

## **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*
  - 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*
- III. **Consent Agenda**
  - A. Approval of Minutes from the March 3 and March 31, 2025 Special Meetings and the March 17, 2025 Regular Meeting
  - B. Budget Narrative Report
  - C. Budget Summary Report
  - D. Budget Detail Report
  - E. Combining Financial Statements
  - F. Policies for 30 Day Review
    1. 5113.911 Connecticut School Climate
    2. 6115 School Ceremonies and Observances
    3. 6140 Curriculum
    4. 6141.312 Migrant Students
    5. 6141.321 Internet Acceptable Use
    6. 6141.322 District/School/Staff/Student Publications (Recodify to 6145.3)
    7. 6141.323 Internet Acceptable Use: Filtering
    8. 6141.326 Social Media
- IV. **Reports**
  - A. Superintendent's Report
    1. Summer Programs Update
    2. BRS Update
  - B. BRS Infrastructure Building Committee

- C. Curriculum Committee
- D. Superintendent Search Update
- E. Finance Committee
- F. Policy Committee
- G. Upcoming Meeting Presentation(s): CAPSS / SCASA Student Recognition, PTO End-of-Year Report, TAG / SpEd Update

V. **New Business**

- A. Act on Certified Staff Resignation

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**

**MINUTES OF THE SPECIAL WOODBRIDGE BOARD OF EDUCATION**

**Monday, March 3, 2025**

**BRS South Assembly Room**

**CALL TO ORDER:** Ms. Lynn Piascyk, Chair, called the meeting to order (6:35 PM).

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

**STAFF:** Marsha DeGennaro, Clerk of the Board.

The Board outlined the initial steps involved for conducting the search for a new superintendent and the designated timelines are similar to the search conducted in 2022.

**MOTION #1 – SUPERINTENDENT SEARCH COMMITTEE**

Move that the Board appoint itself as a Search Committee to conduct the search for a new Superintendent.

Dr. Francese  
Second by Ms. Del Prete  
**UNANIMOUS**

**MOTION #2 – RFP APPROVAL / SEARCH FIRMS**

Move that we approve the Superintendent Search RFP as presented for dissemination to the search firms listed on Exhibit A.

Dr. Dahya  
Second by Dr. Strambler  
**UNANIMOUS**

**MOTION #3 – DISTRICT WEB SITE POSTING**

Move that we post the RFP on the District website.

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

**ADJOURN:** (6:53 PM)

Ms. Del Prete  
Second by Mr. Hughes  
**UNANIMOUS**

Recorded by Marsha DeGennaro, Clerk of the Board.

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

**Monday, March 31, 2025**

**Superintendent's Conference Room Room**

**CALL TO ORDER:** Ms. Lynn Piascyk, Chair, called the meeting to order (7:07 PM).

**BOARD MEMBERS PRESENT:** Lynn Piascyk, Chair; Dr. Laura Francese; Jeff Hughes; Steven Lawrence, Vice Chair; and Dr. Michael Strambler.

Superintendent Search Contract – Chair Piascyk presented the contract proposal submitted from NESDEC to conduct the search for a new superintendent.

**MOTION #1 – SUPERINTENDENT SEARCH CONTRACT**

Move that we enter into a contract with NESDEC to conduct the search for a new Superintendent.

Mr. Lawrence

Second by Mr. Hughes

**UNANIMOUS**

**MOTION TO ADJOURN:** (7:09 PM)

Dr. Francese

Second by Dr. Strambler

**UNANIMOUS**

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

**Monday, March 17, 2025**

**Town Hall Main Meeting Room**

**CALL TO ORDER:** Ms. Lynn Piascyk, Chair, called the meeting to order (7:04 PM).

**BOARD MEMBERS PRESENT:** Lynn Piascyk, Chair; Sarah Beth Del Prete, Secretary (7:17 PM); Dr. Laura Francese; 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.

**GUEST:** First Selectman, Mica Cardozo.

**CORRESPONDENCE** – None

**PUBLIC COMMENT** – None

**CONSENT AGENDA**

**MOTION #1 – CONSENT AGENDA**

Move that we approve the consent agenda as presented.

Mr. Lawrence

Second by Dr. Strambler

**UNANIMOUS**

*Board Member Appreciation* – Superintendent Tencza thanked the Board for their spirit of volunteerism and the impact they have on BRS. Board members received a tee shirt and a cupcake as well as a write-up from CAFE on the value of Board members. First Selectman, Mica Cardozo shared the annual proclamation declaring March 17 as School Board Appreciation Day in Woodbridge.

*Superintendent Search Update* – Chair Piascyk apprised the community that the Board voted on March 3 to act as a personnel search committee and sent out an RFP to 13 educational search firms with a closing date of March 21 at Noon. To date, three proposals have been received and a meeting will be scheduled next week for review of all proposals.

*Superintendent Report* – Superintendent Tencza reviewed current enrollment numbers. Antinozzi continues to provide different options for repurposing current space as well as creating new spaces with more than one floor. Plans will be shared with the community-at-large once associated costs are developed. The March Madness Book Bracket is between *Spoon* and *Chopsticks*. The March PD day will include topics on school climate policy, curriculum development and K-3 literacy.

*BRS Update* – Ms. Sherman noted vertical articulation conversations with BOWA and participation of the Grade 6 science, math and steam teachers with the Bethany Middle School staff. The first round of Kindergarten entrance assessments and the transition of registration to an online portal have been completed. The HMH coach visited various classrooms to provide small group instruction. The Read Across America program will be held on March 19. Dr. Tracey visited Grade 6 students and the naughty leprechauns in Grade 1 left footprints on many desks and turned the toilet water green.

*BRS Infrastructure Update* – The town has partnered with MP Planning Group to conduct a demographic and enrollment study. The next meeting is March 27 at 3:30 via WebEx.

*Facilities Committee* – This committee met on March 6. ADA compliant doors have been installed in the North entrance, the new fire panel is in place and the merry-go-round may be completed by spring break. It is anticipated Guerrera Construction will be returning to the grounds to complete the site / drainage work started in the fall.

*Finance Committee* – Mr. Lawrence noted this committee met on February 11 to review the standard monthly financial reports. We are 2/3 of the way through the 2024/25 budget year with a projected surplus of \$31,000. It was noted this

figure could require adjustment as there will be unanticipated costs associated with the retirement of the superintendent and the search for a new one.

Policy Committee – Ms. Williamson presented the policies reviewed at the February 3 meeting and currently under 30-day review for adoption.

**MOTION #2 – POLICY ADOPTION – 6000 CONCEPT AND ROLES IN INSTRUCTION**

Move that we adopt Policy 6000 Concept and Roles in Instruction as submitted.

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

**MOTION #3 – POLICY ADOPTION – 6111 SCHOOL CALENDAR**

Move that we adopt Policy 6111 - School Calendar as revised.

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

**MOTION #4 – POLICY ADOPTION – 6114 EMERGENCIES AND DISASTER PREPAREDNESS**

Move that we adopt Policy 6114 - Emergencies and Disaster Preparedness as submitted.

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

**MOTION #5 – POLICY ADOPTION – 6114.1 FIRE EMERGENCY DRILLS / CRISIS RESPONSE DRILLS**

Move that we adopt 6114.1 Fire Emergency Drills / Crisis Response Drills as revised.

Ms. Williamson  
Second by Ms. Del Prete  
**UNANIMOUS**

**MOTION #6 – POLICY ADOPTION – 6121 AFFIRMATIVE ACTION: INSTRUCTION PROGRAM**

Move that we adopt Policy 6121 - Affirmative Action: Instruction Program as submitted.

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

**MOTION #7 – POLICY ADOPTION – 6142.10 PHYSICAL EXERCISE AND DISCIPLINE OF STUDENTS**

Move that we adopt 6142.10 - Physical Exercise and Discipline of Students as revised.

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

CABE Liaison Report – Ms. Del Prete noted her, the Superintendent and Business Manager attended CABE Day on the Hill on March 12 as well as a discussion on special education funding.

Upcoming Meeting / Presentations –The regular April meeting will be held on April 21 at 7:00 PM in the Main Meeting Room at Town Hall and will include presentations on summer programs, a curriculum update and the celebration of staff May 5-9. Committee meetings will be held as follows: Curriculum, April 3 at 4:00 PM; Policy, April 7 at 4:30 PM and Finance, April 8 at 4:30 PM. The Preliminary Budget Hearing is April 24.

**NEW BUSINESS**

Healthy Food Certification – These verbatim motions are required by the CSDE related to compliance with the Healthy Food Program for the 2025/26 school year. The first verifies participation in the Healthy Food program and the second verifies the exemptions that would be applicable during the 2025/26 school year.

**MOTION #8 – HEALTHY FOOD CERTIFICATION**

Move that pursuant to Connecticut General Statutes 10-215f, the Woodbridge Board of Education certifies that all food items offered for sale in the schools under its jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, will comply with the Connecticut Nutrition Standards during the period of July 1, 2025, through June 30, 2026. This certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to school stores, vending machines, school cafeterias, culinary programs, and any fundraising activities on school premises sponsored by the school or non-school organizations and groups.

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

**MOTION #9 – FOOD / BEVERAGE CERTIFICATION**

Move that the Woodbridge Board of Education will allow the sale to students of food items that do not meet the Connecticut Nutrition Standards and beverages not listed in Section 10-221q of the Connecticut General Statutes provided that the following conditions are met: (1) the sale is in connection with an event occurring after the end of the regular school day or on the weekend; (2) the sale is at the location of the event; and (3) the food and beverage items are not sold from a vending machine or school store. An "event" is an occurrence that involves more than just a regularly scheduled practice, meeting, or extracurricular activity. For example, soccer games, school plays, and interscholastic debates are events, but soccer practices, play rehearsals, and debate team meetings are not. The "regular school day" is the period from midnight before to 30 minutes after the end of the official school day. "Location" means where the event is being held and must be the same place as the food and beverage sales.

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

**PUBLIC COMMENT** – None

**MOTION TO ADJOURN:** (7:46 PM)  
Dr. Francese  
Second by Dr. Strambler  
**UNANIMOUS**

Recorded by Marsha DeGennaro, Clerk of the Board.

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

April 3, 2025

The attached financial reports represent nine months (75%) of the fiscal year.

**100 Series Salaries** - Salaries represent 61% of the budget. Over the past month our previously projected deficit turned into a projected surplus. The following assumptions affected the net difference from the prior month. Our part time psychologist resigned freeing up their salary for the rest of the year and 1.7 para educators will get billed to New Haven for services provided to Open Choice students. This category is now projecting a \$77K surplus for the year.

**200 Series Benefits** – Benefits are 21% of our budget is based on the elections of last year's staff. The projected surplus in the category increased by \$14K. The CMERS estimate improved due to some changes in assumptions and Other Employee Benefits projected expense increased due to retirement payouts. The net of these items leaves us with a projected surplus in benefits of \$37K for the year.

**300 Series Purchased Professional Services**- This category represents 3% of our budget and includes legal, audit and other expenses that are generated on a month-by-month basis. The projected deficit in this category improved by \$40K. The Superintendent search came in significantly less than we estimated. We were able to move certain SPED consultant services to the IDEA grant and we decreased our projected future expenses in both the legal and substitute lines. The projected deficit in this category is now projected to be \$31K for the year.

**400 Series Purchased Property Services** - Utility budgets are 4% of the total budget. The projected surplus in this category decreased by \$20K over the past month. Utility estimates stayed the same, but Repairs & Maintenance estimates for both the building and technology increased during the month. The projected surplus in this category for the year is now \$19K.

**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. The surplus in this category decreased during the month mainly due to assumptions in two budget lines. We increased our deficit in liability insurance for the premium for our medical advisor policy. We increased our estimate of future payments of a SPED mediated agreement. The projected surplus in this category is currently \$26K.

**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. This category remains unchanged from last month with a projected \$13K deficit 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 3-31-2025**

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>ADOPTED BUDGET</u>	<u>TOTAL AVAILABLE</u>	<u>ESTIMATED ADDITIONAL</u>	<u>(OVER) UNDER YEAR END</u>
100	TOTAL SALARIES	10,663,097	73,603	(3,402)	77,005
200	TOTAL BENEFITS	3,606,867	1,003,479	968,483	37,996
300	TOTAL PROFESS. SERVICES	534,168	168,532	199,951	(31,419)
400	TOTAL PROPERTY SERVICES	688,276	216,388	197,620	18,769
500	OTHER SERVICES	1,565,229	137,491	111,079	26,412
600	SUPPLIES & MATERIALS	371,543	123,984	136,984	(13,000)
700	TOTAL PROPERTY SERVICES	148,300	30,162	30,162	-
800	TOTAL DUES, FEES, MISC.	37,545	15,813	13,399	2,414
<b>TOTAL ADOPTED BUDGET</b>		<b>17,615,025</b>	<b>1,769,452</b>	<b>1,654,276</b>	<b>118,176</b>

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>ADOPTED BUDGET</u>	<u>TOTAL AVAILABLE</u>	<u>ESTIMATED ADDITIONAL</u>	<u>(OVER) UNDER YEAR END</u>
390	OT/PT SERVICES/CONSULTING	190,400	(25,949)	-	(25,949)
510	TRANSPORTATION	258,091	(38,092)	7,500	(45,592)
560	TUITION SPECIAL ED	288,928	92,806	61,168	31,638
<b>SPECIAL EDUCATION CARVEOUT</b>		<b>737,419</b>	<b>28,765</b>	<b>68,668</b>	<b>(39,903)</b>

<b>SUMMARY</b>	
<b>Special Ed Surplus / (Deficit)</b>	<b>(39,903)</b>
<b>Under / (Over) Spending in OTHER programs</b>	<b>158,079</b>
<b>Total Surplus / (Deficit) Projected</b>	<b>118,176</b>

**WOODBRIE BOARD OF EDUCATION**  
**MONTHLY DETAIL BY OBJECT**  
**FOR THE MONTH ENDED March 31, 2025**

Object Code	Descriptions	Adopted Budget	Expended to Date	Encumbered to Date	Available Balance	Estimated Additional	Projected Year-End Balance
110	Administrators	999,860	727,383	271,827	650		650
120	Teachers - Regular	5,853,312	3,645,055	2,160,014	48,242	32,375	15,867
120	Teachers - Special Education	1,128,525	760,364	400,587	(32,426)		(32,426)
1201	Psychologist	197,202	109,497	75,530	12,175	(13,167)	25,342
1203	Counselor	53,690	33,929	20,650	(889)		(889)
<b>Sub-Total Certified Salaries</b>		<b>8,232,589</b>	<b>5,276,230</b>	<b>2,928,608</b>	<b>27,752</b>	<b>19,208</b>	<b>8,544</b>
1303	Custodians	473,399	319,033	124,348	30,018	20,000	10,018
140	Nurses	184,192	116,466	62,488	5,239	5,239	-
150	Secretaries, Clerical	431,376	297,222	123,590	10,564	6,564	4,000
160	Paraprofessionals	291,244	156,956	88,606	45,682	21,000	24,682
1601	Special Education Paraprofess.	797,954	532,122	296,476	(30,644)	(48,430)	17,786
170/10	Salaries OT / PT	114,668	70,210	42,053	2,405		2,405
190	IT Manager and Asst.	81,161	60,805	24,036	(3,681)		(3,681)
190	Salaries, Miscellaneous	56,514	45,390	24,857	(13,733)	(26,983)	13,250
<b>Sub-Total Non-Certified Salaries</b>		<b>2,430,508</b>	<b>1,598,203</b>	<b>786,454</b>	<b>45,851</b>	<b>(22,610)</b>	<b>68,461</b>
<b>TOTAL SALARIES</b>		<b>10,663,097</b>	<b>6,874,433</b>	<b>3,715,062</b>	<b>73,603</b>	<b>(3,402)</b>	<b>77,005</b>
220	FICA	317,410	197,754		119,656	105,000	17,656
230	CMERS	430,145	249,030		181,115	169,878	11,237
270	Medical Insurance	2,808,916	2,130,841		678,075	664,941	13,134
280	Life Insurance	33,346	24,885		8,461	8,263	198
2902	Other Employee Benefits	17,050	878		16,172	20,401	(4,229)
<b>TOTAL BENEFITS</b>		<b>3,606,867</b>	<b>2,603,388</b>	<b>0</b>	<b>1,003,479</b>	<b>968,483</b>	<b>37,996</b>
320	Professional Development	45,220	7,581	6,418	31,221	31,221	-
330	Legal Fees	65,000	19,304		45,696	33,000	12,696
340	Software Support	29,750	11,870	549	17,331	17,331	-
350	Substitutes	143,000	84,822		58,178	72,000	(13,822)
390/01	Consultant Services	190,400	105,296	111,053	(25,949)		(25,949)
3902	Financial Audit	46,400			46,400	46,400	-
390	Other Prof/Tech. Services	14,398	9,162	9,580	(4,344)		(4,344)
<b>TOTAL PROFESSIONAL SERVICES</b>		<b>534,168</b>	<b>238,036</b>	<b>127,600</b>	<b>168,532</b>	<b>199,951</b>	<b>(31,419)</b>
410/01	Utilities - Electric and Water	190,500	115,437		75,063	45,063	30,000
420	Heating	114,000	44,656		69,344	36,800	32,544
430	Repairs and Maintenance	75,000	74,275	11,050	(10,325)	22,000	(32,325)
450	Leases and Rentals	110,123	96,321		13,802	24,802	(11,000)
4501	Building Improvements	10,500		600	9,900	9,900	-
490	Other Purchased Services	27,620	25,391	2,679	(450)		(450)
4901	Service Contracts	160,533	79,317	22,162	59,054	59,054	-
<b>TOTAL PROPERTY SERVICES</b>		<b>688,276</b>	<b>435,397</b>	<b>36,491</b>	<b>216,388</b>	<b>197,620</b>	<b>18,769</b>
510	Pupil Transportation-Regular	479,802	372,198	92,782	14,823	14,823	-
510	Pupil Transportation-Spec. Educ.	258,091	206,981	89,202	(38,092)	7,500	(45,592)
520	Insurance-General Liability	144,380	152,149		(7,769)	5,300	(13,069)
5201	Worker's Compensation	263,707	248,850		14,857		14,857
530	Telephone Services	18,531	16,210		2,321	8,000	(5,679)
535	Internet	27,000	10,531		16,469	4,212	12,257

**WOODBIDGE BOARD OF EDUCATION  
MONTHLY DETAIL BY OBJECT  
FOR THE MONTH ENDED March 31, 2025**

Object Code	Descriptions	Adopted Budget	Expended to Date	Encumbered to Date	Available Balance	Estimated Additional	Projected Year-End Balance
537	Postage	6,840	2,935		3,905	3,905	-
540	Advertising	1,000			1,000		1,000
550	Interns	57,000	32,000		25,000		25,000
560	Tuition - Wintergreen	6,000			6,000		6,000
560	Tuition - Out of District	288,928	157,133	38,990	92,806	61,168	31,638
590	Other Purchased Services	13,950	7,174	605	6,171	6,171	-
<b>TOTAL OTHER PURCH SERVICES</b>		<b>1,565,229</b>	<b>1,206,159</b>	<b>221,579</b>	<b>137,491</b>	<b>111,079</b>	<b>26,412</b>
610	Instructional Supplies	127,345	84,181	4,712	38,452	51,452	(13,000)
620	Computer Software	88,928	46,407		42,521	42,521	-
625	Supplies Nurses	5,370	3,039		2,331	2,331	-
630	Supplies Custodial	56,050	43,532	2,014	10,505	10,505	-
635	Supplies Office	13,000	4,653		8,347	8,347	-
640	Books and Audio Visual	25,000	13,303	9,801	1,895	1,895	-
645	Subscriptions	27,500	18,201	5,499	3,801	3,801	-
650	Testing	24,650	11,550	158	12,942	12,942	-
690	Misc. Supplies - DW Security	3,700	310	200	3,190	3,190	-
<b>TOTAL SUPPLIES &amp; MATERIALS</b>		<b>371,543</b>	<b>225,176</b>	<b>22,383</b>	<b>123,984</b>	<b>136,984</b>	<b>(13,000)</b>
732	Computer Hardware	114,500	104,567	2,249	7,683	7,683	-
735	Equipment - Teaching	11,000	5,778	110	5,112	5,112	-
740	Equipment - Building	5,000	2,209		2,791	2,791	-
745	Furniture	17,800	3,224		14,576	14,576	-
<b>TOTAL PROPERTY</b>		<b>148,300</b>	<b>115,779</b>	<b>2,359</b>	<b>30,162</b>	<b>30,162</b>	<b>-</b>
810	Dues and Fees	24,345	18,051	395	5,899	5,899	-
900	Other Fees	13,200	3,286		9,914	7,500	2,414
<b>TOTAL DUES AND FEES</b>		<b>37,545</b>	<b>21,337</b>	<b>395</b>	<b>15,813</b>	<b>13,399</b>	<b>2,414</b>
<b>TOTAL ADOPTED BUDGET</b>		<b>17,615,025</b>	<b>11,719,704</b>	<b>4,125,869</b>	<b>1,769,452</b>	<b>1,654,276</b>	<b>118,176</b>



## Students

### Connecticut School Climate Policy

#### Policy Statement

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The Woodbridge School District's Board of Education adopts this policy.

#### Definitions

1. **"School climate"** means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.
2. **"Positive Sustained School Climate"** is the foundation for learning and positive youth development and includes:
  - a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.
  - b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.
  - c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.
  - d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and
  - e. A school community that contributes to the operations of the school and the care of the physical environment.
3. **"Social and emotional learning"** means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

4. "**Emotional intelligence**" means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.
5. "**Bullying**" means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.
6. "**School environment**" means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.
7. "**Cyberbullying**" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.
8. "**Teen dating violence**" means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.
9. "**Mobile electronic device**" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.
10. "**Electronic communication**" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.
11. "**School climate improvement plan**" means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.
12. "**Restorative practices**" means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.
13. "**School climate survey**" means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.
14. "**Connecticut school climate policy**" means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and

includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.

15. **"School employee"** means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.

16. **"School community"** means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

17. **"Challenging behavior"** means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

18. **"Evidence Based Practices"** in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.

19. **"Effective School Climate Improvement"** is a restorative process that engages all stakeholders in the following six essential practices:

A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;

B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;

C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;

D. building among school personnel and develop common staff skills to educate the whole child;

E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and

F. Strengthening policies and procedures related to:

a. climate and restorative informed teaching and learning environments;

b. infrastructure to facilitate data collection, analysis, and effective planning;

c. implementation of school climate improvement plans with the goal of becoming restorative;

d. evaluation of the school climate improvement process; and

e. sustainability of school climate and restorative improvement efforts.

G. Fostering adult learning in teams and/or professional learning communities to build capacity.

### **School Climate Coordinator Roles and Responsibilities**

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;
2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;
3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and
4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

### **School Climate Specialist**

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;
2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;
3. scheduling meetings for and leading the school climate committee; and
4. leading the implementation of the school climate improvement plan.

### **School Climate Committee**

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;
2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;
3. a demographically representative group of students enrolled at the school, as developmentally appropriate;
4. families of students enrolled at the school; and
5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.
2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.
3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

### **School Climate Survey**

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

### **School Climate Improvement Plan**

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to

the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

### **Training**

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

### **Funding**

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

### **Accountability**

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

### **Connecticut School Climate Standards**

1. The school district community<sup>1</sup> has a shared vision and plan for promoting and sustaining a positive school climate<sup>2</sup> that focuses on prevention, identification, and response to all challenging behavior<sup>3</sup>.
2. The school district community adopts policies that promote:
  - a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and
  - b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.
3. The school community's practices are identified, prioritized, and supported to:
  - a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;
  - b. enhance engagement in teaching, learning, and school-wide activities;

- c. address barriers to teaching and learning; and
  - d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.
4. The school community creates a school environment where everyone is safe, welcomed, supported, and included in all school-based activities.
5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

**Policy adopted:**

**WOODBRIIDGE SCHOOL DISTRICT  
Woodbridge, Connecticut**



*Existing mandated policy, number 6115 adopted 5/20/14, appropriate as written.*

## **Instruction**

### **School Ceremonies and Observances**

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

#### **United States Flag**

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

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

*The Superintendent has the authority to direct display of the flag at other times. In accordance with CT General Statute 10-230, an executive official of any municipality is authorized to direct the Board to display the flag at half-mast when flags are half-mast on other municipal buildings.*

#### **Pledge of Allegiance**

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

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

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

#### **Silent Meditation**

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

Legal Reference: Connecticut General Statutes  
10-16a Silent meditation  
10-29a Certain days to be proclaimed by governor. Distribution and number of proclamations  
10-230 Flags for schoolrooms and schools  
PA 02-119, An act concerning bullying behavior in schools and concerning the pledge of allegiance

Policy adopted: **May 20, 2014**

WOODBIDGE PUBLIC SCHOOLS  
Woodbridge, Connecticut

*Existing policy adopted 5/20/14, while appropriate as written, a CAFE sample follows for comparison and review.*

## **Instruction**

### **Curriculum**

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

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

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

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

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

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

## Instruction

### Curriculum (continued)

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

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

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

Policy adopted:        ~~May 20, 2014~~

WOODBIDGE PUBLIC SCHOOLS  
Woodbridge, Connecticut

*Existing mandated policy adopted 5/20/14. An updated CABE sample follows for comparison.*

## **Instruction**

### **Migrant Students**

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

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

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

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

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

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

Federal Register – July 29, 2008 – final Rule 34 C.F.R. Part 2000  
**P.L. 114-95, Every Student Succeeds Act §1301 et seq., U.S.C. 20 6391**

Policy adopted: **May 20, 2014**

**WOODBRIIDGE PUBLIC SCHOOLS**  
Woodbridge, Connecticut

*Existing policy, adopted 5/26/20, appropriate as written.*

## **Instruction**

### **Internet Acceptable Use**

#### **Introduction**

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

#### **Definitions**

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

#### **Access to Inappropriate Material**

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

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

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

#### **Inappropriate Network Usage**

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

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

#### **Supervision and Monitoring**

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

## **Instruction**

### **Internet Acceptable Use**

#### **Supervision and Monitoring** (continued)

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

#### **Telecommunications/Internet - Acceptable Use**

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

#### **Guidelines for General Use**

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

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

## Instruction

### Internet Acceptable Use

#### Guidelines for General Use (continued)

5. ~~Any use of telecommunication opportunities for commercial purposes financial gain, product advertisement, political lobbying, or attempt to disrupt the use of the services by others, is prohibited.~~
65. Violations of the provisions stated in this policy may result in suspension or revocation of access privileges to the Internet, electronic services or district networks and any other appropriate disciplinary action. All use must be consistent with other Woodbridge Board of Education policies such as Communications - 1002; - Political Activities - 1311; Distribution of Information - 1325; Community Relations - 1330; 5148 - Electronic Information/Technology Media and 6141.322 District/School/Staff/Student Web Sites and Pages as well as all applicable laws.

The Superintendent shall identify an administrator(s) as the “District Internet Administrator(s)” who will have responsibility for implementing this policy, establishing procedures and supervising access privileges. The Board of Education has no control of the information on the Internet. Other sites accessible via the Internet may contain material that is illegal, defamatory, inaccurate, or potentially offensive to some people.

#### Guidelines for Student Use

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

Students in ~~Grades 2-6~~ who ~~wish to~~ use electronic services and networks that are available to them may do so provided that they:

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

#### Filtering

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

## **Instruction**

### **Internet Acceptable Use (continued)**

#### **Filtering (cont.)**

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

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

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

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

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

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

## Instruction

### Internet Acceptable Use

#### Filtering (continued)

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

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

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

(cf. 6141.321 – Acceptable Use of the Internet)

(cf. 6141.322 – Websites/Pages)

Legal Reference: Connecticut General Statutes  
 1-19(b)(11) Access to public records. Exempt records.  
 10-15b Access of parent or guardians to student's records.  
 10-209 Records not to be public.  
 11-8a Retention, destruction and transfer of documents.  
 11-8b Transfer or disposal of public records. State Library Board to adopt regulations.  
 46b-56 (e) Access to Records of Minors.  
 Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).  
 Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of PL 93-568, codified at 20 U.S.C. 1232g.).  
 Dept. of Education, 34 CFR. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96.  
 HR 4577, Fiscal 2001 Appropriations Law (contains Children's Internet Protection Act).  
 Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.  
*Reno v. ACLU*, 521 U.S. 844(1997)  
*Ginsberg v. New York*, 390 U.S. 629, at 642, n.10 (1968)  
*Board of Education v. Pico*, 457 U.S. 868(1988)  
*Hazelwood School District v. Kuhlmeier*, 484 U.S. 620, 267 (1988)

Policy adopted: May 26, 2020

WOODBRIIDGE PUBLIC SCHOOLS  
 Woodbridge, Connecticut

*Existing regulation, approved 5/26/20, appropriate as written.*

## **Instruction**

### **Internet Acceptable Use**

#### **Filtering—Regulations**

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

#### **Definitions**

- ~~1. Obscene is to be determined by the following test:
  - ~~a. Whether the average person, applying contemporary community standards, would find the work, taken as whole, appeals to the prurient interest.~~
  - ~~b. Whether the work depicts sexual conduct in a patently offensive way.~~
  - ~~c. Whether the work, taken as a whole, lacks serious literary, artistic, political, or scientific value.~~~~
- ~~2. Child Pornography, as defined in 18 U.S.C. 2256 means any visual depiction, including any photograph, film, video, picture, computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:
  - ~~a. The production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;~~
  - ~~b. Such visual depiction is, or appears to be, of a minor engaging in sexually explicit conduct;~~
  - ~~c. Such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct; or~~
  - ~~d. Such visual depiction is advertised, promoted, presented, described, or distributed in such a manner that conveys the impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct.~~~~
- ~~3. Material “Harmful to Minors” is any picture, graphic image file or other visual depiction that:
  - ~~a. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;~~
  - ~~b. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable to minors, an actual or simulated sexual act or sexual conduct, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and~~
  - ~~c. Taken as a whole, lacks serious literary, artistic, political, or scientific value to minors.~~~~

## **Instruction**

### **Internet Acceptable Use (continued)**

#### **Criteria for Filtering of Objectionable Sites**

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

##### **1. ~~Nudity/Pornography~~**

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

##### **2. ~~Sexuality~~**

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

##### **3. ~~Violence~~**

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

##### **4. ~~Crime~~**

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

##### **5. ~~Drug Use~~**

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

##### **6. ~~Tastelessness~~**

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

## **Instruction**

### **Internet Acceptable Use**

#### **Criteria for Filtering of Objectionable Sites (continued)**

##### **7. ~~Language/Profanity~~**

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

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

##### **8. ~~Discrimination/Intolerance~~**

- ~~\_\_\_\_\_ a. \_\_\_\_\_ Material advocating discrimination (e.g., racial or religious intolerance)~~
- ~~\_\_\_\_\_ b. \_\_\_\_\_ Sites which promote intolerance, hate, or discrimination~~

##### **9. ~~Interactive Mail/Chat~~**

- ~~\_\_\_\_\_ a. \_\_\_\_\_ Sites which contain or allow inappropriate e-mail correspondence~~
- ~~\_\_\_\_\_ b. \_\_\_\_\_ Sites which contain or allow inappropriate chat areas~~

##### **10. ~~Gambling~~**

- ~~\_\_\_\_\_ a. \_\_\_\_\_ Sites which allow or promote online gambling~~

##### **11. ~~Weapons~~**

- ~~\_\_\_\_\_ a. \_\_\_\_\_ Sites which promote illegal weapons~~
- ~~\_\_\_\_\_ b. \_\_\_\_\_ Sites which promote the use of illegal weapons~~

##### **12. ~~Other Inappropriate Material~~**

- ~~\_\_\_\_\_ a. \_\_\_\_\_ Body modification: tattooing, branding, cutting, etc.~~

##### **13. ~~Judgment Calls~~**

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

#### **Procedures For Suggesting Site Be Blocked or Unblocked**

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

#### **Disabling Blocking/Filtering Devices**

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

## **Instruction**

### **Internet Acceptable Use**

Legal Reference: ~~Connecticut General Statutes~~

~~1-210(b)(11), (17) Access to public records. Exempt records.~~

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

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

~~Office of the Public Records Administrator, Retention Schedule M8-  
Education Records Revised 2/2005, available at  
<http://www.ctstatelibrary.org/sites/default/files/publicrecords/M8.pdf>~~

~~Federal Law~~

~~Federal Family Educational Rights and Privacy Act (FERPA), 20 U.S.C.  
1231g.)~~

~~USA Patriot Act of 2001, Pub.L. 107-56.~~

~~No Child Left Behind Act of 2001, Pub.L.No. 107-110.~~

~~34CFR 99.11-99.67 (as amended)~~

~~34 CFR 300.560-300.576.~~

~~Children's Internet Protection Act of 2000 (HR 4577, P.L. 106-554).~~

~~Communications Act of 1934, as amended (47 U.S.C. 254[h],[I]).~~

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

*Existing policy 6141.322 adopted 5/21/19, should be codified as 6145.3.  
A CABE sample follows for comparison.*

## **Instruction**

### **District/School/Staff/Student Publications**

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

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

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

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

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

### **District Publications**

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

### **School Publications**

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

1. Allow an individual school to provide current and complete information to its community at large.
2. Give the community a means to communicate effectively with students and personnel.

## **Instruction**

### **District/School/Staff/Student Publications**

#### **School Publications** (continued)

3. Create expanded means for student expression.
4. Provide new avenues for teachers to help students meet high standards of performance.

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

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

#### **Staff Digital Publications**

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

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

## **Content**

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

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

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

## **Instruction**

### **District/School/Staff/Student Publications**

#### **Content** (continued)

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

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

*Existing regulation 6141.322 approved 5/21/19, should be codified as 6145.3. A CABE sample follows for comparison.*

## **Instruction**

### **District/School/Staff/Student Digital Publications—Regulations**

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

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

~~Prohibited uses, include but are not limited to:~~

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

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

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

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

~~The following language will be included on each school site:~~

~~The Woodbridge Board of Education maintains this site to provide relevant information concerning the Woodbridge Public Schools. The Woodbridge Board of Education is not liable for any direct, incidental, consequential, indirect or punitive damages arising out of access to or use of this site. The Woodbridge Board of Education also assumes no responsibility and shall not be held liable for any damages to or viruses that may infect computer equipment or other property as a result of using, browsing or downloading any materials, data, images or text from this site or any publications linked to this site.~~

## **Instruction**

### **District/School/Staff/Student Digital Publications—Regulations (continued)**

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

### **Copyright Guidelines**

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

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

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

### **Digital Publication of Student Pictures, Names, and Works**

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

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

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

*Existing mandated policy and regulation, adopted/approved 5/20/14, appropriate as written, with CABE samples to review and compare. The requirement on filtering is also covered in Woodbridge's existing policy and regulation #6141.321. Please review to combine.*

## **Instruction**

### **Internet Acceptable Use: Filtering**

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

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

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

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

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

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

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

## Instruction

### Internet Acceptable Use: Filtering (continued)

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

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

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

~~(cf. 5148—Electronic Information/Technology/Media)~~

~~(cf. 6141.321—Acceptable Use of the Internet)~~

~~(cf. 6141.322—Web Sites/Pages)~~

### Legal Reference: ~~Connecticut General Statutes~~

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

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

~~10-209 Records not to be public.~~

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

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

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

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

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

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

~~Public Law 106-554 Fiscal 2001 Appropriations Law containing the "Children's Internet Protection Act"~~

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

~~Public Law 110-385 Broadband Data Improvement Act/Protecting Children in the 21<sup>st</sup> Century Act~~

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

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

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

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

~~Policy adopted: May 20, 2014~~

~~WOODBRIIDGE PUBLIC SCHOOLS~~

~~Woodbridge, Connecticut~~

*Existing regulation approved 5/20/14, also covered in existing 6141.321, review to combine.*

## **Instruction**

### **Internet Acceptable Use: Filtering**

#### **Preface**

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

#### **Definitions**

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

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

~~1.—**Child Pornography**, as defined in 18 U.S.C. 2256 means any visual depiction, including any photograph, film, video, picture, computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:~~

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

~~1.—Material “**Harmful to Minors**” is any picture, graphic image file or other visual depiction that:~~

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

## Instruction

### Internet Acceptable Use: Filtering (continued)

#### Criteria for Filtering of Objectionable Sites

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

#### Nudity/Pornography

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

#### Sexuality

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

#### Violence

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

#### Crime

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

#### Drug Use

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

#### Tastelessness

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

## **Instruction**

### **Internet Acceptable Use: Filtering**

#### **Criteria for Filtering of Objectionable Sites (continued)**

##### **Language/Profanity**

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

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

##### **Discrimination/Intolerance**

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

##### **Interactive Mail/Chat**

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

##### **Inappropriate Banner Ads**

- ~~Advertisements containing inappropriate images~~

##### **Gambling**

- ~~Sites which allow or promote online gambling~~

##### **Weapons**

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

##### **Other Inappropriate Material**

- \* ~~Body modification: tattooing, branding, cutting, etc.~~

##### **Judgment Calls**

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



*Existing policy and regulation, adopted 5/20/14. An updated CABE version follows for review and comparison.*

## **Instruction**

### **Social Media**

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

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

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

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

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

### **Guiding Principles**

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

## **Instruction**

### **Social Media (continued)**

#### **Staff Use of Online Community Sites For Learning**

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

#### **Procedures for Using Online Learning Communities with Students**

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

## **Instruction**

### **Social Media (continued)**

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

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

## **Policy**

### **Staff Personal Social Network Pages**

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

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

### **Social Media Policy—Administrative Regulations**

#### **Basis of Discretion—Maintaining Professional Standards**

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

## Instruction

### Social Media (continued)

#### Social Media Policy—Administrative Regulations

#### Basis of Discretion—Maintaining Professional Standards (continued)

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

## Instruction

### Social Media (continued)

(cf. ~~6141.321 Computer Acceptable Use Policy~~)

Legal Reference: ~~Connecticut General Statutes~~  
~~1-19(b)(11) Access to public records. Exempt records.~~  
~~10-15b Access of parent or guardians to student's records.~~  
~~10-209 Records not to be public.~~  
~~11-8a Retention, destruction and transfer of document~~  
~~11-8b Transfer or disposal of public records. State Library Board to adopt regulations.~~  
~~46b-56 (e) Access to Records of Minors.~~  
~~Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of PL 93-568, codified at 20 U.S.C. 1232g.)~~  
~~Dept. of Education. 34 CFR. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96.~~  
~~Children's Internet Protection Act of 2000 (HR 4577, P.L. 106-554) Communications Act of 1934, as amended (47 U.S.C. 254[h],[i]) Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6801 et seq., Part F)~~  
~~Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.~~  
~~"Public Law 110-385 Broadband Data Improvement Act/Protecting Children in the 21st Century Act"~~  
~~*Reno v. ACLU*, 521 U.S. 844 (1997)~~  
~~*Ginsberg v. New York*, 390 U.S. 629, at 642, n.10 (1968)~~  
~~*Board of Education v. Pico*, 457 U.S. 868 (1988)~~  
~~*Hazelwood School District v. Kuhlmeier*, 484 U.S. 620, 267 (1988)~~

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Policy adopted: ~~May 20, 2014~~ ~~WOODBRIDGE PUBLIC SCHOOLS~~  
~~Woodbridge, Connecticut~~

## **Explanatory Notes/Glossary**

### **Web 2.0**

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

### **Social Network Sites**

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

### **Personal Social Network Sites**

Internet services intended for use primarily for private social networking.

### **Professional Online Community Network Sites**

Sites intended for group collaboration and shared knowledge building.

### **Friends and ‘Friending’**

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

### **Privacy Settings**

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

### **Registering**

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

### **Supporting Documents:**

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

## Instruction

### Internet/Computer Networks Use

#### Online Social Networking

The Internet and electronic communications have vast potential to support curriculum and student learning. The Board of Education (Board) believes they should be used in school as a learning resource both in developing student skills and providing on-going professional staff development activities. The Board realizes that existing and emerging smart technologies will continue to present new challenges to the educational community.

The purpose of this policy is to set forth policies and guidelines for access to the District's technology system and responsible and safe use of Internet social networking tools/sites.

Electronic information research skills are fundamental to preparation of citizens and future employees. Access to the District's computer system and the Internet enables students and staff to explore global resources while exchanging messages with people around the world. The District's computer system has a limited educational purpose, which includes its use for classroom activities, educational research and professional or career development activities. Users are expected to use Internet access through the District system to further educational and personal goals consistent with the District's mission, portrait of a graduate and school policies. The District's computer network is considered a limited forum enabling the restriction of speech for valid educational reasons. For safety purposes, the District updates **and** employs both Internet filters and firewalls.

Students may not access social media sites using District equipment, while on District property or at District-sponsored activities. ~~unless the posting is approved by a District representative/teacher/staff member. Social media websites are websites and apps such as, but not limited to, Facebook, Instagram, You Tube, Tik Tok and Snapchat.~~

The District will not be liable for information/comments posted by students on social media websites when the student is not engaged in District activities and not using District equipment.

The School District reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the School District and no user shall have any expectation of privacy regarding such materials.

Among the uses that are considered irresponsible and which constitute a violation of this policy are the following:

1. Uses that violate the law or encourage others to violate the law. This includes the transmittal of offensive or harassing messages; offering for sale or use any substance the possession or use of which is prohibited by District policy; viewing, transmitting or downloading pornographic materials or materials that encourage others to violate the law; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials.

## Instruction

### Internet/Computer Networks Use

#### Online Social Networking (continued)

2. Uses that cause harm or threaten to cause harm to others or damage to their property. This includes defamation (harming another's reputation by lies); employment of another's password or some other user identifier that misleads message recipients into believing that someone else is communicating or otherwise using his/her access to the network or the Internet; uploading a worm, virus, "trojan horse," "time bomb" or other harmful form of programming or vandalism; participation in "hacking" activities or any form of unauthorized access to other computers, networks, or information systems.
3. Uses that jeopardize the security of student access and of the computer network or other networks on the Internet. For example disclosure or sharing personal passwords with others; impersonation of another user.
4. ~~Uses that are commercial transactions. Students and other users may not sell or buy anything over the Internet. Private information shall not be shared.~~

(cf. 6141.321 – Computer Acceptable Use Policy)

Legal Reference: Connecticut General Statutes

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

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

10-209 Records not to be public.

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## **Instruction**

### **Internet/Computer Networks Use**

#### **Online Social Networking**

Legal Reference: Connecticut General Statutes (continued)

Children's Internet Protection Act of 2000 (HR 4577, P.L.106-554)

Communications Act of 1934, as amended (47 U.S.C. 254[h],[I])

Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6801 et seq., Part F)

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Policy adopted: ~~May 20, 2014~~

WOODBRIIDGE PUBLIC SCHOOLS  
Woodbridge, Connecticut

**MINUTES OF THE WBOE POLICY COMMITTEE**  
**Superintendent's Conference Room**  
**April 7, 2025**

**CALL TO ORDER:** Ms. Williamson called the meeting to order at 4:32 PM.

**IN ATTENDANCE:** Erin Williamson, Chair (in person); Lynn Piascyk (in person), Steven Lawrence (in person), Sarah Beth Del Prete (remote), Board of Education Members and Vonda J. Tencza, Superintendent.

**PUBLIC COMMENT:** None

**6000 Series - Instruction:**

- No changes were made to Policy 6115.
- 6140 – #7 was modified to add “*based on student performance, achievement and growth data*” after “basis”.
- 6141.312 – A legal reference *P.L. 114-95, Every Student Succeeds Act §1301 et seq., U.S.C. 20 6391*) was added.
- 6141.321 – Under “Guidelines” #5 was deleted, #6 was moved to the end of the paragraph beginning “The Superintendent” and #7 was renumbered to #5. Under Guidelines for Students first paragraph, last sentence “*through Grade 3*” was deleted. In the 2<sup>nd</sup> paragraph, first sentence “*in Grades 2-6*” was deleted along with “*wish to*” following the word “who”. The regulations were deleted in their entirety.
- 6141.323 – This is a duplicate policy of language in 6141.321 and is deleted in its entirety.
- 6141.326 – The current policy was deleted in its entirety and replaced with the optional policy provided by CAFE. In the 3<sup>rd</sup> paragraph, last sentence “*and*” was added after “updates”. In the 4<sup>th</sup> paragraph, beginning with “unless” the remainder of the sentence was deleted. #4 was deleted.
- 6141.322/6145.3 – Recodify to 6145.3. Under School Publications, last paragraph, the last sentence was deleted. Under Content, first paragraph, first sentence the underline under “publication” was removed.

Policies 6115, 6140, 6141.312, 6141.321, 6141.322/6145.3, 6141.323 and 6141.326 will be submitted to the Board for 30-day review at their April 21, 2025 meeting.

**PUBLIC COMMENT:** None

Meeting Adjourned: 5:30 PM

**MINUTES OF THE WBOE POLICY COMMITTEE**  
**Superintendent's Conference Room**  
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