Woodbridge Board of Education
Woodbridge Board of Education Regular Meeting
Monday, October 16, 2023 7:00 PM

South Assembly Room

Agenda

I. **Preliminary Business / WebEx Log-in / Motions**

https://woodbridgeps.webex.com/woodbridgeps/j.php?MTID=m22d1a4a4a3d1acf45bd24dcc967cb862
Meeting Number: 2491 234 7747
Meeting Password: myYvrhHS676

This meeting is being conducted as a hybrid meeting consistent with Connecticut Public Act 22-3. The public may attend in person at the location indicated above or electronically via WebEx with the link provided above.

A. Call to Order
B. Pledge of Allegiance
C. Correspondence - *Correspondence may be submitted via email no later than 4:00 PM on the day of the meeting to mdegennaro@woodbridgeps.org*
D. Public Comment - *The Board welcomes public participation. We ask that speakers please limit their comments to three minutes. Please be aware that the Board will not respond to any comments made during the public comment period, except to clarify issues, but we will take into consideration your comments, and when appropriate, district administration will follow-up with you at a later point in time. Public Comments may be submitted electronically to mdegennaro@woodbridgeps.org*
E. PTO Update

II. **Consent Agenda**

A. Approval of the September 18, 2023 Regular Meeting Minutes
B. Budget Narrative Report
C. Budget Summary Report
D. Budget Detail Report
E. Combining Financial Statements
F. Policies for 30-Day Review
    1. 3542.41 - Food Service Personnel Professional Standards
    2. 4113.12 - Minimum Duty Free Lunch Periods for Teachers and Other Certified Staff

III. **Reports**

A. Finance Committee

1. Review proposal from Constructions Solutions Group for services related to the procurement of a Feasibility Study and possible Ed Specs for a possible future building project
2. Classroom Supplies Cost Estimate

B. Superintendent's Report
   1. SBAC Assessment Report
   2. BRS Update
C. Curriculum Committee
D. BRS Town Building Committee Update
E. Policy Committee / Adopt Policies
   1. 1212 - Volunteers / Student Interns
   2. 9132.4 - Finance Committee
F. CABE Liaison Report
G. Upcoming Meeting Presentation(s) - Capital Budget 2025-2030, LAS Links / Multilingual Program Update

IV. **New Business**

A. Building Usage Request

V. **Other**

A. Public Comment - *The Board welcomes public participation. We ask that speakers please limit their comments to three minutes. Please be aware that the Board will not respond to any comments made during the public comment period, except to clarify issues, but we will take into consideration your comments, and when appropriate, district administration will follow-up with you at a later point in time.*
B. Executive Session, in accordance with State Statute

VI. **Adjournment**


QUI TRANSTULIT SUSTINET
TOWN · OF · WOODBRIDGE
INCORPORATED · 1784 · CONNECTICUT

Beecher Road School

Marsha DeGennaro <mdegennaro@woodbridgeps.org>

[External Email] In Support of Advanced Math offerings for 5th/6th grade at BRS

1 message

Hillary Drumm <hiljor@gmail.com> Thu, Oct 5, 2023 at 2:44 PM
To: Marsha Degennaro <mdegennaro@woodbridgeps.org>, lpiascyk@woodbridgeps.org, Maria Madonick <mmadonick@woodbridgeps.org>, sdelprete@woodbridgeps.org, jdahya@woodbridgeps.org, bhopkins@woodbridgeps.org, jhughes@woodbridgeps.org, mstrambler@woodbridgeps.org, ewilliamson@woodbridgeps.org, slawrence@woodbridgeps.org

Dear Woodbridge Board of Education members,

I appreciate the opportunity to communicate with our Woodbridge Board of Education. My name is Hillary Drumm, I am parent to a BRS graduate, a BRS 5th grader and a BRS 2nd grader. I am writing in support of expanding the current 6th grade Pre Algebra program into a comprehensive Advanced Math program that includes 5th & 6th grades at Beecher Road School closer to what our neighboring district offers.

Several years ago, the current Pre Algebra program was launched at BRS to meet the needs of our advanced math students and allow our school to remain competitive in our curriculum with neighboring districts. This program had many successes as well as some challenges and it is my understanding that is not currently being offered this year.

I am writing to support resuming this program and expanding it to be more comprehensive to include both 5th and 6th grades. Differentiated math instruction in the upper grades of BRS, will help to meet students where they are and take them where they are able, not just at benchmark. It could help to challenge our students and help Beecher live up to its wonderful reputation as a well-rounded elementary school that prepares our students of all levels for continued achievement.

Having a comprehensive Advanced Math program that teaches content at an accelerated pace and includes 5th & 6th grade curriculum during 5th grade for those who can master it quicker and prepare them for Pre-Algebra in 6th grade. This expansion will allow our students to advance without skipping important content or depending on outside instruction/tutoring. This expanded structure would be more equitable in our community, and not biased for those who have had access to afford outside instruction or those who have time and expertise to teach their children math content that the children have not yet been exposed to in the current curriculum.

I ask the WBOE to please consider reviewing the current Advanced Math program and protocols in our neighboring Orange Elementary district to determine if they could be translated and adapted to our community. I believe we can learn from the structure and success that the Orange program has demonstrated over the years and combine it with our own successes with our Pre Algebra program. We have the opportunity to come together with our neighboring districts to provide a successful comprehensive and academically competitive program. This has already started with Orange and Beecher has followed. Bringing in our larger community of neighboring districts (Orange and Amity) into the curriculum discussion would help to ensure we are teaching consistent and appropriate material that will continue to support them throughout their academic journeys at BRS, AMSB and Amity High.

Please consider making the BRS Pre Algebra program more comprehensive and equitable so that we can strengthen our Advanced Math at BRS, providing our students with opportunity for success and continued math challenges as they advance through middle school and high school.

Thank you for your consideration.
Respectfully,
Hillary Drumm
BRS Parent

Beecher Road School

Marsha DeGennaro <mdegennaro@woodbridgeps.org>

Fwd: [External Email] Advanced Math Cirriculum

1 message

Lynn Piascyk <lpiascyk@woodbridgeps.org> Thu, Oct 12, 2023 at 11:01 PM
To: Marsha DeGennaro <mdegennaro@woodbridgeps.org>, Vonda Tencza <vtencza@woodbridgeps.org>

Marsha -
Please include this letter as Board Correspondence on Boardbook for Monday's meeting.
Thank you, Lynn

---------- Forwarded message ---------
From: **R. George Hauser** <hauserrg@gmail.com>
Date: Thu, Oct 12, 2023 at 9:56 PM
Subject: [External Email] Advanced Math Cirriculum
To: <lpiascyk@woodbridgeps.org>, <mmadonick@woodbridgeps.org>, <sdelprete@woodbridgeps.org>, <jdahya@woodbridgeps.org>, <bhopkins@woodbridgeps.org>, <jhughes@woodbridgeps.org>, <slawrence@woodbridgeps.org>, <mstrambler@woodbridgeps.org>, <ewilliamson@woodbridgeps.org>
CC: Hillary Drumm <hiljor@gmail.com>, Christine Hauser <christine.a.hauser@gmail.com>

Dear Board of Education,

In our world, math matters. Providing our students an opportunity to pursue an advanced math curriculum is so important for their success. Please consider providing this option for families in our community.

We have reached out to Beecher administration for 3 years to inquire about an advanced math curriculum, and I can say with confidence, they have no intention of providing an advanced math curriculum without your intervention. To quote Principal Sherman,"We are just a public school." This was her response to an advanced math curriculum in our last face to face meeting with multiple teachers present.

Bless you folks who have devoted your time to improve the school environment. In our experience, our efforts seemed to go nowhere. As my friend said when we reviewed Beecher's standardized math test results, "They are above average at creating very average students." They seem content with the choices that have led to those results.

Cheers,
George Hauser

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Marsha DeGennaro <mdegennaro@woodbridgeps.org>

[External Email] Advanced math support

1 message

Emily Vinocur <vinocur.emily@gmail.com> Mon, Oct 16, 2023 at 3:07 PM
To: lpiascyk@woodbridgeps.org, jdahya@woodbridgeps.org, slawrence@woodbridgeps.org, mmadonick@woodbridgeps.org, bhopkins@woodbridgeps.org, mstrambler@woodbridgeps.org, sdelprete@woodbridgeps.org, jhughes@woodbridgeps.org, ewilliamson@woodbridgeps.org, mdegennaro@woodbridgeps.org

Dear Board of Education,

I am writing today to express my support for the advanced math program at Beecher Road School. I am the parent of a third grade student.

Mathematically advanced students need the opportunity to face challenges in math. The factors that ultimately drive success in mathematics- learning to take an organized, stepwise approach to problems, persisting in the face of difficulties, and knowing how to "show your work"- are often underdeveloped in students who excel in grade-level math. When they encounter tough topics in middle or high school, they lack the problem solving toolset their peers developed. Many advanced students lose their love for math at this point. I believe it's important for advanced students to face challenges in the supportive environment of Beecher Road School before moving on to middle school.

I also support the proposed change in the advanced math program, with 5th grade students combining 5th and 6th grade math into one year. Single-subject acceleration is highly recommended for advanced students, and curriculum compacting is preferred to grade skipping because every standard is taught.

Thank you for considering this issue, and I look forward to hearing the Board's decision.

- Emily Vinocur

Beecher Road School

Marsha DeGennaro <mdegennaro@woodbridgeps.org>

[External Email] Support for advanced math in 5&6 grade - screening criteria to advance needed to be reasonable

1 message

Haoxian Myra Zhang <haoxianmyra@gmail.com> Mon, Oct 16, 2023 at 5:15 PM
To: lpiascyk@woodbridgeps.org, mmadonick@woodbridgeps.org, sdelprete@woodbridgeps.org, jdahya@woodbridgeps.org, bhopkins@woodbridgeps.org, jhughes@woodbridgeps.org, slawrence@woodbridgeps.org, mstrambler@woodbridgeps.org, ewilliamson@woodbridgeps.org
Cc: mdegennaro@woodbridgeps.org, Hillary Drumm <hiljor@gmail.com>, Cindy Kruger <cindywarnerkruger@gmail.com>, "Music with Mrs. Turkosz" <KTurkosz@gmail.com>

Dear BOE chair and board members,

My name is Myra Zhang, a resident in Woodbridge for more than 15 years, and a mother of a Beecher graduate (2021), and two current students - a 6th grader, and a kindergartner.

I am writing this email to support the initiatives to teach the students advanced math in 5 & 6 grade that matches their talent and capabilities. My email would like to focus particularly on selecting criteria. I would like to use two examples of what I saw as too restricted criteria resulted in limiting our talented students to have the opportunities to take on advanced materials.

The Beecher graduates of 2021 have had great talents in math. Their 6th grade was the year when COVID hit and no advanced math class was provided in Beecher in regular school hours. In spite of it, more than a dozen of the students studied in a math club weekly to compete in the MathCount. Many of them scored impressive in this prestige competition with the top two Beecher students in the top 20 of the whole New Haven Chapter. To put this achievement into perspective, this competition is open to the best math students up to 8th grade from all the private and public middle schools in New Haven county (including Hopkins and Hamden Hall etc.). To be in the top 20 as a 6th grader competition with 8th graders top math students from all the private and public schools in New Haven was an extraordinary achievement and demonstration of talents in math. However, for the whole class of the 2021 Beecher graduate, none of them were qualified to skip pre-algerbra in the middle school.

I am also wondering whether the criteria for this year's Pre-algerbra qualification was too restricted. The current 6th graders are actually having an unprecedented number of qualified TAG students who were screened through objective tests with national compatible benchmarks - more than 35 in total and is twice the regular size of the TAG program. It is surprisingly to learn that for this group of talented students we are not having enough students qualify for pre-algerbra class in 6th grade, could it be the qualification criteria being set too restricted?

Thanks in advance for all your consideration and your efforts to make sure all of our students are challenged to reach their potentials!

Best regards,

Myra Zhang

Beecher Road School

Marsha DeGennaro <mdegennaro@woodbridgeps.org>

[External Email] Public Participation

1 message

Zon Huang <zfhuang02@gmail.com> Sun, Oct 15, 2023 at 10:20 PM
To: mdegennaro@woodbridgeps.org

Dear Members of Woodbridge Board of Education,

I would like to make a comment about and a recommendation for Woodbridge school district.

Woodbridge school district is aimed to improve students' academic performance and I think to improve students' readiness for learning is most critical to achieving that goal. Since there may be many aspects affecting students' readiness, I think schools should start to resolve any issue which may already exist. For example, the sleepiness is one aspect affects students' readiness for the 1st class in the morning and the 1st class after lunch. Schools should find solutions for tackling it. Otherwise, students won't be able to focus themselves on listening and understand what teachers are teaching them.

My recommendation would be to wake them up with a short-time (15 minutes) soft exercise with eye and body cohesive movements. If you think it's worth evaluating the exercise, please let me know and we can discuss how to implement it any time in the future.

Best regards,

Zhong Huang

FineChem

Woodbridge, Connecticut

Beecher Road School

Marsha DeGennaro <mdegennaro@woodbridgeps.org>

Fwd: [External Email] BRS Advanced Math Program

2 messages

Lynn Piascyk <lpiascyk@woodbridgeps.org> Fri, Oct 13, 2023 at 4:14 PM
To: Marsha DeGennaro <mdegennaro@woodbridgeps.org>, Vonda Tencza <vtencza@woodbridgeps.org>

Marsha -
Please add this to Boardbook as Public Comment received by Board members.
Many thanks, Lynn

---------- Forwarded message ---------
From: **Daniel Griffiths** <griffiths@snet.net>
Date: Fri, Oct 13, 2023 at 2:12 PM
Subject: [External Email] BRS Advanced Math Program
To: <lpiascyk@woodbridgeps.org>, <mmadonick@woodbridgeps.org>, <sdelprete@woodbridgeps.org>, <jdhaya@woodbridgeps.org>, <bhopkins@woodbridgeps.org>, <jhughes@woodbridgeps.org>, <slawrence@woodbridgeps.org>, <mstrambler@woodbridgeps.org>, <ewilliamson@woodbridgeps.org>
CC: Kate Cook Griffiths <katejcook@hotmail.com>

Dear Woodbridge BOE,

I am a parent of a 5th grader in BRS and 8th grader in Amity Middle School, and I am writing in strong support of advanced math offerings at BRS. Both my children have excelled in math, and we have noticed they become no longer challenged in the 5th grade curriculum. They ace every quiz and tell us they are bored. Looking back, my 8th grader basically had a "lost year" with regards to his math potential in 5th grade, and now we are seeing it happen again with our 5th grader. We strongly feel they need to be challenged more with accelerated content. 6th grade content should be taught in the 2nd half of 5th grade as appropriate, and then those 5th graders who meet standards would do well in pre-algebra in 6th grade and beyond.

It is disappointing to hear the nascent 6th grade advanced math program no longer has the support of the BRS principal and superintendent.

From what I have heard, Orange elementary schools have offered an advanced math program for some time now, and children going through that program into middle school appear to mostly find success in 7th grade algebra and beyond. It seems obvious to me that we should learn from what our neighbors have done and implement a similar program at BRS.

This offering is also the type of program that makes a school like BRS stand out. I urge the Woodbridge BOE to investigate this matter and push to reinstate the advanced math program at BRS.

Thank you,

Daniel Griffiths
15 Ledge Rd

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Beecher Road School

Marsha DeGennaro <mdegennaro@woodbridgeps.org>

[External Email] BOE Comment 10/16

1 message

KRISTINE EDWARDS <helohappy@aol.com>
To: mdegennaro@woodbridgeps.org

Mon, Oct 16, 2023 at 4:34 PM

Woodbridge BOE,

Thank you for the opportunity to share our experience and our concerns with the lack of advanced math curriculum in the fifth and six grade at Beecher Road school. We currently have one son in the sixth grade at Beecher Road school, but he is the youngest of three that have moved from Beecher through AMSB an onto Amity Regional HighSchool. We are familiar with the options offered at AMSB and the rigor required. I share the experience of my current six grader to offer a perspective on why I think it is a disservice to a certain population of children in our community to not offer an advanced math track or cohort.

Our son has been able to do mathematical computations in his head since a very early age. We knew elementary school would propose quite a challenge in this dichotomy of loving math, but not loving math class at school due to the simplicity of basic concepts covered in the early grades. We are so fortunate that we were able to choose the MAG experience so that his educational focus in grades one through four were much more diverse. In moving on to fifth grade math, we recognized that the new challenge of math coming so easily, is lack of preparation for the middle school years in having to do the work, and be diligent in practice.

Our son was very excited this past spring to learn that he had qualified to take a placement test to be able to be in an advanced math cohort in the six grade. When we learned that he had scored just a few percentage points below the 80% required to be placed in this group, we reached out to do a little investigation. We learned that the test was based on six grade material, and so based on exposure to certain concepts rather than mathematical acuity. This summer Mrs. Sherman assured us that they would find a way for those students who needed extra challenge to be able to participate in a cohort within 6th grade math.

We understand that every school has struggles with being able to provide everything for every student, staffing challenges and stressors. We have tried to be very accommodating with a new math teacher in the six grade, reaching out to her and asking about differentiation. Mrs. Sherman also seemed confident that 'pre-assessments would be given so differentiation could take place'. Unfortunately, we have been told by our son's math teacher that because all of the six grade material is new, that they will not be giving pre-assessments at all. We have been told that 'challenge work' is being offered to all, but we've seen it is just busy-work, not challenge work.

In summary, we feel it is very important that students who are excited about math, and have strong math skills have the opportunity to work with someone who will engage them with the same level of excitement, and provide challenging material. I I am personally on the fence about students moving so early into algebra and geometry, even though we know our son is capable. What is important to me is that school and learning is a positive experience and the love of learning is fostered. We strongly encourage the Board of Education to make a statement of proposal to differentiate mathematics education in the fifth and sixth grade at Beecher Road school.

Thank you very much for your time and consideration,

Kris and Matt Edwards

Sent from my iPhone

WBOE

Oct. 2023

BRS PTO Update



Beecher Road School PTO 2023-24 Program on a Page

August
- Kindergarten Social ✓
- Welcome Back Teachers ✓

September
- Ice Cream Social ✓
- Grade Level Socials ✓
- Original Works Kids' Art fundraiser (Fall)
- Woodbridge Like Me ✓

October
- Picture Day ✓
- Halloween Hoot

November
- Thanksgiving Drive
- Book Fair (Nov. 27-Dec. 1)

December
[School Events]

January
- Additional Fundraiser (TBD)

February
- STEM Night
- PTO Meet & Greet
- Math Night

March
- International Food Night
- Book Swap

April
- Spring Book Fair (TBD)
- Arts Week

May
- Teacher Appreciation Week
- Quassy

June
- *Field D*ay
- 6th Grade Graduation

School Educational Enhancement Examples



Teacher grants (e.g. flexible seating; 3D printers)



In-school presenters (e.g. Birds of Prey Show; Yoga)



Supplementing field trip costs



Author visits



Empathy week



Library Support

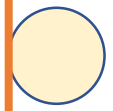








In discussion on how to best execute





SCHOLASTIC


BRS PTO Presents:
HALLOWEEN HOOT
SATURDAY 10/21 10:30AM – 2:30PM
HAUNTED HALLWAY
Prizes!
FORTUNE TELLING
CARNIVAL GAMES!
WITH MADAM CLAIRVOYANT!
Face Painting!
Inflatables!
Bake Sale!
PERFORMANCES!
FOOD TRUCKS!
Crazy Science
Archery!
with Professor Proton!
Bracelets: $18 per kid in advance ($50/family); $25 at the door

WE NEED YOU!!

PTO 2023-24 Executive Board

- *President – Cindy Kruger*
- *Vice President – Monica Philipp*
- *Secretary – Jennifer Plonsky*
- *Treasurers – Saurabh Vilekar & Betsy Hull*
- *Chair of Communications – Cara Rosner*
- *Chairs of Social Events – Jennifer Clarke-Lofters*
- *Chair of Academic Events – Sumi Sudhir*
- *Chair of Fundraising – Susan Lettelleir*
- *Teacher Liaisons – Aimee Meacham & Larissa Crocco*
- *Admin Liaisons – Lisa Sherman & Jimmy Sapia*

- **PLEASE:**
  - **Come support the Hoot!**
  - **(Thank you WBOE for donating an auction basket)**
  - **Come to our General Membership Meetings: Next meeting is Thursday, Oct. 26th, 6-7pm**

MINUTES OF THE HYBRID REGULAR WOODBRIDGE BOARD OF EDUCATION MEETING
Monday, September 18, 2023
Via WebEx https://woodbridgeps.webex.com/woodbridgeps/j.php?MTID=m76cc10af60e163e74f86708f6978f92c
Meeting Number: 2483 972 2414 **Meeting Password:** dpZeZ6NQM32

CALL TO ORDER: Ms. Lynn Piascyk, Chair, called the meeting to order (7:02 PM).

BOARD MEMBERS PRESENT: Ms. Lynn Piascyk, Chair (in-person); Dr. Maria Madonick, Vice Chair (in-person); Dr. Jay Dahya (in-person); Ms. Brooke Hopkins (remote); Mr. Jeff Hughes (in-person); Mr. Steven Lawrence, (in-person); Dr. Michael Strambler (remote) and Ms. Erin Williamson (remote).

STAFF: Vonda Tencza, Superintendent; Analisa Sherman, Principal; James Sapia, Assistant Principal; Cheryl Tafel, Assistant Principal; Carrie Borcherding, Special Services Director; Donna Coonan, Director of Business Services/Operations; and Marsha DeGennaro, Clerk of the Board.

The Board expressed their deep condolences to the Luciani family and held a moment of silence in memory of Brian Luciani who recently lost his battle with cancer.

CORRESPONDENCE – Chair Piascyk noted that an email had been received from a BRS parent regarding the cost of school supplies.

PUBLIC COMMENT – Kristine Turkosz spoke regarding changes in student placement procedures, the revised criteria process for PreAlgebra and the lack of communication to parents.

CONSENT AGENDA
MOTION #1 – CONSENT AGENDA
Move that we approve the consent agenda as presented.
Mr. Lawrence
Second by Dr. Madonick
UNANIMOUS

PTO Update – Ms. Kruger highlighted changes in PTO leadership, the recent incorporation of the PTO, and fund raising financials.

Superintendent Report – Superintendent Tencza apprised the Board on the addition of 52 students since October of last year, security drills, the anticipated pool opening, the lack of response from the CSDE on the status of our reading waiver, attendance at the Master Reading class and the honoring of Chair Piascyk at the Living Treasure Dinner.

On behalf of the full Board, Dr. Madonick congratulated Chair Piascyk on receiving the Living Treasure Award from the Town. Chair Piascyk was acknowledged for her countless hours and commitment to numerous Town committees / groups; her guidance through the recent pandemic and multiple leadership changes; and her consistency in placing the climate and culture of BRS and the education of children above everything else. Chair Piascyk thanked the Board for their generous and continued support.

Technology Update – Mr. Billings noted the projects that were completed over the summer inclusive of smartboard installations; wiring of new access points throughout the building as well as various areas outside the building, the upcoming rollout of the new student pick-up app and the purchase / shift of Chromebooks for Grade 6 students.

Ms. Hopkins left the meeting (7:34 PM).

Facilities Update – Mr. Esparo noted the cleaning, scrubbing and waxing of all classrooms and hallways; the near completion of HVAC / air balance testing; the wiring upgrade of the PA system, deployment of the Tools for Schools Survey to teachers; completion of in-house HVAC preventative maintenance items / repairs, roof handler / unit ventilator inspections; and his recent appointment as Vice President of the CT Schools and Grounds Association.

BRS Update – Ms. Sherman noted the opening of school, celebration of Dot Day and National Hispanic Heritage Month, the well attended open houses and ice cream social, the first fire drill and upcoming bus evacuation drill and the return of the salad bar and ice cream machine in the Café.

Questions were raised regarding the shift in Grade 6 math classes, the PreAlgebra criteria assessment and the lack of communication to parents. Parents of students who participated in the assessment were notified of the outcome, however, a broad communication to the full Grade 5 / 6 parent base did not occur. Given the low number of eligible students, it was determined that PreAlgebra would not be offered as a class. Instead identified students would be offered accelerated concept projects as part of the flexible student group structure. It was suggested that the Board receive an updated presentation on PreAlgebra as well as explanations for the change and that a communication be sent out to the community.

BRS Town Building Committee – Mr. Hughes apprised the Board that at the September 8 Ad Hoc meeting, David Stein from Silver, Petrucelli provided a projected timeline for the roof repairs. There are numerous roofs on the building. This particular roof represents approximately 25% of all the roofs. The projected timeline for completion would be:

- Schematic Designs – October / November
- Construction Documents – November / December
- Reimbursement Submission Documents to CSDE – November
- Local Approval by BOS / BOF – January / March
- Out to Bid – April
- Award Bid – May
- Construction Begins – Mid / June

Site improvements, including asphalt repaving of parking lots and egress areas, will follow a similar timeline.

- Schematic Designs – October / November
- Construction Documents – November / December
- Local Approval by BOS / BOF – January / March
- Out to Bid – April
- Award Bid – May
- Construction Begins – May / June

It was noted that summer programming (SEP / ESY) will be impacted and alternate sites will be explored.

Facilities Committee – Mr. Hughes reviewed the September 7 meeting which included discussion of the roof repairs, outdoor lighting, leaks around the Rotunda, and a walk of the building. Areas of concern are the aging infrastructure, elevator and windows/doors. A walk of the exterior grounds will be conducted at the November 2 meeting.

Finance Committee – Mr. Lawrence noted several savings in the budget, the significant surplus in the Cafeteria and Expendable Trust accounts and the 2024/25 budget calendar that provides five opportunities for Board discussion of the budget. The budget timeline allows teachers and administrators, who are actually doing the work, time to prepare before presenting to the Board. It was suggested that the timeline be adjusted to stagger these meetings over a 4 week timeframe instead of 2-3 and moving the Town submission date to February or March.

Policy Committee – Dr. Madonick presented Policy 1110, currently under 30-day review, for adoption. This policy was revised to align with BOWA and CABE models. The intent of the policy is to promote non-voting parent engagement and participation through clear communication channels.

MOTION #2 – POLICY 1110 – COMMUNICATIONS AMONG THE BOARD OF EDUCATION, THE ADMINISTRATION, THE PARENTS AND THE STAFF AT BEECHER ROAD SCHOOL ADOPTION

Move that we adopt Policy 1110 – Communications among the Board of Education, the Administration, the Parents and the Staff at Beecher Road School as revised.

Dr. Madonick
Second by Steven Lawrence
UNANIMOUS

Dr. Madonick noted recent legislative changes including the extention of the air quality deadline to 2024, school climate policy revision, a Title IX tool kit as the recent revision does not allow for consideration of intent and allocation of funding for new construction grants.

CABE Liaison Report – Dr. Madonick reminded Board members of the reduced hotel rate for the CABE / CAPPS Convention, the Delegate Assembly on November 16 and free webinars in the CABE library. Also, the Board will be submitting documentation for Board Leadership Award Recognition.

Upcoming WBOE Committee / Meeting Schedule – Policy Committtee on October 2 at 4:30 PM, Curriculum Committee on October 5 at 4:00 PM, Finance Committee on Tuesday, October 10 at 4:30 PM and the regular WBOE Meeting October 16 at 7:00 PM.

PUBLIC COMMENT – None

MOTION TO ADJOURN: (9:02 PM)
Dr. Dahya
Second by Mr. Hughes
UNANIMOUS

Recorded by Marsha DeGennaro, Clerk of the Board

Woodbridge Public School's 2023-2024 Budget Narrative

October 4, 2023

The attached financial reports represent two months (25%) of the fiscal year.

100 Series Salaries - Salaries represent 61% of the budget. A small amount of teacher turnover compared to the last year, and a vacant school Psychologist have us estimating a $66K surplus for certified salaries. We are down two paras but we are recording the new SRO position in non-certified salaries. Those items net to a $20K surplus which means the total projected surplus for salaried at this point is $87K. This is about $20K more than was projected last month due to an Open Choice funded paraeducator being counted as a general fund para.

200 Series Benefits – Benefits are 21% of our budget is based on the elections of last year's staff. With one quarter of data available our medical insurance and payroll taxes are right on track with our current year budget.

300 Series Purchased Professional Services- This category represents 3% of our budget and includes legal, audit and other expenses that are generated on a month-by-month basis. It's early in the year to be able to verify any savings in this most of these budget lines, but the switch in our SRO model will give us $140K of savings in this category for this year.

400 Series Purchased Property Services - Utility budgets are 4% of the total budget and have been increased over the previous year to keep up with higher natural gas prices. With the weather still warm, it's too soon to predict our energy costs for the year, but we do have one unbudgeted expense of about $3500 for some windowed doors required by the special education programs.

500 Series Other Purchased Services - This category is 9% of our budget and includes student transportation, tuition, interns, liability insurance and items that do not fall within the professional services/property services categories. We expect some small savings in our Worker's Comp and Liability insurance expenses totaling around $13K for the year.

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

700 Series Furniture and Equipment - This category represents 6/10 of one percent of the budget and since we were able to pre-buy $45K of chromebooks with our FY23 surplus, we are showing an estimated savings in this category.

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

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

WOODBRIDGE BOARD OF EDUCATION
MONTH SUMMARY REPORT
FOR THE MONTH ENDED 9-30-2023

OBJECT	DESCRIPTION	ADOPTED BUDGET	TOTAL AVAILABLE	ESTIMATED ADDITIONAL	(OVER) UNDER YEAR END
100	TOTAL SALARIES	10,298,303	127,542	40,343	87,200
200	TOTAL BENEFITS	3,497,674	2,516,166	2,516,795	(629)
300	TOTAL PROFESS. SERVICES	522,182	458,463	317,337	141,127
400	TOTAL PROPERTY SERVICES	728,899	476,199	479,734	(3,535)
500	OTHER SERVICES	1,512,357	863,764	850,918	12,846
600	SUPPLIES & MATERIALS	322,601	168,350	168,350	-
700	TOTAL PROPERTY SERVICES	98,400	93,654	48,654	45,000
800	TOTAL DUES, FEES, MISC.	36,675	18,164	18,164	-
	TOTAL ADOPTED BUDGET	**17,017,091**	**4,722,303**	**4,440,294**	**282,009**

OBJECT	DESCRIPTION	ADOPTED BUDGET	TOTAL AVAILABLE	ESTIMATED ADDITIONAL	(OVER) UNDER YEAR END
390	OT/PT SERVICES/CONSULTING	41,800	18,550	18,550	-
510	TRANSPORTATION	225,274	206,244	206,244	-
560	TUITION SPECIAL ED	328,480	129,213	129,213	-
	SPECIAL EDUCATION CARVEOUT	**595,554**	**354,006**	**354,006**	**0**

SUMMARY	
Special Ed Surplus / (Deficit)	0
Under / (Over) Spending in OTHER programs	282,009
Total Surplus / (Deficit) Projected	282,009

WOODBRIDGE BOARD OF EDUCATION
MONTHLY DETAIL BY OBJECT
FOR THE MONTH ENDED SEPTEMBER 30, 2023

Object Code	Descriptions	Adopted Budget	Expended to Date	Encumbered to Date	Available Balance	Estimated Additional	Projected Year-End Balance
110	Administrators	964,865	269,918	683,368	11,579		11,579
120	Teachers - Regular	5,808,080	943,015	4,815,491	49,574		49,574
120	Teachers - Special Education	948,002	172,073	775,929	(0)		(0)
1201	Psychologist	201,290	5,955	131,010	64,325	45,000	19,325
1203	Counselor	52,573	4,044	62,261	(13,732)		(13,732)
	Sub-Total Certified Salaries	**7,974,810**	**1,395,005**	**6,468,059**	**111,746**	**45,000**	**66,746**
1303	Custodians	450,218	130,675	297,336	22,207	21,343	865
140	Nurses	170,995	21,511	150,816	(1,332)		(1,332)
150	Secretaries, Clerical	383,229	105,973	228,536	48,720	52,000	(3,280)
160	Paraprofessionals	581,232	94,975	463,466	22,791	(28,000)	50,791
1601	Special Education Paraprofess.	545,517	83,314	462,203	0		0
170/10	Salaries OT / PT	60,793	17,330	95,314	(51,851)	(50,000)	(1,851)
190	IT Manager	79,568	24,363	54,818	387		387
190	Salaries, Miscellaneous	51,941	9,033	68,034	(25,126)		(25,126)
	Sub-Total Non-Certified Salaries	**2,323,493**	**487,174**	**1,820,523**	**15,796**	**(4,657)**	**20,454**
	TOTAL SALARIES	**10,298,303**	**1,882,180**	**8,288,581**	**127,542**	**40,343**	**87,200**
220	FICA	303,375	38,059	-	265,317	265,317	-
230	CMERS	498,265	40,874		457,391	457,391	-
270	Medical Insurance	2,649,631	892,807	1,023	1,755,802	1,755,802	-
280	Life Insurance	29,353	7,495	-	21,858	22,486	(629)
2902	Other Employee Benefits	17,050	-	1,251	15,799	15,799	-
	TOTAL BENEFITS	**3,497,674**	**979,235**	**2,274**	**2,516,166**	**2,516,795**	**(628.6)**
320	Professional Development	45,425	715	1,149	43,561	43,561	-
330	Legal Fees	62,000	4,501	1,493	56,007	56,007	-
340	Software Support	26,959	2,500	15,912	8,547	8,547	-
350	Substitutes	143,000	10,008	-	132,992	132,992	-
390/01	OT/PT/Consultant Services	41,800	725	22,525	18,550	18,550	-
3902	Financial Audit	32,680	-	-	32,680	32,680	-
390	Other Prof/Tech. Services	170,318	2,285	1,906	166,127	25,000	141,127
	TOTAL PROFESSIONAL SERVICES	**522,182**	**20,734**	**42,985**	**458,463**	**317,337**	**141,127**
410/01	Utilities - Electric and Water	205,500	28,537	-	176,963	176,963	-
420	Heating	151,602	11,962	-	139,640	139,640	-
430	Repairs and Maintenance	72,000	14,799	17,117	40,084	40,084	-
450	Leases and Rentals	109,123	70,009		39,114	39,114	-
4501	Building Improvements	-	-	3,535	(3,535)	-	(3,535)
490	Other Purchased Services	27,412	9,241	-	18,172	18,172	-
4901	Service Contracts	163,262	48,864	48,636	65,762	65,762	-
	TOTAL PROPERTY SERVICES	**728,899**	**183,412**	**69,288**	**476,199**	**479,734**	**(3,535)**
510	Pupil Transportation-Regular	457,642	45,228	-	412,414	412,414	-
510	Pupil Transportation-Spec. Educ.	225,274	19,030		206,244	206,244	-
520	Insurance-General Liability	134,307	93,895	36,142	4,271	-	4,271
5201	Worker's Compensation	239,734	116,657	114,702	8,375	-	8,375
530	Telephone Services	17,070	3,642	-	13,428	14,228	(800)

WOODBRIDGE BOARD OF EDUCATION
MONTHLY DETAIL BY OBJECT
FOR THE MONTH ENDED SEPTEMBER 30, 2023

Object Code	Descriptions	Adopted Budget	Expended to Date	Encumbered to Date	Available Balance	Estimated Additional	Projected Year-End Balance
535	Internet	27,500	16,000	-	11,500	11,500	-
537	Postage	4,400	1,710	-	2,690	2,690	-
540	Advertising	1,000	-	-	1,000	-	1,000
550	Interns	57,000	-	-	57,000	57,000	-
560	Tuition - Wintergreen	6,000	-	-	6,000	6,000	-
560	Tuition - Out of District	328,480	105,776	93,492	129,213	129,213	-
590	Other Purchased Services	13,950	2,320	-	11,630	11,630	-
	TOTAL OTHER PURCH SERVICES	**1,512,357**	**404,257**	**244,336**	**863,764**	**850,918**	**12,846**
610	Instructional Supplies	115,185	20,137	29,806	65,242	65,242	-
620	Computer Software	73,796	25,087	-	48,709	48,709	-
625	Supplies Nurses	5,370	231	1,093	4,047	4,047	-
630	Supplies Custodial	52,300	11,606	34,588	6,107	6,107	-
635	Supplies Office	12,800	840	-	11,960	11,960	-
640	Books and Audio Visual	16,000	-	2,133	13,867	13,867	-
645	Subscriptions	26,500	1,348	7,019	18,134	18,134	-
650	Testing	17,650	786	16,311	553	553	-
690	Misc. Supplies - DW Security	3,000	1,926	1,342	(268)	(268)	-
	TOTAL SUPPLIES & MATERIALS	**322,601**	**61,960**	**92,291**	**168,350**	**168,350**	**0**
730	Equipment - Office	-			-		-
732	Computer Hardware	76,500	680	365	75,455	30,455	45,000
735	Equipment - Teaching	10,900	-	-	10,900	10,900	-
740	Equipment - Building	5,000	615	-	4,385	4,385	-
745	Furniture	6,000	-	3,086	2,915	2,915	-
	TOTAL PROPERTY	**98,400**	**1,295**	**3,451**	**93,654**	**48,654**	**45,000**
810	Dues and Fees	23,475	16,574	1,937	4,964	4,964	-
825	Unemployment	-			-	-	-
900	Other Fees	13,200	-	-	13,200	13,200	-
	TOTAL DUES AND FEES	**36,675**	**16,574**	**1,937**	**18,164**	**18,164**	**-**
	TOTAL ADOPTED BUDGET	**17,017,091**	**3,549,646**	**8,745,142**	**4,722,303**	**4,440,294**	**282,009**

WOODBRIDGE BOARD OF EDUCATION
SPECIAL REVENUE PROGRAMS
FINANCIAL REPORT FOR THE MONTH ENDED 9-30-2023

	Café	Extended Day	Field Trips	Expendable Trust	Activity Fund
Revenues:					
Charges for services	$31,038	$28,620		$88,728	
Intergovernmental	$68				
Donations					
Other income					
Additions					
Total Revenues:	**$31,107**	**$28,620**	**$0**	**$88,728**	**$0**
Expenditures:					
Wages, FICA, MERF	$28,648	$19,968		$71,433	
Medical Insurance					
Cost of food sold	$25,680				
Equipment					
Repairs	$3,335				
Other Expenses	$2,401	$3,577		$1,783	
Total Expenditures:	**$60,065**	**$23,545**	**$0**	**$73,216**	**$0**
Year to Date Net Income / (Loss):	**($28,958)**	**$5,075**	**$0**	**$15,512**	**$0**
BOE Year to Date Cost of Health Insurance	3,304				

	Café	Extended Day	Field Trips	Expendable Trust	Activity Fund
Assets:					
Cash	$250,048	$170,883	6,319	$94,825	$20,994
Prepaid Expenses					
Accounts Receivable	$2,763	$6,250	11	$3,329	
Intergovernment Receivable	$59,454		1,219		
Inventory	$7,830				
Total Assets:	**$320,095**	**$177,133**	**$7,549**	**$98,154**	**$20,994**
Liabilities:					
Amounts Held As Agent					
Accounts Payable	$3,459				$2,600
Deferred Revenue	$31,580	$9,115			
Wages Payable					
Due to Other Funds		$90,063		$1,174	
Total Liabilities:	**$35,039**	**$99,178**	**$0**	**$1,174**	**$2,600**
Fund Balance:					
Prior Year Ending Fund Balance	314,014	72,880	7,549	81,468	18,394
Year to Date Income / (Loss)	($28,958)	$5,075	$0	$15,512	$0
Current Fund Balance	**$285,056**	**$77,955**	**$7,549**	**$96,980**	**$18,394**
	-	0	-	-	-

	Café	Extended Day	Field Trips	Expendable Trust	Activity Fund
Current Fund Balance	$285,056	$77,955	N/A	N/A	N/A
Baseline - Minimum Fund Balance (30 days)	$21,788	$37,731	N/A	N/A	N/A
Operating Reserve Fund Balance (90 days)	$65,364	$113,194	N/A	N/A	N/A
# of Days Expenses in Fund Balance	392	62	N/A	N/A	N/A
Fund Balance Excess	$219,691	($35,239)	N/A	N/A	N/A

A mandated policy to consider.

Business/Non-Instructional Operations

Food Service

School Lunch Service

Professional Standards for Food Service Personnel

The Board of Education (Board) recognizes that students require adequate, nourishing food and beverages in order to grow, learn and maintain good health. Therefore the Board provides a food service program for { } school breakfasts; { } school lunches that meet the dietary specifications in accordance with the Healthy Hunger-Free Kids Act of 2010, as periodically amended, and applicable state laws and regulations.

This service shall be under the supervision of the Food Services Director who shall be responsible to the { } Superintendent { } Business Manager/Director of Finance { } Assistant Superintendent. The Food Services Director shall be hired under specific job specifications and approved by the Board.

The Board shall comply with the minimum professional standards for school nutrition personnel who manage and operate the National School Lunch and School Breakfast Programs which are contained in the regulations to the Healthy, Hunger-Free Kids Act of 2010 (HHFKA), Public Law 111-296. These regulations, effective July 1, 2015, as amended, effective April 30, 2019, establish hiring standards for the selection of State and local school nutrition program directors, and requires all personnel in the school nutrition programs to complete annual continuing education/training.

The Board believes that the fulfillment of these professional standards for food service personnel will result in consistent, national professional standards that strengthen the ability of school nutrition professionals and staff to perform their duties effectively and efficiently. Requiring proper qualifications to serve in the District's Child Nutrition Programs is expected to improve the quality of school meals, reduce errors, and enhance Program integrity.

Flexibility for districts with 2,499 students or less, subject to the prior approval of the Connecticut State Department of Education (CSDE), allows such districts to accept food service experience as a substitute for school nutrition experience when hiring new school nutrition program directors. This shall include volunteer or unpaid work as relevant food service experience.

The Superintendent is directed to develop administrative regulations which detail the required hiring standards and continuing education training for all District food service personnel.

(cf. 3542.31 – Participation in the Nutritional School Lunch Program)
(cf. 3542.33 – Food Sales Other Than National School Lunch Program)
(cf. 3542.34 – Nutrition Program)
(cf. 3542.43 – Charging Policy)
(cf. 6142.101 – Student Nutrition and Physical Wellness, School Wellness)

Business/Non-Instructional Operations

Food Service

School Lunch Service

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and other feeding programs for public school children and employees.

10-215a Nonpublic school and nonprofit agency participation in feeding programs.

10-215b Duties of State Board of Education re feeding programs.

10-216 Payment of expenses.

10-217 State Board of Education Regulations.

10-215b-1 School lunch and nutrition programs.

10-215b-11 Requirement for meals.

10-215b-12 Reimbursement payments. (including free and reduced price meals)

Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Section 1751.

School Lunch and Breakfast Programs 42 U.S.C. Section 1751 et seq.

National Food Service Programs, Title 7 Code of Federal Regulations, 7 CFR Part 210, Part 220, Part 215, Part 245.

42 U.S.C. Sec. 1758(h)/7 CFR Sect 210.13, 220.7 (School Food Safety Inspections).

Federal Register (74 Fed. Reg. 66213) amending federal regulations (7CFR Part 210 and 220).

Federal Register (80 Fed No 40) Professional Standards for State and Local Nutrition Programs Personnel as Required by the Healthy, Hunger-Free Kids Act of 2010, as amended effective 4/30/19.

P.L. 111-296 Healthy, Hunger-Free Kids Act of 2010 (HHFKA), 42 U.S.C. 1751.

7 CFR Parts 210 & 220 – Nutrition Standards in the National School Lunch & School Breakfast Programs.

Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Assistance, 7 C.F.R. Part 15b (2001).

U.S. Department of Agriculture (USDA) Final Rule 84 FR6953

Policy adopted:
cps 1/16
rev 3/19
rev 1/20

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

Sample regulation to consider.

Business/Non-Instructional Operations

Food Service

School Lunch Service

Professional Standards for Food Service Personnel

The Healthy, Hunger-Free Kids Act of 2010 (HHFKA), Public Law 111-296 requires significant changes in the Child Nutrition Programs to prevent and reduce childhood obesity, give eligible children access to nutrition benefits, and enhance the ability of nutrition professionals to operate the National School Lunch Program (NSLP) and School Breakfast Program (SBP) efficiently. Section 306 of the HHFKA amended section 7 of the Child Nutrition Act of 1966 (CNA) (42 U.S.C. 1776) by adding "Professional Standards for School Food Service." This provision is intended to ensure that school nutrition professionals that manage and operate the NSLP and SBP have adequate knowledge and training to meet Program requirements. Requiring proper qualifications to serve in the Child Nutrition Programs is expected to improve the quality of school meals, reduce errors, and enhance Program integrity.

Definitions:

School food authority (SFA) is the local governing body that has the legal authority to operate the school meal programs.

School nutrition program directors are those individuals directly responsible for the management of the day-to-day operations of school food service for all participating schools under the jurisdiction of the school food authority.

School nutrition program managers are those individuals directly responsible for the management of the day-to-day operations of school food service for a participating school(s).

School nutrition program staffs are those individuals, without managerial responsibilities, involved in day-to-day operations of school food service for a participating school(s).

School Nutrition Program Professional Standards

School food authorities that operate the National School Lunch Program or the School Breakfast Program must establish and implement professional standards for school nutrition program directors, managers, and staff.

Minimum Standards for All School Nutrition Program Directors

Each school food authority must ensure that all newly hired school nutrition program directors meet minimum hiring standards and ensure that all new and existing directors have completed the minimum annual training/education requirements for school nutrition program directors, as set forth below:

Business/Non-Instructional Operations

Food Service

School Lunch Service

Professional Standards for Food Service Personnel

Minimum Standards for All School Nutrition Program Directors (continued)

Hiring standards: All school nutrition program directors hired on or after July 1, 2015, must meet the following minimum educational requirements, as applicable:

1. ***School nutrition program directors with local educational agency enrollment of 2,499 students or fewer.*** **Directors must meet the following requirements:**

   a. A Bachelor's degree, or equivalent educational experience, with an academic major or concentration in food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field; **or**

   b. A Bachelor's degree or equivalent educational experience with any academic major or area of concentration, *and* either a State-recognized certificate for school nutrition directors or at least one year of relevant food service experience; **or**

   c. An Associate's degree, or equivalent educational experience, with an academic major or concentration in food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field *and* at least one year of relevant school nutrition program experience; **or**

   d. A high school diploma or equivalency (such as the general educational development diploma), *and* at least three years of relevant food service experience.

   e. Subject to the prior approval of the CSDE, the district may accept relevant food service experience as a substitute for school nutrition program experience when hiring new school nutrition program directors. (The CSDE may consider volunteer or unpaid work as relevant food service experience.)

   f. A local educational agency with less than 500 students may accept less that the required years of food service experience when an applicant for a new school nutrition program director position has the minimum required educational requirement.

Business/Non-Instructional Operations

Food Service

School Lunch Service

Professional Standards for Food Service Personnel

Minimum Standards for All School Nutrition Program Directors (continued)

2. ***School nutrition program directors with local educational agency enrollment of 2,500 to 9,999 students.*** **Directors must meet the following requirements:**

   a. A Bachelor's degree, or equivalent educational experience, with academic major or concentration in food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field; **or**

   b. A Bachelor's degree or equivalent educational experience, with any academic major or area of concentration, *and* a State-recognized certificate for school nutrition directors; **or**

   c. A Bachelor's degree in any academic major *and* at least two years of relevant experience in school nutrition programs; **or**

   d. An Associate's degree, or equivalent educational experience, with an academic major or area of concentration in food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field *and* at least two years of relevant school nutrition program experience.

3. ***School nutrition program directors with local educational agency enrollment of 10,000 or more students.*** **Directors must meet the following requirements:**

   a. A Bachelor's degree, or equivalent educational experience, with an academic major or area of concentration in food and nutrition, food service management, dietetics, family and consumer sciences, nutrition education, culinary arts, business, or a related field; **or**

   b. A Bachelor's degree or equivalent educational experience, with any academic major or area of concentration, *and* a State-recognized certificate for school nutrition directors; **or**

   c. A Bachelor's degree in any major *and* at least five years' experience in management of school nutrition programs.

Business/Non-Instructional Operations

Food Service

School Lunch Service

Professional Standards for Food Service Personnel

Minimum Standards for All School Nutrition Program Directors (continued)

d. School food authorities are strongly encouraged to seek out individuals who possess a master's degree or are willing to work toward a master's degree in the fields listed in this section. [At least one year of management experience, preferably in school nutrition, is strongly recommended. It is also strongly recommended that directors have at least three credit hours at the university level in food service management and at least three credit hours in nutritional sciences at the time of hire.]

Food safety training for school nutrition program directors for districts of all sizes: All school nutrition program directors must have completed at least eight hours of food safety training within five years prior to their starting date or completed eight hours of food safety training within 30 calendar days of their starting date. [At the discretion of the State agency, all school nutrition program directors, regardless of their starting date, may be required to complete eight hours of food safety training every five years.]

Continuing Education/Training Standards for All School Nutrition Program Directors

Each school year, the school food authority must ensure that all school nutrition program directors, (including acting directors, at the discretion of the State agency) complete annual continuing education/training. Twelve hours of annual training are required for Program Directors. The annual training must cover administrative practices (including training in application, certification, verification, meal counting, and meal claiming procedures), as applicable, and any other specific topics identified by FNS, as needed, to address Program integrity or other critical issues. Continuing education/training required is in addition to the food safety training required in the first year of employment.

Continuing Education/Training Standards for All School Nutrition Program Managers

Each school year, the school food authority must ensure that all school nutrition program managers have completed annual continuing education/training. Program managers must complete ten hours of annual training. The annual training must include, but is not limited to, the following topics, as applicable:

- Administrative practices (including training in application, certification, verification, meal counting, and meal claiming procedures);
- The identification of reimbursable meals at the point of service;
- Nutrition;
- Health and safety standards; and
- Any specific topics identified by FNS, as needed, to address Program integrity or other critical issues.

Business/Non-Instructional Operations

Food Service

School Lunch Service

Professional Standards for Food Service Personnel (continued)

Continuing Education/Training Standards for All Staff with Responsibility for School Nutrition Programs

Each school year, the school food authority must ensure that all staff with responsibility for school nutrition programs that work an average of at least 20 hours per week, other than school nutrition program directors and managers, completes annual training in areas applicable to their job. Staff must complete six hours of annual training. Part-time staff working an average of less than 20 hours per week must complete four hours of annual training. The annual training must include, but is not limited to, the following topics, as applicable to their position and responsibilities:

- Free and reduced price eligibility;
- Application, certification, and verification procedures;
- The identification of reimbursable meals at the point of service;
- Nutrition;
- Health and safety standards; and
- Any specific topics identified by FNS, as needed, to address Program integrity or other critical issues.

The annual training requirements for school nutrition program managers, directors, and staff became effective July 1, 2015. Program managers, directors, and staff hired on or after January 1 of each school year must complete half of their required annual training hours before the end of the school year. At the discretion of the State agency:

- Acting and temporary staff, substitutes, and volunteers must complete training in one or more of the topics listed in this section, as applicable, within 30 calendar days of their start date; and
- School nutrition program personnel may carry over excess annual training hours to an immediately previous or subsequent school year and demonstrate compliance with the training requirements over a period of two school years, provided that some training hours are completed each school year.

Use of Food Service Funds for Training Costs

Costs associated with the required annual continuing education/training are allowed provided they are reasonable, allocable, and necessary in accordance with the cost principles set forth in 2 CFR part 225, Cost Principles for State, Local and Indian Tribal Governments (OMB Circular A-87). However, food service funds must not be used to pay for the cost of college credits incurred by an individual to meet hiring requirements.

Business/Non-Instructional Operations

Food Service

School Lunch Service

Professional Standards for Food Service Personnel (continued)

School Food Authority Oversight

Each school year, the school food authority director must document compliance with the training requirements for all staff with responsibility for school nutrition programs, including directors, managers, and staff. Documentation must be adequate to establish, to the State's satisfaction during administrative reviews, that employees are meeting the minimum professional standards. The school food authority must certify that:

- The school nutrition program director meets the hiring standards and training requirements; and
- Each employee has completed the applicable training requirements no later than the end of each school year.

(cf. 3542.31 – Participation in the Nutritional School Lunch Program)
(cf. 3542.33 – Food Sales Other Than National School Lunch Program)
(cf. 3542.34 – Nutrition Program)
(cf. 3542.43 – Charging Policy)
(cf. 6142.101 – Student Nutrition and Physical Wellness, School Wellness)

Legal Reference: Connecticut General Statutes

10-215 Lunches, breakfasts and other feeding programs for public school children and employees.

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10-216 Payment of expenses.

10-217 State Board of Education Regulations.

10-215b-1 School lunch and nutrition programs.

10-215b-11 Requirement for meals.

10-215b-12 Reimbursement payments. (including free and reduced price meals)

Child Nutrition and WIC Reauthorization Act of 2004, 42 U.S.C. Section 1751.

Business/Non-Instructional Operations

Food Service

School Lunch Service

Professional Standards for Food Service Personnel

Legal Reference: Connecticut General Statutes (continued)

School Lunch and Breakfast Programs 42 U.S.C. Section 1751 et seq.

National Food Service Programs, Title 7 Code of Federal Regulations, 7 CFR Part 210, Part 220, Part 215, Part 245.

42 U.S.C. Sec. 1758(h)/7 CFR Sect 210.13, 220.7 (School Food Safety Inspections).

Federal Register (74 Fed. Reg. 66213) amending federal regulations (7CFR Part 210 and 220).

Federal Register (80 Fed No 40) Professional Standards for State and Local Nutrition Programs Personnel as Required by the Healthy, Hunger-Free Kids Act of 2010

P.L. 111-296 Healthy, Hunger-Free Kids Act of 2010 (HHFKA), 42 U.S.C. 1751

7 CFR Parts 210 & 220 – Nutrition Standards in the National School Lunch & School Breakfast Programs.

Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Assistance, 7 C.F.R. Part 15b (2001)

Regulation approved:
cps 1/16
rev 3/19
rev 1/20

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the Connecticut Association of Boards of Education, Inc.

SAMPLE JOB DESCRIPTION TEMPLATE
District School Nutrition Directors/Supervisors

General Function and Scope

The District School Nutrition Director/Supervisor will oversee all aspects of the district Child Nutrition Program (CNP) operation. The job functions include administrating, planning, directing, assessing, implementing, and evaluating the program in order to meet the nutritional and educational needs of children, as they relate to the CNP. The school nutrition professional shall partner with others in the school district and community to solicit support for the development of a sound nutrition assistance food program while following federal, state, and local guidelines. The CNP is to provide an environment that supports healthy food habits while maintaining program integrity and customer satisfaction.

Essential Functional Areas of Responsibilities

Customer Service

- Establishes quality standards for the presentation and service of food.
- Implements a district-wide customer service driven philosophy that focuses on value and satisfaction.

Sanitation, Food Safety, and Employee Safety

- Establishes procedures to ensure that food is prepared and served in a sanitary and safe environment.
- Develops and integrates employee safety regulations into all phases of the school foodservice operation.
- Establishes procedures and policies for risk management.

Financial Management and Recordkeeping

- Establishes measurable financial objectives and goals for the CNP.
- Manages the CNP using appropriate financial management techniques.
- Implements efficient management techniques to ensure all records and supporting documentation are maintained in accordance with local, state, and federal laws and policies.

Food Production

- Develops procedures to ensure the food production system provides safe nutritious food of high quality.
- Ensures operational procedures for efficient and effective food production and distribution.
- Implements a cost-effective procurement system.
- Develops purchasing guidelines to ensure purchased food and supplies reflect product knowledge, customer preferences, district needs, policies, and nutrition objectives.
- Establishes standards for receiving storing, and inventorying food and non-food supplies based on sound principles of management.

Program Accountability

- Ensures CNP compliance with all local, state, and federal laws, regulations, and policies.
- Provides technical assistance and training for school foodservice personnel, school administrators, and other school support staff.
- Develops guidelines for providing services in response to disaster or emergency situations.

Nutrition and Menu Planning

- Develops cost-effective menus that maintain nutrition integrity and meet all local, state, and federal guidelines and regulations.
- Assesses customer preferences, industry trends, and current research to plan menus that encourage participation in the CNP.
- Works with school staff, teachers, parents, and physicians to plan menus for children with special nutrition needs.

General Management

- Employs management techniques to maintain an effective and efficient CNP.
- Develops short and long term goals through strategic planning for the district school foodservice program that supports the philosophy and policies of the Board of Education.
- Implements policies and procedures to ensure the effective operations of CNPs.
- Develops a long-range program for establishing professional status for the CNP's role in the education community.
- Reviews current research information to determine health and nutrition-related trends and foodservice management developments; and develops innovative program changes and expansions based on this information.

Personnel Management

- Implements personnel policies and procedures for the CNP according to local, state, and federal regulations and laws.
- Develops job performance standards that provide for performance improvement.
- Develops methods for hiring, training, and evaluating personnel that recognize education, experience, performance, and certification.
- Establishes procedures to implement employee contract agreements, progressive discipline, and formal grievances.
- Establishes standards for the professional development of the district's CNP personnel.

Facility Layout and Design and Equipment Selection

- Assists with designing and planning facilities that ensure high quality customer service, wholesome food production, and efficient workflow.
- Determines equipment needs and specifications consistent with program needs and budget.

Environmental Management

- Develops and implements policies and procedures to ensure environmental responsibility.
- Establishes a waste management system for the CNP that is effective, economical, and environmentally safe.

Marketing

- Develops a marketing plan to attract students, parents, teachers, administrators, support staff, and community.
- Conducts an on-going evaluation of the marketing plan.
- Communicates program information to encourage and secure support for the school food and nutrition program from the Board of Education, administrators, faculty, students, parents, and community.
- Implements a plan for providing foodservice for special functions consistent with Board of Education policies.

Computer Technology

- Implements management information systems that increase the productivity and efficiency of the school food and nutrition operation.
- Trains staff to use computer technology in individual school sites to improve management techniques.

Nutrition Education

- Develops and implements a comprehensive nutrition education program using school cafeterias as learning laboratories.
- Establishes role of the CNP as a resource for expertise in the development and presentation of nutrition education materials and activities.

Other

- Performs and directs job related proficiency with the highest ethical integrity.
- Performs and directs with a commitment to promote a quality CNP that meets the nutritional needs of the customers served.
- Performs and directs with an overall nature that is committed to the goals and visions of the school district.
- Performs and directs appropriate communication skills with the customers served.

POLICY SERVICES

P4113.12

A mandated policy to consider.

Personnel -- Certified

Minimum Duty-Free Lunch Periods for Teachers

The Board of Education, in compliance with P.A. 22-80, shall provide a minimum 30-minute uninterrupted lunch period for teachers and other certified staff.

Legal Reference: Connecticut General Statutes

PA 22-80 An Act Concerning Childhood Mental and Physical Health Services in School.

Policy adopted:
cps 7/22

Sample policies are distributed for demonstration purposes only. Unless so noted, contents do not necessarily reflect official policies of the

MINUTES OF THE HYBRID WBOE FINANCE COMMITTEE MEETING
Tuesday, October 10, 2023
https://woodbridgeps.webex.com/woodbridgeps/j.php?MTID=m3e35aac566e0a63b02c718fc2912e171
Meeting number (access code): 2496 655 8254 **Meeting password:** PQuXxE4mr65

Attendees: Vonda Tencza, Superintendent; Steven Lawrence (in person); Lynn Piascyk (in person), Maria Madonick (remote / in person 5:48 PM), Sarah Beth Del Prete (remote), Erin Williamson (4:33 PM remote), WBOE; Donna Coonan, Business Operations Manager; Vito Esparo, Facilities Manager; Maureen Krawec, WEA Liaison; Jane Roddy, Cafeteria Supervisor; and Marsha DeGennaro, Clerk of the Board.

Mr. Lawrence, Chair called the meeting to order at 4:32 PM.

Public Comment: None

Items reviewed and discussed included:
a. Capital Budget 2025-2030 Planning Discussion
b. FY Budget Narrative Report
c. FY Budget Summary Report
d. FY Budget Detail Report
e. FY Combining Financial Report
f. Review proposal from Constructions Solutions Group for services related to the procurement of a Feasibility Study and possible Ed Specs for a possible future building project
g. Business Office Staffing
h. Composting Cost Option Comparisons
i. Update of Summer Enrichment Balance
j. Cost Estimate of Classroom Supplies

2025-2030 Capital Budget – The Committee reviewed the suggested projects for the 2025-2030 Capital Budget submission inclusive of various flooring replacement, asbestos abatement in specific areas of South, ventilator replacements, painting of assorted areas, well head removal, playground rejuvenation, cafeteria shades, chair replacement, playground resurfacing, select door / window replacements, fire panel / elevator upgrades. ARRP / ESSER funds have been utilized to address many of the security items that would normally be included. While there is flexibility in the year placement, eventually all of these projects will require completion.

Ms. Williamson left the meeting (4:43 PM)

Monthly Financials – Financials are running close to budget with some savings in certified and administrative salaries. In reviewing the Expendable Trust monies currently allocated for Cable Advisory, physical education, $5,000 in education, $9,000 Language Arts Summer Scholars, $5,000 in Library, $1,800 in Music, $50,000 for SEP and PTO donations in the amount of $15,000 for water filters and filling stations. It was suggested that we modify our process to recognize that if these funds are not utilized in a 3-5 year timeframe, the funds may need to be repurposed. It was noted that Student Activity has had no activity thus far.

Construction Solutions Group (CSG) Proposal – Given our building size there appears to be minimal options in the selection of consulting firms for the management and development of a Feasibility Study. This proposal outlines three phases of services with specified costs associated with each level, somewhat similar to that of a Project Manager. The guidance and expertise of having a firm that has the knowledge to know what questions need to be asked to obtain accurate information would be critical to our process in moving forward in our discussions with the Town. Perhaps there is an opportunity to share project management services with the Town. It was suggested that a representative from this firm attend the October 16 WBOE meeting.

Business Office Staffing – Ms. Coonan shared that in the future she may be modifying the staffing in the Business Office. Currently, the part-time Accounts Payable position is divided between two individuals each working an additional 10

hours per week. Recently, a temporary individual was hired to process the bill-paying component, which is quite behind. It is possible that in the 2024/25 budget this position will be restructured which could have minor financial impact.

Dr. Madonick arrived in person (5:48 PM)

Composting Cost Comparisons – Ms. Coonan noted that our current vendor is Blue Earth and that American Waste is now offering similar services and recently reviewed our operation and will be submitting a quote.

Summer Enrichment Balance – Ms. Coonan noted the $50,000 balance in this program. This program will likely be offsite for the 2024 summer programming and the potential exists for incurring additional costs related to security.

Classroom Supplies – Superintendent Tencza reviewed the calculation of each grade level classroom supply list. The average is $130 per child, $2,500 - $3,000 per classroom. The current allocation in the operating budget is $700 per teacher. The total cost would be estimated at approximately $105,000. It was noted that there is insufficient staff in the Business Office to compile, order and disseminate the magnitude of ordering involved. Suggestions were made for the Expendable Funds to be reallocated to offset this cost. It was agreed this would be discussed at the October 16 WBOE meeting.

Public Comment: None

Meeting Adjourned: 6:02 PM

Spring 2023 Standardized Assessment Results

Presentation to the Woodbridge Board of Education

Presented by:
Jimmy Sapia - Assistant Principal
Cheryl Tafel - Assistant Principal
October 16, 2023

Foundational Points

- Smarter Balanced Assessment assesses grades 3-8 students in literacy & mathematics
- Next-Generation Science Standards (NGSS) Assessment assesses grade 5 students in science
- Accurately describes student achievement and growth
- Measures students' progress/attainment of knowledge and skills
- Provides an annual snapshot of student achievement
- Aligned to Common Core State Standards
- Utilizes computer adaptive testing
- Includes one math performance task

Achievement Levels

Four Achievement Levels:

- Level 1 = **Does not meet** the achievement standard
- Level 2 = **Approaching** the achievement standard
- Level 3 = **Meets** the achievement standard
- Level 4 = **Exceeds** the achievement standard

Achievement levels:

- Specify the knowledge and skills at a certain level
- Are less precise than scale scores
- Note: characterizing a student's achievement solely in terms of a level is an oversimplification

Average Vertical Scaled Score

Mathematics

Grade	Level 1	Level 2	Level 3	Level 4
3	<2381	2381–2435	2436–2500	>2500
4	<2411	2411–2484	2485–2548	>2548
5	<2455	2455–2527	2528–2578	>2578
6	<2473	2473–2551	2552–2609	>2609

English Language Arts/Literacy

Grade	Level 1	Level 2	Level 3	Level 4
3	<2367	2367–2431	2432–2489	>2489
4	<2416	2416–2472	2473–2532	>2532
5	<2442	2442–2501	2502–2581	>2581
6	<2457	2457–2530	2531–2617	>2617

Background Information: English Language Arts

Areas of Knowledge and Skills Measured	Statement About Student Learning From Which the Assessment was Built
Reading	Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.
Writing	Students can produce effective and well-grounded writing for a range of purposes and audiences.
Listening	Students can employ effective speaking and listening skills for a range of purposes and audiences.
Research/Inquiry	Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

2023 October Data

Smarter Balanced Assessments (SBA)

Overall results for ELA and Mathematics; percent of students in grades 3-6 meeting/exceeding expectations

All Students	**2021-2022**	**2022-2023**
ELA	80.5 (49.1)	81.7 (48.5)
Math	76.6 (40.0)	80.7 (42.5)
High Needs Students	**2021-2022**	**2022-2023**
ELA	51.8 (28.4)	51.8 (28.2)
Math	46.4 (19.5)	51.3 (22.0)

Next Generation Science Standards Assessment (NGSS)

Overall results percent of students in grade 5 meeting/exceeding expectations

	2021-2022	**2022-2023**
All Students	81.8 (47.0)	85.9 (48.5)
High Needs	** (27.3)	57.1 (28.7)

Smarter Balanced Growth Rate

Percentage of students that met or exceeded their individual growth targets as determined by the CT Growth Model

All Students	**2021-2022**	**2022-2023**
ELA	61.5 (40.2)	61.2 (37.2)
Math	64.9 (45.8)	64.7 (42.4)

Notes:

- CT State percentages are in parentheses
- ** denotes data suppressed to ensure confidentiality
- High Needs is defined as students qualifying for free/reduced lunch, receive English language learning services, and/or receive special education services

Smarter Balanced Literacy

2022-2023	**Levels 3 + 4 (Met or Exceeded Grade-Level Standard)**	**Level 3 (Met Grade-Level Standard)**	**Level 4 (Exceeded Grade-Level Standard)**
Grade 3	75.5%	27.4%	48.1%
Grade 4	84.6%	19.7%	65%
Grade 5	84.4%	19.5%	64.8%
Grade 6	81.4%	33.9%	47.5%

Background Information: Mathematics

Areas of Knowledge and Skills Measured	Statement About Student Learning From Which the Assessment was Built
Concepts and Procedures	Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
Problem Solving	Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem-solving strategies.
Communicating Reasoning	Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
Modeling and Data Analysis	Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Smarter Balanced Mathematics

	Levels 3 + 4 (Met or Exceeded Grade-Level Standard	Level 3 (Met Grade-Level Standard)	Level 4 (Exceeded Grade-Level Standard)
Grade 3	75.7%	32.7%	43%
Grade 4	87.2%	34.2%	53%
Grade 5	82.8%	20.3%	62.5%
Grade 6	76.5%	26.1%	50.4%

NGSS Science - A Deeper Look

	Levels 3 + 4 (Met or Exceeded Grade-Level Standard)	**Level 3 (Met Grade-Level Standard)**	**Level 4 (Exceeded Grade-Level Standard)**
Grade 5	86%	38%	48%

The Results: ELA- All Students

Grade	Percent Scoring Level 3 and Above			Average Vertical Scale Score		
	2021-2022	2022-2023	2023-2024	2021-2022	2022-2023	2023-2024
3	73.4%	75.5%		2489	2487	
4	79.1%	84.6%		2547	2555	
5	83.5%	84.4%		2588	2593	
6	85.4%	81.4%		2609	2609	
All Grades	80.35%	81.7%		N/A	N/A	

The Results: Math- All Students

Grade	Percent Scoring Level 3 and Above			Average Vertical Scale Score		
	2021-2022	2022-2023	2023-2024	2021-2022	2022-2023	2023-2024
3	79.8%	75.7%		2497	2488	
4	80.6%	87.2%		2545	2552	
5	66.1%	82.8%		2557	2586	
6	79.7%	76.5%		2614	2609	
All Grades	76.55%	80.7%		N/A	N/A	

DRG B ELA Ranking for ELA SBAC Performance				
Ranking	District	Subject	Level 3&4 Met or Exceeded	
			Count	%
1	Woodbridge School District	ELA	383	81.7
2	Madison School District	ELA	808	78.4
3	Regional School District 05	ELA	539	76.5
4	Cheshire School District	ELA	1,405	76.4
5	Simsbury School District	ELA	1,399	75.6
6	Farmington School District	ELA	1,414	75.1
7	Trumbull School District	ELA	2,288	74.4
8	Greenwich School District	ELA	2,783	74.1
9	Glastonbury School District	ELA	1,832	73
9	Guilford School District	ELA	1,018	73
11	Monroe School District	ELA	1,102	72.9
12	Fairfield School District	ELA	2,993	72.6
13	Avon School District	ELA	1,009	69.5
13	Orange School District	ELA	494	69.5
15	South Windsor School District	ELA	1,624	69.3
16	Newtown School District	ELA	1,192	67.9
17	Granby School District	ELA	513	65.6
18	New Fairfield School District	ELA	609	64.9
19	West Hartford School District	ELA	2,562	64.1
20	Brookfield School District	ELA	677	61.5
21	State of Connecticut	ELA	106,474	48.5

DRG Math Ranking for Math SBAC Performance				
Ranking	District	Subject	Level 3&4 Met or Exceeded	
			Count	%
1	Woodbridge School District	Math	380	80.7
2	Madison School District	Math	816	79.2
3	Cheshire School District	Math	1,354	73.7
4	Farmington School District	Math	1,368	72.9
4	Glastonbury School District	Math	1,828	72.9
6	Trumbull School District	Math	2,200	71.6
7	Simsbury School District	Math	1,322	71.5
8	Greenwich School District	Math	2,636	70.3
9	Regional School District 05	Math	484	69.1
10	South Windsor School District	Math	1,577	67.8
11	New Fairfield School District	Math	628	67.2
12	Fairfield School District	Math	2,767	67.1
13	Guilford School District	Math	924	66.3
14	Orange School District	Math	467	65.9
15	Newtown School District	Math	1,138	64.9
16	Monroe School District	Math	970	64.4
17	Avon School District	Math	907	62.5
18	West Hartford School District	Math	2,366	59.4
19	Brookfield School District	Math	601	54.9
20	Granby School District	Math	414	53.3
21	State of Connecticut	Math	92,970	42.5

Follow Up and Next Steps

- Grade level analysis by homeroom and former students
- Continued professional learning and curriculum development
  - Give students appropriate exposure and practice to the tools necessary to demonstrate knowledge
  - Continuation of Coaching in Math/ELA
  - Progress monitoring using STAR and Dibels (specifically with intervention students)
- School-wide data team- regular monthly meetings
- Feedback and coaching within the classroom and PLC meetings
- Interim Assessment Blocks administered at all grade levels and utilizing data to support students.


QUESTIONS

Woodbridge Board of Education Curriculum Committee
South Assembly Room
October 5, 2023

https://woodbridgeps.webex.com/woodbridgeps/j.php?MTID=m4332f47a33d28beb083c49003c5fc06c
Meeting Number: (access code): 2482 904 8797 **Meeting Password:** nB3RPgPa34Z

CALL TO ORDER: Dr. Strambler, Chair called the meeting to order at 4:06 PM.

IN ATTENDANCE: Dr. Michael Strambler, Chair (in person); Sarah Beth Del Prete (in person 4:17 PM); Mr. Steven Lawrence (in person); Dr. Maria Madonick (remote); Lynn Piascyk, (in person), Board Members; Vonda Tencza, Superintendent; Analisa Sherman, Principal; Cheryl Tafel, Assistant Principal; Monique MacDonald, WEA Liaison; and Marsha DeGennaro, Clerk of the Board.

Dr. Strambler noted receipt of three (3) emails and a petition regarding Math offerings.

Public Comment
Cindy Kruger spoke regarding the lack of advanced math offerings for 5th and 6th grade students.

Betty Miller noted the lack of challenge in Math for students advanced in math, the test questions for selection into PreAlgebra and the burden on parents to provide outside resources for these students to ensure they are being challenged.

Anahita Bassir spoke on the importance of these students being adequately challenged and afforded the opportunity to be challenged.

Hillary Drumm noted the need for an equitable and comprehensive math program for 5th & 6th graders aligned with middle and high school standards.;

Azure Onofrey is interested in taking the 5th and 6th grade advanced math.

Kristen Turkosz contacted faculty members in Orange on their advanced math program and their willingness to speak with Woodbridge staff on their program. She noted their process, class structure and testing process.

John Hall extremely important these students are placed in classrooms with similar students rather than enrichment activities.

Julie Pang the potential of students, even at this young age, to excel in math as part of their future academic success and among their peers.

Kindergarten Age Admission – Superintendent Tencza shared recent legislation that changes the date for admission to Kindergarten from January 1 to September 1. The legislation allows for parents to request testing and/or screening assessment to allow their child to be admitted early. To ensure consistency, we are awaiting guidance from the CSDE on what the assessment would be, what the "cut" score would be and the development of a standard assessment with identified benchmarks.

Student Placement Process – Ms. Sherman provided an overview on the revised placement process. Teachers, specialists and wellness team members work collaboratively to balance learning styles, support plans, student friendships, etc. in each classroom in the placement of students in classroom communities. Teachers may not know who the actual grade level teachers are prior to the end of school due to staffing changes and administrative staffing adjustments that occur over the summer. While this information has been shared annually to all parents in the Principal's Message, a separate message detailing the specifics of this process will be sent out this year.

PreAlgebra: Ms. Sherman presented an overview of the current Math program which allows for vertical alignment, focus on individual grade level content areas, flexible grouping, elementary differentiation and incorporate highly effective instructional strategies. The recent criteria revision in the PreAlgebra test and selection process allowed for alignment to Middle School placement criteria. Also, it was discovered that a 60% on our math assessment meant that our students knew and understood only about 60% of the content for 6th grade math. Students found it difficult to meet the expectations of 6th grade content strands/standards as a foundation of skills to move forward in Math. Standards relate to one another, both within and cross grade levels. Students who took the test in the spring and did not qualify are receiving differentiated

instruction in Math. Students who passed the test are skipping Grade 6 math and jump directly into PreAlgebra. The Amity Middle School criteria was also reviewed. It was noted that students taking PreAlgebra at BRS are not guaranteed a spot in Algebra 1 unless they have met all of the Bethany Middle School criteria. Questions were raised regarding the programming, staffing, testing and enrollment differences between Orange and Woodbridge. It was noted that there has been a continued sentiment that students at the upper end of the academic ability spectrum are not being serviced, if the services being provided are equitable for all students and is differentiation enough to address the needs of the advanced students.

Public Comment

Cindy Kruger – Skipping 6th grade is a terrible idea. Fully ready to go on in Math. There are 15-20 kids at 97 percentile, 5th grade is a talented grade and it might be worth having additional staffing to service these children.

Anahita Bassir – is there a plan to have 5th and 6th grade math mixed.

John Hall – While it is heartbreaking to hear about students who are struggling in math, it is just as heartbreaking to hear about those students who are bored and not being challenged. Students deserve and need to be surrounded by peers at their same level to achieve success. In some classes, students are intimidated by the advanced students and shut down. Not enough is being offered for the advanced students and there are minimal enrichment options. There was an offering in Eday that was eliminated and there was after school math program run by Mr. DePalma that was well attended, however, it has not been run in several years.

Kristen Turkosz – when you send out communication to parents regarding the test it would be helpful to also send the requirements and/or content for the test so those parents who have the resources are able to share this information.

Dan Del Prete – when will swimming be added back to the curriculum and when will the pool be reopen. It was noted that the operation of the pool is the responsibility of the Town and the Recreation Department.

Meeting Adjourned 5:42 PM

MINUTES OF THE WBOE POLICY COMMITTEE

Superintendent's Conference Room

October 3, 2023

WebEx https://woodbridgeps.webex.com/woodbridgeps/j.php?MTID=m4332f47a33d28beb083c49003c5fc06c
Meeting Number (access code): 2482 904 8797 **Meeting Password:** nB3RPgPa34Z

CALL TO ORDER: Dr. Madonick called the meeting to order at 4:32 PM.

IN ATTENDANCE: Dr. Maria Madonick, Chair (in person), Lynn Piascyk (in person), Brooke Hopkins (remote), Erin Williamson (in person), Board of Education Members; Vonda Tencza, Superintendent; Teresa Ramia, WEA Liaison; Suzanne Sugarmann, CSEA (5:10 PM); and Marsha DeGennaro, Clerk of the Board.

PUBLIC COMMENT: None

The Committee reviewed the following policies:

- 1212 – Volunteers / Student Interns (Draft)
- 9132.4 – Finance Committee (returned from September 12 WBOE Finance Committee Meeting)
- 3542.41 – Food Service Personnel Professional Standards
- 4113.12 – Minimum Duty Free Lunch Periods for Teachers and Other Certified Staff
- 6161.3 – Comparability of Services
- 5141.72 – Emergency Action Plan-Student Sports

Policies 1212, 3542.41, 4113.12, 6161.3 and 5141.72 were new policies and reflect CABE suggested language.

Questions were raised regarding requiring the requirements of fingerprinting and the DCF reference check in Policy 1212. There was general consensus that fingerprinting should not be a requirement. It was noted a welcome letter, outlining the specific steps, will be created in the future and included as part of the packet. The Committee agreed this policy would be submitted to the full Board for adoption at the October 16, 2023 meeting.

Policy 9132.4 – It was noted this Policy had previously been reviewed by this Committee in June, July, August and September and the Board referred this policy to the Finance Committee for further review in collaboration with a review of similar policies from BOWA and surrounding towns. It was expressed that this policy should include more specific procedures and areas for review as well as a regulation that articulates the who, what, where and when of the overall budget process. Since there is no time pressure in adopting this policy, take the time to develop the regulations and pass both the policy and regulations as one packet. It was noted that the current draft of the revised policy defines and clarifies the responsibilities of the Finance Committee. How the Committee accomplishes those responsibilities is something the Finance Committee can adjust from year-to-year with input from the full Board and administration. No additional changes were made and the policy, as currently revised, will be submitted to the Board for adoption at the October 16, 2023 meeting.

Ms. Hopkins left the meeting (5:32 PM)

The Committee reviewed Policies 3542.41, 4113.12, 6161.3 and 5141.72. No changes were made. It was agreed that Policies 3542.41, 4113.12 would be submitted to Board for 30-day review at the October 16 meeting. It was agreed that Policies 6161.3 and 5141.72 were currently not necessary and would be tabled.

It was noted that all policies reviewed during this year would be incorporated into a google drive for easier access.

PUBLIC COMMENT: None

Meeting Adjourned: 5:57 PM

Community Relations

School Volunteers and Student Interns

The Woodbridge Board of Education (the "Board") recognizes the importance of school volunteers at all levels of schooling. Volunteers can enhance collaboration between the school and community, broaden the school's educational environment and ultimately enrich students' school experience. The Board further acknowledges that it may, from time to time, be asked to provide learning experiences for student interns within the school environments, which experiences are not part of the teacher preparation program, as defined in section 10-10a of the Connecticut General Statutes. In recognition of the benefit of having volunteers, interns and other such non-employees providing services within the schools, the Board supports the involvement of these individuals in accordance with suitable regulations and safeguards to be developed by the Administration.

Volunteers, interns and other such non-employees working within the schools ("volunteers") must work under the supervision of Woodbridge School District ("District") staff. Volunteers are held to the same standards of conduct as school staff and must observe all Board policies, including applicable policies on the confidentiality of student information.

Volunteers, depending upon their level of involvement, may be required to submit to state and federal criminal record checks and a record check of the Department of Children and Families ("DCF") Child Abuse and Neglect Registry. No person who is required to register as a sex offender under state or federal law, or whose name is currently listed on the DCF registry, may volunteer in the District.

All volunteers must comply with all school health and safety protocols in place at the time, including but not limited to any health screening protocols.

~~No~~ Employees of the District may serve as a volunteer ~~in any capacity~~ during the school day, ~~except~~ as ~~may be~~ approved by the Superintendent or his/her designee based on the specific situation.

Persons interested in volunteering their services should contact the school Principal.

Legal Reference: Connecticut General Statutes

10-4g Parental and community involvement in schools; model program; school-based teams.

10-220 Duties of boards of education.

10-235 Indemnification of teachers, board members, employees and certain volunteers and students in damages suits; expenses of litigation.

54-250 et seq. Registration of sexual offenders.

Policy adopted:

WOODBRIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Community Relations

School Volunteers, Student Interns

The Board of Education recognizes the importance of school volunteers at all levels of schooling. Volunteers can enhance collaboration between the school and community, broaden the school's educational environment, and ultimately enrich learners' experiences. In recognition of these important aspects of learning, the Board supports the involvement of these individuals in accordance with suitable regulations and safeguards developed by the Administration.

It is important to delineate between a visitor to the school and a volunteer. Visitors and volunteers both contribute in valuable ways to the community feel of a school building. A visitor is defined as an individual who will be spending a short period of time within the building and is under the direct supervision of a Woodbridge employee at all times, often for the purpose of attending a meeting, conference, or special event.

Volunteers for the Woodbridge District will be classified into two groups.

Group I
Volunteers will be classified in Group I when they assist staff members with school activities in the direct presence of a Woodbridge School District employee. Volunteers in Group 1 may assist with activities including, but is not limited to: reading to a classroom, participating and assisting in a special class event, assisting in a school-wide event, or serving as a room parent. Group I volunteers remain under the direct supervision of a Woodbridge employee at all times. At this time, Group I volunteers do not need to complete the volunteer background checks outlined below.

Group II
The following procedure has been established for screening Group II volunteers and interns ("volunteers") within the Woodbridge School District (the "District"). For the purpose of this regulation, a Group II volunteer is an individual who will remain working directly with students at Beecher Road School for a longer period of time or over a duration of more than a day, and may not always be under the direct supervision of a Woodbridge District employee. Examples might include, but are not limited to, volunteers in the Library Media Center, volunteers in the cafeteria to support ongoing initiatives, volunteers in specific classrooms or departments that volunteer throughout the year for many shorter periods of time, volunteers who are chaperoning a field trip when students will be divided into small groups supervised solely by the volunteer chaperone, chaperoning an overnight field trip, or working directly with students on-site without the direct presence of a Woodbridge Public School employee.

Student interns are classified as volunteers and are individuals currently enrolled in post-secondary programs for which an authorized internship is required or for which the student maybe granted credit as part of an approved course of study, including student volunteers for specific program credit from Amity High School. As with all volunteers, all student interns must be approved in advance by the building administrator and must be under the direction and direct supervision of a Board employee.

Prior Approval Required
All school volunteers, Group I and Group II, including student interns working in the schools, must be approved in advance by the building Principal or other administrative designee. The school district, acting through the appropriate building administrator or his/her designee, reserves the right to discontinue or disallow the services of any volunteer at any time at the discretion of the administration.

Sign-in Procedure. All individuals seeking to volunteer in the Woodbridge School District must regularly sign-in with the Main Office and will be provided with identification badges which shall be displayed during each visit.

Group II volunteers must fill out and sign the Volunteer Registration form prior to beginning volunteering and complete ~~fingerprinting and~~ federal and state criminal record checks and a record check of the Department of Children and Families (DCF) Child Abuse and Neglect Registry background check. All results of background checks must be completed prior to any volunteer service occurring. The form and process must be completed annually.

Persons Not Allowed to Serve as Volunteers. No person who is a "registered sex offender," or is on the Department of Children and Families (DCF) Child Abuse and Neglect Registry may serve as a volunteer. No person whose name is listed on the Department of Children and Families (DCF) Child Abuse and Neglect Registry or who is registered as a sex offender under state or federal law may volunteer in any District school. Failure to provide complete or accurate information on this "School Volunteer Security Check" form will disqualify an individual from volunteering in any District school.

~~No~~ employees of the Woodbridge School District ~~shall~~ may serve as a volunteer in any capacity during the day, ~~except~~ as ~~may be~~ approved by the Superintendent or his/her designee based on the specific situation.

Role. Volunteers serve only in an auxiliary capacity under the direction and supervision of a staff member; they are not a substitute for a member of the school staff. Volunteers do not have access to confidential student school records and volunteers may not make any curricular or disciplinary actions.

Volunteers are held to the same standards of conduct as school staff and must adhere to all Board of Education policies. The following protocols are in place for all volunteers: (For specific guidelines for visitors to the school, refer to the BOE Policy #1250 and the Beecher Road School handbook available on the District website.) Volunteers shall:

- Be interviewed and approved by a member of the administration.
- Complete fingerprints and background check prior to volunteering in the building. (Group II)
- Adhere to all safety protocols including signing in and out at the Main Office.
- Adhere to all established guidelines as set forth by the Woodbridge Public School District.
- Uphold the rights of all students and staff and adhere to confidentiality while in the building and in public.
- Report to the building administration.

All volunteers must adhere to the above guidelines or there will be cause for immediate removal from the school property as well as a limitation to future visits to the school.

Any questions of the above protocols must be directed to the building administration.

Selection, Placement, and Supervision. Volunteer selection and placement shall be decided on by administration and made on the basis of the volunteer's qualifications and availability and the school's needs.

When a criminal record check of a volunteer reveals a criminal conviction, whether disclosed or undisclosed on the volunteer's consent form, the Superintendent will make a case-by-case determination as to whether to allow the individual to volunteer in the District. Prior to any such decision by the Superintendent or designee, the Superintendent or designee shall inform the volunteer and shall provide an opportunity for the volunteer to respond. Notwithstanding the foregoing, the falsification or omission of any information on a volunteer consent form, including, but not limited to, information concerning criminal convictions or pending criminal charges, may be grounds for the Superintendent or designee to prohibit the individual from becoming a volunteer.

Dismissal. A request to volunteer or to continue volunteering will be denied if the volunteer behaves in any manner that demonstrates he or she is not a good role model or is otherwise detrimental to the school environment. Examples of such behavior include: swearing, failing to be dependable, failing to follow the supervisor's instructions, committing any criminal act on school grounds or at a school activity, touching a student in a rude or overly forceful manner, failing to dress in an appropriate manner, or violating any school rule.

c.f. 1250 Visitors to Schools

Legal Reference: Connecticut General Statutes

10-4g Parental and community involvement in schools; model program; school-based teams.

10-220 Duties of boards of education.

10-235 Indemnification of teachers, board members, employees and certain volunteers and students in damages suits; expenses of litigation.

54-250 et seq. Registration of sexual offenders.

Regulation approved:

WOODBRIDGE SCHOOL DISTRICT
Woodbridge, Connecticut

WOODBRIDGE SCHOOL DISTRICT
Group II Volunteer
Background Check Authorization

Thank you for your interest in volunteering in our schools. Student safety is our top priority. Only one form needs to be completed by a volunteer each school year. Please print clearly in ink:

Date of Request: _____

Name: _____ **Telephone:**_____
Last First Middle

Address:_____
Street City State Zip Code

Personal physician: _____ **Phone** _____

Emergency adult contact:_____ **Phone** _____

Are you now or have you ever been a school volunteer? ☐ Yes ☐ No

At which school(s)? _____ **Year (s)?** _____

The name of any child(ren) or ward attending this school: _____

Information Regarding Criminal Conviction, Placement on DCF Child Abuse and Neglect Registry or Sex Offender Registry

(a) Are you a sex offender listed on a state or federal sex offender registry?	☐ Yes	☐ No
(b) Are you listed on any DCF Child Abuse and Neglect registry?	☐ Yes	☐ No
(c) Have you ever been convicted of a felony involving a minor?	☐ Yes	☐ No
(d) Have you been convicted of any felony within the past five years?	☐ Yes	☐ No
(e) Have you ever been convicted of a felony?	☐ Yes	☐ No

If you answered YES to (a), (b), (c), or (d) above, you are not eligible to volunteer in our District schools in accordance with our school volunteer policy and regulations.

If requested, are you willing to consent to a criminal background investigation? ☐ Yes ☐ No
(The Superintendent or designee may request that a volunteer who works directly with a student(s) for extended periods of time without constant supervision of staff submit to a criminal background check or may similarly make such a request in other situations where a check would be prudent).

Waiver of Liability

The Woodbridge School District does not provide liability insurance coverage to non-district personnel serving as volunteers for the School District. The purpose of this waiver is to provide notice to prospective volunteers that they do not have insurance coverage by the School District and to document the volunteer's acknowledgment that they are providing volunteer service at their own risk. However. C.G.S. 10-235 provides that the district must indemnify and hold harmless volunteers from civil liability in most situations as long as the volunteer is approved by the Board of Education to carry out a duty prescribed by the Board and performs services under the direction of a certified teacher. Therefore the district must pay any damages awarded to a plaintiff in an action brought alleging negligence or other act resulting in injury, including infringement of that person's civil rights.

By your signature below:

1. You acknowledge that the Woodbridge School District does not provide insurance coverage for the volunteer for any loss, injuries, illness, or death resulting from the volunteer's unpaid service to the Woodbridge School District.

2. You agree to assume all risk for death or any loss, injury, illness or damage of any nature or kind, arising out of the volunteer's supervised or unsupervised service to the School District, agree to waive any and all claims against the Woodbridge School District, or its officers, Board Members, employees, agents or assigns, for loss due to death, injury, illness or damage of any kind arising out of the volunteer's supervised or unsupervised service to the Woodbridge School District.
3. You agree to abide by all applicable Board policies, regulations and school rules including, but not limited to, those governing student confidentiality.

The information contained in this authorization is correct to the best of my knowledge.

Volunteer Signature:_____ **Date:**_____

* ***For School Use Only*** *

Name of Supervising Staff Member: _____

General description of assignment(s):

☐ Supervising students as needed by a teacher ☐ supervising students during a regularly scheduled activity

☐ Assisting with academic programs ☐ assisting at the Library Media Center or Cafeteria

☐ Other:_____

"Sex offender list" checked by _____ on _____ (mandatory).

Is a criminal background check necessary (the individual will be working over a long period of time in direct contact with students where no staff member is continuously present or in other situations where a check would be prudent)? (*to be answered by Principal / Assistant Principal*) ☐ Yes ☐ No

If "yes," and provided the individual authorized the check,

- the date on which the check was requested? _____
- the date on which it was received and reviewed. _____

Date Reviewed: _____

School Administrator Signature: _____

District Office Approved to Volunteer: ☐ Yes ☐ No

WELCOME SCHOOL BUILDING VOLUNTEER

Welcome and thank you for your willingness to be a volunteer in the Woodbridge School District. It is of the utmost concern to our district that we provide and maintain a safe environment for our students. Therefore, we require the following steps to approve you as a volunteer in our schools:

VOLUNTEER INFORMATION FORM - FORM 1212
This form must be completed each school year and returned to the school office in which you want to volunteer. Upon completion of this form a member of the office staff will perform an initial check of the sex offender list. Should the search result in a clean check, you will be placed on the school volunteer list for the district. The volunteer's name will be checked against the sex offender list every time the person enters the building as a volunteer.

~~**CRIMINAL BACKGROUND CHECK - FINGERPRINTING**~~
~~This additional step is required for any volunteer who will be alone with students for any length of time without a school staff member present. Examples include but are not limited to supervising lunch in the classroom and field trips.~~

~~Even if you have had background checks for any other reason, you must be fingerprinted with a service code specific to volunteering at the Woodbridge Police Department.~~

~~Fingerprinting will not be required again unless there is a break in the volunteer's service. A break in service is described as a school year in which Form 1212 has not been completed.~~

We appreciate your willingness to be involved in the educational endeavors of our students and thank you in advance for your adherence to our procedures to ensure that all remain safe and secure.

Revised

Bylaws of the Board

Standing Committees

Finance Committee

A Finance Committee shall be a standing committee of the Woodbridge Board of Education with membership appointed in adherence with Board Policy 9132. The Finance Committee shall meet as needed to monitor, review and make recommendations to the full Board regarding the fiscal status of the school district. ~~as well as the following items~~ Specific functions may include:

- Requests for additions to the budget as identified by the Superintendent.
- Requests for line item transfers as identified by the Superintendent.
- Annual town audit reports.
- Recommend annual budget schedule

The Finance Committee will review, monitor, and make recommendations to the full Board on any other issues that arise relating to the finances of the district.

(cf. 9132 – Standing Committees)

Bylaw adopted by the Board: December 17, 2018

Legal Reference: Connecticut General Statutes

1-200 through 1-241 of the Freedom of Information Act

1-200 Definitions

1-226 Meetings of Government Agencies to be Public

10-220 Duties of Boards of Education

WOODBRIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

2024 PROPOSED RESOLUTIONS

Title: **II.1 CREATING EDUCATIONAL EXCELLENCE THROUGH ECONOMIC, RACIAL AND ETHNIC INTEGRATION**

Belief: CABE believes that each child must have equal access to effective free, public education and to the services of well-educated and skillful teachers. Boards of education, working with state and local leaders and community members, can play a key role in ending systemic racism.

CABE supports efforts by the State of Connecticut:
1. to address and solve the issues of social and economic isolation in the areas of housing, transportation, employment, access to health care and social services; and
2. to make the necessary funding available to urban, suburban and rural school districts across the state to develop and sustain:
   a. community conversations to build understanding and support for diversity, equity and inclusion initiatives.
   b. integrated educational programs and exchanges that create educational excellence; and
   c. infrastructure that supports safe and healthy environments for learning.
3. to promote the development of academic pathways, instructional activities, extracurricular opportunities, and field experiences that provide a richer awareness of culture and racial diversity, including but not limited to:
   a. review of curriculum in grades K-12 through the lens of multicultural and diverse perspectives.
   b. the elimination of Indigenous Americans as mascots.

CABE urges all boards of education to:
1. affirm that all children can learn and accept the challenge to educate each child to his/her fullest potential;
2. enter into interdistrict partnerships which create integrated educational excellence and promote social, cultural, ethnic and racial exchange and interaction among diverse groups;
3. facilitate culturally responsive teaching and supervision that promotes understanding of and respect for the many diverse cultures which strengthen our democratic society;
4. continue their efforts to increase the recruitment of qualified individuals who reflect this state's diversity to the teaching profession and administration;
5. make parents as well as the greater community full partners in the education of all children; and
6. recognize their critical role in creating policies, providing training, and maintaining oversight to ensure that students have equal educational opportunities and are treated equitably as provided by the laws of the State of Connecticut, including but not limited to, §10-15c and §46a-58, regardless of [gender], race, color, [creed] **SEX**, religion, **NATIONAL ORIGIN**, alienage, sexual orientation **OR DISABILITY**, gender identity or [gender] expression.

Explanation of change: Update language.

From an existing resolution/The Government Relations Committee recommends adoption.

Title: **II.2 SCHOOL CLIMATE, CULTURE, SAFETY AND SECURITY**

Issue: The need to address school climate, culture, safety and security in a comprehensive manner.

Resolution: CABE urges all school boards to:
1. address the influence of violence affecting children using school board policies, parent education programs, peer mediation, student assistance teams, and the school district curriculum to maintain an environment that fosters learning and growth.
2. review and maintain safety plans that address prevention, preparedness, mitigation and emergency response and recovery.
3. [address environmental, health and safety risks, as well as potential security breaches in coordination with appropriate local, state and federal agencies.]

CABE supports state efforts to study and:
1. recommend best practices for reducing school based arrests for all students.
2. recommend best practices for addressing the higher incidence of school based arrests for students of color.
3. [make] recommend[ations] [for] training for staff and students on de-escalation techniques and cultural sensitivity.
4. recommend a uniform reporting system for school based arrests so all districts are reporting numbers the same way.
5. identify possible grant funding to support accelerated reductions in school based arrests.
6. identify restorative practices and institute behavioral health supports as foundational and proactive protocols that promote a healthy and collaborative learning environment with the added intentional purpose of minimizing if not eliminating the need for school based arrest.

CABE urges:
1. the state and federal government to provide greater and sustained resources for locally determined programs that are critical to school safety, including emergency preparedness and response training, school resource officers, school counseling, and [inter agency coordination] **ACCESS TO MENTAL HEALTH SERVICES**.

[2. for greater and sustained resources that expand access to mental health services and support comprehensive wraparound services to schools that include a range of community resources to address safety and intervention.]

[3. the General Assembly to direct the State Department of Education to develop resources for teachers dealing with students that have experienced trauma.]

Explanation of change:
First #3 deletion – these are a part of plans
Second #3 deletion – technical
Third #1 deletion, incorporated from #2
Third #2 deletion – incorporated into #1
Third #3 deletion – has been accomplished.

From an existing resolution/The Government Relations Committee recommends adoption.

Title: **II.3 CERTIFIED EDUCATOR SHORTAGES**

Issue: The need for action to address shortages of educators.

Resolution: CABE urges school boards, higher education institutions, the State Department of Education and the General Assembly to take action to expand the pool of qualified educators for Connecticut's public schools, particularly in areas where shortages have been identified.

CABE SUPPORTS [Among the actions to be considered should be] expanding the alternate route to certification programs, **APPRENTICESHIP PROGRAMS**, enhancing professional development

opportunities, [expanding] reciprocity between states, [reducing bureaucracy for educators certified in other states,] encouraging students at an early age to consider the teaching profession and actively recruiting underrepresented groups.

[CABE urges the state to establish and seek available federal funding to establish a high quality paid registered apprenticeship for teachers which will increase collaboration across workforce and education systems.]

Explanation of change: The second paragraph language was updated.
Deletion of the third paragraph – has been accomplished.

From an existing resolution/The Government Relations Committee recommends adoption.

Title: **II.4 EDUCATOR EVALUATION AND SUPPORT**

Issue: Educator evaluation and support guidelines.

Resolution: CABE urges the:

1. State Department of Education through the Educator Evaluation and Support Council (EES) to [continue to review] **IMPLEMENT** the Educator Evaluation and Support guidelines.
2. State Department of Education and General Assembly to support a strong teacher induction and performance program to improve the retention of new teachers in Connecticut.

Explanation of change: language was updated in #1.

From an existing resolution/The Government Relations Committee recommends adoption.

Title: **II.5 THE FEDERAL ROLE IN PUBLIC ELEMENTARY AND SECONDARY EDUCATION**

Belief: CABE urges the federal government to recognize education as a state and local function, while identifying, promoting and supporting the national interest in public education.

CABE supports a program of federal support for elementary and secondary public education that provides increased flexibility and funds that go directly to the local level **AND FINANCIAL SUPPORT FOR ALL FEDERAL MANDATES**.

Explanation of change: Self-explanatory.

From an existing resolution/The Government Relations Committee recommends adoption.

Title: **II.6 Promoting Statewide Policy and Funding for Minority Teacher Recruitment**

Issue: The need to establish statewide strategies and appropriate state funding for policies related to the recruitment, retention and support for a diverse workforce for all state public schools.

Resolution: CABE urges the Legislature to relieve the Alliance school districts from

the compounding impact of the fiscal obligations of the language of CGS 10-156gg, the Minority Candidate Certification, Retention or Residency Year Program.

Rationale: The current structure of the statutory language limits the focus of the state's efforts to Alliance Districts. Historically these Districts have been successful in Minority Teacher Recruitment (MTR). We believe the MTR is a state obligation and should not be focused solely on and funded by the Alliance Districts. The current law erodes funding to the Alliance Districts and "withholds from Alliance Districts… 10 percent of any increase in funding for fiscal year ending June 30, 2020". If fully implemented by 2028, $135 million will be taken, placing an undue burden on the already distressed districts. In addition, the Connecticut State Department of Education (CSDE) has established rules regarding the use of the funds that is too narrow and cannot be used for high yield, research based MTR initiatives. Additionally, this funding will be difficult to expend if the current lack of MTR candidates does not improve. The candidate pool must be addressed for recruitment to be successful.

Submitted by: Waterbury Board of Education 9/23. The Government Relations Committee recommends adoption.

Statement of reason for recommendation: The purpose of this resolution is to relieve the Alliance school districts from restrictive mandate on funding programs to increase the pool of diverse educators.

Title: **II.7 Posting of Nutritional Value of School Lunches and Breakfasts**

Issues: The Thomaston Board of Education, like the Connecticut Association of Boards of Education, supports matters of Governance related to the Legislative-School Board Partnership that urge school boards to provide legislators with objective analysis of proposed legislation. This resolution ventures to provide such analysis of General Assembly Proposed Bill No. 6030.

The impetus behind this resolution is to foster and provide as an example to all local and regional boards of education and Legislators, the innovative learning practices of Thomaston Public Schools' L.E.A.P. program by supporting the initiative taken by the L.E.A.P. students who proposed legislation to inform all students of the nutritional value of school lunches and breakfasts. HB6030 is of exceptional interest to the Thomaston Board of Education and, therefore, demanding Thomaston Board of Education action.

Resolution: Be it resolved that chapter 169 of the general statutes be amended to require each local and regional board of education to post the nutritional values of school lunches and breakfasts in the school cafeteria or other central place of consumption.

Submitted by: Thomaston Board of Education 9/23. The Government Relations Committee recommends rejection.

Statement of reason for recommendation: This creates a mandate that some districts may struggle to implement.

DELETIONS

Title: **III.1 21st CENTURY SKILLS**

Issue: ~~The need to prepare students for the global workplace.~~

Resolution: ~~CABE urges the state and federal government to support programs and research that focus on problem- solving, creativity, critical thinking, and other high-level 21st century skills that are import- ant for success in a global workplace. The state and federal government should support school district capacity to provide the technology and tools necessary to foster innovative learning practices, instructional methods and a mastery- based grading system that bridges school and real-world experiences, provide for greater personalization of education, and prepare students for college and/or career.~~

Explanation of change: Deletion - this is an ongoing imbedded practice

Title: **III.2 REMOTE LEARNING**

Issue: ~~The need for a comprehensive online learning platform.~~

Resolution: ~~CABE urges the State Department of Education to develop a vetted, comprehensive remote learning platform, offer the platform and courses contained therein at reasonable cost to districts, and provide training to district personnel to facilitate and assess student learning via said platform.~~

Explanation of change: Deletion – study of issue found not feasible.

Title: **III.3 E-LEARNING AND SNOW DAYS**

Resolution: ~~CABE urges the state and federal government to consider the effect of weather related events that affect setting the graduation date, the end of year activities and beginning of summer schools and camps.~~

~~Recognizing that weather events, power outages, other man-made disasters cause disruption to continuous delivery of education in America's public school districts, districts want the discretion to choose e-learning days for those school days affected by weather events and other disruptive events.~~

~~School districts are encouraged to provide an advanced plan in place for meals for children if possible in a safe manner.~~

Explanation of change: Deletion – the issue is unlikely to gain support with SDE.

Title: **III.4 FLEXIBILITY TO EMPLOY INDIVIDUALS IN CAREER AND TRADE FIELDS AS INSTRUCTORS**

Issue: ~~Boards of education are working to provide career preparation opportunities within the comprehensive high school system but are finding it very difficult to employ individuals with both certification and trade experience. Our students will benefit greatly from learning from current practitioners in the trades. The opportunity to explore career pathways, combining education and training prepare students for a full range of postsecondary education options, including apprenticeships, fits Connecticut's educational goals.~~

Resolution: ~~CABE urges the State Department of Education and the General Assembly to take action to provide flexibility to comprehensive high schools to employ individuals in career and trade fields as instructors with professional certification in a specific trade similar to that provided to the Connecticut Technical and Education Career System.~~

Explanation of change: Deletion - This has been accomplished.

Title: **III.5 DAILY SCHEDULE FOR SECONDARY SCHOOLS**

Issue: ~~The need to move toward a later start time for Connecticut's high schools, with a uniform start time throughout the state or at least within each of the state's regions.~~

Resolution: ~~CABE urges the Connecticut Department of Education, working in coordination with CABE, CAPSS, teachers' associations, parent groups and other relevant bodies, to conduct a full-scale analysis of:~~

1. ~~Optimal start times for secondary schools, based on relevant medical, neuroscientific and psychological research.~~
2. ~~Relevant issues including, among others, busing and inter-district athletics, and supplementary programs.~~

Explanation of change: Deletion – This is currently being studied.

Title: **III.6 REMOVAL OF VERMICULITE FIREPROOFING**

Issue: ~~Removal of Vermiculite Fireproofing as Asbestos~~

Resolution: ~~CABE urges the State Department of Education/ State Department of Administrative Services to allow the opportunity for asbestos testing to be performed on vermiculite fireproofing prior to it automatically being considered asbestos.~~

Explanation of change: Deletion – Issue is not gaining traction as a resolution.

Request for Use of Beecher Road School Building/Grounds

Submit completed form to the Principal's Office

Date of Application: 09/11/2023

Name of Organization: Amity Pop Warner

Name of Authorized Representative: Christina Zito Phone: # 2038487634

How would you like to be informed of approval or denial of this request?

Fax # _____ E-mail: amitypwcheer@gmail.com

Mail: (address) _____

Day(s) of week: T/R/F Date(s) Needed: Sep 12, 2023 Thru: Nov 17, 2023 10 weeks

Frequency: 3x a Week Start time: 5:30 or 6 End time: 7:30 or 8 2 hrs x 3 = 60 hrs

Brief Description of event: Amity pop warner cheer practice for our Tiny Mite, Mity Mite and Junior Pee Wee teams (ages 5-12) for Fall 2023. We only need the mats that are in the South Gym. We have insurance for practice at BRS.

Please attach another sheet for specific needs as far as tables, chairs, etc.

Where?

Classroom(s) _____ Gymnasium ☒ Cafeteria ☐ Grounds (specify) _____

In making this application I hereby agree to **comply with the rules and regulations** of the Woodbridge Board of Education governing the use of Public School Buildings. I agree to **make good on any damage to or loss of school property** arising from our occupancy of the building or grounds.

Please Print form, Sign and return to the Principal's office. Thank you.

Signature of Authorized Representative: Christina Zito Date: _____

Principal's Signature: [signature] Date: 9/18/23

The Woodbridge Board of Education reserves the right to cancel this reservation at any time.

Business Office Use Only

Type of Group: A B C

Hours of use (from above) 60 x $24.50* (custodial charges) + Rental Charge (if any) $ 3000 (30 x 100) = Est. Charges $ 4,470

(*This amount will be multiplied by the number of custodians needed.) An invoice will be sent.

Business Manager's Signature: _____ Date: _____

Date **Approval** sent: _____ by: _____ Date **Invoice** sent: _____ by: _____

Date **Deposit** received: _____ by: _____ Date **Payment** received: _____ by: _____

Date Copies sent to **School Office** and **Facilities Manager**: _____ by: _____

Work order (if needed) processed on: _____ W.O. #: _____ Processed by: _____

Business/Non-Instructional Operations

Use of School Facilities

The Board encourages programs that benefit the community and its school children and supports such programs through the use of its facilities.

The building and grounds of the school district are public property. The Board of Education may allow their use for purposes other than education when they are not in use for school purposes.

The Board of Education may grant the use of the school facilities for activities of an educational, cultural, civic, social, recreational, governmental and general political nature which are sponsored by responsible local persons, organizations, agencies, or institutions, as permitted by law.

In collaboration with the school district, the Recreation Commission may determine whether the building or grounds is to be used by another organization or group.

Types of Activities Which Will Not be Permitted

1. Activities propagating the overthrow of the United States the State of Connecticut, or local governmental agencies.

2. Any activity that may violate the canons of good morals, manners or taste, or be injurious to the buildings, grounds or equipment of the schools.

3. Any purpose, which is in conflict with school activities.

4. Any activity, which includes commercial advertising.

5. Fund-raising campaigns except as permitted by Board of Education policy or by special action of the Board of Education.

6. Activities, which are discriminatory in the legal sense.

7. Any activity that would include alcoholic beverages on school grounds or in the building.

Application for Use of the Building or Grounds

1. Application for all activities will be filed on the prescribed form in the Principal's Office or the Office of the Superintendent.

2. The Superintendent or his/her designee will have the right to act on all applications. The Superintendent, however, may refer any individual request to the Board of Education or the Recreation Commission for its action.

3. All fees and policies associated with the use of facilities by other than school groups shall be set by the Superintendent.

4. A schedule of costs/fees for activities in the school or on its grounds outside the hours of the school day is provided in the attached regulations.

Legal Reference: Connecticut General Statutes

10-239 Use of school facilities for other purposes.

Equal Access Act, 20 U.S.C. ss 4071-4074.

20 U.S.C. 7905 (Boy Scouts of America Equal Access Act contained in No Child Left Behind Act of 2001)

Policy adopted: February 24, 2014

WOODBRIDGE PUBLIC SCHOOLS

Woodbridge, Connecticut

Business/Non-Instructional Operations

Use of School Facilities

Rental of Beecher Road School

Category "A" - No Charge for Use

1. Official Town activities, such as Town Meetings, Hearings, Elections and meetings of Boards, Commission, Committees, etc.

2. Local political party Town Committee Meetings and Caucuses.

3. Political Party Conventions.

4. Town sponsored activities.

5. Other government agencies (State representatives, federal, census).

6. Organizations composed primarily of Woodbridge residents, open to all residents of the Town, designated by the Board of Education as falling into this category.

7. Such other organizations as may from time-to-time be designated by the Board of Education.

Category "B" - Reduced Rentals

1. Organizations composed primarily of Woodbridge residents, which are not open to all residents of the Town, such designations to be made by the Board of Education.

2. Woodbridge religious institutions.

3. Such other organizations as may from time-to-time be designated by the Board of Education.

Category "C" - Full Rental

1. Those organizations not falling into Category "A" or "B" - Private Parties.

2. Rental Schedule - Four (4) Hours or portion thereof:

	Schedule B	**Schedule C**
Classroom	**$20**	**$50**
Cafeteria	**$50**	**$75**
Gymnasium	**$50**	**$100**

Private Groups

Will be charged for use of room(s) plus the per hour charge of the custodian (including costs of benefits).

$100 refundable damage deposit per area rented - Gym $100; Café $100.

Exclusive Use

Any private group having exclusive use of a given space will be charged on a per footage basis.

Legal Reference: Connecticut General Statutes

10-239 Use of school facilities for other purposes.

Equal Access Act, 20 U.S.C. ss 4071-4074.

Good News Club v. Milford Central School, Sup. CT., 6-11-01

20 U.S.C. 7905 (Boy Scouts of America Equal Access Act contained in No Child Left Behind Act of 2001)

Regulation approved: February 24, 2014

WOODBRIDGE PUBLIC SCHOOLS

Woodbridge, Connecticut