kindergarten
Belisle 9 10 19
Coleman 9 10 19
Dempsey 9 10 19
Farnen 8 10 18
Salinardi 8 12 20
Wyman-Antcil 9 11 20
114

Grade 1
Fanelli 8 9 17
Domschine 10 7 17
Piascyk 8 9 17
DePalma 7 10 17
Sanders 8 9 17
85

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 1

Grade 4
Don 12 9 21
Echeverry 11 10 21
Krawec 10 10 20
Reizfeld 10 9 19
Waldron 12 7 19
100

Grade 5
Blinstrubas 8 11 19
Guerra 8 10 18
McCollom 8 12 20
Mulligan 7 12 19
Rourke 9 12 21
Szondy 11 9 20
117

Grade 6
Chase 9 11 20
Eleck 12 7 19
Holowienko 9 12 21
Ngov 10 10 20
Smerekanicz 10 9 19
99

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

Enrollment Totals 770

TOTAL 771

Woodbridge School District Beecher Road School



Differentiated Instruction

In our school, we recognize that effective instruction must be differentiated instruction. We subscribe to the following definition:

Differentiated instruction means tailoring instruction and assessment to meet individual needs. Teachers consider students' modes of learning, interests and readiness. They adjust the content, presentation, and learning environment. They provide varied opportunities for students to demonstrate their learning.

Differentiated instruction supports the Mission and Vision of the Woodbridge School District.

Our Mission

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

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

Our Vision

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

**GIFTED AND TALENTED PROGRAM AUDIT
FOLLOW-UP**

Woodbridge Public Schools

Beecher Road School

Woodbridge, Connecticut

March-May, 2014

Prepared by: Jeanne H. Purcell, Ph.D

District Information

Superintendent	Gaeton Stella
Special Services Director	Sheila Haverkamp
Focus	Assessment of Differentiated Instruction in the Classroom
Dates of Visit	March 3, May 12, and May 13

PURPOSE AND NATURE OF THE VISITS

The purpose of visits to Beecher Road School was three-fold: (1) to follow up on the Gifted Program Audit, 2011, (2) to assess the extent to which differentiated instruction (DI) is occurring for all students in all content areas, especially language arts and mathematics (Recommendations #5-10, p.12 of the Audit Report), and (3) to make recommendations that would increase the use of this instructional strategy in classrooms.

These visits were requested by the Superintendent of Schools, Dr. Gaeton Stella, and Special Services Director, Ms. Sheila Haverkamp. Their request is in direct response to two critical pieces of data. First and foremost, administrators are keenly aware that a very large number of Beecher Road School students score at advanced levels on the Connecticut Mastery Test (CMT). Second, a small, but increasing number, of students are ELL. Finally—and as a result of these two data points—the administration and the Board of Education crafted a 2013-2014 district goal related to differentiated instruction:

“Explore an expanding focus on differentiation in student learning including through the support of the implementation of the following programs:

- Teacher Evaluation Plan
- Common Core
- SBAC
- Existing Programs (TAG, classroom differentiation, etc)”

Sets of interviews were conducted with small groups of Beecher Road School administrators and coordinators, as well as teachers, usually by grade level. The purpose of the interviews was to gather information from participants about the use of differentiated instruction, the successes to date, as well as the challenges. Please see Appendix A for a copy of the interview schedule for each visit. The following questions were used to guide each interview:

1. To what extent is DI happening in language arts, especially for high achieving students?
2. What strategies are being used to differentiate for students in language arts?
3. To what extent is DI happening in mathematics, especially for high achieving students?
4. What strategies are being used to differentiate in mathematics?

5. What resources (e.g., planning time, professional development, related curriculum materials) are needed to ensure that all students, especially those who are high-achieving, receive appropriately challenging curriculum and instruction?

Following each day of interviews, the notes were reviewed, edited and recombined. Subsequently, the notes were analyzed for trends and patterns across constituent groups. Finally, recommendations were prepared for administrators based upon the trends and patterns that emerged. Commendations are listed first. They are followed by the recommendations that are clustered into four categories: Kindergarten, Grades One and Two, Grades Three Through Five, and Special Areas. The recommendations are categorized because the needs of the constituent groups are different. The upper elementary grade teachers (grades 3-5) have implemented a new math series; their lower-grade counterparts (grades 1-2) have not yet implemented this series.

COMMENDATIONS

1. Woodbridge continues to make a sustained effort to meet the needs of all students, including those who are high achieving.
2. In May 2014, the Connecticut State Department of Education recognized Beecher Road School as a School of Distinction. Based on CMT data, the annual award is presented to those schools that have high performing subgroups of students, high progress, and high overall performance.
3. Since the Gifted Program Audit in April 2011, Beecher Road School Administrators have devoted significant time and effort to address the recommendations contained in the audit.
4. With respect to it's program for gifted and talented, Beecher Road School has refined and clarified its gifted and talented identification procedures, refined its learning objectives for its students in the gifted and talented program, and created rubrics that can be used to assess the learning progress of its young people.
5. With respect to the regular classroom, all Woodbridge teachers have created and adopted a meaningful definition of curriculum differentiation.
6. The school has a well-developed Reader's and Writer's Workshop model in place for language arts. It requires differentiation for all students.
7. Woodbridge faculty has recently adopted *Investigations*, an inquiry-based mathematics program. Teachers in grades three through five implemented it this year; teachers in grades one and two will implement it next year. Like Reader's and Writer's Workshop, it supports differentiation for students.

RECOMMENDATIONS FOR KINDERGARTEN

1. Educate parents about the mathematics program and differentiation for high-achieving students. Differentiation is always about going deeper. It is also about the Standards

for Mathematical Practice (MSP). For example, it may be that we are working to get students to persevere in math problem solving and explaining their thinking, a very different option than “another set of problems.” Support teachers as they work to help parents understand the Common Core State Standards (CCSS) in mathematics and how we differentiate.

2. Support Kindergarten teachers as they search for the “best-of-the-best” articles about mathematics for parents, launch a website for these articles, and provide other opportunities for parents to understand mathematics instruction in the classrooms.

RECOMMENDATIONS FOR GRADES ONE AND TWO

1. In 2014-2015, it is critical to focus professional development on the declarative knowledge (e.g., concepts and principles) of the *Investigation* series, as well as accompanying best-practices/research-based instructional strategies.
2. Ensure that PLC time is dedicated to data analysis, examination of student work, and the next instructional steps.

RECOMMENDATIONS FOR GRADES THREE THROUGH FIVE

1. In 2014-2015, it is critical to place an emphasis on differentiated instruction in mathematics.
2. Provide for summer curriculum writing. The purpose of the summer writing is for teachers to develop a bank of aligned options for both reluctant and high-end learners. It would be most efficient to start with curriculum units that will be covered at the beginning of the 2014-2015 school year, so that teachers are ready for the fall semester. If there is time during the year for additional curriculum writing, other units can be targeted.
3. Plan collaborative meetings between the math coordinators/coaches and the grade level teams. These collaborative meetings should occur just before the start of each math unit, and the purpose is for teachers to review how to teach the content, as well as familiarize themselves with learning options for struggling and high-end learners.
4. Ensure that there is enough money budgeted to secure resources necessary to provide for student choice, as well as any other resources related to DI.
5. Fund a school subscription to NCTM (National Council of Teachers of Mathematics), and allow online access for individuals so that they can search archived volumes for ideas on how to teach difficult topics.
6. Collaborate with the tech team to ensure access to Kahn Academy and LearnZillions.
7. Create a digital location for all common, supplemental materials so everyone knows where to look.
8. Develop a summer remediation mathematics program to close some of the critical gaps among struggling learners. Couple the remediation with enriching field trips.
9. Develop after school and summer enrichment opportunities for high achieving students.

RECOMMENDATIONS FOR GRADE 6

1. Hire a math coach who can work with the team.
2. Provide time for the Grade 6 Team to work with the coach to develop independent projects that advanced students can pursue when they already know the content of the math instruction.
3. Support resources such as the Stock Market Game and Robotics.
4. Provide support for summer curriculum writing.

RECOMMENDATIONS FOR OTHER CONTENT AREAS

Music

1. Provide time for teams to meet in music. They want to be able to devote time to differentiating for high-achieving and talented students.

Science and PE/Health

1. Provide time for content specialists to work with grade-level teams. They have many ideas for relating science, physical activity and health to the mathematics curriculum.

RECOMMENDATIONS ACROSS GRADES

1. **Focus on Mathematics.** Mathematics content, instruction and differentiation should be the focus for Beecher Road School for the next several years.
2. **Differentiated Professional Development.** Each faculty member should complete a self-assessment related to his/her practices with curriculum differentiation. The data from this assessment should be one source of information to construct the professional development plan that honors the different beginning points for individuals and teams.
3. **Professional Objectives.** Every teacher should develop a professional goal around differentiation in mathematics, and the focus should be on the learning needs of high-achieving students. Accountability will be key.
4. **Role of Coordinators.** The role of the coordinators should be redefined. They need to be coaches who reach out to teachers to provide, for example: resources, planning assistance, modeling, and feedback. Although they might, on occasion, work with individual and small groups of students, the largest percentage of their time should be spent with teachers.

Coaches should meet regularly to discuss progress and share insights and strategies so that their work can be targeted and efficient. They should also plan to meet with building administrators on a regular basis.

Their job description should be written and shared with all faculty members.

3. **Time.** As much as it is possible, capture as much professional development time from PD days, planning meeting time during the six-day cycle, daily planning time, and any other professional time that is planned in the 2014-2015 year. The focus of the professional development time needs to be on mathematics content, instruction and differentiated instruction. Furthermore, ensure that PLC time is dedicated to data analysis, examination of student work, and the next instructional steps.
5. **Walk-Throughs.** In 2014-2015, it is critical to make walk-throughs/instructional rounds a priority. Conducting these classroom visits will allow administrators and/or coaches to determine the extent and quality of curriculum differentiation in both LA and mathematics. The data can be used for a three-fold purpose: (1) to modify the professional development plan, (2) to provide meaningful data to the Board of Education related to the practice of differentiated instruction, and (3) to support the Tri-State Visit in 2014-2015.
6. **Tri-State Visit.** The Tri-State Visit will begin toward the end of the current school year, and focus questions are required. The focus questions should revolve around the new emphasis on math, and possible questions might include:
 - a. What constitutes rigor in mathematics content and instruction?
 - b. How do we know when it is rigorous enough?
 - c. How do we know if our mathematics differentiation for *all* students is rigorous and appropriately challenging?

APPENDIX A: INTERVIEW SCHEDULES

March 3, 2014

Time	Activity	Participants / Location
8:30 -9:30	Administrative Team	
9:30 – 12:30	TAG Committee	Rotunda
1:00 – 1:30	Grade 6 TAG Students and TAG Committee	Rotunda
1:30 – 2:00	Grade 5 TAG Students and TAG Committee	Rotunda
2:00 – 2:30	Grade 4 TAG Students and TAG Committee	Rotunda
2:30 – 3:30	TAG Committee	Rotunda

March 10, 2014

Time	Activity	Participants / Location
8:30 -	Arrival – North Office	
8:30 – 9:00	Administrative Team	North Office
9:00 – 10:00	Grade 6 Team	North Office
10:00 – 11:00	MAG Team	North Office
11:00 – 12:00	Grade 5 Team	North Office
1:00 – 2:00	Grade 4 Team	North Office
2:00 – 3:00	Grade 3 Team	North Office
3:00 – 3:30	Wrap Up with Administrative Team	North Office

May 12, 2014

Time	Activity	Participants / Location
8:30 -9:00	Administrative Team	
9:00 – 10:30	Mathematics Faculty and Principals	North Office
11:00 – 1:00	Administrative Team Debriefing	North Office
1:00 – 2:00	Grade Two Team	North Office
2:00 – 3:00	Grade One Team	North Office
3:00 – 3:30	Wrap Up with Administrative Team	North Office

May 13, 2014

Time	Activity	Participants / Location
8:30– 9:30	Interview Science and Health	North Office
9:30 – 11:00	Language Arts and Math Specialists	North Office
12:00 – 1:00	Kindergarten Team	North Office
1:00 – 2:00	Administrative Team and PD Committee	North Office
2:00 – 3:00	Spanish and Music	Sheila Haverkampf's Office
3:00 – 3:30	Wrap up-Planning	Sheila Haverkampf's Office

Science

at

Beecher Road School

in

2013-2014

Beecher Road School Science Content by Grade Level

PreK-K:

- 1 Measuring, sorting and counting objects with different properties*
- 2 Similarities and differences of living things*
- 3 Weather and appropriate clothing and activities*
- 4 Building materials for human homes*

First Grade:

- 1 The motion of objects and of the sun*
- 2 How animals get food and water, how they move; how plants get light and water
- 3 Life cycles of frogs, butterflies and other organisms
- 4 Estimate, measure, and compare sizes and weights of objects and organisms

Second Grade:

- 1 Physical properties of solids and liquids
- 2 Life cycles of plants; impact of light and water
- 3 Sort soils based upon properties*
- 4 Sources of common foods; food groups; foods in different cultures

Third Grade:

- 1 Properties and states of matter; heat
- 2 Adaptations that allow animals and plants to survive in land and water habitats
- 3 Rock cycle, properties and uses of rocks and minerals*
- 4 Conservation of earth materials

Fourth Grade:

- 1 Forces and motion; the effect of mass and strength of push or pull on motion
- 2 Animals' dependence on plants; impact of humans and natural phenomena on habitats
- 3 The sun and the water cycle; the role of water in erosion and river formation*
- 4 Explorations of electrical and magnetic energy

Fifth Grade:

- 1 Sound and light as forms of energy*
- 2 Structure and function of human senses and the signals they perceive*
- 3 The position of the Earth relative to the sun and moon; seasons, day and night*
- 4 Compare the human eye to a camera; the use of optical instruments to enhance vision*

Sixth Grade:

- 1 Food preservation*
- 2 Animal and plant cell structure; mitosis and meiosis; heredity*
- 3 Human digestive, respiratory, circulatory, and muscular-skeletal systems
- 4 Impact of temperature, water and sunlight on photosynthesis; predator-prey relationships; Connecticut food webs*

* Indicates some content experienced either in the science lab, or with science resource teacher.

Scientific Inquiry/Notebook Rubric for Grade 4

COMPONENT	Beginner (Level 1)	Intermediate (Level 3)	Skillful (Level 5)
<p>I. Making scientific observations, posing testable questions, (defining problems), and predicting reasonable outcomes</p> <p>BINQ.1, BINQ.2, BINQ.7, BINQ.8 and BINQ.9</p>	<ul style="list-style-type: none"> • Your observations are limited and may include opinions and/or inferences. • The question you asked (or the problem you defined) is unclear or cannot be answered by a scientific investigation. • Your prediction is unreasonable or unclear and may not answer the question. 	<ul style="list-style-type: none"> • Your observations are sensory-based and specific, but limited in number. • The question you asked (or the problem you defined) is testable, but the factors you are investigating are not measurable. • Your prediction is reasonable, clear, and answers the question, but it may not be testable. 	<ul style="list-style-type: none"> • Your observations are sensory-based, specific, and varied, and may include tools, tables, graphs, and diagrams. • The question you asked (or the problem you defined) is testable, and the factors you are investigating are measurable and can be explained by science. • Your predictions are reasonable, clear, answer the question, and they are testable.
<p>Examples from your work:</p>			

COMPONENT	Beginner (Level 1)	Intermediate (Level 3)	Skillful (Level 5)
<p>II. Designing fair tests and models to answer scientific questions</p> <p>BINQ.3 and BINQ.4</p>	<ul style="list-style-type: none"> Your procedure is not clear about the variable you changed, the things you kept the same, and what you measured to answer the question. It is difficult to understand from your procedure how you planned to do your investigation. 	<ul style="list-style-type: none"> Your procedure describes one variable to change. However, it does not describe the variables to keep the same and/or what was measured to answer the question. Your procedure is a general plan that cannot be repeated because it lacks specific details. 	<ul style="list-style-type: none"> Your procedure is a fair test since it describes one variable to change, the things to keep the same, and what you measured to answer the question. Your procedure can be repeated since it gives a sequence of steps and specific details.
<p>Examples from your work:</p>			
<p>III. Recording observations and organizing data</p> <p>BINQ.6 and BINQ.10</p>	<ul style="list-style-type: none"> You collected and recorded too little data to answer the question. The data shown are incomplete or unclear, and graphs do not accurately display the data in the table. 	<ul style="list-style-type: none"> You collected and recorded appropriate data to answer the question, but there may not be enough information to recognize patterns or to be certain about the results. You organized information in the form of tables, drawings, or graphs, but some labels and/or measurement units are missing. 	<ul style="list-style-type: none"> You collected and recorded enough appropriate data to answer the question and be confident in the results. You analyzed the data so patterns could be found. You organized information in the form of tables, drawings, or graphs that are organized, complete, and include labels and measurement units.
<p>Examples from your work:</p>			

COMPONENT	Beginner (Level 1)	Intermediate (Level 3)	Skillful (Level 5)
<p>IV. Constructing, refining, and communicating data-based conclusions</p> <p>BINQ.5, BINQ.6 and B INQ.8</p>	<ul style="list-style-type: none"> • You did not form a reasonable conclusion. • You did not suggest any changes that could improve the investigation. • Your writing does not follow all of the conventions of capitalization, punctuation and spelling. Your writing is not organized and does not use appropriate science vocabulary. 	<ul style="list-style-type: none"> • Your conclusion is based on your data, but specific details from the data are not included. • You suggested changes you would make to the investigation to help answer the question, but it is not clear how the changes would improve the investigation. • Your writing follows some, but not all of the conventions of capitalization, punctuation and spelling. Your writing is somewhat organized and uses some appropriate science vocabulary. 	<ul style="list-style-type: none"> • Your conclusion is reasonable, based on evidence from your experiment and is supported with data. • You suggested changes you would make to the investigation to help answer the question, and it is clear how the changes might improve the investigation. • Your writing follows the conventions of capitalization, punctuation and spelling. Your writing is organized and uses appropriate science vocabulary.
<p>Examples from your work:</p>			

Science CMT Scores

Year	% At/Above Proficiency	% At/Above Goal	% Advanced
2007-2008	95.3	85.3	36.4
2008-2009	91.7	78.3	32.5
2009-2010	95.7	90.2	43.5
2010-2011	95.7	82.9	35
2011-2012	95.4	86.1	50
2012-2013	99.0	90.8	55.1

Content Blast

5.2: Perceiving and responding to information about the environment is critical to the survival of organisms.

1. Animals have sense organs that are structured to gather information about their environment. Information perceived by the senses allows animals to find food, water, mates and protection.
2. Each sense organ perceives specific kinds of stimuli. Some human senses are more or less developed than the senses of other animals.
3. Sense organs transfer information through a network of nerves to the brain where it is interpreted and responded to. The brain responds by sending messages to all parts of the body. The type of response and the amount of time it takes for the response to occur vary depending on the stimulus.
4. The human ear is structured to collect sound vibrations from the environment and pass them through the middle ear (eardrum and small bones) and inner ear (hair-lined tubes) to the auditory nerve where they are transformed into electrical signals that are sent to different parts of the brain.
5. The human eye is structured to collect light through the cornea and the pupil. The amount of light that enters the eye is controlled by the iris. The cornea and the lens refract the light and focus it onto the retina and the optic nerve where it is transformed into electrical signals that are sent to different parts of the brain.
6. For anything to be visible, light must be present. For a person to see an object, the light it reflects or produces must have a straight, unobstructed path to the eye.
7. Human eyes have receptors for perceiving shades of red, orange, yellow, green, blue, indigo and violet.
8. Sunlight (or "white light") is a combination of colors. White light passed through prisms, water droplets or diffraction gratings can be refracted to show its component colors: red, orange, yellow, green, blue, indigo and violet.
9. The perceived color of an object depends on the color of the light illuminating it and the way the light interacts with the object. The color humans see is the color that is reflected by the object. For example, an object that appears green is absorbing all colors except green, which is reflected to the eye.
10. Human skin is structured to detect information related to texture, temperature, pressure and vibration. Each sensation has different receptors distributed around the body; some areas of the body have greater concentrations of receptors for certain sensations, making those areas more sensitive than others to texture, temperature, or pressure.
11. Human noses are structured to collect and detect chemicals floating in the air (odors). Tiny hairs behind the nose have special receptors that respond to airborne chemicals and produce electrical signals that are transmitted to different parts of the brain by the olfactory nerve.
12. Human tongues are sense organs that are structured for detecting chemicals dissolved in saliva (flavors). Taste buds respond to 4 basic tastes: salty, sweet, sour and bitter. Special receptors in taste buds respond to tastes and produce electrical signals that transmit information through nerves to different parts of the brain.

KEY CONCEPT WORDS: sense organ, receptor, stimulus, response, nervous system, vibration, reflect, refract, cornea, pupil, iris, lens, retina, white light, absorb

Instruction

Concept and Roles in Instruction

The Board of Education believes the instructional program of the public schools to be among its highest priorities, and it is, therefore, important for the Board and the professional staff to work cooperatively in determining educational goals and objectives which meet the needs of students.

Within limitations of budgets made available to it by the Town, the Board of Education will provide personnel, equipment, instructional supplies and materials, and other support required to meet professional staff needs and community goals. The Board, understanding that education requires continuing change, also supports continuing in-service education for certified and non-certified staff.

The Superintendent of Schools shall present regular evidence of student progress and of program modifications based on evaluations which are consistent with district goals and objectives. Evidence of educational productivity is important in order to evaluate the educational system, to guide improvement efforts and to develop public support for the schools.

Legal Reference: **No Child Left Behind Act §1116, 20 USC §6316**
 105 ILCS 5/2-3.63, 5/2-3.64, 5/10-21.3 and §5/27.1

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Instruction

School Calendar

The school calendar shall show the beginning and ending of school dates, legal and local holidays, orientation meeting days, number of teaching days, vacation periods, and other pertinent dates providing for at least 182 school days for students.

The Superintendent shall recommend to the Board of Education a school calendar that meets all statutory requirements.

The calendar recommended to the Board may include the operation of schools on state holidays providing a suitable nonsectarian educational program is held to observe the holiday, except for those holidays that occur in December and January.

The Board of Education may declare a holiday in the schools under its jurisdiction when good reason exists.

To benefit children, families, and school staff in their planning, multiple year school calendars are preferable to single year school calendars.

Legal Reference: **Connecticut General Statutes**
 1-4 Days designated as legal holidays
 10-15 Towns to maintain schools
 10-16 length of school day
 10-29a Certain days to be proclaimed by Governor, distribution and
 Number of proclamations.
 10-261 Definitions
 10-161 Establishment of graduation date.
 10-233j student possession and use of telecommunication devices.

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Instruction

School Ceremonies and Observances

The Board directs that the administration provide students and staff with appropriate direction and guidance regarding school ceremonies and observances.

United States Flag

The American Flag shall be raised above Beecher Road School during all school sessions, weather permitting. The Flag shall be raised before the opening of school and taken down at its close every day.

The American Flag shall be displayed in each classroom each day school is in session.

Pledge of Allegiance

The Board further directs that an opportunity to say the Pledge of Allegiance shall be provided each school day, preferably during the time of morning opening exercises.

In accordance with Connecticut Statute the intent of this policy shall not be construed to require any person to recite the "Pledge of Allegiance". If, because of family belief or personal philosophy a parent(s) or guardian has made the decision not to salute the flag or participate in similar such activities of this nature, a student will be permitted to remain silent. Students may wish to use this period of time to reflect on personal belief or to remember loved ones.

In any event, we must all be courteous and respectful of the beliefs of others.

Silent Meditation

The Board directs that the administration shall provide for students and teachers the opportunity to observe an appropriate period of time for silent meditation at the beginning of each school day.

Legal Reference: **Connecticut General Statutes**
 10-16a Silent Meditation
 10-29a Certain days to be proclaimed by governor. Distribution and
 number of proclamations
 10-230 Flags for school rooms and schools
 PA 02-119, An act concerning bullying behavior in schools and concerning
 the Pledge of Allegiance
 No child Left Behind Act

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

Instruction

Affirmative Action: Instruction Program

The school district pledges itself to avoid any discriminatory actions, and instead seeks to foster good human and educational relations which will help to attain:

1. Equal rights and opportunities for students and staff members in the school community.
2. Equal opportunity for all students to participate in the total program of the school.
3. Continual study and development of curricula toward improving human relations and understanding and appreciating cultural differences.
4. Training opportunities for improving staff ability and responsiveness to educational and social needs.
5. Opportunities in educational programs which are broadly available to all students.
6. An appropriate learning environment for students which includes (1) adequate instructional books, supplies, materials, equipment, staffing, facilities and technology; (2) equitable allocation of resources; and (3) a safe school setting.

Each student, at the time s/he becomes eligible for participation, will be advised of his/her right to an equal opportunity to participate in school programs without discrimination of any kind.

Legal Reference: Connecticut General Statutes
 10-15 Towns to Maintain Schools.
 10-15c Discrimination in Public School Prohibited.
 10-18a Contents of Textbooks and other General Instructional Materials.
 10-226a Pupils of Racial Minorities.
 10-145a(b) Certificates of Qualification for Teachers; Intergroup Relations Programs.
 10-220 Duties of Boards of Education, As Amended by PA 97-290,
 An Act Enhancing Educational Choices and Opportunities.
 Title IX of the Education Amendments of 1972
 Section 504, U.S. Rehabilitation Act. 1973, 29 U.S.C. 791

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

Instruction

Curriculum

The curricula of our schools shall be in compliance with the Board of Education's adopted goals and legal requirements.

Curriculum development by the certified staff shall be guided by the requirements of the Board:

1. To ensure that the district has a clearly identifiable curriculum that is well coordinated from Kindergarten through Grade 6; and with receiving Junior High Schools of the Regional District.
2. To ensure that the District offers an instructional program that is consistent with its education and curriculum philosophy and communicated to parents and staff.
3. To establish and follow procedures for a five (5) year cycle of review to maintain curriculum that is current, and that addresses the latest research recommendations, national studies of best practice, and state expectations as described in the Connecticut Curriculum Frameworks.
4. To identify and provide for staff training needs, curriculum materials, instructional resources and other necessary support conditions to assist teachers in the successful implementation of program.
5. To continually update curriculum materials on a cycle that prevents school system resources from becoming outdated and that supports budgeting for new instructional materials in a timely manner.
6. To evaluate student learning both quantitatively and qualitatively.
7. To evaluate the potential needs for curriculum or program changes to improve learning on an annual basis.

Curriculum development will be guided by actual studies and information concerning the needs of Woodbridge students reflecting:

1. Programs to address the range of abilities, aptitudes and interests of children.
 2. Multicultural and global perspectives of the world in which we live.
-

Instruction

Curriculum (continued)

The Board of Education expects that the administration and staff will coordinate courses of study and syllabi effectively to avoid unnecessary duplication of work among various grade levels.

Procedures for the collection and management of student achievement data as a source of information about student performance will be implemented and maintained.

The Board of Education will receive curriculum status reports on a regular basis. It reserves the responsibility for establishing and approving all curricula for the school district prior to implementation. Teachers will teach within the approved curricula.

Legal Reference: Connecticut General Statutes
10-15 Towns to Maintain Schools. Prescribed courses of study.
10-15c Discrimination in public schools prohibited.
10-16b Prescribed courses of study.
10-18 Courses in United States History, Government and Duties and Responsibilities of Citizenship.
10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught.
10-220 Duties of Board of Education as Amended by PA 08-153

Policy adopted:

WOODBRIAGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Instruction

Migrant Students

The Superintendent will develop and implement a program to address the needs of migrant children in the District. This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

Migrant Education Program for Parent(s)/Guardian(s) Involvement

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Legal Reference: No Child Left Behind Act of 2001, §1301 et seq., 20 U.S.C. §6391 et seq., 34 C.F.R. §200.40 - 200.45

Federal Register – July 29, 2008 – Final Rule 34 CFR Part 2000

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Instruction

Internet Acceptable Use

Introduction

It is the policy of the Woodbridge School District to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Woodbridge School District online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all members of the Woodbridge School District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act.

Instruction

Internet Acceptable Use

Supervision and Monitoring (continued)

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent or his/her designee.

Telecommunications/Internet- Acceptable Use

The school district believes in the educational value of communications, the Internet, and electronic information services, and recognizes their potential to support its educational program, the curriculum and student learning. Resource sharing, communications, and innovation capabilities for both students and teachers have been increased with access to telecommunications and to the Internet. The district will make every effort to protect students and teachers from any misuses or abuses as a result of experience with an electronic information service. It is, therefore, imperative that members of the school community conduct themselves in a responsible, decent, ethical, and polite manner while using any network. Further, they must abide by all local, state and federal laws.

Guidelines for General Use

It is important to recognize that with increased access to computers and people all over the world also comes the availability of controversial material that may not be considered of educational value in the context of the school setting. Further, the school district recognizes the importance of each individual's judgment regarding appropriate conduct in maintaining a quality resource system. While this policy does not attempt to articulate all required or proscribed behavior, it does seek to assist in such judgment by providing the following guidelines.

1. All use of the Internet, electronic services or any telecommunications network must be in support of educational objectives or research.
2. Any electronic accounts shall be used only by the authorized owner of the account. Account owners are ultimately responsible for all activity under their account.
3. All users should respect the privacy of communications and information belonging to other individuals.
4. Any use of the district's computing resources or networks for illegal or inappropriate purposes, accessing materials that are objectionable in a public school environment, or supporting such activities, is prohibited. Language that is deemed to be vulgar is also prohibited. Illegal activities shall be defined as a violation of the law. Inappropriate use shall be defined as a violation of the intended use of the service or network. Objectionable is defined as materials that are identified as such by the rules and policies of the Board of Education that relate to curriculum materials and textbook adoption.

Instruction

Internet Acceptable Use

Guidelines for General Use (continued)

5. Any use of telecommunication opportunities for commercial purposes financial gain, product advertisement, political lobbying, or attempt to disrupt the use of the services by others, is prohibited.
6. The Board of Education has no control of the information on the Internet. Other sites accessible via the Internet may contain material that is illegal, defamatory, inaccurate, or potentially offensive to some people.
7. Violations of the provisions stated in this policy may result in suspension or revocation of access privileges to the Internet, electronic services or district networks and any other appropriate disciplinary action. All use must be consistent with other Woodbridge Board of Education policies such as Communications - 1002; - Political Activities - 1311; Distribution of Information - 1325; Community Relations - 1330; 5148 - Electronic Information/Technology Media and 6141.322 District/School/Staff/Student Web Sites and Pages as well as all applicable laws.

The Superintendent shall identify an administrator(s) as the "District Internet Administrator(s)" who will have responsibility for implementing this policy, establishing procedures and supervising access privileges.

Guidelines for Student Use

Student use of electronic services is considered to be a privilege. Students at the elementary level may use telecommunications or the Internet only when supervised by a teacher or teacher aide. Guidelines for the use of electronic services by students through Grade 3 will be developed by the Principal(s).

Students in Grades 4-6 who wish to use electronic services and networks that are available to them may do so provided that they:

1. Read, agree to, and sign the Acceptable Use Policy.
2. Obtain the signature of one parent/guardian on the Acceptable Use Policy form.
3. Have the classroom teacher sign the Acceptable Use Policy form.
4. Submit the completed form to the classroom teacher.
5. Any parent or student who wishes to appeal any decision relative to the Acceptable Use Policy should contact the Principal.

Instruction

Internet Acceptable Use (continued)

Filtering

The Woodbridge School District is fortunate to have access to the Internet. This access provides increased opportunities for students and staff to conduct research and to communicate locally, nationally, and internationally.

The Board of Education provides computers, computer systems, software, electronic access and networks for students and staff to carry out the mission of the Board in an environment which ensures access to up-to-date information, management, and communication services. Responsible use of these systems and networks is expected of all students and staff.

The computers, computer systems, software, electronic access and networks are the property of the Board of Education and are to be used only for those activities directly related to teaching, learning, and/or management by students and staff. The equipment, infrastructure, and software are provided exclusively for school related use. The system may be used for personal communications only to a limited extent, which does not interfere with statues and/or other policies governing employment of the district.

In order to ensure that the District's Internet connection is used in the appropriate manner and that all users are protected from any inappropriate information published on the Internet, the District has and is continuing to implement the following:

1. Professional development opportunities to help teachers integrate the use of the Internet into classroom teaching.
2. Use of the computers, computer systems, software, electronic access, and networks shall be restricted to those users who have signed the District's "Acceptable Use Policy." In the case of minors, the "Acceptable Use Policy must also be signed by the student's parent or guardian.
3. In compliance with this policy, a system to filter out Internet sites.

Filtering should only be viewed as one of a number of techniques used to manage student's access to the Internet and encourage acceptable usage. It should not be viewed as a foolproof approach to preventing access to inappropriate material. Filtering should be used in conjunction with:

- a. Educating students to be safe and responsible users of electronic communications and resources.
 - b. Using recognized Internet gateways as a searching tool and/or homepage for students, in order to facilitate access to appropriate material.
 - c. Using "Acceptable Use Policy Agreements."
 - d. Appropriate supervision, both in person and electronically.
-

Instruction

Internet Acceptable Use

Filtering (continued)

The placement of filters on District computers/computer systems is viewed as an exercise of the Board's ability to determine educational suitability of all material used in the schools.

Filters may be utilized to (1) block pre-selected sites, (2) block by content, (3) block entire categories like chat and newsgroups and (4) allow a pre-selected list of approved sites.

(cf. 5148-Electronic Information/Technology/Media)

(cf. 6141.321-Acceptable Use of the Internet)

(cf. 6141.322-Websites/Pages)

Legal Reference: Connecticut General Statutes
 1-19(b)(11) Access to public records. Exempt records.
 10-15b Access of parent or guardians to student's records.
 10-209 Records not to be public.
 11-8a Retention, destruction and transfer of documents.
 11-8b Transfer or disposal of public records. State Library Board to adopt regulations.
 46b-56 (e) Access to Records of Minors.
 Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).
 Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of PL 93-568, codified at 20 U.S.C. 1232g.).
 Dept. of Education, 34 CFR. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11121196.
 HR 4577, Fiscal 2001 Appropriations Law (contains Children's Internet Protection Act).
 Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.

Reno v. ACLU, 521 U.S. 844 (1997)

Ginsberg v. New York, 390 US 629, at 642 n. 10 (1968)

Board of Education vs. Pico, 457 US 868 (1988)

Hazelwood School District vs. Kuhlmeier, 484 US 620, 267 (1988)

WOODBIDGE SCHOOL DISTRICT

Dear Parent/Guardian:

The Woodbridge School District is fortunate to have a connection to the Internet to supplement the other resources already available to staff and students. Through the Internet, your child will have the entire world at his or her fingertips and be able to explore it.

This wonderful resource brings with it added responsibility. As Internet users, we must be aware of the many issues that surround the Internet. There are many valuable resources available on the Internet that may not be found elsewhere. At the same time there are many sites that can be considered inappropriate for students and serve no educational value. It is the responsibility of all users, staff and students alike, to ensure that, at all times while in Beecher Road School, the Internet is being used only for educational purposes. Student use of the Internet will be under the supervision of Woodbridge School District staff.

The attached "Acceptable Use Policy" should be read carefully and understood by all Internet users. As parents/guardians, you should review it in detail with your children before they begin using the Internet in their classroom. The "Acceptable Use Policy" strives to ensure the safety of all users. A filtering system designed to prevent access to certain unacceptable sites is used to help eliminate this problem. However, it is important to understand that no solution is perfect and we cannot guarantee that students will only have access to educational materials.

It is important that you and your children understand that any violation of the "Acceptable Use Policy" will result in the loss of privileges or other disciplinary action. We ask that you work with your children in reinforcing the behaviors associated with the "Acceptable Use Policy."

Thank you for your support of this important opportunity for Beecher Road School students.

Sincerely,

Principal

**CODE OF CONDUCT FOR INTERNET AND
OTHER COMPUTER NETWORK ACCESS**

The purpose of providing Internet and other computer network access in this district is to promote the exchange of information and ideas with the global community. The following represents a guide to the acceptable use of the technology provided by this district. All network use must be consistent with the policies and goals of this school district. Inappropriate use of district technology will result in the loss of technology use, disciplinary action, and/or referral to legal authorities.

All Internet and other computer network users will be expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Messages should not be abusive to others.
2. Take pride in communications. Check spelling and grammar.
3. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language, symbols, or pictures.
4. Protect password confidentiality. Passwords are not to be shared with others. Using another user's account or password or allowing such access by another may be permitted only with the approval of the supervising teacher or system administrator.
5. Do not reveal your personal address or telephone number or those of other persons. No student information protected by FERPA should be electronically transmitted or otherwise disseminated through the network.
6. Do not disguise the point or origin or transmission of electronic mail.
7. Do not send messages that contain false, malicious, or misleading information which may be injurious to a person or a person's property.
8. Illegal activities are strictly prohibited.
9. The district technology is not to be used for playing multi-user or other network intensive games, commercial ventures, Internet relay chat lines, or downloading excessively large files.
10. No charges for services, products, or information are to be incurred without appropriate permission.
11. Do not use the network in such a way that you disrupt the use of the network by other users.
12. Users shall respect the privacy of others and not read the mail or files of others without their permission. Copyright and licensing laws will not be intentionally violated.

**CODE OF CONDUCT FOR INTERNET AND OTHER
COMPUTER NETWORK ACCESS**

13. Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy hardware, data of another user, Internet, or any other agencies or other networks which may be accessed. This includes, but is not limited to, the uploading or creation of computer viruses.
 14. Report security problems to the supervising teacher or system administrator.
 15. Violators of this policy shall hold the district, including its employees and agents, harmless against any and all causes of action, damages, or other liability resulting from the willful or negligent violation of this policy.
-

ACCEPTABLE USE OF TECHNOLOGY AGREEMENT

Every student, regardless of age, must read and sign below

Student Name (please print): _____

Teacher's Name: _____

My Promise to Follow the Rules:

My parent or guardian has reviewed the *Beecher Road School Acceptable Use of Technology Agreement* with me. I promise to be polite, respectful, and honest when I use technology. I promise to obey the rules for the use of technology and the Internet. I will not give out personal information about my family, others, or myself when using any digital devices. I will follow the rules and guidelines in school and any other time that I use school technology. I understand that if I break the rules, I may not be allowed to use the technology. I promise to follow the rules.

Signature: _____ Date: _____

For the Parent or Legal Guardian:

As the parent or legal guardian, I have read and I have reviewed with my child the *Beecher Road School Acceptable Use of Technology Agreement*. I understand that the use of school digital resources is for educational purposes. I recognize that the School has initiated reasonable safeguards to filter and monitor inappropriate materials. I understand that while the School has also taken steps to restrict student access to inappropriate information and sites on the Internet, it is impossible to restrict access to all controversial materials. I further recognize that if my child does not abide by the rules of acceptable use, he/she may be disciplined. I will not hold the Woodbridge School District responsible for materials my child may acquire on the Internet. I hereby give permission to the Woodbridge School District to permit my child to have access to the Beecher Road School Network and the Internet.

Parent or Legal Guardian (please print): _____

Signature: _____ Date: _____

For the Sponsoring Teacher:

I have read the Woodbridge School District *Internet Safety Policy* (6141.321) and have reviewed the *Beecher Road School Acceptable Use of Technology Agreement* with the student. Because the student may use the network for individual work or in the context of another class, I cannot be held responsible for student use of the network. As the sponsoring teacher, I do agree to instruct the student on acceptable use of the network, proper network etiquette, and all guidelines for use of technology at Beecher Road School.

Teacher (please print): _____

Signature: _____ Date: _____

Instruction**District/School/Staff/Student Publications**

(The intent of this policy is to cover ALL forms of publication.)

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

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

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

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

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

District Publications

District publications provide a resource for obtaining information about the district and for informing patrons about instructional program, activities and Board policies. Requests for publication of information on the district site should be directed to the Building Principal and/or Superintendent. Personal information, not related to education, will not be permitted.

Instruction

District/School/Staff/Student Publications and Pages

School Publications

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

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

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

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

Staff Digital Publications

Staff may use digital media to implement curriculum goals, to provide instructional resources for other staff members and to facilitate learning. This use of digital media must reflect the educational goals and objectives of the district. Staff may not utilize publications sponsored or supported by the Woodbridge Board of Education for personal use or for proprietary gain.

Use of District publications by staff members shall comply with all rules and regulations promulgated by the school administration.

Content

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

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

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

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

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

Adopted by the Woodbridge Board of Education July 16, 2012

Instruction**District/School/Staff/Student Digital Publications- Regulations**

All digitally published materials must have educational value, relate to curriculum and instruction, school-authorized activities and/or support the District's guidelines, goals and policies.

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

Prohibited Uses, include but are not limited to:

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

The Woodbridge School District reserves the right to remove any digital publication that violates district policy.

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

Staff may not use district publications to provide access to their personal pages on other servers or online services.

The following language will be included on each school site:

The Woodbridge Board of Education maintains this site to provide relevant information concerning the Woodbridge Public Schools. The Woodbridge Board of Education is not liable for any direct, incidental, consequential, indirect or punitive damages arising out of access to or

use of this site. The Woodbridge Board of Education also assumes no responsibility and shall not be held liable for any damages to or viruses that may infect computer equipment or other property as a result of using, browsing or downloading any materials, data, images or text from this site or any publications linked to this site.

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

Copyright Guidelines

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

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

Teachers, students and district personnel may not make use of others' materials (graphics, text, etc.) when creating digital publications unless they have requested and received formal written permission from the author. This includes downloading material from non-district publications. Unless there is a clear statement that art, photos and text are "public domain" or "royalty-free" and available for free.

Digital Publication of Student Pictures, Names, and Works

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

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

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

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

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

(Reference Form:

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

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

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

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

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

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

Adopted by the Woodbridge Board of Education: July 16, 2012

Instruction

Internet Acceptable Use: Filtering

The Woodbridge School District is fortunate to have access to the Internet. This access provides increased opportunities for students and staff to conduct research and to communicate locally, nationally, and internationally.

The Board of Education provides computers, computer systems, software, electronic access and networks for students and staff to carry out the mission of the Board in an environment which ensures access to up-to-date information, management, and communication services. Responsible use of these systems and networks is expected of all students and staff.

The computers, computer systems, software, electronic access and networks are the property of the Board of Education and are to be used only for those activities directly related to teaching, learning, and/or management by students and staff. The equipment, infrastructure, and software are provided exclusively for school related use. The system may be used for personal communications only to a limited extent, which does not interfere with statues and/or other policies governing employment of the district.

In order to ensure that the District's Internet connection is used in the appropriate manner and that all users are protected from any inappropriate information published on the Internet, the District has and is continuing to implement the following:

1. Professional development opportunities to help teachers integrate the use of the Internet into classroom teaching.
2. Use of the computers, computer systems, software, electronic access, and networks shall be restricted to those users who have signed the District's "Acceptable Use Policy." In the case of minors, the "Acceptable Use Policy" must also be signed by the student's parent or guardian.
3. In compliance with this policy, a system to filter out Internet sites.

Filtering should only be viewed as one of a number of techniques used to manage student's access to the Internet and encourage acceptable usage. It should not be viewed as a foolproof approach to preventing access to inappropriate material. Filtering should be used in conjunction with:

- Educating students to be safe and responsible users of electronic communications and resources.
- Using recognized Internet gateways as a searching tool and/or homepage for students in order to facilitate access to appropriate material.

Instruction

Internet Acceptable Use: Filtering (cont.)

- Using "Acceptable Use Policy Agreements."
- Appropriate supervision, both in person and electronically.

The placement of filters on District computers/computer systems is viewed as an exercise of the Board's ability to determine educational suitability of all material used in the schools.

Filters may be utilized to (1) block pre-selected sites, (2) block by content, (3) block entire categories like chat and newsgroups and (4) allow a pre-selected list of approved sites.

The District recognizes its responsibility to educate students regarding appropriate behavior on social networking and chat room sites about cyberbullying. Therefore students shall be provided instruction about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyberbullying awareness and response.

Legal References-Connecticut General Statutes

(cf. 5148 -Electronic Information/Technology/Media)

(cf. 6141.321 -Acceptable Use of the Internet)

(cf. 6141.322- Web Sites/Pages) Connecticut General Statutes

1-19(b)(11) Access to public records. Exempt records.

10-15b Access of parent or guardians to student's records.

10-209 Records not to be public.

11-8a Retention, destruction and transfer of documents.

11-8b Transfer or disposal of public records. State Library Board to adopt regulations.

46b-56 (e) Access to Records of Minors.

Connecticut Public Records Administration Schedule V- Disposition of Education Records (Revised 1983).

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

Dept. of Education. 34 CFR. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96.

Instruction

Internet Acceptable Use: Filtering

Legal Reference (continued)

HR 4577, Fiscal 2001 Appropriations Law (contains Children's Internet Protection Act).

Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.

Reno v. ACLU, 521 U.S. 844 (1997)

Ginsberg v. New York, 390 U.S. 629, at 642, n.10 (1968)

Board of Education v. Pico, 457 U.S. 868 (1988)

Hazelwood School District v. Kuhlmeier, 484 U.S. 620, 267 (1988)

Adopted by the Board: 6/19/06

Instruction

Internet Acceptable Use: Filtering- Regulations

When minors are using the Internet, access to visual depictions that are obscene, child pornography, or harmful to minors must be blocked or filtered. When adults are using the Internet, only material which is obscene or child pornography must be filtered or blocked.

Definitions

1. Obscene is to be determined by the following test:

- Whether the average person, applying contemporary community standards, would find the work, taken as a whole, appeals to the prurient interest.
- Whether the work depicts sexual conduct in a patently offensive way.
- Whether the work, taken as a whole, lacks serious literary, artistic, political, or scientific value.

2. Child Pornography, as defined in 18 U.S.C. 2256 means any visual depiction, including any photograph, film, video, picture, computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:

- the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
- such visual depiction is, or appears to be, of a minor engaging in sexually explicit conduct;
- such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct; or
- such visual depiction is advertised, promoted, presented, described, or distributed in such a manner that conveys the impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct.

3. Material "Harmful to Minors" is any picture, graphic image file or other visual depiction that:

- taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;

Instruction

Internet Acceptable Use: Filtering -Regulations (Cont.)

- depicts, describes, or represents, in a patently offensive way with respect to what is suitable to minors, an actual or simulated sexual act or sexual conduct, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- taken as a whole, lacks serious literary, artistic, political, or scientific value to minors.

Criteria for Filtering of Objectionable Sites

Anything that falls under at least one of the categories below shall be blocked/filtered. This list will be updated/modified as required.

Nudity/Pornography

- Prevailing U.S. standards for nudity (e.g., genitalia, female breasts)
- Provocative semi-nudity (e.g., lingerie models)
- Sites which contain pornography or links to pornographic sites
- Exceptions: Classical nudity (e.g., Michelangelo), swimsuit models

Sexuality

- Sites which contain material of a mature level (elementary/middle school levels)
- Images or descriptions of sexual aids
- Descriptions of sexual acts or techniques
- Sites which contain inappropriate personal ads

Violence

- Sites which promote violence
- Images or a description of graphically violent acts (rape, dismemberment, torture, etc.)
- Graphic autopsy or crime-scene images

Crime

- Information of performing criminal acts (e.g., drug or bomb making, computer "hacking")
- Illegal file archives (e.g., software piracy)

Drug Use

- Sites which promote the use of illegal drugs
- Material advocating the use of illegal drugs (e.g., marijuana, LSD) or abuse of any drug (e.g., drinking-game rules)
- Exceptions: Material with valid educational use (e.g., drug-use statistics)

Instruction

Internet Acceptable Use: Filtering

Criteria for Filtering of Objectionable Sites (continued)

Tastelessness

- Images or descriptions of excretory acts (e.g., vomiting, urinating)
- Graphic medical images outside of a medical context
- Exception: Graphic medical images within a medical context

Language/Profanity

- Passages/Words too coarse to be softened by the word filter
- Profanity within images/sounds/multimedia files
- Adult humor (e.g., sexually or racially tinged)

NOTE: The focus is on American English, but profanity in other languages or dialects is blocked if brought to our attention.

Discrimination/Intolerance

- Material advocating discrimination (e.g., racial or religious intolerance)
- Sites which promote intolerance, hate, or discrimination

Interactive Mail/Chat

- Sites which contain or allow inappropriate e-mail correspondence
- Sites which contain or allow inappropriate chat areas

Gambling

- Sites which allow or promote online gambling

Weapons

- Sites which promote illegal weapons
- Sites which promote the use of illegal weapons

Other Inappropriate Material

- Body modification: tattooing, branding, cutting, etc.

Judgment Calls

- Whether a page is likely to have more questionable material in the future (e.g., sites under construction whose names indicate questionable material)

Instruction

Internet Acceptable Use: Filtering

Procedures For Suggesting Site Be Blocked or Unblocked

If District staff members observe a site which they believe to contain inappropriate material according to the criteria provided here, they may request that the site (URL) be blocked. Education Technology staff will review the site for inappropriateness. If the site meets the criteria for filtering, steps will be taken to block the site.

Disabling Blocking/Filtering Devices

The technology protection measures used to block or filter a site may be disabled during use by an adult to enable access to bona fide research or other lawful purpose.

Adopted by Board: 6/19/06

Instruction

Social Media Policy

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

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

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

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

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

Guiding Principles

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

Instruction

Social Media Policy (Cont.)

Staff Use Of *Online Community Sites* For Learning

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

Procedures for Using *Online Learning Communities* with Students

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

Staff Are Required To Educate Students Using Social Media Of Any Kind To:

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

Policy

Staff Personal Social Network Pages

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

"The District recognizes its responsibility to educate students regarding appropriate behavior on social networking and chat room sites about cyberbullying. Therefore students shall be provided instruction about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyberbullying awareness and response."

Instruction

Social Media Policy – Administrative Regulations

Basis of Discretion - Maintaining Professional Standards

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

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

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

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

Add to Legal Reference:

"Public Law 110-385 Broadband Data Improvement Act/Protecting Children in the 21st Century Act"

(cf. 6141.321-Computer Acceptable Use Policy)

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

Policy adopted

Instruction**Explanatory Notes/Glossary****Web 2.0**

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

Social Network Sites

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

Personal Social Network Sites

Internet services intended for use primarily for private social networking.

Professional Online Community Network Sites

Sites intended for group collaboration and shared knowledge building.

Friends and 'Friending'

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

Privacy Settings

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

Registering

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

Supporting Documents:

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

Instruction

Wellness/Nutrition

Research clearly shows that nutrition and physical activity are directly linked to academic achievement. Children who eat well and are physically active learn better, while poorly nourished and sedentary children tend to have weaker academic performance and score lower on standardized achievement tests. Student fitness levels have been correlated with academic achievement, including improved math, reading, and writing scores.

The Woodbridge School District recognizes the importance of the school's role in promoting good student/staff nutrition, physical fitness, and a healthful school environment. The Board authorizes the administration to develop integrated nutrition and physical activity programs to provide students/staff with the skills and support to adopt healthful lifestyles.

The district shall take the appropriate measures to implement a comprehensive nutrition/health curriculum, promote healthful student eating through the provision of a well-balanced and nutritionally sound school lunch program, promote the consumption of appropriate portions of healthful foods and beverages at designated times in classrooms, and encourage increased physical activity for students before, during, and after the school day, where appropriate.

The Woodbridge Board of Education is committed to creating a healthful environment for students and staff. Through collaboration of all stakeholders, we will educate our community to make healthful and positive choices regarding physical activity and nutrition.

District-wide School Wellness Team

The Woodbridge School District has established a district-wide School Wellness Team.

Team membership may include, but will not be limited to:

1. District food services manager
2. Dietitian
3. Local health practitioner
4. School nurse representative
5. School psychologist
6. Parent representative
7. Student representative
8. Staff representative
9. School board member
10. Physical education teacher (co-chair)
11. Health education teacher (co-chair)
12. Family and consumer sciences teacher
13. District administrative representative (co-chair)
14. Local community member

Instruction

Wellness/Nutrition (continued)

Guidelines for Team:

1. Developing guidance to explicate this policy
2. Monitoring the implementation of this policy
3. Evaluating the policy progress
4. Revising policy as necessary

Responsibilities of the School Wellness Team:

1. To implement the District Nutrition and Physical Activity Standards
2. To integrate nutrition and physical activity in the overall curriculum
3. To assure that staff professional development includes nutrition and physical activity issues
4. To serve as a resource to school sites (e.g. providing lists of healthful incentives and snacks, ideas for birthday celebrations, etc.)
5. To assure that students receive nutrition education and engage in rigorous physical activity
6. To pursue contracts with outside vendors that encourage healthful eating and reduction of school/district dependence on profits from foods of minimal nutritional value
7. To encourage healthful choices among all school venues that involve the sale of food

The School Wellness Team will prepare an Annual Report by June 15 of each year that includes, but is not limited to, the following information:

1. Monthly district menus and meal counts
2. Listing of all a la carte, vending, and competitive foods sold by school food service
3. Listing of all other sales of foods throughout the district including vending machines, school stores, culinary and special education programs, in-school and in-class fundraisers, etc.
4. Listing of physical activity programs and opportunities for students throughout the school year
5. Any state or federal assessments

Physical Activity

The Woodbridge School District intends that every student be physically educated - that is, shall develop the knowledge and skills necessary to perform a variety of physical activities, understand the short- and long-term benefits of physical activity, and value and enjoy physical activity as an ongoing part of a healthful lifestyle.

Instruction

Wellness/Nutrition (continued)

Physical Activity Opportunities

1. Physical education classes and physical activity opportunities will be available for all students.
2. Physical activity opportunities shall be offered daily before school, during school (recess), and/or after school.
3. Supervised recess (outside) time should be provided within each school day for PK-6 students. Active play and socialization should be encouraged. Staff members shall not deny participation in recess or other physical activity opportunities as a form of discipline or punishment*, nor shall it be taken for instructional purposes.

*Unless the safety of students is in question.

Physical Education Instruction

As recommended by the National Association for Sport and Physical Education (NASPE), highly qualified certified physical education staff and school leaders of physical activity shall guide students through a process that will enable them to achieve and maintain a high level of personal fitness. Staff will:

1. Expose youngsters to a wide variety of physical activities
2. Teach physical skills to help maintain a lifetime of health and fitness
3. Encourage self-monitoring so youngsters can see how active they are and set their own goals
4. Begin fitness or activity logging in elementary school
5. Individualize intensity of activities
6. Focus feedback on process of doing your best rather than on product
7. Be active role models
8. Introduce developmentally appropriate components of a health-related fitness assessment (Connecticut Physical Fitness Assessment) to the students at an early age to prepare them for future assessments.
9. Collect and analyze fitness and physical activity data over time
10. Assist students in interpreting the data

Physical Activity Guidelines

NASPE recommendations for physical education are 150 minutes per week for elementary students.

Instruction

Wellness/Nutrition

Physical Activity Guidelines (continued)

2004 NASPE Guidelines recommendations:

1. Children should accumulate at least 60 minutes, and up to several hours, of age-appropriate physical activity on all, or most, days of the week.
2. Children should participate in several bouts of physical activity lasting 15 minutes or more each day.
3. Children should participate each day in variety of age-appropriate physical activities designed to achieve optimal health, wellness, fitness, and performance benefits.
4. Extended periods (periods of two hours or more) of inactivity are discouraged for children, especially during the daytime hours.

Nutrition

The Woodbridge School District intends that all students possess the knowledge and skills necessary to make nutritious and enjoyable food choices for a lifetime.

School Lunch Meal Planning

All menus will be written in accordance with the National School Lunch Program (NSLP) guidelines. These guidelines follow a traditional food-based meal pattern. This pattern meets specific food components including meat/meat alternate, vegetables/fruits, grains/breads, and milk. For each food item the meal patterns specify a minimum number and size of servings. All of these food components will be made available each day for all students.

A La Carte Food Sale Program

The snacks sold at the K-6 level should follow an established standard minimizing the content of fat, sodium, and sugar. These standards are as follows and are sold at a limitation of one snack per child per day.

1. Fat <9g
2. Sodium <250 mg
3. Sugar <12g

Foods of Minimal Nutritional Value

Foods defined as having minimal nutritional value will not be sold in the cafeterias or anywhere on school premises.

1. Soda
 2. Water ice
 3. Chewing gum and candy
 4. Fried snacks
-

Instruction

Wellness/Nutrition (continued)

Other Food-Related Events

All foods provided by the school during instructional hours will meet the dietary and snack guidelines stated above. It will be strongly encouraged that all food-related events which take place in the classroom, during fundraising activities, PTO events, etc., will meet the same snack standard as defined by the present a la carte program at the K-6 level. Whether foods served at special events (ethnic fairs, etc.) meet this guideline is left to the discretion of the building Principal.

Nutrition Education

Science-based, behavior-focused nutrition education will be integrated into the curriculum from PK-6 and in after-school programs. All staff members involved in nutrition education will have appropriate training.

Ideas and suggestions to consider when developing this component:

1. Make nutrition education interactive and teach students the skills they need to adopt healthy eating behaviors. Suggested curriculum topics include: essential nutrients, nutritional deficiencies, healthy weight management, safe food preparation, handling, and storage, and reading food labels.
2. Offer nutrition education in the school cafeteria as well as in the classroom, with coordination between the food service staff and teachers.
3. Include both nutrition and physical education standards in district health and physical education curricula.
4. Ensure that teachers providing nutrition education have appropriate training. Also consider ways to get all staff involved; the more role models students have, the more likely they are to change their own behaviors.
5. Encourage teamwork between staff to develop ways to integrate nutrition into numerous classes throughout the grade levels.
6. Offer parent/family nutrition education opportunities.

Teacher-to Student Incentive

The use of food items as part of a student incentive program is strongly discouraged. Should teachers feel compelled to use food items as an incentive, they are required to adhere to the District Nutrition Standards.

Instruction

Special Education

The Board of Education recognizes its legal duties and responsibilities for providing special education programs for the students of this school district in accordance with State and Federal laws and regulations.

The Superintendent is directed to develop a comprehensive plan of compliance with all of the requirements of federal and state law for the education of students with exceptional needs for whom the school district has legal responsibility.

While addressing student needs appropriately, special education shall reflect district's financial ability, necessary for provision of special facilities, trained and certificated.

- Legal Reference:**
- Connecticut General Statutes**
 - 10-76a Definitions (as amended by PA00-48 and PA06-18)**
 - 10-76b State supervision of special education programs and services (as amended by PA12-173)**
 - 10-76c Receipt and use of money and personal property.**
 - 10-76d Duties and powers of boards of education to provide special education programs and services (as amended by PA 97-114, PA00-48 and PA06-18).**
 - 10-76e school construction grant for cooperative regional special education facilities.**
 - 10-76f Definition of terms used in formula for state aid for special education.**
 - 10-76ff Procedures for determining if a child requires special education (as amended by PA06-18)**
 - 10-76g State aid for special education.**
 - 10-76h Special education hearing and review procedure. Mediation of disputes (as amended by PA 00-48)**
 - 10-76i Advisory council for special education.**
 - 10-76j Five-year plan for special education**
 - 10-76k Development of experimental educational programs.**
 - PA-6-18 An Act Concerning Special Education**
 - State Board of Education Regulations**
 - 10-76m Auditing claims for special education assistance.**
 - 10-76a-1 et seq. Definitions (as amended by PA 00-48).**
 - 10-76b-1 through 10-76b-4 Supervision and administration.**
 - 10-76d-1 through 10-76d-19 Conditions of instruction.**
 - 10-76h-1 through 10-76h-2 Due process.**
 - 10-76i-1 Program Evaluation**
 - 10-145a-24 through 10-145a-31 Special Education (re teacher certification)**
 - 10-2641 Grants for the operation of interdistrict magnet school programs.**

Instructional

Special Education

Legal References (Cont).

**PA 12-173, An Act Concerning Individualized Education Programs and
Other Issues relating to Special Education**

**34 CFR 3000 Assistance to States for Education for Handicapped Children
American with Disabilities Act, 42 USC §12101 et. seq.**

Individuals with Disabilities Education Act, 20 USC §1400 et. seq.

Rehabilitation Act of 1973, Section 504, 29 USC §794

P.L. 108-446 the 2004 Reauthorization of Individuals with Disabilities Act

20 USC §6368(3) The No Child Left Behind Act

Bd of Ed of the City School District of the City of New York vs.

Tom F. 128Sct.1, 76 USLW 3197 (2008)

Instruction

Gifted Children Program

Gifted students are those with outstanding learning abilities or outstanding talent in the creative arts.

The school district shall provide educational programs for the gifted and talented including a broad spectrum of learning experiences to:

1. Broaden and deepen knowledge and to develop skills necessary for the student to function successfully in society;
2. Encourage students to excel in areas of special competence and interest.

Though early identification of the gifted and talented is important, it is essential that the identification of these students be recognized as an initial step in a continuing educational process. Also, special abilities and skills appear at different times in children's lives.

Legal Reference: Connecticut General Statutes

10-76a-(e) Definitions.

10-76d(e) Duties and powers of boards of education to provide special education programs and services.

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Instruction

Title I Parent Involvement

The Woodbridge Board of Education endorses the parent involvement goals of Title I and encourages the regular participation by parents of Title I eligible children in all aspects of the program. The education of children is viewed as a cooperative effort among the parents, school, and community. In this policy, the word "parent" also includes legal guardians. In Woodbridge, Title I funds are used to support supplemental learning activities.

With the assistance of parents of children participating in the Title I program, the District will develop a written school-parent compact, pursuant to federal law. The jointly developed "School-Parent Compact" shall outline the manner in which parents, staff, and students share the responsibility for improved student academic achievement in meeting State standards. The "School-Parent Compact" shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment enabling children in the Title I program to meet the State's academic achievement standards.
2. Indicate the ways in which parents will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, television watching and the use of electronic devices, volunteering in the classroom, and, as appropriate, participating in decisions related to their child's education and positive use of extra-curricular time; and
3. Address the importance of parent-teacher communication on an on-going basis. At a minimum, parent-teacher conferences, frequent reports to parents, and reasonable access to staff will be provided.

At a required annual meeting, and at other meetings of Title I parents, parents will have the opportunity to participate in the design, development, operation and evaluation of the program for the next school year. Proposed activities at parent meetings shall fulfill the NCLB requirements of parental involvement. Meetings shall be used to provide parents with:

1. Information about the program provided under Title I.
 2. A description and explanation of the curriculum in use, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
 3. Opportunities to formulate suggestions, and to participate, as appropriate, in decisions relating to the education of their children.
-

Instruction

Title I Parent Involvement

4. The opportunity to bring parent comments, if they are dissatisfied with the school's Title I program, to the district level.

The parents of children identified to participate in Title I programs shall receive from the school Principal and Title I staff an explanation of the reasons supporting each child's selection for the program, a set of objectives to be addressed, and a description of the services to be provided. Opportunities will be provided for the parents to meet with the classroom and Title I teacher to discuss their child's progress. Parents will also receive guidance as to how they can assist in the education of their children at home.

(cf. 1110.1- Parent Involvement)

(cf. 6161.3 - Comparability of Services)

Legal Reference: Connecticut General Statutes

Improving America's Schools Act, P.L. No. 103-382, Sec. 1113 Local Education agency Plans

Improving America's Schools Act (IASA), P.L. 103-382

PL 107-110, "No Child Left Behind Act of 2001," Title I — Improving the Academic Achievement of Disadvantaged, Sec. 1118

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Instruction

Homebound Instruction

It is the policy of the Board of Education to provide homebound instruction as a teaching service available to students who are unable to attend school for medical and/or mental health reasons for at least three weeks or longer as diagnosed by a physician, primary care provider, psychiatrist, or Planning and Placement/504 Team. The purpose of home instruction shall be to help students to keep up with their work even though they are unable to attend school because of their disability. Home instruction may also be provided for those students who have been excluded from regular school attendance for disciplinary reasons.

When students are able to benefit from homebound instruction, it shall be provided at home, in a hospital or other appropriate setting as necessary, within two weeks of a student's first absence under one or more of the following conditions, which are expected to cause student absence from regular instruction for a period of three or more weeks. The Planning and Placement Team/504 Team shall be guided by the following conditions when making its recommendation for homebound and hospitalized instruction:

1. When recommended by the Planning and Placement Team either as the student's entire program or as a supplement to his/her regular program.
2. A physician indicates that the student is unable to attend school for medical reasons and has stated the expected date the child will be able to return to the school program. (Verification must be filed in the student's medical file in the school's Health Office.)
3. The student has a handicap so severe that it prevents him/her from learning in a school setting, or the child's presence in a school endangers the health, safety or welfare of the child or others.
4. A Special Education Program/504 Accommodation Plan recommendation is pending and the child was at home at the time of referral.

Homebound and hospitalized instruction shall be provided for at least one hour per day or five hours per week for children in grades kindergarten through six.

Students on home or hospital instruction shall be provided appropriate special education services in accordance with individual needs.

Legal Reference: Connecticut General Statutes
 State Board of Education Regulations
 10-76d-15 Homebound and Hospitalized Instruction

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS
 Woodbridge, Connecticut

Instruction

Homebound Instruction – Administrative Regulation

A. Length of Absence

Homebound or hospitalized instruction shall be provided when a child's condition will cause an absence of at least (3) three weeks duration. Such instruction shall begin no later than two (2) weeks from the first day of absence, unless something in the child's condition precludes it.

B. Time and Place

Homebound or hospitalized instruction shall be provided for at least one (1) hour per day or five (5) hours per week for children in grades kindergarten through grade six (6). Instruction time may be decreased if the time requirements are too great for the child, per 504 Team/PPT.

Instruction shall be provided in the setting of the child's home or the hospital to which the child is confined. The PPT/504 Team may choose an alternate setting based on the needs of the child.

C. Homebound Instruction Procedures

1. Non-Special Education Students

When it is suspected that a student will be absent for a period of three (3) weeks or more, the pupil services representative, social worker, psychologist, school nurse, parent, etc. will contact the appropriate administrator.

The administrator will send a Request for Homebound Instruction Form to the parents or physician. This form must be returned to the administrator prior to the start of homebound instruction.

The returned form will be reviewed by the administrator or designee who will contact the Director of Special Services. Arrangements for homebound tutoring will be made by the building administrator or the Director of Special Services.

The administrator or designee will complete the Notification of Homebound Instruction form and send it to the Director of Special Education who will review the case for possible special education intervention and for future reference if special education does become necessary.

The homebound instruction tutor will contact the home to make the necessary arrangements for instruction. The homebound tutor will meet with or call the teacher or administrator to plan an appropriate program.

Instruction

Homebound Instruction — Administrative Regulations (continued)

During the period of homebound instruction, the tutor shall meet with, or talk with the teacher or administrator as often as necessary to maintain continuity and communication. Reports on the Homebound Progress Report will be made by the homebound tutor and forwarded to the designated staff member who will see that copies of the report are distributed to appropriate staff members.

The homebound tutor or parent will notify the designated staff member when the student is ready to return to school. A final progress report will be sent using the Homebound Progress Report form.

The marking of papers and preparation of tests will be the responsibility of the homebound tutor if the duration of the case is more than thirty (30) school days, unless otherwise agreed upon. All grades will be noted on the Homebound Grade Report.

Homebound tutors must file time sheets with the appropriate secretary. Homebound tutors will be given a copy of these regulations and all the necessary forms by the designated staff member who will in turn, maintain a log of cases in progress and periodically check on the status of each.

Homebound tutors must be certified in the subject area(s) or level for which they are hired and they must have an application on file in the Personnel Office.

2. Special Education Students

Students identified with a disability and with a current IEP in place must be processed for homebound instruction through the PPT process.

3. There are situations in which a student's educational needs are handled directly by the Director of Special Services and not through homebound procedures:

Hospitalization in a psychiatric facility;
 Court commitment to a residential/hospital facility;
 Residential commitment by state agencies such as the Department of Children and Family (DCF) or the Department of Mental Retardation (DMR);
 Long-term hospitalization for serious injury illness or injury; and
 Other long-term placements.

Instruction

Homebound Instruction — Administrative Regulations (continued)

When administrators, social workers, etc. receive information relative to a student entering any program such as those described above, the Director of Special Services should be notified immediately so that appropriate action can be initiated.

Legal Reference: Connecticut General Statutes

Section 10-76d. Duties and powers of boards of education to provide special education programs and services

Section 10-76d-15. Homebound and hospitalized instruction

Section 10-233a et sec. Exclusion

Regulation approved:

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

WOODBIDGE SCHOOL DISTRICT
WOODBIDGE SCHOOL DISTRICT
Request for Homebound Instruction

General Data- To be Completed by Parent/Guardian

Name: _____ Date: _____

Address: _____ Phone: _____

Grade: _____ Birth Date: _____

Please check one: _____ Regular Education _____ Special Education

Parent/Guardian _____

Last Day of School Attended. _____

Anticipated Date of Return _____

For Use By Physician

A. Diagnosis: _____

B. Estimated Duration _____

C. Degree of Restriction:

1. School Attendance

_____ No restriction

_____ Part-time attendance - Please explain

_____ Hospital Placement

_____ Homebound Tutoring

2. Transportation

_____ Regular School Service

_____ Special Bus

_____ Special Bus/Wheelchair Car

D. Recommendations/Comments to Assist the School:

Date: _____ Signature: _____

(Licensed Physician)

Please Print: _____

(Name)

(Address)

WOODBIDGE SCHOOL DISTRICT

Notification of Homebound Instruction

To: _____ Date: _____

From: _____

Student: _____ Age: __ Grade

Address: _____ Phone _____

Please check one: Regular Education Special Education

Homebound Tutor (if known): _____

Start Date: _____

Approximate Length of Homebound Instruction: _____

Subject	Regular Teacher	Homebound Tutor	Designated Time of Tutoring
---------	-----------------	-----------------	-----------------------------

WOODBIDGE SCHOOL DISTRICT

Homebound Progress Report

Homebound Tutor: _____
(Name)

Please be sure to fill in all the information below:

Student: _____

Grade: _____

Subject: _____

Teacher: _____

Tutoring performed at _____ .Dates: _____

Date Homebound Tutoring Ends: _____

Report covers the homebound instruction period from _____ to _____

Material Covered: _____

Progress Noted: _____

Complete bi-weekly.

Return to: Designated Staff _____

Tutor's Name: _____

WOODBIDGE SCHOOL DISTRICT

Homebound Grade Report

Homebound Tutor: _____
(Name)

Please be sure to fill in all the information below:

Student: _____

Grade: _____

Subject: _____

Teacher: _____

Tutoring performed at _____ --'Dates: _____

Date Homebound Tutoring Ends: _____

Report covers the homebound instruction period from _____ to _____

Subject	Grade	Comments

Return to: Designated Staff _____

Tutor's Name: _____

Date: _____

Instruction

Evaluation of the Instructional Program

Appropriate means for continuing evaluation of the entire education program, shall be established and maintained. Special attention shall be given to (a) elimination of discrimination as to race, color, creed, religious belief, age, marital status, national origin, sex or physical disability and (b) recognition of the individual child. (cf. 6121 -Affirmative Action):

Elements of this evaluation may include the following:

1. Defining each major objective in terms that can be measured or observed:
 - a. Measurable student behavior (tests, surveys, inventories, checklists, etc.)
 - b. Observable student behavior (that which can be assessed subjectively by (1) teachers, (2) peers, or (3) the students themselves).
2. Planning and carrying out experiences for students which are designed to bring about the desired outcomes.
3. Employing pertinent tests, measurements, observations:
 - a. During the learning experiences.
 - b. Following the learning experiences.
4. Comparing outcomes with objectives.
5. Continuing, revising or expanding learning experiences which seem to result in the desired objectives.

Legal Reference: Connecticut General Statutes

10-76d (g) Duties and powers of boards of education to provide special education programs and services.

Title IX of the Education Amendments of 1972, 20 USC 1681 et. seq.

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

**Woodbridge School District
Extended Day Budget
2014-2015**

Description	2012-2013 Actual	2013-2014 Budget	2013-2014		2014-2015 Request	\$ Increase (Decrease)	% Inc (Dec)
			YTD Actual (3/31/14)	Projection			
Revenues	309,843	337,428	266,017	360,689	321,345	(16,083)	-4.77%
Interest	0	0	0		0	0	0.00%
Total Revenue	309,843	337,428	266,017	360,689	321,345	(16,083)	-4.77%
Expenses:							
Wages:							
Director	34,697	34,808	26,825	34,808	34,808	0	0.00%
Assistant Director	16,229	17,083	13,141	17,083	17,083	0	0.00%
Accounting Coordinator	8,648	10,000	7,692	10,000	10,000	0	0.00%
Nurse	25,389	28,293	16,379	28,293	28,293	0	0.00%
Teachers/TA	124,876	127,971	93,584	145,779	114,024	(13,947)	-10.90%
College	22,559	19,905	13,694	21,259	19,905	0	0.00%
High School	4,959	9,450	3,950	8,167	9,450	0	0.00%
Other	0	0	0		0	0	0
Total wages	237,357	247,510	175,265	265,388	233,563	(13,947)	-5.63%
Benefits:							
FICA/Medicare	8,375	13,313	6,184	14,345	12,847	(466)	-3.50%
MERF	9,516	10,780	7,191	12,388	11,185	405	3.75%
Total benefits	17,891	24,093	13,375	26,733	24,032	(61)	-0.25%
Other expenses:							
Bookkeeping	5,705	7,650	5,738	7,651	7,803	153	2.00%
Custodial	2,209	2,367	1,775	2,367	2,445	78	3.30%
Electricity	8,879	8,562	6,422	8,563	8,562	0	0.00%
Heating	5,678	5,476	4,107	5,476	5,476	0	0.00%
Workmen's Comp	2,739	3,111	2,333	3,111	3,179	68	2.20%
Snacks	13,611	16,216	9,852	16,136	16,652	436	2.69%
Supplies	4,467	10,543	3,250	11,133	10,733	190	1.80%
Equipment	26	3,047	0	0	3,047	0	0.00%
Lifeguard	2,000	2,303	1,560	2,080	2,361	58	2.50%
Dinners	1,858	2,641	1,381	1,841	2,683	42	1.60%
Donations	0	0	0	0	0	0	#DIV/0!
Miscellaneous	6,923	3,909	4,843	6,457	809	(3,100)	-79.31%
Total other expenses	54,095	65,825	41,261	64,815	63,750	(2,075)	-3.15%
Total expenses	309,344	337,428	229,901	356,936	321,345	(16,083)	-4.77%
Revenues over (under) expenses	499	0	36,116	3,753	0	0	
Fund Balance at Beginning of Year	34,922	35,421	35,421	35,421	35,421		
Fund Balance at End of Year	35,421	35,421	71,537	39,175	35,421		

**Woodbridge School District
Summer Enrichment Program Budget Proposal
2014-2015**

Description	2013-2014 Budget	2013-2014 Actual	2014-2015 Request	\$ Increase (Decrease) vs. Budget	% Inc (Dec) vs. Budget
Revenue:					
SEP	\$ 82,704	\$ 81,787	\$ 53,162	\$ (29,542)	-55.57%
				\$ -	
Total Revenue	\$ 82,704	\$ 81,787	\$ 53,162	(29,542)	-55.57%
Expenses:					
Fixed:					
Supervisors	\$ 7,300	\$ 7,300	\$ 7,300	\$ -	0.00%
Nurse	\$ 2,924	\$ 1,891	\$ 2,924	\$ -	0.00%
Clerical & Bookkeeping	\$ 1,618	\$ 1,618	\$ 1,618	\$ -	0.00%
Custodial	\$ 1,067	\$ 1,067	\$ 1,067	\$ -	0.00%
Total Fixed Expenses	\$ 12,909	\$ 11,876	\$ 12,909	\$ -	0.00%
Variable:					
Salaries & related:					
Instructors	\$ 53,268	\$ 49,422	\$ 28,920	\$ (24,348)	-49.27%
Assistants	\$ 3,325	\$ 2,717	\$ 2,617	\$ (708)	-26.06%
Fica, Merf	\$ 7,287	\$ 4,625	\$ 4,162	\$ (3,125)	-67.57%
Supplies	\$ 3,808	\$ 3,747	\$ 3,158	\$ (650)	-17.35%
Other	\$ 2,107	\$ 1,605	\$ 1,395	\$ (712)	-44.36%
Total Variable Expenses	\$ 69,795	\$ 62,116	\$ 40,252	(29,543)	-47.56%
Total Expenses	\$ 82,704	\$ 73,992	\$ 53,161	(29,543)	-39.93%
Revenue over (under) expenses	\$ -	\$ 7,795	\$ 0	0	
Fund Balance @ Beginning of Year	\$ 19,059	\$ 17,888	\$ 25,683		
Fund Balance @ End of Year	\$ 19,059	\$ 25,683	\$ 25,683		

Woodbridge School District
School Lunch Program Budget Proposal Summary
2014-2015

	2012-2013 Actual	2013-2014 Budget	2013-2014 YTD Actual (3/31/14)	2013-2014 Projection	2014-2015 Request	\$ Increase (Decrease)	% Inc (Dec)
Sales Revenue:							
Food Sales	\$ 191,886	\$ 195,628	\$145,041	\$184,017	\$206,268	\$10,640	5.4%
Government grants	36,790	40,317	23,387	38,100	41,079	\$762	1.9%
Other income	68	25	23	40	25	\$0	0.0%
Total revenue	228,744	235,970	168,451	222,157	247,372	\$11,402	4.8%
Cost of food sold							
	100,196	99,767	71,977	97,273	104,638	\$4,871	4.9%
Gross margin on sales	128,548	136,203	96,474	124,884	142,734	\$6,531	4.8%
% Gross margin on sales	56.2%	57.7%	57.3%	56.2%	57.7%		
Operating expenses:							
Salaries	93,147	94,557	62,886	94,557	96,908	\$2,351	2.5%
Substitutes	8,236	8,200	2,484	3,312	8,200	\$0	0.0%
FICA	6,670	7,234	4,920	6,560	7,393	\$159	2.2%
MERF	8,367	9,162	7,668	8,670	9,575	\$413	4.5%
Medical Insurance	-	-	-	-	-	\$0	0.0%
Supplies & repairs	6,891	9,000	3,736	4,981	9,000	\$0	0.0%
Equipment	-	-	-	-	-	\$0	0.0%
Unemployment	-	-	-	-	-	\$0	0.0%
Other	4,648	8,050	4,338	5,784	8,050	\$0	0.0%
Total operating expenses	127,959	136,203	86,032	123,864	139,127	\$2,924	2.1%
Revenues over (under) expenses	589	-	10,442	1,019	3,607	\$3,607	
Board of Education subsidy	-	-	-	-	-	\$0	
Revenues over (under) expenses after subsidy	589	-	10,442	1,019	3,607	\$3,607	
Fund Balance @ Beginning of Year	55,836	56,425	56,425	56,425	57,444		
Fund Balance @ End of Year	\$ 56,425	\$ 56,425	\$ 66,867	\$ 57,444	\$ 61,051		
# Students K-6	733	744	768	768	787		
Participation Rate	42.3%	40.8%	41.7%	41.7%	42.1%		
# Lunch Days	182	182	127	180	182		
Meals Per Day W/Ala Carte	425	419	435	435	446		
# Hours Worked	4,876	4,876	4,876	4,876	4,876		
Revised Meals Per Labor Hour	15	15	15	15	15		

NOTES:**

1. Revenues assume price increase to \$2.70 in student lunch and \$3.70 for adult lunch prices

CONNECTICUT STATE DEPARTMENT OF EDUCATION

OFFICE OF STUDENT SUPPORTS AND ORGANIZATIONAL EFFECTIVENESS

BUREAU OF SPECIAL EDUCATION

SPECIAL EDUCATION GRANT PROGRAMS

FY 2015

Grant Application For:

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

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

RFA 118

Legislative Authority

Individuals with Disabilities Education Improvement Act

20 USC Sections 1411 and 1419

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

Due Date

May 16, 2014



REV 1/2014

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Office of Student Services and Organizational Effectiveness

P.L.108-446



SPECIAL EDUCATION GRANT PROGRAMS

GRANT PERIOD

July 1, 2014 to June 30, 2016

GRANT COVER PAGE

To Be Completed and Submitted with the Grant Application

<p><u>Applicant</u> <i>(Name, Address, Telephone, Fax, E-Mail)</i> Woodbridge Board of Education 40 Beecher Road Woodbridge, CT 06525 (203)387-6631 (203)397-0724 (fax) gstella@woodbridgeps.org</p>	<p><u>Program Funding Dates</u> From July 1, 2014 to June 30, 2016</p> <p><u>Preliminary Funding Amount</u></p> <p>IDEA Special Education Assistance (611 funds) <u>\$ 161,028</u></p> <p>IDEA Preschool Education (619 funds) <u>\$ 10,966</u></p>
<p><u>Contact Person</u> <i>(Name, Address, Telephone, Fax, E-Mail)</i> Sheila Haverkamp / Special Services Director Beecher Road School 40 Beecher Rd Woodbridge, CT 06525 (203) 389-6598 (203) 389-8164 (fax) shaverkampf@woodbridgeps.org</p>	<p><u>Check if Consolidated Application</u></p> <p><input type="checkbox"/> For IDEA, Section 611 Participating Districts: <i>(list districts)</i></p> <p><input type="checkbox"/> For IDEA, Section 619 Participating Districts: <i>(list districts)</i></p> <p>*Please attach list of districts, if needed.</p>

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

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

Signature (Superintendent)

Gaeton F. Stella, Superintendent 5-12-17

<p style="text-align: center;">GOALS AND RELATED ACTIVITIES IDEA, SECTION 611 <i>Special Education and Related Services (Ages 3-21)</i></p>

District Goal # 1

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

School District Planned Special Education Activities:

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

District Goal # 2 :

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

School District Planned Special Education Activities:

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

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

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

District Goal # 1 :

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

School District Planned Special Education Activities:

1. Continue to improve outcomes for preschoolers with disabilities through multisensory activities, use of assistive technology, total communication strategies and visual supports based on academic, communication and motor goals and CT Early Learning and Development Standards
-

District Goal # 2 :

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

School District Planned Special Education Activities:

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

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

ED114 FISCAL YEAR 2015

BUDGET FORM

FUNDING STATUS:

GRANTEE NAME:

TOWN CODE:

GRANT TITLE: IDEA, PART B, SECTION 619

PROJECT TITLE: IDEA, PART B, Section 619 Preschool Entitlement

CORE-CT CLASSIFICATION:

FUND: 12060

SPID: 20983

PROGRAM: 82032

BUDGET REFERENCE: 2015

CHARTFIELD1: 170002

CHARTFIELD2:

GRANT PERIOD: 7/01/14 - 6/30/16

AUTHORIZED AMOUNT: \$10,966

AUTHORIZED AMOUNT by SOURCE:

CURRENT DUE: \$

LOCAL BALANCE: \$

CARRY-OVER DUE: \$

CODES	DESCRIPTIONS	PUBLIC	NON PUBLIC	TOTAL
111A	ADMINISTRATOR/SUPERVISOR SALARIES			
111B	TEACHERS	3000		3000
112A	EDUCATION AIDES	7000		7000
112B	CLERICAL			
119	OTHERS			
200	PERSONAL SERVICES-EMPLOYEE BENEFITS			
321	TUTORS			
322	IN SERVICE			
323	PUPIL SERVICES			
324	FIELD TRIPS			
325	PARENT ACTIVITIES			
330	OTHER PROFESSIONAL TECHNICAL SERVICES			
331	AUDIT			
400	PURCHASED PROPERTY			
510	PUPIL TRANSPORTATION			
530	COMMUNICATIONS			
560	TUITION			
580	TRAVEL			
590	OTHER PURCHASED SERVICES			
611	INSTRUCTIONAL SUPPLIES			
612	ADMINISTRATIVE SUPPLIES			
690	OTHER SUPPLIES	966		966
700	PROPERTY			
890	OTHER OBJECTS			
940	INDIRECT COSTS			
	TOTAL	10,966		10,966