

Board of Education Regular Meeting

Monday, May 21, 2018 7:30 PM

Weston Middle School Library, 24 School Road, Weston, CT 06883-1623

I. CALL TO ORDER, VERIFICATION OF QUORUM

II. EXECUTIVE SESSION

III. RESUME PUBLIC SESSION

IV. PLEDGE OF ALLEGIANCE

V. RECOGNITION

A. Recognition of CABA Student Leadership Awards

B. Recognition of National Merit Scholarship Winner

C. Recognition of Student Board of Education Representatives

D. Recognition of Donation from Weston Education Foundation for Weston High School's Science Research Program

VI. APPROVAL OF MINUTES

VII. PUBLIC COMMENT

VIII. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

IX. NEW BUSINESS

A. Resignations

B. Discussion and Vote on 2018-2019 Board of Education Meeting Dates

C. Review of Annual Instructional Update

D. Discussion of Salary Increases for: District Medical Advisor; Transportation Coordinator; Nursing Supervisor; Confidential Administrative Assistant for the Superintendent; Administrative Assistant for the Assistant Superintendent of Schools; Administrative Assistant for the Assistant Superintendent of Pupil Personnel Services; Confidential Human Resources Specialist; Administrative Assistant for the Director of Digital Learning and Technology; Confidential Finance and Operations Office Manager; Payroll and Benefits Coordinator; Accounts Payable/Accounts Receivable; High School Bookkeeper; Athletic Trainer (2); IT Manager; Systems Administrator; District Data Coordinator; Board Certified Behavioral Analysts (2); Behavioral Specialist; Vocational Therapist; Unaffiliated Bus Aides (4); and Unaffiliated Special Education Drivers (3)

- E. Weston Board of Education Policies, Regulations, and Bylaws
 - 1. First Reading of Board of Education Policy 5141.21, Administration of Student Medications in the Schools
 - 2. First Reading of Board of Education Policy and Administrative Regulation 3516.4 Bloodborne Pathogens Exposure Control
- F. Discussion and Vote Regarding Special Appropriation for Technology Shared Services with Town of Weston
- G. Discussion and Vote for Hiring of 1.0 FTE for Technician-IT Shared Services
- H. Tenth FY 2018 Financial Update and Approval of Transfers
- I. Discussion and Vote on 2018-2019 Tuition Rates
- J. Discussion and Vote on 2018-2019 Energy and Facilities Rental Rates
- K. Discussion and Vote on Trash Removal Services

- L. Discussion and Vote on Contractor for Life and Disability Insurance
- X. **OLD BUSINESS**

- A. Weston Board of Education Policies, Regulations, and Bylaws
 - 1. Second Reading of Policy and Administration Regulation 5141.3, Health Assessments
 - 2. Second Reading of New Policy 1412, School Resource Officer
 - 3. Second Reading of New Policy 5131.31, Vaccinations

XI. **SUPERINTENDENT'S REPORT**

- A. District Update

XII. **COMMITTEE REPORTS**

- A. Communications Committee
- B. Curriculum Committee
- C. Facilities Committee
- D. Finance Committee
- E. Policy Committee
- F. Negotiations Committee
- G. CES
- H. CABE
- I. Weston Education Foundation

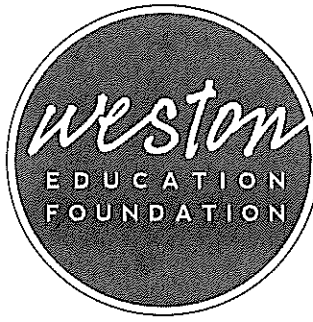
XIII. **WRITTEN REPORTS**

- A. Principals' Reports

XIV. **NEXT SCHEDULED MEETINGS OF THE BOARD OF
EDUCATION**

- A. Regular Session on June 18, 2018 at 7:30 p.m.,
with an Executive Session at 6:30 p.m.
- B. Review of Pending Agenda Items for Next Meeting

XV. **ADJOURNMENT**



RECEIVED
MAY 03 2018
OFFICE OF THE
SUPERINTENDENT

April 30, 2018

A handwritten signature in black ink, appearing to be "William McKersie", written over a horizontal line.

Dr. William McKersie
Superintendent
Weston Public Schools
24 School Road
Weston, CT 06883

Dear Dr. McKersie,

On behalf of the Weston Education Foundation (WEF), I am pleased to confirm that a donation in the amount of \$30,000 was recently made by WEF, representing the 2017-18 installment of our grant to the school district relating to the new Science Research class at the high school.

WEF is, as always, honored to support new initiatives in our schools that will meet important educational needs for our wonderful students.

best regards,

A handwritten signature in black ink, appearing to be "Marcia Hamelin", written over a horizontal line.

Marcia Hamelin
President, Weston Education Foundation

Weston Board of Education Executive Session

April 23, 2018 6:00 PM

Weston Middle School Conference Room

Attendance Taken at 6:00 PM:

Present Board Members:

Gina Albert

Ellen Uzenoff

Sara Spaulding

Jacqueline Blechinger

Daniel McNeill

Samantha Nestor (arrived at 6:12 p.m.)

Absent Board Members:

Anthony Pesco

OTHERS:

Dr. William McKersie, Superintendent of Schools

Mr. Lewis Brey, Director of Human Resources and Internal Counsel (arrived at 6:20 p.m.)

Mr. Richard Rudl, Director of Finance and Operations

Mr. Joseph Olenik, Director of Facilities and Security

Chief Edwin Henion, Weston chief of Police

Captain Matthew Brodacki, Weston Police Department

1. Matters Pertaining to Security

2. Discussion of Confidential Communications from the Board of Education's Counsel which are Subject to Attorney-Client Privilege

3. Collective Bargaining

Upon a motion by Ellen Uzenoff, second by Daniel McNeill, the Board entered Executive Session at 6:08 p.m. to discuss matters pertaining to security, confidential communications from the Board of Education's counsel which are subject to attorney-client privilege, and collective bargaining. The board invited Dr. McKersie, Mr. Brey, Mr. Rudl, Mr. Olenik, Chief Henion and Captain Brodacki to join the Board for discussion.

Upon a motion by Dan McNeill, second by Ellen Uzenoff, Executive Session adjourned at 7:30 p.m.

Chairperson

Superintendent

Approved by the Board of Education May 21, 2018.

Board of Education Regular Meeting

April 23, 2018 7:30 PM
Weston Middle School Library

Attendance Taken at 7:30 PM:

Present Board Members:

Gina Albert
Ellen Uzenoff
Sara Spaulding
Jacqueline Blechinger
Daniel McNeill

Absent Board Members:

Samantha Nestor
Anthony Pesco

I. CALL TO ORDER, VERIFICATION OF QUORUM

II. EXECUTIVE SESSION

II.A. Matters Pertaining to Security

II.B. Discussion of Confidential Communications from the Board of Education's Counsel which are Subject to Attorney-Client Privilege

II.C. Collective Bargaining

III. RESUME PUBLIC SESSION

IV. PLEDGE OF ALLEGIANCE

V. RECOGNITION

V.A. Recognition and Presentation of Weston High School 2018 Girls Ski Team, Class S State Champions and Coaching Staff and Weston High School 2018 Boys Swim and Dive Team, Class M State Champions and Coaching Staff

Discussion:

Dr. McKersie and Mr. Berkowitz recognized the 2018 Girls Ski Team Class S State Champions and 2018 Boys Swim and Dive Team Class M State Champions.

Motion Passed: Move that the Weston Board of Education recognizes the Weston High School 2018 Girls Ski Team, Class S State Champions and Coaching Staff and Weston High School 2018 Boys Swim and Dive Team, Class M State Champions and Coaching Staff; passed with a motion by Ellen Uzenoff and a second by Sara Spaulding.

5 Yeas - 0 Nays.

VI. APPROVAL OF MINUTES

Discussion:

Minutes presented for approval: February 26, 2018 Executive Session, February 26, 2018 Regular Meeting, March 2, 2018 Executive Session, March 5, 2018 Special Meeting, March 19, 2018 Executive Session, March 19, 2018 Regular Meeting, April 4, 2018 Special Meeting, April 16, 2018 Executive Session.

Motion Passed: Move that the Weston Board of Education approve the minutes from special, regular and executive sessions in February 2018, March 2018 and April 2018 (see attached); passed with a motion by Daniel McNeill and a second by Ellen Uzenoff.

5 Yeas - 0 Nays.

VII. PUBLIC COMMENT

Discussion:

Namuk Cho, Walnut Lane: Spoke regarding security and BOE members public comments.

VIII. STUDENT BOARD OF EDUCATION REPRESENTATIVE COMMENTS

Discussion:

Susannah Keith mentioned that advanced placement exams will begin the second week in May and tomorrow the high school will hold the SAT makeup day. While juniors are taking the SAT's, freshman will have a presentation from the School Counseling Department, sophomores will attend a writing portfolio workshop and seniors will attend a seminar on the transition to college and internships. The annual Spring Color Clash will occur next week with student favorites such as floor hockey and Food, Friends and Funk being held. A number of students volunteered at Person-to-Person in Darien, helping with their clothing center and last week, ADAP had John Morello visit WHS with his performance "Dirt." Spring sports are currently in full swing at the high school.

IX. NEW BUSINESS

IX.A. Discussion and Vote on Proposed Increase of Dedicated Police Presence for Weston Public Schools

Discussion:

Mr. McKersie, Chief Henion and Captain Brodacki spoke regarding the recommendation of adding an additional School Resource Officer and increasing the current part-time "Mile of Safety" coverage to a full-time "Campus Officer." Board discussion followed.

Motion Passed: Move that the Weston Board of Education approve the Superintendent's recommendation that the Weston Police Department, Police Commission and Town of Weston increase their full-time presence on the Weston Public School campus by adding an additional School Resource Officer and increasing the Mile of Safety coverage, providing three full-time officers dedicated to WPS campus and schools; passed with a motion by Daniel McNeill and a second by Jacqueline Blechinger.

4 Yeas - 0 Nays - 1 Abstained.

IX.B. Presentation of Weston High School New Course Proposal, Civil Engineering and Architecture-Honors

Discussion:

Dr. Craw discussed the addition to the two Project Lead the Way honors courses at Weston High School. Board discussion followed.

Motion Passed: Move that the Weston Board of Education approve the new course proposal for Weston High School, Civil Engineering and Architecture-Honors; passed with a motion by Sara Spaulding and a second by Ellen Uzenoff.

5 Yeas - 0 Nays.

IX.C. Presentation of Weston High School New Course Proposal, Principles of Engineering-Honors

Motion Passed: Move that the Weston Board of Education approve the new course proposal for Weston High School, Principles of Engineering-Honors; passed with a motion by Sara Spaulding and a second by Ellen Uzenoff.

5 Yeas - 0 Nays.

IX.D. Presentation of Updated K-12 Health and School Counseling Curriculum Renewal

Discussion:

Dr. Craw presented the update of the K-12 Health and School Counseling curriculum renewal. Changes in the State statues required that we reviewed our health curriculum. Summary documents were provided outlining the health curriculum by grade. School counseling classroom work was also updated across the District.

Motion Passed: Move that the Weston Board of Education approve the updated K-12 Health and School Counseling Curriculum as presented by Dr. Craw; passed with a motion by Sara Spaulding and a second by Daniel McNeill.

5 Yeas - 0 Nays.

IX.E. Weston Board of Education Policies, Regulations, and Bylaws

IX.E.1. First Reading of New Policy 1412, School Resource Officers

Discussion:

Mr. Brey provided a first reading of New Policy 1412, School Resource Officers. CABE does provide a framework for the parameters of a SRO and the new policy has been written using this information.

IX.E.2. First Reading of Revised Policy and Administrative Regulation 5141.3, Health Assessments

Discussion:

Mr. Brey provided a first reading of Revised Policy and Administrative Regulation 5141.3, Health Assessments. Changes have been made that were recommended by the District's counsel.

IX.E.3. First Reading of New Policy 5131.31, Vaccinations

Discussion:

Mr. Brey provided a first reading of new policy 5131.31, Vaccinations.

IX.F. Approval of Memorandum of Understanding with Local 1303-110 of Council 4 AFSCME, AFL-CIO

Discussion:

Mr. Brey updated the Board regarding the Memorandum of Understanding with AFSCME for a revised retirement incentive program to increase participation by lowering the years of service to 16 years.

Motion Passed: Move that the Weston Board of Education approve the Memorandum of Understanding with Local 1303-110 of Council 4 AFSCME, AFL-CIO; passed with a motion by Ellen Uzenoff and a second by Daniel McNeill.

5 Yeas - 0 Nays.

IX.G. Non-Renewal of Long-Term Substitute Teachers

Discussion:

Jeffrey Brown (English WHS)
Beth Davison (Science WHS)
Caitlin Fernandez (3rd Grade WIS)
Joseph Grand (Science WHS)
Kelly Greenfield (4th Grade WIS)
Martine King (Reading HES)
Brianna Perez (Social Studies WHS)
Molly Rosenthal (Kindergarten HES)
Kelly Velez (Social Studies WMS)

Motion Passed: Move that the Superintendent of Schools is directed to notify the following long-term substitute teachers that their contract of employment will not be renewed for the 2018-2019 school year (see attached); passed with a motion by Ellen Uzenoff and a second by Sara Spaulding.

5 Yeas - 0 Nays.

IX.H. Non-Renewal Reduction in Force-Teachers

Discussion:

Alyssa Giammattei - 4th Grade WIS
Christine Malone - 2nd Grade HES
Megan Robinson - Kindergarten HES
Eliza Tabacchi - Kindergarten HES

Motion Passed: Move that the Superintendent of Schools is directed to notify the following teachers that their contract of employment will not be renewed for the 2018-2019 school year (See attached); passed with a motion by Ellen Uzenoff and a second by Daniel McNeill.

4 Yeas - 0 Nays - 1 Abstained.

IX.I. Non-Renewal of Others

Discussion:

Christopher Pace PE WMS

Motion Passed: Move that the Superintendent of Schools is directed to notify the following teacher that his/her contract of employment will not be renewed for the 2018-2019 school year. (See attached); passed with a motion by Sara Spaulding and a second by Ellen Uzenoff.

5 Yeas - 0 Nays.

IX.J. Ninth FY 2018 Financial Update and Approval of Transfers

Discussion:

Mr. Rudl provided a monthly financial update. Transfers were presented for approval totaling \$154,418, of these, six of which are in excess of \$5,000. The District did receive a supplemental appropriation in the amount of \$1,061,852. Mr. Rudl updated the Board regarding the technology equipment transfer.

Motion Passed: Move that the Weston Board of Education approve the Ninth FY 2018 Financial Update and Approval of Transfers as presented by Mr. Rudl; passed with a motion by Jacqueline Blechinger and a second by Daniel McNeill.

5 Yeas - 0 Nays.

IX.K. Discussion and Vote on Second Megawatt Option for Virtual Net Metering

Discussion:

Ms. Albert provided an update to the Board regarding the Virtual Net Metering project. Representatives from the Town joined the last Facilities Committee meeting and mentioned that there has been no changes since their last presentation and the signing of the contract.

The Board is looking for due diligence documentation from the Town regarding the virtual net metering project.

Motion Passed: Move that the Weston Board of Education elect the fixed rate option for the second megawatt associated with Virtual Net Metering; passed with a motion by Jacqueline Blechinger and a second by Ellen Uzenoff.

5 Yeas - 0 Nays.

IX.L. Discussion and Vote on Contractor for Zenon Plant

Discussion:

Mr. Rudl updated the Board regarding the contract for the Zenon Plant, with a recommendation to approve Veolia as the approved contractor.

Motion Passed: Move that the Weston Board of Education authorize the Superintendent to enter into agreement with Veolia as service provider for the Zenon Plant; passed with a motion by Sara Spaulding and a second by Ellen Uzenoff.

5 Yeas - 0 Nays.

IX.M. Discussion and Vote on PTO Beautification Project for Weston Middle School

Discussion:

Mrs. Uzenoff provided an update to the Board regarding the beautification project proposal for Weston Middle School. This PTO-funded project is in conjunction with help from the Weston Beautification Committee.

Motion Passed: Move that the Weston Board of Education approve the plans for the Weston Middle School beautification project, gifted by the WMS PTO, as outlined in the February 21, 2018 letter from WMS PTO President Britta Lerner; passed with a motion by Ellen Uzenoff and a second by Sara Spaulding.

5 Yeas - 0 Nays.

X. OLD BUSINESS

X.A. Discussion and Vote on Adds/Deletes/Changes to 2018-2019 Approved Calendar

Discussion:

Dr. McKersie had no additions or changes to the 2018-2019 calendar and thanked all the participants who served on the WPS Calendar Committee.

Motion Passed: Move that the Weston Board of Education approve the changes to the approved 2018-2019 school calendar as presented by Dr. McKersie; passed with a motion by Daniel McNeill and a second by Sara Spaulding.

5 Yeas - 0 Nays.

X.B. Discussion and Vote on Proposed 2019-2020 Calendar

Discussion:

There was not additional discussion regarding the proposed 2019-2020 calendar.

Motion Passed: Move that the Weston Board of Education approve the proposed 2019-2020 school calendar as presented by Dr. McKersie; passed with a motion by Daniel McNeill and a second by Ellen Uzenoff.

5 Yeas - 0 Nays.

XI. SUPERINTENDENT'S REPORT

XI.A. District Update

Discussion:

Dr. McKersie updated the Board on the following items:

Ms. Pernice is representing Weston at the Unified Sports athlete's awards banquet this evening.

The Chief of School Operations for Norwalk Public Schools, Frank Costanzo, shadowed Dr. McKersie today, as part of the CES Aspirant Superintendent's Program. He was very impressed with what he saw in our District.

Dr. McKersie updated the Board regarding the search for an additional PPS assistant director. He is hoping that the Board will have a candidate to interview next week.

The CT Standardized Assessment Update was included in his "Super Notes" email that was sent to the Board on Sunday.

Dr. McKersie mentioned that at the ADAP presentation, a few privacy moments came up by having parents in attendance, hindering students to have frank and honest discussions.

WPS only had two students walk-out On April 20, the National School Walkout day.

XII. COMMITTEE REPORTS

XII.A. Communications Committee

XII.B. Curriculum Committee

XII.C. Facilities Committee

Discussion:

Mrs. Uzenoff made note that there is no plan in place to build a new school. The Facilities Committee has been walking through each school, with the purpose of developing a strategic plan for all of our buildings. Once this has been complete, all recommendations will be presented to the BOE. The recommendations are targeted for a late fall presentation.

XII.D. Finance Committee

XII.E. Policy Committee

XII.F. Negotiations Committee

XII.G. CES

Discussion:

Mr. McNeill updated the Board with the news that CES has appointed Dr. Charles Dumais as their new Executive Director with Dr. Evan Pitkoff's resignation.

XII.H. CABE

XII.I. Weston Education Foundation

Discussion:

Ms. Spaulding updated the Board that the Weston Education Foundation is currently reviewing candidates for the David Trigaux Innovation Award.

XIII. WRITTEN REPORTS

XIII.A. Principals' Reports

XIV. NEXT SCHEDULED MEETINGS OF THE BOARD OF EDUCATION

XIV.A. Regular Session on May 21, 2018 at 7:30 p.m.

XIV.B. Review of Pending Agenda Items for Next Meeting

XV. ADJOURNMENT

Discussion:

Meeting adjourned at 9:32 p.m.

Motion Passed: passed with a motion by Ellen Uzenoff and a second by Sara Spaulding.

5 Yeas - 0 Nays.

Chairperson

Superintendent

Weston Board of Education Special Meeting

May 01, 2018 8:30 AM

Central Office Conference Room

Attendance Taken at 8:30 AM:

Present Board Members:

Gina Albert
Ellen Uzenoff
Sara Spaulding
Anthony Pesco

Absent Board Members:

Jacqueline Blechinger
Daniel McNeill
Samantha Nestor

Discussion:

OTHERS:

Dr. William McKersie, Superintendent of Schools
Mr. Lewis Brey, Director of Human Resources and Internal Counsel
Mr. Michael Rizzo, Assistant Superintendent of Pupil Personnel Services (July 1, 2018)

Upon a motion by Ellen Uzenoff, second by Gina Albert, the Board entered Executive Session at 8:44 a.m. to discuss matters pertaining to personnel-discussion of finalist for Assistant Director of Pupil Personnel Services. The Board invited Dr. William McKersie, Mr. Lewis Brey and Mr. Michael Rizzo to join.

Upon a motion by Ellen Uzenoff, second by Gina Albert, Executive Session adjourned to Public Session at 9:10 a.m.

Dr. McKersie and Mr. Rizzo took a few moments to mention the stellar candidate Martine King has been and is an excellent choice and great fit for Weston.

Move that the Weston Board of Education appoint Martine King as the Assistant Director of Pupil Personnel Services, effective July 1, 2018, with a salary as provided under the contract between the Weston Board of Education and the Weston Administrators Association; passed with a motion by Ellen Uzenoff and a second by Anthony Pesco. All in favor 4-0.

Upon a motion by Ellen Uzenoff, second by Anthony Pesco, regular session adjourned at 9:14 a.m.

Chairperson

Superintendent

RECEIVED
APR 24 2018
OFFICE OF THE
SUPERINTENDENT

Dr. McKersie/Mr. Brey,

4/24/18

I am writing to notify you that I will be resigning effective June 30th, 2018 from Weston Public Schools in order to fulfill my duties and responsibilities as new football coach at Bullard Havens.

Sincerely,
Christopher Pace

A handwritten signature in black ink, appearing to read "Chris Pace", with a large, sweeping flourish extending to the right.

Meredith Herman

Subject: FW: Next Year

From: Megan Memoli

Sent: Wednesday, May 2, 2018 11:47 AM

To: Lewis Brey <LewisBrey@westonps.org>

Cc: Jen Ryan <JenRyan@westonps.org>; William McKersie <WilliamMcKersie@westonps.org>

Subject: RE: Next Year

Lewis,

I took sometime to think this through and talked with my husband and we feel that it is best for our family to have me stay home with our kids. We anticipated starting my daughter in Kindergarten (September birthday) but just recently decided to give her an extra year of pre school. It would have made things a lot easier in terms of returning to work with just one at home but now makes things a little more complicated.

I really appreciate you reaching out to me and going out of your way to let me know about the possible .5.

I had an amazing five years in Weston and really will miss it.
Thanks for everything.

Take care,

Megan

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 21, 2018

Information Only

Action Requested

Agenda Item Subject: 2018-2019 Board of Education Meeting Dates

Submitted by: William McKersie

Document Summary/Purpose and/or Recommended Action:

Schedule of dates for the 2018-2019 Board of Education meetings.



**WESTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT**

2018-2019 BOARD MEETING SCHEDULE

<u>MONTH</u>	<u>DATE</u>
July	16
August	22 (Workshop*), 27
September	17
October	15 (Workshop), 22
November	19
December	17
January	22 (Tuesday)
February	4 (Workshop), 19 (Tuesday)
March	4 (Workshop), 25
April	22
May	20
June	17

NOTE: All meetings are held at 7:30 p.m. in the Weston Middle School Library Learning Commons, unless otherwise noted and announced. Dates are subject to change. Executive Sessions are scheduled as needed ahead of a regular Board of Education meeting. Final meeting dates will be posted at Town Hall at least 24 hours in advance of the meeting. Meeting dates and agendas are also posted at the Weston Board of Education building and on the district website: www.westonps.org.

***Half-day workshop with Superintendent and BOE on August 22**

Draft 5-10-18

Approved by the Board of Education on _____

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 21, 2018

Information Only

Action Requested

Agenda Item Subject: Annual Instructional Update 2017-18

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

Annual Instructional Update 2017-18 for Board review.

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>



WESTON PUBLIC SCHOOLS

Annual Instructional Update 2017-2018

Presented to the
Weston Board of Education
Curriculum Committee
May 9, 2018



William S. McKersie, Ph.D.
Superintendent of Schools

Kenneth G. Craw, Ed.D.
Assistant Superintendent of
Curriculum and Instruction

WESTON PUBLIC SCHOOLS

VISION STATEMENT

Our commitment to excellence and continued, purposeful innovation will make Weston Public Schools the standard in designing educational pathways and environments that cultivate empowered citizens of the global community.

MISSION STATEMENT

The mission of the Weston Public Schools, as a caring and supportive community partnership, is to empower each student to achieve success and contribute to our global society by developing and cultivating character, knowledge and creativity through a dynamic learning experience that challenges each student to continually pursue personal excellence.

OUTCOME – GLOBAL CITIZENS

Global citizens have the necessary knowledge, skills, and attitudes to achieve their personal goals and contribute to society. Our goal is to empower students to be innovative thinkers, creative problem-solvers, effective communicators, and inspired learners prepared to thrive in an ever-changing world. These skills are commonly referred to as the four C's: Critical and Creative Thinking, Communication, Collaboration.

WESTON BOARD OF EDUCATION MEMBERS

Gina Albert, Chairperson
Ellen Uzenoff, Vice Chairperson
Sara Spaulding, Secretary/Treasurer
Jacqueline Blechinger
Dan McNeill
Samantha Nestor
Anthony Pesco

Contributors

Superintendent	Dr. William McKersie
Assistant Superintendent	Dr. Kenneth Craw
Director of Digital Learning & Innovation	Dr. Craig Tunks
Mathematics, Grades K-5	Mrs. Carolyn Vinton
Mathematics, Grades 6-12	Ms. Janine Russo
Science, Grades K-5	Mrs. Carolyn Vinton
Science, Grades 6-12	Mrs. Jamie Charles
Language Arts, Grades K-5	Mrs. Andrea Noble, Mrs. Alex Bluestein
English, Grades 6-12	Ms. Christine Cincotta
Social Studies, Grades K-5	Mrs. Andrea Noble, Mrs. Alex Bluestein
Social Studies, Grades 6-12	Ms. Christina Conetta
World Language, Grades K-12	Mrs. Mercedes Fernandes
Visual Arts, Grades K-12	Ms. Sydney Girardi
Performing Arts, Grades K-12	Ms. Elizabeth Morris
Health and Physical Education, Grades K-12	Mrs. Patty Powers
Technology Education, Grades 6-12	Mrs. Jamie Charles
School Counseling, Grades K-12	Ms. Lois Pernice
Project Challenge, Grades 3-8	Ms. Lois Pernice

Table of Contents

Introduction	1
Mathematics, Grades K-5	5
Mathematics, Grades 6-12.....	7
Science, Grades K-5	9
Science, Grades 6-12	11
Language Arts, Grades K-5	15
English, Grades 6-12	17
Social Studies, Grades K-5.....	19
Social Studies, Grades 6-12.....	20
World Language, Grades K-12.....	23
Visual Arts, Grades K-12	26
Performing Arts, Grades K-12	29
Health and Physical Education Grades K-12	34
Technology Education Grades 6-12	36
School Counseling Grades K-12	39
Project Challenge Grades 3-8.....	41

ANNUAL UPDATE ON THE CONTINUOUS IMPROVEMENT OF INSTRUCTIONAL PROGRAMS

Weston Public Schools is committed to the continuous improvement of its instructional programs and services to ensure students are prepared for a global society. The district is guided by a series of goals to achieve the outcome of fostering global citizenship. These goals include focusing academic excellence, promoting healthy learning environments, leveraging digital learning, gauging progress, and ensuring essential resources for learning. Superintendent of Schools, Dr. William McKersie, disseminated a link to these [district goals](#) in his initial communication with families at the start of the year.

Each spring, district curriculum leaders reflect on the progress made toward achieving district goals, as it relates to instructional programs and services. In the 2017-18 Annual Instructional Update, each Curriculum Instructional Leader highlights the goals of her department, key accomplishments, challenges, and the anticipated goals for the upcoming 2018-19 school year. These reflections are presented to the Weston Board of Education to provide a comprehensive update and plan for the following academic year.

Academic Excellence

Curriculum Instructional Leader (CIL) Program Evaluation Follow-Up

In April 2017, the district received a report on the design, operation, and impact of Weston's CIL model. Noe Medina, of Education Policy Research in Boston, conducted an independent review of Weston's model. The written report consisted of several findings and a series of eight recommendations for enhancing the program. Significant progress was made in addressing the recommendations outlined in the [report](#).

One of the recommendations was to invest in training CILs in instructional coaching methodologies and strategies to enhance their ability to support classroom teachers. CILs spent three days of intensive training over the summer working with Nancy Love, a senior consultant at Research for Better Teaching based in Massachusetts. There were periodic opportunities throughout the school year for CILs to implement strategies with teachers and reflect on their coaching practices during online webinars with the consultant.

As a group, the CILs have a wealth of knowledge and expertise that they can share with each other to continue their professional learning. The CILs have established their own work group that will meet periodically to work through problems of practice. They have also expressed interest in identifying a common text on coaching to serve as a basis for discussion next year.

The report also contained recommendations to clarify the role of the CIL and their evaluation process. A small work group of CILs, guided by the Assistant Superintendent, is in the process of creating a series of professional standards for coaches, along with corresponding rubrics that delineate levels of performance. In the short term, these tools will be used for articulating the role, but there is the potential for the rubrics to promote self-reflection and collaborative discussion. Once drafts are complete, they will be brought before the Board's Curriculum Committee for review.

Science Initiative

Curriculum instructional leaders have been working diligently with the faculty during year two of our science curriculum renewal process to align Weston's science program with the Next Generation Science Standards (NGSS). The shifts in curriculum and pedagogy are significant, so this initiative will require a sustained focus on professional and curriculum development. The CILs have been working closely with staff to provide the essential training and to oversee the piloting of new electronic resources to support the new units of study.

One of the challenges we are facing is the amount of time currently allocated for science in the K-5 master schedule is not sufficient to address the increased expectations for learning science. In order to effectively and fully implement the standards, the K-5 schedule will need to be modified at both HES and WIS for teachers to have sufficient time to teach the curriculum. The administration is working this spring to find more time for science in grades K-2 and grade 5 since these are the grade levels that will be implementing the new curriculum next year. In the following year, the amount of time in grades three and four will need to be increased as well when those grades transition to new units of study. It should be noted that the Connecticut State Department of Education (CSDE) will begin assessing the new standards in science beginning in the spring 2019 in grades 5, 8, and 11.

In addition, it is very exciting to report out to the Weston Community that two new science courses have been added to the WHS Program of Studies beginning in the fall of 2018. AP Environmental Science is now being offered as an upper division elective, which is in response to student interest in the course. In addition, following a yearlong process of developing a Science Research Program, a new WHS Honors Science Research course will run under the guidance of Stacey Greenberg. Stacey is a veteran biology teacher and Weston's 2018 local recipient of the CT Teacher of Year Award.

Literacy

For several years, the District has been engaged in a K-12 Writing Across the Disciplines Initiative focused on enhancing the quality of student achievement in this area through targeted professional development and purposeful programmatic changes. An independent evaluation of Weston's writing program was conducted in March 2018 by a visiting team of trained educators from the Tri-State Consortium, an organization consisting of similarly high-performing school districts. We are awaiting the written report from Tri-State detailing strengths and areas of growth, but we did receive some verbal feedback at the conclusion of the three-day on-site evaluation process.

The Visiting Committee observed that our students are "living writerly lives" meaning that they write for a variety of audiences and purposes with a high degree of volume and stamina. They also commended the system for the effectiveness of the WHS Writing Center and the eighth and tenth grade portfolio experiences. Further, the Committee suggested that we look at a few areas as we seek to improve our writing program. (1) As a system, we are encouraged to determine how best to use classroom level data to better inform instruction and grouping arrangements for differentiation purposes; (2) identify strategies for greater parent outreach and to be explicit with how writing and mechanics are taught in Weston; and (3) determine three objectives we most highly value in teaching writing and focus on those goals in all grades and subjects.

In terms of reading, this year the district began a [K-5 reading initiative](#) with an intense focus on professional learning, similar to our approach with writing. Our administrators and CILs, in collaboration with consultants from Teachers College (TC), Columbia University, provided ongoing on-site training in each school to assist teachers with the implementation of new units of study. As part of the training in the Readers Workshop model, there was an emphasis on modeling strategies for differentiating learning. This work will continue into the next school year.

Using assessment data effectively to inform reading instruction is another key skill area for teachers. Following a comprehensive review, the district has decided to employ the Fountas and Pinnell Benchmark Assessment (F & P) in lieu of the Developmental Reading Assessment (DRA). F & P assessments will provide teachers with more granular information regarding reading performance, which will enable teachers to have a more targeted approach to improving reading abilities. The WIS will begin training and implementing the F& P assessments at the beginning of the school year. HES will make this transition the following year since they will be focused on implementing the new science curriculum this fall.

Special Education and Inclusion

This year, the district had a focus on fostering increased collaboration and communication between special education and general education teachers to strengthen inclusion models. At HES and WIS, we provided training to collaborative teacher teams consisting of special education and general education teachers on how to plan differentiated lessons for students with special needs. Teachers have indicated they will need more common planning time built into the schedule in order for collaborative teams to meet on regular basis to review student progress and plan instruction. Administrators will be looking to schedule this common meeting time more regularly.

Curriculum Renewal

This has been a busy year for curriculum leaders involved in the curriculum cycles. As previously mentioned, we are in the middle of a comprehensive K-12 science curriculum review with targeted efforts to update curriculum, pedagogy, and pathways for learning. There were three other curriculum areas that were renewed and presented to the Board of Education for approval, including Project Challenge, health, and school counseling.

Project Challenge is a specialized program for students identified as talented and gifted in grades 3-8, and this program was reviewed using a similar process as we do in other subject areas. A district committee was convened to research and analyze the current program, as well as to collect feedback from students and parents regarding their experiences with Project Challenge. The findings of the committee culminated in a [report](#) presented to the Board of Education in January. The committee identified a series of eight recommendations for enhancing the curriculum, scheduling classes, and identifying students. The committee is in the process of working on addressing these recommendations, in accordance with the timelines set forth in the report.

Recently, the Board of Education adopted the updated health and school counseling curricula following discussions at the Curriculum Committee level. These areas were reviewed concurrently due to the overlapping nature of several of the topics (i.e. bullying, healthy choices) within both health and school

counseling. New State Statutes now require Connecticut school districts to educate students on CPR and sexual assault. Weston had already included these topics in the health curriculum before they became requirements, but our health teachers have reviewed and refined how we address them. The health and counseling curricula allow teachers flexibility when new issues emerge, such as with the recent opioid crisis. As a result, students benefit from classroom discussions and activities that are both timely and relevant. Press on the following [link](#) to access the scope and sequence for the health curriculum.

Digital Learning

WMS Chromebook Initiative

Overall, the deployment of Chromebooks at WMS has been a successful initiative. It has provided students on demand access to electronic tools and resources both at school and at home. Chromebooks are used in all disciplines as needed, with an appropriate balance of screen time. Teachers incorporate the Chromebooks into the learning process when it makes sense to do so.

There was a significant amount of discussion and professional development leading up to the rollout of the Chromebooks. They received training on the use of *Go Guardian*, a classroom management tool. Teachers have reported that this has been an important resource for ensuring students are using the devices effectively.

Students received training on the appropriate use and care of Chromebooks. They participated in digital citizenship training and attended presentations on Internet safety conducted by the WHS School Resource Officer. The middle school will continue to reinforce appropriate use and care of the devices when students transition to the next grade level.

Data Warehousing System

Under the direction of Dr. Craig Tunks, the district selected a new data warehousing tool, Tableau. Key district data has been loaded into Tableau in the form of visualizations that present the data in a user-friendly format. Data can be easily disaggregated and analyzed with Tableau's search tools, which will enable data teams to answer questions they have about student progress.

The entire Curriculum Council, consisting of administrators and curriculum instructional leaders, participated in several training sessions to learn how to use Tableau. The monthly Curriculum Council meetings were used for this purpose to determine what data is most important to use when gauging progress.

Learning Management System (LMS)

Last spring, the district selected a Learning Management System, Canvas, to be used as a resource to support digital learning. Canvas enables teachers to deliver courses and resources electronically to students. Other uses include facilitating discussion boards, administering and submitting student assignments, and tracking student progress. In phase one of this work, several pilot teachers developed and implemented their courses using the Canvas platform. Sydney Girardi, Curriculum Instructional Leader for Visual Arts has taken a lead role in providing training for piloting Canvas.

MATHEMATICS, GRADES K-5

I. 2017-18 Goals

- Continue instructional coaching for the purpose of reflection, increasing repertoire, and improving instruction. Coaching next year will continue to focus on support for further developing the instructional strategies leading to successful math learning in order to prepare students to be effective global citizens. This will include an emphasis on differentiation and digital learning.
- Continue to provide high-quality professional development opportunities for all teachers using both internal capacity and outside consultants. Professional development offered will be informed by data used to gauge district progress.
- Continue to provide opportunities for parent education at all levels.
- Continue development of the K-5 math department website as a resource for parents and students.

II. Accomplishments

- The professional development provided to Curriculum Instructional Leaders (CILs) by Nancy Love of RBT (Research for Better Teaching) was helpful in increasing coaching repertoire and effectiveness.
- Coaching and professional development provided by the CIL focused on differentiation and increased use of visualization for problem solving.
- Smarter Balanced Assessment (SBA) results were analyzed where possible, and work was done with teachers to identify areas of improvement.
- Two teachers from each grade, three through five, worked with the CIL to examine the SBA Interim Assessment Blocks questions. They then made Smart Board files for unit topics for teachers to integrate into their lessons. These files contained problems using similar language, complexity, and answer style as the SBA questions.
- Two fifth grade teachers, accompanied by the CIL, attended a full day Singapore Math professional development workshop in White Plains, New York, focusing on problem solving and anchor tasks.
- In the fall, five parent workshops were presented for K-5 parents. The morning and evening sessions at HES provided an introduction to the ways our primary students learn mathematics. The WIS sessions helped parents understand the instructional methods and content in the intermediate grades. Later in the fall, there were also sessions on problem solving for parents of grades two through five.
- The CIL and building principals collaborated on initial uses of Tableau to analyze grade level progress trends across math standards.
- Weston's Teacher Supervision and Evaluation Plan continued to be helpful in encouraging teachers to avail themselves of instructional coaching. This coaching was focused on instructional strategies, including an emphasis on differentiation.
- The CIL continued to attend the *Math in Focus CT Consortium* in New Haven when able. This provided no-cost professional development as well as networking opportunities.

- We had 42 students from grades four and five participate on our Mathematical Olympiad teams this year. These students met before school on Tuesday mornings. Our teams continue to excel in this international competition.
- The K-5 Math Department website was further developed to be a resource to parents and teachers.

III. Challenges and Needs.

- High-quality professional development, using both internal capacity and outside experts, continues to be necessary to build and maintain high-level instructional capacity.
- The amount of CIL focus needed for our science pilot and transition has impacted the availability for math coaching and necessitated a greater level of prioritizing. This will continue to have an impact next year as we move from pilot to implementation.

IV. 2018-2019 Goals

- Continue to provide coaching and professional development, increasing the instructional repertoire of our teachers, especially in the areas of differentiation.
- Work with second grade teachers to integrate their new technology effectively into their math lessons.
- Explore ways to assist teachers in analyzing their data using Tableau in order to help them enhance their instructional decisions.
- Continue to provide opportunities for parent education at all levels.

MATHEMATICS, GRADES 6-12

I. 2017-2018 Goals

- Continue to emphasize planning for differentiation, particularly in the standard level classes at both the middle and high schools.
- Explore the possibility of offering an integrated Algebra/Geometry sequence for ninth graders to more fluidly follow from the eighth grade standard course.
- Explore the possibility of distance and/or digital learning opportunities for students who complete the WHS mathematics pathways prior to their senior year.

II. Accomplishments

- Middle school teachers differentiated content using “mild, medium, and spicy” options in guided practice. On an almost-daily basis, students had the opportunity to self-select from different levels of problems to personally challenge themselves.
- Middle school teachers differentiated process by using cluster grouping techniques in situations where the class was co-taught with a special education teacher or a paraprofessional. Students were either self- or teacher-selected to receive small group instruction on particular concepts while the other teacher circulated around facilitating the other groups in the room.
- Standard Algebra 1 teachers (WHS) differentiated lessons by using various manipulatives to teach abstract concepts in a hands-on environment.
- Standard Geometry teachers used Quizlet to provide targeted extra practice to struggling students.
- High school teachers worked with curricular partners to create tiered lessons that were differentiated to meet the needs of the variety of levels of learners in standard classes.
- Standard Algebra 1, Standard Algebra 2, and Honors Algebra 2 teachers have consistently used Desmos Classroom Activities to introduce a new unit. These online activities enable students to explore and discover a new topic at their own pace and level of understanding. Teachers have the ability to monitor student progress throughout the lesson, and can intervene where necessary, or display student work for classroom discussion.
- Middle school Math Lab teachers used the IXL online platform to provide targeted extra practice on prerequisite and/or current skills. The platform allows teachers to monitor the progress of each student individually.
- Middle school teachers selected Khan Academy videos to offer as supplements to class instruction.
- Seventh and eighth grade teachers used digital tools to administer Performance Based Assessments in all courses.
- Middle school teachers created Smarter Balanced Assessment (SBA) Question Banks in Google Drive. The questions were infused into lessons of related content in order to expose students to the types of questioning used on the assessment.
- Middle school teachers used SBA Interim Assessment Blocks (IAB) to expose students to the SBA platform.

- Middle school teachers used the data from the SBA IABs to inform future instruction, designing lessons to address the weaknesses indicated by these results.
- High school teachers created an SAT Question Bank on Google Drive, organized by course. Teachers infused these questions into lessons on a regular basis.
- Eighth grade teachers increased communication with the special education department through the use of a dedicated eighth grade math Google calendar. This provided better alignment with regard to content and instruction for students working on math in Math Lab, Organization and Study Time (OST), Strategies, etc.
- Multivariable Calculus was offered at WHS for the first time this year. There was one student enrolled in the class, who met with a dedicated teacher three times per cycle. The course was taught using a modified blended learning format. The teacher used open resources provided by MIT to supplement on the days when he did not meet with the student.
- With the combined efforts of middle and high school teachers, a scope and sequence for an Accelerated Algebra and Geometry course was proposed and accepted for the 2018-2019 school year.
- Two middle school and one high school teacher attended the ATOMIC (Associated Teachers of Math in Connecticut) conference in December.
- The WMS Math Team continued its participation in the Fairfield County Junior Math League.
- The WHS Math Team continued its participation in the Fairfield County Math League.
- Two WMS students participated in the Math Counts chapter competition in February, and one of those students was selected to participate at the state level.
- Seventeen WMS students participated in the American Mathematics Competition in November. One of the students earned an Honor Roll of Distinction, scoring in the top 1% nationally.

III. Challenges and Needs

- Significant summer work is needed to prepare for the new Accelerated Algebra/Geometry course.
- The scheduling arrangements for Multivariable Calculus presented challenges. While the arrangement was sufficient for the one student enrolled in the course this year, the time allotted for the class over an eight day cycle is not likely to fully meet the needs of students in the future.
- The sixth and seventh grade SBA Question Banks need to be revisited and resources added to better facilitate their use in lesson planning.

IV. 2018-2019 Goals

- Design and implement the new Accelerated Algebra and Geometry course at WHS.
- Continue to emphasize planning for differentiation at all levels at WMS and WHS.
- Continue to seamlessly infuse SBA resources into the curriculum across all grades at WMS.

SCIENCE, GRADES K-5

I. 2017-2018 Goals

- Continue professional development, as appropriate, in order to prepare teachers to teach the Next Generation Science Standards (NGSS) curriculum as it was intended, in order to prepare our students to be effective global citizens.
- Continue to research the best available materials for use with new curriculum.
- Pilot NGSS materials in kindergarten, grade one, and grade two. This will assist with making good material choices. It will also allow certain teachers at those grades to gain experience that will help in the whole school transition.
- Provide CIL with training opportunities to build knowledge base and expertise with NGSS in order to strengthen coaching and support for our teachers.
- Explore connections between the science curriculum and the makerspaces in each school.

II. Accomplishments

- Successful pilots of NGSS curriculum using Amplify Science took place at Hurlbutt in two classes at each grade level. These teachers received a day of professional development before school began in August and worked with their team members and CIL throughout the year.
- A smaller pilot took place in fifth grade for the final unit. It involved one teacher and two classes.
- To gain a fuller understanding of the piloted materials, the CIL took the lead on teaching three of the ten units in three of the seven classes. This allowed for us to more fully inform our decision, as well as gain greatest insight on how best to support teachers.
- In February, the CIL visited Brass City Charter School in Waterbury in order to observe Amplify Science lessons in third, fourth, and fifth grade classes. There was also the opportunity to discuss the merits of these materials with their science specialist who is a NGSX (Next Generation Science Exemplar System) trainer.
- The Hurlbutt classroom and special education teachers received further NGSS professional development led by the CIL and facilitated by the six pilot teachers.
- The CIL attended state updates on NGSS assessments and curriculum discussions held at Cooperative Educational Services in Trumbull.
- Collaboration took place between the CIL and Hurlbutt Library Media Specialist on makerspace connections with the new NGSS curriculum, including developing a shared engineering cycle for K-2 students.
- The Fourth Annual WIS Inquiry Science Fair was the largest one yet. It took place on April 4 and 5, and included 180 fourth and fifth graders.

III. Challenges and Needs

- It will take a tremendous amount of support as we transition to NGSS in order to provide teachers with what they will need both in content knowledge and pedagogical shifts, as well as comfort with new materials.
- Scheduling changes will need to take place in order to allow the NGSS curriculum to fit in our students' day.

IV. 2018-2019 Goals

- If adjustments to schedules are made, fully implement an NGSS curriculum using Amplify Science in kindergarten, grades one, two, and five.
- Provide the needed professional development opportunities for all teachers using both the internal capacity of CIL and 2017-2018 pilot teachers as well as Amplify consultants.
- Provide initial professional development to prepare grades 3 and 4 to implement NGSS curriculum in 2019-2020.
- Begin curriculum documentation in Rubicon Atlas.

SCIENCE, GRADES 6-12

I. 2017-2018 Goals

- Develop and implement NGSS-aligned curriculum in remaining WHS core sequence courses (chemistry, physics) during the 2017-2018 school year, including innovations in gauging progress relative to NGSS (Next Generation Science Standards).
- Develop and implement NGSS-aligned curriculum in remaining WMS core sequence courses at WMS (grades 7 and 8) during the 2017-2018 school year, including a plan to (a) phase in new units to ensure cohorts address relevant modules and (b) leverage the availability of digital instructional technologies.
- Continue to develop and implement a seventh/eighth grade STEM PFA (Practical and Fine Arts) pathway for independent STEM projects and encourage participation in competitions and events outside of WMS.
- Plan and propose a science research course (or sequence of courses) and implementation model for WHS to begin in the 2018-2019 year.

II. Accomplishments

- NGSS-aligned curriculum shifts continued at WHS in both chemistry and physics classes. Both curricula were revised to highlight the key instructional components emphasized in the NGSS, especially phenomena-driven units of study as well as modelling, experimentation, and analysis of class content and explorations.
- New technological tools in physics courses (PASCO 550 Interfaces and CASTLE sets) afforded students the opportunity to engage with and interpret high-quality data and utilize that data to develop physical and computational models. The new devices not only make the collection of data more clear and efficient, but also use more modern interfaces that the students are better acquainted with.
- An honors level high school science research course was designed and approved for implementation starting in the 2018-2019 school year. Much effort was put into planning the design of the course, establishing funding for the laboratory, and advertising to the student body (grades 8-11). We currently have approximately 11 students enrolled in the first section of the course, which will be led by Stacey Greenberg. Work now continues to outfit the lab space with necessary instrumentation, materials, and equipment for the students to begin their research next year.
- The environmental science curriculum, now in its second year, has been enhanced with a variety of new lab activities, analytical activities, and tools from a variety of sources. One online source, Howard Hughes Medical Institute, provides a variety of interactive activities allowing students to process data from actual field work. These activities cover a range of topics and help provide the students with a more authentic learning experience.
- The high school science department has cultivated a strong partnership with Animal Embassy, based in Stamford. Animal Embassy's Chris Evers has visited our animal behavior classes for the past several years, bringing a variety of animals each time. These visits tie-in closely with the semester project in that course, helping the students understand the evolutionary

connection between behavior and environment. We have expanded that partnership into our environmental science classes, where Mr. Evers uses the animals to discuss conservation.

- The animal behavior classes were treated to visits from Jim Knox of the Beardsley Zoo, and Katherine Meier, a Ph.D. candidate at Yale in Anthropology and Forestry, and who recently completed a year-long internship in Indonesia, studying wild orangutans.
- NGSS-aligned curriculum shifts continued at WMS in grades 7 and 8. The eighth grade teachers developed and implemented new curricula in the areas of physics and biology, while the seventh grade team focused on developing and implementing a new unit on space systems, emphasizing Earth's place in relation to the solar system, galaxy, and universe.
- To leverage the availability of digital instructional technologies, all classes in grades 6-8 piloted various Amplify Science units throughout the year, as well as e-Reader textbooks from the National Science Teachers Association (NSTA). Amplify Science allows students to engage in authentic learning in a multimodal fashion through digital instruction, computer simulation, and hands-on activities, while NSTA e-Readers provide digital access to content-rich text, online practice questions, video links, and more to support the classroom curriculum.
- For the first time, all seventh grade students participated in a field trip to the Yale Peabody Museum to participate in a presentation on Earth's landforms, as well as explore other exhibits on fossils, minerals, and additional geologic features found on our planet. The group also had the opportunity to view West Rock Ridge in New Haven, Connecticut during this trip to provide an additional authentic learning experience on Earth's landforms.
- All sixth grade classes had the opportunity to engage in an exploration of water conservation through a program run by the Aquarion Water Company. After experiencing one of the worst droughts since 1895, a drought emergency was declared throughout the region in 2016. In response, Aquarion created a program specifically tailored to middle school students with the goal of promoting the wise use of water in their homes. The presenter, Twig Holland, is already scheduled to return next year to once again engage the sixth graders with this important message.
- Interdisciplinary PADI (Performance Assessment Design Initiative) projects with social studies continue to enrich the sixth and ninth grade science courses. This year's Guardians of the Water Galaxy outreach efforts yielded several responses from experts in their fields, while ninth graders immersed in the Global Petri Dish project, focused their efforts on designing infographics that effectively captured the threatening nature of the diseases they researched.
- As an advantage to students choosing to participate in science fairs, WMS teachers continued to revise aspects of Science Discovery Workshop in order to more closely align student expectations with the Connecticut Science and Engineering Fair (CSEF) standards on science abstracts and research reports.
- Six eighth-graders participated in this year's CSEF at Quinnipiac University. These students engaged in the inquiry process by modifying and refining their seventh grade Science Discovery Workshop projects in preparation for the fair. Two students who collaborated together made it to the finals for their project, looking at adaptation rates of baker's yeast as climate changes. Another group of two students received third-honors for their project on natural pesticides.

- The WHS Science Olympiad team of 15 students participated in the state competition held at the University of Connecticut. The WHS team took home second place in Thermodynamics, and had a total of seven top ten finishes in various events. They prepared throughout the year with advisors Michael Chappa and Lucas Walker by studying topics such as forensics, constructing loadbearing towers, and mousetrap vehicles.
- Fifteen students from grades 9 through 12 worked diligently under the supervision of Michael Chappa preparing for the Tests of Engineering Aptitude, Mathematics, and Science (TEAMS). The two Weston groups submitted an essay about modifying prominent buildings in Weston to make them more energy efficient, then completed the nation-wide group multiple-choice exam, as well as the Design and Build Engineering Challenge provided from the Technology Student Association. The top Weston team finished fourth place in the state for their essay and sixth place overall.
- High school science classes continue to use the Interlace platform (now called Visual Classroom) to promote collaboration, meta-cognition, and provide opportunities for formative assessment.
- Students in grades 8 and 11 will participate in the Connecticut State Department of Education NGSS Field Test in May to help collect and analyze data and information relevant to the new NGSS assessment formally beginning in the spring of 2019.

III. Challenges and Needs

- Continue to explore instructional resources to support the NGSS-aligned curriculum at WMS, focusing on digital instructional technologies such as Amplify and NSTA e-Reader books that take advantage of the one-to-one device ratio now present at the middle school.
- Continue to review and revise curriculum as needed in grades 6-11 to ensure key NGSS content items and performance expectations emphasized on the newly designed state science assessments are addressed throughout the grade levels.
- Continue to revise curriculum to incorporate the science and engineering practices emphasized by the NGSS, as well as design and implement NGSS assessment style questions into classes, such as item clusters, phenomenon-driven responses, simulations, modeling, and experimental design and predictions.
- The annual end of year STEM Expo often does not involve much participation by the student body as it takes place in the evening. Possible revisions to this expo fair are being discussed to increase student participation and visibility at the middle school.

IV. 2018-2019 Goals

- Design and implement several new higher-level courses at WHS: Honors Science Research, AP Environmental Science, and Physic C-Honors: Electricity and Magnetism.
- Continue to promote the Honors Science Research course to ensure increased enrollment in future years.
- Continue to revise and implement NGSS-aligned curricular units in core sequence courses in grades 6-11 during the 2018-2019 school year, including innovations in gauging progress relative to NGSS standards and science and engineering practices. Document these revisions in Atlas curriculum maps.
- Continue to review and integrate new instructional materials into NGSS-aligned curriculum at WMS, especially those that leverage the availability of digital technologies.

- Continue to develop and implement the seventh/eighth grade STEM PFA pathway for independent STEM projects and encourage participation in competitions and events outside of WMS, including providing guidelines at the start of these PFA courses outlining the expectations and requirements for participation in the CSEF as well as WMS STEM Expo held at end of each year.
- Revise the end of year WMS STEM Expo to allow for more student exposure to the various projects. In addition, investigate the possibility of merging the fair with projects developed through the new WHS Honors Science Research course (in addition to other possible high school STEM projects/innovations).

LANGUAGE ARTS, GRADES K-5

I. 2017-18 Goals

- We look forward to working with our critical friends at the Tri-State Consortium to gain feedback on our writing program during a visit planned for spring 2018.
- Ongoing refinement of literacy instruction and curriculum across reading and writing will continue to be a priority in all classrooms. This work will be done in conjunction with the units of study and assessments available from Teachers College.
- Integrating technology and digital learning into all aspects of our literacy program, inclusive of curriculum, instruction, and ongoing assessment, will continue to be a focus for both curriculum and professional development.
- The use of literacy data to strengthen differentiation of instruction within the workshop model will continue to be a primary focus of both professional development and instructional coaching.

II. Accomplishments

- In March, we had a successful Tri-State visit inclusive of numerous commendations on our writing program, such as:
 - Students are living “writerly lives,”
 - Evidence of volume and stamina, and
 - High levels of student engagement.
- Ongoing partnership with our Teachers College (TC) staff developers that took place over five days, focused primarily on reading curriculum and instructional practices. Areas of focus included:
 - Reading volume and stamina,
 - Differentiated, small group instruction,
 - Leveraging assessment data to inform instruction (K-2), and
 - Strengthening written response to text (3-5).
- The Board of Education has approved our updated reading curriculum and scope and sequence (K-5).
- Implementation of TC reading units in all K-5 classrooms, in addition to “home-grown” units was an area of focus.
- In collaboration with our TC consultants in grades K-2, reading units of study have been refined.
- Ongoing reflection and refinement of our writing instruction continues to be a priority.
- Professional development on instructional coaching with Nancy Love from Research for Better Teaching took place periodically throughout the school year.

III. Challenges and Needs

- Planning for the transition to a new data warehousing platform will necessitate additional professional development time.
- Time will be needed to support teachers in the transition to the new data warehouse platform.

IV. 2018-2019 Goals

- Professional development and ongoing training for the transition to the new data warehouse platform will be needed.
- Transition from DRA (Developmental Reading Assessment) to Fountas and Pinnell reading assessments will begin at WIS in grades 3-5.
- Professional development and ongoing training in the use of TC reading assessments and Fountas and Pinnell assessments to inform instruction will take place in grades 3-5.
- Work with TC consultants on differentiated, small group instruction, and use of reading data to inform instruction K-5 will continue.
- Utilizing the recommendations from the Tri-State writing visit, specifically in the areas parental communication, cross-building consistency, and use of data to inform instruction will be an ongoing district goal.

ENGLISH/LANGUAGE ARTS, GRADES 6-12

I. 2017-2018 Goals

- Continue to track student success in meeting our proficiency goals for writing and make adjustments to the plans as necessary.
- Continue to create and implement professional development opportunities to allow for cross-curricular connections with the Writing Center.
- Develop a vertically-aligned grammar curriculum for grades 6-10.
- Evaluate the writing program at both WMS and WHS in preparation for the Tri-State visit in spring 2018.
- Create and implement an assessment plan to gauge writing progress at WMS.
- Continue to incorporate digital learning opportunities into the English classroom that will enhance both instruction and learning.
- Continue to evaluate PSAT/SAT data and create professional development for teachers regarding these tests.

II. Accomplishments

- All grade 9 English and social studies teachers regularly review student progress on common summative assessments to determine student success in meeting proficiency goals for writing. Students who did not meet benchmark are the primary focus. Teachers work with CILs and Writing Center coordinators, and are able to align best practices regarding writing so to best meet the needs of students.
- As of mid-April, Writing Center coordinators have held 661 individual conferences with students. They have met with approximately 38% of the student body in these conferences. They have also supported conferencing and led writing lessons in 131 classrooms, which doubles the amount of classroom visits from the same time period in 2017-2018.
- The Writing Center coordinators have met with teachers and CILs from a variety of departments, including English, social studies, science, fine arts, world language, and special education.
- The Writing Center shares space with CASE (Center for Academic Support and Enhancement) and is now located between the English and social studies areas at WHS. This new location allows for easier collaboration between teachers and the Writing Center. It is a more comfortable environment for individual conferences.
- The Writing Center coordinators met with the grade 8 students to review the expectations for the grade 8 writing portfolio. They, along with the English and social studies CILs, also conferenced with the grade 8 students for two school days. These efforts support the articulation of writing expectations across grade levels and schools.
- A grammar continuum was created for grades 6-9, building upon the skills taught in grades K-5. Teachers in grades 6-9 have integrated grammar instruction into their classes, allowing for common expectations across and between grade levels.
- Teachers at both WMS and WHS participated in a successful Tri-State visit, submitting a plethora of assignments and student writing samples for the visiting team to review. All ELA

teachers in grades 6-12 were either interviewed by the team or welcomed team members in their classrooms for observations.

- WHS students were among the winners in the 2018 Hudson-to-Housatonic Region Scholastic Writing Awards. One student was a gold key recipient, three students were silver key recipients, and five students received honorable mentions.
- WMS teachers continue to administer Interim Assessment Blocks (IABs) for the SBA. These IABs not only gave students practice in test-taking skills, but also allowed teachers to examine the data so they could target instruction of specific reading, writing, language, and vocabulary skills.
- For the third year, WMS teachers worked with a consultant from Teachers College, Columbia University. Teachers continued to develop targeted reading and writing skills, particularly those related to argument writing, while developing vertically-articulated expectations in grades 6, 7, and 8.
- English and social studies teachers at WMS met to articulate writing expectations across grade levels; these meetings will culminate in a clear, horizontally articulated focus for writing for the upcoming school year.
- Grade-level partners continue to use their scheduled curricular partner time to collaborate on planning and assessments. Teachers also use this time to calibrate the scoring of student work. These efforts allow teachers to communicate common learning expectations to all students.

III. Challenges and Needs

- Since the Writing Portfolio is now a graduation requirement, we need to create a formal plan for supporting student writers who did not meet benchmark so that they do meet proficiency goals prior to graduating.
- Teachers at WMS need a continuum for the teaching of writing to help foster common expectations among and between grade levels.
- Teachers want to continue to use digital tools to enhance their instruction and need more professional development opportunities in this area. These tools are particularly helpful for the teaching and assessing of grammar skills.
- Teachers need training in methods on data collection and analysis that could inform instruction and impact student learning. This data analysis would pertain to the major standardized assessments such as SAT, PSAT, and SBA as well as the MAP (Measurement of Academic Progress); it would also support the collection of classroom data, which teachers could use to impact daily instruction.

IV. 2018-2019 Goals

- Create a formal plan and implement supports for student writers who do not meet the benchmark on the Sophomore Writing Portfolio.
- Create and implement clearly articulated expectations for the teaching of writing across the grade levels which could be shared by both ELA and social studies at WMS.
- Revise and update the writing curriculum, as necessary, using the writing expectations created for WMS.
- Reflect upon the Tri-State report and use their recommendations for continuous improvement of our writing program.

SOCIAL STUDIES, GRADES K-5

I. 2017-18 Goals

- Social studies units will continue to be refined and developed further in order to accommodate for additional standards in the framework that are not currently included in our units.
- Inquiry as an instructional practice will continue to be a focus of professional development.
- The development of additional authentic opportunities for technology integration will continue to be a priority in all social studies units.

II. Accomplishments

- All second grade classrooms have utilized Google classroom for their integrated social studies/ELA biography unit.
- Grades 3-5 have developed and implemented one literacy unit that aligns with social studies standards.
- K-5 classrooms have created authentic, real world applications of social studies learning outcomes, utilizing technology where appropriate.

III. Challenges and Needs

- Instructional time competes with other curricular needs.

IV. 2018-2019 Goals

- Instructional time for social studies needs to be revisited to ensure appropriate and consistent implementation.
- Continued reflection and refinement of curricular units, especially those related to current events, will be a focus.
- Further exploration and refinement of additional authentic opportunities for technology integration will be explored.

SOCIAL STUDIES, GRADES 6-12

I. 2017-18 Goals

Department members will:

- Continue to support the district's digital learning initiative through integrating technology in the classroom in connection with research skills, digital resources, and tools to support student learning.
- Seek increased opportunities to integrate the inquiry model into coursework.
- Continue to support 6-12 student writing in effort to meet the district's writing goal in preparation for the Tri-State visit in the spring of 2018.
- Continue to seek increased opportunities for inter-departmental review of assessment practices.
- Continue to create opportunities for calibration of assessments and instructional practices to support a common understanding and gauge progress in regards to district and department goals in writing and inquiry.

II. Accomplishments

- Utilizing 6-12 Social Studies Department meetings and professional development opportunities, the department further developed inquiry-based learning skills as outlined in the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.
 - Eleventh grade American Studies teachers redesigned two assessments to follow the inquiry model: Western Crossroads and the My American Experience project at the end of the school year.
 - Tenth grade Modern World Studies revised the Interwar Inquiry Project based on student feedback, and created a tenth grade inquiry capstone to finalize the year.
 - Three high school teachers took part in an "Inquiry in the Social Studies Classroom" workshop led by 2012 Connecticut Teacher of the Year, David Bosso, at Fairfield University
 - One high school teacher attended an inquiry-based professional development workshop at the Mark Twain House in Hartford, Connecticut.
- Social studies department members supported grade 6-12 writing in effort to meet the district's writing goal in preparation for the Tri-State visit this past spring, 2018.
 - At the beginning of the school year, social studies department members worked as a 6-12 team to identify skills and assignments associated with argumentative writing. This served as a platform for vertical articulation, assessment calibration, and instructional practices.
 - Department members continue to participate, along with their ELA colleagues, in the eighth and tenth grade writing portfolios.
 - Writing Center coordinators met with ninth and eleventh graders in their social studies classes multiple times this year.
 - Eighth grade ELA teachers, social studies teachers, and CILs met to align expectations in regards to the writing portfolio. All, including the writing center coordinators, conferenced with students to support these expectations.

- ELA and social studies teachers at WMS met to articulate writing expectations across grade levels; these meetings will culminate in a clear, horizontally articulated focus for writing for the upcoming school year.
- The social studies department's interdisciplinary performance-based assessments continued to improve in their execution in sixth, seventh, and ninth grade.
 - The sixth grade Guardians of the Water Galaxy called upon students to participate in an inter-disciplinary project researching water issues and proposing solutions. Students received responses from a number of non-profit and corporate groups including the United States Environmental Protection Agency, the governor of California, and the Office of Environmental Health Hazard Assessment, California EPA.
- Social Studies and English teachers at WMS conducted an analysis of student performance data on Reading for Information common assessments associated with Interim Assessment Blocks (IAB). Teachers developed assessments designed to practice most-missed analytical reading and writing skills.
- AP Psychology was offered for the first time in 2016-2017, with 53 students enrolled. Ninety-eight percent of the students passed with a three or above, and the majority of students earned a four or five. This year, 97 students are enrolled in the course and will take the AP Exam on May 7.
- The eighth grade teachers collaborated with the Connecticut Regiment Colonial Reenactment group to bring Colonial Day to Weston Middle School
- The seventh grade teachers sought many guest speakers to support curricular units this year including representatives from Senator Chris Murphy's office and a Peace Corp volunteer.
- This past summer the AP United States History teachers developed a new website housing important documents from the historical record supporting the curriculum.
- Various department members had the opportunity to work with the Weston Historical Society in multiple capacities this school year:
 - The department met with the historical society to support their work on their 1960's exhibit.
 - The seventh grade team worked with the town historian in conjunction with their population project in the spring.
 - All eleventh grade students visited the historical society's 1960's exhibit this spring.
- Three Weston Middle School Mock Trial teams competed in the regional round of the state-wide mock trial championships. The eighth grade red team made it to quarter finals.
- Weston Middle School seventh grade student, Ian MacShane, won the school geography bee and qualified Connecticut State Geography Bee tournament.
- Department member, Thomas MacDonald, was a guest speaker with science teacher, Melanie Welsh, at two Sacred Heart University masters-level assessment seminars. The teachers presented the Guardians of the Water Galaxy projects as an example of a rigorous authentic assessment and conferenced with the students.
- Two department members presented at the district Best Practices and Digital Learning Fair.
- Various department members attended individual professional development opportunities this year to support department goals and initiatives.

- Two department members went on Tri-State visits in regards to social studies best practices and homework policies.
 - One department member went to a workshop on teaching and learning with iPads, Chromebooks, and Cloud-Based Computing.
- Department members, Daniel Passarelli and Christina Conetta, are taking fifteen high school students on a WWII inspired trip to London, Paris, and Munich this June.
- Various department members acted as advisors to social studies-specific clubs supporting numerous endeavors this year.
 - Two high school students participated in National History Day this year and won their respective category at the regional level. They move on to the state finals at the end of April.
 - The Young Progressives Club focused on many objectives this year including: highlighting awareness of money in politics, informing student body of the need for campaign finance reform to promote democracy as well as creating and then sending a poster to Stoneman Douglas High School in wake of the shooting.
 - Members of the high school's Model United Nations club went to the University of Connecticut and New York City to take part in two different Model UN conferences.

III. Challenges and Needs

- Summer curriculum time is needed to revise the American Studies curriculum based on interdisciplinary changes.
- Textbook inquiry and procedures need to be explored in order to adopt a new AP Government textbook based on the curriculum shift (2019-2020 school year).
- Teachers at WMS need a continuum for the teaching of writing to help foster common expectations among and between grade levels in both social studies and language arts.
- Teachers need to be trained on data collection and analysis in terms of SAT, PSAT and SBA, as per district gauging progress goals.
- There is a strong interest in pursuing external specialists to improve content knowledge and instructional practices especially regarding inquiry-based learning.

IV. 2018-2019 Goals

- Continue to support the district's digital learning initiative through integrating technology in the classroom in connection with research skills, digital resources, and tools to support student learning with the support of our library media staff at both the high school and middle school.
- Seek increased opportunities to integrate the inquiry model into coursework through the support of experts in the field.
- Create and implement clearly articulated expectations for the teaching of writing across the grade levels which could be shared by both ELA and social studies teachers at the middle school.
- Revise and update the writing curriculum, as necessary, using the writing expectation created for WMS.

WORLD LANGUAGE, GRADES K-12

I. 2017-18 Goals

- Continue with curriculum renewal process with a focus on Spanish grades 3-12, French grades 7-11, and Chinese levels 2-4.
- Continue to provide subject-specific professional development opportunities for world language teachers.
- Continue to develop authentic learning experiences and assessments in all courses.
- Continue to seek enrichment opportunities for all languages outside of the classroom.
- Continue to enhance teaching with appropriate digital resources for world languages.

II. Accomplishments

- Completed curriculum renewal for third grade Spanish with successful implementation of the new curriculum.
- Continued with revisions to Spanish FLES (Foreign Languages in Elementary Schools) program at WIS.
- Minor revisions were made to the K-2 Spanish curriculum.
- Revised and administered gauging progress assessment to second grade for FLES program at HES.
- Completed curriculum renewal for French and Spanish at WMS.
- Continued formal curriculum renewal process for Spanish, French, and Mandarin Chinese at WHS with successful completion of several courses.
- Continued alignment of curriculum with the newly revised World-Readiness Standards for Learning Languages.
- Continued with vertical articulation of all language programs.
- Developed and implemented new authentic performance-based assessments at all levels.
- Engaged in professional development sessions with a focus on oral communicative proficiency.
- Enriched lessons with new digital resources (Seesaw, Memrize, Gimkit, Magistrula, and many others).
- Bi-monthly parent bulletins (El Boletín de Hurlbutt) were sent to HES parents, keeping them informed of the Spanish curriculum, highlighting units of focus, and interdisciplinary connections.
- Piloted a new series of French textbooks for WMS French program, which will be recommended for adoption in June 2018.
- Enhanced all languages with new ancillary materials (level readers, films, documentaries).
- WHS organized two field trips for Spanish students to a Spanish theatre in New York City.
- WMS organized and hosted French language workshops and a concert by Brice Kapel that benefited French and Spanish middle school and high school students.
- Seventh grade French students exchanged correspondence with a middle school in Artix, France.

- One French eighth grade student participated in the American Association of French Teachers in Connecticut (AATF) French Cultural Trivia Bowl 2018.
- Seventh grade Spanish students exchanged correspondence with a middle school in Santa Fe, Argentina.
- Eighth grade Spanish students continued with Spanish Club after school once a month.
- Eighth grade French students started a French Club after school once a month.
- Forty-eight eighth grade French students participated in the National French Contest. Gold, silver, and bronze medals were awarded to these students as a result of their outstanding performance.
- Two hundred and twenty-five seventh and eighth grade Spanish students participated in the National Spanish Exam. Gold, silver, and bronze medals were awarded to these students as a result of their outstanding performance.
- WMS students were recognized for outstanding academic achievements in Spanish and French classes at the annual World Language Celebration.
- WHS students participated in the National French, Spanish, and Latin Exams. Students received gold, silver, and bronze medals as a result of outstanding performance in the contests.
- Two high school French students were recognized for their performance in the National French Exam in Connecticut.
- One high school Spanish student was awarded a study abroad scholarship in Spain for July 2018 for her outstanding performance in the National Spanish Exam.
- WHS inducted students into the National French, Chinese, Latin, and Spanish Honor Societies. National French, Chinese, Latin and Spanish Honor Society members have actively participated in activities that promote the appreciation and promotion of World Languages (e.g. assisting in non-profit organizations in Bridgeport, tutoring students at WMS and WHS).
- National French, Chinese, Latin, and Spanish Honor Society members together with the Music National Honor Society members organized a “World Fair”, a music and languages festival at WHS to celebrate and promote languages and cultures.
- WHS students were recognized for outstanding academic achievements in world language classes at the World Language Celebration/National Honor Society Induction Night.
- Teachers participated in a variety of internal and external professional development opportunities. Some of the conferences dealt with: data analysis and collection, differentiation of instruction, improvement of students’ oral language proficiency, preparation of students for their AP language exams, implementation of new digital tools. One world language teacher presented a new digital tool at the WHS Best Practices and Digital Learning Fair.
- External assessments were researched and piloted for WHS in all languages in order to continue gauging students’ progress and to fulfill the requirements for the Connecticut Seal of Biliteracy for graduating seniors.

III. Challenges and Needs

- More time is needed to finish with formal curriculum renewal process for French, Spanish, and Mandarin Chinese for anticipated adoption in the 2018-2019 school year.

- The sixth grade world language classes meet on an every other day basis, while the rest of the DRG A provides instruction on a daily basis. Additional staffing may be budgeted for everyday world language instruction for the 2019-2020 school year.
- Funds need to be budgeted for external assessments required to grant the Connecticut Seal of Biliteracy for graduating seniors.
- Ancillary cultural materials need to be identified and purchased for the Spanish 3-5 program.
- Continue to seek subject-specific professional development opportunities for all world language teachers.

IV. 2018-2019 Goals

- Complete curriculum renewal process for French, Spanish, and Mandarin Chinese at WHS.
- Develop fourth grade Spanish curriculum.
- Develop more curricular cross-disciplinary connections between world languages and other courses at WMS and WHS.
- Develop a departmental system at WHS to determine student readiness for external assessments to grant the Connecticut Seal of Biliteracy.
- Continue to provide subject-specific professional development opportunities for world language teachers.
- Continue to engage in systematic data collection to gauge student progress.
- Continue to develop authentic learning experiences and assessments in all courses.
- Continue to seek enrichment opportunities for all languages outside of the classroom.
- Continue to enhance teaching with appropriate digital resources for world languages.

VISUAL ARTS, GRADES K-12

I. 2017-18 Goals

- Continue to foster student pride in their work and model authentic artist exhibition opportunities for all grade levels through district and town art exhibitions.
- Continue to foster creativity and utilize digital tools, as appropriate, to support district initiative.
- Provide professional development (from local universities with coursework or in museum settings) that is directly aligned with updated curriculum content and research-based instructional pedagogy in the arts.
- Continue to monitor instructional time at all levels; exploring opportunities to expand visual arts opportunities for students.
- Explore possible resources for updating broken or aging classroom equipment and furniture.
- Implement the renewed Visual Arts curriculum with teachers monitoring and adjusting classroom instruction, unit assessments to positively impact student learning.
- Discuss and discover appropriate means of collecting data in the Visual Arts classrooms to inform instruction and provide meaningful analysis of student learning.

II. Accomplishments

- The high school Visual Art Department collaborated with guidance and administration to devise strategies to reverse a decreasing enrollment trend in the visual arts. Some courses were combined or altered, some prerequisites changed and some course durations were changed.
- Grade 6 students created a colorful mural that will be mounted at WMS in the fall of 2018. Student contributions consisted of watercolor paintings based on specific aspects of color theory.
- Art teachers at all levels purposefully collected data to inform instruction. Data collection focused on before/after learning, progressive sketches/artworks to show learning, photographic evidence of learning and/or student reflections of learning.
- Sara Gibek won a \$3,000 scholarship for winning the Vantage Sports Net by Frontier VSN Video Award. Nathan Katz was a finalist for the same award.
- Arianna Berman, Hunter Burkard, Rachel Esslinger, Charlotte Glick, Caroline Gluck, Chase Isaacs, Saige Kanik, Lauren Neufeld, Kirk Perlik, Annie Prorokovic, Julia Reynolds, Elise Russell, Robert Weitzman, and Zoe Yung were chosen to exhibit work at the Norwalk Community College's Eighth High School Art Invitational.
- The "27th Annual Connecticut Regional Scholastic Art Award" was the largest juried student art exhibition in the state and featured select work from 150 participating Connecticut schools in grades 7-12. Selected from approximately 2,500 total art entries, 683 works were accepted for exhibit at the University of Hartford. From that accepted number, there were 259 Gold key awards (including 67 Gold portfolios), 197 Silver keys, and 225 Honorable Mention awards granted. The following Weston High School students were award winners at this prestigious show: Claudia Thompson, Gold Key Award; Taylor Sarnier, Honorable Mention; and Aidan Delgass, Honorable Mention.

- All computer-based art courses (Creative Computer Applications, Contemporary Media Design (CMD), Advanced Contemporary Media Design, and Publication Design) were completely rewritten this year on the new Learning Management System online platform, Canvas. In addition, some units of Photography and Crafts were designed on this new online Learning Management System (LMS). In doing so, some changes were applied to align more with the new curriculum. For example, Advanced CMD was changed to an options-based syllabus, in which students can choose which units to complete during the semester (they choose four out of nine units). This allows more individualized learning.
- All visual art teachers participated in professional development learning about the new LMS
- The visual art teachers attended the Chihuly exhibit at the New York Botanical Gardens in October. The exhibit was an excellent example of blending art and nature. Teachers benefitted from the informative exhibit as well as the professional dialog that accompanied it.
- Art students at the high school extended their learning outside of the classroom with meaningful field trips: AP Studio Art and Advanced Drawing students visited the Michelangelo exhibit at the Metropolitan Museum of Art, as well as Yale Center of British Art in New Haven; Photography students went to the Vivian Meier exhibit in Westport; and the Videography students took a tour of NBC Studios.
- National Art Honor Society (NAHS) students worked on a memorial mural for teacher Kevin Santiana, which will be displayed at HES. This mural is student designed and painted. They also worked as student docents during the Weston Arts Open Studio Day and completed seasonal window murals in the WHS Library, which were also student designed and executed.
- The “Fourth Annual Art Jam All District Art Exhibition” was held on May 17. Art teachers, NAHS students and music ensemble students worked together for a great collaborative artistic event. NAHS induction, WHS Art Department Awards and computer desktop art work selections/awards at all four levels were included in this exciting event.
- Ten students’ art works were exhibited at the Sacred Heart University’s “Teen Visions” 2018 Connecticut High School Art Exhibit: Arianna Berman, Isabel Birge, Thomas Bogaev, Tyler Bower, Georgia Burkard, Connor Golden, Sarah Johnson, Alexa Kripke (awarded 2nd prize), Jillian LaPalme and Caiti Levin.
- Ms. Weir’s second grade students participated in a pilot project for “self-portraits” using the “Chatter Pix” app on an iPad. The teacher took a picture of their finished self-portrait, drew a straight line where their mouth was and recorded their voice. Students had 30 seconds to talk about their artwork. Mary Reamer worked with library media specialist, Sharon Rodko, on this exciting new method of artistic reflection and expression. Each artwork had a QR scanner on it so parents could scan and listen to their child’s voice talk about their artwork at the Art Jam exhibition.
- The following students exhibited work at Westport Art Center’s Student Art Show: Arianna Berman, Alexa Kripke, Alexa Policano, Aidan Delgass, and Saige Kanik.
- Two student groups have been announced as finalists in the DMV Public Service Announcement Video Awards this year: Group One - David and Nathan Katz; and Group Two - Sofia Bara, Sara Gibek, and Anna Brosnihan. Winners will be announced on May 21 at the Connecticut Science Center.

III. Challenges and Needs

- In Weston, the arts are highly valued; however, we are seeing declining enrollments in high school art courses. It is possible that growth in other elective programs (i.e., PLTW, computer science) may be impacting art enrollment. Alternatively, the effect of decreased classroom minutes at the elementary levels (5-6 years ago) may be contributing to reduced interest in high school courses.
- A long term equipment replacement plan is needed to support the program.
- Although the adjusted WMS schedule will address the inequitable access to art (currently only 75-80% of middle school students get visual art), instructional time in visual arts at all levels continues to be a concern.

IV. 2018-2019 Goals

- Continue to foster student pride in their work and model authentic artist exhibition opportunities for all grade levels through district and town art exhibitions
- Continue to foster creativity and utilize digital tools, as appropriate, to support district initiative.
- Continue to monitor instructional time at all levels; exploring opportunities to expand visual arts opportunities for students.
- Continue to implement the renewed Visual Arts Curriculum with teachers monitoring and adjusting classroom instruction and unit assessments to positively impact student learning.
- Work with IT to design appropriate and specific objectives for data collection while continuing to collect data in the visual arts classrooms to inform instruction and provide meaningful analysis of student learning.

PERFORMING ARTS, GRADES K-12

I. 2017-2018 Goals

- Provide music and theatre arts teachers appropriate professional development that is focused on the artistic processes and artistic literacy as defined in the National Core Arts Standards.
- Utilize a variety of data sources to gauge progress and develop individual student goals and program goals that are directed at higher levels of performance.
- Continue to strengthen the K-12 music program and explore additional elective courses at the high school and increase community connections to the music program at various levels.
- Continue to foster creativity and utilize digital tools with up-to-date technology in appropriate arts courses.
- Continue to provide guidance and appropriate time for arts teachers to utilize digital resources like Google classroom and sites to strengthen classroom to home connections.

II. Accomplishments

Curriculum, Instruction and Instructional Technology

- The K-12 music teachers began work on developing artistic literacy by exploring the National Standard for Connecting as part of their departmental goal. Artistic literacy is experiencing arts education in a way that allows a student to infer their own meaning about an artistic work; to be able to thoughtfully discuss why the work does or does not appeal to them and actively seek out music experiences.
- K-12 units and lessons included Connecting in a range of ways including relating music activities and repertoire to personal experience, preference for music, and culture.
- The high school bands, choirs, and orchestras toured Washington, DC. The Chamber Singers performed at the Basilica of the National Shrine and the bands, orchestras, and choirs performed a concert for our nation's veterans. All ensembles participated in master classes with faculty from George Mason University.
- Middle School band students have been successful at utilizing Smart Music's new online platform with their new Chromebooks for at-home practice and assessments. The Smart Music program allows each student to receive immediate feedback about their playing and apply it to their own performance for improvement. Teachers can create assignments from the instrumental lesson book or directly from band literature with effective practice charts. Each week students submit their assigned songs so that the teacher can listen to and assess student progress based on criteria selected by the teacher specific to each assignment. Smart Music has been an excellent tool for extrinsic and intrinsic motivation and allows more opportunities for the student and teacher to connect through the web-based teaching platform. The Chromebooks have made Smart Music more accessible to all students, and at times converted a band class into a recording studio.
- A variety of updated digital programs have provided students with a creative outlet and more ways to connect to their music making at home and in class. In eighth grade Music Technology, students create their own music samples using Garageband software, popular music sources, and their own recorded tracks. In the sixth and seventh grade guitar and piano lab programs, students are exploring composition using Noteflight software. Noteflight has

also been a beneficial extension for a fifth grade project challenge student with an interest in music. This student was able to hand write a melodic composition, and use Noteflight to revise and refine and create additional works.

- High School Music Technology and Music Theory courses are utilizing a variety of digital resources and some are industry level applications. Apps such as Eartrainer Lite and Musictheory.net allow students to practice music theory. Jamstudio, Soundation, and Audiotool allow students to create music online using different synthesizers and sounds.
- Our high school bands were exposed to new conductors and clinicians when the Weston High School Jazz Ensemble participated in a clinic with jazz saxophonist David Dejesus from the SUNY Purchase College of Music Jazz Faculty; the Wind Ensemble had a clinic and performance with guest conductor and composer, Jens Wendleboe; and the USMC Band Sargent Stacie Crowler and Sacred Heart Band Director Keith Johnson came to school for a clinic with the bands.
- For the fifth consecutive year, the WHS and WMS student mentoring program, Music Mentors, ran successful fall, winter, and spring programs where high school students mentor beginning band students after school one day a week. This year, the high school students added mentoring orchestra students to this successful program.
- Overall, the enrollment in our performing ensembles is steady. We continue to see interest in our performing groups at all levels. We have seen an increase in the fourth grade strings program this year and the middle school strings program over the last few years; and the middle school program is the largest that it has ever been.
- K-12 music teachers spent professional time looking at K-5 report card data, learning how to use a Google add-on to digitize rubrics and connect them to digital sound files and video submitted by students, and reviewing knowledge and skills assessments in grades 5 and 8.

All State, Regional Musicians and Music Honors

- One WHS Band student, Jane Paknia, was selected by process of audition into the NAFME (National Association for Music Teachers) Honor Band.
- Eleven WHS band students, three orchestra students, and eight choir students were selected by process of audition to participate in the Western Regional High School Festival. (Maya Kallins, Rishav Khosla, Lyndsey Kundhardt, Ryce Aron, Ethan Klotz, Oliver Zych, Jane Paknia, Ben Rosenberg, Ariana Imperiali, Dan Curtis, Aarya Madan, Garrett Landen, Garrett Landen, Aarya Madan, Brooklyn Boehme, Emma Rogers, Jane Burdett, Josh Ronai, Thomas Valenti, Momo Burns-Min, Charlotte Chen, Alejo Navresse, Natalie Schreder)
- Four WHS band students, one orchestra, and five choral students were selected by process of audition to participate in the Connecticut All-State Festival. (Jane Paknia, Ben Rosenberg, Ariana Imperiali, Dan Curtis, Emma Rogers, Jane Burdett, Josh Ronai, Thomas Valenti, Momo Burns-Min, Natalie Schreder)
- Three WMS band and nine choir students were selected by process of audition to participate in the CMEA Western Regional Middle School Festival. (Karl Schulz, Gabe Paknia, Matthew Schreder, Kennedy Boehme, Bert Burns-Min, Lola Connelly, Jonah Frimmer, Konstantina Gotouhidis, Isabel Kusek, Michael Lagana, Audrey Mbwa-Mboma, William Stammer)

- Four fifth grade WIS choral students were selected to participate in the CMEA Elementary Honors Choir during the All-State Festival. (Clarisse Braun, Moby Lewis, Ava Aspen, Marissa McNeill)
- Two students in grade 7 were chosen via audition to participate in the Fairfield County Strings Festival. (Pia Lee was named principal, second violin in the honors orchestra and Sam Kurian was selected to play cello in the orchestra.)
- On May 11, the WMS Jazz Bands, WMS Chamber Orchestra, and the WMS Chamber Singers will attend Music in the Parks Adjudication Festival in Massachusetts. The WMS ensembles typically have a lot of success at this event.
- The Tri-M Music Honor society inducted 31 junior and 25 senior members into their respective chapters on May 1, bringing our total number of members to 119. The Tri-M Music Honor Society is the international music honor society for middle/junior high and high school students. It is designed to recognize students for their academic and musical achievements, reward them for their accomplishments and service activities, and to inspire other students to excel at music and leadership.
- The WHS senior and junior Tri-M chapters are very active and sponsored various music events throughout the year including the Harmonies for Hurricane's Concert benefitting hurricane relief efforts, the WHS Music Mentors Program, WHS World Fair, WMS Morning Show Music Jeopardy, the annual Caroling Fundraiser raising money for St. Jude Children's Research Hospital and K.E.Y.S. (Kids Empowered by Your Support) a local organization that provides music lessons for kids in Bridgeport.
- Several students were involved in area select ensembles such as the Fairfield County Children's Choir, the Norwalk Youth Symphony, the Bridgeport Youth Orchestra, the Ridgefield Youth Symphony and a variety of summer arts ensembles.

Music and Theatre Arts Performances

- The WHS Music Department hosted and performed in "A Night with Mallet Legend Arthur Lipner." This concert featured professional jazz musician, composer, and WHS alum Arthur Lipner, other professional musicians and the Wind Ensemble, Jazz Bands, and Chamber Singers. The evening was organized by 11th grade student, Stephen Blinder, and was a popular event among the jazz musicians in the region.
- The WHS drama club, Company, presented the Arthur Miller classic *All My Sons* in the fall and the Rogers and Hammerstein musical *South Pacific* in the spring. Each production at WHS benefitted from the talents of student artists, musicians, actors, costume designers, and technical theatre personnel who dedicated their time and talent to this very successful co-curricular program.
- Company will present a student-run production of *Dialogue* that will feature student written and directed one-act plays, scenes and multiple musical acts on May 20.
- Last June, Company students were nominated for nine HALO (Helping and Leading Others) awards and attended the HALO Awards at the Palace Theater in Waterbury, Connecticut. This awards night is the premiere high school competition in the state. Company students won for Best Hair and Makeup and Avery Roche received the award for Stage Management. This June, Company will be performing a musical number from *South Pacific* at the event. Nominations for this year's awards will be announced later in May.

- The WMS theatre group Short Wharf presented *Once on This Island, Jr.* this winter. The middle school performers benefitted from the talents of high school student artists, musicians, actors, costume designers, and technical theater personnel from Company who worked alongside middle school students to train them in areas of technical theatre.
- The WIS theatre group Show Stoppers presented the new children's musical *Giants in The Sky*. *Giants in the Sky* was the winner of the 2017 Children's Musical Theater Festival in New York City. The writers of the musical were in contact with the theater coordinator and while they were unavailable to attend the performance, they were sent a short video and some pictures. We look forward to working with them again.
- The WHS Jazz Program performed in the Berklee Jazz Festival in Boston, Massachusetts and received second place honors. They also performed with area ensembles in the Wilton Jazz Symposium where they performed well and participated in a clinic with Jazz educators. The WHS Jazz Combo performed at The Heights at Brother Vicks in New York.
- The WHS and WMS Jazz groups performed at a Jazz Cabaret at the middle school on February 23.
- Over 1,000 students in WHS, WMS, and WIS performed in winter and spring choral, band, and orchestra concerts in their various school music ensembles.
- Over 300 WHS and WMS students performed in the band Spectrum Concert on March 16.
- The WHS music clubs, Pep Band, A Capella, Share the Music, and Music Mentors were very active this year and performed at athletic and community events.
- WMS musicians participated in music making on Veterans Day by playing for the Veterans Day breakfast and the all-school assembly.
- All WIS students performed patriotic music at a Veterans Day assembly and performed multicultural holiday music at a winter sing along in December.
- WIS grade 3 performed a concert in the spring and HES Kindergarten through grade 2 will perform grade level concerts.
- A WHS and WMS marching band was formed for students to participate in the Memorial Day Parade.

III. Challenges and Needs

- Enrollment in our performing ensembles remains strong. We are fortunate to have seen an increase in participation and retention in our strings program, which has created a challenge when scheduling. This has presented the need to review our lesson grouping structure for size and time to determine if there is a need for additional staffing.
- There continues to be a scheduling challenge at the high school when scheduling students in our honors ensembles, as there are many singletons offered at the same time. We are examining ways to give priority to our highest level ensembles with scheduling when possible. In addition, Music Theory is a highly specialized course but necessary to complete a comprehensive high school music program. We will continue to examine ways to meet the minimum number of students.
- Many teachers, especially in the arts and humanities, would benefit from having a small space like a black box for presentations, larger group activities, speaker rehearsals and other activities that require a space larger than a classroom but more intimate than the high school auditorium.

- There is a need for additional theatre arts courses as students have expressed interest in musical theater and technical theater courses.

IV. 2018-2019 Goals

- Continue to provide music teachers appropriate professional development opportunities that are focused on the artistic processes and artistic literacy as defined in the National Core Arts Standards, which will continue to increase student connection to the music program at various levels.
- Transition the middle school band and orchestra lessons to slightly less instruction time to accommodate the new middle school schedule.
- Continue to provide guidance and appropriate time for arts teachers to utilize digital resources in their classes that are in line with industry standards to differentiate for student needs and foster creativity and independent thinking.

HEALTH/PHYSICAL EDUCATION, GRADES K-12

I. 2017-18 Goals

- Continue physical education curriculum renewal process.
- Evaluate high school physical education adjustment to junior and senior year curriculum.
- Seek Board approval for the updated health curriculum.
- Fully implement the updated health curriculum.
- Review student physical fitness data for both curriculum renewal information and fall lesson planning.
- Provide ongoing instructional coaching with new and experienced teachers.

II. Accomplishments

- Integrated two new physical education/health education teachers into our program.
- Implemented technology into existing units (swimming, basketball, yoga) for instruction and reflection.
- Used a flip classroom approach to deliver swimming instruction and performance reflection.
- Expanded the use of IHT heart rate wrist monitors in grades 6, 7, and 8.
- Incorporated new assessments into existing units (basketball, swimming, track and field, and tennis).
- Continued work on physical education renewal with the completion of the Physical Education Curricular Assessment Tool.
- High school staff made adjustments and curricular changes to address new reduction in physical education credit hours for juniors and seniors.
- Incorporated more instructional visuals and bulletin boards at the middle school.
- Two teachers attended the Connecticut Association for Health Physical Education Recreation and Dance (CAHPERD) conference in November.
- CIL joined the Southwest District PE/Health Coordinator Group and the CAAPHE (Connecticut Association of Administrators of Physical and Health Education) group to stay current with field trends, statutes, and regulations affecting health and physical education.
- Incorporated a fitness test goal-setting task for grades 3-10 to reflect upon past progress and set goals for growth.
- Presented the revised health education curriculum to the BOE Curriculum Committee.
- Revised where and how we implement emotional and mental health. Created a new grade 8 unit and performance based assessment.
- Held our first ever “Health Expo” highlighting our K-12 health education program.
- Created a K-12 health education informational brochure highlighting our K-12 curriculum.
- Piloted “parent connections” in grades 7-12 health classes.
- Incorporated a “health seminar” using a hybrid approach (Google Classroom and workshops) with the 42 students who were unable to fit health into their schedule.
- Increased opportunities for instructional coaching between CIL and physical education and health teachers.

III. Challenges and Needs

- Physical education contact time for juniors and seniors was reduced from one semester to one quarter to allow students more time to engage in the college process. This created some curricular and scheduling issues for high school teachers. As a result, there was an increased amount of adjusting and collaborative planning time needed.
- New societal and community concerns caused the need to shift priorities within the health curriculum.
- New staff at the intermediate, middle, and high school levels resulted in an increased amount of mentoring and induction.

IV. 2018-2019 Goals

- Make significant progress toward physical education curriculum update.
- Modify health curriculum in grades 3-5 to adjust to the one-third reduction in curricular time.
- Expand health education “parent connections” making them district wide. Increase opportunities for parent and community involvement.
- Incorporate more technology into both health and physical education to deepen learning.
- Offer more choice in both health and physical education to differentiate, create more interest, and to stimulate more personal investment.
- Continue and expand coaching opportunities for both health and physical education teachers.
- Foster an environment where all health and physical education teachers actively research current and innovative health and physical education trends.
- Improve existing, and create more meaningful assessments throughout the K-12 curriculum.
- Empower health and physical education staff to become “teachers” to other educators within our discipline and encourage life-long learning. Possibly present at the state CAHPERD conference and/or invite other educators to our district for professional development.
- Use Tableau to analyze Connecticut Physical Fitness Test data. Identify strengths and weaknesses and use this to create new goals and to inform future instruction.

TECHNOLOGY, GRADES 6-12

I. 2017-2018 Goals

- Plan for the continued growth of the high school curricular and co-curricular program with special attention to staffing, facilities, co-curricular opportunities, and female enrollment.
- Further explore opportunities for integration of engineering design and technology education skills in cross-curricular and interdisciplinary projects at the middle level such as science or future PADI projects.
- Examine new offerings and revisions from the Project Lead the Way (PLTW) organization and reaffirm our choices and/or consider alternatives/enrichments.

II. Accomplishments

- As a previously certified Introduction to Engineering Design (IED) instructor, Physics teacher Lucas Walker joined the PLTW team at the high school and taught two sections of IED.
- The middle school Robotics Team increased participation by 60% and included an all-female team. All teams ranked in the top 10 for the Southern New England Regional Championship, and took home multiple awards. The all-female team was awarded the Energy Award. Of the other four teams, two were tournament champions and qualified for the National Open.
- The high school Robotics Team launched its first team and built a fully functioning robot. Students and supervisor Rebecca Kaplan are both enthusiastic and optimistic for the future growth of the high school team.
- In an effort to continue strong ninth grade enrollment in technology courses, WHS PLTW teacher, Mackenzie Robens, and selected students visited all eighth grade PLTW classes to speak about the offerings at the high school level.
- Projected growth in enrollment for the high school program continues. See table below.

Year	Introduction to Engineering Design	Computer Integrated Manufacturing	Principles of Engineering	Civil Engineering and Architecture	Total FTE
2015-16	50 (2 Sections)	20 (1 Section)	Off Year	30 (2 Sections)	1.2 FTE
2016-17	76 (3 Sections)	27 (2 Sections)	31 (2 Sections)	Off Year	1.4 FTE
2017-18	94 (4 Sections)	38 (2 Sections)	17 (1 Section)	20 (1 Section)	1.6 FTE
2018-19 (Requests)	108 students	40 students	17 students (may increase)	28 students (may decrease)	1.8 FTE

- Of the 108 students enrolled in Introduction to Engineering Design, 29 are female (27%). This maintains the recent trend of increased participation of females in PLTW.
- A PLTW stipend position was established to support the growth of the program. There are several tasks and responsibilities that need to be completed in order to facilitate the 6-12 program. Mackenzie Robens, who has been teaching PLTW since its inception, has taken a lead role in handling these tasks. Some of the PLTW managerial tasks include completing

end-of-course registrations and reporting scores to appropriate colleges and universities to ensure the opportunity for college credits for high school PLTW students.

- Female students enrolled in the PLTW program started a Society of Women Engineers Club at the high school under the advisement of Mackenzie Robens. The aim of the club is to foster the interest of technical fields for young women.
- All four PLTW courses offered at the high school were successful at running simultaneously. This continues to support program growth by giving upper level students the option of choosing Principles of Engineering or Civil Engineering and Architecture their junior or senior year, eliminating more scheduling conflicts than when all four courses were not offered during a semester.
- Honors level Principles of Engineering and Civil Engineering and Architecture courses were proposed to the Board of Education. They were presented to be run at the same time as standard level courses (similar to how the Language department provides course level options) in an effort to meet the growing needs and wants of students.
- The transition from Moodle Learning Management System (LMS) to Canvas LMS has been fully implemented in all four PLTW courses.
- There are now two 3D printers in the PLTW program that allow instructors to meet the growing printing needs required of larger enrollment numbers. Additionally, a new plotter was purchased to replace the previous outdated and damaged one. In addition to being used for PLTW classes, the plotter supports the library by providing larger prints for events and displays throughout the year.
- Middle school and high school student accounts have been set up for both Robotics Teams. As an extra-curricular activity, funds can now be managed by Rebecca Kaplan who serves as both the middle school and high school coach.

III. Challenges and Needs

- The hardware and software demands of the PLTW program are significant, given the nature of the curriculum. IT has continued to make improvements in support of the PLTW program.
- There are now computers located in the high school library that have Autodesk software installed for students to work during free periods and until 4:00 p.m. each school day. However, current PLTW support guidelines recommend not installing their software in a virtual environment. This has impacted up by not being able to provide a work at home option.
- The Automation and Robotics program for eighth grade continues to build an inventory of VEX parts to accommodate eight simultaneous sections. While new kits have been purchased, there continues to be a shortage of some parts, causing one teacher or another to shift builds to different times in the curriculum. Students build over multiple periods and cannot break down parts for use by other periods. Continued investment in additional parts as well as storage is required to accommodate open-ended building experiences.
- Projected enrollment for the 2018-2019 academic year requires the use of an additional classroom with access to computers capable of running required curricular software. The plan to use G-0 is a great solution to the problem based on the classroom's proximity to the current PLTW classrooms and outfitted computers. Furthermore, if the program continues to grow in

future years, more periods throughout the day will need to use this additional space, which could potentially impact programming courses.

- Due to the growth of the Robotics Club both at the middle school and high school, there is need for additional storage space for VEX equipment. Based on the financial investment these kits require, keeping an accurate and separate record of the equipment for the middle school team, high school team, and PLTW curriculum, is necessary when it comes to projecting equipment needs for future years. Additional startup costs to cover equipment that complies with developing robotics competition specifications and the demand for additional high school teams is also needed.
- The change in schedule at the middle school results in a slight loss of instructional time for the PLTW program. The tradeoff is that all students will have access to the PLTW courses in grades 6-8. Teachers will modify their units to deliver the curriculum within the adjusted time schedule.

IV. 2018-2019 Goals

- Support the continually increasing interest in the middle school and high school robotics teams by providing adequate financial resources for equipment, registration, stipend, and storage needs. This will ensure that Weston can be competitive in local and potentially regional and/or national competitions.
- Implement honors level designations into the Principles of Engineering and Civil Engineering and Architecture curricula at the high school. Throughout the year, instructors will need to continuously reflect and develop the efficiency of offering these level options simultaneously with standard level students.
- Develop Canvas activities to better serve the high school PLTW population by utilizing more of the LMS features. If beneficial with the new schedule at the middle school, incorporate the use of Canvas to middle school PLTW classes.
- Increase enrollment in technology education courses at the middle school level with implementation of the newly revised WMS schedule, which allows for increased access to PFA courses.

SCHOOL COUNSELING, K-12

I. 2017-2018 Goals

- Continue to closely monitor the implementation of the Effective School Solutions (ESS) program at the high school and possibly the middle school with regular data collection with regard to the success of the implementation, as well as monitoring of the ESS staff and their interactions with students and families.
- Continue to monitor students and education programs at the high school regarding substance abuse concerns. Implement a community coalition group to address substance abuse concerns.
- Increase ability to offer more post-high school vocational opportunities for students.
- Continue to monitor the college application process at WHS with regard to managing the number of applications students complete, as well as assist families in understanding the process and the role of the school counselor.
- Present the school counseling curriculum renewal in conjunction with the health curriculum to the Board of Education.

II. Accomplishments

- The Effective School Solutions program has been highly successful during the 2017-2018 school year. The staff has a better understanding of the program, and as a result, the referrals and numbers of students referred to the program have increased. ESS has also accepted referrals for eighth grade students this year, and currently several students have been accepted into the program which will assist with their transition to the high school.
- The district developed the Coalition for a Safe and Healthy Community with many stakeholders from the community at large. The group, in conjunction with the high school and middle school principals as well as other districts, has substance abuse education and prevention as their priority goal.
- In the budget for the 2018-19 school year, a new position has been added to the counseling staff at the high school. There will be a certified school counselor who will run the College and Career Center in order to improve the process of transitioning to post high school for all students.
- The School Counseling and Health curriculum review was completed and presented to the Curriculum Committee and the BOE.

III. Challenges and Needs

- The increase in the number of students at the elementary level with behavior and emotional regulation is cause for concern.
- There is an increase in the number of students at the middle school with more significant emotional and mental health concerns.
- There is continued concern regarding the increases in student substance use and substance abuse at the high school.

IV. 2018-2019 Goals

- Hire an additional behaviorist to address the student needs at the elementary level.

- Hire a school social worker for the middle school to address student emotional needs.
- Continue to monitor the ESS program at the high school for effectiveness.
- Hire a new certified school counselor for the college and career center.
- Continue to coordinate with the district Substance Abuse Committee to provide for programming and interventions regarding substance abuse.
- Continue to incorporate the tenets of Emotional Intelligence into all aspects of individual and group counseling.

PROJECT CHALLENGE, 3-8

I. 2017-2018 Goals

- Finalize and present an updated Program Guide and curricular framework to the Board of Education.
- Plan a parent information night during the fall 2017 to provide an overview of the program and any updates to the identification process.
- Continue to monitor the Project Challenge classes and the enrichment opportunities for fidelity of implementation.

II. Accomplishments

- The Project Challenge curriculum update process was finalized and presented to the Curriculum Committee and also the BOE. Some areas were identified for additional development and/or monitoring and have been transferred into program goals.
- A new teacher was hired for the middle school Project Challenge classes and this change in personnel has provided for improvement in the areas that were identified as concerns by the parent and student focus groups that had been held as part of the curriculum renewal process.
- The Project Challenge teachers at both WIS and WMS were able to attend professional development regarding programming as well as new state recommendations for identifying and supporting students identified as gifted.

III. Challenges and Needs

- The number of female students identified in grade three is cause for concern as it is significantly lower than the number of male students identified for the past two years. It is important to review the identification process with these trends in mind to ensure that gender gaps do not persist.
- At the middle school level, scheduling constraints often require students to have to make choices regarding their participation in Practical and Fine Arts classes (PFAs) and Project Challenge. Scheduling at the middle school needs to be reviewed in order to provide equitable access to Project Challenge and PFAs.
- Review the effectiveness of the Enrichment Program at WIS.
- The Project Challenge curriculum for grades 3-8 needs to be documented on the Rubicon Atlas website.
- Provide opportunities for students to develop their leadership, interpersonal, and intrapersonal skills.

IV. 2018-2019 Goals

- Refine the identification process by reviewing the cut scores for the Naglieri Nonverbal Ability Test (NNAT). Consider a different test that looks more closely at creative skills.
- Further develop and document the curriculum for Project Challenge classes to serve as an extension of the core curriculum and engage students in broad, highly engaging themes.
- Improve the implementation process for the Master Project to more efficiently carry out the goals of the project and provide more students with the support and feedback they need to be successful.

- School counselors to work more closely with the teachers to provide programming for social-emotional learning.
- Review enrichment opportunities at WIS to provide the maximum effectiveness.
- Review the scheduling of the Project Challenge classes at both WIS and WMS.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 21, 2018

Information Only

Action Requested

Agenda Item Subject: First Reading – 5141.21 Administration of Student Medications in the Schools

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

Updated changes based on recommendations for Shipman & Goodwin. This Policy/Regulation needs to be updated every 2 years.

This item is on for a first reading by the Board.

For more Board of Education Meeting and Committee Meeting Information, visit:

5141.21

**ADMINISTRATION OF STUDENT MEDICATIONS
IN THE SCHOOLS**

A. Definitions

Administration of medication means any one of the following activities: handling, storing, preparing or pouring of medication; conveying it to the student according to the medication order; observing the student inhale, apply, swallow, or self-inject the medication, when applicable; documenting that the medication was administered; and counting remaining doses to verify proper administration and use of the medication.

Formatted: Underline

Authorized prescriber means a physician, dentist, optometrist, advanced practice registered nurse or physician assistant, and, for interscholastic and intramural athletic events only, a podiatrist.

Formatted: Underline

Before or After School Program means any child care program operated and administered by a local or regional board of education exempt from licensure by the Department of Public Health pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statutes. Such programs do not include public or private entities licensed by the Department of Public Health or board of education enhancement programs and extra-curricular activities.

Formatted: Underline

Cartridge Injector means an automatic prefilled cartridge injector or similar automatic injectable equipment used to deliver epinephrine in a standard dose for emergency first aid response to allergic reactions.

Formatted: Underline

Coach means any person holding a coaching permit who is hired by a local or regional board of education to coach for a sport season.

Formatted: Underline

Controlled drugs means those drugs as defined in Conn. Gen. Stat. Section 21a-240.

Formatted: Underline

Cumulative health record means the cumulative health record of a pupil mandated by Conn. Gen. Stat. Section 10-206.

Formatted: Underline

Director means the person responsible for the day-to-day operations of any school readiness program or before-and-after school program.

Formatted: Underline

Eligible student means a student who has reached the age of eighteen or is an emancipated minor.

Formatted: Underline

Error means:

Formatted: Underline

- (1) the failure to do any of the following as ordered:
 - (a) administer a medication to a student;
 - (b) administer medication within the time designated by the authorized prescriber;
 - (c) administer the specific medication prescribed for a student;
 - (d) administer the correct dosage of medication;
 - (e) administer medication by the proper route;
 - (f) administer the medication according to generally accepted standards of practice; or
- (2) the administration of medication to a student which is not ordered, or which is not authorized in writing by the parent or guardian of such student, except the administration of epinephrine or naloxone for the purpose of emergency first aid as set forth in Sections D and E below.-

~~Extracurricular activities means activities sponsored by local or regional boards of education that occur outside of the school day, are not part of the educational program, and do not meet the definition of before and after school programs and school readiness programs.~~

Guardian means one who has the authority and obligations of guardianship of the person of a minor, and includes: (1) the obligation of care and control; and (2) the authority to make major decisions affecting the minor's welfare, including, but not limited to, consent determinations regarding marriage, enlistment in the armed forces and major medical, psychiatric or surgical treatment.

Formatted: Underline

Intramural athletic events means tryouts, competition, practice, drills, and transportation to and from events that are within the bounds of a school district for the purpose of providing an opportunity for students to participate in physical activities and athletic contests that extend beyond the scope of the physical education program.

Formatted: Underline

Interscholastic athletic events means events between or among schools for the purpose of providing an opportunity for students to participate in competitive contests which are highly organized and extend beyond the scope of intramural programs and include tryouts, competition, practice, drills and transportation to and from such events.

Formatted: Underline

Investigational drug means any medication with an approved investigational new drug (IND) application on file with the Food and Drug Administration (FDA),

Formatted: Underline

which is being scientifically tested and clinically evaluated to determine its efficacy, safety and side effects and which has not yet received FDA approval.

Licensed athletic trainer means a licensed athletic trainer employed by the school district pursuant to Chapter 375a of the Connecticut General Statutes.

Formatted: Underline

Medication means any medicinal preparation, both prescription and non-prescription, including controlled drugs, as defined in Conn. Gen. Stat. Section 21a-240. This definition includes Aspirin, Ibuprofen or Aspirin substitutes containing Acetaminophen.

Formatted: Underline

Medication Emergency means a life-threatening reaction of a student to a medication.

Formatted: Underline

Medication plan means a documented plan established by the school nurse in conjunction with the parent and student regarding the administration of medication in school. Such plan may be a stand-alone plan, part of an individualized health care plan, an emergency care plan or a medication administration form.

Formatted: Underline

Medication order means the authorization by an authorized prescriber for the administration of medication to a student which shall include the name of the student, the name and generic name of the medication, the dosage of the medication, the route of administration, the time of administration, the frequency of administration, the indications for medication, any potential side effects including overdose or missed dose of the medication, the start and termination dates not to exceed a 12-month period, and the written/electronic signature of the prescriber.

Formatted: Underline

Nurse means an advanced practice registered nurse, a registered nurse or a practical nurse licensed in Connecticut in accordance with Chapter 378, Conn. Gen. Stat.

Formatted: Underline

Occupational Therapist means an occupational therapist employed full time by the local or regional board of education and licensed in Connecticut pursuant to Chapter 376a of the Connecticut General Statutes.

Formatted: Underline

Optometrist means an optometrist licensed to provide optometry pursuant to Chapter 380 of the Connecticut General Statutes.

Formatted: Underline

Paraprofessional means a health care aide or assistant or an instructional aide or assistant employed by the local or regional board of education who meets the requirements of such board of employment as a health care aide or assistant or instructional aide or assistant.

Formatted: Underline

Physical Therapist means a physical therapist employed full time by the local or regional board of education and licensed in Connecticut pursuant to Chapter 376 of the Connecticut General Statutes.

Formatted: Underline

Formatted: Underline

Physician means a doctor of medicine or osteopathy licensed to practice medicine in Connecticut pursuant to Chapters 370 and 371 of the Connecticut General Statutes, or licensed to practice medicine in another state.

Formatted: Underline

Podiatrist means an individual licensed to practice podiatry in Connecticut pursuant to Chapter 375 of the Connecticut General Statutes.

Formatted: Underline

Principal means the administrator in the school.

Formatted: Underline

Research or study medications means FDA-approved medications being administered according to an approved study protocol. A copy of the study protocol shall be provided to the school nurse along with the name of the medication to be administered and the acceptable range of dose of such medication to be administered.

Formatted: Underline

School means any educational facility or program which is under the jurisdiction of the Board excluding extracurricular activities.

Formatted: Underline

School Nurse means a nurse appointed in accordance with Conn. Gen. Stat. Section 10-212.

Formatted: Underline

School Nurse Supervisor means the nurse designated by the local or regional board of education as the supervisor or, if no designation has been made by the board, the lead or coordinating nurse assigned by the board.

Formatted: Underline

School readiness program means a program that receives funds from the State Department of Education for a school readiness program pursuant to subsection (b) of Section 10-16p of the Connecticut General Statutes and exempt from licensure by the Department of Public Health pursuant to subdivision (1) of subsection (b) of Section 19a-77 of the Connecticut General Statutes.

Formatted: Underline

Self administration of medication means control of the medication by the student at all times and is self managed by the student according to the individual medication plan.

Formatted: Underline

Teacher means a person employed full time by the Board who has met the minimum standards as established by the Board for performance as a teacher and has been approved by the school medical advisor and school nurse to be designated to administer medications pursuant to the Regulations of Connecticut State Agencies Sections 10-212a-1 through 10-212a-7.

Formatted: Underline

B. General Policies On Administration of Medications

- (1) Except as provided below in Section D. n~~n~~o medication, including non-prescription drugs, may be administered by any school personnel without:
 - (a) the written medication order of an authorized prescriber;
 - (b) the written authorization of the student's parent or guardian or eligible student; and
 - (c) the written permission of a parent for the exchange of information between the prescriber and the school nurse necessary to ensure safe administration of such medication.
- (2) Prescribed medications shall be administered to and taken by only the person for whom the prescription has been written.
- (3) Medications may be administered only by a licensed nurse; or, in the absence of a licensed nurse, by:
 - (a) a full-time principal, a full-time teacher, or a full-time licensed physical or occupational therapist employed by the school district. A full-time principal, teacher, licensed physical or occupational therapist employed by the school district may administer oral, topical, or inhalant medications. Such individuals may administer injectable medications only to a student with a medically diagnosed allergic condition that may require prompt treatment to protect the student against serious harm or death.
 - (b) students with chronic medical conditions who are able to self administer medication, provided all of the following conditions are met:
 - (i) an authorized prescriber provides a written medication order, including the recommendation for such self administration;
 - (ii) there is a written authorization for self administration from the student's parent or guardian or eligible student;
 - (iii) the school nurse has developed a plan for self administration and general supervision, and has documented the plan in the student's cumulative health record;
 - (iv) the school nurse has assessed the student's competency for self-administration and deemed it safe and appropriate, including that the student: is capable of identifying and

selecting the appropriate medication by size, color, amount or other label identification; knows the frequency and time of day for which the medication is ordered; can identify the presenting symptoms that require medication; administers the medication appropriately; maintains safe control of the medication at all times; seeks adult supervision whenever warranted; and cooperates with the established medication plan.

- (v) the principal, appropriate teachers, coaches and other appropriate school personnel are informed the student is self administering prescribed medication;
 - (vi) such medication is transported to school and maintained under the student's control in accordance with this policy; and
 - (vii) controlled drugs, as defined in this policy, may not be self-administered by students, except in extraordinary situations, such as international field trips, with approval of the school nurse supervisor and the school medical advisor in advance and development of an appropriate plan.
- (c) a student diagnosed with asthma who is able to self administer medication shall be permitted to retain possession of an asthmatic inhaler at all times while attending school, in order to provide for prompt treatment to protect such child against serious harm or death, provided all of the following conditions are met:
- (i) an authorized prescriber provides a written order requiring the possession of an inhaler by the student at all times in order to provide for prompt treatment in order to protect the child against serious harm or death and authorizing the student's self-administration of medication, and such written order is provided to the school nurse;
 - (ii) there is a written authorization from the student's parent or guardian regarding the possession of an inhaler by the student at all times in order to protect the child against serious harm or death and authorizing the student's self-administration of medication, and such written authorization is provided to the school nurse;
 - (iii) the conditions set forth in subsection (b) above have been met, except that the school nurse's review of a student's competency to self-administer an inhaler for asthma in the

school setting shall not be used to prevent a student from retaining and self-administering an inhaler for asthma. Students may self-administer medication with only the written authorization of an authorized prescriber and written authorization from the student's parent or guardian or eligible student; and

- (iv) the conditions for self-administration meet any regulations as may be imposed by the State Board of Education in consultation with the Commissioner of Public Health.
- (d) a student diagnosed with an allergic condition who is able to self-administer medication shall be permitted to retain possession of an automatic prefilled injection cartridge or similar automatic injectable equipment at all times while attending school, in order to provide for prompt treatment to protect such child against serious harm or death, provided all of the following conditions are met:
 - (i) an authorized prescriber provides a written order requiring the possession of an automatic prefilled injection cartridge or similar automatic injectable equipment by the student at all times in order to provide for prompt treatment in order to protect the child against serious harm or death and authorizing the student's self-administration of medication, and such written order is provided to the school nurse;
 - (ii) there is a written authorization from the student's parent or guardian regarding the possession of an automatic prefilled injection cartridge or similar automatic injectable equipment by the student at all times in order to protect the child against serious harm or death and authorizing the student's self-administration of medication, and such written authorization is provided to the school nurse;
 - (iii) the conditions set forth in subsection (b) above have been met, except that the school nurse's review of a student's competency to self-administer cartridge injectors for medically-diagnosed allergies in the school setting shall not be used to prevent a student from retaining and self-administering a cartridge injector for medically-diagnosed allergies. Students may self-administer medication with only the written authorization of an authorized prescriber and written authorization from the student's parent or guardian or eligible student; and

- (iv) the conditions for self-administration meet any regulations as may be imposed by the State Board of Education in consultation with the Commissioner of Public Health.
- (e) a coach of intramural or interscholastic athletic events or licensed athletic trainer who has been trained in the administration of medication, during intramural or interscholastic athletic events, may administer inhalant medications prescribed to treat respiratory conditions and/or medication administered with a cartridge injector for students with medically diagnosed allergic conditions which may require prompt treatment to protect the student against serious harm or death, provided all of the following conditions are met:
- (i) the school nurse has determined that a self-administration plan is not viable;
 - (ii) the school nurse has provided to the coach a copy of the authorized prescriber's order and parental permission form;
 - (iii) the parent/guardian has provided the coach or licensed athletic trainer with the medication in accordance with Section H of this policy, and such medication is separate from the medication stored in the school health office for use during the school day; and
 - (iv) the coach or licensed athletic trainer agrees to the administration of emergency medication and implements the emergency care plan, identified in Section E of this policy, when appropriate.
- (f) an identified school paraprofessional, provided medication is administered to a specific student and that all of the following conditions are met:
- (i) there is written authorization from the student's parents;
 - (ii) medication is administered pursuant to the written order of (A) a physician licensed ~~to practice medicine~~ under chapter 370 of the Connecticut General Statutes, (B) an optometrist licensed to practice optometry under chapter 380 of the Connecticut General Statutes, (C) ~~B~~ an advanced practice registered nurse licensed to prescribe in accordance with section 20-94a of the Connecticut General Statutes, or (D) ~~E~~ a physician assistant licensed to prescribe in accordance with section 20-12d of the Connecticut General Statutes; ~~and~~

- (iii) medication is administered only with approval by the school nurse and school medical advisor, in conjunction with the school nurse supervisor, and under the supervision of the school nurse; and a school nurse and a school medical advisor jointly approve and provide supervision to the identified school paraprofessional to administer medication, including, but not limited to, medication administered with a cartridge injector, to a specific student with a medically diagnosed allergic condition that may require prompt treatment in order to protect the student against serious harm or death.
- (iv) the medication to be administered is limited to medications necessary for prompt treatment of an allergic reaction, including, but not limited to, a cartridge injector; and
- (v) the paraprofessional shall have received proper training and supervision from the school nurse in accordance with this policy and state regulations.

(g) a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or school paraprofessional, provided medication is antiepileptic medication, including by rectal syringe, administered only to a specific student with a medically diagnosed epileptic condition that requires prompt treatment in accordance with the student's individual seizure action plan, and the following additional conditions are met:

- (i) there is written authorization from the student's parents/guardians to administer the medication;
- (ii) a written order for such administration has been received from the student's physician licensed under Chapter 370 of the Connecticut General Statutes;
- (iii) the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or school paraprofessional is selected by the school nurse and school medical advisor, if any, and voluntarily agrees to administer the medication;
- (iv) the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or school paraprofessional annually completes the

Formatted: Indent: Hanging: 1.5"

training program established by the Connecticut State Department of Education and the Association of School Nurses of Connecticut, and the school nurse and medical advisor, if any, have attested, in writing, that such training has been completed; and

(v) the principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by the Board, coach or school paraprofessional receives monthly reviews by the school nurse to confirm competency to administer antiepileptic medication.

(hg) a director of a school readiness program or a before or after school program, or the director's designee, provided that the medication is administered:

- (i) only to a child enrolled in such program; and
- (ii) in accordance with Section ~~K~~ of this policy.

(ih) a licensed practical nurse, after the school nurse has established the medication plan, provided that the licensed practical nurse may not train or delegate the administration of medication to another individual, and provided that the licensed practical nurse can demonstrate one of the following:

- (i) training in administration of medications as part of their basic nursing program;
- (ii) successful completion of a pharmacology course and subsequent supervised experience; or
- (iii) supervised experience in the administration of medication while employed in a health care facility.

- (4) Medications may also be administered by a parent or guardian to his/her own child on school grounds.
- (5) Investigational drugs or research or study medications may be administered only by a licensed nurse.

C. Diabetic Students

- (1) The Weston Board of Education permits blood glucose testing by students who have a written order from a physician stating the need and capability of such student to conduct self-testing.
- (2) The Board will not restrict the time or location of blood glucose testing by a student with diabetes on school grounds who has written authorization from a parent or guardian and a written order from a physician stating that such child is capable of conducting self-testing on school grounds.
- (3) In the absence or unavailability of the school nurse, select school employees may administer medication with injectable equipment used to administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death, under the following conditions:
 - (a) The student's parent or guardian has provided written authorization.
 - (b) A written order for such administration has been received from the student's physician licensed under Chapter 370 of the Connecticut General Statutes.
 - (c) The school employee is selected by either the school nurse or principal and is a principal, teacher, licensed athletic trainer, licensed physical or occupational therapist employed by a school district, coach or school paraprofessional.
 - (d) The school nurse shall provide general supervision to the selected school employee.
 - (e) The selected school employee annually completes any training required by the school nurse and school medical advisor in the administration of medication with injectable equipment used to administer glucagon.
 - (f) The school nurse and school medical advisor have attested in writing that selected school employee completed the required training.
 - (g) The selected school employee voluntarily agrees to serve as one who may administer medication with injectable equipment used to administer glucagon to a student with diabetes that may require prompt treatment in order to protect the student against serious harm or death.

D. Epinephrine for Purposes of Emergency First Aid Without Prior Authorization

Formatted: Font: Not Bold

Formatted: Indent: Left: 0", Hanging: 0.5"

Formatted: Font: Not Bold

(1) The school nurse shall maintain epinephrine in cartridge injectors for the purpose of emergency first aid to students who experience allergic reactions and do not have prior written authorization of a parent or guardian or a prior written order of a qualified medical professional for the administration of epinephrine.

Formatted: Font: Not Bold

(2) The school nurse or school principal shall select principal(s), teacher(s), licensed athletic trainer(s), licensed physical or occupational therapist(s) employed by the Board, coach(es) and/or school paraprofessional(s) to maintain and administer the epinephrine in cartridge injectors for the purpose of emergency first aid as described in Paragraph (1) above, in the absence of the school nurse. More than one individual must be selected by the school nurse or school principal for such maintenance and administration in the absence of the school nurse.

Formatted: Font: Not Bold

(3) The selected personnel, as described in Paragraph (2) above, must annually complete the training made available by the Department of Education for the administration of epinephrine in cartridge injectors for the purpose of emergency first aid before conducting such administration.

Formatted: Font: Not Bold

(4) Either the school nurse or, in the absence of the school nurse, at least one of the selected and trained personnel as described in Paragraph (2) above shall be on the grounds of the school during regular school hours.

Formatted: Font: Not Bold

Formatted: Font: Not Bold

(5) The administration of epinephrine pursuant to this section must be done in accordance with this policy, including but not limited to the requirements for documentation and record keeping, errors in medication, emergency medical procedures, and the handling, storage and disposal of medication; and the Regulations adopted by the Department of Education.

Formatted: Font: Not Bold

(6) The parent or guardian of any student may submit, in writing, to the school nurse and school medical advisor, if any, that epinephrine shall not be administered to such student pursuant to this section.

F. Naloxone for Purposes of Emergency First Aid

Formatted: Font: Not Bold, Not Italic

(1) Pursuant to a standing order of the Board's medical advisor and authorization from the Superintendent of Schools, and in accordance with Connecticut law and this policy, a school nurse may maintain naloxone, for the purpose of administering emergency first aid to students who experience a known or suspected opioid overdose.

- (a) The school nurse, in consultation with the Board's medical advisor, shall determine the supply of naloxone that shall be maintained in the individual school.
 - (b) The school nurse shall be responsible for the safe storage of naloxone maintained in a school and shall ensure any supply of naloxone maintained is stored in accordance with the manufacturer's instructions.
 - (c) The school nurse shall be responsible for maintaining an inventory of naloxone maintained in the school, tracking the date(s) of expiration of the supply of naloxone maintained in a school, and, as appropriate, refreshing the supply of naloxone maintained in the school.
- (2) The school nurse, in consultation with the Superintendent and the building principal, shall provide notice to parents and guardians of the Board's policies and procedures regarding the emergency administration of naloxone in the event of a known or suspected opioid overdose.
- (3) A school nurse shall be approved to administer naloxone for the purpose of emergency first aid, as described in Paragraph (1) above, in the event of a known or suspected opioid overdose, provided that such nurse has completed appropriate training, as identified by the Board's medical advisor, which shall include training in the identification of opioid abuse and overdose.
- (3) The administration of naloxone pursuant to this section must be effected in accordance with this policy and procedures regarding the acquisition, maintenance, and administration established by the Superintendent in consultation with the Board's medical advisor.
- (4) Following the emergency administration of naloxone by a school nurse:
 - (a) Such emergency administration shall be reported immediately to:
 - (i) The Board medical advisor; and

(ii) The Superintendent; and

(iii) The student's parent or guardian.

(b) A medication administration record shall be:

(i) Maintained by the school nurse who administered the naloxone as soon as possible, but no later than the next school day; and

(ii) filed in or summarized on the student's cumulative health record, in accordance with Section F of this policy.

F. Documentation and Record Keeping

- (1) Each school or before-and-after school program and school readiness program where medications are administered shall maintain an individual medication administration record for each student who receives medication during school or program hours. This record shall include the following information:

(a) ~~(a)~~—the name of the student;

(b) the student's state-assigned student identifier (SASID);

~~(c)~~ the name of the medication;

~~(d)~~ the dosage of the medication;

~~(e)~~ the route of the administration, (i.e., oral, topical, inhalant, etc.);

~~(f)~~ the frequency of administration;

~~(g)~~ the name of the authorized prescriber;

~~(h)~~ the dates for initiating and terminating the administration of medication, including extended year programs;

~~(i)~~ the quantity received at school and verification by the adult delivering the medication of the quantity received;

~~(j)~~ the date the medication is to be reordered (if any);

~~(k)~~ any student allergies to food and/or medication(s);

~~(l)~~ the date and time of each administration or omission, including the reason for any omission;

~~(m)~~ the dose or amount of each medication administered; and,

~~(n)~~ the full written or electronic legal signature of the nurse or other authorized school personnel administering the medication; and

~~(o)~~ for controlled medications, a medication count which should be conducted and documented at least once a week and co-signed by the assigned nurse and a witness.

Formatted: Numbered + Level: 1 + Numbering Style: a, b, C, ... + Start at: 1 + Alignment: Left + Aligned at: 1" + Indent at: 1.5"

- (2) All records are either to be made in ink, and shall not be altered, or recorded electronically in a record that cannot be altered.
- (3) Written orders of authorized prescribers, written authorizations of parent or guardian, the written parental permission for the exchange of information by the prescriber and school nurse to ensure safe administration of such medication, and the completed medication administration record for each student shall be filed in the student's cumulative health record or, for before-and-after school programs and school readiness programs, in the child's program record.
- (4) Authorized prescribers may make verbal orders, including telephone orders, for a *change* in medication order. Such verbal orders may be received only by a school nurse and must be followed by a written order, which may be faxed, and must be received within three (3) school days.
- (5) Medication administration records will be made available to the Department of Education for review until destroyed pursuant to Section 11-8a and Section 10-212a(b) of the Connecticut General Statutes.
 - (a) The completed medication administration record for controlled medications may, at the discretion of the school district, be destroyed in accordance with Section M8 of the Connecticut Municipality Record Retention Schedule, so long as it is superseded by a summary on the student health record.
 - (b) The completed medication administration record for controlled medications shall be maintained in the same manner as the non-controlled medications. In addition, a separate medication administration record needs to be maintained in the school for three (3) years pursuant to Section 10-212a(b) of the Connecticut General Statutes.
- (6) Documentation of any administration of medication by a coach or licensed athletic trainer shall be completed on forms provided by the school and the following procedures shall be followed:
 - (a) a medication administration record for each student shall be maintained in the athletic offices;
 - (b) administration of a cartridge injector medication shall be reported to the school nurse at the earliest possible time, but no later than the next school day;
 - (c) all instances of medication administration, except for the administration of cartridge injector medication, shall be reported to

the school nurse at least monthly, or as frequently as required by the individual student plan; and

- (d) the administration of medication record must be submitted to the school nurse at the end of each sport season and filed in the student's cumulative health record.

GD. Errors In Medication Administration

Formatted: Underline

- (1) Whenever any error in medication administration occurs, the following procedures shall apply:
 - (a) the person making the error in medication administration shall immediately implement the medication emergency procedures in this Policy if necessary;
 - (b) the person making the error in medication administration shall in all cases immediately notify the school nurse, principal, school nurse supervisor, and authorized prescriber. The person making the error, in conjunction with the principal, shall also immediately notify the parent or guardian, advising of the nature of the error and all steps taken or being taken to rectify the error, including contact with the authorized prescriber and/or any other medical action(s); ~~and~~;
 - (c) the principal shall notify the Superintendent of the Superintendent's designee.
- (2) The school nurse, along with the person making the error, shall complete a report using the authorized medication error report form. The report shall include any corrective action taken.
- (3) Any error in the administration of medication shall be documented in the student's cumulative health record or, for before-and-after school programs and school readiness programs, in the child's program record.
- (4) These same procedures shall apply to coaches and licensed athletic trainers during intramural and interscholastic events, except that if the school nurse is not available, a report must be submitted by the coach or licensed athletic trainer to the school nurse the next school day.

HE. Medication Emergency Procedures

- (1) Whenever a student has a life-threatening reaction to administration of a medication, resolution of the reaction to protect the student's health and safety shall be the foremost priority. The school nurse and the authorized

prescriber shall be notified immediately, or as soon as possible in light of any emergency medical care that must be given to the student.

- (2) Emergency medical care to resolve a medication emergency includes but is not limited to the following, as appropriate under the circumstances:
 - (a) use of the 911 emergency response system;
 - (b) application by properly trained and/or certified personnel of appropriate emergency medical care techniques, such as cardio-pulmonary resuscitation;
 - (c) administration of emergency medication in accordance with this policy;
 - (d) contact with a poison control center; and
 - (e) transporting the student to the nearest available emergency medical care facility that is capable of responding to a medication emergency.
- (3) As soon as possible, in light of the circumstances, the principal shall be notified of the medication emergency. The principal shall immediately thereafter contact the Superintendent or the Superintendent's designee, who shall thereafter notify the parent or guardian, advising of the existence and nature of the medication emergency and all steps taken or being taken to resolve the emergency and protect the health and safety of the student, including contact with the authorized prescriber and/or any other medical action(s) that are being or have been taken.

IF. Supervision

- (1) The school nurse is responsible for general supervision of administration of medications in the school(s) to which that nurse is assigned.
- (2) The school nurse's duty of general supervision includes, but is not limited to the following:
 - (a) availability on a regularly scheduled basis to:
 - (i) review orders or changes in orders, and communicate these to personnel designated to give medication for appropriate follow-up;
 - (ii) set up a plan and schedule to ensure medications are given properly;

- (iii) provide training to licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and interscholastic athletics, licensed athletic trainers and to identified paraprofessionals designated in accordance with Section B(3)(c), above, which training shall pertain to the administration of medications to students, and assess the competency of these individuals to administer medication;
 - (iv) support and assist other licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics, licensed athletic trainers and identified paraprofessionals designated in accordance with Section B(3)(c), above, to prepare for and implement their responsibilities related to the administration of specific medications during school hours and during intramural and interscholastic athletics as provided by this policy;
 - (v) provide appropriate follow-up to ensure the administration of medication plan results in desired student outcomes; and
 - (vi) provide consultation by telephone or other means of telecommunications, which consultation may be provided by an authorized prescriber or other nurse in the absence of the school nurse.
- (b) In addition, the school nurse shall be responsible for:
- (i) implementing policies and procedures regarding the receipt, storage, and administration of medications;
 - (ii) reviewing, on a periodic basis, all documentation pertaining to the administration of medications for students;
 - (iii) performing observations of the competency of medication administration by full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics, and licensed athletic trainers in accordance with Section B(3)(e), above, and identified paraprofessionals designated in accordance with Section B(3)(f), above, who have been newly trained to administer medications; and,

- (iv) conducting periodic reviews, as needed, with licensed nursing personnel, full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics, and licensed athletic trainers in accordance with Section B(3)(e), above, and identified paraprofessionals designated in accordance with Section B(3)(f), above, regarding the needs of any student receiving medication.

IG. Training of School Personnel

- (1) Full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics, and licensed athletic trainers in accordance with Section B(3)(e), above, and identified paraprofessionals designated in accordance with Section B(3)(f), above, who are designated to administer medications shall at least annually receive training in their safe administration; and only trained full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics, and licensed athletic trainers in accordance with Section B(3)(e), above, and identified paraprofessionals designated in accordance with Section B(3)(f), above, shall be allowed to administer medications.
- (2) Training for full-time principals, full-time teachers, full-time licensed physical or occupational therapists employed by the school district, coaches of intramural and/or interscholastic athletics, and licensed athletic trainers in accordance with Section B(3)(e), above, and identified paraprofessionals designated in accordance with Section B(3)(ef), above, shall include, but is not necessarily limited to the following:
 - (a) the general principles of safe administration of medication;
 - (b) the procedures for administration of medications, including the safe handling and storage of medications, and the required record-keeping; and
 - (c) specific information related to each student's medication plan, including the name and generic name of the medication, indications for medication dosage, routes, time and frequency of administration, therapeutic effects of the medication, potential side effects, overdose or missed doses of the medication, and when to implement emergency interventions.

Formatted: Not Strikethrough

- (3) The principal(s), teacher(s), licensed athletic trainer(s), licensed physical or occupational therapist(s) employed by the Board, coach(es) and/or school paraprofessional(s) who administer epinephrine as emergency first aid, pursuant to Section D above, shall annually complete the training program developed by the Departments of Education and Public Health and training in cardiopulmonary resuscitation and first aid.

- (4) The Board shall maintain documentation of medication administration training as follows:
 - (a) dates of general and student-specific trainings;
 - (b) content of the trainings;
 - (c) individuals who have successfully completed general and student-specific administration of medication training for the current school year; and
 - (d) names and credentials of the nurse or school medical advisor trainer or trainers.

- (4) Licensed practical nurses may not conduct training in the administration of medication to another individual.

KH. Handling, Storage and Disposal of Medications

- (1) All medications, except those approved for transporting by students for self medication and those administered by coaches of intramural or interscholastic athletics or licensed athletic trainers in accordance with Section B(3)(e) above, and epinephrine or naloxone to be used for emergency first aid in accordance with Sections D and E above, must be delivered by the parent, guardian, or other responsible adult to the nurse assigned to the student's school— or, in the absence of such nurse, the school principal who has been trained in the appropriate administration of medication. Medications administered by coaches of intramural or interscholastic athletics or licensed athletic trainers must be delivered by the parent or guardian directly to the coach or licensed athletic trainer in accordance with Section B(3)(e) above.

- (2) The nurse shall examine on-site any new medication, medication order and the required authorization to administer form, and, except for epinephrine and naloxone to be used as emergency first aid in accordance with Sections D and E above, shall develop a medication administration plan for the student before any medication is given to the student by any

- school personnel. No medication shall be stored at a school without a current written order from an authorized prescriber.
- (3) The school nurse shall review all medication refills with the medication order and parent authorization prior to the administration of medication, except for epinephrine and naloxone intended for emergency first aid in accordance with Sections D and E above.
 - (4) Emergency Medications
 - (a) Except as otherwise determined by a student's emergency care plan, emergency medications shall be stored in an unlocked, clearly labeled and readily accessible cabinet or container in the health room during school hours under the general supervision of the school nurse; or, in the absence of the school nurse, the principal or the principal's designee who has been trained in the administration of medication.
 - (b) Emergency medication shall be locked beyond the regular school day or program hours, except as otherwise determined by a student's emergency care plan.
 - (5) All medications, except those approved for keeping by students for self medication, shall be kept in a designated and locked location, used exclusively for the storage of medication. Controlled substances shall be stored separately from other drugs and substances in a separate, secure, substantially constructed, locked metal or wood cabinet.
 - (6) Access to stored medications shall be limited to persons authorized to administer medications. Each school or before-and-after school program and school readiness program shall maintain a current list of such authorized persons.
 - (7) All medications, prescription and non prescription, shall be delivered and stored in their original containers and in such a manner that renders them safe and effective.
 - (8) At least two sets of keys for the medication containers or cabinets shall be maintained for each school building or before-and-after school program and school readiness program. One set of keys shall be maintained under the direct control of the school nurse or nurses and an additional set shall be under the direct control of the principal and, if necessary, the program director or lead teacher who has been trained in the general principles of the administration of medication shall also have a set of keys.

- (9) Medications that must be refrigerated shall be stored in a refrigerator, at no less than 36 degrees Fahrenheit and no more than 46 degrees Fahrenheit. The refrigerator must be located in the health office that is maintained for health services with limited access. Non-controlled medications may be stored directly on the refrigerator shelf with no further protection needed. Controlled medication shall be stored in a locked box ~~that~~^{which} is affixed to the refrigerator shelf.
- (10) All unused, discontinued or obsolete medications shall be removed from storage areas and either returned to the parent or guardian or, if the medication cannot be returned to the parent or guardian, the medication shall be destroyed- in collaboration with the school nurse:
- (a) non controlled drugs shall be destroyed in the presence of at least one witness;
 - (b) controlled drugs shall be destroyed in pursuant to Section 21a-262-3 of the Regulations of Connecticut State Agencies; and
 - (c) accidental destruction or loss of controlled drugs must be verified in the presence of a second person, including confirmation of the presence or absence of residue and jointly documented on the student medication administration record and on a medication error form pursuant to Section 10-212a(b) of the Connecticut General Statutes. If no residue is present, notification must be made to the Department of Consumer Protection pursuant to Section 21a-262-3 of the Regulations of Connecticut State Agencies.
- (11) Medications to be administered by coaches of intramural or interscholastic athletic events or licensed athletic trainers shall be stored:
- (a) in containers for the exclusive use of holding medications;
 - (b) in locations that preserve the integrity of the medication;
 - (c) under the general supervision of the coach or licensed athletic trainer trained in the administration of medication; and
 - (d) in a locked secured cabinet when not under the general supervision of the coach or licensed athletic trainer during intramural or interscholastic athletic events.
- (12) In no event shall a school store more than a three (3) month supply of a medication for a student.

L.A. School Readiness Programs, Before-and-After School Programs, and Day Camps

Formatted: Underline

- (1) As determined by the school medical advisor and school nurse supervisor, the following procedures shall apply to the administration of medication during school readiness programs and before-and-after school programs run by the Board, which are exempt from licensure by the Department of Public Health:
 - (a) Administration of medication at these programs shall be provided only when it is medically necessary for participants to access the program and maintain their health status while attending the program.
 - (b) Except as provided in Sections D and E above, nNo medication shall be administered in these programs without:
 - (i) the written order of an authorized prescriber; and
 - (ii) the written authorization of a parent or guardian or an eligible student.
 - (c) A school nurse shall provide consultation to the program director, lead teacher or school administrator who has been trained in the administration of medication regarding the safe administration of medication within these programs. The school medical advisor and school nurse supervisor shall determine whether, based on the population of the school readiness program and/or before-and-after school program, additional nursing services are required for these programs.
 - (d) Only school nurses, directors or directors' designees, lead teachers or school administrators who have been properly trained may administer medications to students as delegated by the school nurse or other registered nurse ~~or other registered nurse~~. Properly trained directors or directors' designees, lead teachers or school administrators may administer oral, topical, intranasal or inhalant medications. Investigational drugs or research or study medications may not be administered in these programs.
 - (e) Students attending these programs may be permitted to self-medicate only in accordance with the provisions of Section B(3) of this policy. In such a case, the school nurse must provide the program director, lead teacher or school administrator running the program with the medication order and parent permission for self-administration.

- (f) In the absence of the school nurse during program administration, the program director, lead teacher or school administrator is responsible for decision making regarding medication administration.
 - (g) Cartridge injector medications may be administered by a director, lead teacher or school administrator only to a student with a medically-diagnosed allergic condition which may require prompt treatment to protect the student against serious harm or death.
- (2) Local poison control center information shall be readily available at these programs.
- (3) Procedures for medication emergencies or medication errors, as outlined in this policy, must be followed, except that in the event of a medication error a report must be submitted by the program director, lead teacher or school administrator to the school nurse the next school day.
- (4) Training for directors or directors' designees, lead teachers or school administrators in the administration of medication shall be provided in accordance with Section ~~I~~^G of this policy.
- (5) All medications must be handled and stored in accordance with Section ~~J~~^H of this policy. Where possible, a separate supply of medication shall be stored at the site of the before-and-after or school readiness program. In the event that it is not possible for the parent or guardian to provide a separate supply of medication, then a plan shall be in place to ensure the timely transfer of the medication from the school to the program and back on a daily basis.
- (6) Documentation of any administration of medication shall be completed on forms provided by the school and the following procedures shall be followed:
- (a) a medication administration record for each student shall be maintained by the program;
 - (b) administration of a cartridge injector medication shall be reported to the school nurse at the earliest possible time, but no later than the next school day;
 - (c) all instances of medication administration, except for the administration of cartridge injector medication, shall be reported to the school nurse at least monthly, or as frequently as required by the individual student plan; and

- (d) the administration of medication record must be submitted to the school nurse at the end of each school year and filed in the student's cumulative health record.
- (7) The procedures for the administration of medication at school readiness programs before-and-after school programs shall be reviewed annually by the school medical advisor and school nurse supervisor.

MJ. Review and Revision of Policy

In accordance with the provisions of Section 10-212a-2(a), the Board shall review this policy periodically, and at least biennially, with the advice and approval of the school medical advisor, the school nurse supervisor or other qualified licensed physician. Any proposed revisions to the policy must be made with the advice and approval of the school medical advisor, school nurse supervisor or other qualified licensed physician.

Legal References:

Connecticut General Statutes:

Section 10-206
Section 10-212
Section 10-212a
Section 19a-900
Section 21a-240
Section 52-557b

Regulations of Conn. State Agencies:

Sections 10-212a-1 through 10-212a-10, inclusive

Memorandum of Decision, In Re: Declaratory Ruling/Delegation by Licensed Nurses to Unlicensed Assistive Personnel, Connecticut State Board of Examiners for Nursing (April 5, 1995)

Formatted: Underline

~~Code of Federal Regulations:~~

~~Title 21 Part 1307.21~~

ADOPTED: October 1, 1990
REVISED: August 21, 1995
December 16, 1996
May 15, 2000
January 21, 2003

October 20, 2003
April 25, 2005
January 22, 2008
October 20, 2008
February 27, 2012

<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 21, 2018

Information Only

Action Requested

Agenda Item Subject: First Reading – 3516.4 Bloodborne Pathogens Exposure Control

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

Updated changes based on recommendations for Shipman & Goodwin.

This item is on for a first reading by the Board.

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

Non-Instructional Operations

Bloodborne Pathogens Exposure Control

~~The Board of Education recognizes the dangers of occupational exposure to bloodborne pathogens. Pursuant to this concern and the obligations imposed by state and federal statutes, the Board will take the following steps to prevent and remedy occupational exposure to bloodborne pathogens:~~

- ~~1. Identify employees at risk for occupational exposure to bloodborne pathogens;~~
- ~~2. Identify the tasks, duties, procedures and job classifications where occupational exposure to blood occurs;~~
- ~~3. Provide engineering and work practice controls and precautions;~~
- ~~4. Provide protective equipment where necessary;~~
- ~~5. Provide training to affected employees;~~
- ~~6. Provide vaccinations to affected employees where required, along with appropriate post exposure medical follow up and counseling; and~~
- ~~7. Maintain records documenting exposure incidents, provision of vaccinations and training.~~

~~Pursuant to this policy, the superintendent of schools is authorized to promulgate regulations enforcing this policy.~~

The Weston Board of Education is committed to promoting a safe and healthful work environment for its staff. In pursuit of this goal and in accordance with the United States Department of Labor, Occupational Safety and Health Administration (OSHA) regulations dealing with "Safe Workplace" standards relating to exposure to Bloodborne Pathogens, the following will be the procedures of the Weston Board of Education for at risk personnel.

The Weston Board of Education shall establish a written exposure control plan in accordance with the federal standards for dealing with potentially infectious materials in the workplace to protect employees from possible infection due to contact with Bloodborne pathogens. Pursuant to these procedures, the school will take reasonably necessary actions to protect its employees from infectious disease and in particular H.I.V. and H.B.V. infection.

The school will provide the training and protective equipment to those persons who are at risk by virtue of their job performance and may come in contact with infectious disease. Furthermore, all Weston Board of Education personnel defined by the Occupational Safety and Health Administration and the school who may come in contact with blood and body fluids will be offered the vaccine for the Hepatitis B Virus which is

a life threatening Bloodborne pathogen. The vaccination will be done at no cost to the personnel and is provided as a precaution for personnel safety.

Legal References:

29 C.F.R. § 1910.1030 OSHA Bloodborne pathogens standards

Policy adopted: May 17, 1993

Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

R3516.4 (a)

Formatted: Indent: First line: 0"

Non-Instructional Operations

Bloodborne Pathogens Exposure Control

Exposure Control Plan for Bloodborne Pathogens

I. Definitions

Formatted: Font: (Default) Times New Roman, 12 pt

- A. Contaminated Sharps: any contaminated object that can penetrate the skin including, but not limited to, needles, scalpels, broken glass, broken capillary tubes, and exposed ends of dental wires.

- B. Engineering Controls: controls (e.g., sharps disposal containers, self-sheathing needles, safer medical devices, such as sharps with engineered sharps injury protections and needless systems) that isolate or remove the bloodborne pathogens hazard from the workplace.

- C. Work Practice Controls: controls that reduce the likelihood of exposure by altering the manner in which a task is performed (e.g., prohibiting recapping of needles by a two-handed technique).

II. Exposure Determination

- A. Category I: Those personnel who come in direct contact with blood and body fluids for which precautions must be taken

- B. Category II: Personnel who participate in activities without blood exposure but exposure may occur in an emergency

- C. Category III: Personnel performing tasks that do not entail predictable or unpredictable exposure to blood

1. School nurses or nurse practitioners assisting and treating injured students may come in contact with blood and other bodily fluids (Category I).
2. School staff, including physical education teachers, OT, PT, general aides, technical instructors, athletic coaches and principals may come in contact with blood and other bodily fluids in the performance of their jobs in treating injured students (Category I).
3. Special education teachers and aides in self-contained and behavioral programs, nursing program students, and custodial staff, and other staff who substitute for them, may have to clean up after injured persons where they may come in contact with blood and other bodily fluids (Category I).
4. All staff certified in first aid may have contact with blood in an emergency (Category II)

III. Methods of Compliance

- A. Avoid direct contact with blood, bodily fluids or other potentially infectious materials - use gloves.
- B. Contaminated needles and other contaminated sharps shall not be bent, recapped or removed. Shearing or breaking of contaminated needles is prohibited.
- C. Contaminated reusable sharps shall be placed in containers that are puncture resistant, leakproof, color-coded or labeled in accordance with Section X of this plan and shall not require employees to reach by hand into the container.
- D. Protective gloves will be worn if you have any open wounds on your hands. If there is any doubt in your mind regarding some contact with blood or bodily fluids - use gloves.
- E. Wash hands immediately or as soon as feasible after removal of gloves or other personal protective equipment.

- F. If you become contaminated, wash that area immediately with a strong antiseptic soap or solution.
- G. If clothing becomes contaminated with blood or body fluids, it should be placed in a bag labeled in accordance with Section X of this plan and placed in a contaminated clothing container for proper cleaning and/or discarding.
- H. Any areas of the school that may become contaminated will be washed with a strong solution of bleach and water or other appropriate disinfectant; rubber gloves, sanitary suit, face and eye protection, and long handled scrub utensils should be used.
- I. All locker rooms, restrooms, and nurses' offices will be cleaned daily using disinfectant. Custodial staff members are required to wear rubber gloves and use long- handled scrubbing utensils during these cleaning procedures at these locations.
- J. When a spill occurs, the building administrator or his/her designee will limit access to areas of potential exposure and notify the staff and students. The janitorial staff will be notified to immediately clean the area.
- K. All procedures involving blood or other potentially infectious materials shall be performed in such a manner as to minimize splashing, spraying, spattering and generation of droplets of these substances.
- L. Mouth pipetting/suctioning of blood or other potentially infectious materials is prohibited.
- M. Specimens of blood or other potentially infectious materials shall be placed in a container labeled in accordance with Section X of this plan, which prevents leakage during collection, handling, processing, storage, transport, or shipping.

▲
IV. Preventative Measures

Formatted: Font: (Default) Times New Roman, 12 pt

A. The Superintendent or his/her designee shall use engineering and work practice controls to eliminate or minimize employee exposure, and shall regularly examine and update controls to ensure their effectiveness.

V. Hepatitis B Vaccination

A. The hepatitis B vaccination series shall be made available at no cost to all Category I employees. The hepatitis B vaccination shall be made available after an employee with occupational exposure has received the required training and within 10 working days of initial assignment, unless the employee has previously received the complete hepatitis B vaccination series, or antibody testing has revealed that the employee is immune, or vaccination is contraindicated by medical reasons.

B. Employees who decline to accept the vaccination shall sign the hepatitis B vaccination declination statement.

VI. Training for Exposure Control

A. Each year, all at risk personnel will be supplied with written materials relating to precautions, risks, and actions to take if contaminated by blood or other body fluids containing the following:

- (1) An accessible copy of the regulatory text of the OSHA standards regarding bloodborne pathogens and an explanation of its contents;
- (2) A general explanation of the epidemiology and symptoms of bloodborne diseases;
- (3) An explanation of the modes of transmission of bloodborne pathogens;
- (4) An explanation of the employer's exposure control plan and the means by which the employee can obtain a copy of the written plan;
- (5) An explanation of the appropriate methods for recognizing tasks and other activities that may involve exposure to blood and other potentially infectious materials;

- (6) An explanation of the use and limitations of methods that will prevent or reduce exposure including appropriate engineering controls, work practices, and personal protective equipment;
- (7) Information on the types, proper use, location, removal, handling, decontamination and disposal of personal protective equipment;
- (8) An explanation of the basis for selection of personal protective equipment;
- (9) Information on the hepatitis B vaccine, including information on its efficacy, safety, method of administration, the benefits of being vaccinated, and that the vaccine and vaccination will be offered free of charge;
- (10) Information on the appropriate actions to take and persons to contact in an emergency involving blood or other potentially infectious materials;
- (11) An explanation of the procedure to follow if an exposure incident occurs, including the method of reporting the incident and the medical follow-up that will be made available;
- (12) Information on the post-exposure evaluation and follow-up that the employer is required to provide for the employee following an exposure incident;
- (13) An explanation of the signs and labels and/or color coding; and
- (14) An opportunity for interactive questions and answers with the person conducting the training session.

Formatted: Font: (Default) Times New Roman, 12 pt

Formatted: Font: (Default) Times New Roman, 12 pt

VII. Reporting Incidents

- A. All exposure incidents shall be reported as soon as possible to the nursing supervisor and school nurse.
- B. All at risk personnel who come in contact with blood and body fluids in the performance of their duties will take steps to safeguard their health.

Formatted: Font: (Default) Times New Roman, 12 pt

VIII. Post-Exposure Evaluation and Follow-up

Following a report of an exposure incident, the Superintendent or his/her designee shall immediately make available to the exposed employee, at no cost, a confidential medical evaluation, post-exposure evaluation and follow-up. He or she shall at a minimum:

- A. Document the route(s) of exposure and the circumstances under which the exposure incident occurred;
- B. Identify and document the source individual, unless that identification is infeasible or prohibited by law;
- C. Provide for the collection and testing of the employee's blood for HBV and HIV serological status;
- D. Provide for post-exposure prophylaxis, when medically indicated as recommended by the U.S. Public Health service;
- E. Counseling and Evaluation of reported illnesses;
- F. The Superintendent or designee shall provide the health care professional with a copy of the OSHA regulation; a description of the employee's duties as they relate to the exposure incident; documentation of the route(s) of exposure and circumstances under which exposure occurred; results of the source individual's blood testing, if available; and all medical records maintained by the school relevant to the appropriate treatment of the employee, including vaccination status; and
- G. The school shall maintain the confidentiality of the affected employee and the exposure source during all phases of the post-exposure evaluation.

IX. Records

- A. Upon an employee's initial employment and at least annually thereafter, the Superintendent or his/her designee shall inform employees with

occupational exposure of the existence, location and availability of related records; the person responsible for maintaining and providing access to records; and the employee's right of access to these records.

B. Medical records for each employee with occupational exposure shall be kept confidential and not disclosed or reported without the employee's written consent to any person within or outside the workplace except as required by law.

C. Upon request by an employee, or a designated representative with the employee's written consent, the Superintendent or designee shall provide access to a record in a reasonable time, place and manner, no later than 15 days after the request is made.

D. Records shall be maintained as follows:

1. Medical records shall be maintained for the duration of employment plus 30 years.
2. Training records shall be maintained for three years from the date of training.
3. The sharps injury log shall be maintained five years from the date the exposure incident occurred.
4. Exposure records shall be maintained for 30 years.
5. Each analysis using medical or exposure records shall be maintained for at least 30 years.

X. Labels

A. Warning labels shall be affixed to containers used to store, transport or ship blood or other potentially infectious material.

B. Labels shall include the following:



BIOHAZARD

Formatted: Font: (Default) Times New Roman, 12 pt

Formatted: Font: (Default) Times New Roman, 12 pt

- C. The labels shall be fluorescent orange or orange-red or predominantly so, with lettering and symbols in a contrasting color.
- D. Labels shall be affixed as close as feasible to the container by string, wire, adhesive, or other method that prevents their loss or unintentional removal.
- E. Labels required for contaminated equipment shall be in accordance with this paragraph and shall also state which portions of the equipment remain contaminated.

Legal References:

29 C.F.R. § 1910.1030 OSHA Bloodborne pathogens standards

8/4/16

Formatted: Font: Times New Roman

Formatted: Font: (Default) Times New Roman, 12 pt

HEPATITIS B VACCINATION DECLINATION STATEMENT (MANDATORY)

I understand that due to my occupational exposure to blood or other potentially infectious materials I may be at risk of acquiring the hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with hepatitis B vaccine, at no charge to myself. However, I decline hepatitis B vaccination at this time. I understand that by declining this vaccine, I continue to be at risk of acquiring hepatitis B, a serious disease. If in the future I continue to have occupational exposure to blood or other potentially infectious materials and I want to be vaccinated with hepatitis B vaccine, I can receive the vaccination series at no charge to me.

EMPLOYEE SIGNATURE

Formatted: Font: Times New Roman

By: _____

Date: _____

Formatted: Font: (Default) Times New Roman, 12 pt

~~In accordance with the OSHA Bloodborne pathogens standard, 29 CFR 1910.1030, the following exposure control plan has been developed:~~

~~**1. Exposure Determination**~~

~~OSHA requires employers to perform an exposure determination concerning which employees may incur occupational exposure to blood or other potentially infectious materials. The exposure determination is made without regard to the use of personal protective equipment (i.e. employees are considered to be exposed even if they wear personal protective equipment.) This exposure determination requires the listing of all job classifications in which all employees may be expected to incur such occupational exposure, regardless of frequency. The following job classifications are in this category: Registered Nurse, Licensed Practical Nurse, First Aid/CPR Trained Staff, Custodians and Special Education Teachers and Teacher Assistants.~~

In addition, OSHA requires a listing of job classifications in which some employees may have occupational exposure. Since not all the employees in these categories would be expected to incur exposure to blood or other potentially infectious materials, tasks or procedures that would cause these employees to have occupational exposure are also required to be listed. The following job classifications are in this category of employees who face occasional exposure: Principals, all teachers, and all paraprofessionals. Tasks or procedures that may involve occasional exposure include the following: Administering first aid, and providing hygiene assistance.

2.—Methods of Compliance

Universal precautions shall be observed to prevent contact with blood or other potentially infectious materials. Under circumstances in which differentiation between blood fluid types is difficult or impossible, all body fluids shall be considered potentially infectious materials.

Engineering and Work Practice Controls

Engineering and work practice controls will be utilized to eliminate or minimize exposure to employees. Where occupational exposure remains after institution of these controls, personal protective equipment shall also be utilized. The following engineering controls will be utilized:

3516.4 (b)

Bloodborne Pathogens Exposure Control

- 1.—Sharps container in health office;
- 2.—Bio hazard bags in health office;
- 3.—Gloves available to all staff;
- 4.—Double bagging technique (custodians); and
- 5.—Eye protection.

The above controls will be examined and maintained on a regular schedule. The schedule for reviewing the effectiveness of the controls is as follows:

——— Controls 1, 2 and 3: Nurse assigned to school; Controls 3, 4 and 5: Maintenance Supervisor.

Hand washing facilities are also available to employees who incur exposure to blood or other potentially infectious materials. OSHA requires that these facilities be readily accessible after incurring exposure. Hand washing facilities are located in the following: Bathrooms, gymnasium, health office, staff lounge, certain classrooms, and certain custodial closets.

After removal of personal protective gloves, employees shall wash hands and any other potentially contaminated skin area immediately or as soon as feasible following contact.

Needles

Contaminated needles and other contaminated sharps will not be bent, recapped, removed, sheared or purposely broken. OSHA allows an exception to this prohibition if the particular medical procedure requires that the contaminated needle be recapped or removed and no alternative is feasible. If such action is required, the recapping or removal of the needle must be done by the use of a mechanical device or a one-handed technique.

Containers for Reusable Sharps

Contaminated sharps that are reusable are to be placed immediately, or as soon as possible after use into appropriate sharps containers. The sharps containers are puncture resistant, labeled with a biohazard label, and are leak proof. Sharp containers are located in the health office. Said containers will be checked daily. When full, containers will be locked in "enclosed" position, placed in cardboard box taped shut, and transported to school physician's office for pickup. A log will be kept at the school by the nurse.

Formatted: Font: (Default) Times New Roman, 12 pt

3516.4 (c)

Bloodborne Pathogens Exposure Control

Work Area Restrictions

In work areas where there is a reasonable likelihood of exposure to blood or other potentially infectious materials, employees are not to eat, drink, apply cosmetics or lip balm, smoke, or handle contact lenses. Food and beverages are not to be kept in refrigerators, freezers, shelves, cabinets, or on counter tops or bench tops where blood or other potentially infectious materials are present.

Mouth pipetting/suctioning of blood or other potentially infectious materials is prohibited.

All procedures will be conducted in a manner which will minimize splashing, spraying, splattering, and generation of droplets of blood or other potentially infectious materials.

Specimens

Specimens of blood or other potentially infectious materials will be placed in a container which prevents leakage during the collection, handling, processing, storage, transport or shipping of the specimens.

~~The container used for this purpose will be labeled or color-coded in accordance with the requirements of the OSHA standard.~~

~~Any specimens which could puncture a primary container will be placed within a secondary container which is puncture resistant. If outside contamination of the primary container occurs, the primary container shall be placed within a secondary container which prevents leakage during the handling, processing, storage, transport, or shipping of specimen.~~

~~Contaminated Equipment~~

~~Equipment which has become contaminated with blood or other potentially infectious materials shall be examined prior to servicing or shipping and shall be decontaminated as necessary unless the decontamination of the equipment is not feasible.~~

~~Personal Protective Equipment~~

~~All personal protective equipment used at this facility will be provided without cost to employees. Personal protective equipment will be chosen based on the anticipated exposure to blood or other potentially infectious materials. The protective equipment will be considered appropriate only if it does not permit blood or other potentially infectious materials to pass through or reach the employees' clothing, skin, eyes, mouth, or other mucous membranes under normal conditions of use and for the duration of time which the protective equipment will be used.~~

_____ 3516.4(d)

~~Protective clothing will be provided to employees through the health office. It will be the responsibility of the school nurse and maintenance supervisor to insure maintenance of the supply of said equipment for the custodial staff. Personal protective equipment may include the following:~~

- ~~_____ Gloves~~
- ~~_____ Lab coat~~
- ~~_____ Face Shield~~
- ~~_____ Clinic Jacket~~
- ~~_____ Protective Eyewear~~
- ~~_____ (with solid side shield)~~
- ~~_____ Surgical Gown~~
- ~~_____ Shoe Covers~~
- ~~_____ Utility Gloves~~
- ~~_____ Examination Gloves~~

~~All personal protective equipment will be cleaned, laundered, and disposed of by the employer at no cost to employees. All repairs and replacement will be made by the employer at no cost to employees.~~

All garments which are penetrated by blood shall be removed immediately or as soon as feasible. All personal protective equipment will be removed prior to leaving the work area. The following protocol has been developed to facilitate leaving the equipment at the work area: all personal protective equipment shall be disposable. After use, such equipment shall be double bagged and placed into bio-hazard bags. The bio-hazard labeled receptacle is located in the health office.

Gloves shall be worn where it is reasonably anticipated that employees will have hand contact with blood, other potentially infectious materials, non-intact skin, and mucous membranes. Gloves will be used whenever contact with blood or body secretions occurs or is suspected.

Disposable gloves used in the system are not to be washed or decontaminated for re-use and are to be replaced as soon as practical when they become contaminated or as soon as feasible if they are torn, punctured, or when their ability to function as a barrier is compromised. Utility gloves may be decontaminated for re-use provided that the integrity of the glove is not compromised. Utility gloves will be discarded if they are cracked, peeling, torn, punctured, or exhibit other signs of deterioration or when their ability to function as a barrier is compromised.

Masks in combination with eye protection devices, such as goggles or glasses with solid side shield, or chin-length face shields, are required to be worn whenever splashes, spray, splatter, or droplets of blood or other potentially infectious materials may be generated and eye, nose, or mouth contamination can reasonably be anticipated.

3516.4 (e)

Bloodborne Pathogens Exposure Control

The OSHA standard also requires appropriate protective clothing to be used, such as lab coats, gowns, aprons, clinic jackets, or similar outer garments.

This facility will be cleaned and decontaminated immediately after any contamination occurs or is suspected.

Decontamination will be accomplished by utilizing the following materials: PSQ germicide solution; 1:10 bleach/H₂O solution.

All contaminated work surfaces will be decontaminated after completion of procedures and immediately or as soon as feasible after any spill of blood or other potentially infectious materials, as well as the end of the work shift if the surface may have become contaminated since the last cleaning.

All bins, pails, cans, and similar receptacles shall be inspected and decontaminated on a regularly scheduled basis as contamination occurs; such inspection will be the responsibility of the health office and custodial staff.

Any broken glassware which may be contaminated will not be picked up directly with the hands. The following procedures will be used: staff will stay at area to prevent further injury/contamination. Custodian will be called to sweep up glass fragments using gloves. Equipment will be immediately decontaminated.

Regulated Waste Disposal

All contaminated sharps shall be discarded as soon as feasible in sharps containers. Sharps containers are located in the health office.

Laundry Procedures

Laundry contaminated with blood or other potentially infectious materials will be handled as little as possible. Such laundry will be placed in appropriately marked bags at the location where it was used. Such laundry will not be sorted or rinsed in the area of use.

All employees who handle contaminated laundry will utilize personal protective equipment to prevent contact with blood or other potentially infectious materials.

Laundry at this facility will be cleaned as follows: contaminated student or personnel clothing will be double bagged and then discarded in an appropriate waste container or given to parent or staff to whom it belongs to be cleaned.

Hepatitis B Vaccine

All school employees who administer first aid as a primary duty of their position (e.g., school nurses) will be offered the Hepatitis B vaccine, at no cost to the employee. The vaccine will be

3516.4 (f)

Bloodborne Pathogens Exposure Control

offered within ten working days of their initial assignment unless the employee has previously had the vaccine or who wishes to submit to an anti body testing which shows the employee to have sufficient immunity. Pursuant to the July 6, 1992 opinion of the Occupational Safety and Health Administration, employees who administer first aid as a collateral duty to their work assignments will receive a post exposure vaccination instead of the pre exposure vaccination. Such employees include Special Education teachers and paraprofessionals, athletic instructors and coaches, janitors, and playground monitors.

Employees who decline the Hepatitis B vaccine will sign a waiver.

Employees who initially decline the vaccine but who later wish to have it may then have the vaccine provided at no cost.

Post-Exposure Evaluation and Follow-Up

When the employee incurs an exposure incident, it should be reported to the school nurse.

All employees who incur an exposure incident will be offered post exposure evaluation and follow up.

This follow up will include the following:

- Documentation of the route of exposure and the circumstances related to the incident
- If possible, the identification of the source individual and, if possible, the status of the source individual. The blood of the source individual will be tested (if consent is obtained) for HIV/HBV infectivity.
- Results of testing of the source individual will be made available to the exposed employee with the exposed employee informed about the applicable laws and regulations concerning disclosure of the identity and infectivity of the source individual. (See Conn. Gen.Stat. 19a-581, et seq.)
- The employee will be offered post exposure prophylaxis in accordance with the current recommendations of the U.S. Public Health Service. These recommendations include the Hepatitis B vaccine for those who have not received a pre-exposure vaccine.
- The employee will be given appropriate counseling concerning precautions to take during the period after the exposure incident. The employee will also be given information on what potential illnesses to be alert for and to report any related experiences to appropriate personnel.

3516.4(g)

Bloodborne Pathogens Exposure Control

- The following person has been designated to assure that the policy outlined here is effectively carried out as well as to maintain records related to this policy: The nurse assigned to school.

A written opinion shall be obtained from the health care professional who evaluated employees. Written opinions will be obtained in the following instances:

- 1.) When the employee is sent to obtain the Hepatitis B vaccine.
- 2.) Whenever the employee is sent to a health care professional following an exposure incident.

Health care professionals shall be instructed to limit their opinions to:

- 1.) Whether the Hepatitis B vaccine is indicated and if the employee has received the vaccine, or for evaluation following an incident.
- 2.) That the employee has been informed of the results of the evaluation, and
- 3.) That the employee has been told about any medical conditions resulting from exposure to blood or other potentially infectious materials. (Note that the written opinion to the employer is not to reference any personal medical information)

Training

Training for all employees with occupational exposure will be conducted prior to initial assignment to tasks where occupational exposure may occur. Training will be conducted in the following manner:

Training for employees will include the following explanation of:

- 1) The OSHA standard for Bloodborne pathogens;
- 2) Epidemiology and symptomatology of bloodborne diseases;
- 3) Modes of transmission of bloodborne pathogens;
- 4) This Exposure Control Plan, i.e. points of the plan, lines of responsibility, how the plan will be implemented, etc.;
- 5) Procedures which might cause exposure to blood or other potentially infectious materials;
- 6) Control methods which will be used to control exposure to blood or other potentially infectious materials;
- 7) Personal protective equipment available and who should be contacted concerning,

3516.4(h)

Bloodborne Pathogens Exposure Control

- 8) Post exposure evaluation and follow up;
- 9) Signs and labels used in the school system;
- 10) Hepatitis B vaccine program.

Record Keeping

All records required by the OSHA standard will be maintained by nurses assigned to school and/or maintenance supervisor.

Dates

All provisions required by the standard will be implemented by July 1, 1992.

The training program will include video tapes, an in-service presentation, and written handouts, and will be conducted by the school nurse. The training schedule will be as follows:

~~All employees will receive annual refresher training. (Note that this training is to be conducted within one year of the employee's previous training.)~~

~~The outline for the training material is located in the health office.~~

Regulation approved: May 17, 1993

Regulation revised: _____

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Formatted: Font: (Default) Times New Roman, 12 pt

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 21, 2018

Information Only

Action Requested

Agenda Item Subject: Technology Shared Services with the Town of Weston

Submitted by: Richard Rudl

Document Summary/Purpose and/or Recommended Action:

Memorandum regarding the shared services relationship for Technology with the Town of Weston.



May 10, 2018

To: Board of Education Finance Committee

From: Richard Rudl, Director of Finance and Operations

CC: William McKersie, Ph.D., Superintendent of Schools, Craig Tunks, Ph.D., Director of Digital Learning and Technology

Subject: Technology Shared Services with the Town of Weston

Background

During the FY 19 budget process we had many discussions with the Town regarding the shared services relationship for Technology. It was decided during the Budget process that the Town would seek Technology Services from a third party vendor and separate from the Board of Education's Technology Department, but the Police Department would enter into an agreement for technology services with the Board of Education. As such, the FY 19 budget was developed with a total Technology budget of \$2,073,700, which included a \$35,000 revenue source from the Police Department.

After the Town decided to move away from the Board of Education Technology department in order to reconcile the loss in revenue the FY 19 budget was reduced by \$17,600 in the equipment line items which represented a reduction of 11 replacement Lenovo Yoga Laptops. If we move forward with the proposed reunification of Technology services, these 11 replacement laptops that were removed from the budget would not be restored unless included as an additional supplemental beyond what is described within this memo.

After numerous discussions and meetings, the Town of Weston has elected to go back with the Board of Education for its Technology needs. As discussed earlier in the year, this partnership would increase demands on the BOE IT Department, requiring the hiring of an additional Technician to properly support the Technology needs of the Town, Police, and Fire Departments.

We have developed the following shared services model for Technology for FY 19.

Proposed Shared Services Model for FY 19

Shared Services Financial Impact:

Hire 1.0 FTE Technician	BOE Cost (20%)	Town Cost (80%)	Total Cost
Salary:	\$11,860	\$47,438	\$59,298
FICA:	\$907	\$3,629	\$4,536
Pension:	\$1,392	\$5,569	\$6,961
Insurance	\$1,819	\$7,275	\$9,094
Total Cost of Technician:	\$15,978	\$63,911	\$79,889
Tier 2 Technical Support	\$0	\$7,500	\$7,500
Subtotal:	\$15,978	\$63,911	\$87,389

The total cost of hiring an additional FTE for FY 19, assuming a new technician is hired at step 6 of the AFSCME contract, is \$79,889. The total cost of tier 2 technical support is \$7,500, which brings the total cost to \$87,389.

However, built into the BOE FY 19 budget is a contribution of \$35,000 from the Police Department as a revenue offset. This revenue was to provide Technology support to the Police without the need for an additional FTE. This sum would become a budget deficit in FY 19 should shared services as illustrated above come to fruition.

The shared services model called for an 80/20 split of the new technician, with the 80% further allocated between the Town, Police and Fire Department, as show in the following table. The proposed allocation of costs for Technology would be as follows:

BOE	\$15,978
Police	\$35,000
Town	\$35,211
Fire	\$1,200
Total	\$87,389

This leaves a gap in the BOE’s budget for its share of this model of \$15,978. Adding in the \$35,000 revenue offset in the FY19 budget from the Police Department, the total **shortfall is \$50,978**.

In order to move forward this shared service model in FY 19, the Board of Education would have to approve the hiring of a new 1.0 FTE technician to be allocated to the Town, Police and the Fire Department (0.8 FTE) and (0.2 FTE) to the BOE as illustrated above.

In order to fund this proposal there would have to be two supplemental appropriations approved by both the BOE, BOS and BOF for FY 19:

Supplemental Requests:

1. Board of Education: \$15,978 for Shared Services for Technology to fund additional technician.
2. Town of Weston: \$35,000 for Shared Services for Technology payable to the BOE to cover removal of existing \$35,000 police contribution, which is now allocated towards the 1.0 FTE Technician.

Total Supplemental Request: \$50,978

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 21, 2018

Information Only

Action Requested

Agenda Item Subject: Tenth FY 18 Financial Update and Transfers

Submitted by: Richard Rudl

Document Summary/Purpose and/or Recommended Action:

Tenth FY 18 (April, 2018) Financial Update and Transfers presented for approval.

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Period 10 of 12
July 2017-April 2018**

The financial report for the FY 2018 Operating Budget can be found on pages 10 through 42 of this document. The financial information presented in this section of the report includes the adopted budget, monthly and year-to-date transfers, the revised budget (adopted budget plus or minus transfers), actual year-to-date budget expenditures, encumbrances, anticipated expenditures that have not been encumbered and the total projected expenditures by object, which is the sum of the previous three columns. The Internal Services report for health insurance can be found on pages 43-46.

FY 2018 Budget	\$	49,907,522
FY 2018 Supplemental Appropriation	\$	1,061,852
FY 2018 Adjusted Budget	\$	50,969,374
FY 2018 YTD Actuals	\$	39,945,946
FY 2018 Encumbrances	\$	9,224,393
FY 2018 Anticipated	\$	1,799,035
FY 2018 Balance	\$	(0)

There are transfers totaling \$106,489 before the Board of Education for its approval. Of these transfers there are 5 in excess of \$5,000.

Special Education:

To:	Contracted Services (Special Education)	\$	21,653	
From:	Certified Salaries (PPS)		\$	10,224
From:	Certified Salaries (WMS)		\$	3,720
From:	Rubbish Removal (Facilities)		\$	7,710

To cover the deficit for a consultant hired to cover a speech teacher out on maternity leave as discussed in April at Finance Committee

Technology:

To:	Equipment	\$	22,257	
From:	Social Security (Employee Benefits)		\$	3,000
From:	Materials (HES)		\$	551
From:	Materials (WIS)		\$	120
From:	Materials (WMS)		\$	1,825
From:	Materials (WHS)		\$	258
From:	Materials (PPS)		\$	1,500
From:	Materials (Curriculum)		\$	120
From:	Books (WIS)		\$	520
From:	Books (WMS)		\$	1
From:	Books (WHS)		\$	9
From:	Dues, Fees, Memberships (HES)		\$	185
From:	Dues, Fees, Memberships (WIS)		\$	282

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Period 10 of 12
July 2017-April 2018**

From:	Dues, Fees, Memberships (WMS)	\$	79
From:	Dues, Fees, Memberships (WHS)	\$	591
From:	Dues, Fees, Memberships (District Administration)	\$	2,215
From:	Dues, Fees, Memberships (Curriculum)	\$	1
From:	Equipment Repair (HES)	\$	363
From:	Equipment Repair (WIS)	\$	800
From:	Equipment Repair (WMS)	\$	412
From:	Equipment Repair (WHS)	\$	1,803
From:	Equipment Repair (PPS)	\$	134
From:	Equipment Repair (Tech)	\$	38
From:	Other Professional Technical Services (WMS)	\$	312
From:	Other Professional Technical Services (WHS)	\$	1,510
From:	Other Professional Technical Services (Tech)	\$	11
From:	Other Purchased Services (Curriculum)	\$	597
From:	Other Purchased Services (WHS)	\$	214
From:	Police/Fire (WHS)	\$	596
From:	Police/Fire (WMS)	\$	470
From:	Advertising (District Administration)	\$	22
From:	Certified Stipends (WIS)	\$	650
From:	Consulting (Curriculum)	\$	123
From:	Testing (Curriculum)	\$	299
From:	Mileage (HES)	\$	750
From:	Mileage (WIS)	\$	250
From:	Travel (HES)	\$	243
From:	Travel (WIS)	\$	500
From:	Office Materials (WHS)	\$	144
From:	Office Materials (Curriculum)	\$	3
From:	Transportation (HES)	\$	55
From:	Transportation (WMS)	\$	606
From:	Transportation (WHS)	\$	100

To partially cover the Technology Lease Deficit

Weston High School:

To:	Certified Salaries (WHS)	\$	14,196	
From:	Certified Salaries (WMS)			\$ 14,196

To cover substitute deficit at WHS as discussed at the April Finance Committee

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Period 10 of 12
July 2017-April 2018**

Hurlbutt:

To:	Certified Salaries (HES)	\$	7,563	
From:	Certified Salaries (WIS)			\$ 7,563

reclassification of substitute out for long-term leave of absence.

District Administration:

To:	Legal Fees (District Administration)	\$	5,713	
From:	Police/Fire (Athletics)			\$ 1,775
From:	Non Certified Stipends (Athletics)			\$ 2,645
From:	Custodial Materials (Facilities)			\$ 573
From:	Fire Protection (Facilities)			\$ 414
From:	Athletic Facility Repairs (Facilities)			\$ 306

Additional district wide legal fees. We do anticipate a future transfer for more legal fee funding

Facilities:

To:	Repair Allowance (Facilities)	\$	4,665	
From:	Exterminator (Facilities)			\$ 1,250
From:	Fire Protection (Facilities)			\$ 750
From:	Equipment Repair (Facilities)			\$ 750
From:	License and Fees (Facilities)			\$ 1,915

Repairs to elevator at Hurlbutt

To:	Repair Allowance (Facilities)	\$	1,000	
From:	Maintenance Materials (Facilities)			\$ 1,000

Repairs to WIS

To:	Custodial Materials (Facilities)	\$	650	
From:	United Alarm (Facilities)			\$ 650

Custodial Materials

To:	Equipment Rental (Facilities)	\$	579	
From:	Equipment Repair (Facilities)			\$ 579

Graduation chair and stage rental

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Period 10 of 12
July 2017-April 2018**

To:	Maintenance Materials (Facilities)	\$	552	
From:	Repair Allowance (Facilities)			\$ 552

Wiring for alertus

Transportation:

To:	Equipment Repairs (Transportation)	\$	3,196	
From:	Maintenance Materials (Facilities)			\$ 1,491
From:	Fire Protection (Facilities)			\$ 500
From:	Athletic Facilities Repairs (Facilities)			\$ 750
From:	Locks/Keys (Facilities)			\$ 455

Repair to Special Education SUVs

To:	Equipment Repairs (Transportation)	\$	1,759	
From:	Security Materials (Security)			\$ 220
From:	Travel and Conference (Curriculum)			\$ 500
From:	Social Security (Employee Benefits)			\$ 1,039

Repair to vehicles

To:	Equipment Repairs (Transportation)	\$	874	
From:	Rental of Equipment (Facilities)			\$ 47
From:	Tree Service (Facilities)			\$ 14
From:	Signage (Facilities)			\$ 500
From:	Maintenance Materials (Facilities)			\$ 313

Replacement tires for Special Education SUVs

To:	Equipment Repairs (Transportation)	\$	594	
From:	Rental of Equipment (Facilities)			\$ 594

Replace alternator on Special Education SUVs

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Period 10 of 12
July 2017-April 2018**

To:	Equipment Repair (Transportation)	\$	295	
From:	Management Services (District Administration)			\$ 47
From:	Advertising (District Administration)			\$ 200
From:	Other Professional Technical Services (Technology)			\$ 5
From:	Equipment Repair (Technology)			\$ 34
From:	Custodial Materials (Facilities)			\$ 9

Tire repairs

To:	Equipment Repairs (Transportation)	\$	114	
From:	Maintenance Materials (Facilities)			\$ 114

Inspections

Hurlbutt:

To:	Certified Salaries (HES)	\$	3,569	
From:	Certified Salaries (WIS)			\$ 3,569

Substitute coverage

Special Education:

To:	Certified Salaries (Special Education)	\$	2,422	
From:	Certified Salaries (HES)			\$ 539
From:	Non Certified Salaries (HES)			\$ 46
From:	Non Certified Salaries (PPS)			\$ 1,373
From:	Non Certified Stipends (PPS)			\$ 55
From:	Non Certified Salaries (Special Education)			\$ 410

Special Education Substitutes

To:	Tuition (Special Education)	\$	800	
From:	Books (Special Education)			\$ 250
From:	Equipment (Special Education)			\$ 250
From:	Materials (Special Education)			\$ 300

Encumbrance hold adjustment to tuition

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Period 10 of 12
July 2017-April 2018**

To:	Materials (Special Education)	\$	500	
From:	Equipment (Special Education)			\$ 250
From:	Books (Special Education)			\$ 250

Student Materials

Athletics:

To:	Participation Fees/Other Objects (Athletics)	\$	1,618	
From:	Police/Fire (Athletics)			\$ 1,519
	Materials (Athletics)			\$ 99

Less than anticipated revenue

To:	Certified Stipends (Athletics)	\$	303	
From:	Non Certified Stipends (Athletics)			\$ 303

Coaching Stipends

Weston Middle School:

To:	Materials (WMS)	\$	1,440	
From:	Transportation (WMS)			\$ 200
From:	Printing (PPS)			\$ 490
From:	Dues, Fees, and Memberships (WMS)			\$ 750

Robotics Materials

To:	Materials (WMS)	\$	1,400	
From:	Tuition (WMS)			\$ 1,400

Moving up ceremony

To:	Other Professional Technical Services (WMS)	\$	1,324	
From:	Certified Stipends (WMS)			\$ 1,324

Sound Supervisor for Short Wharf

To:	Materials (WMS)	\$	510	
From:	Printing (WMS)			\$ 510

Office Supplies through EOY

WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Period 10 of 12
July 2017-April 2018

Weston High School:

To:	Other Professional Technical Services (WHS)	\$	1,324	
From:	Certified Stipends (WHS)			\$ 1,324

Sound Supervisor for South Pacific

To:	Police/Fire (WHS)	\$	161	
From:	Transportation (WHS)			\$ 161

Fire Duty for South Pacific

To:	Books (WHS)	\$	105	
From:	Materials (WHS)			\$ 105

Social Studies Books

To:	Dues, Fees, Memberships (WHS)	\$	59	
From:	Office Materials (WHS)			\$ 59

*ASCD Membership***Curriculum:**

To:	Materials (Curriculum)	\$	1,178	
From:	Testing and Evaluation (Curriculum)			\$ 328
From:	Office Materials (Curriculum)			\$ 850

Grade 3-5 Literacy Benchmark Assessments

To:	Certified Salaries (Curriculum)	\$	600	
From:	Consulting (Curriculum)			\$ 600

TEAM reflection

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Period 10 of 12
July 2017-April 2018**

Copy Center:

To:	Postage (Copy Center)	\$	1,300	
From:	Travel and Conference (Curriculum)			\$ 300
From:	Travel and Conference (Technology)			\$ 190
From:	Drain System (Facilities)			\$ 403
From:	Glass (Facilities)			\$ 44
From:	Locks (Facilities)			\$ 364

Postage meter refill

District Administration:

To:	Office Materials (District Administration)	\$	750	
From:	Maintenance Materials (Facilities)			\$ 750

EOY Supplies

Technology:

To:	Materials (Technology)	\$	552	
From:	Equipment Repair (Technology)			\$ 552

Wireless Materials for WIS Testing

To:	Software (Technology)	\$	544	
From:	Equipment Repairs (Technology)			\$ 544

Special Education Software per IEP

To:	Software (Technology)	\$	250	
From:	Travel and Conference (Curriculum)			\$ 250

Powerschool

To:	Software (Technology)	\$	91	
From:	Materials (Special Education)			\$ 91

Special Education Software per IEP

WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Period 10 of 12
July 2017-April 2018

Weston Intermediate School:

To:	Materials (WIS)	\$	28	
From:	Books (WIS)		\$	28

Bookmarks

To:	Materials (WIS)	\$	3	
From:	Equipment Repairs (WMS)		\$	3

Music Materials

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2018 \$ Expended	FY 2018 Encumbered	FY 2018 Anticipated	FY 2018 Balance
WESTON PUBLIC SCHOOLS										
Salaries & Wages (1000s)										
	Certified Staff	\$24,023,370	(\$197,273)	(\$11,461)	\$23,826,097	-0.8%	\$17,472,403	\$6,249,073	\$99,578	\$ 5,042
	Non Certified Staff	\$6,270,127	\$17,353	(\$1,829)	\$6,287,480	0.3%	\$5,103,269	\$1,102,930	\$79,423	\$ 1,859
	Overtime	\$161,626	\$34,498	\$0	\$196,124	21.3%	\$167,804	\$0	\$28,321	\$ 0
	Certified Stipends	\$821,655	(\$10,636)	(\$2,995)	\$811,019	-1.3%	\$604,166	\$47,770	\$159,083	\$ 0
	Non Certified Stipends	\$253,493	(\$16,588)	(\$3,002)	\$236,905	-6.5%	\$168,685	\$29,853	\$38,367	\$ 0
	Turnover Savings	(\$189,200)	\$189,200	\$0	\$0	-100.0%	\$0	\$0	\$0	\$ -
	Salary Differential	\$200,425	(\$200,425)	\$0	\$0	-100.0%	\$0	\$0	\$0	\$ -
		\$31,541,496	(\$183,870)	(\$19,287)	\$31,357,626		\$23,516,326	\$ 7,429,627	\$ 404,771	\$ 6,902
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$183,870)</i>					
	<i>Group change %:</i>				<i>-0.6%</i>					
Benefits (2000's)										
	2000 Health Insurance	\$6,801,846	\$0	\$0	\$6,801,846		\$5,668,205	\$0	\$1,073,092	\$ 60,549
	2001 Social Security	\$547,021	(\$8,755)	(\$4,039)	\$538,266	-1.6%	\$420,534	\$0	\$113,840	\$ 3,893
	2002 Medicare	\$454,317	(\$13,535)	\$0	\$440,782	-3.0%	\$325,916	\$0	\$113,346	\$ 1,520
	2003 Workers Compensation	\$230,275	(\$24,306)	\$0	\$205,969	-10.6%	\$205,969	\$0	\$0	\$ -
	2004 Unemployment Compensation	\$46,332	(\$24,296)	\$0	\$22,036	-52.4%	\$9,374	\$12,662	\$0	\$ (0)
	2005 Early Retirement Incentive	\$138,527	\$28,820	\$0	\$167,347	20.8%	\$167,347	\$0	\$0	\$ -
	2007 Pension Contributions	\$888,163	\$21,114	\$0	\$909,277	2.4%	\$731,806	\$0	\$169,857	\$ 7,614
	2010 Tuition Reimbursement	\$75,000	(\$20,000)	\$0	\$55,000	-26.7%	\$1,717	\$0	\$53,283	\$ -
	2011 Life Insurance	\$92,700	(\$2,000)	\$0	\$90,700	-2.2%	\$76,026	\$14,674	\$0	\$ 0
	2012 Disability Insurance	\$18,928	\$640	\$0	\$19,568	3.4%	\$15,467	\$4,101	\$0	\$ -
	2014 Sick Bank	\$45,000	\$36,600	\$0	\$81,600	81.3%	\$49,539	\$32,062	\$0	\$ (0)
		\$9,338,109	(\$5,718)	(\$4,039)	\$9,332,391		\$7,671,899	\$ 63,498	\$ 1,523,418	\$ 73,576
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$5,718)</i>					
	<i>Group change %:</i>				<i>-0.1%</i>					
Professional & Technical Services (3000s)										
	3210 Contracted Services Educational	\$422,470	(\$34,664)	\$21,653	\$387,807	-8.2%	\$254,869	\$123,959	\$8,979	\$ (0)
	3220/3221 Consulting Services	\$175,700	(\$19,994)	(\$723)	\$155,707	-11.4%	\$124,283	\$26,623	\$4,800	\$ (0)
	3235 Testing	\$84,600	(\$625)	(\$627)	\$83,976	-0.7%	\$78,213	\$5,675	\$88	\$ (0)
	3239 Other Pupil Services	\$205,240	(\$44,185)	\$0	\$161,055	-21.5%	\$115,710	\$33,691	\$11,655	\$ -
	3303 Management Services	\$24,000	(\$3,640)	(\$47)	\$20,360	-15.2%	\$16,248	\$4,112	\$0	\$ (0)

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2018 \$ Expended	FY 2018 Encumbered	FY 2018 Anticipated	FY 2018 Balance
	3304 License Fees-Facilities	\$3,500	(\$1,915)	(\$1,915)	\$1,585	-54.7%	\$1,585	\$0	\$0	\$ -
	3306 Legal Fees	\$90,000	\$45,013	\$5,713	\$135,013	50.0%	\$109,019	\$25,994	\$6,550	\$ (6,550)
	3308 Police/Fire	\$90,059	(\$29,878)	(\$4,199)	\$60,181	-33.2%	\$40,060	\$19,976	\$145	\$ (0)
	3309 Professional Technical Services	\$101,614	(\$7,530)	\$809	\$94,084	-7.4%	\$83,836	\$10,248	\$0	\$ (0)
	3310 Sports Officials	\$47,439	\$0	\$0	\$47,439		\$47,439	\$0	\$0	\$ -
		\$1,244,622	(\$97,416)	\$20,666	\$1,147,206		\$871,263	\$ 250,277	\$ 32,216	\$ (6,551)
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$97,416)</i>					
	<i>Group change %:</i>				<i>-7.8%</i>					
Property Services (4000s)										
	4200 Cleaning Services	\$597,008	(\$5,152)	\$0	\$591,856	-0.9%	\$493,214	\$98,643	\$0	\$ (0)
	4202 Rubbish Removal	\$78,245	(\$20,989)	(\$7,710)	\$57,256	-26.8%	\$44,526	\$7,429	\$5,301	\$ 0
	4203 Mop & Mat Service	\$5,250	(\$350)	\$0	\$4,900	-6.7%	\$4,000	\$900	\$0	\$ 0
	4204 Exterminator	\$8,000	(\$1,250)	(\$1,250)	\$6,750	-15.6%	\$5,275	\$725	\$750	\$ -
	4302 Equipment Repairs	\$153,913	(\$15,443)	\$821	\$138,470	-10.0%	\$124,863	\$7,512	\$6,094	\$ 1
	4400 Equipment Rental	\$527,348	(\$48,929)	(\$61)	\$478,419	-9.3%	\$442,381	\$36,039	\$0	\$ (1)
	4401 Rental of Facilities	\$20,575	(\$16,800)	\$0	\$3,775	-81.7%	\$3,578	\$197	\$0	\$ (0)
	4500 Repair Allowance	\$127,000	\$43,957	\$5,113	\$170,957	34.6%	\$149,734	\$19,588	\$1,635	\$ 0
	4508 Generator Repairs	\$3,420	\$0	\$0	\$3,420		\$3,303	\$117	\$0	\$ (0)
	4509 Septic Cleaning	\$7,511	\$25,006	\$0	\$32,517	100.0%	\$32,509	\$8	\$0	\$ (0)
	4510 Asbestos Abatement	\$5,000	(\$3,560)	\$0	\$1,440	-71.2%	\$1,440	\$0	\$0	\$ -
	4511 Elevator Contract	\$14,350	\$0	\$0	\$14,350		\$13,942	\$408	\$0	\$ 0
	4512 Emergency Lights	\$11,570	(\$11,570)	\$0	\$0	-100.0%	\$0	\$0	\$0	\$ -
	4513 Generator Contract	\$7,430	\$0	\$0	\$7,430		\$3,715	\$3,715	\$0	\$ -
	4514 Fire Alarm System	\$30,000	(\$3,882)	\$0	\$26,118	-12.9%	\$25,277	\$395	\$446	\$ 0
	4515 Fire Protection System	\$9,025	(\$3,964)	(\$1,664)	\$5,061	-43.9%	\$1,561	\$2,750	\$750	\$ (0)
	4516 UST Testing	\$6,896	(\$6,896)	\$0	\$0	-100.0%	\$0	\$0	\$0	\$ -
	4517 Sprinkler System	\$4,858	\$0	\$0	\$4,858		\$3,591	\$1,267	\$0	\$ -
	4518 Sewer System Plant Maintenance	\$127,769	\$0	\$0	\$127,769		\$106,058	\$21,711	\$0	\$ -
	4530 Parks & Recreation	\$63,806	\$0	\$0	\$63,806		\$40,972	\$22,834	\$0	\$ -
	4531 Drain System	\$5,575	(\$4,402)	(\$403)	\$1,173	-79.0%	\$1,173	\$0	\$0	\$ 1
	4533 Glass Replacement	\$5,000	(\$43)	(\$44)	\$4,957	-0.9%	\$1,234	\$3,123	\$600	\$ 1
	4534 Roof Repair	\$6,500	\$6,035	\$0	\$12,535	92.8%	\$12,535	\$0	\$0	\$ -
	4535 Window Treatments	\$3,000	(\$3,000)	\$0	\$0	-100.0%	\$0	\$0	\$0	\$ -
	4536 Air Filter HVAC System	\$4,500	(\$4,500)	\$0	\$0	-100.0%	\$0	\$0	\$0	\$ -
	4538 Chiller Contract	\$12,000	(\$2,026)	\$0	\$9,974	-16.9%	\$8,567	\$1,407	\$0	\$ -
	4539 Energy Management System	\$20,310	\$0	\$0	\$20,310		\$20,310	\$0	\$0	\$ -
	4540 Athletic Facilities Repairs	\$8,000	(\$5,056)	(\$1,056)	\$2,944	-63.2%	\$1,124	\$1,820	\$0	\$ -
	4542 Contracted Services	\$22,850	\$6,001	\$0	\$28,851	26.3%	\$28,851	\$0	\$0	\$ 0
	4543 Paving	\$6,500	\$4,800	\$0	\$11,300	73.8%	\$11,300	\$0	\$0	\$ -
	4600 Special Projects	\$24,500	(\$9,810)	\$0	\$14,690	-40.0%	\$13,456	\$1,234	\$0	\$ (0)
	4602 Tree Service	\$11,000	(\$4,684)	(\$14)	\$6,316	-42.6%	\$5,500	\$816	\$0	\$ (0)
	4603 Exterior Lighting	\$2,800	(\$2,800)	\$0	\$0	-100.0%	\$0	\$0	\$0	\$ -

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2018 \$ Expended	FY 2018 Encumbered	FY 2018 Anticipated	FY 2018 Balance
	4604 Snow Plowing	\$12,500	(\$12,500)	\$0	\$0	-100.0%	\$0	\$0	\$0	\$ -
	4605 Signage	\$2,500	(\$2,230)	(\$500)	\$270	-89.2%	\$270	\$0	\$0	\$ 0
	4606 Sprinkler Repairs	\$3,000	(\$1,000)	\$0	\$2,000	-33.3%	\$0	\$0	\$2,000	\$ -
	4610 Playground Repairs	\$5,000	(\$3,160)	\$0	\$1,840	-63.2%	\$1,840	\$0	\$0	\$ -
	4701 Security System Monitoring	\$20,940	(\$804)	\$0	\$20,136	-3.8%	\$17,370	\$2,766	\$0	\$ (0)
	4702 Locks/Keys	\$8,500	(\$2,319)	(\$819)	\$6,181	-27.3%	\$3,169	\$2,831	\$181	\$ (0)
	4705 United Alarm	\$650	(\$650)	(\$650)	\$0	-100.0%	\$0	\$0	\$0	\$ -
		\$1,994,599	(\$111,970)	(\$8,235)	\$1,882,629		\$1,626,635	\$ 238,235	\$ 17,758	\$ 1
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$111,970)</i>					
	<i>Group change %:</i>				<i>-5.6%</i>					
Other Services (5000s)										
	5100 Regular Transportation	\$1,268,877	(\$8,539)	(\$261)	\$1,260,338	-0.7%	\$1,258,314	\$2,024	\$0	\$ (0)
	5101 SPED Transportation	\$46,714	\$53,076	\$0	\$99,790	113.6%	\$73,318	\$26,473	\$0	\$ (0)
	5104 Athletic Transportation	\$84,853	\$0	\$0	\$84,853		\$66,841	\$17,722	\$290	\$ (0)
	5105 Extra Curricular Transportation	\$8,465	(\$1,572)	(\$861)	\$6,893	-18.6%	\$6,174	\$424	\$295	\$ -
	5200 General Liability Insurance	\$91,100	\$17,440	\$0	\$108,540	19.1%	\$108,540	\$0	\$0	\$ (0)
	5202 Athletic Insurance	\$29,939	(\$5,617)	\$0	\$24,322	-18.8%	\$24,322	\$0	\$0	\$ -
	5205 Property Insurance	\$118,727	(\$14,653)	\$0	\$104,074	-12.3%	\$104,074	\$0	\$0	\$ -
	5300 Communications	\$170,220	(\$1,855)	\$0	\$168,365	-1.1%	\$114,668	\$53,697	\$0	\$ (0)
	5400 Postage	\$24,986	\$2,330	\$1,300	\$27,316	9.3%	\$20,772	\$6,300	\$244	\$ 0
	5500 Advertising	\$8,000	(\$2,522)	(\$222)	\$5,478	-31.5%	\$2,150	\$3,250	\$78	\$ 0
	5501 Printing	\$22,762	(\$5,935)	(\$1,000)	\$16,827	-26.1%	\$11,476	\$4,841	\$510	\$ (1)
	5600 Tuition	\$1,478,764	\$1,604,372	(\$600)	\$3,083,136	108.5%	\$2,370,973	\$712,163	\$0	\$ (0)
	5605 Tuition-ESS	\$275,400	(\$400)	\$0	\$275,000	-0.1%	\$220,000	\$55,000	\$0	\$ -
	5800,5802-5880 Travel & Conference	\$65,150	(\$28,723)	(\$2,490)	\$36,427	-44.1%	\$31,624	\$1,130	\$3,673	\$ 0
	5801 Mileage Reimbursement	\$32,355	(\$3,384)	(\$493)	\$28,971	-10.5%	\$21,907	\$0	\$7,065	\$ (0)
	5900 Other Purchased Services	\$22,385	\$3,362	(\$810)	\$25,747	15.0%	\$22,828	\$2,025	\$895	\$ (1)
		\$3,748,697	\$1,607,379	(\$5,437)	\$5,356,076		\$4,457,979	\$ 885,049	\$ 13,050	\$ (2)
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$1,607,379</i>					
	<i>Group change %:</i>				<i>42.9%</i>					
Supplies & Materials (6000's)										
	6110 Materials	\$461,154	(\$50,992)	\$642	\$410,162	-11.1%	\$338,093	\$68,191	\$3,877	\$ 1
	6120 Office Materials	\$37,463	(\$6,125)	(\$306)	\$31,338	-16.4%	\$26,264	\$2,807	\$2,267	\$ (1)
	6130 Maintenance Materials	\$177,144	(\$22,219)	(\$3,116)	\$154,925	0.0%	\$142,163	\$10,510	\$2,252	\$ 0
	6131 Custodial Materials	\$77,000	(\$302)	\$68	\$76,698	-0.4%	\$69,379	\$4,494	\$2,825	\$ 0
	6132 Security Materials	\$10,000	\$10,229	(\$220)	\$20,229	0.0%	\$20,229	\$0	\$0	\$ (0)
	6140 Software	\$361,812	\$23,328	\$884	\$385,140	6.4%	\$379,822	\$4,638	\$680	\$ (0)
	6270 Diesel Fuel	\$86,350	\$0	\$0	\$86,350		\$66,497	\$19,853	\$0	\$ (0)
	6410 Books	\$169,683	(\$25,734)	(\$953)	\$143,949	-15.2%	\$115,951	\$27,823	\$175	\$ 1
	6510 Heating Oil	\$394,630	\$9,391	\$0	\$404,021	2.4%	\$350,651	\$53,370	\$0	\$ 0
	6520 Electricity	\$818,717	\$3,259	\$0	\$821,976	0.4%	\$662,889	\$159,087	\$0	\$ (0)

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2018 \$ Expended	FY 2018 Encumbered	FY 2018 Anticipated	FY 2018 Balance
	6530 Propane gas	\$5,000	(\$148)	\$0	\$4,852	-3.0%	\$3,312	\$1,540	\$0	\$0
	<i>Group \$ transfer in/(transfer out):</i>	\$2,598,953	(\$59,314)	(\$3,000)	\$2,539,639		\$2,175,250	\$352,312	\$12,076	\$1
	<i>Group change %:</i>				(\$59,314)					
										-2.3%
Equipment (7000's)										
	7300 Equipment	\$242,874	\$104,809	\$21,757	\$347,683	43.2%	\$421,611	\$0	\$0	\$ (73,928)
	<i>Group \$ transfer in/(transfer out):</i>	\$242,874	\$104,809	\$21,757	\$347,683		\$421,611	\$-	\$-	\$ (73,928)
	<i>Group change %:</i>				\$104,809					
										43%
Other Objects (8000's)										
	8100 Dues, Fees and Memberships	\$95,688	(\$10,428)	(\$4,044)	\$85,260	-10.9%	\$83,509	\$409	\$1,342	\$0
	8900 Other Objects	\$26,395	(\$3,912)	\$0	\$22,483	-14.8%	\$12,813	\$9,718	(\$47)	\$ (1)
	<i>Group \$ transfer in/(transfer out):</i>	\$122,083	(\$14,340)	(\$4,044)	\$107,743		\$96,322	\$10,127	\$1,295	\$ (1)
	<i>Group change %:</i>				(\$14,340)					
										-11.7%
Revenues (9000's)										
	9200 Technology Revenue	(\$61,556)	\$0	\$0	(\$61,556)		(\$50,324)	\$0	(\$11,232)	\$-
	9201 Participation Fees, Athletics	(\$86,057)	\$1,619	\$1,618	(\$84,438)	-1.9%	(\$76,360)	\$0	(\$8,078)	\$-
	9202 Gate Receipts, Athletics	(\$14,861)	\$0	\$0	(\$14,861)		(\$14,861)	\$0	\$0	\$-
	9205 Excess Cost SPED	(\$558,087)	(\$165,743)	\$0	(\$723,830)	29.7%	(\$542,892)	\$0	(\$180,938)	\$-
	9206 Pre School Tuition SPED	(\$82,500)	(\$5,000)	\$0	(\$87,500)	6.1%	(\$82,200)	\$0	(\$5,300)	\$-
	9207 Regular Ed. Tuition	(\$35,000)	(\$8,584)	\$0	(\$43,584)	0.0%	(\$38,852)	(\$4,732)	\$0	\$0
	9208 Revenue from Town for Fields	(\$38,350)	\$0	\$0	(\$38,350)		(\$38,350)	\$0	\$0	\$-
	9209 Parking Fees	(\$30,000)	\$0	\$0	(\$30,000)		(\$30,000)	\$0	\$0	\$-
	9212 Facility Use Rental	(\$17,500)	\$0	\$0	(\$17,500)		(\$17,500)	\$0	\$0	\$-
	<i>Group \$ transfer in/(transfer out):</i>	\$ (923,911)	\$ (177,708)	\$ 1,618	\$ (1,101,619)		\$ (891,339)	\$ (4,732)	\$ (205,548)	\$0
	<i>Group change %:</i>				\$ (177,708)					
										19%
Total:		\$49,907,522	\$1,061,853	\$0	\$50,969,374		\$39,945,946	\$ 9,224,393	\$ 1,799,035	\$ (0)

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

OPERATING FUND BUDGET

Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Hurlbutt Elementary										
Salaries & Wages (1000s)										
	Certified Staff	\$3,002,018	(\$11,091)	\$10,592	\$2,990,927	-0.4%	\$2,136,039	\$ 847,899	\$ 1,948	\$ 5,042
	Non Certified Staff	\$328,136	(\$6,167)	(\$46)	\$321,969	-1.9%	\$265,654	\$ 56,315	\$ -	\$ (0)
	Overtime	\$1,500	(\$638)	\$0	\$862	-42.5%	\$462	\$ -	\$ 400	\$ 0
	Certified Stipends	\$18,831	\$0	\$0	\$18,831		\$13,900	\$ 4,931	\$ -	\$ 0
		\$3,350,485	(\$17,895)	\$10,547	\$3,332,589		\$2,416,055	\$ 909,145	\$ 2,348	\$ 5,042
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$17,895)</i>					
	<i>Group change %:</i>				<i>-0.5%</i>					
Professional & Technical Services (3000s)										
	3308 Police/Fire	\$250	\$0	\$0	\$250		\$0	\$ -	\$ 250	\$ -
	3309 Professional Technical Services	\$500	(\$500)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
		\$750	(\$500)	\$0	\$250		\$0	\$ -	\$ 250	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$500)</i>					
	<i>Group change %:</i>				<i>-66.7%</i>					
Property Services (4000s)										
	4302 Equipment Repairs	\$1,590	(\$1,083)	(\$363)	\$507	-68.1%	\$507	\$ -	\$ -	\$ (0)
		\$1,590	(\$1,083)	(\$363)	\$507		\$507	\$ -	\$ -	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$1,083)</i>					
	<i>Group change %:</i>				<i>-68.1%</i>					
Other Services (5000s)										
	5105 Extra Curricular Transportation	\$350	(\$55)	(\$55)	\$295	-15.7%	\$0	\$ -	\$ 295	\$ -
	5400 Postage	\$150	\$0	\$0	\$150		\$0	\$ -	\$ 150	\$ -
	5501 Printing	\$500	(\$337)	\$0	\$163	-67.5%	\$0	\$ 163	\$ -	\$ 0

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

OPERATING FUND BUDGET

Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
5800,5802-5880	Travel & Conference	\$750	(\$750)	(\$750)	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	5801 Mileage Reimbursement	\$300	(\$243)	(\$243)	\$57	-81.0%	\$57	\$ -	\$ -	\$ (0)
		<u>\$2,050</u>	<u>(\$1,385)</u>	<u>(\$1,048)</u>	<u>\$665</u>		<u>\$57</u>	<u>\$ 163</u>	<u>\$ 445</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$1,385)</i>					
	<i>Group change %:</i>				<i>-67.6%</i>					
Supplies & Materials (6000's)										
	6110 Materials	\$54,018	(\$2,332)	(\$551)	\$51,686	-4.3%	\$47,342	\$ 4,344	\$ -	\$ 0
	6120 Office Materials	\$2,000	\$0	\$0	\$2,000		\$1,313	\$ 114	\$ 573	\$ -
	6410 Books	\$17,700	(\$2,626)	\$0	\$15,074	-14.8%	\$9,507	\$ 5,567	\$ -	\$ (0)
		<u>\$73,718</u>	<u>(\$4,958)</u>	<u>(\$551)</u>	<u>\$68,760</u>		<u>\$58,161</u>	<u>\$ 10,025</u>	<u>\$ 573</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$4,958)</i>					
	<i>Group change %:</i>				<i>-6.7%</i>					
Other Objects (8000's)										
	8100 Dues, Fees and Memberships	\$1,401	(\$1,226)	(\$185)	\$175	-87.5%	\$175	\$ -	\$ -	\$ -
		<u>\$1,401</u>	<u>(\$1,226)</u>	<u>(\$185)</u>	<u>\$175</u>		<u>\$175</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$1,226)</i>					
	<i>Group change %:</i>				<i>-87.5%</i>					
	Total:	\$3,429,994	(\$27,047)	\$8,401	\$3,402,946		\$2,474,956	\$ 919,332	\$ 3,616	\$ 5,042

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

OPERATING FUND BUDGET

Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Weston Intermediate School										
Salaries & Wages (1000s)										
	Certified Staff	\$3,540,893	(\$6,267)	(\$11,131)	\$3,534,626	-0.2%	\$2,603,330	\$ 924,164	\$ 7,133	\$ (0)
	Non Certified Staff	\$232,909	\$1,300	\$0	\$234,209	0.6%	\$190,441	\$ 43,767	\$ -	\$ -
	Overtime	\$750	(\$187)	\$0	\$563	-24.9%	\$263	\$ -	\$ 300	\$ -
	Certified Stipends	\$36,781	(\$4,907)	(\$650)	\$31,874	-13.3%	\$18,092	\$ 4,258	\$ 9,523	\$ 0
		\$3,811,333	(\$10,061)	(\$11,781)	\$3,801,272		\$2,812,127	\$ 972,189	\$ 16,956	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>				(\$10,061)					
	<i>Group change %:</i>				-0.3%					
Professional & Technical Services (3000s)										
	3308 Police/Fire	\$210	\$0	\$0	\$210	100.0%	\$210	\$ -	\$ -	\$ -
	3309 Professional Technical Services	\$900	\$0	\$0	\$900	100.0%	\$780	\$ 120	\$ -	\$ -
		\$1,110	\$0	\$0	\$1,110		\$990	\$ 120	\$ -	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				100.0%					
Property Services (4000s)										
	4302 Equipment Repairs	\$1,695	(\$1,100)	(\$800)	\$595	-64.9%	\$595	\$ -	\$ -	\$ 0
		\$1,695	(\$1,100)	(\$800)	\$595		\$595	\$ -	\$ -	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				(\$1,100)					
	<i>Group change %:</i>				-64.9%					
Other Services (5000s)										
	5501 Printing	\$1,000	(\$689)	\$0	\$311	-68.9%	\$311	\$ -	\$ -	\$ -
	5800,5802-5880 Travel & Conference	\$500	(\$500)	(\$500)	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	5801 Mileage Reimbursement	\$250	(\$250)	(\$250)	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
		\$1,750	(\$1,439)	(\$750)	\$311		\$311	\$ -	\$ -	\$ -

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

OPERATING FUND BUDGET

Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
	<i>Group \$ transfer in/(transfer out):</i>				(\$1,439)					
	<i>Group change %:</i>				-82.2%					
Supplies & Materials (6000's)										
6110	Materials	\$40,676	(\$6,657)	(\$90)	\$34,019	-16.4%	\$29,604	\$ 4,415	\$ -	\$ 0
6120	Office Materials	\$2,000	(\$408)	\$0	\$1,592	-20.4%	\$1,226	\$ 110	\$ 256	\$ -
6410	Books	\$36,314	(\$5,473)	(\$548)	\$30,841	-15.1%	\$29,186	\$ 1,655	\$ -	\$ 0.00
		\$78,990	(\$12,537)	(\$637)	\$66,453		\$60,016	\$ 6,180	\$ 256	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				(\$12,537)					
	<i>Group change %:</i>				-15.9%					
Other Objects (8000's)										
8100	Dues, Fees and Memberships	\$1,324	(\$740)	(\$282)	\$584	-55.9%	\$584	\$ -	\$ -	\$ -
		\$1,324	(\$740)	(\$282)	\$584		\$584	\$ -	\$ -	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$740)					
	<i>Group change %:</i>				-55.9%					
Total:		\$3,896,202	(\$25,877)	(\$14,250)	\$3,870,325		\$2,874,623	\$ 978,489	\$ 17,212	\$ 0

WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12

Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2018 \$ Expended	FY 2018 Encumbered	FY 2018 Anticipated	FY 2018 Balance
Weston Middle School										
Salaries & Wages (1000s)										
	Certified Staff	\$4,376,427	\$99,985	(\$17,916)	\$4,476,411	2.3%	\$3,298,449	\$ 1,161,380	\$ 16,582	\$ 0
	Non Certified Staff	\$197,284	\$8,824	\$0	\$206,108	4.5%	\$164,346	\$ 41,762	\$ -	\$ (0)
	Overtime	\$0	\$0	\$0	\$0	0.0%	\$0	\$ -	\$ -	\$ -
	Certified Stipends	\$139,955	(\$7,893)	(\$1,324)	\$132,062	-5.6%	\$88,068	\$ 6,977	\$ 37,017	\$ (0)
		<u>\$4,713,666</u>	<u>\$100,915</u>	<u>(\$19,240)</u>	<u>\$4,814,581</u>		<u>\$3,550,863</u>	<u>\$ 1,210,119</u>	<u>\$ 53,599</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$100,915</i>					
	<i>Group change %:</i>				<i>2.1%</i>					
Professional & Technical Services (3000s)										
	3308 Police/Fire	\$1,610	(\$470)	(\$470)	\$1,140	-29.2%	\$210	\$ 930	\$ -	\$ -
	3309 Professional Technical Services	\$3,920	\$7,502	\$1,012	\$11,422	191.4%	\$8,373	\$ 3,049	\$ -	\$ 0
		<u>\$5,530</u>	<u>\$7,032</u>	<u>\$542</u>	<u>\$12,562</u>		<u>\$8,583</u>	<u>\$ 3,979</u>	<u>\$ -</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$7,032</i>					
	<i>Group change %:</i>				<i>127.2%</i>					
Property Services (4000s)										
	4302 Equipment Repairs	\$6,220	(\$2,450)	(\$415)	\$3,770	-39.4%	\$3,070	\$ 700	\$ -	\$ (0)
		<u>\$6,220</u>	<u>(\$2,450)</u>	<u>(\$415)</u>	<u>\$3,770</u>		<u>\$3,070</u>	<u>\$ 700</u>	<u>\$ -</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$2,450)</i>					
	<i>Group change %:</i>				<i>-39.4%</i>					
Other Services (5000s)										
	5105 Extra Curricular Transportation	\$8,115	(\$1,517)	(\$806)	\$6,598	-18.7%	\$6,174	\$ 424	\$ -	\$ (0.00)
	5400 Postage	\$297	\$0	\$0	\$297		\$0	\$ 297	\$ -	\$ -
	5501 Printing	\$3,213	(\$1,024)	(\$510)	\$2,189	-31.9%	\$45	\$ 2,144	\$ -	\$ (0)
	5600 Tuition	\$2,755	(\$1,521)	(\$1,400)	\$1,235	-55.2%	\$300	\$ 935	\$ -	\$ -
	5800,5802-5880 Travel & Conference	\$1,020	(\$1,020)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	5801 Mileage Reimbursement	\$555	\$0	\$0	\$555		\$172	\$ -	\$ 383	\$ -

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2018 \$ Expended	FY 2018 Encumbered	FY 2018 Anticipated	FY 2018 Balance
		\$15,955	(\$5,082)	(\$2,716)	\$10,873		\$6,692	\$ 3,799	\$ 383	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>				(\$5,082)					
	<i>Group change %:</i>				-31.9%					
Supplies & Materials (6000's)										
6110	Materials	\$73,239	(\$7,667)	\$1,525	\$65,572	-10.5%	\$48,343	\$ 16,244	\$ 985	\$ -
6120	Office Materials	\$3,633	(\$800)	\$0	\$2,833	-22.0%	\$2,823	\$ 10	\$ -	\$ (0)
6410	Books	\$26,174	(\$6,179)	(\$1)	\$19,995	-23.6%	\$15,149	\$ 4,845	\$ -	\$ 1
		\$103,046	(\$14,646)	\$1,524	\$88,400		\$66,315	\$ 21,100	\$ 985	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				(\$14,646)					
	<i>Group change %:</i>				-14.2%					
Equipment (7000's)										
7300	Equipment	\$3,050	\$1,417	\$0	\$4,467	46.5%	\$4,467	\$ -	\$ -	\$ -
		\$3,050	\$1,417	\$0	\$4,467		\$4,467	\$ -	\$ -	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$1,417					
	<i>Group change %:</i>				46%					
Other Objects (8000's)										
8100	Dues, Fees and Memberships	\$9,027	(\$3,648)	(\$829)	\$5,379	-40.4%	\$5,320	\$ 59	\$ -	\$ 0
		\$9,027	(\$3,648)	(\$829)	\$5,379		\$5,320	\$ 59	\$ -	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				(\$3,648)					
	<i>Group change %:</i>				-40.4%					
Total:		\$4,856,494	\$83,539	(\$21,134)	\$4,940,032		\$3,645,310	\$ 1,239,756	\$ 54,966	\$ 0

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Weston High School										
Salaries & Wages (1000s)										
	Certified Staff	\$5,961,972	(\$136,872)	\$14,196	\$5,825,100	-2.3%	\$4,201,409	\$ 1,607,266	\$ 16,425	\$ (0)
	Non Certified Staff	\$265,449	\$7,831	\$0	\$273,280	3.0%	\$219,565	\$ 53,493	\$ 222	\$ 0
	Overtime	\$250	\$0	\$0	\$250		\$223	\$ -	\$ 27	\$ -
	Certified Stipends	\$139,499	(\$124)	(\$1,324)	\$139,375	-0.1%	\$90,793	\$ -	\$ 48,582	\$ -
		<u>\$6,367,170</u>	<u>(\$129,164)</u>	<u>\$12,872</u>	<u>\$6,238,005</u>		<u>\$4,511,990</u>	<u>\$ 1,660,759</u>	<u>\$ 65,256</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$129,164)</i>					
	<i>Group change %:</i>				<i>-2.0%</i>					
Professional & Technical Services (3000s)										
	3308 Police/Fire	\$2,050	(\$635)	(\$435)	\$1,415	-31.0%	\$1,520	\$ -	\$ (105)	\$ (0)
	3309 Professional Technical Services	\$8,925	(\$568)	(\$186)	\$8,357	-6.4%	\$6,683	\$ 1,674	\$ -	\$ (0)
		<u>\$10,975</u>	<u>(\$1,203)</u>	<u>(\$621)</u>	<u>\$9,772</u>		<u>\$8,203</u>	<u>\$ 1,674</u>	<u>\$ (105)</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$1,203)</i>					
	<i>Group change %:</i>				<i>-11.0%</i>					
Property Services (4000s)										
	4302 Equipment Repairs	\$9,305	(\$3,603)	(\$1,803)	\$5,702	-38.7%	\$5,702	\$ -	\$ -	\$ -
	4400 Equipment Rental	\$3,590	(\$90)	\$0	\$3,500	-2.5%	\$0	\$ 3,500	\$ -	\$ -
		<u>\$12,895</u>	<u>(\$3,693)</u>	<u>(\$1,803)</u>	<u>\$9,202</u>		<u>\$5,702</u>	<u>\$ 3,500</u>	<u>\$ -</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$3,693)</i>					
	<i>Group change %:</i>				<i>-28.6%</i>					
Other Services (5000s)										
	5100 Regular Transportation	\$3,813	(\$1,814)	(\$261)	\$1,999	-47.6%	\$1,999	\$ -	\$ -	\$ -
	5400 Postage	\$89	(\$89)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	5501 Printing	\$13,999	(\$709)	\$0	\$13,290	-5.1%	\$10,756	\$ 2,534	\$ -	\$ (0)
	5600 Tuition	\$0	\$4,700	\$0	\$4,700		\$4,700	\$ -	\$ -	\$ -

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
5800,5802-5880	Travel & Conference	\$2,000	(\$328)	\$0	\$1,673	-16.4%	\$0	\$ -	\$ 1,673	\$ -
	5801 Mileage Reimbursement	\$2,750	\$0	\$0	\$2,750		\$568	\$ -	\$ 2,182	\$ -
	5900 Other Purchased Services	\$1,200	(\$214)	(\$214)	\$986	-17.8%	\$486	\$ 500	\$ -	\$ (0)
		\$23,851	\$1,546	(\$474)	\$25,397		\$18,509	\$ 3,034	\$ 3,854	\$ (0)
	Group \$ transfer in/(transfer out):				\$1,546					
	Group change %:				6.5%					
Supplies & Materials (6000's)										
	6110 Materials	\$136,921	(\$13,912)	(\$363)	\$123,009	-10.2%	\$110,808	\$ 11,925	\$ 276	\$ (0)
	6120 Office Materials	\$7,101	(\$2,252)	(\$203)	\$4,849	-31.7%	\$4,361	\$ 149	\$ 339	\$ (0)
	6410 Books	\$33,021	(\$4,992)	\$96	\$28,029	-15.1%	\$26,879	\$ 975	\$ 175	\$ (0)
		\$177,043	(\$21,156)	(\$470)	\$155,887		\$142,048	\$ 13,050	\$ 790	\$ (0)
	Group \$ transfer in/(transfer out):				(\$21,156)					
	Group change %:				-11.9%					
Equipment (7000's)										
	7300 Equipment	\$750	(\$750)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
		\$750	(\$750)	\$0	\$0		\$0	\$ -	\$ -	\$ -
	Group \$ transfer in/(transfer out):				(\$750)					
	Group change %:				-100%					
Other Objects (8000's)										
	8100 Dues, Fees and Memberships	\$14,687	(\$2,052)	(\$532)	\$12,635	-14.0%	\$12,635	\$ -	\$ -	\$ -
	8900 Other Objects	\$0	\$0	\$0	\$0		\$0	\$ -	\$ -	\$ -
		\$14,687	(\$2,052)	(\$532)	\$12,635		\$12,635	\$ -	\$ -	\$ -
	Group \$ transfer in/(transfer out):				(\$2,052)					
	Group change %:				-14.0%					
Revenues (9000's)										
	9209 Parking Fees	\$ (30,000)	\$ -	\$0	(\$30,000)		(\$30,000)	\$ -	\$ -	\$ -
		\$ (30,000)	\$0	\$0	(\$30,000)		\$ (30,000)	\$ -	\$ -	\$ -
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0%					

WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
 Apr-18
 Period: 10 of 12

Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Total:		\$6,577,371	(\$156,472)	\$8,972	\$6,420,898		\$4,669,087	\$ 1,682,017	\$ 69,795	\$ (1)

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Athletics										
Salaries & Wages (1000s)										
	Certified Staff	\$154,248	(\$1)	\$0	\$154,247	0.0%	\$130,517	\$ 23,730	\$ -	\$ (0)
	Non Certified Staff	\$51,992	\$1,090	\$0	\$53,082	2.1%	\$42,261	\$ 10,820	\$ -	\$ (0)
	Certified Stipends	\$375,096	(\$5,197)	\$303	\$369,899	-1.4%	\$305,938	\$ -	\$ 63,961	\$ -
	Non Certified Stipends	\$78,853	(\$5,918)	(\$2,948)	\$72,935	-7.5%	\$57,135	\$ 8,585	\$ 7,216	\$ -
		<u>\$660,189</u>	<u>(\$10,026)</u>	<u>(\$2,645)</u>	<u>\$650,163</u>		<u>\$535,851</u>	<u>\$ 43,136</u>	<u>\$ 71,176</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$10,026)</i>					
	<i>Group change %:</i>				<i>-1.5%</i>					
Professional & Technical Services (3000s)										
	3239 Other Pupil Services	\$3,500	(\$220)	\$0	\$3,280	-6.3%	\$3,280	\$ -	\$ -	\$ -
	3308 Police/Fire	\$5,150	(\$3,295)	(\$3,294)	\$1,855	-64.0%	\$1,505	\$ 350	\$ -	\$ (0)
	3310 Sports Officials	\$47,439	\$0	\$0	\$47,439		\$47,439	\$ -	\$ -	\$ -
		<u>\$56,089</u>	<u>(\$3,515)</u>	<u>(\$3,294)</u>	<u>\$52,574</u>		<u>\$52,224</u>	<u>\$ 350</u>	<u>\$ -</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$3,515)</i>					
	<i>Group change %:</i>				<i>-6.3%</i>					
Property Services (4000s)										
	4302 Equipment Repairs	\$20,000	(\$2,116)	\$0	\$17,884	-10.6%	\$13,875	\$ 4,009	\$ -	\$ 0
		<u>\$20,000</u>	<u>(\$2,116)</u>	<u>\$0</u>	<u>\$17,884</u>		<u>\$13,875</u>	<u>\$ 4,009</u>	<u>\$ -</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$2,116)</i>					
	<i>Group change %:</i>				<i>-10.6%</i>					
Other Services (5000s)										
	5104 Athletic Transportation	\$84,853	\$0	\$0	\$84,853		\$66,841	\$ 17,722	\$ 290	\$ (0)

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
5202	Athletic Insurance	\$29,939	(\$5,617)	\$0	\$24,322	-18.8%	\$24,322	\$ -	\$ -	\$ -
5800,5802-5880	Travel & Conference	\$5,100	\$0	\$0	\$5,100		\$5,100	\$ -	\$ -	\$ -
		<u>\$119,892</u>	<u>(\$5,617)</u>	<u>\$0</u>	<u>\$114,275</u>		<u>\$96,263</u>	<u>\$ 17,722</u>	<u>\$ 290</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$5,617)</i>					
	<i>Group change %:</i>				<i>-4.7%</i>					
Supplies & Materials (6000's)										
6110	Materials	\$57,750	(\$100)	(\$99)	\$57,650	-0.2%	\$33,918	\$ 23,732	\$ -	\$ 0
		<u>\$57,750</u>	<u>(\$100)</u>	<u>(\$99)</u>	<u>\$57,650</u>		<u>\$33,918</u>	<u>\$ 23,732</u>	<u>\$ -</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$100)</i>					
	<i>Group change %:</i>				<i>-0.2%</i>					
Other Objects (8000's)										
8100	Dues, Fees and Memberships	\$17,385	\$0	\$0	\$17,385		\$17,385	\$ -	\$ -	\$ -
		<u>\$17,385</u>	<u>\$0</u>	<u>\$0</u>	<u>\$17,385</u>		<u>\$17,385</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$0</i>					
	<i>Group change %:</i>				<i>0.0%</i>					
Revenues (9000's)										
9201	Participation Fees, Athletics	\$ (86,057)	\$1,619	\$1,618	(\$84,438)	-1.9%	(\$76,360)	\$ -	\$ (8,078)	\$ -
9202	Gate Receipts, Athletics	\$ (14,861)	\$0	\$0	(\$14,861)		(\$14,861)	\$ -	\$ -	\$ -
9212	Facility Use Rental	\$ (17,500)	\$0	\$0	\$(17,500)		(\$17,500)	\$ -	\$ -	\$ -
		<u>\$ (118,418)</u>	<u>\$1,619</u>	<u>\$1,618</u>	<u>\$(116,799)</u>		<u>\$ (108,721)</u>	<u>\$ -</u>	<u>\$ (8,078)</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$1,619</i>					
	<i>Group change %:</i>				<i>-1%</i>					
Total:		\$812,887	(\$19,755)	(\$4,420)	\$793,132		\$640,796	\$ 88,948	\$ 63,388	\$ (0)

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Copy Center										
Salaries & Wages (1000s)										
	Non Certified Staff	\$45,362	\$10,668	\$0	\$56,030	23.5%	\$43,991	\$ 9,908	\$ 2,130	\$ -
		\$45,362	\$10,668	\$0	\$56,030		\$43,991	\$ 9,908	\$ 2,130	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$10,668					
	<i>Group change %:</i>				23.5%					
Property Services (4000s)										
	4400 Equipment Rental	\$127,152	\$7,238	\$0	\$134,390	5.7%	\$108,545	\$ 25,845	\$ -	\$ (0)
		\$127,152	\$7,238	\$0	\$134,390		\$108,545	\$ 25,845	\$ -	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>				\$7,238					
	<i>Group change %:</i>				5.7%					
Other Services (5000s)										
	5400 Postage	\$21,950	\$1,806	\$1,300	\$23,756	8.2%	\$18,676	\$ 4,985	\$ 94	\$ 0
		\$21,950	\$1,806	\$1,300	\$23,756		\$18,676	\$ 4,985	\$ 94	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				\$1,806					
	<i>Group change %:</i>				8.2%					
Supplies & Materials (6000's)										
	6110 Materials	\$14,450	\$3,823	\$0	\$18,273	26.5%	\$14,420	\$ 3,814	\$ 39	\$ 0
		\$14,450	\$3,823	\$0	\$18,273		\$14,420	\$ 3,814	\$ 39	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				\$3,823					
	<i>Group change %:</i>				26.5%					
	Total:	\$208,914	\$23,535	\$1,300	\$232,449		\$185,633	\$ 44,553	\$ 2,263	\$ 0

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

Object	Account	FY Adopted Budget	Cumulative Budget	Current Report Budget	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Adjustments	Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Curriculum & Instruction										
Salaries & Wages (1000s)										
	Certified Staff	\$827,017	\$8,870	\$600	\$835,887	1.1%	\$627,582	\$ 185,726	\$ 22,579	\$ (0)
	Non Certified Staff	\$63,500	\$1,716	\$0	\$65,216	2.7%	\$55,183	\$ 10,033	\$ -	\$ 0
	Certified Stipends	\$82,051	\$1,685	\$0	\$83,736	2.1%	\$61,179	\$ 22,557	\$ -	\$ (0)
		<u>\$972,568</u>	<u>\$12,271</u>	<u>\$600</u>	<u>\$984,839</u>		<u>\$743,944</u>	<u>\$ 218,317</u>	<u>\$ 22,579</u>	<u>\$ (1)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$12,271</i>					
	<i>Group change %:</i>				<i>1.3%</i>					
Professional & Technical Services (3000s)										
3220/3221	Consulting Services	\$67,900	\$1,864	(\$723)	\$69,764	2.7%	\$61,319	\$ 6,145	\$ 2,300	\$ (0)
3235	Testing	\$31,600	(\$5,625)	(\$627)	\$25,976	-17.8%	\$21,876	\$ 4,100	\$ -	\$ (0)
		<u>\$99,500</u>	<u>(\$3,761)</u>	<u>(\$1,349)</u>	<u>\$95,740</u>		<u>\$83,195</u>	<u>\$ 10,245</u>	<u>\$ 2,300</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$3,761)</i>					
	<i>Group change %:</i>				<i>-3.8%</i>					
Property Services (4000s)										
Other Services (5000s)										
5800,5802-5880	Travel & Conference	\$46,480	(\$21,437)	(\$1,050)	\$25,043	-46.1%	\$21,912	\$ 1,130	\$ 2,000	\$ 0.00
5801	Mileage Reimbursement	\$6,000	\$0	\$0	\$6,000		\$5,000	\$ -	\$ 1,000	\$ -
5900	Other Purchased Services	\$5,600	\$3,576	(\$597)	\$9,176	63.8%	\$6,756	\$ 1,525	\$ 895	\$ (0)
		<u>\$58,080</u>	<u>(\$17,862)</u>	<u>(\$1,647)</u>	<u>\$40,218</u>		<u>\$33,668</u>	<u>\$ 2,655</u>	<u>\$ 3,895</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$17,862)</i>					
	<i>Group change %:</i>				<i>-30.8%</i>					
Supplies & Materials (6000's)										

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

Object	Account	FY Adopted Budget	Cumulative Budget	Current Report Budget	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Adjustments	Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
	6110 Materials	\$4,600	\$58	\$1,058	\$4,658	1.3%	\$3,255	\$ 1,403	\$ -	\$ 0
	6120 Office Materials	\$5,825	(\$2,717)	(\$853)	\$3,108	-46.6%	\$2,532	\$ 576	\$ -	\$ (0)
	6410 Books	\$49,974	(\$4)	\$0	\$49,970	0.0%	\$35,190	\$ 14,780	\$ -	\$ (0)
		<u>\$60,399</u>	<u>(\$2,663)</u>	<u>\$205</u>	<u>\$57,736</u>		<u>\$40,977</u>	<u>\$ 16,759</u>	<u>\$ -</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$2,663)</i>					
	<i>Group change %:</i>				<i>-4.4%</i>					
Other Objects (8000's)										
	8100 Dues, Fees and Memberships	\$19,810	\$1,703	(\$1)	\$21,513	8.6%	\$20,171	\$ -	\$ 1,342	\$ (0)
		<u>\$19,810</u>	<u>\$1,703</u>	<u>(\$1)</u>	<u>\$21,513</u>		<u>\$20,171</u>	<u>\$ -</u>	<u>\$ 1,342</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$1,703</i>					
	<i>Group change %:</i>				<i>8.6%</i>					
	Total:	<u>\$1,210,357</u>	<u>(\$10,311)</u>	<u>(\$2,191)</u>	<u>\$1,200,046</u>		<u>\$921,955</u>	<u>\$ 247,976</u>	<u>\$ 30,116</u>	<u>\$ (2)</u>

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2018 \$ Expended	FY 2018 Encumbered	FY 2018 Anticipated	FY 2018 Balance
District Wide										
Salaries & Wages (1000s)										
	Certified Staff	\$63,520	(\$63,520)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	Turnover Savings	(\$189,200)	\$189,200	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	Salary Differential	\$200,425	(\$200,425)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
		<u>\$74,745</u>	<u>(\$74,745)</u>	<u>\$0</u>	<u>\$0</u>		<u>\$0</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$74,745)					
	<i>Group change %:</i>				-100.0%					
Other Services (5000s)										
	5200 General Liability Insurance	\$91,100	\$17,440	\$0	\$108,540	19.1%	\$108,540	\$ -	\$ -	\$ (0)
		<u>\$91,100</u>	<u>\$17,440</u>	<u>\$0</u>	<u>\$108,540</u>		<u>\$108,540</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$17,440					
	<i>Group change %:</i>				19.1%					
Revenues (9000's)										
	9207 Regular Ed. Tuition	\$ (35,000)	(\$8,584)	\$0	(\$43,584)		(\$38,852)	\$ (4,732)	\$ -	\$ 0
	9990 Unallocated	\$ -	\$0	\$0	\$0		\$0	\$ -	\$ -	\$ -
		<u>\$ (35,000)</u>	<u>\$ (8,584)</u>	<u>\$ -</u>	<u>\$ (43,584)</u>		<u>\$ (38,852)</u>	<u>\$ (4,732)</u>	<u>\$ -</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$8,584)					
	<i>Group change %:</i>				0.0%					
	Total:	<u>\$130,845</u>	<u>(\$65,889)</u>	<u>\$0</u>	<u>\$64,956</u>		<u>\$69,688</u>	<u>\$ (4,732)</u>	<u>\$ -</u>	<u>\$ (0)</u>

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Repor Budget Adjustments	Revised Budget	Line Variance %	FY 2018 \$ Expended	FY 2018 Encumbered	FY 2018 Anticipated	FY 2018 Balance
District Administration										
Salaries & Wages (1000s)										
	Certified Staff	\$621,975	\$13,769	\$0	\$635,744	2.2%	\$537,938	\$ 97,807	\$ -	\$ (0)
	Non Certified Staff	\$394,853	\$15,882	\$0	\$410,735	4.0%	\$354,892	\$ 63,189	\$ (7,346)	\$ 0
	Overtime	\$1,000	\$0	\$0	\$1,000		\$763	\$ -	\$ 237	\$ -
	Non Certified Stipends	\$6,000	\$0	\$0	\$6,000		\$5,000	\$ -	\$ 1,000	\$ -
		<u>\$1,023,828</u>	<u>\$29,652</u>	<u>\$0</u>	<u>\$1,053,480</u>		<u>\$898,593</u>	<u>\$ 160,996</u>	<u>\$ (6,109)</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$29,652					
	<i>Group change %:</i>				2.9%					
Professional & Technical Services (3000s)										
	3303 Management Services	\$15,000	(\$2,182)	(\$47)	\$12,818	-14.5%	\$8,706	\$ 4,112	\$ -	\$ -
	3306 Legal Fees	\$50,000	\$13,213	\$5,713	\$63,213	26.4%	\$52,564	\$ 10,649	\$ 6,550	\$ (6,550)
	3309 Professional Technical Services	\$16,000	\$513	\$0	\$16,513	3.2%	\$11,607	\$ 4,906	\$ -	\$ 0
		<u>\$81,000</u>	<u>\$11,544</u>	<u>\$5,666</u>	<u>\$92,544</u>		<u>\$72,877</u>	<u>\$ 19,667</u>	<u>\$ 6,550</u>	<u>\$ (6,550)</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$11,544					
	<i>Group change %:</i>				14.3%					
Property Services (4000s)										
	4302 Equipment Repairs	\$750	(\$106)	\$0	\$644	-14.1%	\$644	\$ -	\$ -	\$ 0
		<u>\$750</u>	<u>(\$106)</u>	<u>\$0</u>	<u>\$644</u>		<u>\$644</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$106)					
	<i>Group change %:</i>				-14.1%					
Other Services (5000s)										
	5400 Postage	\$2,500	(\$251)	\$0	\$2,249	-10.0%	\$1,447	\$ 802	\$ -	\$ 0
	5500 Advertising	\$8,000	(\$2,522)	(\$222)	\$5,478	-31.5%	\$2,150	\$ 3,250	\$ 78	\$ 0
	5501 Printing	\$1,250	(\$1,250)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	5801 Mileage Reimbursement	\$12,500	\$109	\$0	\$12,609	0.9%	\$10,109	\$ -	\$ 2,500	\$ -
		<u>\$24,250</u>	<u>(\$3,914)</u>	<u>(\$222)</u>	<u>\$20,336</u>		<u>\$13,707</u>	<u>\$ 4,052</u>	<u>\$ 2,578</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$3,914)					29

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Repor Budget Adjustments	Revised Budget	Line Variance %	FY 2018 \$ Expended	FY 2018 Encumbered	FY 2018 Anticipated	FY 2018 Balance
	<i>Group change %:</i>				-16.1%					
Supplies & Materials (6000's)										
	6120 Office Materials	\$16,185	\$605	\$750	\$16,790	3.7%	\$13,844	\$ 1,847	\$ 1,099	\$ (0)
		<u>\$16,185</u>	<u>\$605</u>	<u>\$750</u>	<u>\$16,790</u>		<u>\$13,844</u>	<u>\$ 1,847</u>	<u>\$ 1,099</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$605					
	<i>Group change %:</i>				3.7%					
Other Objects (8000's)										
	8100 Dues, Fees and Memberships	\$24,554	(\$1,970)	(\$2,215)	\$22,584	-8.0%	\$22,584	\$ -	\$ -	\$ -
	8900 <i>Other Objects</i>	\$12,395	\$471	\$0	\$12,866	3.8%	\$4,592	\$ 8,321	\$ (47)	\$ 0
		<u>\$36,949</u>	<u>(\$1,499)</u>	<u>(\$2,215)</u>	<u>\$35,450</u>		<u>\$27,176</u>	<u>\$ 8,321</u>	<u>\$ (47)</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$1,499)					
	<i>Group change %:</i>				-4.1%					
	Total:	<u>\$1,182,962</u>	<u>\$36,282</u>	<u>\$3,979</u>	<u>\$1,219,244</u>		<u>\$1,026,841</u>	<u>\$ 194,883</u>	<u>\$ 4,070</u>	<u>\$ (6,549)</u>

WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
 Apr-18
 Period: 10 of 12

Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget	Budget	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Employee Benefits										
Benefits (2000's)										
	2000 Health Insurance	\$6,801,846	\$0	\$0	\$6,801,846		\$5,668,205	\$ -	\$ 1,073,092	\$ 60,549
	2001 Social Security	\$547,021	(\$8,755)	(\$4,039)	\$538,266	-1.6%	\$420,534	\$ -	\$ 113,840	\$ 3,893
	2002 Medicare	\$454,317	(\$13,535)	\$0	\$440,782	-3.0%	\$325,916	\$ -	\$ 113,346	\$ 1,520
	2003 Workers Compensation	\$230,275	(\$24,306)	\$0	\$205,969	-10.6%	\$205,969	\$ -	\$ -	\$ -
	2004 Unemployment Compensation	\$46,332	(\$24,296)	\$0	\$22,036	-52.4%	\$9,374	\$ 12,662	\$ -	\$ (0)
	2005 Early Retirement Incentive	\$138,527	\$28,820	\$0	\$167,347	20.8%	\$167,347	\$ -	\$ -	\$ -
	2007 Pension Contributions	\$888,163	\$21,114	\$0	\$909,277	2.4%	\$731,806	\$ -	\$ 169,857	\$ 7,614
	2010 Tuition Reimbursement	\$75,000	(\$20,000)	\$0	\$55,000	-26.7%	\$1,717	\$ -	\$ 53,283	\$ -
	2011 Life Insurance	\$92,700	(\$2,000)	\$0	\$90,700	-2.2%	\$76,026	\$ 14,674	\$ -	\$ 0
	2012 Disability Insurance	\$18,928	\$640	\$0	\$19,568	3.4%	\$15,467	\$ 4,101	\$ -	\$ -
	2014 Sick Bank	\$45,000	\$36,600	\$0	\$81,600	81.3%	\$49,539	\$ 32,062	\$ -	\$ (0)
		<u>\$9,338,109</u>	<u>(\$5,718)</u>	<u>(\$4,039)</u>	<u>\$9,332,391</u>		<u>\$7,671,899</u>	<u>\$ 63,498</u>	<u>\$ 1,523,418</u>	<u>\$ 73,576</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$5,718)</i>					
	<i>Group change %:</i>				<i>-0.1%</i>					
Professional & Technical Services (3000s)										
	3303 Management Services	\$7,500	(\$711)	\$0	\$6,789	-9.5%	\$6,789	\$ -	\$ -	\$ -
		<u>\$7,500</u>	<u>(\$711)</u>	<u>\$0</u>	<u>\$6,789</u>		<u>\$6,789</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$711)</i>					
	<i>Group change %:</i>				<i>-9.5%</i>					
Property Services (4000s)										
	Total:	<u>\$9,345,609</u>	<u>(\$6,429)</u>	<u>(\$4,039)</u>	<u>\$9,339,180</u>		<u>\$7,678,688</u>	<u>\$ 63,498</u>	<u>\$ 1,523,418</u>	<u>\$ 73,576</u>

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Facilities										
Salaries & Wages (1000s)										
	Non Certified Staff	\$1,260,767	(\$24,791)	\$0	\$1,235,976	-2.0%	\$1,000,524	\$ 222,906	\$ 10,688	\$ 1,859
	Overtime	\$134,376	\$33,055	\$0	\$167,431	24.6%	\$145,243	\$ -	\$ 22,188	\$ 0
	Non Certified Stipends	\$68,530	(\$4,149)	\$0	\$64,381	-6.1%	\$50,755	\$ 11,126	\$ 2,500	\$ (0)
		<u>\$1,463,673</u>	<u>\$4,115</u>	<u>\$0</u>	<u>\$1,467,788</u>		<u>\$1,196,521</u>	<u>\$ 234,032</u>	<u>\$ 35,376</u>	<u>\$ 1,859</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>\$4,115</i>					
	<i>Group change %:</i>				<i>0.3%</i>					
Professional & Technical Services (3000s)										
	3304 License Fees-Facilities	\$3,500	(\$1,915)	(\$1,915)	\$1,585	-54.7%	\$1,585	\$ -	\$ -	\$ -
	3309 Professional Technical Services	\$4,250	(\$1,170)	\$0	\$3,080	-27.5%	\$3,080	\$ -	\$ -	\$ -
		<u>\$7,750</u>	<u>(\$3,085)</u>	<u>(\$1,915)</u>	<u>\$4,665</u>		<u>\$4,665</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$3,085)</i>					
	<i>Group change %:</i>				<i>-39.8%</i>					
Property Services (4000s)										
	4200 Cleaning Services	\$597,008	(\$5,152)	\$0	\$591,856	-0.9%	\$493,214	\$ 98,643	\$ -	\$ (0)
	4202 Rubbish Removal	\$78,245	(\$20,989)	(\$7,710)	\$57,256	-26.8%	\$44,526	\$ 7,429	\$ 5,301	\$ 0
	4203 Mop & Mat Service	\$5,250	(\$350)	\$0	\$4,900	-6.7%	\$4,000	\$ 900	\$ -	\$ 0
	4204 Exterminator	\$8,000	(\$1,250)	(\$1,250)	\$6,750	-15.6%	\$5,275	\$ 725	\$ 750	\$ -
	4302 Equipment Repairs	\$65,728	(\$15,997)	(\$1,329)	\$49,731	-24.3%	\$43,914	\$ 3,723	\$ 2,093	\$ 0
	4400 Equipment Rental	\$21,110	(\$61)	(\$61)	\$21,049	-0.3%	\$14,355	\$ 6,694	\$ -	\$ (0)
	4401 Rental of Facilities	\$20,575	(\$16,800)	\$0	\$3,775	-81.7%	\$3,578	\$ 197	\$ -	\$ (0)
	4500 Repair Allowance	\$127,000	\$43,957	\$5,113	\$170,957	34.6%	\$149,734	\$ 19,588	\$ 1,635	\$ 0
	4508 Generator Repairs	\$3,420	\$0	\$0	\$3,420		\$3,303	\$ 117	\$ -	\$ (0)
	4509 Septic Cleaning	\$7,511	\$25,006	\$0	\$32,517	332.9%	\$32,509	\$ 8	\$ -	\$ (0)
	4510 Asbestos Abatement	\$5,000	(\$3,560)	\$0	\$1,440	-71.2%	\$1,440	\$ -	\$ -	\$ -
	4511 Elevator Contract	\$14,350	\$0	\$0	\$14,350		\$13,942	\$ 408	\$ -	\$ 0
	4512 Emergency Lights	\$11,570	(\$11,570)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	4513 Generator Contract	\$7,430	\$0	\$0	\$7,430		\$3,715	\$ 3,715	\$ -	\$ -
	4514 Fire Alarm System	\$30,000	(\$3,882)	\$0	\$26,118	-12.9%	\$25,277	\$ 395	\$ 446	\$ 0
	4515 Fire Protection System	\$9,025	(\$3,964)	(\$1,664)	\$5,061	-43.9%	\$1,561	\$ 2,750	\$ 750	\$ (0)
	4516 UST Testing	\$6,896	(\$6,896)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
	4517 Sprinkler System	\$4,858	\$0	\$0	\$4,858		\$3,591	\$ 1,267	\$ -	\$ -
	4518 Sewer System Plant Maintenance	\$127,769	\$0	\$0	\$127,769		\$106,058	\$ 21,711	\$ -	\$ -
	4530 Parks & Recreation	\$63,806	\$0	\$0	\$63,806		\$40,972	\$ 22,834	\$ -	\$ -
	4531 Drain System	\$5,575	(\$4,402)	(\$403)	\$1,173	-79.0%	\$1,173	\$ -	\$ -	\$ 1
	4533 Glass Replacement	\$5,000	(\$43)	(\$44)	\$4,957	-0.9%	\$1,234	\$ 3,123	\$ 600	\$ 1
	4534 Roof Repair	\$6,500	\$6,035	\$0	\$12,535	92.8%	\$12,535	\$ -	\$ -	\$ -
	4535 Window Treatments	\$3,000	(\$3,000)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	4536 Air Filter HVAC System	\$4,500	(\$4,500)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	4538 Chiller Contract	\$12,000	(\$2,026)	\$0	\$9,974	-16.9%	\$8,567	\$ 1,407	\$ -	\$ -
	4539 Energy Management System	\$20,310	\$0	\$0	\$20,310		\$20,310	\$ -	\$ -	\$ -
	4540 Athletic Facilities Repairs	\$8,000	(\$5,056)	(\$1,056)	\$2,944	-63.2%	\$1,124	\$ 1,820	\$ -	\$ -
	4542 Contracted Services	\$22,850	\$6,001	\$0	\$28,851	26.3%	\$28,851	\$ -	\$ -	\$ 0
	4543 Paving	\$6,500	\$4,800	\$0	\$11,300	73.8%	\$11,300	\$ -	\$ -	\$ -
	4600 Special Projects	\$24,500	(\$9,810)	\$0	\$14,690	-40.0%	\$13,456	\$ 1,234	\$ -	\$ (0)
	4602 Tree Service	\$11,000	(\$4,684)	(\$14)	\$6,316	-42.6%	\$5,500	\$ 816	\$ -	\$ (0)
	4603 Exterior Lighting	\$2,800	(\$2,800)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	4604 Snow Plowing	\$12,500	(\$12,500)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	4605 Signage	\$2,500	(\$2,230)	(\$500)	\$270	-89.2%	\$270	\$ -	\$ -	\$ 0
	4606 Sprinkler Repairs	\$3,000	(\$1,000)	\$0	\$2,000	-33.3%	\$0	\$ -	\$ 2,000	\$ -
	4610 Playground Repairs	\$5,000	(\$3,160)	\$0	\$1,840	-63.2%	\$1,840	\$ -	\$ -	\$ -
	4702 Locks/Keys	\$8,500	(\$2,319)	(\$819)	\$6,181	-27.3%	\$3,169	\$ 2,831	\$ 181	\$ (0)
	4705 United Alarm	\$650	(\$650)	(\$650)	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
		\$1,379,236	(\$62,852)	(\$10,384)	\$1,316,384		\$1,100,291	\$ 202,335	\$ 13,757	\$ 2
	<i>Group \$ transfer in/(transfer out):</i>				(\$62,852)					
	<i>Group change %:</i>				-4.6%					
Other Services (5000s)										
	5205 Property Insurance	\$109,405	(\$15,333)	\$0	\$94,072	-14.0%	\$94,072	\$ -	\$ -	\$ -
	5801 Mileage Reimbursement	\$3,000	\$0	\$0	\$3,000		\$2,500	\$ -	\$ 500	\$ -
	5900 Other Purchased Services	\$15,585	\$1	\$0	\$15,586	0.0%	\$15,586	\$ -	\$ -	\$ -
		\$127,990	(\$15,333)	\$0	\$112,658		\$112,158	\$ -	\$ 500	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$15,333)					
	<i>Group change %:</i>				-12.0%					
Supplies & Materials (6000's)										
	6130 Maintenance Materials	\$177,144	(\$22,219)	(\$3,116)	\$154,925	-12.5%	\$142,163	\$ 10,510	\$ 2,252	\$ 0
	6131 Custodial Materials	\$77,000	(\$302)	\$68	\$76,698	-0.4%	\$69,379	\$ 4,494	\$ 2,825	\$ 0
	6510 Heating	\$394,630	\$9,391	\$0	\$404,021	2.4%	\$350,651	\$ 53,370	\$ -	\$ 0

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
	6520 Electricity	\$818,717	\$3,259	\$0	\$821,976	0.4%	\$662,889	\$ 159,087	\$ -	\$ (0)
	6530 Propane gas	\$5,000	(\$148)	\$0	\$4,852	-3.0%	\$3,312	\$ 1,540	\$ -	\$ 0
		\$1,472,491	(\$10,019)	(\$3,048)	\$1,462,472		\$1,228,394	\$ 229,000	\$ 5,077	\$ 1
	<i>Group \$ transfer in/(transfer out):</i>				(\$10,019)					
	<i>Group change %:</i>				-0.7%					
Other Objects (8000's)										
	8100 Dues, Fees and Memberships	\$1,480	\$215	\$0	\$1,695	14.5%	\$1,695	\$ -	\$ -	\$ -
	8900 Other Objects	\$14,000	(\$4,383)	\$0	\$9,617	-31.3%	\$8,221	\$ 1,397	\$ -	\$ (1)
		\$15,480	(\$4,168)	\$0	\$11,312		\$9,916	\$ 1,397	\$ -	\$ (1)
	<i>Group \$ transfer in/(transfer out):</i>				(\$4,168)					
	<i>Group change %:</i>				-26.9%					
Revenues (9000's)										
	9208 Revenue from Town for Fields	\$ (38,350)	\$0	\$0	(\$38,350)		\$ (38,350)	\$ -	\$ -	\$ -
		\$ (38,350)	\$0	\$0	\$ (38,350)		\$ (38,350)	\$ -	\$ -	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$0					
	<i>Group change %:</i>				0%					
	Total:	\$4,428,270	(\$91,341)	(\$15,347)	\$4,336,929		\$3,613,594	\$ 666,764	\$ 54,710	\$ 1,860

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

Object	Account	FY Adopted Budget	Cumulative Budget	Current Report Budget	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Adjustments	Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Special Education										
Salaries & Wages (1000s)										
	Certified Staff	\$3,827,398	(\$89,245)	\$2,422	\$3,738,153	-2.3%	\$2,766,581	\$ 941,198	\$ 30,373	\$ 0
	Non Certified Staff	\$1,461,728	\$44,258	(\$410)	\$1,505,986	3.0%	\$1,216,610	\$ 245,733	\$ 43,644	\$ (0)
	Overtime	\$250	(\$226)	\$0	\$24	0.0%	\$24	\$ -	\$ -	\$ (1)
	Non Certified Stipends	\$31,900	(\$4,760)	\$0	\$27,140	-14.9%	\$12,320	\$ -	\$ 14,820	\$ -
		<u>\$5,321,276</u>	<u>(\$49,973)</u>	<u>\$2,012</u>	<u>\$5,271,303</u>		<u>\$3,995,535</u>	<u>\$ 1,186,931</u>	<u>\$ 88,837</u>	<u>\$ (1)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$49,973)</i>					
	<i>Group change %:</i>				<i>-0.9%</i>					
Professional & Technical Services (3000s)										
3220/3221	3210 Contracted Services Educational	\$422,470	(\$34,664)	\$21,653	\$387,807	-8.2%	\$254,869	\$ 123,959	\$ 8,979	\$ (0.00)
	Consulting Services	\$82,800	(\$14,658)	\$0	\$68,143	-17.7%	\$45,164	\$ 20,478	\$ 2,500	\$ -
	3235 Testing	\$53,000	\$5,000	\$0	\$58,000	9.4%	\$56,338	\$ 1,575	\$ 88	\$ -
	3306 Legal Fees	\$40,000	\$31,800	\$0	\$71,800	79.5%	\$56,455	\$ 15,345	\$ -	\$ -
		<u>\$598,270</u>	<u>(\$12,521)</u>	<u>\$21,653</u>	<u>\$585,749</u>		<u>\$412,825</u>	<u>\$ 161,357</u>	<u>\$ 11,567</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$12,521)</i>					
	<i>Group change %:</i>				<i>-2.1%</i>					
Property Services (4000s)										
	4302 Equipment Repairs	\$1,250	(\$1,250)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
	4400 Equipment Rental	\$1,250	(\$1,250)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
		<u>\$2,500</u>	<u>(\$2,500)</u>	<u>\$0</u>	<u>\$0</u>		<u>\$0</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$2,500)</i>					
	<i>Group change %:</i>				<i>-100.0%</i>					
Other Services (5000s)										
	5600 Tuition	\$1,476,009	\$1,601,192	\$800	\$3,077,201	108.5%	\$2,365,973	\$ 711,229	\$ -	\$ (0)
	5605 Tuition-ESS	\$275,400	(\$400)	\$0	\$275,000		\$220,000	\$ 55,000	\$ -	\$ -
	5801 Mileage Reimbursement	\$3,000	(\$3,000)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

Object	Account	FY Adopted Budget	Cumulative Budget	Current Report Budget	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Adjustments	Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
		\$1,754,409	\$1,597,792	\$800	\$3,352,201		\$2,585,973	\$ 766,229	\$ -	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>				\$1,597,792					
	<i>Group change %:</i>				91.1%					
Supplies & Materials (6000's)										
	6110 Materials	\$37,350	(\$19,601)	\$109	\$17,749	-52.5%	\$16,032	\$ 1,419	\$ 298	\$ (0)
	6120 Office Materials	\$719	(\$554)	\$0	\$165	-77.1%	\$165	\$ -	\$ -	\$ 0
	6410 Books	\$6,500	(\$6,461)	(\$500)	\$39	-99.4%	\$39	\$ -	\$ -	\$ 0
		\$44,569	(\$26,616)	(\$391)	\$17,953		\$16,235	\$ 1,419	\$ 298	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>				(\$26,616)					
	<i>Group change %:</i>				-59.7%					
Equipment (7000's)										
	7300 Equipment	\$15,000	(\$4,029)	(\$500)	\$10,971	-26.9%	\$10,971	\$ -	\$ -	\$ (0)
		\$15,000	(\$4,029)	(\$500)	\$10,971		\$10,971	\$ -	\$ -	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>				(\$4,029)					
	<i>Group change %:</i>				-27%					
Other Objects (8000's)										
	8100 Dues, Fees and Memberships	\$2,000	(\$2,000)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
		\$2,000	(\$2,000)	\$0	\$0		\$0	\$ -	\$ -	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$2,000)					
	<i>Group change %:</i>				-100.0%					
Revenues (9000's)										
	9205 Excess Cost SPED	\$ (558,087)	(\$165,743)	\$0	(\$723,830)	29.7%	(\$542,892)	\$ -	\$ (180,938)	\$ -
	9206 Pre School Tuition SPED	\$ (82,500)	(\$5,000)	\$0	(\$87,500)	6.1%	(\$82,200)	\$ -	\$ (5,300)	\$ -
		\$ (640,587)	(\$170,743)	\$0	\$ (811,330)		\$ (625,092)	\$ -	\$ (186,238)	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$170,743)					
	<i>Group change %:</i>				27%					
Total:		\$7,097,437	\$1,329,410	\$23,575	\$8,426,847		\$6,396,448	\$ 2,115,936	\$ (85,536)	\$ (1)

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Pupil Services										
Salaries & Wages (1000s)										
	Certified Staff	\$1,647,903	(\$12,902)	(\$10,224)	\$1,635,001	-0.8%	\$1,170,558	\$ 459,903	\$ 4,539	\$ 0
	Non Certified Staff	\$785,640	(\$63,475)	(\$1,373)	\$722,165	-8.1%	\$558,543	\$ 163,621	\$ -	\$ 0
	Overtime	\$0	\$32	\$0	\$32	0.0%	\$32	\$ -	\$ -	\$ -
	Certified Stipends	\$29,442	\$5,800	\$0	\$35,242	19.7%	\$26,195	\$ 9,047	\$ -	\$ -
	Non Certified Stipends	\$40,985	\$404	(\$55)	\$41,389	1.0%	\$31,246	\$ 10,142	\$ -	\$ 0
		<u>\$2,503,970</u>	<u>(\$70,142)</u>	<u>(\$11,652)</u>	<u>\$2,433,829</u>		<u>\$1,786,574</u>	<u>\$ 642,714</u>	<u>\$ 4,539</u>	<u>\$ 1</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$70,142)</i>					
	<i>Group change %:</i>				<i>-2.8%</i>					
Professional & Technical Services (3000s)										
	3239 Other Pupil Services	\$201,740	(\$43,965)	\$0	\$157,775	-21.8%	\$112,430	\$ 33,691	\$ 11,655	\$ -
		<u>\$201,740</u>	<u>(\$43,965)</u>	<u>\$0</u>	<u>\$157,775</u>		<u>\$112,430</u>	<u>\$ 33,691</u>	<u>\$ 11,655</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$43,965)</i>					
	<i>Group change %:</i>				<i>-21.8%</i>					
Property Services (4000s)										
	4302 Equipment Repairs	\$1,075	(\$716)	(\$134)	\$359	-66.6%	\$359	\$ -	\$ -	\$ -
		<u>\$1,075</u>	<u>(\$716)</u>	<u>(\$134)</u>	<u>\$359</u>		<u>\$359</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
	<i>Group \$ transfer in/(transfer out):</i>				<i>(\$716)</i>					
	<i>Group change %:</i>				<i>-66.6%</i>					
Other Services (5000s)										
	5400 Postage	\$0	\$864	\$0	\$864	100.0%	\$648	\$ 216	\$ -	\$ -
	5501 Printing	\$2,800	(\$1,926)	(\$490)	\$874	-68.8%	\$364	\$ -	\$ 510	\$ (0)

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
	5801 Mileage Reimbursement	\$1,000	\$0	\$0	\$1,000		\$1,000	\$ -	\$ -	\$ -
		\$3,800	(\$1,062)	(\$490)	\$2,738		\$2,012	\$ 216	\$ 510	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>				(\$1,062)					
	<i>Group change %:</i>				-27.9%					
Supplies & Materials (6000's)										
	6110 Materials	\$14,900	(\$6,395)	(\$1,500)	\$8,505	-42.9%	\$6,210	\$ 16	\$ 2,278	\$ 1
		\$14,900	(\$6,395)	(\$1,500)	\$8,505		\$6,210	\$ 16	\$ 2,278	\$ 1
	<i>Group \$ transfer in/(transfer out):</i>				(\$6,395)					
	<i>Group change %:</i>				-42.9%					
Other Objects (8000's)										
	8100 Dues, Fees and Memberships	\$510	\$95	\$0	\$605	18.6%	\$605	\$ -	\$ -	\$ -
		\$510	\$95	\$0	\$605		\$605	\$ -	\$ -	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				\$95					
	<i>Group change %:</i>				18.6%					
	Total:	\$2,725,995	(\$122,185)	(\$13,776)	\$2,603,811		\$1,908,190	\$ 676,636	\$ 18,983	\$ 2

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

Object Series	Account	FY Adopted Budget Budget	Cumulative Budget Adjustments	Current Report Budget Adjustments	Revised Budget	Line Variance %	FY 2018 \$ Expended	FY 2018 Encumbered	FY 2018 Anticipated	FY 2018 Balance
Transportation										
Salaries & Wages (1000s)										
	Non Certified Staff	\$237,331	(\$1,497)	\$0	\$235,834	-0.6%	\$194,439	\$ 11,310	\$ 30,085	\$ 0
		\$237,331	(\$1,497)	\$0	\$235,834		\$194,439	\$ 11,310	\$ 30,085	\$ 0
	Group \$ transfer in/(transfer out):				(\$1,497)					
	Group change %:				-0.6%					
Professional & Technical Services (3000s)										
	3303 Management Services	\$1,500	(\$747)	\$0	\$753	-49.8%	\$753	\$ -	\$ -	\$ (0)
		\$1,500	(\$747)	\$0	\$753		\$753	\$ -	\$ -	\$ (0)
	Group \$ transfer in/(transfer out):				(\$747)					
	Group change %:				-49.8%					
Property Services (4000s)										
	4302 Equipment Repairs	\$25,000	\$15,493	\$6,831	\$40,493	62.0%	\$40,332	\$ (3,840)	\$ 4,001	\$ 0
		\$25,000	\$15,493	\$6,831	\$40,493		\$40,332	\$ (3,840)	\$ 4,001	\$ 0
	Group \$ transfer in/(transfer out):				\$15,493					
	Group change %:				62.0%					
Other Services (5000s)										
	5100 Regular Transportation	\$1,265,064	(\$6,725)	\$0	\$1,258,339	-0.5%	\$1,256,315	\$ 2,024	\$ -	\$ (0)
	5101 SPED Transportation	\$46,714	\$53,076	\$0	\$99,790	113.6%	\$73,318	\$ 26,473	\$ -	\$ (0)
	5205 Property Insurance	\$9,322	\$680	\$0	\$10,002	7.3%	\$10,002	\$ -	\$ -	\$ -
		\$1,321,100	\$47,031	\$0	\$1,368,131		\$1,339,635	\$ 28,496	\$ -	\$ (0)
	Group \$ transfer in/(transfer out):				\$47,031					
	Group change %:				3.6%					
Supplies & Materials (6000's)										
	6270 Diesel Fuel	\$86,350	\$0	\$0	\$86,350		\$66,497	\$ 19,853	\$ -	\$ (0)
		\$86,350	\$0	\$0	\$86,350		\$66,497	\$ 19,853	\$ -	\$ (0)
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0.0%					
	Total:	\$1,671,281	\$60,280	\$6,831	\$1,731,561		\$1,641,656	\$ 55,819	\$ 34,087	\$ (0)

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Technology										
Salaries & Wages (1000s)										
	Non Certified Staff	\$630,156	\$15,648	\$0	\$645,804	2.5%	\$538,166	\$ 107,638	\$ -	\$ (0)
	Overtime	\$3,000	\$2,462	\$0	\$5,462	82.1%	\$4,222	\$ -	\$ 1,240	\$ 0
		<u>\$633,156</u>	<u>\$18,110</u>	<u>\$0</u>	<u>\$651,266</u>		<u>\$542,388</u>	<u>\$ 107,638</u>	<u>\$ 1,240</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				\$18,110					
	<i>Group change %:</i>				2.9%					
Professional & Technical Services (3000s)										
	3220/3221 Consulting Services	\$25,000	(\$7,200)	\$0	\$17,800	-28.8%	\$17,800	\$ -	\$ -	\$ -
	3309 Professional Technical Services	\$67,119	(\$13,307)	(\$16)	\$53,812	-19.8%	\$53,313	\$ 499	\$ -	\$ (0)
		<u>\$92,119</u>	<u>(\$20,507)</u>	<u>(\$16)</u>	<u>\$71,612</u>		<u>\$71,113</u>	<u>\$ 499</u>	<u>\$ -</u>	<u>\$ (0)</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$20,507)					
	<i>Group change %:</i>				-22.3%					
Property Services (4000s)										
	4302 Equipment Repairs	\$21,300	(\$2,514)	(\$1,167)	\$18,786	-11.8%	\$15,865	\$ 2,920	\$ -	\$ 1
	4400 Equipment Rental	\$374,246	(\$54,766)	\$0	\$319,480	-14.6%	\$319,480	\$ -	\$ -	\$ (0)
		<u>\$395,546</u>	<u>(\$57,280)</u>	<u>(\$1,167)</u>	<u>\$338,266</u>		<u>\$335,345</u>	<u>\$ 2,920</u>	<u>\$ -</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$57,280)					
	<i>Group change %:</i>				-14.5%					
Other Services (5000s)										
	5300 Communications	\$170,220	(\$1,855)	\$0	\$168,365	-1.1%	\$114,668	\$ 53,697	\$ -	\$ (0)
5800,5802-5880	Travel & Conference	\$6,800	(\$2,188)	(\$190)	\$4,612	-32.2%	\$4,612	\$ -	\$ -	\$ 0
	5801 Mileage Reimbursement	\$3,000	\$0	\$0	\$3,000		\$2,500	\$ -	\$ 500	\$ -
		<u>\$180,020</u>	<u>(\$4,043)</u>	<u>(\$190)</u>	<u>\$175,977</u>		<u>\$121,779</u>	<u>\$ 53,697</u>	<u>\$ 500</u>	<u>\$ 0</u>
	<i>Group \$ transfer in/(transfer out):</i>				(\$4,043)					
	<i>Group change %:</i>				-2.2%					

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Supplies & Materials (6000's)										
	6110 Materials	\$27,250	\$1,791	\$552	\$29,041	6.6%	\$28,162	\$ 879	\$ -	\$ 0
	6140 Software	\$361,812	\$23,328	\$884	\$385,140	6.4%	\$379,822	\$ 4,638	\$ 680	\$ (0)
		<u>\$389,062</u>	<u>\$25,119</u>	<u>\$1,436</u>	<u>\$414,181</u>		<u>\$407,984</u>	<u>\$ 5,517</u>	<u>\$ 680</u>	<u>\$ 0</u>
	Group \$ transfer in/(transfer out):				\$25,119					
	Group change %:				6.5%					
Equipment (7000's)										
	7300 Equipment	\$224,074	\$108,171	\$22,257	\$332,245	100.0%	\$406,172	\$ -	\$ -	\$ (73,927)
		<u>\$224,074</u>	<u>\$108,171</u>	<u>\$22,257</u>	<u>\$332,245</u>		<u>\$406,172</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (73,927)</u>
	Group \$ transfer in/(transfer out):				\$108,171					
	Group change %:				100%					
Other Objects (8000's)										
	8100 Dues, Fees and Memberships	\$3,510	(\$805)	\$0	\$2,705	-22.9%	\$2,355	\$ 350	\$ -	\$ (0)
		<u>\$3,510</u>	<u>(\$805)</u>	<u>\$0</u>	<u>\$2,705</u>		<u>\$2,355</u>	<u>\$ 350</u>	<u>\$ -</u>	<u>\$ (0)</u>
	Group \$ transfer in/(transfer out):				(\$805)					
	Group change %:				-22.9%					
Revenues (9000's)										
	9200 Technology Revenue	\$ (61,556)	\$0	\$0	(\$61,556)		(\$50,324)	\$ -	\$ (11,232)	\$ -
		<u>\$ (61,556)</u>	<u>\$0</u>	<u>\$0</u>	<u>(\$61,556)</u>		<u>\$ (50,324)</u>	<u>\$ -</u>	<u>\$ (11,232)</u>	<u>\$ -</u>
	Group \$ transfer in/(transfer out):				\$0					
	Group change %:				0%					
	Total:	\$1,855,931	\$68,765	\$22,320	\$1,924,696		\$1,836,814	\$ 170,622	\$ (8,813)	\$ (73,927)

**WESTON PUBLIC SCHOOLS
FINANCIAL REPORT
Apr-18
Period: 10 of 12**

Object	Account	FY Adopted Budget	Cumulative	Current Report	Revised	Line	FY 2018	FY 2018	FY 2018	FY 2018
Series		Budget	Budget Adjustments	Budget Adjustments	Budget	Variance %	\$ Expended	Encumbered	Anticipated	Balance
Security										
Salaries & Wages (1000s)										
	Non Certified Staff	\$315,020	\$6,068	\$0	\$321,088	1.9%	\$258,654	\$ 62,434	\$ -	\$ (0)
	Overtime	\$20,500	\$0	\$0	\$20,500		\$16,571	\$ -	\$ 3,929	\$ -
	Non Certified Stipends	\$27,225	(\$2,165)	\$0	\$25,060	-8.0%	\$12,229	\$ -	\$ 12,831	\$ -
		\$362,745	\$3,903	\$0	\$366,648		\$287,454	\$ 62,434	\$ 16,760	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>				\$3,903					
	<i>Group change %:</i>				1.1%					
Professional & Technical Services (3000s)										
	3308 Police/Fire	\$80,789	(\$25,478)	\$0	\$55,311	-31.5%	\$36,615	\$ 18,696	\$ -	\$ 0
		\$80,789	(\$25,478)	\$0	\$55,311		\$36,615	\$ 18,696	\$ -	\$ 0
	<i>Group \$ transfer in/(transfer out):</i>				(\$25,478)					
	<i>Group change %:</i>				-31.5%					
Property Services (4000s)										
	4701 Security System Monitoring	\$20,940	(\$804)	\$0	\$20,136	-3.8%	\$17,370	\$ 2,766	\$ -	\$ (0)
		\$20,940	(\$804)	\$0	\$20,136		\$17,370	\$ 2,766	\$ -	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>				(\$804)					
	<i>Group change %:</i>				-3.8%					
Other Services (5000s)										
5800,5802-5880	Travel & Conference	\$2,500	(\$2,500)	\$0	\$0	-100.0%	\$0	\$ -	\$ -	\$ -
		\$2,500	(\$2,500)	\$0	\$0		\$0	\$ -	\$ -	\$ -
	<i>Group \$ transfer in/(transfer out):</i>				(\$2,500)					
	<i>Group change %:</i>				-100.0%					
Supplies & Materials (6000's)										
	6132 Security Materials	\$10,000	\$10,229	(\$220)	\$20,229	102.3%	\$20,229	\$ -	\$ 0	\$ (0)
		\$10,000	\$10,229	(\$220)	\$20,229		\$20,229	\$ -	\$ 0	\$ (0)
	<i>Group \$ transfer in/(transfer out):</i>				\$10,229					
	<i>Group change %:</i>				102.3%					
	Total:	\$476,974	(\$14,651)	(\$220)	\$462,324		\$361,668	\$ 83,895	\$ 16,760	\$ (0)

**WESTON PUBLIC SCHOOLS
INTERNAL SERVICES FUND
FOR HEALTH BENEFITS PROGRAM**

Fiscal Year Ended	<u>Actual 2018</u>
STATEMENT OF REVENUES AND EXPENDITURES	
Fund Balance -July 1, 2017	\$ 2,305,331
Revenues:	
General Fund Appropriation (July-June)	\$ 5,668,205
Contributions:	
Employee Cost Sharing	\$ 909,549
Retiree/COBRA Contributions	\$ 202,280
State Teachers Retirement Reimbursement (TRB)	\$ 40,417
Reimbursements	\$ 8,794
Total Contributions	<u>\$ 1,161,039</u>
Total Revenues (A)	<u><u>\$ 6,829,244</u></u>
Expenditures	
Aetna Medical & RX:	
Claims	\$ 5,607,243
Administrative Fees	\$ 106,343
Stop Loss	\$ 558,615
District Portion of H.S.A. Deductible	\$ 558,280
Delta Dental:	
Claims	\$ 264,387
Administrative Fees	\$ 18,540
Affordable Care Act Taxes	\$ 6,475
EAP	\$ 8,369
HRA Admin Fees	\$ 23,566
Benefit Advisory	\$ 29,625
Medical Supplement	\$ 17,426
OPEB	\$ -
Total Health Plan Costs (B)	<u>\$ 7,198,869</u>
Net Change (A-B)	<u><u>\$ (369,624)</u></u>
Net Change in IBNR:	
June 30th, 2017 IBNR	\$ 836,875
June 30th, 2018 IBNR	<u>\$ (836,875)</u>
	\$ -
Net Change	<u>\$ (369,624)</u>
Fund balance June 30, 2018	<u>\$ 1,935,707</u>

Balance Sheet:

Assets:

Fund Balance (Opening Fund Balance + Prior Year IBNR)	\$ 3,142,206	
Year End Accounts Payable	\$ -	
Net Change	<u>\$ (369,624)</u>	
Total Assets		<u>\$ 2,772,582</u>

Liabilities:

Accrued FY 2017 IBNR	\$ 836,875	
Year End Accounts Payable	\$ -	
Total Liabilities		<u>\$ 836,875</u>

Beg Year Fund Balance	\$ 2,305,331	
End of Year Net Change	<u>\$ (369,624)</u>	
Total Fund Balance		<u>\$ 1,935,707</u>

Total Liabilities + Fund Balance		<u>\$ 2,772,582</u>
----------------------------------	--	---------------------

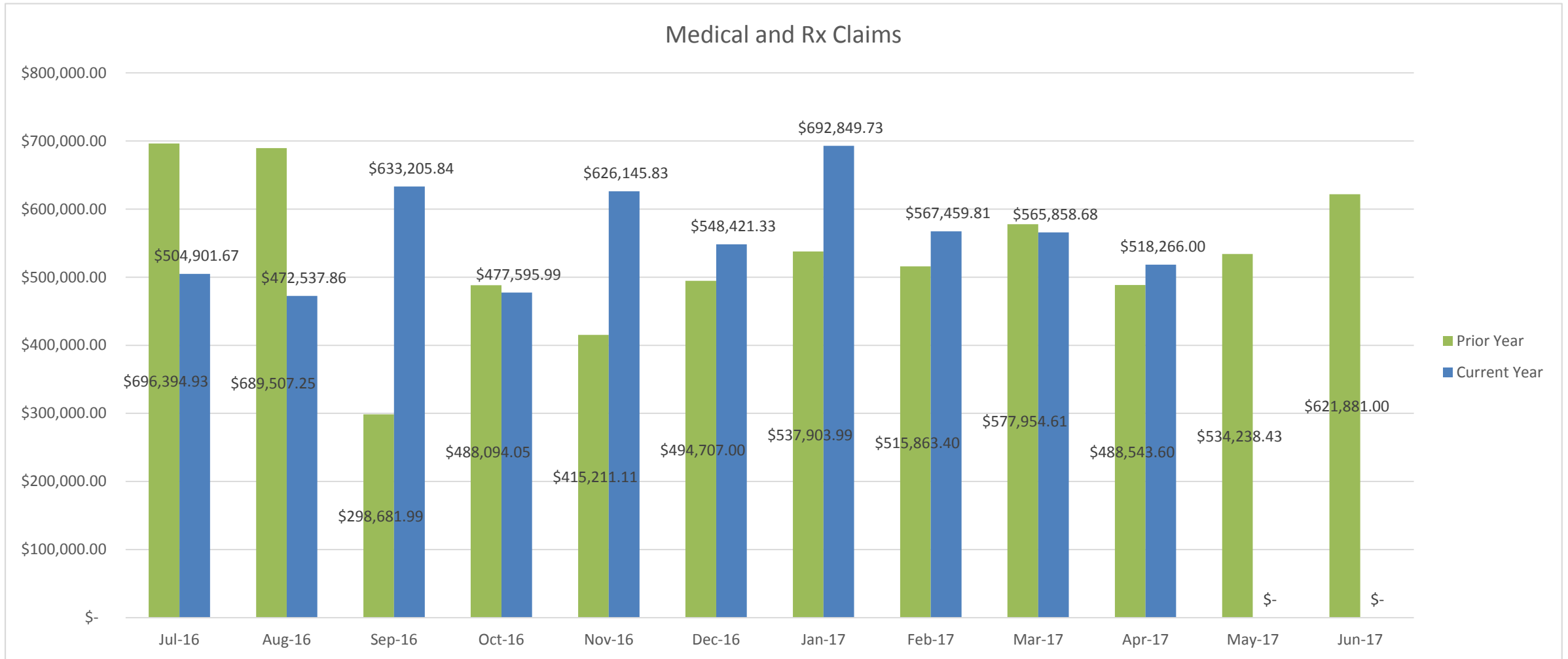
**WESTON PUBLIC SCHOOLS
INTERNAL SERVICES FUND
FOR HEALTH BENEFITS PROGRAM**

Fiscal Year Ended	Actual 2018	Pro-Forma*
STATEMENT OF REVENUES AND EXPENDITURES		
Fund Balance -July 1, 2017	\$2,305,331	\$ 2,305,331
Revenues:		
General Fund Appropriation (July-June)	\$5,668,205	\$ 6,801,846
Contributions:		
Employee Cost Sharing	\$ 909,549	\$ 1,135,673
Retiree/COBRA Contributions	\$ 211,073	\$ 252,621
State Teachers Retirement Reimbursement (TRB)	\$ 40,417	\$ 55,000
Reimbursements	\$ -	\$ -
Total Contributions	<u>\$1,161,039</u>	<u>\$ 1,443,294</u>
 Total Revenues (A)	 <u><u>\$6,829,244</u></u>	 <u><u>\$ 8,245,140</u></u>
Expenditures		
Aetna Medical & RX:		
Claims	\$5,607,243	\$ 6,739,933
Administrative Fees	\$ 106,343	\$ 127,675
Stop Loss	\$ 558,615	\$ 670,671
District Portion of H.S.A. Deductible	\$ 558,280	\$ 558,280
Delta Dental:		
Claims	\$ 264,387	\$ 327,693
Administrative Fees	\$ 18,540	\$ 22,308
Affordable Care Act Taxes	\$ 6,475	\$ 7,375
EAP	\$ 8,369	\$ 8,369
HRA Admin Fees	\$ 23,566	\$ 25,026
Benefit Advisory	\$ 29,625	\$ 39,500
Medical Supplement	\$ 17,426	\$ 21,105
OPEB	\$ -	\$ -
Total Health Plan Costs (B)	<u>\$7,198,869</u>	<u>\$ 8,547,933</u>
 Net Change (A-B)	 <u><u>\$ (369,624)</u></u>	 <u><u>\$ (302,794)</u></u>
Net Change in IBNR:		
June 30th, 2017 IBNR	\$ 836,875	\$ 836,875
June 30th, 2018 IBNR	<u>\$ (836,875)</u>	<u>\$ (836,875)</u>
	\$ -	\$ -
 Net Change	 <u><u>\$ (369,624)</u></u>	 <u><u>\$ (302,794)</u></u>
 Fund balance June 30, 2018	 \$1,935,707	 \$ 2,002,537
Fund Balance as % of Claims		29.71%
IBNR Paid Out		\$ (836,875)
Fund Balance after IBNR		\$ 1,165,662
Fund Balance as a % of Claims		17.29%
Amount in Excess of Aggregate Stop Loss Requirement		\$ 154,672

*Pro Forma Financial Statement is based on certain assumptions and projections including medical and dental claims meet anticipated claims. As the year progresses actual claim information will replace projected claim information above.

**WESTON PUBLIC SCHOOLS
INSURANCE FUNDS**

Month	Medical and RX				Delta Dental			
	Expected Claims	Actual Claims	% of Total Actuals Claims	Variance	Expected Claims	Actual Claims	% of Total	Variance
Jul-17	\$ 566,345	\$ 504,902	9%	\$ 61,443	\$ 31,653	\$ 32,571	12%	\$ (918)
Aug-17	\$ 566,345	\$ 472,538	8%	\$ 93,807	\$ 31,653	\$ 27,103	10%	\$ 4,550
Sep-17	\$ 566,345	\$ 633,206	11%	\$ (66,861)	\$ 31,653	\$ 25,361	10%	\$ 6,292
Oct-17	\$ 566,345	\$ 477,596	9%	\$ 88,749	\$ 31,653	\$ 17,670	7%	\$ 13,983
Nov-17	\$ 566,345	\$ 626,146	11%	\$ (59,801)	\$ 31,653	\$ 27,448	10%	\$ 4,205
Dec-17	\$ 566,345	\$ 548,421	10%	\$ 17,923	\$ 31,653	\$ 15,072	6%	\$ 16,581
Jan-18	\$ 566,345	\$ 692,850	12%	\$ (126,505)	\$ 31,653	\$ 10,914	4%	\$ 20,739
Feb-18	\$ 566,345	\$ 567,460	10%	\$ (1,115)	\$ 31,653	\$ 51,282	19%	\$ (19,629)
Mar-18	\$ 566,345	\$ 565,859	10%	\$ 486	\$ 31,653	\$ 33,203	13%	\$ (1,550)
Apr-18	\$ 566,345	\$ 518,266	9%	\$ 48,079	\$ 31,653	\$ 23,763	9%	\$ 7,890
May-18	\$ 566,345		0%	\$ 566,345	\$ 31,653		0%	\$ 31,653
Jun-18	\$ 566,345		0%	\$ 566,345	\$ 31,653		0%	\$ 31,653
Total	\$ 6,796,136	\$ 5,607,243	100%	\$ 1,188,893	\$ 379,834	\$ 264,387	100%	\$ 115,447



WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 21, 2018

Information Only

Action Requested

Agenda Item Subject: Tuition Rates for 2018-2019 School Year

Submitted by: Richard Rudl

Document Summary/Purpose and/or Recommended Action:

Tuition rates for the 2018-2019 school year.

**WESTON PUBLIC SCHOOLS
2018-2019 TUITION RATES**

5/11/2018

NEW NON-RESIDENT PUPILS

<u>ELEMENTARY GRADES K-5</u>	<u>Total</u>	<u>Semester</u>
KINDERGARTEN	\$18,982.62	\$9,491.31
REGULAR	\$18,982.62	\$9,491.31
GIFTED	Actual Cost	
SPECIAL EDUCATION	Actual Cost	
 <u>MIDDLE SCHOOL GRADES 6-8</u>		
REGULAR	\$19,261.98	\$9,630.99
GIFTED	Actual Cost	
SPECIAL EDUCATION	Actual Cost	
 <u>HIGH SCHOOL GRADES 9-12</u>		
REGULAR	\$20,085.74	\$10,042.87
GIFTED	Actual Cost	
SPECIAL EDUCATION	Actual Cost	

CERTIFIED STAFF NON-RESIDENT PUPILS

<u>ELEMENTARY GRADES K-5</u>	<u>Total</u>	<u>Semester</u>
KINDERGARTEN	\$4,745.66	\$2,372.83
REGULAR	\$4,745.66	\$2,372.83
GIFTED	Actual Cost	
SPECIAL EDUCATION	Actual Cost	
 <u>MIDDLE SCHOOL GRADES 6-8</u>		
REGULAR	\$4,815.50	\$2,407.75
GIFTED	Actual Cost	
SPECIAL EDUCATION	Actual Cost	
 <u>HIGH SCHOOL GRADES 9-12</u>		
REGULAR	\$5,021.44	\$2,510.72
GIFTED	Actual Cost	
SPECIAL EDUCATION	Actual Cost	

For approval by Weston Board of Education at the June BOE Meeting.

Weston Board of Education Policy 5118

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 21, 2018

Information Only

Action Requested

Agenda Item Subject: Energy and Facilities Rental Rates for 2018-2019

Submitted by: Richard Rudl

Document Summary/Purpose and/or Recommended Action:

Energy and Facilities Rental Rates for 2018-2019 School Year.

WESTON PUBLIC SCHOOLS
BUILDING/FACILITY USE FEES – HOURLY RATES

Building	Capacity	Group I School/Town	Group II Community		Group III Private		ALL GROUPS Profit or Non-Profit ENERGY RATE
			2018-2019	2019-2020	2018-2019	2019-2020	
Hourly Building Rental Fees							
High School							
Auditorium & Stage	602 seated	No Fee	\$65	\$67	\$130	\$134	\$16.68
Gymnasium	577 seated, 1320 standing	No Fee	\$75	\$77	\$150	\$154	\$16.68
New Gymnasium	1100 seated, 1603 standing	No Fee	\$75	\$77	\$150	\$154	\$16.68
Cafeteria/Kitchen	250 seated, 600 standing	No Fee	\$65	\$67	\$130	\$134	\$16.68
Middle School							
New Gymnasium	360 seated, 770 standing	No Fee	\$75	\$77	\$150	\$154	\$16.68
Old Gymnasium	360 seated, 780 standing	No Fee	\$75	\$77	\$150	\$154	\$16.68
Cafeteria Kitchen	236 seated, 507 standing	No Fee	\$65	\$67	\$130	\$134	\$16.68
Library		No Fee	\$65	\$67	\$130	\$134	\$16.68
Intermediate School							
Gymnasium	398 (no bleachers)	No Fee	\$75	\$77	\$150	\$154	\$16.68
Cafetorium/Kitchen	626/stage 63	No Fee	\$65	\$67	\$130	\$134	\$16.68
Elementary School							
Gymnasium	300	No Fee	\$38	\$40	\$75	\$79	\$16.68
South House All Purpose Room	100 seated, 225 standing	No Fee	\$33	\$35	\$65	\$69	\$16.68
South Cafeteria/Kitchen	112 seated, 240 standing	No Fee	\$33	\$35	\$65	\$69	\$16.68
East Cafeteria/Kitchen	99 seated, 212 standing	No Fee	\$33	\$35	\$65	\$69	\$16.68
Classrooms							
All Buildings	25	No Fee	\$33	\$35	\$65	\$69	\$11.12
Fields							
		No Fee					
*Turf I		No Fee	N/A	N/A	N/A	N/A	N/A
*Turf II		No Fee	N/A	N/A	N/A	N/A	N/A
*All Other Fields		No Fee					

Additional Fees

In addition to the room and energy hourly fees in the above schedule, **the following fees will also apply:**

Custodial Fees:

Weekday hourly rate is \$25.93, for time extending beyond their regularly scheduled hours, per custodian.

Saturday hourly rate is \$38.90 per custodian, reflecting time and a half rate.

Sunday and holiday hourly rate is \$51.86, per custodian, reflecting double-time rate.

Regularly scheduled hours for custodians at the elementary, intermediate and middle schools are 7am – 6pm, M-F

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 21, 2018

Information Only

Action Requested

Agenda Item Subject: Trash Removal Contractor Recommendation

Submitted by: Richard Rudl

Document Summary/Purpose and/or Recommended Action:

Memorandum regarding the RFP results and recommendation for trash removal contractor.



April 20 2018

TO: BOE Finance Committee
FROM: Richard Rudl, Director of Finance and Operations
CC: Dr. William McKersie, Superintendent of Schools
SUBJECT: RFP Results for Trash Removal

As discussed at a previous Finance Committee meeting we issued an RFP for Trash Removal Services. We received interest from three firms, our current provider, City Carting, Finocchio Brothers and Winter Brothers. However Winter Brothers elected not to submit a proposal. Our current cost of trash removal for FY 19 is \$78,245, with City Carting. Below are the proposals submitted by City Carting and Finocchio Brothers:

**Weston Public Schools
Summary of Trash Removal**

Carrier	Total Cost	% Difference to Current	\$ Difference to Current
City Carting-Current	\$ 78,245	0.00%	\$ -
City Carting-Proposed	\$ 55,020	-29.68%	\$ (23,225)
Finocchio Brothers	\$ 83,812	7.11%	\$ 5,567

Based on the RFP results I am recommending we stay with City Carting under the new financial terms, which will yield a budgetary savings of \$23,225 starting in FY 19. We have also secured credits against our current year's budget in the amount of \$11,355 from City Carting should we elect to stay with them next year under these terms. Over the course of 3 fiscal years (FY19 to FY21) this is a savings of \$82,433 or 34% compared to the current terms of our trash removal agreement.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 21, 2018

Information Only

Action Requested

Agenda Item Subject: Life and Disability Insurance Contractor

Submitted by: Richard Rudl

Document Summary/Purpose and/or Recommended Action:

Memorandum regarding results from RFP for life and disability insurance and recommendation.



April 20 2018

TO: BOE Finance Committee
FROM: Richard Rudl, Director of Finance and Operations
CC: Dr. William McKersie, Superintendent of Schools
SUBJECT: RFP Results for Life and Disability Insurance

As discussed at a previous Finance Committee meeting we issued an RFP for Life and Disability Insurance. Our current provider is Sun Life with a cost for FY 19 of \$113,860. We received eight submissions from firms to provide Life and Disability Insurance based on our current census. The results of this RFP are as follows:

**Weston Public Schools
Summary of Life and Disability Insurance**

Carrier	Total Cost	% Difference to Current	\$ Difference to Current
Sun Life-Current	\$ 113,860	0.00%	\$ -
Prudential	\$ 73,345	-35.58%	\$ (40,515)
Guardian	\$ 81,965	-28.01%	\$ (31,895)
Hartford	\$ 87,072	-23.53%	\$ (26,788)
Cigna	\$ 94,873	-16.68%	\$ (18,987)
Standard	\$ 96,452	-15.29%	\$ (17,408)
UNUM	\$ 99,242	-12.84%	\$ (14,618)
VOYA	\$ 108,496	-4.71%	\$ (5,364)

Based on the results of the RFP, I am recommending a change from Sun Life to Prudential. This change will result in savings to the Weston Public Schools FY 19 operating budget of \$40,515. We did provide Sun Life an opportunity to revise their proposal given they are our current provider and have been for numerous years, they indicated they could not do better than \$113,860.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 21, 2018

Information Only

Action Requested

Agenda Item Subject: Second Reading – 5141.3 Health Assessments Policy

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

Extensive changes recommended by outside counsel, Shipman and Goodwin.

This item is on for a second reading by the Board.

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

Students

**ADMINISTRATIVE REGULATIONS REGARDING HEALTH
ASSESSMENTS/SCREENINGS**

I. Assessments

The Weston Board of Education requires each student enrolled in the Weston Public Schools to **have** undergo health assessments as mandated by state law. The purpose of such health assessments shall be to ascertain whether a student has any physical disability tending to prevent him/her from receiving the full benefit of school work and to ascertain whether school work should be modified in order to prevent injury to the student or to secure a suitable program of education for him/her. Such health assessments must be conducted by a legally qualified practitioner of medicine, an advanced practice registered nurse or registered nurse, who is licensed under state statute, a physician assistant, who is licensed under state statute, or the school medical advisor. The Board of Education will provide written prior notice of the health assessments required under these administrative regulations to the parent or guardian of each student subject to assessment. The parent or guardian shall be provided a reasonable opportunity to be present during such assessment or he/she may provide for such assessment him/herself. No health assessment shall be made of any public school student unless it is made in the presence of the parent or guardian or in the presence of another school employee. Any student who fails to obtain the health assessments required by these administrative regulations may be denied continued attendance in the Weston Public Schools.

II. Assessments Required:

Prior to enrollment in the Weston Public Schools, each student must undergo a health assessment, which shall include:

- (a) a physical examination which includes hematocrit or hemoglobin tests, height, weight, blood pressure, and a chronic disease assessment which shall include; but not be limited to, asthma as defined by the Commissioner of Public Health pursuant to subsection (c) of section 19a-62a of the Connecticut General Statutes. The assessment form shall include (A) a check box for the provider conducting the assessment, to indicate an asthma diagnosis, (B) screening questions relating to appropriate public health concerns to be answered by the parent or guardian, and (C) screening questions to be answered by such provider;
- (b) an updating of immunizations as required by state law;
- (c) vision, hearing, speech and gross dental screenings;

(d) such other information, including health and developmental history, as the physician feels is necessary and appropriate.

The pre-~~enrolment~~enrollment assessment shall also include tests for tuberculosis, sickle cell anemia or Cooley's anemia, and tests for lead levels in the blood if, after consultation with the school medical advisor and the local health department, the Board determines that such tests are necessary. Such tests must be conducted by a registered nurse acting pursuant to the written order of a physician, or physician's assistant, licensed under state law, or of an advanced practice registered nurse, licensed under state law.

Each student enrolled in the Weston Public Schools must undergo a health assessment when entering ~~in~~ grade six and ~~in~~ grade nine ~~must undergo a health assessment~~, which shall include:

(a) a physical examination which includes hematocrit or hemoglobin tests, height, weight, blood pressure, and a chronic disease assessment which shall include; but not be limited to, asthma as defined by the Commissioner of Public Health pursuant to subsection (c) of section 19a-62a of the Connecticut General Statutes. The assessment form shall include (A) a check box for the provider conducting the assessment, to indicate an asthma diagnosis, (B) screening questions relating to appropriate public health concerns to be answered by the parent or guardian, and (C) screening questions to be answered by such provider;

(b) an updating of immunizations as required by state law;

(c) vision, hearing, postural and gross dental screenings;

(d) such other information, including health and developmental history, as the physician feels is necessary and appropriate.

The grade six and grade ~~ten~~ nine assessments shall also include tests for tuberculosis, and sickle cell anemia or Cooley's anemia, if, after consultation with the school medical advisor and the local health department, the Board determines that such tests are necessary. Such tests must be conducted by a registered nurse acting pursuant to the written order of a physician, or physician's assistant, licensed under state law, or of an advanced practice registered nurse, licensed under state law.

The Board of Education shall provide such assessments free of charge to students whose parents or guardians meet the eligibility requirements for free and reduced price meals under the National School Lunch Program or for free milk under the special milk program.

III. Screenings Required:

The Board of Education will provide annually to each student enrolled in kindergarten, and grades one and three ~~to six~~ through five, inclusive, ~~and grade nine~~, a vision screening using

a Snellen chart or equivalent screening device, such as an automated vision screening device. The Superintendent shall give written notice to the parent or guardian of each student (1) who is found to have any defect of vision or disease of the eyes, with a brief statement describing the defect or disease and a recommendation that the student be examined by an optometrist or ophthalmologist licensed pursuant to state law and (2) who did not receive such vision screening, with a brief statement explaining why such pupil did not receive such vision screening.

~~The Board of Education will provide annually to each student enrolled in kindergarten to grade three, inclusive, grade five and grade eight, audiometric screening for hearing. The Superintendent shall give written notice to the parent or guardian of each student who is found to have any impairment or defect of hearing, with a brief statement describing the impairment or defect.~~

~~The Board of Education will provide annual postural screenings for each student in grades five to nine. The Superintendent shall give written notice to the parent or guardian of each student who evidences any postural problem, with a brief statement describing such evidence.~~

The Board of Education will provide annually to each student enrolled in kindergarten and grades one and three through five, inclusive, audiometric screening for hearing. The Superintendent shall give written notice to the parent or guardian of each student (1) who is found to have any impairment or defect of hearing, with a brief statement describing the impairment or defect, and (2) who did not receive an audiometric screening for hearing, with a brief statement explaining why such student did not receive an audiometric screening for hearing.

The Board of Education will provide postural screenings for (1) each female student in grades five and seven, and (2) each male student in grade eight or nine. The Superintendent shall give written notice to the parent or guardian of each student (A) who evidences any postural problem, with a brief statement describing such evidence, and (B) who did not receive a postural screening, with a brief statement explaining why such student did not receive such postural screening.

All of the screenings required under these administrative regulations will be performed in accordance with regulations applicable to such screenings as adopted by the State Board of Education.

IV. Assessment/Screening Results:

The results of each assessment and screening required by these administrative regulations shall be recorded on forms supplied by the State Board of Education. Each physician, advanced practice registered nurse, registered nurse, or physician assistant performing health assessments under these administrative regulations shall sign each form and any

recommendations concerning a student shall be in writing. Assessment/screening forms shall be included in the cumulative health record of each student and they shall be kept on file in the school attended by the student. If a student transfers to another school district in Connecticut, his/her original cumulative health record shall be sent to the chief administrative officer of the new school district and a true copy retained by the Weston Board of Education. For a student leaving Connecticut, a copy of the records, if requested, should be sent and the original maintained.

Appropriate school health personnel shall review the results of each assessment and screening. If the reviewing school health personnel judge that a student is in need of further testing or treatment, the Superintendent shall give written notice to the parent or guardian of such student and shall make reasonable efforts to ensure that such further testing or treatment is provided. Reasonable efforts shall include determination of whether the parent or guardian has obtained the necessary testing or treatment for the student, and, if not, advising the parent or guardian how such testing or treatment may be obtained. The results of such further testing or treatment shall be recorded, kept on file and reviewed by appropriate school health personnel in the same manner as the results of the health assessments and screenings required under these administrative regulations.

The district shall report to the local health department and the Department of Public Health, on a triennial basis, the total number of children per school and on a district-wide basis having a diagnosis of asthma (1) at the time of public school enrollment, (2) in grade six or seven, and (3) in grade ten or eleven. The report shall contain the asthma information collected as required under Section II of this Policy and shall include information regarding each diagnosed child's age, gender, race, ethnicity and school.

V. Exemption

Nothing in these administrative regulations shall be construed to require any student to undergo a physical or medical examination or treatment, or be compelled to receive medical instruction, if the parent or legal guardian of such student or the student, if he/she is an emancipated minor or is eighteen (18) years of age or older, notifies the teacher or principal or other person in charge of such student in writing that he/she objects on religious grounds to such physical or medical examination or treatment or medical instruction.

VI. Other Non-Emergency Invasive Physical Examinations and Screenings:

- (a) In addition to the screenings listed above, the district may, from time to time, require students to undergo additional non-emergency, invasive physical examination(s)/screening(s).
- (b) A non-emergency, invasive physical examination or screening is defined as:

1. any medical examination that involves the exposure of private body parts; or
 2. any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening; and
 3. is required as a condition of attendance, administered by the school and scheduled by the school in advance; and
 4. is not necessary to protect the immediate health and safety of the student, or of other students.
- (c) If the district elects to conduct any such examinations, then, at the beginning of the school year, the administration shall give direct notice to parents of affected students of the district's intent to conduct the non-emergency invasive physical examination(s) and/or screening(s) described in this subsection. Such notice shall include the specific or approximate dates during the school year of the administration of such non-emergency invasive physical examination(s)/screening(s).
- (c) Upon request, the administration shall permit parents or students over the age of eighteen (18) (or emancipated minors) to opt out of participation in the non-emergency invasive physical examination(s)/screening(s) described in this subparagraph.

VII. School Representative to Receive Information Concerning Health Assessments:

The Board of Education designates the principal of each school as the representative for receipt of reports from health care providers concerning student health assessments.

Policy References:

5131.3 Vaccinations

Legal References:

Connecticut General Statutes	
§ 10-206	Health assessments
§ 10-206a	Free health assessments
§ 10-208	Exemption from examination or treatment
§ 10-214	Vision, audiometric and postural screenings: When required; notification of parents re defects; record of results

[Public Act 17-146, “An Act Concerning the Department of Public Health’s Various Revisions to the Public Health Statutes,” Section 5, effective October 1, 2017](#)

[Public Act 17-173, “An Act Concerning Minor Revisions and Additions to the Education Statutes,” Section 5, effective July 1, 2017](#)

State of Connecticut Department of Education, ~~Bureau of School, Family, Community Partnerships~~, Bureau of Health/Nutrition, Family Services and Adult Education Cumulative Health Records Guidelines (~~2003~~ Revised 2012).

<http://www.sde.ct.gov/sde/lib/sde/PDF/deps/student/health/CHRguidelines.pdf>

Federal Law:

Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act, Public Law 114-95, at 20 U.S.C. § 1232h(c)(2)(C)(iii). ~~as amended by the No Child Left Behind Act of 2001, Public Law 107-110, § 1061, codified at 20 U.S.C. § 1232h.~~

Regulation Adopted: October 1, 1990
Regulation Revised: September 14, 1993
Regulation Revised: October 20, 2003
Regulation Revised: September 20, 2008
Regulation Revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Health Assessments and Immunizations

The Board recognizes the importance of periodic health assessments according to state health regulations.

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

To determine health status of students, facilitate the removal of handicaps to learning, and find out whether some special adaptation of the school program may be necessary, the Board of Education may request that students have health assessments.

The Board of Education adheres to those state laws that pertain to school immunizations and health assessments. The Board may deny continues attendance in school to any student who fails to obtain the health assessments required under C.G.S. 10-206.

Parents wishing their children exempted or excused from health assessments may request such exemption to the Superintendent of Schools in writing. This request must be signed by the parent or guardian and, if for medical reasons, by a physician.

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

No record of any student medical assessment may be open to the public.

School health personnel will screen the hearing of children in kindergarten through third grade and grades five and eight. Student failing screening will, in addition, be tested by a speech and hearing clinician.

Vision screening is conducted by pathologist/school health personnel, or other trained personnel, each fall of the new school year in grades pre-k through four, five, eight and nine.

Physical examinations are required of all sixth and tenth grade students.

Immunization Required

~~Before admission to Weston Public Schools, either in kindergarten or any other grades, entrants are required by state law to show proof of immunization against:~~

- ~~1. Series of polio inoculations (4 dates)~~
- ~~2. Whooping Cough (Pertussis) (4 dates)~~
- ~~3. Tetanus (4 Dates)~~
- ~~4. Diphtheria (4 dates)~~
- ~~5. Measles, Rubella, Mumps (after one year)~~
- ~~6. Measles (2nd vaccination of MMR booster before grade seven)~~
- ~~7. A tuberculosis skin test or chest x ray, **if recommended by personal physician**~~
- ~~8. Hemophilus Influenza Type B (prior to age five for entry into the Weston Public Schools)~~
- ~~9. Varicella demonstrate proof of immunity or varivan vaccine (students 13 years of age or older receiving the vaccine must have documentation by a physician of two doses at least four weeks apart)~~
- ~~10. Hepatitis B vaccine (series of three vaccines)~~

Policy References: [5131.31, Vaccinations](#)

Legal References: Connecticut General Statutes

~~10-204~~ ~~Vaccination~~

10-204a	Required immunizations
10-204c	Immunity from liability
10-206	Health assessments
10-206a	Free health assessment
10-208	Exemption from examination or treatment
10-208a	Physical activity of student restricted; boards to honor notice
10-205	Records not to be public
10-212	School nurses (as amended by P.A. 03-211)
10-213	Vision, audiometric and postural screenings

5141.3(e)

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

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

Public Act 05-272

Policy adopted: October 1, 1990
Policy revised: September 14, 1993
Policy revised: January 21, 2003
Policy revised: October 6, 2005
Policy revised: November 21, 2005
Policy revised:

WESTON PUBLIC SCHOOLS
Weston, Connecticut

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 21, 2018

Information Only

Action Requested

Agenda Item Subject: Second Reading – New Policy 1412 School Resource Officer

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

While the Board has an MOU, it did not have an existing policy.

This item is on for a second reading by the Board.

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

Safety

School Resource Officer(s)

In order to make schools more orderly, safe, and secure, the district will permit School Resource Officer(s) (“SRO”) employed by the Weston Police Department to be on duty in the district in accordance with the attached memorandum of understanding and any approved amendments thereto.

The utilization of school resource officer(s) in district schools is to accomplish the following goals:

- To provide a safe learning environment and to help reduce school violence.
- To improve school/law enforcement collaboration.
- To improve perceptions and relations among students, staff, and law enforcement officials.
- To collaborate with designated staff in the district and the individual schools, local law enforcement, fire service, public safety and emergency management agencies, and with parents/guardians on a wide variety of school safety issues.
- To provide training to students regarding drug use prevention, cybersecurity, and other important issues.

Duties of the SRO(s) shall include, but are not limited to:

- Assist the Superintendent, principals, other administrators, faculty, and staff in developing plans and strategies to prevent and/or minimize dangerous situations that may occur on school grounds.
- Present topics to students on various law enforcement/safety issues.
- Contact the principal of the school about any incidents, charges, and arrests at that school within a timely manner.
- Take law enforcement action when necessary.
- Conduct investigations of crimes that occur at any school and use other resources if needed for follow up investigations.
- Follow the guidelines of Board of Education policy, Weston Public Schools administrative regulations, the Weston Police Department general orders, and the law in regards to investigations, interviews and searches relating to juveniles and other students.
- Assist the Superintendent, principals, other administrators, faculty, and staff in enforcing the Board of Education policies, administrative regulations, and other school rules in order to maintain a safe learning environment. When it pertains to preventing a disruption that would, if ignored, place students, faculty and/or staff at risk of harm, the

SRO(s) will resolve the problem to preserve the school climate. IN ALL OTHER CASES, student discipline is the Weston Public Schools' responsibility, and the SRO (s) will intervene and take students who violate Board of Education policies, administrative regulations, and other school rules to the office of the principal where school discipline can be meted out by the principal or other appropriate administrators.

- Coordinate and communicate with Weston Public Schools security personnel.

The Board shall enter into a Memorandum of Understanding (MOU) with the Weston Police Department that defines the SRO's role and responsibilities, and such MOU shall be appended to this policy.

Policy and Administrative Regulation References

1411 – Law Enforcement Agencies

5114 – Student Discipline

Legal References

Conn. Gen. Stat. §4-176e through 4-180a. Contested Cases. Notice. Record

Conn. Gen. Stat. §10-220 Duties of Boards of Education

Conn. Gen. Stat. §10-233a through 10-233f. Suspension, Removal and Expulsion of Students, as amended by PA 95-304, PA 96-244, and PA 98-139.

Conn. Gen. Stat. §53a-3 Definitions.

Conn. Gen. Stat. §53a-217b Possession of Firearms and Deadly Weapons on School Grounds.

PA 94-221 An Act Concerning School Discipline and Safety.

GOALS 2000: Educate America Act, Pub. L. 103-227.

18 U.S.C. 921 Definitions.

Title III - Amendments to the Individuals with Disabilities Education Act.

Sec. 314 (Local Control Over Violence)

Elementary and Secondary Act of 1965 as amended by the Gun Free Schools Act of 1994.

P.L. 105-17 The Individuals with Disabilities Act, Amendment of 1997.

Kyle P. Packer PPA Jane Packer v. Thomaston Board of Education.

**Agreement Between
the
Weston Police Department
and the
Weston Public Schools
for
The School Resource Officer Program**

This agreement made and entered into this 13th day of October, 2015 by and between the Weston Police Department and the Weston Public Schools (“Agreement”).

It is the intention of the Weston Police Department and the Weston Public Schools to work together to provide a safe and healthy school environment for students, staff, faculty, and visitors.

Goals and Objectives

- Establish a positive working relationship between the police and the schools in a cooperative effort to maintain a safe, drug free and secure school environment that is conducive to learning and to student development;
- Promote positive attitudes regarding the role of police in our community.

Term of Agreement

The initial term of this Agreement shall be for three (3) years (“Initial Term”) commencing on the date upon which both parties have executed this Agreement (“Effective Date”). Prior to each anniversary of the Effective Date, the Board of Education and the Police Commission may vote to extend this Agreement for an additional one (1) year beyond the Initial Term and any extension thereof approved in accordance with this section. Such vote may occur prior to each anniversary of the Effective Date. Absent such action by the Board of Education and the Police Commission, this Agreement shall terminate at the conclusion of the Initial Term and any extension thereof approved in accordance with this section.

Assignment of School Resource Officer

The Weston Police Department agrees to provide a School Resource Officer (hereinafter, “the SRO”) to the Weston Public Schools.

The Chief of Police (hereinafter “the Chief”) shall assign and or hire a Weston Police officer to assume the roles and responsibilities of the SRO, subject to the approval of the Weston Police Commission (hereinafter “the Commission”) and the School Superintendent (hereinafter “the Superintendent”), which approval shall not unreasonably be withheld.

It is the responsibility of the SRO to notify the Superintendent and school principals of his or her work schedule each month. Such schedule shall be determined by and between the Chief and the assigned officer's union.

SRO(s) shall remain employees of the Weston Police Department and shall not be employees of the Weston Public Schools. The Weston Public Schools acknowledge that the SRO will remain responsive to the command of the Weston Police Department.

Duties of the School Resource Officer

- Assist the Superintendent, principals, other administrators, faculty, and staff in developing plans and strategies to prevent and/or minimize dangerous situations that may occur on school grounds.
- Present topics to students on various law enforcement/safety issues.
- Contact the principal of the school about any juvenile delinquency, incidents, charges, and arrests at that school within a timely manner.
- Take law enforcement action when necessary.
- Conduct investigations of crimes that occur at any school and use other resources if needed for follow up investigations.
- Follow the guidelines of case law, Board of Education policy, Weston Public Schools administrative regulations, and the Weston Police Department general orders in regards to investigations, interviews and searches relating to juveniles and other students.
- Assist the Superintendent, principals, other administrators, faculty, and staff in enforcing the Board of Education policies, administrative regulations, and other school rules in order to maintain a safe learning environment. When it pertains to preventing a disruption that would, if ignored, place students, faculty and/or staff at risk of harm, the SRO will resolve the problem to preserve the school climate. IN ALL OTHER CASES, student discipline is the Weston Public Schools' responsibility, and the SRO will intervene and take students who violate Board of Education policies, administrative regulations, and other school rules to the office of the principal where school discipline can be meted out by the principal or other appropriate administrators.
- Coordinate and communicate with Weston Public Schools security personnel.

Facilities and Equipment

The school board shall provide to the full time SRO the following materials and facilities, which are deemed necessary to the performance of the SRO:

- Access to an air-conditioned and properly lighted private office containing a telephone line to be used for general business purposes;
- A desk with drawers, a chair and filing drawers;
- Access to a computer terminal or computer hookup.

The Weston Police Department will supply the SRO with the usual and customary office supplies and forms required for the performance of his or her duty.

Dismissal of a School Resource Officer

Upon receipt of written documentation from the Superintendent of the Weston Public Schools to the Chief of Police of any concerns that the SRO is not effectively performing his or her duties and responsibilities, the Weston Police Department may dismiss or reassign the SRO based upon the Weston Police Department's rules, regulations, general orders, and the terms of the collective bargaining agreement with its officers, after consideration of the Superintendent's concerns and documentation.

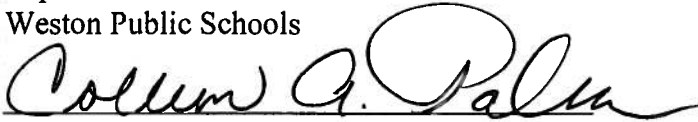
The Weston Police Department and the Weston Public Schools agree to provide their employees with training relative to this Agreement and its purpose. The parties also agree to maintain regular and open communication to evaluate the effect of this Agreement and suggest improvements and adjustments that may be necessary.

This Agreement constitutes a final written expression of all terms of this Agreement and is a complete and exclusive statement of those terms. It may be modified in writing by consent of the parties.


IN WITNESS WHEREOF, the parties have caused this Agreement to be signed by their duly authorized officers.

Signed, sealed, and delivered in the presence of:

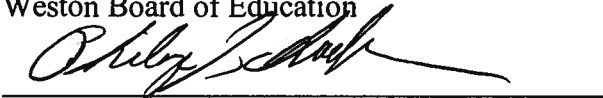
Superintendent
Weston Public Schools



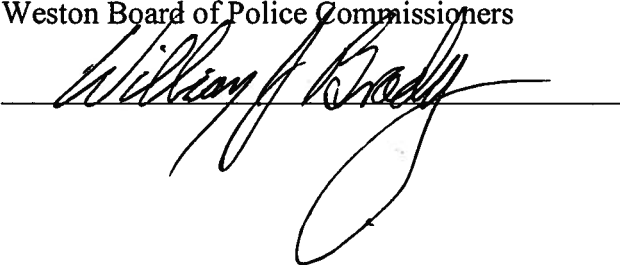
Police Chief
Weston Police Department



Chairman
Weston Board of Education



Chairman
Weston Board of Police Commissioners



Dear Sir,

Yours faithfully,

[Signature]

[Name]

[Address]

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 21, 2018

Information Only

Action Requested

Agenda Item Subject: Second Reading – 5131.31 Vaccination Policy

Submitted by: Lewis Brey

Document Summary/Purpose and/or Recommended Action:

New Policy recommended by Shipman and Goodwin. Vaccinations are now covered in this separate policy.

This item is on for a second reading by the Board.

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

Students

VACCINATIONS

In accordance with state law and accompanying regulations, the Weston Board of Education requires each child to be protected by adequate vaccination against diphtheria, pertussis, tetanus, poliomyelitis, measles, mumps, rubella, hemophilus influenzae type B, hepatitis A, hepatitis B, varicella, pneumococcal diseases, meningococcal disease and any other vaccine required by the schedule for active immunization as determined by the Commissioner of Public Health pursuant to Conn. Gen. Stat. § 19a-7f, prior to enrolling in any program or school under its jurisdiction.

Among other requirements, before being permitted to enter seventh grade, the Board requires each child to be vaccinated against meningococcal disease. The Board further requires each child to receive a second vaccination against measles and tetanus, diphtheria and pertussis (Tdap) before being permitted to enter seventh grade.

Further, each child must have received two doses of the vaccine against varicella before being permitted to enter kindergarten and seventh grade, and each child must have received two doses of the vaccine against rubella and mumps before being permitted to enter grades kindergarten through twelve.

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

Exemption from the pertinent requirements of these administrative regulations shall be granted to any child who, prior to enrollment:

- (1) presents a certificate from a physician, physician assistant, advanced practice registered nurse or local health agency stating that initial vaccinations have been given to such child and additional vaccinations are in process under guidelines and schedules specified by the Commissioner of Health; or
- (2) presents a certificate from a physician, physician assistant, or advance practice registered nurse stating that in the opinion of a such physician, such vaccination is medically contraindicated because of the physical condition of such child; or

- (3) presents a statement from the parents or guardian of such child that such vaccination would be contrary to the religious beliefs of such child or the parents or guardian of such child, which statement shall be acknowledged by
 - (A) a judge of a court of record or a family support magistrate,
 - (B) a clerk or deputy clerk of a court having a seal,
 - (C) a town clerk,
 - (D) a notary public,
 - (E) a justice of the peace,
 - (F) an attorney admitted to the bar of the State of Connecticut, or
 - (G) a school nurse; or
- (4) in the case of measles, mumps or rubella, presents a certificate from a physician, physician assistant or advanced practice registered nurse or from the Director of Health in such child's present or previous town of residence, stating that the child has had a confirmed case of such disease; or
- (5) in the case of hemophilus influenzae type B, has passed his/her fifth birthday; or
- (6) in the case of pertussis, has passed his/her sixth birthday.

Before being permitted to enter the seventh grade, the parents or guardian of any child who is exempt on religious grounds from the vaccination requirements, pursuant to subsection (3) above, shall present to the Board a statement that such vaccination requirements are contrary to the religious beliefs of such child or the parents or guardian of such child, which statement shall be acknowledged in the same manner as required by subsection (3) above.

In accordance with state law, the Weston Board of Education shall not be liable for civil damages resulting from an adverse reaction to a non-defective vaccine required to be administered by state law.

If the parents or guardians of any child are unable to pay for any required vaccination, the expense of such vaccination shall, upon the recommendation of the Board of Education, be paid by the town of the child's residence.

The Board of Education designates the principals of each school as the representatives for receipt of reports from health care providers concerning student vaccinations.

The regulations concerning required vaccination for elementary (including preschool), middle and high school students can be found at:
<http://www.dir.ct.gov/dph/PHC/browse.asp>.

Policy References: 5141.3 and R5141.3, Health Assessments

Legal References: Connecticut General Statutes
§ 10-204a Required immunizations
§ 10-204c Immunity from liability

Connecticut Agencies Regulations
§ 10-204a-2a Adequate Immunization

Letter to Superintendents of Schools et al. from Connecticut State Departments of Public Health and Education, *Reinstatement of Prekindergarten and Kindergarten School Immunization Entry Requirement for Haemophilus Influenza Type B (Hib) Vaccine*, June 25, 2010.

Letter to Superintendents of Schools et al. from Connecticut State Departments of Public Health and Education, *Changes in the Immunization Requirements for School Entry*, March 15, 2011.

ADOPTED _____

WESTON PUBLIC SCHOOLS
Weston, Connecticut

**Minutes
Finance Committee
April 20, 2018**

Present:

Jacqueline Blechinger, Committee Chair
Gina Albert, Committee Member
Tony Pesco, Committee Member
Dr. William McKersie, Superintendent of Schools
Richard Rudl, Director of Finance and Operations

Guest:

Dr. Ken Craw, Assistant Superintendent

The meeting was called to order by Ms. Blechinger at 8:22 a.m.

The Committee discussed the following items regarding the FY 2018 financial update for the period of July 2017– March 2018:

- Mr. Rudl reported a projected fund balance for FY 2018 of \$2,927 with encumbrances totaling \$11,961,081, against a budget of \$50,969,374 after the supplemental appropriation of \$1,061,852 which was approved by the Board of Finance.
- Mr. Rudl informed the Committee that the report reflects transfers totaling \$154,418. Of these transfers, six are in excess of \$5,000. These include \$54,766 for the reclassification of the technology lease payment due to not moving forward with the technology lease, \$19,860 for the replacement of the computer system which monitors the waste water treatment plant, \$7,199 to cover the heating deficit discussed at the March Finance Committee meeting due to the colder than anticipated winter, \$10,000 to cover occupational and physical therapy services for students, \$8,060 to partially cover a consultant hired to cover for a speech teacher on maternity leave, \$7,652 to extinguish the sick bank deficit as reported at the March Finance Committee meeting.
- Regarding the Internal Services Fund, Mr. Rudl reported that the current fund balance is \$1,870,105 and the negative net change is now (\$435,226). Claims for March were within expectations, and totaled \$565,859.
- Mr. Rudl identified three areas which account for a total shortfall of (\$131,969). These areas include the technology lease, which was not approved by the Board of Selectmen, the cost to hire a consultant to cover for a speech teacher on maternity leave, and high

school substitutes. Mr. Rudl also identified some surplus areas which could be used to offset this deficit. Once these are applied, the shortfall is replaced with a positive year-end balance of \$2,927.

- While the District was surprised and disappointed that the Board of Selectmen did not approve the special appropriation to cover the cost of the technology lease, this does allow the District to have more control over the funds which will be used to cover the cost of the new technology equipment, and as the fiscal year draws to a close, there may be funds available that can be transferred to help cover the cost as well after the budget freeze is enacted.

The Committee discussed the following items regarding special education out-of-district tuition:

- Mr. Rudl reported that the current projected Special Education out-of-district tuition balance is \$3.07 million, which has increased slightly since the previous month due to adjustments to the encumbrance holds. Taking into account the transfers approved by the Board to date, and the supplemental appropriation approved by the Board of Selectmen, the shortfall will be negated.

The Committee discussed the following items regarding the RFP results for life and disability insurance:

- Mr. Rudl informed the Committee that the District went out to bid for a new life and disability insurance carrier. Eight submissions were received, with Prudential being the lowest bidder. The District's current provider, Sun Life was actually the most expensive provider, and indicated that they could not go lower. Based on the results, Mr. Rudl recommended that the District switch to Prudential. The Committee agreed, and will bring this to the entire Board at the May Board of Education meeting.*

The Committee discussed the following regarding the RFP results for rubbish removal:

- Mr. Rudl reported that the District issued an RFP for trash removal services. The District received interest from three firms, however one elected not to submit a proposal. The District's current provider, City Carting, was the low bidder, and Mr. Rudl is recommending that the District remain with them. This will yield a budgetary savings of over \$23,000 beginning in FY19. Mr. Rudl added that the District has also secured credits against the current year's budget in the amount of \$11,355 from City Carting should the District elect to stay with them next year. The Committee agreed, and voted to bring this to the full Board at the May Board of Education meeting.*

The Committee discussed the following regarding the RFQ results for the Zenon plant monitoring and maintenance:

- Mr. Rudl informed the Committee that for several months the District has been looking at alternative providers for the Zenon plant in an effort to improve the quality of service as well as exploring any financial savings that could be attained. The District has interviewed and reached out to several companies, including the current provider – Whitewater, as well as Veolia and Suez Water. Suez Water opted not to pursue a relationship with the District. Veolia submitted a proposal that would allow the District to reduce its cost, invest capital within the facility, and provide a five year capital outlook for the facility and all while still providing the maintenance and operational services for the plant. Additionally, Veolia will include replacement of the membranes in the plant as part of the proposal's cost, rather than separately, as proposed by Whitewater. This will save the District \$64,000. Veolia also has very strong references, including Joel Barlow High School, which have been vetted by the District.

- Mr. Rudl recommended that Veolia assume responsibility for the plant beginning in July. Whitewater will need to be notified of this change by the end of April. The Committee agreed to award maintenance of the Zenon plant to Veolia, and to move this to the entire Board for approval.*

The Committee discussed the following regarding the high school science research room proposed equipment purchasing plan:

- Dr. Craw informed the Committee that the District requires \$60,000 in order to equip the high school science research room and added that everything is moving along smoothly. The District has received \$10,000 from a Title 4 grant, \$30,000 from the Weston Education Foundation, and \$11,000 from the middle school PTO to help offset the costs. The District is currently receiving quotes for the equipment. Ms. Albert added that the Weston Progress Fund may be able to contribute as well.

The Committee discussed the following regarding approval of the March minutes:

- The Committee approved the March minutes.

There being no further business to discuss, the meeting adjourned at 9:19 a.m.

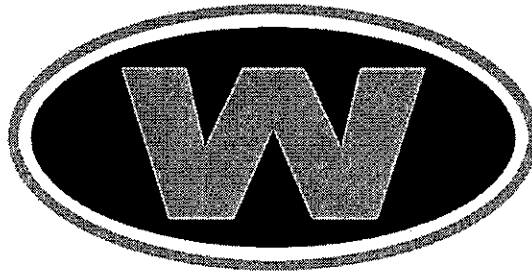
The next meeting will be held on May 11th.

Respectfully submitted:

Andrew Galli

Administrative Assistant to the Director of Finance and Operations

*See attached document



April 20 2018

TO: BOE Finance Committee

FROM: Richard Rudl, Director of Finance and Operations

CC: Dr. William McKersie, Superintendent of Schools

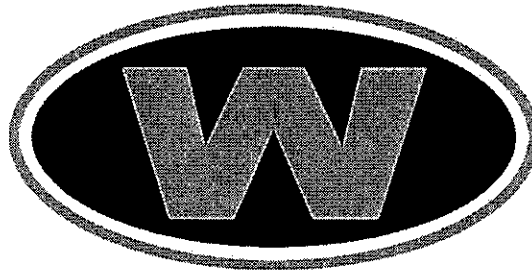
SUBJECT: RFP Results for Life and Disability Insurance

As discussed at a previous Finance Committee meeting we issued an RFP for Life and Disability Insurance. Our current provider is Sun Life with a cost for FY 19 of \$113,860. We received eight submissions from firms to provide Life and Disability Insurance based on our current census. The results of this RFP are as follows:

**Weston Public Schools
Summary of Life and Disability Insurance**

Carrier	Total Cost	% Difference to Current	\$ Difference to Current
Sun Life-Current	\$ 113,860	0.00%	\$ -
Prudential	\$ 73,345	-35.58%	\$ (40,515)
Guardian	\$ 81,965	-28.01%	\$ (31,895)
Hartford	\$ 87,072	-23.53%	\$ (26,788)
Cigna	\$ 94,873	-16.68%	\$ (18,987)
Standard	\$ 96,452	-15.29%	\$ (17,408)
UNUM	\$ 99,242	-12.84%	\$ (14,618)
VOYA	\$ 108,496	-4.71%	\$ (5,364)

Based on the results of the RFP, I am recommending a change from Sun Life to Prudential. This change will result in savings to the Weston Public Schools FY 19 operating budget of \$40,515. We did provide Sun Life an opportunity to revise their proposal given they are our current provider and have been for numerous years, they indicated they could not do better than \$113,860.



April 20 2018

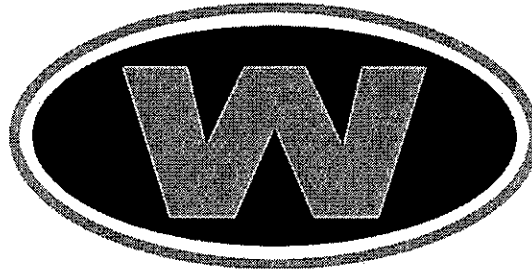
TO: BOE Finance Committee
FROM: Richard Rudl, Director of Finance and Operations
CC: Dr. William McKersie, Superintendent of Schools
SUBJECT: RFP Results for Trash Removal

As discussed at a previous Finance Committee meeting we issued an RFP for Trash Removal Services. We received interest from three firms, our current provider, City Carting, Finocchio Brothers and Winter Brothers. However Winter Brothers elected not to submit a proposal. Our current cost of trash removal for FY 19 is \$78,245, with City Carting. Below are the proposals submitted by City Carting and Finocchio Brothers:

**Weston Public Schools
Summary of Trash Removal**

Carrier	Total Cost	% Difference to Current	\$ Difference to Current
City Carting-Current	\$ 78,245	0.00%	\$ -
City Carting-Proposed	\$ 55,020	-29.68%	\$ (23,225)
Finocchio Brothers	\$ 83,812	7.11%	\$ 5,567

Based on the RFP results I am recommending we stay with City Carting under the new financial terms, which will yield a budgetary savings of \$23,225 starting in FY 19. We have also secured credits against our current year's budget in the amount of \$11,355 from City Carting should we elect to stay with them next year under these terms. Over the course of 3 fiscal years (FY19 to FY21) this is a savings of \$82,433 or 34% compared to the current terms of our trash removal agreement.



April 20, 2018

TO: BOE Finance Committee

FROM: Richard Rudl, Director of Finance and Operations

CC: Dr. William McKersie, Superintendent of Schools, Joseph Olenik, Director of Facilities and Security

SUBJECT: RFQ Results for Zenon Plant

As our March and April Facilities Committee meeting we discussed the topic of the Zenon Plant in the context of our RFQ for a service provider to manage the Zenon Plant as well as capital needs associated with the plant. This outreach and RFQ process began early in the fiscal year but was highlighted at the Board of Selectman meeting in which the Board of Education's budget was being reviewed. As you recall at the Board of Selectman Budget hearings the Town had pursued without the knowledge of the Board of Education or administration a proposal from WhiteWater to replace the membranes in the Zenon plant at a cost of \$64,000. As we had mentioned during this meeting we were pursuing other options as it related to the management and investment within the Zenon Plant that we felt would address their concern of the membranes but in a much more prudent and fiscally responsible manner.

We have interviewed and reached out to a few companies including our current provider WhiteWater, Veolia, and SUEZ Water regarding the districts Zenon Plant. SUEZ Water elected not to pursue a relationship with the Weston Public Schools however Veolia submitted a proposal for a five year agreement to manage our Waste Water Treatment Facility. Currently Veolia provides services to Joel Barlow High School, City of New London, City of Danbury, and Naugatuck to name a few. Veolia walked our facility noted a few recommendations and submitted a proposal that would allow the Weston Public Schools to reduce its cost, invest capital within its facility, a five year capital outlook for the facility while still providing maintenance and operational services for the plant. The proposal from Veolia will include a replacement of the membranes in the Zenon Plant, which would be included in the cost of their proposal while WhiteWater would be an additional \$64,000 to provide this item. Below is a summary of the financial comparison of the two proposals, which is also shown separately:

	<u>White Water</u>					Total
	2019	2020	2021	2022	2023	
Maintenance Contract	\$ 132,882	\$ 138,874	\$ 145,107	\$ 150,911	\$ 156,947	\$ 724,721
Repair Account	\$ 7,511	\$ 8,262	\$ 9,088	\$ 9,997	\$ 10,997	\$ 45,855
Capital*	\$ -	\$ 64,000	\$ -	\$ -	\$ -	\$ 64,000
Total	\$ 140,393	\$ 211,136	\$ 154,195	\$ 160,908	\$ 167,944	\$ 834,577

**represents membrane replacement*

***5 Year capital study proposed for an additional \$8,615.51*

	<u>Veolia</u>					Total
	2019	2020	2021	2022	2023	
Maintenance Contract*	\$ 89,579	\$ 93,162	\$ 96,889	\$ 100,764	\$ 104,795	\$ 485,189
Repair Contract	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000	\$ 200,000
Total	\$ 129,579	\$ 133,162	\$ 136,889	\$ 140,764	\$ 144,795	\$ 685,189
Net Savings	\$ 10,814	\$ 77,974	\$ 17,306	\$ 20,144	\$ 23,149	\$ 149,388

**Includes replacement of Membranes for Summer of 2018.*

***Will also provide a 5 year capital outlook evaluation within maintenance contract*

**SUEZ Water elected not to submitted a quote for services*

The savings in FY 19 by switching to Veolia would amount to \$10,814 and over the course of a five year agreement would amount to \$149,388. As with all our service agreements we would also have the right to terminate this agreement with written 90 days' notice should the district at any point be unsatisfied with Veolia.

Based on our experience with our current provider WhiteWater, our discussions with both WhiteWater and Veolia both Joe Olenik and myself are strongly recommending a switch to Veolia starting July 1, 2018.

WESTON BOARD OF EDUCATION

Weston, CT

Meeting Date: May 21, 2018

Information Only

Action Requested

Agenda Item Subject: May Principals' Report

Submitted by: Kenneth Crow

Document Summary/Purpose and/or Recommended Action:

May Principal's Report for Board review.

For more Board of Education Meeting and Committee Meeting Information, visit:
<https://meeting.cabe.org/public/Agency.aspx?PublicAgencyID=47&AgencyTypeID=1>

WESTON PUBLIC SCHOOLS REPORT

May 21, 2018



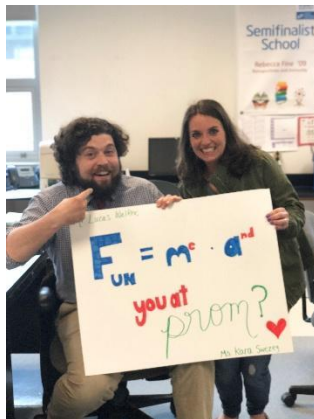
Weston High School

Lisa Deorio, Principal

*In this issue... Principal's Update
Academic Programs
Athletics
Awards and Recognition
Co-Curricular Programs*

PRINCIPAL'S UPDATE

With only five weeks left to the school year, Weston High School is in full swing with academic projects and portfolios, co-curricular events, and athletic competitions. Our prom was held on May 18 at the Trumbull Marriott with over 300 attendees. Faculty members even joined in the fun of asking their dates. Pictured are Ms. Swezey and Mr. Walker. The other picture are two seniors, Matt Couch and Thomas Samaranayake, receiving the latest senior giveaway, which was a Weston duffle bag.



Here is a schedule of upcoming events at Weston High School:

- May 21 U.S. History trip to FDR library.
- May 24 Art trip to Yale University Gallery of Art.
- June 5 Senior Class Trip to Great Adventure New England.
- June 8 Annual Awards Ceremony for grades 9-11 to be held in the morning in our gym.
- June 12 Company Annual Banquet at Rolling Hills.
- June 13 Senior Banquet at our cafeteria.
- June 14 Senior Awards Ceremony in our auditorium beginning at 7 p.m.
- June 21 & 22 graduation rehearsal. (Time TBD)
- June 22 Class of 2018 Graduation beginning at 6 p.m. followed by the Post-graduation Event sponsored by the PTO.

ACADEMIC PROGRAMS

Animal Behavior students in Ms. Greenberg's class had the opportunity to meet Jim Knox, the Curator of Education at the Beardsley Zoo. Mr. Knox talked with the students about the importance of studying animal behavior in conservation, as well as providing examples of how understanding behavior allows zoos to keep animals healthy, happy, and safe.

Music students traveled to Washington, D.C. for a weekend tour of performances and sightseeing this spring. The Chamber Singers performed at the Basilica of the National Shrine and the entire group toured the rooftop of the Kennedy Center and saw a show. The WHS String Orchestras, Band, and Chorale performed for our nation's veterans at the United States Soldier's and Airmen's Home and then visited the Smithsonian, and toured the monuments. All groups ended the tour by participating in masterclasses with the music faculty at George Mason University. This was a wonderful, memorable trip organized by teachers Mr. Fasoli, Ms. Morris, and Ms. Smart.



French students hosted students from France this month in partnership with Joel Barlow High School. Our French guests visited classes and traveled to New York City as part of the experience. We would like to thank all of our students who opened their homes.



Social Studies teacher, Ms. O'Leary, presented at the Northeast Regional Social Studies Conference this past April on Religious Literacy. Her session, "Religious Studies and the Cultural Studies Method," introduced participants to the newly adopted C3 Religious Studies Framework. Participants were introduced to a framework for teaching about religion in the classroom, and participated in curriculum building workshops to apply the framework to their own settings.

Dr. McKersie acted as assistant to the moderator in Ms. Conetta's Honors Modern World Studies classes during their Cold War UN simulation. Dr. McKersie was in charge of monitoring the speaker's list where he was tasked with observing each delegate's participation and monitoring each nation's involvement in the debate. While it may have been challenging at times, Dr. McKersie excelled at this responsibility and was vital to the success of the debate.



The Social Studies department has partnered up with the Weston Historical Society in providing feedback for their current 1960's exhibit. The department met with members of the historical society twice to discuss themes associated with their exhibit. This included both a discussion at the high school as well as a private tour at the site. In addition, former department member, Jeanie Bennett, presented a lecture, "1968: The Year That Changed a Nation," Wednesday, May 16, 2018 at the



historical society. Many department members went to the lecture to hear their former colleague speak to the town.

Mrs. Pioli, Mrs. Guadagnoli, and Ms. Conetta took part in an “Inquiry in the Social Studies Classroom” workshop led by 2012 Connecticut Teacher of the Year, David Bosso, at Fairfield University this past month. The three teachers participated in activities associated with questioning in the social studies, which supports the department’s inquiry focus for this school year.

Writing Center teachers held 60 conferences with students to revise and edit their writing in the month of April. Twenty-three percent of these conferences were with students who were first-time visitors to the Writing Center this year. The Writing Center worked with 10th grade English teachers to review the expectations for the Sophomore Writing Portfolio and thus encouraged students to continue revising their selections. Students have been proactive in making individual appointments in preparation for the submission of their portfolios, which were due on May 7. Portfolio results will be available to students and parents/guardians in early June.

ATHLETICS

The following members of the Class of 2018 have committed to playing sports in college:

Christian Watanabe, basketball—Kenyon
Jason Baisley, lacrosse—Colby
Max Chayet, crew—Williams
Tim Lautenbach, track—Trinity
Devon Panziner, swimming—Dickinson
Petra Friden, soccer—Smith
Kathleen Murphy, track—Naval Academy
Jack Weiss, soccer—Fairfield
Brian Kennedy, track—Bucknell
Earnest Chen, crew—Yale
William Grotto, crew—Cornell
Charlie Palsho, swimming—Dartmouth
Grace Toner, lacrosse—Colby

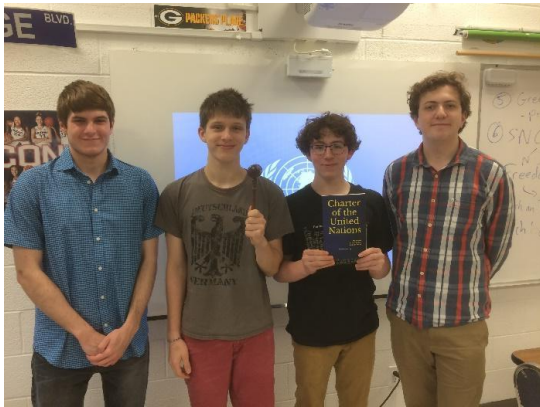


CO-CURRICULAR PROGRAMS

Student Government members volunteered at Person-to-Person in Darien, Connecticut, promoting our spring community service initiative. Students visited Person-to-Person’s headquarters behind St. Luke’s Parish where they helped organize donated clothing and household items. This experience was so successful that the group looks forward to partnering with Person-to-Person for more occasions in the future.

Student Government’s spring spirit week, Color Clash, was quite successful this month with popular events such as Floor Hockey, Field Day, and Food, Friend’s and Funk, celebrated amongst the students and faculty of Weston High School. Food, Friend’s and Funk had over 200 attendees and featured the

Colony Pizza Truck. Student Government would like to thank Weston's Youth Services Department for helping to sponsor this wonderful community event.



The Model United Nations club recently held its yearly election of club officers. We are very pleased to announce that Aidan Delgass will be the new Secretary-General and that Eli Brennan was elected as Under-Secretary for the 2018-2019 school year. Many thanks to our graduating seniors, outgoing Secretary-General, Adam Frederiksen and outgoing Under-Secretary, Gavin Reed. The Model UN is looking forward to another great year with its new club officers.

The Spanish, French, Chinese, Latin, and Music Honor Societies joined forces on April 24th to put on the first Weston High School World Fair. Each corner of the cafeteria took you to a new corner of the 'globe' where any of the 200+ attendees could participate in traditional games, sample food, and learn basic conversational phrases from each of the represented cultures. The room was serenaded by members of the Tri-M Music Honor society, featuring traditional (and non-traditional) music from each culture. Some acts included Maya Kallins, and Jonathan Eiler performing songs in Chinese, French students singing "Champs Elysses," Chamber Singers performing some of their Latin repertoire, and members of the band Kris (Orbit) playing "Oye Como Va." This was a tremendous combined effort by all of the honors societies, and we look forward to expanding the fair next year!



Builders Beyond Borders (B3) students traveled to the Dominican Republic this winter and again in April to build classrooms. Pictured here is Team Estrellon who built three classrooms in Batey Palmarejo, which is a Haitian community outside of Santo Domingo. Next year B3 will travel to Guatemala. Interested students and parents are invited to the B3 open house on Sunday, June 10, from 3:00 to 5:00 p.m. at 66 Fort Point Street in Norwalk. Mrs. Deorio serves as a team leader with B3 and is available to answer any questions regarding this terrific community service program.

AWARDS AND RECOGNITION



Junior Kayla Zhang has won the 2018 Junior Study Abroad Scholarship for her achievement on the National Spanish Examination and for her excellent skills in the Spanish language. This national award, valued at over \$3,500, is given each year to 24 students from across the United States who become eligible by earning a high score on the National Spanish Examination and then submitting samples of their written and oral work in Spanish to a selection committee. In July, Kayla will be traveling to Spain with the other 23 winners to study Spanish language and culture at the Universidad Complutense de Madrid.

Senior Payton Spandow won first place in the Sexual assault awareness month Public Service Announcement (PSA) contest. The mission of The Center for Sexual Assault Crisis Counseling and Education is to provide counseling and support services to victims of sexual assault and to eliminate sexual violence through community-wide education programs. Here is the link to Payton's PSA.

https://drive.google.com/file/d/1v_upViEMUVPM3EIwpoA9zkJjM67a-H5P/view?usp=sharing

The DMV-Travelers Teen Safe Driving Video Contest awards celebration will be held on May 21 at the Connecticut Science Center in Hartford. Weston has won the contest two years in a row and this year has two teams as finalists, hoping to make it three straight years. The two team finalists and their links are David and Nathan Katz:

<https://drive.google.com/file/d/1KR6AbyGL6QirUA9hJES1zzcloUgBD0X/view?usp=sharing>; and,

Sofia Bara, Sara Gibek, and Anna Brosnihan:

https://drive.google.com/file/d/1VtVcD_ablbNZ4e1fBht7s48E9Sur1GI0/view?usp=sharing

Juniors, Beck Reiferson and David Tamburri, competed in the Connecticut History Day State Contest and advanced to the National finals. David and Beck took second place in the Senior Group Documentary Division for their documentary, "The Week That Changed the World: Nixon's 1972 Trip to China." The students will represent our school in the National History Day Finals held this June at the University of Maryland.



Four students were honored at the Southwest Conference Annual Awards Ceremony this spring. Mallory Rogers and Jake Cavicchia were recognized as student athlete leaders. Sam Parks and Drew Averick were honored for their participation in the Unified Sports program.

ALUMNI NEWS

Clare Murray, WHS Class of 2014, graduated from Colby College this spring and was awarded a Fulbright Scholarship. Claire will conduct independent research on museum studies in Spain, from September 2018 through June 2019.



Erik Weihenmayer, Class of 1987 and Boston College graduate, recently appeared on *The View* as a surprise guest for teacher appreciation week. He taught English to co-host Meghan McCain, Senator John McCain’s daughter, in middle school. Erik, who is blind, is known for climbing Mount Everest and navigating the Colorado River in a kayak. His organization, No Barriers, supports any person that faces a challenge. Ms. Deorio and Mr. Filip, plan to involve Weston High School in the No Barriers Summit this fall.

Ricky Ruiz, WHS Class of 2014, graduated this spring from Michigan State University with a concentration in finance. We congratulate all the members of the Class of 2014 who graduated this spring and wish them well in their future endeavors.

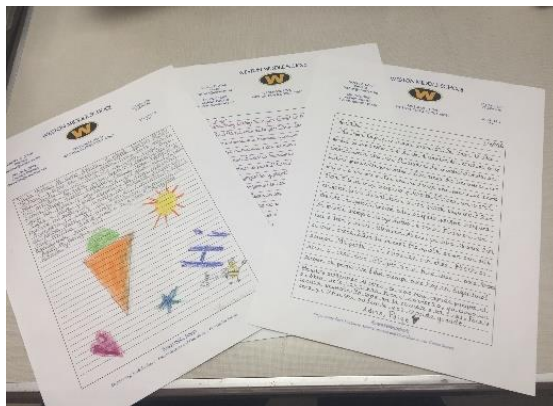


Weston Middle School	Dan Doak, Principal
-----------------------------	----------------------------

*In this issue... Spanish Students Learn About Argentina
Voyage to America Tour at Mystic Seaport
Hurricane Hunter Speaks to Sixth Graders
Project Challenge Fair
Seventh Graders Explore Molecular Motion*

SPANISH STUDENTS LEARN ABOUT ARGENTINA

Ms. Kosminsky’s seventh grade classes have been learning about some traditions in Argentina, including their favorite food, daily schedule, and “el mate,” which is a popular hot tea they drink with their family and friends. The students also had an opportunity to taste “el mate.” In addition to that, they wrote letters to students in Argentina where they had a chance to ask about their families, favorite pastimes, favorite foods, and school routines.



VOYAGE TO AMERICA TOUR AT MYSTIC SEAPORT

Seventh grade students on Team Explorers and Team Adventurers walked in the steps of immigrants on the “Voyage to America” tour at Mystic Seaport on April 18 and April 20. The tour included visiting one of the Seaport’s historic sailing vessels to imagine the journey many immigrants experienced; participating in a naturalization class at a 19th Century schoolhouse; empathizing with a Russian immigrant role-player; and discussing what it means to be a citizen of the United States. The field trip complements our study of immigration as part of the social studies curriculum.



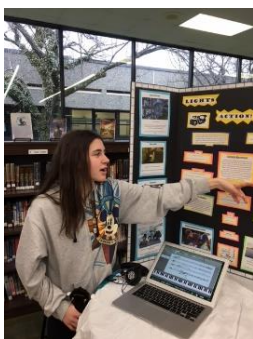
HURRICANE HUNTER SPEAKS TO SIXTH GRADERS

On April 24, sixth graders had an amazing opportunity to meet a hurricane hunter. Lieutenant Colonel Jonathan Talbot, Retired, fascinated the audience with his tales of being the Chief Meteorologist aboard the WC-130J. Students eagerly listened as LTC Jonathan Talbot explained how the planes are flown through hurricanes at 10,000 feet in an alpha pattern gathering data. He explained how the weather data, transmitted to the National Hurricane Center, is collected through ocean buoys and NCAR GPS Dropsondes and enables forecasts to be 30% more accurate. The presentation ended with a Q&A time where students asked questions related to aircraft, weather, and his most dramatic hurricane adventures. It was an incredible experience that incorporated our discoveries from our weather unit in science.



PROJECT CHALLENGE FAIR

Have you ever wondered if humans will be able to travel beyond the Milky Way Galaxy? Or tried your hand at stop-motion videography? This past trimester, students in Project Challenge dove deeply into a topic of their choice by asking questions, finding answers, and using their newfound knowledge to make, create, or contribute to a body of work about their topic of interest. Students then shared their ideas and work product at our annual Project Challenge Fair. Projects covered a broad range of subjects including: animation, mountaineering, vibration therapy, guitar-making, interior design, fiction writing, engineering, forensics, website design, and model-building to name a few. Classmates, teachers, and parents had the opportunity to learn about a variety of subjects as students shared the results of their hard work on their master projects.



SEVENTH GRADERS CHOREOGRAPH DANCES TO REFLECT MOLECULAR MOTION

Seventh Graders are exploring phase changes in the context of determining whether a methane lake on Titan, a moon of Saturn, froze or evaporated between 2007 and 2009. One year, the probe found liquid; two years later, the lake was solid. In order to evaluate various forms of evidence, students are learning about the freedom of movement of molecules at the molecular level during each phase.

A component of one lesson was to dance like a molecule such that the audience could make an educated guess as to whether the performer(s) were striving to represent molecule(s) in the solid, liquid, or gas phase. Students have further come to realize that kinetic energy (KE) is the same for different substances at the same temperature. The thinking student ponders, “How can that be? If each substance has the same KE, how can they be in different phases?” Students will be satisfied when they learn about intermolecular attraction through studying magnetic marbles of different magnetic strengths. Amplify, a digital learning program, is guiding this learning. The lessons are varied, including simulations that look a tiny bit like games and hands-on activities such as shaking noisy magnetic marbles and comparing the evaporation rate of rubbing alcohol to water. The dance representation of molecules appealed to the kinesthetic learners.



In this issue...WIS Earth Day Celebrations

Third Grade Endangered Animals AIM Unit

Fourth Grade Field Trip to Eli Whitney Museum

Fifth Grade Memoir Writing

Art Jam

Nutmeg Book Voting

Dr. McKersie, Guest Reader in Fifth Grade

WIS EARTH DAY CELEBRATIONS

The WIS community celebrated Earth Day during the weeks following Sunday, April 22—the globally designated date to celebrate. Earth Day promotes environmental awareness and calls for the protection of our planet. Earth Day celebrations always feature three components: first, it asks that the celebration be conducted among a group of people (classrooms and schools offer a perfect platform), the second requirement is that the group educate themselves about one of Earth’s most pressing issues, and the third is that the group corporately performs an act of service to the Earth. WIS students were passionately involved in all aspects of the Earth Day celebration. Throughout the week, classes across all grades came to the WIS makerspace to learn about air pollution or the misuse of Earth’s natural resources. As an act of service, all students planted organic green bean seeds and explored how growing your own food promotes a healthy lifestyle as well as a healthy environment. Families throughout Weston will have delicious green beans to enjoy this summer!



THIRD GRADE ENDANGERED ANIMALS AIM UNIT

This month, the third grade students began an AIM (Academic Innovation and Measurement) unit on Endangered Animals. This is an exciting unit for our students as they conduct research, learn about adaptation and endangerment, and try to find solutions to save the animals. The unit began in the LLC where they watched a short video about endangered animals and explored books and databases to identify an endangered animal that they would be interested in researching. This AIM unit encompasses several curricular areas, such as reading, writing, and science, and is a culmination of their third grade experiences. The students are learning that endangerment occurs as a result of animals’ inability to adapt in a timely enough fashion to changes in environment, food supply, or predators. Students were very surprised, and saddened, to see that so many animals were on the endangered list. In science, they will be exploring the physical structures and behaviors that allow many different kinds of animals to survive and reproduce in environments that meet their basic needs. Families will be invited to attend presentations created by the students towards the end of the school year.



FOURTH GRADE FIELD TRIP TO ELI WHITNEY MUSEUM:



To culminate the science unit on Electricity, and to kick-off a new science unit on forces and motion, the fourth grade students spent a day at the Eli Whitney Museum in Hamden, Connecticut, where they applied their knowledge to two fun projects. They began by building a model of a house with a circuit that



included a switch, incandescent lightbulb, and an LED bulb. As they built their model, they discussed open and closed circuits and applied their understanding as they made the necessary connections to light their house. The students later began to explore the properties of force and motion

while constructing their own pinball machine. With this project, they were able to experience firsthand an important concept that the position and motion of an object can be changed by pushing or pulling.

FIFTH GRADE MEMOIR WRITING

Fifth grade writers are engaged in a unit of study on memoir writing. As our students begin a significant transition to middle school, this time of year presents a wonderful opportunity for them to reflect upon their lives. One way to accomplish this is for students to think about who they are and moments that have changed them, then to write about those moments with the purpose of reflection. Writers ask themselves, “Who was I before, and who am I now?” In this powerful unit, students learn that sometimes memoirs are written more as a narrative to tell a story, and other times more as a personal essay to convey a claim about themselves. It is the author’s work to determine which way will best convey their own personal message.

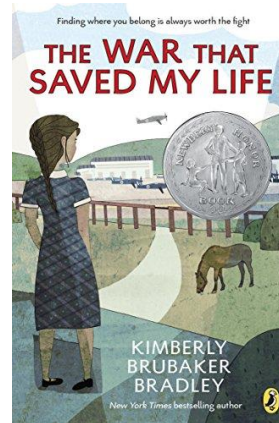
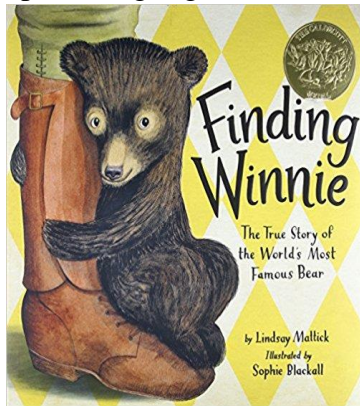
ART JAM

Our students have been busily preparing for this year’s “Art Jam.” The annual all-district art open house was held on Thursday evening, May 17. Each spring our hallways become a beautiful art gallery as students choose their favorite pieces of art to hang on the walls or to display in the art room. All the artwork displayed showcases the variety of art concepts that the students have studied throughout the year. As our students and families viewed the numerous pieces of art, the hallways were filled with the sounds of music. This year, several of our talented student musicians provided beautiful musical accompaniment to the evening.

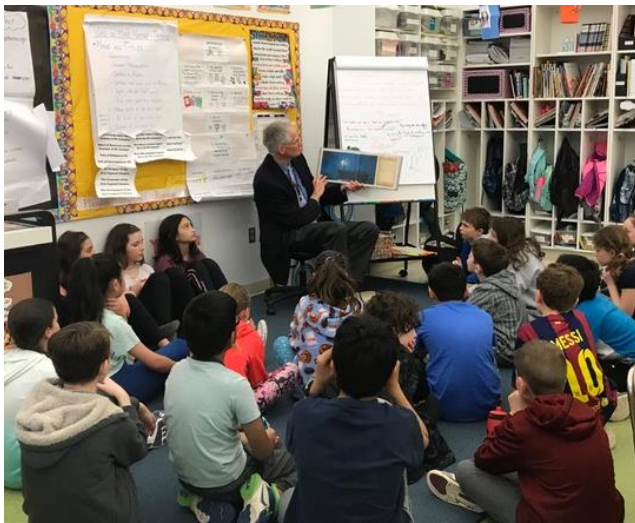


NUTMEG BOOK VOTING

WIS Nutmeg voting ended on Friday, April 27. All students, who read at least three Nutmeg nominated books were invited to vote for their favorite. Over 150 students cast a vote! WIS student votes will be tallied into the overall state count. We are looking forward to the announcement of this year's Nutmeg winners on May 15. The top choice among WIS fourth and fifth graders was, *The War that Saved My Life*, by Kimberly Brubaker Bradley, and the top choice by the third graders was, *Finding Winnie*, by Lindsay Mattick. The Nutmeg Book Award encourages children in grades 2-12 to read quality literature and to choose their favorite from a list of nominated titles. Jointly sponsored by the Connecticut Library Association (CLA) and the Connecticut Association of School Librarians (CASL), the Nutmeg Committee is comprised of children's librarians and school library media specialists who are members of our sponsoring organizations.



DR. MCKERSIE, GUEST READER IN FIFTH GRADE



This month, Dr. McKersie visited each of the fifth grade classes to read to them, *The Midnight Ride of Paul Revere*, a poem by American poet Henry Wadsworth Longfellow. The poem commemorates the actions of American patriot Paul Revere on his historic ride on April 18, 1775. Dr. McKersie led some enthusiastic discussions with the fifth graders, who have been studying the American Revolution, challenging them to think critically about why the author chose to write this poem, including its historical inaccuracies, prior to the beginning of the “Civil War.” Drawing a reference to the hit Broadway show, *Hamilton*, the students quickly grasped the effect and power of poetry to relay an important message.

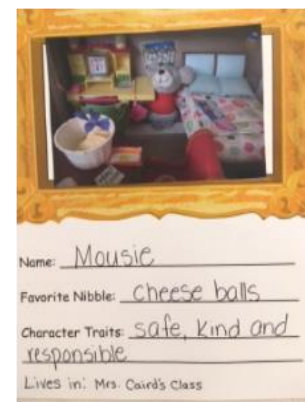
*In this issue...Schoolwide Events
Teaching and Learning
Staff Appreciation
Class of 2031*

SCHOOLWIDE EVENTS

Our fifth annual *One School One Book* event was a huge success. Thanks to the generosity of the Hurlbutt PTO, we were once again able to celebrate reading as a community! This is the fifth year that every student and staff member in our school received a copy of the same book for us to all read together. Teachers, security, office staff, and paraprofessionals were all on board. For a few days prior to revealing the title, our students were given daily clues. The clues were announced during morning opening announcements and then displayed in the main hallway. Everyone loved trying to figure out from the clues which book we would read. The last clue was staff dressed up as mice! It was quite an exciting morning in the car loop and the bus loop when the students saw us with ears, whiskers and tails.



At our kick-off assembly we revealed the title of the book, *Henry Whiskers*, by Gigi Priebe and we met the One School One Book mascot, Henry the Mouse, who is one of the characters in the book. Each class received their own class mascot. During the week, our classes had so much fun naming their mouse and deciding on the character traits of their mouse. We were astounded by the creativity of the students and staff. Some classes built rooms out of shoeboxes for their mouse friend. We enjoyed seeing them on display in the LRC throughout the program. Some of the designs were very extravagant and the creativity of our students really showed.



As part of our outreach to the community, students collected coins to benefit Woodcock Nature Center in Wilton, Connecticut. Our school community loved the idea of supporting nature just as our mouse friend, Henry Whiskers, would have wanted it.

As a special treat this year, and for the first time, we were able to schedule a visit with the author of the book while we were reading it! Through PTO funding, we hosted assemblies with Gigi Priebe, the author of *Henry Whiskers*. Gigi is a Connecticut resident, and hosting a local author was very exciting to our students and staff. Prior to her arrival, she even made us a video telling us about herself and that she was looking forward to visiting our school. You can view this video on our LRC One School One Book website.

This event was a true home-school partnership. Families read the chapters of the book at home at night and our teachers would summarize or reread some of the chapters at school to reinforce the story. Our students brought in pictures of themselves reading the book. They loved to see the pictures displayed in our school hallways. At our wrap-up assembly, we gathered again as a school community to bring this amazing experience to closure.

Check out the Hurlbutt Elementary School website to view our amazing webpage that highlights many of the activities. Follow the LRC link on the home page and you can view many photos and activities that we enjoyed together. The fun doesn't end when we are done reading this book. Many of our students and staff have been inspired to read more books in this series and even other books by this author. We will also enjoy many activities and crafts around this book at our Family Fun Night on June 7. This event is a culminating activity for the school year and also helps us kick off summer reading.



Pictured, our LRC One School One Book homepage.

TEACHING AND LEARNING

Spanish: We're very excited to share with you what our students have been learning during March and April. Our Kindergarteners can now describe and classify objects using color, size, and shape and can name people and places in our community. Our grade one learners have added nature terms to their vocabulary and more action words! In second grade, los estudiantes can now identify and describe various fruits and speak of their origins.

STAFF APPRECIATION

Beginning on May 6, Hurlbutt Elementary staff were treated to a week of Staff Appreciation events by our PTO and parent community. The week started off with a snacks/candy bar that kept us nourished throughout the day. Every staff member also received a vase of flowers arranged by parent volunteers. Always a highlight of this week are the personal notes our students bring us to tell us what makes our school or their teacher special. Near the end of the week, we enjoyed a catered lunch in the staff room.

We were overwhelmed by the generosity and kindness of our families and could not be more grateful to them for giving us this special event. Thank you to our amazing PTO and parent community!

CLASS OF 2031

This month we welcomed in the parents of the Class of 2031 at our kindergarten orientation program. We shared information about a typical kindergarten day and introduced them to staff with whom they and their children will work next year. PTO representatives gave them a tour of the building and talked to them about what it is like being a Hurlbutt parent. Our school counselor has been holding individual meetings with each family to get to know them and to answer any individual concerns or questions they may have about this important milestone in their child's life. This approach exemplifies our philosophy and mission to get to know each and every family in our school community on a personal level. We are proud of this unique experience we offer Weston families.

Our incoming kindergarten students also came for a visit to our school and enjoyed some time on the playground. After visiting a kindergarten classroom we took them on a short bus ride. This is the first time many of our incoming kindergarteners have been on a big school bus. It certainly is a highlight of the trip for them and something they look forward to when they start school. While the students were having their orientation, the parents spent some time in the LRC with our principal and assistant principal. We shared information about what to expect when their child starts kindergarten, followed by an extensive question and answer period. Parents on hand who have older children were able to provide information about our school from a parent perspective. We are looking forward to welcoming this class into our school community.