Woodbridge Board of Education
Woodbridge Board of Education Regular Meeting
Tuesday, May 20, 2025 7:00 PM

Town Hall Main Meeting Room

Agenda

I. ***Mission – To create and foster a learning community that prepares children to be flexible, lifelong learners, and responsible global citizens.***
Vision – To empower and inspire future leaders who will positively impact our world.

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

III. **Consent Agenda**
- A. Approval of Minutes from the April 21, 2025 Regular Meeting
- B. Budget Narrative Report
- C. Budget Summary Report
- D. Budget Detail Report
- E. Combining Financial Statements

IV. **Reports**
- A. Superintendent's Report
  1. TAG / SpEd Update
  2. BRS Update
- B. BRS Infrastructure Building Committee
- C. Facilities Committee Report
- D. Finance Committee
- E. Policy Committee / Policies for Adoption
  1. 5113.911 Connecticut School Climate
  2. 6115 School Ceremonies and Observances as revised
  3. 6140 Curriculum as revised

4. 6141.312 Migrant Students as revised
5. 6141.321 Internet Acceptable Use as revised and delete Policy 6141.323
6. 6141.322 District/School/Staff/Student Publications as revised, Recodify to 6145.3
7. 6141.326 Social Media as revised

F. CABE Liaison Report
G. Upcoming Meeting Presentation(s): End-of-Year Highlights

V. **New Business**

A. Accept Certified Staff Resignations

VI. **Other**

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

VII. **Adjournment**

Beecher Road School
PTO, 2024-25

Woodbridge School Board Meeting May 20, 2025



Beecher Road School PTO 2024-25 Program on a Page (GM Agreed)

Annual Budget – approximately $80,000

August
- Kindergarten Social ✓
- Welcome Back Teachers ✓

September – GM Mtg (9/17)
- Ice Cream Social – Sept 12 ✓
- Grade Level Socials – 1&2 ✓

October
- Picture Day ✓
- Halloween Hoot – Oct. 26 ✓

November – GM Mtg
- Thanksgiving Drive ✓
- Fall Book Fair ✓

December
- Science Night ✓
- Career Ambassador Week ✓
- Email Fundraising Ask ✓

January – GM Mtg
- Popcorn Fundraiser ✓
- Book Swap ✓
- Parents' Night Out ✓

February
- International Night ✓
- V-Day Teacher Breakfast ✓

March – GM Mtg
- Math Night ✓

April
- Spring Book Fair ✓
- Arts Week/Arts Night (5/1) ✓

May – GM Mtg (elections)
- Teacher Appreciation Week ✓
- Quassy ✓

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

Highlights from Fundraising Community Events

Fundraising Events

- **Book Fair**
- **Picture Day**
- **Halloween Hoot**
- **Popcorn Fundraiser**
- **Quassy**
- ***Field D*ay FUN RUN**

Book Fair

- Fall & Spring Fairs
- Family Night
- Coupons for kids on low income lunch
- Scholastic Dollars & Cash earned



Let’s Celebrate: Hoot Success!

- Summary:
  - Auction – raised $14,163
    - Teacher experiences raised $3,799
    - Class baskets raised $1,152
  - Donations: $1825
  - Event (wristbands + bake sale) – raised $12,537
    - Pre-sales – 423 individual and 41 family wristbands (546 kids)
    - Total – about 650 kids
  - TOTAL: $28,525
  - FUN & SMILES!







Celebrate Success!: Popcorn Fundraiser

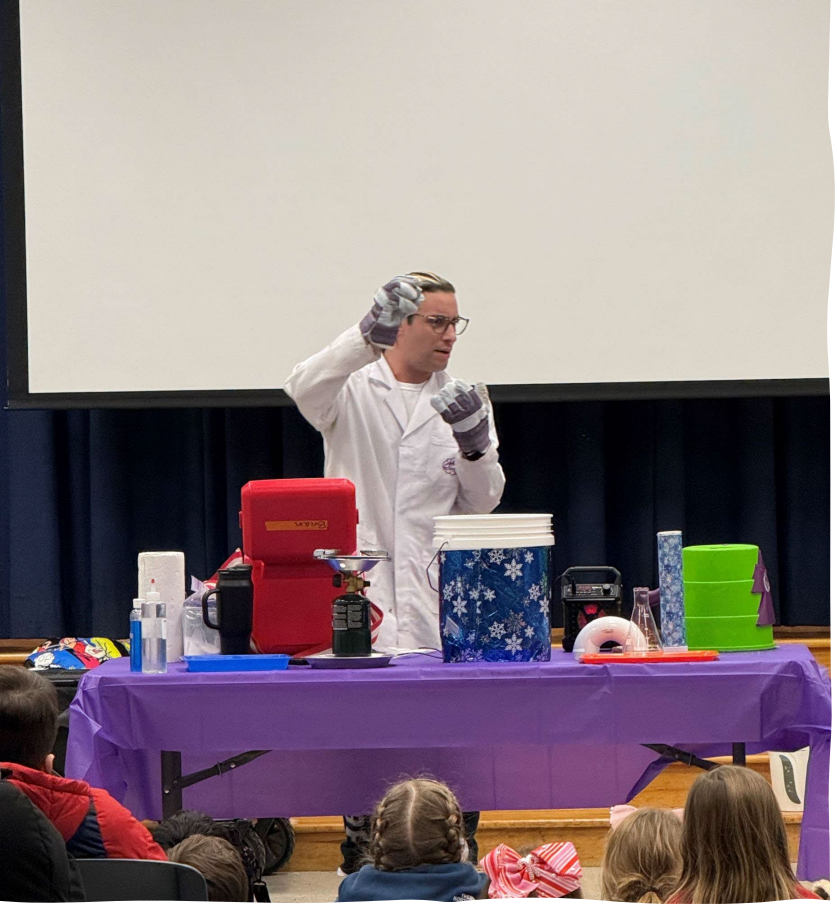
- Thank you Mrs. Fanelli!!!!!
- Sold about $15,000 of popcorn; PTO made $7500



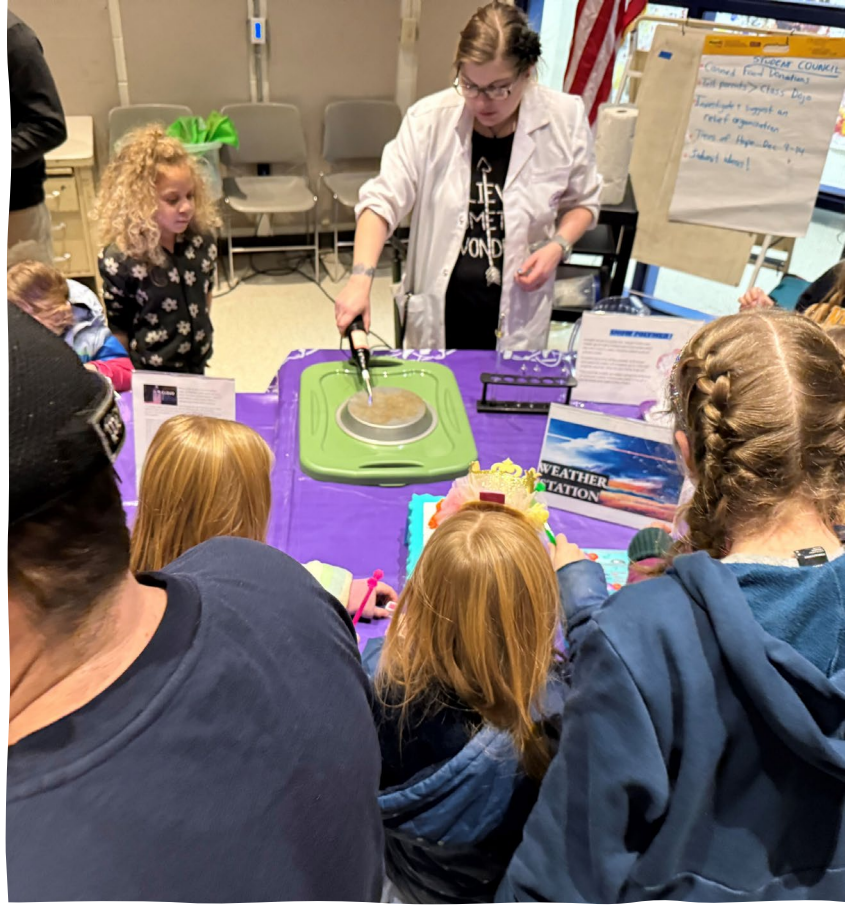
Highlights from PTO Community Events

PTO Community Events

- **Book Swap**
- **Thanksgiving Drive**
- **Science Night**
- **Math Night**
- **International Night**
- **Arts Week/Arts Night**







Science Night

- This year, funded by the school, organized by PTO
- 3rd party chemistry presentation and hands on stations for age-appropriate physics and chemistry

Thank You Book Swap Volunteers!

Coordinators: Kate Griffiths and Dorothy Rhodes

- Laural Vornovitsky
- Joie Hubbell
- Ashley Adams
- Hillary Drumm
- Joremay Latino
- Monica Philipp
- Cindy Kruger
- Marie McDaniel
- Cate Hatridge
- Jess Bleehash
- Toni Piela
- Joanna Marlow
- Stephanie Pennington
- Chrissy Anton

- Jennifer Kennedy-Holmes
- Liz Chicos
- Emily Vinocur
- Sarah Wilkinson
- Jia Yu
- Ngoc Le
- Diane Schroader
- Sarah Flashman
- Erin Murphy
- Toral Surti
- Kelly Aviles
- Sarah Beth Del Prete

- BRS Students:
  - Grace Anton
  - Katie Anton
  - Amara Libson
  - Micah Libson
  - Azure Onofrey
  - Allie Griffiths







It takes a village! Thank you to Lauren Cohen for Coordinating, and for many families running over 14 country tables; and many teachers & staff & high school volunteers serving food!

Celebrate Success: International Night!

Thank You Math Night Volunteers!

Coordinators: Betsy Hull, Jen Kennedy-Holmes, Richa Sharma & Mrs Meacham







- Molly Anderson
- Tiffany Milton
- Lauren Gagliardi
- Christina Baker
- Cara Kurlander
- Sara Steinberg Forman
- Kirian & Rory Drumm (Hillary)
- Evan Griffiths & Josh Anton
- Almanzo Abraham (Libby)
- Ming Hui (Mathnasium)
- Amity High School Students from Math Club!

- BRS Student Council for running a Bake Sale!



Arts Night 2025

- Thank you to our Arts Teachers Mrs. Gomes & Mrs. Acheson
- Thank you PTO Volunteers!
  - Coordinator Christina Ondrus
  - T-shirt designer – John Hogan
  - Parent Workshops – Emily Costa, Irhie, John Hogan, Larissa Hall, Terry Landau
  - Food, comms & set up – Sami Falk, Tara Buckman, Monica Philipp, Erin Murphy, Betsy Hull, BeeJ Ahern, Jeanne Ciarleglio, Laurel Lorenzi, Teresa Nakouzi







Highlights from Teacher/Staff Appreciation

Teacher Appreciation Events

- **Welcome Back Teachers**
- **V-Day Teacher Breakfast**
- **Teacher Appreciation Week**
- **NEW: Monthly Stock the Staffroom**

Thank You Valentines Day Breakfast Volunteers!

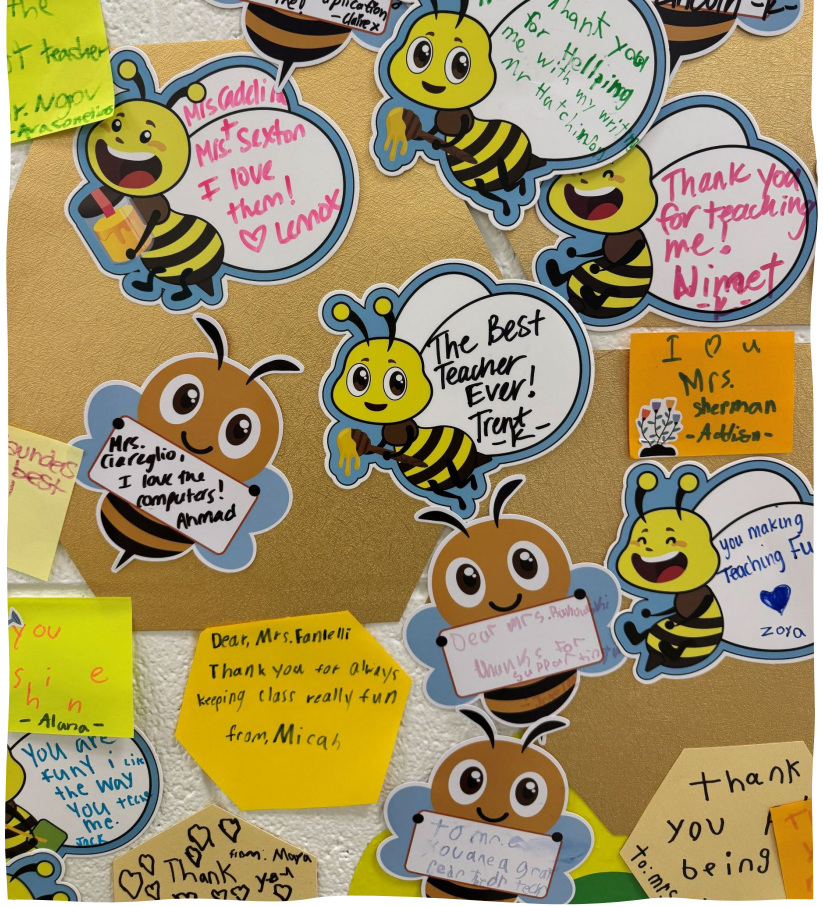
Coordinator: Susan Lettellier

- Tara Buckman
- Ashley Adams
- Kelly Aviles
- Joanna Marlow
- Erin Murphy
- Gina DePuma











Teacher Appreciation Week

- Thank you to PTO Volunteers:
- Coordinators: Joanna Marlowe, Sarah Flashman, Ashley Adams, Erin Murphy
- Volunteers: Kristy Laydon, Rachel Guerra, Sami Falk, Monica Philipp, Tiffany Milton, Joie Hubbell, Dorothy Rhodes, Mary Daoutis







NEW: Stock the Staffroom

- PTO & Parent combined effort
- Approximately monthly treats

Additional PTO Programing

NEW: Parent Ambassador Program – Career talks in every class

In School Academic Enrichment – Teacher Grants; Scholastic Magazines

In School Academic Enrichment – In-School Events (e.g. Birds of Prey, Beardsley Zoo, STEM program, Elm City Shakespeare, Eli Whitney)

School Spirit – Beecherwear; Picture Day

PTO Teacher Grants

- **Total funding amount:** $9437.95 spent this year
- **Total # of grant requests funded:** 23
- **Grades served:** Every grade, plus literacy and math specialists and ESL
- **Examples of items purchased:**
  - flexible seating
  - classroom organization (drawers, mailboxes)
  - books
  - white boards
  - materials for math/STEAM activities center
  - portable speaker for whole-school use



2024-25 In-School Academic Events

Overall budget: $17,100
Budget per grade: $2,000 (approx.)

Completed:

- Pre-K/K/1: Groove to Grow (March)
- Grade 3: New Haven Museum, “The Quinnipiac: The People and the Land.” (October)
- Grade 4: CT History Museum: "On the Move: Immigration and Migration to CT" (April)
- Grade 5: Eli Whitney Museum
- Grade 6: Elm City Shakespeare
- MAG: Whalemobile

Booked/confirmed:

- Grade 3: Wingmasters, Birds of Prey (May 20 & 21)
- K, 1, & 2: Chris Rowland, Beardsley Zoo (May 23)



3rd Grade students touching items from the New Haven Museum

Highlights from Social Events

Social Events

- **Kindergarten Social**
- **Ice Cream Social**
- **Grade Level Socials – 1&2**
- **Parents' Night Out**

NEW: Parents Night Out!!

- Thank you Joanna & Sarah and all the parents who came out!





THANK YOU
BRS PTO Board 2024-25
& MANY Volunteers!

- *2024-25 Board Hopes & Dreams:*
  - *build community*
  - *be inclusive*
  - *be a welcoming and connecting presence for kids, parents, teachers*
  - *make all the kids feel loved*



Officer	Volunteer
President	Cindy Kruger
Vice President	Monica Philipp
Secretary	Laurel Laurenzi
Treasurers	Betsy Hull & Jennifer Kennedy-Holmes
Chair of Fundraising	Susan Lettelleir
Chair of Communications	Erin Murphy
Chairs of Social Events	Joanna Marlow & Sarah Flashman
Chair of Academic Events	Cara Rosner
Teacher Liaisons	Aimee Meacham & Jeannie Ciarliglio
Administrative Liaisons	Mrs. Sherman; Mr. Sapia – Hoot; Mrs. Tafel

THANK YOU TO OUR VOLUNTEERS!!!!

Tifany Milton

Hadiye Balik

Joie Hubbell

Dorothy Rhodes

Rachel Guerra

Mary Daoutis

Amy Nagle

Cara Rosner

Diane Schroeder

Amanda Tyma

Orysia Capasso

Joremay Latino

Meghan Tasker

Devin Puglisi

Daranee Vescovi

Edith Luysterborghs

Alexis Walter

Katie Winterbottom

Rebecca Kalikawe

Mandar Muzumdar

Michael Opuszynski

Sarah Flashman

Jia Yu

Laurel Lorenzi

Kierstin Wesolowski

Rebecca Costa

Amany Mroueh

Amelia Hackett

Joie Hubbell

Jennifer Kennedy-Holmes

Niroj Miziri

Joanna Marlowe

Lindsay Brooks

Molly Anderson

Erin Murphy

Aimee Meacham

Lynn Piascyk

Vonda Tencza

Gina Paniccia Grant

Yin Lin

Jennifer Plonsky

Steven Lawerence

Mandy Wu

Maria Teran

Alexandra Sanchez

Angela Pellegrino-Grant

Ashley Adams

Thank You International Night Volunteers

Coordinator: Lauren Cohen

- Many families who set up country tables & performers!
- Shamlee Kulkarni
- Mrs Meacham
- Clara Buzzoni
- Anaya Kaoroptham
- Sophie Maung
- Elena Huber
- Meher Quadri
- Saori Nozaki
- Arshiya Pillai
- Dorothy Rhodes
- Aprile Allen
- Mrs Analisa Sherman & daughter
- Mr James Sapia
- Atul Kulkarni
- Clara Buzzoni
- Sophie Maung
- Anaya Kaoroptham
- Ms Crocco
- Ms Ahern
- Elena Huber
- Meher Quadri
- Tiffany Milton
- Yan Zhu
- Clara Buzzoni
- Madison Lindsay
- Many High School Volunteers!

Over 116 (!) Hoot Volunteers

Planning Committee: Mr. Sapia, Erin Murphy, Monica Philipp, Betsy Hull, Noemi Smith, Orysia Capasso, Teresa Nakouzi, Jennifer Nickle, Susan Lettelleir, Jeff Daddona, Richa Sharma, Katherine Brennan, Naomi Origanti, Caitlin Petrelle, Linda Chritsy, Jennifer Kennedy-Homes

Megan O'Grady
Jaclyn Dorsey
Dianna Mcarthy-Bercury
Kierstin Wesolowski
Augusto Buchweitz
Ivan Shang
Chris Ma
Claire Cowan
Catherine Kohncke
Claire Prud'homme
Toral Surti
Sawyer Wuerth Stricker
Julia Nickle
Zixi Zhuo
Karra Alicki
Carley Bernfeld

Annalexia Tillman
Mariam Basyouny
Mandy Wu
Helen Lin
Joel Oh
Mike Dressman
Tara Buckman
Ivan Zhang
Lara Kaczmarczyk
Stephanie Pennington
Michaela Madonick
Emma Mathew
Anna Arpaia
Nate Dranoff
Joyce Zhang
Anaya Kaoroptham
Maddison Durkin

Giavanna Charbonneau
Mica Cardozo
Peyton Brown
Rachael Malagrida
Sophie Maung
Dilwar Mekael
Azeem Parvez
Augusto Buchweitz
Emma Mathew
Hana Mirza
Tad Martin
Helen Lin
Evelyn Dranoff
Lara Kaczmarczyk
Sophie Dionis
Haze Khan

Gaya Lopez-Herrera
Sofia Nail
Andrew McDaniel
Ava Ruszkowski
Olivia Froehle
Amanda Lazowsky
Aliza Sherman
Genevieve Criscuolo
Elizabeth Criscuolo
Alisha Colagiovanni
Grace Meacham
Aimee Meacham
Kierstin Wesolowski
Tiffany Milton
Breana Riskin
Ivan Zhang
Rosemary Navarro

Meher Quadri
Mariha Salahuddin
Joy Kim
Livi Cedeño
Teesha Godawat
Adelina Ahmed
Shriya Garg
Shanaz Mekael
Avani Vijay
Sylvia McGovern
Diana Mccarthy-Bercury
Tad Martin
Anaya Kaoroptham
Meagan Campol
Sophie Maung
Meher Quadri

Johnathan Chow
Brayden Zhang
Amelia Cohen
Lara Kaczmarczyk
Frankie Morton
Julia Lenois
Dilwar Mekael
Maddison Durkin
Giavanna Charbonneau
YULEI PANG
Lanna Moore
Tetiana Lazebnyk
Avani Vijay
Jordan Chen
Matthew Grant
Lucielle Gomes

Gary DiBlanda
Jennifer DiBlanda
Quinnipiac Sorority Volunteers (8)

MINUTES OF THE REGULAR WOODBRIDGE BOARD OF EDUCATION MEETING
Monday, April 21, 2025
Town Hall Main Meeting Room

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

BOARD MEMBERS PRESENT: Lynn Piascyk, Chair; Sarah Beth Del Prete, Secretary (7:05 PM); Dr. Laura Francese; Jeff Hughes, Steven Lawrence, Vice Chair; and Erin Williamson.

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

CORRESPONDENCE – None

PUBLIC COMMENT – None

Ms. Del Prete arrived (7:05 PM)

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

Superintendent Report – Superintendent Tencza highlighted enrollment, space option proposals from Antinozzi and Associates, the Math community forum and the literacy presentation at the Curriculum Committee. Staff appreciation week will be held the first week in May.

Summer Programs Update –SEP will run Monday through Thursday, June 30 – July 31. ESY will run Monday through Thursday, July 1 – July 31 with two options 8:00 – 10:00 AM and 9:00 AM – 12:00 PM. SEP will run 8:00 AM – 3:00 PM.

BRS Update – Ms. Sherman noted the successful Math Night, Kindergarten registration online process, completion of the second round of assessments for early entrance to Kindergarten, Kindergarten visitation on May 6, the Professional Learning Day for certified staff on March 21, CARES Assembly, the PTO spring Book Fair, PLC work with implementation of the HMH reading resources, installation of a handicap accessible Merry-Go-Round and composting efforts of the Green Team.

BRS Infrastructure Building Committee – Mr. Hughes noted this committee met on April 10 to discussion various building reconfiguration proposals submitted by Antinozzi Associates. The next meeting is April 24 at 3:30 PM via Webex.

Curriculum Committee – This committee met on April 9 and received an update on the Reading Language Arts program. The curriculum will be posted on the website.

Superintendent Search Update – Chair Piascyk apprised the community that the Board received six (6) proposals and entered into a contract with NESDEC with Christine Syriac serving as the Consultant. A community-wide survey is currently in operation. The Board will receive a profile for discussion with candidates. Applications will be reviewed in May as well as interviews for the selected individuals.

Finance Committee – Mr. Lawrence noted this committee met on April 8 to review the standard monthly financial reports. We are 2/3 of the way through the 2024/25 budget year with a projected surplus of $118,000.

Policy Committee – Ms. Williamson reviewed changes made to policies at the April 7 meeting and accepted for 30-day review under the Consent Agenda.

Upcoming Meeting / Presentations – The regular May meeting will be held on Tuesday, May 20 at 7:00 PM in the Main Meeting Room at Town Hall and will include presentations on TAG /SpEd, PTO end-of-year wrap-up and recognition of CAPSS / SCASA Award recipients. Committee meetings are as follows: Facilities, May 1 at 7:30 AM; Superintendent Search Committee May 8 at 5:30 PM, Finance May 13 at 4:30 PM, Annual Town Meeting May 19 at 7:30 PM.

NEW BUSINESS

Superintendent Tencza presented the certified staff resignation of James Erard, Grade 3 MAG teacher.

MOTION #2 – CERTIFIED STAFF RESIGNATION (ERARD)

Move that we accept the resignation of James Erard, effective June 30, 2025, with regret
Ms. Piascyk
Second by Ms. Del Prete
UNANIMOUS

PUBLIC COMMENT – None

MOTION TO ADJOURN: (7:47 PM)
Dr. Francese
Second by Mr. Hughes
UNANIMOUS

Recorded by Marsha DeGennaro, Clerk of the Board.

Woodbridge Public School's 2024-2025 Budget Narrative

May 9, 2025

The attached financial reports represent ten months (83%) of the fiscal year.

100 Series Salaries - Salaries represent 61% of the budget. The numbers are fairly similar to the prior month. We have been able to hire a couple of paras and the departure of the part time social worker and other minor adjustments in estimates leave us with an estimated $60K salary surplus for the year.

200 Series Benefits – Benefits are 21% of our budget is based on the elections of last year's staff. The projected surplus in the category decreased by $4K. Minor adjustments to projected payroll taxes and CMERS payments leave us with an estimated surplus of $33K in this category.

300 Series Purchased Professional Services- This category represents 3% of our budget and includes legal, audit and other expenses that are generated on a month-by-month basis. The projected deficit in this category improved by $25K. This is because we went out to bid, along with the town, and secured a better price on our annual audit than we budgeted for. The estimated deficit in this category is around $5K.

400 Series Purchased Property Services - Utility budgets are 4% of the total budget. The projected surplus in this category decreased by $9K over the past month. We continue to make adjustments each month based on our utility usage. We should be done with our heating oil cost for the year and those savings have allowed us to complete additional repairs and maintenance expenses. The total surplus for the year is estimated to be $8K.

500 Series Other Purchased Services - This category is 9% of our budget and includes student transportation, tuition, interns, liability insurance and items that do not fall within the professional services/property services categories. The surplus in this category is very similar to last month. Adjustments in estimates to pupil transportation and tuition washed each other out leaving us with around $30K in anticipated surplus in this category.

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. Additional custodial supplies added another $3K to the projected deficit, bring it to $16K for the year.

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

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

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

WOODBRIDGE BOARD OF EDUCATION
MONTH SUMMARY REPORT
FOR THE MONTH ENDED 4-30-2025

OBJECT	DESCRIPTION	ADOPTED BUDGET	TOTAL AVAILABLE	ESTIMATED ADDITIONAL	(OVER) UNDER YEAR END
100	TOTAL SALARIES	10,663,097	72,269	11,657	60,612
200	TOTAL BENEFITS	3,606,867	508,084	477,762	33,322
300	TOTAL PROFESS. SERVICES	534,168	146,511	151,833	(5,322)
400	TOTAL PROPERTY SERVICES	688,276	180,833	172,394	8,440
500	OTHER SERVICES	1,565,229	78,921	49,247	29,674
600	SUPPLIES & MATERIALS	371,543	107,340	123,340	(16,000)
700	TOTAL PROPERTY SERVICES	148,300	30,160	30,160	-
800	TOTAL DUES, FEES, MISC.	37,545	6,751	5,572	1,179
	TOTAL ADOPTED BUDGET	**17,615,025**	**1,130,871**	**1,021,966**	**111,905**

OBJECT	DESCRIPTION	ADOPTED BUDGET	TOTAL AVAILABLE	ESTIMATED ADDITIONAL	(OVER) UNDER YEAR END
390	OT/PT SERVICES/CONSULTING	190,400	(26,449)	-	(26,449)
510	TRANSPORTATION	258,091	(41,415)	7,500	(48,915)
560	TUITION SPECIAL ED	288,928	36,340	25,000	11,340
	SPECIAL EDUCATION CARVEOUT	**737,419**	**(31,524)**	**32,500**	**(64,024)**

SUMMARY	
Special Ed Surplus / (Deficit)	(64,024)
Under / (Over) Spending in OTHER programs	175,929
Total Surplus / (Deficit) Projected	111,905

WOODBRIDGE BOARD OF EDUCATION
MONTHLY DETAIL BY OBJECT
FOR THE MONTH ENDED April 30, 2025

Object Code	Descriptions	Adopted Budget	Expended to Date	Encumbered to Date	Available Balance	Estimated Additional	Projected Year-End Balance
110	Administrators	999,860	803,769	195,441	650		650
120	Teachers - Regular	5,853,312	4,101,973	1,702,686	48,652	32,375	16,277
120	Teachers - Special Education	1,128,525	848,394	312,558	(32,426)		(32,426)
1201	Psychologist	197,202	125,067	49,890	22,245		22,245
1203	Counselor	53,690	38,266	16,520	(1,096)		(1,096)
	Sub-Total Certified Salaries	**8,232,589**	**5,917,469**	**2,277,095**	**38,025**	**32,375**	**5,650**
1303	Custodians	473,399	355,480	91,719	26,201	20,000	6,201
140	Nurses	184,192	131,999	46,955	5,239	5,239	-
150	Secretaries, Clerical	431,376	325,859	92,817	12,701	8,701	4,000
160	Paraprofessionals	291,244	178,156	67,406	45,682	21,000	24,682
1601	Special Education Paraprofess.	797,954	602,132	236,334	(40,512)	(48,430)	7,918
170/10	Salaries OT / PT	114,668	78,711	33,553	2,405		2,405
190	IT Manager and Asst.	81,161	67,049	17,793	(3,681)		(3,681)
190	Salaries, Miscellaneous	56,514	52,189	18,115	(13,790)	(27,227)	13,437
	Sub-Total Non-Certified Salaries	**2,430,508**	**1,791,573**	**604,691**	**34,244**	**(20,718)**	**54,962**
	TOTAL SALARIES	**10,663,097**	**7,709,042**	**2,881,786**	**72,269**	**11,657**	**60,612**
220	FICA	317,410	222,375		95,035	85,000	13,035
230	CMERS	430,145	283,456		146,689	154,611	(7,922)
270	Medical Insurance	2,808,916	2,560,369		248,547	215,000	33,547
280	Life Insurance	33,346	30,388		2,958	2,750	208
2902	Other Employee Benefits	17,050	2,196		14,854	20,401	(5,547)
	TOTAL BENEFITS	**3,606,867**	**3,098,783**	**0**	**508,084**	**477,762**	**33,322**
320	Professional Development	45,220	7,654	6,763	30,803	30,803	-
330	Legal Fees	65,000	28,109		36,891	25,000	11,891
340	Software Support	29,750	11,870	3,049	14,831	14,831	-
350	Substitutes	143,000	97,983		45,017	50,000	(4,983)
390/01	Consultant Services	190,400	126,279	90,570	(26,449)		(26,449)
3902	Financial Audit	46,400			46,400	29,400	17,000
390	Other Prof/Tech. Services	14,398	10,134	5,245	(981)	1,800	(2,781)
	TOTAL PROFESSIONAL SERVICES	**534,168**	**282,029**	**105,628**	**146,511**	**151,833**	**(5,322)**
410/01	Utilities - Electric and Water	190,500	128,483		62,017	45,000	17,017
420	Heating	114,000	64,660		49,340	26,000	23,340
430	Repairs and Maintenance	75,000	75,121	10,830	(10,950)	22,000	(32,950)
450	Leases and Rentals	110,123	96,541		13,582	22,000	(8,418)
4501	Building Improvements	10,500		600	9,900		9,900
490	Other Purchased Services	27,620	27,641	429	(450)		(450)
4901	Service Contracts	160,533	83,220	19,919	57,394	57,394	-
	TOTAL PROPERTY SERVICES	**688,276**	**475,665**	**31,778**	**180,833**	**172,394**	**8,440**
510	Pupil Transportation-Regular	479,802	406,604	46,391	26,807		26,807
510	Pupil Transportation-Spec. Educ.	258,091	240,086	59,420	(41,415)	7,500	(48,915)
520	Insurance-General Liability	144,380	157,449		(13,069)		(13,069)
5201	Worker's Compensation	263,707	248,850		14,857		14,857
530	Telephone Services	18,531	19,133		(602)	5,000	(5,602)
535	Internet	27,000	12,637		14,363	2,106	12,257
537	Postage	6,840	3,072		3,768	3,768	-

WOODBRIDGE BOARD OF EDUCATION
MONTHLY DETAIL BY OBJECT
FOR THE MONTH ENDED April 30, 2025

Object Code	Descriptions	Adopted Budget	Expended to Date	Encumbered to Date	Available Balance	Estimated Additional	Projected Year-End Balance
540	Advertising	1,000			1,000		1,000
550	Interns	57,000	32,000		25,000		25,000
560	Tuition - Wintergreen	6,000			6,000		6,000
560	Tuition - Out of District	288,928	230,104	22,485	36,340	25,000	11,340
590	Other Purchased Services	13,950	7,472	605	5,873	5,873	-
	TOTAL OTHER PURCH SERVICES	**1,565,229**	**1,357,407**	**128,900**	**78,921**	**49,247**	**29,674**
610	Instructional Supplies	127,345	87,628	6,645	33,072	46,072	(13,000)
620	Computer Software	88,928	46,407	1,860	40,661	40,661	-
625	Supplies Nurses	5,370	3,039	1,833	498	498	-
630	Supplies Custodial	56,050	49,619	3,246	3,185	6,185	(3,000)
635	Supplies Office	13,000	4,908		8,092	8,092	-
640	Books and Audio Visual	25,000	14,631	8,471	1,898	1,898	-
645	Subscriptions	27,500	18,201	5,499	3,801	3,801	-
650	Testing	24,650	11,550	158	12,942	12,942	-
690	Misc. Supplies - DW Security	3,700	310	200	3,190	3,190	-
	TOTAL SUPPLIES & MATERIALS	**371,543**	**236,291**	**27,912**	**107,340**	**123,340**	**(16,000)**
732	Computer Hardware	114,500	106,322	494	7,683	7,683	-
735	Equipment - Teaching	11,000	5,875	15	5,110	5,110	-
740	Equipment - Building	5,000	2,209	-	2,791	2,791	-
745	Furniture	17,800	3,224		14,576	14,576	-
	TOTAL PROPERTY	**148,300**	**117,630**	**509**	**30,160**	**30,160**	**-**
810	Dues and Fees	24,345	18,423	350	5,572	5,572	-
900	Other Fees	13,200	12,021		1,179		1,179
	TOTAL DUES AND FEES	**37,545**	**30,444**	**350**	**6,751**	**5,572**	**1,179**
	TOTAL ADOPTED BUDGET	**17,615,025**	**13,307,291**	**3,176,863**	**1,130,871**	**1,021,966**	**111,905**

WOODBRIDGE BOARD OF EDUCATION
SPECIAL REVENUE PROGRAMS
FINANCIAL REPORT FOR THE MONTH ENDED 4-30-2025

	Café	Extended Day	Field Trips	Expendable Trust	Activity Fund
Revenues:					
Charges for services	$217,703	$323,179	$18,843	$53,455	
Intergovernmental	$63,761				
Donations				$415	
Other income					
Additions					$2,233
Total Revenues:	**$281,464**	**$323,179**	**$18,843**	**$53,870**	**$2,233**
Expenditures:					
Wages, FICA, MERF	$145,806	$228,513		$47,646	
Medical Insurance					
Cost of food sold	$126,437				
Equipment					
Repairs	$5,722				
Other Expenses	$10,033	$49,813	$20,099	$17,914	$1,039
Total Expenditures:	**$287,998.20**	**$278,326**	**$20,099**	**$65,560**	**$1,039**
Year to Date Net Income / (Loss):	**($6,534)**	**$44,853**	**($1,256)**	**($11,690)**	**$1,193**
BOE Year to Date Cost of Health Insurance	$30,537				

	Café	Extended Day	Field Trips	Expendable Trust	Activity Fund
Assets:					
Cash	$188,837	$85,485	$404	$80,183	$16,239
Prepaid Expenses					
Accounts Receivable	$5,106		$11		
Intergovernment Receivable	$31,039				
Inventory	$6,839				
Due From Other Funds		($3,955)		$3,489	
Total Assets:	**$231,821**	**$81,530**	**$415**	**$83,673**	**$16,239**
Liabilities:					
Amounts Held As Agent					
Accounts Payable	$461				
Deferred Revenue	$29,118				
Wages Payable	$13,726				
Total Liabilities:	**$43,305**	**$0**	**$0**	**$0**	**$0**
Fund Balance:					
Prior Year Ending Fund Balance	$195,050	$36,677	$1,672	$95,362	$15,046
Year to Date Income / (Loss)	($6,534)	$44,853	($1,256)	($11,690)	$1,193
Current Fund Balance	**$188,516**	**$81,530**	**$415**	**$83,673**	**$16,239**
	(0)	(0)	0	-	-

	Café	Extended Day	Field Trips	Expendable Trust	Activity Fund
# of Days Expenses in Fund Balance	260	65	N/A	N/A	N/A
Fund Balance Excess	$123,152	($31,664)	N/A	N/A	N/A

Potential Use(s) of Fund Balance Excess:	Café	Extended Day	Field Trips	Expendable Trust	Activity Fund
Total Potential Uses of Fund Balance Excess	$ -	$ -	N/A	N/A	N/A

Students

Connecticut School Climate Policy

Policy Statement

All schools must support and promote teaching and learning environments where all students thrive academically and socially, have a strong and meaningful voice, and are prepared for lifelong success.

Implementation of the following set of guiding principles and systemic strategies will promote a positive school climate, which is essential to achieving these goals.

This policy sets forth the framework for an effective and informed school climate improvement process, which includes a continuous cycle of (i) planning and preparation, (ii) evaluation, (iii) action planning, and (iv) implementation, and serves to actualize the Connecticut School Climate Standards, as detailed herein.

The Board recognizes that improving school climate is contextual. Each school needs to consider its history, strengths, needs, and goals. Furthermore, this policy will support and promote the development of restorative action plans that will create and sustain safe and equitable learning environments.

The Woodbridge School District's Board of Education adopts this policy.

Definitions

1. "**School climate**" means the quality and character of the school life, with a particular focus on the quality of the relationships within the school community, and which is based on patterns of people's experiences of school life and that reflects the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices and organizational structures within the school community.

2. "**Positive Sustained School Climate**" is the foundation for learning and positive youth development and includes:

   a. Norms, values, and expectations that support people feeling socially, emotionally, culturally, racially, intellectually, and physically safe.

   b. People who treat one another with dignity and are engaged, respected and solve problems restoratively.

   c. A school community that works collaboratively together to develop, live, and contribute to a shared school vision.

   d. Adults who model and nurture attitudes that emphasize the benefits and satisfaction gained from learning; and

   e. A school community that contributes to the operations of the school and the care of the physical environment.

3. "**Social and emotional learning**" means the process through which children and adults achieve emotional intelligence through the competencies of self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

4. "**Emotional intelligence**" means the ability to (A) perceive, recognize, and understand emotions in oneself or others, (B) use emotions to facilitate cognitive activities, including, but not limited to, reasoning, problem solving and interpersonal communication, (C) understand and identify emotions, and (D) manage emotions in oneself and others.

5. "**Bullying**" means unwanted and aggressive behavior among children in grades kindergarten to twelve, inclusive, that involves a real or perceived power imbalance.

6. "**School environment**" means a school-sponsored or school-related activity, function or program, whether on or off school grounds, including at a school bus stop or on a school bus or other vehicle owned, leased or used by a local or regional board of education, and may include other activities, functions or programs that occur outside of a school-sponsored or school-related activity, function or program if bullying at or during such other activities, functions or programs negatively impacts the school environment.

7. "**Cyberbullying**" means any act of bullying through the use of the Internet, interactive and digital technologies, cellular mobile telephone or other mobile electronic devices or any other electronic communication.

8. "**Teen dating violence**" means any act of physical, emotional or sexual abuse, including stalking, harassing and threatening, that occurs between two students who are currently in or who have recently been in a dating relationship.

9. "**Mobile electronic device**" means any hand-held or other portable electronic equipment capable of providing data communication between two or more individuals, including, but not limited to, a text messaging device, a paging device, a personal digital assistant, a laptop computer, equipment that is capable of playing a video game or a digital video disk or equipment on which digital images are taken or transmitted.

10. "**Electronic communication**" means any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic, photoelectronic or photo-optical system.

11. "**School climate improvement plan**" means a building-specific plan developed by the school climate committee, in collaboration with the school climate specialist, using school climate survey data and any other relevant information, through a process that engages all members of the school community and involves such members in a series of overlapping systemic improvements, school-wide instructional practices and relational practices that prevent, identify and respond to challenging behavior, including, but not limited to alleged bullying and harassment in the school environment.

12. "**Restorative practices**" means evidence and research-based system-level practices that focus on (A) building high-quality, constructive relationships among the school community, (B) holding each student accountable for any challenging behavior, and (C) ensuring each such student has a role in repairing relationships and reintegrating into the school community.

13. "**School climate survey**" means a research-based, validated and developmentally appropriate survey administered to students, school employees and families of students, in the predominant languages of the members of the school community, that measures and identifies school climate needs and tracks progress through a school climate improvement plan.

14. "**Connecticut school climate policy**" means the school climate policy developed, updated and approved by an association in the state that represents boards of education and adopted by the Social and Emotional Learning and School Climate Advisory Collaborative, established pursuant to section 10-222q of the general statutes, as amended by this act, that provides a framework for an effective and democratically informed school climate improvement process that serves to implement Connecticut school climate standards, and

includes a continuous cycle of (A) planning and preparation, (B) evaluation, (C) action planning, and (D) implementation.

15. "**School employee**" means (A) a teacher, substitute teacher, administrator, school superintendent, school counselor, school psychologist, social worker, school nurse, physician, paraeducator or coach employed by a local or regional board of education, or (B) any other individual who, in the performance of his or her duties, has regular contact with students and who provides services to or on behalf of students enrolled in a public school, pursuant to a contract with a local or regional board of education.

16. "**School community**" means any individuals, groups, businesses, public institutions and nonprofit organizations that are invested in the welfare and vitality of a public school system and the community in which it is located, including, but not limited to, students and their families, members of the local or regional board of education, volunteers at a school and school employees.

17. "**Challenging behavior**" means behavior that negatively impacts school climate or interferes, or is at risk of interfering, with the learning or safety of a student or the safety of a school employee.

18. "**Evidence Based Practices**" in education refers to instructional and school-wide improvement practices that systematic empirical research has provided evidence of statistically significant effectiveness.

19. "**Effective School Climate Improvement**" is a restorative process that engages all stakeholders in the following six essential practices:

A. Promoting decision-making that is collaborative and actively involves all stakeholders (e.g., school personnel, students, families, community members) with varied and meaningful roles and perspectives where all voices are heard;

B. Utilizing psychometrically sound quantitative (e.g., school climate survey, discipline data) and qualitative (e.g., interviews, focus groups) data to drive action planning, preventive and intervention practices and implementation strategies that continuously improve all dimensions of school climate, including regularly collecting data to evaluate progress and inform the improvement process;

C. Tailoring improvement goals to the unique needs of the students, educators, and broader school community. These goals shall be integrated into overall school improvement efforts thereby leveraging school strengths to address evidence-based areas of need, while sustaining the improvement process over time;

D. building among school personnel and develop common staff skills to educate the whole child;

E. Basing curriculum, instruction, student supports, and interventions on scientific research and grounding in cognitive, social-emotional, and psychological theories of youth development. Interventions include strength-based programs and practices that together represent a comprehensive continuum of approaches to promote healthy student development and positive learning environments as well as address individual student barriers to learning and adult barriers to teaching; and

F. Strengthening policies and procedures related to:

a. climate and restorative informed teaching and learning environments;

b. infrastructure to facilitate data collection, analysis, and effective planning;

c. implementation of school climate improvement plans with the goal of becoming restorative;

d. evaluation of the school climate improvement process; and

e. sustainability of school climate and restorative improvement efforts.

G. Fostering adult learning in teams and/or professional learning communities to build capacity.

School Climate Coordinator Roles and Responsibilities

For the school year commencing July 1, 2025, and each school year thereafter, the superintendent of schools for each school district, or an administrator appointed by the superintendent, shall serve as the school climate coordinator for the school district.

The school climate coordinator shall be responsible for:

1. providing district-level leadership and support for the implementation of the school climate improvement plan for each school;

2. collaborating with the school climate specialist, for each school to (A) develop a continuum of strategies to prevent, identify and respond to challenging behavior, including, but not limited to, alleged bullying and harassment in the school environment, and (B) communicate such strategies to the school community, including, but not limited to, through publication in the district student handbook;

3. collecting and maintaining data regarding school climate improvement, including, but not limited to, school discipline records, school climate assessments, attendance rates, social and emotional learning assessments, academic growth data, types and numbers of alleged and verified bullying complaints submitted by members of the school community, types and numbers of challenging behaviors addressed using the restorative practices response policy, and data concerning the implementation and outcome of restorative practices; and

4. meeting with the school climate specialist for each school at least twice during the school year to (A) identify strategies to improve school climate, including, but not limited to, by responding to challenging behavior and implementing evidence and research-based interventions, such as restorative practices, (B) propose recommendations for revisions to the school climate improvement plan, and (C) assist with the completion of the school climate survey.

School Climate Specialist

For the school year commencing July 1, 2025, and each school year thereafter, the principal of each school, or a school employee who holds professional certification pursuant to section 10-145 of the general statutes, is trained in school climate improvement or restorative practices and is designated as the school climate specialist by the school principal, shall serve as the school climate specialist for the school.

The school climate specialist shall be responsible for:

1. leading in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;

2. implementing evidence and research-based interventions, including, but not limited to, restorative practices;

3. scheduling meetings for and leading the school climate committee; and

4. leading the implementation of the school climate improvement plan.

School Climate Committee

For the school year commencing July 1, 2025, and each school year thereafter, each school climate specialist shall appoint members to the school climate committee who are diverse, including members who are racially, culturally, and linguistically representative of various roles in the school community.

The school climate committee shall consist of:

1. the school climate specialist;

2. a teacher selected by the exclusive bargaining representative for certified employees chosen pursuant to section 10-153b of the general statutes;

3. a demographically representative group of students enrolled at the school, as developmentally appropriate;

4. families of students enrolled at the school; and

5. at least two members of the school community, as determined by the school climate specialist.

Membership of the school climate committee shall be annually reviewed and approved by the school climate specialist, in coordination with the school climate coordinator.

The school climate committee shall be responsible for:

1. assisting in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data.

2. using the school climate survey data to identify strengths and challenges to improve school climate, and to create or propose revisions to the school climate improvement plan.

3. assisting in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.

4. advising on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.

5. annually providing notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

School Climate Survey

For the school year commencing July 1, 2025, and biennially thereafter, the school climate committee, for each school, shall administer a school climate survey to students, school employees and families of students, provided the parent or guardian of each student shall receive prior written notice of the content and administration of such school climate survey and shall have a reasonable opportunity to opt such student out of such school climate survey.

School Climate Improvement Plan

For the school year commencing July 1, 2025, and each school year thereafter, the school climate specialist, for each school, in collaboration with the school climate coordinator, shall develop, and update as necessary, a school climate improvement plan. Such plan shall be based on the results of the school climate survey, any recommendations from the school climate committee, including the protocols, supports, and any other data the school climate specialist and school climate coordinator deem relevant. Such plan shall be submitted to

the school climate coordinator for review and approval on or before December thirty-first of each school year. Upon approval of such plan, a written or electronic copy of such plan shall be made available to members of the school community and such plan shall be used in the prevention of, identification of and response to all challenging behavior.

Additionally, districts may place the school climate improvement plans into their district and school improvement plans.

Training

For the school year commencing July 1, 2024, and each school year thereafter, each local and regional Board of Education shall provide resources and training to school employees regarding:

1. social and emotional learning;
2. school climate and culture and evidence and research-based interventions; and
3. restorative practices.

Such resources and training may be made available at each school under the jurisdiction of such board and include technical assistance in the implementation of a school climate improvement plan. Any school employee may participate in any such training offered by the board under this section. The school climate coordinator, shall select, and approve, the individuals or organizations that will provide such training.

Funding

The school district shall in its discretion allocate sufficient funding to satisfy the requirements of this policy for all schools in the district. Such funding shall be distributed accordingly, with Superintendent approval, for assessments and professional development, as well as for school community outreach, training, and technical assistance.

Accountability

The Board shall adopt and allocate adequate resources to support the Connecticut School Climate Policy and adhere to state regulations set forth in Public Act 23-167.

Connecticut School Climate Standards

1. The school district community1 has a shared vision and plan for promoting and sustaining a positive school climate2 that focuses on prevention, identification, and response to all challenging behavior3.

2. The school district community adopts policies that promote:

   a. a sound school environment that develops and sustains academic, social, emotional, ethical, civic, and intellectual skills; and

   b. a restorative school environment focused on overcoming barriers to teaching and learning by building and supporting meaningful school-wide relationships, and intentionally re-engaging any disengaged students, educators, and families of students in the school community.

3. The school community's practices are identified, prioritized, and supported to:

   a. promote learning and the positive academic, social, emotional, ethical, and civic development of students;

   b. enhance engagement in teaching, learning, and school-wide activities;

c. address barriers to teaching and learning; and

d. develop and sustain a restorative infrastructure that builds capacity, accountability, and sustainability.

4. The school community creates a school environment where everyone is safe, welcomed, supported, and included in all school-based activities.

5. The school community creates a restorative system that cultivates a sense of belonging through norms and activities that promote social and civic responsibility, and a dedication to cultural responsiveness, diversity, equity, and inclusion.

Policy adopted:

WOODBRIDGE SCHOOL DISTRICT
Woodbridge, Connecticut

Existing mandated policy, number 6115 adopted 5/20/14, appropriate as written.

Instruction

School Ceremonies and Observances

The Board directs that the administration provide students and staff with appropriate direction and guidance regarding school ceremonies and observances.

United States Flag

The American Flag shall be raised above Beecher Road School during all school sessions, weather permitting. The Flag shall be raised before the opening of school and taken down at its close every day.

The American Flag shall be displayed in each classroom each day school is in session.

The Superintendent has the authority to direct display of the flag at other times. In accordance with CT General Statute 10-230, an executive official of any municipality is authorized to direct the Board to display the flag at half-mast when flags are half-mast on other municipal buildings.

Pledge of Allegiance

The Board further directs that an opportunity to say the Pledge of Allegiance shall be provided each school day, preferably during the time of morning opening exercises.

In accordance with Connecticut Statute the intent of this policy shall not be construed to require any person to recite the "Pledge of Allegiance". If because of family belief or personal philosophy a parent(s) or guardian has made the decision not to salute the flag or participate in similar such activities of this nature, a student will be permitted to remain silent. Students may wish to use this period of time to reflect on personal belief or to remember loved ones.

In any event, we must all be courteous and respectful of the beliefs of others.

Silent Meditation

The Board directs that the administration shall provide for students and teachers the opportunity to observe an appropriate period of time for silent meditation at the beginning of each school day.

Legal Reference: Connecticut General Statutes
10-16a Silent meditation
10-29a Certain days to be proclaimed by governor. Distribution and number of proclamations
10-230 Flags for schoolrooms and schools
PA 02-119, An act concerning bullying behavior in schools and concerning the pledge of allegiance

Policy adopted: ~~May 20, 2014~~

WOODBRIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy adopted 5/20/14, while appropriate as written, a CABE sample follows for comparison and review.

Instruction

Curriculum

The curricula of our schools shall be in compliance with the Board of Education's adopted goals and legal requirements.

Curriculum development by the certified staff shall be guided by the requirements of the Board:

1. To ensure that the district has a clearly identifiable curriculum that is well coordinated from Kindergarten through Grade 6; and with receiving Junior High Schools of the Regional District.

2. To ensure that the District offers an instructional program that is consistent with its education and curriculum philosophy and communicated to parents and staff.

3. To establish and follow procedures for a five (5) year cycle of review to maintain curriculum that is current, and that addresses the latest research recommendations, national studies of best practice, and state expectations as described in the Connecticut Curriculum Frameworks.

4. To identify and provide for staff training needs, curriculum materials, instructional resources and other necessary support conditions to assist teachers in the successful implementation of program.

5. To continually update curriculum materials on a cycle that prevents school system resources from becoming outdated and that supports budgeting for new instructional materials in a timely manner.

6. To evaluate student learning both quantitatively and qualitatively.

7. To evaluate the potential needs for curriculum or program changes to improve learning on an annual basis, based on student performance, achievement and growth data.

Curriculum development will be guided by actual studies and information concerning the needs of Woodbridge students reflecting:

1. Programs to address the range of abilities, aptitudes and interests of children.

2. Multicultural and global perspectives of the world in which we live.

The Board of Education expects that the administration and staff will coordinate courses of study and syllabi effectively to avoid unnecessary duplication of work among various grade levels.

Instruction

Curriculum (continued)

Procedures for the collection and management of student achievement data as a source of information about student performance will be implemented and maintained.

The Board of Education will receive curriculum status reports on a regular basis. It reserves the responsibility for establishing and approving all curricula for the school district prior to implementation. Teachers will teach within the approved curricula.

Legal Reference: Connecticut General Statutes
10-15 Towns to Maintain Schools. Prescribed courses of study.
10-15c Discrimination in public schools prohibited.
10-16b Prescribed courses of study.
10-18 Courses in United States History, Government and Duties and Responsibilities of Citizenship.
10-19 Effect of alcohol, nicotine or tobacco and drugs to be taught.
10-220 Duties of boards of education as amended by PA 08-153.

Policy adopted: ~~May 20, 2014~~

WOODBRIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing mandated policy adopted 5/20/14. An updated CABE sample follows for comparison.

Instruction

Migrant Students

The Superintendent will develop and implement a program to address the needs of migrant children in the District. This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.

2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs and elective classes.

3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.

4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.

5. Provide parents/guardians an opportunity for meaningful participation in the program.

Migrant Education Program for Parent(s)/Guardian(s) Involvement

Parent(s)/guardian(s) of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parent(s)/guardian(s) of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

Legal Reference: ~~No Child Left Behind Act of 2001, §1301 et seq., 20 U.S.C. §6391 et seq., 34 C.F.R. §200.40 - 200.45~~

Federal Register – July 29, 2008 – final Rule 34 C.F.R. Part 2000
P.L. 114-95, Every Student Succeeds Act §1301 et seq., U.S.C. 20 6391

Policy adopted: ~~May 20, 2014~~

WOODBRIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing policy, adopted 5/26/20, appropriate as written.

Instruction

Internet Acceptable Use

Introduction

It is the policy of the Woodbridge School District to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)].

Definitions

Key terms are as defined in the Children's Internet Protection Act.

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of the Woodbridge School District online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Supervision and Monitoring

It shall be the responsibility of all members of the Woodbridge School District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act.

Instruction

Internet Acceptable Use

Supervision and Monitoring (continued)

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Superintendent or his/her designee.

Telecommunications/Internet - Acceptable Use

The school district believes in the educational value of communications, the Internet, and electronic information services, and recognizes their potential to support its educational program, the curriculum and student learning. Resource sharing, communications, and innovation capabilities for both students and teachers have been increased with access to telecommunications and to the Internet. The district will make every effort to protect students and teachers from any misuses or abuses as a result of experience with an electronic information service. It is, therefore, imperative that members of the school community conduct themselves in a responsible, decent, ethical, and polite manner while using any network. Further, they must abide by all local, state and federal laws.

Guidelines for General Use

It is important to recognize that with increased access to computers and people all over the world also comes the availability of controversial material that may not be considered of educational value in the context of the school setting. Further, the school district recognizes the importance of each individual's judgment regarding appropriate conduct in maintaining a quality resource system. While this policy does not attempt to articulate all required or proscribed behavior, it does seek to assist in such judgment by providing the following guidelines.

1. All use of the Internet, electronic services or any telecommunications network must be in support of educational objectives or research.

2. Any electronic accounts shall be used only by the authorized owner of the account. Account owners are ultimately responsible for all activity under their account.

3. All users should respect the privacy of communications and information belonging to other individuals.

4. Any use of the district's computing resources or networks for illegal or inappropriate purposes, accessing materials that are objectionable in a public school environment, or supporting such activities, is prohibited. Language that is deemed to be vulgar is also prohibited. Illegal activities shall be defined as a violation of the law. Inappropriate use shall be defined as a violation of the intended use of the service or network. Objectionable is defined as materials that are identified as such by the rules and policies of the Board of Education that relate to curriculum materials and textbook adoption.

Instruction

Internet Acceptable Use

Guidelines for General Use (continued)

5. ~~Any use of telecommunication opportunities for commercial purposes financial gain, product advertisement, political lobbying, or attempt to disrupt the use of the services by others, is prohibited.~~

6. Violations of the provisions stated in this policy may result in suspension or revocation of access privileges to the Internet, electronic services or district networks and any other appropriate disciplinary action. All use must be consistent with other Woodbridge Board of Education policies such as Communications - 1002; - Political Activities - 1311; Distribution of Information - 1325; Community Relations - 1330; 5148 - Electronic Information/Technology Media and 6141.322 District/School/Staff/Student Web Sites and Pages as well as all applicable laws.

The Superintendent shall identify an administrator(s) as the "District Internet Administrator(s)" who will have responsibility for implementing this policy, establishing procedures and supervising access privileges. The Board of Education has no control of the information on the Internet. Other sites accessible via the Internet may contain material that is illegal, defamatory, inaccurate, or potentially offensive to some people.

Guidelines for Student Use

Student use of electronic services is considered to be a privilege. Students at the elementary level may use telecommunications or the Internet only when supervised by a teacher or teacher aide. Guidelines for the use of electronic services by students ~~through Grade 3~~ will be developed by the Principal(s).

Students in ~~Grades 2-6~~ who ~~wish to~~ use electronic services and networks that are available to them may do so provided that they:

1. Read, agree to, and sign the Acceptable Use Policy.
2. Obtain the signature of one parent/guardian on the Acceptable Use Policy form.
3. Have the classroom teacher sign the Acceptable Use Policy form.
4. Submit the completed form to the classroom teacher.
5. Any parent or student who wishes to appeal any decision relative to the Acceptable Use Policy should contact the Principal.

Filtering

The Woodbridge School District is fortunate to have access to the Internet. This access provides increased opportunities for students and staff to conduct research and to communicate locally, nationally, and internationally.

Instruction

Internet Acceptable Use (continued)

Filtering (cont.)

The Board of Education provides computers, computer systems, software, electronic access and networks for students and staff to carry out the mission of the Board in an environment which ensures access to up-to-date information, management, and communication services. Responsible use of these systems and networks is expected of all students and staff.

The computers, computer systems, software, electronic access and networks are the property of the Board of Education and are to be used only for those activities directly related to teaching, learning, and/or management by students and staff. The equipment, infrastructure, and software are provided exclusively for school related use. The system may be used for personal communications only to a limited extent, which does not interfere with statues and/or other policies governing employment of the district.

In order to ensure that the District's Internet connection is used in the appropriate manner and that all users are protected from any inappropriate information published on the Internet, the District has and is continuing to implement the following:

1. Professional development opportunities to help teachers integrate the use of the Internet into classroom teaching.
2. Use of the computers, computer systems, software, electronic access, and networks shall be restricted to those users who have signed the District's "Acceptable Use Policy." In the case of minors, the "Acceptable Use Policy must also be signed by the student's parent or guardian.
3. In compliance with this policy, a system to filter out Internet sites.
4. Network performance monitoring.

Filtering should only be viewed as one of a number of techniques used to manage student's access to the Internet and encourage acceptable usage. It should not be viewed as a foolproof approach to preventing access to inappropriate material. Filtering should be used in conjunction with:

a. Educating students to be safe and responsible users of electronic communications and resources.
b. Using recognized Internet gateways as a searching tool and/or homepage for students, in order to facilitate access to appropriate material.
c. Using "Acceptable Use Policy Agreements."
d. Appropriate supervision, both in person and electronically.

Instruction

Internet Acceptable Use

Filtering (continued)

The placement of filters on District computers/computer systems is viewed as an exercise of the Board's ability to determine educational suitability of all material used in the schools.

Filters may be utilized to (1) block pre-selected sites, (2) block by content, (3) block entire categories like chat and newsgroups and (4) allow a pre-selected list of approved sites.

(cf. 5148 – Electronic Information/Technology/Media)
(cf. 6141.321 – Acceptable Use of the Internet)
(cf. 6141.322 – Websites/Pages)

Legal Reference: Connecticut General Statutes
1-19(b)(11) Access to public records. Exempt records.
10-15b Access of parent or guardians to student's records.
10-209 Records not to be public.
11-8a Retention, destruction and transfer of documents.
11-8b Transfer or disposal of public records. State Library Board to adopt regulations.
46b-56 (e) Access to Records of Minors.
Connecticut Public Records Administration Schedule V - Disposition of Education Records (Revised 1983).
Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of PL 93-568, codified at 20 U.S.C. 1232g.).
Dept. of Education, 34 CFR. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232g)-parent and student privacy and other rights with respect to educational records, as amended 11/21/96.
HR 4577, Fiscal 2001 Appropriations Law (contains Children's Internet Protection Act).
Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.
Reno v. ACLU, 521 U.S. 844(1997)
Ginsberg v. New York, 390 U.S. 629, at 642, n.10 (1968)
Board of Education v. Pico, 457 U.S. 868(1988)
Hazelwood School District v. Kuhlmeier, 484 U.S. 620, 267 (1988)

Policy adopted: May 26, 2020

WOODBRIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing regulation, approved 5/26/20, appropriate as written.

Instruction

Internet Acceptable Use

Filtering—Regulations

When minors are using the Internet, access to visual depictions that are obscene, child pornography, or harmful to minors must be blocked or filtered. When adults are using the Internet, only material which is obscene or child pornography must be filtered or blocked.

Definitions

1. Obscene is to be determined by the following test:
   a. Whether the average person, applying contemporary community standards, would find the work, taken as whole, appeals to the prurient interest.
   b. Whether the work depicts sexual conduct in a patently offensive way.
   c. Whether the work, taken as a whole, lacks serious literary, artistic, political, or scientific value.

2. Child Pornography, as defined in 18 U.S.C. 2256 means any visual depiction, including any photograph, film, video, picture, computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:
   a. The production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
   b. Such visual depiction is, or appears to be, of a minor engaging in sexually explicit conduct;
   c. Such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct; or
   d. Such visual depiction is advertised, promoted, presented, described, or distributed in such a manner that conveys the impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct.

3. Material "Harmful to Minors" is any picture, graphic image file or other visual depiction that:
   a. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
   b. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable to minors, an actual or simulated sexual act or sexual conduct, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
   c. Taken as a whole, lacks serious literary, artistic, political, or scientific value to minors.

Instruction

Internet Acceptable Use (continued)

Criteria for Filtering of Objectionable Sites

Anything that falls under at least one of the categories below shall be blocked/filtered. This list will be updated/modified as required.

1. **Nudity/Pornography**
   a. Prevailing U.S. standards for nudity (e.g., genitalia, female breasts)
   b. Provocative semi-nudity (e.g., lingerie models)
   c. Sites which contain pornography or links to pornographic sites
   d. Exceptions: Classical nudity (e.g., Michelangelo), swimsuit models
2. **Sexuality**
   a. Sites which contain material of a mature level (elementary/middle school levels)
   b. Images or descriptions of sexual aids
   c. Descriptions of sexual acts or techniques
   d. Sites which contain inappropriate personal ads
3. **Violence**
   a. Sites which promote violence
   b. Images or a description of graphically violent acts (rape, dismemberment, torture, etc.)
   c. Graphic autopsy or crime scene images
4. **Crime**
   a. Information of performing criminal acts (e.g., drug or bomb making, computer "hacking")
   b. Illegal file archives (e.g., software piracy)
5. **Drug Use**
   a. Sites which promote the use of illegal drugs
   b. Material advocating the use of illegal drugs (e.g., marijuana, LSD) or abuse of any drug (e.g., drinking game rules)
   c. Exceptions: Material with valid educational use (e.g., drug use statistics)
6. **Tastelessness**
   a. Images or descriptions of excretory acts (e.g., vomiting, urinating)
   b. Graphic medical images outside of a medical context
   c. Exception: Graphic medical images within a medical context

Instruction

Internet Acceptable Use

Criteria for Filtering of Objectionable Sites (continued)

7. Language/Profanity

a. Passages/Words too coarse to be softened by the word filter
b. Profanity within images/sounds/multimedia files
c. Adult humor (e.g., sexually or racially tinged)

NOTE: The focus is on American English, but profanity in other languages or dialects is blocked if brought to our attention.

8. Discrimination/Intolerance

a. Material advocating discrimination (e.g., racial or religious intolerance)
b. Sites which promote intolerance, hate, or discrimination

9. Interactive Mail/Chat

a. Sites which contain or allow inappropriate e-mail correspondence
b. Sites which contain or allow inappropriate chat areas

10. Gambling

a. Sites which allow or promote online gambling

11. Weapons

a. Sites which promote illegal weapons
b. Sites which promote the use of illegal weapons

12. Other Inappropriate Material

a. Body modification: tattooing, branding, cutting, etc.

13. Judgment Calls

a. Whether a page is likely to have more questionable material in the future (e.g., sites under construction whose names indicate questionable material)

Procedures For Suggesting Site Be Blocked or Unblocked

If District staff members observe a site which they believe to contain inappropriate material according to the criteria provided here, they may request that the site (URL) be blocked. Education Technology staff will review the site for inappropriateness. If the site meets the criteria for filtering, steps will be taken to block the site.

Disabling Blocking/Filtering Devices

The technology protection measures used to block or filter a site may be disabled during use by an adult to enable access to bona fide research or other lawful purpose.

Instruction

Internet Acceptable Use

Legal Reference: Connecticut General Statutes

1-210(b)(11), (17)Access to public records. Exempt records.

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

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

Office of the Public Records Administrator, Retention Schedule M8-Education Records Revised 2/2005, available at http://www.ctstatelibrary.org/sites/default/files/publicrecords/M8.pdf

Federal Law

Federal Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1231g.).

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

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

34CFR 99.11-99.67 (as amended)

34 CFR 300.560-300.576.

Children's Internet Protection Act of 2000 (HR 4577, P.L. 106-554).

Communications Act of 1934, as amended (47 U.S.C. 254[h],[l]).

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

Existing mandated policy and regulation, adopted/approved 5/20/14, appropriate as written, with CABE samples to review and compare. The requirement on filtering is also covered in Woodbridge's existing policy and regulation #6141.321. Please review to combine.

Instruction

Internet Acceptable Use: Filtering

The Woodbridge School District is fortunate to have access to the Internet. This access provides increased opportunities for students and staff to conduct research and to communicate locally, nationally, and internationally.

The Board of education provides computers, computer systems, software, electronic access and networks for students and staff to carry out the mission of the Board in an environment which ensures access to up to date information, management, and communication services. Responsible use of these systems and networks is expected of all students and staff.

The computers, computer systems, software, electronic access and networks are the property of the Board of Education and are to be used only for those activities directly related to teaching, learning, and/or management by students and staff. The equipment, infrastructure, and software are provided exclusively for school related use. The system may be used for personal communications only to a limited extent, which does not interfere with the statues and/or other policies governing employment of the District.

In order to ensure that the District's Internet connection is used in the appropriate manner and that all user are protected from any inappropriate information published on the Internet, the District has and is continuing to implement the following:

1. Professional development opportunities to help teachers integrate the use of the Internet into classroom teaching.

2. Use of the computers, computer systems, software, electronic access, and networks shall be restricted to those users who have signed the District's "Acceptable Use Policy." In the case of minors, the "Acceptable Use Policy" must also be signed by the student's parent or guardian.

3. In compliance with this policy, a system to filter out Internet sites.

Filtering should only be viewed as one of a number of techniques use to manage student's access to the Internet and encourage acceptable usage. It should not be viewed as a foolproof approach to preventing access to inappropriate material. Filtering should be used in conjunction with:

- Educating students to be safe and responsible users of electronic communications and resources.
- Using recognized Internet gateways as a searching tool and/or homepage for students in order to facilitate access to appropriate material.
- Using "Acceptable Use Policy Agreements."
- Appropriate supervision, both in person and electronically.

Instruction

Internet Acceptable Use: Filtering (continued)

The placement of filters on District computers/computer systems is viewed as an exercise of the Board's ability to determine educational suitability of all material used in the schools.

Filters may be utilized to (1) block pre-selected site, (2) block by content, (3) block entire categories like chat and newsgroups and (4) allow a pre-selected list of approved sites.

The District recognizes its responsibility to educate students regarding appropriate behavior on social networking and chat room sites about cyberbullying. Therefore students shall be provided instruction about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyberbullying awareness and response.

(cf. 5148 - Electronic Information/Technology/Media)
(cf. 6141.321 - Acceptable Use of the Internet)
(cf. 6141.322 - Web Sites/Pages)

Legal Reference: Connecticut General Statutes
1-19(b)(11) Access to public records. Exempt records.
10-15b Access of parent or guardians to student's records.
10-209 Records not to be public.
11-8a Retention, destruction and transfer of documents
11-8b Transfer or disposal of public records. State Library Board to adopt regulations.
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Dept. of Education. 34 CFR. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96.
Public Law 106-554 Fiscal 2001 Appropriations Law containing the "Children's Internet Protection Act"
Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.
Public Law 110-385 Broadband Data Improvement Act/Protecting Children in the 21st Century Act
Reno v. ACLU, 521 U.S. 844 (1997)
Ginsberg v. New York, 390 U.S. 629, at 642, n.10 (1968)
Board of Education v. Pico, 457 U.S. 868 (1988)
Hazelwood School District v. Kuhlmeier, 484 U.S. 620, 267 (1988)

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

Existing regulation approved 5/20/14, also covered in existing 6141.321, review to combine.

Instruction

Internet Acceptable Use: Filtering

Preface

When minors are using the Internet, access to visual depictions that are obscene, child pornography or harmful to minors must be blocked or filtered. When adults are using the Internet, only material which is obscene or child pornography must be filtered or blocked.

Definitions

1. **Obscene** is to be determined by the following test:

   - Whether the average person, applying contemporary community standards, would find the work, taken as a whole, appeals to the prurient interest;
   - Whether the work depicts sexual conduct in a patently offensive way; and
   - Whether the work, taken as a whole, lacks serious literary, artistic, political, or scientific value.

1. **Child Pornography**, as defined in 18 U.S.C. 2256 means any visual depiction, including any photograph, film, video, picture, computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:

   - the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
   - such visual depiction is, or appears to be, of a minor engaging in sexually explicit conduct;
   - such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct; or
   - such visual depiction is advertised, promoted, presented, described, or distributed in such a manner that conveys the impression that the material is or contains a visual depiction of a minor engaging in sexually explicit conduct.

1. Material **"Harmful to Minors"** is any picture, graphic image file or other visual depiction that:

   - taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex or excretion;
   - depicts, describes, or represents, in a patently offensive way with respect to what is suitable to minors, an actual or simulated sexual act or sexual conduct, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
   - taken as a whole, lacks serious literary, artistic, political, or scientific value to minors.

Instruction

Internet Acceptable Use: Filtering (continued)

Criteria for Filtering of Objectionable Sites

Anything that falls under at least one of the categories below shall be blocked/filtered. This list will be updated/modified as required.

Nudity/Pornography

- Prevailing U.S. standards for nudity (e.g., genitalia, female breasts)
- Provocative semi-nudity (e.g., lingerie models)
- Sites which contain pornography or links to pornographic sites
- **Exceptions:** Classical nudity (e.g., Michelangelo), swimsuit models

Sexuality

- Sites which contain material of a mature level (elementary/middle school levels)
- Images or descriptions of sexual aids
- Descriptions of sexual acts or techniques
- Sites which contain inappropriate personal ads

Violence

- Sites which promote violence
- Images or a description of graphically violent acts (rape, dismemberment, torture, etc.)
- Graphic autopsy or crime scene images

Crime

- Information of performing criminal acts (e.g., drug or bomb making, computer "hacking")
- Illegal file archives (e.g., software piracy)

Drug Use

- Sites which promote the use of illegal drugs
- Material advocating the use of illegal drugs (e.g., marijuana, LSD) or abuse of any drug (e.g., drinking game rules)
- **Exceptions:** Material with valid educational use (e.g., drug use statistics)

Tastelessness

- Images or descriptions of excretory acts (e.g., vomiting, urinating)
- Graphic medical images outside of a medical context
- **Exception:** Graphic medical images within a medical context

Instruction

Internet Acceptable Use: Filtering

Criteria for Filtering of Objectionable Sites (continued)

Language/Profanity

- Passages/Words too coarse to be softened by the word filter
- Profanity within images/sounds/multimedia files
- Adult humor (e.g., sexually or racially tinged)

Note: The focus is on American English, but profanity in other languages or dialects is blocked if brought to our attention.

Discrimination/Intolerance

- Material advocating discrimination (e.g., racial or religious intolerance)
- Sites which promote intolerance, hate, or discrimination

Interactive Mail/Chat

- Sites which contain or allow inappropriate e-mail correspondence
- Sites which contain or allow inappropriate chat areas

Inappropriate Banner Acts

- Advertisements containing inappropriate images

Gambling

- Sites which allow or promote online gambling

Weapons

- Sites which promote illegal weapons
- Sites which promote the use of illegal weapons

Other Inappropriate Material

* Body modification: tattooing, branding, cutting, etc.

Judgment Calls

- Whether a page is likely to have more questionable material in the future (e.g., sites under construction whose names indicate questionable material)

Instruction

Internet Acceptable Use: Filtering (continued)

Procedures for Suggesting Site be Blocked or Unblocked

If District staff members observe a site which they believe to contain inappropriate material according to the criteria provided here, they may request that the site (URL) be blocked. Education Technology staff will review the site for inappropriateness. If the site meets the criteria for filtering, steps will be taken to block the site.

Disabling Blocking/Filtering Devices

The technology protection measures used to block or filter a site may/may not be disabled during use by an adult to enable access to bona fide research or other lawful purpose.

Existing policy 6141.322 adopted 5/21/19, should be codified as 6145.3.
A CABE sample follows for comparison.

Instruction

District/School/Staff/Student Publications

To enhance communication with students, parents/guardians, staff, community members, the public at-large and to foster creativity, the Board of Education encourages the development and ongoing maintenance of district and school publications on the Internet. All publications shall support the educational vision of the district and shall be consistent with the District's plans for communications and media relations.

The Board of Education encourages the administration and staff to create and maintain publications for the district and individual schools for educational purposes. These publications shall serve as avenues for educating the community, providing information about our schools and communicating with the extended school community. District and individual school publications shall be used to share information relating to the schools and the district mission. These publications may also provide instructional resources for staff and students. Content published should be of professional quality and consistent with the educational mission of the school system.

The Superintendent shall develop guidelines regarding the content of district and school publications, which shall include standards for the ethical and responsible use of information and technology. These guidelines shall be consistent with law, Board policy and administrative regulations. All published content must comply with these guidelines.

The District may develop publications through a variety of methods using a variety of services. These policies and regulations apply to such publications.

Failure to comply with this policy and applicable administrative regulations will result in discipline, including suspension of district Internet privileges and/or referral to law enforcement, if appropriate.

District Publications

District publications provide a resource for obtaining information about the district and for informing patrons about instructional program, activities and Board policies. Requests for publication of information on the district site should be directed to the Building Principal and/or Superintendent. Personal information, not related to education, will not be permitted.

School Publications

A school site provides unique and ever-changing ways to interact with the community and improve student learning. School publications:

1. Allow an individual school to provide current and complete information to its community at large.
2. Give the community a means to communicate effectively with students and personnel.

Instruction

District/School/Staff/Student Publications

School Publications (continued)

3. Create expanded means for student expression.
4. Provide new avenues for teachers to help students meet high standards of performance.

All school web publications shall conform to this policy and its accompanying regulations. The primary purpose of a schools' publications is to communicate effectively with its community. The Principal or designee shall ensure that the site is maintained in such a way that the community receives reasonably current and accurate information. A school may elect to have its publications serve additional purposes related to its educational mission.

When a school allows student publications on the Internet, the purpose of including such publications shall be clearly identified. These publications shall be consistent with the mission, goals, policies, programs and activities of the district. ~~All publications shall meet established district and school requirements related to student publications and in accordance with state and federal law related to student expression.~~

Staff Digital Publications

Staff may use digital media to implement curriculum goals, to provide instructional resources for other staff members and to facilitate learning. This use of digital media must reflect the educational goals and objectives of the district. Staff may not utilize publications sponsored or supported by the Woodbridge Board of Education for personal use or for proprietary gain.

Use of District publications by staff members shall comply with all rules and regulations promulgated by the school administration.

Content

The Superintendent or designee shall ensure that publication content protects the privacy rights of students, parents/guardians, Board members and other individuals. The Superintendent or designee shall ensure that copyright laws are not violated in the use of material on district or school publications. The Superintendent or designee may establish standards for the design of the district and school publications in order to maintain a consistent identity, professional appearance and ease of use.

No personal information about students or their parents/guardians, including telephone numbers, home addresses or e-mail addresses shall be published on a district or school site. Student directory information shall not be published on school or district publications.

All publication of student pictures or works shall follow the guidelines included in this policy.

Instruction

District/School/Staff/Student Publications

Content (continued)

District and school publications shall not include content which is obscene, libelous or slanderous or which creates a clear and present danger of inciting students to commit unlawful acts on school premises, violating school rules or substantially disrupting the school's orderly operation.

The Superintendent or his/her designee shall develop and implement regulations which set forth that the District publications may only be used for educational and non-commercial purposes, and that the Board of Education has no responsibility or liability for any damages resulting from the use of the publications.

Policy adopted: ~~May 20, 2014~~

WOODBRIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Existing regulation 6141.322 approved 5/21/19, should be codified as 6145.3. A CABE sample follows for comparison.

Instruction

District/School/Staff/Student Digital Publications – Regulations

All digitally published materials must have educational value, relate to curriculum and instruction, school-authorized activities and/or support the District's guidelines, goals and policies.

All work should be free of any spelling or grammatical errors.

Prohibited uses, include but are not limited to:

- Advertising for commercial purposes and/or products.
- Campaigning related to issues, individuals and/or groups.
- Documents that violate an individuals' right to privacy or access the materials, information or files of another individual or organization without permission.
- Documents containing objectionable material, point directly to objectionable material or violate District policy. Objectionable material may be determined on a case-by-case basis by the building administrator.
- Spreading computer viruses or deliberately attempting to vandalize, damage, disable or disrupt the property of the district, another individual, organization or the network or any effort to locate, receive, transmit, store or print files or messages that are profane, obscene, sexually explicit or use language that is offensive or degrading to others.
- Violating copyright laws.

The Woodbridge School District reserves the right to remove any digital publication that violates district policy.

All links to non-district publications must have educational value, relate to curriculum and instruction, school-authorized activities and/or support the District's guidelines, goals and policies.

Staff may not use district publications to provide access to their personal pages on other servers or online services.

The following language will be included on each school site:

The Woodbridge Board of Education maintains this site to provide relevant information concerning the Woodbridge Public Schools. The Woodbridge Board of Education is not liable for any direct, incidental, consequential, indirect or punitive damages arising out of access to or use of this site. The Woodbridge Board of Education also assumes no responsibility and shall not be held liable for any damages to or viruses that may infect computer equipment or other property as a result of using, browsing or downloading any materials, data, images or text from this site or any publications linked to this site.

Instruction

District/School/Staff/Student Digital Publications – Regulations (continued)

This site may provide links to other publications that may not be maintained by the Woodbridge Board of Education. The Woodbridge Board of Education does not make any warranty, express or implied, with respect to the use of the links provided or guarantee the accuracy, completeness, usefulness or adequacy of any resources, information, apparatus, product or process available at or from this site. Accordingly, the Woodbridge Board of Education is not responsible for the contents of any off-site pages or any other publications linked from this site. Linking to off-site pages or publications is at your own risk.

Copyright Guidelines

As an educational institution, we should be aware of the necessity of conforming to all laws, regardless of how they may be perceived on the Internet. The copyright law and the courts have provided exceptions to the rules that govern the behavior of teachers, students and schools. In general terms, teachers, students and schools are allowed to make "fair use" of materials for instructional purposes. "Fair use" has been interpreted to include those limited uses which are not likely to deprive a publisher or author from income.

"Fair use" of Internet resources by teachers, students, schools or district personnel should parallel the use of printed resources. Teachers and students might make limited use of some text and graphics within their own classrooms. They should not "publish" those same materials across other classrooms within the building by posting on any district site.

Teachers, students and district personnel may not make use of others' materials (graphics, text, etc.) when creating digital publications unless they have requested and received formal written permission from the author. This includes downloading material from non-district publications. Unless there is a clear statement that art, photos and text are "public domain" or "royalty-free" and available for free.

Digital Publication of Student Pictures, Names, and Works

In order to share the accomplishments, awards, and happenings in our district, pictures or first names of students can be published on a district site, but not both picture and first name together.

Student works that do not include personally identifiable information or material of a personal nature may be published on a district site using the student's first name only.

If a parent or guardian chooses to not have pictures, works and/or first names of their child appear on any district site, he or she should send a written request to the school principal.

Existing policy and regulation, adopted 5/20/14.An updated CABE version follows for review and comparison.

Instruction

Social Media

The Woodbridge School District recognizes that students, teachers, parents, and members of the Woodbridge Community engage in the use of social media for personal, educational, and professional uses.

The Woodbridge School District also recognizes that even though some under-age children may use social media sites intended only for those aged thirteen and above, it is not the intent of the District to encourage inappropriate use of social media sites. The District recognizes its responsibility to educate children in the appropriate use of social media and will use social media sites designed for use by children under that age of thirteen and that comply with the Children's Online Privacy Protection Act to do so.

The purpose of this policy is to provide direction on the acceptable use of social media by employees of the Woodbridge School District. The intent of the policy is to guide staff in the appropriate use of online community sites with students and to maintain professional standards in their own use of social media.

This policy addresses the use of social media sites in student learning activities and in teacher and student relationships. The policy also differentiates between online community sites and personal social networking sites.

- **Online community sites** are used primarily for collaboration and shared knowledge building.
- **Personal social networking** sites are centered on an individual rather than a group. Such sites are used primarily for sharing personal information such as photos and updates.

Guiding Principles

1. Online behavior should at all times demonstrate respect for the dignity of each person.
2. The Children's Online Privacy Protection Act, the Children's Internet Protection Act and policies of the Woodbridge School District must always be observed.
3. Staff and student online interaction shall occur only in an educational context using school-approved sites.
4. Staff and students shall behave in an ethical manner when interacting and using online community sites and resources.
5. Staff personal social networking online shall be congruent with the Connecticut Code of Professional Responsibility for Educators (2011).
6. Professional development programs are provided in school for staff on the appropriate use of social media.
7. Educational programs are provided for students to ensure the appropriate use of social network and community learning sites on the Internet.

Instruction

Social Media (continued)

Staff Use of Online Community Sites For Learning

- Staff are encouraged to use online learning communities with their students in order to achieve educational outcomes.
- When using online community sites with students' consideration shall always be given to the age and developmental level of the students.
- Staff shall ensure that they prepare students to act in accordance with the guiding principles before using online community sites for learning.
- The use of online community sites shall be authorized by the Principal or his / her delegate.
- Parental or guardian permission shall be obtained for students to register with online learning communities.
- Students shall not be asked to falsify their age or identity to register on any site for educational purposes.
- Staff shall respect students' rights to privacy in academic work, records and results when posting online.
- The learning activity shall not be linked back to a student's own personal social network pages.
- Staff shall not use social networking sites as learning tools for students.

Procedures for Using Online Learning Communities with Students

- Discuss any use of online community sites with the Principal or his / her delegate outlining the activity and its educational goals.
- If not included in the Student Responsible Use Agreement, obtain parental permission before students are asked to register with online community websites.
- Keep a record of the student's login names. (Students should not publish their real names on a public site.)
- Clearly communicate to students their responsibility for appropriate interaction with others and suitable content posting online.
- Obtain permission from the Principal before school or staff photographs or other identifying photographs are posted online.
- Ensure another teacher or member of the school leadership team has full administrator access to the site.
- Monitor the site frequently and actively review the content.

Instruction

Social Media (continued)

Staff Are Required To Educate Students Using Social Media Of Any Kind To:

- Respect themselves and others when publishing or communicating online.
- Keep communication channels transparent and supervised by adults.
- Keep personal information private.
- Not share usernames and passwords with anyone.
- Report any attacks or inappropriate content directed at them.

Policy

Staff Personal Social Network Pages

- Social networking sites must not be used by staff as a platform for learning activities with students.
- Staff should not accept students as 'friends' on their own social network sites or interact with students on social networking sites.
- Staff are advised to use professional discretion before accepting ex-students or parents of current students as friends. Understand that the uneven power dynamics of schools, in which adults have had authority over former students, continues to shape those relationships.
- Staff must not discuss students or co-workers or publicly criticize District policies or personnel on social networking sites.
- Staff must not post images that include students on social networking sites.
- Appropriate professional standards required of staff employed in Woodbridge School District must be observed. These standards include but are not limited to documents outlined in the supporting document section of this policy.

"The District recognizes its responsibility to educate students regarding appropriate behavior on social networking and chat room sites about cyberbullying. Therefore students shall be provided instruction about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms and cyberbullying awareness and response."

Social Media Policy – Administrative Regulations

Basis of Discretion - Maintaining Professional Standards

Faculty and Staff shall use discretion when using social networking sites both personally and professionally. Certified personnel should apply the Connecticut Code of Professional Responsibility for Educators to all social media.

Instruction

Social Media (continued)

Social Media Policy – Administrative Regulations

Basis of Discretion - Maintaining Professional Standards (continued)

- Be transparent. When using social media educationally, identify yourself with your real name.
- If you use a personal social networking site, you should ensure there is a clear distinction between your educational sites and your personal sites.
- Be judicious. Make sure that you are not sharing confidential information concerning Woodbridge School District, its staff, students or parents.
- Perception can become reality. By identifying yourself as a Woodbridge School District staff member, you are creating perceptions about your expertise and about the district. Be sure that all content associated with you is consistent with your work and with the district's professional standards.
- Weigh whether a particular posting could put your effectiveness as a teacher at risk. Post only what you want the world to see.
- Do not use commentary deemed to be defamatory, obscene, proprietary, or libelous.
- Exercise caution with regards to exaggeration, colorful language, guesswork, copyrighted materials, legal conclusions, and derogatory remarks or characterizations.
- Exercise appropriate discretion when using social media for personal communications with the knowledge that students may use adult behavior displayed on social networking sites as a model.
- Your responsibility. What you write is ultimately your responsibility. Participation in social media on behalf of the Woodbridge School District is not a right but an opportunity. Ultimately, what you publish is yours and so is the responsibility.
- Discuss with personal friends the need for discretion when they post images or information about you on their own social network pages. Explain to them that once material is posted and identifiable, it is impossible to control its rapid sharing into school communities.
- Conversely, be judicious in your postings to all friends' sites, and act immediately to remove any material tat may be inappropriate from your site whether posted by you or someone else.
- Maintain control of security, privacy and access to your personal pages and information.
- Visit your profile's security and privacy settings. At a minimum, educators should have all privacy settings set to 'only friends'. Do not use 'Friends of Friends' and 'Networks and Friends' as these open your content to a large group of unknown people. Your privacy and that of your family may be a risk.
- Be cautious when installing external applications that work with the social networking site.

Instruction

Social Media (continued)

(cf. 6141.321 Computer Acceptable Use Policy)

Legal Reference: Connecticut General Statutes
1-19(b)(11) Access to public records. Exempt records.
10-15b Access of parent or guardians to student's records.
10-209 Records not to be public.
11-8a Retention, destruction and transfer of document
11-8b Transfer or disposal of public records. State Library Board to adopt regulations.
46b-56 (e) Access to Records of Minors.
Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act, as amended, added by section 513 of PL 93-568, codified at 20 U.S.C. 1232g.)
Dept. of Education. 34 CFR. Part 99 (May 9, 1980 45 FR 30802) regs. implementing FERPA enacted as part of 438 of General Education Provisions Act (20 U.S.C. 1232g) parent and student privacy and other rights with respect to educational records, as amended 11/21/96.
Children's Internet Protection Act of2000 (HR 4577, P.L.106-554) Communications Act of 1934, as amended (47 U.S.C. 254[h],[l]) Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6801 et seq., Part F)
Public Law 94-553, The Copyright Act of 1976, 17 U.S.C. 101 et. seq.
"Public Law 110-385 Broadband Data Improvement Act/Protecting Children in the 21st Century Act"
Reno v. ACLU, 521 U.S. 844 (1997)
Ginsberg v. New York, 390 U.S. 629, at 642, n.10 (1968)
Board of Education v. Pico, 457 U.S. 868 (1988)
Hazelwood School District v. Kuhlmeier, 484 U.S. 620, 267 (1988)

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

~~Explanatory Notes/Glossary~~

~~Web 2.0~~

~~Web 2.0 is defined as the 'read-write' web; it provides all the services and applications to allow individuals to co-create content, collaborate and share it with others. It supports user-generated content rather than specialized authors or publishers. It uses a variety of affordable technologies like blogs, podcasts and wikis, and encourages the social aspect of the Web, through the use of social. These tools are privately used by staff and students and increasingly are providing a learning platform for knowledge building.~~

~~Social Network Sites~~

~~Web-based external, commercial, non-educational media sites for creation of connections and maintaining relationships and communities. There are many types including those intended for personal networking and those intended for group collaboration.~~

~~Personal Social Network Sites~~

~~Internet services intended for use primarily for private social networking.~~

~~Professional Online Community Network Sites~~

~~Sites intended for group collaboration and shared knowledge building.~~

~~Friends and 'Friending'~~

~~Friends are those invited to access personal information on social network sites. Friends have access to photographs, text postings, and comments on a person's page. There is no limit to the number of friends a person can have and many teenagers may acquire hundreds. The process of friending requires an invitation to be sent to an individual or a request to become a friend to be accepted by the owner of the page.~~

~~Privacy Settings~~

~~The creator of a page can set permissions to control who can view content on the page. The setting 'everyone' is usually the default on social network pages; but the page owner can also restrict all or parts of the content to be viewed only by 'friends of friends', 'friends only', or customize the access to the page.~~

~~Registering~~

~~When creating a personal page or registering to join an online community, users must first register with the site. This requires the user to provide their name and email address. The amount of information required varies. Many sites invite users to add a personal profile containing a photo and further personal information.~~

~~Supporting Documents~~:

- ~~Student Responsible Use Agreement Form~~
- ~~Employee Responsible Use Policy~~
- ~~Children's Online Privacy Protection Act~~
- ~~Children's Internet Protection Act~~

Instruction

Internet/Computer Networks Use

Online Social Networking

The Internet and electronic communications have vast potential to support curriculum and student learning. The Board of Education (Board) believes they should be used in school as a learning resource both in developing student skills and providing on-going professional staff development activities. The Board realizes that existing and emerging smart technologies will continue to present new challenges to the educational community.

The purpose of this policy is to set forth policies and guidelines for access to the District's technology system and responsible and safe use of Internet social networking tools/sites.

Electronic information research skills are fundamental to preparation of citizens and future employees. Access to the District's computer system and the Internet enables students and staff to explore global resources while exchanging messages with people around the world. The District's computer system has a limited educational purpose, which includes its use for classroom activities, educational research and professional or career development activities. Users are expected to use Internet access through the District system to further educational and personal goals consistent with the District's mission, portrait of a graduate and school policies. The District's computer network is considered a limited forum enabling the restriction of speech for valid educational reasons. For safety purposes, the District updates and employs both Internet filters and firewalls.

Students may not access social media sites using District equipment, while on District property or at District-sponsored activities. ~~unless the posting is approved by a District representative/teacher/staff member. Social media websites are websites and apps such as, but not limited to, Facebook, Instagram, You Tube, Tik Tok and Snapchat~~.

The District will not be liable for information/comments posted by students on social media websites when the student is not engaged in District activities and not using District equipment.

The School District reserves the right to monitor, inspect, copy, review and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the School District and no user shall have any expectation of privacy regarding such materials.

Among the uses that are considered irresponsible and which constitute a violation of this policy are the following:

1. Uses that violate the law or encourage others to violate the law. This includes the transmittal of offensive or harassing messages; offering for sale or use any substance the possession or use of which is prohibited by District policy; viewing, transmitting or downloading pornographic materials or materials that encourage others to violate the law; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials.

Instruction

Internet/Computer Networks Use

Online Social Networking (continued)

2. Uses that cause harm or threaten to cause harm to others or damage to their property. This includes defamation (harming another's reputation by lies); employment of another's password or some other user identifier that misleads message recipients into believing that someone else is communicating or otherwise using his/her access to the network or the Internet; uploading a worm, virus, "trojan horse," "time bomb" or other harmful form of programming or vandalism; participation in "hacking" activities or any form of unauthorized access to other computers, networks, or information systems.

3. Uses that jeopardize the security of student access and of the computer network or other networks on the Internet. For example disclosure or sharing personal passwords with others; impersonation of another user.

4. ~~Uses that are commercial transactions. Students and other users may not sell or buy anything over the Internet. Private information shall not be shared.~~

(cf. 6141.321 – Computer Acceptable Use Policy)

Legal Reference: Connecticut General Statutes

1-19(b)(11) Access to public records. Exempt records.

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

10-209 Records not to be public.

11-8a Retention, destruction and transfer of documents

11-8b Transfer or disposal of public records. State Library Board to adopt regulations.

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Instruction

Internet/Computer Networks Use

Online Social Networking

Legal Reference: Connecticut General Statutes (continued)

Children's Internet Protection Act of 2000 (HR 4577, P.L.106-554)

Communications Act of 1934, as amended (47 U.S.C. 254[h],[I])

Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6801 et seq., Part F)

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

Reno v. ACLU, 521 U.S. 844 (1997)

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