

## **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 June 4 Special Meeting, the June 16, Regular meeting and the July 21 Workshop meeting
  - B. Budget Narrative Report
  - C. Budget Summary Report
  - D. Budget Detail Report with 2024/25 Transfers
- IV. **Reports**
  - A. Superintendent's Report
    1. Introduction of New Staff
    2. Summer Programs Update
    3. BRS Update
  - B. BRS Infrastructure Building Committee
  - C. Finance Committee
    1. 2026/27 Proposed Budget Calendar
    2. Accept Roofing Project as Complete
    3. Waive Bid Procedures on the Micro-turbine Maintenance Contract
  - D. Policy Committee / Adopt Policies
    1. 6142.101 Student Nutrition (Student Wellness)
    2. 6144 Controversial Issues
    3. 6145.8 Activity Funds Management
    4. 6146.1 Grading System

5. 6153 Field Trips
  6. 6156 Use of Computers in Instruction
  7. 6161 Equipment, Books and Materials: Provision / Selection
  8. 6161.1 Evaluation / Selection of Instructional Materials
  9. 6161.2 Care of Instructional Materials
  10. 6161.3 Comparability of Services
  11. 6162.51 Surveys of Students
  12. 6162.6 Use of Copying Devices
  13. 6162.7 Use of Proprietary Software Products
  14. 6163.3 Live Animals in the Classroom
  15. 6164.11 Drugs, Tobacco, Alcohol
  16. 6164.12 Acquired Immune Deficiency Syndrome (AIDS)
  17. 6171/6171.1 SpEd
  18. 6171.2 Pre-School SpEd
  19. 6172.1 Gifted / Talented Program
  20. 6172.4 Title I Parent Involvement
  21. 6173 Homebound and Hospitalized Instruction
  22. 4118.51 Use of Social Media by Employees
- E. CAFE Liaison Report
- F. Upcoming Meeting Presentation(s): PTO

V. **New Business**

- A. Adopt Mission, Vision and Board Goals for 2025/26

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 MEETING**  
**Wednesday, June 4, 2025**  
**BRS South Assembly Room**

**CALL TO ORDER:** Ms. Lynn Piascyk, Chair, called the meeting to order (7:00 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:** Vonda Tencza, Superintendent; Analisa Sherman, Principal; James Sapia, Assistant Principal, Cheryl Tafel, Assistant Principal; Carrie Borcharding, Special Services Director; Donna Coonan, Director of Business Services/ Operations and Marsha DeGennaro, Clerk of the Board.

**GUESTS:** Christopher Montini and family members.

*Superintendent Search Committee Report* – Chair Piascyk reviewed the process followed by the Superintendent Search Committee. A RFP was developed with six (6) executive search firms responding. NESDEC was selected and the search was conducted by Christine Syriac. The Board received and reviewed 39 applications for the position. Throughout the process, Christopher Montini, emerged as an excellent fit for the Woodbridge School District. He brings 27 years of experience with a path of continuous growth and loyalty to the district where he has worked. He rose through the ranks of the Naugatuck Public School District as an elementary classroom teacher (Grades 4, 5, 6), an assistant principal, principal and assistant superintendent. Since 2020, Mr. Montini has served as Superintendent. He is respected for his professionalism and strong work ethic. His experience, vision and leadership skills will enable him to lead the district in achieving great things. The Search Committee is delighted to recommend him as the next superintendent of the Woodbridge School District.

**MOTION #1 – APPOINT SUPERINTENDENT (MONTINI)**

Move that the Board appoint Christopher Montini as the Superintendent of the Woodbridge School District effective the 2025/26 school year with a mutually agreed upon start date to be determined.

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

Mr. Montini thanked the Board for the opportunity and is honored to be part of a close-knit community that values educating the whole child and looks forward to leading the district. Woodbridge has an amazing administrative team and together with the Board of Education, teachers, faculty and staff we will listen, learn and lead together. He is confident that through collaboration great things will be accomplished.

**MOTION TO ADJOURN:** (7:11 PM)  
Ms. Del Prete  
Second by Dr. Strambler  
**UNANIMOUS**

Recorded by Marsha DeGennaro, Clerk of the Board.

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

**Monday, June 16, 2025**

**Town Hall Main Meeting Room**

**CALL TO ORDER:** Ms. Lynn Piascyk, Chair, called the meeting to order (6:16 PM).

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

**STAFF:** Vonda Tencza, Superintendent.

Executive Session

The Board entered Executive Session in accordance with State statute to review the recently ratified CSEA contract, the Business Manager 2025/26 contract and conduct the exit interview with the Superintendent.

**MOTION #1 – EXECUTIVE SESSION (6:16 PM)**

Move that we enter Executive Session in accordance with state statute and invite the Superintendent to join the Executive Session.

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

**BOARD MEMBERS PRESENT:** Lynn Piascyk, Chair; Sarah Beth Del Prete, Secretary; Dr. Laura Francese; Jeff Hughes; Steven Lawrence, Vice Chair; Dr. Michael Strambler (6:44 PM), and Erin Williamson.

**STAFF:** Vonda Tencza, Superintendent.

The Board reviewed the CSEA proposed contract, the Business Manager 2025/26 contract and conducted the exit interview with the Superintendent.

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

Move that we return to Public Session (6:59 PM).

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

Chair Piascyk called the Public Session back to order (7:05 PM).

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

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

**CORRESPONDENCE** – None

**PUBLIC COMMENT** – None

**CONSENT AGENDA**

**MOTION #3 – CONSENT AGENDA**

Move that we approve the consent agenda as presented.

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

Superintendent Report – Superintendent Tencza presented a Certificate of Recognition --- *Strong Friend of Education* from the Connecticut Association of Schools to Lynn Piascyk. Also highlighted were events of the past year as this was the superintendent’s last meeting.

BRS Update – Ms. Sherman noted the CARES assembly, field day, the annual end of year clap out for 6<sup>th</sup> graders and Teacher of the Year, Larissa Crocco.

BRS Infrastructure Building Committee – Mr. Hughes indicated this committee will meet on June 18 at 8:00 AM via WebEx to narrow down the plans.

Finance Committee – Mr. Lawrence noted this committee met on June 10 to review the standard monthly reports. There is a projected surplus of approximately \$98,000 in the 2024/25 budget. The Committee also reviewed the request to increase school lunch prices for both the 2025/26 and 2026/27 school years. Also, reviewed were recommendations for use of the surplus monies in the 2024/25 budget and suggestions for reconciliation of the 2025/26 budget based on reductions by the Town Board of Finance.

2024/25 Budget Surplus – The Board reviewed the list presented by administration. It was noted that there were three (3) adjustments to the dollars indicated above. The golf cart would change to \$9,200, the radios reduced by approximately \$1,000 and the Generation Machine would increase to \$23,000 as the quote suggested that there be one machine and two substations, therefore, changing the “prioritized” figure to \$69,000.

Potential Surplus Uses		
Description	Amount	Notes
Bulk supplies to help defer family contribution	\$10,000	classroom supplies
Cover Reduced Lunch Fees	\$2,800	cover \$0.60 per meal for reduced families
Risers for band/chorus	\$3,000	
Rugs/Walk off Mats	\$2,250	Tools For Schools suggestions
Annihilare Cleaning Product		
Generation Machine	\$12,000	3 year pay back
Radios	\$8,000	refresh worn radios
Loop Repair	\$6,000	last year quote
Golf Cart	\$14,000	no quote
PE equipment	\$5,000	
<b>Items Prioritized</b>	<b>\$63,050</b>	
Exterior Painting	\$15,000	S Wing Front (old quote)
	\$15,000	D Wing Front (old quote)
	\$27,000	E Wing Front (old quote)
Total	\$120,050	
	Capital Equip.	
	Educational	
	Facilities	

**MOTION #4 – 2024/25 BUDGET SURPLUS**

Move that we use the projected surplus in the 2024/25 operating budget as recommended by administration with any remaining dollars returned to the Town.

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

**MOTION #5 – 2024/25 BUDGET SURPLUS**

Move that we use the projected surplus in the 2024/25 operating budget as recommended by administration moving the “PE equipment” to after the “loop repair” and moving the “golf cart” to the last item on the list with any remaining dollars returned to the Town.

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

Discussion ensued for the optics and perception that could be created by the purchase of a “golf cart” and the necessity of the loop repair with the building project looming on the horizon as the potential exists that there could be a smaller building footprint in a few years. Perhaps dollars allocated should apply directly to education needs / purposes such as classroom supplies. Also, is it possible to explore use of the Town golf cart used by the Recreation Department that sits idle during the day. It was also noted that the loop is used for instructional purposes by physical education classes during the day as well as after-school and summer programs.

**MOTION #6 – 2024/25 BUDGET SURPLUS**

Move that we use the projected surplus 2024/25 operating budget as recommended by administration on the prioritization potential list excluding the golf cart with any remaining dollars return to the town.

Mr. Lawrence  
Second by Dr. Francese

Discussion ensued on the necessity of the exterior building painting given the various proposals on the building project. Perhaps dollars allocated should apply directly to education needs / purposes.

**MOTION #6A – 2024/25 BUDGET SURPLUS AMENDED MOTION**

Move that we use the projected surplus 2024/25 operating budget as recommended by administration on the prioritization potential list excluding the golf cart and exterior painting with any remaining dollars return to the town.

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

2025/26 Budget Reconciliation – The Board reviewed the list presented by administration. It was noted that savings were achieved on the audit; there was a reduction in medical insurance from 9% to 4.75% and a 2% reduction in CMERS (CT Municipality Employee Retirement) occurred.

**FY 2026 Budget Reconciliation Summary of Adjustments**

2025-26 Budget Approved by BOE \$18,691,855

2025-26 Budget Approved Town Meeting \$18,525,855

<b>Org</b>	<b>Obj</b>	<b>Description</b>	<b>Amount</b>	<b>Notes</b>
		Salary Savings Teacher Turnover	(\$20,000)	1 Retirement
1432	62200	CMERS Rate True Up	(\$50,000)	16.71% (originally budgeted at 18.88%)
1432	62700	Medical Premiums	(\$79,000)	Now estimated 4.7% increase (originally budgeted at 9%)
1401	63902	Audit Fee Decrease	(\$17,000)	Went out to bid for new contract
		<i>Total</i>	<i>\$166,000</i>	

**MOTION #7 – 2025/26 BUDGET RECONCILIATION**

Move that we approve the reconciliation of the 2025/26 Operating Budget as presented by administration.

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

*School Lunch Price Increase* – The Woodbridge Lunch Program has not increased its paid meal prices in over five years. Due to federal waivers provided during the COVID-19 pandemic, the district was exempt from making annual price adjustments as typically recommended by the USDA and the Connecticut State Department of Education (CSDE). While this provided short-term relief for families, the district must now realign its pricing with federal guidelines and financial sustainability goals.

According to the USDA's Paid Lunch Equity (PLE) Tool, the recommended average weighted meal price for districts is **\$3.86**. However, since Woodbridge serves only grades K–6, the applicable target price is **\$3.56**. Our current student lunch price remains at **\$3.00**, well below the target, and has not been adjusted since before the 2019/20 school year. This increase would move the district toward compliance with federal requirements while remaining competitive with neighboring districts

**MOTION #8 – SCHOOL LUNCH INCREASE**

Move that we authorize an increase in the Student Lunch price from \$3.00 to \$3.30 for the 2025/26 school year and another \$0.30 for the 2026/27 school year as recommended by administration.

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

*Policy Committee* – Ms. Williamson reviewed changes on the policies currently under 30-day review.

*CABE Liaison Report* – Ms. Del Prete apprised the Board on the November 21/22 CABE Conference with hotel reservations occurring until October 20 and the August 7 Leadership Conference at Waters Edge.

Board members were reminded to complete the Board Self-Evaluation and return it to the superintendent.

**NEW BUSINESS**

The Board ratified the recently negotiated contract with the CSEA.

**MOTION #9 – CSEA CONTRACT RATIFICATION**

Move that we approve the draft Agreement between the Woodbridge Board of Education and the Woodbridge Paraeducators Association, CSEA SEIU Local 2001, effective July 1, 2025, through June 30, 2028.

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

*Authorization to Hire* – As required, when a change in superintendent leadership occurs the incoming superintendent is authorized to hire all staff in accordance with Connecticut General Statute 10-151(b).

**MOTION #10 – AUTHORIZATION TO HIRE**

Move that we authorize Christopher Montini, Superintendent to hire staff for the Woodbridge School District in accordance with Connecticut General Statute 10-151(b) effective July 1, 2025.

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

**Authorized Signatures**

As required when changes in leadership occur, authorized signers for the district are required to be designated.

**MOTION #11 – AUTHORIZED SIGNATURE (MONTINI)**

Move that we approve Christopher Montini as an authorized signature and representative for the Woodbridge School District effective July 1, 2025.

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

**MOTION #12 – ED-099 SIGNATURE CHANGE**

Move that we accept the Permanent Single Agreement for the Connecticut State Department of Education’s Child Nutrition Programs and authorize the Board of Education Secretary, Sarah Beth Del Prete, to certify the action of the Woodbridge Board of Education that authorizes Christopher Montini, Superintendent of Schools and Donna Coonan, Director of Business Services and Operations as signers of the CSDE reimbursement claims submitted on behalf of the Woodbridge School District effective July 1, 2025.

Ms. Piascyk  
Second by Ms. Williamson  
**UNANIMOUS**

**MOTION #13 – DIRECTOR OF BUSINESS SERVICES CONTRACT**

Move that we extend the contract of the Director of Business Services/Operations through June 30, 2028 including a three (3) % increase in salary for the 2025/26 school year.

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

**PUBLIC COMMENT** – None

**MOTION TO ADJOURN:** (8:32 PM)  
Dr. Francese  
Second by Dr. Strambler  
**UNANIMOUS**

Recorded by Marsha DeGennaro, Clerk of the Board

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

**Monday, July 21, 2025**

**BRS South Assembly Room**

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

**BOARD MEMBERS PRESENT:** Lynn Piascyk, Chair; Dr. Jay Dahya; Sarah Beth Del Prete, Secretary (7:22 PM); Dr. Laura Francese; Jeff Hughes, Steven Lawrence, Vice Chair; Dr. Michael Strambler and Erin Williamson.

**STAFF:** Christopher Montini, Superintendent.

Superintendent Report – Superintendent Montini presented his entry plan for the 2025/26 school year. The Board reviewed their meeting topic schedule and current student enrollment for 2025/26. Discussion ensued pertaining to the number of sections in Kindergarten and current grade level vacancies.

Board Self-Evaluation / Vision, Mission and Goals – The Board conducted a Self-Evaluation for the 2024/25 school year and discussed goals for the 2025/26 school year.

Plan for a New Board Retreat – As elections will occur in November and a new Board will be elected, suggestions for the format and topics covered were discussed.

**MOTION TO ADJOURN:** (9:20 PM)  
Ms. Williamson  
Second by Dr. Strambler  
**UNANIMOUS**

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

For the Year Ended June 30, 2025

In May we anticipated around \$100,000 of budget surplus and we proposed a number of one time purchases and projects to utilize those funds in the areas of educational expense, facility maintenance and capital expense. Below is the list of items that were procured. We still anticipate being able to return around \$50,000 to the Town.

<b>2024-25 Surplus Funded Expenses</b>		
Description	Amount	Notes
Bulk supplies to help defer family contribution	\$15,000	classroom supplies
Cover Reduced Lunch Fees	\$2,800	cover \$0.60 per meal for reduced families
Risers for band/chorus	\$3,000	
Rugs/Walk off Mats	\$2,250	Tools For Schools suggestions
Annihilare Cleaning Product Generation Machine	\$23,000	3 year pay back
Radios	\$8,000	refresh worn radios
Loop Repair	\$6,000	last year quote
PE equipment	\$5,000	
<b>Total</b>	<b>\$65,050</b>	
	Capital Equip.	
	Educational	
	Facilities	

Below is the detail of what transpired in each expense category since our last BOE meeting and if we are proposing a budgetary transfer in or out of the category to keep all line items in balance as of June 30, 2025.

**100 Series Salaries** - Salaries represent 61% of the budget. We ran a surplus in salaries in the second half of the year due to teacher turnover and several unfilled vacancies. To utilize that surplus, we accrued ESY salaries back to FY25 school year, which is allowable when the commitment to spend those funds occurs before 6/30/25. After the accruals and transfers, this category was left with a surplus of \$51K.

**200 Series Benefits** – Benefits are 21% of our budget is based on the health elections of last year’s staff. As of our last BOE meeting we anticipated about \$35K of surplus would be left to be reprogrammed. A combination of para vacancies and the CMERS rate coming in 2% less than budgeted continues to be a driver of savings in this category. Additionally, we did not charge the cafeteria fund for the Food Service Manager’s health insurance. We were ultimately able to reprogram \$84K of surplus from this category.

**300 Series Purchased Professional Services**- This category represents 3% of our budget and includes legal, audit, substitute teachers and other expenses that are generated on a month-by-month basis. As of May we anticipated having an \$11K deficit in this category. Both Substitutes and Software Support expenses came in less than anticipated and we are able to transfer \$33K toward deficit line items and year-end reprogramming.

**400 Series Purchased Property Services** - Purchased Property Services are 4% of the total budget and the projected savings in May was \$9K for the year. The combination of the pool closure and not having to pay the micro-turbine’s maintenance agreement were the main drivers of this projected savings. We were able to utilize the existing surplus and an additional \$33K of proposed transfers toward the purchase of the cleaning product generation system and other surplus items.

**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. In May we anticipated this category having a surplus of \$19K. We are now proposing a transfer in of \$9K with the main drivers being the accrual of ESY outplaced tuition and pupil transportation.

**600 Series Materials and Supplies** – These supplies account for 2% of our budget. In May we were predicting a \$30K deficit in this category because earlier in the year we moved \$13K of non-eligible grant expenses to the general fund, and we allowed the Facilities group to stock up on additional supplies as were in an overall surplus position. As part of our year end reprogramming of surplus funds we then spent \$15K for classroom supplies to lessen the burden on families to supply some standard school supply items, \$5K on additional PE equipment, \$5,500 on adult bathroom door handle replacements and some additional risers for the music program. The total of these items now requires a proposed transfer of \$72K into this category.

**700 Series Furniture and Equipment** - This category represents 6/10 of one percent of the budget and we transferred in \$45K to purchase the cleaning project generation system, a larger conference table and chairs for the north office conference room, and new Chromebook cases and charging carts.

**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. This category was able to give \$3K toward the total year end surplus.

**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. In May we anticipated a deficit of less than \$1K in this category and that held steady as this category required a \$237 transfer to be in budget.

**WOODBIDGE BOARD OF EDUCATION  
MONTH SUMMARY REPORT  
FOR THE MONTH ENDED 6-30-2025**

<b>OBJECT</b>	<b>DESCRIPTION</b>	<b>ADOPTED BUDGET</b>	<b>TOTAL AVAILABLE</b>	<b>ESTIMATED ADDITIONAL</b>	<b>(OVER) UNDER YEAR END</b>
100	TOTAL SALARIES	10,663,097	51,176	-	51,176
200	TOTAL BENEFITS	3,606,042	214	-	214
300	TOTAL PROFESS. SERVICES	534,168	1	-	1
400	TOTAL PROPERTY SERVICES	688,276	(0)	-	(0)
500	OTHER SERVICES	1,565,229	0	-	0
600	SUPPLIES & MATERIALS	371,543	0	-	0
700	TOTAL PROPERTY SERVICES	148,300	(1)	-	(1)
800	TOTAL DUES, FEES, MISC.	37,545	(0)	-	(0)
<b>TOTAL ADOPTED BUDGET</b>		<b>17,614,200</b>	<b>51,390</b>	<b>0</b>	<b>51,390</b>

<b>OBJECT</b>	<b>DESCRIPTION</b>	<b>ADOPTED BUDGET</b>	<b>TOTAL AVAILABLE</b>	<b>ESTIMATED ADDITIONAL</b>	<b>(OVER) UNDER YEAR END</b>
390	OT/PT SERVICES/CONSULTING	190,400	0	-	0
510	TRANSPORTATION	258,091	0	-	0
560	TUITION SPECIAL ED	288,928	(0)	-	(0)
<b>SPECIAL EDUCATION CARVEOUT</b>		<b>737,419</b>	<b>(0)</b>	<b>0</b>	<b>(0)</b>

<b>SUMMARY</b>	
<b>Special Ed Surplus / (Deficit)</b>	<b>(0)</b>
<b>Under / (Over) Spending in OTHER programs</b>	<b>51,390</b>
<b>Total Surplus / (Deficit) Projected</b>	<b>51,390</b>

**WOODBRIE BOARD OF EDUCATION  
MONTHLY DETAIL BY OBJECT  
FOR THE MONTH ENDED June 30, 2025**

Object Code	Descriptions	Adopted Budget	Proposed Transfers	Expended to Date	Encumbered to Date	Projected Year-End Balance
110	Administrators	999,860	(650)	999,210		(0)
120	Teachers - Regular	5,853,312	1,441	5,843,903	10,850	0
120	Teachers - Special Education	1,128,525	32,426	1,160,951		(0)
1201	Psychologist	197,202	(22,591)	174,611		0
1203	Counselor	53,690	1,096	54,786		0
<b>Sub-Total Certified Salaries</b>		<b>8,232,589</b>	<b>11,722</b>	<b>8,233,461</b>	<b>10,850</b>	<b>0</b>
1303	Custodians	473,399		458,208	15,000	191
140	Nurses	184,192	595	184,787		(0)
150	Secretaries, Clerical	431,376	(511)	402,447		28,418
160	Paraprofessionals	291,244		245,413	36,192	9,639
1601	Special Education Paraprofess.	797,954		785,094		12,860
170/10	Salaries OT / PT	114,668	(4,093)	110,508		67
190	IT Manager and Asst.	81,161	3,993	85,154		0
190	Salaries, Miscellaneous	56,514	16,063	72,577		(0)
<b>Sub-Total Non-Certified Salaries</b>		<b>2,430,508</b>	<b>16,047</b>	<b>2,344,188</b>	<b>51,192</b>	<b>51,175</b>
<b>TOTAL SALARIES</b>		<b>10,663,097</b>	<b>27,769</b>	<b>10,577,648</b>	<b>62,042</b>	<b>51,176</b>
220	FICA	317,410	(28,418)	288,992		0
230	CMERS	430,145	(16,087)	414,058		(0)
270	Medical Insurance	2,808,091	(52,489)	2,755,603		-
280	Life Insurance	33,346		33,132		214
2902	Other Employee Benefits	17,050	12,565	25,615	4,000	0
<b>TOTAL BENEFITS</b>		<b>3,606,042</b>	<b>(84,429)</b>	<b>3,517,399</b>	<b>4,000</b>	<b>214</b>
320	Professional Development	45,220	(1,852)	18,985	24,383	(0)
330	Legal Fees	65,000	(9,146)	48,354	7,500	(0)
340	Software Support	29,750	(13,634)	16,116		0
350	Substitutes	143,000	(14,239)	128,761		0
390/01	Consultant Services	190,400	(1,350)	182,655	6,395	0
3902	Financial Audit	46,400	1,480	47,880		-
390	Other Prof/Tech. Services	14,398	5,807	20,205		0
<b>TOTAL PROFESSIONAL SERVICES</b>		<b>534,168</b>	<b>(32,934)</b>	<b>462,955</b>	<b>38,278</b>	<b>1</b>
410/01	Utilities - Electric and Water	190,500	(20,886)	169,614		(0)
420	Heating	114,000	(40,653)	73,347		0
430	Repairs and Maintenance	75,000	53,406	91,196	37,210	0
450	Leases and Rentals	110,123	1,978	111,399	702	(0)
4501	Building Improvements	10,500	4,763	4,017	11,246	-
490	Other Purchased Services	27,620	13,515	29,873	11,262	-
4901	Service Contracts	160,533	(45,226)	105,927	9,380	(0)
<b>TOTAL PROPERTY SERVICES</b>		<b>688,276</b>	<b>(33,103)</b>	<b>585,373</b>	<b>69,800</b>	<b>(0)</b>
510	Pupil Transportation-Regular	479,802	(197)	479,605		(0)
510	Pupil Transportation-Spec. Educ.	258,091	44,792	302,883		0

**WOODBIDGE BOARD OF EDUCATION  
MONTHLY DETAIL BY OBJECT  
FOR THE MONTH ENDED June 30, 2025**

Object Code	Descriptions	Adopted Budget	Proposed Transfers	Expended to Date	Encumbered to Date	Projected Year-End Balance
520	Insurance-General Liability	144,380	13,069	157,449		-
5201	Worker's Compensation	263,707	(17,476)	246,231		0
530	Telephone Services	18,531	6,103	24,200	434	(0)
535	Internet	27,000	(12,227)	14,773		0
537	Postage	6,840	(47)	4,137	2,656	(0)
540	Advertising	1,000	(1,000)	-		-
550	Interns	57,000	(25,000)	32,000		-
560	Tuition - Wintergreen	6,000	(6,000)	-		-
560	Tuition - Out of District	288,928	1,453	262,236	28,145	(0)
590	Other Purchased Services	13,950	4,937	17,017	1,870	0
<b>TOTAL OTHER PURCH SERVICES</b>		<b>1,565,229</b>	<b>8,407</b>	<b>1,540,531</b>	<b>33,105</b>	<b>0</b>
610	Instructional Supplies	127,345	45,060	113,863	58,541	0
620	Computer Software	88,928	(2,011)	85,057	1,860	0
625	Supplies Nurses	5,370	(40)	5,330		-
630	Supplies Custodial	56,050	34,580	75,717	14,913	(0)
635	Supplies Office	13,000	1,699	6,260	8,440	(0)
640	Books and Audio Visual	25,000	665	23,105	2,561	(0)
645	Subscriptions	27,500	(1,386)	18,201	7,914	-
650	Testing	24,650	(9,358)	13,994	1,298	0
690	Misc. Supplies - DW Security	3,700	3,102	1,293	5,509	(0)
<b>TOTAL SUPPLIES &amp; MATERIALS</b>		<b>371,543</b>	<b>72,312</b>	<b>342,819</b>	<b>101,035</b>	<b>0</b>
732	Computer Hardware	114,500	7,911	115,639	6,772	(0)
735	Equipment - Teaching	11,000	(447)	3,627	6,926	0
740	Equipment - Building	5,000	22,189	4,189	23,000	(0)
745	Furniture	17,800	15,650	3,404	30,046	(0)
<b>TOTAL PROPERTY</b>		<b>148,300</b>	<b>45,303</b>	<b>126,859</b>	<b>66,744</b>	<b>(1)</b>
810	Dues and Fees	24,345	(3,088)	20,907	350	(0)
900	Other Fees	13,200	(237)	12,963		0
<b>TOTAL DUES AND FEES</b>		<b>37,545</b>	<b>(3,325)</b>	<b>33,870</b>	<b>350</b>	<b>(0)</b>
<b>TOTAL ADOPTED BUDGET</b>		<b>17,614,200</b>	<b>0</b>	<b>17,187,455</b>	<b>375,355</b>	<b>51,390</b>

A large teal geometric shape, resembling a stylized arrow or a corner piece, is positioned on the left side of the page. It has a white border and a diagonal cutout at the top-left corner.

**EXTENDED  
SCHOOL  
YEAR  
2025**

# WHAT IS ESY

**Extended school year or ESY is a program offered to students who receive special education services and who qualify to receive an extension of part or all of their special education services during the summer months.**

## **Service Area Might Include:**

- **Academics**
- **Behavioral/Social Emotional**
- **Social Skills**
- **Speech Therapy**
- **Occupational Therapy**
- **Physical Therapy**

# HOW DOES A STUDENT QUALIFY FOR ESY

Determining eligibility for ESY is a PPT decision. The team considers multiple factors when determining if a student requires ESY services.

**1**

- The nature or severity of the student's disability
- The student's progress in the areas of learning crucial to attaining self-sufficiency and independence from caretakers

**2**

- The student is likely to lose critical skills or fail to recover these skills within a reasonable time as compared to typical students

**3**

- The student's behaviors prevent the student from receiving some educational benefit from the program during the school year
- The student's opportunity to interact with other non-disabled peers; areas of curriculum that need continuous attention; vocational needs

# ESY PROGRAMS

## SPECIALIZED PROGRAMS

**9:00 AM-12:00 PM**

**Maintain consistency with routines, transitions, and other pertinent skills**

**~PreK- mixed 3 & 4 yr olds**

**~SEL (1 class)- social emotional learning**

**~Academic and Life Skills (2 classes)**

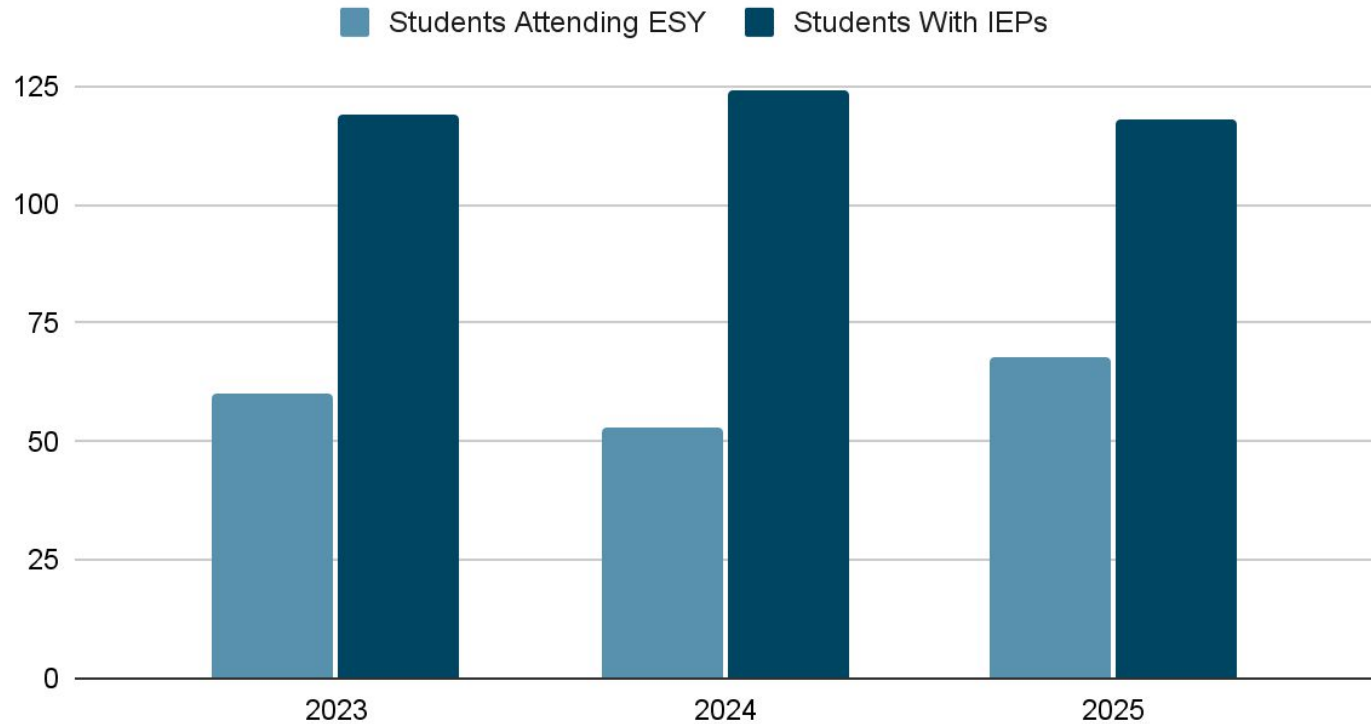
## RESOURCE

**8:00 AM-10:00 AM**

**Offers: academic support for reading, writing and/or math - this is maintenance of IEP goals/objectives worked on during the school year. Students are recommended 1-2 hours per day or 1-2 hours per week**

# ESY OVER THE YEARS

## ESY Longitudinal Data



# ESY STAFF



## Certified Staff/Teachers

<b>Melissa Caporossi</b>	<b>Marie DePalma</b>
<b>Jennifer Winslow</b>	<b>Sarah Burke</b>
<b>Christa Demetro</b>	<b>Emily Merriam</b>
<b>Carrie Fanelli</b>	<b>Dara DiCapua</b>
<b>Meghan Saunders</b>	<b>Christina Lasto</b>
<b>Kristina Conroy</b>	<b>Caline Gin</b>
<b>Rachael Buchanan</b>	<b>Michael Bloom</b>
<b>Pahola Ortiz</b>	

## Teacher Assistants

<b>Lauren Kenefick *</b>	<b>Astrid Andrade</b>
<b>Rupinder Kaur *</b>	<b>Eliza Shepard</b>
<b>Tiffany Stewart</b>	<b>Natalie Messina *</b>
<b>Abby Tucker</b>	<b>Darlene Cavaliere</b>
<b>Michele Singh-Roy</b>	
<b>Peton Chaplick</b>	

*\*missing from photo*



**THANK  
YOU!**

Beecher Road School

# Summer Enrichment Program

\*2025\*

**Thank You** to the **AMAZING S.E.P. STAFF** that made this year such a success:

Connie Arnold  
Cosette Zito  
Courtney Scheck  
Darlene Cavaliere  
Eliza Shepard  
Ilknur Akdeniz  
Kate Stokes  
Laura Sexton  
Magnus Ciarleglio

Melissa  
Cologiavani  
Nell D'Andrea  
Nina Fischer  
Peyton Chaplick  
Rachel Ciarleglio  
Rachel Robinson  
Shari Foldy  
Tiffany Stewart

The North Office  
Staff

The Administrative  
Team

The Business Office

Vincent Lynch - SRO  
Robin Frohle - Nurse

# By the numbers...

- Student enrollment was the highest it has been since Pre-Covid

- **Total of 614 students**

- Week 1 - 110
- Week 2 - 124
- Week 3 - 144
- Week 4 - 122
- Week 5 - 114

- **Program Revenue**

- Final numbers are still being calculated but the program was profitable
- Revenue from the program is being reinvested back into BRS



# Program Offerings

## WEEK 1

- Kindergarten Readiness
- Code Crazy
- Nature Explorers
- Storybooks & Art
- Palace Party
- Wacky Science
- Breakfast Battles
- Kindergarten - Stay, Learn, and Play
- Lego Robotics
- Slime Time
- Paper Palooza
- American Girl & You
- Wonderful Water

## WEEK 2

- Kindergarten Readiness
- Minecraft
- Nature Explorers
- Crochet your way!
- Harry Potter
- Lego Cities
- Kindergarten - Stay, Learn, and Play
- Scratch Game Design
- Slime Time
- Crochet your way - whole day crochet
- Critter Creations
- Suspension
- Field Day

## WEEK 3

- Kindergarten Readiness
- Digital Designs
- Nature Explorers
- Taylor Time!
- American Girl & You
- Lego Engineers
- Have a Ball!
- Kindergarten - Stay, Learn, and Play
- Minecraft
- Wacky Science
- Open Studio
- Gnome Homes
- Field Day
- Water World

## WEEK 4

- Kindergarten Readiness
- 3D printing
- Summer Arts & Crafts
- Smoothies & Sweets
- Ninja Warriors
- Kindergarten - Stay, Learn, and Play
- Movie Makers
- For the Birds
- Yarn & Stitch
- Comic Creations
- Slime Time
- Wonderful Water

## WEEK 5

- Kindergarten Readiness
- Battlebots
- Nature Explorers
- Watercolor
- Wonders
- Breakfast Battles
- Cardboard Creations
- Yard Games Galore
- Kindergarten - Stay, Learn, and Play
- Stop Motion Animation
- Jewelry Design
- Open Art Studio
- Lego Challenges

# Kindergarten



# Kindergarten



# Kindergarten



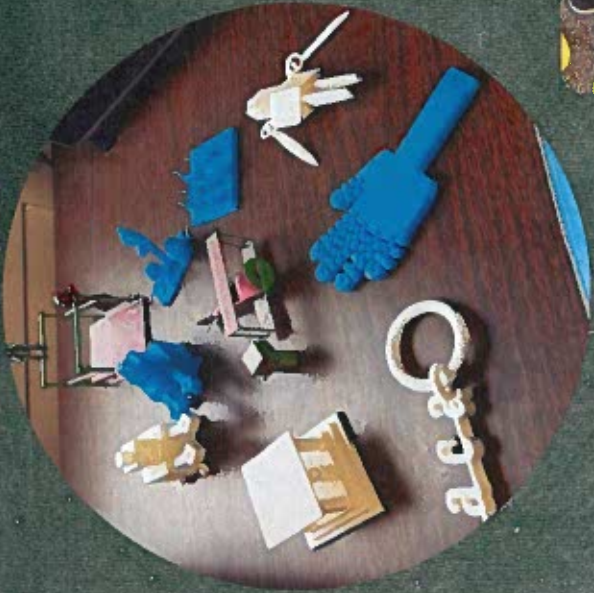
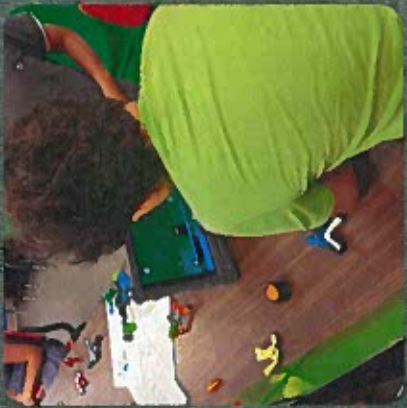
# Active





Science

# Technology



# Art Exploration



# Art Exploration



# Nature Explorers



# Engineering



# Themed Classes



# Family Testimonials

I want to thank you for all your effort this summer. It has been amazing, and I know that \*\*\* (and we) will miss SEP!

Thank you all so much for the care and education you have provided to the both of them throughout the last few years. We greatly appreciate your tremendous efforts.

Thank you so much for a wonderful week at Kindergarten camp!! As you know it was a big leap for \*\*\* on the first day, and he ended up absolutely loving his two weeks there! I really appreciate all of the love and care that you put into the children and into making the week great for them. I think this will really ease his transition to kindergarten.

Thank YOU! Great selection of programs this summer. My boys enjoyed their weeks

The kids had such an amazing time. Thank you so much for all your hard work. We love coming EVERY year.

Thank you, Jeanne, for the wonderful summer experiences you organized for so many children, including our granddaughter!

**2026-2027 DRAFT BUDGET CALENDAR**

OCTOBER	10/9/2025	Distribute Budget Worksheets to Administrators
	10/30/2025	Administrators return budget worksheets to Business Manager
NOVEMBER-DECEMBER	11/11/2025	Finance Committee Mtg - Superintendent Budget Update & Capital Budget Presentation
	11/17/2025	Regular Board Meeting - BOE Votes on Capital Budget
	12/8/2025	Special Meeting - Operating Budget Presented to BOE
	TBD	Preliminary Capital Budget submission due to Town Finance Director
	12/10/2025	Special Meeting - Budget Workshop Question & Answers
	12/11/2025	Special Meeting - If needed Budget Workshop
	12/15/2025	Regular Board Meeting & Budget Vote
	1/9/2026	Operating Budget Submitted to Town
	TBD	Operating and Capital Budget presentation to BOS & BOF
	TBD	Public Hearing
MAY-JUNE	TBD	Final BOE Operating Budget approved at Town Meeting (TBD)
	TBD	Final BOE Operating Budget approved by Board of Education (TBD)
	TBD	Communicate approved Operating Budget to Administrators (TBD)

# Woodbridge School District - Staff Report

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To: Woodbridge Board of Education / Finance Committee

From: Donna Coonan – Director of Business Services & Operations

Date: August 6, 2025

Subject: Micro-turbine Maintenance Contract

## 1. Purpose of Report

This report contains information to assist the Board in making a decision regarding the renewal options for the maintenance of Beecher Road School's micro-turbine.

## 2. Background / Context

The Capstone Micro-turbine was installed as part of the 2016 building upgrade. The equipment has a 30+ year useful life, and it is estimated to save us around \$64K annually in energy costs. In addition to saving energy, the system provides our emergency hallway lighting when the power goes out. The previous 9 Year Service Agreement expired on June 30, 2025.

## 3. Analysis / Key Information

RSP Systems has offered us two options for a service agreement. Option A is the Comprehensive Service Program where parts and labor are included in the annual fee. Option B only includes labor for service calls and repairs, and the district would have to pay extra for any necessary parts required.

- The price of the of Option A is almost double our prior contract's annual fee. However, staff still feels that Option A is the more cost effective option as we are due for a major overhaul in the next three years and the parts alone on that job are estimated at \$80,000. The difference in price between including parts or not including parts for the five-year contract is \$68,585.
- Option A is approximately \$15,000 more than we budgeted in the current fiscal year, but at least the total cost is known. The total budget implications of Option B are unknown.
- The Facilities staff has a good relationship with this vendor and they are reliable, they show up when they say they will and finish their work to completion.

- Staff attempted to obtain quotes from other suitable vendors (Advanced Turbine Services, LLC, Ethos Energy Accessories and Components and Turbine Maintenance Inc.) but no other vendor is able to provide the required service on this system. RSP Systems is the only Capstone authorized distributor in Connecticut.

#### **4. Recommendation(s)**

Staff recommends that we enter into a new five-year agreement with RSP Systems for the Comprehensive Service Program and that the Board waive the bid requirement and consider them a sole source vendor for this work.

#### **5. Attachments / Appendices**

RSP Systems Service Program Renewal Letter dated July 11, 2025



July 11, 2025

Woodbridge School District  
11 Meetinghouse Lane  
Woodbridge, CT 06525

RE: RSP Systems Capstone Turbine Service Program Renewal Options

Dear Vito Vesparo,

Thank you for being an RSP Systems service program client for the past 9 years. Your system has had many years of successful operation providing you with significant energy cost savings and a reduced carbon footprint. Your current program is at or approaching the end of the current term. The old contract included parts and labor for scheduled and unscheduled services and was provided previously at a flat annual rate for the past 9 years (07/01/16 – 06/30/25).

The Capstone turbine asset at your facility is expected to perform effectively for 30+ years with good preventative maintenance and scheduled service tasks performed at certain intervals based on run time hours. The parts and components inside your unit are of high quality and many are comprised of precious metals, circuit boards and materials that are unique and expensive. In the past 5 years, many of these items have doubled in cost (Not due to tariffs) and accordingly, the cost of new equipment and new parts inclusive services programs have increased as well.

The attached proposal for your next 5-year service program offers (2) choices for your consideration:

The “**Comprehensive Service Program**” is most similar to the previous all-inclusive contract (parts and labor) and would provide comfort to ownership with predictable OPEX for 5 years. All labor + material risks are on RSP Systems and Capstone.

<b>COMPREHENSIVE SERVICE PROGRAM</b>	
<b>Year 1</b>	\$31,656.00
<b>Year 2</b>	\$32,923.00
<b>Year 3</b>	\$34,239.00
<b>Year 4</b>	\$35,609.00
<b>Year 5</b>	\$37,033.00
<b>TOTAL</b>	<b>\$171,461.00</b>

The “**Silver Service Program**” provides all the same benefits of the comprehensive service program except NO parts, materials, any components or sundries are included. All parts and materials will be billed for at the prevailing prices, the risk of parts, materials

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175 City Island Avenue • Bronx, New York • 10464 • p.718.991.6999 • f.718.991.9301

[www.rsp-systems.com](http://www.rsp-systems.com)



components and sundries are on ownership/ Customer. All labor (regular time) for all service calls, repairs scheduled + unscheduled, engine work, engine replacement, etc. are included and covered at no charge.

<b>SILVER SERVICE PROGRAM</b>	
<b>Year 1</b>	<b>\$18,994.00</b>
<b>Year 2</b>	<b>\$19,754.00</b>
<b>Year 3</b>	<b>\$20,544.00</b>
<b>Year 4</b>	<b>\$21,365.00</b>
<b>Year 5</b>	<b>\$22,220.00</b>
<b>TOTAL</b>	<b>\$102,876.00</b>

New Term Dates: 07/01/25 – 06/30/30

Both contracts include remote monitoring and the full support of RSP Systems to meet and exceed your service expectations. Prices quoted do not include tax if applicable and there is a 4% escalator included after year 1. Please review the attached summary for the two options and contact Vince Zardus or Melissa Ovalles if you have any questions or to obtain the formal agreement for the service program that you would like to move forward with.

Sincerely,

Cory I. Glick,  
President & CEO

*Existing policy, adopted 6/19/17. An updated CBE sample follows.*

## **Instruction**

### **Wellness/Nutrition**

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

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

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

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

### **District-wide School Wellness Team**

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

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

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

## Instruction

### Wellness/Nutrition (continued)

#### Guidelines for Team:

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

#### Responsibilities of the School Wellness Team:

1. To implement the District Nutrition and Physical Activity Standards
2. To integrate nutrition and physical activity in the overall curriculum
3. To assure that there are staff professional development opportunities to address nutrition and physical activity issues
4. To serve as a resource to school sites (e.g. providing lists of healthful incentives and snacks, ideas for birthday celebrations, etc.)
5. To assure that students receive nutrition education and engage in rigorous physical activity
6. To pursue contracts with outside vendors that encourage healthful eating
7. To encourage healthful choices among all school venues that involve the sale of food
8. The Wellness policy will be assessed every three years, making the results of the assessment available to the public.

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

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

#### Physical Activity

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

Every student will participate in physical education for the entire school year.

## **Instruction**

### **Wellness/Nutrition (continued)**

#### **Physical Activity Opportunities**

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

#### **Physical Education Instruction**

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

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

#### **Physical Activity Guidelines**

2004 NASPE Guidelines recommendations:

1. Children should accumulate at least 60 minutes, and up to several hours, of age-appropriate physical activity on all, or most, days of the week.
2. Children should participate in several bouts of physical activity lasting 15 minutes or more each day.

## Instruction

### Wellness/Nutrition

#### Physical Activity Guidelines (continued)

2004 NASPE Guidelines recommendations: (continued)

3. Children should participate each day in variety of age-appropriate physical activities designed to achieve optimal health, wellness, fitness, and performance benefits.
4. Extended periods (periods of two hours or more) of inactivity are discouraged for children, especially during the daytime hours.

The Woodbridge School District will make its best effort to meet these guidelines within the parameters of our instructional day.

### Nutrition

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

#### District Nutrition Standards

Students will be offered and schools will promote nutritious food choices consistent with the current Dietary Guidelines for Americans and My Plate, published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture, and guidelines promulgated by the Connecticut Department of Education ("Connecticut Nutrition Standards for Foods in Schools") in addition to federal and state statutes and national health organizations. The focus is on moderating calories, limiting fats, sodium and sugars and increasing consumption of nutrient-rich foods such as fruits, vegetables, whole grains, low-fat dairy, lean meats and legumes. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall establish such administrative procedures to control food and beverage sales that compete with the District's nonprofit food service in compliance with the Child Nutrition Act. The District shall prohibit the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture and will ensure that all foods sold to students separately from school meals meet the Connecticut Nutrition Standards. ~~All beverages sold or served to students on school premises will be healthy choices that meet the requirements of state statute and USDA beverage requirements.~~ Schools must follow whichever requirements are stricter. While the state and federal requirements set the minimum standard the goal of the Woodbridge School District is to focus on providing nutrient-rich foods.

## Instruction

### Wellness/Nutrition (continued)

#### School Lunch Meal Planning

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

#### A La Carte Food Sale Program

The school food service program must follow the Connecticut Nutrition Standards when determining the items for a la carte sales. All beverages sold to students in school meals and as a-la-carte sales must meet the requirements of state statute and USDA requirements for a-la-carte foods.

At all times when food is available for purchase by students during the school day, nutritious and low-fat foods must also be available for sale at the same time. ~~These foods may include, but shall not be limited to, low-fat dairy products and fresh or dried fruit.~~

All foods sold to students, separately from school meals, will meet the CT Nutrition Standards.

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

1. Fat <9g (CT State Standard <10g)
2. Sodium <200 mg (CT State Standard)
3. Sugar <12g (CT State Standard <15g)

#### ~~Foods of Minimal Nutritional Value~~

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

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

#### Other Food-Related Events

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

## Instruction

### Wellness/Nutrition (continued)

#### Nutrition Education

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

#### ~~Ideas and suggestions to consider when developing this component:~~

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

#### Teacher-to Student Incentive

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

#### References

- (cf. 3542 - Food Service)
- (cf. 3542.33 - Food Sales Other Than National School Lunch Program)
- (cf. 3542.34 - Nutrition Program)
- (cf. 3452.45 - Vending Machines)
- (cf. 6142.6 - Physical Education)
- (cf. 6142.61 - Physical Activity)
- (cf. 6142.62 - Recess/Unstructured Time)
- (cf. 6142.10 - Health Education)

## Instruction

### Wellness/Nutrition (continued)

Legal Reference: Connecticut General Statutes

- 10-16b Prescribed courses of study.
- 10-215 Lunches, breakfasts and the feeding programs for public school children and employees.
- 10-221 Boards of education to prescribe rules, policies and procedures.
- 10-215a Non-public school participation in feeding program.
- 10-215b Duties of state board of education re: feeding programs.
- 10-215b-1 State board of education regulation - Competitive foods.
- 10-216 Payment of expenses.

PA 04-224 An Act Concerning Childhood Nutrition in Schools, Recess, and Lunch Breaks.

National School Lunch Program and School Breakfast Program; Competitive Foods. (7 CFR Parts 210 and 220, Federal Register, Vol. 45, No. 20, Tuesday, January 29, 1980, pp. 6758-6772)

Public Law 108-265, The Child Nutrition and WIC Reauthorization Act of 2004.

Policy adopted: ~~June 19, 2017~~

**WOODBRIAGE PUBLIC SCHOOLS**  
Woodbridge, Connecticut

*Existing policy adopted 5/20/14, recommend replacement with CABE's updated policy which follows.*

## **Instruction**

### **Controversial Issues**

Controversial issues are those subjects about which there are significant differences of opinion based on differing values people bring to an issue; as a basic educational competency, students should develop abilities to deal with controversial issues.

Controversy is inherent in the democratic way of life, and study and discussion of controversial issues is essential to citizenship education in a free society. Students can become better informed individuals through examining evidence, facts, and differing viewpoints; by exercising freedom of thought and moral choice; and through making responsible decisions. Perpetuation of the fundamental principles of American society requires opportunities for students to read, to gather information, to speak, to hear alternative viewpoints, and to reach honest judgments according to individual abilities. Teachers shall help students identify and evaluate relevant information, learn the techniques of critical analysis, and make independent judgments. They must reinforce students' rights to present and support personal conclusions with those who have opposing points of view. Teachers should also develop student interest in objective reexamination of long-standing issues, and of newly significant issues, and promote vigorous exchanges of ideas. Although teachers have the right to express personal viewpoints and opinions, they do not have the right to indoctrinate students with their personal views.

(cf. 1312 Public Complaints)

(cf. 4118.21 Academic Freedom)

(cf. 5145.2 Freedom of Speech/Expression)

(cf. 6161 Equipment/Books/Materials: Provision/Selection)

*Existing regulation approved 5/20/14, recommend replacement with CAFE's updated regulation which follows.*

## **Instruction**

### **Selection Controversial Issues**

The following guidelines, while not all inclusive, should assist teachers in deciding whether or not a given controversial issue should be considered:

1. Is the controversial issue timely and is it significant? Some issues are quite transitory. They arise rather rapidly, create a great deal of excitement and almost as quickly disappear. The teacher should attempt to select those issues which have a bearing on long-range problems.
2. Is the controversial issue appropriate to the academic level and maturity of the students?
3. Does the student have access to materials which will provide significant bearing on the controversial issue being discussed?
4. Can the issue be adequately considered in the time available? It is sometimes better not to raise questions that cannot be properly explored than to create a situation of hasty, ill-informed discussion. Superficial treatment of important questions usually defeats the purpose of introducing them.
5. Is the controversial issue being discussed related to the course of study?
6. Some issues do not have a proper place in the classroom that seeks to educate all children with public funds. The teacher should use sound judgment and tact in selecting those controversial topics and will accomplish the objectives of teaching them rather than defeating those objectives. For example, the following should be avoided:
  - a. The rationale or values of any religious faith.
  - b. Subjects whose consideration would give serious offense to large segments of the community.
  - c. Subjects that will strongly divide a community and consideration of which may lead to misinterpretation and even partisan pressures. In cases of doubt, the teacher should seek guidance of more experienced colleagues, his/her immediate supervisor, or an administrator.
  - d. Young and immature minds should not be subjected to persuasive or vigorous argumentation or presentation by persons with a known and strong bias.
7. The teacher's responsibilities include the achievement of a scholarly competence, the teaching of controversy as controversy, opinion as opinion, to teach the truth, and to admit ignorance when the truth is not known.

## Instruction

### Selection Controversial Issues (continued)

In the study of controversial issues, indoctrination shall not be the purpose; rather, the purpose shall be to have the student see as fully as possible all sides of the question or issue.

8. The responsibility of maintaining and manifesting at all times a decent respect for dignity and worth of each individual as paramount.

(cf. 1220 - Citizens' Advisory Committees)

(cf. 1312 - Public Complaints)

(cf. 4118.21 - Academic Freedom)

(cf. 5145.2 - Freedom of Speech/Expression)

(cf. 6161 - Equipment, Books, Materials: Provision/Selection)

Legal Reference: *Keyishian v. Board of Regents* 395 U.S. 589, 603 (1967)

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9181)

*Sample policy to consider.*

## **Instruction**

### **Activity Funds Management**

School activity funds may be expended only for purposes which may benefit the student body of the school. All rules, regulations, and procedures for the conduct, operation and maintenance of extracurricular accounts, and for the safeguarding, accounting and auditing of all monies received and derived from those accounts are to contribute to that objective.

The accounting system for managing student activity funds shall be designed to encourage the largest possible educational return to students without sacrificing the safety of funds or exposing students to undue responsibility or unnecessary routine.

(cf. 3454 - School Activity Funds)

Legal Reference: Connecticut General Statutes

10-237 School activity funds.

Policy adopted:

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

## **Instruction**

### **Grading/Assessment Systems**

#### **Grading and Promotion**

The administration and professional staff shall establish a system of grading, develop procedures of reporting academic achievement to parents and students, and determine when the requirements for promotion and/or graduation have been met.

Every teacher shall maintain an evaluation record for each student in the teacher's classroom.

#### **Changing of a Grade**

The final grade assigned by the teacher cannot be changed by a District administrator without notifying the teacher. Reasons for changing a student's final grade **may** include:

- a miscalculation of test scores;
- a technical error in assigning a particular grade or score;
- ~~the teacher agrees that the student may do any extra work assignment and its evaluation impacts the grade;~~
- an inappropriate grading system used to determine the grade; or
- an inappropriate grade based on an appropriate grading system.

Administrators will not change the final grade assigned by the teacher without first notifying the teacher. Additionally, the Superintendent is charged with promulgating administrative rules to be followed when a request for a change in grade is made.

Should a grade change be made, the administrator making the change must sign the changed record.

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

## **Instruction**

### **Field Trips**

Field trips are an important mechanism for relating classroom curriculum to the real world. Therefore, opportunities will be offered to students for field-oriented study as an appropriate component of classroom programs. An updated resource file on field trips will be available in the **Main Office Library Media Center**.

A field trip should be planned so that at least two-thirds of the time is devoted to study activities and no more than one-third of the time is spent on recreational activities. All field trips will be authorized by the Principal. Trips for each class should be planned so that they are spread intermittently throughout the school year.

All trips must be approved by the administration before information forms are sent home. Information slips must be signed for each trip and must be returned to the teacher prior to departure. Trips out-of-state must have prior Board approval.

Trips ~~that~~ are directly related to the curriculum and serve as a primary resource of student learning, relative to a unit of study ~~shall be supported by school district funds, including admission and transportation costs~~. For each curriculum-related trip, a letter must go home to the parent at least ~~one~~ **two** weeks in advance of the trip with information about the purpose of the trip as it relates to the classroom, the curriculum, the destination, times of departure and return, items which the children should bring with them and ~~supplemental~~ funds that students may need for the trip (e.g. lunch, souvenirs, etc.).

A roster of the students and adults assigned to a bus must be left in the school office before departure. The office must also have a list of the students who for any reason are not participating in the trip. Students are expected to ride the bus to and from the destination with their classmates. Following a field trip teachers should spend time debriefing with children about what they saw and experienced.

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

## **~~Instruction~~**

### **~~Use of Computers in Instruction~~**

~~The Board recognizes that technological advances in all areas are necessary and that microcomputers are and will continue to be a part of this advance. As such, the Board's goal is to implement computer resources in each school facility. Because of the many types of application and the potential cost, the Board establishes the following policy to plan for and guide this growth both for instructional and administrative uses.~~

~~Microcomputers for instruction will be used primarily for the following:~~

- ~~1. Computer-assisted instruction to improve student performance.~~
- ~~2. Managing an instructional program in areas such as a classroom, library and resource room, involving maintenance of test scores, grades, and other data used in evaluating instruction and student progress.~~
- ~~3. Teaching computer skills and/or concepts.~~
- ~~4. Simulations for general interest, enrichment, and motivation.~~
- ~~5. Teaching life skills.~~

~~Any student or staff member using microcomputers will be instructed in the proper use and care of the hardware and software prior to its use.~~

~~Databases will be restricted to those normally generated within instructional areas.~~

~~The building Principal, or designee, will coordinate the use of microcomputers in the classrooms within his/her building.~~

~~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.eslib.org/rettschedules.htm>.~~

**~~Instruction~~**

**~~Use of Computers in Instruction~~**

~~Legal Reference: Connecticut General Statutes (continued)~~

~~\_\_\_\_\_ Federal Law~~

~~\_\_\_\_\_ Federal Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g.)~~

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

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

~~\_\_\_\_\_ 34 CFR 99.1-99.67 (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.~~

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

*Existing policy adopted 5/20/14, appropriate as written, with an updated appendix for review.*

## **Instruction**

### **Equipment, Books, Materials: Provisions/Selection**

It is the policy of the Board of Education to provide educational materials and equipment that support and enrich the curriculum and further the achievement of the district's instructional goals.

Section 10-220 of the General Statutes of Connecticut states: "No Board of education shall change any textbooks used in the public schools except by a two-thirds vote of all the members of the Board, notice of such intended change having been previously given at a meeting of such Board held at least one week previous to the vote upon such change."

The selection of instructional material will be carried on continuously in order to keep up with the great expansion of knowledge and the rapid changes going on in our world today.

Where applicable, all instructional materials should present balanced views concerning the international, national and local issues and problems of the past, present and future.

#### Instructional materials

1. Should stimulate growth in factual knowledge, literary appreciation, aesthetic and ethical values.
2. Will help students develop abilities in critical reading and thinking.
3. Will develop and foster an appreciation of cultural diversity and development in the United States and throughout the world.
4. Will provide for all students an effective basic education that does not discriminate on the basis of race, age, color, religion, national origin, sex, or physical disabilities.
5. Will allow sufficient flexibility for meeting the special needs of individual students and groups of students.

The administration will develop and review administrative rules outlining a procedure to select instructional equipment/textbooks/instructional materials which meet the above criteria. This process shall include analysis, evaluation and recommendation by professional staff.

However, individual teachers and/or teams are not authorized to adopt textbooks/instructional materials without following the established procedure.

The Board of Education, et.al. Superintendent/Administration, by statute will make the final selection decision relevant to instructional equipment/textbooks/instructional materials.

## **Instruction**

### **Equipment, Books, Materials: Provisions/Selection**

(cf. 1220 - Citizens' Advisory Committees)  
(cf. 1312 - Public Complaints)  
(cf. 4118.21 - Academic Freedom)  
(cf. 5145.2 - Freedom of Speech/Expression)  
(cf. 6144 - Controversial Issues)

Legal Reference: Connecticut General Statutes

10-182 Contents of textbooks and other general instructional materials.

10-220 Duties of boards of education.

10-221 Boards of education to prescribe rules.

10-228 Free Textbooks, Supplies, Materials and Equipment.

10-229 Change of textbooks.

Policy adopted: ~~May 20, 2014~~

**WOODBRIIDGE PUBLIC SCHOOLS**  
Woodbridge, Connecticut

**Adoption of New Learning Materials  
Request and Recommendation Form**

Subject \_\_\_\_\_

Title \_\_\_\_\_

Author \_\_\_\_\_

Publisher \_\_\_\_\_

Copyright Date \_\_\_\_\_ Edition \_\_\_\_\_

Reasons for desiring material: \_\_\_\_\_

\_\_\_\_\_

Cost of the new material: \_\_\_\_\_

Per Volume \_\_\_\_\_

Total cost \_\_\_\_\_

Estimate of how long material will serve the needs of the program: \_\_\_\_\_

\_\_\_\_\_

Report on any "piloting," trial use, or other evaluation that led to recommendation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Description of steps taken to ensure new materials are integrated appropriately within or among schools:

\_\_\_\_\_

\_\_\_\_\_

Reading level of new materials (if applicable): \_\_\_\_\_

Reading consultant should analyze readability level whenever possible.

Attach a scope and sequence of current curriculum and a scope and sequence of proposed materials to this form.

Reviewed and Recommended by:

\_\_\_\_\_  
Principal

## Selection Policy For School Library Media Center Collections

School Library Media Specialists are responsible for the review, evaluation, and selection of the school library media collection. School Library Media Specialists work cooperatively with administrators and teachers to provide resources which represent diverse points of view, stimulate growth in thinking skills, and promote the overall educational program. Library media collections are developed to meet both curricular and personal needs. To ensure that these needs are met, Library Media Specialists apply selection criteria and use recommended selection tools. All purchases, including gifts, shall meet the same selection standards.

This selection policy reflects the philosophy and goals of the school system and supports the principles of intellectual freedom described in *Information Power: Guidelines for School Library Media Programs*, *the Library Bill of Rights (ALA)*, *Students' Right to Read (NCTE)*, and other statements on intellectual freedom from the American Library Association and the American Association of School Librarians.

### Selection Criteria for Library Media Materials

- **Appropriate for recommended levels**  
Library media materials shall be accessible to students of varied abilities, and meet informational and interest needs of all students.
- **Pertinent to the curriculum and the objectives of the instructional program**  
Library media materials shall be selected on the basis of assessed curricular needs. Materials shall reflect the identified learning outcomes of the instructional program.
- **Accurate in terms of content**  
Library media materials shall present facts in an objective manner. Authority of the author, organization, publisher/producer shall be a consideration in selection. Materials concerning human development and family life shall contain facts which are presented in a manner appropriate to the level of the students.
- **Reflective of the diverse nature of a global society**  
Library media materials shall provide a global perspective and promote diversity as a positive attribute of our society. It is important to include materials by authors and illustrators of all cultures.
- **Recognizing bias and avoids stereotype**  
Materials shall reflect the basic humanity of all people and be free of stereotypes, caricatures, distorted dialect, sexual bias, and other offensive characteristics. Library materials concerning religious, social, and political content shall inform rather than indoctrinate.

- **Representative of differing viewpoints on controversial subjects**  
Students have the right to information on both sides of a controversial issue. By having access to a variety of resources students will have the knowledge base to develop critical thinking and problem solving skills. The school library media center provides free and equitable access to all information.
- **Appropriate format to effectively teach the curriculum**  
Library media materials shall be available in variety of formats, e.g., print, non-print, electronic, multimedia, to meet the needs and learning styles of a diverse student population.
- **Recent copyright date as appropriate to the subject**  
Library media materials shall be assessed for currency of the information as it relates to the content and purpose of the item.
- **Acceptable in literary style and technical quality**  
Literary quality, technical merit, physical arrangement, and aesthetic characteristics shall be considered as integral components in the evaluation of all media formats.
- **Cost effective in terms of use**  
Library media materials shall be evaluated for cost effectiveness in terms of accessibility, projected use, and durability.
- **Appropriate for students with special needs**  
Library media materials shall be provided to meet curricular needs and the individual needs, interests, and learning styles of all students at all levels.

### **Implementing the Selection Policy**

The objective of the selection policy is to increase the awareness of educators of the many considerations one must apply when making decisions about information resources available to students and teachers. The proliferation of knowledge as characteristic of the “Information Age” brings with it many challenges. According to John Naisbitt, "We have for the first time an economy based on a key resource (information) that is not only renewable, but self generating. Running out of information is not a problem, but drowning in it is."

Library media specialists play a leadership role in communicating to the educational community the purpose and scope of the selection policy. The responsibility for coordinating the selection of library materials rests with the library media specialist who seeks faculty, student, and parent recommendations for purchase of library media materials. Favorable reviews from professional review journals and authoritative selection references shall be used when developing library media collections. Wherever possible, direct examination of materials is advisable to ensure that they meet selection criteria.

## **Essential Curriculum and Collection Development**

The major emphasis of collection development shall be to provide materials which meet curricular needs. It is recommended that a copy of each curriculum guide be housed in the library media center. The library media specialist needs to be familiar with changes and additions to the curriculum and how they effect collection development.

## **Teacher Recommendations**

Communication with teachers to assess curriculum needs and recommendations for purchase is an important part of the selection process. Since the library media collection is an integral part of the instructional and learning process, the strength and value of the collection are ensured when teachers are actively involved in the selection process. A sample form is included at the end of this document.

## **Student and Parent Recommendations**

Suggestions from students and parents is also an important part of the selection process. As students seek information for curricular purposes or use the library media center for personal interests, students and parents are encouraged to make recommendations of specific resources or subject areas where information is needed. A sample form is included at the end of this document.

## **Professional Review Journals**

American Library Association

*Selection & Reconsideration Policy Toolkit for Public, School, & Academic Libraries*

<https://www.ala.org/tools/challengesupport/selectionpolicytoolkit/reviewresources>

Recommended Reading: Librarian/Professional Resources

A collection of ALA's literature award winners and various notable reading lists.

<https://libguides.ala.org/recommended-reading/professional-resources>

Copyright for Libraries: Fair Use

A resource to help librarians understand copyright issues.

<https://libguides.ala.org/copyright/fairuse>

## **Core Collection Tools**

Core collection tools are authoritative selection references to help assess the quality of the media collection and the availability of resources from various publishers/producers. Unlike review journals which are published monthly/bi-monthly, core collection references are updated annually.

## **Considerations For Selection of Print Materials**

### **Vendor Catalogs**

Publisher and jobber catalogs can be useful in preparing orders and determining the availability of materials. It is recommended that a Publisher & Producer file be kept only for those catalogs which are most useful and appropriate for the collection. Some catalogs list review sources, but they may not necessarily be positive ones. Also, some jobbers will prepare upon request subject specific bibliographies of materials, e.g., multicultural with reference to reviews. These lists can be used to facilitate preparation of purchase requisitions. The library media specialist shall keep in mind that these are marketing tools, not selection tools.

There are general selection criteria which apply to all library media materials. The following media formats require additional considerations.

### **Books**

Due to the high cost of materials, it is important to examine books with the following additional criteria in mind before purchasing:

- Illustrations and layout
- Type style and text density
- Paper quality
- Durability of bindings
- Readability and interests levels
- Indexing

### **Paperbacks**

Paperbacks are an inexpensive way to supplement the library media collection for duplication of titles, in-depth studies, special projects, and leisure reading. It is recommended that first copies of picture books be hardcover.

When deciding whether to purchase paperback books or hardbound books consider the following:

- \* Curricular demand placed on these books in the individual school
- \* Use of these materials for research, independent reading, duplication of classics, and popular fiction
- \* Cost and use of paperback books as compared to the cost of hardback books

## **Periodicals**

Periodicals support the curriculum and provide leisure reading for students. Professional review journals and library periodicals for instruction may be considered for purchase. Consider access to full text online periodical databases.

## **Newspapers**

Newspapers may be ordered as needed. Consider access to full text online newspaper databases.

## **Pamphlets**

Pamphlets that support the curriculum may be added to the collection. It is recommended that they be organized in an information file by subject rather than fully cataloged. Apply general selection criteria.

## **Reference**

Reference materials in both print and electronic formats provide comprehensive information in both general and subject-specific areas. They also serve as access tools to information from other sources including school, public, academic, and electronic collections.

The following points need to be considered:

- \* Cost effective in terms of projected use
- \* Authority
- \* Arrangement and indexing
- \* User-friendly

## **Considerations for Selection of Non-print Materials**

The criteria for selection of non-print materials are essentially the same as for print materials. The quality of auditory and visual presentation shall be considered as well as accuracy of information and the appropriateness of format.

Non-print materials shall:

- \* Promote instructional goals and support the curriculum
- \* Provide a variety of media formats to meet the needs of the curriculum
- \* Present content in appropriate format and acceptable technical quality
- \* Avoid dense text and graphics

## **Considerations for Selection of Electronic Resources**

The criteria for selection of electronic resources are essentially the same as for print materials. Electronic resources such as streamed content, computer software, and online services provide greater access to information. Availability of network versions and site license agreements may be a factor in selection.

Electronic resources shall:

- \* Provide learner control through flexible pacing, variable difficulty, and optimal branching and linking
- \* Information is accurate and reliably maintained
- \* Organization, searching capabilities, and navigation tools enhance information retrieval
- \* Provide record keeping and management options, if applicable
- \* Provide readable text, attractive graphics, and an appealing layout
- \* Have easy-to-understand, comprehensive documentation
- \* User friendly

### **Collection Development**

The school library media program is an integral part of the instructional process. As part of the instructional process, the collection development is based upon the belief that all students, teachers, administrators, and support staff shall have open access to all forms of information relevant to learning and teaching the curriculum. To ensure access to quality library media collections, a systematic process for assessing and building library media collections is essential.

Collection development is the ongoing process of identifying strengths and weaknesses of library media collections in terms of student needs. Collection development demonstrates that funds are being spent wisely and that library media collections meet the informational needs of the curriculum as well as independent reading and viewing needs of students. The three components involved in the collection development process are:

#### **Analysis of the School Community**

In order to be responsive to the unique needs of each school, a collection development process must be based upon an analysis of student needs at that particular school. There will be some similarities among library media collections across the system, but the profile provided by this analysis will ensure that the specific needs of each school are addressed.

#### **Assessment of the Library Media Collection**

Collection assessment is needed to determine the quality of the existing library media collection. It is an organized method for collecting statistics on the age of the collection, the number of titles in the collection, and the ability of the collection to meet curricular needs.

#### **Selection and Acquisition of Materials**

The selection and acquisition of new library media materials will be based upon the needs of each library media center as determined by the collection assessment process and upon the availability of funding. The Board policy shall be followed when selecting all library media materials.

### **Assessment and Inventory Process**

An essential step in collection development is assessment of the needs of the curriculum and student population with regard to library media resources. Library media specialists will develop yearly and long-range plans to assist in ongoing assessment.

Assessment of the collection includes taking inventory of existing materials, assessing materials in relation to needs of instructional units, and weeding outdated and inappropriate materials.

The inventory is a process by which holdings are checked against the conventional or automated cataloging system and the actual item to determine if the resource is still part of the collection and still meets selection criteria. The objective of this inventory is to ensure that the cataloging system accurately reflects the collection which is the key access point for students and teachers to locate information within the library. This procedure shall not disrupt the library media program. Some library media specialists may prefer to complete an inventory annually; others may prefer to use a two or three-year cycle.

### **Consideration File**

Library media specialists shall maintain a Consideration File for future purchases. This file shall reflect school needs, staff recommendations, and reviews. Create a database to input ordering information for resources which are recommended for purchase and to output a list of resources to order. Some suggested database fields are: Title, author, publisher, copyright, review source, price.

## Deselection (Weeding) Policy For School Library Media Center Collections

### Weeding of Materials

The Public Schools maintains an active policy of withdrawal based on the elimination of outdated material, books no longer of interest or in demand, duplicates, and worn or mutilated copies. Frequency of circulation, community interest, and availability of newer and more valid materials are of prime consideration. Local history, genealogy, and material of local industry are an exception. Fiction, once popular, but no longer in demand, is discarded as are nonfiction books which were purchased to meet demands no longer existing.

Systematic weeding of the collection is required of every Library Media Specialist in order to keep the collection responsive to patrons' needs, to insure its vitality and usefulness to the school community, and to make room for newer materials. Weeding identifies damaged items, ephemeral materials which are no longer used, out-of-date materials, and extra copies which are not being used. Weeding also helps the Library Media Specialist evaluate the collection by identifying areas or titles where additional materials are needed, older editions that need to be updated, and subjects, titles, or authors that are no longer of interest to the community. If a Library Media Specialist is uncertain about a title to be withdrawn, standard bibliographic tools in the subject will be consulted to see if the title has historical or literary value.

### Guidelines

- \* **Record of use:** has the item circulated in the past five years? Shelf-time periods (or the length of time an item remains on the shelf between circulations) can reflect a declining or non-existent pattern of use. Remember that seasonal, monthly or some similar patterns of use exist in school libraries and these patterns must be taken into consideration when establishing shelf-time and cut-off periods for weeding. Many consider the shelf-period criterion to be accurate, valid, and by far the best since it does not reduce circulation.
  
- \* **Currency of content:** Is the subject matter out-of-date, factually inaccurate, or no longer relevant to the educational program? Are illustrations outmoded; or do they perpetuate sexual, racial, or cultural stereotypes? Has the material been superseded by better or more up-to-date materials, even though it is only a year or two old? Has the curriculum changed to the point where the material is no longer pertinent? Is it obsolete in content, style, or theme? Is the approach no longer appropriate (word choice and style of writing of a generation or two ago leave today's youngsters guessing instead of helping them to understand)?
  
- \* **Technical quality:** in non-print materials, are visuals poor, faded, off color, or scratched; if black and white, have they been superseded by a clear color edition? Are sound reproductions faulty or inferior?

- \* **Physical condition:** is it worn, torn, soiled, or generally ragged? Are pages or parts missing? Do the pages have very fine print or yellowed paper? Classics with such make-up have no place on school library shelves. Weigh the cost of repairing and rebinding against the cost of replacement. Better no mending than poor mending as any mending takes time and care, plus supplies.
  
- \* **Dispensability:** is it a duplicate copy? Does it duplicate materials no longer needed in the collection? If a textbook, is it no longer useful for reference?

To indicate when an item should be removed from the collection, use the acronym MUSTY:

- \* **M** Misleading and/or factually inaccurate
  - \* **U** Ugly-worn, and beyond mending or rebinding
  - \* **S** Superseded by a truly NEW edition or by a much better book
  - \* **T** Trivial-of no discernible literary or scientific value
  - \* **Y** Your collection has no use for this material, irrelevant to the needs of your community
- 
- \* **What not to weed.** There are also valid reasons for **NOT** discarding materials even if the above criteria are met.
    - \* It is a work of historical significance in the field of children's literature.
    - \* It has unusual illustrations, or illustrations done by a well-known artist.
    - \* It is a work by a local author, illustrator, or editor
    - \* It describes local history or personalities.
    - \* It is a memorial gift.
    - \* It bears a significant relationship to other materials on the same subject.
    - \* There is little or no money available for more satisfactory titles.
    - \* It has possible usefulness to some special group or individual in the school.

*Existing regulation, approved 5/20/14, appropriate as written.*

## **Instruction**

### **Guidelines for Evaluation of Instructional Materials**

#### **Purpose of Guidelines**

~~The purpose of these guidelines is to provide consistent, systematic standards for evaluating instructional materials proposed for use in Connecticut's public elementary schools to ensure compliance with the Connecticut General Statutes, Board of Education Policy and with the regulations of the State Board of Education.~~

~~Children pattern their interests, prejudices, and ideas after what they see and hear. Children dream of and aspire to those goals they are encouraged to attain. Their world can be expansive and filled with exciting and infinite possibilities, or frustrating in its limitations, depending on their exposure. Much of a child's early development takes place in school, and the potentially positive or negative effect of the school experience is well documented.~~

~~These guidelines are not intended to supplant the evaluator's judgment, because it would be impossible to do so. They do comprise the minimum standards for acceptability, and they provide criteria by which to judge quality of instructional materials. The guidelines should be used when evaluating both the student material and the teacher material. In no event should instruction in a teacher manual, designed to overcome discriminatory pictures or text in a student edition, be given any consideration in evaluation of the student edition.~~

~~In order to portray accurately the culture and racial diversity and the male and female roles in our society, instructional materials should encourage students to understand the historical roles and contributions of women and minorities, the forces which shaped those roles and contributions, and how and why the contemporary roles and contributions of women and minorities are different.~~

#### **Limitations**

~~It may be inappropriate to require that a pictorial or textual item conform exactly to these guidelines. For example, reprinting a story by a well-known author or a painting by an artist may make an important contribution to a particular instructional material. In such situations, discussion material should be included indicating why a particular attitude toward women or a minority group was prevalent during a certain period in history, and how and why that attitude has changed.~~

~~When examining instructional material for adverse reflection on race, creed, sex, etc., the evaluator should make a qualitative judgment with respect to stories or articles having an historical perspective. Any description, depiction, inference, label or retort found to be, by itself, an adverse reflection should not be judged out of context. Rather, the story or article should be examined for appropriate explanations, discussions or other comments included therein or immediately attached, which may overcome the impact of such offending words or pictures. The instructional material should be rejected only if, on a total basis, the story or article would, in the mind of an average pupil for whom the material is intended, reflect adversely upon a person because of his or her race, color, creed, national origin, ancestry, sex or occupation.~~

## **Instruction**

### **Guidelines for Evaluation of Instructional Materials**

#### **Purpose of Guidelines** (continued)

~~These guidelines may be inapplicable to certain instructional materials. For example, materials need not include references to people. Therefore, math problems described solely in abstract terms or stories about animals without human attributes are outside the scope of these guidelines. Additionally, materials which contain references to children need not include references to adults.~~

#### **Materials in a Series**

~~When evaluating instructional materials designed as a graded, non-graded or multi-graded series, each component shall be judged individually for compliance and without regard to the content of other components. However, a group or sequence of materials for use exclusively within a particular single grade shall be judged on a total basis for adverse reflections on race, creed, sex, etc. For example, if a package of three different books is designed to be used as fourth grade readers and a student is expected to complete all books in that school year, any portrayal deficiencies found in one book may be balanced against any exemplary portrayal in another book. However, each of the three books must be judged separately for compliance with the adverse reflection prohibitions.~~

#### **1. Male and Female Roles**

~~In order to encourage the individual development and self-esteem of each child, regardless of gender, instructional materials, shall portray women and men, girls and boys, in a wide variety of occupational, emotional, and behavioral situations, presenting both sexes in the full range of their human potential. The criteria are:~~

- ~~a. Descriptions, depictions, inferences, labels or retorts which demean, stereotype, or patronize one gender must not appear.~~
- ~~b. Instructional materials should reflect contemporary American society accurately, regardless of the subject area and contain references to, or illustrations of, males and females.~~
- ~~c. Mentally and physically active, creative, problem-solving roles, and success and failure in those roles, should be shared similarly between male and female characters.~~
- ~~d. Emotions of fear, anger, aggression, excitement, or tenderness should occur among characters regardless of gender.~~

## **Instruction**

### **Guidelines for Evaluation of Instructional Materials**

#### **Purpose of Guidelines-**

#### **1. ~~Male and Female Roles (continued)~~**

- ~~e. Traditional activities by one sex should be balanced by nontraditional activities for that sex.~~
- ~~f. If professional or executive roles, or vocations, trades, or other gainful occupations are portrayed, men and women should be represented approximately equally.~~
- ~~g. Where lifestyle choices are discussed, boys and girls should be offered an equally wide range of such aspirations and choices.~~
- ~~h. Whenever a material presents developments in history or current events, or achievements in art, science, or any other field, the contributions of women should be included and discussed when historically accurate.~~
- ~~i. Imbalance or inequality of any kind, when presented for historical accuracy, should, in the student edition of the instructional materials, be interpreted in light of contemporary standards and circumstances.~~
- ~~j. Sexually neutral language—for example, “people,” “persons,” “men and women,” “pioneers,” “they”—should generally be used.~~

#### **2. ~~Ethnic and Cultural Groups~~**

- ~~Instructional materials shall portray cultural diversity of our society to instill in each child a sense of pride in his or her heritage, eradicate the seeds of prejudice, and encourage individual development. Instructional materials, when portraying people (or animals having identifiable human attributes), shall include a fair representation of majority and minority group characters portrayed in a wide variety of occupational and behavioral roles, and present the contributions of ethnic and cultural groups. The criteria are:~~
  - ~~a. Descriptions, depictions, inferences or labels which tend to demean, stereotype, or patronize minority groups must not appear.~~
  - ~~b. Portrayals of diverse ethnic or cultural groups should not depict differences in customs or lifestyle as undesirable and should avoid adverse value judgments of such differences.~~

## **Instruction**

### **Guidelines for Evaluation of Instructional Materials**

#### **Purpose of Guidelines-**

#### **2. ~~Ethnic and Cultural Groups~~ (continued)**

- ~~c. Instructional materials which reflect contemporary American society, should contain references to, or illustrations of, a fair proportion of diverse ethnic groups.~~
- ~~d. Mentally active, creative, and problem-solving roles, and success and failure in those roles, should be divided in fair proportion between majority and minority groups.~~
- ~~e. The portrayal of minority characters in traditionally restricted roles should be balanced by the presentation of nontraditional activities for those characters.~~
- ~~f. Minority persons should be depicted in the same range of socioeconomic settings as persons of the majority group.~~
- ~~g. Depiction of diverse ethnic and cultural groups should not be limited to the original culture, but expanded to include such groups within the mainstream of American life.~~
- ~~h. If professional or executive roles, or vocations, trades or other gainful occupations are portrayed, majority and minority groups should be presented in fair proportion.~~
- ~~i. The contributions of minority peoples, and particularly prominent minority persons should be included and discussed in history or current events, achievements in art, science, or any other field presented.~~
- ~~j. Imbalance or inequality of any kind, presented for historical accuracy, should, in the student edition of the instructional materials, be interpreted in light of contemporary standards of circumstances.~~

#### **3. ~~Entrepreneur and Labor~~**

- ~~a. References or labels which demean, stereotype, or patronize an occupation, vocation, or livelihood should not appear.~~
- ~~b. Where appropriate, accurate acknowledgements should be made to roles and contributions of entrepreneurs in the history of Connecticut and the United States.~~
- ~~c. Accurate references should be made to roles and contributions of labor in the history of Connecticut and the United States.~~

## **Instruction**

### **Guidelines for Evaluation of Instructional Materials**

#### **Purpose of Guidelines (continued)**

#### **4. ~~Ecology and Environment~~**

- ~~a. Human responsibilities for creating and maintaining a clean, healthy, environment are appropriately portrayed.~~
- ~~b. Wise use of resources, both human and physical, is encouraged.~~
- ~~c. Interdependence of people and their environment is made clear.~~
- ~~d. Effects of environmental problems are identified as are the effects of solving them.~~
- ~~e. Appropriate means of protecting the environment are suggested.~~

#### **5. ~~Dangerous Substances~~**

- ~~a. Hazards of using tobacco, alcohol, narcotics, and restricted dangerous drugs are depicted in illustrations or discussions where references to these substances are included in instructional materials.~~
- ~~b. The use of tobacco, alcohol, narcotics, or restricted dangerous drugs is not glamorized or encouraged by illustrations or discussion references.~~

#### **6. ~~Religion~~**

- ~~a. No religious belief or practice shall be held up to ridicule nor any religious group portrayed as inferior or superior.~~
- ~~b. Portrayals of contemporary American society should, where religion is discussed or depicted, reflect its religious diversity. Except where material deals with a particular historical era, materials in art and music must, where religious aspects thereof are depicted, reflect the religious diversity of contemporary American society.~~
- ~~c. Any explanation or description of religious beliefs or practices shall be presented neutrally and shall not indoctrinate students in any particular religious belief, nor instruct students in religious principles.~~

## Instruction

### Guidelines for Evaluation of Instructional Materials

#### Purpose of Guidelines (continued)

#### ~~7. Brand Names~~

~~Instructional materials shall not contain illustrations of identifiable commercial brand names, representations or corporate logos unless such illustrations are necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustrations, or unless such illustrations are incidental to a scene of a general nature. If, under these exceptions, a brand name representation or corporate logo is illustrated, prominence shall not be given to any one brand or corporation unless, in turn, such illustration is necessary to the educational purpose of the instructional material and that purpose cannot be achieved without using such illustration.~~

#### ~~8. Food~~

~~When instructional materials contain illustrations of foods, there shall be an emphasis on foods of high nutritional value.~~

~~Legal Reference: Connecticut General Statutes~~

~~10-18a Contents of textbooks and other general instructional materials.~~

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

## **Instruction**

### **Care of Instructional Materials**

Library books, textbooks and other educational materials are loaned to students who are responsible for the proper care of books and materials entrusted for their use. Students will be assessed damages for abuse of school buildings, equipment and materials.

### **Reimbursement for Lost or Destroyed Materials**

Textbooks, paperbacks, library books and any other materials or equipment which are lost or destroyed must be paid for at full replacement cost. This replacement cost is what the school system must pay to purchase like or similar materials at the time of damage or loss.

### **Assessment for Damages to Materials**

Students will be charged a proportionate amount of the total replacement cost for any damaged books or other instructional materials in their care. The staff member making the damage assessment will determine the amount of the total replacement cost to be assessed on the basis of the extent of the damage involved.

### **Unfulfilled Obligations**

All lost or damaged materials must be paid for before the end of the school year in which the loss or damage occurs or before a student officially withdraws from the Woodbridge School District.

Student who have not fulfilled these obligations may be denied report cards, transcripts, and/or copies of any other records and recommendations from the school system.

### ~~**Copyright Law Compliance**~~

~~The Board of Education acknowledges the necessity of complying with federal laws governing the use of copyrighted material. Infringement on copyrighted material, whether prose, poetry, graphic images, music, video or computer code, is a serious offense against federal law and contrary to the ethical standards required of staff and students alike.~~

~~The Board, therefore, requires that all reproduction of copyrighted material be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as "fair use" under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form.~~

## **Instruction**

### **Care of Instructional Materials**

#### **Copyright Law Compliance (continued)**

~~“Fair use”—An exception to the exclusive rights enjoyed by copyright owners is the doctrine of fair use. The fair use of a copyrighted work for purposes of teaching, scholarship, or research is not an infringement of copyright. The following factors shall be considered in determining fair use:—~~

- ~~1. —The purpose and character of the use, including whether the use is of commercial nature or for non-profit educational purposes.—~~
- ~~2. —The nature of the copyrighted work.—~~
- ~~3. —The amount and importance of the portion used in relation to the copyrighted work as a whole.—~~
- ~~4. —The effect of the use upon the potential market for or value of the copyrighted work.—~~

Legal Reference:      Connecticut General Statutes

10-221(c) Boards of education to prescribe rules.

10-222a Boards to have use of funds derived from repayment for school materials.

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

Policy adopted:      ~~May 20, 2014~~

**WOODBRIAGE PUBLIC SCHOOLS**  
Woodbridge, Connecticut

*A mandated policy.*

## **Instruction**

### **Comparability of Services**

To improve the academic achievement of educationally and economically disadvantaged children, the Board of Education (Board) will participate in the federal Title I program.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

Comparability, is defined, for purposes of this policy, that the District uses state and local funds to provide services to Title I schools that are comparable to those offered in non-Title I schools in order to get federal funding under ESSA.

The Board of Education believes that at all times its schools should be equally as well equipped and maintained as may be possible within existing financial limitations.

It shall be the policy of the Board of Education to insure comparability of services funded by state and local sources in both Title I project schools and non-project schools. The Board of Education will therefore:

1. Establish and maintain a district-wide salary schedule that is applicable to all staff whether assigned to Title I or non-Title I schools.
2. Provide services with federal, state and local funds in schools serving Title I project areas that are at least comparable to services in non-project areas.
3. Use federal, state and local funds to provide for an equivalence among all schools in all schools with the same grade levels in teachers, administrators, auxiliary personnel.
4. Use federal, state and local funds to provide for an equivalence among all schools with the same grade levels in the provision of curriculum and instructional materials, books and supplies.

The District shall maintain records that are updated biannually documenting its compliance with this ESSA requirement.

Legal Reference: Title I Improving Basic Programs Operated by State and Local Educational Agencies, Improving Every Student Succeeds Act, P.L. 114-95, Section 1118c of Title I, ESEA/ESSA  
20 U.S.C. Section 6321(c)  
*Agostini v. Felton* 521 U.S. 103 (1997)

Policy adopted:

**WOODBRIIDGE PUBLIC SCHOOLS**  
Woodbridge, Connecticut



*Existing mandated policy adopted 10/18/21, previously sent to district, appropriate as written.*

## **Instruction**

### **Surveys & Screening of Students**

Surveys and “screens” can be valuable resources to help schools improve educational services. A “survey” may consist of a compilation of questions used to collect information for various purposes, including but not limited to, determining student knowledge and/or attitudes towards specific subjects, or to adapt or modify school programming. A “screen” is a generic tool, applied on a grade-wide or school-wide basis in order to obtain information for survey purposes, and/or to determine student qualification for class placement, school admission or other related purposes. A “screen” may become part of the student record. A “survey” will not become part of the student record.

Administrators, teachers, other school staff and the Board of Education may administer surveys or screens for purposes of assessing and/or improving character development and academic performance. Administrative approval is required for surveys and screens. When a survey or screen is used, every effort will be made to ask questions in a neutral manner to ensure the accuracy of the survey or screen. Student responses and data collected from surveys will not be used in any manner that would personally identify students; however, data collected may be shared with appropriate educational entities as permitted under the Family Educational Rights and privacy Act of 1974 (FERPA), 20 U.S.C. 1232g.

~~Teachers and other staff members at various points throughout the school year may perform surveys and screens.~~

No student may, without parental consent, take part in any survey or screen that reveals information regarding:

1. Political affiliations or beliefs of the student or the student’s parent(s)/guardian(s);
2. Mental or psychological issues of the student or the student’s family;
3. Sexual behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, counselors, clergy etc.;
7. Religious practices, affiliations, or beliefs of the student or student’s parent(s); or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

## Instruction

### Surveys & Screening of Students (continued)

In the event the District plans to survey students to gather information included in the above list, the District will obtain written consent from the parent/guardian in advance of administering the survey. The consent form will also apprise the parent/guardian of the right to inspect the survey prior to the child's participation.

Surveys conducted for other agencies, organizations, or individuals must have the recommendation of the Superintendent and the approval of the Board of Education as to content and purpose. **Upon their request**, the results of such approved surveys must be shared with the Board of Education.

Parent(s)/guardian(s) shall have the right to inspect, upon their request, a survey created by a third party before the survey is administered or distributed by a school to a student. Such requests shall be made in writing ~~with a response~~ to be at least two weeks in advance of any survey to be given.

It is the District's policy not to collect, disclose, or use personal information gathered from students for the purpose of marketing or selling that information or providing it to others for that purpose. This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products of services for, or to, students, or educational institutions.

~~The parents/guardians of a student shall also have the right to inspect and review, upon written request to the Principal, any instructional material used as part of the educational curriculum. The District shall grant access to instructional material within a reasonable period of time, identified as within 30 calendar days, after such a request is received.~~

Parents/guardians shall be notified at least annually, at the beginning of the school year, of this policy.

Legal Reference: Connecticut General Statutes  
P.L. 103-227 Section 1017 (which amends Section 439 of the General Education Provisions Act)  
P.L. 107-110, (HR 1-“Leave No Child Behind”) § 1061/1062 – Student Privacy, Parental Access to Information, and Administration of Certain Physical Examinations to Minors.  
Elementary and Secondary Education Act of 1965, 20 U.S.C. §1232h Protection of Pupil Rights Amendment, as amended by the Every Student Succeeds Act, Pub. L. 114-95 Regulation 34 CFR Part 98 (PPRA Regulations).

Policy adopted: ~~October 18, 2021~~

**WOODBRIIDGE PUBLIC SCHOOLS**  
Woodbridge, Connecticut

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

## **Instruction**

### **Use of Copying Devices**

#### **Copyright Law Compliance**

The Board of Education acknowledges the necessity of complying with federal laws governing the use of copyrighted material and does not condone violations of the United States copyright law.

Infringement on copyrighted material, ~~whether prose, poetry, graphic images, music, theatrical performances, video or computer code~~, is a serious offense against federal law and contrary to the ethical standards required of staff and students alike. The Board further recognizes that severe penalties are provided for unauthorized copying of ~~audio, visual or printed materials~~ unless the copying falls within the bounds of “fair use.”

The fair use of a copyrighted work for purposes of teaching, scholarship, or research is not an infringement of copyright. The following factors shall be considered in determining fair use:

1. The purpose and character of the use, including whether the use is of a commercial nature or for non-profit educational purposes.
2. The nature of the copyrighted work.
3. The amount and importance of the portion used in relation to the copyrighted work as a whole.
4. The effect of the use upon the potential market for or value of the copyrighted work.

The Board, therefore, requires that all reproduction of copyrighted material be conducted strictly in accordance with applicable provisions of law. Unless otherwise allowed as “fair use”, under federal law, permission must be acquired from the copyright owner prior to reproduction of material in any form. Prior written permission must be obtained whenever copyrighted plays and musical numbers are to be performed in public.

The Board therefore directs that;

1. Unlawful copies of copyrighted materials may not be produced on District-owned equipment or any other equipment on District property.
2. Unlawful copies of copyrighted materials may not be used with District-owned equipment or other equipment on District property.

## **Instruction**

### **Use of Copying Devices**

#### **Copyright Law Compliance (continued)**

Any District employee who willingly and knowingly violates the copyright policy shall be held personally liable for infringement and may be subject to disciplinary action. In no circumstances shall it be necessary for District staff to violate copyright requirements in order to perform their duties properly. Copyrighted materials shall be treated as the property of the copyright holder, with all rights and limitations specified in the law.

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

Policy adopted:      ~~May 20, 2014~~

WOODBRIIDGE PUBLIC SCHOOLS  
Woodbridge, Connecticut

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

## **Instruction**

### **Use of Proprietary Software Products**

It is the intent of the Board of Education to adhere to the provisions of copyright law (Title 17, U.S. Code) and publishers' license agreements, including trade secret provisions, in the area of proprietary software products. (Proprietary products are those made or marketed by persons having exclusive manufacturing and sales rights, who may or may not be the copyright holders.) Therefore, persons may use or cause to be used on school system computing equipment only software that is included in one of the following categories:

1. Public domain (i.e., uncopyrighted) software.
2. Software covered by a licensing agreement with the software author, authors, vendor, or developer, whichever is applicable (a licensing agreement is a legal contract authorizing use of the software).
3. Software purchased by a school or school system, with a record of purchase on file.
4. Software purchased by the user, with a record of purchase available for verification.
5. Software donated and officially accepted by the Board.
6. Software being reviewed or demonstrated by the users in order to reach a decision about possible future purchase, license, or acceptance of a donation.
7. Software written or developed by an employee for use by the schools or to assist in training school district personnel.
8. Software developed by a non-employee under contract to the school system for use by the school system or to assist in training school district personnel.

In addition, none of the software in the categories listed above may be used or obtained in violation of copyright law or licensing agreements.

Licensing agreements or other forms of documentation covering software shall be kept on file at the location where the computer program is used.

Policy adopted: *May 20, 2014*

WOODBRIIDGE PUBLIC SCHOOLS  
Woodbridge, Connecticut

*Existing policy, adopted 6/20/22 appropriate as written.*

## **Instruction**

### **Live Animals in the Classroom**

#### **Service Animals (Including Guide or Assistance Dogs)**

The Board of Education does not permit discrimination against individuals with disabilities, including those who require the assistance of a service animal. The District will comply with state and federal law concerning the rights of persons with guide or assistance dogs, and will permit such animals on school premises and on school transportation.

#### **Other Animals**

The Board of Education recognizes that there are medical and physical dangers associated with animals, both wild and domesticated, in the classroom and/or on school property. The Board also recognizes that under proper conditions, animals can be an effective teaching aid. The following guidelines are adopted regarding all animals (mammals, birds, reptiles/amphibians, fish, and insects) in the classroom or on school property.

- All requests to have animals in the classroom or on school property must be submitted to the Principal in writing. Included in the request should be a description of the activity, type of animal, educational purpose/benefit, length of activity and a plan for the care of the animal. The Principal has the discretion to permit or deny the presence of animals.
- Parents/guardians must be notified in writing prior to any activity involving animals.
- Students and teachers with allergies must receive special consideration before animals are brought into school. Prior to any exposure to animals in school, the teacher should be aware of any condition such as allergies which could be exacerbated by exposure to animals. Appropriate and reasonable accommodations will be accorded to protect the health of such individuals.
- All requests to take field trips involving animals must be submitted to the Principal in writing. In determining whether to grant the request, the Principal shall be guided by the district policy on field trips and shall also take into consideration any known allergies among the students and the possible side effects of the planned exposure to animals.
- No domesticated animals, including dogs, cats, primates or livestock, shall be allowed in schools unless proof of appropriate and/or current rabies vaccination is provided. Any domesticated mammal that is too young to be immunized for rabies will not be handled by students.
- No wild animal (e.g., skunks, raccoons, bats, ground hogs, monkeys or fox) shall be allowed unless under the control of an individual trained in the care and management of the animals (e.g., zoo keepers, docents, veterinarians, etc.).
- All animals brought for exhibit must be restrained by the owner/handler.
- No poisonous animals are allowed unless brought in cages/containers that prevent contact with students and faculty.
- Each teacher is responsible for the proper supervision and control of students under his/her direction whenever there is an exhibit or activity involving animals in the school.

## **Instruction**

### **Live Animals in the Classroom**

#### **Service Animals (Including Guide or Assistance Dogs) (continued)**

- Animals will be allowed to be housed in classrooms only for a specified and appropriate educational purpose ~~of~~ and for the time necessary to achieve the educational goal.
- It is the responsibility of the teacher to provide a plan for care for classroom-housed animals, including care on weekends and during emergency closure. No animals shall be housed at school unless the teacher involved is familiar with the appropriate care, feeding, and handling of the animals. All waste products must be cleaned from cages on a daily basis by an adult such as a teacher, assistant, volunteer, etc. Cages will not be cleaned by students, and students will not have direct contact with animal waste products.
- Each teacher is responsible for the proper control of animals brought to the classroom for instructional purposes, including the effective protection of students. This includes keeping the animals in appropriate cages or containers for the protection of the animal and individuals.
- No animals will be allowed free range in the facility.
- Supervised hand washing for a minimum of 20 seconds with soap and water will be conducted by students after handling animals. Hand washing will be conducted immediately after the activity has ended and prior to any further school or classroom activity. Eating/drinking will not be allowed during the animal exhibition or during activities involving animals.
- The Principal and parent/guardian must be notified as soon as possible if an individual is bitten by an animal or any incident occurs which could have an adverse effect on physical or emotional health. The supervising teacher will complete a written report describing the incident.

Legal References: Connecticut General Statutes  
10-221 Boards of education to prescribe rules, policies and procedures.  
46a-42 Mobility impaired person  
46a-44 through 46a-64 Public accommodations and transportation, admittance to. (Access of guide and assistance dogs to modes of public transportation and in places of public accommodation.  
Section 504 and the Federal Vocational Rehabilitation Act of 1973, 20 U.S.C. 706(7)(b), 29 U.S.C. 705 (20), 794, 34 C.F.R. pt. 104; G.S. 130A-185, 168 article 1, 168A-3 through -7.  
American Disability Act, U.S. C12101 *et seq.*, 28 C.F.R. pt. 35.  
Individuals with Disabilities Act, 20 U.S.C. 1400 *et seq.*  
28 C.F.R. Parts 35 & 36, “Nondiscrimination on the Basis of Disabilities in State and Local Government Services; Final Rules”

Policy adopted: ~~June 20, 2022~~

**WOODBRIIDGE PUBLIC SCHOOLS**  
Woodbridge, Connecticut

**Instruction****~~Alcohol, Tobacco and Other Drugs~~**

~~Studies have indicated that because the misuse of illicit drugs may have a deleterious effect on the health and welfare of the users, and far-reaching detrimental consequences to the users, their families and society, efforts shall be made by all members of the district staff to reduce student misuse of alcohol, tobacco and other drugs.~~

~~The professional staff shall be provided information and skills to acquaint them with problems and misuse of alcohol, tobacco and other drugs in recognition of the symptoms of such use. At least annually, and as other appropriate opportunities arise, teachers in each grade shall emphasize the dangers of alcohol, tobacco, nicotine and other drugs on health, character, citizenship, and personality development—in both health education programs and in other contexts.~~

~~The Superintendent shall make use of in-service training sessions for both certified and non-certified staff to achieve the goals of this policy, and that full cooperation with community agencies shall be given wherever such cooperation is advantageous to students.~~

~~(cf. 5131.6 Drugs, Tobacco, Alcohol)~~

~~Legal Reference: Connecticut General Statutes~~

~~10-16b Prescribed courses of study.~~

~~10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught.~~

~~10-19a Superintendent to designate substance abuse prevention team.~~

~~10-19b Advisory councils on drug abuse prevention.~~

~~10-220 Duties of boards of education.~~

~~10-221(d) Boards of education to prescribe rules.~~

~~Policy adopted: May 20, 2014~~

~~WOODBRIIDGE PUBLIC SCHOOLS~~

~~Woodbridge, Connecticut~~

**MOTION #3 – OPERATING BUDGET**

Move that we adopt the 2022/23 Operating Budget Proposal as presented and authorize the Superintendent to transmit it to the Town of Woodbridge in accordance with the state statutes and town procedures.

Dr. Dahya  
Second by Dr. Madonick  
**UNANIMOUS**

*Policy Committee* – Dr. Madonick noted this committee met on December 14 and 17 to review several policies which have been updated in response to legislative and public act changes and are recommended for adoption this evening.

**MOTION #4 – POLICY 9273 CIVILITY**

Move that we adopt Policy 9273 Civility.

Dr. Madonick  
Second by Ms. Hopkins  
**UNANIMOUS**

**MOTION #5 – POLICY 5141.4 REPORTING CHILD ABUSE, NEGLECT AND SEXUAL ASSAULT**

Move that we adopt Policy 5141.4 Reporting Child Abuse, Neglect and Sexual Assault as revised.

Dr. Madonick  
Second by Ms. Hopkins  
**UNANIMOUS**

**MOTION #6 – POLICY 4112.5/4212.5 SECURITY CHECK/FINGERPRINTING**

Move that we adopt Policy 4112.5/4212.5 Security Check/Fingerprinting as revised.

Dr. Madonick  
Second by Ms. Hopkins  
**UNANIMOUS**

**MOTION #7 – POLICY 5131.6 DRUGS, ALCOHOL AND TOBACCO (STUDENTS)**

Move that we adopt Policy 5131.6 Drugs, Alcohol and Tobacco as revised.

Dr. Madonick  
Second by Ms. Hopkins  
**UNANIMOUS**

**MOTION #8 – POLICY 4118.231/4218.231 DRUGS, ALCOHOL AND TOBACCO (STAFF)**

Move that we adopt Policy 4118.231/4218.231 Drugs, Alcohol and Tobacco as revised.

Dr. Madonick  
Second by Dr. Dahya  
**UNANIMOUS**

**MOTION #9 – POLICY 3542.31 FREE OR REDUCED-PRICE LUNCHES**

Move that we adopt Policy 3542.31 Free or Reduced-Price Lunches as revised.

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

**MOTION #10 – POLICY 3542.43 FOOD CHARGING**

Move that we adopt Policy 3542.43 Food Charging as revised and with the amendment to change “will” to “may in move to collections.”

Dr. Madonick  
Second by Ms. Hopkins  
**UNANIMOUS**

It was clarified that the Policy Committee would continue to review this policy and the primary purpose in adopting it this evening was to update the definition of bullying. It is anticipated this policy will be aligned with the Safe School Climate Plan and brought back to the Board in April.

*Existing mandated policy, previously sent to district, adopted 5/20/14, appropriate as written.*

## **Instruction**

### **Acquired Immune Deficiency Syndrome (AIDS)**

In accordance with the provisions of Section 10-19(b) of the Connecticut General Statutes, it is the policy of the Board of Education to provide, during the regular school day, planned, ongoing and systematic instruction on Acquired Immune Deficiency Syndrome (AIDS). The Superintendent of Schools shall develop procedures concerning the exemption of students from such instruction upon the written request of the student's parent or guardian.

Legal Reference: Connecticut General Statutes

10-19(b) Teaching about alcohol, nicotine or tobacco, drugs and acquired immune deficiency syndrome.

Policy adopted: ~~May 20, 2014~~

**WOODBRIAGE PUBLIC SCHOOLS**  
Woodbridge, Connecticut

*Existing mandated policy, previously sent to district, adopted 4/19/22, appropriate as written.*

## **Instruction**

### **Special Education**

#### **Pre-School Special Education**

The Woodbridge Board of Education (Board) recognizes the value of special education and its responsibility in ensuring that all resident preschool children with disabilities have the opportunity to participate in special programs and services from which they may benefit. The Board shall maintain an early intervention program for preschool-aged children identified through the "Birth to Age Three" screening process under regulations imposed by the Individuals with Disabilities Act (IDEA) which identifies children with special education needs or developmental delays.

The District's program shall be based upon the "reverse mainstreaming model" which maintains an annual designated number of ~~non-disabled~~ (general education) students (**students without a disability**) who serve as role models for the students with identified special needs. The Director of Special Services is responsible to coordinate and evaluate the program annually in order to make recommendations to the Superintendent ~~of Schools~~.

The Board authorizes the Superintendent ~~of Schools~~ to establish administrative practices and procedures to carry out this responsibility. Such administrative practices and procedures shall include:

1. Locating and identifying all preschool children, between the ages of three and five, with disabilities pursuant to the relevant provisions of the Individuals with Disabilities Act (IDEA). The register of children eligible to receive preschool special education services is to be maintained and revised annually by the Director of Special Services;
2. Ensuring that the parents of preschool age children with disabilities have received and understand the request for consent for evaluation of their child;
3. Developing an individualized education program (IEP) for each preschool age child with a disability requiring services;
4. Appointing and training appropriately qualified personnel;
5. Providing transportation to students enrolled in the program;
6. Maintaining lists as required by the Connecticut State Department of Education pertaining to the number of children with disabilities who are being served, as well as those identified disabled students not served;
7. Reporting as required to the Connecticut State Department of Education; and
8. Ensuring the smooth transition from infant to preschool programs.

The Planning and Placement Team's (**PPT**) responsibilities will include the evaluation and recommendation for placement in appropriate approved programs and the provision of appropriate special education programs and services for each preschool child with a disability. Children recommended for an educational program may enter at various points throughout the school year.

## **Instruction**

### **Special Education**

#### **Pre-School Special Education (continued)**

It is ultimately the responsibility of the Board to provide the appropriate approved preschool program and services for the District children. Should the PPT's determination and recommendations differ from parent/guardian preference, placement may be appealed by a parent/guardian through the procedures outlined in IDEA.

If the PPT determines that a child is ineligible for participation in a preschool special education program, a screening for developmental and social-emotional delays using validated assessment tools, such as the Ages and Stages Questionnaire and the Ages and Stages Social-Emotional Questionnaire, or their equivalents, shall take place for such child. The Board directs the Superintendent or his/her designee to ensure that the District considers that adequate and appropriate space and personnel are made available for such programs and services.

### **Tuition**

~~Non-disabled~~ (general education) students (students without a disability) enrolled in the "reverse mainstreaming" preschool program will be required to pay tuition for the program. Identified students or students who qualify for free or reduced-price lunch will not be charged for tuition. The Board will annually establish the tuition rate for the following school year. The Board, through the Superintendent or his/her designee, will establish the procedures for tuition payment. Failure to make such tuition payment may result in discontinuation of enrollment in the program.

Legal Reference: Connecticut General Statutes

10-76a Definitions.

10-76b State supervision of special education programs and services.

10-76c Receipt and use of money and personal property.

10-76d Duties and powers of boards of education to provide special education programs and services. (as amended by PA 97-114)

10-76e School construction grant for cooperative regional special education facilities.

10-76f Definition of terms used in formula for state aid for special education.

10-76g State aid for special education.

10-76h Special education hearing and review procedure. Mediation of disputes.

10-76i Advisory council for special education.

10-76j Five-year plan for special education.

## **Instruction**

### **Special Education**

#### **Pre-School Special Education**

Legal Reference: Connecticut General Statutes (continued)

- 10-76k Development of experimental educational programs.
- State Board of Education Regulations.
- 10-76m Auditing claims for special education assistance.
- 10-76a 1 et seq. Definitions.
- 10-76b 1 through 10 76b 4 Supervision and administration.
- 10-76d 1 through 10 76d 19 Conditions of instruction.
- 10-76h 1 through 10 76h 2 Due process.
- 10-76l 1 Program Evaluation.
- 10-145a 24 through 10 145a 31 Special Education (re teacher certification).
- 34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.
- American with Disabilities Act, 42 U.S.C. §12101 et seq.
- Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq. as amended by P.L. 105-17.
- Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.

Policy adopted: ~~April 19, 2022~~

WOODBIDGE PUBLIC SCHOOLS  
Woodbridge, Connecticut

*Existing mandated policy, adopted 6/20/22, appropriate as written.*

## **Instruction**

### **Gifted and Talented Students Program**

The Woodbridge Board of Education recognizes its responsibility to identify gifted and talented students within the District.

For purposes of this policy, “gifted and talented students” means a child identified by the Planning and Placement Team (PPT) as: (a) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability; and (b) needing differentiated instruction or services beyond those being provided in the general education program in order to realize the child’s intellectual, creative or specific academic potential. The term shall include children with extraordinary learning ability and children with outstanding talent in the creative arts. For purposes of this policy, “outstanding talent in the creative arts” means a child identified by the Planning and Placement Team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts, or the performing arts.

The Superintendent or his/her designee will develop procedures for an ongoing equitable identification process for gifted and talented students that includes multiple measures of identification in compliance with guidance provided by the Connecticut State Department of Education.

Upon the identification of a student as gifted and talented, the District shall provide electronic notice of such identification to the parent/guardian of such student. Such notice shall include, but need not be limited to:

1. an explanation of how such student was identified as gifted and/or talented;
2. the contact information for the District’s employee in charge of the provision of services to gifted and talented students, or, if there is no such employee, the District’s employee in charge of the provision of special education and related services;
3. the employee at the State Department of Education who has been designated as responsible for providing information and assistance to Boards of Education and parents or guardians of students related to gifted and talented students, pursuant to section 10-3e of the Connecticut General Statutes; and
4. any associations in the State of Connecticut that provide support to gifted and talented students.

The District, should it decide to offer services to the gifted and talented, shall utilize the guidelines developed and promulgated by the Connecticut State Department of Education for providing services to those students.

## **Instruction**

### **Gifted and Talented Students Program**

Legal Reference: Connecticut General Statutes  
10-76a-(e) Definitions.  
10-76d(e) Duties and powers of boards of education to provide special education programs and services.  
P.A. 19-184 An Act Concerning the Provision of Special Education.  
Gifted and Talented Education: Guidance Regarding Identification and Service. SDE Guidance, March 2019.  
P.A. 21-199 An Act Concerning Various Revisions and Additions to the Statutes Relating to Education and Workforce Development, Section 2.

Policy adopted: ~~June 20, 2022~~

WOODBRIIDGE PUBLIC SCHOOLS  
Woodbridge, Connecticut

*Existing policy adopted 5/20/14, CABE's updated recommended replacement policy follows.*

## **Instruction**

### **Title I Parent Involvement**

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

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

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

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

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

## Instruction

### Title I Parent Involvement

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

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

(cf. 1110.1 - Parent Involvement)

(cf. 6161.3 - Comparability of Services)

Legal Reference: Connecticut General Statutes

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

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

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

Policy adopted: ~~May 20, 2014~~

**WOODBRIIDGE PUBLIC SCHOOLS**  
Woodbridge, Connecticut

*Existing policy and regulation adopted 5/20/14, appropriate as written.*

## **Instruction**

### **Homebound Instruction**

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

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

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

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

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

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

Policy adopted: May 20, 2014

WOODBRIIDGE PUBLIC SCHOOLS  
Woodbridge, Connecticut

*Existing regulation, approved 5/20/14 appropriate as written.*

## **Instruction**

### **Homebound Instruction—Administrative Regulation**

#### **A. Length of Absence**

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

#### **B. Time and Place**

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

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

#### **C. Homebound Instruction Procedures**

##### **1. Non-Special Education Students**

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

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

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

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

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

## **Instruction**

### **Homebound Instruction—Administrative Regulations (continued)**

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

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

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

~~Homebound tutors must file time sheets with the appropriate secretary.~~

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

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

#### ~~2. Special Education Students~~

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

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

~~Hospitalization in a psychiatric facility;~~

~~Court commitment to a residential/hospital facility;~~

~~Residential commitment by state agencies such as the Department of Children and Family (DCF) or the Department of Mental Retardation (DMR);~~

~~Long-term hospitalization for serious injury illness or injury; and~~

~~Other long-term placements.~~

**Instruction**

**Homebound Instruction — Administrative Regulations (continued)**

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

~~Legal Reference: Connecticut General Statutes~~

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

~~\_\_\_\_\_ Section 10-76d-15. Homebound and hospitalized instruction~~

~~\_\_\_\_\_ Section 10-233a et sec. Exclusion~~

WOODBIDGE SCHOOL DISTRICT

Request for Homebound Instruction

General Data To be Completed by Parent/Guardian

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Grade: \_\_\_\_\_ Birth Date: \_\_\_\_\_

Please check one: \_\_\_\_\_ Regular Education \_\_\_\_\_ Special Education

Parent/Guardian \_\_\_\_\_

Last Day of School Attended \_\_\_\_\_

Anticipated Date of Return \_\_\_\_\_

For Use By Physician

A. Diagnosis: \_\_\_\_\_

B. Estimated Duration: \_\_\_\_\_

C. Degree of Restriction:

\_\_\_\_\_ 1. School Attendance

\_\_\_\_\_ No restriction

\_\_\_\_\_ Part-time attendance Please explain

\_\_\_\_\_ Hospital Placement \_\_\_\_\_ Homebound Tutoring

\_\_\_\_\_ 2. Transportation

\_\_\_\_\_ Regular School Service

\_\_\_\_\_ Special Bus

\_\_\_\_\_ Special Bus/Wheelchair Car

D. Recommendations/Comments to Assist the School:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date: \_\_\_\_\_ Signature \_\_\_\_\_

(Licensed Physician)

Please Print: \_\_\_\_\_

\_\_\_\_\_ (Name)

\_\_\_\_\_ (Address)



WOODBIDGE SCHOOL DISTRICT

Homebound Progress Report

Homebound Tutor: \_\_\_\_\_  
\_\_\_\_\_ (Name)

Please be sure to fill in all the information below:

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Subject: \_\_\_\_\_

Teacher: \_\_\_\_\_

Tutoring performed at \_\_\_\_\_ Dates: \_\_\_\_\_

Date Homebound Tutoring Ends: \_\_\_\_\_

Report covers the homebound instruction period from \_\_\_\_\_ to \_\_\_\_\_

Material Covered: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Progress Noted: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Complete bi-weekly.

Return to: \_\_\_\_\_ Designated Staff \_\_\_\_\_

Tutor's Name: \_\_\_\_\_

WOODBIDGE SCHOOL DISTRICT

Homebound Grade Report

Homebound Tutor: \_\_\_\_\_  
\_\_\_\_\_ (Name)

Please be sure to fill in all the information below:

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Subject: \_\_\_\_\_

Teacher: \_\_\_\_\_

Tutoring performed at \_\_\_\_\_ Dates: \_\_\_\_\_

Date Homebound Tutoring Ends: \_\_\_\_\_

Report covers the homebound instruction period from \_\_\_\_\_ to \_\_\_\_\_

Subject	Grade	Comments

Return to: \_\_\_\_\_ Designated Staff \_\_\_\_\_

Tutor's Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Personnel - Certified/Non-certified

### Use of Social Media by Employees

The Board recognizes the importance and utility of social media for its employees, while also recognizing that misuse of social media may cause harm. Social media includes, but is not limited to, social networking sites or applications such as Twitter, Instagram, Facebook, LinkedIn, YouTube, and Snapchat. This policy applies to all employee expressive activity on social media platforms such as liking, commenting on, or sharing the post of another individual or entity.

Nothing in this policy is intended to limit an employee's right to use social media under applicable law, as it may evolve. The Board acknowledges, for example, that its employees have the right under the First Amendment, in certain circumstances, to speak out on matters of public concern. Likewise, employees have rights to engage in concerted activities for their mutual aid and protection. The Board will resolve any conflict between this policy and applicable law in favor of the law.

Nonetheless, public employees are public servants and are entrusted with the public trust. Woodbridge Board of Education (Board) personnel are held to a higher standard of professionalism than private citizens as a result of this public trust. Board personnel must work hard to gain and maintain the trust and confidence of the community. Employees must give thoughtful consideration to their actions to avoid damaging the reputation and trust the Woodbridge District has with the community. Exercising good judgement in posting content on personal social media sites is critical.

Annually, employees should be reminded by Administration of the importance of proper decorum online in the digital world as well, as in person. The reminders will give emphasis to inappropriateness of communicating with students using personal social media networking websites, messaging, and accepting students and families as "friends" on personal social networking sites. While a policy cannot address every instance of inappropriate social media use, employees must refrain from social media use that:

- (1) interferes, disrupts, or undermines the effective operation of the Woodbridge District;
- (2) is used to engage in harassing, defamatory, obscene, discriminatory or threatening, or similarly inappropriate communications;
- (3) creates a hostile work or educational environment;
- (4) breaches Woodbridge District's confidentiality obligations;
- (5) harms the goodwill and reputation of the District in the community by use of inflammatory, exaggerated, and/or unsubstantiated information; or
- (6) violates the law, board policies, and/or other school rules and regulations.

The Board, through its Superintendent, will adopt and maintain administrative regulations to implement this policy. The Board also strongly encourages all staff members to carefully review the privacy settings on the social networking sites they use and exercise care and good judgement when posting content and information on such sites. Ordinarily, the use of social media by employees, including employees' personal use of social media, will not be a legal or policy issue.

## Personnel - Certified/Non-certified

### Use of Social Media by Employees

The Board of Education reserves the right to monitor all employee use of district technology devices. The effectiveness of the Woodbridge District depends on the respect and trust of the community and on the perception in the community that it acts fairly, even-handedly, and without bias. The Administration may take action with respect to social media activity to prevent disruption to its operations. The Administration may also act, if the speech substantially or materially interferes with the employee's bona fide job performance or the working relationship between the employee and the employer.

Finally, there is no expectation of individual privacy when utilizing district devices. Employees must use only the district's computer system and district email for communication with students and families. Personal social media must be kept separate from district sponsored social media accounts. Any use of District social media for commercial purposes, financial gain, product advertising, political lobbying, or attempt to disrupt the use of services by others is prohibited.

Legal References:

- Connecticut General Statutes.
- The Freedom of Information Act.
- 53A-182B Harassment in the first degree.
- J.1-48d Employees engaged in electronic monitoring required to give prior notice to employees. Exceptions. Civil penalty.
- United States Code, Title 20.
- 675 1-6777 Enhancing Education Through Technology Act, Title II, Part D, especially: 6777 Internet safety.
- United States Code, Title 47.
- 254 Universal service discounts (E-rate). Code of Federal Regulations, Title 47.
- 54.520 Internet safety policy and technology protection measures, E-rate discounts.
- U.S. Constitution, 1st Amendment.
- Connecticut Constitution, Article I, Sections 3, 4, 14

# **MISSION & VISION**

## **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 leaders for the future who will positively impact our world.

# **2025-2026 GOALS**

## **STUDENT GROWTH AND SUCCESS:**

To promote and foster high expectations for student growth, active learning, and academic excellence for all learners.

## **COMMUNITY:**

To foster a strong sense of community through collaboration and communication.