

Westbrook School Department



# STATE OF THE SCHOOLS

February 2024



# *The State of the Schools is Strong*

February 2024



Dear Friends,

I am pleased to report that the state of the schools in Westbrook continues to be strong. Like every organization and school community, there are always challenges and areas of attention, growth, and improvement. There are also many areas of strength that we must acknowledge and celebrate, especially in challenging times. These include: our gold standard art and music programs, our multilingual and special education programs, our commitment and action in diversity, equity, and inclusion, our school nutrition program, our innovative programs at WHS and WRVC, our gardening programs at WMS, WHS, and Saccharappa, and our capital improvement planning process. We have exceptional and innovative teachers, leaders, and support staff who are talented, student-centered, and committed to Westbrook. We have supportive community members throughout Westbrook who are involved in our schools from attending athletic and music events to participating in PTOs, school/family conferences, public meetings, and school activities. We are strong thanks to the many hands that hold up our schools and who will continue to do so into the future.

This annual State of the Schools report provides a summary of information and data about our schools, programs, and operations over the last year. I hope it is informative and helpful in fully understanding the complexity of the Westbrook Schools. I often say that “we have a story to tell.” This report is one of the ways we tell our stories, honor our students and staff, and acknowledge the work that we continue to do.

Take care and be strong!

A handwritten signature in black ink that reads "Peter Lancia".

Peter Lancia, Ph. D.  
Superintendent of Schools



# Enrollment

As of January 2024, there are 2329 students enrolled in the Westbrook Schools, a decrease of 19 students since the end of the 2022-23 school year but an increase of 17 students since the start of the current school year. The overall district student enrollment has declined in the past five years by approximately 145 students.

Date	Total Population Number	Canal	Congin	Sacc	WMS	WHS
Jan 2024	2329	199	324	396	711	699
Oct 2023	2312	185	316	395	714	702
22-23	2348	198	298	403	751	698
21-22**	2403	210	312	438	755	688
20-21**	2330	200	293	413	761	663
19-20	2474	204*	304*	433*	788	678

\*\* Years impacted by COVID pandemic

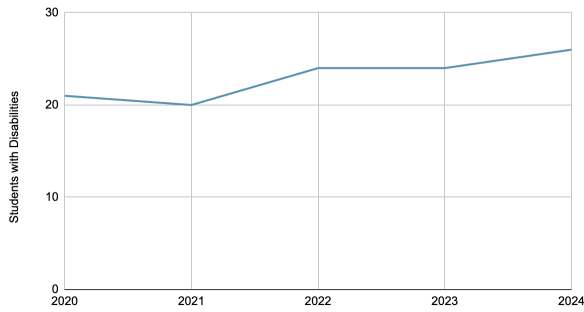
### ***Lower Enrollment, Increased and More Complex Need***

While overall enrollment has decreased, the complexity of student needs continues to increase, particularly among multilingual learners and students with special needs. Our students with special needs represent approximately 25% of the district population. Our Multilingual Learners represent approximately 20% of the school population.

As of January 2024, 26% of our student population (595 students) receives special education services. This is an overall increase of 29 students from 2022-23 and 14 new students since the start of this school year. Overall, we have seen an 8% increase of students within five years.

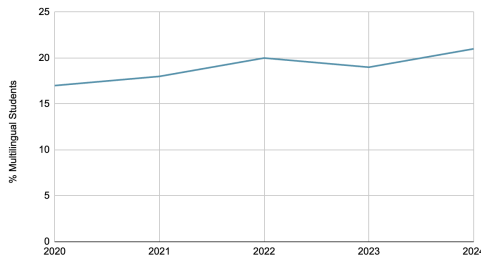
42 students are in the referral process which requires extensive evaluation. The increase has been particularly significant in intensive programs. A steady number of students (31) are currently placed in out-of-district placements because of their needs. This includes students at the Brook Street Group Home (16), Spring Harbor Hospital (5, with a capacity of 12), and special purpose schools (10). Three students are awaiting placement at an out of district special purpose school.

Students with Disabilities



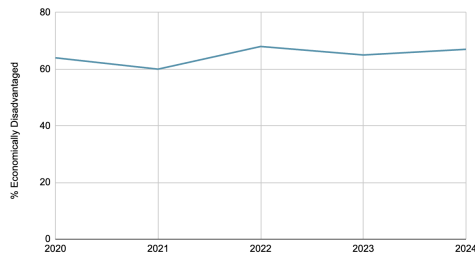
As of January 2024, 21% of our students (490) are multilingual learners. This is an increase of 48 students since 2022-23 and 25 since the start of this school year. The increase has been particularly significant among newcomers, or students who have very little English proficiency and require intensive support. This is a 4% increase of students within 5 years.

Multilingual Students



Similarly, the number of students who are also considered economically disadvantaged remains steady. Currently, 66% of our students (1988) qualify for free and reduced meals, the leading indicator of poverty. The actual number of students may be greater as not all families who qualify may have returned their Economic Indicator form as all students in Maine eat for free, regardless of qualification. The number of homeless or McKinney-Vento eligible students remains fairly constant at approximately 3% of our overall population.

Economically Disadvantaged

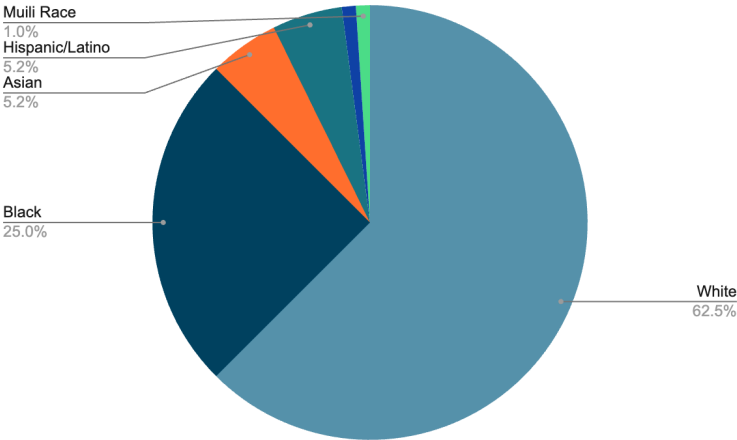




Date	Total Population	% with Disabilities	% Multilingual	% Economically Dis
Jan 2024	2329	26%	21%	66%
22-23	2348	24%	19%	60%
21-22	2403	24%	20%	68%
20-21	2330	20%	18%	65%
19-20	2474	21%	17%	67%

**Student Demographics**

63% of our students identify as White, 25% as Black, 5% as Asian, 5% as Hispanic or Latino, 1% as multi-race, and 1% identify as Native American or Pacific Islander.



**Academics**

We continue to focus on academic growth for all students. Information about our Universal Academic Program (K-12 Learning Standards, Course Blueprints, Instructional Frameworks, Program of Studies, and Assessment Frameworks) can be found in the document *Teaching and Learning in Westbrook*. As part of our Universal Academic Program, we have a rich Unified Arts which includes Music, Visual Art, Theater, Physical Education and Wellness, STEAM, and Library and Media Studies.

**Class Size**

There are currently 53 elementary classrooms. We continued to have smaller class sizes than in my districts near us. Classroom enrollment represents a homeroom for all students. Some students, while assigned to a homeroom, spend their day in self-contained special education

settings which makes the actual number of students in some rooms lower than is reported. Current class sizes are as follows, with the number of classrooms in parentheses:

Jan 2024	K	1	2	3	4
Canal	14.6 (3)	14.5 (3)	19 (2)	14.5 (2)	23 (2)
Congin	10.8 (4)	14.3 (4)	17.3 (4)	22 (3)	17.6 (3)
Saccarappa	15.6 (5)	16.5 (4)	16.6 (5)	18 (5)	18.5 (4)

Middle School class sizes vary. Students are organized by teams of four core classes (English, Social Studies, Science, and Math.) They also choose to take unified arts classes. Students in self contained Special Education and sheltered Multilingual classes are included in the average but are not in actual core classes so some class sizes may be smaller than reported. Average class sizes are listed for core classes:

Jan 2024	5	6	7	8
Ave. Core Class Size	20.6	21.0	23.8	21.8

Enrollments at WHS depend on classes selected and levels of rigor. The number of students enrolled in classes in each department for the first semester are as follows:

Department	# Students
Alternative Learning	186
Art	275
Jobs for Maine Graduates	68
English	688
Math	538
Modern and Classical Languages	347
Multilingual	349
Music	232
Science	629
Social Studies	584
Special Education	481
Vocational	73
Wellness	409

## New Initiatives in Universal Academic Program

This year, Westbrook launched or expanded several initiatives to increase academic achievement and social and emotional development.

- A **Literacy Program Review** was launched in our K-8 schools and a Comprehensive Needs Assessment in our elementary schools which is a requirement under the federal Title I grant. This review included roundtable dialogues with staff at each school with Dr. Lancia and Dr. O'Donnell, a review of achievement data, an opportunity to synthesize data from roundtables and achievement reports and identify themes needed for change, and ongoing support from our Instructional Coaches who are content area specialists. Initial findings include:
  - Strengths of our current framework include the overall usefulness of a workshop structure that provides time and space for whole group direct instruction, small group targeted instruction, and independent practice.
  - The need to redefine our expected district Literacy Instructional Framework to include instruction in skills and strategies, content and concepts, and routines and behaviors through whole group, small group, and individualized settings as well as voluminous independent reading and writing;
  - The need for a systematic program in foundational reading and writing skills (phonics, phonemic awareness, fluency, vocabulary development) that is followed by all staff with fidelity;
  - The need for alignment of programming and communication across all general education classrooms as well as Title I, intervention, special education, and multilingual classrooms;
  - The need for considerable professional development for teachers at both the elementary and middle school level to build an understanding of foundational literacy skills and a better capacity to teach them.
  
- **BARR** - Building Assets, Reducing Risks - has become a districtwide initiative. WHS has followed BARR since 2018, WMS and Congin since 2021, and Canal and Saccarappa since 2023. BARR acknowledges the assets of every child and builds on strengths rather than focusing on deficits. It helps teachers organize ways to focus on individuals and groups of students. BARR consists of two main components: A system of staff discussions that monitor and guide student success and progress and direct instruction in communication, executive functioning, and relationship building.
  
- **PBIS** - Positive Behaviors, Interventions, and Supports has been followed to varying degrees in the district for many years. This year, WMS and Saccarappa joined a statewide initiative to rediscover PBIS which helps schools set universal expectations for behavior and recognizes when students are following expectations and provides

support for when they still need to develop them. It aligns nicely with the BARR initiative as it builds support for aligned needs and develops the Whole Child.

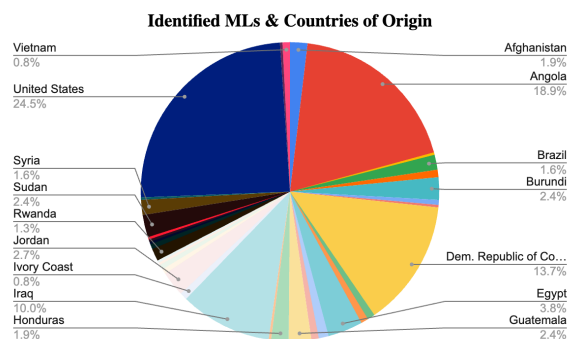
- **Gardening Projects** at WMS and WHS expanded in 2023. The Saccarappa Garden was established over 10 years ago and continues to grow and thrive with students taking leadership roles in maintaining it and even selling produce to the School Nutrition program to sustain future crops. The WMS project launched last year and has expanded to include raised beds and an orchard. Facilitated by school staff and managed by the Falcon Academy alternative learning program, it continues to grow. WHS received a grant from Lowe's last year to construct a greenhouse which was built and is not used for growing crops that will also be sold to the School Nutrition program. It is similarly facilitated by the Compass Alternative Learning program at WHS.
- **Math Works and Reading Works** classrooms at WMS were established to provide intervention for students who have demonstrated gaps in learning, especially foundational skills. Two teachers in the program, in its third year, were funded under ESSER funds.
- A new approach to **K-8 Intensive Behavioral Supports** in Special Education was established in 2023. A single classroom with one teacher and four Ed Tech IIIs is housed at Canal School but provides transitions to WMS when it is appropriate for them to do so.
- Westbrook leaders, social workers, and teachers are participating in extensive training and implementation of **CSTAG**, a behavior threat assessment management system that assess significant student misconduct and threatening behavior and provides appropriate intervention
- A committee developed through our Equity Leadership Group has established a throughline of annual grade level learning targets in **Wabanaki Studies** in grades K-12. This is the first time we have had a comprehensive approach to Wabanaki studies. It is being implemented over the next few years.
- **Integrated Core Credits** are now being provided to students at WRVC. Through the leadership of Westbrook's former Assistant Superintendent, Brianna Morrill, Julie Riordan, and other current and former Instructional Coaches, WRVC instructor Kristina Lewis and other WRVC staff, and Assistant Director Gloria Noyes at WRVC, core learning standards in ELA and Math have been identified and may be awarded at each local high school. Standards for science credits are also being explored.



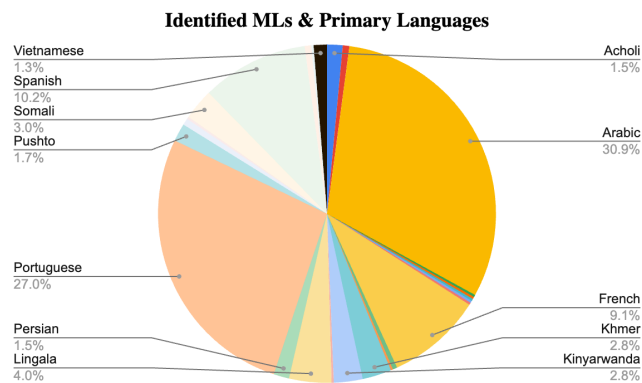
- The **Westbrook Future Teachers Academy** was launched at WHS in an effort to engage current students and encourage them to become teachers. Students enroll in early college coursework (typically EDU 100 Exploring Teaching as a Profession taught on our campus by Dr. Lancia and Ms. Harvey, EDU 225 Multicultural Child and Human Development taught at USM by USM faculty, and two additional early College electives in their chosen field) or enroll in the WRVC Early Childhood Occupations in Education program which included dual enrollment and college credit), contribute at least 60 hours of volunteers service in Westbrook classrooms with Westbrook students, and demonstrate an aspiration to enter the field of education in college. They will receive a Diploma Endorsement for this, be allowed to intern in Westbrook as a student teacher, and will be granted an interview for a job for which they are qualified when they graduate, 6 students participated in the initial class in the Academy.
- **Adult Education** continues to expand with ongoing programming in English language and high school completion. It is growing through the reestablishment of the Westbrook Adult Education High School Diploma, a partnership to provide English language classes at Luke's Lobster in Portland, additional workforce development classes, new enrichment programming, and a soon to be offered class for substitute teachers,

## Multilingual Programs

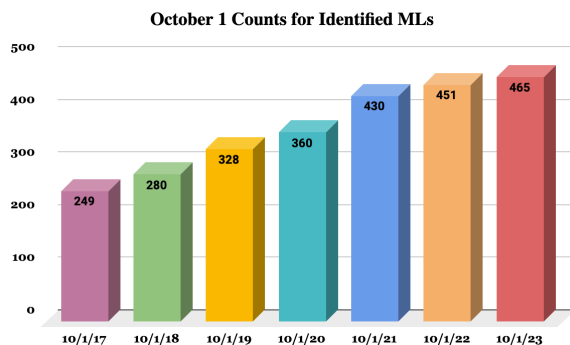
Westbrook currently has the fourth highest number of students in its Multilingual Program in the State of Maine. 490 students are considered multilingual which is 21% of the district population. Our multilingual learners represent 35 different birth countries, the most common of which are the United States, Angola, Democratic Republic of Congo, Iraq, and Egypt. An emerging number of students were born in Guatemala.



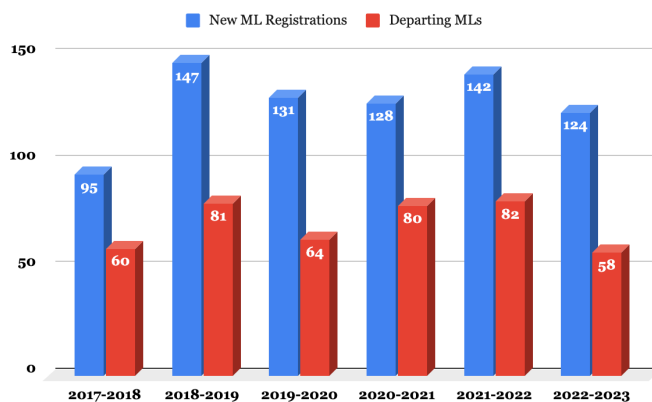
There are 25 primary languages spoken by our students, many of whom speak two or more languages and dialects. The most common are English, Arabic, Portuguese, French, and Spanish



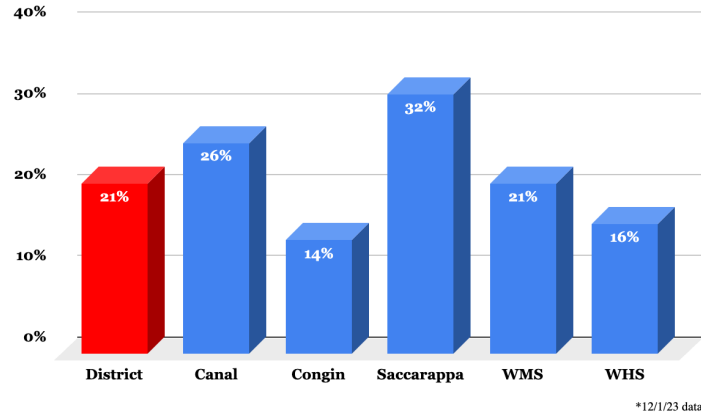
Our multilingual population has increased by 54%, or 216 students, since 2017. Since Oct 1, 2023, we have enrolled an additional 39 students.



Our multilingual population is ever changing. While it is difficult to predict numbers each year, there is a consistent pattern of more multilingual learners entering the district than departing.

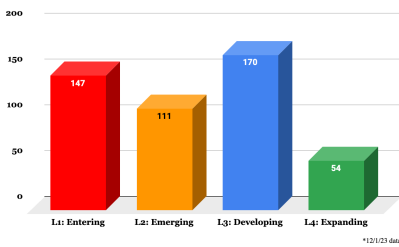


Saccarappa School continues to have the greatest percentage of multilingual learners (28.7%), closely followed by Canal School (25.5%). Actual number of students enrolled in January 2023 are represented by school in the table below:

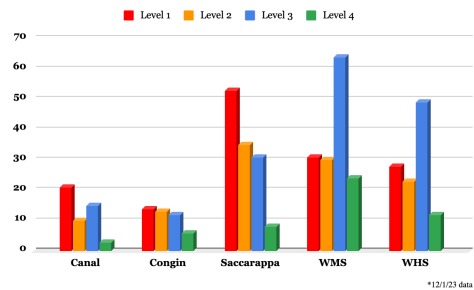


Current levels of English proficiency are very complex. Level 1 represents students with little or no English proficiency while students at Level 4 represent a proficiency level in which students are becoming increasingly independent in mainstream English speaking classes. More students in the district are at early stages of language development (L1 and L2), particularly at Saccarappa and Canal, and require considerable support from ML teachers. More students are developing proficiency at WHS and WMS and are better able to be successful in general classes, although with some support.

By District

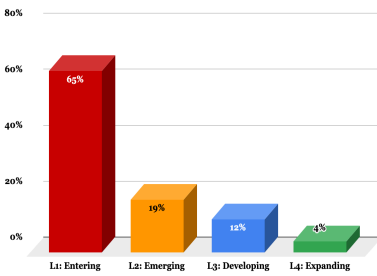


By School

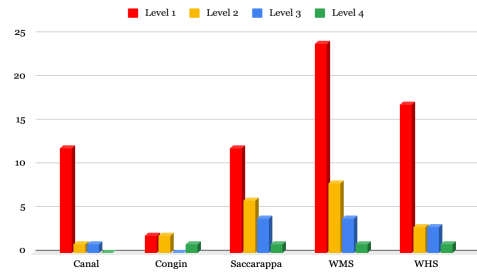


Newly arrived students demonstrate less developed language proficiency and require considerable support services. The numbers do not include newly enrolled Kindergarten students. The highest number of students at Level 1 are at WMS and WHS which presents a challenge to be successful in content area classes.

By District



By School



We have worked to address staffing needs and are currently engaged in a five year plan to increase multilingual staff to meet state recommended ratios. Currently, staffing is:

School	# Number ML Students	# ML Staff
Canal	55	2 teachers
Congin	46	2 teachers
Saccarappa	126	6 teachers 1 ed tech
WMS	149	5 teachers 2 ed techs
WHS	114	5 teachers 2 ed techs
District	490	20 teachers 5 ed techs 1 director

## Special Services Programming

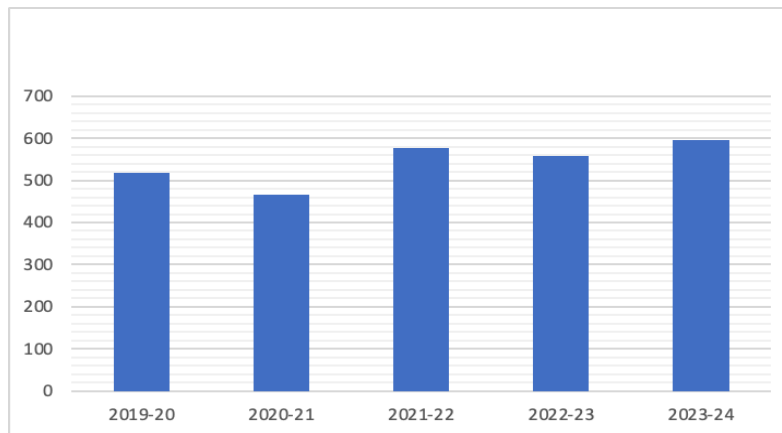
Westbrook's Special Services Department offers a comprehensive program that addresses the needs of students with identified disabilities. Programs include: Resource, Intensive Resource, Functional Academics, Functional Life Skills, Intensive Behavior, Speech and Language, Occupational Therapy, Physical Therapy, Social Work, and Braille. These programs are administered through the IEP process. Additionally, services are provided for students with identified needs under the Section 504 process. The Special Education department also provides case management at Spring Harbor Hospital and the Brook St. Group Home whose students are state agency clients placed in Westbrook.

The needs of students in our special education programs are complex. In particular, the number and needs of students with intensive support who experience significant



developmental and emotional disabilities, anxiety, and behavioral needs has increased and self-contained programs are necessary in order to meet their needs. Approximately 5% of students in special education require out of district placements in special purpose programs and schools. These are incredibly expensive, approximately \$60,000-\$75,000 per year and are located throughout southern Maine.

Westbrook has a high percentage of students receiving special education services, 595, and this number continues to grow. There has been a 20% increase in the number of students served by Special Education programs in the last 5 years.



Saccarappa serves the largest percentage of students in one school (33% of total population) and has seen the greatest increase (an additional 23 students). This is due to the consolidation of all Functional Life Skills classes to that one school.

School	Program	# Students	# SpEd Staff
<b>Canal</b> 49 students 25% of school pop	<b>Resource</b>	27 +4 referrals	2 Teachers 1 Ed Tech
	<b>Functional Academics</b>	9 + 1 referral	1 Teacher 2 Ed techs
	<b>Intensive Behavior (gr K-6)</b>	6	1 Teacher 3 Ed techs
	<b>Speech</b>	7 + 1 referral	1 Teacher
<b>Congin</b> 58 students 17% of school pop	<b>Resource</b>	21 + 5 referrals	1 Teacher
	<b>Functional Academics</b>	18 + 4 referrals	1 Teacher 5 Ed Techs
	<b>Speech</b>	15	1 Teacher

	<b>Out of District</b>	4	NA
<b>Saccarappa</b> <b>130 students</b> <b>33% of school pop</b>	<b>Resource</b>	23 + 1 referral	1 Teacher 2 Ed techs
	<b>Intensive Resource</b>	16 +3 referrals	1 Teacher 7 Ed Techs
	<b>Functional Academics</b>	32 +4 referrals	2 Teachers 1 Ed tech
	<b>Functional Life Skills</b>	35 +3 referrals	4 Teachers 9 Ed Techs
	<b>Speech</b>	23 + 1 referral	1 Teacher
	<b>Out of District</b>	1	NA
<b>WMS</b> <b>199 students</b> <b>27% of school pop</b>	<b>Resource</b>	121 + 9 referrals	6 Teachers 1 Ed Tech
	<b>Intensive Resource</b>	13	1 Teacher 1 Ed Tech
	<b>Functional Academics</b>	37	2 Teachers 4 Ed Tech
	<b>Intensive Behavior</b>	10	1 Teachers 2 Ed Tech
	<b>Functional Life Skills</b>	7	1 Teacher 4 Ed Tech
	<b>Speech</b>	1	1 Teacher
	<b>Out of District</b>	10	NA
<b>WHS</b> <b>157 students</b> <b>20% of school pop</b>	<b>Resource</b>	91 + 5 referrals	4 Teachers 2 Teachers
	<b>Functional Academics</b>	26	2 Teachers 2 Ed Techs
	<b>Intensive Behavior</b>	15 + 1 Referral	1 Teachers 1 Ed Tech
	<b>Functional Life Skills</b>	8	1 Teachers 2 Ed Tech
	<b>Speech</b>	1	1 Teacher share
	<b>Out of District</b>	16	
<b>District Total</b> <b>595 students</b>		595	31 Teachers 46 Ed Techs  1 Director 2 Asst Directors 6 Social Workers

<b>26% of district population</b>			4 OTs 1 Psych Services Provider Plus contractors for assessment, speech, and physical therapy
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44 students with IEPs have enrolled since the start of the school year, most with intensive and self-contained placements, and 69 students have withdrawn from the district.

Additionally, 58 students are projected to enroll in Kindergarten in 2024 with an IEP and services through Child Developmental Services (CDS.) This represents one third of the projected class. The number of students with CDS services continues to increase every year, a 60% increase over the past 8 years.

Incoming CDS per year	#’s of students identified
2024-25 Already Identified	58
2023-24	52
2022-23	49
2021-22	43
2020-21	46
2019-20	30
2018-19	40
2017-18	34

Approximately 62% of our students who are enrolled in special education programs qualify for free and reduced meals and are considered economically disadvantaged. 22% of students with disabilities are multilingual learners. 4.1% students with disabilities are considered homeless.

Staffing in Special Education has been a challenge. There are vacant positions for teachers and Ed Techs in different programs. We have hired interns to work independently while under the supervision of another teacher. We hired Ed Techs I to provide limited supervision of students as there was a greater pool of candidates given lessened requirements. The Director and Assistant Directors have regularly taught in classrooms. Contracted service providers have been hired to conduct evaluations. We have hired tutors students who are waiting for out of district placements. We have worked to creatively address issues and support our Special Education teachers, support staff, and students.

## Pre-Kindergarten

Westbrook partners with The Opportunity Alliance to offer a Head Start Pre-Kindergarten class for four year olds. There are currently two classrooms of 16 students, both at Congin School, due to availability of space. There is a teacher and assistant teachers in each classroom, as well as a family advocate and service providers within the program. The program is required to meet all Head Start requirements but are closely associated with the rest of their school, using the playground, library, gym, and other facilities, accessing the nurse, and making friends in older grade classrooms.

Year	Canal	Congin	Sacc	Total
January 2023	0	32	0	32
2022-23	10	0	14	24
2021-22	10	10	15	35
2020-21	No class	No class	31	31
2019-20	No class	No class	48	48
2018-19*	20	18	16	54
2017-18*	22	24	21	67

## Title One, K-4

All of our elementary schools are designated as Whole School Title I programs which means that all students can be supported through targeted instruction in reading and math. Through pull-out classes and in-class support, groups of students are supported by teachers and ed techs in both subject areas. Assessment data identifies targeted skills that will support learning. Staffing at our elementary schools is:

	Teachers	Ed Techs
Canal	2	0
Congin	2	0
Saccarappa	3	1

A team of Instructional Coaches support teaching and learning at all levels, including WRVC. Currently, there are 3 Literacy Coaches, 2 Math Coaches, 1 Technology Coach, and 1 Multilingual Coach. Three coaches are funded through the Title I grant and one through Title III. They provide professional learning, coaching, instructional planning, data analysis, and support for teachers, particularly our novice teachers as they develop their practice. Additionally,



through ESSERF funds, we provided three Intervention Strategists at the elementary schools, two intervention teachers at WMS, and one intervention teacher at WHS to support targeted instruction.

## Gifted and Talented, Grades 3-12

Westbrook offers programs in Humanities, Math and Science, and Visual Art for students identified as Gifted and Talented. Students are referred, assessed, and identified beginning in grade 3. Programs continue as pull-out supplemental classes in elementary school, as accelerated ELA and Math class sections in Middle School, and through accelerated courses and consultation in High School. Approximately 4% are identified under Humanities and Math; 3% are identified under art. There are 4 teachers in our program. Student count this year:

Grade	3	4	5	6	7	8	9	10	11	12
<b>Hum/ Math</b>	12	15	12	14	15	12	10	14	7	6
<b>Art</b>	10	18	0	0	2	2	0	0	11	10
<b>% H/M</b>	7%	9%	7%	8%	8%	7%	8%	8%	4%	4%
<b>% Art</b>	6%	10%	0	0	1%	1%	0	0	6%	6%

## Alternative Learning Programming, Grades 5-12

In order to provide targeted support for students for whom the general classroom is challenging due to social, emotional, or behavioral needs, our alternative programs provide a smaller setting and an alternative pathway to meet academic standards at all levels. Students are recommended for Falcon Academy in Middle School and COMPASS in High School. Students work with teachers to achieve standards as well as social and emotional goals. Approximately 11 students are part of Falcon Academy at WMS and 19 students are part of COMPASS at WHS.

## Reading Works and Math Works, Grades 5-8

Students who are struggling with reading and math and are assessed to be at least one year below grade level expectations are referred to the Reading Works and Math Works lab where they work with teachers and ed techs to address targeted needs. Students work in both a separate setting as needed and are supported in-class settings when ready to do so. Two intervention teachers were hired for three years through ESSERF funds in addition to two Ed Tech IIIs in the general fund.

Grade	Math Works	Reading Works
5	23 (14% of class)	20 (12% of class)
6	21 (13% of class)	20 (12% of class)
7	13 (7% of class)	13 (7% of class)
8	13 (7% of class)	14 (8% of class)

## Student Success Center, Grades 5-8

The Student Success Center at WMS has expanded to provide support for students in a restorative environment. The Success Center staff (three Ed Techs III) provide students with both in class support and separate quiet spaces when redirection is necessary. It has also largely replaced the need for traditional in-school suspension.

## Restorative Learning Program, Grades 9-12

Restorative Learning Program at WHS, funded through ESSERF for three years, focused on reengaging students in school and learning after considerable interruptions to school during the pandemic as well as chronic absences, incarceration, and suspension. A teacher and an Ed Tech III (who formerly worked as an in-school suspension ed tech III) provided individualized support in a restorative environment in academics and social and emotional wellness. This improved attendance, reclaimed missing credits, and reconnected vulnerable students with each other, staff, and school.

## Jobs for Maine Graduates and Upward Bound, Grades 9-12

Both programs engage students in future planning. A Jobs for Maine Graduates coach/teacher works full time at WHS through our contracted program with the JMG organization. Currently, 68 students are enrolled in JMG. Students enrolled in Upward Bound work with school and university staff/coaches.

## Early College, Dual Enrollment, and Advanced Course Enrollments, Grades 9-12

Students enroll in Early College and Dual Enrollment classes. Early College classes are available from USM and other UMaine colleges, SMCC, and YCCC. They are taught at the colleges by University faculty. Dual Enrollment classes are available through USM and SMCC. These courses are taught by WHS faculty and are offered on our campus, offering both High School credit and college credit which is recorded on both transcripts. Early College and Dual

Enrollment classes offer unique opportunities to study particular subjects of interest or acceleration. They are among our most challenging offerings and are becoming more popular as Advanced Placement courses.

163 students, or 23% of WHS students, are enrolled in Early College and Dual Enrollment classes, and they are earning 577 credits.

	Early College # Students	Dual Enrollment # Classes
<b>2023-24 ToDate</b>	57	163
<b>2022-23</b>	26	173
<b>2021-22</b>	26	159
<b>2020-21</b>	35	56
<b>2019-20</b>	37	24
<b>2018-19</b>	13	0

## Aspirations Center, Grades 9-12

Our Aspirations Counselor supports students in their college and career development. The Aspirations Center hosts college, employer, and military visits, workshops about funding future plans including FAFSA applications, and programs to assist in the college search process. All students are required to meet with the Aspirations Coordinator as sophomores and continue to work with her throughout their junior and senior years.

In the Class of 2023, 75% planned to enroll in a 2 or 4 year college. This was a significant increase over the two previous classes, in part, due to the pandemic. Additionally, free community college tuition, provided by the State of Maine, was a factor in increased enrollment.

Class of	Planned to Attend College
<b>2023</b>	75%
<b>2022</b>	61.6%
<b>2021</b>	53.9%
<b>2020</b>	71.9%
<b>2019</b>	72.3%
<b>2018</b>	68.5%

University of Southern Maine and Southern Maine Community College were the most common colleges that our graduates attend. The complete list of colleges in which the Class of 2023 intended to enroll is as follows:

- University of Southern Maine
- Southern Maine Community College
- Central Maine Community College
- Idaho State University
- Keene State College
- University of Kentucky
- University of Maine Farmington
- Bucknell University
- Suffolk University
- Colby College
- Normandale Community College
- Vanderbilt University
- Nova Southeastern University
- St. Anselm's College
- Dartmouth College
- East Carolina University
- Florida State University
- Mitchell College
- Ithaca University
- Fisher College
- University of Rhode Island
- Lafayette College
- Ringling College of Art & Design
- Thomas College
- Husson University
- University of Maine Augusta
- University of Maine
- Clark University
- Worcester Polytechnic Institute of Technology
- University of Pennsylvania

## Diploma Endorsements

Westbrook High School is proud to offer three diploma endorsements: STEAM, Visual and Performing Arts, and Future Teachers Academy (Education.) These endorsements are designed for students who are highly motivated, engaged in particular subject areas, and aspire to higher education and careers in these fields. All endorsements involve three components: rigorous coursework (such as honors, advanced placement, dual enrollment, and early college classes), service to the field (such as volunteering, performing, or exhibiting in the area of concentration), and a commitment to the profession (such as applying to colleges, internships, and work.)



Endorsements are marked on official transcripts and students earning them are recognized at graduation with special regalia.

In addition WHS offers the Seal of Bi-Literacy. This is granted upon successful achievement on a language and literacy assessment in a language other than English. 19 students earned the Seal of BiLiteracy in English, French, Arabic, Spanish, and Braille. 25 have already met requirements for this year. Students earn 8 college credits for this achievement. Diploma Endorsements and the Seal of Bi-Literacy demonstrate the high achievement and significant accomplishment of our students.

## WRVC

Westbrook is fortunate to be the home of our innovative Career and Technical Education program at Westbrook Regional Vocational Center. Students from Westbrook, Scarborough, Gorham, MSAD 6, RSU 14, and several other area schools including Falmouth and Yarmouth, attend classes at WRVC. Programs in Tech I and Tech II provide live experiences in the trades. Staff are experienced in their respective fields and mentor students who earn state and national licensure and experiences that lead to employment and higher education. Medical Occupations, Firefighting, Electricity, Business, and Cosmetology are the most popular programs.

Current enrollment in Tech I (year 1) and Tech 2 (year 2) are:

Trade	Tech I	Tech II
Automotive	24	15
Building Trades	11	8
Business	6	8
Commercial Drivers License	4	4
Computer Science MultiMedia	4	4
Computer Repair & Networking	3	3
Cosmetology	14	12
Criminal Justice	12	13
Culinary Arts	11	8
Early Childhood Occupations Education	11	10
Electricity	16	14
EMT		10
Firefighting	8	
Heavy Equipment Operations	9	4
Medical Occupations	25	16
TOTAL	158	129

11% of WHS students (23% of juniors and seniors) are enrolled at WRVC. Westbrook students represent about 25% of WRVC enrollment.

Several programs have articulation agreements with local colleges. Students earn college credit in:

- Automotive (Southern Maine Community College)
- Business (Thomas College and Husson University)
- Criminal Justice ( CMCC)
- Early Childhood Occupations (U Maine Farmington, SMCC, and Kennebec Valley Community College)
- Electricity (Northern Maine Community College)
- Emergency Medical Technician (SMCC)
- Firefighting (SMCC)
- Medical Occupations through SMCC
- Computer Science offers Advanced Placement credit

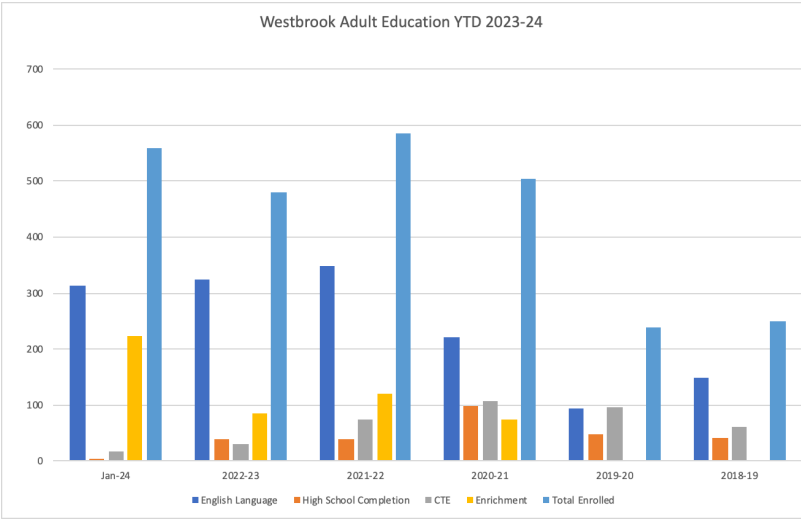
WRVC has pioneered integrated credits for high school students. Through the work of Westbrook’s instructional coaches along with Assistant Director Gloria Noyes and a team of WRVC teachers, we have worked to identify core content standards, namely English, math, and science, in the programs at WRVC. This enables students to earn High School core credit while enrolled in WRVC classes. This will allow greater access to CTE classes as well as more opportunities to complete classes at their home high school. All of the WRVC regional high schools have agreed to grant these integrated credits.

## Adult Education

The Adult Education Program continues to thrive with offerings in English language (all levels,) academic/HiSET, workforce development/CTE, and enrichment. We collaborate with the Gorham School Department to offer some programming and two shared staff (ABE/ELL Coordinator and Workforce Development Coordinator). This year, Westbrook hired a separate full-time director and continues to hire six contracted teachers for various courses. Courses include: English language at all proficiency levels; high school completion classes; English classes taught onsite at Luke’s Lobster in Portland through a grant agreement; CDL Truck Driving classes at WRVC; CNA students practicum learning at Gorham House; art, exercise, financial planning, dance, and travel enrichment classes; and other courses in partnership with SMCC. Future plans include expanded enrichment, a substitute teacher class, and community based learning.

	Jan-24	2022-23	2021-22	2020-21	2019-20	2018-19
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<b>English Language</b>	314	325	349	222	95	148
<b>High School Completion</b>	4	40	40	99	47	41
<b>CTE</b>	17	30	75	108	96	61
<b>Enrichment</b>	224	85	121	75	0	0
<b>Total Enrolled</b>	559	480	585	504	238	250

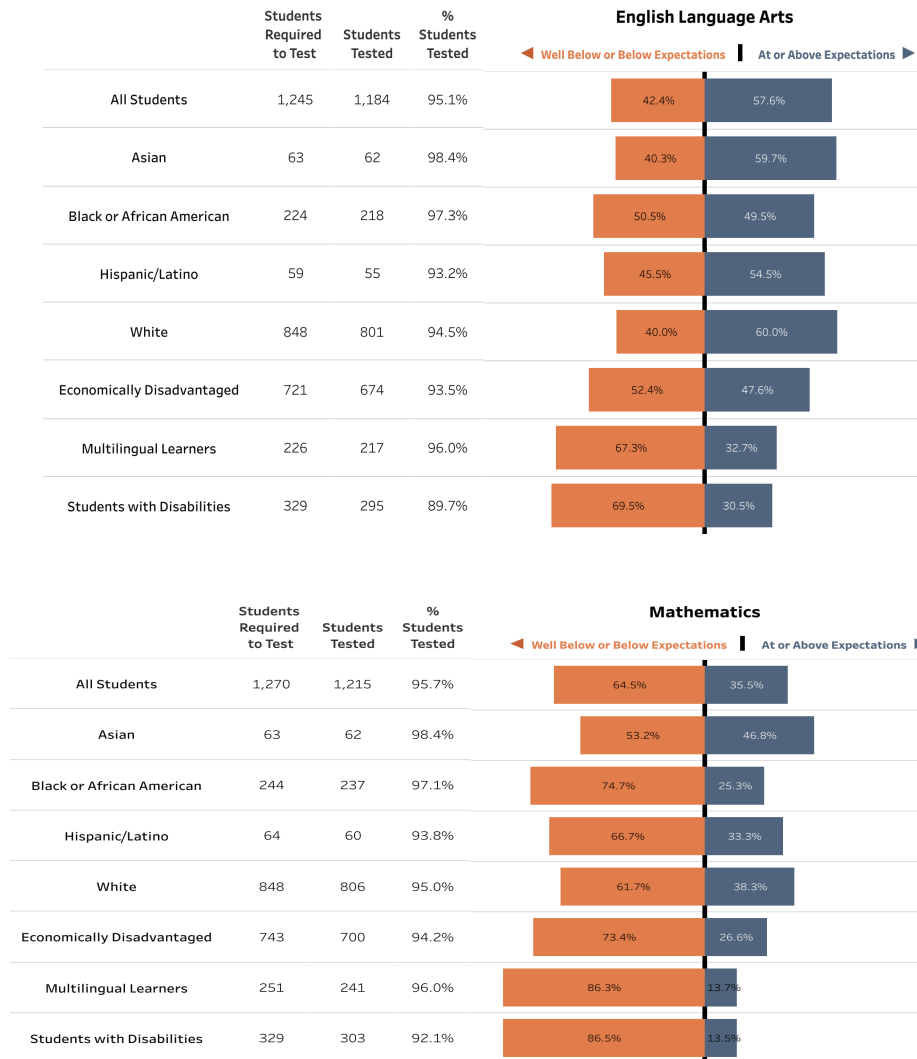


## Achievement Assessments

Assessment is used to determine both student growth and proficiency in academics. The Westbrook School Department follows the requirements of the Maine Comprehensive Assessment framework and employs multiple local assessments to monitor student progress. Our Comprehensive Assessment framework includes the state administered proficiency test in grades 3-8 and one year of high school, the semi-annual administration of NWEA in grades K-10, and classroom based diagnostic assessments in literacy and numeracy, unit tests and performance assessments, and ongoing informal assessments. Results shown below document a 5 year average score and results from Fall 2022 NWEA. Results are reported as the percentage of students scoring at the expected benchmark, or achievement level, of 40% for each grade. Dips in achievement continue to reflect interrupted learning during the pandemic.

## State Assessments

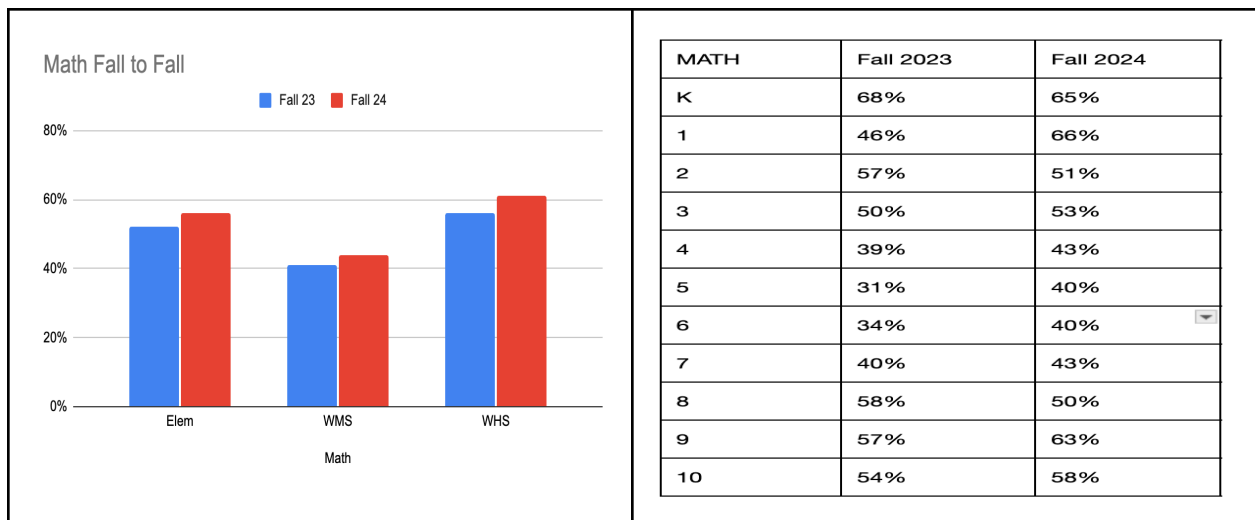
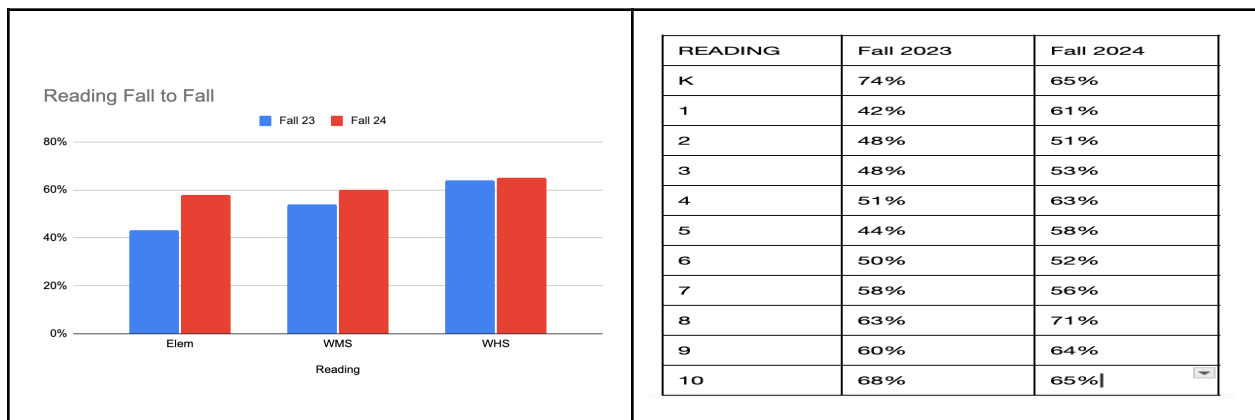
The Maine Comprehensive Assessment System (MeCAS) has been inconsistent for years and cannot provide a reliable trend of proficiency. The type and format of the Assessment has changed five times in the last decade. Currently, MeCAS uses the NWEA *Through Year Assessment* in grades 3-8 and 10 and the science augmentation test. It compares Fall to Spring growth. The Spring assessment will include grade level performance expectations. With a continuous change of assessment, multi-year comparisons are impossible as the tests are all different. In English Language Arts, Westbrook was 7 percentage points below the state average. In math, Westbrook was 13 percentage points below the state average.



## Local Assessments

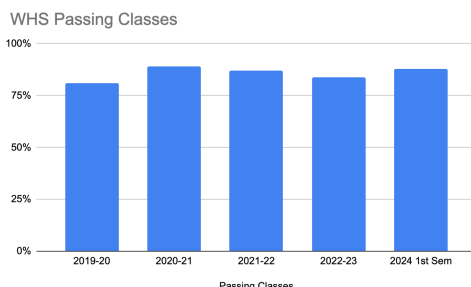
Westbrook’s Assessment framework includes the administration of NWEA in grades K-10, unit tests and performance assessments in mathematics, early literacy assessments which include a dyslexia screener and a phonics assessment, and ongoing informal reading assessments. These are in addition to a variety of classroom based assessments in all content areas. All are used to determine student progress and to help teachers determine instructional needs and practices.

Fall scores for NWEA in reading and math for the past two years are as follows in grades K-10. Overall, there has been growth from one year to the next in grade levels and within cohorts of students. Note that since the NWE is used as the state accountability test (Maine Through Year Assessment), scores may be deflated as the assessment no longer adjusts to the progress of a student and includes standardized benchmark questions for all students, regardless of ability. All students take the NWEA.



## High School Passing Classes

WHS administrators, student service staff, and teachers monitor student achievement in multiple ways, including through end-of-semester and end-of-course grades. Through the BARR initiative, teams work closely to monitor achievement and ensure that students are completing assignments, making solid progress, and completing assessments successfully. To date, 88% of all courses had students with passing grades. This is an increase over the first semester in 2022-23 (87%) and of the full 2022-23 school year (84%).



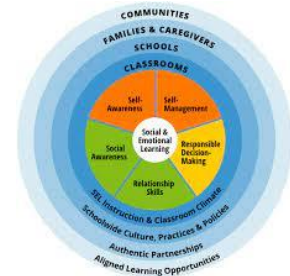
## Graduation Rate and Post-Secondary Enrollment

Westbrook's graduation rate is reported for students completing in 4 years and in 5 or 6 years, which is allowable for students under their IEP. Students who do not complete graduation requirements are typically supported through adult education programs so that they can complete requirements for a Department of Education diploma or an Adult Education High School equivalency diploma. For the Class of 2023, Westbrook's graduation rate was 82%, the state average was 87%. For 5 or 6 year completion, Westbrook's rate was 88%, state average was 89%.

	4 Year Completion	5 or 6 Year Completion
<b>2023</b>	<b>82%</b>	<b>88%</b>
<b>2022</b>	<b>83%</b>	<b>90%</b>
<b>2021</b>	84%	88%
<b>2020</b>	88%	87%
<b>2019</b>	82%	85%

# Social and Emotional Learning and Development

We continue to address the social and emotional needs of our students and staff. As a district, we follow the CASEL framework which is aligned with our philosophy of prioritizing relationships as a foundation for all learning.



## Preventative Programming



Much of this work falls under BARR - Building Assets, Reducing Risks - a national model that helps us understand and build on students' strengths, proactively address the non-academic reasons why a student may be falling behind in school, and identify resources they need and steps they can take to succeed. Westbrook is now implementing BARR district-wide. The Department of Education has provided funding for BARR implementation in 2023-24.

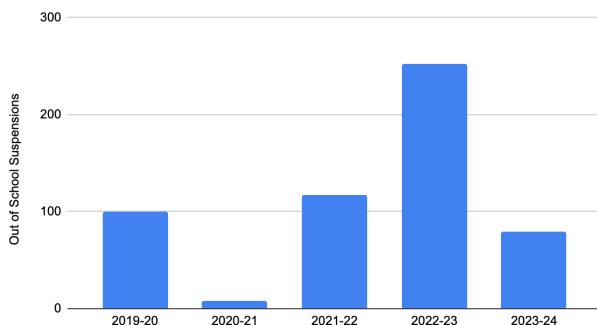
In conjunction with BARR, Westbrook follows the PBIS framework - Positive Behaviors, Intervention, and Supports. PBIS is a model that has been used in our schools for many years and establishes behavioral norms and expectations for the school, provides direct instruction in expectations along with opportunities for practice, and recognizes students who follow the norms individually and collectively. Saccarappa School and WMS are involved in a statewide initiative to develop PBIS practices in their schools. This has been funded through a state grant.



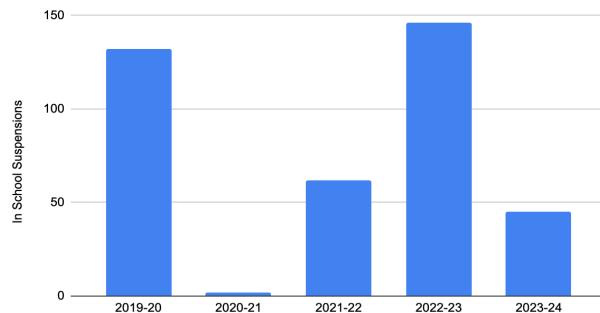
## Suspension and Expulsion

While we continued to develop alternatives to suspension through extensive work in restorative practices at WMS and WHS, the number of out of school and in school suspensions increased in 2022-23. There have been two expulsions in the last five years, in 2019 and 2023.

Out of School Suspensions



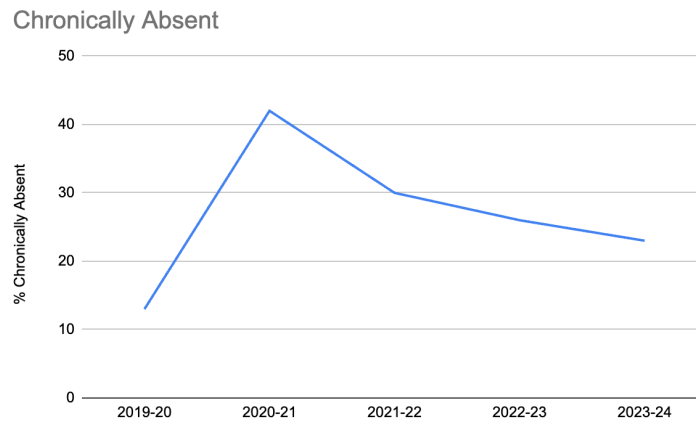
In School Suspensions





## Chronic Absenteeism

We continuously monitor student attendance data and work with students and families. We develop and monitor attendance plans in order to improve attendance. We have seen a 5% decrease in chronic absenteeism and continue to work on improving attendance. WHS had the greatest decrease in absenteeism (8%) which could be attributed to a program sponsored by the guidance department to recognize and celebrate students without absences.



	District	Canal	Congin	Sacc	WMS	WHS
Jan 2024	23%	17%	20%	19%	23%	29%
2022-23	26%	19%	19%	24%	28%	37%
2021-22	30%	25%	15%	21%	31%	30%
2020-21	42%	39%	37%	40%	50%	38%
2019-20	13%	16%	9%	13%	7%	21%

## Homelessness and McKinney Vento Eligibility

Westbrook maintains a steady number of students who experience homelessness during the school year. While considered homeless by the federal definition, most are typically staying in homes with family members or friends. Many families remain homeless and do not readily find permanent housing. More families are being housed at local motels and hotels in Westbrook and other communities, especially newcomers and recent immigrants and refugees. Our Homeless Coordinator works in the child's best interest with families, agencies, and area schools to determine plans. The school department has worked with the Westbrook Community Housing Coalition and with Portland and South Portland to coordinate support for newly arrived asylum seekers and refugees who may be losing their temporary housing.

Numbers of students eligible for homeless services under the McKinney Vento Act fluctuate but average about 3% of our enrollment.

January 2024	78
Oct 2023	59
June 2023	75
January 2023	52
October 2022	54
June 2022	87
October 2021	45

### Mobility

Westbrook continues to see a high number of transfers into the district (approximately 15% of population per year), out of the district (approximately 12% per year), and students who enroll, disenroll, and enroll again within the same year (approximately 3% per year). This impacts stability, learning progress, and social and emotional development.

	# and % Transfer In	# and % Transfer Out	# and % Transfer in and out
<b>Jan 2024</b>	368 15%	110 5%	0
<b>2022-23</b>	410 17%	177 7%	41 2%
<b>2021-22</b>	415 16%	339 13%	68 3%
<b>2020-21</b>	419 16%	323 12%	67 3%
<b>2019-20</b>	452 17%	288 11%	75 3%

### School Supports

We are fortunate to have a strong student support services staff that included social workers, school counselors, nurses, alternative learning specialists, and others to support students. Westbrook has the following staff in the district:

School	Social Workers	Counselors	Nurses	Other	Outside Providers
<b>Canal</b>	1	1	1	1 Alternative Learning Ed Tech	1 Spurwink Counselor
<b>Congin</b>	1	1	1	1 Alternative Learning Ed Tech	1 Spurwink Counselor
<b>Saccarappa</b>	2.5	1	1	1 Alternative	Spurwink

				Learning Ed Tech	Counselors
<b>WMS</b>	2.5	4	1	3 Student Success Ed Techs 2 Alternative Learning Teachers	Spurwink Counselors
<b>WHS</b>	2	3 1 Substance Use Counselor 1 Aspirations Counselor	1	2 Student Success Ed techs 3 Alternative Learning Teachers	Spurwink Counselors
<b>District Wide</b>	1 Clinical Social Worker				School Psychologist Consultant  BCBA

### Community Supports

We are fortunate to have a number of resources and supports for our students. The Falcon's Nest at WMS and the Clothing Bank at WHS provide clothing and food for students and families throughout the school year. They are supplied by strong partnerships with Good Shepherd Food Bank and other providers. Grants from Full Plates Full Potential as well as donations from Saco Biddeford Savings and individual people supported our nutrition programs. Similarly, benefactors from area businesses, churches, organizations, and families have supported our students with holiday gifts and toys, clothing, and personal products.

### Equity and Opportunity

For the last several years, the Westbrook School Department has been actively committed to providing greater opportunities for all students and staff by examining our beliefs, systems, policies, and practices through a lens of equity. A statement of equity and opportunity was adopted by the School Committee in 2020 which states:

***At a time when our nation is engaged in a polarizing civil rights movement, schools have an obligation to stand at the center of justice. Diversity, equity, and inclusion are not partisan issues, but rather prerequisites of high quality education for all children.***

***The Westbrook School Department is committed to equity, equality of opportunity, and success for all. We must and will continue to reject and condemn hateful acts of racism and bigotry and work for justice. Equity fosters an inclusive, barrier-free***

***environment where each student and staff person has access to opportunities of the highest quality to reach their full potential and success. By affirming this commitment, working together, and sharing both dialogue and action, we can eradicate systemic racism and injustice in our schools, communities, nation, and world.***

***We will continue to champion inclusivity as we embrace and affirm and uphold the identity, dignity, respect, and care of every person. Through this shared commitment, we will truly listen to, value, and celebrate every person's unique story to ensure our promise: the best education for all for life.***

The Equity Leadership Group established five *Pillars of Equity* that frame our commitment and work toward greater equity:

Leadership for Equity  
Building Capacity  
Auditing of Systems  
Providing Opportunities  
Engaging the Community



They have also identified the North Stars, or specific goals to move the work forward.

Decrease Disparities  
Value and Prioritize Equity Work  
Increase Empowerment and Belonging  
Expand Equitable Hiring Practices

Initiatives in the past year's work following areas:

#### LEADERSHIP

- Staff Equity Leaders Group who focused on three areas: Holidays and Traditions, Data and Equity, Culture and Climate
- Student Equity Leaders at WMS and WHS who collaborated with Civil Right Clubs, Black Student Union, Spectrum and Kaleidoscope Clubs, and Student Government on school-wide initiatives including Heritage Days and Dinners, statements, recognitions, and facilitating a district-wide presentation to faculty and staff.

#### CURRICULUM

- A group of teachers and leaders worked to define a throughline of Wabanaki studies in the social studies curriculum as well as annual 'I Can' statements, or student outcomes, that ensure a continuous focus on Maine's indigenous history and experience.

- A review committee was established by the Superintendent to review a challenge to material (a book in the Saccarappa School library) in accord with Policy
- Faculty and librarians reviewed materials with an equity lens to promote greater representation in school material.

## PROFESSIONAL DEVELOPMENT

Several PD opportunities were offered during the summer, Choice Learning PLC, and whole school meetings and workshops. Topics included: the use of culturally sensitive language, supporting all students, suicide awareness, Wabanaki history, equity focused book groups, and sharing life experiences. Additionally, workshops on recruiting and hiring were facilitated by our Great School Partnership coaches and supported us in developing ways to diversity the workforce.

## RECRUITING AND HIRING

We established new protocols for writing advertisements that better represent our diversity and mission for broader representation. We also refined our anti-bias training that was conducted before all hiring committees.

## POLICY

The district's Transportation Policies were reviewed and an ad hoc committee was established to research the possibility of reducing walking distances to school, given that our more culturally diverse and economically disadvantaged neighborhoods are outside of the walking distance to school. There were also revisions to the Transgender Students policy and policies were being updated to include gender neutral language.

## COMMUNITY OUTREACH

We continued to be part of One Westbrook, with our Equity Coordinator facilitating meetings until her resignation from the district in December. One Westbrook hosted a successful community conversation in April as well as the second annual Juneteenth celebration.

This work continues to be a major focus in our district. It calls for us to be brave and bold. It causes us to be vulnerable and invites us to take risks. It requires us to confront our biases, challenge our systems, acknowledge mistakes, and enter into areas of discomfort. We must do so in order to grow and support those most harmed by inequities. The work also requires us to fully value all our children, listen to their voices, and believe that they can and will achieve great success through our school department's mission: *One Promise: the best education for all for life.*

# Athletics and Activities

We are fortunate to engage students in various athletic opportunities at all grade levels. The district's Athletic Director facilitates programming with the support of the Middle School Athletics Coordinator.

## **WHS**

449 students participated in athletics in 2022-23. To date, there are 618 student athletes projected to participate in 2023-24. Students continue to be reengaged in athletics following the pandemic years and feeder programs at WMS are yielding higher high school participation. Boys and Girls Soccer, Volleyball, Boys basketball saw increases in participation and numbers for Girls Basketball, Baseball, and Boys Track are expected to remain strong thanks to feeder programs.

Sport	2021-22	2022-23	2023-24
Boys Soccer	33	47	68
Girls Soccer	21	15	30
Volleyball	24	18	30
Field Hockey	13	11 (Co-op)	12 (co op)
Fall Cheering	9	4	5
Girls Cross Country	8	4	4
Boys Cross Country	9	10	7
Golf	4	5	8
Football	40	49	45
Boys Basketball	35	38	45
Girls Basketball	13	27	25
Boys Indoor Track	22	22	29
Girls Indoor Track	18	16	20
Boys Swimming	5	8	17
Girls Swimming	4	5	2
Wrestling Co Op	5	7	14
Ice Hockey Co Op	1	2	10
Winter Competitive Cheer	0	5	10

Softball	11	12 (co op)	17
Baseball	38	37	35
Girls Outdoor Track	18	20	24
Boys Outdoor Track	33	60	55
Boys Tennis	16	17	23
Girls Tennis	17	26	21
Boys Lacrosse	13	15	30
Girls Lacrosse	24	31	35
<b>TOTAL</b>	<b>380</b>	<b>449</b>	618

Students participation in an array of clubs and activities that involve enrichment and service is strong. Activities include: Civil Rights Team, Spectrum, Kaleidoscope, Yearbook, Positivity Club, Leadership Club, Black Student Union, Chess Club, National Honor Society, National Art Honor Society, National Technical Honor Society, Tri M Honor Society, and other clubs.

Westbrook’s music programs continue to thrive and exemplify excellence in music education in Maine and New England! Our award winning Blue Blazes Marching Band was once again named top band in the state of Maine in 2023. Musicians were accepted into multiple festivals and competitions.

### ***WMS***

Athletics include: soccer, cross country, indoor track, basketball, baseball, softball, and outdoor track. About 200 students engage in athletics in at least one season of the year and approximately 200 students are involved in clubs and activities. About 250 students participate in band and 100 in chorus.

### ***Elementary Schools***

Students participate in a variety of athletics and activities throughout the school year. These are typically less formal and organized so numbers of participants are difficult to identify.

## **Health, Wellness, and Safety**

### ***Nursing***

The Westbrook School Nursing Staff consists of one professional level nurse (RN or LPN with a BA or advanced degree) at each school. Additional nursing has been provided by a consistent

substitute and by an employment agency to cover for absences and provide additional support. Additional nursing services have been funded through ESSERF.

The Greater Portland Health Clinic continues to operate at WHS. It offers medical services to WHS students that includes primary and preventative care, emergent care, mental health, social work services, and dental care.

While COVID continues to impact schools and the community, we saw fewer absences related to COVID among staff and students, except in the two weeks following vacation periods. We maintained our standard accounting of absences (5 per positive diagnosis.) We no longer distribute tests widely or require masks to be worn except in days 6 through 10n after a person returns from a positive case of COVID.

## School Safety

**IN AN EMERGENCY TAKE ACTION**

**HOLD! In your room or area. Clear the halls.**

**STUDENTS**  
Clear the hallways and remain in room or area until the "All Clear" is announced  
Do business as usual

**ADULTS**  
Close and lock the door  
Account for students and adults  
Do business as usual

**SECURE! Get inside. Lock outside doors.**

**STUDENTS**  
Return to inside of building  
Do business as usual

**ADULTS**  
Bring everyone indoors  
Lock outside doors  
Increase situational awareness  
Account for students and adults  
Do business as usual

**LOCKDOWN! Locks, lights, out of sight.**

**STUDENTS**  
Move away from sight  
Maintain silence  
Do not open the door

**ADULTS**  
Remove students from hallway if possible  
Lock the classroom door  
Turn off the lights  
Move away from sight  
Maintain silence  
Do not open the door  
Prepare to inside or outside

**EVACUATE! (A location may be specified)**

**STUDENTS**  
Leave stuff behind if required to  
If possible, bring your phone  
Follow instructions

**ADULTS**  
Lead students to Evacuation location  
Account for students and adults  
Notify if missing, extra or injured students or adults

**SHELTER! Hazard and safety strategy.**

**STUDENTS**  
Use appropriate safety strategy for the hazard

**ADULTS**  
Lead safety strategy  
Account for students and adults  
Notify if missing, extra or injured students or adults

**Hazard Safety Strategy**  
Tornado Evacuate to shelter area  
Hazard Blast the room  
Earthquake Drop, cover and hold  
Tsunami Get to high ground

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We continue to partner with the Westbrook Police Department to practice safety drills including lock-down, lock out, and shelter in place. Using the school and district adopted School Emergency Plan, school based safety teams review and practice events with students. We implemented the revised *Standard Response Protocol* for common practices in Fall 2023. Signs were published and hung in schools in English and other primary languages. We made significant efforts to improve emergency communication during and after an event. Families of an impacted school and staff across the district are notified and they receive follow up communications including a summary at the end of an event.

The District Safety Committee was revived this fall. It will reconvene this spring.

In September, a student was found to have an unloaded gun in their possession at WHS. The situation was managed by the school SRO and co-principal and was resolved quickly. Still this caused concern among students, staff, and families and promoted a review of protocols and a community meeting about school safety.

The Westbrook Police Department provides two School Resource Officers, one stationed at WHS and one stationed at WMS who also serves the elementary schools. The Memorandum of Understanding with WPD was revised this year.



# Employees and Human Resources

## Employees

The Westbrook School Department currently has 509 employees. This includes teachers (classroom and content area, special education, multilingual, Title I, alternative learning, intervention, gifted and talented, therapists, counselors, social workers, nurses, librarians), support staff (ed techs I, II, and III, custodians, school nutrition staff, transportation, administrative assistants and office staff, and technology staff), and administrators (principals, assistant principals, directors, assistant directors, coordinators, and district administrators.) 94% of our employees fall under one of three Collective Bargaining Agreements (Teachers, Support Staff, Administrators.) The other 6% have Working Agreements.

	Teachers	Support Staff	Administrators	Total Employees
2022-23	280	204	25	509
2021-22	291	187	25	503
2021-22	278	194	24	496
2020-21	256	183	24	463
2019-20	257	181	24	462

We also have 44 active substitutes plus contracted coaches and service providers. We have struggled to recruit and hire substitutes. We have tried to incentivise subbing by introducing designated building subs, or “bench subs”, who work at least 89 days, work at the same school every day and become part of the community, and earn a higher rate of pay. We also have increased rates for substitutes in 2022 and in 2024 to be more competitive in the greater Portland region where many subs work in districts with higher wages.

There is a decrease in teaching staff due to the discontinuation of several ESSERF funded one- and two-year only positions that were added to support our recovery from the pandemic. While this recovery continues, we are returning to more typical class sizes and staffing levels. 12 teacher positions (interventionists and 1/5 Unified Arts teachers) remained funded by ESSERF for one year only.

There was an increase in the number of support staff in order to meet the needs of students with disabilities who required close supervision as well as special transportation. There were also 10 Support Staff positions included in ESSERF, including special education ed techs I and III, transportation van drivers and bus aides, a library ed tech III, and noon duty aides. At this

time, the positions are not funded beyond the current school year. Similarly, several substitutes and after school tutors were funded by ESSERF.

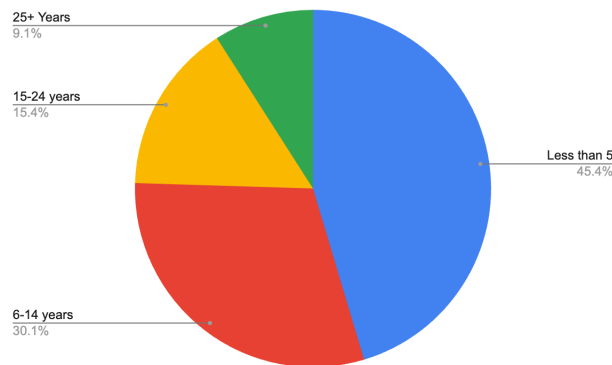
## Accomplishments

We are fortunate to have a dedicated, talented staff in the Westbrook Schools. Approximately 60% have earned advanced degrees beyond the Bachelor's degree, including 5 who have earned a Ph.D. or Ed.D., and are alumni of local, national, and international colleges and universities including University of Southern Maine, University of Maine, U Maine Farmington, University of New England, College of the Holy Cross, St. Joseph's College, Bowdoin College, Colby College, Bates College, Columbia University Teachers' College, Boston College, University of New Hampshire, and University of Notre Dame.

Many members of our staff have been honored with different recognitions, including Maine Teachers of the Year, Cumberland County Teachers of the Year, Assistant Principals of the Year, Transportation Driver of the Year, Administrative Professional of the Year, and Curriculum Leader of the Year. Two teachers hold National Board certification. Twelve teachers have hosted teaching interns. Several work as adjunct instructors at area universities and colleges and serve on various boards for local and national professional organizations.

## Longevity

Approximately 45% have been in the district less than 5 years. 50 staff are in their first year. Approximately 25% of our staff have been in Westbrook 15 years or more. We are also fortunate to host 12-15 teacher education interns in Westbrook from area colleges, including USM and UMF. Many interns are eventually hired for open positions. We also have 2 Ed Tech IIs who are part of the USM Apprenticeship Program and are working on completing teacher certification while working with us.



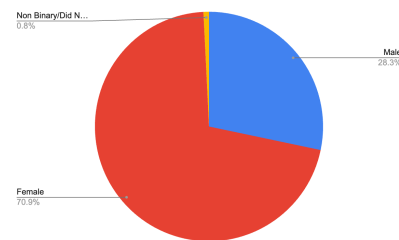
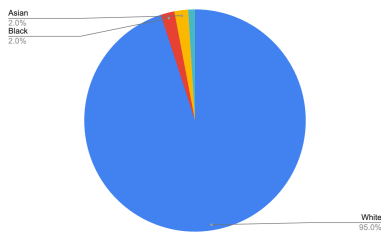
Approximately 8% of our employees, or 40 individuals, retire or resign each year. In 2023, 10 retirements (6 teachers and 4 support staff) retired and 16 employees resigned (11 teachers, 4

support staff and 1 administrator.) This represented a higher retention rate than in previous school years.

	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18
<b>Resignations</b>	16	71	35	31	23	37
<b>Retirements</b>	10	21	12	11	9	11

## Demographics

Our staff identifies as 95% white. 2% identify as black, 2% as Asian, and less than 1% as hispanic/Latino, Native American, or mixed race. 71% identify as female, 28% as male, and 2% identify as non-binary or do not report.



## Human Resources Department

The Westbrook School Department is a large organization. The Human Resources Department is staffed by the Director of Human Resources, a Human Resources Generalist, and an Executive Assistant at the Administrative Offices. She and the Superintendent of Schools manage the recruiting and hiring process and contracts, personnel issues and concerns, and wellness initiatives. The HR Director serves as the district’s Title IX coordinator and investigates complaints when they arise. The Payroll Specialist manages payroll and benefits of our employees.

Human Resource software manages staff attendance as well as the recruiting and hiring process. Applicants are able to apply online and posting of openings is published to a national database.

## Hiring

Hiring and maintaining staff is all about **Recruiting, Retaining, and Reputation**. Recruiting employees in certain areas continues to be a challenge in Westbrook and across the state and nation. While the number of teacher and administrator applications were strong in the last year, applicants in special education support staff, transportation, and substitutes were more scarce. Several positions remained unfilled. Recruiting was continuous. Some barriers could include

some of our pay scales as other districts renegotiated contracts to higher levels. However, our benefits remained very competitive and better than in most area districts. To attract more applicants in the Support Staff, the School Committee increased wages through a separate agreement with the WEA.

## Westbrook Education Association

Leadership of the Westbrook Education Association and District Leadership meet monthly to discuss concerns and issues as they arise in relation to the contracts as well as working conditions. These meetings were valuable in addressing and solving problems.

## Collective Bargaining Agreements

Collective Bargaining Agreements are provided for approximately 95% of our regular employees (administrators, teachers, and support staff). The other 30 individuals work under separate Working Agreements.

- Administrators, 2022-25
- Teachers CBA, 2021-24, currently in negotiations. A Memorandum was written for nurse compensation as they were moved from Support Staff positions to Teacher level positions.
- Support Staff CBA , 2021-24, negotiations set to begin this spring. Memorandums were written in the Support Staff CBA to address the use of ed techs as substitutes, 40 hours of work for all bus drivers, an increased pay rate for summer bus drivers, and credit for past experience for new employees.

## Staff Absences

Staff absences continue to present challenges to everyday operations. 30% in 2022-23 and 11% of our staff to date would be considered “chronically absent” if we applied the same standard of 7 days over the course of the school year.

Family Medical Leave is provided to our employees in need of lengthy absences. The following summarizes the number of employees eligible for and took part in FMLA. The numbers are high this year compared to previous years.

<b>2023-24 To Date</b>	39
<b>2022-23</b>	52
<b>2021-22</b>	44
<b>2020-21</b>	45
<b>2019-20</b>	51
<b>2018-19</b>	56

## Professional Learning and Development

Professional Learning and Development for our staff is an essential part of our school department. Our framework of professional learning includes:

- Workshop Days: district-wide all staff workshops, school-centered all staff workshops, targeted workshops for specific department staff,
- Professional Learning Communities including Choice Learning self-selected learning;
- Instructional coaching embedded into our K-12 schools and WRVC
- Collaboration and consultation with regional and national experts such as Great Schools Partnership
- Professional book study
- opportunities to attend in-person and online local, regional, and national conferences;
- Graduate courses and programs including literacy education, TESOL, educational leadership, school counseling, and teaching and learning
- National Board of Professional Teaching Standards

Major focus areas in 2023-24 to date have included: Wabanaki studies, BARR, equity and opportunity, suicide prevention, executive functioning, Westbrook history, literacy, and math.

## School Finance

The Finance Department includes the Director of School Finance, Payroll Specialist, Accounts Payable Specialist, Administrative Assistant, and an accountant. The Superintendent and Finance Committee approve accounts payable and payroll warrants bi-weekly.

### Annual Budget, General Fund

Year	Total Budget	Change from prior year	Local contribution	State contribution
<b>FY25</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
<b>FY24</b>	\$46,791,590	7.47%	\$28,225,232	\$19,566,358
<b>FY23</b>	\$43,537,203	3.9%	\$23,626,052	\$19,976,325
<b>FY22</b>	\$41,840,260	3.25%	\$22,667,411	\$19,172,849*
<b>FY21</b>	\$40,479,370	.82%	\$22,872,687	\$17,606,683
<b>FY20</b>	\$40,147,173	4.33%	\$22,518,410	\$17,628,763
<b>FY19</b>	\$38,408,897	8.55%	\$21,107,007	\$17,317,675

<b>FY18</b>	\$35,126,4467	.24%	\$19,578,580	\$15,647,867
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\* The Jump in State contribution in FY22 due to state funding for education going to 55%

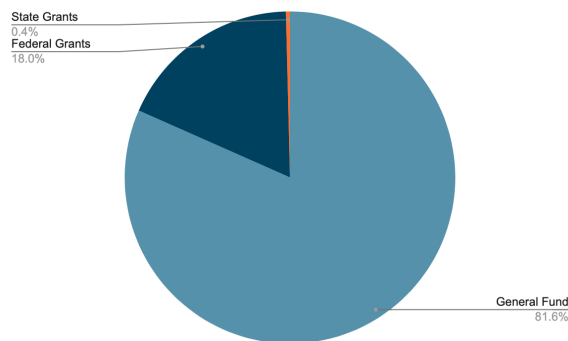
## Per Pupil Spending

Per-pupil spending is calculated by adding the amount of the district's annual budget (general fund), federal grants, and state and local grants.

	<b>Westbrook Per Pupil Spending</b>	<b>State Average Per Pupil</b>	<b>Difference from State Average</b>
<b>FY23</b>	\$16,691	\$23,920	-\$7,229
<b>FY22</b>	\$18,121*	\$17,996	+125*
<b>FY21</b>	\$17,903*	\$18.020	-\$117*
<b>FY20</b>	\$14,532	\$15,935	-\$1,403
<b>FY19</b>	\$12,593	\$13,851	-\$1,258
<b>FY18</b>	\$13.039	\$14.125	-\$1,086

## Grant Funding

When we include grant funds, our entire district spending in FY23 was \$53,312,157. This includes allocations from the State of Maine and the Local Community (General Fund) 87%, Federal Grants 12%, and State grants 0.4%



Major federal funding is received for special education programs (IDEA and IDEA Preschool), Title I programs (Title I,) professional development (Title II), English language support (Title III), programs surrounding well-rounded education, including equity and opportunity (Title IV), and CTE programming (Vocational.) Westbrook has received increased funding in most grants, although some programs are funded at different levels through federal legislation.

	IDEA	IDEA PreSchool	Title I	Title II	Title III	Title IV	Vocational
<b>FY24</b>	<b>749,727.72</b>	<b>17,636.25</b>	<b>\$1,549,444.65</b>	<b>\$100,000</b>	<b>69,026.23</b>	<b>29,538.70</b>	<b>246,706.24</b>
<b>FY23</b>	\$701,539.30	\$17,506.35	\$1,620,468.46	\$81,426.42	\$77,845.86	\$106,410.56	\$279,102
<b>FY22</b>	\$679,922.67	\$16,033.87	\$1,330,907.94	\$127,175	\$74,476	\$133,530	\$160,369
<b>FY21</b>	\$669,451.53	\$19,685.96	\$1,216,388.33	\$123,497.94	\$66,660	\$103,385.57	\$132,625
<b>FY20</b>	\$659,098	\$18,230.13	\$1,021,266	\$139,572	\$58,476	\$97,379.91	\$132,625
<b>FY19</b>	\$665,787.61	\$16,446.43	\$1,021,375	\$117,172	\$59,276	\$85,764.16	\$146,431

The School Department also received grants to support work in the district including:

**Stronger Communities Grant** - supports community engagement, safety, and security, and social and emotional learning

	YR 1	YR 2	YR 3	Total Request
<b>Salary/Ben</b>	<b>\$18,000</b> Building Safety Coord. (8 @ 1500 ea) District Safety Coord (1 @ 3000) Family/School Partnership Coordinators (2 @ 1500 ea)	<b>\$98,000</b> Building Safety Coord. (8 @ 1500 ea) District Safety Coord (1 @ 3,000) Family/School Partnership Coordinators (2 @ 1,500 ea)  AND Behavior Intervention Strategist @ \$80,000	<b>\$98,000</b> Building Safety Coord. (8 @ 1,500 ea) District Safety Coord (1 @ 3,000) Family/School Partnership Coordinators (2 @ 1,500 ea)  AND Behavior Intervention Strategist @ \$80,000	<b>\$214,000</b>
<b>Contracted Services</b>	<b>\$20,000</b> Family School Partnership (transportation, translations etc) \$6,000 Consultation/Prof. Services \$10,000 School Safety Consult/PD \$2,000	<b>\$20,000</b> Family School Partnership (transportation, translations etc) \$6,000 Consultation/Prof. Services \$10,000 School Safety Consult/PD \$2000	<b>\$20,000</b> Family School Partnership (transportation, translations etc) \$6,000 Consultation/Prof. Services \$10,000 School Safety Consult/PD \$2,000	<b>\$60,000</b>
<b>Ins. Supplies</b>	0	0	0	0
<b>Non-Inst. Supplies</b>	<b>\$146,750</b> Cameras @ Canal Fencing Doors/ADA Access	0	0	<b>\$146,750</b>
	<b>\$184,750</b>	<b>118,000</b>	<b>118,000</b>	<b>\$420,750</b>

**Maine DoE Literacy Grant** - supports professional development in evidence based literacy instructional practices for teachers, coaches, and administrators and the purchase of evidence based literacy learning materials that supplement our existing programs and meets identified district needs - \$219,373

**Preventing Student Homelessness** - provides emergency assistance to McKinney-Vento eligible families - \$42,508

**Mckinney-Vento Homeless Assistance Grant** - supports the needs homeless students - \$29,957

**School Revolving Renovation Funds** - The school department applied for the following projects but were not granted.

School	Project	Category	Amount	Totals
Westbrook High School	Replacing all windows and installing heat pumps	Indoor Air Quality	671,600	\$ 1,772,350
	Rebuilding and rehabilitating bathrooms with current ADA guidelines	ADA Compliance	629,900	
	Repair and replace Roofs	Roof Renovations	470,850	
WRVC	Repair and replace Roofs	Roof Renovations	644,000	\$ 644,000
Congin Elementary School	Replacing all windows and installing heat pumps	Indoor Air Quality	515,300	\$ 515,300
Oxford Cumberland Canal Elementary School	Rebuilding and rehabilitating bathrooms with current ADA guidelines	ADA Compliance	172,175	
	Replacing all windows and installing heat	Indoor Air Quality	515,530	



	pumps			\$ 687,705
TOTAL PROJECTS REQUESTED				\$ 3,619,355

**Pandemic Related Funds - Coronavirus Relief Act (CRF), Elementary and Secondary Schools Emergency Relief Fund (ESSERF)**

In response to the pandemic, the Federal government passed legislation that provided funds to support pandemic management and recovery. Each grant has been planned and approved by Maine DOE in accord with federal regulations. Each grant must be spent in its entirety by September 30, 2024. We have been careful not to create a financial cliff and continue to evaluate all emergency expenditures and positions to determine their long-term need and if any need to be included into the general fund.

	Allocation	Kinds of Expenses	End of Grant / Must be Spent By	Amount Remaining
<b>CRF 1, 2, 3 Coronavirus Relief Funds</b>	\$5,208,442.59	Salaries, Staff and Student Support, Nutrition, Health and Safety, Transportation, Maintenance, Special Services, Technology	CRF#1 December 31,2020  CRD#2 and 3 June 30, 2021	\$0.00  \$0.00
<b>ESSERF 1 Coronavirus Aid, Relief, and Economic Security Act (CARES)</b>	\$821,348.70	Salaries, Staff and Student Support, Nutrition, Health and Safety, Transportation, Maintenance, Special Services, Technology	September 30, 2022	\$0.00
<b>ESSERF 2 Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA)</b>	\$3,401,553.76	Salaries, Maintenance, Health and Safety, Staff and Student Support, Special Services, School Nutrition, Technology	September 30, 2023	0.00
<b>ESSERF 3 American Rescue Plan Act (ARP)</b>	\$7,639,406.54	Salaries, Maintenance, Health and Safety, Staff and Student Support, Special Services, School Nutrition, Technology, Capital Improvement	September 30, 2024	\$2,787,812.46

## Financial Software

In FY 23-24, the School department transitioned to new financial software Envisions, a Tyler product. The transition has been complicated, causing a number of challenges to accounting and reporting. The Finance Department worked with a consultant to reorganize the chart of accounts and to advise improved financial practices along with an alignment of the new software. The issues in financial software were noted for corrective action in the school department's annual audit. We anticipate that moving forward issues have been corrected which will improve the management of the system and timeliness of reporting.

## Annual Audit

The FY23 annual audit was conducted by Wipfli. It was presented to the Finance Committee and accepted by the School Committee on January 3, 2024. It was submitted, as required, to Maine DoE although with an approved extension due to the extent of work needing to be documented due to the challenges of implementing new financial software. Overall, the audit demonstrated excellent financial controls. The WSD response to suggested findings regarding our Balance Sheet accounts is as follows:

*The Westbrook School Department agrees with WIPFLI that the conversion to the new financial system during the FY2023 was challenging in a great number of ways and that these challenges led to problems uncovered during the audit. From our perspective, not only was the conversion process a journey that took us away from our routine practices but it also happened in such a way as to create inaccuracies in some of our balance sheet accounts.*

*As part of our day-to-day reconciliation of these accounts, we noticed several inconsistencies that we worked to address during the year. We employed the support of a school finance consultant that we have worked with in the past, as well as customer support from Tyler Technologies. We as a team dedicated a great many work hours correcting these issues in the system.*

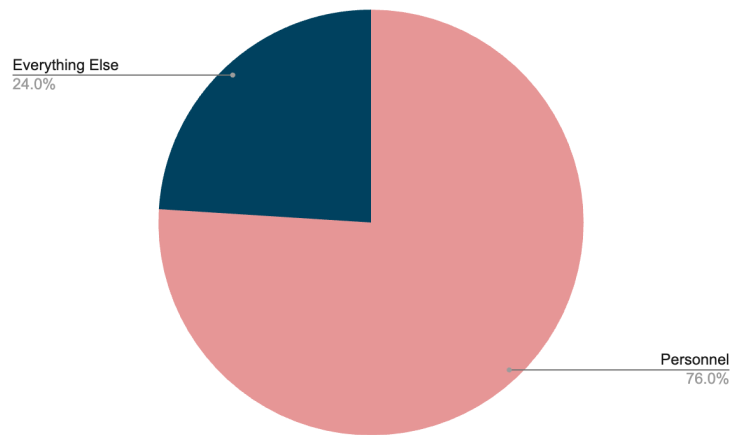
*Moving forward, reconciling our balance sheet accounts will be a priority and something that we will do as part of our monthly processes. As an added internal control, we will continue our relationship with our highly skilled school finance consultant in order to have an outside perspective on both our processes as well as our routines.*

*The Westbrook Finance Department is confident that the issues that were seen in our balance sheet accounts during the FY23 audit have been addressed and that we have processes in place including monthly reconciliations of these balance sheet accounts that will lead to a smoother audit in FY24.*

The audit also demonstrated a carryover from FY23 in the amount of: \$766,851 from previous year's fund balance plus FY23 balance of \$237,040 to make a total carry forward into FY25 of \$1,003,891.

## Spending

76% of the school department funds in FY23 were spent on personnel (salaries and benefits of teachers, support staff, and administrators.) 24% was spent on non-personnel which includes utilities, insurances, facility costs, maintenance, debt service, instructional materials, equipment and supplies, athletics and extracurricular activities, and professional development.



## Personnel Costs

Of our \$35,789,342 payroll, \$26,971,397 was spent on salary and \$8,817,945 was spent on Employer contribution to Employee Benefits. This means that WSD's benefits package available to our employees represents about 25% of our entire payroll.

## Utilities

The Finance Department and the Facilities Department have been closely monitoring utility costs throughout the year. However, there were variances due to needs and use, particularly at WMS due to the installation of a temporary chiller system.

The FY24 budget included \$355,356 heating and \$450,596 for electricity. Being such a large consumer of energy has made us susceptible to dramatic fluctuations in the energy market which have occurred over the past two years. Rather than be affected by the volatility of the open market, the WSD has adopted a prudent plan of managed risk. By locking in future utility rates incrementally we have been able to predict the price of the majority of our future energy needs while still having a percentage of our consumption available for additional locking should the price of these commodities fall.

Given the large budget for utilities required to run our well over half a million square feet of WSD facilities, we have sought additional ways to save our precious dollars. To this end, we

have initiated an energy efficiency project that solicited bids from companies to provide incentives to reduce our energy consumption at no cost to the Westbrook School Department. This “Too Good to be True Program” reviews our current consumption and works with the WSD to complete projects that will ultimately be budget neutral or even budget reducing projects that both save our environment and save us money. We are currently in the initial information gathering phase of this project - but stay tuned, exciting green projects are on the horizon!

## Technology

The District Technology Department is the cornerstone of our commitment to providing a cutting-edge and secure technological environment for educators and students. Composed of skilled professionals, including a Director of Instructional Technology, a Network Manager, and three Technicians, and support of our district Instructional Technology Coach, the department oversees, implements, and optimizes technology initiatives across the district. Their responsibilities encompass cybersecurity measures, device management, support operations, and the integration of innovative tools and resources into classrooms.

At the forefront of the department's responsibilities is the development and execution of comprehensive cybersecurity plans. The team conducts thorough security audits, identifies vulnerabilities, and proactively addresses potential security threats to protect sensitive data. In addition to security, the department manages device purchases aligned with modern educational needs, deploys a state-of-the-art helpdesk and inventory system, and plays a pivotal role in fostering interdisciplinary education.

The district's commitment to fortifying security and technological infrastructure is evident through various initiatives. A comprehensive cybersecurity plan was developed, including a security audit for Google Workspace and server reconfiguration. Two-factor authentication was implemented to enhance user account security, and a robust backup system was established through SysCloud. Technological advancements extended to support operations with the deployment of Incident IQ.

Beyond security and support, the district focused on enriching the educational experience by integrating Computer Science Carts, retrofitting interactive boards, Apple instructor-led professional development, and revamping the long-term device plan for K-12. Efforts to streamline accounts were realized through Classlink, while a robust protocol for digital purchase requests prioritizing student data privacy was established for the upcoming school year. Comprehensive professional development programs for tech support staff further demonstrate the department's commitment to addressing

evolving technology needs and providing timely support to the educational community. Overall, the District Technology Department is the driving force for innovation and excellence in education through the strategic integration and seamless management of technology initiatives.

Students in grades K-5 are provided with iPads, while students in grades 6-12 utilize Macbook Airs (M1). Additionally, all staff members across K-12 use Macbook Air (M1) and iPads.

	Elementary	Middle School 5	Middle School 6-8	High School	VOC	District	Adult Ed
<b>Students</b>	713	165	676	662	N/A	N/A	70
<b>Staff</b>	365	186	N/A	170	86	54	7
<b>Total</b>	1078	351	676	832	86	54	77

### Age of Devices

<b>SCHOOL STAFF</b>	<b>K-4 Staff</b>	<b>3 Years</b>
	<b>5-8 Staff</b>	<b>3 Years</b>
	<b>9-12 Staff</b>	<b>4 Years</b>
<b>STUDENTS</b>	<b>Kindergarten</b>	<b>5+ Years</b>
	<b>Grade 1</b>	<b>4+ Years</b>
	<b>Grade 2</b>	<b>4+ Years</b>
	<b>Grade 3</b>	<b>1 Year</b>
	<b>Grade 4</b>	<b>1 Year</b>
	<b>Grade 5</b>	<b>1 Year</b>
	<b>Grade 6</b>	<b>2 Years</b>
	<b>Grade 7</b>	<b>3 Years</b>
	<b>Grade 8</b>	<b>3 Years</b>
	<b>Grade 9</b>	<b>4 Years</b>
	<b>Grade 10</b>	<b>4 Years</b>
	<b>Grade 11</b>	<b>4 Years</b>
	<b>Grade 12</b>	<b>4 Years</b>
<b>DISTRICT</b>	<b>Transportation</b>	<b>MacBooks 4 Years</b>

	<b>Central Office Adult Education</b>	<b>Lenovos 5+ Years</b>
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# Transportation

Our Transportation Department is the backbone of our school department. Our drivers and staff ensure that our students come to school safely and on time every day. We transport approximately 1429 students in grades K-12 every day, plus approximately 50 students in vans between special purpose programs outside of Westbrook as far as York County and Lewiston and our homeless student population. We also provide transportation for athletic teams, extracurricular activities, field trips, and our drivers assist the School Nutrition Program daily in distributing and delivering food.

We currently employ 28 employees in transportation

- Director of Transportation - 1
- Administrative Assistant - 1
- Part Time Clerical Support - 1
- Regular Bus Route Drivers - 10
- Special Education Bus Drivers - 2
- Spare Bus Drivers - 2
- Van Drivers - 8 (3 ESSERF Funded)
- Bus Aides - 2 (1 Vacant)
- Mechanics - 1 (1 Vacant)

We currently have unfilled positions in transportation: four drivers, one bus aide, and a mechanic. Hiring transportation staff is a constant challenge. We have offered paid training for new drivers as an incentive and the school Committee, in an agreement with WEA, increased wages and adjusted full time work hours. Wages still lag behind some Cumberland County school districts.

We currently operate with 36 vehicles in the transportation fleet. They range in age between 1 - 12 years of age with the majority of the vehicles being less than seven years of age. There are:

- 12 Regular Route Buses (all except 1 are 7 years old or less)
- 9 Spare Buses (ranging in age from 6 to 11 years of age)
- 3 Micro Bird Buses (14 Passenger)

11 Vans (ranging in age from 1 to 12 years of age)

Our vehicles drive approximately 1404 miles per day. The approximate monthly mileage is 28,096 miles and over 300,000 miles annually.

## School Nutrition

Our School Nutrition Program provides breakfast and lunch, as well as after school snacks at all schools, as well as a breakfast cart for the Westbrook Regional Vocational Center. Westbrook Middle School and the elementary schools have a daily snack of fresh fruits and vegetables funded by USDA's Fresh Fruit & Vegetable program. All meals follow federal nutritional guidelines.

The following chart shows the number of meals served since 2019-20. Figures do not include the number of meals served each summer.

	2019-20*		2020-21**		2021-22***		2022-23		2023-24****	
	Breakfast	Lunches	Breakfast	Lunches	Breakfast	Lunches	Breakfast	Lunch	Breakfast	Lunch
Total Meals	218,315	290,120	60,417	79,514	194,073	224,158	170,081	247,017	72,601	112,395

\*Impacted by fully remote schedule, March-June

\*\*Impacted by hybrid schedule all year

\*\*\* Impacted by WHS remote for 3 months.

\*\*\*\*Through December 2023

	2019-20		2020-21		2021-22		2022-23*		2023-24	
	Students	%	Students	%	Students	%	Students	%	Students	%
Congin School	308	50.00%	292	47.26%	306	43.14%	286	46.15%	311	66.5
Canal School	206	75.24%	200	64.50%	198	98.45%	194	66.49%	188	66.5
Saccarappa School	440	81.82%	423	68.32%	410	95.57%	418	87.32%	398	66.5
Westbrook High School	679	56.26%	686	55.10%	682	47.36%	698	57.88%	694	66.5
Westbrook Middle School	800	62.88%	769	61.38%	739	53.86%	726	79.66%	708	66.5
District	2433	63.87%	2370	59.32%	2335	67.68%	2322	65.70%	1988	66.5

\* Impacted by the Community Eligibility program (free meals for all.)

The whole district participates in the CEP program (Community Eligibility Provision.) With this program, the rate of Free & Reduced eligibility for the SY 24 October Survey for DOE Child

Nutrition was based on the percentage of directly certified students times a factor of 1.6. This resulted in a higher eligibility percentage.

Current initiatives in the School Nutrition program include:

- Professional development for cooks and kitchen staff in culturally diverse meal planning and preparation
- The introduction of more fish through a project with Gulf of Maine Research Institute
- Working with Maine Immigrant Greens Collaborative to serve more local produce & foods
- Taste testing new products and recipes at WHS
- Approval of kitchens as Halal certified starting with WHS in March, 2024
- Breakfast and Lunch available to WRVC students
- Vending machine with meals at WRVC
- Cooperative food purchasing with the York Cumberland County School Nutrition Purchasing Group

There are 25 School Nutrition employees (19 full time and 6 part time) in our schools plus an administrative assistant and director. Wages for School Nutrition staff lag behind other communities considerably. While we are fully staffed, we want to retain our employees and need to pay them a wage that is fair and within the Cumberland County market.

## Facilities and Maintenance

The Westbrook Schools employs 30 school custodians, although five positions are currently open. Additionally we employ 4 district-wide maintenance employees who manage a number of repairs, painting, building, and deliveries. There is also a Director of Maintenance and Facilities and a staff person at the Administrative Offices who supports the department.

The Westbrook Schools Department consists of nine facilities plus Olmstead Field at WHS:

- Westbrook High School, 125 Stroudwater Street
- Westbrook Regional Vocational Center, 125 Stroudwater Street
- Olmstead Field at WHS, 125 Stroudwater Street
- Westbrook Middle School, 471 Stroudwater Street
- Westbrook Performing Arts Center, 471 Stroudwater Street
- Saccarappa School, 110 Huntress Avenue
- Congin School, 410 Bridge Street
- Canal School, 102 Glenwood Ave
- Transportation Building, 367 Saco Street
- Administrative Offices, 117 Stroudwater Street



All facilities have developed multi-year prioritized capital improvement plans. These plans will be used to plan for capital projects and will be monitored by the Director and Facilities Committee. That committee meets monthly, tours facilities, and oversees the capital plan.

Several funding sources are helping us address capital needs. These include: bonding through the city’s Capital Improvement Planning Process, ESSERF funds, Safer Communities Grant, and the General Fund.

## Capital Improvement Plan

A major Capital Improvement Plan with a list of priorities was established in 2022. This was instrumental in forming a manageable plan to ensure that the needs of our facilities are addressed and continuously maintained.

## Completed Projects

A number of major projects were completed in 2023:

FACILITY	PROJECT	FUNDING	AMOUNT
WHS	Hot Water	SRRF 22	268,906
WHS	Electrical / Fire Restoration Phase III	SRRF 22	570,249
WMS	Remote entry	ESSERF	95,000
WMS	Chiller/Mechanical	Sacc-MS+	1,500,000
Canal	Boiler Replacement	SRRF 23	1,018,550
WRVC	Boiler Replacement	SRRF 23	1,643,950
Congin	Boiler Replacement	SRRF 23	988,450
WMS	Boiler Replacement	Bond	TBD
Canal	Remove Oil Tank	SRRF 23	9,339
Canal	Drainage and Groundwork	ESSERF	30,000
WHS	Library Renovations	Bond	100,000
Congin/CO//WRVC	Interior Door Locks	Fund Bal	120,000

In Summer 2023, mold was detected during regular maintenance at the Westbrook Performing Arts Center. After a thorough inspection and evaluations, the mold was expensive and the facility was closed for a remediation project. The project cost approximately \$906,720 The full amount was bonded with the City of Westbrook. It is anticipated to be completed in February 2024. In addition to the mold remediation, ceiling tiles which were delaminating and identified as a priority were addressed while scaffolding was in place. Fortunately the WPAC was the only

facility that was impacted; the air quality throughout WMS was not impacted. Routine surface mold was detected, but was not extensive and was cleaned through regular maintenance.

## Current and Future Projects

The following priorities, funding sources, and timelines have been identified and are being addressed in 2023-24.

PRIORITY	FACILITY	PROJECT	FUNDING	EST AMOUNT	TIMELINE
1	Congin, CO	Security Cameras replacement	ESSERF	100,000	Summer 24
1	Canal, WHS	Bathroom Updates	Bond	420,000	Summert 24
1	WHS	Architectural Study	Fund Bal	150,000	Spring 24
1	Canal	Entry Vestibule	Bond	100,000	Summer 24

## Capital Improvement Plan

The following is the district Capital Improvement Plan of projects in prioritized categories.

PRIORITY	FACILITY	PROJECT	EST AMOUNT
1	Canal	HVAC Improvements	330,000
1	Canal	Ceiling Replacements	125,000
1	Congin	HVAC Improvements	410,000
1	WMS	Fencing	25,000
1	WMS	Camera Replacements	60,000
1	WHS	Roof Replacement	475,000
1	WHS	HVAC Improvements	395,000
1	WRVC	Rear Entrance Door Frame	15,000
1	WRVC	Rear Entrance Flooring	15,000
1	Central Office	Front Parking Lot Paving	35,000
1	Central Office	Rear Parking Lot Paving	30,000
2	WHS	ADA Main Entrance	6,500
2	Canal	Window and Door Repair	110,000
2	Canal	Playground Drainage	45,000
2	Canal	Parking Lot Repair	20,000
2	Canal	Lockdown Shades	2,500
2	Canal	Conversion to LED	0.00
2	Congin	Window and Door Replacements	80,000
2	Congin	Playground Drainage	40,000
2	Congin	Lockdown shades	3,000
2	Congin	Interior Access to Electrical Room	15,000
2	Sacc	Playground PA Speakers	3,000
2	Sacc	Lockdown Shades	3,500
2	WMS	Conversion to LED	0.00
2	WHS	Window and Door Replacement	300,000
2	WHS	Drainage	35,000
2	WHS	Student Parking Lot Paving Ph 1	50,000
2	WHS	Lockdown shades	3,500
2	WRVC	Window Replacement	30,000
2	WRVC	Automated Overhead Door	20,000
2	WRVC	Rekeying Doors	2,500

2	Central Office	Siding	25,000
3	Canal	Gutters at Entrances	3,000
3	Canal	Classroom Signage	10,000
3	Sacc	Landscape Entrance Circle	15,000
2	Sacc	Slope of Playground	15,000
3	Central Office	Flag pole replacement	3,500
3	Central Office	District Sign	10,000

## Athletic Facilities

A project to upgrade our Athletic Facilities on Stroudwater Street was developed through a design phase, funded under ESSERF. The concept of the project includes: Olmstead Field (turf and drainage, rebuilding track and field event areas, new home and visitor bleachers, a press box, changing facilities, a new scoreboard, main entry gates and sign, Alumni Gate and plaza, concessions, and parking;) the upper practice field and the field hockey fields (drainage, scoreboards, bleachers); tennis courts (pavement, nets, lighting, bleachers;) and stadium parking and access roads to all areas. The total of the project is approximately \$12 million. Funding sources are being sought from corporate sponsors and a referendum to bond is anticipated in 2024.



## Track & Field Renovation | Option 2

Westbrook High School | Westbrook, Maine

**ACTIVITAS**  
 Landscape Architecture | Civil Engineering  
 70 Main Street | Durham, MA 02824-2915  
 (978) 256-2600 | activita.com  
 FEBRUARY 9, 2023

## Westbrook High School Expansion and Renovation

The Department of Education announced a new competitive funding program for major capital projects with applications due in August. Westbrook will be submitting an application for a modest expansion and major renovation to our Westbrook High School facilities. This expansion could include new “public facing spaces” such as a new main office suite, student services center, health center, library, and cafeteria. It could also include an expansion of space at WRVC and space for district Administrative Offices. Renovations could include general classrooms, updated science classrooms, new visual art and music classrooms, galleries, and performance spaces, special education classrooms and facilities, new locker rooms and training facilities, updated hallways and high traffic spaces, and improved parking lots and transportation facilities.

## Communication and Collaboration

As a school department, we spent considerable effort in updating our communication tools and strategies. Our website and school web pages provide news and information. Our instant alert system sends automated phone calls, text messages, emails, and notifications. We will launch a new electronic Teaching and Learning newsletter this winter.

The Title I program continues to host Family Engagement events for all students including virtual author visits, Mad Science, and learning activity nights. They were very well attended, both virtual and in-person events.

The School Department continues to be involved with One Westbrook. Successful outcomes from One Westbrook included community conversations and participation in the city’s first Juneteenth celebration. Our Equity Resources Coordinator has facilitated OW in the past, but no longer does so as her time is spent fully in the schools. She still participates in OW, particularly in initiatives that include students. Other staff members regularly participate in One Westbrook including social workers, school principals, and the Superintendent.

The School Department was pleased to collaborate with the Westbrook Community Housing Initiative which was organized by One Westbrook and a number of community members, civic and faith based organizations, and area agencies to support families who are unhoused or in danger of losing housing.

We continue to be active members of the Greater Sebago Educational Alliance, our regional service center. Initiatives include professional development, leadership support, food service cost sharing, and recruiting of substitutes.

The School Committee and City Council held quarterly joint meetings to foster improved communication and collaboration.

## School Committee

The School Committee is comprised of seven members each elected to a three year term:

Suzanne Salisbury, At Large, School Committee Chair  
Jeremy McGowan, At Large, School Committee Vice Chair  
Katy Rice, Ward 1  
Jessica Foley, Ward 2  
Noreen Poitras, Ward 3  
Andrea Mancuso, Ward 4  
Beth Schultz, Ward 5

There are four standing committees: Finance, Policy, Educational programs, and Facilities. Each committee meets monthly throughout the school year. Chairs of each committee are:

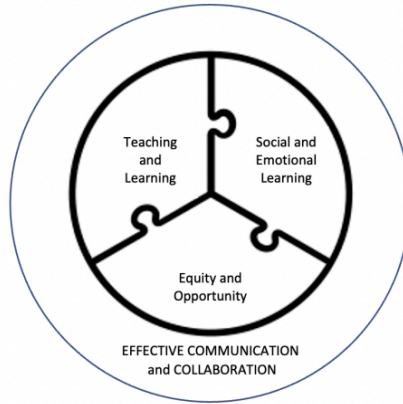
Finance: Noreen Poitras  
Educational Programs: Beth Schultz  
Policy: Andrea Mancuso  
Facilities: Jeremy McGowan

## Vision 2026 and Strategic Priorities

Vision 2021 was written in pursuit of the school department's vision statement which continues to be relevant and provide inspiration for our district's work:

The Westbrook School Department believes that education is a partnership  
among students, staff, parents, and community.  
We encourage self-directed learning and individual excellence  
through student-centered activities and interdisciplinary connections.  
Within a framework of high expectations,  
the school environment allows for a variety of opportunities  
for students to demonstrate what they have learned.  
As partners in learning, we all share the responsibility  
to make this vision a reality in a changing world.

The School Department established four Strategic Priorities in 2022 that will lead us to achieve this vision. The priorities guide our district, school and department, and individual professional goal setting. They also guide our budget development and priorities for programs and initiatives.



Each school and department establishes an annual Success Plan with goals that are aligned with the Strategic Priorities. Actions and initiatives connected to the Success Plans help to achieve our vision and mission.

## We have stories to tell!

Our entire faculty and staff is humbled by the support provided by our community and the true spirit of collaboration that we share. Thank you for what we have accomplished together, and for what we will accomplish in the future. We all have stories to tell. Some are challenging and hard to tell, but these offer opportunities to grow. Some are joyful and celebratory, and these sustain us and encourage us to keep growing. There are so many wonderful stories to tell about the Westbrook Schools! Thank you for helping us to tell them!



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[www.westbrookschoools.org](http://www.westbrookschoools.org)

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