

## **Agenda**

- I. ***Mission – To create and foster a learning community that prepares children to be flexible, lifelong learners, and responsible global citizens.***

***Vision – To empower and inspire future leaders who will positively impact our world.***

II. **Preliminary Business / Motions**

- A. Call to Order
- B. 6:30 PM Executive Session, in accordance with State statute
  - 1. Collective Bargaining Agreement
- C. 7:00 PM Public Session
- D. Pledge of Allegiance
- E. Mission and Vision
- F. Correspondence - *Correspondence may be submitted via email no later than 4:00 PM on the day of the meeting to mdegennaro@woodbridgeps.org*
- G. 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. Public Comments may be submitted electronically to mdegennaro@woodbridgeps.org*
- H. PTO Update

III. **Consent Agenda**

- A. Approval of August 19, 2024 Regular Meeting Minutes
- B. Budget Narrative Report
- C. Budget Summary Report
- D. Budget Detail Report

IV. **Reports**

- A. Superintendent's Report
  - 1. Adopt Educator Evaluation Plan
  - 2. BRS Update
- B. BRS Infrastructure Building Committee
- C. Facilities Committee Report
- D. Finance Committee
- E. CABA Liaison Report

F. Upcoming Meeting Presentation(s) - SBAC Assessments

V. **New Business**

A. Ratification of CILU #80 Collective Bargaining Agreement (July 1, 2024 - June 30, 2027)

VI. **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.* Public Comments may be submitted electronically to [mdegennaro@woodbridgeps.org](mailto:mdegennaro@woodbridgeps.org)

B. Executive Session, in accordance with State Statute

VII. **Adjournment**





Marsha DeGennaro &lt;mdegennaro@woodbridgeps.org&gt;

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**Fwd: [External Email] Kindergarten start date 2025-26 year**

1 message

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**Lynn Piascyk** <lpiascyk@woodbridgeps.org>

Tue, Sep 10, 2024 at 3:49 PM

To: Marsha DeGennaro &lt;mdegennaro@woodbridgeps.org&gt;

Marsha ~

Please include this email in Boardbook under Board Correspondence.

Thanks, Lynn

----- Forwarded message -----

From: **Grace Kong** <gkong1@gmail.com>

Date: Mon, Sep 9, 2024 at 1:14 PM

Subject: [External Email] Kindergarten start date 2025-26 year

To: lpiascyk@woodbridgeps.org &lt;lpiascyk@woodbridgeps.org&gt;, lfrancese@woodbridgeps.org &lt;lfrancese@woodbridgeps.org&gt;, sdelprete@woodbridgeps.org &lt;sdelprete@woodbridgeps.org&gt;, jdahya@woodbridgeps.org &lt;jdahya@woodbridgeps.org&gt;, bhopkins@woodbridgeps.org &lt;bhopkins@woodbridgeps.org&gt;, jhughes@woodbridgeps.org &lt;jhughes@woodbridgeps.org&gt;, slawrence@woodbridgeps.org &lt;slawrence@woodbridgeps.org&gt;, mstrambler@woodbridgeps.org &lt;mstrambler@woodbridgeps.org&gt;, ewilliamson@woodbridgeps.org &lt;ewilliamson@woodbridgeps.org&gt;

Cc: Ben Carlson &lt;ben.s.carlson@gmail.com&gt;

Hello Woodbridge Board of Education Members,

It is very nice to meet all of you. Our names are Grace Kong (Carlson) and Ben Carlson. We are the parents of Aidan Carlson (1st grade at Beecher) and Audrey Carlson (PreK at Woodbridge Child Center). Audrey's birthday is September 24th, just after the new cutoff for Kindergarten. We would like to request an exception for Audrey so that she can start Kindergarten in 2025.

We feel that Audrey is ready to join the kindergarten class in 2025. She has been in daycare since she was seven months old and has always been with children who are starting kindergarten in 2025. We believe she is prepared to begin kindergarten alongside them based on her progress and abilities. We are concerned that an additional year in Pre-K will not provide her with the appropriate level of challenge and stimulation. We believe that she will excel in kindergarten, and we are excited for her to start her academic journey that matches her current developmental status. We have included a letter from Dawn McCue, the Director of Woodbridge Child Care, to provide an additional perspective. We are eager to discuss this matter further and address any questions or concerns you may have.

We appreciate your consideration,

Grace &amp; Ben Carlson

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Dear Ms. Sherman and the Beecher Road School Board of Education,

Audrey Carlson is a preschool student at Woodbridge Child Center and will move to Pre-K on August 26th, 2024. Although Audrey was born September 24th, just after the cutoff for Kindergarten, I agree with Audrey's parents, Ben Carlson and Grace Kong (Carlson), that Audrey will be more than ready to join that class in 2025. I have known Audrey since she started here as a baby and feel she is developmentally, emotionally, socially, and academically on par with her peers and her two best friends, who will all join the Kindergarten Class of 2025. If held back due to her birthday and forced to repeat Pre-K, I worry she will not maintain her developmental trajectory. I am happy to speak with you further on this topic. Please let me know if you have any further questions.

Sincerely,  
Dawn McCue,  
Director, Woodbridge Child Center



Marsha DeGennaro &lt;mdegennaro@woodbridgeps.org&gt;

## Fwd: [External Email] Bathroom usage policy

1 message

Vonda Tencza <vtencza@woodbridgeps.org>  
To: Marsha DeGennaro <mdegennaro@woodbridgeps.org>

Wed, Sep 11, 2024 at 3:41 PM

----- Forwarded message -----

From: **Analisa Sherman** <asherman@woodbridgeps.org>  
Date: Mon, Aug 26, 2024 at 8:03 AM  
Subject: Fwd: [External Email] Bathroom usage policy  
To: Vonda Tencza <vtencza@woodbridgeps.org>

Looks like you didn't get this one

----- Forwarded message -----

From: **Edward Whitbread** <edwardwhitbread@gmail.com>  
Date: Sun, Aug 25, 2024 at 8:20 PM  
Subject: [External Email] Bathroom usage policy  
To: <sdelprete@woodbridgeps.org>, <lpiascyk@woodbridgeps.org>, <lfrancese@woodbridgeps.org>, <jdahya@woodbridgeps.org>, <bhopkins@woodbridgeps.org>, <jhughes@woodbridgeps.org>, <slawrence@woodbridgeps.org>, <mstrambler@woodbridgeps.org>, <ewilliamson@woodbridgeps.org>  
Cc: Analisa Sherman <asherman@woodbridgeps.org>

Dear Board of Education members,

I apologize in advance for emailing everyone on the board, but I did not see a generic email for inquiries, but I also did not want to leave anyone out if one person in particular would field emails like mine. My inquiry is regarding boys using girls bathrooms at their discretion and therefore also girls using boys bathrooms? My concern is on behalf of all of the children growing up at Beecher Rd but clearly and most importantly my own two children, my daughter in particular who has had some heart breaking issues that have elevated my concerns. Is there a policy that protects the privacy of the majority of young impressionable children who have been raised such that boys use boys rooms and girls use girls rooms? I know there are over 30 private bathrooms throughout the building that would be a perfect alternative so as not to upset anyone? I did meet with Principal Sherman and Assistant Principal Tafel at the end of 2024 season and I did not get a satisfactory answer after that meeting. I would appreciate any information regarding this matter and would be open to speaking in person on it. Thank you in advance for your time.

Sincerely,  
Edward Whitbread  
(203)223-2585

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**Analisa Sherman**  
Principal  
Beecher Road School  
40 Beecher Road  
Woodbridge, CT 06525  
203-389-2195  
asherman@woodbridgeps.org

**What I'm reading:**[A Work in Progress](#) by Jarrett Lerner[Erno Rubik and his Magic Cube](#) by Kerry Aradhya[Rethinking Multicultural Education: Teaching for Racial and Cultural Justice](#) Edited by Wayne Au

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<https://mail.google.com/mail/u/0/?ik=57672645cb&view=pt&search=all&permthid=thread-f:1809929927086635774&siml=msq-f:1809929927086635774>

Jennifer Kennedy-Holmes  
26 Hemlock Hollow Road  
Woodbridge, CT 06525  
jkennedyholmes@gmail.com  
203-809-4805  
September 13, 2024

Board of Education  
Beecher Road School  
40 Beecher Road - South  
Woodbridge, CT 06525

Dear Members of the Board of Education,

I hope this letter finds you well. I am writing to express my concern regarding the current class sizes and the physical size of classrooms within our first grade. As a parent of a 1st grade student at Beecher Road School, I believe that addressing these issues is crucial for ensuring the quality of education and overall well-being of our students and educators.

After attending Open House, I was disheartened at the amount of desks that were jammed into our learners' small classroom space. I am an educator and currently in my school district, we have 13-14 students in our first grade classrooms. Beecher has 22-23 students in each room. That's a huge difference. My son's classroom is the size of a large office. He has expressed discomfort at sitting on the rug because their knees are overlapped. He was recently injured because a student was sitting on his hand due to lack of space. Students are required to keep their chairs pushed all the way in and they are sitting in rows like you would expect to see in a middle school. This is not the optimal learning environment for our young learners.

If we were to open an additional classroom and move just 3-4 students from each room, all class sizes would be under 20 - a much more reasonable class size. Currently, our young learners cannot work together in small groups or gather to work collaboratively with math manipulatives on the floor. There isn't room for students to take breaks or stand and stretch or read in an alternate setting. Teachers are unable to fit next to students to assist them with proper writing grip or help them solve a word problem.

Young students benefit most from sitting in groups where collaboration and academic discourse is encouraged. They learn most when working in pairs at vertical services or sitting on a carpet with partners and whiteboards or completing project-based learning in small groups. This current environment is not supporting best practices for teaching first grade students. Students are unable to focus and are not able to attend to tasks effectively. This will ultimately lead to lower achievement levels and lower levels of student engagement.

Larger class sizes can have several negative impacts on the learning environment, including:

1. **Reduced Individual Attention:** With more students in each class, it becomes increasingly difficult for teachers to provide personalized attention and support to each student. This can affect student engagement and their ability to grasp complex concepts.
2. **Classroom Management Challenges:** Managing a larger group of students requires more effort and can lead to increased behavioral issues, further detracting from instructional time.
3. **Increased Teacher Workload:** Teachers with larger classes often face higher levels of stress and workload, which can lead to burnout and affect their overall effectiveness in the classroom.

In addition to the issue of class sizes, the physical size of classrooms also plays a significant role in creating an effective learning environment. First grade classrooms are overcrowded, which can lead to:

1. **Reduced Space for Movement:** A cramped classroom limits students' ability to move around and makes it difficult for teachers to arrange flexible seating or learning centers.
2. **Comfort and Focus:** Adequate space is essential for creating a comfortable learning environment. Overcrowded conditions can lead to discomfort and distraction, which can impede students' ability to focus and learn effectively.
3. **Safety Concerns:** Overcrowded classrooms may pose safety risks during emergencies and limit the ability to execute effective evacuation procedures.

I urge the Board to consider the following actions to address these concerns:

1. **Review and Adjust Class Size Limits:** Reevaluate current class size policies and consider implementing stricter limits to ensure that teachers can manage their classes effectively and provide the necessary support to students.
2. **Invest in Classroom Expansion:** Explore options for expanding or redesigning classrooms to accommodate growing student numbers and create a more conducive learning environment.
3. **Monitor and Evaluate:** Implement a system for regularly assessing class sizes and classroom conditions to ensure that adjustments are made as needed and that the learning environment remains optimal.

One of your goals as a Board is “to promote and foster high expectations for student growth, active learning and academic excellence for all learners”. This surely is not meeting this goal. Lower class size and increased space for learning is imperative to our children’s success.

Thank you for your attention to this important matter. I am confident that with thoughtful consideration and proactive measures, we can enhance the educational experience for all students. I look forward to your response and to working together to address these challenges.

Sincerely,

Jennifer Kennedy-Holmes



Marsha DeGennaro &lt;mdegennaro@woodbridgeps.org&gt;

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**[External Email] 6th Grade Technology Curriculum**

1 message

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**Josephine Shamaly** <josephine.shamaly@gmail.com>  
To: mdegennaro@woodbridgeps.org

Mon, Sep 16, 2024 at 9:24 AM

Dear Woodbridge Board of Education Members,

We are writing to you as concerned parents over the recent removal of technology from the sixth grade curriculum. Our son was disappointed to share that he will no longer have technology class at school. This is a class that he both enjoys and learns real life applicable skills. Technology is our present and will continue to take us into the future. If we want our children to be prepared for what's ahead, we can't ignore the importance of technology use and safety. We urge you to reinstate technology to the sixth grade curriculum.

Sincerely,

Josephine and Kerry Shamaly

Sent from my iPhone



Marsha DeGennaro &lt;mdegennaro@woodbridgeps.org&gt;

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**Fwd: [External Email] Classroom Size for the 2024-2025 academic year**

1 message

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**Lynn Plascyk** <lpiascyk@woodbridgeps.org>

Mon, Sep 16, 2024 at 9:21 AM

To: Marsha DeGennaro &lt;mdegennaro@woodbridgeps.org&gt;

Good morning Marsha,  
Please include this correspondence in Boardbook for tonight's meeting.  
Thanks, Lynn

----- Forwarded message -----

From: **Marissa Jacko** <marissajac@gmail.com>

Date: Sun, Sep 15, 2024 at 8:40 PM

Subject: [External Email] Classroom Size for the 2024-2025 academic year

To: &lt;lpiascyk@woodbridgeps.org&gt;, &lt;jdahya@woodbridgeps.org&gt;, &lt;slawrence@woodbridgeps.org&gt;, &lt;bhopkins@woodbridgeps.org&gt;, &lt;mstrambler@woodbridgeps.org&gt;, &lt;sdelprete@woodbridgeps.org&gt;, &lt;jhughes@woodbridgeps.org&gt;, &lt;ewilliamson@woodbridgeps.org&gt;

Cc: Jonathan Jones &lt;jjones@ederbros.com&gt;, &lt;jkennedyholmes@gmail.com&gt;

Marissa Jacko-Jones  
38 Deer Run Road  
Woodbridge, CT 06525

September 15, 2024

Dear Members of the Board of Education:

I hope this correspondence finds you well. I am reaching out to you as a concerned parent, on behalf of our first-grade daughter, who is a student enrolled in Mrs. Ortiz's classroom. While attending the open house, I was shocked at the number of students in the classroom this year. A pupil-to-educator ratio of 23:1 is fraught with challenges, some of which include less individualized attention, increased transmission of illness, excess burden to the educator, and safety issues. Additionally, it is not an environment conducive to group discussion and collaboration. Furthermore, not notifying parents of this increased class size and leaving it to be discovered upon attendance of the open house, does not foster trust in the trajectory of the education in this district.

An excerpt from the BRS website espouses the following: "All students can learn and it is the responsibility of our school system to provide the supports needed to reach high standards and success." Please provide the support necessary for these young learners to thrive by optimizing their classroom environment and providing them the tools to achieve success. We are tax-paying citizens, and one of the benefits of this town is the renowned education. We hope you may be able to consider potential solutions, such as hiring an additional educator to absorb the surplus of students. This ratio is deeply concerning to my husband and I, as well as many other parents. I appreciate your consideration of this matter and hope to see solutions made available to our aspiring pupils.

Sincerely,

Marissa Jacko-Jones

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Marsha DeGennaro &lt;mdegennaro@woodbridgeps.org&gt;

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**Fwd: [External Email] Class size**

1 message

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**Lynn Piascyk** <lpiascyk@woodbridgeps.org>  
To: Marsha DeGennaro <mdegennaro@woodbridgeps.org>

Mon, Sep 16, 2024 at 9:22 AM

Marsha,  
Please include this correspondence in Boardbook for tonight's meeting.  
Thanks, Lynn

----- Forwarded message -----

From: **Jonathan Jones** <jjones@ederbros.com>

Date: Sun, Sep 15, 2024 at 8:45 PM

Subject: [External Email] Class size

To: lpiascyk@woodbridgeps.org &lt;lpiascyk@woodbridgeps.org&gt;, jdahya@woodbridgeps.org &lt;jdahya@woodbridgeps.org&gt;, slawrence@woodbridgeps.org &lt;slawrence@woodbridgeps.org&gt;, lfrancese@woodbridgeps.org &lt;lfrancese@woodbridgeps.org&gt;, bhopkins@woodbridgeps.org &lt;bhopkins@woodbridgeps.org&gt;, mstrambler@woodbridgeps.org &lt;mstrambler@woodbridgeps.org&gt;, sdelprete@woodbridgeps.org &lt;sdelprete@woodbridgeps.org&gt;, jhughes@woodbridgeps &lt;jhughes@woodbridgeps&gt;, ewilliamson@woodbridgeps &lt;ewilliamson@woodbridgeps&gt;

Dear board of education ,

I am writing this letter regarding my concern over the high number in students in my daughter's 1st grade class. Over 20 students seems like a large jump from kindergarten when there were slightly less students and more then 1 teacher. The kindergarten classroom had desks set up in groups of 4 and now the new layout in 1st grade has all the desks lined up in rows that fill the whole classroom. It seems the layout is more designed for an older more mature student not for a young early elementary student. Not only is there less individualized attention but it creates more opportunities for distraction. Children around 6 years old are still developing and I believe it's more distracting to have them all lined up and crammed in that size space and expect them to learn and perform optimally throughout an eight hour day. It also raises concern for injury as young children are more clumsy and still learning about their movements along with physical personal boundaries. As a tax paying resident of this wonderful town and school district we hope our concerns over this matter are discussed and addressed to help continue to move the needle on shaping the young minds of our town and help them be the best they can be.

Thank you very much  
Jonathan Jacko-Jones


Sent from my iPhone

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Presentation for the  
Woodbridge Board of  
Education

Beecher Road  
School PTO  
2024-25






BRS PTO is an  
independent  
non-profit

## Bylaws PURPOSE:

*To promote and support the educational welfare of students and communication with parents, teachers, staff, and administrators.*



# BRS PTO Board 2024-25, Elected May 25, 2024

## 2024-25 Board Hopes & Dreams:

- ❖ *build community*
- ❖ *be inclusive*
- ❖ *be a welcoming and connecting presence for kids, parents, teachers*
- ❖ *make all the kids feel loved*

Officer	Volunteer
President	Cindy Kruger
Vice President	Monica Philipp
Secretary	Laurel Laurenzi
Treasurers	Betsy Hull & Jennifer Kennedy-Holmes
Chair of Fundraising	Susan Lettelleir
Chair of Communications	Erin Murphy
Chairs of Social Events	Joanna Marlow & Sarah Flashman
Chair of Academic Events	Cara Rosner
Teacher Liaisons	Aimee Meacham & Jeanne Ciarleglio
Administrative Liaisons	Mrs. Sherman; Mr. Sapia – Hoot; Mrs. Tafel



Pictured: Sarah, Saurabh (2023-4), Cindy, Susan, Cara, Erin, Betsy, Jennifer, Laurel, Monica

# Beecher Road School PTO 2024-25 Proposed Program on a Page

Annual Budget –  
approximately \$80,000

## August

- Kindergarten Social ✓
- Welcome Back Teachers ✓

## September – GM Mtg (9/17)

- Ice Cream Social – Sept 12 ✓
- Grade Level Socials – 1&2

## October

- Picture Day
- Halloween Hoot – Oct. 26

## November – GM Mtg

- Thanksgiving Drive
- Fall Book Fair

## December

- Science Night
- Career Ambassador Month
- Email Fundraising Ask

## January – GM Mtg

- Parents' Night Out
- Book Swap

## February

- International Night
- V-Day Teacher Breakfast

## March – GM Mtg

- Math Night

## April

- Spring Book Fair
- Arts Week/Arts Night (5/1)

## May – GM Mtg (elections)

- Teacher Appreciation Week
- Quassy

## June

- *Field Day* FUN RUN
- 6<sup>th</sup> Grade Graduation

Community Events:  
Ice Cream Social;  
Grade level socials;  
6<sup>th</sup> grade  
graduation; parents'  
night out +





## Community Events/Fundraisers

- \*Fun Run
- \*Quassy
- \*Halloween Hoot

# Educational Evenings: Science Night; Math Night; International Night; Arts Night





In-school events: Food Drive; Book Swap; Book Fair

# School Educational Enhancement Examples



Teacher grants (e.g. sensory materials; flexible seating )



In-school presenters (e.g. Birds of Prey Show; Yoga; Beardsley Zoo)



In School Field Trips (Planetarium; Eli Whitney)



Scholastic Classroom Grants; Scholastic Magazines



STEM event partnership for 6<sup>th</sup> Grade



Career Ambassador Month

2024 Goal:  
Increased budget!  
Buy early – look out for earlier due dates

2024 Goal:  
Increased budget!  
Fund MORE – let us know goals

2024 Goal:  
Increased budget!  
Fund MORE – let us know goals



2024 Goal: ADD this NEW event!

2024 Goal: ADD this NEW event!



# SCHOLASTIC

# New: Parent Career Ambassadors

**When:** December, 2024

**What:** Parent volunteers will come speak to classrooms about different careers; read books; do demonstrations; share what they do. All careers welcomed!

**Goal:** All classrooms get at least one career share, connect more parents to the school

## **Plan:**

- 50+ parents have signed up at Back to School Night, with a plan to recruit more!
- **November:** coordinate with teachers to match parents with 1-2 classrooms

## **Teacher feedback needed:**

- timing/days of week/amount of time available to share;
- feedback to parents about appropriate projects



**Plant seeds  
in the  
classroom  
and**

**watch little**

# Teacher Appreciation

- Welcome Back Lunch
- Valentine's Gratitude Breakfast
- Teacher Appreciation Week





# New Teacher Appreciation

- Scholastic Grants
- Break room treats
- Valentine's Day Gratitude Breakfast

Thank you!  
Questions?



**MINUTES OF THE REGULAR WOODBRIDGE BOARD OF EDUCATION MEETING**

**Monday, August 19, 2024**

**Town Hall Main Meeting Room**

**CALL TO ORDER:** Ms. Lynn Piascyk, Chair, called the meeting to order (7:00 PM).

**BOARD MEMBERS PRESENT:** Lynn Piascyk, Chair (in-person); Dr. Laura Francese (in-person); Sarah Beth Del Prete, Secretary (in-person 7:16 PM); Steven Lawrence, Vice Chair (in-person); Dr. Michael Strambler (in-person) and Erin Williamson (remote).

**STAFF:** Vonda Tencza, Superintendent; Analisa Sherman, Principal; Jimmy Sapia, Assistant Principal; Cheryl Tafel, Assistant Principal; Carrie Borcharding, Special Services Director; and Marsha DeGennaro, Clerk of the Board.

The Board recognized the 2024/25 new staff in attendance, Grade 1 teacher Alina Marcellinas and Cafeteria Supervisor Jessica Hill.

**CORRESPONDENCE** – None

**PUBLIC COMMENT** – None

**CONSENT AGENDA**

**MOTION #1 – CONSENT AGENDA**

Move that we approve the consent agenda as presented.

Mr. Lawrence

Second by Dr. Strambler

**UNANIMOUS**

*Superintendent Report* – Superintendent Tencza provided a brief update on the roof replacement, paving, drainage and site work around the grounds, the purchase of school supplies to defray parent cost, return of staff this week and students next, completion of the summer programs at the end of July, staffing changes and enrollment updates for each grade. Kindergarten has approximately 20 students affected by the legislative change to the September 1 cutoff for registration. Also, noted was a forthcoming request for the addition of four paras to the 2024/25 budget.

Ms. Del Prete arrived (7:16 PM).

*BRS Update* – Principal Sherman thanked the Amity Middle School for housing the summer programs, the cancellation of the *Meet and Greet* as a result of current construction and the tireless work of the custodial crew to ready the building for the return of staff this week and students the following week.

*BRS Infrastructure Upgrade Building Committee Update* – Dr. Maria Madonick, Committee Chair provided an update pertaining to the work being performed by Antinozzi & Associates and Construction Solutions Group (CSG). It was noted that a new contract should be prepared for CSG to complete the work in Phases 3-5 as approved by the Board of Selectmen in March. It is anticipated that Antinozzi will digitalize all the building plans and begin meeting with various stakeholder groups as part of development of ed specs and the vetting of assorted options for presentation to the Tri-Board in November and in preparation for the June 2025 referendum. The presentation will include what work has been done, viable options and explanations of their viability, estimated costs/funding, adaptations for increasing enrollment and maintenance planning. Disbursement of information to the community will occur in January/February and continue throughout the spring.

*Finance Committee* – Mr. Lawrence noted this committee did not meet in August. Ms. Coonan provided an overview of reconciliation of the 2023/24 financials. Upon final reconciliation of all expenses, approximately \$30,000 – 40,000 will be returned to the Town. It was noted that the Cafeteria and EDay accounts were intentionally decreased due to the significance of their fund balance.

Policy Committee – Policies under 30-day review from the June meeting were presented for adoption.

**MOTION #2 – POLICY 9011**

Move that we adopt Policy 9011 – Accountability as revised.  
Ms. Piascyk  
Second by Mr. Lawrence  
**UNANIMOUS**

**MOTION #3 – POLICY 1316**

Move that we adopt Policy 1316 – Conduct on School Property (Civility) as submitted.  
Ms. Piascyk  
Second by Ms. Del Prete  
**UNANIMOUS**

**MOTION #4 – POLICY 9121**

Move that we adopt Policy 9121 – Chairperson as submitted.  
Ms. Piascyk  
Second by Dr. Strambler  
**UNANIMOUS**

**MOTION #5 – POLICY 9122**

Move that we adopt Policy 9122 – Vice Chairperson as submitted.  
Ms. Piascyk  
Second by Ms. Del Prete  
**UNANIMOUS**

**MOTION #6 – POLICY 9123**

Move that we adopt Policy 9123 – Secretary as submitted.  
Ms. Piascyk  
Second by Mr. Lawrence  
**UNANIMOUS**

**MOTION #7 – POLICY – 9124**

Move that we adopt Policy 9124 – Clerk of the Board as submitted.  
Ms. Piascyk  
Second by Dr. Franchese  
**UNANIMOUS**

**MOTION #8 – POLICY – 9125**

Move that we adopt Policy 9125 – Attorney with the addition of a second sentence at the end of the second paragraph that states “Such services may also be obtained at the consequence of a formal vote of the board”.  
Ms. Piascyk  
Second by Mr. Lawrence  
**UNANIMOUS**

**MOTION #9 – POLICY 9150**

Move that we adopt Policy 9150 – Consultants as submitted.  
Ms. Piascyk  
Second by Ms. Del Prete  
**UNANIMOUS**

CABE Liaison Report – Board members were urged to register for the CABE/CAPSS Convention on November 15 and 16 as early registration ends August 23, and to register for the School Finance Webinar Series – Best Practices for financial Oversight on September 11, How the Budget is Developed, Adopted and the Board’s Oversight on September 24.

Upcoming Meeting Presentations – The regular September 16 meeting will include a report from the PTO and acknowledgement of tenured staff. Committee meeting schedule: Facilities September 5 at 7:30 AM and Finance September 10 at 4:30 PM. In addition, individual Board members committed to attending each of the Open Houses.

**NEW BUSINESS**

2024/25 Mission, Vision and Goals – The Board reviewed the 2024/25 Mission, Vision and Goals developed at the July 22 retreat.

**MOTION #10 – 2024/25 MISSION, VISION AND GOALS**

Move that we adopt the 2024/25 Board Mission, Vision and Goals as presented.

Mr. Lawrence  
Second by Dr. Strambler  
**UNANIMOUS**

Capital Plan Funded Ed Specs

It was noted that the BOS authorized funding from the capital plan budget for Phases 3-5 of the Educational Specs developed by CSG. A new contract should be forwarded to CSG in the coming weeks.

Ms. Williamson left the meeting (7:59 PM)

It was noted that based on the report from Superintendent Tencza earlier in the meeting, additional staffing would be necessary for the 2024/25 school year.

**MOTION #11 – MODIFY AGENDA**

Move that we amend the agenda to address the special education enrollment concerns shared during the Superintendent’s report.

Ms. Piascyk  
Second by Mr. Lawrence  
**UNANIMOUS**

Superintendent Tencza indicated that four students have moved into Woodbridge whose IEP’s require one-on-one support. We have several qualified candidates in our interview pool, and are hopeful we will be able to fill these positions quickly. As we are just beginning the 2024/25 operating budget, it remains unknown if we will have sufficient funds to cover the cost of these positions and it is possible that a special appropriation from the Town may be requested later in the year.

**MOTION #12 – ADDITIONAL STAFFING**

Move that we authorize the Superintendent to add four (4) additional paraeducator positions to the 2024/25 operating budget.

Mr. Lawrence  
Second by Dr. Franchese  
**UNANIMOUS**

**PUBLIC COMMENT** – None

**MOTION TO ADJOURN:** (8:08 PM)

Mr. Lawrence  
Second by Dr. Strambler  
**UNANIMOUS**

## Woodbridge Public School's 2024-2025 Budget Narrative

September 5, 2024

The attached financial reports represent two months (16.6%) of the fiscal year, but only three days of the school year.

**100 Series Salaries** - Salaries represent 61% of the budget. Teacher turnover and, and a vacant school Psychologist have us estimating a \$58K surplus in certifies salaries, but the need to add four additional para-educators for new students have us projecting a \$16K deficit in this category overall.

**200 Series Benefits** – Benefits are 21% of our budget is based on the elections of last year's staff. With staff turnover, this account is likely to change due to the changing medical coverage elections of new staff. We should have a clearer picture in another month as to how we will look this fiscal year.

**300 Series Purchased Professional Services**- This category represents 3% of our budget and includes legal, audit and other expenses that are generated on a month-by-month basis. We are currently anticipating a small deficit in this category while we use contracted services through ACES to fill our vacant part time physical therapist position.

**400 Series Purchased Property Services** - Utility budgets are 4% of the total budget. We are starting off the year with some realized savings in this category as the HVAC system was down most of the summer in conjunction with the roof project.

**500 Series Other Purchased Services** - This category is 9% of our budget and includes student transportation, tuition, interns, liability insurance and items that do not fall within the professional services/property services categories. It's early in the year, but this category is currently showing a savings of \$119K because an outplaced student moved out of district over the summer and some expected savings due to our switch to the SIPS phone system from the old copper phone lines.

**600 Series Materials and Supplies** – These supplies account for 2% of our budget. With the exception of custodial/maintenance supplies, this category is direct support for classroom instruction. It is rare that this category of accounts is over balance.

**700 Series Furniture and Equipment** - This category represents 6/10 of one percent of the budget and we currently project to utilize all budgeted funds.

**800 Series Dues and Fees** – This budget category is small but important as it links staff to professional organizations that help keep them up-to-date in their respective academic fields.

**900 Series Misc. Expenses** - The primary expense in this category is the Ezra Nurse, a non-public health expense we are required by law to maintain.

**WOODBIDGE BOARD OF EDUCATION  
MONTH SUMMARY REPORT  
FOR THE MONTH ENDED 8-31-2024**

<b>OBJECT</b>	<b>DESCRIPTION</b>	<b>ADOPTED BUDGET</b>	<b>TOTAL AVAILABLE</b>	<b>ESTIMATED ADDITIONAL</b>	<b>(OVER) UNDER YEAR END</b>
100	TOTAL SALARIES	10,663,097	762,558	778,828	(16,270)
200	TOTAL BENEFITS	3,606,867	3,096,346	3,099,566	(3,220)
300	TOTAL PROFESS. SERVICES	534,168	360,095	366,640	(6,546)
400	TOTAL PROPERTY SERVICES	688,276	569,353	546,927	22,426
500	OTHER SERVICES	1,565,229	736,384	616,975	119,409
600	SUPPLIES & MATERIALS	371,543	237,243	237,243	-
700	TOTAL PROPERTY SERVICES	148,300	62,275	62,275	-
800	TOTAL DUES, FEES, MISC.	37,545	17,495	14,870	2,625
<b>TOTAL ADOPTED BUDGET</b>		<b>17,615,025</b>	<b>5,841,748</b>	<b>5,723,324</b>	<b>118,424</b>

<b>OBJECT</b>	<b>DESCRIPTION</b>	<b>ADOPTED BUDGET</b>	<b>TOTAL AVAILABLE</b>	<b>ESTIMATED ADDITIONAL</b>	<b>(OVER) UNDER YEAR END</b>
390	OT/PT SERVICES/CONSULTING	190,400	28,460	64,460	(36,000)
510	TRANSPORTATION	258,091	26,964	26,964	-
560	TUITION SPECIAL ED	288,928	93,870	-	93,870
<b>SPECIAL EDUCATION CARVEOUT</b>		<b>737,419</b>	<b>149,294</b>	<b>91,424</b>	<b>57,870</b>

<b>SUMMARY</b>	
<b>Special Ed Surplus / (Deficit)</b>	57,870
<b>Under / (Over) Spending in OTHER programs</b>	60,554
<b>Total Surplus / (Deficit) Projected</b>	118,424

**WOODBIDGE BOARD OF EDUCATION  
MONTHLY DETAIL BY OBJECT  
FOR THE MONTH ENDED August 31, 2024**

Object Code	Descriptions	Adopted Budget	Expended to Date	Encumbered to Date	Available Balance	Estimated Additional	Projected Year-End Balance
110	Administrators	999,860	146,171	861,439	(7,750)	(8,400)	650
120	Teachers - Regular	5,853,312	221,765	5,454,840	176,707	136,635	40,072
120	Teachers - Special Education	1,128,525	85,517	1,060,810	(17,802)		(17,802)
1201	Psychologist	197,202	6,236	155,906	35,060		35,060
1203	Counselor	53,690	2,065	51,625	1		1
<b>Sub-Total Certified Salaries</b>		<b>8,232,589</b>	<b>461,754</b>	<b>7,584,620</b>	<b>186,215</b>	<b>128,235</b>	<b>57,980</b>
1303	Custodians	473,399	41,740	81,186	350,473	350,473	-
140	Nurses	184,192	4,673	174,280	5,239	5,239	-
150	Secretaries, Clerical	431,376	49,335	192,936	189,105	185,105	4,000
160	Paraprofessionals	291,244	10,600	247,606	33,038	97,376	(64,338)
1601	Special Education Paraprofess.	797,954	35,250	761,490	1,214		1,214
170/10	Salaries OT / PT	114,668	3,508	87,695	23,465	37,000	(13,535)
190	IT Manager and Asst.	81,161	12,367	70,860	(2,066)		(2,066)
190	Salaries, Miscellaneous	56,514		80,640	(24,126)	(24,600)	474
<b>Sub-Total Non-Certified Salaries</b>		<b>2,430,508</b>	<b>157,473</b>	<b>1,696,692</b>	<b>576,342</b>	<b>650,593</b>	<b>(74,250)</b>
<b>TOTAL SALARIES</b>		<b>10,663,097</b>	<b>619,227</b>	<b>9,281,312</b>	<b>762,558</b>	<b>778,828</b>	<b>(16,270)</b>
220	FICA	317,410			317,410	325,410	(8,000)
230	CMERS	430,145			430,145	445,145	(15,000)
270	Medical Insurance	2,808,916	505,367		2,303,549	2,303,549	-
280	Life Insurance	33,346	5,154		28,192	15,462.09	12,730
2902	Other Employee Benefits	17,050			17,050	10,000	7,050
<b>TOTAL BENEFITS</b>		<b>3,606,867</b>	<b>510,521</b>	<b>0</b>	<b>3,096,346</b>	<b>3,099,566</b>	<b>(3,220)</b>
320	Professional Development	45,220	3,745	450	41,025	41,025	-
330	Legal Fees	65,000		1,631	63,370	50,000	13,370
340	Software Support	29,750		7,865	21,885	21,885	-
350	Substitutes	143,000	130		142,870	142,870	-
390/01	Consultant Services	190,400		161,940	28,460	64,460	(36,000)
3902	Financial Audit	46,400			46,400	46,400	-
390	Other Prof/Tech. Services	14,398	(1,687)		16,085		16,085
<b>TOTAL PROFESSIONAL SERVICES</b>		<b>534,168</b>	<b>2,188</b>	<b>171,885</b>	<b>360,095</b>	<b>366,640</b>	<b>(6,546)</b>
410/01	Utilities - Electric and Water	190,500	10,496		180,004	150,000	30,004
420	Heating	114,000	6,578		107,422	90,000	17,422
430	Repairs and Maintenance	75,000		13,921	61,079	86,079	(25,000)
450	Leases and Rentals	110,123	4,655	775	104,693	104,693	-
4501	Building Improvements	10,500			10,500	10,500	-
490	Other Purchased Services	27,620	4,716	21,284	1,620	1,620	-
4901	Service Contracts	160,533	11,255	45,243	104,035	104,035	-
<b>TOTAL PROPERTY SERVICES</b>		<b>688,276</b>	<b>37,700</b>	<b>81,224</b>	<b>569,353</b>	<b>546,927</b>	<b>22,426</b>
510	Pupil Transportation-Regular	479,802			479,802	479,802	-
510	Pupil Transportation-Spec. Educ.	258,091		231,127	26,964	26,964	-
520	Insurance-General Liability	144,380	91,802	60,346	(7,768)		(7,768)
5201	Worker's Compensation	263,707	62,213	186,638	14,857		14,857
530	Telephone Services	18,531	1,493		17,038	12,038	5,000
535	Internet	27,000			27,000	25,000	2,000

**WOODBRIAGE BOARD OF EDUCATION  
MONTHLY DETAIL BY OBJECT  
FOR THE MONTH ENDED August 31, 2024**

Object Code	Descriptions	Adopted Budget	Expended to Date	Encumbered to Date	Available Balance	Estimated Additional	Projected Year-End Balance
537	Postage	6,840	170		6,670	6,670	-
540	Advertising	1,000			1,000		1,000
550	Interns	57,000			57,000	57,000	-
560	Tuition - Wintergreen	6,000			6,000		6,000
560	Tuition - Out of District	288,928		195,058	93,870		93,870
590	Other Purchased Services	13,950			13,950	9,500	4,450
<b>TOTAL OTHER PURCH SERVICES</b>		<b>1,565,229</b>	<b>155,677</b>	<b>673,169</b>	<b>736,384</b>	<b>616,975</b>	<b>119,409</b>
610	Instructional Supplies	127,345	12,943	29,251	85,151	85,151	-
620	Computer Software	88,928	16,899	26,890	45,138	45,138	-
625	Supplies Nurses	5,370			5,370	5,370	-
630	Supplies Custodial	56,050	3,607	25,698	26,744	26,744	-
635	Supplies Office	13,000		401	12,599	12,599	-
640	Books and Audio Visual	25,000		6,000	19,000	19,000	-
645	Subscriptions	27,500			27,500	27,500	-
650	Testing	24,650	9,341	3,212	12,097	12,097	-
690	Misc. Supplies - DW Security	3,700		57	3,643	3,643	-
<b>TOTAL SUPPLIES &amp; MATERIALS</b>		<b>371,543</b>	<b>42,792</b>	<b>91,509</b>	<b>237,243</b>	<b>237,243</b>	<b>0</b>
732	Computer Hardware	114,500	33,983	51,141	29,377	29,377	-
735	Equipment - Teaching	11,000			11,000	11,000	-
740	Equipment - Building	5,000			5,000	5,000	-
745	Furniture	17,800		902	16,898	16,898	-
<b>TOTAL PROPERTY</b>		<b>148,300</b>	<b>33,983</b>	<b>52,043</b>	<b>62,275</b>	<b>62,275</b>	<b>-</b>
810	Dues and Fees	24,345	15,059	1,416	7,870	7,870	-
900	Other Fees	13,200	3,575		9,625	7,000	2,625
<b>TOTAL DUES AND FEES</b>		<b>37,545</b>	<b>18,634</b>	<b>1,416</b>	<b>17,495</b>	<b>14,870</b>	<b>2,625</b>
<b>TOTAL ADOPTED BUDGET</b>		<b>17,615,025</b>	<b>1,420,721</b>	<b>10,352,557</b>	<b>5,841,748</b>	<b>5,723,324</b>	<b>118,424</b>



**STATE OF CONNECTICUT**  
*STATE DEPARTMENT OF EDUCATION*



**TO:** Vonda Tencza, Superintendent  
Woodbridge Public Schools

**FROM:** Dr. Shuana K. Tucker  
Chief Talent Officer

**DATE:** October 7, 2024

**SUBJECT:** Revised Leader and Educator Evaluation and Support Plan  
Approval for 2024-25

Thank you for submitting revisions to Woodbridge's 2024-25 Leader and Educator Evaluation and Support Plan for 2024-25. We appreciate the thoughtfulness and timely attention that you and educators in your district have put into this process.

We are pleased to inform you that based upon the revised 2024-25 Leader and Educator Evaluation and Support Plan received on October 3, 2024, your plan now meets the requirements as outlined in the Connecticut Guidelines for Educator and Leader Evaluation and Support 2023. Implementation can proceed as soon as your local Board of Education adopts this Connecticut State Department of Education-approved plan.

Congratulations to you and your team. Thank you for your diligent and thoughtful effort as we work together toward the shared goal of continuous support and development of all educators in order to impact positive outcomes for all students.

SKT:jgo:mb

cc: Sharon M. S. Fuller, Talent Office Consultant  
Dr. Jessica G. Ocasio, Talent Office Consultant

# Woodbridge School District Educator Evaluation and Professional Learning Plan



Revised: July 2024

## **Woodbridge School District**

### Board of Education

Lynn Piascyk, Chair	Dr. Lauren Francese	Dr. Jay Dahya
Sarah Beth Del Prete Secretary	Brooke Hopkins	Jeff Hughes
Steven Lawrence, Vice Chair	Dr. Michael Strambler	Erin Williamson

### Superintendent of Schools

Vonda Tencza

### Professional Development/Educator Evaluation Committee Members 2023-2024

Analisa Sherman, Principal - Co-Chair  
Mary Vincitorio, WEA President - Co-Chair  
Carrie Borcharding, Director of Special Services  
Maria DePalma, Teacher  
Kris Hart Rooney, Teacher  
BJ Ahern, Teacher  
Lisa Rosner, Teacher  
Jen Nickle, Literacy Specialist  
Suzanne Sugarman, Paraeducator & CSEA President

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## Introduction: Reimagining Educator Evaluation and Support

On February 14, 2024, the Connecticut State Board of Education adopted the Connecticut Leader and Educator Evaluation and Support Plans 2024. The design of the Connecticut Guidelines for Educator Evaluation and Support represent research based effective practice and include six elements:

- Standards and Criteria
- Goal Setting Process
- Professional practice and educator growth
- Evaluation/observation/stakeholder feedback and engagement
- Process elements
- Dispute resolution

Professional Development and Educator Evaluation Committee members developed the contents of this plan during the 2023-2024 school year. Some of the language in this plan comes directly from the CSDE CT Leader and Educator Evaluation and Support Plans 2024 which can be found [here](#).

## Mission, Vision and Beliefs of Beecher Road School/Woodbridge School District

### **Mission:**

Beecher Road School is a caring, creative community that models and inspires the joy of lifelong learning, embraces diversity, and celebrates the unique qualities of each person.

### **Vision:**

To provide a dynamic educational environment that challenges and empowers students to persevere as innovators and collaborators in preparation for their role as responsible global citizens.

### **We believe that:**

- All students can learn and it is the responsibility of our school system to provide the supports needed to reach high standards and success.
- Academic skills must meet the expectations of the CT Core Standards. The skills and attributes needed for success in the 21st century include critical thinking, collaboration, creativity, curiosity, problem solving, and citizenship.

- Meeting academic, artistic, behavioral, social, emotional, and physical needs is essential in educating the whole child.
- We have a responsibility to prepare our students for a rapidly changing world that includes the integration and use of technology.
- Our educational community will continue to grow and improve when all our staff members are expected and supported to learn.
- Our district has a responsibility to inform and engage the community as partners in education.
- Fiscal responsibility is a foundational tenet of our school system.

## Guiding Principles

The transformational design of the educator evaluation and support model is grounded in six guiding principles that use high quality professional learning to advance educator practice and student learning, growth, and achievement.

- Allow for differentiation of roles (for example for leaders: assistant superintendents, director of pupil services, various leaders in central office, principal, assistant principal; or for educators: teachers, counselors, instructional coaches, student support staff).
- Simplify and reduce the burden (eliminate technical challenges, paperwork, steps).
- Focus on things that matter (identify high leverage goal focus areas).
- Connect to best practices aimed at the development of the whole child (including, but not limited to, academic, social, emotional, and physical development).
- Focus on educator growth and agency (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus).
- Meaningful connections to professional learning (provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).
- Specific, timely, accurate, actionable, and reciprocal feedback.

## Standards and Criteria for Educators

The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth and achievement. Educator practices are based on a set of state performance standards. The following professional practice standards will be utilized:

- ◆ CCT Rubric for Effective Service Delivery (2017)
- ◆ CCT Rubric for Effective Teaching (2017)

**All Woodbridge educators/leaders are assigned a primary evaluator that holds an active and utilized 092 certification.**

## Continuous Learning Process

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide educators with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. In this process, the educator serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the educator through the learning and growth process. Within the process, the educator collaborates and serves as a reflective practitioner to determine mutually agreed upon educator goals, professional practice and educator growth, and observation and feedback focus.

During each school year, a minimum of three check-ins provide an opportunity for a reciprocal discussion of what is happening in the classroom or school, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations and reviews of practice as required by the plan.

Timeline

Training/Orientation	Completed by September 30
Initial Goal Meeting	Completed by October 31
Mid-Year Meeting	Completed by mid-February
End of Year Meeting	Completed by mid-June

Additional Timelines of observations are specific to the Cohort the teacher is part of. See the chart under ‘Definition of Cohorts.’

Definition of Cohorts

<p><b>COHORT 1</b></p>	<p><b>Who:</b> New to profession (first four years) OR teachers who were non-tenured in a previous district</p> <p><b>What:</b> 4 observations:</p> <ul style="list-style-type: none"> <li>● 2 informal observations before December</li> <li>● 1 Formal before March</li> <li>● 1 informal observation (which can be a review of practice) before June</li> </ul> <p>*Written and verbal feedback within five school days of observation          *Additional observations as mutually agreed upon or deemed necessary</p> <p><b>Timeline:</b></p> <ul style="list-style-type: none"> <li>● Training/Orientation: Completed by September 30</li> <li>● Initial Goal Meeting: Completed by October 31</li> <li>● 2 Informal Observations: Completed before December 31</li> <li>● Mid-Year Meeting: Completed by mid-February</li> <li>● 1 Formal Observation: Completed by March 30</li> <li>● 1 Informal Observation/Review of Practice: Completed by June</li> <li>● End of Year Meeting: Completed by mid-June</li> </ul>
<p><b>COHORT 2</b></p>	<p><b>Who:</b> Educators who have taught in previous districts and received tenure (2 years)</p>

	<p><b>What:</b> 3 observations:</p> <ul style="list-style-type: none"> <li>● 1 informal observation before December</li> <li>● 1 formal before March</li> <li>● 1 informal observation (which can be a review of practice) before June</li> </ul> <p>*Written and verbal feedback within five school days of observation          *Additional observations as mutually agreed upon or deemed necessary</p> <p><b>Timeline:</b></p> <ul style="list-style-type: none"> <li>● Training/Orientation: Completed by September 30</li> <li>● Initial Goal Meeting: Completed by October 31</li> <li>● 1 Informal Observations: Completed before December 31</li> <li>● Mid-Year Meeting: Completed by mid-February</li> <li>● 1 Formal Observation: Completed by March 30</li> <li>● 1 Informal Observation/Review of Practice: Completed by June</li> <li>● End of Year Meeting: Completed by mid-June</li> </ul>
<b>COHORT 3</b>	<p><b>Who:</b> Educators who have completed Cohorts 1 or 2 at BRS</p> <p><b>What:</b>          2 observations:</p> <ul style="list-style-type: none"> <li>● 2 informal observations (1 of which can be a review of practice)             <ul style="list-style-type: none"> <li>○ 1 to be completed by December</li> <li>○ 1 to be completed before June</li> </ul> </li> </ul> <p>*Written and verbal feedback within five school days of observation          *Additional observations as mutually agreed upon or deemed necessary</p> <p><b>Timeline:</b></p> <ul style="list-style-type: none"> <li>● Training/Orientation: Completed by September 30</li> <li>● Initial Goal Meeting: Completed by October 31</li> <li>● 1 Informal Observations: Completed before December 31</li> <li>● Mid-Year Meeting: Completed by mid-February</li> <li>● 1 Informal Observation/Review of Practice: Completed by June</li> <li>● End of Year Meeting: Completed by mid-June</li> </ul>

\*Modified schedule per date of hire.

**Ongoing Training yearly for both returning and new staff will be conducted for all stakeholders to ensure that everyone understands the differentiated supports and processes available to facilitate success.**

Training/Orientation - by September 30

To begin the evaluation process, evaluators meet with teachers, in a group or individually. The purpose of this orientation is to provide a broad overview of the evaluation process and their roles and responsibilities within that process. This training also provides an opportunity for evaluators to share district and school goals. This orientation shall also include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Information on tiered supports
- Information on dispute resolution

#### Initial Goal Meeting - by October 31

The initial goal setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement. The educator and evaluator come to mutual agreement on high leverage professional practice one-, two- or three-year goal(s), multiple measures of evidence (at least two measures), professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment. The educator must also choose which rubric they will be utilizing to address their goal. The two rubric choices are:

- ◆ CCT Rubric for Effective Service Delivery (2017)
- ◆ CCT Rubric for Effective Teaching (2017)

Beginning educators in the Teacher Education and Mentoring (TEAM) Program, consideration will be given for alignment between professional learning and their TEAM modules.

#### Mid-year Meeting - by mid-February

The midyear check-in consists of reciprocal dialogue between the educator and evaluator and includes an educator self-reflection on their progress toward their goal(s) so far. The reflection shall include an analysis of the impact of their learning on their practice, student learning, growth and achievement and the school community. During this meeting:

- Educators self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on educator's growth, professional practice, and impact on student learning, growth, and achievement with their evaluator.

- The evaluator provides specific, standards-based feedback related to the educator’s goal. Observation feedback and evidence aligned to the rubric chosen by the educator during the goal setting process.
- The midyear conversation is a crucial progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the educator’s goal(s) may be considered based on multiple measures of evidence.

#### End of year Meeting - by mid-June

End-of-year reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the educator’s goal(s); professional learning as it relates to the educator’s professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator’s subsequent self-assessment and goal setting revisions or new goal. The evaluator provides a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and identified standards and will make a distinction regarding the educator’s successful completion of the professional learning process.

#### Observation of Professional Practice and Feedback

Throughout the evaluation process, evaluators will provide educators with feedback from observations and dialogue, ensure access to supports needed, and collect evidence of educator performance and practice towards their goal(s) through multiple sources, which include observations. This may also include student, staff or family feedback.

Observations occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide educators with specific feedback based on evidence, standards, and the educator’s goal; ensure timely access to planned support(s); and continue to collect evidence of educator practice and progress toward goal(s) through multiple sources of evidence, including observation. Feedback, written or verbal, is provided within five school days.

“...when feedback is combined with effective instruction in classrooms, it can be very powerful in enhancing learning.” Hattie, 2019

Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one’s experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/ or practices
- Is timely, frequent and reciprocal

## Tiered Supports

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. All three tiers of support must be implemented prior to the development of a corrective plan. A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, educator, and the Woodridge Education Association, if necessary.

**Tier 1** It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by district PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.

**Tier 2** In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific

classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator.

**Tier 3** In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator, and the Woodbridge Education Association (WEA). The start date and duration of time an educator is receiving this level of support should be clearly documented.

### Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the educator and a member of the Woodbridge Education Association (WEA).

The Corrective Support Plan is separate from the normal educator growth model and must contain:

- clear objectives specific to the well documented area of concern
- resources, support, and interventions to address the area of concern
- well defined timeframes for implementing the resources, support, and interventions
- supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and WEA representative.

### Dispute Resolution

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

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally. Ultimately, should an educator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan. Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 30 workdays from the date the educator initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

**Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining agreement.**

**Process:**

The educator being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.

2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The educator being evaluated may choose between two options.

a. Option 1: The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party\*. The superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the

subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward.

*\*In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and educator may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified educator and may or may not be from within the district.*

b. **Option 2:** The educator being evaluated requests that the superintendent solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

**Time Limits:**

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.

2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.

3. The educator being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the educator shall be considered to have waived the right of appeal.

4. The educator being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

Confidentiality

All evaluative reports are strictly confidential. A copy of the evaluation will be placed in the educator's personnel file.

Appendix A: Forms

[Teacher Evaluation Process Spreadsheet](#)

[Educator Corrective Support Plan Sample](#)

[Educator Sample Reflection Questions](#)

[Educator Growth Criteria and Evidence](#)

Appendix B

[CT Code of Professional Responsibility for Teachers](#)

Appendix C

[CCT Rubric for Effective Teaching \(2017\)](#)

Appendix D

[CCT Rubric for Effective Service Delivery \(2017\)](#)

## Woodbridge School District

### Administrator Evaluation, Professional Learning, and Support Plan 2024

#### **Introduction:** Reimagining Educator and Leader Evaluation and Support

*On February 14, 2024, the Connecticut State Board of Education adopted the Connecticut Leader and Educator Evaluation and Support Plans 2024. The design of the Connecticut Guidelines for Educator Evaluation and Support represent research-based effective practice and include six elements:*

- *Standards and criteria*
- *Goal setting process*
- *Professional practice and educator growth*
- *Evaluator/observer/stakeholder feedback and engagement*
- *Process elements*
- *Dispute resolution*

*Much of the language in this plan comes directly from the CSDE CT Leader and Educator Evaluation and Support Plans 2024 ([link to document](#))*

#### **Vision**

All Connecticut educators and leaders have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the educator and leader evaluation and support system so that all Connecticut students experience growth and success. Guiding Principles

#### **Guiding Principles**

The transformational design of the leader evaluation and support model is grounded in guiding principles that use high quality professional learning to advance leader practice, educator practice, and student learning, growth, and achievement.

- Allow for differentiation of roles (director of pupil services, principal, assistant principal)
- Simplify and reduce the burden (eliminate technical challenges, paperwork, steps).
- Focus on things that matter (identify high leverage goal focus areas).
- Connect to best practices aimed at the development of the whole child (including, but not limited to, academic, social, emotional, and physical development).

- Focus on leader growth and agency (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus).
- Meaningful connections to professional learning (provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).
- Specific, timely, accurate, actionable, and reciprocal feedback.

The combined vision, guiding principles, and overall framework for educators and leaders' evaluation and support describe a systematic process of continuous improvement and professional learning leading to high quality professional practice and improved outcomes for students. While components are similar for educators and leaders, there are components specific to educators and to leaders, resulting in this specific set of guidelines for Woodbridge Administrators, as part of the district's evaluation and support system. The plan is ambitious, but many key ingredients for success already exist. The professional staff of the Woodbridge School District is a highly capable, talented group of teachers led by highly skilled, dedicated school administrators. The strategy is to pursue a systematic approach to evaluation and professional development through the design and implementation of two aligned plans: The Teacher Evaluation and Professional Learning Plan and the Administrator Evaluation and Professional Learning Plan. These plans are built upon a solid base of collegiality and trust and linked by the common goal of expanding the range and depth of student learning.

### **Standards and Criteria for Leaders**

One of the primary goals of the leader evaluation and support system is to ensure the growth and development of Woodbridge staff so they in turn may develop and enhance personal and professional strengths to meet the needs of all learners. Leader practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The professional practice standards, Professional Standards for School Leaders (PSEL) ([link](#)) ground this model's framework. The identified rubric from Maryland's SDE October 2019 Professional Standards for Educational Leaders Rubric ([link](#)) accompanies the standards to serve as support for self-evaluation, dialogue, and feedback.

Professional learning is essential to the CT Guidelines 2023 model. Learning Forward Professional Learning Standards 2022, ([link](#)) serve as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize leader impact. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together the professional standards for leaders, educators and professional learning work together to lay the foundation for meaningful feedback and continuous learning.

**All Woodbridge leaders are assigned a primary evaluator that holds a 092 or 093.**

### **The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator/Observer/ Stakeholder Feedback and Engagement**

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. In this process, the leader serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the leader through the learning and growth process. Within the process, the leader collaborates and serves as a reflective practitioner to determine mutually agreed upon leader goal(s), professional practice and leader growth, and observation/site visit and feedback focus.

Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations/site visits, reviews of practice, and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to standards and identifies strengths and areas of focus for growth.

At the core, educators and students learn best when educational leaders foster safe, caring, supportive learning communities, and promote rigorous curricula and instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports — the professional capacity of teachers and staff; the professional community in which they learn and work; family and community engagement; and effective, efficient management and operations of the school/ district. In all their work, educational leaders are driven by the district/school's mission, vision, and the shared regional portrait of a graduate. They are called to act ethically and with professional integrity, and they promote equity and cultural responsiveness. Finally, educational leaders believe their district/schools, educators, and they themselves, can continuously grow. They are tenacious change agents who model transformational leadership (adapted from PSEL Standards).

Orientation on the leader evaluation and support process shall take place prior to the start of the process, no later than October 15. The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/site visits
- Tiered supports
- Dispute resolution

Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

**Ongoing Training yearly for both returning and new staff will be conducted for all stakeholders to ensure that everyone understands the differentiated supports and processes available to facilitate success.**

**Goal(s) Setting (Completed by November 1)**

Leaders and their evaluators mutually agree upon a high leverage professional practice one-, two-, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals (See ‘Definition of Cohorts’ Section). Goals should always be connected to standards identified in this document.

This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with their evaluator. The continuous learning process begins with dialogue around leaders’ self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

- Self-assess using the identified rubric.
- Identify a high leverage goal that impacts leadership practice and educator and organizational growth. (Identify an individual or a collaborative goal)
- Develop a proposed professional learning plan to build knowledge and skill.

The leader shares the above with their evaluator during an initial goal setting conference that consists of dialogue around the proposed goal(s) and professional learning plan. During this conference, reciprocal dialogue between the evaluator and leader takes place to refine the proposed goal and professional learning plan as needed. In partnership, the leader and evaluator come to mutual agreement on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment.

**Midyear Check-in (Completed by March 1):**

The midyear check-in provides an opportunity for the leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional leadership practice; organizational growth; educator growth; and impact on student learning, growth, and achievement. Through reciprocal dialogue, the evaluator provides specific feedback based on evidence, standards, and the leader’s goal(s). This is an overview of where the leader is in the process and what steps need to be taken to assist in continuous learning. During this check-in, revisions to the goal or learning plan, direction to tiered support, and next steps are documented.

**End-of-Year Reflection/Summative Review (Completed by June 30)**

End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the leader's goal(s); professional learning as it relates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact on leader practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights of impact on educators, students, and school community; and completion of current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s). This summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the leader's successful completion of the professional learning process.

### **Professional Practice and Leader Growth**

The implementation of the continuous learning process is shared between the leader and evaluator. For the duration of the learning process, leaders pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. Evaluators will provide leaders with feedback from observations of professional practice/site visits and dialogue, ensure timely access to support and collect evidence of leader performance and practice toward goal(s) through multiple sources, including site visits, student and staff feedback, or family engagement (See 'Definition of Cohorts' Section).

### **Observation of Professional Practice/Site Visits and Feedback**

Observation of professional practice or site visits occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide leaders with feedback based on evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written or verbal, that is provided within five school days.

"Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).

Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences

- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent, and reciprocal

**Definition of Cohorts**

<b>Cohort 1</b>		<b>Cohort 2</b>	
<b>Who</b>	<ul style="list-style-type: none"> <li>• New to leadership role (e.g., principal from assistant principal etc.; first two (2) years)</li> <li>• New to Woodbridge District (first two (2) years)</li> </ul>	<b>Who</b>	<ul style="list-style-type: none"> <li>• Leaders who have successfully completed Cohort 1 in Woodbridge District</li> </ul>
<b>What</b>	<ul style="list-style-type: none"> <li>• Three observations of professional practice and/or site visits</li> <li>• Feedback written and verbal within five school days</li> <li>• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary</li> </ul>	<b>What</b>	<ul style="list-style-type: none"> <li>• Two observations of professional practice and/or site visits</li> <li>• Feedback written and/or verbal within five school days</li> <li>• Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary</li> </ul>

**Growth Criteria**

Successful completion of the learning process is determined through multiple forms of evidence and reflection that is demonstrated by:

- Reflection supported with evidence of the impact of the leader’s new learning on their practice/goal
- The impact the leader’s new learning and practice had on the leader’s practice, organizational growth, educator growth, and student outcomes.
- Next steps

[See appendix C for further detail.](#)

**Tiered Support and Corrective Support Planning**

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective Support Plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative (WASA).

## **Tier 1**

It is the expectation that all leaders consistently access opportunities for professional growth within the Woodbridge district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities, and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

## **Tier 2**

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator.

## **Tier 3**

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader and a WASA exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10- 153b. The start date and duration of time an educator is receiving this level of support should be clearly documented ([see appendix H](#)).

## **Corrective Support Plan**

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and an exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10- 153b.

### **The Corrective Support Plan must contain:**

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader and bargaining unit representative.

[See appendix H](#) for a Corrective Support Plan form and example.

## **Dispute Resolution**

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the

evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should a leader disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The leader being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) workdays from the date the leader initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

**Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining agreement.**

## **Process**

The leader being evaluated shall be entitled to collective bargaining representation at all levels of the process.

Within three school days of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator.

As Woodbridge/Beecher Road School is a one-school district and therefore has limitations on PDEC staff availability, the superintendent and leader may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified leader and may or may not be from within the district. The superintendent or designee and the respective collective bargaining unit for the district may each select one representative to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision.

## **Time Limits**

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.

3. The leader being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the leader shall be considered to have waived the right of appeal.

4. The leader being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

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

Appendix- Forms

[Leader Evaluation Process Spreadsheet](#)

Additional Materials for reference:

[Sample Reflection Questions for Leaders](#)

[Example Evidence Types for Leaders](#)

[Sample Corrective Support Plan- Leaders](#)

## **WBOE Facilities Committee 9-4-24**

**Call to Order:** 7:31 AM by Mr. Hughes

**Board Members Present:** Mr. Jeff Hughes, Ms. Lynn Piascyk, Dr. Jay Dahya (remote).

**Staff:** Vonda Tencza, Superintendent; Donna Coonan, Director of Business Services / Operations; Vito Esparo, Facilities Manager; and Teresa Ramia, WEA Liaison.

**Update** – Mr. Esparo provided an update

- Greenhouse repaired in preparation for STEM teacher
- E-wing carpet work and asbestos abatement Roof replaced in July/Aug
- Grounds improvement started mid-August, currently on break while Guerrera assists state with road repairs after major 8/19 storm
- PA upgrade completed – additional horns + speakers in gym
- Upgraded phone system from copper to SIP, more cost efficient

### **Projects in Process**

- Chiller fan replacement
- Leak over boiler room being investigated
- Ground improvements drainage project

### **To Be Addressed**

- 5 year hydrostatic test failed twice Repair TBD - can Guerra dig it out while they are here?
- Mr. Hughes asked – what's left on grounds project? Answer: drainage and some sidewalks and some additional trees to do
- Tennis court damage - happened on weekend
- Dr. Dahya asked about back fencing- he would like to ask the Town Building Committee to update those. This would be a possible new capital request for perimeter fencing.

**Meeting Adjourn:** 7:59 AM