

Woodbridge Board of Education Woodbridge Board of Education Regular Meeting Tuesday, April 20, 2021 7:00 PM

Woodbridge Board of Education Regular Meeting Via WebEx
<https://woodbridgeps.webex.com/woodbridgeps/j.php?MTID=m8188251a33b12745b42dcc23882e4264> Meeting Number (access code): 187 166 4561 Meeting Password: 2mpVAUPcY36

Agenda

- I. **Preliminary Business / WebEx Info / Motions**
<https://woodbridgeps.webex.com/woodbridgeps/j.php?MTID=m8188251a33b12745b42dcc23882e4264> Meeting Number (access code): 187 166 4561 Meeting Password: 2mpVAUPcY36
 - A. Call to Order
 - B. Pledge of Allegiance
 - C. SCASA Student Award Recipients - Shane Grogan and Luke Lamour
 - D. Correspondence
 - E. Public Comment - The Board welcomes public participation. We ask that speakers please limit their comments to three minutes. Please be aware that the Board will not respond to any comments made during the public comment period, except to clarify issues, but we will take into consideration your comments, and when appropriate, district administration will follow-up with you at a later point in time.
 - F. Proclamation by First Selectman Heller
- II. **Consent Agenda**
 - A. Approval of March 15, 2021 Regular Meeting Minutes
 - B. Monthly Summary Financial Report Ending March 31, 2021
 - C. Monthly Detail Financial Report Ending March 31, 2021
 - D. Combining Financial Statements Through March 31, 2021
 - E. Accept Policies for 30-Day Review
 1. 5114 - Suspension and Expulsion/Due Process
 2. Travel and Quarantine During the Covid-19 Pandemic - Replacing 4118.238 Self-Quarantine Policy (Staff) / 5141.81 Self-Quarantine (Students)
- III. **Reports**
 - A. PTO Update

- B. Superintendent's Report
 - 1. Technology at BRS 2020/21 and 2021/22
 - 2. BRS Update
 - a. BRS Monthly Enrollment Report
- C. Upcoming Meeting Presentation(s)
 - 1. Professional Development
 - 2. Summer at BRS 2021
- D. Facilities Committee
- E. Finance Committee
- F. Curriculum Committee
- G. Policy Committee - Adopt Policies
 - 1. 2111 Equal Employment Opportunity
 - 2. 4118.112 Sexual Harassment
 - 3. 2131 Superintendent of Schools
- H. CABE Liaison
- IV. **New Business**
 - A. Non-Renewal of Certified Staff
- V. **Other**
 - A. Public Comment - The Board welcomes public participation. We ask that speakers please limit their comments to three minutes. Please be aware that the Board will not respond to any comments made during the public comment period, except to clarify issues, but we will take into consideration your comments, and when appropriate, district administration will follow-up with you at a later point in time.
 - B. Executive Session, in accordance with State Statute
- VI. **Adjournment**



Woodbridge School District
Grade 6 SCASA Student Recognition Award Winners
April 20, 2021

Shane Grogan has continuously demonstrated academic excellence, most recently scoring in the top ten percentile nationally on STAR Reading. In addition to academics, Shane is passionate about giving back to the community and serves as a regular volunteer and advocate for the Juvenile Diabetes Research Foundation (JDRF). Over the past few years, Shane has helped raise thousands of dollars for diabetes research, and in 2016, Shane and his team were awarded the Top New Family Fundraising Team Award. Shane also volunteers for the Audubon Alliance for Coastal Waterbirds, helping to monitor threatened shorebirds and educate the public regarding the importance of preservation. Shane also enjoys playing basketball and baseball and recently helped his basketball travel team win their division in the Milford Hoops Basketball Tournament. Shane was also key to the Beth-Wood 10U All-Star Baseball team that brought the first district championship to Woodbridge in many years. In addition, Shane is an avid birder and member of the Connecticut Ornithological Association.

At age 11, **Luke Lamour** is already a published author, with the children's book entitled *Jimmy Carter: From the Peanut Life to the Presidency*. Since that publication, Luke has participated in Woodbridge's Talented and Gifted (TAG) program, Math Counts, Scholastic Kids Press, Scholars Club, One Keynote Address, and other public speaking events. Luke is also very fond of stop-motion animation and has a channel called "Luke's Historical Stories," with the goal of publishing at least seven (7) seasons of his series. Luke strives to keep publishing articles, learn the name of every country in the world, and go to the diamond level for Scholars Club.

TEACHER APPRECIATION WEEK

Whereas, the teachers of our Country have performed as true heroes during this past year of the ongoing pandemic; and

Whereas, the teaching staff at Beecher Road School has daily and faithfully met the many academic, social, and emotional needs of Woodbridge's children; and

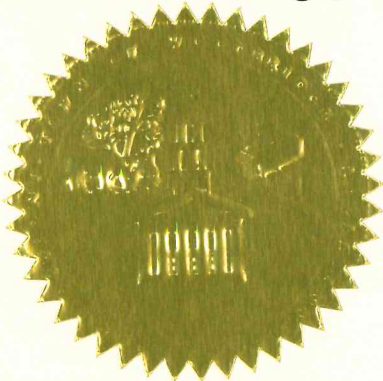
Whereas, their ongoing dedication along with that of the administrators and support staff, Beecher Road School has maintained the highest quality of education and commitment to Woodbridge and its children that draws residents to our Town

NOW THEREFORE, I, Beth Heller, First Selectman of the Town of Woodbridge declare

May 3 through May 7, 2021

**TEACHER APPRECIATION WEEK
IN
WOODBIDGE, CONNECTICUT**

Dated at Woodbridge, Connecticut this 23 day of April, 2021



Beth Heller

Beth Heller
First Selectman

MINUTES OF THE REGULAR WOODBRIDGE BOARD OF EDUCATION MEETING

Monday, March 15, 2021

Via WebEx <https://woodbridgeps/j.php?MTID=m03b4f9840df309270f346d9d8ff4e3a5>

Meeting Number (access code): 187 883 9177

Meeting Password: M3gBV6ka9MJ

CALL TO ORDER: Ms. Piascyk, Chair called the meeting to order (7:05 PM).

BOARD MEMBERS PRESENT: Ms. Lynn Piascyk, Chair; Mr. Daniel Cowan, Ms. Lor Ferrante Fernandes, Ms. Maegan Genovese, Secretary; Mr. Jeff Hughes, Dr. David Ross, Ms. Joyce Shavers, Vice Chair; Dr. Michael Strambler and Dr. Jeffrey Townsend.

STAFF: Dr. Jonathan Budd, Superintendent; Cheryl Kiesel, Special Services Director; Al Pullo, Director of Business Operations/Services; Analisa Sherman, Principal; Doreen Merrill, Assistant Principal; and Marsha DeGennaro, Clerk of the Board.

MEMBERS OF THE PUBLIC: Beth Heller, First Selectman; Sandy Stein, BOS; Nicole Chick, Christa Demetro, Kristin DeManche, Maria DePalma, Carson Echeverry, Carrie Fanelli, Kim Franklin, Liz Heagney, Nicole Rizzo, Meghan Saunders, Mary Vincitorio, Teachers; Kit Dunbar, Shari Foldy, Wendy Glynn, Suzanne Sugarmann, CSEA; Connie Arnold, Debby Criscuolo, Aisling Fagan, Sami Merit, Nurses; Elisabeth Matuska, Ali Mulvihill, Karen Wolujewicz, QVHD; Pua Ford, Ruchi Jain, Joan, Maria Madonick, Aimee Meacham, Jane Roddy, Call-In User 12037, RR2383, Bettina Thiel, Ashley Walker, community; Grace Millard, SCASA recipient and Robert and Hun Millard, parents.

SCASA Award – Superintendent Budd recognized Grace Millard as a recipient of the SCASA Award (South Central Area Superintendents' Association). This award is designed to honor students who excel in three categories: community service and/or service to others; achieve academic prowess relative to their ability; and leadership to their school community.

QVHD / Nurse Recognition – Superintendent Budd and the Board extended a sincere thank you to the BRS nursing staff and QVHD for their efforts in organizing and coordinating the vaccine initiative to BRS educators and staff.

Board Member Recognition – Ms. Heller acknowledged the contributions and efforts of Board members and proclaimed March 15, 2021 as Board Member Appreciation Day in Woodbridge.

CORRESPONDENCE – None

PUBLIC COMMENT – Ruchi Jain, a BRS parent, created a new virtual community club to focus on appreciating the gains learned during the past year and extended an invite for participation and sharing of talents, passions and skills in promoting community and technology.

CONSENT AGENDA

It was requested that Policies 2131-Superintendent of Schools and 21110-Equal Employment Opportunity be extracted from 30-day review for further discussion by the Board.

MOTION #1 – EXTRACTION / CONSENT AGENDA

Move that we extract Policies 2131 Superintendent of Schools and 2111 Equal Employment Opportunity from the Consent Agenda and approve the remaining consent agenda.

Mr. Cowan

As there was no second to the motion, the motion does not pass.

MOTION #2 – CONSENT AGENDA

Move that we approve the consent agenda as presented.

Ms. Genovese

Second by Dr. Townsend

It was clarified that while Policy 2131 requires additional modifications, it was the preference of the Policy Committee to have a policy in place prior to proceeding with the Evaluation of the Superintendent. It was noted that there was a clerical

error and the document under 30-day should have had the specific items discussed and agreed to at the March 9 Policy Committee included. The document being voted has the text on Pages, 4 5 and 6 left intact and should not have a strike through. A corrected copy was provided electronically to each Board member prior to action. It was verified that the document placed under consideration for 30-day review was correct.

IN FAVOR: Ms. Ferrante-Fernandes, Ms. Genovese, Mr. Hughes, Ms. Piascyk, Dr. Ross,
Ms. Shavers, Dr. Stambler and Dr. Townsend

AGAINST: Mr. Cowan

MOTION PASSES 8-1-0

REPORTS

PTO Report – Ms. Madonick noted the virtual book fair and read alouds, the adult trivia night on Thursday from 7:00 – 9:00 PM, teacher appreciation in May, a virtual booster-thon to benefit technology, teacher grants and sixth grade graduation in June.

Superintendent Report – Superintendent Budd provided a BRS Covid update and outline of the overall process at BRS and the formation of a workgroup to explore expansion of outdoor education.

2021/22 Budget – Superintendent Budd presented \$130,827 reduction recommendations to reconcile the 2021/22 budget proposal to \$15,561,620 (2.37% increase) inclusive of:

- \$42,000 from savings in certified resignations and replacements at lower salary level.
- \$40,202 from recalculation of anticipated medical insurance premium increase based on updated statistics.
- \$14,000 from anticipated additional personnel savings.
- \$13,800 from technical edit in online subscriptions district-wide.
- \$10,500 from shift of Covid-related building improvements from operating budget to ESSER II grant funding.
- \$5,000 from shift of Covid-related custodial/maintenance supplies from operating budget to ESSER II grant funding.
- \$4,170 from shift of Covid-related nursing supplies from operating budget to ESSER II grant funding \$1,155 from strategic reduction of physical printers and copiers.

It was suggested that exit interviews be conducted with staff members who choose to leave the district.

MOTION #3 – 2021/22 BUDGET

Move that we reconcile the 2021/22 proposed budget as recommended by the Superintendent.

Ms. Shavers

Second by Ms. Genovese

UNANIMOUS

BRS Report – Ms. Sherman commended BRS staff who have helped to make this year a success and noted the MAG informational night on March 25, the scholastic book fair, professional development activities on Friday, March 19, the virtual Kindergarten Orientation the week of March 22, the Kindergarten “Super Reader” parade, brush box day and the Grade 1 celebration of 120 days.

Upcoming Meeting Presentations – Technology at BRS 2020/21 and 2021/22. It was noted emphasis should include resources for more effective and efficient teaching.

Facilities Committee – Mr. Hughes reviewed the March 12 meeting which focused on an average energy savings of \$120,000 over the last several years as a result of the HVAC renovation project. The next meeting is April 9 at 7:30 AM.

Finance Committee – Ms. Shavers apprised the Board on the March 8 meeting which included review of the current budget deficit of approximately \$34,000, inclusive of a \$20,000 subsidy for the cafeteria as well as significant unemployment costs in the range of \$80,000 associated with the Eday program which currently has a fund balance of \$31,000. Also noted were the anticipating funding allocated by the ESSER II grant in the range of \$200,000 to offset costs associated with Covid. It is anticipated Woodbridge will also benefit from the recently signed American Rescue Act with approximately \$500,000 allocated for use with Covid related expenses in the area of technology infrastructure, building improvements etc. The next committee meeting is Thursday, April 8 at 6:30 PM.

Curriculum Committee – Dr. Strambler noted this committee will meet on Thursday, March 18 at 4:30 PM and will focus on topics related to technology and learning loss.

Policy Committee – Ms. Genovese presented Policy 4131 Professional Development for adoption.

MOTION #4 – POLICY 4131 (PROFESSIONAL DEVELOPMENT)

Move that we adopt Policy 4131 - Professional Development.

Ms. Genovese
Second by Dr. Townsend
UNANIMOUS

Ms. Genovese reviewed the March 9 committee meeting. The committee reviewed the three policies adopted for 30-day review earlier in the meeting. The next meeting of this committee is April 6 at 8:00 AM.

CABE Liaison – Ms. Genovese invited Board members to participate in several virtual webinars - *CABE Day on the Hill* on March 17, Education Committee Bills, Appropriations Committee Budget and the Legislative Wrap-up.

NEW BUSINESS

Healthy Food Certification – Superintendent Budd explained the motion required by the CSDE related to participation in the Healthy Food Program for the 2020/21 school year. While the prior Board voted on exemptions, the CSDE requires a separate motion for participation.

MOTION #5 – HEALTHY FOOD PARTICIPATION 2020/21

Pursuant to C.G.S. Section 10-215f, the Woodbridge Board of Education certifies that all food items offered for sale to students in Beecher Road School, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2020, through June 30, 2021. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organization,; and groups.

Mr. Cowan
Second by Ms. Shavers
UNANIMOUS

Healthy Food Certification 2021/22 – Superintendent Budd clarified the motions required by the CSDE related to compliance with the Healthy Food Program for the 2021/22 school year. The first verifies participation in the Healthy Food program and the second verifies the exemptions that will be applicable during the 2021/22 school year.

MOTION #6 – HEALTHY FOOD PARTICIPATION 2021/22

Pursuant to C.G.S. Section 10-215f, the Woodbridge Board of Education certifies that all food items offered for sale to students in Beecher Road School, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2021, through June 30, 2022. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.

Mr. Cowan
Second by Ms. Shavers
UNANIMOUS

MOTION #7 – FOOD AND BEVERAGE EXEMPTIONS 2021/22

The Woodbridge Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: (1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; (2) the sale is at the location of the event; and (3) the food and beverage items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events but

soccer practices, play rehearsals, and debate team meetings are not. The "regular school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held.

Mr. Cowan
Second by Ms. Shavers
UNANIMOUS

Board Member Request

Mr. Cowan requested that the Board review the quarantine and masks policies as the Governor and CDC have made changes and our policies are not flexible as currently written. It was not clear if the intent was to add the topic to tonight's meeting or if a request was being made to the Policy Committee to have this discussion. It was noted by several members that this topic could be included on the next Policy Committee agenda so it may not be necessary to have a discussion this evening.

MOTION #8 – MODIFY AGENDA

Move that under New Business on tonight's agenda, the Board of Education adds as a discussion item policies related to quarantine and masks.

IN FAVOR: Mr. Cowan
AGAINST: Second by Mr. Hughes
Mr. Cowan, Mr. Hughes and Ms. Piascyk
Ms. Ferrante Fernandes, Ms. Genovese, Dr. Ross, Ms. Shavers, Dr. Stambler and
Dr. Townsend
MOTION FAILS 3-6-0

Certified Staff Resignations

Superintendent Budd presented two certified staff resignations - Nicole Chick and Nicole Rizzo. Both individuals are currently on a leave of absence and resigned to pursue other endeavors.

MOTION #9 – CERTIFIED STAFF RESIGNATIONS (CHICK / RIZZO)

Move that we accept the resignations of Nicole Chick and Nicole Rizzo, effective June 30, 2021, with regret.

Ms. Ferrante Fernandes
Second by Ms. Genovese
UNANIMOUS

PUBLIC COMMENT – None

The Board entered Executive Session to discuss a certified staff leave request and evaluation of the Superintendent.

MOTION # 10 – EXECUTIVE SESSION

Move that we enter Executive Session (8:53 PM).

Ms. Ferrante Fernandes
Second by Dr. Townsend
UNANIMOUS

CALL TO ORDER: Ms. Piascyk, Chair called the Executive Session to order (8:55 PM).

BOARD MEMBERS PRESENT: Ms. Lynn Piascyk, Chair; Mr. Daniel Cowan, Ms. Lor Ferrante Fernandes, Ms. Maegan Genovese, Secretary; Mr. Jeff Hughes, Dr. David Ross, Ms. Joyce Shavers, Vice Chair, Dr. Michael Strambler and Dr. Jeffrey Townsend.

STAFF: Dr. Jonathan Budd, Superintendent.

The Board received a recommendation from the Superintendent pertaining to a certified staff leave request for the 2021/22 school year and discussed specifics related to the process for evaluation of the Superintendent.

MOTION #11 – RETURN TO PUBLIC SESSION

Move that we return to Public Session (9:18 PM).

Mr. Cowan
Second by Ms. Genovese
UNANIMOUS

MOTION #12 – CERTIFIED LEAVE REQUEST (WAGNER)

Move that we accept the recommendation of the Superintendent in Executive Session.

Mr. Cowan

Second by Dr. Townsend

UNANIMOUS

The Board requested that the Superintendent relay the decision of the Board to the teacher involved.

MOTION TO ADJOURN: (9:19 PM)

Dr. Ross

Second by Ms. Ferrante Fernandes

UNANIMOUS

Recorded by Marsha DeGennaro, Clerk of the Board

**WOODBIDGE BOARD OF EDUCATION
MONTH SUMMARY REPORT
FOR THE MONTH ENDED 3 - 31 - 2021**

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>ADOPTED BUDGET</u>	<u>TOTAL AVAILABLE</u>	<u>ESTIMATED ADDITIONAL</u>	<u>(OVER) UNDER YEAR END</u>
100	TOTAL SALARIES	9,224,276	201,642	91,037	110,605
200	TOTAL BENEFITS	3,016,309	267,202	249,759	17,443
300	TOTAL PROFESS. SERVICES	529,345	(108,782)	67,673	(176,455)
400	TOTAL PROPERTY SERVICES	533,902	(6,772)	10,951	(17,723)
500	OTHER SERVICES	1,479,828	110,808	45,205	65,603
600	SUPPLIES & MATERIALS	322,961	118,081	78,482	39,600
700	TOTAL PROPERTY SERVICES	28,074	(14,166)	2,181	(16,347)
800	TOTAL DUES, FEES, MISC.	67,259	2,997	15,000	(12,003)
TOTAL ADOPTED BUDGET		15,201,954	571,009	560,287	10,722

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>ADOPTED BUDGET</u>	<u>TOTAL AVAILABLE</u>	<u>ESTIMATED ADDITIONAL</u>	<u>(OVER) UNDER YEAR END</u>
390	OT/PT SERVICES/CONSULTING	120,363	100,581	15,218	85,363
510	TRANSPORTATION	215,710	12,174	0	12,174
560	TUITION SPECIAL ED	305,161	(27,696)	0	(27,696)
SPECIAL EDUCATION CARVEOUT		641,234	85,059	15,218	69,840

SUMMARY	
Special Ed Surplus / (Deficit)	69,840
Under / (Over) Spending in OTHER programs	(59,118)
Total Surplus / (Deficit) Projected	10,722

**WOODBIDGE BOARD OF EDUCATION
MONTHLY DETAIL BY OBJECT
FOR THE MONTH ENDED 3-31-2021**

Object Code	Descriptions	Adopted Budget	Expended to Date	Encumbered to Date	Available Balance	Estimated Additional	Projected Year-End Balance
110	Administrators	765,122	640,993	157,853	(33,724)	0	(33,724)
120	Teachers - Regular	5,405,566	3,476,503	1,747,050	182,012	37,870	144,142
120	Teachers - Special Education	1,039,146	680,749	308,056	50,341	3,600	46,741
1201	Psychologist	200,610	151,937	80,225	(31,552)	0	(31,552)
1203	Counselor	49,806	32,355	17,451	0	0	0
Sub-Total Certified Salaries		7,460,250	4,982,537	2,310,635	167,078	41,470	125,608
1303	Custodians	430,678	308,140	67,388	55,150	35,360	19,790
140	Nurses	157,822	121,075	36,549	198	198	0
150	Secretaries, Clerical	377,381	311,527	76,299	(10,445)	0	(10,445)
160	Paraprofessionals	305,089	166,390	72,831	65,868	0	65,868
1601	Special Education Paraprofess.	437,944	338,611	154,877	(55,544)	0	(55,544)
170/10	Salaries OT / PT	0	32,824	16,858	(49,682)	0	(49,682)
190	Salaries, Miscellaneous	55,112	17,828	8,266	29,018	14,009	15,009
Sub-Total Non-Certified Salaries		1,764,026	1,296,395	433,066	34,564	49,567	(15,003)
TOTAL SALARIES		9,224,276	6,278,933	2,743,701	201,642	91,037	110,605
220	FICA	252,995	167,282	0	85,713	90,813	(5,100)
230	CMERS	302,341	208,086	0	94,255	106,255	(12,000)
270	Medical Insurance	2,404,511	1,841,202	495,686	67,623	50,191	17,432
280	Life Insurance	42,162	24,319	8,333	9,511	0	9,511
2902	Other Employee Benefits	14,300	4,200	0	10,100	2,500	7,600
TOTAL BENEFITS		3,016,309	2,245,089	504,019	267,202	249,759	17,443
320	Professional Development	37,975	3,865	21,637	12,473	0	12,473
330	Legal Fees	31,600	36,287	0	(4,687)	4,000	(8,687)
340	Software Support	26,338	15,754	0	10,584	10,584	0
350	Substitutes	24,647	195,881	90,064	(261,297)	13,600	(274,897)
390/01	OT/PT/Consultant Services	120,363	9,182	10,600	100,581	15,218	85,363
3902	Financial Audit	24,271	4,250	0	20,021	24,271	(4,250)
390	Other Prof/Tech. Services	264,151	141,099	109,510	13,543	0	13,543
TOTAL PROFESSIONAL SERVICES		529,345	406,317	231,810	(108,782)	67,673	(176,455)
410/01	Utilities - Electric and Water	192,278	120,421	72,097	(240)	0	(240)
420	Heating	68,386	43,335	25,051	0	0	0
430	Repairs and Maintenance	51,631	51,905	13,209	(13,483)	4,000	(17,483)
450	Leases and Rentals	53,595	39,711	13,884	0	0	0
4501	Building Improvements	10,300	6,717	3,583	0	0	0
490	Other Purchased Services	24,520	15,047	2,522	6,951	6,951	0
4901	Service Contracts	133,192	89,233	43,959	0	0	0
TOTAL PROPERTY SERVICES		533,902	366,368	174,306	(6,772)	10,951	(17,723)

**WOODBIDGE BOARD OF EDUCATION
MONTHLY DETAIL BY OBJECT
FOR THE MONTH ENDED 3-31-2021**

Object Code	Descriptions	Adopted Budget	Expended to Date	Encumbered to Date	Available Balance	Estimated Additional	Projected Year-End Balance
510	Pupil Transportation-Regular	418,380	294,375	73,766	50,239	33,672	16,567
510	Pupil Transportation-Spec. Educ.	215,710	114,855	88,682	12,174	0	12,174
520	Insurance-General Liability	100,893	99,760	0	1,133	0	1,133
5201	Worker's Compensation	205,862	178,947	3,224	23,690	0	23,690
530	Telephone Services	16,928	9,569	5,606	1,753	1,753	0
535	Internet	24,640	20,950	4,320	(630)	0	(630)
537	Postage	4,650	4,055	652	(57)	0	(57)
540	Advertising	2,500	11,762	0	(9,262)	0	(9,262)
550	Interns	171,204	89,570	31,950	49,684	0	49,684
560	Tuition - Wintergreen	0	0	0	0	0	0
560	Tuition - Out of District	305,161	211,853	121,004	(27,696)	0	(27,696)
590	Other Purchased Services	13,900	4,120	0	9,780	9,780	0
TOTAL OTHER PURCH SERVICES		1,479,828	1,039,816	329,204	110,808	45,205	65,603
610	Instructional Supplies	123,970	55,515	35,871	32,584	11,584	21,000
620	Computer Software	67,108	36,976	3,479	26,653	26,653	0
625	Supplies Nurses	4,060	(6,050)	7,635	2,475	2,475	0
630	Supplies Custodial	56,706	30,015	5,448	21,243	21,243	0
635	Supplies Office	15,050	6,638	1,488	6,924	6,924	0
640	Books and Audio Visual	17,000	0	0	17,000	0	17,000
645	Subscriptions	21,778	16,163	3,388	2,227	2,227	0
650	Testing	13,225	5,135	714	7,375	7,375	0
690	Misc. Supplies - DW Security	4,064	2,464	0	1,600	0	1,600
TOTAL SUPPLIES & MATERIALS		322,961	146,856	58,023	118,081	78,482	39,600
730	Equipment - Office	0	0	0	0	0	0
732	Computer Hardware	20,222	32,800	819	(13,397)	0	(13,397)
735	Equipment - Teaching	4,000	7,137	173	(3,310)	0	(3,310)
740	Equipment - Building	3,492	1,311	0	2,181	2,181	0
745	Furniture	360	0	0	360	0	360
TOTAL PROPERTY		28,074	41,249	991	(14,166)	2,181	(16,347)
810	Dues and Fees	26,350	11,648	18,570	(3,868)	12,000	(15,868)
825	Unemployment	1,500	6,375	0	(4,875)	3,000	(7,875)
900	Other Fees	39,409	27,120	549	11,740	0	11,740
TOTAL DUES AND FEES		67,259	45,143	19,119	2,997	15,000	(12,003)
TOTAL ADOPTED BUDGET		15,201,954	10,569,771	4,061,174	571,009	560,287	10,722

Expenditures by Object - Financial Analysis
For the Month Ended March 31, 2021
REVISED 4-5-2021

OBJECTS 110-120 – CERTIFIED SALARIES

The net projected surplus results from costs related to superintendent retirement, interim costs, as well as other staff replacements, netted against savings in other staff retirements, savings in ESY program costs, leaves of absence, and those related replacements.

OBJECT 1303 CUSTODIANS

The net projected surplus results from reduced anticipated needs for weather related and staff coverage overtime events.

OBJECTS 150 – SECRETARIAL

The net projected deficit results from discontinued credits due to the temporary closure of the extended day program.

OBJECTS 160 & 1601 – PARAPROFESSIONALS

The net projected surplus results from staffing turnover and unpaid leaves.

OBJECTS 170/10 - Salaries OT/PT

The net projected deficit from hiring employees for services previously provided by an external vendor / subcontractor. The offset to the overage shown in objects 170/10 can be found in objects 390/01

OBJECT 190 – SALARIES MISCELLANEOUS

The net projected savings includes savings related to contractual course reimbursements, actuals lower than budget.

OBJECTS 220 & 230 - FICA / CMERS

The net projected deficit results from hiring employees for services previously provided by an external vendor / subcontractor. The offset to the overage shown in objects 220 & 230 can be found in objects 390/01

270 – MEDICAL INSURANCE

The net projected surplus results from mid-year favorable census changes.

280/2902 – LIFE INSURANCE & OTHER EMPLOYEE BENEFITS

The net projected surplus results from lower than anticipated usage in these areas.

OBJECT 320 – PROFESSIONAL DEVELOPMENT

The net projected savings results from a partial budgetary spending freeze in place in addition to a shift to virtual delivery of workshops due to the pandemic.

OBJECT 330 – LEGAL SERVICES

The net projected deficit results from higher than anticipated needs for these services. Also included are legal fees for a federal level class action.

OBJECT 350 - SUBSTITUTES

The net projected deficit results from coverage needed for leaves of absences as well as supplemental personnel, including (4) long term substitutes in response to hybrid learning models.

OBJECT 390/01 – OT/PT CONSULTANT SERVICES

The net projected surplus results from hiring employees for services previously provided by an external vendor. The cost of the services is now contained in object 170/10.

OBJECT 3902 FINANCIAL AUDIT

The net projected deficit is the result of the CSDE expanding the annual financial audit scope requiring additional billable hours for the auditors.

OBJECT 390 – OTHER PROFESSIONAL TECHNICAL SERVICES

The net projected surplus results from the SRO credit for summer services not needed due to programs cancelled, netted against discontinued credits from the temporary closure of extended day program.

OBJECT 430 – REPAIRS & MAINTENANCE

The net projected deficit results from actuals exceeding budget in the area of HVAC repairs.

OBJECT 510 – TRANSPORTATION

The net projected surplus results from favorable allocation for non-public transportation as well as savings in ESY transportation costs.

OBJECT 520/5201 INSURANCE LIABILITY & WORKER COMPENSATION

The net projected surplus results from favorable policies premium renewals.

OBJECT 540 – ADVERTISING

The net projected deficit results from an unanticipated search for the position of Superintendent.

OBJECT 550 – INTERNS

The projected savings results from intern / building substitute vacancies throughout the school year.

OBJECT 560 - TUITION

The net projected deficit results from an unanticipated special education outplacement related cost.

OBJECT 610 - INSTRUCTIONAL SUPPLIES

The net projected surplus results from a partial budgetary spending freeze.

OBJECT 640 – BOOKS & AUDIO VISUAL

The net projected surplus results from a partial budgetary spending freeze.

OBJECT 690 – MISC SUPPLIES DW SECURITY

The net projected surplus results from a partial budgetary spending freeze on supplies in general.

OBJECT 732 – COMPUTER HARDWARE

The net projected deficit results from additional laptops and mobile devices due to this year's instructional model.

OBJECT 735 – EQUIPMENT TEACHING

The net projected deficit results from unanticipated special education equipment needs.

OBJECT 810 – DUES & FEES

The net projected deficit results from anticipated subsidy for the school lunch program netted against some favorable memberships reductions.

OBJECT 825 – UNEMPLOYMENT

The net projected deficit results from an increase in claims, unrelated to extended day program.

OBJECT 900 – OTHER FEES

The net projected surplus results from favorable allocation for non-public nursing services.

**WOODBRIIDGE BOARD OF EDUCATION
SPECIAL REVENUE PROGRAMS
FINANCIAL REPORT FOR THE MONTH ENDED 3-31-2021**

	Café	Extended Day	Field Trips	Summer Programs	Expendable Trust	Activity Fund
Revenues:						
Charges for services	\$12,968	\$53,257	\$0	\$13,076	\$10,294	\$3,001
Intergovernmental	\$112,757	\$0	\$0	\$0	\$0	\$0
Donations	\$0	\$0	\$0	\$0	\$0	\$0
Other income	\$0	\$0	\$0	\$0	\$0	\$0
Additions	\$0	\$0	\$0	\$0	\$0	\$0
Total Revenues:	\$125,725	\$53,257	\$0	\$13,076	\$10,294	\$3,001
Expenditures:						
Wages, FICA, MERF	\$95,431	\$77,998	\$0	\$7,188	\$2,106	\$0
Medical Insurance	\$0	\$0	\$0	\$0	\$0	\$0
Cost of food sold	\$43,642	\$0	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Repairs	\$800	\$0	\$0	\$0	\$0	\$0
Other Expenses	\$2,918	\$62,234	\$0	\$13,076	\$4,554	\$767
Total Expenditures:	\$142,792	\$140,232	\$0	\$20,264	\$6,659	\$767
Year to Date Net Income / (Loss):	(\$17,067)	(\$86,975)	\$0	(\$7,188)	\$3,635	\$2,234
BOE Year to Date Cost of Health Insurance	\$2,073					
	Café	Extended Day	Field Trips	Summer Programs	Expendable Trust	Activity Fund
Assets:						
Cash	\$48,005	\$34,091	\$4,294	\$18,826	\$18,323	\$9,136
Prepaid Expenses	\$0	\$0	\$0	\$0	\$0	\$0
Accounts Receivable	\$1,189	\$0	\$0	\$329	\$0	\$0
Intergovernment Receivable	\$57,238	\$0	\$0	\$0	\$0	\$0
Inventory	\$6,527	\$0	\$0	\$0	\$0	\$0
Total Assets:	\$112,959	\$34,091	\$4,294	\$19,156	\$18,323	\$9,136
Liabilities:						
Amounts Held As Agent	\$0	\$0	\$0	\$0	\$0	\$0
Accounts Payable	\$9,437	\$9,963	\$0	\$0	\$0	\$0
Deferred Revenue	\$23,926	\$0	\$0	\$0	\$0	\$0
Wages Payable	\$15,557	\$0	\$0	\$0	\$0	\$0
Total Liabilities:	\$48,919	\$9,963	\$0	\$0	\$0	\$0
Fund Balance:						
Prior Year Ending Fund Balance	\$81,107	\$111,103	\$4,294	\$26,343	\$14,688	\$6,902
Year to Date Income / (Loss)	(\$17,067)	(\$86,975)	\$0	(\$7,188)	\$3,635	\$2,234
Current Fund Balance	\$64,040	\$24,128	\$4,294	\$19,156	\$18,323	\$9,136
	-	-	-	-	-	-
	Café	Extended Day	Field Trips	Summer Programs	Expendable Trust	Activity Fund
# of Days Expenses in Fund Balance	88	19	N/A	15	N/A	N/A
Fund Balance Excess	(\$1,325)	(\$89,066)	N/A	(\$55,394)	N/A	N/A
Potential Use(s) of Fund Balance Excess:	Café	Extended Day	Field Trips	Summer Programs	Expendable Trust	Activity Fund
Total Potential Uses of Fund Balance Excess	\$ -	\$ -	N/A	\$ -	N/A	N/A



WOODBIDGE SCHOOL DISTRICT

40 Beecher Road – South
Woodbridge, Connecticut 06525

Jonathan S. Budd, Ph.D. – Superintendent

MEMORANDUM

TO: Woodbridge Board of Education
FROM: Jonathan S. Budd, Ph.D., Superintendent
DATE: April 9, 2021
RE: Proposed Revision of Policy 5114, "Suspension and Expulsion / Due Process"

Based on this morning's meeting of the Board's Policy Committee, please find attached a proposed revision of Policy 5114 which would conform the policy with various statutory changes since its prior (2014) revision:

- Connecticut Public Act 14-229, which modified circumstances under which students' cumulative educational records can be expunged for certain expulsions;
- Connecticut Public Act 15-96, which limited out-of-school suspensions and expulsions for students in preschool and in grades K-2;
- Connecticut Public Act 16-147, which: added certain expulsion hearing rights; clarified requirements for alternative educational opportunities for students who have been expelled; and added requirements for reporting certain expulsion offenses to the local police department; and
- Connecticut Public Act 19-91, which modified the standard to be met to expel a student.

All changes to the policy are indicated in red bold.

Students

Suspension and Expulsion/Due Process

It is the goal of the Board of Education to ensure the safety and welfare of all students in attendance, and to maintain an atmosphere conducive to learning. In keeping with this goal, students are expected to comply with school rules and regulations, as well as Board policies. Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board. Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violates a publicized policy of the Board.

In working with students, emphasis shall be placed upon developing effective self-discipline as the most effective disciplinary approach.

A. Definitions

1. "**Exclusion**" shall be defined as any denial of public school privileges to a student for disciplinary purposes.
2. "**Removal**" shall be defined as an exclusion from a classroom for all or a part of single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
3. "**In-School Suspension**" shall be defined as an exclusion from regular classroom activity for no more than ten consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. Such suspensions shall be served in the school attended by the student.
4. "**Suspension**" shall be defined as an exclusion from school privileges or from transportation services for no more than ten (10) consecutive school days, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed. Suspensions shall be in-school suspensions unless the administration determines, **for any student in grades 3 to 6, inclusive**, that (1) the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension, or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary problems that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive support strategies. **A student in grades PK-2, inclusive, may be given an out-of-school suspension if it is determined by the administration that such suspension is appropriate based on evidence that the student's conduct on school grounds is of a violent or sexual nature that endangers persons.**
5. "**Expulsion**" shall be defined as an exclusion from school privileges, **for any student in grades 3 to 6, inclusive**, for more than ten (10) consecutive school days and shall be deemed to include but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken, provided that assignment to a regular classroom program in a different school in the district shall not constitute a suspension or an expulsion. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to one calendar year. **To be expelled, the student's conduct must be found to be both violative of a Board policy and either seriously disruptive of the educational process or endangering persons or property.**
6. "**Emergency**" shall be defined as a situation under which the continued presence of the student in the school imposes such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
7. "**Days**" is defined as days when school is in session.
8. "**School-sponsored activity**" is defined as any activity sponsored, recognized or authorized by the Board of Education and includes activities conducted on or off school property.
9. "**Possess**" means to have physical possession or otherwise to exercise dominion or control over tangible property.

10. **"Deadly weapon"** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles. **A weapon such as a pellet gun and/or airsoft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm.**
11. **"Firearm"** means 1) any weapon (including a starter gun) which will or is designed to or readily be converted to expel a projectile by the action of an explosive; 2) the frame or receiver of any such weapon; 3) any firearm muffler or firearm silencer; or 4) any destructive device. Firearm does not include any antique firearm. For purposes of this definition "destructive device" means any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than 4 ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine, or device similar to any of the weapons described herein. **"Destructive device" does not include an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.**
12. **"Vehicle"** means a "motor vehicle" as defined in Section 14-1 of the Connecticut General Statutes, snow mobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.
13. **"Martial arts weapon"** means a nunchakum kama, kasari-fundo, octagon sai, tonfa or chinese star.
14. **"Dangerous Drugs and Narcotics"** is defined as any controlled drug in accordance with Connecticut General Statutes §219-240.
15. **"Dangerous instrument" means any instrument, article, or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.**
16. **"Seriously disruptive of the educational process" means, as applied to off-campus conduct, any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.**

B. Removal From Class

1. All teachers are hereby authorized to remove a student from class when such student causes a serious disruption of the educational process within the classroom.
2. Such teacher shall send the student to a designated area and shall immediately inform the building Principal or his/her designee as to the name of the student and the reason for removal.
3. **No student shall be removed from class more than six (6) times in any year, nor more than twice in one week, unless such student is referred to the building Principal or his/her designee and granted an informal hearing to discuss his/her behavior. The administrator will notify the student's parent/guardian promptly.**

C. Exclusion from Co-Curricular and Extra-Curricular Activities

Participation in co-curricular and extra-curricular activities is a privilege and not an entitlement. Students involved in such programs are expected to follow all school rules and demonstrate good citizenship. Failure to do so may result in partial or complete exclusion from said activities and programs. Activities include, but are not limited to, athletic programs, musical or drama productions, clubs, field trips, and school trips out-of-state and abroad.

D. Suspension and Expulsion

1. A student may be suspended or expelled (**grades 3-6 inclusive**) for conduct on school property or at a school-sponsored activity that endangers persons or property, is violative of a publicized policy of the Board, or is seriously disruptive of the educational process, including but not limited to one or more of the following reasons:
 - a. Conduct causing danger to the physical well-being of himself/herself or other people that is not reasonably necessary for self-defense;
 - b. Intentionally causing or attempting to cause physical injury to another person that is not reasonably necessary for self-defense;

- c. Intentionally causing or attempting to cause damage or school property or material belonging to staff (private property);
- d. Stealing or attempting to steal private or school property or taking or attempting to take personal property or money from any other person;
- e. The use, either spoken or written on clothing, of obscene or profane language or gestures on school property or at a school-sponsored activity;
- f. Deliberate refusal to obey the directions or orders of a member of the school staff;
- g. Harassment and/or hazing/bullying on the basis of that person's race, religion, ethnic background, gender, sexual orientation, **or any other basis prohibited through Woodbridge Board of Education Policy 0521, "Nondiscrimination"**;
- h. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse;
- i. Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or any other employee, or a fellow student;
- j. Blackmailing a member of the school community, including any teacher, member of the school administration or any other employee or fellow student;
- k. Possession of a firearm, deadly weapon, dangerous instrument, or martial arts weapon, as defined in Section 53a-3, such as a pistol, knife, blackjack, etc.;
- l. Possession of any weapon or weapon facsimile, including but not limited to knife, pistol, pellet guns and/or air soft pistols.
- m. Possession, transmission, distribution, selling, use or consumption of alcoholic beverages, dangerous drugs or narcotics or intoxicant of any kind or any facsimile of a dangerous drug, narcotic or intoxicant of any kind;
- n. Knowingly being in the presence of those who are in possession of using, transmitting, or being under the influence of any dangerous drug, narcotic, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind;
- o. Participation in any unauthorized occupancy by any group of students or others of any part of any school, school premises or other building owned by any school district after having been ordered to leave said school premises or other facility by the Principal or other person then in charge of said school building or facility;
- p. Participation in any walkout from a classroom or school building by any group of students and refusing to immediately return to said classroom or school building after having been directed to do so by the Principal or other person then in charge of said classroom or school building;
- q. Intentional incitement which results in an unauthorized occupation of, or walkout from, any school building, school premises, facility or classroom by any group of students or other persons;
- r. Repeated unauthorized absence from or tardiness to school;
- s. Intentional and successful incitement of truancy by other students;
- t. The use or copying of the academic work of another and the presenting of it as one's own without proper attribution;
- u. Violation of school rules and practices or Board policy, regulation or agreement, including that dealing with conduct on school buses and the use of school district equipment;
- v. Violation of any federal or state law which would indicate that the violator presents a danger to any person in the school community or to school property;
- w. Lying, misleading or being deceitful to a school employee or person having authority over the student;
- x. Unauthorized leaving of school or school-sponsored activities;

E. Suspension for Conduct Off School Grounds

1. Students are subject to suspension for conduct off school property and outside of school-sponsored activities in accordance with law, for conduct that violates a publicized policy of the Board and is seriously disruptive of the educational process, including but not limited to the following:
 - a. Conduct leading to a violation of any federal or state law if that conduct is determined to pose a danger to the student himself/herself, other students, school employees or school property.
 - b. Adjudication as a delinquent or a youthful offender as the result of a felony if the conduct leading to the adjudication is determined to pose a danger to the student himself/herself, other students, school employees or school property.
2. In making a determination as to whether conduct is "seriously disruptive of the educational process," the administration, Board of Education or impartial hearing board may consider, but such consideration shall not be limited to; (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon as defined in Section 29-38 and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol, narcotic drug, hallucinogenic drug, amphetamine, barbiturate or marijuana.

F. Mandatory Expulsion

It shall be the policy of the Board to expel a student for one full calendar year if:

1. The student, on grounds or at a school-sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. 921*, as amended from time to time, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S. 53A-3; or the student, off school grounds, did possess such firearm in violation of C.G.S. 29-35 or did possess and use such a firearm, instrument or weapon in the commission of a crime; or the student, on or off school grounds offered for sale or distribution a controlled substance, as defined in subdivision (9) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. 21-277 and 21a-278.

**A firearm, as currently defined by 18 U.S.C. 921, is any weapon that can expel a projectile by an explosive action and includes explosive devices, incendiaries, poison gases, and firearm frames, receivers, mufflers or silencers.*

2. Such a student shall be expelled for one calendar year if the Board of Education or impartial hearing board finds that the student did so possess or so possess and use, as appropriate, such a weapon or firearm, instrument or weapon or did so offer for sale or distribution such a controlled substance.
3. The Board may modify the period of a mandatory expulsion on a case-by-case basis.
4. A firearm, as defined by C.G.S. 53a-3, includes any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded from which a shot may be discharged, or a switchblade knife, a gravity knife, billy, black jack, bludgeon or metal knuckles.

~~** A firearm; currently defined by 18 U.S.C. 921, is any weapon that can expel a projectile by an explosive action and includes explosive devices, incendiaries, poison gases, and firearm frames, receivers, mufflers or silencers.*~~

G. Suspension Procedure

1. The administration of each school shall have the authority to invoke suspension for a period of up to ten days or to invoke in-school suspension for a period of up to ten school days of any student for one or more of the reasons stated in paragraph D, above, in accordance with the procedure outlined in this paragraph. Suspensions shall be in-school suspensions unless the administration determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension. The administration may also consider a student's previous disciplinary problems when deciding whether an out-of-school suspension is warranted, as long as the school previously attempted to address the problems by means other than an out-of-school suspension or an expulsion.

The administration is expected to use the guidelines developed and promulgated by the Commissioner of Education to help determine whether a student should receive an in-school or out-of-school suspension.

The administration shall also have the authority to suspend a student from transportation services whose conduct while awaiting or receiving transportation violates the standards set forth in paragraph D, above. The administration shall have the authority to immediately suspend from school any student when an emergency exists as that term is defined in paragraph A, above.

If an emergency situation exists, the hearing outlined in paragraph G(3) shall be held as soon as possible after the exclusion of the student.

2. In the case of suspension, the administration shall notify the student's parents and the Superintendent of Schools not later than twenty-four (24) hours of the suspension as to the name of the student who has been suspended and the reason therefore. Any student who is suspended shall be given an opportunity to complete any class work including, but not limited to, examinations which such student missed during the period of his/her suspension.
3. Except in the case of an emergency, as defined in paragraph A, above, a student shall be afforded the opportunity to meet with the administration and to respond to the stated charges prior to the effectuation of any period of suspension or in-school suspension. If, at such a meeting the student denies the stated charges, he/she may at that time present his/her version of the incident(s) upon which the proposed suspension is based. The administration shall then determine whether or not suspension or in-school suspension is warranted. In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, or expulsion.
4. For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions. Such program shall be at no expense to the student or his/her parents/guardians.
5. No student shall be suspended more than ten times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.
6. No student shall be placed on in-school suspension more than fifteen times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing as provided in paragraph H(5) is first granted.

H. Expulsion Procedures

1. The Board of Education may, upon recommendation of the Superintendent of Schools, expel any student for one or more of the reasons stated in this policy if in the judgment of the Board of Education, such disciplinary action is in the best interest of the school system.
2. Upon receipt of a recommendation for expulsion from the Superintendent of Schools the Board shall, after giving written notice, **at least five (5) business days before such hearing**, to the student and his parents or guardian, if said student is less than 18 years of age, conduct a hearing prior to taking any action on the expulsion of said student, provided however, that in the event of an emergency as defined in this policy, the student may be expelled prior to the hearing but in such case even a hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning legal services that are provided free of charge or at a reduced rate that are available locally (CT Legal Service a source of such services) and how to access such services. **An attorney or other advocate may represent the student subject to expulsion proceedings. The parent/guardian of the student has the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that, if an emergency exists, such hearing shall be held as soon after the expulsion as possible.**
3. Three members of the Board of Education shall constitute a quorum for an expulsion hearing. A student may be expelled if a majority of the Board members sitting in the expulsion hearing vote to expel and provided at least three affirmative votes for expulsion are cast.
4. A special education student's handicapping conditions shall be considered before making a decision to expel. A Planning and Placement Team (PPT) meeting must be held to determine whether the behavior or student actions violative of Board of Education standards set forth in policy governing suspension and expulsion are the result of the student's handicapping condition.

5. The procedure for any hearing conducted under this paragraph shall at least include the right to:
 - a. Notice prior to the date of the proposed hearing which shall include a statement of the time, place and nature of the hearing; a statement of the legal jurisdiction under which the hearing is to be held; **and a statement that students under sixteen (16) years old who are expelled must be offered an alternative educational opportunity;**
 - b. A short and plain statement of the matters asserted, if such matters have not already been provided in a statement of reasons requested by the student;
 - c. The opportunity to be heard in the student's own defense;
 - d. The opportunity to present witnesses and evidence in the student's defense;
 - e. The opportunity to cross-examine adverse witnesses;
 - f. The opportunity to be represented by counsel at the parents'/student's own expense; and
 - g. Information concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services;
 - h. The opportunity to have the services of a translator, to be provided by the Board of Education, whenever the student or his/her parent or legal guardian do not speak the English language;
 - i. The prompt notification of the decision of the Board of Education, which decision shall be in writing if adverse to the student concerned.
6. The record of the hearing held in any expulsion case shall include the following:
 - a. All evidence received and considered by the Board of Education;
 - b. Questions and offers of proof, objections and ruling on such objections;
 - c. The decision of the Board of Education rendered after such hearing; and
 - d. A copy of the initial letter of notice of proposed expulsion, a copy of any statement of reasons provided upon request, a statement of the notice of hearing and the official transcript, if any, or if not transcribed, any recording or stenographic record of the hearing.
7. Rules of evidence at expulsion hearings shall assure fairness, but shall not be controlled by the formal rules of evidence, and shall include the following:
 - a. Any oral or documentary evidence may be received by the Board of Education but, as a matter of policy, irrelevant, immaterial or unduly repetitious evidence may be excluded. In addition, other evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, suspension, or expulsion may be received for considering the length of an expulsion and the nature of the alternative educational opportunity, if any, to be offered;
 - b. The Board of Education shall give effect to the rules of privilege by law;
 - c. In order to expedite a hearing, evidence may be received in written form, provided the interest of any party is not substantially prejudiced thereby;
 - d. Documentary evidence may be received in the form of copies or excerpts;
 - e. A party to an expulsion hearing may conduct cross-examination of witnesses where examination is required for a full and accurate disclosure of the facts;
 - f. The Board of Education may take notice of judicially cognizable facts in addition to facts within the Board's specialized knowledge provided, however, the parties shall be notified either before or during the hearing of the material noticed, including any staff memoranda or data, and an opportunity shall be afforded to any party to contest the material so noticed;
 - g. A stenographic record or tape-recording of any oral proceedings before the Board of Education at an expulsion hearing shall be made provided, however, that a transcript of such proceedings shall be furnished upon request of a party with the cost of such transcript to be paid by the requesting party. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.

- h. Decisions shall be in writing if adverse to the student and shall include findings of fact and conclusions necessary for the decision. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.
8. For any student expelled for the first time and who has never been suspended, **except for a student who has been expelled based on possession of a firearm or deadly weapon**, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such a Board specified program shall not require the student or the parent/guardian of such student to pay for participation in the program.

I. Notification

1. All students and parents within the jurisdiction of the Board of Education shall be informed, annually, of Board Policy governing student conduct by the delivery to each said student of a written copy of said Board Policy.
2. The parents or guardian of any minor student either expelled or suspended shall be given notice of such disciplinary action no later than 24 hours of the time of the institution of the period of expulsion or suspension.
3. The notice of an expulsion hearing **shall be given at least five (5) business days before such hearing** to the student and his/her parents or guardians, if said student is less than 18 years of age shall include information concerning legal services that are provided free of charge or at a reduced rate that are available and how to access such services. **The notification shall include a statement that an attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student shall be notified of the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that, if an emergency exists, such hearing shall be held as soon as after the expulsion as possible.**

J. Students with Disabilities

A special education student's IEP and/or 504 disability shall be considered before making a decision to suspend. A student with disabilities may be suspended for up to ten school days in a school year without the need for the district to provide any educational services. A disabled student may be additionally removed (suspended) for up to ten school days at a time for separate acts of misconduct as long as the removals do not constitute a pattern. During any subsequent suspension of ten days or less of a student with disabilities, the district shall provide services to the disabled student to the extent determined necessary to enable the student to appropriately advance in the general education curriculum and toward achieving his/her IEP goals. In cases involving removals for ten days or less, school personnel (school administration), in consultation with the child's special education teacher, shall make the service determination.

If the disabled student's suspensions beyond ten school days in a school year constitute a pattern because of factors such as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another, the IEP team (PPT) shall conduct a manifestation determination. Meetings of a student's IEP team (PPT) are required to develop a behavioral assessment plan or to review and modify as necessary one previously developed when the disabled student has been removed (suspended) from his/her current placement for more than ten school days in a school year and when commencing a removal (suspension) that constitutes a change in placement.

Whenever a student is suspended, notice of the suspension and the conduct for which the student was suspended shall be included on the student's cumulative educational record. **Such notice shall be expunged from the record by the Board if the student graduates from high school.**

Notwithstanding the foregoing, the following procedures shall apply to students who have been identified as having one or more disabilities under the IDEA and/or Section 504 of the Rehabilitation Act (a "student with disabilities"):

1. If a student with disabilities engages in conduct that would lead to a recommendation for expulsion, the district shall promptly convene an IEP team (PPT) meeting to determine whether the misconduct was caused by or had a direct and substantial relationship to the student's disability or if the conduct in question was the direct result of the District's failure to implement the IEP. A student may be suspended for up to ten days pending the IEP team (PPT) determination.

2. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was not caused by the disability, the Superintendent may proceed with a recommendation for expulsion. During any period of expulsion, a student with disabilities under the IDEA shall receive an alternative educational plan consistent with the student's educational needs as determined by the IEP team (PPT) in light of such expulsion and the student's IEP. The services must continue to the extent determined necessary to enable the disabled student to appropriately advance in the general education curriculum and to advance toward achieving the goals of his/her IEP, and be provided a free appropriate public education.
3. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was caused by or had a direct and substantial relationship to the disability, or the conduct in question was the direct result of the District's failure to implement the student's IEP, the Superintendent shall not proceed with the recommendation for expulsion. The IEP team (PPT) shall consider the student's misconduct and revise the IEP to prevent a recurrence of such misconduct and to provide for the safety of the other students and staff. A functional behavioral assessment shall be conducted, if not previously done, and a behavioral intervention plan implemented or revised, if in existence. The student shall be returned to the placement from which he/she was removed unless agreed otherwise by the District and parent.
4. Should a parent of a student with disabilities who is eligible for services under the IDEA (or the student himself/herself if eighteen years of age or older) file a request for a due process hearing to contest an expulsion under subparagraph (2) above or a proposed change in placement under subparagraph (3), unless the parents (or student if eighteen years of age or older) and the Board otherwise agree, the child shall stay in the interim alternate educational setting, if so placed by student authorities, pending decision in said due process hearing and any subsequent judicial review proceedings.
5. Notwithstanding the provisions of the preceding subparagraph (4), a student with disabilities may be assigned to an interim alternative educational setting for not more than forty-five (45) school days if the student brings a weapon to school or to a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. For purposes of this paragraph, "weapon" means a device instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, but excludes a pocket knife with a blade of less than 2 ½ inches in length. "Serious bodily injury" is defined as bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty. The interim alternative placement shall be determined by the IEP team (PPT). If a due process hearing is requested, the student shall remain in said interim alternative placement pending a decision in the due process hearing, unless the Board and the parents otherwise agree, or the Board obtains a court order.
6. In order for the district to unilaterally obtain a 45 day change in placement from a federal judge of Connecticut hearing officer, it must prove by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the child or others. The school must also prove that it has made reasonable efforts to minimize the risk of harm the student presents in the current placement.

K. Alternative Educational Opportunity

The Board of Education recognizes its obligation to offer any student under the age of sixteen (16) who is expelled an alternative educational opportunity during the period of expulsion. **Such alternative educational opportunity shall be equivalent to alternative education, as defined by the Connecticut State Department of Education, with an individualized learning plan.** Any parent or guardian of such student who does not choose to have his or her child enrolled in an alternative educational program shall not be subject to the provision of Section [10-184](#) of the Connecticut General Statutes.

L. Other Considerations

1. If a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record by the Board **if the student graduates from high school unless the expulsion notice is based on possession of a firearm or deadly weapon if the Board determines that the student's conduct and behavior in the years following such expulsion warrants an expungement.**

2. If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record ~~if the student graduates from high school or~~, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.
3. The Board may adopt the decision of a student expulsion hearing conducted by another school district provided such Board of Education held a hearing pursuant to C.G.S. 10-233d(a). Adoption of such a decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of this Board. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative education opportunity in accordance with item K above.
4. Whenever a student against whom an expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative educational record and (2) the Board shall complete the expulsion hearing and render a decision.
5. A student expelled for possession of a firearm, ~~or~~ deadly weapon, **dangerous instrument, or martial arts weapon** shall have the violation reported to the local police department.
6. The period of expulsion shall not extend beyond a period of one calendar year. A period of exclusion may extend into the next school year.
7. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the ~~Board of Education~~ Superintendent of Schools (~~choose which~~). Readmission decisions shall not be subject to appeal to Superior Court. The ~~Board or~~ Superintendent ~~as appropriate~~, may condition such readmission on specified criteria.
8. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, The Connecticut Juvenile Training School, or any other residential placement for such offense may be expelled by the ~~local~~ Board of Education. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School, or any other residential placement.

Readmission of Student from a Residential Placement

A District student who has committed an expellable offense who seeks to return to a District school, after having been in a juvenile detention center, the Connecticut Juvenile Training School, or any other residential placement, for one year or more, in lieu of expulsion from the District, shall be permitted to return to the appropriate school setting within the District. Further, the District shall not expel the student for any additional time for the offense(s).

Students and parents shall be notified of this policy annually.

(cf. 5125 – Student Records; Confidentiality)

Legal Reference: Connecticut General Statutes

4-176e through 4-180a. Contested Cases. Notice. Record, as amended

10-233a through 10-233f Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66, PA 07-122, PA 08-160, PA 09-82, PA 09-6 (September Special Session), PA 10-111 and PA 11-126

53a-3 Definitions

53a-217b Possession of Firearms and Deadly Weapons on School Grounds

PA 94-221 An Act Concerning School Discipline and Safety

GOALS 2000: Educate America Act, Pub. L. 103-227

18 U.S.C. 921 Definitions

Title III - Amendments to the Individuals with Disabilities Education Act. Sec. 314 (Local Control Over Violence)

Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994

P.L. 105-17 The Individuals with Disabilities Act, Amendments of 1997.

Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.

20 U.S.C. Section 7114, No Child Left Behind Act

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004

PA 14-229 An Act Concerning the Expungement of a Pupil's Cumulative Education Record for Certain Expulsions

PA 15-96 An Act Concerning Out-of-School Suspensions and Expulsions for Students in Preschool and Grades Kindergarten to Two

PA 16-147 An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee

PA 19-91 An Act Concerning Various Revisions and Additions to the Education Statutes

Policy adopted: ~~March 17, 2014~~

WOODBIDGE SCHOOL DISTRICT

Woodbridge, Connecticut

Students

~~Suspension and Expulsion/Due Process~~

~~Suspension~~

~~When the Principal or designee has determined that there is cause for suspension of a student, the following procedures shall be observed:~~

- ~~1. The student shall be given a hearing before the Principal or designee, at which time the charges against the student will be stated and the student will be given an opportunity to respond to the charge. This hearing must be granted except when an emergency situation exists, in which case the hearing must be held as soon after the suspension as possible. Nothing in the informal hearing shall be taken to prevent a more formal hearing from being held if the circumstances warrant.~~
- ~~2. The Principal or designee may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, suspension or expulsion of the student.~~
- ~~3. The Principal or designee shall make every possible attempt to reach the parent or guardian of the student stating the charges against the student and the terms and conditions of the suspension.~~
- ~~4. Whether the telephone contact is made or not the Principal or designee shall forward a letter to the parent or guardian at the last known address according to school records (unless a newer address is determined) not later than twenty four hours of the suspension, and offering the parent or guardian the opportunity for a conference to discuss the suspension.~~
- ~~5. Notice of the suspension shall be transmitted by the Principal to the Superintendent of Schools by the close of the school day following the commencement of the suspension, but no later than twenty four hours of the commencement of the suspension.~~
- ~~6. Following a conference with the Principal or designee the parent or guardian may request the Superintendent to review the Principal's decision. Such review shall be completed and a written report issued to the student and parent or guardian, and to the Board of Education, within three (3) days of the receipt of such request. In examining the Principal's decision to suspend, the Superintendent shall obtain oral or written statements from the Principal or designee, the student, and the person(s) who witnessed and reported the incident(s) which resulted in the suspension. The Superintendent may call all concerned parties together for a conference, and take whatever other action is needed to determine the true facts of the matter.~~
- ~~7. Textbooks and homework are to be provided each student for the duration of the suspension period and the student shall be allowed to complete any classwork, including examinations, without penalty, which was missed during suspension.~~
- ~~8. The Superintendent shall report any unusually serious cases of student suspension to the Board of Education at the first meeting following such action.~~
- ~~9. Notice of a suspension for conduct endangering persons or property or seriously disruptive of the educational process and a description of the conduct leading to such suspension shall be included on the student's cumulative educational record. Such notice shall be expunged from the cumulative record by the Board if the student graduates from high school, except if such notice of expulsion is based on possession of a firearm or deadly weapon.~~
- ~~10. Suspensions shall be in-school suspensions unless the administration (1) determines that the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary problems that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive support strategies.~~

~~11. The administration will use the guidelines developed and promulgated by the Commissioner of Education to help determine whether a student should receive an in-school or out-of-school suspension.~~

~~12. For any student who is suspended for the first time and who has never been expelled, the school administration may shorten the length of or waive the suspension period if the student successfully completes an administration-specified program and meets any other administration-required conditions. Such program shall be at no expense to the student or his/her parents/guardians.~~

~~The foregoing procedure will be followed unless the student has had a total of ten (10) suspensions during the current school year, or has been suspended for a total of fifty (50) days during the current school year. If the student's proposed suspension would exceed either figure the suspension shall not take effect until so ordered by the Board of Education after a formal hearing such as that required for expulsion. If the Principal has reason to believe that the student's conduct endangers persons or property, is seriously disruptive of the educational process or is in violation of a Board policy, expulsion may be recommended.~~

Expulsion

~~The Board of Education or an impartial hearing board, as defined in C.G.S. 10-233d, may expel any student whose conduct on school grounds or at a school-sponsored activity endangers persons or property or whose conduct is seriously disruptive of the educational process, or is violative of the publicized policies of the Board of Education. A student's conduct off school grounds may be considered for expulsion if such conduct is seriously disruptive of the educational process and violative of a publicized Board policy.~~

~~In making a determination as to whether conduct is "seriously disruptive of the educational process," the administration, Board of Education or impartial hearing board may consider, but such consideration shall not be limited to; (1) whether the incident occurred within close proximity of a school; (2) whether other students from the school were involved or whether there was any gang involvement; (3) whether the conduct involved violence, threats of violence or the unlawful use of a weapon as defined in Section 29-38 and whether any injuries occurred, and (4) whether the conduct involved the use of alcohol.~~

~~The procedures leading to expulsion are as follows:~~

- ~~1. Requests for expulsion are to be directed to the Board of Education through the Superintendent of Schools.~~
- ~~2. Upon receipt of an expulsion request the Superintendent will conduct an inquiry within two (2) school days.~~
- ~~3. If after the inquiry the Superintendent or designee determines that the student ought to be expelled, the Superintendent shall forward such request to the Board of Education within five days after receipt of the request to expel.~~
- ~~4. Except in an emergency situation requiring the student's immediate removal, the Board shall conduct a hearing to be governed by the following procedures:~~

~~A. The student and parent or legal guardian must be given notice at least five days prior to the date of the hearing.~~

~~B. The notice shall contain:~~

~~The date, time and place of the scheduled hearing.~~

~~The details of the grounds for the expulsion, including a narrative of the events leading to the expulsion, the names of any witnesses against the student, copies of any statements or affidavits of those witnesses, a detailed summary of any other information to be used in support of expulsion, including any record of past offenses or misbehavior, and whether any prior warnings or suspensions have been given, and the proposed penalty.~~

~~A statement of the student's rights.~~

~~A statement that the Board is not required to offer an alternative educational opportunity to any student between 16 and 18 who was previously expelled or who has been expelled for conduct endangering persons which involved (1) carrying a dangerous instrument or weapon including a martial arts weapon on, or introducing a dangerous instrument or weapon on to school property or at a school-sponsored activity or (2) offering for sale or distribution on school property or at a school-sponsored activity a controlled substance, as defined in Section 21a-240(9) of the Connecticut General Statutes.~~

~~C. At the hearing the student shall have the right to testify and produce witnesses and other evidence in his/her defense and shall have the right to demand that any witnesses against him/her appear in person to answer questions.~~

~~In exceptional circumstances the Board or the impartial hearing panel may refuse to allow a witness against the accused student to appear, when the Board or panel believes that fear on the part of the witness would prevent the giving of accurate testimony. In such cases a verbatim statement of the witness's testimony must be given to the student.~~

~~A witness's unsubstantiated desire to remain anonymous is not such an exceptional circumstance as to justify dispensing with confrontation and questioning by the student.~~

~~D. A student may be represented by any third party of his/her choice, including an attorney.~~

~~E. A student is entitled to the services of a translator, to be provided by the Board of Education, whenever the student or his/her parent or legal guardian do not speak the English language.~~

~~F. The Board or impartial hearing panel shall keep verbatim record of the hearing and the student or his/her parent or legal guardian shall be entitled to a copy of that record at his/her own expense.~~

~~G. The Board or impartial hearing panel shall report its final decision in writing to the student, stating the reasons on which the decision is based, and the penalty to be imposed. Said decision shall be based on evidence produced and derived at the hearing.~~

~~H. Except under unusual circumstances the parent or a minor student shall be notified of the Board action within twenty four hours.~~

~~I. Whenever an emergency exists, the hearing provided for the above procedure shall be held as soon as possible after the expulsion.~~

~~5. Whenever the Board of Education or impartial hearing panel expels a student it shall offer an alternative education program to students under the age of sixteen. The parent or guardian of such student has the legal right to reject such a program without being subject to the truancy law. The Board of Education shall make provisions for an alternative educational opportunity to expelled students between the ages of sixteen and eighteen, conditional upon the desire of the student to continue his/her education and compliance with conditions established by the Board. A student age 16 or older may be placed in an adult education program as an alternative educational opportunity. Any student participating in an adult education program during a period of expulsion shall not be required to withdraw from school under C.G.S. [10-184](#). However, the Board is not required to offer such alternative to any student between the ages of sixteen and eighteen who is expelled because of conduct which endangers persons, and it was determined at the expulsion hearing that the conduct for which the student was expelled involved carrying on or introducing on to school property, on school transportation, or at a school sponsored activity, a dangerous instrument or weapon including a martial arts weapon or offering for sale or distribution on school property or at a school sponsored activity a controlled substance, as defined in Section [21a-240\(9\)](#) of the Connecticut General Statutes. Any special education student expelled for a misconduct not caused by the student's disability must be offered an alternative educational opportunity consistent with the student's needs during the period of expulsion.~~

~~6. If the Board expels a student for the sale or distribution of a controlled substance, the Board shall refer the student to an appropriate state or local agency for rehabilitation, intervention or job training, or any combination thereof, and shall inform the agency of its action.~~

~~7. Notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record by the Board if the student graduates from high school, unless the expulsion notice is based on possession of a firearm or deadly weapon.~~

~~8. The Board may adopt the decision of a student expulsion hearing conducted by another school district provided such Board of Education held a hearing pursuant to C.G.S. [10-233d\(a\)](#). Adoption of such a decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of this Board. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative education opportunity in accordance with the provisions of 5 and 6 above.~~

9. Whenever a student against whom an expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative educational record and (2) the Board shall complete the expulsion hearing and render a decision.
10. The Superintendent shall recommend an expulsion hearing if there is reason to believe a student possessed a firearm or other dangerous instrument in or on real property, comprising any public school or at any school activity as defined in C.G.S. [10-233a](#) or in conduct displayed off school grounds.
11. If a student is found to have possessed a firearm, dangerous instrument, dangerous weapon or martial arts weapon in or on the real property or a school or at any school function as defined in Section [10-233a](#), or on or off school property offered for sale or distribution a dangerous drug, he or she must be expelled for one calendar year. The expulsion period may be modified on a case by case basis by the Board of Education or hearing board.
12. A student expelled for possession of a firearm or deadly weapon shall have the violation reported to the local police department or State Police if the student is enrolled in a regional vocational technical school.
13. The Board will report annually to the Commission of Education, as prescribed, information pertaining to expulsions for weapons and/or dangerous instruments.
14. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Board of Education (alternative language—"at the discretion of the Superintendent of Schools"). Readmission decisions shall not be subject to appeal to Superior Court. The Board or Superintendent, as appropriate, may condition such readmission on specified criteria.
15. For any student expelled for the first time and who has never been suspended, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such a Board specified program shall not require the student or the parent/guardian of such student to pay for participation in the program.
16. If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.

Prior Notice

The Superintendent shall provide for an effective means of informing all students and their parents or guardians of the Board's policy and this regulation at the beginning of each school year, or when the student enrolls or transfers during the school year.

Legal Reference: Connecticut General Statutes

[4-176e](#) through [4-185](#) Uniform Administrative Procedure Act, as amended.

[10-233a](#) through [10-233f](#) Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66, PA 07-122, PA 08-160, PA 09-82, PA 09-6 (September Special Session), PA 10-111 and PA 11-126.

[53a-3](#) Firearm and deadly weapons

[53a-217b](#) Possession of firearm and deadly weapons on school grounds.

PA 94-221 An Act Concerning School Discipline and Security.

GOALS 2000: Educate America Act Pub. L. 103-227.

18 U.S.C. 921 Definitions.

Title III—Amendments to the Individuals with Disabilities Education Act Sec. 314 (Local Control Over Violence)

~~Elementary and Secondary Education Act of 1965 as amended by the Gun Free Schools Act of 1994.~~

~~Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.~~

~~20 U.S.C. Section 7114, No Child Left Behind Act~~

Regulation approved: March 17, 2014

~~WOODBIDGE SCHOOL DISTRICT~~

~~Woodbridge, Connecticut~~

*This policy would replace current policies 4118.238 & 5141.81,
“Self-Quarantine Policy / Regional Travel Advisory”*

Personnel – 4118.238

Students – 5141.81

Travel and Self-Quarantine during the COVID-19 Pandemic

Since travel may increase an individual’s chance of acquiring and spreading COVID-19, the Centers for Disease Control and Prevention (CDC) has recommended against travel during the COVID-19 pandemic. The Board of Education will comply with requirements of the State of Connecticut related to travel outside the local community, including requirements related to self-quarantine. In addition, the Board of Education urges District students, faculty, staff, and visitors to comply with travel-related guidelines developed by CDC and the Connecticut Department of Public Health (DPH).

Updated requirements and guidelines are provided on [the State of Connecticut’s “Travel Advisory for Connecticut During the COVID-19 Pandemic” website](#) and on [the CDC’s “Travel during COVID-19” website](#), which will be [linked on the Woodbridge School District website](#).

Students who are self-quarantining due to travel will be permitted to participate in remote learning during their quarantine period. Staff who are self-quarantining due to travel may be permitted to participate in remote work during their quarantine period in accordance with leave provisions established by the Superintendent.

The Superintendent will disseminate this policy to parents/guardians and staff. Parents/guardians with questions related to the requirements/guidelines and their particular circumstances should contact the District’s Nursing Supervisor. Staff with questions related to the requirements/guidelines and their particular circumstances should contact their supervisor or the Superintendent.

The Policy Committee of the Board of Education will review this policy at least quarterly; if necessary, recommended revision or rescission of the policy will be brought to the Board of Education.

(cf. [6114](#) – Emergencies and Disaster Preparedness)

(cf. [6114.81](#) – Emergency Suspension of Policy During Pandemic)

Legal Reference: Connecticut General Statutes

10-154a Professional communications between teacher or nurse and student.

10-207 Duties of medical advisors.

10-221 Boards of education to prescribe rules.

19a-221 Quarantine of certain persons.

Policy adopted:



WOODBIDGE SCHOOL DISTRICT

40 Beecher Road – South
Woodbridge, Connecticut 06525

Jonathan S. Budd, Ph.D. – Superintendent

MEMORANDUM

TO: Woodbridge Board of Education

FROM: Jonathan S. Budd, Ph.D., Superintendent

DATE: April 6, 2021

RE: Proposed Revision of Policies 4118.238/4218.238 & 5141.81, “Self-Quarantine Policy / Regional Travel Advisory”

Based on this morning’s meeting of the Board’s Policy Committee, please find attached a proposed revision of Policies 4118.238/4218.238 & 5141.81 which would accomplish the following:

- Reflect the significant changes to Connecticut’s travel guidelines that have occurred since the original adoption of the policies in September 2020.
- Point families and staff to the relevant state and federal websites for up-to-date information, such websites will also have links on the WSD/BRS website.
- Include language for periodic review of this policy by the Policy Committee, and the Board if necessary.
- Retitle the policies to “Travel and Self-Quarantine during the COVID-19 Pandemic.”



Technology at BRS 2020/21 & 2021/22

Woodbridge Board of Education
April 20, 2021

Jonathan S. Budd, Ph.D., Superintendent
Analisa Sherman, Principal
Alfred Pullo, Director of Business & Operations
James Crawford, Technology Coordinator



Structure of Tonight's Presentation

I. WSD Financing of Technology

- A. WSD Technology Funding Sources
- B. A Deeper Look at Leasing

II. Technology to Support Learning at BRS

- A. Supporting Teachers
- B. Supporting Students

I. WSD Financing of Technology

A. WSD Technology Funding Sources

WSD Technology Funding Sources

Source	FY 2022 Allocation	Purpose
Leasing	\$50,115	Purchase of desktops & laptops
Operating Budget (outside of leasing)	\$50,085	Purchase of iPads, other hardware, software, & supplies
Capital Budget	\$20,000	Purchase of technology infrastructure such as servers, wireless controllers, and wiring
Recycling	\$4,812	Funds that are recouped from recycling obsolete technology are used for unanticipated needs
Title IV Grant Funding	\$1,340	Technology to improve academic performance & digital literacy

I. WSD Financing of Technology

B. A Deeper Look at Leasing

Current Inventory

Laptops

- 136 - Used by administrators, teachers, Board of Education, and special projects (e.g., Lego Robotics)
 - Typical rotation is that a new device is assigned to a teacher and stays with that individual through its life cycle.

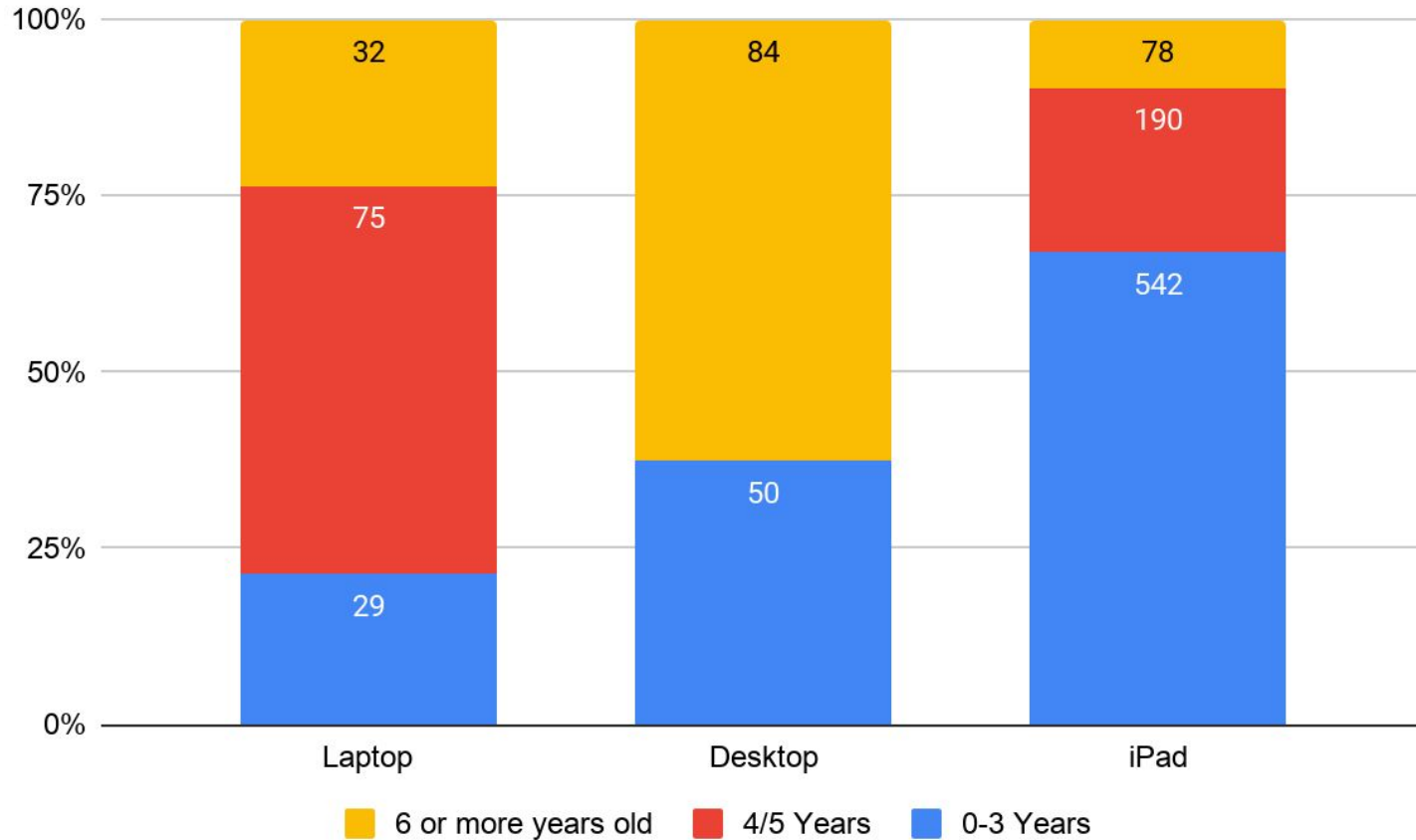
Desktops

- 134 - Used in Technology Center, Library, Offices, Classrooms
 - Typical rotation is that a new device starts in either the Technology Center or an office, then rotates through the library before going to a classroom location.

iPads

- 810 - Used by teachers & students (1:1 Grades 2-6, centers in K &1), including for specified special education learning needs
 - Typical rotation cycle is that a new device starts in 4th grade with a student, stays with the student through 6th grade, then goes to a student for 2nd and 3rd grades.

Current Inventory



Technology Use Principles

- Regular replenishment of technology allows for consistency in level of budget funding.
- A regular and routine replacement cycle ensures that technology hardware does not become obsolete or unable to run current software.
- iPads cannot be leased, and are purchased through inclusion in the operating budget.
- Laptops and desktops can be leased, and our proposed operating budget includes leasing of these two types of devices.

FY 2022 Budget Recommendation (as presented to the Finance Committee on April 8, 2021)

Items	Amount Financed	5-Year Annual	APY	Total Investment
Laptops and Desktops (All): 100 Laptops + 103 Desktops	\$246,147	\$50,115	0.90%	\$250,577

Pros

- Consistent budgeting
- Macbooks are same age, enabling standardized software & hardware support
- Option to upgrade before the end of lease term
- Cost of money < 1% (\$4,428 total borrowing cost over 5 years or \$886/year)

Cons

- All inventory can become potentially obsolete at same time (extreme case)

II. Technology to Support Learning at BRS

A. Supporting Teachers

ISTE Standards for Teachers

*(International
Society for
Technology in
Education 2016;
adopted by
CSDE 2018)*

- **Learner:** Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.
- **Leader:** Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
- **Citizen:** Educators inspire students to positively contribute to and responsibly participate in the digital world.
- **Collaborator:** Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
- **Designer:** Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
- **Facilitator:** Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.
- **Analyst:** Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Technology Opportunities for Teachers


- Co-teaching
- Professional Development
 - PD days
 - Grade-level teams
 - One-on-one trainings
- Self-directed learning resources developed by BRS staff
- Additional opportunities provided by both the Library Media Center staff and the STEM specialist

Technology Provided To / Available For Teachers

- SMARTBoards
- Document Cameras
- Laptops
- iPads
- iPods
- VR goggles / Google Expeditions

Teacher Professional Development on March 19, 2021

Woodbridge School District Teacher Professional Development March 19, 2021

Time	Focus	Goal	Note
8:30 – 12:00	<p><u>Fostering Active, Deep, Learning* through Technology Integration</u></p> <p>Facilitators: Jackie Whiting (CES) & James Crawford</p>	<ul style="list-style-type: none"> By engaging with an expert on technology integration, and peers from both across the school and within grade-level teams, each teacher will: <ol style="list-style-type: none"> celebrate personal & professional growth in technology integration at Beecher over the past year; develop understanding of additional methods to foster active, deep learning through technology integration; and apply one such method (Choice Boards, Station Rotation, or Flipgrid) to an upcoming unit. 	If you plan to work from home, please bring with you any materials that would be necessary for planning an upcoming unit.
<p><i>* ISTE (International Society for Technology in Education) Standard for Educators 5b: Educators will design authentic learning activities that align with content-area standards and use digital tools and resources to maximize active, deep learning.</i></p>			
12:00 – 1:00	Lunch & Movement Break		
1:00 – 3:30	<p><u>Sexual Harassment Prevention Training</u></p> <p>Facilitators: Jonathan Budd & Cheryl Kiesel</p>	<ul style="list-style-type: none"> By engaging with learning videos and in group discussions, each teacher will gain statutory awareness of Connecticut's laws related to sexual harassment, as well as Woodbridge's relevant policies and procedures. 	

*"We cannot become what we need to be by remaining what we are."
~ Max DePree*

Learning and Teaching Practices Survey

The survey was designed in partnership with education researchers at SRI (formerly known as the Stanford Research Institute). This 15-minute teacher survey was designed to provide insights into learning and teaching practices related to technology at our school

This survey asked questions on the following topics:

- Teacher perception of technology
- Teacher sense of preparation for using technology
- Teacher professional learning goals
- Student practices using technology
- Types of student learning products produced with technology tools

Survey responses will be shared with the District PDEC (Professional Development & Evaluation Committee) for planning for 2021-22 & beyond, and also with the Board of Education.

II. Technology to Support Learning at BRS

B. Supporting Students

ISTE Standards for Students

*(International
Society for
Technology in
Education 2016;
adopted by
CSDE 2018)*

- **Innovative Designer:** Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.
- **Creative Communicator:** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.
- **Knowledge Constructor:** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.
- **Computational Thinker:** Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- **Digital Citizen:** Students recognize the rights, responsibilities and opportunities of living, learning, and working in an interconnected digital world. They act and model in ways that are safe, legal, and ethical.
- **Empowered Learner:** Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- **Global Collaborator:** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Example of ISTE Standard Matrix

Project	ID					CC			KC		CT				DC		EL						GC		
	1a	1b	1c	1d	1e	2a	2b	2c	3a	3b	4a	4b	4c	4d	5a	5b	6a	6b	6c	6d	6e	6f	7a	7b	
ABC Book	x	x	x	x	x	x		x	x		x		x		x	x						x	x	x	x
Coding (Kodable and Code-a-pillar)						x	x			x	x	x	x	x	x	x						x	x	x	x
Lexia			x	x					x		x	x			x	x	x	x	x	x	x	x			
Drawing on the iPad	x	x	x	x	x		x	x	x		x			x	x	x						x	x	x	x
Drawing on the Computer	x	x			x		x	x	x		x				x	x		x	x			x	x		
Intro to Lab. & Rules															x	x							x		x
Using a tablet	x	x	x	x	x		x	x	x		x		x		x	x	x	x	x	x	x	x			x
Using a desktop computer	x	x	x	x	x		x	x	x		x		x		x	x	x	x	x	x	x	x			x

Technology Opportunities for Students

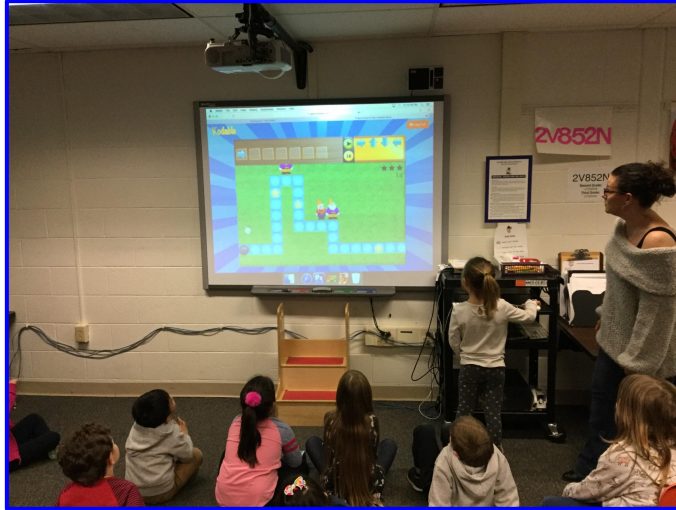
Scheduled Classes

- Students have Technology Education as part of their regularly scheduled specials period.

Non-Scheduled Times

- Co-Teaching between technology specialists and classroom teachers
- Collaboration between technology specialists and specialists in STEM, health, library media, DARE, and others
- Support for language learners
- Open tech lab for fifth and sixth grade
- WBRS News

Kindergarten Coding



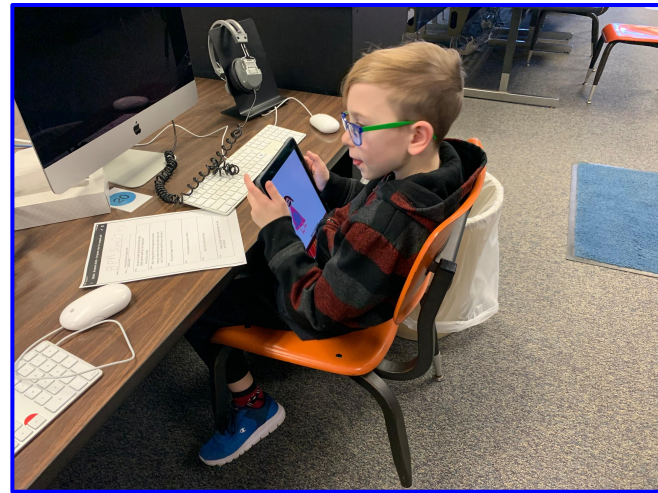
Grade 1 Coding with Robots



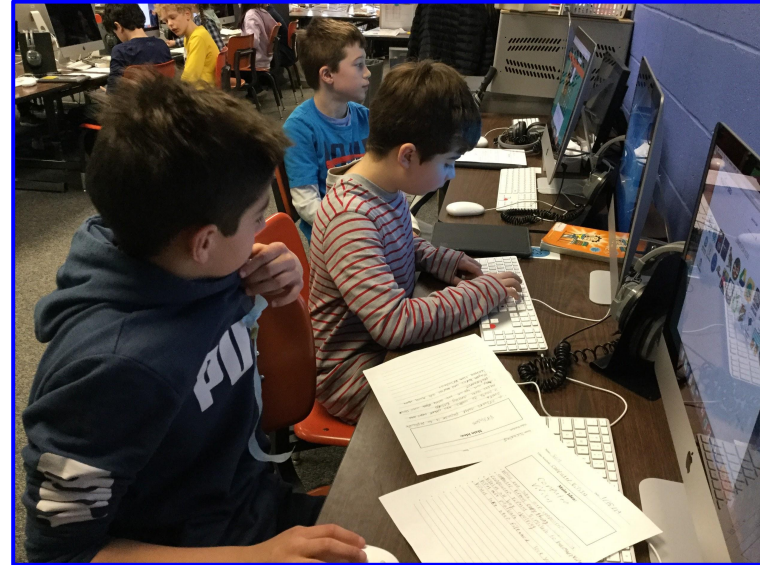
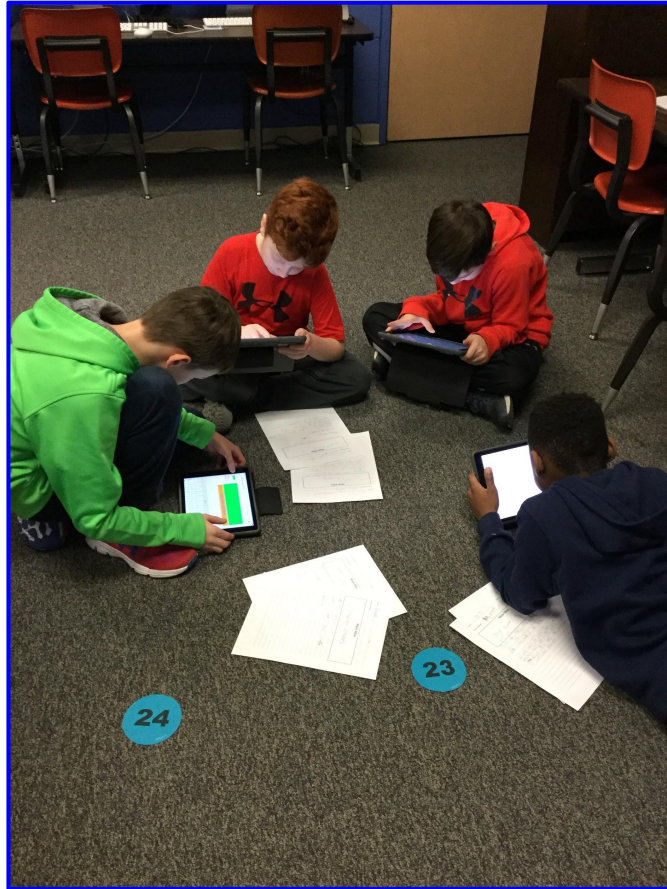
Grade 2
Learning
Keyboarding
Skills



Grade 3
Combining
Literacy &
Technology



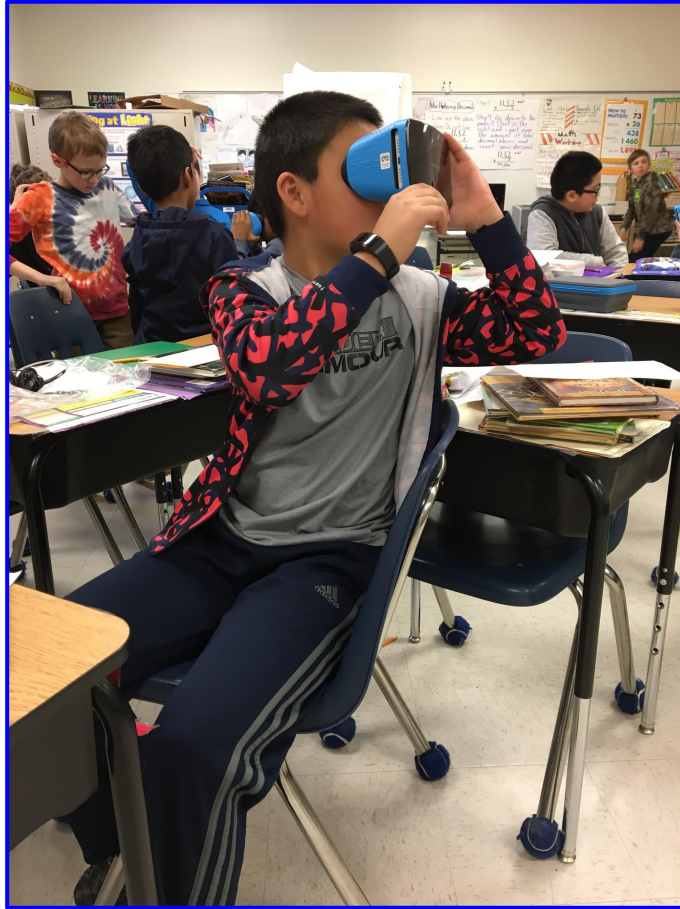
Grade 4 Digital Citizenship Work Groups



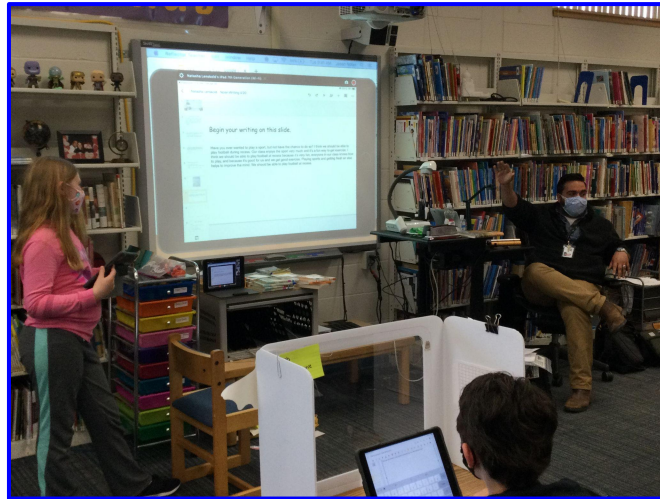
Grade 5 & 6
Coding with
Python in Open
Studio & Robot
Exploration



Grades 5 & 6 Exploring Virtual Reality



Technology Integration in the Classroom



Looking Forward to 2021/22

- Additional assured technology integration learning for teachers based on needs assessment and best practices for professional development
- Additional assured technology integration for students, including Maker Space
- Strategic refocus of Library Media Center & Technology Department

Questions?

I. WSD Financing of Technology

- A. WSD Technology Funding Sources
- B. A Deeper Look at Leasing

II. Technology to Support Learning at BRS

- A. Supporting Teachers
- B. Supporting Students

BRS ENROLLMENT

April 1, 2021

Grade/Teacher	Total
PreK	
DePalma	19
	19
Kindergarten	
Cofrancesco	13
Demetro	14
Dempsey	13
Farnen	14
Grabowski	15
Nakouzi	14
Ramia - Remote	22
	105
Grade 1	
Calabrese	13
Fanelli	13
McClain	14
Thompson	13
Wyman-Anctil	13
McCollom - Remote	16
	82
Grade 2	
Antonellis	14
Blinstrubas	15
DePalma	14
Campbell	13
Eucalitto	14
Halsey / Molot - Remote	21
	91
Grade 3	
Hutchinson	17
Scalia	18
Piscitelli	17
Ventura	18
Vincitorio	18
Ngov - Remote	22
	110

Grade/Teacher	Total
Grade 4	
Lavigne	15
Lemieux	18
Nolan	18
Shepard	18
Triplett	19
Waldron - Remote	22
	110
Grade 5	
Conroy	16
Guerra	17
Horvath	18
McHugh	17
Mulligan	16
Russell	16
Rourke - Remote	24
	124
Grade 6	
Chase	18
Echeverry	19
Franklin	18
Glennon	18
Heagney	18
Krawec	18
Trofimchik - Remote	23
	132
M.A.G.	
Ahern	16
Gerber	17
Golden	17
Hart-Rooney	18
	68
BRS Enrollment	841
ODD	1
GRAND TOTAL	842

TOTAL REMOTE

150

BOE CURRICULUM COMMITTEE MEETING

Thursday March 18, 2021

4:30-5:30 p.m.

*meeting held virtually

Members present: Dr. David Ross, Dr. Jeffrey Townsend, Dr. Budd, Analisa Sherman, Lynn Piasyck, Daniel Cowan, Joyce Shavers, Kim Franklin, Mary Vicitorio, Ruchi Jain

Meeting called to order by Dr. David Ross at 4:31 p.m. (Dr. Ross was sitting in as Chair in the absence of Dr. Michael Strambler)

Superintendent's Report: Addressing Learning Loss in Students

- Presented by Analisa Sherman, BRS Principal and Dr. Budd, BRS Superintendent
- PowerPoint presentation was provided to BOE committee members
- Learning loss during COVID-19 pandemic-group and individual analysis of student learning loss was provided
- Student attendance has varied this school year
- Data analyzed included Teacher's College Reading assessments and STAR Reading
- Sample TC data was shared for the fall of 2019, winter 2020, fall 2020, and winter 2021, this ample included a grade one cohort of students
- Data for all grades K-6 was shared
- Data showed K-3 students-highlighted where the students were in 2020/21 with below, at/above grade level
- Grades 4-6 students 2020/21 below, at/above grade level-learning loss pointed out from last year to this year
- Initial conclusions-discussed grades 3-5, grade 1 concerns
- STAR Reading-grades 2-5-data from 1/2020, 1/2021
- Data showed grade 4 students were below in the % hitting the 50% mark, seeing trends at specific grade levels
- Lexia-one data point
- Grade 4 and 5 students have not made a lot of progress, some learning loss was noted
- Math-STAR Math and Symphony Math data was discussed
- Planning for summer-literacy/reading with grades 1, 4, and 5
- Math with grades 2, 3, and 4
- These grades will be targeted for learning loss and usual summer slide
- Targets will include very specific programming being offered to all students
- Summer programming will not be mandatory and will be an extension of the school year

- Students will be instructed in small groups or individually by certified teachers
- Fall of 2021 we will continue to look at data to target learning loss and cross over to SRBI intervention
- Dr. Budd to develop a needs assessment by April 1st
- Admin to develop guides for families
- Grade 6 programming for July 1st would go to Amity Region 5 school district

Technology to Support Learning

- Presented by James Crawford
- ISTE Standards for Students-brief overview of these, adopted by the CSDE 2018
- Lessons structured to achieve these goals
- ISTE Standards for Teachers-adopted by CSDE 208
- Beecher Road School technology opportunities for teachers have included the following: Smart Boards, document cameras, laptops, iPads, iPods and VR Goggles
- March 19th Professional Development Day for teachers will include: ISTE Standards, a celebration of new learning over the past year, personal and professional growth
- There will be move forward to active, deep learning, teachers to walk away with new learning that they can implement right away
- Survey to be completed-teachers to participate in and share out with PDEC for planning moving forward

Public Comment

Motion to adjourn at 5:32 p.m. by Lynn Piasyck, seconded by Dr. Jeffrey Townsend

Respectfully submitted,
Doreen Merrill



WOODBIDGE SCHOOL DISTRICT

40 Beecher Road – South
Woodbridge, Connecticut 06525

Jonathan S. Budd, Ph.D. – Superintendent

MEMORANDUM

TO: Woodbridge Board of Education
FROM: Jonathan S. Budd, Ph.D., Superintendent
DATE: March 9, 2021
RE: Proposed Revision of Policy 2111, "Equal Employment Opportunity"

Based on this morning's meeting of the Board Policy Committee, please find attached a proposed revision of Policy 2111 which would accomplish the following:

- Remove current paragraph 1, which does not relate to this policy, whose focus is equal employment opportunity. This type of content is covered in Board Policy 5145.5, "Non-Discrimination."
- Replace current paragraph 2 with an update to the classifications linked to equal employment opportunity:
 - Adding the protected groups of "veteran status" and "genetic information";
 - Updating "sexual preference" with "sexual orientation"; and
 - Updating the definition of "disability."

Administration

Equal Employment Opportunity

~~The Woodbridge Board of Education affirms its policy of equal educational opportunity for all students and prohibits discrimination because of race, color, religious creed, age, marital status, national origin, sexual preference, gender, sexual identity or expression, ancestry, present or past history of mental disability, pregnancy or physical disability in all educational and extracurricular programs and activities.~~

~~The Board of Education also affirms its policy of equal employment opportunity for all persons and prohibits discrimination in employment because of race, color, religious creed, age, marital status, national origin, gender, sexual preference, ancestry, present or past history of mental disability, pregnancy or physical disability, except nothing prohibits the Board from requiring employees to comply with bona fide occupational qualifications or needs.~~

The Board of Education affirms its policy of equal employment opportunity for all persons and prohibits discrimination in employment because of race, color, religious creed, age, marital status, veteran status, national origin, gender, sexual orientation, ancestry, genetic information, or disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability, or learning disability), including pregnancy, or any other basis prohibited by state and/or federal non-discrimination laws, except nothing prohibits the Board from requiring employees to comply with bona fide occupational qualifications or needs.

Legal References: Title VII of the Civil Rights Act of 1964, 42 U.S.C., sub 2000e.

Age Discrimination in Employment Act, 29 U.S.C. Sec 621.

Executive Order 11246.

Connecticut General Statutes

Connecticut Constitution Article I, Section 20; Amendment V Equal Rights Protection Amendment.

~~46a-51~~ (8), (17), (18) Discriminatory practices.

~~46a-58~~(a) Deprivation of rights.

~~46a-60~~ Discriminatory employment practices prohibited.

~~46a-79~~ State policy re employment of criminal offenders.

~~46a-80~~ Denial of employment based on prior conviction of crime.

~~46a-81~~ Sexual orientation discrimination defined

46a-81a Discrimination on the basis of sexual harassment

~~10-153~~ Discrimination on account of marital status.

Policy adopted: ~~March 19, 2012~~ _____



WOODBIDGE SCHOOL DISTRICT

40 Beecher Road – South
Woodbridge, Connecticut 06525

Jonathan S. Budd, Ph.D. – Superintendent

MEMORANDUM

TO: Woodbridge Board of Education
FROM: Jonathan S. Budd, Ph.D., Superintendent
DATE: March 9, 2021
RE: Proposed Revision of Policy 4118.112, "Sexual Harassment"

Based on this morning's meeting of the Board Policy Committee, please find attached a proposed revision of Policy 4118.112 which would accomplish the following:

- Conform with Connecticut Public Act 19-16, "An Act Combatting Sexual Assault and Sexual Harassment," and relevant statutory changes.

Personnel — Certified and Non-Certified

Sexual Harassment

The Woodbridge Board of Education (Board) is committed to safeguarding the right of all employees within the school district to a work environment that is free from all forms of sexual discrimination or harassment. Therefore, the Board condemns and prohibits all unwelcome behavior of a sexual nature which is either designed to extort sexual favors from an employee as a term or condition of employment, or which has the purpose or effect of creating an intimidating, hostile, or offensive working environment unreasonably interfering with the employee's work performance or adversely affecting the employee's employment opportunities. The Board also strongly opposes any retaliatory behavior against complainants of or witnesses to allegations of sexual harassment.

Definitions

Sex discrimination is defined as when an employer refuses to hire, disciplines or discharges any individual, or otherwise discriminates against an individual with respect to his or her compensation, terms, conditions, or privileges of employment on the basis of the individual's sex. Sex discrimination is also defined as when a person, because of his or her sex, is denied participation in, or the benefits of, a program that receives federal financial assistance.

Sexual harassment, a form of sex discrimination, means any unwelcome sexual advances or requests for sexual favors or any conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

Employee means any individual hired by the Board of Education.

Immediate supervisor means the person to whom the employee is directly responsible.

Harassment

Any employee who believes that s/he has been subjected to sex discrimination or sexual harassment should report the alleged misconduct immediately so that appropriate corrective action may be taken at once. In the absence of a victim's complaint, the Board, upon learning of, or having reason to suspect, the occurrence of any sexual misconduct, will ensure that an investigation is promptly commenced by appropriate individuals.

Retaliation against any employee for complaining about sex discrimination or sexual harassment is prohibited under this policy and illegal under state and federal law. Violations of this policy will not be permitted and may result in discipline up to and including discharge from employment. Individuals who engage in acts of sex discrimination or sexual harassment may also be subject to civil and criminal penalties.

Notification Requirements

The Board shall, in each school, post in a prominent and accessible location information concerning the illegality of sexual harassment and remedies available to victims of sexual harassment.

In addition, the Board shall provide, not later than three months after an employee's start date with the District, a copy of the information concerning the illegality of sexual harassment and remedies available to victims of sexual harassment to each employee by electronic mail with a subject line that includes the words "Sexual Harassment Policy" or similar, if the District has provided an e-mail account to the employee, or if the employee has provided the District with an e-mail address. The Board will also post the information on the District's website.

Training Requirements

Staff training in the prevention of sex discrimination and sexual harassment in the workplace shall be conducted consistent with the requirements of the State of Connecticut, including training not later than six months after the date of a new employee's hire.

The Superintendent of Schools is directed to develop and implement specific procedures on reporting, investigating and remedying allegations of sexual discrimination and/or sexual harassment.

A copy of this policy and its accompanying regulations are to be distributed to all personnel and posted in appropriate places.

(cf. 4000.1/5145.44 – Title IX)

Legal References: United States Constitution, Article XIV

Civil Rights Act of 1964, Title VII, 42 U.S.C. S2000-e2(a).

Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, Effective 10/15/88.

Title IX of the Education Amendments of 1972, 20 USCS §1681, *et seq.*

Title IX of the Education Amendments of 1972, 34 CFR §106, *et seq.*

Title IX Final Rule, May 6, 2000)

Mentor Savings Bank, FSB v. Vinson 477 US.57 (1986)

Faragher v. City of Boca Raton, No. 97-282 (U.S. Supreme Court, June 26,1998)

Burlington Industries, Inc. v. Ellerth, No. 97-569, (U.S. Supreme Court, June 26,1998)

Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26,1998)

Connecticut General Statutes

[46a-60](#) Discriminatory employment practices prohibited.

Conn. Agencies Regs. §46a-54-200 through §46a-54-207

Constitution of the State of Connecticut, Article I, Section 20.

P.A. 19-16 An Act Combatting Sexual Assault and Sexual Harassment

Policy adopted:

Personnel -- Certified/Non-Certified

Procedures

- A. The Superintendent of Schools will appoint a District Title IX Coordinator and announce the identity of this person annually at the beginning of the school year.
- B. Employees who believe they have been subjected to sexual harassment or sexual discrimination are to report the incident promptly to the Title IX Coordinator. Should the Title IX Coordinator be the subject of the complaint, the complaint shall be made to the Superintendent, who shall investigate or appoint a designee to do so. Incidents of sexual harassment may be reported informally or through the filing of a formal complaint.
- C. All reports of sexual harassment will be held in confidence subject to all applicable laws.
- D. Consistent with federal and state law, the following procedures shall be employed in handling any report, investigation and remedial action concerning allegations of sexual harassment.

Informal Complaints

Employees who believe they have been subjected to sex discrimination or sexual harassment may request that an informal meeting be held between themselves and the appropriate supervisor. The purpose of such a meeting will be to discuss the allegations and remedial steps available. The supervisor will then promptly discuss the complaint with the alleged perpetrator. Should the perpetrator admit the allegations, the supervisor is to obtain a written assurance that the unwelcome behavior will stop. Depending on the severity of the charges, the supervisor may recommend that further disciplinary action be taken. Thereafter, the written report of the incident is to be prepared and the complainant informed of the resolution. The complainant is to indicate on the supervisor's report whether or not s/he is satisfied with the resolution.

If the complainant is satisfied with the resolution, the incident will be deemed closed. However, the complaint may be reopened for investigation if a recurrence of sex discrimination or sexual harassment is reported. The supervisor is to inform the complainant to report any recurrence of the discrimination or harassment or any retaliatory action that might occur.

If, during the informal attempt to resolve the complaint, the alleged harasser admits the allegations but refuses to give assurance that he/she will refrain from the unwelcome behavior, the supervisor is to file a report with the Title IX Coordinator. The report is to indicate the nature of the complaint, a description of what occurred when the supervisor informed the alleged harasser of the allegations against him/her, the perpetrator's response to the allegations, and a recommendation that stronger corrective measures be taken. This report should be accompanied by a formal complaint.

Should the alleged perpetrator deny the allegations, the supervisor is to inform the complainant of the denial and state that a formal written complaint will be required for further formal investigation. The supervisor will file a report with the Title IX Coordinator on what has transpired to date. If the complainant submits a formal complaint, a copy of it should accompany the supervisor's report with a recommendation for further action.

Formal Complaints

Formal complaints may be submitted either to initially report any incidence of sex discrimination or sexual harassment, or as a follow-up to an unsatisfactory resolution of an informal attempt to resolve a complaint. The formal written complaint will consist of any appropriate forms and a copy of any applicable supervisor reports. The appropriate forms should solicit the specifics of the complaint, e.g., date and place of incident, description of sexual misconduct, names of any witnesses, and any previous action taken to resolve the matter. Forms are available by contacting any supervisor, the district's Title IX Coordinator, and/or the Superintendent of Schools.

Any employee who believes that he or she has been discriminated against or sexually harassed in the workplace in violation of this policy may also file a complaint with the West Central Regional Office of the Connecticut Commission on Human Rights and Opportunities, 55 West Main Street, Suite 210, Waterbury, CT 06702 (203) 805-6530, and/or the Equal Employment Opportunity Commission, Boston Area Office, 475 Government Center, Boston, MA 02203 (Telephone Number 617-565-3200). Connecticut law requires that a formal written complaint be filed with the Commission on Human Rights and Opportunities within 180 days of the date when the alleged discrimination/harassment occurred. Remedies for sex discrimination and sexual harassment include cease and desist orders, back pay, compensatory damages, hiring, promotion or reinstatement.

Investigating a Complaint

Complaints will be investigated promptly. Corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation to the extent possible, and reprisals or retaliation that occur as a result of the good-faith reporting of charges of sex discrimination or sexual harassment will result in disciplinary action against the retaliator.

Remedial Action

If the investigation reveals that sexual discrimination or harassment has occurred, appropriate sanctions will be imposed in a manner consistent with any applicable law. Depending on the gravity of the misconduct, these may range from a reprimand up to and including dismissal from employment.

Anyone subjecting complainants or witnesses to any form of retaliation will also be subject to disciplinary action in the manner prescribed by law.

If the investigation reveals that no sexual harassment has occurred, or if the complainant is not satisfied with the remedial action taken after a finding of sexual harassment, the complainant may appeal to the Superintendent or the Board of Education. The appeal must include a copy of the original complaint, all relevant reports, the specific action being appealed, and an explanation of why the complainant is appealing.

Post Remedial Action

Following a finding of sexual discrimination or harassment, victims will be periodically interviewed by the appropriate supervisory personnel to ensure that the discrimination / harassment has not resumed and that no retaliatory action has occurred. These follow-up interviews will continue for an appropriate period of time. A report will be made of any victim's response.

Title IX Coordinator

The Title IX Coordinator for the Woodbridge Board of Education is the Special Services Director.

Complaint Records

A complainant should receive a copy of any resolution reports filed by the supervisor concerning his/her complaint. Copies should also be filed with the employment records of both the complainant and the alleged perpetrator.

Investigation in the Absence of a Complaint

The Board, in the absence of a victim's complaint, must ensure that an investigation is commenced by the appropriate individuals, upon learning of, or having reason to suspect, the occurrence of any sex discrimination or sexual harassment.

Role of the District Title IX Coordinator

The District Title IX Coordinator shall immediately institute an inquiry into allegations which shall include, but not limited, to:

1. Advising the Superintendent of Schools that a complaint of alleged sex discrimination or sexual harassment has been filed.
2. Interviewing the complaining adult or student in a confidential setting. In the case of a student, the parent/guardian shall be notified (unless the parent/guardian is the subject of the allegations) and invited to be present for the interview.
3. Conducting interviews with all parties named as perpetrators of and witnesses to the alleged sex discrimination or sexual harassment.
4. Filing a report of findings with the Superintendent of Schools. If the findings result in reasonable cause to suspect or believe that any child under the age of eighteen has been abused, the District Title IX Coordinator shall also file a report with the State of Connecticut Commissioner of Children and Youth Services. Nothing contained herein shall abrogate the reporting requirements of school personnel pursuant to Connecticut General Statute 17a-101 in cases of suspected child abuse.

Legal References: United States Constitution, Article XIV

Civil Rights Act of 1964, Title VII, 42 U.S.C. S2000-e2(a).

Equal Employment Opportunity Commission Policy Guidance (N-915.035) on Current Issues of Sexual Harassment, Effective 10/15/88.

Title IX of the Education Amendments of 1972, 20 USCS §1681, *et seq.*

Title IX of the Education Amendments of 1972, 34 CFR §106, *et seq.*

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Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26,1998)

Connecticut General Statutes

46a-60 Discriminatory employment practices prohibited.

Conn. Agencies Regs. §46a-54-200 through §46a-54-207

Constitution of the State of Connecticut, Article I, Section 20.

P.A. 19-16 An Act Combatting Sexual Assault and Sexual Harassment

Regulation approved:

WOODBIDGE SCHOOL DISTRICT
SEXUAL HARASSMENT COMPLAINT REPORT

LEVEL 1

Administrator: Please detail the nature of the complaint, setting forth names and dates, as appropriate; and the response of the individual against whom the complaint is made

Finding and Action Taken:

Signature of Administrator: _____ Date: _____

Reports of harassment shall be treated with all appropriate confidentiality.

LEVEL 2

Name of Complainant: _____

Home Address: _____

Telephone (Home) _____

Date of Incident: _____ Time of Incident: _____ Date Reported: _____

Location of Incident _____

Complaint Filed Against (Name/Position):

Witness:

Name/Position	Address	Telephone
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Name/Position	Address	Telephone
---------------	---------	-----------

Name/Position	Address	Telephone
---------------	---------	-----------

Details (description) of complaint: (Please attach any additional information/documentation as necessary)

Recommended Action/Action Taken:

Signatures (Acknowledgments):

Complaint _____ Date: _____

Subject of Investigation _____ Date: _____

School Principal: _____ Date: _____

Superintendent of Schools: _____ Date: _____

Reports of harassment shall be treated with all appropriate confidentiality.

Personnel—Certified/Non-Certified

Sexual Harassment

Sexual Harassment/Intimidation

The Woodbridge School District is committed to preserving a positive and productive working and learning environment free of discrimination. The Woodbridge School District prohibits sexual harassment or intimidation of its employees or students whether by supervisory or non-supervisory personnel, by individuals under contract, by volunteers subject to the control of the Board, or by students. Sexual harassment/intimidation in the workplace by employees will result in disciplinary action up to and including dismissal. Students engaged in sexual harassment/intimidation will also be subject to disciplinary action.

Sexual harassment/intimidation is defined as unwelcome conduct of a sexual nature, whether verbal or physical, including, but not limited to, insulting or degrading sexual remarks or conduct; threats or suggestions that an employee's or student's submission to or rejection of unwelcome conduct will in any way influence an employment or education decision regarding that employee or student or conduct of a sexual nature which substantially interferes with an employee's work performance, or student's educational performance or creates an intimidating, hostile or offensive work or school environment, such as the display in the workplace or school of sexually suggestive objects or pictures.

Procedures (Informational Purposes)

The Woodbridge School District Board of Education encourages victims of sexual harassment to report such incidents. Employees are encouraged to promptly report complaints of sexual harassment/intimidation to the Director of Special Services. Students are encouraged to promptly report complaints of sexual harassment/intimidation to the Principal. Complaints will be investigated promptly and corrective action will be taken when allegations are verified. Confidentiality will be maintained by all persons involved in the investigation and no reprisals or retaliation will be allowed to occur as a result of the good faith reporting of charges of sexual harassment.

Legal Reference: Connecticut General Statutes

46a-54 (15) Definitions. Posting requirement for employers having three or more employees. Where to post. When to post. Posting and training requirements for employers having fifty or more employees. Effect of prior training. Trainers. Recordkeeping.

Faragher v. City of Boeae Raton, No. 97-282 (U.S. Supreme Court, June 26, 1998)

Burlington Industries, Inc. v. Ellerth, No. 97-569, (U.S. Supreme Court, June 26, 1998)

Gebbs v. Lago Vista Indiana School District, No. 99-1866, (U.S. Supreme Court, June 26, 1998)

Policy adopted: November 19, 2012

WOODBIDGE PUBLIC SCHOOLS

Woodbridge, Connecticut

Personnel—Certified/Non-Certified

Sexual Harassment

Sexual Harassment/Intimidation

The Board of Education endeavors to provide all students with a school environment that is free from all forms of sexual harassment. Sexual harassment does not only depend upon the actor's intention but also upon how the person who is the subject of the behavior reasonably perceives the behavior and is affected by it. Sexual harassment will not be tolerated by, among or against students of the school district. The Board recognizes that sexually harassing behavior can originate from a person of either sex against a member of either the opposite or same sex. All members of our school community are required to adhere to a standard of conduct that is respectful and courteous to students, district employees and the general public.

The Board of Education condemns and prohibits all sexual harassment. Unwelcome behavior of a sexual nature is sexual harassment, if submission to or rejection of it is made implicitly or explicitly, a term or condition of instruction or participation in an educational activity or the basis of evaluation or an academic decision, or if it has the purpose or effect of creating a hostile, intimidating or offensive academic environment. Examples of such behavior include unwanted touching, insulting or degrading sexual comments and the display of sexually explicitly or suggestive gestures, objects words or practices.

It is the express policy of the Board of Education to encourage victims of sexual harassment to report such claims. Students and/or their parent/guardian should promptly report complaints of sexual harassment to the appropriate personnel or the building principal or his/her designee. The Superintendent is directed to develop and implement specific procedures on reporting, investigating and remedying allegations of sexual harassment. The right to confidentiality of the complainant and the accused will be respected consistent with the Board's legal obligations and with the necessity to investigate allegations of misconduct and take corrective action when such conduct has occurred. There shall be no retaliation whatsoever against an individual filing a complaint of harassment made in good faith.

In accordance with employee organization agreements, the law and Board policy, a proven charge of sexual harassment against a staff member of the Board shall subject such staff member to appropriate corrective action, which may include discipline up to and including discharge. A proven charge against a student shall subject that student to appropriate corrective action, which may include suspension or expulsion, consistent with student discipline policy.

In an effort to provide a learning environment that is free of sexual harassment, the Board directs the administration to educate students and staff about sexual harassment, emphasizing the areas of awareness and prevention. In addition, the Woodbridge School District will provide staff development for administrators and supervisory personnel and will annually inform staff and students of this policy.

Procedure

Any student and/or parent or guardian who believes that he or she has reason to complain about sexual harassment should report the alleged misconduct immediately to a teacher, special services personnel, the building principal or the Superintendent. The building principal, or if the building principal's conduct is in question, the Superintendent, will conduct a prompt, full and impartial investigation of any complaint of sexual harassment and, if sexual harassment is determined to have occurred, will design and implement prompt corrective action. Reprisals or retaliation against anyone making a good faith report of possible sexual harassment will not be permitted.

All complaints of sexual harassment will be treated with all appropriate confidentiality and in accordance with Complaint Levels 1, 2 and 3 as set forth below. The parents of a child making a claim of, or accused of, sexual harassment will be promptly notified of the complaint, included in its proceeding and apprised of the results of the investigation, consistent with applicable state and federal statutes and regulations.

Remedial Action

Students who are determined to have engaged in sexual harassment will be subject to appropriate corrective action, including disciplinary action up to and including suspension and expulsion. Parents of children determined to have engaged in sexually harassing behavior will be informed of the fact and about faculty resources available to assist them in avoiding recurrence of the behavior.

Employees who are determined to have engaged in sexual harassment will be subject to appropriate corrective action, including disciplinary action up to and including suspension and/or termination.

False Complaint

If it is determined that a complaint of sexual harassment was not made in good faith or was deliberately false, the complainant will be subject to appropriate corrective action, which may include suspension or expulsion, consistent with student discipline policy.

If it is determined that a complaint of sexual harassment was not made in good faith or was deliberately false, the complainant will be subject to appropriate corrective action, which may include suspension and/or termination, consistent with personnel policy.

Investigation in the Absence of a Complaint

The Board of Education may, in the absence of a victim's complaint, initiate an investigation upon learning of possibly harassing sexual conduct.

Staff Responsibility

Any staff member who is made aware of a complaint of possible sexual harassment must immediately report the complaint to the school principal. The school principal will verbally inform the Superintendent of Schools of the situation and the Superintendent or designee will assure the complaint is given proper consideration, and at the same time, protect the rights of the individuals involved.

Confidentiality

The right to confidentiality of the complainant and the accused will be respected consistent with the Board's legal obligations and with the necessity to investigate allegations of misconduct and take corrective action when such conduct has occurred.

Level 1 Complaint

Students and/or parent or guardian who believes they have reason to complain about sexual harassment or employees who believe they have reason to complain about sexual harassment by students may request that an informal meeting be held between themselves and the appropriate member of administration. The purpose of such a meeting will be to discuss the allegations and remedial steps available. If a potential incident of sexual harassment is articulated in the meeting, the administrator will promptly discuss the complaint with the alleged harasser(s). Should the harasser(s) admit engaging in sexual harassment, the administration will implement or initiate corrective action as appropriate, including if possible, obtaining the harasser(s) written assurances that the unwelcome behavior will stop and depending upon the severity of the charges, the implementation or recommendation of disciplinary action up to and including suspension or expulsion in the case of a student, and discharge in the case of an employee. The administrator will prepare a written report of the incident and submit a copy to the Superintendent of Schools for inclusion in the perpetrator's file, as appropriate.

If the charges are substantiated, the complainant will be so informed and that appropriate action has occurred to remedy the situation. In addition, the complainant is to be informed that any recurrence of harassing behavior or any retaliatory behavior, either by the original harasser or others, should be promptly reported.

Should the alleged harasser deny engaging in sexual harassment or should the administrator conclude that any incident did not constitute sexual harassment, the administrator is to so inform the complainant and invite him or her to submit a Level 2 Complaint. The administrator will file a report with the Superintendent of Schools, as appropriate, on the complaint and the actions taken to date. If the complainant does submit a Level 2 Complaint, a copy of it will accompany the administrator's report. If administration deems it appropriate, investigation may continue even absent a Level 2 Written Complaint by the complainant.

Level 2 Complaint

Level 2 Complaints may be submitted either initially to report any incidents of possible sexual harassment or as a follow up to an unsatisfactory resolution of a Level 1 attempt to resolve a sexual harassment complaint. In the latter case, the Level 1 complaint is to be submitted to or by the administrator originally consulted, who will then forward it to the Superintendent of Schools, as appropriate, for action.

The Level 2 Complaint will be made on appropriate forms and be accompanied by copies of any applicable supervisory reports. The appropriate forms will solicit the specifics of the complaint including the names of the complainants, name(s) of the alleged harasser(s), date(s) and place(s) of the incidents, description(s) of the sexual speech or behavior, names of any witness(es), any additional relevant information concerning the allegations and information concerning any previous action taken to resolve this matter.

Appeal Procedure—Level 3

The complainant(s) or the accused harasser(s) may appeal to the next supervisory level or to the Board of Education if there is dissatisfaction with a formal investigation's conclusion as to whether sexual harassment has occurred or with any remedial action taken. The appeal must include reference to the original complaint and a statement of the reason for the appeal. The Superintendent of Schools or the Board of Education will be provided copies of all relevant reports concerning the specific action being appealed along with the appeal document.

Regulation approved: November 19, 2012

WOODBIDGE PUBLIC SCHOOLS

Woodbridge, Connecticut

**WOODBIDGE SCHOOL DISTRICT
SEXUAL HARRASSMENT STUDENT INVESTIGATIVE REPORT**

LEVEL 2

Name of Complainant (Student): _____

Student's parent/guardian: _____

Home Address: _____

Telephone (Home) _____

Date of Incident: _____ Time of Incident: _____ Date Reported: _____

Location of Incident: _____

Complaint Filed Against (Name/Position): _____

Individuals Interviewed: _____

Name/Position	Address	Telephone
_____	_____	_____
_____	_____	_____
_____	_____	_____

Details (description) of complaint: (Please attach any additional information/documentation as necessary)

Recommended Action/Action Taken:

Signatures (Acknowledgments):

Complaint _____ Date: _____

Subject of Investigation _____ Date: _____

School Principal: _____ Date: _____

Superintendent of Schools: _____ Date: _____

Reports of harassment shall be treated with all appropriate confidentiality.

**WOODBIDGE SCHOOL DISTRICT
APPEAL FORM FOR SEXUAL HARASSMENT COMPLAINT APPEAL**

LEVEL 3

Name(s) and position(s) of appeal initiator: _____

Name(s) and position(s) of original complainant:

Date of Original Complaint: _____

Date of Appeal: _____

This appeal is being submitted to the:

Superintendent of Schools Board of Education

What is/are the decision(s) and/or remedial action(s) being appealed?

Why is/are the decision(s) and/or remedial action(s) being appealed?

Name of Appealing Party

Date

Reports of sexual harassment shall be treated with all appropriate confidentiality

Administration

Superintendent of Schools

The Superintendent of Schools is the chief executive officer of the Board of Education.

The Superintendent or his/her designee as approved by the Board of Education shall attend all meetings of the Board of Education and its Committees and shall participate in all deliberations, except when matters related to the Superintendent's own employment are under consideration. The Superintendent has the general authority to act at his/her discretion upon all emergency matters and all other matters as to which his/her powers and duties are not expressly limited or are not particularly set forth.

The Superintendent will execute powers and duties consistent with the leadership qualities below, which are **derived from** the Performance Standards of the [Connecticut Superintendent Leadership Competency Framework](#).

1. Develop and implement vision that inspires action and commitment
 - 1.1 Work with the Board of Education to develop a compelling vision that puts improving teaching and student learning at its core and reflects the community's values, beliefs, and highest aspirations for its children
 - 1.2 Articulate to all stakeholders the importance of achieving the vision
 - 1.3 Secure commitment from all stakeholders to act upon the vision of what the district must become
 - 1.4 Create urgency for action and consensus around key solutions, catalyzing action when consensus is unlikely
 - 1.5 Continuously demonstrate through communication, leadership routines, and professional practices the importance of achieving the vision
2. Develop and implement a district leadership theory of action that guides decision making
 - 2.1 Articulate and act upon an overarching theory of action that communicates the underlying rationale for how the district will achieve its vision
 - 2.2 Articulate and test theories of action for all major aspects of the district's improvement work
 - 2.3. Execute a district leadership theory of action to build district coherence and alignment
3. Align resources to drive a district-wide strategy for improving the performance of all students
 - 3.1 Examine a wide range of data to determine root cause of all areas of concern related to improving teaching and learning
 - 3.2 Involve key stakeholders in developing strategies to address areas of concern
 - 3.3 Focus on a small number of high-leverage strategies aligned with the theory of action
 - 3.4 Lead a budget development process that results in systems and support for integrated district improvement initiatives

4. Demonstrate a results and improvement orientation that addresses both accountability and capacity-building
 - 4.1 Guide leadership teams to develop and attain meaningful and measurable goals for professional practice and student learning at the district and the school level
 - 4.2 Establish an aligned, district-wide improvement cycle based on diagnosis, planning, implementation, and monitoring
 - 4.3 Establish accountability for improvement at the district, school, and classroom level
5. Demonstrate leadership grounded in collaborative governance
 - 5.1 Work with the Board of Education to establish district goals and systems and processes for monitoring progress over time
 - 5.2 Work in cooperation with the Board of Education to engage and inform of progress toward goals
 - 5.3 Work with the Board of Education to regularly assess and to clarify the roles and responsibilities of the Board and Superintendent in the areas of policy, management, and collaborative governance
 - 5.4 Demonstrate strong support and advocacy for Board-approved district goals in various public settings
6. Establish structures and processes that sustain a culture of continuous improvement and accountability
 - 6.1 Hold all district leaders responsible for developing and sustaining a strong professional culture characterized by shared responsibility, mutual accountability, a strong sense of individual and group efficacy, and a focus on student learning
 - 6.2 Invest in developing the capacity of teachers and leaders to improve performance over time
 - 6.3 Demonstrate a strong commitment to professional learning to all levels of the organization
7. Purposely align systems and structures that support the district theory of action and strategic operating plan
 - 7.1 Develop and oversee a comprehensive approach to human capital that aligns to district vision, strategy, and goals
 - 7.2 Establish and implement a strategic approach to resource allocation and budget management
 - 7.3 Ensure effective management of the district's core functions
8. Exhibit personal leadership competencies associated with effective district leadership
 - 8.1 Belief: Demonstrate belief that every student can achieve at **high their highest** levels and demonstrate an urgency to improve student achievement
 - 8.2 Manage change and resistance: Manage resistance to change and engage in difficult conversations to maintain a consistent focus on high levels of achievement
 - 8.3 Relationship building: Build trusting, respectful relationships **to that** improve student learning
 - 8.4 Equitable practice: **Explore Work to increase awareness of** how identity and life experience have shaped assumptions and unconscious biases; Work to increase self-

awareness to have a positive impact on the staff, members of the Board of Education, and other stakeholders

8.5 Resiliency and perseverance: Effectively anticipate and respond to challenges and remain focused on the vision of high expectations when faced with adversity

8.6 Advanced communication skills: Use consensus building and negotiation strategies and conflict resolution skills to lead authentic stakeholder engagement; Demonstrate political savvy and respectful engagement across all stakeholder groups

9. Execute, for example, the following duties:

Relationship with the Board

9.1 to serve as the Executive Officer for the Board and be charged with the responsibility for implementing the policies of the Board. He/She shall work with the Board President in planning the agenda for each meeting, **shall attend all meetings and participate in all regular and special meetings of the Board and executive meetings of the Board at the Board's request;**

9.2 to develop a harmonious and close working relationship with the Board. He/She shall treat all Board members impartially and alike, refraining from criticism of individual or group members of the Board. He/She shall go to the Board when serious differences of opinion arise in an earnest effort to resolve such differences immediately;

9.3 to serve as a resource person and advisor to the Board. He/She shall keep the Board informed on issues, needs, and operation of the school system. He/She shall offer advice to the Board based on thorough study and analysis, on items requiring Board action;

9.4 to provide a continuous appraisal of all school policies originating with the Board. He/She shall advise the Board on the need for new and/or revised policies and suggest draft policies to satisfy those needs.

Educational Direction and Leadership

9.5 to develop administrative principles and procedures for implementing Board policy. He/She shall ensure the enforcement of all provisions of law, rules and regulations, and Board policy relating to the management of the schools and other education, social, and recreational activities. He/She shall interpret for the staff all Board policies and applicable laws, rules, and regulations.

9.6 to understand and keep informed on all aspects of the instructional program at all levels. He/She shall have responsibility for the supervision of instruction and shall bring to the school, in a leadership capacity, the best in educational thought and practice. He/She shall, on a continuing basis, review and update the educational program of the school, and keep the Board informed of all changes in curriculum;

9.7 to recommend to the Board for its adoption all courses of study, curriculum guides, and textbooks to be used in the schools;

9.8 to encourage a positive approach to student behavior and discipline;

Personnel

9.9 to develop and implement sound personnel practices, consistent with law, Board policy and collective bargaining agreements, including recruitment, hiring, assignment, supervision, evaluation, promotion, and discipline of all personnel. He/She shall develop procedures for the selection of staff members. He/She shall

establish standards for teacher selection, and shall provide a framework for continuing in-service training of all professional staff members.

- 9.10 to recruit qualified, professional, civil service, and non-certified personnel. ~~He/She may authorize the payment of part or all of the expenses of candidates for teaching positions if the candidates are asked to come to the district for visits or interviews;~~
- 9.11 to nominate employees for appointment, promotion, transfer, or dismissal in accordance with the policies of the Board and the procedures outlined by the law. ~~He/She shall make recommendations to the Board regarding salary and tenure of all employees.~~ He/She may temporarily suspend any **permanent** employee for cause and shall ~~promptly report such suspension to the members of the Board~~ **notify the members of the Board of such suspension.** Unless otherwise determined by the Board, he/she is authorized to reemploy all employees upon the adoption by the Board of the budget for the following year.
- 9.12 to ~~supervise and evaluate~~ **ensure the supervision and evaluation of** all staff members. He/She shall work for good morale and be impartial, firm and fair in dealing with staff.
- 9.13 to encourage in-service education and the professional growth of staff through conferences, workshops, group discussions, committee/individual studies, and use of consultants;
- 9.14 to advise the Board, in conjunction with ~~the any~~ Board-designated negotiator(s), in all collective bargaining matters;

Financial Management

- 9.15 to prepare and present to the Board a preliminary annual budget in accordance with a schedule established with the Board. He/She is responsible for ensuring that the budget, as adopted by the Board and approved at the annual meeting, is properly administered. He/She shall ensure that regular reports are made to the Board on the status of the budget;
- ~~to establish efficient procedures to maximize income, safeguard investments and provide effective controls for all expenditures of school funds in accordance with the adopted budget. He/She shall ensure that all necessary bookkeeping and accounting records are maintained by the district.~~

Facilities Management

- 9.16 to **supervise ensure the supervision of** operations, maintenance, alterations, and repair to buildings and grounds, insisting on competent and efficient performance;
- 9.17 to evaluate planned needs and recommend to the Board improvements, alterations, and changes in the buildings and equipment of the district;

Community Relations

- 9.18 to supervise the public relations activities of the district. He/She shall keep the public informed about the policies, practices, and problems in the district's schools, and provide leadership in changing attitudes and practices for the future. He/She shall develop friendly and cooperative relationships with the news media.
- 9.19 to establish and maintain an effective working relationship with all segments of the community: parent-teacher organizations, local and state government, other school systems, institutions, agencies, civic organizations, and the general public. He/she shall solicit and give attention to problems and opinions of all groups and individuals.

Personal Qualities and Growth

- 9.20 to demonstrate outstanding qualities of leadership with ability to delegate authority and responsibility effectively and to hold subordinates accountable;
- ~~● to exhibit good judgment, common sense and perception;~~
- 9.21 to exhibit the ability to face **and respond effectively to** controversy, ~~remain true to convictions and to live with a high-pressure job;~~
- 9.22 to speak well before large and small groups, expressing ideas in a logical and forthright manner;
- 9.23 to maintain professional development by reading and course work, attending conferences, working on professional committees, visiting other districts, and meeting with other Superintendents;

Management Functions

- ~~● to coordinate and manage the district so that the school organization operates smoothly and efficiently. He/She must be able to coordinate the processes essential to achieving a smooth operation in all areas of the school district organization:~~
- ~~○ Planning: determining needs, objectives and goals;~~
 - ~~○ Organization: assigning roles, responsibilities and establishing lines of communication;~~
 - ~~○ Control: ensuring that progress is being made toward priorities, disciplining, making necessary staff reallocations and changes and evaluations;~~
 - ~~○ Decision-making: data collecting, analyzing data and choosing appropriately from a variety of decision-making techniques;~~
 - ~~○ Problem-solving: sensitivity to problems, formulating problem statements, and using a variety of problem-solving techniques;~~
 - ~~○ Communication: giving and receiving information effectively both orally and in writing, facilitating the exchange of information, views and opinions; and~~
- 9.24 to perform such other duties as the majority of the Board may determine.

Note: This is a sample list of Superintendent's Duties.

Policy adopted: **March 19, 2012** _____



WOODBIDGE SCHOOL DISTRICT

40 Beecher Road – South
Woodbridge, Connecticut 06525

Jonathan S. Budd, Ph.D. – Superintendent

MEMORANDUM

TO: Woodbridge Board of Education

FROM: Jonathan S. Budd, Ph.D., Superintendent

DATE: April 9, 2021

RE: Proposed Revision of Policy 2131, "Superintendent of Schools"

Based on this morning's meeting of the Board Policy Committee, please find attached a proposed revision of Policy 2131 that incorporates additional revisions since the Board of Education's March 9, 2021, meeting. The additional revisions are indicated in red bold.