

Agenda

- I. ***Mission – To create and foster a learning community that prepares children to be flexible, lifelong learners, and responsible global citizens.***

Vision – To empower and inspire future leaders who will positively impact our world.

2025/26 Goals

Student Growth and Success – To promote and foster high expectations for student growth, active learning and academic excellence for all learners.

Community – To foster a strong sense of community through collaboration and communication.

II. **Preliminary Business / Motions**

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

III. **Consent Agenda**

- A. Approval of Minutes from the December 4 and 10 Special Meetings and the December 15 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. School Climate Plan
 - 2. BRS Update
- B. Facilities Committee Report
- C. Finance Committee

- D. Policy Committee / Adopt Policies
 - 1. 2000 - Concept and Roles in Administration
 - 2. 2100 - Administrative Staff Organization
 - 3. 2111 - Equal Employment Opportunity
 - 4. 2112 - Professional Development
 - 5. 2120 - Organization Chart
 - 6. 2121 - Lines of Responsibility
 - 7. 2130 - Job Descriptions
 - 8. 2131 - Superintendent of Schools
 - 9. 2131.1 - Appointment of Designee for Superintendent
 - 10. 2140.1 - Superintendent Succession
 - 11. 2210 - Administrative Leeway in Absence of Board Policy
 - 12. 2220 - Representative and Deliberative Groups
 - 13. 2230 - Reports and Recordkeeping / Control and Communication Channels & Systems
 - 14. 2231 - Policy and Regulations Systems
 - 15. 2400 - Evaluation of Administrators and Administration
- E. CAGE Liaison Report
- F. Upcoming Meeting Presentation: STEAM

V. **New Business**

- A. Accept Certified Staff Retirements

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**



Marsha DeGennaro <mdegennaro@woodbridgeps.org>

Fwd: [External Email] Fwd: Celebrating Cultural Inclusion- Recognition of Three Kings Day.

1 message

Lynn Piascyk <lpiascyk@woodbridgeps.org>

Wed, Jan 7, 2026 at 12:59 PM

To: Marsha DeGennaro <mdegennaro@woodbridgeps.org>

Cc: Steven Lawrence <slawrence@woodbridgeps.org>, Christopher Montini <cmontini@woodbridgeps.org>

Marsha,
Please include this correspondence in the Board packet for our next regular Board of Education meeting.
Many thanks,
Lynn

----- Forwarded message -----

From: **Alexandra Cohen** <alexandra.cohen.fajardo@gmail.com>

Date: Tue, Jan 6, 2026 at 8:54 PM

Subject: [External Email] Fwd: Celebrating Cultural Inclusion- Recognition of Three Kings Day.

To: <lpiascyk@woodbridgeps.org>, <sdelprete@woodbridgeps.org>, <slawrence@woodbridgeps.org>

Dear Members of the Board,

I am forwarding the message I recently sent to the Superintendent regarding the recognition of Three Kings Day in Woodbridge schools and throughout our community.

I am writing from both a personal and communal place. I am Latino, and my children are both Latino and Jewish. In our home, culture, faith, and identity are not separate they coexist, enrich one another, and shape how my children see themselves and the world around them. When our schools acknowledge and respect the diverse traditions represented in our community, they send a powerful message to students: you belong, and who you are matters.

Recognizing cultural observances such as Three Kings Day is not about excluding others; it is about inclusion, representation, and education. It provides an opportunity for students of all backgrounds to learn about different cultures, traditions, and histories, fostering empathy and mutual respect. These moments help create school environments where diversity is not only present, but valued.

Woodbridge is a diverse community, and our schools should reflect that diversity in meaningful ways. When students see their cultures acknowledged, it strengthens their sense of pride and connection to their schools. When students learn about cultures beyond their own, it broadens their understanding and prepares them to be thoughtful, respectful members of a diverse society.

Thank you for taking the time to consider this perspective as you plan for the next school year and for your continued commitment to equity, inclusion, and the well-being of all students and families in our district.

I want to add - I was a parent member when Beecher worked on the vision statement with Dr. Budd, and I know how equity and inclusion is valued in our school.

Sincerely,

Alexandra Cohenn

----- Forwarded message -----

From: **Alexandra Cohen** <alexandra.cohen.fajardo@gmail.com>

Date: Mon, Jan 5, 2026 at 1:23 PM

Subject: Celebrating Cultural Inclusion- Recognition of Three Kings Day.

To: <Jennifer.Byars@amityregion5.org>, <cmontini@woodbridgeps.org>

Dear Members of the Woodbridge Community and Amity School District Leadership,

I am writing as a parent and community member to respectfully share the importance of recognizing Three Kings Day (Día de los Reyes Magos) and to celebrate the district's continued commitment to cultural inclusion.

Recently, I was encouraged to see Woodbridge acknowledge and celebrate Indian holidays. That recognition sends a powerful message of inclusion, respect, and belonging to students and families across our community. It reflects an understanding that our schools are enriched when diverse cultures, traditions, and beliefs are honored.

My family and I are Latino and Jewish, and Three Kings Day is a meaningful cultural and religious tradition we celebrate each year. I currently have children attending Beecher Road School and Amity High School, and next year I will also have a child at Bethany Middle School. Since moving to Woodbridge, my children have asked why this holiday is not recognized or celebrated in our town or schools. Those questions have stayed with me and reflect a genuine desire from children to see their identities and traditions acknowledged.

For many Latino families, Three Kings Day holds deep significance—representing faith, generosity, family, and history. Recognition of this observance, even in a small but visible way, would help affirm the identities of many students and families within our district.

I felt empowered to bring this to your attention after conversations with other families during the holiday season, where this topic came up organically. These discussions highlighted a shared interest in seeing continued growth in how we recognize and celebrate the diversity that already exists within our school communities.

As you know, diversity extends beyond race or language—it includes traditions, holidays, and belief systems that shape who our children are. When schools acknowledge these traditions, students feel seen, respected, and valued, which strengthens both learning and community connection.

This is something that could be thoughtfully considered as the district plans for the upcoming school year.

Thank you for your continued efforts to foster an inclusive environment where all families feel represented. I appreciate your leadership and consideration, and I look forward to seeing our district continue to grow as a place where diversity is celebrated in all its forms.

With appreciation,

Alexandra Cohen

Woodbridge, CT

CONFIDENTIALITY NOTICE: This email transmission (and/or attachments accompanying it) may contain privileged and/or confidential information, and is intended only for the use of the individual or entity named above. If you are not the intended recipient, you are hereby notified that any dissemination, disclosure, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please promptly notify the sender by reply email and destroy the original message.

MINUTES OF THE SPECIAL WOODBRIDGE BOARD OF EDUCATION MEETING

Thursday, December 4, 2025

BRS South Assembly Room

CALL TO ORDER: Ms. Lynn Piascyk, Chair, called the meeting to order (7:09 PM).

BOARD MEMBERS PRESENT: Lynn Piascyk, Chair; Dr. Jay Dahya; Steven Lawrence, Vice Chair; Dr. Michael Strambler and Erin Williamson.

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

Chair Piascyk noted that there will be no action on the budget proposal this evening. Action will occur at the December 15 regular Board meeting. Questions raised this evening will be answered at the December 10 special meeting. Also, should it be necessary, the Board is also holding December 11 for a final review meeting.

2026/27 Budget Proposal – Superintendent Montini outlined the process administration followed in development of the 2026/27 proposed budget. The proposed budget is \$19,496,510 representing a 5.24% increase. The budget is predicated on identified needs of the district, supports the pursuit of accomplishing our goals and vision and aligns with the current Strategic Plan. It also supports the goal of sustaining a rigorous and inclusive learning environment that prepares all students to be successful, responsible global citizens and maintains fiscal prudence. It also supports our efforts for continued improvement and growth.

The budget includes a continued investment in technology and instructional resources. Reallocates a vacant teaching position to a .5 PreK teacher and a .5 Multilingual Tutor as a result of current student needs / enrollment changes. It also maintains class size levels recommended by the Board of Education. The primary drivers of the budget are contractual obligations and include Salaries (3.8%), Health Benefits (11.9%) and Transportation (15%). It is also noted that there has been a 40% increase in mandated special education services over the last 10 years and multi-lingual students have increased from 24 to 60.

Incorporated into the budget is a 5-year life cycle replacement plan for technology devices for students and staff. In this plan, laptops, iPads and Chromebooks will be replaced every five years based on life expectancy, usage and software updates/support as well as elimination of desktops.

The Woodbridge School District spends \$2,928.63 less per student than the CT state average for Per Pupil Expenditures and \$1,297 less than the DRG B average. Given that we rank #3 in the DRG for ELA and #2 in Math, there is a significant “return on investment” because of the partnership and value the community places on education. We continue to promote and foster high expectations for student growth in a learning environment that integrates student choice and critical thinking skills to prepare students for future learning and academic excellence.

Board members raised questions pertaining to additional needs. We do a great job making things happen and have a great return on investment so is there anything in the budget that we are foregoing. Is there something that a Greenwich, Darien, Westport has that we don't or something we might want to consider investing in to ensure our learners have access to the very best. This budget is depicted clearly and directly relates to goals and district initiatives. We know about the facility, however, educationally, is there anything we had to short-change or had to give up to arrive at this level of the budget. Were there any additional bus runs added this year (Analisa confirmed there were the same number of runs as prior years).

It was suggested that Bethany and Orange comparison data be added on the Per Pupil Expenditure chart and to carve out separately the special education costs in salaries, benefits, staffing and transportation. It was requested that an (*) be added on the bottom of the Enrollment Growth Chart indicating *based on current housing*.

The next budget review meeting is Wednesday, December 10 at 7:00 PM.

MOTION TO ADJOURN: (8:29 PM)
Mr. Lawrence
Second by Dr. Strambler
UNANIMOUS

Recorded by Marsha DeGennaro, Clerk of the Board.

MINUTES OF THE SPECIAL WOODBRIDGE BOARD OF EDUCATION MEETING
Wednesday, December 10, 2025
Superintendent’s Conference Room

CALL TO ORDER: Ms. Lynn Piascyk, Chair, called the meeting to order (7:21 PM).

BOARD MEMBERS PRESENT: Lynn Piascyk, Chair (in person); Dr. Jay Dahya (remote); Steven Lawrence, Vice Chair (remote); Dr. Lauren Francese (in person) and Erin Williamson (remote).

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

Chair Piascyk noted that there will be no action on the budget proposal this evening. Action will occur at the December 15 regular Board meeting. Questions raised at the December 4 were answered.

2026/27 Budget Proposal – Superintendent Montini reviewed the questions raised at the December 4 meeting. Answers were provided regarding budget increases over a 10-year period, staff increases relative to student increases and sped service requirements, transportation cost breakdowns, 10 year budget trend adjusted for inflation, budget / sped increases over the last five years, proposed program / service reduction charge, self-insurance coverage and salary savings. Charts added to the December 4, 2025 presentation include BOWA DRG Comparisons and actual / projected enrollment trends over the past 10 years.

It was noted that while the BOF has requested Town departments to present program reductions that would be necessary if there was no funding increase in FY27, that information is not included in this presentation. It was clarified that the Board of Education is obligated to request from the town a budget that fulfills the responsibilities charged by CGS Sec 10-220: Duties of Boards of Education, which states, in part: (the BOE) *“Shall provide an appropriate learning environment for all its students which includes (1) adequate instructional books, supplies, materials, equipment, staffing, facilities, and technology, (2) equitable allocation of resources among its schools, (3) proper maintenance of facilities, and (4) a safe school setting”*. The superintendent’s proposed budget fulfills these responsibilities and our continued commitment to ensuring that every child in the Woodbridge School District learns at high levels in a safe, supportive, and engaging environment. That list would not be developed until after adoption of the budget that meets student needs.

The Board determined that another workshop was not necessary and would take action on both the Operating and Capital budgets at the December 15 meeting on Monday.

MOTION TO ADJOURN: (7:54 PM)
Dr. Francese
Second by Mr. Lawrence
UNANIMOUS

Recorded by Marsha DeGennaro, Clerk of the Board.

MINUTES OF THE REGULAR WOODBRIDGE BOARD OF EDUCATION MEETING

Monday, December 15, 2025

BRS South Assembly Room

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

BOARD MEMBERS PRESENT: Lynn Piascyk, Chair; Dr. Jay Dahya (7:31 PM); Dr. Lauren Francese; Brooke Hopkins; Jeff Hughes; Steven Lawrence, Vice Chair; Dr. Michael Strambler and Erin Williamson.

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

It was noted that this meeting was relocated from the Main Meeting Room at Town Hall due to a pipe burst and the subsequent closure of Town Hall to the public.

CORRESPONDENCE – None

PUBLIC COMMENT – None

CONSENT AGENDA

MOTION #1 – CONSENT AGENDA

Move that we approve the consent agenda as presented.

Mr. Lawrence

Second by Mr. Hughes

UNANIMOUS

Board Member Appreciation – Superintendent Montini and Chair Piascyk extended a sincere thank you to outgoing Board members Drs. Dayha and Francese and Ms. Hopkins. Each member was acknowledged with a parting gift for their service.

Superintendent Report – Superintendent Montini noted enrollment is currently at 867 and has remained fairly consistent this year. Three additional paras have been hired for SpEd. A change of the spring conference dates in the 2026/27 calendar was noted.

SpEd Update – Ms. Borcharding provided an overview on the services provided to students and explained the differences between 504 accommodations and sped as well as the various program supports associated with each. Programming goals focus on (1) allowing students with disabilities to access the general education curriculum similarly to their typical peers; (2) provide learning opportunities and strategies to play on their strengths; (3) develop independence through both direct instruction and specific accommodations; (4) allowing students to advocate for their specific learning needs as they identify their learning challenges; and (5) provide appropriate instructional level access to standards based curriculum / materials with the ultimate goal of building independence in daily living skills.

BRS Update – Ms. Sherman noted the work on literacy learning and HMH, student participation and selection for the CEMA Festival (CT Music Educators Association), Tools for Schools building walk-throughs and continuation of gratitude projects.

Dr. Dahya arrived (7:31 PM).

Curriculum Committee – Dr. Strambler reviewed the December 4 meeting highlighting Math. Similar to other core areas, the curriculum will be posted on the website. The “*building thinking classroom*” framework is an engaging approach that transforms classrooms into learning environments that foster deep-student thinking concepts and problems solving skills. Students are encouraged to work together and problem solve together to create a more active student-owned learning experience. The goal is to get students thinking for longer periods of time, within the context of curriculum, which leads to longer and deeper learning.

Finance Committee – Mr. Lawrence noted there is a current surplus of \$76,000 with minimal changes from last month except for the hiring of three sped paraeducators.

Policy Committee – Ms. Williamson presented the policies for adoption and reviewed the changes made to the policies accepted earlier for 30-day review under the Consent Agenda.

MOTION #2 – POLICY 5118.2

Move that we adopt Policy 5118.2 Educational Opportunities for Military Children as submitted.

Ms. Williamson
Second by Dr. Francese
UNANIMOUS

MOTION #3 – POLICY 6159

Move that we adopt Policy 6159 Individual Education Program (IEPs) as submitted.

Ms. Williamson
Second by Mr. Lawrence
UNANIMOUS

MOTION #4 – POLICY 6171

Move that we adopt Policy 6171 Special Education as revised.

Ms. Williamson
Second by Ms. Hopkins
UNANIMOUS

MOTION #5 – POLICY 5114

Move that we adopt Policy 5114 Suspension and Expulsion / Due Process as revised.

Ms. Williamson
Second by Ms. Hopkins
UNANIMOUS

CABE Liaison – Chair Piascyk noted that Superintendent Montini, Sarah Beth and Steven attended the CABE / CAPSS Conference with keynote speaker Miguel Cardona as well as a variety of breakout sessions. CABE is sponsoring several upcoming online webinars inclusive of *Legislative Issues and Advocacy* on December 16 at Noon, January 13 *Deep Dive into the Budget Development*, February 25 *Deep Dive into the Budget Process* and March 19 *Best Practices for Financial Oversight*.

Upcoming Meeting Presentations – The regular January 20 meeting will be held in the BRS South Assembly Room at 7:00 PM and will include presentations on school climate, responsive classroom and SEL. A Board Retreat with elections of officers will be held on January 8 in the BRS South Assembly Room at 6:00 PM. Committee meetings are as follows: Facilities – January 8 at 7:30 AM and Finance – January 13 at 4:30 PM. Board members were asked to forward their committee preferences to the Superintendent’s Office as well as their availability and/or preference on the WEA Meet and Discuss dates.

NEW BUSINESS

2026/27 School Calendar – The calendar was developed in collaboration with the BOWA districts with designated holidays similar to the current calendar. The only adjustments were moving the spring parent/teacher conference dates from April to March.

MOTION #6 – 2026/27 CALENDAR

Move that we adopt the 2026/27 calendar as presented.

Mr. Lawrence
Second by Dr. Strambler
UNANIMOUS

2027-32 Capital Improvement Plan – The capital budget plan was reviewed and discussed at both the November regular meeting and the December special meetings was presented for adoption.

MOTION #7 – 2026/32 CAPITAL BUDGET

Move that we adopt the 2026/32 Capital Budget as presented by administration.

Ms. Hopkins
Second by Dr. Strambler
UNANIMOUS

The 2026/27 budget reviewed and discussed at both of the December special meetings was presented for adoption. The significant increases are contractual obligations in the areas of transportation 7%, salaries 2.4%, and health insurance renewals 15% generating an overall increase of 5.4%.

MOTION #8 – 2026/27 BUDGET

Move that we adopt the 2026/27 Budget as recommended by the Superintendent.

Mr. Lawrence
Second by Dr. Dahya
UNANIMOUS

Amity Start Time – Two Woodbridge Amity Board members are requesting input from the elementary districts by January 8 on the possible change of a start time of at least 30 minutes later. Given the sharing of transportation services among the BOWA districts, there is potential financial impact. Bethany is not interested in changing and Orange has not yet had the conversation. Other districts who have explored this option chose not to adjust given the impact on sporting event schedules, after-school activities, after-school employment and increased transportation costs. It was suggested that perhaps Amity should engage in a transportation efficiency study before discussing and/or rearranging start times as a half-hour adjustment would not have any real significance except disruption to family units.

PUBLIC COMMENT – None

MOTION TO ADJOURN: (8:25 PM)
Dr. Dahya
Second by Dr. Francese / Ms. Hopkins
UNANIMOUS

Recorded by Marsha DeGennaro, Clerk of the Board.

Woodbridge Public School's 2025-2026 Budget Narrative

December 31, 2025

The attached financial reports represent five months (50%) of the fiscal year.

100 Series Salaries - Salaries represent 61% of the budget. The majority of our \$130K savings in certified salaries relates to a vacant teacher position due to a smaller than typical kindergarten cohort and the turnover of three teacher positions last summer. Savings in the non-certified category is due to various vacancies in para-professional and café aids. Currently we only have one para vacancy and we have hired most of the open spots in-house and not through the ESS staffing service. Therefore, we now anticipate \$33K more para salary expense than last month and less professional services expense. Overall our salary savings are estimated at \$225K for the year.

200 Series Benefits – Benefits are 21% of our budget is based on the elections of last year's staff. With the recent hiring of some vacant para positions we are now estimating a little less surplus in FICA and CMERS, but we estimate a little less overage in health insurance. Overall the benefits category is showing an estimated deficit of \$25K for the year. This is due mainly to a few more employees taking our health insurance than was budgeted.

300 Series Purchased Professional Services- This category represents 3% of our budget and includes legal, audit and other expenses that are generated on a month-by-month basis. The \$70K deficit projected last month in this category now reduced to a \$16K deficit. This is because we were able to hire several para vacancies in house and not through the ESS staffing service as was assumed last month. Another difference from the prior month is due to some large legal expenses, we now estimate that our legal fee line will go over budget around \$14K for the year.

400 Series Purchased Property Services - Utility budgets are 4% of the total budget. We've had a very cold month and both our electric and heating lines are ahead of where they were last year at this time. We have therefore estimated additional utility expense for the year and now anticipate this category being \$47K over budget. Keep in mind that the majority of this overage is due to the large increase in our micorturbine maintenance agreement.

500 Series Other Purchased Services - This category is 9% of our budget and includes student transportation, tuition, interns, liability insurance and items that do not fall within the professional services/property services categories. The overall estimated deficit of \$67K increased by about \$13K this month. Small changes in projections in transportation, fuel and State Open Choice revenue make up this difference.

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

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

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

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

**WOODBIDGE BOARD OF EDUCATION
MONTH SUMMARY REPORT
FOR THE MONTH ENDED 12-31-2025**

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>ADOPTED BUDGET</u>	<u>EXPENDED TO DATE</u>	<u>ENCUMBERED TO DATE</u>	<u>TOTAL AVAILABLE</u>	<u>ESTIMATED ADDITIONAL</u>	<u>(OVER) UNDER YEAR END</u>
100	TOTAL SALARIES	11,288,309	4,206,792	6,776,356	305,161	79,487	225,674
200	TOTAL BENEFITS	3,707,798	1,844,101	-	1,863,697	1,888,437	(24,740)
300	TOTAL PROFESS. SERVICES	533,224	161,742	59,922	311,561	327,796	(16,235)
400	TOTAL PROPERTY SERVICES	671,312	359,616	65,029	246,667	293,366	(46,699)
500	OTHER SERVICES	1,797,314	1,018,719	733,601	44,994	112,430	(67,435)
600	SUPPLIES & MATERIALS	386,993	190,037	22,082	174,874	174,874	-
700	TOTAL PROPERTY SERVICES	108,800	79,758	2,652	26,391	26,391	-
800	TOTAL DUES, FEES, MISC.	32,105	22,699	1,432	7,974	7,974	-
TOTAL ADOPTED BUDGET		18,525,855	7,883,463	7,661,073	2,981,319	2,910,754	70,565

<u>OBJECT</u>	<u>DESCRIPTION</u>	<u>ADOPTED BUDGET</u>	<u>EXPENDED TO DATE</u>	<u>ENCUMBERED TO DATE</u>	<u>TOTAL AVAILABLE</u>	<u>ESTIMATED ADDITIONAL</u>	<u>(OVER) UNDER YEAR END</u>
390	SPED SERVICES/CONSULTING	216,380	53,802	46,696	115,882	87,882	28,000
510	TRANSPORTATION	329,662	141,924	202,483	(14,745)	-	(14,745)
560	TUITION SPECIAL ED	373,480	227,709	196,872	(51,101)	50,000	(101,101)
SPECIAL EDUCATION CARVEOUT		919,522	423,435	446,051	50,036	137,882	(87,846)

SUMMARY	
Special Ed Surplus / (Deficit)	(87,846)
Under / (Over) Spending in OTHER programs	158,411
Total Surplus / (Deficit) Projected	70,565

**WOODBRIIDGE BOARD OF EDUCATION
MONTHLY DETAIL BY OBJECT
FOR THE MONTH ENDED December 31, 2025**

Object Code	Descriptions	Adopted Budget	Expended to Date	Encumbered to Date	Available Balance	Estimated Additional	Projected Year-End Balance
110	Administrators	1,029,488	508,077	519,896	1,515		1,515
120	Teachers - Regular	6,117,471	2,086,526	3,775,780	255,165	52,175	202,990
120	Teachers - Special Education	1,181,574	475,892	772,684	(67,002)	(2,788)	(64,214)
1201	Psychologist	212,415	60,860	114,958	36,597		36,597
1203	Counselor	127,308	54,772	119,023	(46,487)		(46,487)
Sub-Total Certified Salaries		8,668,256	3,186,126	5,302,340	179,789	49,388	130,402
1303	Custodians	480,915	231,104	250,260	(449)	(449)	-
140	Nurses	191,188	71,276	113,639	6,273	6,273	-
150	Secretaries, Clerical	450,466	200,905	234,434	15,127	4,500	10,627
160	Paraprofessionals	364,785	79,821	142,841	142,123	16,000	126,123
1601	Special Education Paraprofess.	857,412	314,223	558,057	(14,867)	(10,725)	(4,143)
170/10	Salaries OT / PT	93,940	51,622	100,643	(58,325)		(58,325)
190	IT Manager and Asst.	83,596	42,545	44,691	(3,641)		(3,641)
190	Salaries, Miscellaneous	97,751	29,170	29,450	39,131	14,500	24,631
Sub-Total Non-Certified Salaries		2,620,053	1,020,666	1,474,015	125,372	30,099	95,273
TOTAL SALARIES		11,288,309	4,206,792	6,776,356	305,161	79,487	225,674
220	FICA	337,719	125,861		211,858	197,908	13,950
230	CMERS	457,843	146,102		311,741	265,469	46,272
270	Medical Insurance	2,866,923	1,556,032		1,310,891	1,399,333	(88,442)
280	Life Insurance	34,463	15,348		19,116	15,636	3,480
2902	Other Employee Benefits	10,850	759		10,092	10,092	-
TOTAL BENEFITS		3,707,798	1,844,101	0	1,863,697	1,888,437	(24,740)
320	Professional Development	37,325	5,595	478	31,252	31,252	-
330	Legal Fees	55,000	35,488	12,748	6,765	21,000	(14,235)
340	Software Support	30,250	18,377		11,873	11,873	-
350	Substitutes	149,435	46,029		103,406	103,406	-
390/01	Consultant Services	216,380	53,802	46,696	115,882	87,882	28,000
3902	Financial Audit	29,400			29,400	29,400	-
390	Other Prof/Tech. Services	15,434	2,451		12,983	42,983	(30,000)
TOTAL PROFESSIONAL SERVICES		533,224	161,742	59,922	311,561	327,796	(16,235)
410/01	Utilities - Electric and Water	165,500	96,129		69,371	96,070	(26,699)
420	Heating	105,000	43,871		61,129	61,129	-
430	Repairs and Maintenance	84,000	14,745	19,457	49,798	49,798	-
450	Leases and Rentals	110,123	76,806		33,317	33,317	-
4501	Building Improvements	10,500			10,500	10,500	-
490	Other Purchased Services	27,620	17,401	9,081	1,138	1,138	-
4901	Service Contracts	168,569	110,665	36,491	21,413	41,413	(20,000)
TOTAL PROPERTY SERVICES		671,312	359,616	65,029	246,667	293,366	(46,699)
510	Pupil Transportation-Regular	524,118	249,139	247,842	27,137	8,000	19,137
510	Pupil Transportation-Spec. Educ.	329,662	141,924	202,483	(14,745)		(14,745)
520	Insurance-General Liability	155,209	144,662	18,180	(7,633)		(7,633)
5201	Worker's Compensation	284,804	204,673	68,224	11,907		11,907
530	Telephone Services	18,531	12,770		5,761	10,761	(5,000)
535	Internet	25,120	18,334		6,786	6,786	-
537	Postage	6,840	672		6,168	6,168	-

**WOODBRIIDGE BOARD OF EDUCATION
MONTHLY DETAIL BY OBJECT
FOR THE MONTH ENDED December 31, 2025**

Object Code	Descriptions	Adopted Budget	Expended to Date	Encumbered to Date	Available Balance	Estimated Additional	Projected Year-End Balance
540	Advertising	1,000			1,000	1,000	-
550	Interns	57,000	16,500		40,500	16,500	24,000
560	Tuition - Wintergreen	6,000			6,000		6,000
560	Tuition - Out of District	373,480	227,709	196,872	(51,101)	50,000	(101,101)
590	Other Purchased Services	15,550	2,335		13,215	13,215	-
TOTAL OTHER PURCH SERVICES		1,797,314	1,018,719	733,601	44,994	112,430	(67,435)
610	Instructional Supplies	151,925	75,824	2,378	73,723	73,723	-
620	Computer Software	85,288	49,782		35,506	35,506	-
625	Supplies Nurses	5,370	3,228	820	1,322	1,322	-
630	Supplies Custodial	56,050	26,237	14,387	15,426	15,426	-
635	Supplies Office	13,000	3,874		9,126	9,126	-
640	Books and Audio Visual	18,000	11,903	2,374	3,723	3,723	-
645	Subscriptions	30,960	2,184	2,124	26,652	26,652	-
650	Testing	22,700	16,386		6,314	6,314	-
690	Misc. Supplies - DW Security	3,700	618		3,082	3,082	-
TOTAL SUPPLIES & MATERIALS		386,993	190,037	22,082	174,874	174,874	0
732	Computer Hardware	89,800	76,615	2,652	10,533	10,533	-
735	Equipment - Teaching	8,000			8,000	8,000	-
740	Equipment - Building	5,000	1,415		3,585	3,585	-
745	Furniture	6,000	1,728		4,272	4,272	-
TOTAL PROPERTY		108,800	79,758	2,652	26,391	26,391	-
810	Dues and Fees	22,605	19,667	1,432	1,506	1,506	-
900	Other Fees	9,500	3,033		6,467	6,467	-
TOTAL DUES AND FEES		32,105	22,699	1,432	7,974	7,974	-
TOTAL ADOPTED BUDGET		18,525,855	7,883,463	7,661,073	2,981,319	2,910,754	70,565

**WOODBRIIDGE BOARD OF EDUCATION
SPECIAL REVENUE PROGRAMS
FINANCIAL REPORT FOR THE MONTH ENDED 12-31-2025**

	Café	Extended Day	Field Trips	Expendable Trust	Activity Fund
Revenues:					
Charges for services	\$119,182	\$150,491	\$10,924	\$100,064	
Intergovernmental	\$32,355				
Donations				\$90	
Other income				\$375	
Additions	\$0	\$0	\$0	\$0	\$0
Total Revenues:	\$151,537	\$150,491	\$10,924	\$100,529	\$0
Expenditures:					
Wages, FICA, MERF	\$75,762	\$115,559		\$75,620	
Medical Insurance					
Cost of food sold	\$81,989				
Equipment					
Repairs	\$1,613				
Other Expenses	\$4,737	\$21,196	\$11,200	\$4,300	\$882
Total Expenditures:	\$164,101	\$136,755	\$11,200	\$79,921	\$882
Year to Date Net Income / (Loss):	(\$12,564)	\$13,736	(\$276)	\$20,608	(\$882)
BOE Year to Date Cost of Health Insurance	\$18,322				
	Café	Extended Day	Field Trips	Expendable Trust	Activity Fund
Assets:					
Cash	\$157,060	\$61,002	\$2,880	\$77,607	\$13,017
Prepaid Expenses					
Accounts Receivable	\$4,829	\$250	\$67	\$3,329	
Intergovernment Receivable	\$30,394				
Inventory	\$7,885				
Due From Othr Funds		\$5,076	\$2,183		
Total Assets:	\$200,168	\$66,328	\$5,130	\$80,937	\$13,017
Liabilities:					
Amounts Held As Agent					
Accounts Payable	\$3,459				\$500
Deferred Revenue	\$29,775	\$9,636			
Wages Payable		\$27,015			
Due To Other Funds		\$5,036			
Total Liabilities:	\$33,234	\$41,687	\$0	\$0	\$500
Fund Balance:					
Prior Year Ending Fund Balance	179,498	10,905	5,405	60,329	13,399
Year to Date Income / (Loss)	(\$12,564)	\$13,736	(\$276)	\$20,608	(\$882)
Current Fund Balance	\$166,934	\$24,642	\$5,130	\$80,937	\$12,517
	-	-	-	-	-

BRS

School Climate Update



Board of Education Meeting
January 20, 2026
Cheryl Tafel

Overview of School Climate Plan

New School Climate Legislation established necessary components for each school district, including:

- [School Climate Policy 5131.911](#)
- School Climate Coordinator
- School Climate Specialist
- School Climate Committee
- School Climate Survey
- [School Climate Plan](#)
- Training Requirements
- Restorative Practices
- [Challenging Behavior Reporting Form](#)
- Challenging Behavior Investigation Form
- Challenging Behavior Response Notification Form

Overview

The Woodbridge School District is committed to promoting a secure and happy school climate, conducive to teaching and learning, that is free from threat, harassment, and any type of challenging behavior. A school environment in which students feel safe, supported, engaged, and helpfully challenged is optimal for learning and healthy development.

- The Woodbridge School district adopted the School Climate Policy 5131.911 at the May 20 Board of Ed meeting.
- The School Climate Committee made revisions to the Challenging Behavior Reporting, Investigation and Response Process Notification forms
- The new Challenging Behavior Forms replace previous Bullying Investigation Forms

Connecticut School Climate Standards

1. The school district community has a **shared vision and plan for promoting and sustaining a positive school climate** that focuses on prevention, identification, and response to all challenging behavior.
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.

School Climate Roles

School Climate Coordinator

Matt Madruga
Assistant Principal

- provide district-level leadership and support for the implementation of the school climate improvement plan for each school
- collaborate with the school climate specialist, for each school to 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 communicate such strategies to the school community
- collect and maintain data regarding school climate improvement
- meet with the school climate specialist at least twice during the school year to identify strategies to improve school climate and propose recommendations for revisions to the school climate improvement plan, and assist with the completion of the school climate survey.

School Climate Specialist

Cheryl Tafel
Assistant Principal

- lead in the prevention, identification, and response to challenging behavior, including, but not limited to, reports of alleged bullying and harassment;
- implement evidence and research-based interventions, including, but not limited to, restorative practices;
- schedule meetings for and leading the school climate committee;
- lead the implementation of the school climate improvement plan.

Roles Continued

School Climate Committee

Members: School Climate Coordinator/Specialist, Parents, Teachers

- assist in the development, annual scheduling, and administration of the school climate survey, and reviewing of the school climate survey data
- use 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.
- assist in the implementation of the school climate improvement plan and recommending any improvements or revisions to the plan.
- advise on strategies to improve school climate and implementing evidence and research-based interventions, including, but not limited to, restorative practices, in the school community.
- annually provide notice of the uniform challenging behavior and/or bullying complaint form, or similar complaint form used by the school, to the school community.

24-25 Climate Survey

106 Parents Completed the Survey

58 Staff Members Completed the Survey

362 Students grades 3-6 completed the Survey

Celebrations:

90% of Parents, staff and students rated the school favorable

94% of parents rated communication positively.

94% of parents believe BRS has high academic standards

87% of staff feel they are valued

98% of staff like working at BRS

Areas of Focus

- 82% of students have a trusted adult
- 36% of parents have concerns with challenging behavior
- 51% of students feel kids use words to hurt others
- 83% of students feels that the emotional health is a priority
- 56% of staff feel inappropriate use of technology is a problem

Common Areas

Challenging Behavior

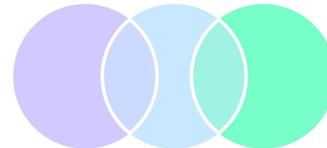
Training: Restorative Practices, Responsive Classroom



- Foundational SEL Competencies
- Start each day with a morning meeting :
- Set a positive tone
- Create community
- Build SEL Skills
- Incorporate academics

Jo Ann Freiberg and Pat Ciccone: PL in August for entire staff on Restorative Practices.

- Relationship Building
 - Circles
- Accountability
 - For Challenging Behavior
- Community Safety
 - Repairing relationships
- Competency Development
 - SEL Skills



C.A.R.E.S. Work

Focus on Social and Emotional competencies. Aligns with Responsive Classroom.

Our Wellness Team has created lessons and assemblies to support this SEL learning.

Cooperation, Assertiveness, Responsibility, Empathy and Self-Control

Smaller activities have been designed for the spring to be done in buddy classrooms



Challenging Behavior Forms

The Challenging Behavior Forms will be posted online and shared and reviewed with staff. These forms will replace the current bullying investigation forms

- [Challenging Behavior Reporting Form](#)
- Challenging Behavior Investigation Form
- Challenging Behavior Response Notification Form

Beecher Road School Climate Plan

BRS School Climate Plan

School Climate Improvement Plan 2025-2026

District: Woodbridge School District
School Climate Specialist: Cheryl Tafel

School: Beecher Road School
School Climate Coordinator: Matthew Madruga

Connecticut School Climate Standard	Current School Status	Area(s) Needing Improvement	Identified Strategies to Realize Improvement	Measurement Tools and Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
<p>Standard 1: Shared Vision Is it evident that all members of the school district community are committed to physical, emotional and intellectual safety of the learners.</p>	Emergent	<ul style="list-style-type: none"> -School Climate Vision Statement -Reinforcement of schoolwide language and expectations -Support current work SEL Skills -Not all students having a trusted adult 	<ul style="list-style-type: none"> -Develop a shared school climate vision statement -Review consistent language and expectations for safety -C.A.R.E.S Work-<u>Direct Instruction</u>, Group Activities, Assemblies -Greeting students, establish relationships, get to know students 	<ul style="list-style-type: none"> -Written vision statement with all stakeholders' input -Behavior expectations, posting around school on classrooms and hallway displays -Student work samples, decrease in office referrals -School Climate survey results 	<ul style="list-style-type: none"> September 2026 -January 2027 January 2026-June 2026 September 2025- June 2026 September 2025- June 2026

Timeline

Action	Target Date	Status
Train Administrators in Restorative Practices	June 2025	Completed
Appoint School Climate Coordinator	Spring 2025	Completed
Appoint School Climate Specialist	Spring 2025	Completed
Administer School Climate Survey (Student, Parent and Employee)	Spring 2025	Completed
Train All Staff in Restorative Practices (Freiberg, <u>Cicccone</u> August PD)	August 2025	Completed
Review School Climate Survey Data	October 2025	Completed
Complete School Climate Rubric	25-26 School Year	In Process
Develop School Climate Plan	25-26 School Year	In Process
C.A.R.E.S. work at Beecher	Fall 2025	Ongoing
Train New Administration in Restorative Practices	Winter 2026	In Process
Implement Challenging Behavior Forms	Winter 2026	In Process
Inform Students, Parents and Staff of Challenging Behavior Reporting Process	25-26 school year	In Process
Share School Climate Survey Data	Winter 2026	In Process
Conduct School Climate Surveys (Student, Parent and Employee)	Spring 2026	---
Analyze 25-26 School Climate Survey Data	Fall 2026	—

Next Steps

- School Climate Committee to meet and continue to work on Climate Plan
- Share Plan on district website
- Review forms and protocols with staff
- Continue C.A.R.E.S. work throughout the remainder of the year.
- Continue supporting teachers with Responsive Classroom strategies
- Administer School Climate Survey in late spring
- Additional Restorative Practice Training for new administration and staff

Questions



School Climate Improvement Plan

2025-2026

District: Woodbridge School District
School Climate Specialist: Cheryl Tafel

School: Beecher Road School
School Climate Coordinator: Matthew Madruga

Connecticut School Climate Standard	Current School Status	Area(s) Needing Improvement	Identified Strategies to Realize Improvement	Measurement Tools and Documentation Options for Determining Improvement	Timeline for Reaching Improvement Goals
<p>Standard 1: Shared Vision Is it evident that all members of the school district community are committed to physical, emotional and intellectual safety of the learners.</p>	Emergent	<ul style="list-style-type: none"> -School Climate Vision Statement -Reinforcement of schoolwide language and expectations -Support current work SEL Skills -Not all students having a trusted adult 	<ul style="list-style-type: none"> -Develop a shared school climate vision statement -Review consistent language and expectations for safety -C.A.R.E.S Work-Direct Instruction, Group Activities, Assemblies -Greeting students, establish relationships, get to know students 	<ul style="list-style-type: none"> -Written vision statement with all stakeholders' input -Behavior expectations, posting around school on classrooms and hallway displays -Student work samples, decrease in office referrals -School Climate survey results 	<ul style="list-style-type: none"> September 2026 -January 2027 January 2026-June 2026 September 2025- June 2026 September 2025- June 2026

			on a personal level, RC morning meeting -Overview of RC for new staff, reminder of strategies	-Edcamp work, PL Agendas, Classroom observations	August 2025-June 2026
<p>Standard 1: Shared Vision Do participants share a vision of what a positive & restorative school climate looks, feels and sounds like?</p>	Awareness	<p>-School Climate Vision Statement</p> <p>-Build knowledge of restorative practices for all staff</p> <p>-Common understanding of what school climate is at BRS</p>	<p>-Develop a shared school climate vision statement</p> <p>-Provide professional learning to staff around restorative practice strategies</p> <p>-Work in School Climate Committee, PLC's and faculty meetings to define what a positive & restorative climate</p>	<p>-Written vision statement with all stakeholders' input</p> <p>-Review work from Freiberg and Ciccone, Teachers begin using restorative circles with students</p> <p>-School Climate Committee & PLC notes, faculty meeting agendas</p> <p>-Create look-fors</p>	<p>February 2026</p> <p>August 2025-January 2027</p> <p>January 2026-January 2027</p>
<p>Standard 1: Shared Vision How must participants act toward one another in order to advance the vision of a positive and restorative school climate?</p>	Emergent	<p>-Understanding of common restorative language</p> <p>-Not all staff feel comfortable in restorative approaches.</p>	<p>-Provide ongoing PL on restorative language and relationship building</p> <p>-Model restorative approaches when responding to students.</p>	<p>-Agendas with learning outcomes, Common Language work</p> <p>-Observations, Colleague-Colleague</p>	January 2026-June 2026

			<p>behavior/conflict</p> <p>-Assuring staff that they have used restorative practices, but have not previously named it</p>	<p>observations</p>	
<p>Standard 1: Shared Vision</p> <p>What are the priorities that are contained in any existing and/or district improvement plan? Do the improvement plans contain focus on improved school climate and working restoratively?</p>	<p>Emergent</p>	<p>-Sharing of climate goals</p> <p>-Limited instruments to assess</p> <p>-Limited understanding of priorities</p>	<p>-Review long and short-term goals for improvement of school climate</p> <p>-Create instruments to identify</p> <p>-Establish priorities</p>	<p>-Sharing of School Climate Plan</p> <p>-Informal Surveys</p> <p>-School Climate Committee Notes</p>	<p>January 2026-June 2026</p> <p>January 2026-June 2026</p> <p>January 2026-June 2026</p>
<p>Standard 2: Shared School Policies</p> <p>Promoting the development & sustainability of a comprehensive set of skills, knowledge dispositions & engagement.</p>	<p>Awareness</p>	<p>-Policy is new and not well understood</p> <p>-Vague understanding of school climate competencies</p> <p>-Understanding that</p>	<p>-Designated time to review Policy 5131.911 with staff</p> <p>-Define school climate competencies for staff and students around restorative practices</p> <p>-Align climate policies</p>	<p>-Agendas and Learning Outcomes</p> <p>-Competencies defined by School Climate Specialist, Coordinator, Committee and staff</p>	<p>January 2026-June 2026</p> <p>January 2026-February 2026</p> <p>January 2026-June</p>

		<p>restorative practices need to be built into daily work</p> <p>-Understanding where the building is on restorative practices and current climate</p>	<p>with daily classroom and schoolwide practices (RC, CARES)</p> <p>-Regular review of formal and informal climate data</p>	<p>-Faculty meeting Agendas, PLC minutes</p> <p>-School Climate Survey results, informal survey results, Team Leader Agenda and Notes</p>	<p>2026</p> <p>January 2026-June 2026</p>
<p>Standard 2: Shared School Policies Addressing barriers to teaching & Learning comprehensively & reengaging those in the school community who are disengaged (students/educators, parents/guardians)</p>	Awareness	<p>-General understanding of barriers to teaching and learning</p> <p>-Limited understanding of why community members are disengaged</p> <p>-Unknown who is disengaged at this time</p> <p>-No official system has been created for reengagement</p>	<p>-Identify and define specific barriers to teaching and learning</p> <p>- Needs assessment, informal surveys, meeting minutes</p> <p>-Identify who is disengaged once it is defined</p> <p>-Create system to help reengagement</p>	<p>-Definition of barriers</p> <p>-Discussion around barriers and how it impacts</p> <p>-Grade level identified groups/individuals</p> <p>-PLC minutes, Wellness Team minutes</p>	<p>January 2026-March 2026</p> <p>January 2026-March 2026</p> <p>Ongoing</p> <p>January 2026-June 2026</p>
<p>Standard 3: School Practices</p>	Awareness	-No widespread restorative practices	-Establish schoolwide restorative practices	-Framework developed	January 2026-June 2026

<p>Academic learning and social/emotional, ethical & civic development of students</p>		<p>defined</p> <ul style="list-style-type: none"> -Some staff feel RC and Restorative Practices are still separate -Need to train staff -Continue to embed restorative practices into daily routines -Align academic, SEL and behavioral supports -Students have under-developed SEL skills 	<p>framework</p> <ul style="list-style-type: none"> -Align restorative practice framework with Responsive Classroom and C.A.R.E.S work -Provide professional learning -Grade levels to discuss incorporation into lesson -Coaches/Admin to assist -Align academic, SEL and behavioral supports -Support student skill development in SEL competencies 	<ul style="list-style-type: none"> -Share alignment in framework, Faculty Meeting Agenda -PL agendas, Staff confidence surveys PLC agendas, Team Leader notes, Informal observations -MTSS work, PLC and Goal Work -SEL curriculum maps, student work samples, reflection activities 	<p>January 2026-June 2026</p> <p>January 2026-January 2027</p> <p>January 2026-June 2026</p> <p>January 2026-January 2027</p> <p>September 2026-June 2026</p>
<p>Standard 3: School Practices Enhance engagement and participation in teaching, learning & school-wide activities</p>	<p>Awareness</p>	<ul style="list-style-type: none"> -Work between RC, C.A.R.E.S. feels separate to some staff 	<ul style="list-style-type: none"> -Strengthen and align engagement practices within RC and C.A.R.E.S. across all grade levels 	<ul style="list-style-type: none"> -Alignment documents, shared lesson plans, observations 	<p>January 2026-June 2026</p>

		<ul style="list-style-type: none"> -Inconsistent instructional practices around School Climate -Limited schoolwide activities 	<ul style="list-style-type: none"> -Increase use of student-centered instructional practices to promote voice, choice and collaboration -Expand meaningful schoolwide activities that reinforce belonging and community -Provide professional learning focused on engagement and practices 	<ul style="list-style-type: none"> -Student Feedback, lesson plans, observations, PLC notes Schoolwide event calendars, participation data, student reflections PL agendas, staff reflections 	<ul style="list-style-type: none"> January 2026-June 2026 January 2026-June 2026 January 2026-June 2026
<p>Standard 3: School Practices Address barriers to teaching & learning and reengaged those disengaged</p>	Awareness	<ul style="list-style-type: none"> -Unknown barriers -Not currently using interventions base on school climate -New concept 	<ul style="list-style-type: none"> -Identity academic, behavioral, SEL and attendance-related barriers impacting student engagement -Create and implement tiered supports to address identified barriers -Use restorative and relational approaches to 	<ul style="list-style-type: none"> -Needs assessment data, attendance and behavior reports, staff input -MTSS documentation, intervention plans, create strategy options -Restorative conference logs, reengagement 	<ul style="list-style-type: none"> January 2026-June 2026 January 2026-June 2026 January 2026-June 2026

		<ul style="list-style-type: none"> -Not all students feel as though they have a trusted adult -Unknown family needs -Staff need to build capacity to recognize barriers 	<ul style="list-style-type: none"> reengage students -Strengthen adult-student connections -Increase family outreach and communication to support reengagement -Provide professional learning on recognizing barriers 	<ul style="list-style-type: none"> plans, student reflections -Mentoring, check-ins, Wellness team input, PLC agendas, Student Survey -Family contact logs, family survey PL agendas, attendance records, staff reflections 	<ul style="list-style-type: none"> January 2026-June 2026 January 2026-June 2026 January 2026-June 2026
<p>Standard 3: School Practices Develop & sustain a restorative infrastructure to build capacity</p>	Awareness	<ul style="list-style-type: none"> -Continue to build staff ability to implement restorative practices -Cannot build capacity without infrastructure, need training to implement -Daily practice focuses on Responsive 	<ul style="list-style-type: none"> -Establish a clear, shared schoolwide framework for restorative practices (k-6 aligned) -Build staff capacity through ongoing professional learning and coaching -Embed restorative practices into daily classroom routines (e.g community circles, 	<ul style="list-style-type: none"> -Written framework and continuum -PL Agendas -Pre and post staff confidence surveys -Classroom walkthrough data -Shared lessons, colleague collaboration/ 	<ul style="list-style-type: none"> January 2026-June 2026 January 2026-June 2026 January 2026-June 2026 January 2026-June 2026

		<p>Classroom and C.A.R.E.S.</p> <p>-Scheduling is challenging</p> <p>-Implementation as not begun</p>	<p>restorative conversations).</p> <p>-Allocate time and roles to support restorative practices school-wide.</p> <p>-Monitor implementation and impact using behavioral and climate data.</p>	<p>observations</p> <p>-Administration to prioritize work and build time in faculty meeting</p> <p>-School climate survey, information surveys, reflections</p>	<p>January 2026-June 2026</p> <p>January 2026-June 2026</p>
<p>Standard 4: School Practices Safe & Welcoming Environment for All School Community Members in All ways</p>	<p>Emergent/ Maintenance</p>	<p>-Continue to support all stakeholders and community members in ensuring a safe and welcoming school community</p> <p>-Have not met with students specifically about school climate</p>	<p>-Implement a consistent schoolwide restorative practices</p> <p>-Provide student-voice and leadership opportunities to strengthen school climate</p> <p>-Engage families as partners in maintaining a safe and welcoming school culture</p>	<p>-Restorative practices framework</p> <p>-Reduction in behavior referrals</p> <p>-School-wide expectations matrix</p> <p>-Student feedback surveys</p> <p>-Family survey feedback</p> <p>-Climate data reviews</p>	<p>August 2026-June 2026</p> <p>August 2026-June 2026</p> <p>January 2026-June 2026</p> <p>January 2026-June 2026</p> <p>January 2026-June 2026</p>
<p>Standard 5:</p>	<p>Awareness</p>	<p>-SEL work has been</p>	<p>-Explicitly teach SEL</p>	<p>-Monitor office and</p>	<p>January 2026-June</p>

<p>Restorative Justice: Practices, Activities & Norms that Promote Ethical, Social/Emotional & Civic Awareness & Accountability</p>		<p>main focus on Wellness Team and some grade levels</p> <p>-Behavioral expectations need consistent review</p>	<p>skills through C.A.R.E.S.</p> <p>-Reinforcement of school-wide behavioral expectations.</p>	<p>teacher behavioral referrals.</p>	<p>2026</p> <p>January 2026-June 2026</p>
<p>Continuous Improvement: Is there a clear understanding that school climate improvement with inclusion of restorative work is an ongoing organic process integral to wider school improvement</p>	<p>Awareness</p>	<p>-Increase shared understanding of restorative practices (shared language) and increase the review of climate and restorative practice data</p> <p>-Ownership of practices</p> <p>-Need for school/district to provide professional learning</p> <p>-Celebrations are not always shared</p>	<p>-Embed restorative practices and climate goals into the school/district goals</p> <p>-Develop a shared, schoolwide undertaking that restorative practices are a daily practice</p> <p>-Provide ongoing professional learning and reflection opportunities for staff</p> <p>-Celebrate progress and adjust practices based on stakeholder reflection and feedback</p>	<p>-Common language posted schoolwide.</p> <p>-Shared strategies among colleagues and grade levels</p> <p>-Discussions at faculty meetings, with colleagues and administration</p> <p>-School Climate Survey results, Faculty agendas</p>	<p>January 2026-June 2026</p> <p>January 2026-June 2026</p> <p>January 2026-June 2026</p> <p>January 2026-June 2026</p>
<p>Family/Community Partnerships:</p>	<p>Emergent</p>	<p>-Currently only have annual School Climate</p>	<p>-Create multiple opportunities for</p>	<p>-School Climate Survey</p>	<p>January 2026-June 2026</p>

<p>Are all stakeholders' represented and reflected in improvement efforts around school climate and working restoratively?</p>		<p>Survey</p>	<p>families to provide input on school climate and restorative practices</p> <p>-Collaborate with community partners to support restorative and social-emotional learning</p> <p>-Community Chats</p>	<p>-School Climate Committee meeting notes</p> <p>-School Climate Committee meeting notes</p>	<p>October 2026-June 2026</p> <p>Spring 2026</p>
<p>Impact on Results: Is progress monitoring inherent in efforts to improve the school climate and work restoratively?</p>	<p>Awareness</p>	<p>-Limited progress monitoring</p>	<p>-Establish progress monitoring</p> <p>-Administer School Climate Survey</p> <p>-Analyze data</p>	<p>-School Climate Survey</p>	<p>January 2026-June 2026</p>

Administration

Concept and Roles in Administration

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

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

Policy adopted:

Administration

Administrative Staff Organization

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

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

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

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

Policy adopted: ~~March 19, 2012~~

Administration

Equal Employment Opportunity

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

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

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

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

Connecticut General Statutes

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

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

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

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

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

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

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

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

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

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

Policy adopted: April 19, 2022

WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

A sample policy to consider

Administration

Organization Chart

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

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

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

Policy adopted:

Administration

Lines of Responsibility

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

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

Policy adopted: ~~March 19, 2012~~

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

2130

Administration

Job Descriptions

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

Policy adopted: ~~March 19, 2012~~

Administration

Superintendent of Schools

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

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

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

1. Develop and implement vision that inspires action and commitment

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

1.2 Articulate to all stakeholders the importance of achieving the vision

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5. Demonstrate leadership grounded in collaborative governance

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

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

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

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

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

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

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

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

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

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

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

7.3 Ensure effective management of the district's core functions

8. Exhibit personal leadership competencies associated with effective district leadership

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

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

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

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

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

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

9. Execute, for example, the following duties:

Relationship with the Board

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

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

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

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

Educational Direction and Leadership

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

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

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

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

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

Personnel

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

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

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

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

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

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

Financial Management

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

Facilities Management

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

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

Community Relations

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

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

Personal Qualities and Growth

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

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

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

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

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

Policy adopted: ~~April 20, 2021~~

**WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut**

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

2131.1

Administration

Appointment of Designee for Superintendent of Schools

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

Policy adopted: ~~March 19, 2012~~



Another more succinct version of this policy to consider

Administration

Superintendent of Schools

Superintendent Succession Plan

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

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

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

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

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

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

Administration

Superintendent of Schools

Superintendent Succession Plan (continued)

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

Legal Reference: Connecticut General Statutes

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

10-222 Reports to state board of education.

Policy adopted:

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

2210

Administration

Administrative Leeway in Absence of Board of Education Policy

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

Policy adopted: ~~March 19, 2012~~

**WOODBIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut**

Administration

Representative and Deliberative Groups

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

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

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

Policy adopted: ~~March 19, 2012~~

**WOODBRIAGE PUBLIC SCHOOLS
Woodbridge, Connecticut**

Administration

Control and Communication Channels and Systems

Reports and Recordkeeping

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

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

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

Legal Reference: Connecticut General Statutes

~~10-157 Superintendent of Schools~~

~~10-222 Appropriations and budget~~

~~10-224 Duties of the secretary~~

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

1-18 Disposition of original documents.

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

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

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

10-209 Records not to be public.

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

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

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

46b-111 Closed hearings and records.

46b-124 Confidentiality of records of juvenile records.

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

II-Sb Transfer or disposal of public records.

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

Administration

~~Policy Manual~~ Policy and Regulations Systems

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

Policies

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

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

Regulations

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

Bylaws

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

Policy adopted: ~~March 19, 2012~~

Administration

Evaluation of the Superintendent

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

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

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

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

Mid-Year Meeting – December-February

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

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

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

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

Legal Reference: Connecticut General Statutes

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

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

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

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

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

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

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

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

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

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

Policy adopted: ~~December 19, 2022~~

WOODBRIIDGE PUBLIC SCHOOLS
Woodbridge, Connecticut

Recommended Evaluation Process and Timeline Flowchart

Beginning of New Evaluation Year Meeting

July / September

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

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

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

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

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

Mid-Year Evaluation Meeting

December / January

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

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

End of Year Evaluation of the Superintendent

May / June

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

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

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

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

Superintendent's Leadership Performance Areas and Specific Areas of Responsibility

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

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

I. Educational Leadership

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

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

II. Organizational Management

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

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

III. Community and Board of Education Relations

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

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

IV. Personal and Professional Qualities

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

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

Board of Education Self-Evaluation

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

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

board actions.

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

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

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

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

Total Community Leadership

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

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

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

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

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

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

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

Total – Board Operations

Board Ethics	5	4	3	2	1	Not sure
---------------------	----------	----------	----------	----------	----------	-----------------

23. The Board establishes a *Code of Ethics* and conducts business in accordance with the code.

24. The Board members maintain confidentiality regarding sensitive communications.

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

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

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

Total Board Ethics

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

Board Superintendent Team	5	4	3	2	1	Not sure
----------------------------------	----------	----------	----------	----------	----------	-----------------

28. The Board works effectively with the Superintendent as a collaborative leadership team to focus priorities around high achievement for all students in the district.

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

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

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

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

Total – Board Superintendent Team

Grand Total

Average

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

Vision:

Community Leadership:

Board Operations:

Board Ethics:

Board/Superintendent Relations:

General Comments:
