

Woodbridge Board of Education Regular Meeting  
Monday, March 18, 2013 6:30 PM Eastern

Woodbridge Board of Education October 15,  
2012 Regular Meeting 6:30 PM Executive  
Session 7:00 PM Public Session 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. Update on 2012/13 Superintendent Goals
    - I.B.2. Anticipated Staffing Changes 2013/14
  - 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 February 25, 2013 Regular Meeting Minutes
  - II.B. Finance Committee Minutes March 11, 2013
  - II.C. Monthly Summary Financial Report Ending February 28, 2013
  - II.D. Monthly Detail Financial Report Ending February 28, 2013
  - II.E. Combining Financial Statements Through February 28, 2013
- III. Reports
  - III.A. Board Member Appreciation
  - III.B. PTO Update
  - III.C. Superintendent's Report
    - III.C.1. BRS Update
      - III.C.1.a. BRS Monthly Enrollment Report
    - III.C.2. Technology Update
    - III.C.3. Health Curriculum Update
    - III.C.4. 2013/14 Calendar Revision
    - III.C.5. Certified Staff Retirements
    - III.C.6. Certified Staff Leave of Absence Request
  - III.D. Facilities Committee Report
  - III.E. BRS Building Committee
  - III.F. Policy Committee
  - III.G. Finance Committee
    - III.G.1. Act on Recommendations for 2012/13 Budget Surplus
  - III.H. CABE Liaison Report
  - III.I. ACES Liaison Report
  - III.J. Action Item Review and Status
- IV. Other
  - IV.A. Public Comment
  - IV.B. Executive Session, in accordance with State Statute
- V. Adjournment

# MINUTES OF THE REGULAR WOODBRIDGE BOARD OF EDUCATION MEETING

Monday, February 25, 2013

BRS Library Media Center

**CALL TO ORDER:** Ms. Hamilton, Chair called the meeting to order at 7:03 PM.

**BOARD MEMBERS PRESENT:** Ms. Margaret Hamilton, Chair; Dr. Steven Fleischman, Vice Chair; Mr. David Bernard (7:07 PM); Dr. Clotilde Dudley-Smith, Mr. Carl Lindskog, Ms. Sheila McCreven and Dr. YanYun Wu (7:06 PM).

**STAFF:** Dr. Guy Stella, Superintendent; Al Pullo, Director of Business Services/Operations; Gina Prisco, Principal; Sheila Haverkamp, Special Services Director; Nancy White, Assistant Principal and Marsha DeGennaro, Clerk of the Board.

**MEMBERS OF THE PUBLIC:** Laurence Grotheer, BOS Liaison; Teresa Nakouzi, WEA; Lisa Connor, Pua Ford, Sandy Simowitz, community.

**CORRESPONDENCE** – None

**PUBLIC COMMENT** – None

## **CONSENT AGENDA**

### **MOTION #1 – CONSENT AGENDA**

Move that we approve the consent agenda as presented.

Dr. Fleischman

Second by Ms. McCreven

**UNANIMOUS**

Ms. White provided an overview of the environmental stewards who maintain the bio filtration swales around BRS and their various activities to raise awareness regarding recycling and the environment.

## **REPORTS**

**PTO Report** – None

**Superintendent's Report** – Superintendent Stella highlighted the collaborative efforts with the town during the recent blizzard, receipt of a \$1,000 grant from the Jamie Hulley Foundation to benefit the Extended Day drama program, the arrival of the kiosk in the main lobby area, the surveying of staff regarding the Tools for Schools project, development of a survey pertaining to the Evaluation Plan and Board generated parent questions. It was suggested that data from each of the surveys be compiled in a report that could be published to the community-at-large.

**BRS Update** – Ms. Prisco noted numerous writing and reading activities occurring across the grade levels and in preparation for CMT's, the TAG presentation on Language Arts, and the study unit on "money". Ms. White outlined the CTM process and the pilot test for the common core. Ms. Haverkamp indicated that the mandated School Climate survey of parents, students and staff members will commence shortly.

**2012/13 Calendar** – Superintendent Stella reviewed the 10 days lost thus far. The Board was asked to modify the current calendar reducing the number of student days from 182 to the state mandate of 180, designating April 19 as an in-session day and adding June 24 and 25 as additional professional development days to adhere with the contractual 187 days for certified staff.

### **MOTION #2 – 2012/13 CALENDAR (REVISION)**

Move that we revise the 2012/13 calendar as presented by administration.

Dr. Fleischman

Second by Mr. Lindskog

**UNANIMOUS**

2013/14 Calendar – Superintendent Stella noted that the 2013/14 was developed in consensus with the BOWA districts. Deviation from prior years includes starting after Labor Day and shrinking the February vacation to a long-weekend.

**MOTION #3 – 2013/14 CALENDAR (ADOPTION)**

Move that we adopt the 2013/14 calendar as presented by administration.

Ms. Hamilton  
Second by Mr. Lindskog  
**UNANIMOUS**

Superintendent Stella invited everyone to attend the Superintendent Parent Academy on Thursday, February 28 regarding social/emotional development. Ms. Haverkamp noted the importance of social/emotional development of children in collaboration with academic achievement in a safe, nurturing environment.

Open Choice – Superintendent Stella apprised the Board of four vacancies in the upcoming year as a result of students leaving Beecher. These slots will be available commencing in Kindergarten to afford students maximum opportunity for success.

**MOTION #4 – OPEN CHOICE PARTICIPATION**

Move that we continue our participation in the Open Choice program and allocate 12 slots for the 2013/14 school year, with any vacancies beginning in Kindergarten.

Dr. Fleischman  
Second by Mr. Lindskog  
**UNANIMOUS**

Facilities Committee – No Report. Ms. McCreven requested clarification on the membership of this committee under Policies 9132 and 9132.5.

Town Building Committee Report – Ms. McCreven noted this committee did not meet due to the blizzard.

Policy Committee – No Report.

Finance Committee – Dr. Fleischman presented the monthly financial reports for ratification as the Finance Committee did not meet due to the blizzard.

**MOTION #5 – MONTHLY SUMMARY FINANCIAL REPORT**

Move that we approve the 2012/13 BOE Monthly Summary Financial Report through January 31, 2013, F1, as submitted by the Director of Business/Operations.

Dr. Fleischman  
Second by Mr. Lindskog  
**UNANIMOUS**

**MOTION #6 – MONTHLY DETAIL FINANCIAL REPORT**

Move that we approve the 2012/13 BOE Monthly Detail Financial Report ending January 31, 2013, F2-5, as submitted by the Director of Business/Operations.

Dr. Fleischman  
Second by Mr. Lindskog  
**UNANIMOUS**

**MOTION #7 – COMBINING FINANCIAL STATEMENTS**

Move that we approve the 2012/13 BOE Combining Financial Statements through January 31, 2013, F6-7, as submitted by the Director of Business/Operations.

Dr. Fleischman  
Second by Mr. Lindskog  
**UNANIMOUS**

CABE Liaison – Ms. McCreven apprised the Board of two documents for review – *Bipartisan Task Force on Gun Violence Prevention and Children’s Safety* in response to the Newtown incident and *Education Mandates on Local School Districts* as a result of the recent legislative session. An invitation was extend to Board members to participate in CABA Day on the Hill on March 6.

ACES Liaison – No report. The meeting was cancelled due to the blizzard.

**NEW BUSINESS**

Healthy Food Certification – Mr. Pullo presented the Healthy Food Certification. State-wide 74% of school districts participate in this program. Reimbursement is approximately 10 cents per lunch.

**MOTION #8 – HEALTHY FOOD CERTIFICATION**

Move that we approve participation in the Healthy Food Certification program in the 2013/14 school year, for submission to the Connecticut State Department of Education.

Dr. Fleischman

Second by Dr. Clotilde Dudley-Smith

**UNANIMOUS**

**MOTION TO ADJOURN:** (8:09 PM)

Dr. Fleischman

Second by Ms. McCreven

**UNANIMOUS**

Recorded by Marsha DeGennaro, Clerk of the Board

## Finance Committee Minutes

Date - 3/11/13

Attendance: Gaetan Stella, Al Pullo, Steven Fleischman, Lori Patrick, Margaret Hamilton, Sandy Stein

The meeting was called to order at 7pm

The Committee discussed all matters on the agenda.

All financial statements were reviewed in detail.

We reviewed the audit documents provided. Representation from McGladrey was present to review the audit documents and answer all questions.

We discussed the budget surplus and potential uses for current needs.

The Meeting was adjourned 8pm

**WOODBRIAGE BOARD OF EDUCATION  
MONTHLY SUMMARY FINANCIAL REPORT  
For 8 Months Ended February 28, 2013**

OBJ #	DESCRIPTION	Adopted Annual Budget w/Transfers	Monthly Budget	Monthly Actual	\$ Variance (Over) Under	Year To Date Budget	Year To Date Actual	Year To Date \$ Variance (Over)Under	
100	TOTAL SALARIES	7,539,882	741,117	593,264	147,853	4,377,413	4,323,599	53,814	1.
200	TOTAL BENEFITS	2,695,236	258,090	205,922	52,167	1,614,526	1,525,907	88,619	2.
300	TOTAL PROFESSIONAL SERVICES	356,083	34,387	14,849	19,537	191,044	192,514	(1,470)	3.
400	TOTAL PROPERTY SERVICES	620,944	69,941	32,701	37,240	331,249	261,554	69,694	4.
500	TOTAL OTHER PURCHASED SERVICES	1,191,974	130,700	77,628	53,072	696,153	705,130	(8,977)	5.
600	TOTAL SUPPLIES & MATERIALS	303,413	27,687	10,656	17,031	163,886	160,363	3,523	6.
700	TOTAL PROPERTY	33,000	4,225	200	4,025	5,350	5,777	(427)	7.
800	TOTAL DUES AND FEES	77,466	4,267	31,761	(27,494)	63,684	53,523	10,160	8.
	<b>TOTAL ADOPTED BUDGET</b>	<b>12,817,998</b>	<b>1,270,415</b>	<b>966,982</b>	<b>303,433</b>	<b>7,443,304</b>	<b>7,228,367</b>	<b>214,936</b>	

**COMMENTS**

1. Custodial Overtime Timing \$9,947; Other Pay Related timing: \$17,650; Savings from certified staff changes \$26,217.
2. Health Insurance Savings \$82,017; Premium cost sharing timing \$6,602.
3. Substitutes expense (\$8,227); Legal Fees timing \$6,757.
4. Heating Oil savings / timing \$69,694.
5. Workers Compensation (\$11,650); Interns savings \$4,103; Other Purch Svcs timing (\$1,430).
6. Instructional Supplies timing \$3,523.
7. Equipment timing (\$427).
8. Unemployment savings \$10,160.

**SPECIAL EDUCATION BREAKOUT**

OBJ #	DESCRIPTION	Adopted Annual Budget	Monthly Budget	Monthly Actual	\$ Variance (Over) Under	Year To Date Budget	Year To Date Actual	Year To Date Variance (Over)Under
390	OT/PT SERVICES	37,500	3,750	33,623	(29,873)	30,000	33,623	(3,623)
3901	CONSULTANTS	18,000	1,800	5,155	(3,355)	14,400	7,600	6,800
510	TRANSPORTATION	128,300	12,830	7,353	5,477	102,640	79,463	23,177
560	TUITION	142,000	14,200	42,880	(28,680)	113,600	131,636	(18,036)
	<b>TOTALS</b>	<b>325,800</b>	<b>32,580</b>	<b>89,011</b>	<b>(56,431)</b>	<b>260,640</b>	<b>252,322</b>	<b>8,318</b>

**WOODBRIIDGE BOARD OF EDUCATION  
MONTHLY DETAIL FINANCIAL REPORT**

For 8 Months Ended: February 28, 2013

Object Code	Descriptions	Adopted Budget	Budget Transfers	Expended to Date	Encumbered to Date	% Used	Available Balance	Estimated Additional	Projected Year End Balance
110	Administrators	616,929		431,886	190,729	101%	(5,686)	-	(5,686)
120	Teachers - Regular	4,518,986		2,513,941	1,948,253	99%	56,792	29,220	27,572
120	Teachers - Special Education	777,420		422,851	338,900	98%	15,669	-	15,669
1201	Psychologist	166,595		90,397	76,198	100%	-	-	-
1203	Counselor	40,841		22,079	18,762	100%	-	-	-
		-							
	<b>Sub-Total Certified Salaries</b>	<b>6,120,771</b>	<b>-</b>	<b>3,481,154</b>	<b>2,572,842</b>	<b>99%</b>	<b>66,775</b>	<b>29,220</b>	<b>37,555</b>
1303	Custodians	360,365		211,166	87,982	83%	61,217	61,217	0
140	Nurses	129,572		65,012	50,832	89%	13,728	2,800	10,928
150	Secretaries, Clerical	305,965		209,646	93,006	99%	3,313	3,313	-
160	Paraprofessionals	367,365		206,342	159,514	100%	1,509	-	1,509
1601	Special Education Paraprofess.	227,927		138,946	88,981	100%	-	-	-
190	Salaries, Miscellaneous	27,917		11,334	7,177	66%	9,406	9,406	-
	<b>Sub-Total Non-Certified Salaries</b>	<b>1,419,111</b>	<b>-</b>	<b>842,445</b>	<b>487,493</b>	<b>94%</b>	<b>89,173</b>	<b>76,736</b>	<b>12,437</b>
	<b>TOTAL SALARIES</b>	<b>7,539,882</b>	<b>-</b>	<b>4,323,599</b>	<b>3,060,335</b>	<b>98%</b>	<b>155,948</b>	<b>105,956</b>	<b>49,992</b>
1906	Retirement - Sick Pay-Out	-		-	-	#####	-	-	-
220	FICA	232,956		111,449	-	48%	121,507	121,507	-
230	Merf	145,740		116,033		80%	29,707	29,707	-
270	Medical Insurance	2,266,380		1,282,304	787,584	91%	196,492	58,283	138,209
280	Life Insurance	34,960		12,961	6,477	56%	15,521	15,521	-
2902	Other Employee Benefits	15,200		3,160	1,880	33%	10,160	5,160	5,000
	<b>TOTAL BENEFITS</b>	<b>2,695,236</b>	<b>-</b>	<b>1,525,907</b>	<b>795,941</b>	<b>86%</b>	<b>373,388</b>	<b>230,179</b>	<b>143,209</b>

**WOODBRIIDGE BOARD OF EDUCATION  
MONTHLY DETAIL FINANCIAL REPORT**

For 8 Months Ended: February 28, 2013

Object Code	Descriptions	Adopted Budget	Budget Transfers	Expended to Date	Encumbered to Date	% Used	Available Balance	Estimated Additional	Projected Year-End Balance
320	Professional Development	66,800		20,644	36,323	85%	9,833	9,833	-
330	Legal Fees	40,000		6,048	18,953	63%	15,000	15,000	-
340	Software Support	13,078		3,495	883	33%	8,700	8,700	-
350	Substitutes	28,000		25,411	20,161	163%	(17,572)	-	(17,572)
390/01	OT/PT/Consultant Services	51,500		9,765	41,504	100%	231	231	-
3902	Financial Audit	15,291		1,770	-	12%	13,521	13,521	-
390	Other Prof/Tech. Services	141,414		125,382	13,674	98%	2,359	2,359	-
	<b>TOTAL PROFESSIONAL SERVICES</b>	<b>356,083</b>	<b>-</b>	<b>192,514</b>	<b>131,498</b>	<b>91%</b>	<b>32,071</b>	<b>49,643</b>	<b>(17,572)</b>
410/01	Utilities - Electric and Water	253,660		104,939	146,207	99%	2,513	-	2,513
420	Heating Oil	179,118		178	133,000	74%	45,940	-	45,940
430	Repairs and Maintenance	37,452		16,002	18,858	93%	2,591	2,591	-
450	Leases and Rentals	50,654		27,784	22,870	100%	-	-	-
4501	Building Improvements	21,100		50,252	4,472	259%	(33,623)	-	(33,623)
490	Other Purchased Services	24,801		15,814	8,424	98%	563	563	-
4901	Service Contracts	54,159		46,585	7,574	100%	-	-	-
	<b>TOTAL PROPERTY SERVICES</b>	<b>620,944</b>	<b>-</b>	<b>261,554</b>	<b>341,405</b>	<b>97%</b>	<b>17,984</b>	<b>3,154</b>	<b>14,830</b>
510	Pupil Transportation-Regular	458,997		285,360	173,637	100%	-	-	-
510	Pupil Transportation-Spec. Educ.	136,400		80,622	55,778	100%	-	-	-
520	Insurance-General Liability	87,000		64,339	22,661	100%	-	-	-
5201	Worker's Compensation	93,184		107,349	783	116%	(14,948)	-	(14,948)
530	Telephone Services	16,670		5,669	11,001	100%	-	-	-
535	Internet	9,436		30	1,651	18%	7,755	7,755	-
537	Postage	5,400		761	2,825	66%	1,814	1,814	-
540	Advertising	2,800		435	-	16%	2,366	2,366	-
550	Interns	127,710		38,467	77,533	91%	11,710	-	11,710
560	Tuition	239,102		120,009	119,093	100%	-	-	-
590	Other Purchased Services	15,275		2,089	1,022	20%	12,164	23,164	(11,000)
	<b>TOTAL OTHER PURCH SERVICES</b>	<b>1,191,974</b>	<b>-</b>	<b>705,130</b>	<b>465,985</b>	<b>98%</b>	<b>20,859</b>	<b>35,098</b>	<b>(14,238)</b>

**WOODBRIAGE BOARD OF EDUCATION  
MONTHLY DETAIL FINANCIAL REPORT**

For 8 Months Ended: February 28, 2013

Object Code	Descriptions	Adopted Budget	Budget Transfers	Expended to Date	Encumbered to Date	% Used	Available Balance	Estimated Additional	Projected Year-End Balance
610	Instructional Supplies	142,950		83,453	20,977	73%	38,520	38,520	-
620	Computer Software	55,671		25,505	1,755	49%	28,411	28,411	-
625	Supplies Nurses	1,800		867	-	48%	933	933	-
630	Supplies Custodial	45,792		22,683	15,794	84%	7,315	7,315	-
635	Supplies Office	11,500		9,279	1,262	92%	959	959	-
640	Books and Audio Visual	18,000		5,694	11,519	96%	787	787	-
645	Subscriptions	13,900		9,015	1,622	77%	3,263	3,263	-
650	Testing	10,000		2,383	2,638	50%	4,979	4,979	-
690	Misc. Supplies	3,800		1,484	2,316	100%	-	-	-
	<b>TOTAL SUPPLIES &amp; MATERIALS</b>	<b>303,413</b>	<b>-</b>	<b>160,363</b>	<b>57,882</b>	<b>72%</b>	<b>85,169</b>	<b>85,169</b>	<b>-</b>
730	Equipment - Office	-				0%	-	-	-
732	Computer Hardware	10,600		5,600	-	0%	5,000	5,000	-
735	Equipment - Teaching	15,550		238	628	6%	14,684	14,684	-
740	Equipment - Building	4,600		1,608	2,992	100%	-	-	-
745	Furniture	2,250		385	-	17%	1,865	1,865	-
	<b>TOTAL PROPERTY</b>	<b>33,000</b>	<b>-</b>	<b>7,831</b>	<b>3,620</b>	<b>35%</b>	<b>21,549</b>	<b>21,549</b>	<b>-</b>
810	Dues and Fees	32,174	-	18,466	818	60%	12,890	12,890	-
825	Unemployment	12,596	-	425	-	3%	12,171	2,500	9,671
900	Other Fees	32,696		32,578	118	100%	-	-	-
	<b>TOTAL DUES AND FEES</b>	<b>77,466</b>	<b>-</b>	<b>51,469</b>	<b>936</b>	<b>68%</b>	<b>25,061</b>	<b>15,390</b>	<b>9,671</b>
	<b>TOTAL ADOPTED BUDGET</b>	<b>12,817,998</b>	<b>-</b>	<b>7,228,367</b>	<b>4,857,601</b>	<b>94%</b>	<b>732,029</b>	<b>546,138</b>	<b>185,892</b>

Woodbridge Board of Education  
Expenditures by Object  
Financial Analysis  
For Fiscal Year 2012 - 2013

March 2013

**OBJECTS 110-120 – CERTIFIED STAFF**

The net projected surplus reflects savings from staff changes and resignations.

**OBJECT 140 – NURSE**

The net projected surplus reflects savings from a partial year staff vacancy.

**OBJECT 160 – PARAPROFESSIONALS**

The net projected surplus reflects savings from a partial year staff vacancy.

**OBJECT 270 – MEDICAL INSURANCE**

The projected surplus is the result of favorable premium renewal rates obtained after budget submission.

**OBJECT 2902 – OTHER EMPLOYEE BENEFITS**

The net projected surplus reflects savings from lower than expected level of course reimbursements.

**OBJECT 350 – SUBSTITUTES**

The projected deficit is the result of providing coverage for staff members on leave.

**OBJECT 410 – UTILITIES ELECTRIC & WATER**

The projected surplus is based on switching to more competitive rate for transmission of electricity.

**OBJECT 420 – HEATING OIL**

The projected surplus is a result of anticipated conversion to natural gas energy heating. We will continue to monitor monthly for potential additional savings.

**OBJECT 4501 – BUILDING IMPROVEMENTS**

The projected deficit is a result of the cost of converting 2 burners to dual-fuel.

**OBJECT 5201 – WORKER'S COMPENSATION**

The projected deficit is the result of higher than anticipated premium renewal rates for policy as a result of claims experience rating.

**OBJECT 550 – INTERNS**

The savings is the result of vacancy of one intern.

**OBJECT 590 – OTHER PURCHASED SERVICES**

The projected deficit is the result of cost of snow removal for Winter Storm Nemo.

**OBJECT 825 – UNEMPLOYMENT**

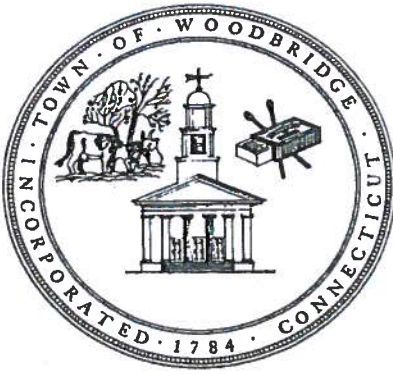
The projected surplus is based on favorable year to date claims trend.

**Woodbridge Board of Education**  
**Combining Balance Sheets as of 02/28/13 (Unaudited)**

	Special Revenue					Agency
	Total	Café	Extended Day	Field Trips	Expendable Trust/SEP	Activity Fund
<b>Assets:</b>						
Cash	\$ 121,354	\$ 47,190	\$ 35,624	\$ 1,225	\$ 34,741	\$ 2,574
Prepaid expenses	-	\$ -	-	\$ -	-	\$ -
Accounts receivable	4,523	1,874	1,040	\$ 1,337	\$ 272	\$ -
Intergovt Receivable	7,222	7,222	-	-	-	-
Inventory	3,756	3,756	-	-	-	-
<b>Total Assets</b>	<b>136,855</b>	<b>60,042</b>	<b>36,664</b>	<b>2,562</b>	<b>35,013</b>	<b>2,574</b>
<b>Liabilities and Fund Balance</b>						
<b>Liabilities:</b>						
Amounts held as agent	270	-	270	-	-	-
Accounts payable	5,354	2,886	2,468	-	-	-
Deferred revenue	4,924	-	4,924	-	-	-
Wages payable	-	-	-	-	-	-
<b>Total Liabilities</b>	<b>10,548</b>	<b>2,886</b>	<b>7,662</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Fund Balance</b>	<b>126,307</b>	<b>57,156</b>	<b>29,002</b>	<b>2,562</b>	<b>35,013</b>	<b>2,574</b>
<b>Total Liabilities and Fund Balance</b>	<b>\$ 136,855</b>	<b>\$ 60,042</b>	<b>\$ 36,664</b>	<b>\$ 2,562</b>	<b>\$ 35,013</b>	<b>\$ 2,574</b>
				Café	Extended Day	SEP
Current Fund Balance				\$ 57,156	\$ 29,002	\$ 19,395
Baseline - Minimum Fund Bal (30 Day Expenses Average)				\$ 17,000	\$ 28,000	\$ 10,000
Operating Reserve Fund Bala (90 Day Expenses Average)				\$ 51,000	\$ 84,000	\$ 30,000
# of Days Expenses in Fund Balance				\$ 101	\$ 31	\$ 58
Fund Balance Excess				\$ 6,156	\$ -	\$ -

**Woodbridge Board of Education**  
**Combining Statement of Revenues & Expenditures**  
**for the 8 Months Ended 02/28/13 (Unaudited)**

	Special Revenue						Agency Activity Fund
	Total	Café	Extended Day	Field Trips	Summer Programs	Expendable Trust	
<b>Revenues:</b>							
Charges for services	\$ 452,588	\$ 124,000	\$ 196,438	\$ 16,576	\$ 81,122	\$ 3,934	\$ 30,518
Intergovernmental	17,685	17,685	-	-	-	-	-
Donations	-	-	-	-	-	-	-
Other income	38	38	-	-	-	-	-
Additions	-	-	-	-	-	-	-
<b>Total revenues/additions</b>	<b>470,311</b>	<b>141,723</b>	<b>196,438</b>	<b>16,576</b>	<b>81,122</b>	<b>3,934</b>	<b>30,518</b>
<b>Expenditures:</b>							
Wages, FICA, MERF	303,493	66,875	167,053	-	67,465	2,100	-
Medical Insurance	-	-	-	-	-	-	-
Cost of food sold	63,070	63,070	-	-	-	-	-
Equipment	26	-	26	-	-	-	-
Other Expenses	103,140	10,458	35,279	18,328	8,198	312	30,565
Deductions	-	-	-	-	-	-	-
<b>Total expenditures/deductions</b>	<b>469,729</b>	<b>140,403</b>	<b>202,358</b>	<b>18,328</b>	<b>75,663</b>	<b>2,412</b>	<b>\$ 30,565</b>
Excess (deficiency) of revenues over expenditures before operating transfer in	629	1,320	(5,920)	(1,752)	5,459	1,522	
Operating transfer in	-	-	-	-	-	-	
Excess (deficiency) of revenues over expenditures after operating transfer in	629	1,320	(5,920)	(1,752)	5,459	1,522	
<b>Fund Balance, ending</b>	<b>\$ 123,733</b>	<b>\$ 57,156</b>	<b>\$ 29,002</b>	<b>\$ 2,562</b>	<b>\$ 19,395</b>	<b>\$ 15,618</b>	
<b>BOE Year to Date Cost of Health Insurance</b>		<b>\$ 15,739</b>					



*March 18, 2013*

**WHEREAS**, an excellent public school system is vital to the quality of life in this community and fundamental to preserving a strong democratic society now and in the future; and

**WHEREAS**, public schools are being held to higher standards of accountability than ever before at both the state and federal levels; and

**WHEREAS**, the Woodbridge Board of Education represents an invaluable resource in this community as local decision-makers, responding to the challenge of assuring our school meets these higher standards; and

**WHEREAS**, these school board members must formulate policies to assure that all children learn to their fullest potential and these Board members continually strive for improvement and progress with an understanding of the need for commitment to the highest standards of student achievement; and

**WHEREAS**, these school board members are working diligently to assure our young people are educated and prepared for the future; and

**WHEREAS**, the men and women elected to these positions deserve recognition and thanks for their countless hours of volunteer, unpaid service to public education and the children of our community;

**NOW THEREFORE**, the Woodbridge Board of Selectmen and the Woodbridge School District thank all members of the Woodbridge Board of Education for their tireless and devoted service to our children, our schools and our community and urge all residents of our community to join us in expressing appreciation to these exemplary public servants and hereby designate March 18, 2013 as School Board Member Day.

  
Edward M. Sheehy, First Selectman

  
Dr. Gaeton F. Stella, Superintendent

Woodbridge				Enrollment	Beecher Road			
				<b>3/1/2013</b>				
Grade/Teacher	Girls	Boys	Total		Grade/Teacher	Girls	Boys	Total
<b>Pre-k</b>					<b>Grade 4</b>			
DePalma	9	11	20		Don	9	10	19
<b>Kindergarten</b>					Echeverry	8	11	19
Belisle	10	8	18		Krawec	9	10	19
Coleman	10	9	19		Reizfeld	8	11	19
Dempsey	10	9	19		Waldron	9	10	19
Salinardi	7	10	17		<b>Total</b>	<b>43</b>	<b>52</b>	<b>95</b>
Wyman-Anctil	9	10	19		<b>Grade 5</b>			
<b>Total</b>	<b>46</b>	<b>46</b>	<b>92</b>		Blinstrubas	9	11	20
<b>Grade 1</b>					Guerra	10	11	21
Fanelli	11	9	20		McCollow	10	11	21
Piascyk	9	11	20		Mulligan	10	8	18
Regan	10	10	20		Rourke	10	9	19
Sanders	10	11	21		<b>Total</b>	<b>49</b>	<b>50</b>	<b>99</b>
<b>Total</b>	<b>40</b>	<b>41</b>	<b>81</b>		<b>Grade 6</b>			
<b>Grade 2</b>					Chase	11	10	21
Buzzard	9	9	18		Eleck	8	12	20
Hamm	9	10	19		Holowienko	9	8	17
Navadu	8	10	18		Katzen	8	10	18
Shepard	8	12	20		Ngov	9	8	17
<b>Total</b>	<b>34</b>	<b>41</b>	<b>75</b>		Smerekanicz	11	9	20
<b>Grade 3</b>					<b>Total</b>	<b>56</b>	<b>57</b>	<b>113</b>
Concilio	12	8	20		<b>M.A.G.</b>			
Halsey	10	10	20		Golden (Gr 1)	14	7	21
Hutchinson	11	8	19		Burness (Gr 2)	10	9	19
Lavigne	10	10	20		Hart-Rooney (Gr 3)	13	9	22
Vincitorio	13	7	20		Ahern (Gr 4)	11	11	22
<b>Total</b>	<b>56</b>	<b>43</b>	<b>99</b>		<b>Total</b>	<b>48</b>	<b>36</b>	<b>84</b>
<b>O.O.D.</b>					<b>Enrollment Data</b>			
	2				B.R.S	381	377	758
<b>Magnet</b>					Other		4	
	2				<b>Total</b>	<b>381</b>	<b>381</b>	<b>762</b>
					<b>Comparison Totals</b>			
					January 2012			
					B.R.S.			
					Other			
					<b>Total</b>			
					744			
					6			
					<b>750</b>			

# Health Education



Sandra Simowitz and Brian Hocking, Woodbridge School District

March 18, 2013

# Beecher Road School Health Education Mission

The mission of the Beecher Road School Health Education Curriculum is to inspire and prepare students with the functional knowledge and skills needed to promote lifelong personal health and well-being to become responsible, caring and contributing members of an ever-changing and diverse global community.





[blog.realkidshades.com/webloc](http://blog.realkidshades.com/webloc)

# Beecher Road School Health Education

## Vision

To ensure that the BRS Health Education Curriculum is a critical component of a student's ability to learn, achieve, and succeed in school so they become progressively more competent as health advocates for themselves as well as for others, the community, and the environment in which we all must live. Beginning in kindergarten and continuing through high school, health education is designed to address the physical, mental, social, and emotional health of a child as well as their ability to communicate access information, make decisions, solve problems and advocate for themselves and others.

## What is Health?

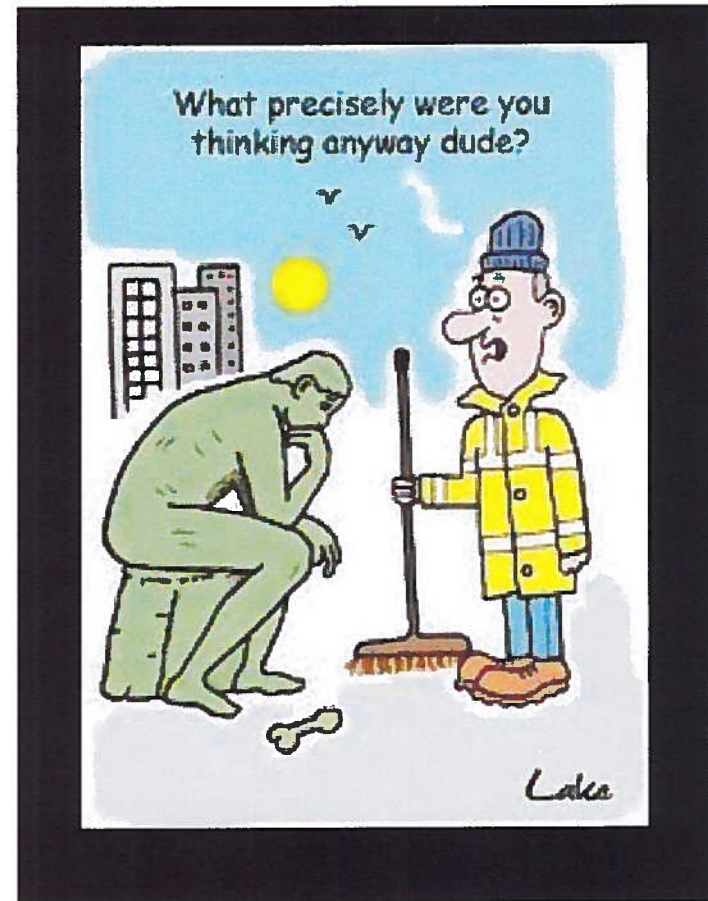
A lifelong journey towards an optimal level of personal growth.



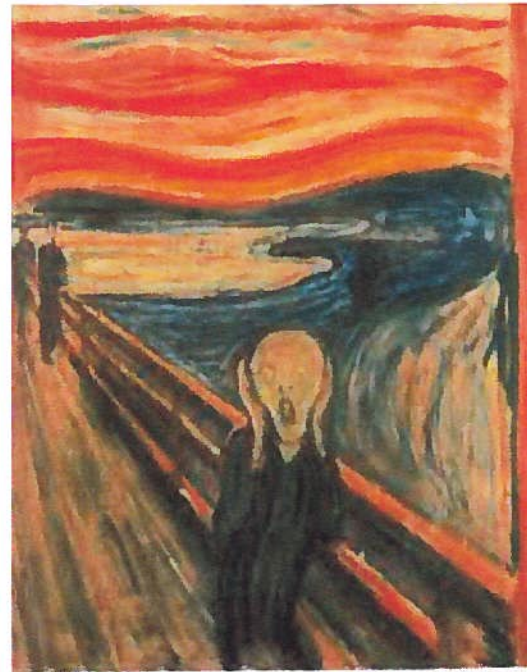
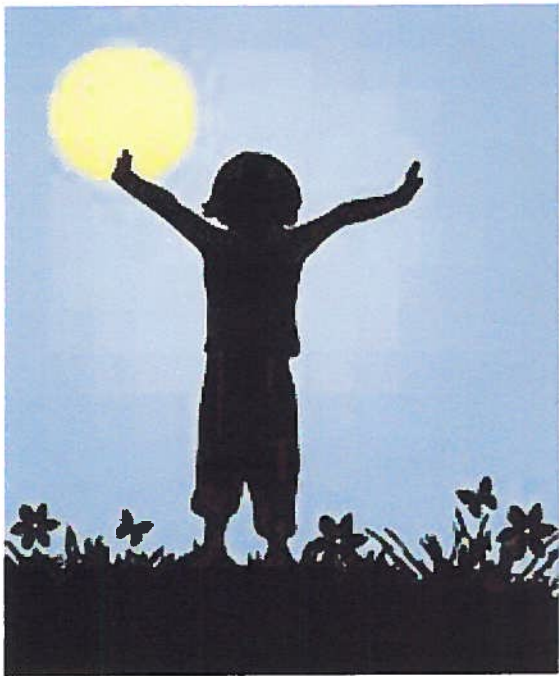
**Physical Health** is a balanced state, reached when body systems function as normally as possible.



**Mental/Intellectual Health** is a balanced state, when an individual is able to access and analyze information to make appropriate daily life decisions.



## Emotional Health



is a balanced state, when an individual feels positive about oneself and expresses feelings appropriately.

**Social Health** is a balanced state, when an individual builds and maintains positive relationships with others and is a contributing member of a community.



# Connecticut Comprehensive School Health Education Standards

(2002 CCSSO-SCASS Health Education Assessment Project)

Core Concepts	Students will comprehend concepts related to health-promotion and disease prevention
Accessing Health Information	Students will demonstrate the ability to access valid health information and health-promoting products and services
Self-Management	Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks
Analyzing Influences	Students will analyze the influences of culture, media, technology and other factors on health
Communication Skills	Students will demonstrate the ability to use interpersonal communication skills to enhance health
Decision-Making Skills	Students will demonstrate the ability to use decision-making skills to enhance health
Goal-Setting Skills	Students will demonstrate the ability to use goal-setting skills to enhance health
Advocacy	Students will demonstrate the ability to advocate for personal, family, and community health

## Legislative Directives

### C.G.S. Section 10-16(a)

A program of study in health and safety education must be offered Grades K-12 in a planned, ongoing and systematic fashion and include, at a minimum:

- Human Growth and Development
- Nutrition
- First Aid
- Disease Prevention - including Acquired Immune Deficiency Syndrome AIDS/HIV - C.G.S. Section 10-16(b)
- Community and Consumer Health
- Physical, Mental and Emotional Health (including youth suicide prevention)
- Substance Abuse Prevention (alcohol, nicotine, tobacco and drugs - CGS Section 10-19(a))
- Safety (which may include dangers of gang membership)
- Accident Prevention

## Health Education Classes at Beecher Road School

Meet once every six day cycle	Meet 30 minutes each class	Meet 30 times each year
-------------------------------------	----------------------------------	-------------------------------

# Kindergarten - First Grade Health Curriculum Topics

Human Growth and Development	Hygiene; Dental Health; Senses
Nutrition	Identifying Foods; Food Group Sorting
First Aid	Treatment of Minor Wounds;
Disease Prevention	Cleanliness; Germs and Viruses
Community and Consumer Health	Littering;
Physical, Mental and Emotional Health	"I am Special"
Substance Abuse	Effects of Tobacco, Alcohol, Drugs; "Don't Touch"
Safety	Fire; Summer; Halloween
Accident Prevention	Play

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

Phonics

SCHOLASTIC

NEWS

My Weekly Reader™

# Long e and Short e

1 \_\_\_\_\_

Listen to the **long-e** sound in the word **eat**.

Listen to the **short-e** sound in the word **red**.

Circle the **long-e** words. Put an X on the **short-e** words.

teeth

egg

feet

flea

bed

pea

sheep

eat

2 \_\_\_\_\_

Look at the words you just circled.

Write the words with **ee** here.

Write the words with **ea** here.

_____	_____
_____	_____
_____	_____

3 \_\_\_\_\_

Now use two **long-e** words in a sentence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sample of First Grade

 SCHOLASTIC

# NEWS

My Weekly Reader™

Vol. 69 No. 5 ISSN 0736-0533

February 2013 • Edition 1

Go to [www.scholastic.com/sn1](http://www.scholastic.com/sn1)  
for dental-health videos,  
games, and activities.

## Bye-Bye, Baby Teeth!

Are your baby teeth falling out?

Are adult teeth growing in?

You must keep those teeth healthy.

You need them for the rest of your life!

The letters **ee** make the long **e** sound.  
**ee** the words with **ee** on this page.

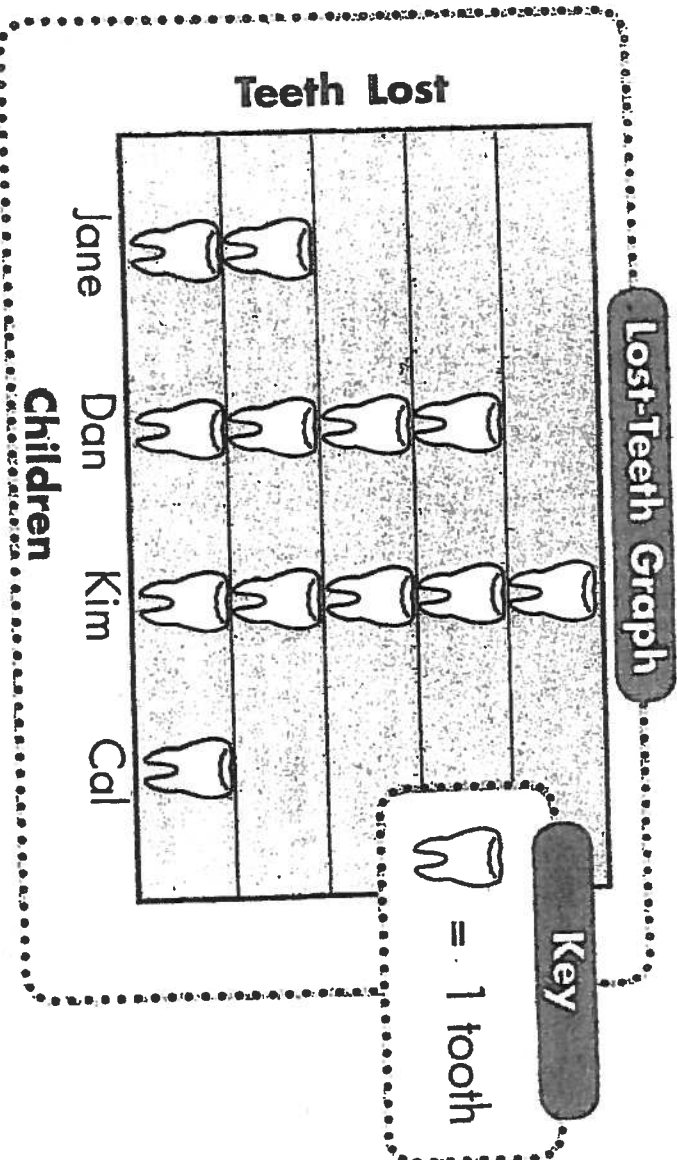
Sample of First Grade



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

# Bye-Bye, Baby Teeth!

The graph shows how many teeth the children in one class lost. Look at the graph. Then, answer the questions below.



1. How many teeth did Jane lose? \_\_\_\_\_ teeth
2. How many teeth did Jane and Dan lose altogether? \_\_\_\_\_ teeth
3. How many teeth did Dan and Kim lose altogether? \_\_\_\_\_ teeth
4. How many teeth did Kim and Cal lose altogether? \_\_\_\_\_ teeth

## BRAIN BUILDER

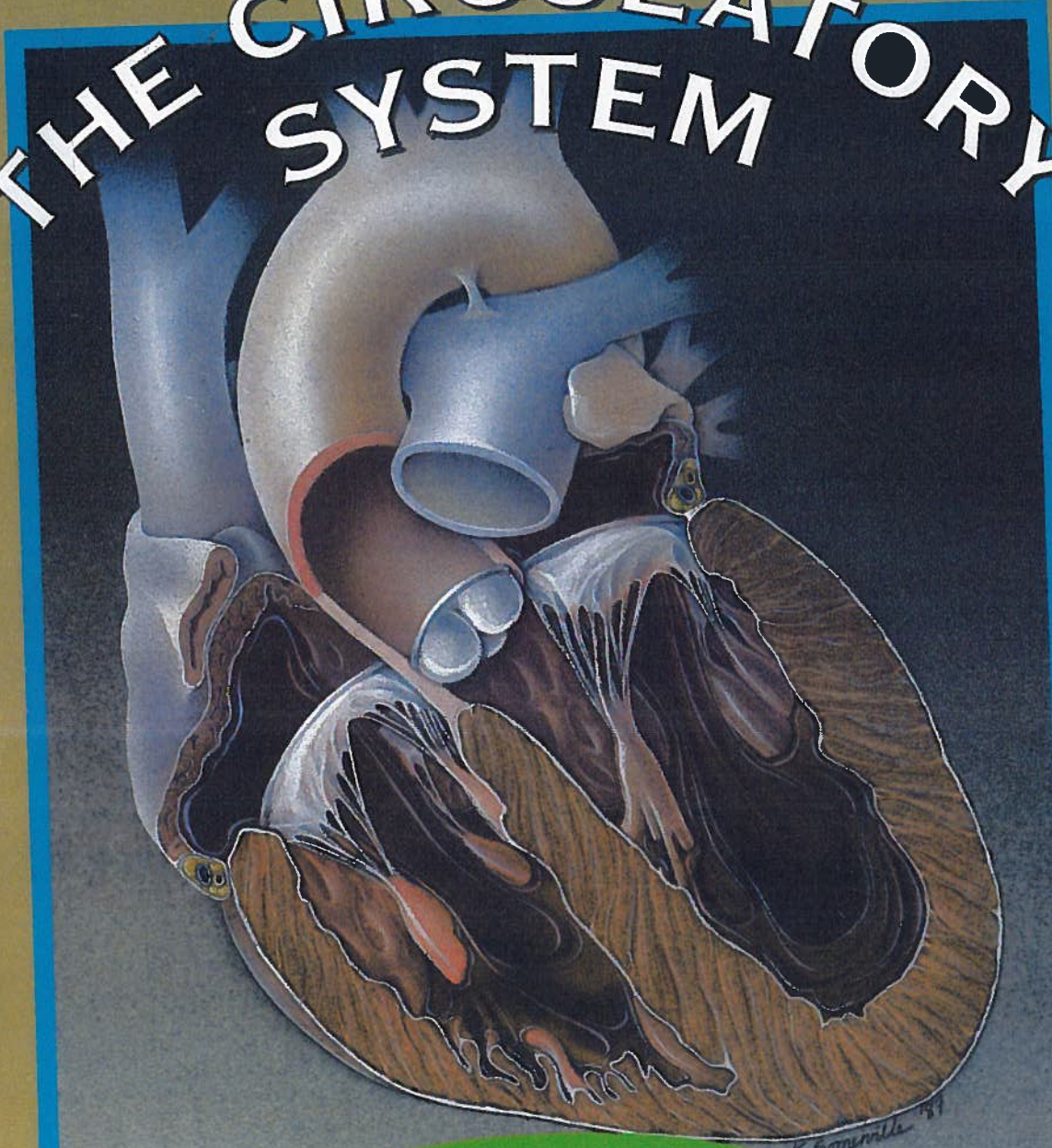
The tooth fairy gave each child 1 cent for each tooth.  
Which child got the most money? \_\_\_\_\_

# Second and Third Grade Health Curriculum Topics

Human Growth and Development	Eye; Heart; Skin; Digestion
Nutrition	Health Effects on Body (includes, vitamins, minerals, water, etc.)
First Aid	Wound Treatment; "RICE"
Disease Prevention	Germs and Viruses; Disease Prevention
Community and Consumer Health	Littering; Recycling; Lice
Physical, Mental and Emotional Health	Friends and Family
Substance Abuse	"No Drugs, No Way"
Safety	Safety and Security Drills; Outside Time Safety
Accident Prevention	Bicycle Safety

A TRUE BOOK

# THE CIRCULATORY SYSTEM



Darlene R. Stille

SY  
2.1

208155

Stille, Darlene R.  
The Circulatory System.

\$23.00

Sample of Second Grade

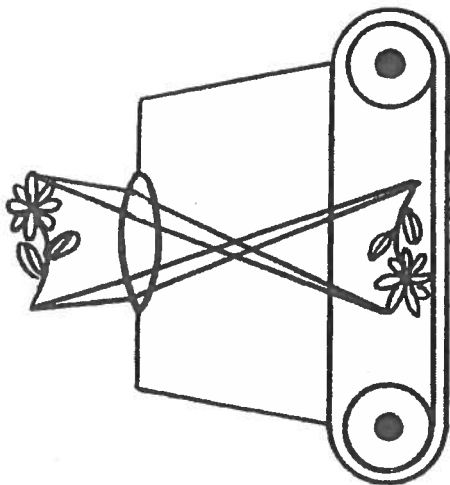
# How Sight Works

Your eye works like a camera. The small black hole in the center of your eye is the pupil. The pupil lets light into your eye. The iris is the colored part of your eye. It works like the shutter of a camera. The iris makes the pupil bigger and smaller to let just the right amount of light in. When you are outside on a sunny day, the iris makes the pupil smaller to let less light in. When you are inside, without much light, the iris makes the pupil larger to let in more light.

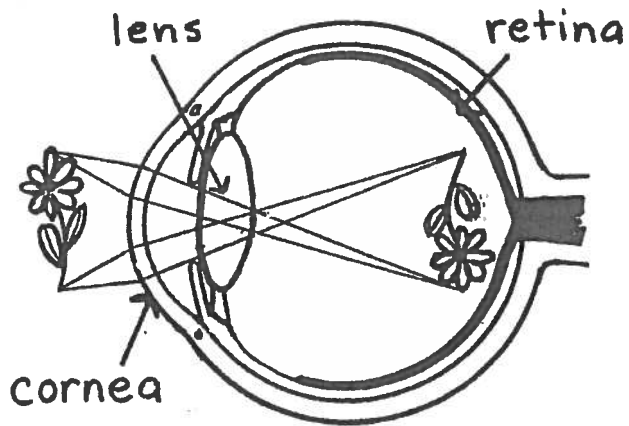
Behind the iris is a clear, curved lens. This lens bends the light coming in from the pupil. The lens focuses the light to the retina at the back of the inside of your eye. The retina acts like the camera film of your eye. The picture the lens sends the retina is upside down!

This upside down picture is sent to the brain by a nerve messenger called the optic nerve. The brain turns the picture rightside up!

★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★  
★ Study the picture below. Then use the ★  
★ information on this page to answer ★  
★ the questions on the next page. ★  
★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★★



camera



eye



## Fourth - Sixth Grade Health Curriculum Topics

Human Growth and Development	Skeletal, Muscular, Nervous, Respiratory, Circulatory, Immune Systems; "Boys to Men, Girls to Women" (5)
Nutrition	Healthful Snacks; Food Labels; Portions; Calories; Nutrition Disorders
First Aid	Basic First Aid; EAP Principles; Heimlich Manuever, AR, CPR
Disease Prevention	Bacteria, Virus, Fungi; Symptoms
Community and Consumer Health	Analyzing Media Influences; Noise, Air, Water and Over-Development Pollution
Physical, Mental and Emotional Health	Communication and Listening Skills; Self-Esteem; Problem-Solving; Goal-Setting; Student Success Plans (6) Decision-Making; Conflict Resolution; Put Ups and Put Downs; Stress
Substance Abuse	Effects of Tobacco, Alcohol, Nicotine and Drugs; Avoiding Risky Behaviors
Safety	Evaluating and Eliminating Risky Behaviors; Safety at Home, School and in the Community; Understanding Rules; Cold Weather/Cold Water Safety; Water Safety
Accident Prevention	Emergency Safety (Natural Disasters)

**Please read “Buddy’s Story” below. Write down all the examples of energy waste and list some suggestions for conservation. Be prepared to share Buddy’s wasteful choices as well as your suggestions which will help Buddy conserve energy.**

### **Buddy’s Story**

It was a beautiful, sunny day, but Buddy was inside the house watching television. When the phone rang, Buddy answered it. The TV was on so loud Buddy couldn’t hear the person on the other end of the line, so he left the room. He went upstairs to his bedroom to talk to his friend. The curtains were still closed, and it was so dark in the room he turned on the lights. Buddy’s friend asked if he wanted to go to the movies. Buddy wanted to go, but he told his friend that first he had to do some chores. Buddy checked online and saw that the movie was playing a little later that afternoon. They made plans to meet after lunch.

Buddy got up from his desk, his computer still on, and started to clean his room. While cleaning he found his favorite tee shirt. Buddy wanted to wear the tee shirt to the movies, but it was dirty. Buddy went down stairs and put the tee shirt in the washer. While the shirt was in the washer, he ran back upstairs and turned on the shower. Then he decided to brush his teeth before showering.

After a long, hot shower, Buddy started to get dressed and realized his shirt was still wet. He tossed the shirt into the dryer, and then made himself some lunch. He opened the refrigerator and left it open while he got a piece of pizza and a carton of water. He got a glass and poured the water into the glass, put on the oven to heat up the pizza, then replaced the carton in the refrigerator along with the leftover pizza. When the buzzer on the dryer went off he ran to the laundry room to grab his tee shirt, returned to the kitchen to pick up the pizza and the glass of water, then noticed that the refrigerator door was still open. After closing the refrigerator door, he rushed out the door.

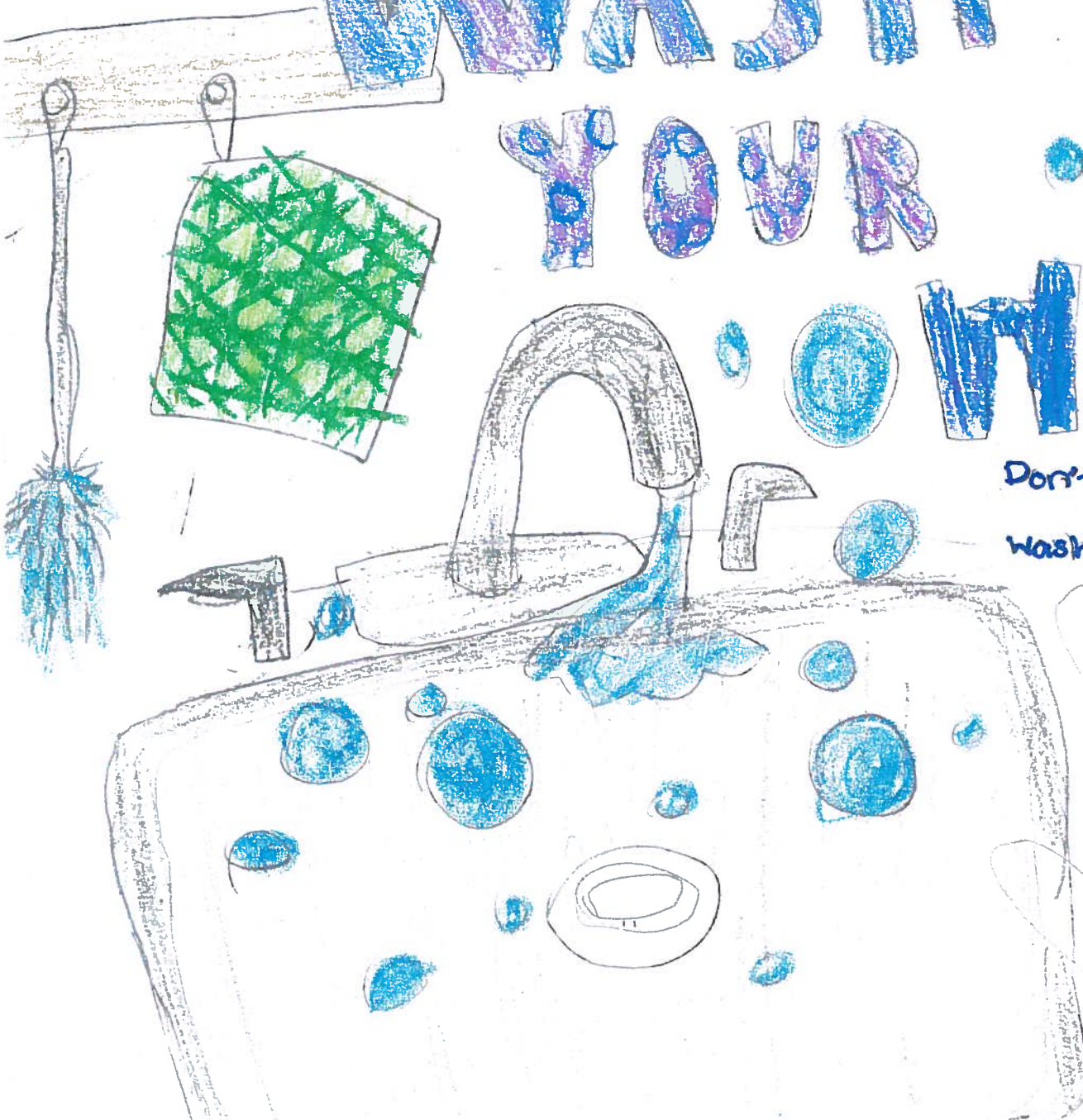
Upon noticing how hot it was outside, Buddy went back inside and cranked up the air conditioner before he left again so the house would be comfortable when he got home from the movies.

WASH

YOUR

LOW HANDS!

Don't spread 'em,  
wash 'em!



# CHOICES<sup>®</sup>

with current health<sup>®</sup>

MARCH 2013

Activities, quizzes, and more  
[www.scholastic.com/choices](http://www.scholastic.com/choices)

## **SURVIVAL GUIDE**

Getting through  
a friendship  
breakup

## **THE TEEN SLEEP CRISIS**

School. Homework.  
Activities. Friends.  
You feel like a ZOMBIE  
(hey, we have a cure)!

Sample of Fifth Grade

 SCHOLASTIC



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

Homeroom Teacher Name \_\_\_\_\_

Assignment: Avoiding Risky Behaviors

Peer pressure is the social pressure exerted by members of a group, such as classmates or neighborhood friends, to act in a certain way, to adopt certain values, or to otherwise conform and “go along with the group” in order to be accepted. It is important for you to be able to counter-balance peer pressure with behaviors based on your values. It is also important for you to be able to avoid risky situations in such as way as to maintain your friendships as well as respect from your peer group.

Please read the accompanying selection from Follow My Leader by James B. Garfield. Then list at least 3 of the places in this reading where a different stance or action by one or more individuals might have changed the outcome. Use the “Avoiding Risky Situations” handout to help you in your deliberations.

In class, we will perform a Theater Reading of this selection prior to our sharing in class.

Describe “risky behavior”	Describe method (from “Avoiding Risky Behavior” handout”) of avoiding risky behavior	Re-write the script to reflect the avoidance technique that you selected

## Follow My Leader Script

Narrator 1: Jimmy Carter, Mike Adams, Chuck Wilson, Art Davis, along with seven others, are playing a pick up game of baseball at a local field. Towards the end of the game, Mike connects with a fastball pitched by Jimmy and sends it deep into left field. As Art picks up the ball, he picks up something else and begins waving it over his head as he runs towards the pitcher's mound.

Art "Hey, fellas! Look what I found!"

Jimmy "Where did you get it?"

Art "Found it over there in the corner where the fireworks stand was yesterday. Here, want to see it?"

Narrator #1 Art opens his hand and extends a giant firecracker toward Jimmy. Jimmy takes the firecracker and looks around the circle of boys.

Jimmy "Let's light it."

Chuck "Not me. I'm too young to handle fireworks!"

Art "Besides, it's against the law to shoot off firecrackers!"

Jimmy "It's just one firecracker. What's the matter, you all chicken?"

Chuck: "No, but it looks dangerous. I think the fuse is too short."

Jimmy "Golly, I didn't notice that, Chuck. I guess you're right. "C'mon and light it Jimmy. Let's see how loud it is."

Jimmy "No, Mike, it's too dangerous with that short fuse."

Mike "Aw, who's afraid of a firecracker! Let me have it."

Narrator #2 Mike grabs the firecracker away from Jimmy and pushes him away.

Art            “I don’t think you should light it, Mike. Kind of wish I’d left it where it was.”

Chuck        “You shouldn’t light it!”

Mike         “Who’s got a match?”

Narrator #2    Mike turns in a circle looking at each of the boys as he digs in his own pockets, searching for a match. He triumphantly pulls something out of his pocket.

Mike         “Oh, I’ve got one.”

Narrator #2    The boys begin to back up as Mike strikes the match.

Jimmy (shouts)    “Don’t do it, Mike!” Don’t do it, Mike!”

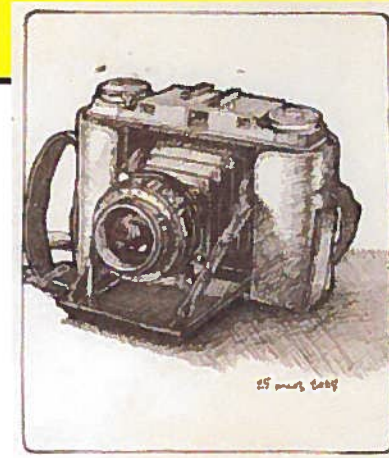
Narrator #3:    As Mike touches the fuse with the lighted match, and the fuse sputters, fear grips him. Mike swings his arm in a wide arc, starting to throw the lighted firecracker from him.

Jimmy (shouts)    “Don’t do it, Mike!”

Narrator #3:    Mike’s attention is attracted by Jimmy’s voice and he unconsciously hurls the firecracker in Jimmy’s direction.

Narrator #3:    Jimmy throws up his arms and tries to duck, but it is too late. The world explodes in a white flash. Deafening thunder smashes against his ears. Then the light is gone, the sound is gone and everything becomes dark and quiet.

## What Does Health Education Look Like in the Classroom?



- Role-playing
- Projects
- Think-Pair-Group Share
- SMARTboard Interaction
- Reading
- Writing
- Drawing
- Interdisciplinary Learning
- Individual-Partner and Group Work
- Homework

To: All Sixth Grade Health Students  
From: Mrs. Simowitz  
Re: Capstone Health Project

Each student will be required to produce a capstone health project. This project will demonstrate the student's understanding of a health topic covered in either fifth or sixth grade health classes.

### **Requirements for project**

- 1. All projects must be approved, in advance, by Mrs. Simowitz**
- 2. The project must contain information that you learned or that you wish to share with an audience of younger elementary students (K-5).**  
Example: My project is going to be about the five most important things that I should seek to avoid on a food label
- 3. The information must be accurate and sources must be noted using an appropriate bibliographical format (Noodle Tools)**
- 4. The project may be displayed as a poster, report, model, slide show, podcast, game, etc. (Rubrics for the display options will be provided).**
- 5. The project must have some interactive component and/or something that the audience will physically take away with them (bookmark, handout, matching, multiple choice, list, etc.).**
- 6. The project must stand on it's own – You will be personally present to share your project with some visiting classes, but when you are not, they must be able to learn from your display alone.\***
- 7. At least one part of any project that you do MUST address the topic's effect on the health and/or safety of the body.**

\*If time permits only, all projects will be set up and classes will visit the Project Fair.

To: Sixth Grade Students  
From: Mrs. Simowitz  
Re: Sixth Grade Final Health Project  
Date: May 10, 2012

The following checklist must be attached to the “back” of your project and must be checked off by you as well as signed off by Mrs. Simowitz.

Project Components	Your Checklist	Mrs. Simowitz's checklist
Project was approved by Mrs. Simowitz		
Partner (if you have one) was approved by Mrs. Simowitz		
Noodle Tools is used to cite sources		
Project has an “interactive” component in addition to just reading		
Project has something physical that each person in the audience will take away with them		
Project addresses the topic's effect on the health and/or safety of the body		

## Sixth Grade Health Final Written Project Rubric

Category	5	4	3	2	1
Introductory Paragraph	Contains a strong hook or attention grabber that is appropriate for the project. The purpose and at least 3 main points to be discussed are also introduced.	Provides a clear statement of the project purpose. At least 2 or 3 main points to be discussed are also introduced.	Provides a statement of the project purpose. Only 1 main point to be discussed is introduced.	Provides a statement of the project purpose only.	There is no introductory paragraph - the project just begins.
Assignment Development	The project includes more than 3 pieces of evidence, examples and/or explanations that clearly and accurately support the topic.	The project includes 3 pieces of evidence, examples, and/or explanations that clearly and accurately support the topic.	The project includes less than 3 pieces of evidence, examples and/or explanations that clearly and accurately support the topic.	The project contains some evidence, examples and/or explanations that do not support the topic.	The project does not contain evidence, examples and/or explanations that support the topic.
Closing Paragraph	Effectively restates and summarizes the project topic. It encourages the audience to continue exploring the topic.	Restates and summarizes the project topic.	Restates the project topic only. OR, summarizes the project topic only.	Contains a concluding statement that neither restates nor summarizes the project.	There is no conclusion – the project just ends.
Writing	The project is typed. The writing is interesting, correct (with proper punctuation, grammar and spelling) and easy for the audience to understand.	The project is typed and the writing contains only a few errors, none of which distract the audience from understanding the project.	The project is hand written AND/OR the writing has some errors but is still understood by the audience.	The project is hand written AND the writing has many errors, making it very difficult for the audience to understand.	The project is illegible AND/OR is not understood by the audience because it has so many writing errors.

### Sixth Grade Health Project - Poster Rubric

Category	5	4	3	2	1
<b>Graphics - Clarity</b>	Graphics are easily viewed, with a bold and compelling message, making the topic easy to understand. All borrowed graphics have a source citation.	Most graphics are easily viewed, with a bold and compelling message making the topic easy to understand. All borrowed graphics have a source citation.	Most graphics are easily viewed and relate to the topic. The message is clear but is not bold or compelling. Some borrowed graphics have a source citation.	Many graphics are too small AND/OR only marginally relate to the topic so the message is confusing. Borrowed graphics, if used, do not have a source citation.	The graphics do not advance the message and the message, itself, is very confusing, contradictory or absent.
<b>Required Elements</b>	All required elements (facts, concepts, pictures, etc.) are present and accurate. Additional elements are included. Each element is fully elaborated.	All required elements are present and accurate. Each required element is fully elaborated.	All required elements are present and accurate. All elements, except for one, are fully elaborated.	Most required elements are present but only some are accurate. Some required elements have marginal elaboration.	Few required elements are present AND/OR accurate. Some required elements have no elaboration.
<b>Writing Technique</b>	The writing (punctuation, grammar and spelling) is interesting, correct and easy for the audience to understand.	The writing is interesting and contains only minor errors that do not interfere with audience understanding.	The writing is not highly interesting, but contains only minor errors that do not interfere with audience understanding.	The writing contains noticeable errors that distract the audience and make the content difficult to understand.	The writing contains many errors that make the content chaotic and very difficult to understand.
<b>Design Principles</b>	The poster is very attractive in terms of alignment, proximity, color, contrast, neatness and craftsmanship.	The poster is attractive in terms of alignment, proximity, color, contrast, craftsmanship and neatness. Imperfections are not immediately obvious.	The poster is attractive in terms of alignment, proximity, color, contrast, craftsmanship and neatness. Imperfections create only minor distractions.	One or more of the design principles has imperfections that are noticeable and/or distracting.	The overall effectiveness of the poster design is significantly affected by highly distracting imperfections in one or more of the design principles.

## SIXTH GRADE FINAL PROJECT - MODEL RUBRIC

<b>Category</b>	5	4	3	2	1
<b>Information Gathering</b>	Information is accurate, taken from 3 or more cited sources, and is clearly understood.	Information is accurate, taken from 1 or 2 cited sources, and is clearly understood.	Information is accurate but taken from only 1 cited source. The model is understood	Information is taken from only one source AND/OR the information is not completely accurate. The model is understood.	The information is neither cited nor very accurate AND/OR the model is difficult to understand
<b>Construction - Materials</b>	The model is constructed creatively and with care and all parts are clearly labeled and explained.	The model is constructed creatively and with care and all major parts are clearly labeled and explained.	The model is carefully constructed and all major parts, with one exception, are clearly labeled and explained.	The model is carefully constructed but only some major parts are labeled AND/OR explanations are weak.	The model is poorly constructed, many parts are not labeled, and many explanations are missing.
<b>Model Purpose</b>	The model serves a clear purpose for being in the project.				The model does not serve a clear purpose for being in the project.

## Sixth Grade Health Project - Slide Show/Powerpoint Rubric

CATEGORY	5	4	3	2	1
<b>Content - Accuracy</b>	All content throughout the presentation is accurate and easy to understand. There are no factual errors.	Most of the content is accurate and easy to understand but there is one piece of information that might be inaccurate.	The content is generally accurate and easy to understand except for one piece of information that is clearly flawed or inaccurate.	The content is generally accurate, but several pieces of information are clearly flawed or inaccurate, making the content difficult to understand.	The content is typically confusing or contains many factual errors, making the content impossible to understand.
<b>Sequencing of Information</b>	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card or slide.	Most information is organized in a clear, logical way. One card or item of information seems out of place. The presentation is still easy to understand.	Some information is logically sequenced. An occasional card or item of information seems out of place but the overall presentation is still easy to understand.	While somewhat sequenced, many cards or items of information are out of place so the overall presentation is somewhat difficult to understand.	Most of the cards or items of information are out of place making the presentation impossible to understand.
<b>Spelling and Grammar</b>	Presentation has no misspellings, punctuation or grammatical errors.	Presentation has 1-2 misspellings, punctuation or grammatical errors, but these errors do not distract from audience understanding.	Presentation has more than two misspellings, punctuation or grammatical errors, but the audience is still able to understand what has been written.	Presentation has multiple punctuation, grammatical and/or spelling errors. These errors make the presentation difficult to understand.	There are so many punctuation, grammatical and/or spelling errors that the work is incomprehensible.
<b>Buttons and Links Work Correctly</b>	All buttons and links work correctly.	Most (99-90%) buttons and links work correctly	Many (89-75%) of the buttons and links work correctly.	Fewer than 75% of the buttons or links work correctly.	Few of the buttons and links work correctly.

## Sixth Grade Final Project Games Rubric

CATEGORY	5	4	3	2	1
<b>Accuracy of Content</b>	All information cards/questions/challenges ( <i>cqc cards</i> ) made for the game are correct.	All but one of the information <i>cqc cards</i> made for the game are correct.	All but two of the information <i>cqc cards</i> made for the game are correct.	Several information <i>cqc cards</i> made for the game are not accurate.	Many information <i>cqc cards</i> made for the game are not correct.
<b>Attractiveness</b>	Contrasting colors and at least 3 <b>original</b> graphics were used to give the cards and gameboard visual appeal.	Contrasting colors and at least 1 <b>original</b> graphic were used to give the cards and gameboard visual appeal.	Contrasting colors and 3 graphics were used to give the cards and gameboard visual appeal.	Little or no color AND/OR fewer than 3 graphics were included, giving the cards and gameboard little visual appeal	No color AND/OR no graphics were included. The cards and gameboard are unappealing.
<b>Rules</b>	Rules were written clearly enough that all could easily participate.	Rules were written, but one part of the game needed slightly more explanation.	Rules were written, but were confusing to some people even though they eventually figured out how to participate in the game.	Rules were written but some people had so much difficulty figuring out how to play the game that they left without playing.	Rules were not written
<b>Creativity</b>	The designer put a lot of thought into making the game interesting and fun to play by creating original questions, game pieces and game board (components).	The designer put some thought into making the game interesting and fun to play by using at least two original components and utilizing an appropriate component from another game.	The designer tried to make the game interesting and fun to play by using one original component and utilizing appropriate components from other games.	The designer tried to make the game interesting and fun to play by using appropriate components from other games.	Little thought was put into making the game interesting or fun.
<b>Writing Technique</b>	Correct spelling, grammar and punctuation were used in all written materials to make them easily understood.	Only few minor errors occurred in spelling, grammar OR punctuation. The materials were understood.	Several errors were made in spelling, grammar AND/OR punctuation. The materials were still understandable.	Many errors in spelling, grammar AND/OR punctuation made the materials difficult to understand	Many errors in spelling, grammar AND/OR punctuation made the materials incomprehensible.

## WOODBRIIDGE SCHOOL DISTRICT 2013/14 STUDENT CALENDAR

JULY				
Mon	Tue	Wed	Thu	Fri
1	2	3	X4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

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

SEPTEMBER (19)				
Mon	Tue	Wed	Thu	Fri
X2	(3)	4	X5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

OCTOBER (22)				
Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10	11
X14	(15)	16	(17)	18
21	22	23	24	25
28	29	30	31	

NOVEMBER (18)				
Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27*	X28	X29

DECEMBER (15)				
Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	X24	X25	26	27
30	31			

JANUARY (21)				
Mon	Tue	Wed	Thu	Fri
		X1	2	3
6	7	8	9	10
13	14	15	16	17
X20	21	22	23	24
27	28	29	30	31

FEBRUARY (18)				
Mon	Tue	Wed	Thu	Fri
3	4	5	6	7
10	11	12	13	14
X17	18	19	20	21
24	25	26	27	28

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

APRIL (17)				
Mon	Tue	Wed	Thu	Fri
	1	2	3	4
(7)	8	(9)	10	11
14	15	16	17	X18
21	22	23	24	25
28	29	30		

MAY (21)				
Mon	Tue	Wed	Thu	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
X26	27	28	29	30

JUNE (10)				
Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	10	11	12	(13)
16*	17	18	19	20
23	24	25	26	27
30				

NO SCHOOL BUILDING CLOSED	X
Jul. 4	Independence Day
Sep. 2	Labor Day
Sep. 5	Rosh Hashanah
Oct. 14	Columbus Day
Nov. 27	Workshop Day
Nov. 28-29	Thanksgiving Holiday
Dec. 23-Jan. 1	Holiday Recess
Dec. 24-25	Christmas Holiday
Jan. 1	New Year's Day
Jan. 20	Martin Luther King Day
Feb. 17	Presidents' Day
Feb. 17-18	Winter Break
Mar. 21	Workshop Day
Apr. 14-18	Spring Vacation
Apr. 18	Good Friday
May 26	Memorial Day

ABBREVIATED DAYS	( )
Sep. 3	First Day for Students
Oct. 15	Parent/Teacher Conference
Oct. 17	Parent/Teacher Conference
Apr. 7	Parent/Teacher Conference
Apr. 9	Parent/Teacher Conference
Jun. 13	Last Day for Students

**Dismissal Time 1:10 PM**

SNOW DAYS MAKE-UP
June 16-20
Additional Days
April 14 -17

WORKSHOP DAYS (*)
Aug. 27, 28, 29
Nov. 27, Mar. 21, Jun. 16

181 Student Days  
187 Staff Days

BOARD OF ED. MEETINGS	
July 15	Jan. 21
Aug. 19	Feb. 24
Sep. 16	Mar. 17
Oct. 21	Apr. 18
Nov. 18	May 19
Dec. 16	June 16

PTO MEETINGS

Kdg. Bus Ride/Safety Demo	Aug. 19
Kindergarten Visitation	Sep. 3

Report Card Distribution	Dec. 6, Mar. 14 and June 13
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New Staff Orientation	Aug. 26
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March 18, 2013

Dear Governor Malloy:

On behalf of the Sandy Hook Advisory Commission, I would like to submit this interim report. It is a product of testimony shared and information received since its establishment on January 3, 2013.

I must stress that this is an interim report. The findings found within are key elements of any policy reform or changes that must be undertaken in response to the tragic events that took place on December 14, 2012.

I realize that you may agree with some of our interim recommendations, and disagree with others. In any case, I am grateful for your support for the Sandy Hook Advisory Commission as we examine policies and issues that require extensive deliberation, and for allowing us to take the time to incorporate a variety of perspectives. There are principles which we will address in our final report, but which we did not take up in this document as we plan for a long-term study in crafting meaningful recommendations for thoughtful legislative and policy changes. It is important to note that the Commission postponed discussion of mental health issues until after the interim report in order to develop a strategy to call upon the vast research and the many experts who would want to provide input.

We believe there are common-sense principles upon which short-term change is possible and action should be taken. We understand the necessity for the legislature to make progress this session, and we hope that this report will serve as an endorsement of general areas upon which change is within reach, and as a guidepost for future deliberations.

Following this submission, we will continue our efforts through the end of this year to learn from state officials, experts or practitioners, concerned advocates, and the general public. We will then synthesize that information and produce our final account of the Sandy Hook tragedy, the lessons that must be learned, and the reforms that must be made to address key policy areas in violence prevention.

The work in the coming months will focus on: mental health services, a deeper investigation of best practices in issues addressed in this report, and reaction to any new findings as a result of the State's Attorney investigation, as well as responding to the directives in your February 21 letter on gun violence prevention.

Thank you again for your support for the work of the Sandy Hook Advisory Commission, and we look forward to getting back to work.

Regards,



Scott Jackson  
Mayor, Town of Hamden  
Chairman, Sandy Hook Advisory Commission

**Sandy Hook Advisory Commission**  
**Interim Report of Findings**

March 18, 2013

**Table of Contents**

Sandy Hook Advisory Commission Membership.....	3
Introduction and Background.....	4
Firearms and Ammunition.....	6
Firearm Permitting and Registration.....	6
High-capacity Firearms, Magazine Capacity, and Ammunition.....	6
Firearm Storage and Security.....	8
Miscellaneous (Firearms and Ammunition).....	8
Safe School Design and Human Resource Emergency Preparedness.....	10
Minimum Classroom Security Standards.....	10
Threat and Risk Assessment/Emergency Planning and Response Standards.....	10
Identification and Financing of School Hardening Tactics.....	13
Human Resource Training and Capacity-Building.....	13
Additional Required Partnerships and Support.....	15
Miscellaneous.....	16
Commission Findings:.....	16

## **Sandy Hook Advisory Commission Membership**

**Scott D. Jackson** (Chair): *Mayor, Town of Hamden*

**Dr. Adrienne Bentman:** *Director, Adult Psychiatry Residency Program, Hartford Hospital's Institute of Living*

**Ron Chivinski:** *Teacher, Newtown Middle School*

**Robert Ducibella:** *Founding Principal, DVS Security Consulting and Engineering*

**Terry Edelstein** (Vice-Chair): *Nonprofit Liaison to Governor Malloy*

**Kathleen Flaherty:** *Staff Attorney, Statewide Legal Services of Connecticut, Inc. / Facilitator and State Trainer, National Alliance for Mental Illness in Connecticut*

**Dr. Alice M. Forrester:** *Executive Director, Clifford W. Beers Guidance Clinic, Inc.*

**Dr. Ezra Griffith:** *Professor Emeritus of and Senior Research Scientist in Psychiatry, Deputy Chair for Diversity and Organizational Ethics, Department of Psychiatry, Yale University*

**Patricia Keavney-Maruca:** *Member, State Board of Education / Former technical high school teacher*

**Christopher Lyddy:** *Former State Representative, 106th Assembly District of Newtown / Program Manager, Trainer & Consultant, Advanced Trauma Solutions, Inc. / Former Program Director, Youth Equipped for Success!, Forensic Health Services, Inc. / Former Clinical Supervisor, Juvenile Risk Reduction Center, Community Solutions, Inc.*

**Denis McCarthy:** *Fire Chief, City of Norwalk*

**Barbara O'Connor:** *Director of Public Safety and Chief of Police, University of Connecticut*

**Wayne Sandford:** *Professor, University of New Haven, Henry C. Lee College of Criminal Justice & Forensic Sciences / Former Deputy Commissioner, Connecticut Department of Emergency Management & Homeland Security / Former Fire Chief, Town of East Haven*

**Dr. David J. Schonfeld:** *Director, National Center for School Crisis and Bereavement / Professor, University of Cincinnati Department of Pediatrics*

**Dr. Harold I. Schwartz:** *Psychiatrist-in-Chief, Hartford Hospital's Institute of Living / Vice President, Behavioral Health, Hartford Hospital / Professor of Psychiatry, University of Connecticut School of Medicine*

**Bernard R. Sullivan** (Vice-Chair): *Former Chief of Police, City of Hartford / Former Commissioner, Connecticut Department of Public Safety / Former Chief of Staff to House Speaker Tom Ritter*

## Introduction and Background

On December 14, 2012, the world's eyes turned to Newtown, Connecticut. This quiet town became the epicenter of an unimaginable tragedy. We cannot and will not forget the loss of 20 precious children and six heroic adults at Sandy Hook Elementary School. But if we are to truly honor their memory, we know that our grief must be turned into thoughtful change as we evaluate our laws and policies. The state and national debate is underway as officials seek to evolve and determine what actions, laws, policies, and cultural changes are necessary to reduce gun violence, secure our schools, and improve the way in which we provide mental health services. Our response to these issues will speak to the lessons our society has learned from that unspeakable tragedy.

On January 3, 2013 Governor Dannel P. Malloy established the Sandy Hook Advisory Commission (henceforth referred to as the Commission) to review current policy and make specific recommendations in the areas of public safety and mental health policy, with a focus on children and schools. With a public debate focusing on individual issues, the Commission has been committed to comprehensively evaluating all of the charges issued by the Governor. This Commission is comprised of experts in different areas, including education, mental health, law enforcement and emergency response. Commission members have taken the lead in developing the Commission's roadmap and agenda to shape conversations within their respective fields of expertise. The Commission was tasked with delivering an interim report on March 15<sup>th</sup>.

This initial report was to deliver early consensus recommendations in order to be included in the regular session of the Connecticut General Assembly; as well as identifying major issues or concern, areas for review, and a process to evaluate the standards by which the state could and should respond to the Sandy Hook tragedy. This interim report also strives to provide a roadmap by which the Commission will operate to develop a thorough understanding of the events that occurred in Newtown, and what changes can be made to prevent such an event from occurring again.

Informational meetings have thus far focused on:

1. infrastructure design, school safety and security;
2. trauma services and responses to school crisis;
3. gun violence prevention; and
4. emergency planning, preparedness, and response.

These hearings have provided the Commission the opportunity to hear from a number of parties, including state officials directly involved in responding to the Sandy Hook tragedy, experts who have dealt with these issues through their work or during past crises, and other key stakeholders.

Their testimonies provided Commission members with an understanding of the issues at stake and provided members with objectives to strive for in final recommendations. Following these hearings, the Commission was able to develop and review an exhaustive list of items for consideration that had been raised by presenters and other interested parties. Throughout the process, the Commission has welcomed and continues to encourage testimony and suggestions from the general public as they learn about relevant issues and review possible courses of action. With consensus governing the decision-making process, the Commission approved certain findings, and agreed to move forward in other areas to produce meaningful recommendation to address certain goals.

This interim report sets forward findings in which the Commission looks to make recommendations, and through subsequent hearings members will develop a consensus in how they would recommend the state to act. As the Commission continues its deliberations, it will seek to involve stakeholders and advocacy groups on all sides of each finding to fully understand the rationale of, the impacts due to, and the purpose of the final recommendations that will be submitted. This commission recognizes that there will be issues upon which there may be great controversy and upon which there are fundamental differences in opinion; yet members believe in light of the charge issued by Governor Malloy it is the responsibility of the Commission to submit findings and recommendations in all areas of its charge. In light of the Governor's directive from February 21, 2013, the Commission will also be acting to respond to new and more precise questions in the context of gun violence prevention.

As the Commission continues to meet, it will look to build upon and fill out these initial recommendations to develop a comprehensive final report within the year. Those recommendations will be a result of examining relevant policy discussions, utilizing reputable research, and expanding upon analysis from previous task forces and advisory groups; all the while the Commission will be taking into account the views of the general public, other advocacy groups and stakeholder organizations. These recommendations will be presented in a written report that will incorporate the investigative report from the State's Attorney, in order to convey the underlying facts and principles involved in this tragedy. Based on the experiences and lessons from previous task forces, the Commission will be supported by a recorder to detail meetings and discussions. There will be a written account that can serve as a record of the Commission's activities and will detail what the Commission investigated, why it investigated issues, and how it reached consensus on recommendations. This written report is crucial to recognizing and responding to the fundamental question of how we prevent this from happening again in Connecticut or anywhere around the country.

## **Firearms and Ammunition**

### **Firearm Permitting and Registration**

While some firearms are required to be registered in the State of Connecticut and some require a permit to carry, these requirements are not uniform. The Commission has found that firearms of significant lethality can be legally obtained without permit and without registration. According to the Connecticut State Police, there are approximately 1.4 million registered firearms in the State of Connecticut, and possibly up to 2 million unregistered firearms. The Commission finds this discrepancy in permitting and registration to be unwarranted. Furthermore, the Commission believes that this lack of uniform control abets “straw purchases” that can be used to deliver firearms to potential criminals.

In order for law enforcement agencies to safely engage in their lawful duties, the Commission believes the State of Connecticut should carefully consider the following items:

1. Mandatory background checks on the sale or transfer of any firearm, including long guns, at private sales and sales at gun shows.
2. Requiring registration, including a certificate of registration, for any firearm. This certificate of registration should be issued subsequent to the completion of a background check and is separate and distinct from a permit to carry.
3. Requiring the renewal of firearms permits on a regular basis. This renewal process should include a test of firearms handling capacity as well as an understanding of applicable laws and regulations.

### **High-capacity Firearms, Magazine Capacity, and Ammunition**

The Commission finds that types of ammunition and magazines currently available can pose a distinct threat to safety in private settings as well as places of assembly. Furthermore, the Commission has found that, despite the lethality of this ammunition, there are limited controls on its purchase. The Commission understands that, in a spree killing, a life could be lost every few seconds. The Commission takes seriously the rights afforded under the Second Amendment of the United States Constitution, but balances those rights against the language of the Preamble to the Constitution, which includes assurances of “domestic tranquility” and the obligation to “promote the general welfare.”

In order to maintain the safety of places of assembly by ensuring that lawful, competent firearms owners are the only individuals able to lawfully possess certain types and quantities of ammunition, the Commission believes that the State of Connecticut should carefully consider the following items:

4. Instituting a ban on the sale, possession, or use of any magazine or ammunition feeding device in excess of 10 rounds except for military and police use. The Commission recognizes that certain sporting events may at times seek to utilize higher capacity magazines, however the consensus of the Commission is that the spirit of sportsmanship can be maintained with lower capacity magazines.
5. Instituting a ban on the possession or sale of all armor-piercing and incendiary bullets, regardless of caliber. The Commission also believes that a first-time offense should be classified as a Class D Felony under Connecticut General Statutes.
6. Allowing the purchase of ammunition for registered firearms only.
7. Evaluating best practices for determining the regulation or prohibition of the sale and purchase of ammunition via the internet.
8. Evaluating the effectiveness of federal law in limiting the purchase of firearms via the internet to those who have passed the appropriate background screening.
9. Limiting the amounts of ammunition that may be purchased at any given time.

The Commission has found that the definition of “assault weapon” has allowed for cosmetic changes to military-style firearms that does not reduce their lethality but does allow them to be legally possessed. The Commission believes that, defining an “assault weapon” by form rather than function has been ineffective. It is the consensus of the Commission that gun violence is an issue that goes far beyond the tragedy at Sandy Hook, and the commonality of high-capacity firearms in violent crimes must be acknowledged. According to the 2011 Connecticut Uniform Crime Reporting Program, only two (2) of 94 firearm-related homicides in the state were committed with a rifle or a shotgun. It is the consensus of the Commission that firearm lethality is correlated to capacity, a correlation borne out not only in Sandy Hook Elementary School, but in other violent confrontations in and beyond Connecticut. Therefore, the Commission believes that the State of Connecticut should carefully consider:

10. Prohibiting the possession, sale or transfer of any firearm capable of firing more than 10 rounds without reloading. This prohibition would extend to military-style firearms as well as handguns. Law enforcement and military would be exempt from this ban.

## **Firearm Storage and Security**

The Commission has found that, in households where firearms are present, ample care is not always given to ensuring household members or guests who should not have access to the firearms are effectively prevented from gaining access. To better ensure that only appropriate handlers have direct access to firearms, the Commission believes the State of Connecticut should carefully consider:

11. Requiring that trigger locks be provided at the time of sale or transfer of any firearm.
12. Requiring that the State of Connecticut develop and update a “best practices” manual and require that all firearms in a home be stored in a locked container and adhere to these best practices; with current minimum standards featuring a tamper-resistant mechanical lock or other safety (including biometric) device when they are not under the owner's direct control or supervision. The owner should also be directly responsible for securing any key used to gain access to the locked container.

## **Miscellaneous (Firearms and Ammunition)**

While the Commission attests that the above items create an enhanced framework for safety in our homes, in our schools, in places of assembly, and in our neighborhoods, the Commission also concludes that other targeted actions would yield beneficial results. The Commission believes that the State of Connecticut should also carefully consider:

13. Requiring non-residents seeking to purchase a firearm or ammunition in the State of Connecticut to obtain a Certificate of Eligibility and conform to all other regulations applicable to Connecticut residents.
14. Requiring gun clubs to report any negligent or reckless behavior with a firearm, or illegal possession of any firearm or magazine, to the Connecticut Department of Emergency Services and Public Protection, Commissioner of Public Safety, and local law enforcement.
15. Requiring promoters of gun shows to receive a permit from the Chief of Police or Chief Elected Official as well as provide notice to the Commissioner of the Connecticut Department of Emergency Services and Public Protection.

The Commission understands and appreciates the role and challenges of law enforcement and the principle of “general defense,” therefore the Commission believes that the State of Connecticut should also exempt law enforcement and military personnel from proposed changes in law or regulation (as appropriate).

The Commission also appreciates the role, historic and contemporary, of firearms manufacturers in the State of Connecticut. No item of consideration identified above should be construed as a prohibition against the manufacture of any device legal for sale or possession in other jurisdictions.

The Commission also recognizes the significance of federal law as it pertains to the sale and transfer of firearms and ammunition, and believes that the series of recommendations set forth above provide a rational framework to increase the safety of Connecticut residents.

## **Safe School Design and Human Resource Emergency Preparedness**

### **Minimum Classroom Security Standards**

While design standards exist for a number of school features, ranging from lighting appropriateness to air changes per hour, no standard exists for the baseline of safe school design or a process to determine appropriate safe school design elements. The Commission believes that K-12 schools, licensed day care centers, and institutions of higher learning should undertake a process to determine minimum design standards for safety, although it recognizes that the implementation of a robust security program in a licensed daycare facility is very different from implementation of a robust security program at a college campus.

Each institution, depending on a myriad of physical and community characteristics, can achieve safe school design through widely divergent mechanisms. The Commission recognizes that the expense of safe school design and construction may be significant, and each school district will have different factors in its cost-benefit analysis of various design tools or retrofit opportunities.

The items of considerations set forth in this section address the built environment of facilities and training to maximize the effectiveness physical security programs and policies. Items pertaining to behavioral health and trauma response will be further developed in the Commission's final report.

Notwithstanding the Commission's endorsement of local process over required outcome, the Commission has highlighted a singular element in which it believes the potential benefit outweighs the cost in all K-12 facilities. As precious seconds matter in an episode like the tragedy at Sandy Hook Elementary School, the Commission believes that the State of Connecticut should carefully consider:

16. Requiring that all classrooms in K-12 schools be equipped with locking doors that can be locked from the inside by the classroom teacher or substitute. These doors should also be compliant with building code, fire safety code, and other regulations as required.
17. Requiring that all exterior doors in K-12 schools be equipped with hardware capable of implementing a full perimeter lockdown.

### **Threat and Risk Assessment/Emergency Planning and Response Standards**

The Commission finds that different schools and different school districts have fundamentally different capacities in effectively analyzing their security strengths and weaknesses. Therefore, the Commission has endorsed the development of a common Threat and Risk Assessment

Security Recommendations (TRASR) tool by the State of Connecticut as well as a uniform process to develop an Emergency Response Plan (ERP). This tool would be applied to all facilities and provide a common planning and assessment baseline for all schools, public and private. In conjunction with a broader Safe Schools Plan (SSP) and with appropriate review and comment by the Connecticut Department of Emergency Services and Public Protection, Division of Emergency Management and Homeland Security, the Commission believes that school security can be appreciably enhanced. Likewise, the consolidation of information at the State (or DESPP Division of Emergency Management and Homeland Security region) would assist in effective deployment of State or mutual aid resources in time of emergency.

As such, the Commission believes the State of Connecticut should carefully consider:

18. Developing an All-Hazards Threat and Risk Assessment Security Recommendations (TRASR) tool able to be applied, in a site-specific fashion, to all schools and day care centers statewide. School districts should be required to perform a TRASR within 12 months of its availability and review/update this TRASR every three to five years, unless intelligence or events suggest a more rigorous schedule.
  - 1) The TRASR should provide a common sense approach to the identification and provision of rational and credible protective design building and site components and related security operational policies and procedures which will enhance the safety of students, teachers, staff, and others on school grounds and in school buildings.
  - 2) The TRASR should incorporate Crime Prevention Through Environmental Design Strategies, technology solutions, building hardening techniques, operational policies and procedures, and the role of school staff, emergency responders, public health officials, and other appropriate resources. The TRASR should be broad enough in scope to include neighborhood conditions to represent the true school environment ecosystem.
  - 3) The TRASR should include a phased over time implementation strategy with achievable milestones representing increasing levels of security enhancement. This should apply to pre-school programs, licensed day cares and, regardless of their size, all other schools.
  - 4) In K-12 schools, the TRASR should include a definitive analysis of whether or not to have a School Resource Officer (SRO) and address after-school access/activities as well.
19. Requiring that schools, utilizing information developed using the TRASR tool as well as through input from relevant stakeholders, develop an Emergency Response Plan (ERP). This ERP should be sure to include information-sharing protocols and off-site reunification plans should the school require evacuation. Like fire drills, the exercise of this ERP (including response by outside public safety agencies) should be mandated and an age- and developmentally-appropriate curriculum around issues of safety/security should be developed by the State of Connecticut to assist in the effective integration of security policies into all classrooms. Evidence (including after-action reports) of drills

should be incorporated in the ERP to enhance accountability.

20. Requiring that all schools develop a Safe Schools Plan (SSP) that incorporates the TRASR, ERP, security policies, building design elements, staff responsibilities during emergencies, and other critical pieces of information. The SSP shall be submitted to and reviewed by the DESPP Division of Emergency Management and Homeland Security; updates to the SSP must respond to DESPP Division of Emergency Management and Homeland Security comments regarding hazards or oversights.
21. Requiring that every school establish a Safe Schools Planning Committee charged with oversight of safety and security issues as well as ensuring compliance with timelines affiliated with the TRASR, ERP, and SSP. This Safe Schools Planning Committee should be required to meet no less than three times per year and should incorporate not only school personnel, but community members.
22. Requiring that the ERPs submitted to DESPP Division of Emergency Management and Homeland Security by institutes of higher learning be not only collected by DESPP Division of Emergency Management and Homeland Security, but also reviewed and approved by that agency.
23. Assigning a full-time emergency planner at DESPP Division of Emergency Management and Homeland Security to review and comment on submissions as well as assist schools and school districts, as necessary, with the preparation of emergency plans.

The Commission finds that, in an emergency, real-time and high-fidelity data is critical to an effective response by first responders. Such data enhances situational awareness and can help establish a common operating picture during a multi-jurisdictional response. The Commission finds that changes to first responder protocols regarding an “active shooter” instituted in the law enforcement community after the tragedy at Columbine High School have saved lives. However, the Commission feels that additional efforts to provide current data to law enforcement can further improve response to such threats. The Commission believes the State of Connecticut should consider:

24. Implementing a program which requires that each school provide local police, fire, and emergency response personnel with up-to-date copies of building floor plans, blueprints, schematics of school interiors, grounds, road maps of the surrounding area, evacuation routes, alternative evacuation routes, shelter site, procedures for addressing medical needs, transportation, and emergency notification to parents. Efforts should be made to digitize plans and schematics to assist in dissemination in case of emergency.
25. Requiring school facilities to evaluate cell phone coverage throughout the facilities and grounds and make reasonable efforts to address deficiencies while, at the same time, reinforcing school policies on cell phone usage during non-emergencies.
26. Encouraging the deployment of enhanced WiFi in schools and the usage of IP enabled

cameras (to support response capacity). Special attention should be given to perimeter surveillance and areas of assembly.

## **Identification and Financing of School Hardening Tactics**

The Commission finds that the “hardening” of schools as targets will require additional support of the State of Connecticut, to address both a lack of full access to the array of hardening tools/techniques, as well as the financing of those improvements. The Commission also understands that the incorporation of security elements should be done at the earliest stages of design. The Commission believes the State of Connecticut should carefully consider:

27. Creating a blue-ribbon panel of design and security experts to establish, within 12 months, the toolbox of recommendations for safe design and retrofit of schools to be included in state's educational specifications.
28. Modifying State Construction Grant applications to include a new category of project: SU/Security Upgrades.
29. Requiring that the School Facility Survey (ED050) incorporate security criteria.
30. Requiring School Building Committees engaged in construction or renovation projects to seek input and comment from local first responders.
31. Requiring School Building Committees to reference a specific review of the toolbox created by the blue-ribbon commission when seeking State funding for construction or renovation.

## **Human Resource Training and Capacity-Building**

The Commission finds that effective training of staff resources provides the most critical, timely, and effective mechanism for resisting a threat to schools based upon a human actor. The Commission notes that all adults present in the schools, be they teachers, substitute teachers, custodians, paraprofessionals, administrators, volunteers, or other staff, all play a critical role in time of emergency. The Commission also observes that, in the wake of recent tragedies and attempted efforts to destroy the sanctity of our school spaces, we must redouble our efforts to restrict access to school buildings by those who may, by effort or inadvertently, expose schoolchildren to risk. The Commission believes the State of Connecticut should consider:

32. Requiring the State Department of Education to establish a training course for school staff specifically designed to increase awareness of security policies and programs.

33. Requiring that, upon the implementation of any new security measure or change in the legislative or regulatory environments regarding school security, all relevant staff be trained in management or operation of any new equipment and instructed in their role during an emergency due to any change in policy, practice, or regulation. Such roles and responsibilities may include utility and alarm shutoffs.
34. Requiring the training of appropriate school personnel in the National Incident Management System and Incident Command System, the uniform mechanisms for emergency management response to a crisis situation. Such Unified Command Structure should specifically incorporate municipal/regional officials, school officials, and emergency response personnel.
35. Requiring, for the purposes of supervised access and controlled entry, a Trusted Access Program (TAP) to be enforced at all schools. This TAP will allow, through the visual display of credentials, the identification of staff, contractors, parents, and others authorized to be on school grounds.
36. Requiring background screening for all staff in schools.
37. Establishing a best practices guide for effective bullying and threat identification, prevention, and response to be made available to all schools.
38. Requiring that a quality assurance (QA) program be implemented in all schools to ensure that appropriate matters arising within the school are referred to local law enforcement for review and action.

## **Additional Required Partnerships and Support**

The Commission recognizes that the resources available at the local, regional, and State levels are inadequate to establish norms, standards, and opportunities that enhance the safety of all of our public spaces. As such, the Commission believes that the State of Connecticut should consider seeking additional support from federal officials in critical areas.

The Commission understands and acknowledges that, in order to effectively weave this tapestry of safe school design and human resource emergency preparedness, additional resources will be required (including for the funding of a full-time emergency manager for preparedness at DESPP Division of Emergency Management and Homeland Security). In order to assist in the development of these necessary financial resources and technical assistance, the Commission believes the State of Connecticut should consider:

39. Seeking, through Connecticut's federal delegation, funding for:
  - 1) National Incident Management System (NIMS) training;
  - 2) Re-funding of the Safe and Drug Free Schools program at U.S. Department of Education;
  - 3) Re-funding of the Readiness Emergency Management Program for Schools program.
40. Requesting assistance from the State of Connecticut's Congressional Delegation in ending the federal ban on research into gun violence. The Commission believes that quality data in this area would support the development of quality public policy.
41. Developing, through partnerships with universities, medical groups, and other relevant parties, a Connecticut-based academic institute dedicated to providing quality research data on all aspects of gun violence and its impacts. The Commission believes that the State of Connecticut should be the national leader in providing this research data.

## Miscellaneous

### **Commission Findings:**

The Commission finds, that in the wake of an extreme tragedy, local resources are frequently overcome by the generous donations of others and the management of those donations. The Commission believes the State of Connecticut should consider:

42. Establishing best practices information for management of donated supplies and materials as well as a communications management plan for delivery of timely and appropriate material to press.

**Superintendent's Surplus Recommendations  
FY 2012-2013**

**TIER 1 - RECOMMENDATIONS FOR OPERATING BUDGET SURPLUS**

<u>ITEMS</u>	<u>TIMELINE</u>	
Security Cameras and additional Two-Way Radios	April	\$ 29,000
Math Resources	April - May	\$ 35,000
Cafeteria Tables	April	\$ 21,000
Telephone / P.A. System (BOE Portion)	May	\$ 35,000
Carpet Replacement - Library and School Offices	June	\$ 30,000
Painting - Interior & Exterior (A & S Wing Classrooms, South Exterior)	June	\$ 10,000
Identify Electrical Circuits	June	\$ 6,000
Café Wall Tiles (Phase 1 Priority Request)	June	\$ 14,000
<b>TOTAL RECOMMENDATIONS FOR SURPLUS:</b>		<b>\$ 180,000</b>
<b>PROJECTED SURPLUS OF 2/28/2013:</b>		<b>\$ 185,892</b>
<b>REVISED PROJECTED SURPLUS:</b>		<b>\$ 5,892</b>

**TIER 2 - RECOMMENDATIONS FOR OPERATING BUDGET SURPLUS**

<b>Cafeteria Acoustics Project:</b>		
Kitchen Wall Tiles		\$ 10,000
Café Ceiling Tiles		\$ 18,000
Café Soffit		\$ 38,000
<b>TOTALS</b>		<b>\$ 66,000</b>

**CAPITAL REQUEST:**

Telephone / P.A. System (Town Portion)	\$ 50,000
Technology	\$ 95,000
<b>TOTAL CAPITAL REQUESTS:</b>	<b>\$ 145,000</b>