

**Brooklyn Board of Education
Special Meeting Agenda
Virtual & in the BMS Auditorium**

September 22, 2021

7:00PM

Please click the link [HERE](#) to join the webinar:

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Mission: The Brooklyn Schools will foster a drive for learning within each student to reach his/her greatest potential. To achieve this mission, the school will continually improve its educational programs and services to meet this community's expectations for a quality education for all.

To support public participation the documents will be posted on the
[Town of Brooklyn Website](#) as well as the [Brooklyn Public Schools Website](#).

You are encouraged to send questions or comments to buell@brooklynschools.org prior to the meeting.

1. Attendance, Establishment of a Quorum, Call to Order
2. Public Comment
3. Approval of Minutes
 - a. August 25, 2021
4. Correspondence and Communication
 - a. Thank you letter - Staples
 - b. Connecticut State Department of Education Assessment
 - c. 2020-2021 Annual Report- Woodstock Academy
5. Administrative Reports
 - a. Brooklyn Enrollment Projection
 - b. FY22 Financial Reports
 - c. 2020-2021 Budget Report
 - d. Brooklyn's Best
6. Board of Education Committee Reports
7. Board Representatives to other Committees
8. Old Business
 - a. Policies - Second reading
9. New Business

- a. PV Project Update
- b. Narcan Policy -1st Reading
- c. Boiler discussion at Board of Finance
- d. District Advancement Plan Presentation
- e. Update on Fitness Course at Brooklyn Middle School

10. Public Comment

12. Adjournment

The Board of Education

Town of Brooklyn
119 Gorman Road
Brooklyn, CT 06234

Mae Lyons, Board Chair
Keith Atchinson, Secretary
Tana Jolley

Melissa Perkins-Banas, Vice-Chair
Justin Phaiah
Nathan Richards

Mission: The Brooklyn Schools will foster a drive for learning within each student to reach his/her greatest potential. To achieve this mission, the school will continually improve its educational programs and services to meet this community's expectations for a quality education for all.

The Brooklyn Board of Education held their monthly meeting in the Brooklyn Middle School Auditorium and virtually on August 25, 2021 via Zoom. In attendance were Mrs. Lyons, Dr. Perkins-Banas, Mr. Phaiah, Mr. Richards, Mr. Atchinson, and Mrs. Jolley. Mrs. Buell, Superintendent, was also present.

Due to the COVID-19 Pandemic, the Brooklyn Board of Education will conduct a virtual meeting in accordance with Governor Lamont's Executive Order 7B.

To support public participation the documents will be posted on the
Town of Brooklyn Website as well as the Brooklyn Public
Schools Website.

You are encouraged to send questions or comments to buell@brooklynschools.org prior to the meeting.

1. Attendance, Establishment of a Quorum, Call to Order

Quorum established. Mrs. Lyons called the meeting to order at 7:02 p.m.

2. Public Comment

None

3. Approval of Minutes

a. July 28, 2021 BOE Regular Meeting Minutes

Motion to approve the Regular Meeting Minutes of July 28, 2021.

Mrs. Jolley stated that she was not absent for the Board meeting on July 28, 2021. She was waiting in the waiting room to be let into the meeting virtually and was not able to notify anyone that she was there waiting.

The Board meeting minutes for July 28, 2021 will be amended showing that Mrs. Jolley was present for the Board meeting.

Motion to approve the Regular Meeting Minutes with the amendment for July 28, 2021.

(PhaiahJustin/Perkins-Banas)

No further discussion, unanimous vote to approve

4. Correspondence and Communication

a. Thank You Letter - Krafty Kids 4H Club

Mrs. Buell stated that she sent a thank you letter to the Krafty Kids 4H Club for their generous and beautifully crafted handmade donation and installation of the Little Free Library. The Little Free Library is located by the Brooklyn Middle field.

b. Thank you Letter - Staples

Mrs. Buell stated that she sent a thank you letter to Staples for their generous donation of school supplies. She stated that Staples donated two pallets of various sizes and colors of binders and pencils that will greatly benefit both students and staff at the Brooklyn Elementary School and the Brooklyn Middle School.

5. Administrative Reports

a. Brooklyn Enrollment Projection

Mrs. Buell discussed the enrollment report. Mrs. Buell stated that Brooklyn Elementary School will be starting with 541 students and Brooklyn Middle School will be starting with 349 students.

b. Expenditure Report

Mrs. Buell shared the expenditure report. She stated that the finance manager has resigned for another position and we have a new finance manager. The report shows that 32% of the budget is remaining, which is due to the budget being encumbered due to salaries. Mrs. Buell stated that there are some negative balances which are due to some of those items being covered by grant funding that has not been received as of yet.

c. Brooklyn Financial Projections

Mrs. Buell stated that it is early for a financial projection report. She will have a report for the September meeting.

d. Brooklyn's Best

- **Welcome the following new teachers:**
 - Kaleigh Caufield, Special Education Teacher
 - Kristen Cesario, Special Education Teacher
 - Savannah Kyllonen, Special Education Teacher
 - Lori Reynolds, Math Interventionist
 - Melissa Lessard, 8th Grade Language Arts
 - Craig Osborn, Grade 1
 - Rachel Wlodarczyk, Grade 2
 - Ryan Anglim, Grade 3
 - Miranda Rivera-Gardner, Grade 3
 - Erin Kennedy, Grade 3
 - Hailey Chabot, Grade 4
 - Cara Habicht, Grade 4
 - Marybeth Kerr, Social Worker
 - Pauline Piccione, 8th Grade Language Arts
 - *Sherri Brady, STEAM Middle School, returning after resigning in the spring*

- Teachers have been engaged in professional learning, orientation activities for new staff including meetings and a bus tour narrated by Mrs. Wimmer. There have been many staff members coming into school to set up classrooms and prepare for a wonderful opening.

- Special thank you to our custodial staff who have been preparing the buildings and grounds for the first day of school! They have done great work! Thank you to the secretaries who have enrolled or re-enrolled over 120 students between the two schools. We have many new students and families. Thank you to the administrative team who is engaged in plans for a strong 21-22 school year and who have provided tours and orientation to many students.

- We would like to welcome the many new families and students to Brooklyn Elementary and Brooklyn Middle Schools.

- Best wishes to Stephanie Levin who has changed districts. We welcome Rushie Bean to the position of Director of Finance.

- The Town of Brooklyn will have a booth at the Brooklyn Fair, right in front of the Better Living Building. There will be people from different departments in the Town there on different days. Vaccines will be administered by NDDH: Thursday 4-7PM, Friday & Saturday 3-7PM and Sunday 3-6PM.

- Kindergarten Camp was well attended and there were many smiles during

their visit. Students and parents were able to visit different classrooms and engage in fine and gross motor activities. Thank you to the many community organizations who attended and shared resources with families. Thank you to EASTCONN bus services for giving the students a bus ride and for serving lunch.

- Brooklyn Middle School is still raising funds to create a fitness track to be installed on the field beside the middle school. There will be fund raising activities posted.

Mr. Atchinson asked how much the Booster Club has raised so far for the fitness track. Mrs. Buell stated that they have not raised as much as they would like and want to raise more money to purchase more pieces so that the students have more equipment to be shared. She stated that they have received donations from local businesses as well. The goal is to raise \$100,000.

6. Board of Education Committee Reports

Nothing to report

7. Board Representatives to Other Committees

Dr. Perkins-Banas stated that she attended the Executive and finance Committee meetings for Woodstock Academy. She stated that both students and staff will be wearing masks indoors and students will be required to wear masks on the bus. Also, The clock/bell tower restoration has been completed and the bell will now ring on the hour.

Mr. Atchinson asked about the tuition for high school students. Mrs. Buell stated that she did not have the exact figures with her, but will send it to him. She stated that it is a two to three percent increase at most high schools, approximately \$15,500 per student for Woodstock Academy and Killingly High School is close to the same amount.

8. Old Business

a. Review Updated Continuity of Services Plan (State's Fall Mitigation Strategies)

Mrs. Buell stated the Continuity of Services Plan was done prior to the summer program and has been updated. She had discussed it at the last meeting in July and it will be posted to the schools website: www.brooklynschools.org.

Goals:

- Return to in-person learning for the 2021-2022 school year
- Promote healthy schools to keep students in person learning this year
- Reduce the incidences of quarantine for everyone by following mitigation strategies
- Advance the achievement and emotional well-being of our students

Strategies:

- Establish healthy protocols for all students and visitors as they enter the Brooklyn Public Schools
- Focused instruction and intervention
- Monitor student learning and growth through the use of data teams
- Reporting of data based on classroom, grade level and building performance

Mrs. Buell stated that there have been some changes/updates to the mitigation strategies. She stated wearing masks is required based on CDC and DPH guidance. The executive order for the mask mandate is until September 30, 2021 currently. The schools will continue with opening windows to increase ventilation; disinfecting with hand sanitizer/washing hands; modified physical distancing and cohorting for the 2021-2022 school year to help with quick contact tracing; schools will follow CDC and DPH guidelines for quarantining of sick staff and students; and follow guidance with quarantining after travel.

Mrs. Buell stated that changes from the last meeting is Governor Lamont's Executive Order 13D around vaccinations. She stated that staff are required to be fully vaccinated or have received the first dose by September 27, 2021.

Mrs. Jolley stated that staff need to be fully vaccinated by September 27, 2021. Mrs. Buell stated staff will need to be fully vaccinated or have received the first dose by September 27, 2021.

Mrs. Buell stated that there are some exemptions for medical and religious reasons. She will share documents with employees. Employees need to have a written request for an exemption and employees need to provide proof of vaccination by showing their vaccination card.

Mrs. Perkins-Banas asked if staff members have an exemption, will they need to be tested every week? Mrs. Buell stated that yes, they will need to be tested weekly and the Board is not liable for paying for the testing. She also stated that she will be watching the numbers and the executive orders.

Mrs. Buell stated that if an employee refuses to abide by the executive orders, she will follow the protocol or disciplinary actions. Mrs. Buell also stated that she cannot fill a position with someone who is not vaccinated after September 27th.

Mrs. Buell discussed the quarantining guidelines. Staff that are fully vaccinated will not need to quarantine if exposed to a person who tests positive for COVID, as long as they have no symptoms. Mrs. Buell stated that if an unvaccinated person is 6 feet and has more than 15 minutes of exposure, they will need to be quarantined. She stated that there is an exception, if a child is seated in their class and wearing their mask, the distance shrinks to 3 feet. Preschool and kindergarten

will have a different scenario due to the challenge of not maintaining 3' and not being seated.

Mrs. Lyons asked about the guidelines for the bus? Mrs. Buell stated that anyone within 6 feet of the student that tested positive, will have to be quarantined if exposed for 15 minutes or longer.

Mrs. Buell also stated that devices will not be going home everyday with students. There will be no distance learning this year. There may need to be individual support for students that need to quarantine.

Mrs. Jolley stated that Mrs. Buell mentioned she will be looking at the numbers come September. Does that mean positive cases, not the number of tests? Mrs. Jolley stated there will be an abundance of people being tested, a huge influx per day. Mrs. Buell stated that it is not the number being tested, just the number testing positive.

Mr. Atchinson asked if quarantining classrooms will still happen. He stated he knows the hope is to not quarantine whole classrooms. Mrs. Buell stated that he is correct and that teachers will not have to quarantine if they have been vaccinated and are not showing symptoms.

Mr. Atchinson asked about students that are in a classroom that have been exposed and have to quarantine, how are teachers going to be keeping up with the students making sure they are getting their assignments done? Mrs. Buell stated that there is no additional time for the teachers, which is a challenge. There is a possibility that there may be someone available to check in with those students. It may be a case by case situation. She also stated that if a student is sick, they may not be able to get their school work completed.

Mr. Atchinson stated that he had heard the kids needed help during distance learning and now there will not be help. What if students and/or parents need help with a packet, what will be the resource they will have? Mrs. Buell stated there may be a need to pivot quickly to a different learning model if there are 30 students in each building that need to be quarantined.

9. New Business

a. PV Project Update

Mrs. Lyons stated the PV Building Committee met last night, Tuesday, August 24, 2021 and stated that both PV Projects are completed at both schools.

Mrs. Buell stated the Brooklyn Board of Education needs to accept the projects at both schools as being completed.

Motion #1:

Mr. Richards made a motion for the Board of Education to accept as complete, the Brooklyn Elementary School Photovoltaic Project, DAS Project Number: 019-0031 PV.

(Richards/Perkins-Banas)

No Discussion

Vote Count: 6, 0

Unanimous vote to approve

Motion #2:

Mr. Richards made a motion for the Board of Education to accept as complete, the Brooklyn Middle School Photovoltaic Project, DAS Project Number: 019-0032 PV.

(Richards/Perkins-Banas)

No Discussion

Vote Count: 6, 0

Unanimous vote to approve

Mrs. Buell stated the PV Committee accepted the projects as complete and made a motion that they recommend an Operations and Maintenance (O&M) contract to the Board of Education and that the Board of Education consider using CSW as part of the process to ensure that we find the right company and ask that they complete the O&M as specified to ensure we protect our investments.

Mrs. Buell stated that a third party operations and maintenance (O&M) provider will protect the Town's investment into the solar array by ensuring the projected ZREC revenue and utility savings are achieved. This is accomplished through remote monitoring of the system, annual inspections and reactive maintenance visits. The O&M provider will monitor the systems production, identify production issues, and analyze site data to determine root causes. Once a year a team of technicians will visit the site to conduct a visual inspection of all components, ensure wiring connections are secure, and check equipment outputs. Costs are anticipated to be around \$5,000 to \$6,500 per site per year.

Motion:

Mrs. Perkins-Banas made a motion to contract with CSW to draft a Request for Proposal (RFP) to go out for bid for the Operations and Maintenance (O&M) provider to protect the Town's investment into the solar array by ensuring the projected ZREC revenue and utility savings are achieved.

(Perkins-Banas/Phaiah)

No discussion

Vote Count: 6, 0

Unanimous vote to approve

b. Teacher and Administrator Evaluation Ratings

Mrs. Buell stated that all teachers and administrator ratings fell into exemplary or proficient for the 2020-2021 school year. Most of the goals were SEL focused. There were no ratings that fell into the developing or below standard level this year. All employees were evaluated and discussed areas of growth for the new school year.

c. Policies - First Reading

Mrs. Buell shared CAGE's recommended policies for the Board to review for consideration. Mrs. Buell also shared the Goals/Objectives for Student Accomplishments for the Board to review. She stated the Board can bring questions to discuss at the next meeting.

10. Public Comment

Amy Landis, Fairway Drive - Mrs. Landis stated that vaccinated staff would not have to quarantine, would it be true for vaccinated children as well? She also asked how students would be able to get their work if they are getting sick? Will Google Classroom still be a resource to post assignments or how would teachers get work to their students? She stated she knows the Board cannot comment and asked Mrs. Buell to email her with answers.

11. Adjournment

Motion to adjourn at 8:02 p.m.
(Phaiah/Perkins-Banas)
No discussion, unanimous vote to approve

I, The Brooklyn Board of Education Clerk, certify that these meeting minutes are accurate.

Donna L. DiBenedetto

Donna DiBenedetto
Board Clerk

August 25, 2021

(Date)

The Brooklyn School

119 Gorman Road
Brooklyn, CT 06234
Phone: (860) 774-9732
Fax: (860) 774-6938

Patricia L. Buell
Superintendent
buell@brooklynschools.org

September 16, 2021

Staples
Dwayne Gusty - Store Manager
2079 Killingly Commons Drive
Killingly, CT 06241

Dear Mr. Gusty

On behalf of the Brooklyn Public Schools I would like to thank you for the generous donation of school supplies to the Brooklyn Elementary School (BES). The three large boxes of assorted supplies will greatly benefit the th Brooklyn Elementary students.

We appreciate your support of the Brooklyn Public Schools! This donation will be announced during our September 22, 2021 Board of Education meeting. Thank you again for your support and donation.

Sincerely,



Patricia L. Buell

PB/tm

cc: Keith Atchinson, Brooklyn Board of Education Secretary

Back Together this Fall

Working together, schools, families, and communities can keep students healthy, safe, and learning in person.

Recently released 2020–21 statewide student assessment data show:

- **Students who learned *in person* lost the least ground academically.** In-person students spent at least seven months in the classroom during the 2020–21 school year.
- **Students who learned *hybrid or remote* showed less academic growth.** Hybrid students were in the classroom between three and seven months of the school year. Remote students spent less than three months in the classroom.
- **Look out for your child's report!** Individual student reports will arrive at school districts in early September, and those reports will then be sent to families.

How this data is informing the 2021–22 school year:

The state test results show that students who learn *in person* are more likely to have mastered grade-level material. **School districts are committing to offer full time, in-person instruction to all students in a safe manner for the 2021–22 school year.** The tests are not being used to evaluate educators or districts.

Students with high needs — English learners, students with disabilities, and/or students from low-income families — were more likely to be remote during the 2020–21 year. A return to in-person instruction in 2021–22 is even more important for them.

How can we work together to support safe, in-person learning?

We know students learn best in person with their educators and friends. Being in person also ensures that students have access to all that schools provide — from extracurricular activities to nutritious meals.

CSDE is working closely with the Department of Public Health to provide [guidance](#) to districts so that schools are as safe as they can be. Steps being taken include

masking indoors, keeping students at least three feet apart in classrooms, hand washing, and more. Combining these layers of protection creates an effective strategy for keeping students and staff safe in school.

Families can join us in supporting safe, in-person learning by:

- **Encouraging your child to attend school in person, every day,** unless they have COVID-19 symptoms; follow Centers for Disease Control and Prevention (CDC) [guidance for staying home when sick and getting tested](#).
- **Getting yourself and your children, if they are age 12 or older, vaccinated against COVID-19.** [Find a vaccine clinic in your community](#).
- **Watching for signs of stress in your children.** Try some simple and fun [activities](#) to de-stress at home, or find out what extracurricular activities are offered by your school or community. If the feelings persist, speak to your child's school counselor, pediatrician, or another medical professional.
- **Taking care of yourself.** It is natural to feel stress, anxiety, grief, and worry during the COVID-19 pandemic. Engaging in [healthy coping activities](#) relieves stress and is also good role modeling for children.
- **Continuing to practice [COVID-19 prevention strategies](#)** such as handwashing and vaccination of eligible persons.
- **Seeking out facts and information from reliable sources** such as the [CDC](#).

For more information:

[COVID-19 pandemic: Helping young children and parents transition back to school](#)

[Pandemia de COVID-19: cómo ayudar a los niños pequeños y los padres a hacer la transición para volver a la escuela](#)



Connecticut State Department of Education

Statewide Summative Assessment Report

2020-21



August 2021

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Executive Summary

Background

From the Smarter Balanced Assessment Consortium (SBAC or Smarter Balanced) exams to the Connecticut SAT School Day, summative assessments play a key role in the evaluation of student learning and critical thinking. Moreover, summative assessment results are an important part of Connecticut’s [Next Generation Accountability System](#). Due to the COVID-19 pandemic, the Connecticut State Department of Education (CSDE) received approval from the United States Department of Education (USED) to waive both summative testing and accountability for the 2019–20 school year. In June 2020, the CSDE provided [Sensible Assessment Practices](#) to offer guidance to educators on how to use available data to “assess” their incoming students when schools re-opened in September without necessarily having to test them.

The 2020–21 school year presented a unique set of challenges, as many Connecticut’s students spent a significant part of the year learning remotely. In light of these circumstances, the USED approved the CSDE’s request to waive accountability for a second consecutive year. Still, despite on-going disruptions to learning due to the pandemic, the CSDE felt it was vital to reaffirm Connecticut’s commitment to equity and administer all statewide assessments during the 2020–21 school year. Having these scores allows for the monitoring of long-term trends and the evaluation of the full impact of the pandemic on student achievement and growth. It also provides accurate data to target support and resources where they are most needed to address and combat the negative impact of this pandemic on student learning.

To support attendance and engagement of students as they participated in varied school learning models (i.e., in-person, hybrid, remote), the CSDE established a new system to collect district learning model data on a weekly basis and student-level attendance data on a monthly basis in 2020–21. The weekly collection allowed the CSDE to strategize and support districts locally with local boards. The monthly collecting of attendance and the separate reporting of in-person and remote days for each student allowed for the CSDE to provide targeted supports (e.g., roundtables, webinars, guidance, and the Learner Engagement and Attendance Program [LEAP]), to research and publish [attendance-related findings with Attendance Works](#) that informed policy discussions nation-wide, and to group students based on their predominant learning models. Moreover, these groupings facilitated the evaluation of 2020–21 summative assessment results by student learning model.

Attendance Patterns

An analysis of these attendance and assessment data indicates the following:

- ◁ Nearly one-quarter of students were fully/mostly in-person (i.e., more than 75 percent of school days or at least 16 out of an estimated 20 school days in an average month were in-person), nearly half of students were hybrid learners (i.e., between 25 and 75 percent of school days were in-person), and nearly one-quarter of students were fully/mostly remote (i.e., below 25 percent or fewer than 5 out of an estimated 20 school days in an average month were in-person).
- ◁ Students with high needs (i.e., those who are English learners, have a disability, and/or are from a low-income family) tended to be fully remote at greater rates than their peers. Specifically, a greater proportion of English learners (10.8 percent), students eligible for free meals (12.1 percent), and students who are experiencing homelessness (16.7 percent) were fully remote for the entire school year as compared to the state average (7.6 percent).

Test Participation

- ◁ A new remote testing approach was implemented with fidelity; 11.5 percent of Grade 3-8 students tested remotely. Pursuant to CSDE analyses, only results from tests administered in-person are used in these analyses.
- ◁ In-person test participation was strong overall.
 - Nearly 82 percent of Grade 3-8 students tested in-person (which was strongly recommended) on Smarter Balanced; 11.5 percent of students tested remotely.
 - In-person test participation was strongest for students who learned fully/mostly in-person (97%) or in hybrid (95%) model. Conversely, only 37 percent of fully/mostly remote learners took the exams in-person, while 45 percent of fully/mostly remote learners took the Smarter Balanced exams remotely. The CSDE confirmed that at the state-level, the demographics of those who tested in-person are reasonably similar to those who tested remotely or not at all, so as to allow for these analyses and related inferences.

Assessment Results

- ◁ During the pandemic, in all grades and most student groups, students who learned fully/mostly in-person lost the least ground academically while those who learned in hybrid or fully/mostly remote models showed substantially weaker achievement and growth.

- This pattern held true for students with high needs and students without high needs. A similar pattern is seen in all grades and most student groups.
 - While the academic impacts were seen in all subjects, the observed differences were largest in math.
- ◁ Estimated statewide results from Connecticut’s growth model further indicate the following:
- Growth before the pandemic was much stronger than growth during the pandemic.
 - Among low- and high-achieving students, those learning in-person showed greater growth than those learning in hybrid or remote models.
 - During the pandemic, students below proficiency (Levels 1 and 2) grew at lower rates than those above proficiency; this was not the case before the pandemic.
 - Students above proficiency (Levels 3 and 4) who learned in-person neared pre-pandemic growth in ELA but not in Math.
- ◁ Domain score analyses for Smarter Balanced assessments for students in Grades 5 and 8 reveal the following:
- In Grade 5, the ELA domains of Research (Claim 4) and Evidence/Elaboration (which is part of Claim 2: Writing) show steeper declines than the other domains among hybrid and fully/mostly remote learners. Such declines are not observed prior to the pandemic.
 - In Grade 8, the ELA domains of Organization/Purpose (part of Claim 2: Writing) shows a slightly steeper decline than the other domains, especially among fully/mostly remote students. Such declines are not observed prior to the pandemic
 - In Grade 5 Math, Operations and Algebraic Thinking showed slightly lesser decline than the other domains in all learning models.
 - In Grade 8 Math, all domain scores decreased between grades 6 and 8 with the exception of Statistics and Probability for in-person learners which stayed constant.

Introduction

English Language Arts (ELA), Mathematics, and Science Assessments

Connecticut's statewide assessment program is just one component of an overall accountability system that is intended to assess the effectiveness of Connecticut schools and lead to greater success for all students.

Federal legislation, in the form of both the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA), and state legislation in the Connecticut General Statutes (C.G.S.) Section 10-14, and the implementation of the Connecticut Core Standards (CCS) is consistent in the vision that is being promoted: high expectations, uniform standards, and public accountability for the performance of all students, including those with disabilities and limited English proficiency.

Smarter Balanced Assessment System

Connecticut, as a member of the Smarter Balanced Assessment Consortium, administers assessments for English language arts (ELA) and mathematics to students in Grades 3-8, with the exception of special education students with significant cognitive disabilities participating in Connecticut's Alternate Assessments. The Smarter Balanced Assessment System was developed by the member states of the Consortium, including Connecticut, to align to the Connecticut Core Standards. **In-person testing and remote testing were available for students to take the Smarter Balanced exams in 2020–21.**

Connecticut SAT School Day

In the 2015-16 school year, the Connecticut State Board of Education adopted the SAT (created by the College Board) as the annual state assessment for eleventh graders in Connecticut. All students in Connecticut must be tested once in high school for English language arts and mathematics using the same assessment for all students. This is a requirement of federal and state law. By adopting the SAT, Connecticut eliminated duplicate testing and gave eleventh grade students in Connecticut an opportunity to take the SAT free of charge during the school day. The SAT assesses the critical thinking skills students need for academic success. Students are able to use their SAT scores for both the state school accountability system and for college admission. **Only in-person testing was available for students to take the Connecticut SAT School Day in 2020–21.**

Next Generation Science Standards Assessment

Connecticut's legacy science assessments, known as the Connecticut Mastery Test (CMT) Science (administered to students in Grades 5 and 8) and the Connecticut Academic Performance Test (CAPT) Science (administered to students in Grade 10), were replaced with the Next Generation Science Standards (NGSS) Assessment in Grades 5, 8, and 11 during the 2017-18 school year. The new science assessments, aligned to

the Next Generation Science Standards (NGSS) adopted by the Connecticut State Board of Education in November 2015, identify core scientific ideas, practices, and concepts that all students should master. **In-person testing and remote testing were available for students to take the NGSS Assessment in 2020–21.**

Connecticut Alternate Assessment System

The CSDE is committed to promoting student success for all students. The Connecticut Alternate Assessment System is designed exclusively for a small percentage of special education students with a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior, requiring intensive instruction and substantial supports. Generally, one percent or less of the tested student population is expected to participate in alternate assessments and eligibility is determined by the student’s Planning and Placement Team (PPT).

Connecticut Alternate Assessment (CTAA) for English Language Arts and Mathematics

The CTAA for ELA and math is available for eligible students in Grades 3-8 and 11. This assessment is presented to each student individually by a CSDE-trained teacher via an online Test Delivery System. The CTAA, including the supporting resources, was developed with Connecticut teachers and administrators working closely with other national state members and experts in the National Center and State Collaborative (NCSC). **Only in-person testing was available for students to take the CTAA in 2020–21.**

Connecticut Alternate Science (CTAS) Assessment

If a student is determined eligible for the CTAA by the PPT, the student will also participate in the CTAS when enrolled in Grades 5, 8, and 11. Unlike the CTAA, the CTAS is intended to be administered throughout the year as teachers work with students to rate their performance on the NGSS standards. Similar to the CTAA, the CTAS is specifically designed for this specialized population by expert teachers from across Connecticut who work with these students. **Only in-person testing was available for students to take the CTAS in 2020–21.**

Attendance and Learning Models

Traditionally, the Connecticut State Department of Education (CSDE) collects student-level attendance data only once annually at the end of the school year through the June Public School Information System (PSIS) collection. Districts report days of membership (i.e., the number of days a student was enrolled in a district for the school year or identified period) and days in attendance (i.e., the number of days a student was considered “in attendance” for the school year or the identified period) for each enrolled student.

In the 2020–21 school year, schools across Connecticut used one of three learning models: (1) fully in-person, where all students attended school in-person on all days; (2) hybrid, where all students attended school in-

person on some but not all days; or (3) fully remote, where all students received instruction remotely through technology or other means on all days. Since reopening in late-August/early-September, many districts changed their learning models during the 2020–21 academic year based either on a district schedule (e.g., planned change in week 4 from hybrid to fully in-person) or on local health conditions (e.g., change from fully in-person to remote for two weeks due to increased infections and positivity rate in the local community). The school reopen plans also allowed parents to opt their students into fully remote learning.

With many districts opening in a hybrid format, and around one-third of students statewide learning remotely, access to a device and internet connectivity quickly became essential school supplies. A donation from the Partnership for Connecticut brought 60,000 laptops to high school students in the 33 Alliance Districts by July 2020. Additionally, in late July, Governor Lamont launched the Everybody Learns Initiative which brought an additional 82,102 laptops and Chromebooks, 12,774 hotspots, and broadband cable internet to students.

In 2020–21, the Connecticut State Board of Education resolved to allow school districts to have 177 days of student instruction versus 180 days, which permitted three days to be used at the beginning of the school year for the purpose of building capacity to safely transition back to in-person services during the COVID-19 pandemic. In its resolution, the Board affirmed that its authorization for hybrid or remote programming due to unavoidable emergency is contingent upon school districts providing rigorous learning and engagement opportunities that are aligned with State standards and Board expectations. The Board also charged the CSDE with ensuring fidelity to this expectation by collecting whatever data are necessary and making that information transparent. Therefore, the CSDE established two new data collections: a weekly collection regarding a district’s learning model and a monthly student-level attendance data collection to collect the number of days of membership and attendance for each student each month. The data have been disseminated on the [Supporting Student Participation](#) page of the CSDE website.

A new concept of “remote attendance” was introduced for the first time in 2020–21. While the definition of “in attendance” is unchanged (i.e., presence for at least half a school day), the CSDE’s guidance on how to track attendance on remote days expects districts to consider synchronous and asynchronous approaches to determine whether a student is “in attendance.” Specifically, a remote student can be considered as being “in attendance” on a particular day if the total time spent on one or more of the following activities equals at least half the school day: synchronous virtual classes; synchronous virtual meetings; time logged in electronic systems; and/or assignment submission/completion. This has fundamentally changed who determines attendance, especially in elementary and middle schools. While previously front-office staff may have assumed

some responsibility for tracking and reporting attendance, now classroom teachers are expected to utilize student participation to determine and record whether a student is “in attendance.”

Since September is a month of significant change in public education systems – as districts follow up to determine the status of returning students, while also enrolling new students who may be entering the district – and data quality for new collections improves over time, CSDE decided to wait until October 2020 to mandate the separate reporting of in-person and remote days. So, attendance data were collected since the start of the school year, but data were reported separately for in-person and remote days since the beginning of October. This allowed for an examination of attendance patterns for different groups of students on in-person versus remote days.

Each student was assigned a learning model classification for the 2020–21 school year based on their membership days from the beginning of October through the end of the school year according to the following criteria:

- ◁ Fully/mostly in-person: more than 75 percent of membership days were in-person;
- ◁ Hybrid: 25 to 75 percent (inclusive) membership days were in-person; and
- ◁ Fully/mostly remote: less than 25 percent of membership days were in-person.

Results

Interpretability and Context

When viewing and interpreting the results for summative assessments administered in 2020–21 – especially when making comparisons with 2018–19 and earlier exam administrations – it is important to note the similarities to and differences from previous years. Notably, this year’s exams used the same test blueprint, the same item bank or the same/similar test forms, and the same in-person testing protocols as in 2018–19. Unfortunately, the list of differences is significantly longer. First, schools were fully remote from mid-March to mid-June 2020, a marked difference from prior years. In 2020–21, school learning models changed throughout the school year and students were remote to varying degrees due to factors beyond educator control. In addition, some students tested remotely, which was a new construct for 2020–21. In-person school didn’t look the same, and new instructional approaches emerged (e.g., concurrent teaching, remote academies). Students and educators expressed feelings of general stress, anxiety, and trauma.

Comparability of Remote and In-Person Test Scores

Since remote testing is a new construct and nearly 12 percent of students tested remotely, the CSDE conducted a study to explore whether in-person test scores were comparable to remote test scores for aggregate reporting and for the purpose of making statewide inferences. While the demographic distributions looked similar between the remote and in-person test-takers, regression analysis that controlled for demographic variables and prior test scores when available confirmed that there were statistically significant group mean differences between these two groups. These differences were seen in all grades for math, and in grade 3 for ELA. While remote test scores are assumed to be comparable to in-person test scores, further analysis is needed to confirm that slight differences are due to student achievement and not test mode. For this reason, only scores of students tested in-person were incorporated in the aggregate scores in this report and will be used for statewide inferences; both scores of those tested in-person and remotely will be provided to districts and families and likely used as baseline for future growth calculations.

Special Analyses are Required

It is common to compare assessment results across schools and districts. There are several reasons why those direct comparisons should not be made in 2020–21. First, *how* students learned (i.e., in-person, hybrid, remote) varied across districts and schools. In addition, *who* and *how many* learned fully/mostly remotely (i.e., student counts across student groups) varied across districts and schools. *Who* and *how many* tested remotely varied across districts and schools as well. Finally, *who* and *how many* participated in the in-person test also

varied across districts and schools. For these reasons, the CSDE has conducted specialized analyses at the state level to learn about the impact of the pandemic on student achievement and growth.

Approach to Interpreting 2020–21 Results

In light of comparability concerns outlined above, the CSDE used “matched cohort growth” (i.e., growth of same students from one grade to another) when feasible to evaluate how growth during the pandemic was different from growth before the pandemic. Further, results are disaggregated by a student’s learning model (i.e., fully/mostly in-person, hybrid, fully/mostly remote) and only those scores from students who tested in-person were included. Lastly, given the variations in learning models and test participation across student groups, comparisons are made within student groups (e.g., Students with or without High Needs).

Learning Models

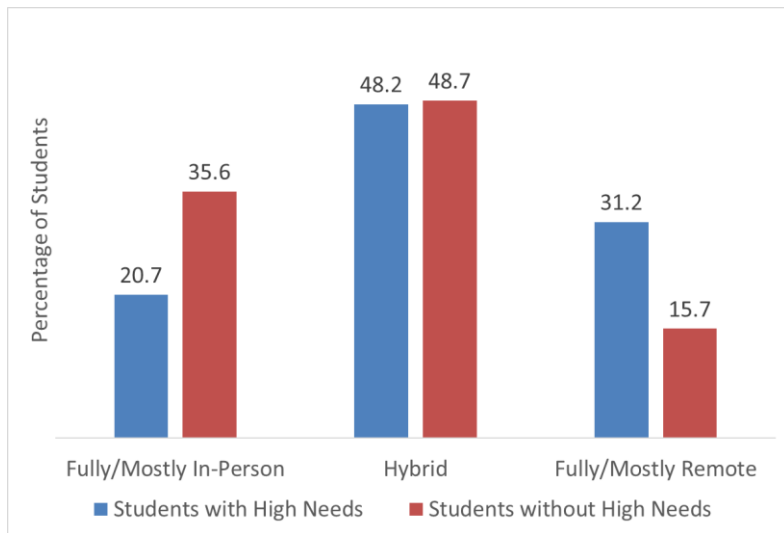
Table 1 shows the district learning models in 2020–21 based on the most prevalent learning model among the students in each district. In five of Connecticut’s twelve largest districts, the most prevalent learning model among their students was fully/mostly remote.

Table 1: District Learning Models in 2020–21 Based on the Most Prevalent Learning Model Among their Students

Learning Model	Number of Districts	Percent (%) of Districts
Fully/Mostly In-Person (more than 75% of days in-person)	79	39.5
Hybrid (between 25% and 75% of days in-person)	106	53.0
Fully/Mostly Remote (less than 25% of days in-person)	15	7.5

Figure 1 shows the percentage of Grade 3-8 students in each learning model by high needs status. Nearly a third (31.2%) of students with high needs (i.e., those who are English learners, have a disability, and/or are from a low-income family) were fully/mostly remote as opposed to only (15.7%) of students without high needs. By contrast, only one out of five (20.7%) of students with high needs were fully/mostly in-person as compared to more than a third (35.6%) of students without high needs.

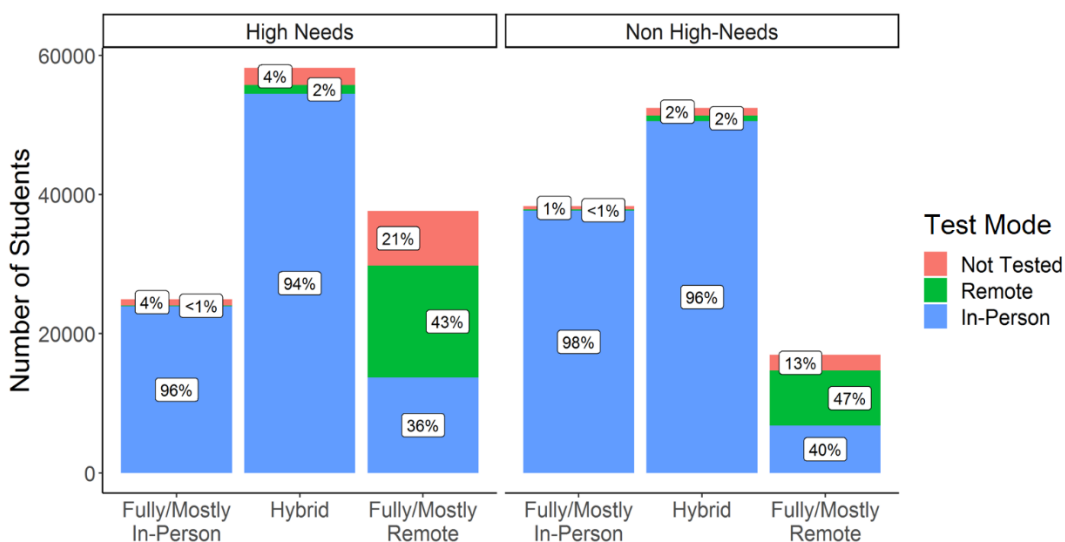
Figure 1: Percentage of Grade 3-8 Students in Each Learning Model by High Needs Status



Test Participation and Mode

Figure 2 shows the percentage of Grade 3-8 students for each test mode by learning model. The data are disaggregated by the high needs student group. At least 94 percent of students within both student groups, and among both the fully/mostly in-person and hybrid learning models, took the Smarter Balanced exams in-person. Among those who learned fully/mostly remotely, the in-person test participation was 36 percent among students with high needs and 40 percent among students without high needs. The not tested rate was also greater among students with high needs (21%) as compared to their non high needs peers (13%).

Figure 2: Test Mode Percentages by Learning Model, High Needs and Non-High Needs Grades 3-8



Consequently, CSDE analyses show that at the state-level among fully/mostly remote learners, those who tested in-person are slightly less representative of students with high needs, those eligible for FRL, and students with disabilities (Table 2). It is possible that if the results had been weighted to more accurately represent the fully/mostly remote student population, their performance could have been even lower than was observed among those who tested in-person. However, at the state level, the differences are not large and the population of in-person testers is reasonably similar to those who tested remotely or not at all, so as to allow for these analyses and related inferences.

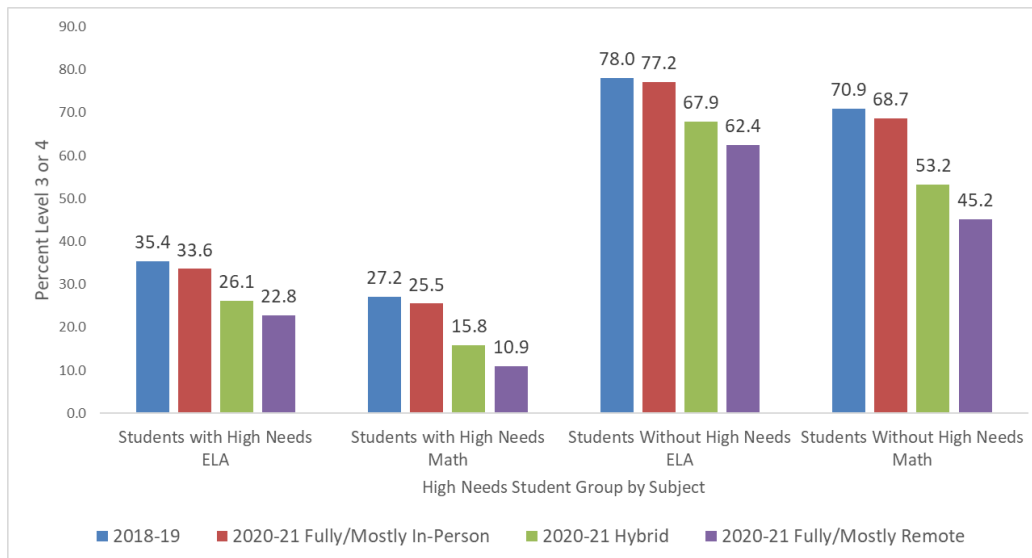
Table 2 Proportion of Student Group Among Mostly Remote Learners by Test Mode (Grade 3-8)

Student Group	In-person Testers	Remote Testers and Not Tested
High Needs	66.9	70.2
Not High Needs	33.1	29.8
Eligible for FRL	59.9	64.2
Not Eligible for FRL	40.1	35.8
English Learners	14.0	11.7
Not English Learners	86.0	88.3
Students with disabilities	13.3	14.3
Students without disabilities	86.7	85.7

Smarter Balanced Results

The traditional way to look at assessment data is to compare proficiency rates (i.e., the percentage of tested students who are achieving at level 3 or 4 on Smarter Balanced) for the same grades over time. Figure 3 presents the overall proficiency rates for Grades 3-8 combined. It compares 2018-19 proficiency rates for all students to the 2020–21 proficiency rates by learning model. Because students with high needs were more remote in 2020–21 and their in-person test participation in 2020–21 was lower than students without high needs, Figure 3 presents a disaggregated view of the data by high needs status.

Figure 3: Overall Proficiency Rates (Smarter Balanced Combined)



Overall, proficiency is lower in 2020–21 as compared to 2018-19, especially for those who learned in hybrid or remote models. This is a starting point for interpretation but doesn’t tell the whole story. This chart makes it appear that students who learned in-person did not lose any ground. That’s not entirely accurate. They too lost ground but less than the others.

The problem with simply looking at proficiency rates is that it misses any growth/change above/below the proficiency cut off score. Also, due to grade promotion, attrition, and other reasons, a third of the students in Grades 3-8 in 2018-19 were not the same as those in the same grades in 2020–21. Additionally, this view does not account for the fact that students who learned in the three learning models in 2020–21 may have different levels of achievement in 2018-19; since statewide assessments were not administered in 2019–20, prior achievement data is only available for students in Grades 5-8 in 2020–21.

Figure 4 shows matched cohort proficiency rates for Grades 5-8 combined by high needs status. So, while this analysis still looks at proficiency rates, it limits the sample to matched students (i.e., those who tested in 2018-19 and then two grades higher in 2020–21). The plots in Figure 4 illustrate several key points:

- ◁ Students who learned in-person in 2020–21 were higher achieving in 2018-19.
- ◁ Even students who learned fully/mostly in-person in 2020–21 lost ground as compared to their 2018-19 achievement, especially in math, though declines are greater for those who learned in hybrid or fully/mostly remote models.
- ◁ Declines were substantially greater in Math than in ELA.

Figure 4 Matched Cohort (2018 to 2021) Proficiency Rates by High Needs Status - Grades 5

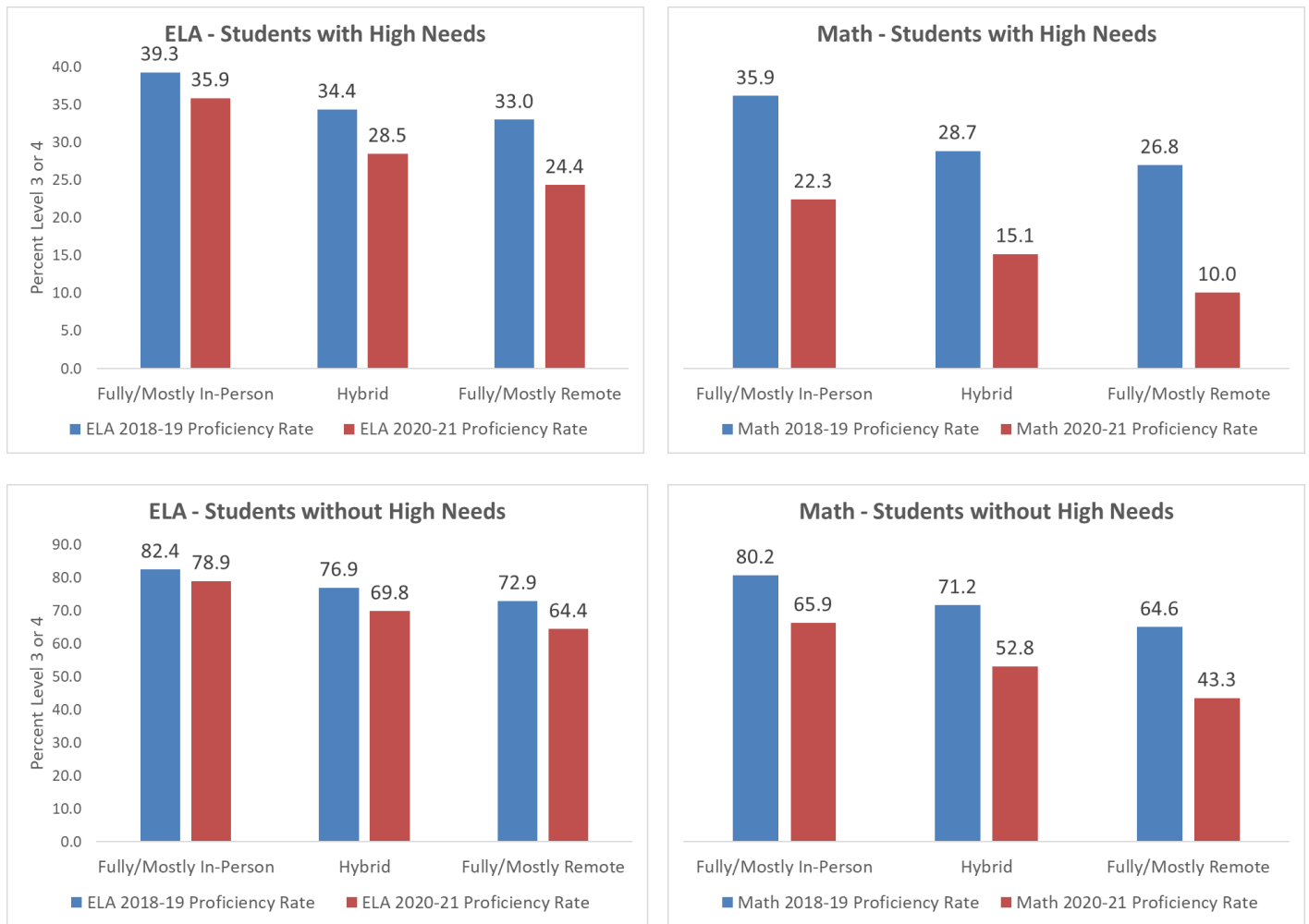


Figure 5 shows the matched cohort proficiency rates in ELA and Math for Grades 5-8 combined by race/ethnicity. The plots demonstrate similar findings to the high needs group analysis:

- ◁ In most race/ethnic groups, students who learned in-person in 2020-21 were higher achieving in 2018-19. The only exception to this pattern was among Asian students in ELA where the fully/mostly remote learners were equally high achieving in 2018-19 to their in-person peers.
- ◁ In most race/ethnic groups, even students who learned in-person in 2020-21 lost ground as compared to their 2018-19 achievement, especially in Math, though declines are greater for those who learned in hybrid or fully/mostly remote models. Asian students who learned in hybrid or fully/mostly remote models lost the least ground in ELA as compared to their peers from other race/ethnic groups.
- ◁ Declines were substantially greater in Math than in ELA.

Figure 5: Matched Cohort (2018-19 to 2020-21) Proficiency Rates by Race/Ethnicity (Grades 5)

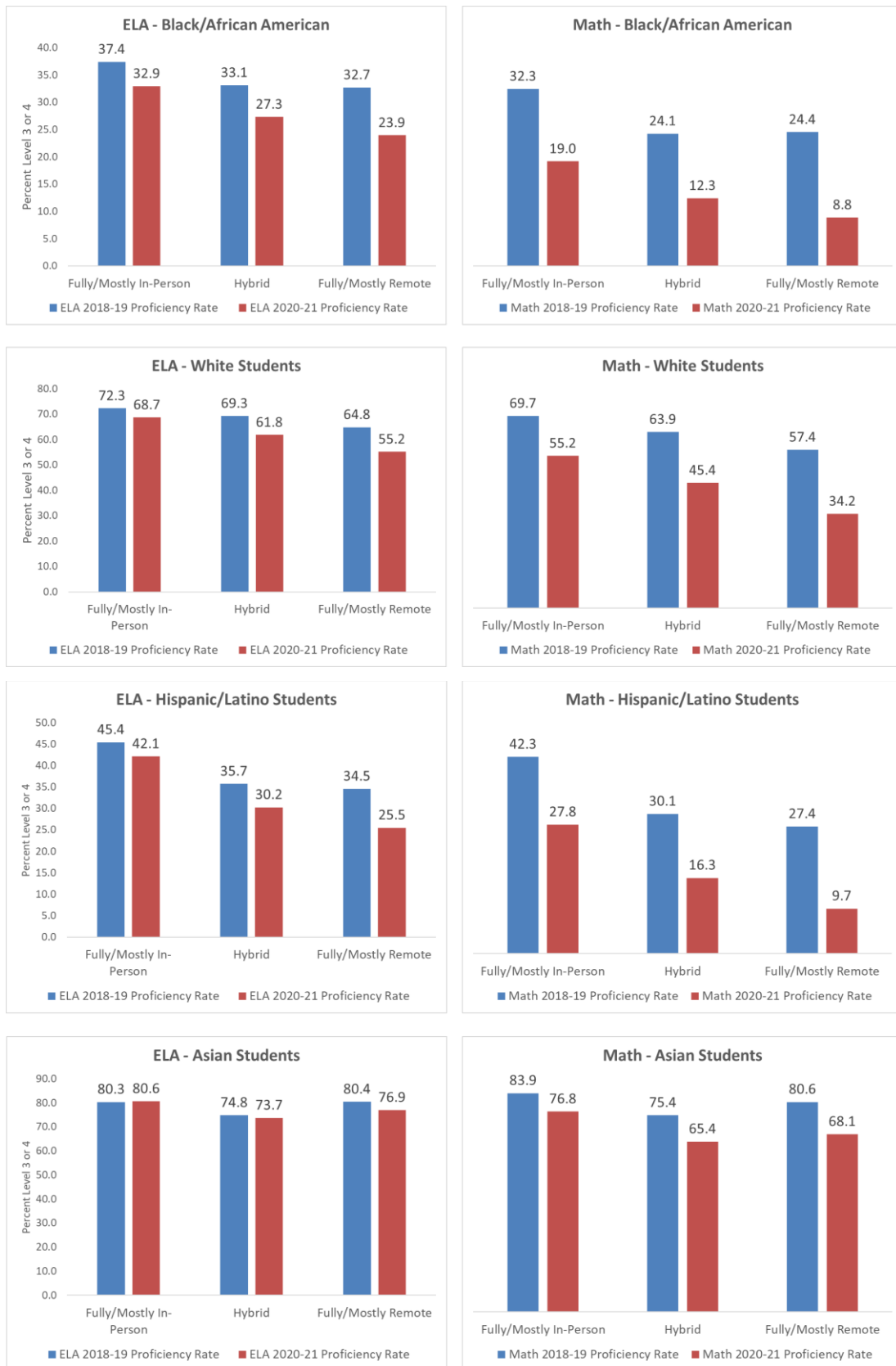
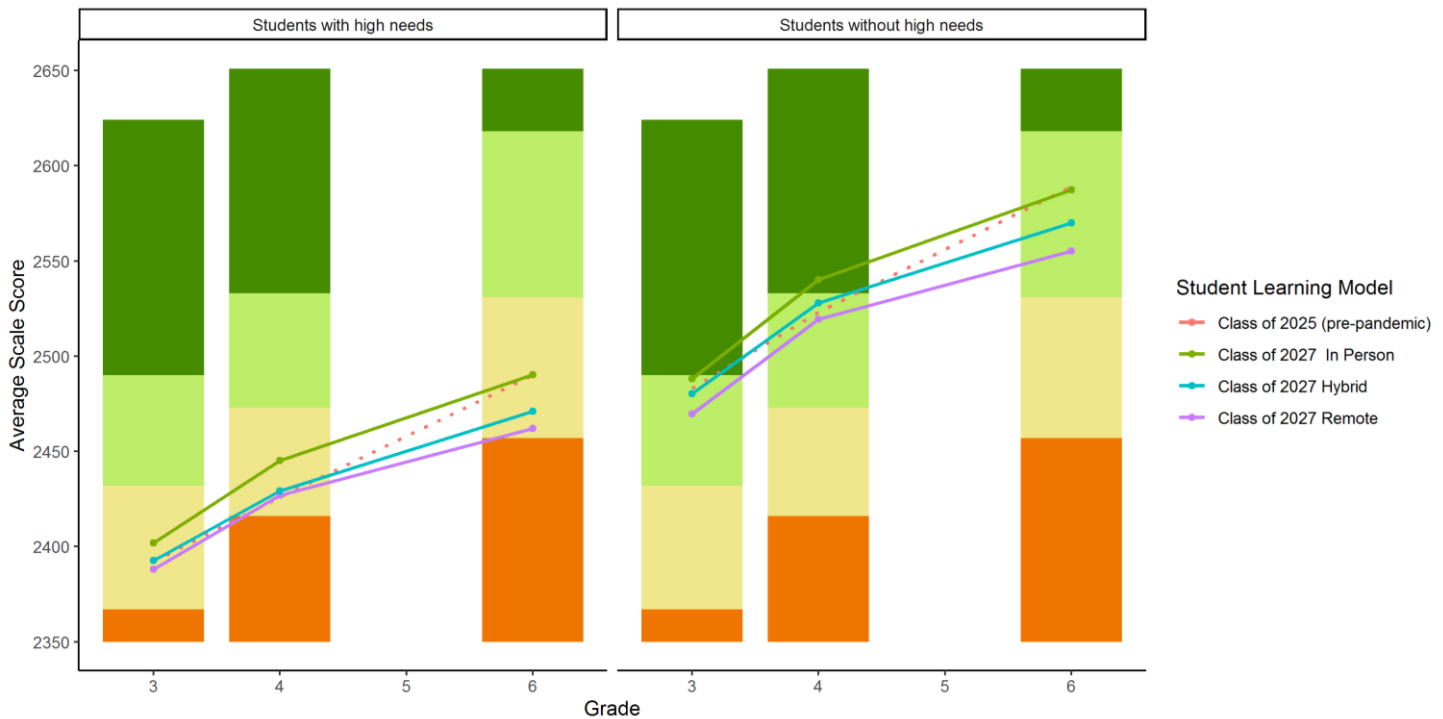


Figure 6 provides a long-term view of how growth trajectories prior to the pandemic compare to those during the pandemic using matched cohort average scale scores. A comparison of average scale scores in 2020-21 for those in Grade 6 ELA by High Needs status is used for illustrative purposes. The CSDE’s analyses showed similar patterns in other grades and for most student groups.

The three solid lines in Figure 6 represent the matched cohort growth of students in the three learning models from Grade 3 to Grade 6. The Grade 3 data on the chart represent the average Grade 3 scale scores in 2017-18 for the students who tested in-person in Grade 6 in 2020-21. The Grade 4 data on the chart represent the average Grade 4 scale scores in 2018-19 for the same cohort.

Figure 6: Matched Cohort Average Scale Scores (ELA Grade 6) by 2020 Needs Status



Students who learned in-person in 2020-21 had higher scores when they were in Grade 3 and in Grade 4 as compared to those who learned in hybrid or remote formats. All three learning model groups show a higher growth rate (i.e., a steeper slope) in the one year from 3rd to 4th grade (i.e., before the pandemic) than they do from Grade 4 to Grade 6 (i.e., through the pandemic). The declines are greater for those who learned in hybrid or remote formats. As a result, the gap between the three groups is wider in 2020-21 than it was when they were in Grade 3 or 4. By comparison, the previous matched cohort – shown in the plot as a dotted line and labeled in the legend as Class of 2025 (pre-pandemic) – demonstrated relatively steady growth from Grade 3 in 2015-16 to Grade 6 in 2018-19, and this pre-pandemic cohort shows a much steeper growth trajectory from

Grade 4 to 6 than those shown for the three learning model groups. Here, this pattern is shown to hold for students with high needs and students without high needs. A similar pattern is seen in all grades and most student groups with slightly greater declines in Grades 5 and 6 than in 7 and 8.

Figure 7 provides a matched cohort comparison of average scale scores for Grade 6 ELA by race/ethnicity. Asian students show the smallest gap in growth across student learning models. For all other races, the gap in average scale scores between the in-person students and the students in the other learning models widened over time.

Figure 7: Matched Cohort Average Scale Scores (ELA Grade 6 In 2021) by Race/Ethnicity

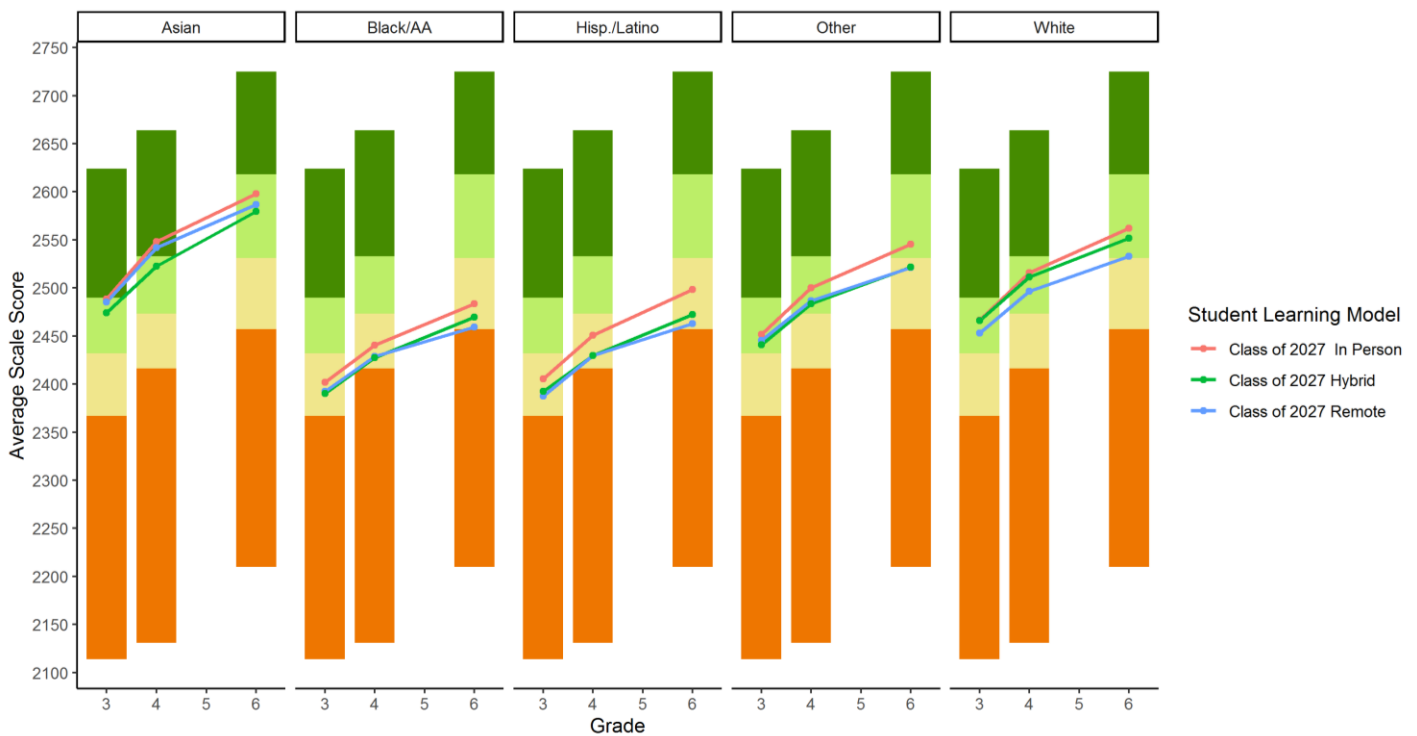
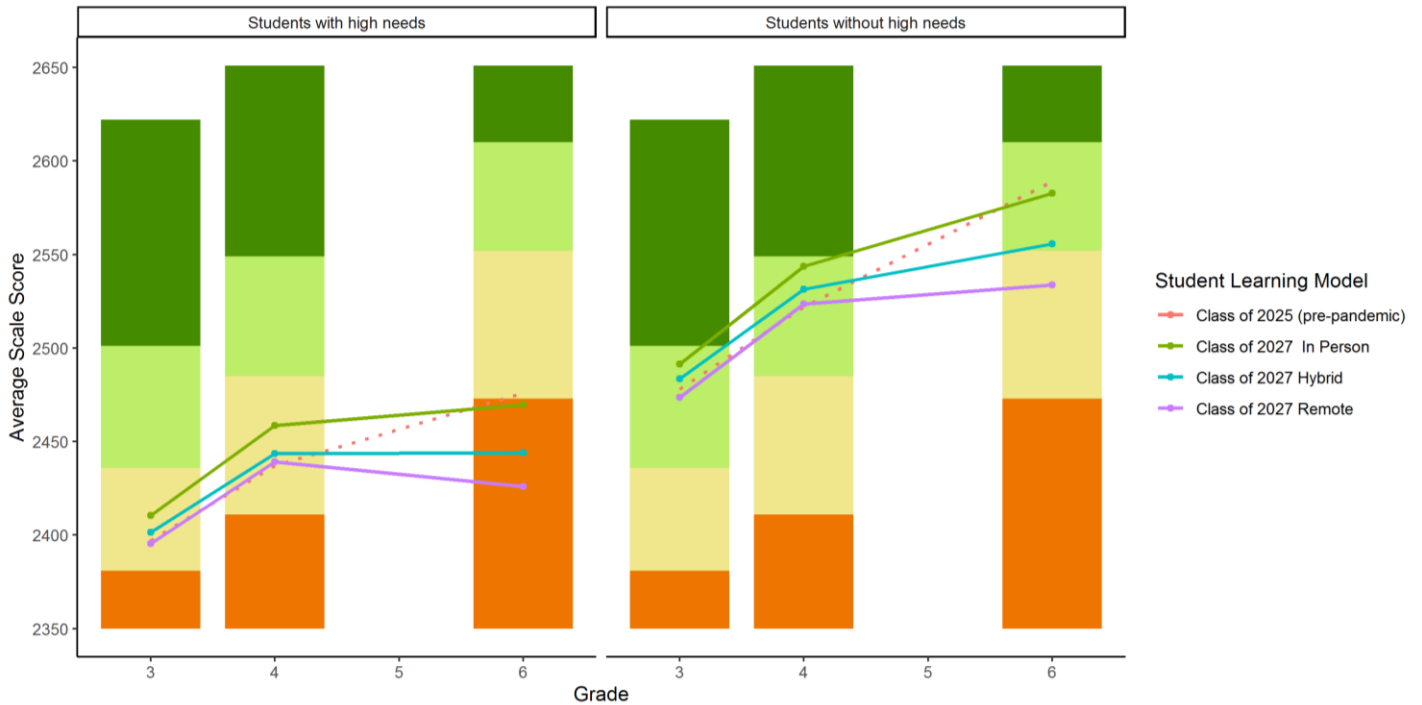


Figure 8 provides a look at growth trajectories in Math using matched cohort average scale scores. A comparison of average scale scores for Grade 6 Math by High Needs status is used for illustrative purposes; the CSDE’s analysis showed similar patterns in other grades and for most student groups. Again, we see that students who learned in-person in 2020-21 had higher scores in 2017-18 when they were in Grade 3 as compared to those who learned in hybrid or remote formats in 2020-21. All three learning model groups show a higher growth rate (i.e., a steeper slope) in the one year from 3rd to 4th grade (i.e., before the pandemic) than they do from Grade 4 to Grade 6 (i.e., through the pandemic). The declines are greater for those who learned in hybrid or remote formats. As a result, the gap between the three learning model groups is wider in 2020-21

than it was when they were in Grade 3 or 4. Again, the pre-pandemic cohort (dotted line) shows a much steeper growth trajectory from Grade 4 to 6 than those shown for the three learning model groups.

Figure 8 Matched Cohort Average Scale Scores for Math Grade 6 in 2021 by High Needs Status



Most notable in comparing Figure 8 (i.e., Grade 6 Math by High Needs Status) to Figure 6 (i.e., Grade 6 ELA by High Needs Status) is that the impact of pandemic-related factors in Math appears more significant than in ELA. Though in-person and hybrid students in 2020-21 started higher in Grade 3 than their pre-pandemic peers, in Grade 6, their achievement lags that of their pre-pandemic peers. The gaps are even greater in Math between those who learned in-person and those who learned in hybrid or remote formats. Here, this pattern is shown to hold for students with high needs and students without high needs. The average scale scores in the hybrid and remote learning models have not increased from Grade 4 to Grade 6 for students with high needs.

Figure 9 provides a matched cohort comparison of average scale scores for Grade 6 Math by race/ethnicity. Here, the gap in average scale scores between the in-person students and the students in the other learning models widened over time for all race/ethnicity groups. Most notable in comparing Figure 9 (i.e., Grade 6 Math by Race/Ethnicity) to Figure 7 (i.e., Grade 6 ELA by Race/Ethnicity) is that the impact of pandemic-related factors in Math appears more significant than in ELA. By grade 6, the gaps are even greater in Math between those who learned in-person and those who learned in hybrid or remote models. The average scale scores in

the hybrid and remote learning models have not increased from grade 4 to grade 6 for Hispanic/Latino and Black/African American students.

Figure 9. Matched Cohort Average Scale Scores in Math Grade 6 in 2021 by Race/Ethnicity

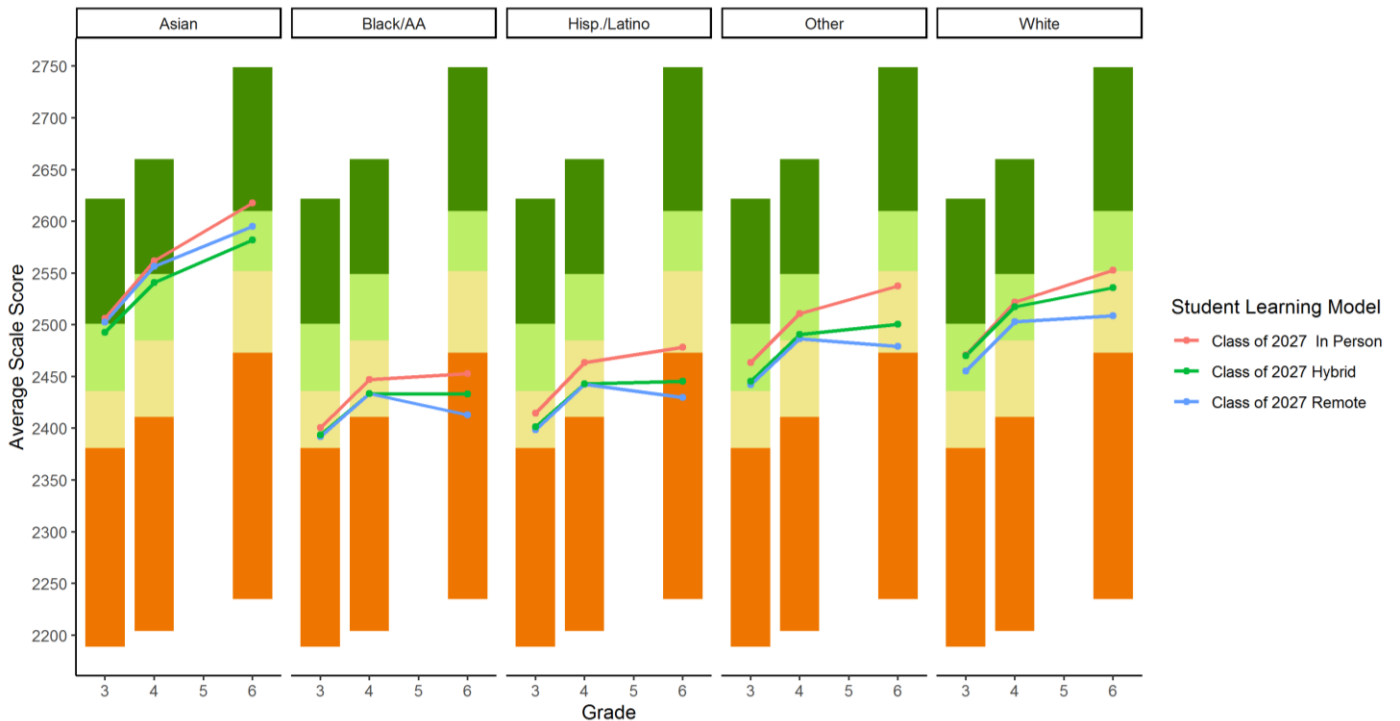
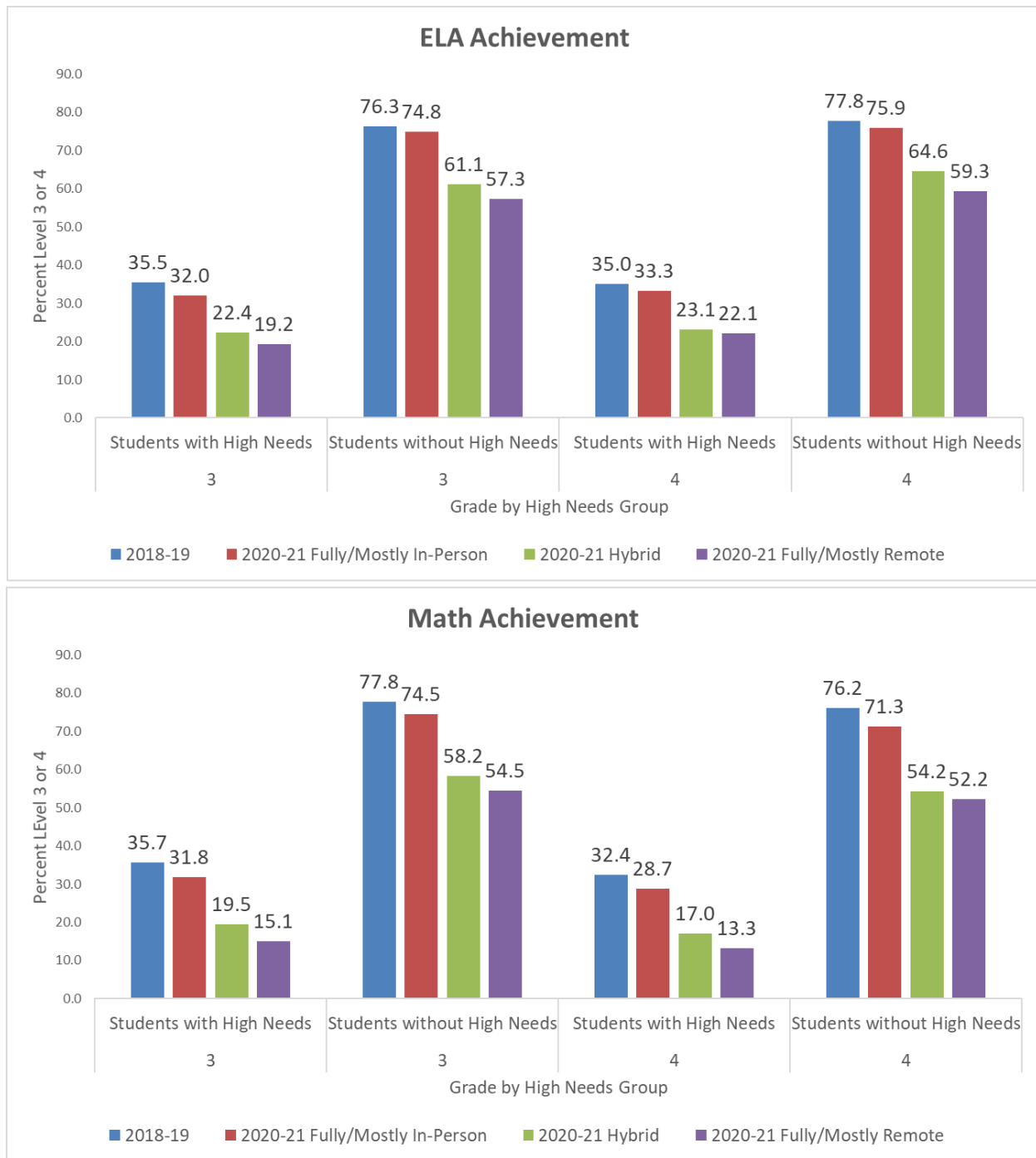


Figure 10 provides a look at ELA and Math achievement for students in grades 3 and 4 by high needs status. As in grades 5-8, students in grades 3 and 4 who learned fully/mostly in-person lost the least ground, while those who learned in hybrid or fully/mostly remote models in 2020-21 showed substantially lower achievement. The declines are greater in Math than in ELA. The charts in Figure 10 show that this holds for students with or without high needs; a similar pattern is seen for most student groups. One important note of caution: There are no prior achievement scores for these cohorts of students against which to compare this difference, since summative assessments were not administered in 2019-20 and these students were in Grades 1 and 2 in 2018-19 and thus did not take these assessments.

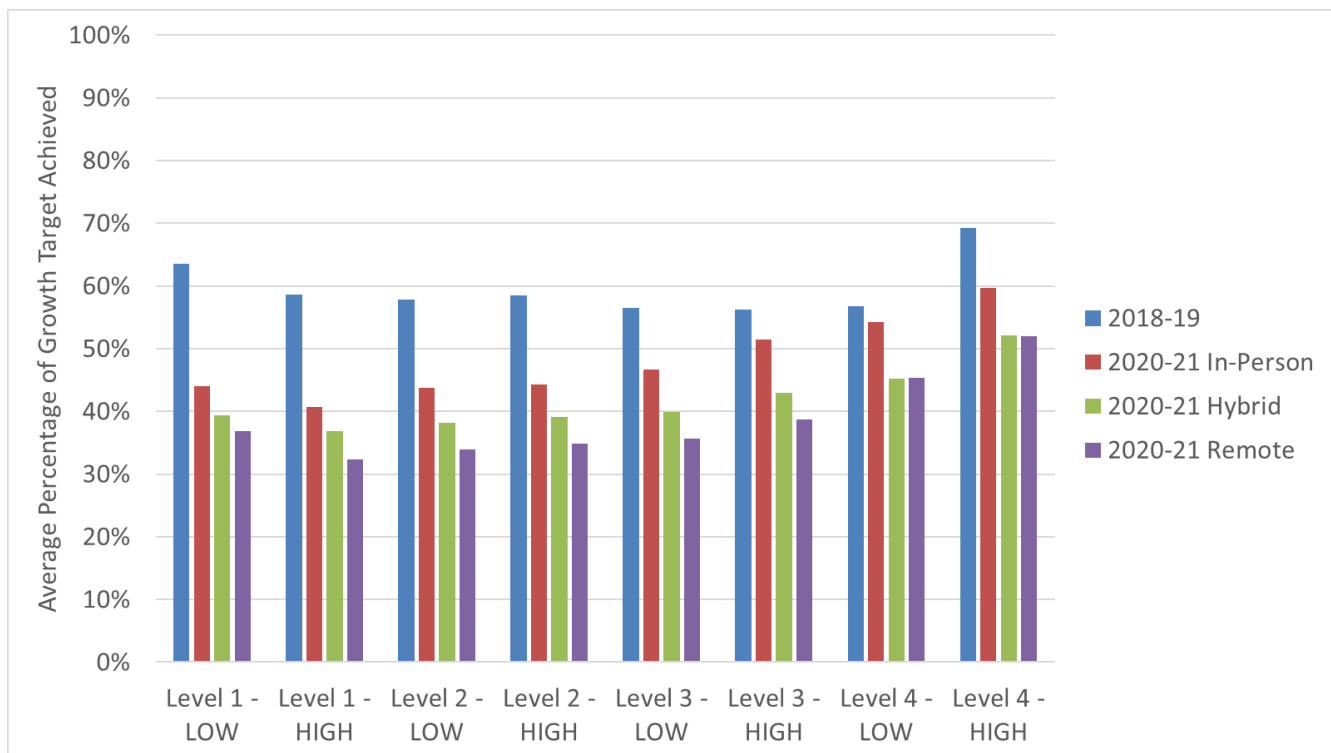
Figure 0 ELA and Math Achievement in Grades 3 and 4 by High Needs Status



Figures 11 and 12 look at the Smarter Balanced scores through the lens of the [Connecticut Growth Model](#). This growth-related analysis confirms what was presented earlier with achievement data, but it also offers some additional insights. Since there were no actual summative assessment results in Spring 2020, the CSDE used available longitudinal data to [“estimate” student performance in 2020 in Grades 3 through 7](#). This allowed the CSDE to implement our annual matched cohort, [growth model](#) from estimated scores in 2019-20 (Grades 3-7) to actual scores in 2020-21 (Grades 4-8). The growth model allows an examination of how low- and high-achieving students are growing through the pandemic and how that compares to pre-pandemic growth. The blue columns represent growth from 2017-18 to 2018-19 (pre-pandemic). The next three columns (red, green, and purple) represent estimated growth achieved by students learning in the three learning models in 2020-21. The Connecticut growth model matched cohort ELA comparison for Grades 4-8 combined (shown in Figure 11 below) reveals the following:

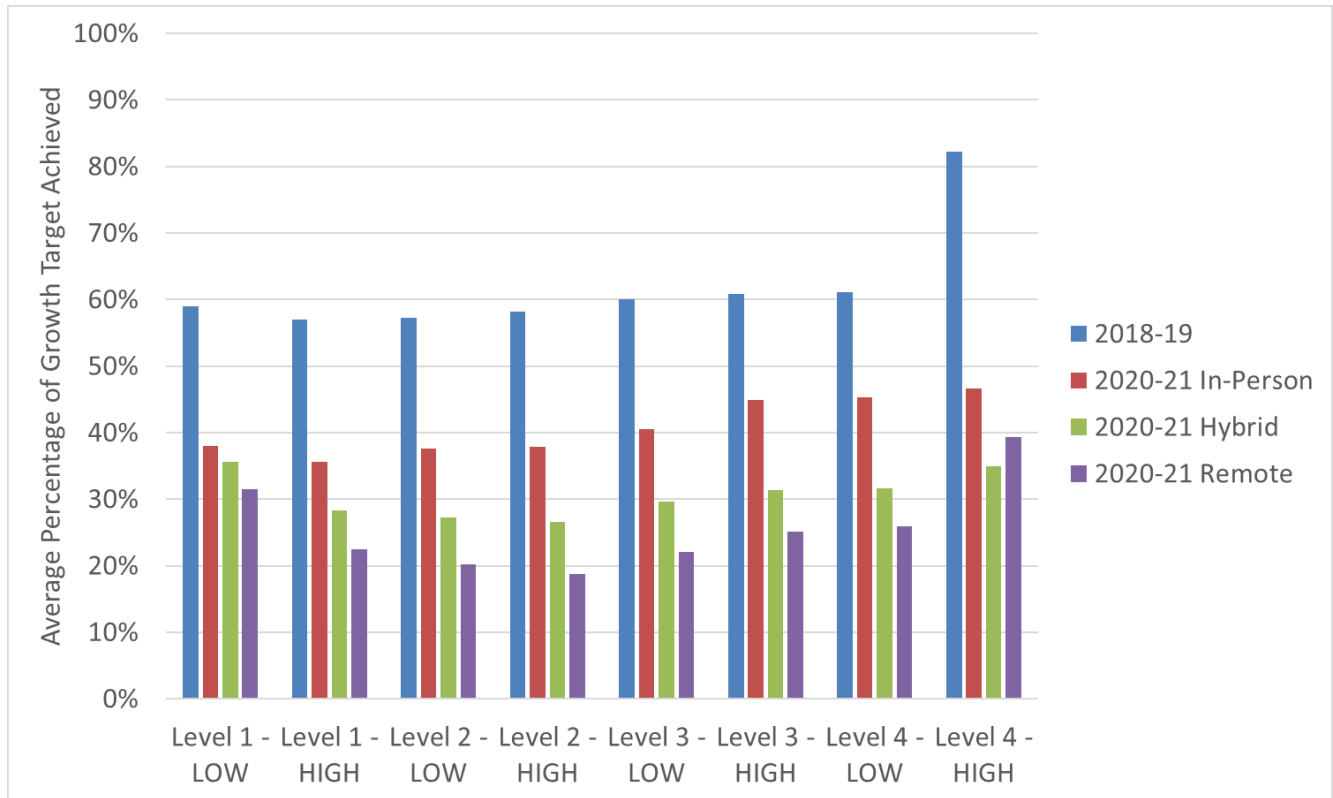
- ◁ Among low- and high-achieving students, those learning in-person showed greater growth than those learning in hybrid or remote models.
- ◁ During the pandemic, students below proficiency (Levels 1 and 2) grew at lower rates than those above proficiency; this was not the case before the pandemic (see blue columns).
- ◁ Students above proficiency (Levels 3 and 4) who learned in-person neared pre-pandemic growth.

Figure 1: Connecticut Growth Model Matched Cohort ELA (Grades 4-8)



The Connecticut growth model matched cohort Math comparison for Grades 4-8 combined (Figure 12) shows that the results for Math were similar to ELA in one respect: Among low- and high-achieving students, those learning in-person showed greater growth than those learning in hybrid or remote models. However, unlike in ELA, even students above proficiency who learned in-person substantially trailed pre-pandemic growth.

Figure 12 Connecticut Growth Model Matched Cohort Math (Grades 4-8 Combined)



Domain Score Analysis

The CSDE calculated domain scores in order to better understand the specific areas that may have proved more challenging for students through the pandemic. The domain scores are the difference between student performance on the test and the performance we would expect from a proficient student. Domain scores are only calculated for groups of students, as individual students do not respond to enough items to reliably estimate their ability. Positive domain scores represent above-proficient performance, negative domain scores represent below-proficient performance and scores near zero represent near-proficient performance. More explanation of these scores is provided in the paper: [Re-Analyzing Smarter Balanced Mathematics Target Results to Inform Instructional Improvement](#).

For the 2020-21 school year, the CSDE calculated domain scores for students in 5th and 8th grades in 2020-21 who had scores from 3rd and 6th grade respectively in 2018-19. In math, domains are common only within the elementary (3-5) and middle grades (6-8), so we cannot compare domain scores outside of these grade ranges.

Figure 13 shows the change in domain scores in ELA from Grade 3 to Grade 5 for students who were in Grade 5 in the 2020-2021 school year; the results are disaggregated by the three learning models. The first panel also shows the change in domain scores for students who were in Grade 5 in 2018-19 (class of 2026); it serves as a pre-pandemic reference. For all domains, in-person students start higher than their peers and decrease in proficiency from 3rd through 5th grade. The differences between 3rd and 5th grade are small (no larger than 0.2) but consistent. The students in hybrid and fully/mostly remote learning models start lower, but also appear to decrease more than their in-person peers. Specifically, the domains of Research (Claim 4) and Evidence/Elaboration (which is part of Claim 2: Writing) show steeper declines than the other domains among hybrid and fully/mostly remote learners. Such declines are not observed prior to the pandemic among the class of 2026. Note that the middle grade (i.e., either Grade 4 or Grade 7) in Figures 13-16 represents an actual data point only for the pre-pandemic class chart and not for the three learning model charts.

Figure 3 Domain Scores for Matched Cohort, ELA, Grade 5

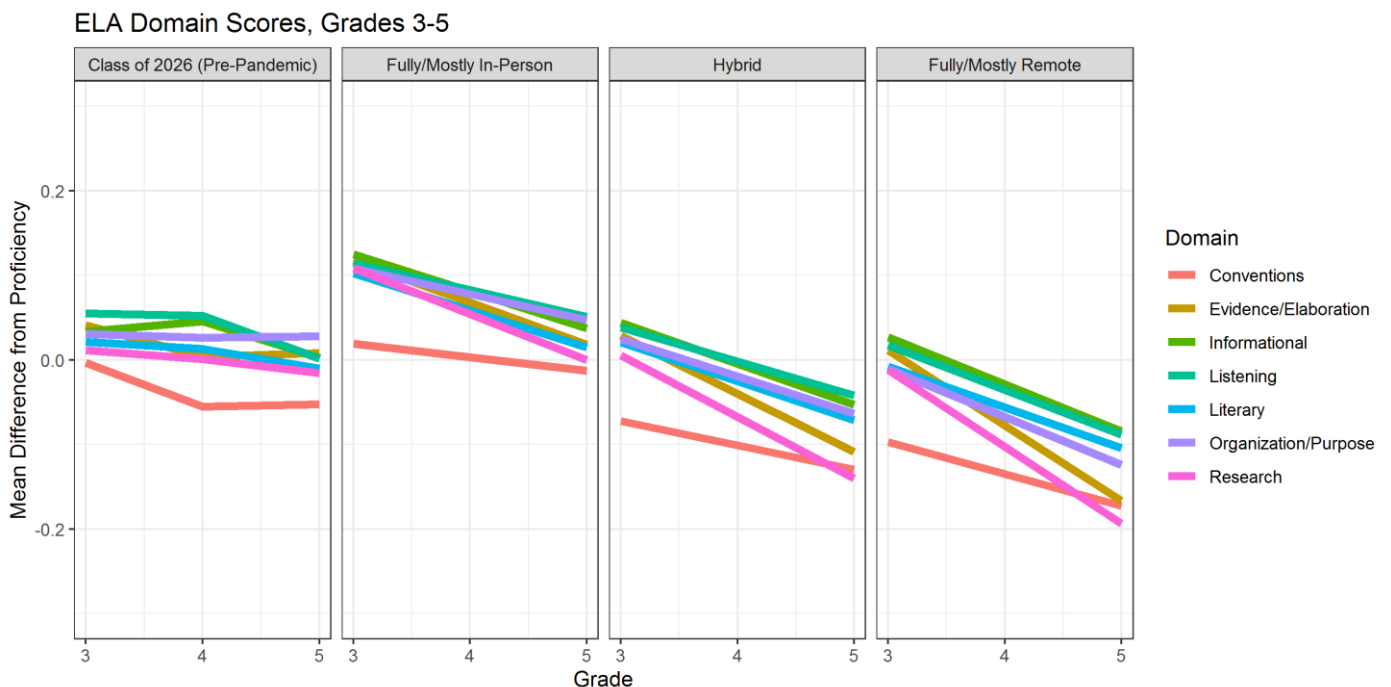
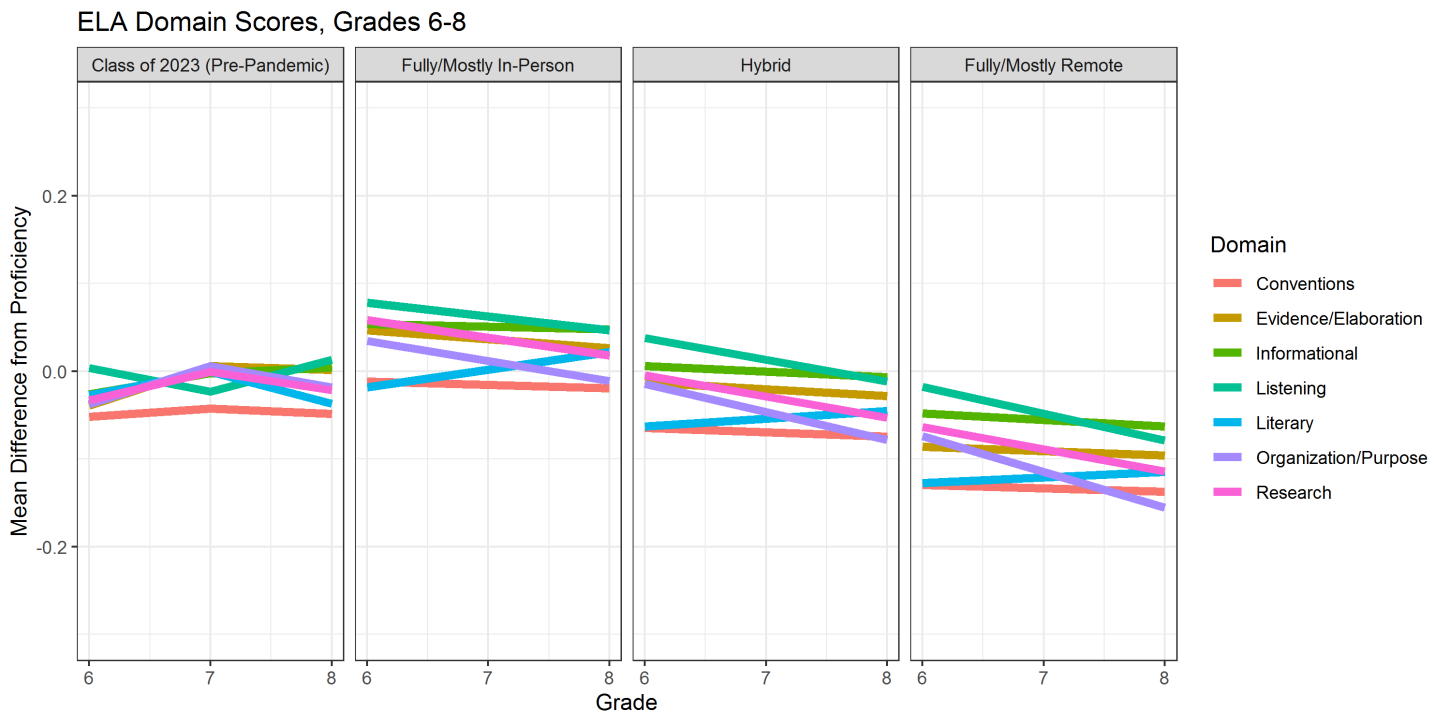


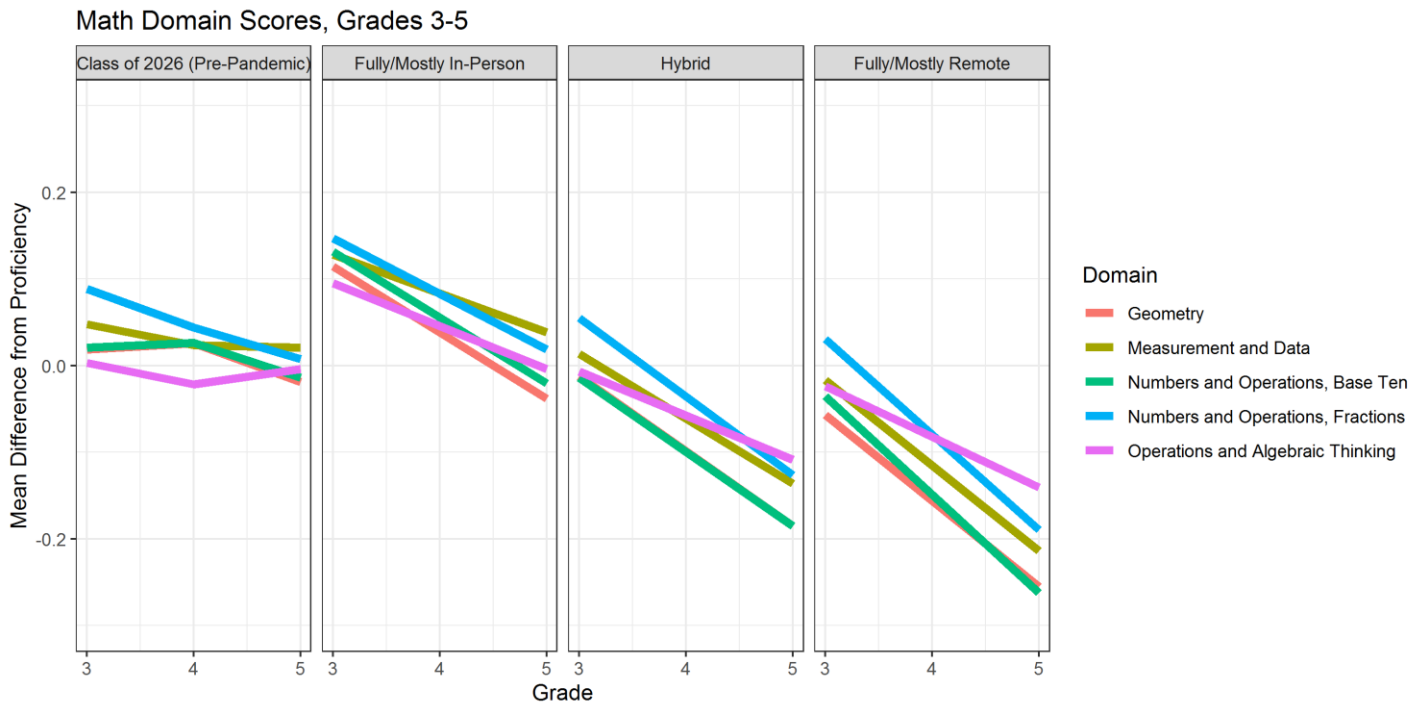
Figure 14 shows the ELA matched cohort for students who were in Grade 8 during the 2020-2021 school year. Here again, the fully/mostly in-person students start higher than their peers, while the hybrid students start higher than their fully/mostly remote peers. Most domains show a decrease in proficiency from grade 6 to 8 except for the Reading Literary Texts domain for all students regardless of learning model. The Organization/Purpose domain (part of Claim 2: Writing) shows a slightly steeper decline than the other domains, especially among fully/mostly remote students. Such declines are not observed prior to the pandemic among the class of 2023.

Figure 4: Domain Scores for Matched Cohort, ~~Table 8~~



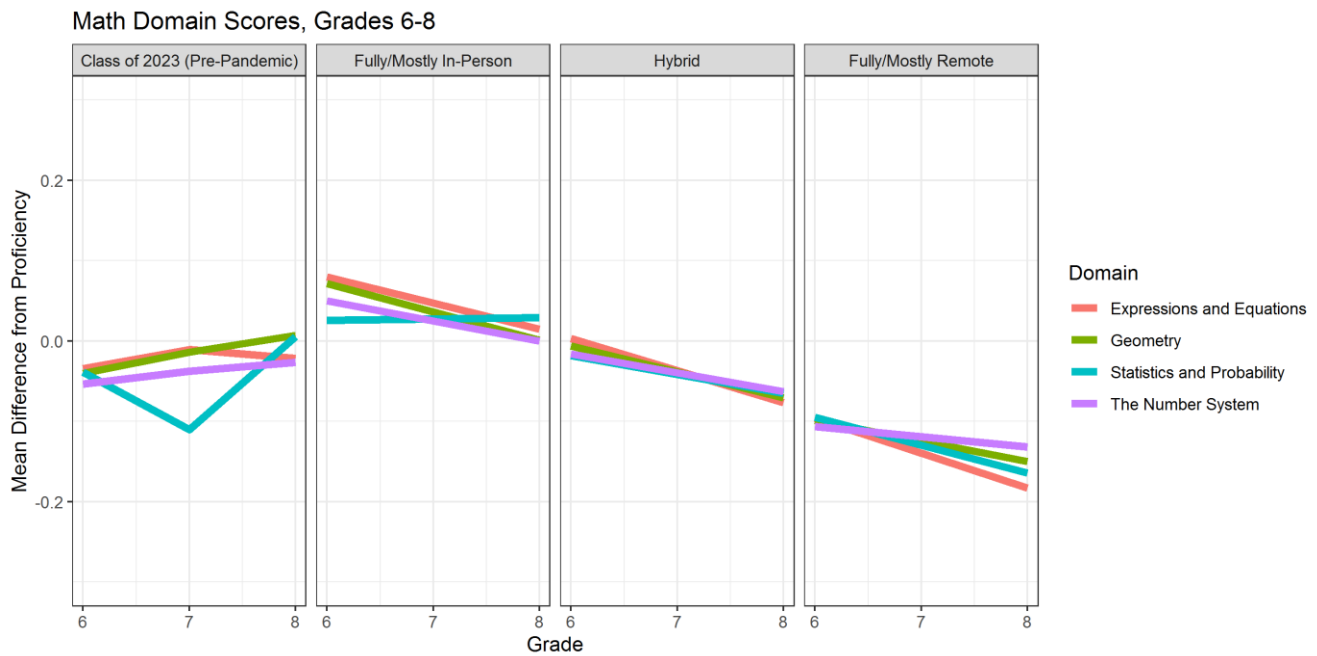
The domain scores in mathematics show a similar pattern to the domain scores for ELA. For the students in Grade 5 (Figure 15), those who learned in-person were the students with the highest domain scores in Grade 3. All three learning models had declines in proficiency from grade 3 to 5. The declines appear to be greatest for students who learned remotely. Operations and Algebraic Thinking showed slightly lesser decline than the other domains in all learning models. Again, as with ELA, such declines were not observed prior to the pandemic among the class of 2026.

Figure 5: Domain Scores for Matched Cohort, Math, Grade 5



For students in Grade 8 (Figure 16), again the students who learned in-person started out at a higher proficiency level than their peers, with those who learned remotely starting out lower than their peers. All domain scores decreased between grades 6 and 8 with the exception of Statistics and Probability for in-person learners which stayed constant. Such declines were not observed prior to the pandemic among the class of 2023.

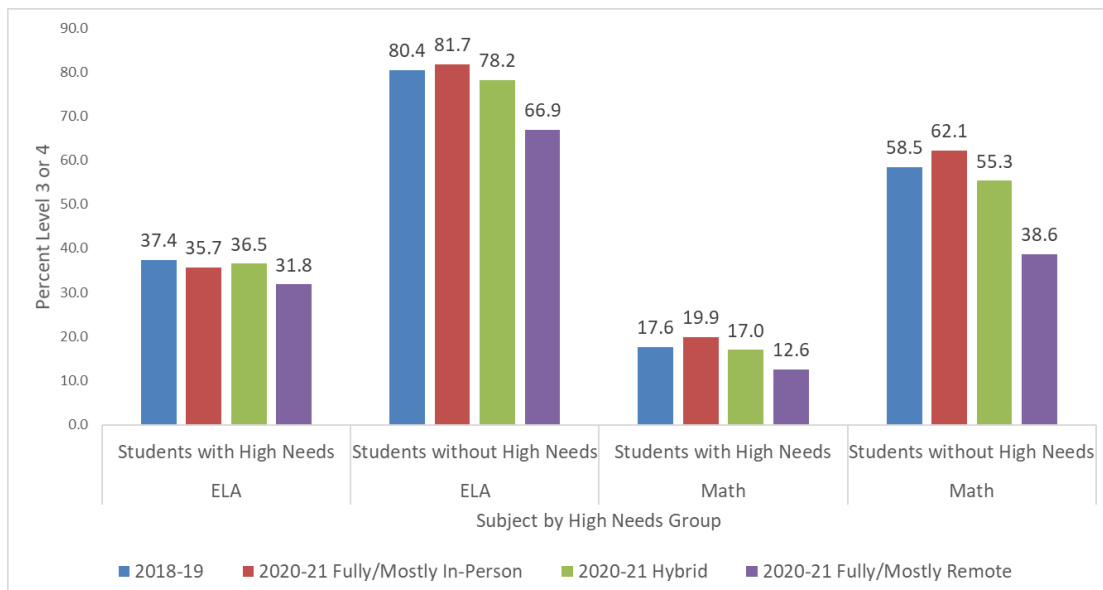
Figure 6: Domain Scores for Matched Cohort, Math, Grade 8



Connecticut SAT School Day

The state summative SAT exam was administered to students in Grade 11 in 2020-21. As with the Smarter Balanced assessments, among students with and without high needs, those who were fully/mostly remote showed lower performance in 2020-21 as compared to 2018-19 (Figure 17).

Figure 17: CTSAT School Day Achievement by High Needs Group (Grade 11)



Among students with high needs, the average scale scores for fully/mostly remote students in 2020-21 (446 in ELA and 427 in Math) are around 10 points lower than high need student achievement in 2018-19 (455 in ELA and 437 in Math). Among students without high needs, the average scale scores for fully/mostly remote students in 2020-21 (523 in ELA and 504 in Math) are approximately 35 to 45 scale score points lower than non-high-need student achievement in 2018-19 (560 in ELA and 548 in Math).

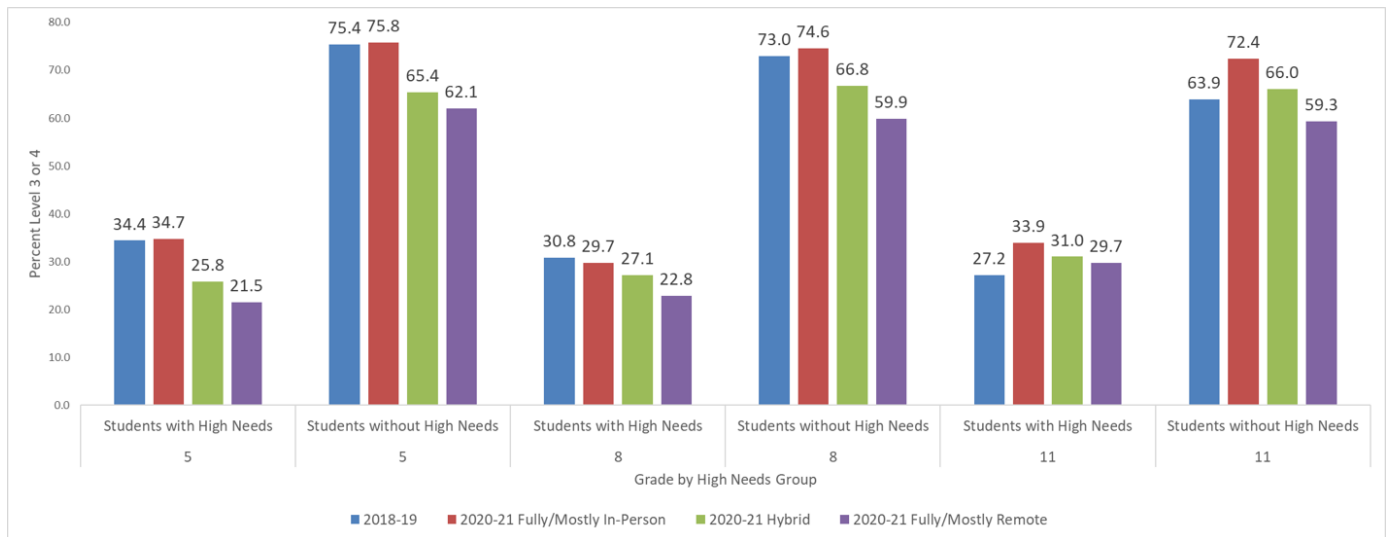
There are some important points of caution with these data:

- ◁ As with students in Grade 3 and 4, there may be previous achievement differences between students in the different learning models.
- ◁ Test participation is low among students with high needs (74.5%) as compared to those without high needs (93.4%).
- ◁ Participation among students fully/mostly remote is also low (73.9%) as compared to those in hybrid or in-person models (91.4%).
- ◁ Less than 10 percent of students attended in-person in Grade 11 within both groups (i.e., high needs and not high needs).
- ◁ 49 percent of students with high needs were fully/mostly remote while among students without high needs, only 28 percent were fully/mostly remote.

Next Generation Science Standards Assessment Results

The Next Generation Science Standards (NGSS) Assessment was administered to students in Grades 5, 8, and 11 during the 2020-21 school year. Figure 18 shows the science achievement in the tested grades by high needs status for in-person test takers. In all grades, students who learned fully/mostly in-person reflected higher achievement than those who learned in hybrid or fully/mostly remote models. We do not have longitudinal science achievement data for these students, so it's important to note that these results do not capture any previous achievement differences between students in the three learning models. Additionally, in-person test participation was low among those who were fully/mostly remote – less than 40 percent of fully/mostly remote across all grades learners took the NGSS Assessment in-person – as well as among students with high needs in Grade 11 across all three learning models (around 56 percent).

Figure 18 Science Achievement (Grades 5, 8, 11), High Needs Status



Alternate Assessments - CTAA and CTAS

The alternate assessments in ELA and Math (CTAA) and science (CTAS) are designed for around one percent of all students statewide with the most significant cognitive disabilities. These assessments could only be administered in person at school. Participation in the CTAA was less than 90 percent among those who learned in-person or hybrid, while it was only 31.7 percent among those who learned remotely. Participation in the CTAS was less than 80 percent among those who learned in-person (78.9%) or hybrid (76.7%) students, while it was only 27.8 percent among those who learned remotely. In light of these low participation rates, the aggregate results presented below may not be representative of this population.

Learning Model	CTAA	CTAA ELA		CTAA Math		CTAS		
	Number of Students	Participation Rate (%)	Percent Level 3 or 4	Participation Rate (%)	Percent Level 3 or 4	Number of Students	Participation Rate (%)	Percent Level 3 or 4
Fully/Mostly In-Person	1,368	88.0	25.4	87.1	29.4	550	78.9	24.2
Hybrid	1,293	82.5	26.3	83.0	31.1	597	76.7	27.9
Fully/Mostly Remote	745	31.7	33.3	31.3	36.6	331	27.8	36.7
2018-19 Results	4,023	95.4	34.0	95.2	36.4	1,756	94.1	37.0

Conclusion

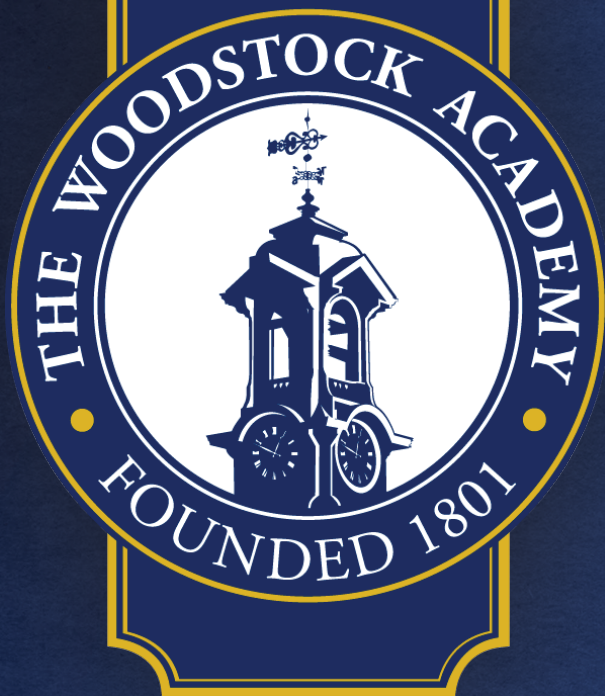
Summative assessments play a key role in the evaluation of student learning and critical thinking. From an equity standpoint, it is essential for Connecticut to use its statewide summative assessment data to monitor long-term trends, evaluate the full impact of the pandemic on student achievement and growth, and target support and resources where they are most needed to address and combat the negative impact of this pandemic on student learning. Connecticut's examination of the relationship of both achievement and growth with student learning models is a crucial component of this analysis and provides important context.

Student growth suffered during the pandemic. Students who learned fully/mostly in-person lost the least ground academically, while those who learned in hybrid or fully/mostly remote models showed substantially weaker achievement and growth. This pattern held true for students in all grades and most student groups. While the academic impacts were seen in all subjects, the observed differences were largest in math.

Estimated statewide results from Connecticut's growth model further indicate that growth before the pandemic was much stronger than growth during the pandemic. Among low- and high-achieving students, those learning in-person showed greater growth than those learning in hybrid or remote models. Moreover, students below proficiency grew at lower rates than those above proficiency which was not the case before the pandemic. Students above proficiency (Levels 3 and 4) who learned in-person neared pre-pandemic growth in ELA but not in Math. With regard to the alternate assessments, due to low participation rates, the aggregate results may not be representative of the population.

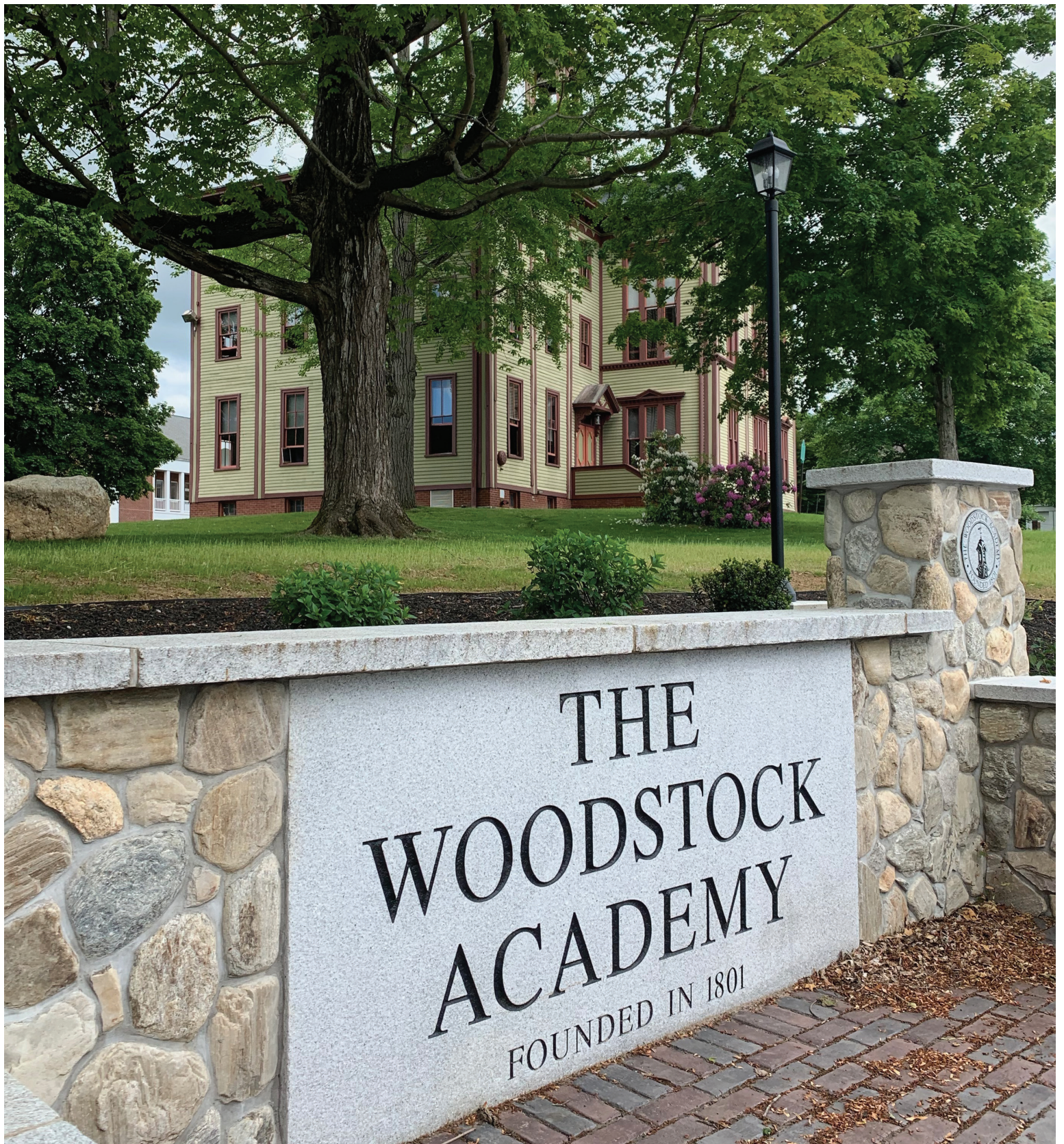
The encouraging results among students who learned fully/mostly in-person strengthen the case for offering full time, in-person instruction during 2021-22. The performance declines, especially in mathematics and among students who learned in hybrid or fully/mostly remote models, demand the sustained implementation of evidenced-based solutions.

The CSDE's American Rescue Plan - Elementary and Secondary School Emergency Relief Fund (ARP-ESSER) application to the U.S. Department of Education will provide an additional nearly \$1 billion to districts across the state with the majority concentrated in our highest need districts to support a range of evidence-based activities that are designed to increase student engagement and accelerate learning. The CSDE is also using its state set-aside of over \$100 million to support a wide range of projects including: model curricula; online curricula and courses; summer enrichment grants; social, emotional, and mental health supports; high dosage tutoring; specialized initiatives for English learners and students with disabilities; postsecondary access, adult education, and credit recovery; and boosting engagement of high school students.



2020–2021 Annual Report





OUR MISSION

The Woodstock Academy prepares all students by providing diverse opportunities through a rigorous curriculum and a variety of programs in order to cultivate the necessary skills to become lifelong learners and global citizens.

2020–2021 ANNUAL REPORT

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7 Staff Member of the Year 8 Giving Summary



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John Rigney

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Michael Harten, Ed. D.

Dean of Academics

Brad Favreau '88

Dean of Students

Sean Saucier

Director of Athletics



“
It is not the strongest of the
species that survive, nor the
most intelligent, but rather the
one most adaptable to change.

— Charles Darwin

Dear Woodstock Academy Community:

At this time each year, we have the pleasure of compiling this annual report for The Academy. This year, our 220th, was the most unique, challenging, and inspiring year in our storied history.

Let me start by publicly thanking our staff, families, students, and the larger community for their support over this past year. I was consistently humbled that while our staff and families suffered from stress, anxiety, and sorrow, The Academy was still able to meet the needs of our students. I am proud of how our community rose, tackled challenges, and had immense successes.

Our students lost many traditional opportunities. These rites of passage that alumni had the opportunity in which to participate were not experienced by our current students. Yet, they persevered and they marched on. Charles Darwin stated, “It is not the strongest of the species that survive, nor the most intelligent, but rather the one most adaptable to change.” While he wasn’t speaking about humanity impacted by a pandemic, the quote most certainly aligns with what the 2020-2021 school year was like.

This is not more evident than just by looking at what our students plan on doing after graduation. We had one of the largest groups of students enter the military, we had the largest number of students get accepted into Ivy League and high-caliber colleges, and we were still able to have a graduation rate of almost 100%. Let me assure you that these are remarkable achievements when one reflects on the last 18 months.

Despite the realities of the year, thanks to our supporters, our students were able to have, albeit modified, outstanding learning opportunities. Without the financial support from our larger community, our students would not be able to have the experiences we offer on campus. You have helped us to continue to change the lives of our students!

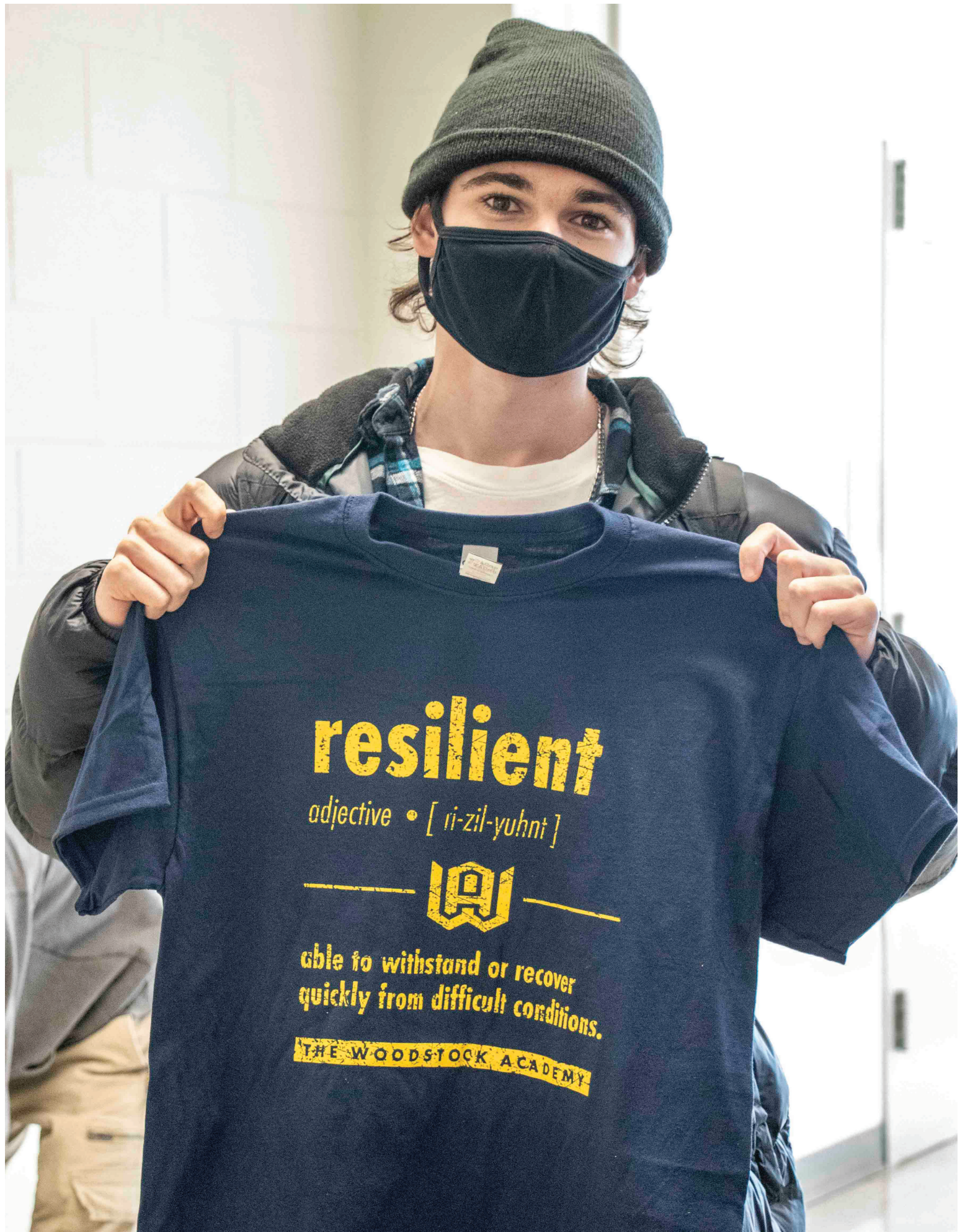
Looking forward, we remain hopeful for a full return and full year of in-person learning. But, even if there are bumps in the road and we are forced to modify plans, please know that we will continue to provide a top-notch educational experience no matter the format.

Many members of our community lost loved ones and suffered through significant tragedy over this past year. I want to share our sorrow and sympathy for all that you endured. It was not an easy year for anyone, but as an institution, if we focus on our mission and continue to place students at the forefront of our decision making, we will continue to thrive; the past is the foundation on which we build our extraordinary.

I want to personally thank you for all your support through this last year. Whether you made a financial commitment or gave us your time, we could not do it without you. This year reinforced the old proverb; it takes a village.

Thank you for helping us continue to change lives,

Christopher J. Sandford
Head of School



resilient

adjective • [ri-zil-yuhnt]



able to withstand or recover
quickly from difficult conditions.

THE WOODSTOCK ACADEMY

FACULTY, STAFF & PROGRAM HIGHLIGHTS

The Academy's program remains the foundation of all we do on our campuses. Our mission statement says, *The Woodstock Academy prepares all students by providing diverse opportunities through a rigorous curriculum and a variety of programs in order to cultivate the necessary skills to become lifelong learners and global citizens.* Our diverse curricular offerings allow us to nurture connections with students on an individual basis which strengthen students' confidence and allows them to discover who they really are.

The bedrock of our program is our staff. The relationship between the staff, the students, and the academic content establishes the basis of all our success. Through college acceptances, student achievement, and annual survey data, it is obvious that the staff plays one of the most significant roles in who we are as an institution. Whether the students spend their day with us or live in our residential program, our staff continues to provide a safe and nurturing environment. Our continuous goal is to place students at the forefront of every decision. This year, a majority of the country was shut down and our "typical" events did not occur, so this list of highlights is more limited than during a typical year.

- The Class of 2021 had close to a 100% graduation rate and 90% of the class furthered their education.
- Working with the Robert Holland Chapter of the National English Honor Society, we created the position of The Woodstock Academy Poet Laureate. This student will become a new part of several events throughout the year, and most importantly, our Academy Poet Laureate will speak at Commencement.
- A new pilot ground school course was launched which provides students the ability to acquire and hone basic flight skills such as the physics of flight, aviation, and air traffic control to prepare them to pilot a plane.
- The Woodstock Academy Athletic Department has partnered with the Positive Coaching Alliance (PCA) to provide a wealth of resources and workshops for athletes, coaches, and parents.
- Our new program, STRIVE, was created to increase programming and support for special education students who require more comprehensive learning opportunities.
- The Athletic Department partnered with the UConn Institute for Sports Medicine (ISM) to support our student-athletes.
- The Model United Nations Program continued to have great success. At this year's National Championship, they won first place in research, first place in performance, and all 11 students won individual awards. This is the third year in a row that they placed first overall.
- Four clubs received the Connecticut 2021 Challenge to Educational Citizenship Award: the B Club, the EarthSave Community Garden, the Student Climate Activists, and FRESH.
- Over 25 staff members of The Academy attended a summer institute on diversity and inclusion and developed plans for change which will occur in classrooms and on campus.
- This year was the first that students at The Academy took the AP German Language and Culture exam. All the students earned 5s, the highest possible score.
- Over thirty students in grades 6-10 from Liaoyuan Bilingual School in Shanghai participated in an online summer program taught by WA faculty members. Some students from this program will be joining us at The Academy for the 2021-22 school year.
- John Rigney (Administration) was accepted into Columbia University's Teacher College FORGE summer program.
- Tom Young (Mathematics) presented at the national online eSports conference, Virtual Gaming: Real Medicine 2020.
- Brenden Ostaszewski (Director of Strength and Conditioning) was named National High School Strength Coaches Association (NHSSCA) Connecticut State Director.
- Valerie May (Science) was part of several national and international conferences about using BioInteractive resources in an eLearning environment such as Viruses Across the Biology Curriculum in an Online Setting, Adaptations & Natural Selection in an Online/Hybrid Setting, and Using Gene Therapy to Teach the Central Dogma and Genetics.
- Caroline Chute (Science) completed the "UConn Vegetable Grower" certification program, which will allow adding to the Science Department's offerings at The Academy.





Richard Telford English Department Chair

On the cusp of his twenty-fifth year of teaching at The Woodstock Academy, Richard Telford, English department chair, is The Academy's 2021-22 Teacher of the Year.

Throughout his career, Telford has adhered to some basic, essential principles. The first: kindness matters more than just about anything else. "We always remember people who were kind to us, especially in our worst moments, and I have aspired to always be kind to both students and colleagues, even in difficult situations," he explained.

"Mr. Telford has had quite a few senior classes this [past] year. He has made a particular effort to help all of them to graduate, offering flexibility, extra help, encouragement, and personalized support," emphasized Dr. Michael Harten, dean of academics at The Woodstock Academy. He describes Telford as a "story-teller," stating "whether it's recounting a specific interaction with a student or class, explaining something he has researched, or sharing an anecdote from this own life, Rich always has the right story for the moment at the ready."

Receiving a number of nominations for Teacher of the Year, one wrote, "he teaches entertaining classes with a lot of interesting topics. I have a lot of fun in his classes, and I like his charisma a lot. I actually think he's one of the best teachers I've ever had."

For Telford, teaching comes with many rewards and privileges. He feels inspired by his students and fellow staff members each day and strives to give the best he has in and out of the classroom. In his own words, "I have always believed that teaching is amongst the most noble of work. It's a privilege to shape young people's lives. Teaching, if done with intention, allows for constant learning and growth."

When asked about being named teacher of the year, Telford replied, "I feel grateful and humbled to receive this award. Right after it was announced, I received a wonderful email from one of the students who nominated me, and that email meant as much to me as the award itself. When I look at the amazing work that my colleagues did this year under such difficult circumstances, I feel that many

of them were just as deserving as me. This award is not about being the best; instead, I think it is about giving individuals a turn to be recognized for the largely unsung work they do year in and year out. This year, students and colleagues decided it was my turn, and I am thankful for that."



2021-2022

**STAFF
OF THE
YEAR**

Bobbie-Jo Saucier Director of Health Services

When the world was struck by a pandemic without warning, people looked to our health care professionals to lead us to safety. Bobbie-Jo Saucier, director of health services, stepped up and did just that for The Woodstock Academy.

“Bobbie-Jo’s professionalism, steadfastness, and leadership were essential to the success we experienced as a community here on South Campus. She helped guide our staff through planning and decision making which kept COVID-19 at bay while also allowing us to create a deep feeling of community. We owe much of our success this year to her expertise and partnership,” emphasized John Rigney, assistant head of school for South Campus at The Woodstock Academy.

For Saucier, it isn’t just a job, but a commitment to students, the community, and a lifestyle, since she works and lives on South Campus at The Academy. “My favorite part about my job at WA is the students and getting to know them and watch them grow. Whether it be illness-related visits, mental health concerns, or injury, we see many students in our office daily, so every day is different. I enjoy the diversity of our student population and having the boarding students to care for as well,” she said.

Saucier received several nominations for Staff Member of the Year. One nomination read, “[She

provided] incredible leadership over the past year supporting students, families, and colleagues during the pandemic. The amount of time and effort she put in during this challenging time has been incredible!” She puts her all into her profession, approaching each student that walks through her door with care, kindness, and compassion.

It’s hard to imagine or describe what the past year was like as a health care professional. “There were a ton of different emotions throughout the year,” she explained. “All of our nursing staff have done an amazing job keeping us safe and informed. The entire group deserves to be recognized for their efforts.”

As challenging as it is to be a nurse in the health office during a pandemic, Saucier states “Now that we have rounded the corner and are getting a sense of normalcy back, I would say that the year was filled with uncertainty, anxiety, and fears while also bringing a sense of pride, resiliency and strength.” She feels lucky to be part of both The Woodstock Academy and nursing communities, who “stepped up to do whatever was needed to care for people during the pandemic.”

GIVING SUMMARY

Many programs, opportunities, facilities, and equipment provided to our students and the greater community are the result of generous donors. Our students, faculty, staff and administration are continually grateful for the support of many alumni, parents, friends, and businesses who have contributed to various projects this year.

\$10 - \$99

Melissa Jameson
Michael D. Mullaly
Adam & Jennifer Bruneau
Tawnya Charlton-Liebscher
Amanda R. Potts
Benn & Jessica Hoover
Nicole E. Anderson
Brian & Sarah E. Chuck
Lauren Brown
Marc & Erin Mainville
Joyce Garabrant
Kara Singleton
Christopher & Kristen Karkota
Marc & Diana Lamothe
Marco Maluf
Steve & Melissa Richards
Alexandra Sear
Harris & Ashley Severs
John & Alaina Kindelan
Wayne & Cathy Estell
Charles & Barbara French
Elaine A. Lachapelle
Ernest W. Dodge
Heather Quercia
Honghui Zhou
Ian P. O'Sullivan
Jason & Barbara Wiggan
Jeff & Jessica Swanson

Michael & Kimberly Reiter
Kyle & Kari Kisner
Derek & Leanne Hallam
Richard & Linda Torgeson
Walter & Lucille Rucki
Nicholas E. Rauh
R. Bruce & Denise Beaudoin
Samuel P. Dillon
Valerie May
Brendon & Alison Weiss
Amy H. Farrell
Anne D'Alleva
Eric & Annmarie Thibodeau
Mark & Carol McCaffrey
Christopher & Jennifer Green
Cory Smith
Cynthia Preston
Ken & Doreen Holt
Erin Persaud
Greg & Robin Smith
Jason & Jennifer Laurens
Jeffrey & Beth Hill
David & Jessica Weaver-Boose
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Kevin & June Foley
Kim Jones

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Kristen Kaskela
James & Kristine DiNoia
Jon & Lucinda Trudeau
Mark & Sheila Heber
Michael & Melissa Sanchas-Montpelier
Michael & Lori Susi
Ted & Naomi Roy
Nicole M. Racine
Peery Lewis, Jr.
Rebecca Anthony
Sean & Sarah Cronin
Stacy Williams
Todd & Susan Lovegreen
Gerald & Susie Racine
Andrew & Taryn Tomkins
Timothy & Karen Ward
Tracie Molinaro
Julia G. Budd
Keith & Lura Jennings
John & Kristen Xeller
Ben & Maren Crowley

\$100 - \$249

Albert Briere
Brendan Chapuis
Brent Tuttle
Bryan R. Taylor
Cary & Sarah Bentley
David & Martha Wolf

David & Suzanne Merrill
Deborah Boldry
Don & Tiffany Sousa
Michael & Erin DeCarli
Keith & Erin Wilcox
Guy & Jane Grube
Haoen Li
James & Beverly Shaw
Jason & Sarah Catrambone
Jason W. O'Brien
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Joan Dumas
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Jeremy & Karin Hughes
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Lauren E. Anderson
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Marc & Andrea Becker
Marybeth Kerr
Anthony & Melany Gronski
John & Monique Peabody
Ocean S. Fine
Robert & Pauline J. White
Peter Dinapoli
Richard E. & Kristen Johnson
Richard & Marianne Loomis



GIVING SUMMARY

Richard & Melissa Telford
Carl & Samantha Asikainen
Sara A. Huff-Slusser
Scott & Lisa Young
Sean & Bobbie-Jo Saucier
Wayne & Christine Sandford
IBM International Foundation
William & Kimberly Lecuyer

James Roberts
Jeffrey & Lisa Arends

Cheryl A. Colbert

Bill & Erin May

Gregg M. Breen

Nancy Duvall

Anne Rauh & Kellen Backer

Barbara Child

Chace Building Supply of CT, Inc.

David & Pamela Morse

Garry & Audrey Carabeau

Linda Pettie

Mathieu & Ellen Silberman

Northeast Connecticut Dental Assoc.

Putnam Lodge #46 A.F. & A.M.

Signature Limousine

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Annafabia Gai

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Daniel Beatson

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Leisl C. Cording

Joan Trivella

Dale & Maria McClelland

Stephen & Victoria Despres

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\$500 - \$999

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CR Premier Properties, LLC

E. John & Kathryn White

ERW

First Congregational Church of Woodstock

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Jay Livernois & Marie-Paule Marthe

Joseph & Karen Musumeci

Lathrop Vending Inc.

MW Billings Inc.

Powers, Brennan & Griffin, LLC

Stephen & Jennifer Ritzau

Suzanne I. Cross & Ronald Szymanski

William & Donna Guillot

John & Kirsten Rigney

New England Plasma Development Corp.

Norene Stehlik

Lori Wajer

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Patrick & Erica O'Brien

David Teed

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Day Kimball Hospital

Jay L. Bentley

Michael & Jennifer Dowdle

John Rauh & Mary Wetherell

Juster Pope Frazier, LLC

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Phillip & Stacey Willis

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Michael Harten & Kelly Danielson

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Robert & Karen Blackmer

The UCONN Institute for Sports Medicine

Thomas & Betsy Laskey, Jr.

Dorothy Beatson

Matthew Rich

Richard & Philippa Paquette

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Emily Nester & Cherra Wheeler

Compass Group North America

Jonathan Wakely

Robert & Debra Ekman
Northeast Flooring & Kitchens
One Digital Insurance, LLC

\$5,000 - \$9,999

Robert & Martha Beckwith

Jonathan & Amanda Sturdevant

Kent & Mary Weaver

Chad Davidson

Christopher Sandford

Holly & Tyler Singleton

Leonard Samborowski & Elizabeth Bitgood

Bank Hometown

\$10,000 - \$19,999

Xiaodan Wang

\$20,000 - \$49,999

Spirol International Corporation

Feng Cao & Huangiong He

David & Helen Richardson

Newell Hale Foundation

\$50,000 - \$99,999

Pratt & Whitney

\$100,000 - \$249,999

Anonymous

\$250,000 +

Beagary Charitable Trust

Undisclosed

Joan Loos





1010 General Fund BROOKLYN BOE EXPENDITURE REPORT Fiscal Year 2021-2022 YTD Through Sept 20 2021

Acct	Account Name	Adopted		Adjusted		Ytd Expended	Encumbered	Total Exp/Encum	Adj. v Expense	
		Budget 21-22	Transfers	Budget 20-21					Balance	% Exp/Encum
1100	Total Salaries	\$8,360,237	\$0	\$8,360,237	\$1,107,944	\$7,317,166	\$8,425,110	(\$64,873)	100.78%	
1100	ADMINISTRATORS SALARY	\$820,019	\$0	\$820,019	\$184,840	\$669,997	\$854,837	(\$34,818)	104.25%	
1103	SUBSTITUTE TEACHERS	\$90,000	\$0	\$90,000	\$377	\$0	\$377	\$89,623	0.42%	
1104	SUBSTITUTE PARAPROFESSIONALS	\$21,000	\$0	\$21,000	\$989	\$0	\$989	\$20,011	4.71%	
1110	SUPPORT STAFF (SEC., CUST., NURSE)	\$979,008	\$9,500	\$988,508	\$174,521	\$794,029	\$968,551	\$19,957	98.93%	
1111	TEACHERS	\$5,414,664	\$0	\$5,414,664	\$654,802	\$4,883,917	\$5,538,720	(\$124,056)	102.29%	
1112	PARAPROFESSIONALS	\$939,727	\$0	\$939,727	\$51,217	\$969,223	\$1,020,440	(\$80,713)	108.59%	
1119	ESY TEACHERS	\$11,292	\$0	\$11,292	\$8,672	\$0	\$8,672	\$2,620	76.80%	
1129	ESY PARAPROFESSIONALS	\$16,474	\$0	\$16,474	\$25,791	\$0	\$25,791	(\$9,317)	156.56%	
1130	CUSTODIAL OVERTIME	\$2,000	\$0	\$2,000	\$4,480	\$0	\$4,480	(\$2,480)	223.99%	
1131	CAFETERIA OVERTIME	\$300	\$0	\$300	\$0	\$0	\$0	\$300	0.00%	
1151	STIPENDS	\$51,253	\$0	\$51,253	\$0	\$0	\$0	\$51,253	0.00%	
1152	TECHNOLOGY (SUMMER)	\$14,500	-\$9,500	\$5,000	\$2,254	\$0	\$2,254	\$2,746	15.54%	
2000	Total Benefits	\$2,499,345	\$0	\$2,499,345	\$961,807	\$96,026	\$1,057,833	\$1,441,512	42.32%	
2110	HEALTH INSURANCE	\$1,619,305	\$0	\$1,619,305	\$551,403	\$1,290	\$552,693	\$1,066,612	34.13%	
2115	DENTAL INSURANCE	\$83,306	\$0	\$83,306	\$11,001	\$0	\$11,001	\$72,305	13.21%	
2120	H.S.A. CONTRIBUTIONS	\$185,000	\$0	\$185,000	\$94,375	\$0	\$94,375	\$90,625	51.01%	
2200	FICA/MEDICARE	\$220,000	\$0	\$220,000	\$36,728	\$3,357	\$40,085	\$179,915	18.22%	
2300	PENSION/RETIREMENT	\$241,153	\$0	\$241,153	\$241,153	\$0	\$241,153	\$0	100.00%	
2510	TUITION REIMBURSEMENT	\$15,000	\$0	\$15,000	\$0	\$0	\$0	\$15,000	0.00%	
2600	UNEMPLOYMENT COMPENSATION	\$35,000	\$0	\$35,000	\$0	\$30,000	\$30,000	\$5,000	85.71%	
2700	WORKERS COMPENSATION	\$81,850	\$0	\$81,850	\$20,460	\$61,380	\$81,839	\$11	99.99%	
2800	LIFE INSURANCE	\$18,731	\$0	\$18,731	\$6,686	\$0	\$6,686	\$12,045	35.69%	
3000	Total Prof. Services	\$378,989	\$0	\$378,989	\$84,275	\$91,997	\$176,273	\$202,716	46.51%	
3020	BOARD OF ED - LEGAL	\$40,000	\$0	\$40,000	\$1,341	\$22,660	\$24,000	\$16,000	60.00%	
3040	NURSING SERVICES	\$76,440	\$0	\$76,440	\$0	\$0	\$0	\$76,440	0.00%	
3200	PROFESSIONAL ED SERVICES	\$173,763	\$0	\$173,763	\$68,289	\$2,434	\$70,723	\$103,040	40.70%	
3230	PUPIL SERVICES	\$2,500	\$0	\$2,500	\$0	\$0	\$0	\$2,500	0.00%	
3400	OTHER PROFESSIONAL SERVICES	\$17,700	\$0	\$17,700	\$1,100	\$500	\$1,600	\$16,100	9.04%	
3410	AUDIT	\$20,000	\$0	\$20,000	\$2,000	\$8,675	\$10,675	\$9,325	53.38%	
3500	TECHNICAL SERVICES	\$41,186	\$0	\$41,186	\$11,546	\$57,729	\$69,275	(\$28,089)	0.00%	
3520	OTHER TECHNICAL SERVICES	\$2,400	\$0	\$2,400	\$0	\$0	\$0	\$2,400	0.00%	
3540	SPORTS OFFICIALS	\$5,000	\$0	\$5,000	\$0	\$0	\$0	\$5,000	0.00%	
4000	Total Contracted Services	\$210,480	\$0	\$210,480	\$33,453	\$55,046	\$88,499	\$121,981	42.05%	
4101	REFUSE REMOVAL	\$15,000	\$0	\$15,000	\$2,835	\$6,200	\$9,035	\$5,965	60.23%	
4300	EQUIPMENT REPAIRS	\$22,775	\$0	\$22,775	\$6,555	\$1,136	\$7,691	\$15,084	33.77%	
4301	BUILDING MAINTENANCE	\$55,000	\$0	\$55,000	\$7,371	\$4,966	\$12,337	\$42,663	22.43%	
4302	FIRE/SECURITY MAINTENANCE	\$16,000	\$0	\$16,000	\$5,695	\$5,098	\$10,793	\$5,207	67.46%	
4303	GROUNDS MAINTENANCE	\$17,000	\$0	\$17,000	\$10,998	\$5,998	\$16,996	\$4	99.98%	
4320	TECHNOLOGY RELATED REPAIRS	\$2,500	\$0	\$2,500	\$0	\$0	\$0	\$2,500	0.00%	
4411	WATER/SEWER	\$24,205	\$0	\$24,205	\$0	\$0	\$0	\$24,205	0.00%	
4430	RENTAL OF COMPUTER RELATED EQUIP	\$58,000	\$0	\$58,000	\$0	\$31,647	\$31,647	\$26,353	54.56%	

1010 General Fund BROOKLYN BOE EXPENDITURE REPORT Fiscal Year 2021-2022 YTD Through Sept 20 2021

5100	TRANSPORTATION-REGULAR	\$848,161	\$0	\$848,161	\$221	\$0	\$221	\$847,940	0.03%
5110	TRANSPORTATION-SPECIAL ED	\$150,464	\$0	\$150,464	\$0	\$0	\$0	\$150,464	0.00%
5130	TRANSPORTATION-ESY	\$6,875	\$0	\$6,875	\$32,948	\$0	\$32,948	(\$26,073)	479.24%
5150	TRANSPORTATION-FIELD TRIPS/ATHLETIC	\$23,900	\$0	\$23,900	\$0	\$0	\$0	\$23,900	0.00%
5200	LIABILITY INSURANCE	\$72,576	\$0	\$72,576	\$18,144	\$54,433	\$72,577	(\$1)	100.00%
5300	COMMUNICATIONS	\$13,400	\$0	\$13,400	\$1,719	\$9,500	\$11,219	\$2,181	83.72%
5301	POSTAGE	\$2,500	\$0	\$2,500	\$82	\$1,246	\$1,328	\$1,172	53.13%
5400	ADVERTISING	\$6,850	\$0	\$6,850	\$0	\$615	\$615	\$6,235	8.98%
5600	TUITION-HIGH SCHOOL	\$4,487,268	\$0	\$4,487,268	\$759,984	\$2,279,951	\$3,039,935	\$1,447,333	67.75%
5610	TUITION-VO AG	\$70,982	\$0	\$70,982	\$0	\$0	\$0	\$70,982	0.00%
5630	TUITION-SPECIAL ED PRIVATE	\$915,136	\$0	\$915,136	\$125,593	\$163,797	\$289,389	\$625,747	31.62%
5640	TUITION-SPECIAL ED PUBLIC IN STATE	\$1,075,159	\$0	\$1,075,159	\$108,333	\$198,602	\$306,935	\$768,224	28.55%
5800	TRAVEL	\$7,000	\$0	\$7,000	\$587	\$1,538	\$2,125	\$4,875	30.36%
5910	ADULT EDUCATION	\$28,000	\$0	\$28,000	\$30,596	\$0	\$30,596	(\$2,596)	109.27%
5000	Total Other Services	\$7,708,271	\$0	\$7,708,271	\$1,078,206	\$2,709,682	\$3,787,888	\$3,920,383	49.14%
6100	GENERAL SUPPLIES	\$68,346	\$0	\$68,346	\$10,103	\$8,420	\$18,523	\$49,823	27.10%
6110	INSTRUCTIONAL SUPPLIES	\$34,410	\$0	\$34,410	\$20,079	\$1,981	\$22,060	\$12,350	64.11%
6120	ADMIN SUPPLIES	\$17,696	\$0	\$17,696	\$2,558	\$1,320	\$3,878	\$13,818	21.91%
6220	ELECTRICITY	\$85,000	\$0	\$85,000	\$11,001	\$50,371	\$61,371	\$23,629	72.20%
6230	PROPANE GAS	\$3,000	\$0	\$3,000	\$0	\$0	\$0	\$3,000	0.00%
6240	FUEL OIL	\$80,287	\$0	\$80,287	\$6,221	\$73,779	\$80,000	\$287	99.64%
6260	GASOLINE/DIESEL	\$73,948	\$0	\$73,948	\$948	\$68,628	\$69,576	\$4,372	94.09%
6400	BOOKS	\$5,500	\$0	\$5,500	\$682	\$2,801	\$3,483	\$2,017	63.32%
6410	TEXTBOOKS	\$7,486	\$0	\$7,486	\$167	\$1,480	\$167	\$7,319	2.23%
6420	LIBRARY BOOKS	\$4,635	\$0	\$4,635	\$111	\$0	\$111	\$4,524	2.39%
6430	PERIODICALS	\$3,123	\$0	\$3,123	\$0	\$0	\$0	\$3,123	0.00%
6500	TECHNOLOGY SUPPLIES	\$900	\$0	\$900	\$60	\$0	\$60	\$840	0.00%
6900	OTHER SUPPLIES	\$9,520	\$0	\$9,520	\$463	\$49	\$513	\$9,008	5.38%
6000	Total Supplies	\$393,851	\$0	\$393,851	\$52,392	\$208,829	\$259,741	\$134,110	65.95%
7000	EQUIPMENT	\$15,000	\$0	\$15,000	\$1,068	\$9,816	\$10,884	\$4,116	0.00%
7000	Total Equipment	\$15,000	\$0	\$15,000	\$1,068	\$9,816	\$10,884	\$4,116	0.00%
8100	DUES & FEES	\$28,201	\$0	\$28,201	\$11,735	\$5,802	\$17,537	\$10,664	62.19%
8000	Total Dues & Fees	\$28,201	\$0	\$28,201	\$11,735	\$5,802	\$17,537	\$10,664	62.19%
9140	CONTINGENCY	\$35,000	\$0	\$35,000	\$0	\$0	\$0	\$35,000	0.00%
9000	Total Other	\$35,000	\$0	\$35,000	\$0	\$0	\$0	\$35,000	0.00%
1010	Total General Fund	\$19,629,374	\$0	\$19,629,374	\$3,330,881	\$10,494,364	\$13,823,765	\$5,805,609	70.42%

Brooklyn Board of Education

*Budget Expense Summary by Object

From Date: 9/1/2021

To Date: 9/30/2021

Fiscal Year: 2021-2022

Include pre encumbrance

Print accounts with zero balance

Filter Encumbrance Detail by Date Range

Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
1010.00000.0000.000.51100	Salaries Administration	\$820,019.00	\$0.00	\$820,019.00	\$66,086.72	\$184,840.44	\$635,178.56	\$669,998.79	(\$34,818.23)	-4.25%
1010.00000.0000.000.51103	Salaries- Substitute Teachers	\$90,000.00	\$0.00	\$90,000.00	\$377.44	\$377.44	\$89,622.56	\$0.00	\$89,622.56	99.58%
1010.00000.0000.000.51104	Salaries-Substitute Instructional Aides	\$21,000.00	\$0.00	\$21,000.00	\$988.79	\$988.79	\$20,011.21	\$0.00	\$20,011.21	95.29%
1010.00000.0000.000.51110	Salaries-Support Staff	\$979,008.00	\$9,500.00	\$988,508.00	\$71,655.76	\$174,521.26	\$813,986.74	\$794,029.49	\$19,957.25	2.02%
1010.00000.0000.000.51111	Salaries-Teachers	\$5,414,664.00	\$0.00	\$5,414,664.00	\$434,905.31	\$654,802.27	\$4,759,861.73	\$4,883,917.27	(\$124,055.54)	-2.29%
1010.00000.0000.000.51112	Salaries-Instructional Aides	\$939,727.00	\$0.00	\$939,727.00	\$50,853.98	\$51,217.11	\$888,509.89	\$969,222.60	(\$80,712.71)	-8.59%
1010.00000.0000.000.51119	ESY Teacher	\$11,292.00	\$0.00	\$11,292.00	\$0.00	\$8,671.83	\$2,620.17	\$0.00	\$2,620.17	23.20%
1010.00000.0000.000.51129	ESY Paraprofessional	\$16,474.00	\$0.00	\$16,474.00	\$0.00	\$25,790.95	(\$9,316.95)	\$0.00	(\$9,316.95)	-56.56%
1010.00000.0000.000.51130	Salaries-Custodial O/T	\$2,000.00	\$0.00	\$2,000.00	\$671.76	\$4,479.77	(\$2,479.77)	\$0.00	(\$2,479.77)	-123.99%
1010.00000.0000.000.51131	Salaries-Care Overtime	\$300.00	\$0.00	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00	100.00%
1010.00000.0000.000.51151	Additional Compensation-Teachers	\$51,253.00	\$0.00	\$51,253.00	\$0.00	\$0.00	\$51,253.00	\$0.00	\$51,253.00	100.00%
1010.00000.0000.000.51152	IT Summer Salaries	\$14,500.00	(\$9,500.00)	\$5,000.00	\$667.50	\$2,253.75	\$2,746.25	\$0.00	\$2,746.25	54.93%
1010.00000.0000.000.52110	Cigna health employer	\$1,619,305.00	\$0.00	\$1,619,305.00	\$159,050.09	\$551,403.45	\$1,067,901.55	\$1,289.52	\$1,066,612.03	65.87%
1010.00000.0000.000.52115	cigna dental employer	\$83,306.00	\$0.00	\$83,306.00	\$8,113.21	\$11,001.09	\$72,304.91	\$0.00	\$72,304.91	86.79%
1010.00000.0000.000.52120	HSA	\$185,000.00	\$0.00	\$185,000.00	\$82,500.00	\$94,375.00	\$90,625.00	\$0.00	\$90,625.00	48.98%
1010.00000.0000.000.52200	Fica/Medicare Employer portion	\$220,000.00	\$0.00	\$220,000.00	\$17,123.09	\$36,728.29	\$183,271.71	\$3,356.80	\$179,914.91	81.78%
1010.00000.0000.000.52300	Pension/Retirement Expenses	\$241,153.00	\$0.00	\$241,153.00	\$0.00	\$241,153.00	\$0.00	\$0.00	\$0.00	0.00%
1010.00000.0000.000.52510	Tuition Reimbursement	\$15,000.00	\$0.00	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00	100.00%
1010.00000.0000.000.52600	Unemployment	\$35,000.00	\$0.00	\$35,000.00	\$0.00	\$0.00	\$35,000.00	\$30,000.00	\$5,000.00	14.29%
1010.00000.0000.000.52700	Workers Compensation	\$81,850.00	\$0.00	\$81,850.00	\$0.00	\$20,459.85	\$61,390.15	\$61,379.55	\$10.60	0.01%
1010.00000.0000.000.52800	Life Insurance	\$18,731.00	\$0.00	\$18,731.00	\$1,892.53	\$6,685.99	\$12,045.01	\$0.00	\$12,045.01	64.31%
1010.00000.0000.000.53020	Legal Services	\$40,000.00	\$0.00	\$40,000.00	\$1,340.50	\$1,340.50	\$38,659.50	\$22,659.50	\$16,000.00	40.00%
1010.00000.0000.000.53040	Nursing Services	\$76,440.00	\$0.00	\$76,440.00	\$0.00	\$0.00	\$76,440.00	\$0.00	\$76,440.00	100.00%
1010.00000.0000.000.53200	Professional Educational Services	\$173,763.00	\$0.00	\$173,763.00	\$168.00	\$68,289.13	\$105,473.87	\$2,434.00	\$103,039.87	59.30%
1010.00000.0000.000.53230	Pupil Services	\$2,500.00	\$0.00	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
1010.00000.0000.000.53400	Other Professional Services	\$17,700.00	\$0.00	\$17,700.00	\$0.00	\$1,100.00	\$16,600.00	\$500.00	\$16,100.00	90.96%
1010.00000.0000.000.53410	Audit	\$20,000.00	\$0.00	\$20,000.00	\$0.00	\$2,000.00	\$18,000.00	\$8,675.00	\$9,325.00	46.63%
1010.00000.0000.000.53500	Technical Services	\$41,186.00	\$0.00	\$41,186.00	\$963.00	\$11,545.78	\$29,640.22	\$57,728.90	(\$28,088.68)	-68.20%
1010.00000.0000.000.53520	Other Technical Services	\$2,400.00	\$0.00	\$2,400.00	\$0.00	\$0.00	\$2,400.00	\$0.00	\$2,400.00	100.00%
1010.00000.0000.000.53540	Sports Officials	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%
1010.00000.0000.000.54101	Refuse Removal	\$15,000.00	\$0.00	\$15,000.00	\$1,335.00	\$2,835.00	\$12,165.00	\$6,200.00	\$5,965.00	39.77%
1010.00000.0000.000.54300	Equipment Repairs	\$22,775.00	\$0.00	\$22,775.00	\$3,639.17	\$6,554.58	\$16,220.42	\$1,136.00	\$15,084.42	66.23%
1010.00000.0000.000.54301	Building Maintenance	\$55,000.00	\$0.00	\$55,000.00	\$0.00	\$7,371.00	\$47,629.00	\$4,966.00	\$42,663.00	77.57%
1010.00000.0000.000.54302	Fire/Security Maintenance	\$16,000.00	\$0.00	\$16,000.00	\$720.00	\$5,695.00	\$10,305.00	\$5,097.83	\$5,207.17	32.54%

Brooklyn Board of Education

*Budget Expense Summary by Object

Fiscal Year: 2021-2022

Include pre encumbrance
 Print accounts with zero balance
 Filter Encumbrance Detail by Date Range

From Date: 9/1/2021 To Date: 9/30/2021

Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal % Rem
1010.00000.0000.000.54303	Grounds Maintenance	\$17,000.00	\$0.00	\$17,000.00	\$1,336.50	\$10,997.67	\$6,002.33	\$5,998.43	0.02%
1010.00000.0000.000.54320	Technology Related Repairs	\$2,500.00	\$0.00	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	100.00%
1010.00000.0000.000.54411	Water/Sewer	\$24,205.00	\$0.00	\$24,205.00	\$0.00	\$0.00	\$24,205.00	\$0.00	100.00%
1010.00000.0000.000.54430	Rental of Computer Related Equipment	\$58,000.00	\$0.00	\$58,000.00	\$0.00	\$0.00	\$58,000.00	\$31,647.48	45.44%
1010.00000.0000.000.55100	Pupil Transportation-Local/High	\$848,161.00	\$0.00	\$848,161.00	\$221.00	\$847,940.00	\$0.00	\$847,940.00	99.97%
1010.00000.0000.000.55110	Student Transportation-Spec Ed	\$150,464.00	\$0.00	\$150,464.00	\$0.00	\$150,464.00	\$0.00	\$150,464.00	100.00%
1010.00000.0000.000.55130	In-State TRANS SPECIAL ED - ESY	\$6,875.00	\$0.00	\$6,875.00	\$0.00	(\$32,947.50)	(\$26,072.50)	(\$26,072.50)	379.24%
1010.00000.0000.000.55150	Transportation-Athletics/Field Trips	\$23,900.00	\$0.00	\$23,900.00	\$0.00	\$0.00	\$23,900.00	\$0.00	100.00%
1010.00000.0000.000.55200	Property & Liability Insurance	\$72,576.00	\$0.00	\$72,576.00	\$18,144.19	\$54,431.81	\$54,432.57	(\$0.76)	0.00%
1010.00000.0000.000.55300	Communications	\$13,400.00	\$0.00	\$13,400.00	\$1,718.93	\$11,681.07	\$9,500.19	\$2,180.88	16.28%
1010.00000.0000.000.55301	Postage	\$2,500.00	\$0.00	\$2,500.00	\$0.00	\$82.08	\$2,417.92	\$1,246.24	46.87%
1010.00000.0000.000.55400	Advertising	\$6,850.00	\$0.00	\$6,850.00	\$0.00	\$0.00	\$6,850.00	\$6,235.00	91.02%
1010.00000.0000.000.55600	Tuition-High School	\$4,487,268.00	\$0.00	\$4,487,268.00	\$238,838.33	\$759,983.74	\$3,727,284.26	\$2,279,951.34	32.25%
1010.00000.0000.000.55610	Tuition-Vo Ag	\$70,982.00	\$0.00	\$70,982.00	\$0.00	\$0.00	\$70,982.00	\$0.00	100.00%
1010.00000.0000.000.55630	Tuition-Spec. Ed Private	\$915,136.00	\$0.00	\$915,136.00	\$4,581.12	\$125,592.50	\$789,543.50	\$163,798.72	68.38%
1010.00000.0000.000.55640	Tuition-Spec Ed-In State LEA	\$1,075,159.00	\$0.00	\$1,075,159.00	\$33,117.04	\$108,333.44	\$966,825.56	\$198,601.56	71.45%
1010.00000.0000.000.55800	Travel Reimbursement	\$7,000.00	\$0.00	\$7,000.00	\$153.84	\$586.96	\$6,413.04	\$1,538.48	69.64%
1010.00000.0000.000.55910	ADULT EDUCATION	\$28,000.00	\$0.00	\$28,000.00	\$0.00	\$30,596.00	(\$2,596.00)	\$0.00	-9.27%
1010.00000.0000.000.56100	General Supplies	\$68,346.00	\$0.00	\$68,346.00	\$3,193.19	\$10,102.68	\$58,243.32	\$8,420.42	72.90%
1010.00000.0000.000.56110	Instructional Supplies	\$34,410.00	\$0.00	\$34,410.00	\$4,275.73	\$20,079.26	\$14,330.74	\$1,980.61	35.89%
1010.00000.0000.000.56120	Admin Supplies	\$17,696.00	\$0.00	\$17,696.00	\$673.66	\$2,557.95	\$15,138.05	\$1,319.60	78.09%
1010.00000.0000.000.56200	Electricity	\$85,000.00	\$0.00	\$85,000.00	\$14.46	\$11,000.72	\$73,999.28	\$50,370.76	27.80%
1010.00000.0000.000.56230	Propane Gas	\$3,000.00	\$0.00	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	100.00%
1010.00000.0000.000.56240	Fuel Oil	\$80,287.00	\$0.00	\$80,287.00	\$0.00	\$6,221.32	\$74,065.68	\$73,778.68	0.36%
1010.00000.0000.000.56260	Gasoline/Diesel	\$73,948.00	\$0.00	\$73,948.00	\$2,755.86	\$947.59	\$73,000.41	\$68,628.43	5.91%
1010.00000.0000.000.56400	Books	\$5,500.00	\$0.00	\$5,500.00	\$681.76	\$681.76	\$4,818.24	\$2,801.03	36.68%
1010.00000.0000.000.56410	Textbooks	\$7,486.00	\$0.00	\$7,486.00	\$106.71	\$166.61	\$7,319.39	\$1,480.33	78.00%
1010.00000.0000.000.56420	Library Books	\$4,635.00	\$0.00	\$4,635.00	\$110.55	\$110.55	\$4,524.45	\$0.00	97.61%
1010.00000.0000.000.56430	Periodicals	\$3,123.00	\$0.00	\$3,123.00	\$0.00	\$0.00	\$3,123.00	\$0.00	100.00%
1010.00000.0000.000.56500	Supplies - Technology Related	\$900.00	\$0.00	\$900.00	\$60.40	\$60.40	\$839.60	\$0.00	93.29%
1010.00000.0000.000.56900	Other Supplies	\$9,520.00	\$0.00	\$9,520.00	\$0.00	\$463.49	\$9,056.51	\$49.01	94.62%
1010.00000.0000.000.57345	Instructional Equipment	\$15,000.00	\$0.00	\$15,000.00	\$450.72	\$1,088.29	\$13,931.71	\$9,815.64	27.44%
1010.00000.0000.000.58100	Dues and Fees	\$28,201.00	\$0.00	\$28,201.00	\$1,310.45	\$11,734.97	\$16,466.03	\$5,802.22	37.81%
1010.00000.0000.000.59140	Contingency	\$35,000.00	\$0.00	\$35,000.00	\$0.00	\$0.00	\$35,000.00	\$0.00	100.00%

Brooklyn Board of Education

*Budget Expense Summary by Object

From Date: 9/1/2021

To Date: 9/30/2021

Fiscal Year: 2021-2022

Include pre encumbrance

Print accounts with zero balance

Filter Encumbrance Detail by Date Range

Exclude inactive accounts with zero balance

Account Number	Description	Budget	Adjustments	GL Budget	Current	YTD	Balance	Encumbrance	Budget Bal	% Rem
Grand Total:		\$19,629,374.00	\$0.00	\$19,629,374.00	\$1,194,933.17	\$3,330,880.87	\$16,298,493.13	\$10,494,363.99	\$5,804,129.14	29.57%

End of Report

Brooklyn Board of Education

*Budget Expense Summary by Object

From Date: 6/1/2021

To Date: 6/30/2021

Fiscal Year: 2020-2021

- Subtotal by Collapse Mask
 Include pre encumbrance
 Print accounts with zero balance
 Filter Encumbrance Detail by Date Range
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
1010.00000.0000.000.51100	Salaries Administration	\$786,860.00	\$65,468.71	\$786,359.79	\$500.21	\$0.00	\$500.21	0.06%
1010.00000.0000.000.51103	Salaries- Substitute Teachers	\$81,485.00	\$22,251.57	\$78,926.66	\$2,558.34	\$0.00	\$2,558.34	3.14%
1010.00000.0000.000.51104	Salaries-Substitute Instructio	\$6,880.00	\$393.69	\$9,438.32	(\$2,558.32)	\$0.00	(\$2,558.32)	-37.18%
1010.00000.0000.000.51110	Salaries-Support Staff	\$994,125.43	\$123,877.57	\$997,369.79	(\$3,244.36)	\$0.00	(\$3,244.36)	-0.33%
1010.00000.0000.000.51111	Salaries-Teachers	\$5,100,200.54	\$921,404.81	\$5,098,390.28	\$1,810.26	\$0.00	\$1,810.26	0.04%
1010.00000.0000.000.51112	Salaries-Instructional Aides	\$837,466.00	\$88,644.52	\$833,814.16	\$3,651.84	\$0.00	\$3,651.84	0.44%
1010.00000.0000.000.51119	ESY Teacher	\$4,982.00	\$2,423.80	\$10,648.92	(\$5,666.92)	\$0.00	(\$5,666.92)	-113.75%
1010.00000.0000.000.51129	ESY Paraprofessional	\$5,759.46	\$4,076.30	\$6,517.64	(\$758.18)	\$0.00	(\$758.18)	-13.16%
1010.00000.0000.000.51130	Salaries-Custodial O/T	\$3,589.00	\$343.56	\$343.56	\$3,245.44	\$0.00	\$3,245.44	90.43%
1010.00000.0000.000.51131	Salaries Cafe Overtime	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00	100.00%
1010.00000.0000.000.51151	Additional Compensation-Teache	\$27,224.00	\$2,379.00	\$27,197.00	\$27.00	\$0.00	\$27.00	0.10%
1010.00000.0000.000.51152	IT Summer Salaries	\$6,400.00	\$0.00	\$6,337.65	\$62.35	\$0.00	\$62.35	0.97%
1010.00000.0000.000.52110	Cigna health employer	\$1,411,867.00	\$116,692.34	\$1,423,918.40	(\$12,051.40)	\$0.00	(\$12,051.40)	-0.85%
1010.00000.0000.000.52115	cigna dental employer	\$88,373.00	\$7,021.60	\$76,321.11	\$12,051.89	\$0.00	\$12,051.89	13.64%
1010.00000.0000.000.52120	HSA	\$174,000.00	\$0.00	\$173,020.83	\$979.17	\$0.00	\$979.17	0.56%
1010.00000.0000.000.52200	Fica/Medicare Employer portion	\$231,895.00	\$28,887.32	\$231,894.41	\$0.59	\$0.00	\$0.59	0.00%
1010.00000.0000.000.52300	Pension/Retirement Expenses	\$227,180.00	\$0.00	\$227,180.00	\$0.00	\$0.00	\$0.00	0.00%
1010.00000.0000.000.52510	Tuition Reimbursement	\$15,000.00	\$4,797.00	\$14,395.00	\$605.00	\$0.00	\$605.00	4.03%
1010.00000.0000.000.52600	Unemployment	\$22,000.00	\$729.42	\$14,446.78	\$7,553.22	\$0.00	\$7,553.22	34.33%
1010.00000.0000.000.52700	Workers Compensation	\$79,500.00	\$0.00	\$79,457.99	\$42.01	\$0.00	\$42.01	0.05%
1010.00000.0000.000.52800	Life Insurance	\$16,928.00	\$1,041.05	\$16,908.96	\$19.04	\$0.00	\$19.04	0.11%
1010.00000.0000.000.53020	Legal Services	\$35,000.00	\$5,267.00	\$28,623.00	\$6,377.00	\$0.00	\$6,377.00	18.22%
1010.00000.0000.000.53200	Professional Educational Servi	\$117,578.00	\$12,189.65	\$124,410.34	(\$6,832.34)	\$0.00	(\$6,832.34)	-5.81%
1010.00000.0000.000.53230	Pupil Services	\$5,000.00	\$0.00	\$1,185.20	\$3,814.80	\$0.00	\$3,814.80	76.30%
1010.00000.0000.000.53400	Other Professional Services	\$71,194.00	\$15,547.50	\$64,850.01	\$6,343.99	\$0.00	\$6,343.99	8.91%
1010.00000.0000.000.53410	Audit	\$23,000.00	\$5,500.00	\$26,500.00	(\$3,500.00)	\$0.00	(\$3,500.00)	-15.22%
1010.00000.0000.000.53500	Technical Services	\$62,700.00	\$14,458.41	\$60,095.94	\$2,604.06	\$0.00	\$2,604.06	4.15%
1010.00000.0000.000.53520	Other Technical Services	\$21,670.15	\$0.00	\$24,273.89	(\$2,603.74)	\$0.00	(\$2,603.74)	-12.02%
1010.00000.0000.000.53540	Sports Officials	\$480.00	\$214.74	\$429.48	\$50.52	\$0.00	\$50.52	10.53%
1010.00000.0000.000.54101	Refuse Removal	\$13,200.00	\$1,304.00	\$9,770.00	\$3,430.00	\$0.00	\$3,430.00	25.98%
1010.00000.0000.000.54300	Equipment Repairs	\$32,275.00	\$649.16	\$29,558.95	\$2,716.05	\$0.00	\$2,716.05	8.42%
1010.00000.0000.000.54301	Building Maintenance	\$32,218.85	\$5,181.00	\$32,217.92	\$0.93	\$0.00	\$0.93	0.00%
1010.00000.0000.000.54302	Fire/Security Maintenance	\$17,922.00	\$4,832.64	\$17,921.75	\$0.25	\$0.00	\$0.25	0.00%
1010.00000.0000.000.54303	Grounds Maintenance	\$17,000.00	\$850.16	\$12,554.21	\$4,445.79	\$0.00	\$4,445.79	26.15%
1010.00000.0000.000.54320	Technology Related Repairs	\$2,775.00	\$0.00	\$2,632.26	\$142.74	\$0.00	\$142.74	5.14%
1010.00000.0000.000.54411	Water/Sewer	\$29,770.00	\$10,160.28	\$29,769.61	\$0.39	\$0.00	\$0.39	0.00%
1010.00000.0000.000.54430	Rental of Computer Related Equ	\$59,793.00	\$7,329.98	\$59,500.77	\$292.23	\$0.00	\$292.23	0.49%
1010.00000.0000.000.55100	Pupil Transportation-Local/Hig	\$824,695.00	\$738,691.00	\$818,491.00	\$6,204.00	\$0.00	\$6,204.00	0.75%
1010.00000.0000.000.55110	Student Transportation-Spec. E	\$287,560.00	\$44,495.00	\$158,330.78	\$129,229.22	\$0.00	\$129,229.22	44.94%
1010.00000.0000.000.55150	Transportation-Athletics/Field	\$2,725.00	\$1,586.00	\$1,586.00	\$1,139.00	\$0.00	\$1,139.00	41.80%
1010.00000.0000.000.55200	Property & Liability Insurance	\$71,458.00	\$0.00	\$70,797.13	\$660.87	\$0.00	\$660.87	0.92%
1010.00000.0000.000.55300	Communications	\$12,940.00	\$1,670.03	\$11,266.58	\$1,673.42	\$0.00	\$1,673.42	12.93%
1010.00000.0000.000.55301	Postage	\$3,372.00	\$47.21	\$2,946.87	\$425.13	\$0.00	\$425.13	12.61%
1010.00000.0000.000.55400	Advertising	\$13,324.00	\$6,792.18	\$13,323.08	\$0.92	\$0.00	\$0.92	0.01%
1010.00000.0000.000.55600	Tuition-High School	\$4,730,968.00	\$400,410.13	\$4,731,547.02	(\$579.02)	\$0.00	(\$579.02)	-0.01%
1010.00000.0000.000.55610	Tuition-Vo Ag	\$69,595.00	\$6,823.00	\$68,230.00	\$1,365.00	\$0.00	\$1,365.00	1.96%
1010.00000.0000.000.55630	Tuition-Spec. Ed Private	\$1,024,708.00	\$172,917.30	\$1,049,540.39	(\$24,832.39)	\$0.00	(\$24,832.39)	-2.42%
1010.00000.0000.000.55640	Tuition-Spec. Ed-In State LEA	\$712,796.00	\$58,167.47	\$711,610.42	\$1,185.58	\$0.00	\$1,185.58	0.17%
1010.00000.0000.000.55650	Tuition-Spec. Ed-Private Out o	\$87,851.00	\$9,709.24	\$44,770.83	\$43,080.17	\$0.00	\$43,080.17	49.04%
1010.00000.0000.000.55800	Travel Reimbursement	\$2,500.00	\$153.84	\$1,999.92	\$500.08	\$0.00	\$500.08	20.00%

Brooklyn Board of Education

*Budget Expense Summary by Object

From Date: 6/1/2021

To Date: 6/30/2021

Fiscal Year: 2020-2021

- Subtotal by Collapse Mask
 Include pre encumbrance
 Print accounts with zero balance
 Filter Encumbrance Detail by Date Range
 Exclude Inactive Accounts with zero balance

Account Number	Description	GL Budget	Range To Date	YTD	Balance	Encumbrance	Budget Balance	% Bud
1010.00000.0000.000.55910	ADULT EDUCATION	\$30,819.00	\$978.00	\$30,819.00	\$0.00	\$0.00	\$0.00	0.00%
1010.00000.0000.000.56100	General Supplies	\$80,304.00	\$26,780.09	\$80,240.33	\$63.67	\$0.00	\$63.67	0.08%
1010.00000.0000.000.56110	Instructional Supplies	\$34,534.00	\$15,474.81	\$28,535.33	\$5,998.67	\$0.00	\$5,998.67	17.37%
1010.00000.0000.000.56120	Admin Supplies	\$19,536.00	\$1,983.15	\$19,471.54	\$64.46	\$0.00	\$64.46	0.33%
1010.00000.0000.000.56220	Electricity	\$117,444.00	\$10,163.35	\$117,443.52	\$0.48	\$0.00	\$0.48	0.00%
1010.00000.0000.000.56230	Propane Gas	\$1,800.00	\$0.00	\$1,771.17	\$28.83	\$0.00	\$28.83	1.60%
1010.00000.0000.000.56240	Fuel Oil	\$94,979.00	\$12,116.19	\$93,999.26	\$979.74	\$0.00	\$979.74	1.03%
1010.00000.0000.000.56260	Gasoline/Diesel	\$47,733.00	\$13,691.63	\$44,944.18	\$2,788.82	\$0.00	\$2,788.82	5.84%
1010.00000.0000.000.56400	Books	\$5,500.00	\$0.00	\$2,889.88	\$2,610.12	\$0.00	\$2,610.12	47.46%
1010.00000.0000.000.56410	Textbooks	\$14,751.00	\$803.14	\$9,888.89	\$4,862.11	\$0.00	\$4,862.11	32.96%
1010.00000.0000.000.56420	Library Books	\$4,520.00	\$2,832.92	\$4,062.57	\$457.43	\$0.00	\$457.43	10.12%
1010.00000.0000.000.56430	Periodicals	\$766.00	\$0.00	\$0.00	\$766.00	\$0.00	\$766.00	100.00%
1010.00000.0000.000.56500	Supplies - Technology Related	\$102,072.00	\$95,774.31	\$97,558.66	\$4,513.34	\$0.00	\$4,513.34	4.42%
1010.00000.0000.000.56900	Other Supplies	\$5,329.00	\$2,345.17	\$3,311.44	\$2,017.56	\$0.00	\$2,017.56	37.86%
1010.00000.0000.000.57300	New Instructional Equipment	\$67,018.00	\$72,244.84	\$72,244.84	(\$5,226.84)	\$0.00	(\$5,226.84)	-7.80%
1010.00000.0000.000.57345	Instructional Equipment	\$5,500.00	\$0.00	\$272.96	\$5,227.04	\$0.00	\$5,227.04	95.04%
1010.00000.0000.000.58100	Dues and Fees	\$33,303.00	\$5,291.29	\$33,463.07	(\$160.07)	\$0.00	(\$160.07)	-0.48%
1010.00000.0000.000.59140	Contingency	\$0.57	\$0.00	\$0.00	\$0.57	\$0.00	\$0.57	100.00%
Grand Total:		\$19,173,991.00	\$3,175,858.07	\$18,962,537.24	\$211,453.76	\$0.00	\$211,453.76	1.10%

End of Report

- Funds unexpended in 20-21
- This was communicated to the BOE 9/15/21

Students

Administering Medication

Opioid Overdose Prevention (Emergency Administration of Naloxone)

The Board of Education (Board) recognizes that many factors, including the use and misuse of prescription painkillers, can lead to the dependence on and addiction to opioids, and that such dependence and addiction can lead to overdose and death among the general public, including District students and staff. The Board wants to minimize these deaths by the use of opioid overdose prevention measures.

Alternate Language:

The Board of Education (Board) is committed to enhancing the health and safety of individuals within the school environment. The District will identify specific locations for the storage of Naloxone and protocols for its administration in emergency situations to assist individuals suspected to be experiencing an opioid overdose.

Definitions

Drug overdose means an acute medical condition, including, but not limited to, severe physical illness, coma, mania, hysteria or death, which is the result of consumption or use of one or more controlled substances causing an adverse reaction. The signs of opioid overdose include unresponsiveness; nonconsciousness; shallow breathing with rate less than 10 breaths per minute or not breathing at all; blue or gray face, especially fingernails and lips; and loud, uneven snoring or gurgling noises.

Naloxone (Narcan) means a medication that can reverse an overdose caused by an opioid drug. As a narcotic antagonist, Naloxone displaces opiates from receptor sites in the brain and reverses respiratory depression that usually is the cause of overdose deaths.

Opioid means illegal drugs such as heroin, as well as prescription medications used to treat pain such as morphine, codeine, methadone, oxycodone (OxyContin, Percodan, Percocet), hydrocodone (Vicodin), fentanyl, hydromorphone (Dilaudid), and buprenorphine.

Delegation of Responsibility

The Superintendent or his/her designee, in consultation with the school nurse(s) and the school physician/School Medical Advisor shall establish appropriate internal procedures for the acquisition, stocking and administration of Naloxone (Narcan) and related emergency response procedures pursuant to this policy.

The school physician/School Medical Advisor shall be the prescribing and supervising medical professional for the District's stocking and use of Naloxone (Narcan). The Superintendent or his/her designee shall obtain a standing order from the school physician/School Medical Advisor for the administration of Naloxone (Narcan).

Alternate Language:

The school physician/School Medical Advisor shall provide and annually renew a standing order for the administration of Naloxone to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose on school grounds or at a school-sponsored activity. The standing order shall include at least the following information:

1. Type of Naloxone (intranasal and auto-injector)
2. Date of issuance
3. Dosage
4. Signature of the school physician/School Medical Advisor

The standing order shall be maintained in the Superintendent's office and copies of the standing order shall be kept in each location where Naloxone is stored.

The school nurse shall be responsible for building-level administration and management of Naloxone and management of Naloxone stocks. Each school nurse and any other individual(s) authorized by the Superintendent

shall be trained in the administration of Naloxone.

Naloxone shall be safely stored in the school nurse's office or other location designated by the school nurse in accordance with the drug manufacturer's instructions.

Alternate Language:

The Board directs the school physician/School Medical Advisor to issue a non-patient specific order to District school nurses to administer (***select as per the medical order: intranasal or intramuscular***) Naloxone (also known as Narcan, among other names) for the purpose of emergency first aid to students or staff who do not have a prior written order from a qualified medical professional for the administration of Naloxone. The non-patient specific order shall include a written protocol containing the elements required by the regulations of the Department of Consumer Protection.

The Board permits school nurses to administer Naloxone to any person at school or a school event displaying symptoms of an opioid overdose. The District will store the Naloxone kits in a secure but accessible location consistent with the district's emergency response plan, such as the nurse's office. Naloxone shall be accessible during school hours and during on-site school-sponsored activities.

Acquisition, Storage and Disposal

Naloxone shall be safely stored in the school nurse's office or other location designated by the school nurse in accordance with the drug manufacturer's instructions.

The school nurse shall obtain sufficient supplies of Naloxone pursuant to the standing order in the same manner as other medical supplies acquired for the school health program. The school nurse or designee shall regularly inventory and refresh Naloxone stocks, and maintain records thereof. In accordance with internal procedures, manufacturer's recommendations and any applicable Department of Public Health guidelines.

(cf. [5141](#) - Administering Medications)

Legal Reference: Connecticut General Statutes

[10-212](#) School nurses and nurse practitioners. Administration of medications by parents or guardians on school grounds. Criminal history; records check.

[10-212a](#) Administration of medications in schools. (as amended by PA 99-2, and June Special Session and PA 03-211, PA 04-181, PA 07-241, PA 07-252, PA 09-155, PA 12-198, PA 14-176 and PA 15-215)

[17a-714](#) Immunity for prescribing, dispensing or administering an opioid antagonist to treat or prevent a drug overdose.

[21a-279\(g\)](#) Penalty for illegal possession. Alternate sentences. Immunity.

[52-557b](#) Immunity from liability for emergency medical assistance first aid or medication by injection. School personnel not required to administer or render. (as amended by PA 05-144, An Act Concerning the Emergency Use of Cartridge Injectors)

Connecticut Regulations of State Agencies [10-212a-1](#) through [10-212a-10](#), inclusive, as amended.

PA 15-198: An Act Concerning Substance Abuse and Opioid Overdose Prevention

PA 16-43: An Act Concerning Opioids and Access to Overdose Reversal Drugs

Policy adopted:

Proud of the Brooklyn Public Schools



2021-22

District and School Advancement Plans

Patricia L. Buell, Brooklyn Superintendent

Barbara-Jean Toth, Brooklyn Director of Special Education

Paula Graef, Brooklyn Elementary Principal

Mark Weaver, Assistant Principal Brooklyn Elementary School

Heather Tamsin, Brooklyn Middle School Principal

Joshua Torchia, Assistant Principal Brooklyn Middle School

Brooklyn Public Schools
DISTRICT ADVANCEMENT PLAN
2021-22

District Goals: The Brooklyn Public Schools’ theory of action begins with the use of a well planned and articulated curriculum that will provide solid tier I instruction to all students. Instructional coaching will support high yield, effective teaching strategies as teachers implement their curriculum. The improvement of SRBI and tier II and tier III interventions will lead to improved progress monitoring and adjustment to focus on student outcomes. Both BES and BMS have articulated a pacing guide to include an assessment calendar that will be monitored through data teams. Data team meetings will be conducted at all grade levels and content areas to measure student growth. Student achievement will be measured through the analysis of the written and implemented curriculum and referrals to intervention. Student outcomes will improve, adjustments to the curriculum, pacing and interventions in subsequent years will be based on careful analysis of consistent curriculum implementation and accountability.

District Leadership Team: [\(Data Dashboard\)](#)

Indicators	Actions/Strategies	Indicators for Success	Timeline
<ol style="list-style-type: none"> 1. Track and discuss data regarding student acceleration and continuity of instruction. 2. Participation in State Pilot to develop a strong SEL network of supports for students and staff to contribute to a positive school climate and positive school outcomes 3. Monitor the impact of instructional coaches on classroom instruction and student outcome. 	<ol style="list-style-type: none"> 1. Monthly tracking to ensure fidelity of implementation and acceleration: <ol style="list-style-type: none"> A. Assessment calendar B. Pacing: Random selection of teachers/grade levels/subjects to verify that pacing is on track 2. Teachers will be trained to be raters for the DESSA assessment <ol style="list-style-type: none"> A. Analyze the data to group students who may be supported in tier III B. Identify strategies and resources to provide needed classroom support through morning meetings 3. Track actions of the instructional coaches and share them with BPS stakeholders to promote the broader use of coaches (Impact of coaching cycles on Tier 1 instruction) 	<ol style="list-style-type: none"> 1. BES, BMS and SE will share evidence of data review with Superintendent <ol style="list-style-type: none"> a. 100% completion of assessments on time and reported for analysis b. Through classroom visits it will be reported that teachers are on pace or an action developed to help teachers plan to get on pace. c. Presentations to the Board of Education and the Brooklyn Community 2. <ol style="list-style-type: none"> A. Completion of 2 hours of training B. Complete three universal assessments C. Students will be identified for SEL Support D. Monitor student growth as a result of support and interventions. 3. Provide overview of goals created during coaching strategies during district data team meetings. 	<p>Monthly review of data</p> <p>Building level data teams quarterly (approximately every six weeks)</p> <p>District level data teams 2-3 times annually</p> <p>DESSA assessment three times annually: October, February, May</p>

Brooklyn Public Schools
DISTRICT ADVANCEMENT PLAN
2021-22

Mid Year Update:

End of Year Update: