

Woodbridge Board of Education Regular Meeting  
Monday, February 27, 2012 7:00 PM Eastern

Woodbridge Board of Education Regular Meeting February 27, 2012 Executive Session  
6:30 PM Public Session 7:00 PM Library  
Media Center Beecher Road School  
40 Beecher Road South  
Woodbridge, CT 06525

- I. Preliminary Business
  - I.A. Call to Order
  - I.B. Executive Session - 6:30 PM
    - I.B.1. Mid-Year Progress Report on Superintendent's Evaluation
  - I.C. Public Session - 7:00 PM
  - I.D. Salute to the Flag
  - I.E. Correspondence
  - I.F. Public Comment
- II. Consent Agenda
  - II.A. Approval of January 17, 2012 Meeting Minutes
  - II.B. Monthly Summary Financial Report Ending January 31, 2012
  - II.C. Monthly Detail Financial Report Ending January 31, 2012
  - II.D. Combining Financial Statements Through January 31, 2012
- III. Reports
  - III.A. Superintendent's Report
    - III.A.1. BRS Update
      - III.A.1.a. BRS Monthly Enrollment Report
    - III.A.2. Language Arts Curriculum - Core Standards
    - III.A.3. 2010/11 Strategic School Profile
  - III.B. PTO Update
  - III.C. Facilities Committee Report
  - III.D. BRS Town Building Committee
  - III.E. Policy Committee
    - III.E.1. Accept the 2000 series for 30-day review
  - III.F. Finance Committee
  - III.G. CAFE Liaison
  - III.H. ACES Liaison
- IV. New Business
  - IV.A. Adopt 2012/13 Calendar
  - IV.B. Healthy Food Certification
- V. Other
  - V.A. Public Comment
  - V.B. Executive Session, if necessary, in accordance with State Statute
- VI. Adjournment

# **Finance Committee Minutes**

## **2/13/12**

Attendance: Gaeton Stella, Al Pullo, Steven Fleischman, Carl Lindskog, Lori Patrick

The meeting was called to order at 7:01 PM.

The Committee discussed all matters on the agenda. All financial statements were reviewed in detail.

The Meeting was adjourned 8:11 PM.

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

Tuesday, January 17, 2012

BRS Library Media Center

**CALL TO ORDER:** Ms. Hamilton, Chair called the meeting to order at 6:33 PM.

**BOARD MEMBERS PRESENT:** Ms. Margaret Hamilton, Chair; Mr. David Barkin, Mr. David Bernard, Mr. Matthew Gilbride, Secretary; Mr. Carl Lindskog, and Dr. YanYun Wu.

**STAFF:** Dr. Guy Stella, Superintendent and Al Pullo, Director of Business Services/Operations.

**MOTION #1 – EXECUTIVE SESSION**

Move that we enter Executive Session (6:33 PM)

Mr. Gilbride

Second by Mr. Lindskog

UNANIMOUS

The Board discussed Early Retirement options for certified and non-certified staff.

**MOTION #2 – PUBLIC SESSION**

Move that we return to Public Session (7:02 PM)

Mr. Gilbride

Second by Mr. Lindskog

UNANIMOUS

**CALL TO ORDER:** Ms. Hamilton, Chair called the Public Session back to order at 7:04 PM.

**BOARD MEMBERS PRESENT:** Ms. Margaret Hamilton, Chair; Mr. David Barkin, Mr. David Bernard, Dr. Clotilde Dudley-Smith (7:56 PM), Mr. Matthew Gilbride, Mr. Carl Lindskog, Ms. Sheila McCreven, and Dr. YanYun Wu.

**STAFF:** Dr. Guy Stella, Superintendent; Al Pullo, Director of Business Services/Operations; Donna Pagé, Intermediate Grades Interim Principal; Sheila Haverkamp, Special Services Director; and Marsha DeGennaro, Clerk of the Board.

**MEMBERS OF THE PUBLIC:** Laurence Grotheer, BOS Liaison; James Crawford, Teresa Nakouzi, Teachers; Pua Ford, community.

**CORRESPONDENCE** – None

**PUBLIC COMMENT** – None

**CONSENT AGENDA**

**MOTION #3 – CONSENT AGENDA**

Move that we approve the consent agenda as presented.

Mr. Bernard

Second by Mr. Gilbride

UNANIMOUS

**REPORTS**

**Superintendent's Report**

- **Beecher Road School Update** – Superintendent Stella apprised the Board on the appointment of Ms. Haverkamp as the Safe School Climate Coordinator. Highlighted activities during the month included the Superintendent's/ Parents Curriculum Academy on Technology, the Reading Challenge, the faculty meeting and the Tech Committee.

- Playground Update – Based on recommendations and preferences submitted, it is anticipated Fuss & O’Neill will present a proposed budget at the next meeting. The playground is 24 years old and current mandates are quite different. It was suggested that recommendation for future maintenance and inspections also be obtained.
- Principal Search Update – Superintendent Stella shared the tentative timeline prepared by NESDEC for the hiring of a new principal and assistant principal. Web site and school district advertising is slated to occur next week.
- Web Site Update – Mr. Crawford provided an update on the web site in comparison to prior years -- who is coming, how often and what they are looking for. We are averaging 2000 unique visitors per month with an average of 2 minutes 24 seconds per visit. The top 10 visiting countries are the United States, Canada, India, “non-set” Google, United Kingdom, Russia, Philippines, France, China and Israel with a total of 106 countries viewing our site during the last year. Enhancements and adjustments of the information displayed will continue as we proceed in our goal to attain our transition to “paperless” communications.
- Open Choice – Superintendent Stella apprised the Board that the recommendation from administration was to maintain the current allocation of 12 slots for the 2012/13 school year.

**MOTION #4 – OPEN CHOICE PARTICIPATION**

Move that we continue our participation in the Open Choice program and allocate 12 slots for the 2012/13 school year, with any vacancies beginning in Kindergarten.

Mr. Bernard  
 Second by Mr. Lindskog  
 UNANIMOUS

PTO Update – No report

Facilities Committee – Mr. Barkin reviewed the minutes and the letter from the Fire Marshall. It was noted that the Fire Marshall is on-site frequently, and while the letter is an annual requirement, there is direct follow-up by administration on any issue(s) raised during his visits. It was suggested that consideration should be given to hiring an electrician to identify and label circuits as well as reconfigure room number designations in the main panel. There have been numerous changes throughout the building and the code panel is not up-to-date on room designation changes.

Town Building Committee Charge – Ms. McCreven apprised the Board of the committee’s request to present to the Boards of Education, Selectmen and Finance various phasing options that may prove viable. A contract has been entered into with AKF Group, an engineering/consulting firm that provides professional services related to auditing, valuation, accounting, legal, topography, land-surveying and their association with financial investment projects. It is hoped that a meeting will be set with the various boards during the first week in February as initial phasing is slated for July 2012. Given the current state of the infrastructure, if there are identified urgent or pressing needs, it may become necessary to incorporate certain components into the BOE operating budget.

Policy Committee – Mr. Bernard noted the Policy Committee will meet on the second and fourth Thursday of the month at 6:00 PM. It is anticipated the 1000 series will be completed for submission to the Board shortly. The next meeting is January 26.

Finance Committee – The committee met on January 9 to review the monthly financial statements passed as part of the Consent Agenda.

Ms. McCreven left the meeting (7:56 PM). Dr. Dudley-Smith arrived (7:57 PM).

CABE Liaison – No report

ACES Liaison – Mr. Bernard attended the meeting on January 12 which highlighted the 2012 legislative report on CT Technical High Schools, uniform school calendars and an audited review of the financial statements. All meeting materials will be available for review for three months.

**NEW BUSINESS**

*Early Retirement Plan* – Superintendent Stella recommended an early retirement incentive be offered to certified staff as well as teacher assistants for the 2011/12 school year.

**MOTION #5 – EARLY RETIREMENT PLAN**

Move that we authorize the Superintendent to implement the Early Retirement Plan with the modification of eligibility changed from 10 to 7 years for certified staff and teacher assistants.

**PUBLIC COMMENT** – None

**MOTION TO ADJOURN:** (8:01 PM)  
Mr. Gilbride  
Second by Mr. Linskog  
UNANIMOUS

Recorded by Marsha DeGennaro, Clerk of the Board

**Beecher Road School  
Woodbridge School District  
Student Enrollment as of February 2nd, 2012**

Gr./Teacher	Girls	Boys	Total
<b>PRE-K</b>			
DePalma	9	13	<b>22</b>

**KINDERGARTEN**

Belisle	10	9	19
Coleman	8	11	19
Dempsey	10	9	19
Salindardi	8	10	18
Wyman-Anctil	9	10	19
<b>TOTAL</b>			<b>94</b>

**GRADE 1**

Fanelli	9	9	18
Piascyk	9	8	17
Regan	7	10	17
Sanders	9	9	18
<b>TOTAL</b>			<b>70</b>

**GRADE 2**

Buzzard	10	8	18
Halsey	11	6	17
Hamm	11	6	17
Navadu	11	7	18
Shepard	10	8	18
<b>TOTAL</b>			<b>88</b>

**GRADE 3**

Concilio	7	11	18
Don	8	10	18
Hutchinson	9	10	19
Lavigne	8	8	16
Vincitorio	9	8	17
<b>TOTAL</b>			<b>88</b>

**O.O.D.** 3

**MAGNET** 3

Gr./Teacher	Girls	Boys	Total
<b>GRADE 4</b>			
Echeverry	10	11	21
Krawec	9	12	21
Reizfeld	10	7	17
Waldron	8	11	19

**TOTAL 78**

**GRADE 5**

Blinstrubas	11	11	22
Guerra	8	15	23
McCollow	13	9	22
Mulligan	11	11	22
Rourke	9	14	23

**Total 112**

**GRADE 6**

Chase	9	12	21
Eleck	7	11	18
Holowienko	8	10	18
Katzen	7	11	18
Smerekanicz	12	9	21
White	<b>7</b>	<b>13</b>	<b>20</b>

**TOTAL 116**

**M.A.G.**

Golden(Yr.1)	9	9	18
Burness(Yr.2)	12	9	21
HartRooney(Yr. 3)	10	11	21
Ahern(yr 4)	9	6	15

**TOTAL 75**

**ENROLLMENT DATA**

B.R.S	743 (K-6: 721 / PreK: 22)
Other	6
<b>TOTAL</b>	<b>749</b>

**COMPARISON TOTALS - February 2011**

<b>COMPARISON</b>	726 (K-6: 707/Pre-K: 19)
<b>COMPARISON</b>	6
<b>COMPARISON</b>	<b>732</b>

**STRATEGIC SCHOOL PROFILE 2010-11****Woodbridge School District**

GAETON F. STELLA, Superintendent

Location: 4 Meeting House Lane  
Woodbridge,  
Connecticut

Telephone: (203) 387-6631

Website: [www.woodbridgesd.org](http://www.woodbridgesd.org)

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district, testing services, or the US Census. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**COMMUNITY DATA**

County: New Haven

Town Population in 2000: 8,983

1990-2000 Population Growth: 13.4%

Number of Public Schools: 2

Per Capita Income in 2000: \$49,049

Percent of Adults without a High School Diploma in 2000\*: N/A

Percent of Adults Who Were Not Fluent in English in 2000\*: 1.5%

District Enrollment as % of Estimated. Student Population: 88.1%

\*To view the Adult Education Program Profiles online, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on Adult Education, then Reports.

District Reference Group (DRG): B DRG is a classification of districts whose students' families are similar in education, income, occupation, and need, and that have roughly similar enrollment. The Connecticut State Board of Education approved DRG classification for purposes of reporting data other than student performance.

**STUDENT ENROLLMENT**

Enrollment on October 1, 2010      723  
5-Year Enrollment Change      -15.2%

**DISTRICT GRADE RANGE**

Grade Range      PK - 6

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in District	Percent		
		District	DRG	State
Students Eligible for Free/Reduced-Price Meals	31	4.3	8.4	34.1
K-12 Students Who Are Not Fluent in English	20	2.8	2.0	5.6
Students Identified as Gifted and/or Talented*	29	4.0	6.4	4.0
PK-12 Students Receiving Special Education Services in District	65	9.0	10.1	11.4
Kindergarten Students who Attended Preschool, Nursery School or Headstart	68	80.0	91.3	80.2
Homeless	0	0.0	0.0	0.3
Juniors and Seniors Working 16 or More Hours Per Week	N/A	N/A	N/A	N/A

\*75.9 % of the identified gifted and/or talented students received services.

## SCHOOL DISTRICT DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	0.4
Asian American	101	14.0
Black	23	3.2
Hispanic	33	4.6
Pacific Islander	0	0.0
White	562	77.7
Two or more races	1	0.1
Total Minority	161	22.3

**Percent of Minority Professional Staff:** 3.9%

**Open Choice:**

13 student(s) attended this district as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools.

**Non-English Home Language:**

10.5% of this district's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 16.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Beecher Road School is the only public elementary school in Woodbridge for students in Grades PK-6 and has an enrollment of approximately 735 students. Woodbridge supports and participates in the Open Choice program. Through this program, 12 students are enrolled from New Haven in Grades K through 6. Additionally, Beecher Road School continues to participate with the Wintergreen Inter-district Magnet School. These partnerships allow Beecher Road School students opportunities to have direct contact with students of different racial, ethnic, and economic backgrounds. Woodbridge has a long-standing tradition of integrating multicultural themes into its curriculum. A Writer's Workshop approach in all K-6 classrooms provides students with the added opportunity to share their personal identities and backgrounds with others through writing. Spanish is taught in Grades K-6 through a proficiency model that promotes language acquisition and cross-cultural understandings. Responsive Classroom initiatives promote a more respectful and tolerant school culture---one that supports inter-cultural communication, tolerance of others and an appreciation of all forms of diversity. Using the internet as a vehicle of communication, students are involved in a number of instructional activities intended to broaden their perspective about world societies and multiculturalism. During the 2010/11 school year, Beecher Road School students engaged in an international project with students in a sister school in China. The project helped to broaden student's global perspective by incorporating the following components: (1) multi-cultural understanding; (2) cross-cultural communication; and, (3) and the use of the Arts to promote cultural sensitivity. In the 2009/10 school year, sister-school relationships were established with two elementary schools in the Shandong Province of China. A staff exchange occurred and digital forms of communication have been established with both staff and students. This relationship continued in the 2010-11 school year with a series of large-scale Skype conferences. During these conferences, students of various ages engaged in an on-going dialog with their peers in China. They also shared academic projects and used the Arts, including drama, choral and instrumental music to communicate. Beecher Road School's relationship with sister schools in China has provided many opportunities for inter-cultural communication.

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### STUDENT PERFORMANCE

**Connecticut Mastery Test, Fourth Generation, % Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	72.2	58.4	69.4
Writing	75.8	61.1	70.8
Mathematics	81.7	63.0	83.2
Grade 4 Reading	86.4	62.5	92.6
Writing	77.6	65.5	59.1
Mathematics	83.8	67.0	78.7
Grade 5 Reading	81.1	61.4	82.8
Writing	84.6	66.8	82.2
Mathematics	89.3	72.5	82.8
Science	82.9	59.9	84.7
Grade 6 Reading	100.0	76.0	100.0
Writing	85.7	65.2	88.7
Mathematics	95.8	71.3	98.8
Grade 7 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Grade 8 Reading	N/A	N/A	N/A
Writing	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports.com](http://www.ctreports.com).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

**Connecticut Academic Performance Test, Third Generation, % Meeting State Goal.** The CAPT is administered to Grade 10 students. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. The following results reflect the performance of students with scorable tests who were enrolled in the school at the time of testing, regardless of the length of time they were enrolled in the school. Results for fewer than 20 students are not presented.

CAPT Subject Area	District	State	% of Districts in State with Equal or Lower Percent Meeting Goal
Reading Across the Disciplines	N/A	N/A	N/A
Writing Across the Disciplines	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A
Science	N/A	N/A	N/A

For more detailed CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

**Physical Fitness.** The assessment includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Physical Fitness: % of Students Reaching Health Standard on All Four Tests	District	State	% of Districts in State with Equal or Lower Percent Reaching Standard
	54.2	51.0	54.0

<b>SAT® I: Reasoning Test Class of 2010</b>		<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Lower Scores</b>
% of Graduates Tested		N/A	N/A	
Average Score	Mathematics	N/A	N/A	N/A
	Critical Reading	N/A	N/A	N/A
	Writing	N/A	N/A	N/A

**SAT® I.** The lowest possible score on each SAT® I subtest is 200; the highest possible score is 800.

<b>Graduation and Dropout Rates</b>	<b>District</b>	<b>State</b>	<b>% of Districts in State with Equal or Less Desirable Rates</b>
Graduation Rate, Adjusted Cohort Rate 2010	N/A	N/A	N/A
2009-10 Annual Dropout Rate for Grade 9 through 12	N/A	N/A	N/A

<b>Activities of Graduates</b>	<b>District</b>	<b>State</b>
% Pursuing Higher Education (Degree and Non-Degree Programs)	N/A	N/A
% Employed (Civilian Employment and in Armed Services)	N/A	N/A

## RESOURCES AND EXPENDITURES

### DISTRICT STAFF

<b>Full-Time Equivalent Count of School Staff</b>	
General Education	
Teachers and Instructors	55.50
Paraprofessional Instructional Assistants	15.00
Special Education	
Teachers and Instructors	9.00
Paraprofessional Instructional Assistants	12.00
Library/Media Specialists and/or Assistants	3.00
Staff Devoted to Adult Education	0.00
Administrators, Coordinators, and Department Chairs	
District Central Office	3.00
School Level	2.00
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00
Counselors, Social Workers, and School Psychologists	2.50
School Nurses	1.50
Other Staff Providing Non-Instructional Services and Support	24.70

In the full-time equivalent (FTE) count, staff members working part-time in the school district are counted as a fraction of full-time. For example, a teacher who works half-time in the district contributes 0.50 to the district's staff count.

<b>Teachers and Instructors</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Average Years of Experience in Education	15.0	14.4	13.9
% with Master's Degree or Above	93.8	86.1	79.0

<b>Average Class Size</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Grade K	17.0	17.5	18.4
Grade 2	20.3	19.8	19.9
Grade 5	19.2	22.1	21.2
Grade 7	N/A	N/A	N/A
High School	N/A	N/A	N/A

Hours of Instruction Per Year*	Dist	DRG	State
Elementary School	998	973	987
Middle School	N/A	N/A	N/A
High School	N/A	N/A	N/A

Students Per Academic Computer	Dist	DRG	State
Elementary School*	2.5	3.1	3.1
Middle School	N/A	N/A	N/A
High School	N/A	N/A	N/A

\*State law requires that at least 900 hours of instruction be offered to students in grade 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

\*Excludes schools with no grades above kindergarten.

### DISTRICT EXPENDITURES AND REVENUES, 2009-10

Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources. DRG and state figures will not be comparable to the district if the school district does not teach both elementary and secondary students.

Expenditures All figures are unaudited.	Total (in 1000s)	Expenditures Per Pupil			
		District	PK-12 Districts	DRG	State
Instructional Staff and Services	\$8,137	\$11,100	\$8,245	\$7,924	\$8,237
Instructional Supplies and Equipment	\$479	\$653	\$312	\$277	\$300
Improvement of Instruction and Educational Media Services	\$68	\$92	\$273	\$512	\$463
Student Support Services	\$154	\$211	\$852	\$936	\$872
Administration and Support Services	\$1,641	\$2,239	\$1,718	\$1,373	\$1,459
Plant Operation and Maintenance	\$693	\$945	\$1,231	\$1,384	\$1,410
Transportation	\$532	\$331	\$644	\$623	\$692
Costs for Students Tuitioned Out*	\$227	N/A	N/A	N/A	N/A
Other	\$7	\$10	\$86	\$162	\$159
<b>Total*</b>	<b>\$11,937</b>	<b>\$16,196</b>	<b>\$14,049</b>	<b>\$13,518</b>	<b>\$13,780</b>
<b>Additional Expenditures</b>					
Land, Buildings, and Debt Service	\$682	\$930	\$1,449	\$1,178	\$1,616

\*Town total expenditures (in 1000s) for PK-12 are: Total, \$23,312 Tuition Costs, \$11,168.  
Total town expenditures per pupil for PK-12 are \$15,287.

Special Education Expenditures	District Total	Percent of PK-12 Expenditures Used for Special Education		
		District	DRG	State
	\$2,547,097	21.3	20.5	21.5

**Revenue Sources, % of Expenditures from Source.** Revenue sources do not include state funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Corrections).

District Expenditures	Local Revenue	State Revenue	Federal Revenue	Tuition & Other
Including School Construction	96.0	3.7	0.2	0.0
Excluding School Construction	96.6	3.1	0.2	0.1

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**EQUITABLE ALLOCATION OF RESOURCES AMONG DISTRICT SCHOOLS**


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Below is the description submitted by this district of how it allocates resources to insure equity and address needs.

The Woodbridge School District is committed to the equitable allocation of resources and has one educational facility. Beecher Road School, is divided into a Primary House, Grades PK-2, including a Multi-Age program, and an Intermediate House, Grades 3-6. The Board of Education built its annual budget in the following manner. An educational mission was developed, based on a carefully crafted, board approved Strategic Plan. Using a zero based approach, a budget was created to support the educational mission. As part of the budget building process, Principals and the Special Services Director worked with their teams to develop budget requests that supported defined educational objectives. The Superintendent and the Business Manager review their proposals to ensure that budget requests: (a) met district goals; (b) served to further the district's strategic plan; (c) supported continuous improvement; (d) aligned with enrollment projections and class size guidelines; and, (e) assured equity in resource allocation. Parents and community members comment on the budget proposal during public comments at BOE meetings, and/or at special district or building informational meetings. In December, the BOE approved a budget and forwarded it to the Town of Woodbridge for January submission and review. A formal, televised presentation of the budget was made to the Boards of Selectmen and Finance in February. The Boards of Finance and Selectmen approved the final general and capital budgets in May.

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**SPECIAL EDUCATION**


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Number of K-12 Students with Disabilities for Whom the District is Financially Responsible	63
Of All K-12 Students for Whom the District is Financially Responsible, the Percent with Disabilities	8.9%

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<b>Of All K-12 Students for Whom District is Financially Responsible, Number and Percentage with Disabilities</b>				
<b>Disability</b>	<b>Count</b>	<b>District Percent</b>	<b>DRG Percent</b>	<b>State Percent</b>
Autism	5	0.7	1.2	1.1
Learning Disability	20	2.8	3.3	3.9
Intellectual Disability	1	0.1	0.3	0.4
Emotional Disturbance	4	0.6	0.5	1.0
Speech Impairment	16	2.3	1.8	2.2
Other Health Impairment*	14	2.0	2.2	2.1
Other Disabilities**	3	0.4	0.7	0.9
<b>Total</b>	<b>63</b>	<b>8.9</b>	<b>10.0</b>	<b>11.6</b>

\*Includes chronic health problems such as attention deficit disorders and epilepsy

\*\*Includes hearing, visual, and orthopedic impairments, deaf-blindness, multiple disabilities, traumatic brain injury, and developmental delay

<b>Graduation and Dropout Rates of Students with Disabilities for Whom District is Financially Responsible</b>	<b>District</b>	<b>State</b>
% Who Graduated in 2009-10 with a Standard Diploma	N/A	N/A
2009-10 Annual Dropout Rate for Students Aged 14 to 21	N/A	3.9

**STATE ASSESSMENTS**

**Percent of Students with Disabilities Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards. These results are for students attending district schools who participated in the standard assessment with or without accommodations for their disabilities. Results for fewer than 20 students are not presented.

- **Connecticut Mastery Test (CMT), Fourth Generation.** The CMT reading, writing and mathematics tests are administered to students in Grades 3 through 8, and the CMT science test to students in Grades 5 and 8.
- **Connecticut Academic Performance Test (CAPT), Third Generation.** The CAPT is administered to Grade 10 students.

State Assessment		Students with Disabilities		All Students	
		District	State	District	State
CMT	Reading	56.5	33.0	84.9	68.6
	Writing	33.3	19.3	81.1	63.7
	Mathematics	61.3	33.4	87.7	68.2
	Science	36.4	21.2	82.9	61.5
CAPT	Reading Across the Disciplines	N/A	N/A	N/A	N/A
	Writing Across the Disciplines	N/A	N/A	N/A	N/A
	Mathematics	N/A	N/A	N/A	N/A
	Science	N/A	N/A	N/A	N/A

For more detailed CMT or CAPT results, go to [www.ctreports.com](http://www.ctreports.com). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on “No Child Left Behind.”

Participation in State Assessments of Students with Disabilities Attending District Schools		
CMT	% Without Accommodations	9.5
	% With Accommodations	90.5
CAPT	% Without Accommodations	N/A
	% With Accommodations	N/A
% Assessed Using Skills Checklist		4.8

Accommodations for a student’s disability may be made to allow him or her to participate in testing. Students whose disabilities prevent them from taking the test even with accommodations are assessed by means of a list of skills aligned to the same content and grade level standards as the CMT and CAPT.

Federal law requires that students with disabilities be educated with their non-disabled peers as much as is appropriate. Placement in separate educational facilities tends to reduce the chances of students with disabilities interacting with non-disabled peers, and of receiving the same education.

K-12 Students with Disabilities Placed in Educational Settings Other Than This District’s Schools		
Placement	Count	Percent
Public Schools in Other Districts	0	0.0
Private Schools or Other Settings	5	7.9

Number and Percentage of K-12 Students with Disabilities for Whom District is Financially Responsible by the Percentage of Time They Spent with Their Non-Disabled Peers				
Time Spent with Non-Disabled Peers	Count of Students	Percent of Students		
		District	DRG	State
79.1 to 100 Percent of Time	50	79.4	78.0	74.1
40.1 to 79.0 Percent of Time	8	12.7	14.9	14.9
0.0 to 40.0 Percent of Time	5	7.9	7.1	11.0

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**SCHOOL DISTRICT IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this district.

A major initiative was launched to update curriculum in the areas of language arts and mathematics. Likewise, work continued on developing a cohesive set of assessments in the core curriculum areas, Grades K-6. The use of teacher made assessments also have played an important part in the development of a school wide assessment design. The implementation of curriculum, based on new state standards, the administration of a cohesive assessment design in Grades K-6 and the development of professional learning teams for teachers have resulted in improved student achievement. In addition, an initial audit of the TAG program was done in the 2010 – 2011 school year. Recommendations resulted in the development of a 3-year plan to promote differentiation and enrichment of instruction in all classrooms. Major efforts have been made to strengthen literacy skills of students. As an example, in order to help develop a generation of life time writers and learners, Writer's and Reader's Workshop models have been implemented on grade levels, K-6. Beecher Road School continues to focus on improving student performance on the Connecticut Mastery Test. Teachers and administrators analyze areas of strength and weakness on the Connecticut Mastery Test at each grade level and develop an annual action plan to improve student performance. In the 2010/11 school year, students showed many indicators of success, such as: (1) 100% of 6th graders taking the reading test scored at or above goal level; (2) 96% of 6th graders taking the test in mathematics scored at or above goal level; (3) in grades 3-5, over 90% -95% of students scored at least at proficiency with the majority scoring at or above goal. On the 5th grade science CMT, 83% scored in the goal or advanced range with a total of 96% scoring proficient or above. A formal presentation of CMT results is given to the School Board and Community in September of each year. The district's CMT improvement plan is presented to the School Board and Community in October of each year. Both presentations can be found on the district's web site. The cohort of special education students at Beecher Road School did make AYP (Adequate Yearly Progress) on the annual CMT tests. This area continues to be addressed in a child centered, developmentally appropriate action plan. Throughout the year, teachers, working in professional learning teams, focused on 4 main questions: (1) what do we want students to learn; (2) how do we know they are learning; (3) what do we do if a student is not learning; (4) how do we work with students if are ready to advance to another level. Added objectives included the use of assessments to inform instruction and the alignment of professional development with student needs as determined by data analysis. The emphasis was on promoting differentiated instruction and accelerated learning opportunities. Based on the belief that parent understanding of curriculum improves the home-school partnership, the district has developed a Parent's Guide to the Curriculum that is distributed to parents, community members, administrators, teachers, and staff members and available on the district web site.

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**STRATEGIC SCHOOL PROFILE 2010-11**

Elementary School K-6 Edition

**Beecher Road Intermediate School****Woodbridge School District**

LEONARD A. TOMASELLO, Principal  
Telephone: (203) 392-3542

Location: 40 Beecher Road  
Woodbridge,  
Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

**TYPE OF SCHOOL**

School Type: Traditional/Regular Education  
School Grade Range: 3 - 6

**STUDENT ENROLLMENT**

Enrollment on October 1, 2010: 412  
5-Year Enrollment Change: -18.7%

**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	18	4.4	4.3	38.3
K-12 Students Who Are Not Fluent in English	9	2.2	2.8	7.7
Students with Disabilities	41	10.0	9.0	10.8
Students Identified as Gifted and/or Talented	29	7.0	4.0	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	N/A	N/A	N/A	N/A
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	300	93.2	90.9	91.6

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	1,000	987

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State
Kindergarten	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A
Grade 5	19.2	19.2	21.2

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 5	School	State
Art	36	31
Computer Education **	18	19
English Language Arts **	360	426
Family and Consumer Science	0	1
Health	18	21
Library Media Skills	0	19
Mathematics	180	198
Music	30	33
Physical Education	54	41
Science **	90	95
Social Studies **	90	86
Technology Education	0	2
World Languages	60	14

### World Language

Formal instruction (at least 1 hour per week) in Spanish starts in Grade 3 in this school. Statewide, 9.8% of elementary and middle schools that serve Grade 3 start world language instruction by this grade.

### Lunch

An average of 25 minutes is provided for lunch during full school days.

\*\* Interdisciplinary approach

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	1.7	2.6	7.7
% of Identified Gifted and/or Talented Students Who Received Services	75.9	75.9	78.5
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	85.4	83.1	81.3

### LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.6	2.5	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	100.0	92.9
# of Print Volumes Per Student*	53.4	49.8	29.5
# of Print Periodical Subscriptions	6	5	12

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>		In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.
General Education: Teachers and Instructors	30.50	
Paraprofessional Instructional Assistants	4.00	
Special Education: Teachers and Instructors	4.00	
Paraprofessional Instructional Assistants	7.00	
Library/Media Specialists and/or Assistants	1.50	
Administrators, Coordinators, and Department Chairs	1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	1.00	
Counselors, Social Workers, and School Psychologists	1.50	
School Nurses	0.75	
Other Staff Providing Non-Instructional Services and Support	9.65	

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	14.3	15.0	13.7
% with Master's Degree or Above	91.9	93.8	80.8
Attendance, 2009-10: Average # of Days Absent Due to Illness or Personal Time	13.4	13.0	8.7
% Assigned to Same School the Previous Year	86.5	87.0	83.9

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**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

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**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school website is devoted to homepages.

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The following narrative about how this school promotes and supports parental involvement was submitted by this school.

Beecher Road School is committed to supporting the family's role in the education of our students. Parents, staff members, and administrators collaborate throughout the year regarding PTO and school initiatives. Some major events we sponsor include the Nutmeg Reading Challenge, Family Social Nights, Halloween Hoot, Ice Cream Social, Harvest Hike, and Holiday Food Drives. Beecher Road School offers an Extended Day Program for students and families staffed by experienced, dedicated school and community personnel. This program supports families by providing a safe and nurturing environment for children both before and after school. Beecher Road School offers a range of other programs that actively involve members of the community. Some examples of the programs offered are Learning Through Play Seminars, Family Yoga Series, Woodbridge Family Team, Community Outreach Support, and PACT (Parent and Children Together) – a rite of passage for students and families as they transition from sixth grade to the middle school. A monthly newsletter is available to parents on the Woodbridge School District Website and is used to share information regarding instruction as well as school events and activities. Board of Education meetings are aired on cable television to keep the parent community informed about events and school improvement efforts at Beecher Road School. Our Parent's Guide to the Curriculum serves to inform families about academic goals and objectives at each grade level and includes specific ideas that can be used to support the educational process. The Beecher Road School's Parent/Student Handbook provides parents and students with pertinent information about the school and the district.

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## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	0	0.0
Asian American	62	15.0
Black	14	3.4
Hispanic	21	5.1
Pacific Islander	0	0.0
White	314	76.2
Two or more races	1	0.2
Total Minority	98	23.8

**Percent of Minority Professional Staff:** 4.7%

**Open Choice:**

6 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

**Non-English Home Language :**

9.7% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 11.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Woodbridge has a long-standing tradition of integrating multicultural themes into its curriculum. Teachers throughout the school engage classes in multicultural units of study which involve researching diverse cultures. Celebrations are frequently held to demonstrate new-found knowledge with other students and family members. A Writer's Workshop approach provides students with added opportunities to share their personal identities and backgrounds through writing. Spanish is taught to all students beginning in kindergarten through grade six. In addition to teaching students the language, Spanish instructors integrate information about cultures, including a study of beliefs, festivals, and holidays. Using the internet as a communication vehicle, students are involved in a number of instructional activities intended to broaden their perspective about world societies and multiculturalism. For example, sixth grade students at Beecher Road School present a culminating project using digital stories based on a personal theme. This project often highlights a student's unique culture. Students engage in using the arts to promote multi-cultural understanding. Beecher Road School continues to be involved in the Choice Program which brings children from the city of New Haven to Woodbridge to attend school. This program helps children recognize they are more alike than different and to appreciate the contributions we all make to our school community.

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### STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	43.4	43.4	50.9	36.6
Grade 6	66.3	66.3	51.2	79.5

\*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	73.0	72.2	58.4	74.8
Writing	75.6	75.8	61.1	75.6
Mathematics	81.5	81.7	63.0	83.0
Grade 4 Reading	86.4	86.4	62.5	92.1
Writing	77.6	77.6	65.5	68.8
Mathematics	83.8	83.8	67.0	78.4
Grade 5 Reading	81.8	81.1	61.4	85.9
Writing	85.3	84.6	66.8	84.0
Mathematics	90.1	89.3	72.5	83.2
Science	82.8	82.9	59.9	85.4
Grade 6 Reading	100.0	100.0	76.0	100.0
Writing	85.7	85.7	65.2	89.2
Mathematics	95.8	95.8	71.3	98.8

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to [www.ctreports](http://www.ctreports).

To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	96.8	97.2	94.8

**Disciplinary Offenses**

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2009-10 school year, 2 students were responsible for these incidents. These students represent 0.4% of the estimated number of students who attended this school at some point during the 2009-10 school year.

**Truancy**

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	3	0

\* Counts by category may be suppressed to protect student privacy.

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### SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

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The following narrative was submitted by this school.

The Board of Education continues to be vigilant in its commitment to continuous improvement and student achievement. During the 2010/11 school year, the district engaged in an examination of the language arts curriculum using an outside lens – The Tri-State Consortium. This consortium is comprised of a group of high performing school districts who support each other by being critical friends. In 2010/11, the feedback provided through this initiative continued to focus our work and drive school improvement efforts. Beecher Road School also continued to update the mathematics curriculum using a consultant from ACES to guide the curriculum revision. With regards to literacy, Writer’s Workshop and Reader’s Workshop supported the delivery of the Language Arts curriculum. Teachers continued to participate in job-embedded professional development provided by a consultant from Columbia University. Beecher Road School continued to support the work of a Wellness Committee composed of parents, faculty, administrators, and community members. Implementation of our healthy snack initiative was expanded throughout the school. Professional Learning Communities continued to be the vehicle for teams of teachers to analyze student data and use the data to inform instruction in a timely manner. For example, after analyzing CMT scores, teams created, implemented and monitored SMART (specific, measurable, attainable, results-orientated, and time-bound) Goals. Teachers in all grades 3-6 refined their use of SMART Boards to support student learning. Overall, CMT results demonstrated steady cohort growth. Areas in need of improvement (at the individual, grade, and school levels) continue to be addressed through carefully crafted action plans.

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### SUPPLEMENTAL SCHOOL INFORMATION

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The community of Woodbridge has traditionally supported excellence in teaching and learning. BRS strives to maintain a rigorous academic program and to provide an atmosphere that inspires a love of learning fostered by strong family and community support. BRS offers an extensive extended day program for the students and families in Woodbridge. Our active PTO leads many family and extra-curricular events and activities that supplement the school’s educational program. The Responsive Classroom initiative focuses on the emotional and social development of children and, as a result, our school culture and climate are enhanced through respectful academic and social interactions. We continue to promote overall fitness and wellness among our students. The physical education staff members are instrumental in educating students about the importance of eating well and staying physically fit. Students utilized a Physical Activity Challenge Calendar designed to promote regular physical activity. The goal of this activity was to help student develop healthy behaviors to last for a lifetime. Administrators, teachers, parents and community members actively served on our building’s Wellness Committee. Writer’s Workshop was utilized as a vehicle to develop and showcase student achievement and growth in the area of written expression. Teachers refined their instructional strategies by working with an on-site coaching consultant from the Columbia Writing Project. Through the support of the Board of Education and Town Boards, students were able to access state-of-the-art technology that includes computers and Smart boards. The use of technology in Grades 3-6 served as a powerful catalyst for promoting an exciting learning environment. A strong professional development program for staff enhanced the integration of technology as a tool of instruction in all subject areas. BRS’s state-of-the art science lab supported our hands-on science program as students at all grade levels used this lab to participate in scientific inquiry.

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**STRATEGIC SCHOOL PROFILE 2010-11**

Elementary School K-3 Edition

**Beecher Road Primary School  
Woodbridge School District**CAROL B. BEQUARY, Principal  
Telephone: (203) 389-2195Location: 40 Beecher Road  
Woodbridge,  
Connecticut

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This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at [www.sde.ct.gov](http://www.sde.ct.gov).

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**TYPE OF SCHOOL**School Type: Traditional/Regular Education  
School Grade Range: PK - 2**STUDENT ENROLLMENT**Enrollment on October 1, 2010: 311  
5-Year Enrollment Change: -10.1%**INDICATORS OF EDUCATIONAL NEED**

Need Indicator	Number in School	Percent in School	Elementary Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	13	4.2	4.3	38.3
K-12 Students Who Are Not Fluent in English	11	3.8	2.8	7.7
Students with Disabilities	24	7.7	9.0	10.8
Students Identified as Gifted and/or Talented	0	0.0	4.0	2.0
Kindergarten Students who Attended Preschool, Nursery School or Headstart	68	80.0	80.0	80.2
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	180	87.4	90.9	91.6

**PROGRAM AND INSTRUCTION**

Instructional Time	School	State Elementary Schools
Total Days per Year	182	181
Total Hours per Year	996	987

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

**Type of Kindergarten:** This school offers full-day kindergarten.

Average Class Size	School	District	State
Kindergarten	17.0	17.0	18.4
Grade 2	20.3	20.3	19.9

**Required Hours of Instruction Per Year in Selected Subject Areas**

Grade 2	School	State
Art	36	30
Computer Education	18	15
English Language Arts	530	491
Health	18	18
Library Media Skills	18	19
Mathematics	200	199
Music	36	31
Physical Education	36	37
Science	45	72
Social Studies	45	68
World Languages	18	8

**World Language**

Formal instruction (at least 1 hour per week) in a world language is not offered in this school.

**Lunch**

An average of 25 minutes is provided for lunch during full school days.

Special Programs	School	Elementary Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	3.8	2.6	7.5
% of Identified Gifted and/or Talented Students Who Received Services	N/A	N/A	N/A
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers.	79.2	83.1	81.3

**LIBRARY AND COMPUTERS**

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library at [www.iconn.org](http://www.iconn.org).

Instructional Computers and Library Materials	School	Elementary Schools	
		District	State
# of Students Per Computer	2.4	2.5	3.1
% of Computers with Internet Access	100.0	100.0	98.4
% of Computers that are High or Moderate Power	100.0	100.0	92.9
# of Print Volumes Per Student*	45.0	49.8	29.5
# of Print Periodical Subscriptions	4	5	12

\*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

**SCHOOL STAFF**

<b>Full-Time Equivalent Count of School Staff</b>			In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.
General Education:	Teachers and Instructors	25.00	
	Paraprofessional Instructional Assistants	11.00	
Special Education:	Teachers and Instructors	5.00	
	Paraprofessional Instructional Assistants	5.00	
Library/Media Specialists and/or Assistants		1.50	
Administrators, Coordinators, and Department Chairs		1.00	
Instructional Specialists Who Support Teachers (e.g., subject area specialists)		0.00	
Counselors, Social Workers, and School Psychologists		1.00	
School Nurses		0.75	
Other Staff Providing Non-Instructional Services and Support		7.05	

<b>Teachers and Instructors</b>	<b>School</b>	<b>Elementary Schools</b>	
		<b>District</b>	<b>State</b>
Average Number of Years of Experience in Education	17.3	15.0	13.7
% with Master's Degree or Above	96.9	93.8	80.8
Attendance,2009-10: Average # of Days Absent Due to Illness or Personal Time	12.4	13.0	8.7
% Assigned to Same School the Previous Year	87.5	87.0	83.9

**HOME AND SCHOOL COMMUNICATION AND SUPPORT**

**Teacher E-Mail Addresses:** All teachers at this school have been issued e-mail addresses.

**Online Homework Information:** A portion of the school website is devoted to homepages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

The Beecher Road School Community welcomes and encourages parental involvement in all aspects of our school and fosters a strong partnership between home and school. We are committed to supporting the family's role in the education of our students. Regular communication systems with parent representatives active in the school community, including the PTO, are a way of life at BRS. Evening events for parents include Learning Through Play, Columbia Workshop Institutes, Math Information, and Responsive Classroom. In addition, the PTO provides enriching experiences for our students through cultural programs, field trips, and other activities. The PTO sponsors the Nutmeg Reading Challenge and two successful Scholastic Book Fairs yearly. Data collected through family surveys supports future planning of events. A monthly principal newsletter is published to apprise parents of instruction, events, and activities, as well as information specific to the primary house curriculum. BRS's district website enhances communication with parents and community. Teachers and administrators post newsletters, provide information on events, and offer curriculum support information and links for students and parents at home. Open House nights continue to boast nearly 100% attendance, establishing open lines of communication from the very beginning of the school year. Kindergarten Orientation provides parents with an overview of the Kindergarten curriculum and the supports available at BRS. Two important publications continue to be distributed to all BRS families in order to promote school/home communication. The Parent's Guide to the Curriculum serves to inform families about the curriculum at each grade level. Throughout the curriculum guides, explicit ideas to support the educational process are offered. In addition, the Parent/Student Handbook provides parents and students with pertinent information about the school and the district.

## SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	3	1.0
Asian American	39	12.5
Black	9	2.9
Hispanic	12	3.9
Pacific Islander	0	0.0
White	248	79.7
Two or more races	0	0.0
Total Minority	63	20.3

**Percent of Minority Professional Staff:** 2.8%

**Open Choice:**

7 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

**Non-English Home Language:**

11.7% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 12.

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### EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

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Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Beecher Road School is the only public elementary school in Woodbridge for students in grades Preschool through sixth. The Woodbridge Board of Education continues to support and participate in Open Choice. Through this program, twelve students are enrolled from New Haven in grades kindergarten through sixth at Beecher Road School. It is the goal of the district to have the students enroll during the early primary grades and remain with the district through the end of sixth grade. Our focus is on developing a long-term commitment with the children and their families. Beecher Road School continues to participate with the Wintergreen Inter-district Magnet School and the China Sister Schools. These partnerships allow Beecher Road School students to have direct contact with students of different racial, ethnic, and economic backgrounds.

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## STUDENT PERFORMANCE AND BEHAVIOR

**Connecticut Mastery Test, Fourth Generation, % Meeting State Goal.** The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 3 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented. For more detailed CMT results, go to [www.ctreports](http://www.ctreports). To see the NCLB Report Card for this school, go to [www.sde.ct.gov](http://www.sde.ct.gov) and click on "No Child Left Behind."

Student Attendance	School	District Elementary Sch.	State Elementary Sch.
% Present on October 1	97.7	97.2	94.8

### Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2009-10 school year, 2 students were responsible for these incidents. These students represent 0.5% of the estimated number of students who attended this school at some point during the 2009-10 school year.

### Truancy

During the 2009-10 school year, No students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2009-10		
Offense Category*	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	N/A	N/A
Sexually Related Behavior	N/A	N/A
Personally Threatening Behavior	N/A	N/A
Theft	N/A	N/A
Physical/Verbal Confrontation	N/A	N/A
Fighting/Battery	N/A	N/A
Property Damage	N/A	N/A
Weapons	N/A	N/A
Drugs/Alcohol/Tobacco	N/A	N/A
School Policy Violations	N/A	N/A
Total	1	1

\* Counts by category may be suppressed to protect student privacy.

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**SCHOOL IMPROVEMENT PLANS AND ACTIVITIES**

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The following narrative was submitted by this school.

The purpose of Beecher Road School is to provide educational programs that meet the highest standards of excellence and challenge each individual to strive to do their best as learners and citizens. Efforts in the most recent school year have remained focused on the implementation and improvement of our comprehensive curriculum. The Columbia Writer's and Reader's Workshop model supports the delivery of the language arts curriculum. Writing and reading celebrations are regularly held throughout the primary house. Teachers and administrators continue to participate in in-class coaching and off-site institutes at Columbia University. During the 2010-2011 school year, teachers and administrators continued professional development in the area of Professional Learning Communities. Grade level teams have developed consistent procedures to collect data, analyze it with content area specialists, and use the analysis in a timely manner to inform instruction. Daily common planning for grade level teachers supports the growth of this initiative. In technology, the Mobile Computer Project resulted in all teachers having a laptop and participating in professional development. The SMARTboard initiative progressed with the addition of boards in all classrooms and on-site professional development. Beecher Road School continues to support a Wellness Committee composed of parents, faculty, administrators, and community members. Healthy choices are being taste-tested in the cafeteria along with a fresh salad bar offered daily.

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**SUPPLEMENTAL SCHOOL INFORMATION**

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The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

The community of Woodbridge has traditionally supported excellence in education. Beecher Road School is Woodbridge's only public elementary school serving grades preschool through six. The primary house serves students in preschool through second grade and a multi-age program consisting of grades one through four. Beecher Road School offers an extended day program before and after school for students and families in Woodbridge. Experienced and dedicated school and community personnel staff this program. They support families by providing a safe and nurturing environment for children both before and after school. Responsive Classroom continues to grow at Beecher Road School. At Beecher, the emotional and social development of children is considered as important as academics. Again, on-site coaching in this model is provided for faculty and administrators. We continue to promote overall fitness and wellness among students, faculty, and staff. The physical education program has been instrumental in educating students about the importance of eating well and staying physically fit. In the 2008-2009 school year, a one-quarter loop was added to the campus. Use of the loop has been incorporated into the physical education curriculum activities and into recess activities. Beecher Road School continues to strive to build a strong academic program and to promote a love of learning. We celebrate the accomplishments of all stakeholders as a community of learners and leaders.

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# ***WHAT ARE STRATEGIC SCHOOL PROFILES?***

**Connecticut General Statutes (Section 10), an act concerning the reporting of school and district strategic profile reports; May 1990.**

**Every district is provided by the commissioner of education with an annual profile that contains audited information.**

***The broad areas of the report include:***

- **School-wide Demographics and Student Data**
- **Financial Indicators and School Resources**
- **School Performance on Standardized Tests**
- **Costs and Student Data Related to Special Education**

# **ADVANTAGES:**

- **Audited information provided for every district.**
- **Organized data using standardized templates and formulas.**
- **Shared information to stimulate school improvement and to inform the public.**
- **Documented broad comparisons of District, DRG, and State.**
- **Established consistent archiving of important data.**

# LIMITATIONS

- **Snap-shot in time**
- **Financial Information is 2+ years old**
- **Comparisons among districts are not always accurate due to inconsistencies in reporting practices (e.g. Staffing Resources)**
- **Economy of scale can distort comparisons among districts.**

# STUDENT RACE / ETHNICITY

Student Race / Ethnicity	2003-2004		2010-2011		2011-2012	
	Number	Percent	Number	Percent	Number	Percent
American Indian	4	0.4%	3	0.4%	2	0.3%
Asian American	95	5.8%	101	14.0%	117	15.9%
Black	29	1.8%	23	3.2%	23	3.1%
Hispanic	26	1.6%	33	4.6%	32	4.3%
Pacific Islander	-	0.0%	0	0.0%	5	0.7%
White	747	45.9%	562	77.7%	550	74.6%
Two or More Races	4	0.2%	1	0.1%	8	1.1%
<b>Total Minority</b>	<b>158</b>	<b>17.5%</b>	<b>161</b>	<b>22.3%</b>	<b>161</b>	<b>25.4%</b>

# **STUDENT RACE / ETHNICITY**

- **10.5% of students come from homes where English is not the primary language**
- **Number of non-English home languages = 16**

# EXPERIENCE & EDUCATION

<b>Teachers &amp; Instructors</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
<b>Average Years of Experience in Education</b>	<b>15.0</b>	<b>14.4</b>	<b>13.9</b>
<b>% with Masters Degree or Above</b>	<b>93.8%</b>	<b>86.1%</b>	<b>79.0%</b>

# 2012 – 2013 TEACHER EXPERIENCE GRID

		Masters or MA + 15	6th Year or 6th + 15	PHD or ED	TOTAL FTE'S
STEP	Bachelors				
1					0
2					0
3					0
4					0
5	1	4			5
6		1			1
7		2			2
8	1	2	1		4
9		4			4
10		2	2		4
11		1			1
12		3	2	0.5	5.5
13		1	3		4
14	1	2			3
15		5	3		8
16-20		6	2	1	10
21-25		5	1		6
26 +		7	5	1	13
<b>Total FTE</b>	<b>3</b>	<b>45</b>	<b>20</b>	<b>2.5</b>	<b>70.5</b>

**95.7%**  
with  
Master's  
Degree or  
Above

**7%**

**21%**  
(6-10 yrs)

**31%**  
(11-15 yrs)

**41%**  
(16+ yrs)

# ENROLLMENT

School Year	# of Students
2011-12 *	744
2010-11	723
2009-10	733
2008-09	755
2007-08	786
2006-07	793
2005-06	825

2011-12 Enrollment as of 2/1/2012

# STAFF COUNTS SINCE I CAME TO WOODBRIDGE:

## AN 8-YEAR LOOK-BACK

Personnel	'05-06	'06-07	'07-08	'08-09	'09-10	'10-11	'11-12	'12-13	Total # 8-Year Reductions
Administrators	6.0	5.0	5.0	5.0	5.0	5.0	5.0	5.0	- 1.0
All Other Certified Positions	75.5	74.0	74.0	74.0	73.0	72.0	70.5	70.5	- 5.0
Teacher Assistants	30.6	30.6	30.6	31.6	30.6	30.6	28.6	27.6	- 3.0
Operational Support	19.5	19.5	19.5	19.0	19.0	19.0	18.5	18.5	- 1.0
<b>Totals</b>	<b>131.6</b>	<b>129.1</b>	<b>129.1</b>	<b>129.6</b>	<b>127.6</b>	<b>126.6</b>	<b>122.6</b>	<b>121.6</b>	<b>- 10.0</b>

# A DEEPER LOOK – MATHEMATICS

## PERCENT OF STUDENTS BY PERFORMANCE LEVEL

Grade	% Below Basic	% Basic	% Proficient	% Goal	% Advanced
3	2.2	1.1	15.2	<b>39.1</b>	<b>42.4</b>
4	1.9	1.0	13.3	<b>28.6</b>	<b>55.2</b>
5	0.0	1.8	8.1	<b>30.6</b>	<b>59.5</b>
6	0.0	1.0	3.1	<b>19.8</b>	<b>76.0</b>

Represents about  
9 children

Represents about 41 children

Represents about 363 children

# A DEEPER LOOK – READING

## PERCENT OF STUDENTS BY PERFORMANCE LEVEL

Grade	% Below Basic	% Basic	% Proficient	% Goal	% Advanced
3	6.7	5.6	14.6	<b>50.6</b>	<b>22.5</b>
4	4.9	2.9	5.8	<b>58.3</b>	<b>28.2</b>
5	5.5	1.8	10.9	<b>42.7</b>	<b>39.1</b>
6	0.0	0.0	0.0	<b>28.7</b>	<b>71.3</b>

Represents about  
28 children

Represents  
about  
33 children

Represents  
about 355  
children

# A DEEPER LOOK – WRITING

## PERCENT OF STUDENTS BY PERFORMANCE LEVEL

Grade	% Below Basic	% Basic	% Proficient	% Goal	% Advanced
3	3.3	6.7	14.4	33.3	42.2
4	2.8	3.7	15.9	21.5	56.1
5	1.7	1.7	11.2	42.2	43.1
6	0.0	1.0	13.3	53.1	32.7

Represents about  
21 children

Represents  
about  
57 children

Represents  
about 338  
children

# A DEEPER LOOK – SCIENCE

## PERCENT OF STUDENTS BY PERFORMANCE LEVEL

Grade	% Below Basic	% Basic	% Proficient	% Goal	% Advanced
5	2.6	1.7	12.8	47.9	35.0

Represents 5 children

Represents 15 children

Represents 97 children

<b>Expenditures</b>	<b>District Expenditures Per Pupil (2009-10)</b>				
	<b>Total</b> (In 1000's)	<b>District</b>	<b>PK-12 Districts</b>	<b>DRG</b>	<b>State</b>
<b>Instructional Staff and Services</b>	<b>\$8,137</b>	<b>\$11,100</b>	<b>\$8,245</b>	<b>\$7,924</b>	<b>\$8,237</b>
<b>Instructional Supplies and Equipment</b>	<b>\$479</b>	<b>\$653</b>	<b>\$312</b>	<b>\$277</b>	<b>\$300</b>
<b>Improvement of Instruction &amp; Educational Media Services</b>	<b>\$68</b>	<b>\$92</b>	<b>\$273</b>	<b>\$512</b>	<b>\$463</b>
<b>Student Support Services</b>	<b>\$154</b>	<b>\$211</b>	<b>\$852</b>	<b>\$936</b>	<b>\$872</b>
<b>Administration and Support Services</b>	<b>\$1,641</b>	<b>\$2,239</b>	<b>\$1,718</b>	<b>\$1,373</b>	<b>\$1,459</b>
<b>Plant Operation and Maintenance</b>	<b>\$693</b>	<b>\$945</b>	<b>\$1,231</b>	<b>\$1,384</b>	<b>\$1,410</b>
<b>Transportation</b>	<b>\$532</b>	<b>\$331</b>	<b>\$644</b>	<b>\$623</b>	<b>\$692</b>
<b>Costs for Students Tuitioned Out</b>	<b>\$227</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
<b>Other</b>	<b>\$7</b>	<b>\$10</b>	<b>\$86</b>	<b>\$162</b>	<b>\$159</b>
<b>Total Expenditures</b>	<b>\$11,937</b>	<b>\$16,196</b>	<b>\$14,049</b>	<b>\$13,518</b>	<b>\$13,780</b>

## **WHY IS OUR PER PUPIL EXPENDITURE AMOUNT SO HIGH?**

- **Economy of scale**
- **Cost don't behave one to one**
- **Building footprint**
- **Comprehensive range of educational programs**
- **Highly educated and experienced staff**
- **Optional programs (e.g. Multi-Age Program, Full Day Kindergarten)**
- **Comprehensive school based Special Education Programs.**

**5-Year Projections Forecast Annual Cost Increases  
Averaging over 5%**

**2012-2013 Budget Request is 3.8% Over Current  
Year Budget.**

**3.5% of the 3.8% Increase is for Salaries &  
Benefits – Proof that Our Strategic Initiatives  
are Working**

<b>Hours of Instruction per Year</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Elementary School	998	973	987
Middle School	N/A	N/A	N/A
High School	N/A	N/A	N/A

<b>Students per Academic Computer</b>	<b>District</b>	<b>DRG</b>	<b>State</b>
Elementary School	2.5	3.1	3.1
Middle School	N/A	N/A	N/A
High School	N/A	N/A	N/A

<b>School Year</b>	<b>Number of K-6 Students with Disabilities for Whom the District is Financially Responsible</b>
2006-2007	96
2010-2011	63

**% of All K-12 Students for Who  
the District is Financially Responsible, the Percent with Disabilities**

<b>Disability</b>	<b>Count</b>	<b>District %</b>	<b>DRG %</b>	<b>State %</b>
<b>Autism</b>	<b>5</b>	<b>0.7</b>	<b>1.2</b>	<b>1.1</b>
<b>Learning Disability</b>	<b>20</b>	<b>2.8</b>	<b>3.3</b>	<b>3.9</b>
<b>Intellectual Disability</b>	<b>1</b>	<b>0.1</b>	<b>0.3</b>	<b>0.4</b>
<b>Emotional Disturbance</b>	<b>4</b>	<b>0.6</b>	<b>0.5</b>	<b>1.0</b>
<b>Speech Impairment</b>	<b>16</b>	<b>2.3</b>	<b>1.8</b>	<b>2.2</b>
<b>Other Health Impairment</b>	<b>14</b>	<b>2.0</b>	<b>2.2</b>	<b>2.1</b>
<b>Other</b>	<b>3</b>	<b>0.4</b>	<b>0.7</b>	<b>0.9</b>
<b>Total</b>	<b>63</b>	<b>8.9</b>	<b>10.0</b>	<b>11.6</b>

# **QUESTIONS & ANSWERS**

# Meeting Minutes

WBOE Facilities Committee Meeting

Meeting Date: **2/2/12**

Upcoming Meetings: **3/1/12 (first Thursday at 7:30 – 8:30 am)**

Attending: **Guy Stella**  
**Al Pullo**  
**Kathy Wick**  
**David Barkin**

## Old Business

**Playground Update:** Construction completion (north playground) will be in the spring of '12. The Playground Committee continues to meet and is looking for “mini-grants”. Looking at synthetic ground cover options that will require less maintenance. Second playground may proceed in summer '12 if capital funding is approved.

**STEAP Grant Update:** Luchs Engineering has been hired by the TOW to complete the design, F&O will be a consultant to Luchs for layouts, hardscape and softscape. Luchs initial schedule (proposal included with facilities committee meeting notice) indicates construction will be complete by August '12.

**Facilities / Grounds Projects 2011 / 2012:** Mr. Pullo and Mr. Kula developed a listing of projects with projected costs – this will be refined and updated as a part of the regular facilities committee meetings – attached.

### **Overview of Maintenance Management Systems: Scheduled and Emergency:**

*Administration requested to develop a report / document no later than the March or April Facilities Committee Meeting*

**Status / Plan to clear additional areas of invasive species:** Mr. Pullo will be soliciting quotes from Chris Sorensen for clearing additional areas of invasive growth. Kathy Wick will contact Emily Cosenza (retired) to assist in marking trees that shouldn't be touched by clearing / clean-up – 2/2/12 – *Update – awaiting to see if there will be available funds for additional clearing; everyone concurs that it is important to keep up the momentum of improving the grounds.*

**Development of grounds operations and maintenance manual:** Mr. Pullo to speak with F&O regarding developing a grounds maintenance manual that will serve as a tool for the upkeep of the grounds. The manual should include strategies for sustainable and ecologically healthy maintenance procedures, identify products and practices that will help us to solicit competitive quotes and include timetables for different types of maintenance. Such a document would need to be kept up to date. 2/2/12 – *Update – Initial order of magnitude cost to develop a “manual” was too expensive for serious consideration. DB contacted F&O to clarify the need and see if a less expensive solution is possible – Tom Tavella of F&O is looking at options.*

## **New Business**

**Well Heads:** Brief Discussion of front and rear abandoned well vaults; deteriorating condition of concrete vaults suggests they get removed and the landscape restored. Currently they pose a safety concern as well as an unsightly aesthetic. DB spoke with F&O about having their engineer look this over. Tom Tavella will look at the condition during a previously scheduled visit to BRS and advise.

**Exterior Doors:** Greg Kula and Al Pullo to conduct audit of exterior doors with recommendations for repairs and costs. Greg continues to repair doors that have problems but will be looking at long term conditions and replacement; may work with a door vendor for assessment and costs.

**Locks and Keying:** Need to upgrade the keying control throughout the facility. DB has contacted Assa-Abloy to determine if their hardware consultants can assist us with our needs at limited cost.

## **Future Agenda Items:**

- Facilities Utilization Plan



**MINUTES OF THE BOARD OF EDUCATION POLICY COMMITTEE**  
**Thursday, February 9, 2012**  
**District Office Conference Room**  
**Beecher Road School South**

**CALL TO ORDER:** David Bernard, Chair called the meeting to order at 6:07 PM.

**IN ATTENDANCE:** David Bernard, Matthew Gilbride, Sheila McCreven, Board of Education Members; Dr. Guy Stella, Superintendent; and Marsha DeGennaro, Clerk of the Board.

The committee reviewed the 2000 series in its entirety. Minor language modifications were made to Policies 2111, 2231 and 2400. The Committee created two new policies – 2131 – *Superintendent* and 2131.1 *Appointment of Designee for Superintendent*. The committee will commence review of several policies related to technology at their next meeting on March 8.

**MEETING ADJOURNED:** 7:35 PM

Recorded by Marsha DeGennaro

**MINUTES OF THE BOARD OF EDUCATION POLICY COMMITTEE**  
**Thursday, January 26, 2012**  
**District Office Conference Room**  
**Beecher Road School South**

**CALL TO ORDER:** David Bernard, Chair called the meeting to order at 6:02 PM.

**IN ATTENDANCE:** David Bernard, Matthew Gilbride, Margaret Hamilton, Sheila McCreven, Board of Education Members; Dr. Guy Stella, Superintendent; and Marsha DeGennaro, Clerk of the Board.

The committee reviewed the 1000 series, beginning with Policy 1323, and completed the review of the 1000 series. No new policies were added nor were there any further language modifications. The committee will commence review of the 2000 series at their next meeting on February 9.

**MEETING ADJOURNED:** 7:29 PM

Recorded by Marsha DeGennaro

# WOODBRIIDGE PUBLIC SCHOOLS

## ADMINISTRATION

## SERIES 2000

	Number	Policy or Regulation
0. Concept and Roles in Administration .....	2000	P
1. Administrative Staff Organization .....	2100	P
A. Management Positions/Team		
(1) Equal Employment Opportunity .....	2111	P
B. Organizational Chart(s).....	2120	P
(1) Lines of Responsibility. ....	2121	P
C. Job Descriptions.....	2130	P
(1) Superintendent of Schools .....	2131	P
(2) Appointment of Designee for Superintendent.....	2131.1	P
2. Administrative Operations		
A. Administrative Leeway in Absence of Board Policy .....	2210	P
B. Review of Administrative Decisions.....	2211	P
C. Representative and Deliberative Groups .....	2220	P
(1) Control and Communication Channels & Systems.....	2230	P
(2) Policy and Regulations Systems .....	2231	P
3. Evaluation of Administrators and Administration .....	2400	P

*Existing policy, number 2000 adopted 7/19/04, appropriate as written.*

## **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:

WOODBIDGE PUBLIC SCHOOLS  
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

*Existing policy, number 2100 adopted 7/19/04, appropriate as written.*

## **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:

WOODBRIIDGE PUBLIC SCHOOLS  
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

*Existing policy, number 2111 adopted 5/20/03, modified and with addition of legal reference.*

## **Administration**

### **Equal Employment Opportunity**

The Woodbridge Board of Education affirms its policy of equal educational opportunity for all students and prohibits discrimination because of race, color, religious creed, age, marital status, national origin, sexual preference, gender, **sexual identity or expression**, ancestry, present or past history of mental disability, pregnancy or physical disability in all educational and extracurricular programs and activities.

The Board of Education also affirms its policy of equal employment opportunity for all persons and prohibits discrimination in employment because of race, color, religious creed, age, marital status, national origin, gender, sexual preference, ancestry, present or past history of mental disability, pregnancy or physical disability, except nothing prohibits the Board from requiring employees to comply with bona fide occupational qualifications or needs.

#### **Legal References:**

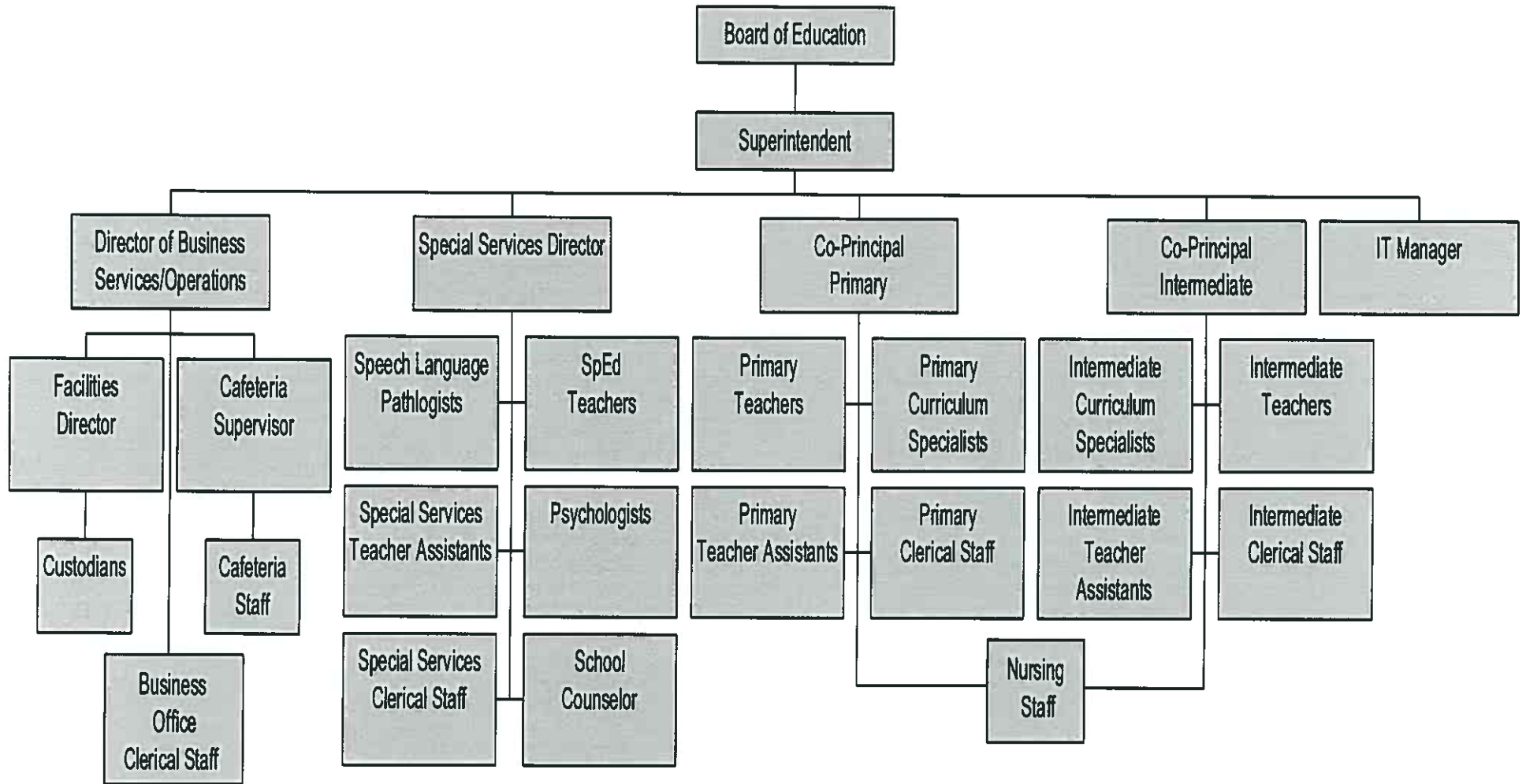
Title VII of the Civil Rights Act of 1964, 42 U.S.C., sub 2000e,  
Age Discrimination in Employment Act, 29 U.S.C. Sec 621,  
Executive Order 11246,  
Connecticut General Statutes  
Connecticut Constitution Article I, Section 20; Amendment V Equal Rights  
Protection Amendment,  
46a-51 (8), (17), (18) 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-81 Sexual orientation discrimination defined  
10-153 Discrimination on account of marital status.

Policy adopted:

**WOODBIDGE PUBLIC SCHOOLS**  
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

# Woodbridge School District



*Existing policy, number 2121 adopted 12/15/03, appropriate as written.*

## **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 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 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 can go for help in working out his/her own functions in the district program.
5. Each staff member shall be kept advised of the policies, functions and progress of the district.

Policy adopted:

WOODBIDGE PUBLIC SCHOOLS  
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

*Existing policy, number 2130 adopted 7/19/04, appropriate as written.*

## **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:

WOODBRIAGE PUBLIC SCHOOLS  
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

*A new policy to consider.*

## **Administration**

### **Superintendent of Schools**

The Superintendent of Schools, as Chief Executive Officer of the Board of Education, will have the following specific powers and duties:

#### **Relationship with the Board**

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 shall work with the Board President in planning the agenda for each meeting, shall attend all meetings and participate in all regular and special meetings of the Board and executive meetings of the Board at the Board's request;
2. to develop a harmonious and close working relationship with the Board. He/she shall treat all Board members impartially and alike, refraining from criticism of individual or group members of the Board. He/she shall go to the Board when serious differences of opinion arise in an earnest effort to resolve such differences immediately;
3. to serve as a resource person and advisor to the Board. He/she shall keep the Board informed on issues, needs, and operation of the school system. He/she shall offer advice to the Board based on thorough study and analysis, on items requiring Board action;
4. to provide a continuous appraisal of all school policies originating with the Board. He/she 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**

5. to develop administrative principles and procedures for implementing Board policy. He/she 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 shall interpret for the staff all Board policies and applicable laws, rules and regulations.
6. to understand and keep informed on all aspects of the instructional program at all levels. He/she 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 shall, on a continuing basis, review and update the educational program of the school, and keep the Board informed of all changes in curriculum;

## **Administration**

### **Superintendent of Schools (continued)**

#### **Educational Direction and Leadership (continued)**

7. to recommend to the Board for its adoption all courses of study, curriculum guides and textbooks to be used in the schools;
8. to encourage a positive approach to student behavior and discipline;

#### **Personnel**

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 shall develop procedures for the selection of staff members. He/she shall establish standards for teacher selection, and shall provide a framework for continuing in-service training of all professional staff members.
10. to recruit qualified, professional, civil service, and non-certified personnel. He/she may authorize the payment of part or all of the expenses of candidates for teaching positions if the candidates are asked to come to the district for visits or interviews;
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 shall make recommendations to the Board regarding salary and tenure of all employees. He/she may temporarily suspend any employee for cause and shall promptly report such suspension to the members of the Board. 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.
12. to supervise and evaluate all staff members. He/she shall work for good morale and be impartial, firm and fair in dealing with staff.
13. to encourage in-service education and the professional growth of staff through conferences, workshops, group discussions, committee/individual studies and use of consultants;
14. to advise the Board, in conjunction with the Board-designated negotiator(s), in all collective bargaining matters;

## **Administration**

### **Superintendent of Schools (continued)**

#### **Financial Management**

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 shall ensure that regular reports are made to the Board on the status of the budget;
16. to establish efficient procedures to maximize income, safeguard investments and provide effective controls for all expenditures of school funds in accordance with the adopted budget. He/she shall ensure that all necessary bookkeeping and accounting records are maintained by the district.

#### **Facilities Management**

17. to supervise operations, maintenance, alterations and repair to buildings and grounds, insisting on competent and efficient performance;
18. to evaluate planned needs and recommend to the Board improvements, alterations and changes in the buildings and equipment of the district;

#### **Community Relations**

19. to supervise the public relations activities of the district. He/she 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 shall develop friendly and cooperative relationships with the news media.
20. 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. S/he shall solicit and give attention to problems and opinions of all groups and individuals.

#### **Personal Qualities and Growth**

21. to demonstrate outstanding qualities of leadership with ability to delegate authority and responsibility effectively and to hold subordinates accountable;
22. to exhibit good judgment, common sense and perception;
23. to exhibit the ability to face controversy, remain true to convictions and to live with a high-pressure job;

## Administration

### Superintendent of Schools (continued)

#### Personal Qualities and Growth (continued)

24. to speak well before large and small groups, expressing ideas in a logical and forthright manner;
25. to maintain professional development by reading and course work, attending conferences, working on professional committees, visiting other districts, and meeting with other Superintendents;

#### Management Functions

26. to coordinate and manage the district so that the school organization operates smoothly and efficiently. He/She must be able to coordinate the processes essential to achieving a smooth operation in all areas of the school district organization:
  - **Planning:** determining needs, objectives and goals;
  - **Organization:** assigning roles, responsibilities and establishing lines of communication;
  - **Control:** ensuring that progress is being made toward priorities, disciplining, making necessary staff reallocations and changes and evaluations;
  - **Decision-making:** data-collecting, analyzing data and choosing appropriately from a variety of decision-making techniques;
  - **Problem-solving:** sensitivity to problems, formulating problem statements, and using a variety of problem solving techniques;
  - **Communication:** giving and receiving information effectively both orally and in writing, facilitating the exchange of information, views and opinions; and
27. to perform such other duties as the majority of the Board may determine.

**Note: This is a sample list of Superintendent's Duties.**

Policy adopted:

WOODBRIIDGE PUBLIC SCHOOLS  
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

*A new policy to consider.*

## **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:

**WOODBRIIDGE PUBLIC SCHOOLS**  
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

*Existing policy, number 2210 adopted 12/15/03, appropriate as written.*

## **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:

WOODBRIIDGE PUBLIC SCHOOLS  
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

*Existing policy, number 2211 adopted 7/19/04, appropriate as written.*

## **Administration**

### **Review of Administrative Decisions**

All matters having to do with the management of the school district first shall be discussed with the appropriate administrators and shall not be brought before the Board of Education until they have been reported to the Superintendent. However, pertinent communications directed to the Board of Education through the Superintendent shall be presented by the Superintendent to the Board.

Policy adopted:

WOODBRIAGE PUBLIC SCHOOLS  
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

*Existing policy, number 2220 adopted 12/15/03, appropriate as written.*

## **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:

WOODBRIIDGE PUBLIC SCHOOLS  
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

*Existing policy, number 2230 adopted 7/19/04, appropriate as written and with update to legal reference.*

## **Administration**

### **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**

Policy adopted:

**WOODBRIIDGE PUBLIC SCHOOLS**  
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

*Existing policy, number 2231 adopted 12/15/03, modified.*

## **Administration**

### **Policy Manual**

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 ~~in a manual, maintained in current condition,~~ 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 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:

WOODBRIIDGE PUBLIC SCHOOLS  
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

*Existing policies, presently numbered 2410 and 2411 adopted 8/20/01 and 11/19/01, combined, renumbered and modified.*

## **Administration**

### **Evaluation of the Superintendent and Administrative Staff**

The Board believes that the evaluation of the school system administration is essential and establishes such evaluation as a basic requirement. The Board's annual evaluation of the Superintendent shall be based upon the effectiveness of his/her leadership and the accomplishments of reasonable objectives established annually by the Superintendent and as modified in consultation with the Board. Such evaluation shall be both formal, in that some mutually agreeable format shall be used, and informal, in that the personal views of the Board members shall be included.

Any such evaluation shall have as its primary goal the improvement of our school system and shall be approached on the basis of open cooperation between the Board and the Superintendent. These evaluations shall form the basis for the recommendations of the Superintendent as to continued employment of the individual and to adjustments in salary.

### **Evaluation of Administrative Staff**

The Superintendent has the responsibility for the evaluation of the administrative staff. ~~He~~ ~~The Superintendent~~ shall base ~~his~~ ~~their~~ evaluation upon:

1. The effectiveness of each administrator in his/her role as defined by his/her job description.
2. The accomplishment of both short and long-range objectives defined early in the year by each administrator and as approved by the Superintendent.

~~These evaluations shall form the basis for the recommendations of the Superintendent as to continued employment of the individuals and to adjustments in salary.~~

Policy adopted:

WOODBRIAGE PUBLIC SCHOOLS  
Woodbridge, Connecticut

(Reviewed and approved by Policy Review Committee)

## WOODBIDGE SCHOOL DISTRICT 2012/13 STUDENT CALENDAR

JULY				
Mon	Tue	Wed	Thu	Fri
2	3	X4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

AUGUST (5)				
Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21*	22*	23*	24
(27)	28	29	30	31

SEPTEMBER (17)				
Mon	Tue	Wed	Thu	Fri
X3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	X26	27	28

OCTOBER (22)				
Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
X8	9	10	11	12
15	(16)	17	(18)	19
22	23	24	25	26
29	30	31		

NOVEMBER (20)				
Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	(21)	X22	X23
26	27	28	29	30

DECEMBER (15)				
Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	(21)
X24	X25	26	27	28
31				

JANUARY (21)				
Mon	Tue	Wed	Thu	Fri
	X1	2	3	4
7	8	9	10	11
14	15	16	17	18
X21	22	23	24	25
28	29	30	31	

FEBRUARY (15)				
Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
X18	19	20	21	22
25	26	27	28	

MARCH (19)				
Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22*
25	26	27	28	X29

APRIL (17)				
Mon	Tue	Wed	Thu	Fri
1	2	3	4	5
(8)	9	(10)	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

MAY (22)				
Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
X27	28	29	30	31

JUNE (9)				
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

NO SCHOOL	BUILDING CLOSED	X
Jul. 4	Independence Day	
Sep. 3	Labor Day	
Sep. 17	Rosh Hashanah	
Sep. 26	Yom Kippur	
Oct. 8	Columbus Day	
Nov. 21-23	Thanksgiving Holiday	
Dec. 21-Jan. 1	Holiday Recess	
Jan. 21	Martin Luther King Day	
Feb. 18	Presidents' Day	
Feb. 18-22	Winter Vacation	
Mar. 22	Teacher Workshop	
Mar. 29	Good Friday	
Apr. 15-19	Spring Vacation	
May 27	Memorial Day	

ABBREVIATED DAYS	( )
Aug. 27	First Day for Students
Oct. 16	Parent/Teacher Conference
Oct. 18	Parent/Teacher Conference
Nov. 21	Thanksgiving Recess
Dec. 21	Holiday Recess
Apr. 8	Parent/Teacher Conference
Apr. 10	Parent/Teacher Conference
Jun. 13	Last Day for Students

**Dismissal Time 1:10 PM**

SNOW DAYS MAKE-UP
June 14-20
Additional Days Starting
April 15

WORKSHOP DAYS (*)
Aug. 21, 22, 23
Mar. 22, Jun. 14

BOARD OF ED. MEETINGS	
July 16	Jan. 22
Aug. 20	Feb. 25
Sep. 18	Mar. 18
Oct. 15	Apr. 22
Nov. 19	May 20
Dec. 17	June 17

OPEN HOUSE DAYS
Ice Cream Social
Sep. 11 Kdg. Grades 1 & 2
Sep. 19 Grades 3, 4 & MAG
Sep. 20 Grades 5 & 6

*182 Student Days  
187 Staff Days*

Kdg. Bus Ride/Safety Demo	Aug. 20
Kindergarten Visitation	Aug. 27

Report Card Distribution	Dec. 7, Mar. 15 and June 13
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New Staff Orientation Aug. 15, 16



Connecticut State Department of Education  
Addendum to Agreement for Child Nutrition Programs (ED-099)  
**Healthy Food Certification Statement**

**Section 1 – Background**

Section 10-215e of the Connecticut General Statutes directs the Connecticut State Department of Education (CSDE) to develop and publish nutrition standards for food items offered for sale to students at school separately from reimbursable meals sold as part of the National School Lunch Program and School Breakfast Program. Section 10-215f requires that participants in the National School Lunch Program, including each local and regional board of education, regional educational service center, the Connecticut Technical High School System and the governing authority for each state charter school, interdistrict magnet school and endowed academy, must certify each year in its annual application to the CSDE whether all food items made available for sale to students will meet the nutrition standards. Section 10-215b further provides additional funding to National School Lunch Program participants who annually certify compliance with the Connecticut Nutrition Standards.

**Section 2 – Certification Statement**

► ***Must be completed by all Connecticut public school districts that participate in the National School Lunch Program.***

On behalf of the Woodbridge Board of Education and  
(Name of the Board of Education or Governing Authority)

pursuant to section 10-215f of the Connecticut General Statutes, I hereby certify that all food items offered for sale to students in the school(s) under our jurisdiction, and not exempted from the Connecticut Nutrition Standards published by the Connecticut State Department of Education, (select appropriate box)

**will** (must complete Sections 3 and 4 on page 2)

**will not** (sign below and return form)

meet said standards during the period of **July 1, 2012 through June 30, 2013**. Such certification shall include all food offered for sale to students separately from reimbursable meals at all times and from all sources, including but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises, whether or not school sponsored.

**Local or Regional Board of Education or  
Governing Authority**

Signature: \_\_\_\_\_ Gaeton F. Stella, Ph.D.  
(Signature of the Authorized Representative) (Printed Name of the Authorized Representative)

Superintendent February 27, 2012  
Title (Superintendent of Schools, President or Chairperson of the Board) Date of Authorization

**Section 3 – Exemption Statement**

► *To be completed only by districts opting for the healthy food certification, i.e., those districts that checked “will” in Section 2.*

Pursuant to section 10-215f of the Connecticut General Statutes, I hereby acknowledge that the board of education or governing authority, (*select appropriate box*)

- will  
 will not

exclude from certification food items that do not meet the Connecticut Nutrition Standards, provided that (1) such food is sold in connection with an event occurring after the end of the regular school day or on the weekend, (2) such sale is at the location of the event, and (3) such food is not sold from a vending machine or school store.

**Section 4 – Amendment to Agreement for Child Nutrition Programs (ED-099)**

► *To be completed only by districts opting for the healthy food certification, i.e., those districts that checked “will” in Section 2.*

Pursuant to section 10-215f of the Connecticut General Statutes, the Agreement for Child Nutrition Programs (ED-099) with

Woodbridge Board of Education  
(*Name of the Board of Education or Governing Authority*)

is hereby amended to include the above certification statement of compliance with the Connecticut Nutrition Standards and application for funding related to those standards. This addendum covers the period from **July 1, 2012 through June 30, 2013.**

**Local or Regional Board of Education or  
Governing Authority**

Signature: \_\_\_\_\_ Gaeton F. Stella, Ph.D.  
(*Signature of the Authorized Representative*) (Printed Name of the Authorized Representative)

Superintendent \_\_\_\_\_ February 27, 2012  
(*Title (Superintendent of Schools, President or Chairperson of the Board)*) (*Date of Authorization*)

**FOR STATE USE ONLY • DO NOT SIGN BELOW THIS LINE**

Connecticut State Department of Education

Signature: \_\_\_\_\_ Brian Mahoney  
(Signature of State Agency Representative) (Printed Name of State Agency Representative)

Chief Financial Officer \_\_\_\_\_  
Title Date

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