

## **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. Pledge of Allegiance
  - C. Correspondence - *Correspondence may be submitted via email no later than 4:00 PM on the day of the meeting to [mdegennaro@woodbridgeps.org](mailto:mdegennaro@woodbridgeps.org)*
  - D. 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 Comment may be submitted electronically to [mdegennaro@woodbridgeps.org](mailto:mdegennaro@woodbridgeps.org)*
- III. **Consent Agenda**
  - A. Approval of September 16, 2024 Regular Meeting Minutes
  - B. Budget Narrative Report
  - C. Budget Summary Report
  - D. Budget Detail Report
  - E. Accept Policies for 30-Day Review
    1. 9210-Qualifications of Board Members
    2. 9212-Oath of Office
    3. 9230-Orientation
    4. 9240-Board Member Development
    5. 9260-Protection
    6. 9270-Conflict of Interest
    7. 9271-Code of Ethics
    8. 9272-Code of Conduct on Data Use
    9. 9300-Methods of Operation
    10. 9314-Suspension of Policies, Bylaws, Regulations
    11. 9321-Time, Place and Notification for Meetings
- IV. **Reports**
  - A. Superintendent's Report
    1. Adopt Educator Evaluation Plan

- 2. SBAC Presentation
- 3. BRS Update
- B. BRS Infrastructure Building Committee
- C. Curriculum Committee
- D. Finance Committee
  - 1. 2024/25 Budget Calendar Timeline
- E. Policy Committee
- F. CABE Liaison Report
- G. Upcoming Meeting Presentation(s): LAS Links Data / MLL Update, Strategic Plan Update

V. **New Business**

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.*
- B. Executive Session, in accordance with State Statute

VII. **Adjournment**





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

## Fwd: [External Email] Size of First Grade Classrooms

1 message

Lynn Plascyk <lplascyk@woodbridgeps.org>  
 To: Marsha DeGennaro <mdegennaro@woodbridgeps.org>

Thu, Sep 19, 2024 at 9:37 AM

Good morning Marsha,  
 Please include this as correspondence in Boardbook for the October Board of Education meeting.  
 Thank you,  
 Lynn

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

From: **Meghan McElligott** <missmeghan01@gmail.com>  
 Date: Wed, Sep 18, 2024 at 9:25 PM  
 Subject: [External Email] Size of First Grade Classrooms  
 To: <lplascyk@woodbridgeps.org>, <jdahya@woodbridgeps.org>, <slawrence@woodbridgeps.org>, <lfrancese@woodbridgeps.org>, <bhopkins@woodbridgeps.org>, <mstrambler@woodbridgeps.org>, <jhughes@woodbridgeps.org>, <ewilliamson@woodbridgeps.org>

Hello,

I am a parent of a first grade student at Beecher and I attended the BOE meeting on September 16. Although I was very happy with the outcome of the meeting, namely the decision to add another first grade teacher, I have been curious about the issue of space.

I have only seen the inside of Mrs. Ortiz's class at the Open House so I am not sure if all the other first grade classrooms are that small, but I was wondering if there is a recommended square footage allotment per student. I was also curious about the square footage of the first grade rooms.

I agree with many of the other parents that the room seemed very small. Having taught fourth grade in a title 1 school in the East Village of Manhattan I did sometimes have classes of 22 or 23 but the classrooms were much larger. I understand the superintendent's point that having fewer students in the room will create more space for the remaining ones but still I'm wondering where these first grade classrooms fall regarding the recommended amount of space per student. Also is there a mandated (not sure if that's the right term) amount of space or just a suggested one?

There was much discussion around the amount of students in the room, but not as much direct discussion about the size of the rooms to begin with and if they are offering an optimal learning environment for our students. If not, are there creative ways to give them more classroom "areas" and places for more collaborative learning? With the addition of another first grade room will the students now be comfortable on the rug or will their knees still have to overlap? Hopefully they will be able to sit in table groupings and not rows with chairs pushed totally in. I realize there might not be anything that can be done about this now, but I think it's an important issue to raise.

One of the strategies put forth to deal with the large classroom numbers in the first grade was to add more support from paras and specialists. However from what I heard parents saying when voicing their concerns, more bodies in the room also exacerbates the problem of a cramped space.

If somebody could please respond with an answer on what the recommendation is, if they're even is one, for square footage per student and then also what the square footage of those classrooms are that would be great. Thanks so much for your time.

Best,  
 Meghan

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

**Monday, September 16, 2024  
Town Hall Main Meeting Room**

**CALL TO ORDER:** Ms. Lynn Piascyk, Chair, called the meeting to order (6:33 PM).

**BOARD MEMBERS PRESENT:** Lynn Piascyk, Chair; Dr. Jay Dahya, Sarah Beth Del Prete, Secretary; Dr. Laura Francese; Jeff Hughes; Dr. Michael Strambler and Erin Williamson.

**STAFF:** Vonda Tencza, Superintendent; Donna Coonan, Director of Business Services/ Operations.

Executive Session

The Board entered Executive Session in accordance with State statute to discuss negotiations with respect to collective bargaining and invited the Superintendent and the Director of Business Services / Operations to join the Executive Session.

**MOTION #1 – EXECUTIVE SESSION (6:34 PM)**

Move that we enter Executive Session to discuss negotiations with respect to collective bargaining and to invite the Superintendent and the Director of Business Services / Operations to join the Executive Session.

Dr. Dayha  
Second by Dr. Strambler  
**UNANIMOUS**

**BOARD MEMBERS PRESENT:** Lynn Piascyk, Chair; Dr. Jay Dahya, Sarah Beth Del Prete, Secretary; Dr. Laura Francese; Brooke Hopkins (6:38 PM); Jeff Hughes; Steven Lawrence, Vice Chair (6:45 PM); Dr. Michael Strambler and Erin Williamson.

**STAFF:** Vonda Tencza, Superintendent; Donna Coonan, Director of Business Services/Operations.

The Board reviewed the Executive Summary provided by Board Counsel regarding the recently negotiated contact agreement between the Woodbridge Board of Education and the UE Local 222 #80 (United Electrical, Radio and Machine Workers of America).

**MOTION #2 – RETURN TO PUBLIC SESSION**

Move that we return to Public Session (6:56 PM).

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

**CALL TO ORDER:** Ms. Lynn Piascyk, Chair, called the public session to back to order (7:03 PM).

**BOARD MEMBERS PRESENT:** Lynn Piascyk, Chair; Dr. Jay Dahya, Sarah Beth Del Prete, Secretary; Dr. Laura Francese; Brooke Hopkins; Jeff Hughes; Steven Lawrence, Vice Chair; Dr. Michael Strambler and Erin Williamson.

**STAFF:** Vonda Tencza, Superintendent; Analisa Sherman, Principal; Jimmy Sapia, Assistant Principal; Donna Coonan, Director of Business Services/ Operations and Marsha DeGennaro, Clerk of the Board.

It was noted that the October 21 regular Board meeting will be held in the South Assembly Room at BRS due to early voting occurring in the Main Meeting Room at Town Hall.

**MISSION / VISION** – Chair Piascyk recounted the Board Mission and Vision statements that will now appear on all regular Board meeting agendas and read aloud each September.

**CORRESPONDENCE** – Ms. Del Prete acknowledged receipt of several emails from parents all of which are available in BoardBook.

## **PUBLIC COMMENT**

Katie Furino expressed concerns regarding the large class sizes in Grade 1 and the disservice being done to students with 23 students per class. Grade 1 is a developmentally critical foundational year with reading and math requirements and there is substantial research in support of smaller class sizes. Teachers will be unable to meet the needs of students and the vision and mission statement will not be fulfilled. The focus should not be on finances nor school layout and there should be six sections not five Kindergarten sections.

Tara Buckman shared concerns regarding the large class sizes in Grade 1 and the physical space required to teach the number of students currently assigned to each classroom which also prevents student mobility. In addition, with the implementation of a new phonics program students will receive less attention because of the large number of students in each class.

Jennifer Kennedy-Holmes acknowledged her growing concern with the overcrowding and insufficient space in Grade 1 which will impede future academic success and growth for these students. Students are crammed into tiny spaces with no room for small collaborative group work. Grade 1 students deserve better instruction areas that support personalized and effective instruction that is conducive to cooperative learning and fosters student academic growth.

Megan O'Grady did not feel that the physical dimensions of the classrooms could accommodate 22-23 students per class. Rooms are overcrowded which has a direct impact on student learning and engagement. Further, noise levels are amplified which could result in less effective teaching / instructional strategies as well as logistical challenges. These limitations will hinder critical social development and limit activities and collaborative interaction among peers. It is crucial that we find alternative learning spaces to maintain the quality of education these students deserve.

Steve Sholtis noted the tight cramped spaces these students are occupying with 22-23 students per class. The Kindergarten classrooms are quite spacious and perhaps these rooms could be switched. It is imperative that students have stable learning environments and the Board should have planned for the future to avoid having to make changes while the school year is in already in progress.

Jackie Cappiello felt the current classroom space was inadequate given the number of students assigned. Further, the social emotional skill development that these students require is at risk. There is no doubt additional students will be forthcoming over the next 170+ days and we are already exceeding maximum capacity. This same group of students will be here next year and it is important we start to plan what that will also look like. Given current numbers it would be best to bring on another teacher now even though finding additional classroom space is also an issue. Utilizing TA's for additional adult support in the classrooms would also be helpful.

Cindy Kruger was disappointed with the removal of technology from the sixth grade curriculum without community input nor communication. Given the fast-paced world we live in, technology is critical in today's world, and we need to continue to teach students at the level they are at. There is so much more to learn about this subject especially with the evolution of AI, threats on the internet, phishing scams etc. Technology should be reinstated in the 6<sup>th</sup> grade curriculum. The Board is responsible for ensuring the school has the resources it needs. Library was cut for 5<sup>th</sup> and 6<sup>th</sup> grade last year without discussion in the community and this year technology was cut with no articulated reason. Technology is key to learning and the 6<sup>th</sup> grade curriculum is worth a discussion. We need to be a better Beecher community and please reinstate it to our learning.

Christopher Hughes did not believe that it was necessary to have a superintendent for one school when there is a small district option in this state that allows a district to utilize a "close by" superintendent. The money being wasted on a superintendent could be spent on more teachers. If the country club property is sold and/or developed for housing, there is no way the school system could support all the housing that could be built. The Board needs to develop a long-term plan and part of that plan should be merging superintendents with the Amity system.

## **CONSENT AGENDA**

### **MOTION #3 – CONSENT AGENDA**

Move that we approve the consent agenda as presented.

Mr. Lawrence

Second by Ms. Del Prete

**UNANIMOUS**

Superintendent Report – Superintendent Tencza recognized teachers who attained tenure in June of 2024, present were Lexi Fonda and Ken Caldwell. Also recognized was the new and recently hired STEAM teacher, Tiffany Bucko. Superintendent Tencza provided a brief update on enrollment and reviewed the class size ranges predicated on current space constraints and budget implications in light of Grade 1 concerns. Students will make academic progress in learning as well as social collaboration as BRS has high quality teachers. Education research is mixed regarding class sizes, however, it is clear that the greatest impact on student learning is the teacher. Administration has numerous strategies in place including the addition of a dedicated grade level para, daily intervention support with strong specialists in literacy and math as well as other highly qualified specialists and increased para support. Adjustments will continue to be monitored and made as needed with ongoing teacher input.

Also reviewed were the first weeks of school which entailed the visiting of classrooms, the Ice Cream Social, purchasing of classroom supplies to defray parent cost, asbestos abatement and installation of new flooring in various areas. The North parking lot has been repaved with additional grounds, drainage and sidewalk work to continue once the company returns from providing assistance to Oxford at the request of the Governor. The expenditures associated with this project were under budget, thus requiring, less Town funding.

Ms. Williamson requested an addition to the agenda in light of the concerns expressed during Public Comment relative to Grade 1 class sizes, and the changes in Grade 6 curriculum regarding technology and Spanish.

#### **MOTION #4 – MODIFY AGENDA**

Move that we amend the agenda to add under New Business discussion of Grade 1 class size and enrollment concerns shared during Public Comment.

Ms. Williamson  
Second by Dr. Dahya  
**UNANIMOUS**

PTO – Ms. Kruger provided an overview of projects and activities slated for the 2024/25 school year, introduced new Board members elected in May 2024 and shared the goals identified for the year inclusive of *Build community; Be inclusive; Be a welcoming and connecting presence for kids parents teachers; and Make all the kids feel loved.*

BRS Update – Principal Sherman highlighted implementation of the HMH literacy resource in Grades K-3, math intervention with specialists, reigniting of CARES assemblies, staff professional development / PTO sponsored lunch / treats, open houses including an outline of curriculum overviews / classroom expectations, completion of the first fire drill, Hispanic heritage month, paraeducator staffing, implementation of the communication tool *Class DoJo*, and recent school-wide activities of international dot day, summer reading celebration and the school-wide walk.

Questions were raised regarding the HMH implementation and reading assessment changes and teacher feedback on professional development activities. HMH is very adaptable to our style of teaching. We will continue to utilize Dibbles in K-3, Star in 4-6, TC Assessments and Running Records. It was noted that BRS has a Professional Development Committee that continuously reviews feedback received.

BRS Infrastructure Upgrade Building Committee Update – It was noted this Committee has been meeting monthly to examine possible expansion concepts, explore various avenues for community decisions and assess the viability options / gathering of pertinent data. It is anticipated there will be a TriBoard (BOS/BOF/BOE) meeting in November to discuss next year's budget, the growing student population and how best to balance funding within the competing needs of the Town.

Facilities Committee – Mr. Hughes noted completion of various summer projects---asbestos abatement, upgrades to both the telephone and PA systems and the overall readiness of the building for the return of students.

Finance Committee – Mr. Lawrence noted that based on current expenditures, out-of-district changes, staff changes and HVAC savings, it is anticipated there is potential of a projected surplus even with the additional increase of four (4) sped paras added at the last meeting.

CABE Liaison Report – Board members were urged to register for the CABE/CAPSS Convention on November 15 and 16 and to register for the School Finance Webinar Series – *How the Budget is Developed, Adopted and the Board's Oversight* on September 24 and the October 18 Webinar on *Being a Stellar Board Member*.

Upcoming Meeting Presentations – The regular October 12 meeting will include a report on SBAC and NGSS Assessments and will be held in the South Assembly Room at BRS. Committee meeting schedule: Curriculum on October 2 at 4:00 PM, Policy on October 7 at 4:30 PM and Finance October 15 at 4:30 PM

**NEW BUSINESS**

Superintendent Tencza presented the collective bargaining agreement with the CILU, which governs custodial, clerical and cafeteria workers, for ratification by the Board.

**MOTION #5 – UE LOCAL 222 #80 CONTRACT 2024 – 2027**

Move that we approve the Agreement between the Woodbridge Board of Education and the UE Local 222 #80 (United Electrical, Radio and Machine Workers of America), effective July 1, 2024 through June 30, 2027.

Mr. Lawrence  
Second by Mr. Hughes  
**UNANIMOUS**

Class Size Discussion – Ms. Williamson voiced concern regarding the lack of discussion among administration in the hiring of an additional teacher for Grade 1 given current enrollment / class sizes. It is obvious that if we are pulling resources from other areas, while trying to implement a new literacy curriculum, there is already a problem and the Board should have been apprised.

It was noted that the strategies outlined earlier are appropriate and that there have “hot spots” in nearly every year over the last 10 years. Administration has been monitoring this situation this mid-August. We are only 2.5 weeks into the school year with several students trickling in after the start of school. Classroom set-ups depicted at Open Houses have been altered and desks are aligned differently to garner maximum spacing. Further, securing additional classroom space as well as supplying a Grade 1 classroom at this date are large challenges. This process will also take 1-2 months and by that time, student friendships, classroom harmony and other student collaboration factors will be in place and starting to solidify. Also, adding a teacher at this stage will also ensure that a specialist will now be on a cart. Given the current timing, it may also prove difficult to find a quality teacher at this time of year.

There was general consensus among Board members that adding an additional Grade 1 section / teacher made the most sense as given this number of students, if numbers increased, we would have to add one anyway. In order to have the least amount of disruption, moving a teacher from Kindergarten to Grade 1 did not appear to be an appropriate option. Regardless of what is done, there are going to be different challenges and parents, students and staff will not be pleased. It was suggested that parents be surveyed prior to their individual child being moved to a different classroom. It was suggested that administration be given time to obtain additional information on available space, staffing etc. before the Board took a vote.

**MOTION #6 – ADDITIONAL STAFFING**

Move that we authorize the Superintendent to add another full-time elementary teaching position in Grade 1 for 2024/25.

Ms. Williamson  
Second by Dr. Dahya  
**UNANIMOUS**

**PUBLIC COMMENT** – Ms. Dorsey thanked the Board for listening to parent concerns and adding an additional Grade 1 classroom teacher.

**MOTION TO ADJOURN: (9:21 PM)**

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

Recorded by Marsha DeGennaro, Clerk of the Board.

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

October 17, 2024

The attached financial reports represent three months (25%) of the fiscal year.

**100 Series Salaries** - Salaries represent 61% of the budget. The need to add an additional first grade teacher now has our certified salaries running an estimated \$19K deficit. This could grow if we are able to hire our vacant part time psychologist position. As we have been able to hire an additional para educator since last month our deficit in non-certified salaries had increased to \$101K. This is because we had to hire an additional 4 para educators due to IEP requirements. The total estimated budget deficit in salaries category is around \$120K.

**200 Series Benefits** – Benefits are 21% of our budget is based on the elections of last year's staff. With the additional expected staffing we are currently estimating a \$12K deficit in this category. This could change when the actual hires are made and their health elections are known.

**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 \$25K deficit in this category while we use contracted services through ACES to fill our vacant part time physical therapist position and contracted evaluations. If we are able to hire a part time psychologist, this deficit will decrease.

**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. The current estimated annual savings in this category is around \$13K.

**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. Our estimated savings in this category is approximately \$104K which is mostly due to a current savings in outplaced tuition.

**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 9-30-2024**

<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	597,147	716,909	(119,762)
200	TOTAL BENEFITS	3,606,867	2,685,912	2,698,152	(12,240)
300	TOTAL PROFESS. SERVICES	534,168	332,612	357,300	(24,688)
400	TOTAL PROPERTY SERVICES	688,276	452,981	440,248	12,733
500	OTHER SERVICES	1,565,229	300,627	196,890	103,737
600	SUPPLIES & MATERIALS	371,543	225,719	225,719	-
700	TOTAL PROPERTY SERVICES	148,300	56,877	56,877	-
800	TOTAL DUES, FEES, MISC.	37,545	17,044	14,446	2,598
<b>TOTAL ADOPTED BUDGET</b>		<b>17,615,025</b>	<b>4,668,918</b>	<b>4,706,541</b>	<b>(37,623)</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	21,363	57,363	(36,000)
510	TRANSPORTATION	258,091	24,058	24,058	-
560	TUITION SPECIAL ED	288,928	87,890	-	87,890
<b>SPECIAL EDUCATION CARVEOUT</b>		<b>737,419</b>	<b>133,310</b>	<b>81,420</b>	<b>51,890</b>

<b>SUMMARY</b>	
<b>Special Ed Surplus / (Deficit)</b>	51,890
<b>Under / (Over) Spending in OTHER programs</b>	(89,513)
<b>Total Surplus / (Deficit) Projected</b>	(37,623)

**WOODBRIIDGE BOARD OF EDUCATION**  
**MONTHLY DETAIL BY OBJECT**  
**FOR THE MONTH ENDED September 30, 2024**

Object Code	Descriptions	Adopted Budget	Expended to Date	Encumbered to Date	Available Balance	Estimated Additional	Projected Year-End Balance
110	Administrators	999,860	217,872	781,338	650		650
120	Teachers - Regular	5,853,312	677,731	5,081,260	94,322	140,635	(46,314)
120	Teachers - Special Education	1,128,525	173,687	972,780	(17,942)	(10,000)	(7,942)
1201	Psychologist	197,202	18,709	143,433	35,060		35,060
1203	Counselor	53,690	6,195	47,495	1		1
<b>Sub-Total Certified Salaries</b>		<b>8,232,589</b>	<b>1,094,193</b>	<b>7,026,306</b>	<b>112,090</b>	<b>130,635</b>	<b>(18,546)</b>
1303	Custodians	473,399	76,782	74,086	322,531	322,531	-
140	Nurses	184,192	17,651	161,302	5,239	5,239	-
150	Secretaries, Clerical	431,376	81,946	175,827	173,603	169,603	4,000
160	Paraprofessionals	291,244	31,950	226,406	32,888		32,888
1601	Special Education Paraprofess.	797,954	96,896	724,100	(23,042)	87,000	(110,042)
170/10	Salaries OT / PT	114,668	11,603	100,660	2,405	37,000	(34,595)
190	IT Manager and Asst.	81,161	19,290	64,617	(2,746)		(2,746)
190	Salaries, Miscellaneous	56,514	7,434	74,901	(25,821)	(35,100)	9,279
<b>Sub-Total Non-Certified Salaries</b>		<b>2,430,508</b>	<b>343,553</b>	<b>1,601,898</b>	<b>485,057</b>	<b>586,273</b>	<b>(101,216)</b>
<b>TOTAL SALARIES</b>		<b>10,663,097</b>	<b>1,437,746</b>	<b>8,628,204</b>	<b>597,147</b>	<b>716,909</b>	<b>(119,762)</b>
220	FICA	317,410	44,830		272,580	278,500	(5,920)
230	CMERS	430,145	34,195		395,950	410,950	(15,000)
270	Medical Insurance	2,808,916	833,646		1,975,270	1,975,270	-
280	Life Insurance	33,346	7,811		25,535	23,432.52	2,103
2902	Other Employee Benefits	17,050	473		16,577	10,000	6,577
<b>TOTAL BENEFITS</b>		<b>3,606,867</b>	<b>920,955</b>	<b>0</b>	<b>2,685,912</b>	<b>2,698,152</b>	<b>(12,240)</b>
320	Professional Development	45,220	6,120	1,950	37,150	37,150	-
330	Legal Fees	65,000	3,688		61,312	50,000	11,312
340	Software Support	29,750	7,865	4,005	17,880	17,880	-
350	Substitutes	143,000	7,296		135,704	135,704	-
390/01	Consultant Services	190,400	6,598	162,440	21,363	57,363	(36,000)
3902	Financial Audit	46,400			46,400	46,400	-
390	Other Prof/Tech. Services	14,398	1,595		12,803	12,803	-
<b>TOTAL PROFESSIONAL SERVICES</b>		<b>534,168</b>	<b>33,161</b>	<b>168,395</b>	<b>332,612</b>	<b>357,300</b>	<b>(24,688)</b>
410/01	Utilities - Electric and Water	190,500	16,418		174,082	150,000	24,082
420	Heating	114,000	10,350		103,650	90,000	13,650
430	Repairs and Maintenance	75,000	4,564	26,759	43,677	68,677	(25,000)
450	Leases and Rentals	110,123	53,578	5,761	50,784	50,784	-
4501	Building Improvements	10,500			10,500	10,500	-
490	Other Purchased Services	27,620	14,573	13,347	(300)	(300)	-
4901	Service Contracts	160,533	29,847	60,098	70,588	70,588	-
<b>TOTAL PROPERTY SERVICES</b>		<b>688,276</b>	<b>129,329</b>	<b>105,966</b>	<b>452,981</b>	<b>440,248</b>	<b>12,733</b>
510	Pupil Transportation-Regular	479,802	46,908	371,126	61,767	61,767	-
510	Pupil Transportation-Spec. Educ.	258,091	24,905	209,129	24,058	24,058	-
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	4,544		13,987	13,987	-
535	Internet	27,000			27,000	25,000	2,000
537	Postage	6,840	1,262		5,578	5,578	-

**WOODBRIIDGE BOARD OF EDUCATION  
MONTHLY DETAIL BY OBJECT  
FOR THE MONTH ENDED September 30, 2024**

Object Code	Descriptions	Adopted Budget	Expended to Date	Encumbered to Date	Available Balance	Estimated Additional	Projected Year-End Balance
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	120,786	80,252	87,890		87,890
590	Other Purchased Services	13,950	3,292	1,400	9,258	9,500	(242)
<b>TOTAL OTHER PURCH SERVICES</b>		<b>1,565,229</b>	<b>355,712</b>	<b>908,891</b>	<b>300,627</b>	<b>196,890</b>	<b>103,737</b>
610	Instructional Supplies	127,345	40,290	5,449	81,606	81,606	-
620	Computer Software	88,928	42,391	3,699	42,838	42,838	-
625	Supplies Nurses	5,370		1,513	3,857	3,857	-
630	Supplies Custodial	56,050	15,051	17,655	23,344	23,344	-
635	Supplies Office	13,000	763	144	12,093	12,093	-
640	Books and Audio Visual	25,000	111	6,000	18,889	18,889	-
645	Subscriptions	27,500			27,500	27,500	-
650	Testing	24,650	10,370	2,079	12,201	12,201	-
690	Misc. Supplies - DW Security	3,700	60	250	3,390	3,390	-
<b>TOTAL SUPPLIES &amp; MATERIALS</b>		<b>371,543</b>	<b>109,036</b>	<b>36,789</b>	<b>225,719</b>	<b>225,719</b>	<b>0</b>
732	Computer Hardware	114,500	85,123	5,000	24,377	24,377	-
735	Equipment - Teaching	11,000		397	10,603	10,603	-
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>86,025</b>	<b>5,397</b>	<b>56,877</b>	<b>56,877</b>	<b>-</b>
810	Dues and Fees	24,345	15,809	1,090	7,446	7,446	-
900	Other Fees	13,200	3,602		9,598	7,000	2,598
<b>TOTAL DUES AND FEES</b>		<b>37,545</b>	<b>19,411</b>	<b>1,090</b>	<b>17,044</b>	<b>14,446</b>	<b>2,598</b>
<b>TOTAL ADOPTED BUDGET</b>		<b>17,615,025</b>	<b>3,091,376</b>	<b>9,854,731</b>	<b>4,668,918</b>	<b>4,706,541</b>	<b>(37,623)</b>

*Existing bylaw, number 9210 adopted 11/21/05, appropriate as written.*

## **Bylaws of the Board**

### **Qualifications of Board Members**

A member of the Board of Education must be a resident of Woodbridge. No member of the Board of Education may be employed by the Woodbridge School District.

(cf. 9270 - Conflict of Interest)

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS  
Woodbridge, Connecticut

*Existing bylaw, number 9212 adopted 10/17/11, appropriate as written.*

## **Bylaws of the Board**

### **Oath of Office**

A member of the Board of Education must swear or affirm the faithful performance of duties prior to participating in official actions of the Board.

Legal Reference:      Connecticut General Statutes  
                                 12-218a Oath of office  
                                 1-25 Forms of oaths

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS  
Woodbridge, Connecticut

*Existing bylaw, number 9230 adopted 10/17/11, appropriate as written.*

## **Bylaws of the Board**

### **Orientation of Board Members**

The Board of Education and the administrative staff shall assist each new member-elect to understand the Board of Education's functions, policies and procedures and operation of the school system before the member takes office. The following methods shall be employed:

1. The incoming member shall be given selected material on the function of the Board of Education and the school system.
2. The incoming member shall be invited to attend Board meetings and to participate in its discussions.
3. The incoming member shall be invited to meet with the Superintendent and other administrative personnel to discuss their duties and responsibilities, and continuing Board members shall be notified and invited to such meetings.
4. Immediately following the election, incoming members shall be provided with a copy of the Board's policies and bylaws, administrative regulations and copies of pertinent materials ~~developed by the Connecticut Association of Boards of Education.~~
5. The incoming member may attend, at district expense, workshops for newly elected members as approved by the Board of Education.

*Existing bylaw, number 9240 adopted 10/17/11, appropriate as written.*

## **Bylaws of the Board**

### **Professional Development/In-Service**

#### **School Board Conferences, Conventions, and Workshops**

Attendance at meetings, such as conferences and conventions, directly or indirectly related to education or to school matters, should be encouraged for the values that they have to the school system and the professional growth of Board members. The Board Chairperson and the Superintendent will notify Board members of all such scheduled meetings.

Board members will be reimbursed for normal and reasonable business expenses incurred for out- of-district travel, lodging, meals, and related expenses. Each person is expected to account for all expenditures and to attach expense receipts to reimbursement applications.

Board members will report to the Board as a whole within a reasonable period of time following their return to the district.

#### **Prior Travel Notification**

For major conferences (two days or longer), Board members will notify the Board Chairperson and the Superintendent of their intention to travel at school system expense. Unless indicated otherwise, such notification will constitute travel approval. Consideration needs to be given to advanced registration discounts.

#### **Expense Reports**

Completed expense reports should be submitted for approval to the Board Chairperson. Upon approval, the expense report form will be forwarded to the business office where the report will be reviewed again for accuracy. Should the business office have reason to question an expense, the question should be directed to the Superintendent who will confer with the Board Chairperson. The Board Chairperson's decision will be final and the bill will be scheduled for payment. Approved expense reports are not returned to the person submitting the report. If an "Advance Request" was approved by the Board Chairperson, any portion of the advance in excess of claimed expenses must be returned as soon as possible by check, payable to the school district or to the business office.

#### **Required Receipts**

Must be attached to the expense report and, in general, are required as follows:

#### **Required Receipts**

1. **Lodging-Lodging** accommodations should provide normal comforts and services well located in relation to the area in which business is to be conducted.

## Bylaws of the Board

### Professional Development/In-Service

### School Board Conferences, Conventions, and Workshops Required

#### Receipts (continued)

2. Meals-Reasonable expenditures are allowed for meals. Expenses that are lavish or extravagant must not be incurred. Any expenses that might seem unreasonable should be carefully documented and explained. Receipts are required for individual meals ~~costing \$10.00 or more.~~
3. ~~Taxi or bus fare-Receipts~~, when attainable, are required for bus/limousine fares and taxi fares ~~of \$10.00 or more.~~
4. ~~Parking fees or toll charges-Receipts~~ are required for parking fees or tolls ~~of \$2.00 or more.~~

#### ~~Personal Cars~~

~~In ordinary circumstances, the use of personal cars for travel on out-of-district school system business is not encouraged. If a personal car is used, the travel expense approved will be no greater than the expense that would have been incurred if it had been by airplane. When private car is used, the mileage must be listed in the expense report.~~

#### ~~Inter-City Transportation~~

The most economical type of transportation should be selected. The standard airline accommodation is coach class and reservations should be made well in advance to take advantage of discount rates. When coach accommodations are not available, the next higher price available accommodations may be used in emergency situations if the airline ticket reflects that coach class was not available. ~~When private car is used, the mileage must be listed in the expense report.~~

#### ~~Personal Telephone Calls~~

~~Personal telephone calls to the home should be kept to a minimum and be of reasonable duration. Unusually lengthy or frequent calls must be explained on the travel and conference report.~~

#### Other Expenses

Expenses for baggage handling and telephone are reimbursable. Non-reimbursable items include: travel insurance; child care fees; personal items such as clothing, toiletries, barber, etc.; liquor and tobacco; personal side trips; luggage; cost of personal credit cards; gifts. ~~Travel expenses for a spouse are not reimbursable.~~

#### ~~Travel Expense for Spouse~~

## Bylaws of the Board

### Professional Development/In-Service

#### School Board Conferences, Conventions, and Workshops (continued)

#### Gratuities

Other than for normal tips for taxis, ~~bellboys, maids (for extended stays)~~, baggage handling, and meals, gratuities are not authorized. If gratuities of an unusual amount or nature are required for a major meeting, convention, etc., they must be approved in advance and detailed on the individual travel expense report.

#### Charge Accounts

The establishment and/or use of charge accounts in the name of the school system is prohibited as is the establishment and/or use of personal charge accounts with a school system address. Payment of expenses charged on personal charge accounts is permitted but does not eliminate the need for documentation required herein.

#### ~~Guidelines for Board Members Eligible for Travel and Conference Reimbursement~~

<del>Position</del>	<del>Geographic Limitations</del>	<del>Air Travel</del>	<del>Lodging*</del>	<del>Meals*</del>	<del>Cash Advance</del>
<del>Board Members</del>	<del>Unlimited</del>	<del>Coach</del>	<del>\$180.00 a night</del>	<del>\$38.00 a day</del>	<del>50% of estimated cost of prepayment</del>
	-				

~~\*The prices of lodging and meals may vary according to the location of the conference or convention. Board members should strive for lower prices whenever possible. A request for waiver of the lodging guideline should be submitted to the Chairperson prior to conference/convention attendance.~~

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS  
Woodbridge, Connecticut

**(Attach All Bills and Receipts to this Report)**

Date of Report \_\_\_\_\_

Name of Board Member \_\_\_\_\_

For Attendance At \_\_\_\_\_

Sponsored By \_\_\_\_\_

Location \_\_\_\_\_

Date(s) \_\_\_\_\_

**I. ~~Travel Expenses~~ — (~~Expenses other than privately-owned automobile expenses over \$10.00 must be accompanied by receipt~~)**

Items	Sun.	Mon.	Tuesday	Wed.	Thurs.	Fri.	Sat.	Amount
Transportation Air, Rail, Bus								\$
Local Transportation Taxi, etc.								\$
Hotel								\$
Breakfast								\$
Lunch								\$
Dinner								\$
Telephone/ Telegraph								\$
Tolls								\$
Parking								\$
Registration Fee								\$
Other								\$
							Sub Total \$	_____

~~II. Mileage Allowance (for the use of privately owned auto on trip)~~

<del>Date</del>	<del>Odometer</del>		<del>Miles</del>	<del>Amount</del>
	<del>Start</del>	<del>Finish</del>		
<del>Sub Total</del>	\$			
<del>Total Travel Expense I &amp; II</del>				
<del>Cash Advanced</del> <del>(Check# _____)</del>				
<del>Balance Due Employee</del>	(-)			

*Existing bylaw, number 9260 adopted 10/17/11, appropriate as written.*

## **Bylaws of the Board**

### **Board Member Protection**

The Woodbridge School District shall maintain adequate insurance to protect the district and its Board of Education against loss because of fire, damage to school property, loss to other property, or general liability resulting as a responsibility of the school district, and save harmless its Board and staff while acting in behalf of the school district.

Legal Reference: Connecticut General Statutes

10-235 Indemnification of teachers, board members and employees in damage suits; expenses of litigation.

10-236 Liability insurance.

10-236a Indemnification of educational personnel assaulted in the line of duty.

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS  
Woodbridge, Connecticut

*Existing bylaw, number 9270 adopted 10/17/11, appropriate as written, except for update to legal reference.*

## **Bylaws of the Board**

### **Conflict of Interest**

Board members shall comply with laws regarding conflict of interest and attempt to avoid situations which might have even the appearance of a conflict and avoid actions that might embarrass themselves or the Board. Two areas of Board operations must be approached with particular care to prevent any real or seeming conflict of interest - purchasing and personnel hiring. Therefore:

No member of the Board of Education or **district** employee shall have any direct monetary interest in contracts with the school system nor shall he/she furnish directly any labor, equipment or supplies to the district. However, the district may contract with corporations or businesses in which a Board member is an employee. In such instances, the member must declare his/her association with the firm and refrain from debating or voting on any related votes.

No member of the Board of Education may be employed for compensation by the Woodbridge School District.

The following rules shall govern conflict of interest in the employment of **district** staff and members of the Board of Education:

1. No spouse, including a domestic partner of a civil union, minor child or dependent of a Board of Education member shall be appointed to a full-time position in the Woodbridge School District.
2. Persons related otherwise by blood or marriage to a Board of Education member may be employed following full disclosure of the relationship by the Board of Education member in a public meeting and sufficient vote of appointment without counting the vote of the related Board of Education member.
3. A spouse or child of a Board of Education member may be employed for limited term or short-term employment on a competitive basis among persons who are eligible.

All members and **district** employee of the Board of Education are prohibited from accepting gift other than of minimal value as defined by current IRS regulations from any person(s) doing or planning to do business with the school system.

This policy should not be construed so as to prohibit an employee or member of the Board of Education who is a candidate for any office (including re-election to the Board of Education) from receiving campaign contributions that he/she would otherwise be legally entitled to accept.

## Bylaws of the Board

### Conflict of Interest (continued)

Legal Reference: Connecticut General Statutes

7-479 Conflict of interest (municipal employees).

IO-156e Employees of board of education permitted to serve as elected officials; exception.

10-225 Salaries of Secretary and Attendance Officers

IO-232 Restrictions on employment of members of the board of education.

*Kerrigan v. Commissioner of Public Health, 289 Conn 135, 957 A. 2d 407 (2008)*

*Obergefell v. Hodges, 576 U.S. – (2015)*

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS  
Woodbridge, Connecticut

*Existing bylaw, number 9271 adopted 2/24/20, appropriate as written.*

## **Bylaws of the Board**

### **Code of Ethics for Board Members**

The success of every school system depends on an effective working relationship between the Board of Education and Superintendent. This code incorporates those standards and responsibilities most critical to productive Board and Superintendent relations. Members of the Board of Education subscribe to the "Standards of Leadership for Members of Boards of Education" recommended by the Connecticut Association of Boards of Education Board of Directors, as follows:

1. I will be a staunch advocate of high quality free public education for all ~~Connecticut~~ children. In fulfilling my responsibilities, I will think of "children first."
2. I will, as an agent of the state, uphold and enforce all laws, rules, regulations and court orders pertaining to public schools. I will strive to bring any needed change only through legal and ethical procedures.
3. I will strive to help create public schools which meet the individual educational needs of all children ~~regardless of their ability, race, creed, sex, physical condition or social standing.~~
4. I will work unremittingly to help my community understand the importance of proper support for public education.
5. I will recognize the need for fiscal responsibility in the decision-making process especially as it relates to cost/benefit considerations.
6. I will join with my Board, staff, community and students in becoming fully informed about the nature, value and direction of contemporary education in our society. I will support needed change in our schools.
7. I will strive to serve as a communications link between the community and our schools to ensure that the community is fully and accurately informed about our schools, and that the school staff understands the aspirations and desires of the community.
8. I will recognize that my responsibility is not to "run the schools" through administration, but together with my fellow Board members to see that they are well-run through effective policies.
9. I will confine my Board action to policy-making, planning and appraisal, and will help to frame policies and plans only after my Board has consulted those who will be affected by its actions.
10. I will arrive at conclusions only after discussing all aspects of the issue at an open meeting. I will respect the opinions of others, and abide by the principle of majority-rule.
11. I will recognize that authority rests only with the whole Board assembled in meeting, and will make no personal promises nor take any private action which may compromise the Board.

## Bylaws of the Board

### Code of Ethics for Board Members (continued)

12. I will acknowledge that the Board represents the entire school community, and will refuse to surrender my independent judgment to special interests or partisan political groups. I will never use my position on the Board for personal gain or for friends.
13. I will hold confidential all matters pertaining to schools which, if disclosed, might needlessly injure individuals or the schools.
14. I will insist that all school business transactions be open and ethical.
15. I will strive to appoint the best professional leader available when a vacancy exists in the chief administrative position.
16. I will strive to appoint the best trained professional personnel available, upon recommendation by the appropriate administrative officer.
17. I will support and protect school personnel in the proper performance of their duties. I will strive to ensure that all personnel have not only the requisite responsibilities, but the necessary authority to perform effectively.
18. I will refer all complaints through the proper "chain of command" within the system, and will act on such complaints at public meetings only when administrative solutions fail.
19. The Board as a whole shall request data and/or reports from district personnel not as an individual.

Reference: "Connecticut Code of Ethics for Boards of Education" printed in Responsibilities of Board of Education Membership (revised June, 1989)

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS  
Woodbridge, Connecticut

*Existing bylaw, number 9272 adopted 11/21/05, appropriate as written.*

## **Bylaws of the Board**

### **Code of Conduct on Data Use**

As a guide to the appropriate use of data in the decision-making process, Board members should:

1. Request information and data gathered by District staff that helps the Board members make better-informed decisions about policies affecting student achievement district-wide.
2. Request data as a Board or Committee, not as an individual, unless the information is readily available and will not redirect staff time.
3. Use data to represent all of the Board members' constituents honestly and equally and refuse to surrender the Board members' responsibilities to special interest or partisan political groups.
4. Avoid using the Board position, and the information data supplies as a result of Board membership, for personal gain.
5. Recognize that decisions can be made only by a majority vote at a Board meeting after everyone on the Board has had adequate time to review all the data and information.
6. Respect the confidentiality of privileged information.

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS  
Woodbridge, Connecticut

*Existing bylaw, number 9300 adopted 10/17/11, appropriate as written.*

## **Bylaws of the Board**

### **Methods of Operation**

The Woodbridge Board of Education shall concern itself only with broad questions of policy and not with administrative details. The Board shall rely upon the Superintendent to recommend policies for adoption and to administer policies enacted by the Board. Such policies shall be broad enough to indicate a line of action to be taken by the Superintendent in meeting a number of situations and potential problems. Application of such policies to individual cases is an administrative function to be performed by the Superintendent.

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS  
Woodbridge, Connecticut

*Existing bylaw, number 9314 adopted 10/17/11, appropriate as written.*

## **Bylaws of the Board**

### **Suspension of Policies, Bylaws, and Regulations**

Policies, bylaws and Woodbridge Board of Education adopted regulations shall be subject to suspension for a specified purpose and a limited time by a majority vote of all members of the Board at a meeting in the call for which the proposed suspension is described in writing, or upon a two-thirds vote of all members of the Woodbridge Board of Education when no such written notice has been given.

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to Prescribe Rules, Policies and Procedures.

Robert's Rules of Order, Newly Revised.

Bylaw adopted by the Board:

WOODBRIIDGE PUBLIC SCHOOLS  
Woodbridge, Connecticut

*Existing bylaw, number 9321 adopted 2/28/22, appropriate as written. A sample follows for comparison and consideration.*

## **Bylaws of the Board**

### **Time, Place and Notification of Meetings Regular Meetings**

There shall be a regular meeting of the Board each month unless canceled by special action of the Board. The Woodbridge Board of Education shall file with the Woodbridge Town Clerk, not later than January 31<sup>st</sup> of each year, the schedule of the regular meetings of the Board of Education, for that year. No regular meeting shall be held sooner than thirty (30) days after such filing. The schedule will include the date, time, and location of each meeting.

All regular meetings shall be open to the public and the press. Changes of regular meetings from normal dates shall be filed with the Town Clerk and publicized in accordance with requirements of the Freedom of Information Commission. Only items on the regular meeting agenda may be taken up by the Board unless a two-thirds vote of the Board approves additions to a regular meeting agenda.

**Due to security concerns, electronic participation in closed executive sessions will not be permitted.**

### **Special Meetings**

Special meetings may be called by the Chair or acting Chair whenever he/she deems it necessary and must call a special meeting when requested to do so by three members of the Board.

Notice of each special meeting of the Woodbridge Board of Education shall be given at least twenty-four hours in advance of the meeting by filing a notice of the time, place and business to be conducted in the Office of the Town Clerk; however, in case of emergency, any such special meeting may be held without complying with the foregoing requirement for the filing of notice, but a copy of the minutes of any such special meeting adequately setting forth the nature of the emergency and the proceedings occurring at such meeting shall be filed with the Town Clerk not later than 72 hours following the holding of such meeting. No other business shall be considered by the Board at that special meeting. In addition, such written notice delivered to the Town Clerk less than 24 hours in advance of the meeting must also be delivered to the residence of each Board member, unless at, or prior to, the time the special meeting convenes a Board member files with the Town Clerk or Clerk of the Board of Education a written waiver of such notice.

In determining the time within which or by when a notice is required to be given, made available, posted or filed, Saturdays, Sundays, legal holidays, and any other day when the Town Clerk's office is closed shall be excluded.

- (cf. 1331 - Smoke Free Environment)
- (cf. 9121 - Board of Education Officers)
- (cf. 9323 - Agenda Construction)
- (cf. 9325 - Meeting Conduct & Parliamentary Procedures)
- (cf. 9325.1 - Quorum)
- (cf. 9325.2 - Order of Business) (cf. 9326 - Minutes)

## **Bylaws of the Board**

### **Time, Place and Notification of Meetings (continued)**

Legal Reference: Connecticut General Statutes

1-200 (2) Definitions. "Meeting."

1-206 Denial of access to public records or meetings.

1-225 Meetings of government agencies to be public, as amended by June 11 Special Session, PA 08-3

1-227 Mailing of notice of meetings to persons filing written request.

1-228 Adjournment of meetings. Notice.

1-229 Continued hearings. Notice.

1-230 Regular meetings to be held pursuant to regulation, ordinance or resolution.

1-218 Officers. Meetings.

Bylaw adopted by the Board:

WOODBIDGE PUBLIC SCHOOLS  
Woodbridge, Connecticut



**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

<b>COHORT 1</b>	<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>
<b>COHORT 2</b>	<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](#)

# Spring 2024 Standardized Assessment Results

Presentation to the Woodbridge Board of Education

Presented by:

Jimmy Sapia - Assistant Principal

Cheryl Tafel - Assistant Principal

October 21st, 2024

# Foundational Points

- Smarter Balanced Assessment assesses grades 3-8 students in literacy & mathematics
- Next-Generation Science Standards (NGSS) Assessment assesses grade 5 students in science
- Accurately describes student achievement and growth
- Measures students' progress/attainment of knowledge and skills
- Provides an annual snapshot of student achievement
- Aligned to Common Core State Standards
- Utilizes computer adaptive testing
- Includes one math performance task

# Achievement Levels

## Four Achievement Levels:

- Level 1 = **Does not meet** the achievement standard
- Level 2 = **Approaching** the achievement standard
- Level 3 = **Meets** the achievement standard
- Level 4 = **Exceeds** the achievement standard

## Achievement levels:

- Specify the knowledge and skills at a certain level
- Are less precise than scale scores
- Note: characterizing a student's achievement solely in terms of a level is an oversimplification

# Average Vertical Scaled Score

## Mathematics

Grade	Level 1	Level 2	Level 3	Level 4
3	<2381	2381-2435	2436-2500	>2500
4	<2411	2411-2484	2485-2548	>2548
5	<2455	2455-2527	2528-2578	>2578
6	<2473	2473-2551	2552-2609	>2609

## English Language Arts/Literacy

Grade	Level 1	Level 2	Level 3	Level 4
3	<2367	2367-2431	2432-2489	>2489
4	<2416	2416-2472	2473-2532	>2532
5	<2442	2442-2501	2502-2581	>2581
6	<2457	2457-2530	2531-2617	>2617

# Background Information: English Language Arts

<b>Areas of Knowledge and Skills Measured</b>	<b>Statement About Student Learning From Which the Assessment was Built</b>
<b>Reading</b>	Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
<b>Writing</b>	Students can produce effective and well-grounded writing for a range of purposes and audiences.
<b>Listening</b>	Students can employ effective speaking and listening skills for a range of purposes and audiences.
<b>Research/Inquiry</b>	Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

# Smarter Balanced Literacy

2023-2024	Levels 3 + 4 (Met or Exceeded Grade-Level Standard)	Level 3 (Met Grade-Level Standard)	Level 4 (Exceeded Grade-Level Standard)
<b>Grade 3</b>	71.8%	21.4%	50.4%
<b>Grade 4</b>	81.8%	28.2%	53.6%
<b>Grade 5</b>	80.3%	18.8%	61.5%
<b>Grade 6</b>	90.8%	36.6%	54.2%

# Background Information: Mathematics

<b>Areas of Knowledge and Skills Measured</b>	<b>Statement About Student Learning From Which the Assessment was Built</b>
<b>Concepts and Procedures</b>	Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
<b>Problem Solving</b>	Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
<b>Communicating Reasoning</b>	Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
<b>Modeling and Data Analysis</b>	Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

# Smarter Balanced Mathematics

2023-2024	Levels 3 + 4 (Met or Exceeded Grade-Level Standard)	Level 3 (Met Grade-Level Standard)	Level 4 (Exceeded Grade-Level Standard)
<b>Grade 3</b>	79.5%	29.9%	49.6%
<b>Grade 4</b>	78.9%	35.8%	43.1%
<b>Grade 5</b>	74.4%	17.9%	56.4%
<b>Grade 6</b>	84.7%	17.6%	67.2%

# NGSS Science - A Deeper Look

	<b>Levels 3 + 4 (Met or Exceeded Grade-Level Standard)</b>	<b>Level 3 (Met Grade-Level Standard)</b>	<b>Level 4 (Exceeded Grade-Level Standard)</b>
<b>Grade 5</b>	79.5%	44.4%	35.0%

# The Results: ELA - All Students

Grade	Percent Scoring Level 3 and Above			Average Vertical Scale Score		
	2021-2022	2022-2023	2023-2024	2021-2022	2022-2023	2023-2024
3	73.4%	75.5%	71.8%	2489	2487	2485
4	79.1%	84.6%	81.8%	2547	2555	2539
5	83.5%	84.4%	80.3%	2588	2593	2588
6	85.4%	81.4%	90.8%	2609	2609	2622
All Grades	80.35%	81.47%	81.17%	N/A	N/A	N/A

# The Results: Math - All Students

Grade	Percent Scoring Level 3 and Above			Average Vertical Scale Score		
	2021-2022	2022-2023	2023-2024	2021-2022	2022-2023	2023-2024
3	79.8%	75.7%	79.5%	2497	2488	2499
4	80.6%	87.2%	78.9%	2545	2552	2540
5	66.1%	82.8%	74.4%	2557	2586	2581
6	79.7%	76.5%	84.7%	2614	2609	2632
All Grades	76.55%	80.55%	79.37%	N/A	N/A	N/A

# DRG

DRG B ELA Ranking for ELA SBA Performance			
Ranking	District	Level 3&4 Met or Exceeded	
		Count	%
1	Woodbridge School District	475	81.5
2	Madison School District	1,045	80.9
3	Simsbury School District	1,874	76.4
4	Regional School District 05	711	76.4
5	Cheshire School District	1,890	76.1
6	Farmington School District	1,878	75.2
7	Greenwich School District	3,716	75
8	Guilford School District	1,351	74.6
9	Trumbull School District	3,085	73.6
9	Monroe School District	1,506	73.6
11	Glastonbury School District	2,554	73.4
12	Avon School District	1,427	72.7
13	Fairfield School District	4,101	70.7
13	South Windsor School District	2,332	70.5
15	Orange School District	705	70.4
16	Newtown School District	1,748	66.4
17	Granby School District	765	65.8
18	New Fairfield School District	934	65.4
19	West Hartford School District	3,989	65
20	Brookfield School District	1,093	62.6
21	State of Connecticut	217,758	48.9

DRG B Math Ranking for Math SBA Performance			
Ranking	District	Level 3&4 Met or Exceeded	
		Count	%
1	Madison School District	1,045	80.3
2	Woodbridge School District	474	79.5
3	Cheshire School District	1,889	73.5
4	Glastonbury School District	2,553	73.3
4	Greenwich School District	3,708	72.7
6	Trumbull School District	3,085	72.2
7	Farmington School District	1,875	71.6
8	Simsbury School District	1,874	70.7
9	Regional School District 05	710	70.4
10	Guilford School District	1,350	70
11	Fairfield School District	4,099	69.1
12	Newtown School District	1,742	68.1
13	Orange School District	702	68.1
14	South Windsor School District	2,328	67.7
15	Monroe School District	1,502	66.2
16	Avon School District	1,425	65.8
17	New Fairfield School District	933	64.1
18	West Hartford School District	3,977	62
19	Brookfield School District	1,090	56.8
20	Granby School District	765	54.4
21	State of Connecticut	216,939	44.1

# What is growth? How is it different from achievement?

**Achievement:** A one-time snapshot measurement of a student's academic performance

**Growth:** Change in achievement score for the same student between two or more points in time.

### ELA Achievement Level Ranges and Growth Targets

Grade in Yr. 1	Level	Level 1: Not Met		Level 2: Approaching		Level 3: Met		Level 4: Exceeded	
		1 - LOW	2 - HIGH	3 - LOW	4 - HIGH	5 - LOW	6 - HIGH	7 - LOW	8 - HIGH
3	Range	2114-2330	2331-2366	2367-2399	2400-2431	2432-2460	2461-2489	2490-2522	2523+
	Target	82	71	70	69	68	64	60	45/maintain
4	Range	2131-2378	2379-2415	2416-2444	2445-2472	2473-2502	2503-2532	2533-2568	2569+
	Target	82	69	69	64	58	55	49	34/maintain
5	Range	2201-2405	2406-2441	2442-2471	2472-2501	2502-2541	2542-2581	2582-2619	2620+
	Target	69	56	55	48	43	39	30	16/maintain
6	Range	2210-2417	2418-2456	2457-2493	2494-2530	2531-2574	2575-2617	2618-2656	2657+
	Target	73	58	53	47	44	38	33	21/maintain
7	Range	2258-2438	2439-2478	2479-2515	2516-2551	2552-2600	2601-2648	2649-2687	2688+
	Target	69	50	49	44	40	31	20	12/maintain
8	Range	2288-2446	2447-2486	2487-2526	2527-2566	2567-2617	2618-2667	2668-2703	2704+

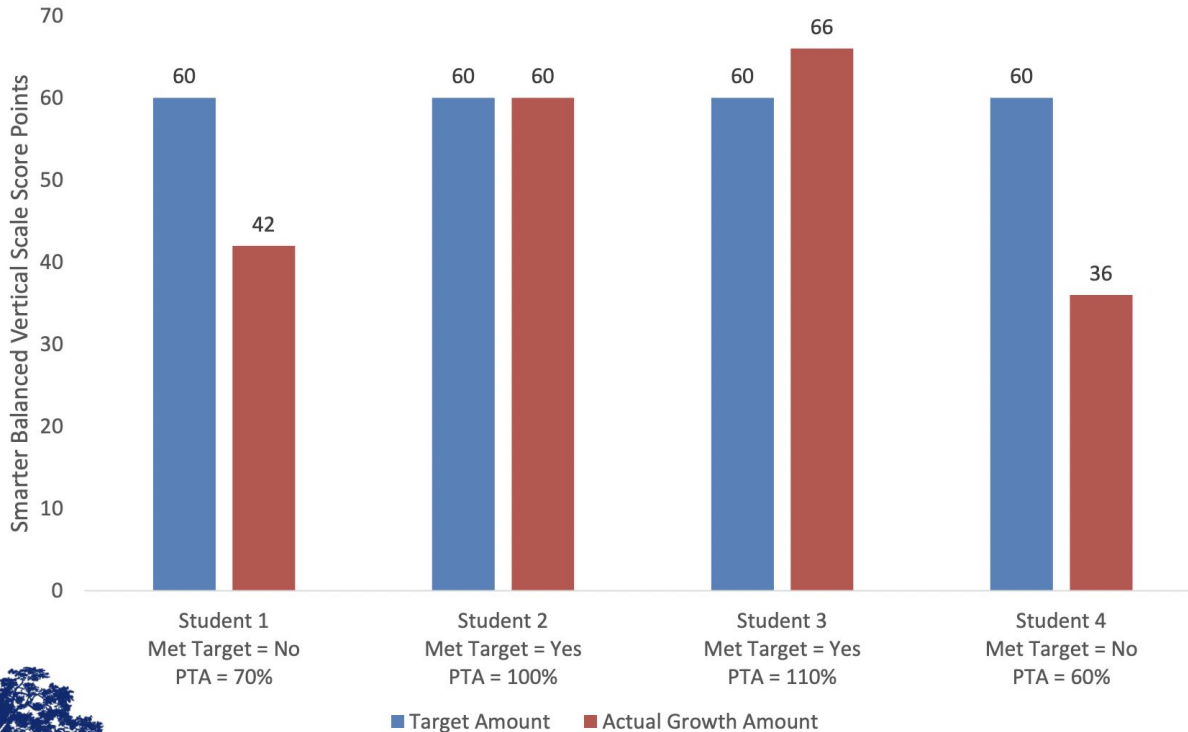
### Math Achievement Level Ranges and Growth Targets

Grade in Yr. 1	Level	Level 1: Not Met		Level 2: Approaching		Level 3: Met		Level 4: Exceeded	
		1 - LOW	2 - HIGH	3 - LOW	4 - HIGH	5 - LOW	6 - HIGH	7 - LOW	8 - HIGH
3	Range	2189-2351	2352-2380	2381-2408	2409-2435	2436-2468	2469-2500	2501-2526	2527+
	Target	77	61	59	60	59	57	56	47/maintain
4	Range	2204-2381	2382-2410	2411-2447	2448-2484	2485-2516	2517-2548	2549-2574	2575+
	Target	51	38	40	44	46	47	43	37/maintain
5	Range	2219-2419	2420-2454	2455-2491	2492-2527	2528-2553	2554-2578	2579-2605	2606+
	Target	43	46	45	44	42	41	41	44/maintain
6	Range	2235-2434	2435-2472	2473-2512	2513-2551	2552-2580	2581-2609	2610-2639	2640+
	Target	49	41	38	36	36	36	38	31/maintain
7	Range	2250-2438	2439-2483	2484-2525	2526-2566	2567-2600	2601-2634	2635-2664	2665+
	Target	58	35	31	31	36	37	38	35/maintain
8	Range	2265-2456	2457-2503	2504-2544	2545-2585	2586-2619	2620-2652	2653-2685	2686+

# Hypothetical Example

Growth Rate = 50% (2 out of 4 students met target)

Average Percentage of Target Achieved (PTA) = 85%



# Growth Rate and Average Percentage of Target Achieved;

## 2022-2023

District	Subject	Number of Matched Students	Growth Rate	Average Percentage of Target Achieved
Woodbridge School District	ELA	353	61.2%	79.0%
	Math	354	64.7%	82.7%

## 2023-2024

District	Subject	Number of Matched Students	Growth Rate	Average Percentage of Target Achieved
Woodbridge School District	ELA	342	57.3%	73.9%
	Math	341	59.2%	78.6%

## Grade 4

District	Subject	Number of Matched Students	Average Vertical Scale Score (VSS)			Growth Rate	Average Percentage of Target Achieved
			2022-23	2023-24	Gain		
Woodbridge School District	ELA	104	2486	2542	56	61.5%	80.8%
	Math	103	2489	2541	52	50.5%	78.7%

## Grade 5

District	Subject	Number of Matched Students	Average Vertical Scale Score (VSS)			Growth Rate	Average Percentage of Target Achieved
			2022-23	2023-24	Gain		
Woodbridge School District	ELA	113	2556	2593	37	57.5%	74.2%
	Math	113	2553	2583	30	55.8%	72.5%

## Grade 6

District	Subject	Number of Matched Students	Average Vertical Scale Score (VSS)			Growth Rate	Average Percentage of Target Achieved
			2022-23	2023-24	Gain		
Woodbridge School District	ELA	125	2598	2624	26	53.6%	67.9%
	Math	125	2591	2634	43	69.6%	84.0%

# Follow Up and Next Steps

- Grade level analysis of SBA data by homeroom and former students
- Continued ongoing professional learning and curriculum review/development
- Progress monitoring using STAR, Dibels, Classroom Assessments
- Feedback and coaching within the classroom and PLC meetings
- Earlier implementation of Interim Assessment Blocks administered at all grade levels and utilizing data to support students.
  - Give students appropriate exposure and practice to the tools necessary to demonstrate knowledge
- Administrative review of teacher longitudinal data to analyze trends to drive next steps around instructional strategies to support teacher growth
- Continued focus on the whole child



# Coding at Beecher Road School

2024-2025



# Coding Focus- Kindergarten

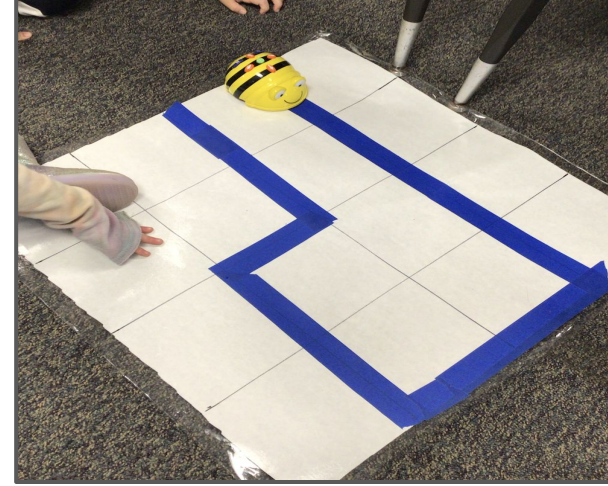
- Hands on directional based coding with robotics
- Coding fundamentals - Kodable (iPads and Computers)
  - Functions
  - Bugs/debugging
  - Conditions
  - Loops
  - Properties



# Coding Focus- First Grade

- Coding

- Hands on directional based coding with robotics
  - Kodable
    - Reminders and reinforcement of key coding concepts taught in Kindergarten (see above)
  - Scratch JR
    - Create an interactive book using directional and block based coding



# Coding Focus- Second Grade

- **Coding**

- Scratch Jr
  - Refresher on coding concepts taught in K/1
- Kodable
  - Refresher on coding concepts taught in K/1
  - Intro to Javascript



# Coding Focus- Third Grade

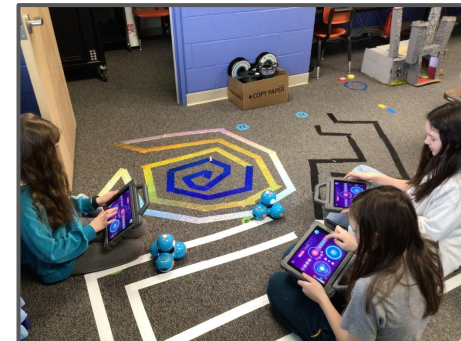
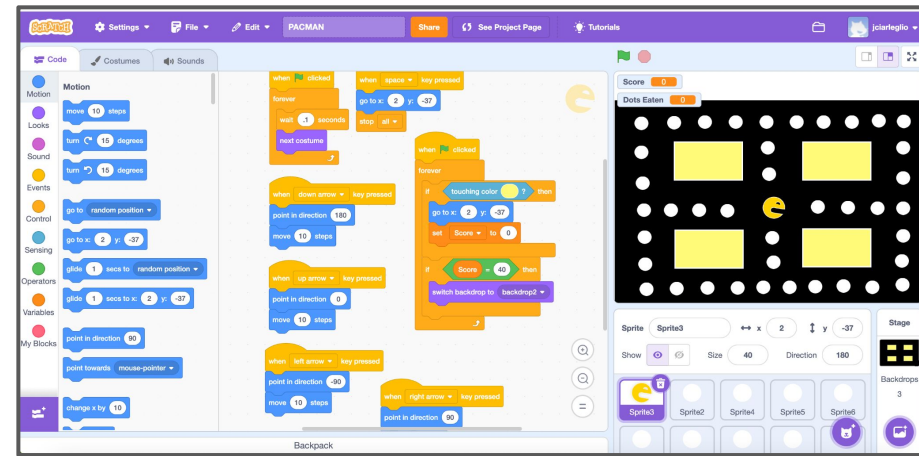
- **Coding**

- Hour of Code
- Scratch

- Intro to more advanced, block based coding skills
- Creation of a completed code
- Presentation via a Gallery walk

- Robotics

- Hands on coding skills using block based coding
- Maze building and small group problem-solving



# Coding Focus- Fourth Grade

- **Coding**

- Coding reinforcement (throughout the year)
  - Code.Org Block Based Coding
  - Game Creation in Scratch
  - Hands on Coding with Ozobots
  - Robotics (Dash and Dot/Cue)
- Opportunities to expand into text based coding



# Coding Focus- Fifth Grade

- **Coding**

- HTML

- Code.org

- Coding

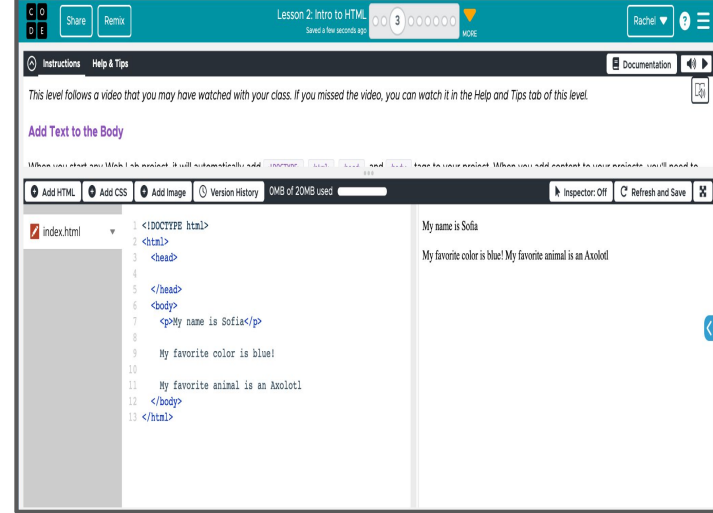
- Scratch - review of grade 3 concepts and advanced skill mini lessons

- Coding presentations

- **Advanced robotics with block based and Java based coding**

- Cue

- Dash and Dot



# Sixth Grade

- The current focus is Digital Citizenship and preparing our 6th grade students for the technology transition to middle school
- In Past Years when Technology was not a special
  - Tech teachers to work with the 6th grade teams to incorporate lab time for an “Hour of Code”
  - Planning time with coding, circuit and robotic opportunities
  - Planning “Tech Days”
  - Work with teachers to coordinate coding enticement opportunities
- 24-25 School Year
  - Tech and STEAM Teachers are meeting with all grades levels, including 6th grade teachers to plan and schedule computer lab opportunities and coding time

**Woodbridge Board of Education Curriculum Committee**  
**Superintendent's Conference Room**  
**October 2, 2024**

**CALL TO ORDER:** Dr. Strambler, Chair called the meeting to order at 4:08 PM.

**IN ATTENDANCE:** Dr. Michael Strambler, Chair, Lynn Piascyk, Dr. Lauren Francese, Erin Williamson (remote), Board Members; Vonda Tencza, Superintendent; Analisa Sherman, Principal; Cheryl Tafel, Assistant Principal; and Carson Echeverry, WEA Liaison.

Public Comment – None

SBAC Assessment Data – Administration presented the *EdSight* public data that are summative, occur 1-3 times per year and provide a snapshot of a child's individual learning pathway. Smarter Balance ELA, Math and NGSS data was reviewed as well as vertical data from the past three years. Similar to the last several years in DRG B rankings, Woodbridge placed first in ELA and second in Math.

Administration shared how grade level data from SBAC is used for curriculum review, instructional groupings, and differentiation of instruction. Administration also shared how STAR and Dibels data is used for similar purposes. These data points are also utilized to study growth and achievement patterns over time by grade levels and individual students. Dibels is a state screener in Grades K-3 and replaces STAR literacy screening for those grade levels. Committee members felt that this data should be shared at the regular board meeting so that all board members have the opportunity to learn how BRS uses these data points. Additionally, the Committee requested some information on *EdSight* growth reports for matched and unmatched cohorts of students.

Superintendent Updates included sharing that in a high performing district such as ours, once we reach high levels of performance, we often seek to maintain the high level and look for individual incremental growth, as the achievement gaps narrow. We strive for a year's growth for each child, and each learner deserves the instruction and strategies that will promote that occurrence. Our focus with some of our new upper grade math resources, and the focus of our valuable literacy and math coaches, is to support teacher learning and to support one of the direct goals of our Strategic Plan. Teachers need to know how to support the needs of high-achieving students and need to have the resources to do so. Part of the reason why project based learning is so appropriate for BRS is that PBL promotes inquiry, higher level thinking, collaboration, curiosity, and choice.

Also during this update administration shared how technology instruction, including coding instruction, is integrated into each grade level starting in Kindergarten, as well as provided by a 30 minute block every cycle in Grades K-4. The Committee is interested in hearing more at the regular board meeting about this specific integration and how coding is taught, and at a future point would like to hear more about AI instruction at BRS.

Public Comment – Erin Williamson is interested in hearing more about coding as a language, how it is taught as compared to a current world language, and the differences in technology instruction at various grade levels. She also shared that she has personally heard of some parents with similar questions. It was noted that no questions have been put forth to building administration on these topics.

**Meeting Adjourned 5:12 PM**

**2025-2026 DRAFT BUDGET CALENDAR**

OCTOBER	10/10/2024 Distribute Budget Worksheets to Administrators
	10/31/2024 Administrators return budget worksheets to Business Manager
NOVEMBER-DECEMBER	11/12/2024 Finance Committee Mtg - Superintendent Budget Update & Capital Budget Presentation
	11/18/2024 Regular Board Meeting - BOE Votes on Capital Budget
	12/9/2024 Special Meeting - Operating Budget Presented to BOE
	TBD Preliminary Capital Budget submission due to Town Finance Director
	12/16/2024 Regular Board Meeting - Operating Budget Question & Answers
JANUARY-APRIL	1/6/2025 Special Meeting - Budget Workshop & Possible Vote
	1/7/2025 Special Meeting (if needed) Budget Workshop/Vote and or Snow Day for 1-6-25
	1/10/2025 Operating Budget Submitted to Town
	TBD Operating and Capital Budget presentation to BOS & BOF
	4/28/2025 Public Hearing
MAY-JUNE	5/19/2025 Final BOE Operating Budget approved at Town Meeting (TBD)
	6/16/2025 Final BOE Operating Budget approved by Board of Education (TBD)
	6/17/2025 Communicate approved Operating Budget to Administrators (TBD)

**MINUTES OF THE WBOE POLICY COMMITTEE**  
**Superintendent's Conference Room**  
**October 7, 2024**

**CALL TO ORDER:** Ms. Williamson called the meeting to order at 4:34 PM.

**IN ATTENDANCE:** Erin Williamson, Chair (in person), Lynn Piascyk (remote), Steven Lawrence (in person), Board of Education Members; Vonda Tencza, Superintendent; and Theresa Ramia, WEA.

**PUBLIC COMMENT:** None

The Committee reviewed the following policies:

- ❖ 9210-Qualifications of Board Members
  - ❖ 9212-Oath of Office
  - ❖ 9222-Resignation/Removal from Office
  - ❖ 9230-Orientation
  - ❖ 9240-Board Member Development
  - ❖ 9260-Protection
  - ❖ 9270-Conflict of Interest
  - ❖ 9271-Code of Ethics
  - ❖ 9272-Code of Conduct on Data Use
  - ❖ 9273-Civility
  - ❖ 9300-Methods of Operation
  - ❖ 9311-Formulation, Adoption, Amendment and Deletion of Policies
  - ❖ 9312-Formulation, Adoption, Amendment and Deletion of Bylaws
  - ❖ 9313-Formulation, Adoption, Amendment and Deletion of Administrative Regulations
  - ❖ 9314-Suspension of Policies, Bylaws, Regulations
  - ❖ 9321-Time, Place and Notification for Meetings
  - ❖ 9321.2-Attendance at Meetings via Electronic Communications
- Discussion ensued regarding Policy 9222, modification of language in the first paragraph as the board has limited control as these pieces are controlled by the Board of Selectmen and/or charter. In addition, language / process options will be explored pertaining to censure. Language / process comparisons will be made with the BOWA districts.
  - Changes made to Policy 9230, paragraph 4 was the deletion of ... “developed by the Connecticut Association of Boards of Education”.
  - Changes to Policy 9240 included deletion of amounts under Required Receipts in Nos. 2, 3 and 4. Deletion of the paragraph “Personal Cars”, deletion of “Inter-City” under Transportation and the addition of a sentence at the end of the paragraph *When private car is used, the mileage must be listed in the expense report*. Deletion of the paragraph “Personal Telephone Calls” and “Travel Expense for Spouse”. The addition of a last sentence *Travel expenses for a spouse are not reimbursable* under “Other Expenses”. Under Gratuities---deletion of *bellboys, maids, (for extended stays)*, deletion of the chart entitled Guidelines for Board Members Eligible for Travel and Conference Reimbursement, deletion of the last sentence in the (\*) paragraph and deletion of Appendix A in its entirety.
  - Changes to Policy 9270 included adding “district” before “employee” in paragraph 2, 4 and 5.
  - It was noted that Policy 9271 was different language than what currently appears on the district web site. Under No. 1 delete “Connecticut”.
  - Policy 9321 added a third paragraph under Regular Meetings *Due to security concerns, electronic participation in closed executive sessions will not be permitted.*

No changes were made to 9210, 9212, 9260, 9272, 9300, 9311, 9312, 9313, 9314, 9321.2. Policies 9311, 9212, and 9313 and 9321.2 were recently reviewed and adopted within the past year, and it was decided there is no need to forward them to the Board.

Policy 9273 – Civility will be deferred for future review.

Policies 9210, 9212, 9230, 9240, 9260, 9270, 9271, 9272, 9300, 9314 and 9321 will be forwarded to the WBOE for 30-day review at the October 21, 2024 meeting.

It was noted that legislation was recently passed that requires a *Parents Bill of Rights* be provided to parents of English Language Learners and a link should be on the web site. Upon further review, the document was available on the district website on the “Special Education” page. It has since been relocated to the “Parents” page with a link to the complete document. Also, given that legislation was recently passed regarding the use of cell phones in school, Policy 5131.81 – Electronic Devices should be reviewed sooner rather than later. As a BOWA group the superintendent’s reviewed the various policies. The elementary districts believed the current policies adequately address the specifics involved as cell phones are not allowed in school at the elementary level while the middle and high schools are in the process of revising their policy. It was noted that the policy will be reviewed in the future, perhaps at the next meeting, to address watches etc.

The next meeting on December 2 will review technology / electronic devices as well as the remainder of the policies in the 9000 series with the 6000 series slated for commencement in February.

**PUBLIC COMMENT:** None

Meeting Adjourned: 5:27 PM