

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.

2025/26 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.

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 November 3, 2025 Special Meeting and the November 17, 2025 Regular Meeting
- B. Budget Narrative Report
- C. Budget Summary Report
- D. Budget Detail Report
- E. Combining Financial Statements
- F. Accept Policies for 30-Day Review
 - 1. 2000 - Concept and Roles in Administration
 - 2. 2100 - Administrative Staff Organization
 - 3. 2111 - Equal Employment Opportunity
 - 4. 2112 - Professional Development
 - 5. 2120 - Organization Chart
 - 6. 2121 - Lines of Responsibility

7. 2130 - Job Descriptions
8. 2131 - Superintendent of Schools
9. 2131.1 - Appointment of Designee for Superintendent
10. 2140.1 - Superintendent Succession
11. 2210 - Administrative Leeway in Absence of Board Policy
12. 2220 - Representative and Deliberative Groups
13. 2230 - Reports and Recordkeeping / Control and Communication Channels & Systems
14. 2231 - Policy and Regulations Systems
15. 2400 - Evaluation of Administrators and Administration

IV. Reports

- A. Board Member Acknowledgment of Service
- B. Superintendent's Report
 1. Special Education Update
 2. BRS Update
- C. Curriculum Committee
- D. Finance Committee
- E. Policy Committee / Adopt Policies
 1. 5118.2 Educational Opportunities for Military Children (New)
 2. 6159 Individual Education Program (IEPs) New
 3. 6171 Special Education
 4. 5114 Suspension and Expulsion / Due Process
- F. CABE Liaison Report
- G. Upcoming Meeting Presentation(s): School Climate, Responsive Classroom and SEL Overview

V. New Business

- A. Adopt 2026/27 Calendar
- B. Adopt 2027-2032 Capital Budget
- C. Adopt 2026/27 Budget
- D. Amity Start-Time

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

Monday, November 3, 2025

BRS South Assembly Room

CALL TO ORDER: Ms. Lynn Piascyk, Chair, called the meeting to order (7:03 PM).

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

STAFF: Christopher Montini, Superintendent; Analisa Sherman, Principal; Cheryl Tafel, Assistant Principal; and Marsha DeGennaro, Clerk of the Board.

GUESTS: Matthew Madruga and family members.

Executive Session

The Board entered Executive Session in accordance with State statute for discussion concerning personnel matters related to the appointment of the Beecher Road School Assistant Principal.

MOTION #1 – EXECUTIVE SESSION (7:04 PM)

Move that the Board move to enter Executive Session, consistent with Connecticut General Statutes 1-200, for discussion concerning personnel matters related to the appointment of the Beecher Road School Assistant Principal, and invite the Superintendent and the candidate to the Executive Session.

Dr. Dahya

Second by Ms. Del Prete

UNANIMOUS

BOARD MEMBERS PRESENT: Lynn Piascyk, Chair; Dr. Jay Dahya; Sarah Beth Del Prete, Secretary; Dr. Laura Francese; Steven Lawrence, Vice Chair (7:08 PM); Dr. Michael Strambler and Erin Williamson.

STAFF: Christopher Montini, Superintendent.

The Board reviewed the qualifications of the Assistant Principal.

Chair Piascyk called the Public Session back to order (7:13 PM).

Assistant Principal Recommendation – Superintendent Montini presented the recommendation for Assistant Principal. Mr. Madruga brings over 13 years of experience in education, including more than 5 years as a school administrator and 8 years as a school counselor. He joins Beecher Road School from the Bristol Public Schools, where he most recently served as Interim Principal at Hubbell Elementary School and previously as Assistant Principal at West Bristol School. Throughout his career, Mr. Madruga has demonstrated a deep commitment to fostering academic excellence, social-emotional learning, and a positive school climate. He has led instructional improvement teams, coordinated assessment and accountability systems, and chaired 504 committees to ensure all students receive the support they need to thrive. His background as a counselor and educational leader uniquely equips him to advance Beecher Road School’s mission of nurturing the whole child.

Mr. Madruga holds a Sixth-Year Degree in Educational Leadership and an Intermediate Administrator Certification from Sacred Heart University, as well as a Master’s Degree in School Counseling from Assumption College and a Bachelor’s Degree in Psychology from the University of Connecticut. Mr. Madruga’s experience, leadership, and genuine commitment to students’ academic and emotional growth make him an outstanding addition to the Beecher Road School community. We are thrilled to welcome him to Woodbridge.

MOTION #2 – APPOINTMENT OF ASSISTANT PRINCIPAL (MADRUGA)

Move that the Board appoint Matthew Madruga as the Assistant Principal of Beecher Road School effective the 2025/26 school year with a mutually agreed upon start date to be determined.

Mr. Lawrence
Second by Ms. Del Prete
UNANIMOUS

Mr. Madruga thanked the Board for the opportunity and is honored to be a part of such a vibrant and supportive community. He looks forward to working alongside the dedicated staff and families to uphold the high standards of excellence that Woodbridge is known for and is committed to ensure that all students, families, and staff feel valued, supported, and connected.

MOTION TO ADJOURN: (7:18 PM)
Dr. Dahya
Second by Dr. Strambler
UNANIMOUS

Recorded by Marsha DeGennaro, Clerk of the Board.

MINUTES OF THE REGULAR WOODBRIDGE BOARD OF EDUCATION MEETING

**Monday, November 17, 2025
Town Hall Main Meeting Room**

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

BOARD MEMBERS PRESENT: Lynn Piascyk, Chair; Dr. Jay Dahya (7:07 PM); Sarah Beth Del Prete, Secretary (7:16 PM); Dr. Lauren Francese (remote); Jeff Hughes; Steven Lawrence, Vice Chair; Dr. Michael Strambler and Erin Williamson.

STAFF: Christopher Montini, Superintendent; Analisa Sherman, Principal; Cheryl Tafel, Assistant Principal; Carrie Borcharding, Special Services Director; Donna Coonan, Director of Business Services/ Operations and Marsha DeGennaro, Clerk of the Board.

CORRESPONDENCE – None

PUBLIC COMMENT – None

Dr. Dahya arrived (7:07 PM).

CONSENT AGENDA

MOTION #1 – CONSENT AGENDA

Move that we approve the consent agenda as presented.

Mr. Lawrence
Second by Dr. Strambler
UNANIMOUS

Superintendent Report – Superintendent Montini noted enrollment is currently at 861. Congratulations were extended to incoming Board members with an orientation scheduled for November 18 at Amity. Assistant Principal Madruga will be in district beginning Monday, December 1. The 2026/27 Budget development process has commenced with the primary drivers being contractual salaries, health benefits and transportation.

2026/27 School Calendar – The calendar was developed in collaboration with the BOWA districts with designated holidays similar to the current calendar. The Board will vote on the calendar at the December 15 regular meeting.

Ms. Del Prete arrived (7:16 PM)

Multi-Lingual Learners Update – Ms. Knoblauch outlined the responsibilities and procedures to identify and service students. While there is an extensive variety of languages at BRS, the primary languages include Mandarin, Turkish and Spanish. Approximately, 54 students are being serviced which is a slight decrease from last year. Daily / weekly collaboration occurs with classroom teachers, the Library Media Specialist and technology to provide student language acquisition support and applicable individual student resources. Parents are also provided with resources through PPTs, individual meetings and the district website. The Office of Civil Rights and Department of Justice have developed recommended standard service hours. While planning is unpredictable, students achieve proficiency in 5-7 years and generally exit the program in 3-4 years once they attain LAS proficiency levels in reading, writing and comprehension. In addition, the staff November 4 Professional Development Day focused on training and learning for ML services by two national consultants.

Extended Day Update – Anthony Taddei, Director and Tim Rourke, Assistant Director provided an overview of staffing and programming. A total of 42 staff members (27 adults, 3 nurses, 1 cafeteria and 8 high school students) work the program with the adults being current/former BRS staff members and have service years ranging from 14-36 years. Program rates have not been adjusted in 10 years and were increased slightly this year. In addition, several students require 1-on-1 assistance which also created fiscal challenges. Parents have the payment option for daily, weekly or monthly participation. Program offerings are posted monthly for student selection with an average of 85-100 students participating daily. As pricing is significantly lower than comparable local vendors, it was suggested that prices be raised on a regular basis instead of waiting several years.

BRS Update – Ms. Sherman noted the school-wide celebration of Veterans Day, the Halloween parade, special cards made by students sent to *Operation Gratitude* and the Special Pocket Kindness cards shared with Starbucks. The PTO hosted the annual Book Fair. The Literary Board is up and running with over 30 student submissions and the After-School Friendship Group has commenced.

Facilities Committee – Mr. Hughes reviewed the November 6 meeting. The Board was reminded that the while some projects in the Capital Improvement Plan have been slightly deferred until the Town decides on a direction, this building has an aging infrastructure and exterior envelope and its “useful life expectancy” has been exceeded.

Finance Committee –Mr. Lawrence noted the current projected surplus is \$79,000. As indicated last month, this figure could change with the addition of a PK section mid-year as well as the recent engagement of ESS to provide additional para services.

2027-32 Capital Improvement Plan – This plan will not be voted on until the December 15 regular meeting. As more definitive information is required to plan appropriately, some projects have been deferred to alternate years until the Town renders a decision on whether to invest in “repair as needed” at BRS or build a new school. It is important to note that even if the Town does nothing, incremental improvements/repairs will cost millions, and are going to be more expensive and at more significant increases than what is currently estimated. The “useful life” of the major systems at BRS have a timeframe expiration of 2035-2040. The comparisons provided by Antinozzi are helpful in creating an understanding of the implications of not building a new school as well as the lead-time necessary for building a new school and that doing “nothing” does not solve the problems. It was also noted that it should be clearly communicated to the Town that if they decide not to fund a new school, each year of this plan will be a multi-million dollar ask. There was general consensus that figures be adjusted to include a rate for inflation.

Budget Drivers – Superintendent Montini apprised the Board on the significant increases in the 2026/27 budget. Transportation contractual obligations 7%, contractual salaries 2.4%, and health insurance renewals 15%. Just these three drivers are increasing the budget 5.3%.

Policy Committee – Ms. Williamson presented the policies for adoption and reviewed the changes made to the policies accepted earlier under the Consent Agenda.

MOTION #2 – POLICY 6161.12

Move that we adopt Policy 6161.12 Library Material Review and Reconsideration as submitted.

Ms. Williamson
Second by Mr. Lawrence
UNANIMOUS

MOTION #3 – POLICY 6161.13

Move that we adopt Policy 6161.13 Library Collection Development and Maintenance as submitted.

Ms. Williamson
Second by Dr. Dahya
UNANIMOUS

MOTION #4 – POLICY 6161.14

Move that we adopt Policy 6161.14 Library Display and Program as submitted.

Ms. Williamson
Second by Dr. Strambler
UNANIMOUS

MOTION #5 – POLICY 1312

Move that we adopt Policy 1312 Public Complaints as revised.

Ms. Williamson
Second by Mr. Lawrence
UNANIMOUS

CABE Liaison – Ms. Del Prete reminded Board member of the CABE/CAPSS Convention this week and noted she will attend the Delegate Assembly on November 20.

Upcoming Meeting Presentations – The regular December 15 meeting will be held in the Main Meeting Room at Town Hall at 7:00 PM. In addition, there will be Budget Workshops on December 4, 10 and 11 (if needed) in the BRS South Assembly Room at 7:00 PM. Committee meetings will be held as follows: Policy on December 1 at 4:30 PM, Curriculum, December 4 at 4:00 PM and Finance December 9 at 4:30 PM.

NEW BUSINESS

Open Choice – 2026/27 – Open Choice is an inter-district public school program intended to improve academic achievement; reduce racial, ethnic and economic isolation; and provide a choice of educational programs for public school students. The program allows children from Hartford, New Haven, and Bridgeport to voluntarily attend school in other districts that have space in their schools. (Danbury and Norwalk are pilot programs). Participating districts receive reimbursement from the CSDE for transportation services. Participation in this program aligns with the WSD mission of equity, excellence, and belonging; advances the district’s vision of preparing flexible, lifelong learners and responsible global citizens. Superintendent Montini presented a 10-year history and the impact this program has had on increasing diversity in Woodbridge. Currently for the 2025/26 school year, Woodbridge has 18 available slots with one remaining vacant slot. It is anticipated the 2026/27 will have two vacancies.

MOTION #6 – OPEN CHOICE

Move that we adopt the Superintendent’s recommendation and continue participation in the Open Choice program with 18 slots allocated for the 2026/27 school year with any vacant slots filled beginning in Kindergarten.

Ms. Piascyk
Second by Dr. Dahya

IN FAVOR: Ms. Piascyk, Dr. Dahya, Dr. Francese, Mr. Lawrence, Dr. Strambler and Ms. Williamson

AGAINST: Ms. Del Prete, Mr. Hughes

MOTION PASSES 6-0-2

PUBLIC COMMENT – None

MOTION TO ADJOURN: (9:38 PM)
Dr. Dahya
Second by Mr. Hughes
UNANIMOUS

Recorded by Marsha DeGennaro, Clerk of the Board.

Woodbridge Public School's 2025-2026 Budget Narrative

November 30, 2025

The attached financial reports represent five months (42%) of the fiscal year.

100 Series Salaries - Salaries represent 61% of the budget. Estimates in this category are largely unchanged from the prior month. The majority of our \$133K in savings in certified salaries relates to a vacant teacher position due to a smaller than typical kindergarten cohort and the turnover of three teacher positions last summer. Savings in the non-certified category is due to vacancies in para-professional and café aids. We have begun to receive candidates from an educational employment agency for para-professional candidates. Overall our salary savings are estimated at \$255K for the year.

200 Series Benefits – Benefits are 21% of our budget is based on the elections of last year's staff. Vacant positions continue to give us savings in payroll taxes and CMERS, but keep in mind we will have increased expenditures in Other Professional Services (300 Series) that will offset these savings. Overall the benefits category is showing an estimated deficit of \$22K for the year.

300 Series Purchased Professional Services- This category represents 3% of our budget and includes legal, audit and other expenses that are generated on a month-by-month basis. The \$70K deficit in this category is the combination of an estimated \$98K of additional expense in the Other Professional Services line for contracted Para-professionals and \$28K of estimated savings by hiring a part time physical therapist in house. These estimates are unchanged from the prior month.

400 Series Purchased Property Services - Utility budgets are 4% of the total budget. Our estimated deficit of \$32K is similar to the prior month. The temperatures have been colder than the prior year at this same times but the overall effects of the winter could still cause the bottom line of this category to go up or down.

500 Series Other Purchased Services - This category is 9% of our budget and includes student transportation, tuition, interns, liability insurance and items that do not fall within the professional services/property services categories. The overall estimated deficit of \$54K is similar to the prior month. We are estimating a little more favorable in the Special Education transportation line and a little less favorable in the Tuition line.

600 Series Materials and Supplies – These supplies account for 2% of our budget. With the exception of custodial/maintenance supplies, this category is direct support for classroom instruction. We anticipate utilizing all of these funds.

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

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

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

**WOODBIDGE BOARD OF EDUCATION
MONTH SUMMARY REPORT
FOR THE MONTH ENDED 11-30-2025**

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>ADOPTED BUDGET</u>	<u>EXPENDED TO DATE</u>	<u>ENCUMBERED TO DATE</u>	<u>TOTAL AVAILABLE</u>	<u>ESTIMATED ADDITIONAL</u>	<u>(OVER) UNDER YEAR END</u>
100	TOTAL SALARIES	11,288,309	3,323,234	7,536,662	428,413	173,658	254,755
200	TOTAL BENEFITS	3,707,798	1,816,628	-	1,891,170	1,913,603	(22,433)
300	TOTAL PROFESS. SERVICES	533,224	112,555	73,414	347,255	417,255	(70,000)
400	TOTAL PROPERTY SERVICES	671,312	316,463	71,960	282,889	315,056	(32,167)
500	OTHER SERVICES	1,797,314	841,410	902,854	53,050	106,951	(53,901)
600	SUPPLIES & MATERIALS	386,993	165,289	42,205	179,499	179,499	-
700	TOTAL PROPERTY SERVICES	108,800	78,207	1,415	29,178	29,178	-
800	TOTAL DUES, FEES, MISC.	32,105	22,485	1,432	8,188	8,188	-
TOTAL ADOPTED BUDGET		18,525,855	6,676,271	8,629,941	3,219,642	3,143,388	76,255

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>ADOPTED BUDGET</u>	<u>EXPENDED TO DATE</u>	<u>ENCUMBERED TO DATE</u>	<u>TOTAL AVAILABLE</u>	<u>ESTIMATED ADDITIONAL</u>	<u>(OVER) UNDER YEAR END</u>
390	SPED SERVICES/CONSULTING	216,380	40,430	60,069	115,882	87,882	28,000
510	TRANSPORTATION	329,662	115,514	223,359	(9,211)	7,000	(16,211)
560	TUITION SPECIAL ED	373,480	219,009	205,572	(51,101)	50,000	(101,101)
SPECIAL EDUCATION CARVEOUT		919,522	374,953	488,999	55,570	144,882	(89,311)

SUMMARY	
Special Ed Surplus / (Deficit)	(89,311)
Under / (Over) Spending in OTHER programs	165,566
Total Surplus / (Deficit) Projected	76,255

**WOODBRIIDGE BOARD OF EDUCATION
MONTHLY DETAIL BY OBJECT
FOR THE MONTH ENDED November 30, 2025**

Object Code	Descriptions	Adopted Budget	Expended to Date	Encumbered to Date	Available Balance	Estimated Additional	Projected Year-End Balance
110	Administrators	1,029,488	428,029	508,208	93,252	89,302	3,950
120	Teachers - Regular	6,117,471	1,609,403	4,235,953	272,115	68,350	203,765
120	Teachers - Special Education	1,181,574	379,630	868,946	(67,002)	(2,788)	(64,214)
1201	Psychologist	212,415	47,336	128,482	36,597		36,597
1203	Counselor	127,308	40,769	133,026	(46,487)		(46,487)
Sub-Total Certified Salaries		8,668,256	2,505,166	5,874,615	288,475	154,865	133,611
1303	Custodians	480,915	191,263	285,923	3,729	3,729	-
140	Nurses	191,188	55,111	129,288	6,789	6,789	-
150	Secretaries, Clerical	450,466	166,582	269,049	14,836	4,500	10,336
160	Paraprofessionals	364,785	61,680	143,133	159,972		159,972
1601	Special Education Paraprofess.	857,412	245,503	629,084	(17,175)	(10,725)	(6,451)
170/10	Salaries OT / PT	93,940	39,310	112,955	(58,325)		(58,325)
190	IT Manager and Asst.	83,596	36,115	51,122	(3,641)		(3,641)
190	Salaries, Miscellaneous	97,751	22,503	41,494	33,754	14,500	19,254
Sub-Total Non-Certified Salaries		2,620,053	818,068	1,662,047	139,938	18,793	121,145
TOTAL SALARIES		11,288,309	3,323,234	7,536,662	428,413	173,658	254,755
220	FICA	337,719	99,999		237,720	221,255	16,465
230	CMERS	457,843	110,221		347,622	295,000	52,623
270	Medical Insurance	2,866,923	1,590,708		1,276,215	1,371,215	(95,000)
280	Life Insurance	34,463	15,348		19,116	15,636	3,480
2902	Other Employee Benefits	10,850	353		10,497	10,497	-
TOTAL BENEFITS		3,707,798	1,816,628	0	1,891,170	1,913,603	(22,433)
320	Professional Development	37,325	4,896	598	31,831	31,831	-
330	Legal Fees	55,000	13,960	12,748	28,293	28,293	-
340	Software Support	30,250	18,377		11,873	11,873	-
350	Substitutes	149,435	32,441		116,994	116,994	-
390/01	Consultant Services	216,380	40,430	60,069	115,882	87,882	28,000
3902	Financial Audit	29,400			29,400	29,400	-
390	Other Prof/Tech. Services	15,434	2,451		12,983	110,983	(98,000)
TOTAL PROFESSIONAL SERVICES		533,224	112,555	73,414	347,255	417,255	(70,000)
410/01	Utilities - Electric and Water	165,500	81,597		83,903	96,070	(12,167)
420	Heating	105,000	29,049		75,951	75,951	-
430	Repairs and Maintenance	84,000	12,728	21,474	49,798	49,798	-
450	Leases and Rentals	110,123	71,715		38,408	38,408	-
4501	Building Improvements	10,500			10,500	10,500	-
490	Other Purchased Services	27,620	14,934	11,548	1,138	1,138	-
4901	Service Contracts	168,569	106,440	38,938	23,191	43,191	(20,000)
TOTAL PROPERTY SERVICES		671,312	316,463	71,960	282,889	315,056	(32,167)
510	Pupil Transportation-Regular	524,118	198,962	298,020	27,137	(7,000)	34,137
510	Pupil Transportation-Spec. Educ.	329,662	115,514	223,359	(9,211)	7,000	(16,211)
520	Insurance-General Liability	155,209	123,668	39,174	(7,633)		(7,633)
5201	Worker's Compensation	284,804	136,449	136,448	11,907		11,907
530	Telephone Services	18,531	10,402		8,129	13,129	(5,000)
535	Internet	25,120	18,334		6,786	6,786	-
537	Postage	6,840	672		6,168	6,168	-

**WOODBRIIDGE BOARD OF EDUCATION
MONTHLY DETAIL BY OBJECT
FOR THE MONTH ENDED November 30, 2025**

Object Code	Descriptions	Adopted Budget	Expended to Date	Encumbered to Date	Available Balance	Estimated Additional	Projected Year-End Balance
540	Advertising	1,000			1,000	1,000	-
550	Interns	57,000	16,500		40,500	16,500	24,000
560	Tuition - Wintergreen	6,000			6,000		6,000
560	Tuition - Out of District	373,480	219,009	205,572	(51,101)	50,000	(101,101)
590	Other Purchased Services	15,550	1,900	282	13,368	13,368	-
TOTAL OTHER PURCH SERVICES		1,797,314	841,410	902,854	53,050	106,951	(53,901)
610	Instructional Supplies	151,925	65,380	9,158	77,387	77,387	-
620	Computer Software	85,288	49,782		35,506	35,506	-
625	Supplies Nurses	5,370	3,032	195	2,143	2,143	-
630	Supplies Custodial	56,050	22,023	18,601	15,426	15,426	-
635	Supplies Office	13,000	1,710	2,025	9,266	9,266	-
640	Books and Audio Visual	18,000	4,717	9,560	3,723	3,723	-
645	Subscriptions	30,960	2,184	2,123	26,653	26,653	-
650	Testing	22,700	16,386		6,314	6,314	-
690	Misc. Supplies - DW Security	3,700	75	543	3,082	3,082	-
TOTAL SUPPLIES & MATERIALS		386,993	165,289	42,205	179,499	179,499	0
732	Computer Hardware	89,800	76,615		13,185	13,185	-
735	Equipment - Teaching	8,000			8,000	8,000	-
740	Equipment - Building	5,000		1,415	3,585	3,585	-
745	Furniture	6,000	1,592		4,408	4,408	-
TOTAL PROPERTY		108,800	78,207	1,415	29,178	29,178	-
810	Dues and Fees	22,605	19,453	1,432	1,720	1,720	-
900	Other Fees	9,500	3,033		6,467	6,467	-
TOTAL DUES AND FEES		32,105	22,485	1,432	8,188	8,188	-
TOTAL ADOPTED BUDGET		18,525,855	6,676,271	8,629,941	3,219,642	3,143,388	76,255

**WOODBRIIDGE BOARD OF EDUCATION
SPECIAL REVENUE PROGRAMS
FINANCIAL REPORT FOR THE MONTH ENDED 11-30-2025**

	Café	Extended Day	Field Trips	Expendable Trust	Activity Fund
Revenues:					
Charges for services	\$92,360	\$117,001	\$7,509	\$100,064	\$0
Intergovernmental	\$26,064	\$0	\$0		\$0
Donations	\$0	\$0	\$0	\$0	\$0
Other income	\$0	\$0	\$0	\$90	\$0
Additions	\$0	\$0	\$0	\$0	\$0
Total Revenues:	\$118,424	\$117,001	\$7,509	\$100,154	\$0
Expenditures:					
Wages, FICA, MERF	\$60,464	\$88,922	\$0	\$75,620	\$0
Medical Insurance	\$0	\$0	\$0		\$0
Cost of food sold	\$62,530	\$0	\$0		\$0
Equipment	\$0	\$0	\$0		\$0
Repairs	\$1,086	\$0	\$0		\$0
Other Expenses	\$4,428	\$16,339	\$9,573	\$3,925	\$836
Total Expenditures:	\$128,507	\$105,262	\$9,573	\$79,546	\$836
Year to Date Net Income / (Loss):	(\$10,083)	\$11,739	(\$2,064)	\$20,608	(\$836)
BOE Year to Date Cost of Health Insurance	\$15,268				
	Café	Extended Day	Field Trips	Expendable Trust	Activity Fund
Assets:					
Cash	\$169,904	\$56,390	\$1,091	\$77,607	\$12,563
Prepaid Expenses		\$0	\$0		\$0
Accounts Receivable	\$3,937	\$250	\$67	\$3,329	\$0
Intergovernment Receivable	\$24,104	\$0	\$0	\$0	\$0
Inventory	\$7,885	\$0	\$0	\$0	\$0
Due From Other Funds		\$5,076	\$2,183	\$0	
Total Assets:	\$205,829	\$61,716	\$3,341	\$80,937	\$12,563
Liabilities:					
Amounts Held As Agent	\$0	\$0	\$0	\$0	\$0
Accounts Payable	\$3,459	\$0	\$0	\$0	\$0
Deferred Revenue	\$32,956	\$8,100	\$0	\$0	\$0
Wages Payable	\$0	\$28,788	\$0	\$0	\$0
Due to Othe Funds		\$2,183			
Total Liabilities:	\$36,415	\$39,071	\$0	\$0	\$0
Fund Balance:					
Prior Year Ending Fund Balance	179,498	10,905	5,405	60,329	13,399
Year to Date Income / (Loss)	(\$10,083)	\$11,739	(\$2,064)	\$20,608	(\$836)
Current Fund Balance	\$169,415	\$22,645	\$3,341	\$80,937	\$12,563
	-	(0)	-	-	-

Administration

Concept and Roles in Administration

The Superintendent is responsible for directing and coordinating the administrative staff in realizing the educational philosophy, goals, and general objectives adopted by the Board of Education within the guidelines established by Board of Education policy, law, and employee agreements.

The primary purpose of school administration is to help create and foster an environment in which students can learn effectively. All administrative duties and functions should be appraised in terms of the contribution that is made to better instruction and more effective learning.

Policy adopted:

Existing policy, number 2100 adopted 3/19/12, appropriate as written.

2100

Administration

Administrative Staff Organization

The Superintendent shall organize the staff of the school district in a manner best suited to achieve its purposes.

The legal authority of the Board shall be transmitted through the Superintendent along specific lines of responsibility from person-to-person as shown in the Board-approved organizational chart of the school system. The Superintendent shall organize the staff to achieve the school district's goals and objectives consistent with the district's educational philosophy. The administrative staff organization shall foster an environment of excellence wherein teachers can help students learn most effectively.

There should, in addition, be provision for representative and deliberative groups of employees, community and students, as appropriate, whose functions, shall be to assist in:

1. School improvement.
2. Problem identification and solution.
3. Evaluation of goal achievement.

Policy adopted: ~~March 19, 2012~~

Administration

Equal Employment Opportunity

The Board of Education affirms its policy of equal employment opportunity for all persons and prohibits discrimination in employment because of race, color, religious creed, age, marital status, veteran status, national origin, gender, sexual orientation, ancestry, genetic information, or disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability, or learning disability), including pregnancy, or any other basis prohibited by state and/or federal non-discrimination laws, except nothing prohibits the Board from requiring employees to comply with bona fide occupational qualifications or needs. "Race" is inclusive of ethnic traits historically associated with race, including, but not limited to, hair texture and protective hairstyles. "Protective hairstyles" includes, but is not limited to, wigs, head-wraps, and hairstyles such as individual braids, cornrows, locs, twists, Bantu knots, afros, and afro puffs.

The District recognizes that it is a discriminatory practice to request or require, on an initial employment application, a prospective employee's age, date of birth, dates of attendance at or date of graduation from an educational institution, unless requesting or requiring such information is based on a bona fide occupational qualification or need, or when such information is needed to comply with any provision of State or federal law.

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

Age Discrimination in Employment Act, 29 U.S.C. Sec 621. Executive Order 11246.

Connecticut General Statutes

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

[46a-51](#) (8), (17), (18) Discriminatory practices.

[46a-58\(a\)](#) Deprivation of rights.

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

[46a-79](#) State policy re employment of criminal offenders.

[46a-80](#) Denial of employment based on prior conviction of crime.

[46a-81a](#) Discrimination on the basis of sexual harassment

[10-153](#) Discrimination on account of marital status.

PA 21-2 "An Act Concerning a Respectful and Open World for Natural Hair"

PA 21-69 "An Act Deterring Age Discrimination in Employment Applications"

Policy adopted: April 19, 2022

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

A sample policy to consider

Administration

Organization Chart

The legal authority of the Board will be transmitted through the Superintendent along specific paths from person to person as shown on the district organization chart.

The district organization chart will be prepared by the Superintendent ~~and approved by the Board~~. The lines on the chart will represent direction of authority and responsibility. The chart may also indicate certain "staff" (as opposed to "line") relationships.

The Superintendent will keep the administrative structure up to date with the needs for supervision and accountability in the school system. ~~Therefore, he may, from time to time, recommend for Board approval changes in the district organization chart.~~

Policy adopted:

Administration

Lines of Responsibility

Lines of responsibility in this school district shall, to the fullest extent, be structured so that:

1. Each member of the staff shall be told to whom ~~he/she is~~ **they are** responsible and for what functions.
2. Whenever possible, each member of the staff shall be made responsible to only one immediate supervisor for any one function.
3. Each staff member shall be told to whom ~~he/she~~ **they** can appeal in case of disagreement with the person to whom the staff member is responsible.
4. Each staff member shall be told to whom ~~he/she~~ **they** can go for help in working out ~~his/her own functions in the district program~~ **their job responsibilities.**
5. Each staff member shall be kept advised of the policies, functions and progress of the district.

Policy adopted: ~~March 19, 2012~~

Existing policy, number 2130 adopted 3/19/12, appropriate as written

2130

Administration

Job Descriptions

The Superintendent shall provide for the preparation and maintenance of job descriptions for all administrative personnel. Such job descriptions shall be kept in a separate manual for that purpose.

Policy adopted: ~~March 19, 2012~~

Administration

Superintendent of Schools

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

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

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

1. Develop and implement vision that inspires action and commitment

1.1 Work with the Board of Education to develop a compelling vision that puts improving teaching and student learning at its core and reflects the community's values, beliefs, and highest aspirations for its children

1.2 Articulate to all stakeholders the importance of achieving the vision

1.3 Secure commitment from all stakeholders to act upon the vision of what the district must become

1.4 Create urgency for action and consensus around key solutions, catalyzing action when consensus is unlikely

1.5 Continuously demonstrate through communication, leadership routines, and professional practices the importance of achieving the vision

2. Develop and implement a district leadership theory of action that guides decision making

2.1 Articulate and act upon an overarching theory of action that communicates the underlying rationale for how the district will achieve its vision

2.2 Articulate and test theories of action for all major aspects of the district's improvement work

2.3. Execute a district leadership theory of action to build district coherence and alignment

3. Align resources to drive a district-wide strategy for improving the performance of all students

3.1 Examine a wide range of data to determine root cause of all areas of concern related to improving teaching and learning

3.2 Involve key stakeholders in developing strategies to address areas of concern

3.3 Focus on a small number of high-leverage strategies aligned with the theory of action

3.4 Lead a budget development process that results in systems and support for integrated district improvement initiatives

4. Demonstrate a results and improvement orientation that addresses both accountability and capacity-building

4.1 Guide leadership teams to develop and attain meaningful and measurable goals for professional practice and student learning at the district and the school level

4.2 Establish an aligned, district-wide improvement cycle based on diagnosis, planning, implementation, and monitoring

4.3 Establish accountability for improvement at the district, school, and classroom level

5. Demonstrate leadership grounded in collaborative governance

5.1 Work with the Board of Education to establish district goals and systems and processes for monitoring progress over time

5.2 Work in cooperation with the Board of Education to engage and inform of progress toward goals

5.3 Work with the Board of Education to regularly assess and to clarify the roles and responsibilities of the Board and Superintendent in the areas of policy, management, and collaborative governance

5.4 Demonstrate strong support and advocacy for Board-approved district goals in various public settings

6. Establish structures and processes that sustain a culture of continuous improvement and accountability

6.1 Hold all district leaders responsible for developing and sustaining a strong professional culture characterized by shared responsibility, mutual accountability, a strong sense of individual and group efficacy, and a focus on student learning

6.2 Invest in developing the capacity of teachers and leaders to improve performance over time

6.3 Demonstrate a strong commitment to professional learning to all levels of the organization

7. Purposely align systems and structures that support the district theory of action and strategic operating plan

7.1 Develop and oversee a comprehensive approach to human capital that aligns to district vision, strategy, and goals

7.2 Establish and implement a strategic approach to resource allocation and budget management

7.3 Ensure effective management of the district's core functions

8. Exhibit personal leadership competencies associated with effective district leadership

8.1 Belief: Demonstrate belief that every student can achieve at their highest levels and demonstrate an urgency to improve student achievement

8.2 Manage change and resistance: Manage resistance to change and engage in difficult conversations to maintain a consistent focus on high levels of achievement

8.3 Relationship building: Build trusting, respectful relationships to that improve student learning

8.4 Equitable practice: Work to increase awareness of how identity and life experience have shaped assumptions and unconscious biases; Work to increase self-awareness to have a positive impact on the staff, members of the Board of Education, and other stakeholders

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

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

9. Execute, for example, the following duties:

Relationship with the Board

9.1 to serve as the Executive Officer for the Board and be charged with the responsibility for implementing the policies of the Board. ~~He/She~~ They shall work with the Board ~~President~~ Chair in planning the agenda for each meeting;

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

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

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

Educational Direction and Leadership

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

9.6 to understand and keep informed on all aspects of the instructional program at all levels. ~~He/She~~ They shall have responsibility for the supervision of instruction and shall bring to the

school, in a leadership capacity, the best in educational thought and practice. ~~He/She~~ They shall, on a continuing basis, review and update the educational program of the school, and keep the Board informed of all changes in curriculum;

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

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

Personnel

9.9 to develop and implement sound personnel practices, consistent with law, Board policy and collective bargaining agreements, including recruitment, hiring, assignment, supervision, evaluation, promotion, and discipline of all personnel. ~~He/She~~ They shall develop procedures for the selection of staff members. ~~He/She~~ They shall establish standards for teacher selection, and shall provide a framework for continuing in-service training of all professional staff members.

9.10 to recruit qualified, professional, civil service, and non-certified personnel.

9.11 to nominate employees for appointment, promotion, transfer, or dismissal in accordance with the policies of the Board and the procedures outlined by the law. ~~He/She~~ They may temporarily suspend any permanent employee for cause and shall notify the members of the Board of such suspension. Unless otherwise determined by the Board, he/she is authorized to reemploy all employees upon the adoption by the Board of the budget for the following year.

9.12 to ensure the supervision and evaluation of all staff members. ~~He/She~~ They shall work for good morale and be impartial, firm and fair in dealing with staff.

9.13 to encourage in-service education and the professional growth of staff through conferences, workshops, group discussions, committee/individual studies, and use of consultants;

9.14 to advise the Board, in conjunction with any Board-designated negotiator(s), in all collective bargaining matters;

Financial Management

9.15 to prepare and present to the Board a preliminary annual budget in accordance with a schedule established with the Board. He/She is responsible for ensuring that the budget, as adopted by the Board and approved at the annual meeting, is properly administered. ~~He/She~~ They shall ensure that regular reports are made to the Board on the status of the budget;

Facilities Management

9.16 to ensure the supervision of operations, maintenance, alterations, and repair to buildings and grounds, insisting on competent and efficient performance;

9.17 to evaluate planned needs and recommend to the Board improvements, alterations, and changes in the buildings and equipment of the district;

Community Relations

9.18 to supervise the public relations activities of the district. ~~He/She~~ They shall keep the public informed about the policies, practices, and problems in the district's schools, and provide leadership in changing attitudes and practices for the future. ~~He/She~~ They shall develop friendly and cooperative relationships with the news media.

9.19 to establish and maintain an effective working relationship with all segments of the community: parent-teacher organizations, local and state government, other school systems, institutions, agencies, civic organizations, and the general public. He/she shall solicit and give attention to problems and opinions of all groups and individuals.

Personal Qualities and Growth

9.20 to demonstrate outstanding qualities of leadership with ability to delegate authority and responsibility effectively and to hold subordinates accountable;

9.21 to exhibit the ability to face and respond effectively to controversy;

9.22 to speak well before large and small groups, expressing ideas in a logical and forthright manner;

9.23 to maintain professional development by reading and course work, attending conferences, working on professional committees, visiting other districts, and meeting with other Superintendents;

9.24 to perform such other duties as the majority of the Board may determine.

Policy adopted: ~~April 20, 2021~~

**WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut**

Existing policy, number 2131.1 adopted 3/19/12, appropriate as written

2131.1

Administration

Appointment of Designee for Superintendent of Schools

In order to provide for unforeseen circumstances, the Superintendent shall appoint a designee. This designee shall function only when the Superintendent is out of the District. The designee shall function only in emergency situations.

Policy adopted: ~~March 19, 2012~~



Another more succinct version of this policy to consider

Administration

Superintendent of Schools

Superintendent Succession Plan

The Board of Education (Board) needs to be prepared for an eventual permanent change in its Superintendent, whether such change is either planned or unplanned, to insure the stability and accountability of the school system until such time as a new permanent Superintendent is appointed. The Board's Succession Plan is based upon the deliberate and systematic effort to project its leadership needs.

It is the policy of the Board to assess the permanent leadership needs of the District to help insure the selection of a qualified and capable leader who is representative of the community, a good fit for the mission, vision, values, goals and objectives identified by the Board, and who has the necessary skills, professional talents and background to be the District's Superintendent.

To insure the District's operations are not interrupted while the Board assesses the leadership needs and recruits a permanent Superintendent, the Board may appoint a properly qualified Interim Acting Superintendent. The Interim Acting Superintendent shall ensure that the school system continues to operate without disruption and that all organizational commitments are properly and adequately executed.

It is also the policy of the Board to recruit/develop a diverse pool of candidates. ~~and consider at least three final candidates for its permanent Superintendent position.~~ The Board *shall/may* implement an external recruitment and selection process. ~~while at the same time encouraging the professional development and advancement of current District staff members.~~

When the Superintendent separates from the District as part of a plan, retirement, disability, emergency, contract nonrenewal, etc., the Board, as appointing authority, will publicly communicate an approach regarding the recruitment and selection of a replacement. The recruitment and selection process will include consultation with community officials and key stakeholders, and may or may not include the assistance from the vacating Superintendent. ~~In addition, the assistance of the Connecticut Association of Boards of Education (CABE) and the Connecticut Association of Public School Superintendents (CAPSS) may also be utilized.~~

- (cf. 0000 - Mission and Functions)
- (cf. 0100 - Mission Statement/Purposes)
- (cf. 0200 -Goals/Objectives)
- (cf. 1112 - News Media Relationships)
- (cf. 1160 - Responsibilities of Boards of Education)
- (cf. 2000.1 - Board-Superintendent Relationship)
- (cf. 2001 - Participatory Management)
- (cf. 2110 -Management Position Team)
- (cf. 2131 - Superintendent of Schools)

Administration

Superintendent of Schools

Superintendent Succession Plan (continued)

(cf. 2131.1 - Appointment of Designee for Superintendent)
(cf. 2141 - Recruitment and Appointment of Superintendent)
(cf. 21151 - Recruitment of Administrative Staff)
(cf. 9012 - Legal Responsibilities of Boards of Education)
(cf. 9020 - Public Statements)

Legal Reference: Connecticut General Statutes

10-157 Superintendents (as amended by June 2017 Special Session PA 17-2,
Section 152 and Section 267)

10-222 Reports to state board of education.

Policy adopted:

Existing policy, number 2210 adopted 3/19/12, appropriate as written.

2210

Administration

Administrative Leeway in Absence of Board of Education Policy

In cases where emergency action must be taken within the school system and where the Board of Education has provided no guidelines for administrative action, the Superintendent shall have the power to act, but the decisions shall be subject to review by action of the Board of Education at its next regular meeting. It shall be the duty of the Superintendent to inform the Board of Education promptly of such action and of the need for possible additional policies or revisions of existing policies.

Policy adopted: ~~March 19, 2012~~

**WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut**

Administration

Representative and Deliberative Groups

The Board of Education encourages the Superintendent and administrative staff to create and maintain appropriate mechanisms to:

1. Foster good communications within the staff.
- ~~2. Allow each member of the staff to have a voice in the development of policies and in the making of decisions affecting them; and~~
- ~~3. Establish reasonable and easily used avenues of communication for the public, the students and the district staff.~~

~~The Superintendent, in cooperation with the staff, shall have the responsibility for organizing committees in order to provide orderly channels through which all school employees may communicate their views to the Board of Education.~~

Policy adopted: ~~March 19, 2012~~

**WOODBRIAGE PUBLIC SCHOOLS
Woodbridge, Connecticut**

Administration

Control and Communication Channels and Systems

Reports and Recordkeeping

The Superintendent will ensure that all legally required and other appropriate and necessary records are maintained on file by the Woodbridge School District, including financial accounts, business records, property inventories, personnel information, school population, scholastic records, and other information appropriate to district operation.

The Superintendent of Schools is the custodian of all records maintained in the Central Office. The Principal is the custodian of all student records maintained in the Principal's Office.

All Central Office and Principals' Office records will be stored as required by state or federal statute and regulations either in fireproof files or other suitable storage containers and will be treated according to the general provisions governing public records.

Legal Reference: Connecticut General Statutes

~~10-157 Superintendent of Schools~~

~~10-222 Appropriations and budget~~

~~10-224 Duties of the secretary~~

~~10-227 Return of receipts, expenditures and statistics to state board~~

1-18 Disposition of original documents.

1-213 to 1-225 The Freedom of Information Act. 4-193 Agency's duties re: personal data.

727 Municipal records to be kept in fire-resistive vaults or safes. 7-27a Destruction of original land records or instruments.

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

10-209 Records not to be public.

17b-90 Disclosure of information concerning program applicants and participants.

17a-28 Definitions. Confidentiality of and access to records; exceptions. Procedures for aggrieved persons. Regulations.

19a-215 Reports of diseases on the commissioner's list of reportable diseases and laboratory findings. Confidentiality.

46b-111 Closed hearings and records.

46b-124 Confidentiality of records of juvenile records.

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

II-Sb Transfer or disposal of public records.

Federal Family Educational Rights and Privacy Act of 1974 (20 U.S.C. 1232s.).

Administration

~~Policy Manual~~ Policy and Regulations Systems

The Superintendent shall establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board, the bylaws adopted by the Board, and the regulations of the administration. The Board policies, the Board bylaws, and the administrative regulations shall be published and made available to all persons concerned.

Policies

Policies are statements of intent, which are adopted by the Board of Education. They serve as guides to the administration in the development and implementation of regulations for operating the district.

The Superintendent must take the leadership in the policy-making process, by recognizing the need for specific policies and giving the Board proposed policy statements for consideration, modification and adoption.

Regulations

The Superintendent shall specify the required actions, and design the detailed arrangements under which the district is to be operated. Those regulations and procedures, which apply throughout the district, are to be designated as “regulations”, and are to be placed in the district policies and regulations manual. The regulations shall be presented to the Board before implementation in the district, but the Board will not adopt a regulation unless requested to do so by the Superintendent or unless adoption is required by federal or state law. Administrative regulations must be consistent with the policies adopted by the Board of Education. The Superintendent is responsible for development and implementation of the district regulations. ~~He/she~~ **They** should, as a matter of good administrative procedure, develop a system whereby staff members are involved in development of regulations in order to make certain that each regulation is complete, efficient, sufficient to the need, consistent with adopted Board policy, and capable of full implementation.

Bylaws

Bylaws are the rules governing the internal operations of the Board of Education. When need for a new bylaw, or modification of an existing bylaw is recognized, the Superintendent will be directed to develop and present the Board with an effective new or modified bylaw for consideration, modification if necessary, and adoption. The same procedure used for development of policies shall be used for development of bylaws.

Policy adopted: ~~March 19, 2012~~

Administration

Evaluation of the Superintendent

The evaluation process for the Superintendent shall be collaborative, goal-oriented, and offer numerous opportunities for focused and targeted feedback from the Woodbridge Board of Education (Board) to the Superintendent regarding job performance. It is the Board's belief that this collaborative and candid approach to evaluation will improve the Board and Superintendent communications and relationships, and most importantly, will enhance the overall success of the Woodbridge School district (District).

While the Board and Superintendent (Leadership Team) have different roles and responsibilities, their work must complement each other. Ultimately, all serve to advance the goals and objectives of their community for public education and, most importantly, student learning. As the Board's Chief Executive Officer (CEO), Connecticut Education law requires the Superintendent's job performance be evaluated annually. Whether written or oral, the annual evaluation of the District's Chief Executive Officer is one of the most important responsibilities of the Board.

Beginning of the Year Evaluation of the Superintendent – July-September

- Step 1:** In a public meeting, the Board conducts its self-evaluation and goal setting (July).
- Step 2:** The Leadership Team meets to discuss District Goals and Objectives. Any discussion of District Goals including the Board's Operational Goals and the District's Strategic Plan Goals must be held in a public meeting. This structured conversation is intended to serve as a goal/priority setting session for the District's Leadership Team for the upcoming school year (July).
- Step 3:** A meeting should be scheduled by the Board between the Superintendent and the Board. In Executive Session the Board of Education has an opportunity to candidly discuss with the Superintendent their performance goals for the year. Some of these will have been reflected in the most recent evaluation of the Superintendent's performance. This discussion should also include the process and format by which the Superintendent's performance will be evaluated.
- Step 4:** In a public meeting, the Board adopts their Board Operational Goals (July/August).
- Step 5:** In Executive Session, the Superintendent shares the final performance goals for the upcoming school year with the Board (August/September).

Mid-Year Meeting – December-February

In a public meeting, the Board informally reviews its own performance in light of previously adopted goals. In Executive Session, it is recommended that the Board provide targeted informal feedback to the Superintendent about the effectiveness of the previously established goals and objectives.

These mid-year sessions provide the Leadership Team with an opportunity to identify and strategize about new and/or unexpected challenges. The level of team collaboration allows all parties to be contributing members of a fluid, responsive and strategic team.

End of the Year Evaluation of the Superintendent – April-June

- Step 1:** The Superintendent and Board chair meet to discuss the Superintendent’s evaluation and timeline (April/May).
- Step 2:** The Superintendent shares a self-evaluation with the Board addressing the progress and effectiveness of the performance goals. This self-assessment may be supplemented by submitting documentation as a formal narrative, portfolio or some other mutually agreed upon format, with the understanding that any such written documentation regarding the Superintendent’s job performance should aid the Board in completing a comprehensive and fair evaluation of the Superintendent (May/June).
- Step 3:** The Board conducts evaluation of the Superintendent according to Board policy in Executive Session unless the Superintendent exercises the statutory right to require that such discussion be held in a public meeting. It is recommended that there be no prior sharing of written performance evaluation commentary (hard copy or electronic) among Board members prior to the Executive Session (June).

Legal Reference: Connecticut General Statutes

~~10-157 Superintendents: Relationship to local or regional Board of Education; written contract for employment; evaluation of Superintendent by Board of Education~~

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

~~Freedom of Information Act 1-200 to 1-241~~

10-151a Access of teacher to supervisory records and reports in personnel file.

10-151b Evaluation by superintendents of certain education personnel. (amended by PA 04-137, An Act Concerning Teachers' Evaluations and P.A. 12-116 An Act Concerning Educational Reform).

10-151c Records of teacher performance and evaluation not public records.

10-220a(b) Inservice training. Professional development Institutes for educators. Cooperating and beginning teacher programs, regulations. Connecticut Guidelines for Educator Evaluation, adopted by the State Board of Education, June 27, 2012.

Connecticut's System for Educator Evaluation and Development (SEED) State model evaluation system.

"Flexibilities to Guidelines for Educator Evaluation" adopted by Connecticut State Board of Education, February 6, 2014

P.A. 13-145 An Act Concerning Revision, to the Education Reform Act of 2012

Policy adopted: ~~December 19, 2022~~

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Recommended Evaluation Process and Timeline Flowchart

Beginning of New Evaluation Year Meeting

July / September

Step 1: Board Self-Evaluation and Goal Setting. *(July)*

Step 2: Leadership Team Goal / Priority Setting. *(July)*

Step 3: Meeting between Board of Education, as per Board of Education policy and the Superintendent, to share and discuss performance goals for the year. *(Executive Session)*

Step 4: Board develops their Operational Goals. *(July / August)*

Step 5: Meeting where Superintendent shares final performance goals for the upcoming school year. *(Executive Session)*

Mid-Year Evaluation Meeting

December / January

Step 1: Board informally reviews its performance/discussion regarding previously adopted goals.

Step 2: Targeted informal feedback provided to Superintendent regarding his/her performance. *(Executive Session)*

End of Year Evaluation of the Superintendent

May / June

Step 1: Superintendent and Board of Education Chair meet to discuss Superintendent's evaluation and timeline. *(April / May)*

Step 2: Superintendent shares a self-evaluation with the Board regarding his/her progress and effectiveness of the performance goals. *(May / June)*

Step 3: Board of Education conducts the evaluation of the Superintendent's job performance as per Board of Education policy. *(Executive Session – June)*

Note: Superintendent's Evaluation is a public document subject to FOIA.

Superintendent's Leadership Performance Areas and Specific Areas of Responsibility

Successful Superintendents of Schools are visionary CEOs who lead dynamic enterprises in a shifting climate of policy, politics, society, economics, and law. Balancing and managing national reform and accountability initiatives against local circumstances, they create the conditions that drive their district's leadership, quality of instruction, and student achievement. Research has shown that the nation's most successful Superintendents possess highly developed leadership, vision, and strategic thinking skills and that these skills combined influence student achievement.

The following framework may help guide the Superintendent's evaluation and development. This framework may be changed to reflect continuing developments that shape the Superintendent's areas of responsibility.

I. Educational Leadership

The Superintendent will demonstrate vision and learning in education quality, with specific efforts and results.

Educational Leadership will include, but not be limited to, the following areas: vision, culture, instructional materials, curriculum, hiring, training, performance, issue management, measurable results, presence, and personal development.

II. Organizational Management

The Superintendent will effectively manage and report all aspects of the District's finances and operations.

Organizational Management will include, but not be limited to, the following areas: budget process, budget development, budget management, contract negotiation, grants & excess cost, expense reporting, day-to-day management, facilities planning, facilities maintenance, school environment safety, and health.

III. Community and Board of Education Relations

The Superintendent will foster an effective relationship with the Board, including communication, collaboration, and commitment to priorities. Focus on a culture of effective, collaborative, mutually supportive relationships with the parent community.

Community and Board of Education Relations will include, but not be limited to, the following areas: proactive Board communication, responsive Board communication, policy, commitment to Board priorities, information, and advice, Board collaboration, proactive community communication, responsive community communication, community collaboration, and follow-through.

IV. Personal and Professional Qualities

The Superintendent will maintain the highest standards of personal integrity, professionalism, and leadership.

Personal and Professional Qualities will include, but not be limited to, the following areas: personal integrity, professionalism, personal interaction skills, communication style, work ethic, transparency, and commitment to excellence.

Board of Education Self-Evaluation

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Vision	5	4	3	2	1	Not sure
1. The Board has a vision/mission for the school district with a primary focus on student achievement.						
2. The vision/mission and goals are developed collaboratively with staff and the community.						
3. The Board institutes a process for long-range and strategic planning that aligns with the vision/mission for the district.						
4. The Board uses the district policy manual to create a culture that supports the vision and goals of the district.						
5. The Board expresses in the vision/mission the belief that high quality instruction in every classroom is the foundation for high achievement for all students.						
6. The Board communicates clearly the goals and expectations for the district, staff, and students with an emphasis on high achievement for all students in the district.						
7. The Board develops goals that align with the vision/mission for the district, foster continuous improvement and remain the highest priorities.						
Total Vision						
Community Leadership						
8. The Board communicates and interprets the school district's vision/mission to the public and listens, and incorporates appropriate community perspectives into						

board actions.

9. The Board works to promote the accomplishments of the district within the district and community at large.

10. The Board advocates at the national, state and local levels for students and the school district and promotes the benefits of public education.

11. The Board collaborates with other school boards, superintendents, agencies, and other bodies to inform federal, state and local policy makers of concerns and issues related to education.

12. The Board provides community leadership on educational issues by creating strong linkages with appropriate organizations, agencies, and other groups to provide for healthy development and high achievement for all students.

Total Community Leadership

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A "NA" rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Board Operations	5	4	3	2	1	Not sure
13. The Board ensures the District policy manual is up-to-date and comprehensive.						
14. The Board conducts meetings that are efficient, effective and focus primarily on student achievement and other district priorities.						
15. The Board makes decisions based on analysis of relevant research and data.						
16. The Board adopts a fiscally responsible budget based on the district's priorities and regularly monitors the fiscal health of the district.						
17. The Board collectively executes its legal responsibilities and ensures the district adheres to all federal and state laws and board policies.						

18. The Board provides appropriate support (including quality professional development) for programs and initiatives consistent with the vision/mission of the district.

19. The Board conducts a comprehensive orientation to familiarize new board members with their role on the team.

20. The Board conducts an effective annual self-evaluation.

21. The Board participates in professional development specifically regarding its roles and responsibilities and on relevant content areas.

22. The Board belongs to, actively supports and participates in professional organizations.

Total – Board Operations

Board Ethics	5	4	3	2	1	Not sure
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23. The Board establishes a *Code of Ethics* and conducts business in accordance with the code.

24. The Board members maintain confidentiality regarding sensitive communications.

25. The Board members honors board decisions even when the vote is not unanimous,

26. The Board does not let politics interfere with district business.

27. The Board deals with both internal and external conflicts openly, honestly and respectfully.

Total Board Ethics

Check the most appropriate rating box on a scale of 5-1 (5 representing the highest rating, 1 the lowest) for each question. A “NA” rating is also provided if you are unable to rate on an item for any reason. A space for comments is also provided on page 11 and 12.

Board Superintendent Team	5	4	3	2	1	Not sure
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28. The Board works effectively with the Superintendent as a collaborative leadership team to focus priorities around high achievement for all students in the district.

29. The Board sets aside time, at least semi-annually, to discuss board/superintendent relations.

30. The Board demonstrates support and respect for the Superintendent's role as the chief executive officer of the district.

31. The Board provides direction to the Superintendent as a whole, not from individual Board members.

32. The Board follows the chain of command as identified by board policy.

Total – Board Superintendent Team

Grand Total

Average

Please add any additional comments here (comments will be shared with participants):

Vision:

Community Leadership:

Board Operations:

Board Ethics:

Board/Superintendent Relations:

General Comments:

Special Education Updates

Woodbridge School District


December 2025

Carrie Borcharding
Director of Special Services

Overview

- Purpose
- Special Education vs. 504
- Current numbers and projections
- Process for Referral
- Program Options
- Building Independence Continues
- Staffing Information and Professional Learning
- Questions

Purpose of Special Education

- To allow students with disabilities to access the general education curriculum similarly to their typical peers
 - To provide learning opportunities and strategies for students to play on their strengths
 - To support students as they develop independence through both direct instruction and specific accommodations
 - To allow students with disabilities to advocate for their specific learning needs as they identify their learning challenges
 - To provide access to standards based curriculum and materials at an appropriate instructional level
- 

Eligibility: Special Education vs. 504

Special Education	504
<ol style="list-style-type: none">1. Have at least one of the documented disabilities under IDEA (14 categories)2. Disability must affect educational performance and/or ability to learn and benefit from general education curriculum.3. Student must require specialized instruction to make progress in school.	<ol style="list-style-type: none">1. Have a documented disability2. Disability must interfere with the ability to learn in the general education classroom. <p>* Broader definition than IDEA, however disability must “substantially limit 1 or more basic life functions”</p>

Referral to Special Education

Referral to Special Education


- Parents can refer based on concerns from home or school
- Teachers can refer based on current performance data or specific concerns
- MTSS/SRBI team can refer based on completion of MTSS cycles and student response to intervention

After the Referral

1. Planning and Placement Team 1 (PPT1)-
 - a. Team convenes, data review, consider student needs, determine if evaluation necessary
2. Outcomes of PPT1:
 - a. Student does not move forward in process, and returns to Gen Ed/SRBI monitoring or could be referred to the 504 team
 - b. Student goes to evaluation



Eligibility Process

- PPT 2
 - Occurs within 45 school days
 - Evaluations reviewed and eligibility discussed
 - IF ELIGIBLE:
 - Goals/Objectives presented (Specific, Measurable, Achievable within 1 year)
 - LRE (Least Restrictive Environment) for service delivery
 - Student-Needs Driven
 - Service Delivery begins by Special Education team and accommodations put in place
 - Annual Review
 - Yearly Review of current performance and Progress monitoring reported at report card intervals
 - Triennial Evaluations
 - Every 3 years (minimum) evaluation and eligibility determination reestablished
- 

Evaluation Data and Planning and Placement Team (PPT)


School Years	Referrals	# of Evaluations	# of PPTs
22-23	63	102	406
23-24	70	93	301
24- 25	66	88	299
25-26 <i>(projected 12/10/25)</i>	37 <i>(~96)</i>	34 <i>(~100)</i>	110 <i>(~345)</i>

*(*current number and projected year based on current referrals to this point)*

Eligibility by Category


Disability Category	2022-2023	2023-2024	2023-2024	2024-2025
Autism (ASD)	19%	22%	27%	30%
Developmental Delay (DD)	6%	2%	2%	1%
Emotional Disability (ED)	2%	2%	1%	1%
Hearing Impairment (HI)	2%	2%	2%	1%
Intellectual Disability (ID)	2%	1%	0%	0%
Multiple Disability (MD)	1%	1%	1%	1%
Other Health Impairment (OHI)	4%	6%	6%	6%
OHI- ADD/ADHD	18%	16%	17%	19%
Specific Learning Disability (SLD)	23%	23%	20%	15%
SLD- Dyslexia (SLDD)	10%	9%	10%	12%
Speech and Language Impairment (SLI)	11%	14%	12%	13%
Visual Impairment (VI)	2%	2%	2%	1%

Programmatic Supports

- **Life Skills :**
 - Loosely based around a self-contained model to focus on academics and building independence while accessing the alternative assessment and state standards
 - Integrating a tiered curriculum, Unique Learning Systems, based on grade level units
 - Focus on increased student independence and decreasing adult support and prompting
 - **Social Emotional Learning:**
 - Resource Room and alternative location to the general education setting when students require an opportunity to work on self-regulation and coping strategies
 - Students participate in Skill Building and/or counseling strategies to be generalized in the regular education setting (Curriculum: Everyday Speech, Social Thinking)
 - Significant focus on decreasing adult support and building independence
 - **Academic Support/ Related Services**
 - Conducted through the Resource Room instruction or push-in services
 - Utilizes classroom content materials to support skill development and generalization
 - Variety of methods and strategies provided
 - Academic Support: Structured Literacy Programing, Math Support, Reading Comprehension, Executive Functioning, Written Expression and Language
 - Related Services: OT, PT, Speech and Language, Social Skills, Counseling
- 

Building Independence

- Decrease Paraeducator Support
 - Fewer 1:1 supports
 - Reduction of 1:1 by approximately 42% over the last 2 years
 - Build independence in Daily Living Skills
 - Paraeducator Professional Learning

 - Use of Appropriate Accommodations
 - Executive Functioning Strategies
 - Appropriate Tools: ie. Calculator, Speech to Text and Text to Speech, Copies of Notes
- 

Special Education Faculty

TEACHERS


Pre-K	1
Resource Room (K-2, 2, 3, 4, 5, 6)	6
Integrated Resource (4-6)	1
Social Emotional Learning (K-2, 3-6)	2
Life Skills (K-3, 4-6)	2
Teacher of Visually Impaired (consult)	n/a
Teacher of the Deaf	~5 hr/ week

RELATED SERVICES

Social Work	2*
Psychologist	2*
Speech Pathologist	2.7
Occupational Therapist	1.2
Physical Therapist	8-10 hrs/ week
Paraprofessionals (currently assigned/filled in Special Education)	27

*Note reassignment of .5 SW to 1.0

Professional Learning- Literacy

- State Guidelines for Certification- Literacy/ Dyslexia
 - Orton Gillingham (OG) Training- 3 Classroom level, 2 Associate Level, Others with OG overview and classroom strategies
 - SPIRE, Visualizing/ Verbalizing, Cloud 9
 - Paraeducators
 - Literacy with Kathy Marlor
 - Behavior Intervention Strategies with Michael Bloom
- 

Resources

[IEPs vs. 504 Resource](#)

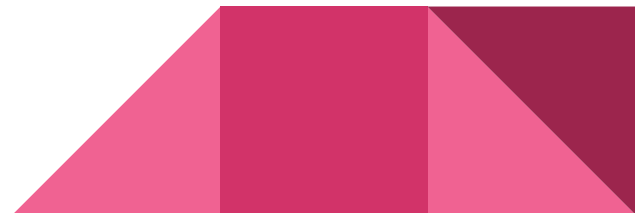
[Building Independence Overview](#)

[Inclusive Schools - Paraprofessional article](#)

[Procedural Safeguards](#)

[Parents Guide to Special Education](#)

Questions?



BRS ENROLLMENT

December 1, 2025

Grade/Teacher	Total
PreK	
DePalma	25
	25

Kindergarten	
Cadelina	18
Cofrancesco	17
Farnen	17
Grabowski	16
Scalia	17
	85

Grade 1	
DeMarco	16
Demetro	18
Marcelynas	18
Och	17
Ortiz	18
	87

Grade 2	
Fanelli	18
Glennon	19
Hutchinson	20
Ramia	18
Sudimick	19
Vincitorio	19
	113

Grade 3	
DePalma	20
Fischer	20
Ngov	20
Rakowski	20
Thompson	20
	100

Grade/Teacher	Total
Grade 4	
Chase	19
Esparo	20
Marcellino	20
Mumford	19
Nolan	21
Shepard	19
	118

Grade 5	
Crystal	21
Guerra	21
McHugh	22
Meacham	21
Mulligan-Torelli	21
Robbins	21
	127

Grade 6	
Blinstrubas	21
Guerrera	21
Irfan	21
Rehm	20
Rogerson	21
Saunders	22
	126

M.A.G.	
Ahern	18
Hart-Rooney	20
Wyman-Ancil	20
Gerber	22
	80

BRS Enrollment	861
ODD	4
GRAND TOTAL	865

MINUTES OF THE WBOE POLICY COMMITTEE
Superintendent's Conference Room
December 1, 2025

CALL TO ORDER: Ms. Williamson called the meeting to order at 4:37 PM.

IN ATTENDANCE: Erin Williamson, Chair (in person); Lynn Piascyk (in person), Steven Lawrence (in person), Board of Education Members; Mary Vincitorio, WEA and Christopher Montini, Superintendent.

PUBLIC COMMENT: None

The Committee reviewed the following policies:

- ◆ 2000 - Concept and Roles in Administration – no changes and submitted for 30-day review.
- ◆ 2001.1 Staff Involvement in Decision-Making – reviewed and decision not to include as it is not currently a policy.
- ◆ 2100 - Administrative Staff Organization – no changes and submitted for 30-day review.
- ◆ 2111 - Equal Employment Opportunity – no changes and submitted for 30-day review.
- ◆ 2112 - Professional Development – no changes and submitted for 30-day review.
- ◆ 2120 - Organization Chart – no change to chart but remove it from policy and post on district website differently than policy and include sample policy language with minor language revisions. In 2nd paragraph, first line delete “*and approved by the Board*” and in 3rd paragraph, delete last sentence. Submit for 30-day review.
- ◆ 2121 - Lines of Responsibility – in each paragraph replace “*he/she*” with “*they*” and in #4 delete “*his/her own functions in the district program*” and replace with “*their job responsibilities*”. Submit for 30-day review.
- ◆ 2130 - Job Descriptions – no changes and submit for 30-day review.
- ◆ 2131 - Superintendent of Schools – change “*his/her*” to “*their or they*” throughout the document. Under 5.2 delete “*should*”. Under 9.1 change “*Board President*” to “*Board Chair*”. Under 9.7 delete “*all courses of study, curriculum guides and textbooks*” replace with “*curriculum*” and delete “*in the schools*”. Submit for 30-day review.
- ◆ 2131.1 - Appointment of Designee for Superintendent – no changes, submit for 30-day review.
- ◆ 2140.1 - Superintendent Succession – adopt the short version with minor language modifications. In the 4th paragraph, first sentence, delete everything following “*candidates*”. In the 2nd sentence, delete “*shall*” replace with “*may*” and delete everything after “*process*”. Delete the last sentence in paragraph 5. Submit for 30-day review.
- ◆ 2210 - Administrative Leeway in Absence of Board Policy – no changes and submit for 30-day review.
- ◆ 2220 - Representative and Deliberative Groups – eliminate everything following the paragraph #1 and incorporate the language in #1 into the first paragraph. Submit for 30-day review.
- ◆ 2230 - Control and Communication Channels & Systems – current title of “*Reports and Recordkeeping*” changed to “*Control and Communication Channels and Systems*”. Submit for 30-day review.
- ◆ 2231 - Policy and Regulations Systems – change title from “*Policy Manual*” to “*Policy and Regulations Systems*” and under change “*He/She*” to “*They*”. Submit for 30-day review.
- ◆ 2300 - Code of Ethics – determined not necessary for inclusion.
- ◆ 2400 - Evaluation of Administrators and Administration – no changes and submit for 30-day review.

PUBLIC COMMENT: None

Meeting Adjourned: 5:33 PM

MINUTES OF THE WBOE POLICY COMMITTEE
Superintendent's Conference Room
November 3, 2025

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

IN ATTENDANCE: Erin Williamson, Chair (in person); Lynn Piascyk (in person), Steven Lawrence (remote), Board of Education Members; Mary Vincitorio, WEA and Christopher Montini, Superintendent.

PUBLIC COMMENT: None

Policies 5118.2 (a new policy Military Families), 6159 (a new policy IEPs), 5114 (revised policy Student Discipline/Suspension/Expulsion) and 6171 (revised policy SpEd) were reviewed.

- 5118.2 last bullet on Page 1, 5th sentence delete “*except that any such... to end of bullet*”. Delete “*alternate language*” in its entirety. Forward for 30-day review.
- 6159, 2nd paragraph last sentence strike “disabled” and after children add “with a disability”. Strike 3rd paragraph in its entirety. Under *Information Provided to Parents...*, 3rd paragraph strike “IEP” and replace with “PPT”. Under *Alternate Assessments*, 2nd and 3rd paragraphs strike “IEP” and replace with “PPT”. Under *Transition Services* delete 1st bullet in its entirety. Under #1 delete last sentence, and #2 through #5. Delete *Transfer of Rights and Students with disabilities Convicted as Adults and Incarcerated in Adult Prisons*. On Page 6, delete *Transfers* etc. until “If the Board...”. On Page 7 under #1 delete “*or such student if such student is eighteen years of age or older or an emancipated minor,*”. Page 7 delete “*Transfers*” paragraph. Delete 10-76q SpEd...reference. Forward for 30-day review.
- 5114 it was the recommendation of the Superintendent that given the numerous legislative changes and the legalities involved in “due process” that the current policy be deleted in its entirety and replaced with the policy draft from Shipman and Goodwin and that minimal, if any, changes be made. 1st paragraph, 5th sentence delete *both within and across schools in the District*. Page 7, #29, add *Smartwatch* after *Smartphone*, add *beeper or paging device* after “device” in 3rd sentence, delete #30 in its entirety. Page 8/9, under IV(A), (B) and (E) change grade to “6”. Page 10 VII(A) and 3a change grade to “6”. Page 12, #11 beginning of 2nd sentence, add “*The WBOE expects that*”. Page 12 #12, in 1st sentence add “*high school*” before “graduation”. Page 13 under C1 and C2, strike “*if the student is a minor*”. Page 17(G) Delete last sentence of 1st paragraph and strike “*and/or student over the age of 18*” in the 2nd paragraph. Page 17, under X delete (B) through (D) in their entirety. Page 18, (E) IDEA, delete “*Notwithstanding Subsections X.A. through D. above*” in 1st paragraph and (F) in its entirety. Under XI, 2nd sentence of 1st paragraph add “The WBOE expects” before “such notice” and delete “*except for notice of an expulsion of a student in grades nine through twelve, inclusive*” in the same sentence. Page 19, 2nd paragraph, add “*high school*” before “graduation”. Page 20, XIII (A3) add “*educational*” between “current placement”. Modify legal references accordingly. Forward for 30-day review.
- 6173 no additional changes were made by the Committee. Forward for 30-day review

The next meeting will be held on December 1 at 4:30 PM.

PUBLIC COMMENT: None

Meeting Adjourned: 6:11 PM



Students

Educational Opportunities for Military Children

To facilitate the placement, enrollment, graduation, data collection, and provision of special services for students transferring into or out of the District because of their parents being on active duty in the U.S. Armed Services, the District supports and will implement its responsibilities as outlined in the *Interstate Compact on Educational Opportunity for Military Children*. The Board of Education believes it is appropriate to remove barriers to educational success imposed on children of military families because of their parents' frequent moves and deployment.

Definitions

Children of military families means school-aged children, enrolled in kindergarten through 12th grade, in the household of an active-duty member of the uniformed service of the United States, including members of the National Guard and Reserve.

Deployment means the period one month before the service members depart from their home station on military orders, six months after return to their home station.

Education(al) records means official records, files, and data directly related to a student and maintained by the school, including, but not limited to, records encompassing all the material kept in the student's cumulative folder.

The requirements applicable to eligible students, which must be fulfilled, are listed below. Eligible students are those who are children of active-duty personnel, active-duty personnel or veterans who have been severely injured and medically discharged, and active-duty personnel who die on active duty within one year of service. Students are not eligible for the provisions of the Compact if they are children of inactive Guard or Reserves, retired personnel, veterans not included above, or U.S. Department of Defense personnel and other federal civil service employees and contract employees.

The District's responsibilities to eligible children include the following:

- Sending schools must send either official or unofficial records with the moving students, and District receiving schools must use those records for immediate enrollment and educational placement.
- Simultaneously, the receiving school must request official records, and the sending schools shall respond within 10 days with the records.
- Immunization requirements of the District may be met within 30 days from the date of enrollment (or be in progress).
- Receiving schools must honor placement of students in all courses from the sending school. These include, but are not limited to, Honors, International Baccalaureate, Advanced Placement, vocational-technical, and career pathway courses if those courses are offered in the receiving school.
- In compliance with federal law, special education students must be placed by the existing IEP with reasonable accommodations in the receiving school.
- If a child of a member of the armed forces is enrolled in a school under the jurisdiction the district, and such member has received military orders directing them from such town, or any other documents from the armed forces indicating a change of residency from such town during the school year, the child may continue to be enrolled in the school until the end of the school year while such member remains a member of the armed forces, ~~except that any such child in grade eleven may continue to be enrolled in the school for an additional school year while such member remains a member of the armed forces.~~

- The District will exercise, as deemed appropriate, the right to waive prerequisites for all courses and programs, while also maintaining its right to re-evaluate the student to ensure continued enrollment, as deemed appropriate.
- Students of active-duty personnel shall have additional excused absences at the discretion of the District for visitations relative to leave or deployment.

Alternate language for above:

- ~~A one-day absence is provided for students when their parent/guardian is deployed into active military service.~~
- ~~A one-day absence is provided for students when their parent/guardian returns from active military service or deployment.~~
- ~~A student whose parent or legal guardian has been called to duty for, is on leave from, or immediately returned from deployment to; a combat zone or combat support posting shall be granted additional excused absences at the discretion of the Superintendent or his/her designee.~~
- ~~Absences related to a student visiting with his/her parent, related to leave or deployment activities, may be excused by the District. The district will permit no more than ____ excused absences per year for this purpose. (Note: The local district may specify in its policy how many excused absences are permitted.)~~
- ~~An eligible student living with a noncustodial parent or other person standing in loco parentis shall be permitted to attend the school in which he or she was enrolled while living without the custodial parent without any tuition fee imposed.~~
- ~~The District high school will accept exit, or end-of-year exams required from the sending state, national norm-referenced tests, or alternate testing instead of testing requirements for graduation in the District (receiving state). If this is not possible, the alternative provision of the Interstate Compact shall be followed to facilitate the on-time graduation of the student in accordance with Compact provisions.~~

(cf. 5111 - Admission)

(cf. 5113 - Attendance and Excuses)

(cf. 5123 - Promotion/Retention)

(cf. 5125 - Student Records; Confidentiality)

(cf. 5141.3 - Health Assessments and Immunizations)

(cf. 6146 - Graduation Requirements)

(cf. 6171 - Special Education)

Legal Reference: Connecticut General Statutes

10-15f Interstate Compact on Educational Opportunity for Military Children

Public Act 25-15 An Act Concerning Various Measures Recognizing and Honoring the Military Service of the Armed Forces in Connecticut. (Section 7)

Policy adopted:

Instruction

Individualized Education Program

Individualized Education Programs (IEPs) are essential foundations for providing effective, high-quality special education services. The Board requires that all procedures for implementing an individualized education program be designed to guard the privacy of the student and family.

A parent of a child, the State Department of Education, or other state agencies available to the District may initiate a request for an initial evaluation to determine if the child is a child with a disability. Once the district receives a written referral for special education evaluation, it has 45 school days to complete an initial evaluation. The 45-school-day timeline encompasses the entire eligibility determination process, including reviewing the referral, obtaining written parental consent for evaluation, conducting a comprehensive evaluation, determining eligibility, obtaining written parental consent for the provision of special education services, and implementing an IEP if the student is found eligible. The district will conduct a full and individual evaluation that consists of procedures to determine if the child is a child with a disability under 34 C.F.R. §300.301. Further, the evaluation must be sufficiently comprehensive to identify all of the child's special education and related services needed, whether or not commonly linked to the disability category in which the child has been classified. Assessments for **disabled children with a disability** who are transfer students shall be coordinated between the sending or receiving district in an expeditious manner.

~~The adult student or his/her parent/guardian will be asked by the District if the student wishes to receive the special education and related services outlined in their individualized education program (IEP) through the end of the school year during which they turn 22 years of age or they graduate with a regular high school diploma, whichever comes first.~~

In situations in which a student's IEP requires an out-of-district or private placement, the timeline for implementing an IEP must occur within 60 school days of the PPT referral (not including the time it takes to obtain written parental consent).

Any individualized education program (IEP) developed for a student with disabilities shall specify whether the student shall achieve the District's adopted content standards or whether the student shall achieve individualized standards that would indicate the student has met the requirements of his or her IEP. When a child is identified as requiring special education, the district will provide parents/guardians with information and resources from the State Department of Education relating to IEPs.

Information Provided to Parents Regarding Special Education

At the first PPT, when a child receiving special education services reaches 14, the district shall provide information to the child and parent/guardian regarding the full range of decision-making supports, including alternatives to guardianship and conservatorship and the plain-language online resources developed by CSDE regarding decision-making options available when the student reaches 18.

In addition, information that must be provided to parents/guardians at each PPT meeting shall include plain-language resources developed by CSDE regarding the hearing and appeals process, information regarding free and low-cost legal assistance, and The Parent's Guide to Special Education in Connecticut by CSDE. The district shall annually provide the Guide and rights and resources available to children receiving special education services at the beginning of the school year.

At the beginning of each school year, the district shall provide an informational handout developed by CSDE that explains what it means to have an IEP or Section 504 plan.

Upon request from a parent/guardian, or when there is an apparent need, the district shall provide interpreters and translated documents for students and parents, including translated copies of a child's IEP and any related documents.

The interpreter may be present in person, available by phone, or through an online platform, an Internet website, or other electronic application approved by the State Board of Education.

A parent/guardian of the Board may request mediation through the Mediation Services Coordinator at any time for any matter related to the provision of special education for a child, including, but not limited to, the identification, evaluation, educational placement, or implementation of an IEP. Upon receipt of a request for mediation, the Mediation Services Coordinator shall provide notification to the parties and invite them to participate in voluntary mediation.

Planning and Placement Team or Individualized Education Program Team

The term "Planning and Placement Team" means a group of individuals composed of -

1. the parents of a child with a disability;
2. not less than one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
3. not less than one special education teacher, or where appropriate, not less than one special education provider of such child;
4. a representative of the local educational agency who –
 - a. is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - b. is knowledgeable about the general education curriculum; and
 - c. is knowledgeable about the availability of resources of the local educational agency;
5. an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (2) through (6);
6. at the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
7. the school paraprofessional, if any, assigned to such child, and
8. whenever appropriate, the child with a disability.

NOTE: A Planning and Placement Team member is not required to attend all or part of an IEP meeting if the parents and District agree that the team member's participation is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting. If the meeting does involve a modification or discussion of the member's area of the curriculum or related services, parents and the District can agree to excuse the member from attending all or part of the meeting if the member submits written input to the parent and the Planning and Placement Team prior to the meeting. Parental consent in writing is required in either case.

In addition to the above, the special education specialist, school psychologist, school nurse, school social worker, counselor, or other student service worker who has conducted an assessment of the student shall participate whenever the results or recommendations based on such assessment are significant to the development of the student's individualized education program and placement. Where the student is limited or non-English speaking, a district representative who is fluent in the student's primary language and who is knowledgeable about the process of second-language acquisition and competent in the assessment of limited English and non-English speaking individuals should be included.

Any member of the PPT employed by the Board of Education who discusses or makes recommendations concerning the provisions of special education and related services during a PPT meeting shall not be disciplined, suspended, or otherwise punished for such recommendations.

No birth-to-three coordinator or qualified personnel, as defined by C.G.S. [17a-248](#), who discusses or makes recommendations concerning the provision of special education and/or related services during a PPT

meeting or in a transition plan shall be subject to discipline, suspension, termination or other punishment on the basis of such recommendations.

The parent/guardian or surrogate parent shall be given at least five (5) school days prior notice of any PPT meeting and shall have the right to be present and participate in all portions of such meetings at which an educational program for their child is developed, reviewed or revised. In addition, parents/guardians or surrogate parents have the right to be present at and participate in all portions of the PPT meeting at which an educational program for their child is developed, reviewed or revised. In addition, the parent/guardian/surrogate shall have advisors and the child's assigned paraprofessional, if any, and such child's birth-to-three service coordinator, if any, be present at and participate in all portions of the PPT meeting in which the child's educational program is developed, reviewed or revised and have the right to have such recommendation made in such child's birth-to-three individualized transition plan, if any, addressed by the PPT at which an educational program for such child is developed.

The District shall offer to meet with the student's parents/guardians, upon the request of the parents/guardians, after the student has been assessed for possible placement in special education and before the Planning and Placement Team (PPT) meets.

The sole purpose of such meeting is to discuss the PPT process and any concerns the parent/guardian has about the student. The meeting will involve a member of the PPT designated by the District before the referral PPT meeting at which the student's assessments and evaluations will be discussed for the first time. This applies to students under evaluation for possible placement in special education.

Upon request of a parent/guardian, the District will provide the results of the assessments and evaluations used in the determination of eligibility for special education of a student at least three (3) school days before the referral PPT meeting at which such results of the assessment and evaluations will be discussed for the first time.

Parents/guardians and the District may agree to conduct IEP/PPT meetings, and other meetings, through alternative means, such as including but not limited to, videoconferences or conference calls.

General. The IEP for each child must include -

1. An accurate statement of the child's present levels of academic achievement and functional performance based upon parental provider information, current classroom-based, local, state assessments and classroom-based observations, including –
 - a. How the child's disability affects the child's involvement and progress in the general education curriculum; or
 - b. For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
2. A statement of measurable annual academic and functional goals that aim to improve educational results and functional performance for each child with a disability, related to -
 - a. Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum;
 - b. Meeting each of the child's other educational needs that result from the child's disability; and
 - c. Providing a meaningful opportunity for the child to meet challenging objectives.

Alternate Assessments

- a. A statement of "benchmarks or short-term objectives" is required only with respect to students with disabilities who take alternate assessments aligned with alternate achievement standards.

If a child will participate in alternate assessments based on either general or alternate achievement standards, the IEP must explain why the child cannot participate in the regular assessment and why the alternate assessment selected is appropriate for the child.

The IEP/PPT Team may only recommend appropriate accommodation or use of alternate assessment, but may not exempt students with disabilities from the state assessment.

3. A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child –
 - a. To advance appropriately toward attaining the annual goals;
 - b. To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
 - c. To be educated and participate with other children with disabilities and non-disabled children in the activities described in this paragraph;
4. A school must offer an IEP that is "reasonable calculated to enable a child to make progress appropriate in light of the child's circumstances." The child's educational program must be appropriately ambitious in light of his/her circumstances and every child should have the chance to meet challenging objectives. The Planning and Placement Team (PPT), in determining whether an IEP is reasonably calculated to enable a child to make progress should consider the child's:
 - Previous rate or academic growth,
 - Progress towards achieving or exceeding grade-level proficiency,
 - Behaviors, if any, interfering with the child's progress, and
 - Parent's input and any additional information provided by such parents.

The U.S. Supreme Court, in the *Endrew F* decision stated, “any review of an IEP must consider whether the IEP is reasonably calculated to ensure such progress, not whether it would be considered ideal”. (137S.CT. at 99)

5. An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in the activities described in paragraph (a) (3) of this section;
6. A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and
7. The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and
8. A statement of -
 - a. How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
 - b. How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their non-disabled children's progress, of -
 - i. Their child's progress toward the annual goals; and
 - ii. The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.
9. Reevaluation of a student's progress may not occur more than once a year unless agreed to by the parents and the District. Reevaluation must occur at least once every three years unless the parent and District agree that it is unnecessary.

NOTE: In order to make FAPE available to each eligible child with a disability, the child's IEP must be designed to enable the child to be involved in, and maybe progress in, the general education curriculum ("the same curriculum as for nondisabled children which is based on a State's academic content standards. This alignment must guide, and not replace the individualized decision-making required in the IEP process.)"

Transition services.

The district shall designate a transition coordinator who is responsible for the following:

- ~~Complete a prescribed training program within three years of when the training program commences or within one year of being appointed transition coordinator if appointed after the training program commences;~~
 - **Ensuring** parents receive information about transition resources, services, or public transition programs and know the eligibility requirements and application details; and
 - The transition coordinator may be the director of pupil personnel or another school district employee.
1. Beginning in the 2024-25 school year, the Board of Education shall distribute a notice of a link to an online listing of transitional resources, transitional services, and public transition programs provided by the Statewide Transition Services Coordinator. This shall be distributed to parents/guardians of children receiving special education services in grades six through 12 at a PPT meeting.
 2. ~~At the first PPT meeting after the student turns 14, the Team will provide a listing to the parent/guardian of each public transition and adult education program for which the student may be eligible after graduation. Upon parent/guardian approval, an identified certified professional member of the PPT will notify the state agency that provides such a program about the potential eligibility.~~
 3. ~~By the PPT meeting, which occurs approximately two years prior to the student's anticipated exit from the district, upon parent/guardian approval, a certified professional member of the PPT shall notify any state agency that provides an adult program for which the student may be eligible about the potential eligibility, invite an agency representative to attend the PPT, and permit and facilitate contract and coordination between the agency and parent. An identified certified professional member of the PPT will assist the parent/guardian in completing an application to any such program.~~
 4. ~~The IEP must include—~~
 - a. ~~For each student beginning not later than the first IEP to be in effect when the child is fourteen, and younger if the PPT determines it appropriate, and updated annually, thereafter, appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and the transition services, including courses of study, needed to assist the student in reaching those goals.~~
 - b. ~~For a student no longer eligible for services due to graduation from high school with a regular diploma or for a student who exceeds the age of eligibility under State law, a summary of the student's academic achievement and functional performance including recommendations on how to assist the student in meeting his/her postsecondary goals.~~
 5. ~~If the Planning and Placement Team determines that services are not needed in one or more of the areas specified in §300.27(c)(1) through (c)(4), the IEP must include a statement to that effect and the basis upon which the determination was made.~~

~~**Transfer of rights.** Beginning not later than one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under this title if any, that will transfer to the student on reaching the age of majority, consistent with §615(m)~~

~~**Students with disabilities convicted as adults and incarcerated in adult prisons.** Special rules concerning the content of IEP's for students with disabilities convicted as adults and incarcerated in adult prisons are contained §612(a)(5)A.~~

Students with disabilities identified as deaf or hearing impaired. For a child identified as deaf or hearing impaired, the PPT shall develop an IEP which includes a language and communication plan which shall address;

1. the child's primary language or mode of communication;
2. opportunities for direct communication between the child and his/her peers and professional personnel in the primary child's language or mode of communication;
3. educational options available to the child;
4. the qualifications of teachers and other professional personnel administering the plan for the child, including their proficiency in the child's primary language or mode of communication;
5. the accessibility of academic instruction, school services and extracurricular activities to the child;
6. Assistive devices and services for the child;
7. Communication and physical environment accommodations for the child; and
8. An emergency communications plan that includes procedures for alerting the child of an emergency situation and ensuring that the specific needs of the child are met during the emergency situation. Such plan is to be developed for a student identified as deaf, hard of hearing, or both blind or visually impaired and deaf.

Students who are children of a member of the armed forces. If, after the start of a school year, a child of a member of the armed forces:

1. Enrolls in a school under the jurisdiction of a local or regional board of education, as a result of such member having received military orders directing such member to the state or any other documents from the armed forces indicating the transfer of such member to the state, and
2. Such child enrolls with an individualized education program or plan pursuant to Section 504 of the Rehabilitation Act of 1973 from such child's prior school.
3. The Board shall take necessary steps, including, but not limited to, the transfer of any records and prior evaluations, the performance of any reevaluations and, not later than thirty school days after such child's enrollment, the holding of any planning and placement team meeting or meeting to establish a plan pursuant to Section 504 of the Rehabilitation Act of 1973 for such child, to ensure a minimally disruptive transition to the provision of comparable services.

Transfers

When an individual has been on an IEP in another school district, the PPT shall make an evaluative study of the student and develop an IEP for the student as though the student were newly referred, but the PPT may use the previous IEP (if available) in developing the new one.

If the transfer involves districts within Connecticut, the District will provide services "comparable to those described in the previously held IEP," until the District adopts the previously held IEP or develops, adopts, and implements a new IEP. If the student has transferred from another state, the District will provide services "comparable to those described in the previously held IEP," until the District conducts an evaluation, if deemed necessary, and if appropriate, develops a new IEP. If a student who is on an IEP transfers from this district to another, or to a private school, the written IEP and any additional records relating to the student's program and achievement shall be forwarded to the receiving school on the request of the receiving school and the individual's parent or guardian.

Districts receiving out-of-district students requiring special education shall:

1. hold the planning and placement team meeting for each out-of-district student who requires special education and related services and invite representatives from the sending district to participate in such meeting, and
2. ensure that such students receive the services mandated by the student's individualized education program whether such services are provided by the sending district or the receiving district.

Furthermore, in the case of a student with a plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, the receiving district shall:

1. Ensure that such student receives the services mandated by the student's plan, and
2. Pay for the costs of providing such services to such student.

If the Board of Education receives an out-of-district placement of a student who receives special education services, through an agreement or contract with a sending local or regional board of education pursuant to subsection (d) of section 10-76d of the general statutes or section 10-91j, as amended by PA 25-67, the Board shall not transfer such student to any other school or facility unless:

1. Upon initiation of the sending local or regional board of education or upon the request of a parent or guardian of such student, ~~or such student if such student is eighteen years of age or older or an emancipated minor,~~ such sending local or regional board of education holds a planning and placement team meeting for the purpose of determining the appropriateness of such transfer, and
2. The planning and placement team determines that such transfer is more appropriate for the educational needs of such student than the current out-of-district placement.

A representative of the board of education shall be invited to attend and participate in such planning and placement team meeting but may not request that such planning and placement team meeting be held.

Transfers

~~Prior to the enrollment of a District student in a technical education and career school, the District will convene a PPT in order to address such student's transition to the technical education and career school and ensure that such student's IEP reflects the current supports and services the student requires in order to access a Free and Appropriate Public Education (FAPE) in the least restrictive environment. A representative from the technical education and career school shall be invited to the PPT meeting.~~

Independent Educational Assessment

If an independent educational assessment is necessary, it shall be conducted by a Connecticut credentialed or licensed professional examiner who is not employed by and does not routinely provide assessment for the State Department of Education or this District.

Legal Reference: Connecticut General Statutes

10-76a Definitions (as amended by PA 06-18).

10-76b State supervision of special education programs and services. Regulations (as amended by PA 12-173).

10-76d Duties and powers of Boards of Education to provide special education programs and services (as amended by June Special Session PA 15-5, Section 277 and PA 19-49, PA 21-46, PA 21-144, and PA 23-137).

10-76ff Procedures for determining if a child requires special education.

10-76g State aid for special education.

10-76h Special education hearing and review procedure.

10-76jj Language and communication plan as part of individualized education program for child identified as deaf or hard of hearing (as amended by PA 19-184).

~~10-76q Special education at technical education and career schools (as amended by PA 21-144).~~

SDE Guidance Addressing Timeline for Initial Evaluations, Dec. 21, 2018

State Board of Education Regulations

34 C.F.R. 300 et seq. Assistance to States for Education of Handicapped Children.

300.14 Special education definitions.

300.340-349 Individualized education programs.

300.503 Independent educational assessment.

300.533 Placement procedures.

300.550-556 Least restrictive environment.

P.L. 108-446 The Individuals with Disabilities Education Improvement Act of Rowley v. Board of Education, 485 U.S.-176 (1982).

Rowley v. Board of Education, 485 U.S.-176 (1982)

Andrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017).

AM v. NY City Department of Education, 845F.3d 523, 541 (2d Cir.1997).

Mrs. B. v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997).

AR v. Connecticut State Board of Education, 3:16-CV-01197 (CSH D. Conn. June 10, 2020).

PA 23-137 An Act Concerning Resources and Support Services for Persons With an Intellectual or Developmental Disability Sections 26-27, 30-31, 32-37, 39, 45, 47, 51, 52.

PA 25-67 An Act Concerning the Quality and Delivery of Special Education Services in Connecticut (Section 10).

PA 25-143 An Act Implementing the Recommendations of the Office of Early Childhood, Department of Education and the Technical Education and Career System and Concerning the Administration of Epinephrine and Glucagon. (Section 10).

PA 25-15 An Act Concerning Various Measures Recognizing and Honoring the Military Service of Veterans and Members of The Armed Forces in Connecticut (Section 7).

Policy adopted:

Instruction

Special Education

The Woodbridge Board of Education shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the District **to all children requiring special education, as defined in PA 25-67 Section 1, residing within the district**, as required under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA), **and Connecticut Statutes**.

It is the intent of the District to ensure that students who have a disability within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may have a disability within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in state and federal statutes which govern special education. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s)/surrogate parent to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardians(s), and representation by counsel, and a review procedure.

Effective July 1, 2023, all students remain eligible for special education services under the Individuals with Disabilities Education Act (IDEA) through the end of the school year during which the student turns age 22, or until the student graduates from high school with a regular high school diploma, whichever occurs first. Pursuant to the Connecticut General Statutes §10-259, school year is defined as July 1 through June 30. A free appropriate public education (FAPE) must be provided to any child requiring special education beginning on or after the child's third birthday, whether that birthday occurs during the regular school year.

In making a determination of eligibility for special education and related services, through use of a variety of assessment tools and strategies designed to gather relevant functional, developmental, and academic information, a student shall not be determined to be a student with a disability if the dominant factor for such a determination is a lack of appropriate instruction in reading, including in the essential components of reading instruction, as defined in the Every Student Succeeds Act, lack of instruction in math or limited English proficiency or evidence that a child's behavior repeatedly violated disciplinary policy.

Further, the District is not required to take into consideration whether a student has a severe discrepancy between achievement and intellectual ability in oral expression, listening comprehension, written expression, basic reading skills, reading comprehension or mathematical calculation or reasoning. A child shall become eligible for special education services on their third birthday.

In determining whether a child has a specific learning disability, the District may use a process that determines if the student responds to scientific, research-based intervention as a part of the evaluation procedures to determine eligibility. The program to which each student with a disability is assigned shall provide an appropriate education, seek to assure success in learning, and offer the least restrictive environment, in

accordance with federal and state regulations. No student with a disability shall be denied, because of handicap/disability, participation in activities, programs, or services offered or recognitions rendered to District students, unless participation is not possible because of the handicap/disability.

Each student requiring special education, as defined in PA 25-67 section 1, who is a resident of the district shall be provided quality education programs and services that meet the student's needs for educational, instructional, transitional and related services. The special education program shall be designed to comply with federal and state law; conform to district goals; and integrate programs of special education with the regular instructional programs of the schools, consistent with the interests of the student requiring special education and other students. If necessary, students requiring special education may also be placed in private school education facilities. Students with disabilities are required by federal law to be included in State and District-wide assessments, with appropriate accommodations where necessary.

In accordance with the regulations of the State Board of Education, each local and regional Board of Education shall:

1. Provide special education for children requiring special education, as defined in PA 25-67 section 1.
2. The obligation of the school district under this subsection shall terminate when such child graduates from high school or at the end of the school year during which such child reaches age twenty-two, whichever occurs first.
3. Report to the Department of Education on each placement of a student receiving special education services for which the board is paying a portion of the cost:
 - a. Whether such placement is a result of a decision of a planning and placement team meeting, a settlement agreement, or a special education hearing pursuant to section 10-76h of the general statutes;
 - b. Whether such placement is with an approved or nonapproved private provider of special education services, regional educational service center, operator of an interdistrict magnet school program, state charter school, a cooperative arrangement pursuant to section 10-158a of the general statutes, a local or regional board of education operating an outplacement program or as part of the statewide interdistrict public school attendance program pursuant to section 10-266aa of the general statutes;
 - c. The amount being paid by the Board;
 - d. The special education services being provided;
 - e. The location of the facility at which such special education services are being provided;
 - f. The total number of any agreements such Board enters into with a student, parent, or guardian during the preceding school year that includes provisions for nondisclosure of special education services or a waiver of the rights to which such student, parent, or guardian is entitled pursuant to the Individuals with Disabilities Education Act, 20 USC 1400 et seq;
 - g. Any other information requested by the Department.

The District shall also take steps to make the public aware that all children and youth from birth through the end of the school year during which the student turns age 22, and suspected of having a disability, have a right to a formal determination as to whether they have such a condition or disability.

In fulfilling its legal duties and responsibilities for providing special education programs for its students, the District may be assisted through Regional Service Center and through cooperative associations with other school districts. If necessary, students may also be placed in private school education facilities as provided in state and federal statutes.

Evaluation of Special Education Program

On or after June first, but prior to September thirtieth annually, the superintendent shall provide, at a regularly scheduled meeting of the Board of Education, an annual report concerning the special education programs of the school district with the following information *without disclosing personal identifiable information*:

1. The number and names of all community-based organizations with whom the board of education has executed a formal memorandum of understanding, memorandum of agreement, or contract to provide support services to students in the school district, disaggregated by school and type of support service;
2. ~~The workforce development programs offered by the board of education to students in which the board has partnered with an outside entity, including, but not limited to, cooperatives, internships, in-school job training programs provided by businesses, and in-school workforce board presentations, and~~
3. Attrition data for certified and noncertified staff, disaggregated by school and subject, not including in-district transfers.

The report shall ~~may~~ also include recommendations of the Superintendent and staff, ~~and by any advisory groups~~, for improvement in the program.

In addition to the annual report, the Superintendent ~~shall~~ may make interim reports whenever any phase of the program is significantly less satisfactory than was expected so that necessary adjustments may be made.

The Superintendent shall make certain that the individualized education plan of each student is reviewed periodically, or at least annually.

The Superintendent of Schools or his/her designee is directed to develop a comprehensive plan for compliance with all the requirements of federal and state law for the education of students with disabilities residing in or attending school in the school district. The Board of Education requests that the plan be in harmony with the school district's financial abilities, with the availability of special facilities needed, and the availability of trained and certified personnel.

- Legal Reference:
- Connecticut General Statutes
 - 10-76a Definitions.
 - 10-76b State supervision of special education programs and services. (as amended by PA 12-173)
 - 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, PA 0048, PA 06-18 and June Special Session PA 15-5, Section 277)
 - 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.
 - 10-76ff Procedures for determining if a child requires special education (as amended by PA 06-18)
 - 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.

10-76k Development of experimental educational programs.

PA 06-18 An Act Concerning Special Education

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)

10-2641 Grants for the operation of interdistrict magnet school programs

P.A. 12-173, An Act Concerning Individualized Education Programs and Other Issues Relating to Special Education

34 C.F.R. 3000 Assistance to States for Education for Handicapped Children.

American with Disabilities Education Act, 20 U.S.C. §12101 et seq.

Individuals with Disabilities Education Act, 20 U.S.C. §1400 et seq.

Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794

P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act

20 U.S.C. §6368 (3) The No Child Left Behind Act

Bd of Ed of the City School District of the City of New York v. Tom F. 128S.Ct. 1, 76 U.S.L.W. 3197 (2008)

Rowley v. Board of Education, 485 U.S.-176 (1982)

Andrew F. v. Douglas County School District RE-1, 15-827 U.S. (2017)

A.M. v. N.Y. City Department of Education, 845F.3d 523, 541 (2d Cir.1997)

Mrs. B., v. Milford Board of Education 103 F. 3d 1114, 1121 (2d Cir. 1997)

~~*A.R. v. Connecticut State Board of Education*, 3:16-CV-01197 (CSH D. Conn. June 10, 2020)~~

Public Act 25-67 An Act Concerning the Quality and Delivery of Special Education Services in Connecticut (Sec 1 & 12)

Public Act 25-93 An Act Increasing Resources for Students, Schools and Special Education (Section 32)

Policy adopted:

~~August 18, 2025~~

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

STUDENT DISCIPLINE

It is the policy of the [Woodbridge](#) Board of Education (the “Board”) to create a school environment that promotes respect of self, others, and property within the [Woodbridge](#) School District (the “District”). Compliance with this policy will enhance the Board and the District’s ability to maintain discipline and reduce interference with the educational process that can result from student misconduct. Pursuant to this policy, the District shall promote the utilization of consistent discipline practices, ~~both within and across schools in the District~~, while also promoting the consideration of individual circumstances arising in each student disciplinary matter.

Where appropriate, the District [utilizes](#) strategies that teach, encourage, and reinforce positive student behavior. [Such strategies include, but are not limited to, using evidence and research-based interventions, including restorative practices, and may be implemented with or without imposing discipline, as appropriate. In addition to implementing this Student Discipline policy, the District shall address student behavior in accordance with the Board’s School Climate Policy, Restorative Practices Response Policy, and any school rules, student handbook, and/or code of conduct provisions regarding the same.](#)

I. Definitions

- A. [Bullying means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.](#)
- B. **Cannabis** means marijuana, as defined by Conn. Gen. Stat. § 21a-240.
- C. [Challenging Behavior means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.](#)
- D. **Dangerous Instrument** means any instrument, article or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.
- E. **Deadly Weapon** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon or metal knuckles. A weapon such as a pellet gun and/or air soft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm. In making such determination, the following factors should be considered: design of weapon; how weapon is typically used (e.g., hunting); type of projectile; force and velocity of discharge; method of discharge (e.g., spring v. CO2 cartridge) and potential for serious bodily harm or death.
- F. **Electronic Defense Weapon** means a weapon which by electronic impulse or current is capable of immobilizing a person temporarily, but is not capable of inflicting death or serious physical injury, including a stun gun or other conductive energy device.

- G. **Emergency** means a situation in which the continued presence of the student in school poses such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.
- H. **Exclusion** means any denial of public school privileges to a student for disciplinary purposes.
- I. **Expulsion** means the exclusion of a student from school privileges for more than ten (10) consecutive school days and shall be deemed to include, but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken. The expulsion period may not extend beyond one (1) calendar year.
- J. **Firearm**, as defined in 18 U.S.C § 921, means (a) any weapon (including a starter gun) that will, is designed to, or may be readily converted to expel a projectile by the action of an explosive, (b) the frame or receiver of any such weapon, (c) a firearm muffler or silencer, or (d) any destructive device. The term firearm does not include an antique firearm. As used in this definition, a "**destructive device**" includes any explosive, incendiary, or poisonous gas device, including a bomb, a grenade, a rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or any other similar device; or any weapon (other than a shotgun or shotgun shell which the Attorney General finds is generally recognized as particularly suited for sporting purposes) that will, or may be readily converted to, expel a projectile by explosive or other propellant, and which has a barrel with a bore of more than ½" in diameter. The term "destructive device" also includes any combination of parts either designed or intended for use in converting any device into any destructive device and from which a destructive device may be readily assembled. A "destructive device" does not include: an antique firearm; a rifle intended to be used by the owner solely for sporting, recreational, or cultural purposes; or any device which is neither designed nor redesigned for use as a weapon.
- K. **Generative Artificial Intelligence ("AI")** refers to a technology system, including but not limited to ChatGPT, [Gemini](#), [Copilot](#), [Chatsonic](#) etc. capable of learning patterns and relationships from data, enabling it to create content, including but not limited to text, images, audio, or video, when prompted by a user.
- L. **Protected Class Harassment** is a form of discrimination on the basis of any protected characteristic (or protected class) including race, color, religion, age, sex, sexual orientation, marital status, national origin, alienage, ancestry, disability, pregnancy, gender identity or expression, veteran status, status as a victim of domestic violence, [status as a victim of sexual assault or status as a victim of trafficking in persons](#), or any other basis prohibited by state or federal law ("Protected Class"). Harassment constitutes unlawful discrimination when it creates a hostile environment, which occurs when the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment against any individual on the basis of that individual's association with someone in a Protected Class may be a form of Protected Class harassment.
- M. **In-School Suspension** means an exclusion from regular classroom activity for no more than five (5) consecutive school days, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. No student shall be placed on in-school suspension more than fifteen (15) times or a total of fifty (50) days in one (1) school year, whichever results in fewer days of exclusion.

- N. **Martial Arts Weapon** means a nunchaku, kama, kasari-fundo, octagon sai, tonfa or chinese star.
- O. **Removal** is the exclusion of a student from a classroom for all or part of a single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
- P. **School Days** shall mean days when school is in session for students.
- Q. **School-Sponsored Activity** means any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.
- R. **Seriously Disruptive of the Educational Process**, as applied to off-campus conduct, means any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.
- S. **Suspension** means the exclusion of a student from school and/or transportation services only, provided such suspension shall not extend beyond the end of the school year in which such suspension is imposed; and further provided no student shall be suspended more than ten (10) times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless such student is granted a formal hearing as provided below.
- T. [Synthetically created image means any photograph, film, videotape or other image of a person that \(A\) is \(i\) not wholly recorded by a camera, or \(ii\) either partially or wholly generated by a computer system, and \(B\) depicts, and is virtually indistinguishable from what a reasonable person would believe is the actual depiction of, an identifiable person.](#)
- U. **Weapon** means any BB gun, any blackjack, any metal or brass knuckles, any police baton or nightstick, any dirk knife or switch knife, any knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, any stiletto, any knife the edged portion of the blade of which is four inches and over in length, any martial arts weapon or electronic defense weapon, or any other dangerous or deadly weapon or instrument, unless permitted by law under Section 29-38 of the Connecticut General Statutes.
- V. Notwithstanding the foregoing definitions, the reassignment of a student from one regular education classroom program in the District to another regular education classroom program in the District shall not constitute a suspension or expulsion.
- W. For purposes of this policy, references to “school”, “school grounds” and “classroom” shall include physical educational environments, including on school transportation, as well as environments in which students are engaged in remote learning, which means instruction by means of one or more Internet-based software platforms as part of a remote learning model.
- II. Scope of the Student Discipline Policy
- A. ***Conduct on School Grounds, on School Transportation, or at a School-Sponsored Activity:***
1. Suspension. Students may be **suspended** for conduct on school grounds, on school transportation, or at any school-sponsored activity that **violates a publicized policy of the Board or is seriously disruptive of the educational process or endangers persons or property.**

2. Expulsion. Students may be **expelled** for conduct on school grounds, on school transportation, or at any school-sponsored activity that either **(1) violates a publicized policy of the Board and is seriously disruptive of the educational process, or (2) endangers persons or property.**

B. *Conduct off School Grounds:*

Discipline. Students may be disciplined, including suspension and/or expulsion, for conduct off school grounds if such conduct **violates a publicized policy of the Board and is seriously disruptive of the educational process.**

C. *Seriously Disruptive of the Educational Process:*

In making a determination as to whether off campus conduct is seriously disruptive of the educational process, the Administration and the Board may consider, but such consideration shall not be limited to, the following factors: (1) **whether the incident occurred within close proximity of a school;** (2) **whether other students from the school were involved or whether there was any gang involvement;** (3) **whether the conduct involved violence, threats of violence, or the unlawful use of a weapon,** as defined in Section 29-38 of the Connecticut General Statutes, and **whether any injuries occurred;** and (4) **whether the conduct involved the use of alcohol.** The Administration and/or the Board may also consider (5) **whether the off-campus conduct involved the illegal use of drugs.**

D. *Misconduct Involving Cannabis:*

A student shall not have greater discipline, punishment, or sanction for the use, sale, or possession of cannabis on school property than a student would face for the use, sale, or possession of alcohol on school property, except as otherwise required by applicable law.

III. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion

Conduct that is considered to violate a publicized policy of the Board includes the offenses described below. Any such conduct may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy):

1. Striking or assaulting a student, member of the school staff or other person(s).
2. Theft.
3. The use of obscene or profane language or gestures.
4. The possession, display and/or dissemination of obscenity or pornographic images or the unauthorized or inappropriate possession, display and/or dissemination of images, pictures or photographs depicting nudity, including intimate synthetically created images.
5. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.
6. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.

7. The use of one or more of the following: objectively offensive racial, ethnic, or religious epithets (or epithets commonly associated with any Protected Class membership, including but not limited to epithets relating to sex, sexual orientation, and/or gender identity or expression); other words or phrases commonly considered demeaning or degrading on the basis of Protected Class membership; display of images or symbols commonly associated with discrimination against individuals on the basis of their membership in a Protected Class; graphic, written or electronic communications that are harmful, or humiliating based on Protected Class membership; bigoted conduct or communications; and/or physical, written, electronic or verbal threats based on Protected Class membership.
8. Any act of Protected Class Harassment or reprisal or retaliation against any individual for reporting in good faith incidents of Protected Class Harassment, or who participate in the investigation of such reports.
9. Refusal by a student to respond to a staff member's request for the student to provide the student's name to a staff member when asked, misidentification of oneself to such person(s), lying to school staff members or otherwise engaging in dishonest behavior.
10. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds, on school transportation, or at a school-sponsored activity.
11. A walk-out from or sit-in within a classroom or school building or school grounds.
12. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke), including the use of AI to engage in such conduct.
13. Possession and/or use of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.
14. Possession of any ammunition for any weapon described above in Paragraph 13.
15. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.
16. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.
17. Possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g., e-cigarettes), electronic cannabis delivery system, or vapor products, or the unlawful possession, sale, distribution, use or consumption of drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 17, the term "electronic nicotine delivery

system” shall mean an electronic device used in the delivery of nicotine or other substances to a person inhaling from the device, and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid. For purposes of Paragraph 17, the term “electronic cannabis delivery system” shall mean an electronic device that may be used to simulate smoking in the delivery of cannabis to a person inhaling the device and includes, but is not limited to, a vaporizer, electronic pipe, electronic hookah and any related device and any cartridge or other component of such device. For the purposes of Paragraph 17, the term “vapor product” shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine and is inhaled by the user of such product. For the purposes of this Paragraph 17, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law, including cannabis.

18. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.
19. Possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in Paragraph 17 above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances, including cannabis.
20. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.
21. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.
22. Trespassing on school grounds while on out-of-school suspension or expulsion.
23. Making false bomb threats or other threats to the safety of students, employees, and/or other persons.
24. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other employees and/or law enforcement authorities.
25. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school employees responsible for student supervision.

26. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.
27. Leaving school grounds, school transportation or a school-sponsored activity without authorization.
28. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; the unauthorized use of AI for the completion of class assignments; or any other form of academic dishonesty, cheating or plagiarism.
29. Possession and/or use of a cellular telephone, radio, portable audio player, CD player, blackberry, tablet, personal data assistant, walkie talkie, Smartphone, **Smartwatch**, mobile or handheld device, *beeper or paging device* or similar electronic device on school grounds, on school transportation, or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.
30. ~~on school grounds, on school transportation, or at a school-sponsored activity without the written permission of the principal or designee.~~
31. Unauthorized use of or tampering with any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes, including using AI in a manner that disrupts or undermines the effective operation of the school district or is otherwise seriously disruptive to the educational process.
32. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.
33. Hazing.
34. [Challenging behavior, including, but not limited to, bullying, as defined in the Board's School Climate Policy and above.](#)
35. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.
36. Acting in any manner that creates a health and/or safety hazard for employees, students, third parties on school property or the public, regardless of whether the conduct is intended as a joke, including but not limited to violating school or District health and safety protocols.
37. Engaging in a plan to stage or create a violent and/or sexual situation or activity for the purposes of recording it by electronic means and/or recording such situation or activity by electronic means. Reporting recordings to school officials may warrant exceptions from disciplinary action in certain circumstances.

38. The unauthorized publication or dissemination of a recording (photographic or audio) of another individual without permission of the individual or a school employee. Reporting recordings to school officials may warrant exceptions from disciplinary action in certain circumstances.
39. Using computer systems, including email, remote learning platforms, instant messaging, text messaging, blogging or the use of social networking websites, AI, or other forms of electronic communications, to engage in any conduct prohibited by this policy.
40. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school employee.
41. Engaging in teen dating violence, defined as any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, which occurs between two students who are currently in or who have recently been in a dating relationship.
42. Any action prohibited by any Federal or State law.
43. Any other violation of school rules or regulations or a series of violations which makes the presence of the student in school seriously disruptive of the educational process and/or a danger to persons or property.

IV. Discretionary and Mandatory Expulsions

- A. An administrator responsible for a school program (“responsible administrator”) may consider recommendation of expulsion of a student in **grades three to 6, inclusive**, in a case where the responsible administrator has reason to believe the student has engaged in conduct described at Sections II.A. or II.B., above.
- B. A responsible administrator must recommend expulsion proceedings in all cases against any student in **grades kindergarten to 6, inclusive**, whom the District Administration has reason to believe:
 1. was in **possession on school grounds, on school transportation, or at a school-sponsored activity** of a **deadly weapon, dangerous instrument, martial arts weapon, or firearm** as defined in 18 U.S.C. § 921 as amended from time to time; or
 2. **off school grounds, possessed a firearm** as defined in 18 U.S.C. § 921, in violation of Conn. Gen. Stat. § 29-35, or **possessed and used a firearm** as defined in 18 U.S.C. § 921, a **deadly weapon, a dangerous instrument or a martial arts weapon** in the **commission of a crime** under chapter 952 of the Connecticut General Statutes; or
 3. was engaged **on or off school grounds or school transportation** in **offering for sale or distribution a controlled substance** (as defined in Conn. Gen. Stat. § 21a-240(9)), whose manufacturing, distribution, sale, prescription, dispensing, transporting, or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under Conn. Gen. Stat. §§21a-277 and 21a-278. Sale or distribution of less than one (1) kilogram of cannabis is not subject to mandatory expulsion.

The terms “**dangerous instrument,**” “**deadly weapon,**” **electronic defense weapon,**” “**firearm,**” and “**martial arts weapon,**” are defined above in Section I.

- C. In any preschool program provided by the Board or provided by a regional educational service center or a state or local charter school pursuant to an agreement with the Board, no **student enrolled in such a preschool program** shall be expelled from such preschool program, except an expulsion hearing shall be conducted by the Board in accordance with Section IX of this policy whenever the Administration has reason to believe that that a student enrolled in such preschool program was in **possession of a firearm** as defined in 18 U.S.C. § 921, as amended from time to time, on or off school grounds, on school transportation, or at a preschool program-sponsored event. The term “**firearm**” is defined above in Section I.
- D. Upon receipt of an expulsion recommendation, the Superintendent may conduct an inquiry concerning the expulsion recommendation.

If the Superintendent or designee determines that a student should or must be expelled, the Superintendent or designee shall forward such recommendation to the Board so that the Board can consider and act upon this recommendation.

- E. In keeping with Conn. Gen. Stat. § 10-233d and the Gun-Free Schools Act, it shall be the policy of the Board to expel a student in grades kindergarten to **6**, inclusive, for one (1) full calendar year for the conduct described in Section IV.B(1), (2) and (3) of this policy and to expel a student enrolled in a preschool program for one (1) calendar year for the conduct described in Section IV.C. For any mandatory expulsion offense, the Board may modify the term of expulsion on a case-by-case basis.

V. Procedures Governing Behavior that Causes a Serious Disruption

- A. A school principal or other school administrator shall notify a parent or guardian of a student whose behavior has caused a serious disruption to the instruction of other students; caused self-harm; or caused physical harm to a teacher, another student, or other school employee not later than twenty-four (24) hours after such behavior occurs.
- B. Such notice shall include, but not be limited to, informing such parent or guardian that the teacher of record in the classroom in which such behavior occurred may request a behavior intervention meeting.
- C. If the teacher of record in the classroom ultimately requests a behavior intervention meeting with the crisis intervention team for the school, the parent or guardian must be notified that such meeting will occur.
- D. If a behavior intervention meeting occurs, the crisis intervention team shall, not later than seven (7) days after the behavior intervention meeting, provide to the parent or guardian of such student, in the dominant language of such parent or guardian, a written summary of such meeting, including, but not limited to, the resources and supports identified.

VI. Procedures Governing Removal from Class

- A. A student may be removed from class by a teacher or administrator if the student deliberately causes a serious disruption of the educational process. When a student is removed by a teacher,

the teacher must send the student to a designated area and notify the [building principal or designee](#) at once.

- B. A student may not be removed from class more than six (6) times in one school year nor more than twice in one week unless the student is referred to the responsible administrator or the administrator's designee and granted an informal hearing at which the student should be informed of the reasons for the disciplinary action and given an opportunity to explain the situation.
- C. The parents or guardian of any minor student removed from class shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of such removal from class.

VII. Procedures Governing Suspension

- A. The responsible administrator or the administrator's designee shall have the right to suspend a student for breach of conduct as noted in Section II of this policy for not more than the following: five (5) consecutive school days for an in-school suspension; ten (10) consecutive school days for an out-of-school suspension for students in grades three through 6, inclusive; or five (5) consecutive school days for an out-of-school suspension for students in grades preschool to two, inclusive. In cases where suspension is contemplated, the following procedures shall be followed.
 - 1. Unless an emergency situation exists, no student shall be suspended prior to having an informal hearing before the responsible administrator or the administrator's designee at which the student is informed of the alleged misconduct and given an opportunity to respond. In the event of an emergency, the informal hearing shall be held as soon after the suspension as possible.
 - 2. [Prior to conducting the informal hearing referenced above, an administrator, school counselor or school social worker at the student's school must contact the District's Homeless Education Liaison to determine whether the student is a homeless child or youth, as defined by the McKinney-Vento Homeless Assistance Act. If a student is determined to be a homeless child or youth, the responsible administrator or the administrator's designee must consider the impact of homelessness on the student's behavior during the informal hearing.](#)
 - 3. If suspended, such suspension shall be an in-school suspension, except the responsible administrator or the administrator's designee may impose an out-of-school suspension on any student:
 - a. in grades three to 6, inclusive, if, during the informal hearing, (i) the responsible administrator or the administrator's designee determines that the student poses such a danger to persons or property or such a disruption of the educational process that the student should be excluded from school during the period of suspension; or (ii) the responsible administrator or the administrator's designee determines that an out-of-school suspension is appropriate based on evidence of (A) the student's previous disciplinary problems that have led to suspensions or expulsion of such student, and (B) previous efforts by the District Administration to address the student's disciplinary problems through means other than out-of-

school suspension or expulsion, including positive behavioral support strategies,
or

- b. in grades preschool to two, inclusive, if the responsible administrator or the administrator's designee
 - (i) determines that an out-of-school suspension is appropriate for such student based on evidence that such student's conduct on school grounds is behavior that caused physical harm;
 - (ii) requires that such student receives services that are trauma-informed and developmentally appropriate and align with any behavioral intervention plan, individualized education program ("IEP") or plan pursuant to Section 504 of the Rehabilitation Act of 1973 ("Section 504") for such student upon such student's return to school immediately following the out-of-school suspension; and
 - (iii) considers whether to convene a Planning and Placement Team ("PPT") meeting for the purposes of conducting an evaluation to determine whether such student may require special education or related services.
4. Evidence of past disciplinary problems that have led to removal from a classroom, suspension, or expulsion of a student who is the subject of an informal hearing may be received by responsible administrator or the administrator's designee, but only considered in the determination of the length of suspensions.
5. By telephone, responsible administrator or the administrator's designee shall make reasonable attempts to immediately notify the parent or guardian of a minor student following the suspension and to state the cause(s) leading to the suspension.
6. Whether or not telephone contact is made with the parent or guardian of such minor student, responsible administrator or the administrator's designee shall forward a letter promptly to such parent or guardian to the last address reported on school records (or to a newer address if known by the responsible administrator or the administrator's designee), offering the parent or guardian an opportunity for a conference to discuss same.
7. In all cases, the parent or guardian of any minor student who has been suspended shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the suspension.
8. Not later than twenty-four (24) hours after the commencement of the suspension, the responsible administrator or the administrator's designee shall also notify the Superintendent or designee of the name of the student being suspended and the reason for the suspension.
9. The student shall be allowed to complete any classwork, including examinations, without penalty, which the student missed while under suspension.
10. The Administration may, in its discretion, shorten or waive the suspension period for a student who has not previously been suspended or expelled, if the student completes an Administration-specified program and meets any other conditions required by the Administration. Such Administration-specified program shall not require the student and/or the student's parents to pay for participation in the program. The Superintendent may delegate this authority to building or program level administrators.

11. Notice of the suspension shall be recorded in the student's cumulative educational record. *The WBOE expects that* such notice shall be expunged from the cumulative educational record if the student graduates from high school. In cases where the student's period of suspension is shortened or waived in accordance with Section VII.A 10, above, the Administration may choose to expunge the suspension notice from the cumulative record at the time the student completes the Administration-specified program and meets any other conditions required by the Administration. The Superintendent may delegate this authority to building or program level administrators.
 12. If the student has not previously been suspended or expelled, and the Administration chooses to expunge the suspension notice from the student's cumulative record prior to *high school* graduation, the Administration may refer to the existence of the expunged disciplinary notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspensions or expulsions by the student would constitute the student's first such offense.
 13. The decision of the responsible administrator or the administrator's designee with regard to disciplinary actions up to and including suspensions shall be final.
 14. During any period of suspension served out of school, the student shall not be permitted to be on school property and shall not be permitted to attend or participate in any school-sponsored activities, unless the responsible administrator or the administrator's designee specifically authorizes the student to enter school property for a specified purpose or to participate in a particular school-sponsored activity.
- B. In cases where a student's suspension will result in the student being suspended more than ten (10) times or for a total of fifty (50) days in a school year, whichever results in fewer days of exclusion, the student shall, prior to the pending suspension, be granted a formal hearing before the Board. The responsible administrator or the administrator's designee shall report the student to the Superintendent or designee and request a formal Board hearing. If an emergency situation exists, such hearing shall be held as soon after the suspension as possible.

VIII. Procedures Governing In-School Suspension

- A. The responsible administrator or the administrator's designee may impose in-school suspension in cases where a student's conduct endangers persons or property, violates school policy or seriously disrupts the educational process as determined by the responsible administrator or the administrator's designee.
- B. In-school suspension may not be imposed on a student without an informal hearing by responsible administrator or the administrator's designee.
- C. In-school suspension may be served in the school or program that the student regularly attends or in any other school building within the jurisdiction of the Board.
- D. No student shall be placed on in-school suspension more than fifteen (15) times or for a total of fifty (50) days in one school year, whichever results in fewer days of exclusion.

- E. The parents or guardian of any minor student placed on in-school suspension shall be given notice of such suspension within twenty-four (24) hours of the time of the institution of the period of the in-school suspension.

IX. Procedures Governing Expulsion Hearing

A. ***Emergency Exception:***

Except in an emergency situation, the Board shall, prior to expelling any student, conduct a hearing to be governed by the procedures outlined herein and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233l, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a. Whenever an emergency exists, the hearing provided for herein shall be held as soon as possible after the expulsion.

B. ***Hearing Panel:***

1. Expulsion hearings conducted by the Board will be heard by any three or more Board members. A decision to expel a student must be supported by a majority of the Board members present, provided that no less than three (3) affirmative votes to expel are cast.
2. Alternatively, the Board may appoint an impartial hearing board composed of one (1) or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.

C. ***Hearing Notice and Rights of the Student and Parent(s)/Guardian(s):***

1. Written notice of the expulsion hearing must be given to the student and ~~if the student is a minor~~, to the student's parent(s) or guardian(s) at least five (5) business days before such hearing, not including the day of such hearing.
2. A copy of this Board policy on student discipline shall also be given to the student and ~~if the student is a minor~~ to the student's parent(s) or guardian(s), at the time the notice is sent that an expulsion hearing will be convened.
3. The written notice of the expulsion hearing shall inform the student of the following:
 - a. The date, time, place and nature of the hearing, including if the hearing will be held virtually, via video conference.
 - b. The legal authority and jurisdiction under which the hearing is to be held, including a reference to the particular sections of the legal statutes involved.
 - c. A short, plain description of the conduct alleged by the Superintendent or designee.
 - d. The student may present as evidence relevant testimony and documents concerning the conduct alleged and the appropriate length and conditions of expulsion; and that the expulsion hearing may be the student's sole opportunity to present such evidence.

- e. The student may cross-examine witnesses called by the Superintendent or designee.
- f. The student may be represented by an attorney or other advocate of the student's choice at the student's expense or at the expense of the student's parent(s) or guardian(s).
- g. A student is entitled to the services of a translator or interpreter, to be provided by the Board, whenever the student or the student's parent(s) or guardian(s) requires the services of an interpreter because they do not speak the English language or are disabled.
- h. The conditions under which the Board is not legally required to give the student an alternative educational opportunity (if applicable).
- i. Information concerning the parent's(s') or guardian's(s') and the student's legal rights and about free or reduced-rate legal services and how to access such services.
- j. The parent(s) or guardian(s) of the student have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.

[4. Prior to conducting the expulsion hearing, an administrator, school counselor, or school social worker at the student's school must contact the District's Homeless Education Liaison to determine whether the student is a homeless child or youth, as defined by the McKinney-Vento Homeless Assistance Act.](#)

D. *Hearing Procedures:*

- 1. The hearing will be conducted by the Presiding Officer, who will call the meeting to order, introduce the parties, Board members and others participating in the hearing (if applicable), briefly explain the hearing procedures, and swear in any witnesses called by the Superintendent/designee or the student. If an impartial board or more than one person has been appointed, the impartial board shall appoint a Presiding Officer.
- 2. The hearing will be conducted in executive session. A verbatim record of the hearing will be made, either by tape or digital recording or by a stenographer. A record of the hearing will be maintained, including the verbatim record, all written notices and documents relating to the case and all evidence received or considered at hearing.
- 3. The Superintendent or designee shall bear the burden of production to come forward with evidence to support its case and shall bear the burden of persuasion. The standard of proof shall be a preponderance of the evidence.
- 4. Formal rules of evidence will not be followed. The Board (or the impartial board) has the right to accept hearsay and other evidence if it deems that evidence relevant or material to its determination. The Presiding Officer will rule on testimony or evidence as to it being immaterial, irrelevant and/or any other objections to its submission.

5. The hearing will be conducted in two (2) parts. In the first part of the hearing, the Board (or the impartial board) will receive and consider evidence regarding the conduct alleged by the Administration.
6. In the first part of the hearing, the charges will be introduced into the record by the Superintendent or designee.
7. Each witness for the Superintendent or designee will be called and sworn. After a witness has finished testifying, the witness will be subject to cross-examination by the opposite party or the witness' legal counsel, by the Presiding Officer and by Board members (or the impartial board).
8. The student shall not be compelled to testify at the hearing.
9. After the Superintendent or designee has presented the Administration's case, the student will be asked if the student has any witnesses or evidence to present concerning the charges. If so, the witnesses will be sworn, will testify, and will be subject to cross examination and to questioning by the Superintendent or designee, the Presiding Officer and/or by the Board (or the impartial board). The student may also choose to make a statement at this time. If the student chooses to make a statement, the student will be sworn and subject to cross examination and questioning by the Superintendent or designee, the Presiding Officer and/or by the Board (or the impartial board). Concluding statements will be made by the Superintendent or designee and then by the student and/or the student's representative.
10. In cases where the student has denied the allegation, the Board (or the impartial board) must determine whether the student committed the offense(s) as charged by the Superintendent or designee.
11. If the Board (or the impartial board) determines that the student has committed the conduct as alleged, then the Board (or the impartial board) shall proceed with the second portion of the hearing, during which the Board (or the impartial board) will receive and consider relevant evidence regarding the length and conditions of expulsion.
12. When considering the length and conditions of expulsion, the Board (or the impartial board) may review the student's attendance, academic and past disciplinary records. The Board (or the impartial board) may not review notices of prior expulsions or suspensions which have been expunged from the student's cumulative record, except as so provided in Section VII.A (10), (11), (12), above, and Section XI, below. The Board (or the impartial board) may ask the Superintendent or designee for a recommendation as to the discipline to be imposed.
13. Evidence of past disciplinary problems that have led to removal from a classroom, suspension or expulsion of a student being considered for expulsion may be considered only during the second portion of the hearing, during which the Board (or the impartial board) is considering length of expulsion and nature of alternative educational opportunity to be offered.
14. [If a student is determined to be a homeless child or youth as described in Subsection IX.C\(4\), the Board \(or the impartial board\) must consider the impact of homelessness on](#)

the student's behavior. Such student may not be expelled without a plan of interventions and supports to mitigate the impact of homelessness on the student's behavior. If the student is identified as a homeless child or youth and is expelled more than one time, the student shall be provided a meeting with the District's Homeless Education Liaison.

15. Where administrators presented the case in support of the charges against the student, neither such administrative staff nor the Superintendent or designee shall be present during the deliberations of the Board (or the impartial board) either on questions of evidence or on the final discipline to be imposed. The Superintendent or designee may, after reviewing the incident with administrators, and reviewing the student's records, make a recommendation to the Board (or the impartial panel) as to the appropriate discipline to be applied.
16. The Board (or the impartial board) shall make findings as to the truth of the charges, if the student has denied them; and, in all cases, the disciplinary action, if any, to be imposed. While the hearing itself is conducted in executive session, the vote regarding expulsion must be made in open session and in a manner that preserves the confidentiality of the student's name and other personally identifiable information.
17. Except for a student who has been expelled based on possession of a firearm or deadly weapon as described in subsection IV.B(1) and (2) above, the Board (or the impartial board) may, in its discretion, shorten or waive the expulsion period for a student who has not previously been suspended or expelled, if the student completes a Board-specified program and meets any other conditions required by the Board (or the impartial board). The Board-specified program shall not require the student and/or the student's parents to pay for participation in the program.
18. The Board (or the impartial board) shall report its final decision in writing to the student, or if such student is a minor, also to the parent(s) or guardian(s), stating the reasons on which the decision is based, and the disciplinary action to be imposed. Said decision shall be based solely on evidence presented at the hearing. The parents or guardian or any minor student who has been expelled shall be given notice of such disciplinary action within twenty-four (24) hours of the time of the institution of the period of the expulsion.
19. The hearing may be conducted virtually, via video conference, at the direction of the Board (or the impartial board), in the event school buildings are closed to students or individuals are provided limited access to school buildings due to a serious health or other emergency. Any virtual hearing must provide the student the due process rights identified in this Subsection D.

F. ***Presence on School Grounds, on School Transportation, and Participation in School-Sponsored Activities During Expulsion:***

During the period of expulsion, the student shall not be permitted to be on school property or on school transportation, and shall not be permitted to attend or participate in any school-sponsored activities, except for the student's participation in any alternative educational opportunity provided by the District in accordance with this policy, unless the Superintendent or designee specifically provides written permission for the student to enter school property or school transportation for a specified purpose or to participate in a particular school-sponsored activity.

G. ***Stipulated Agreements:***

In lieu of the procedures used in this Section, the Superintendent or designee and the parent(s) or legal guardian(s) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parent(s) or legal guardian(s) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation. If the Board (or the impartial board) rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. ~~*If the student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on the student's own behalf.*~~

If the parties agree on the facts, but not on the disciplinary recommendation, the Superintendent or designee and the parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board (or the impartial board) in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents ~~*and/or student over the age of 18*~~ understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board (or the impartial board) rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.

X. Alternative Educational Opportunities for Expelled Students

A. ***Students under sixteen (16) years of age:***

Whenever the Board expels a student under sixteen (16) years of age, it shall offer any such student an alternative educational opportunity.

~~B. ***Students sixteen (16) to eighteen (18) years of age:***~~

- ~~1. The Board shall provide an alternative educational opportunity to a sixteen (16) to eighteen (18) year old student expelled for the first time if the student requests it and if the student agrees to the conditions set by the Board (or the impartial board). Such alternative educational opportunity may include, but shall not be limited to, the placement of a student who is at least seventeen years of age in an adult education program. Any student participating in an adult education program during a period of expulsion shall not be required to withdraw from school as a condition to participation in the adult education program.~~
- ~~2. The Board is not required to offer an alternative educational opportunity to any student between the ages of sixteen (16) and eighteen (18) who is expelled for a second, or subsequent, time.~~
- ~~3. The Board shall count the expulsion of a student when the student was under sixteen (16) years of age for purposes of determining whether an alternative educational opportunity is required for such student when the student is between the ages of sixteen and eighteen.~~

~~C. ***Students eighteen (18) years of age or older:***~~

~~The Board is not required to offer an alternative educational opportunity to expelled students eighteen (18) years of age or older.~~

~~D. Content of Alternative Educational Opportunity~~

- ~~1. For the purposes of Section X, and subject to Subsection X.E, below, any alternative educational opportunity to which an expelled student is statutorily entitled shall be (1) alternative education, as defined by Conn. Gen. Stat. § 10-74j and in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the Connecticut State Board of Education (“CSBE”), with an individualized learning plan, if the Board provides such alternative education, or (2) in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the CSBE.~~
- ~~2. The Superintendent or designee shall develop administrative regulations concerning alternative educational opportunities, which administrative regulations shall be in compliance with the standards adopted by the CSBE. Such administrative regulations shall include, but are not limited to, provisions to address student placement in alternative education; individualized learning plans; monitoring of students placements and performance; and a process for transition planning.~~

~~E.B. *Students identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”):*~~

~~Notwithstanding Subsections X.A. through D. above, If the Board expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act (“IDEA”), it shall offer an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time, and in accordance with the *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted by the CSBE.~~

~~F. *Students for whom an alternative educational opportunity is not required:*~~

~~The Board may offer an alternative educational opportunity to a student for whom such alternative educational opportunity is not required by law or as described in this policy. In such cases, the Board, or if delegated by the Board, the Administration, shall determine the components, including nature, frequency and duration of such services, of any such alternative educational opportunity.~~

XI. Notice of Student Expulsion on Cumulative Record

Notice of expulsion and the conduct for which the student was expelled shall be included on the student’s cumulative educational record. *The WBOE expects* such notice, *except for notice of an expulsion of a student in grades nine through twelve, inclusive*, based upon possession of a firearm or deadly weapon, shall be expunged from the cumulative educational record by the District if the student graduates from high school.

In cases where the student’s period of expulsion is shortened or waived in accordance with Section IX.D(17), above, the Board may choose to expunge the expulsion notice from the cumulative record at the time the student completes the Board-specified program and meets any other conditions required by

the Board. Except as may be specified by the Board in an expulsion hearing decision, the Board delegates the authority to make decisions pertaining to expungement to the Superintendent.

If a student's period of expulsion was not shortened or waived, the Board may choose to expunge the expulsion notice from the student's cumulative record prior to *high school* graduation if such student has demonstrated to the Board that the student's conduct and behavior in the years following such expulsion warrants an expungement. In deciding whether to expunge the expulsion notice, the Board may receive and consider evidence of any subsequent disciplinary problems that have led to removal from a classroom, suspension or expulsion of the student. Except as may be specified by the Board in an expulsion hearing decision, the Board delegates the authority to make decisions pertaining to expungement to the Superintendent.

If the student has not previously been suspended or expelled, and the Administration chooses to expunge the expulsion notice from the student's cumulative record prior to *high school* graduation, the Administration may refer to the existence of the expunged notice, notwithstanding the fact that such notice may have been expunged from the student's cumulative file, for the limited purpose of determining whether any subsequent suspension or expulsion by the student would constitute the student's first such offense.

XII. Change of Residence During Expulsion Proceedings

A. *Student moving into the District:*

1. If a student enrolls in the District while an expulsion hearing is pending in another public school district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing. The procedures outlined above in Section IX and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233l, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a shall be utilized for any hearing conducted under this section.
2. Where a student enrolls in the District during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board (or the impartial board) shall make its determination pertaining to expulsion based upon a hearing held by the Board (or the impartial board), which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board. The procedures outlined above in Section IX and consistent with the requirements of Conn. Gen. Stat. § 10-233d or Conn. Gen. Stat. § 10-233l, if applicable, as well as the applicable provisions of the Uniform Administrative Procedures Act, Conn. Gen. Stat. §§ 4-176e to 4-180a, and § 4-181a shall be utilized for any hearing conducted under this section.

B. *Student moving out of the District:*

Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending

expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.

XIII. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")

A. ***Suspension of IDEA students:***

Notwithstanding the foregoing, if a responsible administrator suspends a student identified as eligible for services under the IDEA (an "IDEA student") who has violated any rule or code of conduct of the District that applies to all students, the following procedures shall apply:

1. The responsible administrator shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand-delivered or sent by mail to the parents on the date that the decision to suspend was made.
2. During the period of suspension, the District is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the District, except as set forth in subsection (3) below.
3. If an IDEA student is being suspended and that student has already been removed from their current *educational* placement for ten (10) school days in the same school year, school personnel, in consultation with at least one of the student's teachers, must determine the extent to which services are needed so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP, so long as the suspension does not constitute a change in placement. If the suspension constitutes a change in placement, subsection (B) below will apply.

B. ***Expulsion and Suspensions that Constitute Changes in Placement for IDEA students:***

Notwithstanding any provision to the contrary, if the Administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the District that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply for students whom the Administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in educational placement:

1. Upon the decision by the Administration to recommend expulsion or impose a suspension that would constitute a change in educational placement, the Administration shall promptly notify the parent(s)/guardian(s) of the student of the recommendation of expulsion or the suspension that would constitute a change in educational placement, and provide the parents(s)/guardian(s) a copy of the special education procedural safeguards either by hand-delivery or by mail (unless other means of transmission have been arranged).

2. The District shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made. The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or the suspension which constitutes a change in placement, in order to determine whether the student's behavior was a manifestation of the student's disability.
3. If the student's PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.
4. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.
5. During any period of expulsion, or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.
6. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement the responsible administrator (or designee) should consider the nature of the misconduct and any relevant educational records of the student.

C. *Removal of Special Education Students for Certain Offenses:*

1. A responsible administrator may remove a student eligible for special education under the IDEA to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:
 - a. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds, on school transportation, or at a school-sponsored activity, or
 - b. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school, on school transportation, or at a school-sponsored activity; or
 - c. Has inflicted serious bodily injury upon another person while at school, on school premises, on school transportation, or at a school function.
2. The following definitions shall be used for this subsection XIII.C.:
 - a. **Dangerous weapon** means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2.5 inches in length.
 - b. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).

- c. **Illegal drug** means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal law.
- d. **Serious bodily injury** means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

XIV. Procedures Governing Expulsions for Students Identified as Eligible under Section 504

- A. Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the District that applies to all students, the following procedures shall apply:
 - 1. The parents of the student must be notified of the decision to recommend the student for expulsion.
 - 2. The District shall immediately convene the student's Section 504 team ("504 team") for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student's behavior was a manifestation of the student's disability.
 - 3. If the 504 team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommended expulsion.
 - 4. If the 504 team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion.
- B. The Board may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against nondisabled students. Thus, when a student with a disability is recommended for expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team *shall not be required to meet* to review the relationship between the student's disability and the behavior that led to the recommendation for expulsion.

XV. Procedures Governing Expulsions for Students Placed in a Juvenile Detention Center

- A. Any student who commits an expellable offense and is subsequently placed in a juvenile detention center or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of placement in a juvenile detention center or other residential placement.
- B. If a student who committed an expellable offense seeks to return to the District after participating in a diversionary program or having been placed in a juvenile detention center or any other residential placement and such student has not been expelled by the Board for such offense under

subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.

XVI. Early Readmission to School

An expelled student may apply for early readmission to school. The Board delegates the authority to make decisions on readmission requests to the Superintendent. Students desiring readmission to school shall direct such readmission requests to the Superintendent. The Superintendent has the discretion to approve or deny such readmission requests, and may condition readmission on specified criteria.

XVII. Dissemination of Policy

The District shall, at the beginning of each school year and at such other times as it may deem appropriate, provide for an effective means of informing all students, parent(s) and/or guardian(s) of this policy.

XVIII. Compliance with Documentation and Reporting Requirements

- A. The District shall include on all disciplinary reports the individual student's state-assigned student identifier (SASID).
- B. The District shall report all suspensions and expulsions to the State Department of Education.
- C. If the Board expels a student for sale or distribution of a controlled substance, as defined in Conn. Gen. Stat. § 21a-240(9), whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with the intent to sell or dispense, offering, or administration is the subject to criminal penalties under Conn. Gen. Stat. §§ 21a-277 and 21a-278, the District shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.
- D. If the Board expels a student for possession of a firearm, as defined in 18 U.S.C. § 921, or deadly weapon, dangerous instrument or martial arts weapon, as defined in Conn. Gen. Stat. § 53a-3, the District shall report the violation to the local police.

Legal References:

Connecticut General Statutes:

- [§ 10-15c](#) [Discrimination in public schools prohibited. School attendance by five-year olds](#)
- § 10-16 Length of school year
- § 10-74j Alternative education
- §§ 4-176e through 4-180a and § 4-181a Uniform Administrative Procedures Act
- ~~§ 10-222d~~ ~~Safe school~~ [§ 10-222aa through 10-222kk School climate plans. Definitions. Safe school climate assessments](#)
- §§ 10-233a through 10-233f Suspension and expulsion of students
- § 10-233l Expulsion and suspension of children in preschool programs
- [§ 10-236c](#) [Disruptive or harmful behavior. Behavior intervention meetings for certain students. Notice to parents](#)
- § 10-253 School privileges for children in certain placements, nonresident children, children in temporary shelters, homeless children and children in juvenile detention facilities. Liaison to facilitate transitions between school districts and juvenile and criminal justice systems.

- § 19a-342a Use of electronic nicotine delivery system or vapor product prohibited. Exceptions. Signage required. Penalties
- § 21a-240 Definitions
- § 21a-277 Penalty for illegal manufacture, distribution, sale, prescription, dispensing
- § 21a-278 Penalty for illegal manufacture, distribution, sale, prescription, or administration by non-drug-dependent person
- §§ 21a-408a through 408p Palliative ~~Use~~use of ~~Marijuana~~marijuana
- § 29-35 Carrying of pistol or revolver without permit prohibited. Exceptions
- § 29-38 Weapons in vehicles
- [§ 46a-58](#) [Deprivation of rights. Desecration of property. Placing of burning cross or noose on property. Penalty. Restitution](#)
- § 53a-3 Definitions
- § 53-206 Carrying of dangerous weapons prohibited
- § 53-344 Sale or delivery of cigarettes or tobacco products to persons under twenty-one.
- § 53-344b Sale and delivery of electronic nicotine delivery system or vapor products to persons under twenty-one years or age
- Public Act ~~24-4525-168, Sec. 261~~, “An Act Concerning ~~Education Mandate Relief, School Discipline and Disconnected Youth.~~the State Budget for the Biennium Ending June 30, 2027, and Making Appropriations Therefor, and Provisions Related to Revenue and Other Items Implementing the State Budget.” (definition of “synthetically created image”)
- Public Act ~~24-9325-93~~, “An Act ~~Concerning Various and Assorted Revisions to the~~Increasing Resources for Students, Schools and Special Education ~~Statutes.~~”
- [Public Act 25-139, “An Act Concerning Human Trafficking and Sexual Assault Victims.”](#)
- Packer v. Board of Educ. of the Town of Thomaston*, 717 A.2d 117 (Conn. 1998).
- State v. Hardy*, 896 A.2d 755 (Conn. 2006).
- State v. Guzman*, 955 A.2d 72 (Conn. App. Ct. 2008).
- Connecticut State Department of Education, *Standards for Educational Opportunities for Students Who Have Been Expelled*, adopted January 3, 2018.

Federal Law:

- Individuals with Disabilities Education Act, 20 U.S.C. 1400 *et seq.*, as amended by the Individuals with Disabilities Education Improvement Act of 2004, Pub. L. 108-446.
- [Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681, et seq.](#)
- Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794(a).
- [Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, et seq.](#) 18 U.S.C. § 921 (definition of “firearm”)
- 18 U.S.C. § 930(g)(2) (definition of “dangerous weapon”)
- 18 U.S.C. § 1365(h)(3) (identifying “serious bodily injury”)
- 21 U.S.C. § 812(c) (identifying “controlled substances”)
- 34 C.F.R. § 300.530 (defining “illegal drugs”)
- Gun-Free Schools Act, 20 U.S.C. § 7961
- Honig v. Doe*, 484 U.S. 305 (1988)
- U.S. Department of Education Office for Civil Rights, U.S. Department of Justice Civil Rights Division, *Resource on Confronting Racial Discrimination in Student Discipline (May 2023)*
- [Take It Down Act, Public L. 119-12](#)

McKinney Vento Homeless Assistance Act, 42 U.S.C. § 11343a

ADOPTED: _____
REVISED: _____

~~8/14/2024~~ 10/28/2025

Supt recommendation is to delete in its entirety and adopt Shipman version.

~~*CABE—This is a mandated and newest of this policy. Revised definition of “bullying” to align with Connecticut School Climate Policy and provides details related to hearings and due process adding a section on expunging of records.*~~

Students

Suspension and Expulsion/Due Process

~~The Woodbridge Board of Education is committed to creating a safe, orderly, and supportive learning environment for all students, staff, and visitors. This policy aims to balance the necessity of maintaining safety and order within our schools while adhering to progressive discipline and restorative practices, which seeks to address and correct inappropriate behavior while promoting accountability, personal growth, and the repair of harm.~~

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

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

Policy Objectives

- ~~1. **Ensure Safety and Order:** Maintain a secure and disciplined school environment conducive to learning and free from violence, threats, and disruptive behaviors.~~
- ~~2. **Promote Equity and Fairness:** Apply disciplinary measures in an equitable, consistent, and unbiased manner, ensuring that all students are treated with dignity and respect.~~
- ~~3. **Support Progressive Discipline:** Implement a progressive discipline model that focuses on intervention and prevention strategies to address and correct student behavior before it escalates.~~
- ~~4. **Implement Restorative Practices:** Incorporate restorative practices that emphasize accountability, reparation of harm, and the restoration of relationships within the school community.~~
- ~~5. **Encourage Personal Responsibility:** Foster a sense of personal responsibility and self-discipline in students, helping them to understand the consequences of their actions and to make better choices in the future.~~
- ~~6. **Engage Families and Communities:** Involve parents, guardians, and community members in the disciplinary process to support students in their behavioral and academic growth.~~

Policy Guidelines

1. Clear Expectations and Communication:

- ~~• Establish and communicate clear behavioral expectations and the consequences of violating them.~~
- ~~• Ensure that all students, staff, and parents/guardians are aware of the discipline policy and procedures.~~

2. Progressive Discipline Framework:

- ~~• Utilize a tiered approach to discipline that escalates in response to the severity and frequency of the behavior.~~
- ~~• Implement early intervention strategies such as counseling, mentoring, and behavior modification plans to address minor infractions.~~

3. Restorative Practices:

- Employ restorative practices such as mediation, peer counseling, and restorative circles to address conflicts and repair harm.
- Encourage students to take responsibility for their actions and to actively participate in the resolution process.

4. Consistent and Fair Application:

- Ensure that disciplinary measures are applied consistently and fairly across all student populations.
- Monitor and address any disparities in the application of disciplinary actions to prevent discrimination or bias.

5. Supportive Interventions:

- Provide support services such as counseling, social work, and mental health resources to help students address underlying issues contributing to behavioral problems.
- Develop individualized behavior plans for students with recurring or severe behavioral issues.

6. Engagement and Collaboration:

- Engage families in the disciplinary process through regular communication and involvement in restorative practices.
- Collaborate with community organizations and resources to support students and families in addressing behavioral and social-emotional needs.

7. Training and Professional Development:

- Provide ongoing training for staff on progressive discipline, restorative practices, and culturally-responsive approaches to student behavior.
- Encourage staff to develop skills in conflict resolution, de-escalation techniques, and positive behavior support.

Review and Accountability

The Woodbridge Board of Education will regularly review the effectiveness of its discipline policy, incorporating feedback from students, staff, parents, and the community. Data on disciplinary actions and their outcomes will be collected and analyzed to ensure continuous improvement and the achievement of policy objectives.

By adopting this balanced approach to discipline, the Woodbridge School District aims to create a school environment where all students can learn, grow, and succeed while feeling safe and supported.

A. Definitions

1. **"Exclusion"** shall be defined as any denial of public school privileges to a student for disciplinary purposes.
2. **"Removal"** shall be defined as an exclusion from a classroom for all or a part of single class period, provided such exclusion shall not extend beyond ninety (90) minutes.
3. **"In-School Suspension"** shall be defined as an exclusion from regular classroom activity ~~for no more than ten five consecutive school days~~, but not exclusion from school, provided such exclusion shall not extend beyond the end of the school year in which such in-school suspension was imposed. Such suspensions shall be served in ~~any the school attended by the student building under the jurisdiction of the Board of Education.~~
4. **"Out of School Suspension"** shall be defined as an exclusion from school privileges or from transportation services ~~for no more than ten (10) consecutive school days~~, provided such exclusion shall not extend beyond the end of the school year in which such suspension was imposed. ~~An out-of-school suspension for students in Grades 3-6 shall not exceed ten days. An out-of-school suspension imposed for children in PreK to Grade 2 shall not exceed five days.~~

5. **"Expulsion"** shall be defined as an exclusion from school privileges, for any student in Grades 3 to 6, inclusive, for more than ten (10) consecutive school days and shall be deemed to include but not be limited to, exclusion from the school to which such student was assigned at the time such disciplinary action was taken, provided that assignment to a regular classroom program in a different school in the district shall not constitute a suspension or an expulsion. Such period of exclusion may extend to the school year following the school year in which the exclusion was imposed, up to one calendar year. ~~To be expelled, the student's conduct must be found to be both violative of a Board policy and either seriously disruptive of the educational process or endangering persons or property.~~

~~Unless an emergency exists, no student shall be expelled without a formal hearing, provided Whenever such student is a minor, the notice shall also be given to the parents or guardians of the student at least five business days before such hearing, not including the day of such hearing. If an emergency exists, such hearing shall be held as soon after the expulsion as possible. The notice shall include information concerning the parent's or guardian's and the student's legal rights and concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services. An attorney or other advocate may represent any student subject to expulsion proceedings. The parent or guardian of the student shall have the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that if an emergency exists, such hearing shall be held as soon after the expulsion as possible.~~

6. **"Emergency"** shall be defined as a situation under which the continued presence of the student in the school imposes such a danger to persons or property or such a disruption of the educational process that a hearing may be delayed until a time as soon after the exclusion of such student as possible.

7. **"Days"** is defined as days when school is in session.

8. **"School sponsored activity"** is defined as any activity sponsored, recognized or authorized by the Board of Education and includes activities conducted on or off school property.

9. **"Possess"** means to have physical possession or otherwise to exercise dominion or control over tangible property.

10. **"Deadly weapon"** means any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles. A weapon such as a pellet gun and/or airsoft pistol may constitute a deadly weapon if such weapon is designed for violence and is capable of inflicting death or serious bodily harm.

11. **"Firearm"**, for purposes of this policy, will carry the definition of 18 U.S.C. 921, as amended from time to time.

12. **"Vehicle"** means a "motor vehicle" as defined in Section 14-1 of the Connecticut General Statutes, snow mobile, any aircraft, or any vessel equipped for propulsion by mechanical means or sail.

13. **"Martial arts weapon"** means a nunchakum kama, Kesari fundo, octagon sai, tonfa or Chinese star.

14. **"Dangerous Drugs and Narcotics"** is defined as any controlled drug in accordance with Connecticut General Statutes §219-240.

15. **"Alternate education"** means a school or program maintained and operated by the Board of Education that is offered to students in a nontraditional setting and addresses their social, emotional, behavioral and academic needs. Such program must conform to SBE guidelines and conform to C.G.S. 10-15 and 16 (180 days/900 hours).

16. **"Dangerous instrument"** means any instrument, article, or substance which, under the circumstances in which it is used or attempted or threatened to be used, is capable of causing death or serious physical injury, and includes a "vehicle" or a dog that has been commanded to attack.

17. ~~“Seriously disruptive of the educational process” means, as applied to off-campus conduct, any conduct that markedly interrupts or severely impedes the day-to-day operation of a school.~~

~~B. Scope of the Student Discipline Policy~~

~~a) Conduct on School Grounds or at a School-Sponsored Activity~~

~~Students may be disciplined for conduct on school grounds or at any school-sponsored activity that endangers persons or property, is seriously disruptive of the educational process, or that violates a publicized policy of the Board.~~

~~b) Suspension for Conduct Off School Grounds~~

~~1. Students are subject to suspension for conduct off school property and outside of school-sponsored activities in accordance with law, for conduct that violates a publicized policy of the Board and is seriously disruptive of the educational process, including but not limited to the following:~~

~~a. Conduct leading to a violation of any federal or state law if that conduct is determined to pose a danger to the student himself/herself, other students, school employees or school property.~~

~~b. Adjudication as a delinquent or a youthful offender as the result of a felony if the conduct leading to the adjudication is determined to pose a danger to the student himself/herself, other students, school employees or school property.~~

~~Students may be disciplined for conduct off school grounds if such conduct is seriously disruptive of the educational process and violates a publicized policy of the Board.~~

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

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

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

~~D. Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion~~

~~A student may be suspended or expelled (Grades 3-6 inclusive) for conduct on school property or at a school-sponsored activity that endangers persons or property, is violative of a publicized policy of the Board, or is seriously disruptive of the educational process, including but not limited to one or more of the following reasons:—Conduct which may lead to disciplinary action (including, but not limited to, removal from class, suspension and/or expulsion in accordance with this policy) includes conduct on school grounds or at a school-sponsored activity (including on a school bus), and conduct off school grounds, as set forth above. Such conduct includes, but is not limited to, the following:~~

~~1. Striking or assaulting a student, members of the school staff or other persons.~~

~~2. Theft.~~

~~3. The use of obscene or profane language or gestures, the possession and/or display of obscenity or pornographic images or the unauthorized or inappropriate possession and/or display of images, pictures or photographs depicting nudity.~~

~~4. Violation of smoking, dress, transportation regulations, or other regulations and/or policies governing student conduct.~~

~~5. Refusal to obey a member of the school staff, law enforcement authorities, or school volunteers, or disruptive classroom behavior.~~

~~6. Any act of harassment based on an individual's sex, sexual orientation, race, color, religion, disability, national origin or ancestry.~~

Suspension and Expulsion/Due Process**D. — Actions Leading to Disciplinary Action, including Removal from Class, Suspension and/or Expulsion (Continued)**

- ~~7. Refusal by a student to identify himself/herself to a staff member when asked, misidentification of oneself to such person(s), lying to school officials or otherwise engaging in dishonest behavior.~~
- ~~8. Inappropriate displays of public affection of a sexual nature and/or sexual activity on school grounds or at a school-sponsored activity.~~
- ~~9. A walk-out from or sit-in within a classroom or school building or school grounds.~~
- ~~10. Blackmailing, threatening or intimidating school staff or students (or acting in a manner that could be construed to constitute blackmail, a threat, or intimidation, regardless of whether intended as a joke).~~
- ~~11. Possession of any weapon, weapon facsimile, deadly weapon, martial arts weapon, electronic defense weapon, pistol, knife, blackjack, bludgeon, box cutter, metal knuckles, pellet gun, air pistol, explosive device, firearm, whether loaded or unloaded, whether functional or not, or any other dangerous object or instrument. The possession and/or use of any object or device that has been converted or modified for use as a weapon.~~
- ~~12. Possession of any ammunition for any weapon described above in paragraph 11.~~
- ~~13. Unauthorized entrance into any school facility or portion of a school facility or aiding or abetting an unauthorized entrance.~~
- ~~14. Possession or ignition of any fireworks, combustible or other explosive materials, or ignition of any material causing a fire. Possession of any materials designed to be used in the ignition of combustible materials, including matches and lighters.~~
- ~~15. Unlawful possession, sale, distribution, use, or consumption of tobacco, electronic nicotine delivery systems (e.g. e-cigarettes), vapor products, drugs, narcotics or alcoholic beverages (or any facsimile of tobacco, drugs, narcotics or alcoholic beverages, or any item represented to be tobacco, drugs or alcoholic beverages), including being under the influence of any such substances or aiding in the procurement of any such substances. For the purposes of this Paragraph 15, the term "electronic nicotine delivery system" shall mean an electronic device that may be used to simulate smoking in the delivery of nicotine or other substance to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device. For the purposes of Paragraph 15, the term "vapor product" shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine that is inhaled by the user of such product. For the purposes of this Paragraph 15, the term "drugs" shall include, but shall not be limited to, any medicinal preparation (prescription and non-prescription) and any controlled substance whose possession, sale, distribution, use or consumption is illegal under state and/or federal law.~~
- ~~16. Sale, distribution, or consumption of substances contained in household items; including, but not limited to glue, paint, accelerants/propellants for aerosol canisters, and/or items such as the aerators for whipped cream; if sold, distributed or consumed for the purpose of inducing a stimulant, depressant, hallucinogenic or mind-altering effect.~~
- ~~17. Unlawful possession of paraphernalia used or designed to be used in the consumption, sale or distribution of drugs, alcohol or tobacco, as described in subparagraph (15) above. For purposes of this policy, drug paraphernalia includes any equipment, products and materials of any kind which are used, intended for use or designed for use in growing, harvesting, manufacturing, producing, preparing, packaging, storing, containing or concealing, or injecting, ingesting, inhaling or otherwise introducing controlled drugs or controlled substances into the human body, including but not limited to items such as "bongs," pipes, "roach clips," vials, tobacco rolling papers, and any object or container used, intended or designed for use in storing, concealing, possessing, distributing or selling controlled drugs or controlled substances.~~
- ~~18. The destruction of real, personal or school property, such as, cutting, defacing or otherwise damaging property in any way.~~
- ~~19. Accumulation of offenses such as school and class tardiness, class or study hall cutting, or failure to attend detention.~~
- ~~20. Trespassing on school grounds while on out of school suspension or expulsion.~~
- ~~21. Making false bomb threats or other threats to the safety of students, staff members, and/or other persons.~~
- ~~22. Defiance of school rules and the valid authority of teachers, supervisors, administrators, other staff members and/or law enforcement authorities.~~
- ~~23. Throwing snowballs, rocks, sticks and/or similar objects, except as specifically authorized by school staff.~~
- ~~24. Unauthorized and/or reckless and/or improper operation of a motor vehicle on school grounds or at any school-sponsored activity.~~

- ~~25. Leaving school grounds, school transportation or a school-sponsored activity without authorization.~~
- ~~26. Use of or copying of the academic work of another individual and presenting it as the student's own work, without proper attribution; or any other form of academic dishonesty, cheating or plagiarism.~~
- ~~27. Possession and/or use of a cellular telephone, radio, walkman, CD player, blackberry, personal data assistant, walkie-talkie, Smartphone, mobile or handheld device, or similar electronic device, on school grounds or at a school-sponsored activity in violation of Board policy and/or administrative regulations regulating the use of such devices.~~
- ~~28. Possession and/or use of a beeper or paging device on school grounds or at a school-sponsored activity without the written permission of the principal or his/her designee.~~
- ~~29. Unauthorized use of any school computer, computer system, computer software, Internet connection or similar school property or system, or the use of such property or system for inappropriate purposes.~~
- ~~30. Possession and/or use of a laser pointer, unless the student possesses the laser pointer temporarily for an educational purpose while under the direct supervision of a responsible adult.~~
- ~~31. Hazing.~~
- ~~32. "Bullying" is defined as unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.~~
- ~~33. Cyberbullying, defined as any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any electronic communications.~~
- ~~34. Acting in any manner that creates a health and/or safety hazard for staff members, students, or the public, regardless of whether the conduct is intended as a joke.~~
- ~~35. Engaging in a plan to stage or create a violent situation for the purposes of recording it by electronic means; or recording by electronic means acts of violence for purposes of later publication.~~
- ~~36. Engaging in a plan to stage sexual activity for the purposes of recording it by electronic means; or recording by electronic means sexual acts for purposes of later publication.~~
- ~~37. Using computer systems, including email, instant messaging, text messaging, blogging or the use of social networking websites, or other forms of electronic communications, to engage in any conduct prohibited by this policy.~~
- ~~38. Use of a privately owned electronic or technological device in violation of school rules, including the unauthorized recording (photographic or audio) of another individual without permission of the individual or a school staff member.

 - ~~a. Conduct causing danger to the physical well-being of himself/herself or other people that is not reasonably necessary for self-defense;~~
 - ~~b. Intentionally causing or attempting to cause physical injury to another person that is not reasonably necessary for self-defense;~~
 - ~~c. Intentionally causing or attempting to cause damage or school property or material belonging to staff (private property);~~
 - ~~d. Stealing or attempting to steal private or school property or taking or attempting to take personal property or money from any other person;~~
 - ~~e. The use, either spoken or written on clothing, of obscene or profane language or gestures on school property or at a school-sponsored activity;~~
 - ~~f. Deliberate refusal to obey the directions or orders of a member of the school staff;~~
 - ~~g. Harassment and/or hazing/bullying on the basis of that person's race, religion, ethnic background, gender, sexual orientation, or any other basis prohibited through Woodbridge Board of Education Policy 0521, "Nondiscrimination";~~
 - ~~h. Open defiance of the authority of any teacher or person having authority over the student, including verbal abuse;~~
 - ~~i. Threatening in any manner, including orally, in writing, or via electronic communication, a member of the school including any teacher, a member of the school administration or any other employee, or a fellow student;~~
 - ~~j. Blackmailing a member of the school community, including any teacher, member of the school administration or any other employee or fellow student;~~
 - ~~k. Possession of a firearm, deadly weapon, dangerous instrument, or martial arts weapon, as defined in Section 53a-3, such as a pistol, knife, blackjack, etc.;~~~~

- ~~l. Possession of any weapon or weapon facsimile, including but not limited to knife, pistol, pellet guns and/or air soft pistols;~~
- ~~m. Possession, transmission, distribution, selling, use or consumption of alcoholic beverages, dangerous drugs or narcotics or intoxicant of any kind or any facsimile of a dangerous drug, narcotic or intoxicant of any kind;~~
- ~~n. Knowingly being in the presence of those who are in possession of using, transmitting, or being under the influence of any dangerous drug, narcotic, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind;~~
- ~~o. Participation in any unauthorized occupancy by any group of students or others of any part of any school, school premises or other building owned by any school district after having been ordered to leave said school premises or other facility by the Principal or other person then in charge of said school building or facility;~~
- ~~p. Participation in any walkout from a classroom or school building by any group of students and refusing to immediately return to said classroom or school building after having been directed to do so by the Principal or other person then in charge of said classroom or school building;~~
- ~~q. Intentional incitement which results in an unauthorized occupation of, or walkout from, any school building, school premises, facility or classroom by any group of students or other persons;~~
- ~~r. Repeated unauthorized absence from or tardiness to school;~~
- ~~s. Intentional and successful incitement of truancy by other students;~~
- ~~t. The use or copying of the academic work of another and the presenting of it as one's own without proper attribution;~~
- ~~u. Violation of school rules and practices or Board policy, regulation or agreement, including that dealing with conduct on school buses and the use of school district equipment;~~
- ~~v. Violation of any federal or state law which would indicate that the violator presents a danger to any person in the school community or to school property;~~
- ~~w. Lying, misleading or being deceitful to a school employee or person having authority over the student;~~
- ~~x. Unauthorized leaving of school or school-sponsored activities;~~

~~E. Removal From Class~~

- ~~1. All teachers are hereby authorized to remove a student from class when such student causes a serious disruption of the educational process within the classroom.~~
- ~~2. Such teacher shall send the student to a designated area and shall immediately inform the building Principal or his/her designee as to the name of the student and the reason for removal.~~
- ~~3. No student shall be removed from class more than six (6) times in any year, nor more than twice in one week, unless such student is referred to the building Principal or his/her designee and granted an informal hearing to discuss his/her behavior. The administrator will notify the student's parent/guardian promptly.~~
- ~~4. A school principal or other school administrator shall notify a parent or guardian of a student whose behavior has caused a serious disruption to the instruction of other students, caused self harm or caused physical harm to a teacher, another student or other school employee not later than twenty-four hours after such behavior occurs. Such notice shall include, but not be limited to, informing such parent or guardian that the teacher of record in the classroom in which such behavior occurred may request a behavior intervention meeting.~~

~~Any teacher of record in a classroom may request a behavior intervention meeting with the crisis intervention team for the school, for any student whose behavior has caused a serious disruption to the instruction of other students, or caused self harm or physical harm to such teacher or another student or staff member in such teacher's classroom. The crisis intervention team shall, upon the request of such~~

~~teacher and notifying such student's parent or guardian, convene a behavior intervention meeting regarding such student. The participants of such behavior intervention meeting shall identify resources and support to address such student's social, emotional and instructional needs. Not later than seven days after the behavior intervention meeting, the crisis intervention team shall submit to the parent or guardian of such student, in the dominant language of such parent or guardian, a written summary of such meeting, including, but not limited to, the resources and supports identified.~~

F. Mandatory Expulsion

It shall be the policy of the Board to expel a student, ~~Grades PreK-6 inclusive~~, for one full calendar year if:

- ~~1. The student, on grounds or at a school sponsored activity, was in possession of a firearm, as defined in 18 U.S.C. 921*, as amended from time to time, or deadly weapon, dangerous instrument or martial arts weapon, as defined in C.G.S. 53A-3; or the student, off school grounds, did possess such firearm in violation of C.G.S. 29-35 or did possess and use such a firearm, instrument or weapon in the commission of a crime; or the student, on or off school grounds offered for sale or distribution a controlled substance, as defined in subdivision (9) of C.G.S. 21a-240, whose manufacture, distribution, sale, prescription, dispensing, transporting or possessing with intent to sell or dispense, offering or administering is subject to criminal penalties under C.G.S. 21-277 and 21a-278.~~
**A firearm, as currently defined by 18 U.S.C. 921, is any weapon that can expel a projectile by an explosive action and includes explosive devices, incendiaries, poison gases, and firearm frames, receivers, mufflers or silencers.*
- ~~2. Such a student shall be expelled for one calendar year if the Board of Education or impartial hearing board finds that the student did so possess or so possess and use, as appropriate, such a weapon or firearm, instrument or weapon or did so offer for sale or distribution such a controlled substance.~~
- ~~3. The Board may modify the period of a mandatory expulsion on a case-by-case basis.~~
- ~~4. A firearm, as defined by C.G.S. 53a-3, includes any sawed off shotgun, machine gun, rifle, shotgun, pistol, revolver, or other weapon, whether loaded or unloaded from which a shot may be discharged, or a switchblade knife, a gravity knife, billy, black jack, bludgeon or metal knuckles.~~
- ~~5. A student enrolled in a preschool program provided by the Board of Education, state or local charter school or interdistrict magnet school shall not be expelled from such school except that a student shall be expelled for one calendar year from such preschool program pursuant to the mandatory expulsion requirement in compliance with the Gun-Free School Act, as described in this section.~~

G. Suspension Procedure

~~All suspensions shall be in-school suspensions unless the administration determines, for any student in grades 3 to 6, inclusive, that (1) the student being suspended poses such a danger to persons or property or such a disruption of the educational process that the student shall be excluded from school during the period of suspension, or (2) that an out-of-school suspension is appropriate based on evidence of previous disciplinary problems that have led to suspensions or expulsion of the student and efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive support strategies. A student in grades PK-2, inclusive, may be given an out-of-school suspension if it is determined by the administration that such suspension is appropriate based on evidence that the student's conduct on school grounds is of a violent or sexual nature that endangers persons. In addition, a person's duty as a mandated reporter to report suspected child abuse or neglect is not limited by this provision.~~

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

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

~~Except in the case of an emergency, as defined in paragraph A, above, a student shall be afforded the opportunity to meet with the administration and to respond to the stated charges prior to the effectuation of any period of suspension or in-school suspension. If, at such a meeting the student denies the stated charges, he/she may at that time present his/her version of the incident(s) upon which the proposed suspension is based. Unless an emergency exists, as that term is defined in paragraph A, no student shall be suspended without an informal hearing by the administration, at which such student shall be informed of the reasons for the disciplinary action and given an opportunity to explain the situation, provided nothing herein shall be construed to prevent a more formal hearing from being held if the circumstances surrounding the incident so require. The administration shall then determine whether suspension or in-school suspension is warranted.~~

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

~~Prior to conducting any hearing regarding the suspension of a student, an administrator, school counselor or school social worker at the school in which the student is enrolled, shall contact the local homeless education liaison designated by the local or regional board of education for the school district, pursuant to Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act, 42 USC 11431 et seq., as amended from time to time, to determine whether such student is a homeless child or youth, as defined in 42 USC 1143a, as amended from time to time. If it is determined that such student is a homeless child or youth, the administration shall consider the impact of homelessness on the behavior of the student during the hearing.~~

~~In the case of suspension, the administration shall notify the student's parents and the Superintendent of Schools not later than twenty four (24) hours of the suspension as to the name of the student who has been suspended and the reason therefore. Any student who is suspended shall be given an opportunity to complete any class work including, but not limited to, examinations which such student missed during the period of his/her suspension.~~

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

~~In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, or expulsion.~~

Out-of-School Suspensions

~~All suspensions shall be in-school suspensions, except the Board of Education may authorize the administration of schools under its direction to impose an out-of-school suspension on any student.~~

- ~~1.—Grades preschool to two, if during the informal hearing outlined above, the administration:
 - a) —Determines that an out-of-school suspension is appropriate for such students based on evidence that such student's conduct on school grounds is behavior that causes physical harm;
 - b) —Requires that such students receive services that are trauma-informed and developmentally appropriate and align with any behavioral intervention plan, individualized education program, or plan pursuant to Section 504 of the Rehabilitation Act of 1973, as amended from time to time, for such student upon such student's return to school immediately following the out-of-school suspension; and
 - c) —Considers whether to convene a planning and placement team meeting for the purposes of conducting an evaluation to determine whether such student may require special education or related services.~~

- ~~2.—Grades 3–6, inclusive, if, resulting from a due process hearing:~~
- ~~a) The administration determines that the student being suspended poses such danger to persons or property or such disruption of the educational process (as defined above in section E) that the student shall be excluded from school during the period of suspension.~~
 - ~~b) The administration determines that an out-of-school suspension is appropriate for such student based on evidence of:~~
 - ~~i.—previous disciplinary problems that have led to suspensions or expulsion of such student; and~~
 - ~~ii.—efforts by the administration to address such disciplinary problems through means other than out-of-school suspension or expulsion, including positive behavioral support strategies. An in-school suspension may be served in the student's school or any school building under the jurisdiction of the local or regional board of education, as determined by such board.~~

~~Length of Suspension Period:~~

~~In determining the length of a suspension period, the administration may receive and consider evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, or expulsion.~~

~~An out-of-school suspension shall not exceed ten school days for students in Grades 3–6.~~

~~An out-of-school suspension shall not exceed five school days for children in preschool through Grade 2.~~

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

~~General provisions:~~

~~No student shall be suspended more than ten times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing **as provided in paragraph H(5)** is first granted pursuant to sub-sections 4-176e to 4-180a, inclusive, section 4-181a, and as outlined in section I below.~~

~~No student shall be placed on in-school suspension more than fifteen times or a total of fifty (50) days in one school year, whichever results in fewer days of exclusion, unless a hearing **as provided in paragraph H(5)** is first granted pursuant to sub-sections 4-176e to 4-180a, inclusive, section 4-181a, and as outlined in section I below.~~

~~H. Expulsion Procedures~~

~~The Board of Education may, upon recommendation of the Superintendent of Schools, expel any student for one or more of the reasons stated in this policy **if after holding a formal hearing, it is** in the judgment of the Board of Education, such disciplinary action is in the best interest of the school system.~~

~~A special education student's handicapping conditions shall be considered before making a decision to expel. A Planning and Placement Team (PPT) meeting must be held to determine whether the behavior or student actions violative of Board of Education standards set forth in policy governing suspension and expulsion are the result of the student's handicapping condition.~~

~~For any student expelled for the first time and who has never been suspended, except for a student who has been expelled based on possession of a firearm or deadly weapon, the Board of Education may shorten the length of or waive the expulsion period if the student successfully completes a Board specified program and meets any other conditions required by the Board. Such Board specified program shall not require the student or the parent/guardian of such student to pay for participation in the program.~~

~~Prior to conducting formal hearing, as required by PA 25-93 Section 38 subsection 3, an administrator,~~

~~school counselor or school social worker at the school in which the student is enrolled shall contact the local homeless education liaison designated by the local or regional board of education for the school district, pursuant to Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act, 42 USC 11431 et seq., as amended from time to time, to make a determination whether such student is a homeless child or youth, as defined in 42 USC 11343a, as amended from time to time.~~

~~If it is determined that such student is a homeless child or youth:~~

- ~~i. The local or regional board of education, or the impartial hearing board established pursuant to subsection (b) of this section, shall consider the impact of homelessness on the behavior of the student during the hearing.~~
- ~~ii. No such student may be expelled without a plan of interventions and supports to mitigate the impact of homelessness on the behavior of the student.~~
- ~~iii. If such child or youth has been expelled for a second time, a meeting with the local homeless education liaison shall be provided by the local or regional board of education.~~

~~Upon receipt of a recommendation for expulsion from the Superintendent of Schools the Board shall, after giving written notice, as detailed below in Section K—Notification, at least five (5) business days before such hearing, to the student and his parents or guardian, if said student is less than 18 years of age, conduct a hearing prior to taking any action on the expulsion of said student, provided however, that in the event of an emergency as defined in this policy, the student may be expelled prior to the hearing but in such case even a hearing shall be held as soon after the expulsion as possible.~~

~~The notice shall include information concerning legal services that are provided free of charge or at a reduced rate that are available locally (CT Legal Service a source of such services) and how to access such services. An attorney or other advocate may represent the student subject to expulsion proceedings. The parent/guardian of the student has the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that, if an emergency exists, such hearing shall be held as soon after the expulsion as possible.~~

~~Three members of the Board of Education shall constitute a quorum for an expulsion hearing. A student may be expelled if a majority of the Board members sitting in the expulsion hearing vote to expel and provided at least three affirmative votes for expulsion are cast.~~

~~Alternatively, the Board may appoint an impartial hearing officer composed of one or more persons to hear and decide the expulsion matter, provided that no member of the Board may serve on such panel.~~

~~I. Formal Hearings/Due Process~~

~~The procedure for~~ Any hearing conducted under this paragraph shall at least include the right to:

- ~~a. Notice prior to the date of the proposed hearing which shall include a statement of the time, place and nature of the hearing; a statement of the legal jurisdiction under which the hearing is to be held; and a statement that students under sixteen (16) years old who are expelled must be offered an alternative educational opportunity;~~
- ~~b. A short and plain statement of the matters asserted, if such matters have not already been provided in a statement of reasons requested by the student;~~
- ~~c. The opportunity to be heard in the student's own defense;~~
- ~~d. The opportunity to present witnesses and evidence in the student's defense;~~
- ~~e. The opportunity to cross-examine adverse witnesses;~~
- ~~f. The opportunity to be represented by counsel at the parents'/student's own expense; and~~
- ~~g. Information concerning legal services provided free of charge or at a reduced rate that are available locally and how to access such services;~~
- ~~h. The opportunity to have the services of a translator, to be provided by the Board of Education, whenever the student or his/her parent or legal guardian do not speak the English language;~~
- ~~i. The prompt notification of the decision of the Board of Education, which decision shall be in writing if adverse to the student concerned.~~

The record of the hearing held in any expulsion case shall include the following:

- a. All evidence received and considered by the Board of Education;
- b. Questions and offers of proof, objections and ruling on such objections;
- c. The decision of the Board of Education rendered after such hearing; and
- d. A copy of the initial letter of notice of proposed expulsion, a copy of any statement of reasons provided upon request, a statement of the notice of hearing and the official transcript, if any, or if not transcribed, any recording or stenographic record of the hearing.

3. Rules of evidence at expulsion hearings shall assure fairness, but shall not be controlled by the formal rules of evidence, and shall include the following:

- a. Any oral or documentary evidence may be received by the Board of Education but, as a matter of policy, irrelevant, immaterial or unduly repetitious evidence may be excluded. In addition, other evidence of past disciplinary problems which have led to removal from a classroom, in-school suspension, suspension, or expulsion may be received for considering the length of an expulsion and the nature of the alternative educational opportunity, if any, to be offered;
- b. The Board of Education shall give effect to the rules of privilege by law;
- c. In order to expedite a hearing, evidence may be received in written form, provided the interest of any party is not substantially prejudiced thereby;
- d. Documentary evidence may be received in the form of copies or excerpts;
- e. A party to an expulsion hearing may conduct cross-examination of witnesses where examination is required for a full and accurate disclosure of the facts;
- f. The Board of Education may take notice of judicially cognizable facts in addition to facts within the Board's specialized knowledge provided, however, the parties shall be notified either before or during the hearing of the material noticed, including any staff memoranda or data, and an opportunity shall be afforded to any party to contest the material so noticed;
- g. A stenographic record or tape recording of any oral proceedings before the Board of Education at an expulsion hearing shall be made provided, however, that a transcript of such proceedings shall be furnished upon request of a party with the cost of such transcript to be paid by the requesting party. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.
- h. Decisions shall be in writing if adverse to the student and shall include findings of fact and conclusions necessary for the decision. Findings of fact made by the Board after an expulsion hearing shall be based exclusively upon the evidence adduced at the hearing.

J. Expunging Records

Suspension:

Whenever a student is suspended pursuant to the provisions of this section, notice of the suspension and the conduct for which the student was suspended shall be included on the student's cumulative educational record.

Such notice shall be expunged from the cumulative educational record by the local or regional board of education if a student graduates from high school, or in the case of a suspension of a student for which the length of the suspension period is shortened or the suspension period is waived pursuant to subsection (e) of this section, such notice shall be expunged from the cumulative educational record by the local or regional board of education (1) if the student graduates from high school, or (2) if the administration so chooses, at the time the student completes the administration-specified program and meets any other conditions required by the administration pursuant to subsection (e) of Sec. 10-233d., whichever is earlier.

Expulsion:

~~Whenever a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included in the student's cumulative educational record. Such notice, except for notice of an expulsion of a student in grades nine to twelve, inclusive, based on possession of a firearm or deadly weapon as described in Sec. 29-38 of the general statutes.~~

- ~~1. shall be expunged from the cumulative educational record by the board of education if a student graduates from high school, or~~
- ~~2. may be expunged from the cumulative educational record by the board of education before a student graduates from high school if:
 - ~~a) in the case of a student for which the length of the expulsion period is shortened or the expulsion period is waived pursuant to subdivision (2) of subsection (c) Sec. 10-233d., such board determines that an expungement is warranted at the time such student completes the board-specified program and meets any other conditions required by such board pursuant to subdivision (2) of subsection (c) of Sec. 10-233d, or~~
 - ~~b) such student has demonstrated to such board that the conduct and behavior of such student in the years following such expulsion warrants an expungement. The board of education, in determining whether to expunge such notice, may receive and consider evidence of any subsequent disciplinary problems that have led to removal from a classroom, suspension or expulsion of such student.~~~~

K. Notification

- ~~1. All students and parents within the jurisdiction of the Board of Education shall be informed, annually, of Board Policy governing student conduct by the delivery to each said student of a written copy of said Board Policy.~~
- ~~2. The parents or guardian of any minor student either expelled or suspended shall be given notice of such disciplinary action no later than 24 hours of the time of the institution of the period of expulsion or suspension.~~
- ~~3. The notice of an expulsion hearing shall be given at least five (5) business days before such hearing to the student and his/her parents or guardians, if said student is less than 18 years of age, shall include information concerning parent's/guardian's legal rights and concerning legal services that are provided free of charge or at a reduced rate that are available (CT Legal Service a source of such services) and how to access such services. The notification shall **reference the maximum number of suspension days before the expulsion days proceed. Five (5) consecutive days for students in preschool to Grade 2, 10 consecutive days for students in Grades 3-6** and include a statement that an attorney or other advocate may represent any student subject to expulsion proceedings. The parent/guardian of the student shall be notified of the right to have the expulsion hearing postponed for up to one week to allow time to obtain representation, except that, if an emergency exists, such hearing shall be held as soon as after the expulsion as possible.~~

L. Stipulated Agreements

~~In lieu of the procedures used in this section, the Administration and the parents (or legal guardians) of a student facing expulsion may choose to enter into a Joint Stipulation of the Facts and a Joint Recommendation to the Board concerning the length and conditions of expulsion. Such Joint Stipulation and Recommendation shall include language indicating that the parents (or legal guardians) understand their right to have an expulsion hearing held pursuant to these procedures, and language indicating that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts and Recommendation.~~

~~If the Board rejects either the Joint Stipulation of Facts or the Recommendation, an expulsion hearing shall be held pursuant to the procedures outlined herein. If the Student is eighteen years of age or older, the student shall have the authority to enter into a Joint Stipulation and Recommendation on his or her own behalf.~~

~~If the parties agree on the facts, but not on the disciplinary recommendation, the Administration and the~~

~~parents (or legal guardians) of a student facing expulsion may also choose to enter into a Joint Stipulation of the Facts and submit only the Stipulation of the Facts to the Board in lieu of holding the first part of the hearing, as described above. Such Joint Stipulation shall include language indicating that the parents understand their right to have a hearing to determine whether the student engaged in the alleged misconduct and that the Board, in its discretion, has the right to accept or reject the Joint Stipulation of Facts. If the Board rejects the Joint Stipulation of Facts, a full expulsion hearing shall be held pursuant to the procedures outlined herein.~~

~~**M. Students identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA")**~~

~~**If the Board of Education expels a student who has been identified as eligible for services under the Individuals with Disabilities Education Act ("IDEA"), it shall off an alternative educational opportunity to such student in accordance with the requirements of IDEA, as it may be amended from time to time.**~~

~~J. Students with Disabilities~~

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

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

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

~~**N. Procedures Governing Suspension and Expulsion of Students Identified as Eligible for Services under the Individuals with Disabilities Education Act ("IDEA")**~~

~~**1. Suspension of IDEA students**~~

~~Notwithstanding the foregoing, if the Administration suspends a student identified as eligible for services students who have been identified as having one or more disabilities under the IDEA and/or Section 504 of the Rehabilitation Act (a "student with disabilities") (an "IDEA student") who has violated any rule or code of conduct of the school district that applies to all students the following procedures shall apply:~~

- ~~a. The administration shall make reasonable attempts to immediately notify the parents of the student of the decision to suspend on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand delivered or sent by mail to the parents on the date that the decision to suspend was made.~~
- ~~b. During the period of suspension, the school district is not required to provide any educational services to the IDEA student beyond that which is provided to all students suspended by the school district.~~

~~**2. Expulsion and Suspensions that Constitute Changes in Placement for IDEA Students**~~

~~Notwithstanding any provision to the contrary, if the administration recommends for expulsion an IDEA student who has violated any rule or code of conduct of the school district that applies to all students, the procedures described in this section shall apply. The procedures described in this section shall also apply to students whom the administration has suspended in a manner that is considered under the IDEA, as it may be amended from time to time, to be a change in placement:~~

~~a. The parents of the student must be notified of the decision to recommend for expulsion (or to suspend if a change in placement) on the date on which the decision to suspend was made, and a copy of the special education procedural safeguards must either be hand delivered or sent by mail to the parents on the date that the decision to recommend for expulsion (or to suspend if a change in placement) was made.~~

~~b. The school district shall immediately convene the student's planning and placement team ("PPT"), but in no case later than ten (10) school days after the recommendation for expulsion or the suspension that constitutes a change in placement was made.~~

~~The student's PPT shall consider the relationship between the student's disability and the behavior that led to the recommendation for expulsion or suspension, which constitutes a change in placement, in order to determine whether the student's behavior was a manifestation of his/her disability.~~

~~c. If the student's PPT finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommendation for expulsion or the suspension that constitutes a change in placement.~~

~~d. If the student's PPT finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion or suspension that constitutes a change in placement.~~

~~e. During any period of expulsion or suspension of greater than ten (10) days per school year, the Administration shall provide the student with an alternative education program in accordance with the provisions of the IDEA.~~

~~f. When determining whether to recommend an expulsion or a suspension that constitutes a change in placement, the building administrator (or his or her designee) should consider the nature of the misconduct and any relevant educational records of the student.~~

~~3. Transfer of IDEA Students for Certain Offenses:~~

~~School personnel may transfer an IDEA student to an appropriate interim alternative educational setting for not more than forty-five (45) school days if the student:~~

~~a. Was in possession of a dangerous weapon, as defined in 18 U.S.C. 930(g)(2), as amended from time to time, on school grounds or at a school sponsored activity, or~~

~~b. Knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school sponsored activity; or~~

~~c. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.~~

~~The following definitions shall be used for this subsection XII-C.~~

~~a. Dangerous weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than 2.5 inches in length.~~

~~b. Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act, 21 U.S.C. 812(c).~~

~~c. Illegal drug means a controlled substance but does not include a substance that is legally possessed or used under the supervision of a licensed health care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or under any other provision of federal~~

law.

- d. ~~Serious bodily injury means a bodily injury which involves: (A) a substantial risk of death; (B) extreme physical pain; (C) protracted and obvious disfigurement; or (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty.~~

~~P. Procedures Governing Expulsions for Students Identified as Eligible under Section 504 of the Rehabilitation Act of 1973 ("Section 504")~~

1. ~~Except as provided in subsection B below, notwithstanding any provision to the contrary, if the Administration recommends for expulsion a student identified as eligible for educational accommodations under Section 504 who has violated any rule or code of conduct of the school district that applies to all students, the following procedures shall apply:~~
 - a. ~~The parents of the student must be notified of the decision to recommend the student for expulsion.~~
 - b. ~~The district shall immediately convene the student's Section 504 team ("504 team") for the purpose of reviewing the relationship between the student's disability and the behavior that led to the recommendation for expulsion. The 504 team will determine whether the student's behavior was a manifestation of his/her disability.~~
 - c. ~~If the 504 team finds that the behavior was a manifestation of the student's disability, the Administration shall not proceed with the recommended expulsion.~~
 - d. ~~If the 504 team finds that the behavior was not a manifestation of the student's disability, the Administration may proceed with the recommended expulsion.~~
2. ~~The Board may take disciplinary action for violations pertaining to the use or possession of illegal drugs or alcohol against any student with a disability who currently is engaging in the illegal use of drugs or alcohol to the same extent that such disciplinary action is taken against nondisabled students. Thus, when a student with a disability is recommended for expulsion based solely on the illegal use or possession of drugs or alcohol, the 504 team shall not be required to meet to review the relationship between the student's disability and the behavior that led to the recommendation for expulsion.~~

~~O. Procedures Governing Expulsions for Students Committed to a Juvenile Detention Center~~

1. ~~Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement for such offense may be expelled by the Board in accordance with the provisions of this section. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement.~~
2. ~~If a student who committed an expellable offense seeks to return to a school district after participating in a diversionary program or having been detained in a juvenile detention center, the Connecticut Juvenile Training School or any other residential placement and such student has not been expelled by the board of education for such offense under subdivision (A) of this subsection, the Board shall allow such student to return and may not expel the student for additional time for such offense.~~

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

~~If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was not caused by the disability, the Superintendent may proceed with a recommendation for expulsion. During any period of expulsion, a student with disabilities under the IDEA shall receive an alternative educational plan consistent with the student's educational needs as determined by the IEP team (PPT) in light of such~~

~~expulsion and the student's IEP. The services must continue to the extent determined necessary to enable the disabled student to appropriately advance in the general education curriculum and to advance toward achieving the goals of his/her IEP, and be provided a free appropriate public education.~~

- ~~1. If the District, parent and relevant members of the IEP team (PPT) determine that the misconduct was caused by or had a direct and substantial relationship to the disability, or the conduct in question was the direct result of the District's failure to implement the student's IEP, the Superintendent shall not proceed with the recommendation for expulsion. The IEP team (PPT) shall consider the student's misconduct and revise the IEP to prevent a recurrence of such misconduct and to provide for the safety of the other students and staff. A functional behavioral assessment shall be conducted, if not previously done, and a behavioral intervention plan implemented or revised, if in existence. The student shall be returned to the placement from which he/she was removed unless agreed otherwise by the District and parent.~~
- ~~2. Should a parent of a student with disabilities who is eligible for services under the IDEA (or the student himself/herself if eighteen years of age or older) file a request for a due process hearing to contest an expulsion under subparagraph (2) above or a proposed change in placement under subparagraph (3), unless the parents (or student if eighteen years of age or older) and the Board otherwise agree, the child shall stay in the interim alternate educational setting, if so placed by student authorities, pending decision in said due process hearing and any subsequent judicial review proceedings.~~
- ~~3. Notwithstanding the provisions of the preceding subparagraph (4), a student with disabilities may be assigned to an interim alternative educational setting for not more than forty five (45) school days if the student brings a weapon to school or to a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function, or has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function. For purposes of this paragraph, "weapon" means a device instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, but excludes a pocket knife with a blade of less than 2 ½ inches in length. "Serious bodily injury" is defined as bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty. The interim alternative placement shall be determined by the IEP team (PPT). If a due process hearing is requested, the student shall remain in said interim alternative placement pending a decision in the due process hearing, unless the Board and the parents otherwise agree, or the Board obtains a court order.~~
- ~~4. In order for the district to unilaterally obtain a 45 day change in placement from a federal judge of Connecticut hearing officer, it must prove by substantial evidence that maintaining the current placement of the student is substantially likely to result in injury to the child or others. The school must also prove that it has made reasonable efforts to minimize the risk of harm the student presents in the current placement.~~

~~K. Q. Alternative Educational Opportunity~~

~~The Board of Education recognizes its obligation to offer any student under the age of sixteen (16) who is expelled an alternative educational opportunity during the period of expulsion. Such alternative educational opportunity shall be equivalent to alternative education, as defined by the Connecticut State Department of Education, C.G.S. 10-74j, with an individualized learning plan (1) if the Board provides such alternative education, or (2) in accordance with the standards adopted by the State Board of Education (by 8/15/17), which includes the kind of instruction to be provided and the number of hours to be provided during the period of expulsion.~~

~~Any parent or guardian of such student who does not choose to have his or her child enrolled in an alternative educational program shall not be subject to the provision of Section 10-184 of the Connecticut General Statutes.~~

~~L. R. Other Considerations~~

- ~~1. If a student is expelled, notice of the expulsion and the conduct for which the student was expelled shall be included on the student's cumulative educational record. Such notice shall be expunged from the cumulative educational record by the Board if the Board determines that the student's conduct and behavior in the years following such expulsion warrants an expungement.~~
- ~~2. If a student's expulsion is shortened or the expulsion period waived based upon the fact that the student was expelled for the first time, had never been suspended, and successfully completed a Board specified program and/or met other conditions required by the Board, the notice of expulsion shall be expunged from the cumulative educational record if the student graduates from high school or, if the Board so chooses, at the time the student completes the Board specified program and meets any other conditions required by the Board.~~
- ~~3. If a student in grades preschool to 6, is expelled based on possession of a firearm or deadly weapon, the Board may expunge from the students' cumulative education record the notice of the expulsion and the conduct for which the student was expelled if the Board determines that the conduct and behavior of the student in the years following such expulsion warrants an expungement.~~
- ~~4. The Board may adopt the decision of a student expulsion hearing conducted by another school district provided such Board of Education held a hearing pursuant to C.G.S.10-233d(a). Adoption of such a decision shall be limited to a determination of whether the conduct which was the basis for the expulsion would also warrant expulsion under the policies of this Board. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative education opportunity in accordance with item K above.~~
- ~~5. Whenever a student against whom an expulsion hearing is pending withdraws from school and after notification of such hearing but before the hearing is completed and a decision rendered, (1) notice of the pending expulsion hearing shall be included on the student's cumulative educational record and (2) the Board shall complete the expulsion hearing and render a decision.~~
- ~~6. A student expelled for possession of a firearm, or deadly weapon, dangerous instrument, or martial arts weapon shall have the violation reported to the local police department.~~
- ~~7. The period of expulsion shall not extend beyond a period of one calendar year. A period of exclusion may extend into the next school year.~~
- ~~8. An expelled student may apply for early readmission to school. Such readmission shall be at the discretion of the Board of Education/Superintendent of Schools (choose which). Readmission decisions shall not be subject to appeal to Superior Court. The Board or Superintendent as appropriate, may condition such readmission on specified criteria.~~
- ~~9. Any student who commits an expellable offense and is subsequently committed to a juvenile detention center, The Connecticut Juvenile Training School, or any other residential placement for such offense may be expelled by the local Board of Education. The period of expulsion shall run concurrently with the period of commitment to a juvenile detention center, the Connecticut Juvenile Training School, or any other residential placement.~~
- ~~10. Prior to placing any student in an out-of-district placement due to the challenging behavior of such student, the board of education shall conduct a functional behavior assessment of such student and develop or update a behavioral intervention plan for such student.~~

~~A functional behavior assessment and a behavioral intervention plan shall not be required if the time required to conduct such assessment or develop or update such plan would put the safety of such student, any other student, or any staff at such student's school at risk.~~

~~Not later than two business days following the decision not to conduct such assessment, or develop, or update such plan for such student, the local or regional board of education shall file a notice with the Department of Education of the reasons that such assessment was not conducted or such plan was not developed or updated.~~

~~**S. Change of Residence During Expulsion Proceedings**~~

~~1.—Student moving into the school district~~

- ~~a.—If a student enrolls in the district while an expulsion hearing is pending in another district, such student shall not be excluded from school pending completion of the expulsion hearing unless an emergency exists, as defined above. The Board shall retain the authority to suspend the student or to conduct its own expulsion hearing.~~
- ~~b.—Where a student enrolls in the district during the period of expulsion from another public school district, the Board may adopt the decision of the student expulsion hearing conducted by such other school district. The student shall be excluded from school pending such hearing. The excluded student shall be offered an alternative educational opportunity in accordance with statutory requirements. The Board shall make its determination based upon a hearing held by the Board, which hearing shall be limited to a determination of whether the conduct which was the basis of the previous public school district's expulsion would also warrant expulsion by the Board.~~

~~2.—Student moving out of the school district:~~

~~Where a student withdraws from school after having been notified that an expulsion hearing is pending, but before a decision has been rendered by the Board, the notice of the pending expulsion hearing shall be included on the student's cumulative record and the Board shall complete the expulsion hearing and render a decision. If the Board subsequently renders a decision to expel the student, a notice of the expulsion shall be included on the student's cumulative record.~~

~~T.—Compliance with Documentation and Reporting Requirements~~

- ~~1.—The Board of Education shall include in all disciplinary reports the individual student's state-assigned student identifier (SASID).~~
- ~~2.—The Board of Education shall report all suspensions and expulsions to the State Department of Education.~~
- ~~3.—If the Board of Education expels a student for sale or distribution of a controlled substance, the Board shall refer such student to an appropriate state or local agency for rehabilitation, intervention or job training and inform the agency of its action.~~
- ~~4.—If the Board of Education expels a student for possession of a deadly weapon or firearm, as defined in Conn. Gen. Stat. §53a-3, the violation shall be reported to the local police.~~

Readmission of Student from a Residential Placement

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

~~Students and parents shall be notified of this policy annually.
(cf. 5125—Student Records; Confidentiality)~~

~~Legal Reference:—Connecticut General Statutes~~

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

~~10-74j Alternative education (PA 15-133)~~

~~10-222d Safe school climate plans. Definitions. Safe school climate assessments.~~

~~10-233a through 10-233f Suspension, removal and expulsion of students, as amended by PA 95-304, PA 96-244, PA 98-139, PA 07-66, PA 07-122, PA 08-160, PA 09-82, PA 09-6 (September Special Session), PA 10-111 and PA 11-126 **PA 14-229, PA 15-96, PA 16-147, PA 17-220, PA 19-91, PA 25-67 and PA 25-93**~~

~~10-2331 Expulsion and suspension of children in preschool programs~~
~~19a-342a Use of electronic nicotine delivery system or vapor product prohibited.~~
~~29-38 Weapons in vehicles~~
~~53a-3 Definitions~~
~~53a-217b Possession of Firearms and Deadly Weapons on School Grounds~~
~~53-344b Sale and delivery of electronic nicotine delivery system or vapor products to minors.~~
~~53-206 Carrying of dangerous weapons prohibited.~~
~~PA 15-96 An Act Concerning Out-of-School Suspensions and Expulsions for Students in Preschool and Grades Kindergarten to Two~~
~~GOALS 2000: Educate America Act, Pub. L. 103-227~~
~~Title III—Amendments to the Individuals with Disabilities Education Act. Sec. 314 (Local Control Over Violence)~~
~~Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994~~
~~P.L. 105-17 The Individuals with Disabilities Act, Amendments of 1997.~~
~~Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.~~
~~P.L. 108-446 The Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1400 et seq.~~
~~18 U.S.C. §921—Definitions of "firearms"~~
~~18 U.S.C. §930(g)(2)—Definition of "dangerous weapon"~~
~~18 U.S.C. §1365(h)(3)—Identifying "serious bodily injury"~~
~~21 U.S.C. §812(e)—Identifying "controlled substances"~~
~~PA 24-45 An Act Concerning Education Mandate Relief, School Discipline and Disconnected Youth, Sections 13-14~~
~~PA 24-93 An Act Concerning Various and Assorted Revisions to the Education Statutes, Section 11 and Section 12~~
~~PA 25-67 An Act Concerning the Quality and Delivery of Special Education Services in Connecticut (Section 13)~~
~~PA 25-93 An Act Increasing Resources for Students, Schools and Special Education (Sections 38 & 39)~~
~~PA 94-221 An Act Concerning School Discipline and Safety~~
~~20 U.S.C. Section 7114, No Child Left Behind Act~~
~~PA 14-229 An Act Concerning the Expungement of a Pupil's Cumulative Education Record for Certain Expulsions~~
~~PA 16-147 An Act Concerning the Recommendations of the Juvenile Justice Policy and Oversight Committee~~
~~PA 19-91 An Act Concerning Various Revisions and Additions to the Education Statutes~~

Policy adopted: June 21, 2021

WOODBRIIDGE SCHOOL DISTRICT
Woodbridge, Connecticut

WOODBRIIDGE SCHOOL DISTRICT 2026/27 STUDENT CALENDAR

JULY				
Mon	Tue	Wed	Thu	Fri
		1	2	X3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

AUGUST (1)				
Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25*	26*	27*	28
(31)				

SEPTEMBER (20)				
Mon	Tue	Wed	Thu	Fri
	(1)	2	3	4
X7	8	9	10	11
14	15	16	17	18
X21	22	23	24	25
28	29	30		

OCTOBER (21)				
Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
X12	(13)	14	(15)	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER (17)				
Mon	Tue	Wed	Thu	Fri
2	3*	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25*	X26	X27
30				

DECEMBER (17)				
Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	(23)	X24	X25
28	29	30	31	

JANUARY (19)				
Mon	Tue	Wed	Thu	Fri
				X1
4	5	6	7	8
11	12	13	14	15
X18	19	20	21	22
25	26	27	28	29

FEBRUARY (18)				
Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10	11	12
X15	16	17	18	19
22	23	24	25	26

MARCH (21)				
Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
8	9	10*	11	12
15	(16)	17	(18)	19
22	23	24	25	X26
29	30	31		

APRIL (17)				
Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MAY (20)				
Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
X31				

JUNE (10)				
Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
(14)	15	16	17	18
21	22	23	24	25
28	29	30		

NO SCHOOL/ BUILDING CLOSED	X
Jul. 3 Independence Day	X
Sep. 7 Labor Day	X
Sep. 21 Yom Kippur	X
Oct. 12 Columbus/Indigenous Day	X
Nov. 3 Teacher Workshop	
Nov. 25 Teacher Workshop	
Nov. 26-27 Thanksgiving Holiday	X
Dec. 24-Jan. 1 Holiday Recess	
Jan. 18 MLK Day	X
Feb. 15 Presidents' Day	X
Feb. 15-16 Winter Vacation	
Mar. 10 Eid/Teacher Workshop	
Mar. 26 Good Friday	X
Apr. 12-16 Spring Vacation	
May 31 Memorial Day	X

ABBREVIATED DAYS ()	
Aug. 31	First Day Students
Sep. 1	Second Day for Students
Oct. 13	Parent/Tchr Conference
Oct. 15	Parent/Tchr Conference
Dec. 23	Holiday Recess
Mar. 16	Parent/Tchr Conference
Mar. 18	Parent/Tchr Conference
Jun. 14	Last Day for Students
<i>Dismissal Time 1:10 PM</i>	

181 Student Days
187 Teacher Days
184 Staff Days

OPEN HOUSES	
Sep. 2	Grades K, 5 & 6
Sep. 3	Grades 3, 4 / MAG
Sep. 8	Grades 1, 2 / PK

WORKSHOP DAYS *
NO SCHOOL FOR STUDENTS
Aug. 25-27, Nov. 3
Nov. 25, Mar. 10

WBOE MEETINGS	
July 20	Jan. 19
Aug. 17	Feb. 22
Sep. 22	Mar. 15
Oct. 19	Apr. 19
Nov. 16	May 18
Dec. 21	June 21

Kdg. Bus Ride/Safety Demo Aug. 24

New Teacher Orientation Aug. 24 and 28

Diwali	Sat/Nov. 8
Lunar New Year	Sat/Feb. 6

SNOW DAYS MAKE-UP
June 15-25
Additional Days Starting April 12

Report Card Distribution Dec. 4, Mar. 12 and June 14

Woodbridge Board of Education
Proposed Capital Budget
For the Period 2027-2032



Presented November 17, 2025

Proposed Six Year Capital Plan Fiscal Years 2027-2032

DRAFT

Project Description	Cost Estimate	FY27	FY28	FY29	FY30	FY31	FY32	Area	Type	Originally Requested
Flooring/Casework Replacement and Abatement in Art Room	120,000		\$ 120,000					S-Wing	Cabinets	FY 2012-2013
Replace Flooring in Classrooms A1, A4, A8, D6, Dwing Hall	80,000		80,000					Various	Flooring	FY 2013-2014
Replacement of 1970's Casework	62,500		62,500					S-Wing	Cabinets	FY 2012-2013
Exterior Building Painting Dwing and South	159,250		159,250					Exterior	Paint	FY 2012-2013
HVAC Retrocommissioning	\$ 62,680		\$ 62,680					Building wide	HVAC	FY 2024-2025
Milestone Server Upgrade (for security cameras)	39,925		39,925					Building wide	Technology	FY 2025-2026
Elevator Refurbishment	160,000			160,000				Kitchen	Equipment	FY2023-2024
Replace 11 Unit Ventilators	80,000				80,000			Building wide	HVAC	FY 2019-2020
*Building Expansion and or Reorganization	50,000,000	TBD	TBD	TBD	TBD	TBD	TBD	Building wide	Bldg. Systems	FY 2022-2023
**Repair As Needed Option from Building Assessment	11,250,000	-	2,250,000	2,250,000	2,250,000	2,250,000	2,250,000	Building wide	Bldg. Systems	FY 2025-2026
Totals		\$ -	\$ 2,774,355	\$ 2,410,000	\$ 2,330,000	\$ 2,250,000	\$ 2,250,000			

The District will eventually bring forward either one or the other of the blue shaded options, not both.

* This is an estimated figure. The actual cost to Woodbridge will be dependent upon construction costs less reimbursement available from the State of Connecticut.

**The building is in need of significant improvements. Repair As Needed Option from Antinozzi Presentation estimated \$45M of repairs and upgrades needed over 20 years.

This \$11.25M represents five years worth of \$45M in repairs and upgrades. They will occur as needed and not uniformly as presented here.

1) Project: Flooring/Casework Replacement and Abatement in Art Room

2) Department: Woodbridge School District

3) Project Background,
Purpose & Objectives: Replace Art Room cabinets and flooring



There is known asbestos in the coating under the Art Room sink

and in a few spots.



Estimated Expenditures by Fiscal Year

4) Project Costs
& Schedule

- A. Planning & Engineering
- B. Land & ROW
- C. Construction
- D. Equipment Purchase

	FY27	FY28	FY29	FY30	FY31	FY32	Six-Year Total
A. Planning & Engineering							\$ -
B. Land & ROW							\$ -
C. Construction	\$ -	\$ 120,000					\$ 120,000
D. Equipment Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS	\$ -	\$ 120,000	\$ -	\$ -	\$ -	\$ -	\$ 120,000

E. Operating Costs

\$ -

5) Proposed Financing

General Fund	\$ 120,000	% Percent	100%	Federal Aid	_____	% Percent	_____
Bond Issue	\$ -	_____	_____	Other	_____	_____	_____

Comments: Remaining area of asbestos to abate in Art Room under sink. Need to replace delapidated casework.
Bandroom carpet has an old and musty smell

1) Project: Replace Flooring in Classrooms A1, A4, A8, Dwing Hall

2) Department: Woodbridge School District

3) Project Background,
Purpose & Objectives: Cracked and lifting tiles are problematic and a tripping
hazard.



Estimated Expenditures by Fiscal Year

4) Project Costs
& Schedule

- A. Planning & Engineering
- B. Land & ROW
- C. Construction
- D. Equipment Purchase

	FY27	FY28	FY29	FY30	FY31	FY32	Six-Year Total
A. Planning & Engineering							\$ -
B. Land & ROW							\$ -
C. Construction		\$ 80,000					\$ 80,000
D. Equipment Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

TOTALS \$ - \$ 80,000 \$ - \$ - \$ - \$ - \$ 80,000

E. Operating Costs

\$ -

5) Proposed Financing

General Fund	\$ 80,000	% Percent	100%	Federal Aid	_____	% Percent	_____
Bond Issue	\$ -	_____	_____	Other	_____	_____	_____

Comments: Staff recommends replacement with a no stripping or waxing product to save on cleaning supplies.

1) Project: Replace Various 1970's Casework in Classrooms

2) Department: Woodbridge School District

3) Project Background,
Purpose & Objectives: Replace dilapidated casework in S Wing classrooms



Estimated Expenditures by Fiscal Year

4) Project Costs & Schedule	FY27	FY28	FY29	FY30	FY31	FY32	Six-Year Total
A. Planning & Engineering							\$ -
B. Land & ROW							\$ -
C. Construction		\$ 62,500	\$ -	\$ -	\$ -	\$ -	\$ 62,500
D. Equipment Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS	\$ -	\$ 62,500	\$ -	\$ -	\$ -	\$ -	\$ 62,500
E. Operating Costs							\$ -

5) Proposed Financing

General Fund	\$ 62,500	% Percent	100%	Federal Aid	_____	% Percent	_____
Bond Issue	_____	_____	_____	Other	_____	_____	_____

Comments:

1) Project: Repaint Exterior of Beecher Road School

2) Department: Woodbridge School District

3) Project Background, Purpose & Objectives: The various wings of BRS are on different paint schedules.

The south campus building, behind the pool is in need of paint and creeping vines.

Facia board, campus wide is difficult to maintain.



Estimated Expenditures by Fiscal Year

4) Project Costs & Schedule	FY27	FY28	FY29	FY30	FY31	FY32	Six-Year Total
A. Planning & Engineering							\$ -
B. Land & ROW							\$ -
C. Construction	\$ -	\$ 159,250	\$ -				\$ 159,250
D. Equipment Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS	\$ -	\$ 159,250	\$ -	\$ -	\$ -	\$ -	\$ 159,250

E. Operating Costs \$ -

5) Proposed Financing		% Percent		% Percent	
General Fund	\$ 159,250	100%	Federal Aid	_____	
Bond Issue	_____	_____	Other	_____	



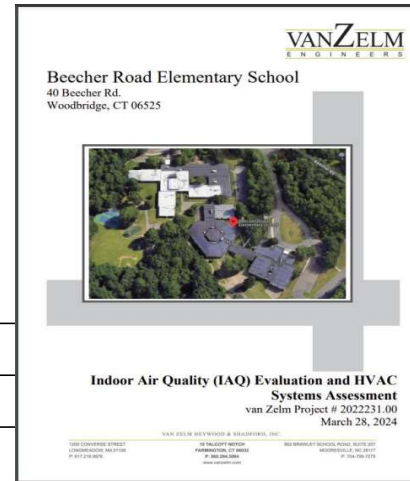
Comments: We are requesting this item one year out to give time to determine what will be done with space planning for BRS.

1) Project: HVAC Retrocommissioning

2) Department: Woodbridge School District

3) Project Background,
Purpose & Objectives: This recommendation came out of our Indoor Air Quality

Evaluation and System Assessment performed by Van Zelm Engineering in 2023.



Estimated Expenditures by Fiscal Year

4) Project Costs & Schedule	FY27	FY28	FY29	FY30	FY31	FY32	Six-Year Total
A. Planning & Engineering							\$ -
B. Land & ROW							\$ -
C. Construction	\$ -	\$ 62,680					\$ 62,680
D. Equipment Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS	\$ -	\$ 62,680	\$ -	\$ -	\$ -	\$ -	\$ 62,680
E. Operating Costs							\$ -

5) Proposed Financing

General Fund	\$ 62,680	% Percent	100%	Federal Aid	_____	% Percent	_____
Bond Issue	\$ -	_____	_____	Other	_____	_____	_____

Comments: Due to the age of the building and changes over the years in occupancy, systems and codes, consideration for HVAC rebalancing and system recommissioning to current design requirements will provide added benefits to building performance and operations.

Quote from Key Takeaway Section from IAQ Report

1) Project: Milestone Server Replacement

2) Department: Woodbridge School District

3) Project Background,
Purpose & Objectives: Our "Milestone Server" runs a professional video management
system used for managing security cameras, recording video and surveillance. Our current
server will be five years old in 2028 which is the industry standard for refreshing hardware
of this nature.



Estimated Expenditures by Fiscal Year

4) Project Costs
& Schedule

	FY27	FY28	FY29	FY30	FY31	FY32	Six-Year Total
A. Planning & Engineering							\$ -
B. Land & ROW							\$ -
C. Construction	\$ -	\$ 39,925					\$ 39,925
D. Equipment Purchase	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTALS	\$ -	\$ 39,925	\$ -	\$ -	\$ -	\$ -	\$ 39,925

E. Operating Costs

							\$ -
--	--	--	--	--	--	--	------

5) Proposed Financing

		% Percent		% Percent
General Fund	\$ 39,925	100%	Federal Aid	
Bond Issue	\$ -		Other	

Comments:

1) Project: Plan For Eventual Elevator Replacement

2) Department: Woodbridge School District

3) Project Background, Purpose & Objectives: The current elevator is now 28 years old. Our model the

Ascension 2000 is no longer supported by elevator companies and there are no new
replacement parts. Used parts are getting harder to come by as this model has not been supported for many years.
Eventually our circuit boards will be repair only and will need to be sent out and hope the repair is successful. That could meant a lot of
down-time for the elevator that services our cafeteria program.



Estimated Expenditures by Fiscal Year

4) Project Costs & Schedule	FY27	FY28	FY29	FY30	FY31	FY32	Six-Year Total
A. Planning & Engineering							\$ -
B. Land & ROW							\$ -
C. Construction		\$ -					\$ -
D. Equipment Purchase	\$ -	\$ -	\$ 160,000	\$ -	\$ -		\$ 160,000
TOTALS	\$ -	\$ -	\$ 160,000	\$ -	\$ -	\$ -	\$ 160,000

E. Operating Costs \$ -

5) Proposed Financing

	% Percent		% Percent
General Fund \$ <u>160,000</u>	<u>100%</u>	Federal Aid _____	_____
Bond Issue _____	_____	Other _____	_____

Comments:

1) Project: Plan for Future Replacement of 11 Unit Ventilators

2) Department: Woodbridge School District

3) Project Background,
Purpose & Objectives: The units are over 30 years old. They are working but staff

would like to plan for their eventual failure and replacement.



Estimated Expenditures by Fiscal Year

4) Project Costs & Schedule	FY27	FY28	FY29	FY30	FY31	FY32	Six-Year Total
A. Planning & Engineering							\$ -
B. Land & ROW							\$ -
C. Construction	\$ -	\$ -	\$ -	\$ 80,000	\$ -	\$ -	\$ 80,000
D. Equipment Purchase	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -
TOTALS	\$ -	\$ -	\$ -	\$ 80,000	\$ -	\$ -	\$ 80,000
E. Operating Costs							\$ -

5) Proposed Financing

General Fund	\$ 80,000	% Percent	100%	Federal Aid	_____	% Percent	_____
Bond Issue	_____	_____	_____	Other	_____	_____	_____

Comments:

Woodbridge School District

Superintendent's Proposed Budget

Christopher Montini, Superintendent
December 4, 2025





Guiding Principles

- **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.
- **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 .

PORTRAIT OF THE GRADUATE

The BOWA Portrait of the Graduate illustrates a respectful, self aware citizen who, through a determined course of scholastic experiences, displays the following characteristics...





The WSD Strategic Plan

We will continue to strengthen the learning experience for all students by advancing the following work PreK -6:

Academic Framework

Develop and support a coherent, research-based curriculum that fosters students' inquiry skills and builds students' intellectual confidence.

Building Diverse Alliances/Building Healthy Alliances

Create and support an inclusive environment that embraces awareness of and deepens appreciation of diversity and individuality while promoting the social emotional wellness of all students.

Contemporary Learners

Develop and integrate project-based learning opportunities into the curriculum to promote student choice and critical thinking as we prepare our students for future learning and responsible global citizenship.



2026-2027 Superintendent's Proposed Budget

The proposed budget aligns with our vision and mission , supports the goal of sustaining a rigorous and inclusive learning environment that prepares all students to be successful , responsible global citizens, and maintains fiscal prudence . The proposed budget supports:

- High-quality instruction grounded in the District's strategic plan
- Programs/ services that meet the academic, social, & emotional, needs of our learners
- Continued investment in technology, instructional resources, & safe school operations
 - Teacher lap tops, IPAD replacement, Interactive Board Replacement
- Responsive staffing and program adjustments as student enrollment & needs evolve
 - Reallocates a vacant teaching position to a .5 Pre K teacher and .5 ML tutor
- Maintains class size levels recommended by Board of Education
- Delays capital projects while the community determines next steps in capital planning



CT Net Current Expenditures Per Pupil (NCEP) 2024

-2025

Woodbridge	CT State Average	Difference	WSD Rank
\$21,341	\$24,270	\$2,928	111 of 165 CT Districts
Woodbridge	DRG B Average	Difference	WSD Rank
\$21,341	\$22,638	\$1,297	16 of 22 DRG B Districts

- WSD spends \$2,928.63 less per student than the CT state average. WSD would have needed to add \$2,518,621, a 14% increase, to the budget to reach the CT average.
- WSD spend \$1,297 less per student than the DRG B average. WSD would have needed to add \$1,115,424, a 6% increase, to the budget to reach the DRG B average.



Return on Investment and District Achievements

Smarter Balanced Assessment Performance

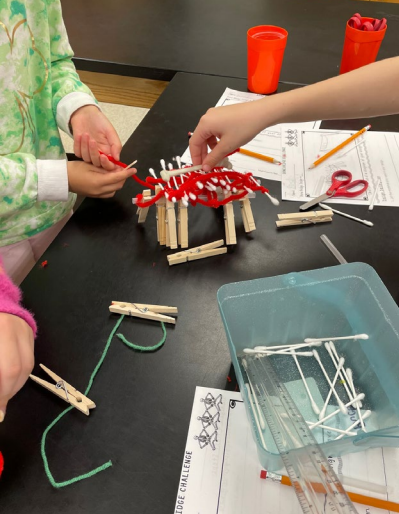
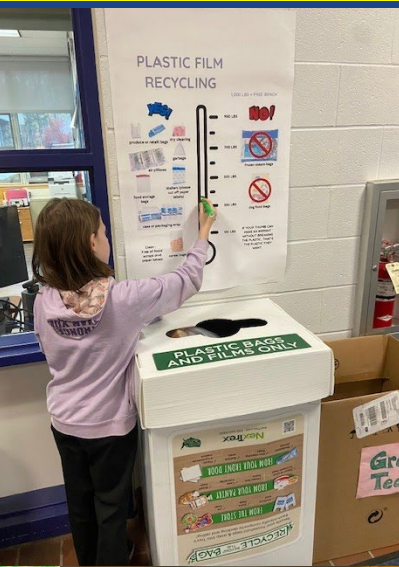
% Meeting or Exceeding Standard

- **ELA: 79.5%**
 - **#3 in DRG**
- **Math: 79.5%**
 - **#2 in DRG**

Smarter Balanced Assessment Growth

% Meeting/Exceeding Target
Ave % of Target Achieved

- **ELA Growth Rate: 54.4%**
- **ELA APTA: 71.2%**
 - **#4 in DRG for both**
- **Math Growth Rate: 64.1%**
- **Math APTA: 82%**
 - **#1 in DRG for both**





In K-3 We PROMISE...

- to be SAFE
- to be RESPECTFUL
- to be HONEST
- to be KIND
- to stand up for ourselves and others
- to keep our classroom clean
- TO HAVE FUN!

Co



Our class contract





2026-2027 Superintendent's Proposed Budget

\$19,496,610

An increase of \$970,755 or 5.24%



Overview of the 2026-27 Proposed Budget Drivers

Strategic Plan Priorities

Enrollment

- Student Enrollment

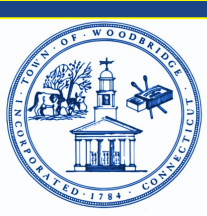
Contractual Obligations

- Salary Increases
- Health Insurance
- Transportation

Sustained Services

- Certified Staff
- Non-Certified Staff
- Maintenance
- Utilities



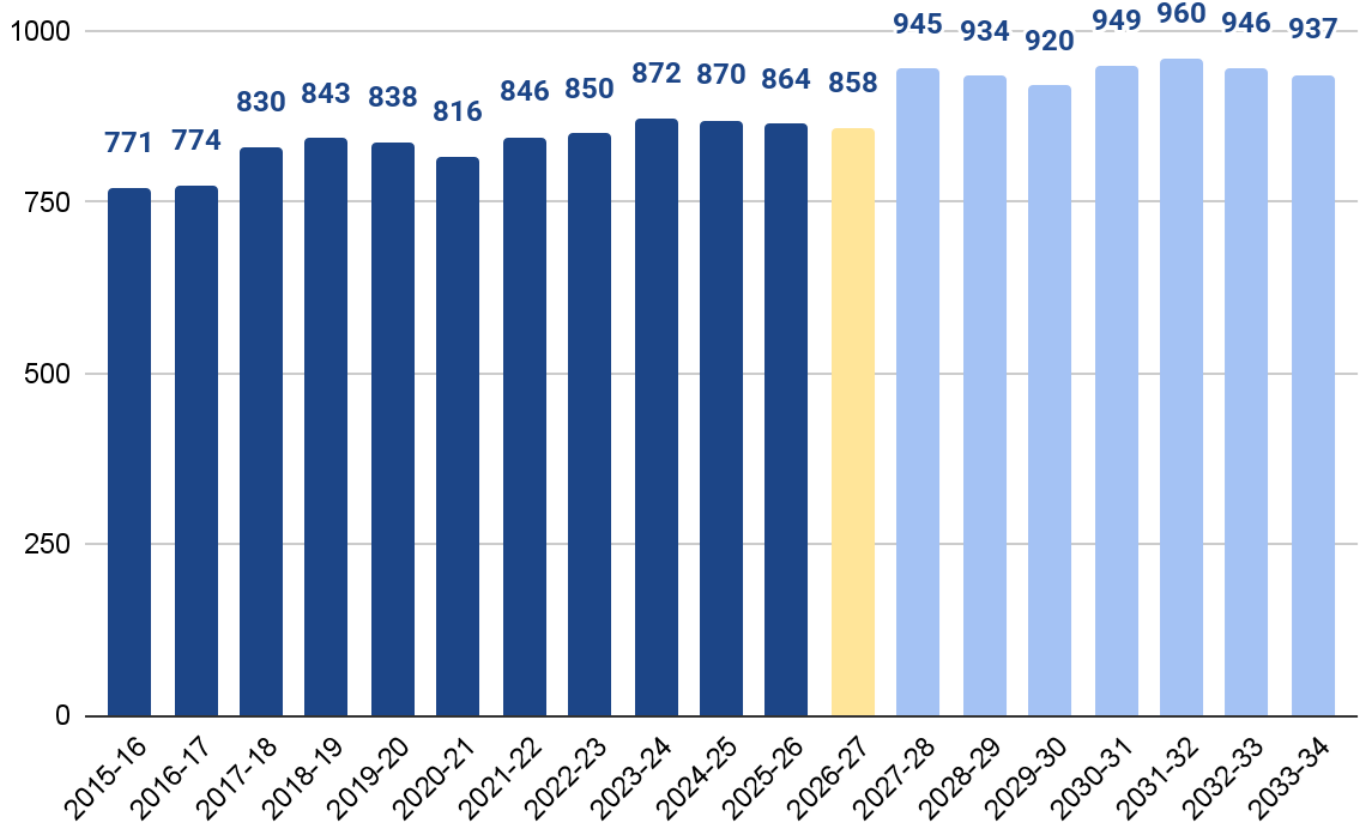


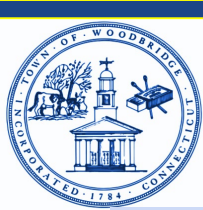
Woodbridge School District Enrollment Trends

Actual

Admin. Projected

Prowda Projected





Class Size

2025-2026										Number of Teachers	Total Number
Program	Actual Class								Required*	Students	
	Enrollment: 10/1/2025										
Section(s)	1	2	3	4	5	6	7	M			
PreK	25								1	25	
Kdg.	17	17	17	17	17				5	85	
Grade 1	18	18	17	17	17			18	6	105	
Grade 2	19	19	19	19	19	18		20	7	133	
Grade 3	20	20	20	20	20			20	6	120	
Grade 4	20	20	20	20	19	19		22	7	140	
Grade 5	22	21	21	21	21	21			6	127	
Grade 6	21	21	21	21	21	20			6	125	
Total BRS									45	860	
OOD										4	
TOTAL										864	

(M) = Multiage

*Includes 1 unfilled teaching vacancy

2026-2027										Number of Teachers	Total Number
Program	Projected Class								Required	Students	
	Enrollment: Projected										
Section(s)	1	2	3	4	5	6	7	M			
PreK	30								1.5	30	
Kdg.	20	19	19	19	19	19			6	115	
Grade 1	17	17	17	17				17	5	85	
Grade 2	18	18	17	17	17			18	6	105	
Grade 3	19	19	19	19	19	18		20	7	133	
Grade 4	20	20	20	20	20			20	6	120	
Grade 5	20	20	20	20	20	20	20		7	140	
Grade 6	22	21	21	21	21	21			6	127	
Total BRS									44.5	855	
OOD										3	
TOTAL										858	

(M) = Multiage

Class Size Guidelines:

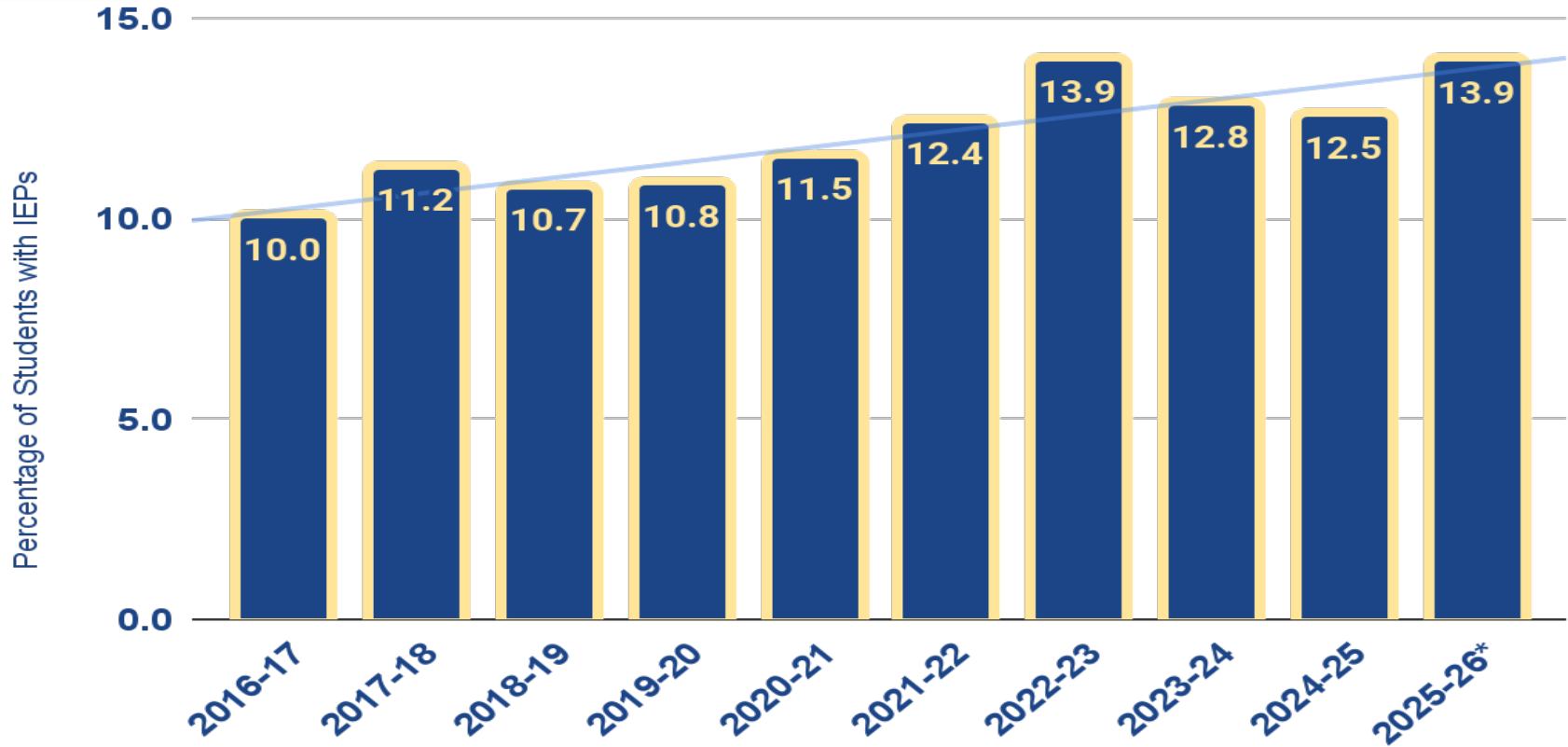
K-3 (17-19)

4-6 (19-21)



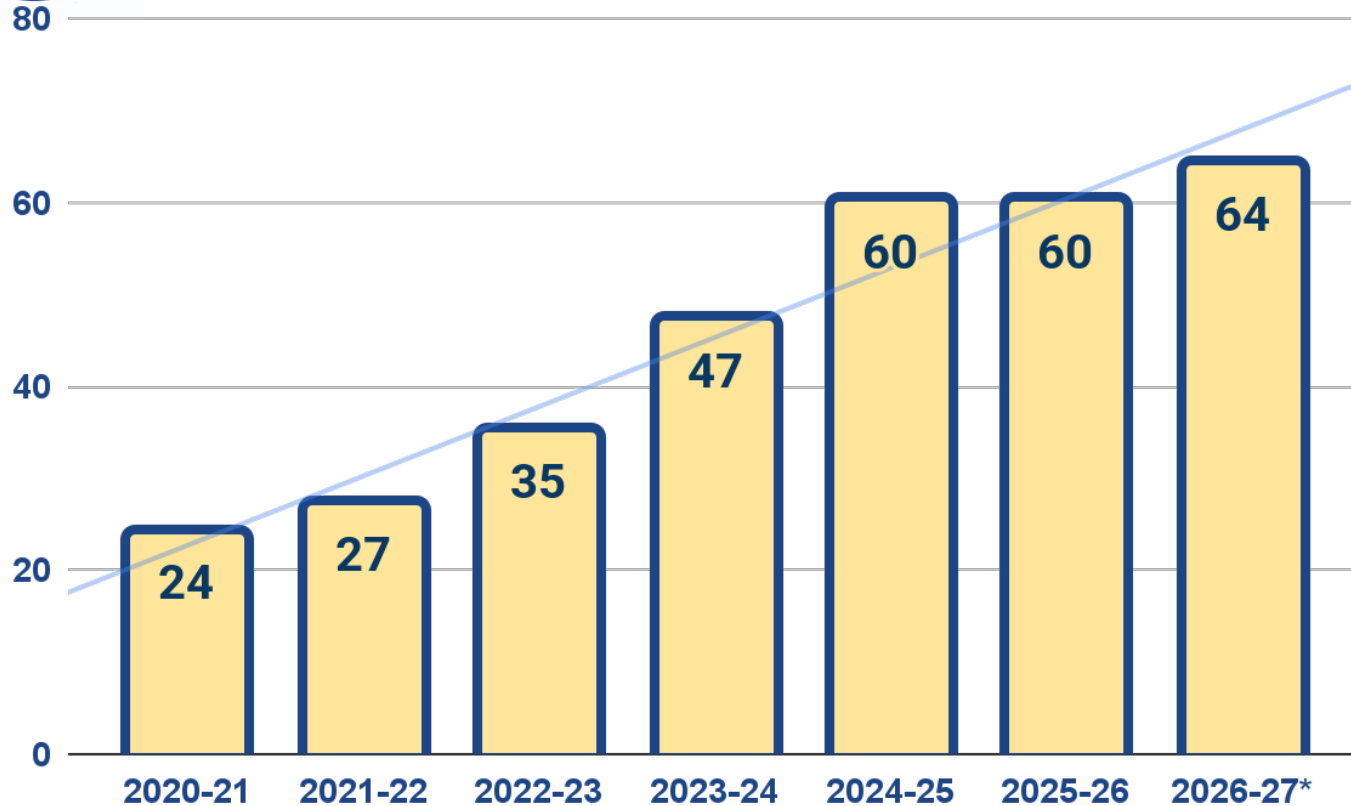


Special Education Prevalence 10 Year History





Multilingual Learner Enrollment and Languages Spoken



24 Languages Spoken	
English	German
Mandarin	Creole - Haitian
Spanish	Icelandic
Arabic	Russian
Turkish	Urdu
Japanese	Portuguese
Hindi	Czech
Hebrew	Punjabi
Albanian	Swahili
Korean	Amharic
Ukrainian	Tibetan
Catalan	Shahaian

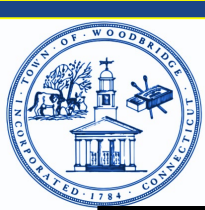


Proposed Staffing Changes: Reallocate vs. Add

Position	Certified (Y/N)	FTE Change
Classroom Teacher: Reduces (reallocate below)1 additional classroom teaching section added in fall 2024 to address class sizes (this position has remained vacant based on class size in 2025 -26)	Yes	-1.0
Adds (reallocate from above) .5 preschool teacher based on increased enrollment	Yes	+.5
Adds .5 part -time (reallocate from above) MultiLingual Tutor, who will work under the direction of the ML teacher, to provide additional support and services to ML students due to increases in the number of ML students.	No	+.5
NET Staffing (FTE) Changes to Proposed 2026 -2027 Budget		0

Personnel Historical Summary

Personnel	Actual Staff	Actual Staff	Actual Staff	Actual Staff	Actual Staff	Budget Staff	Total #
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	Add / (Reduce)
*Art	1.7	2.0	2.0	2.0	2.0	2.0	0.0
*Music	2.5	2.5	2.5	2.5	2.5	2.5	0.0
*PE/Health	3.0	3.0	3.0	3.0	3.0	3.0	0.0
*World Language	2.0	2.0	2.0	2.0	2.0	2.0	0.0
*Language Arts / ESL	3.5	3.5	4.0	4.0	4.0	4.0	0.0
*Math	2.0	2.0	2.0	2.0	2.0	2.0	0.0
*Technology / Library Media	4.0	4.0	3.0	3.0	3.0	3.0	0.0
*Science/STEAM	1.0	0.0	0.0	1.0	1.0	1.0	0.0
*Special Education Teachers	12.5	13.5	13.5	13.7	13.7	13.7	0.0
*Pupil Personnel Services	3.0	4.3	4.0	4.0	4.0	4.0	0.0
*Tag	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Instructional Support	30.6	47.6	35.6	39.6	39.6	39.6	0.0
*General Ed Teacher Assistants	8.1	9.6	8.6	8.6	8.6	8.6	0.0
*SPED Teacher Assistants	22.5	38.0	27.0	31.0	31.0	31.0	0.0
Operational Support	20.2	20.6	21.0	21.2	21.6	22.1	0.5
*Nurses	2.8	3.0	3.0	3.0	3.0	3.0	0.0
*Secretarial & Clerical	6.5	6.1	6.1	6.3	6.3	6.3	0.0
*Custodial & Maintenance	7.6	7.4	7.4	7.4	7.4	7.4	0.0
* IT Manager	1.0	1.0	1.0	1.0	1.0	1.0	0.0
* School Resource Officer	0.0	0.0	1.0	1.0	1.0	1.0	0.0
*Occupational & Physical Therapists	0.0	1.1	1.1	1.0	1.4	1.4	0.0
* ML Tutor	0.0	0.0	0.0	0.0	0.0	0.5	0.5
*Cafeteria Aides	2.3	2.1	1.5	1.5	1.5	1.5	0.0
Totals	134.0	154.0	143.6	149.0	149.4	149.4	0.0
Enrollment	846	850	872	876	864	858	(6.0)



Superintendent's Proposed 2026

-27 Budget by Object Summary

Object	Description	2025-2026	2026-2027	Variance	% Change
100	Salaries	\$11,288,309	\$11,722,641	\$434,322	3.8%
200	Benefits	\$3,702,548	\$4,142,881	\$440,333	11.9%
300	Professional Services	\$532,624	\$494,976	(\$37,648)	-7.1%
400	Property Services /Utilities	\$671,312	\$639,693	(\$31,619)	-4.7%
500	Other Purchased Services	\$1,797,314	\$1,945,732	\$148,418	8.3%
600	Supplies	\$386,993	\$417,782	\$30,789	8%
700	Property	\$108,800	\$94,950	(\$13,850)	-12.7%
800	Other Objects	\$37,955	\$37,955	0	0%
	TOTAL	\$18,525,855	\$19,496,610	\$970,755	5.24%

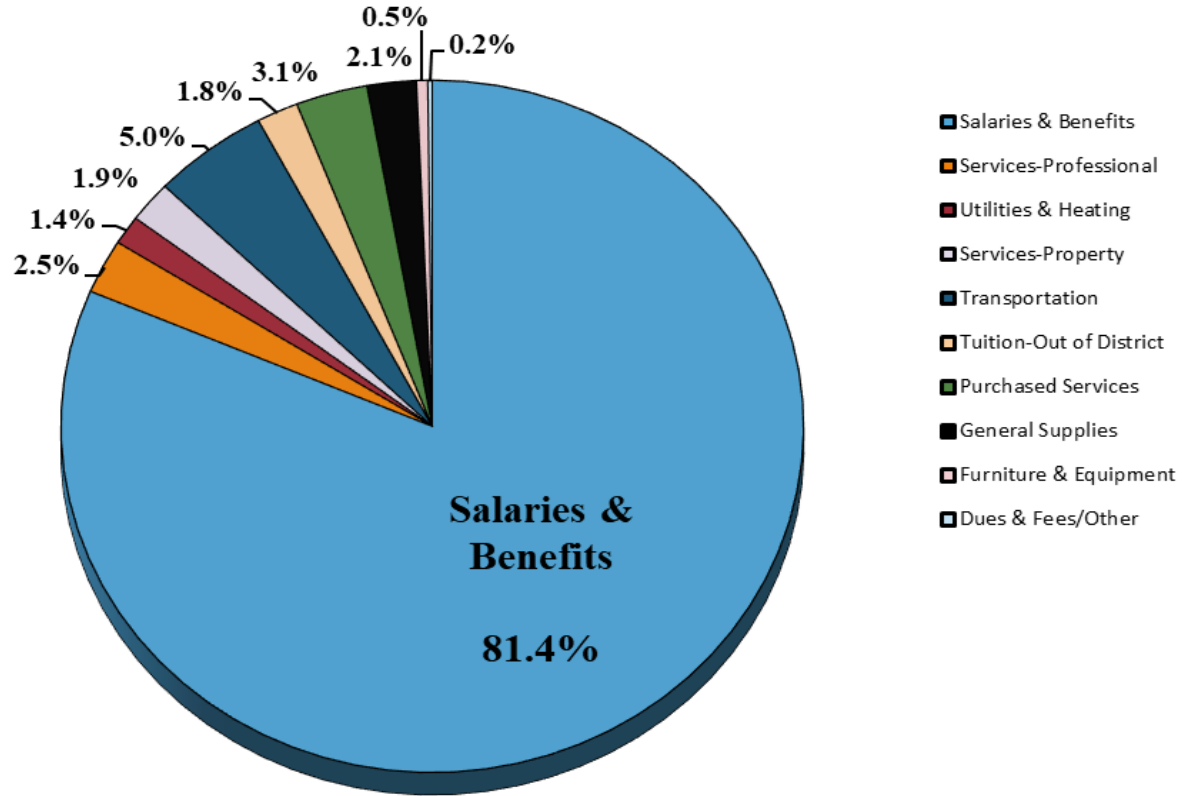


Superintendent's Proposed 2026 -27 Budget

BASELINE BUDGET WITH INCREASES/(DECREASES)	\$18,525,855 INCREASE / (DECREASE)
Baseline Budget - FY2026	\$18,525,855
Contractual Salary Increases, Payroll Taxes & Pension - Total	\$517,508
Health & Life Insurance Benefit Total	\$402,050
Special Education - Tuition & Transportation Total	\$67,490
Technology Software, Equipment, & Consumable Supplies Total	\$10,043
Transportation - Regular Education Total	\$36,184
Office, Nursing, Custodial, & Instructional Supplies Total	\$11,166
Internet, Utilities, Telephone, Professional Services	(\$67,248)
Liability Insurance, Legal, Other Misc. Total	\$57,336
Repairs & Maintenance Total	\$4,000
Superintendent Reductions	(\$67,775)
SUPERINTENDENT'S PROPOSED FY27 OPERATING BUDGET	\$19,496,610
INCREASE	\$970,755
% INCREASE	5.24%

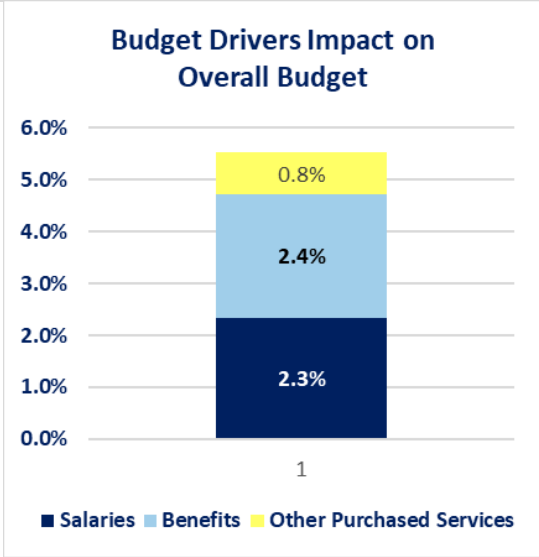
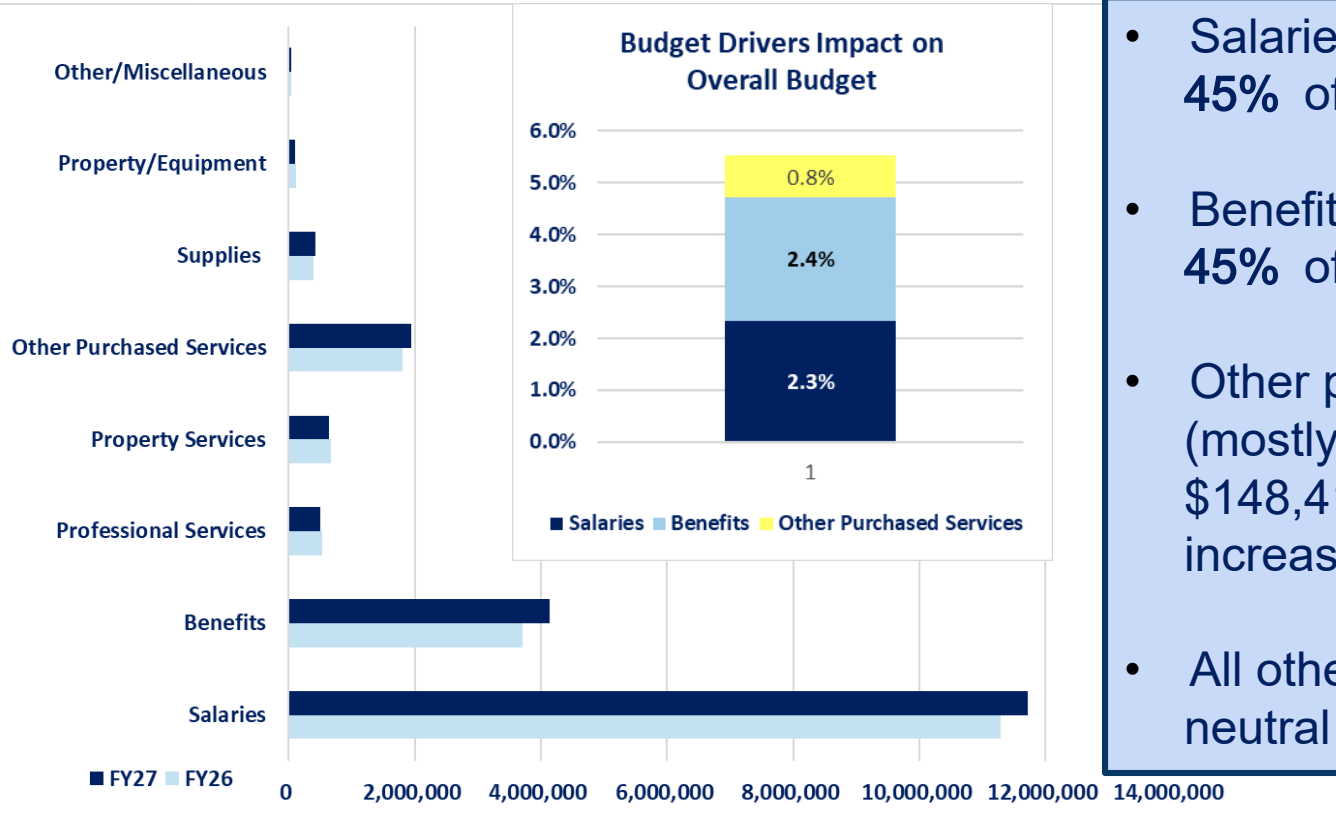


Expenditures by Object





Change Over Current Year by Object



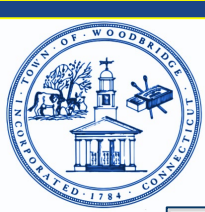
- Salaries are \$434,331 or 45% of our total increase
- Benefits are \$440,333 or 45% of our total increase
- Other purchased services (mostly transportation) is \$148,418 or 15% of our total increase
- All other categories are net neutral



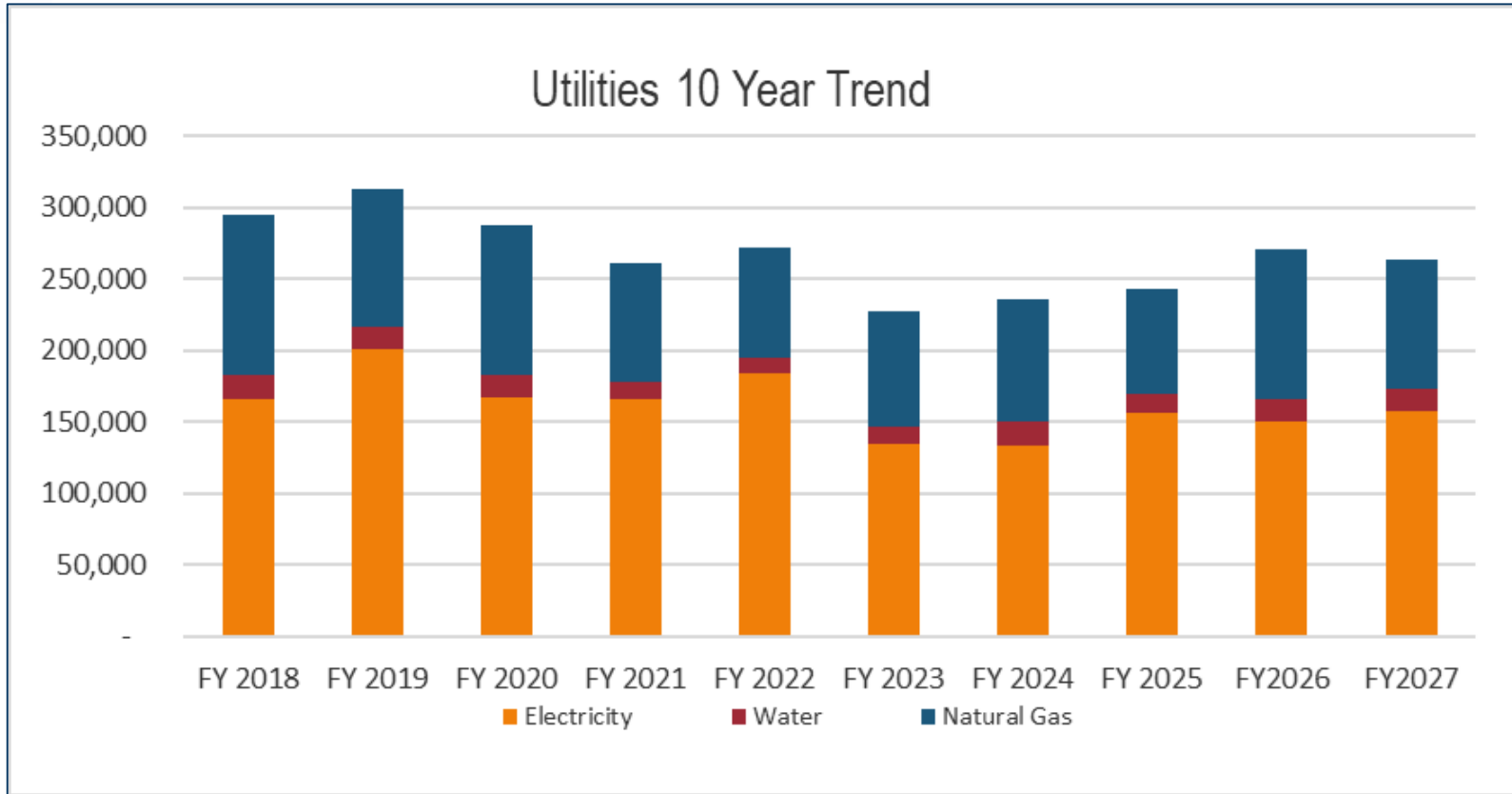
Utilities Historical Trend

- **Estimated Water** - no estimated change in water expense
- **Electricity** - Electricity rates remain locked through November of 2027.
 - Usage is lower while pool is offline
 - We continue to pay a combined public benefits charge
- **Fuel and Heat** - Our natural gas rates are locked in through June of 2027





Utilities Historical Trend





Technology Life Cycle Replacement Plan

- Developed a life cycle replacement plan for teacher and student devices (teacher lap tops, IPADS, and Chromebooks)
- In this plan, teacher lap tops, IPADS, and Chromebooks are replaced every 5 years based on life expectancy, usage, and software updates and support.

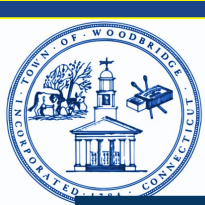
Baseline				IPAD and Teacher Laptops					IPADS					IPADS					Chromebooks					Chromebooks				
2025-2026				2026-2027					2027-2028					2028-2029					2029-2030					2030-2031				
Grade	#	Gen.	Age (YRS)	Grade	#	Gen.	Age (YRS)		Grade	#	Gen.	Age (YRS)		Grade	#	Gen.	Age (YRS)		Grade	#	Gen.	Age (YRS)		Grade	#	Gen.	Age (YRS)	
K - 1	153	6	7	K - 1	119	7	7	get gr 3	K - 1	153	6	8		K - 1	153	9	6	get gr. 2	K - 1	153	9	7		K - 1	153	9	8	
2	133	8	4-5	2	133	8	5-6		2	133	9	5	get gr 4	2	140	14	1	new	2	140	14	2		2	140	9	3	
3	119	7	6	3	140	12	1	new	3	140	12	2		3	140	12	3		3	140	12	4		3	140	12	5	
4	140	9	3	4	140	9	4		4	140	13	1		4	140	13	2		4	140	13	3		4	140	13	4	
5*	150	2025	1	5	150	2025	2		5	150	2025	3		5	150	2025	4		5	150	2025	5		5	150	2030	1	
6*	150	2023	2	6	150	2023	3		6	150	2023	4		6	150	2023	5		6	150	2029	1		6	150	2029	2	



Technology Requests for the 2026-2027 School Year

		2026-2027		
		Year	Funding	Cost
Teacher Laptops (90)		1	lease	\$24,616
IPADS (140 - 1 Grade Level)		Gr. 3	GF	\$59,920
Chromebooks (150 - 1 Grade Level)				
Other Equipment	Newline Boards (7)		GF	\$14,000
	Charging Stations (7)		GF	\$6,500
Total				\$105,036

		2026-2027			2027-2028			2028-2029			2029-2030			2030-2031			2031-2032		
		Year	Funding	Cost	Year	Funding	Cost	Year	Funding	Cost	Year	Funding	Cost	Year	Funding	Cost	Year	Funding	Cost
Teacher Laptops (90)		1	lease	\$24,616	2	lease	\$24,616	3	lease	\$24,616	4	lease	\$24,616	5			1	lease	\$24,616
IPADS (140 - 1 Grade Level)		Gr. 3	GF	\$59,920	Gr. 4	GF	\$60,000	Gr. 2	GF	\$60,000	40	GF	\$17,116	40	GF	\$17,116	Gr. 3	GF	\$60,000
Chromebooks (150 - 1 Grade Level)											Gr. 6	GF	\$42,000	Gr. 5	GF	\$42,000			
Other Equipment	Newline Boards (7)		GF	\$14,000															
	Charging Stations (7)		GF	\$6,500															
							\$20,500			\$20,500			\$20,500			\$41,000			\$20,500
Total				\$105,036			\$105,116			\$105,116			\$104,232			\$100,116			\$105,116



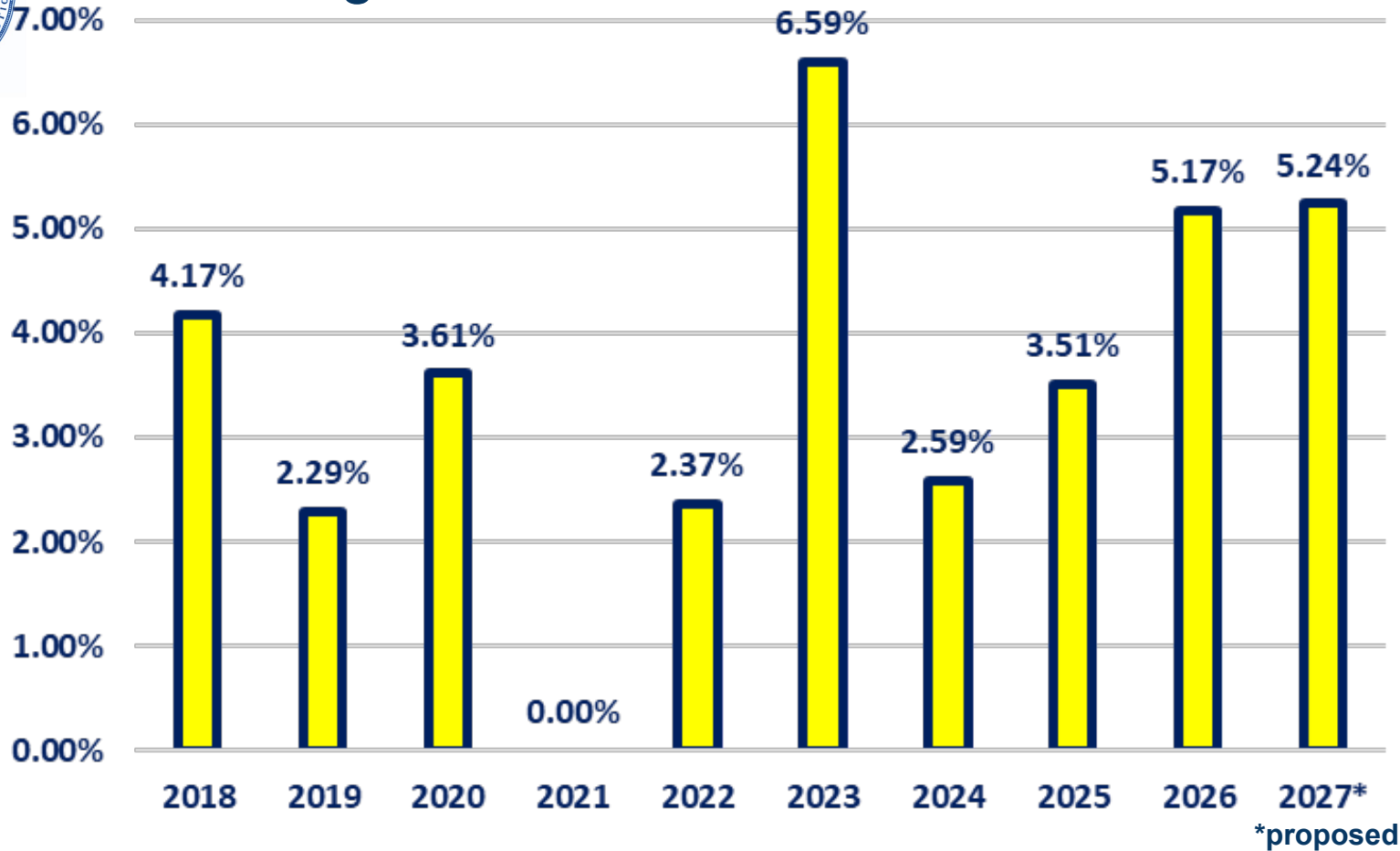
Woodbridge School District 2026

-2027 Grant Summary

Grant	Anticipated Budget Offset	Description
Title I	\$29,568	Partial math teacher salary
Title II	\$13,172	Teacher professional learning and training
Title III	\$10,254	Partial salary for ML tutor
Title IV	\$10,000	Friendship Group / STEAM Supplies
IDEA 611	\$223,648	Salary for SPED Teacher and partial salaries for SPED Director, SLP, SW
IDEA 619 (PreK)	\$11,534	Teacher salary offset
Open Choice	\$72,000	Transportation
Non -Public Health	\$1,031	EZRA Nurse
Preschool Tuition	\$33,000	Partial Pre K teacher salary
TOTAL	\$404,207	



Budget Increases 10 Year Trend





Capital Budget Requests

Project Description	Cost Estimate	FY27	FY28	FY29	FY30	FY31	FY32	Area	Type	Originally Requested
Flooring/Casework Replacement and Abatement in Art Room	\$ 120,000		\$ 120,000					S-Wing	Cabinets	FY 2012-2013
Replace Flooring in Classrooms A1, A4, A8, D6, Dwing Hall	80,000		80,000					Various	Flooring	FY 2013-2014
Replacement of 1970's Casework	62,500		62,500					S-Wing	Cabinets	FY 2012-2013
Exterior Building Painting Dwing and South	159,250		159,250					Exterior	Paint	FY 2012-2013
HVAC Retrocommissioning	62,680		62,680					Building wide	HVAC	FY 2024-2025
Milestone Server Upgrade (for security cameras)	39,925		39,925					Building wide	Technology	FY 2025-2026
Elevator Refurbishment	160,000			160,000				Kitchen	Equipment	FY2023-2024
Replace 11 Unit Ventilators	80,000				80,000			Building wide	HVAC	FY 2019-2020
*Building Expansion and or Reorganization	50,000,000	TBD	TBD	TBD	TBD	TBD	TBD	Building wide	Bldg. Systems	FY 2022-2023
**Repair As Needed Option from Building Assessment	11,250,000	-	2,250,000	2,250,000	2,250,000	2,250,000	2,250,000	Building wide	Bldg. Systems	FY 2025-2026
Totals		\$ -	\$ 2,774,355	\$ 2,410,000	\$ 2,330,000	\$ 2,250,000	\$ 2,250,000			

The District will eventually bring forward either one or the other of the blue shaded options, not both.

* This is an estimated figure. The actual cost to Woodbridge will be dependent upon construction costs less reimbursement available from the State of Connecticut.

**The building is in need of significant improvements. Repair As Needed Option from Antinozzi Presentation estimated \$45M of repairs and upgrades needed over 20 years.

This \$11.25M represents five years worth of \$45M in repairs and upgrades which includes a 4% inflation escalator. They will occur as needed and not uniformly as presented here.



Budget Development Process and Next Steps

- Superintendent Budget Proposed to Board of Education: 12/04/25
- Board of Education Budget Workshops: 12/10/25 and 12/11/25 if needed
- Board of Education Accepts Budget on 12/15/25
- Presentation to Board of Selectmen/Board of Finance Tuesday, January 27, 6:00 p.m. at Town Hall
- Public Hearing: April 2026 TBD
- Final Board of Education Approval 6/15/26 or once approved by BOS



Budget Feedback

□ *Public Feedback*

- Lynn Piascyk, Board of Education Chair
lpiascyk@woodbridgesps.org



[Budget Development
Reference Materials](#)

"Keep the great work going," BRS Kindergartener, 2024



CT Net Current Expenditures Per Pupil (NCEP) 2024

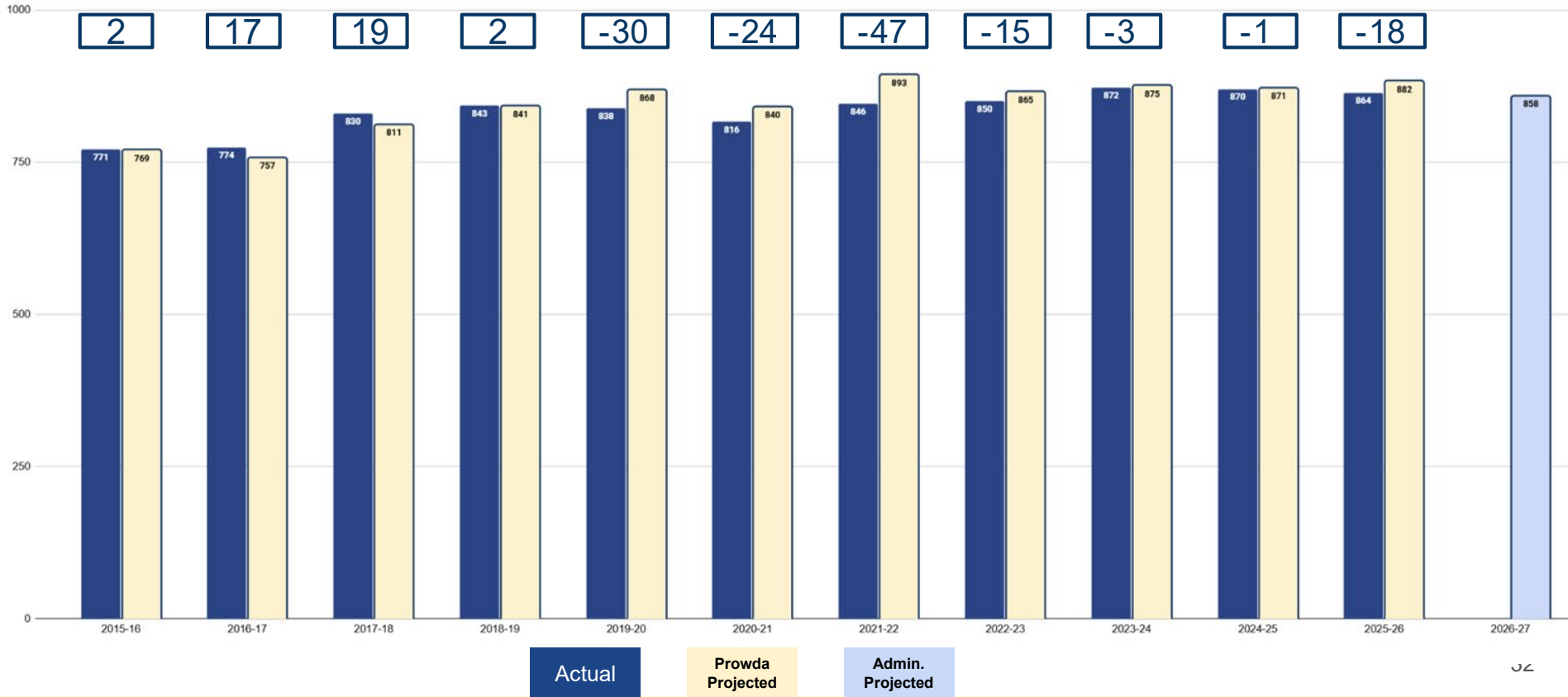
-2025

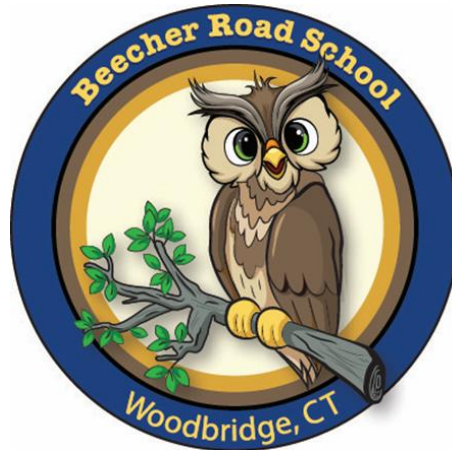
B.O.W.A Comparison (Bethany, Orange, Woodbridge, Amity)

Town (BOWA)	NCEP	NCEP Compared to WSD	CT Rank (of 165)	DRG B Rank (of 22)
Bethany	\$20,823	-\$518	121 of 165	N/A (DRG C)
Woodbridge	\$21,341	N/A	111 of 165	16 of 22
Orange	\$21,529	+\$188	108 of 165	15 of 22
Amity (District 5)	\$22,775	+\$1,434	89 of 165	8 of 22
CT State Average	\$24,270	+\$2,928	N/A	N/A



Woodbridge School District Enrollment Trends





Woodbridge Board of Education Superintendent's Proposed Budget FY 2026-2027

Board of Education Members

Lynn Piascyk, Chair

Sarah Beth Del Prete, Secretary

Dr. Lauren Francese

Jeff Hughes

Erin Williamson

Steven Lawrence, Vice Chair

Dr. Jay Dahya

Brooke Hopkins

Dr. Michael Strambler

Superintendent of Schools

Christopher Montini



PROPOSED 2026-2027 BUDGET OVERVIEW

Dear Members of the Woodbridge Board of Education,

I am pleased to submit the FY 2026–27 Superintendent’s Proposed Budget for your consideration. The proposed spending plan reflects our continued commitment to ensuring that every child in the Woodbridge School District learns at high levels in a safe, supportive, and engaging environment.

For FY 2026–27, the proposed budget totals **\$19,496,610**, representing an increase of **\$970,755** or **5.24%** over the current fiscal year. This budget was developed to align with the values of the Board of Education and the community, advance the District’s strategic priorities, and sustain the high-quality educational program our families expect.

The key cost drivers influencing the FY 2026–27 budget remain consistent with those seen in prior years, with the exception of a higher than typical projected increase in health insurance premiums. The largest contributors **to the overall budget** increase include:

- Salaries: +2.34%
- Health Benefits: +2.2%
- Transportation: +0.7%

Salaries and benefits together continue to comprise the majority of district expenditures. Projected increases in employee health insurance premiums represent a significant cost. As outlined by our insurance broker, market conditions for FY 2026-27 renewals reflect some of the highest increases seen in decades, driven by factors such as:

- The exit of major regional carriers, shrinking the fully insured market
- Rising costs associated with high-cost specialty and gene-therapy medications
- Increased hospital prices following renegotiated contracts with major health systems
- Limited claims experience with our current carrier during its first renewal year

Based on these market conditions and the recommendation from our insurance broker, the district is planning for a 15% increase in health insurance.

Our goal is to sustain a rigorous and inclusive learning environment that prepares all students to be successful, responsible global citizens. Despite the financial impact of these drivers, this budget remains aligned to this goal, our mission and priorities. It supports:

- High-quality instruction grounded in the District’s strategic plan
- Programs and services that meet the academic, social, and emotional, needs of our learners
- Continued investment in technology, instructional resources, and safe school operations
- Responsive staffing and programmatic adjustments as student enrollment and needs evolve

Thank you for your consideration of this proposed budget. I look forward to our continued collaboration as we work together to create the conditions for all students to thrive. I welcome the opportunity to discuss this proposal further and to answer any questions you may have as we move through the budget process.

Respectfully submitted,



Christopher Montini
Superintendent of Schools



MAJOR DRIVERS OF INCREASE

BASELINE BUDGET WITH INCREASES/(DECREASES)	\$18,525,855 INCREASE / (DECREASE)
Baseline Budget - FY2026	\$18,525,855
Contractual Salary Increases, Payroll Taxes & Pension - Total	\$517,508
Health & Life Insurance Benefit Total	\$402,050
Special Education - Tuition & Transportation Total	\$67,490
Technology Software, Equipment, & Consumable Supplies Total	\$10,043
Transportation - Regular Education Total	\$36,184
Office, Nursing, Custodial, & Instructional Supplies Total	\$11,166
Internet, Utilities, Telephone, Professional Services	(\$67,248)
Liability Insurance, Legal, Other Misc. Total	\$57,336
Repairs & Maintenance Total	\$4,000
Superintendent Reductions	(\$67,775)
SUPERINTENDENT'S PROPOSED FY27 OPERATING BUDGET	\$19,496,610
	INCREASE
	\$970,755
	% INCREASE
	5.24%



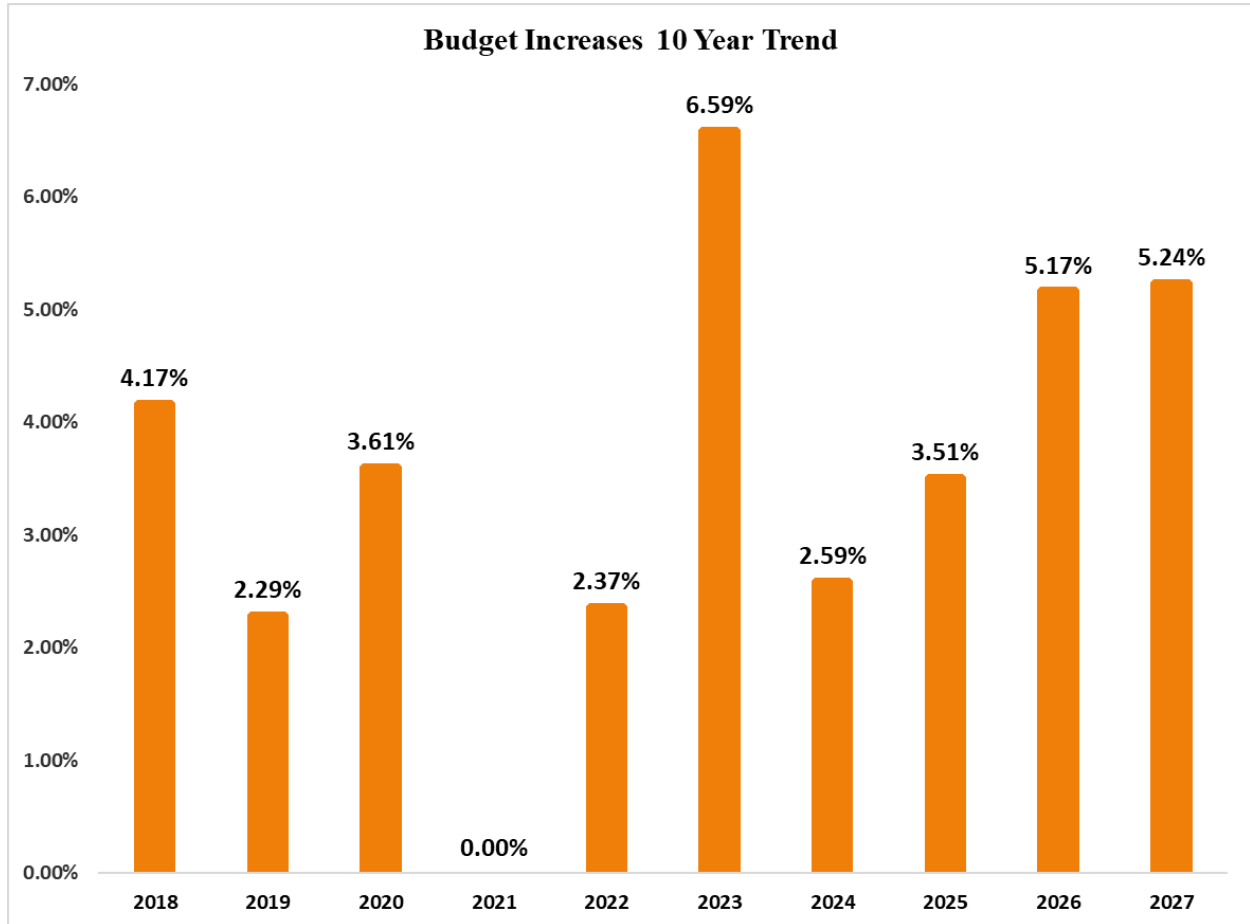
CONTRACTUAL VS. DISCRETIONARY

CATEGORY	TYPE	FY2027 Proposed Budget	\$\$ Increase/ (Decrease)	% of Total Increase	DESCRIPTION
Administration	Contractual	\$1,063,262	\$33,774	3.5%	6 FTE; no change in staffing level
Teachers	Contractual	\$7,874,060	\$241,292	24.9%	81.7 FTE : reduce .5 of vacant teacher position
Custodial	Contractual	\$499,071	\$18,156	1.9%	7.4 FTE; no change in staffing level
Nurses	Contractual	\$198,294	\$7,106	0.7%	3.0 FTE; no change in staffing level
Administrative Assistants	Contractual	\$458,030	\$15,032	1.5%	6.3 FTE; no change in staffing level
Paraeducators	Contractual	\$1,257,925	\$35,728	3.7%	39.6 FTE; no change in staffing level
Occupational & Physical Therapists (OT/PT)	Contractual	\$159,946	\$66,006	6.8%	1.4 FTE; maintain .3 moved in house from contract
Multi Language Tutor	Discretionary	\$9,000	\$9,000	0.9%	.5 FTE; proposed to be partially grant funded
Cafeteria Aides, IT Manager & SRO	Contractual	\$203,052	\$8,237	0.8%	3.5 FTE; no change in staffing level
Subtotal: Salaries	Contractual	\$11,722,641	\$434,332	44.7%	149.4 FTE; same as current year
Medical Insurance	Contractual	\$3,271,180	\$403,657	41.6%	Projected premium increase of 15%; high deductible
CMERS	Contractual	\$479,637	\$21,794	2.2%	Pension plan for non certified staff
FICA, Medicare & Other	Fixed	\$392,064	\$14,882	1.5%	Payroll taxes and other employee benefits
Subtotal: Benefits	Contractual	\$4,142,881	\$440,333	45.4%	
Testing	Contractual	\$25,000	\$2,300	0.2%	DIBELS and SPED testing
Utilities: Electric, Heating, Water, Phone, Internet	Contractual	\$312,595	(\$1,556)	-0.2%	Gas and electric rates locked, continued savings while pool is not running
Transportation	Contractual	\$982,934	\$129,154	13.3%	School bus runs, outplacement buses and fuel
Interns & Substitutes	Contractual	\$208,182	\$1,747	0.2%	Same level of usage as current year
Leases & Rentals	Contractual	\$67,031	(\$43,092)	-4.4%	Lease for copiers/printers & Apple technology
Teaching Equipment	Contractual	\$4,200	(\$3,800)	-0.4%	Required by IEPs
Service Contracts	Contractual	\$52,393	\$8,903	0.9%	Hearing impaired services and Microturbine
Tuition Out of District	Contractual	\$354,000	(\$25,480)	-2.6%	Outplacements
Insurance	Contractual	\$479,313	\$39,300	4.0%	Property, liability, and worker compensation policies
Software	Contractual	\$102,456	\$17,168	1.8%	PowerSchool, Munis, SPED, Clear Gov, Frontline
Professional Service Consultants	Contractual	\$210,994	(\$50,220)	-5.2%	Audit, BCBA, SPED Evaluations and extra OT/PT
Nursing Services - Non Public	Contractual	\$8,000	\$0	0.0%	Ezra Nurse
Unemployment	Fixed	\$5,850	\$0	0.0%	Payments to Dept of Labor
Subtotal: Other Contractual	Contractual	\$2,812,948	\$74,424	7.7%	
Misc. Purchased Services	Discretionary	\$18,050	\$0	0.0%	Printing, advertising, board gifts, food
Professional Development	Discretionary	\$44,625	\$7,900	0.8%	Prof. Learning seminars for staff
Software Support	Discretionary	\$33,175	\$2,925	0.3%	iBoss, G-Suite, Endpoint, Mosyle, Amplified
Dues, Fees, Subscriptions	Discretionary	\$22,605	\$0	0.0%	CABE, CAPPs, CASBO, CSBGA, CMEA etc.
Legal Fees	Discretionary	\$55,000	\$0	0.0%	union issues, residency, special education, misc. other
Repairs & Maintenance	Discretionary	\$89,850	\$4,000	0.4%	Technology equipment & Building / Mechanical repairs
Buildings & Grounds Care	Discretionary	\$66,266	\$3,182	0.3%	Snow removal, lawn, fire protection, TREMCO, security systems
HVAC & Building Maintenance Contracts	Discretionary	\$100,653	\$2,388	0.2%	HVAC and Building maintenance (less microturbine)
Instructional Supplies	Discretionary	\$181,160	\$11,235	1.2%	Includes library books
Technology & Building Equipment	Discretionary	\$84,750	(\$10,050)	-1.0%	iPads, interactive boards, charging carts
Postage & Supplies	Discretionary	\$75,510	(\$9,450)	-1.0%	Custodial, Nursing, Security and Office Supplies
Furniture	Discretionary	\$6,000	\$0	0.0%	Classroom Rugs
Software Subscriptions	Discretionary	\$40,496	\$9,536	1.0%	Numerous: BrainPop, Kodable, Safari Montage
Subtotal: Other Discretionary	Discretionary	\$818,140	\$21,666	2.2%	
Grand Totals		\$19,496,610	\$970,755	100%	

CATEGORY	FY2027 Proposed Budget	\$\$ Increase	% of Total Increase
Total Contractual	\$18,678,469	\$940,088	97%
Total Discretionary	\$818,140	\$30,666	3%
Grand Total	\$19,496,610	\$970,755	



BUDGET INCREASES HISTORICAL



- FY2Y Increase is Requested



BUDGET TIMELINE

2026-2027 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 Capital Budget Presentation
	12/4/2025	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
JANUARY-APRIL	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)



PERSONNEL SUMMARY

Personnel	Actual Staff 2021-2022	Actual Staff 2022-2023	Actual Staff 2023-2024	Actual Staff 2024-2025	Actual Staff 2025-2026	Budget Staff 2026-2027	Total # Add / (Reduce)
Administrators	5.0	5.0	6.0	6.0	6.0	6.0	0.0
Certified Teachers Total FTE	78.2	80.8	81.0	82.2	82.2	81.7	(0.5)
*Classroom Teachers (incl Pre-K)	43.0	44.0	45.0	45.0	45.0	44.5	(0.5)
*Interventionist	0.0	0.0	0.0	0.0	0.0	0.0	0.0
*Art	1.7	2.0	2.0	2.0	2.0	2.0	0.0
*Music	2.5	2.5	2.5	2.5	2.5	2.5	0.0
*PE/Health	3.0	3.0	3.0	3.0	3.0	3.0	0.0
*World Language	2.0	2.0	2.0	2.0	2.0	2.0	0.0
*Language Arts / ESL	3.5	3.5	4.0	4.0	4.0	4.0	0.0
*Math	2.0	2.0	2.0	2.0	2.0	2.0	0.0
*Technology / Library Media	4.0	4.0	3.0	3.0	3.0	3.0	0.0
*Science/STEAM	1.0	0.0	0.0	1.0	1.0	1.0	0.0
*Special Education Teachers	12.5	13.5	13.5	13.7	13.7	13.7	0.0
*Pupil Personnel Services	3.0	4.3	4.0	4.0	4.0	4.0	0.0
*Tag	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Instructional Support	30.6	47.6	35.6	39.6	39.6	39.6	0.0
*General Ed Teacher Assistants	8.1	9.6	8.6	8.6	8.6	8.6	0.0
*SPED Teacher Assistants	22.5	38.0	27.0	31.0	31.0	31.0	0.0
Operational Support	20.2	20.6	21.0	21.2	21.6	22.1	0.5
*Nurses	2.8	3.0	3.0	3.0	3.0	3.0	0.0
*Secretarial & Clerical	6.5	6.1	6.1	6.3	6.3	6.3	0.0
*Custodial & Maintenance	7.6	7.4	7.4	7.4	7.4	7.4	0.0
* IT Manager	1.0	1.0	1.0	1.0	1.0	1.0	0.0
* School Resource Officer	0.0	0.0	1.0	1.0	1.0	1.0	0.0
*Occupational & Physical Therapists	0.0	1.1	1.1	1.0	1.4	1.4	0.0
* ML Tutor	0.0	0.0	0.0	0.0	0.0	0.5	0.5
*Cafeteria Aides	2.3	2.1	1.5	1.5	1.5	1.5	0.0
Totals	134.0	154.0	143.6	149.0	149.4	149.4	0.0
Enrollment	846	850	872	876	864	858	(6.0)



POSITION SUMMARIES

Administrators: Certified administrators provide building level and district-wide management and leadership.

Classroom Teachers: Certified teachers who work directly with students in assigned classrooms.

Art: Certified teacher(s) who provide direct instruction in these areas.

Music: Certified teacher(s) who provide direct instruction in these areas.

PE/Health: Certified teacher(s) who provide direct instruction in these areas.

World Language: Certified teacher(s) who provide direct instruction in these areas.

Language Arts / ESL: Certified Teacher(s) and Tutors who provide direct instruction in these areas and coaching for classroom teachers.

Mathematics: Certified Teacher(s) who provide direct instruction in these areas and coaching for classroom teachers.

Technology: Certified Teacher(s) who provide direct instruction in these areas and coaching for classroom teachers.

IT Manager: Provides IT support and planning services to the district.

Library Media: Certified Teacher(s) who provide direct instruction in these areas and coaching for classroom teachers.

Special Education Teachers: Certified teachers who work directly with students within the regular classroom as well as in resource rooms.

Pupil Personnel Services: Psychological and counseling services.

Regular Ed Para-professional: Most reg. ed. Paras assist individual and small groups of students under the direction of the classroom teacher.

School Resource Officer: Responsible for planning, directing and executing the district's security program in conjunction with the Woodbridge Police Department.

SPED Para-professional: Most special education Paras, work with individual students, under the supervision of a certified teacher.

Nurses: Nurses support children who have chronic or acute medical needs at the school.

Secretarial & Clerical Staff: Secretarial/Clerical support is provided in the School, SPED, Business and Superintendent's offices.

Custodial and Maintenance: Includes all custodial and maintenance positions.

Cafe Aides: Provide support and supervision in the cafeteria during lunch periods. FTEs are calculated by hours.



EXPENDITURE DESCRIPTIONS

SALARIES (100):

Administration salaries (110): this object is for the Superintendent, Director of Business Services & Operations, Director of Special Services, Principal, and Assistant Principal.

Teacher salaries (120): this object is for teaching staff plus support staff such as counselors and psychologists. Included is an estimate for homebound tutors and curriculum writing which is usually performed during the summer.

Custodian salaries (130): this object is for all custodial staff, supervisory staff and an estimate for overtime for the year.

Nurses salaries (140): this object is for nurses working in the building. The payment to Ezra for their nurse is not included here.

Secretaries salaries (150): this object is for the administrators' secretaries and central office staff responsible for payroll and accounts payable.

Teachers' assistants (160): this object is for all the teaching assistants including those working with one-to-one students.

Misc. salaries (190): this object includes lifeguards, café aides, BOE clerk, non-union salary increases, retirement payments, and an estimate for teacher degree changes occurring after either the budget or the beginning of the year and sick time payout to teachers that retire.

Benefits (200):

FICA (220): this object is for the government required matching payment for Social Security and Medicare. Note that Social Security is not withheld for any teachers. In addition, Medicare is not withheld for teachers hired before April 1, 1986. Additionally, we have an alternative Social Security plan which releases us from matching payments on certain employees.

MERF (230): this object is for the required payment into the Municipal Employees Retirement Fund. This is the state run defined benefit pension system that requires a certain percentage of all employees' income, except teachers and administrators, to be paid into the system. The employer's contribution can vary from year to year and the rate will be established, by the state, some point in May.



Medical insurance (270): this object is for the net premium for all current and former employees who are eligible and elect to enroll in our medical insurance program. The amount is net of the percentage of the premium contributed by the employee. The premium share amount, where applicable, is determined by contract.

Life insurance (280): this object is for the premium paid for all employees eligible for life insurance coverage

Other benefits (290): this object is for any annuities paid by the district and payments to teachers and unionized administrators for course reimbursements. The reimbursement is limited to \$1,400 per year for each teacher and \$1,800 for each administrator.

Services Professional & Technical (300):

Prof. Development (320): this object is for all expenses related to staff attending professional development conferences or seminars.

Legal (330): this object is for all legal bills as it pertains to opinions on legal matters, preparation for cases and negotiations if applicable.

Software Support (340): this object covers agreements with vendors to support certain software such as PowerSchool and the Macintosh operating system.

Substitutes (350): this object is to pay for substitutes when teachers or TAs are out and for school secretary coverage.

Other professional services (390): this object is used for miscellaneous professional services not included in above such as, the school resource officer, special education consultants, and the board's share of the town audit.

Services Property (400):

Utilities (410): this object is for electricity, water and sewer charges.

Heating (420): this object is used exclusively for the payment of heat energy (i.e. natural gas) which is used to heat the school and run the boilers for hot water.

Repairs and maintenance (430): this object is used for unplanned repairs and maintenance not provided directly by our employees. It could involve anything from repairing a broken water pipe to repairing the telephones.



Leases & Rentals (445): this object is used for the leases on the copiers and the postage machines. The per copy charges on the copiers are also recognized here.

Building Improvements (450): this object is used for planned maintenance and upgrades to the school building and the grounds. It could be for such things as replacing carpets to maintaining the playground.

Other purchased services (490): this object is used primarily for services used to maintain the grounds such as grass cutting, maintain the infrastructure, safety issues such as fire inspection and to recognize service contracts such as SwiftK12, and pest management.

Services-Purchased Other (500):

Transportation (510): this object is used for associated transportation costs paid to drivers and for fuel used by the buses. These costs are for transporting students to Beecher Road School, Ezra Academy, Wintergreen Magnet and out placing organizations.

Insurances Other (520): this object is for worker's compensation and liability insurance.

Telephone (530): this object is for phones at the school, central office and cell phones.

Internet (535): this object is for software and hardware that allows for internet and email use. It includes such things as E-Rate services and internet filtering.

Postage (537): this object is used for postage services at the school and central office.

Advertising (540): this object is used for announcements in professional publications or newspapers when it becomes necessary to post job openings outside of the building.

Interns (550): this object is used for interns hired from accredited schools who are in the school for the whole year and to provide support to our teachers.

Tuition (560): this object is used to pay for tuition for out placed students.

Misc. Purch. Services (590): this object is used for all purchased services not recognized in any of the above objects. It includes such things as cafeteria plan administration, interpreters, etc.

Supplies (600):

Supplies teaching (610): Includes expenditures for all supplies used in the classroom, including freight. Also for copy paper and laminating material used in the copy center.



Computer Software (620): Includes expenditures for the purchase of software used in the classroom and administration. Some software is purchased outright while some expire after a certain amount of time.

Supplies Nurses (625): Includes purchases made by the nurse for administering to the students.

Supplies Custodial (630): Includes expenditures used to keep the building running such as filters, belts for motors and for general cleanliness such as paper towels and cleaning materials.

Supplies Office (635): Includes expenditures used in the offices of the administrators. These expenses include copy paper, binders, toner cartridges, and copier drums, etc.

Library Books, A/V (640): Includes expenditures made by the media center for books and AV resources.

Subscriptions (645): Includes paper and magazine subscriptions used in the classroom and by administration.

Testing (650): Includes expenditures for planned testing during the year such as STAR Testing.

Misc. Supplies (690): this object is currently only used for the purchase of swipe badges used for the security system.

Property (700):

Equipment Office (730): Includes expenditures for the purchase of office equipment used by the administrators.

Computer Hardware (732): Includes expenditures for the purchase of all computers and any computer peripheral equipment such as printers, hard drives, network equipment and RAM.

Equipment Teaching (735): Includes expenditures for the purchase of equipment used exclusively for teaching such as band equipment, white boards, TVs, CD players, etc.

Equipment Building (740): Includes equipment used exclusively by the custodial and maintenance staff such as snow blowers, vacuums, etc.

Furniture (745): Includes furniture bought for the classroom and administrative office such as desks, filing cabinets, and bookcases.



Other Objects (800):

Dues, Fees & Memberships (810): Includes expenditures for membership in professional or other organizations.

Unemployment (825): Includes payments to the State Department of Unemployment for employees no longer employed by the Woodbridge Board of Education.

Misc. Expenditures (900): Includes expenditures for the Ezra nurse and the cafeteria subsidy. All other miscellaneous expenditures such as food for the BOE meetings are recognized here.

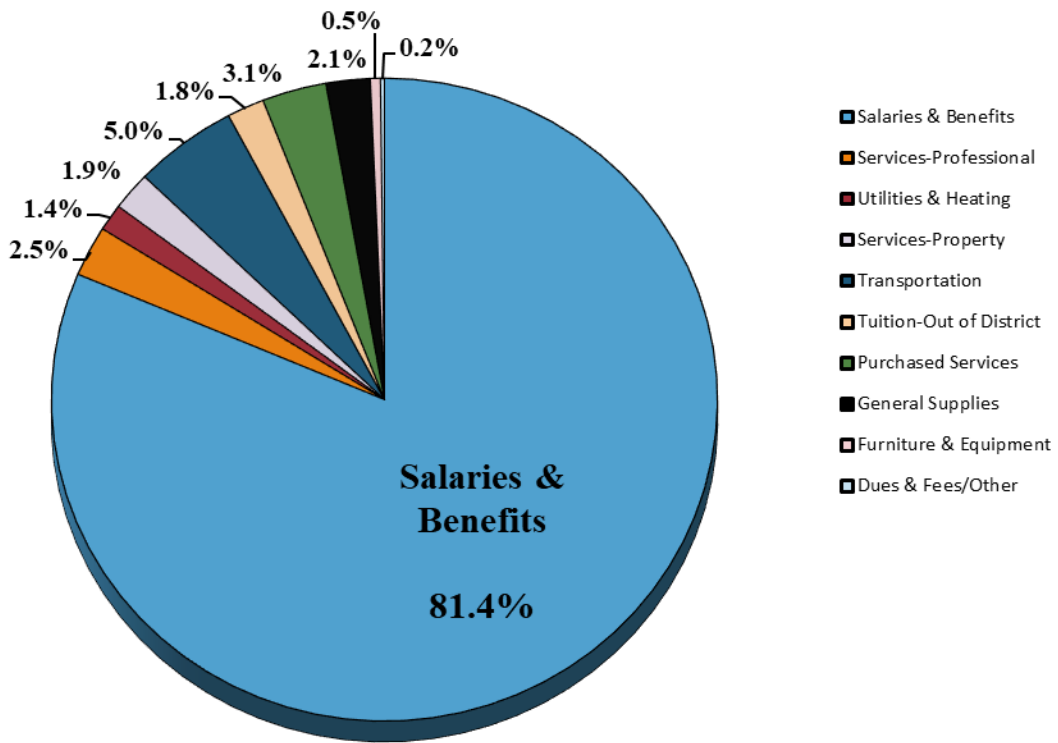


BUDGET BY OBJECT SUMMARY

DESCRIPTION	ACTUAL FY2025	BUDGET FY2026	PROPOSED FY2027	\$ Change	% Change	% Total Budget
Certified and Administrative	\$8,274,037	\$8,662,256	\$8,937,322	\$275,066	3.2%	45.8%
Teacher Assistants	1,043,947	1,222,197	1,257,925	35,728	2.9%	6.5%
Administrative Assistant/Clerical	394,979	442,998	458,030	15,032	3.4%	2.3%
Custodial	473,208	480,915	499,071	18,156	3.8%	2.6%
Salaries Other	455,418	479,943	570,292	90,349	18.8%	2.9%
SUBTOTAL SALARIES	10,641,588	11,288,309	11,722,641	434,332	3.8%	60.1%
Benefits	3,522,520	3,702,548	4,142,881	440,333	11.9%	21.2%
SUBTOTAL SALARIES & BENEFITS	14,164,109	14,990,857	15,865,522	874,665	5.8%	81.4%
Services-Professional/Technical	382,628	532,624	494,976	(37,648)	-7.1%	2.5%
Utilities	169,614	165,500	173,500	8,000	4.8%	0.9%
Heating	73,347	105,000	90,000	(15,000)	-14.3%	0.5%
Services-Property	535,893	400,812	376,193	(24,619)	-6.1%	1.9%
Transportation	783,513	853,780	982,934	129,154	15.1%	5.0%
Tuition-Out of District	280,636	379,480	354,000	(25,480)	-6.7%	1.8%
Purchased Services	501,207	564,054	608,798	44,744	7.9%	3.1%
General Supplies	441,259	386,993	417,782	30,789	8.0%	2.1%
Furniture & Equipment	193,604	108,800	94,950	(13,850)	-12.7%	0.5%
Dues & Fees/Other	35,343	37,955	37,955	-	0.0%	0.2%
TOTALS	\$17,561,155	\$18,525,855	\$19,496,610	\$970,755	5.24%	100.0%



PERCENTAGES BY OBJECT



Salaries & Benefits
Total \$15,865,522
Increase: \$874,665
81.4% of Total Budget



BUDGET BY OBJECT DETAIL

Description	Obj#	ACTUAL FY2025	BUDGET FY2026	PROPOSED FY2027	\$ Change	% Change
Salaries:						
Salaries Admin	110	999,210	1,029,488	1,063,262	33,774	3.3%
Salaries Teachers	120	7,274,827	7,632,768	7,874,060	241,292	3.2%
Salaries Custodian	130	473,208	480,915	499,071	18,156	3.8%
Salaries Nurses	140	184,787	191,188	198,294	7,106	3.7%
Salaries Secretaries	150	394,979	442,998	458,030	15,032	3.4%
Salaries T.A.	160	1,043,947	1,222,197	1,257,925	35,728	2.9%
Salaries Misc	190	270,631	288,755	371,998	83,243	28.8%
Salaries Total		10,641,588	11,288,309	11,722,641	434,332	3.8%
Benefits:						
FICA	220	288,992	337,719	354,208	16,489	4.9%
Merf	230	414,058	457,843	479,637	21,794	4.8%
Medical Insurance	270	2,757,847	2,867,523	3,271,180	403,657	14.1%
Life Insurance	280	33,132	34,463	32,856	(1,607)	-4.7%
Other Benefits	290	28,491	5,000	5,000	-	0.0%
Benefits Total		3,522,520	3,702,548	4,142,881	440,333	11.9%
Services - Prof & Tech:						
Prof. Development	320	43,368	36,725	44,625	7,900	21.5%
Legal	330	55,854	55,000	55,000	-	0.0%
Software Support	340	16,116	30,250	33,175	2,925	9.7%
Substitutes	350	128,761	149,435	151,182	1,747	1.2%
Other Prof. Services	390	138,530	261,214	210,994	(50,220)	-19.2%
Services - Prof & Tech Total		382,628	532,624	494,976	(37,648)	-7.1%



Description	Obj#	ACTUAL FY2025	BUDGET FY2026	PROPOSED FY2027	\$ Change	% Change
Services - Property:						
Utilities	410	169,614	165,500	173,500	8,000	4.8%
Heating	420	73,347	105,000	90,000	(15,000)	-14.3%
Repairs & Maint.	430	128,406	84,000	88,000	4,000	4.8%
Leases & Rentals	445	112,101	110,123	67,031	(43,092)	-39.1%
Building Improvements	450	15,263	10,500.00	10,500	-	0.0%
Other Purch. Services	490	280,124	196,189	210,662	14,473	7.4%
Services - Property Total		778,855	671,312	639,693	(31,619)	-4.7%
Services - Purchased Other:						
Transportation	510	783,513	853,780	982,934	129,154	15.1%
Insurances Other	520	403,680	440,013	479,313	39,300	8.9%
Telephone	530	24,679	18,531	23,975	5,444	29.4%
Internet	535	14,773	25,120	25,120	-	0.0%
Postage	537	7,190	6,840	6,840	-	0.0%
Advertising	540	-	1,000	1,000	-	0.0%
Interns	550	32,000	57,000	57,000	-	0.0%
Tuition-Out of District	560	280,636	379,480	354,000	(25,480)	-6.7%
Misc Purch. Services	590	18,887	15,550	15,550	-	0.0%
Services- Purchased Other Total		1,565,357	1,797,314	1,945,732	148,418	8.3%
Supplies:						
Supplies Teaching	610	171,107	151,925	163,160	11,235	7.4%
Computer Software	620	86,917	85,288	102,456	17,168	20.1%
Supplies Nurses	625	5,330.00	5,370	5,370	-	0.0%
Supplies Custodial	630	90,630	56,050	46,600	(9,450)	-16.9%
Supplies Office	635	14,699	13,000	13,000	-	0.0%
Library Books, A/V	640	25,665	18,000	18,000	-	0.0%
Subscriptions	645	26,115	30,960	40,496	9,536	30.8%
Testing	650	13,994	22,700	25,000	2,300	10.1%
Misc Supplies	690	6,802	3,700	3,700	-	0.0%
Supplies Total		441,259	386,993	417,782	30,789	8.0%
Property:						
Equipment Office	730	-	-	-	-	0.0%
Computer/Tech Equip.	732	122,411	89,800	79,750	(10,050)	-11.2%
Equipment - Teaching	735	10,553	8,000	4,200	(3,800)	-47.5%
Equipment - Building	740	27,189	5,000	5,000	-	0.0%
Furniture	745	33,450	6,000	6,000	-	0.0%
Property Total		193,604	108,800	94,950	(13,850)	-12.7%
Other Objects:						
Dues, Fees & Membership:	810	21,257	22,605	22,605	-	0.0%
Unemployment	825	1,123	5,850	5,850	-	0.0%
Misc Expenditures	900	12,963	9,500	9,500	-	0.0%
Other Objects Total		35,343	37,955	37,955	-	0.0%
TOTAL BUDGET		17,561,155	18,525,855	19,496,610	970,755	5.24%



BUDGET LINE ITEM DETAIL

DESCRIPTION	ACTUAL FY 2025	BUDGET FY 2026	PROPOSED FY 2027	DIFF FY26vsFY27	% Change
Special Ed. Director Salary	160,891	166,168	171,602	5,434	3.27%
Superintendent Salary	211,150	217,485	226,600	9,115	4.19%
Business Manager Salary	138,900	142,917	147,055	4,138	2.90%
Principal Salary	183,575	189,083	194,755	5,672	3.00%
Assistant Principal Salaries	304,694	313,835	323,250	9,415	3.00%
TOTAL SALARIES ADMIN	999,210	1,029,488	1,063,262	33,774	3.28%
Teacher Salaries-North Art	193,099	204,668	210,178	5,510	2.69%
Teacher Salaries- Kinder	594,509	615,071	528,822	(86,249)	-14.02%
Teacher Salaries-North Music	226,842	233,332	241,902	8,570	3.67%
Teacher Salaries-North Phys Ed	315,052	322,269	330,846	8,577	2.66%
Teacher Sal-World Lang. North	208,773	212,814	218,480	5,666	2.66%
Teacher Sal- Multi-Age	374,215	387,631	428,008	40,377	10.42%
Teacher Salaries-Grade 1	415,655	468,314	321,035	(147,279)	-31.45%
Teacher Salaries-Grade 2	480,244	492,729	663,267	170,538	34.61%
Teacher Salaries-Grade 3	563,448	581,614	510,769	(70,845)	-12.18%
Teacher Salaries-Grade 4	455,706	471,208	596,883	125,675	26.67%
Teacher Salaries-Grade 5	602,617	622,139	600,906	(21,233)	-3.41%
Teacher Salaries-Grade 6	485,827	510,731	541,583	30,852	6.04%
Teacher Salaries-Sped	1,053,359	1,083,707	1,168,934	85,227	7.86%
Teacher Sal-Sped Pre-School	66,090	62,267	62,680	413	0.66%
Teacher Salaries-Sped Summer	82,290	35,600	35,750	150	0.42%
Teacher Sal-DW Language Arts	371,699	388,281	408,303	20,022	5.16%
Teacher Salaries-DW Math	164,030	190,024	190,662	638	0.34%
Teacher Salaries-DW Media Cntr	89,782	92,580	102,964	10,384	11.22%
Teacher Salaries-DW Technology	155,090	166,477	180,292	13,815	8.30%
Teacher Salaries-DW Science	81,860	94,239	97,626	3,387	3.59%
Psychologist Sal-Sped Loc Wide	182,611	212,415	183,972	(28,443)	-13.39%
Tutor/Homebound Salary-DW	-	1,500	1,500	-	0.00%
Curriculum Writing Salary	25,525	22,500	22,500	-	0.00%
Counselor Salary-Sped	46,575	127,308	192,848	65,540	51.48%
Stipends	39,929	33,350	33,350	-	0.00%
TOTAL TEACHER SALARIES	7,274,827	7,632,768	7,874,060	241,292	3.16%
Custodian Salaries-DW School	430,807	428,461	449,071	20,610	4.81%
Custodian OT Salary-DW School	42,401	52,454	50,000	(2,454)	-4.68%
TOTAL CUSTODIAN SALARIES	473,208	480,915	499,071	18,156	3.78%
TOTAL NURSE SALARIES	184,787	191,188	198,294	7,106	3.72%



DESCRIPTION	ACTUAL FY 2025	BUDGET FY 2026	PROPOSED FY 2027	DIFF FY26vsFY27	% Change
Secretaries Sal-Primary Admin	145,305	167,365	172,837	5,472	3.27%
Secretaries Sal-Sped Admin	58,923	60,606	62,587	1,981	3.27%
Secretaries Sal-DW Admin	190,751	215,027	222,606	7,579	3.52%
TOTAL SECRETARY SALARIES	394,979	442,998	458,030	15,032	3.39%
Non-Certified Sal-Primary Loc Wd	245,413	304,643	322,590	17,947	5.89%
Non-Certified Sal-Sped Loc Wd	265,493	188,145	191,073	2,928	1.56%
Non-Certified Sal-Sped Summer	15,547	22,630	17,360	(5,270)	-23.29%
Non-Certified Sal-DW Media Cntr	-	30,071	30,969	898	2.99%
Non-Certified Sal-DW Technolog	-	30,071	31,123	1,052	3.50%
One to One Sal-Sped Loc Wide	517,494	646,637	664,810	18,173	2.81%
TOTAL T.A. SALARIES	1,043,947	1,222,197	1,257,925	35,728	2.92%
Occupational Therapist	110,508	93,940	124,846	30,906	32.90%
Physical Therapist	-	-	35,100	35,100	35100%
Cafe Aides-DW Loc Wide	26,491	46,577	45,992	(585)	100%
Clerk of the Board-DW Board ED	7,468	7,468	7,468	-	0.00%
IT Manager	-	83,596	86,112	2,516	3.01%
ML Tutor	-	-	9,000	9,000	9000%
School Resource Officer	37,260	46,174	51,479	5,305	0.00%
Degree Changes-DW	-	6,000	6,000	-	0.00%
Miscellaneous Salaries-DW	-	5,000	6,000	1,000	20.00%
TOTAL MISC SALARIES	270,631	288,755	371,998	83,243	28.83%
TOTAL FICA	288,992	337,719	354,208	16,489	4.88%
MERF Amortization-DW	14,300	14,650	14,650	-	0.00%
MERF-DW	399,758	443,193	464,987	21,794	4.92%
TOTAL MERF	414,058	457,843	479,637	21,794	4.76%
Non-Employess Medical Ins-DW	117,484	138,630	150,393	11,763	8.49%
Medical Insurance-DW	2,640,363	2,728,893	3,120,787	391,894	14.36%
TOTAL MEDICAL INSURANCE	2,757,847	2,867,523	3,271,180	403,657	14.08%
TOTAL LIFE INSURANCE	33,132	34,463	32,856	(1,607)	-4.66%
Retirement Payments-DW	27,264	-	-	-	0.00%
Course Reimbursement-DW	1,227	5,000	5,000	-	0.00%
TOTAL OTHER BENEFITS	28,491	5,000	5,000	-	0.00%



DESCRIPTION	ACTUAL FY 2025	BUDGET FY 2026	PROPOSED FY 2027	DIFF FY26vsFY27	% Change
Prof Development-Primary Loc Wd	3,225	7,000	7,000	-	0.00%
Prof Development- Administration	171	-	-	-	0.00%
Prof Development-Sped Loc Wd	6,348	3,725	10,525	6,800	182.55%
Prof Development-DW Admin	6,816	3,500	3,500	-	0.00%
Prof Development-DW Nurse	300	500	500	-	0.00%
Prof Development-DW Media Cntr	-	-	600	600	600.00%
Prof Development-DW Technology	110	-	500	500	500.00%
Prof Development-DW	26,399	20,000	20,000	-	0.00%
Prof Development-DW Board Ed	-	2,000	2,000	-	0.00%
TOTAL PROF DEVELOPEMENT	43,368	36,725	44,625	7,900	21.51%
Legal-Sped Admin	7,046	15,000	15,000	-	0.00%
Legal-DW Admin	48,808	40,000	40,000	-	0.00%
TOTAL LEGAL	55,854	55,000	55,000	-	0.00%
Software Support-DW Loc Wide	13,751	24,500	27,300	2,800	11.43%
Software Support-DW Nurse	-	3,250	3,250	-	0.00%
Software Support-DW Media Cntr	2,365	2,500	2,625	125	5.00%
TOTAL SOFTWARE	16,116	30,250	33,175	2,925	9.67%
TOTAL SUBSTITUTES	128,761	149,435	151,182	1,747	1.17%
SPED Services-Sped Loc Wide	39,768	192,380	139,565	(52,815)	-27.45%
Other Prof Services-DW Admin	20,205	13,634	13,929	295	2.16%
DW-Nurse-Oth Prof serv	-	1,800	1,800	-	0.00%
Consultants-Sped Loc Wide	30,677	24,000	24,000	-	0.00%
Financial Audit-DW Admin	47,880	29,400	31,700	2,300	7.82%
TOTAL OTHER PROF SERVICES	138,530	261,214	210,994	(50,220)	-19.23%
Electricity-DW School Oper	155,907	150,000	158,000	8,000	5.33%
Water & Sewer-DW School Oper	13,707	15,500	15,500	-	0.00%
TOTAL UTILITIES	169,614	165,500	173,500	8,000	4.83%
TOTAL HEATING ENERGY COSTS	73,347	105,000	90,000	(15,000)	-14.3%



DESCRIPTION	ACTUAL FY 2025	BUDGET FY 2026	PROPOSED FY 2027	DIFF FY26vsFY27	% Change
Repairs & Maint-DW School Oper	105,817	72,000	76,000	4,000	5.56%
Repairs & Maint-DW Technology	11,909	12,000	12,000	-	0.00%
Repairs & Maint-DW Security	10,680	-	-	-	0.00%
TOTAL REPAIRS & MAINT	128,406	84,000	88,000	4,000	4.76%
Leases & Rentals-Primary Admin	6,603	6,603	4,256	(2,347)	-35.55%
Leases & Rentals-Tech Lease	53,428	47,688	24,616	(23,072)	0.00%
Leases & Rentals-Sped Admin	3,065	3,065	1,976	(1,089)	-35.54%
Leases & Rentals-DW Admin	13,645	13,645	10,609	(3,036)	-22.25%
Leases & Rentals-Maintenance	1,497	1,000	1,000	-	0.00%
Leases & Rentals-DW Media Cntr	1,691	1,691	1,090	(601)	-35.53%
Leases & Rentals-DW Copy Cntr	32,172	36,431	23,483	(12,948)	-35.54%
TOTAL LEASES & RENTALS	112,101	110,123	67,031	(43,092)	-39.13%
TOTAL BUILDING IMPROVEMENTS	15,263	10,500	10,500	-	0.00%
Purchased Services-DW Schools	41,135	27,620	33,060	5,440	19.70%
Service Contracts-Sped	118,605	27,500	19,480	(8,020)	-29.16%
Service Contracts-DW Admin	-	1,850	1,850	-	0.00%
Service Contracts-DW Schools	93,475	114,255	133,566	19,311	16.90%
Service Contracts-DW Security	21,832	24,964	22,706	(2,258)	-9.05%
TOTAL OTHER PURCH SERVICES	280,124	196,189	210,662	14,473	7.38%
Transportation-Sped	291,264	293,552	393,566	100,014	34.07%
Transportation-Sped Summer	11,619	36,110	29,067	(7,044)	-19.51%
Transportation-DW Loc Wide	402,479	430,184	457,812	27,628	6.42%
Transportation Non-Public	19,377	11,444	20,000	8,556	74.76%
Fuel for Buses-DW	58,774	82,490	82,490	-	0.00%
TOTAL TRANSPORTATION	783,513	853,780	982,934	129,154	15.13%
Liability Insurance-DW Admin	157,449	155,209	179,126	23,917	15.41%
Worker's Compensation-DW Admn	246,231	284,804	300,187	15,383	5.40%
TOTAL INSURANCE	403,680	440,013	479,313	39,300	8.93%



DESCRIPTION	ACTUAL FY 2025	BUDGET FY 2026	PROPOSED FY 2027	DIFF FY26vsFY27	% Change
Telephones-Primary Admin	12,806	11,700	12,800	1,100	9.40%
Telephones-Intermediate Admin	44	-	-	-	0.00%
Telephones-Sped Admin	1,675	1,831	1,675	(156)	-8.52%
Telephones-DW Admin	10,153	5,000	9,500	4,500	90.00%
Telephones-DW School Oper	-	-	-	-	0.00%
TOTAL TELEPHONE	24,679	18,531	23,975	5,444	29.38%
TOTAL INTERNET	14,773	25,120	25,120	-	0.00%
Postage-Primary Admin	2,455	2,090	2,090	-	0.00%
Postage-DW Admin	4,734	4,750	4,750	-	0.00%
TOTAL POSTAGE	7,190	6,840	6,840	-	0.00%
TOTAL ADVERTISING	-	1,000	1,000	-	0.00%
TOTAL INTERNS	32,000	57,000	57,000	-	0.00%
Tuition-Sped Loc Wide	255,677	339,000	320,500	(18,500)	-5.46%
Tuition-Sped Summer Program	23,559	34,480	27,500	(6,980)	-20.24%
Tuition-DW Loc Wide	1,400.00	6,000	6,000	-	0.00%
TOTAL TUITION	280,636	379,480	354,000	(25,480)	-6.71%
Misc Purch Services-Primary Admn	4,324	1,000	1,000	-	0.00%
Misc Purch Services-DW Admin	14,562	12,600	12,600	-	0.00%
Misc Purch Servs-Nurse	-	1,250	1,250	-	0.00%
Misc Purch Servs-DW Board Ed	-	700	700	-	0.00%
TOTAL MISC PURCH SRVS	18,887	15,550	15,550	-	0.00%



DESCRIPTION	ACTUAL FY 2025	BUDGET FY 2026	PROPOSED FY 2027	DIFF FY26vsFY27	% Change
Supplies-Primary Loc Wide	20,449	14,000	15,000	1,000	7.14%
Supplies-NorthArt	4,673	6,000	6,000	-	0.00%
Supplies-Primary Kindergarten	4,081	4,200	4,200	-	0.00%
Supplies-North Music	5,927	3,400	3,195	(205)	-6.03%
Supplies-North Phys Ed	9,751	2,800	2,750	(50)	-1.79%
Supplies-Multi Age	2,956	2,800	2,800	-	0.00%
Supplies-Primary Grade One	4,880	3,500	3,500	-	0.00%
Supplies-Primary Grade Two	4,362	4,200	3,500	(700)	-16.67%
Supplies-Intermediate Grade Three	3,972	3,500	4,200	700	20.00%
Supplies-Intermediate Grade Four	4,834	4,200	3,500	(700)	-16.67%
Supplies-Intermediate Grade Five	4,172	4,200	4,200	-	0.00%
Supplies-Intermediate Grade Six	4,153	4,200	4,200	-	0.00%
Supplies-Sped Loc Wide	12,855	6,600	9,000	2,400	36.36%
Supplies-Sped Pre-School	862	500	1,000	500	100.00%
Supplies-DW World Language	686	600	600	0	0.00%
Supplies-DW Language Arts	18,888	7,000	6,000	(1,000)	-14.29%
Supplies-DW Math	11,507	18,025	18,500	475	2.64%
Supplies-DW Media Center	7,349	4,500	4,500	-	0.00%
Supplies-DW Technology	12,168	12,000	12,000	-	0.00%
Supplies-Social Studies	4,008	4,900	4,900	-	0.00%
Supplies-DW Copy Center	16,210	15,500	16,000	500	3.23%
Supplies-DW Enrichment	4,365	5,300	6,500	1,200	22.64%
Supplies-DW Science	7,999	20,000	27,115	7,115	35.58%
TOTAL SUPPLIES TEACHING	171,107	151,925	163,160	11,235	7.40%
Computer Software-SPED	-	2,700	3,300	600	22.22%
Computer Software-DW Admin	80,881	75,988	92,556	16,568	21.80%
Computer Software-DW Loc Wide	6,036	6,600	6,600	-	0.00%
Computer Software-DW Technology	-	-	-	-	0.00%
TOTAL SOFTWARE	86,917	85,288	102,456	17,168	20.13%
TOTAL SUPPLIES-NURSE	5,330	5,370	5,370	-	0.0%
Supplies Custodial-DW School	69,671	47,250	37,800	(9,450)	-20.00%
Supplies Maintenance-DW School	20,959	8,800	8,800	-	0.00%
TOTAL SUPPLIES CUSTODIAL	90,630	56,050	46,600	(9,450)	-16.86%
Supplies Office-Primary Admin	4,586	4,000	4,000	-	0.00%
Supplies Office-Sped Admin	-	1,500	1,500	-	0.00%
Supplies Office-DW Admin	10,113	7,500	7,500	-	0.00%
TOTAL SUPPLIES OFFICE	14,699	13,000	13,000	-	0.00%
Books and A/V-DW Media Center	25,665	18,000	18,000	-	0.00%
TOTAL LIBRARY BOOKS A/V	25,665	18,000	18,000	-	0.00%

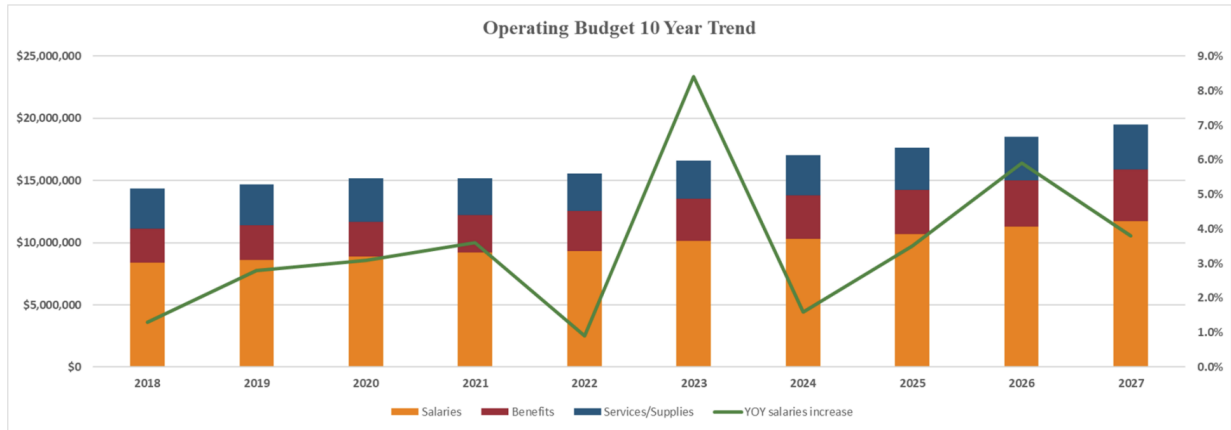


DESCRIPTION	ACTUAL FY 2025	BUDGET FY 2026	PROPOSED FY 2027	DIFF FY26vsFY27	% Change
Subscriptions-DW Admin	-	250	250	-	0.00%
Subscriptions-DW Loc Wide	4,451	5,960	12,195	6,235	104.61%
Subscriptions-DW Nurse Srvs	-	250	250	-	0.00%
Subscriptions-DW Media Center	14,000	14,000	15,020	1,020	7.29%
Subscriptions-DW Technology	7,664	10,500	12,781	2,281	21.72%
TOTAL SUBSCRIPTIONS	26,115	30,960	40,496	9,536	30.80%
Testing-Sped Loc Wide	4,652	6,700	9,000	2,300	34.33%
Testing-DW Curriculum	9,341	16,000	16,000	-	0.00%
TOTAL TESTING	13,994	22,700	25,000	2,300	10.13%
TOTAL MISC SUPPLIES	6,802	3,700	3,700	-	0.00%
Equipment Office-Sped Admin	-	-	-	-	0.00%
Equipment Office-DW Admin	-	-	-	-	0.00%
EQUIPMENT OFFICE	-	-	-	-	0.00%
Equip Computers-Technology	122,411	89,800	79,750	(10,050)	-11.19%
TOTAL COMPUTER EQUIPMENT	122,411	89,800	79,750	(10,050)	-11.19%
Equip Teaching-Sped Loc Wide	10,553	8,000	4,200	(3,800)	-47.50%
TOTAL EQUIPMENT TEACHING	10,553	8,000	4,200	(3,800)	-47.50%
Equip Building-DW School Oper	27,189	5,000	5,000	-	0.00%
TOTAL EQUIPMENT BUILDING	27,189	5,000	5,000	-	0.00%
Furniture-Primary Loc Wide	31,650	6,000	6,000	-	0.00%
Furniture-DW Media Center	1,800	-	-	-	0.00%
TOTAL FURNITURE	33,450	6,000	6,000	-	0.0%
Dues, Fees & Member-Primary Admin	-	1,800	1,800	-	0.00%
Dues, Fees & Member-Music	149	-	-	-	0.00%
Dues, Fees & Member-Sped	250	300	300	-	0.00%
Dues, Fees & Member-DW Admin	16,056	16,375	16,375	-	0.00%
Dues, Fees & Member-DW Nurse	-	180	180	-	0.00%
Dues, Fees & Member-Media Cntr	708	450	450	-	0.00%
Dues, Fees & Member-Technology	130	500	500	-	0.00%
Dues, Fees & Member-Board Ed	3,964	3,000	3,000	-	0.00%
TOTAL DUES & FEES	21,257	22,605	22,605	-	0.00%
TOTAL UNEMPLOYMENT	1,123	5,850	5,850	-	0.00%
Food	4,228	1,500	1,500	-	0.00%
Ezra Nurse	8,735	8,000	8,000	-	0.00%
TOTAL MISC EXPENDITURES	12,963	9,500	9,500	-	0.00%
GRAND TOTALS	17,561,155	18,525,855	19,496,610	970,755	5.24%



**Woodbridge Board of Education
Superintendent's Proposed 2026 -2027 Budget
Budget Questions and Responses 12.10.25**

1. In one exhibit you report the annual budget increases over a 10 year period. Can you adjust that chart to show the annual increases in healthcare expenses and medical insurance benefits over the same period? Can you also show the annual increases in contractual salaries over the same period? *Please see the chart below.*



	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Total FTEs	126.6	128.8	130.3	139.5	143*	154.0	143.6	149.0	149.4	149.4
Enrollment	842	843	843	816	846	850	872	876	864	858

* upon reviewing State data we suspect there may have been a transposition error in how we have previously reported this number

2. Based on the chart you provided above, enrollment increased 22 students and staff increased 22.8 FTE during this time period. Why? Can you explain this?

Student enrollment has shifted over the last ten years with the most significant changes having been in student needs. During this period, the number of students receiving special education services increased by 39%, and the percentage of Multilingual Learner students rose from 1.91% to 6.96%—an increase of 264%.

Of the 22.8 FTE increase in staffing, 18.6 FTE were directly related to special education needs:

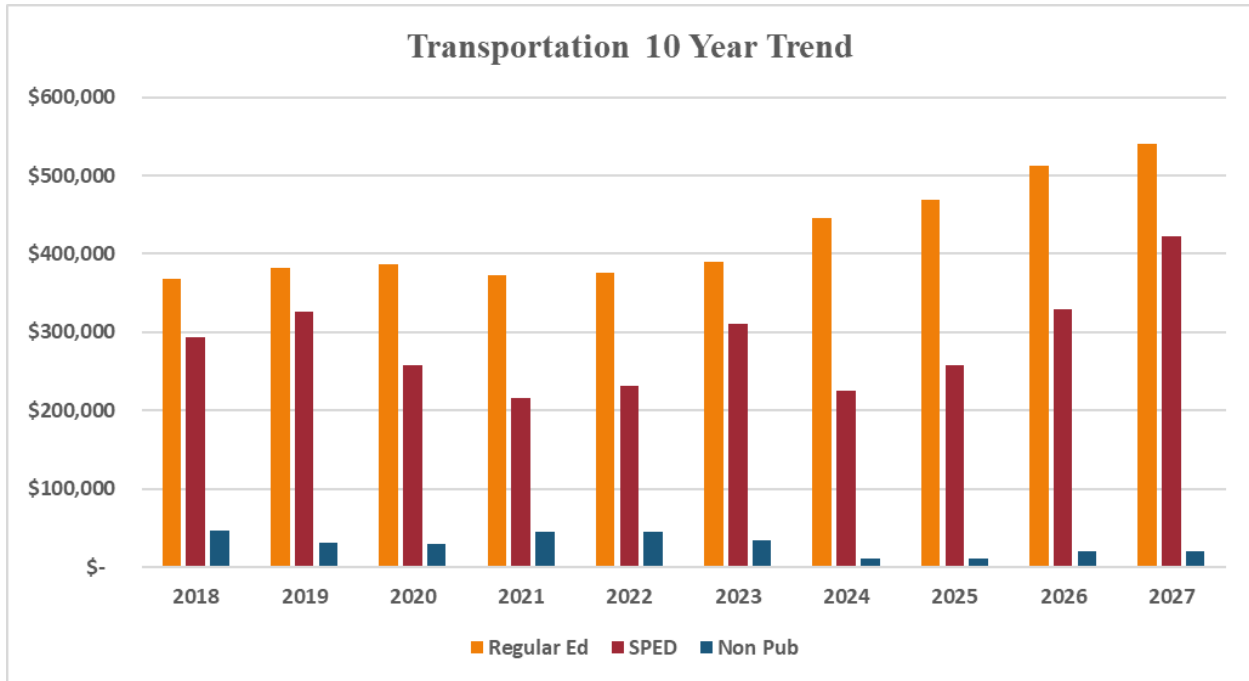
- *4.7 special education teachers*
- *1.5 pupil personnel staff (social worker, psychologist, speech and language pathologist)*
- *11 special education paraeducators*
- *1.4 occupational and physical therapists*

These additions reflect both the higher prevalence of students with IEPs and the increased intensity of their needs. In short, we have more students requiring greater levels of support.

The remaining positions include 3 classroom teachers added to maintain class size guidelines and 1 assistant principal. The assistant principal spends a considerable amount of time attending PPT meetings.

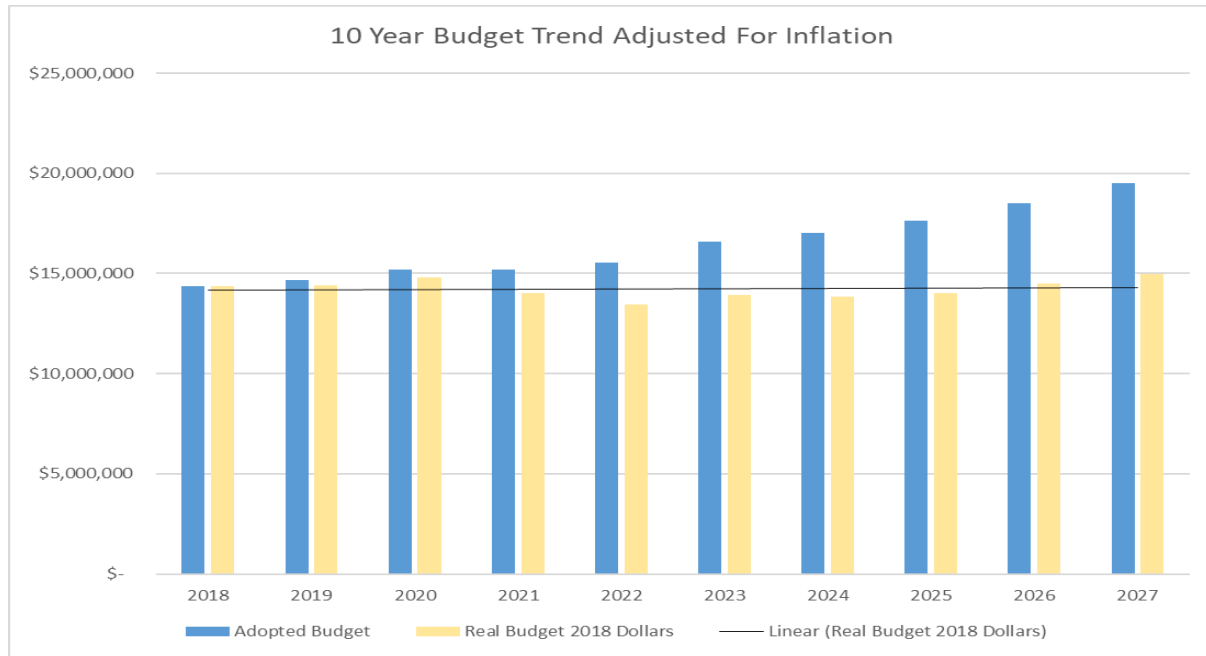
3. Can we see a breakdown over the past 5-10 years of the change in transportation costs?

The orange bar represents merely contractual increases, there has been no change in the number of regular education bus runs since 2018. The red bar takes into account both contractual and services needs changes.



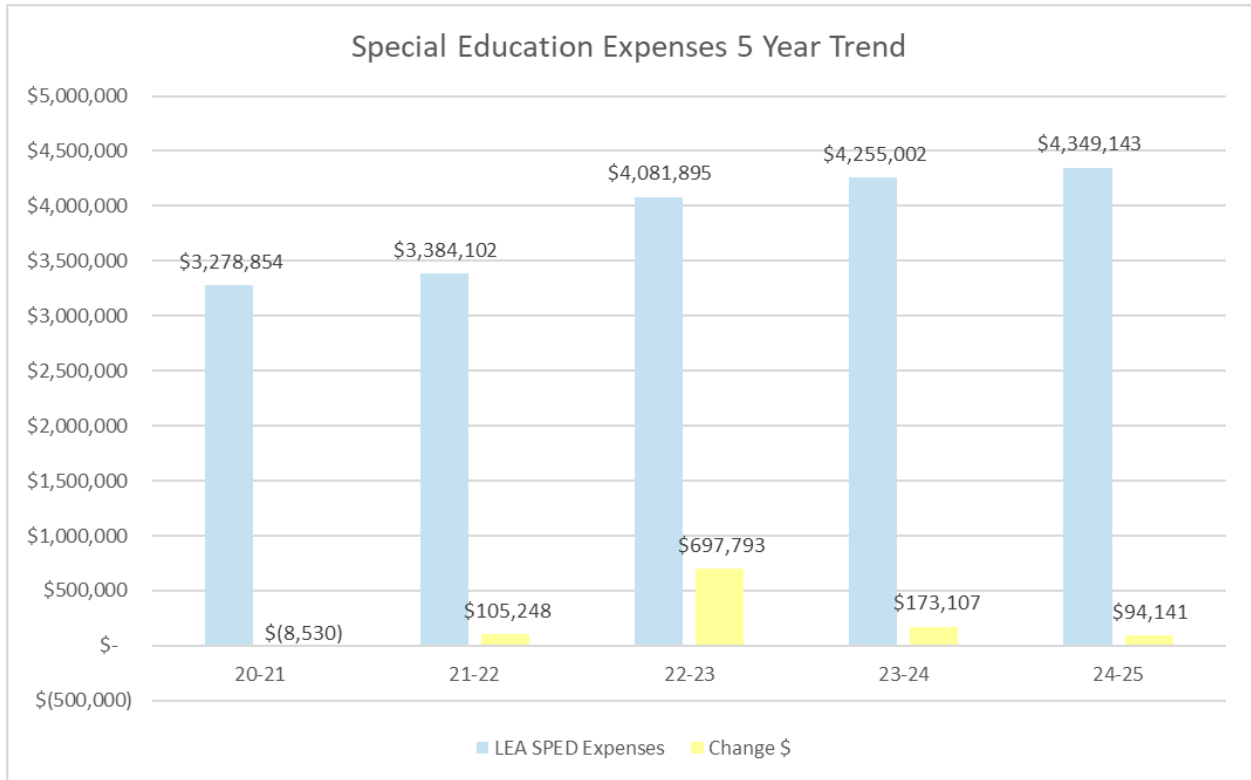
4. Please provide the 10 Year Budget Increases chart adjusted for inflation.

Below is the ten year trend adjusted to 2018 dollars (the first year of data presented). You can see the trend is much flatter.

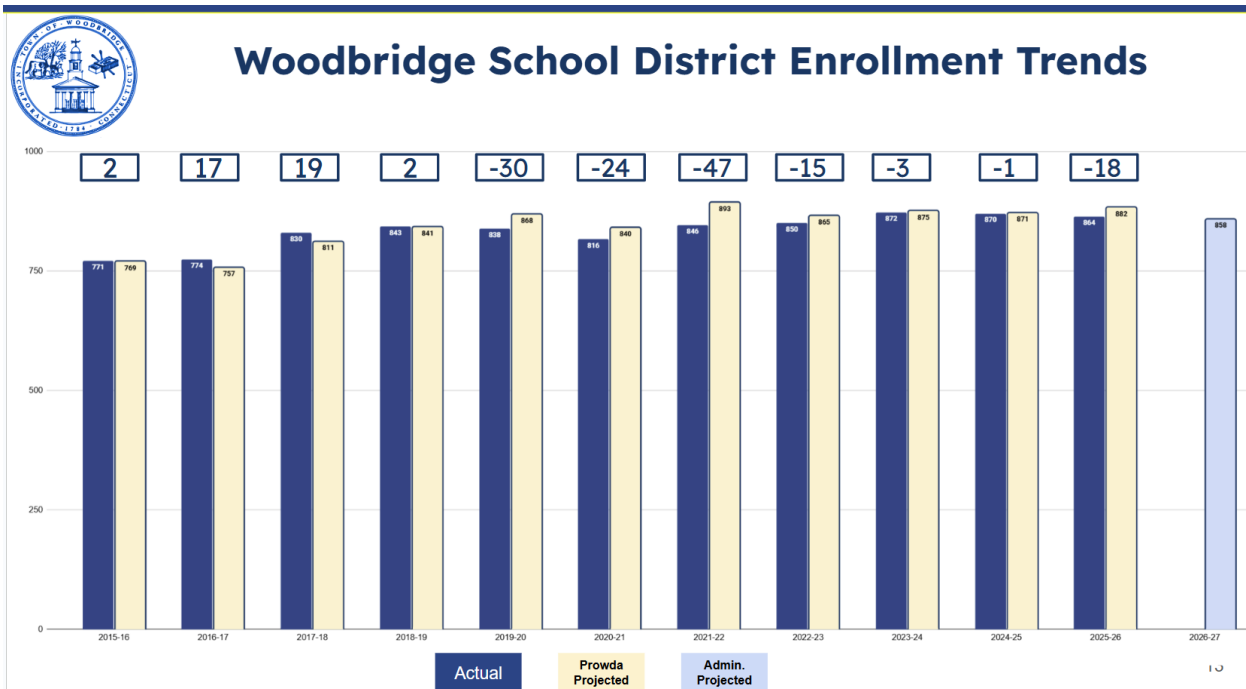


5. What does the special education carve out look like? How has that been trending over the past 5 years?

Over this five year period, regular education budgets increased a total of 11% while special education budgets increased 33%.



6. How does our actual enrollment compare with the projected enrollment on an annual basis?

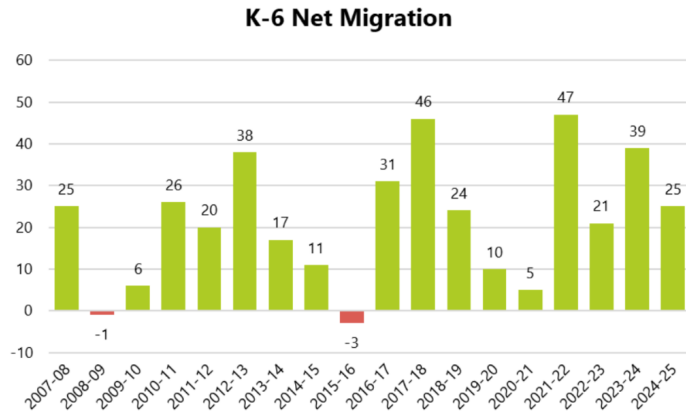


The graph above shows the actual enrollment in dark blue compared to projected enrollment in yellow (Prowda) with the variance above each double bar. As you can see, the variance ranges

from BRS enrollment of 2 more students than projected in 2015-2016 to 47 fewer students enrolled in 2021-2022.

Enrollment is constantly changing throughout the school year as new students move in and students move out. The total number of students who enter and leave within the school year is called Net Migration.

- Net migration compares new students who enter WPS against students who leave.
- Elementary net migration averages +25 students annually over the last decade, although there is significant fluctuation year-to-year.
- Since 2020-21, that increased to +33 students with a peak of +47 students in 2021-22.



2021/22		2022/23		2023/24		2024/25	
Sep	853	Sep	850	Sep	881	Sep	866
Oct	850	Oct	845	Oct	885	Oct	864
Nov	851	Nov	850	Nov	877	Nov	867
Dec	855	Dec	856	Dec	874	Dec	869
Jan	862	Jan	863	Jan	876	Jan	871
Feb	862	Feb	863	Feb	878	Feb	875
Mar	856	Mar	865	Mar	876	Mar	874
Apr	856	Apr	867	Apr	878	Apr	873
May	856	May	866	May	887	May	875
June	858	June	866	June	890	June	876

The table above depicts the total enrollment by month for the last few years with our highest and lowest monthly enrollment in red. As you can see, the range of enrollment in a given school year has ranged from 12 to 31 students. Please note, that this table shows enrollment from September to June while the net migration data on the previous page includes enrollment changes over the summer.

- 2024-2025 range of 864 to 876: +12 students
- 2023-2024 range of 874 to 890: +16 students
- 2022-2023 range of 845 to 876: +31 students
- 2021-2022 range of 850 to 862: +12 students

7. How do you plan to adjust the budget should the town only approve say a 3% increase and not the 5% change? What aspects of our programming would be affected in this scenario and how

might that impact the execution of the school's mission? Some idea on the depth of the cuts for each reduction in say a single percentage point of the request would definitely give the Board, taxpayers, and town officials a sense on the importance of approving the budget with little change. Can you provide a simple sensitivity analysis?

The Board of Finance has issued the following Budget Guidelines for the FY27 budget (in red):

Each department head should exercise fiscal constraint when developing a budget. We must recognize the tax burden on residents and do our utmost to balance the needs of the Town while keeping costs under control. There is no guarantee your department will be able to keep its current level of funding. Please note, however, that this should not discourage departments from bringing to our attention legitimate budgetary concerns.

Along with your FY27 budget request, the Board of Finance would like each department to submit proposed program reductions that would be necessary if your budget received no funding increase in FY27. Please provide details to support your reductions. Any proposed increase in program revenue can be used to offset reductions. Your budget submission will not be complete without this information.

The proposed budget was developed to align with the values of the Board of Education and the community, advance the District's strategic priorities, and sustain the high-quality educational program that Woodbridge families expect. The spending plan maintains fiscal prudence and reflects the resources required to maintain current programming and meet our growing student needs, particularly in special education and multilingual learning.

A reduction from the proposed increase to a 3% level or any other level would require significant and impactful changes, as fixed and non-discretionary costs (contractual obligations, transportation, utilities, and mandated services) make up the majority of the budget. Further, the projected increase in spending in the proposed budget is fueled by three contractually obligated drivers (bulleted below) which amount to roughly 103% of the increase:

- contractual salary increases - \$434,331, 45% of the increase;*
- projected health insurance - \$440,333, 45% of the increase;*
- transportation - \$129,154, 13% of the increase.*

The remaining budget categories are a net reduction of \$33,000.

We would like to emphasize that any reductions below the proposed budget will move us away from the level of service and programming currently in place.

While the town's Board of Finance has requested an analysis of the impact of flat funding as part of the budget process, the Board of Education is obligated to request from the town a budget that fulfills the responsibilities charged by CGS Sec 10-220: Duties of Boards of Education, which states, in part: (the BOE) "Shall provide an appropriate learning environment

for all its students which includes (1) adequate instructional books, supplies, materials, equipment, staffing, facilities, and technology, (2) equitable allocation of resources among its schools, (3) proper maintenance of facilities, and (4) a safe school setting.

The superintendent's proposed budget fulfills these responsibilities and our continued commitment to ensuring that every child in the Woodbridge School District learns at high levels in a safe, supportive, and engaging environment.

Once the Board approves the budget request to the town, our team will prepare, as requested by the Board of Finance and Board member, a sensitivity analysis that outlines the implications of reductions at various intervals including receiving no increase above the FY2026 budget. This analysis will support the Board's decision making in the event that the Board of Finance, or town of Woodbridge, reduces our FY 2027 budget request.

8. How is the change in health insurance carrier working out for BRS? Has the school/town ever considered (partial) self-insurance or co-insurance?

Aside from the premium volatility, the insurance plan is working well. Anthem Blue Cross is largely considered the gold standard of health insurance for employers. Although we have only seen two months of data, currently our claim loss ratio is excellent and gives us hope that we can do better than a 15% increase.

Each year we continue to check the following;

1. *State Partnership Plan Rates*
2. *Increasing the deductible or changing the coinsurance and using an HRA to take savings created and fund exposure with the goal of keeping the employees exposure the same and just funding the plan more creatively.*
3. *Going Self funded using a partially self funded plan where certain claims can be better controlled or where certain services will have a much lower cost .*

Co-insurance refers to a cost-sharing structure in which an employee pays a percentage of the cost of a medical service after meeting the plan deductible, while the health plan pays the remaining percentage.

At this time, most District employees receive health insurance benefits under negotiated collective bargaining agreements. These agreements specify the plan design, including cost-sharing provisions such as co-payments, deductibles, and any co-insurance requirements. Any significant change to the health insurance model—such as implementing co-insurance or a change in deductible levels—would likely require reopening and renegotiating these labor contracts.

Regarding self-insurance, in order to go this way, a town needs to build up a reserve to “chip in” when the premiums are not sufficient to cover all the medical expenses for the year. Some

Towns and Boards are leery of self funding because they worry that a future Administration or Board could resist properly funding the health reserve because of other pressing current expenses - they need to increase police officers or teachers right now. In collaboration with the town, we have and will continue to examine hybrid self-insurance options for the future. Some common hybrid models we continue to weigh are;

- *Level - Funded Plan - The District pays a fixed monthly amount, similar to a premium. That payment includes contributions toward claims, administrative costs, and stop-loss insurance that protects the District from unusually high claims. If claims are lower than expected, the District may receive a refund or credit.*
- *High Deductible Self -Insured Plan with Stop Loss Corridors - The District self-insures claims up to a set dollar amount per employee. Above that level, the stop-loss insurer pays the balance. Aggregate protections can also be added so total plan spending cannot exceed a capped percentage.*

These hybrid models give more budget predictability, and can yield savings while claims run favorably and can serve as a stepping stone to full self-insurance. Some of the challenges are that they still require some level of reserve, they could require labor negotiations, and if we get into a high cost claim, then the necessary stop loss insurance could fluctuate a lot.

9. Is the pattern in Misc. Salaries the result of the increasing needs following COVID or is this an anomaly?

The increase in miscellaneous salaries is related to bringing two very part time OT/PT service providers in house instead of paying for them through an agency. See Anticipated Questions, Question #1.

Anticipated Budget Questions

1. Why have OT and PT salaries increased by such large percentages? Additional OT and PT hours that were previously budgeted with ACES (.1 FTE and a .2 FTE) and now working directly for us. These \$63,180 of wages (\$28,080 + \$35,100) are offset by a \$56,880 decrease in account 1303-63900 Professional Purchased Services.
2. Why is Professional Development up 21.5%? SPED Department is requesting \$6800 over last year (\$3000 SPIRE training, \$1800 additional for dyslexia training, \$2000 LRP)
3. Why are leases down 39%? We intend to enter into a new copier lease that will save over \$20K (bid through a State contract) and potential new tech lease for teacher devices is estimated at \$23K less than prior tech lease which ended this year. (will just do teacher laptops not desk tops)
4. Why did facilities service contracts increase by 16.9%? As the microturbine is due for a major overhaul in the next several years, our service agreement increased materially.
5. Why are transportation costs up 15% About \$49K of the transportation increase (37.7%) is due to the increased rates in our transportation agreement. About \$8500 or 6.6% of the increase is due to enrollment changes at our non-public school. And around \$72K of the increase (55.7%) is due to changes in special education transportation needs.
6. Why is telephone expense increasing by \$5K? The number of district cell phones has increased over the years, but the budget has not increased accordingly. The current request is in line with what we anticipate spending next year.
7. Why are science and TAG supply increases higher than other instructional supplies? STEAM lab is looking to purchase additional grade levels of Mystery Science kits. TAG recently added an additional coding program they want to renew next year.

8. Why is Admin software expense increasing 21.8%. We are sharing the cost with the town for a new module in Munis (Employee Self Service) and Debt Books, a software that helps keep track of required debt and lease reporting information in our annual financial statements.
9. Why are subscription fees increasing by 30%? Brain Pop \$4200 was previously paid for out of Title IV but is now in the general fund. Additional Google classroom management modules \$2415 are now being utilized.

Multilingual Learner Tutor

Position Type: This position is 22 hours per week. This is a grant funded position, and continuation of the position is contingent on future grant funds.

Start date: Immediately for the remainder of the 2025 school year.

Summary:

Beecher Road School is seeking a dedicated and compassionate **Multilingual Learner Tutor** to support the growing multilingual student population. The tutor will work under the direction of the Multilingual Learner (ML) Teacher and classroom educators to provide targeted language development support, ensuring students gain the academic and linguistic skills needed for success.

Responsibilities:

- Provide small-group and one-on-one instruction to multilingual learners to develop English language proficiency.
- Support students in core academic subjects by reinforcing vocabulary, comprehension, and communication skills.
- Collaborate with classroom teachers to align support with curriculum and student learning goals.
- Utilize engaging and culturally responsive teaching strategies to foster student confidence and participation.
- Assist in tracking student progress and provide feedback to the ML Teacher and school staff.
- Help create an inclusive and supportive learning environment that values linguistic and cultural diversity.
- Communicate with families as needed, supporting their engagement in their child's education.

Education and/or Experience:

- Bachelor's degree, TESOL experience is a plus
- Experience working with multilingual learners in an educational setting.

- Strong communication and collaboration skills.
- Familiarity with language acquisition strategies and best practices for supporting emerging bilinguals.
- Fluency or proficiency in another language (preferred but not required).

Salary:

This position is a part-time tutor position for 22 hours per week. The pay rate will be \$24 per hour. Benefits are not included in this position.

How to Apply:

Interested candidates should submit the following information through the application on Red Rover.

- Resume
- Letter of Interest
- Transcript
- 3 Letters of Recommendation (all hand signed and within one calendar year of the application date)

Baseline 2025-2026				IPAD and Teacher Laptops Year 1 2026-2027				IPADS Year 2 2027-2028				IPADS Year 3 2028-2029				Chromabooks Year 4 2029-2030				Chromabooks Year 5 2030-2031				
Grade	#	Gen.	Age (Y/M)	Grade	#	Gen.	Age (Y/M)	Grade	#	Gen.	Age (Y/M)	Grade	#	Gen.	Age (Y/M)	Grade	#	Gen.	Age (Y/M)	Grade	#	Gen.	Age (Y/M)	
K-1	152	6	7	K-1	119	7	7	get gr 2	K-1	152	8	8	K-1	153	9	9	2	140	14	2	K-1	153	8	8
2	132	8	4-5	2	133	8	5-6	get gr 3	2	133	9	5	2	140	14	1	2	140	14	2	2	140	9	3
3	119	7	6	3	120	12	1	new	3	140	12	2	3	140	12	3	3	140	12	4	3	140	12	5
4	140	9	3	4	140	9	4		4	140	13	1	4	140	13	2	4	140	13	3	4	140	13	4
5*	150	2025	1	5	150	2025	2		5	150	2025	3	5	150	2025	4	5	150	2025	5	5	150	2025	1
6*	150	2023	2	6	150	2023	3		6	150	2023	4	6	150	2023	5	6	150	2023	1	6	150	2023	2

	2026-2027			2027-2028			2028-2029			2029-2030			2030-2031			2031-2032		
	Year	Funding	Cost	Year	Funding	Cost	Year	Funding	Cost	Year	Funding	Cost	Year	Funding	Cost	Year	Funding	Cost
Teacher Laptops (90)	1	lease	\$24,616	2	lease	\$24,616	3	lease	\$24,616	4	lease	\$24,616	5			1	lease	\$24,616
IPADS (140 - 1 Grade Level)	Gr. 3	GF	\$59,920	Gr. 4	GF	\$40,000	Gr. 2	GF	\$60,000	40	GF	\$17,116	40	GF	\$17,116	Gr. 3	GF	\$60,000
Chromabooks (150 - 1 Grade Level)										Gr. 6	GF	\$42,000	Gr. 5	GF	\$42,000			
Other Equipment	Newline Boards (7)	GF	\$14,000															
	Charging Stations (7)	GF	\$6,500															
						\$20,500			\$20,500			\$20,500			\$41,000			\$20,500
Total			\$105,056			\$105,116			\$105,116			\$104,232			\$100,116			\$105,116

204 Stipends

		Band /				Misc /	
	Team Leaders	Choral	Technology	Nursing	Mentors	Clubs	
Kindegarten	1,500.00						
MAG	1,500.00						
Gr 1	1,500.00						
Gr 2	1,500.00						
Gr 3	1,500.00						
Gr 4	1,500.00						
Gr 5	1,500.00						
Gr 6	1,500.00						
Specialist	1,500.00						
Special Education	1,500.00						
Band Director		3,500.00					
Choral Director		1,000.00					
TEAM - TBD							
TEAM - TBD							
TEAM - TBD					500.00		
TEAM - TBD					500.00		
Poetry							
Math							-
Yearbook							1,250.00
Webmaster \$1250 x 2 people			2,500.00				
Nurse Suprvisor				1,600.00			
PowerSchool Admin			7,500.00				
	15,000.00	4,500.00	10,000.00	1,600.00	1,000.00	1,250.00	33,350.00
							33,350.00

Board Member / Community Questions

1. In one exhibit you report the annual budget increases over a 10 year period. Can you adjust that chart to show the annual increases in healthcare expenses and medical insurance benefits over the same period? Can you also show the annual increases in contractual salaries over the same period?

More information on the switch in carrier would also be helpful - how is that working out for us?

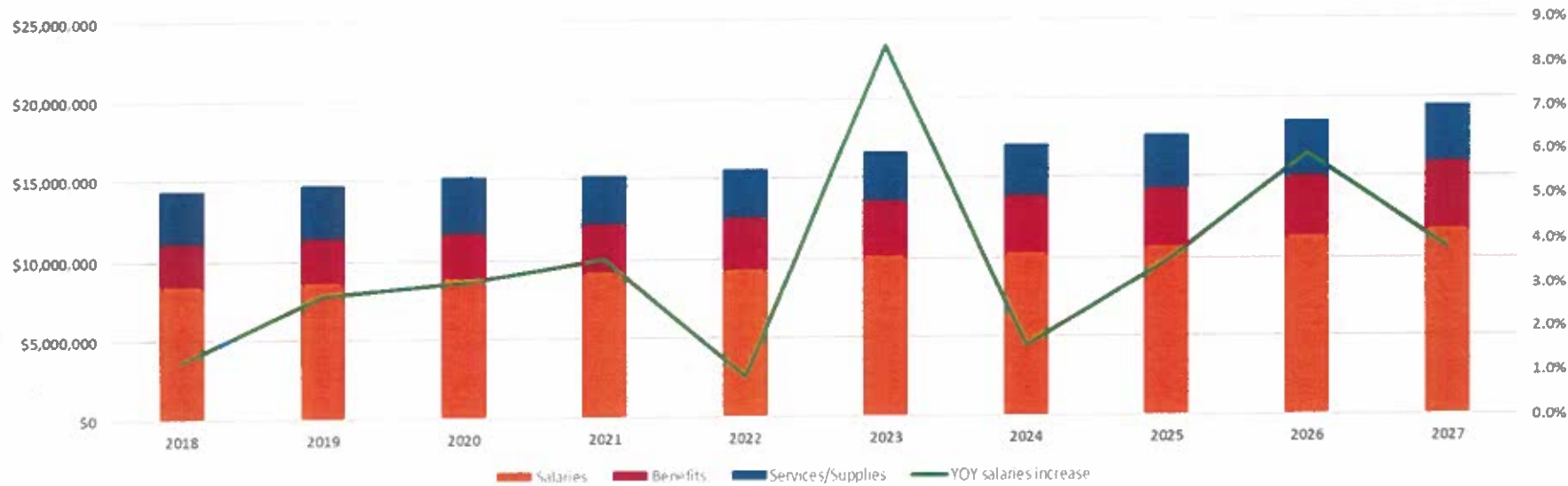
For me a budget is not a one shot game, it is a dynamic document that shows trajectories in various expenditure items that can help the board plan before going into union negotiations.

2. Can we also see a breakdown over the past 5-10 years the yoy change in transportation costs? It seems that this year it is driven by Sped - is that correct?

3. Is the pattern in misc salaries the result of the increasing needs following COVID or is this an anomaly?

4. What does the sped carve out look like? How has that been trending yoy over the past 5 years?

Operating Budget 10 Year Trend



	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027
Total FTEs	126.6	128.8	130.3	139.5	143*	154.0	143.6	149.0	149.4	149.4
Enrollment	842	843	843	816	846	850	872	876	864	858

* upon reviewing State data we suspect there may have been a transposition error in how we have previously reported this number

Transportation 10 Year Trend

