



**Regional School District #4
Chester – Deep River – Essex – Region 4
Chester BOE Special Meeting**

Via Google Meet
Dial +1 (440) 772-1775
PIN: 883 807 992#
Oct. 12th @ 3:30 p.m.

To: Members of the Chester Board of Education
Subject: Chester Board of Education Special Meeting – **Thursday October 12, 2023**
Time: **3:30 p.m.**
Place: **REMOTE ONLY Via Google Meet** – To listen remotely please dial (US)+1 (440) 772-1775 PIN:
883 807 992 #

(We kindly ask that you **please mute your phone immediately** upon connecting to the meeting as this will improve the audio quality for all participants. Google Meet may do this automatically, depending on the number of people already connected to the call. If so, pressing *6 will unmute your phone when it's time to speak)

Please contact Jennifer Bryan at Central Office email jbryan@reg4.k12.ct.us if you are unable to attend.

Mission Statement

We, the communities of Chester, Deep River, Essex and Region 4, engage all students in a rigorous and collaborative educational program. We prepare our learners to be respectful citizens who are empowered to contribute in a globalized society.

AGENDA

- 1. Call to order**
- 2. Verbal roll call for BOE members**
- 3. ACTION ITEMS from Joint BOE of October 05, 2023 where Chester BOE did not have a quorum:**
 - a. Possible **VOTE** to approve the Minutes of Regular Joint Board Meeting of June 01, 2023 (*encl #1*)
 - b. Summary of Key Provisions of the Net Techs et al. (elementary non-certified) Contract negotiated for July 01, 2023 – June 30, 2026 and Possible **VOTE** to approve the *Agreement Between the Chester Board of Education, Deep River Board of Education, Essex Board of Education and Region 4 Board of Education and Local 1303-421 AFSCME, Council 4, AFL-CIO, (Net Techs et al. – Elem. Non-certified)*
 - c. Summary of Key Provisions of the Cafeteria (Food Workers) Contract negotiated for July 01, 2022 – June 30, 2025 and Possible **VOTE** to approve the *Agreement Between the Chester, Deep River, Essex and Region 4 Boards of Education and Local 1303-098 Council 4, AFSCME, AFL-CIO (Cafeteria Employees)*
 - d. Discussion and possible **VOTE** to approve the BOE meeting calendar for Jan – Dec of 2024. – (*encl #2*)
 - e. Discussion and possible **VOTE** to adopt the CSDE approved *Flexibilities* amendment to the Educator Evaluation and Support Plan (adopted by the Joint BOE on June 04, 2015) for the 2023-24 school year (*encl #3*)
 - f. Second Reading and possible **VOTE** to adopt the following policies as recommended by the Joint BOE Policy (existing policies may be viewed in our online [Policy Manual](#) – click for access

Update Existing with the following:

Policy #5141 Student Health Services (*encl #4*)

Creation of New Policy:

Policy 3542.44 Reserve Fund for School Food Service Accounts (*encl #5*)

- 4. Comment.** *(In the interest of creating the best remote meeting experience for all participating parties, we would ask that you please keep your phone on mute until such time when the Chair calls for Public Comment. Please continue to keep your phone on mute unless you are requesting to be recognized by the Chair to make a comment. Once you have been recognized by the Chair to make your comment, the following standard public comment guidelines will still apply):* **PLEASE NOTE: Upon dialing in, Google Meet may have shared a message that your phone has been automatically muted due to the number of callers on the line and instructed you to press *6 if you would like to unmute your phone. When you are done speaking, please remember to press *6 (or your phone's mute button) again to reduce background noise.**

The public is reminded to state name for the record. Comments should be kept to a maximum of three minutes. Public comment is not intended to be a question and answer period; rather it is an opportunity for the Board to hear citizen comment related to educational matters

5. Adjournment

Cc: Town Clerks: Chester

F.O.I. Compliance – Subject to BOE approval at a future meeting

JOINT BOARD OF EDUCATION MEETING

Date: June 1, 2023

Regular Meeting – John Winthrop Middle School Library

CHESTER BOARD OF EDUCATION:	David Fitzgibbons, Rebecca Greenberg-Ellis, Lorraine Connelly, Faith Sprigg, Dale Bernardoni, Stuart Johnson
DEEP RIVER BOARD OF EDUCATION:	Miriam Morrissey, Pat Maikowski, Nick Rioux, Bob Ferretti, Alyson Whelan, Lenore Grunko
ESSEX BOARD OF EDUCATION:	Lon Seidman, Mark Watson, Nancy Johnston, Justin Pillion, Marjorie Russell
REGION 4 BOARD OF EDUCATION:	Kate Sandmann, Richard Strauss, Lon Seidman, John Stack, Jennifer Clark, Lol Fearon, Jane Cavanaugh
OTHER ATTENDEES:	Brian White, Superintendent (7:22 Arrival) Sarah Brzozowy, Assistant Superintendent Kelley Frazier, Clerk

CALL TO ORDER and VERBAL ROLL CALL

Mr. Seidman called the meeting to order at 7:05p.m

The Chairs of the Deep River, Essex, Chester and Region 4 Boards called their respective Boards to order at 7:06pm.

CONSENT AGENDA

On motion duly made and seconded the Deep River, Chester, Essex **VOTED** to accept the consent agenda consisting of the minutes from the regular meeting of April 6, 2023 and the Joint BOE Retreat May 6, 2023 as **amended**. Rich Daniels abstained.

Discussion held regarding attaching slides presented in the meetings to the minutes. Mr. Daniels does not feel this is necessary.

Amendments:

Dr. Clark has suggested that slides be attached to the minutes.

The following wording should be included in the minutes under the JWMS Security Project Update:

“We have had challenges moving forward on the JW Security Project. The original plan was voted on by the public in 2019. Since then there have been delays at the state level and also changes in the building codes that we now have to accommodate. We are working with our architects and the town of Deep River. It is not clear yet how this all affects the overall cost of the project.”

PUBLIC COMMENT

No Comment.

REPORTS AND OTHER ITEMS

Superintendent Update

District Update/Information and Communication

No report.

Assistant Superintendent Report

General Update

Senior awards were celebrated. The Public should be made aware of the senior awards and the plans of students after graduation. The Valley Boys Baseball team were Shoreline champions.

Finance Director's Report

Held until Individual Board Meetings.

Other Items

Update on Evaluation Software Platform

Unified Talent is the platform which will be used. This is an evaluation software from PowerSchool. This will be implemented this fall and will be aligned with metrics for the Strategic Plan.

Summary of Key Provisions of the Paraeducators Contract Negotiated for July 1, 2023 – June 30, 2026.

Dr. Brzozowy discussed the key provisions of this contract

Possible VOTE to approve the Agreement Between Chester, Deep River, Essex and Regional School District No. 4 Boards of Education and Municipal Employees Union Independent, Seiu Local 506 (Paraeducators)

Upon a motion duly made and seconded the Essex, Deep River, Chester and Region 4 Boards of Education unanimously **VOTED** to approve the Agreement Between Chester, Deep River, Essex and Regional School District No. 4 Boards of Education and Municipal Employees Union Independent, Seiu Local 506 (Paraeducators)

Substitute Pay Rates for 2023-24

Dr. Brzozowy discussed the pay rates for substitute staff per enclosure #3.

Discussion and Possible VOTE to approve tuition rates for the 2023-24 school year as recommended by the Joint BOE Tuition Committee

Discussion held regarding fees for CIAC participation. This varies by sport. Discussion ensued. This will be revisited in the future.

Upon a motion duly made and seconded the Essex, Chester, Deep River and Region 4 Boards of Education **VOTED** to approve the recommended tuition rates for 2023-24 as recommended by the Joint BOE Tuition Committee per enclosure #4.

Discussion and possible VOTE to renew the *Agreement Concerning the Establishment and Operation of an Interim Collaborative Preschool Program dated February 13, 2008*. The Original contract expires June 30, 2012 per agreement may be renewed in 1 year increments upon agreement of all signing parties (Boards of Education for Chester, Deep River, Essex and the Regional Supervision District Committee) no later than June 30th.

Upon a motion duly made and seconded the Chester and Deep River unanimously **VOTED** to renew the *Agreement Concerning the Establishment and Operation of an Interim Collaborative Preschool Program dated February 13, 2008*. The Original contract expires June 30, 2012 per agreement may be renewed in 1 year increments upon agreement of all signing parties (Boards of Education for Chester, Deep River, Essex and the Regional Supervision District Committee) no later than June 30th.

Discussion and possible VOTE to approve revised BOE Meeting calendar through December 31, 2023

Upon a motion duly made and seconded the Chester, Essex, Deep River and Region 4 Boards of Education unanimously **VOTED** to approve the revised BOE Meeting calendar through December 31, 2023 per enclosure #6.

Discussion regarding general process for superintendent contract negotiations per enclosure #7

Mr. Seidman noted that language will be written and approved by legal. This will be discussed at future meetings.

Committee Reports

Joint BOE Policy

There was a First Reading of the Joint BOE Policy Committee's recommendation to update and/or adopt the following policies: These will be on the individual agendas for each BOE during the month of September, for discussion, before returning for a second reading and vote at the October Joint BOE meeting.

Update on Existing with the following:

Policy #5141 Student Health Services

Creation of New Policy

Policy 3542.44 Reserve Fund for School Food Service Accounts

There was a Second Reading and possible VOTE to adopt the following policies as recommended by the Joint BOE Policy

Update Existing with the following:

Policy #3160 Transfer of Funds between Categories (Fund Balance Section)

Policy #4118.231/4218.231 Alcohol, Tobacco and Drug Free Workplace

Policy #5114 Suspension and Expulsion / Due Process

Policy #5132 Dress Code

Policy #6162.4 Volunteers

Policy / Bylaw #9221

It was noted that the first page (a) of Policy #3160 was not discussed by the Finance Committee. Mr. Daniels feels this usurps the Board of Education approval process. Discussion ensued. Voting will be done on the 2nd (b) page of the 2 page policy. It was suggested that the Finance Committee come back to this Board with a recommendation for information found in the first page (a) of Policy #3160. Policy 3160 is for all school boards and will need to be approved by all boards.

Upon a motion duly made and seconded the Chester, Deep River, Essex and Region 4 Boards of Education unanimously **VOTED** to adopt policies as recommended by the Joint BOE per the enclosures, Policy #3160 Transfer of Funds between Categories (Fund Balance Section), Policy #4118.231/4218.231 Alcohol, Tobacco and Drug Free Workplace, Policy #5114 Suspension and Expulsion / Due Process, Policy #5132 Dress Code, Policy #6162.4 Volunteers, Policy / Bylaw #9221.

Finance

No Report

Curriculum

No Report

PUBLIC COMMENT

No Comments made

EXECUTIVE SESSION – PERSONNEL SUPERINTENDENT'S CONTRACT NEGOTIATION

Upon a motion duly made and seconded the Joint Board of Education unanimously **VOTED** to go into Executive Session at 7:52pm to discuss the Superintendent's Contract Negotiation.

Executive Session Ended at 8:32pm.

Upon a motion duly made and seconded the Essex, Deep River, Chester and Region 4 Boards of Education unanimously **VOTED** to renew the Superintendent's Contract as presented.

***ADJOURNMENT:**

On motion duly made and seconded, the Essex, Chester and Deep River Boards of Education unanimously **VOTED** to adjourn at 8:35pm. Region 4 remained in session.

Region 4 Business Only

Possible VOTE to direct the Superintendent to renew the Realtor contract with Berkshire Hathaway for a 1 year period, under the same terms, for the district owned property at Falls Landing.

Upon a motion duly made and seconded the Region 4 Board of Education unanimously **VOTED** to direct the Superintendent to renew the Realtor contract with Berkshire Hathaway for a 1 year period, under the same terms, for the district owned property at Falls Landing.

Discussion held regarding have the time period being 6 months. It was decided that 1 year was the best timeline.

Update on JWMS Security Project and Timeline from Architect

Superintendent White gave a brief update. Rusty Malik was present to discuss what is needed to move forward with this project. Several options were presented. The scope has changed and additional costs will need to be incurred to move forward. The timeline and additional funding was discussed.

Recommendations from JWMS Security Project Building Committee

Mr. White discussed the process to gain approval as well as the timeline of the steps needed. Mr. Daniels discussed the Security Project Building Committee recommendation which includes having an elevator. It was recommended by the school attorney to have a referendum for funding approval.

Discussion and Possible VOTE to approve the project revisions as recommended by the JWMS Security Project Building Committee.

Upon a motion duly made and seconded the Region 4 Board of Education unanimously **VOTED** to approve the project revisions as recommended by the JWMS Security Project Building Committee.

Discussion and Possible VOTE to direct the Administration to engage with legal counsel to proceed with the project revisions as recommended by the JWMS Security Project Building Committee and approved by the Board.

Upon a motion duly made and seconded the Region 4 Board of Education unanimously **VOTED** to direct the Administration to engage with legal counsel to proceed with the project revisions as recommended by the JWMS Security Project Building Committee and approved by the Board.

ADJOURNMENT OF REGION 4 BOE

Upon a motion duly made and seconded the Region 4 Board of Education unanimously **VOTED** to adjourn at 9:13pm.

Respectfully Submitted,

Kelley Frazier, Clerk

1st page is already
approved

Encl #2

Regional School District 4- Chester – Deep River – Essex

CALENDAR OF BOARD OF EDUCATION MEETINGS & WORKSHOPS

August 2023 through December 2024

Jan. – Dec. 2024
BEGINS ON PAGE 2
for BOE approval on
Oct. 5th

1st page is already
approved

Jan. – Dec. 2024
BEGINS ON PAGE 2
for BOE approval on
Oct. 5th

All 2023 dates on the first page were already approved by the Joint BOE on Oct 06, 2022 & revised on June 01, 2023

<u>Board</u>	<u>REGION 4</u>	<u>ESSEX</u>	<u>DEEP RIVER</u>	<u>CHESTER</u>	<u>SUPERVISION & JOINT BOE</u>
Start Time Unless otherwise noted	6:00 p.m. Revised Time	7:00 p.m.	7:00 p.m.	7:00 p.m.	6:30 p.m. & 7:00 p.m.
August 2023	R4BOE Aug. 03, 2023* *4:00 p.m. (only if needed)	No mtgs.	No mtgs.	No mtgs.	Supv. Dist. ONLY Aug. 03, 2023 * *5:00 p.m. (only if needed)
September 2023 <i>NOTE: Earlier start time of 6:00 p.m. (for Region 4 BOE regular meetings) begins this month</i>	R4 BOE Sept. 07, 2023 6:00 p.m.	EES BOE Sept. 14, 2023	DRES BOE Sept. 21, 2023	CES BOE Sept 28, 2023	
October 2023	R4 BOE Oct. 05, 2023 *Immediately following Joint BOE mtg.				SD & JOINT BOE Oct. 05, 2023
November 2023	R4 BOE Nov. 02, 2023 6:00 p.m.	EES BOE Nov. 09, 2023	DRES BOE Nov. 16, 2023	CES BOE Nov. 20, 2023* Set on Monday due to holiday conflict	
December 2023					SD & JOINT BOE Dec. 07, 2023
					Dec. 14, 2023* Supv. District Budget Wkshp 1 *6:00 p.m.

Regional School District 4- Chester – Deep River – Essex
CALENDAR OF BOARD OF EDUCATION MEETINGS & WORKSHOPS for 2024

DRAFT - All 2024 Dates need to be Approved by the Joint BOE - DRAFT					
<u>Board</u>	<u>REGION 4</u>	<u>ESSEX</u>	<u>DEEP RIVER</u>	<u>CHESTER</u>	<u>SUPERVISION & JOINT BOE</u>
Start Time Unless otherwise noted	6:00 p.m.	6:00 p.m.	6:00 p.m.	6:00 p.m.	6:00 p.m. & 6:30 p.m.
January 2024 <i>NOTE: Earlier start time of 6:00 p.m. for all Boards beginning in January</i>	R4 BOE Jan. 04, 2024	EES BOE Jan. 11, 2024	DRES BOE Jan. 18, 2024	CES BOE Jan. 25, 2024	Jan. 10, 2024* Supv. District Budget Wkshp 2
	R4 BOE Jan. 24, 2024 Budget Wkshp 1	EES BOE Jan 22, 2024 Budget Wkshp 1			Jan. 17, 2024 Supv. District Budget Wkshp 3
			DRES BOE Jan 31, 2024 Budget Wkshp 1		Jan. 29, 2024* Supv. District Public Meeting *7:00 pm
February 2024	R4 BOE Feb. 07, 2024 Budget Wkshp 2	EES BOE Feb 08, 2024 Budget Wkshp 2	DRES BOE Feb. 13, 2024 Budget Wkshp 2	CES BOE Feb. 01, 2024 Budget Wkshp 1	
				CES BOE Feb. 15, 2024 Budget Wkshp 2	SD & JOINT BOE Feb. 22, 2024 Possible Vote on 2024-25 SD budget (regular meetings moved from Feb 1 st)
March 2024	R4 BOE Mar. 04, 2024 Budget Wkshp 3	EES BOE Mar 11, 2024 Budget Wkshp 3	DRES BOE Mar. 18, 2024 Budget Wkshp 3	CES BOE Mar. 25, 2024 Budget Wkshp 3	
	R4 BOE March 07, 2024 Possible Vote on 2024-25 R4 budget	EES BOE Mar. 14, 2024 Possible Vote on 2024-25 budget	DRES BOE Mar. 21, 2024 Possible Vote on 2024-25 budget	CES BOE Mar. 28, 2024 Possible Vote on 2024-25 budget	

DRAFT - All 2024 Dates need to be Approved by the Joint BOE - DRAFT					
<u>Board</u>	<u>REGION 4</u>	<u>ESSEX</u>	<u>DEEP RIVER</u>	<u>CHESTER</u>	<u>SUPERVISION & JOINT BOE</u>
Start Time Unless otherwise noted	6:00 p.m.	6:00 p.m.	6:00 p.m.	6:00 p.m.	6:00 p.m. & 6:30 p.m.
April 2024	R4 BOE Public Hearing & Special Mtg. April 01, 2024* *7:00 p.m.				SD & JOINT BOE April 04, 2024
	R4 BOE April 04, 2024 *Immediately following Joint BOE mtg.				
May 2024	R4 BOE May 02, 2024				
	R4 BOE May 06, 2024 Annual Meeting *7:00 p.m.				
	R4 BOE May 07, 2024 Referendum Local polling locations	EES BOE May 09, 2024	DRES BOE May 16, 2024	CES BOE May 23, 2024	
June 2024					SD & JOINT BOE June 06, 2024
July 2024	No mtgs.	No mtgs.	No mtgs.	No mtgs.	No mtgs.

DRAFT - All 2024 Dates need to be Approved by the Joint BOE - DRAFT					
<u>Board</u>	<u>REGION 4</u>	<u>ESSEX</u>	<u>DEEP RIVER</u>	<u>CHESTER</u>	<u>SUPERVISION & JOINT BOE</u>
Start Time Unless otherwise noted	6:00 p.m.	6:00 p.m.	6:00 p.m.	6:00 p.m.	6:00 p.m. & 6:30 p.m.
August 2024	R4BOE Aug. 01, 2024* *4:00 p.m. (only if needed)	No mtgs.	No mtgs.	No mtgs.	Supv. Dist. ONLY Aug. 01, 2024* *5:00 p.m. (only if needed)
September 2024	R4 BOE Sept. 05, 2024	EES BOE Sept. 12, 2024	DRES BOE Sept. 19, 2024	CES BOE Sept 26, 2024	
October 2024	R4 BOE Oct. 10, 2024 *Immediately following Joint BOE mtg.				SD & JOINT BOE Oct. 10, 2024 Set on second Thursday of month Due to holiday conflict
November 2024	R4 BOE Nov. 07, 2024	EES BOE Nov. 14, 2024	DRES BOE Nov. 21, 2024	CES BOE Nov. 25, 2024* Set on Monday due to holiday conflict	
December 2024					SD & JOINT BOE Dec. 05, 2024
					Dec. 17, 2024 Supv. District Budget Wkshp 1

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

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

Overview of Flexibilities

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

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

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

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

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

Student Learning Indicators (45%)

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

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

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

Key Definitions

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

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

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

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

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

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

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

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

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

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

Observation of Performance and Practice (40%)

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

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

Observation Process for Teachers:

Key Definitions

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

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

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

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

NOTE:

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

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

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

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

Observation Process for Administrators:

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

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

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

Stakeholder Feedback (10%)

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

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

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

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

4-Level Matrix Rating System

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

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

Example: Teacher Holistic Rating



Example: Administrators Holistic Rating



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

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

Evaluation-based Professional Learning

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

Individual Improvement and Remediation Plans

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

Students

Student Health Services

School District Medical Advisor

The Board of Education shall appoint a school district medical advisor and appropriate medical support service personnel including nurses.

School health efforts shall be directed toward detection and prevention of health problems and to emergency treatment, including the following student health services:

1. Appraising the health status of student and school personnel;
2. Counseling students, parents, and others concerning the findings of health examination;
3. Encouraging correction of defects;
4. Helping prevent and control disease;
5. Providing emergency care for student injury and sudden illness;
6. Maintaining school health records.

Health Records

There shall be a health record for each student enrolled in the school district which will be maintained in the school nurse's room. For the purposes of confidentiality, records will be treated in the same manner as the student's cumulative academic record.

Student health records are covered by the Family Educational Rights and Privacy Act (FERPA) and are exempt from the Health Insurance Portability Accountability Act (HIPAA) privacy rule. However, it is recognized that obtaining medical information from health care providers will require schools to have proper authorization and to inform parents that such information once released by health care providers is no longer protected under HIPAA but is covered under FERPA.

Students

Student Health Services (continued)

Regular Health Assessments

Prior to enrollment in kindergarten, each child shall have a health assessment by one of the following medical personnel of the parents or guardians choosing to ascertain whether the student has any physical disability or other health problem tending to prevent him or her from receiving the full benefit of school work and to ascertain whether such school work should be modified in order to prevent injury to the student or to secure for the student a suitable program of education:

1. a legally qualified physician;
2. an advanced practice registered nurse;
3. a registered nurse;
4. a physician's assistant.

Such health assessment shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure;
2. Updating of immunizations required under C.G.S. 10-204a as periodically amended;
3. Vision, hearing, postural, and gross dental screening;
4. If required by the school district medical advisor, testing for tuberculosis and sickle cell anemia or Cooley's Anemia;
5. Any other information including a health history as the physician believes to be necessary and appropriate.

Students

Student Health Services (continued)

Health assessments shall also be required in grades 6 or 7 and in grades 9 or 10 by a legally qualified physician of each student's parents or guardians own choosing, or by the school medical advisor, or the advisor's designee, to ascertain whether a student has any physical disability or other health problem. Such health assessments shall include:

1. Physical examination which shall include hematocrit or hemoglobin tests, height, weight, and blood pressure;
2. Updating of immunizations required under C.G.S. 10-204a and the Department of Public Health, Public Health Code, 10-204a-2a, 10-204-3a and 10-204a-4;
3. Vision, hearing, postural, and gross dental screening;
4. If required by the school district medical advisor, testing for tuberculosis and sickle cell anemia or Cooley's Anemia; TB screening will be required as determined by the child's health care provider or required from children who are at increased risk of acquiring tuberculosis infection and disease. Students entering from outside the United States will be required to have a new tuberculin test and results reported prior to entry into the District's schools.
5. Any other information including a health history as the physician believes to be necessary and appropriate.

A child will not be allowed, as the case may be, to begin or continue in district schools unless health assessments are performed as required. Students transferring into the district must provide evidence of required Connecticut vaccinations, immunizations, and health assessments at enrollment and prior to school attendance.

Health assessments will be provided by the school medical advisor or the advisor's designee without charge to all students whose parents or guardians meet the eligibility requirement of free and reduced priced meals under the National School Lunch Program or for free milk under the special milk program.

The Board of Education shall annually designate a representative to receive reports of health assessments and immunizations from health care providers.

Health assessment results and recommendations signed by the examining physician or authorized medical personnel shall be recorded on forms provided by the Connecticut State Board of Education and kept on file in the school the student attends. Upon written authorization from the student's parent or guardian, original cumulative health records shall be sent to the chief administrative

Students

Student Health Services (continued)

officer of the school district to which such student moves and a true copy of the student's cumulative health records maintained with the student's academic records. The Superintendent of Schools, or designee, shall notify parents of any health-related problems detected in health assessments and shall make reasonable efforts to assure that further testing and treatment is provided, including advice on obtaining such required testing or treatment.

Students who are in violation of Board requirements for health assessments and immunizations will be excluded from school after appropriate parental notice and warning.

Vision Screening

All students in grades K-6, and grade 9 will be screened using a Snellen chart, or equivalent screening, by the school nurse or school health aide. Additional vision screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student in question. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any defect of vision, with a brief statement describing such defect.

As necessary, special educational provisions shall be made for students with disabilities.

Hearing Screening

All students will be screened for possible hearing impairments in grades K-3, grade 5, and grade 8. Additional audiometric screening will be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the Superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any defect of hearing, with a brief statement describing such defect.

As necessary, special educational provisions shall be made for students with disabilities.

Students

Student Health Services (continued)

Postural Screening

School nurses will screen all students in grades 5 through 9 inclusive for scoliosis or other postural problems. Additional postural screening will also be conducted in response to appropriate requests from parents/guardians or professionals working with the student. Results will be recorded in the student's health record on forms supplied by the Connecticut State Board of Education, and the Superintendent shall cause a written notice to be given to the parent or guardian of each student found to have any postural defect or problem, with a brief statement describing such defect or disease.

As necessary, special educational provisions shall be made for students with disabilities.

Tuberculin Testing

In addition to tuberculin testing required by the school district medical advisor as part of regular student health assessments, all new students, including preschool students, will be required to have at least one test for tuberculosis prior to entry in district schools.

A test for tuberculosis should be performed if any of the following risk factors prevail:

1. birth in a high risk country of the world (to include all countries in Africa, Asia, the former Soviet Union, Eastern Europe, Central South America, Dominican Republic, and Haiti);
2. travel to a high risk country staying at least a week with substantial contact with the indigenous population since the previously required examination;
3. extensive contact with persons who have recently come to the United States since the previously required examination;
4. contact with persons suspected to have tuberculosis, or
5. had contact with anyone who was in a homeless shelter, jail or prison, uses illegal drugs or has an HIV infection.

Students

Student Health Services (continued)

Immunizations/Vaccinations

No student will be allowed to enroll in any program operated as part of the district schools without adequate immunization against the following diseases:

1. Measles
2. Rubella
3. Poliomyelitis
4. Diphtheria
5. Tetanus
6. Pertussis
7. Mumps
8. Hemophilus influenza type B
9. Any other vaccine required by Section 19a-7f of Connecticut General Statutes.
10. Hepatitis B
11. Varicella (chickenpox)
12. Hepatitis A
13. Pneumococcal disease
14. Influenza ([see preschool specific requirement below per Regulations of CT State Agencies 10-204a-2a](#))
15. Meningococcal disease

All students in grades K-12 are required to have received 2 doses of measles, mumps and rubella vaccine or serologic proof of immunity. Students entering kindergarten and seventh grade shall show proof of having received 2 doses of varicella vaccine, laboratory confirmation of immunity, or present a written statement signed by a physician, physician assistant or advanced practice registered nurse indicating the individual has had varicella based on family or medical history. (Varicella requirement effective August 1, 2011)

Effective August 1, 2011, all seventh grade students must show proof of 1 dose of meningococcal vaccine and 1 dose of Tdap in addition to the completion of the primary DTP series.

All students in grades K-12 are required to have 3 doses of Hepatitis B vaccine or serologic evidence of immunity.

By January 1 of each year, children aged 24-59 months enrolled in the District's preschool program must show proof of receipt of at least one dose of influenza vaccine between August 1 and

December 31 of the preceding year. All children aged 24-59 months have not received vaccination against influenza previously must show proof of receipt of two doses of the vaccine the first influenza season they are vaccinated. Children seeking to enroll in the District's preschool program between January 1 and March 31 are required to receive the influenza vaccine prior to being permitted to enter the program. Children who enroll in the preschool program after March 31 of any given year are not required to meet the influenza vaccine requirement until the following January.

Students

Student Health Services

Immunizations/Vaccinations (continued)

Students shall be exempt from the appropriate provisions of this policy when:

1. they present a certificate from a physician, physician assistant, advanced practice registered nurse, or local health agency stating that initial immunizations have been given and additional immunizations are in process under guidelines and schedules specified by the Commissioner of Health Services; or
2. they present a certificate from a physician, physician assistant, advanced practice registered nurse stating that in the opinion of such ~~physician~~ medical provider, immunization is medically contraindicated because of the physical condition of such child Such certification shall be provided on the medical exemption certificate form developed by the Department of Public Health and available on its website; or
3. they present a statement from their parents or guardians that such immunization would be contrary to the religious beliefs of such child or his/her parents/guardians; such statement to be officially acknowledged by a notary public or a judge, a court clerk/deputy clerk, a town clerk, a justice of the peace, a Connecticut attorney, or a school nurse, and such religious exemption was granted prior to April 28, 2021 (by midnight April 27, 2021). Such student retains this exemption through grade twelve, even if the student transfers to another school in Connecticut; or

Note: To be eligible for such an exemption, a student: (a) must have been enrolled in school in Grades K-12 on or before midnight April 28, 2021; and (b) must have submitted a valid religious exemption prior to midnight, April 27, 2021. Students must meet both conditions in order to be eligible for a religious exemption.

5141(h)

4. In the case of a child enrolled in pre-school or pre-kindergarten on or before April 28, 2021 whose parent/guardian appropriately submitted a statement necessary for the religious exemption shall have until September 1, 2022 to comply with Connecticut's required immunizations or within fourteen days after transferring to a different public or private school, whichever is later. The deadline for such pre-school/pre-K student complying with the immunization requirements can be altered if the school/district is provided with a written declaration from the child's physician, physician assistant or advanced practice registered nurse recommending a different immunization schedule for the child.; or

4. in the case of measles, mumps or rubella, present a certificate from a physician, physician assistant or advanced practice registered nurse or from the Director of Health in such child's present or previous town of residence, stating that the child has had a confirmed case of such disease; or
5. in the case of Hemophilus influenza type B has passed his or her fifth birthday; or
6. in the case of diphtheria, tetanus and pertussis, has a medical exemption confirmed in writing by a physician, physician assistant or advanced practice registered nurse (per C.G.S. 19a-7f).

The school nurse will report to the local Director of Health any occurrence of State of Connecticut defined reportable communicable diseases.

Note: In the situation regarding the religious exemption, a child is considered enrolled in school on or before April 28, 2021 as a parent/guardian provides documentation, consistent with District policy, establishing that such child is eligible to attend school in the district in the current or upcoming school year based upon age and residency, and that the family intends for the child to do so, whether the District refers to eligibility as "registration" or "enrollment." Families that took such steps, on or before April 28, 2021, toward having children attend Kindergarten for the 2020-2021 school year would be considered enrolled in the District as a Kindergarten student. Such a student would be eligible for a religious exemption if the student also provided a valid religious exemption statement by midnight on April 27, 2021. (CSDE Guidance-5/25/21)

Health Assessments/Interscholastic Sports Programs

Any student participating in an interscholastic sports program must have a health assessment, within the past thirteen months prior to the first training session for the sport or sports. After the initial examination, repeat examinations are required every two years. Each participant in a sport program must complete a health questionnaire before participating in each sport.

Students

Student Health Services (continued)

Parents are expected to use the services of their private physician. If a student is unable to obtain a health assessment from his/her personal physician for financial or other reasons, an examination can be arranged with school medical advisor. Health assessment results shall be recorded on forms provided by the Connecticut State Board of Education, signed by the examining physician, school medical advisor or advisor's designee, filed in the student's health folder, and maintained up to date by the school nurse.

Coaches and physical education staff shall insure appropriate monitoring of an athlete's physical condition.

Student Medical Care at School

School personnel are responsible for the immediate care necessary for a student whose sickness or injury occurs on the school premises during school hours or in school-sponsored and supervised activities.

Schools shall maintain files of emergency information cards for each student. If a child's injury requires immediate care, the parent or guardian will be called by telephone by the nurse, the building principal, or other personnel designated by the principal, and advised of the student's condition. When immediate medical or dental attention is indicated, and when parents or guardians cannot be reached, the student will be transported to the nearest hospital unless otherwise indicated on the student's Emergency Information card. In this event, the family physician/dentist and school district medical advisor will be notified of school district actions.

(cf. 5125.11 - Health/Medical Records HIPAA)

(cf. 5142 - Student Safety)

(cf. 5141.3 - Health Assessments & Immunizations)

(cf. 5141.4 - Child Abuse and Neglect)

(cf. 5141.5 - Suicide Prevention)

(cf. 6142.1 - Family Life and Sex Education)

(cf. 6145.2 - Interscholastic/Intramural Athletics)

(cf. 6171 - Special Education)

Students

Student Health Services (continued)

Legal Reference: Connecticut General Statutes
 10-203 Sanitation.
 10-204a Required immunizations (as amended by PA 15-174 and PA 15-242 and PA 21-6).
 10-204c Immunity from liability
 10-205 Appointment of school medical advisors.
 10-206 Health assessments (as amended by PA 07-58).
 10-206a Free health assessments.
 10-207 Duties of medical advisers.
 10-208 Exemption from examination or treatment.
 10-208a Physical activity of student restricted; boards to honor notice.
 10-209 Records not to be public. (as amended by P.A. 03-211)
 10-210 Notice of disease to be given parent or guardian.
 10-212 School nurses and nurse practitioners.
 10-212a Administration of medicines by school personnel.
 10-213 Dental hygienists.
 10-214 Vision, audiometric and postural screening: When required; notification of parents re defects; record of results. (as amended by PA 96-229 An Act Concerning Scoliosis Screening)
 10-214a Eye protective devices.
 10-214b Compliance report by local or regional board of education.
 10-217a Health services for children in private nonprofit schools. Payments from the state, towns in which children reside and private nonprofit schools.

Department of Public Health, Public Health Code – 10-204a-2a, 10-204a-3a and 10-204a-4

Federal Family Educational Rights and Privacy Act of 1974 (section 438 of the General Education Provisions Act (as amended, added by section 513 of P.L. 93-568, codified at 20 U.S.C. 1232g).

42 U.S.C. 1320d-1320d-8, P.L. 104-191, Health Insurance Portability and Accountability Act of 1996 (HIPAA)

Policy adopted: Nov. 10, 1997

Policy revised: Oct. 6th, 2011

Policy revised: TBD

CHESTER BOARD OF EDUCATION
 DEEP RIVER BOARD OF EDUCATION
 ESSEX BOARD OF EDUCATION
 REGION 4 BOARD OF EDUCATION

Non-Instructional Operations

Non-Lapsing Education Fund

(Reserve Fund for Nonprofit School Food Service Accounts and Cafeteria Meal Programs)

Sections [7 CFR 210.14 \(a\)](#) of the National School Lunch Program (NSLP) regulations and [7 CFR 220.13\(i\)](#) of the School Breakfast Program (SBP) regulations require School Food Authorities (SFAs) to establish a Nonprofit School Food Service Account (NSFSA). The NSFSA is the restricted account in which all the revenue from all food service operations conducted by the SFA, principally for the benefit of school children, is retained and used only for the operation or improvement of the nonprofit school food service.

The following policy will govern the Reserve Fund for Nonprofit School Food Service Accounts and Cafeteria Meal Programs:

1. The school food authority shall limit its net cash resources (NCR) to an amount that does not exceed 3 months average expenditures for its nonprofit school food service or such other amount as may be approved by the State agency in accordance with [§ 210.19\(a\)](#). “Net cash resources” means all monies, as determined in accordance with the state agency’s established accounting system that are available to or have accrued to a SFA’s nonprofit school food service at any given time, less cash payable. Such monies may include, but are not limited to, cash on hand, cash receivable, earnings on investments, cash on deposit and the value of stocks, bonds, or other negotiable securities.
2. The school food authority shall meet the requirements of the State agency for compliance with [§ 210.19\(a\)](#) including any separation of records of nonprofit school food service from records of any other food service which may be operated by the school food authority.
3. To document compliance with the NCR requirement, SFAs must submit the annual Financial Report for School Nutrition Programs in the Connecticut Online Application and Claiming System for Child Nutrition Programs (CNP System). SFAs that exceed three months’ average expenditures must submit a Plan to Reduce Excess Operating Balance to the CSDE to indicate how the excess balance will be spent to maintain the SFA’s nonprofit status. Expenditures must make improvements to the school nutrition programs such as improving food quality and replacing or purchasing necessary equipment.
4. This fund cannot be used to subsidize the cost of unpaid student paid meal charges or adult meals.
5. Interest and investment earnings received with respect to amounts held in the Cafeteria Reserve Fund shall be credited to the Cafeteria Reserve Fund. The Cafeteria

Reserve Fund shall be a separate, non-lapsing account and such funds shall be held in a separate account from operating funds.

6. This policy shall be reviewed by a committee of the Region 4 Board at least once every five years. Said committee shall include Town officials from each member town.

Legal Reference:

Code of Federal Regulations:

Section [7 CFR 210.14\(a\)](#) of the NSLP regulations

Section [7 CFR 210.14\(b\)](#) of the NSLP regulations

Section [7 CFR 210.19\(a\)\(1\)](#) of the NSLP regulations

Sections [7 CFR 220.13\(i\)](#) of the SBP regulations

Policy adopted: TBD

CHESTER BOARD OF EDUCATION
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REGION 4 BOARD OF EDUCATION