

Sterling Board of Education
Agenda of the Regular Meeting
August 21, 2024
Community Room - 6:00pm
“EXCELLENCE WITH KINDNESS”

I. Call to Order

II. Pledge of Allegiance

III. Public Comment

IV. Reports and Communications

A. Correspondence

B. Consent Agenda

1. Minutes of Meeting June 26, 2024
2. Superintendent’s Report
3. Special Education Director’s Report
4. Principal’s Report
5. Clinical Supervisor’s Report
6. Monthly Check Register

C. Budget and Expense Report

D. Plainfield Board of Education Liaison

E. Personnel - Resignation/Retirement

Sara Howley - Business Manager

Angela Stone - Kindergarten

Melissa McKeon - Occupational Therapy

Jill Caruso - Special Education Teacher

Corrine Lewis - Special Education Teacher

Patricia Hawkins - Special Education Teacher

Carrie Graham - Resignation

Sharon Perry - Retired

V. Unfinished Business

VI. New Business

- A. Review, discussion and possible approval of the new “Connecticut Leader and Educator Evaluation and Support Plans 2024.”
- B. Review, discussion and possible approval of Line Item Transfers.
- C. R4112.5, 4212.5 Personnel - Certified/Non-Certified security Check/Fingerprinting/Criminal Justice Information (this Regulations accompanies the Policy for Fingerprinting that was approved in June)

VII. Committee Updates

- A. Policy
- B. Budget
- C. Negotiations

VIII. Recommendations, Questions and/or Comments

IX. Public Comment

X. Executive Session

- A. Discussion of Transportation Director Contract

XI. Adjournment

DRAFT MINUTES
Sterling Board of Education
Agenda of the Regular Meeting
June 26, 2024
Community Room - 6:00pm
“EXCELLENCE WITH KINDNESS”

I. Call to Order

Meeting was called to order: by Courtney Langlois, Board Chair at 6:00pm

Present at meeting: Jennifer Mossner, Vice Chair; Dorothy Capobianco, Treasurer; Catherine Malo, Board Member

Absent from meeting: Victoria Robinson-Lewis, Vice Treasurer; John Brady, Board Member

Also present: Theodore Friend, Superintendent; Heather Nickerson, Principal; Courtney Brannon, Business Manager; Christine Chandler, Board Clerk; Paul Brenton, Superintendent Plainfield Public Schools

II. Pledge of Allegiance

III. Public Comment

No one spoke at this time

IV. Reports and Communications

A. **Correspondence** - Received a welcome back letter from CABE

B. **Consent Agenda**

1. Minutes of Meeting May 15, 2024
Minutes of Special Meeting May 29, 2024
2. Superintendent's Report
3. Special Education Director's Report
4. Principal's Report
5. Clinical Supervisor's Report
6. Monthly Check Register

- A motion was made by D. Capobianco and seconded by C. Malo to accept the Consent Agenda as presented.
 - Vote: All in favor
 - Motion: Passed

C. Budget and Expense Report

C. Brannon gave an update on the current budget status. She also gave an update on the Right to Read Grant and the ARP ESSER funds. She discussed the heating oil and maintenance repair costs for this fiscal year. Also noted were the Capital Projects that are pending.

- A motion was made by J. Mossner and seconded by D. Capobianco to approve the Budget and Expenses Report as presented.

- Vote: All in favor

- Motion: Passed

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D. Plainfield Board of Education Liaison

D. Capobianco attended Plainfield's BOE meeting on June 12, 2024. Plainfield has had four resignations and three new hires. She also noted that they had approved the Teachers Evaluation Plan. The 2024-2025 Calendar was approved.

E. Personnel - Resignation/Retirement

Jennifer Jamroz - Resignation - Paraeducator

Courtney Payne - Resignation - Kindergarten Teacher

Thomas Guglielmetti - Resignation/Retirement

Amy Cooper - New Hire - Middle School Math Teacher

Kristen Cavaliere - New Hire - Director Special Services/Early Childhood

Coordinator

T. Friend introduced Amy Cooper and Kristen Cavaliere to the Board members.

The Board welcomed them and stated that they are looking forward to working with them.

V. Unfinished Business

None at this time

VI. New Business

- A. Update from Paul Brenton, Superintendent, Plainfield Public Schools.

Mr. Brenton spoke about all of the new initiatives that are happening at Plainfield High School in the coming year.

- B. Review, discussion and possible approval of the new "Connecticut Leader and Educator Evaluation and Support Plans 2024."

H. Nickerson presented the PDEC Overview for Sterling BOE that had been approved by the Sterling Professional Development & Evaluation Committee. The Evaluation Plan will be finalized and voted on at a later date.

C. Donations

- A motion was made by D. Capobianco and seconded by J. Mossner to accept the donation check from The Mitchell D Phaiah Foundation in the amount of \$200.00 to be used in the general fund for the Washington DC Trip for next year's eighth grade class.
 - Vote: All in favor
 - Motion: Passed

D. Review, discussion and possible approval of Line Item Transfers.

C. Brannon presented the line item transfers to date and noted that at the August meeting there would be more transfers that will need approval.

- A motion was made by J. Mossner and seconded by C. Malo to approve the Line Item Transfers as presented.
 - Vote: All in favor
 - Motion: Passed

E. Policies - First Reading

P3541.44 - Business/Non-Instructional Operations - Student Transportation - Privately Owned Vehicles

P4112.5 a-b - Personnel - Certified/Non-Certified - Security Check/Fingerprinting/Criminal Justice Information - Criminal Justice Information

P4111.1 - Personnel - Certified/Non-Certified - Affirmative Action Plan

P5111 a-e - Students - Admission/Placement - Admission

P5112 a-e - Students - Ages of Attendance/Admissions/Placement

- A motion was made by D. Capobianco and seconded by J. Mossner to approve Policies:

P3541.44 - Business/Non-Instructional Operations - Student Transportation - Privately Owned Vehicles

P4112.5 a-b - Personnel - Certified/Non-Certified - Security Check/Fingerprinting/Criminal Justice Information - Criminal Justice Information

P4111.1 - Personnel - Certified/Non-Certified - Affirmative Action Plan

P5111 a-e - Students - Admission/Placement - Admission

P5112 a-e - Students - Ages of Attendance/Admissions/Placement

- Vote: All in favor
- Motion: Passed

F. Review, discussion, and possible approval of a one year extension on the Plainfield and Sterling High School Cooperative Agreement.

C. Brannon noted that the contract with Plainfield High School would end on June 30, 2024 and that there was wording in the contract that would allow for a one year extension of the contract if it was mutually agreed upon by both Boards. Plainfield voted to extend the contract for one year at their BOE meeting on June 12, 2024

- A motion was made by D. Capobianco and seconded by J. Mossner to approve a one year extension on the Plainfield and Sterling High School Cooperative Agreement.
 - Vote: All in Favor
 - Motion: Passed

VII. Committee Updates

- A. Policy
- B. Budget
- C. Negotiations

VIII. Recommendations, Questions and/or Comments

None at this time

IX. Public Comment

No one spoke at this time

X. Executive Session

- A. Discussion of SEA Contract Negotiations for Teachers
- B. Discussion of Staff that have exited during the 2023-2024 SY
- C. Discussion of the Superintendent's Evaluation
- D. Discussion of the Superintendent's Contract

- A motion was made by D. Capobianco and seconded by C. Malo to enter into Executive Session with T. Friend to discuss: SEA Contract Negotiations for Teachers, Staff that have exited during the 2023-2024 SY, the Superintendent's Evaluation, and the Superintendent's Contract.
 - Vote: All in favor
 - Motion: Passed

Entered into Executive Session: 6:45pm

Exited Executive Session: 7:01pm

- A motion was made by D. Capobianco and seconded by J. Mossner to approve the Superintendent's Evaluation for the 2023-2024 SY.
 - Vote: All in favor
 - Motion: Passed

- A motion was made by J. Mossner and seconded by C. Malo to approve the Superintendent's Contract.
 - Vote: All in favor
 - Motion: Passed

XI. Adjournment

- A motion was made by J. Mossner and seconded by D. Capobianco to adjourn the meeting.
 - Vote: All in favor
 - Motion: Passed
 - Meeting adjourned: 7:04

SUPERINTENDENT'S REPORT

AUGUST 21, 2024

STAFFING:

- We will need to begin a discussion about cell phones in school.
- As of July 17th we were fully staffed, as of August 5th we are not fully staffed.

TECHNOLOGY:

1. Update on Radio Project

The radio project is going well. The vendor has received all components for the system, and is working on programming. They do not anticipate any problems with having the new system up and running before the new school year.

2. Security Camera Update

We are continuing to replace cameras in accordance with the NDAA (National Defense Authorization Act) which includes an upgrade to all digital cameras from a mixture of digital and analog. Each hallway will have two cameras (one at each end) by the completion of this project.

3. Windows 11 Update

We have started deploying Windows 11 to all classroom and office devices. All classroom and teacher devices will be completed by the end of September, with other offices anticipated by the end of October. This update was necessary due to the upcoming end of life for Windows 10 in late 2025.

MAINTENANCE:

1. Equipment

- a. We need to replace one reach-in cooler in the café kitchen due to a leak in the cooling coil. The unit is 17 years old and would cost at least the same to fix it as it would to replace it.
- b. The 5-year HVAC inspection was completed June 20, 2024. Awaiting results.
- c. Elevator main board upgrade was completed on July 25. Cost \$27,790.00

2. Cleaning/SMG

SMG staff has been completing a multitude of deep cleaning tasks. The building looks amazing and will be all set for the start of the school year.

Principal's Report

August 21, 2024

SCS Advancement Plan - Goal #3

- PDEC
 - Professional Development calendar reviewed
 - TEVAL
 - Finalized edits
 - Submission to the state
- Attendance
 - Plans in place for celebrating student attendance throughout the year
- Family Involvement
 - Continuing with our Wildcat's Mighty Roar award ceremonies throughout the year
 - Increase grade level family participation based on prior activity involvement

SCS Advancement Plan - Goal # 6

- Social Emotional Team Meeting
 - Monthly check-in for SEL lessons / units
 - Climate surveys including students, families & staff disseminated
 - Results will be analyzed over the summer & shared in the fall
- Wellness Grant
 - Staff Wellness event planned
 - Day of wellness
 - Ability to plan for family BBQ
 - Family BBQ event planned with staff attending
 - Participating students will receive a pack with wellness materials inside
 - Families will have the opportunity to pick up school supplies which have been donated through different resources
 - Summer sessions with art therapy
 - Summer sessions with children's yoga instructor

Summer Updates:

- ESY (Extended School Year) went well
- Planning for start of the new school year is almost complete
- Enjoyed some times of rest & relaxation

[illegible]

Sterling Board of Education

Reprint Check Listing

Fiscal Year: 2023-2024

Criteria:

Bank Account: BOE - Bank Hometown 490404101

From Date: 06/01/2024

To Date: 06/30/2024

From Check:

To Check:

From Voucher:

To Voucher:

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
200316	06/07/2024	AMAZON	\$2,819.52	1097	Printed	Expense	☐		
200317	06/07/2024	ANDERSON MOTORS, INC.	\$335.66	1097	Printed	Expense	☐		
200318	06/07/2024	ANTHEM SPORTS, LLC	\$539.12	1097	Printed	Expense	☐		
200319	06/07/2024	B & H PHOTO	\$298.05	1097	Printed	Expense	☐		
200320	06/07/2024	CASELLA WASTE	\$620.55	1097	Printed	Expense	☐		
200321	06/07/2024	CDW GOVERNMENT INC	\$1,450.00	1097	Printed	Expense	☐		
200322	06/07/2024	CLEAN FOCUS DEVELOPMENT LLC	\$2,728.67	1097	Printed	Expense	☐		
200323	06/07/2024	DIME OIL COMPANY	\$21,058.02	1097	Printed	Expense	☐		
200324	06/07/2024	GARYS TIRE SALES	\$820.00	1097	Printed	Expense	☐		
200325	06/07/2024	HARMONY HILL SCHOOL	\$4,248.75	1097	Printed	Expense	☐		
200326	06/07/2024	JOHNSON CONTROLS FIRE PROTECTION LP	\$2,848.00	1097	Printed	Expense	☐		
200327	06/07/2024	LIFESPAN SCHOOL SOLUTIONS INC	\$12,892.00	1097	Printed	Expense	☐		
200328	06/07/2024	NCS PEARSON	\$124.82	1097	Printed	Expense	☐		
200329	06/07/2024	NORTHEAST TREE LLC	\$3,500.00	1097	Printed	Expense	☐		
200330	06/07/2024	RICOH USA, INC	\$1,305.36	1097	Printed	Expense	☐		
200331	06/07/2024	S & S WORLDWIDE	\$755.00	1097	Printed	Expense	☐		
200332	06/07/2024	SHARP TRAINING INC	\$16,346.00	1097	Printed	Expense	☐		
200333	06/07/2024	SHAWN LUCAS	\$400.00	1097	Printed	Expense	☐		
200334	06/07/2024	SPEAKOLOGY LLC	\$3,270.00	1097	Printed	Expense	☐		
200335	06/07/2024	SUPER DUPER PUBLICATIONS	\$224.85	1097	Printed	Expense	☐		
200336	06/07/2024	W B MASON CO INC	\$3,234.64	1097	Printed	Expense	☐		
200337	06/18/2024	AMAZON	\$4,645.01	1101	Printed	Expense	☐		
200338	06/18/2024	ASHLEY HOLMBERG	\$6,070.50	1101	Printed	Expense	☐		

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From Check:

To Check:

From Voucher:

To Voucher:

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
200339	06/18/2024	AWARDS AND PRINTING	\$606.50	1101	Printed	Expense	☐		
200340	06/18/2024	CABE	\$327.00	1101	Printed	Expense	☐		
200341	06/18/2024	CASBO	\$1,240.00	1101	Printed	Expense	☐		
200342	06/18/2024	CDW GOVERNMENT INC	\$15,736.00	1101	Printed	Expense	☐		
200343	06/18/2024	CHRISTINE CHANDLER	\$46.99	1101	Printed	Expense	☐		
200344	06/18/2024	CT ASSOCIATION OF PUBLIC	\$3,449.00	1101	Printed	Expense	☐		
200345	06/18/2024	DIME OIL COMPANY	\$1,384.65	1101	Printed	Expense	☐		
200346	06/18/2024	DISCOUNT SCHOOL SUPPLY	\$344.83	1101	Printed	Expense	☐		
200347	06/18/2024	EASTCONN	\$150.00	1101	Printed	Expense	☐		
200348	06/18/2024	EVERSOURCE	\$4,968.29	1101	Printed	Expense	☐		
200349	06/18/2024	KAINEN, ESCALERA AND MCHALE PC	\$1,060.00	1101	Printed	Expense	☐		
200350	06/18/2024	MILLENNIUM ELECTRIC LLC	\$5,575.00	1101	Printed	Expense	☐		
200351	06/18/2024	NCS PEARSON	\$1,131.17	1101	Printed	Expense	☐		
200352	06/18/2024	NECHEAR	\$4,590.00	1101	Printed	Expense	☐		
200353	06/18/2024	PROFESSIONAL SOFTWARE FOR NURSES	\$574.00	1101	Printed	Expense	☐		
200354	06/18/2024	RADIO ENGINEERING INDUSTRIES INC	\$8,893.90	1101	Printed	Expense	☐		
200355	06/18/2024	RENAISSANCE LEARNING INC	\$14,110.70	1101	Printed	Expense	☐		
200356	06/18/2024	SERVICE MANAGEMENT GROUP LLC	\$13,626.42	1101	Printed	Expense	☐		
200357	06/18/2024	TEACHER SYNERGY, LLC	\$428.64	1101	Printed	Expense	☐		
200358	06/18/2024	THE LIGHTHOUSE	\$24,583.60	1101	Printed	Expense	☐		
200359	06/18/2024	VANDI AUTO SUPPLY	\$5.84	1101	Printed	Expense	☐		
200360	06/18/2024	VERIZON WIRELESS	\$302.85	1101	Printed	Expense	☐		

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From Date: 06/01/2024

To Date: 06/30/2024

From Check:

To Check:

From Voucher:

To Voucher:

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
200361	06/18/2024	W B MASON CO INC	\$429.47	1101	Printed	Expense	☐		
200362	06/24/2024	AETNA HEALTH MANAGEMENT LLC	\$176.71	1103	Printed	Expense	☐		
200363	06/24/2024	AMAZON	\$1,015.46	1103	Printed	Expense	☐		
200364	06/24/2024	ANTHEM BLUE CROSS/BLUE SHIELD	\$100,082.56	1103	Printed	Expense	☐		
200365	06/24/2024	CHLIC.	\$4,360.76	1103	Printed	Expense	☐		
200366	06/24/2024	DIFFERENT ROADS TO LEARNING INC	\$104.26	1103	Printed	Expense	☐		
200367	06/24/2024	EASTCONN	\$41,000.00	1103	Printed	Expense	☐		
200368	06/24/2024	FALCETTI MUSIC INC	\$20,366.00	1103	Printed	Expense	☐		
200369	06/24/2024	HEATHER NICKERSON	\$372.70	1103	Printed	Expense	☐		
200370	06/24/2024	HORIZONS, INC	\$12,713.80	1103	Printed	Expense	☐		
200371	06/24/2024	LEXIA LEARNING SYSTEM LLC	\$20,192.00	1103	Printed	Expense	☐		
200372	06/24/2024	OTIS ELEVATOR COMPANY	\$739.26	1103	Printed	Expense	☐		
200373	06/24/2024	S & S WORLDWIDE	\$145.01	1103	Printed	Expense	☐		
200374	06/24/2024	SAW MILL SHEET METAL LLC	\$1,904.40	1103	Printed	Expense	☐		
200375	06/24/2024	SCHOOL SPECIALTY, LLC	\$1,240.16	1103	Printed	Expense	☐		
200376	06/24/2024	THE AMERICAN SCHOOL FOR THE DEAF	\$1,843.45	1103	Printed	Expense	☐		
200377	06/24/2024	W B MASON CO INC	\$17,808.76	1103	Printed	Expense	☐		
200378	06/25/2024	AFLAC NEW YORK	\$434.18	1104	Printed	Expense	☐		
200379	06/25/2024	ALLSTATE	\$52.84	1104	Printed	Expense	☐		
200380	06/25/2024	AMERIPRISE FINANCIAL SERVICES, INC	\$337.91	1104	Printed	Expense	☐		
200381	06/25/2024	AXA EQUITABLE	\$1,969.05	1104	Printed	Expense	☐		

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To Voucher:

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
200382	06/25/2024	HORACE MANN LIFE INSURANCE COMPANY	\$1,831.53	1104	Printed	Expense	☐		
200383	06/25/2024	METLIFE 0837050	\$369.39	1104	Printed	Expense	☐		
200384	06/25/2024	SPECIAL ACCT EXCEL BENE OF CUSTOMERS	\$2,909.77	1104	Printed	Expense	☐		
200385	06/25/2024	STERLING EDUCATION ASSOCIATION	\$1,289.46	1104	Printed	Expense	☐		
200386	06/25/2024	UPSEU 05745	\$379.70	1104	Printed	Expense	☐		
200387	06/26/2024	ANTHEM LIFE INSURANCE CO	\$480.96	1105	Printed	Expense	☐		
200388	06/26/2024	CDW GOVERNMENT INC	\$1,316.00	1105	Printed	Expense	☐		
200389	06/26/2024	DIME OIL COMPANY	\$2,586.86	1105	Printed	Expense	☐		
200390	06/26/2024	FRIEND, THEODORE F	\$34.88	1105	Printed	Expense	☐		
200391	06/26/2024	GREGORY AND HOWE INC	\$240.50	1105	Printed	Expense	☐		
200392	06/26/2024	KRISTEN LANZILLO	\$280.00	1105	Printed	Expense	☐		
200393	06/26/2024	MACGILL DISCOUNT MEDICAL SUPPLIES	\$380.00	1105	Printed	Expense	☐		
200394	06/26/2024	METLIFE 0837050	\$448.49	1105	Printed	Expense	☐		
200395	06/26/2024	SHARP TRAINING INC	\$12,865.00	1105	Printed	Expense	☐		
200396	06/26/2024	SHAWN LUCAS	\$350.00	1105	Printed	Expense	☐		
200397	06/26/2024	SIEMENS INDUSTRY INC	\$1,300.80	1105	Printed	Expense	☐		
200398	06/26/2024	US BANK VOYAGER FLEET SYS	\$1,497.42	1105	Printed	Expense	☐		
200399	06/26/2024	W B MASON CO INC	\$42.76	1105	Printed	Expense	☐		
200400	06/28/2024	CDW GOVERNMENT INC	\$818.00	1107	Printed	Expense	☐		
200401	06/28/2024	CORPORATE BILLING LLC	\$250.67	1107	Printed	Expense	☐		
200402	06/28/2024	NEW ENGLAND MECHANICAL SERVICES INC	\$1,042.00	1107	Printed	Expense	☐		

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To Voucher:

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
200403	06/28/2024	NEW ENGLAND TRANSIT	\$127.38	1107	Printed	Expense	☐		
200404	06/28/2024	UNIVERSITY OF CONNECTICUT.	\$3,216.00	1107	Printed	Expense	☐		
200405	06/28/2024	W B MASON CO INC	\$275.98	1107	Printed	Expense	☐		

Total Amount: \$455,292.19

End of Report

Sterling Board of Education

Budget and Expenses - BOE

From Date: 6/1/2024

To Date: 6/30/2024

Fiscal Year: 2023-2024

☐ 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
A.1000.111.01.000.00.71	Certified Personnel	\$1,761,162.00	(\$62,055.46)	\$1,630,123.28	\$131,038.72	\$0.00	\$131,038.72	7.44%
A.1000.111.03.000.00.71	Certified Substitutes	\$50,000.00	\$5,350.00	\$43,626.04	\$6,373.96	\$0.00	\$6,373.96	12.75%
A.1000.112.01.000.00.71	Non Certified Personnel	\$83,432.00	\$10,758.43	\$53,307.51	\$30,124.49	\$0.00	\$30,124.49	36.11%
A.1000.210.00.000.00.71	E/B Insurance	\$440,841.00	(\$172,553.36)	\$426,440.37	\$14,400.63	\$0.00	\$14,400.63	3.27%
A.1000.220.00.000.00.70	E/B FICA/Medicare	\$35,744.00	(\$975.71)	\$31,456.06	\$4,287.94	\$0.00	\$4,287.94	12.00%
A.1000.240.00.000.00.71	E/B Other (Course Reim)	\$6,000.00	\$4,216.00	\$4,716.00	\$1,284.00	\$0.00	\$1,284.00	21.40%
A.1000.320.01.000.00.71	Professional Development - Cer	\$15,000.00	\$88,592.00	\$79,612.68	(\$64,612.68)	\$0.00	(\$64,612.68)	-430.75%
A.1000.590.00.000.00.71	Printing	\$500.00	\$0.00	\$348.75	\$151.25	\$0.00	\$151.25	30.25%
A.1000.611.00.101.00.71	Language Arts Instructional Su	\$200.00	\$0.00	\$519.33	(\$319.33)	\$0.00	(\$319.33)	-159.67%
A.1000.611.01.000.00.71	Instructional Supplies	\$10,000.00	\$15,480.30	\$14,267.46	(\$4,267.46)	\$78.86	(\$4,346.32)	-43.46%
A.1000.611.01.102.00.71	Math Instructional Supplies	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$12,905.40	(\$11,905.40)	-1190.54%
A.1000.611.01.103.00.71	Science Instructional Supplies	\$0.00	\$0.00	\$155.96	(\$155.96)	\$0.00	(\$155.96)	0.00%
A.1000.611.01.105.00.71	Art Instructional Supplies	\$1,800.00	\$3,579.60	\$4,050.54	(\$2,250.54)	\$0.00	(\$2,250.54)	-125.03%
A.1000.611.01.106.00.71	Music Instructional Supplies	\$1,000.00	\$486.65	\$1,553.10	(\$553.10)	\$0.00	(\$553.10)	-55.31%
A.1000.611.01.107.00.71	Health Instructional Supplies	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
A.1000.611.01.108.00.71	PE Instructional Supplies	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.1000.611.01.109.00.71	World Language Instructional S	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.1000.641.01.000.00.71	Textbooks	\$5,000.00	\$265.60	\$2,782.37	\$2,217.63	\$0.00	\$2,217.63	44.35%
A.1000.642.01.000.00.71	Consumable Workbooks	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.1000.642.01.102.00.71	Math Consumable Workbooks	\$3,000.00	\$0.00	\$59.24	\$2,940.76	\$0.00	\$2,940.76	98.03%
A.1000.650.00.000.00.71	Educational Software Licenses/	\$33,000.00	\$27,640.70	\$65,455.84	(\$32,455.84)	\$0.00	(\$32,455.84)	-98.35%
A.1000.690.01.103.00.71	Science Other Supplies	\$1,000.00	\$212.02	\$769.95	\$230.05	\$0.00	\$230.05	23.01%
A.1000.690.01.105.00.71	Art Other Supplies & Materials	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
A.1000.690.01.106.00.71	Music Other Supplies & Materia	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
A.1000.690.01.109.00.71	World Language Other Supplies	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
A.1000.730.00.000.00.71	Instructional Equipment	\$3,000.00	\$0.00	\$194.14	\$2,805.86	\$0.00	\$2,805.86	93.53%
A.1000.739.00.000.00.71	Copier Leases, Fees, Supplies	\$18,000.00	\$2,522.24	\$15,029.43	\$2,970.57	\$0.00	\$2,970.57	16.50%
A.1000.739.01.106.00.71	Music Equipment	\$1,000.00	\$20,366.00	\$21,784.98	(\$20,784.98)	\$0.00	(\$20,784.98)	-2078.50%
A.1000.890.00.000.00.71	Dues & Fees	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Func: Regular Program - 1000	\$2,474,779.00	(\$56,114.99)	\$2,396,253.03	\$78,525.97	\$12,984.26	\$65,541.71	2.65%
A.1200.111.00.000.00.71	Special Education Director	\$99,910.00	\$0.00	\$71,089.81	\$28,820.19	\$0.00	\$28,820.19	28.85%
A.1200.111.01.000.00.71	Certified Personnel	\$519,820.00	\$49,550.52	\$471,660.97	\$48,159.03	\$0.00	\$48,159.03	9.26%
A.1200.112.01.000.00.71	Non Certified Personnel	\$261,703.00	\$8,536.56	\$276,710.73	(\$15,007.73)	\$0.00	(\$15,007.73)	-5.73%
A.1200.112.02.000.00.71	Non Certified Substitutes	\$10,000.00	\$3,150.00	\$4,248.31	\$5,751.69	\$0.00	\$5,751.69	57.52%
A.1200.210.00.000.00.71	E/B Insurance	\$319,000.00	(\$57,459.14)	\$313,394.40	\$5,605.60	\$0.00	\$5,605.60	1.76%
A.1200.220.00.000.00.70	E/B FICA/Medicare	\$32,962.00	\$2,660.95	\$26,897.81	\$6,064.19	\$0.00	\$6,064.19	18.40%
A.1200.240.00.000.00.71	E/B Other	\$4,578.00	\$131.64	\$3,827.67	\$750.33	\$0.00	\$750.33	16.39%
A.1200.320.00.000.00.71	Professional Development - Cer	\$3,500.00	\$0.00	\$1,619.00	\$1,881.00	\$0.00	\$1,881.00	53.74%
A.1200.322.01.000.00.71	Professional Dev - Non Cert	\$1,500.00	\$0.00	\$1,500.00	\$0.00	\$0.00	\$0.00	0.00%
A.1200.330.00.000.00.71	Professional & Technical Svcs	\$4,500.00	\$8,610.00	\$26,830.73	(\$22,330.73)	\$0.00	(\$22,330.73)	-496.24%
A.1200.330.01.000.00.71	Evaluation Services	\$13,000.00	\$5,000.00	\$9,025.00	\$3,975.00	\$0.00	\$3,975.00	30.58%
A.1200.330.02.000.00.71	Assistive Technology	\$2,500.00	\$0.00	\$1,416.00	\$1,084.00	\$0.00	\$1,084.00	43.36%
A.1200.580.00.000.00.71	Travel	\$500.00	\$34.88	\$630.13	(\$130.13)	\$0.00	(\$130.13)	-26.03%
A.1200.611.01.000.00.71	Instructional Supplies	\$3,000.00	\$1,115.12	\$2,909.58	\$90.42	\$0.00	\$90.42	3.01%
A.1200.611.02.000.00.71	Testing Supplies	\$3,000.00	\$1,283.74	\$4,052.26	(\$1,052.26)	\$0.00	(\$1,052.26)	-35.08%
A.1200.630.00.000.00.71	Special Ed Incentive	\$1,200.00	\$1,147.28	\$1,193.27	\$6.73	\$0.00	\$6.73	0.56%
A.1200.641.02.000.00.71	Consumable Workbooks	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.1200.650.00.000.00.71	Educational Software Licenses/	\$3,500.00	\$1,875.00	\$1,875.00	\$1,625.00	\$0.00	\$1,625.00	46.43%
A.1200.690.00.000.00.72	Other Supplies & Materials	\$1,000.00	\$945.60	\$1,512.55	(\$512.55)	\$0.00	(\$512.55)	-51.26%
A.1200.700.00.000.00.71	Equipment	\$1,500.00	\$1,365.78	\$6,671.22	(\$5,171.22)	\$0.00	(\$5,171.22)	-344.75%

Sterling Board of Education

Budget and Expenses - BOE

From Date: 6/1/2024

To Date: 6/30/2024

Fiscal Year: 2023-2024

☐ 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
A.1200.890.00.000.00.71	Dues & Fees	\$500.00	\$280.00	\$1,729.48	(\$1,229.48)	\$0.00	(\$1,229.48)	-245.90%
	Func: Special Education Program - 1200	\$1,287,673.00	\$28,227.93	\$1,228,793.92	\$58,879.08	\$0.00	\$58,879.08	4.57%
A.2130.111.01.000.00.71	School Nurse	\$53,045.00	\$6,120.57	\$53,044.94	\$0.06	\$0.00	\$0.06	0.00%
A.2130.111.03.000.00.71	School Nurse Substitutes	\$2,625.00	\$0.00	\$350.00	\$2,275.00	\$0.00	\$2,275.00	86.67%
A.2130.210.00.000.00.71	E/B Insurance	\$200.00	(\$710.33)	\$200.36	(\$0.36)	\$0.00	(\$0.36)	-0.18%
A.2130.220.00.000.00.70	E/B FICA/Medicare	\$4,259.00	\$467.42	\$4,207.71	\$51.29	\$0.00	\$51.29	1.20%
A.2130.240.00.000.00.71	E/B Other	\$1,592.00	\$132.61	\$1,591.32	\$0.68	\$0.00	\$0.68	0.04%
A.2130.322.01.000.00.71	Professional Dev - Non Cert	\$500.00	\$0.00	\$35.00	\$465.00	\$0.00	\$465.00	93.00%
A.2130.330.00.000.00.71	Professional & Technical Svcs	\$1,750.00	\$574.00	\$3,962.00	(\$2,212.00)	\$0.00	(\$2,212.00)	-126.40%
A.2130.690.00.000.00.71	Health Office Supplies	\$2,000.00	\$0.00	\$3,785.49	(\$1,785.49)	\$0.00	(\$1,785.49)	-89.27%
A.2130.739.00.000.00.71	Health Office Equipment	\$500.00	\$380.00	\$466.93	\$33.07	\$0.00	\$33.07	6.61%
	Func: Health Office - 2130	\$66,471.00	\$6,964.27	\$67,643.75	(\$1,172.75)	\$0.00	(\$1,172.75)	-1.76%
A.2190.111.01.000.00.71	Certified Personnel	\$19,785.00	(\$3,300.30)	\$25,626.13	(\$5,841.13)	\$0.00	(\$5,841.13)	-29.52%
A.2190.210.00.000.00.71	E/B Insurance	\$12,000.00	(\$420.55)	\$859.61	\$11,140.39	\$0.00	\$11,140.39	92.84%
A.2190.220.00.000.00.70	E/B FICA/Medicare	\$4,039.00	\$0.00	\$4,455.91	(\$416.91)	\$0.00	(\$416.91)	-10.32%
A.2190.320.00.000.00.71	Professional Development	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.2190.323.00.000.00.71	PT Contracted Services	\$30,000.00	\$6,070.50	\$29,553.75	\$446.25	\$0.00	\$446.25	1.49%
A.2190.611.00.000.00.71	PT/OT Supplies	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.2190.730.00.000.00.71	PT/OT Equipment	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Func: Physical/Occupational Therapy - 2190	\$67,324.00	\$2,349.65	\$60,495.40	\$6,828.60	\$0.00	\$6,828.60	10.14%
A.2220.112.00.000.00.71	Non-Certified Personnel	\$18,774.00	\$1,721.72	\$17,668.51	\$1,105.49	\$0.00	\$1,105.49	5.89%
A.2220.220.00.000.00.70	E/B FICA/Medicare	\$1,436.00	\$131.72	\$1,351.64	\$84.36	\$0.00	\$84.36	5.87%
A.2220.330.00.000.00.71	Professional & Technical Servi	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
A.2220.642.00.000.00.71	Books/Periodicals	\$3,000.00	\$0.00	\$3,473.72	(\$473.72)	\$0.00	(\$473.72)	-15.79%
A.2220.690.00.000.00.71	Other Supplies & Materials	\$500.00	\$0.00	\$511.80	(\$11.80)	\$0.00	(\$11.80)	-2.36%
	Func: Educational Media - 2220	\$23,960.00	\$1,853.44	\$23,005.67	\$954.33	\$0.00	\$954.33	3.98%
A.2230.112.00.000.00.71	IT Personnel	\$65,723.00	\$6,119.90	\$65,723.00	\$0.00	\$0.00	\$0.00	0.00%
A.2230.112.01.000.00.71	IT Aide	\$31,245.00	(\$3,274.12)	\$31,535.77	(\$290.77)	\$0.00	(\$290.77)	-0.93%
A.2230.210.00.000.00.71	E/B Insurance	\$500.00	(\$12,715.88)	\$500.54	(\$0.54)	\$0.00	(\$0.54)	-0.11%
A.2230.220.00.000.00.70	E/B FICA/Medicare	\$7,418.00	\$981.65	\$7,943.92	(\$525.92)	\$0.00	(\$525.92)	-7.09%
A.2230.240.00.000.00.70	E/B Other	\$3,972.00	\$164.31	\$1,971.72	\$2,000.28	\$0.00	\$2,000.28	50.36%
A.2230.320.00.000.00.71	Professional Development	\$1,000.00	\$0.00	\$130.00	\$870.00	\$0.00	\$870.00	87.00%
A.2230.330.00.000.00.71	Professional & Technical Servi	\$5,000.00	\$5,575.00	\$14,195.00	(\$9,195.00)	\$500.00	(\$9,695.00)	-193.90%
A.2230.430.00.000.00.71	Repairs & Maintenance - Hardwa	\$2,200.00	(\$55.00)	\$2,220.16	(\$20.16)	\$0.00	(\$20.16)	-0.92%
A.2230.431.00.000.00.71	Maintenance Agreement	\$8,500.00	\$0.00	\$4,758.52	\$3,741.48	\$0.00	\$3,741.48	44.02%
A.2230.690.00.000.00.71	Other Supplies & Materials	\$2,200.00	\$2,199.20	\$5,091.67	(\$2,891.67)	\$0.00	(\$2,891.67)	-131.44%
A.2230.730.00.000.00.71	Computer Hardware & Peripheral	\$16,000.00	\$16,605.67	\$78,011.82	(\$62,011.82)	\$10,582.24	(\$72,594.06)	-453.71%
A.2230.731.00.000.00.71	Computer Software	\$4,500.00	\$0.00	\$3,398.00	\$1,102.00	\$4,855.00	(\$3,753.00)	-83.40%
	Func: Information Technology - 2230	\$148,258.00	\$15,600.73	\$215,480.12	(\$67,222.12)	\$15,937.24	(\$83,159.36)	-56.09%
A.2310.112.01.000.00.71	BOE Administrative Assistant	\$55,167.00	\$6,065.43	\$55,167.06	(\$0.06)	\$0.00	(\$0.06)	0.00%
A.2310.112.02.000.00.71	Board of Education Clerk	\$1,200.00	\$960.00	\$960.00	\$240.00	\$0.00	\$240.00	20.00%
A.2310.210.00.000.00.71	E/B Insurance	\$23,500.00	(\$4,453.17)	\$23,500.36	(\$0.36)	\$0.00	(\$0.36)	0.00%
A.2310.220.00.000.00.70	E/B FICA/Medicare	\$4,312.00	\$509.35	\$3,731.76	\$580.24	\$0.00	\$580.24	13.46%
A.2310.230.00.000.00.71	Workers Compensation Ins	\$49,130.00	\$0.00	\$39,625.30	\$9,504.70	\$0.00	\$9,504.70	19.35%
A.2310.240.00.000.00.71	E/B Other	\$1,656.00	\$137.91	\$1,654.92	\$1.08	\$0.00	\$1.08	0.07%
A.2310.250.00.000.00.71	Unemployment Compensation	\$5,000.00	\$350.00	\$2,697.00	\$2,303.00	\$0.00	\$2,303.00	46.06%

Sterling Board of Education

Budget and Expenses - BOE

From Date: 6/1/2024

To Date: 6/30/2024

Fiscal Year: 2023-2024

☐ 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
A.2310.330.01.000.00.71	Legal Services	\$10,000.00	\$2,373.50	\$5,235.50	\$4,764.50	\$0.00	\$4,764.50	47.65%
A.2310.330.03.000.00.71	Other Professional & Tech Svcs	\$16,000.00	\$8,137.00	\$15,375.00	\$625.00	\$600.00	\$25.00	0.16%
A.2310.520.01.000.00.71	Fidelity Bond	\$100.00	\$0.00	\$100.00	\$0.00	\$0.00	\$0.00	0.00%
A.2310.520.02.000.00.71	Errors and Omissions Insurance	\$8,335.00	\$0.00	\$8,333.00	\$2.00	\$0.00	\$2.00	0.02%
A.2310.580.00.000.00.71	Travel	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00	100.00%
A.2310.590.01.000.00.71	Communications/Postage	\$5,000.00	\$0.00	\$6,413.81	(\$1,413.81)	\$0.00	(\$1,413.81)	-28.28%
A.2310.590.02.000.00.71	Advertising	\$1,200.00	\$0.00	\$2,114.06	(\$914.06)	\$0.00	(\$914.06)	-76.17%
A.2310.590.04.000.00.71	Community Engagement	\$2,000.00	\$0.00	\$916.04	\$1,083.96	\$1,310.05	(\$226.09)	-11.30%
A.2310.650.00.000.00.71	Software Licenses & Support	\$26,590.00	\$0.00	\$23,338.79	\$3,251.21	\$3,037.50	\$213.71	0.80%
A.2310.690.00.000.00.71	BOE Other Supplies & Materials	\$1,000.00	\$0.00	\$1,158.30	(\$158.30)	\$129.00	(\$287.30)	-28.73%
A.2310.890.00.000.00.71	Dues & Fees	\$1,500.00	\$0.00	\$1,564.00	(\$64.00)	\$0.00	(\$64.00)	-4.27%
	Func: Board of Education - 2310	\$211,790.00	\$14,080.02	\$191,884.90	\$19,905.10	\$5,076.55	\$14,828.55	7.00%
A.2320.111.00.000.00.71	Superintendent	\$100,000.00	\$18,435.03	\$106,896.71	(\$6,896.71)	\$0.00	(\$6,896.71)	-6.90%
A.2320.220.00.000.00.70	E/B FICA/Medicare	\$1,450.00	\$267.31	\$1,550.02	(\$100.02)	\$0.00	(\$100.02)	-6.90%
A.2320.320.00.000.00.71	Professional Development - Cer	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.2320.580.00.000.00.71	Travel	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
A.2320.690.00.000.00.71	Superintendent Off Supplies	\$750.00	\$348.16	\$469.74	\$280.26	\$0.00	\$280.26	37.37%
A.2320.739.00.000.00.71	Other Equipment	\$750.00	\$0.00	\$1,445.30	(\$695.30)	\$0.00	(\$695.30)	-92.71%
A.2320.890.00.000.00.71	Dues & Fees	\$4,500.00	\$3,599.00	\$3,914.00	\$586.00	\$0.00	\$586.00	13.02%
	Func: Superintendent's Office - 2320	\$108,200.00	\$22,649.50	\$114,275.77	(\$6,075.77)	\$0.00	(\$6,075.77)	-5.62%
A.2400.111.00.000.00.71	Principal	\$132,613.00	\$16,047.70	\$133,359.20	(\$746.20)	\$0.00	(\$746.20)	-0.56%
A.2400.111.01.000.00.71	Clinical Supervisor	\$54,807.00	\$6,573.87	\$55,056.26	(\$249.26)	\$0.00	(\$249.26)	-0.45%
A.2400.112.00.000.00.71	Non Certified Personnel	\$96,556.00	\$10,834.99	\$95,858.21	\$697.79	\$0.00	\$697.79	0.72%
A.2400.210.00.000.00.71	E/B Insurance	\$69,000.00	(\$6,343.32)	\$68,989.74	\$10.26	\$0.00	\$10.26	0.01%
A.2400.220.00.000.00.70	E/B FICA/Medicare	\$10,104.00	\$1,103.66	\$9,000.67	\$1,103.33	\$0.00	\$1,103.33	10.92%
A.2400.240.00.000.00.71	E/B Other	\$5,624.00	\$468.55	\$5,622.60	\$1.40	\$0.00	\$1.40	0.02%
A.2400.320.00.000.00.71	Professional Development - Cer	\$1,500.00	\$1,500.00	\$1,500.00	\$0.00	\$0.00	\$0.00	0.00%
A.2400.330.00.000.00.71	Professional & Technical Svcs	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
A.2400.580.00.000.00.71	Travel	\$300.00	\$0.00	\$221.25	\$78.75	\$0.00	\$78.75	26.25%
A.2400.590.01.000.00.71	Principal's Engagement	\$1,500.00	\$0.00	\$913.67	\$586.33	\$4,157.81	(\$3,571.48)	-238.10%
A.2400.650.00.000.00.71	Educational Software Licenses/	\$9,300.00	\$0.00	\$10,096.44	(\$796.44)	\$0.00	(\$796.44)	-8.56%
A.2400.690.00.000.00.71	Other Supplies & Materials	\$3,000.00	\$5,536.18	\$11,901.82	(\$8,901.82)	\$0.00	(\$8,901.82)	-296.73%
A.2400.890.00.000.00.71	Dues & Fees	\$1,000.00	\$0.00	\$259.00	\$741.00	\$89.00	\$652.00	65.20%
	Func: Building Administrators - 2400	\$385,554.00	\$35,721.63	\$392,778.86	(\$7,224.86)	\$4,246.81	(\$11,471.67)	-2.98%
A.2510.112.01.000.00.71	Business Manager	\$96,116.00	\$11,090.31	\$96,116.02	(\$0.02)	\$0.00	(\$0.02)	0.00%
A.2510.210.00.000.00.71	E/B Insurance	\$29,000.00	(\$5,556.83)	\$29,000.00	\$0.00	\$0.00	\$0.00	0.00%
A.2510.220.00.000.00.70	E/B FICA/Medicare	\$7,353.00	\$966.70	\$6,811.80	\$541.20	\$0.00	\$541.20	7.36%
A.2510.240.00.000.00.71	E/B Other	\$4,883.00	\$240.29	\$4,883.48	(\$0.48)	\$0.00	(\$0.48)	-0.01%
A.2510.330.02.000.00.71	Professional & Technical Svcs	\$14,500.00	\$1,825.25	\$15,199.51	(\$699.51)	\$0.00	(\$699.51)	-4.82%
A.2510.580.00.000.00.71	Travel	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.2510.690.00.000.00.71	Fiscal Office Supplies	\$750.00	\$0.00	\$496.37	\$253.63	\$0.00	\$253.63	33.82%
A.2510.739.00.000.00.71	Fiscal Office Equipment	\$100.00	\$0.00	\$2,476.89	(\$2,376.89)	\$0.00	(\$2,376.89)	-2376.89%
A.2510.890.00.000.00.71	Dues & Fees	\$1,440.00	\$1,240.00	\$2,564.00	(\$1,124.00)	\$0.00	(\$1,124.00)	-78.06%
	Func: Fiscal & Business Office - 2510	\$154,642.00	\$9,805.72	\$157,548.07	(\$2,906.07)	\$0.00	(\$2,906.07)	-1.88%
A.2600.112.01.000.00.71	Facilities Director	\$65,000.00	\$7,500.00	\$65,000.00	\$0.00	\$0.00	\$0.00	0.00%
A.2600.177.01.000.00.71	Security Officer	\$27,965.00	\$1,311.90	\$27,549.90	\$415.10	\$0.00	\$415.10	1.48%
A.2600.210.00.000.00.71	E/B Insurance	\$500.00	\$11.70	\$140.40	\$359.60	\$0.00	\$359.60	71.92%

Sterling Board of Education

Budget and Expenses - BOE

From Date: 6/1/2024

To Date: 6/30/2024

Fiscal Year: 2023-2024

☐ 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
A.2600.220.00.000.00.70	E/B FICA/Medicare	\$7,014.00	\$674.11	\$7,080.06	(\$66.06)	\$0.00	(\$66.06)	-0.94%
A.2600.240.00.000.00.71	E/B Other	\$1,950.00	\$162.50	\$1,950.00	\$0.00	\$0.00	\$0.00	0.00%
A.2600.410.01.000.00.71	Electricity	\$82,500.00	\$10,776.57	\$80,337.39	\$2,162.61	\$0.00	\$2,162.61	2.62%
A.2600.410.02.000.00.71	Rubbish Removal/Recycling	\$9,000.00	\$620.55	\$8,238.21	\$761.79	\$0.00	\$761.79	8.46%
A.2600.410.03.000.00.71	Water	\$3,000.00	\$0.00	\$1,291.50	\$1,708.50	\$708.50	\$1,000.00	33.33%
A.2600.410.04.000.00.71	Sewer	\$18,450.00	\$0.00	\$18,450.00	\$0.00	\$0.00	\$0.00	0.00%
A.2600.430.01.000.00.71	Maintenance Contracts	\$172,767.00	\$30,213.68	\$190,742.45	(\$17,975.45)	\$14,884.29	(\$32,859.74)	-19.02%
A.2600.430.02.000.00.71	Plant Operation & Maintenance	\$10,000.00	\$6,349.80	\$65,330.80	(\$55,330.80)	\$3,079.57	(\$58,410.37)	-584.10%
A.2600.520.00.000.00.71	Plant Insurance	\$41,385.00	\$0.00	\$41,385.00	\$0.00	\$0.00	\$0.00	0.00%
A.2600.590.01.000.00.71	Telephone	\$9,000.00	\$1,093.52	\$12,518.98	(\$3,518.98)	\$544.11	(\$4,063.09)	-45.15%
A.2600.613.00.000.00.71	Maintenance Supplies	\$20,000.00	\$3,553.63	\$22,981.54	(\$2,981.54)	\$0.00	(\$2,981.54)	-14.91%
A.2600.620.00.000.00.71	Heating Oil	\$60,000.00	\$22,130.62	\$64,476.96	(\$4,476.96)	\$0.00	(\$4,476.96)	-7.46%
A.2600.739.00.000.00.71	Maintenance Equipment	\$500.00	\$419.92	\$1,072.77	(\$572.77)	\$863.75	(\$1,436.52)	-287.30%
	Func: Plant Operation & Maintenance - 2600	\$529,031.00	\$84,818.50	\$608,545.96	(\$79,514.96)	\$20,080.22	(\$99,595.18)	-18.83%
A.2700.112.01.000.00.71	Bus Drivers	\$191,030.00	\$14,780.30	\$193,108.42	(\$2,078.42)	\$0.00	(\$2,078.42)	-1.09%
A.2700.112.02.000.00.71	Bus Coordinator	\$59,753.00	\$6,894.60	\$59,753.20	(\$0.20)	\$0.00	(\$0.20)	0.00%
A.2700.112.03.000.00.71	Van Drivers	\$102,259.00	\$7,833.97	\$117,359.78	(\$15,100.78)	\$0.00	(\$15,100.78)	-14.77%
A.2700.210.00.000.00.71	E/B Insurance	\$79,500.00	(\$11,816.03)	\$79,500.36	(\$0.36)	\$0.00	(\$0.36)	0.00%
A.2700.220.00.000.00.70	E/B FICA/Medicare	\$27,008.00	\$3,192.58	\$28,058.93	(\$1,050.93)	\$0.00	(\$1,050.93)	-3.89%
A.2700.240.00.000.00.71	E/B Other	\$1,793.00	\$597.88	\$1,793.00	\$0.00	\$0.00	\$0.00	0.00%
A.2700.330.00.000.00.71	Professional & Technical Svcs	\$2,000.00	\$240.50	\$2,332.00	(\$332.00)	\$0.00	(\$332.00)	-16.60%
A.2700.430.00.000.00.71	Transportation Maintenance	\$38,000.00	\$943.35	\$46,501.89	(\$8,501.89)	\$0.00	(\$8,501.89)	-22.37%
A.2700.510.00.000.00.72	Contracted Spec Ed Transportat	\$54,300.00	\$10,854.00	\$57,620.00	(\$3,320.00)	\$0.00	(\$3,320.00)	-6.11%
A.2700.520.00.000.00.71	Vehicle Insurance	\$17,615.00	\$0.00	\$17,613.00	\$2.00	\$0.00	\$2.00	0.01%
A.2700.625.00.000.00.71	Supplies - Oil, Washer Fluid,	\$9,000.00	\$74.09	\$807.39	\$8,192.61	\$0.00	\$8,192.61	91.03%
A.2700.626.00.000.00.71	Regular Fuel - Vans	\$24,000.00	\$1,497.42	\$22,491.16	\$1,508.84	\$0.00	\$1,508.84	6.29%
A.2700.627.00.000.00.71	Diesel Fuel - Buses	\$55,000.00	\$3,971.51	\$59,556.44	(\$4,556.44)	\$0.00	(\$4,556.44)	-8.28%
A.2700.690.00.000.00.71	Other Supplies & Materials	\$1,000.00	\$1,851.00	\$2,380.91	(\$1,380.91)	\$0.00	(\$1,380.91)	-138.09%
A.2700.739.00.000.00.71	Transportation Equipment	\$1,000.00	\$9,713.90	\$13,531.79	(\$12,531.79)	\$0.00	(\$12,531.79)	-1253.18%
A.2700.890.00.000.00.71	Dues & Fees	\$1,500.00	\$0.00	\$10,183.80	(\$8,683.80)	\$0.00	(\$8,683.80)	-578.92%
	Func: Transportation - 2700	\$664,758.00	\$50,629.07	\$712,592.07	(\$47,834.07)	\$0.00	(\$47,834.07)	-7.20%
A.3100.435.00.000.00.71	Repairs	\$2,500.00	\$0.00	\$49.47	\$2,450.53	\$0.00	\$2,450.53	98.02%
A.3100.570.00.000.00.71	Food Service Management	\$23,500.00	\$0.00	\$23,500.00	\$0.00	\$0.00	\$0.00	0.00%
A.3100.621.00.000.00.71	Propane	\$1,500.00	\$0.00	\$1,013.10	\$486.90	\$0.00	\$486.90	32.46%
A.3100.690.00.000.00.71	Supplies	\$250.00	\$187.00	\$187.00	\$63.00	\$0.00	\$63.00	25.20%
A.3100.700.00.000.00.71	Equipment	\$250.00	\$187.00	\$187.00	\$63.00	\$0.00	\$63.00	25.20%
	Func: Food Service Operations - 3100	\$28,000.00	\$374.00	\$24,936.57	\$3,063.43	\$0.00	\$3,063.43	10.94%
A.3200.111.00.000.00.71	Stipend Positions	\$22,386.00	\$18,942.00	\$18,942.00	\$3,444.00	\$0.00	\$3,444.00	15.38%
A.3200.111.01.000.00.71	Coaches Salaries	\$12,054.00	\$12,054.00	\$12,054.00	\$0.00	\$0.00	\$0.00	0.00%
A.3200.112.00.000.00.71	Extra Curricular Transportatio	\$0.00	\$858.86	\$5,051.29	(\$5,051.29)	\$0.00	(\$5,051.29)	0.00%
A.3200.220.00.000.00.70	E/B FICA/Medicare	\$2,635.00	\$0.00	\$0.00	\$2,635.00	\$0.00	\$2,635.00	100.00%
A.3200.329.00.000.00.71	Officials	\$3,000.00	\$0.00	\$2,560.34	\$439.66	\$0.00	\$439.66	14.66%
A.3200.690.00.000.00.71	Activity Supplies & Materials	\$3,000.00	\$1,050.18	\$3,644.52	(\$644.52)	\$72.62	(\$717.14)	-23.90%
A.3200.739.00.000.00.71	Activity Equipment	\$2,500.00	\$1,439.13	\$1,439.13	\$1,060.87	\$0.00	\$1,060.87	42.43%
A.3200.890.00.000.00.71	Dues & Fees	\$500.00	\$0.00	\$131.25	\$368.75	\$0.00	\$368.75	73.75%
	Func: Student Activities - 3200	\$46,075.00	\$34,344.17	\$43,822.53	\$2,252.47	\$72.62	\$2,179.85	4.73%
A.6110.561.01.000.00.73	Tuition: Plainfield	\$826,603.00	\$0.00	\$762,839.00	\$63,764.00	\$0.00	\$63,764.00	7.71%

Sterling Board of Education

Budget and Expenses - BOE

From Date: 6/1/2024

To Date: 6/30/2024

Fiscal Year: 2023-2024

☐ 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
A.6110.561.02.000.00.70	Adult Education	\$9,225.00	\$0.00	\$9,225.00	\$0.00	\$0.00	\$0.00	0.00%
A.6110.561.05.000.00.73	Tuition: Magnet, QMC, STEM	\$196,808.00	\$0.00	\$237,951.50	(\$41,143.50)	\$0.00	(\$41,143.50)	-20.91%
A.6110.561.07.000.00.73	Tuition: Killingly, Other	\$154,609.00	\$0.00	\$143,283.00	\$11,326.00	\$0.00	\$11,326.00	7.33%
A.6110.562.00.000.00.72	S/E Tuition CT Public	\$516,502.00	(\$94,249.12)	\$511,897.08	\$4,604.92	\$0.00	\$4,604.92	0.89%
	Func: Tuition CT PUBLIC - 6110	\$1,703,747.00	(\$94,249.12)	\$1,665,195.58	\$38,551.42	\$0.00	\$38,551.42	2.26%
A.6130.563.00.000.00.72	S/E Tuition Non-Public	\$569,000.00	\$96,152.20	\$503,905.54	\$65,094.46	\$0.00	\$65,094.46	11.44%
A.6130.563.04.000.00.72	SEDAC - Excess Cost Reimbursem	(\$190,000.00)	\$0.00	(\$267,886.00)	\$77,886.00	\$0.00	\$77,886.00	-40.99%
	Func: Tuition NON-PUBLIC - 6130	\$379,000.00	\$96,152.20	\$236,019.54	\$142,980.46	\$0.00	\$142,980.46	37.73%
Grand Total:		\$8,279,262.00	\$253,206.72	\$8,139,271.74	\$139,990.26	\$58,397.70	\$81,592.56	0.99%

End of Report

Sterling Board of Education

Reprint Check Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: BOE - Bank Hometown 490404101

From Date: 07/01/2024

To Date: 07/31/2024

From Check:

To Check:

From Voucher:

To Voucher:

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
200406	07/09/2024	BREEZELINE	\$790.67	1108	Printed	Expense	☐		
200407	07/09/2024	CDW GOVERNMENT INC	\$13,442.00	1108	Printed	Expense	☐		
200408	07/09/2024	CLEAN FOCUS DEVELOPMENT LLC	\$3,079.61	1108	Printed	Expense	☐		
200409	07/09/2024	DELL MARKETING LP	\$547.78	1108	Printed	Expense	☐		
200410	07/09/2024	DIME OIL COMPANY	\$1,072.60	1108	Printed	Expense	☐		
200411	07/09/2024	FRANK CHAMBERLAND AGENCY	\$7,810.00	1108	Printed	Expense	☐		
200412	07/09/2024	HOME DEPOT CREDIT SERVICES	\$137.34	1108	Printed	Expense	☐		
200413	07/09/2024	KAINEN, ESCALERA AND MCHALE PC	\$1,313.50	1108	Printed	Expense	☐		
200414	07/09/2024	LIFESPAN SCHOOL SOLUTIONS INC	\$7,918.00	1108	Printed	Expense	☐		
200415	07/09/2024	NCS PEARSON	\$27.75	1108	Printed	Expense	☐		
200416	07/09/2024	NEW ENGLAND MECHANICAL SERVICES INC	\$507.00	1108	Printed	Expense	☐		
200417	07/09/2024	RICOH USA, INC	\$1,216.88	1108	Printed	Expense	☐		
200418	07/09/2024	THE LIGHTHOUSE	\$13,595.60	1108	Printed	Expense	☐		
200419	07/09/2024	VANDI AUTO SUPPLY	\$68.25	1108	Printed	Expense	☐		
200420	07/17/2024	CDW GOVERNMENT INC	\$1,195.00	1109	Printed	Expense	☐		
200421	07/17/2024	ERIC ARMIN INC	\$51.64	1109	Printed	Expense	☐		
200422	07/17/2024	LEXIA LEARNING SYSTEM LLC	\$32,400.00	1109	Printed	Expense	☐		
200423	07/17/2024	RAYMOND GEDDES & COMPANY INC	\$584.84	1109	Printed	Expense	☐		
200424	07/17/2024	TRUEFLOW TESTING & BALANCING LLC	\$13,000.00	1109	Printed	Expense	☐		
200425	07/17/2024	W B MASON CO INC	\$374.11	1109	Printed	Expense	☐		
200426	07/18/2024	AETNA HEALTH MANAGEMENT LLC	\$176.71	1000	Printed	Expense	☐		

Sterling Board of Education

Reprint Check Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: BOE - Bank Hometown 490404101

From Date: 07/01/2024

To Date: 07/31/2024

From Check:

To Check:

From Voucher:

To Voucher:

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
200427	07/18/2024	AMAZON	\$541.72	1000	Printed	Expense	☐		
200428	07/18/2024	ANDERSON MOTORS, INC.	\$87.04	1000	Printed	Expense	☐		
200429	07/18/2024	AUTISM LITTLE LEARNERS	\$57.00	1000	Printed	Expense	☐		
200430	07/18/2024	BREEZELINE	\$784.85	1000	Printed	Expense	☐		
200431	07/18/2024	CASELLA WASTE	\$620.55	1000	Printed	Expense	☐		
200432	07/18/2024	CHLIC.	\$3,829.32	1000	Printed	Expense	☐		
200433	07/18/2024	CIRMA	\$9,658.50	1000	Printed	Expense	☐		
200434	07/18/2024	CONN CASE	\$250.00	1000	Printed	Expense	☐		
200435	07/18/2024	CORPORATE BILLING LLC	\$975.59	1000	Printed	Expense	☐		
200436	07/18/2024	DIME OIL COMPANY	\$908.55	1000	Printed	Expense	☐		
200437	07/18/2024	EASTCONN	\$319.00	1000	Printed	Expense	☐		
200438	07/18/2024	FRANK CHAMBERLAND AGENCY	\$69,350.00	1000	Printed	Expense	☐		
200439	07/18/2024	NEW ENGLAND TRANSIT	\$849.07	1000	Printed	Expense	☐		
200440	07/18/2024	POWERSCHOOL GROUP, LLC	\$1,327.38	1000	Printed	Expense	☐		
200441	07/18/2024	SCHRADER, JAMES WALTER	\$50.00	1000	Printed	Expense	☐		
200442	07/18/2024	SERVICE MANAGEMENT GROUP LLC	\$14,035.00	1000	Printed	Expense	☐		
200443	07/18/2024	SPEECH TIME FUN INC	\$97.00	1000	Printed	Expense	☐		
200444	07/18/2024	TOWN OF STERLING MUNICIPAL SEWER	\$18,450.00	1000	Printed	Expense	☐		
200445	07/18/2024	TYLER TECHNOLOGIES, INC.	\$1,001.35	1000	Printed	Expense	☐		
200446	07/18/2024	VERIZON WIRELESS	\$298.15	1000	Printed	Expense	☐		
200447	07/18/2024	W B MASON CO INC	\$7.98	1000	Printed	Expense	☐		
200448	07/23/2024	CDW GOVERNMENT INC	\$218.00	1113	Printed	Expense	☐		
200449	07/23/2024	CYBER COMMUNICATIONS	\$789.36	1113	Printed	Expense	☐		

Sterling Board of Education

Reprint Check Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: BOE - Bank Hometown 490404101

From Date: 07/01/2024

To Date: 07/31/2024

From Check:

To Check:

From Voucher:

To Voucher:

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
200450	07/23/2024	DECKER EQUIPMENT/SCHOOL FIX	\$863.75	1113	Printed	Expense	☐		
200451	07/23/2024	POSITIVE PROMOTIONS	\$5,368.02	1113	Printed	Expense	☐		
200452	07/23/2024	W B MASON CO INC	\$57.00	1113	Printed	Expense	☐		
200453	07/24/2024	ALLSTATE	\$26.42	1004	Printed	Expense	☐		
200454	07/24/2024	AMERIPRISE FINANCIAL SERVICES, INC	\$242.00	1004	Printed	Expense	☐		
200455	07/24/2024	AXA EQUITABLE	\$603.67	1004	Printed	Expense	☐		
200456	07/24/2024	HORACE MANN LIFE INSURANCE COMPANY	\$1,091.42	1004	Printed	Expense	☐		
200457	07/24/2024	METLIFE 0837050	\$153.83	1004	Printed	Expense	☐		
200458	07/24/2024	SPECIAL ACCT EXCEL BENE OF CUSTOMERS	\$1,753.57	1004	Printed	Expense	☐		
200459	07/24/2024	UPSEU 05745	\$18.38	1004	Printed	Expense	☐		
200460	07/24/2024	ALLSTATE	\$26.42	1114	Printed	Expense	☐		
200461	07/24/2024	AMERIPRISE FINANCIAL SERVICES, INC	\$100.00	1114	Printed	Expense	☐		
200462	07/24/2024	AXA EQUITABLE	\$187.00	1114	Printed	Expense	☐		
200463	07/24/2024	HORACE MANN LIFE INSURANCE COMPANY	\$750.00	1114	Printed	Expense	☐		
200464	07/24/2024	IMAGINE LEARNING LLC	\$11,425.40	1114	Printed	Expense	☐		
200465	07/24/2024	METLIFE 0837050	\$110.00	1114	Printed	Expense	☐		
200466	07/24/2024	SPECIAL ACCT EXCEL BENE OF CUSTOMERS	\$1,173.00	1114	Printed	Expense	☐		
200467	07/24/2024	UPSEU 05745	\$18.38	1114	Printed	Expense	☐		
200468	07/29/2024	IMAGINE LEARNING LLC	\$1,480.00	1115	Printed	Expense	☐		
200469	07/29/2024	EASTCONN	\$100.00	1005	Printed	Expense	☐		
200470	07/29/2024	EVERSOURCE	\$6,551.23	1005	Printed	Expense	☐		

Sterling Board of Education

Reprint Check Listing

Fiscal Year: 2024-2025

Criteria:

Bank Account: BOE - Bank Hometown 490404101

From Date: 07/01/2024

To Date: 07/31/2024

From Check:

To Check:

From Voucher:

To Voucher:

Check Number	Date	Payee	Amount	Voucher	Status	Type	Cleared?	Clear Date	Void Date
200471	07/29/2024	SOCIAL THINKING	\$189.63	1005	Printed	Expense	☐		
200472	07/29/2024	THE ZONES OF REGULATION INC	\$120.00	1005	Printed	Expense	☐		
200473	07/29/2024	US BANK VOYAGER FLEET SYS	\$1,483.20	1005	Printed	Expense	☐		
200474	07/29/2024	VANDI AUTO SUPPLY	\$129.55	1005	Printed	Expense	☐		
200475	07/29/2024	VENTURE COMMUNICATIONS & SECURITY LLC	\$890.00	1005	Printed	Expense	☐		
Total Amount:			\$258,726.56						
End of Report									

Sterling Board of Education

Budget and Expenses - BOE

From Date: 7/1/2024

To Date: 7/31/2024

Fiscal Year: 2024-2025

☐ 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
A.1000.111.01.000.00.71	Certified Personnel	\$1,646,669.00	\$33,374.51	\$33,374.51	\$1,613,294.49	\$0.00	\$1,613,294.49	97.97%
A.1000.111.03.000.00.71	Certified Substitutes	\$50,000.00	\$0.00	\$0.00	\$50,000.00	\$0.00	\$50,000.00	100.00%
A.1000.112.01.000.00.71	Non Certified Personnel	\$91,755.00	\$0.00	\$0.00	\$91,755.00	\$0.00	\$91,755.00	100.00%
A.1000.210.00.000.00.71	E/B Insurance	\$415,000.00	(\$867.73)	(\$867.73)	\$415,867.73	\$694,173.83	(\$278,306.10)	-67.06%
A.1000.220.00.000.00.70	E/B FICA/Medicare	\$34,721.00	\$402.90	\$402.90	\$34,318.10	\$0.00	\$34,318.10	98.84%
A.1000.240.00.000.00.71	E/B Other (Course Reim)	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
A.1000.320.01.000.00.71	Professional Development - Cer	\$15,000.00	\$0.00	\$0.00	\$15,000.00	\$0.00	\$15,000.00	100.00%
A.1000.330.01.106.00.71	Music Professional Services	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.1000.590.00.000.00.71	Printing	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.1000.611.00.101.00.71	Language Arts Instructional Su	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
A.1000.611.01.000.00.71	Instructional Supplies	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%
A.1000.611.01.102.00.71	Math Instructional Supplies	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
A.1000.611.01.105.00.71	Art Instructional Supplies	\$1,800.00	\$0.00	\$0.00	\$1,800.00	\$0.00	\$1,800.00	100.00%
A.1000.611.01.106.00.71	Music Instructional Supplies	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
A.1000.611.01.107.00.71	Health Instructional Supplies	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
A.1000.611.01.108.00.71	PE Instructional Supplies	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.1000.611.01.109.00.71	World Language Instructional S	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.1000.641.01.000.00.71	Textbooks	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%
A.1000.642.01.000.00.71	Consumable Workbooks	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.1000.642.01.102.00.71	Math Consumable Workbooks	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$1,325.12	\$1,674.88	55.83%
A.1000.650.00.000.00.71	Educational Software Licenses/	\$33,990.00	\$0.00	\$0.00	\$33,990.00	\$21,409.19	\$12,580.81	37.01%
A.1000.690.01.103.00.71	Science Other Supplies	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
A.1000.690.01.105.00.71	Art Other Supplies & Materials	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
A.1000.690.01.106.00.71	Music Other Supplies & Materia	\$200.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00	100.00%
A.1000.690.01.109.00.71	World Language Other Supplies	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
A.1000.730.00.000.00.71	Instructional Equipment	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
A.1000.739.00.000.00.71	Copier Leases, Fees, Supplies	\$18,540.00	\$0.00	\$0.00	\$18,540.00	\$15,056.24	\$3,483.76	18.79%
A.1000.739.01.106.00.71	Music Equipment	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
A.1000.890.00.000.00.71	Dues & Fees	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Func: Regular Program - 1000	\$2,343,775.00	\$32,909.68	\$32,909.68	\$2,310,865.32	\$731,964.38	\$1,578,900.94	67.37%
A.1200.111.00.000.00.71	Special Education Director	\$102,907.00	\$4,231.00	\$4,231.00	\$98,676.00	\$0.00	\$98,676.00	95.89%
A.1200.111.01.000.00.71	Certified Personnel	\$519,128.00	\$8,576.58	\$8,576.58	\$510,551.42	\$0.00	\$510,551.42	98.35%
A.1200.112.01.000.00.71	Non Certified Personnel	\$238,800.00	\$1,651.30	\$1,651.30	\$237,148.70	\$0.00	\$237,148.70	99.31%
A.1200.112.02.000.00.71	Non Certified Substitutes	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	100.00%
A.1200.210.00.000.00.71	E/B Insurance	\$272,260.00	\$1,137.57	\$1,137.57	\$271,122.43	\$395,905.15	(\$124,782.72)	-45.83%
A.1200.220.00.000.00.70	E/B FICA/Medicare	\$31,572.00	\$264.94	\$264.94	\$31,307.06	\$0.00	\$31,307.06	99.16%
A.1200.240.00.000.00.71	E/B Other	\$4,715.00	\$135.58	\$135.58	\$4,579.42	\$1,491.42	\$3,088.00	65.49%
A.1200.320.00.000.00.71	Professional Development - Cer	\$2,000.00	\$154.00	\$154.00	\$1,846.00	\$0.00	\$1,846.00	92.30%
A.1200.322.01.000.00.71	Professional Dev - Non Cert	\$1,800.00	\$0.00	\$0.00	\$1,800.00	\$0.00	\$1,800.00	100.00%
A.1200.330.00.000.00.71	Professional & Technical Svcs	\$31,760.00	\$0.00	\$0.00	\$31,760.00	\$18,925.00	\$12,835.00	40.41%
A.1200.330.01.000.00.71	Evaluation Services	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	100.00%
A.1200.330.02.000.00.71	Assistive Technology	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
A.1200.580.00.000.00.71	Travel	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.1200.611.01.000.00.71	Instructional Supplies	\$2,000.00	\$189.63	\$189.63	\$1,810.37	\$89.98	\$1,720.39	86.02%
A.1200.611.02.000.00.71	Testing Supplies	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$1,340.00	\$160.00	10.67%
A.1200.630.00.000.00.71	Special Ed Incentive	\$1,200.00	\$0.00	\$0.00	\$1,200.00	\$0.00	\$1,200.00	100.00%
A.1200.641.02.000.00.71	Consumable Workbooks	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.1200.650.00.000.00.71	Educational Software Licenses/	\$2,250.00	\$120.00	\$120.00	\$2,130.00	\$1,875.00	\$255.00	11.33%
A.1200.690.00.000.00.72	Other Supplies & Materials	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
A.1200.700.00.000.00.71	Equipment	\$1,500.00	\$164.11	\$164.11	\$1,335.89	\$3,791.00	(\$2,455.11)	-163.67%

Sterling Board of Education

Budget and Expenses - BOE

From Date: 7/1/2024

To Date: 7/31/2024

Fiscal Year: 2024-2025

☐ 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
A.1200.890.00.000.00.71	Dues & Fees	\$500.00	\$250.00	\$250.00	\$250.00	\$0.00	\$250.00	50.00%
	Func: Special Education Program - 1200	\$1,233,892.00	\$16,874.71	\$16,874.71	\$1,217,017.29	\$423,417.55	\$793,599.74	64.32%
A.2130.111.01.000.00.71	School Nurse	\$54,636.00	\$3,014.38	\$3,014.38	\$51,621.62	\$0.00	\$51,621.62	94.48%
A.2130.111.03.000.00.71	School Nurse Substitutes	\$2,625.00	\$0.00	\$0.00	\$2,625.00	\$0.00	\$2,625.00	100.00%
A.2130.210.00.000.00.71	E/B Insurance	\$900.00	\$76.37	\$76.37	\$823.63	\$920.05	(\$96.42)	-10.71%
A.2130.220.00.000.00.70	E/B FICA/Medicare	\$4,380.00	\$230.60	\$230.60	\$4,149.40	\$0.00	\$4,149.40	94.74%
A.2130.240.00.000.00.71	E/B Other	\$1,640.00	\$136.58	\$136.58	\$1,503.42	\$1,502.42	\$1.00	0.06%
A.2130.322.01.000.00.71	Professional Dev - Non Cert	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.2130.330.00.000.00.71	Professional & Technical Svcs	\$3,750.00	\$0.00	\$0.00	\$3,750.00	\$674.00	\$3,076.00	82.03%
A.2130.690.00.000.00.71	Health Office Supplies	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
A.2130.739.00.000.00.71	Health Office Equipment	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Func: Health Office - 2130	\$70,931.00	\$3,457.93	\$3,457.93	\$67,473.07	\$3,096.47	\$64,376.60	90.76%
A.2190.111.01.000.00.71	Certified Personnel	\$32,056.00	\$0.00	\$0.00	\$32,056.00	\$0.00	\$32,056.00	100.00%
A.2190.210.00.000.00.71	E/B Insurance	\$1,400.00	\$0.00	\$0.00	\$1,400.00	\$1,427.15	(\$27.15)	-1.94%
A.2190.220.00.000.00.70	E/B FICA/Medicare	\$4,906.00	\$0.00	\$0.00	\$4,906.00	\$0.00	\$4,906.00	100.00%
A.2190.320.00.000.00.71	Professional Development	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.2190.323.00.000.00.71	PT Contracted Services	\$30,000.00	\$0.00	\$0.00	\$30,000.00	\$30,000.00	\$0.00	0.00%
A.2190.611.00.000.00.71	PT/OT Supplies	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.2190.730.00.000.00.71	PT/OT Equipment	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Func: Physical/Occupational Therapy - 2190	\$69,862.00	\$0.00	\$0.00	\$69,862.00	\$31,427.15	\$38,434.85	55.02%
A.2220.112.00.000.00.71	Non-Certified Personnel	\$20,390.00	\$0.00	\$0.00	\$20,390.00	\$0.00	\$20,390.00	100.00%
A.2220.220.00.000.00.70	E/B FICA/Medicare	\$1,560.00	\$0.00	\$0.00	\$1,560.00	\$0.00	\$1,560.00	100.00%
A.2220.330.00.000.00.71	Professional & Technical Servi	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
A.2220.642.00.000.00.71	Books/Periodicals	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
A.2220.690.00.000.00.71	Other Supplies & Materials	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Func: Educational Media - 2220	\$25,700.00	\$0.00	\$0.00	\$25,700.00	\$0.00	\$25,700.00	100.00%
A.2230.112.00.000.00.71	IT Personnel	\$67,695.00	\$2,603.65	\$2,603.65	\$65,091.35	\$0.00	\$65,091.35	96.15%
A.2230.112.01.000.00.71	IT Aide	\$34,392.00	\$1,412.04	\$1,412.04	\$32,979.96	\$0.00	\$32,979.96	95.89%
A.2230.210.00.000.00.71	E/B Insurance	\$500.00	\$0.00	\$0.00	\$500.00	\$14,450.34	(\$13,950.34)	-2790.07%
A.2230.220.00.000.00.70	E/B FICA/Medicare	\$7,810.00	\$307.20	\$307.20	\$7,502.80	\$0.00	\$7,502.80	96.07%
A.2230.240.00.000.00.70	E/B Other	\$4,030.00	\$169.17	\$169.17	\$3,860.83	\$1,860.83	\$2,000.00	49.63%
A.2230.320.00.000.00.71	Professional Development	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
A.2230.330.00.000.00.71	Professional & Technical Servi	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$4,356.00	\$644.00	12.88%
A.2230.430.00.000.00.71	Repairs & Maintenance - Hardwa	\$2,200.00	\$0.00	\$0.00	\$2,200.00	\$0.00	\$2,200.00	100.00%
A.2230.431.00.000.00.71	Maintenance Agreement	\$7,000.00	\$0.00	\$0.00	\$7,000.00	\$3,483.77	\$3,516.23	50.23%
A.2230.690.00.000.00.71	Other Supplies & Materials	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
A.2230.730.00.000.00.71	Computer Hardware & Peripheral	\$16,000.00	\$0.00	\$0.00	\$16,000.00	\$268.20	\$15,731.80	98.32%
A.2230.731.00.000.00.71	Computer Software	\$6,000.00	\$0.00	\$0.00	\$6,000.00	\$0.00	\$6,000.00	100.00%
	Func: Information Technology - 2230	\$154,127.00	\$4,492.06	\$4,492.06	\$149,634.94	\$24,419.14	\$125,215.80	81.24%
A.2310.112.01.000.00.71	BOE Administrative Assistant	\$56,822.00	\$2,231.62	\$2,231.62	\$54,590.38	\$0.00	\$54,590.38	96.07%
A.2310.112.02.000.00.71	Board of Education Clerk	\$1,200.00	\$0.00	\$0.00	\$1,200.00	\$0.00	\$1,200.00	100.00%
A.2310.210.00.000.00.71	E/B Insurance	\$24,000.00	\$90.82	\$90.82	\$23,909.18	\$30,453.17	(\$6,543.99)	-27.27%
A.2310.220.00.000.00.70	E/B FICA/Medicare	\$4,439.00	\$170.72	\$170.72	\$4,268.28	\$0.00	\$4,268.28	96.15%
A.2310.230.00.000.00.71	Workers Compensation Ins	\$50,604.00	\$9,658.50	\$9,658.50	\$40,945.50	\$28,975.50	\$11,970.00	23.65%
A.2310.240.00.000.00.71	E/B Other	\$1,705.00	\$142.00	\$142.00	\$1,563.00	\$1,562.00	\$1.00	0.06%
A.2310.250.00.000.00.71	Unemployment Compensation	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$5,000.00	\$0.00	0.00%

Sterling Board of Education

Budget and Expenses - BOE

From Date: 7/1/2024

To Date: 7/31/2024

Fiscal Year: 2024-2025

☐ 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
A.2310.330.01.000.00.71	Legal Services	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$10,000.00	\$0.00	0.00%
A.2310.330.03.000.00.71	Other Professional & Tech Svcs	\$16,500.00	\$0.00	\$0.00	\$16,500.00	\$15,375.00	\$1,125.00	6.82%
A.2310.520.01.000.00.71	Fidelity Bond	\$100.00	\$0.00	\$0.00	\$100.00	\$100.00	\$0.00	0.00%
A.2310.520.02.000.00.71	Errors and Omissions Insurance	\$8,585.00	\$8,583.00	\$8,583.00	\$2.00	\$0.00	\$2.00	0.02%
A.2310.580.00.000.00.71	Travel	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00	100.00%
A.2310.590.01.000.00.71	Communications/Postage	\$5,000.00	\$0.00	\$0.00	\$5,000.00	\$976.80	\$4,023.20	80.46%
A.2310.590.02.000.00.71	Advertising	\$1,200.00	\$1,327.38	\$1,327.38	(\$127.38)	\$721.00	(\$848.38)	-70.70%
A.2310.590.04.000.00.71	Community Engagement	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$20.00	\$1,980.00	99.00%
A.2310.650.00.000.00.71	Software Licenses & Support	\$27,388.00	\$0.00	\$0.00	\$27,388.00	\$19,028.76	\$8,359.24	30.52%
A.2310.690.00.000.00.71	BOE Other Supplies & Materials	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
A.2310.890.00.000.00.71	Dues & Fees	\$1,500.00	\$100.00	\$100.00	\$1,400.00	\$1,425.00	(\$25.00)	-1.67%
	Func: Board of Education - 2310	\$217,143.00	\$22,304.04	\$22,304.04	\$194,838.96	\$113,637.23	\$81,201.73	37.40%
A.2320.111.00.000.00.71	Superintendent	\$101,500.00	\$3,903.85	\$3,903.85	\$97,596.15	\$0.00	\$97,596.15	96.15%
A.2320.220.00.000.00.70	E/B FICA/Medicare	\$1,450.00	\$56.61	\$56.61	\$1,393.39	\$0.00	\$1,393.39	96.10%
A.2320.320.00.000.00.71	Professional Development - Cer	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.2320.580.00.000.00.71	Travel	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
A.2320.690.00.000.00.71	Superintendent Off Supplies	\$750.00	\$0.00	\$0.00	\$750.00	\$0.00	\$750.00	100.00%
A.2320.739.00.000.00.71	Other Equipment	\$750.00	\$0.00	\$0.00	\$750.00	\$0.00	\$750.00	100.00%
A.2320.890.00.000.00.71	Dues & Fees	\$4,500.00	\$319.00	\$319.00	\$4,181.00	\$3,599.00	\$582.00	12.93%
	Func: Superintendent's Office - 2320	\$109,700.00	\$4,279.46	\$4,279.46	\$105,420.54	\$3,599.00	\$101,821.54	92.82%
A.2400.111.00.000.00.71	Principal	\$136,591.00	\$5,253.50	\$5,253.50	\$131,337.50	\$0.00	\$131,337.50	96.15%
A.2400.111.01.000.00.71	Clinical Supervisor	\$56,450.00	\$2,171.15	\$2,171.15	\$54,278.85	\$0.00	\$54,278.85	96.15%
A.2400.112.00.000.00.71	Non Certified Personnel	\$100,215.00	\$3,854.40	\$3,854.40	\$96,360.60	\$0.00	\$96,360.60	96.15%
A.2400.210.00.000.00.71	E/B Insurance	\$70,000.00	\$237.81	\$237.81	\$69,762.19	\$82,082.10	(\$12,319.91)	-17.60%
A.2400.220.00.000.00.70	E/B FICA/Medicare	\$10,466.00	\$402.52	\$402.52	\$10,063.48	\$0.00	\$10,063.48	96.15%
A.2400.240.00.000.00.71	E/B Other	\$5,792.00	\$482.50	\$482.50	\$5,309.50	\$5,307.50	\$2.00	0.03%
A.2400.320.00.000.00.71	Professional Development - Cer	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
A.2400.330.00.000.00.71	Professional & Technical Svcs	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
A.2400.580.00.000.00.71	Travel	\$300.00	\$0.00	\$0.00	\$300.00	\$0.00	\$300.00	100.00%
A.2400.590.01.000.00.71	Principal's Engagement	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
A.2400.650.00.000.00.71	Educational Software Licenses/	\$9,579.00	\$0.00	\$0.00	\$9,579.00	\$10,096.44	(\$517.44)	-5.40%
A.2400.690.00.000.00.71	Other Supplies & Materials	\$3,000.00	\$7.98	\$7.98	\$2,992.02	\$311.70	\$2,680.32	89.34%
A.2400.890.00.000.00.71	Dues & Fees	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$348.00	\$652.00	65.20%
	Func: Building Administrators - 2400	\$396,643.00	\$12,409.86	\$12,409.86	\$384,233.14	\$98,145.74	\$286,087.40	72.13%
A.2510.112.01.000.00.71	Business Manager	\$99,000.00	\$7,349.84	\$7,349.84	\$91,650.16	\$0.00	\$91,650.16	92.58%
A.2510.210.00.000.00.71	E/B Insurance	\$30,000.00	\$146.99	\$146.99	\$29,853.01	\$37,608.22	(\$7,755.21)	-25.85%
A.2510.220.00.000.00.70	E/B FICA/Medicare	\$7,574.00	\$562.26	\$562.26	\$7,011.74	\$0.00	\$7,011.74	92.58%
A.2510.240.00.000.00.71	E/B Other	\$7,970.00	\$247.50	\$247.50	\$7,722.50	\$2,247.50	\$5,475.00	68.70%
A.2510.330.02.000.00.71	Professional & Technical Svcs	\$14,500.00	\$1,224.70	\$1,224.70	\$13,275.30	\$10,026.65	\$3,248.65	22.40%
A.2510.580.00.000.00.71	Travel	\$750.00	\$0.00	\$0.00	\$750.00	\$0.00	\$750.00	100.00%
A.2510.690.00.000.00.71	Fiscal Office Supplies	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
A.2510.739.00.000.00.71	Fiscal Office Equipment	\$100.00	\$0.00	\$0.00	\$100.00	\$0.00	\$100.00	100.00%
A.2510.890.00.000.00.71	Dues & Fees	\$1,440.00	\$0.00	\$0.00	\$1,440.00	\$975.00	\$465.00	32.29%
	Func: Fiscal & Business Office - 2510	\$161,834.00	\$9,531.29	\$9,531.29	\$152,302.71	\$50,857.37	\$101,445.34	62.68%
A.2600.112.01.000.00.71	Facilities Director	\$66,950.00	\$2,575.00	\$2,575.00	\$64,375.00	\$0.00	\$64,375.00	96.15%
A.2600.177.01.000.00.71	Security Officer	\$28,804.00	\$0.00	\$0.00	\$28,804.00	\$0.00	\$28,804.00	100.00%
A.2600.210.00.000.00.71	E/B Insurance	\$500.00	\$0.00	\$0.00	\$500.00	\$140.40	\$359.60	71.92%

Sterling Board of Education

Budget and Expenses - BOE

From Date: 7/1/2024

To Date: 7/31/2024

Fiscal Year: 2024-2025

☐ 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
A.2600.220.00.000.00.70	E/B FICA/Medicare	\$7,325.00	\$196.99	\$196.99	\$7,128.01	\$0.00	\$7,128.01	97.31%
A.2600.240.00.000.00.71	E/B Other	\$2,009.00	\$167.33	\$167.33	\$1,841.67	\$1,840.67	\$1.00	0.05%
A.2600.410.01.000.00.71	Electricity	\$78,000.00	\$6,551.23	\$6,551.23	\$71,448.77	\$73,828.77	(\$2,380.00)	-3.05%
A.2600.410.02.000.00.71	Rubbish Removal/Recycling	\$9,000.00	\$620.55	\$620.55	\$8,379.45	\$6,831.45	\$1,548.00	17.20%
A.2600.410.03.000.00.71	Water	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$2,000.00	\$500.00	20.00%
A.2600.410.04.000.00.71	Sewer	\$18,450.00	\$18,450.00	\$18,450.00	\$0.00	\$0.00	\$0.00	0.00%
A.2600.430.01.000.00.71	Maintenance Contracts	\$177,950.00	\$14,925.00	\$14,925.00	\$163,025.00	\$161,813.00	\$1,212.00	0.68%
A.2600.430.02.000.00.71	Plant Operation & Maintenance	\$10,000.00	\$0.00	\$0.00	\$10,000.00	\$1,595.00	\$8,405.00	84.05%
A.2600.520.00.000.00.71	Plant Insurance	\$42,627.00	\$42,626.00	\$42,626.00	\$1.00	\$0.00	\$1.00	0.00%
A.2600.590.01.000.00.71	Telephone	\$11,000.00	\$1,083.00	\$1,083.00	\$9,917.00	\$12,117.00	(\$2,200.00)	-20.00%
A.2600.613.00.000.00.71	Maintenance Supplies	\$17,000.00	\$472.75	\$472.75	\$16,527.25	\$281.02	\$16,246.23	95.57%
A.2600.620.00.000.00.71	Heating Oil	\$60,000.00	\$0.00	\$0.00	\$60,000.00	\$60,000.00	\$0.00	0.00%
A.2600.739.00.000.00.71	Maintenance Equipment	\$800.00	\$0.00	\$0.00	\$800.00	\$0.00	\$800.00	100.00%
	Func: Plant Operation & Maintenance - 2600	\$532,915.00	\$87,667.85	\$87,667.85	\$445,247.15	\$320,447.31	\$124,799.84	23.42%
A.2700.112.01.000.00.71	Bus Drivers	\$233,975.00	\$1,726.07	\$1,726.07	\$232,248.93	\$0.00	\$232,248.93	99.26%
A.2700.112.02.000.00.71	Bus Coordinator	\$61,545.00	\$2,367.12	\$2,367.12	\$59,177.88	\$0.00	\$59,177.88	96.15%
A.2700.112.03.000.00.71	Van Drivers	\$113,290.00	\$3,857.52	\$3,857.52	\$109,432.48	\$0.00	\$109,432.48	96.60%
A.2700.210.00.000.00.71	E/B Insurance	\$82,000.00	\$328.63	\$328.63	\$81,671.37	\$99,444.56	(\$17,773.19)	-21.67%
A.2700.220.00.000.00.70	E/B FICA/Medicare	\$31,274.00	\$608.23	\$608.23	\$30,665.77	\$0.00	\$30,665.77	98.06%
A.2700.240.00.000.00.71	E/B Other	\$1,847.00	\$153.83	\$153.83	\$1,693.17	\$1,692.17	\$1.00	0.05%
A.2700.330.00.000.00.71	Professional & Technical Svcs	\$2,000.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00	100.00%
A.2700.430.00.000.00.71	Transportation Maintenance	\$38,000.00	\$2,087.99	\$2,087.99	\$35,912.01	\$0.00	\$35,912.01	94.51%
A.2700.510.00.000.00.72	Contracted Spec Ed Transportat	\$55,929.00	\$0.00	\$0.00	\$55,929.00	\$96,876.00	(\$40,947.00)	-73.21%
A.2700.520.00.000.00.71	Vehicle Insurance	\$18,143.00	\$18,141.00	\$18,141.00	\$2.00	\$0.00	\$2.00	0.01%
A.2700.625.00.000.00.71	Supplies - Oil, Washer Fluid,	\$9,000.00	\$129.55	\$129.55	\$8,870.45	\$0.00	\$8,870.45	98.56%
A.2700.626.00.000.00.71	Regular Fuel - Vans	\$24,000.00	\$1,533.20	\$1,533.20	\$22,466.80	\$22,466.80	\$0.00	0.00%
A.2700.627.00.000.00.71	Diesel Fuel - Buses	\$55,000.00	\$908.55	\$908.55	\$54,091.45	\$54,091.45	\$0.00	0.00%
A.2700.690.00.000.00.71	Other Supplies & Materials	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
A.2700.739.00.000.00.71	Transportation Equipment	\$1,000.00	\$0.00	\$0.00	\$1,000.00	\$0.00	\$1,000.00	100.00%
A.2700.890.00.000.00.71	Dues & Fees	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$433.00	\$1,067.00	71.13%
	Func: Transportation - 2700	\$729,503.00	\$31,841.69	\$31,841.69	\$697,661.31	\$275,003.98	\$422,657.33	57.94%
A.3100.435.00.000.00.71	Repairs	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
A.3100.570.00.000.00.71	Food Service Management	\$23,750.00	\$0.00	\$0.00	\$23,750.00	\$23,750.00	\$0.00	0.00%
A.3100.621.00.000.00.71	Propane	\$1,500.00	\$0.00	\$0.00	\$1,500.00	\$0.00	\$1,500.00	100.00%
A.3100.690.00.000.00.71	Supplies	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
A.3100.700.00.000.00.71	Equipment	\$250.00	\$0.00	\$0.00	\$250.00	\$0.00	\$250.00	100.00%
	Func: Food Service Operations - 3100	\$28,250.00	\$0.00	\$0.00	\$28,250.00	\$23,750.00	\$4,500.00	15.93%
A.3200.111.00.000.00.71	Stipend Positions	\$22,724.00	\$0.00	\$0.00	\$22,724.00	\$0.00	\$22,724.00	100.00%
A.3200.111.01.000.00.71	Coaches Salaries	\$12,236.00	\$0.00	\$0.00	\$12,236.00	\$0.00	\$12,236.00	100.00%
A.3200.111.02.000.00.71	Afterschool Clubs Salaries	\$6,960.00	\$0.00	\$0.00	\$6,960.00	\$0.00	\$6,960.00	100.00%
A.3200.220.00.000.00.70	E/B FICA/Medicare	\$3,207.00	\$0.00	\$0.00	\$3,207.00	\$0.00	\$3,207.00	100.00%
A.3200.329.00.000.00.71	Officials	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
A.3200.690.00.000.00.71	Activity Supplies & Materials	\$3,000.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$3,000.00	100.00%
A.3200.739.00.000.00.71	Activity Equipment	\$2,500.00	\$0.00	\$0.00	\$2,500.00	\$0.00	\$2,500.00	100.00%
A.3200.890.00.000.00.71	Dues & Fees	\$500.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00	100.00%
	Func: Student Activities - 3200	\$54,127.00	\$0.00	\$0.00	\$54,127.00	\$0.00	\$54,127.00	100.00%
A.6110.561.01.000.00.73	Tuition: Plainfield	\$1,007,880.00	\$0.00	\$0.00	\$1,007,880.00	\$762,839.00	\$245,041.00	24.31%

Sterling Board of Education

Budget and Expenses - BOE

From Date: 7/1/2024

To Date: 7/31/2024

Fiscal Year: 2024-2025

☐ 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
A.6110.561.02.000.00.70	Adult Education	\$9,657.00	\$0.00	\$0.00	\$9,657.00	\$9,657.00	\$0.00	0.00%
A.6110.561.05.000.00.73	Tuition: Magnet, QMC, STEM	\$117,634.00	\$0.00	\$0.00	\$117,634.00	\$145,026.00	(\$27,392.00)	-23.29%
A.6110.561.07.000.00.73	Tuition: Killingly, Other	\$87,061.00	\$0.00	\$0.00	\$87,061.00	\$87,054.00	\$7.00	0.01%
A.6110.562.00.000.00.72	S/E Tuition CT Public	\$657,143.00	\$0.00	\$0.00	\$657,143.00	\$633,204.00	\$23,939.00	3.64%
	Func: Tuition CT PUBLIC - 6110	\$1,879,375.00	\$0.00	\$0.00	\$1,879,375.00	\$1,637,780.00	\$241,595.00	12.86%
A.6130.563.00.000.00.72	S/E Tuition Non-Public	\$589,000.00	\$0.00	\$0.00	\$589,000.00	\$840,435.99	(\$251,435.99)	-42.69%
A.6130.563.04.000.00.72	SEDAC - Excess Cost Reimbursem	(\$270,000.00)	\$0.00	\$0.00	(\$270,000.00)	\$0.00	(\$270,000.00)	100.00%
	Func: Tuition NON-PUBLIC - 6130	\$319,000.00	\$0.00	\$0.00	\$319,000.00	\$840,435.99	(\$521,435.99)	-163.46%
Grand Total:		\$8,326,777.00	\$225,768.57	\$225,768.57	\$8,101,008.43	\$4,577,981.31	\$3,523,027.12	42.31%

End of Report

A new model regulation to consider, to fully comply with the procedures mandated through the Criminal Justice Information Services Security Policy, Version 5.8.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting/Criminal Justice Information

CHRI Retention and Destruction

The following administrative regulations are developed to ensure Criminal Justice Information compliance:

Relevant Acronym Key

CJI/CJIS	Criminal Justice Information/Services
CJA	Criminal Justice Agency
CSA	CJIS Systems Agencies
CSO	CJIS Systems Officer
CGA	Contracting Government Agency
AC	Agency Coordinator
CSA ISO	CJIS Systems Agency Information Security Officer
LASO	Local Agency Security Officer
FBI CJIS ISO	FBI CJIS Division Information Security Officer
CJI	Criminal Justice Information
CHRI	Criminal History Record Information
PII	Personally Identifiable Information
COLLECT CJBAU	CT On-Line Law Enforcement Communications Teleprocessing Criminal Justice Business Applications Unit

Purpose

This policy is applicable to any fingerprint-based state and national criminal history record check made for non-criminal justice purposes and requested under applicable federal authority and/or state statute authorizing such checks for hiring personnel for employment in the **Sterling** School District.

The following policies were developed using the FBI's Criminal Justice Information Services (CJIS) Security Policy. While the **Sterling** School District may complement CJIS policy with local requirements, CJIS policy shall always be the minimum standard. The local policy may augment or increase the standards but shall not detract from the CJIS Security Policy Standards.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting/Criminal Justice Information

CHRI Retention and Destruction (continued)

Personnel Training

An informed review of a criminal record requires training. Accordingly, all personnel authorized to receive and/or review CHRI for the **Sterling** School District will review and become familiar with educational and relevant training materials regarding CHRI laws and regulations made available by the appropriate agencies.

In addition to the above, all personnel authorized to receive and/or review CHRI must undergo Security Awareness Training on a biennial basis. This training will be accomplished using the training provided by CJIS Online.

The Superintendent or his/her/their designee will be responsible for overseeing all training programs and adherence to all training requirements.

Personnel Security (All Personnel)

All personnel requiring access to CHRI must first be deemed "Authorized Personnel" by the Superintendent or his/her/their designee. The COLLECT CJBAU will review and determine if access is appropriate. Access is denied if the individual has ever had a felony conviction of any kind, no matter when it occurred. Access may be denied if the individual has one or more recent misdemeanor convictions.

In addition to the above, an individual believed to be a fugitive from justice or having an arrest history without convictions will be reviewed to determine if access to CHRI is appropriate. The COLLECT CJBAU will take into consideration extenuating circumstances where the severity of the offense and the time that has passed would support a possible variance.

Persons already having access to CHRI and who are subsequently arrested and/or convicted of a crime will:

1. Have their access to CVHRI suspended until the outcome of an arrest is determined and reviewed by the COLLECT CJBAU to determine if continued access is appropriate;
2. Have their access suspended indefinitely if a conviction results in a felony of any kind;
3. Have their access denied by the COLLECT CJBAU, where it is determined that access to CHRI by the person would not be in the public's best interest.

Support personnel, contractors, and custodial workers will be denied access to CHRI. If such persons need to be in an area (s) where CHRI is maintained or processed (at rest or in transit), they will be escorted by authorized personnel or under their supervision at all times while in the area(s).

Personnel – Certified/Non-Certified

Security Check/Fingerprinting/Criminal Justice Information

CHRI Retention and Destruction (continued)

Local Agency Security Officer (LASO)

The **Sterling** School District LASO is **Christine Chandler** and is responsible for the following:

1. Identifying who is using or accessing CHRI and/or systems with access to CHRI;
2. Ensuring that personnel security screening procedures are being followed as stated in this policy.
3. Ensuring the approved and appropriate security measures are in place and working as expected.

Storage of CHRI

CHRI shall only be stored for extended periods of time when necessary to ensure the integrity and/or utility of an individual's personnel file. Administrative, technical, and physical safeguards, which comply with the most recent COLLECT CJBAU and FBI Security Policy, have been implemented to ensure the security and confidentiality of CHRI. Each individual involved in the handling of CHRI is to become familiarized with these safeguards.

In addition to the above, each individual involved in handling CHRI will strictly adhere to the policy on its storage and destruction.

Media/Physical Protection

All media containing CHRI must be protected and secured at all times. The following is established and to be implemented to ensure the appropriate security, handling, transporting, and storage of CHRI media in all forms.

Controls shall be in place to protect electronic and physical media containing CHRI while at rest, stored, or actively being accessed. "Electronic media" includes memory devices in laptops and computers (hard drives) and any removable, transportable digital memory media, such as magnetic tape or disk, backup medium, optical disk, flash drives, external hard drives, or digital memory card. "Physical media" includes printed documents and imagery that contain CHRI.

The District shall securely store electronic and physical media within physically secure locations or controlled areas and restrict access to electronic and physical media to only authorized individuals. If physical and personnel restrictions are not feasible, the data shall be encrypted per Section 5.10.1.2.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting/Criminal Justice Information

CHRI Retention and Destruction (continued)

Destruction of CHRI

Media Sanitization and Disposal (Disposal of Electronic Media)

Once the District determines that electronic CHRI media (data stored on computers) are no longer needed, they shall be destroyed and disposed of appropriately.

The **Sterling** Public Schools shall choose one of the following options below to use in this policy:

Option 1: Overwriting

Overwriting involves a program writing onto the media where the file to be sanitized is located. The NCJA will sanitize the electronic CHRI by overwriting the data at least three times before disposing of or reusing the computer/device/system on which it was stored. Overwriting the CHRI data must be completed or witnessed by authorized district personnel.

Option 2: Degaussing

Degaussing is a method to magnetically erase data from magnetic media. Two types of degaussing exist: strong magnets and electric degausses. Note that common magnets are weak and cannot effectively degauss magnetic media. The NCJA will degauss the electronic CHRI prior to disposing of or reusing the computer/device/system on which the electronic CHRI was stored. Degaussing the CHRI data must be completed or witnessed by authorized district personnel. (Degaussing means neutralizing a magnetic field to erase information from a magnetic disk or other storage device.)

Option 3: Destruction

If the computer/device on which the CHRI data is stored is no longer operational, The NCJA must physically destroy the device. Destruction of the device containing physical electronic CHRI, including printouts and other media, shall be disposed of by one of the following methods:

Remote Access

The Superintendent shall authorize, monitor, and control all methods of remote access to the information systems that can access, process, transmit, and/or store FBI CJI. Remote access means any temporary access to an agency's information system by a user or information system communicating temporarily through an external, non-district-controlled network, such as the Internet.

The District shall employ automated mechanisms to facilitate the monitoring and control of remote access methods. The Superintendent or his/her/their designee shall control all remote access through managed access control points and may permit remote access for privileged functions only for compelling operational needs. However, this person shall document the rationale for such access in the security plan for the information system.

Personnel – Certified/Non-Certified

Security Check/Fingerprinting/Criminal Justice Information

CHRI Retention and Destruction

Incident Response (continued)

The following security incident handling procedures must be followed by each individual:

1. All incidents will be reported directly to the LASO.
2. If any records are stolen, the incident will also be reported to appropriate authorities.
3. Once the cause of the breach has been determined, disciplinary measures will be taken in accordance with the disciplinary policy of the District

In addition to the above, the LASO shall report all security-related incidents to the COLLECT CJBAU within 24 hours.

All District personnel with access to FBI and/or COLLECT CJBAU CHRI have a duty to protect the system and related systems from physical and environmental damage and are responsible for the correct use, operation, care, and maintenance of the information. All existing laws, District regulations, and policies apply, including those that may apply to personal conduct. Misuse or failure to secure any information resources may result in temporary or permanent restriction of all privileges up to employment termination.

The Superintendent shall ensure that all staff members are aware of this policy and that those responsible for implementation and oversight receive adequate training and updates.

(cf. 4112.51/4212.51 - Employment/Reference Checks)

Legal Reference: Connecticut General Statutes
10-221d Criminal history records checks of school personnel. Fingerprinting. Termination or dismissed. (as amended by PA 01-173, PA 04-181, June 19 Special Session, PA 09-1, PA 11-93, PA 16-67 and PA 18-51, and PA 19-91)
17a-101k Registry of findings of abuse or neglect of children maintained by Commissioner of Children and Families. Notice of finding of abuse or neglect of child. Appeal of finding. Hearing procedure. Appeal after hearing. Confidentiality. Regulations.
29-17a Criminal history checks. Procedure. Fees.
PA 16-67 An Act Concerning the Disclosure of Certain Education Personnel Records.
PA 16-83 An Act Concerning Fair Chance Employment
Criminal Justice Information Services (CJIS) Security Plan, Version 5.8, 06/01/2019 Prepared by CJIS Information Officer Approved by CJIS Advisory Policy Board

Regulation approved:
cps 4/24

Account	Description	Budget	Transfers	Revised Budget	Revised Balance
A.1000.111.01.000.00.71	Certified Personnel	\$1,761,162.00	-\$(\$131,038.00)	\$1,630,124.00	\$0.72
A.1000.111.03.000.00.71	Certified Substitutes	\$50,000.00	-\$(\$6,373.00)	\$43,627.00	\$0.96
A.1000.112.01.000.00.71	Non Certified Personnel	\$83,432.00	-\$(\$30,124.00)	\$53,308.00	\$0.49
A.1000.112.02.000.00.71	Non Certified Substitutes	\$0.00		\$0.00	\$0.00
A.1000.210.00.000.00.71	E/B Insurance	\$440,841.00	-\$(\$14,400.00)	\$426,441.00	\$0.63
A.1000.220.00.000.00.70	E/B FICA/Medicare	\$35,744.00	-\$(\$4,287.00)	\$31,457.00	\$0.94
A.1000.240.00.000.00.71	E/B Other (Course Reim)	\$6,000.00	-\$(\$1,284.00)	\$4,716.00	\$0.00
A.1000.320.01.000.00.71	Professional Development - Certified	\$15,000.00	\$64,613.00	\$79,613.00	\$0.32
A.1000.590.00.000.00.71	Printing	\$500.00		\$500.00	\$151.25
A.1000.611.00.101.00.71	Language Arts Instructional Supplies	\$200.00	\$320.00	\$520.00	\$0.67
A.1000.611.01.000.00.71	Instructional Supplies	\$10,000.00	\$4,347.00	\$14,347.00	\$0.68
A.1000.611.01.102.00.71	Math Instructional Supplies	\$1,000.00	\$11,906.00	\$12,906.00	\$0.60
A.1000.611.01.103.00.71	Science Instructional Supplies	\$0.00	\$156.00	\$156.00	\$0.04
A.1000.611.01.105.00.71	Art Instructional Supplies	\$1,800.00	\$2,251.00	\$4,051.00	\$0.46
A.1000.611.01.106.00.71	Music Instructional Supplies	\$1,000.00	\$554.00	\$1,554.00	\$0.90
A.1000.611.01.107.00.71	Health Instructional Supplies	\$200.00		\$200.00	\$200.00
A.1000.611.01.108.00.71	PE Instructional Supplies	\$500.00		\$500.00	\$500.00
A.1000.611.01.109.00.71	World Language Instructional Supplies	\$500.00		\$500.00	\$500.00
A.1000.611.02.000.00.71	Testing Supplies	\$0.00		\$0.00	\$0.00
A.1000.641.01.000.00.71	Textbooks	\$5,000.00	-\$(\$2,217.00)	\$2,783.00	\$0.63
A.1000.641.01.101.00.71	Language Arts Textbooks	\$0.00		\$0.00	\$0.00
A.1000.642.01.000.00.71	Consumable Workbooks	\$500.00		\$500.00	\$500.00
A.1000.642.01.101.00.71	Language Arts Consumable Workbooks	\$0.00		\$0.00	\$0.00
A.1000.642.01.102.00.71	Math Consumable Workbooks	\$3,000.00	-\$(\$2,940.00)	\$60.00	\$0.76
A.1000.650.00.000.00.71	Educational Software Licenses/Seats	\$33,000.00	\$32,456.00	\$65,456.00	\$0.16
A.1000.690.01.103.00.71	Science Other Supplies	\$1,000.00		\$1,000.00	\$230.05
A.1000.690.01.105.00.71	Art Other Supplies & Materials	\$200.00		\$200.00	\$200.00
A.1000.690.01.106.00.71	Music Other Supplies & Materials	\$200.00		\$200.00	\$200.00
A.1000.690.01.109.00.71	World Language Other Supplies & Materials	\$1,500.00	-\$(\$1,500.00)	\$0.00	\$0.00
A.1000.730.00.000.00.71	Instructional Equipment	\$3,000.00	-\$(\$2,805.00)	\$195.00	\$0.86
A.1000.739.00.000.00.71	Copier Leases, Fees, Supplies	\$18,000.00	-\$(\$2,970.00)	\$15,030.00	\$0.57
A.1000.739.01.106.00.71	Music Equipment	\$1,000.00	\$20,785.00	\$21,785.00	\$0.02
A.1000.890.00.000.00.71	Dues & Fees	\$500.00		\$500.00	\$500.00
A.1200.111.00.000.00.71	Special Education Director	\$99,910.00	-\$(\$22,331.00)	\$77,579.00	\$6,489.19
A.1200.111.01.000.00.71	Certified Personnel	\$519,820.00	-\$(\$23,107.00)	\$496,713.00	\$25,052.03
A.1200.111.03.000.00.71	Certified Substitutes	\$0.00		\$0.00	\$0.00
A.1200.112.01.000.00.71	Non Certified Personnel	\$261,703.00	\$15,008.00	\$276,711.00	\$0.27
A.1200.112.02.000.00.71	Non Certified Substitutes	\$10,000.00		\$10,000.00	\$5,751.69
A.1200.210.00.000.00.71	E/B Insurance	\$319,000.00		\$319,000.00	\$5,605.60
A.1200.220.00.000.00.70	E/B FICA/Medicare	\$32,962.00		\$32,962.00	\$6,064.19
A.1200.240.00.000.00.71	E/B Other	\$4,578.00		\$4,578.00	\$750.33
A.1200.320.01.000.00.71	Professional Development - Certified	\$3,500.00		\$3,500.00	\$1,881.00
A.1200.322.01.000.00.71	Professional Dev - Non Cert	\$1,500.00		\$1,500.00	\$0.00
A.1200.330.00.000.00.71	Professional & Technical Svcs	\$4,500.00	\$22,331.00	\$26,831.00	\$0.27
A.1200.330.01.000.00.71	Evaluation Services	\$13,000.00		\$13,000.00	\$3,975.00
A.1200.330.02.000.00.71	Assistive Technology	\$2,500.00		\$2,500.00	\$1,084.00
A.1200.562.00.000.00.72	Medicaid Reimbursement	\$0.00		\$0.00	\$0.00
A.1200.580.00.000.00.71	Travel	\$500.00	\$131.00	\$631.00	\$0.87
A.1200.590.00.000.00.72	Medicaid Professional Services	\$0.00		\$0.00	\$0.00
A.1200.611.01.000.00.71	Instructional Supplies	\$3,000.00		\$3,000.00	\$90.42
A.1200.611.02.000.00.71	Testing Supplies	\$3,000.00	\$1,053.00	\$4,053.00	\$0.74
A.1200.630.00.000.00.71	Special Ed Incentive	\$1,200.00		\$1,200.00	\$6.73
A.1200.641.02.000.00.71	Consumable Workbooks	\$500.00		\$500.00	\$500.00
A.1200.650.00.000.00.71	Educational Software Licenses/Seats	\$3,500.00		\$3,500.00	\$1,625.00
A.1200.690.00.000.00.72	Other Supplies & Materials	\$1,000.00	\$513.00	\$1,513.00	\$0.45
A.1200.700.00.000.00.71	Equipment	\$1,500.00	\$5,172.00	\$6,672.00	\$0.78
A.1200.890.00.000.00.71	Dues & Fees	\$500.00	\$1,230.00	\$1,730.00	\$0.52
A.2130.111.01.000.00.71	School Nurse	\$53,045.00		\$53,045.00	\$0.06
A.2130.111.03.000.00.71	School Nurse Substitutes	\$2,625.00	-\$(\$1,786.00)	\$839.00	\$489.00
A.2130.210.00.000.00.71	E/B Insurance	\$200.00	\$1.00	\$201.00	\$0.64
A.2130.220.00.000.00.70	E/B FICA/Medicare	\$4,259.00	-\$(\$1.00)	\$4,258.00	\$50.29
A.2130.240.00.000.00.71	E/B Other	\$1,592.00		\$1,592.00	\$0.68
A.2130.322.01.000.00.71	Professional Dev - Non Cert	\$500.00		\$500.00	\$465.00
A.2130.330.00.000.00.71	Professional & Technical Svcs	\$1,750.00	\$2,212.00	\$3,962.00	\$0.00
A.2130.500.00.000.00.71	Sport Physicals	\$0.00		\$0.00	\$0.00
A.2130.690.00.000.00.71	Health Office Supplies	\$2,000.00	\$1,786.00	\$3,786.00	\$0.51
A.2130.739.00.000.00.71	Health Office Equipment	\$500.00		\$500.00	\$33.07
A.2190.111.01.000.00.71	Certified Personnel	\$19,785.00	\$5,842.00	\$25,627.00	\$0.87
A.2190.210.00.000.00.71	E/B Insurance	\$12,000.00	-\$(\$11,140.00)	\$860.00	\$0.39
A.2190.220.00.000.00.70	E/B FICA/Medicare	\$4,039.00	\$417.00	\$4,456.00	\$0.09

A.2190.320.00.000.00.71	Professional Development	\$500.00		\$500.00	\$500.00
A.2190.323.00.000.00.71	PT Contracted Services	\$30,000.00		\$30,000.00	\$446.25
A.2190.330.00.000.00.71	Other Professional & Technical Services	\$0.00		\$0.00	\$0.00
A.2190.611.00.000.00.71	PT/OT Supplies	\$500.00		\$500.00	\$500.00
A.2190.730.00.000.00.71	PT/OT Equipment	\$500.00		\$500.00	\$500.00
A.2220.111.00.000.00.71	Certified Personnel	\$0.00		\$0.00	\$0.00
A.2220.112.00.000.00.71	Non-Certified Personnel	\$18,774.00	-\$818.00	\$17,956.00	\$287.49
A.2220.210.00.000.00.71	E/B Insurance	\$0.00		\$0.00	\$0.00
A.2220.220.00.000.00.70	E/B FICA/Medicare	\$1,436.00		\$1,436.00	\$84.36
A.2220.330.00.000.00.71	Professional & Technical Services	\$250.00		\$250.00	\$250.00
A.2220.642.00.000.00.71	Books/Periodicals	\$3,000.00	\$474.00	\$3,474.00	\$0.28
A.2220.690.00.000.00.71	Other Supplies & Materials	\$500.00	\$12.00	\$512.00	\$0.20
A.2220.890.00.000.00.71	Dues & Fees	\$0.00		\$0.00	\$0.00
A.2230.112.00.000.00.71	IT Personnel	\$65,723.00		\$65,723.00	\$0.00
A.2230.112.01.000.00.71	IT Aide	\$31,245.00	\$291.00	\$31,536.00	\$0.23
A.2230.210.00.000.00.71	E/B Insurance	\$500.00	\$1.00	\$501.00	\$0.46
A.2230.220.00.000.00.70	E/B FICA/Medicare	\$7,418.00	\$526.00	\$7,944.00	\$0.08
A.2230.240.00.000.00.70	E/B Other	\$3,972.00	-\$2,000.00	\$1,972.00	\$0.28
A.2230.320.00.000.00.71	Professional Development	\$1,000.00	-\$870.00	\$130.00	\$0.00
A.2230.330.00.000.00.71	Professional & Technical Services	\$5,000.00	\$9,195.00	\$14,195.00	\$0.00
A.2230.430.00.000.00.71	Repairs & Maintenance - Hardware/Peripherals	\$2,200.00	\$21.00	\$2,221.00	\$0.84
A.2230.431.00.000.00.71	Maintenance Agreement	\$8,500.00	-\$3,741.00	\$4,759.00	\$0.48
A.2230.690.00.000.00.71	Other Supplies & Materials	\$2,200.00	\$2,892.00	\$5,092.00	\$0.33
A.2230.730.00.000.00.71	Computer Hardware & Peripheral Equipment	\$16,000.00	\$72,373.00	\$88,373.00	\$0.14
A.2230.731.00.000.00.71	Computer Software	\$4,500.00	\$3,753.00	\$8,253.00	\$0.00
A.2310.112.01.000.00.71	BOE Administrative Assistant	\$55,167.00	\$1.00	\$55,168.00	\$0.94
A.2310.112.02.000.00.71	Board of Education Clerk	\$1,200.00	-\$229.00	\$971.00	\$11.00
A.2310.210.00.000.00.71	E/B Insurance	\$23,500.00	\$1.00	\$23,501.00	\$0.64
A.2310.220.00.000.00.70	E/B FICA/Medicare	\$4,312.00	-\$288.00	\$4,024.00	\$292.24
A.2310.230.00.000.00.71	Workers Compensation Ins	\$49,130.00	-\$9,504.00	\$39,626.00	\$0.70
A.2310.240.00.000.00.71	E/B Other	\$1,656.00		\$1,656.00	\$1.08
A.2310.250.00.000.00.71	Unemployment Compensation	\$5,000.00	-\$2,303.00	\$2,697.00	\$0.00
A.2310.330.01.000.00.71	Legal Services	\$10,000.00	-\$4,541.00	\$5,459.00	\$223.50
A.2310.330.03.000.00.71	Other Professional & Tech Svcs	\$16,000.00		\$16,000.00	\$25.00
A.2310.520.01.000.00.71	Fidelity Bond	\$100.00		\$100.00	\$0.00
A.2310.520.02.000.00.71	Errors and Omissions Insurance	\$8,335.00		\$8,335.00	\$2.00
A.2310.580.00.000.00.71	Travel	\$100.00		\$100.00	\$100.00
A.2310.590.01.000.00.71	Communications/Postage	\$5,000.00	\$1,414.00	\$6,414.00	\$0.19
A.2310.590.02.000.00.71	Advertising	\$1,200.00	\$915.00	\$2,115.00	\$0.94
A.2310.590.04.000.00.71	Community Engagement	\$2,000.00	\$227.00	\$2,227.00	\$0.91
A.2310.650.00.000.00.71	Software Licenses & Support	\$26,590.00		\$26,590.00	\$213.71
A.2310.690.00.000.00.71	BOE Other Supplies & Materials	\$1,000.00	\$288.00	\$1,288.00	\$0.70
A.2310.890.00.000.00.71	Dues & Fees	\$1,500.00	\$64.00	\$1,564.00	\$0.00
A.2320.111.00.000.00.71	Superintendent	\$100,000.00	\$6,897.00	\$106,897.00	\$0.29
A.2320.210.00.000.00.71	E/B Insurance	\$0.00		\$0.00	\$0.00
A.2320.220.00.000.00.70	E/B FICA/Medicare	\$1,450.00	\$101.00	\$1,551.00	\$0.98
A.2320.320.00.000.00.71	Professional Development - Certified	\$500.00	-\$101.00	\$399.00	\$399.00
A.2320.580.00.000.00.71	Travel	\$250.00	-\$193.00	\$57.00	\$57.00
A.2320.690.00.000.00.71	Superintendent Off Supplies	\$750.00	-\$174.00	\$576.00	\$106.26
A.2320.739.00.000.00.71	Other Equipment	\$750.00	\$696.00	\$1,446.00	\$0.70
A.2320.890.00.000.00.71	Dues & Fees	\$4,500.00	-\$586.00	\$3,914.00	\$0.00
A.2400.111.00.000.00.71	Principal	\$132,613.00	\$747.00	\$133,360.00	\$0.80
A.2400.111.01.000.00.71	Clinical Supervisor	\$54,807.00	\$250.00	\$55,057.00	\$0.74
A.2400.112.00.000.00.71	Non Certified Personnel	\$96,556.00	-\$697.00	\$95,859.00	\$0.79
A.2400.210.00.000.00.71	E/B Insurance	\$69,000.00		\$69,000.00	\$10.26
A.2400.220.00.000.00.70	E/B FICA/Medicare	\$10,104.00	-\$1,097.00	\$9,007.00	\$6.33
A.2400.240.00.000.00.71	E/B Other	\$5,624.00		\$5,624.00	\$1.40
A.2400.320.00.000.00.71	Professional Development - Certified	\$1,500.00		\$1,500.00	\$0.00
A.2400.330.00.000.00.71	Professional & Technical Svcs	\$250.00	-\$250.00	\$0.00	\$0.00
A.2400.580.00.000.00.71	Travel	\$300.00		\$300.00	\$78.75
A.2400.590.01.000.00.71	Principal's Engagement	\$1,500.00	\$3,572.00	\$5,072.00	\$0.52
A.2400.650.00.000.00.71	Educational Software Licenses/Seats	\$9,300.00	\$797.00	\$10,097.00	\$0.56
A.2400.690.00.000.00.71	Other Supplies & Materials	\$3,000.00	\$8,902.00	\$11,902.00	\$0.18
A.2400.890.00.000.00.71	Dues & Fees	\$1,000.00	-\$636.00	\$364.00	\$0.00
A.2510.112.01.000.00.71	Business Manager	\$96,116.00	\$1.00	\$96,117.00	\$0.98
A.2510.210.00.000.00.71	E/B Insurance	\$29,000.00		\$29,000.00	\$0.00
A.2510.220.00.000.00.70	E/B FICA/Medicare	\$7,353.00	-\$541.00	\$6,812.00	\$0.20
A.2510.240.00.000.00.71	E/B Other	\$4,883.00	\$1.00	\$4,884.00	\$0.52
A.2510.330.02.000.00.71	Professional & Technical Svcs	\$14,500.00	\$700.00	\$15,200.00	\$0.49
A.2510.580.00.000.00.71	Travel	\$500.00	-\$500.00	\$0.00	\$0.00
A.2510.690.00.000.00.71	Fiscal Office Supplies	\$750.00	-\$253.00	\$497.00	\$0.63

A.2510.739.00.000.00.71	Fiscal Office Equipment	\$100.00	\$2,377.00	\$2,477.00	\$0.11
A.2510.890.00.000.00.71	Dues & Fees	\$1,440.00	\$1,124.00	\$2,564.00	\$0.00
A.2600.112.01.000.00.71	Facilities Director	\$65,000.00		\$65,000.00	\$0.00
A.2600.177.01.000.00.71	Security Officer	\$27,965.00	-\$(\$415.00)	\$27,550.00	\$0.10
A.2600.210.00.000.00.71	E/B Insurance	\$500.00	-\$(\$359.00)	\$141.00	\$0.60
A.2600.220.00.000.00.70	E/B FICA/Medicare	\$7,014.00	\$67.00	\$7,081.00	\$0.94
A.2600.240.00.000.00.71	E/B Other	\$1,950.00		\$1,950.00	\$0.00
A.2600.410.01.000.00.71	Electricity	\$82,500.00	-\$(\$2,162.00)	\$80,338.00	\$0.61
A.2600.410.02.000.00.71	Rubbish Removal/Recycling	\$9,000.00	-\$(\$761.00)	\$8,239.00	\$0.79
A.2600.410.03.000.00.71	Water	\$3,000.00	-\$(\$1,201.00)	\$1,799.00	\$0.50
A.2600.410.04.000.00.71	Sewer	\$18,450.00		\$18,450.00	\$0.00
A.2600.430.01.000.00.71	Maintenance Contracts	\$172,767.00	\$32,860.00	\$205,627.00	\$0.26
A.2600.430.02.000.00.71	Plant Operation & Maintenance	\$10,000.00	\$57,911.00	\$67,911.00	\$0.63
A.2600.520.00.000.00.71	Plant Insurance	\$41,385.00		\$41,385.00	\$0.00
A.2600.590.01.000.00.71	Telephone	\$9,000.00	\$3,818.00	\$12,818.00	\$0.87
A.2600.613.00.000.00.71	Maintenance Supplies	\$20,000.00	\$2,982.00	\$22,982.00	\$0.46
A.2600.620.00.000.00.71	Heating Oil	\$60,000.00	\$4,477.00	\$64,477.00	\$0.04
A.2600.739.00.000.00.71	Maintenance Equipment	\$500.00	\$1,437.00	\$1,937.00	\$0.48
A.2700.112.01.000.00.71	Bus Drivers	\$191,030.00	\$2,079.00	\$193,109.00	\$0.58
A.2700.112.02.000.00.71	Bus Coordinator	\$59,753.00	\$1.00	\$59,754.00	\$0.80
A.2700.112.03.000.00.71	Van Drivers	\$102,259.00	\$15,101.00	\$117,360.00	\$0.22
A.2700.210.00.000.00.71	E/B Insurance	\$79,500.00	\$1.00	\$79,501.00	\$0.64
A.2700.220.00.000.00.70	E/B FICA/Medicare	\$27,008.00	\$1,051.00	\$28,059.00	\$0.07
A.2700.240.00.000.00.71	E/B Other	\$1,793.00		\$1,793.00	\$0.00
A.2700.330.00.000.00.71	Professional & Technical Svcs	\$2,000.00	\$332.00	\$2,332.00	\$0.00
A.2700.430.00.000.00.71	Transportation Maintenance	\$38,000.00	\$8,502.00	\$46,502.00	\$0.11
A.2700.510.00.000.00.72	Contracted Spec Ed Transportation	\$54,300.00	\$3,320.00	\$57,620.00	\$0.00
A.2700.520.00.000.00.71	Vehicle Insurance	\$17,615.00	-\$(\$2.00)	\$17,613.00	\$0.00
A.2700.625.00.000.00.71	Supplies - Oil, Washer Fluid, etc	\$9,000.00	-\$(\$8,192.00)	\$808.00	\$0.61
A.2700.626.00.000.00.71	Regular Fuel - Vans	\$24,000.00	-\$(\$1,508.00)	\$22,492.00	\$0.84
A.2700.627.00.000.00.71	Diesel Fuel - Buses	\$55,000.00	\$4,557.00	\$59,557.00	\$0.56
A.2700.690.00.000.00.71	Other Supplies & Materials	\$1,000.00	\$1,381.00	\$2,381.00	\$0.09
A.2700.739.00.000.00.71	Transportation Equipment	\$1,000.00	\$12,532.00	\$13,532.00	\$0.21
A.2700.890.00.000.00.71	Dues & Fees	\$1,500.00	\$8,684.00	\$10,184.00	\$0.20
A.3100.435.00.000.00.71	Repairs	\$2,500.00	-\$(\$2,450.00)	\$50.00	\$0.53
A.3100.570.00.000.00.71	Food Service Management	\$23,500.00		\$23,500.00	\$0.00
A.3100.621.00.000.00.71	Propane	\$1,500.00	-\$(\$310.00)	\$1,190.00	\$176.90
A.3100.690.00.000.00.71	Supplies	\$250.00		\$250.00	\$63.00
A.3100.700.00.000.00.71	Equipment	\$250.00		\$250.00	\$63.00
A.3200.111.00.000.00.71	Stipend Positions	\$22,386.00	-\$(\$3,444.00)	\$18,942.00	\$0.00
A.3200.111.01.000.00.71	Coaches Salaries	\$12,054.00		\$12,054.00	\$0.00
A.3200.112.00.000.00.71	Extra Curricular Transportation	\$0.00	\$5,052.00	\$5,052.00	\$0.71
A.3200.220.00.000.00.70	E/B FICA/Medicare	\$2,635.00	-\$(\$2,635.00)	\$0.00	\$0.00
A.3200.329.00.000.00.71	Officials	\$3,000.00	-\$(\$439.00)	\$2,561.00	\$0.66
A.3200.500.00.000.00.71	Sport Physicals	\$0.00		\$0.00	\$0.00
A.3200.690.00.000.00.71	Activity Supplies & Materials	\$3,000.00	\$718.00	\$3,718.00	\$0.86
A.3200.739.00.000.00.71	Activity Equipment	\$2,500.00	-\$(\$1,060.00)	\$1,440.00	\$0.87
A.3200.890.00.000.00.71	Dues & Fees	\$500.00	-\$(\$368.00)	\$132.00	\$0.75
A.6110.561.01.000.00.73	Tuition: Plainfield	\$826,603.00	-\$(\$63,764.00)	\$762,839.00	\$0.00
A.6110.561.02.000.00.70	Adult Education	\$9,225.00		\$9,225.00	\$0.00
A.6110.561.05.000.00.73	Tuition: Magnet, QMC, STEM	\$196,808.00	\$41,144.00	\$237,952.00	\$0.50
A.6110.561.07.000.00.73	Tuition: Killingly, Other	\$154,609.00	-\$(\$11,326.00)	\$143,283.00	\$0.00
A.6110.562.00.000.00.72	S/E Tuition CT Public	\$516,502.00		\$516,502.00	\$4,604.92
A.6130.563.00.000.00.72	S/E Tuition Non-Public	\$569,000.00	-\$(\$57,973.00)	\$511,027.00	\$7,121.46
A.6130.563.04.000.00.72	SEDAC - Excess Cost Reimbursement	-\$(\$190,000.00)	-\$(\$73,710.00)	-\$(\$263,710.00)	\$4,176.00
		\$8,279,262.00	\$0.00	\$8,279,262.00	

Sterling Community School Educator Evaluation and Support Plan 2024

Contents

Educator Evaluation and Support Plan

Vision.....	4
The Purpose of this Model Guide.....	4
Guiding Principles.....	4
Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 Components: Reimagining Educator and Leader Evaluation and Support.....	5
Standards and Criteria for Educators.....	5
Professional Learning Standards and Structures.....	6
The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/Observer/ Stakeholder Feedback and Engagement.....	6
Growth Criteria.....	11
Tiered Support.....	11
Corrective Support Plan.....	12
Dispute Resolution.....	12
The Role of the Professional Development and Evaluation Committee (PDEC).....	13
Local and State Reporting.....	14
Technical Assistance and Professional Learning.....	15
Appendices — Educator: Information and Resources to Support Effective Implementation.....	16
Appendix I: Sample Reflection Questions – Educator.....	17
Appendix J: Definition of Cohorts – Educator.....	19
Appendix K: Growth Criteria and Sources of Evidence – Educator.....	20
Appendix L: General Glossary – Educator.....	21
Appendix M: Glossary of Professional Learning Opportunities – Educator.....	25
Appendix N: Continuous Learning Process – Educator.....	27
Appendix O: Observation Forms – Educator.....	28
Appendix P: Sample Corrective Support Plan – Educator.....	29
Bibliography.....	31

District Board of Education Members	District PDEC Members
Courtney Langlois, Board Chair Jennifer Mossner, Vice Chair Dottie Capobianco, Treasurer/Secretary Victoria Robinson-Lewis, Vice Treasurer Catherine Malo, Member John Brady, Member	Theodore Friend, Superintendent Heather Nickerson, Principal Laura Smith, Clinical Supervisor Kristen Lanzillo, School Psychologist, PDEC Coordinator Jackie Angelone, Grade 6 ELA/Social Studies Teacher Bailey Elliott, Art Teacher Patricia Espinosa, Grade 1 Teacher Kristin Grimes, Paraeducator Andrea McKenzie, Grade 7/8 ELA Teacher Christine Slater-Cooney, Speech Language Pathologist Alissa Wood, Grade 5 ELA Teacher

Vision

All Connecticut educators and leaders have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the educator and leader evaluation and support system so that all Connecticut students experience growth and success.

The Purpose of this Model Guide

The Connecticut (CT) Model Evaluation and Support Plan is designed to support a comprehensive educator and leader evaluation system adopted by the Connecticut State Board of Education in concert with a wide range of stakeholders and pursuant to educator evaluation regulations. Connecticut General Statutes 10-151b requires that “the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher.”

The CT Model Evaluation and Support Plan includes tools, guidance, and rubrics to support the evaluation of all educators and leaders. Professional Development and Evaluation Committees (PDECs) can adopt the CT Model Plan, adapt the CT Model Plan, or revise their own evaluation system to align with the CT Guidelines for Educator and Leader Evaluation and Support 2023. It is the intent that this model can serve as a foundation of evaluation and support practice aligned to the 2023 guidelines beginning in the initial year of implementation (2024-25) allowing for PDECs to develop an action plan from self-assessment toward best practices and innovation that will evolve over time. This plan will:

- introduce key components of the educator evaluation framework and the requirements set forth in the regulations;
- outline specific action steps, forms, and tools from the CT Model Evaluation and Support Plan specific to the evaluation of educators; and
- highlight considerations, conditions, and systems necessary for effective implementation at the school/district level.

Guiding Principles

The transformational design of the educator evaluation and support model is grounded in six guiding principles that use high quality professional learning to advance educator practice and student learning, growth, and achievement.

- **Allow for differentiation of roles** (*for example for leaders: assistant superintendents, director of pupil services, various leaders in central office, principal, assistant principal; or for educators: teachers, counselors, instructional coaches, student support staff*).
- **Simplify and reduce the burden** (*eliminate technical challenges, paperwork, steps*).
- **Focus on things that matter** (*identify high leverage goal focus areas*).
- **Connect to best practices aimed at the development of the whole child** (*including, but not limited to, academic, social, emotional, and physical development*).
- **Focus on educator growth and agency** (*meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus*).
- **Meaningful connections to professional learning** (*provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful*).
- Specific, timely, accurate, actionable, and reciprocal feedback.

Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 Components: Reimagining Educator and Leader Evaluation and Support

The design of the Connecticut Guidelines for Educator Evaluation and Support 2023 (CT Guidelines 2023) are representative of research-based effective practice and include six elements.

- Standards and criteria
- Goal setting process
- Professional practice and educator growth
- Evaluator/observer/stakeholder feedback and engagement
- Process elements
- Dispute resolution

The combined vision, guiding principles, and overall framework for educators and leaders' evaluation and support describe a systematic process of continuous improvement and professional learning leading to high quality professional practice and improved learning, growth, and achievement for students. While components are similar for educators and leaders, there are components specific to educators and to leaders, resulting in two sections with similar processes within a district's evaluation and support system.

Standards and Criteria for Educators

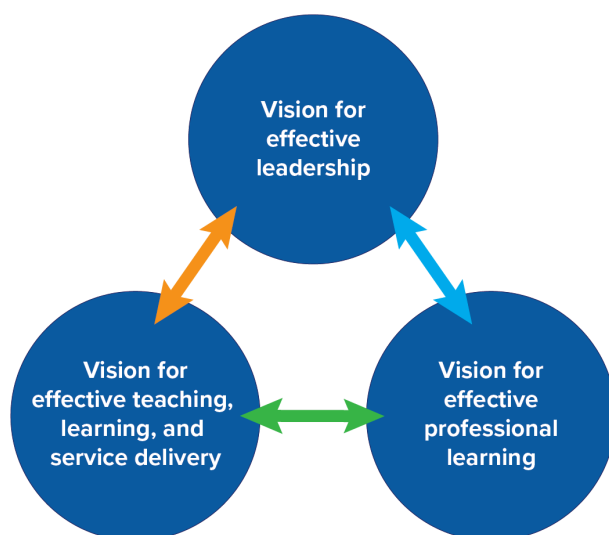
The primary goal of the educator evaluation and support system is to strengthen individual pedagogy and collective practices to increase student learning, growth, and achievement. Educator practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework. It is recommended that each PDEC create a process to review the standards and ensure a rubric accompanies the standards. The rubric serves as support for self- evaluation, dialogue, and feedback. While a rubric serves as support for self-evaluation, dialogue, and feedback, it is recommended that a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

Educator

1. [CCT Rubric for Effective Teaching 2017](#)
2. [CCT Rubric for Effective Service Delivery 2017](#)
3. [Learning Forward's Professional Learning Standards \(2022\)](#)
4. [Teacher Leader Model Standards \(2008\)](#)

Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. [Learning Forward Professional Learning Standards 2022](#), serve as a tool for how professional learning happens to deepen one's knowledge of their practice to impact student learning, growth, and achievement. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content and consider how to accomplish the expected learning transformation desired. Together the professional standards for educators, leaders and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback in a continuous learning process.

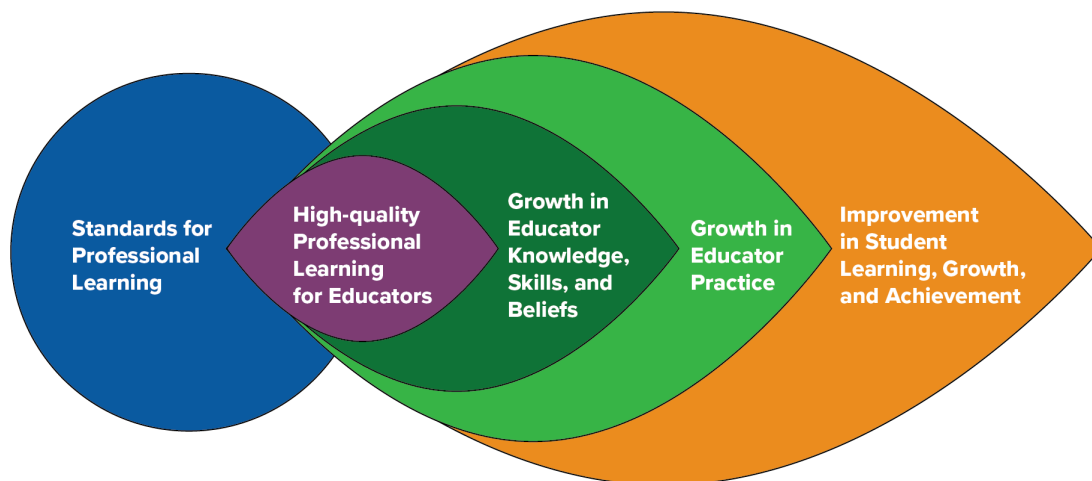


The Continuous Learning Process: Goal Setting, Professional Practice and Evaluator/ Observer/ Stakeholder Feedback and Engagement

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide educators with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. In this process, the educator serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the educator through the learning and growth process. Within the process, the educator collaborates and serves as a reflective practitioner to determine mutually agreed upon educator goals, professional practice and educator growth, and observation and feedback focus.

During each school year, a minimum of three check-ins provide an opportunity for a reciprocal discussion of what is happening in the classroom or school, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations and reviews of practice as required by the district plan.

The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators and students.

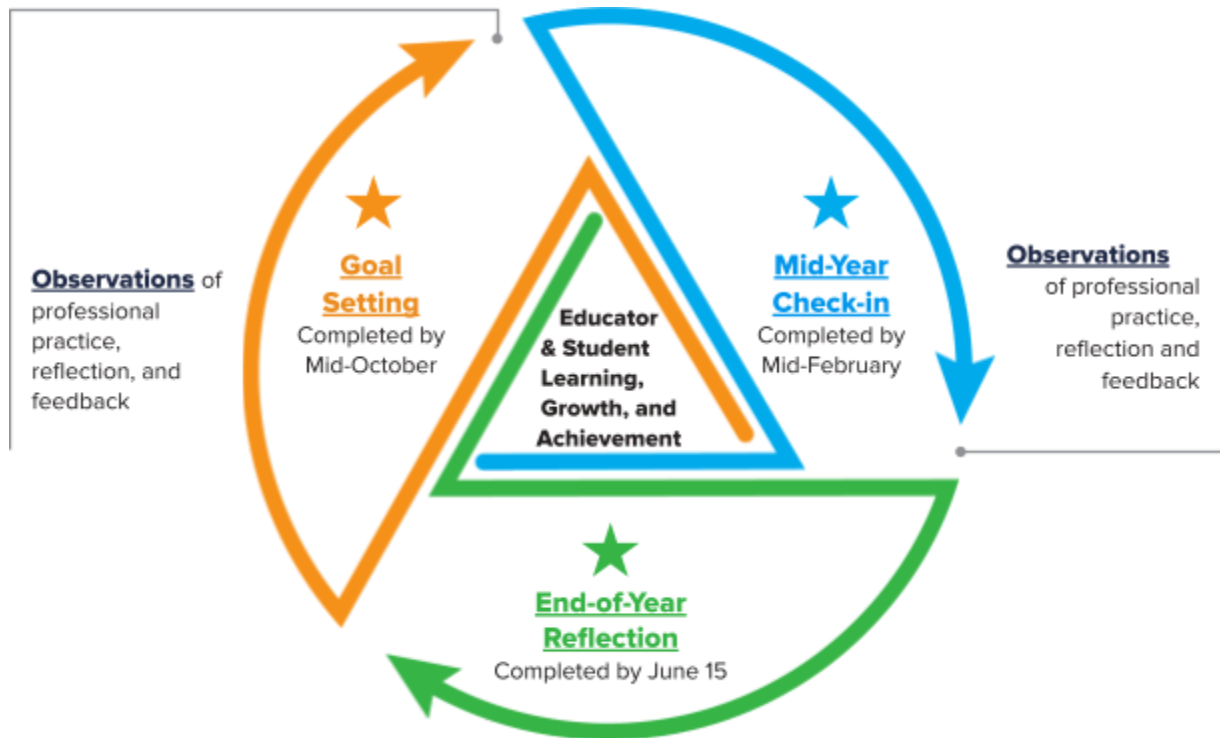


Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist educators and evaluators through the process. All educators are assigned a primary evaluator (092) who has completed comprehensive orientation on this model and relevant rubrics.

Educator Continuous Learning Process

Evaluation Orientation

Completed prior to the start of the Continuous Learning Process



Goal Setting Completed by Mid-October	Mid-year Check-in Completed by Mid-February	End-of-Year Reflection Completed by June 15
Beginning of the Year Goal(s) and Planning - Self-reflect - Review evidence Goal(s), Rationale, Alignment, and Professional Learning Plan - Draft goal(s), rationale, alignment, professional learning plan Goal Setting Conference - Mutually agree on 1-, 2-, or 3-year goal(s) - Determine individual or group goal(s) - Mutually agree on professional learning needs and support	Mid-Year Check-in: Reflection, Adjustments, and Next Steps - Review and discuss currently collected evidence towards goal(s) and of practice - Review professional learning, evidence, and impact on educator practice, student learning, growth, and achievement Mid-Year Conference - Discuss evidence, reflection, and feedback from evaluator - Adjust and revise as needed	End-of-Year Reflection and Feedback Process - Self-reflection: Review and discuss professional learning, evidence of impact on practice, student learning, growth, and achievement End-of-Year Conference/ Summative Feedback and Growth Criteria - Evaluator provides written summative feedback and guides next steps - Annual Summary sign-off

Orientation on the educator evaluation and support process shall take place prior to the start of the process, no later than October 15. The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/Review of practice
- Tiered supports
- Dispute resolution

Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

Goal(s) Setting (Completed by mid-October)

The initial goal setting meeting includes a dialogue between the educator and their evaluator around the educator's initial self-reflection, which is based on a review of evidence and an analysis of their own practice to identify and support an area for educator practice and growth, and student learning, growth, and achievement. The educator and evaluator come to mutual agreement on high leverage professional practice one-, two- or three-year goal(s), multiple measures of evidence (at least two measures), professional learning plan, and support that is consistent with their professional status and goals to drive progress toward goal attainment **(see appendix K)**.

For beginning educators in the Teacher Education and Mentoring (TEAM) Program, consideration for alignment between professional learning and their TEAM modules would enhance their learning and practice.

Midyear Check-in (Completed by mid-February):

The midyear check-in consists of reciprocal dialogue between the educator and evaluator and includes an educator self-reflection on their progress toward their goal(s) so far. The reflection shall include an analysis of the impact of their learning on their practice, student learning, growth and achievement and the school community.

- Educators self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on educator's growth, professional practice, and impact on student learning, growth, and achievement with their evaluator.
- The evaluator provides specific, standards-based feedback related to the educator's goal. Observation feedback and evidence aligned to the single point rubric.
- The midyear conversation is a crucial progress check-in. The midyear check-in provides an opportunity to discuss evidence, learning, and next steps. It is at this point that revisions to the educator's goal(s) may be considered based on multiple measures of evidence.

End-of-Year Reflection/Summative Review (Completed by June 15)

End-of-year reflection provides an opportunity for the educator and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the educator's goal(s); professional learning as it relates to the educator's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator's subsequent self-assessment and goal setting revisions or new goal.

The evaluator provides a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and identified standards and will make a distinction regarding the educator's successful completion of the professional learning process.

All forms for documentation are hyperlinked within the graphic of the continuous learning process with further detail for each step.

Professional Practice and Educator Growth

The implementation of the continuous learning process is shared between the educator and evaluator. For the duration of the learning process, educators pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. Evaluators will provide educators with feedback from observation and dialogue, ensure timely access to supports, and collect evidence of educator performance and practice toward goal(s) through multiple sources, which include observation and may include student, staff, or family feedback **(see appendix J)**.

Observation of Professional Practice and Feedback

Observations occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide educators with specific feedback based on evidence, standards, and the educator's goal; ensure timely access to planned support(s); and continue to collect evidence of educator practice and progress toward goal(s) through multiple sources of evidence, including observation. Feedback, written or verbal, is provided within five school days.

"Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).

Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/ or practices
- Is timely, frequent and reciprocal

Definitions of Cohorts

Cohort 1:

Who:

- New to profession (first four years)
- New to LEA (first two years)

What:

- Three observations of Professional Practice (minimum 30 minutes in length) with pre and post meetings
 - One observation of professional practice may be substituted for a review of practice
 - Verbal and written feedback within five school days
- Additional observation of professional practice as mutually agreed upon or deemed necessary
- Minimum of three 5-10 minute informal observations with verbal or written feedback

Cohort 2:

Who:

- Educators who have successfully completed Cohort 1 in their current LEA

What:

- One review of practice with optional post meeting.
 - One observation of professional practice may be substituted for review of practice
- Verbal and written feedback within five school days
- Additional observations of professional practice as mutually agreed upon or deemed necessary
- Minimum of three 5-10 minute informal observations with verbal or written feedback

Growth Criteria

An educator is determined to have successfully completed the learning process by demonstrating:

- Reflection supported with evidence of the impact of the educators' new learning on their practice/goal.
- The impact the educators' new learning and practice had on student learning, growth, and/or achievement, supported by evidence.
- Next steps (**see appendix K**).

Tiered Support

All educators require access to high-quality, targeted professional learning support to improve practice over time. Educators and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, within an evaluation process. All three tiers of support must be implemented prior to the development of a corrective plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative if applicable.

Tier 1

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by district PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., engaging in a professional learning opportunity, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns and are developed in collaboration with the educator and may be assigned by the evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, educator, and their exclusive bargaining representative for certified educators chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan is separate from the normal educator growth model and must contain:

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- well defined timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, educator, and bargaining unit representative.

See appendix P for a Corrective Support Plan form and example.

Dispute Resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should an educator disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The educator being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 30 workdays from the date the educator initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process

The educator being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the educator being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The educator being evaluated may choose between two options.
 - a. **Option 1:**
The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party*. The superintendent and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward.
**In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and educator may select three mutually agreed upon persons to serve as the neutral party for resolving the dispute. Each individual must be a Connecticut certified educator and may or may not be from within the district.*
 - b. **Option 2:**
The educator being evaluated requests that the superintendent solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and educator being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The educator being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the educator shall be considered to have waived the right of appeal.
4. The educator being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

The Role of the Professional Development and Evaluation Committee (PDEC)

The PDEC serves as the collaborative decision maker using the consensus protocol to create, revise, and monitor the evaluation and support model, as well as the professional learning plan.

Pursuant to [Connecticut General Statute 10-220a](#) and [Public Act 23-159 Section 11 \(b\) \(3\)](#), each local and regional board of education must establish a professional development and evaluation committee (PDEC) to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other

personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, teachers, and other school personnel are representative of the various classifications within the groups (see examples below).

Other School Personnel	Educator	Leader
• Attendance counselor • Paraeducator (required) • Behavior technician • Parent and family liaison • Social emotional support staff	• Classroom teacher • CTE teacher • Library media specialist • Reading interventionist • Instructional coach • Special education teacher • Social worker • School psychologist • Speech pathologist	• Principal • Assistant principal • TESOL supervisor • Special education supervisor • Assistant superintendent • Curriculum coordinator • Talent development supervisor

The duties of PDECs shall include, but are not limited to:

- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the model educator and leader evaluation and support program adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the CT Guidelines 2023 adopted by the State Board of Education.

Local and State Reporting

The superintendent shall report:

1. the status of teacher evaluations to the local or regional board of education on or before June 15 of each year; and
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

Technical Assistance and Professional Learning

The CSDE works closely with schools and districts to learn what support is most needed for effective implementation of the CT Guidelines 2023 framework. To that end, the CSDE continues to develop re- sources in partnership with the six regional educational service centers, ACES, CES, CREC, EASTCONN, EdAdvance, and LEARN along with CAS and feedback from districts. You are encouraged to reach out for technical assistance and professional support during the transition to this new framework.

Appendices — Educator:
Information and Resources to Support Effective Implementation

Appendix I: Sample Reflection Questions – Educator

Self-Reflection Sample Questions

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about teaching and learning? What new learning might you want to explore to inform your understanding of these questions and professional practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current students'/adult learners' strengths and needs, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

Professional Learning and Action Questions

Indicators of Success

- What question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals?
- What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, supervisor, others? How frequently?
- How might you apply your learning to practice? How often?

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?
- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practice.

Analysis of Evidence

- What do you observe in your evidence?
- What patterns, themes, or outliers do you notice?
- What does the evidence say about how you are doing in relation to your goal and indicators of success?
- Based on the evidence and your practice overall, what are your strengths?
- In what aspect do you want to continue to grow or refine your knowledge, skill, practice?

Learning Reflection and Next Steps

- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single sentence conclusion that represents your learning?
- Under what circumstance might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?
- Once learning has been implemented: What effect did the learning have on practice, students?

Reflect on the Feedback Process

- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?

Appendix J: Definition of Cohorts – Educator

Definitions of Cohorts	
<u>Cohort 1:</u> Who: • New to profession (first four years) • New to LEA (first two years) What: • Three observations of Professional Practice (minimum 30 minutes in length) with pre and post meetings ◦ One observation of professional practice may be substituted for a review of practice ◦ Verbal and written feedback within five school days • Additional observation of professional practice as mutually agreed upon or deemed necessary • Minimum of three 5-10 minute informal observations with verbal or written feedback	<u>Cohort 2:</u> Who: • Educators who have successfully completed Cohort 1 in their current LEA What: • One review of practice with optional post meeting. ◦ One observation of professional practice may be substituted for review of practice • Verbal and written feedback within five school days • Additional observations of professional practice as mutually agreed upon or deemed necessary • Minimum of three 5-10 minute informal observations with verbal or written feedback

Appendix K: Growth Criteria and Sources of Evidence – Educator

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice • Educator can demonstrate how they developed new learning within the continuous learning process through multiple sources (e.g., analyzing student learning, observational feedback, etc.) and how they used their new learning to improve practice aligned to their continuous learning process goal/strategy focus. Impact on Students • Educator can demonstrate how they positively impacted student learning within the continuous learning process using example evidence and can articulate connections/rationale between the improved learning and their own changes in practice.	• Required observational evidence • Required student learning evidence aligned to high-leverage indicator focus • Implementation plans/lesson plan(s) • Educator learning logs/impact on practice reflection • Educator created learning materials • Evidence from Observation of Educator Practice • Numeric information about schedule, time, educator practice, student participation, resource use, classroom environment, frequency of meetings/communications, etc. • Educator and/or student self-reflection • Student learning artifacts • Mastery-based demonstrations of achievement • Observational evidence of students' words, actions, interactions (including quotations when appropriate) • Rubrics, interim or benchmark assessments, other assessments • Other artifacts/sources

Appendix L: General Glossary – Educator

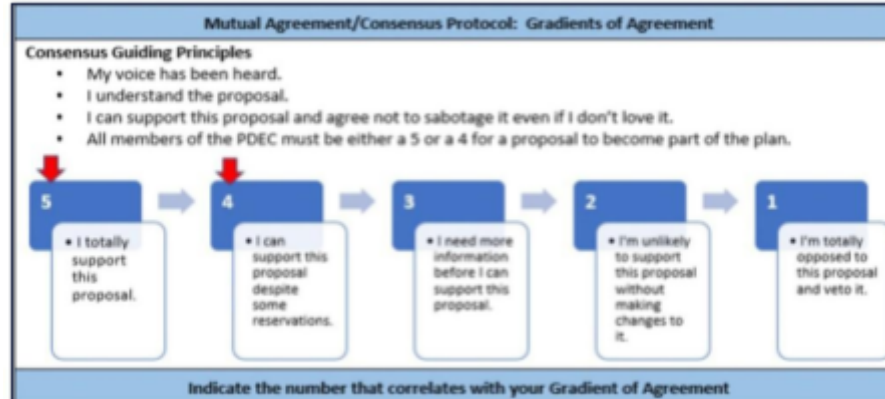
check-ins: Formal or informal meetings or conferences held in the spirit of collaboration between the leader and evaluator and to engage in reciprocal dialogue regarding what is happening in one's practice at that moment in time including goal(s), professional learning, multiple and varied forms of quantitative and qualitative evidence, adjustments, and next steps (i.e., classroom/school/building or district). During each school year, a minimum of three check-ins provide an opportunity for discussions to set and adjust goals, celebrate growth and positive impact, identify needs, assess and discuss evidence of learning, and next steps in one's learning.

community: A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school.

A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

consensus protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports — or at least can live with.

By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone's needs.



From *Consensus decision making*. Seeds for Change. (n.d.).

<https://www.seedsforchange.org.uk/consensus>

continuous learning process: The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or evaluators), and a collection of multiple measures of evidence. There are multiple models of continuous learning including, but not limited to:

- The Supporting Teacher Effectiveness Project (STEP)
- [Massachusetts Department of Elementary and Secondary Education 5-Step Cycle](#) and [Model System for Educator Evaluation](#)
- Ohio Department of Education - [Ohio Teacher Evaluation System \(OTES 2.0\) Framework](#)
- [Tennessee Educator Acceleration Model](#)
- Connecticut TEAM Model (CAPA)

Corrective Support Plan: A pattern of persistent lack of growth and reflection or resistance to growth- oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. Corrective Support Plans shall include clear objectives specific to the well documented area of concern; resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; and supportive actions from the evaluator.

dispute resolution: A process for resolving disputes in cases where the evaluator and educator being evaluated cannot agree on goals/objectives, the evaluation period, feedback, or the professional learning plan or other outcomes of the evaluation process.

evidence: Evidence collected and presented as a part of the evaluation system may include (but is not limited to) artifacts, observations of practice, student feedback, and reflections of the educator on student learning, growth, and achievement as part of the educator feedback process.

feedback: “Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change” (Killion, 2019).

Quality Feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one’s experiences and their implications for future experiences
- Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent, and reciprocal

From Killion, J. (2019). *The feedback process: Transforming Feedback for Professional Learning*. Learning Forward.

formal observations: A formal observation is a structured and planned process of watching, assessing, and evaluating an educator’s performance. This typically includes a pre-conference and post-conference and results in a written evaluation within five school days.

goals and standards: Goals and standards should be based on an evidence based, high leverage strategy or practice aligned with professional practice standards and consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of professional practice.

growth criteria: Successful completion of the Continuous Learning Process, supported with evidence that includes the impact the educators’ new learning had on their practice/goal, along with a reflection on challenges and next steps, and the impact the educators’ new learning and practice had on student learning, growth, and or achievement, supported by evidence.

high leverage goal: High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus (i.e., a portrait of a graduate). They address strategies for developing conceptual understanding and have a high standard deviation effect size (Hattie 2009).

informal observations: An informal observation is an unplanned visit intended to evaluate educator performance. This typically includes either verbal or written feedback provided to the educator within five school days.

leader: A leader is defined as someone in a leadership position who has attained the 092 certification. This may include superintendent, principal, dean of students, assistant/vice principal, pupil services director, department chair. This is not an exhaustive list, rather to illustrate the definition. Superintendents will confirm district leaders with evaluation roles.

multiple measures: Can include, but is not limited to, student learning, educator learning, cultural changes, growth, and achievement as mutually agreed upon during the goal-setting process and may include additional evidence relative to one or more competencies.

mutual agreement: An agreement or condition that is reciprocal or agreed upon by all parties.

organizational health: Organizational health in schools and districts means how well the whole school system is functioning. It encompasses various interconnected elements that contribute to a positive and thriving learning environment, including leadership, culture and climate, communication, professional learning, resource management, collaboration and teamwork, student-centered focus, continuous improvement, community engagement, and innovation.

PDEC (Professional Development and Evaluation Committee): The Professional Development and Evaluation Committee serves as the collaborative decision maker to create, revise, and monitor the evaluation and support program for the district, as well as the professional learning plan for certified employees of the district.

professional learning: Professional learning and growth are centered around accelerating personal and collective learning and closing the knowing-doing gap for leaders and educators. This includes co-designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. **See also appendix M for a Glossary of Professional Learning Opportunities.**

review of practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, data team meetings, observations of coaching/ mentoring sessions, review of educator work and student work, or review of other educators' artifacts.

rubric: A rubric is a systematic and standardized tool, designed as a continuum, and is used to communicate the performance of educators based on specific criteria. It can be used to evaluate a single criterion to emphasize specific expectations and provide targeted feedback for improvement. It can encourage a growth mindset.

single point competency: A description of a standard of behavior or performance that represents the enduring understanding of content and skill from a specific domain that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance.

student outcomes: Student outcomes include multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal setting process.

tiered support:

Tier 1

It is the expectation that all educators consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial professional conversations, classroom visits, available district resources (e.g., books, articles, videos etc.), formal professional learning opportunities developed and designed by your district PDEC, and other general support for all educators (e.g., instructional coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency and focus (e.g., attending a workshop, observation of specific classroom practices, etc.) that can be either suggested by the educator and/or recommended by an evaluator.

Tier 3

In addition to Tiers 1 and 2, Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan.

Appendix M: Glossary of Professional Learning Opportunities – Educator

High quality professional learning enhances both educator practice and outcomes for each and every student. High quality professional learning integrates research on effective adult learning and uses interactive, flexible designs to achieve intended outcomes.

advanced coursework: Courses offered at a college, university, or other institution, in person or online, which further educator skills and/or provide professional training.

case study: A team that engages in a case study using information in a student's cumulative folder or other documented information with the intention of determining next steps, i.e., IEP review or attendance records.

coaching: A process based on trust in which professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom re- search; or solve problems.

examination of student work: Individuals or groups of educators review samples of work from various students. They identify strengths, areas for improvement, and design instructional plans as a result of the examination.

job-embedded: Any activity that is tied in with authentic classroom practice. May include, but is not limited to:

- Examining student data
- Mentoring
- Book study (see below)
- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

lesson study: Groups of teachers planning a lesson, observing one present the lesson, and then reflecting on it afterwards.

mentoring: A relationship between a less experienced educator and a more experienced mentor, in which the mentor provides guidance and feedback regarding practice.

peer observation: An opportunity for teachers to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in action, learn a new model of instruction, or analyze classroom processes and procedures.

personal professional reading: Individual, self-driven reading and processing of texts, in order to improve one's own teaching practice.

professional literature study: Structures and collaborative processes in which individuals or groups of professionals engage in the examination and discussion of a relevant and informative text. The purpose of this study is to promote continuous learning, professional development, and the exchange of ideas and best practices within a specific field or industry. By engaging in a professional book study, individuals can deepen their understanding of key concepts, stay current in their field, and enhance their ability to apply new knowledge to their professional practice. This collaborative and structured approach to learning helps foster a culture of continuous improvement and professional growth within a community of practitioners.

protocols: A learning tool that is rule-based. Often implemented to aid in new learning for groups or individuals. May include article discussions, case studies, book reviews, and other procedures used in its workshops and other learning designs.

school visits: Observation of practice or teaching at a different school or institution to gain new knowledge, ideas, or activities.

student shadow: Follow a particular student during the academic day for a designated time, for a particular identified purpose, i.e., engagement.

walkthroughs: A team of leaders who visit classrooms to find evidence for a particular problem of practice. This evidence is reviewed, and next steps are determined as a result of this practice.

web-based learning: Use of online resources or learning activities to develop new learning or techniques for the classroom.

workshops: Meetings where participants are involved in group discussions or learning experiences and are normally organized around one or more theme areas. Workshops allow participants with differing values and priorities to build a common understanding of the problems and opportunities confronting them. May take place at school or outside.

Appendix N: Continuous Learning Process – Educator

Evaluation Orientation

Orientation to Educator Evaluation was completed on:

Date

Non-negotiable Process Element of the CT Guidelines (2023)

Download these forms:

↓ [Educator Goal-Setting Form](#)

↓ [Educator Observation Form](#)

↓ [Educator Mid-Year Check-In Form](#)

↓ [Educator End-of-Year Self-Reflection Form](#)

↓ [Educator End-of-Year Conference Form](#)

↓ [Evaluation Orientation](#)

Appendix O: Observation Forms – Educator

Download these forms:

 [Educator Evaluation Observation #1](#)

 [Educator Evaluation Observation #2](#)

 [Educator Evaluation Observation #3](#)

 [Educator Observation Evaluation #4](#)

Appendix P: Sample Corrective Support Plan – Educator

(Sample)

Educator A has consistently struggled with classroom management. Tiered supports have been provided by the evaluator throughout the year. Educator A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Objective:

To improve classroom management practices in order to improve a positive learning environment (CCT – 1A) to support learning.

(Suggested) Resources:

- Observe a mutually agreed peer for structures, systems, and dispositions that support positive classroom management skills.
- Read and discuss “The First Six Weeks of School” - Center for Responsive Classroom with evaluator.
- Training in Restorative Practices.

Timeframes:

- Educator A will remain on this Corrective Support Plan for six weeks.
- Improvements in classroom management within this six-week duration will serve as criteria for successful completion of this plan.

Supportive Actions:

- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of building, as appropriate.
- Modeling of effective classroom management strategies
- Weekly, bi-weekly meetings with progress reporting from Teacher A and written feedback from evaluator (dependent upon need for plan)

Corrective Support Plan Template

(Educator being evaluated) has consistently struggled with _____. Tiered supports have been provided by the evaluator throughout the year. (Educator being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a Corrective Support Plan.

Objective:

To improve _____ (Indicate specific standard in your objective language)

(Possible) Resources:

A blend of opportunities and resources should be extended to the Educator being evaluated being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

Timeframes:

- (Length of the Corrective Support Plan - typically six to eight weeks in length)
- Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions:

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Educator A and written feedback from evaluator (dependent upon need for plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of building, as appropriate.

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Leader Evaluation and Support Plan



Sterling Leader Evaluation and Support Plan

Date	Logo
July 15, 2024	

District Board of Education Members	District PDEC Members
Courtney Langlois, Board Chair	Theodore Friend, Superintendent
Jennifer Mossner, Vice Chair	Heather Nickerson, Principal
Dottie Capobianco, Treasurer/Secretary	Laura Smith, Clinical Supervisor
Victoria Robinson-Lewis, Vice Treasurer	Kristen Lanzillo, School Psychologist, PDEC Coordinator
Catherine Malo, Member	Jackie Angelone, Grade 6 ELA/Social Studies Teacher
John Brady, Member	Bailey Elliott, Art Teacher
	Patricia Espinosa, Grade 1 Teacher
	Kristin Grimes, Paraeducator
	Andrea McKenzie, Grade 7/8 ELA Teacher
	Christine Slater-Cooney, Speech Language Pathologist
	Alissa Wood, Grade 5 ELA Teacher

Vision

All Connecticut educators and leaders have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the educator and leader evaluation and support system so that all Connecticut students experience growth and success.

The Purpose of this Model Guide

The Connecticut (CT) Model Evaluation and Support Plan is designed to support a comprehensive educator and leader evaluation system adopted by the Connecticut State Board of Education in concert with a wide range of stakeholders and pursuant to educator evaluation regulations. Connecticut General Statutes 10-151b requires that “the superintendent of each local or regional board of education shall annually evaluate or cause to be evaluated each teacher.”

The CT Model Evaluation and Support Plan includes tools, guidance, and rubrics to support the evaluation of all educators and leaders. Professional Development and Evaluation Committees (PDECs) can adopt the model plan, adapt the model plan, or revise their own evaluation system to align with the CT Guidelines for Educator and Leader Evaluation and Support 2023. It is the intent that this model can serve as a foundation of evaluation and support practice aligned to the 2023 guidelines beginning in the initial year of implementation (2024-25) allowing for PDECs to develop an action plan from self-assessment toward best practices and innovation that will evolve over time.

This plan will:

- introduce key components of the leader evaluation framework and the requirements set forth in the regulations;
- outline specific action steps, forms, and tools from the Model Evaluation and Support Plan specific to the evaluation of leaders; and
- highlight considerations, conditions, and systems necessary for effective implementation at the school/district level.

Guiding Principles

The transformational design of the leader evaluation and support model is grounded in six guiding principles that use high quality professional learning to advance leader practice, educator practice, and student learning, growth, and achievement.

- **Allow for differentiation of roles** (*for example for leaders: assistant superintendents, director of pupil services, various leaders in central office, principal, assistant principal; or for educators: teachers, counselors, instructional coaches, student support staff*).
- **Simplify and reduce the burden** (*eliminate technical challenges, paperwork, steps*).
- **Focus on things that matter** (*identify high leverage goal focus areas*).

- **Connect to best practices aimed at the development of the whole child** (*including, but not limited to, academic, social, emotional, and physical development*).
- **Focus on leader growth and agency** (*meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus*).
- **Meaningful connections to professional learning** (*provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful*).
- **Specific, timely, accurate, actionable, and reciprocal feedback.**

Connecticut Guidelines for Educator and Leader Evaluation and Support 2023 Components: Reimagining Educator and Leader Evaluation and Support

The design of the Connecticut Guidelines for Educator Evaluation and Support 2023 (CT Guidelines 2023) are representative of research-based effective practice and include six elements.

- Standards and criteria
- Goal setting process
- Professional practice and educator growth
- Evaluator/observer/stakeholder feedback and engagement
- Process elements
- Dispute resolution

The combined vision, guiding principles, and overall framework for educators and leaders' evaluation and support describe a systematic process of continuous improvement and professional learning leading to high quality professional practice and improved outcomes for students. While components are similar for educators and leaders, there are components specific to educators and to leaders, resulting in two sections with similar processes within a district's evaluation and support system.

Standards and Criteria for Leaders

One of the primary goals of the leader evaluation and support system is to ensure the growth and development of their staff so they in turn may develop and enhance personal and professional strengths to meet the needs of all the students they serve. Leader

practice discussions are based on a set of national or state performance standards set by professional organizations and mutually agreed upon by the PDEC. The following professional practice standards ground this model's framework. It is recommended that each PDEC create a process to review the standards and ensure a rubric accompanies the standards.

While a rubric serves as support for self-evaluation, dialogue, and feedback, it is recommended that a single point rubric is used to provide focus for high leverage goal(s) setting and professional learning.

Leader

1. [Professional Standards for School Leaders \(PSEL\)](#)
2. [Learning Forward's Professional Learning Standards \(2022\)](#)

Professional Learning Standards and Structures

Professional learning is essential to the CT Guidelines 2023 model. [Learning Forward Professional Learning Standards 2022](#), serve as a useful tool to illustrate how professional learning can deepen educator and leader knowledge, promote reflection, and maximize leader impact. As a tool, the professional learning standards help educators and leaders intentionally design learning, address content, and consider how to accomplish the expected learning transformation desired. Together the professional standards for leaders, educators and professional learning serve as the three visions that work together to lay the foundation for meaningful feedback and continuous learning.

The Continuous Learning Process: Goal Setting, Professional Practice, and Evaluator/Observer/ Stakeholder Feedback and Engagement

The evaluation and support model is designed as a continuous learning process. The goal of the continuous learning process is to provide leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process. The process provides an opportunity for leaders to address organizational system and structure questions. In this process, the leader serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the leader through the learning and growth process. Within the process, the leader collaborates and serves as a reflective practitioner to

determine mutually agreed upon leader goal(s), professional practice and leader growth, and observation/site visit and feedback focus.

Within the continuous learning process, leaders check in with their evaluator a minimum of three times a year (fall goal setting, midyear check-in, and end-of-year reflection) to provide an opportunity for a reciprocal discussion of what is happening in the school or district, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The

meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations/site visits, reviews of practice, and artifacts as required by the district plan, which must be provided periodically. Effective feedback is tied to standards and identifies strengths and areas of focus for growth.

At the core, educators and students learn best when educational leaders foster safe, caring, supportive learning communities, and promote rigorous curricula and instructional and assessment systems. This work requires educational leaders to build and strengthen a network of organizational supports — the professional capacity of teachers and staff; the professional community in which they learn and work; family and community engagement; and effective, efficient management and operations of the school/ district. In all their work, educational leaders are driven by the district/school's mission, vision, and portrait of a graduate. They are called to act ethically and with professional integrity, and they promote equity and cultural responsiveness. Finally, educational leaders believe their district/schools, educators, and they themselves, can continuously grow. They are tenacious change agents who model transformational leadership (adapted from PSEL Standards).

The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators, and students.



Below is a graphic with the associated steps, reflections, and linked resources associated with each step of the process to assist leaders and evaluators through the process. All leaders are assigned a primary evaluator (092 or 093).

Leader Continuous Learning Process

Evaluation Orientation

Completed prior to the start of the Continuous Learning Process



Goal Setting

Completed by November 1

Beginning of the Year Goal(s) and Planning

- [Self reflect](#)
- Review evidence

Goal(s), Rationale, Alignment, and Professional Learning Plan

- Draft goal(s), rationale, alignment, professional learning plan

Goal Setting Conference

- Mutually agree on 1-, 2-, or 3-year goal(s)

- Determine individual or group goal(s)
- Mutually agree on professional learning needs and support

Mid-year Check-in

Completed by March 1

Mid-Year Check-in: Reflection, Adjustments, and Next Steps

- Review & discuss currently collected evidence towards goal(s) and of practice
- Review professional learning, evidence, and impact on organization health, educator and student learning, growth and achievement

Mid-Year Conference

- Discuss evidence, reflection, and feedback from evaluator
- Adjust and revise as needed

End-of-Year Reflection

Completed by June 30

End-of-Year Reflection and Feedback Process

- Self-reflection:
Review & discuss
professional
learning, evidence of impact
on organizational health,
educator and student
learning, growth and
achievement

End-of-Year Conference/ Summative Feedback and Growth Criteria

- Evaluator provides
written summative
feedback and guides
next steps
- Annual Summary sign-off

Orientation on the leader evaluation and support process shall take place prior to the start of the process, no later than October 15. The orientation shall include:

- High leverage goal setting and professional learning plans
- Use of rubrics and standards
- Observation of practice/site visits
- Tiered supports
- Dispute resolution

Annual training for evaluators as required by C.G.S. 10-151b will include engaging in and providing reciprocal feedback tied to standards and evidence of professional practice.

Goal(s) Setting (Completed by November 1)

Leaders and their evaluators mutually agree upon a high leverage professional practice one-, two-

, or three-year goal(s) and develop a plan for professional learning and support that is consistent with their professional status and goals (see [appendix B](#)). Goals should always be connected to standards recommended by the PDEC and approved by the local board of education.

This is a process of feedback, reflection, goal setting, opportunities for professional learning, observations by an evaluator, and collection of multiple measures of leader growth, educator growth, and impact on student learning, growth, and achievement. Within this process, the leader collaborates in a learning partnership with their evaluator. The continuous learning process begins with dialogue around leaders' self-reflection (based on review of evidence and practice) to the identified rubric while collecting and analyzing

evidence to identify and support an area for leader practice, educator and student outcomes, and organizational growth.

The leader will:

- Self-assess using the identified rubric.
- Identify a high leverage goal that impacts leadership practice and educator and organizational growth.
- Identify an individual or a collaborative goal.
- Develop a proposed professional learning plan to build knowledge and skill.

The leader shares the above with their evaluator during an initial goal setting conference that consists of dialogue around the proposed goal(s) and professional learning plan. During this conference, reciprocal dialogue between the evaluator and leader takes place to refine the proposed goal and professional learning plan as needed. In partnership, the leader and evaluator come to mutual agreement on the goal(s), multiple measures of evidence, professional learning plan, and support to drive progress toward goal attainment.

Midyear Check-in (Completed by March 1):

The midyear check-in provides an opportunity for the leader to self-reflect and review multiple and varied qualitative and quantitative indicators of evidence of impact on professional leadership practice; organizational growth; educator growth; and impact on student learning, growth, and achievement.

Through reciprocal dialogue, the evaluator provides specific feedback based on evidence, standards, and the leader's goal(s). This is an overview of where the leader is in the process and what steps need to be taken to assist in continuous learning. During this check-in, revisions to the goal or learning plan, direction to tiered support, and next steps are documented.

End-of-Year Reflection/Summative Review (Completed by June 30)

End-of-year reflection provides an opportunity for the leader and evaluator to engage in reciprocal dialogue, similar to the midyear check-in, to discuss progress toward the leader's goal(s); professional learning as it relates to the leader's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by multiple and varied qualitative and quantitative indicators of evidence. A written end-of-year summary includes the impact on leader practice and growth; possible next steps for the upcoming year; any concerns with the continuous learning process; new learning; and highlights of impact on educators, students, and school community; and completion of current goal or rationale for continuing the goal the following year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent self-assessment and goal setting revisions or new goal(s).

This summary is based upon the mutually agreed upon goal(s) and identified standards and will make a distinction regarding the leader's successful completion of the professional learning process.

All forms for documentation are hyperlinked within the graphic of the continuous learning process, with further detail for each step.

Professional Practice and Leader Growth

The implementation of the continuous learning process is shared between the leader and evaluator. For the duration of the learning process, leaders pursue learning and attainment of their goal(s), collecting evidence of practice related to their high leverage professional learning goal. Evaluators will provide leaders with feedback from observations of professional practice/site visits and dialogue, ensure timely access to support and collect evidence of leader performance and practice toward goal(s) through multiple sources, including site visits, student and staff feedback, or family engagement (see [appendix B](#)).

Observation of Professional Practice/Site Visits and Feedback

Observation of professional practice or site visits occur throughout the continuous learning process. The identified high leverage goal(s) provides a focus for strategic evidence collection and feedback. Evaluators provide leaders with feedback based on evidence, standards, and the educator's goal(s); ensure timely access to planned support(s); and collect evidence of leader practice and progress toward goal(s) through multiple sources of evidence including site visits, feedback, written or verbal, that is provided within five school days.

"Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change" (Killion, 2019).

Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized
- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
 - Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/or practices
- Is timely, frequent, and reciprocal

Definition of Cohorts

Cohort 1 Who: • New to leadership role (e.g., principal from assistant principal etc.; first three years) • New to LEA (first three years) What: • Three observations of professional practice and/or site visits • Feedback written and verbal within five school days • Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary	Cohort 2 Who: • Leaders who have successfully completed Cohort 1 in their current LEA What: • Two observations of professional practice and/or site visits • Feedback written and verbal within five school days • Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary
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Growth Criteria

Successful completion of the learning process is determined through multiple forms of evidence and reflection that is demonstrated by:

- Reflection supported with evidence of the impact of the leader's new learning on their practice/goal
 - The impact the leader's new learning and practice had on the leader's practice, organizational growth, educator growth, and student outcomes.
- Next steps

[See appendix C for further detail.](#)

Tiered Support and Corrective Support Planning

All leaders require access to high-quality, targeted professional learning support to improve practice over time. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective Support Plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative if applicable.

Tier 1

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other leader

supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator.

Tier 3

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented ([see appendix H](#)).

Corrective Support Plan

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b.

The Corrective Support Plan must contain:

- clear objectives specific to the well documented area of concern;
- resources, support, and interventions to address the area of concern;
- timeframes for implementing the resources, support, and interventions; and
- supportive actions from the evaluator.

At the conclusion of the Corrective Support Plan period, a number of outcomes are possible as determined in consultation with the evaluator, leader and bargaining unit representative.

[See appendix H](#) for a Corrective Support Plan form and example.

Dispute Resolution

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements, which from time to time may arise related to the evaluation process. The right of appeal is available to all in the evaluation and support system. As our evaluation and support system is designed to ensure continuous, constructive and cooperative processes among professional educators, educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should a leader disagree with the evaluator's assessment and feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report but is not obligated to do so. The leader being evaluated has the right to provide a statement identifying areas of concern with the goals/ objectives, evaluation period, feedback, and/or professional development plan, which may include the individual professional learning plan or a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed thirty (30) workdays from the date the leader initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

Process

The leader being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the superintendent or designee within three workdays of the meeting with his/her/their evaluator (step 1). The leader being evaluated may choose between two options.

a. Option 1:

The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party.* The superintendent or designee and the respective collective bargaining unit for the district may each select one representative from the PDEC to constitute this subcommittee, as well as a neutral party as mutually agreed upon between the superintendent and the collective bargaining unit. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward and to notify the superintendent of the decision.

**In the instance that a district is too small to have a full PDEC from which to select three individuals, the superintendent and leader may select three mutually agreed upon persons to serve as the neutral party for resolving*

the dispute. Each individual must be a Connecticut certified leader and may or may not be from within the district.

b. Option 2:

The leader being evaluated requests that the superintendent or designee solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and leader being evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

Time Limits

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The leader being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the leader shall be considered to have waived the right of appeal.
4. The leader being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

The Role of the Professional Development and Evaluation Committee (PDEC)

The PDEC serves as the collaborative decision maker using the [consensus protocol](#) to create, revise, and monitor the evaluation and support model, as well as the professional learning plan to propose to the local board of education for mutual agreement.

Pursuant to [Connecticut General Statute 10-220a](#) and [Public Act 23-159 Section 11\(b\)\(3\)](#), each local and regional board of education must establish a professional development and evaluation committee to include at least one teacher and one administrator, selected by the exclusive bargaining representative for certified employees, at least one paraeducator selected by their exclusive bargaining representative, and other personnel as the local board deems appropriate. It is vital that individuals selected as delegates for administrators, teachers, paraeducators, and other school personnel are representative of the various classifications within the groups (see examples below).

Other School Personnel	Educator	Leader
• Attendance counselor • Paraeducator (required) • Behavior technician • Parent and family liaison • Social emotional support staff	• Classroom teacher • CTE teacher • Library media specialist • Reading interventionist • Instructional coach • Special education teacher • Social worker • School psychologist • Speech pathologist	• Principal • Assistant principal • TESOL supervisor • Special education supervisor • Assistant superintendent • Curriculum coordinator • Talent development supervisor

The duties of PDECs shall include, but are not limited to,

- participation in the development or adoption of a teacher evaluation and support program for the district, pursuant to section 10-151b;
- the development, evaluation, and annual updating of a comprehensive local professional development plan for certified employees of the district; and
- the development and annual updating of a comprehensive local professional development plan for paraeducators of the district.

The educator and leader evaluation and support program shall be developed through mutual agreement between the local or regional board of education and the PDEC. If the local or regional board of education and the PDEC are unable to come to mutual agreement, they shall consider the state

model evaluation and support plan adopted by the State Board of Education and may, through mutual agreement, adopt such model educator and leader evaluation and support programs.

If the local or regional board of education and the PDEC are unable to mutually agree on the adoption of the State Board of Education's model program, then the local or regional board of education shall adopt and implement an educator and leader evaluation and support program developed by such board, provided that the program is consistent with the guidelines adopted by the State Board of Education.

Local and State Reporting

The superintendent shall report:

1. the status of teacher evaluations to the local or regional board of education on or before June 1 of each year; and
2. the status of the implementation of the teacher evaluation and support program, including the frequency of evaluations, the number of teachers who have not been evaluated, and other requirements as determined by the Department of Education, to the Commissioner of Education on or before September 15 of each year.

For purposes of this section, the term “teacher” shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.

Technical Assistance and Professional Learning

The CSDE works closely with schools and districts to learn what support is most needed for effective implementation of the CT Guidelines 2023 framework. To that end, the CSDE continues to develop resources in partnership with the six regional educational service centers, ACES, CES, CREC, EASTCONN, EdAdvance, and LEARN along with CAS and feedback from districts. You are encouraged to reach out for technical assistance and professional support during the transition to this new framework.

Appendices — Leader:
Information and Resources to Support Effective Implementation

Appendix A: Sample Reflection Questions – Leader

Self-Reflection Sample Questions

- Thinking about the success and challenges you may have encountered last year, or at the start of this year, what questions do you have about leadership and organizational well-being? What new learning might you want to explore to inform your understanding of these questions and professional leadership practice?
- In reviewing the rubric, what areas emerge as opportunities for your professional learning and practice?
- Based on your current organization's strengths and needs, and/or knowledge of district/school/ program goals, what new learning might you explore to address the needs?
- Based on knowledge of your students/adult learners, and/or knowledge of school/program goals, are there any new strategies or methods you'd like to explore and implement this year?
- How do you see yourself contributing to the school or district's mission, vision, and/or Portrait of a Graduate and what strategies can you learn more about to support that focus?
- What are you considering for your learning goal?
- What will it look like when you achieve your goal?

Professional Learning and Action Questions

Indicators of success

- What question will you focus on to address your goals?
- What are the criteria for an accomplished practice?
- How do you plan to collect and analyze evidence to assess progress toward your goals?
- What research/professional readings might you explore to support your professional learning and achieve your goal?
- What specific professional learning might you need to achieve your goal?
- What support might you need from your colleagues, supervisor, others? How frequently?
- How might you apply your learning to practice? How often?

Determine Evidence

- What evidence might you collect and analyze to understand progress toward your goal? Quantitative or qualitative or both?
- What ways would you like me as your evaluator to collect data/evidence for feedback?

- From how many different situations should we examine data/evidence?
- What are the advantages and disadvantages of the identified evidence?
- How will the data help us to analyze your practice?
- What is your timeline for collecting this evidence and measuring impact?
- What are the anticipated challenges or obstacles, and how do you plan to address them?
- How might you communicate/share your professional learning to your colleagues or families?
- What opportunities for professional learning do you believe would be beneficial for your growth as an educator?
- In what ways can we encourage collaboration and communication among colleagues to promote a culture of sharing best practices?

Analysis of Evidence

- What do you observe in your evidence?
- What patterns, themes, or outliers do you notice?
- What does the evidence say about how you are doing in relation to your goal and indicators of success?
- Based on the evidence and your practice overall, what are your strengths?
- In what aspect do you want to continue to grow or refine your knowledge, skill, practice?

Learning Reflection and Next Steps

- What is clear to you now?
- What are you learning?
- What do you understand now that you didn't understand as clearly before?
- How will this learning influence future actions?
- What is a single sentence conclusion that represents your learning?
- Under what circumstance might this conclusion not be true?
- What are ways you continue to refine your practice?
- What more do you want to learn and practice?
- How might you accomplish that? What is your next plan?
- What resources and support do you want or need?

- Once learning has been implemented: What effect did the learning have on practice, students?

Reflect on the Feedback Process

- In what ways did my engagement with you support your learning?
- What did I do as a learning partner that helped you as a learner and how did it help?

Appendix B: Definition of Cohorts – Leader

Definition of Cohorts	
Cohort 1 Who: • New to leadership role (e.g., principal from assistant principal etc.; first three years) • New to LEA (first three years) What: • Three observations of professional practice and/or site visits • Feedback written and verbal within five school days • Additional observations of professional practice and/or site visits as mutually agreed upon or deemed necessary	Cohort 2 Who: • Leaders who have successfully completed Cohort 1 in their current LEA What: • Two observations of professional practice and/or site visits • Feedback written and verbal within five school days • Additional observations of professional practice and/or site visits as agreed upon or deemed necessary

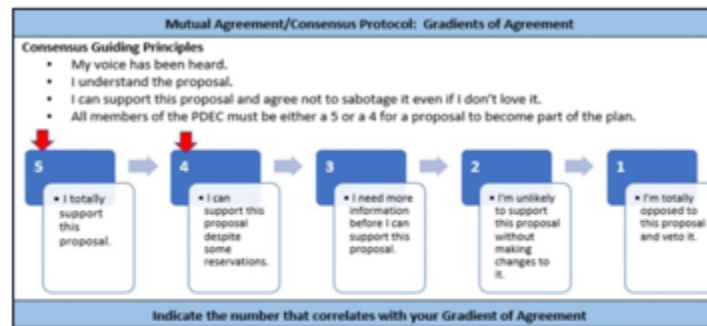
Appendix C: Growth Criteria and Sources of Evidence – Leader

Growth Criteria	Possible Sources of Evidence
Development of New Learning and Impact on Practice • The leader can demonstrate how they developed new learning within the logs) continuous learning process through multiple sources (e.g., observational feedback, data, walkthroughs, etc.) and schedules, how they used their new learning to improve practice. Impact on the Organization • The leader can demonstrate how they positively impacted the organizational culture and the relationship/rationale between the improved learning and their own changes in practice. Impact on Community • The leader can demonstrate how they worked effectively with colleagues/families/community.	• Information from site visits • Strategic plans • Learning Walk/instructional rounds • Self-reflection (e.g., journals, learning materials) • Leader created professional learning materials • Operational artifacts (e.g., procedural revisions) • Educator learning outcomes • Policy updates • Community communications • Constituent feedback • Program development and implementation • Quantitative measure of whole child development (including, but not limited to, academic, social, emotional, and physical development) • Systems and structures

Appendix D: General Glossary – Leader

consensus protocol: Consensus decision-making is a creative and dynamic way of reaching agreement in a group. Instead of simply voting for an item and having the majority getting their way, a consensus group is committed to finding solutions that everyone actively supports — or at least can live with.

By definition, in consensus no decision is made against the will of an individual or a minority. If significant concerns remain unresolved, a proposal can be blocked and prevented from going ahead. This means that the whole group has to work hard to find win-win solutions that address everyone's needs.



From *Consensus decision making*. Seeds for Change. (n.d.).
<https://www.seedsforchange.org.uk/consensus>

Corrective Support Plan: A pattern of persistent lack of growth and reflection or resistance to growth- oriented feedback should lead to advancing levels of support with a defined process for placing an educator on a Corrective Support Plan with indicators of success for transitioning out of it. The Corrective Support Plan shall be developed in consultation with the educator and their exclusive bargaining representative for certified teachers chosen pursuant to C.G.S. §10-153b. Corrective Support Plans

shall include clear objectives specific to the well documented area of concern; resources, support, and interventions to address the area of concern; timeframes for implementing the resources, support, and interventions; supportive actions from the evaluator; and outcomes or further action as determined in consultation with the evaluator, leader, and bargaining unit representative.

check-ins: Formal or informal meetings or conferences held in the spirit of collaboration between the leader and evaluator and to engage in reciprocal dialogue regarding what is happening in one's practice at that moment in time including goal(s), professional learning,

multiple and varied forms of quantitative and qualitative evidence, adjustments, and next steps (i.e., classroom/school/building or district). During each school year, a minimum of three check-ins provide an opportunity for discussions to set and adjust goals, celebrate growth and positive impact, identify needs, assess and discuss evidence and learning, and next steps in one's learning.

community: A school community typically refers to the localized group of students, educators, parents, and staff within a specific school, fostering a sense of belonging and shared objectives within that school.

A district community encompasses a broader scope, involving multiple schools within a school district, and often includes administrators, teachers, students, and families collaborating across various educational schools and programs within that district. The district community addresses overarching educational policies, resource allocation, and coordination among multiple schools and programs to promote consistent and effective education across a larger administrative unit.

continuous learning process: The continuous learning process is a cycle of feedback, reflection, goal setting, opportunities for professional learning, feedback from observations (peers or evaluators), and a collection of multiple measures of evidence. There are multiple models of continuous learning including, but not limited to:

- The Supporting Teacher Effectiveness Project (STEP)
 - [Massachusetts Department of Elementary and Secondary Education 5-Step Cycle](#) and [Model System for Educator Evaluation](#)
- Ohio Department of Education – [Ohio Teacher Evaluation System \(OTES 2.0\) Framework](#)
- [Tennessee Educator Acceleration Model](#)
- Connecticut TEAM Process (CAPA)

dispute resolution: A process for resolving disputes in cases where the evaluator and leader being evaluated cannot agree on goals/objectives, the evaluation period, feedback, or the professional learning plan or other outcomes of the evaluation process.

evidence: Evidence collected and presented as a part of the evaluation system may include (but is not limited to) artifacts, observations of practice, site visit feedback, and reflections of the leader impact on organizational health, educator growth, and student learning, growth, and achievement as part of the leader feedback process.

feedback: “Feedback is defined as a dynamic, dialogic process that uses evidence to engage a learner, internally or with a learning partner, in constructing knowledge about practice and self. Its primary purpose is learning that guides change” (Killion, 2019).

Quality feedback:

- Is based on multiple and varied quantitative and qualitative indicators of evidence, standards, and goal(s)
- Is personalized

- Is learning-focused or growth-oriented
- Provides questions for reflection to refine or revise strategies
- Expands understanding of one's experiences and their implications for future experiences
 - Provides reflective opportunities to rework, refine, and reorder knowledge, attitudes, skills, and/ or practices
- Is timely, frequent, and reciprocal

From Killion, J. (2019). *The feedback process: Transforming Feedback for Professional Learning. Learning Forward.*

formal observations: A formal observation is a structured and planned process of watching, assessing, and evaluating a leader's performance. This typically includes a pre-conference and post-conference and results in a written evaluation within five school days.

goals and standards: Should be a high leverage goal based on professional practice standards and consistent with the goals of the district. Clear alignment between district, school, and certified staff goals (departments, grade-level teams, or collaborations) improves the collective effectiveness of practice.

growth criteria: Successful completion of the Continuous Improvement Process, supported with evidence that includes the impact the leader's new learning had on their practice/goal, along with a reflection on challenges and next steps; and the impact the leader's new learning and practice had on organizational health, educator growth, student learning, growth, and/or achievement, supported by evidence.

high leverage goals: High leverage goals are based on professional practice standards and are transferable across roles, disciplines, and positions and aligned to a strategic focus. They address strategies for development of human capital (people), instruction (knowledge and skills), and organizational management that transcends schools (Grissom, et al., 2021).

informal observations: An informal observation is an unplanned visit intended to evaluate educator performance. This typically includes either verbal or written feedback provided to the educator within five school days.

leader: A leader is defined as someone in a leadership position who has attained the 092 certification. This may include assistant superintendent, principal, dean of students, assistant/vice principal, pupil services director, department chair. This is not an exhaustive list, rather to illustrate the definition.

Superintendents will confirm district leaders with evaluation roles.

multiple measures: Can include, but is not limited to, structures and systems to support educator learning and growth, culture and climate changes, student learning, growth, and achievement as mutually agreed upon during the goal-setting process. Additional evidence relative to one or more competencies.

mutual agreement: An agreement or condition that is reciprocal or agreed upon by all parties.

organizational health: Organizational health in schools and districts means how well the whole school system is functioning. It encompasses various interconnected elements that contribute to a positive and thriving learning environment, including leadership, culture and climate, communication, professional learning, resource management, collaboration and teamwork, student-centered focus, continuous improvement, community engagement, and innovation.

PDEC (Professional Development and Evaluation Committee): The Professional Development and Evaluation Committee serves as the collaborative decision maker to create, revise, and monitor the evaluation and support program for the district, as well as the professional learning plan for certified employees of the district.

professional learning: Professional learning and growth are centered on accelerating personal and collective learning and closing the knowing-doing gap for leaders and teachers. This includes co- designing interactive, sustained, and customized learning growth opportunities that are grounded in the evidence that is most needed and most effective. See also appendix E, Glossary of Professional Learning Opportunities.

review of practice: Reviews of practice are non-classroom observations and may include, but are not limited to, observation of delivery of professional learning, facilitation of meetings, coaching/mentoring other leaders or teachers, review of leader or educator work, or review of other leader artifacts.

rubric: A rubric is a systematic and standardized tool, designed as a continuum, and is used to communicate the performance of educators based on specific criteria. It can be used to evaluate a single criterion to emphasize specific expectations and provide targeted feedback for improvement. It can encourage a growth mindset.

single point competency: A description of a standard of behavior or performance that is framed only as a single set of desired outcomes rather than laid out across a rating or scale of performance like a more traditional rubric.

site visits: A site visit provides an opportunity for observation and dialogue with the leader that may include but is not limited to leader engagement with educators, families or other partners in the work with a focus on the leader's goal.

student outcomes: Student outcomes include multiple measures of student learning, growth, and achievement as mutually agreed upon during the goal setting process.

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other leader

supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

Tier 2

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator.

Tier 3

Tier 3 supports are responsive to previously discussed concerns and are assigned by an evaluator. Tier 3 supports have a clearly articulated area of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan.

Appendix E: Glossary of Professional Learning Opportunities

– Leader

High quality professional learning enhances both leader practice and outcomes for each and every educator and student. High quality professional learning integrates research on effective adult learning and uses interactive, flexible designs to achieve intended outcomes.

advanced coursework: Courses offered at a college, university, or other institution, in person or online, which further educator skills and/or provide professional training.

case study: A team that engages in a case study using information in a student's cumulative folder or other documented information with the intention of determining next steps, i.e., IEP review or attendance records.

coaching: A process based on trust in which professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems.

examination of student work: Individuals or groups of educators review samples of work from various students. They identify strengths, areas for improvement, and design instructional plans as a result of the examination.

job-embedded: Any activity that is tied in with authentic classroom practice. May include, but is not limited to:

- Examining student data
- Mentoring
- Book study (see below)

- Co-planning
- Investigating print and online resources
- Self-reflection
- Visitations/observations within a school

lesson study: Groups of teachers planning a lesson, observing one present the lesson, and then reflecting on it afterwards.

mentoring: A relationship between a less experienced educator and a more experienced mentor, in which the mentor provides guidance and feedback regarding practice.

peer observation: An opportunity for teachers to observe each other during classroom instruction. Teachers may want to observe peers to see a new teaching strategy in action, learn a new model of instruction, or analyze classroom processes and procedures.

personal professional reading: Individual, self-driven reading and processing of texts in order to improve one's own teaching practice.

professional literature study: Structures and collaborative processes in which individuals or groups of professionals engage in the examination and discussion of a relevant and informative text. The purpose of this study is to promote continuous learning, professional development, and the exchange of ideas and best practices within a specific field or industry. By engaging in a professional book study, individuals can deepen their understanding of key concepts, stay current in their field, and enhance their ability to apply

new knowledge to their professional practice. This collaborative and structured approach to learning helps foster a culture of continuous improvement and professional growth within a community of practitioners.

protocols: A learning tool that is rule-based. Often implemented to aid in new learning for groups or individuals. May include article discussions, case studies, book reviews, and other procedures used in its workshops and other learning designs.

school visits: Observation of practice or teaching at a different school or institution to gain new knowledge, ideas, or activities.

student shadow: Follow a particular student during the academic day for a designated time, for a particular identified purpose, i.e., engagement.

walkthroughs: A team of leaders who visit classrooms to find evidence for a particular problem of practice. This evidence is reviewed, and next steps are determined as a result of this practice.

web-based learning: Use of online resources or learning activities to develop new learning or techniques for the classroom.

workshops: Meetings where participants are involved in group discussions or learning experiences and are normally organized around one or more theme areas. Workshops allow participants with differing values and priorities to build a common understanding of the problems and opportunities confronting them. May take place at school or outside.

Appendix F: Continuous Learning Process – Leader

Evaluation Orientation

Orientation to Leader Evaluation was Completed on:

Date

Non-negotiable Process Element of the CT Guidelines (2023)

Download these forms:

↓ [Leader Goal-Setting Form](#)

↓ [Leader/Site Visit Form](#)

↓ [Leader Mid-Year Check-In Form](#)

↓ [Leader End-of-Year Self-Reflection Form](#)

↓ [Leader End-of-Year Conference Form](#)

Leader Information

 [Download this form](#)

Name:		Location:	
Select One: Cohort 1 <i>*New to leader role or first three years in LEA</i> Cohort 2 <i>*Years 4 (in LEA)</i>	Select One: - Individual goal - Collaborative goal <i>Decided upon mutual agreement.</i>	Select One: 1-year goal 2-year goal 3-year goal <i>Decided upon mutual agreement.</i>	Select One: PSEL Rubric

 [Download this form](#)

Beginning-of-the-Year Goals and Planning	
Self-Reflection <i>Completed by Leader</i> See Sample Reflection Questions	
Capture your self-reflection here; consider using the Sample Questions linked above to guide your thinking. See Examples of Evidence Types	
Goal, Rationale, Alignment and Professional Learning Plan <i>Completed by Leader</i>	
Based on your analysis above, what is/are your goal(s)? Include a rationale for the length of your goal (1, 2, 3 year).	
What evidence of leader learning, educator learning, and/or student growth and achievement, and/or organizational measures will you use to reflect, monitor, and adjust your goal? What is your learning plan to support achieving your goal? See professional learning and action questions to guide your plan.	
For multi-year goal(s), what might be the potential focus of years 2 and 3 (to be revisited and revised annually and as needed throughout the learning process)?	
In what ways might this goal(s) contribute to the school and/or district's vision, mission, and strategic goals?	
Goal Setting Conference <i>Completed by Evaluator (By November 1) Date</i>	
Notes:	Supports Required/Suggested - Tier 1 - Tier 2 (Link to Examples of Supports) - Tier 3 (Link to Examples of Supports)

 [Download this form](#)

<i>Planned Site Visit/Observation of Professional Practice</i> <i>Non-negotiable Process Element of the CT Guidelines (2023)</i>
Observation of Professional Practice/Site Visit #1 - Required
Additional Observation of Professional Practice/Site Visit

Midyear Check-in: Reflection, Adjustment(s), and Next Steps <i>Completed by Leader</i> <i>Non-negotiable Process Element of the CT Guidelines (2023)</i> <i>See Sample Reflection Questions and Professional Learning and Action Questions</i>	
What has been your progress to date on your professional learning plan and your goal(s), and how do you know? What are your next steps and why?	Self-Reflection:
Links to Evidence:	

Midyear Conference <i>Completed by Evaluator (by March 1)</i> <u>Date</u>
Feedback to Leader (Feedback regarding progress on professional learning and progress toward goal(s). Include change in tiered supports, if recommended.):

Observation of Professional Practice/Site Visit #2 - Required
Additional Observation of Professional Practice/Site Visit

 [Download this form](#)

End-of-Year Reflection and Feedback Process <i>Non-negotiable Process Element of the CT Guidelines (2023)</i>	
Self-Reflection <i>Completed by Leader</i> <u>See Sample Reflection Questions and Professional Learning and Action Questions</u>	
What impact did your new learning have on your practice/goal(s), and how do you know? What impact did your new learning have on your leadership practice, on educator and/or student learning, growth, and/or achievement, and/or on organizational health, and how do you know? What challenges did you encounter and what are your next steps with your professional learning?	Self-Reflection:
Links to Evidence:	

End-of-Year Conference <i>Completed by Evaluator (by June 30)</i> <u>Date</u>	
Summative Feedback and Growth Criteria <i>Completed by Evaluator</i> <u>See appendix for full description</u>	
Summative Feedback	
Development of new learning and impact on leadership practice related to goal(s).	
Impact of new learning and leadership practice on key partners and or organizational outcomes.	
Impact of new learning on greater community.	
Successful Completion of the Evaluative Cycle	☐ Yes ☐ No
Supports Required/Suggested <i>Are tiered supports required above and beyond tier 1 (included in feedback above)?</i> • Not applicable • Tier 2 (Specify below) • Tier 3 (Specify below)	If Tier 2 and/or Tier 3, please specify strategies:
For multi-year goals only: • What adjustments are needed to the goal(s)? • Why? • How might adjustments impact the timing of the goal(s)?	• Leader will continue multi-year goal. • Leader will adjust multi-year goal. • Leader completed multi-year goal. Notes:
Leader Signature	Date:
Evaluator Signature	Date:

Appendix G: Observation/Site Visit Forms – Leader

 [Download this form](#)

Leader Evaluation Observation/Site Visit #1 – Required		
Name:		Location:
Administrator Role:		Leader Goal/Observation Focus:
• Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional)		
Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>		
Meeting Plan and/or Context	Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <i>Completed by the Leader</i>		
What does today's evidence tell you?		
Are there patterns, trends, or outliers?		
How will our collaborative reflection help you move forward and apply your learning in your next steps?		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	<i>Insert competencies</i>	

Leader Evaluation Observation/Site Visit #2 – Required		
Name:		Location:
Leadership Role:		Leader Goal/Observation Focus:
• Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional)		
Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>		
Meeting Plan and/or Context	Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <i>Completed by the Leader</i>		
What does today's evidence tell you?		
Are there patterns, trends, or outliers?		
How will our collaborative reflection help you move forward and apply your learning in your next steps?		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	Insert competencies	

Leader Evaluation Observation/Site Visit #3		
Name:		Location:
Leadership Role:		Leader Goal/Observation Focus:
• Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional)		
Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>		
Meeting Plan and/or Context	Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <i>Completed by the Leader</i>		
What does today's evidence tell you?		
Are there patterns, trends, or outliers?		
How will our collaborative reflection help you move forward and apply your learning in your next steps?		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	Insert competencies	

Leader Evaluation Observation/Site Visit #4		
Name:		Location:
Leadership Role:		Leader Goal/Observation Focus:
• Cohort 1 (Pre-/Post-Conference Required) • Cohort 2 (Post-Conference Required) • Additional Site Visit (Pre-/Post-Conference Optional)		
Pre-Observation/Visit <i>Completed by Leader (as needed/required)</i>		
Meeting Plan and/or Context	Upload and provide hyperlink here, as appropriate	
Pre-Conference Notes		
Observation/Site Visit Evidence <i>Completed by the Evaluator</i>		
Post-Observation/Visit Reflection <i>Completed by the Leader</i>		
What does today's evidence tell you?		
Are their patterns, trends or outliers		
How will our collaborative reflection help you move forward and apply your learning in your next steps?		
Post-Observation/Visit Conference Feedback <i>Completed by the Evaluator</i>		
Areas of Strengths	Single-Point Competencies <i>Completed by the Evaluator</i>	Areas for Growth and/or Next Steps
	Insert competencies	

Appendix H: Sample Corrective Support Plan – Leader

(Sample)

Leader A has consistently struggled with communicating appropriately with a variety of constituents. Tiered supports have been provided by the evaluator throughout the year. Leader A has demonstrated a lack of growth/improvement, which has led the evaluator to assign a Corrective Support Plan.

Objective:

To improve engagement with families in communities (PSEL – Standard 8) and to improve operations in management (PSEL – Standard 9)

Resources:

- All communications previewed by the evaluator for content and timeliness.
- Collaboration with other district leaders for exemplars of communication.

Timeframes:

- Leader A will remain on this Corrective Support Plan for six weeks.
- Improvements in communication within this six-week duration will serve as criteria for successful completion of this plan.

Supportive Actions:

- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan).
- All resources made available.
- Modeling of effective communication practices with role play opportunities.
- Timely feedback in person and in writing (weekly/bi-weekly meetings).
- Management of access to learning opportunities in and out of building, as appropriate.

Corrective Support Plan Template

(Leader being evaluated) has consistently struggled with _____. Tiered supports have been provided by the evaluator throughout the year. (Leader being evaluated) has demonstrated a lack of growth/improvement, which has led the (Evaluator) to assign a Corrective Support Plan.

Objective:

To improve _____
_____ (Indicate specific standard in your objective language)

(Possible) Resources:

A blend of opportunities and resources should be extended to the Leader being evaluated being supported on the Corrective Support Plan

- Mentor
- Coach
- Reading as appropriate

Timeframes:

- (Length of the Corrective Support Plan – typically six to eight weeks in length)
- Improvements in (standard) within this (Length of Corrective Support Plan) will serve as criteria for successful completion of this plan

Supportive Actions:

(Suggested supportive actions)

- Weekly, bi-weekly meetings with progress reporting from Leader A and written feedback from evaluator (dependent upon need for plan)
- All resources made available
- Timely feedback in person and in writing (weekly/bi-weekly meetings)
- Management of access to learning opportunities in and out of building, as appropriate.