

**WESTBROOK BOARD OF EDUCATION
EDUCATE, CHALLENGE, & INSPIRE**

**WESTBROOK BOARD OF EDUCATION
Tuesday, September 13, 2022 @ 7:00 p.m.
Regular Board of Education Meeting
WHS Library**

AGENDA

- I. CALL TO ORDER – 7:00 p.m.
- II. PLEDGE OF ALLEGIANCE
- III. BOARD OF EDUCATION ACKNOWLEDGEMENTS – Welcome to New Staff

Brief Recess: New Faculty/Staff Reception

- IV. STUDENT REPRESENTATIVE REPORT
 - 1. By-law 9160 – Student Representatives on the Board of Education – **ENCLOSURE 1**
 - 2. Delaney Belcourt and Elliot Koplas

The Board welcomes public participation and asks that speakers sign in to be recognized and limit their comments to a reasonable amount of time (3 minutes). Speakers may offer objective comments about specific agenda items or school operations and programs that concern them. To protect the impartiality of the Board, we will not permit any negative or positive comments about the Board of Education, specific personnel and students. Such comments should be brought to school administration. The Board will not respond to comments made during public comment, except to clarify issues. When appropriate, district administration will follow-up at a later point in time.

- V. ADMINISTRATOR(S) COMMENTS
 - A. Daisy Opening – R. Rose
 - B. Middle School Opening – M. Talmadge
 - C. High School Opening – T. Winch
- VI. NEW BUSINESS
- VII. SUPERINTENDENT'S REPORT
 - A. Enrollment – **ENCLOSURE 2**
 - B. Westbrook Portrait of a Graduate – Update and Next Steps – **ENCLOSURE 3**
 - C. Flexibilities for Implementing the CT Guidelines for Educator Evaluations for the 2022-2023 School Year – **Vote anticipated – ENCLOSURE 4**
 - D. Revised Safe Return to In-Person Instruction and Continuity of Service Plan – **ENCLOSURE 5**
 - E. Substitute Teacher Pay Proposal – **Vote Anticipated**
- VIII. PUBLIC COMMENT Re: Matters of General Concern & Agenda Items
- IX. OLD BUSINESS – **Vote anticipated – ENCLOSURE 6**
 - A. Policy 1212 – School Volunteers – Rescind current policy (2n Reading)
 - 1. Adopt Shipman & Goodwin's School Volunteers policy (2nd Reading)
 - B. 1311.2 - Political Activities in the Schools (Revised CAGE policy) 2nd Reading

- C. 1331 – Smoke Free Environment – Rescind current policy (2nd Reading)
 - 1. Adopt Shipman and Goodwin policy, Smoke Free Environment (2nd Reading)
- D. 1360 – Awards and Scholarships – Rescind policy – (2nd Reading)
- E. 1411- Law Enforcement Agencies – Revised CAGE policy (2nd Reading)
- F. 1700 - Otherwise Lawful Possession of Firearms on School Property – Rescind current policy – (2nd Reading)
 - 1. Adopt Shipman & Goodwin policy on Lawful Possession of Firearms on School Property and assign #1700 – (2nd Reading)
- G. 9313 – Formulation, Adoption, Amendment or Deletion of Administrative Regulations. Reviewed and added Ref. to policy 9311 (2nd Reading)
- H. 6172.1 – Equitable Identification of Gifted and Talented Students – (2nd Reading)

- X. CONSENT AGENDA – Vote Anticipated
 - A. Approval of Minutes:
 - 1. August 09, 2022 – Regular Meeting –*ENCLOSURE 7*

- XI. FINANCIAL REPORTS
 - A. Review of Check listings – August 2022 – *ENCLOSURE 8*
 - B. Budget Narrative/Review of Expenditure Report
 - C. Line Item Transfers
 - D. Insurance Report

- XII. BOARD COMMITTEE REPORTS
 - A. Policy– K. Walker
 - B. Long Range Planning – D. Perreault
 - C. Fiscal & Budget – Z. Hayden
 - D. Teaching & Learning – D. Perreault
 - E. Communications & Marketing – M. Luft
 - F. Negotiations – D. Perreault
 - G. Town Energy Ad Hoc Committee – A. Miesse
 - H. LEARN – Z. Hayden
 - I. PTSO Representatives - M. Luft (Daisy), Z. Hayden (WMS), K. Walker (WHS)
 - J. BOE Ad Hoc Calendar/Goals Committee – Z. Hayden

- XIII. BOARD OF EDUCATION GOALS: BOE Role and Responsibilities Workshop
 - A. CAGE *Virtual* Workshop – Board Responsibilities – September 20 at 5:30 p.m.

- XIV. PERSONNEL:
 - A. Professional Appointment(s)
 - 1. Rachel Kurek – Guidance Counselor
 - 2. Shannon Brooke - Speech Language Pathologist
 - 3. Amber Bowker – Special Education Teacher
 - B. Professional Resignation(s)
 - 1. Emma Voytek – Speech Language Pathologist
 - 2. Lisa Finnegan – French Teacher/TESOL
 - 3. Heather Cassidy – Spanish Teacher
 - C. Non-Certified Appointments: FYI
 - 1. Amye Soboleski – WMS Secretary
 - 2. Torry Levin-Russell – Special Education Paraprofessional
 - 3. Catherine Nankee - Paraprofessional
 - 4. Scott Strang – Campus Monitor
 - 5. Steven Sutcliffe - Custodian
 - D. Non-Certified /Retirement(s)/Resignation(s)

XV. EXECUTIVE SESSION

A. Superintendent Goals for 2022-2023

B. BOE Goals for 2022-2023

XVI. PUBLIC SESSION

A. Anticipated vote: Item XIV. A & B

XVII. ADJOURN

Bylaws of the Board**Student Representatives on the Board of Education****Preamble:**

Two students shall be selected by the high school Principal to serve as student representatives to the Board of Education. Every attempt shall be made to solicit one Junior and one Senior. The Junior will serve a two-year term.

Eligibility

Criteria for remaining as a student representative shall include regular attendance at Board of Education meetings, academic eligibility, and appropriate conduct serving in this role.

Privileges and Responsibilities

1. The student members shall be able to attend and contribute to regular meetings of the Board of Education.
2. During said meetings, the student members shall be able to speak on any issue on the agenda or motion before the Board unless deemed inappropriate by the Board.
3. The Superintendent will notify the student representatives one week prior to a meeting if he/she wishes to have specific student input given to an agenda item.
4. Copies of all regular meeting agendas, minutes and other pertinent publications, shall be given and forwarded to the student members when made available to the Board members.
5. The student members may be invited to participate on appropriate committees of the Board of Education.
6. The student members shall be expected to attend all of the previously defined meetings and shall be accountable to the student body via the Student Council.
7. The student members shall communicate with the student body upon all pertinent issues before the Board following a procedure established by the school Principal.

Prohibitions on the Student Representatives:

1. The student members shall not be able to cast an official vote on any motion or resolution.
2. The student members shall not be allowed to attend executive sessions and negotiation sessions.

Bylaw adopted by the Board February 13, 2008

Bylaw reviewed: April 12, 2022

WESTBROOK PUBLIC SCHOOLS

Westbrook, Connecticut

ENCLOSURE 2

	Sept.2022	Oct. 2022	Nov.2022	Dec.2022	Jan.2023	Feb.2023	Mar.2023	Apr.2023	1-May	1-Jun
PRE -K	38									
KINDER.	48									
1	41									
2	43									
3	35									
4	46									
TOTAL	251									
5	30									
6	51									
7	37									
8	42									
TOTAL	160									
9	36									
10	44									
11	49									
12	71									
TOTAL	200									
In-District	611									
Outplaced	4									
DISTRICT	615									
TOTAL										

8

ENCLOSURE 3

Westbrook Public Schools Portrait of the Graduate Rubrics DRAFT DRAFT DRAFT

	Exceeds Standards	Proficient	Developing	Beginning
6 Effective Communicator	a. Provides extensive evidence of employing interpersonal skills and respectful discourse to collaborate, including considering and acknowledging diverse viewpoints.	a. Employs interpersonal skills and respectful discourse to collaborate, including considering and acknowledging diverse viewpoints.	a. Little evidence of employing interpersonal skills and respectful discourse to collaborate, including considering and acknowledging diverse viewpoints.	a. Needs significant guidance to employ interpersonal skills and to collaborate with others.
	b. Demonstrates extensive evidence of speaking with a purpose to inform, persuade, or influence the audience while clearly, concisely, and accurately expressing ideas or messages.	b. Speaks with a purpose to inform, persuade, or influence the audience while clearly, concisely, and accurately expressing ideas or messages.	b. Little evidence of speaking with a purpose to inform, persuade, or influence the audience and/or not clearly, concisely, or accurately expressing ideas or messages.	b. Shows no evidence of speaking with a purpose to inform, persuade, or influence the audience and/or does not clearly, concisely, or accurately express ideas or messages.
	c. Provides extensive evidence of writing with precision, clarity, and coherence appropriate to the task and audience.	c. Writes with precision, clarity, and coherence appropriate to the task and audience.	c. Little evidence of writing—with precision, clarity, and coherence appropriate to the task and audience.	c. Shows no evidence of writing with precision, clarity, or coherence appropriate to the task and audience.
	d. Effectively uses an appropriate communication style and platform for the situation and audience.	d. Uses an appropriate communication style and platform for the situation and audience.	d. The communication style or platform is not appropriate for the situation and/or audience.	d. The communication style and platform are not appropriate for the situation and/or audience.

Critical Problem-Solver	a. Clearly identifies a purpose, problem/issue/situation, or question for investigation; provides reasoning; displays extensive evidence of evaluating ideas and information accurately for context.	a. Identifies the purpose, problem/issue/situation, or question for investigation; evaluates ideas and information for context, relevance, and impact with some inaccuracies.	a. Moderate support needed to identify purpose, problem/issue/situation, or question for investigation; shows some evidence of evaluating ideas and information for context, relevance, and impact. Numerous inaccuracies are reflected in the evaluation.	a. Significant support needed to identify purpose, problem/issue/situation, or question for investigation; shows no evidence of evaluating ideas and information effectively.
	b. Shows extensive evidence of investigating multiple solutions and perspectives and weighing evidence to form relevant, thought-provoking conclusions.	B. Investigates multiple solutions and perspectives and weighs evidence to form conclusions.	B. Investigates and weighs evidence from only one solution.	b. Shows no evidence of investigating possible solutions.
	c. Shows extensive evidence of synthesizing information from multiple viewpoints.	c. Synthesizes information from multiple viewpoints with minor inaccuracies.	c. Displays little evidence of synthesizing information from multiple viewpoints with minor inaccuracies.	c. Shows no evidence of weighing evidence effectively to form conclusions.
	d. Displays considerable evidence of applying learned knowledge to implement the best path forward.	d. Strategizes how to apply learned knowledge to implement the best path forward.	d. Shows little evidence of applying learned knowledge or attempting to strategize the best path forward.	d. No attempts made to apply new learning or strategize the best path forward.
	e. Communicates the solution, the process used, and evidence supporting the conclusion, comparing theirs to one or more alternative solutions.	e. Communicates the solution, the process used, and evidence supporting the conclusion.	e. Communicates the solution but needs moderate prompting to describe the process used and/or the evidence supporting the conclusion.	e. Does not clearly communicate the solution and needs significant prompting to describe the process used and/or the evidence supporting the conclusion.

Responsible Decision Maker	a. Demonstrates awareness of self, family, and community; holds oneself accountable to all; and serves as a role model.	a. Demonstrates awareness of self, family, and community and holds oneself accountable to all.	a. Sometimes needs support to understand the importance of accountability of self, family, and/or community.	a. Often requires support to understand the importance of accountability of self, family, and/or community.
	b. Formulates and tests plausible ethical reasoning and safety and applies them to new situations.	b. Formulates basic ethical reasoning and safety and applies them to new situations.	b. Applies basic ethical reasoning and safety based on experience.	b. Often requires support to apply ethical reasoning and safety.
	c. Makes and reflects on judgements after analyzing data and facts and communicates decisions clearly and effectively.	c. Makes judgements after analyzing data and facts and communicates decisions clearly and effectively.	c. Needs moderate support when making judgements to analyze data and facts and to communicate decisions clearly and effectively.	c. Needs significant support when making judgements to analyze data and facts and to communicate decisions clearly and effectively.
Socially Aware	a. Provides considerable evidence of empathizing with others by understanding their feelings and showing compassion and seeking out and accepting diverse perspectives.	a. Empathizes with others by understanding their feelings and showing compassion and accepting diverse perspectives.	a. Some evidence of empathizing with others by understanding their feelings and showing compassion and sometimes accepting diverse perspectives.	a. Shows no evidence of empathizing with others and/or is unaccepting to diverse perspectives.
	b. Provides extensive evidence of working effectively with people from a range of social and cultural backgrounds and makes connections to other organizations or groups to facilitate communication.	b. Works effectively with people from a range of social and cultural backgrounds.	b. Displays little evidence of working effectively with people from a range of social and cultural backgrounds.	b. Shows no evidence of working effectively with people from a range of social and cultural backgrounds.
	c. Thoroughly acknowledges global citizenship through understanding diverse perspectives and cultures when considering local, national, and world issues.	c. Acknowledges global citizenship through understanding diverse perspectives and cultures when considering local, national, and world issues.	c. Shows little evidence of acknowledging global citizenship through understanding diverse perspectives and cultures when considering local, national, and world issues.	c. Shows no evidence of acknowledging global citizenship through understanding diverse perspectives and cultures when considering local, national, and world issues.
	d. Identifies diverse social norms and guides others to act appropriately in classroom and social settings.	d. Identifies social norms and always acts appropriately in classroom and social settings.	d. Sometimes needs guidance and assistance to identify social norms and act appropriately in classroom and/or social settings.	d. Often needs guidance and assistance to act appropriately in classroom and/or social settings.

Creative Thinker	a. Provides extensive evidence of exploring possibilities (existing ideas, products, or designs) through research and questioning of a variety of viewpoints or problem solutions.	a. Provides evidence of exploring multiple possibilities (existing ideas, products, or designs) through research and questioning of a variety of viewpoints or problem solutions.	a. Provides evidence of exploring possibilities (existing ideas, products, or designs) through research and questioning of at least two different viewpoints or problem solutions.	a. Provides no evidence of exploring possibilities (existing ideas, products, or designs) through research and questioning of various viewpoints or problem solutions.
	b. Thoroughly demonstrates the application of knowledge to novel contexts and across disciplines.	b. Applies knowledge to novel contexts and across disciplines.	b. Some evidence of applying knowledge to novel contexts and across disciplines.	b. Shows no evidence of applying knowledge to novel contexts and across disciplines.
	c. Provides extensive evidence of thinking divergently through brainstorming and by developing original solutions to a problem.	c. Thinks divergently through brainstorming and by developing original solutions to a problem.	c. Shows some evidence of thinking divergently through brainstorming and by developing original solutions to a problem.	c. Shows no evidence of thinking divergently through brainstorming or by developing original solutions to a problem.
Perseverant	a. Serves as a role model for self-motivation, holding oneself responsible, and adapting to circumstances.	a. Motivates and holds oneself responsible while adapting to changing circumstances.	a. Often motivates and holds oneself responsible while often adapting to changing circumstances.	a. Seldom holds oneself responsible and requires additional encouragement and guidance to self-motivate when circumstances change.
	b. Provides considerable evidence of seeking out and utilizing constructive feedback to adapt ideas and persist in accomplishing difficult tasks.	b. Uses constructive feedback when provided to adapt ideas and accomplish goals.	b. Some evidence of utilizing constructive feedback when provided to adapt ideas and accomplish goals.	b. Shows no evidence of utilizing constructive feedback when provided to adapt ideas and accomplish goals.
	c. Provides extensive evidence of taking risks and utilizing failure, obstacles, or uncertainties as learning opportunities.	c. Takes academic risks and utilizes failure, obstacles, or uncertainties as learning opportunities.	c. Displays some evidence of taking risks and utilizing failure, obstacles, or uncertainties as learning opportunities.	c. Shows no evidence of taking risks or utilizing failure, obstacles, or uncertainties as learning opportunities.



STATE OF CONNECTICUT
DEPARTMENT OF EDUCATION



TO: Superintendents of Schools
Superintendents of Unified School Districts
Directors of Public Charter Schools
Directors of Approved Private Special Education Programs
Executive Directors of Regional Educational Service Centers

FROM: Charlene M. Russell-Tucker, Commissioner of Education *CR2*

DATE: April 7, 2022

SUBJECT: Extending the 2021-2022 Flexibilities for Implementing the *CT Guidelines for Educator Evaluation 2017* for the 2022-2023 School Year

Background

Pursuant to Connecticut General Statutes (C.G.S.) Section 10-151d, the Connecticut State Department of Education (CSDE) reconvened the [Educator Evaluation and Support 2022 Council \(EES 2022\)](#), known in C.G.S. as the Performance Evaluation Advisory Council (PEAC), to begin the process to 'reimagine' Connecticut's educator evaluation and support system.

Since reconvening EES 2022 in Spring 2021, information on the [Educator Evaluation and Support Council 2022](#) (EES 2022 Council) can be found on the webpage, including completed milestones and current progress:

- Updating the [Flexibilities for Implementing the CT Guidelines for Educator Evaluation 2017 for the 2021-2022 School Year](#) (*Flexibilities 2021-22*) (completed, Spring 2021);
- Seeking state-wide stakeholder feedback on the *Guidelines 2017* from teachers, administrators, and Professional Development and Evaluation Committees (PDECs) (completed, Fall 2021);
- Reaching consensus on January 24, 2022, to recommend to the State Board of Education (SBE) to extend the *Flexibilities 2021-22* into the 2022-23 school year;
- **On March 2, 2022, the SBE approved the EES 2022 Council's recommendation to extend the *Flexibilities 2021-22* for the 2022-23 school year;**
- Revising the *CT Guidelines for Educator Evaluation 2017* (in progress, propose to SBE by Summer 2022, for implementation in 2023-24); and
- Providing Local education agencies (LEAs) with supports and resources during 2022-23 to plan for implementation of the revised *CT Guidelines 2017* beginning with the 2023-24 school year.

With the SBE's adoption of extending the *Flexibilities* into 2022-23, LEAs will have consistency in the implementation of educator evaluation and support while providing time for PDECs to plan for the successful implementation of the revised *CT Guidelines for Educator Evaluation*, pending SBE adoption in Summer 2022.

Adopting the *Flexibilities* for 2022-23

LEAs that choose to adopt these flexibilities must do so through the mutual-agreement process of the Professional Development and Evaluation Committee (PDEC) and the local board of education. It is intended that districts adopt the *Flexibilities* in their entirety for the 2022-23 school year. Districts should follow their most recently approved CSDE educator evaluation and support plan (EESP) for all other areas of the [CT Guidelines for Educator Evaluation 2017](#) not described in the *Flexibilities 2021-22*.

If an LEA adopted the *Flexibilities* for 2021-22 school year, the PDEC must determine, through mutual agreement with the local board of education, whether to re-adopt the *Flexibilities* for the 2022-23 school year or continue with their most recent CSDE-approved EESP.

Confirming Educator Evaluation and Support Option for 2022-23

LEAs should complete the [EESP Checklist](#) prior to October 1, 2022 to confirm:

- Continued use of most recent CSDE-approved EESP
- Adoption of *Flexibilities* for 2022-23

PLEASE NOTE: Submission of a request for an amendment to a district's CSDE-approved EESP for 2022-23 must be received by August 1, 2022. However, the CSDE Talent Office encourages districts to review ongoing resources related to EES 2022 Council efforts to reimagine educator evaluation & support for 2023-24 prior to developing amendments for existing plans.

Please contact *Sharon Fuller* - sharon.fuller@ct.gov to discuss questions from your PDEC.

Thank you for your continued commitment to the evaluation and support of Connecticut's educators.

CMRT:smf

Extending the 2021-22 Flexibilities for Implementing the *CT Guidelines for Educator Evaluation 2017* for the 2022-2023 School Year
SBE: Adopted June 2, 2021, Extended March 2, 2022

The Connecticut State Department of Education (CSDE) is extending the *Flexibilities 2021-22* to the fundamental requirements of the *CT Guidelines for Educator Evaluation 2017 (Guidelines)* into the 2022-23 school year. Local education agencies (LEAs) that choose to adopt these *Flexibilities* must do so through the mutual-agreement process of the Professional Development and Evaluation Committee (PDEC) and the local board of education. It is intended that districts adopt the *Flexibilities for Implementing the CT Guidelines 2017* in its entirety for the 2022-2023 school year. Districts should follow their most recently approved CSDE educator evaluation and support plan (EESP) for all other areas of the *CT Guidelines 2017* not described in the *Flexibilities* below.

Overview of Flexibilities

While Connecticut slowly continues to recover and adjust from the impact of the Covid-19 Pandemic, the *Flexibilities* support a balanced approach to supporting educators, staff, and students while maintaining an emphasis on teaching, learning and professional growth. As such, the *Flexibilities for Implementing the Guidelines 2017* for 2022-23 continue to prioritize the need to focus on:

- social and emotional learning and overall well-being of students, staff, and educators;
- equitable learning opportunities for all students;
- culturally responsive teaching and learning practices;
- academic achievement; and
- engagement with families.

These flexibilities are provided to facilitate support, feedback, and growth for Connecticut educators, in order to best meet the needs of students.

Student Learning Indicators and measures of accomplishment will prioritize students with the most significant needs and will align with the following:

- the school's focus on social and emotional learning;
- school and/or district improvement goals;
- addressing identified areas of need based on current data;
- performance skills in courses such as career technical trades, music, art, or physical education; or
- content-related standards.

Student Learning Indicators (45%)

Justification: As educators begin the new school year, following a year that has been very different from the traditional approach to teaching and learning, it is important for educators to focus on:

- supporting the wellness of the whole child,
- equitable learning opportunities for all students, and
- providing support to students who have challenges in attaining learning goals.

It is also important for school and district leaders to focus on supporting educators and staff, as well as to be supported, regarding their overall well-being and that of their staff.

Key Definitions

Holistic Indicators of Student Growth: Student growth towards goal indicators should be measured through a holistic review of evidence, mutually agreed upon between the teacher and evaluator, which may include artifacts, district created formative assessments, student work samples/portfolios, student surveys, mastery-based demonstrations of academic achievement, etc.

Measures of Accomplishment: Measures of Accomplishment could be demonstrated by implementation of individual, grade-level, or school-wide strategies mutually agreed upon between the teacher and evaluator. The following are examples of demonstrating measures of accomplishment. This list does not preclude other methods that are mutually agreed upon.

- Evidence of implementing a new strategy throughout the year to address an identified area(s) of need;
- Evidence of analyzing data, developing and implementing strategies to improve learning for students with the most significant needs;
- Evidence of engaging parents throughout the year in supporting the learning process for students;
- Evidence of strategies implemented to increase the engagement of students in the learning process;
- Evidence of incorporating culturally responsive teaching strategies into daily lessons; or
- Measuring academic achievement of students.

Mutual Agreement: Goals and corresponding indicators must be reached through mutual agreement between the educator and evaluator. Goals should be informed by a thorough review of available data including but not limited to baseline performance data, district and/or school based goals, climate survey results, family and/or community feedback or SEL needs. When the evaluator and the educator cannot agree on goal/objective, evaluation period, feedback or the professional development plan, follow the dispute resolution steps of the district's most recently approved CSDE-EESP.

Teachers will develop one student learning goal with a minimum of two indicators, or measures of accomplishment, focused on:

- social and emotional learning for students,
- student engagement,
- engaging families,
- cultural responsiveness, or
- academic achievement.

While only one student learning goal is required, teachers are able to develop more than two indicators or measures of accomplishment to expand the areas of progress, growth, or accomplishment addressed through one student learning goal. Indicators or measures of

accomplishment must be mutually agreed upon between the teacher and evaluator during the goal-setting process and could be demonstrated by implementation of school-wide, grade-level, or individual strategies. **Administrators** will develop two student learning indicators, or measures of accomplishment, including, but not limited to:

- supporting the health, safety, and social and emotional well-being, of staff and students,
- ensuring equity for the most vulnerable students and their families,
- mastery-based learning, or
- developing systematic approaches to incorporating social and emotional practices and/or culturally responsive practices into the teaching and learning process.

Indicators or measures of accomplishment could be demonstrated by implementation of district-wide or individual strategies that are mutually agreed upon between the administrator and evaluator during the goal-setting process.

Observation of Performance and Practice (40%)

Justification: As the social and emotional well-being of students and staff will continue to be a priority during 2022-23, it is recommended that observations of performance and practice, site visits, and reviews of practice/artifacts be formative in nature, and take place more frequently and for shorter amounts of time throughout the school year for the purpose of providing feedback and support. Evaluators are encouraged to focus on educator practice that supports social and emotional learning, the health and well-being of staff and students, and student learning.

Written feedback from observations should be based on evidence collected and current CSDE-approved rubrics. Feedback should be formative in nature and include recommendations for growth and professional learning. Please reference the [At-a-Glance Crosswalks for Social and Emotional \(SEL\) Core Competencies, SEL Teaching Practices, and the CCT Rubric for Effective Teaching 2017 Alignment](#), as well as the [CT Learning Hub](#), that includes resources for social and emotional learning for students, student engagement, family engagement, cultural responsiveness, and academic achievement.

Observation Process for Teachers:

Key Definitions

Informal Observation: In-class observations less than 20 minutes, with verbal and/or written feedback within a timely manner.

Formal Observation: In-class observations of at least 20 minutes, with verbal and/or written feedback within a timely manner.

In-Class Observation: Observations of the interaction between educators and students in the learning environment most reflective of the educator's assignment. In order to capture an authentic view of practice and to promote a culture of openness and comfort with frequent observations and feedback, it is recommended that evaluators use a combination of announced and unannounced observations.

Reviews of Practice: Reviews of Practice/non-classroom observations include, but are not limited to, observations of data team meetings, observations of coaching/mentoring other teachers, student work, or other teaching artifacts.

NOTE:

Non-Classroom Based Educators, who are being evaluated using the SESS rubric, reviews of practice may be used in place of informal observations. Reviews of practice/non-classroom observations for non-classroom based educators may also include, but are not limited to, diagnostic reports, summary of counseling strategies used and impact on student progress, evidence of supporting students with the most significant needs, summary of coaching and training provided for colleagues and impact of training.

Districts may adjust the requirement for formal in-class observations, as appropriate, if shorter, more frequent observations will take place. For first and second year teachers, and teachers on an improvement and remediation plan, a post-conference is recommended.

- A minimum of two informal observations and a minimum of one review of practice for teachers with more than two years of experience and who were rated Proficient or Exemplary during the 2021-22 school year.
- A minimum of three informal observations and a minimum of one review of practice for first and second year teachers and teachers who demonstrated Developing or Below Standard practice during 2021-22.

Evaluators are encouraged to provide additional opportunities to check in with staff regarding social and emotional well-being and support, and may implement additional observations and/or reviews of practice as needed.

Observation Process for Administrators:

Artifact reviews may replace one of the required site visits required in the *Guidelines 2017*.

- A minimum of two site visits and one artifact review for administrators with two or more years of experience and who were rated Proficient or Exemplary during the 2021-22 school year.
- A minimum of three site visits and two artifact reviews, with additional site visits/artifact reviews, as needed, for administrators who are new to the profession or the district, or who demonstrated Developing or Below Standard practice during 2021-22.

Evaluators are encouraged to provide additional opportunities to check in with administrators regarding social and emotional well-being and support, and may implement additional site visits/artifact reviews as needed.

Stakeholder Feedback (10%)

Justification: Engaging with families continues to be essential in supporting the social and emotional well-being of students and their academic learning. The CSDE is committed to supporting educators in their support of, and engagement with, the families of our students. It is recommended that educators prioritize the focus on implementing strategies for ongoing communication and engagement with families.

Whole-School Student Learning Indicators/Teacher Effectiveness Outcomes (5%)

Flexibility is provided to districts, with consensus of their PDECs, to:

- follow their most recently approved CSDE-EESP, or
- for educators to focus on one of the following special areas of focus to support their professional practice and/or to support a school-wide area of focus, including, but not limited to:
 - social and emotional learning,
 - providing equitable learning opportunities for all students,
 - professional learning to improve practice,
 - professional learning communities, or
 - best practices for hybrid or remote learning.

4-Level Matrix Rating System

Summative ratings will be required for the 2022-23 school year.

- End-of-year summative reviews shall include a teacher/administrator self-assessment, supporting documentation/artifact review and an end-of-year conference.
- Summative ratings shall be determined by:
 1. a holistic review of evidence in each component,
 2. combining the rating for student learning goals and whole-school student learning indicators/educator effectiveness/special area of focus for an **Outcomes Rating**,
 3. combining educator practice and stakeholder feedback for a **Practice Rating**, and
 4. combining the **Outcomes Rating** and the **Practice Rating** to a **Final Rating** aligned to one of four performance designations (See Sample Summative Form Template attachment):
 - Exemplary
 - Proficient
 - Developing
 - Below Standard

Example: Teacher Holistic Rating



Example: Administrators Holistic Rating



- Districts shall report to their local or regional board of education the status of educator evaluations by June 1, 2023.
- The reporting of aggregate evaluation ratings will be due to the CSDE by September 15, 2023.

Within the current rating system, districts may consider performance levels based on levels of engagement/implementation of strategies to accomplish goals.

Evaluation-based Professional Learning

It is recommended that Professional Learning needs be discussed during the goal-setting conference, and be reviewed as part of mid-year check-ins. This will ensure ongoing support as educators adapt and adjust to the localized needs of schools and districts as Connecticut continues to support positive teaching and learning environments during a post-pandemic readjustment.

Individual Improvement and Remediation Plans

Communication between evaluators, educators, and the exclusive bargaining representative should take place regarding the status of existing plans. Primary evaluators should provide formative documentation when developing a plan in consultation with the educator and exclusive bargaining representative

Westbrook Public Schools

**Safe Return to In-Person Instruction and
Continuity of Services Plan**

2022-2023 School Year

Updated September 9, 2022

Section I. Health and Safety Strategies

In August 2022, the Connecticut Department of Health (DPH) and the Connecticut State Department of Education (CSDE) jointly released new guidance for schools for the new 2022-2023 school year entitled *Launching Into Health Learning*. As part of this initiative, self-test kits have been distributed to schools to encourage testing when individuals are experiencing symptoms of illness or have been exposed to an individual who has tested positive for COVID 19. These tests are available in our school nurse offices and in the main offices at all three schools when needed and/or requested. Additionally, the state will continue to coordinate with districts for mobile vaccination clinics as needed for the 2022-2023 school year.

As part of the newly updated guidance for schools entitled [*Respiratory Disease Prevention Strategies for Schools, Child Care, and Camps*](#), CT DPH and CSDE, community transmission levels with recommended strategies, including the use of masks, self-testing, vaccination, and isolation protocols to prevent further spread has been identified:

Facilities located in counties with **LOW** community levels should maintain everyday prevention strategies:

- Encourage and facilitate [COVID-19 vaccination](#) for all children 6 months of age and older and all staff, including [booster vaccine doses](#) when recommended.
- Support children and staff who choose to continue [wearing a mask](#) even when not required.
- Follow [isolation guidelines](#) for individuals who have tested positive for COVID-19 or who have symptoms and live in a household with someone with COVID-19.
- Recommend [self-testing and masking](#) for children and staff with respiratory disease symptoms (with or without fever) or known exposures to COVID-19 cases with or without symptoms.
- Ensure that ventilation systems are well-maintained and operating appropriately.
- Maintain routine cleaning and disinfection protocols for all classroom surfaces and common areas.
- Continue advising parents to report cases of COVID-19 to the school and maintain accurate absentee data.

Additional prevention strategies to consider for facilities located in counties with **MEDIUM** community levels:

- Increase spacing between seated individuals in classrooms and during other activities, if possible.
- Be prepared to respond quickly to rapid increases in absenteeism, cases, or outbreaks in schools.
- Increase ventilation to ensure maximum delivery of fresh outdoor air to occupied spaces, appropriate filtration of any recirculated air, and use of outdoor spaces to the extent possible.
- Reinforce frequent hand cleaning and proper respiratory (cough/sneeze) etiquette.
- Communicate early and often with students, staff, and families regarding any changes in policies and procedures in order to ensure a heightened awareness of any respiratory disease symptoms.

Advanced prevention strategies to consider for facilities located in counties with **HIGH** community levels or those experiencing outbreaks:

- Implement a universal mask use policy for indoor spaces.
- Limiting outside visitors to the school to those who are necessary for instruction or student support.
- Cohort classrooms and during meals, recess, and other gathering times.
- Implement strategies to monitor and prevent in-school transmission of COVID-19, such as contact tracing, quarantine or daily screening testing (i.e., *Test-Mask-Go*) of close contacts of a COVID-19 case in any setting (with or without symptoms), and classroom-level exposure notifications.
- Discuss whether extracurricular activities that involve high-intensity close contact (e.g., indoor athletics, performing arts) should be temporarily suspended.

Wearing of Masks

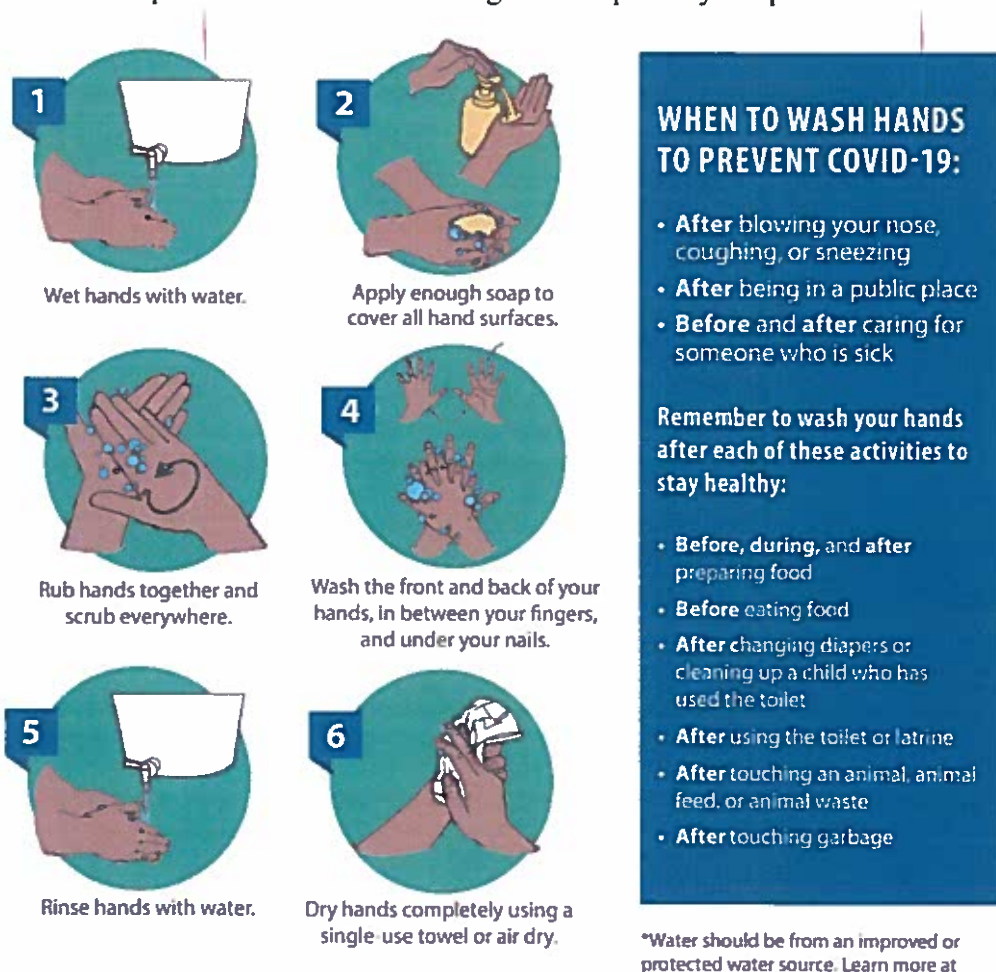
As of August 2022, the Center for Disease Control and Prevention (CDC) recommends the [use of masks](#) in certain circumstances to prevent the spread of COVID 19 and continues to offer guidance on the correct use of masks when needed.

Universal mask wearing is no longer a requirement for students, staff, and visitors in Westbrook Public Schools. However, in certain circumstances a mask may be required for an individual to participate in person for school (in lieu of isolation and quarantine) per CT DPH and CDC guidance as described in the Test, Mask, and Go protocols (see below for more information).

Handwashing and Respiratory Etiquette

Handwashing and respiratory etiquette is another element of a layered mitigation strategy for schools to remain safe, healthy, open, and in-person for the 2022-2023 school year. The Center for Disease Control and Prevention recommends handwashing techniques that include 20 seconds of washing with soap and water. If water and soap is unavailable, 60% alcohol-based hand sanitizer is recommended.

CDC's Recommended 6-Step Process for Handwashing and Respiratory Etiquette:



Westbrook Public Schools will:

- Expect students and staff to wash or sanitize their hands upon entry of the building or classroom and throughout the day.
- Teach and reinforce hand-washing with soap and water for at least 20 seconds

- Put systems in place to communicate the most up-to-date policies and protocols related to the considerations herein, for staff, students, and families. This information will be shared by principals in messages to families and on the district website.
- Make plans available in relevant languages of families in the community, as well as accessible to those with visual and /or hearing impairments.

General Health Reminders

If your child is exhibiting any of the following [symptoms](#), please do not send your child to school. We ask that you follow up with the main office and the school nurse to report symptoms and to discuss next steps.

- Cough
- Shortness of breath and/or difficulty breathing
- Fever and chills
- Muscle or body aches
- Fatigue
- New loss of taste and smell
- Headache
- Sore throat
- Nasal congestion and/or runny nose
- Nausea or vomiting
- Diarrhea and/or GI issues

Cleaning and Maintaining Healthy Facilities

Westbrook Public Schools will continue to follow the most updated cleaning protocols recommended by the [Center for Disease Control and Prevention](#) and the Connecticut Department of Health.

Westbrook Public Schools will continue to train all custodial staff and employees on the latest cleaning protocols as a critical component of a layered mitigation strategy plan to keep students and staff safe and healthy during this pandemic.

Ventilation systems- requirements and protocols- will remain in effect and in compliance with the most current [CDC and CT DPH guidance](#).

Isolation and Quarantine Procedures

In early August 2022, CSDE and CT DPH released new guidance and protocols - *Test, Mask, and Go*. In certain circumstances, students and staff may be permitted to remain in person in schools in the event of a contact with a confirmed or suspected positive case as long as they remain asymptomatic and meet certain criteria as set forth in the Test, Mask and Go protocols.

Individuals who test positive for COVID 19 must quarantine and stay home from school based on the most updated [isolation and quarantine protocols identified by CDC and CT DPH](#). In most cases, a minimum of 5 days is required. All cases should be reported to the school nurse to assist the family or staff member in determining the correct isolation protocols to follow and the follow up requirements for mask wearing.

The CDC has also developed an exposure and isolation calculator to assist with determining initial quarantine requirements and can be [accessed here](#).

Isolation and Precautions for People with COVID-19

Updated Aug. 11, 2022 [Español](#) | [Other Languages](#) [Print](#)

[If you were exposed](#) to COVID-19, you should start taking precautions.



Isolation and Exposure Calculator

A tool to help you determine if you need to isolate or take other steps to prevent spreading COVID-19.

[Isolation & Exposure](#)

[About isolation and exposure](#)

If you have COVID-19, you can spread the virus to others. There are precautions you can take to prevent spreading it to others: isolation, masking, and avoiding contact with people who are at high risk of getting very sick. Isolation is used to separate people with confirmed or suspected COVID-19 from those without COVID-19.

These recommendations do not change based on [COVID-19 Community Levels](#). If you have COVID-19, also see additional information on [treatments](#) that may be available to you.

This information is intended for a general audience. Healthcare professionals should see [Ending Isolation and Precautions for People with COVID-19](#). This CDC guidance is meant to supplement—not replace—any federal, state, local, territorial, or tribal health and safety laws, rules, and regulations.

Test, Mask, and Go CT Department of Health Protocols

To qualify for Test, Mask, and Go, the following conditions must be met; otherwise, standard quarantine procedures as identified by the CDC and CT DPH will be implemented.

Students and staff who experience mild respiratory symptoms will have the option of remaining in person in schools under the following conditions:

- Individual must be fever-free and feel well enough to participate in school activities;
- Individual must not reside with anyone who has had COVID 19 in the past two weeks; and
- Individual tests negative for COVID 19 prior to attending school each morning while symptomatic.

Students and staff who experience any of the following symptoms must not attend school until these symptoms have improved and they have tested negative for COVID 19:

- Individual has a fever of 100 degree or higher (must be fever free for at least 24 hours without the use of medication)
- Individual resides with a person who has tested positive for COVID 19 within the past two weeks.

Diagnostic Screening and Testing

Westbrook Public Schools will continue to follow CDC and CT DPH guidance regarding diagnostic screening and testing recommendations, including partnering with local health departments to increase access to the most updated information regarding screening and testing locations.

At this time, Westbrook Public Schools does not plan to test students and staff onsite.

Covid-19 Vaccinations- Eligibility and Access

Westbrook Public Schools will continue to partner with the Westbrook Health Department and CT River Area Health District to communicate the most updated information regarding vaccination sites, student eligibility, and access as it becomes available.

Accommodations for Children with Disabilities (Health and Safety)

Children with disabilities, whether on an Individualized Education Plan (IEP) or a Section 504 plan, are expected to comply with all district health and safety protocols. Individualized accommodations can be provided through a PPT or 504 meeting based on individual student medical and/or social/emotional/behavioral needs by team recommendation. A plan will be developed and communicated to appropriate staff members implementing services for that student. Teams will reconvene as needed to review progress and revise plans if necessary.

Section II. Continuity of Services

All students are expected to return to In-Person Instruction for the new school year. Although remote learning is not an option, we will continue to support our students who may need to temporarily quarantine due to COVID-19. This support plan will be developed and individualized to best support the academic, social, and emotional needs of each student. This plan will be developed in collaboration with the school principal, parents and/or guardians, classroom teachers, and other support staff, as needed.

Westbrook Public Schools must ensure that students with specialized needs, i.e., IEP, 504 or English Learner (EL) plans, have access to the general education activities available to all students. Additionally, some students with specialized needs may require recovery services. We are cognizant of the potential disproportionate effect the Covid-19 pandemic may have had on certain student subgroups, in particular, the groups mentioned above. The primary focus of Westbrook Public Schools will be seeking authentic engagement of families and students to address students' current needs by reviewing data, updating present levels of performance, examining student progress toward annual goals and short-term objectives, and reviewing, revising, and/or temporarily increasing the intensity of specialized services, including related services, as needed.

Educational recovery is academic and related services provided to a student to remediate lack of expected progress and/or regression of skills as a result of delayed, interrupted, suspended, or inaccessible services caused by the pandemic. Educational recovery is not intended as a minute for minute replacement for disrupted educational time, but rather aims to make time-limited adjustments to the student's learning plan to address lack of expected progress, mastery of essential skills, and prevention of further regression. Education recovery is

distinct and separate from compensatory education, which is an equitable remedy to address situations where a school district has failed to provide a free and appropriate public education (FAPE).

Not all students with specialized needs will need educational recovery. In fact, many students have made meaningful progress and growth during this time period while being educated through in-person or remote learning modes of instruction. The district has committed to engage in a data-driven, individualized, and collaborative process when determining if a student needs education recovery in addition to general education programming.

Educational recovery can be provided at any time (e.g., during the school day, before/after school, during breaks, etc.). District staff and parents/guardians will work together to maintain a balance of a student's placement in general education environments and opportunities to participate in extracurricular/nonacademic activities with the need for educational recovery. Despite the benefit of educational recovery, it should not be rushed or delivered at the expense of a student's social/emotional well-being.

Extended School Year (ESY) means special education and related services that are provided to a student with a disability beyond the school district's normal school year in accordance with the student's IEP and at no cost to the parent. An individualized determination regarding a student's eligibility for ESY services must be made annually. The Connecticut standard for determining if a student qualifies to receive ESY services includes both regression/recoupment criteria and non-regression criteria. The need for ESY and the need for educational recovery are separate determinations.

Opportunities for Public Comment, Feedback and Suggestions

This plan will be updated annually (and earlier, if needed) based on the most updated data and guidance available to Westbrook Public Schools from Center for Disease Control and Prevention and Connecticut State Department of Public Health as it relates to Covid-19. This plan will be posted on the district website. This plan will also be available in English, Spanish and Portuguese.

Current Westbrook Policy
Rescind - And read

1212

Community Relations

School Volunteers

The Board of Education encourages the use of volunteers within the school or for school related activities to: (1) increase students' educational attainment, (2) provide enrichment experiences for students, (3) increase the effective utilization of staff time and skills, (4) give more individual attention to students, and (5) promote greater community involvement.

To ensure the safety of our students, the Superintendent shall establish procedures for securing and screening resource persons and volunteers. No person who is a "sex offender," as defined by Public Act 98-111, An Act Concerning the Registration of Sexual Offenders shall be used.

Legal Reference: Connecticut General Statutes

10-4g Programs to encourage participation in the educational process

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

P.A. 97-290 An Act Enhancing Educational Choices and Opportunities

P.A. 98-111 An Act Concerning The Registration of Sexual Offenders

Policy adopted: October 10, 2007

WESTBROOK PUBLIC SCHOOLS

Westbrook, Connecticut

Shipman and Goodwin Policy
Replace current 1212 - 2nd read

1212

Community/Board Operation

SCHOOL VOLUNTEERS, STUDENT INTERNS AND OTHER NON-EMPLOYEES

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

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

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

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

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

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

Legal References:

Connecticut General Statutes § 10-4g

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

Connecticut General Statutes § 10-220

Duties of boards of education.

Connecticut General Statutes § 10-235

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

Connecticut General Statutes § 54-250 et seq. Registration of sexual offenders.

ADOPTED: _____

FIRST READING: August 9, 2022

REVISED: _____

Community Relations

Political Activities in the Schools

The Board of Education strongly supports the concepts of representative government and elected office. The Board encourages District employees to exercise their right to vote, and the Board expresses its admiration for those who seek and obtain public office. Further, the Board recognizes that the public schools are tax-supported and should be accessible to the community. The Board, however, does believe that the educational process should be clearly separate from the political activities associated with campaigns for public office.

Therefore, political activities in the schools during school hours shall be restricted to those of an educational nature that are beneficial to students as part of their program of study. The Board shall promulgate regulations in conjunction with this policy governing the following:

- Access to school system information
- Display and distribution of political literature
- Employee political activities
- Participation by student groups
- Use of school facilities
- Use of district resources
- Conduct of candidates

(cf. [1140](#) - Distribution of Materials by Students)

(cf. [1311.2](#) - Political Activities in the Schools/On School Board Property)

(cf. [1330/3515](#) - Community Use of School Facilities)

(cf. 3543.13 - Mail and Delivery)

(cf. [4118.21](#) - Academic Freedom)

(cf. [6144](#) - Controversial Issues)

(cf. 6153.2 - Student Participation in Election Process)

Legal Reference: Connecticut General Statutes

[7-421](#) Political activities of classified municipal employees.

[7-421b](#) Limitation on restriction of political rights of municipal employees.

[9-369b](#) Explanatory text relating to local questions.

[10-156e](#) Employees of boards of education permitted to serve as elected officials; exception.

[10-239](#) Use of school facilities for other purposes

[31-51q](#) Liability of employer for discipline or discharge of employee on account of employee's exercise of certain constitutional rights.

Keyishian v. Board of Regents 395 U.S. 589, 603 (1967)

Academic Freedom Policy (adopted by Connecticut State Board of Education, 9/9/81)

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

Policy adopted:

First Reading: August 9, 2022

Revised:

Westbrook Current Policy
Rescind - and read

1331

Community Relations

Smoke Free Environment

The Board of Education recognizes the deleterious health effects of smoking, both to the smoker and from second hand smoke. The Board also recognizes that adults should be providing positive role models for students. Therefore, in accordance with Connecticut Statute [19a-342](#), the Board of Education prohibits any student or adult from smoking on school property or at school-sponsored events at any time. Furthermore, use of tobacco products is prohibited on any school-related transportation or at any school-sponsored activity.

As used herein, "smoke" or "smoking" means the lighting or carrying of a lighted cigarette, cigar, pipe or similar device or use of chewing tobacco.

(cf. [1120](#) - Board of Education Meetings)

(cf. 1330 - Use of School Facilities)

(cf. 4118.231/4218.231 - Employee Smoking, Drinking, and Use of Drugs on School Premises)

(cf. [5131.6](#) - Drugs, Tobacco, and Alcohol)

Legal Reference: Connecticut General Statutes

[19a-342](#) Smoking prohibited in certain places. Signs required. Penalties.

[21a-242](#) Schedules of controlled substances.

Policy adopted: October 10, 2007

WESTBROOK PUBLIC SCHOOLS

Westbrook, Connecticut

SMOKE FREE ENVIRONMENT

The Westbrook Board of Education (the "Board") prohibits smoking, including smoking using an electronic nicotine delivery system (e.g., e-cigarettes), electronic cannabis delivery system, or vapor product, within any of its schools, including in any area of a school building, including but not limited to any indoor facility owned or leased or contracted for, and utilized by the Board for the provision of routine or regular preschool, kindergarten, elementary, or secondary education or library services to children, or on the grounds of such school, or at any school-sponsored activity.

The following definitions shall apply to this policy:

"Any area" shall mean the interior of a school building and the outside area within twenty-five feet of any doorway, operable window or air intake vent of a school building.

"Cannabis" shall mean marijuana, as defined in Conn. Gen. Stat. § 21a-240.

"Electronic cannabis delivery system" shall mean an electronic device that may be used to simulate smoking in the delivery of cannabis to a person inhaling the device and includes, but is not limited to, a vaporizer, electronic pipe, electronic hookah and any related device and any cartridge or other component of such device.

"Electronic nicotine delivery system" shall mean an electronic device used in the delivery of nicotine to a person inhaling from the device and includes, but is not limited to, an electronic cigarette, electronic cigar, electronic cigarillo, electronic pipe or electronic hookah and any related device and any cartridge or other component of such device, including, but not limited to, electronic cigarette liquid or synthetic nicotine.

"School-sponsored activity" shall mean any activity sponsored, recognized or authorized by the Board and includes activities conducted on or off school property.

"Smoke" or "smoking" shall mean the burning of a lighted cigar, cigarette, pipe or any other similar device, whether containing, wholly or in part, tobacco, cannabis or hemp.

"Vapor product" shall mean any product that employs a heating element, power source, electronic circuit or other electronic, chemical or mechanical means, regardless of shape or size, to produce a vapor that may or may not include nicotine or cannabis and is inhaled by the user of such product.

Legal References:

Conn. Gen. Stat. § 10-233a(h)
Conn. Gen. Stat. § 19a-342

Conn. Gen. Stat. § 19a-342a

Conn. Gen. Stat. § 21a-415

Conn. Gen. Stat. § 53-344b

June Special Session, Public Act No. 21-1

Pro-Children Act of 2001, Pub. L. 107-110, 115 Stat. 1174, 20 U.S.C. § 7183

FIRST READING: August 9, 2022

ADOPTED: _____

REVISED: _____

10/11/21

Westbrook current policy
Rescind - and read.

1360

Community Relations

Awards and Scholarships

Any award or scholarship proposed for presentation in the Westbrook Public Schools which originates outside the school system must be submitted to the Board of Education for approval. The Board of Education reserves the right to accept or reject any such proposed award or scholarship.

The Westbrook schools may establish and maintain a system of awards and scholarships which originate within a school in the system for the purpose of recognizing student achievement or special merit. In each such case, any award or scholarship which originates within a school must be submitted to the Principal for prior approval.

As new awards or scholarships are established by a school within the system, the Superintendent of Schools shall be made so aware.

Policy adopted: October 10, 2007

WESTBROOK PUBLIC SCHOOLS

Westbrook, Connecticut

Community Relations

Law Enforcement Officials

Schools are responsible for students during school hours. This responsibility includes protecting each student's constitutional rights, assuring due process in questioning and arrest, protecting students from any form of illegal coercion and keeping students safe from physical and emotional harm. Because of the many support services that local law enforcement agencies provide to the schools, staff, and students, the State Board of Education supports the best possible relationship with those agencies consistent with the system's responsibilities to protect legal rights of staff and students.

This policy is intended to balance the needs of school and police officials. The reduction of ambiguity and confusion in how these officials interact will provide an optimal environment for education while ensuring that the public safety needs of the school and community are adequately met. Priority shall be given to law enforcement's involvement in threat assessments and in the planning and implementation of school district emergency plans, security procedures, intervention and crisis response.

Law enforcement officials are viewed as key community stakeholders in developing and implementing a comprehensive emergency readiness plan for the district's schools.

Interview of Students

Police interviews generally will not take place on school grounds. However, if the police do indicate that an interview on school grounds is necessary, school authorities may cooperate. When the interview involves a juvenile, a parent must be present. The exceptions to this rule are (a) if the student is being interviewed as a victim and/or (b) if there is an overriding immediate public safety concern. If a student under the age of 16 is being interviewed by the police and the parent/guardian cannot be present, a member of the school staff should be present.

When police are investigating possible criminal acts which occurred, or may have occurred, on school property, or while under the jurisdiction of the school district, they may question students at school when the following procedures are observed:

1. Students will be questioned as confidentially and inconspicuously as possible.
2. An attempt will be made to notify the student's parents so that they may be present during the questioning. The school Principal, or his/her designee, will be present. The administrator shall maintain a written record of all such interviews conducted.
3. Preferably, the officer doing the questioning will wear civilian clothes.

When investigating a possible criminal violation occurring off school grounds or not part of a school program, police will be encouraged to question students in their homes; however, they may be permitted to question students in the schools when the procedures outlined in 1-3 above are observed. Police will make every attempt to minimize distractions or disruption of school routines during the performance of their duties.

Arrest of Students

The decision to call police and request an arrest is within the discretion of the building administrator. The Principal may request the arrest of a student or there are times in which the police may request to pick up a student due to a warrant being issued for his/her arrest. If the school Principal agrees to assist in the arrest of a student, the student should be escorted from class by school personnel and remain in a secured office until the police arrive. The arrested student will be removed from the school in a way that minimizes embarrassment to the student and any disruption of the school routine.

Alternate Position: *At no time will a student be released to an officer without one of the following: (a) a warrant; (b) a court order; (c) arrest; (d) protective custody resulting from child abuse investigation; (e) permission of the parent.*

Weapons

In cases where a student is suspected of carrying a dangerous weapon and there is a safety issue inherent in the search process, the student should be secured in a private area and the police should be contacted to conduct the search.

If a search is conducted by a school official and a weapon is found, weapons that are illegal should be turned over to the police immediately by the school official. Illegal weapons include knives with over a four-inch blade, dirk knives, switchblade knives, martial arts weapons and firearms. Ammunition should also be immediately turned over to the police. Weapons that are not illegal but are a violation of school policy may be retained by the Principal.

Designation of Authority

The Superintendent is authorized to develop procedures regarding this policy, including a process to ensure that appropriate staff has been informed, and to establish lines of communication with local law enforcement agencies to effect necessary cooperation toward ensuring the security of the school facilities, and the safety of students and staff.

(cf. 5145.12 Search/Seizure)

(cf. 5114 Suspension and Expulsion)

Legal Reference: Connecticut General Statutes

10-221 Boards of Education to prescribe rules

53a-185 Loitering in or about school grounds: Class C Misdemeanor

54-76j Disposition upon adjudication as youthful offender

Policy adopted:

First Reading: August 9, 2022

Revised:

Otherwise Lawful Possession of Firearms on School Property

Possession of firearms defined in Section 53a-3 on school district property by persons other than law enforcement officers is prohibited by the Board of Education.

The issuance of a permit to carry a pistol or revolver does not authorize the possession or carrying of a pistol or revolver on school district property. The Board of Education prohibits such possession on school district property.

Students are prohibited by the Board of Education from possessing firearms for any reason, whether otherwise lawful or not, in or on the real property comprising the public or private elementary or secondary school or at a school sponsored activity as defined in Subsection (h) of Section 10-233a.

(cf. 5114 - Suspension/Expulsion/Exclusion/Removal)

Legal Reference: Connecticut General Statutes

29-28 Permit for sale at retail of pistol or revolver. Permit to carry a pistol or revolver. Confidentiality of name and address of permit holder. (as amended by PA 98-129)

29-33 Sale, delivery or transfer of pistol and revolvers. Documentation requirements. Waiting period. Exempted transactions. Penalty. (as amended by PA 98-129)

52a-3 Definitions.

53a-217b Possession of a weapon on school grounds: Class D felony. (as amended by PA 01-84)

Policy adopted: October 10, 2007

WESTBROOK PUBLIC SCHOOLS

Westbrook, Connecticut

Community/Board Operation

POLICY REGARDING POSSESSION OF DEADLY WEAPONS OR FIREARMS

I. Definitions:

- A. **Deadly Weapon** means "any weapon, whether loaded or unloaded, from which a shot may be discharged, or a switchblade knife, gravity knife, billy, blackjack, bludgeon, or metal knuckles." Conn. Gen. Stat. § 53a-3 (6).
- B. **Firearm** means "any sawed-off shotgun, machine gun, rifle, shotgun, pistol, revolver or other weapon, whether loaded or unloaded from which a shot may be discharged." Conn. Gen. Stat. § 53a-3 (19).
- C. **Peace Officer** means "a member of the Division of State Police within the Department of Emergency Services and Public Protection or an organized local police department, a chief inspector or inspector in the Division of Criminal Justice, a state marshal while exercising authority granted under any provision of the general statutes, a judicial marshal in the performance of the duties of a judicial marshal, a conservation officer or special conservation officer, as defined in section 26-5, a constable who performs criminal law enforcement duties, a special policeman appointed under section 29-18, 29-18a or 29-19, an adult probation officer, an official of the Department of Correction authorized by the Commissioner of Correction to make arrests in a correctional institution or facility, any investigator in the investigations unit of the office of the State Treasurer, an inspector of motor vehicles in the Department of Motor Vehicles, who is certified under the provisions of sections 7-294a to 7-294e, inclusive, a United States marshal or deputy marshal, any special agent of the federal government authorized to enforce the provisions of Title 21 of the United States Code, or a member of a law enforcement unit of the Mashantucket Pequot Tribe or the Mohegan Tribe of Indians of Connecticut created and governed by a memorandum of agreement under section 47-65c who is certified as a police officer by the Police Officer Standards and Training Council pursuant to sections 7-294a to 7-294e, inclusive." Conn. Gen. Stat. § 53a-3 (9).
- D. **Real Property** means the land and all temporary and permanent structures comprising the district's elementary and secondary schools, and administrative office buildings. Real property includes, but is not limited to, the following: classrooms, hallways, storage facilities, theatres, gymnasiums, fields and parking lots.
- E. **School-Sponsored Activity** means "any activity sponsored, recognized or authorized by a board of education and includes activities conducted on or off school property." Conn. Gen. Stat. § 10-233a(h).

II. Prohibition of Deadly Weapons and Firearms

In accordance with Conn. Gen. Stat. § 29-28(e) and § 53a-217b, the possession and/or use of a deadly weapon or firearm on the real property of any school or administrative office building in this district, on school transportation, or at a school-sponsored activity, is prohibited, even if the person possessing the deadly weapon or firearm has a permit for such item.

III. Peace Officer Exception

A peace officer engaged in the performance of his or her official duties who is in lawful possession of a deadly weapon or firearm may bring such item on the real property of any school or administrative office building in this district, on school transportation, or to a school-sponsored activity.

IV. Other Exceptions

Persons in lawful possession of a deadly weapon or firearm may possess such item on the real property of any school or administrative office building in this district, on school transportation, or to a school-sponsored activity, if:

- A. The person brings the deadly weapon or firearm on the real property of any school or administrative office building, on school transportation, or to a school-sponsored activity for use in a program approved by school officials. In such case, the person must give school officials notice of his/her intention to bring such item, and the person must receive prior written permission from school officials.
- B. The person possesses the deadly weapon or firearm on the real property of any school or administrative office building, on school transportation, or at a school-sponsored activity pursuant to a written agreement with school officials or a written agreement between such person's employer and school officials.

- C. *The person possesses the deadly weapon or firearm while crossing school property in order to gain access to public or private lands open to hunting or for other lawful purposes and entry on such school property is permitted by the Board of Education. In the case of a firearm, the person's firearm shall not be loaded.*

V. Consequences

- A. Unless subject to one of the exceptions listed above, any person who possesses a deadly weapon or firearm on the real property of an elementary or secondary school in this district, or administrative office building, on school transportation, or at a school-sponsored activity, whether or not the person is lawfully permitted to carry such deadly weapon or firearm, will be reported to the local police authorities once school officials become aware of its possession.
- B. A student who possesses and/or uses any deadly weapon or firearm on the real property of an elementary or secondary school in this district, or administrative office building, on school transportation, or at a school-sponsored activity in violation of this policy shall be disciplined in accordance with Board of Education Student Discipline Policy.
- C. The Board of Education reserves the right to forbid anyone caught possessing a deadly weapon or firearm on the real property of its school buildings or administrative office buildings, on school transportation, or at a school-sponsored activity, from using any and all school facilities.

ADOPTED _____
REVISED _____

Legal References:

Connecticut General Statutes § 10-233a
§ 10-244a
§ 29-28(e)
§ 53a-3
§ 53a-217b

Note: Under state law, in order to prohibit all persons from carrying deadly weapons and/or firearms onto school property (including persons who hold a legal permit to carry such weapons elsewhere), a school district must affirmatively pass a policy prohibiting such items. The policy above accomplishes this goal. Districts may legally prohibit other weapons as well, but issues exist regarding 1) a district's practical ability to enforce such prohibitions and 2) the definitions used to describe other types of weapons. If a district chooses to enact a wider prohibition on weapons, it is well advised to consult legal counsel for assistance in drafting a policy containing a wider prohibition.

Westbrook current by-law - and read.

9313

Bylaws of the Board

**FORMULATION, ADOPTION, AMENDMENT OR DELETION
OF ADMINISTRATIVE REGULATIONS**

1. The Superintendent is responsible for the formulation, adoption, amendment and deletion of administrative regulations to implement the policies of the Board.
2. The Superintendent shall bring to the attention of the Board all new, revised or deleted administrative regulations.
3. The Board reserves the right to review and direct revisions or deletions of administrative regulations should they, in the Board's judgment, be inconsistent with the policies of the Board. If the Board directs the Superintendent to adopt, amend, or delete administrative regulations, it shall do so upon majority vote of all members in attendance at a meeting, provided that prior notification of such proposed revision has been described in writing in the call of the meeting, or upon majority vote of all members of the Board when no such written notice has been given.

Bylaw adopted by the Board: February 13, 2007

Revised BOE: May 9, 2017

WESTBROOK PUBLIC SCHOOLS
Westbrook, Connecticut

Reviewed 6/15/2022
Add: cf 9311

Instruction

**POLICY FOR THE EQUITABLE IDENTIFICATION OF GIFTED AND
TALENTED STUDENTS**

The Westbrook Board of Education (the "Board") will use equitable methods to identify students enrolled in the Westbrook Public Schools (the "District") that have an extraordinary learning ability and/or outstanding talent in the creative arts, the development of which requires programs or services beyond the level of those ordinarily provided in regular school programs. Such students will be identified as gifted and/or talented.

I. Definitions

For purposes of this policy:

"Extraordinary learning ability" means a child identified by the planning and placement team as gifted and talented on the basis of either performance on relevant standardized measuring instruments, or demonstrated or potential achievement or intellectual creativity, or both.

"Gifted and talented" means a child identified by the planning and placement team as (A) possessing demonstrated or potential abilities that give evidence of very superior intellectual, creative or specific academic capability and (B) needing differentiated instruction or services beyond those being provided in the general education program in order to realize the child's intellectual, creative or specific academic potential. The term includes children with extraordinary learning ability ("gifted") and children with outstanding talent in the creative arts ("talented").

"Outstanding talent in the creative arts" means a child identified by the planning and placement team as gifted and talented on the basis of demonstrated or potential achievement in music, the visual arts or the performing arts.

"Planning and placement team ("PPT"), for purposes of the evaluation, identification or determination of the specific educational needs of a child who may be gifted or talented, means a group of certified or licensed professionals who represent each of the teaching, administrative, and pupil personnel staffs, and who participate equally in the decision making process.

II. Referral

Any student enrolled in grades kindergarten through twelve, inclusive, in a District school may be referred to the PPT to determine eligibility as gifted and

talented. A referral may come from any source, including the student's teacher, an administrator, the student's parent/guardian, or the student.

III. Evaluation and Identification

The PPT shall be responsible for conducting evaluations and identifying whether students are eligible as gifted and talented, and shall meet, as needed during the school year to determine the eligibility of groups of children for whom evaluation and identification as gifted and talented are planned. When a child has been individually referred to the PPT for consideration as a gifted and talented child, the PPT shall provide the student's parent(s)/guardian(s) with written notice of the referral.

The Board requires the use of multiple methods of identification of gifted and talented students. The PPT will use the following methods of evaluation in determining whether a student is eligible as gifted and talented:

Group Assessment. The PPT may use an appropriate standardized test administered to all students in a particular grade. In administering standardized tests, the PPT will use a locally normed cut score to identify students for consideration for gifted and talented classification. Parent/guardian consent is not required prior to the administration of a group assessment.

Individual Evaluation. Individual evaluations may be recommended by the PPT in appropriate circumstances, such as when there is a possibility of identifying the student as gifted and talented in areas that are not typically addressed by large-scale standardized tests, such as social studies, a technical discipline, music, creative arts, or performing arts. The PPT may also recommend an individual assessment for a student referred to the PPT for an evaluation when the student is in a grade level in which group assessments are not administered. Before a student is individually evaluated for identification as gifted or talented, the PPT must secure the written consent from a parent/guardian.

After the PPT has determined from an individual or group assessment that a student has potential for or has demonstrated extraordinary learning ability or outstanding talent in the creative arts, the student will be identified as gifted and talented only if the PPT determines that the child requires differentiated instruction or services beyond those provided in the general education program in order to realize the child's intellectual, creative or specific academic potential.

The results of the PPT meeting concerning a determination of the child's identification as gifted or talented shall be provided to the parent or guardian electronically or, if the District does not have the parent or guardian's e-mail address on file, in writing. Such notice shall include, but is not limited to, (1) an explanation of how such student was identified as gifted and talented; and (2) the contact information for (A) the District employee in charge of the provision of

services to gifted and talented students, or, if there is no such employee, the District employee in charge of the provision of special education and related services, (B) the employee at the Connecticut State Department of Education who has been designated as responsible for providing information and assistance to boards of education and parents or guardians of students related to gifted and talented students and, (C) any associations in the state that provide support to gifted and talented students.

If a parent/guardian disagrees with the results of the evaluation conducted by the PPT, the parent/guardian has a right to a hearing.

The District may identify up to ten (10) percent of the total student population for the District as gifted and talented.

IV. Provision of Services

The provision of services for gifted and talented students by the Board is discretionary.

Legal Reference:

Conn. Gen. Stat. § 10-76a
Conn. Gen. Stat. § 10-76xx

Conn. Agencies Regs. § 10-76a-1
Conn. Agencies Regs. § 10-76a-2
Conn. Agencies Regs. § 10-76d-1
Conn. Agencies Regs. § 10-76d-9(c)

Connecticut State Department of Education, *Gifted and Talented Education: Guidance Regarding Identification and Service* (March 2019), available at <https://portal.ct.gov/-/media/SDE/Gifted-and-Talented/Gifted-and-Talented-Education---Guidance.pdf>

ADOPTED: _____

REVISED: _____

ENCLOSURE 7

WESTBROOK BOARD OF EDUCATION EDUCATE, CHALLENGE, & INSPIRE

BOE Members Present: Kim Walker, Mary Ella Luft, Christine Kuehlewind, Don Perreault, Andrew Miesse
Via telephone: Sally Greaves, Zachary Hayden

Absent: Mike Esposito, Michelle Palumbo

Also Present: Superintendent Kristina J. Martineau; Dir. of Finance & Operations, Lesley Wysocki, Administrator: Ruth Rose

MINUTES—August 09, 2022

- I. **CALL TO ORDER** – K. Walker, Chair, called the Regular Board of Education meeting of August 9, 2022 to order at 7:00 p.m.

II. **PLEDGE OF ALLEGIANCE**

MOTION by D. Perreault and SECOND by C. Kuehlewind to add an agenda item under New Business to designate the Superintendent to draft and sign a potential MOU for a ten-month secretary. MOTION CARRIES.

MOTION by D. Perreault and SECOND by C. Kuehlewind to remove Item VII. B. Policy 1230, from the agenda and add to September agenda. MOTION CARRIES

- III. **BOARD OF EDUCATION ACKNOWLEDGEMENTS:** No acknowledgements

- IV. **STUDENT REPRESENTATIVE REPORT –** No report

- V. **PUBLIC COMMENT:** No public comments

- VI. **ADMINISTRATOR(S) COMMENTS:** No administrator comments

- VII. **NEW BUSINESS** -- The Policy subcommittee reviewed the following policies at the June 15 Policy meeting, making recommendations as indicated. The full board was asked to review as a first reading and these policies will be brought to the full board in September for approval.

- A. Policy 1212 – School Volunteers – Rescind current policy (First Reading)
 - 1. Adopt Shipman & Goodwin's School Volunteers policy (First Reading)
- B. 1230 – Other School-Connected Organizations (Booster Clubs) – (First Reading)
- C. 1311.2 Political Activities in the Schools (Revised CABE policy) First Reading
- D. 1331 – Smoke Free Environment – Rescind current policy (First Reading)
 - 1. Adopt Shipman and Goodwin policy, Smoke Free Environment (First Reading)
- E. 1360 – Awards and Scholarships – Rescind policy – (First Reading)

- F. 1411 Law Enforcement Agencies – Revised CAGE policy (First Reading)
- G. 1700 - Otherwise Lawful Possession of Firearms on School Property – Rescind current policy (First Reading)
 - 1. Adopt Shipman & Goodwin policy on Lawful Possession of Firearms on School Property and assign #1700 (First Reading)
- H. 9313 - Formulation, Adoption, Amendment or Deletion Administrative Regulations. This policy was reviewed by the subcommittee. It was recommended to add a reference to policy 9311.
- I. 6172.1 - Equitable Identification of Gifted and Talented Students (First Reading)
- J. **MOU – Ten-Month Secretary** – The board was asked to designate Superintendent Martineau to draft an MOU for a ten month secretary as there is no language in the current contract for a ten month secretarial position. Superintendent Martineau distributed a draft. **MOTION by M. Luft and SECOND by D. Perreault to designate Superintendent Martineau as the negotiator for a ten month secretarial position with the authority to sign the MOA agreement. VOTE: Ayes: S. Greaves, Z. Hayden, A. Miesse, D. Perreault, K. Walker, M. Luft, A. Miesse, C. Kuchlewind MOTION CARRIES**

VIII. SUPERINTENDENT'S REPORT

- A. Summer School Update: Superintendent Martineau expressed appreciation to Oxford Academy (Light on Westbrook) for funding the summer lunch program. Superintendent. Martineau talked about the positives and negatives of the summer school program, student assessments, the partnership with Park and Recreation and some thoughts for next summer's program. Dr. Martineau will provide an update mid-year on how to move forward and impact on the budget.
- B. Legislative Update and Impact: Superintendent. Martineau updated the Board on some of the legislation including designating a Family Care Coordinator, twenty minutes of physical activity, thirty minute lunch, and legislation on Remote Learning.
- C. Convocation and Professional Development Opening Days: Superintendent Martineau invited the Board members to attend Convocation on August 29 (WMS Soccer Field). The faculty will attend Ed Camps, MTSS Training, and time will be provided for preparation of lesson plans and classroom organization.
- D. School Opening Update: Superintendent Martineau reported the September 1 opening of school for students is on track; summer curriculum work is done, PoG work is on track, work on the Robotics room is continuing. In regard to personnel, interviews are being conducted for a WHS School Counselor and eight paraprofessional positions remain open.

IX. OLD BUSINESS

The following policies were brought to the Board for a second reading and vote.

- A. 9327 – Bylaws
- B. 1111.01 – Parent Involvement – recommendation to rescind
- C. Shipman and Goodwin Policy on Parent Involvement and Communication (2nd reading and assign #1111.01)
- D. 1120 – Public Participation at Board of Education Meetings
MOTION by D. Perreault and SECOND by A. Miesse to approve the above mentioned policies as written. Ayes: Z. Hayden, S. Greaves, M. Luft, C.

Kuehlewind, D. Perreault, A. Miesse, K. Walker – MOTION CARRIES.

X. CONSENT AGENDA

A. Approval of Minutes:

1. June 7, 2022 – Regular Meeting: **MOTION by M. Luft and SECOND by D. Perreault to approve the minutes of the June 7, 2022 regular meeting. VOTE: Ayes: S. Greaves, Z. Hayden, A. Miesse, D. Perreault, C. Kuehlewind, M. Luft, K. Walker. MOTION CARRIES**

XI. FINANCIAL REPORTS

A. Review of Check Listings

1. Update of end of year financials 2021-2022 – The Board reviewed check listings for June 9 in the amount of \$101,469.08, June 23 in the amount of \$172,450.64, and June 30 for \$109,809.20. Wysocki will return \$8386.96 to the Town.
2. Review of check listings for July 2022: The Board reviewed check listings for July 7 in the amount of \$77,914.96, July 21 in the amount of \$88,347.89 and August 4 in the amount of \$135,722.86.

B. Budget Narrative/Review of Expenditure Report: L. Wysocki provided a review of the budget – She also said the audit is ongoing – the auditors are pleased with Grants, tracking and spending the grant money appropriately.

C. Line Item Transfers - None

D. Insurance Report - no report available.

XII. BOARD COMMITTEE REPORTS

A. Policy– K. Walker

1. Policy Recap and Policy Goals for 2022-2023 – K. Walker talked about the plan for the Policy Subcommittee going forward. Priority will be given to legislative outcomes, all policies will be reviewed; comparisons will be made between CAGE updates and Shipman and Goodwin policies. Series 2000 is the next focus and the Wellness policy will be updated for October. The next meeting is scheduled for September 22.

B. Long Range Planning – D. Perreault – Air Conditioning repairs have been done. A meeting will be scheduled for early September.

C. Fiscal & Budget – Z. Hayden – an agenda will be created for August 16.

D. Teaching & Learning – D. Perreault – Curriculum writing is on track.

E. Communications & Marketing – M. Luft – a meeting date will be placed on the calendar.

F. Negotiations – D. Perreault – Proposals will be exchanged next week. Meetings have been held to establish ground rules, etc. He noted that settlements from other towns seem to be significantly higher due to inflation, etc.

G. Town Energy Ad Hoc Committee – A. Miesse – There was no June meeting. L. Wysocki reported the Town Energy Ad Hoc will put an article in the Westbrook Events magazine.

H. LEARN – Z. Hayden reported the next LEARN meeting is on September 8.

I. PTSO Representatives - M. Luft (Daisy), Z. Hayden (WMS), K. Walker (WHS) – No

meetings.

J. BOE Ad Hoc Calendar/Goals Committee – Z. Hayden reported the next meeting is scheduled for August 16.

XIII. PERSONNEL: Superintendent Martineau informed the Board of the following professional appointments and resignations:

A. Professional Appointment(s)

1. Meredith Werner – Art Teacher (Daisy)
2. Jennifer Didonato – Special Education Teacher
3. Marisa Lefebvre – Special Education Teacher

B. Professional Resignation(s): The following professional resignations were accepted with regret:

1. Taylor Flanagan – Special Education Teacher, submitted a letter of resignation effective July 21, 2022.
2. Sarah Cunningham – Guidance Counselor – submitted a resignation and will not be returning for the 2022-23 school year.

C. Non-Certified Resignations: The following non-certified employees submitted letters of resignation:

1. Garrett Barros, Technology Support Assistant submitted a letter of resignation effective June 30, 2022.
2. Jarime Spencer - Custodian - submitted a resignation letter effective June 20, 2022.
3. Alesia Bauer – Secretary (middle school) submitted a resignation letter effective August 19, 2022.
4. Alyssa Kjos – Paraprofessional (Daisy) submitted a resignation letter effective immediately.

MOTION by M. Luft and SECOND by C. Kuehlewind to move Executive Session to the September BOE meeting (due to power outage) Vote unanimous. MOTION CARRIES

XIV. EXECUTIVE SESSION (moved to September 13th BOE mtg.)

- A. Superintendent Goals for 2022-2023
- B. BOE Goals for 2022-2023

XV. PUBLIC SESSION

- A. Anticipated vote on Item XIV. A & B

XVI. ADJOURN: MOTION by D. Perreault and second by C. Kuehlewind to adjourn at 7:50 p.m. Vote unanimous.

Respectfully submitted,

Christine Kuehlewind, Board Secretary

Cecilia S. Lester, Board Recording Clerk

TBA at next meeting.

Westbrook Public Schools

ENCLOSURE 8

Reprint Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: GEN FUND AP 211170114

From Date: 08/04/2022

From Check:

From Voucher:

To Date: 08/04/2022

To Check:

To Voucher:

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
38316	08/04/2022	ALL WASTE, INC.	\$2,646.71	1007	Printed	Expense	<input type="checkbox"/>	trash removal	
38317	08/04/2022	AMAZON CREDIT PLAN	\$115.28	1007	Printed	Expense	<input type="checkbox"/>		
38318	08/04/2022	ASCD	\$89.00	1007	Printed	Expense	<input type="checkbox"/>		
38319	08/04/2022	CBS BLOOM'S BUSINESS SYSTEMS, INC.	\$400.00	1007	Printed	Expense	<input type="checkbox"/>		
38320	08/04/2022	CIT TECHNOLOGY FIN SERV., INC.	\$7,947.46	1007	Printed	Expense	<input type="checkbox"/>	copier agreement	
38321	08/04/2022	CSMI	\$400.00	1007	Printed	Expense	<input type="checkbox"/>		
38322	08/04/2022	EASTCONN	\$1,900.00	1007	Printed	Expense	<input type="checkbox"/>	summer PT Services	
38323	08/04/2022	EB EXTERMINATING CO.	\$113.00	1007	Printed	Expense	<input type="checkbox"/>		
38324	08/04/2022	HP INC.	\$36,720.00	1007	Printed	Expense	<input type="checkbox"/>	chromebooks	
38325	08/04/2022	JOHNSON CONTROLS	\$935.00	1007	Printed	Expense	<input type="checkbox"/>	fire panel repair	
38326	08/04/2022	KRISTINA MARTINEAU	\$500.00	1007	Printed	Expense	<input type="checkbox"/>		
38327	08/04/2022	LAKE SHORE LEARNING MATERIALS	\$1,197.98	1007	Printed	Expense	<input type="checkbox"/>	prek and sped supplies	
38328	08/04/2022	M.D. STETSON COMPANY INC.	\$784.40	1007	Printed	Expense	<input type="checkbox"/>		
38329	08/04/2022	MCGRAW HILL SCHOOL EDUCATION LLC	\$4,201.72	1007	Printed	Expense	<input type="checkbox"/>	MS math books	
38330	08/04/2022	MICHAEL A. THOMAS	\$130.00	1007	Printed	Expense	<input type="checkbox"/>		
38331	08/04/2022	MUTUAL OF OMAHA	\$1,724.46	1007	Printed	Expense	<input type="checkbox"/>	life insurance premium	
38332	08/04/2022	NASCO	\$2,082.77	1007	Printed	Expense	<input type="checkbox"/>	art supplies	
38333	08/04/2022	POWERSCHOOL GROUP, LLC	\$3,147.51	1007	Printed	Expense	<input type="checkbox"/>	variance renewal	
38334	08/04/2022	REALLY GOOD STUFF	\$3,273.12	1007	Printed	Expense	<input type="checkbox"/>	reading intervention supplies	
38335	08/04/2022	SAYBROOK HARDWARE	\$45.90	1007	Printed	Expense	<input type="checkbox"/>		
38336	08/04/2022	SCHOOL SPECIALTY	\$285.63	1007	Printed	Expense	<input type="checkbox"/>		
38337	08/04/2022	SOLANT HEALTH, LLC.	\$2,975.00	1007	Printed	Expense	<input type="checkbox"/>	summer para coverage	

Westbrook Public Schools

Reprint Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: GEN FUND AP 211170114

From Date: 08/04/2022

From Check:

From Voucher:

To Date: 08/04/2022

To Check:

To Voucher:

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
38338	08/04/2022	STOP & SHOP SUPERMARKET	\$300.00	1007	Printed	Expense	<input type="checkbox"/>		
38339	08/04/2022	SUBURBAN STATIONERS	\$8,667.70	1007	Printed	Expense	<input type="checkbox"/>	MS + HS supplies	
38340	08/04/2022	TCI	\$356.55	1007	Printed	Expense	<input type="checkbox"/>		
38341	08/04/2022	TEACHING STRATEGIES, LLC	\$795.00	1007	Printed	Expense	<input type="checkbox"/>		
38342	08/04/2022	THE READING LEAGUE	\$1,908.92	1007	Printed	Expense	<input type="checkbox"/>	Reading intervention supplies	
38343	08/04/2022	UNEMPLOYMENT TAX MANAGEMENT CORP.	\$415.00	1007	Printed	Expense	<input type="checkbox"/>		
38344	08/04/2022	WILSON LANGUAGE TRAINING	\$7,355.88	1007	Printed	Expense	<input type="checkbox"/>	Foundations books and supplies	
38345	08/04/2022	ZANER-BLOSER, INC.	\$179.31	1007	Printed	Expense	<input type="checkbox"/>		
Total Amount:			\$91,593.30						
End of Report									

Westbrook Public Schools

Reprint Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: GEN FUND AP 211170114

From Date: 08/18/2022

From Check:

From Voucher:

To Date: 08/18/2022

To Check:

To Voucher:

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
38367	08/18/2022	ASCD	\$239.00	1011	Printed	Expense	<input type="checkbox"/>		
38368	08/18/2022	CBS THERAPY	\$7,560.00	1011	Printed	Expense	<input type="checkbox"/>	summer school para coverage	
38369	08/18/2022	CDWG GOVERNMENT, INC.	\$443.55	1011	Printed	Expense	<input type="checkbox"/>		
38370	08/18/2022	CLINTON SPORT SHOP	\$1,050.00	1011	Printed	Expense	<input type="checkbox"/>	ms athletics supplies	
38371	08/18/2022	COMMERCIAL BANKING	\$61.76	1011	Printed	Expense	<input type="checkbox"/>		
38372	08/18/2022	CURTIN MOTOR LIVERY SERV.	\$4,455.00	1011	Printed	Expense	<input type="checkbox"/>	summer school transportation	
38373	08/18/2022	DBO-TSG	\$2,655.46	1011	Printed	Expense	<input type="checkbox"/>	phone bill	
38374	08/18/2022	DEMCO	\$329.06	1011	Printed	Expense	<input type="checkbox"/>		
38375	08/18/2022	DIAMOND LANDSCAPES & ATHLETIC FIELDS,	\$5,735.50	1011	Printed	Expense	<input type="checkbox"/>	grounds maintenance contract	
38376	08/18/2022	DINN BROS	\$5.25	1011	Printed	Expense	<input type="checkbox"/>		
38377	08/18/2022	EAI EDUCATION	\$126.44	1011	Printed	Expense	<input type="checkbox"/>		
38378	08/18/2022	EB EXTERMINATING CO.	\$70.00	1011	Printed	Expense	<input type="checkbox"/>		
38379	08/18/2022	eCHALK, INC.	\$7,425.00	1011	Printed	Expense	<input type="checkbox"/>	license renewal	
38380	08/18/2022	FOLLETT CONTENT SOLUTIONS, LLC.	\$180.56	1011	Printed	Expense	<input type="checkbox"/>		
38381	08/18/2022	GALE	\$721.53	1011	Printed	Expense	<input type="checkbox"/>		
38382	08/18/2022	[REDACTED]	\$9,150.00	1011	Printed	Expense	<input type="checkbox"/>	summer tuition spec.ed.	
38383	08/18/2022	GULL ASSOCIATES	\$155.00	1011	Printed	Expense	<input type="checkbox"/>		
38384	08/18/2022	HP INC.	\$35,605.91	1011	Printed	Expense	<input type="checkbox"/>	chromebooks + docking stations	
38385	08/18/2022	JOSTENS	\$433.78	1011	Printed	Expense	<input type="checkbox"/>		
38386	08/18/2022	LANGUAGE LINE SERVICES, INC.	\$17.85	1011	Printed	Expense	<input type="checkbox"/>		
38387	08/18/2022	LONGSTRETH FIELD HOCKEY	\$559.40	1011	Printed	Expense	<input type="checkbox"/>		
38388	08/18/2022	MCGRAW HILL SCHOOL EDUCATION LLC	\$1,410.77	1011	Printed	Expense	<input type="checkbox"/>	ms math books	

Westbrook Public Schools

Reprint Check Listing

Fiscal Year: 2022-2023

Criteria:

Bank Account: GEN FUND AP 211170114

From Date: 08/18/2022

From Check:

From Voucher:

To Date: 08/18/2022

To Check:

To Voucher:

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
38389	08/18/2022	MIDDLETOWN ADULT EDUCATION	\$16,223.00	1011	Printed	Expense	<input type="checkbox"/>	Adulced	
38390	08/18/2022	MMSGGS	\$752.23	1011	Printed	Expense	<input type="checkbox"/>		
38391	08/18/2022	N.E.LEAGUE OF MIDDLE SCHO	\$325.00	1011	Printed	Expense	<input type="checkbox"/>		
38392	08/18/2022	PEARSON CLINICAL ASSESSMENT	\$280.00	1011	Printed	Expense	<input type="checkbox"/>		
38393	08/18/2022	SCHOOL SPECIALTY	\$173.51	1011	Printed	Expense	<input type="checkbox"/>		
38394	08/18/2022	SCHOOL SPECIALTY, LLC,	\$78.04	1011	Printed	Expense	<input type="checkbox"/>		
38395	08/18/2022	SOLANT HEALTH, LLC.	\$900.00	1011	Printed	Expense	<input type="checkbox"/>	summer para coverage	
38396	08/18/2022	SUBURBAN STATIONERS	\$1,859.92	1011	Printed	Expense	<input type="checkbox"/>	ms class supplies, BOE office supplies, spec.ed. supplies	
38397	08/18/2022	TARA WINCH	\$27.96	1011	Printed	Expense	<input type="checkbox"/>		
38398	08/18/2022	TEACHER'S DISCOVERY	\$141.81	1011	Printed	Expense	<input type="checkbox"/>		
38399	08/18/2022	[REDACTED]	\$7,850.00	1011	Printed	Expense	<input type="checkbox"/>	summer spec. ed. tuition	
38400	08/18/2022	USI Insurance Services LLC	\$21,686.00	1011	Printed	Expense	<input type="checkbox"/>	athletic insurance coverage	

Total Amount: \$128,688.29

End of Report

**Budget Narrative
August 31, 2022**

Salary Accounts- An initial place holding payroll encumbrance has been entered. Once all known personnel have started the school year and grant figures have been confirmed, it will be adjusted accurately. Summer Academy, Workforce Alliance, summer committee work and professional development time was all paid on 8/26/2022. Typically, payments and offsets occur within the same month, however, due to the timing of the last payroll in August, these expenses posted, but will not be reduced until September. We will continue to run payroll expenses through the general fund and then offset with grant funds when they are received.

Benefits - Associated Social Security/Medicare costs, as well as the health and life insurance figures for known personnel will also be adjusted in September. This is a place holding encumbrance for July and August. Employee cost shares have not yet been deducted from this total.

Transportation- Summer School/ ESY (Extended School Year) – Purchase orders are in the process of being entered.

Purchased Services-Annual building maintenance contracts and other annual blanket purchase orders are in the process of being entered.

Tuition- Summer School/ ESY (Extended School Year) and annual student placements have not all been encumbered yet.

Supplies- Materials necessary for the opening of schools have been ordered.

Properties (equipment) – Chromebooks, docking stations, and couple of classroom bookshelves, have been ordered.

9/7/2022

LEW

Westbrook Public Schools

Financial Statement For the Period 07/01/2022 through 08/31/2022

Fiscal Year: 2022-2023

☐ Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
EXPENSES							
Salaries							
All Wages (+)	\$11,519,898.83	\$1,818,666.20	\$1,818,666.20	\$9,701,232.63	\$9,693,560.24	\$7,672.39	0.1%
Sub-total : Salaries	\$11,519,898.83	\$1,818,666.20	\$1,818,666.20	\$9,701,232.63	\$9,693,560.24	\$7,672.39	0.1%
Benefits							
All Benefits (+)	\$3,036,137.81	\$751,625.33	\$751,625.33	\$2,284,512.48	\$2,279,437.49	\$5,074.99	0.2%
Sub-total : Benefits	\$3,036,137.81	\$751,625.33	\$751,625.33	\$2,284,512.48	\$2,279,437.49	\$5,074.99	0.2%
Professional Services							
Professional Services (+)	\$821,626.64	\$57,422.66	\$57,422.66	\$764,203.98	\$455,890.24	\$308,313.74	37.5%
Sub-total : Professional Services	\$821,626.64	\$57,422.66	\$57,422.66	\$764,203.98	\$455,890.24	\$308,313.74	37.5%
Purch. Services- BLDG							
Bldg Services (+)	\$401,638.00	\$46,733.47	\$46,733.47	\$354,904.53	\$153,616.55	\$201,287.98	50.1%
Sub-total : Purch. Services- BLDG	\$401,638.00	\$46,733.47	\$46,733.47	\$354,904.53	\$153,616.55	\$201,287.98	50.1%
Transportation							
Transportation Services (+)	\$926,255.32	\$4,455.00	\$4,455.00	\$921,800.32	\$709,158.43	\$212,641.89	23.0%
Sub-total : Transportation	\$926,255.32	\$4,455.00	\$4,455.00	\$921,800.32	\$709,158.43	\$212,641.89	23.0%
Purchased Services							
Other Services (+)	\$135,907.34	\$31,955.80	\$31,955.80	\$103,951.54	\$36,456.96	\$67,494.58	49.7%
Sub-total : Purchased Services	\$135,907.34	\$31,955.80	\$31,955.80	\$103,951.54	\$36,456.96	\$67,494.58	49.7%
Tuition							
All Tuitions (+)	\$813,700.00	\$50,084.51	\$50,084.51	\$763,615.49	\$309,538.49	\$454,077.00	55.8%
Sub-total : Tuition	\$813,700.00	\$50,084.51	\$50,084.51	\$763,615.49	\$309,538.49	\$454,077.00	55.8%
Supplies							
All Supplies (+)	\$996,039.24	\$93,630.96	\$93,630.96	\$902,408.28	\$460,942.53	\$441,465.75	44.3%
Sub-total : Supplies	\$996,039.24	\$93,630.96	\$93,630.96	\$902,408.28	\$460,942.53	\$441,465.75	44.3%
Property							
Equipment (+)	\$203,576.72	\$72,927.49	\$72,927.49	\$130,649.23	\$7,020.08	\$123,629.15	60.7%

Operating Statement with Encumbrance

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Westbrook Public Schools

Financial Statement For the Period 07/01/2022 through 08/31/2022

Fiscal Year: 2022-2023

☐ Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
Sub-total : Property	\$203,576.72	\$72,927.49	\$72,927.49	\$130,649.23	\$7,020.08	\$123,629.15	60.7%
Total : EXPENSES	\$18,854,779.90	\$2,927,501.42	\$2,927,501.42	\$15,927,278.48	\$14,105,621.01	\$1,821,657.47	9.7%
NET ADDITION/(DEFICIT)	\$18,854,779.90	\$2,927,501.42	\$2,927,501.42	\$15,927,278.48	\$14,105,621.01	\$1,821,657.47	9.7%

End of Report

Operating Statement with Encumbrance

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New Vendors- August

Gamma Sports – Athletic repair

9/7/2022

L.E.W.

**Funding Westbrook Board of Education
\$125,000 Individual Stop-Loss**

**Expected Claims and Fees Based on 138 Medical Contracts and 144 Dental Contracts; Actual Claims and Fees Based on Actual Contracts
July 1, 2021 through June 30, 2022**

July 1, 2021 through June 30, 2022 Overall Fund Analysis - Board of Education Only																
	1	1a	1b	2	3	4	5	6	7	8	9	10	11	12	13	14
	Board Monthly Funding	Board Amount Borrowed from Reserve	Total Board Funding (Board Funding Plus Amount from Reserve)	Board Projected Expected Medical Claims	Board Actual Incurred & Paid Medical Claims	Board Projected Expected Rx Claims	Board Actual Incurred & Paid Rx Claims	Board Projected Expected Dental Claims	Board Actual Incurred & Paid Dental Claims	Board Actual Paid Discount Share*	Board Expected Retention Costs (includes actual Discount Share, Broker Service Fee and ACA Taxes)	Board Actual Paid Retention Costs (includes actual Discount Share, Broker Service Fee and ACA Taxes)	Claims over \$125,000 stop-loss paid by S/L Insurance	Board Actual Monthly Out-of-Pocket Costs	Board Medical & Rx Claims Loss Ratio Only	Board Surplus or (Deficit) Total Claims and Fees
Jul-21	\$202,746	\$53,774	\$256,520	\$146,547	\$212,539	\$48,849	\$34,661	\$8,866	\$10,889	\$8,622	\$61,682	\$53,231	\$0	\$311,319	126.5%	(\$54,799)
Aug-21	\$202,746	\$53,774	\$256,520	\$146,547	\$239,703	\$48,849	\$62,086	\$8,866	\$10,958	\$11,436	\$64,497	\$55,398	(\$140,098)	\$728,047	82.8%	\$28,473
Sep-21	\$202,746	\$53,774	\$256,520	\$146,547	\$84,722	\$48,849	\$46,029	\$8,866	\$4,238	\$9,166	\$62,227	\$53,775	(\$1,987)	\$186,777	65.9%	\$69,743
Oct-21	\$202,746	\$53,774	\$256,520	\$146,547	\$63,320	\$48,849	\$55,435	\$8,866	\$6,582	\$5,244	\$58,304	\$50,500	(\$1,883)	\$173,955	59.8%	\$82,565
Nov-21	\$202,746	\$53,774	\$256,520	\$146,547	\$89,749	\$48,849	\$118,252	\$8,866	\$9,612	\$3,892	\$56,952	\$48,825	(\$2,087)	\$264,351	105.4%	(\$7,831)
Dec-21	\$202,746	\$53,774	\$256,520	\$146,547	\$130,860	\$48,849	\$69,774	\$8,866	\$6,261	\$8,328	\$61,388	\$52,613	(\$30,876)	\$228,632	86.9%	\$27,888
Jan-22	\$202,746	\$53,774	\$256,520	\$146,547	\$129,980	\$48,849	\$92,482	\$8,866	\$6,996	\$5,816	\$58,877	\$50,425	(\$23,510)	\$256,373	101.8%	\$148
Feb-22	\$202,746	\$53,774	\$256,520	\$146,547	\$100,785	\$48,849	\$73,460	\$8,866	\$11,737	\$6,476	\$59,537	\$51,415	(\$24,313)	\$213,084	76.7%	\$43,436
Mar-22	\$202,746	\$53,774	\$256,520	\$146,547	\$148,092	\$48,849	\$128,833	\$8,866	\$7,286	\$5,966	\$59,027	\$50,575	(\$40,016)	\$294,771	121.2%	(\$38,250)
Apr-22	\$202,746	\$53,774	\$256,520	\$146,547	\$235,870	\$48,849	\$112,582	\$8,866	\$9,771	\$9,785	\$62,846	\$54,395	(\$112,408)	\$300,209	120.8%	(\$43,689)
May-22	\$202,746	\$53,774	\$256,520	\$146,547	\$179,949	\$48,849	\$106,587	\$8,866	\$6,629	\$8,278	\$61,339	\$52,240	(\$61,764)	\$284,141	115.3%	(\$27,621)
Jun-22	\$202,746	\$53,774	\$256,520	\$146,547	\$113,204	\$48,849	\$99,830	\$8,866	\$7,313	\$9,997	\$63,058	\$52,988	(\$93,122)	\$180,215	61.4%	\$76,305
TOTALS	\$2,432,952	\$645,289	\$3,078,241	\$1,758,560	\$1,728,773	\$586,187	\$1,000,611	\$106,393	\$98,270	\$93,007	\$729,735	\$626,381	(\$531,563)	\$2,921,873	93.7%	\$156,368

Column 1 - Monthly Funding (included amount transferred from reserve)
Column 2 - Projected Expected Medical Claims by Month (based on contracts at renewal)
Column 3 - Actual Incurred and Paid Medical Claims by Month including claims over the stop-loss (stop-loss claims are removed in #11)
Column 4 - Projected Expected Rx Claims by Month (based on contracts at renewal)
Column 5 - Actual Incurred and Paid Rx Claims by Month
Column 6 - Projected Expected Dental Claims by Month (based on contracts at renewal)
Column 7 - Actual Incurred and Paid Dental Claims by Month
Column 8 - Actual Anthem Discount Share Paid by Month
Column 9 - Projected Expected Retention Costs by Month (based on contracts at renewal)
Column 10 - Actual Total Paid Retention Costs (Administrative Costs) by Month
Column 11 - Claims Incurred over \$125,000 and paid by Stop-Loss Insurance
Column 12 - Actual Total OUT-OF-POCKET COSTS (Column 3 minus Column 8; plus Columns 5, 6, and 7)
Column 13 - Medical Loss Ratio by Month by Total Costs - Actual Medical & Rx Claims minus Any Large Claims Over the Stop-Loss divided by the Expected Medical & Rx Claims)
Column 14 - The Surplus or (Deficit) by Month

\$17.09 Broker Service Fee PEPM (Employee)
\$0.56 PCORI PEPM (Employee) - July-June
(figures included in columns 9 and 10 above)

\$2,392.60 Total Monthly For Broker Service Fee
\$78.40 Jul-Jun PCORI Taxes per Month



**Funding Westbrook Board of Education
\$125,000 Individual Stop-Loss**

Expected Claims and Fees Based on 133 Medical Contracts and 141 Dental Contracts; Actual Claims and Fees Based on Actual Contracts

July 1, 2022 through June 30, 2023

July 1, 2022 through June 30, 2023 Overall Fund Analysis - Board of Education Only																
	1	1a	1b	2	3	4	5	6	7	8	9	10	11	12	13	14
	Board Monthly Funding	Board Amount Borrowed from Reserve	Total Board Funding (Board Funding Plus Amount from Reserve)	Board Projected Expected Medical Claims	Board Actual Incurred & Paid Medical Claims	Board Projected Expected Rx Claims	Board Actual Incurred & Paid Rx Claims	Board Projected Expected Dental Claims	Board Actual Incurred & Paid Dental Claims	Board Actual Paid Discount Share*	Board Expected Retention Costs (includes actual Discount Share, Broker Service Fee and ACA Taxes)	Board Actual Paid Retention Costs (includes actual Discount Share, Broker Service Fee and ACA Taxes)	Claims over \$125,000 stop-loss paid by S/L Insurance	Board Actual Monthly Out-of-Pocket Costs	Board Medical & Rx Claims Loss Ratio Only	Board Surplus or (Deficit) Total Claims and Fees
Jul-22	\$256,519	\$43,792	\$300,312	\$173,999	\$115,625	\$58,000	\$46,978	\$8,866	\$3,328	\$7,387	\$56,417	\$52,582	\$0	\$218,514	70.1%	\$81,798
Aug-22																
Sep-22																
Oct-22																
Nov-22																
Dec-22																
Jan-23																
Feb-23																
Mar-23																
Apr-23																
May-23																
Jun-23																
TOTALS	\$256,519	\$43,792	\$300,312	\$173,999	\$115,625	\$58,000	\$46,978	\$8,866	\$3,328	\$7,387	\$56,417	\$52,582	\$0	\$218,514	70.1%	\$81,798

Column 1 - Monthly Funding (included amount transferred from reserve)

Column 2 - Projected Expected Medical Claims by Month (based on contracts at renewal)

Column 3 - Actual Incurred and Paid Medical Claims by Month including claims over the stop-loss (stop-loss claims are removed in #11)

Column 4 - Projected Expected Rx Claims by Month (based on contracts at renewal)

Column 5 - Actual Incurred and Paid Rx Claims by Month

Column 6 - Projected Expected Dental Claims by Month (based on contracts at renewal)

Column 7 - Actual Incurred and Paid Dental Claims by Month

Column 8 - Actual Anthem Discount Share Paid by Month

Column 9 - Projected Expected Retention Costs by Month (based on contracts at renewal)

Column 10 - Actual Total Paid Retention Costs (Administrative Costs) by Month

Column 11 - Claims Incurred over \$125,000 and paid by Stop-Loss Insurance

Column 12 - Actual Total OUT-OF-POCKET COSTS (Column 3 minus Column 8, plus Columns 5, 6, and 7)

Column 13 - Medical Loss Ratio by Month by Total Costs. Actual Medical & Rx Claims minus Any Large Claims Over the Stop-Loss divided by the Expected Medical & Rx Claims)

Column 14 - The Surplus or (Deficit) by Month

\$17.09 Broker Service Fee PEPM (Employee)
\$0.58 PCORI PEPM (Employee) - July-June
(figures included in columns 9 and 10 above)

\$2,272.97 Total Monthly For Broker Service Fee
\$77.14 Jul-Jun PCORI Taxes per Month

